

Value for Money Audit 2020- Curriculum Development, Implementation and Delivery Implementation Status- Public Accounts (April 30, 2021)
Implementation Status by OAGO Recommendation and by Year (2020-2021 to 2023-2024)

Recommendation # 1	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>In order to improve the process of developing and implementing curriculum, we recommend that the Ministry of Education:</i>							
1.1 <i>Develop a formal risk-based approach for selecting curriculum to revise;</i>	<i>The ministry agrees with the Auditor General's recommendation and will integrate a more formal assessment of risk into a defined curriculum renewal approach that ensures the development of relevant and timely curriculum to support student learning.</i>	2	In progress	- Curriculum guideline to outline curriculum review process is under development - The ministry will explore options for a formal risk-based approach, including reviewing approaches in other jurisdictions	- Curriculum guideline released publicly for implementation in 2022-23 onwards - The ministry will use a more formal risk-based approach for curriculum selection to assess and inform decisions around curriculum revisions in 2022-23 onwards		
1.2 <i>Set a defined amount of time between when it releases curriculum and the implementation date; and</i>	<i>As part of the development of a risk-based curriculum renewal approach, the ministry will work towards establishing a consistent time between the issuance of curriculum and the mandatory implementation date.</i>	2	In progress	- Curriculum guideline to outline curriculum review process is under development - The ministry will explore options for a defined amount of time between release and implementation date, including reviewing approaches in other jurisdictions	Curriculum guideline released publicly for implementation in 2022-23 onwards		

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1.3	<i>The ministry recognizes the value of access to a new curriculum ahead of a mandatory implementation date. The ministry will undertake a review of possible approaches to piloting curriculum, which will include consideration of the short and long-term outcomes and equitable learning opportunities for all students.</i>	3	Not yet started	[EDU rationale provided: Investigating the possible approaches to piloting curriculum can start earlier however time will be needed to conduct the research and finalize findings]	The ministry will begin a review of potential approaches to piloting curriculum implementation including interjurisdictional research and best practices		
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Recommendation #2	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
2.0 <i>To allow for development of curricula that is research-based, evidenced-informed and reflective of stakeholder views, we recommend that the Ministry of Education establish procedures that ensure that each step in its own process for curriculum development is completed on a timely basis and that fulsome research and relevant stakeholder feedback are obtained.</i>	<i>The ministry will continue to build upon its current approach to curriculum development that includes research and evidence, subject-matter expertise and relevant stakeholder engagement, advice and feedback. While the Ontario model is robust, the ministry agrees to develop a standard procedures guideline that will be used throughout the curriculum revision process to support the consistency of each step.</i>	2	In progress	Curriculum guideline to outline curriculum review process is under development.	Curriculum guideline released publicly for implementation in 2022-23 onwards		

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Recommendation #3	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>In order to understand and address barriers and challenges to the effective implementation of new or major curriculum revisions, we recommend that the Ministry of Education:</i>							
3.1 <i>Collect data and information through surveys of educators and other means to evaluate the level of implementation following major curriculum revisions;</i>	<i>The ministry agrees that evaluating the effectiveness of new curriculum implementation is important.</i> <i>Building on the ministry response to recommendation 2, the ministry will work with our education partners to explore opportunities to gather feedback from educators on challenges and barriers to implementation, best practices and opportunities for improvement. This can be a step in the development of the curriculum revision process.</i>	12		- Curriculum guideline to outline curriculum review process is under development - The ministry will explore options for gathering educator feedback in curriculum review process, including reviewing approaches in other jurisdictions	Curriculum guideline to be released		

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3.2	<i>In addition to the ministry's current process of gathering input on training, resources and supports, the ministry will use the feedback from education partners to inform the development of curriculum specific training, resources and support.</i>	3	In progress	- Standard implementation plan has been developed for all new curriculum, which includes focused training and supports, such as Introductory Supports, Long Range Plans, and Classroom-Ready Resources. - Educator feedback has been built into board reporting questions for math strategy funding to identify barriers to effective math curriculum implementation. - The implementation plan for the de-streamed Grade 9 math course was shared with the Minister's Advisory Council on Special Education for feedback. - Third party TPAs for educator curriculum resource development require recipients to collect educator feedback on resource effectiveness.	- Continue to incorporate educator feedback into the design and development of resources and curriculum-specific training. - Explore evaluation of Math Strategy effectiveness, including resources for educators. Develop standard resource development processes for the ministry based on educator feedback and best practices.	Incorporate findings of Math Strategy evaluation into resource development and curriculum implementation.	Continue to apply lessons learned and evaluate success of curriculum implementations.
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				- Feedback mechanism built into the educator professional learning e-community that hosts curriculum implementation resources. - Shared the de-streamed grade nine math course implementation supports with the EDU de-streaming roundtables for feedback.			
3.3 <i>Collect and examine data related to students' performance in the first year of post-secondary pursuits to gain an understanding of any knowledge or skills gaps of Ontario students and address the gaps.</i>	<i>The ministry will continue its ongoing work with the Ministry of Colleges and Universities and other areas of Government to gather additional information on the experience and outcomes of students after secondary school as they transition to post-secondary institutions, apprenticeship programs and the labour market.</i>	2	In progress	Updated dataset expected by end of March 2021	By fall 2021, provide: - Information on the number of students who entered post-secondary education for the first time by the end of 2019-20. - Program completion information on students who transition to post-secondary institutions and apprenticeship programs by the end of 2019-20.	The ministry will continue its ongoing work with the Ministry of Colleges and Universities and other areas of Government to examine the experience and outcomes of students after secondary school as they transition to post-secondary institutions, and apprenticeship programs.	The ministry will continue its ongoing work with the Ministry of Colleges and Universities and other areas of Government to examine the experience and outcomes of students after secondary school as they transition to post-secondary institutions, and apprenticeship programs.

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Recommendation #4	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>We recommend that school boards ensure principals or vice principals consistently complete a review of teachers' annual long-range plans and a sample of lesson plans to ensure all curriculum expectations are planned to be taught to an appropriate level of depth.</i>	<i>The ministry will engage with partners to identify additional leadership opportunities for principals and vice-principals to support educators in their classroom instruction by reviewing long range plans and sample lesson plans while considering existing policies and processes.</i>	2	In progress	Through a TPA, the Principals Associations (CPCO, OPC and AFDO) are offering webinars on the implementation of the revised Mathematics, Grades 1 to 8. The sessions are being monitored to ensure that they focus on research, effective instructional strategies, lesson plans and long-range plans	Work with School Board Professional Learning (SBPL) co-chairs to seek opportunities to plan and develop a webinar, self-directed module and/ or other support for Ps and VPs that support implementation of curriculum with a focus on the development of long-range plans and lesson plans (e.g. could be tied to: the revised Math 1- 8; revised Grade Nine Math including the Math System Leaders Network on the VLE, the expansion of the	Work with a variety of leadership partners to seek opportunities to gather effective practices in the development of long-range plans and lesson plans in multiple subject areas and find appropriate vehicles for network sharing.	Through a TPA, the Principals Associations (CPCO, OPC and AFDO) are offering webinars on the implementation of the revised Mathematics, Grades 1 to 8. The sessions are being monitored to ensure that they focus on research, effective instructional strategies, lesson plans and long-range plans

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					Let’s Talk Leadership site). • With a new TPA for the Institute for Educational Leadership(IEL), work with the IEL new administrators planning committee comprised of a representative from OPC, CPCO, and ADFO and EDU to seek an opportunity to include an instructional leadership component for newly appointed principals and vice-principals in a virtual session with a focus on effective practices of working with staff in the development of long range plans and lesson plans for math and other subject areas		
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Recommendation #5	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>In order to provide teachers and other educators with useful resources and materials needed to support teaching the curricula, we recommend that the Ministry of Education, in conjunction with the school boards:</i>							
5.1 <i>Communicate the availability of new resources to teachers and school board staff upon the release of the resources, including where and how they can be accessed</i>	<i>The ministry is committed to building on and strengthening the provision and awareness of curriculum resources for educators.</i> <i>The ministry is developing a Curriculum and Resources website. This new digital space will help educators access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time with new content and features based on user feedback. The platform will be available in both French and English at all stages.</i>	2	In progress	• The Curriculum and Resources website was launched in June 2020 with the release of the elementary Mathematics curriculum. The site also included the four most recently revised or developed curriculum in digital format (elementary Health and Physical Education, secondary First Nations, Métis, and Inuit Studies, and the Grade 10 Career Studies course, ASL/LSQ as a Second Language, Level 1). • As curriculum are released, resources related to that curriculum	• Curricula to be transitioned into digital format on the Curriculum and Resources website: - The Arts (G1-8 and G9-12) - Social Studies, History and Geography (G1-8) - Canadian and World Studies (G9-12) - Language (G1-8) and Français (G1-8) - English and Français (G9-12) - Guidance and Career		

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				will be posted on the Curriculum and Resources website. • Curricula and resources posted to the Curriculum and Resources since spring 2020: • High-Impact Instructional Practices in Mathematics, Resources and Supports; • Long-Range Plans; • LSQ/ASL as a Second Language (2021) • The Parents Section of the website also includes a link to the TVO and TFO resources. • FLTLAD working with a third party organization to develop an interactive resource to support the Math 1-8 curriculum. Expected release in 2021-22.	Education (G9-12) - Actualisation linguistique en français (G1-8 and G9-12) • As curricula are revised, they will be released in digital format on the Curriculum and Resources website. Resources will also be added as they become available. • The Curriculum and Resources website will soon have a feature where educators and parents can be notified of changes to the site, including when new resources are available.		
5.2 <i>Collect feedback and input from teachers on the usefulness of the resources and on suggestions for improvement, through surveys or other means, within two years of releasing the resources</i>	<i>As a timely understanding of the effectiveness of resources for educators is important, the ministry will engage with education partners to explore effective ways to solicit this feedback and their</i>	2	In progress	• 2020-21 board reporting for the math strategy has been drafted, including feedback questions. • All third-party agreements for resource development or training	• Continue to collect educator feedback on curriculum supports through the Math Strategy board report.	• 2020-21 board reporting for the math strategy has been drafted, including feedback questions. • All third-party agreements for	

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	<i>perspectives in a reasonable time period to assess the effectiveness of a curriculum resource.</i>			include a requirement that the recipients conduct educator surveys on resource effectiveness. Standard feedback survey shared with all ministry-led webinar participants.	- Feedback mechanism built into Curriculum and Resources website to monitor usefulness of resources. - Feedback mechanism built into the educator professional learning e-community that hosts curriculum implementation resources.	resource development or training include a requirement that the recipients conduct educator surveys on resource effectiveness. Standard feedback survey shared with all ministry-led webinar participants.	
5.3 <i>Use and incorporate feedback received into future resource development</i>	<i>The ministry will continue to respond to feedback on curriculum resources in ongoing resource development, including analysis of additional sources of feedback when available.</i>	3		- Ministry staff met with third party TPA recipients to seek feedback on the resource development process to inform future resource development, including the grade nine de-streamed math course and new elementary science curriculum. - Educator feedback collected during and following Ministry webinars is analyzed and used to inform future resource development.	Educator feedback collected continues to be analyzed and used to inform resource development. Provide third party TPA recipients with templates to support resource development based on educator feedback and reflecting best practices.		

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Recommendation #6	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>To allow teachers to understand new or revised curriculum in adequate depth and to have the knowledge of instructional strategies and practices they should be using to be able to deliver it effectively, we recommend the Ministry of Education</i>							
6.1 <i>Provide a sufficient amount of lead-time prior to the curriculum implementation date, ranging from six months to one year, depending on the scope of revision</i>	<i>The ministry recognizes the value of access to a new curriculum ahead of a mandatory implementation date. The ministry will work towards establishing a consistent time between the issuance of curriculum and the mandatory implementation date, as part of its development of a risk-based approach to curriculum renewal.</i>	2	In progress	- Curriculum guideline on the curriculum review process under development - The ministry will explore options for a defined amount of time between release and implementation date, including reviewing approaches in other jurisdictions	Approved approach included in the Curriculum Guide		

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6.2	<i>The ministry will provide educators with training, tools, and resources before mandatory implementation of curriculum. The ministry will also continue to provide these opportunities and resources during the implementation phase so that educators benefit from on the job training.</i>	3	In progress	- Ministry-led introductory training sessions on the Grade 9 math course will be held shortly following curriculum release (anticipated Spring 2021) to prepare for mandatory implementation during the 2021-22 school year. - Draft Grade 9 math curriculum has been shared with education publishers ahead of its public release date to help ensure their resources align with the new curriculum ahead of mandatory implementation. - Third party resources for the Grade 9 math curriculum will be available in the months leading up to curriculum implementation.	The ministry will continue to provide training, tools and resources to teachers several months before new curriculum is to be taught where possible.		
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Recommendation #7	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>To provide students with textbooks for their studies that are relevant and relatable, we recommend the Ministry of Education:</i>							
7.1 <i>Review the listing of textbooks on the Liste Trillium List and gain assurance that they are current and relevant to student learning for each subject</i>	<i>The ministry agrees with the Auditor General that textbooks are an important resource for students and that they should be relevant and relatable. The ministry also recognizes the various other resources related to current and new curriculum that educators and student use including digital resources.</i> <i>The ministry will work with textbook evaluation partners towards completing a periodic review of textbook titles for each subject/course on the Liste Trillium List to ensure they are current and relevant.</i>	3	In progress	<i>[EDU rationale provided: This will take 3 or more years to fully implement as it will build on prior commitment and time required to explore options and engage with education partners. The ministry will continue to provide training, tools and resources during curriculum implementation]</i> Engage current textbook evaluation partners in discussion to identify options that support periodic re-evaluation of textbooks on the Liste Trillium List, to ensure they are current and relatable Policy analysis to determine activities needed to implement	Activities for future years will be determined during Year 1, following discussion with textbook evaluation partners and policy analysis	Implement periodic review of textbooks	

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				periodic review of the Liste Trillium List (I.e. reviewing policy, updating the platform/database, and/or comprehensive review of the textbook list).			
7.2 <i>Discontinue the ability to purchase textbooks that are no longer considered relevant; and ensure textbooks are made available for the Math Elementary 2020 curriculum.</i>	<i>While school boards are responsible for the provision of textbooks, the ministry commits to communicating the roles and responsibilities of school boards as it relates to the purchasing of textbooks and informing the boards of textbooks when they are no longer considered relevant and should therefore not be purchased.</i> <i>The ministry is reviewing the recommendations provided by the textbook evaluation partner on a number of textbooks for the revised elementary Mathematics curriculum.</i>	2	In progress	• Approve digital English-language textbooks to support the Math Elementary 2020 curriculum • Work with publishers to support the development of French-language math textbooks for the Math Elementary 2020 curriculum • Annual communication to school boards regarding their roles and responsibilities related to purchasing of textbooks, and informing them of textbooks that are no longer ministry-approved and should	• Annual communication to school boards regarding their roles and textbooks that are no longer ministry-approved	• Annual communication to school boards	• Annual communication to school boards

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				therefore not be purchased			
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Recommendation #8	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>In order to determine which textbooks, if any, are most widely used and preferred by teachers, we recommend school boards track the utilization of textbooks in their schools and use this information to make bulk purchase orders, potentially lowering overall cost</i>	<i>The ministry commits to encouraging school boards to continue to examine their resource purchasing practices.</i>	2	Not yet started	Annual communication to school boards regarding their roles and responsibilities related to purchasing of textbooks, and informing them of textbooks that are no longer ministry-approved and should therefore not be purchased; this memo will remind boards to examine their resource purchasing practices	Annual communication to school boards regarding their roles and textbooks that are no longer ministry-approved, including a reminder to boards to examine their resource purchasing practices	Annual communication to school boards	Annual communication to school boards

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Recommendation #9	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>We recommend that the Ministry of Education update its assessment policy, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010, to provide teachers with further guidance and tools regarding assessment, including definitions of the various levels of achievement, formal criteria in each learning category and examples of student work at the various levels, as well as guidance on assessment during remote learning for all grade levels</i>	<i>It is an ongoing ministry priority to provide educators with policy guidance required to support assessment, evaluation and reporting of student achievement. The ministry recognizes that there are opportunities to strengthen its guidance in these areas.</i> <i>The ministry will move forward with a review and engagement with education and community partners in order to develop additional policy guidance.</i>	4	In progress	- Research procurement including jurisdictional scans and literature review to be issued in spring/summer 2021 - Procurement of expert partners to be issued in summer/fall 2021	- Recommendations for areas/themes that requires updating and additional recommendations for deeper dives into research and consultations scheduled for spring 2022 - The ministry will receive the framework for next steps for the revision process in spring 2022	- Writing of Draft document - Additional sector engagement - Development of implementation supports - Pilot of draft policy	- Finalization and approvals - Growing Success – Assessment, Evaluation and Reporting released - Implementation supports issued

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Recommendation #10	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>We recommend that the Ministry of Education update its assessment policy, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, to reflect the most current knowledge about assessment, equity, inclusion, special educational needs, culturally relevant and responsive pedagogy and the use of technology for remote learning.</i>	<i>The ministry is committed to equity, inclusion, anti-discrimination, anti-racism, human rights and support for the success of all students across our education system.</i> <i>This commitment permeates across our work in curriculum, assessment, evaluation, and reporting; as well as in the delivery of education both in-person and remotely.</i> <i>This lens will be applied to our work in response to Recommendation 9 in which the Ministry is committed to develop additional policy guidance</i>	4		- Research procurement including jurisdictional scans and literature review to be issued in spring/summer 2021 - Procurement of expert partners to be issued in summer/fall 2021	- Recommendations for areas/themes that requires updating and additional recommendations for deeper dives into research and consultations received in March 2022 - Synthesis of research and engagement results provided - Engagement with Sector	- Writing of Draft document - Extensive sector engagement - Development of implementation supports - Pilot of draft policy	- Finalization and approvals - Growing Success – Assessment, Evaluation and Reporting released - Implementation supports issued

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Recommendation #11	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>To gain assurance that consistency in student assessment is being achieved across the province and in each particular board, we recommend the Ministry of Education:</i>							
11.1 <i>Require school boards to analyze student performance data (that is the consistency between EQAO scores and classroom grades)</i>	<i>The ministry will continue to support school boards in analysis of their local data about student achievement including EQAO assessment results and student course/report card marks, and require them to compare EQAO scores and classroom grades.</i> <i>The ministry will explore options for expanding the scope of data available to boards for analysis through the interactive tools the ministry has posted for boards on the ministry's Education Information Centre.</i>	2	In progress	• Updates to the Board Profiles Tool posted on the ministry's Education Information Centre.	• Build a new view in the Board Profiles Tool that presents both EQAO scores and classroom grades in the same view. • Timelines will depend on availability of EQAO results data.		
11.2	<i>The ministry will compile and analyze data submitted by boards to identify notable</i>	1	In progress	• Updates to the Board Profiles Tool to be posted on the	• Build a new view in the Board Profiles Tool that presents		

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<i>Compile and analyze data provided by school boards</i>	<i>trends and insights related to student achievement.</i>			ministry's Education Information Centre.	both EQAO scores and classroom grades in the same view. Timelines will depend on availability of EQAO results data.		
11.3 <i>Follow up and address issues where consistent assessment does not appear to be the case</i>	<i>In instances where analysis of data indicates possible data quality issues or inconsistencies, the ministry would facilitate follow-up and review.</i>	1	In progress	The ministry continues to follow-up with boards on OnSIS data submissions as part of routine quality assurance review.			
11.4 <i>Establish a province-wide educator network to create and share assessment materials, strategies and practices</i>	<i>The ministry will build on current networks, such as the Managing Information for Student Achievement leads in school boards, to support the creation and sharing of assessment materials strategies and practices among educators. The ministry will explore options with our education partners on how we can work together to develop and maintain this network.</i>	2	In progress	- The ministry has established a math system leaders' network for board math leaders to share resources and best practices with one another, including on assessment. - The ministry is exploring options with internal and external partners to discuss possible approaches to an assessment network to share			

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				materials, strategies and best practices. CASSPB/FTLAD to explore the use of educator networks as part of its research procurement (see recommendations 9 and 10)			
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Recommendation #12	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>We recommend that the Ministry of Education include, as part of its curriculum revision, a process to investigate the causes where Ontario's performance in national and international assessments shows a decline or lack of improvement over time and develop strategies to address gaps and shortcomings in student learning.</i>	<i>The Ministry will continue to regularly analyze Ontario's performance in national and international assessments to inform curriculum revisions, and explore strategies that address gaps in student learning</i>	2	In progress	Analysis of national and international historical and current assessment frameworks are underway and considered part of the data that informs curriculum revisions (e.g., TIMSS 2019).	Ongoing analysis of historical and current national and international assessment frameworks, contextual questionnaire findings and achievement results to inform policies and programs.	Ongoing analysis of historical and current national and international assessment frameworks, contextual questionnaire findings and achievement results to inform policies and programs.	Ongoing analysis of historical and current national and international assessment frameworks, contextual questionnaire findings and achievement results to inform policies and programs.

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				Analysis of Trends in International Mathematics and Science Study (TIMSS) 2019 and Pan-Canadian Assessment Program (PCAP) 2019 results in relation to EDU policies and programs. Analysis of historical and current national and international contextual questionnaire findings to inform future policies and programs.		Analysis of Progress in International Reading Literacy Study (PIRLS) 2021 assessment results in relation to EDU policy and program supports.	Analysis of Programme for International Student Assessment (PISA) 2022 assessment results in relation to EDU policy and program supports.
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Recommendation #13	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>To provide better assurance that Ontario students have acquired a consistent minimum level of knowledge in core subject areas, we recommend the Ministry of Education:</i>							

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13.1 <i>Assess practices in other jurisdictions that have standardized provincial testing in various subjects and grades at the secondary level which are worth some component of the final course grade, and adjust its standardized testing, as appropriate, based on the review</i>	<i>The ministry will review best practices from other provincial testing programs and consider how this might inform adjustments in Ontario.</i>	2	In progress (see 9 and 10)	This will be included in the procurement work outlined in Recommendations 9 and 10			
13.2 <i>Conduct cyclical assessment of priority subjects.</i>	<i>The Ministry recognizes that large-scale assessments like EQAO differ from classroom assessment in their purpose. It also recognizes that in the 2018 Consultations, education partners and the public had mixed views regarding the need for more large-scale assessment. The ministry will continue to review its assessment program to determine the need for further adaptations, including cyclical assessment of priority subjects.</i>	2	In progress (see 9 and 10)	This will be included in the procurement work outlined in Recommendations 9 and 10			

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Recommendation #14	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>In utilizing testing information as a tool to improve curricula and student education, we recommend that the Ministry of Education:</i>							
14.1 <i>Perform detailed analysis and identify reasons for stagnating or declining EQAO scores</i>	<i>The ministry will continue to engage with our partners, including the EQAO and school boards, to further shed light on these factors, including performing detailed analysis of results to try and isolate reasons for stagnating or declining scores.</i>	3	In progress	• Ongoing collaboration with French-language ministry colleagues and EQAO partners. • Analyze the French language Grade 6 math assessment items from 2015-16, 2016-17, and 2017-18. • Receive requested data files from EQAO partners for Grade 3 and Grade 9 (Applied and Academic) math assessments (2016-17, 2017-18, 2018-19). • Ongoing sharing and deliberating of findings with policy and program areas.	• Ongoing collaboration with French-language ministry colleagues and EQAO partners. • Perform longitudinal analysis of assessment items based on Grade 3, 6, and 9 EQAO math assessments (prior to 2019-20) for English- and French-language systems. • Presentation of findings to EQAO partners. • Ongoing sharing and deliberating of findings with policy and program areas.	• Ongoing collaboration with French-language ministry colleagues and EQAO partners. • Ongoing sharing and deliberating of findings with policy and program areas.	• Ongoing collaboration with French-language ministry colleagues and EQAO partners. • Ongoing sharing and deliberating of findings with policy and program areas.

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14.2	<i>Have school boards put in place supports to directly impact those groups of students who may be struggling</i> <i>EDU rationale provided: Significant engagement with the education sector will be needed. Given the current context, education partners need to focus on school reopening, and the ministry does not want to overburden the sector with these engagements at this time]</i>	Where there is declining performance, for example, in math, and in recognition of the need to support all students and remove barriers to student success, the Ministry intends to work with school boards to put in place supports to directly impact groups of students who have been marginalized and who have struggled in the past.	2	In progress	- Created a revised BIP template to ensure boards have plans to support students who may be struggling - Target math strategy TPA funding to low performing schools based on EQAO math scores - Math strategy board report requires school boards to identify how they support targeted schools and students who may be struggling. - In October 2019, April 2020, June 2020 and January 2021 SSLs engaged in regional webinars to network and share successful and innovative practices to support vulnerable students. EDU updates SSLs regarding upcoming plans and initiatives designed to support vulnerable learners. - Plans for De-streaming Board Leads and SSL webinars in March, April	- Release a guide to support effective instruction in reading (pending approval). - Year 3 of math strategy funding will continue to be targeted to low performing schools, with a shift in focus from Grade 9 Applied Math to the implementation of the new Grade 9 de-streamed math course for secondary schools. - There will continue to be funding to all school boards for a Board-based Math Lead and educator release time for professional learning. - Additional funding for targeted schools could include: - School-based math learning facilitator - Release time for educator professional learning (including principal coaching).	- Year 4 of math strategy TPA funding will continue to be targeted to low performing schools and will continue with a focus on the Grade 9 de-streamed math course in secondary schools. - There will continue to be funding to all school boards for a Board-based Math Lead and educator release time for professional learning. - Additional funding for targeted schools could include: - School-based math learning facilitator - Release time for educator professional learning (including principal coaching).
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				and May 2021 (pending approval)	○ Release time for educator professional learning (including principal coaching) ● A web-based planning, monitoring, assessment and reporting tool may be provided to targeted schools to support their work in the implementation of the de-streamed Grade 9 math course. ● On-going ministry led webinars and other supports for Board-based Math Leads and participating principals. ● Implementation of the BIP may no longer be tied to the math strategy, with the ministry taking a	● A web-based planning, monitoring, assessment and reporting tool may be provided to targeted schools to support their work in the implementation of the de-streamed Grade 9 math course. ● On-going ministry led webinars and other supports for Board-based Math Leads and participating principals.	
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					more broad-based approach to planning and monitoring board-wide goals.		
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Recommendation #15	Ministry Response	Year	Implementation Status	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)
<i>In order to have students achieve the level of learning they should be at in their current grade level, as indicated by assessment of all areas of the curriculum, we recommend the Ministry of Education develop strategies throughout the 2020/21 school year to provide to school boards to close the learning gap students experienced during remote learning required by COVID-19.</i>	<i>The ministry recognizes that students may need additional supports as a result of the school closures in 2019-20.</i> <i>School boards are expected to provide the full range of curriculum during the 2020-21 school year, including planning for a refresher period for students as is always done in September but may be more robust this year. Content review for students should be</i>	1	In progress	- The ministry has communicated that school boards are expected to provide the full range of curriculum during the 2020-21 school year. - Summer learning opportunities were offered in Summer 2020 to mitigate potential impacts of the school closure period and summer learning loss. These opportunities included expanded	Release of French-language linguistic and literacy resource to support K-1 students who delayed the start of schooling due to COVID.		

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<i>integrated through the school year at key instructional times to ensure students have fundamental building blocks before each new unit.</i> <i>Summer Learning Opportunities were offered to mitigate potential impacts of the school closure period and summer learning loss. These opportunities included, expanded summer school, new course upgrading, support for high school students in key areas of curriculum, and targeted programs for vulnerable students, students with special education needs, and Indigenous students.</i> <i>The ministry is continuing to meet regularly with education partners to further support educator and students during the</i>			summer school, new course upgrading, support for high school students in key areas of curriculum, and targeted programs for vulnerable students, students with special education needs, and Indigenous students. • Similar and additional opportunities will be available in Summer 2021. Details regarding spring/summer learning opportunities will be communicated with school boards in March 2021. • The ministry is continuing to meet regularly with education partners to further support educator and students during the			
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	<i>school year, including access to digital learning resources that students and educators can access to support instruction.</i>			school year, including access to digital learning resources that students and educators can access to support instruction. • The ministry is aware that students may continue to face challenges leading to disengagement from learning during this school year. We are working with school boards to identify the extent of such challenges and to explore measures to support learning recovery, including credit recovery programs, summer learning opportunities and focusing on literacy and mathematics. • The ministry is also looking at solutions for targeted groups of students.			
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				• Developed, in collaboration with COPA, a resource to support students on building resilience. • Working on a Call for Proposals for the development of a French-language linguistic and literacy resource to support K-1 students who delayed the start of schooling due to COVID.			
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