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# REPORT

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## **Program/Curriculum Success**

### ***EQAO Results***



## RAINY RIVER DISTRICT SCHOOL BOARD

*Grade 3 & 6 Assessment of Reading, Writing & Mathematics*

*Grade 9 Assessment of Mathematics*

*Grade 10 Ontario Secondary School Literacy Test*

*EQAO Report 2013-2014*

### Introduction

The Rainy River District School Board's results for the 2013-2014 Ontario Secondary School Literacy Test (OSSLT), the EQAO Grade 3 and 6 Assessment of Reading, Writing and Mathematics assessments and the grade 9 Assessment of Mathematics show continued success in specific areas, as well as assist in identifying areas where further growth and improvement are needed.

### EQAO Reporting

EQAO school reports provide school communities with rich information that contributes to understanding each student's achievement in relation to the provincial standard. The assessment results identify trends in student learning at the school, Board and provincial levels and help 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.

### EQAO Levels of Achievement

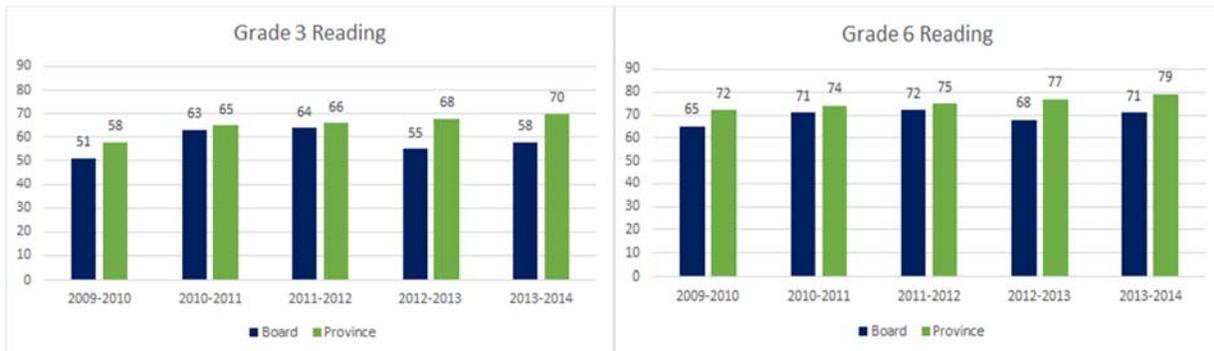
|         |   |
|---------|---|
| Level 4 | Student performance at this level surpasses the provincial standard.<br>Corresponds to an A- to A+    |
| Level 3 | Student performance at this level meets the provincial standard.<br>Corresponds to a B- to B+         |
| Level 2 | Student performance at this level approaches the provincial standard.<br>Corresponds to a C- to C+    |
| Level 1 | Student performance at this level is much below the provincial standard.<br>Corresponds to a D- to D+ |

\*Level 3 & 4 achievements are combined to indicate the percentage of students who have met or exceeded the provincial standard.

## Board Achievement Highlights

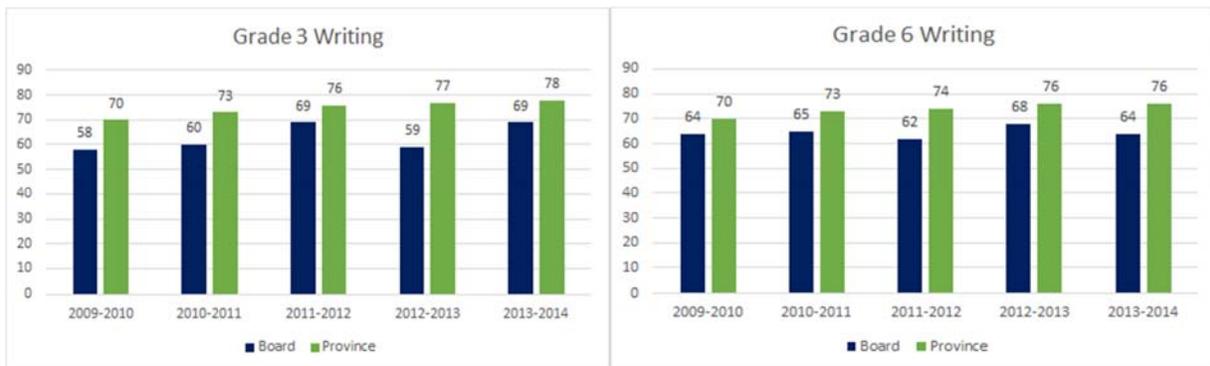
### Reading

- 23 students who did not achieve Level 3 or 4 in Grade 3 rose to standard in Grade 6.
- Grade 6 achievement rates were similar in reading for boys and girls.



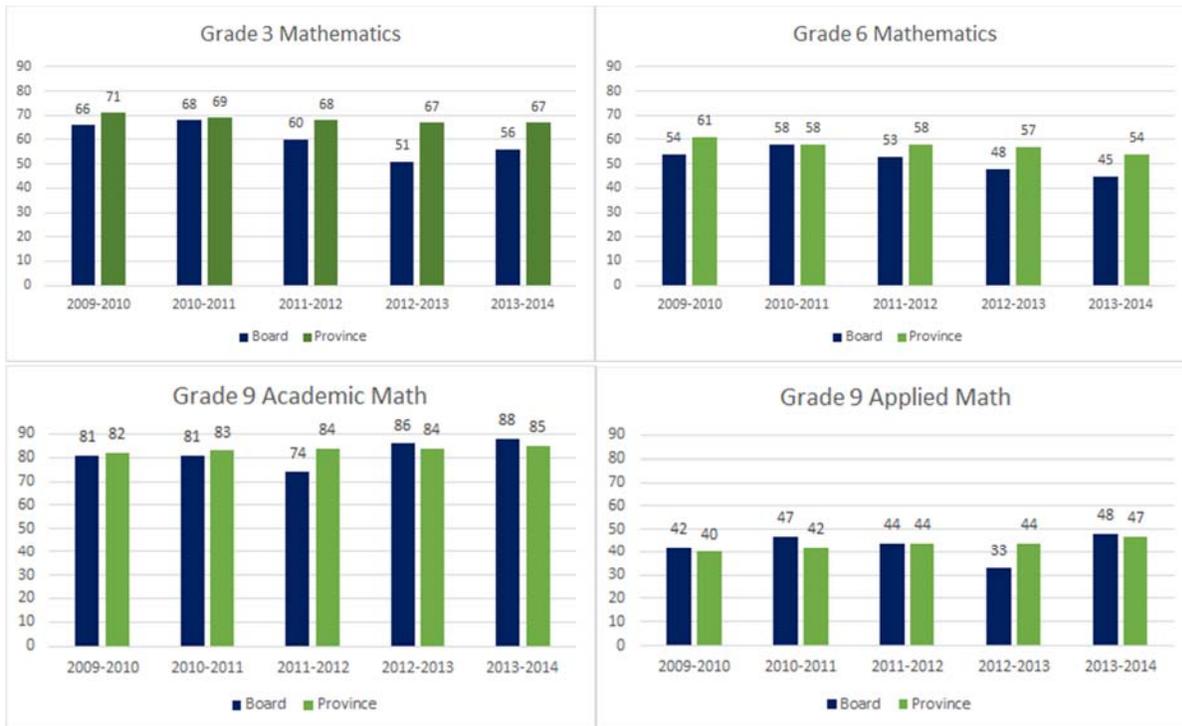
### Writing

- The 2013-14 Grade 6 cohort showed an increase in the total number of students achieving Level 3 or 4 by 18 percentage points compared to the same group of students' Grade 3 results.
- There was a 10% increase in number of students who met provincial standard from the previous year.
- In 2013-2014, the Grade 3 writing results were the highest they have been in five years.



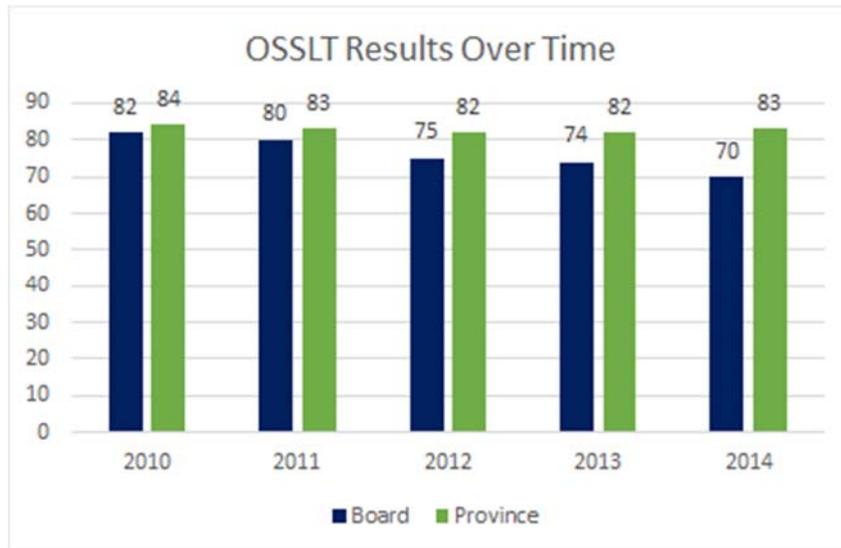
### Mathematics

- There was an increase in the Grade 3 math results from 2013 to 2014.
- Grade 6 results were only 2 percentage points lower than the highest achieving Public School Board in the Northwest region.
- The Grade 9 Mathematics results are the highest the Board has had, with both the Academic and Applied students exceeding the province. 88% of Academic students and 48% of Applied students met or exceeded the provincial standard.



## OSSLT Results

- In April 2014, 250 Rainy River District School Board students attempted the Ontario Secondary School Literacy Test for the first time.
- The Board's student participation rate was 95%, whereas the provincial participation rate was 93%.
- It should be noted that the Board's deferral rate has continued to decrease over time from 4% in 2011 to 1% in 2014. The provincial deferral rate was 5%. This means that more of our students are writing the test in Grade 10 when they are first eligible and this would be reflected in our success rate. Deferring those students who might not be successful can increase success rates on the test, but does not offer students as many chances to write the test.
- 70% of students were successful in 2014, compared with 74% of students who were successful in 2013.
- The success rate for students enrolled in an Academic English course is 94%, the tenth straight year with a success rate of 90% or more. The provincial success rate is 94%.
- The success rate for students enrolled in an Applied English course was 38%, with the provincial success rate being 50% for 2014.
- The success rate for boys this year was 64%; the provincial success rate was 78%. For girls, our success rate was 77%. The provincial success rate for girls was 87%. This is an area of concern and we are addressing it through a system-wide (Grades 7-10) Collaborative Inquiry project focusing on adolescent literacy, with a particular focus on strategies to engage boys.
- The success rate for Students with Special Needs is 38%, while the provincial success rate is 51%. This figure is difficult to compare provincially, between schools, and even between cohorts as the specific needs of students with special needs can vary so significantly each year that comparisons are difficult.



### Targeted Next Steps for Improvement

For 2014-15, the Board Leadership Team format will continue to focus on School Improvement Planning and targeted literacy and numeracy Professional Development for Principals. Teacher numeracy and literacy teams have been developed across the system. These small focused group sessions will focus on using EQAO data to inform next steps in reading, writing and mathematics based on the most current information from EQAO reports. All Primary and Junior division teachers from across the Board will work together to prepare students for success well before EQAO assessment years. In addition, next steps for Early Learning to Grade 12 literacy and numeracy include:

#### Numeracy

- Teacher Numeracy Teams will provide teachers with intensive professional development in the area of mathematics. These teachers will collaborate in an in-depth inquiry into the learning and thinking of their students.
- Math for Young Children initiative will continue to target our earliest learners at five of our schools where data has helped recognize the highest need. This project is working together with the First Nations, Metis, Inuit Collaborative Inquiry.
- Early Year Professional Learning Communities will continue to focus on effective strategies for both literacy and numeracy.
- We will be incorporating parent engagement in the area of mathematics and science through the assistance of the Parent Involvement Committee.
- A Numeracy team will continue within the School Support Services Department. Regular monthly meetings are scheduled to ensure consistency and support across all schools.
- Grade 9 Math teachers from all three high schools will be working together as a PLC to build capacity, share best practices, and plan classroom interventions over the course of the year.
- Grade 7-8 Math teachers will participate in three sessions throughout the year that will focus on collaboratively improving teacher knowledge of best practices in numeracy within a professional learning cycle. Teachers and SSS team members will work together to co-plan, co-teach, observe student thinking, and analyze student work.

## Literacy

- Early Years initiatives will focus on effective strategies for both literacy and numeracy.
- Reading Recovery is being implemented in eight schools with struggling Grade 1 students. This intervention is designed to accelerate the rate of learning so that students can catch up to the average achievement level of the classroom in both reading and writing, eliminating the learning gap as soon as it becomes evident.
- Four additional teachers are being trained in Reading Recovery for the 2014-2015 school year. By the end of the 2014-2015 school year, there will be 33 teachers trained in Reading Recovery throughout the Board.
- Third Wave Intervention is being implemented at four schools within the Board. This is another intervention offered to support students continuing to struggle in Grade 2. Daily, 30 minute lessons designed to build on the student's strengths are delivered by teachers who have been specially trained in literacy processing theory.
- Running Record assessment training will be provided to all new K to 8 teachers. Teachers will be trained to administer Running Records in order to further understand, recognize and analyse a student's reading behaviour in order to inform instruction.
- A collaborative inquiry approach to adolescent literacy for all Grade 7 to 9 teachers will continue. Teachers will participate in four small-group sessions throughout the year that will focus on OSSLT related tasks. These small groups will work collaboratively to improve teacher knowledge of best practices in adolescent literacy through co-teaching, differentiated instruction and sharing of practices and strategies with a cross-panel approach (Gr.7 to 9). Teachers and facilitators will work together collaboratively to co-teach lessons, observe student thinking and analyze student work. The goal is to improve student achievement in writing through improved teaching practices.
- A Student Work Study Teacher will support students in Grade 9 Applied English classes to help improve student achievement in Adolescent Literacy.
- The use of technology will be incorporated into the collaborative inquiry approach.
- Student voice and engagement will be an integral part of Adolescent Literacy planning and instruction.