

# E.Q.A.O. 2010

## Grade 3 and 6 Results

September 14, 2010



# Background Information

- Assessment May and June 2010 in Reading, Writing, Mathematics for Grades 3 and 6 students
- One source of student data which informs school/Board improvement planning

# Background Information

- Based on consistent curriculum expectations (standards)
- Content of assessment changes annually
- Measures the expectations outlined in the curriculum documents
- Measures results for a different cohort of students each year

# What do the Tests Assess?

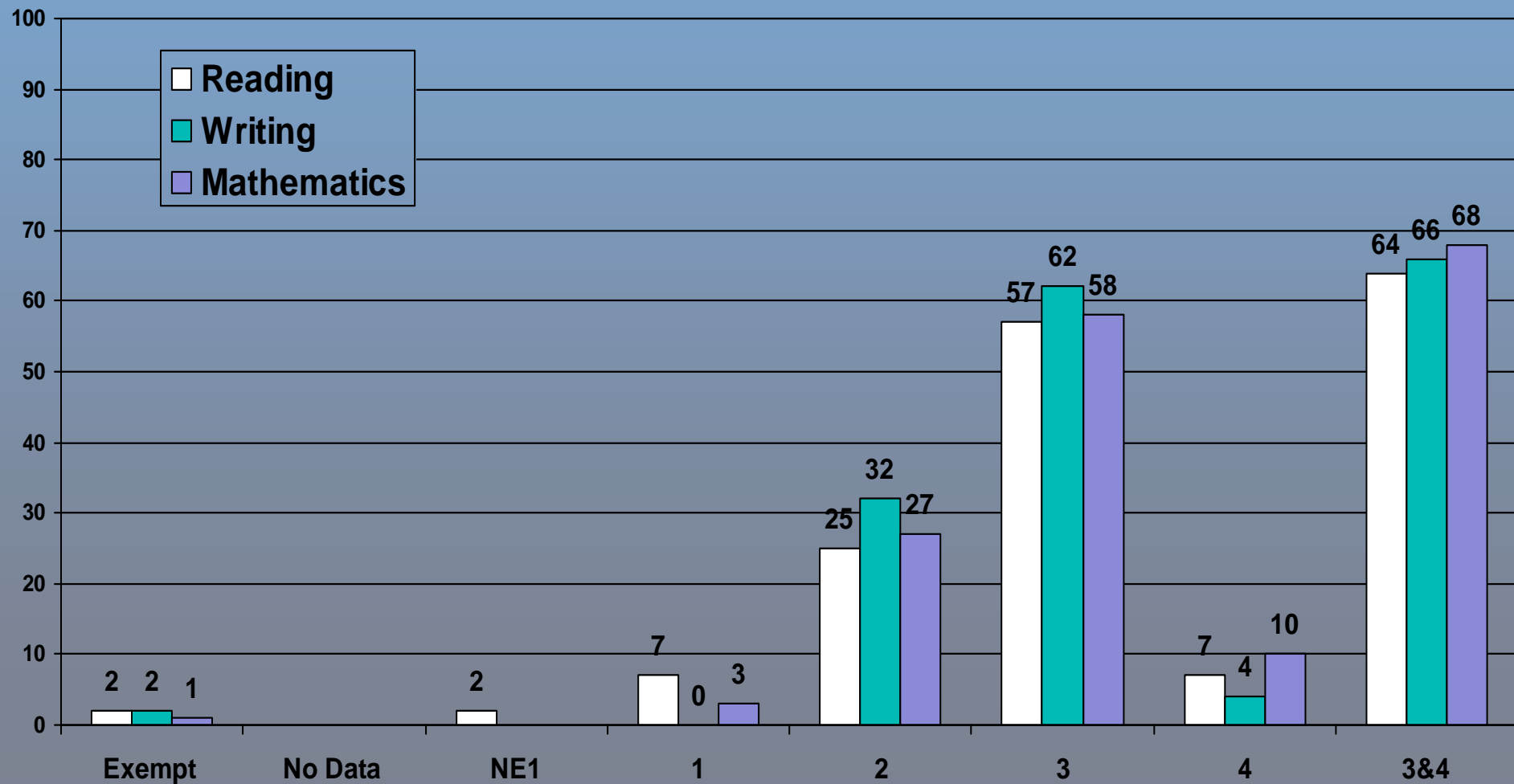
- **reading**—using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas;
- **writing**—using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader and
- **mathematics**—demonstrating knowledge and skills in the five strands of mathematics: number sense and numeration, geometry and spatial sense, measurement, patterning and algebra, and data management and probability

# Considerations

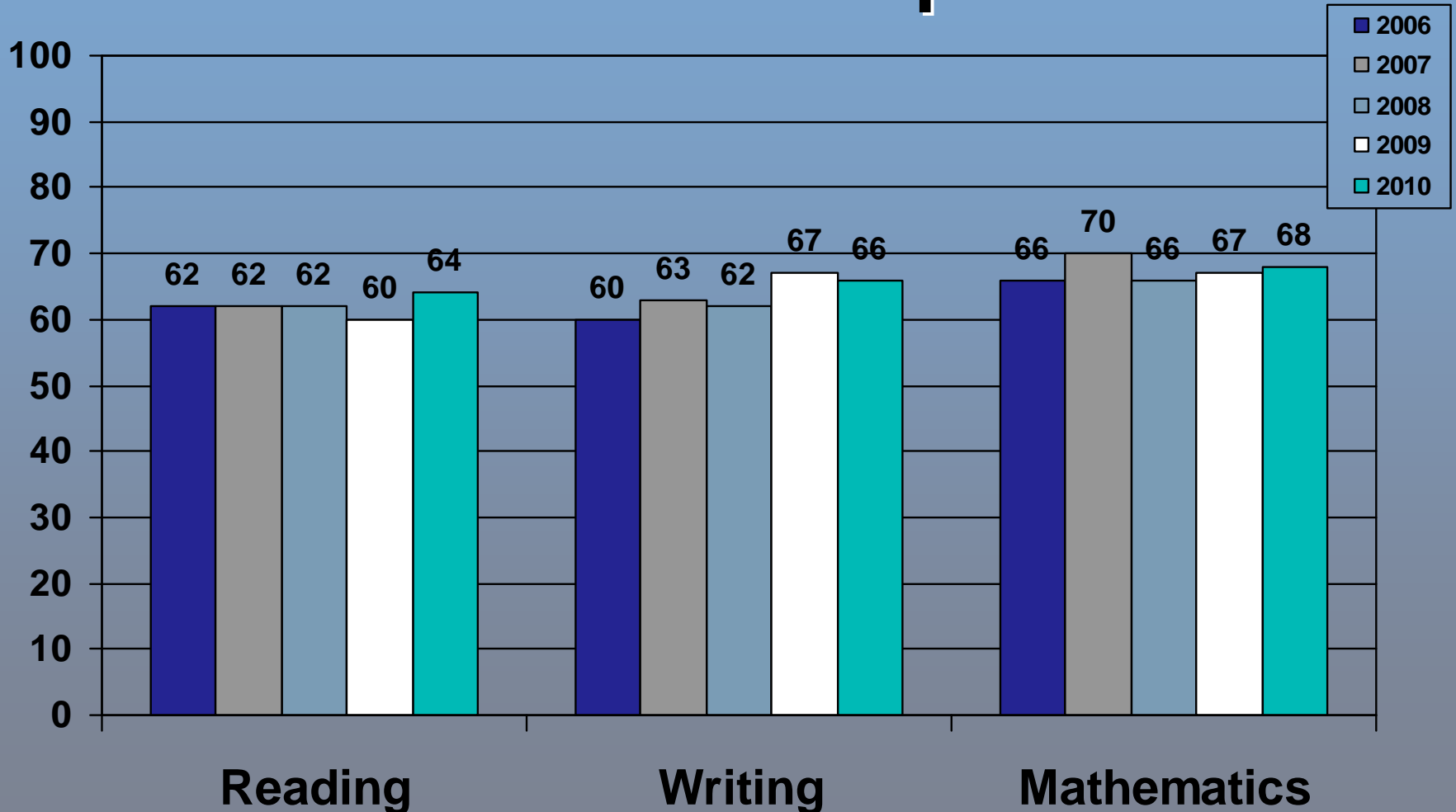
- Patterns and trends:
  - System analysis
  - School/site analysis
  - Cohort data
- Reflective/proactive response
- Emphasis
- Longitudinal data/tracking

# Primary Results 2009 - 2010

## All Students



# Primary EQAO 2006 – 2010 Comparison

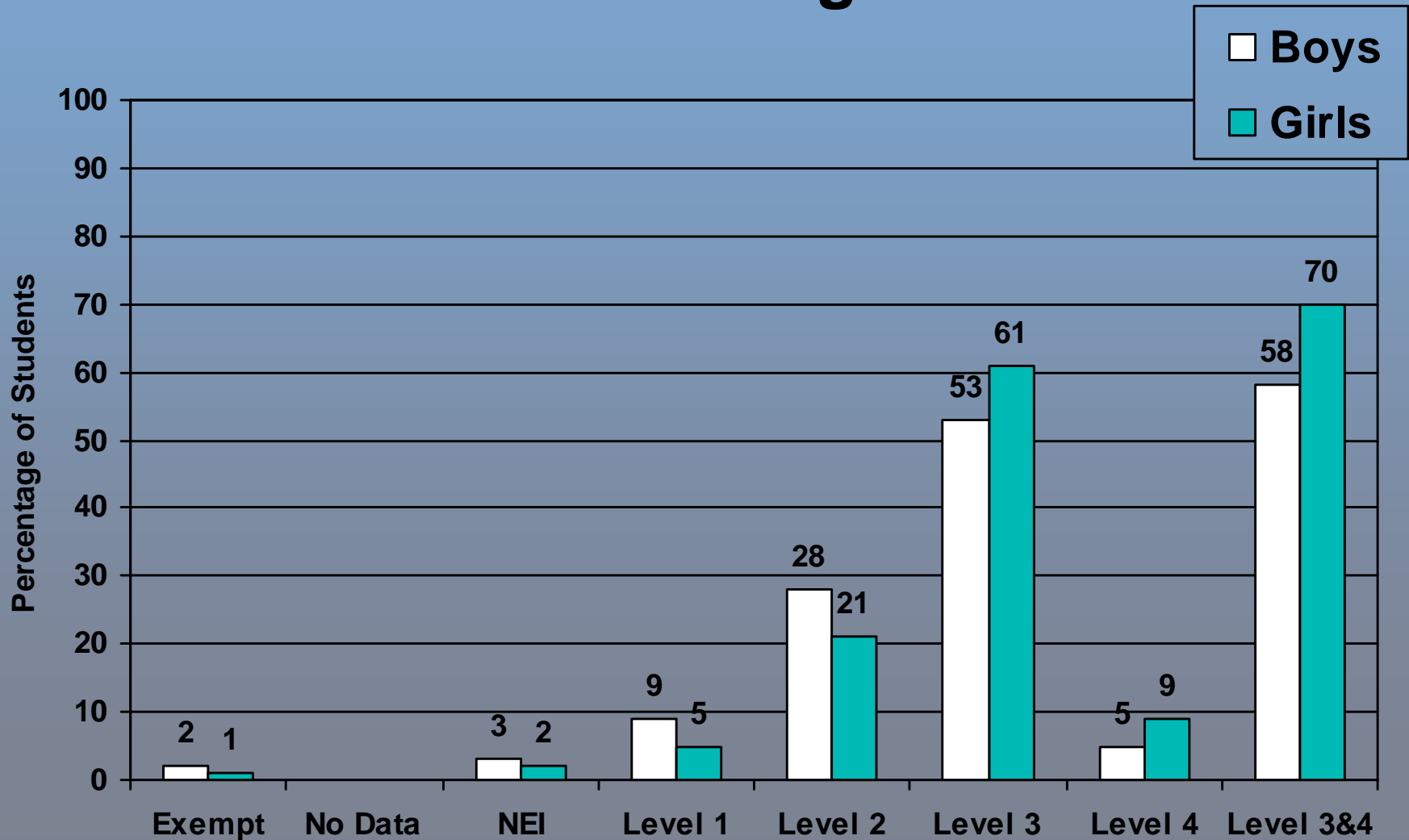


# Primary Results – 2005/2010

## Level 3 & 4 (Percentage)

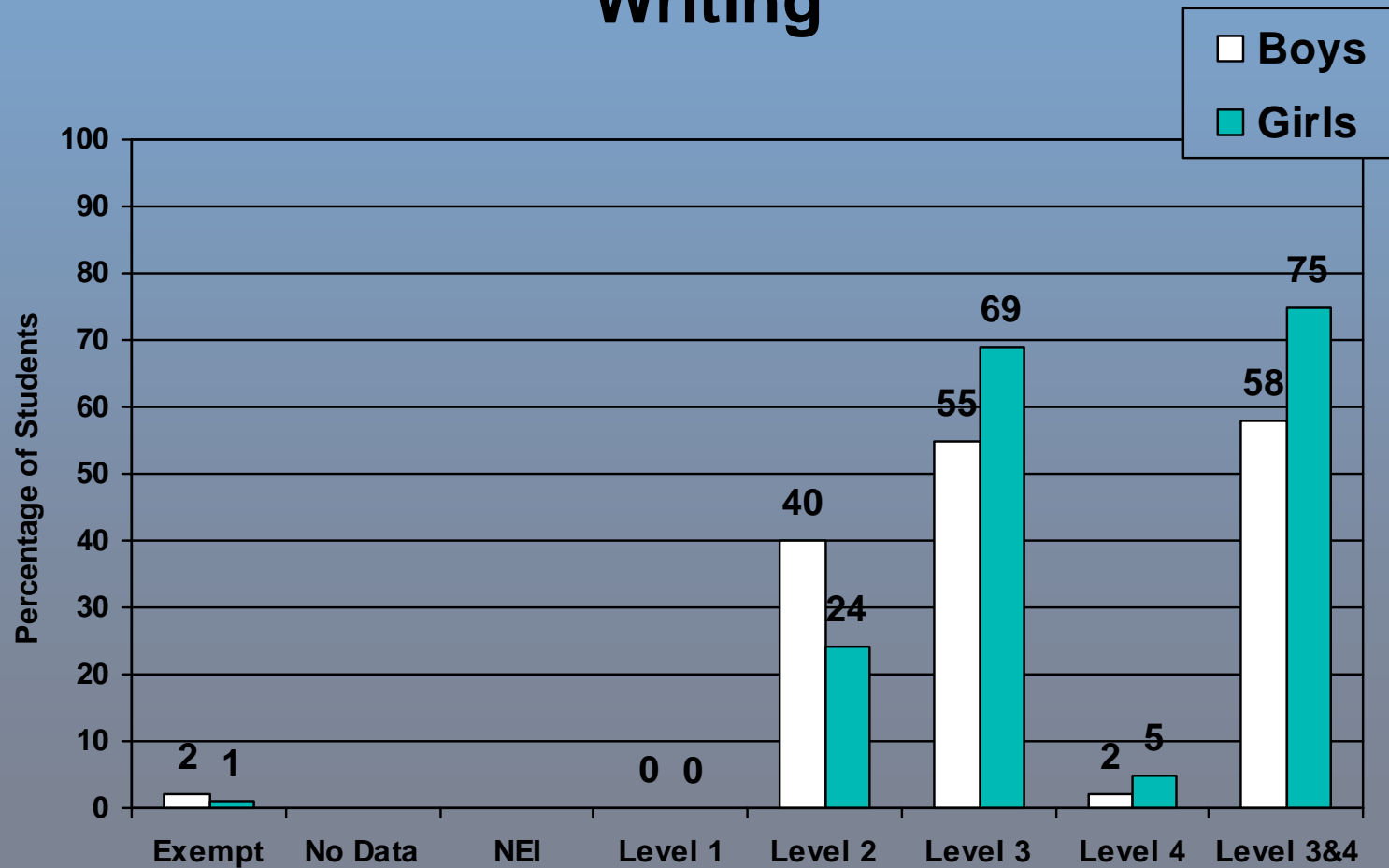
|             | Reading   |           | Writing   |           | Mathematics |           |
|-------------|-----------|-----------|-----------|-----------|-------------|-----------|
|             | UGDSB     | Ontario   | UGDSB     | Ontario   | UGDSB       | Ontario   |
| <b>2006</b> | <b>62</b> | <i>62</i> | <b>60</b> | <i>64</i> | <b>66</b>   | <i>68</i> |
| <b>2007</b> | <b>62</b> | <i>62</i> | <b>63</b> | <i>64</i> | <b>70</b>   | <i>69</i> |
| <b>2008</b> | <b>62</b> | <i>61</i> | <b>62</b> | <i>66</i> | <b>66</b>   | <i>68</i> |
| <b>2009</b> | <b>60</b> | <i>61</i> | <b>67</b> | <i>68</i> | <b>67</b>   | <i>70</i> |
| <b>2010</b> | <b>64</b> | <i>62</i> | <b>66</b> | <i>70</i> | <b>68</b>   | <i>71</i> |

# Gender Analysis – Primary Reading



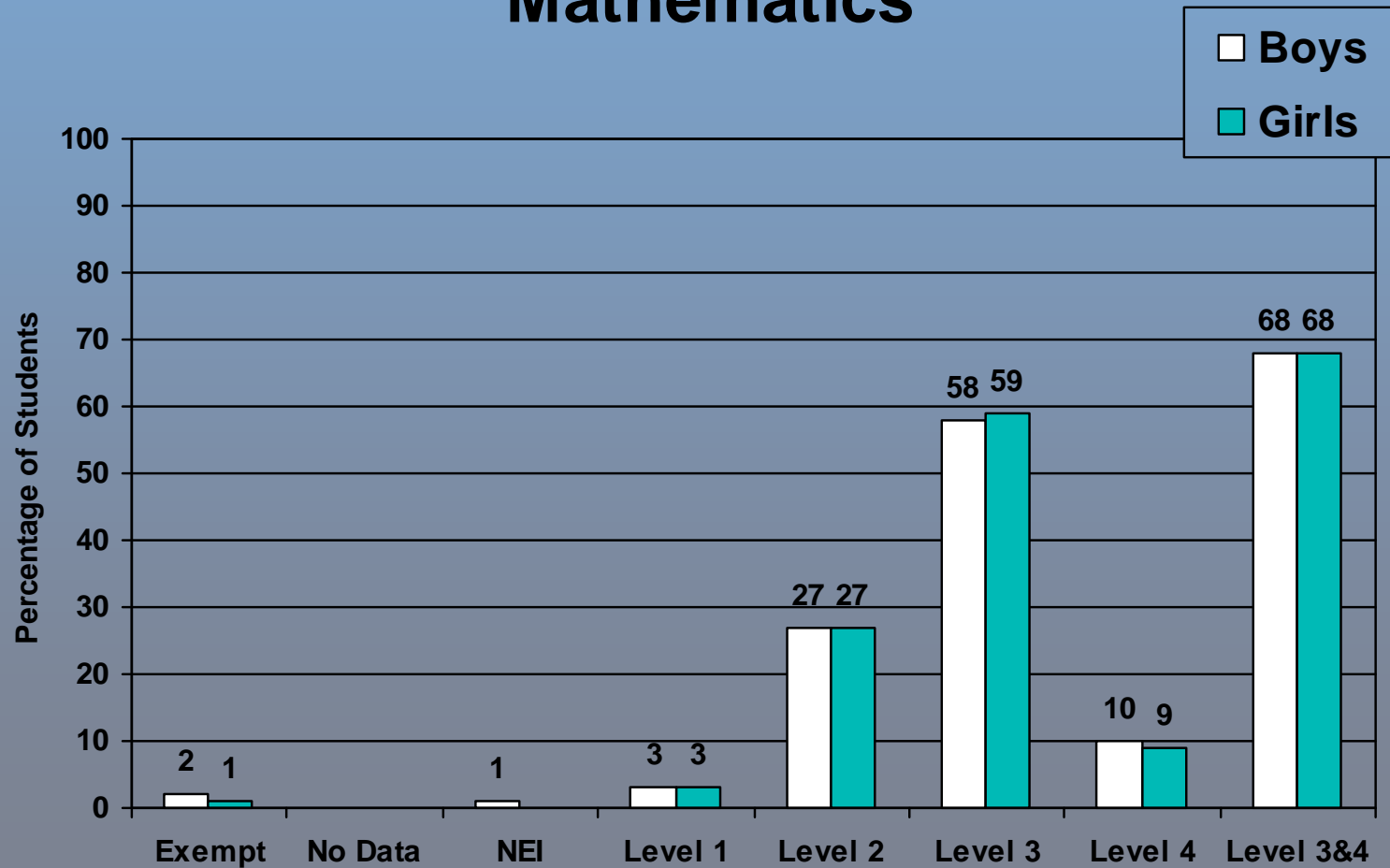
# Gender Analysis – Primary

## Writing

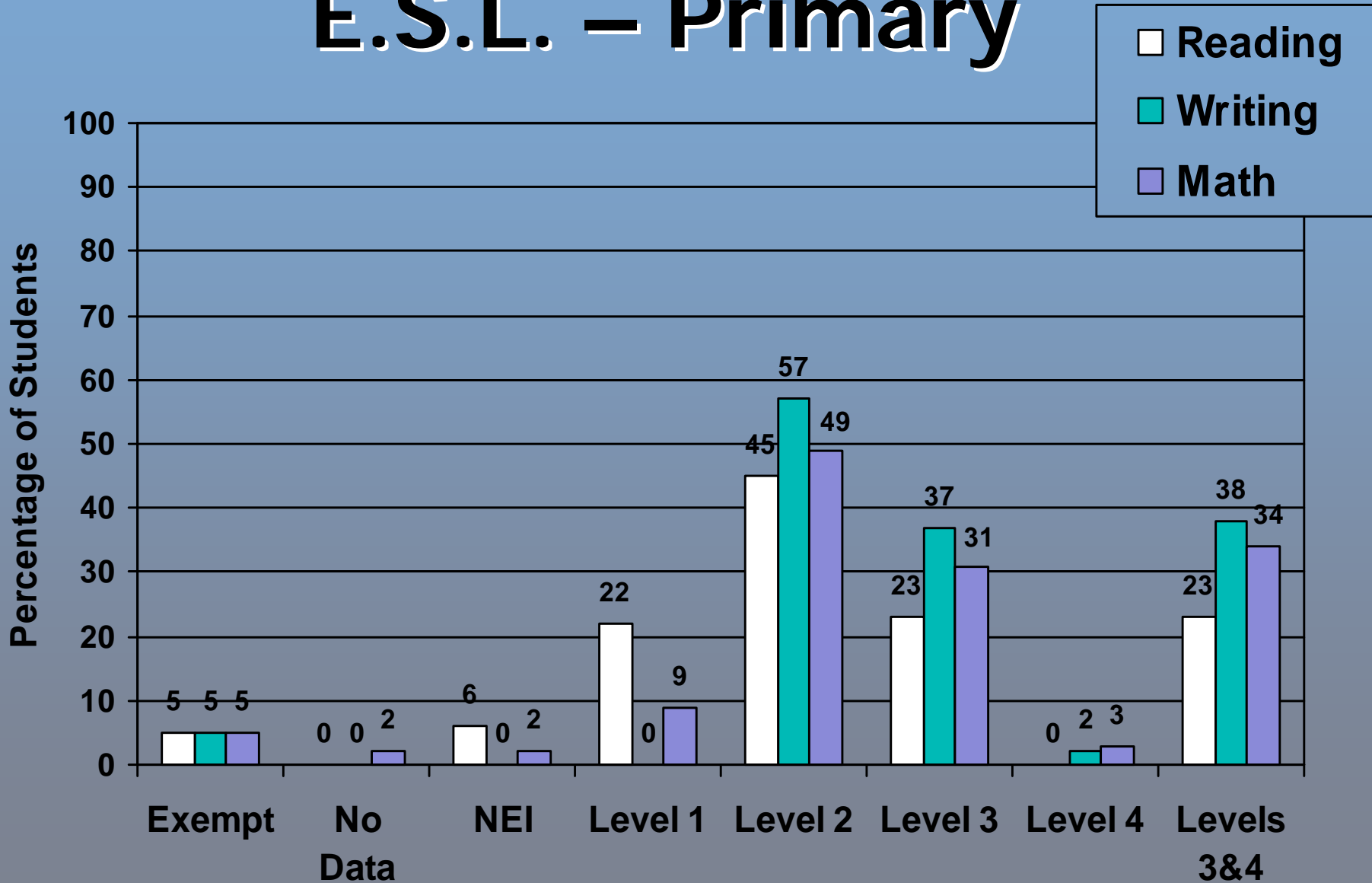


# Gender Analysis – Primary

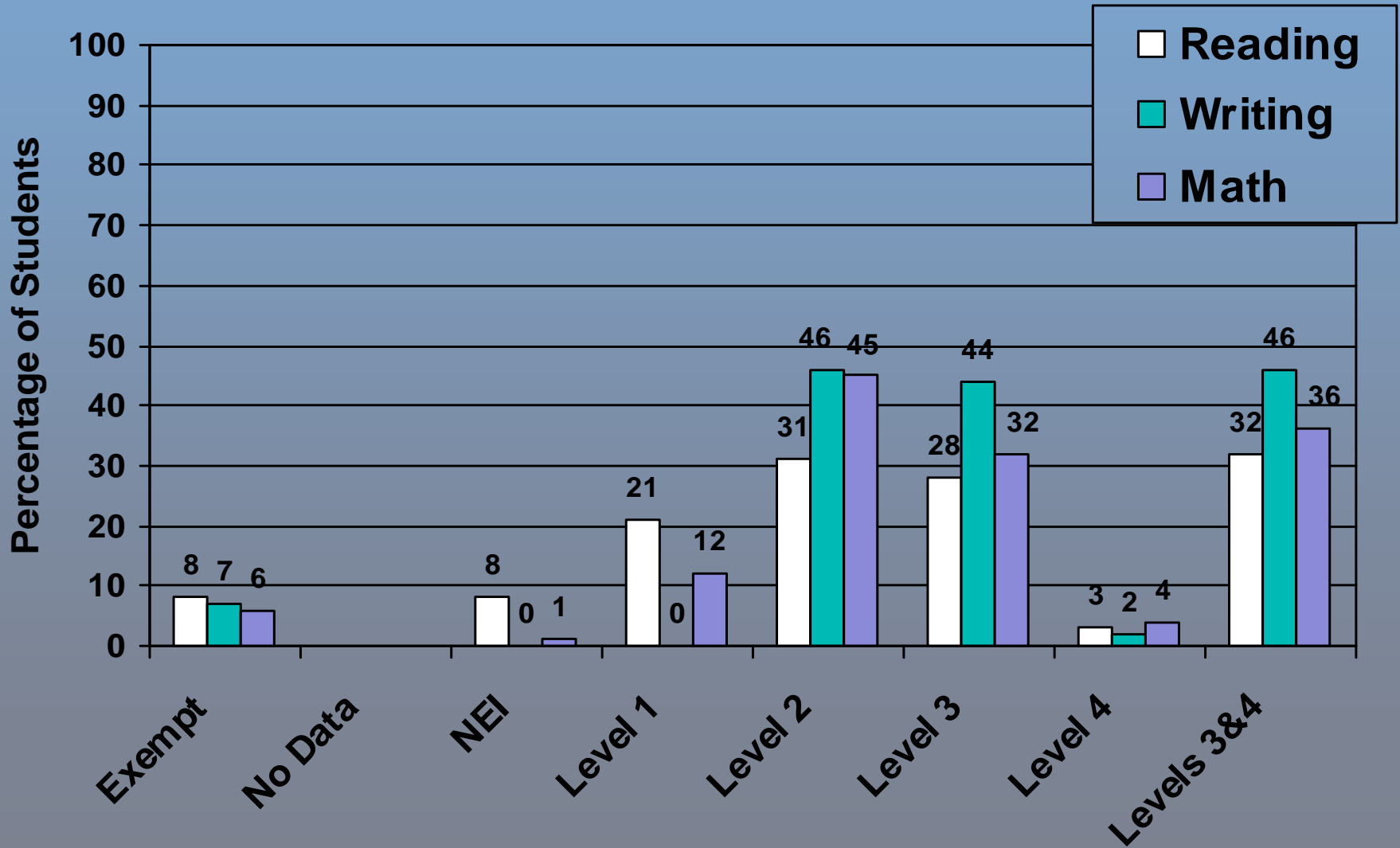
## Mathematics



# E.S.L. – Primary

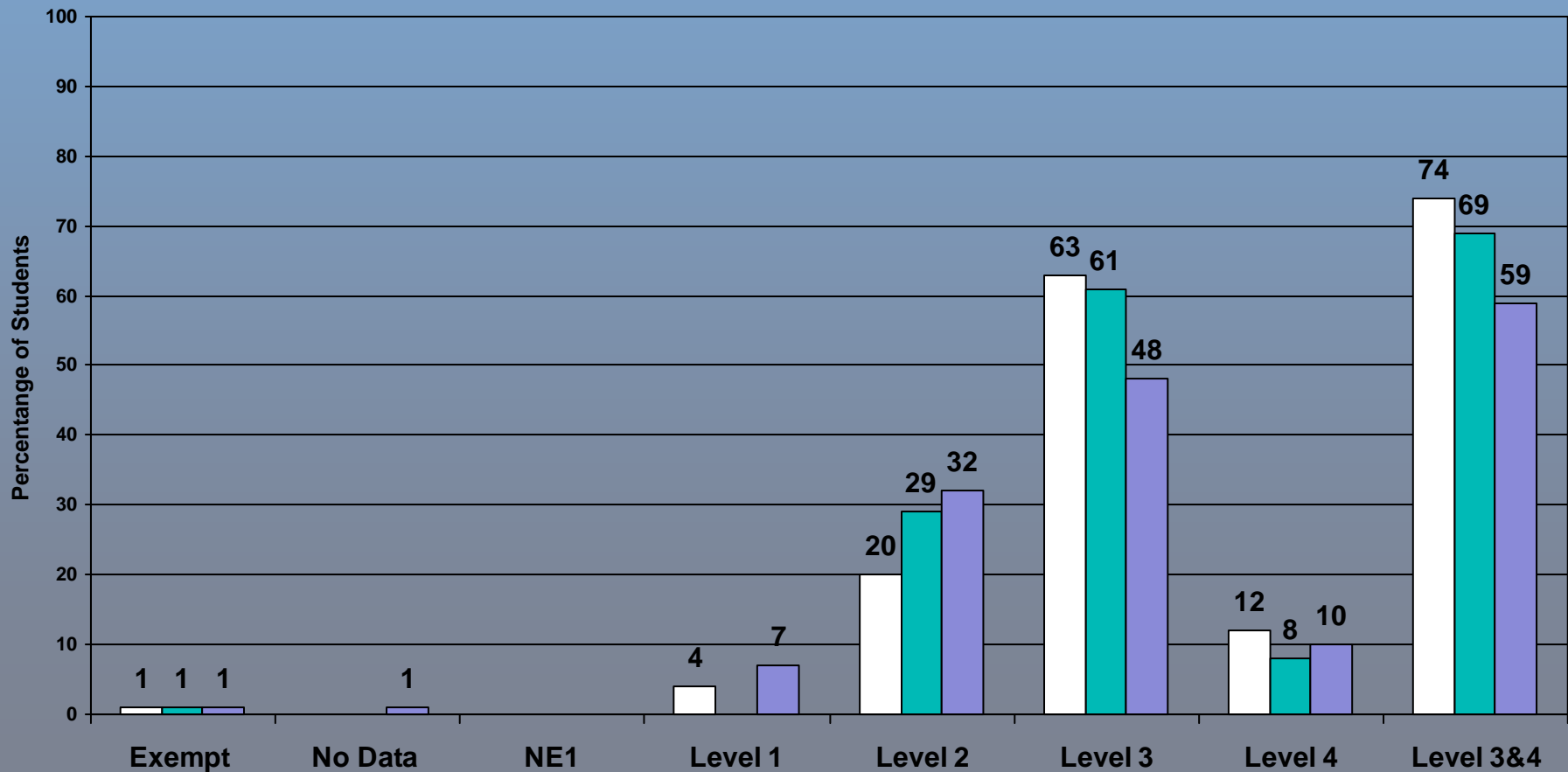
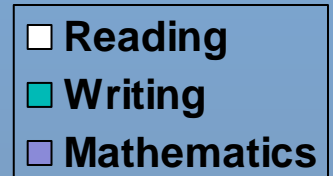


# Special Needs – Primary

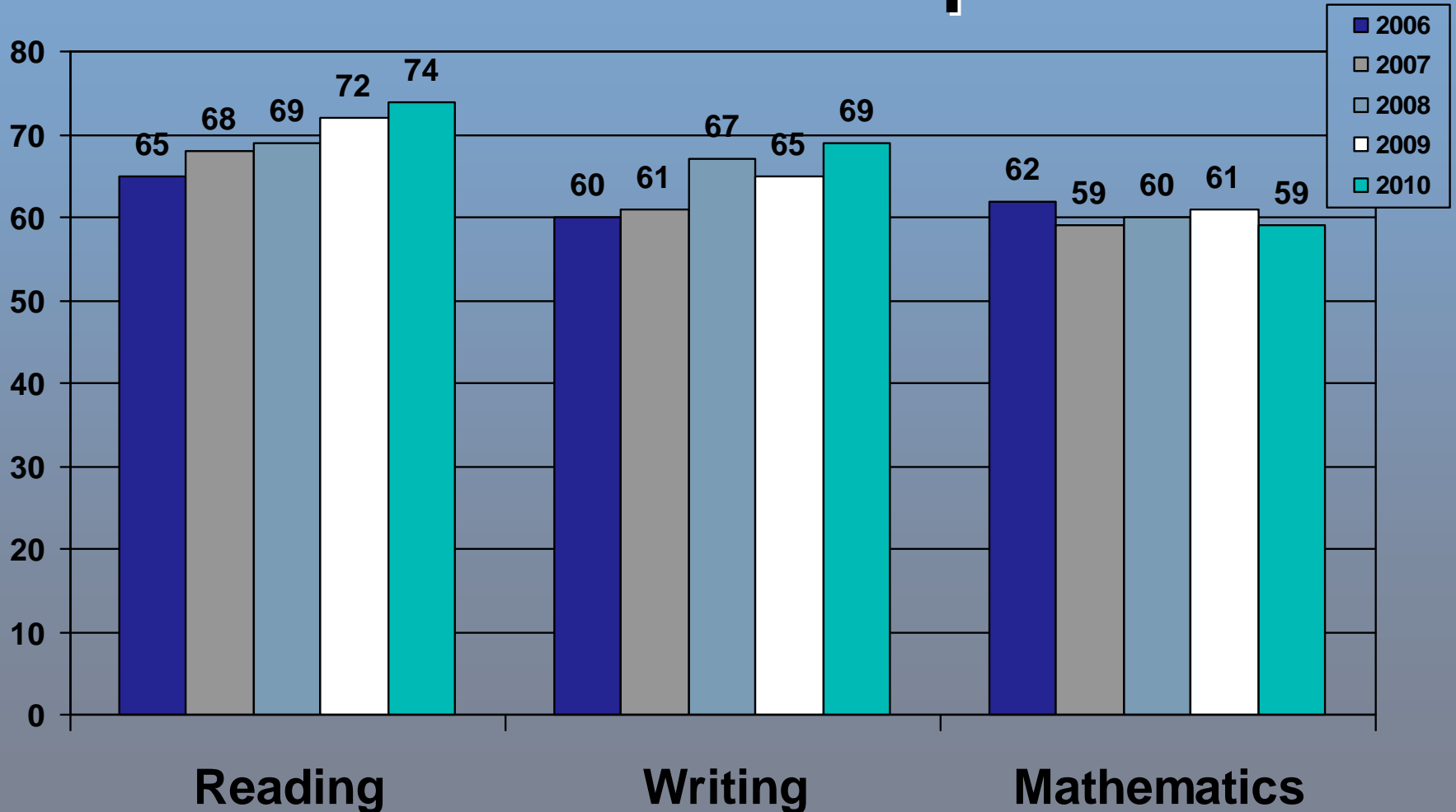


# Junior Results 2009 - 2010

## All Students



# Junior EQAO 2006 – 2010 Comparison

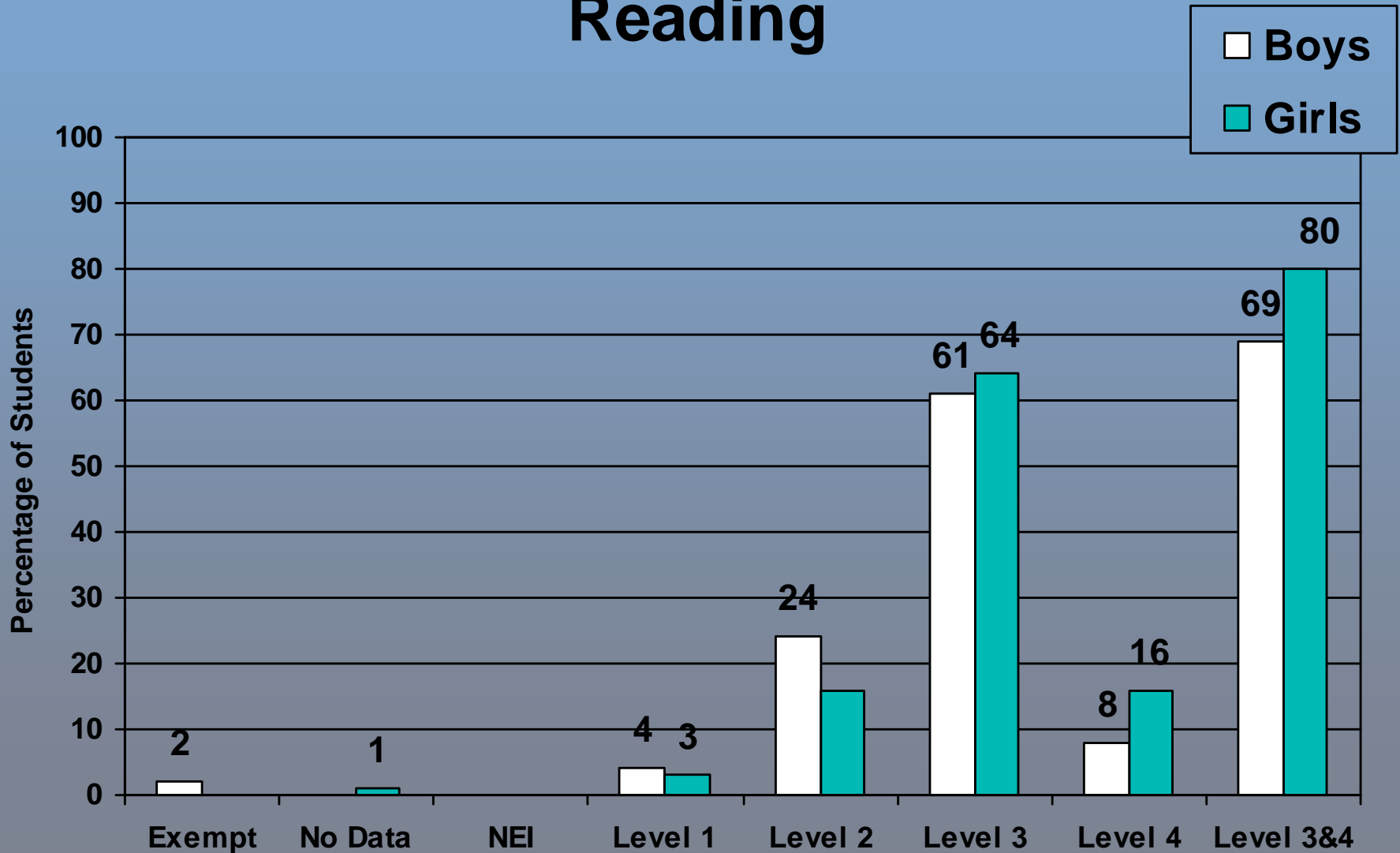


# Junior Results – 2006/2010

## Level 3 & 4 (Percentage)

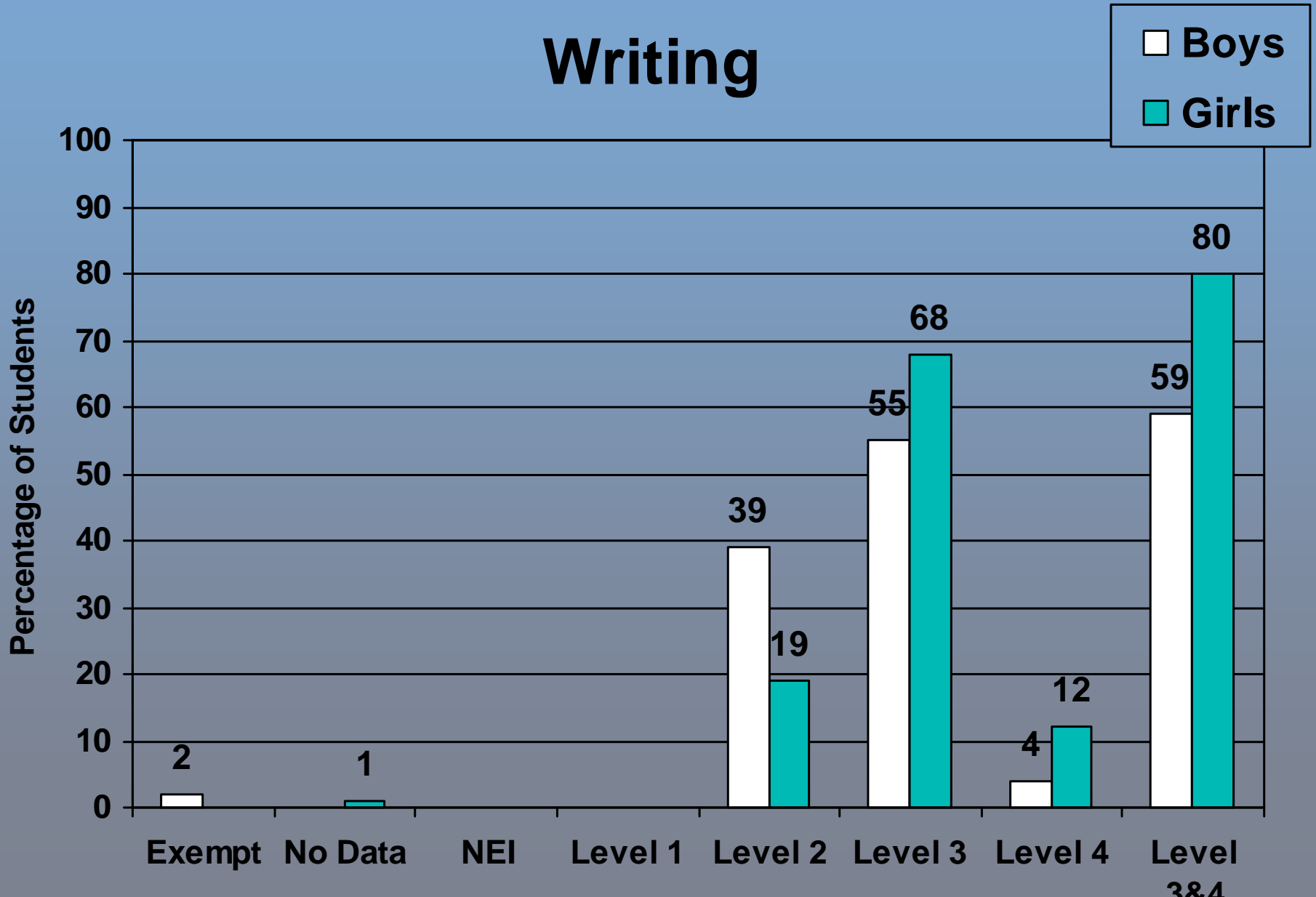
|             | Reading   |           | Writing   |           | Mathematics |           |
|-------------|-----------|-----------|-----------|-----------|-------------|-----------|
|             | UGDSB     | Ontario   | UGDSB     | Ontario   | UGDSB       | Ontario   |
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| <b>2007</b> | <b>68</b> | <i>64</i> | <b>60</b> | <i>61</i> | <b>59</b>   | <i>59</i> |
| <b>2008</b> | <b>69</b> | <i>66</i> | <b>67</b> | <i>67</i> | <b>60</b>   | <i>61</i> |
| <b>2009</b> | <b>72</b> | <i>69</i> | <b>65</b> | <i>67</i> | <b>61</b>   | <i>63</i> |
| <b>2010</b> | <b>74</b> | <i>72</i> | <b>69</b> | <i>70</i> | <b>59</b>   | <i>61</i> |

# Gender Analysis – Junior Reading

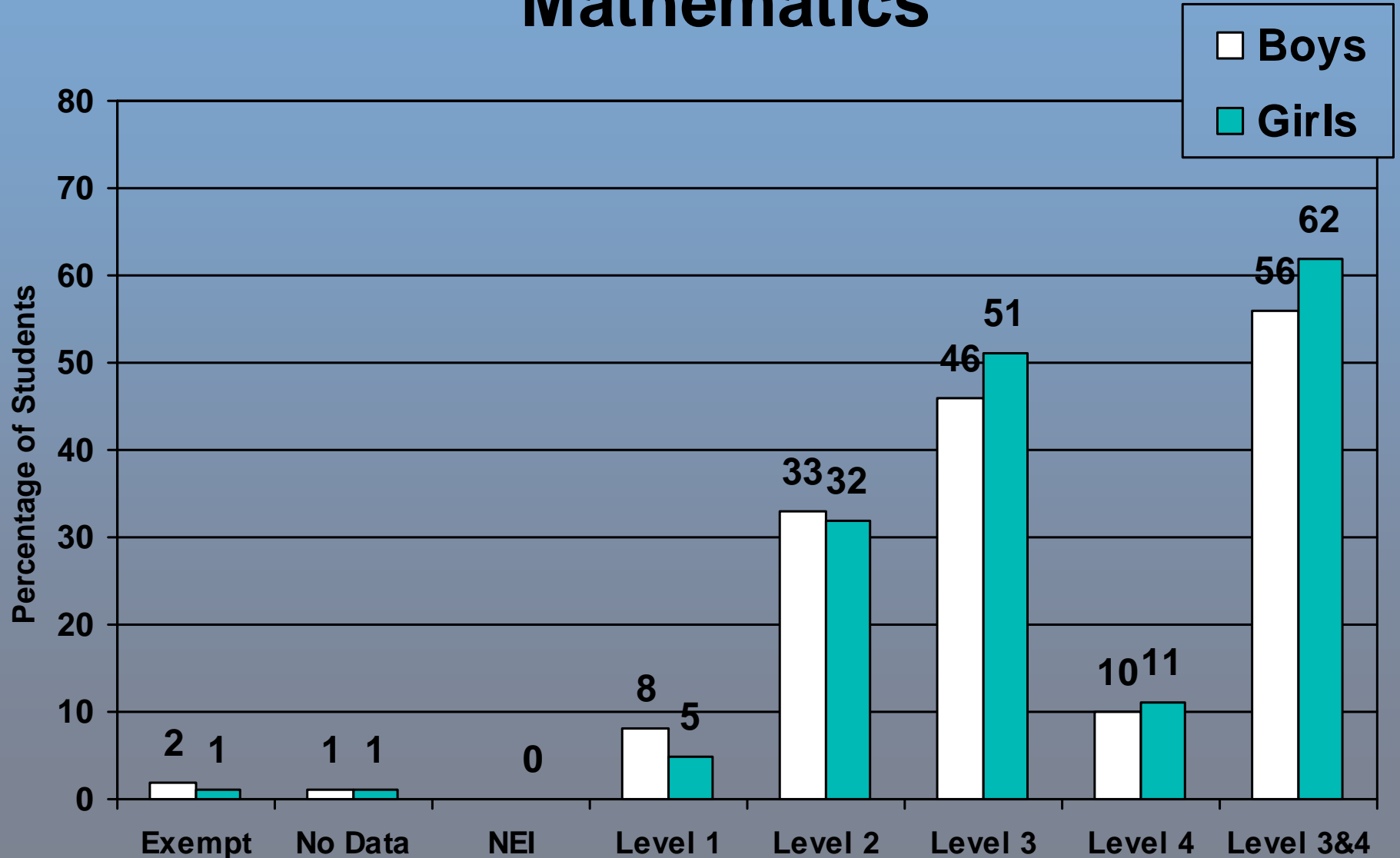


# Gender Analysis – Junior

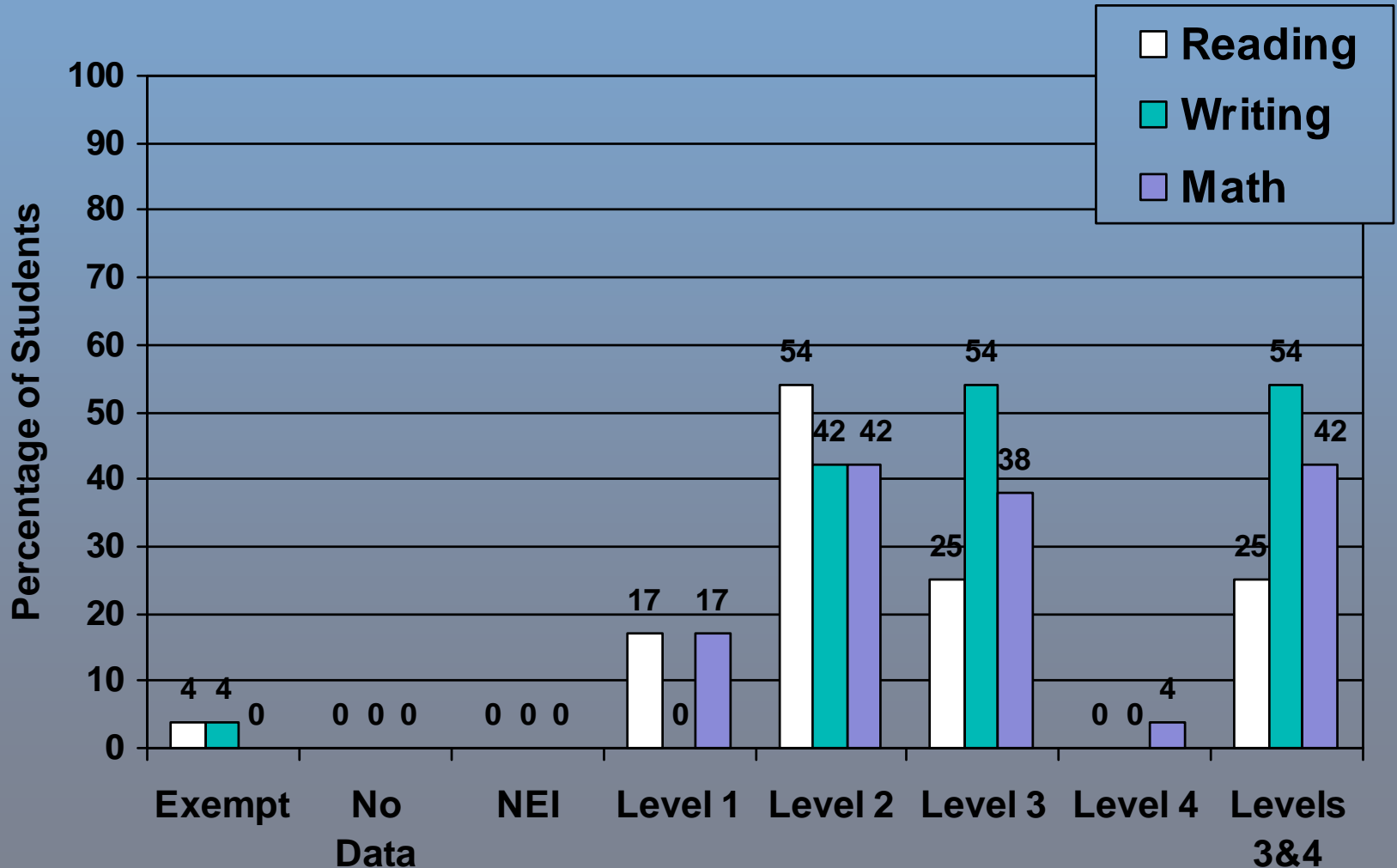
## Writing



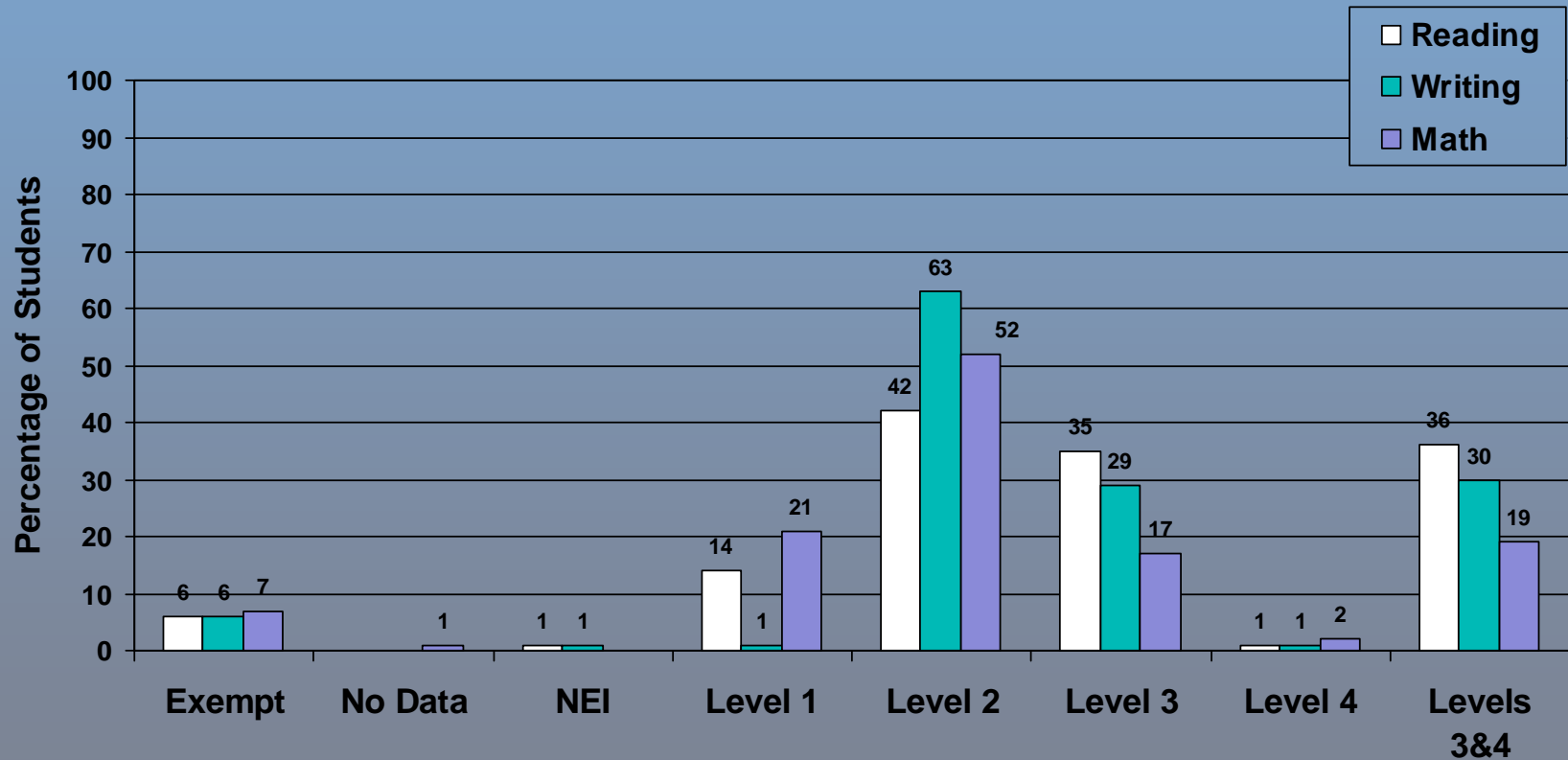
# Gender Analysis – Junior Mathematics



# E.S.L. – Junior



# Special Needs – Junior

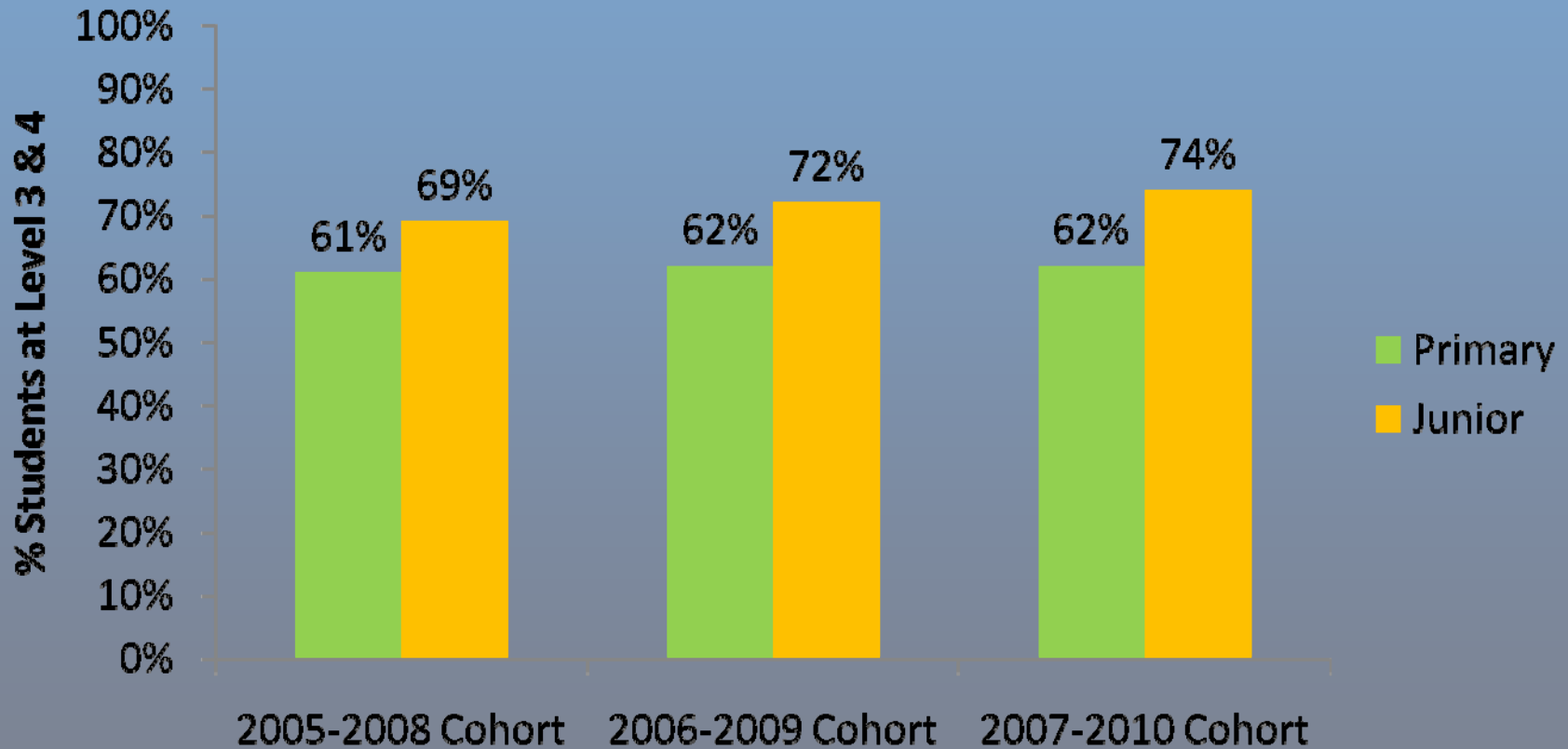


# What is Cohort Data?

- Looks at the achievement of the same group or “cohort” of students on the grade three and grade six assessments
- Matches exactly the students who wrote the test in grade 3 to the students who wrote the test in grade 6
- Eliminates those students for whom we do not have both grade 3 and grade 6 data

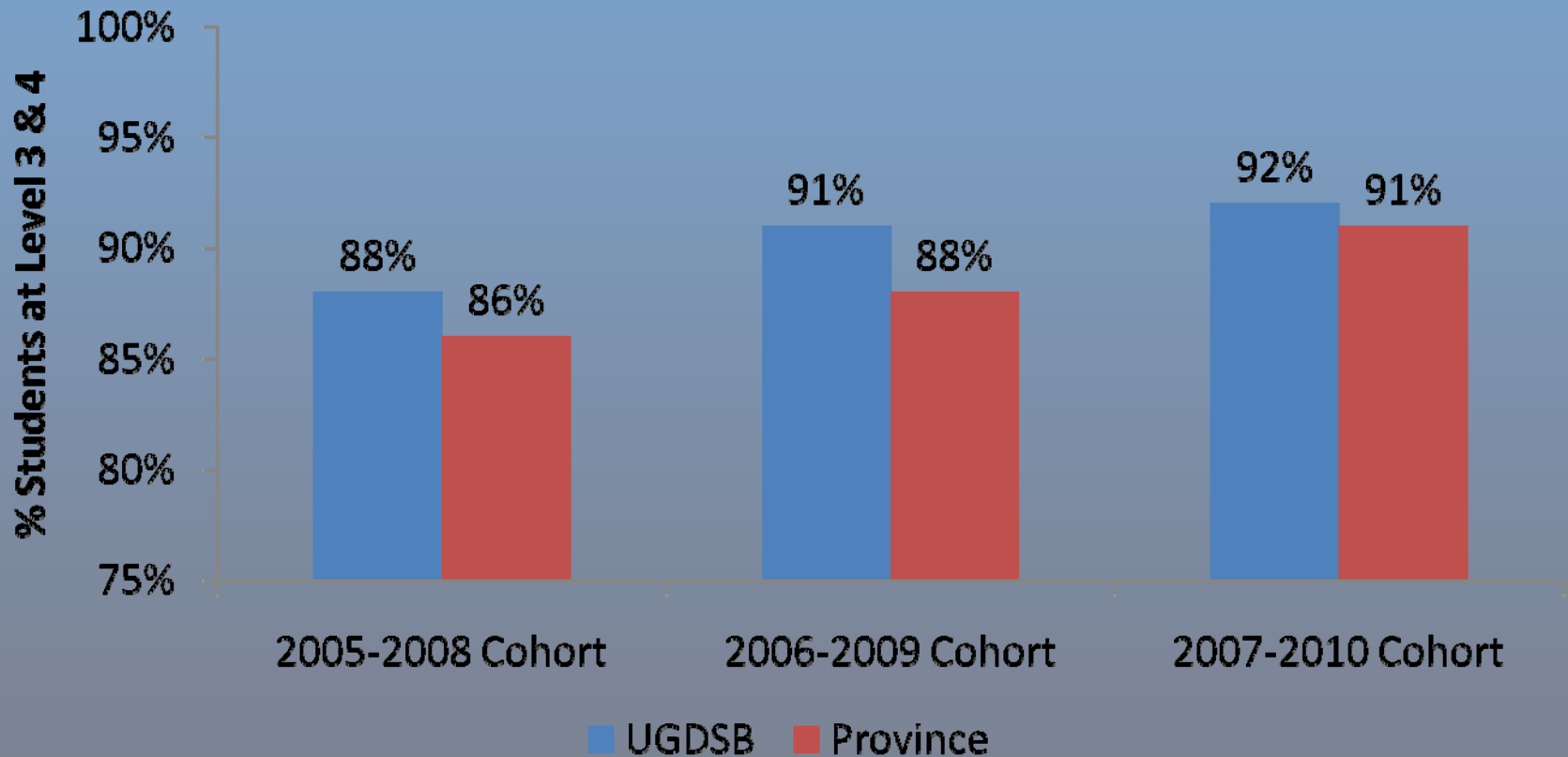
# Reading: Junior Cohort 2009-2010

% at level 3 &4 in grade 6



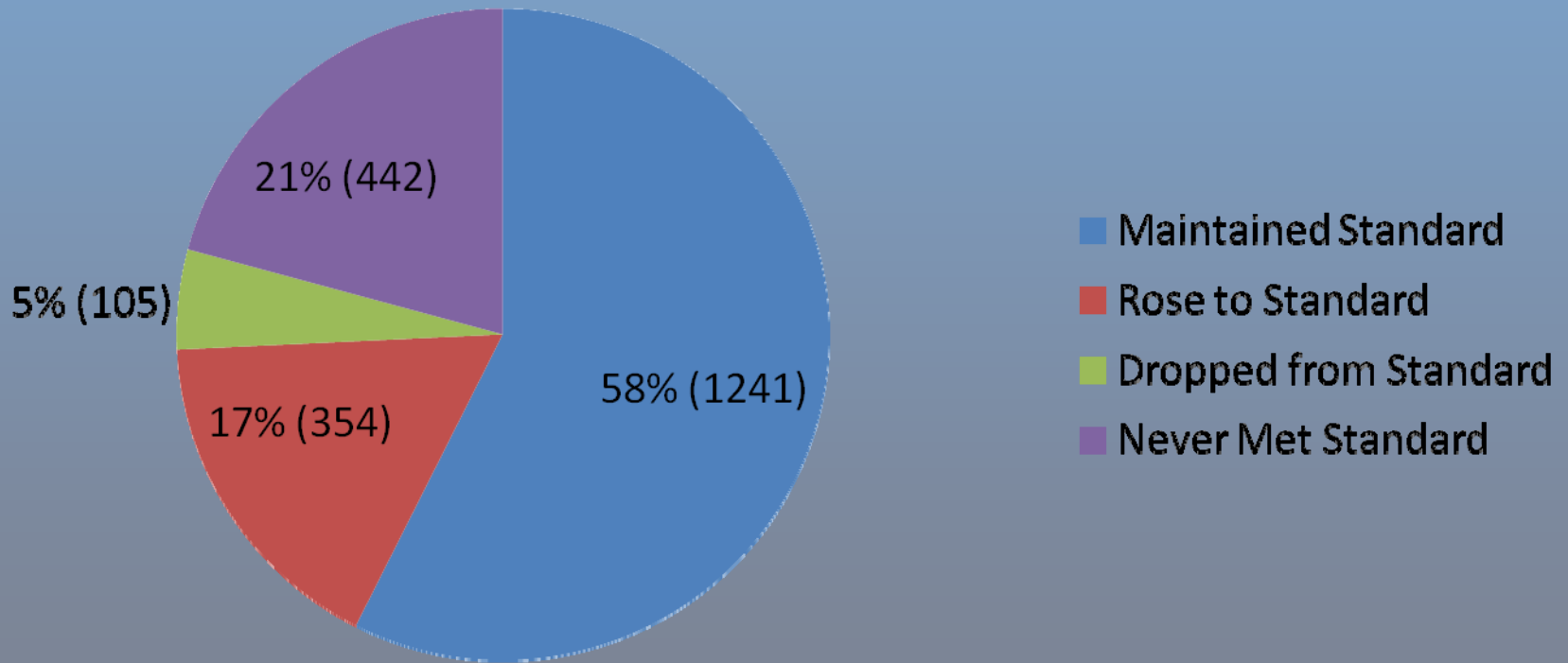
# Reading: Junior Cohort 2009-2010

% at level 3 & 4 in grade 3, achieve level 3 & 4 in grade 6



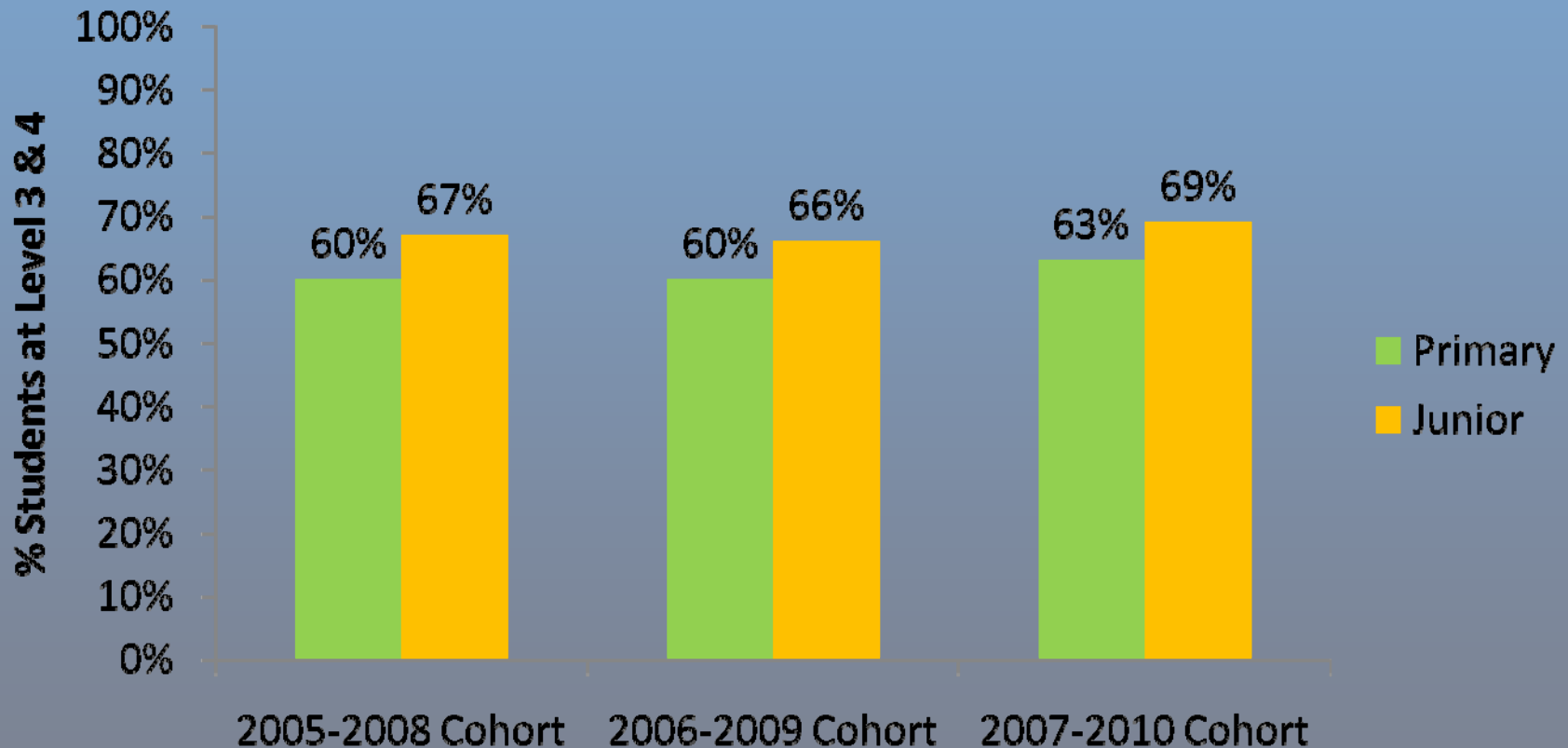
# Reading: Junior Cohort 2009-2010

**% Students Achievement from Primary to Junior**



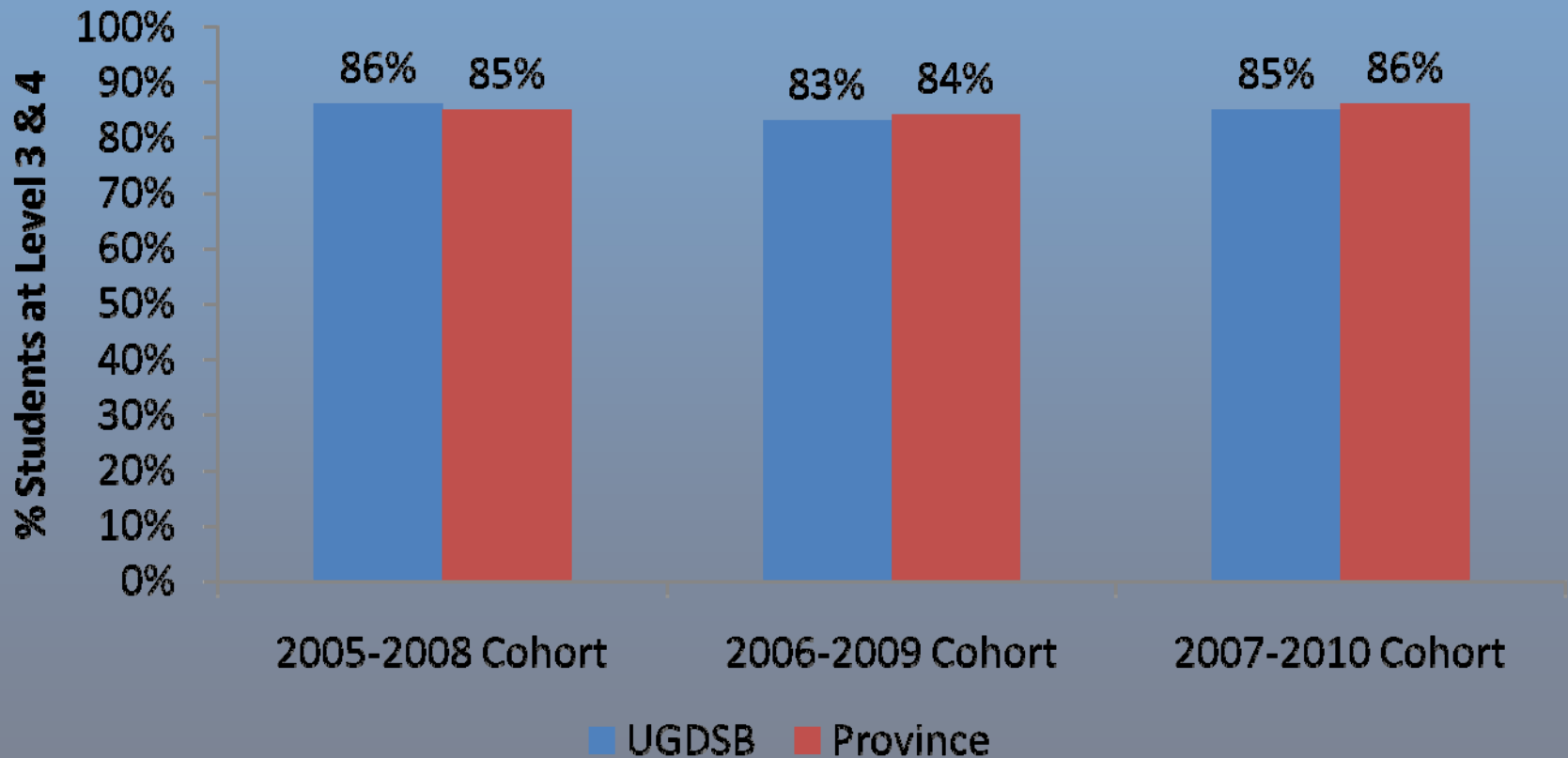
# Writing: Junior Cohort 2009-2010

% at level 3 & 4 in grade 6



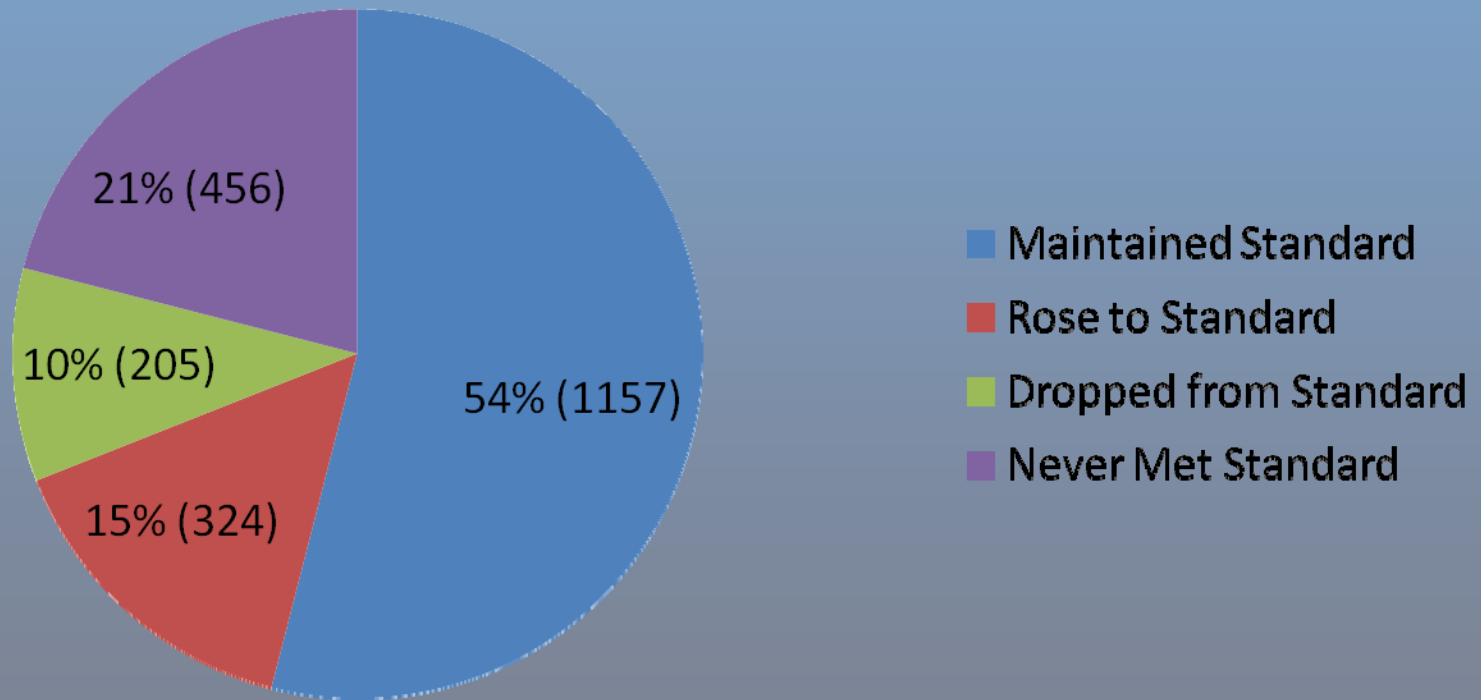
# Writing: Junior Cohort 2009-2010

% at level 3 & 4 in grade 3, achieve level 3 & 4 in grade 6



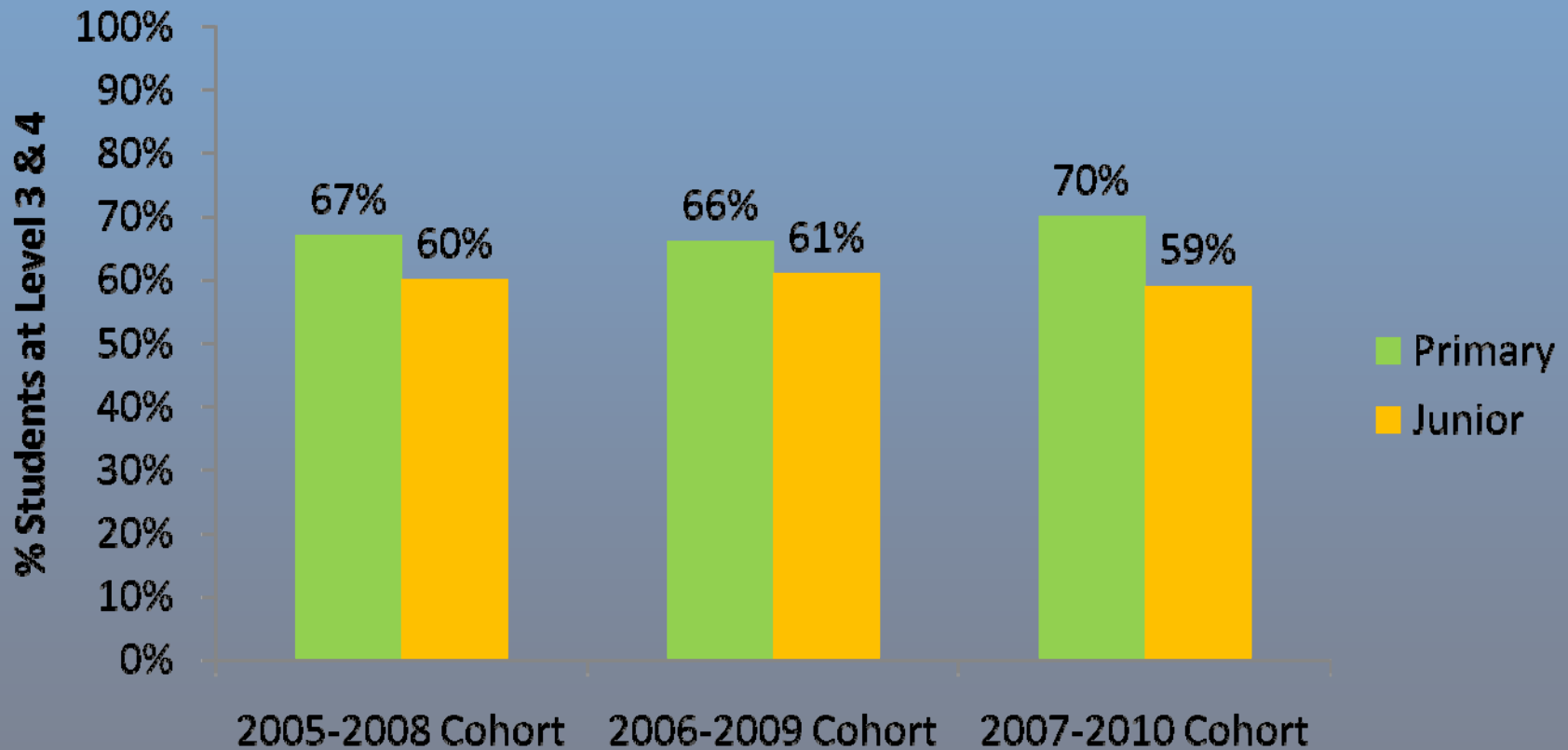
# Writing: Junior Cohort 2009-2010

**% Students Achievement from Primary to Junior**



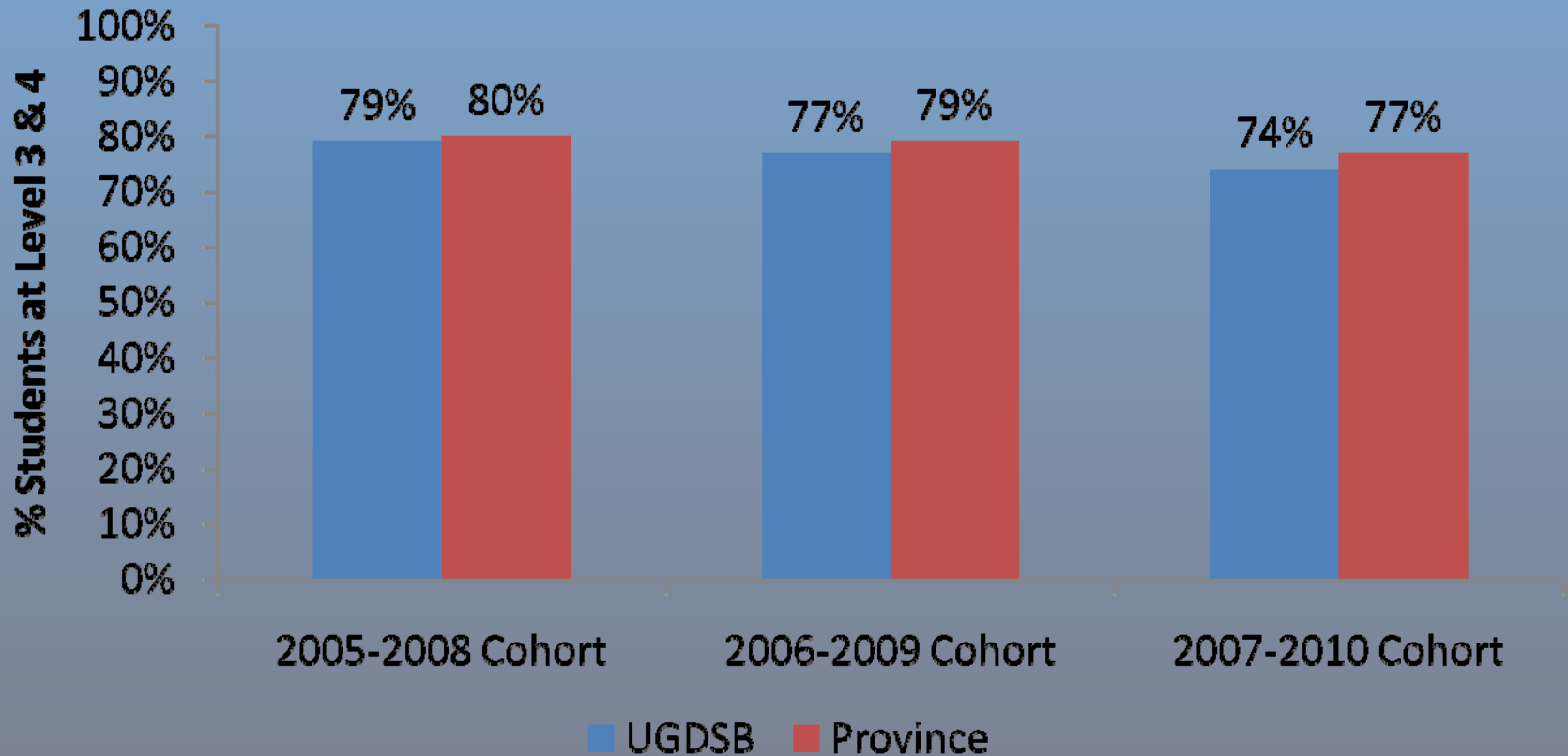
# Mathematics: Junior Cohort 2009-2010

% at level 3 & 4 in grade 6



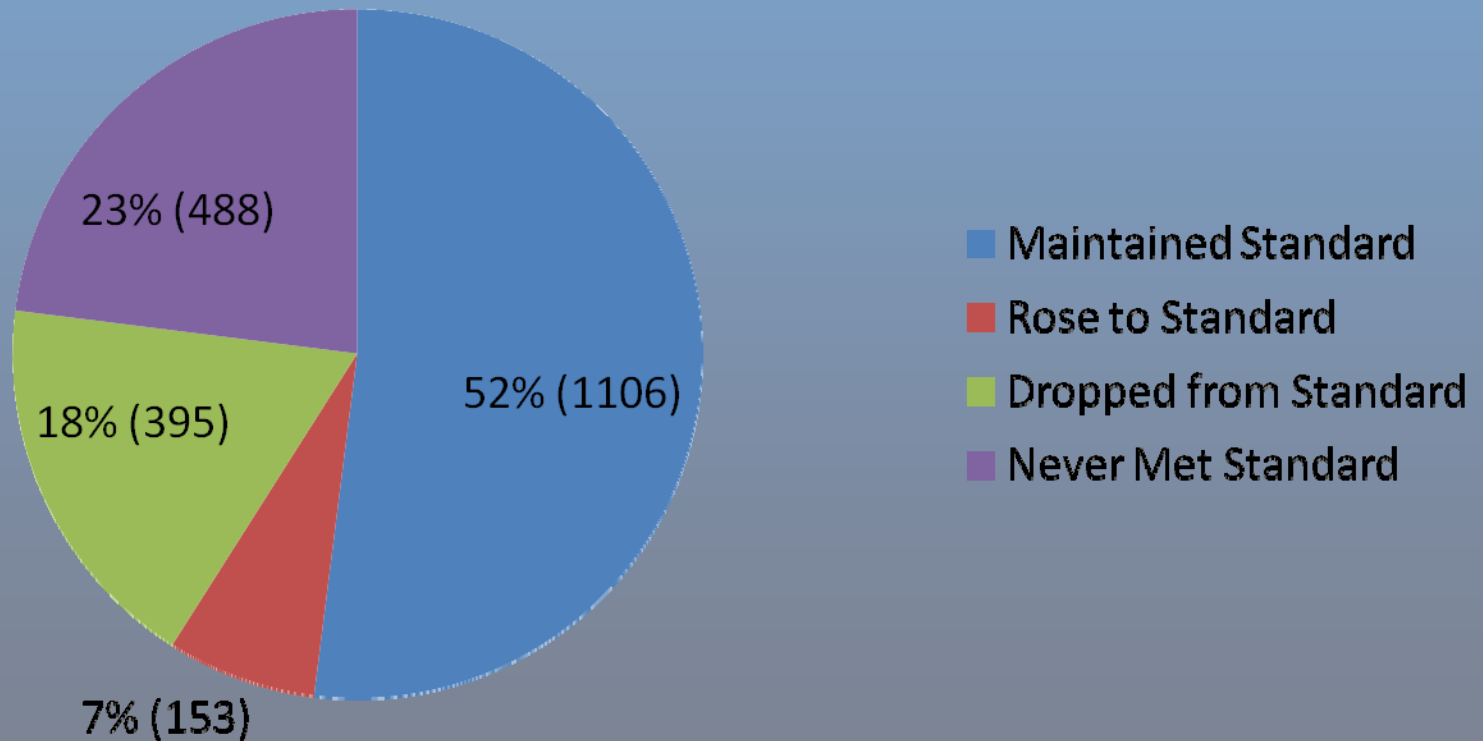
# Mathematics: Junior Cohort 2009-2010

**% at level 3 & 4 in grade 3, achieve level 3 & 4 in grade 6**



# Mathematics: Junior Cohort 2009-2010

**% Students Achievement from Primary to Junior**



# Key Findings

- Students who meet the provincial standard in grade 3 are likely to maintain this achievement in grade 6
- Students who do not meet the standard in grade 3 are less likely to meet the standard in grade 6
- Identifying struggling students early can make a difference

# **Where Do We Go From Here?**

- **Board Improvement Plan**
- **School Improvement Plans**
- **High Levels of Student  
Achievement – Literacy and  
Numeracy**
- **Addressing Gaps in Student  
Achievement**

# The 4 Pillars Of The Board Improvement Plan



Literacy

Numeracy

Pathways

Community,  
Culture  
& Caring

# EQAO Targets

- Grade 3 EQAO – Reading, Writing, Math
  - Special Education Reading, Writing, Math
  
- Grade 6 EQAO – Reading, Writing, Math
  - Special Education Reading, Writing, Math

- Grade 9 Applied Math
  - Special Education
  
- Grade 9 Academic Math
  - Special Education
  
- OSSLT First time eligible
  - Special Education

# Targets for Pass Rates

- Academic and Applied English and Math
  - Special Education
- Locally Developed English and Math
  - Special Education

# Additional Targets

- Credit Accumulation for Grade 9, 10, 11
- Credit Accumulation for special education for Grade 9, 10, 11



# Where do we go from here?

## Summary

- Clear system and school goals that are aligned
- Sustained attention to good teaching practices
- Prioritize and Focused Intervention: focus on Expectations 1.5 to 1.9
- Professional Learning: TLCP's /Capacity Days in elementary, Kindergarten networking groups, Expanded Math Pilot, Literacy Coaches