



REPORT TO

**STUDENT ACHIEVEMENT AND WELL
BEING, CATHOLIC EDUCATION AND
HUMAN RESOURCES COMMITTEE**
**EDUCATION QUALITY AND ACCOUNTABILITY
OFFICE (EQAO) ONTARIO SECONDARY
SCHOOL LITERACY TEST (OSSLT) RESULTS**

*"AN INTELLIGENT HEART ACQUIRES KNOWLEDGE, AND THE EAR
OF THE WISE SEEKS KNOWLEDGE."*

PROVERBS 18-15

| Created, Draft | First Tabling | Review |
|---|-----------------|-----------------------------|
| September 2, 2015 | October 8, 2015 | Click here to enter a date. |
| M. Vanayan, Senior Coordinator, Educational Research N. D'Avella, Superintendent of Learning, Student Achievement and Well Being | | |
| INFORMATION REPORT | | |

Vision:

*At Toronto Catholic we transform the world
through witness, faith, innovation and action.*

Mission:

*The Toronto Catholic District School Board is an
inclusive learning community rooted in the love of
Christ. We educate students to grow in grace and
knowledge and to lead lives of faith, hope and
charity*



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report summarizes the results of the Toronto Catholic District School Board (TCDSB) student achievement on the March 2015 EQAO Ontario Secondary School Literacy Test (OSSLT). 83% of TCDSB students taking the test for the first time were successful; the result for the province is 82%. The overall success rate on the OSSLT has remained relatively high and stable for many years in both the board and province.

B. PURPOSE

This report presents Provincial and TCDSB results of the Education Quality and Accountability Office (EQAO) OSSLT. Schools and boards released publicly the results of the March 2015 OSSLT on September 23, 2015.

C. BACKGROUND

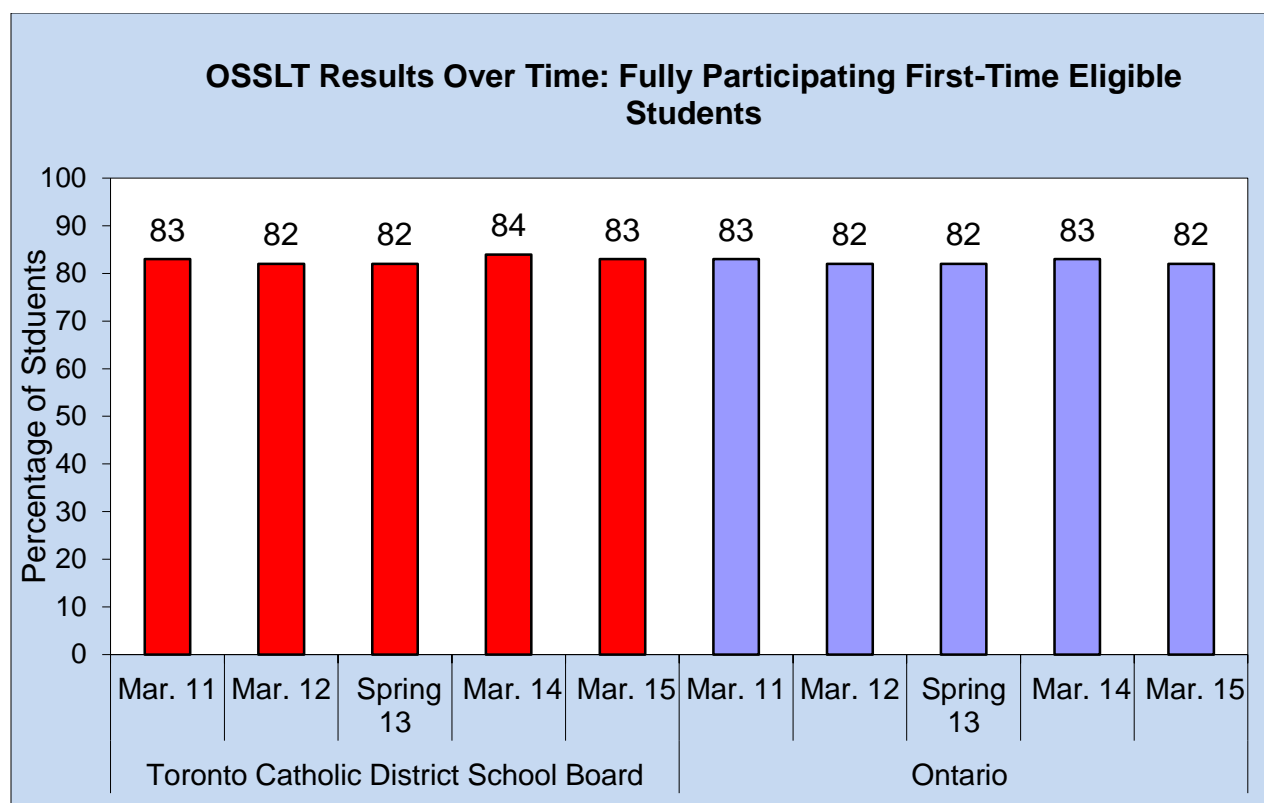
1. The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April. Successful completion of the OSSLT is a requirement for the OSSD.
2. The literacy test assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported as “successful” or “unsuccessful”.

D. EVIDENCE/RESEARCH/ANALYSIS

1. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME FOR TCDSB AND ONTARIO

6324 TCDSB First-time Eligible students fully participated in the OSSLT in March 2015.

The following graph displays the percentage of first-time eligible students successful over the past 5 years for both the TCDSB and Ontario.



83% of TCDSB students were successful on the March 2015 OSSLT. For the past two years, TCDSB results are 1% above the provincial results. The overall success rate on the OSSLT has remained relatively high and stable for many years in both the board and province.

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability. Deeper analysis of the results at both the system and school levels are underway and will be used in conjunction with other school-based information to direct individual School Learning Plans and the Board Learning Improvement Plan. In EQAO’s August 26, 2015 News Release, the Chair of EQAO’s Board of Directors notes the importance of reviewing EQAO results: “A school system that’s serious about continuous improvement must have system-wide evidence of student achievement that’s both objective and reliable.”
2. Our 2015-2016 plan for addressing the literacy needs of students will include the following:

- September / Fall Literacy Leads Team Meeting:
 - Literacy Lead teams from each secondary school (4 staff per school) meet with Literacy Resource teachers, the Student Success/Differentiated Instruction Resource teacher, and Research Department staff.
 - Full day in-depth analysis of school results takes place using the Data Integration Platform (DIP) and the EQAO reporting tool (e.g., Item Information Reports which informs the identification of student learning needs).
 - There is emphasis on Evidence Based Instructional Strategies and development/refinement of School Literacy Plans using strategies to support all students' learning needs, including *Unsuccessful* and *Deferred* students (Previously Eligible students).
 - The goal of this day is overall school improvement, connecting literacy plans with the School Learning Improvement Plan/Board Learning Improvement Plan.
- Ongoing throughout the year – Code 83 Release Days:
 - Code 83 days will be provided throughout the year, to support local planning, data analysis, teacher collaboration, teacher moderation, and collaborative inquiry.
 - All schools use Code 83 days to develop, revisit, and revise School Literacy Plans on an ongoing basis.
 - Central staff will be available to support ongoing professional learning based on learning plans submitted in late September.
- Ongoing School Literacy Leads Meetings:
 - Literacy Leads meetings are scheduled throughout the year.
 - Meetings focus on skill development, introduction of new support documents/materials and sharing “promising/exemplary practices”.
 - School Literacy Plans will be reviewed and shared among schools – Literacy Leads will share and receive feedback from peers.
 - Literacy Leads will be encouraged to use the course offering ELS 20 (Literacy Skills: Reading and Writing, Grade 10) to support the literacy needs of potentially struggling students.
 - Literacy Leads will counsel students to enrol in the OSSLC as appropriate.
- After-School Literacy Program:
 - Secondary schools may offer the “After School Literacy program” (funded by the Continuing Education Department).

- This program was developed to address the skills necessary for success on the OSSLT and was written and revised by central staff and teachers in the field.
- Student Success Regional Professional Learning Sessions:
 - Literacy Leads will have the opportunity to share their learning at Student Success Regional Sessions with Student Success teams.
 - Continued focus will be placed on addressing with precision the needs of students in risk.
- Literacy Collaborative Inquiry
 - Secondary schools may engage in a cross-curricular collaborative inquiry facilitated by the Central Literacy and Research teams.
 - This collaborative inquiry supports the engagement and literacy needs of students in Applied and College courses.
 - A focus will be on literacy skills in Mathematics, Canadian and World Studies, Science, Social Studies, English, and Religion.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.