



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) 2015-2016 RESULTS

The heart of the intelligent acquires learning, the ears of the wise search for knowledge. Proverbs 18:15

Created, Draft	First Tabling	Review
September 12, 2016	October 6, 2016	Click here to enter a date.
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INFORMATION REPORT		

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



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A. EXECUTIVE SUMMARY

This report summarizes the results of the Toronto Catholic District School Board (TCDSB) student achievement on the 2015-2016 Education Quality and Accountability (EQAO) assessments. Due to exceptional circumstances, TCDSB elementary schools did not participate in the Primary and Junior Division assessments this year. This report highlights results of the Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) and key actions planned for 2016-2017 to address improvement.

B. PURPOSE

This report presents the TCDSB results of the Education Quality and Accountability Office (EQAO) for 2015-2016.

C. BACKGROUND

1. Due to exceptional circumstances, TCDSB elementary schools did not participate in the Primary and Junior Division assessments this year.
2. The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 academic or applied mathematics credit. 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.
3. The Grade 9 Assessment of Mathematics assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported according to the province's four achievement levels. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
4. The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April. Successful completion of the OSSLT is a requirement for the OSSD.
5. The literacy test assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported as "successful" or "unsuccessful".

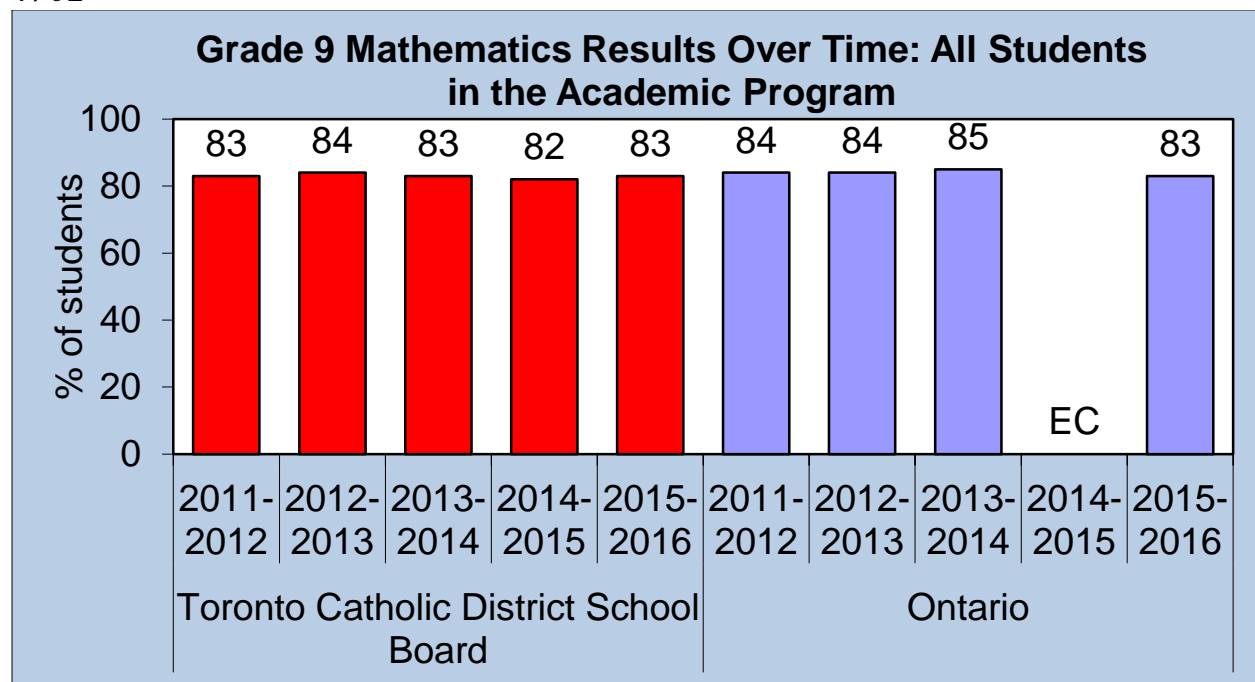
D. EVIDENCE/RESEARCH/ANALYSIS

1. GRADE 9 MATHEMATICS RESULTS OVER TIME FOR TCDSB AND ONTARIO

The following graphs display the percentage of students in the academic and applied programs at Levels 3 or 4, over the past 5 years for both the TCDSB and Ontario. The Provincial standard is Level 3.

ACADEMIC PROGRAM

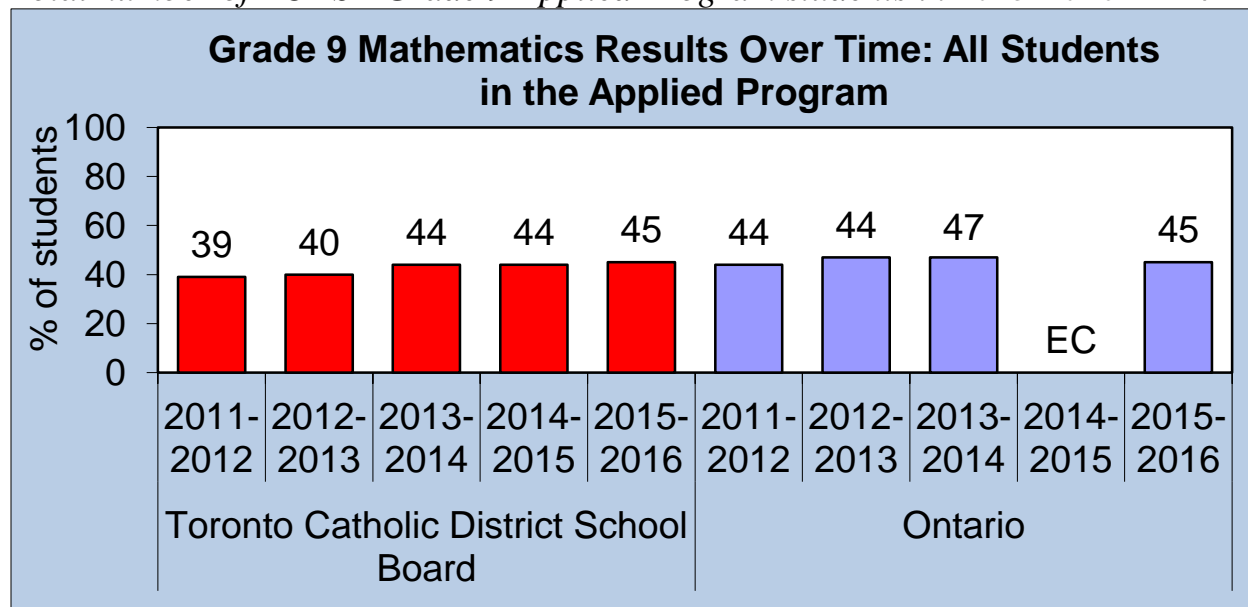
Total number of TCDSB Grade 9 Academic Program students in 2015-2016 = 4702



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

APPLIED PROGRAM

Total number of TCDSB Grade 9 Applied Program students in 2015-2016 = 2171



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

In Grade 9 academic mathematics, 83% of TCDSB students are at or above the provincial standard. Results in Grade 9 academic mathematics for the board have remained relatively high and stable for many years.

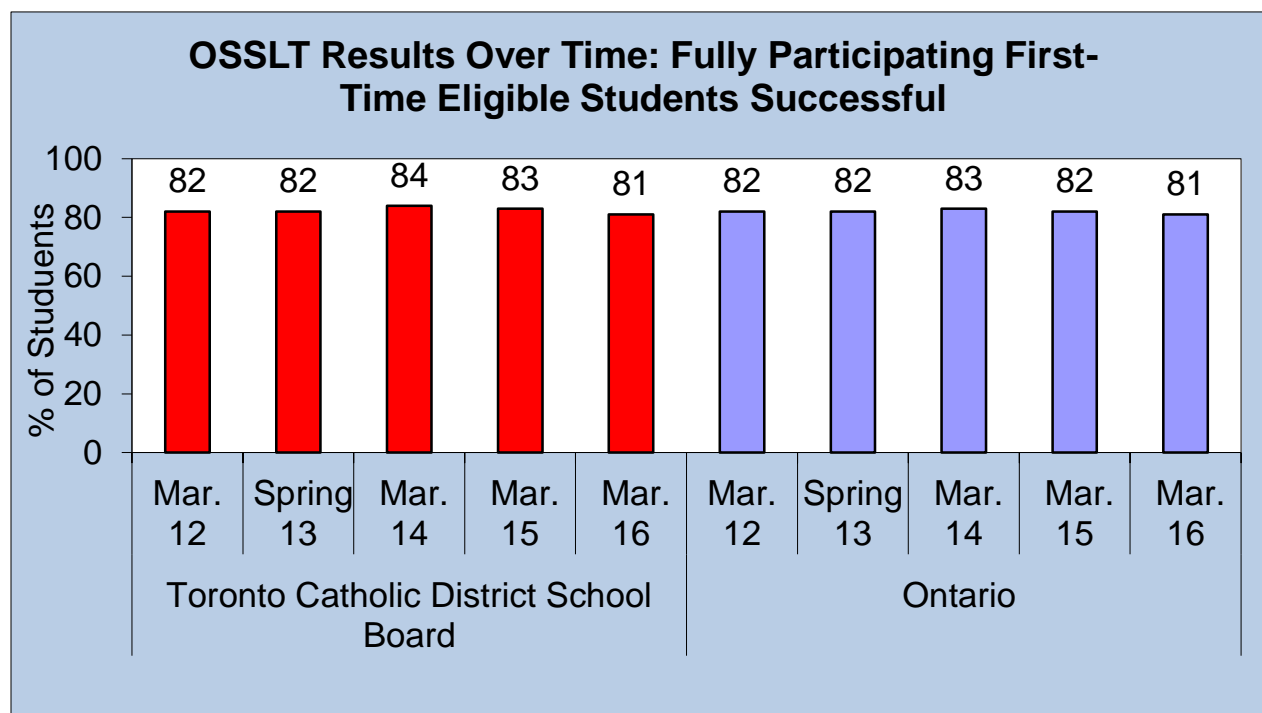
In Grade 9 applied mathematics, 45% of TCDSB students achieved the provincial standard or above (a 1% gain over the previous year). There has been a 6% gain for the board over the past five years.

In both academic and applied mathematics, board results are equal to the province.

2. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME FOR TCDSB AND ONTARIO

5963 TCDSB First-time Eligible students fully participated in the OSSLT in March 2016.

The following graph displays the percentage of first-time eligible students successful over the past 5 years for both the TCDSB and Ontario.



Literacy results remain strong for TCDSB and Ontario: there has been a small decrease over the past three years and currently the percentage of TCDSB students successful on the March 2016 OSSLT is at par with Ontario (both at 81%).

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.
2. Building on the goal of achieving excellence in literacy and numeracy for all students from Kindergarten to Grade 12, and consistent with all of Ontario, during the 2016-2017 school year, our focus in the TCDSB will be on numeracy. Numeracy is a critical component of success in our technology driven, rapidly-changing world, and has been declared a priority in Ontario through the Ministry of Education's Renewed Mathematics Strategy which was released in the Spring of 2016.
3. We will continue to strive for excellence in each of our TCDSB schools and improve success rates in the Grade 9 Applied Mathematics program to achieve

high standards and meet our goal of 80% at or above the provincial standard. Over the last 5 years, we have improved scores by 6 percent and have closed the gap with the Province. We will continue to spread effective practices across all schools and to demonstrate continuous improvement in each school using innovative practices and resources, and personalized instruction to meet the learning needs of each of our students.

4. The Ontario Ministry of Education's Renewed Mathematics Strategy is committed to helping all students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools differentiated on the basis of need as determined through achievement on the EQAO Assessments of Mathematics. There will be *intensive support* for a few schools with the greatest need, *increased support* for some schools, and *new forms of support* for all schools. Notable highlights of the strategy include dedicating 60 minutes a day of math teaching to elementary students and the assignment of at least one "math lead" teacher.
5. TCDSB supports in the area of Mathematics will be layered over those identified by the Ministry of Education, as highlighted below.
 - With support of mathematics department staff, there will be renewed professional learning opportunities for teachers new to grade, mathematics teachers in secondary, department heads, numeracy leads, focussed on studying math content, implementing related instructional strategies, analysing and monitoring the impact on student learning and achievement.
 - Thorough analysis of EQAO data (e.g., Item Information Reports, Tracking a Cohort's Achievement) will take place to identify the learning needs of students not succeeding and to develop plans that address individual learning needs.
 - The use of iPads to support math learning and engage students in all our secondary schools will continue and our efforts will expand to include Grades 4 and 5.
 - There will be continued support for the implementation of the Jump Mathematics Pilot project in selected elementary schools.
 - The Prime Project (based on Marian Small's research) will be introduced to coaches and lead teachers in each of the elementary schools receiving intensive support to complement current methods of pre- and post-assessment.
 - A pilot project "Addressing the Numeracy Gap" will be implemented in collaboration with Humber College and Vretta Inc. The goal of the pilot is

to customize and implement a learning technology solution called the Ontario College Math Test (OCMT) to address the numeracy gap by increasing student engagement and achievement in mathematics.

6. Our plan for addressing the literacy needs of students will continue to include the following:
 - Fall Literacy Leads Team Meeting to review literacy data and develop school literacy plans in all secondary schools;
 - Release time provided throughout the year, to support local planning, data analysis, teacher collaboration, teacher moderation, collaborative inquiry and work with literacy resource teachers;
 - Ongoing School Literacy Leads Meetings to support literacy initiatives in all secondary schools (four meetings per year);
 - Secondary schools offer the “After-School Literacy program” funded by the Continuing Education Department to support literacy skills development;
 - Literacy Collaborative Inquiry to engage secondary schools in promoting literacy across the curriculum.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.