



Ontario Secondary School Literacy Test (OSSLT)

Peel District School Board Results 2006-2007



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TABLE OF CONTENTS

Grade 10 OSSLT: 2006-2007

Summary of Results	1
A. Introduction	3
B. Contextual Information.....	4
C. Overall Achievement for the PDSB.....	5
D. Five-Year Trends – Fully Participating – First-Time Eligible Students	7
E. Results for Fully Participating – First-Time Eligible Students by Gender	8
F. Results for Fully Participating – First-Time Eligible English as a Second Language (ESL)/ English Literacy Development (ELD) Learners	10
G. Results for Fully Participating – First-Time Eligible Students with Special Needs (excluding gifted).....	12
H. Results for Fully Participating – First-Time Eligible Students by Program of Study	14
I. Questionnaire Results for First-Time Eligible Students in the PDSB by Gender: Reading and Writing Practices Outside of School.....	16

Tables

Table 1: Contextual Information	4
Table 2: Previously Eligible Students	6
Table 3: Fully Participating – % Absent and % Deferred by Gender	8
Table 4: Comparison of Results Across Three Years by Gender.....	9
Table 5: Fully Participating – % Absent and % Deferred for ESL/ELD Learners	10
Table 6: Comparison of Results Across Three Years for ESL/ELD Learners.....	11
Table 7: Fully Participating – % Absent and % Deferred for Students with Special Needs	12
Table 8: Comparison of Results Across Three Years for Students with Special Needs	13
Table 9: Fully Participating – % Absent and % Deferred by Program of Study	14
Table 10: Comparison of Results Across Three Years by Program of Study	15
Table 11: OSSLT Student Questionnaire Results – First-Time Eligible Students by Gender	17

Figures

Figure 1: Results for Fully Participating – First-Time Eligible Students	5
Figure 2: Results for All First-Time Eligible Students	6
Figure 3: Results for Fully Participating – First-Time Eligible Students	7
Figure 4: Fully Participating – First-Time Eligible Students by Gender	8
Figure 5: Fully Participating – First-Time Eligible Students by Gender – Three-Year Trend	9
Figure 6: Fully Participating – First-Time Eligible ESL/ELD Learners.....	10
Figure 7: Fully Participating – First-Time Eligible ESL/ELD Learners – Three-Year Trend.....	11
Figure 8: Fully Participating – First-Time Eligible Students with Special Needs	12
Figure 9: Fully Participating – First-Time Eligible Students with Special Needs – Three-Year Trend	13
Figure 10: Fully Participating – First-Time Eligible Students by Program of Study	14

**Ontario Secondary School Literacy Test (OSSLT)
Peel District School Board (PDSB)
2006-2007**

Summary of Results

Peel District School Board and Provincial Results

***Fully Participating – First-Time Eligible Students
Includes only those students who wrote the test.***

- 85% of fully participating first-time eligible students in the PDSB who wrote the OSSLT were successful. This was one percent higher than the provincial average of 84%.

Gender

- 88% of fully participating first-time eligible female students in the PDSB who wrote the OSSLT were successful. This was one percent higher than the provincial average of 87%.
- 81% of fully participating first-time eligible male students in the PDSB who wrote the OSSLT were successful. This was one percent higher than the provincial average of 80%.
- 7% more female students in the PDSB who wrote the OSSLT were successful than male students. Similarly, 7% more female students were successful compared to male students in the province.

ESL/ELD Learners

- 54% of fully participating first-time eligible ESL/ELD learners in the PDSB who wrote the OSSLT were successful, compared to 52% of ESL/ELD learners across the province.

Students with Special Needs (excluding gifted)

- 49% of fully participating first-time eligible students with special needs in the PDSB successfully passed the OSSLT, compared to 53% of students with special needs across the province.

Program of Study

- 94% of fully participating first-time eligible students in the PDSB taking Academic English courses were successful, compared to 95% of students taking Academic English courses across the province.
- 59% of fully participating first-time eligible students in the PDSB taking Applied English courses were successful, compared to 62% of students taking Applied English courses across the province.
- 17% of fully participating first-time eligible students in the PDSB taking Locally Developed English courses were successful, compared to 21% of students taking Locally Developed English courses across the province.

Fully Participating – Previously Eligible Students
Includes only those students who retook the test following a previous attempt.
This includes only those students who actually rewrote the test.

- 51% of fully participating previously eligible students in the PDSB who rewrote the OSSLT in March 2007 were successful. This was one percent higher than the provincial average of 50%.
- 19% of previously eligible students in the PDSB were fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). This is the same as the percentage of previously eligible students who were completing the OSSLC across the province.

One-Year and Five-Year Trends
Fully Participating – First-Time Eligible Students

- 85% of fully participating first-time eligible students in the PDSB successfully passed the OSSLT this year. This is the same as compared to last year.
- 16% more students in the PDSB successfully passed this year (85%) compared to five years ago (69%).

Ontario Secondary School Literacy Test (OSSLT) Peel District School Board Results 2006-2007

A. Introduction

This report contains an overview of the 2006-2007 Education Quality and Accountability Office (EQAO) provincial assessment results in literacy, the *Ontario Secondary School Literacy Test (OSSLT)*. The full Provincial Report can be downloaded from EQAO's website (<http://www.eqao.com/>).

EQAO and OSSLT

EQAO, an independent arm's-length agency of the provincial government, conducts a wide range of province-wide assessments. The OSSLT has been in place since 2002. It occurs annually and involves all eligible grade 10 students. The assessment provides both individual and system data on student achievement. Students receive an individual report indicating whether or not they have successfully passed the OSSLT. The results are reported as a single literacy outcome that includes both reading and writing components. School and school board reports are produced locally for parents and their communities, in addition to reports from EQAO (available on EQAO's website).

The purpose of the OSSLT is to ensure that students possess the reading and writing skills that are required by the end of Grade 9 as outlined in *The Ontario Curriculum* across all subjects areas. Students are eligible to write the OSSLT for the first time in their second year of secondary school. Successful completion of the OSSLT is one of the 32 requirements for the Ontario Secondary School Diploma (OSSD).

Students in the PDSB and the 2006-2007 OSSLT

All students in Ontario who were registered in Grade 9 during the 2005-2006 school year were eligible to write the OSSLT for the first time on March 29, 2007 ("first-time eligible students"). In March 2007, 9,707 students in the PDSB were eligible to write the test for the first time. Of the 9,707 first-time eligible students, 206 students were absent (2%) and 279 students were deferred (3%). A total of 9,222 first-time eligible PDSB students fully participated in the OSSLT.

"Previously eligible students" are those students who retook the test following a previous attempt. This category includes students who were not successful when they wrote the test on their first attempt, who were previously absent, or who deferred taking the test. Of the 3,439 students who were previously eligible, 2,139 students fully participated in the OSSLT, 309 students were absent (9%), 340 students were deferred (10%), and 651 previously eligible students (19%) fulfilled the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

The OSSLC is an option for students to acquire the literacy graduation requirement. Students must have been eligible to write the OSSLT at least twice and have been unsuccessful at least once in order to take this course.

B. Contextual Information

Demographic data about students in the PDSB and the province provide valuable contextual information to help with the interpretation of OSSLT results.

Table 1: Contextual Information				
	PDSB		Province	
	First-Time Eligible Students (N = 9,707)	Previously Eligible Students (N = 3,439)	First-Time Eligible Students (N = 155,906)	Previously Eligible Students (N = 47,670)
Gender				
Female	48%	39%	49%	39%
Male	52%	61%	51%	61%
Student Status				
English as a Second Language (ESL) or English Literacy Development (ELD) learners	5%	20%	4%	13%
Students with special needs (excluding gifted)	11%	23%	14%	32%
Level of Study for English				
Academic	74%	N/A	66%	N/A
Applied	18%	N/A	25%	N/A
Locally developed course	4%	N/A	4%	N/A
English as a Second Language (ESL) or English Literacy Development (ELD) course	3%	N/A	3%	N/A
Language*				
First language learned at home was other than English	40%	56%	22%	35%
Speak only or mostly English at home	60%	42%	77%	62%
Speak another language (or languages) as often as English at home	28%	34%	16%	21%
Speak only or mostly another language (or other languages) at home	11%	23%	7%	17%

*Based on Student Questionnaire Data

C. Overall Achievement for the PDSB

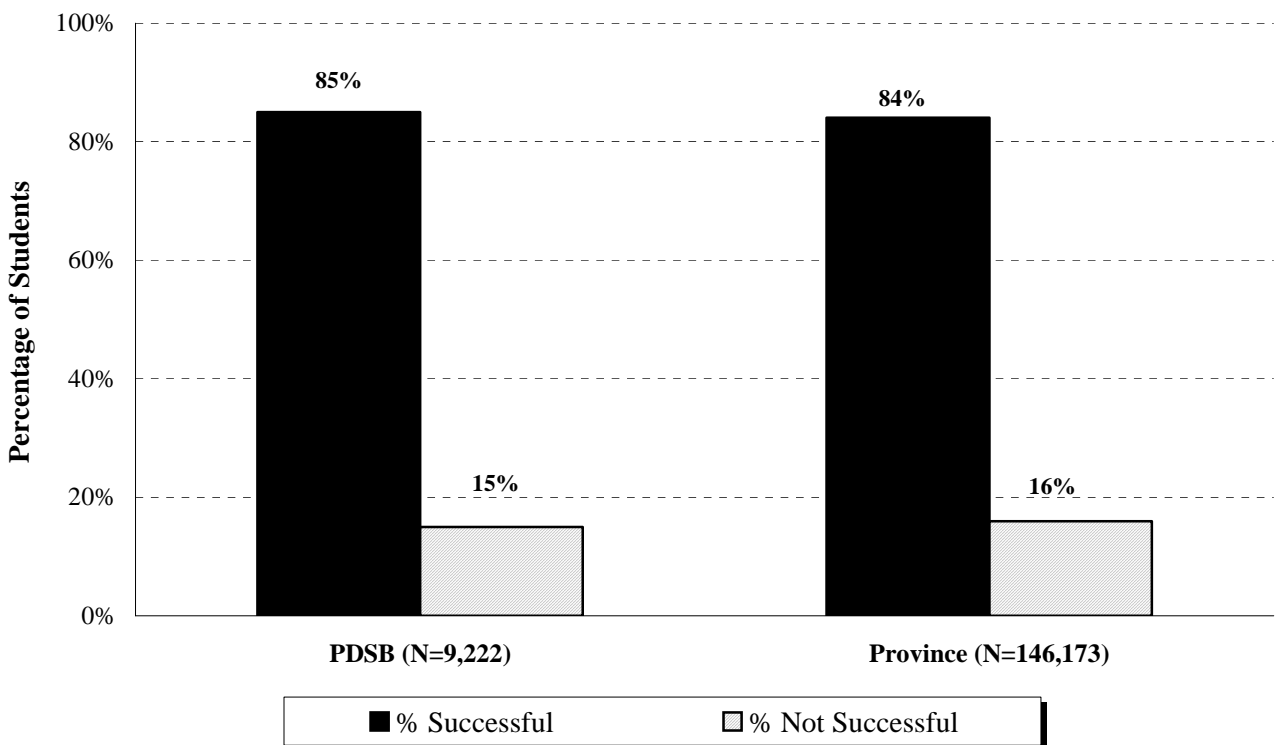
Results are reported for both **first-time eligible** and **previously eligible students**. There are two methods of reporting used to present the results:

- 1) **Fully Participating Students** – provides percentages based on students who were assigned an achievement result on the OSSLT. Students who were not working toward an Ontario Secondary School Diploma (OSSD), who were absent, and those who were deferred were excluded.
- 2) **All Students** – provides percentages based on all students in the cohort who were working toward an OSSD.

Fully Participating – First-Time Eligible Students

- ◆ Out of the 9,222 first-time eligible students in the PDSB who wrote the OSSLT, 85% were successful and 15% were unsuccessful.
- ◆ The percentage of students in the PDSB who successfully passed the OSSLT was one percent higher than the provincial average (85% vs. 84%).

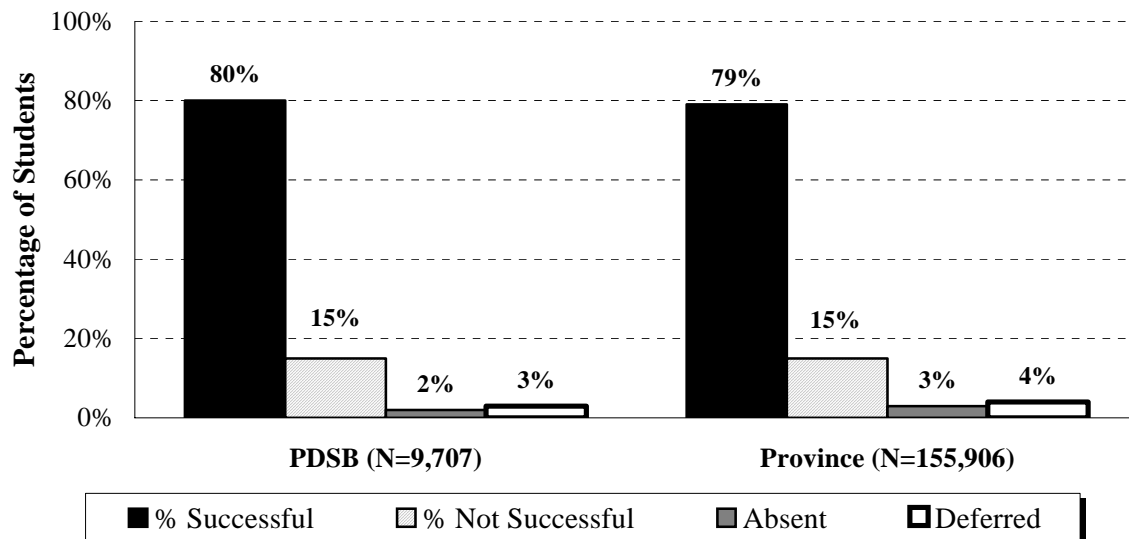
Figure 1: Results for Fully Participating – First-Time Eligible Students



All First-Time Eligible Students

- ◆ 80% of the 9,707 all first-time eligible students in the PDSB successfully passed the OSSLT, compared to 79% for the province.
- ◆ 2% of the 9,707 first-time eligible students in the PDSB were absent for the OSSLT, compared to 3% for the province.

Figure 2: Results for All First-Time Eligible Students



Previously Eligible Students

- ◆ Of the 3,439 previously eligible students in the PDSB, 2,139 fully participated and rewrote the OSSLT in March 2007.
- ◆ 51% of fully participating previously eligible students in the PDSB who rewrote the OSSLT successfully passed, compared to 50% for the province.
- ◆ 19% of previously eligible students in the PDSB were fulfilling the literacy requirement through the OSSLC. This is the same as the percentage of previously eligible students who were completing the OSSLC across the province.

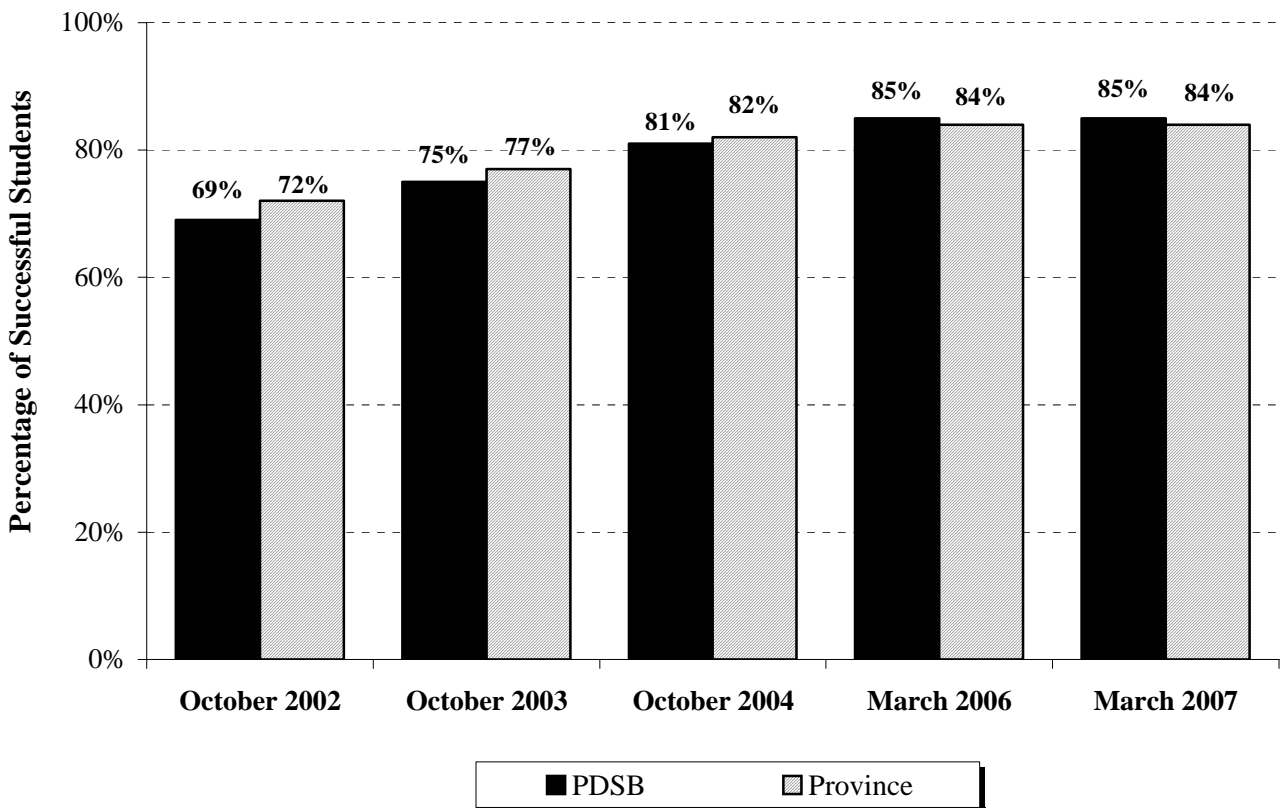
Table 2: Previously Eligible Students

	PDSB	Province
All previously eligible students	3,439	47,670
Number of previously eligible students who wrote the OSSLT in 2007	2,139	29,951
Percentage of fully participating previously eligible students who successfully passed in March 2007	51%	50%
Percentage of previously eligible students fulfilling the literacy requirement through the OSSLC	19%	19%

D. Five-Year Trends – Fully Participating First-Time Eligible Students

- ◆ 85% of fully participating first-time eligible students in the PDSB successfully passed the OSSLT in March 2007. This is the same as compared to March 2006.
- ◆ 84% of fully participating first-time eligible students in the province successfully passed the OSSLT in March 2007. This is the same as compared to March 2006.
- ◆ 16% more students in the PDSB successfully passed in March 2007 (85%) compared to October 2002 (69%).
- ◆ 12% more students in the province successfully passed the OSSLT in March 2007 (84%) compared to October 2002 (72%).

Figure 3: Results for Fully Participating – First-Time Eligible Students



E. Results for Fully Participating – First-Time Eligible Students by Gender

2006-2007 Results by Gender

- ◆ 88% of female students in the PDSB successfully passed the OSSLT, compared to 81% of male students.
- ◆ 7% more female students in the PDSB successfully passed the OSSLT compared to male students.
- ◆ 87% of female students in the province successfully passed the OSSLT, compared to 80% of male students.
- ◆ 7% more female students in the province successfully passed the OSSLT compared to male students.

Figure 4: Fully Participating – First-Time Eligible Students by Gender

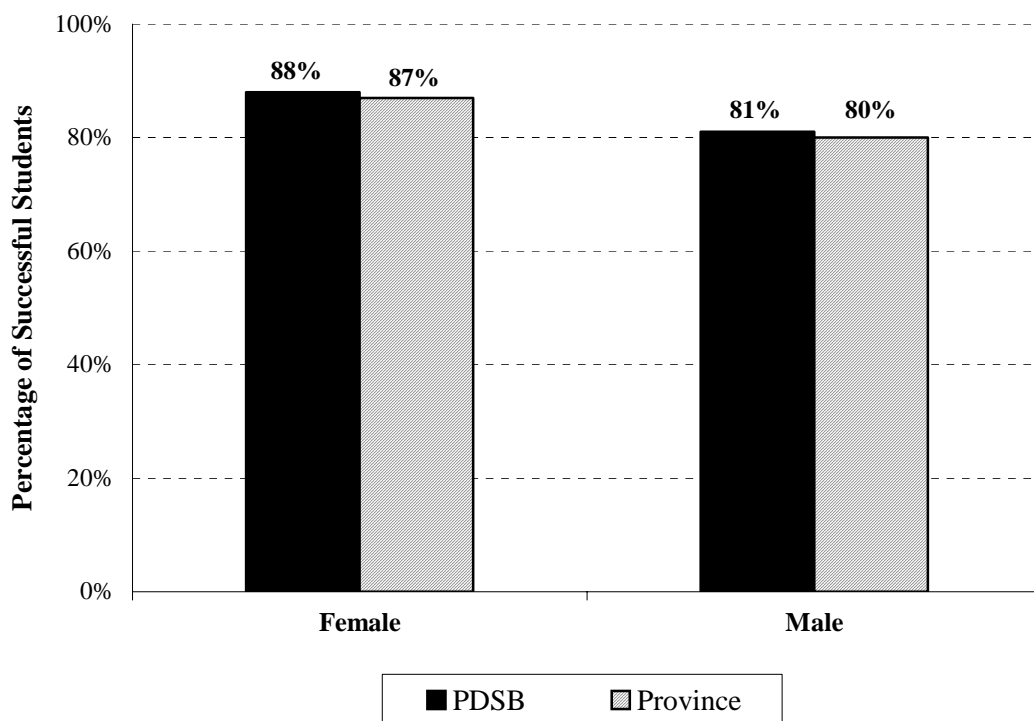


Table 3: # Fully Participating, %Absent, and %Deferred by Gender

	# Fully Participating*		% Absent**		% Deferred**	
	Female	Male	Female	Male	Female	Male
PDSB	4,487	4,735	1%	3%	2%	4%
Province	72,031	74,129	3%	3%	3%	4%

Note: *The number of Fully Participating students does not include students who were absent or were deferred.
 **Absent and deferred values are percentages of All students.

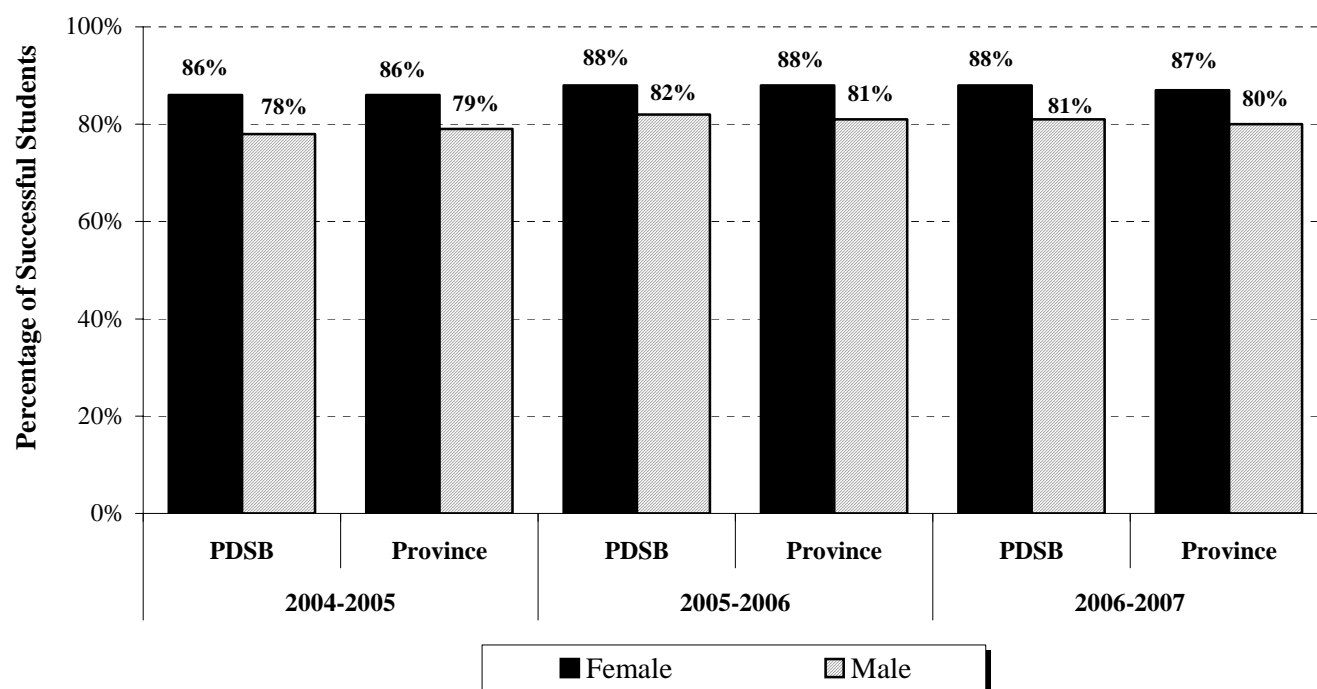
Three-Year Trends by Gender

- ◆ When compared to last year's results (2005-2006), the percentage of students in the PDSB who successfully passed the OSSLT remained the same for females and decreased by 1% for males.
- ◆ When compared to OSSLT results from 2004-2005, the success rate for female students in the PDSB increased by 2% and the success rate for female students in the province increased by 1% in 2006-2007.
- ◆ When compared to OSSLT results from 2004-2005, the success rate for male students in the PDSB increased by 3% and the success rate for male students in the province increased by 1% in 2006-2007.
- ◆ Female students have had consistently higher OSSLT success rates than male students over the last three years for both the PDSB and the province.

Table 4: Comparison of Results Across Three Years by Gender
(Fully Participating – First-time eligible students passing the OSSLT)

		2004-2005	2005-2006	2006-2007	Previous Year Comparison	Three-Year Comparison
PDSB	Female	86%	88%	88%	same	+2%
	Male	78%	82%	81%	-1%	+3%
Province	Female	86%	88%	87%	-1%	+1%
	Male	79%	81%	80%	-1%	+1%

Figure 5: Fully Participating – First-Time Eligible Students by Gender
Three-Year Trend

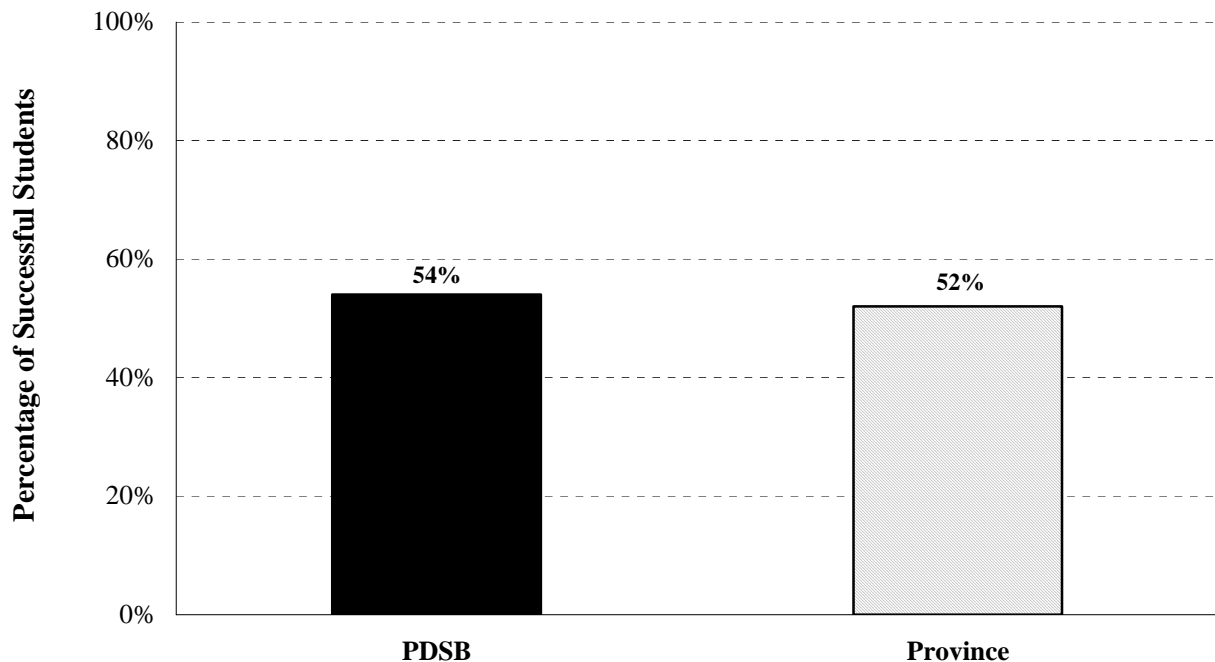


F. Results for Fully Participating – First-Time Eligible English as a Second Language (ESL)/English Literacy Development (ELD) Learners

2006-2007 Results for ESL/ELD Learners

- ◆ 54% of ESL/ELD learners in the PDSB successfully passed the OSSLT. In comparison, 52% of ESL/ELD learners in the province successfully passed.
- ◆ 32% of ESL/ELD learners in the PDSB deferred writing the OSSLT until another year. In comparison, 37% of ESL/ELD learners were deferred across the province.

Figure 6: Fully Participating – First-Time Eligible ESL/ELD Learners



	# Fully Participating*	% Absent**	% Deferred**
PDSB	340	1%	32%
Province	3,438	2%	37%

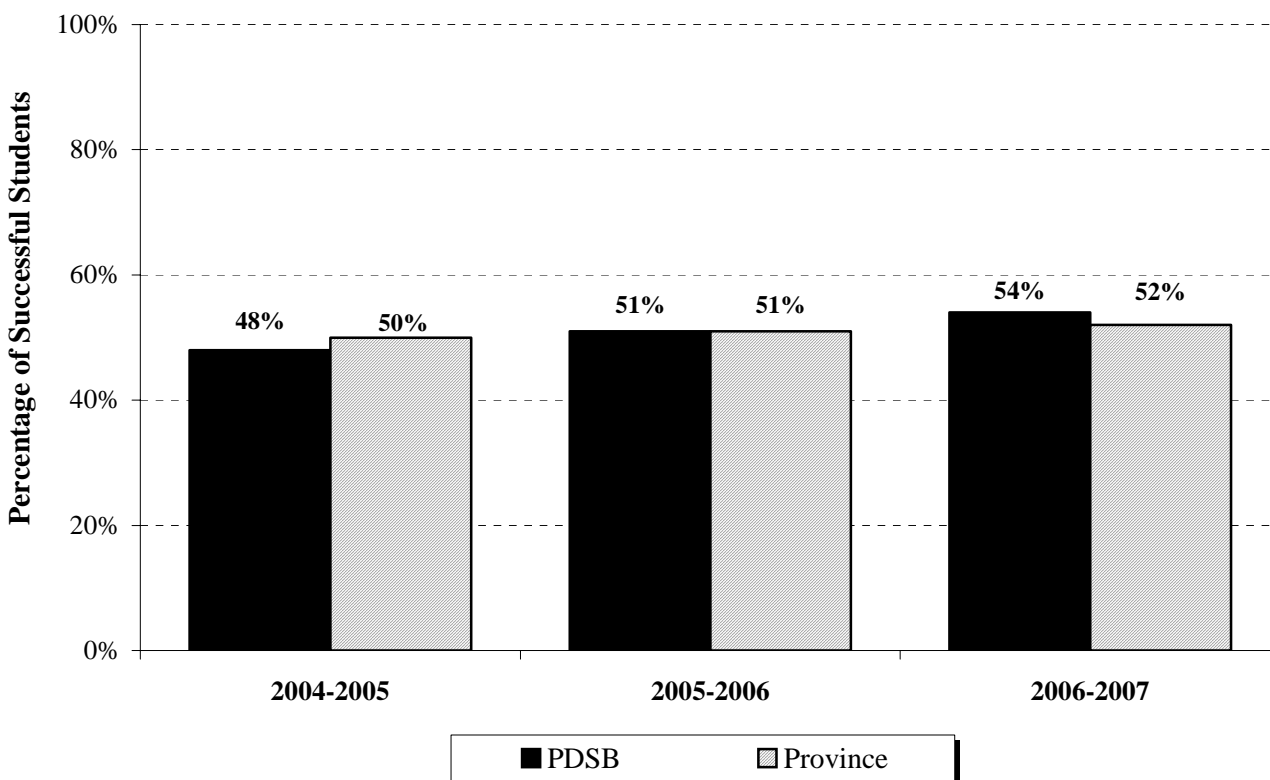
Note: *The number of Fully Participating students does not include students who were absent or were deferred.
 **Absent and deferred values are percentages of All students.

Three-Year Trends for ESL/ELD Learners

- ◆ When compared to last year's results (2005-2006), the percentage of ESL/ELD learners in the PDSB who successfully passed the OSSLT increased by 3% and the percentage of ESL/ELD learners in the province who successfully passed increased by one percent.
- ◆ When compared to OSSLT results from 2004-2005, the success rate for ESL/ELD learners in the PDSB increased by 6% in 2006-2007.
- ◆ When compared to OSSLT results from 2004-2005, the success rate for ESL/ELD learners in the province increased by 2% in 2006-2007.

Table 6: Comparison of Results Across Three Years for ESL/ELD Learners <i>(Fully Participating – First-time eligible students passing the OSSLT)</i>					
	2004-2005	2005-2006	2006-2007	Previous Year Comparison	Three-Year Comparison
PDSB	48%	51%	54%	+3%	+6%
Province	50%	51%	52%	+1%	+2%

**Figure 7: Fully Participating – First-Time Eligible ESL/ELD Learners
Three-Year Trend**



G. Results for Fully Participating – First-Time Eligible Students With Special Needs (excluding gifted)

2006-2007 Results for Students with Special Needs (excluding gifted)

- ◆ 49% of students with special needs in the PDSB who wrote the OSSLT successfully passed. In comparison, 53% of students with special needs in the province successfully passed.
- ◆ 4% of students with special needs in the PDSB deferred writing the OSSLT until another year. In comparison, 8% of students with special needs were deferred across the province.

Figure 8: Fully Participating – First-Time Eligible Students with Special Needs (excluding gifted)

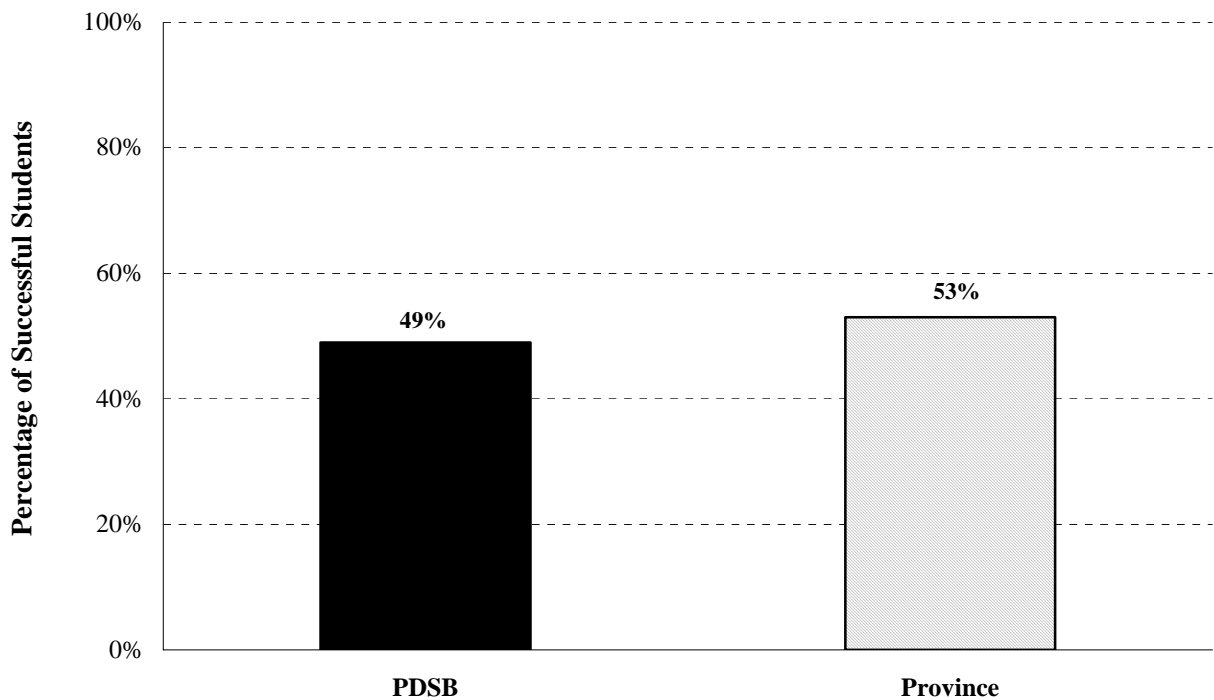


Table 7: # Fully Participating, %Absent, and %Deferred for Students with Special Needs

	# Fully Participating*	% Absent**	% Deferred**
PDSB	999	6%	4%
Province	19,425	4%	8%

Note: *The number of Fully Participating students does not include students who were absent or were deferred.
 **Absent and deferred values are percentages of All students.

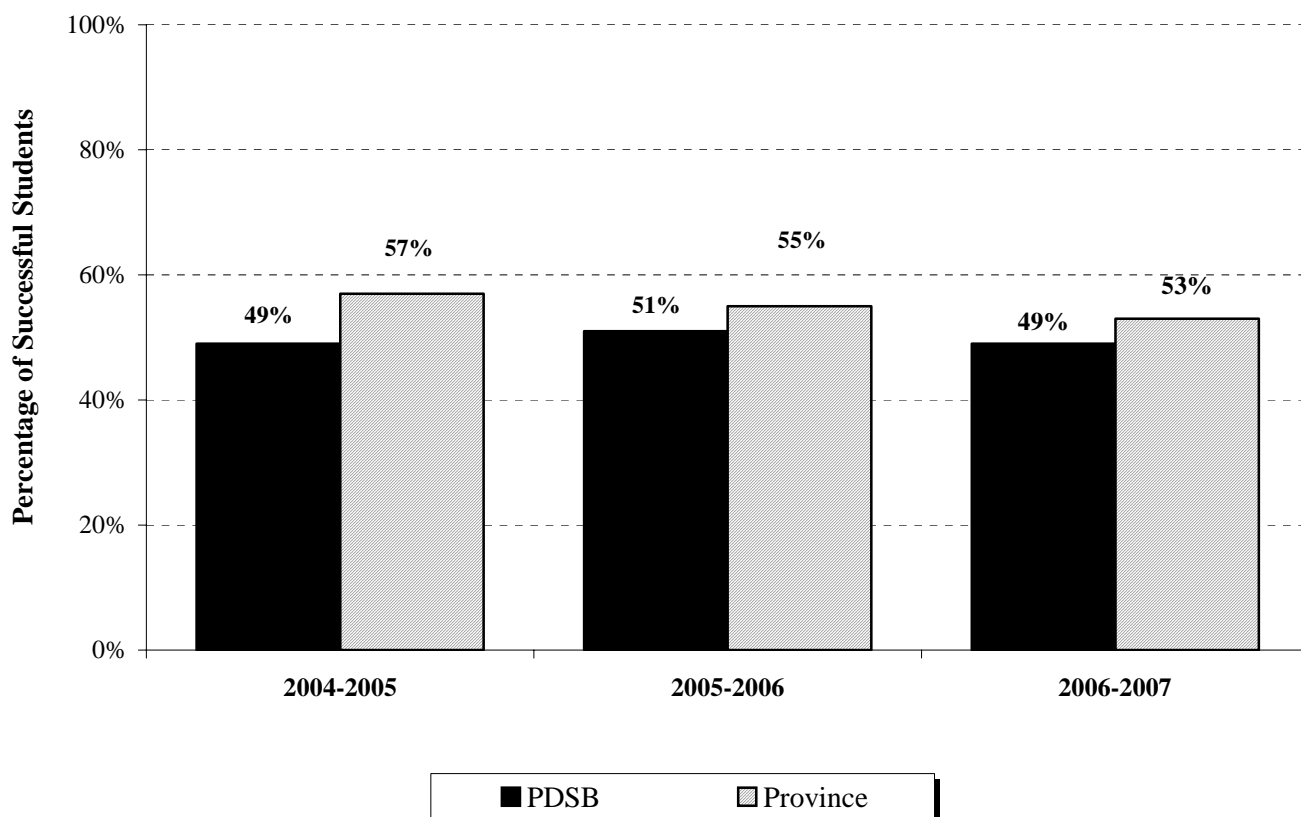
Three-Year Trends for Students with Special Needs (excluding gifted)

- ◆ When compared to last year's results (2005-2006), the percentage of students with special needs in the PDSB who successfully passed the OSSLT decreased by 2% and the percentage of students with special needs in the province who successfully passed decreased by two percent.
- ◆ When compared to OSSLT results from 2004-2005, the success rate for students with special needs in the PDSB remained the same in 2006-2007.
- ◆ When compared to OSSLT results from 2004-2005, the success rate for students with special needs in the province decreased by 4% in 2006-2007.

Table 8: Comparison of Results Across Three Years for Students with Special Needs
(Fully Participating – First-time eligible students passing the OSSLT)

	2004-2005	2005-2006	2006-2007	Previous Year Comparison	Three-Year Comparison
PDSB	49%	51%	49%	-2%	same
Province	57%	55%	53%	-2%	-4%

Figure 9: Fully Participating – First-Time Eligible Students with Special Needs
Three-Year Trend



H. Results for Fully Participating – First-Time Eligible Students by Program of Study

2006-2007 Results by Program of Study

- ◆ 94% of students in the PDSB enrolled in Academic English courses (AC) who wrote the OSSLT were successful. In comparison, 95% of students in the province enrolled in Academic English courses were successful.
- ◆ 59% of students in the PDSB enrolled in Applied English courses (AP) who wrote the OSSLT were successful. In comparison, 62% of students in the province enrolled in Applied English courses were successful.
- ◆ 17% of students in the PDSB enrolled in Locally Developed English courses (LD) who wrote the OSSLT were successful. In comparison, 21% of students in the province enrolled in Locally Developed English courses were successful.

Figure 10: Fully Participating – First-Time Eligible Students by Program of Study

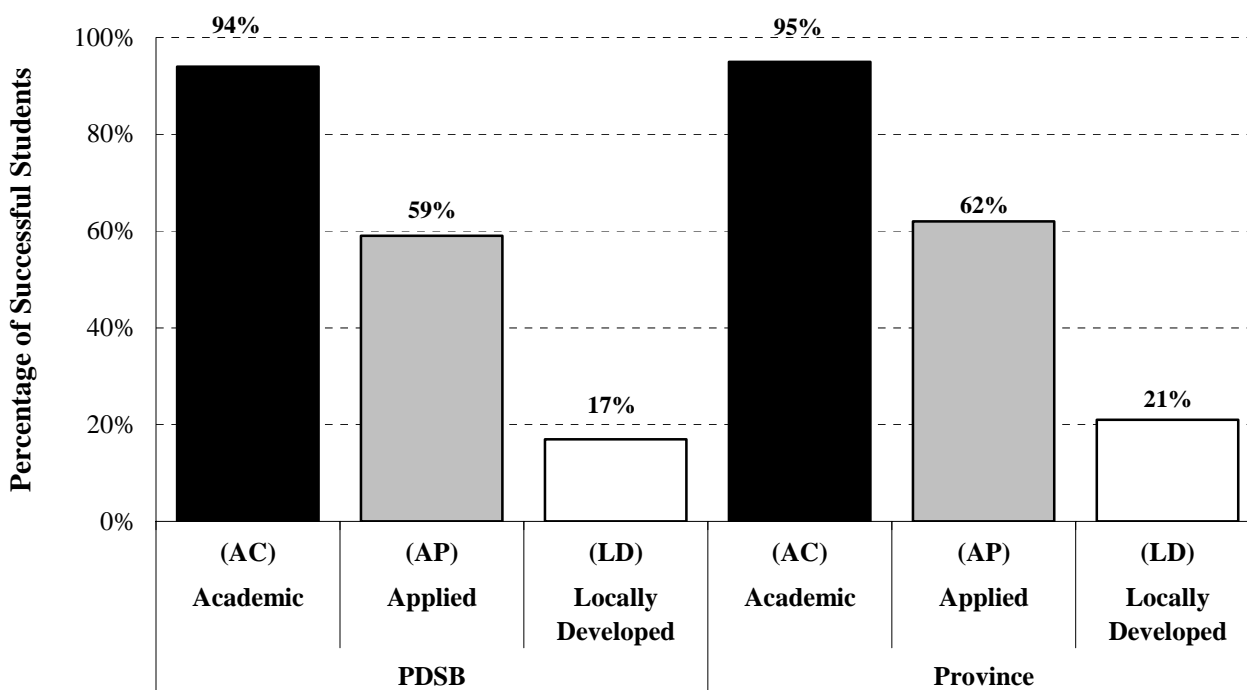


Table 9: # Fully Participating, %Absent, and %Deferred by Program of Study

	# Fully Participating*			% Absent**			% Deferred**		
	AC	AP	LD	AC	AP	LD	AC	AP	LD
PDSB	7,105	1,568	291	1%	5%	12%	<1%	4%	8%
Province	101,126	36,502	4,211	1%	5%	8%	1%	3%	24%

Note: *The number of Fully Participating students does not include students who were absent or were deferred.
 **Absent and deferred values are percentages of All students.

Three-Year Trends by Program of Study

- ◆ When compared to last year's OSSLT results (2005-2006), the percentage of students in the PDSB enrolled in Academic English courses (AC) who successfully passed decreased by one percent. The percentage of students in the province enrolled in AC courses who successfully passed the OSSLT also decreased by one percent.
- ◆ When compared to last year's OSSLT results (2005-2006), the percentage of students in the PDSB enrolled in Applied English courses (AP) who successfully passed decreased by one percent. The percentage of students in the province enrolled in AP courses who successfully passed the OSSLT decreased by three percent.
- ◆ When compared to last year's OSSLT results (2005-2006), the percentage of students in the PDSB enrolled in Locally Developed English courses (LD) who successfully passed increased by six percent. The percentage of students in the province enrolled in LD courses who successfully passed the OSSLT decreased by three percent.
- ◆ Students in the PDSB enrolled in AC and AP increased their success rates in the OSSLT over the last three years by 1% and 2% respectively. Students in the province enrolled in AC courses increased their success rate in the OSSLT by 1%, and students enrolled in AP courses remained the same over the past three years.
- ◆ The success rate for students enrolled in LD courses in the PDSB and the province decreased by 6% and 5% respectively over the past three years.

Table 10: Comparison of Results Across Three Years by Program of Study
(Fully Participating – First-time eligible students passing the OSSLT)

		2004-2005	2005-2006	2006-2007	Previous Year Comparison	Three-Year Comparison
PDSB	Academic English courses (AC)	93%	95%	94%	-1%	+1%
	Applied English courses (AP)	57%	60%	59%	-1%	+2%
	Locally Developed English courses (LD)	23%	11%	17%	+6%	-6%
Province	Academic English courses (AC)	94%	96%	95%	-1%	+1%
	Applied English courses (AP)	62%	65%	62%	-3%	same
	Locally Developed English courses (LD)	26%	24%	21%	-3%	-5%

I. Questionnaire Results for First-Time Eligible Students in the PDSB by Gender: Reading and Writing Practices Outside of School

The OSSLT student questionnaire results yielded some interesting differences in literacy-related practices for females and males. See Table 11 on page 17 for more details.

Computer

- ◆ 99% of females and 98% of males reported having a computer available at home.
- ◆ 43% of females and 39% of males use the computer almost every day for homework.

Reading practices

- ◆ Over 90% of female and male students indicated that there were English-language materials (dictionaries, encyclopedias, books and newspapers) at home. Female students reported having more English-language materials at home than males.
- ◆ 10% more females (45%) than males (35%) reported that they read materials written in English for more than three hours a week outside school (not including homework).
- ◆ For female students, the most popular kinds of materials that they read were Internet materials; magazines; fiction, including novels and short stories; poems and song lyrics.
- ◆ For male students, the most popular kinds of materials that they read were Internet materials; magazines; fiction, including novels and short stories; and newspapers.

Writing practices

- ◆ 9% more females (38%) than males (29%) reported that they write in English for more than three hours a week outside school (not including homework).
- ◆ Over 90% of female and male students reported that the most popular type of writing they did outside of school work involved the Internet (e.g., e-mail and chat messages).
- ◆ In general, female students participated in writing activities outside school more often than males in all categories, particularly in letters, journals, and diaries (51% vs. 16%).

Table 11: OSSLT Student Questionnaire Results – First-time Eligible Students by Gender		
Percentage of students in the PDSB indicating that:	Females (N = 4,461)	Males (N = 4,695)
they have a computer in their home.	99%	98%
they use the computer almost every day for homework.	43%	39%
they have the following English-language materials at home:		
dictionaries, encyclopedias (print or electronic)	95%	92%
books	97%	93%
newspapers	91%	90%
magazines	88%	79%
they read materials written in English outside school for more than three hours a week (not including homework).	45%	35%
they read the following kinds of material outside school most weeks:		
non-fiction books, e.g., biographies	35%	39%
comics	40%	47%
web sites, e-mail, chat messages (Internet materials)	95%	92%
letters	50%	39%
magazines	83%	64%
manuals, instructions	37%	54%
newspapers	56%	61%
novels, fiction, short stories	82%	61%
song lyrics, poems	75%	53%
religious or spiritual writings	33%	31%
they write in English outside school for more than three hours a week (not including homework).	38%	29%
they do the following types of writing in English outside school most weeks:		
e-mail, chat messages (Internet materials)	95%	93%
letters, journals, diaries	51%	16%
notes, directions, instructions	51%	46%
song lyrics, poems	45%	34%
stories, fiction	37%	28%
work-related writing	58%	56%

This report is available on the Peel District School Board's website.

<http://www.peelsb.com>

Click on this icon:

