



UPPER GRAND DISTRICT SCHOOL BOARD Program Services

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Memo # 2012 - 23
File Code: C02

DATE: September 11, 2012

MEMO TO: Martha Rogers, Director of Education

FROM: Carlo Zen, Assistant Superintendent of Education
Paul Costa, Curriculum Leader

SUBJECT: 2011 - 2012 EQAO Grade 9 Assessment of Mathematics

Report Classification: Information

Background

In accordance with Ministry of Education and Board direction, the Grade 9 Assessment of Mathematics 2011 - 2012 was administered in January 2012 to first semester students and in June 2012 to second semester students enrolled in Grade 9 Applied or Academic Mathematics classes. The administration of the test was done in two 50-minute blocks. Students completed multiple choice and open-response type questions.

Teachers in the Upper Grand District School Board have been participating in thoughtful analysis of the students' results to see if what they have been doing has had the desired effect. Information from EQAO and other assessment data has driven change in instructional practices. The Math Coaching and the Collaborative Learning in Classrooms (CLiC) initiatives have been providing the forum for Intermediate teachers of grades 7 to 9 to collaborate, co-plan and co-teach lessons. Participating teachers have been providing students with problem solving questions that encourage greater student contributions and provide students better opportunities to communicate learning. Grade 9 Gap Closing has been supporting teachers with resources and strategies to help students catch up on concepts and skills missed in number sense, algebra and geometry. Both of these initiatives appear to have had a positive effect on student achievement.

Issue

To provide Trustees with a **preliminary** report of the 2011 - 2012 EQAO Grade 9 Assessment of Mathematics for the Upper Grand District School Board.

Recommendation

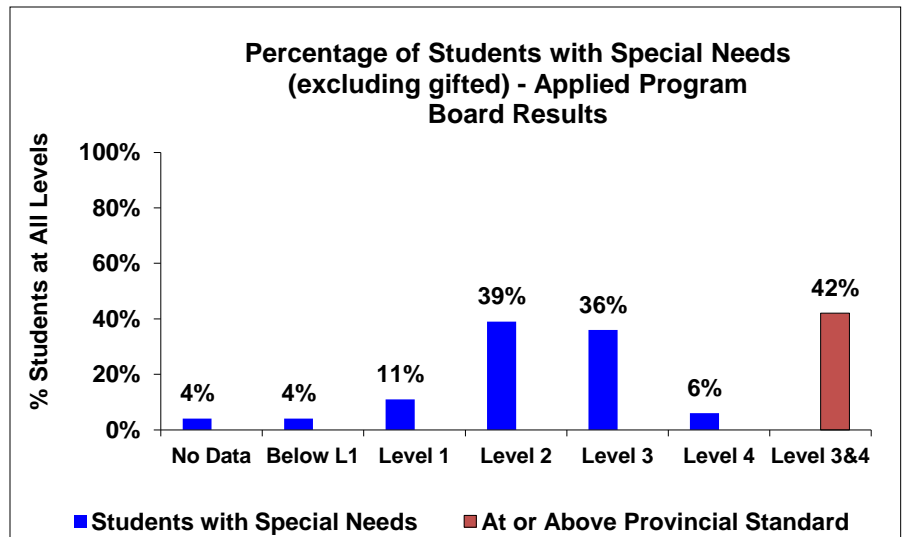
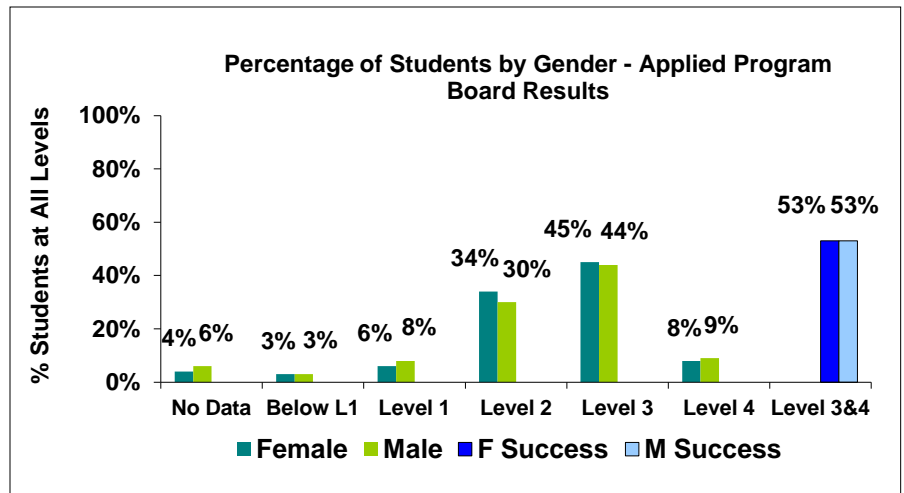
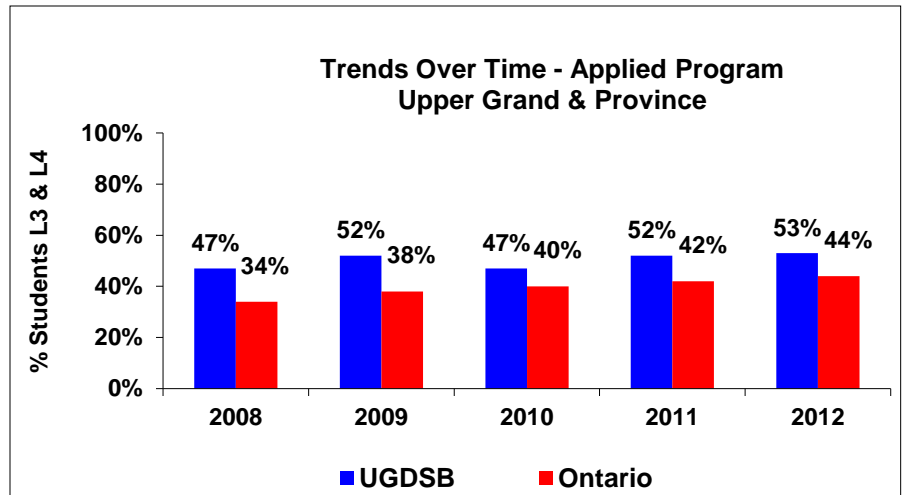
That the report entitled "2011 - 2012 EQAO Grade 9 Assessment of Mathematics" dated September 11, 2012 be received.

Results

Applied Program

Contextual Info

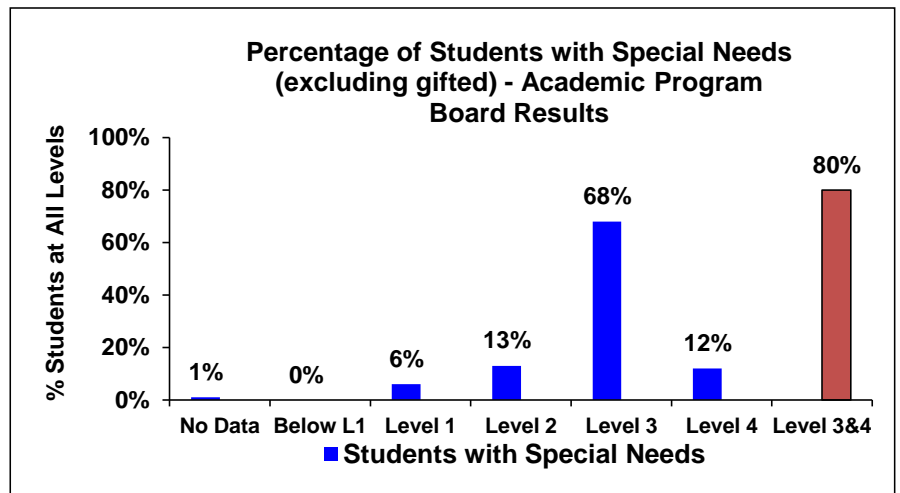
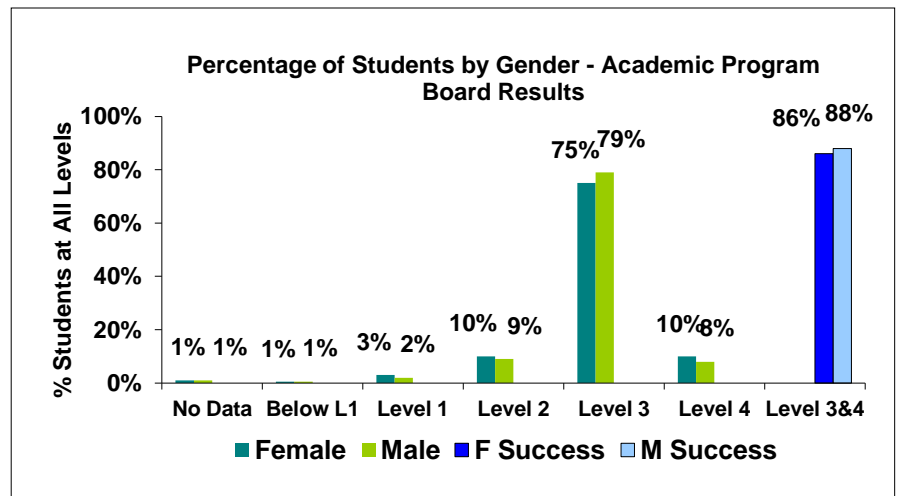
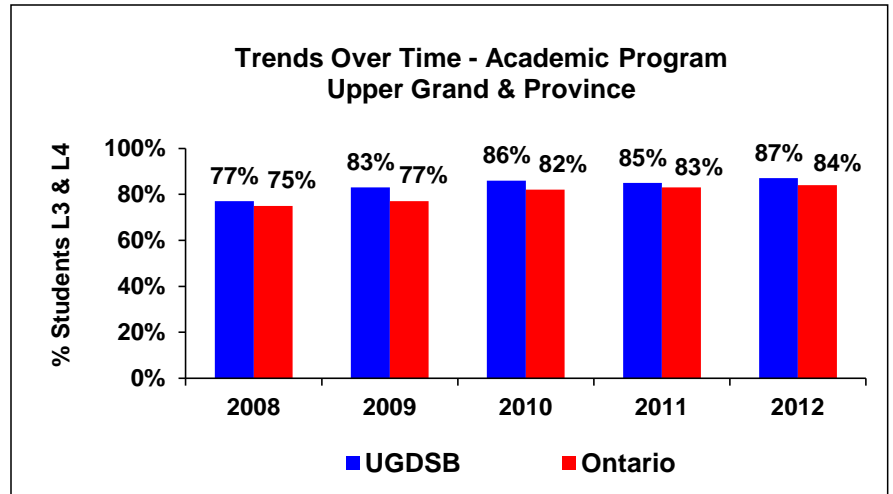
- 95 % of students participated
- 5 % did not complete any part of the assessment (includes exempted students)
- Semester: 49 % first semester, 51 % second semester
- Gender: 42 % Female, 58 % Male
- English Language Learners: 1 %
- Special Needs (excluding gifted): 30 %
- 18 % of participating students received one or more accommodations
- 1 % of participating students received one or more special provisions



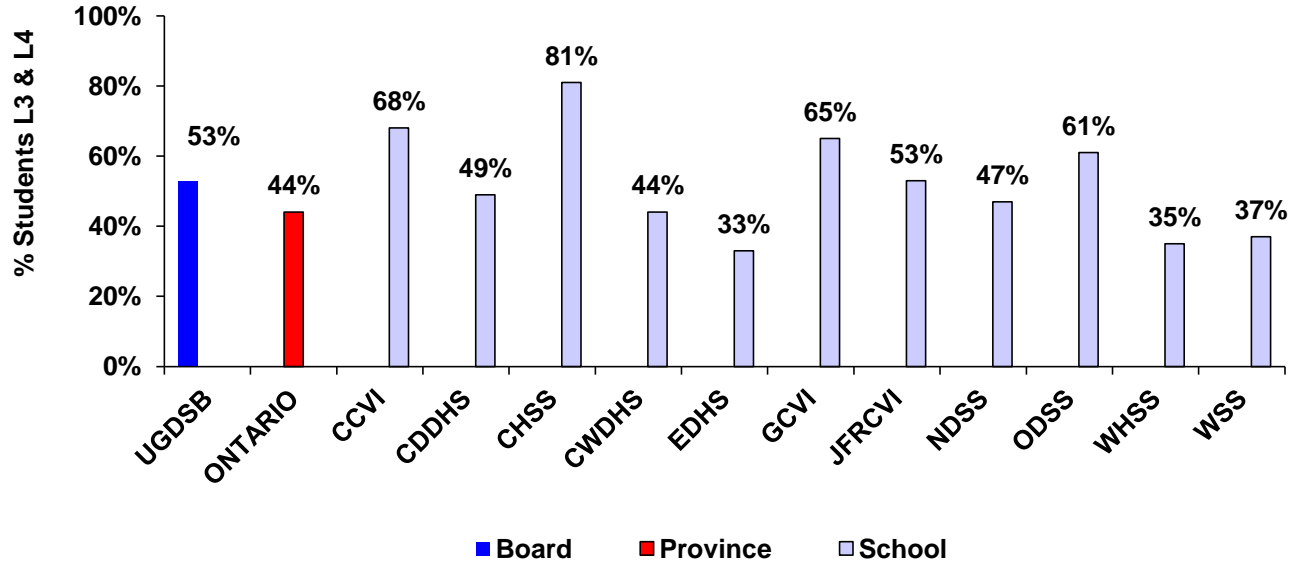
Academic Program

Contextual Info

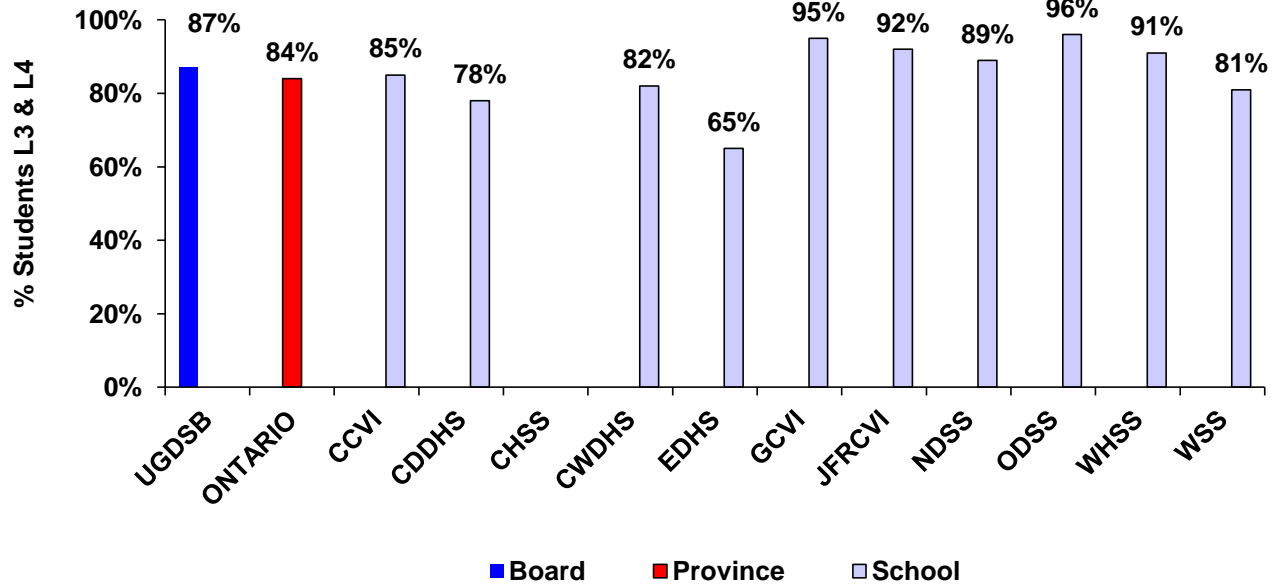
- 99 % of students participated
- 1 % did not complete any part of the assessment (includes exempted students)
- Semester: 49 % first semester, 51 % second semester
- Gender: 54 % Female, 46 % Male
- English Language Learners: <1 %
- Special Needs (excluding gifted): 5 %
- 3 % of participating students received one or more accommodations
- <1 % of participating students received one or more special provisions



**Percentage of All Students - Applied Program
School Results**



**Percentage of All Students - Academic Program
School Results**



Summary

Students in the applied and academic programs continue to achieve above the provincial averages in the Grade 9 Assessment of Mathematics. The percentage of students at the applied level achieving levels 3 and 4 increased from 52% in 2011 to 53% in 2012. The percentage of students in the academic stream achieving at or above the Provincial standard increased from 85% in 2011 to 87% in 2012.

Rationale

The release of the results of the 2011 - 2012 EQAO Grade 9 Assessment of 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 next step in this process will be to continue the identification of areas of focus. Members of the Numeracy subcommittee of the Student Success initiative, Math Department Heads, and Curriculum Leaders will direct efforts to address these areas. Planning for ways to increase students' success in Mathematics will then occur at both the school and system level, in alignment with the Board's mathematics and numeracy framework.