

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 TWO**.



INTRODUCTION



OBJECTIVE AND SCOPE

To prepare our students for the future, we are working to ensure equitable access to quality programs. This involves opening pathways for students, empowering diverse perspectives, and dismantling barriers for underserved groups.

The data that follows is organized by:

- Student Survey Responses
- Elementary Program Enrolment
 - Achievement by Program
- Secondary (Gr. 9 & 10) Course Enrolment
 - Focus on Achievement in Gr. 9
- Credit Accumulation
- Graduation Rates

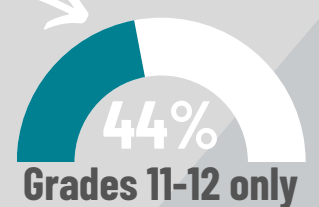
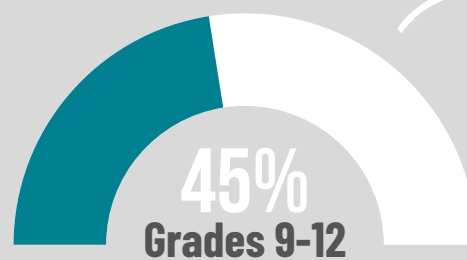
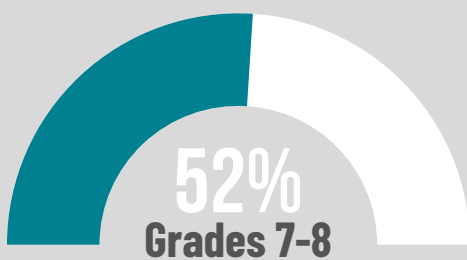


To monitor progress and inform ongoing planning to support underserved students, data is further explored by student demographic characteristics from our student information system and Valuing Voices survey. These results are highlighted below and detailed in the appendices attached.

STUDENT PREPAREDNESS

In the 2022 Student School Climate Survey, students in grades 7 to 12 were asked to rate how strongly they agree or disagree with the statement: "I feel my school experience is preparing me well for post-secondary education."

Perceptions of preparedness are further explored by identity, and are reported in detail in Appendix C.



% responding: "I feel my school experience is preparing me well for post-secondary education."

Among students in grades 9 to 12, 45% of students agreed or strongly agreed that their school experience prepared them for post-secondary. A more focused look at students closer to graduation showed that only 44% of students in Grades 11 and 12 agreed. Younger students, however, had slightly more favourable responses, with 52% of grade 7 and 8 students agreeing with the statement.



ELEMENTARY PROGRAM ENROLMENT (GR. 1-8)

ENG

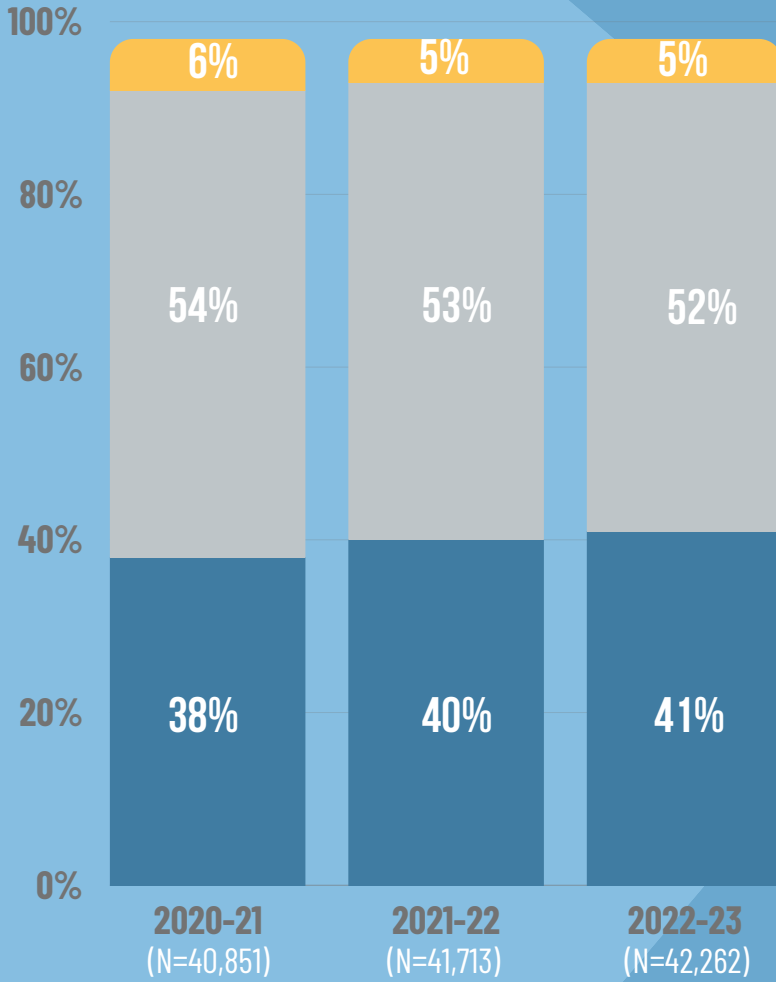
EFI

MFI

ENG: English with Core French (includes Regular and Alternative programs)

EFI: Early French Immersion

MFI: Middle French Immersion (offered starting Grade 4)



*Stacked bars do not add to 100%; difference accounts for special education program enrolment

Elementary enrolment (grades 1-8) increased from 2020-2021 to 2022-2023, by 3.5%. More than half of our students continue to be enrolled in Early French Immersion.

Over the past three years, there has been a slight shift in the distribution of elementary enrolment, with English with Core French enrolment increasing and Early French Immersion enrolment decreasing.

Reports card data by program (Appendix C) shows that students enrolled in French Immersion programs (EFI and MFI) were more likely to meet the standard in all three subjects, as compared to their peers in English with Core French.

GROUP LEVEL INSIGHTS

Most identified groups of students continue to be disproportionately overrepresented in the English program compared to French Immersion programs.

Progress is being made in reducing disproportionalities, most notably for students living in low-income neighbourhoods and students reporting self-identified gender.



ENROLMENT RATES IN ENGLISH WITH CORE FRENCH IN 2022-2023	N	% Enrol.	Change since 2021-22	Disprop. index
ALL STUDENTS (GR.1-8)	42,262	41%	+ 2%	1.00
MLL	7,429	75%	+2%	1.83
LOW-SES	14,693	55%	-1%	1.35
FEMALE	20,278	39%	+ 2%	0.94
MALE	21,811	43%	- 1%	1.05
SELF-IDENTIFIED GENDER	151	45%	- 1%	1.10
GENDER NOT DISCLOSED	22	64%	+ 14%	1.55
INDIGENOUS	781	61%	+1%	1.48
SPED (EXCL GIFTED)	7,351	56%	+ 1%	1.37

Color Legend:
■ Overrepresented
■ Underrepresented
■ Equal representation

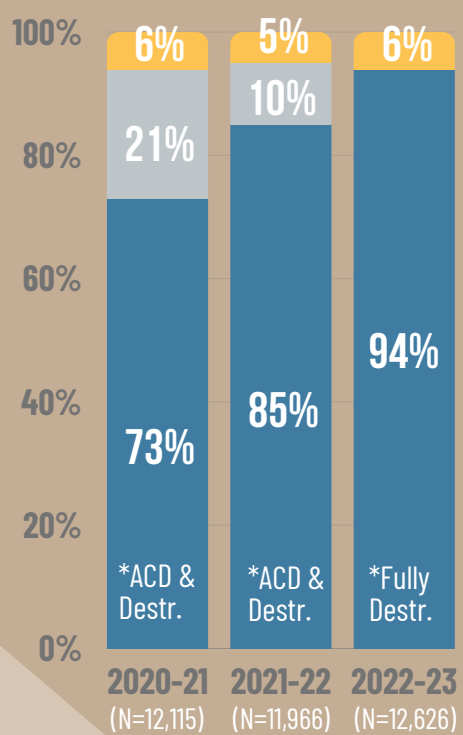
SECONDARY COURSE ENROLMENT (GR. 9-10)

ACD* **APP** **LDC**

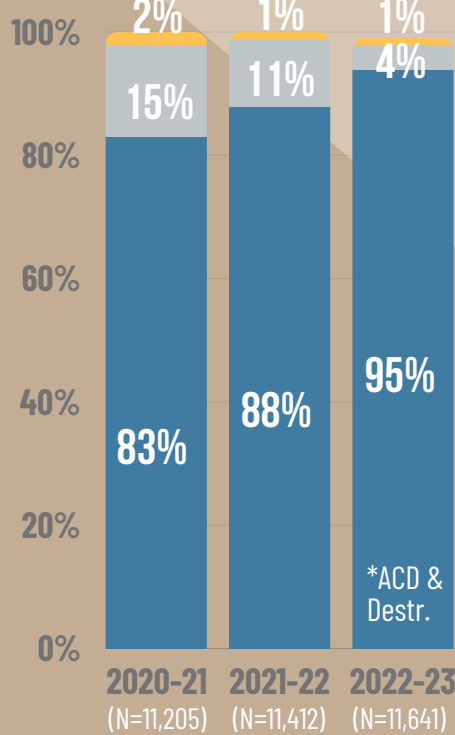


ACD: Academic Courses (Grade 9/10)
APP: Applied Courses (Grade 9/10)
LDC: Locally Developed Courses (Grade 9/10)

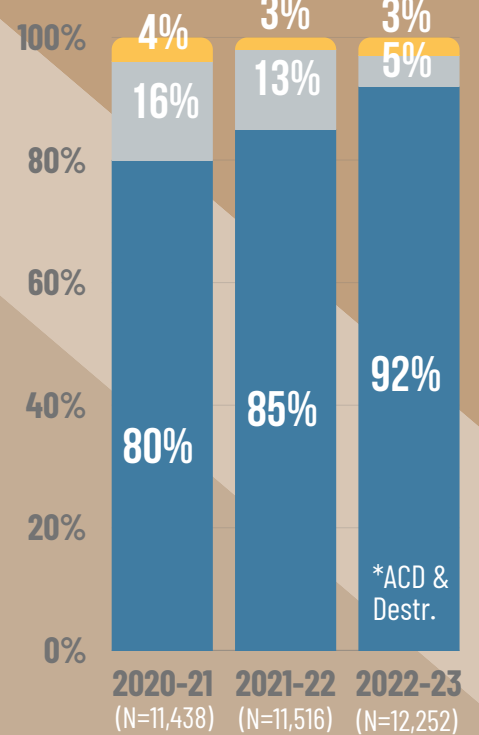
*Includes destreamed courses where applicable



MATHEMATICS



ENGLISH



SCIENCE

Enrolment in grade 9 and 10 Mathematics, English, and Science courses has shifted with destreaming efforts, giving students greater access to academic pathways. These efforts have improved access for students who identify as Indigenous, have special education needs, self-identified gender, and live in low-income neighbourhoods. For multilingual learners, although the gap closed for English and narrowed slightly for Science, it widened slightly for Mathematics.

GROUP LEVEL INSIGHTS

ENROLMENT IN ACADEMIC & DESTREAMED COURSES IN 2022-23	MATHEMATICS (G9-10)				ENGLISH (G9-10)				SCIENCE (G9-10)			
	N	% Enrol.	Change since 2021-22	Disprop. index	N	% Enrol.	Change since 2021-22	Disprop. index	N	% Enrol.	Change since 2021-22	Disprop. index
ALL STUDENTS	12,626	94%	+9%	1.00	11,641	95%	7%	1.00	12,252	92%	+7%	1.00
MLL	3,418	88%	+8%	0.93	2,473	95%	+8%	1.00	3,078	87%	+7%	1.00
LOW-SES	4,543	89%	+11%	0.95	3,658	93%	+12%	0.98	4,132	88%	+12%	0.98
FEMALE	6,096	94%	+8%	1.00	5,638	97%	+6%	1.01	5,960	93%	+6%	1.01
MALE	6,368	94%	+9%	1.00	5,830	94%	+9%	0.99	6,125	91%	+9%	0.99
SELF-IDENTIFIED GENDER	141	95%	+16%	1.01	150	93%	+13%	0.98	142	95%	+15%	0.98
GENDER NOT DISCLOSED	21*	90%	+10%	0.96	23*	87%	-1%	0.91	25	92%	+25%	0.91
INDIGENOUS	228	90%	+15%	0.96	240	83%	+17%	0.87	228	81%	+15%	0.87
SPED (EXCL GIFTED)	2,670	91%	+19%	0.97	2,677	85%	+17%	0.90	2,678	84%	+20%	0.90

*Indicated a small sample, to be interpreted with caution due to unreliability of the estimate (Total Students N<30 and/or Reporting N<10).

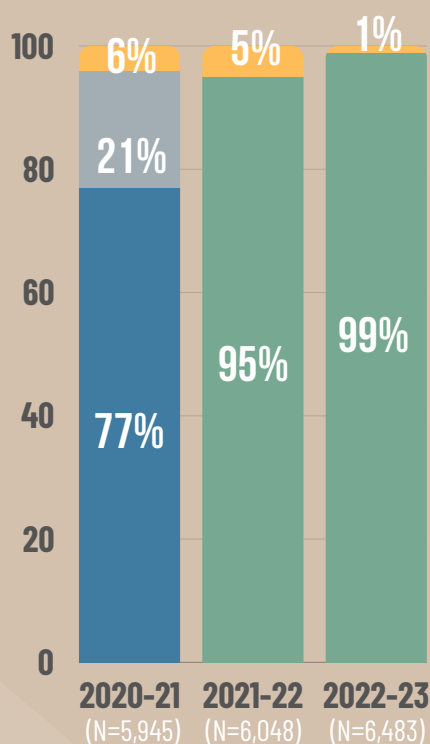
Color Legend:
■ Overrepresented
■ Underrepresented
■ Equal representation



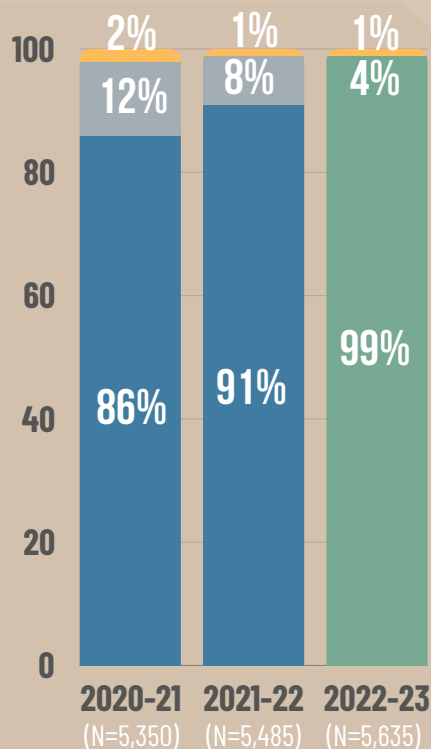
ENROLMENT & ACHIEVEMENT - GRADE 9 FOCUS

ACD APP LDC DEST

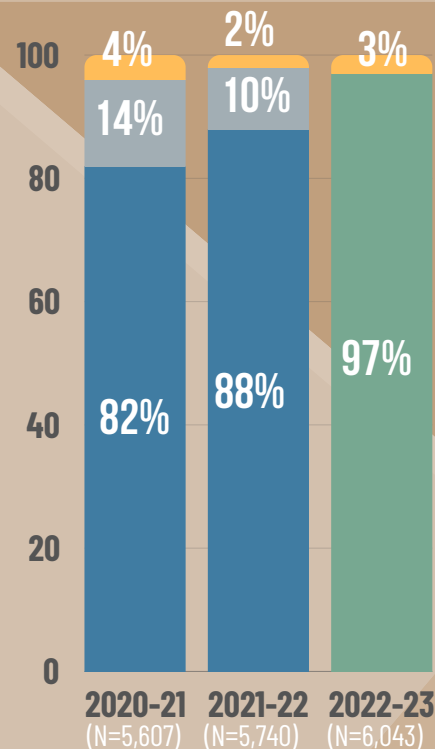
ACD: Academic Courses
 APP: Applied Courses
 LDC: Locally Developed Courses
 DEST: Destreamed courses



MATHEMATICS



ENGLISH



SCIENCE

PASS RATES IN DESTREAMED COURSES

Pass rates in grade 9 have remained steady at the District level, with more students earning credits that keep more pathways open to them. Although overall trends are promising, the data disaggregated by identity groups shows that progress reducing disproportionalities is mixed as is shown in Appendix C.

GRADE 9			ENROLMENT			% PASS		
			2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
MATH	ACD/APP*	DEST	5,679*	5,770	6,167	95%	96%	95%
	LDCC		266	278	316	92%	94%	85%
ENGLISH	ACD/APP	DEST	5,242	5,448	5,586	98%	97%	97%
	LDCC		108	37	49	84%	81%	65%
SCIENCE	ACD/APP	DEST	5,392	5,605	5,860	97%	97%	97%
	LDCC		215	135	183	91%	81%	76%

*Destreaming in 69 Mathematics was implemented in some schools in 2020-2021

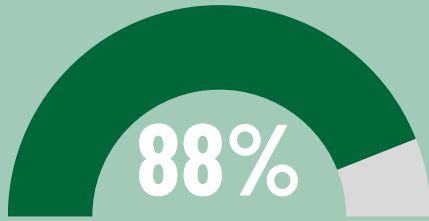
NOTE: For the years prior to destreaming, pass rates for Academic and Applied courses were combined to produce pass rates for comparison to the destreamed course.



CREDIT ACCUMULATION - GRADES 9 & 10

Most recent reports from the Ministry of Education show OCDSB graduation rates as being 2% higher than those province-wide.

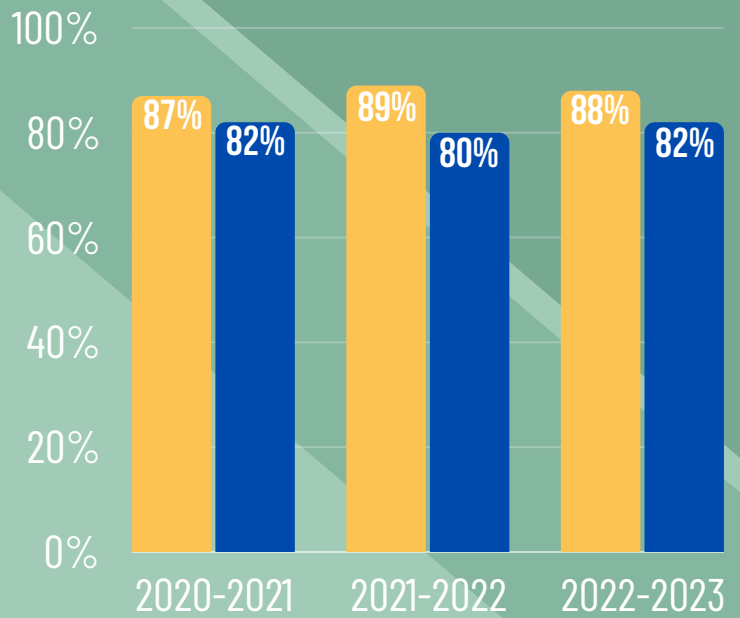
**Note these are calculated based on Ministry datasets and are not replicable due to differences in methodology.*



4,618 graduated (OSSD or equivalent) of the 5,237 students in the 2018-2019 cohort (5-year).

The vast majority of these students (**4,557**, 99%) graduated within 4 years.

Grade 9 (8+ credits)
Grade 10 (16+ credits)



GROUP LEVEL INSIGHTS

% of students on track to graduate at the end of the 2021-2022 academic year	Grade 9 students (8+ credits)				Grade 10 students (16+ credits)			
	N	% On Track	Change since 2021-22	Disprop. index	N	% On Track	Change since 2021-22	Disprop. index
ALL STUDENTS	5,639	88%	-1%	1.00	5,714	82%	+1%	1.00
MLL	1,190	82%	-1%	0.93	1,319	74%	0%	0.91
LOW-SES	1,778	80%	-1%	0.90	1,821	73%	+4%	0.89
FEMALE	2,659	89%	-1%	1.01	2,768	83%	+1%	1.02
MALE	2,888	87%	-1%	0.99	2,866	80%	+1%	0.99
SELF-IDENTIFIED GENDER	81	83%	+7%	0.94	69	59%	-7%	0.73
GENDER NOT DISCLOSED	11*	82%	+2%	0.93	11*	64%	+14%	0.78
INDIGENOUS	102	73%	0%	0.82	131	54%	-4%	0.66
SPED (EXCL GIFTED)	1,388	75%	-1%	0.85	1,359	66%	+1%	0.81

*Small sample caveat. To be interpreted with caution due to unreliability of the estimate as a result of small numbers (Total Students N<30 and/or Reporting N<10).

Color Legend:
 Overrepresented
 Underrepresented
 Equal representation

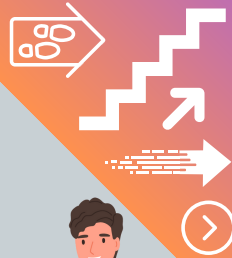


Disaggregation of data shows that those in underserved groups continue to be disproportionately represented among those not on track to graduate, including multilingual learners, students living in low-income neighbourhoods, students reporting self-identified gender, students who identify as Indigenous, and students with special education needs (excluding gifted).

NEXT STEPS



The data shared captures key insights and highlights evidence of progress in creating opportunities for students, with high expectations for all. However, we know that our work has yet to meet the needs of every student and barriers exist that limit options and create harm for some students. As a result, we are using the data to be intentional in our next steps.



Increasing our awareness of 'who' our students are in given programming areas to ensure that student options are maximized while also ensuring that students with certain identities are not be only guided to specific options;



Creating and implementing system-wide structures to support and monitor students demonstrating the greatest need;

Renewing the Indigenous, Equity and Human Rights Roadmap as an important tool in facilitating learning with an equity focus;



Providing system-wide learning and school-based support to realize school learning plans;

Facilitating system-wide learning to broaden staff and student understanding of evidence of learning, triangulation, and what counts as demonstration of learning;

Facilitating system-wide learning to better understand and expand the student learning experience, student voice and agency, especially for underserved students;

Focusing at the school level on supporting choice and multiple pathways in programming options that supports achievement of their postsecondary pathway goal;



Actively reaching out to hear student voice on their learning experiences and use that information to inform the evolution of learning practices;

Recognizing that access to technology can serve as a barrier to learning and moving towards equitable access for all students; and



Sharing community literacy and mathematics resources which connect families with community resources that support student skills in these areas.