










Appendix B, 19-059
Supporting Indigenous Learners at the OCDSB
Performance Measures

The following table provides an overview of trends over time on the EQAO assessments for students who self-identified as Indigenous, as reported in the *2017-2018 Annual Student Achievement Report*. In 2017-2018, the percentage of students meeting or exceeding the provincial standard on the EQAO assessments ranged from 36% in junior (grade 6) mathematics to 83% on the OSSLT for first-time eligible students; performance tended to be highest in literacy as compared to numeracy.

Achievement gaps between students who self-identified as Indigenous and all students ranged from 1% on the OSSLT to 25% on the primary (grade 3) mathematics assessment. In most assessments, achievement gaps have narrowed for this group of students compared to the previous 3-year average gap. Areas in which gaps have widened include: primary mathematics, grade 9 applied mathematics, and the OSSLT for previously eligible students. Gap narrowing efforts have been greatest in the area of literacy.

	TRENDS IN EQAO	How large were our achievement gaps in 2017-2018?	What percentage of students achieved the provincial standard (level 3 or 4) in 2017-2018?	How do our 2017-2018 achievement gaps compare to the average achievement gaps for the previous 3 years?
FNMI	Grade 3 Reading	17% 	59%	▼5%
	Grade 3 Writing	18% 	53%	▼6%
	Grade 3 Mathematics	25% 	38%	▲1%
	Grade 6 Reading	3% 	80%	▼11%
	Grade 6 Writing	7% 	74%	▼7%
	Grade 6 Mathematics	15% 	36%	▼1%
	Grade 9 Academic	8% 	80%	▼3%
	Grade 9 Applied	0%	43%	▲5%
	FTE OSSLT	1% 	83%	▼6%
	PE OSSLT	16% 	37%	▲10%
TRENDS SUMMARY LEGEND				
▼ Narrowed achievement gap				
— No change				
▲ Widened achievement gap				

For the cohort of students starting grade 9 during the 2012-2013 school year, students who self-identified as Indigenous had a lower 5-year cohort graduation rate as compared to all students, as evidenced by a gap of 13%. This gap has remained unchanged compared to the previous three year average.