

2022-2023

STUDENT LEARNING UPDATE



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



**PART ONE:
LEARNING
OUTCOMES IN CORE
ACADEMIC SKILLS**

NOVEMBER 2023



**PART TWO:
PREPARATION OF
STUDENTS FOR
FUTURE SUCCESS**

WINTER 2024



**PART THREE:
STUDENT
ENGAGEMENT AND
WELL-BEING**

SPRING 2024

REPORTING SCHEDULE: The Student Learning Update will be organized into three reports, using the structure outlined for the Student Achievement Plan from the Ministry of Education. This report contains Part One.

INTRODUCTION



OBJECTIVE AND SCOPE

Our achievement data will be organized into three reports. Aligned with priority #1 in the Ministry Student Achievement Plan (SAP), this report focuses on literacy and mathematics. The Ministry SAP required reporting for this priority is based on EQAO results, which are highlighted below and further explored based on student demographic characteristics. In addition, this report includes student perceptual data to better understand interest and confidence in literacy and mathematics.

To monitor progress and inform ongoing planning to support underserved students, achievement data (report cards) is further explored by student demographic characteristics from our student information system and Valuing Voices survey.



EQAO DATA



94%

4,808 Participants
(of 5,137 Eligible)

GRADE 3

READING
WRITING
MATHEMATICS



94%

4,963 Participants
(of 5,299 Eligible)

GRADE 6

READING
WRITING
MATHEMATICS



82%

5,169 Participants
(of 6,306 Eligible)

GRADE 9

MATHEMATICS



90%

5,089 Participants
(of 5,632 Eligible)

OSSLT

FIRST-TIME
ELIGIBLE

Overall, **20,029** OCDSB students participated in the 2022-2023 EQAO assessments, of which **18%** were multilingual learners and **20%** were students with a special education need.

REPORT CARD DATA



	Grade 1-8 Reading, Writing & Math	Grade 9-10 Math & English
# of students with report card data >>>	43,436	13,549
Multilingual Learners (ESL/ELD)	17.7%	26.5%
Low-Income Neighbourhood	28.2%	35.8%
Female	47.9%	48.3%
Male	51.6%	50.3%
Self Identified Gender	0.4%	1.2%
Gender Not Disclosed	0.1%	0.2%
Indigenous	1.9%	2.0%
Special Education Need (excl. gifted)	17.2%	21.9%

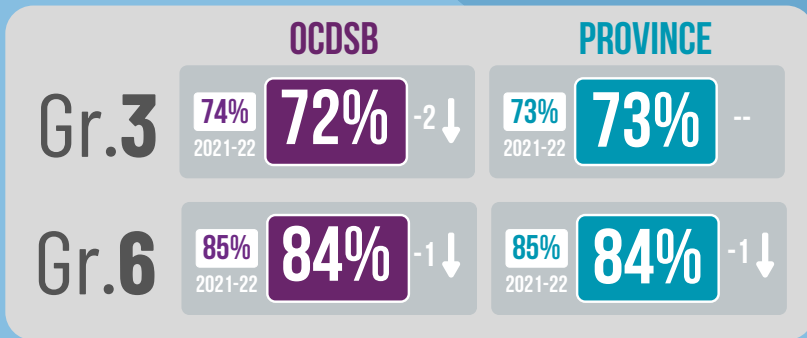
Report card data was available for **43,436** students in Grades 1-8, and **13,549** students enrolled in G9 and G10 Mathematics and/or English courses.



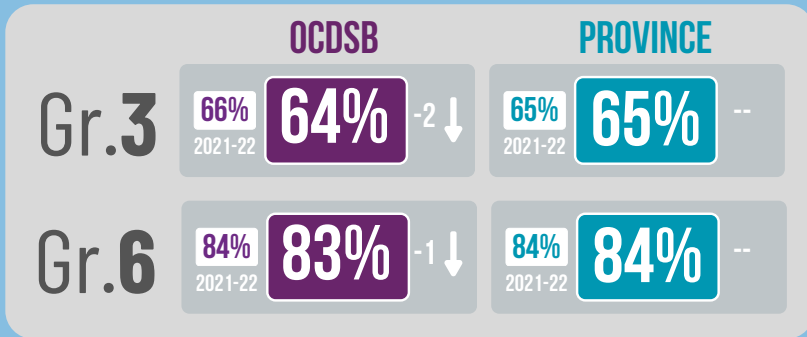
EQAO - READING & WRITING



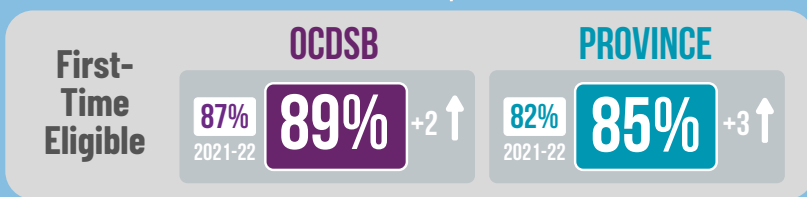
READING - % met standard, 2022-23



WRITING - % met standard, 2022-23



OSSLT - % successful, 2022-23



SUMMARY OBSERVATIONS: EQAO

- The elementary EQAO achievement results for reading and writing are largely on par with results across the province. The percentage of students meeting or exceeding the provincial standard (i.e., achieving level 3 or 4) is within 1% of the provincial scores.
- Compared to 2021-2022, there is a slight reduction (1-2%) in the percentage of students meeting the provincial standard across the grade 3 and 6 reading and writing assessments.
- At the secondary level, results for first-time eligible students are modestly higher than the province and compared to our 2021-2022 results.

EQAO STUDENT QUESTIONNAIRE



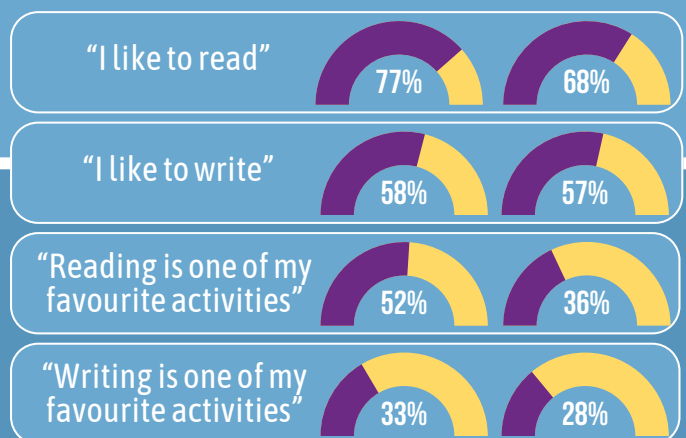
Observations:

Student perceptual data provides insight on interest and confidence in literacy. Responses show that ratings for reading and writing tend to be higher in lower grades. There is a notable difference in the percentage of students who find reading and writing to be among their favorite activities between grades 3 and 6.

Also of interest is the observation that ratings tend to be higher for reading than for writing, across the literacy assessments.



Gr.3 Gr.6

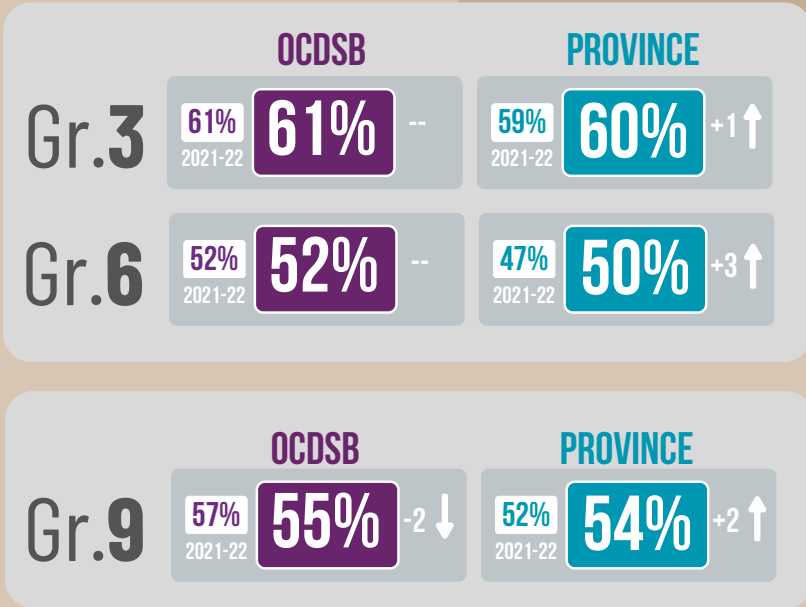


OSSLT - First -Time Eligible





MATHEMATICS - % met standard, 2022-23



SUMMARY OBSERVATIONS: EQAO

- Similar to literacy, the EQAO achievement results for mathematics are largely on par with results across the province. For both elementary and secondary, the percentage of students meeting or exceeding the provincial standard (i.e., achieving level 3 or 4) is 1-2% above the provincial scores.
- Compared to 2021-2022, there was no change observed for grades 3 and 6, and a small decrease of 2% for grade 9.



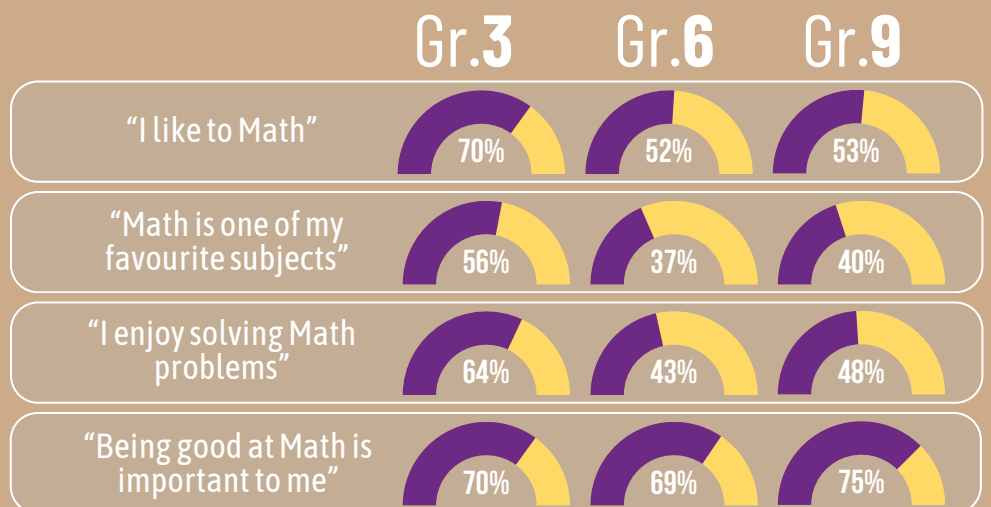
Math will be a particular area of focus as we monitor the implementation of destreaming and the new math curriculum.

EQAO STUDENT QUESTIONNAIRE



Observations:

As with literacy, interest in math tends to be higher in lower grade levels. The most notable difference across grades is between grades 3 and 6. Of interest, students' belief in the importance of being good at math remains relatively high across the grades.



EQUITY SPOTLIGHT - EQAO



READING & WRITING

% of students meeting standard



		OCDSB		PROVINCE	
		Reading	Writing	Reading	Writing
3	MLL	41%	34%	65%	59%
	SPED	53%	42%	47%	38%
	INDG	66%	57%	57%	48%
	SES	62%	52%	N/D	N/D
6	MLL	67%	68%	77%	79%
	SPED	67%	64%	61%	60%
	INDG	80%	68%	72%	69%
	SES	75%	75%	N/D	N/D
OSSLT FTE	MLL	79%		67%	
	SPED	73%		62%	
	INDG	73%		69%	
	SES	82%		N/D	

RESULTS FOR UNDERSERVED STUDENTS

Observations:



EQAO data is available for multilingual learners (MLL), students with special education needs (excluding gifted; SPED); students who identify as Indigenous (INDG), and students residing in low-income neighbourhoods (SES).

MLL: Results show that additional support is needed for our multilingual learners in elementary, with particular attention at the grade 3 level. In secondary, OCDSB multilingual learners outperformed their provincial counterparts, most notably on the OSSLT.

SPED: Students with special education needs (excluding gifted) have lower rates of success across EQAO assessments compared to all students, but outperform their provincial counterparts.

INDG: OCDSB students who identify as Indigenous have lower rates of success across EQAO assessments compared to all students, but outperform their provincial counterparts.

SES: Students residing in low-income neighbourhoods are identified based on custom tabulations of postal code data and so we do not have provincial comparison data. Compared to all OCDSB students, students in low-income neighbourhoods were less likely to be successful across EQAO assessments.

MATHEMATICS

% of students meeting standard



		OCDSB	PROVINCE
3	MLL	31%	55%
	SPED	40%	29%
	INDG	45%	40%
	SES	48%	N/D
6	MLL	34%	45%
	SPED	28%	23%
	INDG	27%	27%
	SES	40%	N/D
9	MLL	36%	34%
	SPED	37%	27%
	INDG	35%	30%
	SES	41%	N/D



REPORT CARD OUTCOMES



Based on report card data, we can make observations regarding group differences in terms of literacy and math. Several groups continue to be underserved, in particular students who identify as Indigenous, Black, multilingual learners, gender diverse, students with a special education need, students residing low-income neighbourhoods, and students reporting certain disabilities.



ELEMENTARY REPORT CARD

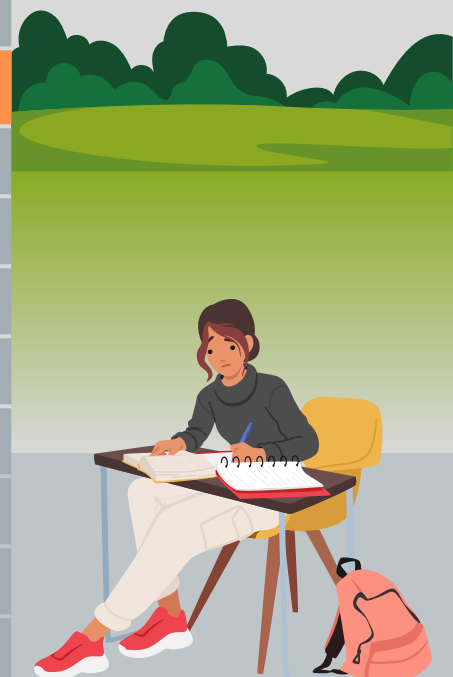
Grades 1-8, % of students meeting provincial standard in Reading, Writing and Mathematics.

	READING		WRITING		MATH	
	2022-23	2021-22	2022-23	2021-22	2022-23	2021-22
ALL STUDENTS	82%	83%	77%	80%	81%	82%
MLL	76%	76%	72%	74%	74%	74%
LOW-SES	75%	77%	69%	71%	73%	74%
FEMALE	84%	86%	82%	84%	80%	81%
MALE	80%	81%	72%	75%	82%	83%
SELF-IDENTIFIED GENDER	83%	84%	82%	89%	73%	74%
GENDER NOT DISCLOSED	83%	88%	83%	81%	83%	73%
INDIGENOUS	69%	72%	61%	66%	64%	67%
SPECIAL EDUCATION NEED	74%	76%	64%	69%	68%	69%

SECONDARY REPORT CARD

Grades 9-10, % of students meeting provincial standard. De-streamed, Academic, Applied and Locally Developed Courses.

	ENGLISH		MATH	
	2022-23	2021-22	2022-23	2021-22
ALL STUDENTS	78%	79%	65%	70%
MLL	69%	71%	58%	64%
LOW-SES	69%	68%	56%	59%
FEMALE	84%	85%	68%	72%
MALE	72%	74%	62%	67%
SELF-IDENTIFIED GENDER	74%	68%	60%	60%
GENDER NOT DISCLOSED	70%	75%	76%	67%
INDIGENOUS	54%	58%	38%	46%
SPECIAL EDUCATION NEED	62%	64%	44%	50%



Supplemental Table 1. Elementary (Gr.1-8) Reading and Writing Achievement.

Based on available final (June) report card marks, 2022-2023 Academic Year	# Students	Achievement Outcomes (% met provincial standard)									Disproportionalities in Achievement (relative difference in % met provincial standard compared to the general population)		
		Language* (Reading & Writing)			Language - Reading			Language - Writing			Language (R&W)	Language - Reading	Language - Writing
		# Marks	% Met Std.	Change vs. 2021-22	# Marks	% Met Std.	Change vs. 2021-22	# Marks	% Met Std.	Change vs. 2021-22			
All Students (District)	43,436	78,665	79%	-2%	39,342	82%	-1%	39,323	77%	-3%			
Multilingual Learners (ESL/ELD)	7,701	15,043	74%	-1%	7,520	76%	0%	7,523	72%	-2%	0.93	0.93	0.93
Low-SES	12,242	22,301	72%	-2%	11,154	75%	-1%	11,147	69%	-2%	0.91	0.92	0.90
Female	20,825	37,725	83%	-2%	18,861	84%	-2%	18,864	82%	-2%	1.05	1.03	1.07
Male	22,428	40,597	76%	-2%	20,309	80%	-1%	20,288	72%	-3%	0.96	0.98	0.94
Self Identified Gender	159	295	83%	-4%	148	83%	-1%	147	82%	-6%	1.04	1.01	1.07
Gender Not Disclosed	24	48	83%	-1%	24	83%	-5%	24	83%	3%	1.05	1.02	1.09
Indigenous	829	1,494	65%	-4%	748	69%	-3%	746	61%	-6%	0.82	0.84	0.79
SpEd (excl. gifted)	7,487	14,427	69%	-3%	7,219	74%	-2%	7,208	64%	-4%	0.87	0.90	0.84
Valuing Voices Survey Respondents**													
Indigenous Identity - All Respondents	8,755	17,330	83%	-1%	8,667	85%	0%	8,663	80%	-1%			
Does not identify as Indigenous	8,493	16,822	83%	-1%	8,413	86%	0%	8,409	80%	-1%	1.00	1.00	1.00
First Nation	197	380	72%	1%	190	76%	4%	190	68%	-3%	0.87	0.89	0.86
Métis	77	150	76%	5%	75	79%	5%	75	73%	5%	0.92	0.92	0.92
Inuit	55	104	70%	-9%	52	75%	-5%	52	65%	-12%	0.85	0.88	0.82
Race - All Respondents	8,518	16,857	83%	-1%	8,430	86%	0%	8,427	80%	-1%			
Black	596	1,155	74%	0%	578	79%	2%	577	69%	-2%	0.90	0.93	0.87
East Asian	737	1,468	93%	1%	734	94%	1%	734	91%	1%	1.12	1.10	1.14
Indigenous	175	337	73%	0%	168	77%	2%	169	69%	-3%	0.89	0.90	0.87
Latino/Latina/Latinx	170	337	79%	-3%	169	82%	-1%	168	75%	-6%	0.95	0.96	0.94
Middle Eastern	1,289	2,546	77%	-2%	1,273	80%	-1%	1,273	75%	-3%	0.94	0.94	0.93
South Asian	683	1,354	88%	0%	677	89%	-1%	677	86%	1%	1.06	1.04	1.08
Southeast Asian	283	564	88%	2%	282	91%	4%	282	84%	0%	1.06	1.06	1.06
White	5,386	10,679	83%	-1%	5,340	86%	0%	5,339	80%	-2%	1.01	1.01	1.00
Another race not listed	266	520	79%	-1%	260	84%	1%	260	73%	-2%	0.95	0.98	0.92
Gender Identity - All Respondents	8,343	16,515	83%	-1%	8,259	86%	0%	8,256	80%	-1%			
Boy or Man	4,361	8,628	80%	-1%	4,314	84%	0%	4,314	76%	-1%	0.96	0.98	0.94
Gender Fluid	17	34	79%	-2%	17	88%	13%	17	71%	-17%	0.96	1.03	0.88
Gender Non-Conforming	23	44	75%	-8%	22	82%	-4%	22	68%	-13%	0.91	0.96	0.85
Girl or Woman	4,007	7,939	86%	-1%	3,970	88%	-1%	3,969	85%	-1%	1.04	1.02	1.06
Non-Binary	8	16	94%	-6%	8	100%	0%	8	88%	-13%	1.13	1.17	1.09
Questioning	15	29	72%	-4%	15	80%	-1%	14	64%	-7%	0.87	0.93	0.80
Trans Boy or Man	4	7	86%	2%	4	75%	-8%	3	100%	17%	1.03	0.88	1.25
Trans Girl or Woman	8	16	94%	29%	8	100%	30%	8	88%	28%	1.13	1.17	1.09
Two-Spirit	2	4	100%	25%	2	100%	50%	2	100%	0%	1.21	1.17	1.25
Not Listed	28	54	83%	2%	27	85%	-2%	27	81%	6%	1.01	0.99	1.02
Not Sure	64	128	80%	-4%	64	83%	-5%	64	78%	-4%	0.97	0.97	0.98
Gender Diverse (composite)	90	174	81%	1%	88	84%	2%	86	78%	0%	0.98	0.98	0.97
Self-Identified Disability - All Respondents	8,039	15,928	83%	-1%	7,967	86%	0%	7,961	81%	-2%			
Does not identify as having a disability	7,324	14,544	84%	-1%	7,274	86%	-1%	7,270	81%	-2%	1.01	1.01	1.01
Addiction(s)	1	2	0%	-50%	1	0%	-100%	1	0%	0%	0.00	0.00	0.00
Autism Spectrum Disorder	215	404	75%	0%	203	80%	-1%	201	71%	2%	0.91	0.93	0.88
Blind or Low Vision	8	16	81%	6%	8	88%	9%	8	75%	4%	0.98	1.02	0.93
Chronic Pain	0	0		N/A	0		N/A	0		N/A	N/A	N/A	N/A
Deaf or Hard of Hearing	34	66	71%	-3%	33	70%	-13%	33	73%	8%	0.86	0.82	0.90
Developmental	100	190	78%	0%	95	82%	0%	95	75%	1%	0.94	0.96	0.93
Learning	324	632	74%	-3%	316	77%	0%	316	71%	-5%	0.89	0.90	0.88
Mental	103	198	78%	2%	99	85%	8%	99	71%	-4%	0.94	0.99	0.88
Mobility	13	22	91%	0%	11	91%	0%	11	91%	0%	1.10	1.06	1.13
Physical	46	90	79%	4%	45	82%	4%	45	76%	5%	0.95	0.96	0.94
Speech Impairment	94	183	76%	3%	92	80%	3%	91	71%	2%	0.92	0.94	0.89
Undisclosed	21	42	83%	1%	21	86%	3%	21	81%	-1%	1.00	1.00	1.00
Another disability not listed	133	260	81%	5%	130	86%	7%	130	75%	3%	0.97	1.01	0.94

Supplemental Table 2. Elementary (Gr.1-8) Mathematics Achievement.

Based on available final (June) report card marks, 2022-2023 Academic Year	# Students	Achievement Outcomes (% met provincial standard)			Disproportionalities in Achievement (relative difference in % met provincial standard compared to the general population)
		# Marks	% Met Std.	Change vs. 2021-22	
All Students (District)	43,436	42,614	81%	-1%	
Multilingual Learners (ESL/ELD)	7,701	7,548	74%	0%	0.91
Low-SES	12,242	11,846	73%	-1%	0.90
Female	20,825	20,455	80%	-1%	0.99
Male	22,428	21,985	82%	-1%	1.01
Self Identified Gender	159	150	73%	-1%	0.91
Gender Not Disclosed	24	24	83%	10%	1.03
Indigenous	829	785	64%	-3%	0.79
SpEd (excl. gifted)	7,487	7,285	68%	-2%	0.84
Valuing Voices Survey Respondents**					
Indigenous Identity - All Respondents	8,755	8,667	84%	-1%	
Does not identify as Indigenous	8,493	8,414	84%	-1%	1.00
First Nation	197	190	71%	-2%	0.85
Métis	77	75	72%	1%	0.86
Inuit	55	51	69%	-4%	0.82
Race - All Respondents	8,518	8,431	84%	-1%	
Black	596	577	73%	0%	0.87
East Asian	737	733	94%	-1%	1.12
Indigenous	175	168	73%	-1%	0.86
Latino/Latina/Latinx	170	169	78%	-1%	0.93
Middle Eastern	1,289	1,276	78%	-1%	0.93
South Asian	683	677	90%	1%	1.06
Southeast Asian	283	281	83%	-5%	0.98
White	5,386	5,339	85%	-1%	1.01
Another race not listed	266	260	79%	-3%	0.94
Gender Identity - All Respondents	8,343	8,260	84%	-1%	
Boy or Man	4,361	4,317	85%	-1%	1.01
Gender Fluid	17	17	88%	1%	1.05
Gender Non-Conforming	23	22	86%	-1%	1.03
Girl or Woman	4,007	3,970	83%	-1%	0.99
Non-Binary	8	8	88%	10%	1.04
Questioning	15	14	79%	-2%	0.93
Trans Boy or Man	4	3	67%	0%	0.79
Trans Girl or Woman	8	8	88%	8%	1.04
Two-Spirit	2	2	50%	0%	0.59
Not Listed	28	27	85%	-4%	1.01
Not Sure	64	64	83%	-6%	0.98
Gender Diverse (composite)	90	86	81%	-2%	0.97
Self-Identified Disability - All Respondents	8,039	7,967	85%	-1%	
Does not identify as having a disability	7,324	7,272	85%	-1%	1.01
Addiction(s)	1	1	0%	0%	0.00
Autism Spectrum Disorder	215	204	81%	0%	0.96
Blind or Low Vision	8	8	100%	33%	1.18
Chronic Pain	-	0	N/A	N/A	N/A
Deaf or Hard of Hearing	34	34	82%	10%	0.97
Developmental	100	96	86%	0%	1.02
Learning	324	317	74%	-3%	0.87
Mental	103	99	82%	3%	0.97
Mobility	13	12	75%	-8%	0.89
Physical	46	46	76%	2%	0.90
Speech Impairment	94	93	89%	7%	1.05
Undisclosed	21	21	90%	10%	1.07
Another disability not listed	133	131	76%	-5%	0.89

Supplemental Table 3. Secondary (Gr.9-10) English Achievement.

Secondary (Gr9&10) Course Achievement based on final report card marks, 2022-2023 Academic Year	Secondary Achievement Outcomes - ENGLISH (% met provincial standard)			Disproportionalities in Achievement (relative difference in % met provincial standard compared to the general population)
	Destreamed, Academic, Applied and Locally Developed Courses			
	# Students	% Met Std.	Change vs. 2021-22	
All Students (District)	11,656	78%	-1%	
Multilingual Learners (ESL/ELD)	2,476	69%	-2%	0.89
Low-SES	3,669	69%	1%	0.89
Female	5,640	84%	0%	1.09
Male	5,843	72%	-2%	0.92
Self Identified Gender	150	74%	6%	0.95
Gender Not Disclosed	23	70%	-5%	0.89
Indigenous	240	54%	-4%	0.70
SpEd (excl. gifted)	2,695	62%	-2%	0.80
Valuing Voices Survey Respondents**				
Indigenous Identity - All Respondents	4,345	80%	-2%	
Does not identify as Indigenous	4,195	81%	-2%	1.01
First Nation	105	60%	-4%	0.75
Métis	41	51%	-13%	0.64
Inuit	24	58%	4%	0.73
Race - All Respondents	4,219	81%	-2%	
Black	310	68%	-1%	0.84
East Asian	454	92%	-2%	1.14
Indigenous	92	60%	-5%	0.74
Latino/Latina/Latinx	79	78%	-4%	0.97
Middle Eastern	539	72%	-3%	0.90
South Asian	301	88%	-1%	1.09
Southeast Asian	143	81%	-5%	1.01
White	2,620	82%	-2%	1.02
Another race not listed	120	74%	2%	0.92
Gender Identity - All Respondents	4,254	81%	-2%	
Boy or Man	2,124	75%	-2%	0.93
Gender Fluid	15	67%	-15%	0.83
Gender Non-Conforming	4	75%	-8%	0.93
Girl or Woman	2,042	87%	-2%	1.08
Non-Binary	25	60%	-14%	0.74
Questioning	28	75%	-8%	0.93
Trans Boy or Man	10	40%	-33%	0.50
Trans Girl or Woman	11	100%	31%	1.24
Two-Spirit	6	50%	-20%	0.62
Not Listed	26	50%	-23%	0.62
Not Sure	33	76%	-1%	0.94
Gender Diverse (composite)	111	68%	-9%	0.84
Self-Identified Disability - All Respondents	3,746	82%	-2%	
Does not identify as having a disability	3,368	83%	-2%	1.02
Addiction(s)	8	38%	-23%	0.46
Autism Spectrum Disorder	55	73%	-6%	0.89
Blind or Low Vision	15	67%	-8%	0.82
Chronic Pain	8	50%	-43%	0.61
Deaf or Hard of Hearing	16	88%	17%	1.07
Developmental	8	50%	-23%	0.61
Learning	188	68%	-1%	0.83
Mental	68	56%	-13%	0.68
Mobility	3	0%	-50%	0.00
Physical	25	68%	-14%	0.83
Speech Impairment	12	58%	4%	0.72
Undisclosed	39	54%	-15%	0.66
Another disability not listed	69	67%	-11%	0.82

Supplemental Table 4. Secondary (Gr.9-10) Mathematics Achievement.

Secondary (Gr9&10) Course Achievement based on final report card marks, 2022-2023 Academic Year	Secondary Achievement Outcomes - MATHEMATICS (% met provincial standard)			Disproportionalities in Achievement (relative difference in % met provincial standard compared to the general population)
	Destreamed, Academic, Applied and Locally Developed Courses			
	# Students	% Met Std.	Change vs. 2021-22	
All Students (District)	12,612	65%	-5%	
Multilingual Learners (ESL/ELD)	3,416	58%	-6%	0.89
Low-SES	4,537	56%	-2%	0.87
Female	6,088	68%	-4%	1.05
Male	6,362	62%	-6%	0.95
Self Identified Gender	141	60%	0%	0.93
Gender Not Disclosed	21	76%	10%	1.18
Indigenous	228	38%	-8%	0.58
SpEd (excl. gifted)	2,670	44%	-6%	0.68
Valuing Voices Survey Respondents**				
Indigenous Identity - All Respondents	4,238	65%	-7%	
Does not identify as Indigenous	4,092	66%	-7%	1.02
First Nation	100	39%	-14%	0.60
Métis	40	38%	-13%	0.57
Inuit	26	27%	-22%	0.41
Race - All Respondents	4,121	66%	-7%	
Black	327	45%	-13%	0.68
East Asian	366	86%	-5%	1.32
Indigenous	86	36%	-10%	0.55
Latino/Latina/Latinx	73	67%	-1%	1.02
Middle Eastern	567	57%	-7%	0.86
South Asian	290	77%	-5%	1.18
Southeast Asian	139	72%	-8%	1.10
White	2,558	67%	-7%	1.02
Another race not listed	119	55%	-10%	0.85
Gender Identity - All Respondents	4,158	65%	-7%	
Boy or Man	2,110	63%	-8%	0.97
Gender Fluid	16	44%	-27%	0.67
Gender Non-Conforming	4	75%	13%	1.15
Girl or Woman	1,960	68%	-7%	1.04
Non-Binary	23	65%	4%	1.00
Questioning	25	64%	4%	0.98
Trans Boy or Man	13	31%	-25%	0.47
Trans Girl or Woman	15	47%	5%	0.72
Two-Spirit	8	75%	5%	1.15
Not Listed	25	36%	-22%	0.55
Not Sure	31	61%	-17%	0.94
Gender Diverse (composite)	114	53%	-10%	0.81
Self-Identified Disability - All Respondents	3,642	67%	-7%	
Does not identify as having a disability	3,264	69%	-7%	1.03
Addiction(s)	9	33%	-20%	0.50
Autism Spectrum Disorder	57	54%	-10%	0.81
Blind or Low Vision	15	67%	-7%	1.00
Chronic Pain	6	50%	-25%	0.75
Deaf or Hard of Hearing	18	67%	-2%	1.00
Developmental	10	70%	3%	1.05
Learning	182	51%	-4%	0.76
Mental	65	45%	-15%	0.67
Mobility	3	33%	-4%	0.50
Physical	27	56%	-14%	0.83
Speech Impairment	11	27%	-11%	0.41
Undisclosed	40	43%	-14%	0.63
Another disability not listed	75	45%	-17%	0.68

Note. Calculation of disproportionality indices may be influenced by other factors, such as the number of students in a group, aspects of identity changing over time, changes in relation to who is responding, and loss of data as students progress through the education system. From a statistical perspective, caution is advised when interpreting indices where there are fewer than 30 total students and/or fewer than 10 students for a particular outcome.