



2024 OCDSB ELEMENTARY  
**PROGRAM REVIEW**

DISTRICT DATA

September 2024



**Language Programs** ..... 3

**Ottawa-Carleton Virtual School** ..... 31

**Specialized Program Classes** ..... 40

## Executive Summary:

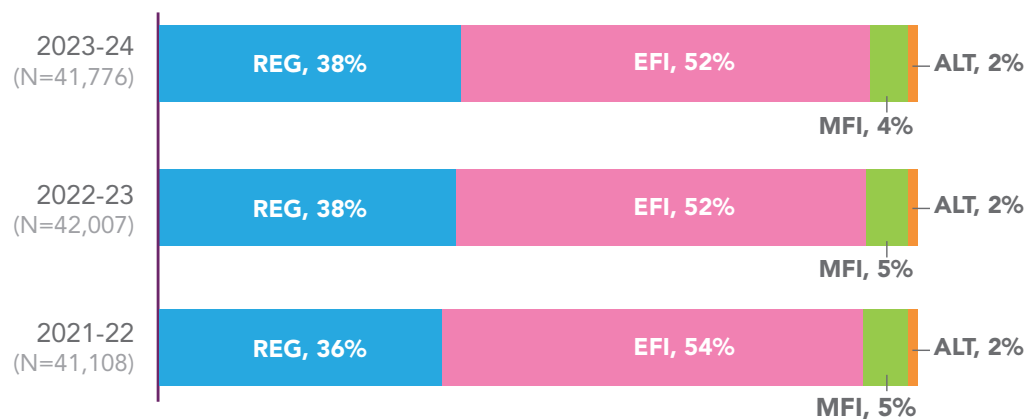
The OCDSB has four language programs: Regular English Program with Core French (REG); Early French Immersion (EFI); Middle French Immersion (MFI); and the Alternative English Program with Core French (ALT). The various streams of programs have different enrolments, student characteristics, achievement outcomes, and engagement. The data summaries that follow are inclusive of students enrolled in Ottawa-Carleton Virtual School but exclusive of those in specialized program classes.

### Summary of Enrolment Numbers by Program:

EFI consistently accounts for more than half of Grade 1-8 enrolment, followed by the Regular English with Core French program accounting for just over one-third of students. At a divisional level, the higher proportion of students enrolling in EFI was most pronounced in Primary grades (1-3).

### Elementary Program Enrolment (Gr.1-8)

#### 3-Year District Trends



## Summary of Program-level Representation by Student Characteristic:

Overall, disproportionate representation of students by demographic characteristics continue to exist across elementary programs, and are fairly consistent with previous District-level reporting. The following summarizes the program enrolment over a three-year period (2021-22 to 2023-24):

- **Gender:** Females are more likely to be enrolled in EFI and MFI programs, and less likely to be in ALT and REG programs, relative to their representation in the overall student population. Males are more likely to be enrolled in ALT and REG programs, and less likely to be in MFI and EFI programs.
- **Background and Language:** Students from English-language households, students who are not identified as multilingual learners (MLLs), and students who are born in Canada, are all more likely to be enrolled in ALT and EFI programs, and less likely to be enrolled in REG and MFI, relative to their representation in the overall student population. Although some progress has been made in addressing these differences, REG has seen an increasing overrepresentation of MLLs, with enrolment nearly 2.5 times higher than the district population.
- **Students who identify as Indigenous:** Indigenous (INDG) students are more likely to be enrolled in ALT and REG programs, with underrepresentation in French Immersion programs. In 2023-24, INDG students were three times more likely to be enrolled in ALT (6% vs. 2% district-wide) and 1.5 times more likely to be enrolled in REG (3% vs. 2%).
- **Students with Special Education Needs (Excluding Gifted):** For the last several years, students with special education needs (excluding gifted) have been overrepresented in ALT and REG programs, while being underrepresented in EFI and MFI programs, compared to their overall share in the student population. In 2023-2024, there were almost three times the proportion of students with special education needs enrolled in the ALT program compared to the District; this overrepresentation has been growing. There was also a higher representation of students with special education needs in the REG program, though this has been decreasing.
- **Students residing in lower-income neighbourhoods (Low-SES):** The majority of students Low-SES students enrolled in the REG program (42%), followed by EFI (31%), MFI (3%), and ALT (2%). At a program-level, in 2023-24 there were proportionately more Low-SES students in ALT and REG, and proportionately fewer in EFI, relative to the overall prevalence of Low-SES students in the student population.



## Summary of Achievement by Program:

Overall, EQAO and Report Card data tends to show higher academic achievement for students enrolled in EFI or MFI.

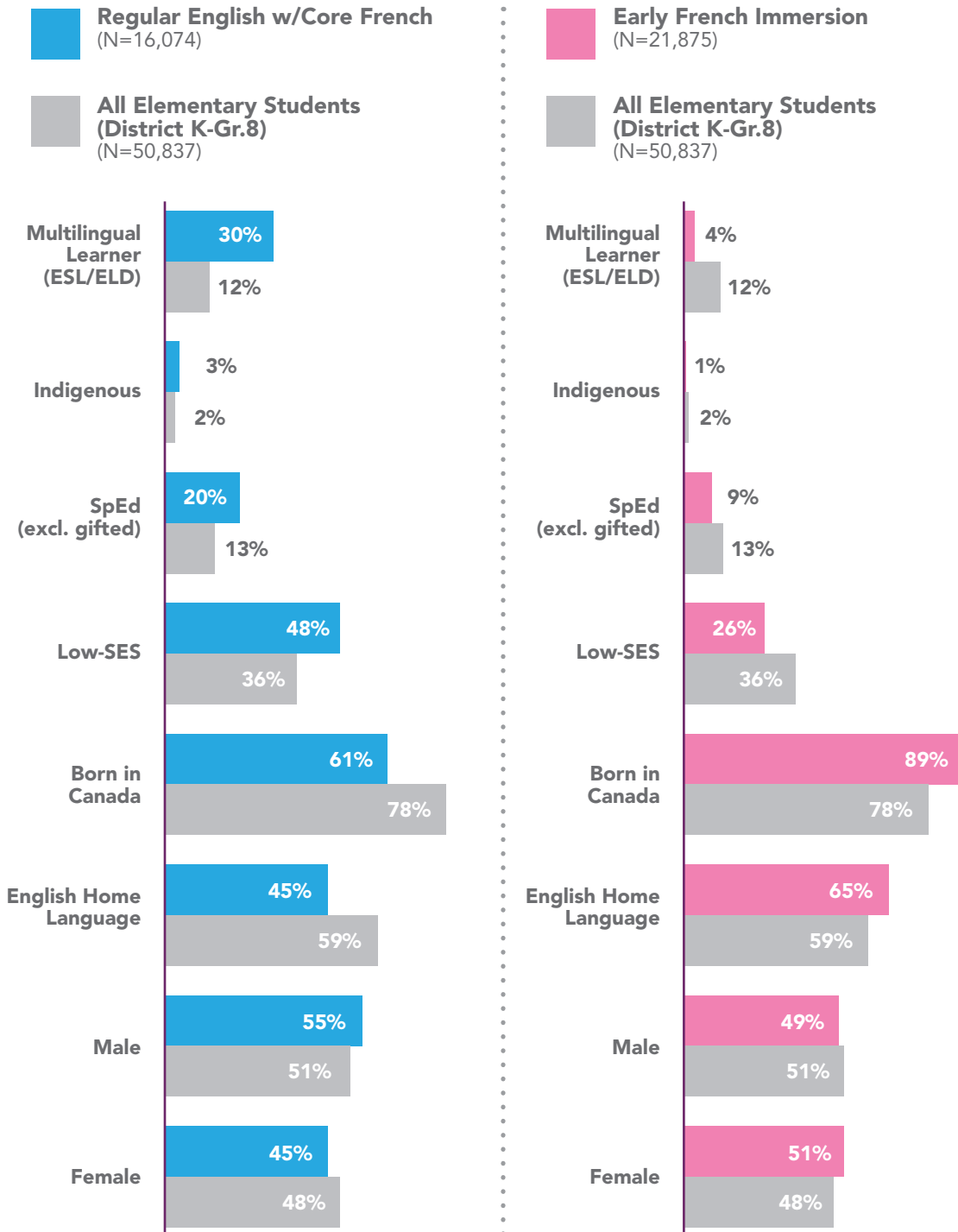
- **EQAO Grade 3/6:** Both EFI and MFI programs have had consistently higher proportions of students achieving a level 3 or 4 across EQAO assessments, while REG and ALT consistently fell below the District in their rate of achieving the provincial standard. In all but Jr-Math, ALT students met the provincial standard at a higher rate than those in REG (differences of 2-8%). Disproportionalities in program-level outcomes were most pronounced in Mathematics.
- **Elementary Report Card:** Program-level patterns in report card achievement have remained fairly consistent over the last three years, and are aligned with those reported previously in District-level reports. Notably, larger proportions of students in EFI and MFI programs are meeting the provincial standard in Math, Language-Reading, and Language-Writing compared to the District. The inverse was true for REG and ALT, who had lower percentages of students meeting the provincial standard compared to District.
- **Secondary look-ahead:** Secondary EQAO results reinforce the pattern in elementary achievement outcomes, wherein rates of achievement are higher for students who were enrolled in EFI or MFI in grade 8. Likewise, when examined by their Grade 8 program, students in both French Immersion programs were more likely to be on-track to graduate based on credit accumulation data in grades 9 and 10.

## Summary of Engagement and Well-Being by Program:

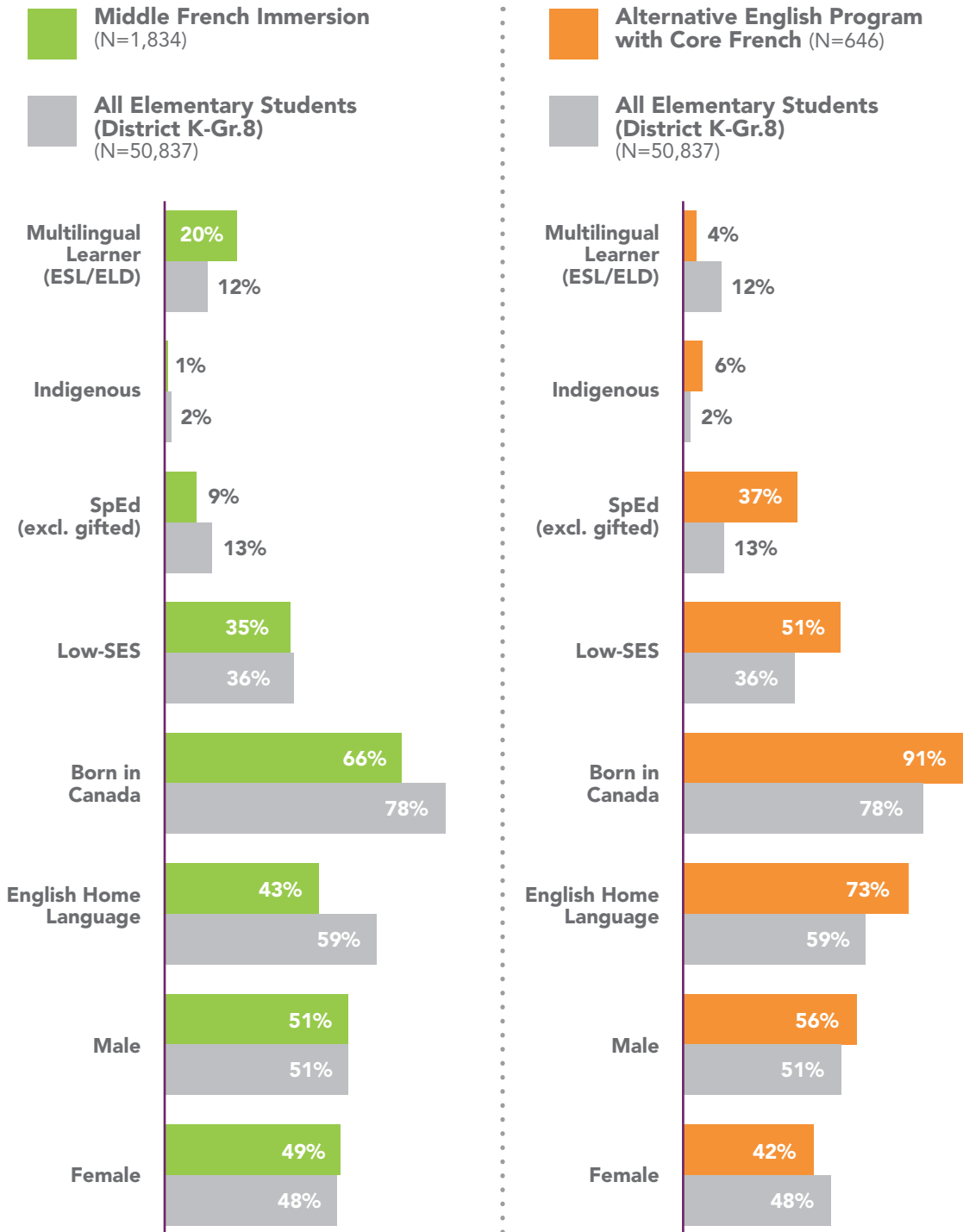
Analysis of perceptual data at a program-level was limited to responses collected by EQAO's Primary (Grade 3) and Junior (Grade 6) Student Questionnaires. Available data tends to show higher levels of engagement and well-being for students enrolled in the French Immersion programs.

- **Absenteeism:** Overall, rates of absenteeism (as measured by the percentage of students who missed 10% or more instructional days) were higher in ALT and REG programs, and lower in French Immersion programs (EFI and MFI, respectively).
- **Sense of Belonging and Social Connectedness:** Small but stable differences were observed across programs, with slightly higher rates of agreement with positive statements on sense of belonging and social connectedness reported by students in MFI and EFI programs compared to the District, and slightly lower rates of agreement from those in the REG program. Responses from students in ALT varied across division and time, therefore a pattern for this program remains unclear.

## Representation of Students by Demographic Characteristics Within an Elementary Program vs. District Population: 2023-2024 Academic Year



## Representation of Students by Demographic Characteristics Within an Elementary Program vs. District Population: 2023-2024 Academic Year



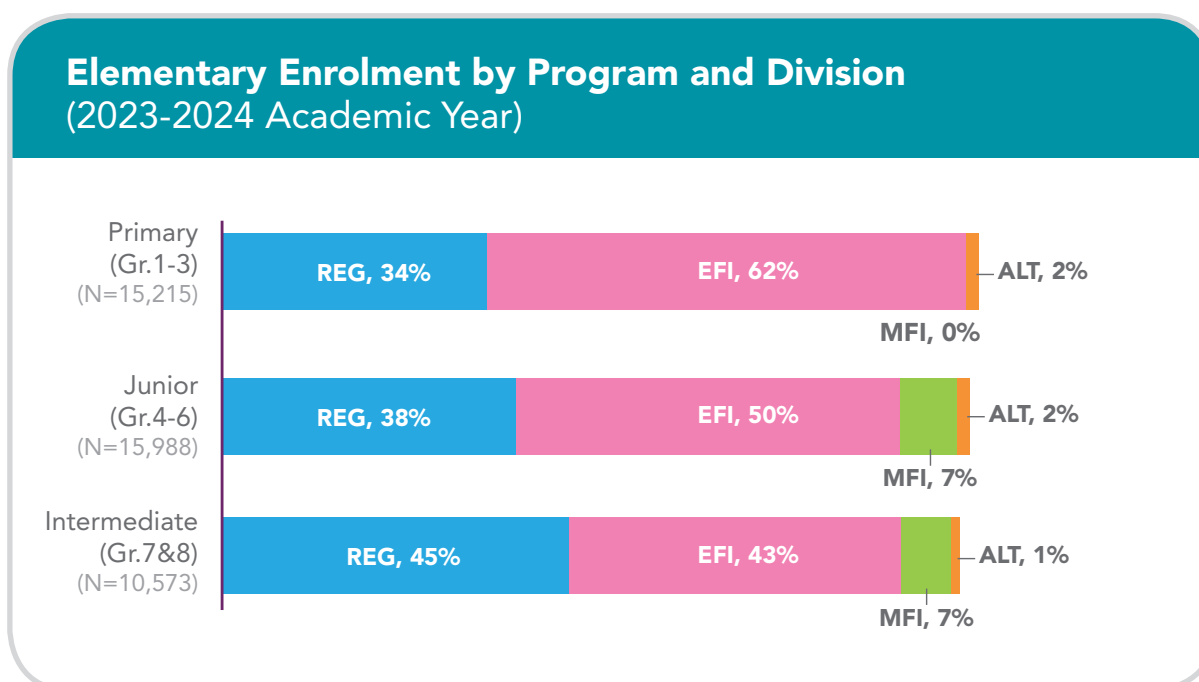


## Part One - Elementary Enrolment by Program

While there has been slight (2%) variation in the enrolment distribution in recent years, overall differences in program enrolments remain fairly stable. The Early French Immersion (EFI) accounts for the largest proportion of elementary enrolment, with 52% of students in grades 1-8 enrolled in EFI in 2023-2024, followed by the Regular English with Core French program (REG) accounting for just over one-third of students. When examined at a divisional level, the higher proportion of students enrolling in EFI was most pronounced in Primary grades (1-3).

Three-Year Variation in Enrolment by Program (Grades 1-8) (2021-2022 to 2023-2024)	3yr Average	Min	Max	Range
Early French Immersion (EFI)	53%	52.3%	53.8%	1.5%
Regular English with Core French (REG)	38%	36.3%	38.5%	2.1%
Middle French Immersion (MFI)*	5%	4.4%	5.2%	0.8%
Alternative English Program with Core French (ALT)	2%	1.5%	1.7%	0.2%

\*Grades 4-8



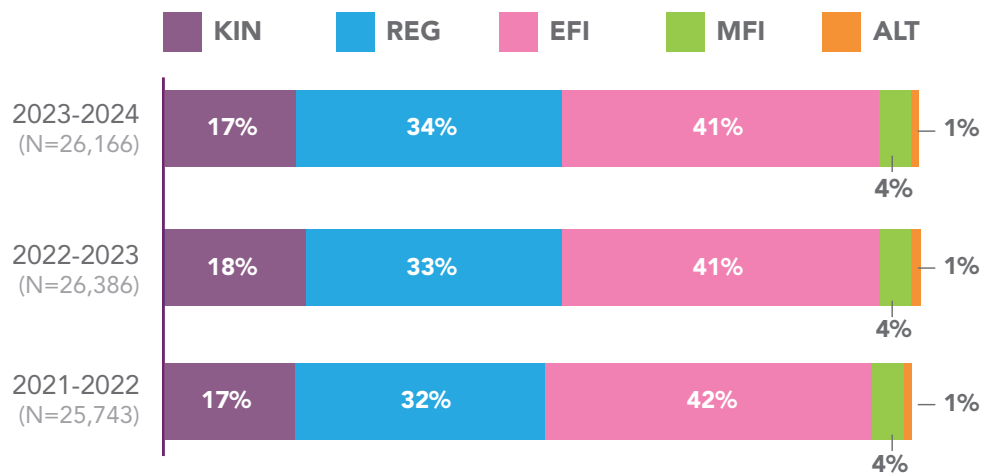


## Part Two - Representation of Student Demographics by Program

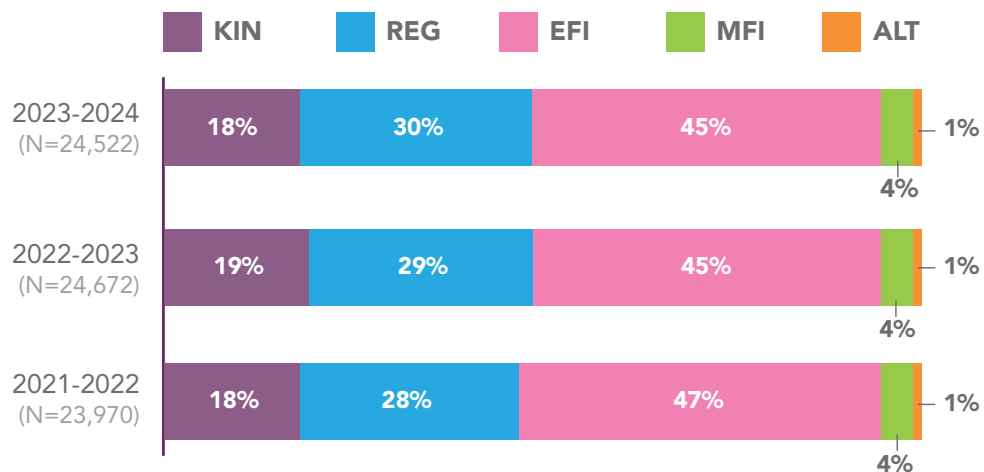
### Gender

At a District-level, there has been stability over the last three years in the proportion of elementary (K-Gr8) students who identify as female (48%), male (51-52%), transgender, non-binary or gender diverse (0.2-0.3%), or who chosen not to disclose their gender (0.1-0.2%).

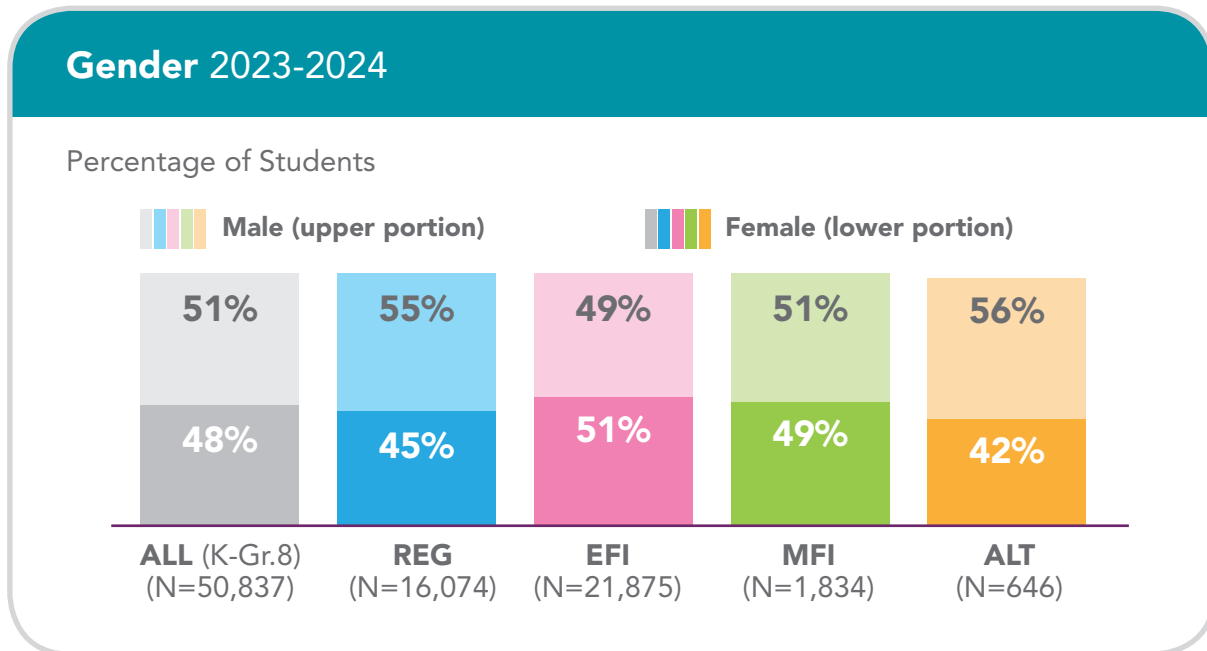
#### Elementary Enrolment Distribution: Male Students



#### Elementary Enrolment Distribution: Female Students



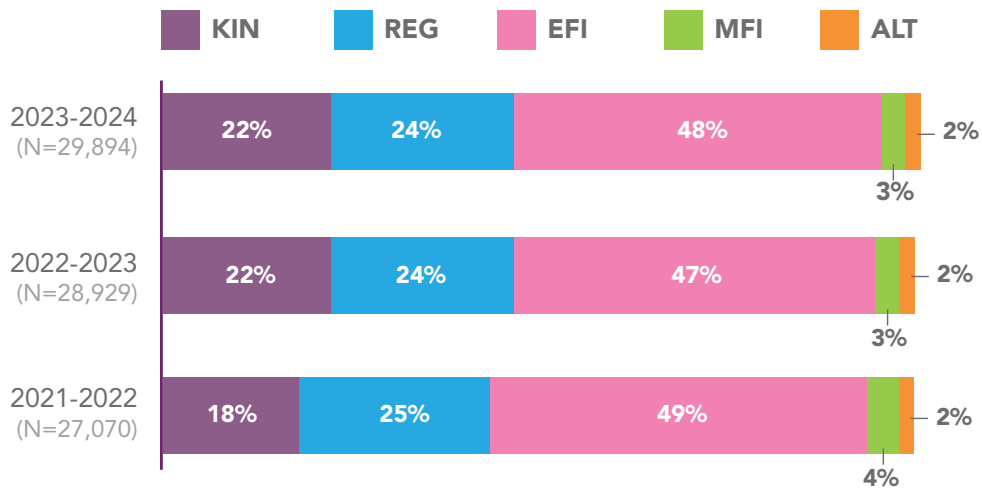
Small disproportionalities based on gender exist at a program-level, which have been consistent over time. There is a slight overrepresentation of female students in the EFI and MFI programs (compared to the District), while there is a slight overrepresentation of male students in the REG and ALT programs. Due to the small size of the transgender, non-binary and gender diverse group, disproportionality indices are not considered reliable.



### Language (English as the primary language spoken at home)

In 2023-2024, 59% of elementary students (K-Gr8) spoke English as their primary language at home. This proportion has been increasing, and is up from 54% in 2021-22. Distribution across programs has remained consistent, with about half of all English students enrolled in Early French Immersion (47-49% over the last 3 years), one-quarter enrolled in REG (24-25%), 3-4% in MFI, and 2% in ALT.

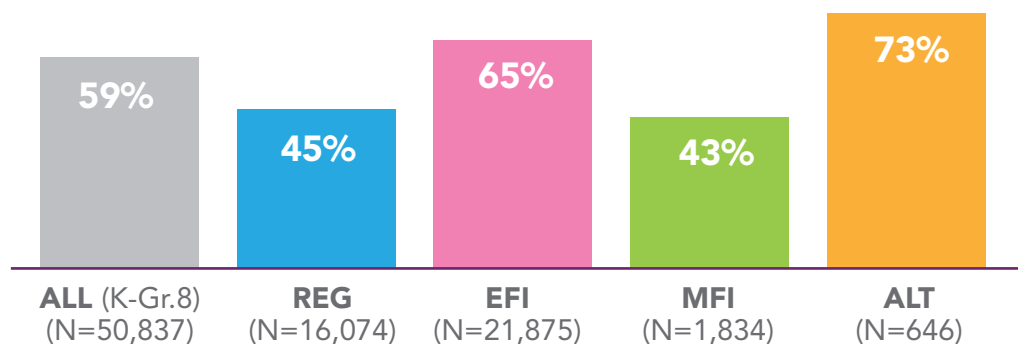
## Elementary Enrolment Distribution: English as a Primary Home Language



When examining program composition, proportional differences in the representation of English home-language students exist. In 2023-24 the majority of students in the ALT program were English home-language speaking students, followed by the EFI program, with less than half of students in the REG program and MFI program speaking English at home. Although there has been some variation in the exact proportions, these overall trends have been relatively consistent over recent years.

## English Home Language 2023-2024

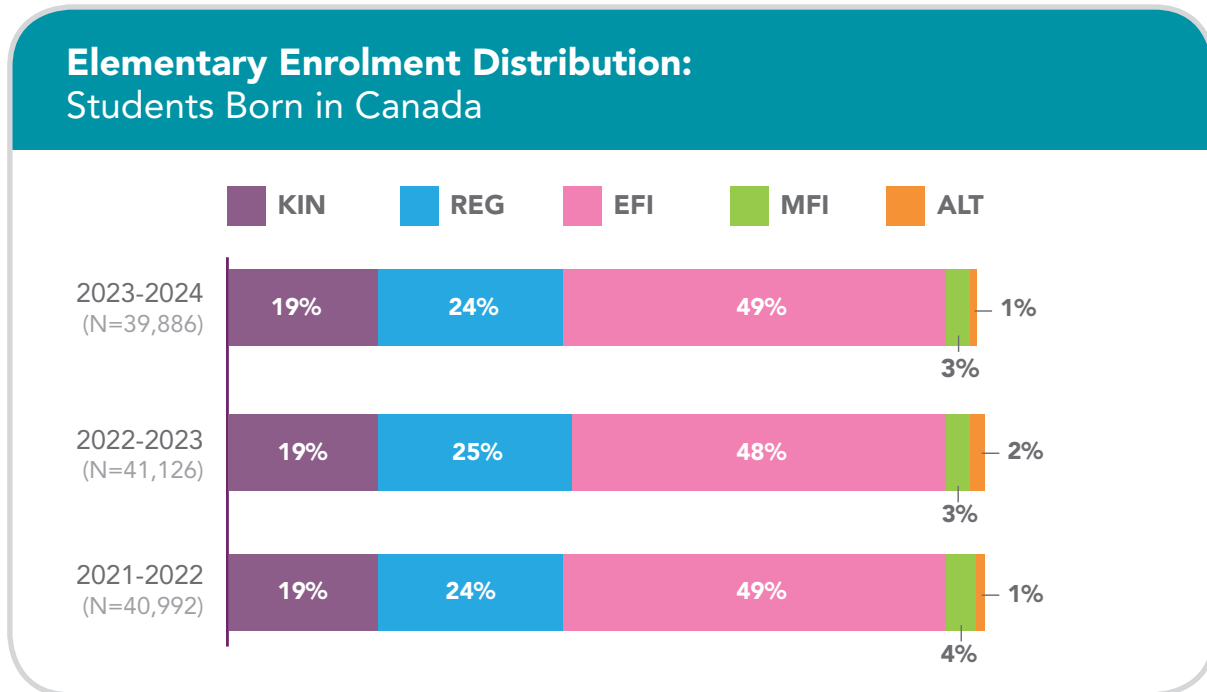
Percentage of Students



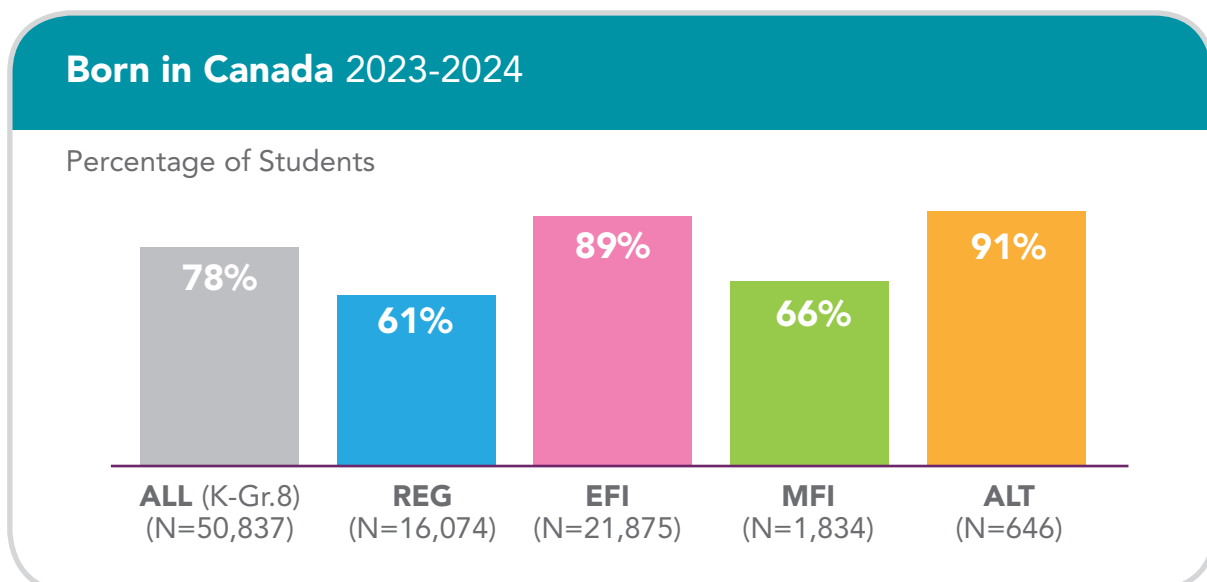
## Students born in Canada

The proportion of the District's elementary students who were born in Canada has decreased over the last three years, from 82% in 2021-22 to 78% in 2023-24.

Enrolment patterns for this group of students have remained stable, with almost half of all Canada-born students enrolled in the Early French Immersion program (49%), a quarter in the Regular English with Core French program (24%).



At a program-level, there is an overrepresentation of Canada-born students in both the ALT and EFI programs, with an underrepresentation in REG and MFI.



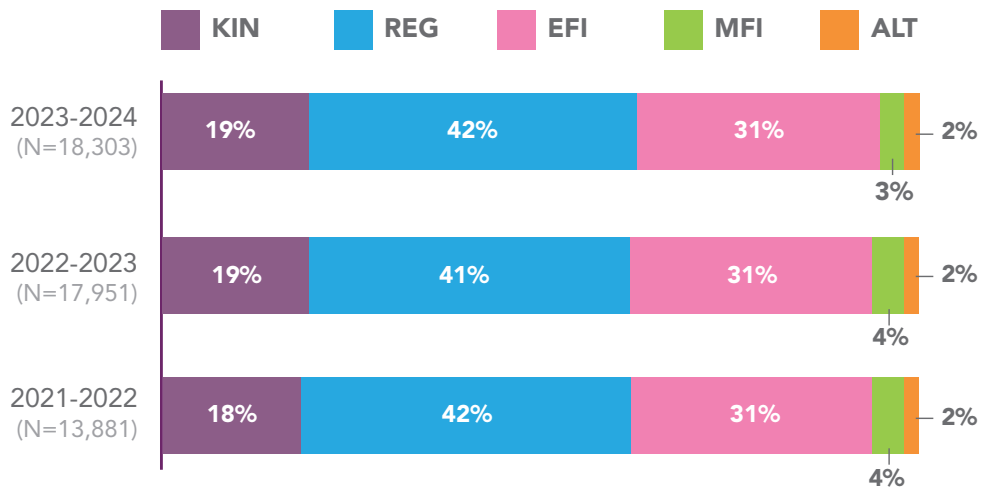
## Students residing in low-income neighborhoods

District-level reporting on socioeconomic status is based on linking students' residential Postal Codes (as a proxy) to a custom StatsCan Taxfiler tabulation for families with school-aged children. Students are identified as belonging to the "Low-SES" reporting group if their residential postal code belongs to a group of postal codes where the proportion of families with school-aged children (i.e., between the ages of 4 and 18 years old) living below the after-tax low income measure is higher than that for the City of Ottawa as a whole.

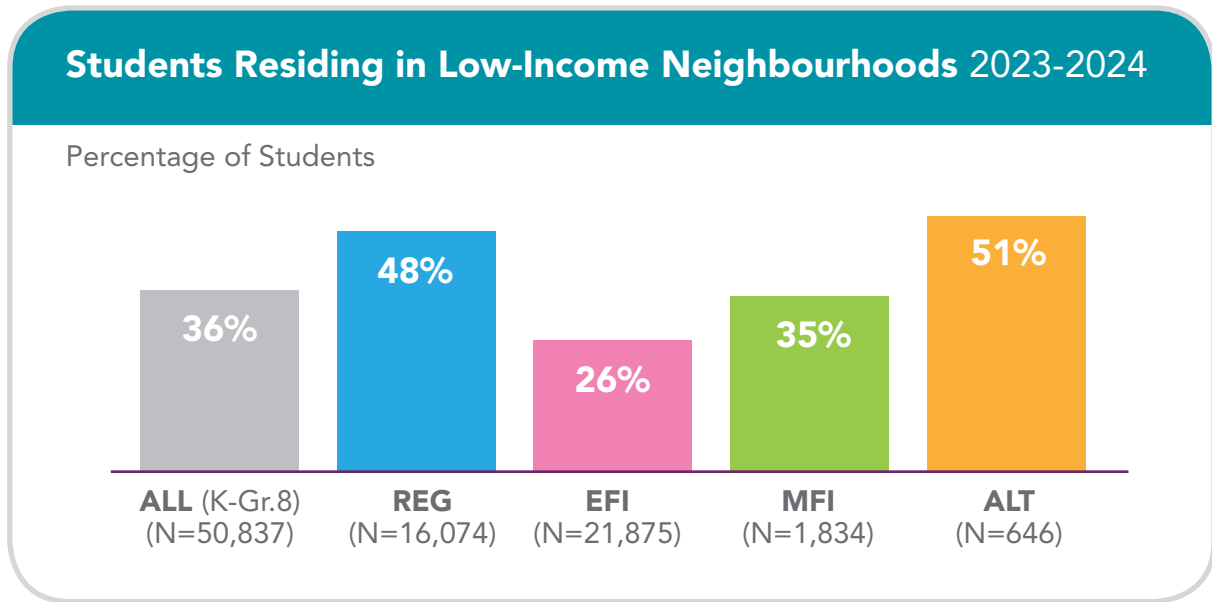
According to this proxy measure of socioeconomic status, in 2023-24, 36% of the District's elementary population were residing in low-income neighbourhoods, up from 28% in 2021-22.

In the last three years the enrolment distribution for this group of students has remained stable, with the majority of Low-SES students enrolled in the REG program (42%), followed by EFI (31%), MFI (3%), and ALT (2%).

### Elementary Enrolment Distribution: Students Residing in Low-Income Neighbourhoods



At a program-level, in 2023-24 there were proportionately more Low-SES students in ALT and REG, and proportionately fewer in EFI, relative to the overall prevalence of Low-SES students in the student population. The proportion of low-SES students in MFI closely matches their share in the overall student population, reflecting minimal disproportionality. Historical patterns indicate some variation, but overall consistency in general trends.

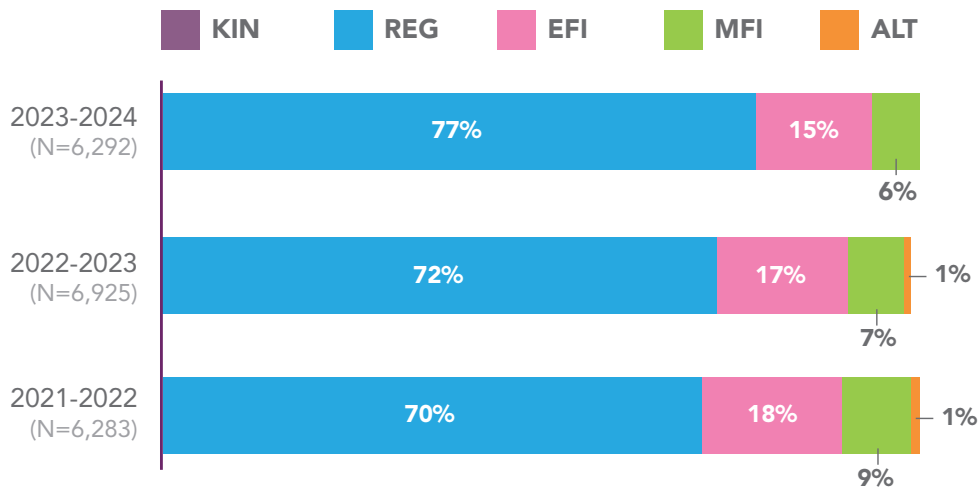


### Multilingual Learners

Multilingual Learners (MLLs) are those who have been identified as either English as a Second Language (ESL) or English Literacy Development (ELD) and are working through the STEP framework to support their language learning and literacy development.

In the last three years, 12-14% of the District’s elementary students were identified as MLLs. With over three-quarters of MLL students enrolled in the REG program (77% in 2023-24, up from 70% in 2021-22) there are clear differences in program-level representation.

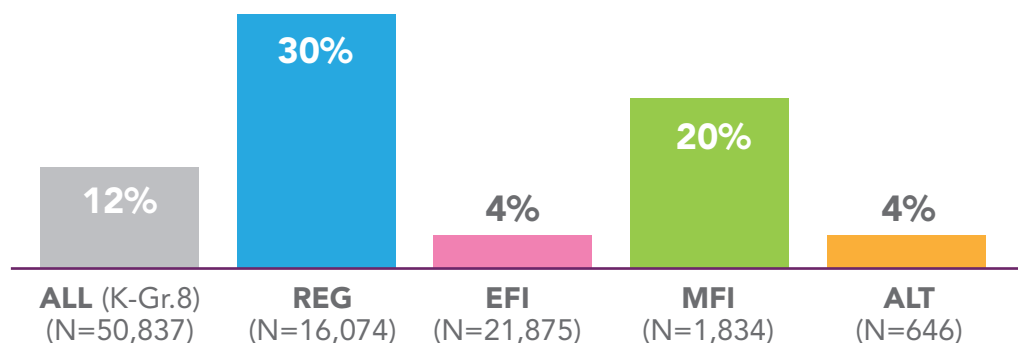
## Elementary Enrolment Distribution: Multilingual Learners (ESL/ELD)



Both the REG and MFI programs tend to have higher proportions of MLL students, accounting for 30-31% of REG enrolment and 20-25% of MFI enrolment in comparison to the District’s 12-14%. Conversely, there is an underrepresentation of MLLs in EFI (4-5%) and ALT (4-7%). Historic differences in the District’s enrolment patterns continue to persist, though some progress has been made towards reducing the disproportionate representation of MLLs in all programs except for REG (which has seen increasing overrepresentation).

## Multilingual Learners (ESL/ELD) 2023-2024

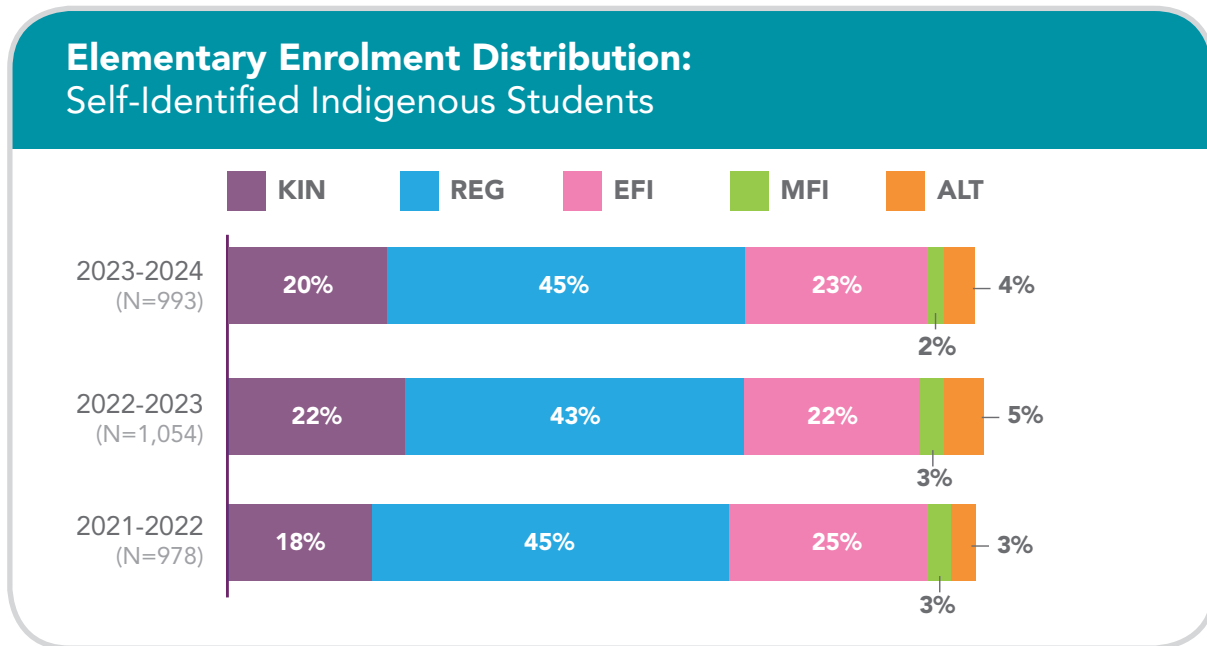
Percentage of Students



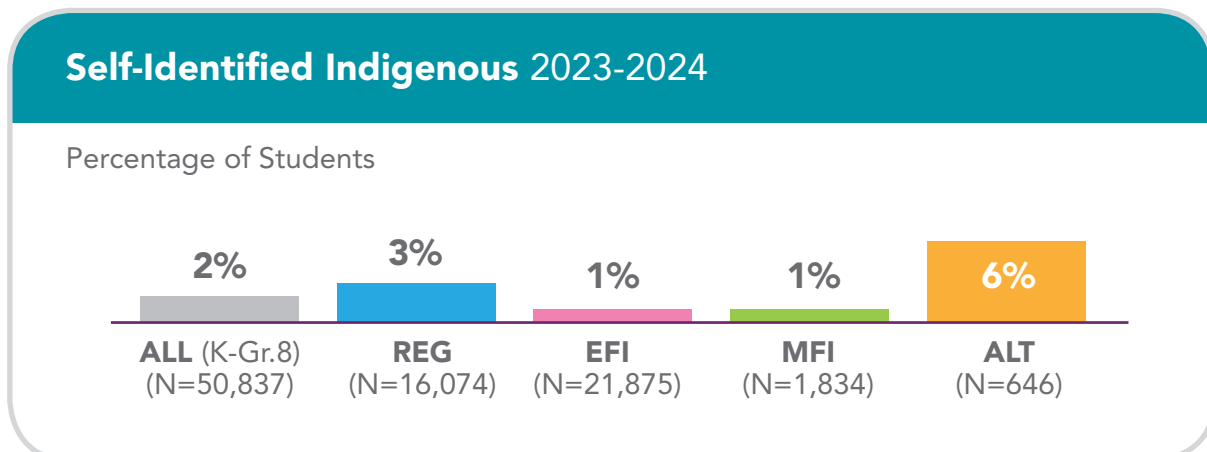


## Students who identify as Indigenous

The District's self-identified Indigenous student population has remained stable over the last three years, accounting for 2% of elementary students. Almost half of the elementary students who self-identify as Indigenous are enrolled in the REG program (43-45% in the last 3 years).



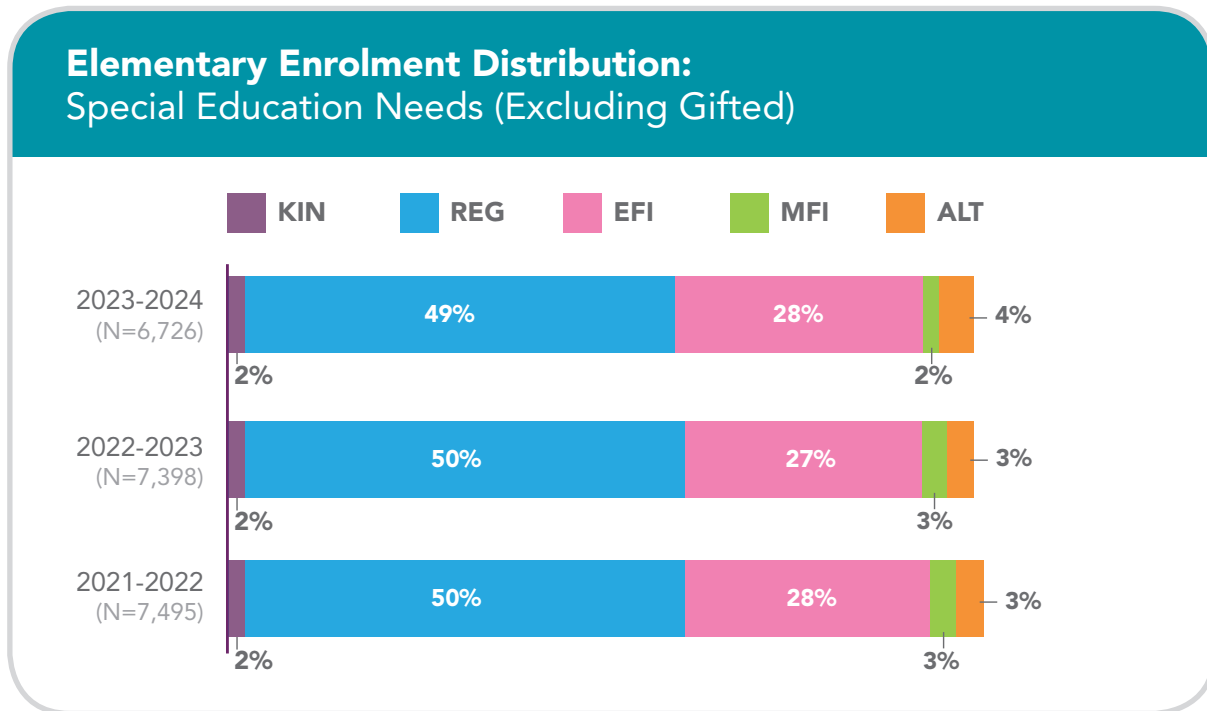
At a program-level, there has been stability in the proportion of Indigenous students enrolled in REG, EFI, and MFI, while there was slight variation in ALT (5% in 2021-22, 7% in 2022-23, 6% in 2023-24) that may at least in part be due to fluctuation in smaller enrolment numbers. Differences in the representation of INDG students across elementary programs has persisted, with overrepresentation of INDG students in ALT and REG, and underrepresentation in both French Immersion programs, compared to the general District population.



## Students with Special Education Needs (Excluding Gifted)

In the 2023-2024 academic year, 13% of the District's elementary students had an IEP and/or exceptionality other than gifted. This was a slight drop from 15% in 2021-22.

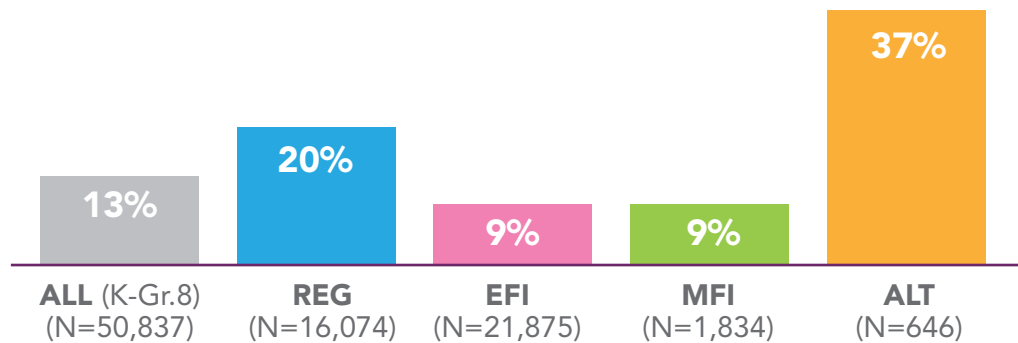
Enrolment distributions for this group have demonstrated consistency over the past three years, with half of all students with special education needs (excluding gifted) enrolling in REG (49-50%), followed by almost one-third enrolled in EFI (28%).



When examining program composition, in 2023-24 there were almost three times the proportion of students with special education needs enrolled in ALT compared to the District; this overrepresentation has been increasing over the last three years. There has also been an overrepresentation of students with special education needs in the REG program, though this has been reducing. Conversely, there was an underrepresentation of students with special education needs in the EFI and MFI programs.

## Special Education Needs (Excluding Gifted) 2023-2024

Percentage of Students



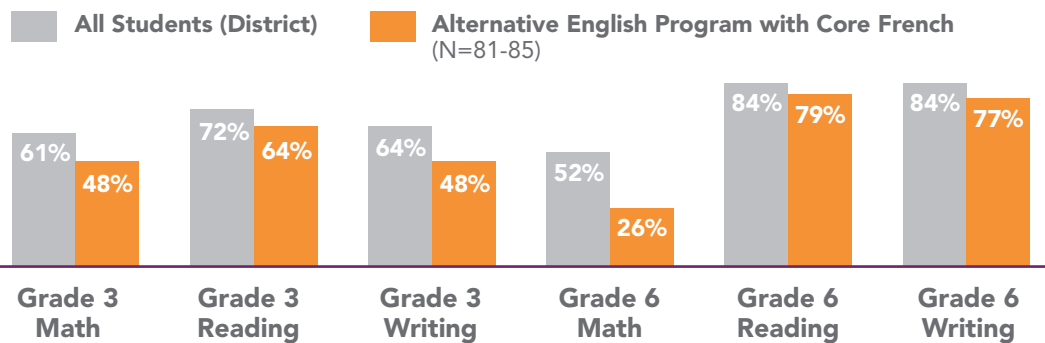
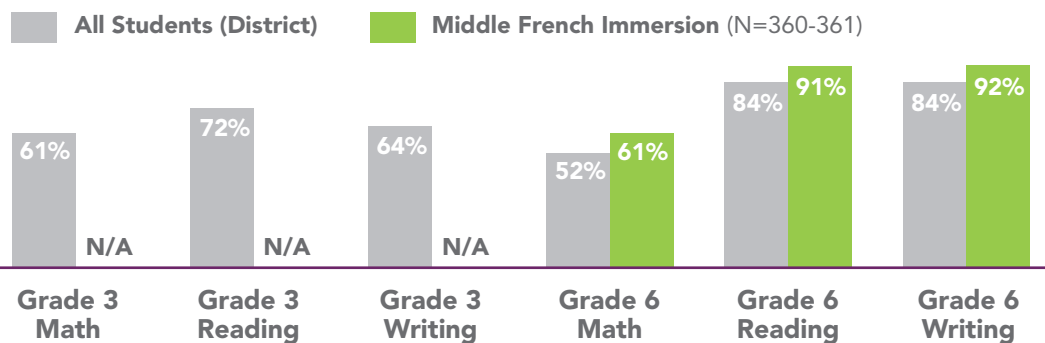
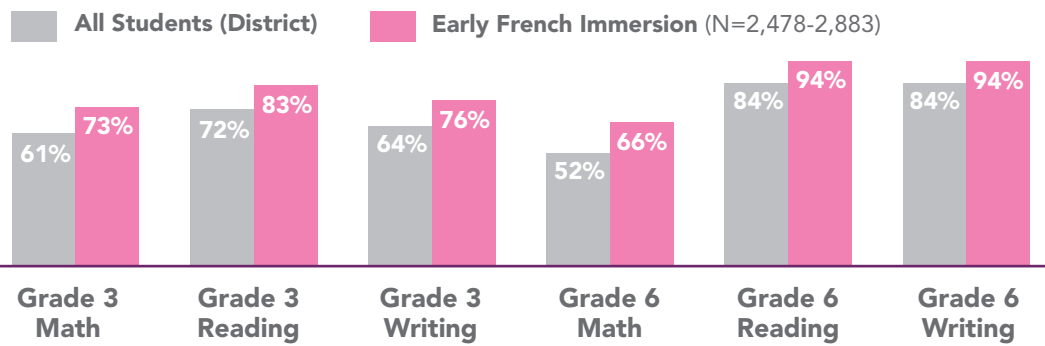
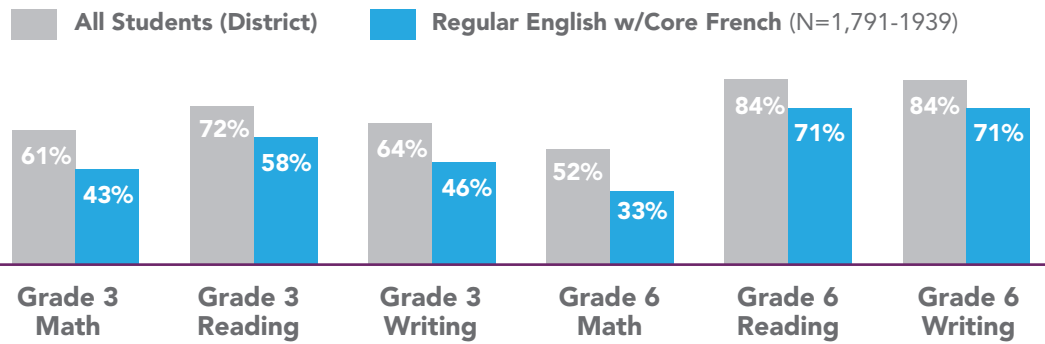
## Part Three - Achievement by Program

### Elementary Achievement: EQAO Grade 3/6 by Program

At the program-level, two years of EQAO results reveal a consistent pattern, across both Primary and Junior assessments, of students in the Early French Immersion program outperforming the District, with higher rates of having met the provincial standard in all three subject areas (Reading, Writing, and Mathematics). The percentage of students meeting the provincial standard in the EFI program was at least 10% higher than in the overall District, with the largest differences observed in Primary and Junior Mathematics. In Primary Mathematics, 73% of EFI students met the standard compared to 61% in the District, while in Junior Mathematics, 66% of EFI students met the standard compared to 52% District-wide. Primary Writing also showed a notable gap, with 76% of EFI students meeting the standard compared to 64% in the District. MFI students also outperformed the District in Junior assessments, with a 7% to 9% higher success rate across subjects.

EQAO results for students in the REG and ALT programs were generally below the District average in both Primary and Junior assessments across all subjects. However, ALT students performed better than REG students in most areas, except for Junior Mathematics.

## EQAO Achievement: Primary & Junior 2022-2023 Academic Year

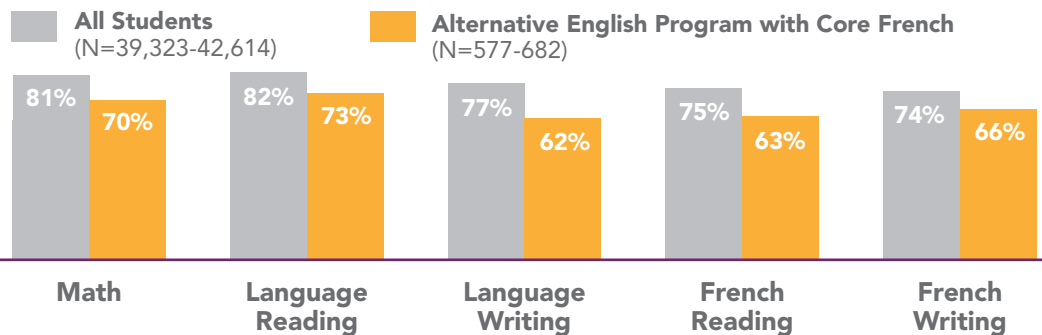
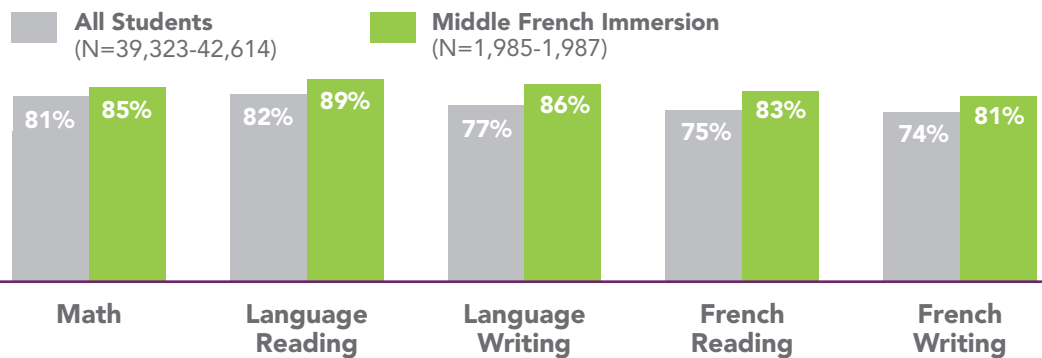
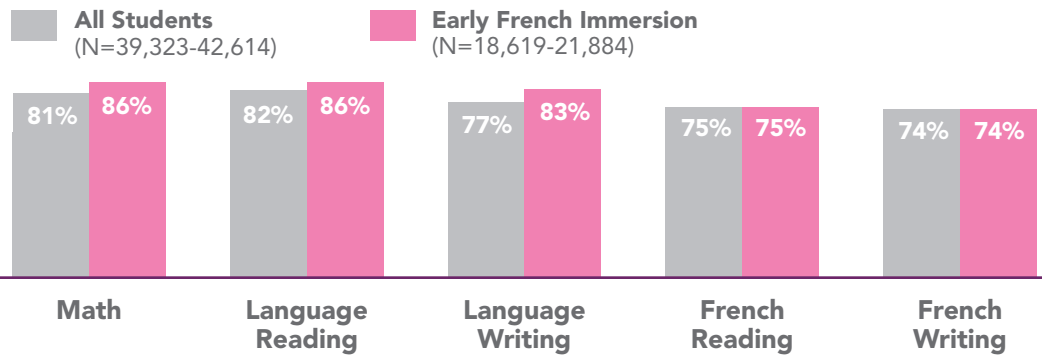
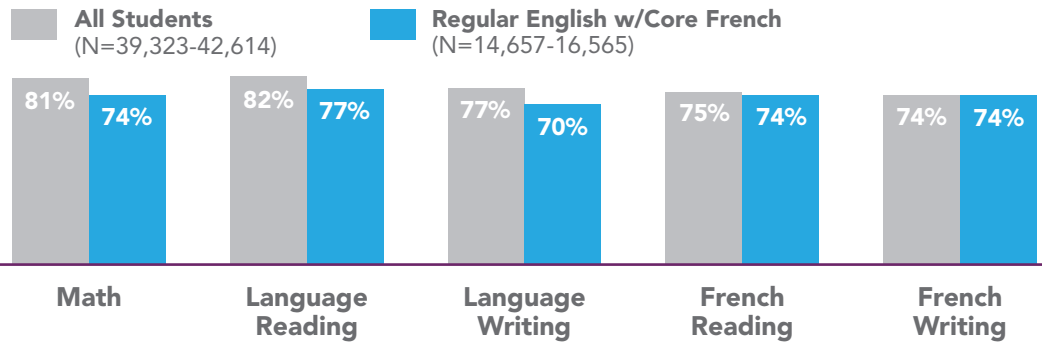




## **Elementary Achievement: Report Card Data (Math, Reading, and Writing)**

In the 2022-2023 academic year, the percentage of students who received a level 3 or 4 on their report card in Math, Reading, and Writing was higher in both EFI and MFI programs compared to the District overall, while it was lower than the District in REG and ALT programs. Disproportionalities have remained relatively stable across these three subjects over the last three years, with Math outcomes showing the least program-level variability in the percentage of students who received a level 3 or 4.

## Elementary Achievement: Final Report Card (Gr.1-8) 2022-2023 Academic Year





## Look-Ahead: Secondary Indicators by Grade 8 Program

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In order to compare program-level outcomes beyond Grade 8, historic grade 8 program data was used to allow for the disaggregation of secondary indicators. The availability of this information can vary depending on the cohort/student grade and indicator being examined, therefore in some cases coverage is only about 80% of the cohort. In addition, substantial fluctuation year-over-year in the number of students being reported on in the ALT program (between 40 and 100 total, with shifts of up to 70%) make it difficult to interpret their data longitudinally.

### *Secondary EQAO - Grade 9 Math and OSSLT*

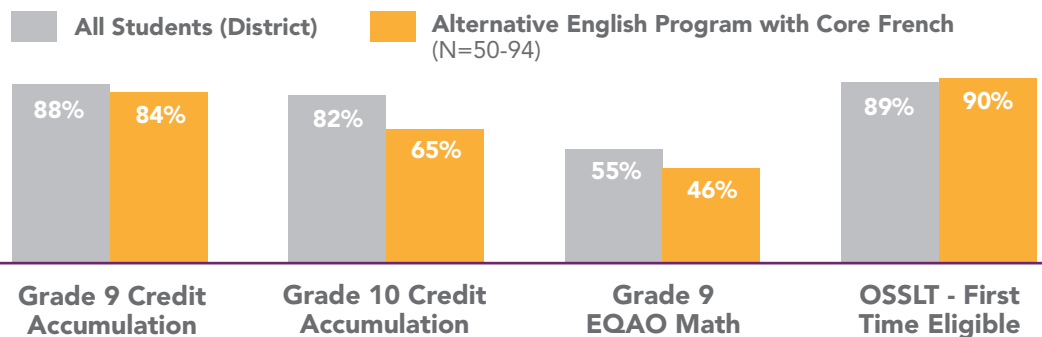
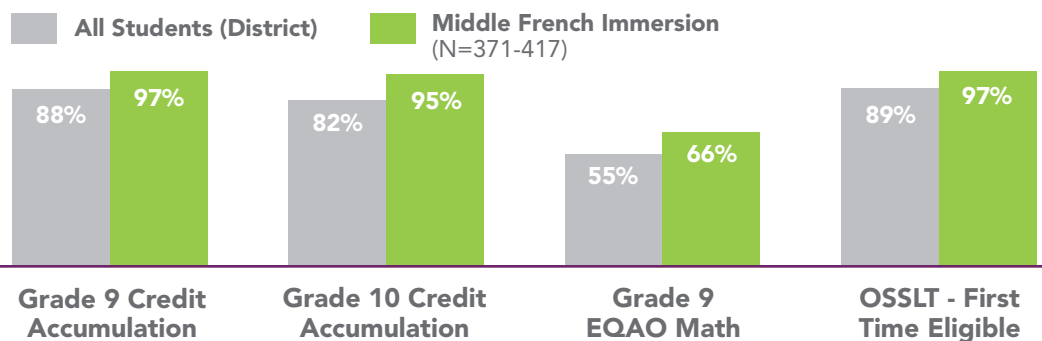
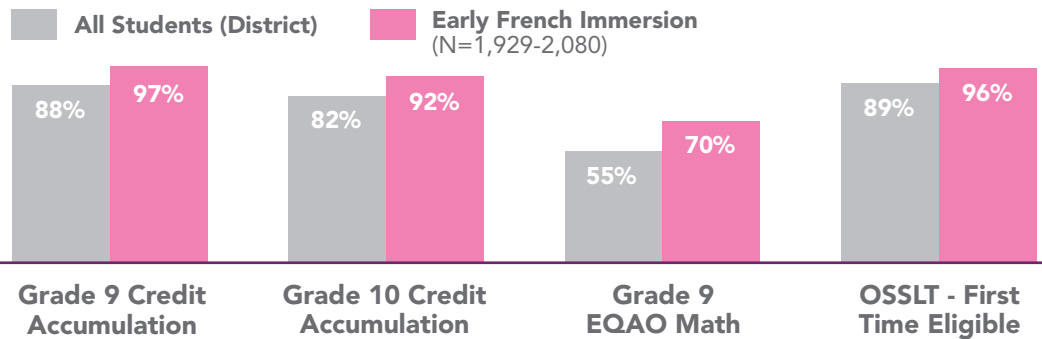
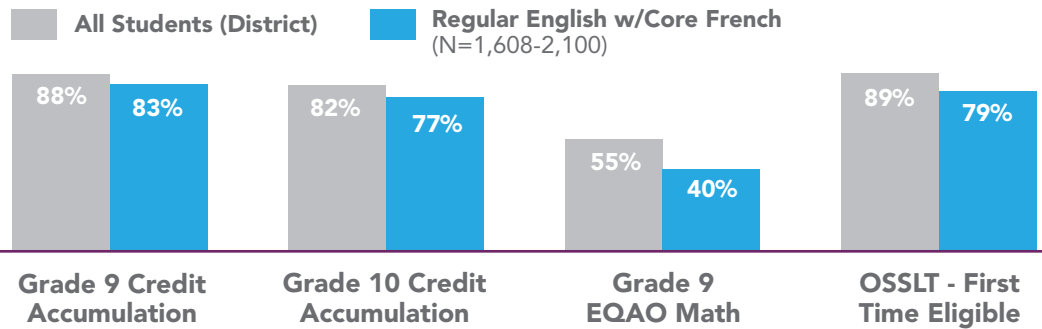
Compared to the District (55%), the rate at which students met the provincial standard on EQAO's Grade 9 Mathematics assessment in 2022-23 was higher for those who had previously been enrolled in EFI and MFI programs (70% and 66%, respectively), while it was lower for those who had been in ALT and REG programs in grade 8 (46% and 40%, respectively). A similar but less pronounced pattern was observed for OSSLT, with slightly higher success rates for students who had been in EFI and MFI programs (96% and 97% success rates, respectively; compared to the District rate of 89%), while those who had been enrolled in the REG program had a slightly lower success rate (79%). A sudden shift in ALT results is difficult to interpret (from a lower success rate in 2021-22 compared to District, to a higher success rate at 90% vs. District 89% in 2022-23), due to the number of FTE participating students almost doubling year-over-year (from 47 to 80 students).

### *Credit Accumulation*

Grade 9 students who have earned a minimum of 8 credits, and grade 10 students who have earned 16 or more credits, are considered to be on track to graduate. When examined by grade 8 program, three years of credit accumulation data revealed consistent program-level differences compared to the District, favouring students who had been enrolled in French Immersion programs, and revealing gaps for those who had been in REG or ALT programs. In Grade 9, EFI and MFI students demonstrated the highest levels of success, with 97% of both groups on track to accumulate 8 or more credits, compared to 83% for REG and 84% for ALT program students. By Grade 10, EFI and MFI students continue to outperform with 92% and 95%, respectively, achieving 16 or more credits, while REG and ALT students behind at 77% and 65%, respectively.



## Look-Ahead: Secondary Indicators by Gr.8 Program 2022-2023 Academic Year



## Continued French Enrolment and Proficiency

To monitor continued learning in French in secondary, we can track the grade 8 cohort from 2019-2020. Just over half (60%) of those who were in EFI, and just under half (48%) of those in MFI (when in grade 8) were enrolled in a grade 12 FSL course (within our board) four years later. This suggests attrition from Immersion in secondary, but is also confounded with other factors such as movement from the OCDSB.

The Grade 12 French Proficiency Test (Diplôme d'études en langue française; DELF) is an internationally-recognized test of French proficiency for persons whose first language is not French. Students are eligible for the DELF when they are enrolled in a Grade 12 FSL course. In 2023-2024, 2035 students were eligible for the DELF, 89% participated, and 96% of participating students were successful. When examined by grade 8 program, EFI students accounted for the majority of Grade 12 FSL enrolment four years later. Compared to the District, both participation and success rates were higher for students in a French Immersion program in grade 8, and lower for those from the Regular English with Core French program.

Grade 8 Program	Eligible Students	% Participated	% of Participants Successful
EFI	1,233	91%	97%
MFI	227	89%	96%
REG	142	82%	81%

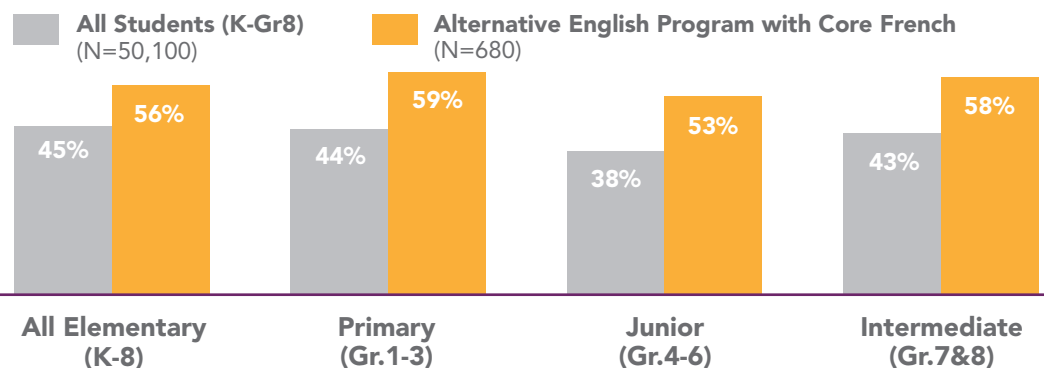
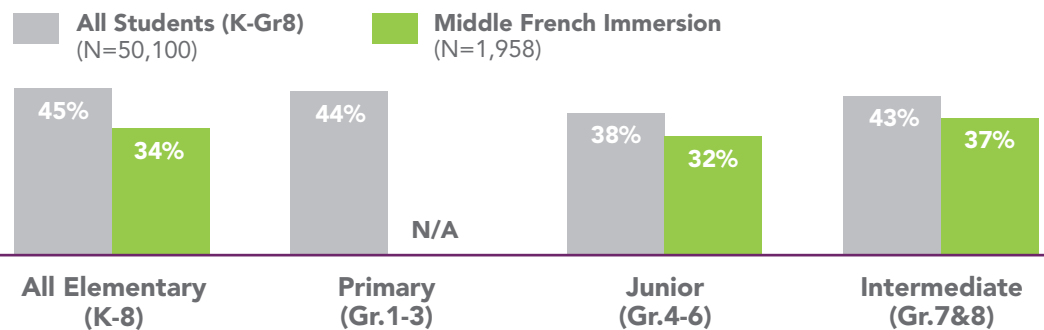
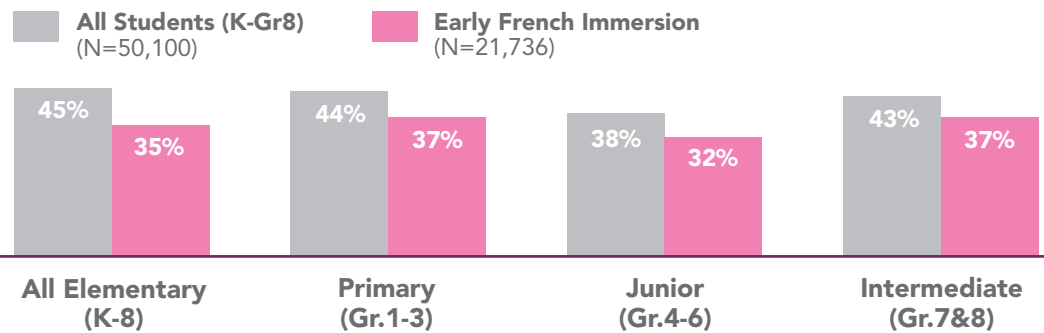
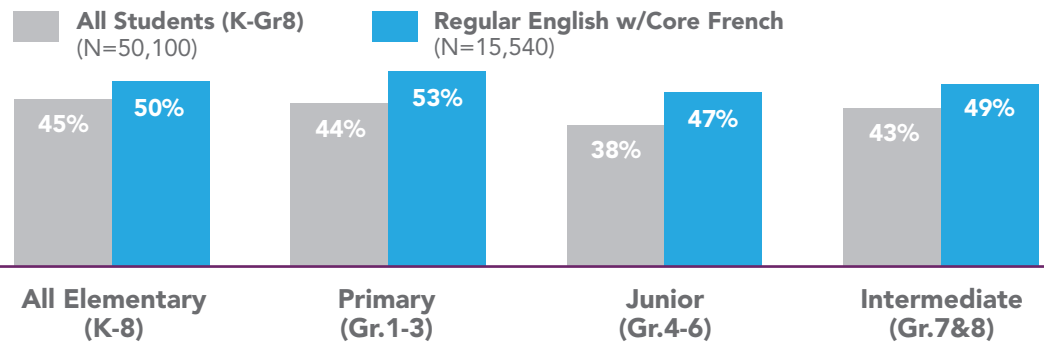
## Part Four - Engagement and Well-Being by Program


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### Absenteeism

Student absences are recorded at the school-level and maintained in the District's internal student information system. In order to account for potential discrepancies in absence reporting during the pandemic, a single year's worth of absence data from the most recent academic year was examined. To maintain comparability and account for ongoing enrolment changes, the analysis of year-end (June) cumulative absences was restricted to students who had been enrolled since October of the same academic year.

## Elementary Student Engagement: Absenteeism 2022-2023





Students who miss 10% or more instructional days are considered chronically absent. At a District-level, 45% of K-8 students were chronically absent in the 2022-23 academic year. Absenteeism rates were highest in the Kindergarten (59%), followed by the Primary division (Grades 1-3, 44% absenteeism rate), and then Intermediate (Grade 7 & 8, 43%), with slightly lower rates in the Junior division (Grade 4-6, 38%). This divisional pattern was found across all programs. However, when comparing the percentage of students who missed 10% or more instructional days at the program-level, disproportionalities in absenteeism rates existed. Specifically, students in the ALT program exhibit proportionally higher absenteeism rates, both overall (56%; 1.2x the District rate) and by division (53-59%; 1.3-1.4x the District rate). Similarly, the Regular English with Core French program had higher absenteeism rates overall (50%; 1.1x the District rate) and by division (47-53%; 1.1-1.2x the District rate). In contrast, the French Immersion programs had lower absenteeism rates, with EFI at 35% overall and MFI at 34% overall (both approx. 0.8x the District rate). Overall, this data indicates higher rates of absenteeism (as measured by 10% or more instructional days missed) in ALT and REG programs, and lower rates of absenteeism in French Immersion programs (EFI and MFI, respectively).

### **Perceptual Data (EQAO)**

The District's School Climate Survey data is collected anonymously, and therefore examination of results by program is not possible. As such, perceptual data at a program-level is limited to responses collected by EQAO's Student Questionnaires. Consistent across both Primary & Junior assessments and 2021-22 and 2022-23 assessments, three questions were chosen to reflect students' Sense of Belonging ("I feel I have good relationships with other students at my school"; "I feel I have good relationships with the teachers at my school"; and "I feel I belong when I am at school"). Additional questions related to students' interest and confidence in Math, Reading, and Writing ("I like..."; "I am good at...") were also explored, as well as one question related to students' growth mindset ("A person can always get better at math").

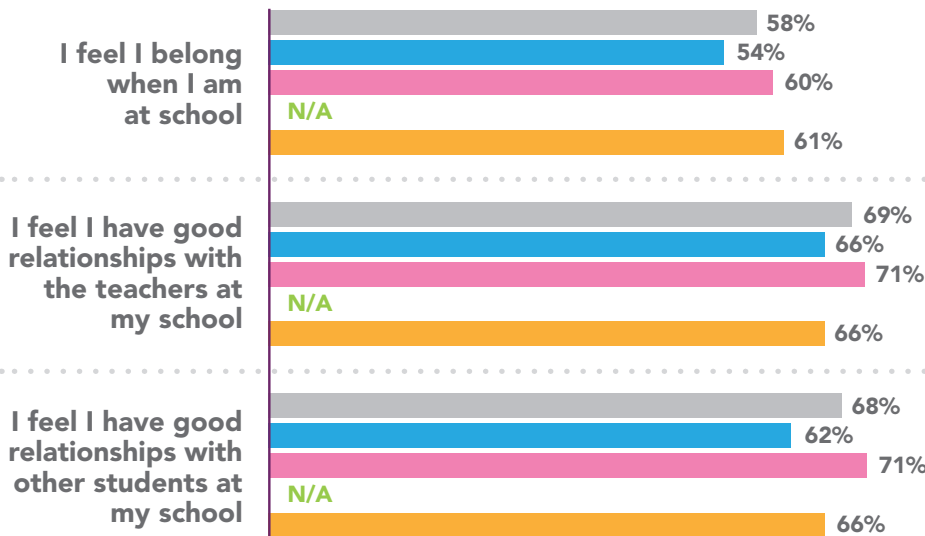
### **Sense of Belonging and Social Connectedness**

Approximately 70% of students who participated in at least one of EQAO's Primary and Junior assessments agreed that they felt they had good relationships with other students and/or teachers at their school, while closer to 60% reported feeling they belong when they are at school. Small but stable differences were observed across programs, with slightly higher rates of agreement with positive statements on sense of belonging and social connectedness reported by students in MFI and EFI programs compared to the District, and slightly lower rates of agreement from those in the REG program. Responses from students in ALT varied across division and time, therefore a pattern for this program remains unclear.

## Perceptual Data (EQAO): Sense of Belonging & Social Connectedness

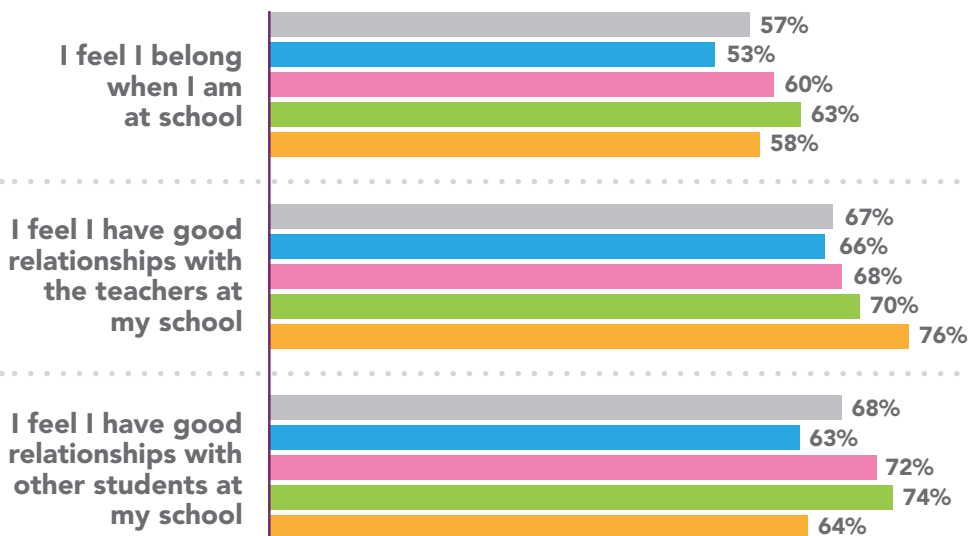
### Primary (Grade 3) Student Questionnaire, 2022-2023

ALL (N=4,705)
  REG (N=1,853)
  EFI (N=2,836)
  MFI (N/A)
  ALT (N=83)



### Junior (Grade 6) Student Questionnaire, 2022-2023

ALL (N=4,919)
  REG (N=1,911)
  EFI (N=2,462)
  MFI (N=360)
  ALT (N=80)





## **Interest, Confidence, & Growth Mindset**

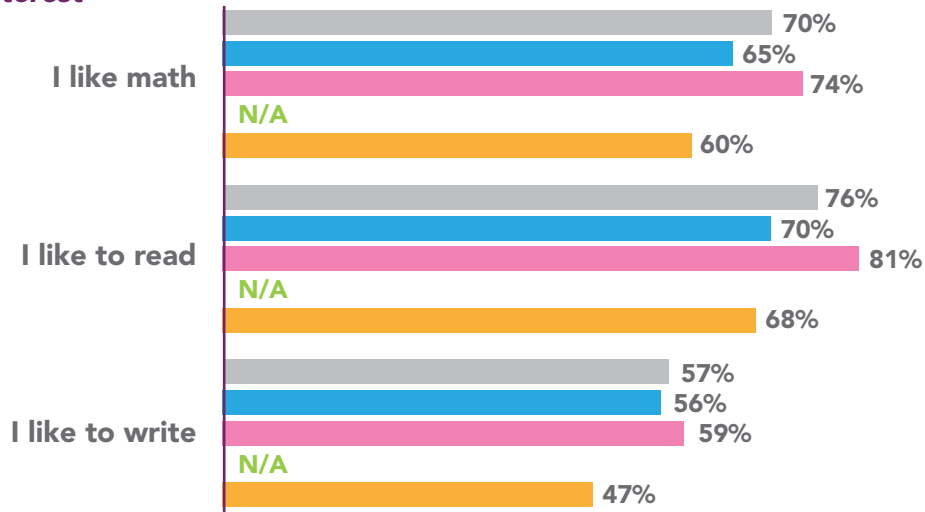
At the District-level, self-reported interest and confidence in math, reading, and writing, respectively, were consistently higher for participating grade 3 students compared to grade 6 students, while mathematics growth mindset was similar across EQAO divisions and years. There was little program-level difference in mathematics growth mindset; the proportion of students in each program who agreed that “a person can always get better at math” was comparable to the District’s rate of 90% across both divisions and years. Likewise, there were similar proportions of grade 3 students across all programs who agreed with the statements “I am good at math”, as well as proportional agreement from grade 3 REG and EFI students with regards to interest and confidence in writing. However, there were small but stable program-level differences in reports of math interest, as well as reading interest and confidence, which were consistent across divisions. Specifically, students in EFI (grades 3 and 6) and MFI (grade 6) reported liking math or reading (respectively), and feeling good at reading, disproportionately more often compared to the general District population. Conversely, students in the REG program were less likely to have reported interest and confidence in these areas. As with other EQAO-sourced indices, results for students in the ALT program show year-over-year variation and fluctuation that makes interpretation challenging.

## Perceptual Data (EQAO): Interest, Confidence, & Growth Mindset

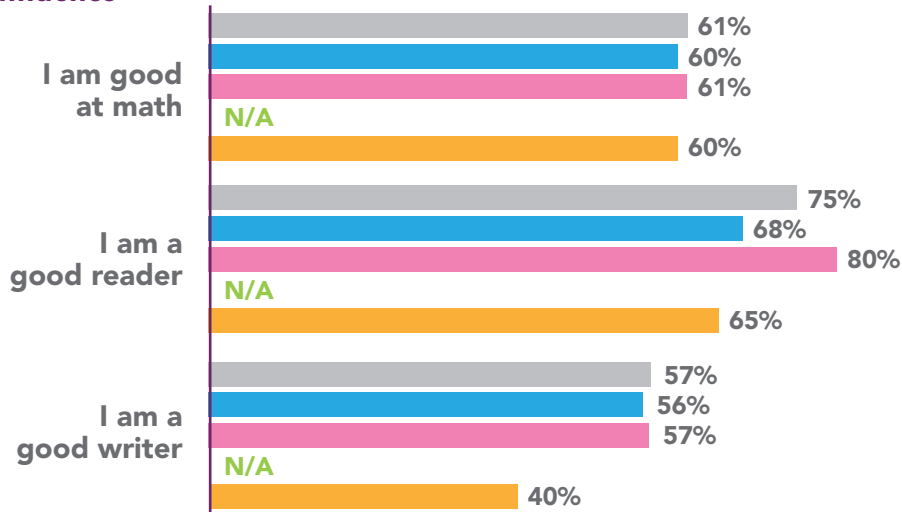
Junior (Grade 3) Student Questionnaire, 2022-2023

ALL (N=4,705)
  REG (N=1,853)
  EFI (N=2,836)
  MFI (N/A)
  ALT (N=83)

### Interest



### Confidence



### Growth Mindset



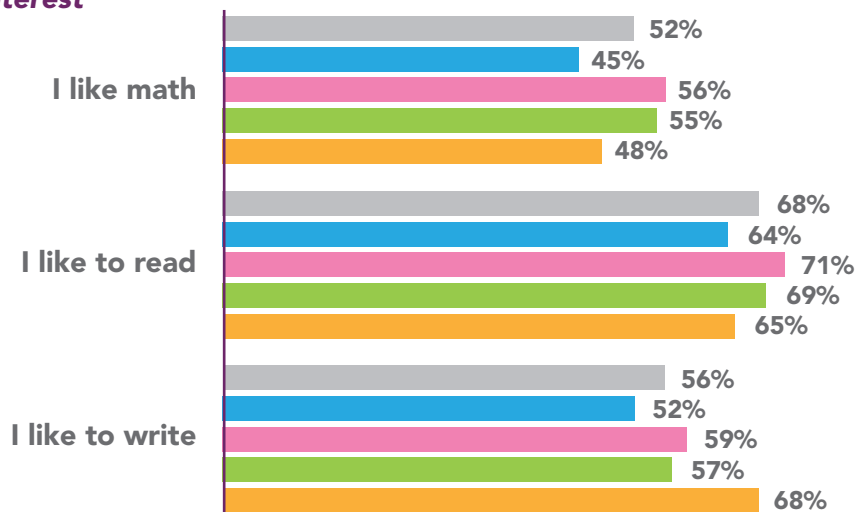


## Perceptual Data (EQAO): Interest, Confidence, & Growth Mindset

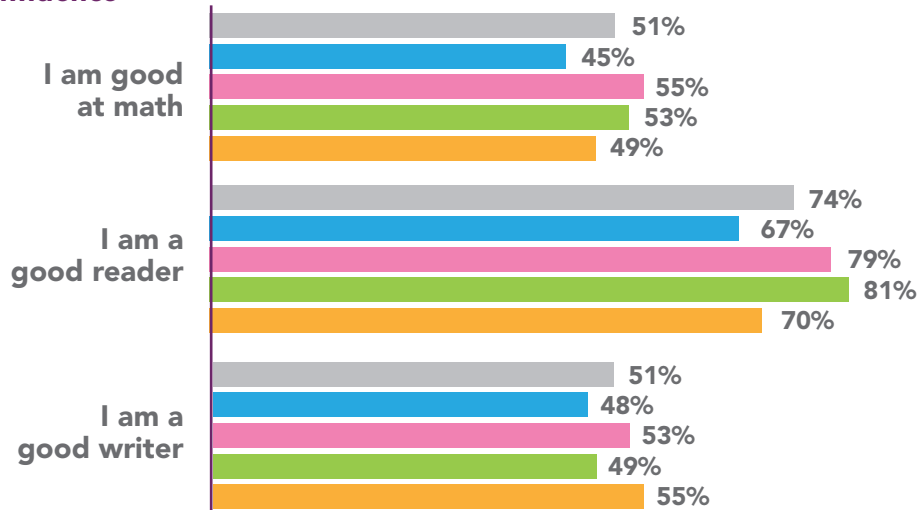
Junior (Grade 6) Student Questionnaire, 2022-2023



### Interest



### Confidence



### Growth Mindset

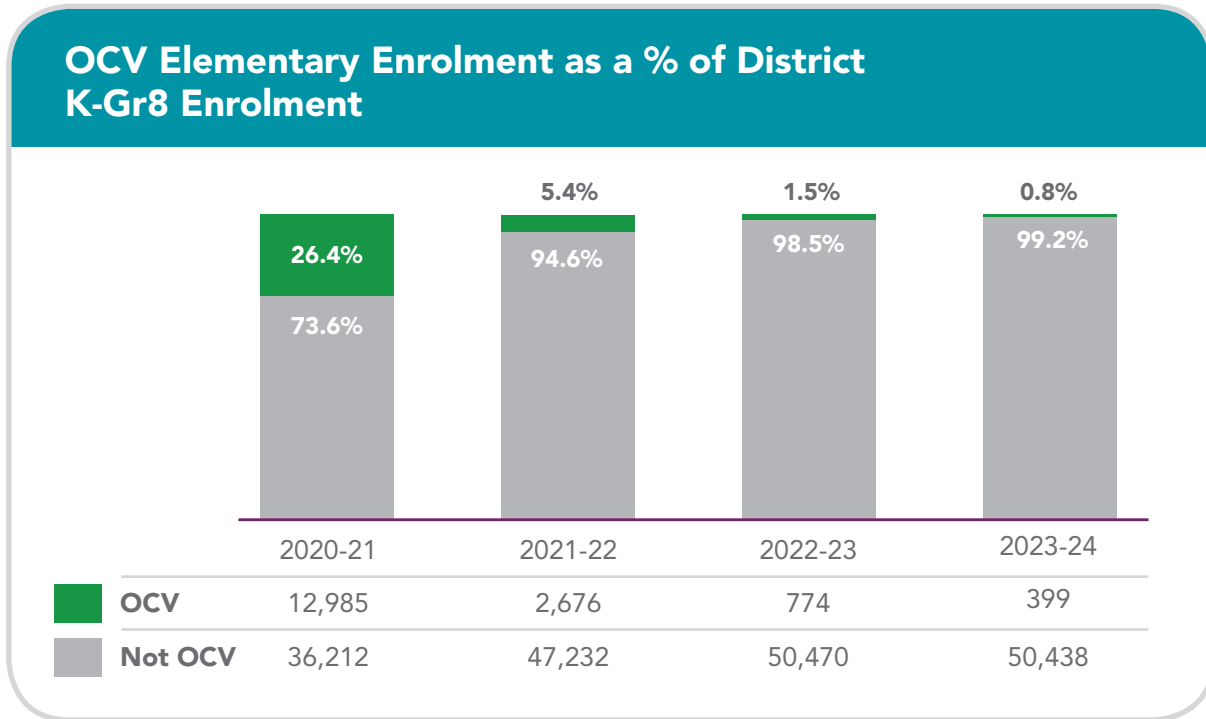


## 2024 OCDSB ELEMENTARY **PROGRAM REVIEW**

Overview of data related to students in Ottawa-Carleton Virtual School (OCV)

## Enrolment

Enrolment in OCV Elementary/Intermediate has been steadily declining. In the 2023-24 academic year, it accounted for less than 1% of the District's K-8 student population.



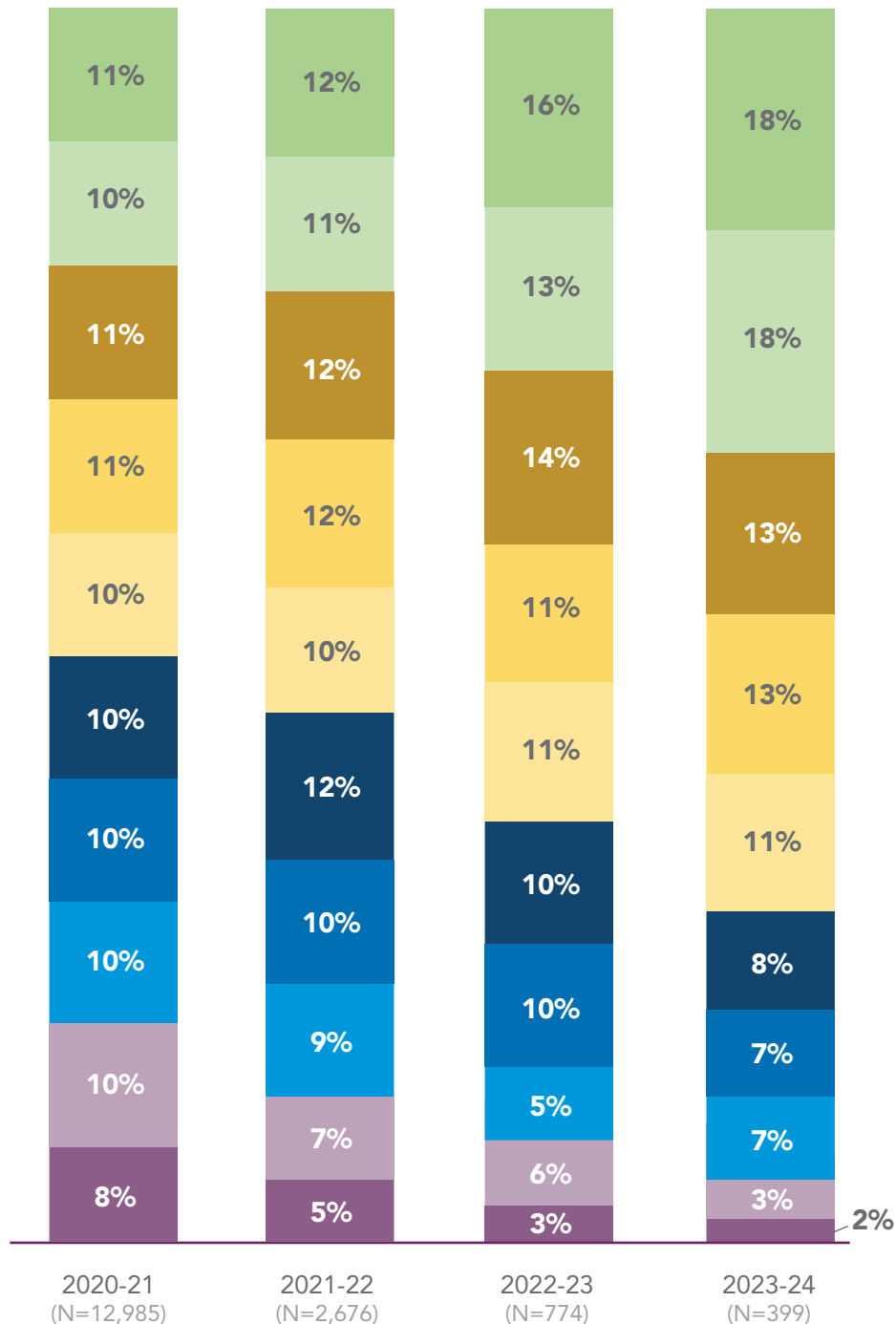
In addition to the declining enrolment overall, there has also been a shift in enrolment proportions at the grade/divisional level. As observed in the chart below, in the earlier years, enrolment was more evenly spread across grades, but over time, a shift occurred with higher grades accounting for much larger enrolment proportions by 2023-24. These trends highlight a decline in overall demand for virtual schooling, especially among younger students.

## Enrolment distribution across elementary programs

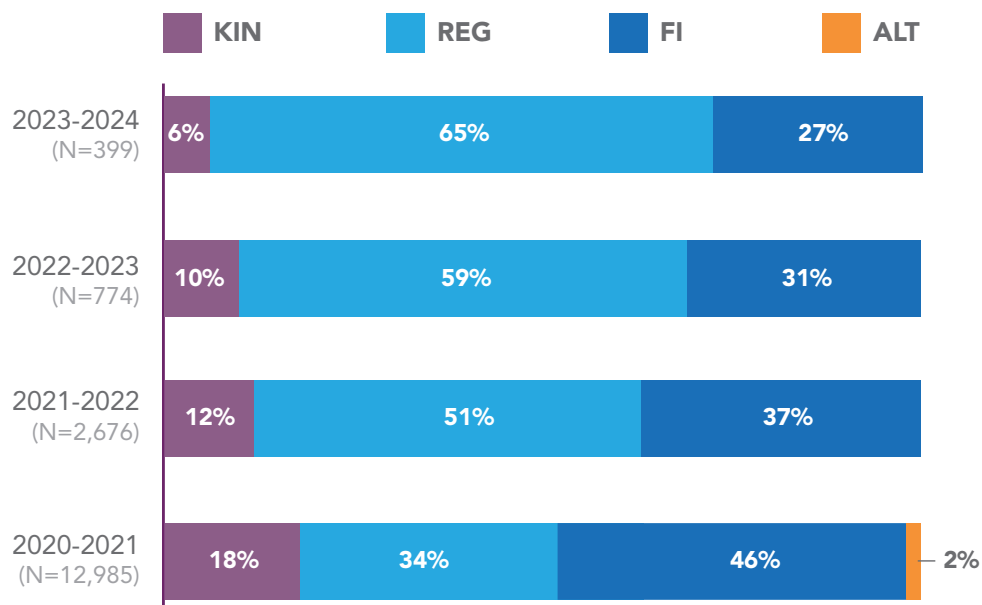
Over the past four academic years, there has been a notable shift in student enrolment across various programs. While enrolment in KIN and EFI has been on a steady decline, the REG program has accounted for a greater proportion of students enrolled, accounting for nearly two thirds of the overall enrolment in OCV.

## OCV Elementary Enrolment: Distribution Across Grades/Divisions

■ Kin (Yr1)  
 ■ Kin (Yr2)  
 ■ Gr.1  
 ■ Gr.2  
 ■ Gr.3  
 ■ Gr.4  
 ■ Gr.5  
 ■ Gr.6  
 ■ Gr.7  
 ■ Gr.8

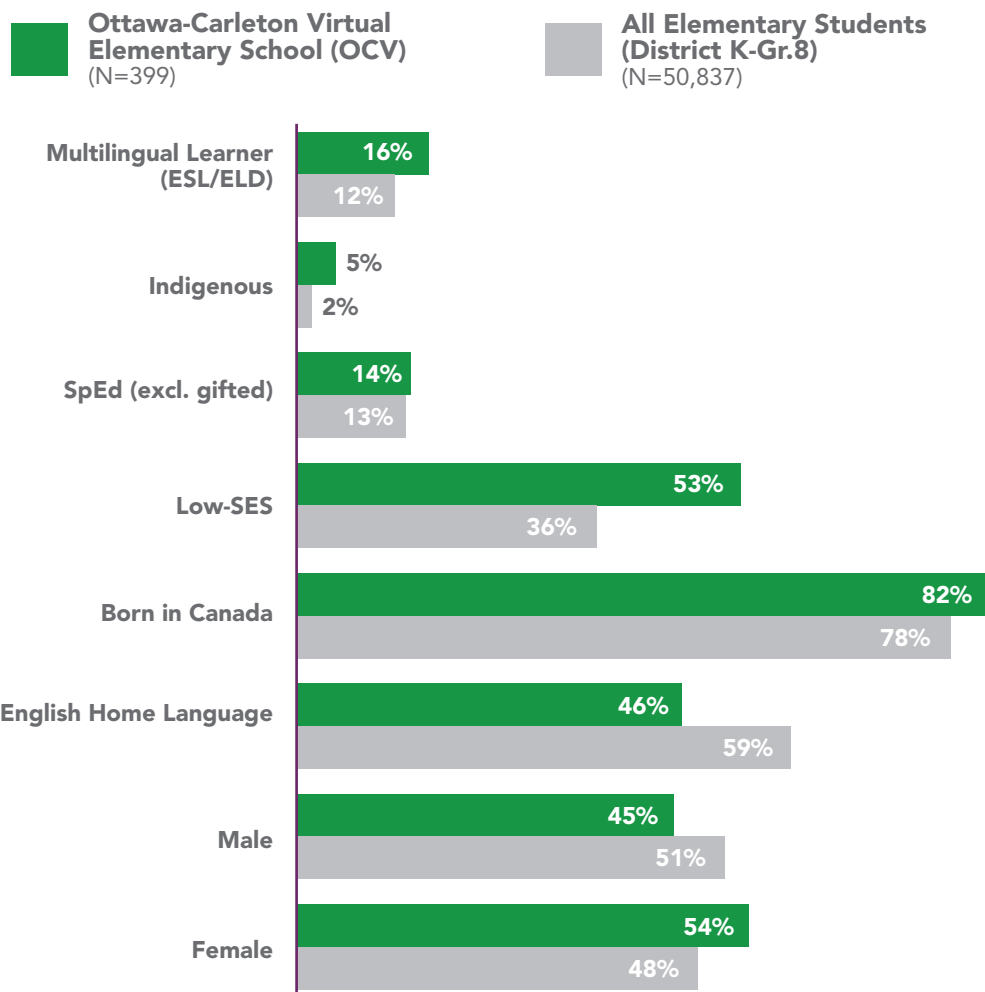


## OCV Enrolment: Distribution Across Programs



Certain groups of students have a disproportionate representation within the OCV program, with the most notable differences being the overrepresentation of Indigenous students and students residing in low-income neighborhoods (both of which have increased over time). Multilingual learners and females are also overrepresented, again with gaps increasing.

## Representation of Students by Demographic Characteristics Within an Elementary Program vs. District Population: 2023-2024 Academic Year

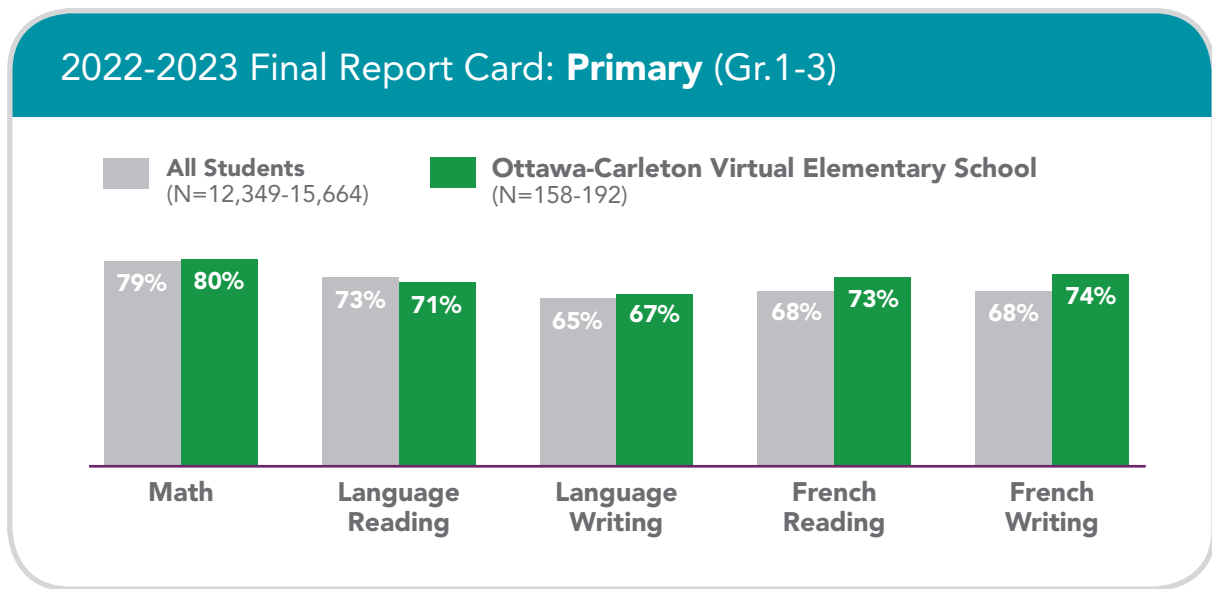
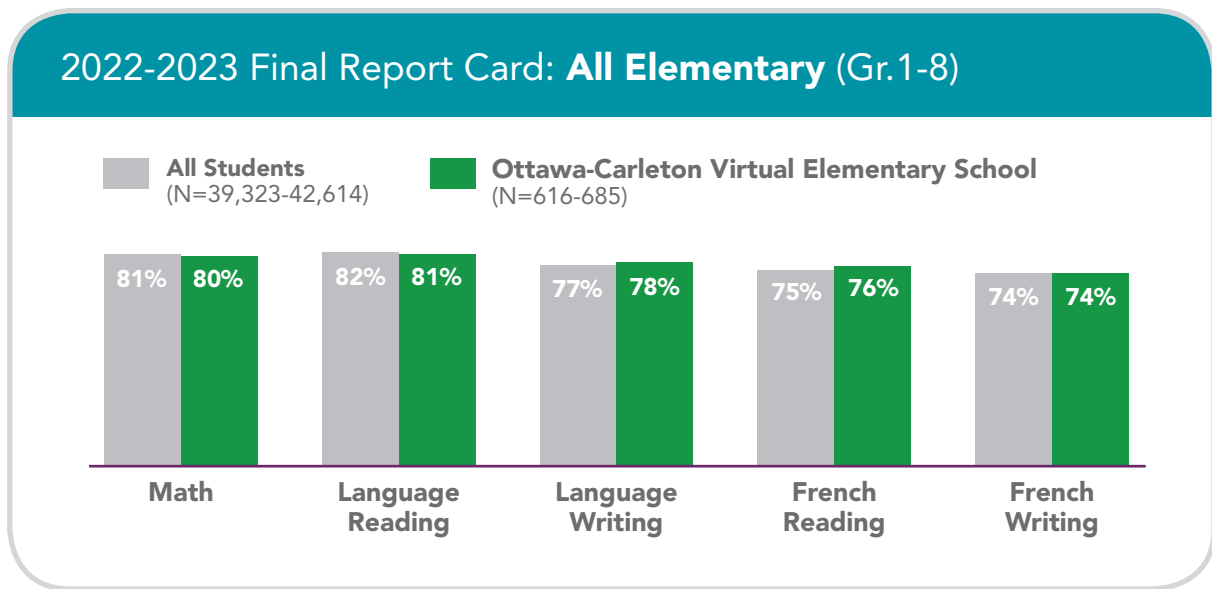


## Achievement

In the 2023-24 academic year, achievement of OCV students in English, French, and Mathematics is generally aligned with that of the overall student body, with variations typically within one percentage point (in % of students meeting the provincial standard). However, differences become more noticeable at the divisional level (3-4% difference). Specifically, OCV students exhibit slightly better performance in Grades 1-3 and slightly lower performance in Grades 7-8. Considering the majority of OCV students are intermediate, this is particularly

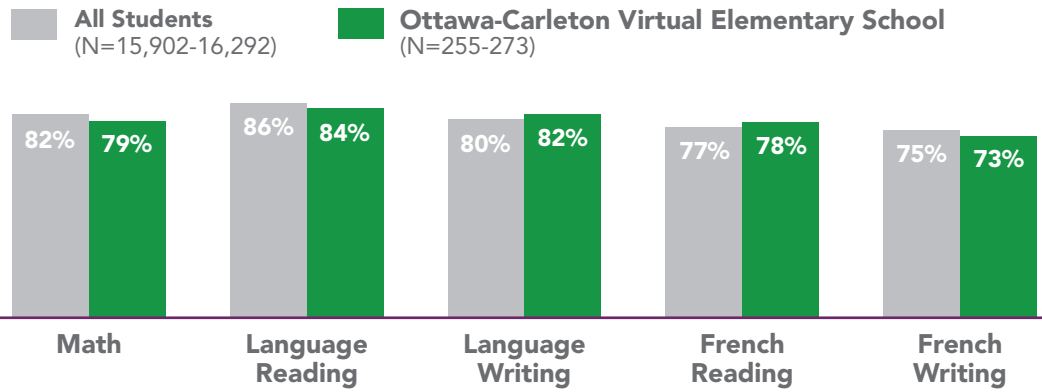
noteworthy. It is also important to note that there was a substantially larger proportion of “insufficient” year-end report card marks for OCV students compared to the District (varying between 4x and 10x depending on the subject-strand), which are excluded from the available marks total on which we calculate percentage meeting standard.

Since the 2021-22 academic year, a downward trend in achievement has been observed in the OCV program across Grade 1-8 English, French, and Mathematics. This trend mirrors the overall achievement patterns of the student population in Grades 1-8, which have also declined, albeit at a less pronounced rate.

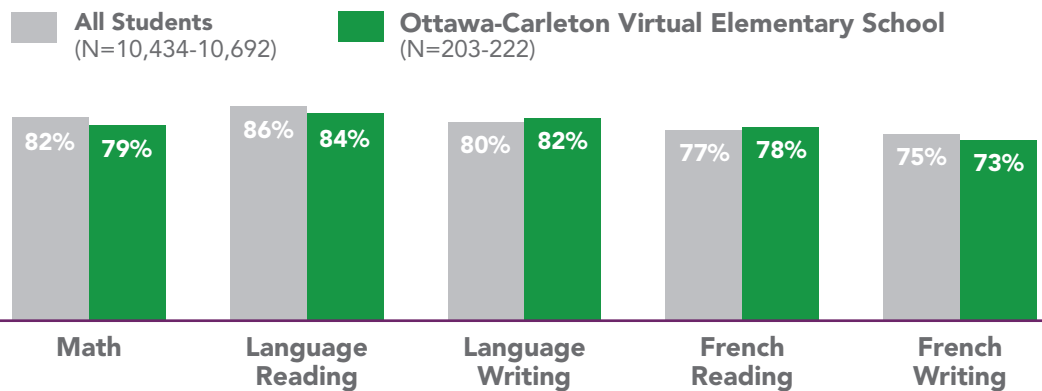




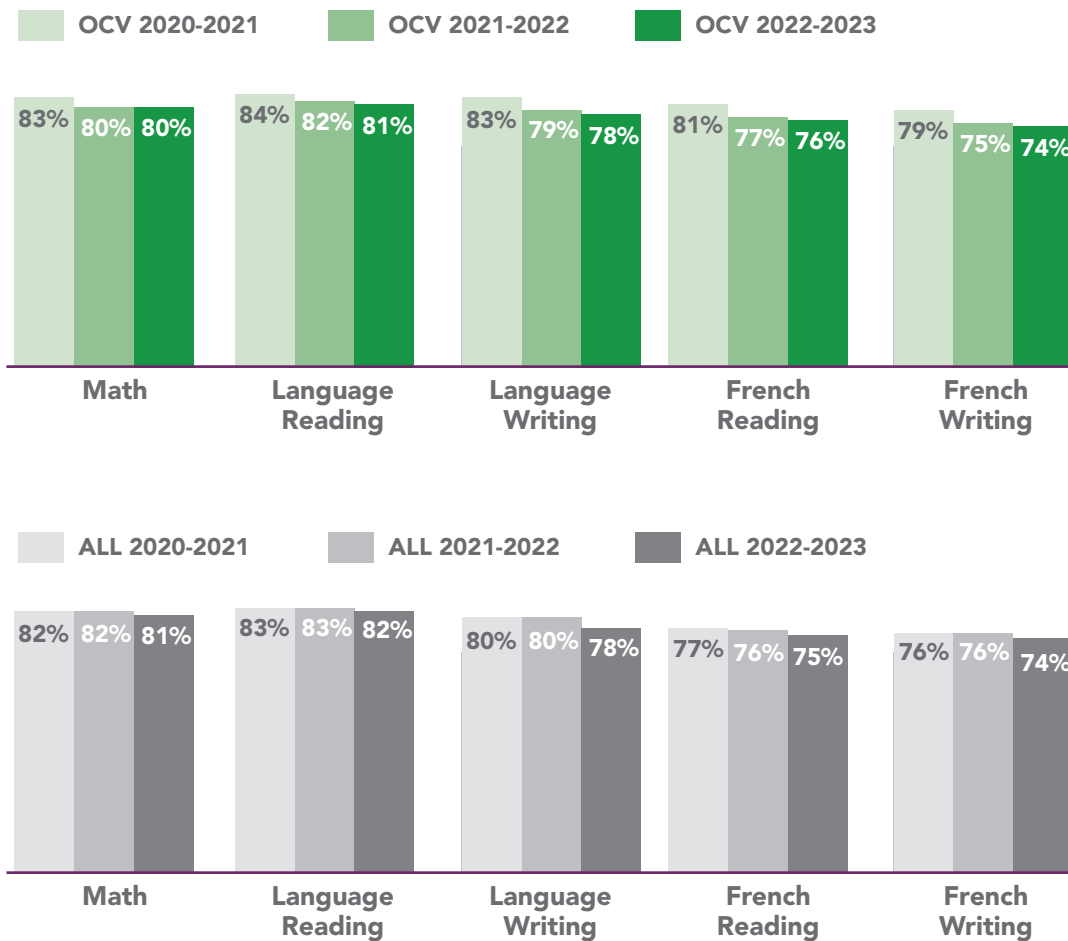
## 2022-2023 Final Report Card: **Junior** (Gr.4-6)



## 2022-2023 Final Report Card: **Intermediate** (Gr.7&8)



## Achievement Over Time: % Elementary Students (Gr.1-8) Enrolled at OCV-Elementary Meeting the Provincial Standard on June Final Report Card (3yr trend)

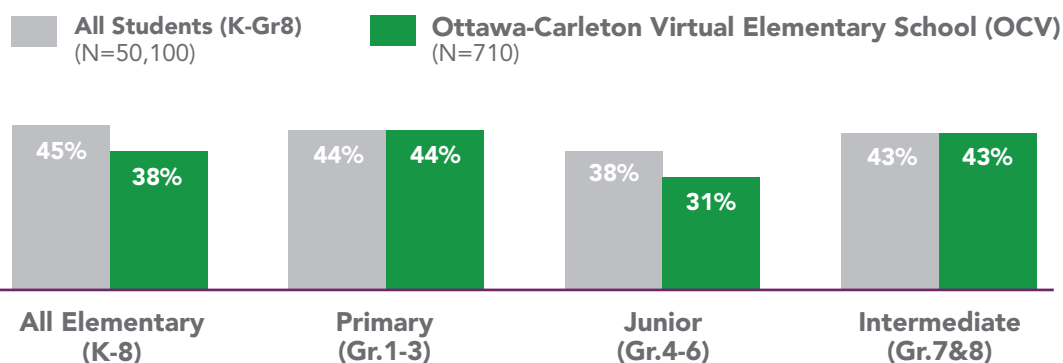


## Engagement & Well-Being

Absenteeism rates were lower in OCV compared to the District-level elementary student population in 2022-23. OCV students missed 10% or more instructional dates at a rate of 38%, compared to 45% of all Elementary students. However, it is important to note that the parameters for absenteeism in a virtual environment are different from those within an in-person environment, and as a result the data provided may not be a true reflection of actual student engagement.

### Elementary Student Engagement: Absenteeism

2022-2023 Academic Year





## 2024 OCDSB ELEMENTARY **PROGRAM REVIEW**

# Overview of data related to Specialized Program Classes

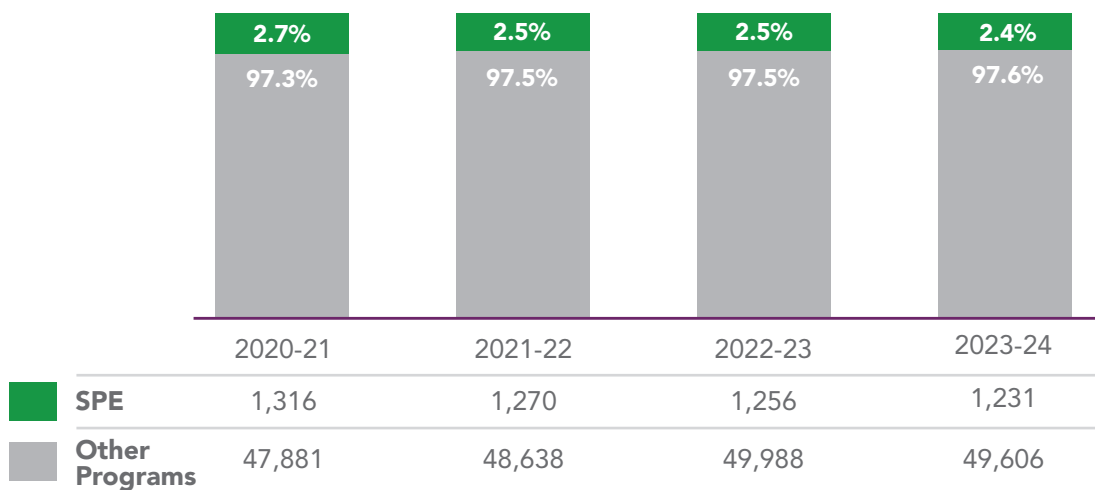
## Specialized Program Classes

Specialized program classes is a broad category of 12 different types of classes, based on students with diverse exceptionalities. Given the range of needs within this category, overall data across specialized program classes may not reflect the particular experiences of students within a given class type. As part of cyclical review, the District completes reviews of specialized program classes (e.g., [General Learning Program](#), [Developmental Disabilities Program](#)). These reviews are detailed and resource-intensive but are an important part of our work in improving special education supports.

## Enrolment

Enrolment in specialized program classes (fully self-contained and partially integrated) has decreased slightly year-over-year, though the overall impact on the proportion of District-wide K-8 enrolment in specialized program classes is minimal. Number and type of specialized program classes are reviewed annually and adjusted based on a number of factors, including student needs, financials, etc., and therefore changes in enrolment need to be considered in this context.

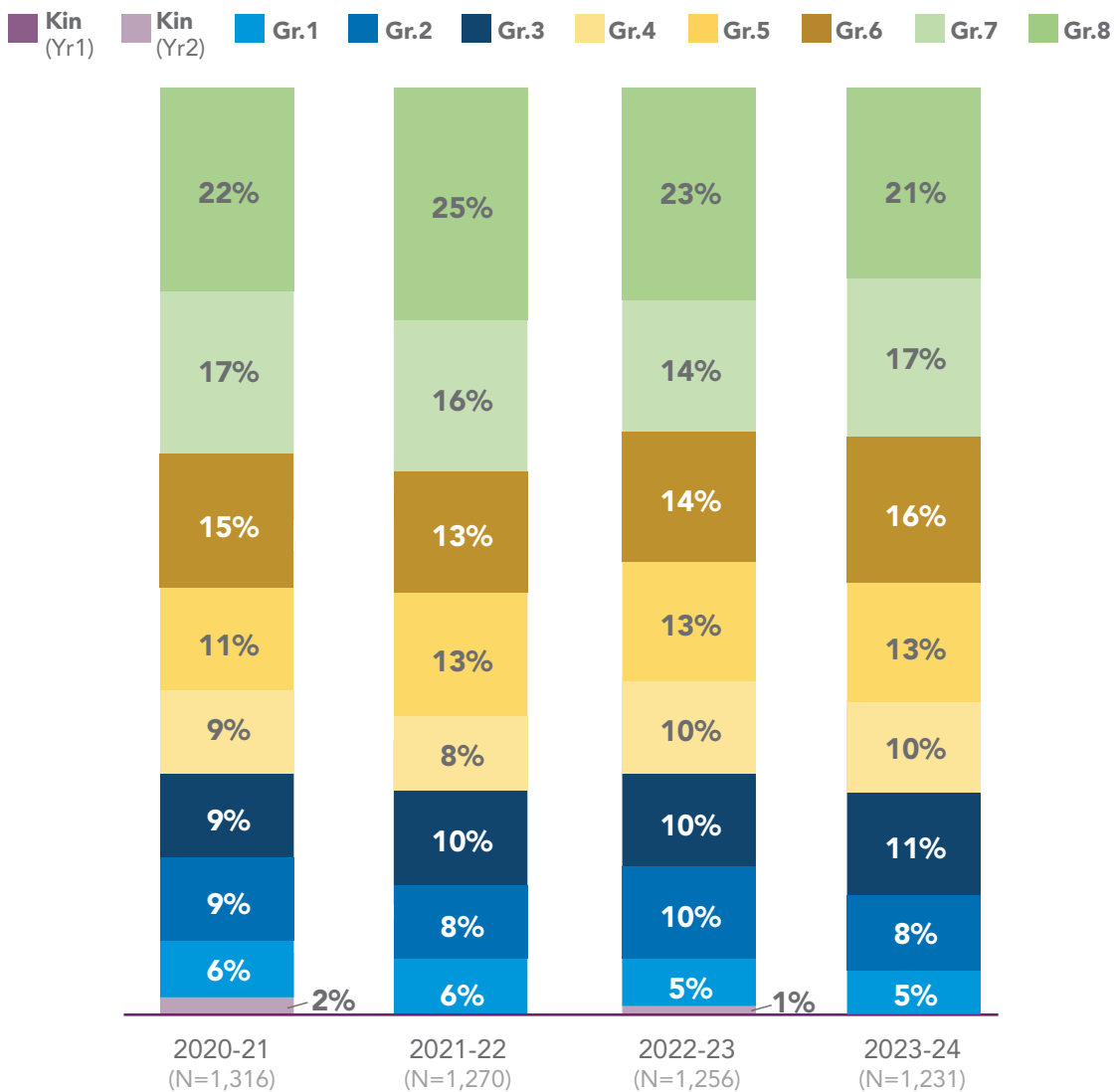
### Specialized Program Class Enrolment as a % of District Elementary Enrolment



## Enrolment distribution across grades

While the overall elementary enrolment for the District has remained fairly stable and is equally distributed across grades (around 10% each grade), enrolment in specialized program classes is differentially skewed towards later grades, with higher enrolment in later grades. The intermediate division is the most overrepresented, with almost twice the proportion of students in Grades 7&8 enrolled in specialized program classes, as compared to the proportion of students enrolled in specialized programs classes District-wide.

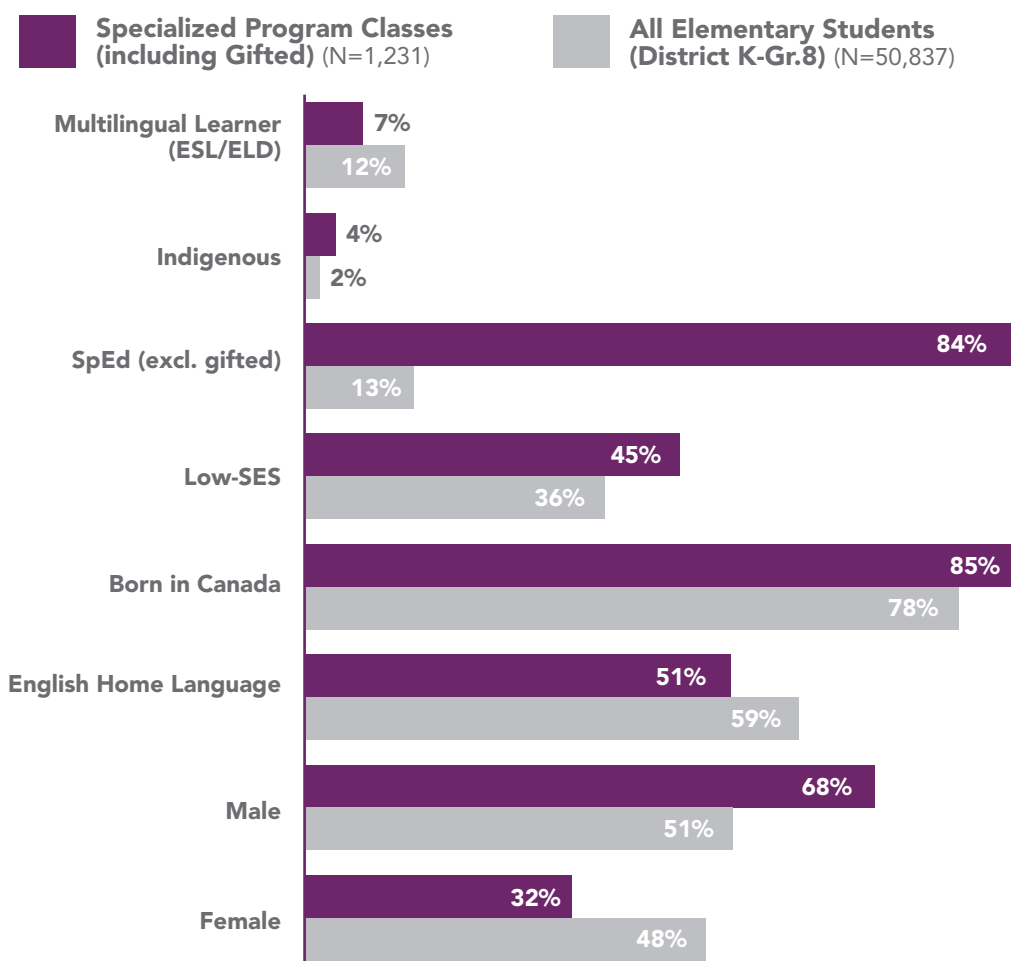
### Enrolment in Specialized Program Classes: Distribution Across Elementary Grades/Divisions



## Representation of student demographics

Historic differences in disproportionate representation of demographic characteristics in specialized program classes persist. While some progress has been made in reducing overrepresentation, in 2023-24 there were greater proportions of male students (1.32x), self-identified Indigenous students (1.91x), and students residing in lower-income neighbourhoods (1.24x) compared to the overall District elementary student population. Conversely, there were lower proportions of female students (0.66x), multilingual learners (0.6x), and students whose primary home language was English (0.87x).

### Representation of Students by Demographic Characteristics Within an Elementary Program vs. District Population: 2023-2024 Academic Year



Note: All students in specialized program classes have a special education need, as defined by an Individualized Education Plan (IEP). This data reflects those who have a special education need excluding gifted (i.e., students identified as gifted make up the remaining portion of students with special education needs in specialized program classes).



## Achievement

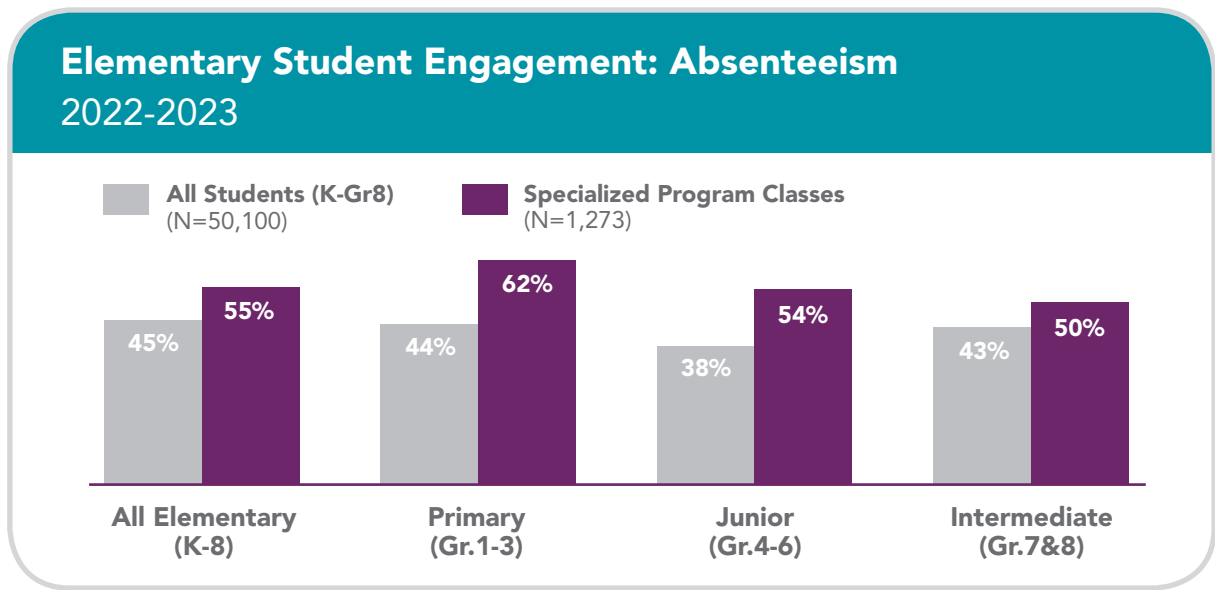
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Standard achievement metrics, in isolation, are not suitable for monitoring the achievement of students in specialized program classes. Many students in specialized program classes have varied and student-specific modified curriculum expectations (reflected in their Individual Education Plans), which must be included for context at the student-level when interpreting achievement data. Consequently, report card outcomes for students in specialized program classes are not necessarily comparable to report card outcomes of other students. EQAO achievement data does not provide a meaningful alternative, given the low EQAO participation of students in specialized program classes. Therefore, while student-level achievement data is monitored regularly, we have not aggregated achievement data for students in specialized program classes.



# Absenteeism

Students who miss 10% or more instructional days are considered chronically absent. Fifty-five percent of students in specialized program classes were chronically absent in 2022-2023, a rate 10% higher than the overall elementary student population.









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