



EQAO 2017-18 Board-level Achievement Results – Descriptive Analysis Report

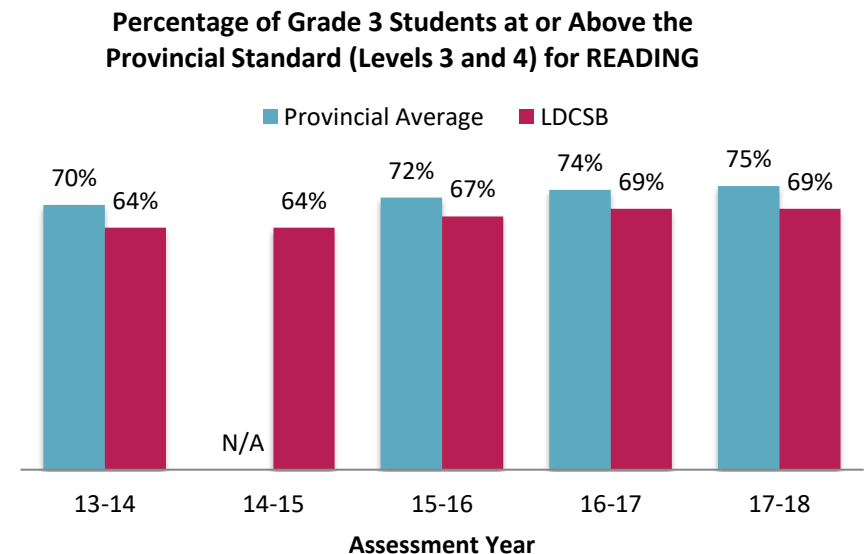
The Education Quality and Accountability Office (EQAO) develops, administers and scores province-wide assessments of student achievement at nine key points of a student’s school career. EQAO’s province-wide assessments essentially measure how well students have met the provincial expectations (i.e., cumulative knowledge and skills) delineated in the *Ontario Curriculum*. Below is a summary of the London District Catholic School Board’s (LDCSB) trend-over-time performance on the EQAO provincial assessments of Reading, Writing and Mathematics for the Primary and Junior Divisions, Grade 9 assessment of Academic and Applied Mathematics Courses, and the Ontario Secondary School Literacy Test (OSSLT) over the past five years (2013-14 to 2017-18). Additional information regarding EQAO and the province-wide assessments can be found at <http://www.eqao.com>. Due to labor disruptions during 2014-15 assessment period not enough provincial data was collected to be reported for that year.

The achievement data and related contextual information derived from the EQAO assessments serve to inform instructional practice towards improving student learning and achievement, in conjunction with other student assessment data.

EQAO Achievement Results over Time for Primary Reading, Writing and Mathematics

Observations for Primary Reading

- In 2017-18, 1,270 Grade 3 students participated in the EQAO assessment of Primary Reading out of a possible 1,296.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Primary Reading stayed consistent in 2017-18.
- In comparison to the province, our Board is six percentage points below the provincial average in Primary Reading.
- Over time the percentage of LDCSB Grade 3 students who have achieved the provincial standard in Primary Reading has increased five percentage points from 64% in 2013-14 to 69% in 2017-18.

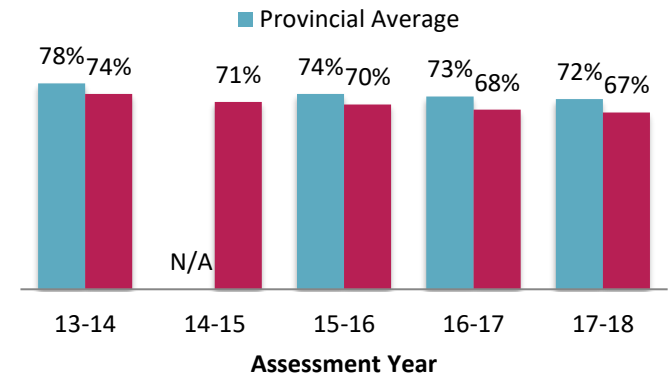


EQAO Achievement Results over Time for Primary Reading, Writing and Mathematics

Observations for Primary Writing

- In 2017-18, 1,274 Grade 3 students participated in the EQAO assessment of Primary Writing out of a possible 1,296.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Primary Writing decreased by a single percentage point in 2017-18.
- In comparison to the province, our Board is five percentage points below the provincial average in Primary Writing.
- Over time the percentage of LDCSB Grade 3 students who have achieved the provincial standard in Primary Writing has decreased by seven percentage points from 74% in 2013-14 to 67% in 2017-18.

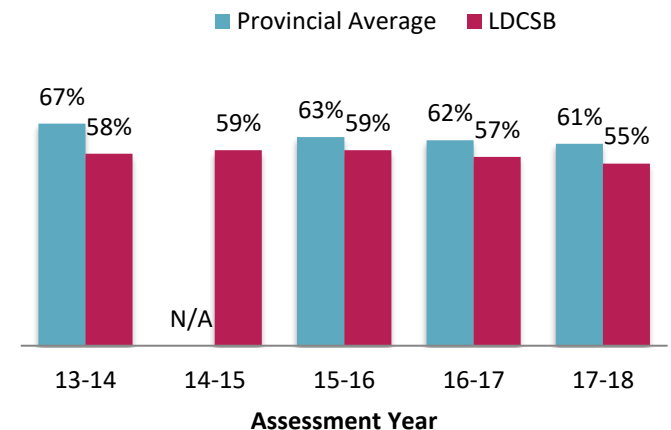
Percentage of Grade 3 Students at or Above the Provincial Standard (Levels 3 and 4) for **WRITING**



Observations for Primary Mathematics

- In 2017-18, 1,269 Grade 3 students participated in the EQAO assessment of Primary Mathematics out of a possible 1,296.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Primary Mathematics decreased by two percentage points in 2017-18.
- In comparison to the province, our Board is six percentage points below the provincial average in Primary Mathematics.
- Over time the percentage of LDCSB Grade 3 students who have achieved the provincial standard in Primary Mathematics has decreased three percentage points from 58% in 2013-14 to 55% in 2017-18.

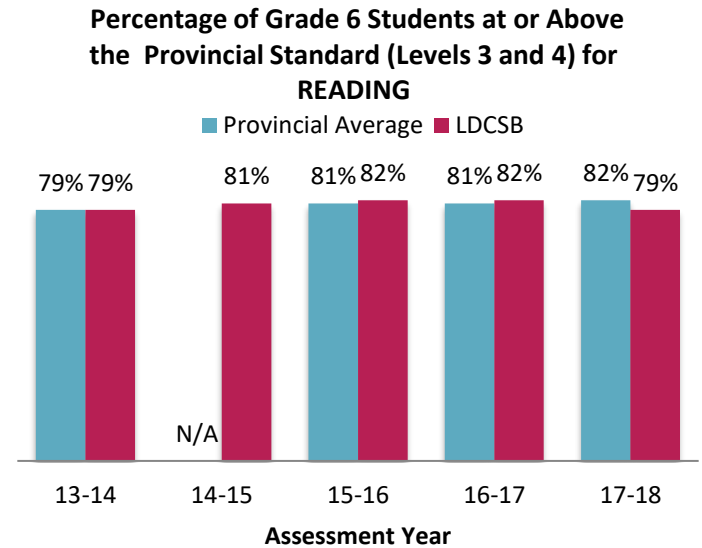
Percentage of Grade 3 Students at or Above the Provincial Standard (Levels 3 and 4) for **MATHEMATICS**



EQAO Achievement Results over Time for Junior Reading, Writing and Mathematics

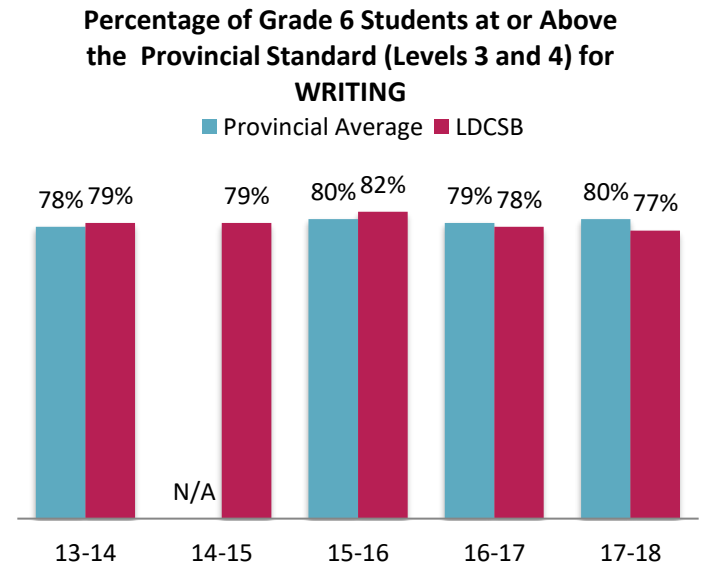
Observations for Junior Reading

- In 2017-18, 1,343 Grade 6 students participated in the EQAO assessment of Junior Reading out of a possible 1,380.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Junior Reading decreased by three percentage points in 2017-18.
- In comparison to the province, our Board is three percentage points below the provincial average in Junior Reading.
- Over time the percentage of LDCSB Grade 6 students who have achieved the provincial standard in Junior Reading has stayed the same from 79% in 2013-14 to 79% in 2017-18.



Observations for Junior Writing

- In 2017-18, 1,342 Grade 6 students participated in the EQAO assessment of Junior Writing out of a possible 1,380.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Junior Writing decreased by one percentage point in 2017-18.
- In comparison to the province, our Board is three percentage points below the provincial average in Junior Writing.
- Over time the percentage of LDCSB Grade 6 students who have achieved the provincial standard in Junior Writing has decreased by two percentage points from 79% in 2013-14 to 77% in 2017-18.



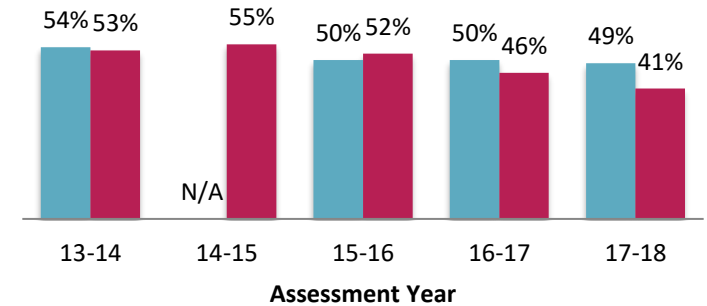
EQAO Achievement Results over Time for Junior Reading, Writing and Mathematics

Observations for Junior Mathematics

- In 2017-18, 1,340 Grade 6 students participated in the EQAO assessment of Junior Mathematics out of a possible 1,380.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Junior Mathematics decreased by five percentage points in 2017-18.
- In comparison to the province, our Board is eight percentage points below the provincial average in Junior Mathematics.
- Over time the percentage of LDCSB Grade 6 students who have achieved the provincial standard in Junior Mathematics has decreased by twelve percentage points from 53% in 2013-14 to 41% in 2017-18.

Percentage of Grade 6 Students at or Above the Provincial Standard (Levels 3 and 4) for **MATHEMATICS**

■ Provincial Average ■ LDCSB

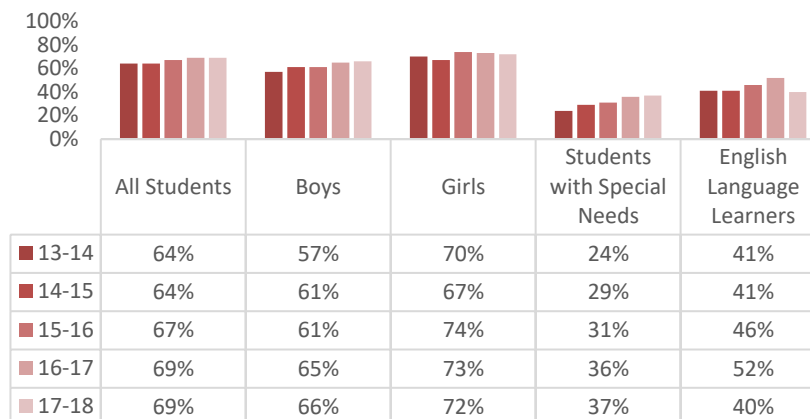


EQAO Achievement Results over Time for Primary Reading, Writing and Mathematics – By Subgroups

Observations for Primary Reading

- From 2013-14 to 2017-18, a higher percentage of girls relative to boys have consistently achieved the provincial standard in Primary Reading.
- In 2017-18, the gender gap in achievement in favour of girls in Primary Reading decreased two percentage points from 8% in 2016-17 to 6% in 2017-18.
- The percentage of students with special needs who achieved the provincial standard in Primary Reading increased one percentage point from 36% in 2016-17 to 37% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Primary Reading decreased by twelve percentage points from 52% to 40% in 2017-18.

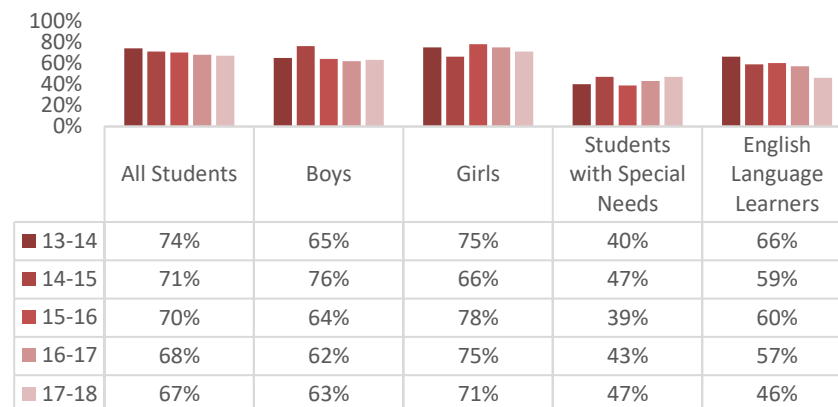
**Results Over Time By Subgroups for Primary Reading:
Percentage of Students at or Above the Provincial
Standard (Levels 3 and 4)**



Observations for Primary Writing

- From 2013-14 to 2017-18, a higher percentage of girls relative to boys have consistently achieved the provincial standard in Primary Writing, with exception to the 2014-15 year where boys achieved higher.
- In 2017-18, the gender gap in achievement in favour of girls in Primary Writing decreased by five percentage points from 13% in 2016-17 to 8% in 2017-18.
- The percentage of students with special needs who achieved the provincial standard in Primary Writing increased four percentage points from 43% in 2016-17 to 47% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Primary Writing decreased by eleven percentage points from 57% to 46% in 2017-18.

**Results Over Time By Subgroups for Primary Writing:
Percentage of Students at or Above the Provincial
Standard (Levels 3 and 4)**

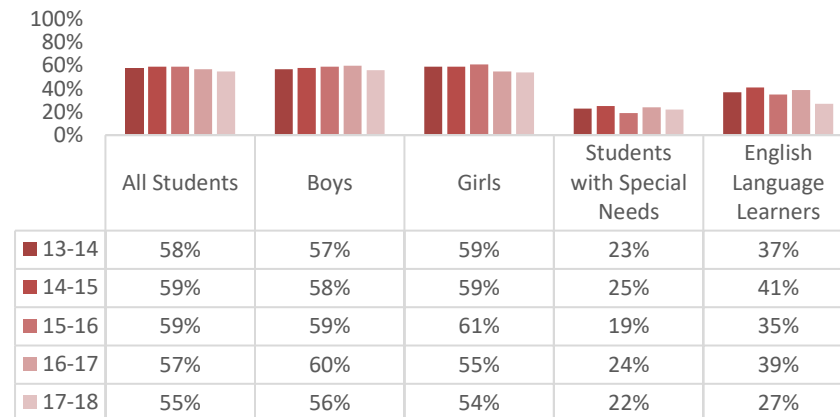


EQAO Achievement Results over Time for Primary Reading, Writing and Mathematics – By Subgroups

Observations for Primary Mathematics

- From 2013-14 to 2017-18, the gender gap in achievement in Primary Mathematics has been generally less, relative to the gender gap in achievement in Primary Reading and Writing. In 2016-17 there was a five-percentage point difference while in 2017-18 the gap reduced to a two-percentage point difference, in favour of boys.
- The percentage of students with special needs who achieved the provincial standard in Primary Mathematics decreased two percentage points from 24% in 2016-17 to 22% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Primary Mathematics decreased by twelve percentage points from 39% to 27% in 2017-18.

**Results Over Time By Subgroups for Primary Mathematics:
Percentage of Students at or Above the Provincial
Standard (Levels 3 and 4)**

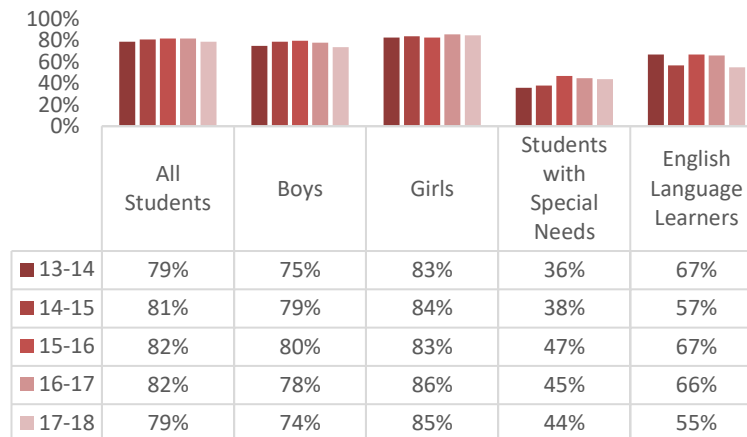


EQAO Achievement Results over Time for Junior Reading, Writing and Mathematics – By Subgroups

Observations for Junior Reading

- From 2013-14 to 2017-18, a higher percentage of girls relative to boys have consistently achieved the provincial standard in Junior Reading.
- In 2017-18, the gender gap in achievement in Junior Reading, in favour of girls, increased to 11% from 8% relative in 2016-17.
- The percentage of students with special needs who achieved the provincial standard in Junior Reading decreased by one percentage point from 45% in 2016-17 to 44% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Junior Reading decreased by eleven percentage points from 66% to 55% in 2017-18.

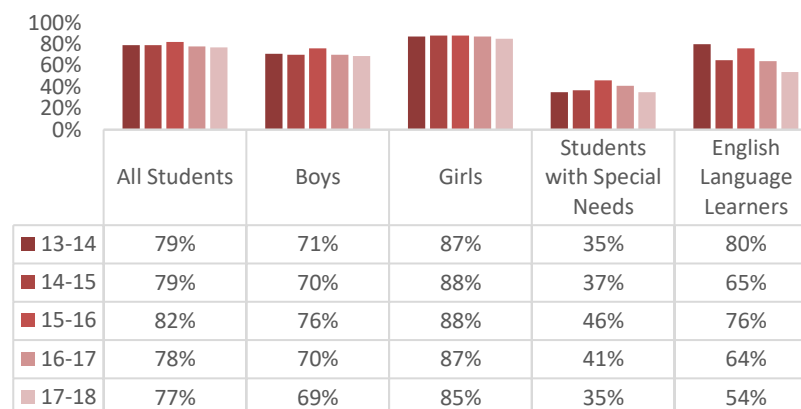
**Results Over Time By Subgroups for Junior READING:
Percentage of Students at or Above the Provincial
Standard (Levels 3 and 4)**



Observations for Junior Writing

- From 2013-14 to 2017-18, a higher percentage of girls relative to boys have consistently achieved the provincial standard in Junior Writing.
- Relative to 2016-17, the gender gap in achievement in favour of girls in Junior Writing decreased from 17% to 16% in 2017-18.
- The percentage of students with special needs who achieved the provincial standard in Junior Writing decreased six percentage points from 41% in 2016-17 to 35% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Junior Writing decreased by ten percentage points from 64% to 54% in 2017-18.

**Results Over Time By Subgroups for Junior WRITING:
Percentage of Students at or Above the Provincial
Standard (Levels 3 and 4)**

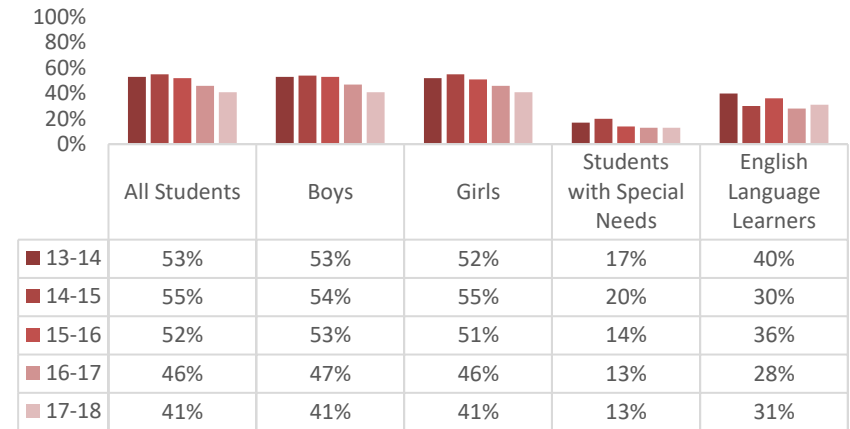


EQAO Achievement Results over Time for Junior Reading, Writing and Mathematics – By Subgroups

Observations for Junior Mathematics

- From 2013-14 to 2017-18, the gender gap in achievement in Junior Mathematics has been generally less, relative to the gender gap in achievement in Junior Reading and Writing. In 2017-18 there is no gap in achievement in Junior Mathematics between girls and boys.
- Relative to 2016-17, the percentage of students with special needs who achieved the provincial standard in Junior Mathematics remained the same at 13% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Junior Mathematics increased three percentage points from 28% in 2016-17 to 31% in 2017-18.

Results Over Time By Subgroups for Junior MATHEMATICS: Percentage of Students at or Above the Provincial Standard (Levels 3 and 4)



EQAO Cohort Tracking: Four Pathways of Student Achievement in Relation to the Provincial Standard from Grade 3 to Grade 6

The pie charts below compare the junior division achievement results of students who were in Grade 6 in 2017-18 with their achievement results on the primary division assessment when they were in Grade 3 in 2014-15. The four pathways of student achievement include:

Maintained Standard – Met the provincial standard in Grade 3 and Grade 6

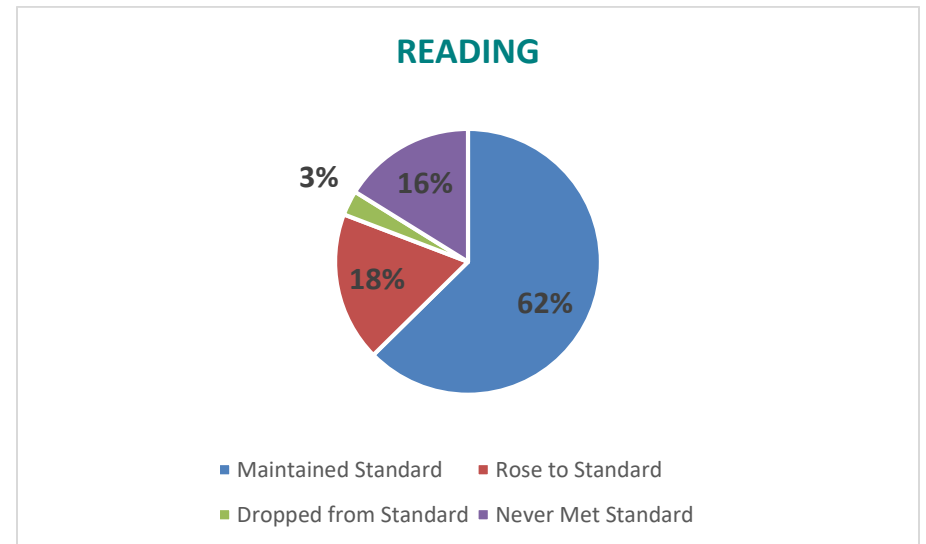
Rose to Standard – Did not meet the provincial standard in Grade 3 but met it in Grade 6

Dropped from Standard – Met the provincial standard in Grade 3 but did not meet it in Grade 6

Never Met Standard – Did not meet the provincial standard in Grade 3 and also did not meet it in Grade 6

Observations for Reading

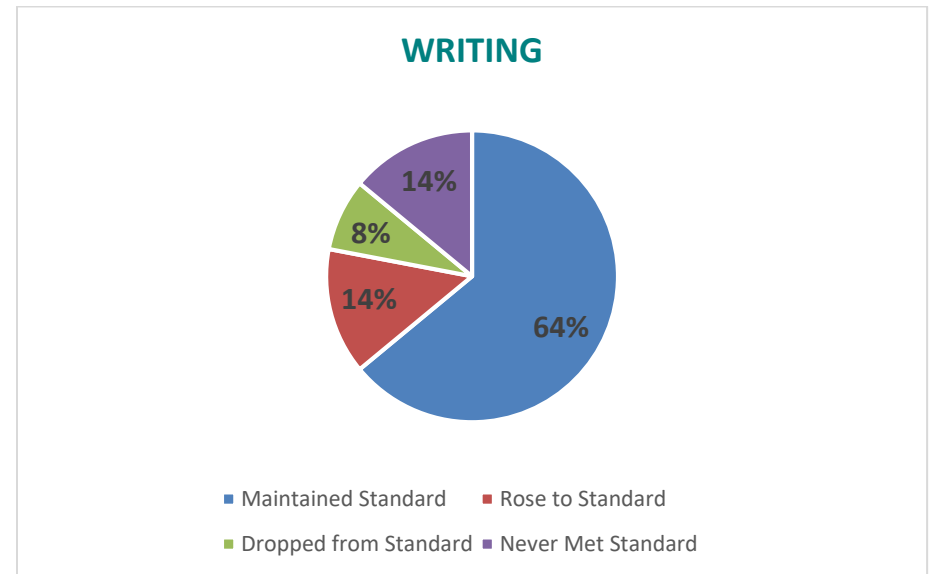
- The reading results are based on 1,191 students who were included in the cohort for tracking student progress from Grade 3 to Grade 6.
- 62% (741) met the provincial standard in Grade 3 and Grade 6.
- 18% (217) did not meet the provincial standard in Grade 3 but did meet it in Grade 6.
- 3% (39) met the provincial standard in Grade 3 but did not meet it in Grade 6.
- 16% (194) did not meet the provincial standard in Grade 3 and did not meet it in Grade 6.



EQAO Cohort Tracking: Four Pathways of Student Achievement from Grade 3 to Grade 6 in Relation to the Provincial Standard

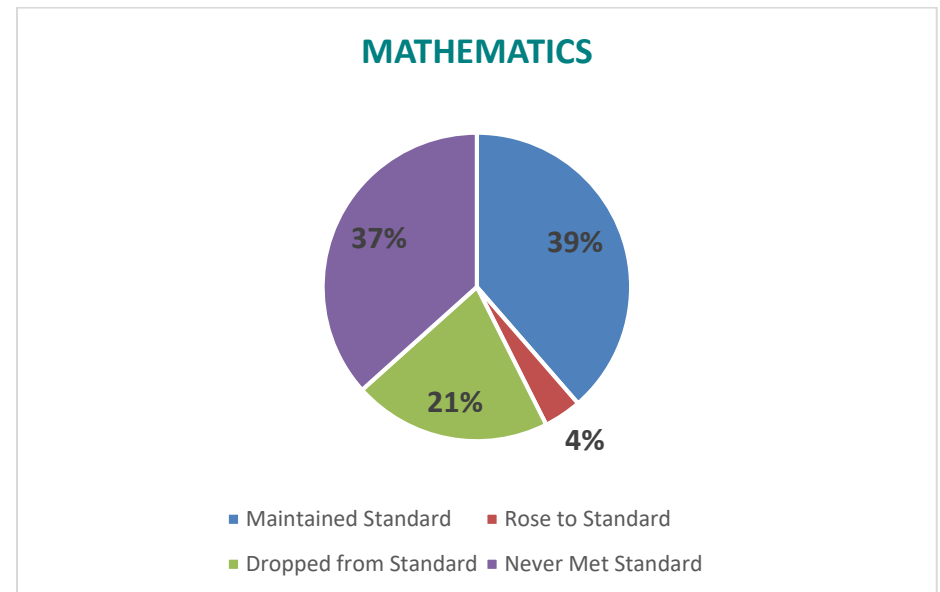
Observations for Writing

- The writing results are based on 1,191 students who were included in the cohort for tracking student progress from Grade 3 to Grade 6.
- 64% (759) met the provincial standard in Grade 3 and Grade 6.
- 14% (166) did not meet the provincial standard in Grade 3 but did meet it in Grade 6.
- 8% (97) met the provincial standard in Grade 3 but did not meet it in Grade 6.
- 14% (169) did not meet the provincial standard in Grade 3 and did not meet it in Grade 6.



Observations for Mathematics

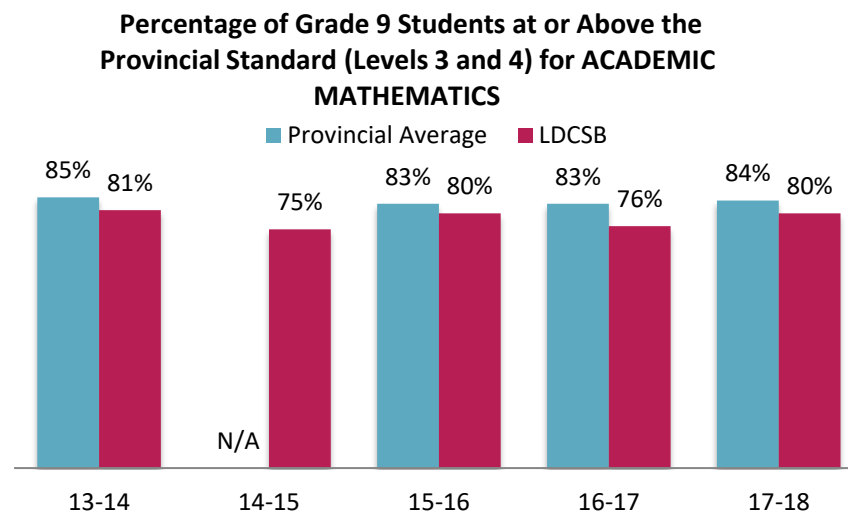
- The mathematics results are based on 1,205 students who were included in the cohort for tracking student progress from Grade 3 to Grade 6.
- 39% (460) met the provincial standard in Grade 3 and Grade 6.
- 4% (44) did not meet the provincial standard in Grade 3 but did meet it in Grade 6.
- 21% (249) met the provincial standard in Grade 3 but did not meet it in Grade 6.
- 37% (438) did not meet the provincial standard in Grade 3 and did not meet it in Grade 6.



EQAO Achievement Results over Time for the Grade 9 Assessment of Mathematics – Academic and Applied Courses

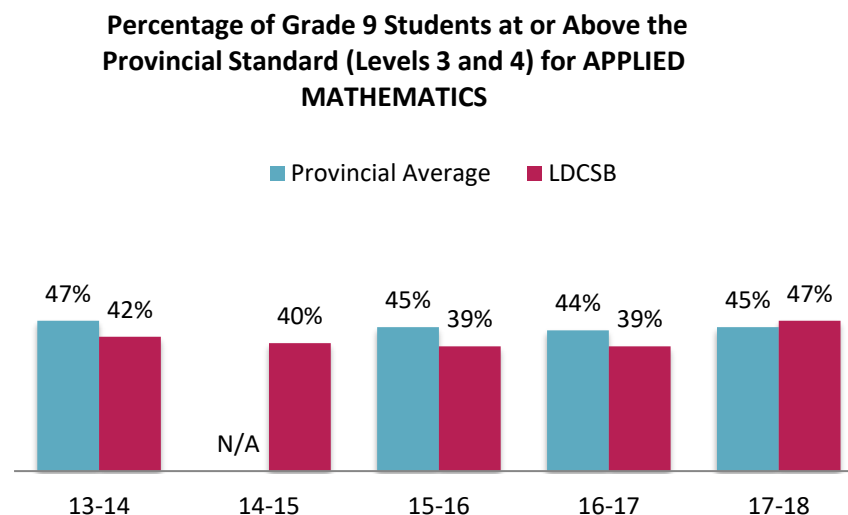
Observations for Grade 9 Academic Mathematics Course

- In 2017-18, 1,130 Grade 9 students participated in the EQAO assessment of Academic Mathematics.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Grade 9 Academic Mathematics increased four percentage points from 76% to 80% in 2017-18.
- In comparison to the province, our Board is four percentage points below the provincial average in Grade 9 Academic Mathematics.
- Over time the percentage of LDCSB Grade 9 students who have achieved the provincial standard in Academic Mathematics has decreased by one percentage point from 81% in 2013-14 to 80% in 2017-18.



Observations for Grade 9 Applied Mathematics Course

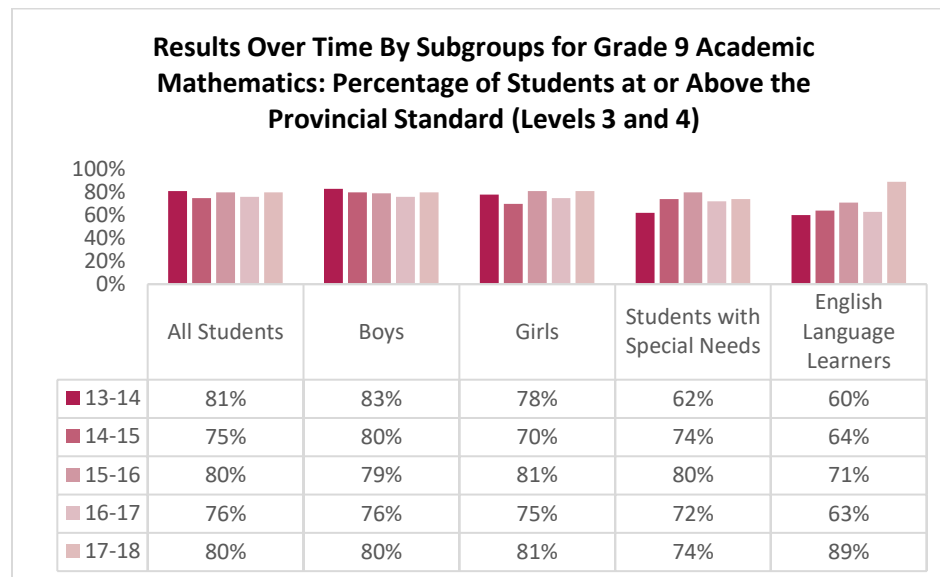
- In 2017-18, 375 Grade 9 students participated in the EQAO assessment of Applied Mathematics.
- Relative to 2016-17, the percentage of students who attained the provincial standard or higher in Grade 9 Applied Mathematics increased by eight percentage points in 2017-18.
- In comparison to the province, our Board is two percentage points above the provincial average in Grade 9 Applied Mathematics.
- Over time the percentage of LDCSB Grade 9 students who have achieved the provincial standard in Applied Mathematics has increased five percentage points from 42% in 2013-14 to 47% in 2017-18.



EQAO Achievement Results over Time for Grade 9 Academic and Applied Mathematics – By Subgroups

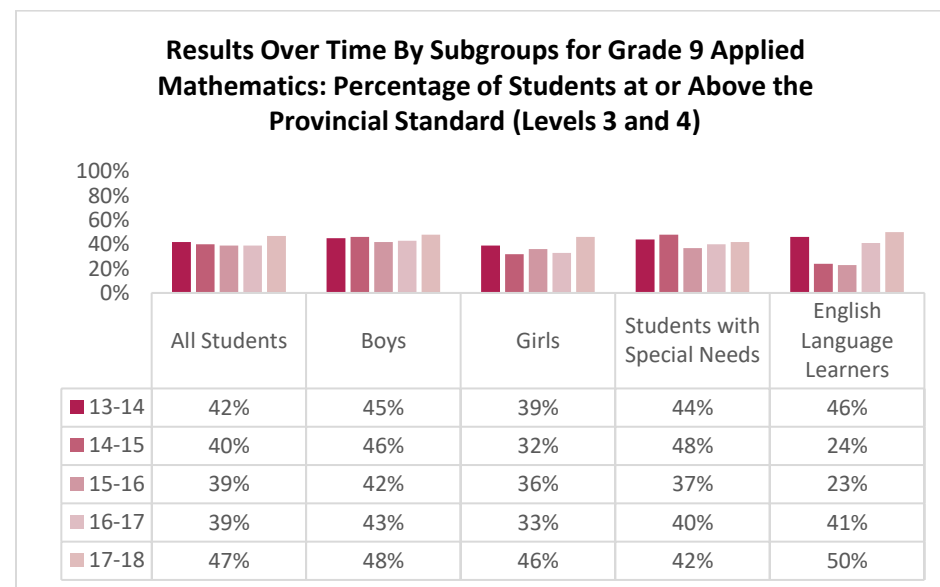
Observations for Grade 9 Academic Mathematics Course

- From 2013-14 to 2017-18, except for 2017-18 and 2015/16, a higher percentage of boys have consistently attained the provincial standard compared to girls. In 2017-18, 80% of boys achieved the provincial standard relative to girls at 81%. Over time the achievement gender gap has ranged from a low of one percentage point to a high of ten percentage points, generally in favour of boys.
- The percentage of students with special needs who achieved the provincial standard in Grade 9 Academic Mathematics increased two percentage points from 72% in 2016-17 to 74% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Grade 9 Academic Mathematics increased by twenty-six percentage points from 63% to 89% in 2017-18.



Observations for Grade 9 Applied Mathematics Course

- From 2013-14 to 2017-18, a higher percentage of boys have consistently attained the provincial standard compared to girls. In 2017-18, 48% of boys achieved the provincial standard relative to girls at 46%. Over time the achievement gender gap has ranged from a low of two percentage points to a high of fourteen percentage points, generally in favour of boys.
- The percentage of students with special needs who achieved the provincial standard in Grade 9 Applied Mathematics increased two percentage points from 40% in 2016-17 to 42% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who attained the provincial standard in Grade 9 Applied Mathematics increased by nine percentage points from 41% to 50% in 2017-18.



EQAO Cohort Tracking: Four Pathways of Student Achievement in Relation to the Provincial Standard from Grade 6 to Grade 9 Mathematics

The pie charts below compare the junior division achievement results in mathematics of students who were in Grade 6 in 2014-15 with their achievement results on the mathematics assessment when they were in Grade 9 in 2017-18. The four pathways of student achievement include:

Maintained Standard – Met the provincial standard in Grade 6 and Grade 9

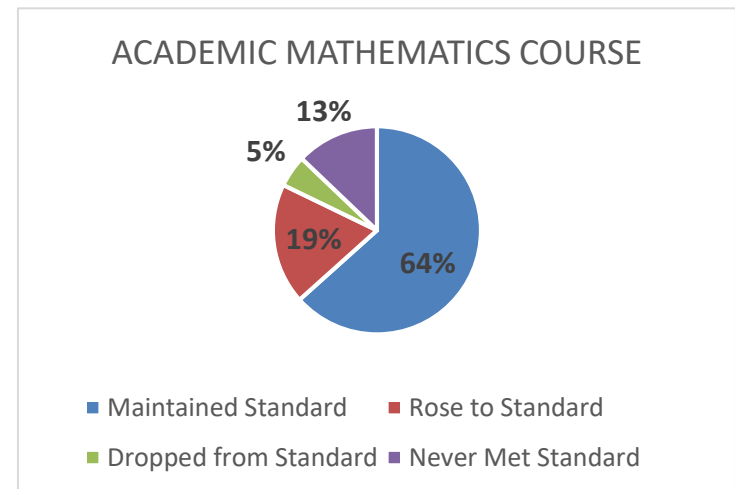
Rose to Standard – Did not meet the provincial standard in Grade 6 but met it in Grade 9

Dropped from Standard – Met the provincial standard in Grade 6 but did not meet it in Grade 9

Never Met Standard – Did not meet the provincial standard in Grade 6 and also did not meet it in Grade 9

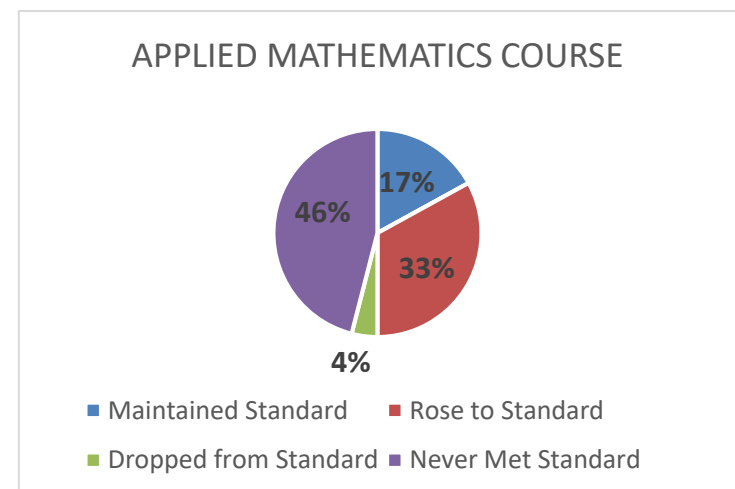
Observations for Academic Mathematics

- The academic mathematics results are based on 734 students who were included in the cohort for tracking student progress from Grade 6 to Grade 9.
- 64% (468) met the provincial standard in Grade 6 and Grade 9.
- 19% (137) did not meet the provincial standard in Grade 6 but did meet it in Grade 9.
- 5% (34) met the provincial standard in Grade 6 but did not meet it in Grade 9.
- 13% (95) did not meet the provincial standard in Grade 6 and did not meet it in Grade 9.



Observations for Applied Mathematics

- The applied mathematics results are based on 196 students who were included in the cohort for tracking student progress from Grade 6 to Grade 9.
- 17% (33) met the provincial standard in Grade 6 and Grade 9.
- 33% (65) did not meet the provincial standard in Grade 6 but did meet it in Grade 9.
- 4% (8) met the provincial standard in Grade 6 but did not meet it in Grade 9.
- 46% (90) did not meet the provincial standard in Grade 6 and did not meet it in Grade 9.

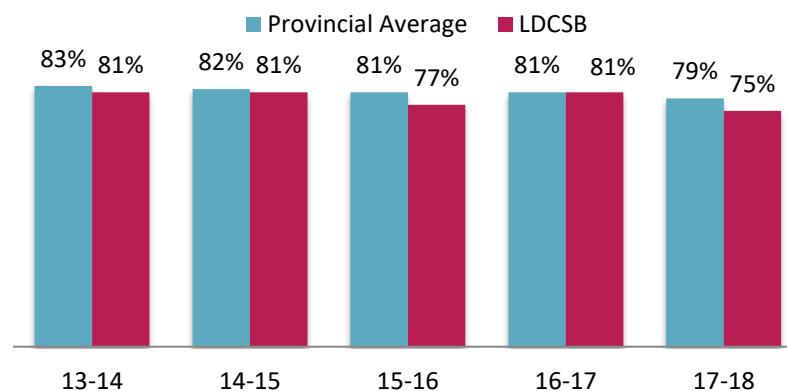


EQAO Achievement Results over Time for the Ontario Secondary School Literacy Test (OSSLT)

Observations for the OSSLT

- In 2017-18, 1,467 First-Time Eligible students participated in the writing of the OSSLT.
- Relative to 2016-17, the percentage of students who were successful on the OSSLT decreased six percentage points from 81% in 2016-17 to 75% in 2017-18.
- In comparison to the province, our Board is four percentage points below the provincial success rate.
- Over time the percentage of First-Time Eligible students who have been successful on the OSSLT decreased six percentage points from 81% in 2013-14 to 75% in 2017-18.
- In 2013-14, 48% of Previously Eligible (PE) fully participating students were successful writing the OSSLT compared to 46% for the province; 29% of all LDCSB PE students completed the literacy requirement through the Ontario Secondary School Literacy Course (OSSLIC).

Percentage of Successful Fully Participating First-Time Eligible Students on the OSSLT

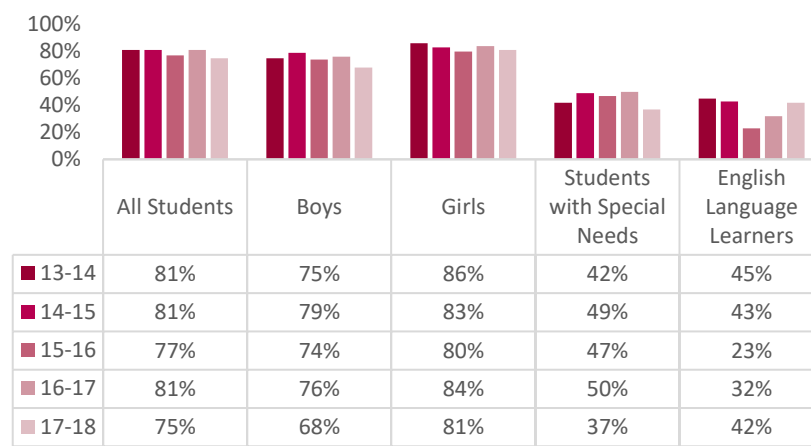


EQAO Achievement Results over Time for the Ontario Secondary School Literacy Test (OSSLT) – By Subgroups

Observations for the OSSLT

- From 2013-14 to 2017-18, a higher percentage of girls relative to boys have been successful on the OSSLT. Over the past five years the gender gap in achievement ranges from a low of four to thirteen percentage points.
- The percentage of First-Time Eligible students with special needs who were successful on the OSSLT decreased thirteen percentage points from 50% in 2016-17 to 37% in 2017-18.
- Relative to 2016-17, the percentage of English Language Learners who were successful on the OSSLT increased five percentage points from 37% in 2016-17 to 42% in 2017-18.

Results Over Time By Subgroups for Successful Fully Participating First-Time Eligible Students on the OSSLT



EQAO Cohort Tracking: Four Pathways of Student Achievement in Relation to the Provincial Standard from Grade 6 to the OSSLT

The pie charts below compare the junior division achievement results of students who were in Grade 6 in 2013-14 with their achievement results on the OSSLT in 2017-18. The four pathways of student achievement include:

Maintained Standard – Met the provincial standard in Grade 6 and were successful on the OSSLT.

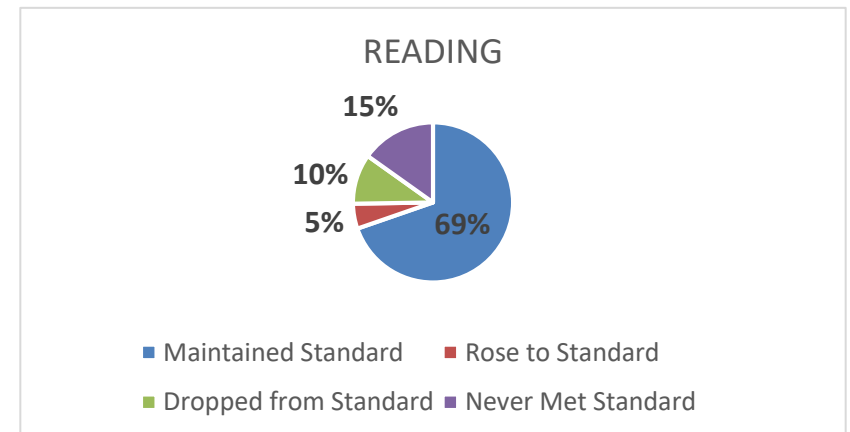
Rose to Standard – Did not meet the provincial standard in Grade 6 but were successful on the OSSLT.

Dropped from Standard – Met the provincial standard in Grade 6 but were not successful on the OSSLT.

Never Met Standard – Did not meet the provincial standard in Grade 6 and were not successful on the OSSLT.

Observations for the OSSLT- Reading

- The OSSLT results are based on 1,283 students who were included in the cohort for tracking student progress from Grade 6 to the OSSLT.
- 69% (886) met the provincial standard in Grade 6 for Reading and were successful on the OSSLT.
- 5% (68) did not meet the provincial standard in Grade 6 for Reading but were successful on the OSSLT.
- 10% (132) met the provincial standard in Grade 6 for Reading but were not successful on the OSSLT.
- 15% (197) did not meet the provincial standard in Grade 6 for Reading and were not successful on the OSSLT.



Observations for the OSSLT - Writing

- The OSSLT results are based on 1,283 students who were included in the cohort for tracking student progress from Grade 6 to the OSSLT.
- 66% (848) met the provincial standard in Grade 6 for Writing and were successful on the OSSLT.
- 8% (106) did not meet the provincial standard in Grade 6 for Writing Reading but were successful on the OSSLT.
- 11% (146) met the provincial standard in Grade 6 for Writing but were not successful on the OSSLT.
- 14% (183) did not meet the provincial standard in Grade 6 for Writing and were not successful on the OSSLT.

