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Making the Grade

EQAO results show improvements in five of six categories

(Windsor, Ontario, Sept. 17, 2014) – Results from Education Quality and Accountability Office assessments indicate that Grade 3 and Grade 6 students throughout the Windsor-Essex Catholic District School Board are making tremendous progress in meeting or exceeding provincial curriculum expectations, with the support of their teachers and administrators, according to Director of Education Paul Picard.

“EQAO results are the best indicators we have for identifying schools and students who require additional support to ensure they’re making the grade,” said Picard. “We use those results to develop specific interventions to help our students, and it’s abundantly clear from our latest results that those methods are working.”

Averaged results for all of the board’s elementary schools from the Primary and Junior Reading, Writing and Mathematics EQAO assessments for the 2013/14 school year show increases over last years’ results ranging from one to four per cent in five of six categories, with some schools showing increases of as much as 54 per cent in certain categories. (See attached graphs for a five year overview of the Board’s results.)

In Grade 3 students who achieved the provincial standard (Level 3 and Level 4) is 69% per cent in reading, 81% in writing and 68% in mathematics. In Grade 6, students who achieved the provincial standard is 79% in reading, 81% in writing, and 60% in mathematics. Of the six categories in Grade 3 and Grade 6, WECDSB improved in 5 of the 6 categories. WECDSB results either met or exceeded the provincial averages in reading, writing and mathematics in five of six categories.

Board chairperson Barb Holland said she was delighted with the results, but acknowledged there is still some work to be done, such as in Grade 3 math. “We’ve made tremendous strides, but we still have some work to do to make sure that all of our students are meeting expectations,” she said. “But we have extremely dedicated teachers and administrators, and we have a great amount of confidence in their ability to use proven methods in their classrooms to help students achieve their desired learning outcomes.”

Board Assessment and Evaluation Consultant Heather Best said those methods include Ministry of Education funded interventions aimed at improving literacy and numeracy skills that were implemented at a number of schools and paid huge dividends.

Immaculate Conception Catholic Elementary School, for instance, has been identified as an Ontario Focused Intervention Partnership school, meaning it has experienced difficulty in achieving continuous improvement. As such, it has been the site of such programs as Reading Focus Groups, Collaborative Inquiry Learning in Math, and System Implementation and Monitoring initiatives that focus on both literacy and numeracy, all aimed at improving learning outcomes for students.

“As a result of those efforts, we saw the scores in four of six categories increase by anywhere from seven to 42 per cent,” says Consultant Heather Best. “This is a school that’s moving in the right direction, and the evidence clearly demonstrates that focused interventions like these really do work.”

See link below for a background story on interventions used at specific schools to improve EQAO results:

<http://www.wecdsb.on.ca/pdf/news/2014/09-17-2014.pdf>

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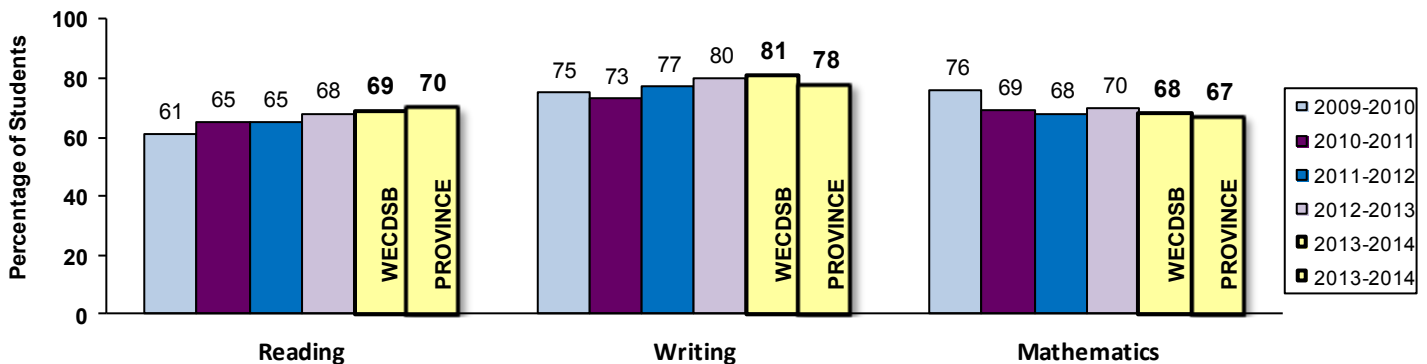


Highlights of EQAO Results (2013-2014) Assessment of Reading, Writing and Mathematics Primary Division (Grades 1-3)

EQAO Results for All Students, Primary Division (Grades 1-3)

- 1, 385 Grade 3 students wrote the 2013-2014 assessment.
- The assessment measures the Reading, Writing and Mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 3.

Primary EQAO - Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4) Over Time



The percentage of Grade 3 students in the WECDSB who achieved the provincial standard (Levels 3 and 4) **increased by 1% in Reading, 1% in Writing and decreased by 2% in Mathematics**. Student achievement in Reading and Writing has improved over time in Grade 3.

- The percentage of Grade 3 students who achieved the provincial standard (Levels 3 and 4) in the WECDSB **exceeded** the percentage of students in Ontario who achieved the provincial standard (Levels 3 and 4) by 3% in Writing and 1% in Mathematics. In Reading, WECDSB Grade 3 students achieved slightly lower than the province, however still improved over last year's results.
- Students with Special Education Needs in Grade 3 who achieved the provincial standard (Levels 3 and 4) increased by 5% in Writing, which represents a 26% increase over the past four years. For the 2013-2014 assessment, students with special education needs experienced some challenges in Reading and Math.
- English Language Learners (ELL) improved in all areas for the 2013-2014 assessment. In Reading, 45% achieved the provincial standard (Levels 3 and 4), 51% in Writing and 45% in Mathematics.
- The gender gap in Grade 3 favoured females in Reading and Writing and slightly favoured males in Mathematics. The gender gap favouring females in Reading and Writing has been a trend over time.

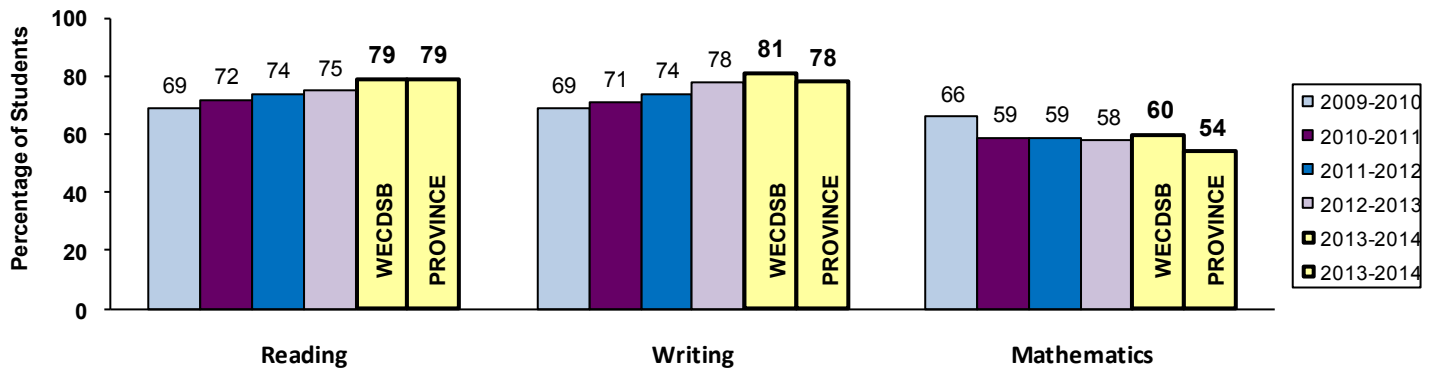


Highlights of EQAO Results (2013-2014) Assessment of Reading, Writing and Mathematics Junior Division (Grades 4-6)

EQAO Results for All Students, Junior Division (Grades 4-6)

- 1, 524 Grade 6 students wrote the 2013-2014 assessment.
- The assessment measures the Reading, Writing and Mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 6.

Junior EQAO - Percentage of All Students At or Above the Provincial Standard (Levels 3 and 4) Over Time



The percentage of Grade 6 students in the WECDSB who achieved the provincial standard (Levels 3 and 4) **increased by 4% in Reading, 3% in Writing and 2% in Mathematics.** Student achievement in the areas of Reading and Writing has improved over time in Grade 6.

- The percentage of Grade 6 students who achieved the provincial standard (levels 3 and 4) in the WECDSB **exceeded** the percentage of students in Ontario who achieved the provincial standard (Levels 3 and 4) by 3% in Writing and 6% in Mathematics. In Reading, WECDSB Grade 6 students achieved the same as the province, however still improved over last year's results.
- Students with special education needs in Grade 6 who achieved the provincial standard (Levels 3 and 4) increased in Reading, Writing and Mathematics. Over the past four years, Reading has increased by 10% and 20% in Writing.
- English Language Learners (ELL) in Grade 6 who achieved the provincial standard (Levels 3 and 4) increased in by 5% in Mathematics. English Language Learners experienced some challenges in Reading and Writing in 2013-2014.
- The gender gap in Grade 6 favoured females in Reading and Writing, which has been a trend over time. There is no gender gap between males and females in Mathematics.