



REPORT TO BOARD OF TRUSTEES September 24, 2013

Jim McKenzie, Associate Director & Treasurer

SUBJECT: EQAO Results – Primary and Junior Divisions 2012-2013

PREPARED BY: Deb Crawford, Superintendent of Education

BACKGROUND:

The Education Quality and Accountability Office (EQAO) recently released the secured board and school results for the 2012-2013 primary and junior assessments. The EQAO measures the performance of students in reading, writing and mathematics.

The EQAO report summarizes achievement results based on four levels:

- Level 4 – exceeding the provincial standard
- Level 3 – meeting the provincial standard
- Level 2 – approaching the provincial standard
- Level 1 – performing significantly below the provincial standard

St. Clair Catholic District School Board Results

In May of 2013, when the assessment was conducted, 617 of 623 students from grade 3 participated in the primary assessment. For the junior division, all grade 6 students participated in the reading and writing assessments. In the mathematics assessment, 643 of 645 students from grade 6 participated.

Highlights of the Results:

- In St. Clair Catholic District School Board there is a 99% participation level in the primary assessments. There is a 100% participation level in the junior reading and writing assessments and a 99% participation level in the math assessment.

Primary Assessment:

- St. Clair Catholic District School Board primary writing results continue to meet the provincial target of 75% of students achieving at or above level 3 and show minor variation over time.
- Primary reading results continue to increase slightly, but remain an area of concern.
- Primary mathematics results have lost the gains shown last year. This is an area of concern.
- There continues to be slight increase in the percentage of primary students achieving at level 4 in reading.
- There is a gap between boys' and girls' performance on the reading and writing assessment, with girls achieving 11% and 7% higher results respectively than boys in primary reading and writing.

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- There was no achievement gap between girls and boys in primary mathematics.
- Students with special education needs scored significantly lower than the general population in all three areas.

Junior Assessments:

- St. Clair Catholic District School Board is above the provincial average in both reading and writing and below the provincial average in mathematics.
- Mathematics is an area of concern in the junior division both provincially and locally.
- There has been an increase in both junior reading and junior writing results.
- In the junior assessment, girls outperform boys by 8% in reading, 20% in writing and 4% in mathematics. The gender gap in junior writing is an area of concern.
- In junior writing, the trend towards increased percentages of students achieving level 4 continues.
- 15 (up from 12) schools attained results meeting or exceeding the provincial standard in Grade 6 reading. 17 (up from 13) schools attained results meeting the provincial standard in Grade 6 writing. 3 (down from 4) schools met the provincial standard in mathematics.
- Students with special education needs scored significantly lower than the general population in all three areas.

Results – Primary Division

The following table shows the results of the Primary division assessments for the St. Clair Catholic District School Board and for the province:

Primary Division		Reading		Writing		Mathematics	
Bolted number represents combined Level 3 and 4 (met or exceeded provincial standard). Level 3 and 4 numbers are in the columns below.	St. Clair	67		75		62	
		58	9	72	3	53	10
	Province	68		77		67	
		55*	12	70	7	55	12

*Because of rounding in provincial results, percentages may not add to exact total numbers.

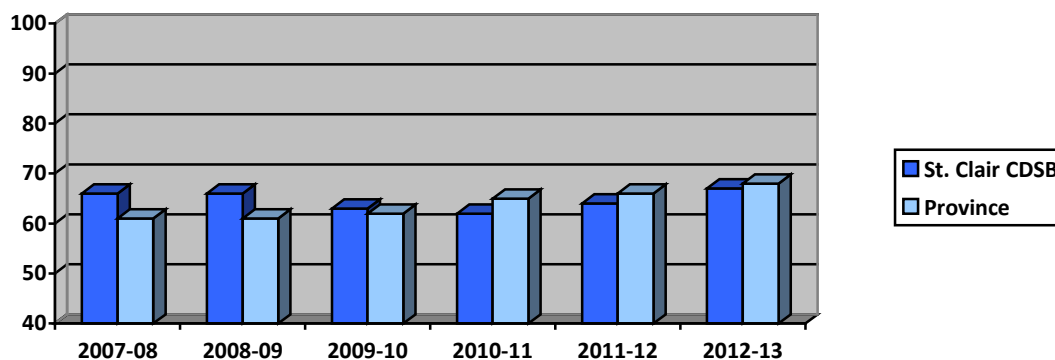
Results over time – compared to the Province

The following table shows the results over five years compared to the province with the difference between St. Clair Catholic District School Board results and provincial results noted. A positive number indicates that St. Clair Catholic District School Board is ahead of the province while a negative number denotes St. Clair Catholic District School Board is behind the province.

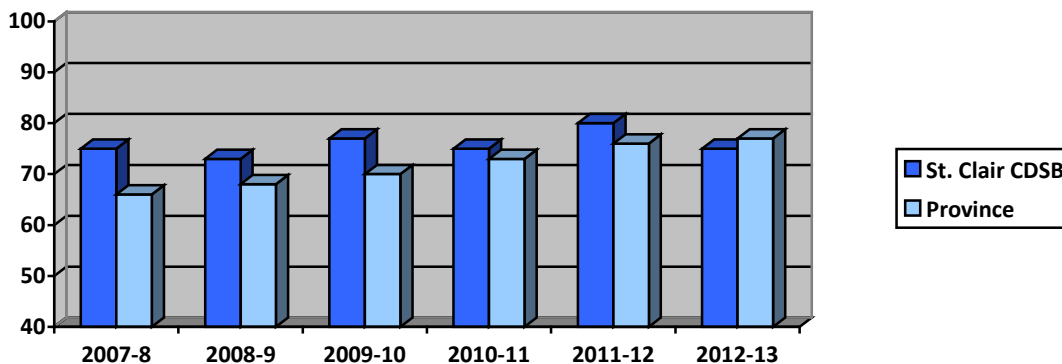
		2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
Reading Primary	St. Clair	66	66	63	62	64	67
	Province	61	61	62	65	66	68
	Difference	5	5	1	-3	-2	-1
Writing Primary	St. Clair	75	73	77	75	80	75
	Province	66	68	70	73	76	77
	Difference	9	5	7	2	+4	-2
Math Primary	St. Clair	77	81	78	65	73	62
	Province	68	70	71	69	68	67
	Difference	9	11	7	-4	+5	-5

Graphical Representation of the Primary Division Results Over Time

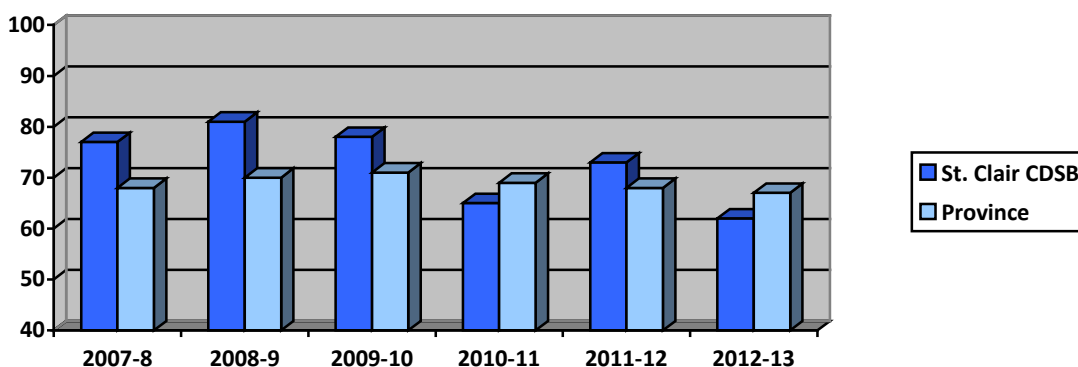
Primary Reading



Primary Writing



Primary Mathematics



Results – Junior Division

The following table shows the results of the junior division assessments for the St. Clair Catholic District School Board and for the province:

Junior Division		Reading		Writing		Mathematics	
Bolded number represents combined Level 3 and 4 (met or exceeded provincial standard). Level 3 and 4 numbers are in the columns below.	St. Clair	78		78		53	
		67	11	67	10	47	6
	Province	77		76		57	
		64	13	64*	13	43*	13

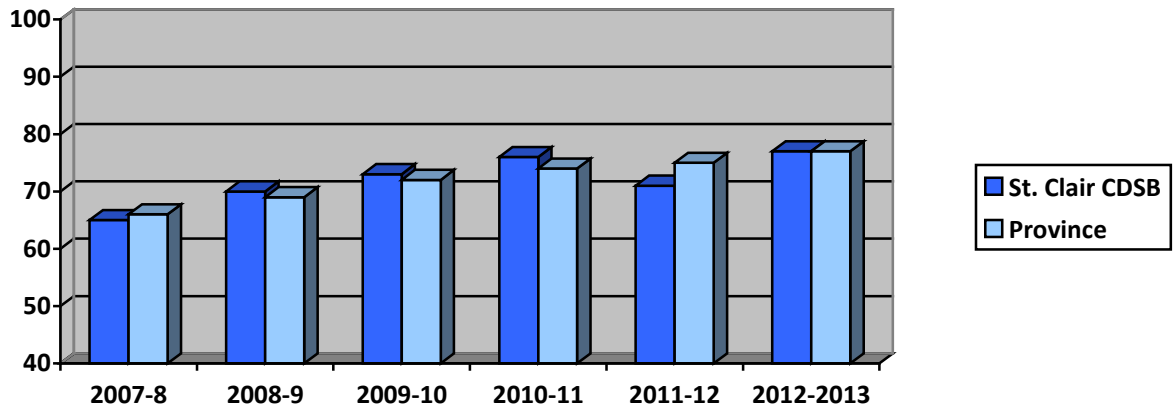
Results over time – compared to the Province

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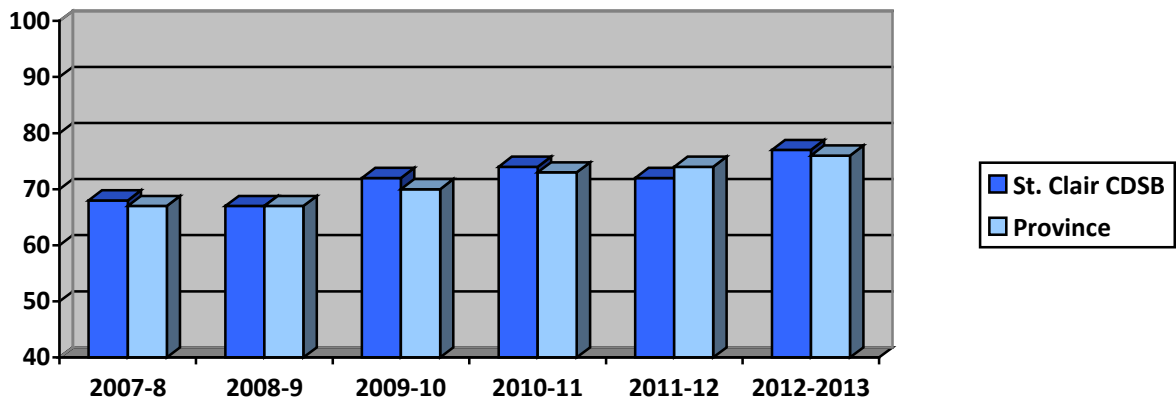
		2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
Reading Junior	St. Clair	65	70	73	76	71	78
	Province	66	69	72	74	75	77
	Difference	-1	1	1	2	-4	+1
Writing Junior	St. Clair	68	67	72	74	72	78
	Province	67	67	70	73	74	76
	Difference	1	0	2	1	-2	+2
Math Junior	St. Clair	63	66	65	59	61	53
	Province	61	63	61	58	58	57
	Difference	2	3	4	1	+3	-4

Graphical Representation of Junior Division Results Over Time

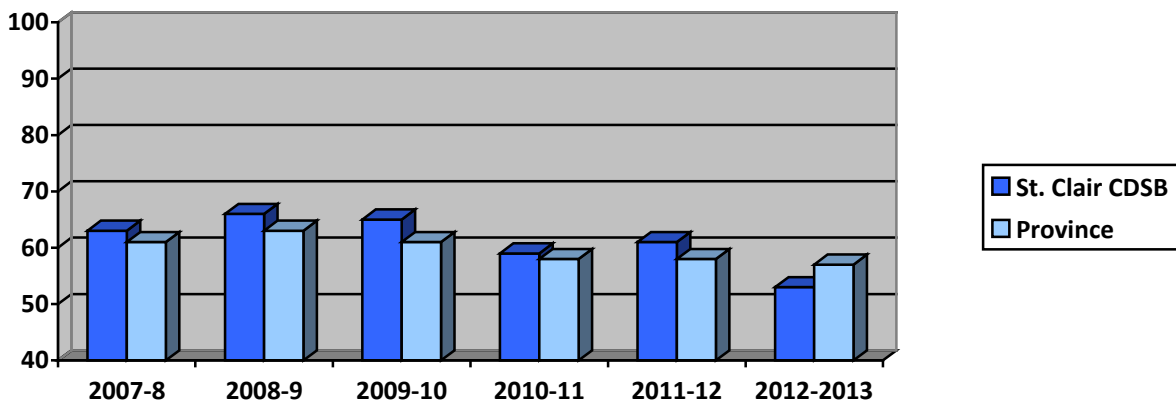
Junior Reading



Junior Writing



Junior Mathematics



PRELIMINARY CONCLUSIONS

- Junior reading and writing have increased (7 and 6 per cent respectively) over 2011-12 results. Both reading and writing are above the provincial average. (1 and 2 per cent respectively).
- Primary reading scores have increased 3 percent from 2011-12, up 5 percent from 2010-11. Primary reading is now one per cent below the provincial average and needs to remain an area of focus for the board.
- Over the past 5 years writing in primary has experienced fluctuations of 5 percent or less. Primary writing is currently 2 per cent below the provincial average.
- Mathematics needs to remain a strong focus for the board at the primary and junior divisions. Both primary and junior divisions have dropped to 5 and 4 per cent below the provincial scores respectively.

NEXT STEPS: Preliminary Improvement Planning

Collaborative Data Analysis:

- Engaging Board Leadership:
 - Support principals in the analysis of achievement and other data to effectively create, implement and monitor school improvement plans at all principal cluster meetings using a revised School Improvement template.
 - Provide professional development in the area of mathematics, primary reading and student achievement to principals and vice principals.
- Engaging Curriculum Support Services Team
 - Conduct a detailed item analysis to determine patterns and areas requiring specific focused training for the team, schools and the system.
 - Review and revise the Board Improvement Plan to reflect current needs.
 - Support school teams to create school improvement plans, which respond to specific school data.
 - Increase support specifically dedicated for math by Catholic Curriculum Team.
 - Collaborate with the Student Work Study Teacher (SWST) to build capacity in the documentation and analysis of student learning needs to drive improvement planning.
- Engaging Schools
 - Allocate one half day on the October 11th Professional Development day to allow for whole school data analysis, and School Improvement Plan revision which will include a revised template and increased monitoring plans.
 - Broaden documentation network and connection to Student Work Study (research-based practice) to document, collaborate and reflect and to improve student achievement in classrooms.

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- Support principals in the analysis of data to effectively create, implement and monitor school improvement plans through all principal cluster meetings.
- Provide targeted curriculum support based on needs identified in the school improvement plan.
- Provide opportunities for teachers to observe half day reading intervention sessions (Super Readers) and debrief with the intervention teacher, to increase targeted support knowledge and practice.

Special Education Department Collaboration:

- Build on and enhance collaboration with the Special Education Department:
 - Include Program Resource Teacher (PRT) representation in teacher professional development (PD), PRT sharing to occur as follow-up in the Special Education Department PRT meetings.
 - Provide assistance to the Special Education department as requested at Educational Assistant (EA), PRT, Student Success Teacher (SST) and Special Education Team (SET) meetings.
 - Collaborate when planning professional learning opportunities for teachers (e.g. Speech Pathologist involvement reading intervention).
 - Provide assistance to PRTs at schools receiving intervention to further support students who continue to read below benchmark after demission from Reading Intervention.

Professional Learning Foci:

Primary Reading

- Reading Intervention – selected sites participate in grade 2 (term 1) and grade 1 (term2)
- Intervention sites offer observation visits and training for after school tutors and primary teachers
- Additional support provided for primary teachers to analyze EQAO data and plan curriculum
- Continued focused collaboration with curriculum staff (District Literacy/Numeracy Teachers (DLNTs) and consultants to support teacher needs identified in the school improvement plan.

Mathematics

- **Provincial Math Action Plan is being developed which is to include:**
 - Continuation of numeracy facilitator support (Small & Northern Boards funding).
 - Increasing math focus in all other student achievement activities.
 - More support, such as webcasts, research, parent guides.
 - Provision of opportunities to increase teacher content knowledge and pedagogy.
 - Development of formative assessment tools.
- Continue to provide math support for teachers using co-planning, co-teaching, co-reflecting, and monitoring to determine if the selected strategy is making a difference; as well as opportunities to build content knowledge for teachers based on school improvement plan.

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- Provide means by which to monitor and record the work being done in math to determine if gains are being made and to reflect on what is working to improve student learning.
- Student Work Study Teacher (SWST) learning about student thinking in mathematics shared with principals, curriculum staff; alignment of SWST support with numeracy facilitators.
- Training sessions for the curriculum team in order to further consolidate effective math support for educators.
- Voluntary after school sessions to support development of content areas in mathematics for teachers.
- October 11th Professional Development for Full Day Kindergarten (FDK) will focus on mathematics instruction.
- Ongoing support for FDK will include further math training.
- Math Additional Qualifications (AQ) Course will be offered locally for OECTA members.

RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *EQAO Results – Primary and Junior Divisions 2012-2013* for information.