

AVON MAITLAND DISTRICT SCHOOL BOARD

We Will: Create Positive, Inclusive Learning Environments, and Maximize Outcomes for Students

DIRECTOR'S INFORMATION REPORT

TO: Regular Board Meeting – Tuesday, September 25, 2018

AGENDA ITEM: 6.3 a)

SUBJECT: EQAO 2017/2018 Assessment Results: Primary, Junior, and Grade 9 Mathematics and OSSLT Assessments

1.0 Background of Primary, Junior, Grade 9 and OSSLT Assessments

- 1.1 The Primary EQAO assessment (Grade 3) and the Junior EQAO assessment (Grade 6) were written between May 22 to June 4, 2017. The assessment measures how well Ontario students have acquired the provincial expectations in reading, writing, and mathematics for Primary and Junior Grades, respectively.
- 1.2 The Grade 9 assessments of mathematics measure how well students of the Academic and Applied courses have met the expectations of the Grade 9 curricula. Assessments for students taking Academic and Applied courses are aligned with curriculum expectations for each course. Students in locally developed courses do not take part in this assessment. The Grade 9 assessments were written each semester during instructional time in January or June 2018.
- 1.3 The OSSLT was written on April 10, 2018. The OSSLT is a provincial test, which details how well our students have acquired skills in reading and writing up to the end of Grade 9.
- 1.4 EQAO assessments are marked by Ontario teachers during the spring and summer. Reports from EQAO include the individual reports to show the child's progress and summary reports detailing overall results of the school. These summary reports are available online in public form, and also in detailed form for the school to better understand the strengths and areas for improvement.
- 1.5 The schools and the board value the feedback from the EQAO assessments. As a well-designed standardized assessment, the EQAO assessments provide feedback to parents, schools and to the system. This feedback is used in conjunction with report card data, classroom assessments, along with teacher and perceptual data to tell us how we are doing at the Board, school and classroom level.

2.0 Primary, Junior and Grade 9 Board Results and Highlights

- 2.1 The Grade 9 Applied mathematics scores increased by eight percentage points, and the Academic mathematics scores were maintained. Of the students taking applied level mathematics, 59% successfully met the provincial standard compared to 44% provincially. Of the students taking academic level mathematics, 82% successfully met the provincial standard, compared to 84% provincially.
- 2.2 In Junior reading scores have increased two percentage points to 82% and writing scores have increased five percentage points to 79%. Our mathematics scores showed movement in the right direction as scores improved slightly to 49%. The province scored 82% in reading, 80% in writing and 49% in mathematics.

- 2.3 The Primary results have increased three percentage points in reading to 73% and decreased in writing by one percentage point to 69%. Primary mathematics results have increased three percentage points to 64%. The province scored 75% in reading, 72% in writing and 61% in mathematics.
- 2.4 There is no cohort data to compare grade 3 results with grade 6 results, as students did not write EQAO in 2014-15.

3.0 OSSLT Board Results and Highlights

- 3.1 Students write this test during their Grade 10 year. These students are called First-time eligible. If a Grade 10 student does not write the test in their Grade 10 year, but writes it in a subsequent year, they are called a previously-eligible student.
- 3.2 Passing the OSSLT or the OSSLC (course) is a requirement of graduation. A passing score is 300 points.
- 3.3 There are a number of reasons why students may become previously-eligible. For example, they were not successful on their first attempt; they were absent during the Grade 10 test; or they were deferred by school staff, due to readiness. Students who are not successful on the OSSLT also have the option of taking the Ontario Secondary School Literacy Course (OSSLC) as a substitute to the test requirement. They must pass the course.
- 3.4 In AMDSB, the percentage of students who were successful has decreased to 71%, down five percentage points from last year.
- 3.5 EQAO separates reporting on the First-Time Eligible students from Previously Eligible students. The information for each group of students is reported using two methods, "All Students" and "Fully Participating Students".
 - 3.5.1 "All Students" gives a percentage breakdown of all students in the cohort who are working toward an OSSD. The only students excluded from these percentages are those who were exempted. To be eligible for an exemption, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the Ontario Secondary School Literacy Test and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.
 - 3.5.2 "Fully Participating Students" provides a percentage breakdown of those students who fully participated in the OSSLT. Students are considered to have fully participated if they were present on the day of the administration.
- 3.6 Three kinds of reports are created from the results.
 - 3.6.1 Each student who wrote the assessment receives an individual report that can be used by parents to help them understand their child's progress. It is also valuable for teachers to assist in providing an appropriate program/intervention for the student who was unsuccessful.
 - 3.6.2 Each school receives a report detailing the overall results of the students who wrote the test. The school must release their aggregated results to their communities. They also use this data to help develop a school achievement plan that addresses improving student learning.
 - 3.6.3 Each board receives an overall board report and uses this information to plan for improved student learning in all schools.

3.7 Results for First-Time Eligible students (FTE) entered Grade 9 during the 2016-2017 school year. These students (and others who were placed in this cohort) were required to write the OSSLT for the first time in April 2018.

3.8 Highlights of Achievement Results (All Students – FTE)

- 3.8.1 In April 2018, 68% of **all** First-Time Eligible students were successful on the test, compared with 73% provincially.
- 3.8.2 In AMDSB, 76% of females were successful (Provincially 79%) as compared to 61% of males (Provincially 67%).
- 3.8.3 In our board, 91% of students taking Academic Level English were successful (Provincially 88%), 44% of students taking Applied Level English were successful (Provincially 34%), and 2% of students taking Locally Developed English were successful (Provincially 3%).

3.9 Highlights of Achievement Results (Fully Participating Students – FTE)

- 3.9.1 In April 2018, 71% of First-Time Eligible, Fully Participating students who wrote the test were successful. This is the score that is reported publicly.
- 3.9.2 The gender difference shows that 79% of females were successful as compared to 65% of males. Provincially, 84% of females were successful, compared to 73% of males.
- 3.9.3 Of the students taking Academic Level English, 92% were successful (Provincially 90%); of the students taking Applied Level English, 45% were successful (Provincially 39%); and of the students taking Locally Developed Level English, 3% were successful (Provincially 7%).

3.10 Results for Previously Eligible Students (All Students)

- 3.10.1 Previously Eligible students (PE) entered Grade 9 during or prior to the 2015-2016 school years and have not successfully completed the Ontario Secondary School Literacy Test requirement. This category includes all participating students as well as those deferred, absent or fulfilling their OSSD requirements through the Ontario Secondary School Literacy Course (OSSLC).
- 3.10.2 Of our Previously Eligible students, 16% were successful (Provincially 21%).
- 3.10.3 Of our Previously Eligible students, 56% have chosen to fulfill their OSSD requirement through the OSSLC, compared to 34% Provincially.

3.11 Results for Previously Eligible Students (Fully Participating)

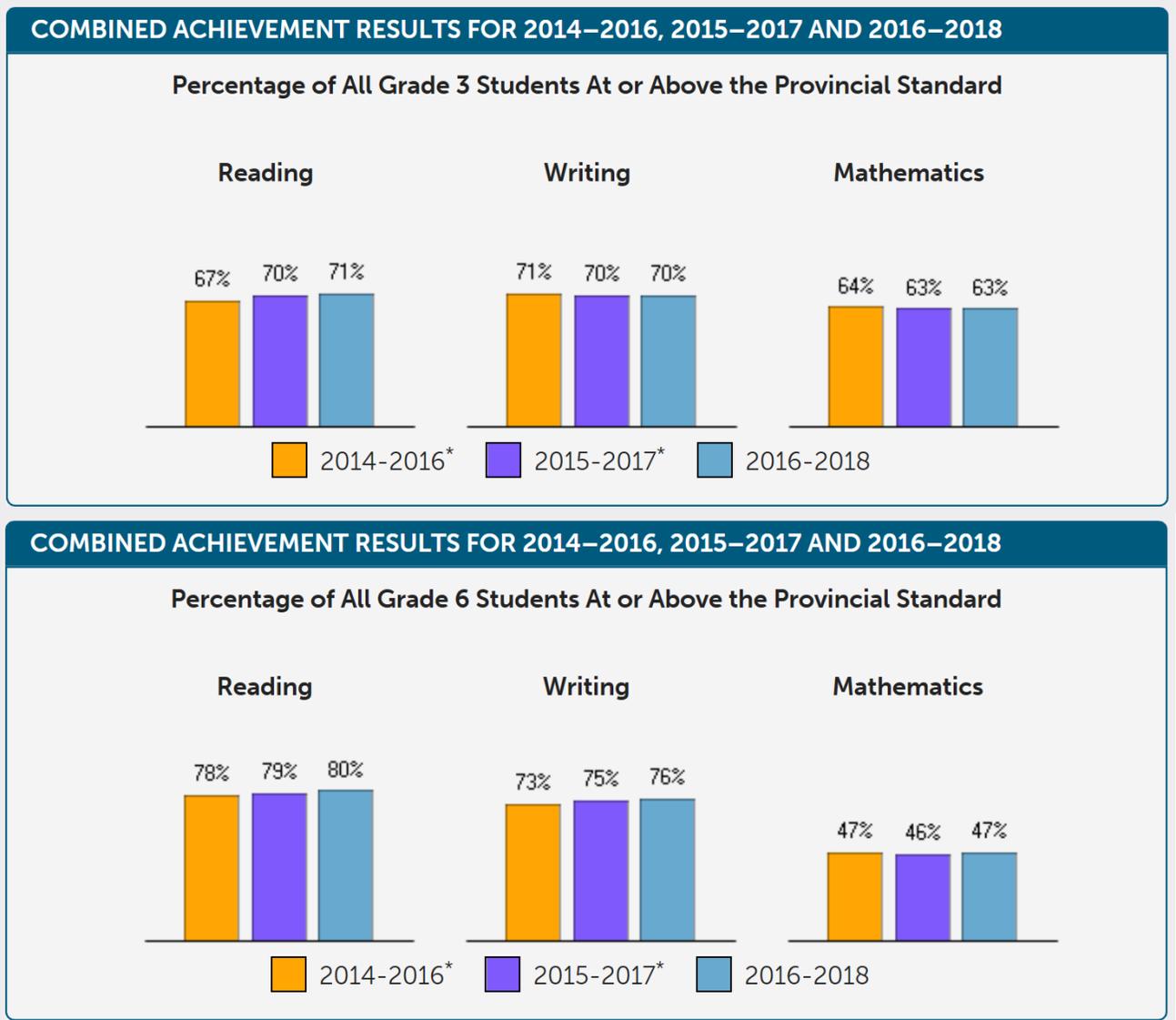
- 3.11.1 Of our Previously Eligible students, 50% were successful (Provincially 46%).

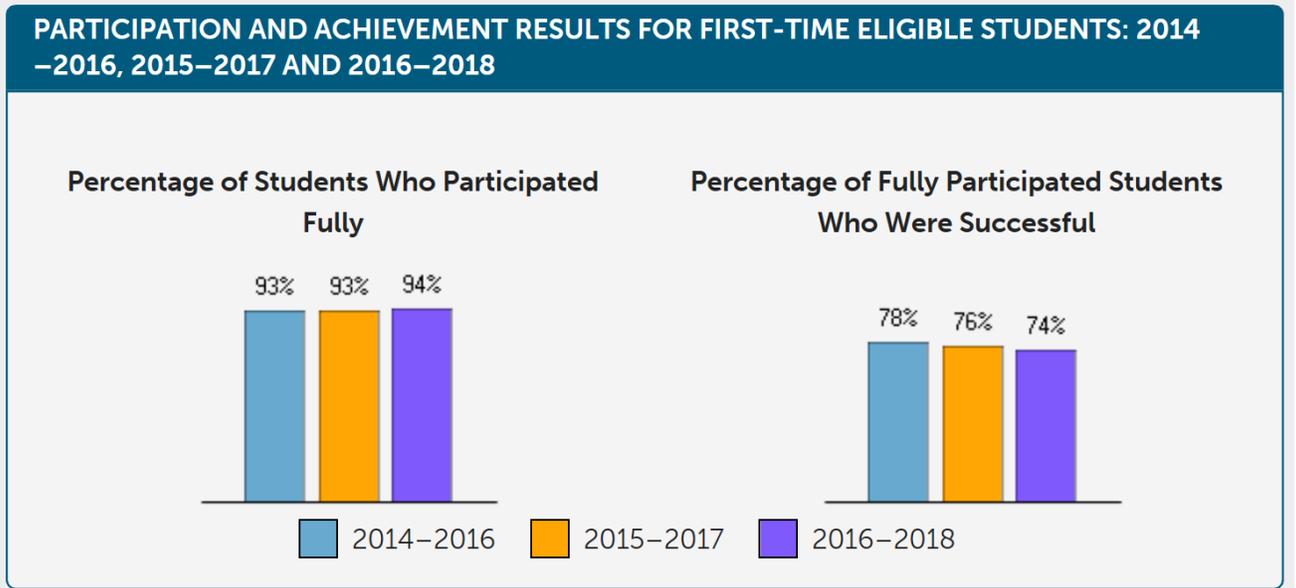
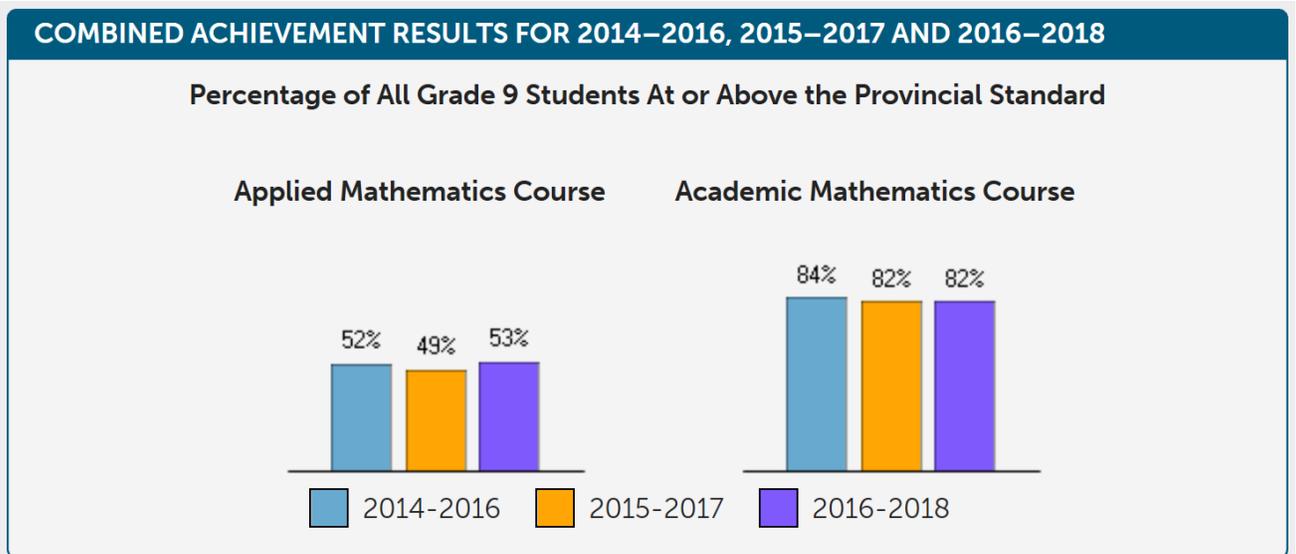
4.0 Summary of Overall Board Results

4.1 Percentage of students at or above provincial standards.

EQAO	Primary			Junior			Grade 9 Mathematics		OSSLT
2017-18	Reading	Writing	Math	Reading	Writing	Math	Applied	Academic	Literacy
AMDSB	73%	69%	64%	82%	79%	49%	59%	82%	71%
Province	75%	72%	61%	82%	80%	49%	44%	84%	79%

4.2 Results over time.





5.0 Next Steps

- 5.1 The board will further review the 2017-2018 EQAO data for refinement of our board plan (BIPSAW). The board improvement plan for student achievement in specific areas of content will focus on Primary reading, Junior mathematics, secondary applied mathematics and adolescent literacy.
- 5.2 School administrators will analyze their school profiles of strengths and next steps for improvement, provided by EQAO, to determine specific areas of need and to set the focus for their school inquiry on September 12th.
- 5.3 School staff will be analyzing the EQAO data during the September 28th professional development day to further focus their school student achievement plans (SIPSAW).

- 5.4 Schools will be supported with professional learning in mathematics in primary and junior classrooms or in intermediate and senior literacy classrooms in accordance with the needs determined in the SIPSAW.

Jane Morris
Superintendent of Education (Program)

Dr. Lisa Walsh
Director of Education and
Secretary of the Board