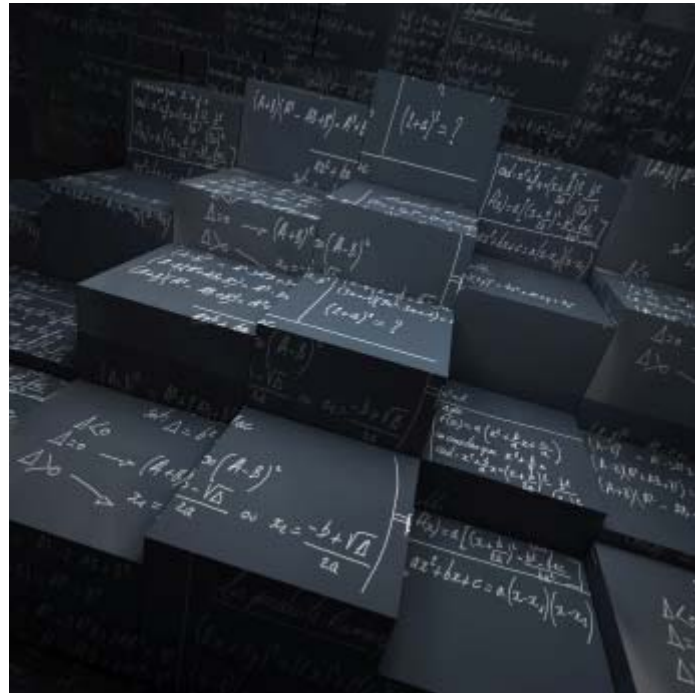




Grade 9 EQAO Assessment of Mathematics 2008-2009

Overview of Results



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Grade 9 EQAO Assessment of Mathematics 2008-2009

Overview of Results



TABLE OF CONTENTS

Grade 9 EQAO Assessment of Mathematics: 2008-2009

Introduction.....	1
What is EQAO?	1
What was the assessment?	1
Who participated in the assessment?	1
How was student work marked?.....	2
Some key messages about the EQAO assessments	3
Background Characteristics	4
Student Achievement.....	4
Summary of Results, 2008-2009 for Levels 3, 4.....	13

Tables

Table 1: EQAO 2008-2009 Grade 9 Results: Peel Board and Provincial Comparisons.....	5
Table 2: Peel Board Gender Gap Analysis – Grade 9	10

Figures

Figure 1: EQAO 2008-2009 Grade 9 Results: Peel Board and Provincial Comparisons All Students and Participating Students	5
Figure 2: EQAO 2008-2009 Grade 9 Results: Peel Board and Provincial Comparisons.....	7
Figure 3: EQAO 2008-2009 Grade 9 Results: Five-Year Trends Peel Board Comparison of Changes in Scores from 2004-2005 to 2008-2009.....	8
Figure 4: EQAO 2008-2009 Grade 9 Results: Peel Board Gender Comparisons	9
Figure 5: EQAO 2008-2009 Grade 9 Results: Peel Board Comparison of English Language Learners' Scores from 2004-2005 to 2008-2009.....	11
Figure 6: EQAO 2008-2009 Grade 9 Results: Peel Board Comparison of Change in Students with Special Needs' Scores (excluding gifted) from 2004-2005 to 2008-2009	12

Grade 9 EQAO Assessment of Mathematics 2008-2009

Introduction

This report contains an overview of the 2008-2009 Education Quality and Accountability Office (EQAO) provincial assessment in mathematics for Grade 9. Copies of the full *Provincial Report* can be downloaded from EQAO's web site, which is located at www.eqao.com.

What is EQAO?

EQAO is an independent, arm's-length agency of the provincial government that provides parents/guardians, teachers, and the public with reliable and valid information about student achievement. EQAO reports provide information for improvement, which educators, parents/guardians, policy makers and others in the education community can use to improve learning and teaching.

EQAO conducts a range of province-wide assessments. The Grade 9 assessment of mathematics was introduced in 2000-2001. It involves all students, occurs annually, and provides information on what students have learned in mathematics. This assessment provides both individual and system data on student achievement. Parents/guardians receive an *Individual Student Report*, and schools and school boards produce local reports for parents/guardians and their communities.

What was the assessment?

The Grade 9 mathematics assessment measures how well students have met the provincial expectations in *The Ontario Curriculum*. The assessment covers knowledge and skills in mathematics that students are expected to have acquired by the end of the school semester in both academic and applied programs. Specifically, the assessment is based on the four curriculum strands of mathematics: Number Sense and Algebra, Linear Relations, Analytic Geometry (academic program only), and Measurement and Geometry. Students enrolled in the applied mathematics program complete a different assessment than students enrolled in the academic mathematics program. Students enrolled in first-semester applied and academic mathematics programs wrote the assessment in January 2009, and students enrolled in second-semester and full-year applied or academic mathematics programs wrote the assessment in June 2009.

Who participated in the assessment?

In total 10 098 Grade 9 Peel students (2 655 in applied mathematics; 7 443 in academic mathematics) participated in both the applied and academic assessments during regular classes. Beginning in 2006-2007, exemptions have not been permitted. Five percent of Grade 9 students did not complete any part of the applied mathematics assessment (no data*) and 1% of Grade 9 students did not complete any part of the academic mathematics assessment (no data).

*Beginning in 2006-2007, exemptions have not been permitted.

How was student work marked?

EQAO reports on student achievement in mathematics using a four-level scale. The four levels describe how well students performed in each subject area. EQAO has aligned its four levels of achievement to those of the *Ontario Student Report Card*.

The Ministry of Education has set *Level 3* as the provincial standard for Grade 9 achievement. *Level 1* identifies achievement that falls much below the provincial standard. *Level 2* identifies achievement that is approaching the provincial standard. *Level 4* identifies achievement that surpasses the provincial standard.

Marking was done in July 2009 by specially trained principals and teachers. EQAO developed scoring scales by taking the four achievement levels established by the Ministry and applying them to actual student work. Markers used EQAO's scales to score student work. The scoring was monitored to ensure that it was objective, consistent, and reliable.

Some key messages about the EQAO assessments

- ✓ EQAO urges principals to ensure that school councils are fully informed about the assessment and are encouraged to play an active role in reviewing and updating the school's Action Plan for Improvement.
- ✓ EQAO encourages schools and school boards to include strategies in their Action Plans for Improvement that will help both females and males improve their achievement.
- ✓ Parents/guardians, educators, policy makers, and the public should use the overall results to measure improvements in student achievement over time.
- ✓ EQAO encourages schools and school boards to be proactive in reporting results to parents/guardians and their communities.
- ✓ The achievement data must be interpreted in relation to contextual data that schools and school boards have gathered.
- ✓ Teachers and principals should use samples of student work, anchor papers provided by EQAO, and Ministry exemplar documents, to help students and parents/guardians understand what work at Levels 3 and 4 looks like.
- ✓ School boards should provide opportunities for teachers and principals to share assessment expertise and successful assessment practices.

Grade 9 EQAO Assessment

Peel Board and Provincial Results 2008-2009

Background Characteristics

- 10 098 Grade 9 Peel students (2 655 in applied mathematics in 35 schools; 7 443 in academic mathematics in 30 schools) participated in the EQAO testing; five percent of Grade 9 students did not complete any part of the applied mathematics assessment (no data), and 1% of Grade 9 students did not complete any part of the academic mathematics assessment (no data).
- Of those students who took the applied mathematics assessment, 8% were English language learners* and 23% were students with special needs (excluding gifted). Four percent of students who took the academic mathematics assessment were English language learners, and 3% were students with special needs (excluding gifted).

Student Achievement

Achievement results in this report are expressed as the percentage of students achieving at each level. This percentage is based on all of the students in the grade (which includes the "no data" category), and for students who participated in the assessment. The overall achievement results in mathematics reported for both the Peel Board and the province may not add to 100%, due to rounding.

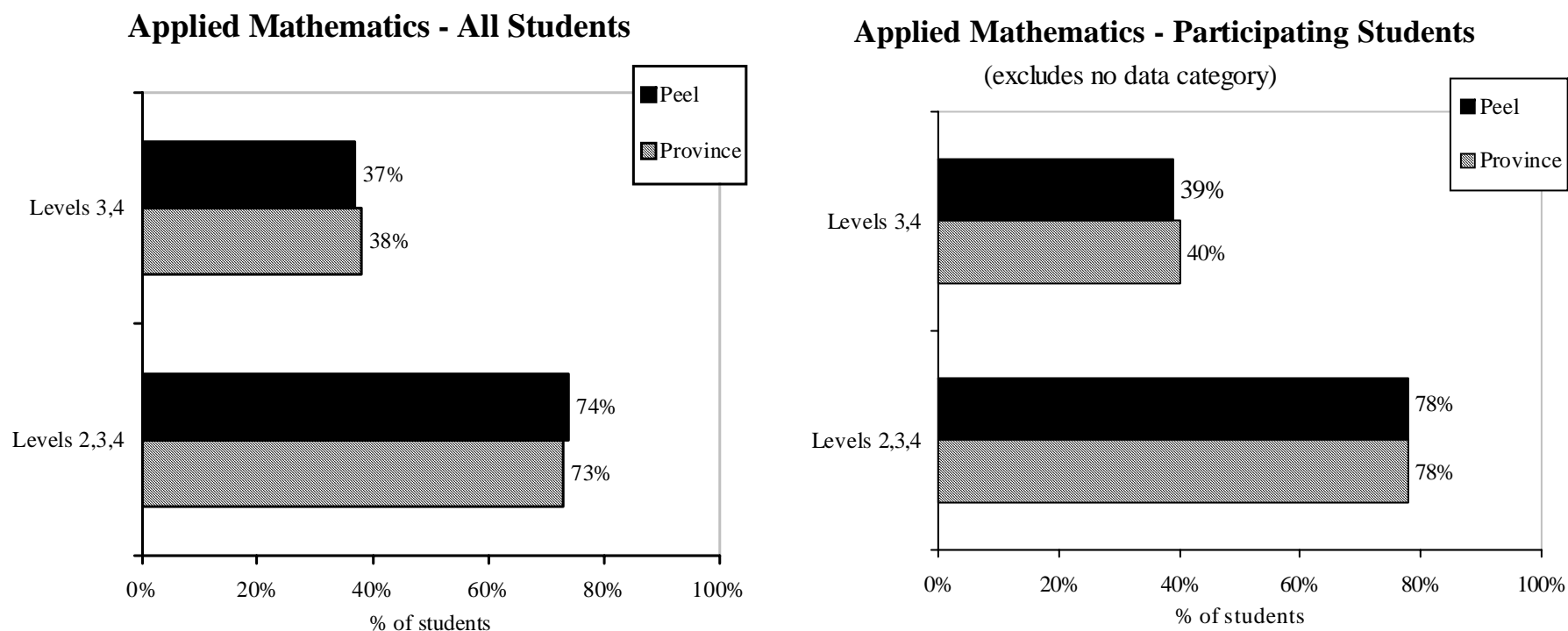
*English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

TABLE 1

EQAO 2008-2009 Grade 9 Results: Peel Board and Provincial Comparisons
 (All Students – Includes Levels 1-4, Below Level 1, No Data Categories)

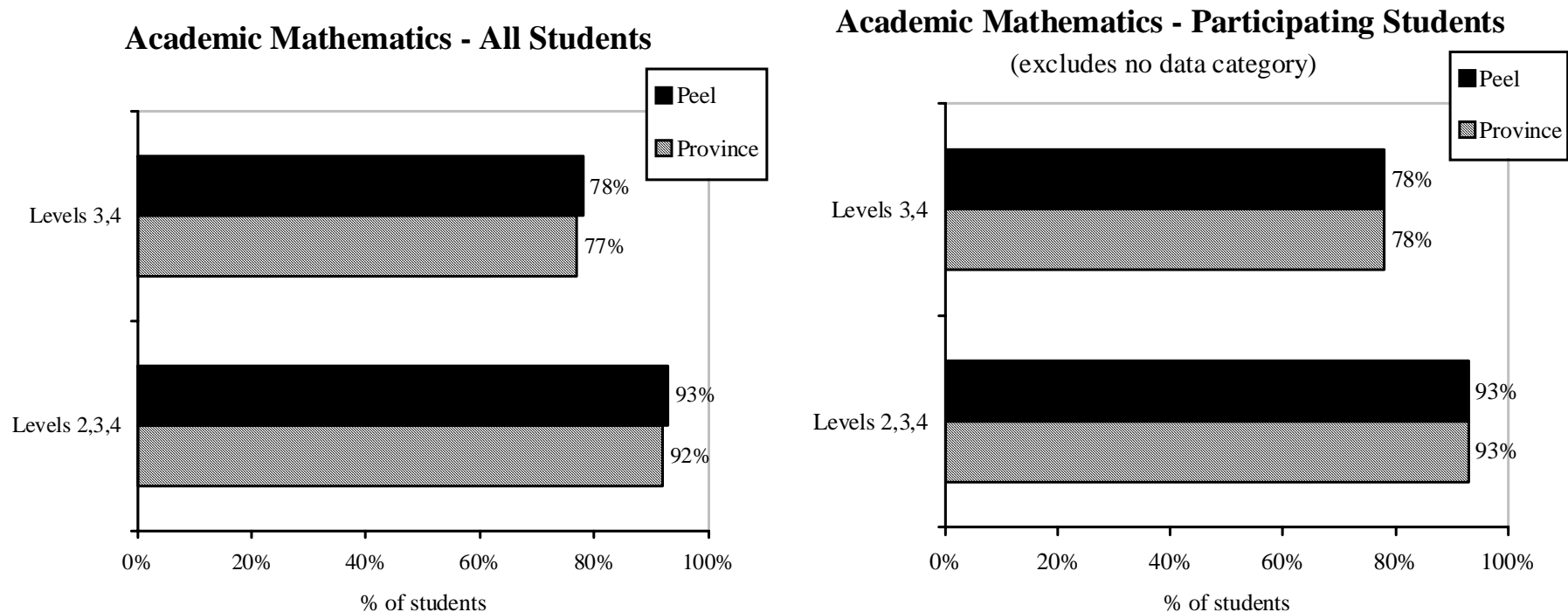
	No Data		Below Level 1		Level 1		Level 2		Level 3		Level 4	
	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province	Peel	Province
Applied Mathematics	5%	6%	6%	7%	15%	14%	37%	35%	33%	33%	5%	5%
Academic Mathematics	1%	1%	<1%	<1%	7%	6%	15%	15%	69%	69%	9%	8%

Figure 1*



*Due to rounding, these percentages may not be the sum of Levels 2,3,4 and Levels 3,4 as noted in the above table.

Figure 1* (continued)



*Due to rounding, these percentages may not be the sum of Levels 2,3,4 and Levels 3,4 as noted in the above table.

When compared to the province, Grade 9 Peel students scored¹:

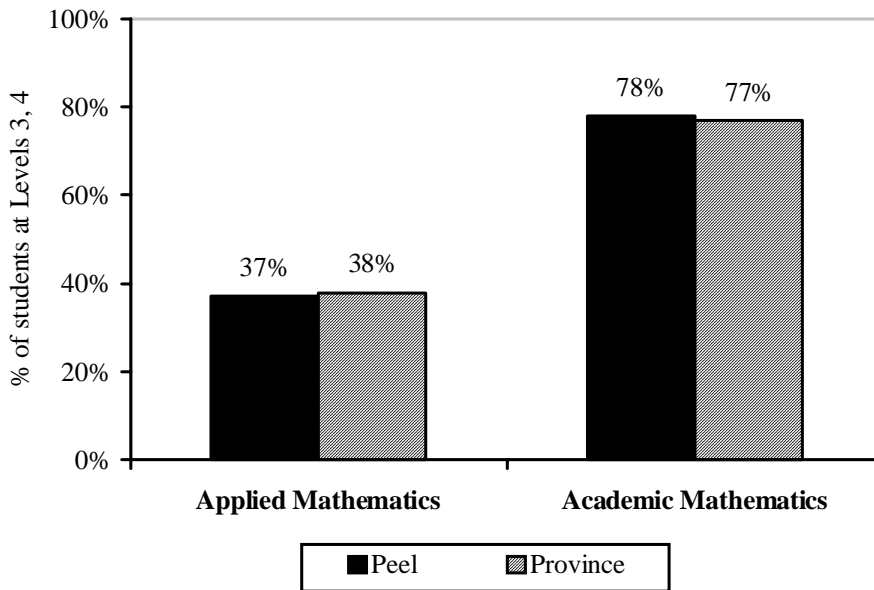
- below the provincial average in Levels 3, 4 for applied mathematics.
- above the provincial average in Levels 2, 3, 4 for applied mathematics.
- above the provincial average in Levels 3, 4 for academic mathematics.
- above the provincial average in Levels 2, 3, 4 for academic mathematics.

¹Scores are based on All Students.

FIGURE 2

EQAO 2008-2009 Grade 9 Results: Peel Board and Provincial Comparisons (All Students – Includes Levels 1-4, Below Level 1, No Data Categories)

Peel Board and Provincial Comparisons - Grade 9



For Applied Mathematics (Levels 3, 4)
Peel students scored:

- 1 % below the province.

For Academic Mathematics (Levels 3, 4)
Peel students scored:

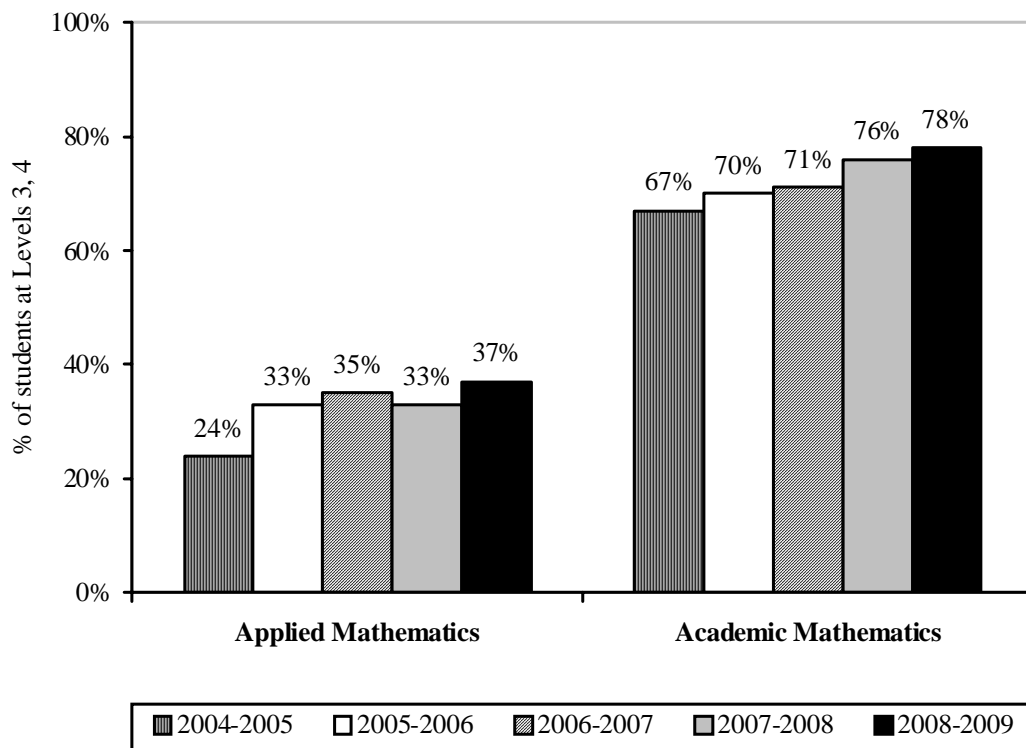
- 1% above the province.

FIGURE 3

EQAO 2008-2009 Grade 9 Results: Five-Year Trends Peel Board Comparisons of Change in Scores from 2004-2005 to 2008-2009 (All Students – Includes Levels 1-4, Below Level 1, No Data Categories)

Levels 3, 4

Peel Board Comparisons of Change in Scores from 2004-2005 to 2008-2009



When compared to last year's results (2007-2008), Peel students scored:

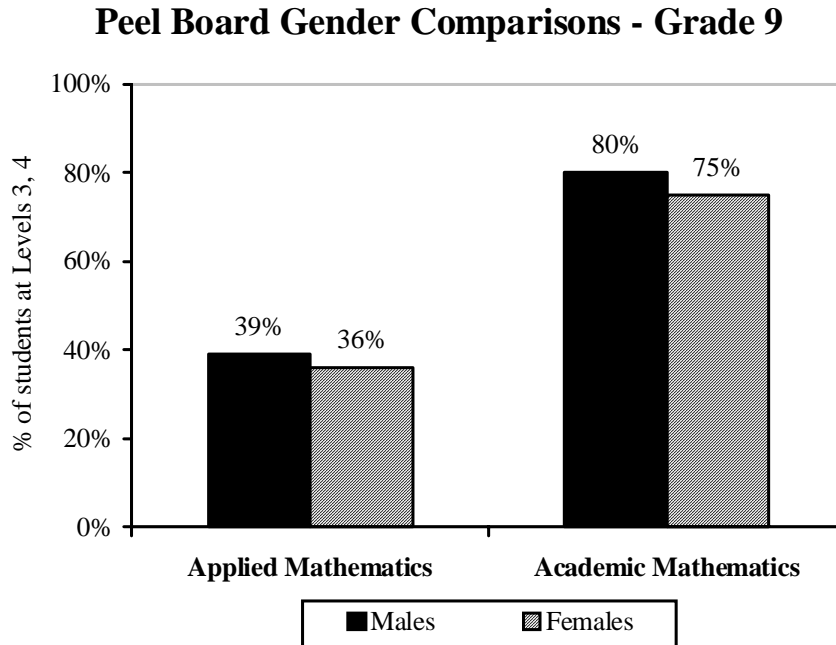
- 4% higher in 2008-2009 in applied mathematics.
- 2% higher in 2008-2009 in academic mathematics.

When compared to 2004-2005 results (5-year trends), Peel students scored:

- 13% higher in 2008-2009 in applied mathematics.
- 11% higher in 2008-2009 in academic mathematics.

FIGURE 4

EQAO 2008-2009 Grade 9 Results: Peel Board Gender Comparisons (All Students – Includes Levels 1-4, Below Level 1, No Data Categories)



When comparing the results of Peel males and females:

- Peel males in Grade 9 scored above females in both applied mathematics and academic mathematics.

For Applied Mathematics (Levels 3, 4)

Peel males scored:

- 3% higher than females.

For Academic Mathematics (Levels 3, 4)

Peel males scored:

- 5% higher than females.

TABLE 2

Peel Board Gender Gap Analysis* – Grade 9

Extent to Which Males Outperformed Females in Levels 3, 4

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Grade 9	Applied Mathematics	4%	3%	1%	6%	3%
	Academic Mathematics	3%	2%	2%	1%	5%

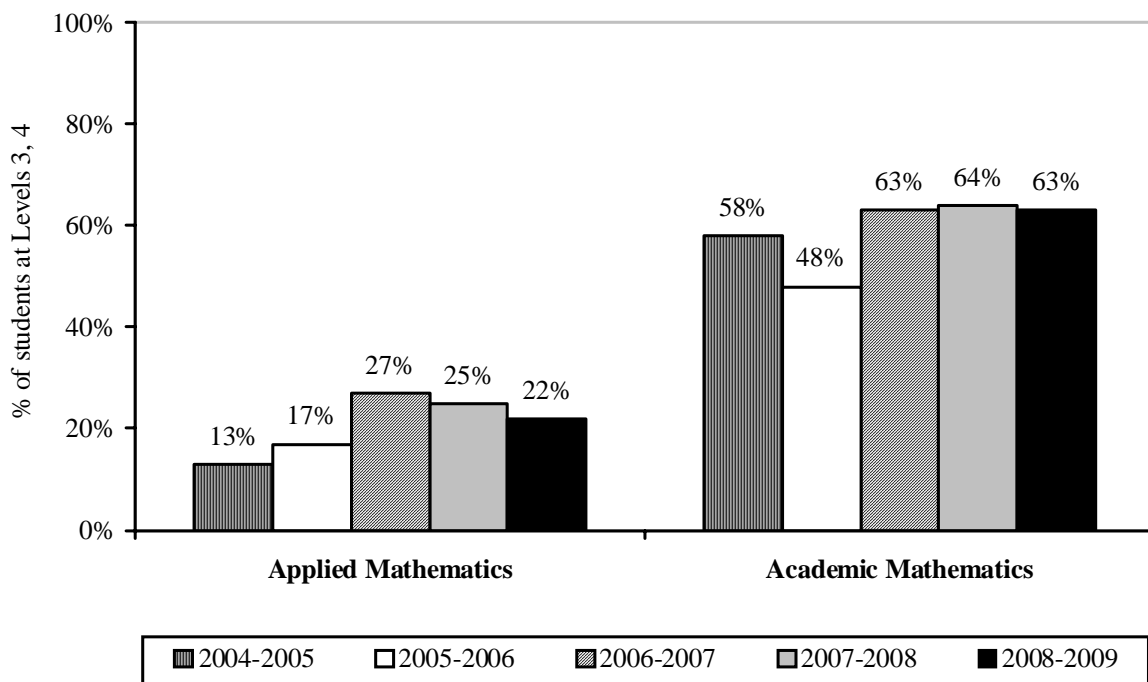
- The gender gap in achievement in grade 9 applied mathematics has decreased since 2004-2005.
- The gender gap in achievement in grade 9 academic mathematics has increased since 2004-2005.

FIGURE 5

EQAO 2008-2009 Grade 9 Results: Peel Board Comparison of English Language Learners' Scores from 2004-2005 to 2008-2009

Levels 3, 4

Peel Board English Language Learners' Results from 2004-2005 to 2008-2009



When compared to last year's results (2007-2008), Peel Board English language learners scored:

- 3% lower in 2008-2009 in applied mathematics.
- 1% lower in 2008-2009 in academic mathematics.

When compared to 2004-2005 results (5-year trends), Peel Board English language learners scored:

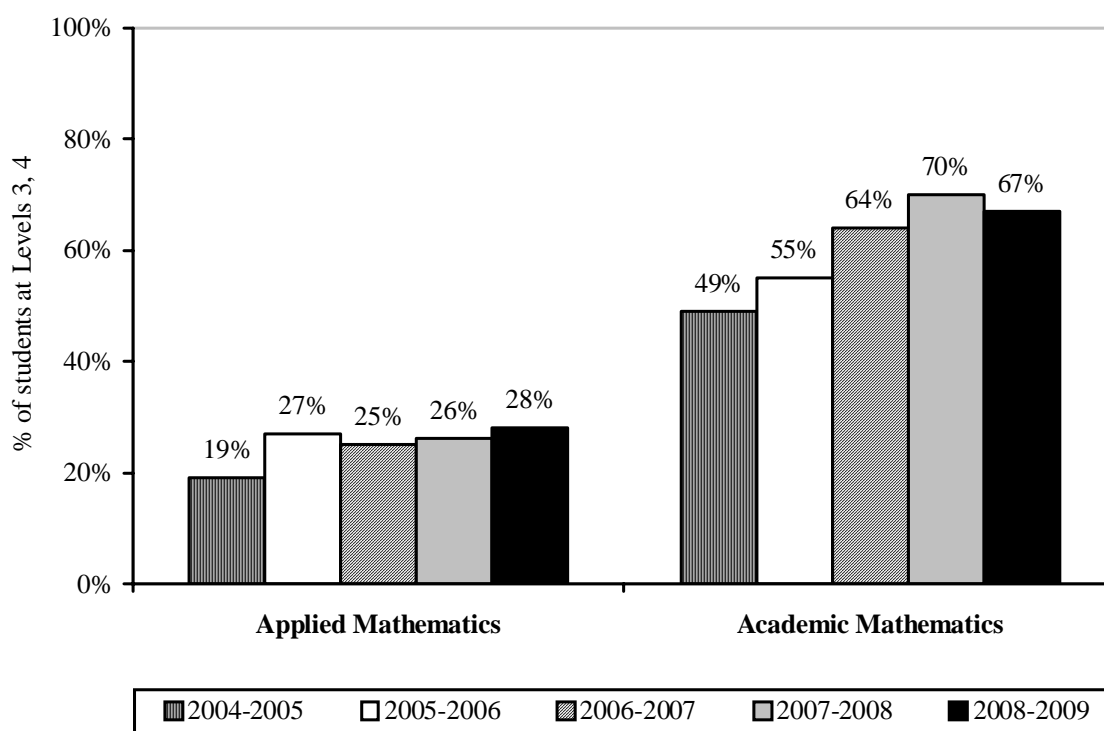
- 9% higher in applied mathematics.
- 5% higher in academic mathematics.

FIGURE 6

EQAO 2008-2009 Grade 9 Results: Peel Board Comparisons of Change in Students with Special Needs' Scores (excluding gifted) from 2004-2005 to 2008-2009

Levels 3, 4

Peel Board Students with Special Needs' Scores (excluding gifted) from 2004-2005 to 2008-2009



When compared to last year's results (2007-2008), Peel students with special needs (excluding gifted) scored:

- 2% higher in 2008-2009 in applied mathematics.
- 3% lower in 2008-2009 in academic mathematics.

When compared to 2004-2005 results (5-year trends), Peel students with special needs (excluding gifted) scored:

- 9% higher for applied mathematics.
- 18% higher for academic mathematics.

Summary of Results, 2008-2009 for Levels 3, 4

1. Peel Board and Provincial Results

- Grade 9 Peel students scored 1% below the province in applied mathematics.
- Grade 9 Peel students scored 1% above the province in academic mathematics.

2. Yearly Comparisons (Peel Board)

- Grade 9 students scored 4% higher in applied mathematics when compared to last year.
- Grade 9 students scored 2% higher in academic mathematics when compared to last year.

3. Five-Year Comparisons (Peel Board)

- Grade 9 students scored 13% higher in applied mathematics than in 2004-2005.
- Grade 9 students scored 11% higher in academic mathematics than in 2004-2005.

4. Gender Yearly Comparisons (Peel Board)

- Males scored 3% higher than females in applied mathematics.
- Males scored 5% higher than females in academic mathematics.

5. English Language Learners' Yearly Comparisons (Peel Board)

- Grade 9 English language learners scored 3% lower in applied mathematics when compared to last year.
- Grade 9 English language learners scored 1% lower in academic mathematics when compared to last year.

6. English Language Learners' Five-Year Comparisons (Peel Board)

- Grade 9 English language learners scored 9% higher in applied mathematics than in 2004-2005.
- Grade 9 English language learners scored 5% higher in academic mathematics than in 2004-2005.

7. Students with Special Needs' (excluding gifted) Yearly Comparisons (Peel Board)

- Grade 9 students with special needs (excluding gifted) scored 2% higher in applied mathematics when compared to last year.
- Grade 9 students with special needs (excluding gifted) scored 3% lower in academic mathematics when compared to last year.

8. Students with Special Needs' (excluding gifted) Five-Year Comparisons (Peel Board)

- Grade 9 students with special needs (excluding gifted) scored 9% higher in applied mathematics than in 2004-2005.
- Grade 9 students with special needs (excluding gifted) scored 18% higher in academic mathematics than in 2004-2005.