



## Memorandum

To: Board of Trustees

From: Tracy Barill, Director of Education

Date: January 23, 2023

Subject: **EQAO Primary & Junior Assessment of Reading, Writing and Mathematics, Grade 9 Math and OSSLT – 2021-2022**

Origin: Mike O'Neill, Superintendent of Education, Academic Services

## Purpose

The purpose of this report is to provide the Board of Trustees with the Board and Provincial averages from EQAO testing.

## Background

After a 2-year interruption due to Covid-19, Provincial Assessments resumed in the Spring of 2022. The results from Education Quality and Accountability Office (EQAO) and Ontario Secondary School Literacy Test (OSSLT) show that the Durham Catholic District School Board continues to be above the Provincial Average in the areas of Reading and Writing.

In 2022, a total of 1352 Grade 3 students wrote the Primary EQAO assessment and 1480 Grade 6 students wrote the Junior EQAO assessment.

At the secondary level, 1214 students enrolled in Grade 9 academic math and 347 students enrolled in Grade 9 applied math participated in the EQAO testing.

With a participation rate of 94%, a total of 1540 eligible Grade 10 students participated in the one-day Ontario Secondary School Literacy Test (OSSLT) focused on key skills in reading and writing.

**Below are the Board and Provincial averages for each area of testing.**

<b>EQAO Test</b>	<b>Board Average</b>	<b>Provincial Average</b>
Grade 3 Reading	76%	73%
Grade 3 Writing	70%	65%
Grade 3 Math	57%	59%
Grade 6 Reading	88%	85%
Grade 6 Writing	87%	84%
Grade 6 Math	44%	47%
Grade 9 Math (De-streamed)	53%	52%
Grade 10 Literacy Test	85%	82%

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# EQAO and OSSLT 2021-2022

Board of Trustees Report  
January 23rd, 2023

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# Cheers 1: Literacy Results

		Female (Board)	Male (Board)	Female (Province)	Male (Province)
Grade 3	Reading	81%	72%	77%	70%
	Writing	75%	64%	70%	60%
Grade 6	Reading	92%	85%	88%	82%
	Writing	91%	83%	89%	80%
Grade 10	OSSLT	88%	82%	85%	79%

# Cheers 2: Cohort Data in Math

	Board	Province
Grade 6 (2019)	46%	48%
Grade 9 (2022)	54%	52%

# Cheers 3: Attitudinal Data

‘A person can always get better at math.’

Grade 3: 90% agree

Grade 6: 90% agree

Grade 9: 82% agree

# Cheers 3 Continued:

## **1. Equity, Diversity and Inclusion Qs**

- a) Nearly  $\frac{3}{4}$  of students across the Board feel that within their classes, they have a voice that is heard, opinions that are valued, and that the language used in class promotes inclusivity amongst students of different backgrounds
- b) Almost 70% of Grade 9 and Grade 10 students who believe that every student, no matter that their background, living situation, or any other relevant contextual factor, has the same chance and opportunity to succeed in school as anyone else – they believe in a level-playing field for all and that it is being observed in the classroom accordingly.

## **2. Self-Directed Learning and Collaboration**

- a) For our Grade 3s and 6s, at least  $\frac{3}{4}$  of our students, and in some cases, nearing 80-90% of these participating students have a positive attitude and mindset/approach to learning and their education – the overwhelming majority of these students feel that doing their best in school is important to them.
- b) They also have a strong and resilient attitude towards their schoolwork, with around 70-80% of these students citing that they will keep trying if they make a mistake or perceive something as being difficult.



# Cheers 4:

- DCDSB English Language Learners are achieving significantly higher compared to ELL students across the province in all 3 subject areas of Numeracy and Literacy.
- DCDSB Students who self-identify as Indigenous are achieving at a rate which exceeds provincial results and is not statistically different than the achievement of non-Indigenous students.

# Digging Deeper 1: Gender Gap

- There is no gender gap in Math in the Primary testing, however by Gr. 6 an 8-point gender gap appears, showing a greater percentage of male students reaching provincial standards than female students in Mathematics.
- A similar gender gap negatively impacting the achievement of boys in reading is evident beginning in Gr. 3 and continues through to Gr. 10 OSSLT.

# Digging Deeper 2: Students with IEP

Grade 3	Board	Province	Grade 6	Board	Province
Reading	56%	48%	Reading	68%	67%
Writing	47%	39%	Writing	62%	64%
Math	31%	29%	Math	18%	28%

Students with an Individual Education Plan (IEP) achieve above provincial results for students with an IEP in Gr. 3, however this is not maintained in Gr 6 and 9, where students with an IEP achieve below the provincial results in comparison.

# Digging Deeper 3: Math Transitions

	<b>Board</b>	<b>Province</b>
Grade 3	57%	58%
Grade 6	44%	47%

A significant drop in student achievement in Mathematics occurs between the Primary and Junior grades.

# Digging Deeper 4: Attitudinal Data

## 1. Sense of Belonging – Grade 9s and 10s

- a) There is a strong gap/disparity between male students and female students, whereby, overall, male students were more likely to have positive feelings of belonging and establishing connections with teachers and other students, compared to female students.
- b) This extends to discussions of inclusivity as well, as a higher proportion of male students overall feel that “*every student has the same opportunity to succeed in my school*” compared to female students; the % of female students who outright disagree with this statement is markedly higher than that of male students.

# Action:

What could be causing the gender gap in achievement and attitudes?

How can we learn from our strengths in Primary Math?

Who needs further support?

Where can we prioritize resources and support?

Putting into Action:

Numeracy Coaches in Jr. Classrooms at targeted schools

Tutoring Supports: (Rebounds and Reading for Boys, Nets and Numeracy for Girls)



# Q and A