



School Board Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2018–2019

Board: Lambton Kent District School Board (66036)

On behalf of EQAO, I am pleased to share the results of the 2018–2019 Ontario Secondary School Literacy Test (OSSLT). You will also find demographic and attitudinal information as context for interpreting the achievement results.

EQAO’s independent data are grounded in our assessment of every student in relation to *Ontario Curriculum* learning expectations and are provided at the school, board, provincial and individual student levels to inform educators’ professional practice. We believe that, through evidence-informed decisions based on achievement, attitudinal, contextual and behavioural data, it is possible to foster equitable and inclusive learning models benefiting each student.

Analyzing EQAO data over the years provides a larger context that acknowledges special circumstances affecting student achievement. For example, school boards have been investigating the impact student attendance and loss of instructional time has on student achievement; when looking at the most recent data, you may wish to identify any potential relationship between lost time and student achievement.

In 2018, EQAO made changes to its accommodation policies, including eliminating the requirement for an IEP to access accommodations students normally receive during regular classroom instruction. An important reason for this change was to reduce the workload related to EQAO assessments for teachers, administrators, and parents and guardians while maintaining the integrity and comparability of our data. After considering all of our assessment administration, we noted that 13 000 fewer IEPs were indicated in our Student Data Collection in 2018 than in 2017. The agency hopes to continue implementing meaningful changes in the years to come to address the concerns of the education community.

As always, we look forward to continuing our work with you in support of student learning, and we thank you for your dedication to the meaningful education of each child and youth of this province.

Kind regards,

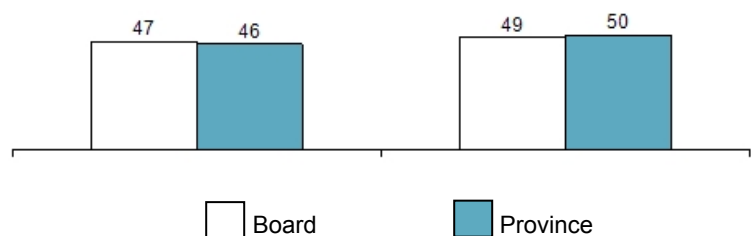
Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND ...	PAGE
Summary of results.....	1
Tips for using this report.....	2
Contextual information.....	3
Detailed achievement results:	
All students.....	5
Students by gender.....	6
English language learners.....	8
Students with special education needs.....	9
Students with special education needs receiving accommodations.....	10
Student questionnaire results.....	12
Explanation of terms.....	16

PREVIOUSLY ELIGIBLE STUDENTS, 2018–2019: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully

Percentage of Fully Participating Students Who Were Successful



Ontario Secondary School Literacy Test, 2018–2019

TIPS

Each board is unique. To appreciate the distinctive character of a board, look at the contextual information to understand the features and characteristics of the community it serves.



This test captures the performance of students at one point in time each year. Consider the results along with other information about students' performance.



Exercise caution when interpreting results for small boards as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



EQAO values students' privacy. Results are not reported publicly for boards where fewer than 10 students participated because it might be possible to identify individual students.

WHAT IS IN THIS REPORT?

This report shows how well students at this board have met the minimum standard for literacy to the end of Grade 9 as set out in *The Ontario Curriculum*.

This report includes

- results for this board compared to the province and
- information about the characteristics of the students who participated.

Specifically, you will find

- summary graphs showing participation and success rates;
- detailed tables and graphs showing results for various groups of students, e.g., by gender, English language learners;
- student questionnaire results; and
- an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences between the board and the province. Consider the challenges that any differences might present.
- Examine the board results.
 - Are these results consistent with what you would expect?
 - How do these results compare to the provincial results?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- Speak to the board chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at www.eqao.com.

Ontario Secondary School Literacy Test, 2018–2019

Contextual Information

This information provides a context for interpreting the board's results.

	Board		Province	
Enrolment				
Number of previously eligible students	1 030		58 128	
Number of schools with previously eligible students	12		792	
Number of students who were exempted	27		1 603	
	Number	Percent	Number	Percent
Participation in the Test				
Of all previously eligible students, those who participated fully in the assessment	486	47%	26 499	46%
Of all previously eligible students, those who were absent	117	11%	4 574	8%
Of all previously eligible students, those who were deferred	136	13%	6 110	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	291	28%	20 945	36%
Gender† Based on number of previously eligible students				
Female	400	39%	22 295	38%
Male	630	61%	35 833	62%
Gender not specified	0	0%	0	0%
Student Status† Based on number of previously eligible students				
English language learners*	43	4%	9 821	17%
English language learners receiving special provisions**§	0	0%	2 259	9%
Students with special education needs (excluding gifted)*	520	50%	23 286	40%
Students with special education needs receiving accommodations (excluding gifted)**	182	37%	7 126	27%
Language†† Based on Student Questionnaire data				
	Number of Respondents:		453	24 422
First language learned at home was other than English	37	8%	7 974	33%
Speak only or mostly English at home	413	91%	14 922	61%
Speak another language (or languages) as often as English at home	30	7%	5 501	23%
Speak only or mostly another language (or other languages) at home	7	2%	3 565	15%

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process

* See Explanation of Terms.

** Counts and percentages are based on fully participating students.

§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students.

Ontario Secondary School Literacy Test, 2018–2019

Contextual Information (continued)

	Board		Province	
Year Student Entered Current School†				
Year of the assessment	175	17%	13 527	23%
Year prior to the assessment	111	11%	7 923	14%
2 years prior to the assessment	534	52%	26 483	46%
3 or more years prior to the assessment	209	20%	10 179	18%
Data not available	1	<1%	16	<1%
Year Student Entered Current Board†				
Year of the assessment	101	10%	7 874	14%
Year prior to the assessment	84	8%	5 699	10%
2 years prior to the assessment	127	12%	6 638	11%
3 or more years prior to the assessment	717	70%	37 718	65%
Data not available	1	<1%	199	<1%

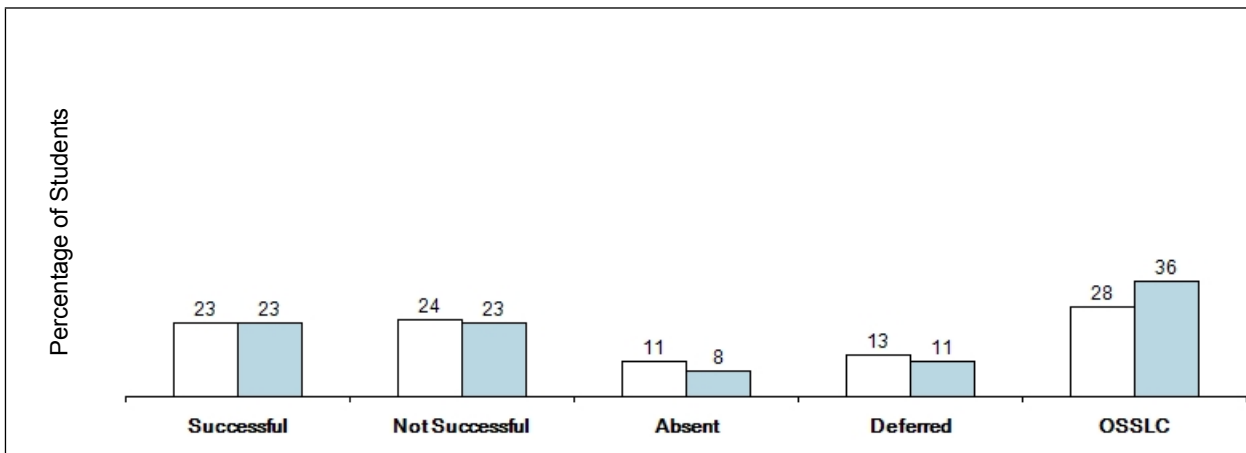
† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

Ontario Secondary School Literacy Test, 2018–2019

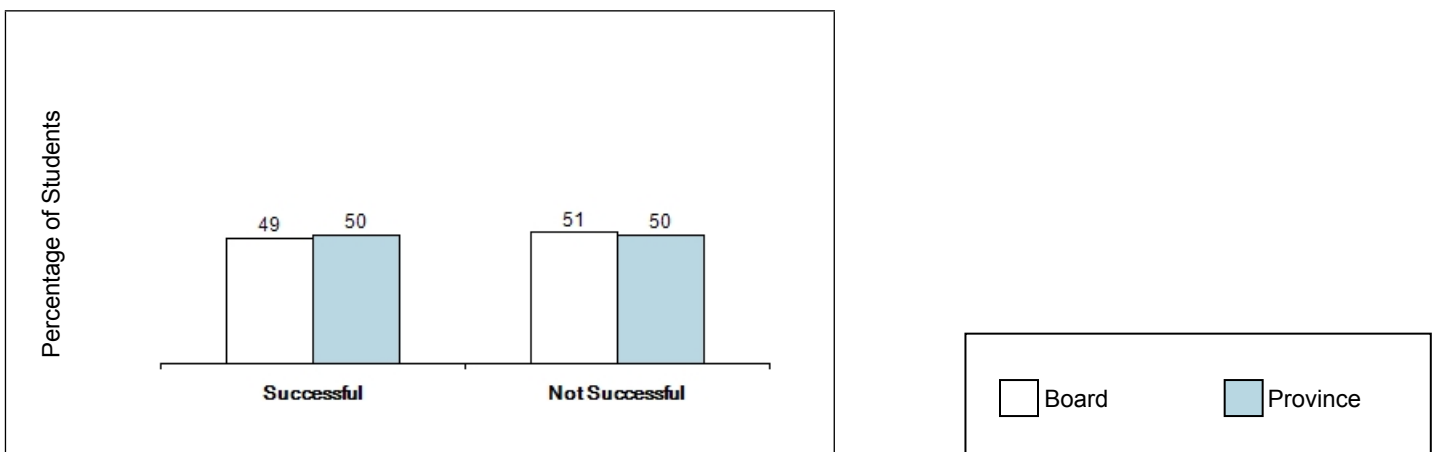
Results for All Students*

	Results for All Students Previously Eligible Students				
	All		Fully Participating		
	Board # = 1 030	Province # = 58 128	Board # = 486	Province # = 26 499	
Successful	240	23%	23%	49%	50%
Not Successful	246	24%	23%	51%	50%
Fully Participating	486	47%	46%		
Absent	117	11%	8%		
Deferred	136	13%	11%		
OSSLC	291	28%	36%		

Results for All Previously Eligible Students*



Results for Fully Participating Previously Eligible Students*



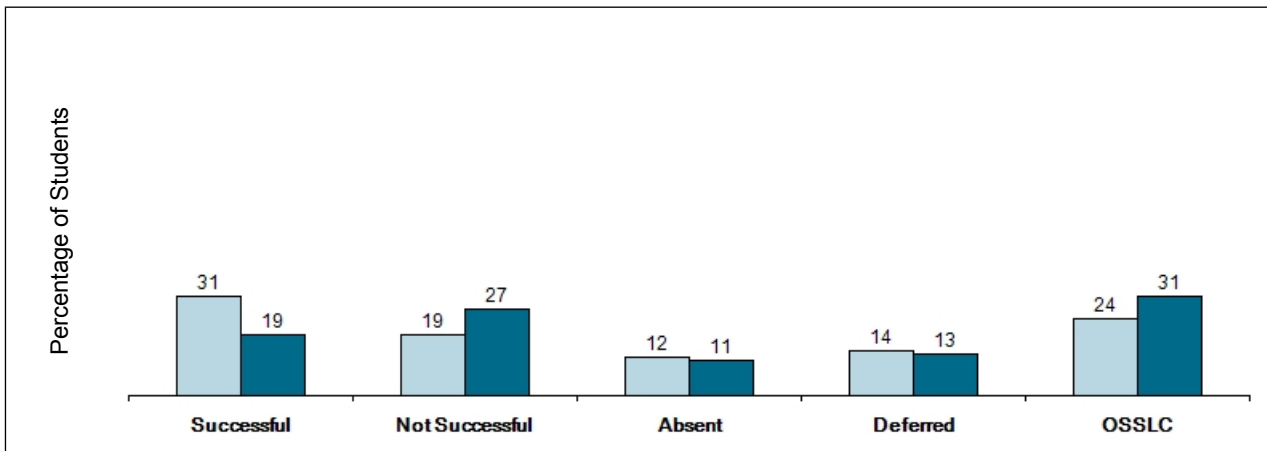
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2018–2019

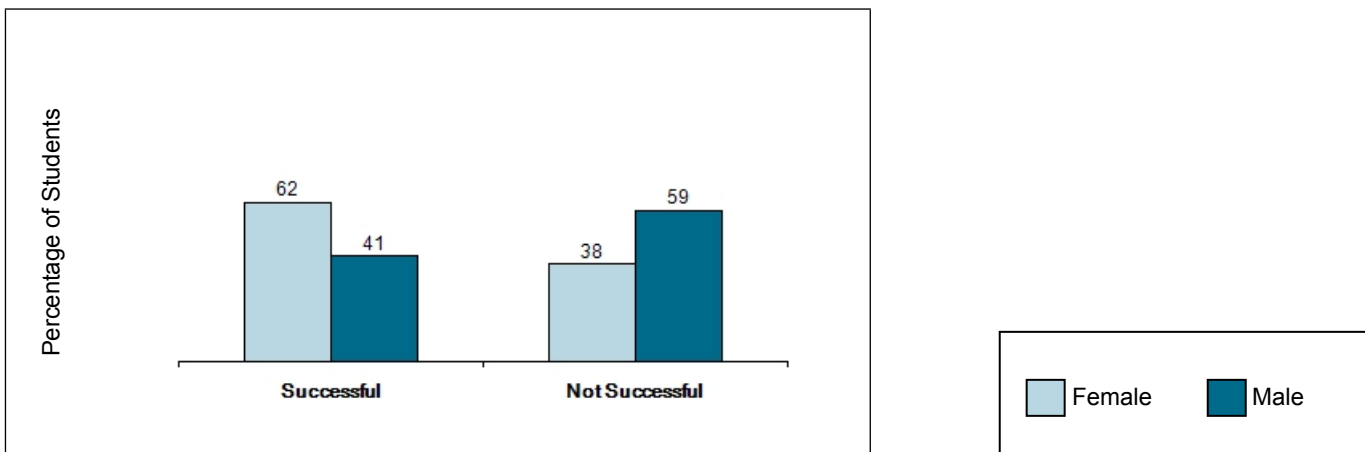
Board Results by Gender*†

	Board Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 400		Male # = 630		Female # = 199	Male # = 287
Successful	123	31%	117	19%	62%	41%
Not Successful	76	19%	170	27%	38%	59%
Fully Participating	199	50%	287	46%		
Absent	48	12%	69	11%		
Deferred	56	14%	80	13%		
OSSLC	97	24%	194	31%		

Board Results for All Previously Eligible Students by Gender*†



Board Results for Fully Participating Previously Eligible Students by Gender*†



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

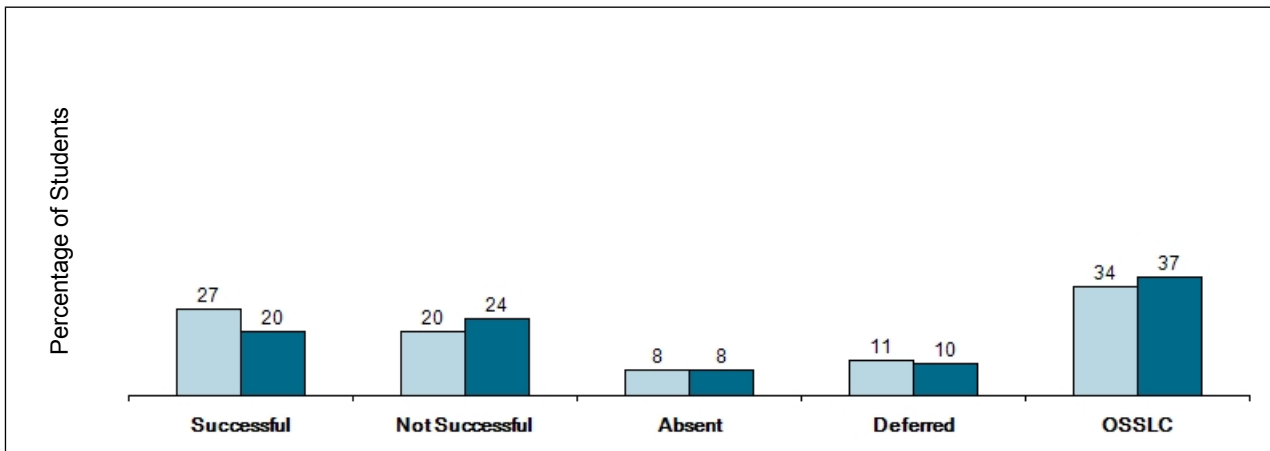
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

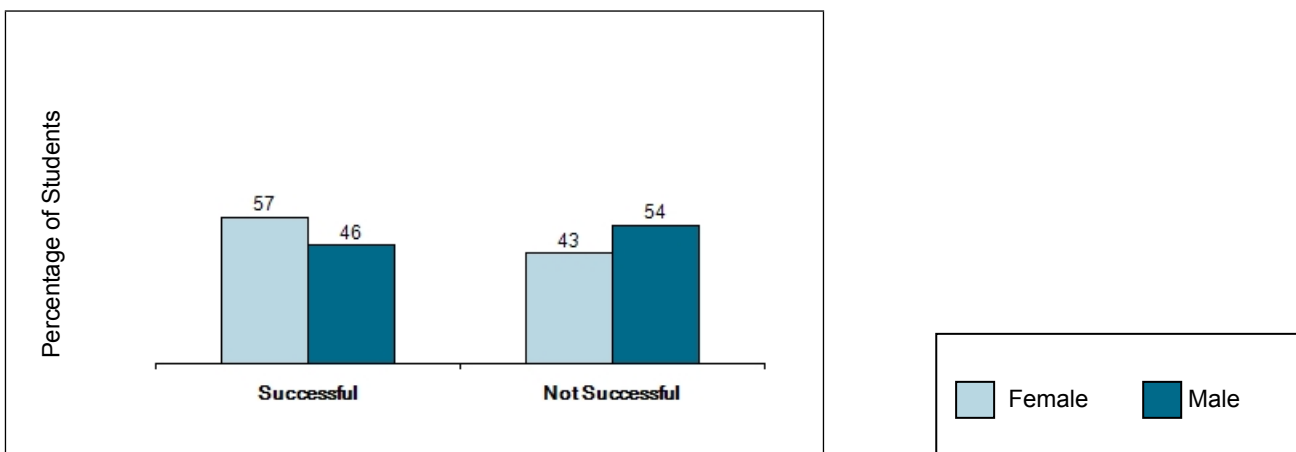
Provincial Results by Gender*†

	Provincial Results by Gender Previously Eligible Students					
	All			Fully Participating		
	Female # = 22 295		Male # = 35 833		Female # = 10 474	Male # = 16 025
Successful	5 960	27%	7 294	20%	57%	46%
Not Successful	4 514	20%	8 731	24%	43%	54%
Fully Participating	10 474	47%	16 025	45%		
Absent	1 856	8%	2 718	8%		
Deferred	2 443	11%	3 667	10%		
OSSLC	7 522	34%	13 423	37%		

Provincial Results for All Previously Eligible Students by Gender*†



Provincial Results for Fully Participating Previously Eligible Students by Gender*†



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

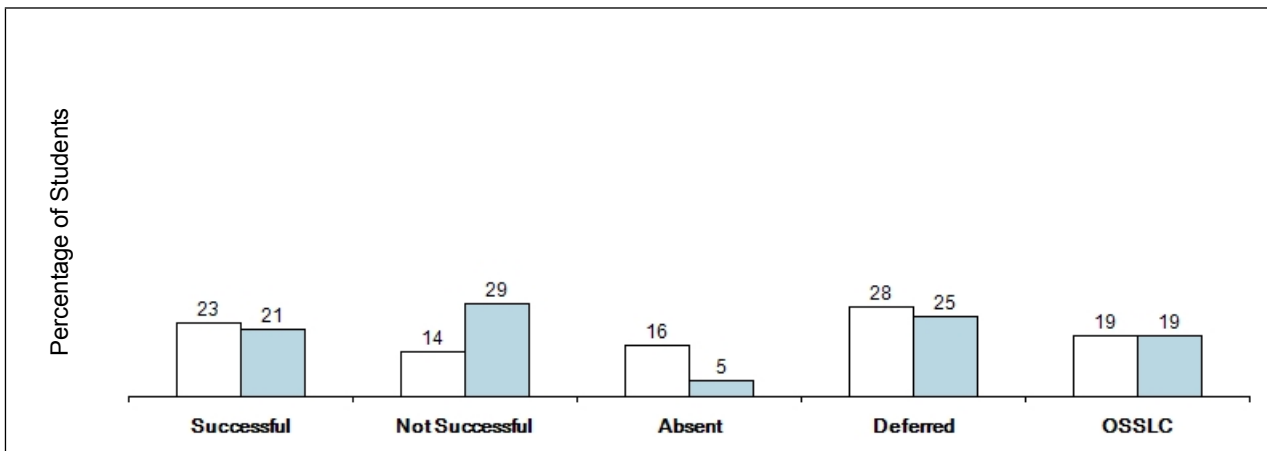
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Ontario Secondary School Literacy Test, 2018–2019

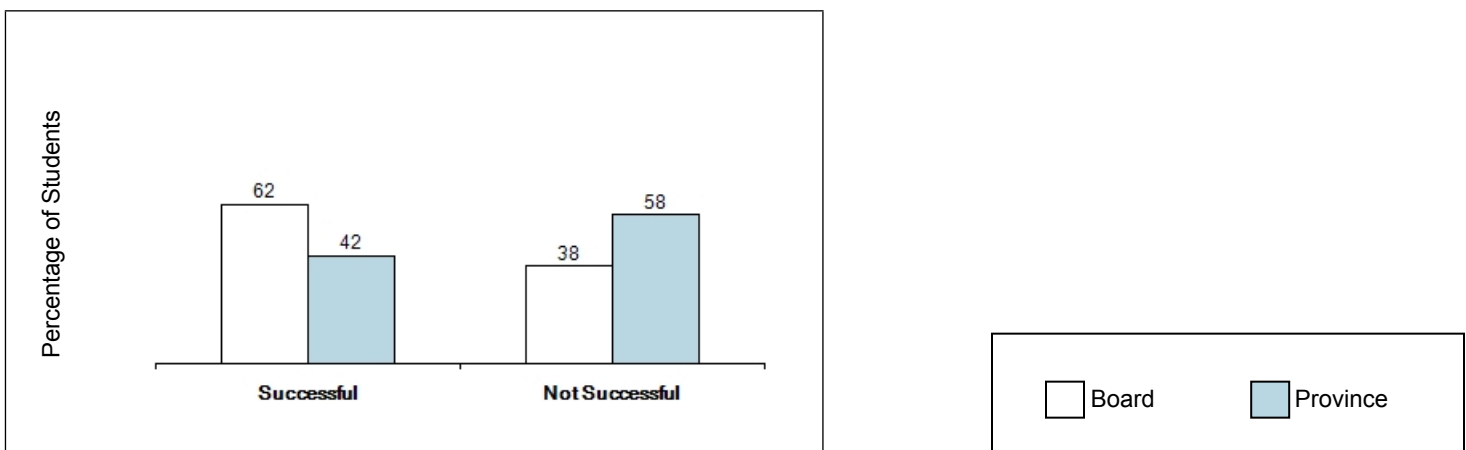
Results for English Language Learners*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = 43	Province # = 9 821	Board # = 16	Province # = 4 926
Successful	10	23%	62%	42%
Not Successful	6	14%	38%	58%
Fully Participating	16	37%	50%	
Absent	7	16%		5%
Deferred	12	28%		25%
OSSLC	8	19%		19%

Results for All Previously Eligible English Language Learners*



Results for Fully Participating Previously Eligible English Language Learners*



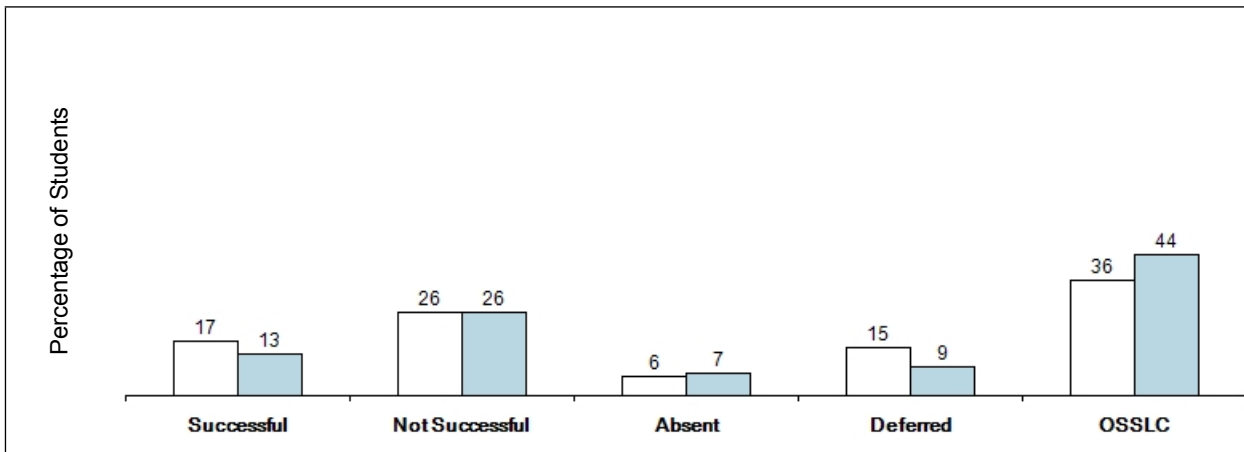
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Ontario Secondary School Literacy Test, 2018–2019

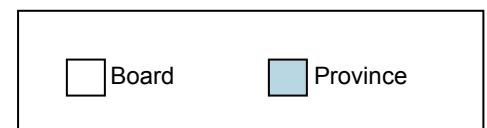
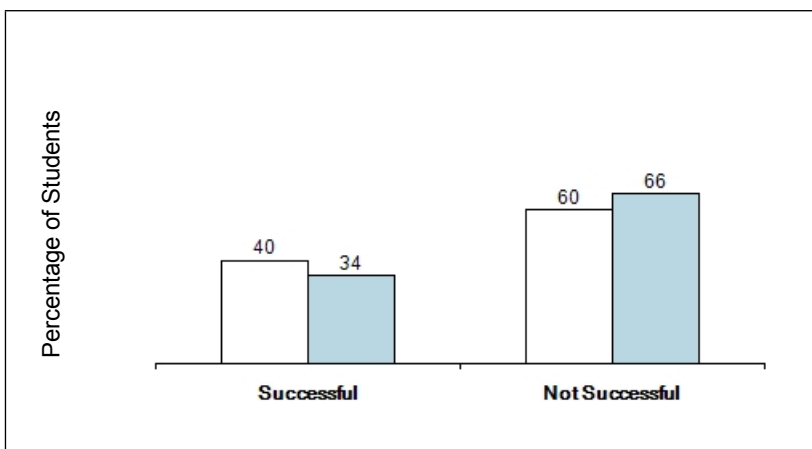
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students				
	All		Fully Participating		
	Board # = 520	Province # = 23 286	Board # = 225	Province # = 9 163	
Successful	89	17%	13%	40%	34%
Not Successful	136	26%	26%	60%	66%
Fully Participating	225	43%	39%		
Absent	30	6%	7%		
Deferred	80	15%	9%		
OSSLC	185	36%	44%		

Results for All Previously Eligible Students with Special Education Needs (excluding gifted)*



Results for Fully Participating Previously Eligible Students with Special Education Needs (excluding gifted)*



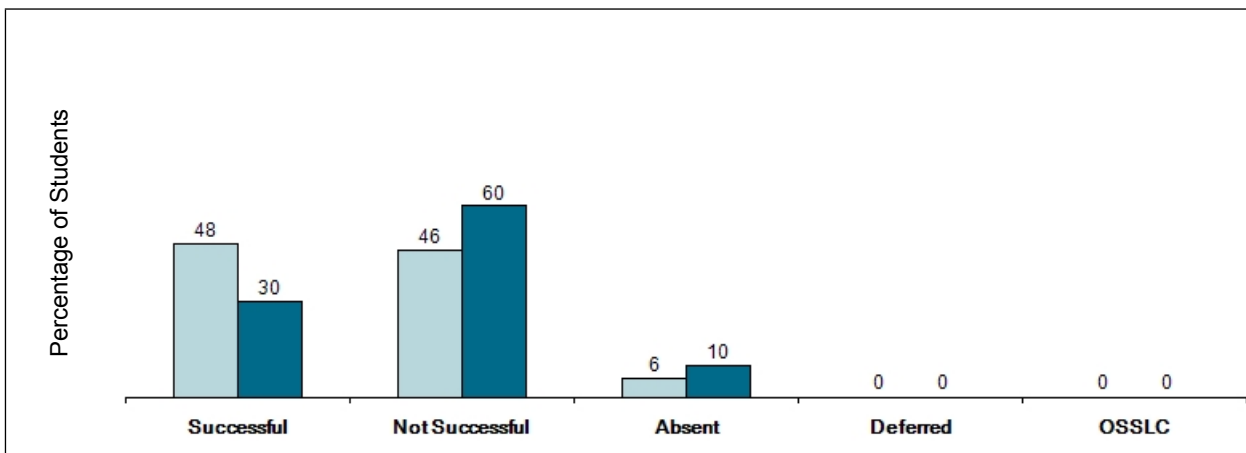
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Ontario Secondary School Literacy Test, 2018–2019

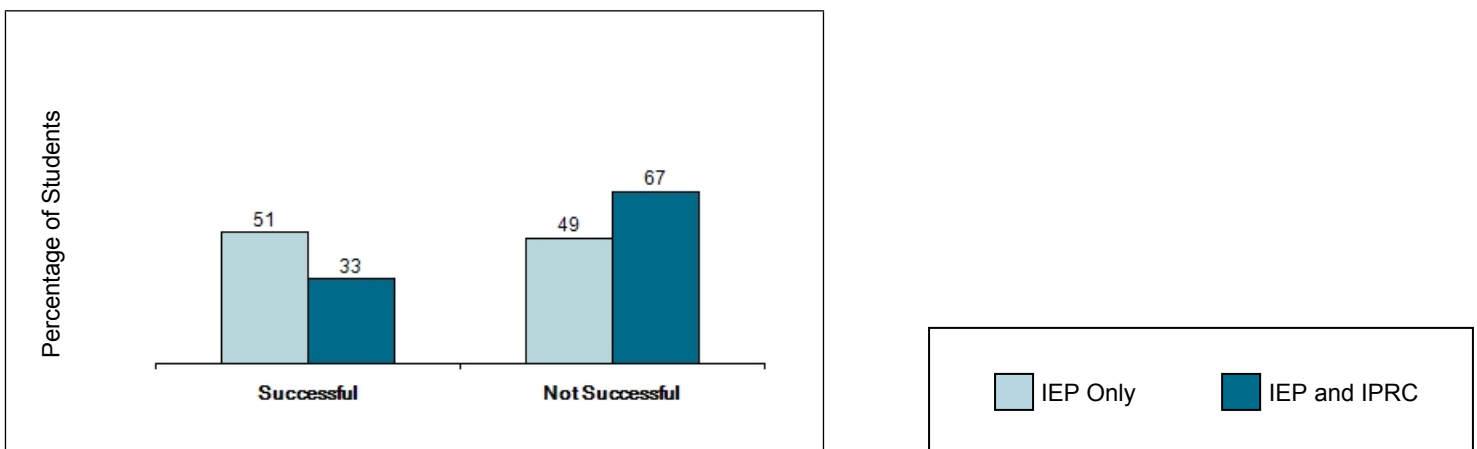
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 52		IEP and IPRC # = 148		IEP Only # = 49	IEP and IPRC # = 133
Successful	25	48%	44	30%	51%	33%
Not Successful	24	46%	89	60%	49%	67%
Fully Participating	49	94%	133	90%		
Absent	3	6%	15	10%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

Board Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



Board Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



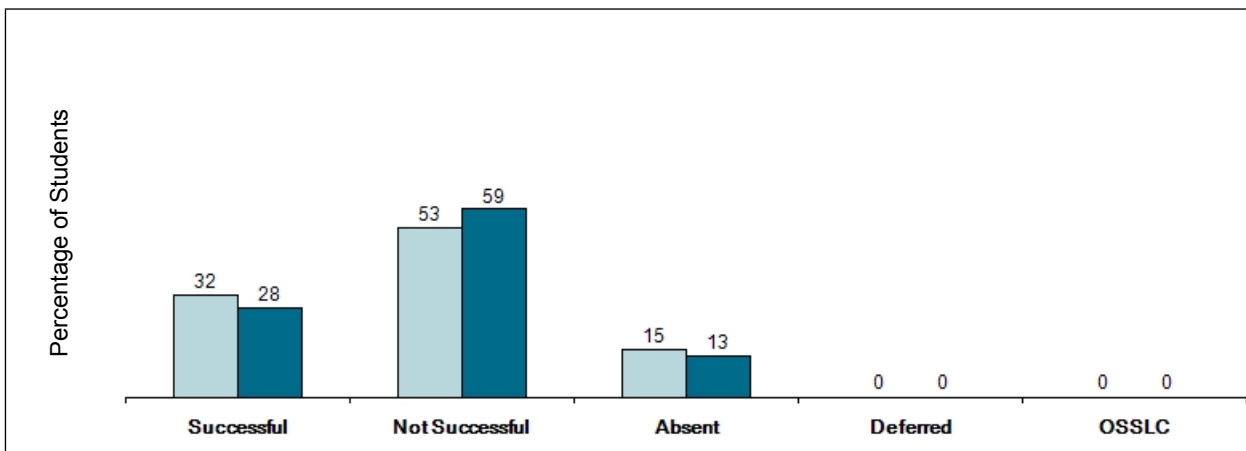
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Ontario Secondary School Literacy Test, 2018–2019

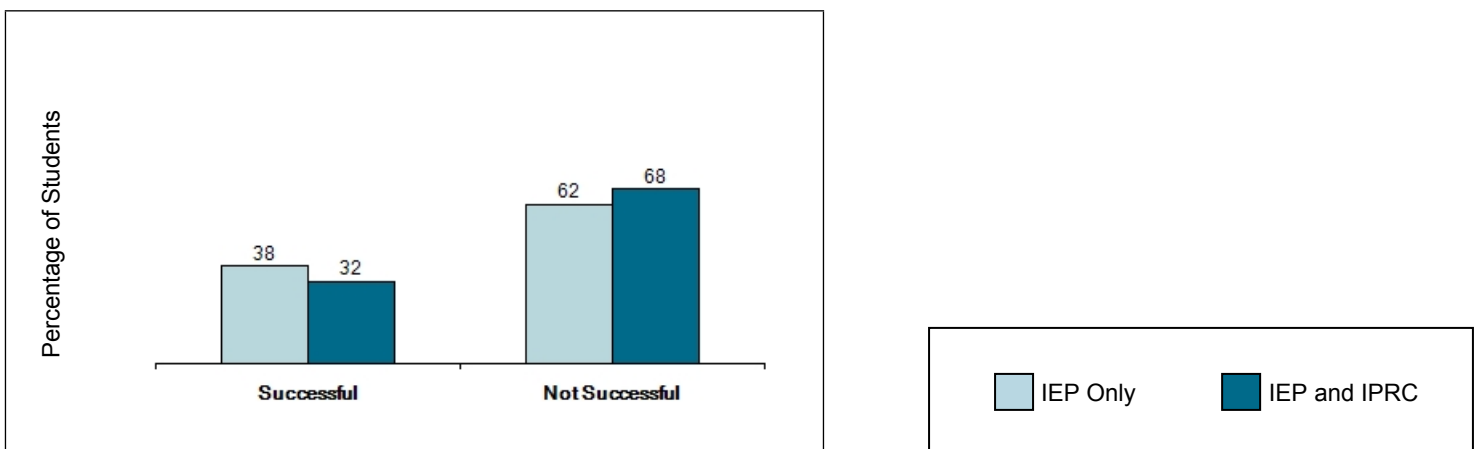
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 3 765		IEP and IPRC # = 4 525		IEP Only # = 3 193	IEP and IPRC # = 3 933
Successful	1 205	32%	1 256	28%	38%	32%
Not Successful	1 988	53%	2 677	59%	62%	68%
Fully Participating	3 193	85%	3 933	87%		
Absent	572	15%	592	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

Provincial Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



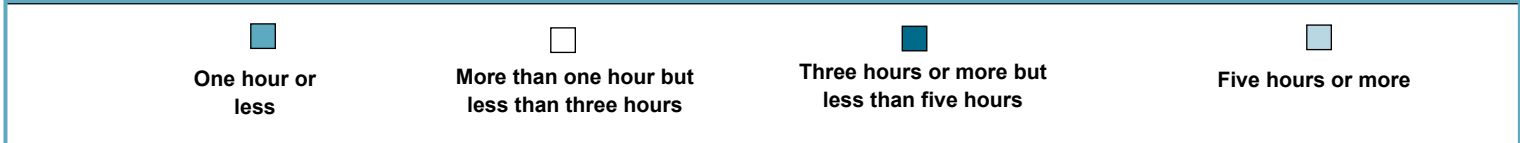
Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 453)



TYPES OF MATERIALS STUDENTS READ IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).		One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	
non-fiction books, e.g., biographies		67	20	6	6	56
comics		84	9	5		23
Web sites, e-mail or chat messages, blogs		20	29	24	26	228
letters		91	6			7
magazines		89	9			3
manuals, instructions		74	21	4		18
newspapers		88	9			8
novels, fiction, short stories		60	23	10	6	71
song lyrics, poems		37	32	15	14	132
religious or spiritual writings		85	7	4		26

TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH











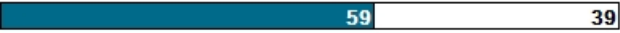



2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.

on social media (Twitter, Facebook, blogs) or texting		18	28	25	28	238
letters, journals, diaries		82	13			14
notes, directions, instructions		72	21	4		22
song lyrics, poems		60	22	10	7	75
stories, fiction		82	9	4		30
work-related writing		61	22	11	4	68

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 453)

HOME COMPUTER USE		Percentage of Students*	Number of students
3. Indicate how often you use a computer at home for homework (choose one only).			
I don't have a computer at home.		16	71
I never or hardly ever use the computer for homework.		21	97
I use the computer once or twice a month for homework.		20	89
I use the computer once or twice a week for homework.		28	129
I use the computer almost every day for homework.		14	65
LANGUAGE BACKGROUND			
4. Is English the first language you learned at home?			
yes		91	414
no		8	37
5. What languages do you speak at home (choose one only)?			
only or mostly English		91	413
another language (or languages) as often as English		7	30
only or mostly another language (or other languages)			7
<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Yes	No		
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME		Percentage of Students*	Number of students who answered "Yes"
6. Indicate what English-language materials you have at home (print or electronic).			
dictionaries, encyclopedias		59	269
books		91	411
newspapers		71	322
magazines		58	263

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 453)	Female* (# = 191)	Male* (# = 262)	All (# = 24 422)	Female* (# = 9 839)	Male* (# = 14 583)
HOME COMPUTER USE						
Percentage of students indicating that they						
have a computer at home.	84%	83%	85%	88%	90%	87%
use the computer almost every day for homework.	14%	17%	13%	27%	31%	24%
TYPES OF MATERIALS STUDENTS READ IN ENGLISH						
Indicate how much time you spend reading in English outside school most weeks (print or electronic).			Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†			
non-fiction books, e.g., biographies	12%	15%	10%	13%	15%	11%
comics	5%	2%	7%	7%	6%	7%
Web sites, e-mail or chat messages, blogs	50%	57%	46%	48%	54%	44%
letters	2%	1%	2%	3%	3%	3%
magazines	1%	1%	<1%	2%	2%	2%
manuals, instructions	4%	1%	6%	4%	3%	5%
newspapers	2%	2%	2%	2%	2%	2%
novels, fiction, short stories	16%	23%	11%	18%	25%	13%
song lyrics, poems	29%	35%	25%	30%	34%	28%
religious or spiritual writings	6%	6%	5%	7%	7%	6%
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME						
Indicate what English-language materials you have at home (print or electronic).			Percentage of students			
dictionaries, encyclopedias	59%	58%	60%	69%	71%	67%
books	91%	93%	89%	90%	93%	89%
newspapers	71%	69%	73%	61%	60%	61%
magazines	58%	49%	65%	56%	56%	56%
TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH						
Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.			Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†			
on social media (Twitter, Facebook, blogs) or texting	53%	57%	50%	49%	54%	45%
letters, journals, diaries	3%	5%	2%	5%	8%	3%
notes, directions, instructions	5%	5%	5%	7%	8%	6%
song lyrics, poems	17%	19%	15%	18%	19%	17%
stories, fiction	7%	8%	6%	8%	12%	6%
work-related writing	15%	14%	16%	18%	22%	15%

* Includes only students for whom gender data were available.

† Other response options were “one hour or less” and “more than one hour but less than three hours.”

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 453)	Female* (# = 191)	Male* (# = 262)	All (# = 24 422)	Female* (# = 9 839)	Male* (# = 14 583)
LANGUAGE BACKGROUND						
Percentage of students indicating that the first language they learned at home was						
other than English.	8%	10%	6%	33%	36%	30%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	91%	88%	93%	61%	57%	64%
another language (or languages) as often as English	7%	9%	5%	23%	26%	20%
only or mostly another language (or other languages)	2%	2%	1%	15%	16%	14%

* Includes only students for whom gender data were available.

** Percentages may not add up to 100, due to rounding or to missing responses.

Ontario Secondary School Literacy Test, 2018–2019

EXPLANATION OF TERMS	
First-Time Eligible Students	First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.
Previously Eligible Students	Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.
All Eligible Students	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
Fully Participating Students	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students who did not submit work for one or both sessions due to absence or for other reasons.
Deferred	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>How to Administer the OSSLT</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
OSSLC	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). All students identified as planning to fulfill the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) are reported as previously eligible students. If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
English Language Learners Receiving Special Provisions	These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.
Students with Special Education Needs Receiving Accommodations (excluding gifted)	These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)</i> and EQAO's <i>How to Administer the OSSLT</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact personnel at the board.