St. Clair Catholic
District School Board

# REPORT TO BOARD OF TRUSTEES

***Scott Johnson, Director of Education***

Enclosure 12

**Date:** **June 18, 2024**

**Prepared by:** **Jamie Majeski, Assistant Superintendent – Board Math Lead**

**Subject:** **Math Achievement Action Plan Update**

## Background

The St. Clair Catholic Math Achievement Action Plan (MAAP) is currently in its final phase for the 2023-24 school year. The MAAP supports the Student Achievement Plan, as well as the strategic plan and directly aligns with improving student learning and achievement in mathematics, which is a core academic skill.

The Ministry requires that the St. Clair Catholic MAAP be presented to Executive Council, followed by the Board of Trustees. The Initial and Progress reports have both been submitted and the Final report on the MAAP is due to the Ministry of Education on or before, July 15, 2024. This includes the all schools report, as well as the targeted priority school report, which reports on our eight priority schools:

Christ the King (Grade 3)
Holy Trinity (Grade 3 & 6)
Sacred Heart - Port Lambton (Grade 6)
St. Angela Merici (Grade 3)
St. Joseph - Tilbury (Grade 3 & 6)
St. Joseph - Corunna (Grade 3)
St. Matthew (Grade 3)
St. Ursula (Grade 3 & 6)

This report will give an update on the final stages of the MAAP for this school year.

It should be noted that due to the timing of the June board meeting, report card data and attendance data will not be available at this time. In consultation with the Ministry of Education, it has been determined that this report will be made now and the data will be added before submission to the Ministry of Education.

## Board Math Plan

The priority actions for St. Clair Catholic at the Board, School and Classroom levels for the MAAP are highlighted in Appendix A.

Each priority action that was selected as a focus area must have a measurable Key Performance Indicator (KPI). In addition to these KPIs developed at the board level, we must report on

provincial KPIs for our eight priority schools. Appendix B shows these KPIs organized by Ministry priority action.

In addition to the MAAP, our three math facilitators, Lisa Aarssen, Katie Curran and Janice Prangley, have been working in all 8 of our priority schools on a rotating basis. Math facilitators have been working to build capacity around math content knowledge for teaching and curriculum implementation by modeling, co-planning and co-teaching math lessons with classroom teachers in Grades 3 and 6. In addition to this, they also spent time working with small groups of students that were identified with help from the classroom teacher.

**Planning for 2024-25**

As the first year of the MAAP comes to a close, we look ahead to 2024-25 to build on our successes from this year. Some actions that will take place as we look ahead are:

- To continue with Math school visits, including key questions, classroom learning visits and professional dialogue;
- A review of achievement data and potential changes to priority schools;
- Continued support with use of our digital math tools - MathUP and KnowledgeHook;
- In-school and classroom support from math facilitators in priority schools;
- Strategic planning with Ministry math team to set direction;
- A review of our Key Performance Indicators with the goal of identifying and improving leading indicators;
- Planning for the changes in the Ontario Secondary School Diploma as it relates to math, specifically the grade 10 Financial Literacy requirement.

**Recommendation**

**That the St. Clair Catholic District School Board receive the report:** *Math Achievement Action Plan Update,* **for information.**

## Appendix A: Math Achievement Action Plan - Priority Actions

| **Priority Action:** Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement | **Priority Action:** Engaging in ongoing learning to strengthen mathematics content knowledge for teaching | **Priority Action:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive |
|---|---|---|
| • How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum?<br><br>• How do grade, course, and daily lesson plans reflect the current curriculum,including the mathematical processes and connections between curriculum strands? | • What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development?<br><br>• How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning? | • How is student assessment data and prior mathematics knowledge used to guide interventions and planning?<br><br>• How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions?<br><br>• How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs? |
| **Board**<br>• Prioritize understanding of the curriculum and the continuum of learning across grades<br>• Align resources, including staffing, with mathematics priorities<br>• Provide guidelines, resources and supports for mathematics curriculum- aligned long-range plans, unit plans, and lesson plans<br>• Leverage digital math resources to support curriculum-linked practice at home | **Board**<br>• Utilize student achievement data and student work to establish focus areas for mathematics professional learning<br>• Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement<br>• Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing | **Board**<br>• Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus<br>• Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks<br>• Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students<br>• Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy |

| | | |
|---|---|---|
| **School**<br>• Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)<br>• Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands<br>• Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills | **School**<br>• Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning<br>• Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions<br>• Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights) | **School**<br>• Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement<br>• Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning<br>• Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)<br>• Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum |
| **Classroom**<br>• Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)<br>• Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums<br>• Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs) | **Classroom**<br>• Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching<br>• Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students) | **Classroom**<br>• Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)<br>• Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants<br>• Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics<br>• Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board's 10-day and prolonged absence strategy |

# Appendix B: Math Achievement Action Plan Key Performance Indicators

## Section A: All Schools Report - July Report

| Strategy | Key Performance Indicator | November Report | March Report | July Report |
|---|---|---|---|---|
| **Priority Action 1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement** | | | | |
| **Areas of Need:** | • Increase the usage of board developed scope and sequence.<br>• Increase knowledge and use of teaching using high yield strategies and a variety of assessment strategies.<br>• Increase knowledge and use of teacher supports available within the online mathematics curriculum. | | | |
| Prioritize understanding of the curriculum and the continuum of learning across grades | Percentage of Principals who agree that teachers are using board developed scope and sequence for their instructional planning | 100% | 94% | 94% |
| Provide guidelines, resources and supports for mathematics curriculum- aligned long-range plans, unit plans, and lesson plans | Percentage of Principals who agree that teachers are using board developed scope and sequence for their instructional planning | 100% | 94% | 94% |
| Leverage digital math resources to support curriculum-linked practice at home | Number of students accessing KnowledgeHook missions using KnowledgeHook usage metrics. | 1671 Missions | 5071 Missions (as of Jan31) | 8849 Missions (as of May31) |
| Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) | Percentage of Principals who agree that teachers are using board developed scope and sequence for their instructional planning | 100% | 94% | 94% |
| Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands | Number of principals and teachers who are participating in principal learning team meetings and professional learning communities. | 7 | 25 | 25 |
| Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices) | Percentage of principals who agree that classroom teachers are using high-impact instructional practices in their mathematics instruction. | 80% | 90% | 88% |

| | | | | |
|---|---|---|---|---|
| Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs) | Percentage of principals who agree that teachers are using a variety of assessment tools in their mathematics instruction. | 53% | 81% | 69% |

| Strategy | Key Performance Indicator | November Report | March Report | July Report |
|---|---|---|---|---|
| **Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching.** | | | | |
| **Areas of Need:** | • Improve math content knowledge for teaching in elementary by infusing into modeled and co-taught lessons by math facilitators (in person and posted for non-priority schools)<br>• Improve math content knowledge for teaching in elementary and secondary through PLCs and use of embedded content knowledge in MathUP resource | | | |
| Utilize student achievement data and student work to establish focus areas for mathematics professional learning | Number of times math teachers are being included in math professional learning communities throughout the year. | 7 | 7 (no release time) | 7 (no release time) |
| Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement | Number of teachers who take a math AQ this year. | 0 | 0 | 4 (more scheduled for summer) |
| Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning | Percentage of principals who agree that collaborating with the Board Math Lead has helped to identify mathematics content focus areas, including planning and monitoring associated professional learning. | 0% | 56% | 81% |
| Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions | Number of times math teachers are being included in math professional learning communities throughout the year. | 7 | 7 (no release time) | 7 (no release time) |
| Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students) | Percentage of principals who agree that students are excited to learn math. | 47% | 63% | 56% |

| Strategy | Key Performance Indicator | November Report | March Report | July Report |
|---|---|---|---|---|
| **Priority Action 3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.** | | | | |
| **Areas of Need:** | • Improve understanding of Social-Emotional Learning strand in mathematics<br>• Improve understanding of teaching through mathematical processes for all teachers and principals through PLCs and math based principal learning teams<br>• Increase use of differentiation of instruction and parallel tasks using MathUP as a resource | | | |
| Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus | Percentage of principals who agree that the Math Improvement Action Plan supports the board Student Achievement Plan. | 100% | 100% | 100% |
| Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students | Number of teachers who are using KnowledgeHook for at missions at school / home, using KnowledgeHook metrics | 318 teachers | 334 teachers | 352 teachers |
| Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning | Percentage of principals who agree that teachers are using parallel tasks in their classrooms to support all students. | 47% | 63% | 50% |
| Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements) | Percentage of students who agree to the statement "I like math" using a social-emotional learning survey. | 73% | 75% | 81% |
| Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys) | Percentage of principals who agree that teachers are using multiple, frequent and varied assessment opportunities with students. | 53% | 81% | 69% |

## Section B:  Priority Schools Report:

## Names of Priority Schools:

| | |
|---|---|
| • Christ The King (Gr.3)<br>• Holy Trinity (Gr3)<br>• Holy Trinity (Gr6)<br>• Sacred Heart – Port Lambton (Gr6)<br>• St. Angela Merici (Gr3)<br>• St. Joseph – Corunna (Gr3) | • St. Joseph – Tilbury (Gr3)<br>• St. Joseph – Tilbury (Gr6)<br>• St. Matthew (Gr3)<br>• St. Ursula (Gr3)<br>• St. Ursula (Gr6) |

| Strategy | Key Performance Indicator | November Report | March Report | July Report |
|---|---|---|---|---|
| **Priority Action 1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement** | | | | |
| **Areas of Need:** | • Increase the usage of the board developed scope and sequence K-8<br>• Increase knowledge and use of teaching using high yield strategies and a variety of assessment strategies | | | |
| Prioritize understanding of the curriculum and the continuum of learning across grades | Percentage of Principals who agree that teachers are using board developed scope and sequence for their instructional planning | Considerable Progress | Fully Implemented | Fully Implemented |
| | | Somewhat Effective | Effective | Effective |
| | | 100% | 83% | 83% |
| Provide guidelines, resources and supports for mathematics curriculum- aligned long-range plans, unit plans, and lesson plans | Percentage of Principals who agree that teachers are using board developed scope and sequence for their instructional planning | Fully Implemented | Fully Implemented | Fully Implemented |
| | | Effective | Effective | Effective |
| | | 100% | 83% | 83% |
| Leverage digital math resources to support curriculum-linked practice at home | Number of parents / students accessing KnowledgeHook missions using KnowledgeHook usage metrics. | Little to No progress | Little to No Progress | Little to No Progress |
| | | Unsure Effectiveness | Unsure Effectiveness | Unsure Effectiveness |
| | | 157 parent connections | 200 parent connections | 238 parent connections |
| Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) | Percentage of Principals who agree that teachers are using board developed scope and sequence for their instructional planning | Considerable Progress | Fully Implemented | Fully Implemented |
| | | Somewhat Effective | Effective | Effective |
| | | 100% | 83% | 83% |
| Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands | Number of principals and teachers who are participating in principal learning team meetings and professional learning communities. | Little to No Progress | Little to No Progress | Considerable Progress |
| | | Unsure Effectiveness | Effective | Effective |
| | | 3 | 8 | 10 |
| Draw explicit connections to and between mathematical processes and in lesson | Percentage of principals who agree that classroom teachers are using high-impact instructional | Little to No Progress | Considerable Progress | Considerable Progress |

| | | | | |
|---|---|---|---|---|
| planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices) | practices in their mathematics instruction. | Unsure Effectiveness | Effective | Effective |
| | | 76% | 96% | 81% |
| Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs) | Percentage of principals who agree that teachers are using a variety of assessment tools in their mathematics instruction. | Considerable Progress | Considerable Progress | Considerable Progress |
| | | Unsure Effectiveness | Effective | Effective |
| | | 33% | 83% | 50% |

| Strategy | Key Performance Indicator | November Report | March Report | July Report |
|---|---|---|---|---|
| **Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching.** | | | | |
| **Areas of Need:** | • Improve math content knowledge for teaching in elementary by infusing into modeled and co-taught lessons by math facilitators (in person and posted for non-priority schools)<br>• Improve math content knowledge for teaching in secondary through PLCs and use of embedded content knowledge in MathUP resource | | | |
| Utilize student achievement data and student work to establish focus areas for mathematics professional learning | Number of times math teachers are being included in math professional learning communities throughout the year. | Not Yet Implemented | Not Yet Implemented | Not Yet Implemented |
| | | Unsure Effectiveness | Unsure Effectiveness | Unsure Effectiveness |
| | | 0 | 0 | 0 |
| Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning | Percentage of principals who agree that collaborating with the Board Math Lead has helped to identify mathematics content focus areas, including planning and monitoring associated professional learning. | Little to No Progress | Considerable Progress | Considerable Progress |
| | | Unsure Effectiveness | Effective | Effective |
| | | 0 | 83% | 100% |
| Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, | Number of principals and teachers attending collaborative meetings. | Not yet Implemented | Fully Implemented | Fully Implemented |
| | | Unsure Effectiveness | Effective | Effective |

| | | | | |
|---|---|---|---|---|
| and interventions | | 3 | 63 | 63 |
| Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students) | Percentage of principals who agree that students are excited to learn math. | Considerable Progress | Considerable Progress | Considerable Progress |
| | | Effective | Effective | Effective |
| | | 50% | 83% | 50% |

| Strategy | Key Performance Indicator | November Report | March Report | July Report |
|---|---|---|---|---|
| **Priority Action 3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.** | | | | |
| **Areas of Need:** | • Improve understanding of Social-Emotional Learning strand in mathematics<br>• Increase use of differentiation of instruction and parallel tasks using MathUP as a resource | | | |
| Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus | Percentage of principals who agree that the Math Improvement Action Plan supports the board Student Achievement Plan. | Fully Implemented | Fully Implemented | Fully Implemented |
| | | Unsure Effectiveness | Somewhat Effective | Somewhat Effective |
| | | 100% | 100% | 100% |
| Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students | Number of teachers who are using KnowledgeHook for at missions at school / home, using KnowledgeHook metrics | Considerable Progress | Considerable Progress | Considerable Progress |
| | | Unsure Effectiveness | Effective | Effective |
| | | 318 teachers | 335 teachers | 352 teachers |
| Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning | Percentage of principals who agree that teachers are using parallel tasks in their classrooms to support all students. | Little to No Progress | Considerable Progress | Considerable Progress |
| | | Unsure Effectiveness | Somewhat Effective | Somewhat Effective |
| | | 33% | 83% | 50% |
| Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements) | Percentage of students who agree to the statement "I like math" using a social-emotional learning survey. | Considerable Progress | Fully Implemented | Fully Implemented |
| | | Unsure Effectiveness | Effective | Effective |
| | | 73% | 73% | 82% |
| Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys) | Percentage of principals who agree that teachers are using multiple, frequent and varied assessment opportunities with students. | Considerable Progress | Considerable Progress | Considerable Progress |
| | | Unsure Effectiveness | Effective | Effective |
| | | 33% | 83% | 50% |

## Section C: Priority Schools Provincial Key Performance Indicator Report

Indicator #1: % of students in each level of achievement (R, L1, L2, L3, L4) in math based on report card 1 data from the current year (Grade 3 & 6)

Initial - June 2023
Progress - Term 1 2023-24
Final - Term 2 2023-24

Indicator #2: Percentage of students whose attendance rate is at or above 90% in the current year (Grade 3 & 6)

Indicator #3: Percentage of students who agree with the statement "I am good at math." (Grade 3 & 6)

| School | Report | Grade | Level of Achievement (2023-24 Term 1) | | | | | Attendance Rate | Math Attitude & Confidence |
|---|---|---|---|---|---|---|---|---|---|
| | | | R | L1 | L2 | L3 | L4 | | |
| Christ The King | Initial | 3 | 0% | 0% | 5% | 62% | 33% | 82% | 48% |
| | Progress | | 0% | 0% | 9% | 43% | 48% | 79% | 95% |
| | Final | | | | | | | | 85% |
| Holy Trinity | Initial | 3 | 0% | 3% | 34% | 58% | 5% | 77% | 59% |
| | Progress | | 0% | 13% | 28% | 38% | 21% | 79% | 65% |
| | Final | | | | | | | | 80% |
| Holy Trinity | Initial | 6 | 2% | 7% | 33% | 51% | 7% | 65% | 38% |
| | Progress | | 0% | 6% | 39% | 19% | 35% | 75% | 57% |
| | Final | | | | | | | | 75% |
| Sacred Heart (PL) | Initial | 6 | 0% | 0% | 23% | 46% | 31% | 69% | 47% |
| | Progress | | 0% | 29% | 14% | 21% | 36% | 64% | 57% |
| | Final | | | | | | | | 53% |
| St. Angela Merici | Initial | 3 | 2% | 0% | 0% | 42% | 56% | 71% | 60% |
| | Progress | | 0% | 8% | 11% | 51% | 30% | 83% | 86% |
| | Final | | | | | | | | 96% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| St. Joseph (Corunna) | Initial | 3 | 0% | 7% | 17% | 34% | 41% | 75% | 47% |
| | Progress | | 0% | 3% | 19% | 68% | 10% | 65% | 79% |
| | Final | | | | | | | | 100% |
| St. Joseph (Tilbury) | Initial | 3 | 11% | 11% | 11% | 50% | 17% | 47% | 47% |
| | Progress | | 9% | 0% | 18% | 64% | 9% | 77% | 67% |
| | Final | | | | | | | | 85% |
| St. Joseph (Tilbury) | Initial | 6 | 0% | 10% | 30% | 50% | 10% | 70% | 53% |
| | Progress | | 0% | 20% | 20% | 30% | 30% | 73% | 70% |
| | Final | | | | | | | | 75% |
| St. Matthew | Initial | 3 | 6% | 3% | 18% | 48% | 24% | 67% | 71% |
| | Progress | | 9% | 16% | 28% | 44% | 3% | 66% | 71% |
| | Final | | | | | | | | 80% |
| St. Ursula | Initial | 3 | 3% | 21% | 21% | 38% | 18% | 71% | 58% |
| | Progress | | 0% | 15% | 32% | 26% | 26% | 65% | 88% |
| | Final | | | | | | | | 83% |
| St. Ursula | Initial | 6 | 0% | 6% | 46% | 31% | 17% | 68% | 40% |
| | Progress | | 0% | 3% | 42% | 36% | 19% | 65% | 57% |
| | Final | | | | | | | | 25% |