

EQAO 2012 - 2013

Primary and Junior Results

September 10, 2013



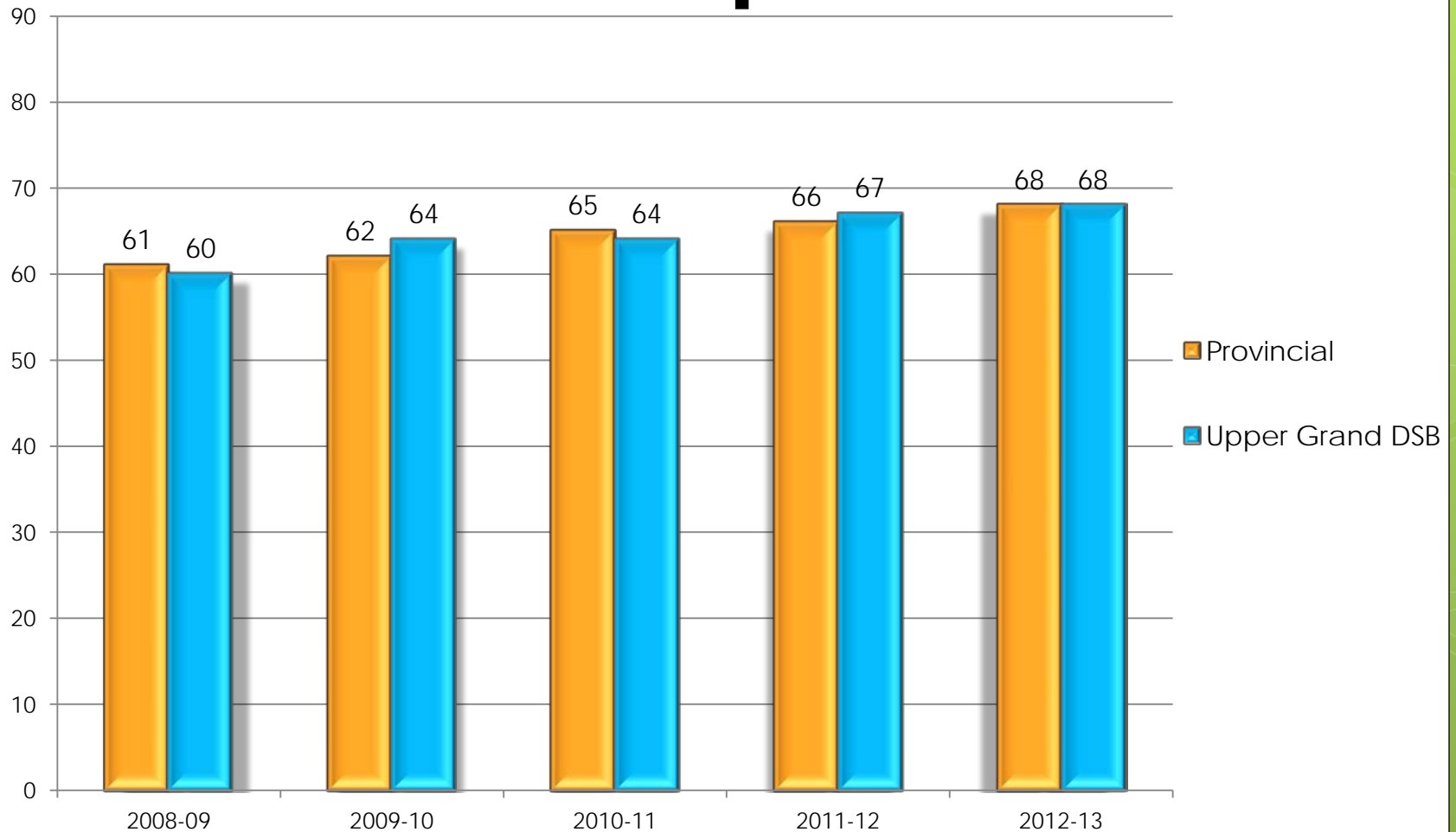
Grade 3 Population

We had 2149 students write EQAO last spring.
(1% of our students = 22 students)

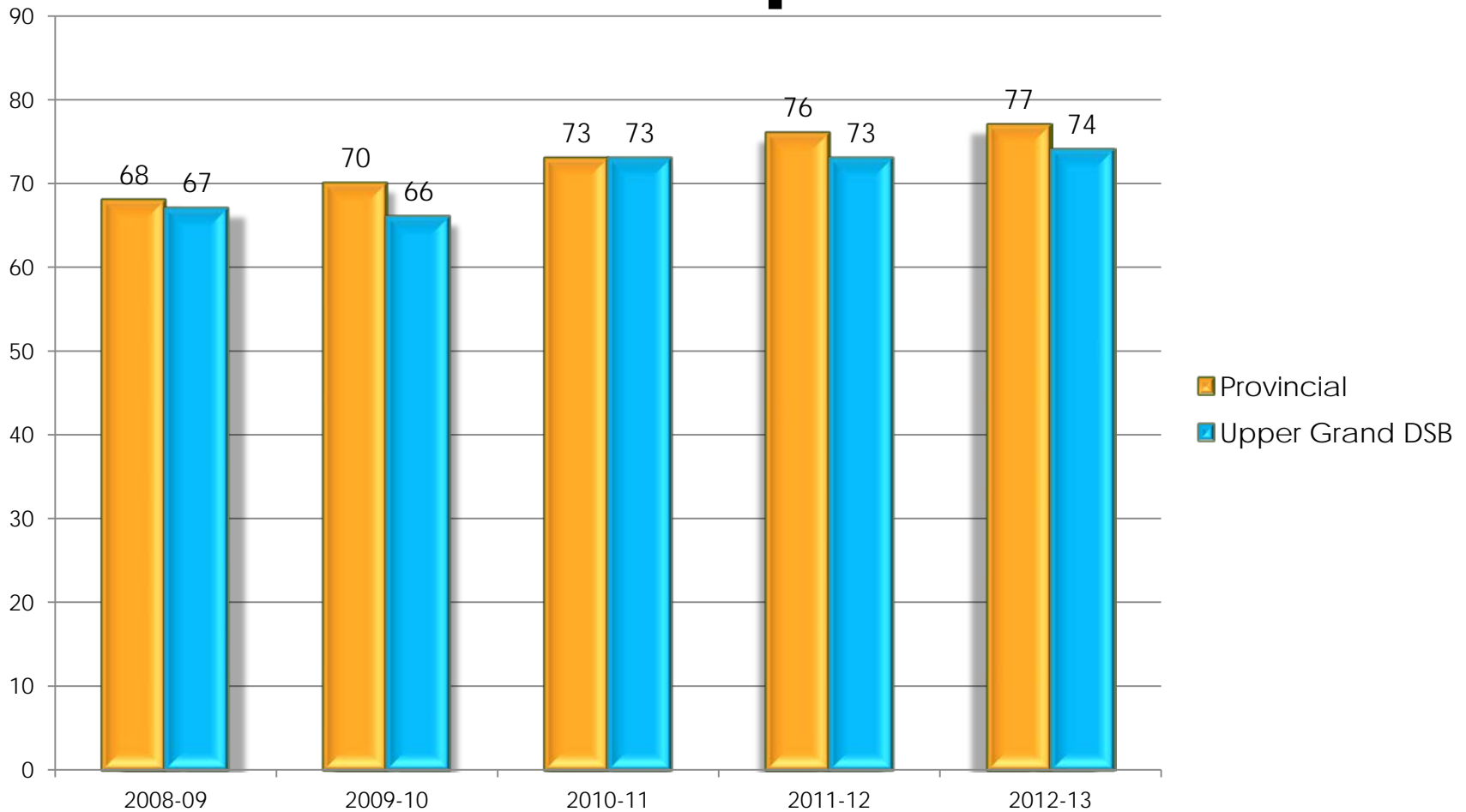
The province had 127 645 students write EQAO
(1% at the provincial level = 1276 students)

Girls represented 49% and boys represented 51%
of the grade 3 students who wrote the test.

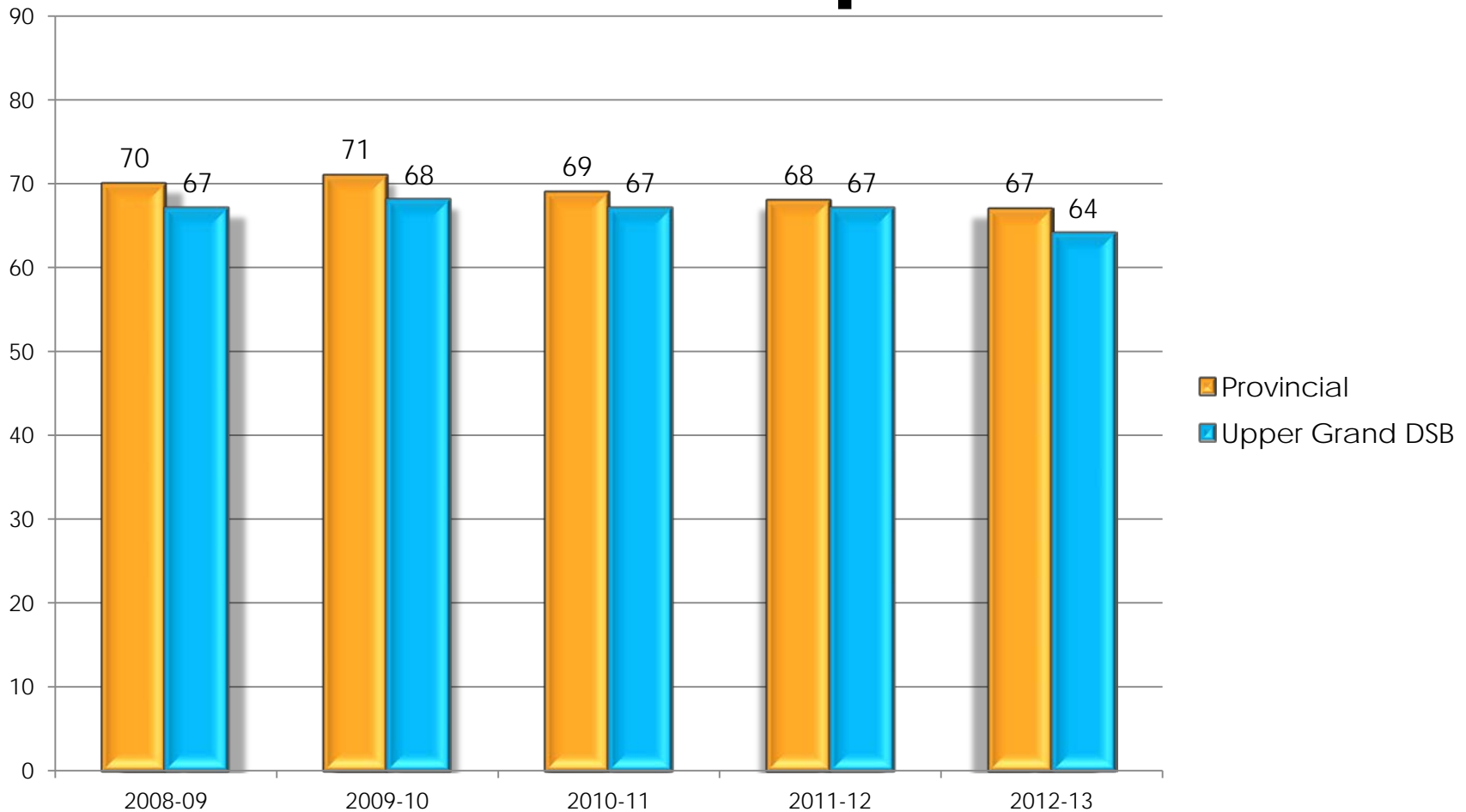
Primary EQAO Reading 2009 – 2013 Comparison



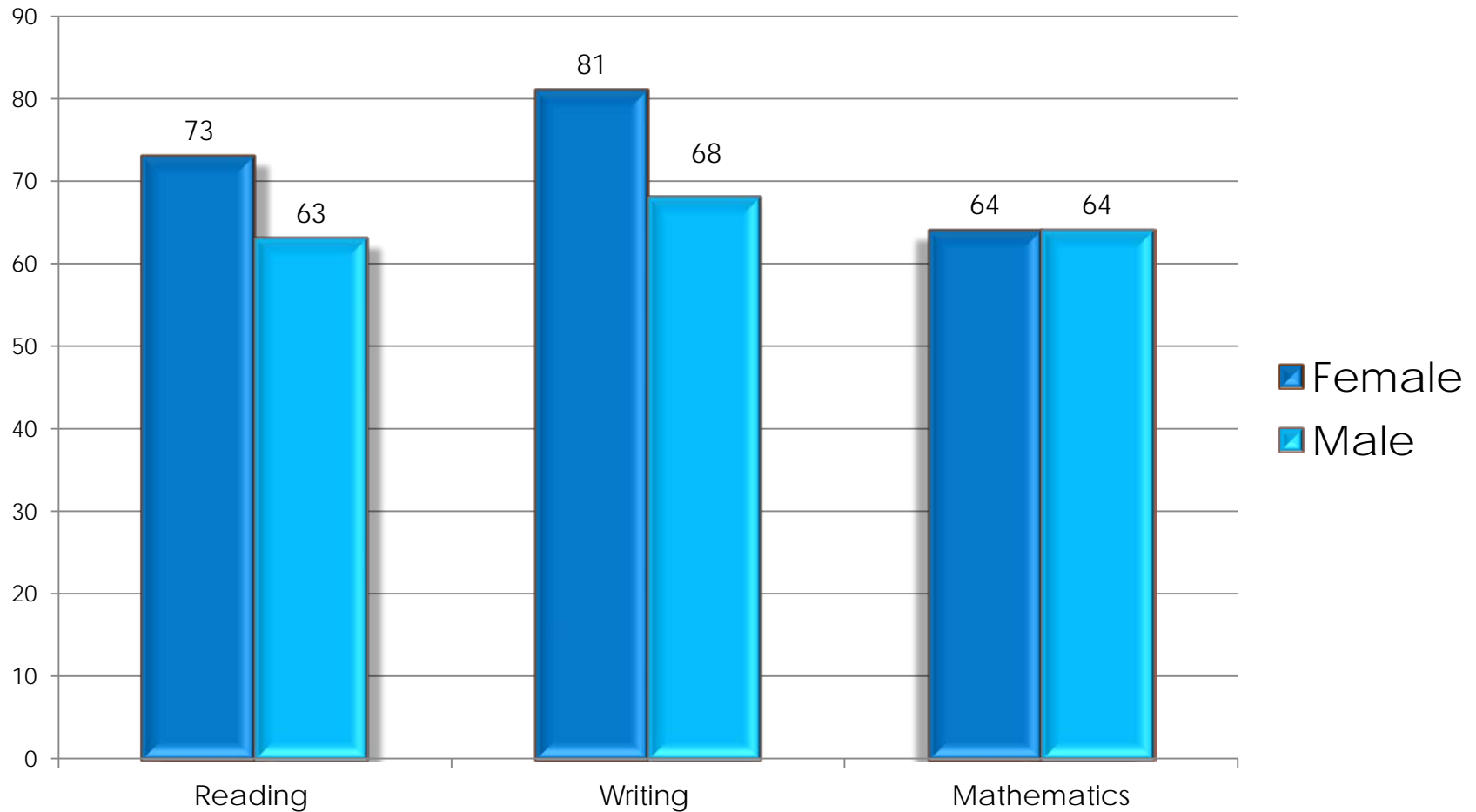
Primary EQAO Writing 2009 – 2013 Comparison



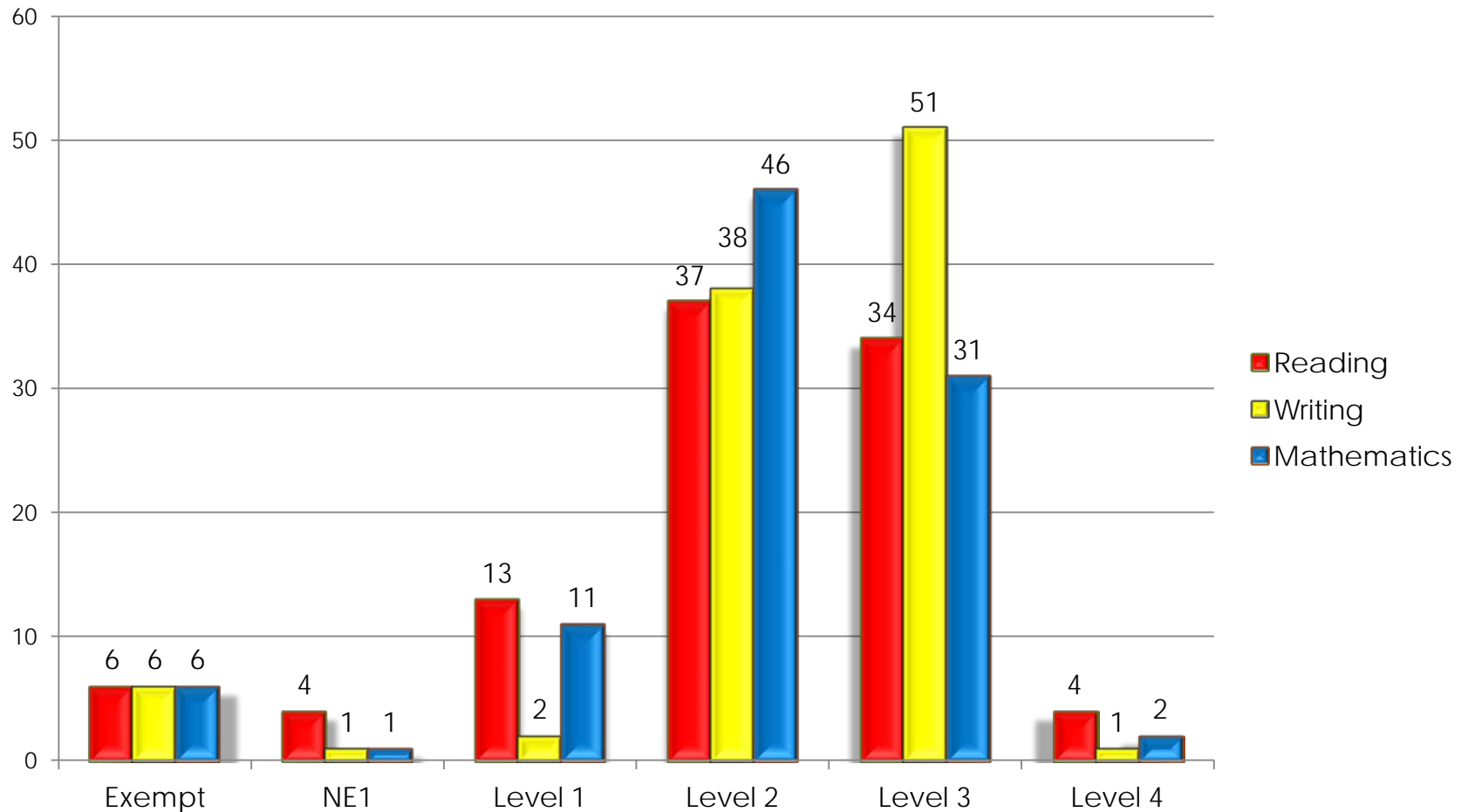
Primary EQAO Mathematics 2009 – 2013 Comparison



UGDSB Gender Comparison: Primary 2012



Students with Special Education Needs: Primary 2013



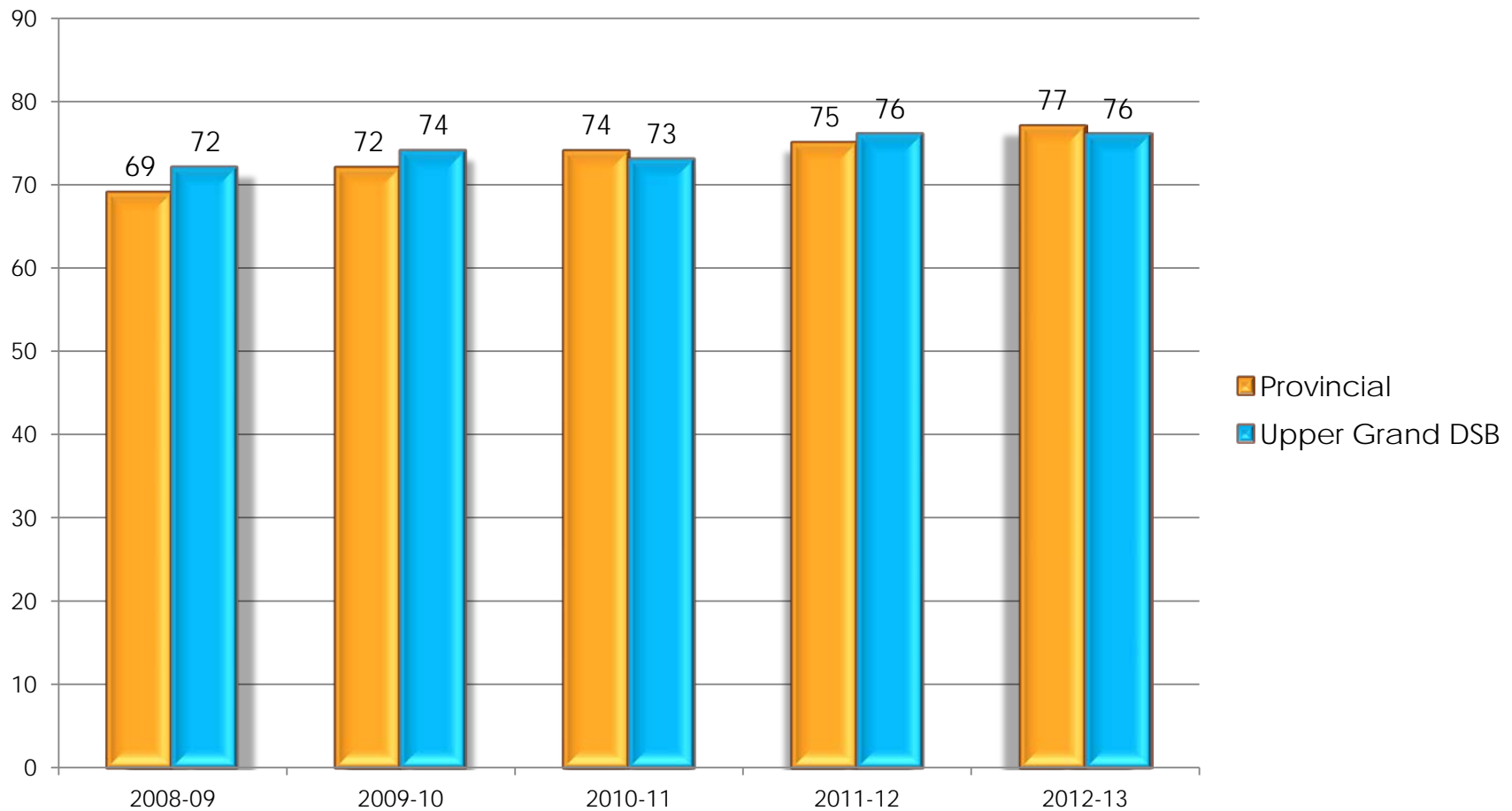
Grade 6 Population

We had 2181 students write EQAO
(1% of our students = 22 students)

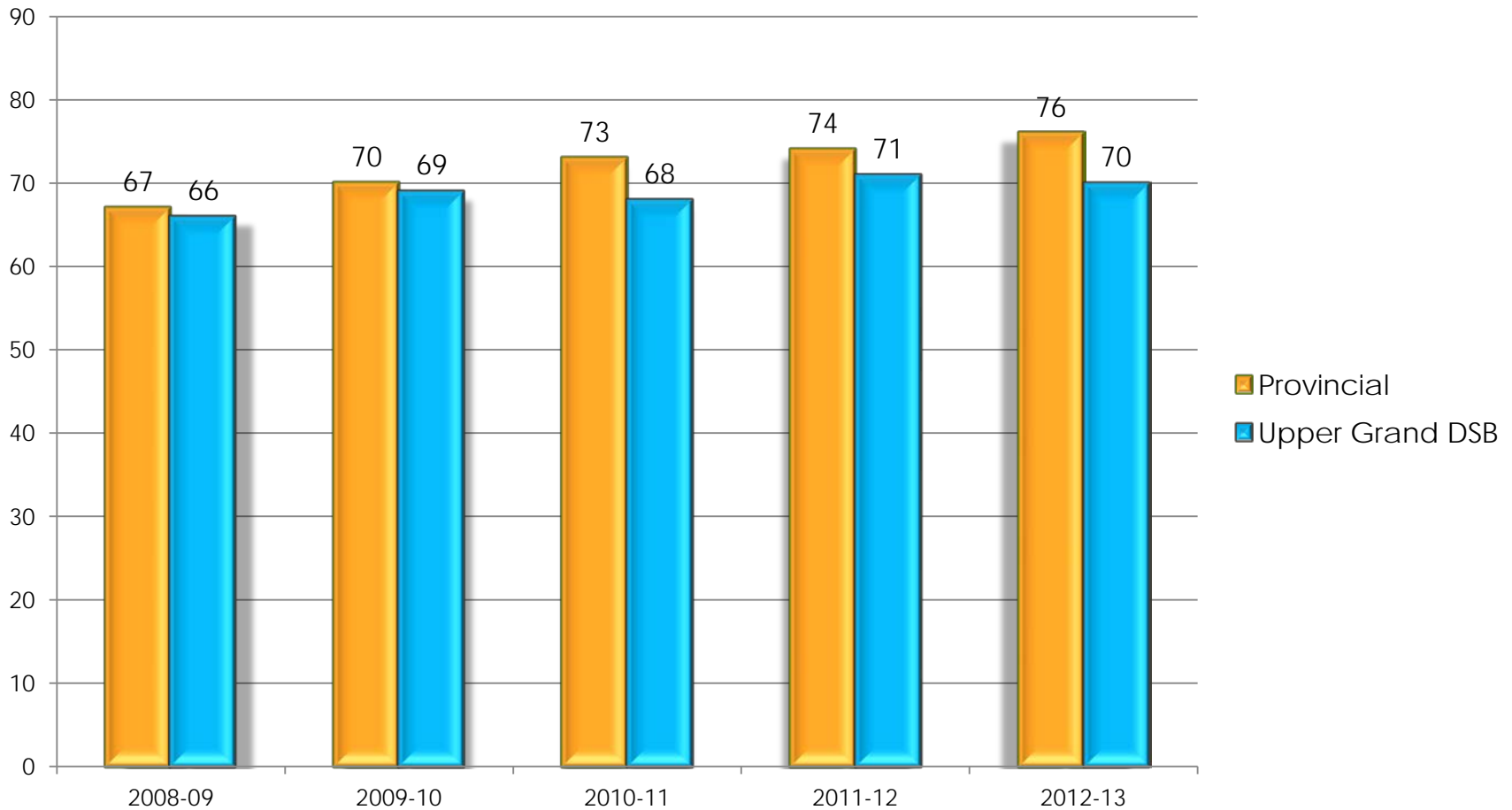
The province had 131 589 students write EQAO
(1% at the provincial level = 1316 students)

Girls represented 49% and boys represented
51% of the grade 6 students who wrote the
EQAO assessment.

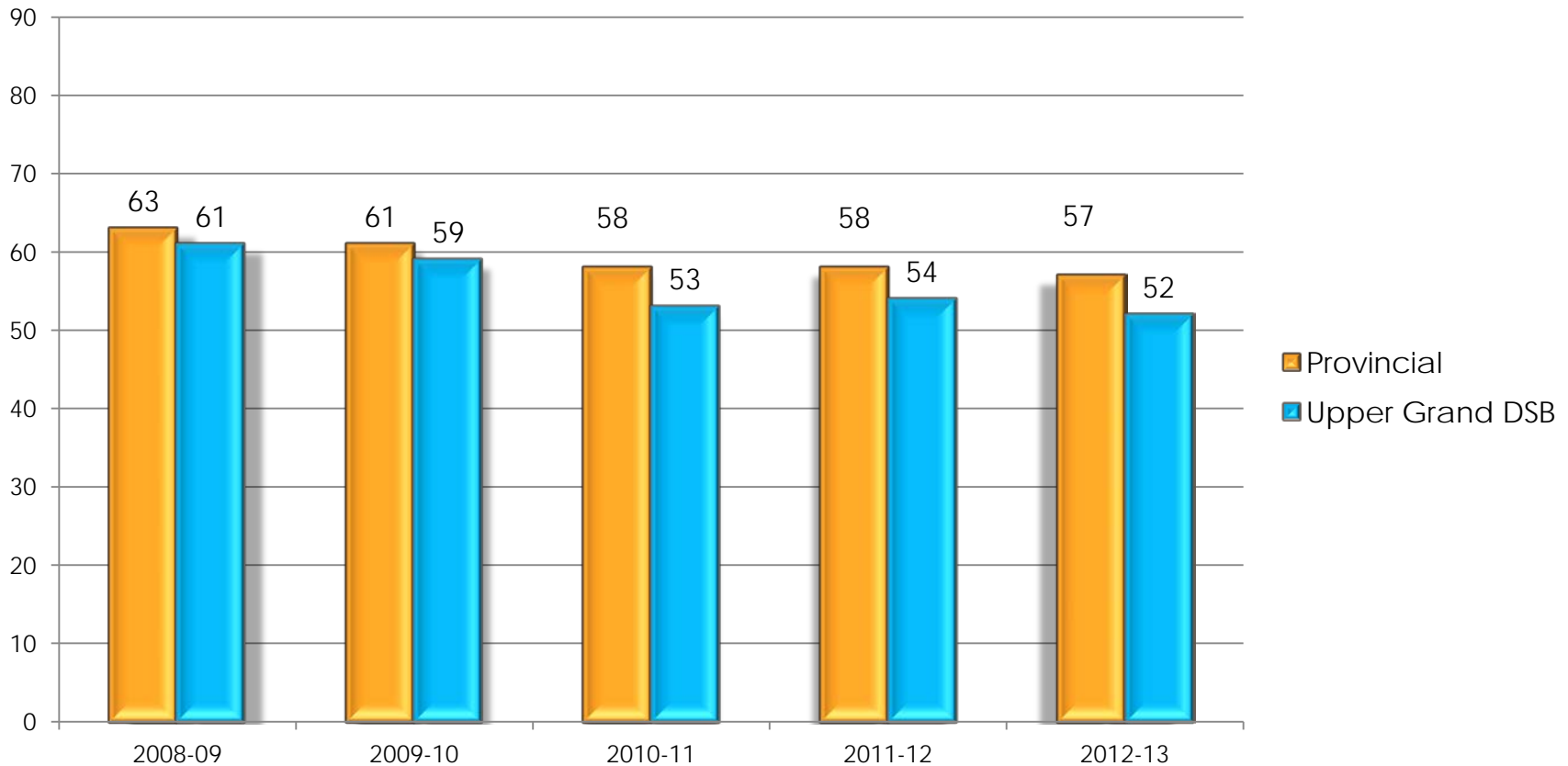
Junior EQAO Reading 2009 – 2013 Comparison



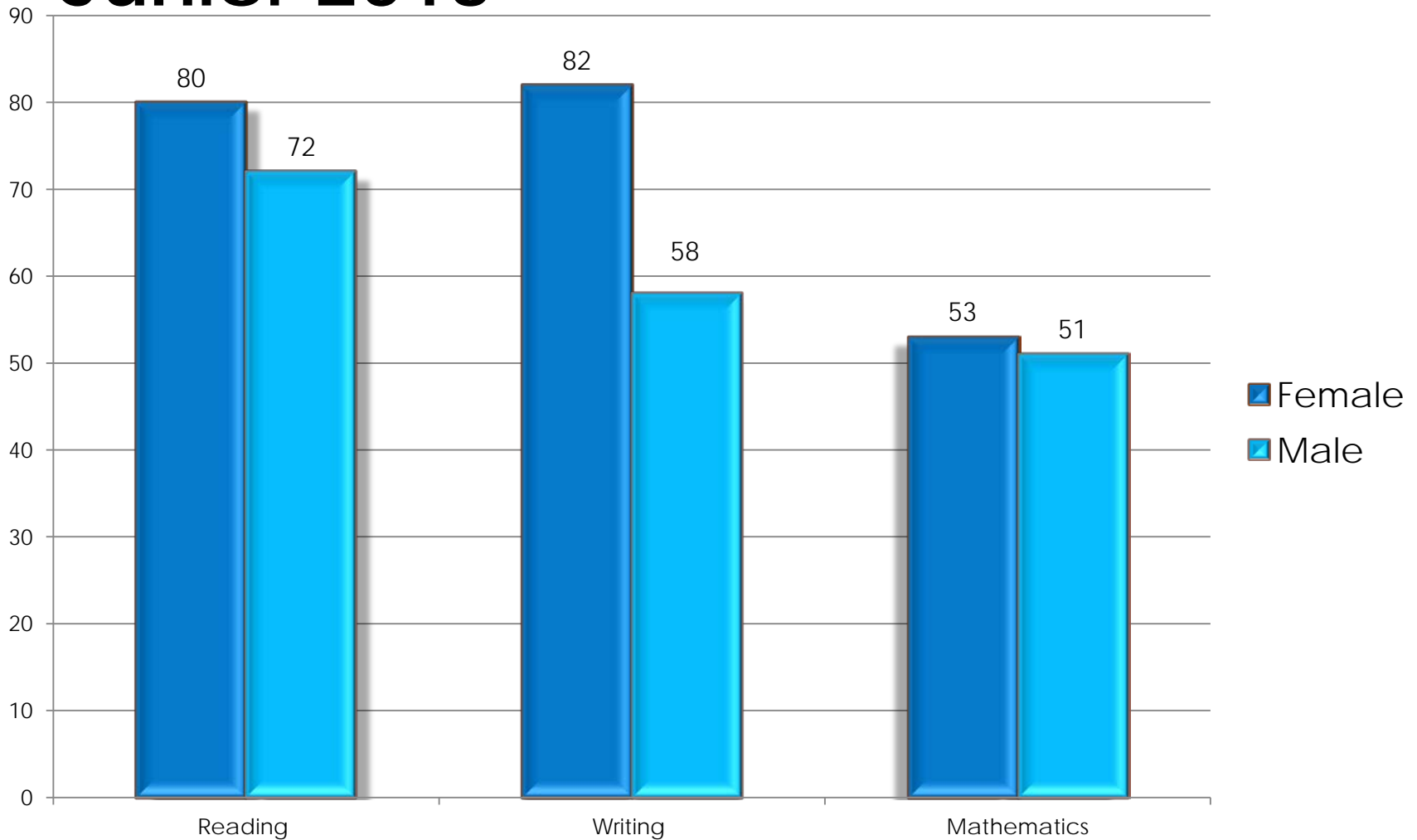
Junior EQAO Writing 2008 – 2012 Comparison



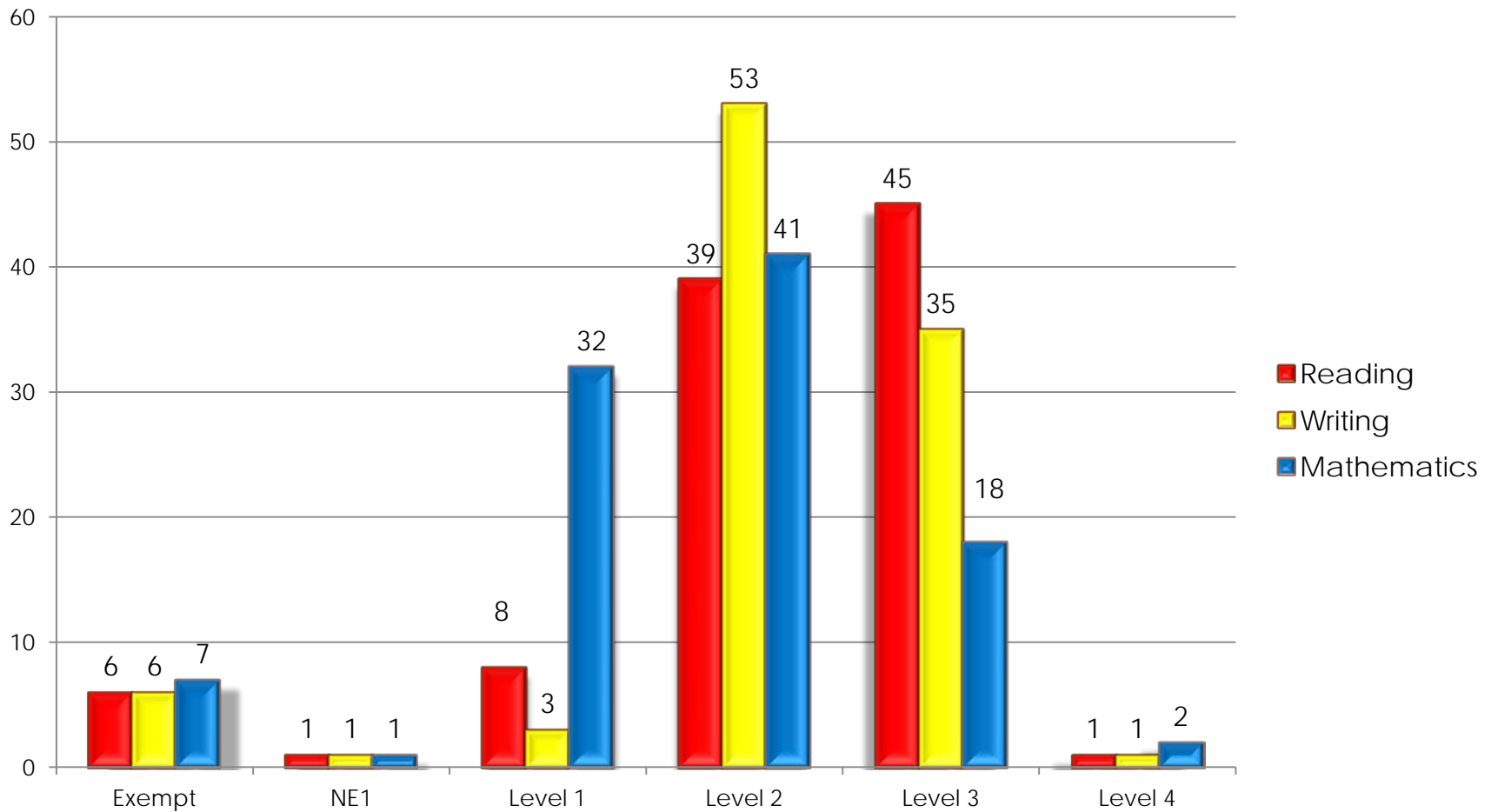
Junior EQAO Mathematics 2009 – 2013 Comparison



UGDSB Gender Comparison: Junior 2013



Students with Special Education Needs: Junior 2013



What We Know...

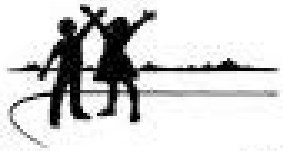
1. Primary Reading scores have increased.
2. Boys writing scores are still lower than we want to see.
3. Girls are achieving significantly higher in literacy than in math in both divisions.
4. Similar to the province, our scores in mathematics have decreased in both divisions and in special education.
5. Boys feel more confident in the area of math as compared to girls.
6. 10 schools have cohort increases in all three areas.
7. Every school with increases in their cohort data in math also saw scores in literacy increase significantly.
8. We will continue to ask tough questions of ourselves and others, work hard to improve our instructional practices, and support our staff to provide quality programs and increase our scores in all areas.

What We Need to Know...

1. How can we improve our junior boys writing scores?
2. Why are we not seeing an increase in our math scores given the work we have done over the past few years?
3. What do our individual student scores tell us?
4. Why are decreasing scores in mathematics a provincial trend?
5. Did we lose momentum last year given "the pause"?
6. What are other successful school boards (locally and internationally) doing differently?
7. How are our universities teaching our new teachers how to teach math?
8. What are our administrators and teachers telling us they need in order to teach math through problem solving effectively? Where are the misunderstandings?

What We Need to Know...

8. What other factors need to be considered when looking at improving math instruction: assessment and evaluation practices, explicit teaching, stronger understanding of the mathematical processes and the use of curriculum expectations to guide our teaching?
9. What lessons have we learned from our past focus on reading and the subsequent improvement in our scores. How do we take these lessons learned and apply them to mathematics?
10. Should we consider putting more resource support into mathematics?
11. Do we need more small group instruction and independent practice in mathematics?
12. How do we support our principals and superintendents in effectively monitoring mathematical instruction?
13. How do we realign the resources we have to serve our staff and students best?



Upper Grand
District School Board



Questions?