



UPPER GRAND DISTRICT SCHOOL BOARD Secondary Curriculum Department

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FileCode:R11

DATE: September 5, 2013

MEMO TO: Martha Rogers, Director of Education

FROM: Carlo Zen, Student Success Lead
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SUBJECT: **2012-2013 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 2012-2013 was administered in January 2013 to first semester students and in June 2013 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 questions.

All students working toward a credit in Grade 9 Academic or Applied Mathematics are required to participate. These tests evaluate how well students are meeting the curriculum expectations of the Grade 9 Ontario Mathematics Curriculum.

Teachers in the Upper Grand District School Board have used information from EQAO and other assessment data to drive change in instructional practice. 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. Board wide, cross-curricular focus on numeracy is starting to gain momentum as evidenced in the Numeracy Professional Development day in April 2013 and attendance of board personnel at the ministry lead initiative at the K- 12 Math Forum in July 2013.

Issue

To provide Trustees with a **preliminary** report of the 2012-2013 EQAO Grade 9 Assessment of Mathematics for the Upper Grand District School Board.

Recommendation

That the report entitled "**2012 - 2013 EQAO Grade 9 Assessment of Mathematics**" dated September 5, 2013 be received.

Results

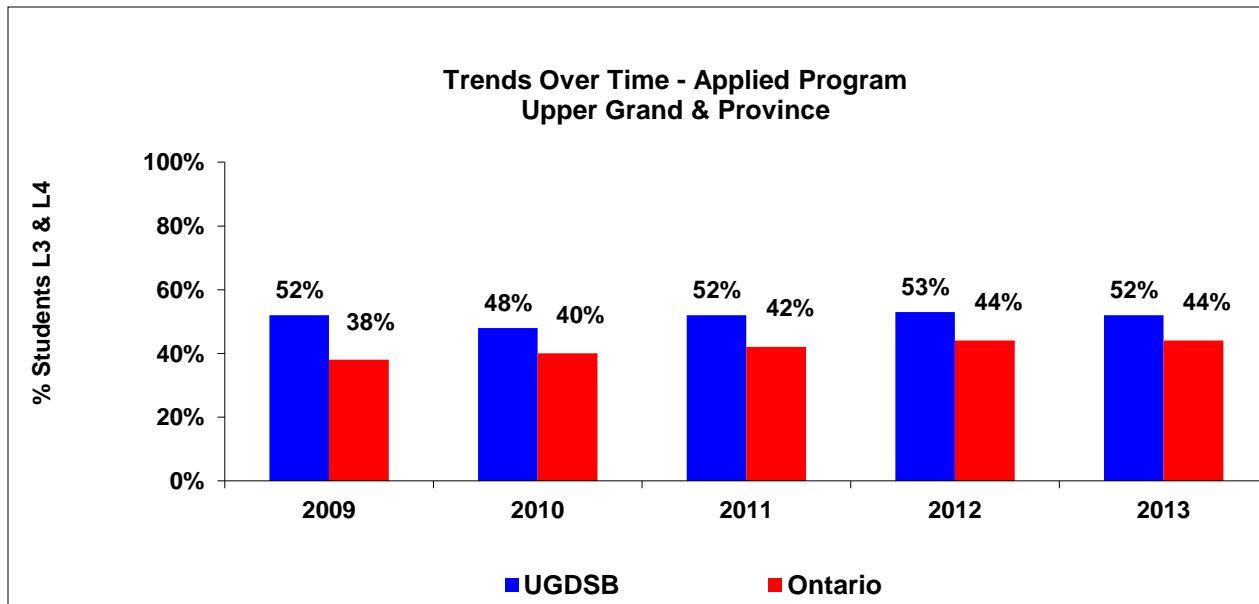
APPLIED PROGRAM

Student participation in the 2012- 2013 Grade 9 Assessment of Mathematics was 95% in the applied program, with 56% of students writing the assessment in semester one, and 44% of students completing the assessment in semester two. Of the applied students, 38% were female and 62% were male. English Language Learners comprise 1% of the student population. Within the students population, 34% are identified with special needs (excluding gifted); 22% of this group received accommodations.

EQAO Results- Students Achieving Level 3/Level 4:

	Province 2011-12	UGDSB 2011-12	Province 2012- 2013	UGDSB 2012- 2013
% of Students at L3 & L4	44%	53%	44%	52%
Female	42%	53%	41%	49%
Male	47%	53%	46%	53%
Special Needs (excluding gifted)	35%	42%	35%	43%

(Percentages may not add up to 100, due to rounding)



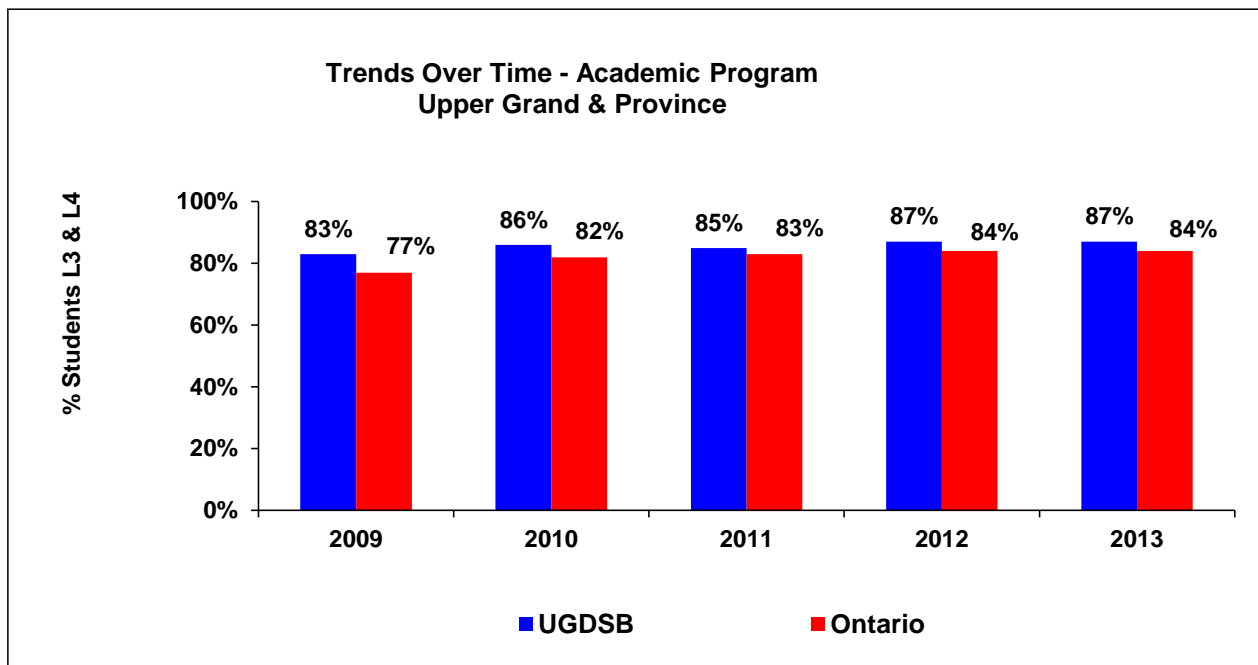
ACADEMIC PROGRAM

Student participation in the 2012- 2013 Grade 9 Assessment of Mathematics was 99% in the applied program, with 51% of students writing the assessment in semester one, and 49% of students completing the assessment in semester two. Of the applied students, 54% were female and 46% were male. English Language Learners comprise <1% of the student population. Within the student population, 5% are identified with special needs (excluding gifted); 3% of this group received accommodations.

EQAO Results- Students Achieving Level 3/Level 4:

	Province 2011-12	UGDSB 2011-12	Province 2012-2013	UGDSB 2012-2013
% of Students at L3 & L4	84%	87%	84%	87%
Female	83%	86%	84%	86%
Male	85%	88%	85%	89%
Special Needs (excluding gifted)	72%	80%	73%	80%

(Percentages may not add up to 100, due to rounding)



Summary

Overall, the preliminary data shows that 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 decreased from 53% in 2011-12 to 52% in 2012-13, but remain well above the provincial average of 44%. The percentage of students in the Academic level achieving at or above the Provincial standard remained steady at 87%. English Language Learners are 1% of the student population in Upper Grand District School Board; results in this area are based on 10 students in the Applied program and 6 students in the Academic program. Students with special needs (excluding gifted) achieving levels 3 and 4 increased from 42% in 2011-12 to 43% in 2012-13. Students with special needs in the Academic program remained steady at 80%. Males outperform females in the Academic and Applied levels.

Rationale

The release of the results of the 2012 - 2013 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 Student Success Numeracy Sub-committee, 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 Ministry's and Board's mathematics and numeracy framework.