

# **EQAO Assessment of Mathematics Upper Grand DSB Results**

**2010-2011**

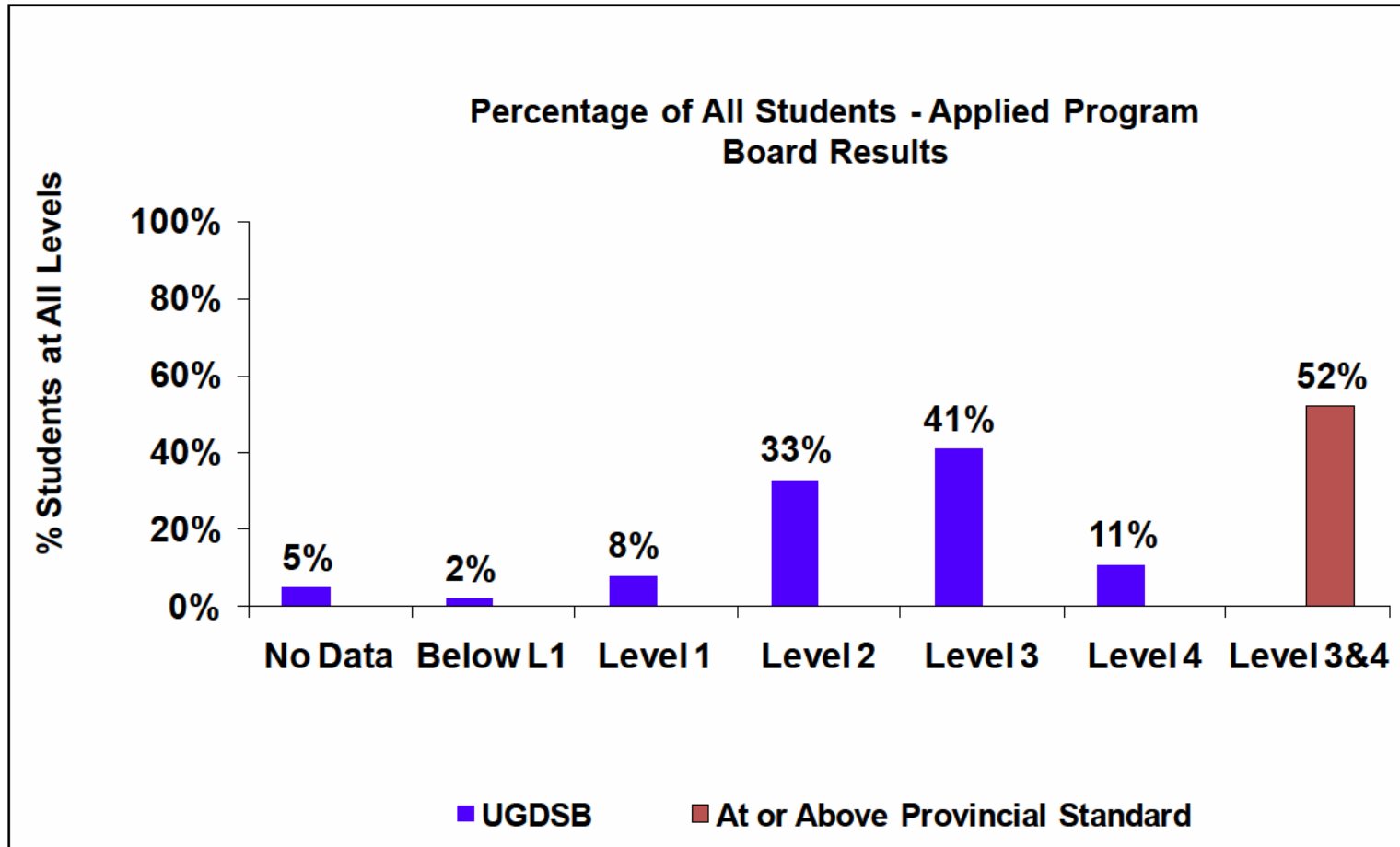
# Contextual Information

	<b>Applied</b>	<b>Academic</b>
<b>Number of Students</b>	822	1660
<b>Participated</b>	95%	99%
<b>No Data</b>	5%	1%
<b>Female</b>	43%	52%
<b>Male</b>	57%	48%
<b>English Language Learners</b>	2%	<1%
<b>Special Needs (excluding gifted)</b>	29%	5%
<b>Accommodations</b>	17%	2%
<b>Special Provisions</b>	2%	<1%

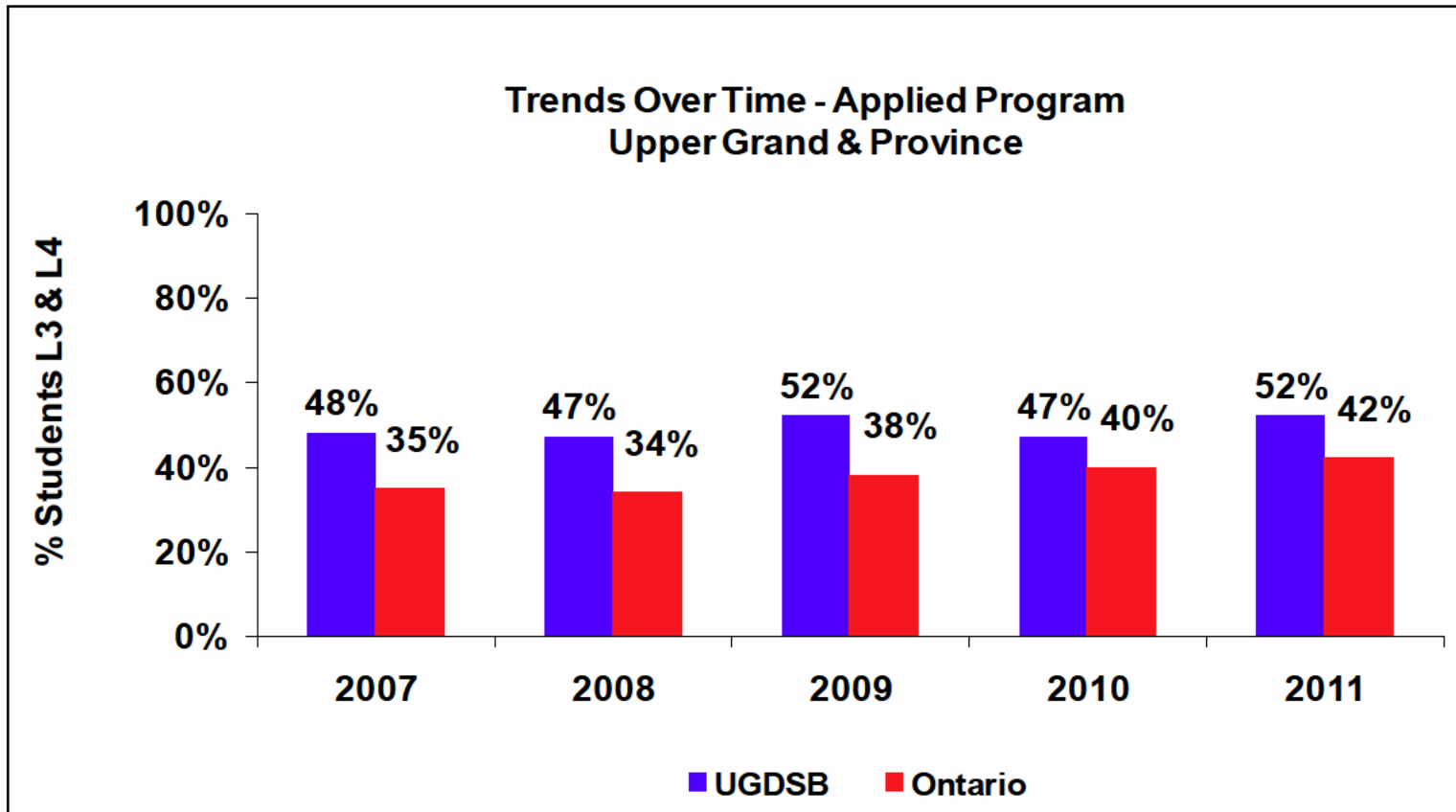
# Results by Program of Study

Applied

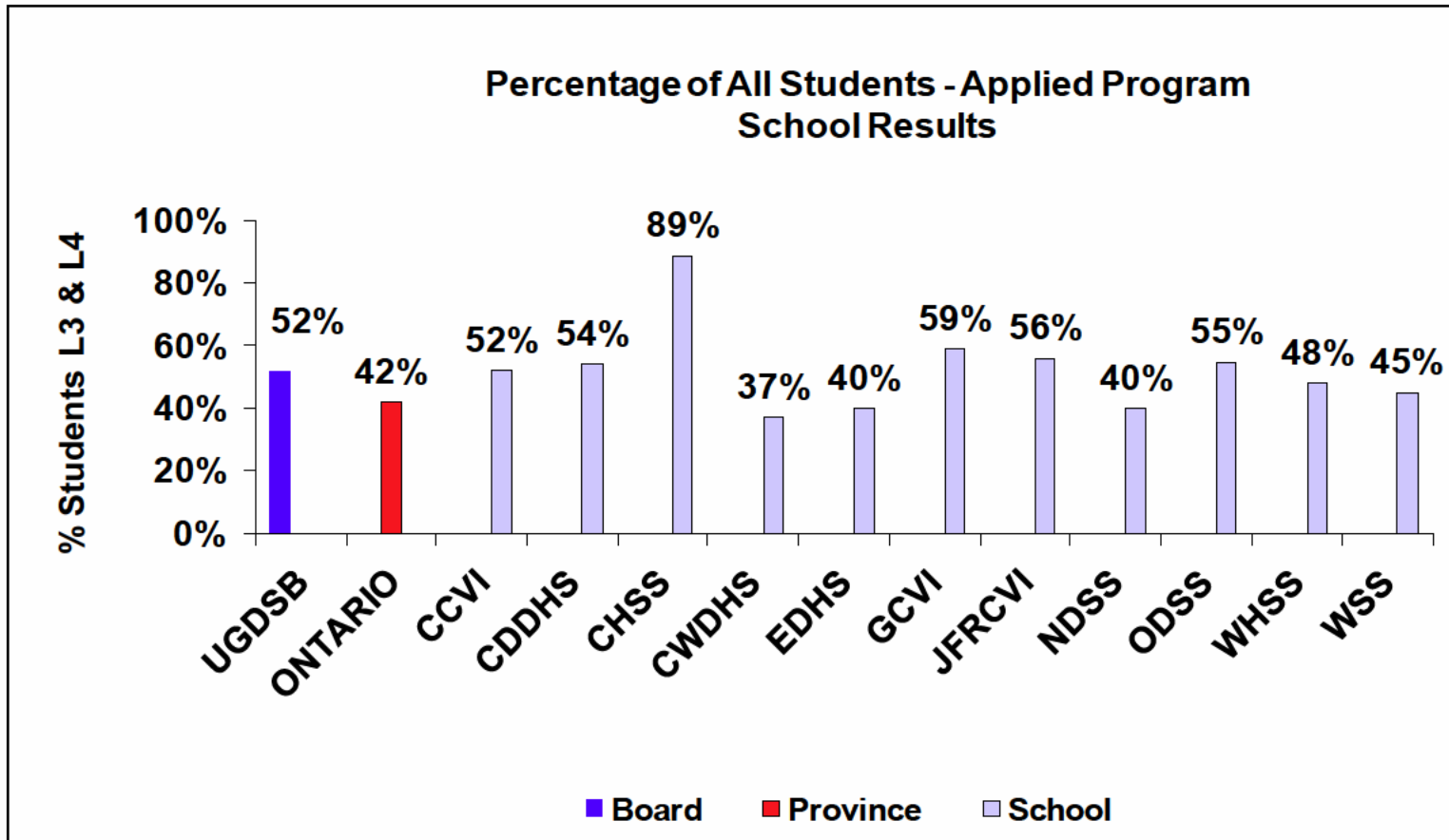
# Results by Program of Study – Applied



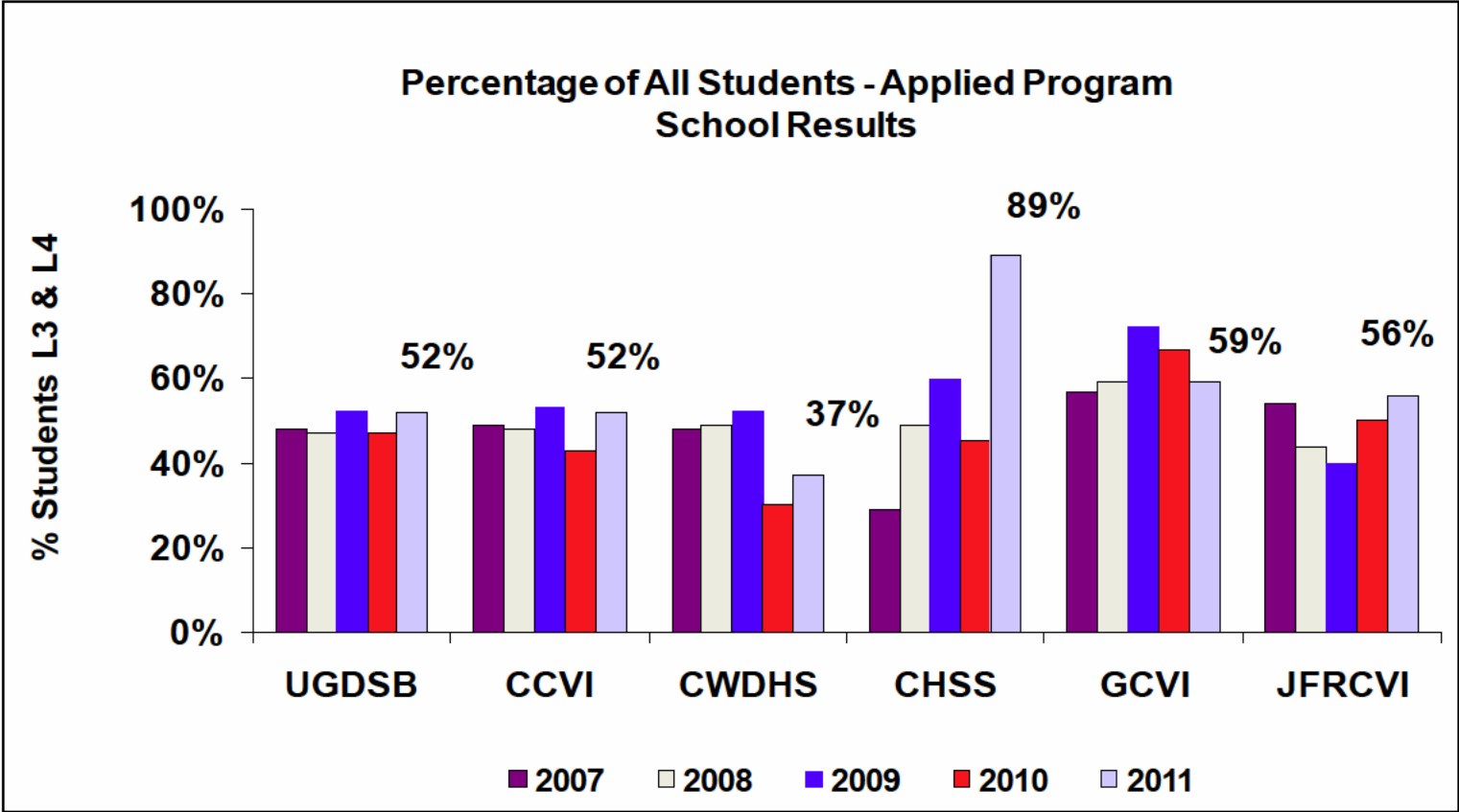
# Results Over Time – Applied



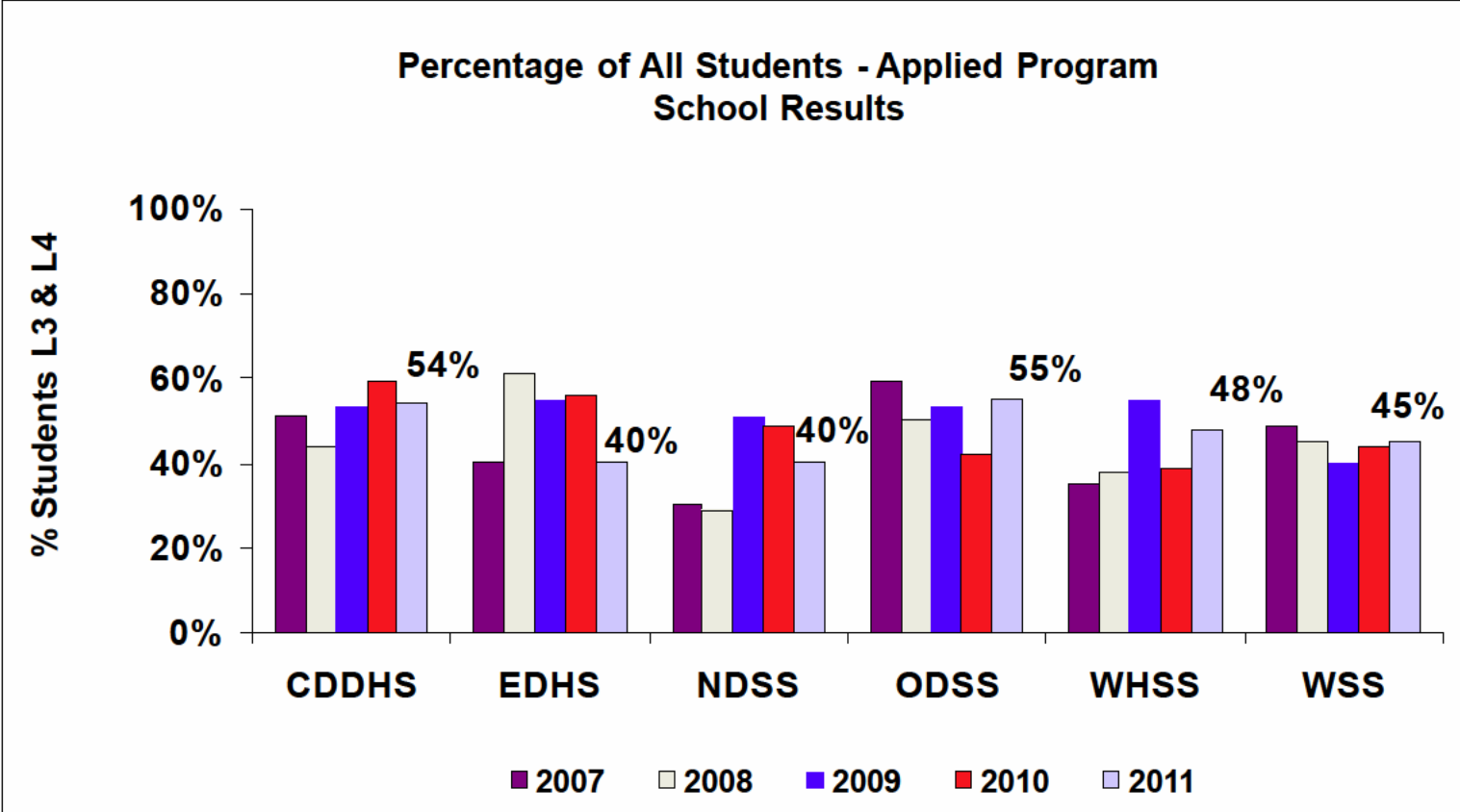
# Results by School – Applied



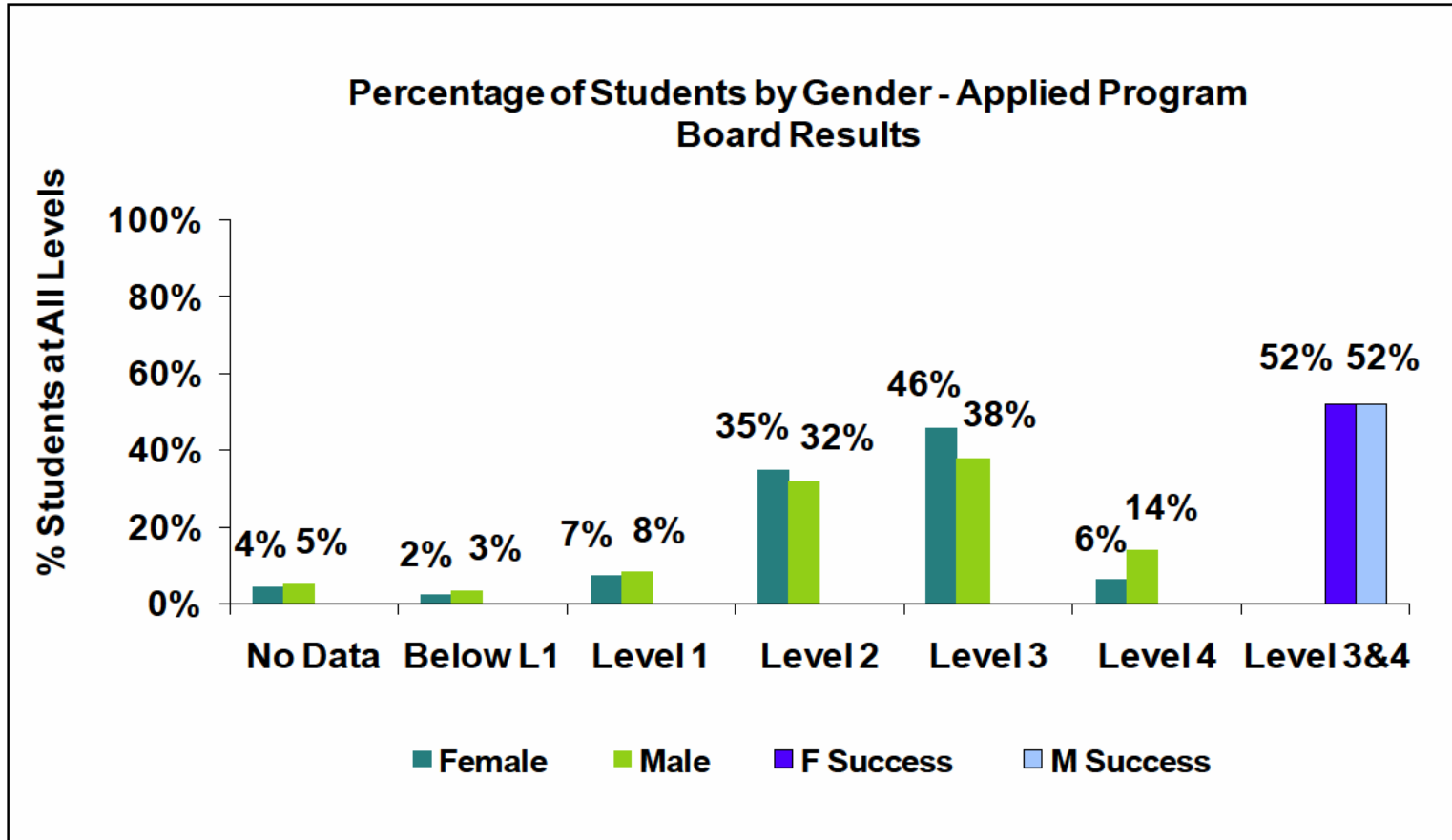
# School Results Over Time – Applied



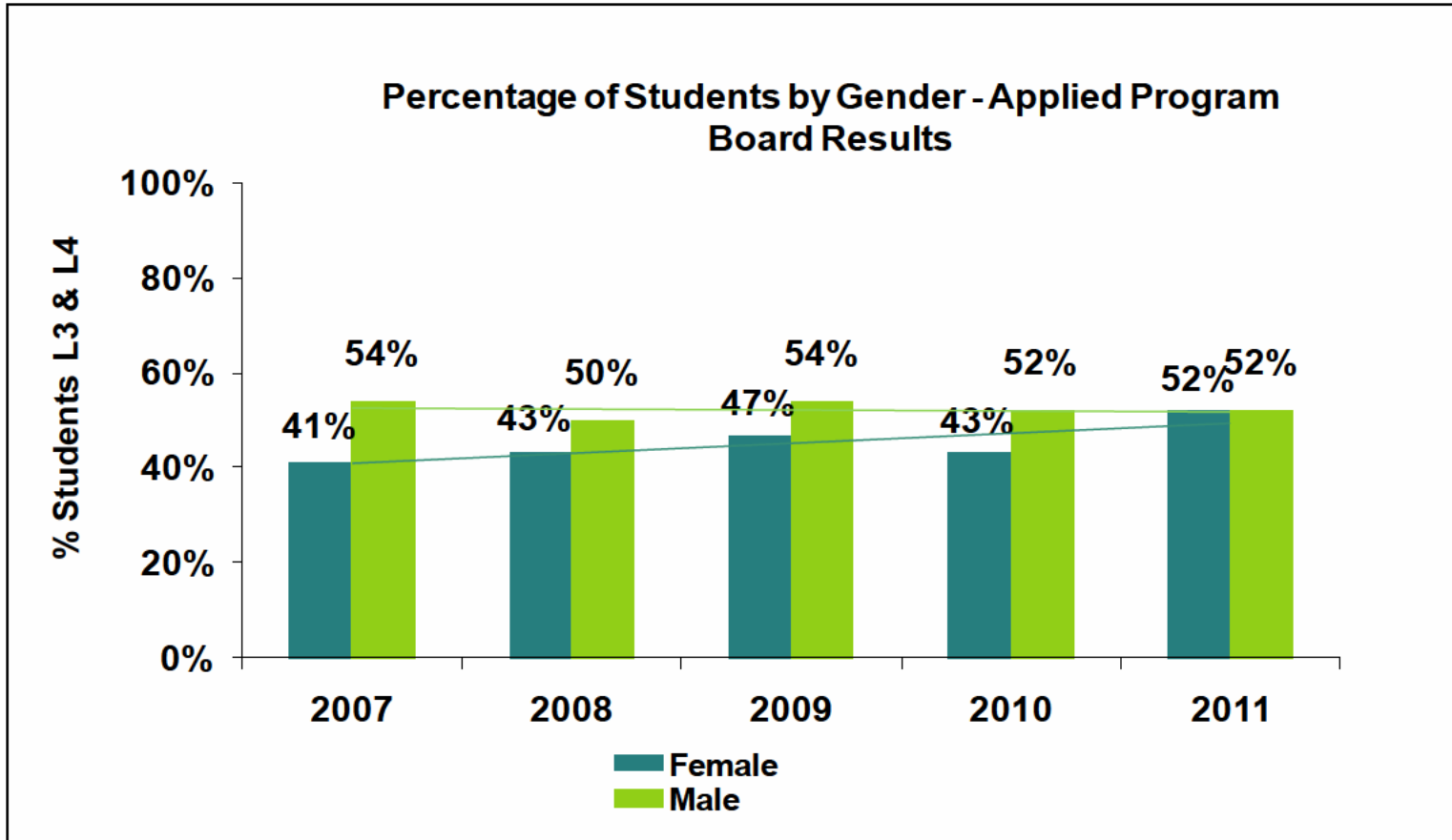
# School Results Over Time – Applied



# Results by Gender – Applied

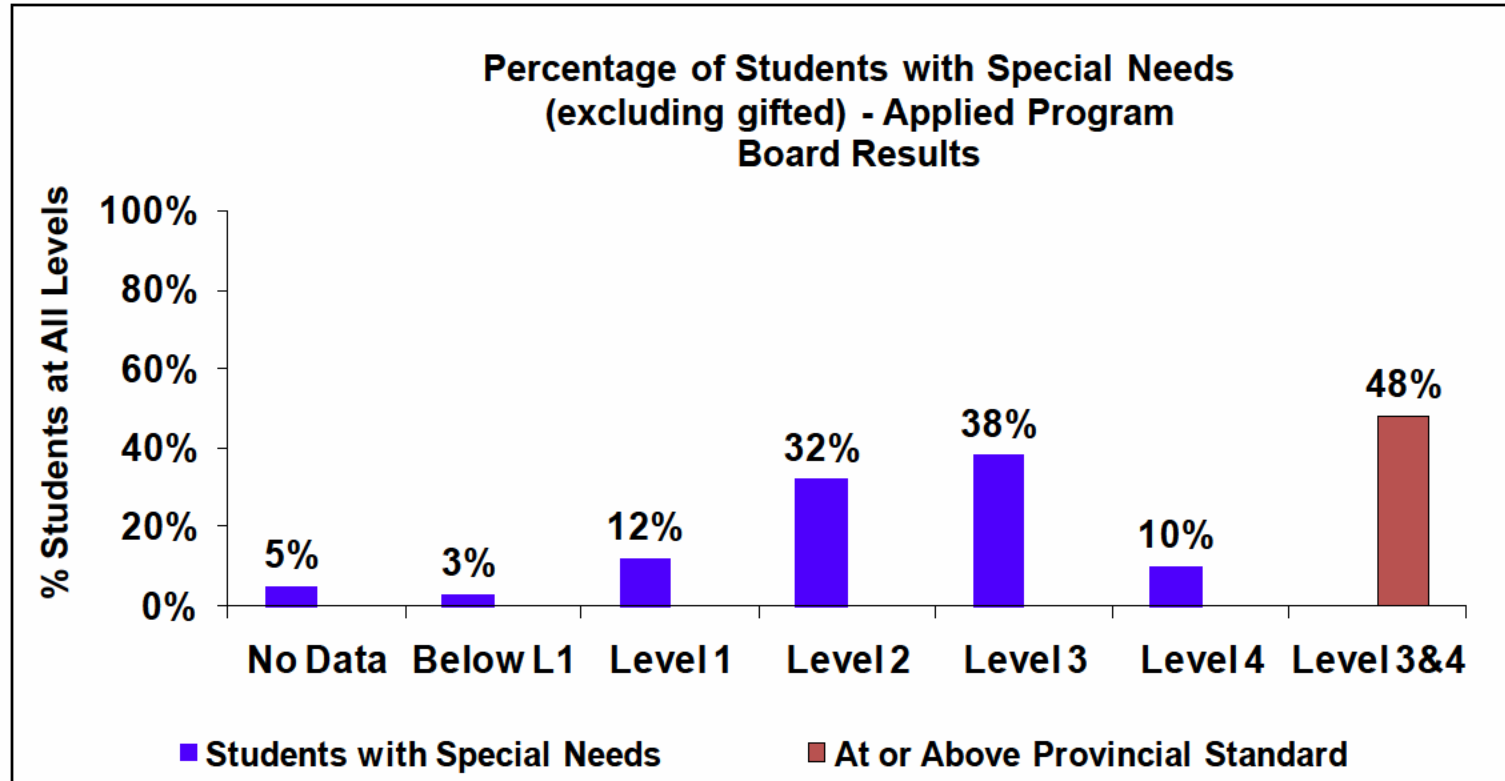


# Gender Results Over Time – Applied



# Special Needs Results – Applied

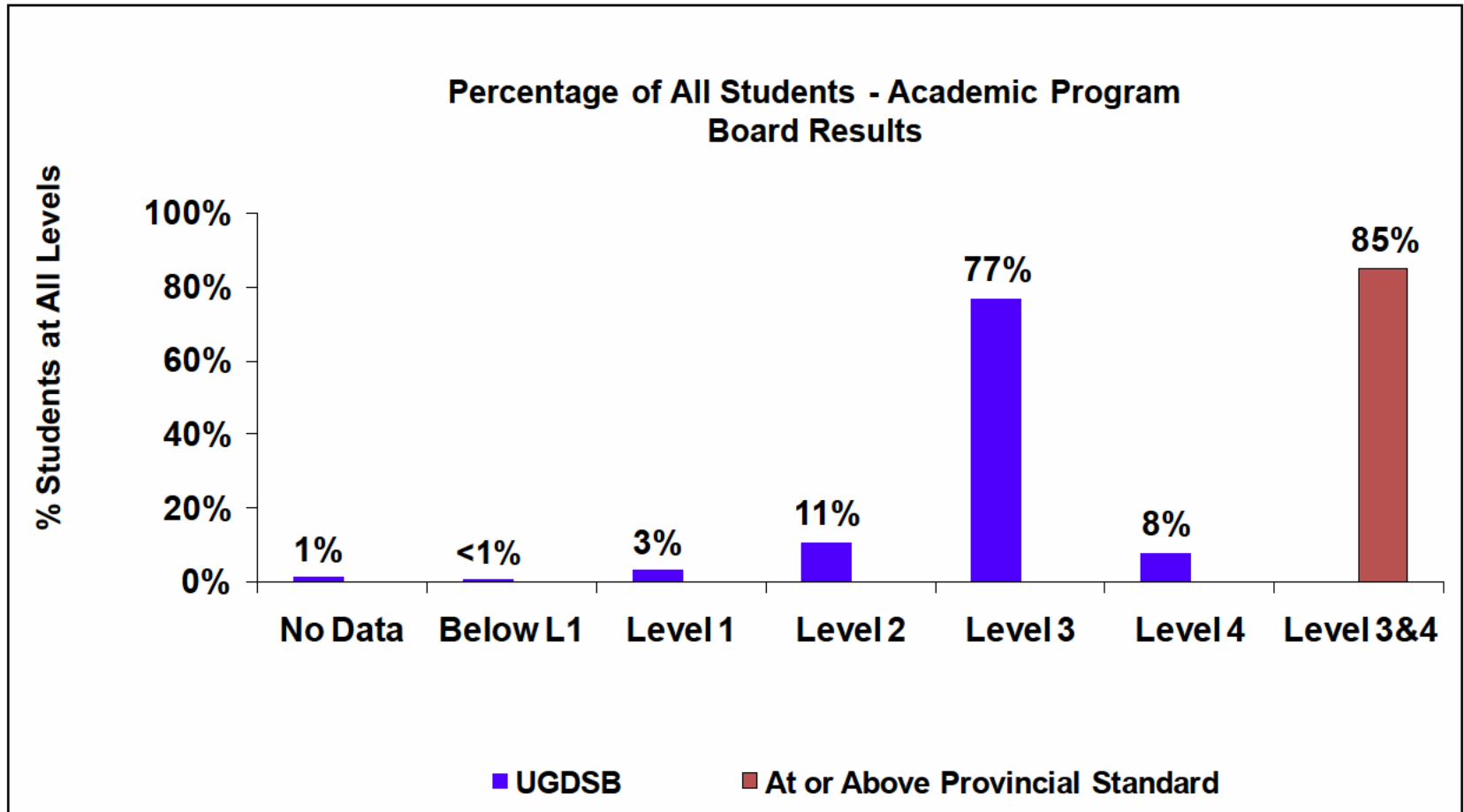
(Excluding Gifted)



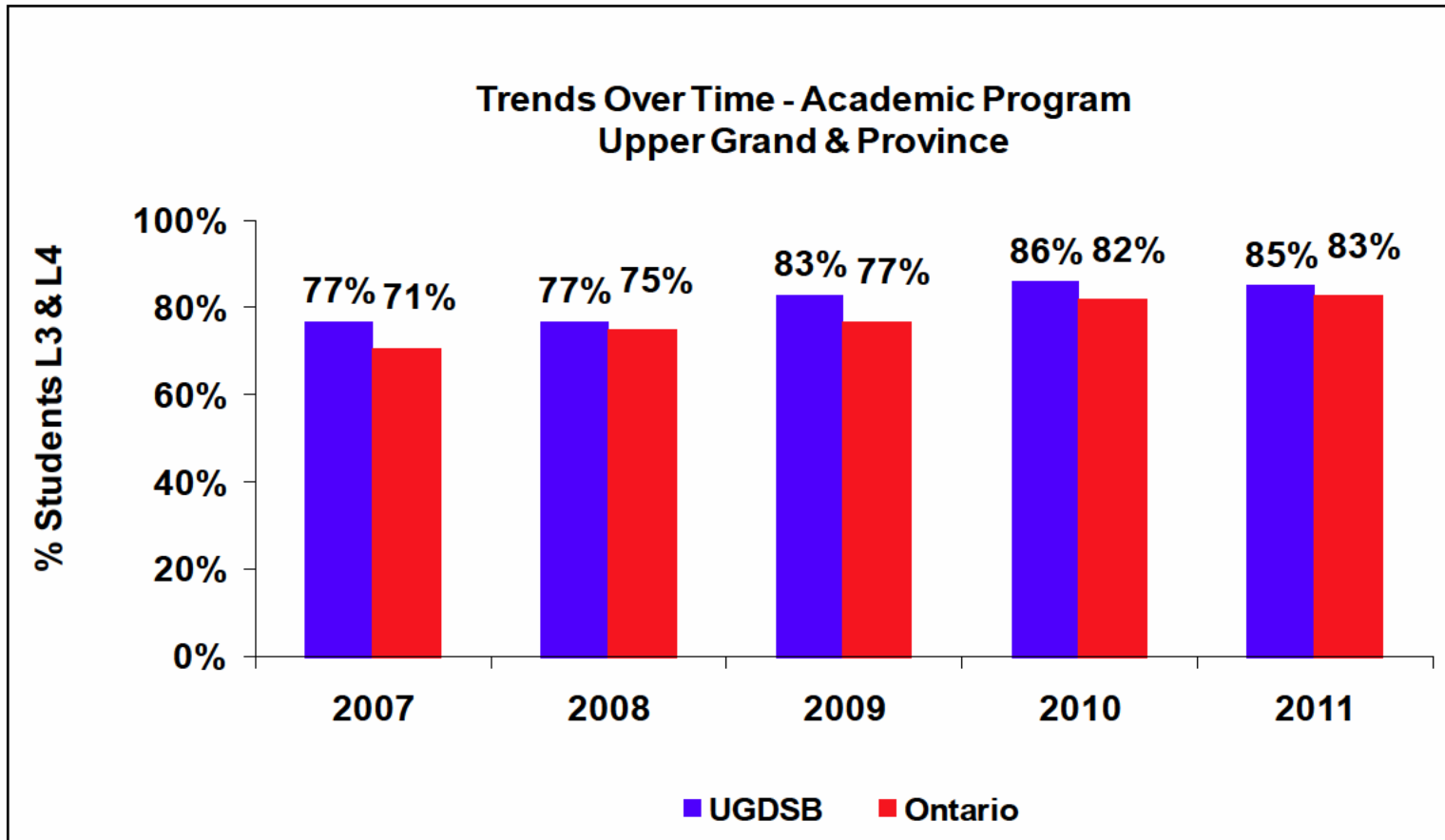
# Results by Program of Study

Academic

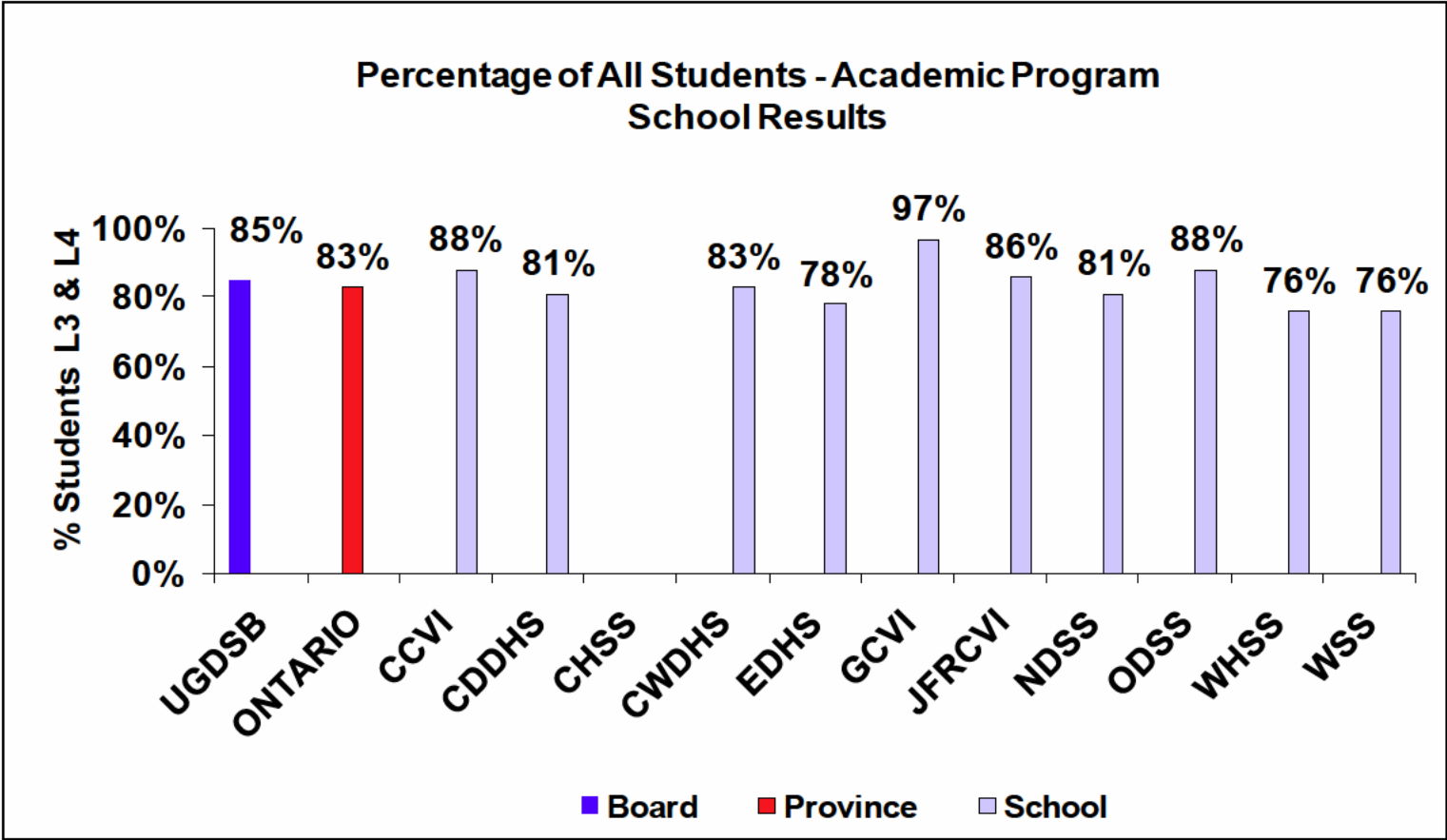
# Results by Program of Study – Academic



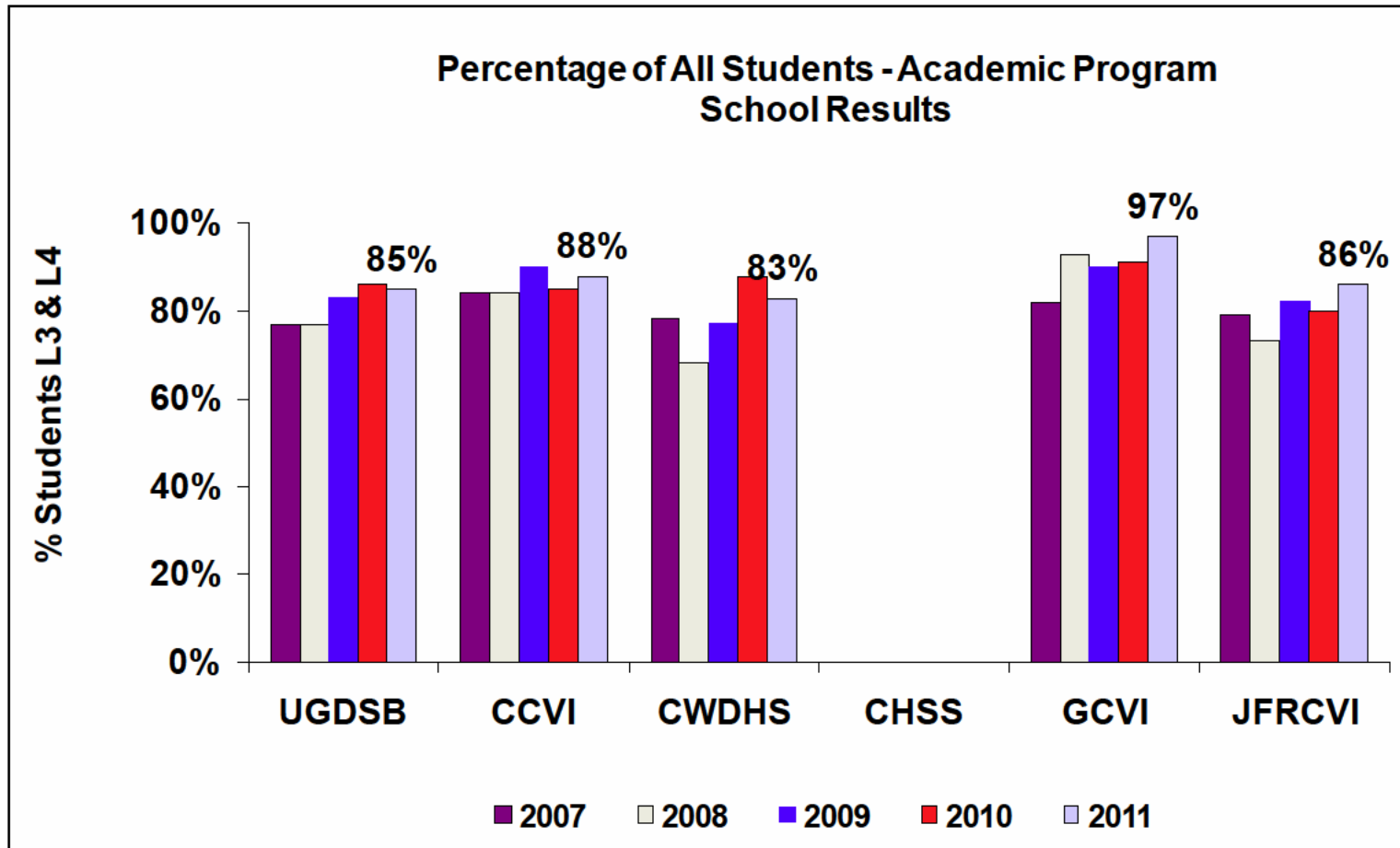
# Results Over Time – Academic



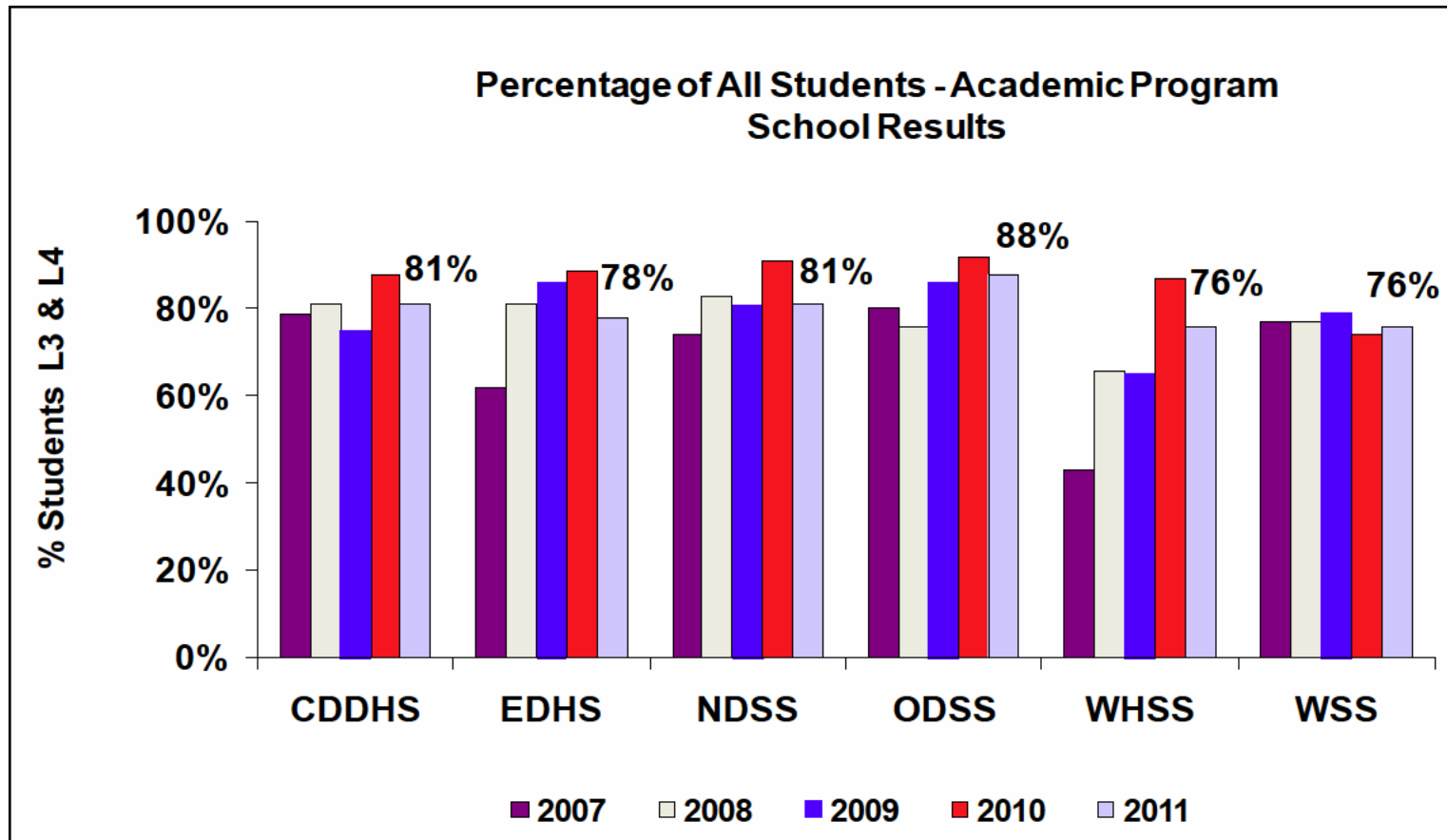
# Results by School – Academic



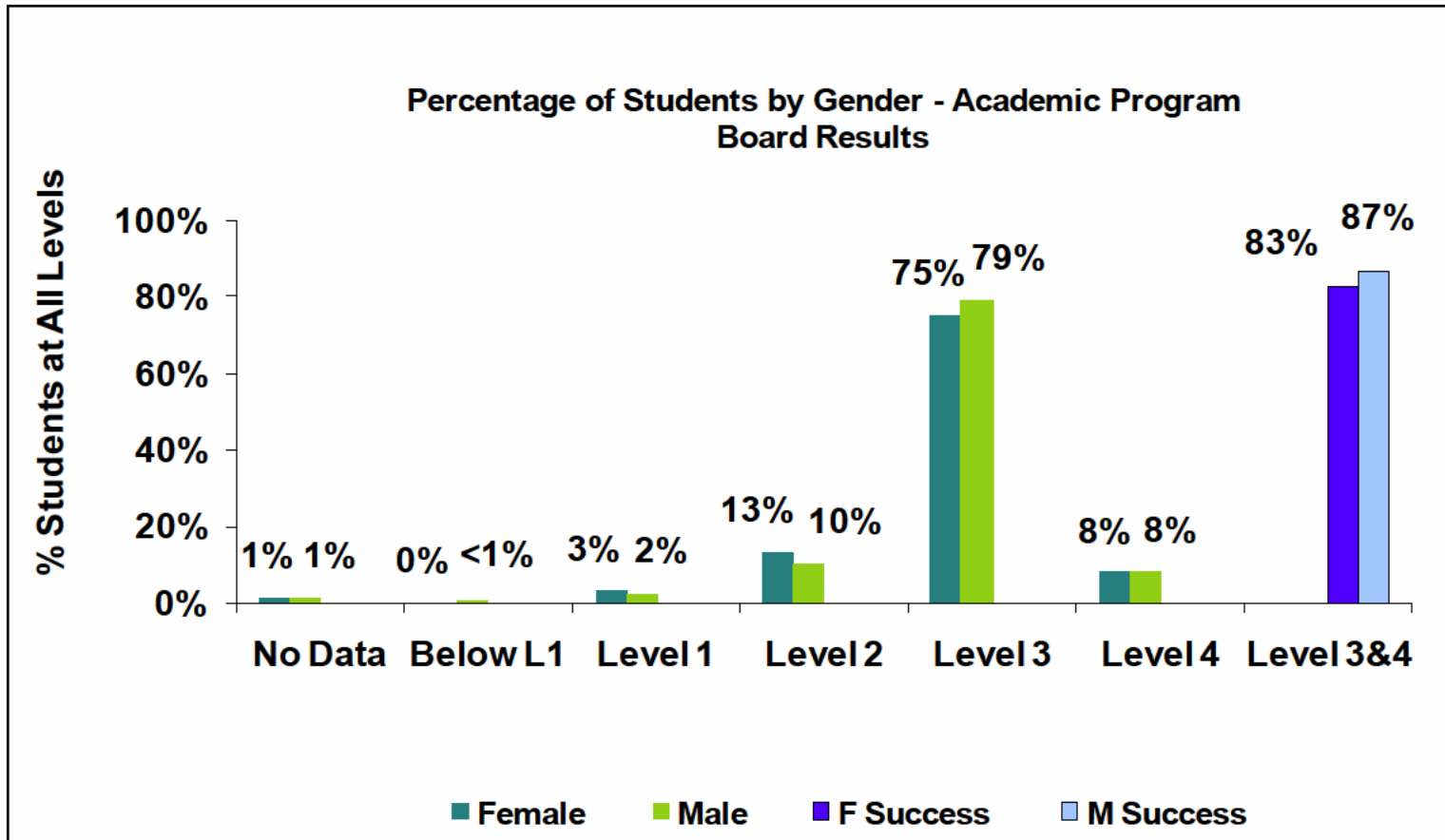
# School Results Over Time – Academic



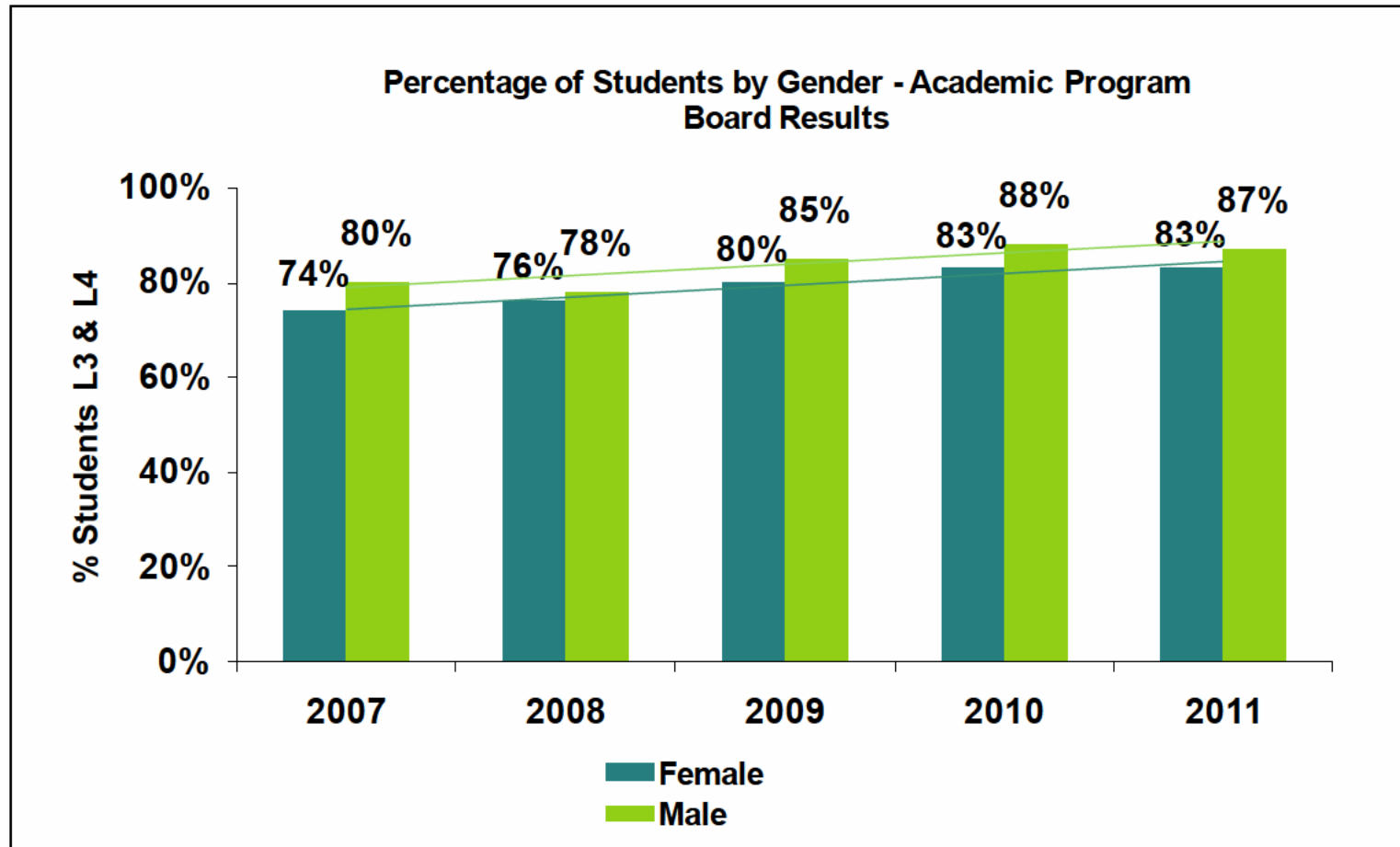
# School Results Over Time – Academic



# Results by Gender – Academic

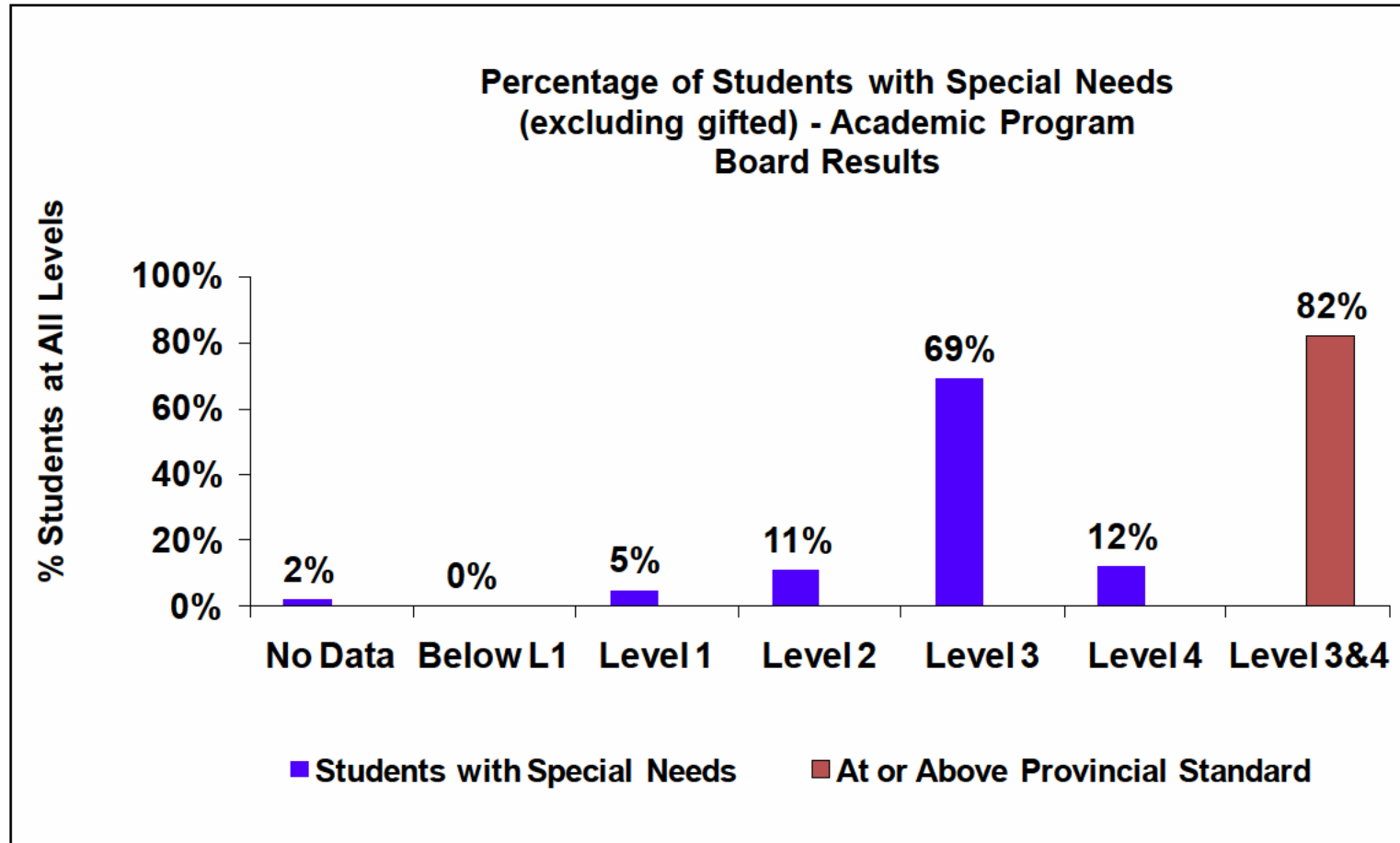


# Gender Results Over Time – Academic



# Special Needs Results – Academic

(Excluding Gifted)



# Intermediate Cohort Analysis

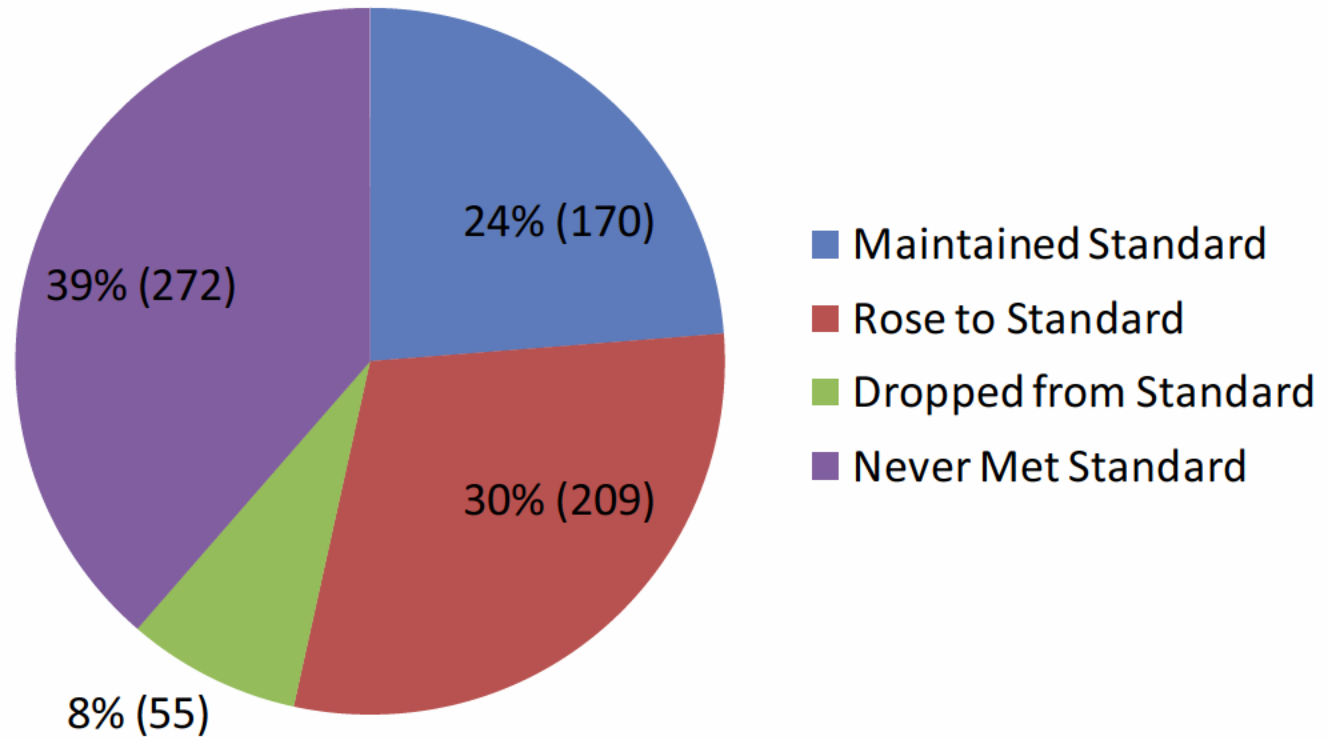
EQAO 2010-2011

# Mathematics: Applied Level

## Grade 9 Cohort from 2007-08 to 2010-11

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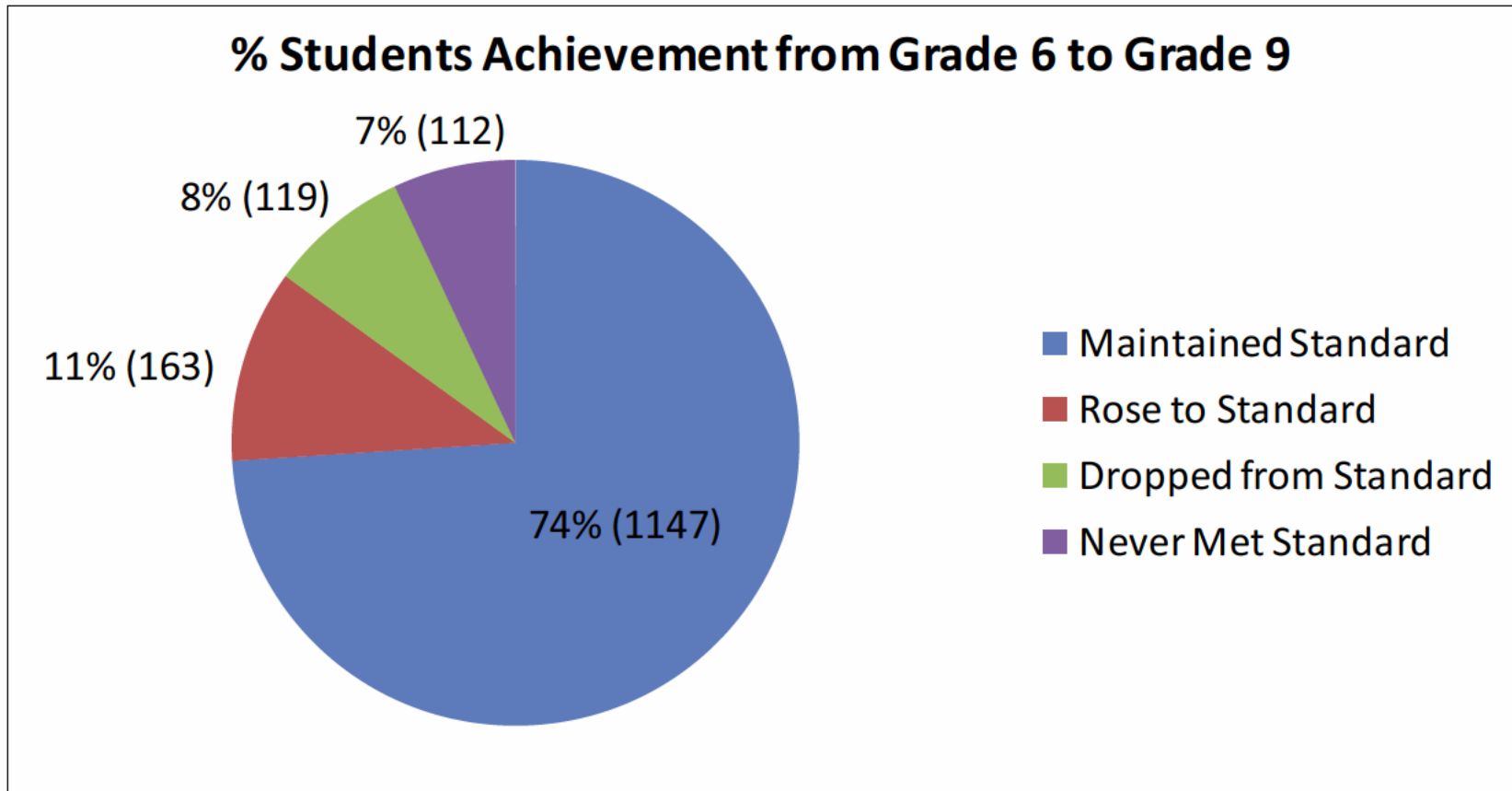
**% Students Achievement from Grade 6 to Grade 9**



# Mathematics: Academic Level

## Grade 9 Cohort from 2007-08 to 2010-11

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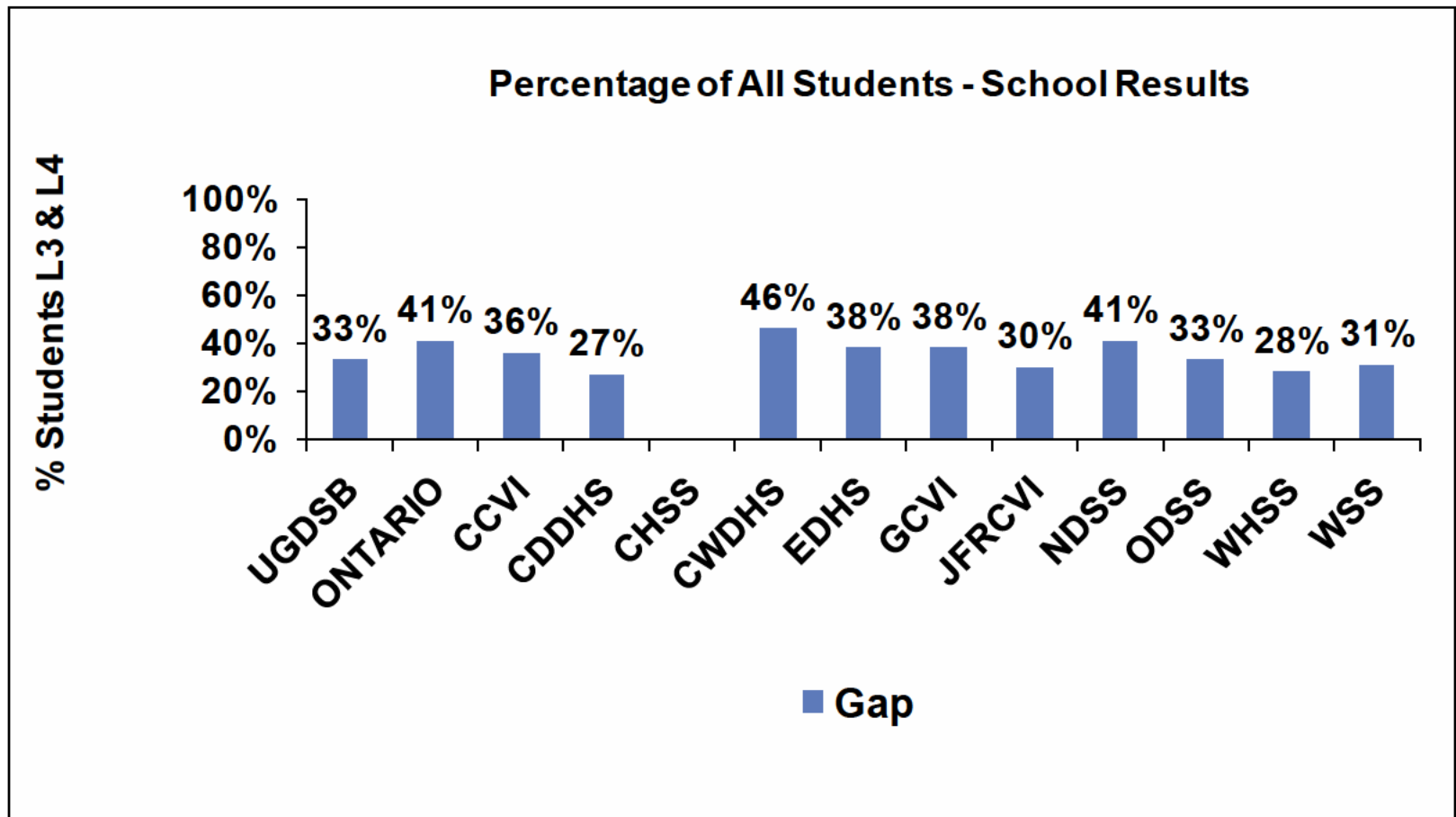


# Approaching Provincial Standard & Above

Percentage of students scoring at least Level 2:

	2007	2008	2009	2010	2011
Applied	80%	81%	83%	84%	85%
Academic	93%	93%	95%	97%	96%

# Raising the Bar & Closing the Gap – Difference between Applied & Academic



# Steps to Success

- ▶ Leading Student Achievement (LSA) project at CCVI, CWDHS and JFRCVI focused on the Teaching-Learning Critical Pathway (TLCP) process for improving instructional practice in mathematics
- ▶ Targeted Implementation and Planning Supports (TIPS) student math binders
- ▶ Homework Help and Gap Closing
- ▶ Professional Networked Communities (PNC) of teachers focused on data analysis and creating multiple answer-multiple choice questions for use with response units

## Next Steps

- ▶ Continue to forge links between teachers of secondary schools and feeder elementary schools through data sharing
- ▶ Continue to encourage and support the use of TIPS student binders (grades 9-10)
- ▶ Continue to support students through Homework Help and Gap Closing
- ▶ Continue to use Interactive Whiteboards, Response units and document cameras to create a comfort level for students writing assessments
- ▶ Focus on teaching through problem solving with new Math Coaching project

Questions?