

# EQAO

## Profile of **Thames Valley District School Board** Results for 2016-2017





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# 1 Introduction

This report provides an overview of the performance of the Thames Valley District School Board on the EQAO Primary (Grade 3), Junior (Grade 6), and the Grade 9 Mathematics assessment as well as the Ontario Secondary School Literacy Test (OSSLT). The report is divided into sections that detail how the TVDSB's results compare to those of the province for the 2016-17 school year as well as an overview of historical trends, contextual data and some key results from EQAO's student questionnaire.

## Purpose of EQAO

EQAO (Education Quality and Accountability Office) is a Crown agency, established in 1996, that creates and administers assessments to measure Ontario students' achievement in reading, writing and math (EQAO, 2013). The office was created in response to recommendations from the Royal Commission on Learning to provide an objective and comparable measure of student achievement and to provide greater accountability to the public about the quality and effectiveness of Ontario's education system (EQAO, 2013).

Assessments are conducted in Grades 3, 6, 9 and 10. As well, EQAO coordinates Ontario students' participation in national and international assessments. Each of the assessments is developed, tested and scored by Ontario educators and is aligned to the Ontario Curriculum (EQAO, 2013).

Student results from the EQAO assessments are reported to families but are also available to schools and school boards in order to identify strengths and areas for improvement not only for individual students but also at the classroom, divisional, and board levels. The discussions resulting from the analysis of EQAO results can inform instruction and improve student learning. EQAO provides consistent points of reference that can be used in combination with other data sources to assist in the creation of school and board level improvement plans (EQAO, 2013).

## The Primary and Junior Assessments

The Primary and Junior assessments evaluate the reading, writing and math skills that students are expected to have obtained by the end of Grade 3 and Grade 6 respectively, as outlined by the Ontario Curriculum.

The Primary and Junior reading portions of the assessment focus on:

- understanding explicitly stated information and ideas,
- understanding implicitly stated information and ideas (making inferences) and
- responding to reading by making connections between information and ideas in a reading selection with personal knowledge and experience (EQAO, 2007, 2011).

The writing portions of the assessments focus on:

- developing a main idea with sufficient supporting details,
- organizing information and ideas in a coherent manner and
- using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication (EQAO, 2007, 2011).

The mathematics portions of the assessments assess knowledge and skills in the five strands of the math curriculum:

- number sense and numeration,
- measurement,
- geometry and spatial sense,
- patterning and algebra and
- data management and probability (EQAO, 2007).



## Grade 9 Assessment of Mathematics

EQAO's Grade 9 Assessment of Mathematics consists of two test versions; one for students taking Academic mathematics and one for students taking Applied mathematics. This assessment is designed to test the math skills students are expected to have learned by the end of Grade 9. The test is administered twice a year, in the winter for Semester 1 math students and again in the spring for Semester 2 math students. The assessment is based on the curriculum and aligns to the Grade 9 mathematics content strands: Number Sense and Algebra, Linear Relations, Analytic Geometry (Academic only) and Measurement and Geometry (EQAO, 2009)

## Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) assesses students' literacy skills as expected by the Ontario curriculum across all subjects up to the end of Grade 9 (EQAO, 2007). All students working toward an Ontario Secondary School Diploma (OSSD) must take the OSSLT. The assessment is a minimum-competency test therefore results are reported as "successful" or "unsuccessful". Students who are unsuccessful may attempt the assessment more than once and may be eligible to take the Ontario Secondary School Literacy Course (OSSLC).

## Scoring and Reporting

There are two mechanisms for scoring EQAO assessments. Multiple-choice items are scored by machine while open-response items are scored by educators using item specific rubrics. Results (for assessments other than the OSSLT) are then reported using a four-level scale as outlined in the table below (EQAO, 2013).

Scoring Levels (EQAO 2014, p.43)

Level	Definition
Level 4	The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.
Level 3	The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.
Level 2	The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not Enough Evidence for Level 1" is used when students provided enough information for EQAO to score the assessment but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	This designates students who did not have a result due to absence or other reasons.
Exempt	This designates students who were formally exempted by the school from participating in the assessment or in one or more components of it.



## Contacts

For information about EQAO please visit the EQAO web site at [www.eqao.com](http://www.eqao.com). If you have specific questions about this report please don't hesitate to contact Christine Stager, Manager Research and Assessment Services at [c.stager@tvdsb.ca](mailto:c.stager@tvdsb.ca).

## References

- Education and Quality and Accountability Office (EQAO), 2007. Framework Ontario Secondary School Literacy Test, Toronto, ON. Queen's Printer for Ontario.
- Education Quality and Accountability Office (EQAO). 2007. Framework Assessment of Reading, Writing and Mathematics Primary Division. Toronto, ON. Queen's Printer for Ontario.
- Education Quality and Accountability Office (EQAO). 2007. Framework Assessment of Reading, Writing and Mathematics Junior Division. Toronto, ON. Queen's Printer for Ontario.
- Education and Quality and Accountability Office (EQAO), 2009. Framework Grade 9 Assessment of Mathematics, Toronto, ON. Queen's Printer for Ontario.
- Education Quality and Accountability Office (EQAO). 2011. Curriculum Connections in Language: Reading and Writing. Toronto, ON. Queen's Printer for Ontario.
- Education Quality and Accountability Office (EQAO). 2013. EQAO: Ontario's Provincial Assessment Program It's History and Influence. Toronto, ON. Queen's Printer for Ontario.
- Education Quality and Accountability Office (EQAO). 2014. EQAO's Provincial Elementary School Report. Toronto, ON. Queen's Printer for Ontario.

# 2 Elementary Panel

## Contextual Information



### Enrolment

All Students  
Number of Schools with 3 or 6 classes

	Grade 3	Grade 6	Grade 3	Grade 6
All Students	5,440	5,146	132,992	130,775
Number of Schools with 3 or 6 classes	127	128	3,317	3,145

### Gender

Female  
Male

	Grade 3	Grade 6	Grade 3	Grade 6
Female	49%	48%	49%	49%
Male	51%	52%	51%	51%

### Student Status

English Language Learners  
Students with Special Education Needs  
(excludes gifted)

	Grade 3	Grade 6	Grade 3	Grade 6
English Language Learners	11%	9%	13%	11%
Students with Special Education Needs (excludes gifted)	12%	19%	18%	22%

### Place of Birth

Born In Canada  
Born outside of Canada  
In Canada less than one year  
In Canada one year or more but less than three years  
In Canada three years or more

	Grade 3	Grade 6	Grade 3	Grade 6
Born In Canada	92%	91%	89%	87%
Born outside of Canada	8%	9%	10%	12%
In Canada less than one year	1%	<1%	1%	1%
In Canada one year or more but less than three years	3%	2%	2%	2%
In Canada three years or more	4%	6%	6%	9%

### Language

First language learned at home was other than English

	Grade 3	Grade 6	Grade 3	Grade 6
First language learned at home was other than English	13%	13%	22%	23%

### Year Student Entered Current Board

Year of the assessment  
Year prior to the assessment  
2 years prior to the assessment  
3 or more years prior to the assessment

	Grade 3	Grade 6	Grade 3	Grade 6
Year of the assessment	6%	6%	6%	5%
Year prior to the assessment	5%	4%	6%	5%
2 years prior to the assessment	5%	4%	7%	4%
3 or more years prior to the assessment	83%	85%	80%	84%

# 3 Primary Division

## Detailed Results Percentage of All Students at All Levels



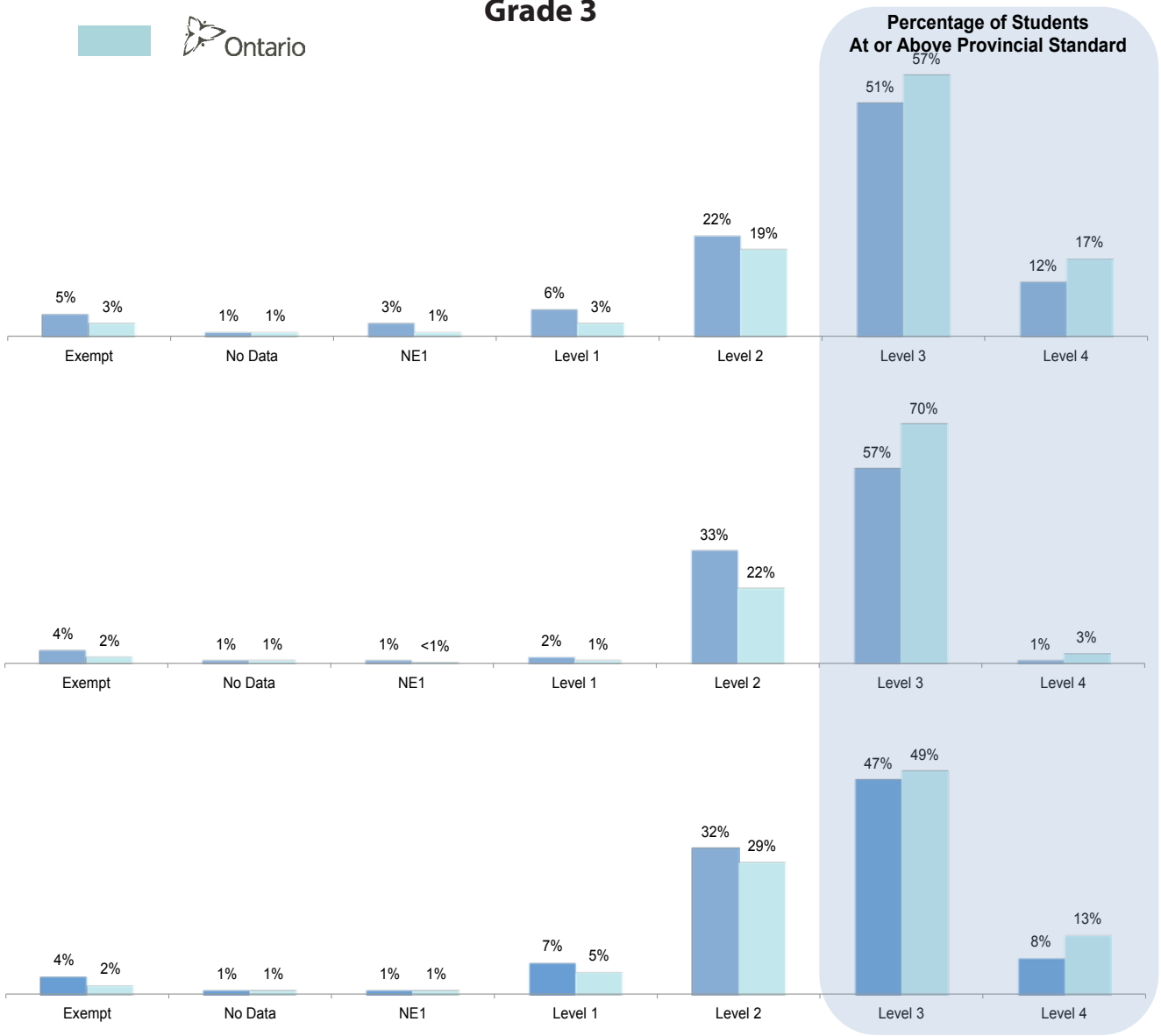
### Grade 3

#### Percentage of Students At or Above Provincial Standard

Reading

Writing

Math



# Detailed Results

Percentage of All Students at All Levels

Reading

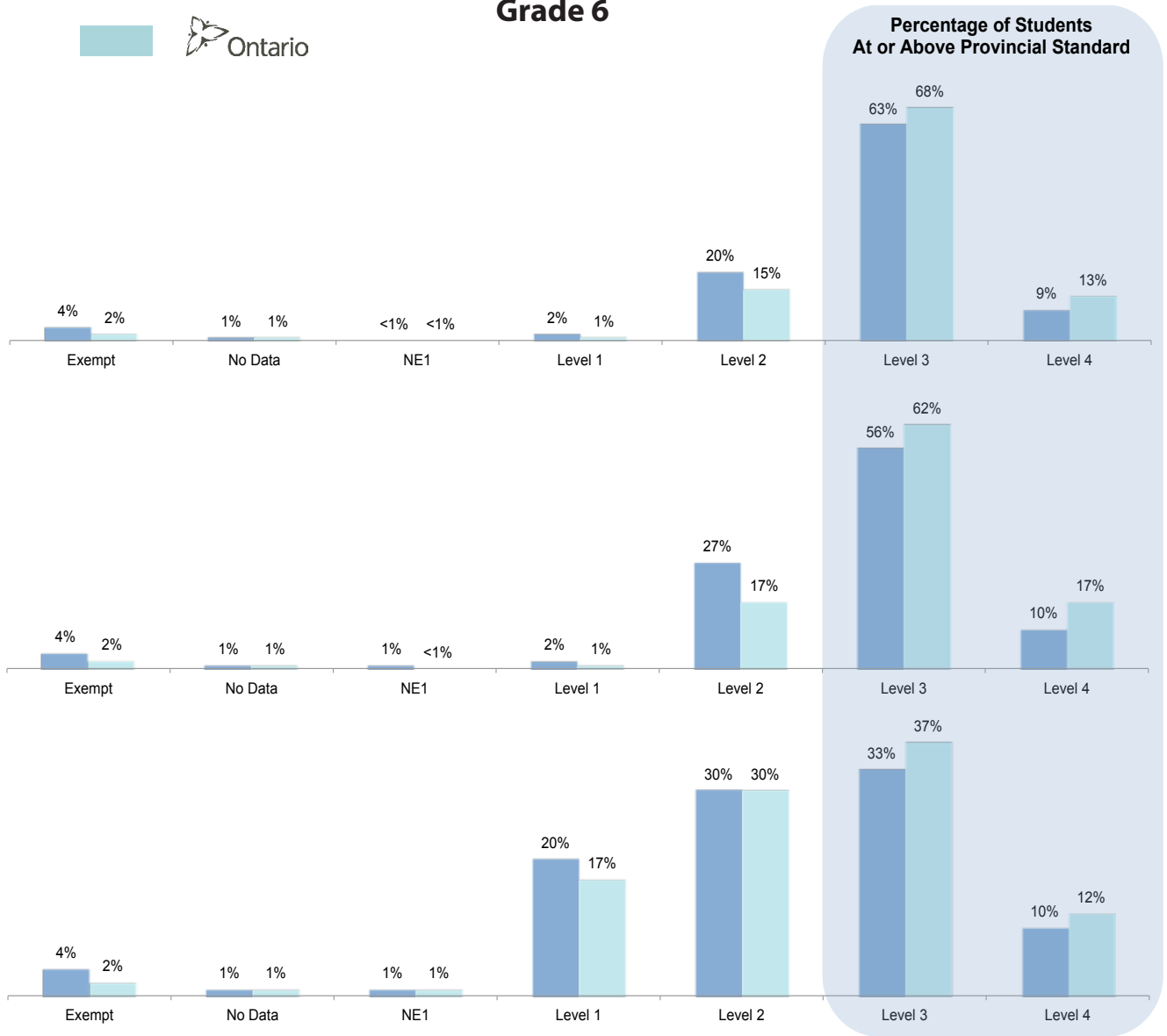
Writing

Math



## Grade 6

### Percentage of Students At or Above Provincial Standard





# 4 Primary Division

## Trends Over Time

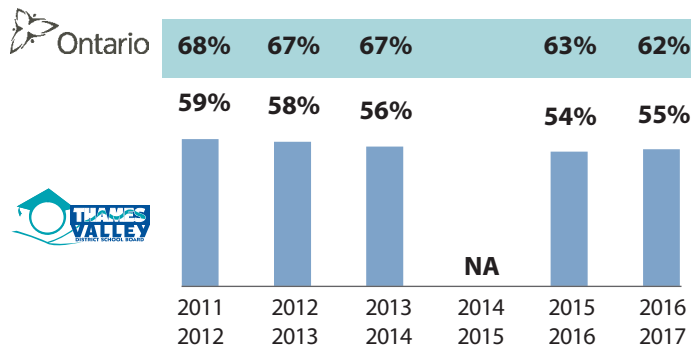
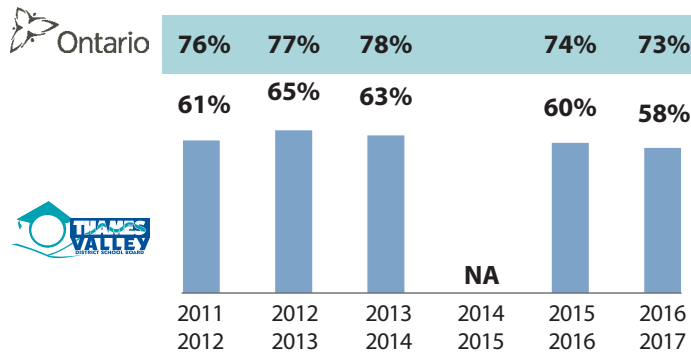
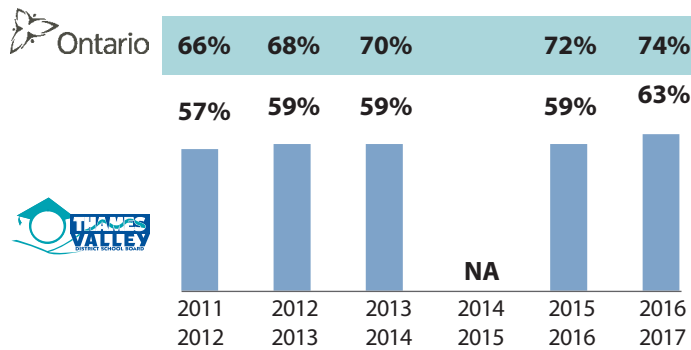
Percentage of All Students At or Above the Provincial Standard

Reading

Writing

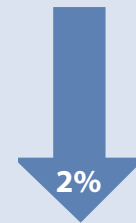
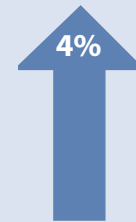
Math

### Grade 3



Please note that results are shown as the number of students in achievement levels 3 and 4 as a percentage of ALL students in the grade. Exempted students and students with no data or insufficient data are included in the calculation.

### Interpretation



# Trends Over Time

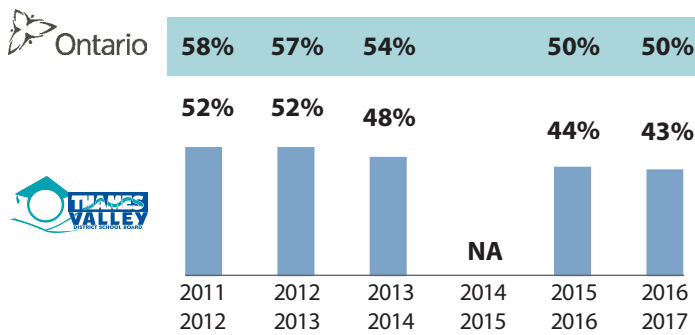
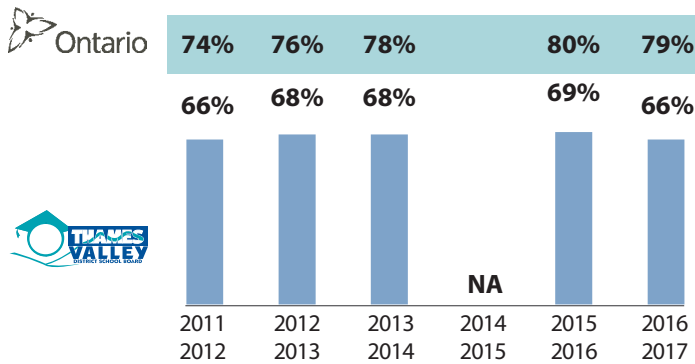
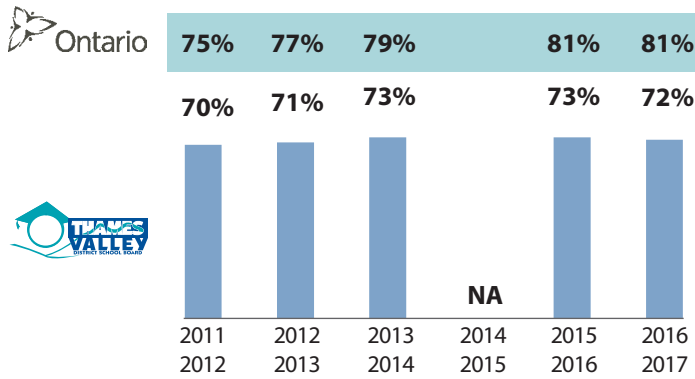
Percentage of All Students At or Above the Provincial Standard

Reading

Writing

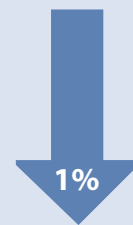
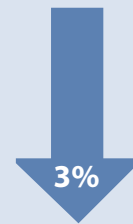
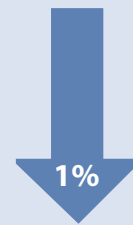
Math

## Grade 6



Please note that results are shown as the number of students in achievement levels 3 and 4 as a percentage of ALL students in the grade. Exempted students and students with no data or insufficient data are included in the calculation.

## Interpretation



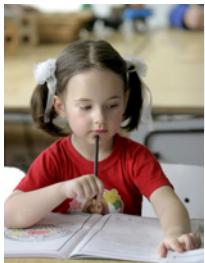
# 5

## Gr. 3 and Gr. 6 Student Questionnaire Results by Gender

Percentage of students who answered “most of the time”



	Grade 3 students		Grade 6 students	
	Females	Males	Females	Males
I like to read.	52%	40%	53%	38%
I am a good reader.	66%	60%	73%	63%



I like to write.	54%	38%	51%	23%
I am a good writer.	56%	43%	50%	31%



I like mathematics	52%	59%	40%	53%
I am good at mathematics	49%	60%	43%	57%

Family Engagement - Percentage of students who answered “every day or almost every day”



We talk about the reading and writing work I do in school.	34%	26%	30%	25%
We talk about the mathematics work I do in school.	36%	32%	37%	34%
We read together.	30%	25%	8%	7%



## Enrolment

Number of students in academic/applied math  
Number of schools with academic/applied classes

### Academic Applied

3,276	1,676
27	27

### Academic Applied

96,449	34,797
682	701

## Gender

Female  
Male

52%	47%
48%	53%

51%	44%
49%	56%

## Student Status

English Language Learners  
Students with Special Education Needs  
(excludes gifted)

8%	8%
6%	29%

7%	11%
8%	41%

## Participation in the Assessment

Students who participated in the assessment  
Participating students who received one or more accommodations  
Participating students who received one or more special provisions  
Students who did not complete any part of the assessment

98%	93%
5%	23%
2%	3%
2%	7%

99%	96%
7%	36%
5%	8%
1%	4%

## Semester/Full Year

First-semester course  
Second-semester course  
Full-year course

46%	42%
47%	55%
7%	3%

45%	45%
45%	48%
10%	6%

## Year Student Entered Current Board

Year of the assessment  
Year prior to the assessment  
2 years prior to the assessment  
3 or more years prior to the assessment

13%	12%
3%	6%
3%	4%
80%	78%

16%	16%
4%	7%
4%	4%
72%	68%

# 7 Secondary Panel

Grade 9 Math  
Percentage of All Students  
in Academic and Applied  
Mathematics All Levels

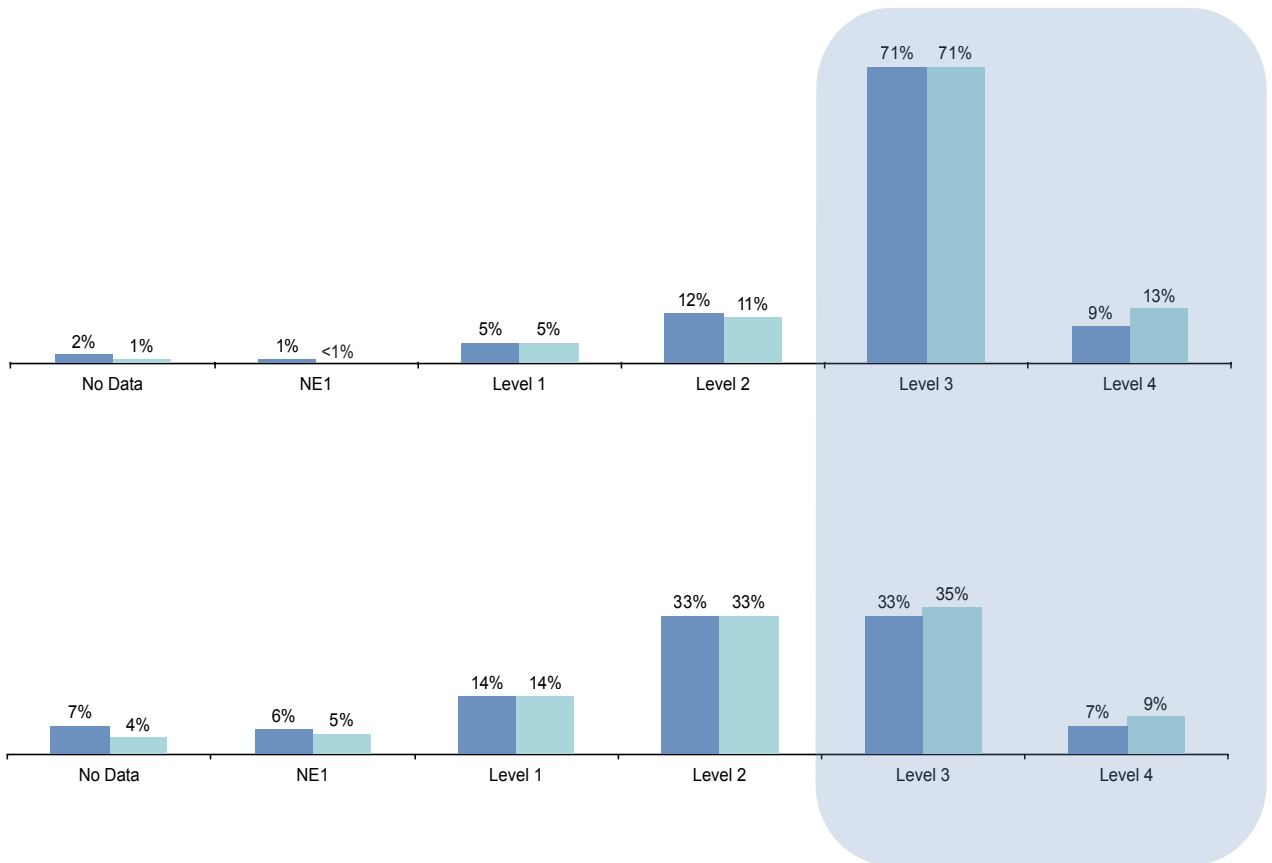
## Detailed Results



Academic

Applied

Percentage of Students At or Above Provincial Standard

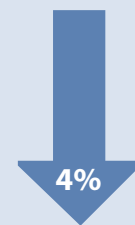
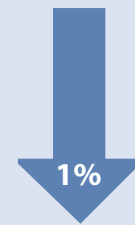


# 8 Secondary Panel

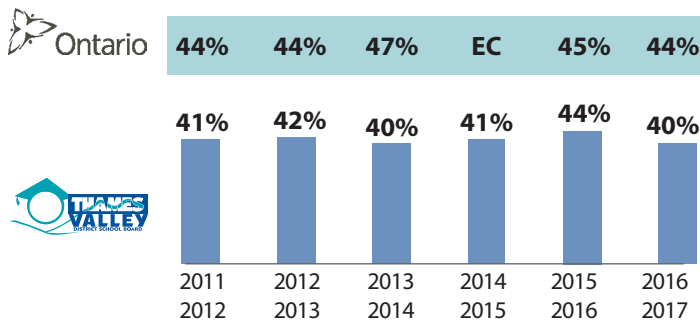
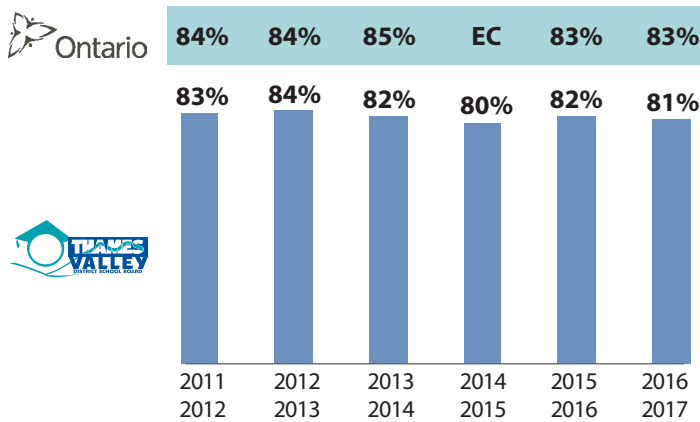
## Trends Over Time

Grade 9 Math  
Percentage of All Students At  
or Above the Provincial Standard  
(Levels 3 and 4) Over Time

### Interpretation



### Grade 9 Mathematics



EC  
Due to exceptional circumstances in 2015,  
provincial data are unavailable.

Academic

Applied

# 9 Secondary Panel

## Contextual Information

Ontario Secondary School Literacy Test



### Enrolment

Number of FTE/PE students  
 Number of schools with FTE/PE Students  
 Number of students who were exempted

	First-Time Eligible	Previously Eligible	First-Time Eligible	Previously Eligible
Number of FTE/PE students	5,376	2,915	136,492	58,895
Number of schools with FTE/PE Students	28	28	785	827
Number of students who were exempted	83	19	1,252	1,562

### Gender

Female  
 Male

	First-Time Eligible	Previously Eligible	First-Time Eligible	Previously Eligible
Female	50%	42%	49%	40%
Male	50%	58%	51%	60%

### Student Status

English Language Learners  
 English Language Learners receiving special provisions  
 Students with Special Education Needs (*excludes gifted*)  
 Students with Special Education Needs receiving accommodations (*excludes gifted*)

	First-Time Eligible	Previously Eligible	First-Time Eligible	Previously Eligible
English Language Learners	9%	16%	7%	19%
English Language Learners receiving special provisions	3%	11%	4%	20%
Students with Special Education Needs ( <i>excludes gifted</i> )	18%	36%	19%	38%
Students with Special Education Needs receiving accommodations ( <i>excludes gifted</i> )	16%	33%	16%	30%

### Participation in the Assessment

Students who participated in the assessment  
 Students who were absent  
 Students who were deferred  
 Completing literacy requirement through the OSSLC

	First-Time Eligible	Previously Eligible	First-Time Eligible	Previously Eligible
Students who participated in the assessment	91%	54%	93%	46%
Students who were absent	4%	16%	2%	8%
Students who were deferred	5%	9%	5%	12%
Completing literacy requirement through the OSSLC	NA	22%	NA	34%



# Contextual Information



## Course Type in English

Academic  
Applied  
Locally Developed  
ESL/ELD

**First-Time Eligible**   **Previously Eligible**

65%	
26%	
5%	
3%	

**First-Time Eligible**   **Previously Eligible**

74%	
20%	
3%	
2%	

## Year Student Entered Current Board

Year of the assessment  
Year prior to the assessment  
2 years prior to the assessment  
3 or more years prior to the assessment

6%	16%
12%	11%
3%	7%
78%	65%

5%	14%
14%	11%
3%	10%
72%	59%



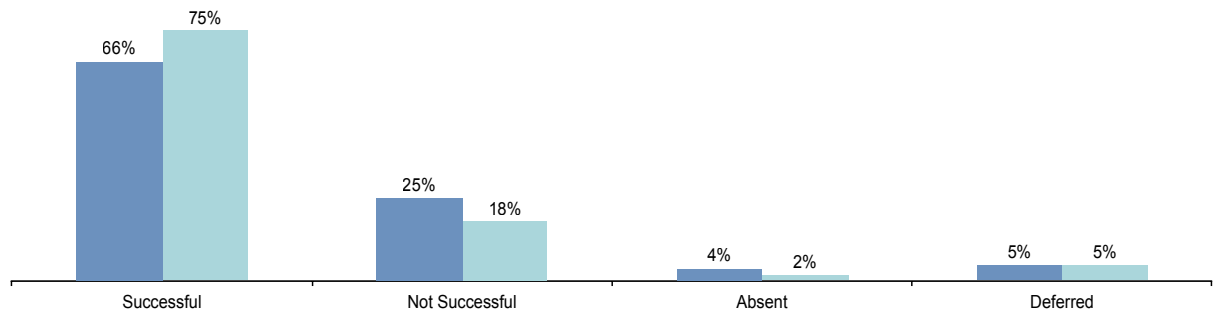


# 10 Secondary Panel

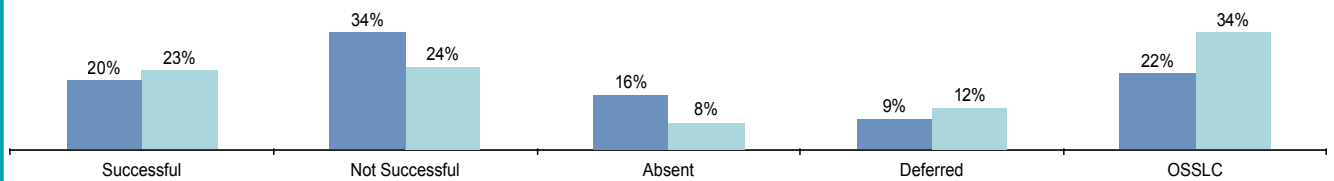
## Detailed Results Ontario Secondary School Literacy Test



First-Time Eligible



Previously Eligible

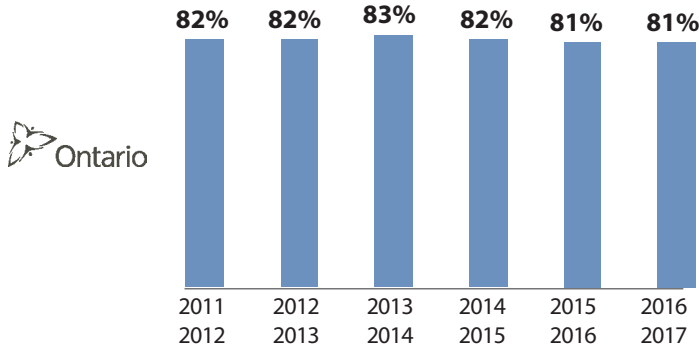
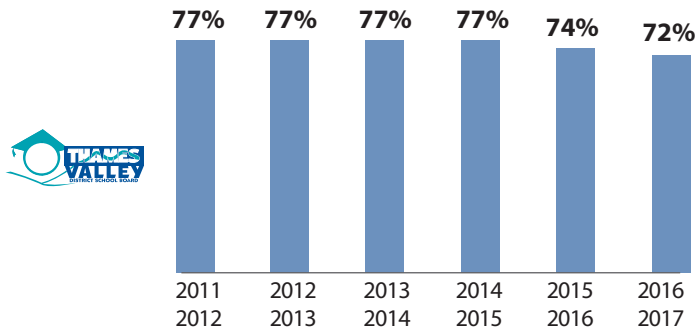




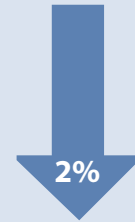
# 11 Secondary Panel

## Trends Over Time

OSSLT Achievement Results For Fully Participating **First-Time Eligible** Students



### Interpretation





# 12

## Gr. 9 Mathematics and OSSLT Student Questionnaire Results

Percentage of students indicating they “agree” or “strongly agree” with the following statements:



### Grade 9 Math Assessment

Academic      Applied

I like mathematics.

53%

30%

I am good at mathematics.

55%

34%



I am able to answer difficult mathematics questions.

47%

23%

I understand most of the mathematics I am taught.

73%

60%



I need to do well in mathematics to study what I want later.

64%

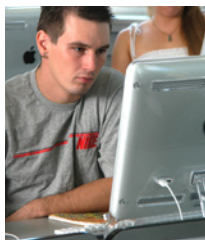
45%

I need to keep taking mathematics for the kind of job I want after I leave school.

59%

37%

Percentage of students indicating that they:



### OSSLT

First-Time Eligible

Previously Eligible

Have a computer at home.

94%

86%

Use the computer for homework.

24%

20%



*We build each student's  
tomorrow, every day.*