



# UPPER GRAND DISTRICT SCHOOL BOARD

## Program Services

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Memo # 2011-036  
File Code: C02

**DATE:** September 13, 2011

**MEMO TO:** Martha Rogers, Director of Education

**FROM:** Heather Boswell, Superintendent of Program  
Bonnie Talbot, Principal of Program  
Natasha Skerritt, Curriculum Leader

**SUBJECT:** 2010-2011 EQAO Primary and Junior Assessment of  
Reading, Writing and Mathematics

**Report Classification:** Information

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### Background

In May and June 2011, Grade 3 and Grade 6 students in the Upper Grand District School Board participated in the Education Quality and Accountability Office's province-wide assessment. The students' responses were evaluated in the areas of Reading, Writing, and Mathematics. French Immersion students at both grade levels participated. Grade 3 students completed the Reading and Writing sections in English and the Mathematics section in French, while Grade 6 students completed the entire test in English.

The school and board results for 2011 will be released to the public on September 14th, 2011. Schools will receive individual student results between September 19<sup>th</sup> and September 23<sup>rd</sup>, at which time reports will be distributed to parents.

The tasks in which students were engaged were based on the expectations as described in the Ontario Curriculum documents for Language (2006) and Mathematics (2005). The student work was assessed according to achievement levels 1 to 4, as outlined in the aforementioned documents.

Over the past several years the Upper Grand District School Board has followed the provincial lead by focusing on improving the literacy skills of students. In addition to this emphasis on literacy, 20 schools focused their professional learning for teachers on improving the numeracy skills of their students in the 2010-2011 school year.

### Issue

To provide Trustees with a **preliminary** report on the 2010-2011 EQAO Primary and Junior Assessment of Reading, Writing and Mathematics for the Upper Grand District School Board.

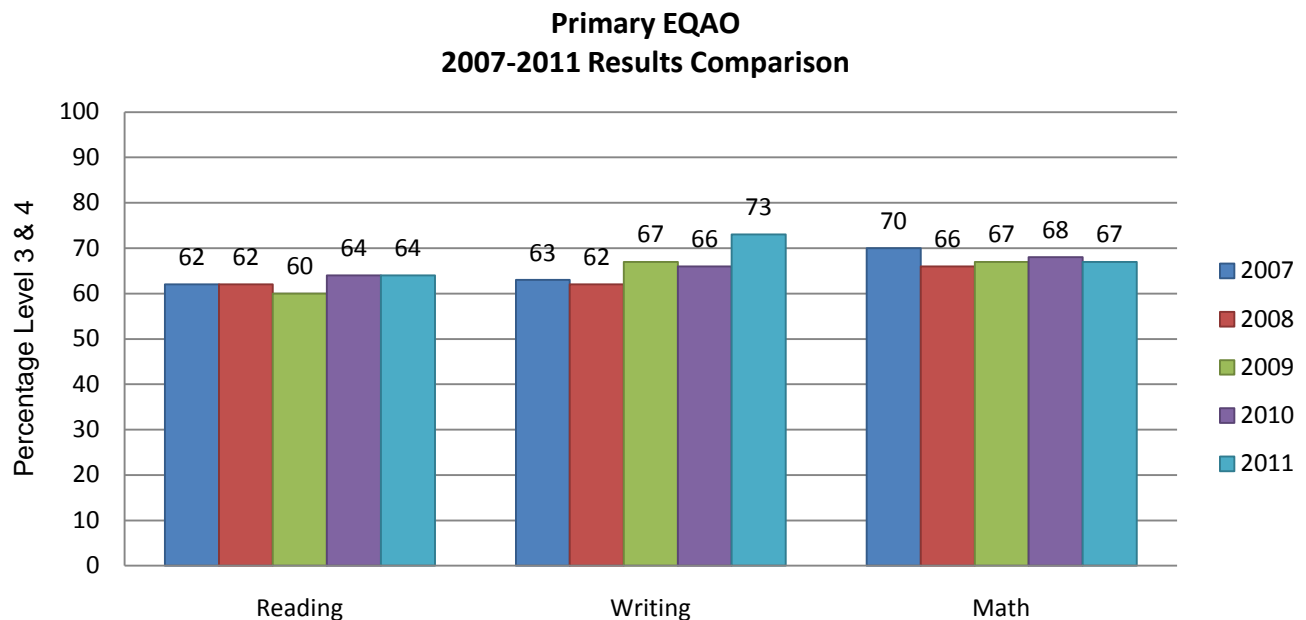
## Recommendation

That the report entitled “2010-2011 EQAO Primary and Junior Assessment of Reading, Writing and Mathematics,” dated September 13<sup>th</sup>, 2011 be received.

## EQAO RESULTS COMPARISON – Primary

The board had 59 schools participate in the Primary assessment. There were 2,113 grade 3 students who participated in the test. At the time of the assessment, 51% of students were female, 49% of students were male, 2% of students were designated as English Language Learners and 18% were receiving special education support (excluding gifted). Two percent of students were exempted from writing all three test subjects.

The graph below shows the percentage of grade 3 students who achieved a level 3 or 4 on the assessment over the past five years. The percentages represent those students who have attained or exceeded the provincial standard.



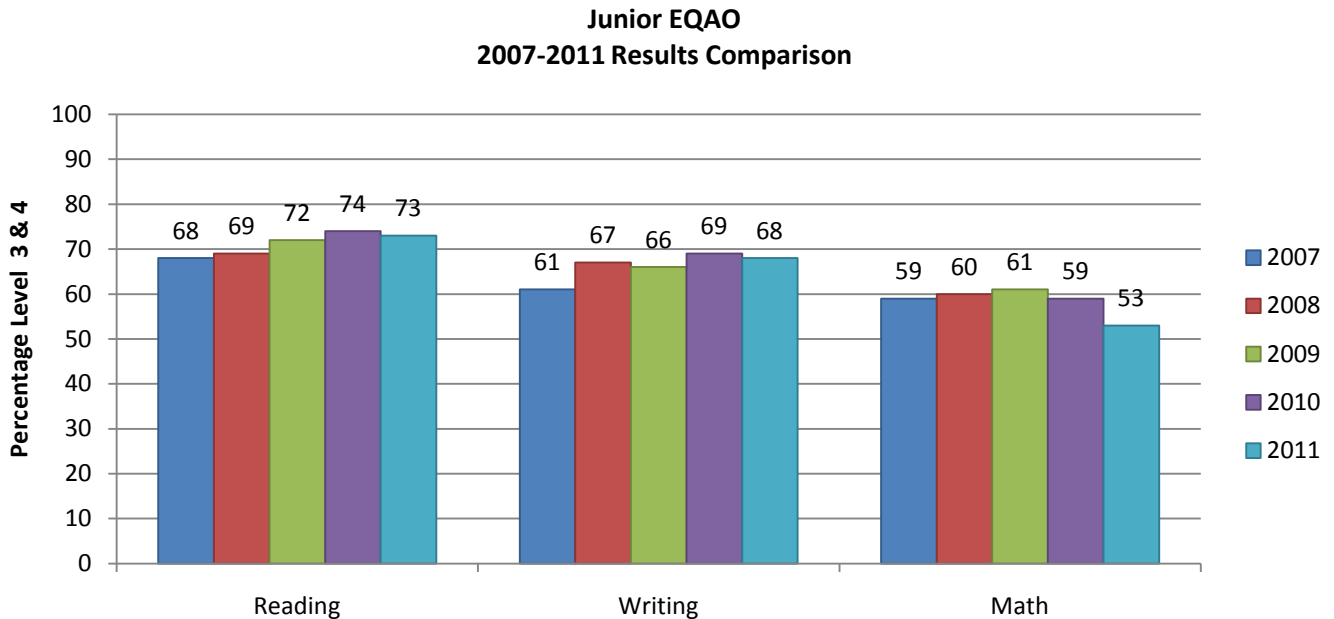
The chart below shows the board results in each of the subject areas in comparison to the provincial results. Once again, each percentage represents the number of students who achieved a level 3 or 4 on the assessment, indicating that they met or exceeded the provincial standard.

Year of Assessment	Reading		Writing		Mathematics	
	UGDSB	Ontario	UGDSB	Ontario	UGDSB	Ontario
2007	62	62	63	64	70	69
2008	62	61	62	66	66	68
2009	60	61	67	68	67	70
2010	64	62	66	70	68	71
2011	64	65	73	73	67	69

## EQAO RESULTS COMPARISON – Junior

The board had 59 schools participate in the Junior assessment. In the spring, 2,297 grade 6 students participated in the test. Of the students tested, 48% were female, 52% were male, 2% were designated as English Language Learners, and 20% were receiving special education support. Two percent of the grade 6 students were exempted from writing all three tests.

The graph below shows the percentage of grade 6 students within the board who received a level 3 or 4 on the assessment. Again, this represents students who met or exceeded the provincial standard.



The chart below shows the board results in each of the subject areas in comparison to the provincial results. Once again each of the percentages represents the number of students who achieved a level 3 or 4 on the assessment, indicating that they met or exceeded the provincial standard.

Year of Assessment	Reading		Writing		Mathematics	
	UGDSB	Ontario	UGDSB	Ontario	UGDSB	Ontario
2007	68	64	61	61	59	59
2008	69	66	67	67	60	61
2009	72	69	66	67	61	63
2010	74	72	69	70	59	61
2011	73	74	68	73	53	58

## **Summary**

The preliminary analysis of the 2010-2011 EQAO results indicates that this year's grade 3 students matched last year's reading performance, increased 7% in writing, and decreased 1% in mathematics, as compared to the previous year. Our 2010-2011 results show that our reading scores are 1% lower than the provincial results, our writing scores are the same as the provincial results, and the mathematics scores are 2% lower than the provincial results.

The 2011 grade 6 reading results show a 1% decrease reading and writing and a decrease of 6% in mathematics, as compared to the previous year. Our 2010-2011 results show that our reading scores are 1% lower than provincial results and our writing and mathematics scores are 5% lower than the provincial results.

A more thorough analysis will consider all of the assessment data available to the system, the school, and the classroom when it becomes accessible, in order to ensure that we continue to pursue a thoughtful, balanced, and focused plan for improving student learning.

## **Rationale**

The release of the results of the 2010-2011 EQAO Primary and Junior Assessment of Reading, Writing, and Mathematics provides important information for the system and its schools. The information offers an opportunity to conduct an analysis of the results in order to identify best instructional practices, which in turn should prompt the best possible student achievement. The collection and preliminary reporting of the data is the necessary first step in the process of critical analysis. The Board Improvement Plan for Student Achievement and School Improvement Plans will reflect more detailed analyses of EQAO results, as well as specific action steps to address areas of need.

cc: L. Benallick , R. Fyfe, E. Kelly, D. Morrell, Superintendents of Education