



UPPER GRAND DISTRICT SCHOOL BOARD
Secondary Curriculum Department
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Date: September 5, 2013

Memorandum To: Martha Rogers, Director of Education

From: Carlo Zen, Student Success Lead
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Subject: **2012 – 2013 Grade 10 Ontario Secondary School Literacy Test (OSSLT)**

Report Classification: Information

Background

The **Ontario Secondary School Literacy Test (OSSLT)** is administered annually to Grade 10 students and others who have not yet met the literacy requirement for graduation. This year, due to inclement weather on the original test day of April 11, 2013, UGDSB students wrote the second version of the test, which was administered on the morning of May 15, 2013 and was written in two sessions (seventy-five minutes each). Students completed multiple choice and open-response questions.

The OSSLT is designed to assess reading and writing skills that students are expected to have learned across all subjects by the end of Grade 9, as outlined in *The Ontario Curriculum*. Successful completion of the OSSLT is one of the thirty-two requirements for an Ontario Secondary School Diploma (OSSD).

All system partners in the Upper Grand District School Board focus on the preparation of students for the test so that they may approach the task with confidence. All secondary schools have literacy teams in place to assist students. School Improvement Plans include goals for improved student achievement in literacy. Professional Learning Communities are established at the school level to discuss strategies for assisting students who struggle to learn and to incorporate EQAO data in their strategic planning. The Student Success Literacy Sub-Committee meets regularly to review, plan and co-ordinate literacy initiatives including the Pass the Test Program (an after-school literacy course), literacy mentor training to support targeted groups of students, and regular meetings of the OSSLC (Ontario Secondary School Literacy Course) teachers.

Issue

To provide Trustees with a **preliminary** report on the 2012 - 2013 Ontario Secondary School Literacy Test (OSSLT) for the Upper Grand District School Board.

Recommendation

That the report entitled “**2012 – 2013 Grade 10 Ontario Secondary School Literacy Test (OSSLT)**” dated September 5, 2013 be received.

Results

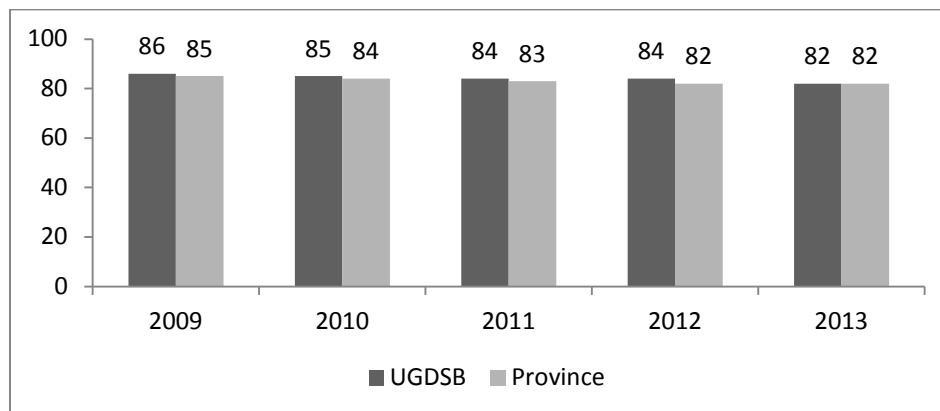
First Time Eligible (FTE) Students

Demographics: Of the 2622 students writing for the first time, 50% were female and 50% were male. English Language Learners represented 1% of this population. Identified students with Special Needs (excluding gifted) accounted for 20% of the population; 17% of Identified Students received accommodations.

	Province 2011-12	UGDSB 2011-12	Province 2012-13	UGDSB 2012-13
Successful	82%	84%	82%	82%
Not Successful	18%	16%	18%	18%

Female	86%	90%	86%	89%
Male	78%	78%	78%	76%
Special Needs (excluding gifted)	52%	52%	51%	48%
Identified students With Special Needs Receiving Accommodations (excluding gifted), IEP & IPRC	51%	52%	49%	47%

Program of Study (Demographic data)	Province 2011-12	UGDSB 2011-12	Province 2012-13	UGDSB 2012-13
Academic (62%)	93%	97%	94%	97%
Applied (28%)	53%	63%	51%	60%
LDCC (5%)	14%	22%	12%	11%

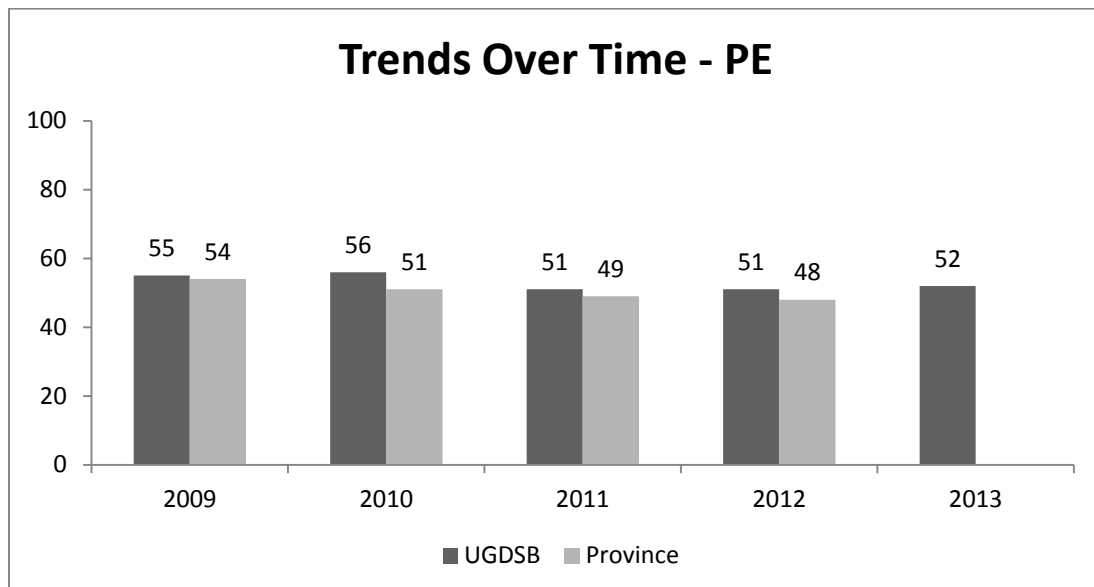


Previously Eligible (PE) Students

Demographics: Of the 845 students who were previously eligible (either absent, deferred, or unsuccessful previously), 36% were female and 64% were male. English Language Learners represented 7% of this population. Identified students with Special Needs (excluding gifted) accounted for 45% of the population; 39% of Identified Students received accommodations. 20% of previously eligible students opted for the Ontario Secondary School Literacy Course as a substitution for the test.

	Province 2011-12	UGDSB 2011-12	Province 2012-13	UGDSB 2012- 13
Successful	48%	51%	49%	52%
Not Successful	52%	49%	51%	48%

Female	53%	55%	54%	58%
Male	45%	48%	46%	48%
Special Needs (excluding gifted)	34%	42%	33%	35%
Identified students With Special Needs Receiving Accommodations (excluding gifted), IEP & IPRC	33%	45%	31%	36%



Summary

Overall, the preliminary data shows that First Time Eligible (FTE) students are down by 2% from last year's results, which is similar to provincial trends in the data. For Previously Eligible (PE) students, the results have increased by 1%. FTE students in Academic level courses continue to excel. Results for students in Applied level and LDCC courses are fairly consistent with scores over the last few years. Comparison of year-over-year results for students in ESL/ELD courses is misleading as this represents 1% of the student population and many of the students were deferred. Results for students with special needs (excluding gifted) decreased this year in both groups. It is important to note that students in Applied, ESL/ELD, and LDCC courses as well as students with special needs, will always require continuous support and early targeted intervention. Females continue to outperform males, achieving higher success rates in both FTE and PE groups.

Rationale

The release of the results of the 2012 OSSLT provides important information for the system and its schools. The information offers an opportunity to conduct an analysis of the results in order to identify best instructional practices, which in turn should prompt the best possible student achievement. The collection and **preliminary** reporting of the data is the necessary first step in the process of critical analysis.

The next step in this process will be to continue the identification of areas of focus. Groups such as the Student Success Literacy Sub-Committee, school literacy teams, and Curriculum Leaders will direct efforts to address these areas. Planning for increased student success will then occur at both the school and system level, in alignment with the Ministry's and Board's literacy framework.