Ontario Student Achievement

English-Language Students

2017
2018

EQAO's Provincial Secondary School Report

Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2017–2018

Education Quality and Accountability Office

EQAO

Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement and well-being.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services in a manner that embraces diversity and moves beyond tolerance and celebration to inclusivity.

Ontario Student Achievement

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MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS

Dave Cooke
Chair, Board of Directors

On behalf of the Board of Directors of the Education Quality and Accountability Office (EQAO), I am pleased to present *Ontario Student Achievement: EQAO's Provincial Secondary School Report: Results of the 2017–2018 Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT).*

It is important for Ontario to conduct province-wide assessments of students' literacy and math skills at key stages of their learning. Assessments of this kind contribute to accountability, equity and continuous improvement in the education system. They lead to important conversations about teaching philosophies, strategies and resources. The evolution of these discussions and the decisions they bring about can yield significant changes at the student, school, board and provincial levels. EQAO data offer important information that teachers and educators can use to identify where additional programs and supports may be needed to improve students' academic achievement. Education represents the second-largest expenditure in Ontario's budget, and it is appropriate that independent evaluations gauge the effectiveness of this investment.

The Grade 9 Assessment of Mathematics measures whether students are meeting the provincial standard for math, and the OSSLT assesses literacy skills across all subjects up to the end of Grade 9. Together, these two assessments help us understand achievement trends in secondary schools. They also offer capstone data to facilitate insights into students' and cohorts' learning trajectories in Ontario's publicly funded education system.

An independent agency of the Government of Ontario, EQAO provides data that bring attention to trends and topics in education that require further consideration. This year's assessment results in secondary schools show a significant gap between the achievement of students enrolled in academic courses and those enrolled in applied courses—a gap that EQAO has been flagging consistently for several years. There has also been a decline in overall OSSLT results, which should be cause for concern.

EQAO data are just one source of information among several others that can help build a comprehensive understanding of student achievement in Ontario. Parents, teachers, administrators, researchers and policy-makers can use these data—along with information from classrooms, schools, boards and communities—to ask questions about our publicly funded education system and make adjustments that benefit students.

Dave Cooke
Chair, Board of Directors

MESSAGE FROM THE CEO

Norah Marsh
Chief Executive Officer

On behalf of EQAO, it is my pleasure to present the provincial-level results of the 2017–2018 Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). EQAO is committed to supporting student success by releasing independent data that bring attention to trends in student achievement in Ontario.

Each year, EQAO releases its provincial data to give Ontarians a snapshot of student achievement in relation to expectations outlined in *The Ontario Curriculum.* These snapshots are enabled through the partnership of Ontario educators, whose support and expertise are critical to the development, administration and scoring of EQAO's large-scale assessments.

By assessing achievement at key stages of every student's education, Ontario gains insights into academic performance over time at the individual student, school, school board and provincial levels. EQAO data point to challenges students face in different subject areas but also to academic strengths over time.

For instance, this year's results shed light on some positive trends in Ontario's education system. The percentage of students enrolled in Grade 9 academic math and meeting the provincial math standard has remained stable and quite high over the past five years. EQAO recognizes that there are many factors that influence academic achievement, including student attitudes and perceptions of self-efficacy. Over the next few years, it will be insightful to analyze the responses gathered from EQAO's Student Questionnaire and the relationship between this contextual information and student achievement.

There are also some trends that will be cause for reflection. While achievement remains high among students enrolled in academic math and English courses, there has been a decline since 2014 in the percentage of students enrolled in the academic English course who were successful on the OSSLT. There has also been a persistent achievement gap over the past few years between students enrolled in applied and academic courses. In 2018, fewer than half of students enrolled in the applied math course met the provincial standard, and fewer than 40% of students enrolled in applied English were successful on the OSSLT. Our cohort data over time demonstrate that students who did not meet the provincial standard in Grade 6 are more likely to meet it in secondary school if they are enrolled in an academic course.

In helping to identify where support is required, EQAO data are an additional tool that can contribute to the development of inclusive improvement plans that will benefit each Ontario student and encourage each child's ongoing success.

Norah Marsh
Chief Executive Officer

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Grade 9 Assessment of Mathematics

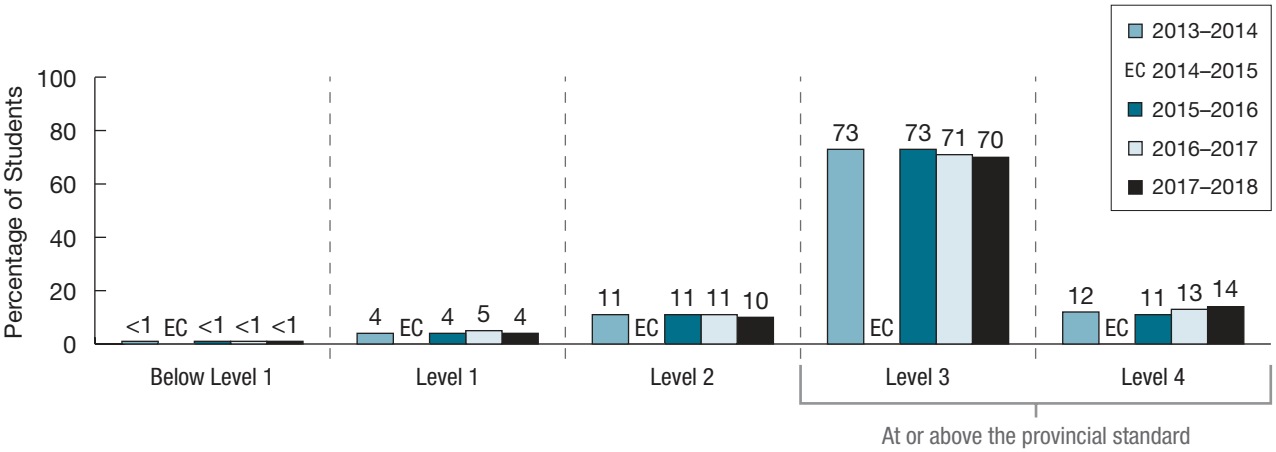
Grade 9 Assessment of Mathematics: Results at a Glance

ACADEMIC COURSE

Results for All Students Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 95 914	EC	# = 97 347	# = 96 449	# = 96 996
Level 4	12%	EC	11%	13%	14%
Level 3	73%	EC	73%	71%	70%
Level 2	11%	EC	11%	11%	10%
Level 1	4%	EC	4%	5%	4%
Below Level 1	<1%	EC	<1%	<1%	<1%
No Data	1%	EC	1%	1%	1%
At or Above the Provincial Standard‡	85%	EC	83%	83%	84%

Percentage of All Students at Each Level Over Time†



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.
See Grade 9 Assessment of Mathematics: Explanation of Terms.

TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

English-Language Students

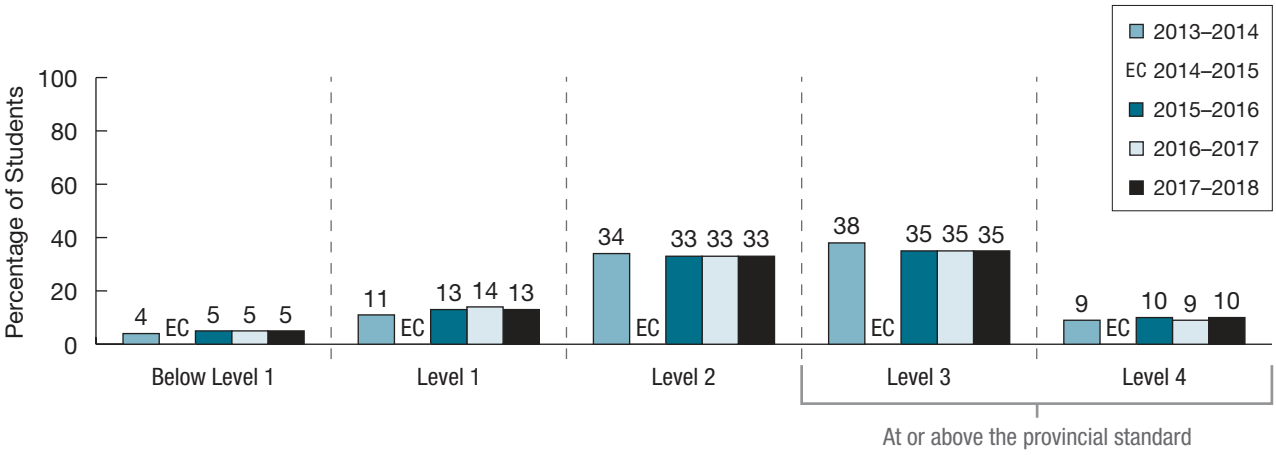
Note:
Provincial-level results for the primary and junior divisions of the English-language school system are not available for 2015. Due to exceptional circumstances, a significant proportion of schools and boards did not participate in the provincial assessments that school year.

APPLIED COURSE

Results for All Students Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 38 181	EC	# = 36 005	# = 34 797	# = 33 451
Level 4	9%	EC	10%	9%	10%
Level 3	38%	EC	35%	35%	35%
Level 2	34%	EC	33%	33%	33%
Level 1	11%	EC	13%	14%	13%
Below Level 1	4%	EC	5%	5%	5%
No Data	4%	EC	4%	4%	4%
At or Above the Provincial Standard‡	47%	EC	45%	44%	45%

Percentage of All Students at Each Level Over Time†



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.
See Grade 9 Assessment of Mathematics: Explanation of Terms.

TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

Applied Mathematics Course

Note:
Provincial-level results for the primary and junior divisions of the English-language school system are not available for 2015. Due to exceptional circumstances, a significant proportion of schools and boards did not participate in the provincial assessments that school year.

Grade 9 Academic Mathematics Course: Contextual Information

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and through the student and teacher questionnaires.

Demographic Information and Participation Rates Over Time

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
All students	# = 95 914	EC	# = 97 347	# = 96 449	# = 96 996
GENDER*					
Female	51%	EC	51%	51%	52%
Male	49%	EC	49%	49%	48%
STUDENT STATUS*					
English language learners†	6%	EC	6%	7%	7%
Students with special education needs (excluding gifted)†	6%	EC	7%	8%	8%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡§					
Speak only or mostly English	72%	EC	72%	68%	70%
Speak another language (or other languages) as often as English	16%	EC	16%	17%	17%
Speak only or mostly another language (or other languages)	9%	EC	9%	9%	9%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	36%	EC	34%	35%	35%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	99%	EC	99%	99%	99%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire. Some data may be missing.
§ Because of missing responses, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the administrations of the Grade 9 Assessment of Mathematics. For the full Teacher Questionnaire results for the province, see the EQAO Web site, www.eqao.com, under "Results."

Student Questionnaire Results Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire	# = 44 893	EC	# = 46 352	# = 46 134	# = 46 170	# = 42 145	EC	# = 43 809	# = 43 609	# = 42 875
STUDENT ATTITUDES TOWARD MATHEMATICS										
Percentage of students indicating that they "agree" or "strongly agree" with the following statements:†										
I like mathematics.	50%	EC	52%	53%	53%	62%	EC	62%	63%	63%
I am good at mathematics.	49%	EC	50%	50%	49%	62%	EC	62%	61%	61%
I am able to answer difficult mathematics questions.	38%	EC	39%	40%	40%	55%	EC	56%	57%	57%
Mathematics is one of my favourite subjects.	34%	EC	35%	36%	37%	45%	EC	45%	47%	47%
I understand most of the mathematics I am taught.	72%	EC	72%	72%	72%	77%	EC	77%	77%	77%
Mathematics is an easy subject.	25%	EC	24%	25%	24%	35%	EC	34%	34%	34%
I do my best in mathematics class.	72%	EC	76%	76%	77%	67%	EC	68%	69%	69%
The mathematics I learn now is useful for everyday life.	29%	EC	27%	29%	28%	40%	EC	35%	36%	35%
The mathematics I learn now helps me do work in other subjects.	53%	EC	55%	56%	56%	57%	EC	58%	59%	59%
I need to do well in mathematics to study what I want later.	60%	EC	61%	62%	62%	66%	EC	67%	67%	67%
I need to keep taking mathematics for the kind of job I want after I leave school.	55%	EC	56%	56%	56%	61%	EC	62%	61%	60%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡										
I am not usually assigned any mathematics homework.	1%	EC	1%	1%	1%	2%	EC	1%	2%	2%
Never or almost never	4%	EC	3%	3%	3%	7%	EC	7%	7%	7%
Sometimes	18%	EC	17%	17%	18%	25%	EC	25%	26%	25%
Often	38%	EC	36%	36%	36%	38%	EC	37%	37%	37%
Always	38%	EC	38%	36%	36%	25%	EC	25%	23%	23%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† The other response options were "strongly disagree," "disagree" and "neither agree nor disagree."
‡ Because of missing responses, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire	# = 44 893	EC	# = 46 352	# = 46 134	# = 46 170	# = 42 145	EC	# = 43 809	# = 43 609	# = 42 875
STUDENT ATTITUDES TOWARD MATHEMATICS (CONTINUED)										
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:*										
Number sense (e.g., operations with integers, rational numbers, exponents)	63%	EC	60%	61%	62%	77%	EC	74%	74%	75%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	68%	EC	67%	69%	68%	73%	EC	71%	72%	72%
Linear relations (e.g., scatter plots, lines of best fit)	54%	EC	56%	55%	55%	66%	EC	67%	66%	66%
Analytic geometry (e.g., slope, *y*-intercept, equations of lines)	58%	EC	59%	59%	58%	66%	EC	66%	66%	66%
Measurement (e.g., perimeter, area, volume)	78%	EC	74%	74%	73%	84%	EC	82%	82%	81%
Geometry (e.g., angles, parallel lines)	66%	EC	65%	68%	65%	76%	EC	74%	76%	74%
Percentage of students indicating they do the following "often" or "very often" when studying mathematics or working on a mathematics problem:†										
I connect new mathematics concepts to what I already know about mathematics or other subjects.	44%	EC	44%	46%	47%	50%	EC	47%	47%	49%
I check my mathematics answers to see if they make sense.	76%	EC	77%	79%	80%	72%	EC	71%	72%	74%
I apply new mathematics concepts to real-life problems.	20%	EC	19%	20%	20%	31%	EC	27%	27%	27%
I take time to discuss my mathematics assignments with my classmates.	39%	EC	42%	42%	44%	37%	EC	37%	37%	38%
I look for more than one way to solve mathematics problems.	44%	EC	43%	43%	45%	52%	EC	49%	47%	49%

* The other response options were "not at all confident" and "somewhat confident."
† The other response options were "never or almost never" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire	# = 44 893	EC	# = 46 352	# = 46 134	# = 46 170	# = 42 145	EC	# = 43 809	# = 43 609	# = 42 875
OUT-OF-SCHOOL ACTIVITIES										
Percentage of students indicating that they do the following "every day or almost every day" when they are not at school:*										
Read by themselves	35%	EC	28%	27%	25%	18%	EC	15%	14%	14%
Use the Internet	84%	EC	91%	91%	93%	79%	EC	88%	89%	91%
Play video games	7%	EC	7%	7%	8%	39%	EC	42%	42%	50%
Participate in sports or other physical activities	33%	EC	34%	34%	34%	48%	EC	49%	49%	50%
Percentage of students indicating that they do the following at least once a week when they are not at school:†										
Participate in art, music or drama activities	50%	EC	49%	51%	51%	32%	EC	30%	32%	32%
Participate in other clubs or organizations	39%	EC	40%	41%	41%	38%	EC	40%	41%	41%
Work at a paid job	16%	EC	16%	17%	17%	21%	EC	20%	20%	20%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡										
Volunteer in their community	74%	EC	72%	72%	73%	64%	EC	62%	62%	63%
NUMBER OF SCHOOLS ATTENDED										
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§										
1 school/2 schools	60%	EC	62%	59%	60%	60%	EC	62%	58%	60%
3 schools/4 schools	28%	EC	28%	27%	28%	29%	EC	28%	28%	28%
5 or more schools	8%	EC	7%	7%	7%	7%	EC	6%	7%	7%

* The other response options were "never," "1 or 2 times a month" and "1 to 3 times a week."
† The percentages are based on the number of students who answered "1 to 3 times a week" or "every day or almost every day."
‡ The percentages are based on the number of students who answered "1 or 2 times a month," "1 to 3 times a week" or "every day or almost every day."
§ Because of missing or excluded responses, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results Over Time

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 2495	EC	# = 2428	# = 2390	# = 2298
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:					
Identify how well students are meeting curriculum expectations	67%	EC	65%	72%	68%
Communicate with parents and guardians about student achievement	30%	EC	32%	34%	32%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	69%	EC	67%	74%	70%
Inform planning of their Grade 9 mathematics instructional program	63%	EC	64%	68%	66%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides for the following purpose this past year:					
Independently or with a school team:					
To inform classroom instruction	81%	EC	82%	83%	82%
Independently:					
To show samples of student responses to students	77%	EC	78%	78%	79%
To help students understand how questions and tasks relate to mathematics curriculum expectations	73%	EC	72%	74%	73%
To communicate with parents and guardians about curriculum expectations	29%	EC	32%	33%	33%
SOME TEACHING PRACTICES					
Percentage of teachers who "frequently" asked their students to do the following during mathematics instruction this past semester or year:*					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	56%	EC	58%	63%	64%
Solve open-ended problems	42%	EC	42%	46%	45%
Work collaboratively to solve problems	51%	EC	57%	59%	63%
Discuss mathematical ideas and relationships	67%	EC	66%	70%	69%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	29%	EC	29%	32%	32%
Explain the reasoning behind their answers	78%	EC	77%	80%	80%
Write solutions using mathematical language and symbols	91%	EC	90%	91%	91%

* The other response options were "never," "seldom" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 2495	EC	# = 2428	# = 2390	# = 2298
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they "sometimes" or "frequently" had the majority of their students use the following resources in class this past semester or year:*					
Calculator	97%	EC	96%	96%	96%
Graphing calculator	39%	EC	35%	31%	27%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	26%	EC	39%	46%	50%
The Internet (e.g., to access statistics or other sources of mathematical information)	33%	EC	44%	48%	50%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	36%	EC	36%	36%	39%
Measuring device (e.g., ruler, metre stick, protractor)	77%	EC	75%	74%	75%
Presentation technology (e.g., interactive white board, LCD projector)	78%	EC	84%	86%	88%

* The other response options were "never" and "seldom."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The Grade 9 student and teacher questionnaires include some questions about teachers' use of the Grade 9 Assessment of Mathematics in students' class marks. The following two tables present the results from some of these questions.

Use of the Assessment in Students' Class Marks

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire*	# = 44 893	EC	# = 46 352	# = 46 134	# = 46 170	# = 42 145	EC	# = 43 809	# = 43 609	# = 42 875
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†	71%	EC	73%	71%	72%	66%	EC	68%	65%	66%
Percentage of students who indicated that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡§	79%	EC	80%	81%	81%	75%	EC	76%	77%	78%

* Includes only those students for whom gender data were available.
† The response options were "yes," "no" and "don't know." The percentages given represent those students who answered "yes."
‡ The response options were "yes," "no" and "undecided." The percentages given represent those students who answered "yes."
§ The percentages for this question are based on the number of students who answered "yes" to the previous question in the above table.
2013–2014: Females: # = 32 030; Males: # = 27 854
2014–2015: EC
2015–2016: Females: # = 33 697; Males: # = 29 653
2016–2017: Females: # = 32 782; Males: # = 28 454
2017–2018: Females: # = 33 386; Males: # = 28 319
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 2495	EC	# = 2428	# = 2390	# = 2298
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	98%	EC	97%	97%	97%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*					
1–5%	27%	EC	26%	25%	24%
6–10%	51%	EC	50%	50%	49%
11–15%	14%	EC	14%	15%	18%
16–20%	4%	EC	3%	4%	3%
21–25%	<1%	EC	1%	<1%	1%
26–30%	1%	EC	2%	2%	3%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	90%	EC	91%	91%	90%

* The percentages for this question are based on the number of teachers who indicated that some or all components of the assessment count as part of their students' class mark.
2013–2014: # = 2438 2014–2015: EC 2015–2016: # = 2365 2016–2017: # = 2326 2017–2018: # = 2224
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

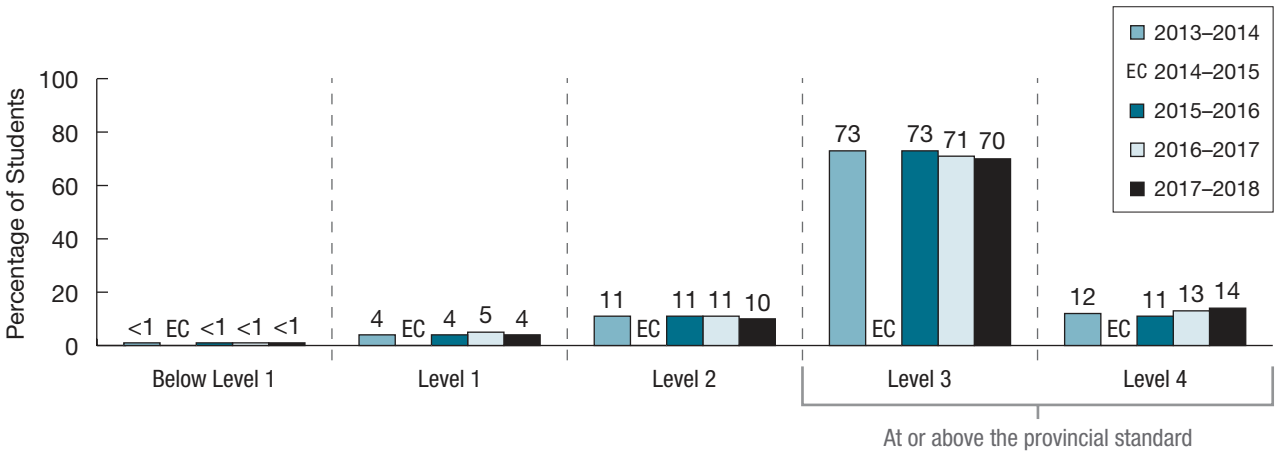
Grade 9 Academic Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 95 914	EC	# = 97 347	# = 96 449	# = 96 996
Level 4	12%	EC	11%	13%	14%
Level 3	73%	EC	73%	71%	70%
Level 2	11%	EC	11%	11%	10%
Level 1	4%	EC	4%	5%	4%
Below Level 1	<1%	EC	<1%	<1%	<1%
No Data	1%	EC	1%	1%	1%
At or Above the Provincial Standard‡	85%	EC	83%	83%	84%

Percentage of All Students at Each Level Over Time†



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.
See Grade 9 Assessment of Mathematics: Explanation of Terms.

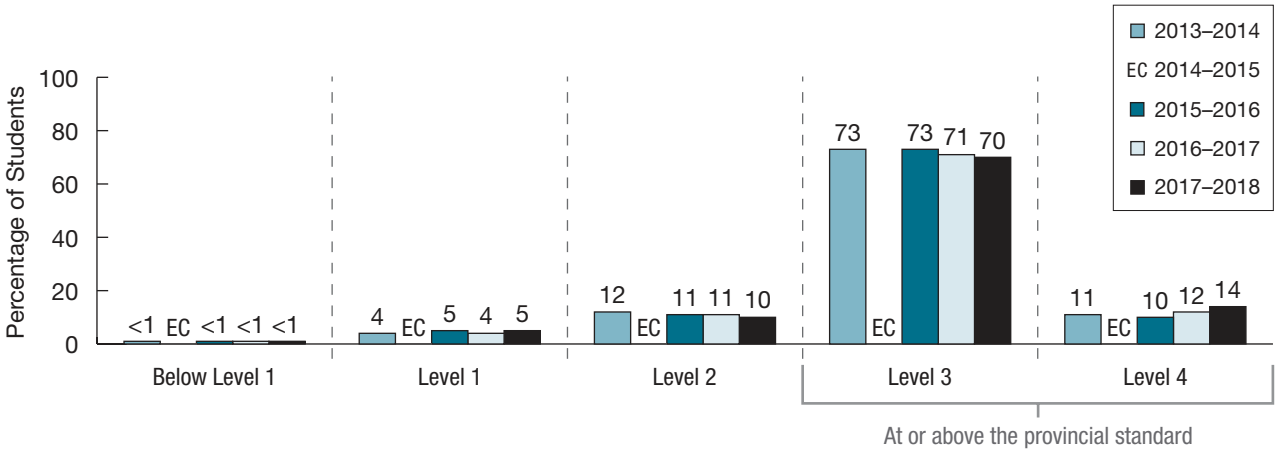
RESULTS BY GENDER*

Results for Female and Male Students Over Time†

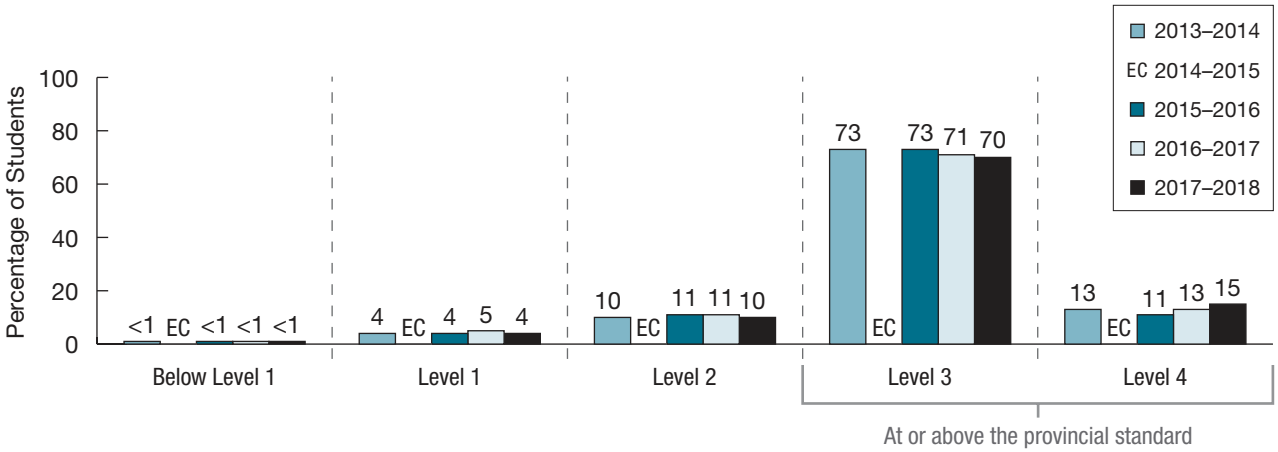
	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
	# = 49 157	EC	# = 49 817	# = 49 388	# = 49 957	# = 46 757	EC	# = 47 530	# = 47 061	# = 47 039
Level 4	11%	EC	10%	12%	14%	13%	EC	11%	13%	15%
Level 3	73%	EC	73%	71%	70%	73%	EC	73%	71%	70%
Level 2	12%	EC	11%	11%	10%	10%	EC	11%	11%	10%
Level 1	4%	EC	5%	4%	5%	4%	EC	4%	5%	4%
Below Level 1	<1%	EC	<1%	<1%	<1%	<1%	EC	<1%	<1%	<1%
No Data	1%	EC	1%	1%	1%	1%	EC	1%	1%	1%
At or Above the Provincial Standard‡	84%	EC	83%	83%	84%	86%	EC	84%	83%	85%

* Results by gender include only students for whom gender data were available.
† Because percentages in tables are rounded, they may not add up to 100.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



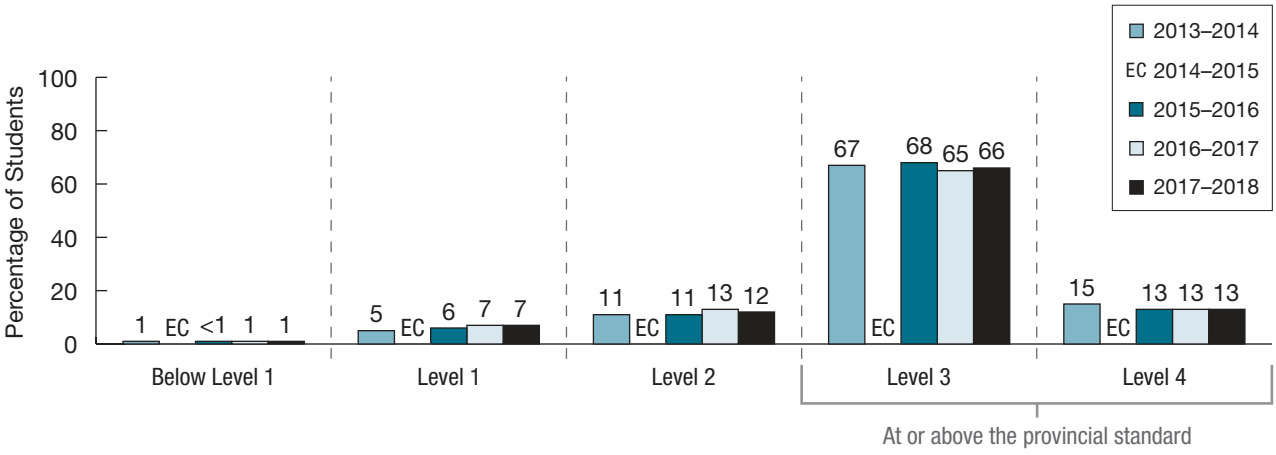
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 6137	EC	# = 6196	# = 6642	# = 6675
Level 4	15%	EC	13%	13%	13%
Level 3	67%	EC	68%	65%	66%
Level 2	11%	EC	11%	13%	12%
Level 1	5%	EC	6%	7%	7%
Below Level 1	1%	EC	<1%	1%	1%
No Data	1%	EC	1%	2%	1%
At or Above the Provincial Standard‡	82%	EC	81%	78%	79%

Percentage of All English Language Learners at Each Level Over Time*†

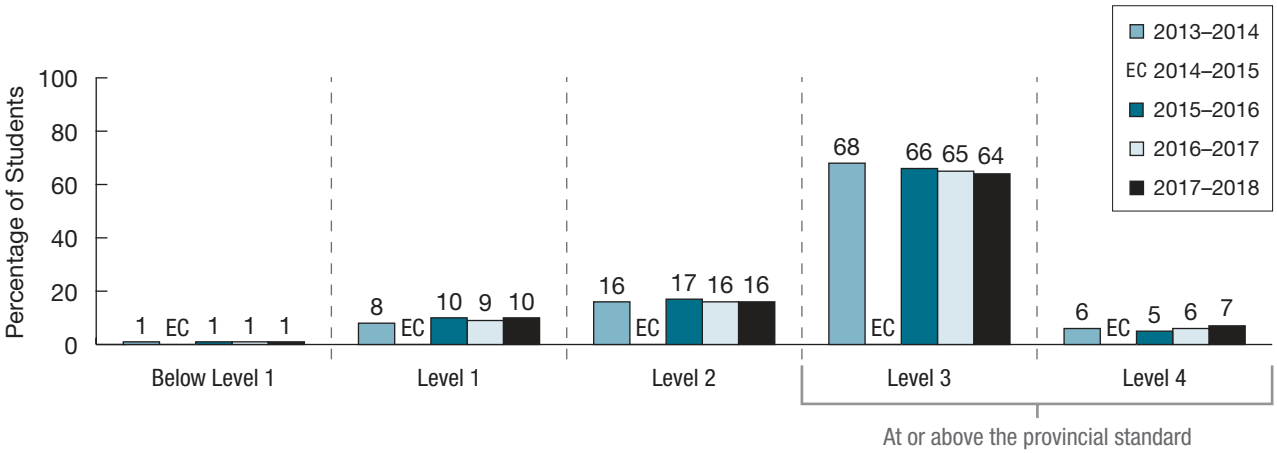


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 5969	EC	# = 7192	# = 7561	# = 7795
Level 4	6%	EC	5%	6%	7%
Level 3	68%	EC	66%	65%	64%
Level 2	16%	EC	17%	16%	16%
Level 1	8%	EC	10%	9%	10%
Below Level 1	1%	EC	1%	1%	1%
No Data	1%	EC	2%	2%	2%
At or Above the Provincial Standard‡	74%	EC	71%	72%	71%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time*†



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Grade 9 Applied Mathematics Course: Contextual Information

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and through the student and teacher questionnaires.

Demographic Information and Participation Rates Over Time

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
All students	# = 38 181	EC	# = 36 005	# = 34 797	# = 33 451
GENDER*					
Female	44%	EC	44%	44%	44%
Male	56%	EC	56%	56%	56%
STUDENT STATUS*					
English language learners†	8%	EC	10%	11%	11%
Students with special education needs (excluding gifted)†	37%	EC	41%	41%	41%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡§					
Speak only or mostly English	78%	EC	78%	75%	75%
Speak another language (or other languages) as often as English	13%	EC	13%	13%	13%
Speak only or mostly another language (or other languages)	6%	EC	7%	7%	7%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	41%	EC	39%	39%	39%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	96%	EC	96%	96%	96%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire. Some data may be missing.
§ Because of missing responses, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the administrations of the Grade 9 Assessment of Mathematics. For the full Teacher Questionnaire results for the province, see the EQAO Web site, www.eqao.com, under "Results."

Student Questionnaire Results Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire	# = 14 068	EC	# = 13 700	# = 13 280	# = 13 003	# = 17 911	EC	# = 17 155	# = 16 786	# = 16 239
STUDENT ATTITUDES TOWARD MATHEMATICS										
Percentage of students indicating that they "agree" or "strongly agree" with the following statement:†										
I like mathematics.	30%	EC	30%	31%	31%	41%	EC	39%	40%	41%
I am good at mathematics.	29%	EC	27%	27%	27%	43%	EC	40%	41%	39%
I am able to answer difficult mathematics questions.	16%	EC	16%	16%	17%	31%	EC	29%	31%	31%
Mathematics is one of my favourite subjects.	18%	EC	18%	18%	19%	25%	EC	24%	24%	25%
I understand most of the mathematics I am taught.	59%	EC	56%	56%	58%	65%	EC	63%	64%	63%
Mathematics is an easy subject.	15%	EC	13%	13%	13%	24%	EC	21%	22%	21%
I do my best in mathematics class.	68%	EC	72%	72%	74%	63%	EC	65%	66%	66%
The mathematics I learn now is useful for everyday life.	31%	EC	29%	31%	31%	40%	EC	36%	37%	36%
The mathematics I learn now helps me do work in other subjects.	43%	EC	43%	45%	46%	47%	EC	47%	48%	48%
I need to do well in mathematics to study what I want later.	46%	EC	47%	47%	48%	52%	EC	52%	53%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	40%	EC	40%	41%	40%	46%	EC	45%	45%	44%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡										
I am not usually assigned any mathematics homework.	9%	EC	10%	11%	13%	10%	EC	11%	13%	14%
Never or almost never	7%	EC	5%	5%	5%	9%	EC	9%	8%	9%
Sometimes	27%	EC	25%	25%	25%	29%	EC	29%	29%	28%
Often	34%	EC	31%	30%	30%	33%	EC	30%	29%	28%
Always	22%	EC	22%	20%	20%	16%	EC	14%	14%	14%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† The other response options were "strongly disagree," "disagree" and "neither agree nor disagree."
‡ Because of missing responses, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire	# = 14 068	EC	# = 13 700	# = 13 280	# = 13 003	# = 17 911	EC	# = 17 155	# = 16 786	# = 16 239
STUDENT ATTITUDES TOWARD MATHEMATICS (CONTINUED)										
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:*										
Number sense (e.g., operations with integers, rational numbers, exponents)	39%	EC	33%	33%	33%	54%	EC	46%	47%	47%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	43%	EC	39%	40%	41%	49%	EC	44%	45%	46%
Linear relations (e.g., scatter plots, lines of best fit)	55%	EC	51%	51%	48%	65%	EC	61%	60%	59%
Measurement (e.g., perimeter, area, volume)	66%	EC	63%	64%	63%	71%	EC	70%	70%	68%
Geometry (e.g., angles, parallel lines)	41%	EC	38%	41%	42%	54%	EC	51%	52%	53%
Percentage of students indicating they do the following "often" or "very often" when studying mathematics or working on a mathematics problem:†										
I connect new mathematics concepts to what I already know about mathematics or other subjects.	25%	EC	23%	24%	26%	32%	EC	27%	28%	28%
I check my mathematics answers to see if they make sense.	62%	EC	61%	63%	65%	59%	EC	57%	59%	60%
I apply new mathematics concepts to real-life problems.	17%	EC	15%	16%	17%	27%	EC	23%	23%	23%
I take time to discuss my mathematics assignments with my classmates.	23%	EC	23%	24%	25%	24%	EC	21%	21%	23%
I look for more than one way to solve mathematics problems.	39%	EC	37%	38%	39%	45%	EC	42%	42%	42%

* The other response options were "not at all confident" and "somewhat confident."
† The other response options were "never or almost never" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire	# = 14 068	EC	# = 13 700	# = 13 280	# = 13 003	# = 17 911	EC	# = 17 155	# = 16 786	# = 16 239
OUT-OF-SCHOOL ACTIVITIES										
Percentage of students indicating that they do the following "every day or almost every day" when they are not at school:*										
Read by themselves	27%	EC	23%	22%	21%	13%	EC	11%	11%	10%
Use the Internet	81%	EC	87%	88%	89%	71%	EC	82%	84%	86%
Play video games	11%	EC	12%	12%	13%	43%	EC	46%	45%	53%
Participate in sports or other physical activities	24%	EC	25%	25%	25%	41%	EC	44%	44%	43%
Percentage of students indicating that they do the following at least once a week when they are not at school:†										
Participate in art, music or drama activities	42%	EC	42%	43%	43%	27%	EC	25%	26%	26%
Participate in other clubs or organizations	25%	EC	25%	25%	24%	28%	EC	26%	27%	27%
Work at a paid job	17%	EC	17%	18%	17%	25%	EC	23%	24%	23%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡										
Volunteer in their community	62%	EC	59%	58%	58%	56%	EC	51%	52%	51%
NUMBER OF SCHOOLS ATTENDED										
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§										
1 school/2 schools	56%	EC	56%	52%	52%	57%	EC	59%	55%	55%
3 schools/4 schools	30%	EC	29%	29%	30%	30%	EC	28%	27%	28%
5 or more schools	11%	EC	11%	12%	12%	10%	EC	9%	10%	10%

* The other response options were "never," "1 or 2 times a month" and "1 to 3 times a week."
† The percentages are based on the number of students who answered "1 to 3 times a week" or "every day or almost every day."
‡ The percentages are based on the number of students who answered "1 or 2 times a month," "1 to 3 times a week" or "every day or almost every day."
§ Because of missing or excluded responses, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results Over Time

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 1531	EC	# = 1358	# = 1378	# = 1275
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:					
Identify how well students are meeting curriculum expectations	69%	EC	67%	74%	72%
Communicate with parents and guardians about student achievement	31%	EC	30%	32%	31%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	72%	EC	72%	78%	76%
Inform planning of their Grade 9 mathematics instructional program	69%	EC	68%	74%	74%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides for the following purposes this past year:					
Independently or with a school team:					
To inform classroom instruction	83%	EC	85%	87%	87%
Independently:					
To show samples of student responses to students	73%	EC	74%	75%	76%
To help students understand how questions and tasks relate to mathematics curriculum expectations	73%	EC	72%	72%	71%
To communicate with parents and guardians about curriculum expectations	31%	EC	30%	31%	30%
SOME TEACHING PRACTICES					
Percentage of teachers who "frequently" asked their students to do the following during mathematics instruction this past semester or year:*					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	53%	EC	52%	58%	60%
Solve open-ended problems	36%	EC	38%	41%	43%
Work collaboratively to solve problems	51%	EC	52%	58%	61%
Discuss mathematical ideas and relationships	59%	EC	59%	60%	61%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	27%	EC	25%	30%	29%
Explain the reasoning behind their answers	71%	EC	72%	75%	76%
Write solutions using mathematical language and symbols	86%	EC	85%	84%	84%

* The other response options were "never," "seldom" and "sometimes."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results Over Time (continued)

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 1531	EC	# = 1358	# = 1378	# = 1275
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they "sometimes" or "frequently" had the majority of their students use the following resources in class this past semester or year:*					
Calculator	98%	EC	98%	98%	98%
Graphing calculator	30%	EC	26%	25%	23%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	27%	EC	35%	43%	45%
The Internet (e.g., to access statistics or other sources of mathematical information)	37%	EC	47%	54%	52%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	62%	EC	58%	62%	62%
Measuring device (e.g., ruler, metre stick, protractor)	84%	EC	82%	85%	82%
Presentation technology (e.g., interactive white board, LCD projector)	81%	EC	83%	87%	88%

* The other response options were "never" and "seldom."
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The Grade 9 student and teacher questionnaires include some questions about teachers' use of the Grade 9 Assessment of Mathematics in students' class marks. The following two tables present the results from some of these questions.

Use of the Assessment in Students' Class Marks

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire*	# = 14 068	EC	# = 13 700	# = 13 280	# = 13 003	# = 17 911	EC	# = 17 155	# = 16 786	# = 16 239
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†	48%	EC	47%	47%	47%	43%	EC	42%	40%	41%
Percentage of students who indicated that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡§	76%	EC	78%	79%	79%	75%	EC	76%	76%	75%

* Includes only those students for whom gender data were available.
† The response options were "yes," "no" and "don't know." The percentages given represent those students who answered "yes."
‡ The response options were "yes," "no" and "undecided." The percentages given represent those students who answered "yes."
§ The percentages for this question are based on the number of students who answered "yes" to the previous question in the above table.
2013–2014: Females: # = 6707; Males: # = 7724
2014–2015: EC
2015–2016: Females: # = 6379; Males: # = 7239
2016–2017: Females: # = 6226; Males: # = 6764
2017–2018: Females: # = 6047; Males: # = 6595
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Teachers who completed the questionnaire	# = 1531	EC	# = 1358	# = 1378	# = 1275
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	96%	EC	95%	95%	96%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*					
1–5%	26%	EC	24%	25%	21%
6–10%	47%	EC	49%	47%	49%
11–15%	19%	EC	19%	19%	19%
16–20%	4%	EC	3%	3%	5%
21–25%	1%	EC	1%	1%	1%
26–30%	1%	EC	2%	2%	2%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	85%	EC	84%	87%	84%

* The percentages for this question are based on the number of teachers who indicated that some or all components of the assessment count as part of their students' class mark.
2013–2014: # = 1472 2014–2015: EC 2015–2016: # = 1292 2016–2017: # = 1306 2017–2018: # = 1220
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

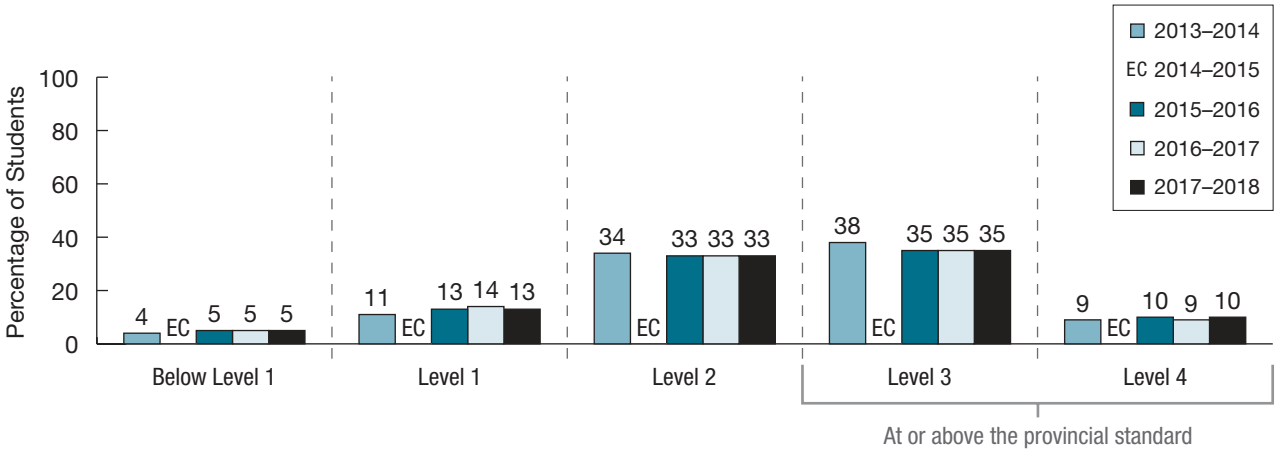
Grade 9 Applied Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 38 181	EC	# = 36 005	# = 34 797	# = 33 451
Level 4	9%	EC	10%	9%	10%
Level 3	38%	EC	35%	35%	35%
Level 2	34%	EC	33%	33%	33%
Level 1	11%	EC	13%	14%	13%
Below Level 1	4%	EC	5%	5%	5%
No Data	4%	EC	4%	4%	4%
At or Above the Provincial Standard‡	47%	EC	45%	44%	45%

Percentage of All Students at Each Level Over Time†



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.
See Grade 9 Assessment of Mathematics: Explanation of Terms.

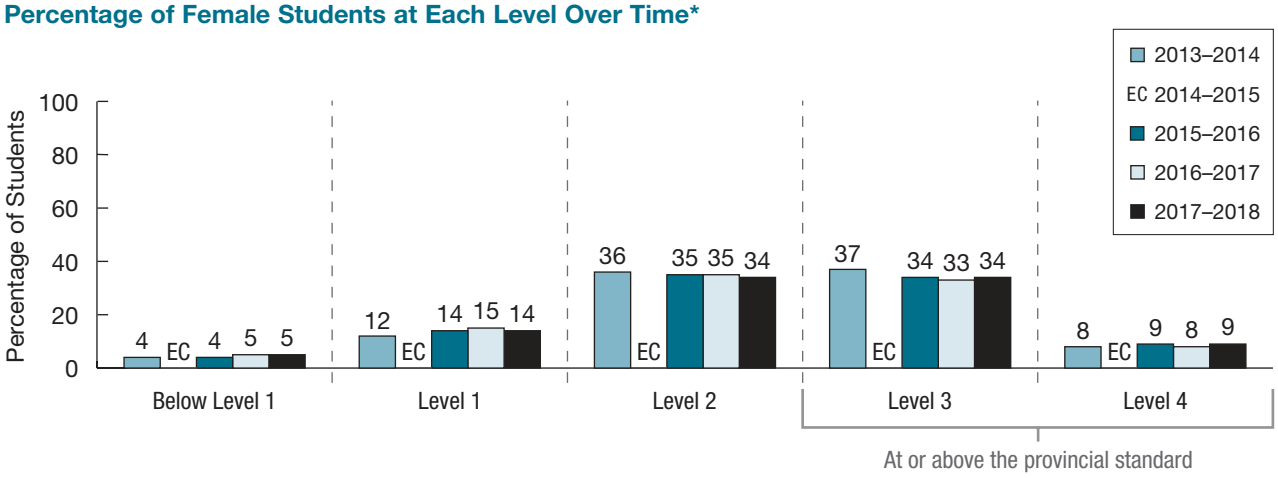
RESULTS BY GENDER*

Results for Female and Male Students Over Time†

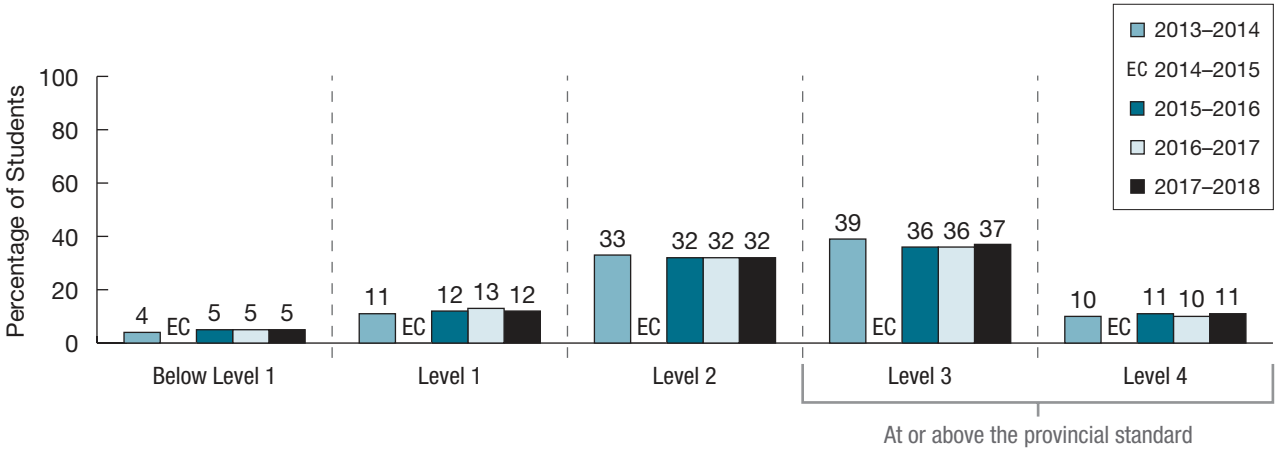
	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	Female					Male				
Students who completed the questionnaire*	# = 16 662	EC	# = 15 748	# = 15 212	# = 14 646	# = 21 519	EC	# = 20 257	# = 19 585	# = 18 804
Level 4	8%	EC	9%	8%	9%	10%	EC	11%	10%	11%
Level 3	37%	EC	34%	33%	34%	39%	EC	36%	36%	37%
Level 2	36%	EC	35%	35%	34%	33%	EC	32%	32%	32%
Level 1	12%	EC	14%	15%	14%	11%	EC	12%	13%	12%
Below Level 1	4%	EC	4%	5%	5%	4%	EC	5%	5%	5%
No Data	4%	EC	4%	4%	4%	4%	EC	4%	4%	4%
At or Above the Provincial Standard‡	45%	EC	43%	41%	42%	49%	EC	47%	46%	47%

* Results by gender include only students for whom gender data were available.
† Because percentages in tables are rounded, they may not add up to 100.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



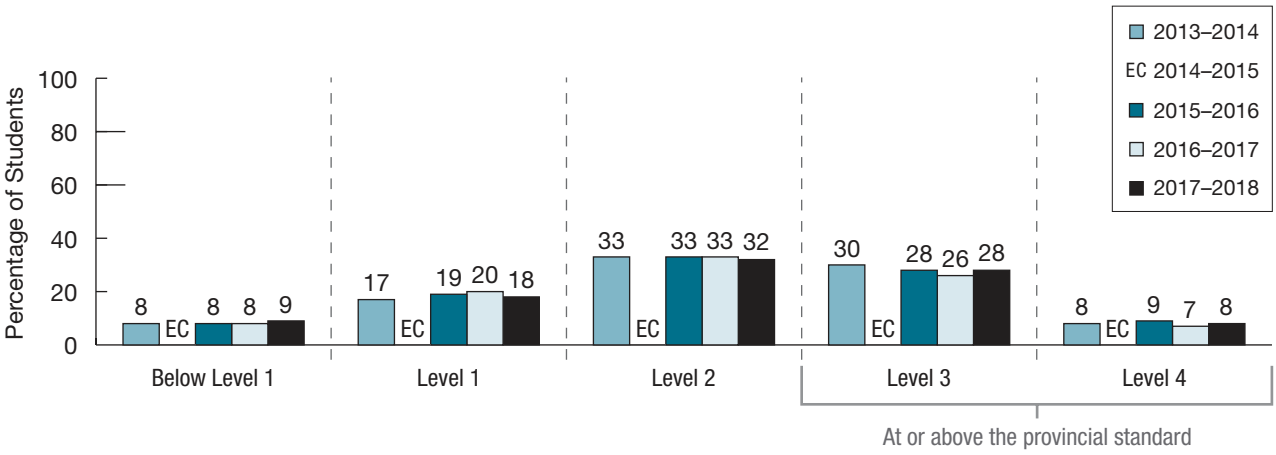
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 3115	EC	# = 3598	# = 3802	# = 3724
Level 4	8%	EC	9%	7%	8%
Level 3	30%	EC	28%	26%	28%
Level 2	33%	EC	33%	33%	32%
Level 1	17%	EC	19%	20%	18%
Below Level 1	8%	EC	8%	8%	9%
No Data	4%	EC	3%	5%	5%
At or Above the Provincial Standard‡	38%	EC	37%	33%	36%

Percentage of All English Language Learners at Each Level Over Time*†

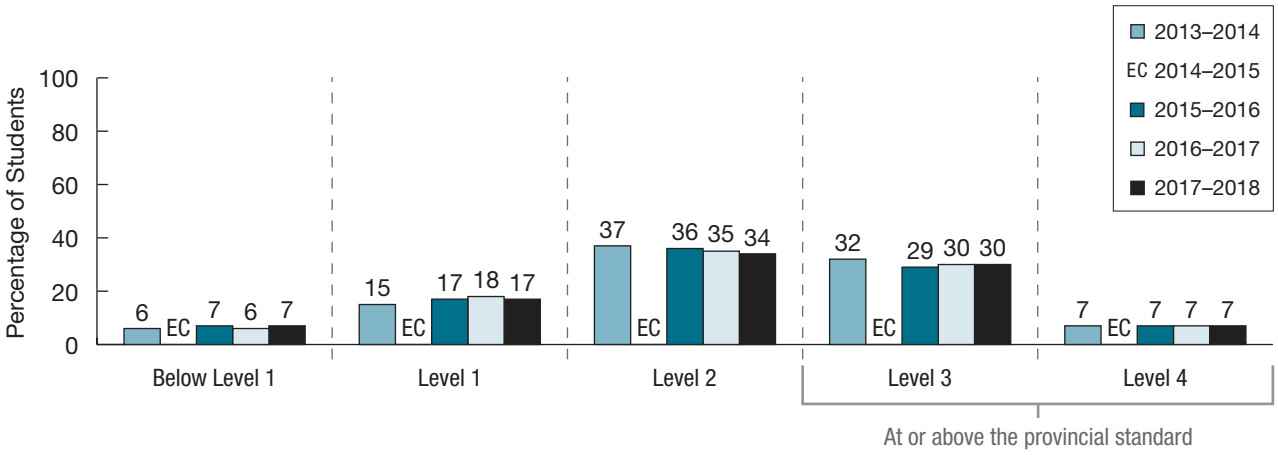


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time*†

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
	# = 14 241	EC	# = 14 761	# = 14 384	# = 13 759
Level 4	7%	EC	7%	7%	7%
Level 3	32%	EC	29%	30%	30%
Level 2	37%	EC	36%	35%	34%
Level 1	15%	EC	17%	18%	17%
Below Level 1	6%	EC	7%	6%	7%
No Data	4%	EC	4%	4%	4%
At or Above the Provincial Standard‡	39%	EC	36%	37%	38%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time*†



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Grade 9 Assessment of Mathematics: Summary of Findings

Academic and Applied courses

- Over the past five years,
  - the percentage of students taking the academic course who achieved at or above the provincial standard has remained high and stable. Since 2016–2017, it has increased by one percentage point, from 83% to 84%.
  - for those taking the applied course, the percentage of students who achieved at or above the provincial standard has decreased by two percentage points, from 47% to 45%. Since 2016–2017, it has increased by one percentage point.
  - the participation rate has remained high and stable at 99% in the academic course and 96% in applied.
  - the demographic characteristics of students in both courses have remained relatively stable, with two noteworthy exceptions: in the applied course, the percentage of students who have special education needs has increased by four percentage points (from 37% to 41%) and the percentage who are English language learners has increased by three percentage points (from 8% to 11%).

Groups of Interest

- In the academic course, the percentage of students at or above the provincial standard was similar for both genders (85% for male and 84% for female). The percentage of female students meeting the standard was the same as that in 2013–2014, while the percentage of male students has decreased by one percentage point.
- In the applied course, the percentage of male students at or above the provincial standard (47%) was five points higher than that of female students (42%). Since 2013–2014, the percentage of female students meeting the standard has decreased by three percentage points, while the percentage of male students has decreased by two.
- For English language learners in the academic course, the percentage of students meeting the provincial standard has decreased by three percentage points since 2013–2014 but was up one point since last year.
- Similarly, in the applied course, the percentage of English language learners meeting the provincial standard has decreased by two percentage points since 2013–2014 but was up three points since last year.
- Among students with special education needs in the academic course, there has been a three-point decline since 2013–2014 in the percentage of students meeting the provincial standard, and a one-percentage-point drop since 2016–2017.
- In contrast, in the applied course, the percentage of students with special education needs meeting the provincial standard has increased by one percentage point each year over the past three years (from 36% to 38%).

Academic and Applied courses (cont'd)

Questionnaire Results

- In the academic course, larger percentages of male than female students indicated that they agree or strongly agree with statements related to attitudes toward mathematics, such as "I like mathematics" (63% vs. 53%) and "I am good at mathematics" (61% vs. 49%). In contrast, larger percentages of female than male students indicated that they agree or strongly agree with the statement "I do my best in mathematics class" (77% vs. 69%).
- These same patterns held for students in the applied course. Greater shares of male than female students responded positively to the statements "I like mathematics" (41% vs. 31%) and "I am good at mathematics" (39% vs. 27%), while greater proportions of female than male students agreed with the statement "I do my best in mathematics class" (74% vs. 66%).
- Among students in both programs, male and female students responded relatively consistently to questions related to the usefulness of mathematics for academic and career success.
- The percentage of students in both the academic and the applied courses who indicated that they agree or strongly agree with the statement "I am able to answer difficult mathematics questions" was smaller than the percentages who responded the same way to "I am good at mathematics" and "I understand most of the mathematics I am taught."
- Students' motivation and confidence in their math ability have remained relatively stable over the past five years, as measured by the questionnaire.

Grade 9 Assessment of Mathematics: Explanation of Terms

All Students
This term refers to all students in the Grade 9 mathematics course (applied or academic), including students for whom we have no data.

Provincial Standard
The Ministry of Education, in *The Ontario Curriculum,* has set Level 3 as the provincial standard. Level 3 identifies a high level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4 (80–100%)
The student has demonstrated a very high to outstanding level of achievement. Achievement *surpasses* the provincial standard.

Level 3 (70–79%)
The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.

Level 2 (60–69%)
The student has demonstrated a moderate level of achievement. Achievement is below, but *approaching,* the provincial standard.

Level 1 (50–59%)
The student has demonstrated a passable level of achievement.Achievement is *much below* the provincial standard.

Below Level 1
The student has not demonstrated sufficient achievement of the curriculum expectations (below 50%).

NP
Non-participating indicates that due to exceptional circumstances, some or all of the board's students did not participate.

No Data
This designates students who did not receive a result, due to absence or for other reasons.

English Language Learners
These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

Students with Special Education Needs (Excluding Gifted)
Students with special education needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

Ontario Secondary School Literacy Test (OSSLT)

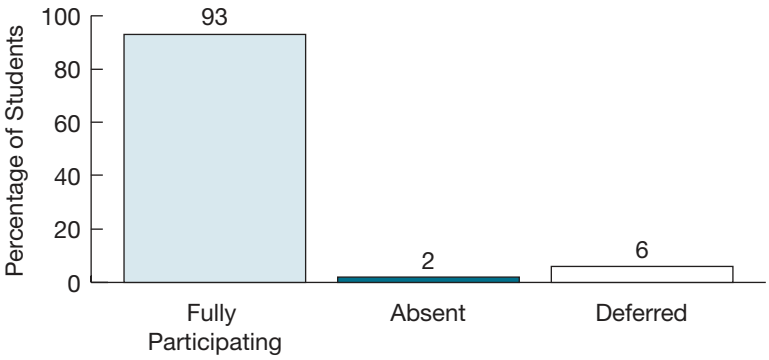
OSSLT: Results at a Glance

FIRST-TIME ELIGIBLE STUDENTS

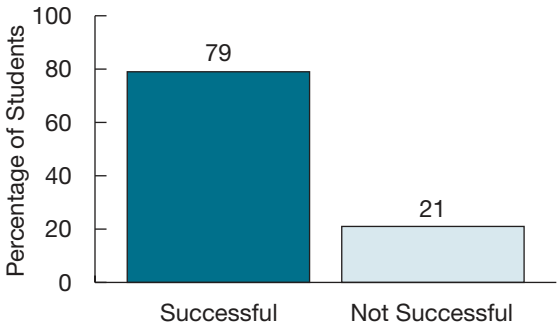
Results for First-Time Eligible Students, 2017–2018*

	ALL STUDENTS # = 132 639		FULLY PARTICIPATING STUDENTS # = 122 721
SUCCESSFUL	96 764	73%	79%
NOT SUCCESSFUL	25 957	20%	21%
FULLY PARTICIPATING	122 721	93%	
ABSENT	2 350	2%	
DEFERRED	7 568	6%	

Participation Rate, 2017–2018: All Students*



Success Rate, 2017–2018: Fully Participating Students*

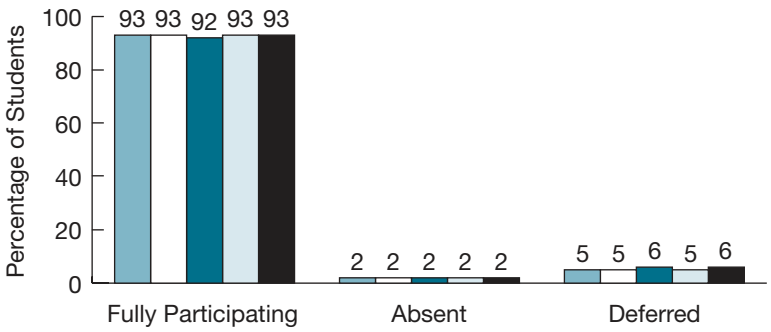


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
See OSSLT: Explanation of Terms.

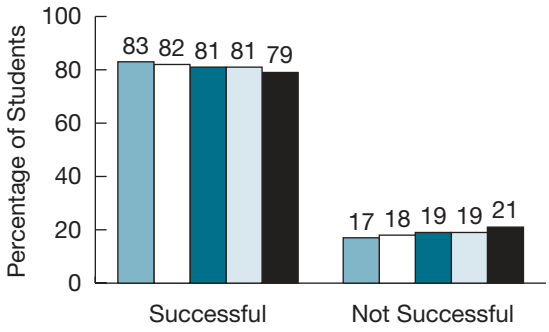
Results for First-Time Eligible Students Over Time*

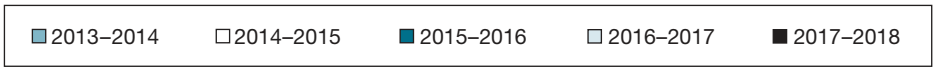
	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2013–2014 # = 141 815	2014–2015 # = 137 620	2015–2016 # = 135 111	2016–2017 # = 136 492	2017–2018 # = 132 639	2013–2014 # = 131 712	2014–2015 # = 127 867	2015–2016 # = 124 977	2016–2017 # = 127 142	2017–2018 # = 122 721
SUCCESSFUL	77%	77%	75%	75%	73%	83%	82%	81%	81%	79%
NOT SUCCESSFUL	16%	16%	18%	18%	20%	17%	18%	19%	19%	21%
FULLY PARTICIPATING	93%	93%	92%	93%	93%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	5%	5%	6%	5%	6%					

Participation Rates Over Time: All Students*



Success Rates Over Time: Fully Participating Students*





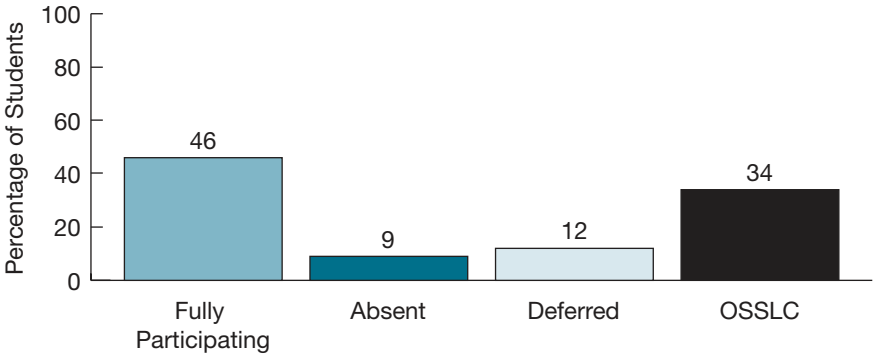
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

PREVIOUSLY ELIGIBLE STUDENTS

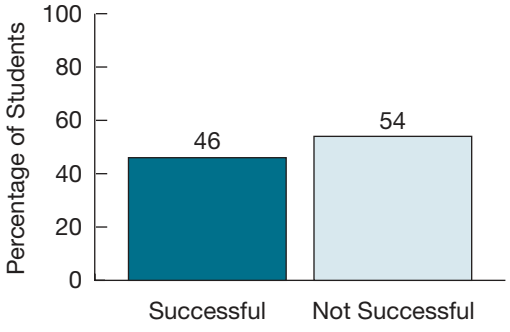
Results for Previously Eligible Students, 2017–2018*

	ALL STUDENTS # = 57 133		FULLY PARTICIPATING STUDENTS # = 26 021
SUCCESSFUL	11 853	21%	46%
NOT SUCCESSFUL	14 168	25%	54%
FULLY PARTICIPATING	26 021	46%	
ABSENT	4 867	9%	
DEFERRED	6 735	12%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	19 510	34%	

Participation Rate, 2017–2018: All Students*



Success Rate, 2017–2018: Fully Participating Students*

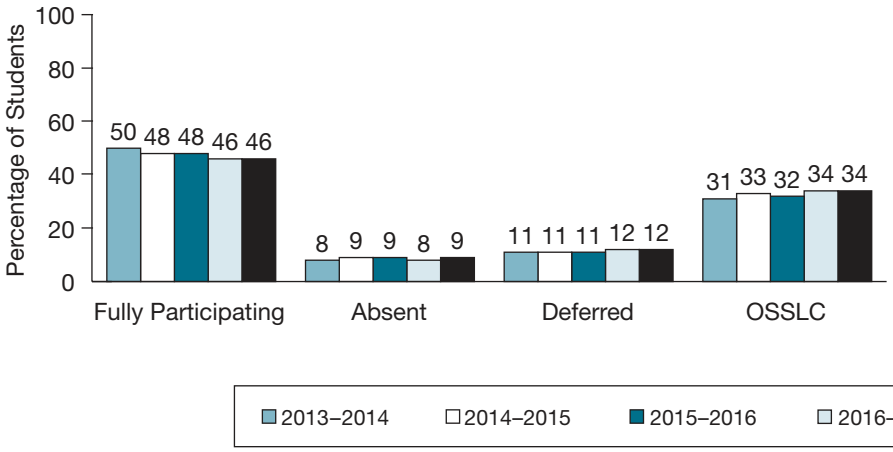


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.

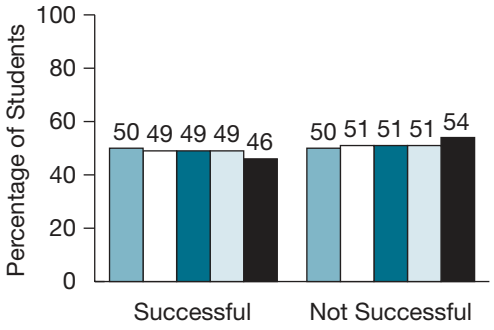
Results for Previously Eligible Students Over Time*†

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2013–2014 # = 56 941	2014–2015 # = 54 024	2015–2016 # = 55 284	2016–2017 # = 58 895	2017–2018 # = 57 133	2013–2014 # = 28 312	2014–2015 # = 25 989	2015–2016 # = 26 333	2016–2017 # = 27 360	2017–2018 # = 26 021
SUCCESSFUL	25%	24%	23%	23%	21%	50%	49%	49%	49%	46%
NOT SUCCESSFUL	25%	24%	24%	24%	25%	50%	51%	51%	51%	54%
FULLY PARTICIPATING	50%	48%	48%	46%	46%					
ABSENT	8%	9%	9%	8%	9%					
DEFERRED	11%	11%	11%	12%	12%					
OSSLC‡	31%	33%	32%	34%	34%					

Participation Rates Over Time: All Students*



Success Rates Over Time: Fully Participating Students*



* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Since the demographic nature of the previously eligible student population varies from year to year, caution must be used in interpreting these data.
‡ See OSSLT: Explanation of Terms.

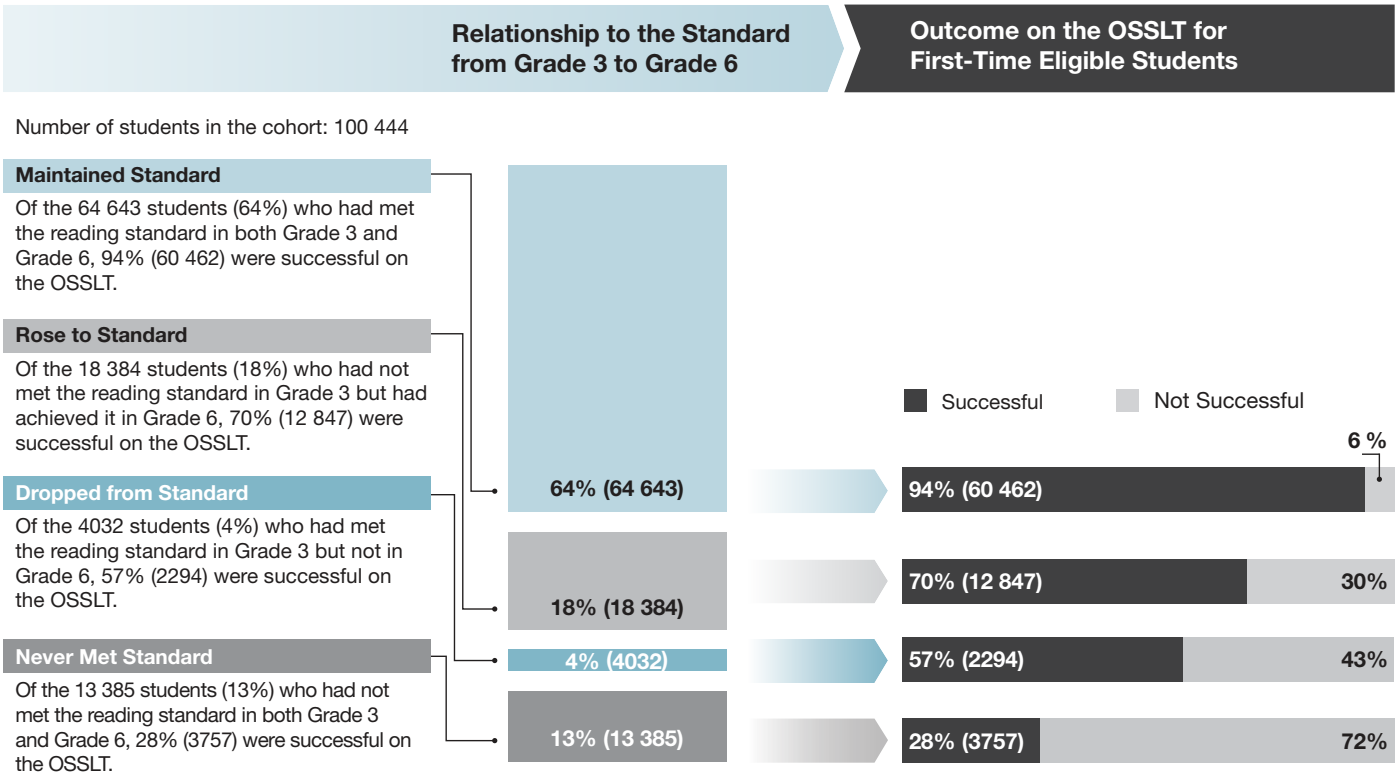
TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

Of the 132 639 students who were eligible to write the OSSLT in Grade 10 this year, 106 229 (80%) had been in the Ontario school system for the reading component of the provincial assessments in Grade 3 and Grade 6. Of these 106 229 students, 100 444 (95%) students wrote the OSSLT this year.

The following graph shows the OSSLT outcomes for the following four groups of students, based on their achievement in Grades 3 and 6:

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

Reading



Note: Because percentages in graphs are rounded, they may not add up to 100.

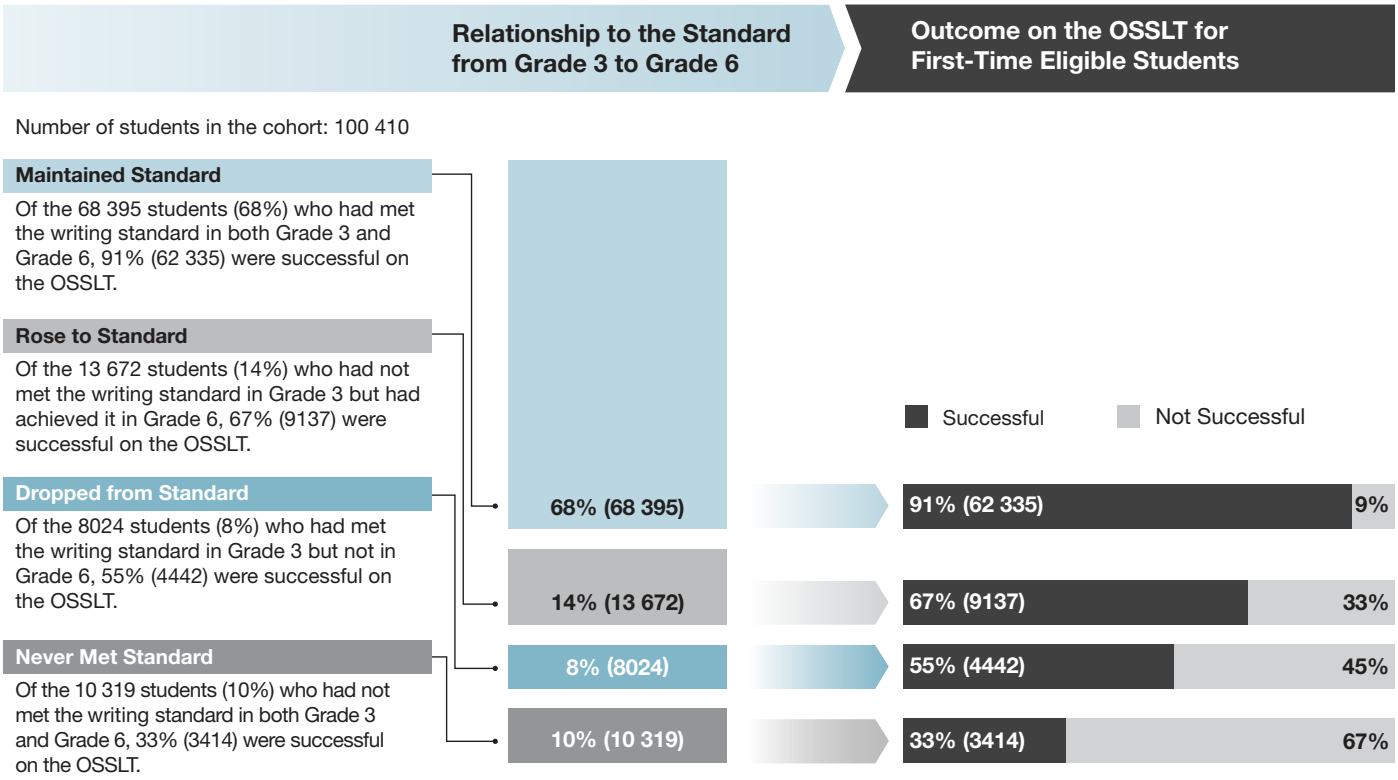
TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

Of the 132 639 students who were eligible to write the OSSLT in Grade 10 this year, 106 195 (80%) had been in the Ontario school system for the writing component of the provincial assessments in Grade 3 and Grade 6. Of these 106 195 students, 100 410 (95%) students wrote the OSSLT this year.

The following graph shows the OSSLT outcomes for the following four groups of students, based on their achievement in Grades 3 and 6:

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

Writing



Note: Because percentages in graphs are rounded, they may not add up to 100.

OSSLT—First-Time Eligible Students: Contextual Information

Participation rates, demographic information and questionnaire results provide a context for interpreting the province-wide results.

Participation Rates by Subgroup, 2017–2018:*

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER				
Female	64 849	2%	5%	94%
Male	67 777	2%	7%	91%
STUDENT STATUS				
English language learners†	8 845	1%	27%	72%
Students with special education needs (excluding gifted)†	25 908	3%	12%	85%
COURSE TYPE IN ENGLISH				
Academic	97 851	1%	1%	98%
Applied	25 674	3%	8%	88%
Locally developed	3 916	5%	45%	50%

* Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See OSSLT: Explanation of Terms.

Demographic Information and Participation Rates Over Time

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
All first-time eligible students	# = 141 815	# = 137 620	# = 135 111	# = 136 492	# = 132 639
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Not specified	<1%	0%	0%	<1%	<1%
STUDENT STATUS*					
English language learners†	6%	6%	7%	7%	7%
English language learners who received one or more special provisions	4%	4%	4%	4%	3%
Students with special education needs (excluding gifted)†	18%	19%	19%	19%	20%
Students with special education needs (excluding gifted) who received one or more accommodations	16%	16%	17%	16%	14%
COURSE TYPE IN ENGLISH*					
Academic	72%	73%	73%	74%	74%
Applied	21%	21%	20%	20%	19%
Locally developed	3%	3%	3%	3%	3%
LANGUAGE‡					
Number of students who completed the questionnaire	128 649	121 594	119 243	119 666	116 583
First language learned at home was other than English	23%	22%	24%	23%	23%
Speak only or mostly English at home	74%	74%	72%	72%	71%
Speak another language (or other languages) as often as English at home	19%	18%	20%	20%	20%
Speak only or mostly another language (or other languages) at home	7%	7%	7%	7%	7%
PARTICIPATION IN THE TEST					
Number and percentage of fully participating first-time eligible students	131 712 93%	127 867 93%	124 977 92%	127 142 93%	122 721 93%
Students who were exempted	1 500	1 531	1 495	1 252	1 306

* Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See OSSLT: Explanation of terms.
‡ Contextual data pertaining to language are gathered from the questionnaire completed by students. Some data may be missing.

Student Questionnaire Results: Reading

	2015–2016	2016–2017	2017–2018	2015–2016	2016–2017	2017–2018
	Female			Male		
Students who completed the questionnaire*	# = 59 376	# = 59 706	# = 58 262	# = 59 867	# = 59 959	# = 58 314
Percentage of first-time eligible students indicating that they read the following kinds of material in English outside school for three hours or more most weeks (print or electronic):†‡						
Non-fiction books (e.g., biographies)	14%	13%	13%	12%	11%	11%
Comics	4%	4%	5%	6%	6%	6%
Web sites, e-mail or chat messages, blogs	64%	62%	59%	51%	49%	49%
Letters	1%	1%	1%	1%	1%	1%
Magazines	2%	2%	2%	2%	2%	1%
Manuals, instructions	1%	1%	1%	3%	3%	3%
Newspapers	2%	2%	2%	3%	3%	2%
Novels, short stories, other fiction	37%	35%	32%	18%	16%	15%
Song lyrics, poems	27%	27%	27%	17%	17%	19%
Religious or spiritual writings	5%	4%	5%	5%	4%	5%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† Percentages are based on the number of students who answered "three hours or more but less than five hours" or "five hours or more." The other response options were "One hour or less" and "More than one hour but less than three hours."
‡ This question was asked for the first time in 2015–2016.

Student Questionnaire Results: Writing

	2015–2016	2016–2017	2017–2018	2015–2016	2016–2017	2017–2018
	Female			Male		
Students who completed the questionnaire*	# = 59 376	# = 59 706	# = 58 262	# = 59 867	# = 59 959	# = 58 314
Percentage of first-time eligible students indicating that they do the following types of writing outside school for three hours or more most weeks:†‡						
On social media (Twitter, Facebook, blogs) or texting	57%	59%	59%	41%	46%	48%
Letters, journals, diaries	7%	7%	7%	2%	2%	2%
Notes, directions, instructions	7%	7%	7%	5%	5%	5%
Song lyrics, poems	11%	12%	12%	8%	9%	9%
Stories, fiction	12%	12%	11%	5%	5%	5%
Work-related writing	32%	25%	26%	22%	19%	19%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† Percentages are based on the number of students who answered "three hours or more but less than five hours" or "five hours or more." The other response options were "One hour or less" and "More than one hour but less than three hours."
‡ This question was asked for the first time in 2015–2016.

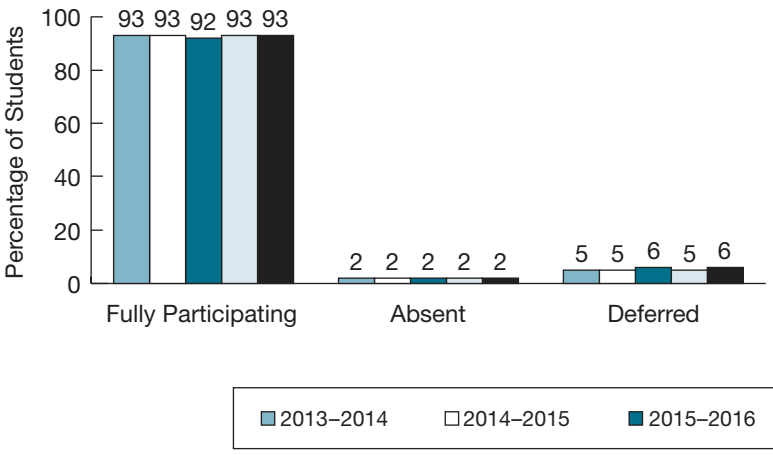
OSSLT—First-Time Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

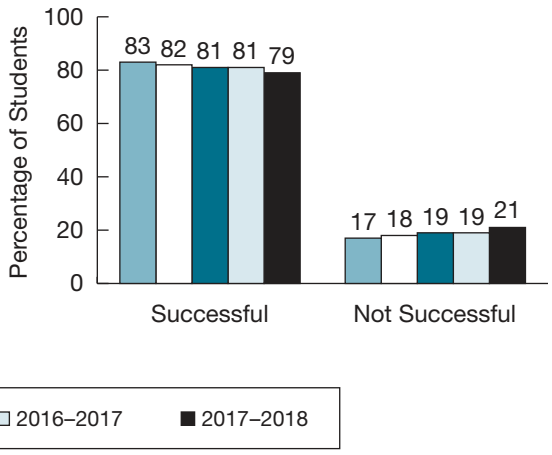
Results for First-Time Eligible Students Over Time*

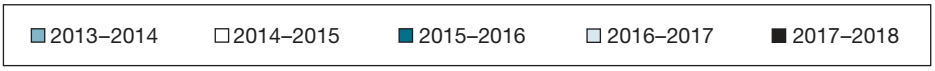
	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2013–2014 # = 141 815	2014–2015 # = 137 620	2015–2016 # = 135 111	2016–2017 # = 136 492	2017–2018 # = 132 639	2013–2014 # = 131 712	2014–2015 # = 127 867	2015–2016 # = 124 977	2016–2017 # = 127 142	2017–2018 # = 122 721
SUCCESSFUL	77%	77%	75%	75%	73%	83%	82%	81%	81%	79%
NOT SUCCESSFUL	16%	16%	18%	18%	20%	17%	18%	19%	19%	21%
FULLY PARTICIPATING	93%	93%	92%	93%	93%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	5%	5%	6%	5%	6%					

Participation Rates Over Time: All Students*



Success Rates Over Time: Fully Participating Students*





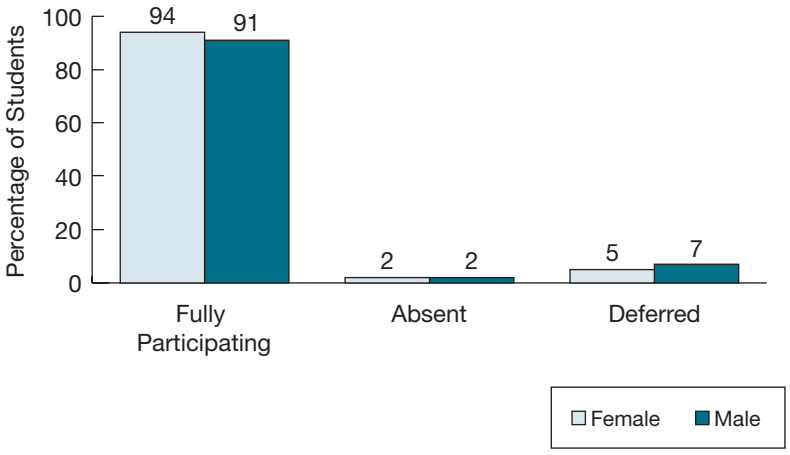
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

RESULTS BY GENDER*

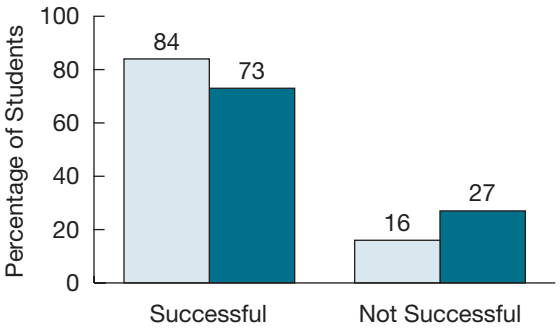
Results for Female and Male Students, 2017–2018†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 64 849		Male # = 67 777		Female # = 60 716	Male # = 61 994
SUCCESSFUL	51 242	79%	45 516	67%	84%	73%
NOT SUCCESSFUL	9 474	15%	16 478	24%	16%	27%
FULLY PARTICIPATING	60 716	94%	61 994	91%		
ABSENT	1 164	2%	1 185	2%		
DEFERRED	2 969	5%	4 598	7%		

Participation Rates, 2017–2018: All Female and Male Students†



Success Rates, 2017–2018: Fully Participating Female and Male Students†

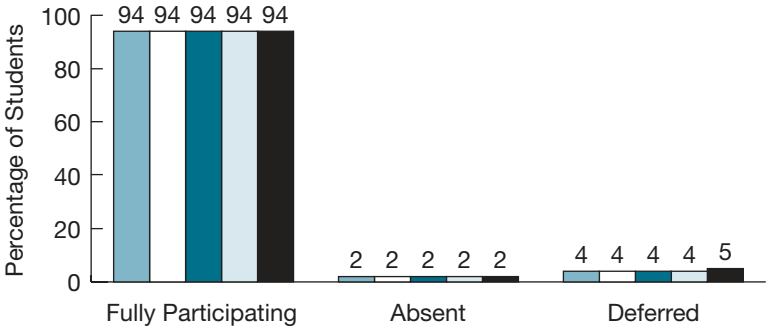


* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

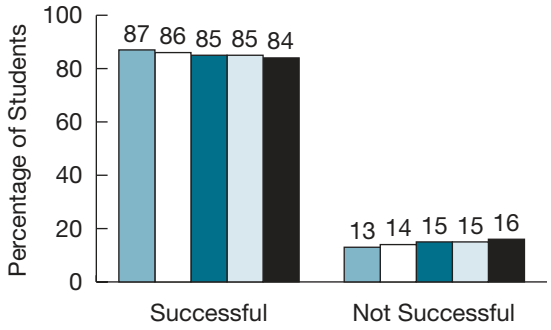
Results for Female Students Over Time*†

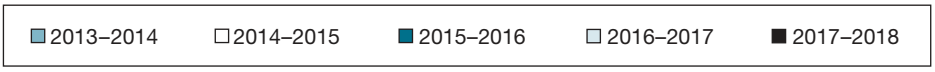
	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	2013–2014 # = 69 290	2014–2015 # = 67 023	2015–2016 # = 65 907	2016–2017 # = 66 832	2017–2018 # = 64 849	2013–2014 # = 65 018	2014–2015 # = 62 936	2015–2016 # = 61 694	2016–2017 # = 62 991	2017–2018 # = 60 716
SUCCESSFUL	82%	81%	79%	81%	79%	87%	86%	85%	85%	84%
NOT SUCCESSFUL	12%	13%	14%	14%	15%	13%	14%	15%	15%	16%
FULLY PARTICIPATING	94%	94%	94%	94%	94%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	4%	4%	4%	4%	5%					

Participation Rates Over Time: All Female Students*†



Success Rates Over Time: Fully Participating Female Students*†



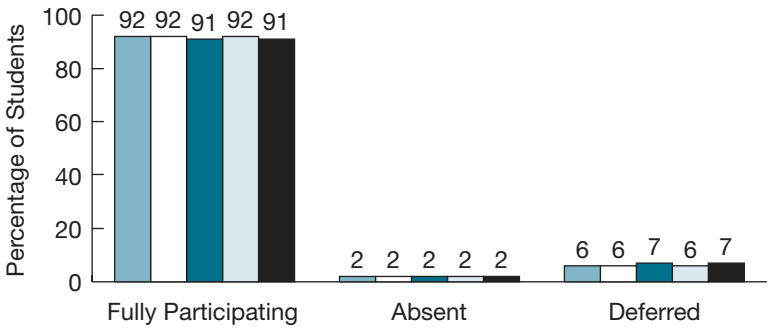


* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

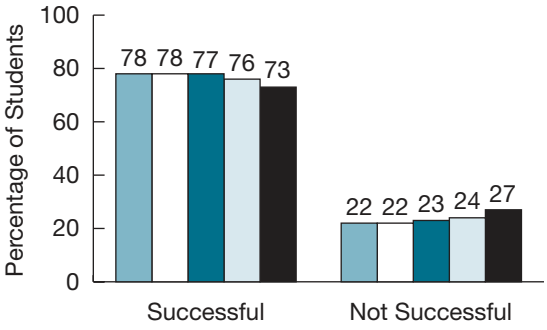
Results for Male Students Over Time*†

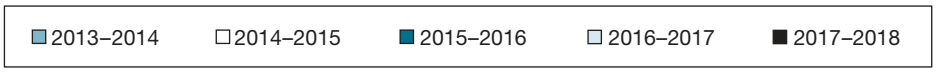
	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	2013–2014 # = 72 521	2014–2015 # = 70 597	2015–2016 # = 69 204	2016–2017 # = 69 659	2017–2018 # = 67 777	2013–2014 # = 66 692	2014–2015 # = 64 931	2015–2016 # = 63 283	2016–2017 # = 64 150	2017–2018 # = 61 994
SUCCESSFUL	72%	72%	71%	70%	67%	78%	78%	77%	76%	73%
NOT SUCCESSFUL	20%	20%	21%	22%	24%	22%	22%	23%	24%	27%
FULLY PARTICIPATING	92%	92%	91%	92%	91%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	6%	6%	7%	6%	7%					

Participation Rates Over Time: All Male Students*†



Success Rates Over Time: Fully Participating Male Students*†



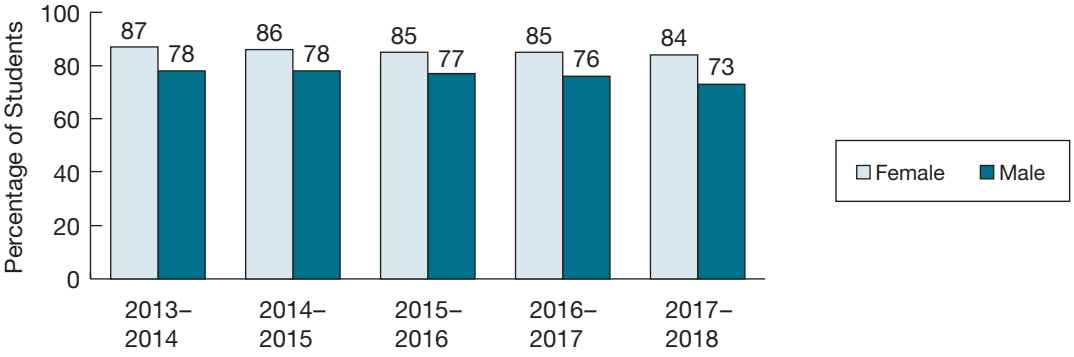


* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

Number of Fully Participating First-Time Eligible Students by Gender Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
FEMALE	65 018	62 936	61 694	62 991	60 716
MALE	66 692	64 931	63 283	64 150	61 994

Success Rates Over Time: Fully Participating Female and Male Students*



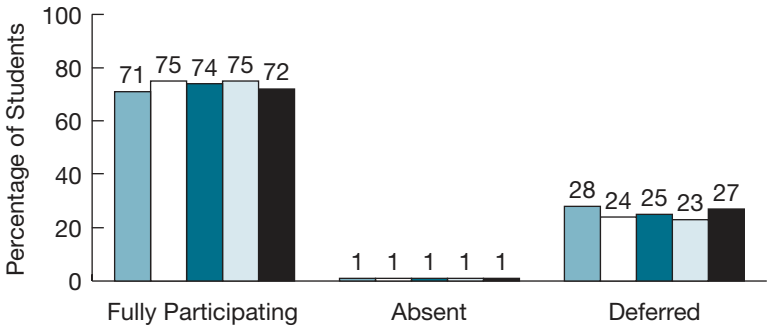
* Includes only students for whom gender data were available.

RESULTS BY STUDENT STATUS

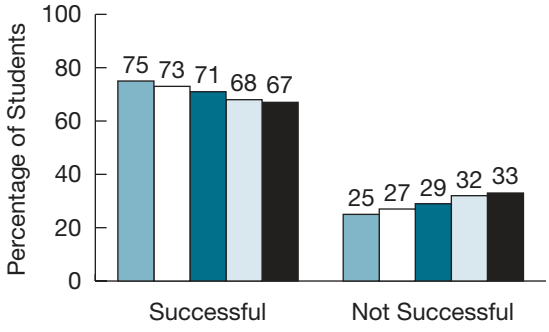
Results for English Language Learners Over Time*†

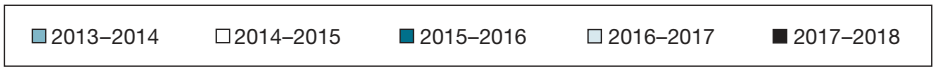
	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	2013–2014 # = 8465	2014–2015 # = 8042	2015–2016 # = 9488	2016–2017 # = 9580	2017–2018 # = 8845	2013–2014 # = 6009	2014–2015 # = 6005	2015–2016 # = 7030	2016–2017 # = 7222	2017–2018 # = 6385
SUCCESSFUL	53%	54%	52%	51%	48%	75%	73%	71%	68%	67%
NOT SUCCESSFUL	18%	20%	22%	24%	24%	25%	27%	29%	32%	33%
FULLY PARTICIPATING	71%	75%	74%	75%	72%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	28%	24%	25%	23%	27%					

Participation Rates Over Time: All English Language Learners*†



Success Rates Over Time: Fully Participating English Language Learners*†



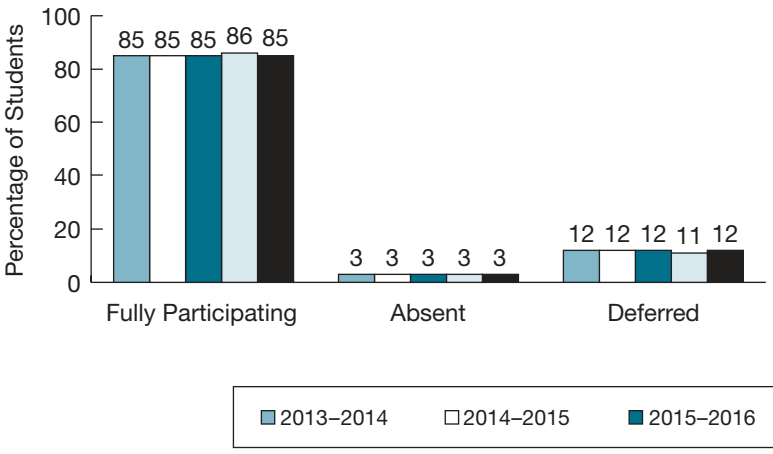


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.

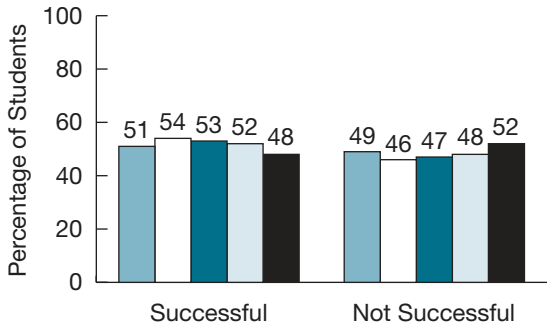
Results for Students with Special Education Needs (Excluding Gifted) Over Time*†

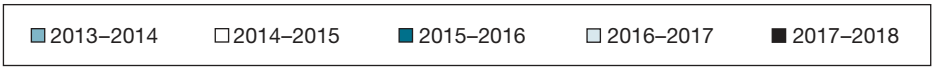
	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	2013–2014 # = 25 686	2014–2015 # = 25 772	2015–2016 # = 25 907	2016–2017 # = 26 311	2017–2018 # = 25 908	2013–2014 # = 21 914	2014–2015 # = 21 869	2015–2016 # = 21 952	2016–2017 # = 22 566	2017–2018 # = 21 994
SUCCESSFUL	44%	45%	44%	45%	40%	51%	54%	53%	52%	48%
NOT SUCCESSFUL	42%	39%	40%	41%	44%	49%	46%	47%	48%	52%
FULLY PARTICIPATING	85%	85%	85%	86%	85%					
ABSENT	3%	3%	3%	3%	3%					
DEFERRED	12%	12%	12%	11%	12%					

Participation Rates Over Time: All Students with Special Education Needs (Excluding Gifted)*†



Success Rates Over Time: Fully Participating Students with Special Education Needs (Excluding Gifted)*†



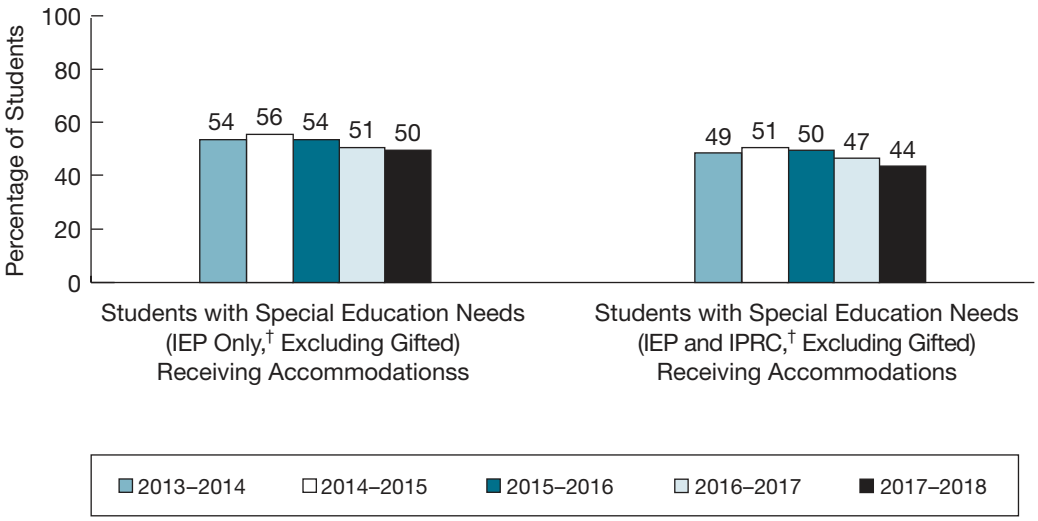


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.

Number of Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations Over Time*

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Students with Special Education Needs (IEP Only,† Excluding Gifted) Receiving Accommodations	8 371	8 770	9 338	9 613	8 040
Students with Special Education Needs (IEP and IPRC,† Excluding Gifted) Receiving Accommodations	12 452	11 752	11 458	10 849	9 181

Success Rates Over Time: Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations*



* See OSSLT: Explanation of Terms.

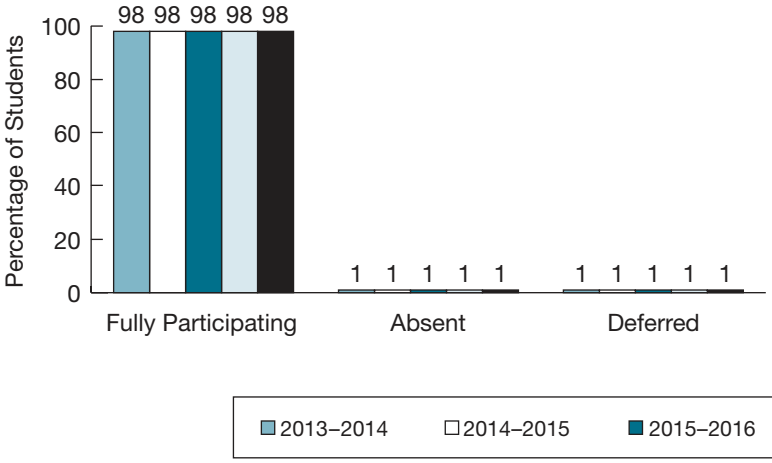
† Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC).

RESULTS BY COURSE TYPE IN ENGLISH

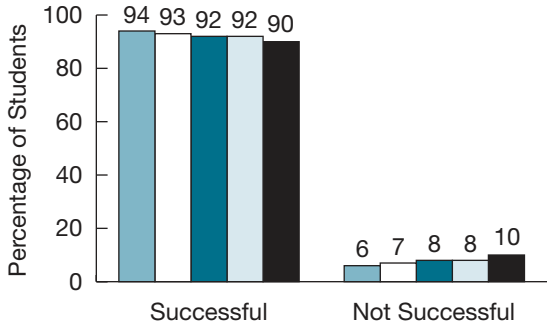
Results for Students Taking the Academic English Course Over Time*

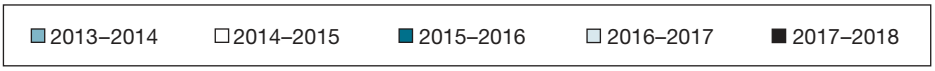
	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	2013–2014 # = 102 020	2014–2015 # = 99 813	2015–2016 # = 98 153	2016–2017 # = 100 950	2017–2018 # = 97 851	2013–2014 # = 99 943	2014–2015 # = 97 615	2015–2016 # = 95 971	2016–2017 # = 99 051	2017–2018 # = 95 709
SUCCESSFUL	92%	91%	90%	90%	88%	94%	93%	92%	92%	90%
NOT SUCCESSFUL	6%	7%	8%	8%	9%	6%	7%	8%	8%	10%
FULLY PARTICIPATING	98%	98%	98%	98%	98%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	1%	1%	1%	1%	1%					

Participation Rates Over Time: All Students in the Academic English Course*



Success Rates Over Time: Fully Participating Students in the Academic English Course*



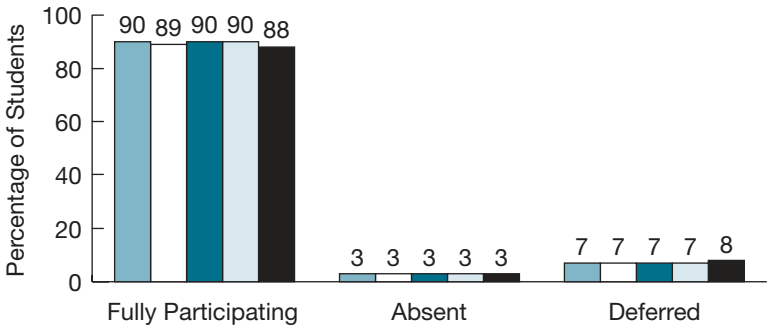


* Percentages in tables and bar graphs may not add up to 100, due to rounding.

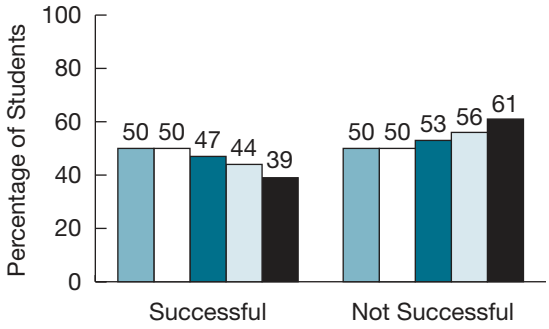
Results for Students Taking the Applied English Course Over Time*

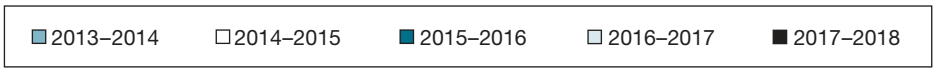
	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	2013–2014 # = 30 331	2014–2015 # = 29 316	2015–2016 # = 27 678	2016–2017 # = 27 006	2017–2018 # = 25 674	2013–2014 # = 27 272	2014–2015 # = 26 213	2015–2016 # = 24 772	2016–2017 # = 24 233	2017–2018 # = 22 700
SUCCESSFUL	45%	45%	42%	39%	34%	50%	50%	47%	44%	39%
NOT SUCCESSFUL	45%	45%	48%	50%	54%	50%	50%	53%	56%	61%
FULLY PARTICIPATING	90%	89%	90%	90%	88%					
ABSENT	3%	3%	3%	3%	3%					
DEFERRED	7%	7%	7%	7%	8%					

Participation Rates Over Time: All Students in the Applied English Course*



Success Rates Over Time: Fully Participating Students in the Applied English Course*



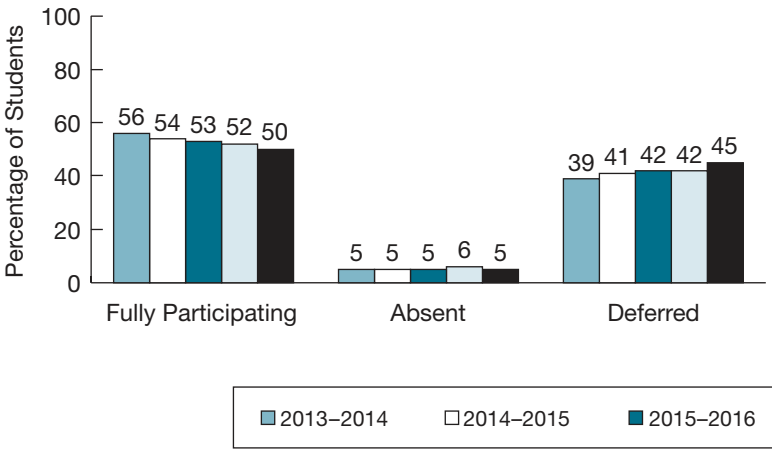


* Percentages in tables and bar graphs may not add up to 100, due to rounding.

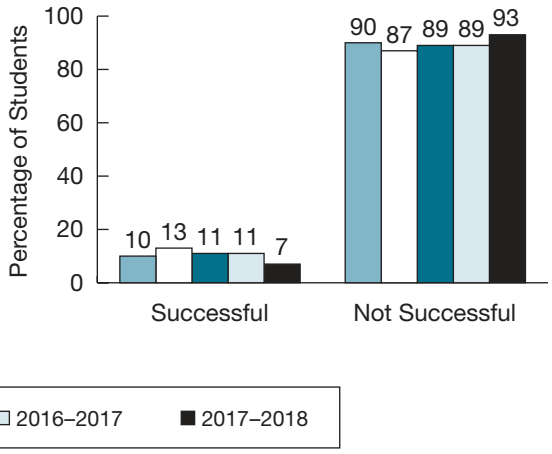
Results for Students Taking a Locally Developed English Course Over Time*

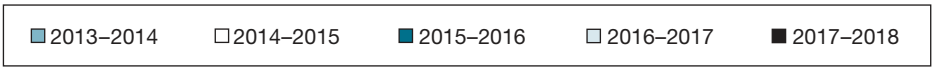
	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	2013–2014 # = 4744	2014–2015 # = 3791	2015–2016 # = 4372	2016–2017 # = 3958	2017–2018 # = 3916	2013–2014 # = 2662	2014–2015 # = 2064	2015–2016 # = 2307	2016–2017 # = 2060	2017–2018 # = 1963
SUCCESSFUL	5%	7%	6%	6%	3%	10%	13%	11%	11%	7%
NOT SUCCESSFUL	51%	47%	47%	46%	47%	90%	87%	89%	89%	93%
FULLY PARTICIPATING	56%	54%	53%	52%	50%					
ABSENT	5%	5%	5%	6%	5%					
DEFERRED	39%	41%	42%	42%	45%					

Participation Rates Over Time: All Students in a Locally Developed English Course*



Success Rates Over Time: Fully Participating Students in a Locally Developed English Course*





* Percentages in tables and bar graphs may not add up to 100, due to rounding.

OSSLT—Previously Eligible Students: Contextual Information

Participation Rates by Subgroup, 2017–2018*

	NUMBER OF PREVIOUSLY ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE OSSLC†	PERCENTAGE FULLY PARTICIPATING
GENDER					
Female	22 431	9%	12%	32%	47%
Male	34 683	8%	11%	35%	45%
STUDENT STATUS					
English language learners†	10 545	5%	24%	18%	53%
Students with special education needs (excluding gifted)†	21 976	8%	10%	43%	39%

* Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See OSSLT: Explanation of Terms.

Demographic Information and Participation Rates, 2017–2018

	2017–2018
All previously eligible students	# = 57 133
GENDER*	
Female	39%
Male	61%
Not specified	<1%
STUDENT STATUS*	
English language learners†	18%
English language learners who received one or more special provisions	11%
Students with special education needs (excluding gifted)†	38%
Students with special education needs (excluding gifted) who received one or more accommodations	26%
LANGUAGE‡	
Number of students who completed the questionnaire	23 913
First language learned at home was other than English	36%
Speak only or mostly English at home	58%
Speak another language (or other languages) as often as English at home	23%
Speak only or mostly another language (or other languages) at home	17%
PARTICIPATION IN THE TEST	
Number and percentage of fully participating previously eligible students	26 021 46%
Number of students who were exempted	1 592

* Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See OSSLT: Explanation of Terms.
‡ Contextual data pertaining to language are gathered from the questionnaire completed by students. Some data may be missing.

Student Questionnaire Results, 2017–2018: Reading

	2017–2018	
	Female	**Male**
Students who completed the questionnaire*	# = 9776	# = 14 137
Percentage of previously eligible students indicating that they read the following kinds of material in English outside school for three hours or more most weeks (print or electronic):†		
Non-fiction books (e.g., biographies)	16%	12%
Comics	6%	7%
Web sites, e-mail, chat messages	57%	46%
Letters	3%	3%
Magazines	3%	2%
Manuals, instructions	3%	5%
Newspapers	2%	3%
Novels, short stories, other fiction	27%	13%
Song lyrics, poems	33%	26%
Religious or spiritual writings	7%	6%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† Percentages are based on the number of students who answered "three hours or more but less than five hours" or "five hours or more." The other response options were "One hour or less" and "More than one hour but less than three hours."

Student Questionnaire Results, 2017–2018: Writing

	2017–2018	
	Female	**Male**
Students who completed the questionnaire*	# = 9776	# = 14 137
Percentage of previously eligible students indicating that they do the following types of writing outside school for three hours or more most weeks:†		
On social media (Twitter, Facebook, blogs) or texting	55%	45%
Letters, journals, diaries	8%	3%
Notes, directions, instructions	9%	7%
Song lyrics, poems	18%	16%
Stories, fiction	12%	6%
Work-related writing	21%	14%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.
† Percentages are based on the number of students who answered "three hours or more but less than five hours" or "five hours or more." The other response options were "One hour or less" and "More than one hour but less than three hours."

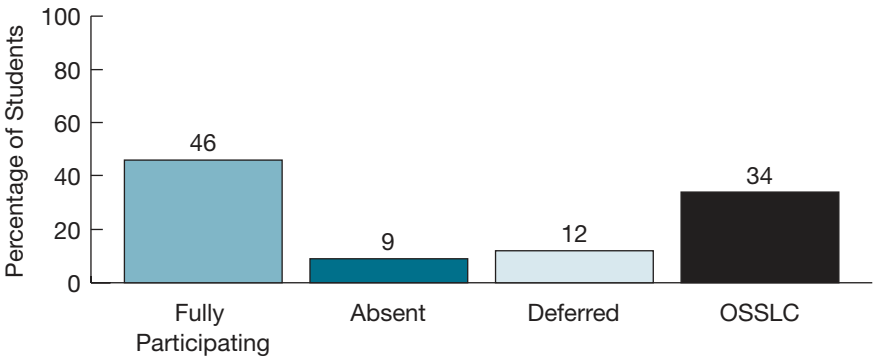
OSSLT—Previously Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

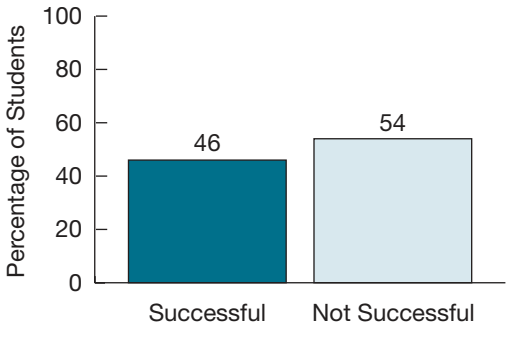
Results for Previously Eligible Students, 2017–2018*

	ALL STUDENTS # = 57 133		FULLY PARTICIPATING STUDENTS # = 26 021
SUCCESSFUL	11 853	21%	46%
NOT SUCCESSFUL	14 168	25%	54%
FULLY PARTICIPATING	26 021	46%	
ABSENT	4 867	9%	
DEFERRED	6 735	12%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	19 510	34%	

Participation Rate, 2017–2018: All Students*



Success Rate, 2017–2018: Fully Participating Students*



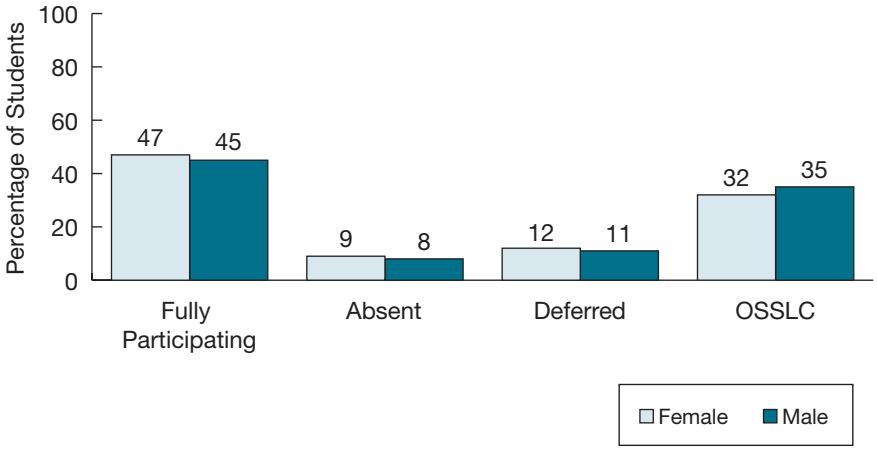
* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.

RESULTS BY GENDER*

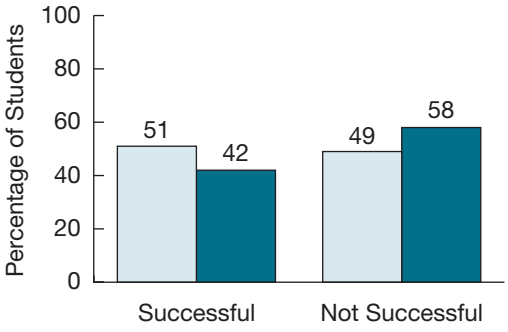
Results for Female and Male Students, 2017–2018†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 22 431		Male # = 34 683		Female # = 10 446	Male # = 15 575
SUCCESSFUL	5 361	24%	6 492	19%	51%	42%
NOT SUCCESSFUL	5 085	23%	9 083	26%	49%	58%
FULLY PARTICIPATING	10 446	47%	15 575	45%		
ABSENT	2 005	9%	2 862	8%		
DEFERRED	2 786	12%	3 949	11%		
OSSLC‡	7 194	32%	12 297	35%		

Participation Rates, 2017–2018: All Female and Male Students†



Success Rates, 2017–2018: Fully Participating Female and Male Students†



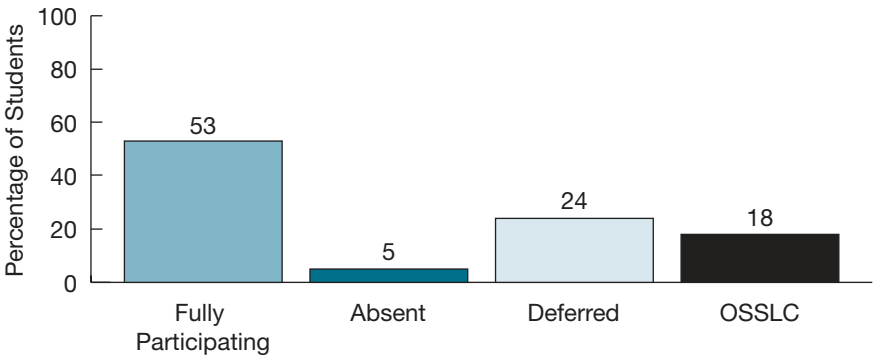
* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.
‡ See OSSLT: Explanation of Terms.

RESULTS BY STUDENT STATUS

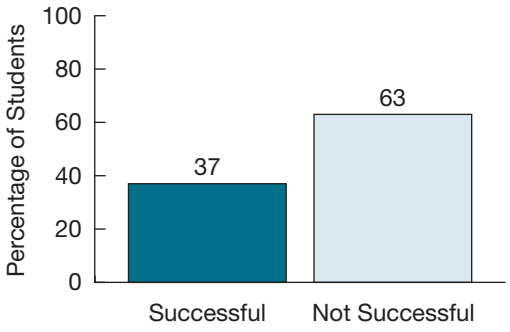
Results for English Language Learners, 2017–2018*†

	ALL ENGLISH LANGUAGE LEARNERS # = 10 545		FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS # = 5547
SUCCESSFUL	2046	19%	37%
NOT SUCCESSFUL	3501	33%	63%
FULLY PARTICIPATING	5547	53%	
ABSENT	573	5%	
DEFERRED	2492	24%	
OSSLC†	1933	18%	

Participation Rate, 2017–2018: All English Language Learners*†



Success Rate, 2017–2018: Fully Participating English Language Learners*†

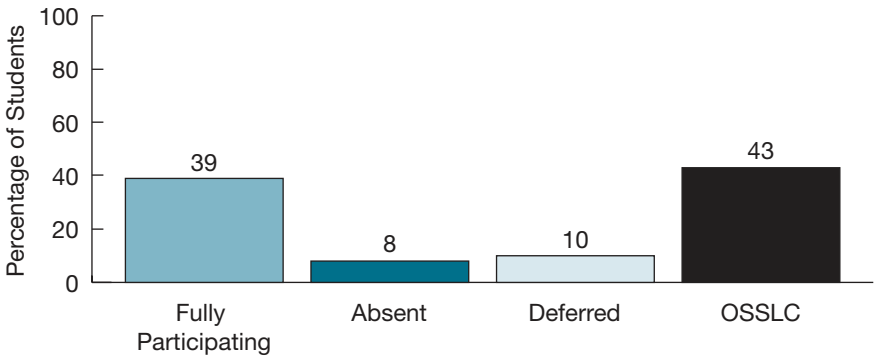


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.

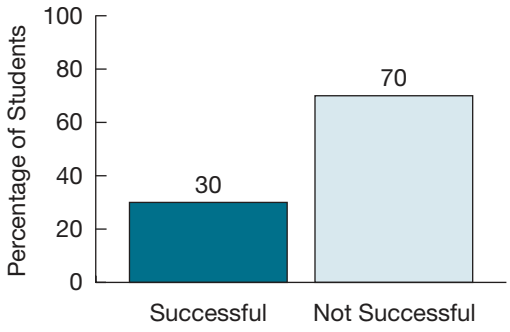
Results for Students with Special Education Needs (Excluding Gifted), 2017–2018*†

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS # = 21 976		FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS # = 8536
SUCCESSFUL	2588	12%	30%
NOT SUCCESSFUL	5948	27%	70%
FULLY PARTICIPATING	8536	39%	
ABSENT	1775	8%	
DEFERRED	2284	10%	
OSSLC†	9381	43%	

Participation Rate, 2017–2018: All Students with Special Education Needs (Excluding Gifted)*†



Success Rate, 2017–2018: Fully Participating Students with Special Education Needs (Excluding Gifted)*†

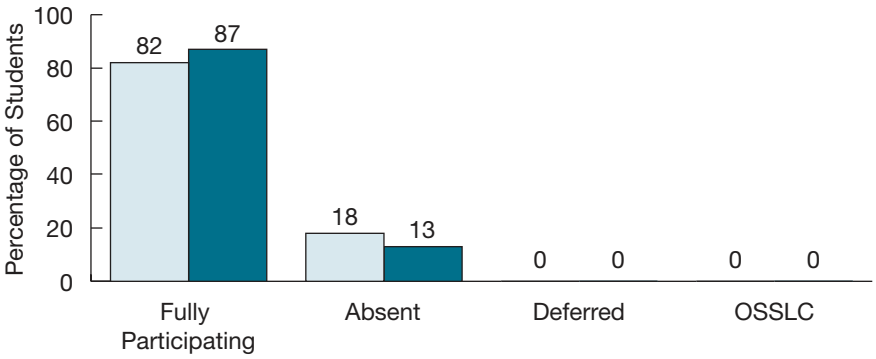


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.

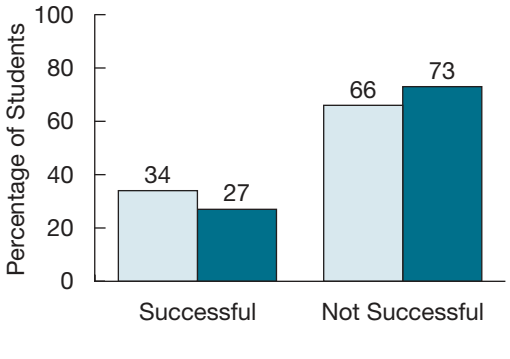
Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations, 2017–2018*†

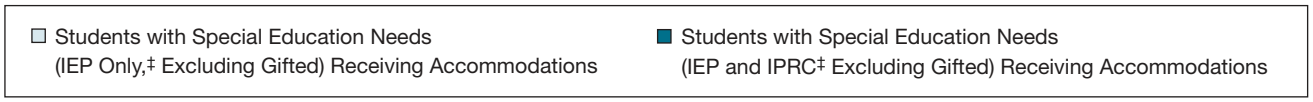
	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS				FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS	
	IEP Only‡ # = 3393		IEP and IPRC‡ # = 4471		IEP Only‡ # = 2769	IEP and IPRC‡ # = 3900
SUCCESSFUL	945	28%	1069	24%	34%	27%
NOT SUCCESSFUL	1824	54%	2831	63%	66%	73%
FULLY PARTICIPATING	2769	82%	3900	87%		
ABSENT	624	18%	571	13%		
DEFERRED	0	0%	0	0%		
OSSLC†	0	0%	0	0%		

Participation Rates, 2017–2018: Students with Special Education Needs Receiving Accommodations*†



Success Rates, 2017–2018: Students with Special Education Needs Receiving Accommodations*†





* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See OSSLT: Explanation of Terms.
‡ Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC).

OSSLT: Summary of Findings

First-Time Eligible Students

- This year, 93% of first-time eligible students participated in the OSSLT. Of these students, 79% were successful on the test, a decline of two percentage points from 2017.
- Over the past five years, the success rate for fully participating students has declined by four percentage points (from 83% to 79%). This pattern is similar for all groups of students except for English language learners, for whom the success rate has declined by eight percentage points, and students taking the applied English course, for whom the success rate has declined by 11 percentage points since 2014.
- Over the past five years, participation rates have remained relatively stable, except for students taking a locally developed course, for whom the rate of deferred students has increased by six percentage points.
- Over the past five years, the demographic characteristics of first-time eligible students have remained relatively constant.

Groups of Interest

- A larger percentage of fully participating female (84%) than male (73%) students successfully completed the 2018 OSSLT. This year, the gender gap in favour of females was 11 percentage points compared to the nine in 2014.
- This year, the success rate for fully participating English language learners was 67%, a decline of one percentage point since 2017 and eight percentage points since 2014.
- Since 2017, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has declined by four percentage points. A downward trend has been observed since 2015.
- Over the past five years, the success rate for fully participating students taking the academic English course has remained high (90% to 94%). However, it has decreased by four percentage points since 2014 and by two points since 2017.
- The success rate for fully participating students taking the applied English course has decreased by 11 percentage points, from 50% to 39%, over the past five years, and by five percentage points since 2017.
- The success rate for fully participating students taking a locally developed English course has declined by three percentage points over the past five years, from 10% to seven percent.

Questionnaire Results

- Web sites, e-mail or chat messages and blogs were the most frequently reported types of reading materials among students of both genders. Larger percentages of female than male students reported reading each of the following types of materials: song lyrics and poems (27% compared to 19%), Web sites, e-mail or chat messages and blogs (59% compared to 49%), and novels, short stories and other fiction (32% compared to 15%).
- The most frequently reported types of writing outside school for both genders were social media (Twitter, Facebook, blogs) or texting (59% and 48% of female and male students respectively), and work-related writing (26% and 19% of female and male students respectively). Percentages for female students have been consistently higher than those for male students for all types of writing.

Previously Eligible Students

- Since 2014, the number of participating students completing the OSSLT successfully has decreased by four percentage points (from 50% to 46%). Between 2014 and 2017, it remained stable but dropped by three points from 2017.
- The participation rate has also decreased by four percentage points since 2014 with a three-point increase in the percentage of students fulfilling the literacy requirements through the OSSLC. Among students with special education needs (excluding gifted), 43% fulfilled the literacy requirement through the OSSLC, compared to 34% for all previously eligible students and 18% for English language learners. Conversely, 24% of English language learners were deferred, compared to 10% of students with special education needs (excluding gifted).
- The percentage of previously eligible male students was substantially higher (61%) than previously eligible female students (39%).

Groups of Interest

- Among fully participating students, a larger percentage of females (51%) than males (42%) successfully completed the 2018 OSSLT. Female and male students participated at similar rates (47% and 45% respectively).
- English language learners participated in the 2018 OSSLT at a rate of 53%. Among these participating students, 37% were successful on the test.
- Students with special education needs (excluding gifted) participated in the 2018 OSSLT at a rate of 39%. These students were successful on the OSSLT at a rate of 30%, compared to 46% for fully participating previously eligible students in general.

Questionnaire Results

- Web sites, e-mail or chat messages and blogs were the most frequently reported types of reading materials among students of both genders.
- Larger percentages of female than male students reported reading Web sites, e-mail or chat messages and blogs (11 percentage points more), novels, short stories and other fiction (14 percentage points more), and song lyrics and poems (seven percentage points more).
- The most frequently reported types of writing outside school for both genders were on social media (Twitter, Facebook, blogs) or texting (55% for female students versus 45% for male students).

OSSLT: Explanation of Terms

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2016–2017 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in 2018. "First-time eligible" includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

Previously eligible includes all students who were absent, deferred or not successful during a previous administration, and who are working toward an OSSD.

All Students

This method of reporting provides percentages based on **all** students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempted students).

Fully Participating Students

This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful

Students who fully participated in the OSSLT and received a score that met the expected standard.

Not Successful

Students who fully participated in the OSSLT and received a score that did not meet the expected standard.

Absent

Students who did not have a result due to absence for one or both sessions or for other reasons.

Deferred

Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *How to Administer the OSSLT.* A student is categorized as deferred only if the school indicates a deferral. If a student has completed any portion of the OSSLT, he or she is not categorized as deferred.

OSSLC

Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student has completed any portion of the OSSLT, he or she is not categorized as OSSLC.

Exempted

Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student has completed any portion of the OSSLT, he or she is not categorized as exempted.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

English Language Learners Receiving Special Provisions

These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's *How to Administer the OSSLT*.

Students with Special Education Needs (Excluding Gifted)

These are students who have an Individual Education Plan (IEP). These students may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified solely as gifted are not included.

Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016) and EQAO's *How to Administer the OSSLT.*

Appendices

THE EQAO ASSESSMENT PROCESS

EQAO conducts several province-wide tests, among them the Ontario Secondary School Literacy Test.

About the Grade 9 Assessment of Mathematics

The Grade 9 Assessment of Mathematics measures how well students enrolled in a Grade 9 applied or academic mathematics course have met the *Ontario Curriculum* expectations in mathematics up to the end of Grade 9. The test is administered in two 60-minute sessions and is conducted twice annually—in January for students in first-semester courses and in June for students in second-semester and full-year courses.

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*. Students across Ontario write the OSSLT in two 75-minute sessions in March or April each year. Students must be successful on the OSSLT, or complete the Ontario Secondary School Literacy Course (OSSLC), to earn their Ontario Secondary School Diploma.

Students who are not successful on the OSSLT receive information about the areas in which they need to improve and have the option to retake the test at its next administration or to enrol in the OSSLC.

Design and Development

All EQAO tests are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the assessments, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for both languages and, in the case of Grade 9, between the academic and applied courses.

The Grade 9 Assessment of Mathematics contains multiple-choice and open-response questions through which students can demonstrate what they know and can do. Grade 9 students enrolled in the academic mathematics course are assessed on their demonstration of knowledge and skills across the four strands of the academic mathematics curriculum: number sense and algebra, linear relations, analytic geometry, and measurement and geometry. Grade 9 students enrolled in the applied mathematics course are assessed on their demonstration of knowledge and skills across the three strands of the applied mathematics curriculum: number sense and algebra, linear relations, and measurement and geometry.

The OSSLT measures student literacy through multiple-choice questions, open-response reading questions, and short- and long-writing tasks. Although each year's test is made up of a new set of questions, the literacy standard remains the same. The standard for the OSSLT describes a minimum acceptable level of student achievement. It describes student performance in literacy that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not successful).

Consistency and Fairness

Each year, schools are sent English- or French-language administration guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the EQAO tests, including

- professional responsibilities for the administration of the tests;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials);
- the permitted accommodations and special provisions; and
- the deferrals and exemptions allowed for students participating in the OSSLT, according to the Ministry of Education's *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016).

Quality Assurance

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- **Examination of test materials:** Following each assessment, EQAO looks for evidence of possible irregularities in its administration. This is done through an examination of test materials from a random sample of schools prior to scoring.
- **Follow-up on reports of irregularities:** EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- **Database analyses:** EQAO conducts analyses that identify student response patterns that suggest the possibility of collusion between two or more students.

Scoring

EQAO's scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through "blind scoring," with no information on the student work that could identify a student. EQAO's scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is continuously tracked at the scoring site, and retraining occurs if it is required.

The OSSLT is double scored, which means that every open-response question and writing task is scored independently by two trained scorers. If the two scores are not identical or adjacent, an expert scorer adjudicates the score.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students' work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

The results of the assessments yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school, school board and provincial levels.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, and posts school, school board and provincial results on its Web site.

Mandate

The agency is dedicated to enhancing the quality and accountability of the education system in Ontario and to work with the education community. This will be achieved through student assessments that produce objective, reliable information, through the public release of this information and through the profiling of the value and use of EQAO data across the province.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement and well-being.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services in a manner that embraces diversity and moves beyond tolerance and celebration to inclusivity.

Education Quality and Accountability Office

EQAO

2 Carlton Street, Suite 1200, Toronto ON M5B 2M9
Telephone: 1-888-327-7377 Web site: www.eqao.com

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