



REPORT

2022-2023 Elementary and Secondary EQAO Results

For further information, please contact:

*Al McManaman, Superintendent of Education; Beth Fairfield, Superintendent of Education;
Brad Oster, Superintendent of Education*

Regular Board Meeting

November 7, 2023

Rainy River District School Board System-Program/Curriculum Success

Primary and Junior EQAO Assessments Report

Date: November 7, 2023
To: Rainy River District School Board of Trustees
From: Brad Oster, Superintendent of Education – Math Lead
Al McManaman, Superintendent of Education

Recommendations: *This report is for information only.*

STRATEGIC DIRECTION

A Culture of Caring

- We build supportive relationships with students to deliver equitable and inclusive learning experiences.

A Culture of Lifelong Learning

- We support our students through high expectations in teaching and learning.
- We recognize, respect, and honour the experiences of students and families, to provide learning opportunities that are culturally relevant and responsive to students' needs.

CONTEXT

Annually, the Rainy River District School Board reviews, updates, and shares the Student Achievement Plan, formerly the Board Improvement Plan, to guide schools in their efforts to improve student learning, achievement, and well-being, and to identify areas for capacity building and sustainability in the skills and knowledge of educators.

Our Student Achievement Plan process involves:

- Analyzing system-wide quantitative and qualitative data to plan specific student achievement goals
- Determining targeted, evidence-based strategies and actions that will deliver gains in student achievement
- Allocating resources including professional learning needed to implement this work
- Assigning monitoring actions related to implementation
- Evaluating the system-wide progress in meeting identified SMART goals

In gathering and analyzing data to inform our efforts in elementary classrooms, we look to the provincial assessments of Reading, Writing, and Mathematics occurring in Grades 3 and 6 as one point of monitoring.

SUMMARY

EQAO Reporting

The Rainy River District School Board's results for the 2022-2023 EQAO Grade 3 and 6 Assessment of Mathematics provide a baseline level of achievement to assist in identifying areas of strength and areas where further growth and improvement are needed. The information contained in the reports helps to understand each student's achievement in relation to the provincial standard, while also identifying trends, over time, in student learning at the school, board and provincial levels. These trends help to pinpoint curriculum areas that need attention; as a result, data are used as a valid reference point by educators to help improve programs in their schools.

The Grade 3 and Grade 6 EQAO assessments occurred in the spring of 2023 which has now moved from paper and pencil to an online, adaptive model. Comparisons to results from the 2021-22 school year provided RRDSB with a baseline and the ability to look at trends in the data moving forward each year.

EQAO Levels of Achievement

When examining the results, it is helpful to know what each level represents compared to the provincial standard of 75% and to report card grades or percentages.

Level 4	Student performance at this level surpasses the provincial standard, corresponding to an A- to A+
Level 3	Student performance at this level meets the provincial standard, corresponding to a B- to B+
Level 2	Student performance at this level approaches the provincial standard, corresponding to a C- to C+
Level 1	Student performance at this level is much below the provincial standard, corresponding to a D- to D+

Levels 3 and 4 results are thus combined when reporting to indicate the percentage of students who have met or exceeded the provincial standard.

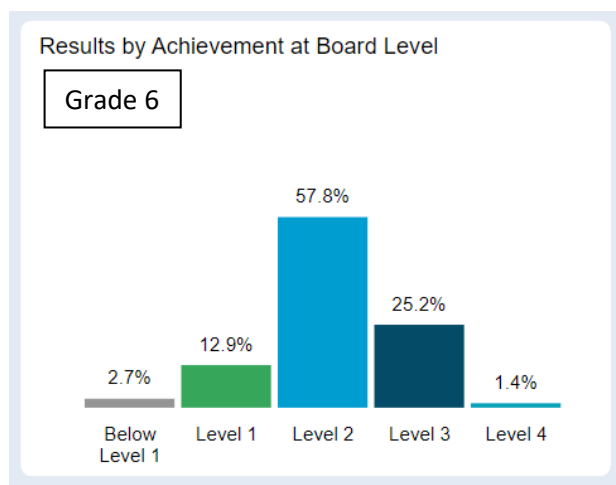
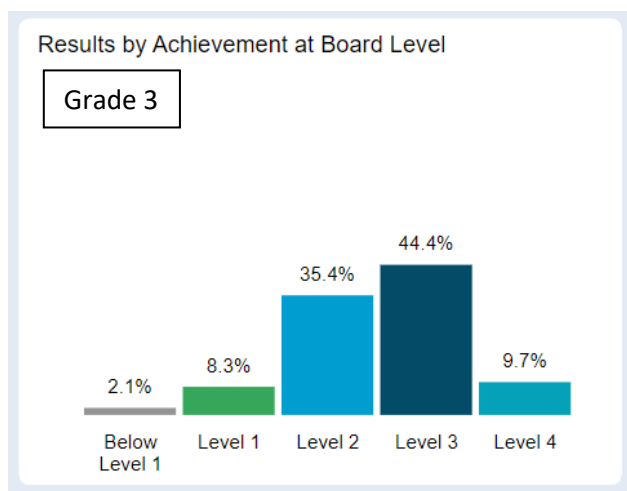
Board Achievement Overview – Grade 3 and 6 Mathematics

Grade 3

- 54% of RRDSB Grade 3 students achieved at or above the provincial standard in mathematics. This is a 14%-point increase from the 2021-22 school year. Of the English school boards across the province, 60% of Grade 3 students achieved at or above the provincial standard.
- 68% of Grade 3 students indicated on the EQAO questionnaire that they liked math.

Grade 6

- 26% of Grade 6 students achieved at or above the provincial standard in mathematics. This is a 5% point decrease from the 2021-22 school year. Of the English school boards across the province, 50% of Grade 6 students achieved at or above the provincial standard.
- 49% of Grade 6 students indicated on the EQAO questionnaire that they liked math.



Targeted Next Steps for Improvement:

- Kindergarten to Grade 3 classes have been provisioned with Pearson’s Mathology™ resource, which contains comprehensive math lessons that address all the expectations in the revised Ontario Math curriculum.
- Grades 4 to 8 teachers have been given complete class sets of Nelson’s *My Math Path* textbooks. These resources will allow teachers to use research-based strategies to provide rich, differentiated instruction.
- Fluency with basic math facts is a focus area for Grades 1 to 8. Teachers and principals will receive guidance in utilizing hands-on and visual tools to help students increase their number sense. Additionally, teachers have been provided with resources (print and digital) to help students practice their facts. Assessments will be used to gauge student fluency at least three times throughout the school year.
- Professional development will be provided “at-the-elbow” with teachers and principals about the utilization of the Ministry of Education’s *High-Impact Instructional Practices*, as well as through staff meetings and Professional Activity Days. Training will include:
 - How to utilize guided small-group instruction to increase the success of all learners.
 - Daily number sense routines to foster students’ deep understanding of numbers.
 - Using digital tools (e.g., Knowledgehook®, MATHia Adventure®, Reflex Math®) to support student learning.
- Instructional and assessment practices that foster student confidence and social-emotional skills, as shown in the *Social-Emotional Learning Skills: Key Components and Sample Strategies* found in the Ontario Math curriculum.

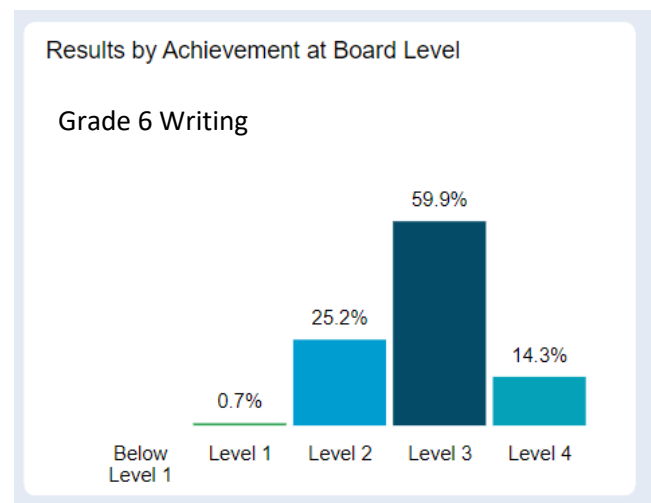
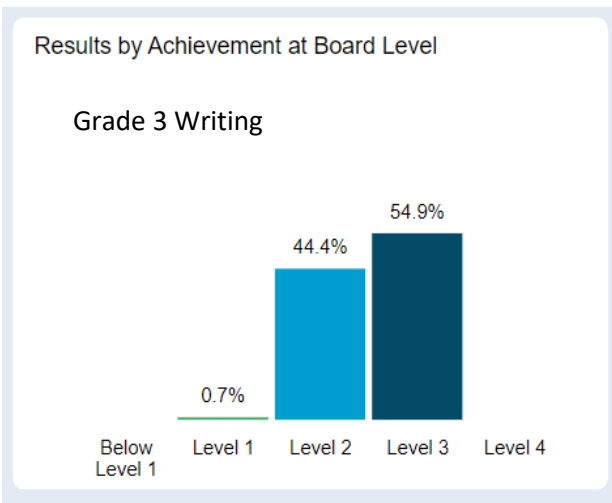
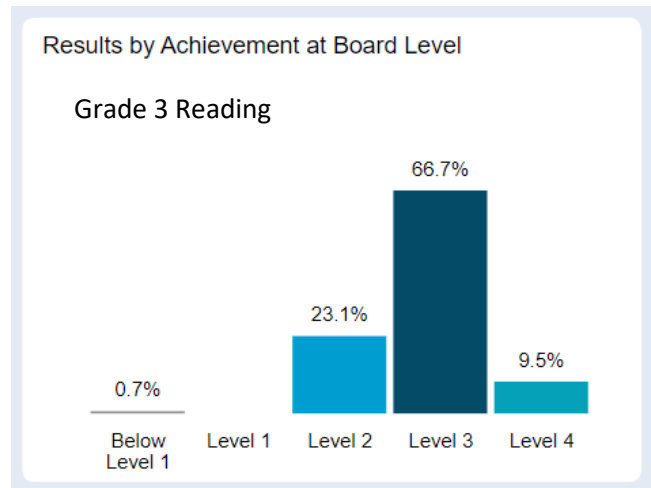
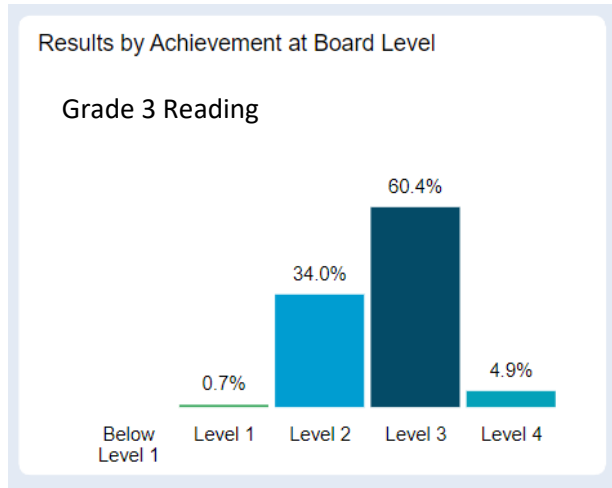
Board Achievement Overview – Grade 3 and 6 Reading and Writing

Grade 3

- 65% of RRDSB Grade 3 students achieved at or above the provincial standard in reading. This is a 9%-point increase from the 2021-22 school year. Of the English school boards across the province, 73% of Grade 3 students achieved at or above the provincial standard in reading.
- 55% of RRDSB Grade 3 students achieved at or above the provincial standard in writing, as compared to the provincial results of 65%.

Grade 6

- 76% of RRDSB Grade 6 students achieved at or above the provincial standard in reading. This is on par as the results from the 2021-22 school year. Of the English school boards across the province, 84% of Grade 6 students achieved at or above the provincial standard.
- 74% of RRDSB Grade 6 students achieved at or above the provincial standard in writing. Of the English school boards across the province, 84% of Grade 6 students achieved at or above the provincial standard.



The next steps for improving student literacy achievement have been shared tonight in the overview of the Elementary Literacy Plan and include determining an early reading screener, as outlined in Policy Program Memorandum 168.

ROUTING

Board of Trustees

November 7, 2023

Rainy River District School Board
System-Program/Curriculum Success
Secondary EQAO Assessments Report

Date: November 7, 2023
To: Rainy River District School Board of Trustees
From: Beth Fairfield, Superintendent of Education

Recommendations: *This report is for information only.*

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CONTEXT

Throughout the year, the Rainy River District School Board conducts a review of student achievement, and then updates the Board Student Achievement Plan, which serves as a guiding framework for schools to enhance student learning, achievement, and well-being. This plan also identifies areas for capacity building and sustainability in the knowledge and skills of educators.

Our Board Student Achievement Plan process involves:

- Analyzing both quantitative and qualitative data across the system to formulate specific student achievement goals
- Identifying evidence-based strategies and actions to attain gains in student achievement
- Allocating available resources, including professional learning opportunities, to implement this work where possible
- Assigning monitoring actions for implementation
- Ongoing evaluation of system-wide progress in achieving identified goals.

To inform our efforts in secondary classrooms, we gather and analyze data from various sources, including the EQAO Assessment of Grade 9 Math and the Ontario Secondary School Literacy Test.

SUMMARY

Grade 9 EQAO

The 2022-23 Grade 9 Math EQAO is a digital assessment based on the MTH1W de-streamed curriculum. Students complete the assessment in the final weeks of the semester in their MTH1W course. The assessment is completed over two days in 60-minute sessions. As the assessment is adaptive, a student's achievement on the first module determines the difficulty level for the second module. The assessment is evaluated digitally, allowing classroom teachers to provide timely feedback and individual results with students.

Grade 9 EQAO Levels of Achievement and Board Achievement Overview

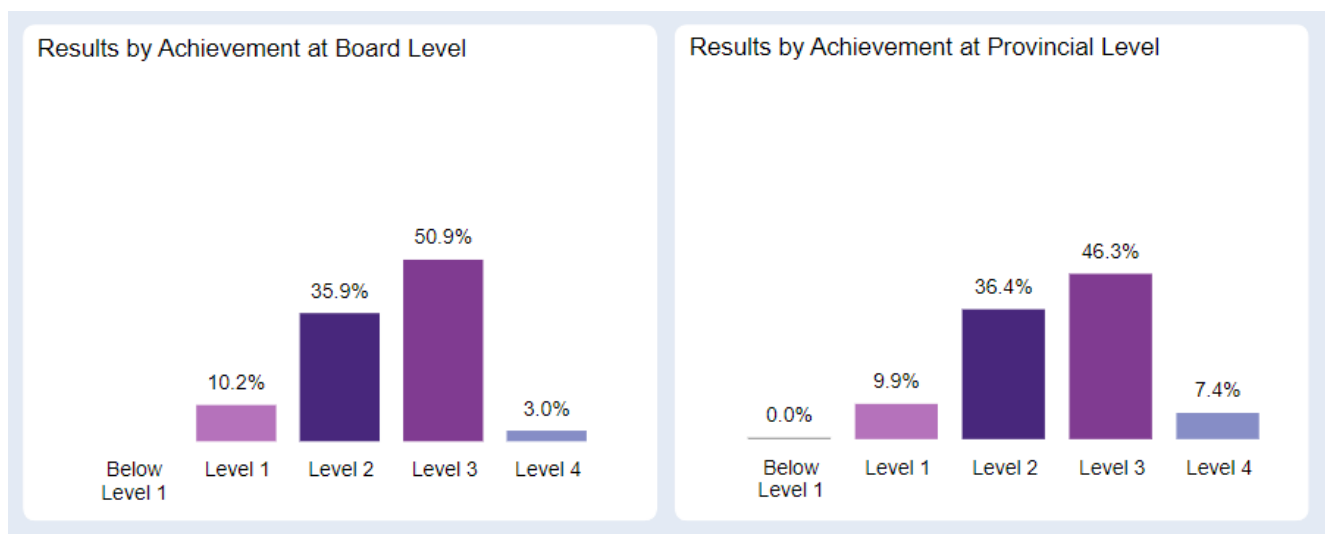
Given the de-streamed curriculum and new format of this assessment, the Grade 9 Math EQAO data in 2021-2022 provided a new baseline for guiding the implementation of the MTH1W curriculum and the Gr. 1-8 Mathematics curriculum. EQAO continues to provide student scores on sliding scales that represent the provincial standards for assessment.

Level 4	Student performance at this level surpasses the provincial standard, corresponding to an A- to A+
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Level 2	Student performance at this level approaches the provincial standard, corresponding to a C- to C+
Level 1	Student performance at this level is much below the provincial standard, corresponding to a D- to D+

Levels 3 and 4 results are combined when reporting to indicate the percentage of students who have met or exceeded the provincial standard.

The Rainy River District School Board had 167 students attempt the Grade 9 Math EQAO assessment in the 2022-2023 school year. The Board’s student participation rate, which is those students who were present for both sessions, was 90.8%, slightly higher than the provincial rate of 88.4%. Overall, the number of RRDSB students achieving the provincial standard or higher increased 12.3% points when compared to the 2021-22 data. Other results to note include:

- 53.9% of MTH1W students met or exceeded the provincial standard, compared to the province’s 53.7%.
- 35.9% of RRDSB students achieved Level 2, comparable to the provincial rate of 36.4%.
- 10.2% of our students achieved a Level 1, which is comparable to the provincial rate of 9.9%.



Ontario Secondary School Literacy Test (OSSLT)

In the 2021-2022 school year, EQAO implemented a new digital format of the OSSLT with some significant changes in structure, content, and length. The digital model allows for multiple opportunities to write throughout the school year.

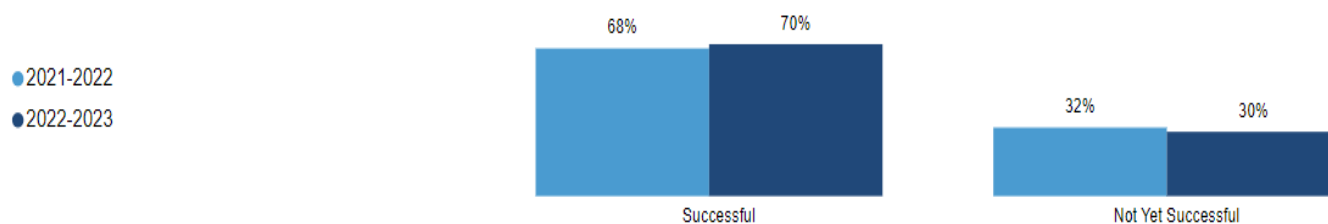
2022-2023 OSSLT Achievement Structure and Board Achievement Overview

Unlike the Grade 3, 6, and 9 assessments, EQAO's OSSLT is a credentialing assessment, requiring students to achieve a minimum score of 300 out of 400 points to meet the graduation requirement for their Ontario Secondary School Diploma. The OSSLT Framework identifies that 54% of the assessment focuses on reading skills and 46% focuses on writing skills. The assessment consists of two sessions, made up of three modules each, to be completed over one or two days. Each session is expected to take students approximately 60 minutes to complete.

During the 2022-23 school year, the Rainy River District School Board had 185 students attempt the Ontario Secondary School Literacy Test for the first time. RRDSB students participated in either a fall assessment in 2022 or a spring assessment in 2023. The Board's student participation rate, which is those students who were present for the entire assessment, was 88.9%; this is slightly below the provincial participation rate of 92.8%. Only 1.9% of students were deferred, while 7.7% were absent on the days of the assessment.

The Board has a success rate of 70.3% overall among all participating students compared to the provincial success rate of 84.7%.

Results by Achievement at Board Level Over Time



Some further data from the assessment includes the following:

- Grade 10 students enrolled in Academic English show continued comparable results to their peers across the province. Our success rate this year was 92%, compared to the provincial rate of 91%.
- 35% of Grade 10 students in Applied English were successful, compared to the provincial rate of 55%.

It is important to recognize that students not successful on the OSSLT in Grade 10 receive individualized planning to ensure they meet the literacy requirement in time for graduation. Consultations with the student, caregivers, and staff (Guidance, Special Education, Student Success, the classroom teacher, and administration) determine the best approach to achieving this requirement, whether to retake the test next year/semester, or to enroll in the Ontario Secondary School Literacy Course. This may include examining individual results to determine specific areas of need to provide remediation, strategic timetabling of courses, and ensuring participation in test preparation activities as provided in Grade 10 classes. The move to a digital platform for the OSSLT means EQAO now offers multiple opportunities during the school year, thus removing the previous issue of waiting until the following year to reattempt the assessment.

Targeted Next Steps for Improvement in Math and Literacy:

Significant changes to the Grade 9 program through de-streaming means that EQAO will become an interesting point of reference in the years to come. The Grade 9 EQAO is based on the outcomes of the MTH1W program, introduced for the fall of 2021, which will be further supported by the changes to the Grades 1-8 Mathematics curriculum, first introduced in August 2020.

Additionally, the OSSLT is based on literacy expectations within the Grade 1 to Grade 9 curriculum. The implementation of the de-streamed Grade 9 English curriculum in 2023-24 may also be reflected in the data going forward.

We will continue to focus on providing literacy and numeracy supports for all students in Grades 7-10, with an emphasis on providing support to students who are achieving below provincial standard, and/or are potentially identified as at-risk learners. Specifically, this involves the following:

- Analyzing Grade 3 and 6 EQAO data and report card grades to identify students needing more support.
- Focusing on transitions, a critical process for success. This involves continuing and enhancing best practices such as elementary transition meetings, Grade 6 and 8 orientation days, early transition for students with special needs, and reach ahead opportunities to help students to bridge these important transitions in their schooling.
- Implementing a Tier 3 literacy intervention pilot for students in Grades 7 & 8 at Fort Frances Intermediate school.
- Supporting deeper implementation of high yield instructional practices in the de-streamed classroom, by focusing on building teacher capacity in differentiating instruction and assessment. Differentiation involves teaching students based on their individual needs by adapting the content, process, product, and effects of learning to match each student's readiness, interests, and preferences.
- Professional learning for all secondary teachers around critical questioning and backward design to support student engagement and learning.
- Enhancing financial literacy instruction, through resources such as the Enriched Academy digital tool.
- Leveraging digital math tools (i.e., Knowledge Hook™) to support ongoing assessment to drive instruction in Grades 9 and 10 Math classes.
- Helping students to see the relevance of literacy and math in their future goals through pathway planning activities through Xello, our career and life planning software.
- Building staff understanding of the changes to the EQAO assessment design and delivery, to effectively provide cross-curricular support to students.
- Analyzing the EQAO contextual and qualitative data to add to our understanding of student needs and challenges.

The Board is also continuing with its efforts to improve student absenteeism. Persistent absenteeism, when students are absent 19 days or more within the school year, continues to be a major factor for students to be successful in their achievement and on track to graduate within four or five years.

ROUTING

Board of Trustees

November 7, 2023
