2018-2019 ACHIEVEMENT HIGHLIGHTS FOR STUDENTS WHO SELF-IDENTIFIED AS INDIGENOUS.

Overall, a total of 74,719 students were enrolled in the OCDSB schools on October 31, 2018. Of these, 24,331 participated in the EQAO assessments during 2018-2019. Of the 24331 students, 2% (**452** students) self-identified as indigenous.

49% 11,833
51% 12,498

TOTAL PARTICIPATION IN THE EQAO ASSESSMENTS: **24,331**
GRADE 3: **5,060**
GRADE 6: **5,228**
GRADE 9 MATH: **5,697**
GRADE 10 OSSLT: **8,346**

% OF STUDENTS BELONGING TO MULTIPLE SPECIFIC GROUPS

None	1	2	3	4
44%	37%	17%	2%	0.1%

% OF STUDENTS PER EACH SPECIFIC GROUP

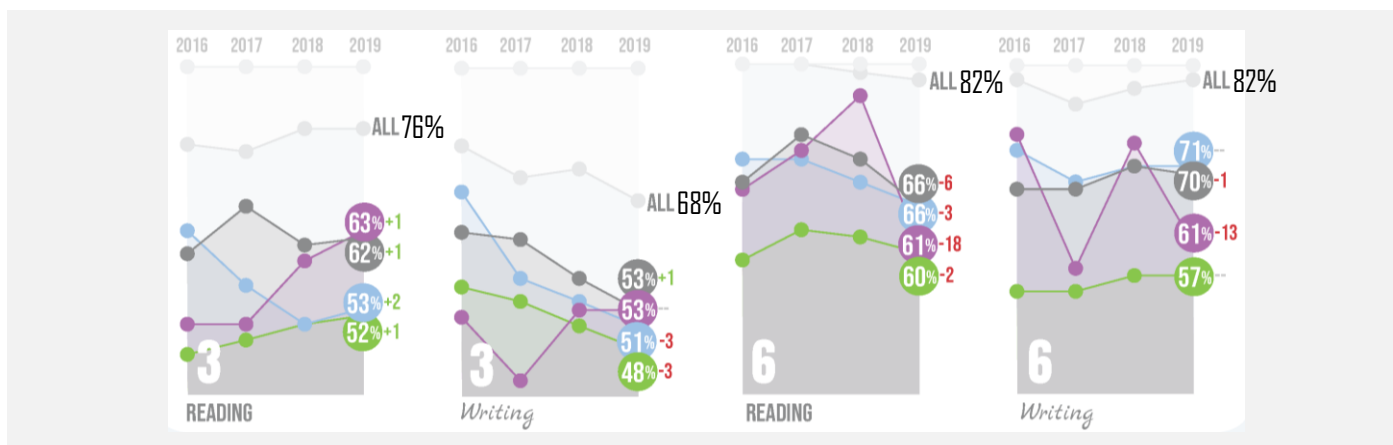| NONE	ELL	SPED	SES	INDG
44%	24%	24%	27%	2%
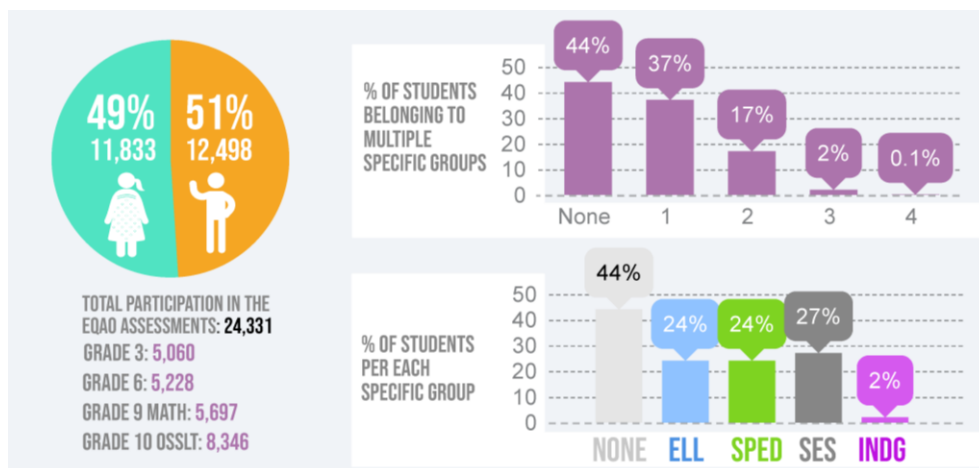
EQAO Mathematics Assessment in Grades 3, 6 and 9 `INDG.`

In Grades 3 and 6 mathematics, the proportion of students who self-identified as indigenous and who have met the provincial standard is considerably lower than District results. Achievement gaps were greatest for students in Grade 6; however, students in Grade 9 who self-identified as indigenous performed as well as all students. Trends over time indicate a downward trend in Grade 6 and an upward trend in grades 3 and 9.
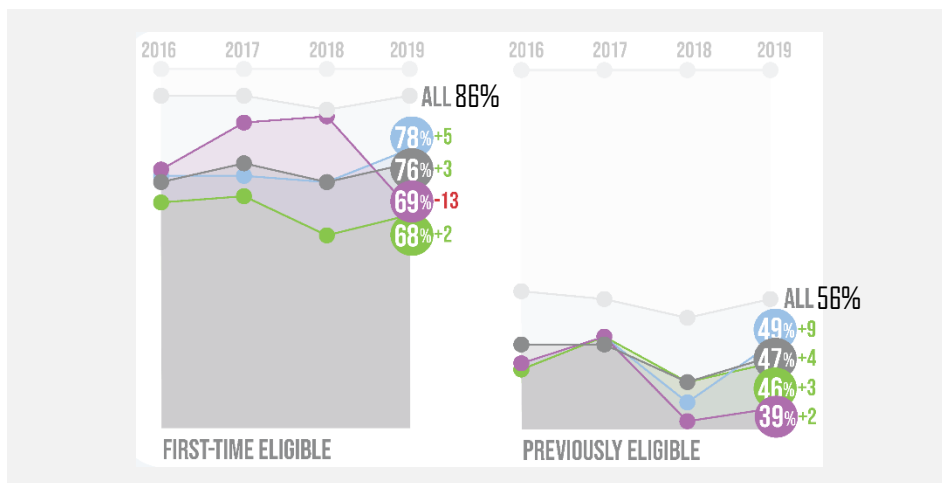

- Grade 3: ALL 59%; 42% +5, 41% +5, 37% -1, 29% +5
- Grade 6: ALL 50%; 39% +1, 33% -12, 20% -13, 19% -17
- Grade 9 ACADEMIC: ALL-- +5 88%; 85%, 80%, 76% -5, 76% -2
- Grade 9 APPLIED: ALL -1 43%; 44% +1, 43% -4, 30% -1, 25%
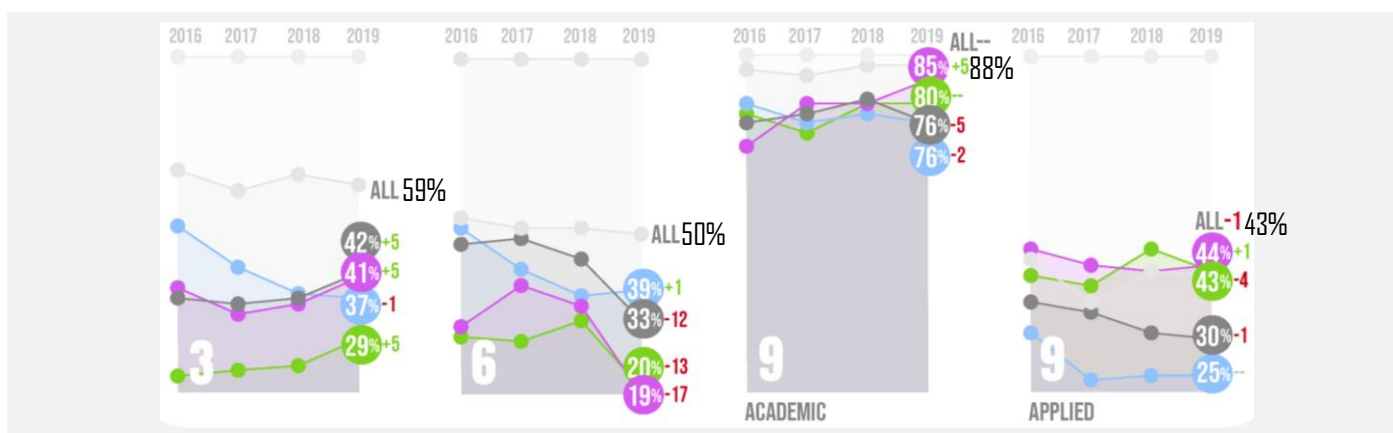
EQAO Reading and Writing assessment in Grades 3 and 6 `INDG.`

Similarly to mathematics, performance of students who self-identified as indigenous was lower than all students in grades 3 and 6 Reading and Writing. Achievement gaps were greatest in Grade 6. Trends over time indicate improvement in Grade 3 and a general decline in Grade 6 Reading; results are mixed for Grade 6 Writing.

- Grade 3 READING: ALL 76%; 63% +1, 62% +1, 53% +2, 52% +1
- Grade 3 Writing: ALL 68%; 53% +1, 53%, 51% -3, 48% -3
- Grade 6 READING: ALL 82%; 66% -6, 66% -3, 61% -18, 60% -2
- Grade 6 Writing: ALL 82%; 71%, 70% -1, 61% -13, 57%

EQAO OSSLT `INDG.`

The performacne in the OSSLT is also below the board result, both among the first-time eligible (69%) and previously eligible (39%) students who self-identified as indigenous. Trends over time indicate an abrupt decline from 2018 among first-time elegible students and a slight upward trend among previously eligible students over the same time period.

| 2016 | 2017 | 2018 | 2019 | | 2016 | 2017 | 2018 | 2019 |

ALL 86%
78% +5
76% +3
69% -13
68% +2

ALL 56%
49% +9
47% +4
46% +3
39% +2

FIRST-TIME ELIGIBLE   **PREVIOUSLY ELIGIBLE**

CREDIT ACCUMULATION AND COHORT GRADUATION

Credit accumulation among Grade 9 (68%) and Grade 10 (53%) students who self-identified as indigenous is considerably lower than District-level results at 88% and 80%, respectively. In Grade 11, outcomes are identical at 67%. Similarly, the 5-year cohort graduation rate for studens who self-identified as indigenous was 57%, well below the 88% observed for the District overall.