



REPORT TO BOARD OF TRUSTEES October 22, 2013

Jim McKenzie, Associate Director & Treasurer

SUBJECT: EQAO RESULTS - Ontario Secondary School Literacy Test 2012/13 School Year

PREPARED BY: Deb Crawford, Superintendent of Education

BACKGROUND:

This report provides the St. Clair Catholic District School Board results for the 2013 Ontario Secondary School Literacy Test (OSSLT).

The EQAO report summarizes achievement results based upon four levels:

- Level 4 – exceeding the provincial standard
- Level 3 – meeting the provincial standard
- Level 2 – approaching the provincial standard
- Level 1 – performing significantly below the provincial standard

The purpose of the Ontario Secondary School Literacy Test is to determine whether a student has the literacy (reading and writing) skills required to meet the standard for understanding reading selections and communicating in a variety of writing forms expected by The Ontario Curriculum across all subjects up to the end of Grade 9. Successful completion of the test or the Ontario Secondary School Literacy Course is one of the 32 requirements for an Ontario Secondary School Diploma.

Results from the EQAO testing are indicators of student learning that measure achievement in relation to a common provincial standard. The information gained through these assessments adds to the current knowledge about how students are doing and has become one of our tools for board, school, and department improvement planning.

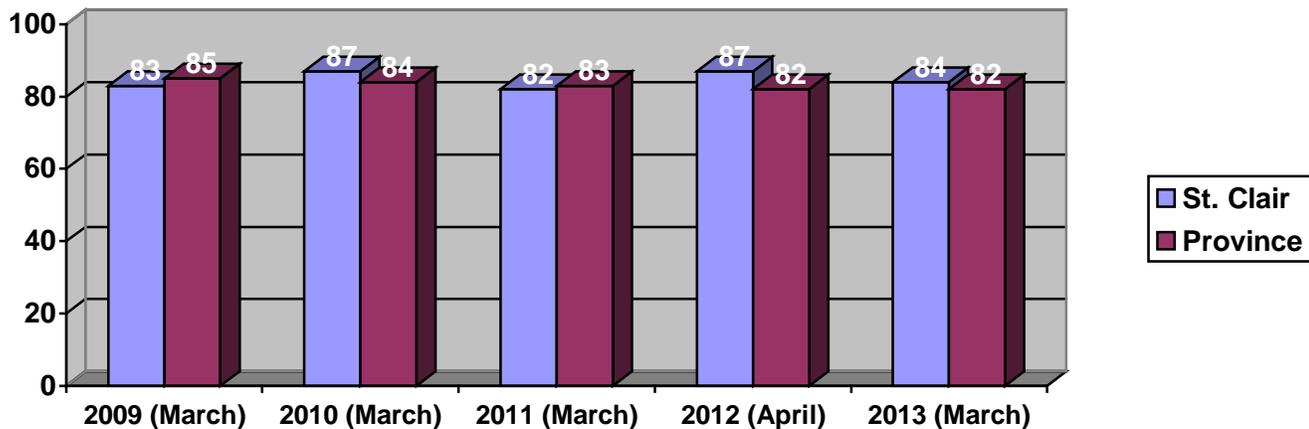
RESULTS:

Ontario Secondary School Literacy Test Results St. Clair Catholic District School Board

First Time Eligible Students (F.T.E.)

	Board	Province
March 2009	83%	85%
March 2010	87%	84%
March 2011	82%	83%
April 2012	87%	82%
March 2013	84%	82%

**REPORT:
EQAO Results – Ontario Secondary School Literacy Test 2012/13 School Year**



Highlights of the First Time Eligible (F.T. E.) OSSLT Report

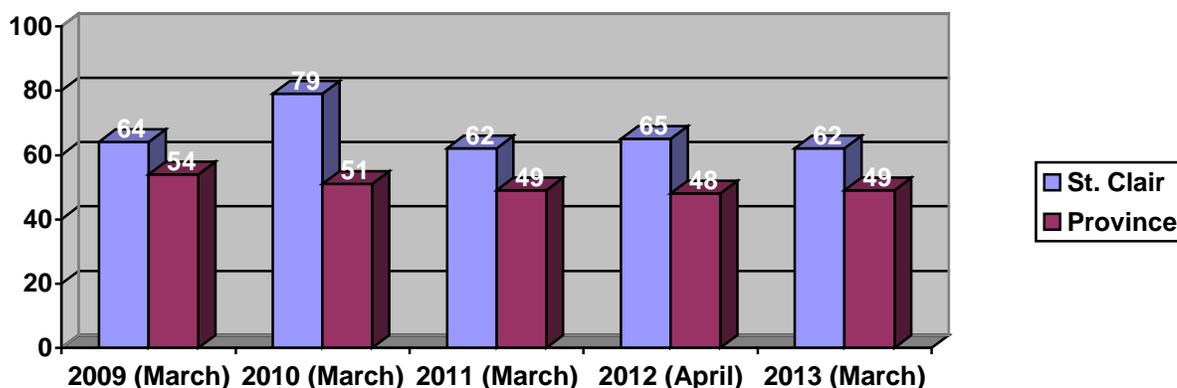
- 426 students wrote the test for the first time
- Our participation rate of 98% of all eligible students writing the test continues to demonstrate our commitment to inclusion in light of the Provincial participation rate of 93%.
- Our five year trend continues to show results that are above the provincial average. The slight fluctuation in scores is a result of the changing cohorts of students. The Province has demonstrated a gradual decline in achievement over the past 5 years with indications that the achievement results have flattened out.
- 70% of the F.T.E. students were enrolled in Academic English courses, 26% of students were enrolled in Applied English courses and 17% of students were enrolled in Locally Developed Courses.
- 96% of the students taking Academic English courses were successful vs. 94% across the Province
- Students taking Applied English courses exceeded the Provincial average for this group by 9% with a 60% success rate for SCCDSB students taking Applied English .as opposed to 51% across the Province.
- Male and female students perform similarly, with a gap of only 4% in achievement between females and males. The Gender Gap at the Provincial level represents a 10% difference in achievement between female and male students. At our Board, 53% of the F.T.E. students were female.
- Students with Special Education needs represent 23% of the students writing for the first time vs. 18% for the Province. These students continue to achieve at a significantly lower level than students without special education needs. 48% of SCCDSB students with special education needs (excluding gifted) were successful vs. 51% across the Province.
- SCCDSB students were identified as demonstrating strengths in the area of writing skills, specifically in their ability to develop the main idea of a paragraph giving sufficient supporting details, organizing their information and developing the topic effectively.
- SCCDSB students showed the need to further develop their reading skills through making connections between their reading and personal knowledge as well as understanding explicitly and implicitly stated information and ideas.

**REPORT:
EQAO Results – Ontario Secondary School Literacy Test 2012/13 School Year**

- Only 1% of SCCDSB students reported that they did not have access to a computer at home.
- F.T.E. students reported that they did 87% of their reading and 92% of their writing on websites, through email and chat messages.
- 41% of students reported that they completed their homework using a computer once or twice a week at home.

Previously Eligible (P.E.) Students

Date	Board	Province
March 2009	64%	54%
March 2010	79%	51%
March 2011	62%	49%
April 2012	65%	48%
March 2013	62%	49%



Highlights of the Previously Eligible OSFLT Report

- 128 students were previously eligible to write the OSFLT
- 45% of the Previously Eligible students wrote the OSFLT while 45% of the Previously Eligible students opted to take the Ontario Secondary School Literacy Course (OSSLC).
- 100% of students enrolled in the OSSLC passed and earned their Secondary School Literacy requirement.
- Our previously eligible students continue to significantly exceed the provincial average by 13 percentage points achieving a 62% success rate vs. 49% for the Province.
- 55% of the Previously Eligible students have Special Education needs. Only 17% of this group of students who wrote the test was successful, with 56% of this group taking the OSSLC. Further analysis of the results for students with Special Education needs will take place.
- 68% of the female students succeeded compared with 56% of the male students, resulting in a Gender Gap of 8%, which aligns with the Province, although our achievement is higher.
- 92% of Previously Eligible students have access to a computer at home, and 17% used a computer to complete homework on a daily basis.

REPORT:
EQAO Results – Ontario Secondary School Literacy Test 2012/13 School Year

- 85% of Previously Eligible students reported that they read websites e-mail and chat messages and 91% reported that this was where they did most of their writing.

Next Steps:

The Board Improvement Plan for Student Achievement and Secondary School Improvement Plans will continue to be developed with literacy as a key focus. Schools have reviewed their student achievement data at the October 11, 2013 Professional Development Day in order to identify strengths and areas for growth. School and Department Improvement Plans will include strategies to address school-based literacy needs.

Measures to support the continued development of literacy skills at the Secondary School level will include:

- Use of the **Ontario Comprehension Assessment (O.C.A.)** for all Grade 9 students to determine skill levels of reading comprehension and to determine intervention strategies for students who are lagging in these reading comprehension skills. A second test will be administered to monitor growth. Grade 7 and 8 classroom teachers will also administer this assessment to allow for early intervention strategies to address gaps or lags in literacy learning.
- **Student Achievement Teachers (S.A.T's)** will continue to support classroom teachers in administering the OCA diagnostic assessment and providing interventions to be used with students who are lagging in the comprehension skills; incorporating differentiated instruction, and formative assessment. The SAT's will offer job-embedded support, model effective literacy strategies and work collaboratively with classroom teachers and the Student Success Teachers.
- **Focus on Disciplinary Literacy** – Department Head professional development will focus upon the specific literacy characteristics and skills needed for students to be successful in their subjects and on the OSSLT.
- **Test Preparation** - Grade 9 and 10 students will participate in a variety of test-taking practice activities to build familiarity and to enhance literacy skills.
- **Tutoring** - After School and In-School Tutoring program for at-risk students will be offered
- **Ministry Literacy Training** - Teams of principals and board support staff will be attending training in the Grade 7-12 Literacy Learning initiative and the K-12 Literacy and Numeracy Capacity Building initiative to assist in supporting teachers in developing effective literacy interventions for all students.
- **Innovative Teaching Partnership** sessions include in-classroom observation of teacher practice by Grade 7-12 teachers who co-learn as partners the effective instructional strategies that benefit literacy learning
- **Bring Your Own Device (BYOD)** in our schools will provide the opportunity for more students to access online tools that will assist in their reading and writing, as OSSLT surveys show that students do most of their reading and writing through technology use.

RECOMMENDATION:

That the St. Clair Catholic District School Board receive the report: *EQAO Results – Ontario Secondary School Literacy Test 2012/13 School Year*, for information.