



REPORT TO

STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND
HUMAN RESOURCES COMMITTEEEDUCATION QUALITY AND ACCOUNTABILITY
OFFICE (EQAO) ASSESSMENTS 2021-2022

"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge." Proverbs 18:15

Drafted

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INFORMATION REPORT

Vision: *IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope.*

Mission: *Nurturing the faith development and academic excellence of our Catholic learning community through the love of God, neighbour, and self.*



MULTI-YEAR STRATEGIC PLAN
2022 - 2025

IN GOD'S IMAGE: Growing in Knowledge, with Justice and Hope



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A. EXECUTIVE SUMMARY

This report provides information on the achievement of students on assessments issued by the Education Quality Assessment Office (EQAO) and administered during the 2021-2022 academic year. The Primary (Gr. 3) and Junior (Gr. 6) assessments focused on the learning areas of Reading, Writing and Mathematics. Grade nine students were assessed on their learning in Mathematics. Due to the cancellation of the OSSLT assessment in 2020-2021, students in grades ten and eleven wrote the Ontario Secondary School Literacy Test in 2021-2022.

The cumulative staff time required to prepare this report was 25 hours

B. PURPOSE

This annual report provides updated information on student achievement on EQAO assessments written in 2021-2022. Board level results were released on November 3, 2022.

C. BACKGROUND

1. Administration of Elementary Assessments:

- a. The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered in May and June to:
 - all Ontario students at the end of the primary division (Grade 3) and, at the end of the junior division (Grade 6).

2. Administration of Secondary Assessments:

- a. The **Grade 9 Assessment of Mathematics** is administered to all Ontario students who are working toward their Grade 9 mathematics credit.
 - Grade 9 students in the first-semester mathematics courses take the test in January.
 - Students in the second-semester or full-year mathematics courses take the test in June.
- b. The **Ontario Secondary School Literacy Test (OSSLT)** is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD)
 - Successful completion of the OSSLT is a requirement for the Ontario Secondary School Graduation Diploma (OSSGD).

- In 2021-2022, all Grade 10 and 11 (and non-graduating) students were encouraged to take the OSSLT to allow for maximum flexibility in acquiring the literacy graduation requirement. Students were able to enrol in the Ontario Literacy Course (OLC) without requiring that they attempt and not be successful on the OSSLT first.

3. What is measured?

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

4. Reporting on Assessments:

- Primary, Junior and Grade 9 assessment results are reported using four levels of achievement. Level 3 is the provincial standard of achievement and corresponds to a range of 70 to 79 percent.
 - The OSSLT assessment results are reported as “successful” or “unsuccessful”.
 - The EQAO assessments help to identify trends in student learning at the school, board, and provincial levels; inform improvement planning; and strengthen accountability.
- Prior to issuing the 2021-2022 reports, EQAO had not published any public reports (e.g., the provincial report, board report) since 2018-2019. As a result, EQAO has established the 2021-2022 school year as a **new baseline** for all assessments.
 - The 2021-2022 results cannot be compared to the 2018-2019 results given the following:
 - COVID-19 pandemic from 2019-present
 - The introduction of a new elementary math curriculum in 2020.
 - The transition to a new secondary de-streamed Grade 9 math curriculum (previously academic and applied) .
 - The creation of new EQAO assessment frameworks.
 - The introduction of a new online adaptive platform to administer the EQAO assessments.
 - The introduction of new participation criteria (only students learning in-person are able to participate).*

*Students who were learning remotely and wished to participate in the assessments could, at the discretion of the school board, attend in-

person on the days of the assessment(s) solely for the purpose of participating in the assessment so long as all applicable health and safety measures could be met.

D. EVIDENCE/RESEARCH/ANALYSIS

1. After three years of not writing the EQAO assessments, this report provides the results of the assessments for the 2021-2022 school year. While this section provides an overview of the results, Appendix A provides a more comprehensive outline of the results for each of the assessments, including English Language Learners and students receiving special education supports.
2. Table 1 provides a summary of elementary student performance within the TCDSB and compared to the province at the end of the primary years (Gr. 3) and at the end of the junior years (Gr. 6).
 - TCDSB Primary and Junior students outperformed the province in Reading and Writing assessments.
 - In Mathematics, both Grade 3 and grade 6 students scored below the provincial level by 1% and 3% respectively.

Table 1						
EQAO Assessment Summary (Percent at Levels 3 & 4)						
Subject	Reading		Writing		Mathematics	
	TCDSB	Province	TCDSB	Province	TCDSB	Province
Primary (Gr.3)	75%	73%	70%	65%	58%	59%
Junior (Gr.6)	86%	85%	87%	84%	44%	47%

3. Table 2 provides information on the Grade 9 Mathematics Assessment. TCDSB Grade 9 students scored below the provincial standard by 3%. Students assessed are Grade 9 students who participated in a de-streamed program in 2021-2022 for the first time.

Table 2	
EQAO Grade 9 Math Assessment Summary (Percent at Levels 3 & 4)	
TCDSB	Province
49%	52%

4. Table 3 provides the results of students who wrote the OSSLT in 2021-2022. This group included students in Grade 10 and students in Grade 11 who had not previously written the assessment. These students performed at 80%, two percent lower than the province.

Table 3	
OSSLT Assessment (Percent Successful)	
TCDSB	Province
80%	82%

5. Appendix A provides additional information for English Language Learners (ELL) and students receiving special education services. In both groups of learners, these students scored lower on all EQAO measures as compared to TCDSB students not receiving additional supports.
- TCDSB Grade 3 students receiving special education services achieved the same or greater scores than students in the province receiving similar supports in all areas assessed.
 - TCDSB Grade 6 students receiving special education services outperformed students in the province receiving similar supports in Reading (+4%), Writing (+7%) and Mathematics (+5%).
 - TCDSB ELL students in grades three and six scored slightly below similar ELL students in the province, with the greatest difference in junior math.

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

- Overall, TCDSB Grades 3 and 6 literacy results remain above the provincial level with scores at or above 70%. The TCDSB Junior assessment of literacy continued to demonstrate high scores (86% reading and 87% writing).
- Primary reading and writing and Junior reading and writing continue to be above the provincial results.
- Primary, Junior and Grade 9 mathematics results remain low both at the board and provincially.

- OSSLT results for first time writers were at two percent points below the province.
- The EQAO results continue to demonstrate mathematics as an area of focus.

2. Learning and Improvement Planning

- Deeper analysis of the 2021-2022 EQAO results at the system, school and individual student level is underway and will inform the revision of learning plans for our school communities and for the board.
 - Two main areas of focus for the TCDSB are early literacy to build literacy skills in the primary division and mathematics across all grade levels.
 - The analysis of data has informed the creation and delivery of Professional Learning Plans that are presented annually to the Board. These plans will focus on supporting areas identified as areas for growth.
 - EQAO scores are one source of data that combined with other data (e.g., credit accumulation, report card data, etc.) will support the implementation of strategies to support student achievement and well-being as part of the Board Improvement and Equity Plan (BIEP).
 - Academic achievement continues to be supported through other pillars of the BIEP including Equity, Mental Health and Well Being, and Pathways and Transitions to support students in their overall success.
 - Each school community completes the School Improvement and Equity Plan (SIEP) to address the local needs of their students by creating goals and implementing strategies to support student learning, engagement and well-being.
 - Both the BIEP and the SIEP plans align with and inform reporting back on the pillars of the Multi-Year Strategic Plan (MYSP).
3. Based on various data sets, Table 4 on the next pages includes a summary of identified areas of focus for the TCDSB and some ongoing interventions that are being actioned.

Table 4	
Identified Areas of Focus	Interventions
Reading and Writing for primary students with a particular focus on students demonstrating difficulties in reading (including students with special needs and ELL students)	<p>Use of screening/assessment tools informed by Ministry of Education consultations and direction</p> <p>Training on use of instructional strategies from the <i>Effective Early Reading Instruction: A teacher's Guide</i> to support learning in areas such as phonological and phonemic awareness.</p> <p>Strategic deployment of central resources to support schools including Literacy Coaches and resource teachers</p> <p>Early identification screening is completed by school Speech and Language Pathologist to identify students for intervention through the kindergarten intervention program</p> <p>Identification of students requiring support with reading through School Based Student Learning Team meetings</p> <p>Deployment of Lexia Reading licenses for students and training for teachers</p> <p>Tier 3 intervention through the implementation of the Empower program for students struggling with decoding and comprehension reading skills</p>
Mathematics in the Primary/Junior Grades	<p>Provision of tutoring supports to small groups of students demonstrating significant needs in math</p> <p>Provision of access to and awareness of resources aligned with new math curriculum (board and ministry)</p> <p>Implementation of High Impact Practices for primary and junior grades including co-teaching and co-planning</p> <p>Implementation of the <i>Building Thinking Classrooms in Mathematics</i> (Liljedahl, 2021) resources to support classroom instruction in intensive and increased support schools</p> <p>Strategic deployment of central resources to support schools including Numeracy Coaches, math facilitators,</p>

	<p>math leads, resource teachers and Principals to support Intense and Increased support schools</p> <p>Alignment of resources to underserved school communities</p> <p>Family Math Events to promote parent/guardian awareness (may include Parent Reaching Out Ministry grant funding)</p> <p>Use of approaches and resources that are Culturally Relevant and Responsive to students and school communities</p> <p>Implementation of evidence-based numeracy program (EQUALS) for students with intellectual disabilities attending Intensive Support Programs</p>
<p>Delivery of de-streamed math for Grade 9 students</p> <p>De-streaming of other subject areas (English, Social Studies, Science and French)</p>	<p>Develop awareness of and implement <i>High Impact Instructional Practices in Mathematics</i></p> <p>Professional learning for teachers and principals that supports the implementation of the new Grade 9 curriculum</p> <p>Strategic deployment of central resources to support schools including math facilitators, math leads and resource teachers to support Intense and Increased support schools</p> <p>Implementation of the <i>Building Thinking Classrooms in Mathematics</i> (Liljedahl, 2021) resources to support instructional approaches and learning in de-streamed classrooms</p> <p>Implement collaborative learning sessions for Mathematics Department Heads and a math teacher to co-construct and align curriculum and assessment in the secondary grades</p> <p>Alignment of resources to underserved school communities</p> <p>Provision of tutoring supports to small groups of students demonstrating significant needs in math</p>

4. The K-12 Professional Learning Plan which is also being presented to Board will outline in greater detail the steps being taken to address the areas of need identified by the EQAO assessments.

F. CONCLUDING STATEMENT

This report is for the information of the Board of Trustees.