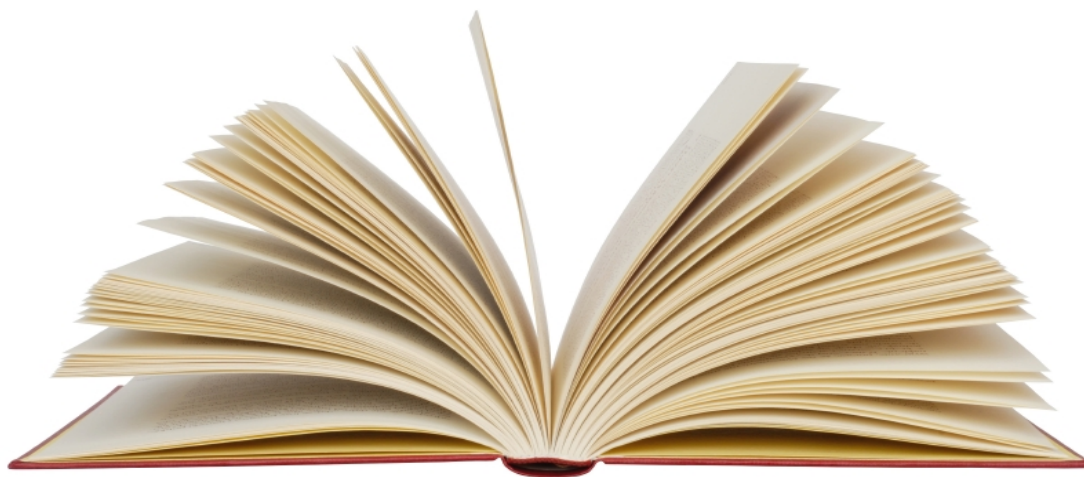




Ontario Secondary School Literacy Test (OSSLT)

Peel District School Board Results 2008-2009



Rebecca Crouse
Debra Krutila
Chuck Waterman
Superintendents
Curriculum, Instruction and Special Education Support Services
Alternative Programs and Continuing Education

Assessment and Accountability Department

Kim Bennett
Assessment and Accountability Officer

Rosanne Brown
Assessment and Accountability Officer

Marti Carpenter
Testing/Assessment Technician

Lisa Durocher
Assessment and Accountability Research Coordinator

Paul Favaro
Chief of Assessment and Accountability

Pat Hare
Assessment and Accountability Secretary

Tom Lam
Assessment and Accountability Analyst

Sumbal Malik
Assessment and Accountability Officer

Aimee Wolanski
Assessment and Accountability Officer



Ontario Secondary School Literacy Test (OSSLT)

Peel District School Board Results 2008-2009

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**Ontario Secondary School Literacy Test (OSSLT)
Peel District School Board (PDSB)
2008-2009**

Summary of Results

Peel District School Board and Provincial Results

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

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

Gender

- 88% of fully participating first-time eligible female students in the PDSB who wrote the OSSLT were successful. This was the same as the provincial average of 88%.
- 81% of fully participating first-time eligible male students in the PDSB who wrote the OSSLT were successful. This was one percent lower than the provincial average of 82%.
- 7% more female students in the PDSB who wrote the OSSLT were successful than male students. Similarly, 6% more female students were successful compared to male students in the province.

English Language Learners (formerly referred to as ESL/ELD Learners)

- 54% of fully participating first-time eligible English language learners in the PDSB who wrote the OSSLT were successful, compared to 66% of English language learners across the province.

Students with Special Needs (excluding gifted)

- 46% of fully participating first-time eligible students with special needs in the PDSB successfully passed the OSSLT, compared to 55% 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 96% of students taking Academic English courses across the province.
- 55% 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.
- 11% 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.

- 53% of fully participating previously eligible students in the PDSB who rewrote the OSSLT in April 2009 were successful. This was one percent lower than the provincial average of 54%.
- 16% of previously eligible students in the PDSB are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). This is 3% lower than the percentage of previously eligible students who are completing the OSSLC across the province (19%).

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

- 84% of fully participating first-time eligible students in the PDSB successfully passed the OSSLT this year. This is the one percent lower than compared to last year.
- 3% more students in the PDSB successfully passed this year (84%) compared to five years ago (81%).

Ontario Secondary School Literacy Test (OSSLT) Peel District School Board (PDSB) Results 2008-2009

A. Introduction

This report contains an overview of the 2008-2009 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/guardians 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 subject 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 2008-2009 OSSLT

All students in Ontario who were registered in Grade 9 during the 2007-2008 school year were eligible to write the OSSLT for the first time on April 2, 2009 ("first-time eligible students"). In April 2009, 10 010 students in the PDSB were eligible to write the test for the first time. Of the 10 010 first-time eligible students, 205 students were absent (2%) and 308 students were deferred (3%). A total of 9 497 (95%) 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 were deferred taking the test. Of the 3 894 students who were previously eligible, 2 410 students fully participated in the OSSLT, 550 students were absent (14%), 324 students were deferred (8%), and 610 previously eligible students (16%) are completing 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 = 10 010)	Previously Eligible Students (N = 3 894)	First-Time Eligible Students (N = 152 830)	Previously Eligible Students (N = 52 571)
Gender				
Female	47%	39%	49%	40%
Male	53%	61%	51%	60%
Student Status				
English language learners	3%	15%	4%	14%
Students with special needs (excluding gifted)	12%	26%	16%	34%
Students with special needs receiving accommodations (excluding gifted)	11%	22%	13%	29%
Level of Study for English				
Academic	74%	N/A	67%	N/A
Applied	17%	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	2%	N/A
Language*				
First language learned at home was other than English	41%	51%	22%	33%
Speak only or mostly English at home	59%	46%	76%	63%
Speak another language (or languages) as often as English at home	31%	33%	17%	20%
Speak only or mostly another language (or other languages) at home	10%	20%	7%	15%

*Based on Student Questionnaire Data

C. Overall Achievement for the PDSB

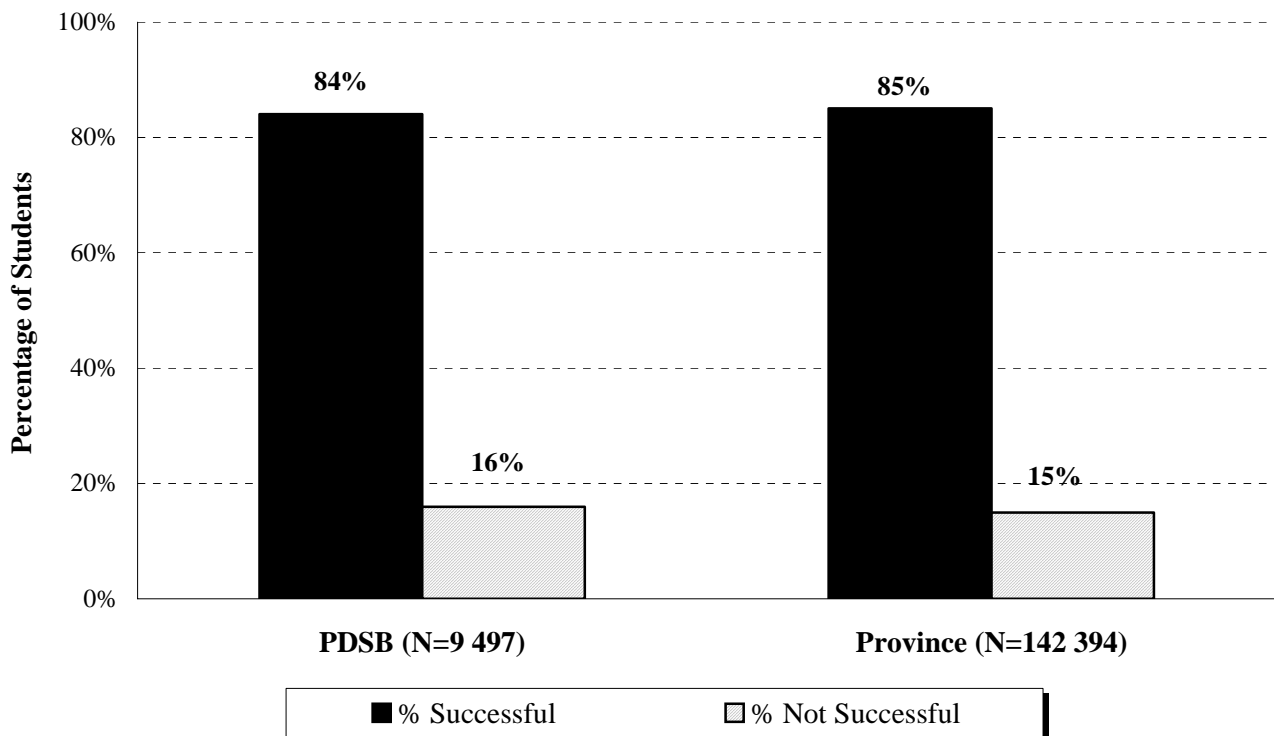
Results are reported for both **first-time eligible** and **previously eligible students**. There are two methods of reporting used to present the results:

- 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 9 497 first-time eligible students in the PDSB who wrote the OSSLT, 84% were successful and 16% were unsuccessful.
- ◆ The percentage of students in the PDSB who successfully passed the OSSLT was one percent lower than the provincial average (84% vs. 85%).

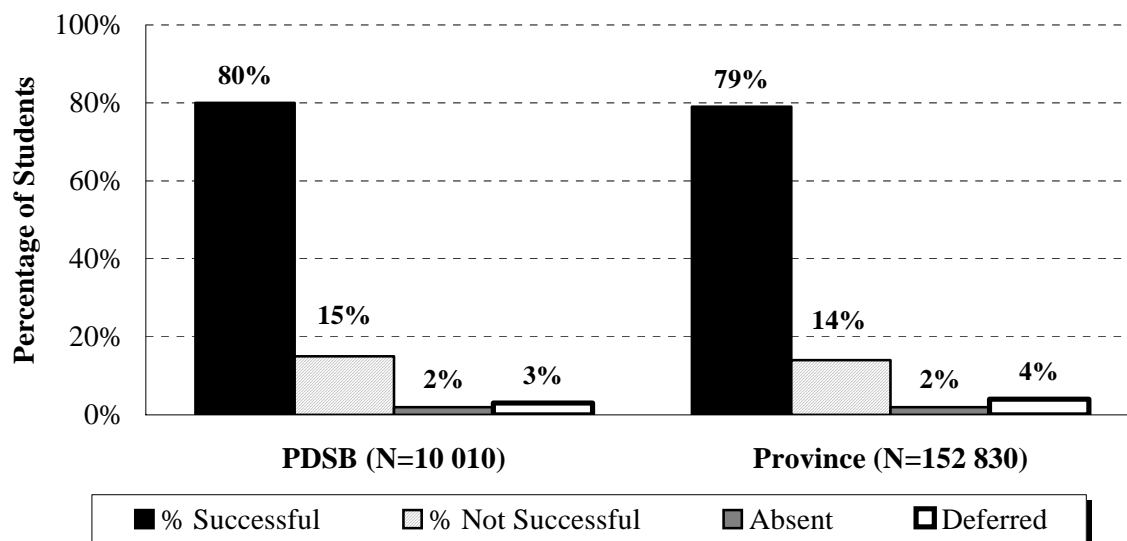
Figure 1: Results for Fully Participating – First-Time Eligible Students



All First-Time Eligible Students

- ◆ 80% of the 10 010 all first-time eligible students in the PDSB successfully passed the OSSLT, compared to 79% for the province.
- ◆ 3% of the 10 010 first-time eligible students in the PDSB were deferred for the OSSLT, compared to 4% for the province.

Figure 2: Results for All First-Time Eligible Students



Previously Eligible Students

- ◆ Of the 3 894 previously eligible students in the PDSB, 2 410 fully participated and rewrote the OSSLT in April 2009.
- ◆ 53% of fully participating previously eligible students in the PDSB who rewrote the OSSLT successfully passed, compared to 54% for the province.
- ◆ 16% of previously eligible students in the PDSB were fulfilling the literacy requirement through the OSSLC. This is 3% lower than the percentage of previously eligible students who were completing the OSSLC across the province (19%).

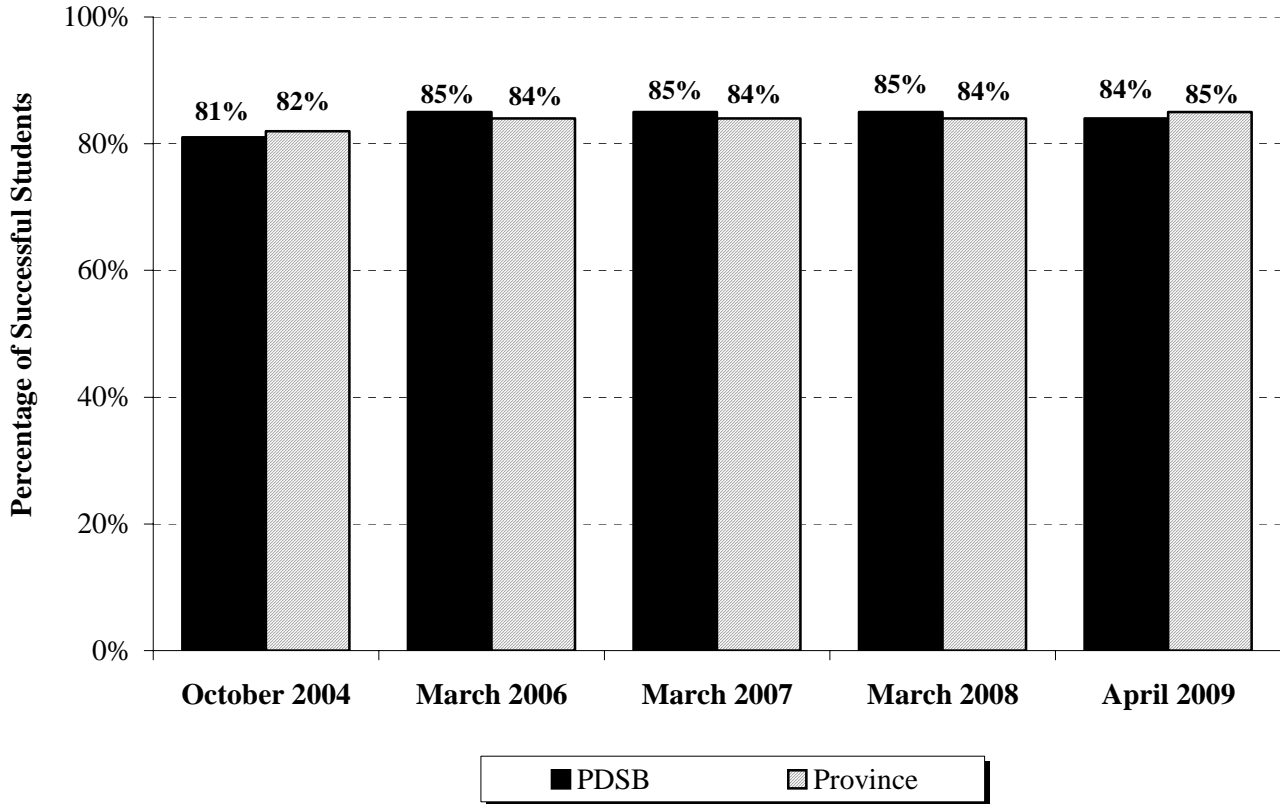
Table 2: Previously Eligible Students

	PDSB	Province
All previously eligible students	3 894	52 571
Number of previously eligible students who wrote the OSSLT in 2009	2 410	30 751
Percentage of fully participating previously eligible students who successfully passed in April 2009	53%	54%
Percentage of previously eligible students completing the literacy requirement through the OSSLC	16%	19%

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

- ◆ 84% of fully participating first-time eligible students in the PDSB successfully passed the OSSLT in April 2009. This is one percent lower when compared to March 2008.
- ◆ 85% of fully participating first-time eligible students in the province successfully passed the OSSLT in April 2009. This is one percent higher when compared to March 2008.
- ◆ 3% more students in the PDSB successfully passed in April 2009 (84%) compared to October 2004 (81%).
- ◆ 3% more students in the province successfully passed the OSSLT in April 2009 (85%) compared to October 2004 (82%).

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

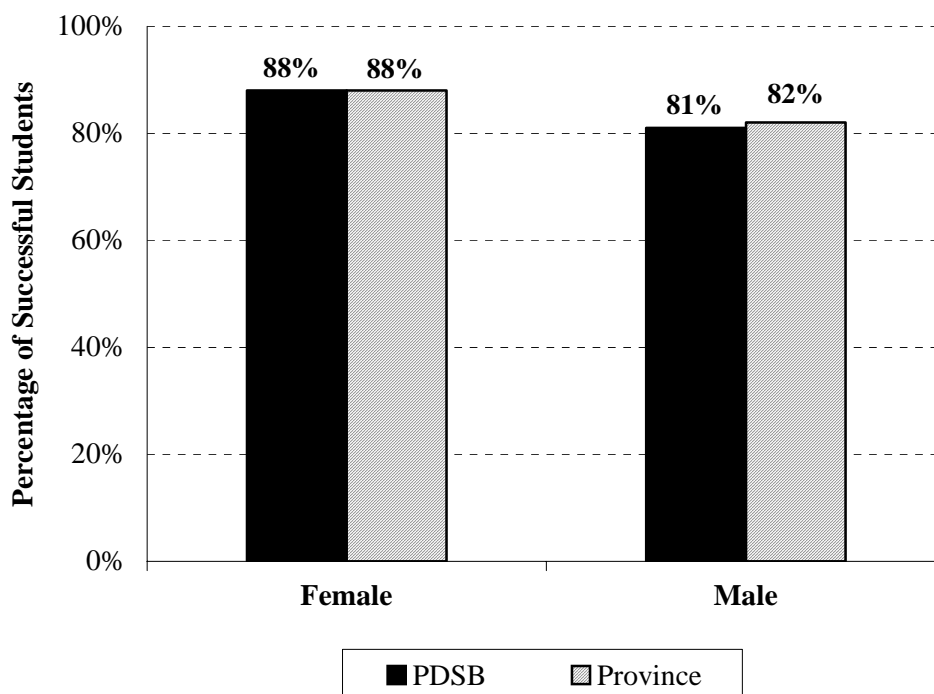


E. Results for Fully Participating – First-Time Eligible Students by Gender

2008-2009 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.
- ◆ 88% of female students in the province successfully passed the OSSLT, compared to 82% of male students.
- ◆ 6% more female students in the province successfully passed the OSSLT compared to male students.

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



	# Fully Participating*		% Absent**		% Deferred**	
	Female	Male	Female	Male	Female	Male
PDSB	4 498	4 998	2%	2%	2%	4%
Province	69 954	72 432	2%	2%	4%	5%

Note: *The number of Fully Participating students does not include students who were not working toward an OSSD, who were absent or were deferred.

**Absent and deferred values are percentages of All students.

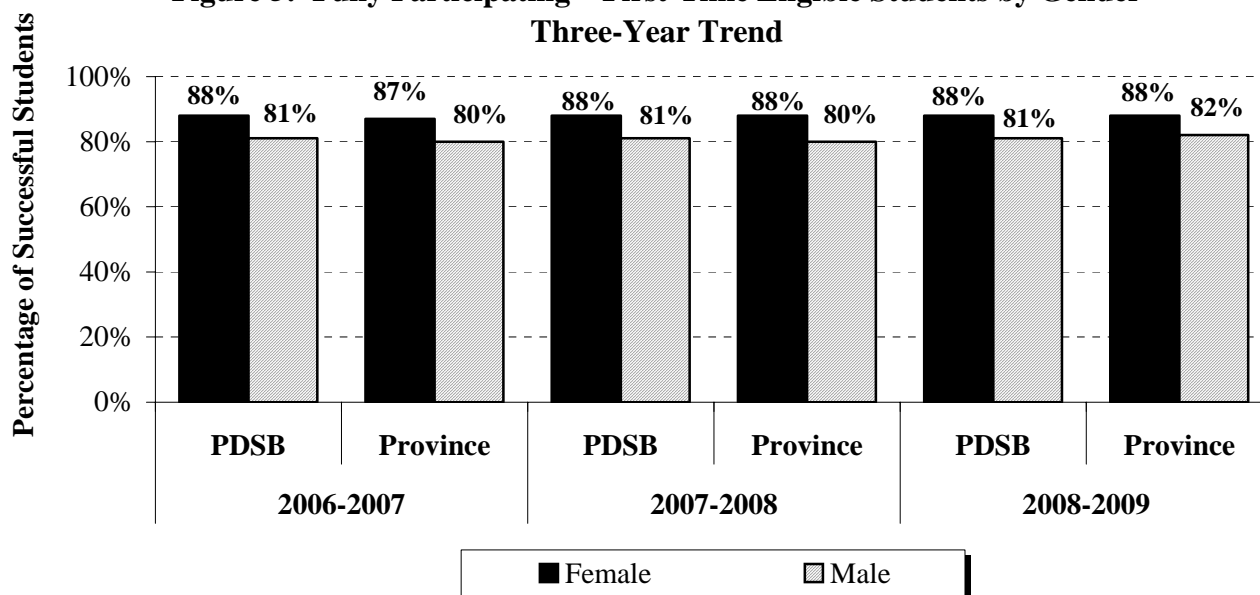
Three-Year Trends by Gender

- ◆ When compared to last year's results (2007-2008), the percentage of students in the PDSB who successfully passed the OSSLT remained the same for females and for males.
- ◆ When compared to OSSLT results from 2006-2007, the success rate for female students in the PDSB remained the same and the success rate for female students in the province increased by 1% in 2008-2009.
- ◆ When compared to OSSLT results from 2006-2007, the success rate for male students in the PDSB remained the same and the success rate for male students in the province increased by 2% in 2008-2009.
- ◆ 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)

		2006-2007	2007-2008	2008-2009	Previous Year Comparison	Three-Year Comparison
PDSB	Female	88%	88%	88%	same	same
	Male	81%	81%	81%	same	same
Province	Female	87%	88%	88%	same	+1%
	Male	80%	80%	82%	+2%	+2%

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



F. Results for Fully Participating – First-Time Eligible English Language Learners

2008-2009 Results for English Language Learners

- ◆ 54% of English language learners in the PDSB successfully passed the OSSLT. In comparison, 66% of English language learners in the province successfully passed.
- ◆ 36% of English language learners in the PDSB were deferred writing the OSSLT until another year. In comparison, 32% of English language learners were deferred across the province.

Figure 6: Fully Participating – First-Time Eligible English Language Learners

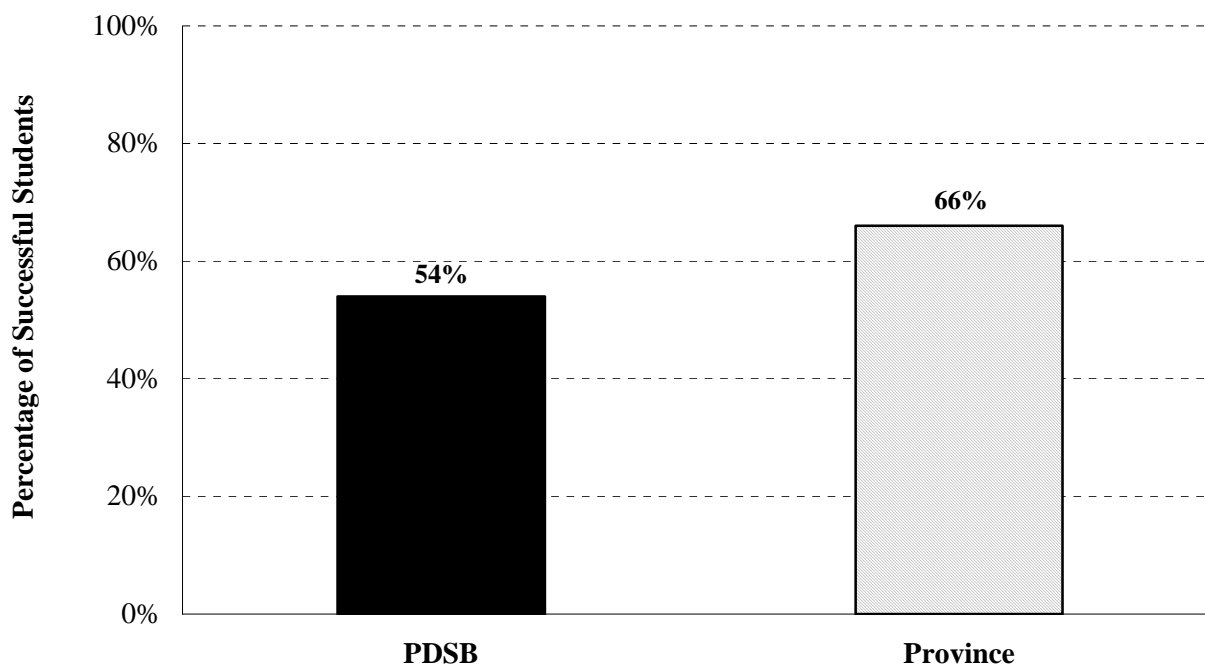


Table 5: # Fully Participating, %Absent, and %Deferred for English Language Learners

	# Fully Participating*	% Absent**	% Deferred**
PDSB	219	1%	36%
Province	4 059	2%	32%

Note: *The number of Fully Participating students does not include students who were not working toward an OSSD, who were absent or were deferred.

**Absent and deferred values are percentages of All students.

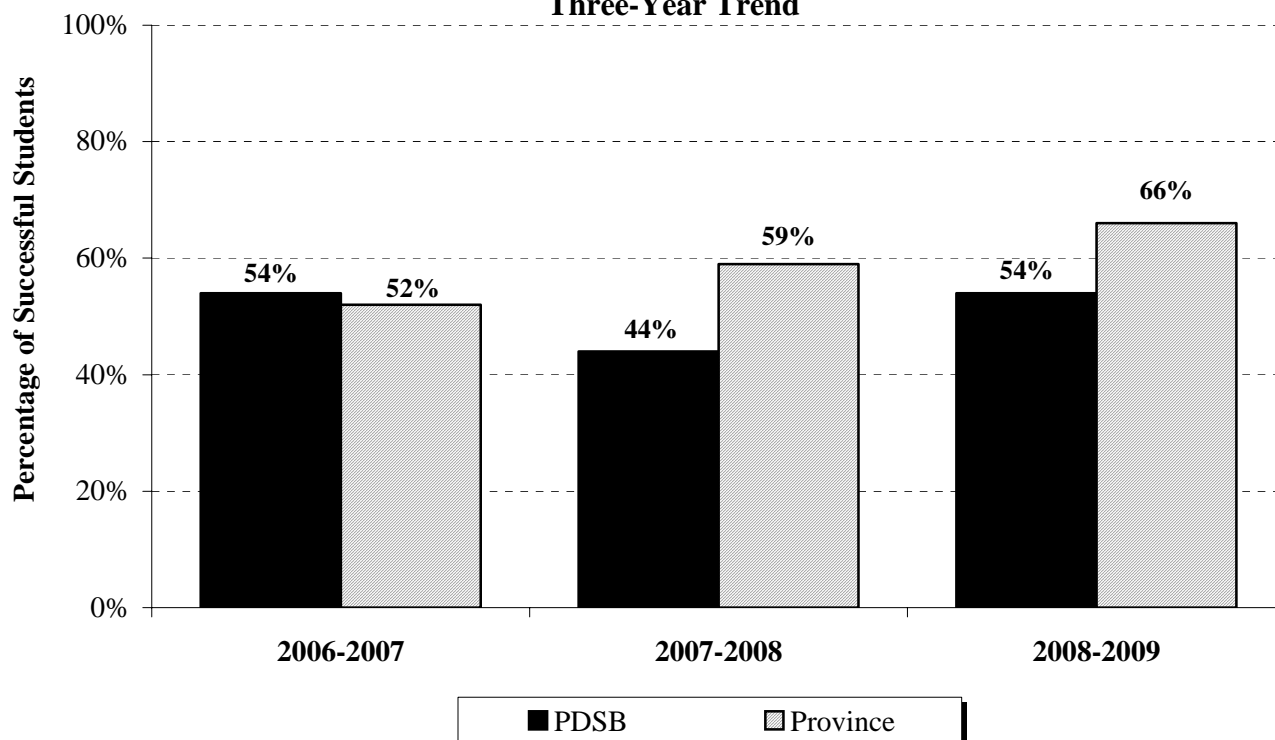
Three-Year Trends for English Language Learners

- ◆ When compared to last year's results (2007-2008), the percentage of English language learners in the PDSB who successfully passed the OSSLT increased by 10%, and the percentage of English language learners in the province who successfully passed increased by 7%.
- ◆ When compared to OSSLT results from 2006-2007, the success rate for English language learners in the PDSB remained the same in 2008-2009.
- ◆ When compared to OSSLT results from 2006-2007, the success rate for English language learners in the province increased by 14% in 2008-2009.

Table 6: Comparison of Results Across Three Years for English Language Learners
(Fully Participating – First-time eligible students passing the OSSLT)

	2006-2007	2007-2008	2008-2009	Previous Year Comparison	Three-Year Comparison
PDSB	54%	44%	54%	+10%	same
Province	52%	59%	66%	+7%	+14%

Figure 7: Fully Participating – First-Time Eligible English Language Learners
Three-Year Trend



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

2008-2009 Results for Students with Special Needs (excluding gifted)

- ◆ 46% of students with special needs in the PDSB who wrote the OSSLT successfully passed. In comparison, 55% of students with special needs in the province successfully passed.
- ◆ 7% of students with special needs in the PDSB were deferred writing the OSSLT until another year. In comparison, 10% of students with special needs were deferred across the province.

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

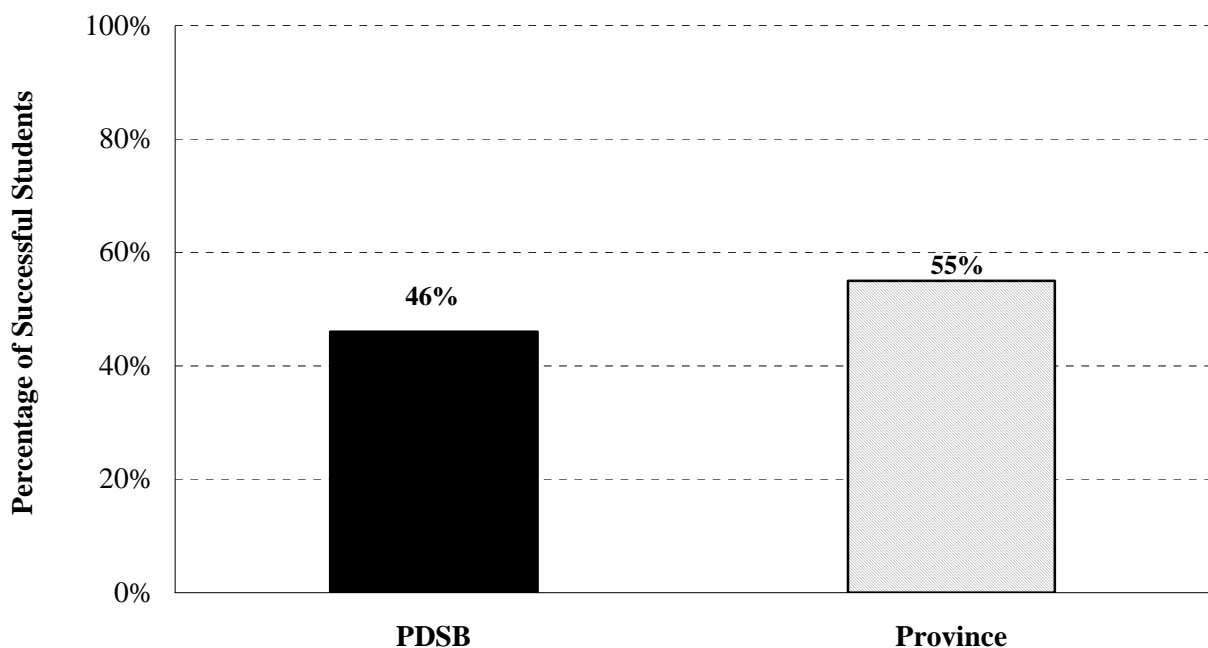


Table 7: # Fully Participating, %Absent, and %Deferred for Students with Special Needs (excluding gifted)

	# Fully Participating*	% Absent**	% Deferred**
PDSB	1 102	4%	7%
Province	20 716	4%	10%

Note: *The number of Fully Participating students does not include students who were not working toward an OSSD, who were absent or were deferred.

**Absent and deferred values are percentages of All students.

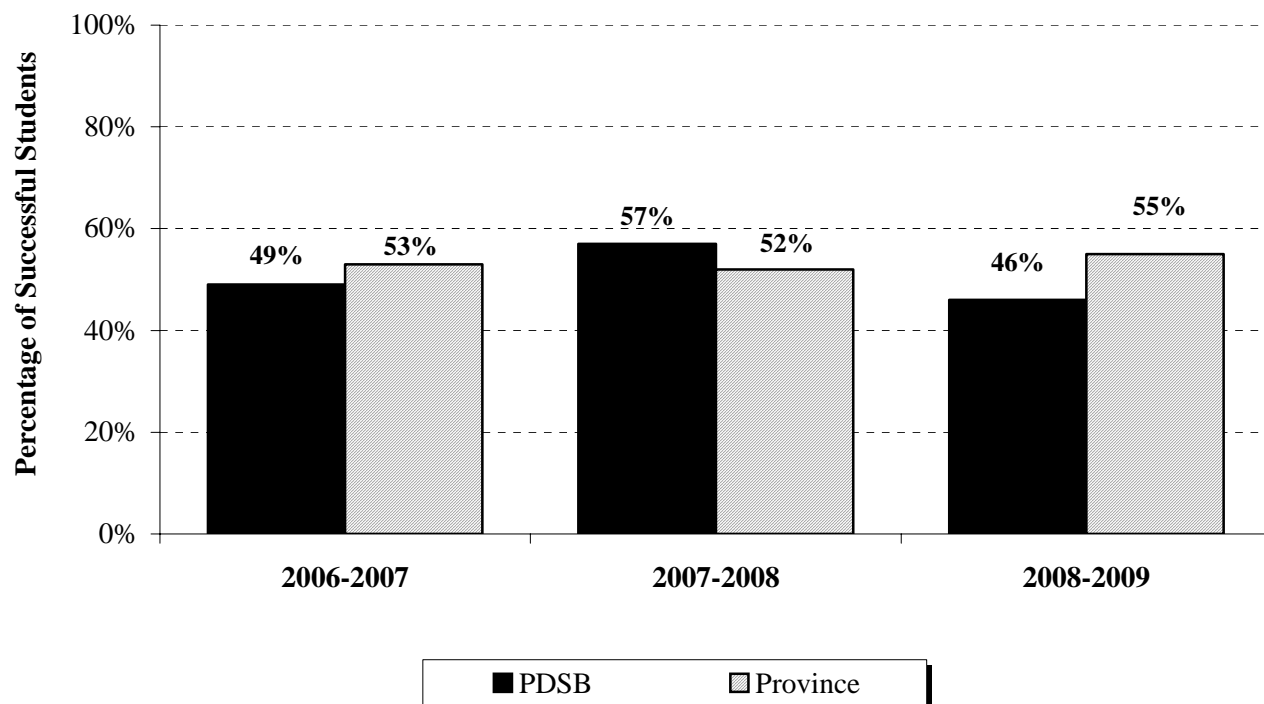
Three-Year Trends for Students with Special Needs (excluding gifted)

- ◆ When compared to last year's results (2007-2008), the percentage of students with special needs in the PDSB who successfully passed the OSSLT decreased by 11%, and the percentage of students with special needs in the province who successfully passed increased by 3%.
- ◆ When compared to OSSLT results from 2006-2007, the success rate for students with special needs in the PDSB decreased by 3% in 2008-2009.
- ◆ When compared to OSSLT results from 2006-2007, the success rate for students with special needs in the province increased by 2% in 2008-2009.

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

	2006-2007	2007-2008	2008-2009	Previous Year Comparison	Three-Year Comparison
PDSB	49%	57%	46%	-11%	-3%
Province	53%	52%	55%	+3%	+2%

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



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

2008-2009 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, 96% of students in the province enrolled in Academic English courses were successful.
- ◆ 55% 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.
- ◆ 11% 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

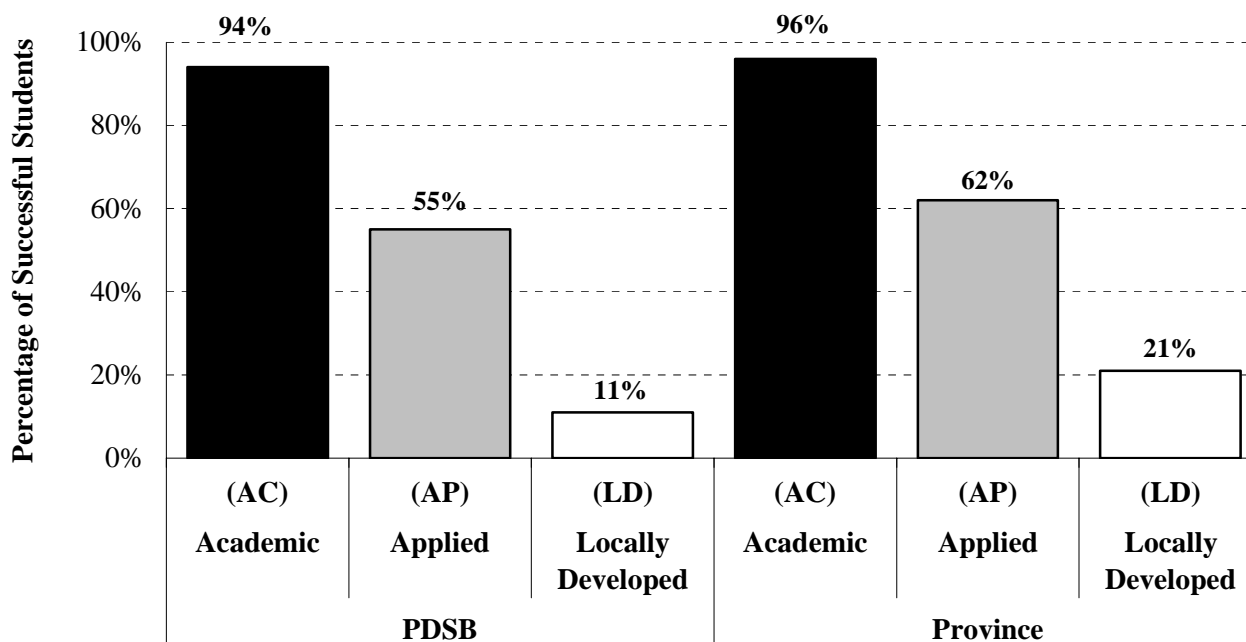


Table 9: # Fully Participating, %Absent, and %Deferred by Program of Study

	# Fully Participating*			% Absent**			% Deferred**		
	AC	AP	LD	AC	AP	LD	AC	AP	LD
PDSB	7 333	1 582	298	1%	5%	8%	<1%	3%	16%
Province	100 997	34 401	3 815	1%	4%	6%	1%	5%	30%

Note: *The number of Fully Participating students does not include students who were not working toward an OSSD, 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 (2007-2008), the percentage of students in the PDSB enrolled in Academic English courses (AC) who successfully passed remained the same. The percentage of students in the province enrolled in AC courses who successfully passed the OSSLT increased by one percent.
- ◆ When compared to last year's OSSLT results (2007-2008), the percentage of students in the PDSB enrolled in Applied English courses (AP) who successfully passed decreased by three percent. The percentage of students in the province enrolled in AP courses who successfully passed the OSSLT remained the same.
- ◆ When compared to last year's OSSLT results (2007-2008), the percentage of students in the PDSB enrolled in Locally Developed English courses (LD) who successfully passed decreased by four percent. The percentage of students in the province enrolled in LD courses who successfully passed the OSSLT increased by one percent.
- ◆ Students in the PDSB enrolled in AC and AP courses remained the same and decreased by 4% in their success rates in the OSSLT over the last three years, respectively. Students in the province enrolled in AC courses increased in their success rate in the OSSLT by 1%, and students enrolled in AP courses remained the same in their success rate over the past three years.
- ◆ The success rate for students enrolled in LD courses in the PDSB decreased by 6%, and the success rate for the province remained the same 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)

		2006-2007	2007-2008	2008-2009	Previous Year Comparison	Three-Year Comparison
PDSB	Academic English courses (AC)	94%	94%	94%	same	same
	Applied English courses (AP)	59%	58%	55%	-3%	-4%
	Locally Developed English courses (LD)	17%	15%	11%	-4%	-6%
Province	Academic English courses (AC)	95%	95%	96%	+1%	+1%
	Applied English courses (AP)	62%	62%	62%	same	same
	Locally Developed English courses (LD)	21%	20%	21%	+1%	same

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.
- ◆ 47% of females and 43% of males use the computer almost every day for homework.

Reading practices

- ◆ Over 88% 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.
- ◆ 14% more females (48%) than males (34%) reported that they read materials written in English for more than three hours a week outside school (not including homework).
- ◆ Over 90% of both female and male students reported that they read web sites, e-mail, and chat messages in English outside school most weeks.
- ◆ For female students, the most popular kinds of materials that they read (besides those listed above) were fiction, including novels and short stories; magazines; poems and song lyrics.
- ◆ For male students, the most popular kinds of materials that they read (besides those listed above) were fiction, including novels and short stories; newspapers; and magazines.

Writing practices

- ◆ 8% more females (36%) than males (28%) reported that they write in English for more than three hours a week outside school (not including homework).
- ◆ Over 92% 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 (44% vs. 17%).

Table 11: OSSLT Student Questionnaire Results – First-time Eligible Students by Gender		
Percentage of students in the PDSB indicating that:	Females (N = 4 454)	Males (N = 4 912)
they have a computer in their home.	99%	98%
they use the computer almost every day for homework.	47%	43%
they have the following English language materials at home:		
dictionaries, encyclopedias (print or electronic)	95%	92%
books	97%	93%
newspapers	91%	88%
magazines	85%	76%
they read materials written in English outside school for more than three hours a week (not including homework).	48%	34%
they read the following kinds of material in English outside school most weeks:		
non-fiction books, e.g., biographies	36%	41%
comics	36%	48%
web sites, e-mail, chat messages	95%	90%
letters	45%	34%
magazines	80%	57%
manuals, instructions	37%	52%
newspapers	56%	58%
novels, fiction, short stories	86%	64%
song lyrics, poems	79%	55%
religious or spiritual writings	32%	30%
they write in English outside school for more than three hours a week (not including homework).	36%	28%
they do the following types of writing in English outside school most weeks:		
e-mail, chat messages	96%	92%
letters, journals, diaries	44%	17%
notes, directions, instructions	52%	46%
song lyrics, poems	48%	35%
stories, fiction	39%	30%
work-related writing	54%	53%

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

<http://www.peelschools.org>

Click on this icon:

