



# School Board Report

## Previously Eligible Students



### Ontario Secondary School Literacy Test, 2017–2018

#### Board: Peel District School Board (66125)

On behalf of EQAO, I am pleased to present the results of the 2017–2018 Ontario Secondary School Literacy Test (OSSLT). This report includes results from 2017–2018 as well as demographic and attitudinal information, which provides context for interpreting achievement results.

By assessing each student in relation to the learning expectations outlined in *The Ontario Curriculum*, EQAO is able to offer objective data at the individual, school, board and provincial levels to support the professional practice of the education community. Using EQAO’s independent data, in addition to classroom and board information, helps the education community consider the focus for collaborative inquiries and to make evidence-informed decisions when developing and monitoring plans that foster equitable and inclusive learning environments. Achievement, contextual, attitudinal and behavioural data all offer valuable insights into student learning and support educators as they continue to meet the needs of every student.

We look forward to continuing our work with you in support of the children and youth of Ontario, so that all students are positioned for success in their futures, regardless of background or circumstances.

Kind regards,

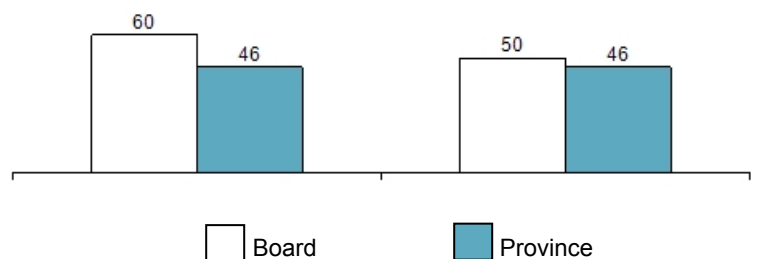
Norah Marsh  
 Chief Executive Officer  
 Education Quality and Accountability Office

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#### PREVIOUSLY ELIGIBLE STUDENTS, 2017–2018: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully

Percentage of Fully Participating Students Who Were Successful



## Ontario Secondary School Literacy Test, 2017–2018

### TIPS

Each board is unique. To appreciate the distinctive character of a board, look at the contextual information to understand the features and characteristics of the community it serves.



This test captures the performance of students at one point in time each year. Consider the results along with other information about students' performance.



Exercise caution when interpreting results for small boards as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



EQAO values students' privacy. Results are not reported publicly for boards where fewer than 10 students participated because it might be possible to identify individual students.

### WHAT IS IN THIS REPORT?

This report shows how well students at this board have met the minimum standard for literacy to the end of Grade 9 as set out in *The Ontario Curriculum*.

#### This report includes

- results for this board compared to the province and
- information about the characteristics of the students who participated.

#### Specifically, you will find

- summary graphs showing participation and success rates;
- detailed tables and graphs showing results for various groups of students, e.g., by gender, English language learners;
- student questionnaire results; and
- an explanation of all terms used in this report.

### HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences between the board and the province. Consider the challenges that any differences might present.
- Examine the board results.
  - Are these results consistent with what you would expect?
  - How do these results compare to the provincial results?
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- Speak to the board chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at [www.eqao.com](http://www.eqao.com).

## Ontario Secondary School Literacy Test, 2017–2018

## Contextual Information

This information provides a context for interpreting the board's results.

	Board		Province	
<b>Enrolment</b>				
Number of previously eligible students	3 404		57 133	
Number of schools with previously eligible students	41		817	
Number of students who were exempted	10		1 592	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>				
Of all previously eligible students, those who participated fully in the assessment	2 042	60%	26 021	46%
Of all previously eligible students, those who were absent	277	8%	4 867	9%
Of all previously eligible students, those who were deferred	433	13%	6 735	12%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	652	19%	19 510	34%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>				
Female	1 271	37%	22 431	39%
Male	2 133	63%	34 683	61%
Gender not specified	0	0%	19	<1%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>				
English language learners*	882	26%	10 545	18%
English language learners receiving special provisions**§	608	30%	2 773	11%
Students with special education needs (excluding gifted)*	994	29%	21 976	38%
Students with special education needs receiving accommodations (excluding gifted)**	403	20%	6 669	26%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>				
	Number of Respondents:		1 931	23 913
First language learned at home was other than English	1 025	53%	8 597	36%
Speak only or mostly English at home	776	40%	13 848	58%
Speak another language (or other languages) as often as English at home	713	37%	5 609	23%
Speak only or mostly another language (or other languages) at home	401	21%	4 063	17%

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process

\* See Explanation of Terms.

\*\* Counts and percentages are based on fully participating students.

§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students.

## Ontario Secondary School Literacy Test, 2017–2018

## Contextual Information (continued)

	Board		Province	
<b>Year Student Entered Current School†</b>				
Year of the assessment	729	21%	13 147	23%
Year prior to the assessment	561	16%	8 334	15%
2 years prior to the assessment	1 598	47%	24 848	43%
3 or more years prior to the assessment	508	15%	10 111	18%
Data not available	8	<1%	693	1%
<b>Year Student Entered Current Board†</b>				
Year of the assessment	419	12%	8 076	14%
Year prior to the assessment	356	10%	5 889	10%
2 years prior to the assessment	285	8%	6 661	12%
3 or more years prior to the assessment	2 254	66%	33 740	59%
Data not available	90	3%	2 767	5%

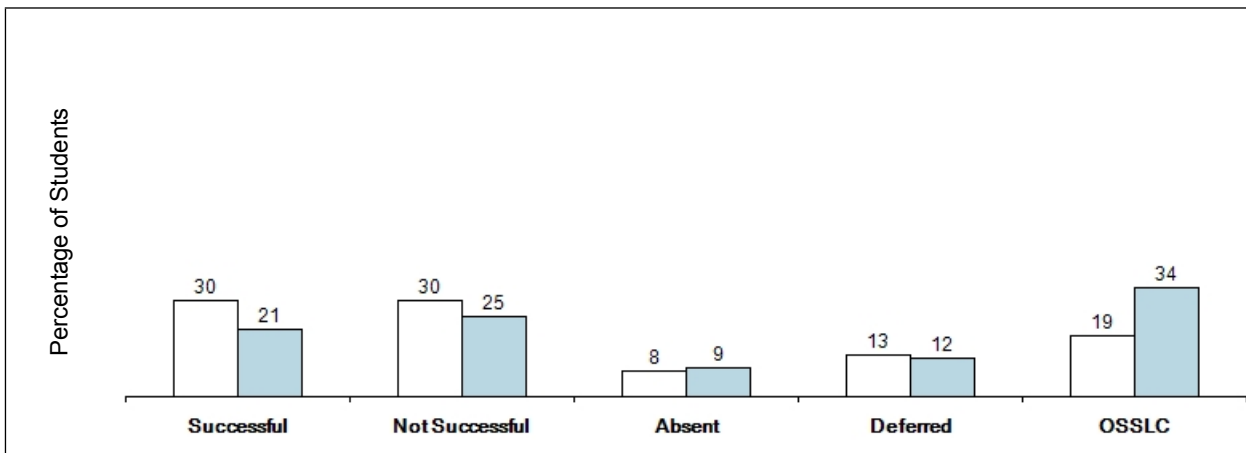
† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

## Ontario Secondary School Literacy Test, 2017–2018

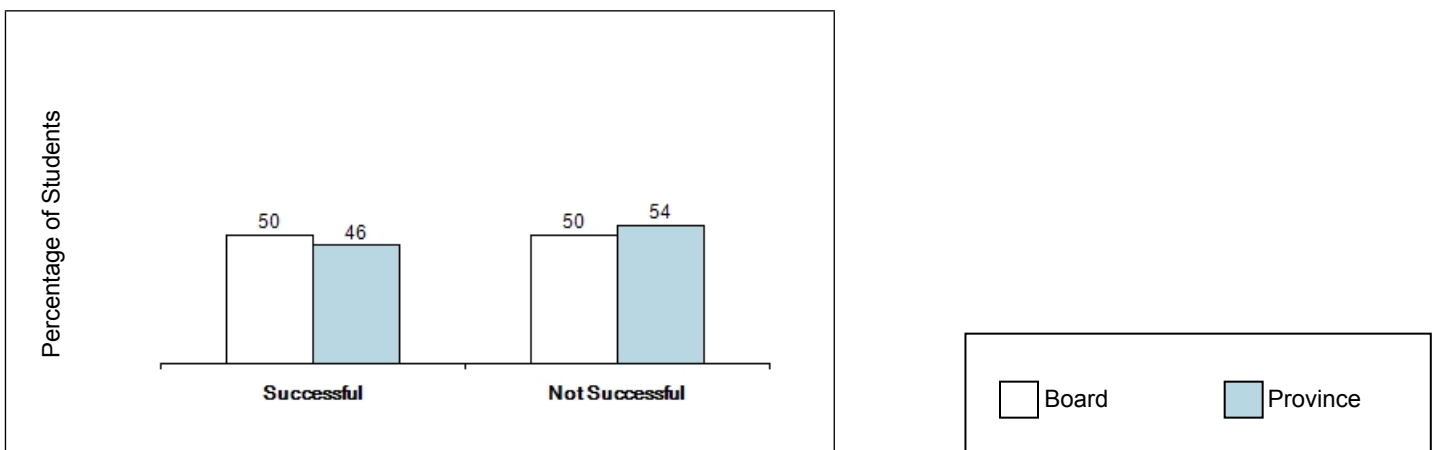
### Results for All Students\*

Results for All Students Previously Eligible Students					
	All		Fully Participating		
	Board # = 3 404	Province # = 57 133	Board # = 2 042	Province # = 26 021	
Successful	1 027	30%	21%	50%	46%
Not Successful	1 015	30%	25%	50%	54%
<b>Fully Participating</b>	<b>2 042</b>	<b>60%</b>	<b>46%</b>		
Absent	277	8%	9%		
Deferred	433	13%	12%		
OSSLC	652	19%	34%		

### Results for All Previously Eligible Students\*



### Results for Fully Participating Previously Eligible Students\*



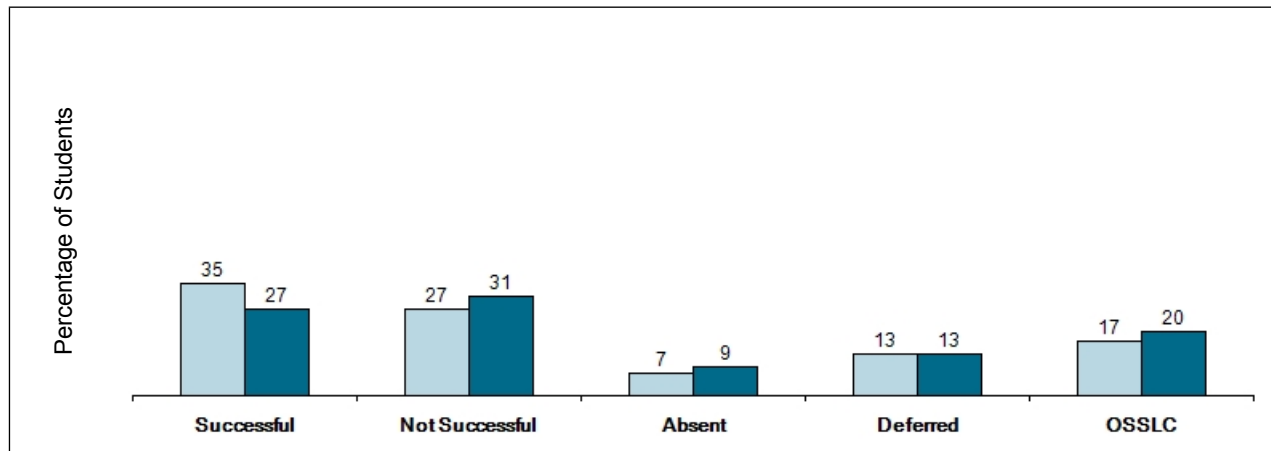
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2017–2018

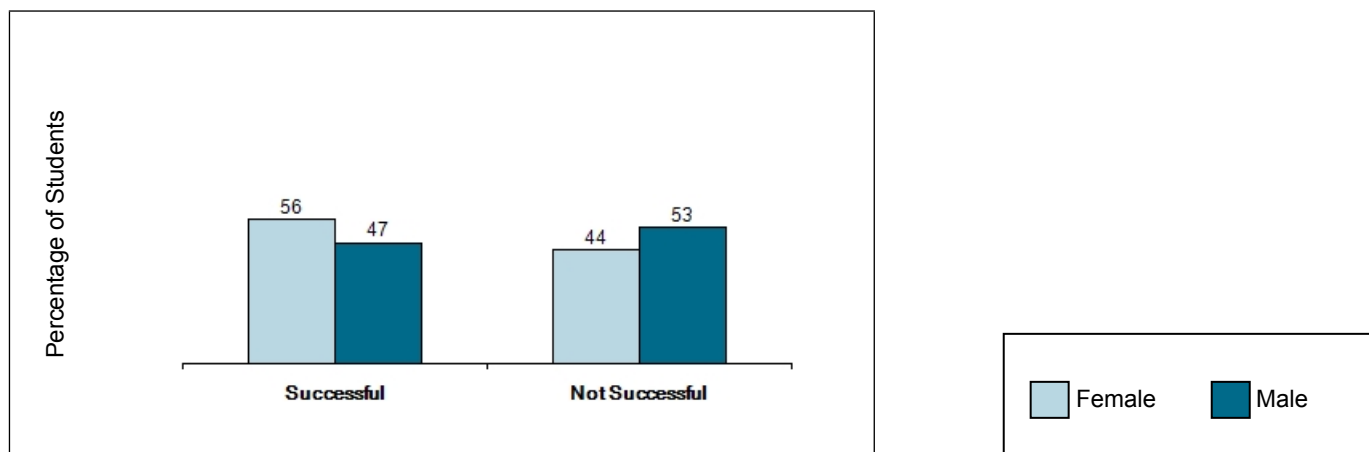
### Board Results by Gender\*†

	Board Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 1 271		Male # = 2 133		Female # = 797	Male # = 1 245
Successful	448	35%	579	27%	56%	47%
Not Successful	349	27%	666	31%	44%	53%
<b>Fully Participating</b>	<b>797</b>	<b>63%</b>	<b>1 245</b>	<b>58%</b>		
Absent	93	7%	184	9%		
Deferred	159	13%	274	13%		
OSSLC	222	17%	430	20%		

### Board Results for All Previously Eligible Students by Gender\*†



### Board Results for Fully Participating Previously Eligible Students by Gender\*†



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

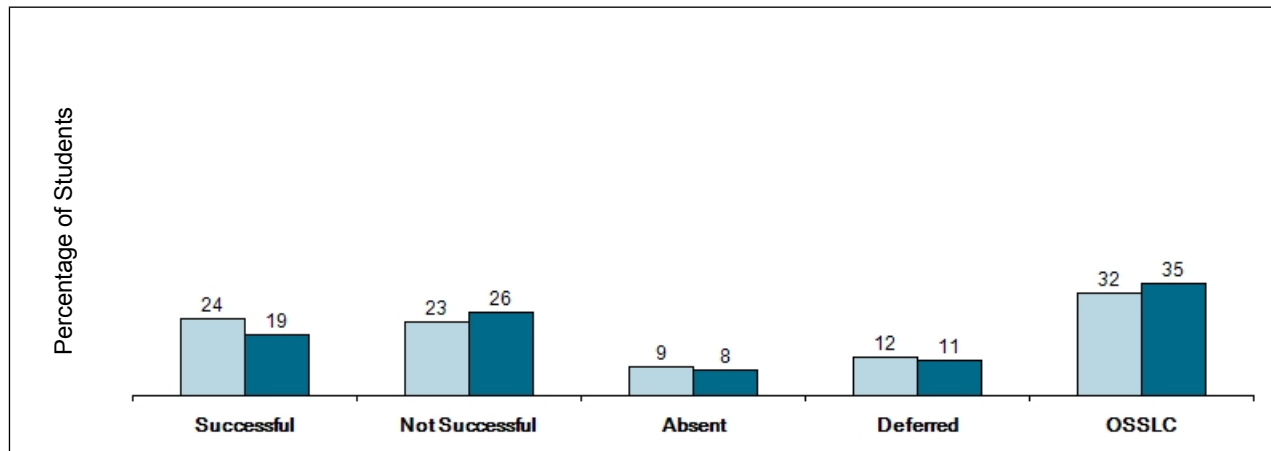
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2017–2018

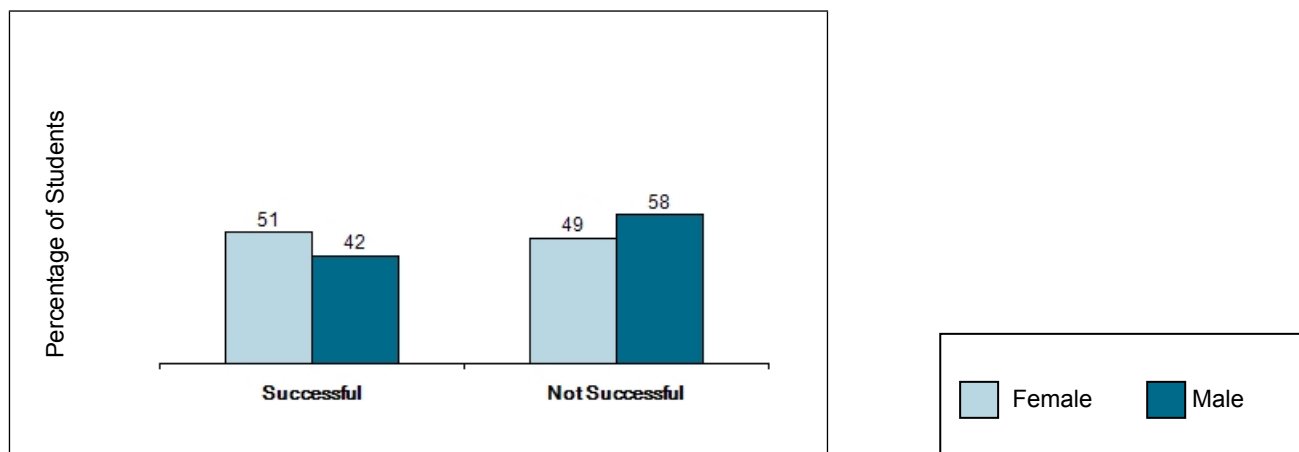
### Provincial Results by Gender\*†

	Provincial Results by Gender Previously Eligible Students					
	All			Fully Participating		
	Female # = 22 431		Male # = 34 683	Female # = 10 446		Male # = 15 575
Successful	5 361	24%	6 492	51%	19%	42%
Not Successful	5 085	23%	9 083	49%	26%	58%
<b>Fully Participating</b>	<b>10 446</b>	<b>47%</b>	<b>15 575</b>		<b>45%</b>	
Absent	2 005	9%	2 862		8%	
Deferred	2 786	12%	3 949		11%	
OSSLC	7 194	32%	12 297		35%	

### Provincial Results for All Previously Eligible Students by Gender\*†



### Provincial Results for Fully Participating Previously Eligible Students by Gender\*†



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

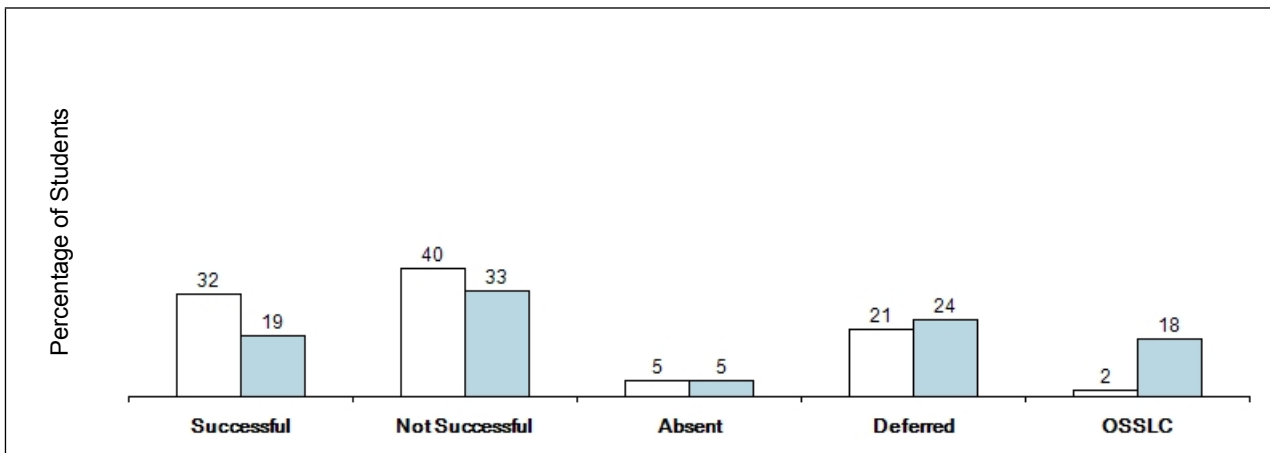
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2017–2018

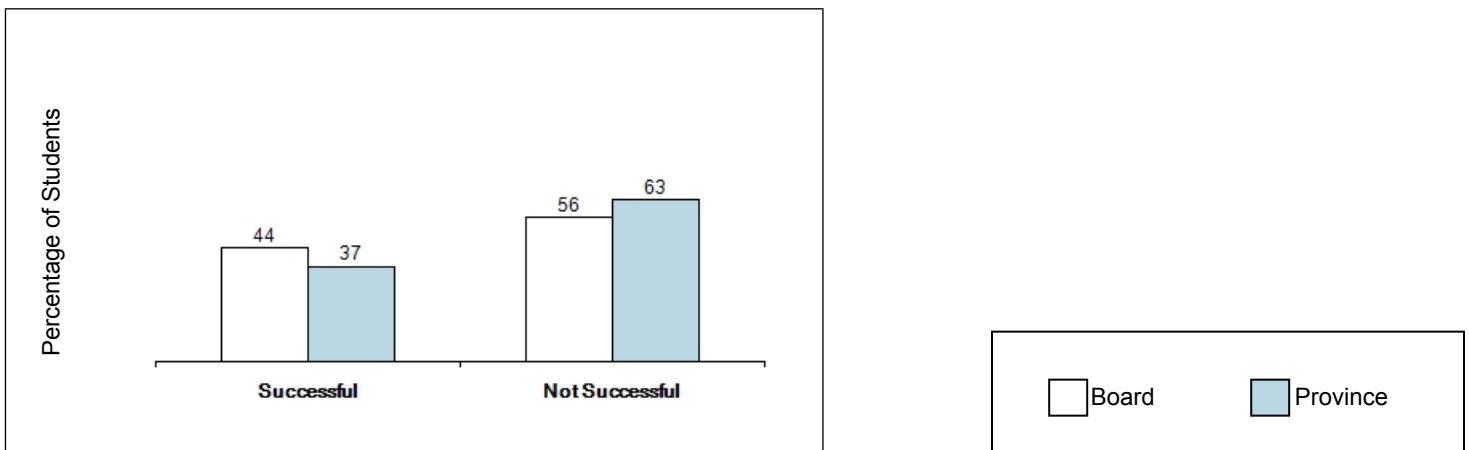
### Results for English Language Learners\*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = 882	Province # = 10 545	Board # = 636	Province # = 5 547
Successful	280	32%	44%	37%
Not Successful	356	40%	56%	63%
<b>Fully Participating</b>	<b>636</b>	<b>72%</b>	<b>53%</b>	
Absent	40	5%	5%	
Deferred	185	21%	24%	
OSSLC	21	2%	18%	

### Results for All Previously Eligible English Language Learners\*



### Results for Fully Participating Previously Eligible English Language Learners\*



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

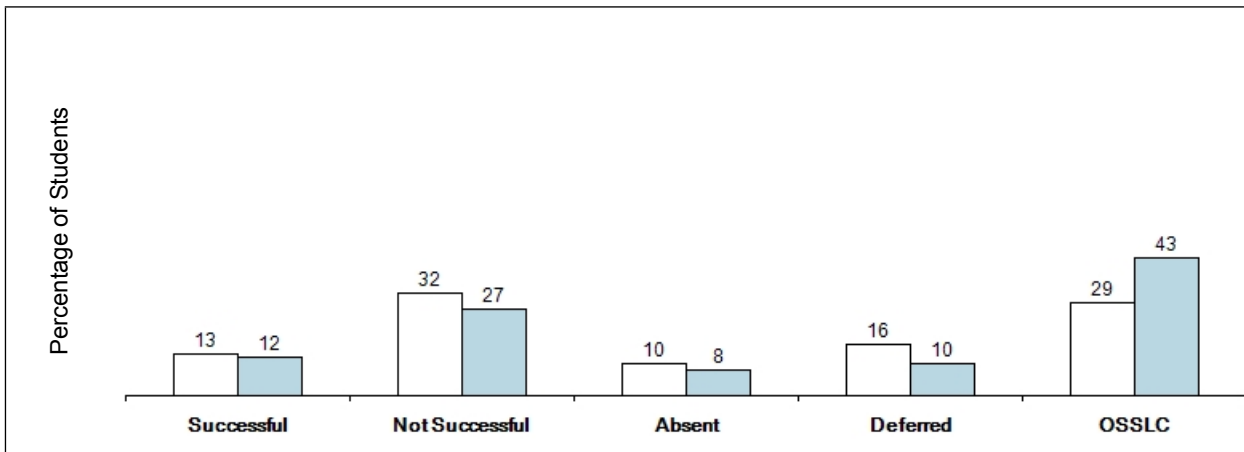


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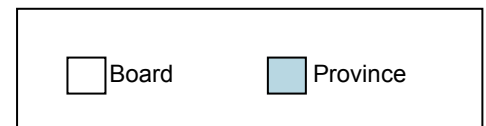
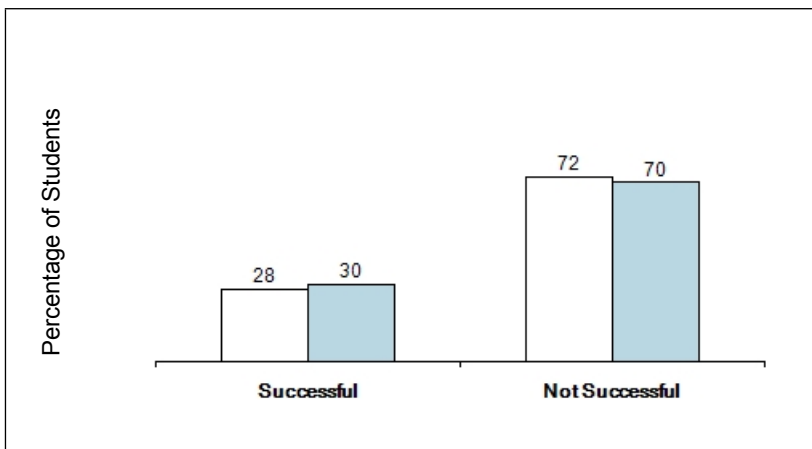
### Results for Students with Special Education Needs (excluding gifted)\*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students			
	All		Fully Participating	
	Board # = 994	Province # = 21 976	Board # = 444	Province # = 8 536
Successful	126	13%	12%	30%
Not Successful	318	32%	27%	70%
<b>Fully Participating</b>	<b>444</b>	<b>45%</b>	<b>39%</b>	
Absent	99	10%	8%	
Deferred	163	16%	10%	
OSSLC	288	29%	43%	

### Results for All Previously Eligible Students with Special Education Needs (excluding gifted)\*



### Results for Fully Participating Previously Eligible Students with Special Education Needs (excluding gifted)\*



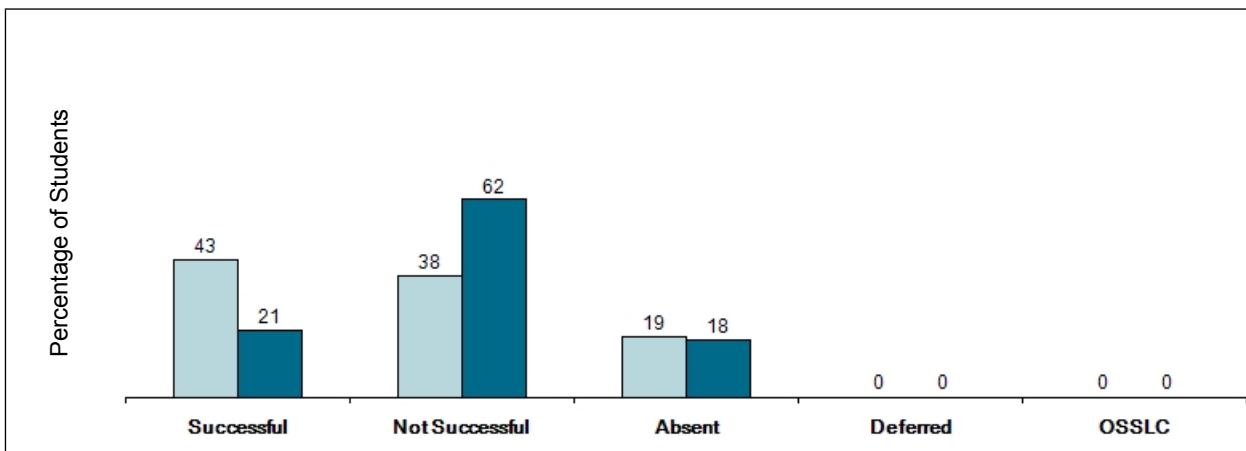
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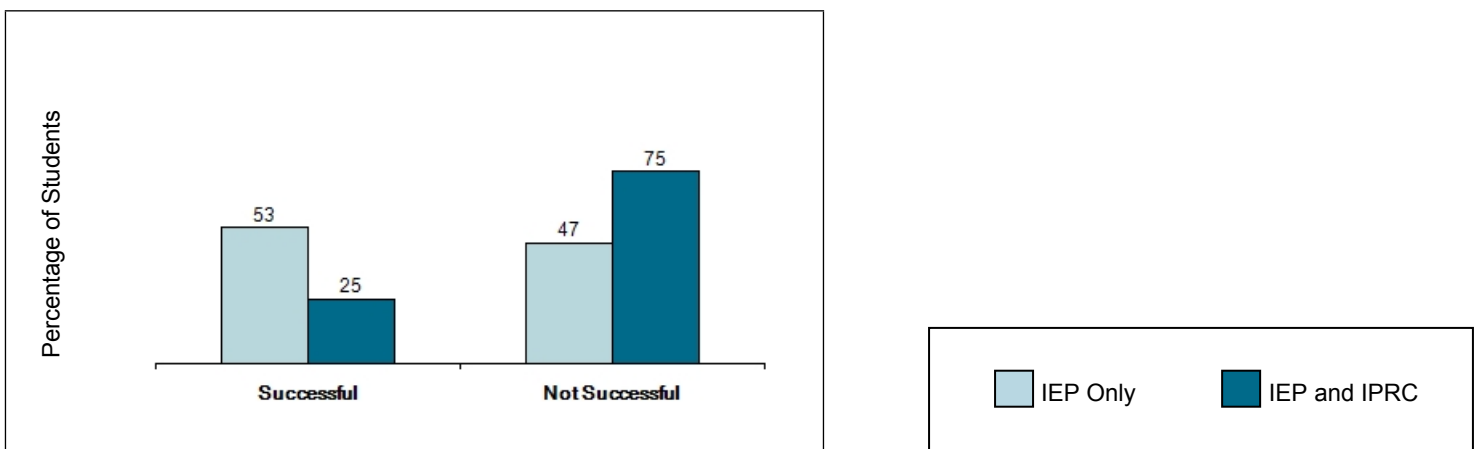
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 63		IEP and IPRC # = 427		IEP Only # = 51	IEP and IPRC # = 352
Successful	27	43%	89	21%	53%	25%
Not Successful	24	38%	263	62%	47%	75%
<b>Fully Participating</b>	<b>51</b>	<b>81%</b>	<b>352</b>	<b>82%</b>		
Absent	12	19%	75	18%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

### Board Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



### Board Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



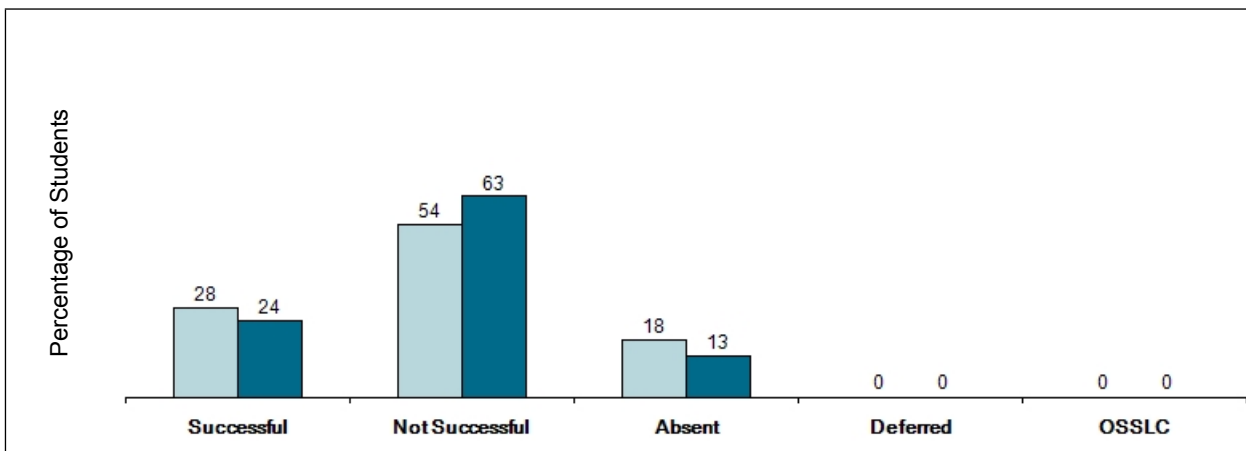
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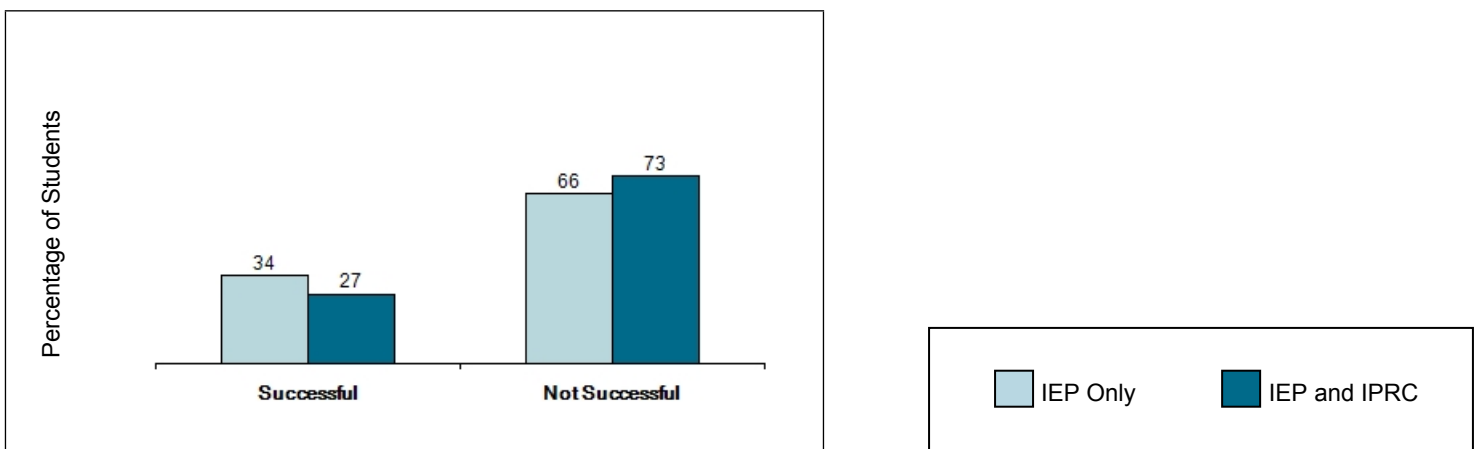
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 3 393		IEP and IPRC # = 4 471		IEP Only # = 2 769	IEP and IPRC # = 3 900
Successful	945	28%	1 069	24%	34%	27%
Not Successful	1 824	54%	2 831	63%	66%	73%
<b>Fully Participating</b>	<b>2 769</b>	<b>82%</b>	<b>3 900</b>	<b>87%</b>		
Absent	624	18%	571	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

### Provincial Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



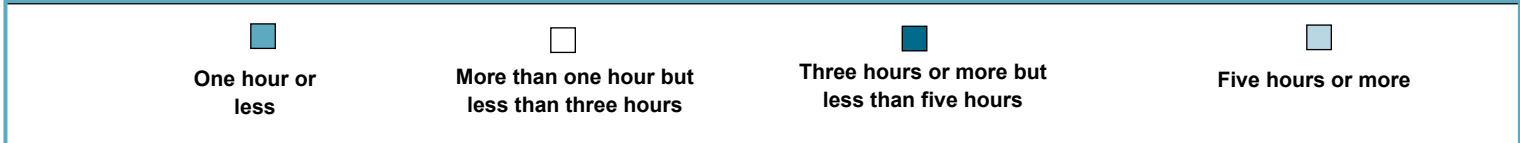
### Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



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

# Ontario Secondary School Literacy Test, 2017–2018

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 931)



TYPES OF MATERIALS STUDENTS READ IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).		One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	
non-fiction books, e.g., biographies		54	28	10	6	308
comics		76	14	5		148
Web sites, e-mail, chat messages, blogs		20	31	24	23	916
letters		86	8			68
magazines		83	11			53
manuals, instructions		76	17			89
newspapers		80	14			63
novels, fiction, short stories		43	33	15	7	426
song lyrics, poems		38	30	18	12	579
religious or spiritual writings		66	20	7		194

### TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH

2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.

on social media (Twitter, Facebook, blogs) or texting		23	28	25	22	893
letters, journals, diaries		72	18	5		121
notes, directions, instructions		60	26	7		197
song lyrics, poems		60	19	10	7	333
stories, fiction		65	21	6		178
work-related writing		40	32	16	8	467

\* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

# Ontario Secondary School Literacy Test, 2017–2018

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 931)

HOME COMPUTER USE		Percentage of Students*	Number of students
<b>3. Indicate how often you use a computer at home for homework (choose one only).</b>			
I don't have a computer at home		6	115
I never or hardly ever use the computer for homework		8	160
I use the computer once or twice a month for homework		11	221
I use the computer once or twice a week for homework		30	581
I use the computer almost every day for homework		43	829
<b>LANGUAGE BACKGROUND</b>			
<b>4. Is English the first language you learned at home?</b>			
yes		46	887
no		53	1 025
<b>5. What languages do you speak at home (choose one only)?</b>			
only or mostly English		40	776
another language (or other languages) as often as English		37	713
only or mostly another language (or other languages)		21	401
<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Yes	No		
<b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b>		Percentage of Students*	Number of students who answered "Yes"
<b>6. Indicate what English-language materials you have at home (print or electronic).</b>			
dictionaries, encyclopedias		80 18	1 537
books		92 6	1 768
newspapers		69 28	1 333
magazines		53 43	1 033

\* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

## Ontario Secondary School Literacy Test, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 1 931)	Female* (# = 762)	Male* (# = 1 169)	All (# = 23 913)	Female* (# = 9 776)	Male* (# = 14 137)
<b>HOME COMPUTER USE</b>						
Percentage of students indicating that they						
have a computer at home.	93%	95%	91%	89%	91%	88%
use the computer almost every day for homework.	43%	48%	40%	28%	32%	24%
<b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b>						
Indicate how much time you spend reading in English outside school most weeks (print or electronic).			Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†			
non-fiction books, e.g., biographies	16%	19%	14%	14%	16%	12%
comics	8%	6%	9%	6%	6%	7%
Web sites, e-mail, chat messages, blogs	47%	53%	44%	51%	57%	46%
letters	4%	4%	3%	3%	3%	3%
magazines	3%	4%	2%	2%	3%	2%
manuals, instructions	5%	3%	6%	4%	3%	5%
newspapers	3%	4%	3%	2%	2%	3%
novels, fiction, short stories	22%	32%	15%	19%	27%	13%
song lyrics, poems	30%	37%	26%	29%	33%	26%
religious or spiritual writings	10%	12%	9%	6%	7%	6%
<b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b>						
Indicate what English-language materials you have at home (print or electronic).			Percentage of students			
dictionaries, encyclopedias	80%	83%	77%	71%	73%	70%
books	92%	95%	89%	90%	93%	88%
newspapers	69%	70%	69%	63%	62%	64%
magazines	53%	56%	52%	59%	59%	58%
<b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b>						
Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.			Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†			
on social media (Twitter, Facebook, blogs) or texting	46%	51%	43%	49%	55%	45%
letters, journals, diaries	6%	10%	4%	5%	8%	3%
notes, directions, instructions	10%	12%	9%	8%	9%	7%
song lyrics, poems	17%	18%	17%	17%	18%	16%
stories, fiction	9%	13%	7%	8%	12%	6%
work-related writing	24%	31%	20%	17%	21%	14%

\* Includes only students for whom gender data were available.

† Other response options were “one hour or less” and “more than one hour but less than three hours”.

## Ontario Secondary School Literacy Test, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 1 931)	Female* (# = 762)	Male* (# = 1 169)	All (# = 23 913)	Female* (# = 9 776)	Male* (# = 14 137)
<b>LANGUAGE BACKGROUND</b>						
<b>Percentage of students indicating that the first language they learned at home was</b>						
other than English.	<b>53%</b>	55%	52%	<b>36%</b>	39%	34%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>						
only or mostly English	<b>40%</b>	40%	41%	<b>58%</b>	54%	61%
another language (or other languages) as often as English	<b>37%</b>	39%	36%	<b>23%</b>	26%	22%
only or mostly another language (or other languages)	<b>21%</b>	20%	21%	<b>17%</b>	19%	16%

\* Includes only students for whom gender data were available.

\*\* Percentages may not add up to 100, due to rounding or to missing responses.

## Ontario Secondary School Literacy Test, 2017–2018

## EXPLANATION OF TERMS

<b>First-Time Eligible Students</b>	First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.
<b>Previously Eligible Students</b>	Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.
<b>All Eligible Students</b>	This method of reporting provides percentages based on <b>all</b> students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
<b>Fully Participating Students</b>	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.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.
<b>Deferred</b>	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>How to Administer the OSSLT</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
<b>OSSLC</b>	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 ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). All students identified as planning to fulfill the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) are reported as previously eligible students. If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
<b>Exempted</b>	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 completed any portion of the OSSLT, he or she is not categorized as exempted.
<b>English Language Learners</b>	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
<b>English Language Learners Receiving Special Provisions</b>	These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> .
<b>Students with Special Education Needs (excluding gifted)</b>	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.
<b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b>	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 <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)</i> and EQAO's <i>How to Administer the OSSLT</i> .
<b>N/R</b>	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact personnel at the board.