

COMMITTEE OF THE WHOLE (PUBLIC)
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Annual Student Achievement Report (ASAR), 2018-2019

Key Contact: Michele Giroux, Executive Officer, 613-596-8211 ext. 8310

PURPOSE:

1. This report provides an overview of OCDSB student achievement data for the 2018-2019 school year. Through discussion of the data presented, we aim to better understand the overall achievement of OCDSB students and improve supports to enhance learning for all.

CONTEXT:

2. The Annual Student Achievement Report (ASAR) serves as a progress monitoring tool to better understand areas of strength in student learning and identify opportunities for improvement. Produced in the fall of each year, it contains analyses of:
 - provincial achievement data (including student questionnaire data),
 - secondary report card data;
 - credit accumulation; and
 - cohort graduation rate.

Data has been analyzed to better understand our trends over time, OCDSB results in relation to those for the province, and for specific groups of students, including English Language Learners, students with special education needs, students from low income neighbours, students who self-identify as Indigenous, and males versus females.

3. Historically, the ASAR took an all-encompassing approach by presenting detailed data from multiple sources. While this approach made the ASAR a useful reference tool, the lengthy format was not ideal for facilitating meaningful discussion on our Wildly Important Goals¹. To promote a focused discussion on key topics, the new format of the ASAR highlights data on student achievement and then delves a deeper into critical areas. This transition is an important one, given that next year's ASAR will also incorporate analysis of demographic data collected through *Valuing Voices – Identity Matters! Survey* (e.g., language, race,

¹ "A goal essential to carrying out the organization's mission or strategy. Failure to achieve this goal will render all other achievements secondary." Chris McChesney, Sean Covey, and Jim Huling, *The 4 Disciplines of Execution* (London: Simon & Schuster, 2012), 301.

ethnicity, gender identity, sexual orientation, disability) and student achievement data. By integrating these two types of data, we will be able to narrow in on areas of need in order to better support student success.

4. Additional data on student achievement will be presented to the Board throughout the year, as we bring forward measurement reports on the strategic plan. As part of the 2019-2023 strategic plan, key performance indicators were identified to track progress towards building a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Progress on building a Culture of Innovation will be assessed, in part, by graduation rate, annual certification rate, EQAO results, achievement gaps, and survey data. This will supplement the information provided in the ASAR to provide a fulsome analysis of student achievement at the OCDSB.
5. EQAO results can be organized and filtered in many ways to be informative for a variety of purposes. Although it is not feasible to present all permutations in a single report, results can be accessed through the EQAO website. This is where District and school achievement results, as well as school context and information on student attitudes, are publicly available for all participating grades: <https://eqaoweb.eqao.com/eqaoweborgprofile/profile.aspx? Mident=86&Lang=E>

KEY CONSIDERATIONS:

6. **Achievement Results, 2018-2019**

The following is a summary of OCDSB achievement results for the 2018-2019 school year and trends over time that are presented in the attached report.

- a) Overall Results on Provincial Assessments. The majority of OCDSB students achieved at or above the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grades 3 and 6 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for both first-time and previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points; similar trends were observed provincially.

Despite lower results in mathematics compared to reading and writing, most OCDSB students met the provincial standard in Grades 3, 6 and grade 9 academic math. OCDSB results were higher compared to the province, with the exception of Grade 9 applied math. OCDSB trends over time showed no change in Grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in Grades 3 and 6 mathematics.

- b) Achievement Gaps for Specific Groups of Students. Across all provincial assessments, achievement outcomes continue to be lower for English Language Learners (ELLs), students with special education needs (excluding gifted; SpEd), and those who self-identify as Indigenous (FNMI) compared to all students. Outcomes based on gender tend to favour boys in mathematics, and girls in reading and writing. Gaps are much wider in literacy compared to math.

c) Report Card Data. An analysis of report card data identified the subjects and course types that tended to pose the greatest barriers for students. Across the grades, math, science and English tended to be the courses that students experienced the most difficulty with. In Grades 9 and 10, student success was lower in applied and locally developed courses. In Grade 11, the types of courses with lower levels of achievement tended to be workplace, open, and college courses.

d) Credit Accumulation and 5-Year Cohort Graduation Rate. Credit accumulation is an important indicator of whether or not students will graduate with their peers (typically within five years of beginning secondary school). Credit accumulation is presented for Grades 9, 10 and 11, with evidence that students have more difficulty obtaining the recommended credits for their grade level as they move through high school. The percentage of students earning the number of recommended credits by the end of June 2019 is comparable to the rates observed in the previous two years.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014; this is marginally higher compared to the province at 87%.

7. **Summary and Next Steps**

The analysis of student achievement data from 2018-2019 reinforces that the area of greatest curricular need continues to be mathematics, and that student attitudes and perceptions towards mathematics are intricately connected to their achievement outcomes.

It is also clear that there continues to be inequities in student outcomes for students with special education needs (excluding gifted), students who self-identify as Indigenous, students residing in lower income neighbourhoods, and English language learners. There is an inverse relationship between the number of these groups to which a student belongs and achievement outcomes.

As students enter secondary school, they are required to accumulate a minimum of 30 credits in order to graduate with an OSSD. Students who are on track to graduate within five years of starting high school would typically earn eight credits each year. Credit accumulation rates decline with each year of high school that passes, putting students at an increased risk of not graduating with their cohort of peers. Students enrolled in applied, locally developed, college, and workplace courses are most at risk. English, mathematics, and science courses tend to have the lowest pass rates across all three grades.

The 2019-2020 Board Improvement Plan for Student Achievement and Well-being (BIPSAW) outlines some of the key strategies that will be undertaken to support students in their learning with a view to improving outcomes over time. Next year, demographic data from Valuing Voices – Identity Matters! will be analyzed in relation to student achievement data to help further refine our focus.

RESOURCE IMPLICATIONS:

8. Ongoing monitoring of student achievement is supported by the District's regular operating budget.

COMMUNICATION/CONSULTATION ISSUES:

9. The information contained in this report is shared with schools and departments to inform work that supports student learning. Specifically, Program and Learning (K-12) uses this information to help inform the development of the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). With support from the Research, Evaluation, and Analytics Division (READ), school teams use this data to help guide analysis of their school data to inform the development of School Improvement Plans for Student Achievement and Well-Being. Research staff provide ongoing support to schools throughout the year in monitoring progress on school plans and in building school staff capacity in data literacy.

STRATEGIC LINKS:

10. One of the goals identified in our 2019-2023 strategic plan is to champion high learning expectations for all students in all programs. The ASAR is a reporting mechanism for communicating our progress in this area, with a specific look at identified groups of students and areas of difficulty for our learners. Through this work, we can target supports moving forward. Progress in this area will continue to be monitored and will be reported on again in the measurement report for a Culture of Innovation.

DISCUSSION QUESTIONS:

- Based on the data, what can we conclude about student achievement for 2018-2019?
- How is the data reflected in the 2019-2020 BIPSAW?
- How does the new format of the ASAR facilitate the discussion?
- How can we use this data to drive our progress on the strategic plan?

Michèle Giroux
Executive Officer,
Corporate Services

Camille Williams-Taylor
Director of Education and
Secretary of the Board