



About this Environmental Scan

Purpose:

The Environmental Scan provides a profile of the OCDSB and its internal and external environments. Using data from several sources and departments, it seeks to contextualize current trends, shifts, and patterns.

The environmental scan is intended to be used as one of several sources to inform the strategic planning process. We've used a number of data sources, recognizing that there are always some limitations to the data, based on the collection methodology used at the source and comparisons between sources from different data sets.

This year, we have made an important shift in our approach to the environmental scan. It has been built for use electronically, rather than on paper, which allows for dynamic interaction with the data sources. We've also worked to make it more accessible, streamlining the data, and addressing thoughtful questions, which will influence how we approach our work over the next four years. The document provides snapshots or summaries of key data points with links to the fulsome reports where further exploration can be conducted. Wherever possible, the document includes conclusions and consideration of impacts, including: assessing the OCDSB in the context of the K-12 education environment; considering organizational strengths and weaknesses, opportunities and threats; highlighting population growth, demographics, enrolment trends, programming, technology usage, human resources data, and other quantitative and qualitative data.

How to use:

This environmental scan is built on seven major sections. Users can access each section using the link from Title Page. This is a progressive document and is being rolled out by section, starting with "About OCDSB" and "Our Students". Each section addresses a number of questions and answers them through infographics and summary text. Should the reader seek further information on any question, a link to the reference document can be found in a bubble next to each question.

ABOUT OCDSB

Who are we and what do
we offer?

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School Organization

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Program Offerings

What do we offer students?

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Enrolment Trends

What are the patterns/trends across schools,
and how do they relate to program offerings?

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Reputation and Image

How is the board perceived by the public?

School Organization

How are our schools organized?

The Ottawa-Carleton District School Board has...

- **147 schools** serving almost **75,000 students**, which are comprised of:
 - **114 elementary** including two special education sites;
 - **28 secondary** including the Adult High School, Continuing Education, and Storefront School; and
 - **5 secondary alternate** sites.

Portables in service

- Elementary — 213
- Secondary — 160
- **TOTAL — 373**

New Schools

- Shingwàkons Public School (opened January 2023)
- Half Moon Bay 2 Elementary School (scheduled September 2024)
- Stittsville Secondary School (scheduled September 2024)
- Riverside South Secondary School (scheduled September 2025)



School Organization

How are our schools organized?

Currently, **95** of our **114** elementary schools follow the OCDSB's **Elementary School Program Framework**.

Click to review the [Elementary School Program Framework](#) policy (P.139.CUR)

K-8	34*
K-6	57**
Grade 7-8	4
TOTAL:	95

* includes two Special Education sites

** includes Ottawa-Carleton Virtual School

All **25** of our regular secondary schools follow the OCDSB's **Secondary School Program Framework**.

Click to review the [Secondary School Program Framework](#) policy (P.105.CUR)

7-12	6*
9-12	19
TOTAL:	25

* includes Ottawa-Carleton Virtual School

The OCDSB offers **five other configurations** of elementary schools, including: **K-5 (n=9)**, **K-4 (n=1)**, **K-3 (n=3)**, **Grade 4-8 (n=3)** and **Grade 6-8 (n=3)**

In addition to the secondary schools above, the OCDSB offers: **5 Alternate schools**, an **Adult** high school, **Storefront School**, **Continuing Education**, and a **Launch Program**.

The OCDSB continues to provide **Virtual School** options for K-12.

Program Offerings

What do we offer students?

CLICK HERE
to see
our
Programs

Elementary

**Two-year, full-day,
50/50 bilingual kindergarten** program.

English Program with Core French (Grade 1-8)
Early French Immersion (Grade 1-8)
Middle French Immersion (Grade 4-8)
Alternative Program with Core French (Grade 1-8)

Secondary

Inter-school Programs:

- Specialist High Skills Major
- Secondary School Alternate programs
- English as a Second Language programs
- English Language Development programs
- Specialized Special Education programs
- Cooperative Education
- Ontario Youth Apprenticeship Program

As part of our commitment to **dismantling systemic barriers**, the OCDSB is committed to **destreaming** grade 9-10 compulsory courses.

District Programs:

- International Baccalaureate Program
- Arts Program
- High Performance Athlete Program
- Secondary Adaptive Programs
- e-Learning
- Authentic Student Learning Experience

International Education Programs:

- International Certificate Program
- International Languages and Student Exchange
- Ottawa International Student Program
- Homestay Program

Program Offerings

What do we offer students?

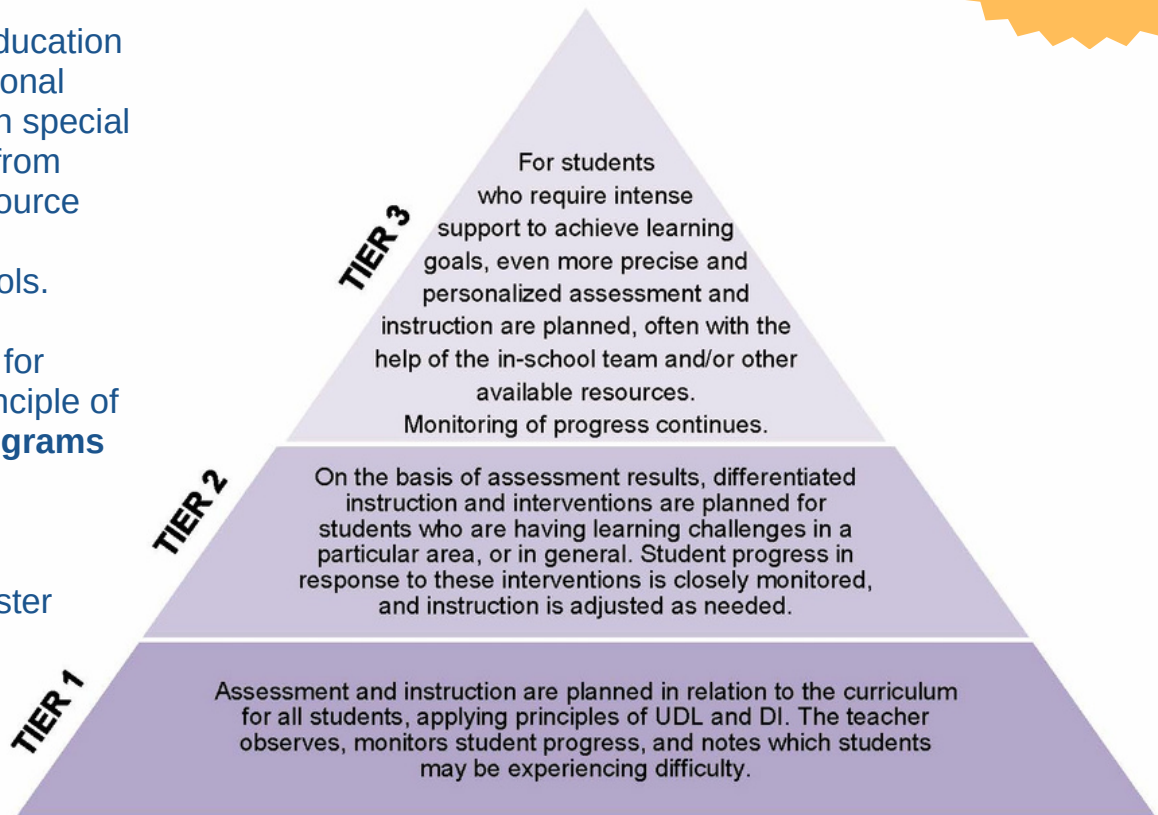
CLICK HERE
to view our
Special
Education
Plan

Special Education:

The OCDSB offers a range of special education programs, designed to enhance educational success and the welfare of students with special needs, with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools.

The OCDSB's **Service Delivery Model** for special education is based upon the principle of **inclusion**. It offers a **continuum of programs and services...**

- promoting equal access to learning opportunities and resources;
- providing structures and support to foster student growth;
- encouraging integration and full participation; and
- building independence.



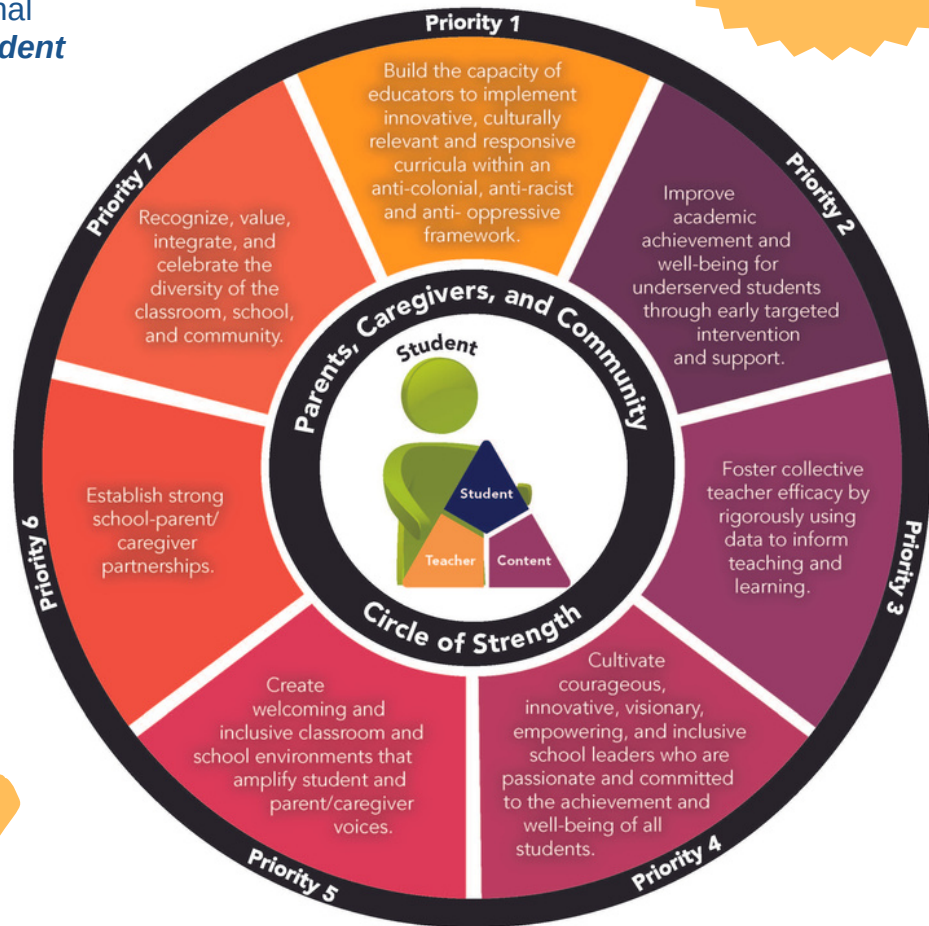
Program Offerings

What do we offer students?

[CLICK HERE
for more
information](#)

The OCDSB — in its commitment to equity of educational opportunities and outcomes — has established the ***Student Achievement Through Equity (SATE) program***.

- The SATE program:
 - examines data with an ***equity lens***;
 - develops a ***school improvement plan***;
 - prioritizes enriching ***conversations*** with ***parents/caregivers***;
 - centres ***students as agents of change*** in their learning; and
 - reframes student-teacher relationships as ***learning alliances/partnerships***.
- The SATE program is devoted to actualizing ***seven key priorities***:



Enrolment Trends

What are the patterns/trends across schools, and how do they relate to program offerings?

CLICK HERE
to see a full
report on
enrolment

As of **October 2021**, there are **74,834 students enrolled** in the OCDSB

- **66.8%** of the students are at the **elementary level**
- **33.2%** of the students are at the **secondary level**



ELEMENTARY ENROLMENT

2021

Kindergarten (JK/SK)	8,489
English with Core French (1-8)	14,631
Early French Immersion (1-8)	21,189
Middle French Immersion (4-8)	2,139
Alternative (1-8)	669
Specialized Programs (1-8)	213
Virtual School (K-8)	2,682
TOTAL	50,012



SECONDARY ENROLMENT

2021

Regular	20,997
Adaptive	665
Alternate	814
Adult High School	831
Launch Program	17
Virtual School	1,498
TOTAL	24,822

Enrolment Trends

What are the patterns/trends across schools, and how do they relate to program offerings?

ELEMENTARY

Program	Yr 1	Yr 2	1	2	3	4	5	6	7	8	SE	DD	Oct 21 Total	Oct 20 Total	Oct 19 Total	Oct 18 Total	Oct 17 Total
KG TN	4064	4425											8,489	5,956	9,223	9,207	9,119
ENG			1211	1498	1662	1517	1703	1870	2010	2127	758	275	14,631	10,873	15,470	15,265	15,269
EFI			3227	3089	2868	2692	2490	2420	2229	2174			21,189	16,900	21,992	21,431	20,896
MFI						420	437	390	446	446			2,139	1,635	2,558	2,483	2,451
SPC ENG			0	0	0	2	14	16	32	43			107	92	146	180	232
SPC EFI							20	20	29	37			106	117	123	143	193
Alternative			80	83	98	89	81	90	59	62	27		669	521	804	826	776
Sub-Total	4064	4425	4518	4670	4628	4720	4745	4806	4805	4889	785	275	47,330	36,094	50,316	49,535	48,936

Virtual School	Yr 1	Yr 2	1	2	3	4	5	6	7	8	SE	DD	Oct 21 Total	Oct 20 Total	Oct 19 Total	Oct 18 Total	Oct 17 Total
KG TN	131	198											329	2,251			
ENG			103	126	160	159	184	202	210	222			1,366	4,358			
EFI			146	142	156	115	127	120	95	86			987	5,211			
MFI														782			
SPC ENG														24			
Alternative														247			
Sub-Total	131	198	249	268	316	274	311	322	305	308			2,682	12,873			

Total Elementary	4195	4623	4767	4938	4944	4994	5056	5128	5110	5197	785	275	50,012	48,967	50,316	49,535	48,936
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SECONDARY

Program	Pre Grade 9	9	10	11	12	21 & Older	Other	Oct 21 Total	Oct 20 Total	Oct 19 Total	Oct 18 Total	Oct 17 Total
Regular	100	5034	5044	4973	5641	10	195	20,997	18,464	22,249	22,107	21,471
Adaptive		91	100	75	179	0	220	665	617	631	730	788
Alternate		2	17	92	664	39		814	880	925	1,029	1,021
Adult Day		0	0	0	164	667		831	792	1,068	1,315	1,161
Launch Program		0	0	0	11	6		17	5			
Virtual School		241	349	387	519	2		1,498	3,834			
Total Secondary	100	5368	5510	5527	7178	724	415	24,822	24,592	24,873	25,181	24,441

FIVE YEAR

PROGRAM ENROLMENT
COMPARISON

Reputation and Image

How is the board perceived by the public?

Click on a headline to read the article

2019

"OCDSB asks province to rethink autism changes"

"Student survey aimed at understanding diversity, OCDSB says"

"OCDSB training school staff to protect children from sexual abuse"

2020

"One-quarter of Ottawa public high school students experience racism in school: Survey"

Public school board wants feedback on learning at home and plans for September

OCDSB

IN THE MEDIA

2021

"OCDSB, Royal facing 6 new lawsuits in historical sex abuse cases"

"Ottawa's largest school board votes to end police presence in schools"

"Free menstrual products coming to OCDSB schools"

2022

"Tribunal rules 'teachable moment' on gender identity did not breach Grade 1 student's rights"

Residents push to make Ottawa public school board address anti-Semitism

Ottawa school board creates anonymous tip line to report bullying, threats

Board-wide school dress code gives students more freedom, applies to all schools

"Enrolment shortfall leaves OCDSB in a bind"

"Ottawa families give mixed reviews for online schooling"

Reputation and Image

How is the board perceived by the public?

CLICK HERE
for the full
summary of
results

Throughout the Covid-19 pandemic, we had multiple check-ins with the community, where participants could share and prioritize feedback and ideas. The check-in conducted March 2022 gives us insight into the community's thoughts. Some highlights from parents/guardians include:

"The pandemic showed how underfunded our edu system is. Mandates or not, can't we all agree our kids need more educators and mh professionals? Prioritizing mental health is more than avoiding their discomfort. Whatever we do some kids will be adversely affected, we need to help them navigate."

"Create more flexible learning spaces. Outdoor classrooms and other ways that children can learn without sitting at their desk the entire day"

"Prioritize keeping kids in school. Mental health."

"Continue to be transparent in your information sharing , and in asking for parents feedback on various issues. It's important to be well informed about everything concerning my children's education"

"Keep OCV running permanently !
For the many children who are unable to participate in in-person learning and are thriving so well in Virtual!"

"Thank you to all educators. Thank you. Thank you. Thank you."

"Bring back joy to school, in addition to academics"

"Lower class sizes. Students are struggling and can't be supported because there are too many struggling students in each class. One teacher can only do so much."

"realize that kids learn differently and not all parents can same level of provide support at home to create opportunities for all children to succeed"

"Readiness for post secondary- provide more support. I'm concerned about this generation's readiness for academic success at post secondary institutions. I am not sure what the solution is."

OUR STUDENTS

Who are our students?

1

Student Demographic Data

How representative is our student population of the city Ottawa?

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Pathways & Achievement

How successful are we at supporting student learning?

3

Student Engagement

How engaged are our students?
Who are less engaged students?

4

School Climate

Do our students see their school as a safe and welcoming place to be?

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Social & Emotional Learning

What factors relate to student social and emotional learning?

Student Demographic Data

How representative is our student population of the city Ottawa?

CLICK HERE
for more
details

The OCDSB's 2019-2020 Valuing Voices Survey allowed us to hear directly from almost 35,000 parents and students. Through the survey, we learned that:

There are more than **150 languages** that students were reported to have first learned to speak as a child. Amongst the most common were English, Arabic, French and Chinese; *which is reflective of Ottawa as a whole.*

Approximately **3.5%** of students identify as **First Nations, Métis, and/or Inuit**; *compared to 2% Ottawa-wide.* Diversity within this population of students is reflected in the many territories, regions, and communities to which they belong.

The **majority** of respondents identify as **White**; Black, East Asian, Middle Eastern, and South Asian were amongst the next most frequently reported; *as was the case in the Ottawa census.*

The OCDSB student population is a **multi-faith** community; **Christian** and **Muslim** faiths were amongst those most frequently reported. Many students reported having no religious or spiritual affiliation.

Student Demographic Data

How representative is our student population of the city Ottawa?

Just **over 1%** of students JK-6, and more than 5% of students grades 7-12, reported **diverse gender identities**.

Approximately **40%** of parents/guardians of children in JK-6 were uncertain or preferred not to answer the question about their child's **sexual orientation**; 55% of parents/guardians of children in JK-6 reported that their child was straight/heterosexual, **1.5% LGBTQ2S+**, and 3.5% said that it was too soon to know. Just over **16%** of survey respondents in grades 7-12 identified as **LGBTQ2S+**.

Approximately **9%** reported having a **disability**; **Learning disability** was the most common. Close to **1/3** of students in JK-grade 6 were reported as having **Autism**, while just over **1/3** of students in grades 7-12 reported having a **mental health** disability.

19% of parents/guardians of JK-6 students **preferred not to disclose** annual household income, while nearly **50%** reported an annual income **over \$100,000**; compared to 42% who reported over \$100,000 Ottawa-wide.

Pathways & Achievement

How successful are we at supporting student learning?

CLICK HERE
to explore the
EQAO results

EQAO Assessment Results (2021-2022)

Assessment	% of Students Meeting or Exceeding Provincial Standard		
	All	ELL	SE
Grade 3			
Reading	74%	49%	52%
Writing	66%	40%	45%
Mathematics	61%	37%	35%
Grade 6			
Reading	85%	68%	68%
Writing	84%	68%	62%
Mathematics	53%	34%	29%
Grade 9			
Mathematics	57%	39%	32%
OSSLT			
First-time eligible	87%	77%	71%
Previously eligible	91%	81%	82%

Successes:

- Higher than the province in all areas, except Grade 6 reading and writing where they were the same.
- Students with special education needs (excluding gifted) outperformed their provincial peers.
- English language learners outperformed their provincial peers on the OSSLT.

Challenges:

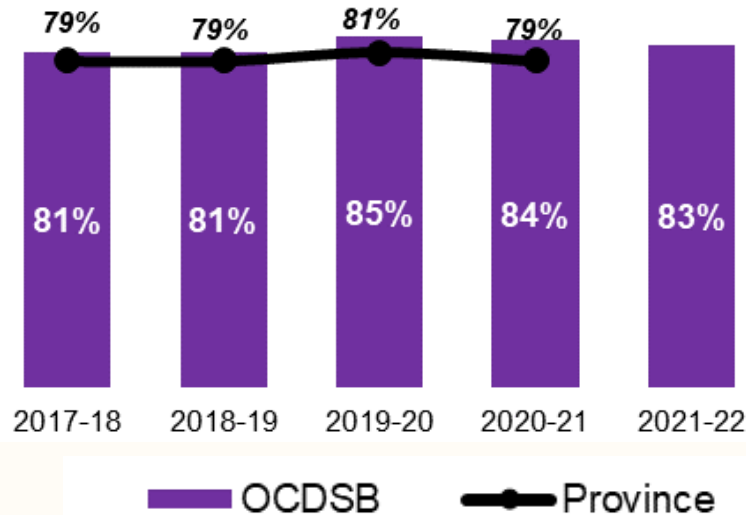
- Similar to the province, math continues to be an area for improvement.
- Relative to the province, smaller proportions of English language learners met or exceeded the provincial standard.

Pathways & Achievement

How successful are we at supporting student learning?

Grade 10 Credit Accumulation

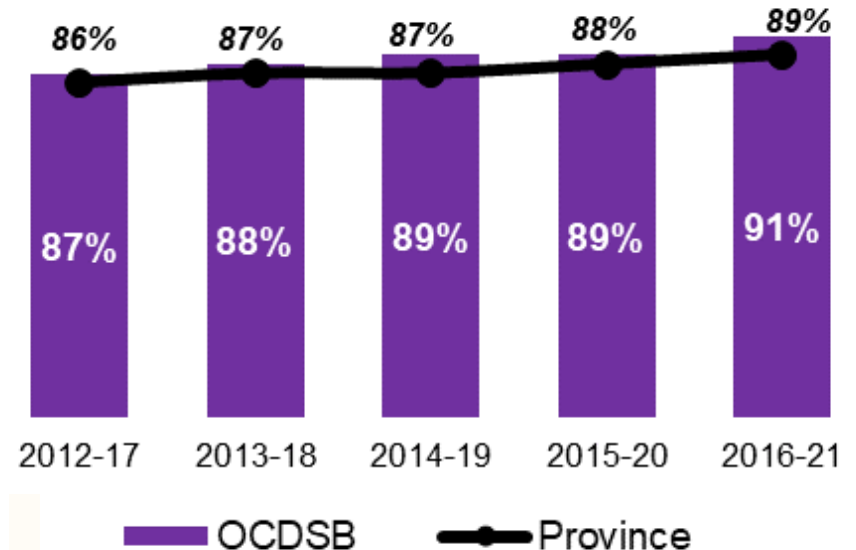
A student is deemed to be “on track” to graduate with their peers within five years of commencing secondary school if they have accumulated at least 16 credits by the end of grade 10.



- Rates are steady, with a slight increase over time.
- *Most recent data for provincial comparison is not yet available; data is subject to Ministry verification.*

Cohort Graduation Rate

Cohort graduation rate is calculated based on the percentage of students earning an Ontario Secondary School Diploma (OSSD) within five years of starting grade 9 in an OCDSB secondary school.

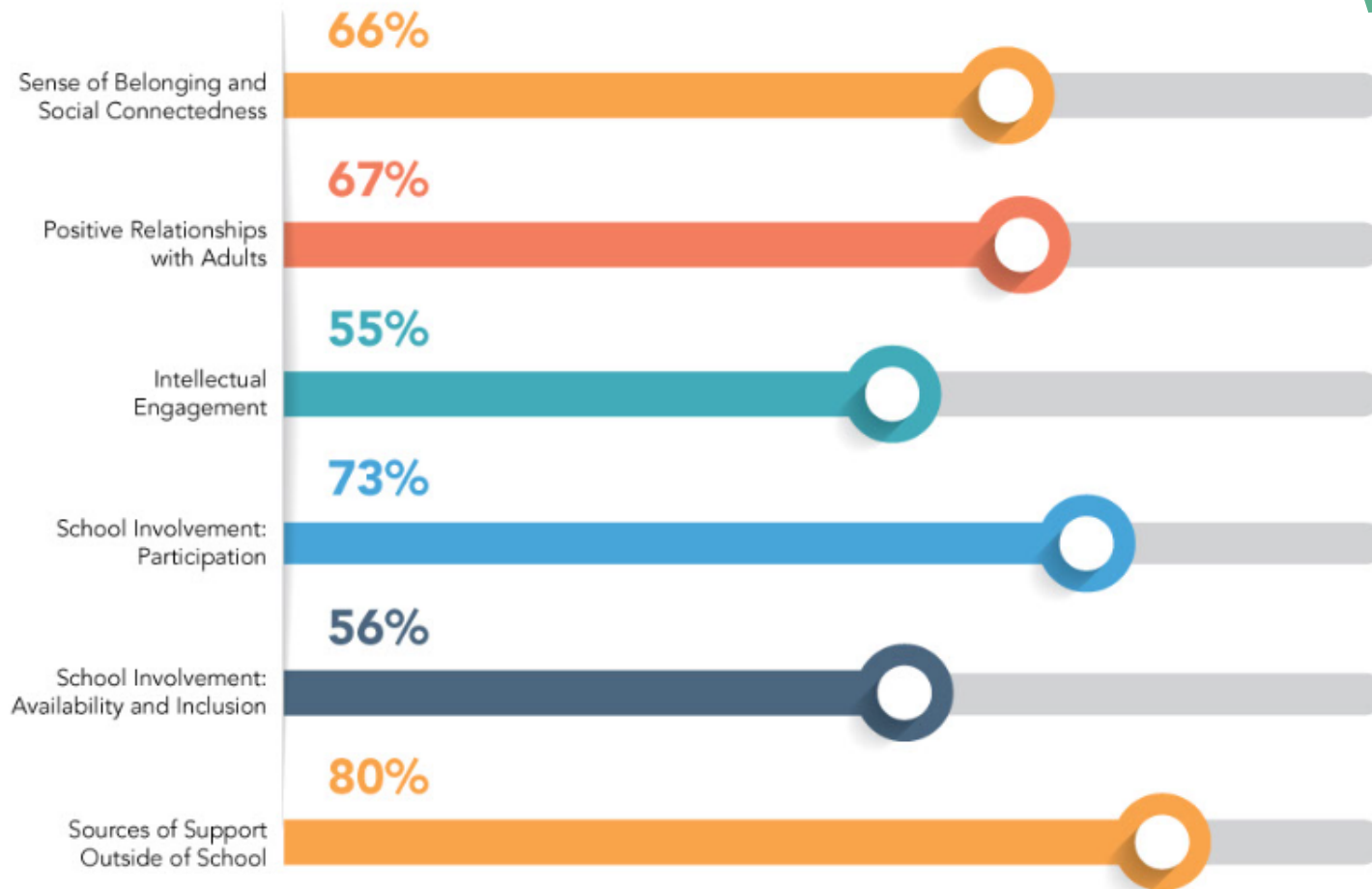


- OCDSB graduation rate continues to climb steadily;
- OCDSB graduation rate continues to hover slightly above the provincial rate;

Student Engagement

How engaged are our students?
Who are less engaged students?

[CLICK HERE
for more
highlights](#)



-School Climate Survey; Students grades 4-14, April/May 2022

Student Engagement

How engaged are our students?
Who are less engaged students?

In the School Climate Survey, students reporting **less engagement** also reported the following **demographic characteristics**:

- Diverse gender identities;
- LGBTQ2S+;
- Indigenous;
- Black; and
- Having a disability.

	Difference from District in Percentage Reporting Favourable				
	Gender: Self-identify in another way	LGBTQ2S+	Indigenous	Black	Disability
Sense of Belonging and Social Connectedness	-19%	-11%	-8%	-4%	-11%
Positive Relationships with Adults	-16%	-11%	-7%	-7%	-8%
Intellectual Engagement	-17%	-12%	-6%	-3%	-10%
School Involvement: Participation	-4%	-2%	-3%	-2%	-3%
School Involvement: Availability and Inclusion	-11%	-7%	-4%	-2%	-7%
Sources of Support Outside of School	-13%	-5%	-7%	-6%	-6%

School Climate

Do our students see their school as a safe and welcoming place to be?

CLICK HERE
for a detailed
summary

- Nearly **3/4** of junior and secondary, and over **2/3** of intermediate students reported **feeling safe** at school, and on the way to and from school.
- **More than 1/4** of students reported being a **victim of bullying** in the four weeks leading up to the survey, and approximately **1/3** of students reported **witnessing** bullying behaviour in the same time period.
 - The highest rates of bullying were reported by students in the junior division; however junior students reported the lowest rates of stereotyping, prejudice or discrimination (i.e., 15% over the past year, compared to 22% at the district level).
- Students who identify as **racialized** and/or from a community or group that has historically been **minoritized** tend to report **less favourable** experiences relative to other students.



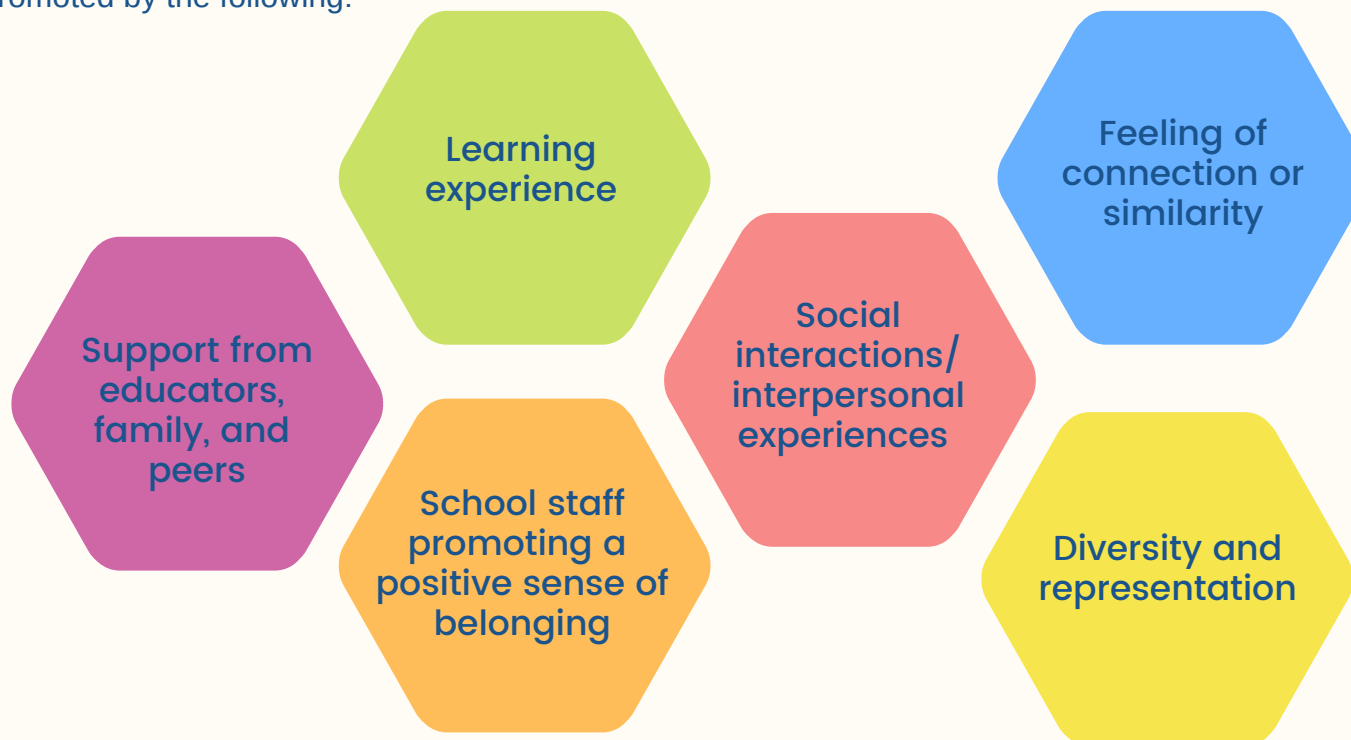
School Climate

Do our students see their school as a safe and welcoming place to be?

[CLICK HERE
to interact
with the data](#)

Our student survey data tells us our students' **sense of belonging** at school:

- Tends to **decline in adolescence**;
- Is affected by a complex set of factors, and may be experienced differently by students **based on personal characteristics**; and
- Is promoted by the following:



Social & Emotional Learning

What factors relate to student social and emotional learning?

CLICK HERE
read the OECD
Ottawa Report

***Social and emotional skills** are individual **abilities, attributes and characteristics** that are important for academic success and life outcomes. They include skills such as curiosity, creativity, self-control, responsibility, persistence, optimism, trust, co-operation, motivation, etc.*

In 2018-2019, the OCDSB and other Ottawa school boards participated in the OECD's Survey on Social and Emotional Skills.

Highlights from the Ottawa data include:

- Students tend to have **higher educational** expectations when they have more **curiosity, assertiveness, tolerance and trust**.
- **10-year-olds** reported **higher** social and emotional skills than **15-year-olds**, with optimism and empathy showing the largest drop.
- Students who participate in after-school **art activities** report higher levels of **creativity**, particularly among 15-year-olds.
- **Socio-economically advantaged** students have **higher levels** of almost every social and emotional skill measured by SSES than their less socio-economically advantaged peers.



Reflection & Discussion

Based on the data presented thus far, the following questions are presented for trustee reflection and discussion:

- What does the data tell you about our strengths as a District?
- What does it tell you about areas for improvement?
- What are the gaps that need to be addressed?
- What results/trends surprised you?
- Does this electronic format for the environmental scan support your understanding and exploration of the information being presented?