

AGENDA: 6:00 pm

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. [Update on Resolution # 24-93 \(EQAO Strategy\)](#)
5. Adjournment



PROGRAM COMMITTEE REPORT

November 14, 2024

Update on RESOLUTION # 24-93 (EQAO Strategy)

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Jamie Nunn, Associate Director, School Improvement, Learning Services
 Estella Jones, Superintendent, Quality Instruction in Mathematics and Equity, K-12,
 Sally Landon, Manager, Research and Analytics,
 Michelle Lemaire, Superintendent, Program, Equity and Innovation

Recommendation:

That the update on RESOLUTION # 24-93 be received.

Background:

RESOLUTION #24-93 was passed on June 10, 2024, as a Notice of Motion regarding our school board's strategy to support student achievement on Education Quality and Accountability Office (EQAO) assessments.

In October 2023, Hamilton-Wentworth District School Board (HWDSB) Board of Trustees approved a new [Multi-Year Strategic Plan](#) (MYSP) 2023-2028 which was officially launched in January, 2024. The Strategic Directions of the MYSP helped to inform a new [Board Improvement Plan \(BIP\) 2023-2024](#) with five measurable goals, two of which are improved literacy and numeracy achievement for every student. Student achievement outcomes on the annual EQAO Reading, Writing, and Mathematics assessments in Grades 3, 6, 9 and 10 are used as a performance indicator for both our literacy and number goals within our Board Improvement Plan and the [Ministry of Education Student Achievement Plan](#).

This report will summarize HWDSB's current achievement outcomes in Grade 3, 6, 9 and 10 Reading, Writing and Mathematics EQAO assessments including the Grade 10 Ontario Secondary School Literacy Test (OSSLT), and outline the strategies we are using to improve literacy and numeracy outcomes for every student.

HWDSB EQAO Strategy

[EQAO](#) is an independent agency of the Ontario government which assesses elementary and secondary students' achievement in Reading, Writing and Mathematics across the province in relation to Ontario curriculum expectations. EQAO is focused on *“empowering educators, parents, guardians, stakeholders and the public at large with the insights and information needed to support student learning and improve student outcomes”*¹. In HWDSB, while we use EQAO data as a performance indicator, we intentionally use this data alongside other information. Examples of other important data that is used to assess student achievement and progress include the Acadience Early Reading Screener and Developmental Reading Assessment (DRA), diagnostic assessments of reading in the primary and junior grades (e.g., CORE Phonics, Dolch Word Assessment, Phonological Awareness Skills Screener, etc.), math assessments (e.g., Knowledgehook, Math Up), assessments data from report cards, teachers' professional judgment and observations to provide a more holistic picture of student learning. The primary purpose of these assessments is to support and enrich student learning.

HWDSB values EQAO data as performance indicators because EQAO provides schools and school boards with detailed reports about our students' achievement, as well as contextual, attitudinal and behavioural information derived from student questionnaires. With the launch of our new MYSP and Board Improvement Plan, we have refocused how we use this data as one key dataset to improve student programming and classroom instruction.

Status:

The [2023-24 assessment results](#) for HWDSB were released by EQAO in October 2024. The 2023-2024 EQAO results confirm that HWDSB students:

- Made significant gains in Grade 3 Reading, Writing, and Mathematics
- Achieved an increase of 9% in the percentage of students at Level 3-4 in Grade 3 Math
- Showed an increase of 3% in the percentage of students at Level 3-4 in Grade 6 Math
- Maintained percentage of students at/above reading at provincial standard in Grade 6 whereas writing achievement dropped 1%
- Gained 3% in the percentage of students at Level 3-4 in Grade 9 EQAO
- Maintained 77% of Grade 10 successfully achieving provincial standard on the OSSLT
- Achieved lower for Reading, Writing and Mathematics in Grade 3 and 6 compared to the province, for students identified with Special Education needs, and English Language Learners was

We are encouraged to see these gains as these results in Grades 3, 6 and Grade 9 highlight the importance of continuing the work we have already started through our HWDSB Reading Strategy and the [HWDSB Math Achievement Action Plan, 2023-2024](#). [Appendix A](#) provides a detailed breakdown of HWDSB's EQAO results from 2023-24 in comparison to 2022-23. The percentages

¹ [EQAO](#), About EQAO – Who We Are

represent fully participating students achieving at the provincial standard (Level 3) or above (Level 4) and further compares our achievement data to the province.

We have set the goals of improved literacy and improved numeracy achievement for every student. We developed and implemented both a HWDSB Reading Strategy and Math Achievement Action Plan, as well as set specific and measurable goals in our annual [Board Improvement Plan 2023-2024](#), and [Human Rights and Equity Plan 2023-2028](#), because we have learned that to achieve the ambitious pillars of the MYSP and improve student achievement and well-being for every student, we need an interdisciplinary approach grounded in our commitments to human rights, equity and Indigenous Educational Wellness. Our plans are guided by the [Right to Read: Public inquiry into human rights issues affecting students with reading disabilities](#) report and align to the direction and focus from the Ministry of Education. For example, Math Facilitators are learning how to support students with special education needs, multilingual language learners, while building their understanding of Indigenous Education to better support their work with fellow teachers and students. With the launch and strategic implementation of these strategies across our system during the past year, and our continued focus into this school year, we are confident we will continue to see gains for every student both within their achievement results and attitudinal and survey data.

Supporting our Students Cross-curricular Approaches to Improving Student Achievement

HWDSB is committed to our students and improving the literacy and numeracy achievement for every student and further living our mission, vision and values as an organization. In HWDSB, we have observed that schools that demonstrated improved results in EQAO, in literacy, numeracy, or both, share common practices including but not limited to:

- Direct involvement and clear expectations by the Principal,
- Focus on two or three specific high impact instructional practices,
- Ongoing collaborative professional development,
- Ensuring teachers, Education Workers and students have a good understanding of the EQAO assessment, and
- Create a positive learning community, especially with respect to building student confidence in math and their comfort with completing EQAO assessments.

As such, we will continue to embed what we have observed as making an impact for students in future professional development sessions with teachers, and Principals.

We have learned that using EQAO outcome data in Grade 3, 6, 9 and 10 as a performance indicator, in concert with other key data sets, we will continue to:

- Allocate resources to schools with specific student learning needs. For example, Reading Specialists support all 80 elementary schools, whereas our Math Facilitators support at 40 elementary and 3 secondary Ministry identified priority schools.

- Welcome our EQAO Regional Ministry Support Team to continue to support us to plan, attend and co-lead professional development sessions all Grade 3, 6, 9 and 10 math teachers, Learning Resource Teachers, Principals and Vice-Principals.
- Reinforce our commitment to the strategies that we have in place to continue to support students' academic achievement (e.g., Math Up, Universal Screener, Reading Decision-Making Tool, etc.).
- Implement our [HWDSB Math Achievement Action Plan 2024-2025](#) which includes the use of proven evidence informed strategies and approaches to address the needs identified in schools and focuses on the following three priority actions: Curriculum Fidelity, Math Content Knowledge for Teaching and Knowing your Student.
- Work with schools to engage families and build learning communities.
- Apply a cross-disciplinary approach to support every student, including students with special education learning needs and students who are multilingual.
- Enhance educator capacity and understanding of literacy and numeracy strategies through after-school learning opportunities (e.g. Additional Qualifications in Reading and in Math).

For the 2024-2025 year, Principals and teachers will continue to participate in learning about the available datasets to inform their instructional practice and planning, in addition to the format of the assessment, technical requirements, accommodations, and consider ways to support students before and during the assessment. Principals have started to make significant shifts in the way they use data from EQAO to plan their leadership moves, evidenced by the EQAO questionnaire data which underscores Principal commitment to using EQAO data to identify how well students are meeting curriculum expectations (87% in Grades 3 and 6; 75% in Grades 9 and 10), and to inform program planning, resource allocation and teaching practices (89% in Grades 3 and 6; 100% in Grades 9 and 10). These learnings and considerations will continue to form the basis of School Improvement Plans which will be monitored and supported through Superintendent school visits.

We are proud of all HWDSB students and educators who continue to give their best effort to supporting and improving student achievement, such as the EQAO assessment. While the province is trending down, HWDSB has shown some significant gains. We will be focusing on these and other positive outcomes as we move forward into preparations for EQAO for the 2024-2025 academic year.

Financial Implications:

All expenditures incurred in support of the EQAO Strategy are within the amounts approved in the 2024-2025 school year budget.

Summative Report: EQAO Outcome Data

EQAO Grade 3, 6 and 9 Literacy

One of the goals within the HWDSB Board Improvement Plan 2023-2024 is to improve literacy achievement for every student. Appendices [B](#), [C](#), [D](#) and [E](#) provide detailed summaries of HWDSB

achievement outcomes on the Grade 3, 6, 9, and 10 assessments and key attitudinal survey answers from student questionnaires.

Grade 3 EQAO Literacy Achievement

As a result of the targeted supports for early literacy, EQAO data indicates significant gains in the number of Grade 3 students meeting the provincial standards for reading (5% increase to 67%) and writing (7% increase to 60%), closing the gap in achievement between HWDSB's performance (reading 67%; writing 60%) compared to the province's performance (reading 71%; writing 64%).

In examining achievement by various groupings, Grade 3 students with special education needs showed significant gains in the percentage of students meeting provincial standard in both reading (a move from 24% to 37%) and writing (an increase from 19% to 29%). Grade 3 students who are English Language Learners (ELLs) also demonstrated an increase in writing (39% to 42%) but demonstrated a decrease in reading (a move from 48% to 45%). All the HWDSB EQAO levels in these groupings are below provincial averages.

Grade 6 EQAO Literacy Achievement

The proportion of Grade 6 students meeting provincial standards for reading maintained at 75% and decreased slightly by 1% to 72% in writing. Both attainment levels are below the provincial attainment for reading (82%) and writing (80%).

Achievement disaggregated by groupings showed that HWDSB students with special education needs had a decrease in the percentage of students meeting provincial standard in reading (44%) and writing (37%). Both are below the provincial averages for reading (59%) and writing (55%) for Grade 6 students. With respect to Grade 6 students who are English Language Learners, gains were made in both reading (64%) and writing (70%) although still below provincial averages (72% in reading; 73% in writing).

Gr. 10 OSSLT Achievement

The number of secondary students who were successful on their first attempt on the Ontario Secondary School Literacy Test (OSSLT) maintained at 77%. The success rate of students who were previously eligible and wrote the OSSLT decreased by 3% to 49%.

Disaggregated data revealed that 76% of students enrolled in academic English course were successful, a decrease from last year by 4%, whereas 17% of students enrolled in applied English course saw success, an increase by 2% from the previous year. First-time writers of the OSSLT who have special education needs had a 53% success rate, an increase from 46% the previous year, while those who were previously eligible had a 35% success rate, the same as in 2022-2023. First-time eligible students who are ELLs maintained the 37% success rate from last year, while those who are previously eligible saw a 26% success rate, an increase of 2% from the previous year.

EQAO Grade 3, 6, and 9 Mathematics

A second goal within our Board Improvement Plan is to improve numeracy achievement for every student. This goal and the specific strategies align with the Ministry's focus on improving mathematics achievement provincially and our own Math Achievement Action Plan, 2023-24.

Staff implemented the 2023-2024 Math Achievement Action Plan by focusing on three priority areas: math instruction and assessment, teacher content knowledge, and knowing the students. Teachers in identified Grade 3, 6 and 9 classes were provided individual and grade team support throughout the year, building their skills in high impact instructional practices. Targeted teaching was also provided to students through small group instruction.

As a result of the collective work of Math Facilitators and classroom teachers, improvement in student achievement was demonstrated through improved EQAO results. The gap between the EQAO results for the province and HWDSB was reduced by 8% in grade 3, and 2% in grade 6. Gains were also made in Grade 9, where the gap was closed by 3%. In grades 3, 6 and 9 Math Priority classes, the gains were even greater with increases of 12%, 3% and 8% respectively. Although there is some indication of improvement in math achievement in grade 3 for students with special education needs and/or English language learners, special attention continues to be needed for improvement with students requiring these extra supports. Regarding student interest and confidence in mathematics, HWDSB student responses were slightly lower for grade 3 and 6 students and slightly higher for grade 9 students in comparison to the rest of the province.

Our Next Steps: EQAO Strategy 2024-2025

While we are pleased with the results over the past year we will continue to focus and:

- Provide additional professional development to support achievement on Grade 6 EQAO Writing,
- Ensure every secondary school receives resources to implement Tier 3 reading supports to close the reading gaps for students who require more intensive support,
- Implement the 2024-2025 Math Achievement Action Plan. This plan will allow for greater monitoring of Grade 3 and 6 student progress in Math Priority Schools. For non-math priority schools, all Grade 3 and 6 teachers will participate in a professional learning series to enhance their understanding of key concepts and develop their use of high impact instructional practices.
- Ensure professional learning will extend to include Grade 10 teachers to complement the support that Math Facilitators provided Grade 9 teachers and students.

Strategic Directions:

Upholding Human Rights, Safety & Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness & Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.

Appendix A. HWDSB's EQAO results from 2023-24 in comparison to 2022-23 (including Provincial Data)

Board Improvement Goal 2023-2024	Performance Indicators	HWDSB 2022-2023	Province 2022-2023	HWDSB 2023-2024	Province 2023-2024
Improve literacy achievement for every student	L3/4 EQAO grade 3 Reading	62%	73%	67%	71%
	L3/4 EQAO grade 3 Writing	53%	66%	60%	64%
	L3/4 EQAO grade 6 Reading	75%	84%	75%	82%
	L3/4 EQAO grade 6 Writing	73%	84%	72%	80%
	First Time Eligible (FTE) passing OSSLT	77%	85%	77%	85%
Improve numeracy achievement for every student	L3/4 EQAO grade 3 Math	42%	60%	51%	61%
	L3/4 EQAO grade 6 Math	35%	50%	37%	50%
	L3/4 EQAO grade 9 Math	45%	54%	48%	54%



All Participating Students in 2023-2024

Reading



3395

students fully participated in the **reading component** of the primary-division assessment.



67% of fully participating students met the provincial standard (Levels 3 and 4) in reading.

Writing



3399

students fully participated in the **writing component** of the primary-division assessment.



60% of fully participating students met the provincial standard (Levels 3 and 4) in writing.

Mathematics



3391

students fully participated in the **mathematics component** of the primary-division assessment.



51% of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.

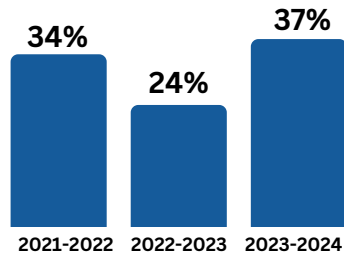
[See the provincial Grade 3 results here](#)

Students with Special Education Needs

282 Of the 282 students who wrote the **primary-division** assessment and were identified as having **special education needs** (excluding gifted),

37%

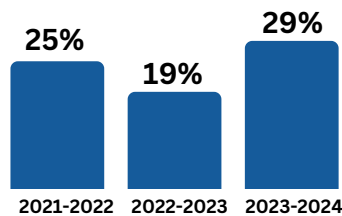
met the provincial standard (Levels 3 and 4) in **reading**.



This is an **increase** from the previous school year. The three-year trend shows an **increase** in the percentage of students meeting the provincial standard.

29%

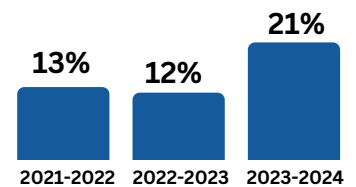
met the provincial standard (Levels 3 and 4) in **writing**.



This is an **increase** from the previous school year. The three-year trend shows an **increase** in the percentage of students meeting the provincial standard.

21%

met the provincial standard (Levels 3 and 4) in **mathematics**.



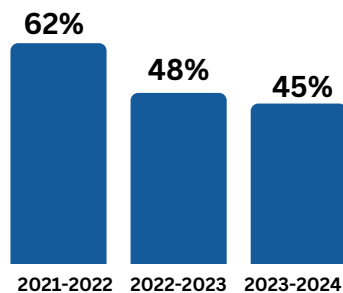
This is an **increase** from the previous school year. The three-year trend shows an **increase** in the percentage of students meeting the provincial standard.

Students Who Are English-Language Learners

214 Of the 214 students who wrote the **primary-division** assessment and were identified as **English-Language Learners**,

45%

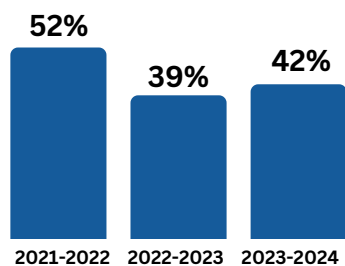
met the provincial standard (Levels 3 and 4) in **reading**.



This is a **decrease** from the previous two school years. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

42%

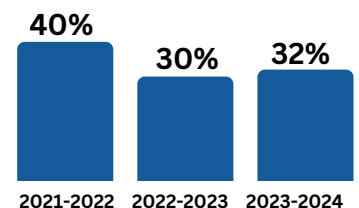
met the provincial standard (Levels 3 and 4) in **writing**.



This is an **increase** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

32%

met the provincial standard (Levels 3 and 4) in **mathematics**.



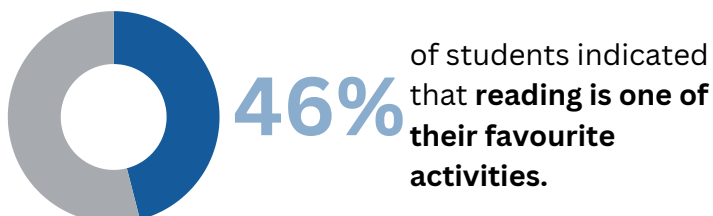
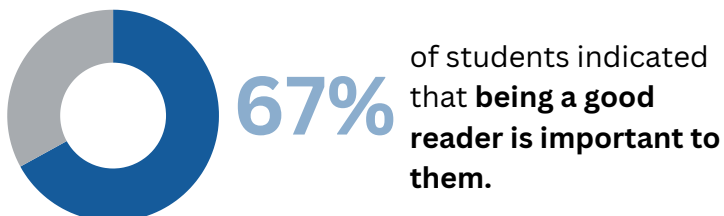
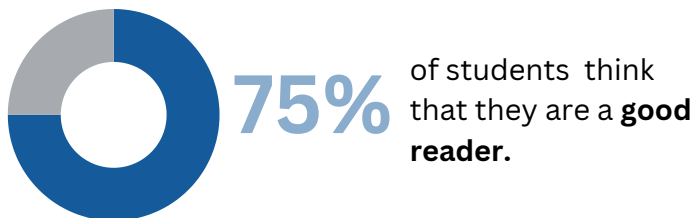
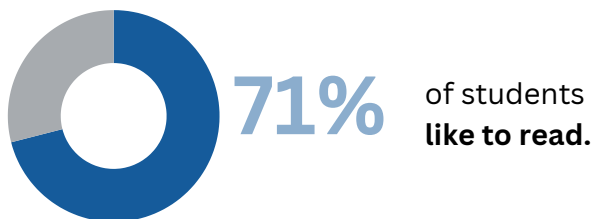
This is an **increase** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

Interest and Confidence in Literacy



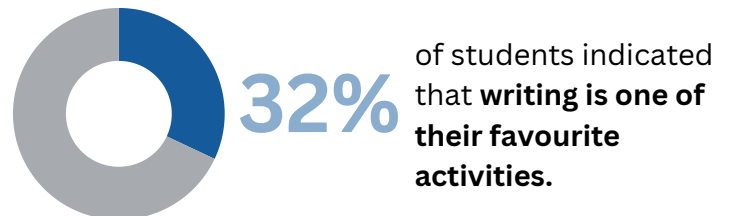
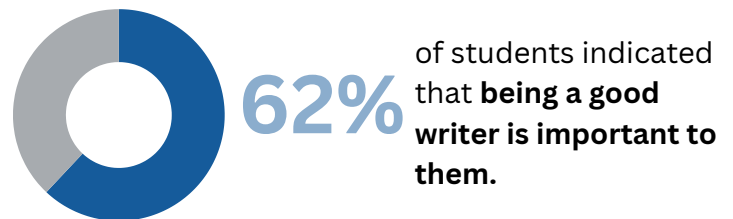
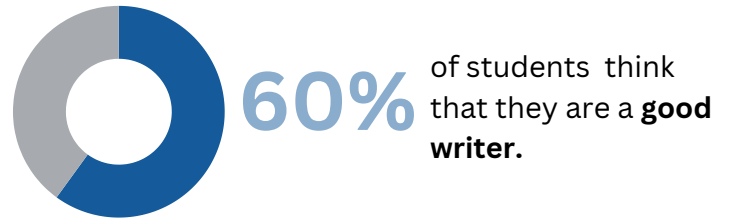
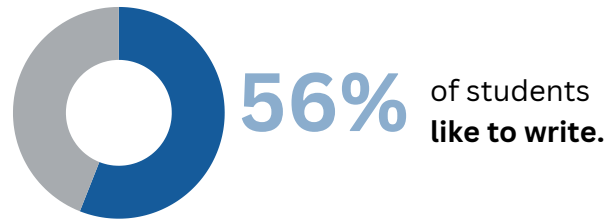
Reading

Overall,



Writing

Overall,



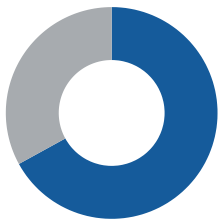
Interest and Confidence in Mathematics



Overall,

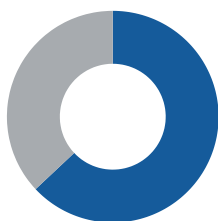
67%

of students like math.



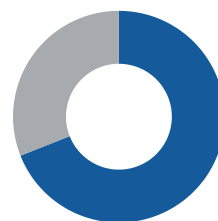
63%

of students think that they are **good at math**.



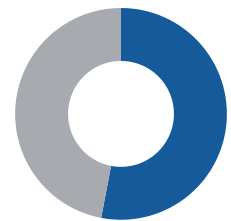
69%

of students indicated that **being good at math is important to them**.



53%

of students indicated that **math is one of their favourite subjects**.



Growth Mindset in Mathematics



89%

of students think that a **person can always get better at math**.

70%

of students think that **almost everyone can understand math** if they are able to work at it.

Technological Access and Savviness



29%

of students indicated that they are able to use the **internet at home** to complete their school work.

54%

of students indicated using **technology** to learn new things.

Self-Directed Learning and Collaboration

Overall,

80% of students indicated that **they keep trying** if they make a mistake or if something is difficult.

82% of students indicated that **doing their best** at school is important to them.

63% of students indicated think that **learning in groups** is a good way to learn.

Teaching Transferable Skills



Overall,



of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices

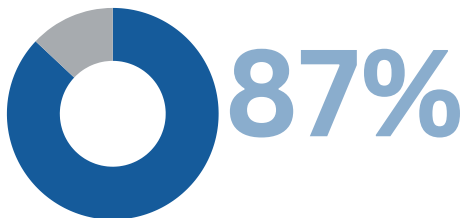


of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.

Use of EQAO Data



Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**



of principals indicated that they plan to use this year's EQAO data to inform **program planning, resource allocation** or **teaching practices**



All Participating Students in 2023-2024

Reading



3547

students fully participated in the **reading component of the junior-division assessment.**



75% of fully participating students met the provincial standard (Levels 3 and 4) in reading.

Writing



3556

students fully participated in the **writing component of the junior-division assessment.**



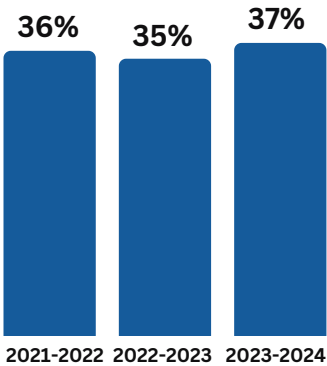
72% of fully participating students met the provincial standard (Levels 3 and 4) in writing.

Mathematics



3545

students fully participated in the **mathematics component of the junior-division assessment.**



37% of fully participating students met the provincial standard (Levels 3 and 4) in mathematics.

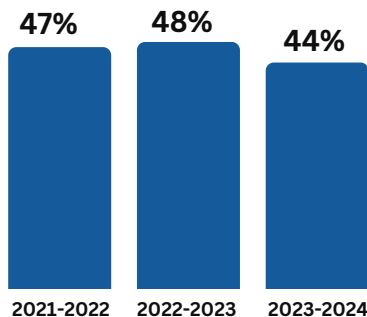
[See the provincial Grade 6 results here](#)

Students with Special Education Needs

614 Of the 614 students who wrote the **junior-division** assessment and were identified as having **special education needs** (excluding gifted),

44%

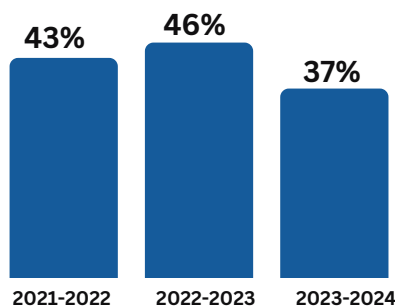
met the provincial standard (Levels 3 and 4) in **reading**.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

37%

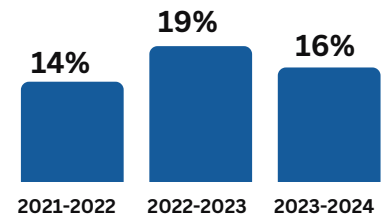
met the provincial standard (Levels 3 and 4) in **writing**.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standard.

16%

met the provincial standard (Levels 3 and 4) in **mathematics**.



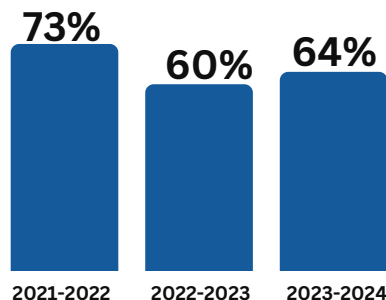
This is a **decrease** from the previous school year. The three-year trend shows an **increase** in the percentage of students meeting the provincial standard.

Students Who Are English-Language Learners

182 Of the 182 students who wrote the **junior-division** assessment and were identified as **English-Language Learners**,

64%

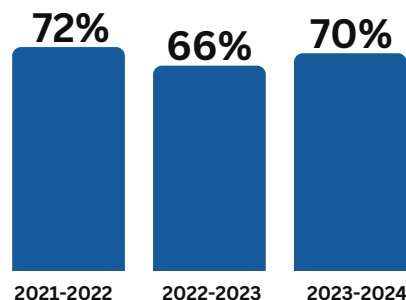
met the provincial standard (Levels 3 and 4) in **reading**.



This is an **increase** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standards.

70%

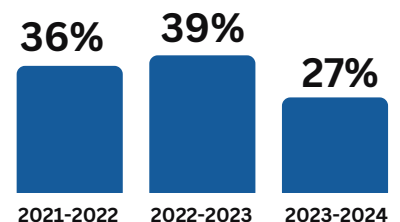
met the provincial standard (Levels 3 and 4) in **writing**.



This is an **increase** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standards.

27%

met the provincial standard (Levels 3 and 4) in **mathematics**.



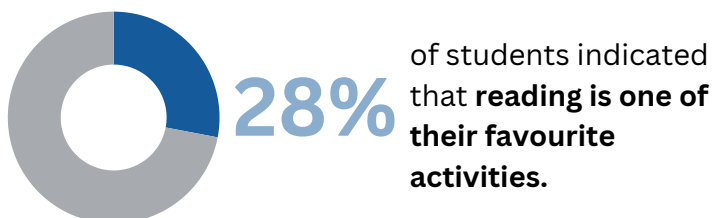
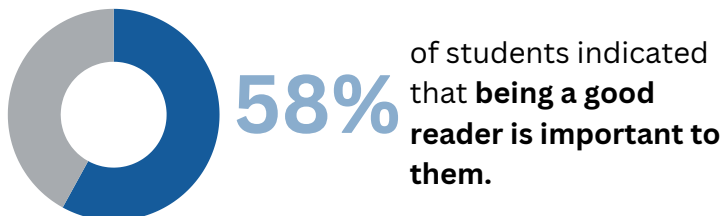
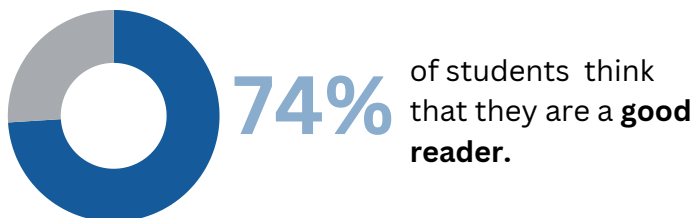
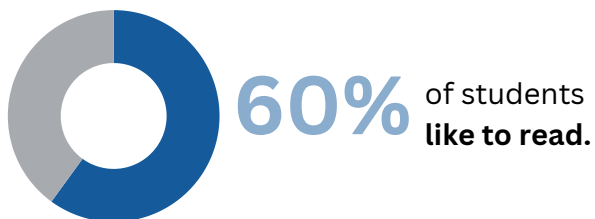
This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in the percentage of students meeting the provincial standards.

Interest and Confidence in Literacy



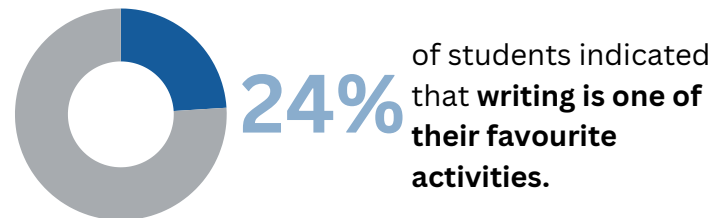
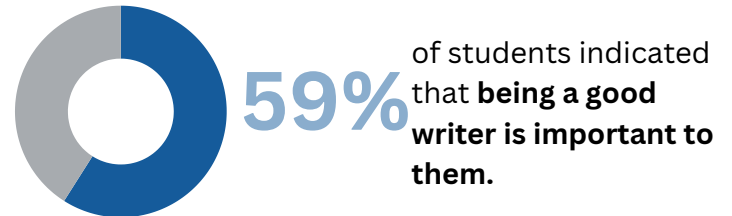
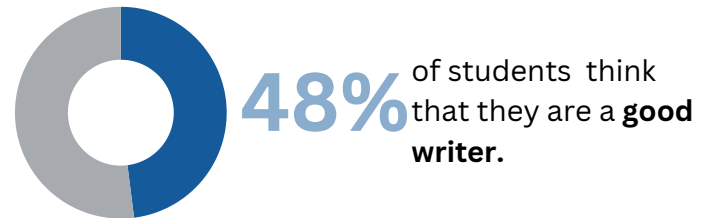
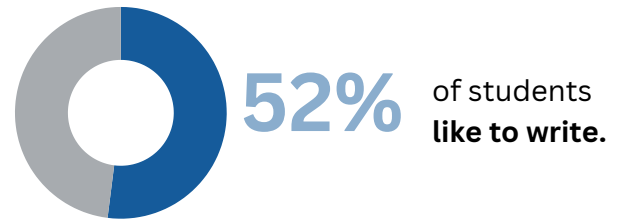
Reading

Overall,



Writing

Overall,



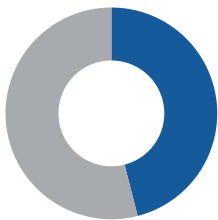
Interest and Confidence in Mathematics



Overall,

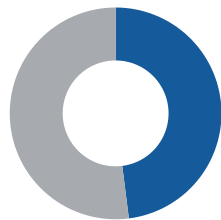
46%

of students like math.



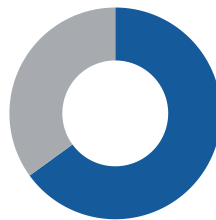
48%

of students think that they are **good at math**.



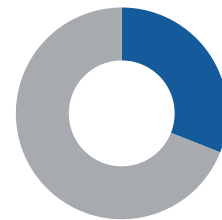
65%

of students indicated that **being good at math is important to them**.



31%

of students indicated that **math is one of their favourite subjects**.



Growth Mindset in Mathematics



88%

of students think that a **person can always get better at math**.

74%

of students think that **almost everyone can understand math** if they are able to work at it.

Technological Access and Savviness



62%

of students indicated that they are able to use the **internet at home** to complete their school work.

68%

of students indicated using **technology** to learn new things.

Self-Directed Learning and Collaboration

Overall,

70% of students indicated that **they keep trying** if they make a mistake or if something is difficult.

75% of students indicated that **doing their best** at school is important to them.

65% of students indicated think that **learning in groups** is a good way to learn.

Teaching Transferable Skills



Overall,

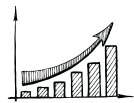


of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices



of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.

Use of EQAO Data



Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**



of principals indicated that they plan to use this year's EQAO data to inform **program planning, resource allocation** or **teaching practices**

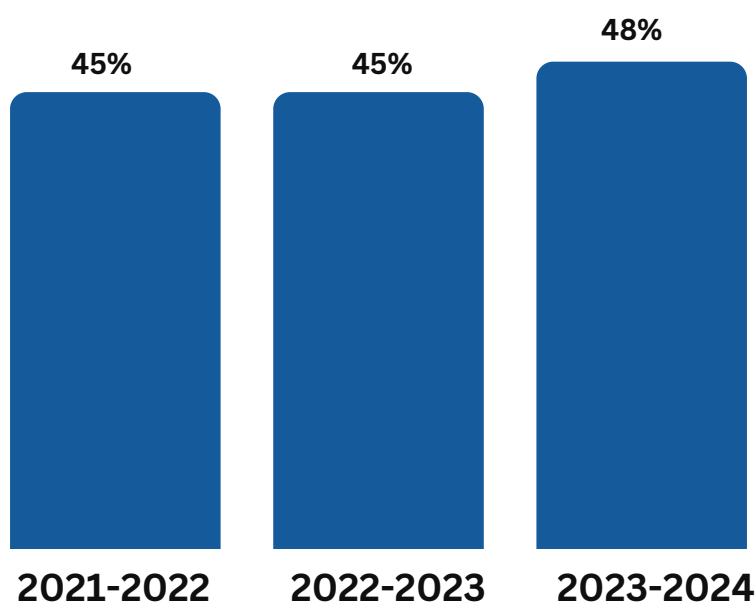
All Participating Students in 2023-2024

Of the

3545

Students who fully participated in the **Grade 9 Assessment of Mathematics**,

48% met the provincial standard (Levels 3 and 4)



This is **an increase** from the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standards.

[See the provincial Grade 9 results here](#)

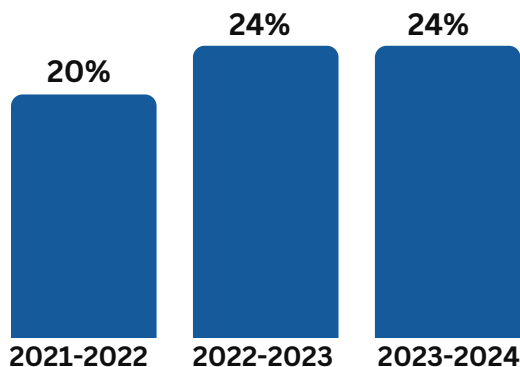
Students with Special Education Needs

Of the

514

students who wrote the **Grade 9 Assessment of Mathematics** and were identified as having **special education needs** (excluding gifted).

24% met the provincial standard (Levels 3 and 4).



This is **the same** as the previous school year. The three-year trend shows **an increase** in the percentage of students meeting the provincial standards.

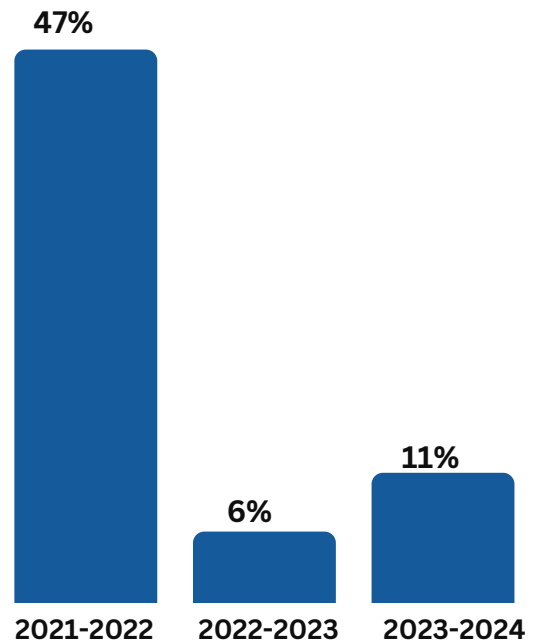
Students Who Are English-Language Learners

Of the

120

students who wrote the **Grade 9 Assessment of Mathematics** and were identified as **English-Language Learners**.

11% met the provincial standard (Levels 3 and 4).



This is **an increase** from the previous school year. The three-year trend shows **a decrease** in the percentage of students meeting the provincial standards.

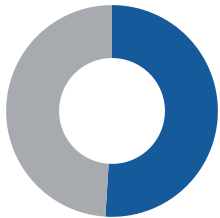
Interest and Confidence in Mathematics



Overall,

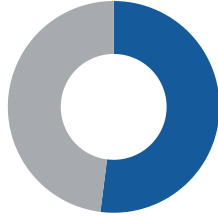
51%

of students indicated that they **like mathematics**.



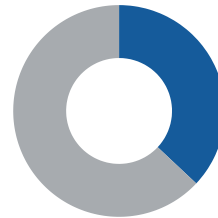
52%

of students think that they are **good at mathematics**.



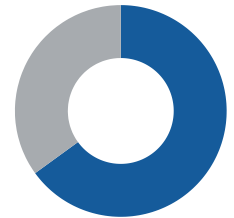
37%

of students say that **mathematics is one of their favourite subjects**.



65%

of students think that they **understand most of the mathematics they are taught**.



Growth Mindset



13%

of students think that **only certain people can be good at math**.

72%

of students think that **almost everyone can understand math** if they are able to work at it.

87%

of students think that a **person can always get better at math**.

Technological Access and Savviness



88%

of students indicated that they have a **strong Internet connection** at home to complete their school work.

79%

of students indicated that they use **technology** to improve their knowledge and skills.

Self-Directed Learning and Collaboration

Overall,

73%

of students indicated that **they keep trying** if they make a mistake or if something is difficult.

80%

of students indicated that **doing their best** at school is important to them.

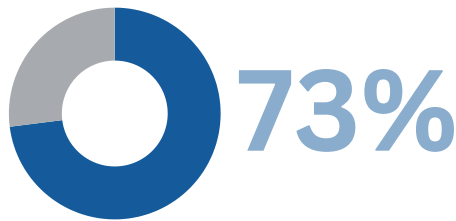
64%

of students indicated think that **learning in groups** is a good way to learn.

Teaching Transferable Skills



Overall,



of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices

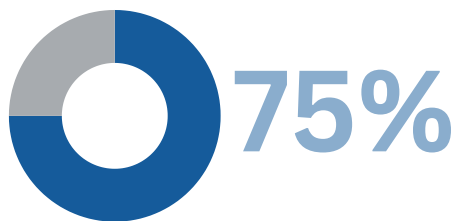


of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.

Use of EQAO Data



Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**.



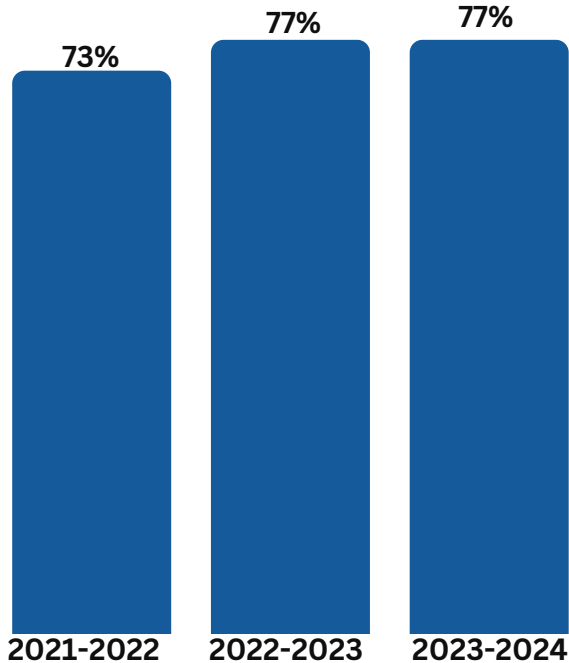
of principals indicated that they plan to use this year's EQAO data to inform **program planning, resource allocation** or **teaching practices**.



All Participating Students in 2023-2024

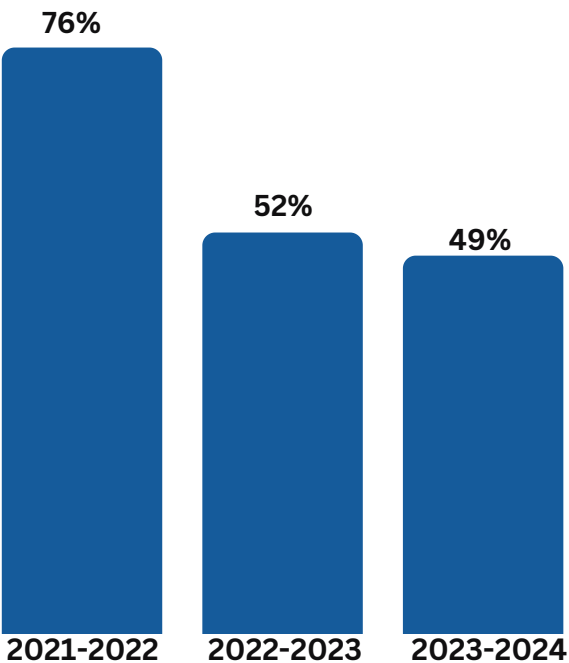
3577 students fully participated in the OSSLT.

of the **2910** first-time eligible students who wrote the OSSLT, **77%** were successful.



The results are **the same** as those from the previous school year. The three-year trend shows **an increase** in success rates.

of the **667** previously eligible students who wrote the OSSLT, **49%** were successful.



This is a **decrease** from the previous school year. The three-year trend shows a **decrease** in success rates.

[See the provincial OSSLT results here](#)

Students Enrolled in Academic and Applied Courses

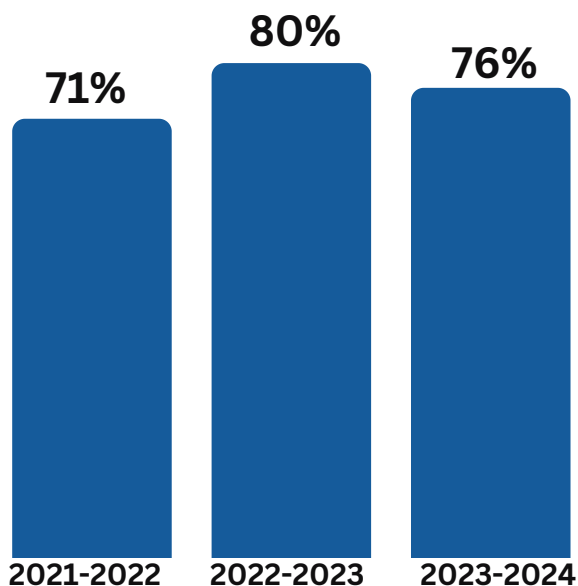
Academic

of the

2214

first-time eligible students who wrote the OSSLT and were enrolled in the **academic English course,**

76% were successful



This is **a decrease** from the previous school year. The three-year trend shows **an increase** in success rates.

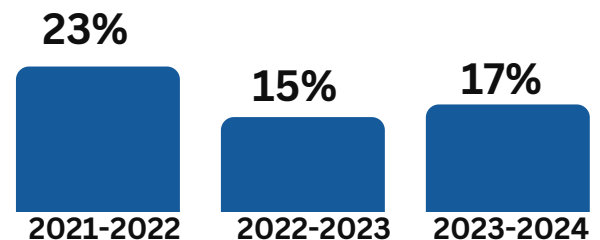
Applied

of the

481

first-time eligible students who wrote the OSSLT and were enrolled in the **applied English course,**

17% were successful

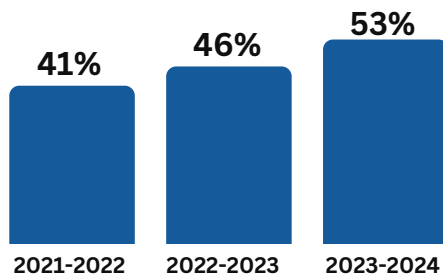


This is **an increase** from the previous school year. The three-year trend shows **a decrease** in success rates.

Students with Special Education Needs

of the
498 **first-time eligible** students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted).

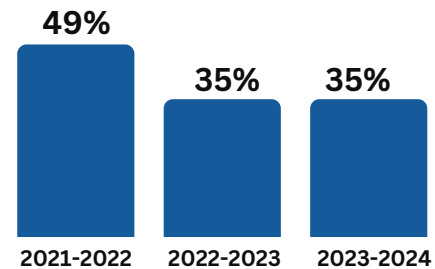
53% were successful on the test.



This is **an increase** from the previous school year. The three-year trend shows **an increase** in success rates.

of the
235 **previously eligible** students who wrote the OSSLT and were identified as having **special education needs** (excluding gifted).

35% were successful on the test.

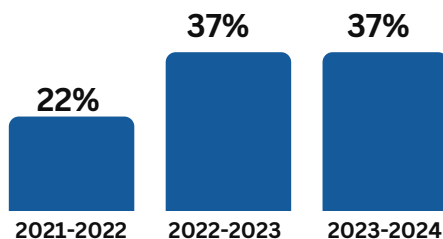


The results are **the same** as those from the previous school year. The three-year trend shows **a decrease** in success rates.

Students Who Are English-Language Learners

of the
27 **first-time eligible** students who wrote the OSSLT and were identified as **English-language learners**,

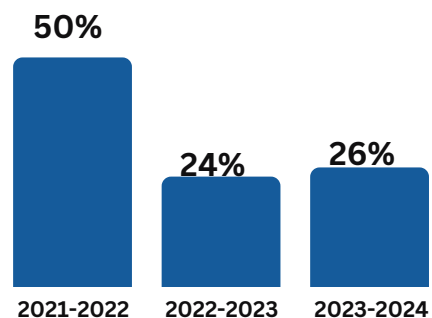
37% were successful on the test.



The results are **the same** as those from the previous school year. The three-year trend shows **an increase** in success rates.

of the
38 **previously eligible** students who wrote the OSSLT and were identified as **English-language learners**,

26% were successful on the test.



This is **an increase** from the previous school year. The three-year trend shows **a decrease** in success rates.

Interest and Confidence in Literacy

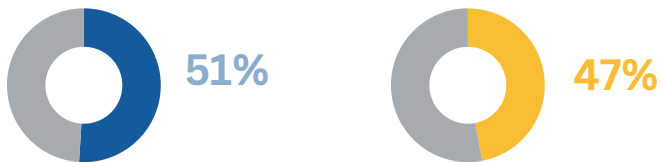


Reading

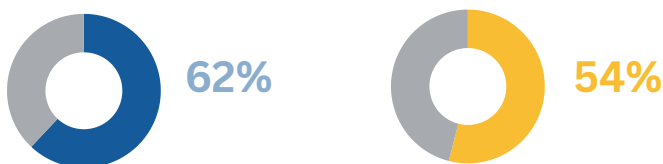
Overall,

First-time eligible

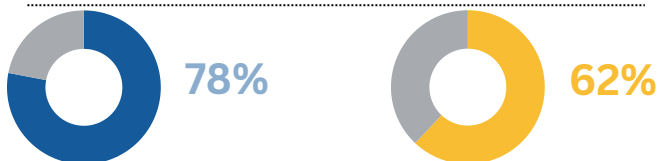
Previously eligible



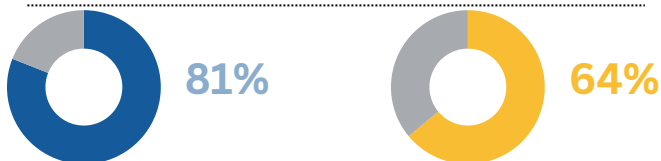
of students **read** on their own time.



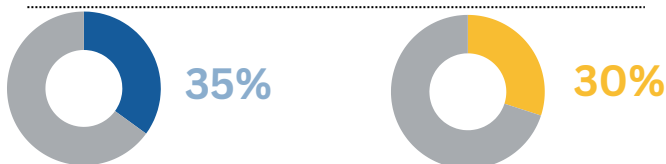
of students think **being a good reader is important to them.**



of students think they are a **good reader.**



of students think they can **read easily**



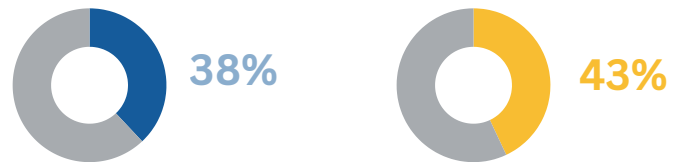
of students indicated that **reading is one of their favourite activities.**

Writing

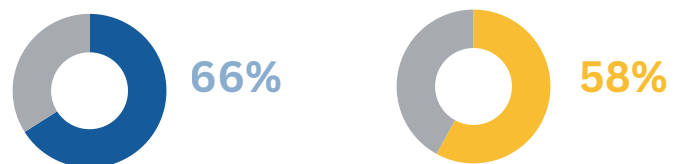
Overall,

First-time eligible

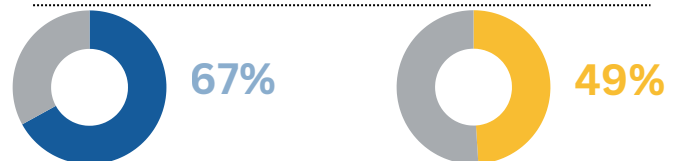
Previously eligible



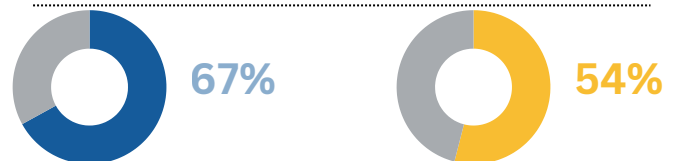
of students **write** on their own time.



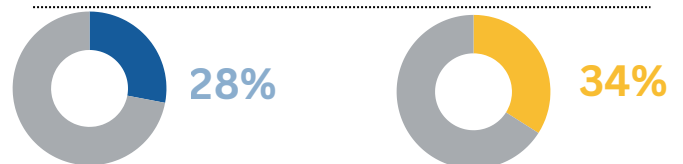
of students think **being a good writer is important to them.**



of students think they are a **good writer.**



of students think they can **read easily**



of students indicated that **writing is one of their favourite activities.**

Technological Access and Savviness



First-time eligible

89%

of students indicated that they have a **strong Internet connection** at home to complete their school work.

Previously eligible

80%

of students indicated that they have a **strong Internet connection** at home to complete their school work.

85%

of students indicated that they use **technology** to improve their knowledge and skills.

78%

of students indicated that they use **technology** to improve their knowledge and skills.

Self-Directed Learning and Collaboration

First-time eligible

81%

of students indicated that **they keep trying** if they make a mistake or if something is difficult.

Previously eligible

65%

of students indicated that **they keep trying** if they make a mistake or if something is difficult.

80%

of students indicated that **doing their best** at school is important to them.

72%

of students indicated that **doing their best** at school is important to them.

62%

of students think that **learning in groups** is a good way to learn.

61%

of students think that **learning in groups** is a good way to learn.

Teaching Transferable Skills



Overall,



of teachers indicated that they incorporate student development of transferable skills such as **critical thinking** and **problem solving** (e.g., addressing complex issues, making informed decisions, analyzing information) into their general practices



of teachers indicated that they incorporate student development of transferable skills such as **communication** (e.g., speaking, writing, listening) into their general practices.

Use of EQAO Data



Overall,



of principals indicated that they plan to use this year's EQAO data to identify how well students are meeting **curriculum expectations**



of principals indicated that they plan to use this year's EQAO data to inform **program planning**, **resource allocation** or **teaching practices**