



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Key Highlights from Recent Reports: Updates on Student Learning

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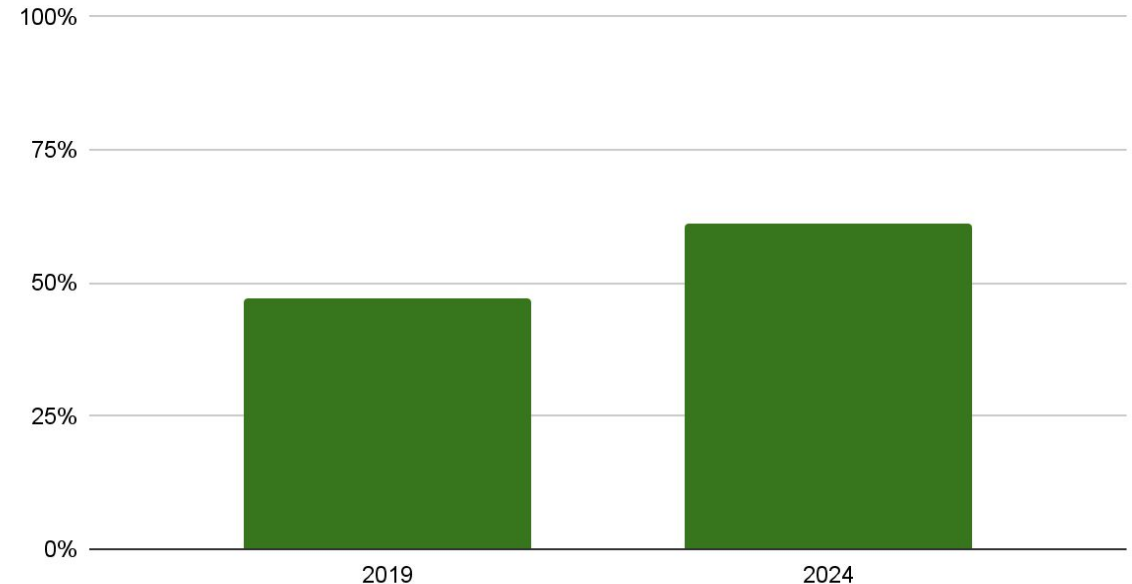
Special Education Advisory Committee (SEAC)

June 18, 2025

# 2024 Student Survey Results: Participation

- Across the OCDSB, over 47,000 students and caregivers completed the survey.
- Overall response rate increased to 61% in 2024 from 47% in 2019.
- **11%** identified as having a disability (up from 9% in 2019).
- Common disabilities: **learning** (43%), **autism spectrum** (34%), **developmental** (25%), **mental health** (24%).

Participation Rate



# Updates on Student Learning: 3 Reports

- Achievement Outcomes on Core Academic Skills
  - Literacy and Math
- Engagement and Well-Being
  - Attendance, Suspensions, Survey Responses, etc.
- Preparation of Students for Future Success
  - Graduation Rates, Credit Accumulation, Course Enrolment, etc.

## Core Academic Skills (EQAO)

- OCDSB results show that students with special education needs (excluding gifted) consistently perform **at a higher level across all EQAO assessments** (subjects and grade level) compared to their provincial counterparts.
- Compared to the previous year (2022-23), **achievement gaps for students with special education needs have narrowed** across almost all assessments, especially Grade 6 reading and math. An exception to this is Grade 9 math, where the achievement gap slightly widened compared to the previous year.

# Student Attendance

- There was a notable increase (+15%) in the percentage of Grades 1-8 students present for at least 90% of instructional days from 2022-2023 (41%) to 2023-2024 (56%).
- Students with special education needs (excluding gifted) had a **47% attendance rate**, this represents an improvement from **33% in 2022-2023**.
- Based on Valuing Voices survey responses, **students with chronic pain, mental, physical or undisclosed disabilities** had **lower attendance rates** compared to the district overall average.

# Student Suspensions

- In 2023-2024, **3.2%** of Grade 4-12 students (**1,725 out of 53,114**) were suspended, a rate slightly higher than the previous year but lower than pre-pandemic levels, and slightly below the provincial average.
- Suspension data for 2023-2024 shows that **6%** of Grade 4-12 students with special education needs (**745 out of 11,523 students**) were **suspended**, up from **5% in 2022-2023**.
- Among students with special education needs, **those with a behavioural exceptionality** are **suspended most often**.

# School Climate and Well-Being

- Overall, **93%** of students (or their caregivers) reported their (or their child's) **well-being** was moderate or high, and **78%** reported **feeling safe** at school. Most domains saw **improvements**, compared to the last round of school climate surveys.
- Students with special education needs (excluding gifted) reported less less favourable experiences across domains such as **General Well-Being, Sense of Belonging, Relationship with Adults, Safety, and Representation**.
- Also, students with disabilities generally reported **higher rates of experiencing bullying (11% higher than the district)**.

# Credit Accumulation

- **82% of OCDSB students** are deemed to be on track to graduate by the end of Grade 10, compared to 78% of students province-wide.
- Based on population-level data (excluding gifted), students with special education needs **were less likely to be on track to graduate (68%)** based on credit accumulation by the end of Grade 10.
- Compared to the previous year, **disproportionality indices were smaller** for students with special education needs (excluding gifted), **indicating progress in narrowing the gaps.**



# Graduation Rates

- The OCDSB 5-year graduation rate was **91%**, slightly higher than the provincial average of **90%**.
- **Students with special education needs** (excluding gifted) had a lower 5-year graduation rate (**84%**) than the overall District average.
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- Although **slight**, there is progress in **narrowing** the achievement gap between all students and students with special education needs.

# Participation in Job Skills Programs

- Overall **15% of students enrolled in grade 11/12 courses** participated in Specialist High Skills Major (SHSM), Dual Credit, or Ontario Youth Apprenticeship (OYAP) programs (2,016 students).
- Students with special education needs (excluding gifted) **had higher participation rates (21%)** in the job skills programs (SHSM, Dual Credit, OYAP) when compared to the district overall.
- Based on Valuing Voices Survey data, **higher** participation rates were observed for students who reported a disability such as **Autism Spectrum Disorder** or a **Learning Disability**.

## Next Steps

- The data shows progress across multiple metrics, however there is still much work to be done.
- Collaborations with Learning Support Services, Program Services, and other central department have been supported more nuanced analyses of the data to ensure precision in next steps.
- To equip school administrators and their teams with the knowledge and tools needed to better understand their school data, staff continue to use a Data Support Model wherein research staff work directly with school principals to facilitate data-driven decision-making and evidence-informed practice.

# Resources

- [Update on Student Learning: Core Academic Skills \(February 2025\)](#)
- [Update on Student Learning: Student Engagement & Well-Being \(April 2025\)](#)
- [Update on Student Learning: Preparation of Students for Future Success \(May 2025\)](#)
- [OCDSB Priority Learning Plan \(February 2025\)](#)
- [OCDSB Math Achievement Action Plan \(February 2025\)](#)
- [Valuing Voices Demographic Report \(December 2024\)](#)
- [Valuing Voices School Climate Survey Results \(Fall 2024\)](#)