



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Annual Student Achievement Report

2018-2019



Introduction



EQAO: Mathematics Assessment Results
Grades 3, 6 and 9



EQAO: Mathematics Students Survey Responses
Grouped by Success Rates



EQAO: Reading and Writing Assessment Results for
Grade 3 and 6



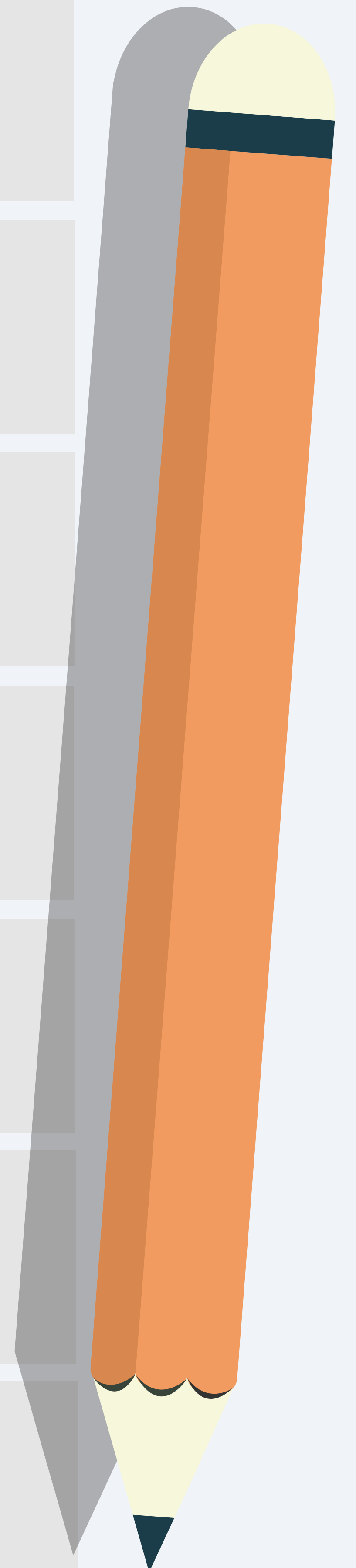
EQAO: Ontario Secondary School Literacy Test
(OSSLT)



Credit Accumulation and Cohort Graduation rates in
Grade 9, 10 and 11



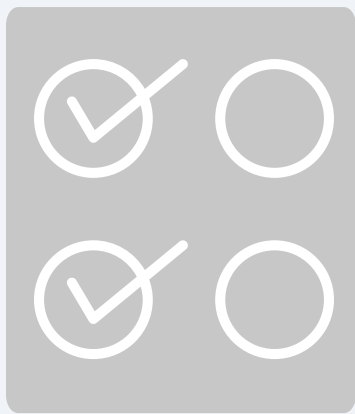
CONCLUSION



1 Introduction

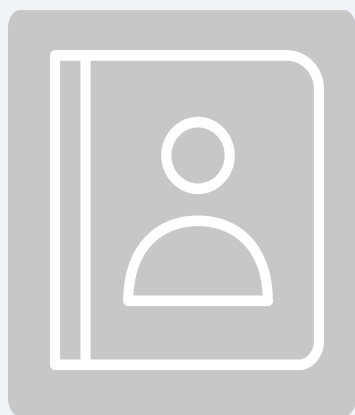
The **Annual Student Achievement Report (ASAR)** is an in-depth analysis of OCDSB achievement data which is used to measure progress in student learning and to help inform the development of strategies in our Board Improvement Plan for Student Achievement and Well-being. The ASAR data includes 2018-2019 provincial assessments (EQAO), secondary report card marks, and key achievements for students in the secondary panel. Taken together, the evidence helps frame our understanding of our strengths as a system, as well as areas where targeted efforts are needed.

DATA SOURCES



EQAO Test Results

The provincial Education Quality and Accountability Office (EQAO) is a government body that develops and oversees **reading, writing** and **mathematics** tests that Ontario students must take in **Grades 3, 6, 9, and 10**. The tests give parents, teachers, principals and school boards information about how well students have learned the Ontario Curriculum.



Report Card Data

Report card data is another valuable source of data for measuring student achievement. It communicates each students' performance academically (e.g. Mathematics, English, etc.) and is issued periodically by the school to each student and their parents.



measuring

EQAO LITERACY.....

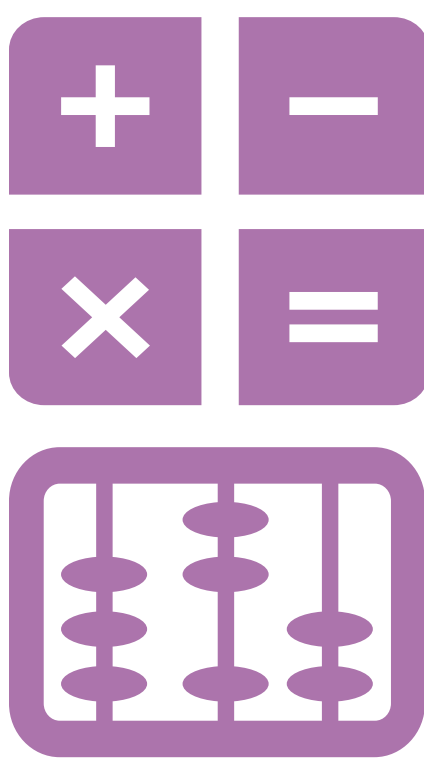
Achievement in the area of literacy is measured by OCDSB student performance on the provincial assessments in primary and junior reading and writing, and on the Ontario Secondary School Literacy Test. Achievement patterns from report card data for Grades 9, 10 and 11 is also presented for select subjects.



measuring

EQAO MATH.....

Achievement in the area of numeracy is measured by OCDSB student performance on the provincial assessment in Grade 3 and 6 mathematics, and Grade 9 Applied and Academic mathematics, as well as secondary report card data patterns.



measuring

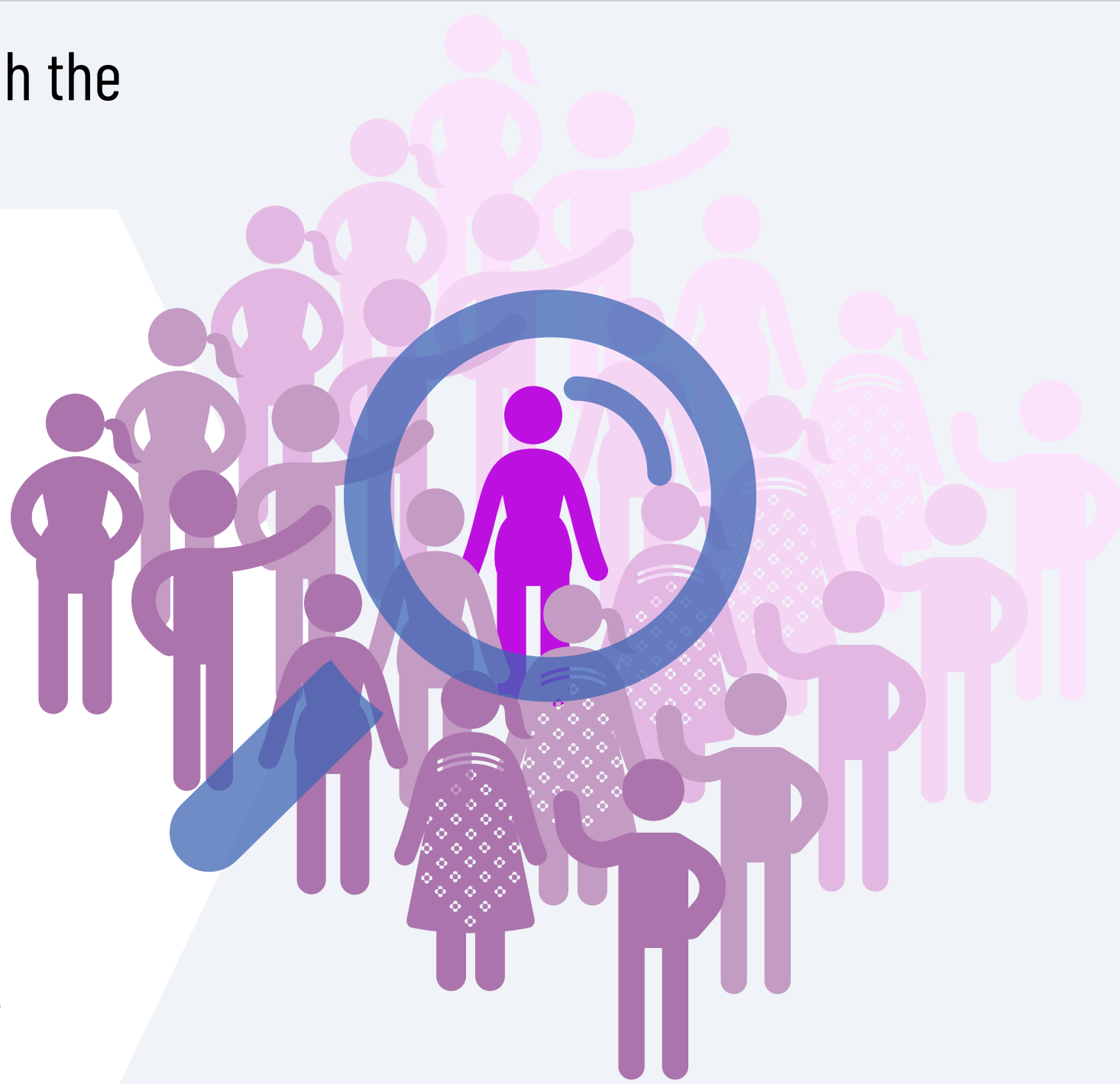
PATHWAYS.....

Achievement in the area of pathways is measured by student performance across select subjects, as well as overall credit accumulation and cohort graduation rates.



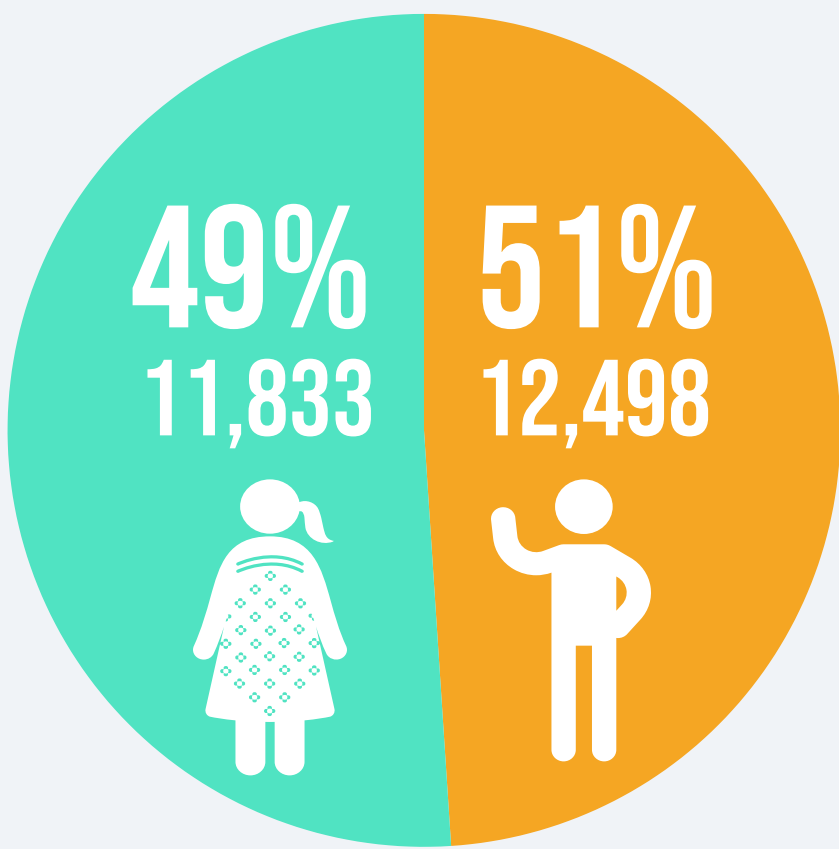
Results are provided for all students, specific groups and cohorts of students as they move through the education system. The specific disaggregations include:

- ALL** ALL STUDENTS
 - ELL** ENGLISH LANGUAGE LEARNERS
 - SES** STUDENTS RESIDING IN LOWER-INCOME NEIGHBOURHOODS
 - INDG** STUDENTS WHO HAVE SELF-IDENTIFIED AS INDIGENOUS
 - SpEd** STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)
 - FEMALE** FEMALE
 - MALE*** MALE*
- *OCDSB recognizes that gender is not a binary construct; however, current data collection and reporting practices locally and provincially preclude the disaggregation of gender data beyond these categories.

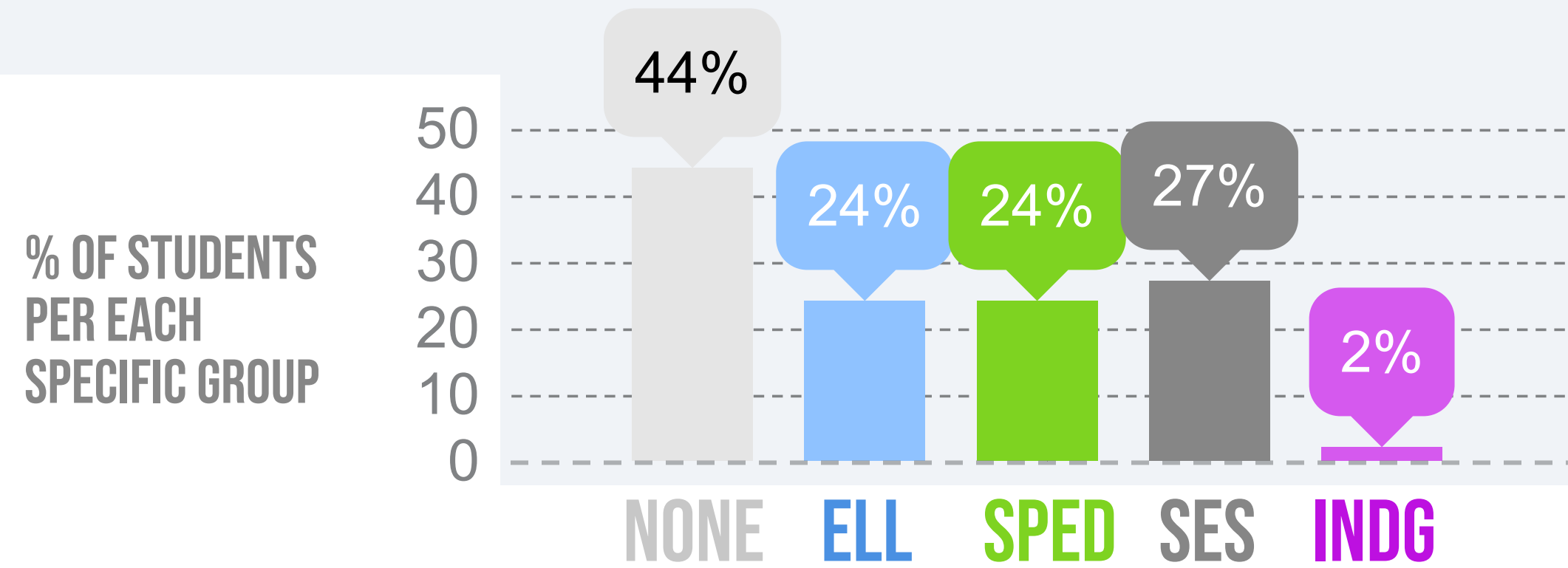
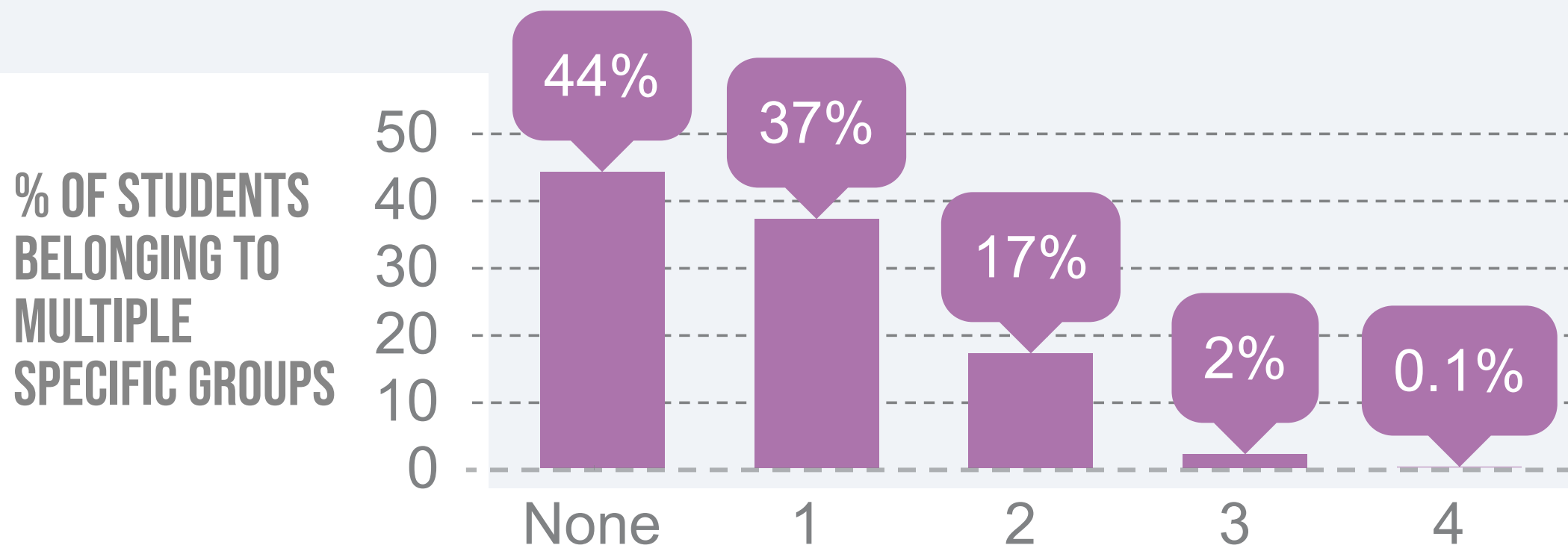


Key enrollment facts:

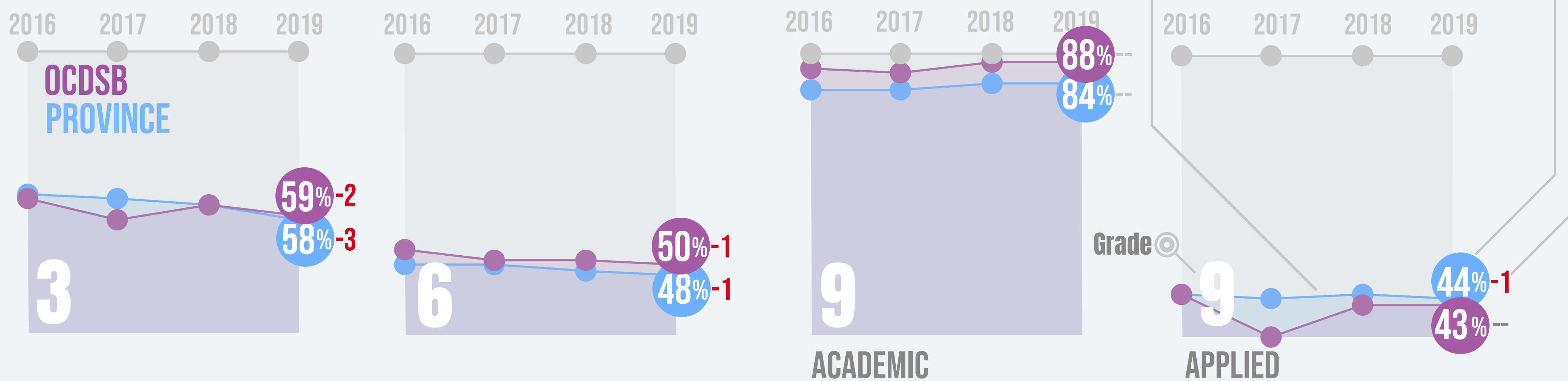
- Overall, a total of 74,719 students were enrolled in the OCDSB schools on October 31, 2018. Of these, 24,331 participated in the EQAO assessments during 2018-2019.
- 56% of students belong to at least one of the specific groups of students, including 2% percent (484 students) who reported belonging to three of the four and 0.2% (18 students) who belong to all four.



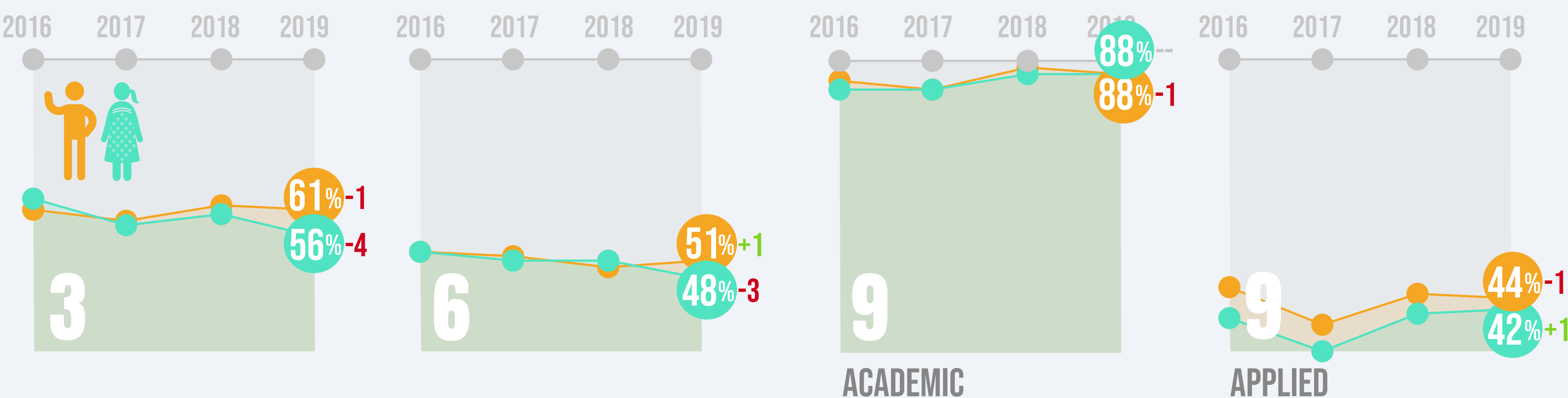
TOTAL PARTICIPATION IN THE EQAO ASSESSMENTS: **24,331**
GRADE 3: **5,060**
GRADE 6: **5,228**
GRADE 9 MATH: **5,697**
GRADE 10 OSSLT: **8,346**



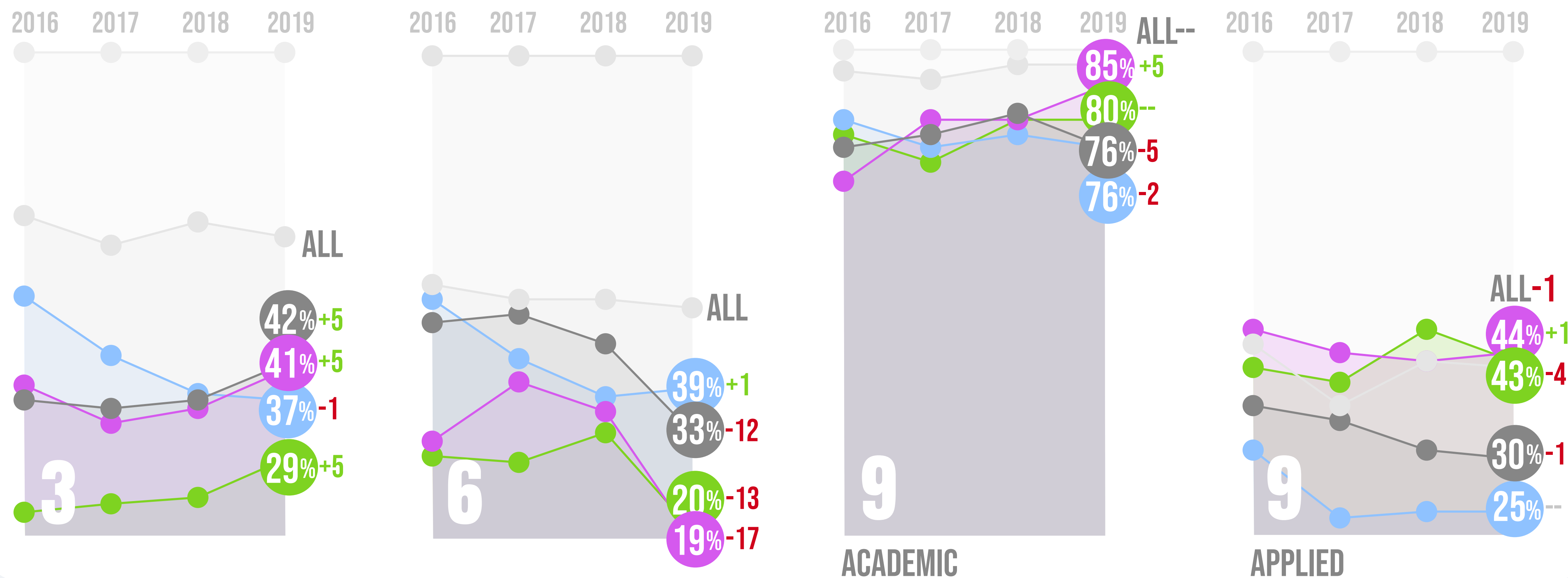
% OF STUDENTS WHO MET THE PROVINCIAL STANDARD



GENDER GAP: OCDSB



ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



OBSERVATIONS:

STUDENTS WHO MET PROVINCIAL STANDARD

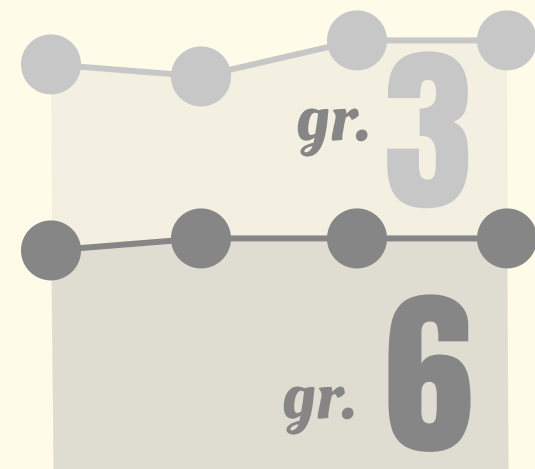
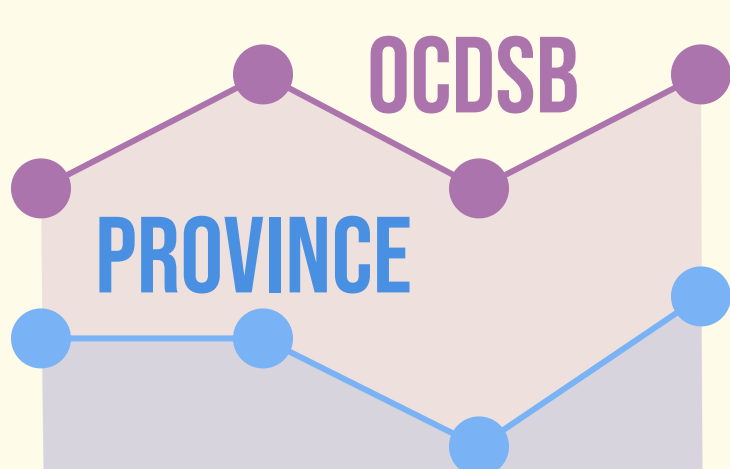
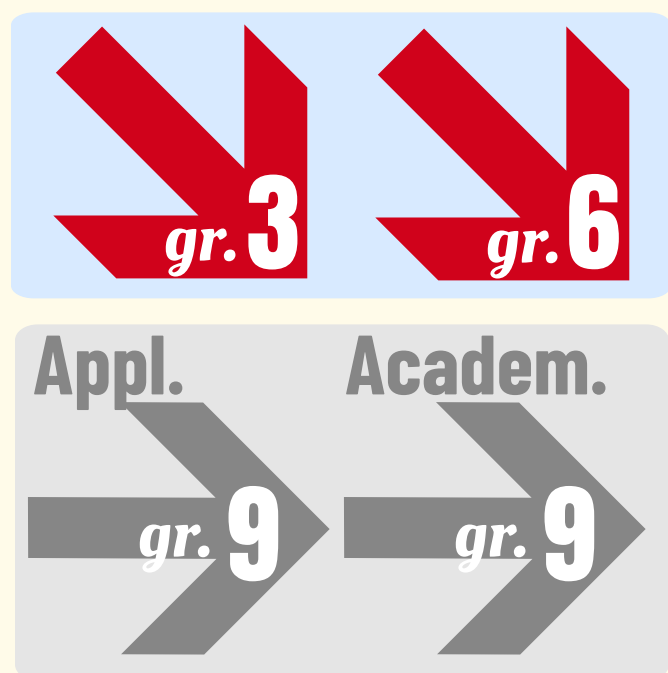
- Grade 3 and 6 are experiencing a downward trend. Grade 9 trends are static.
- OCDSB continues to outperform the province across almost all areas (except for Grade 9 Applied math).
- Grade 3 achievement rates continue to be higher in comparison to Grade 6 (unlike reading and writing where an opposite trend is visible)

GENDER GAP

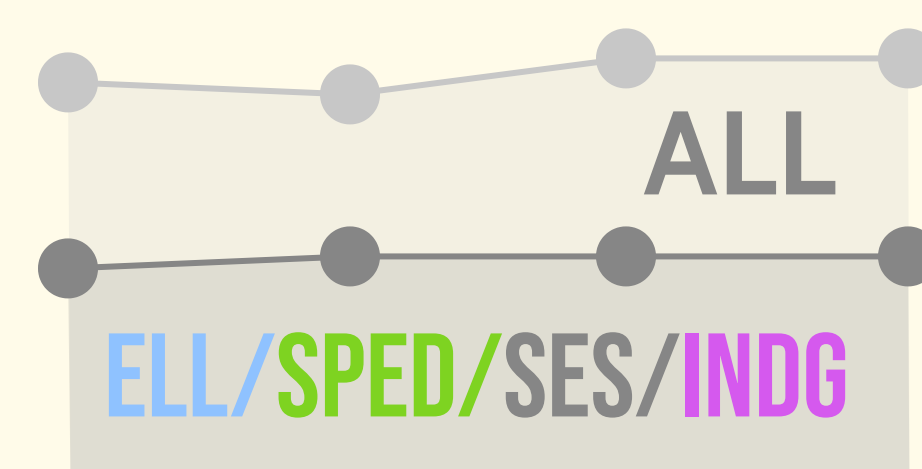
- Male students continue to slightly outperform female students across almost all areas (unlike reading/writing, wherein an opposite trend is visible). The gap appears to be static.

GAP FOR SPECIFIC GROUPS

- In comparison to all students, achievement rates within the specific groups of students continue to be lower.



Gap is very small and static

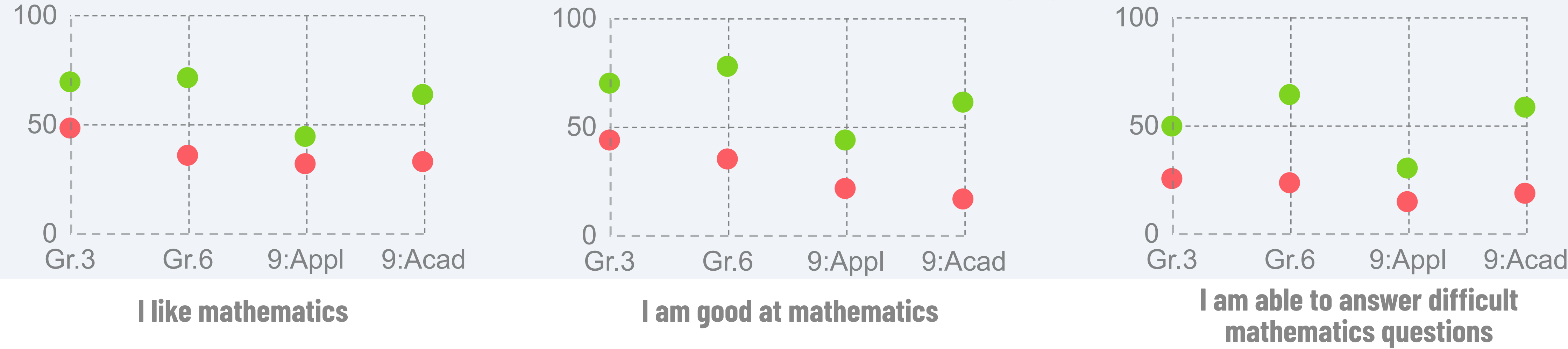




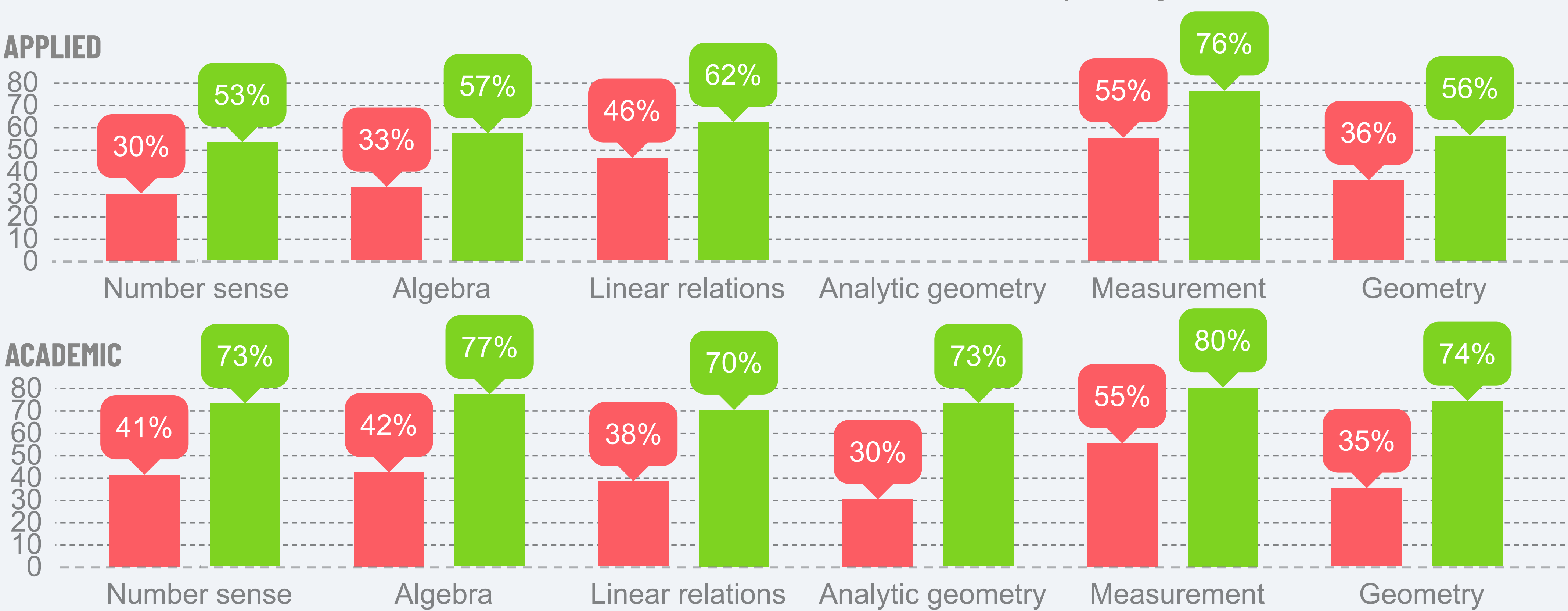
EQAO: Mathematics Students Survey Responses Grouped by Success Rates

MET **DID NOT MEET**

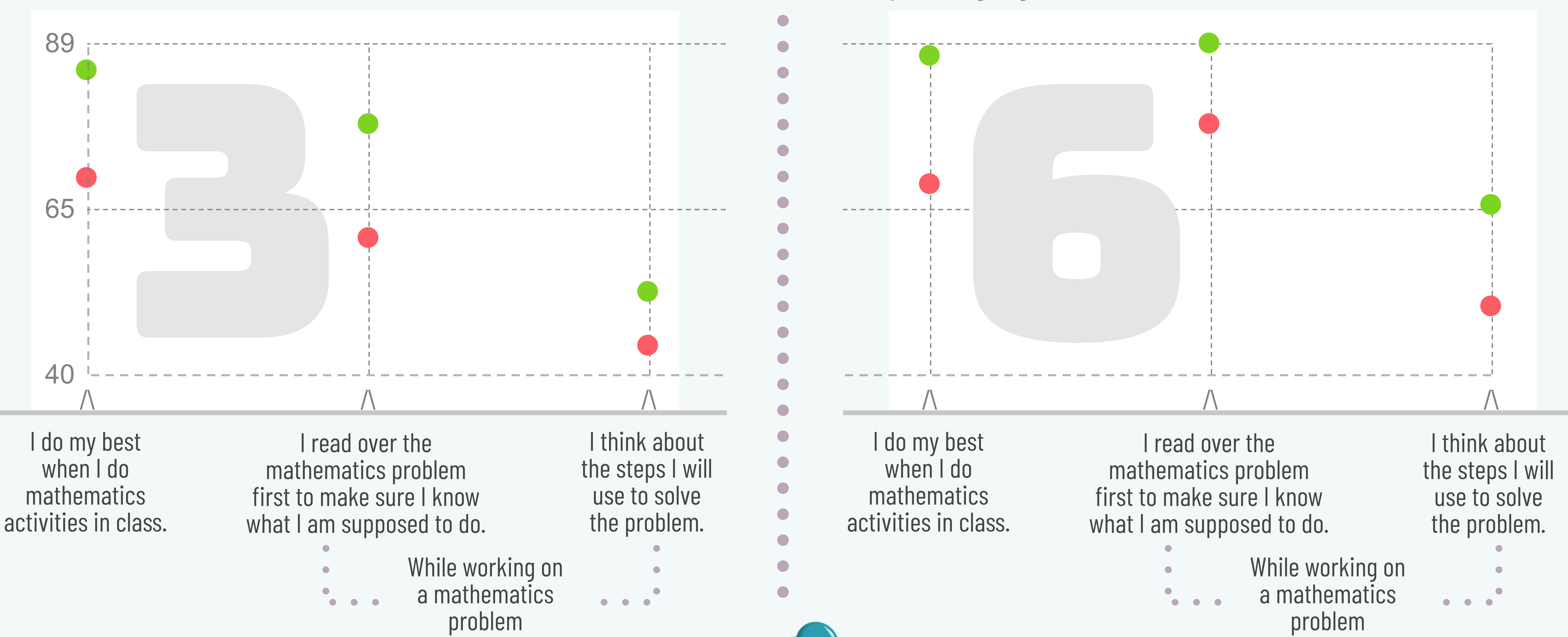
STUDENT SURVEY - MATH SUPERPOWERS (ALL GRADES) (% reporting agreement with the statements)



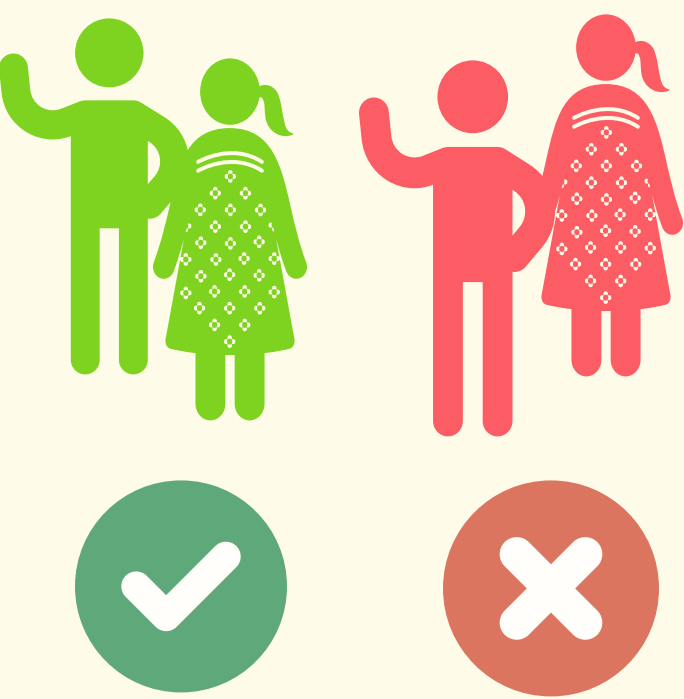
STUDENT SURVEY - CONFIDENCE BY MATH STRANDS (GRADE 9) (% reporting confidence)



STUDENT SURVEY - SELF PERCEPTION, GRADES 3 and 6 (% reporting agreement with the statements)



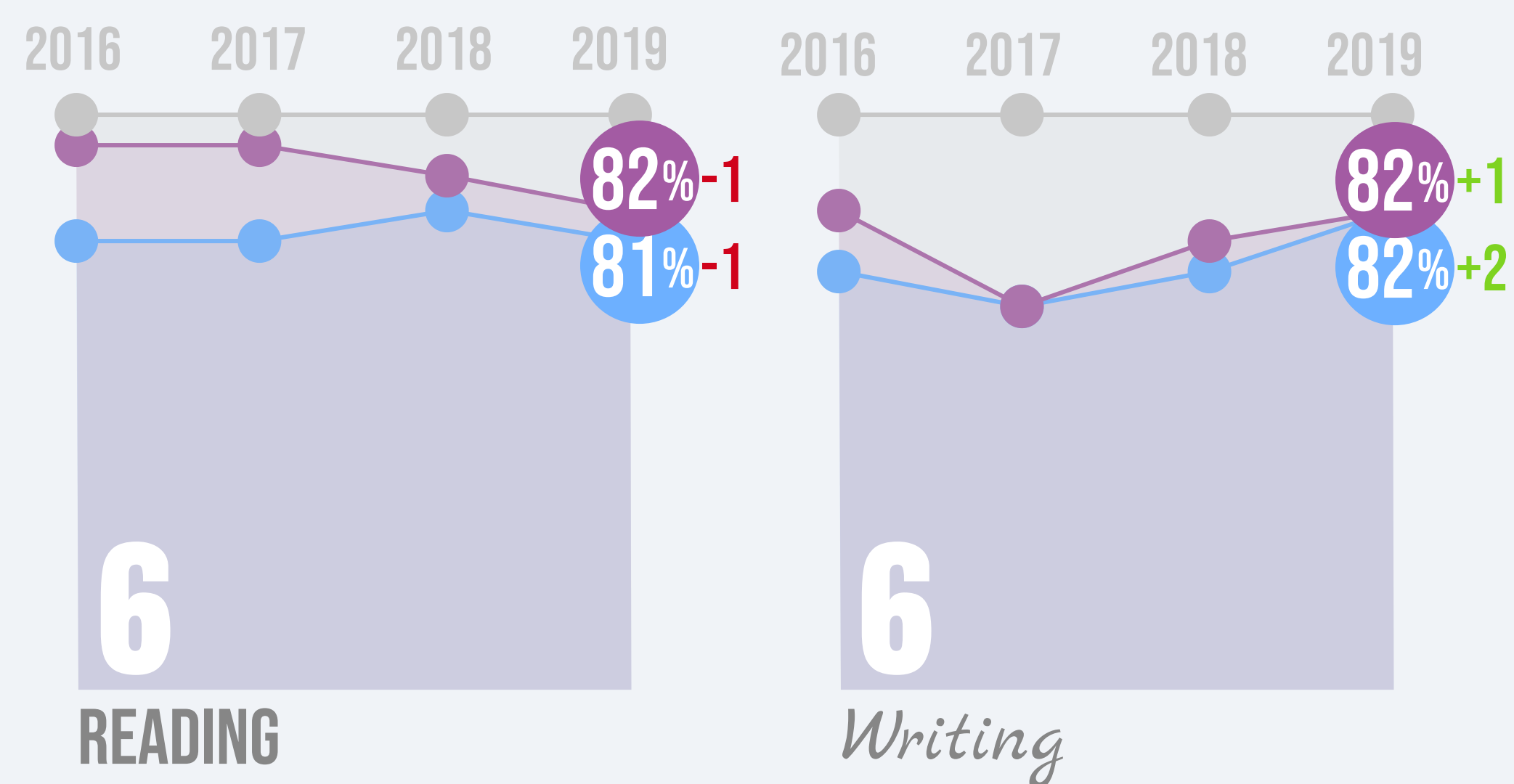
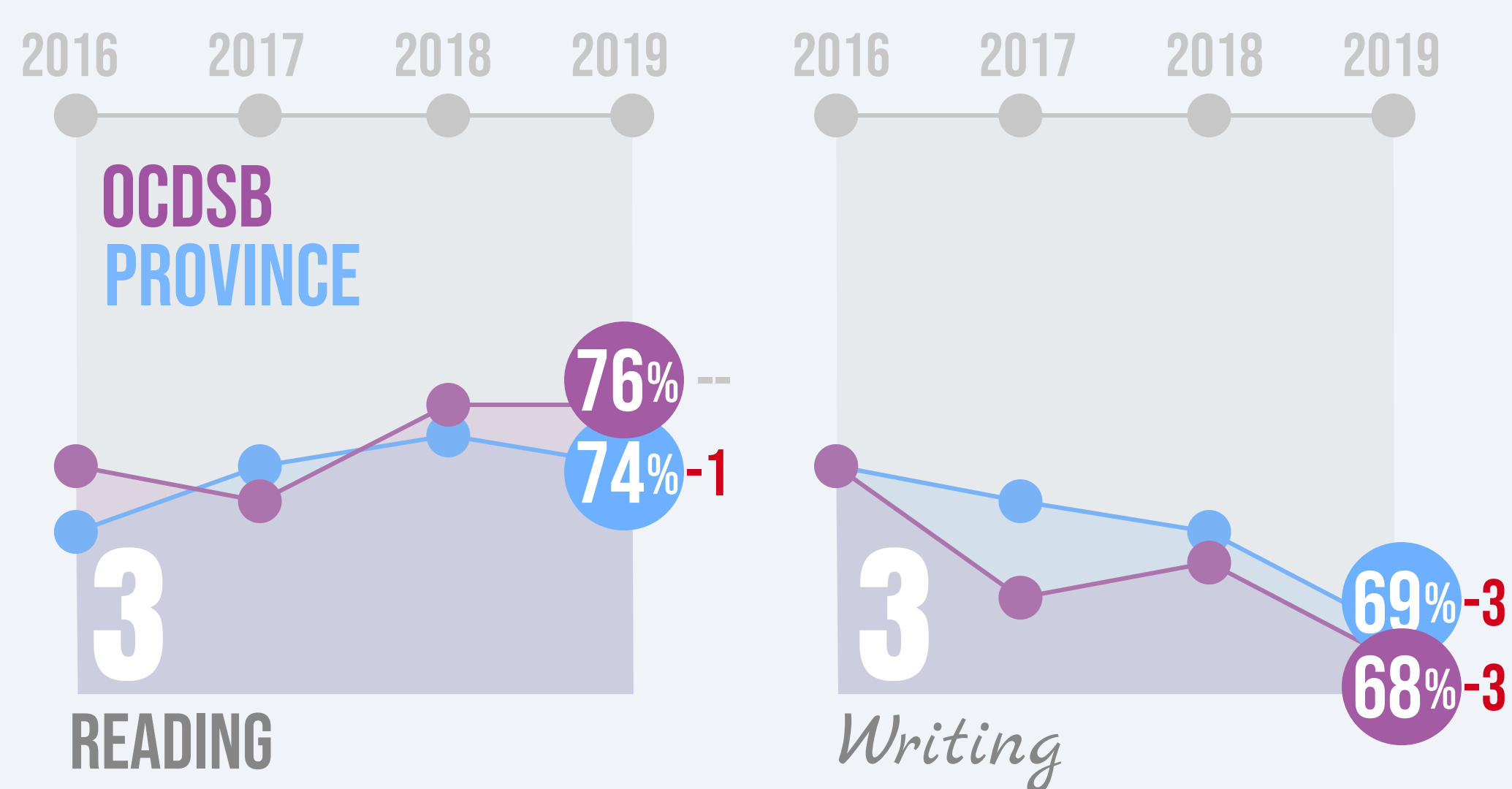
OBSERVATIONS:



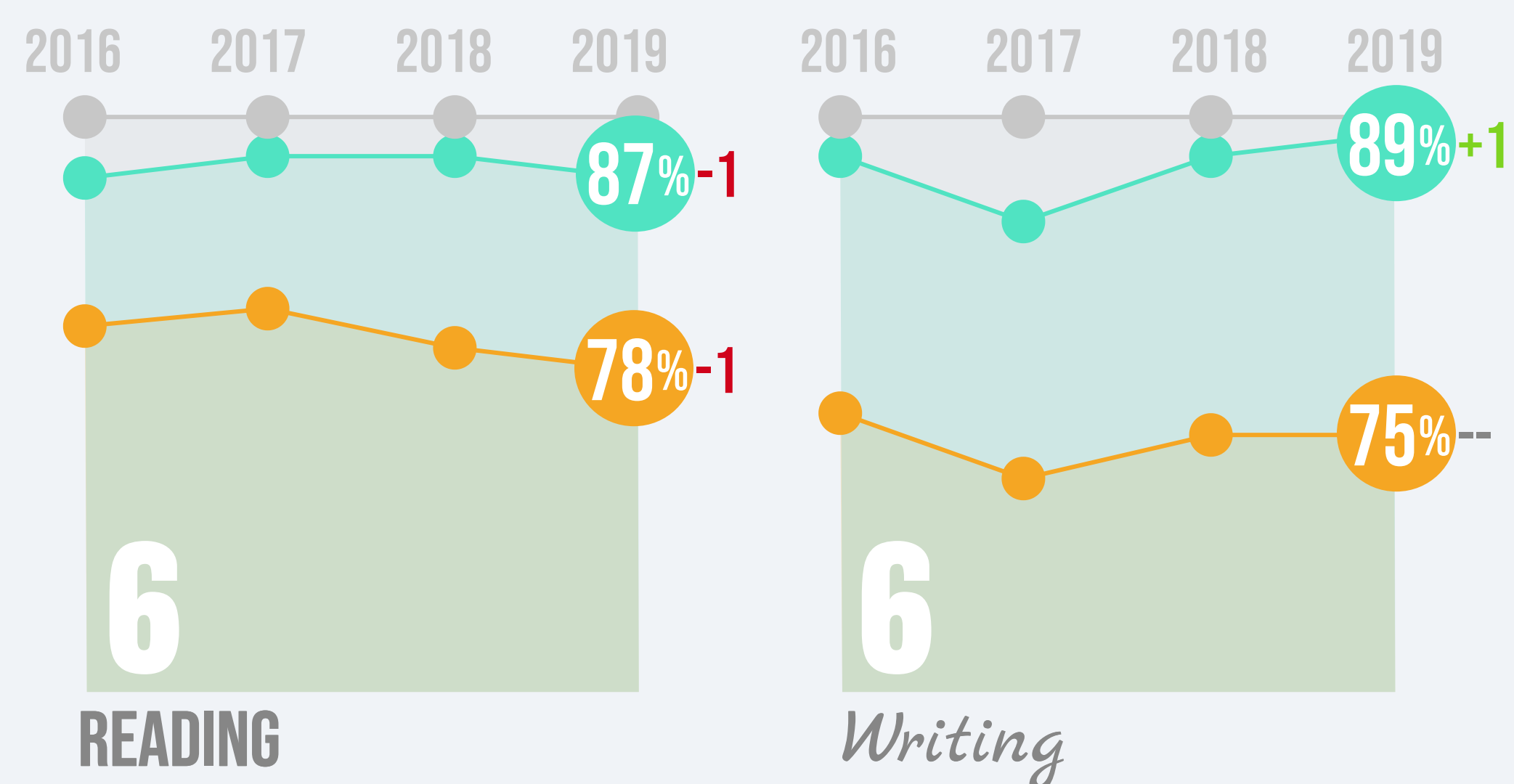
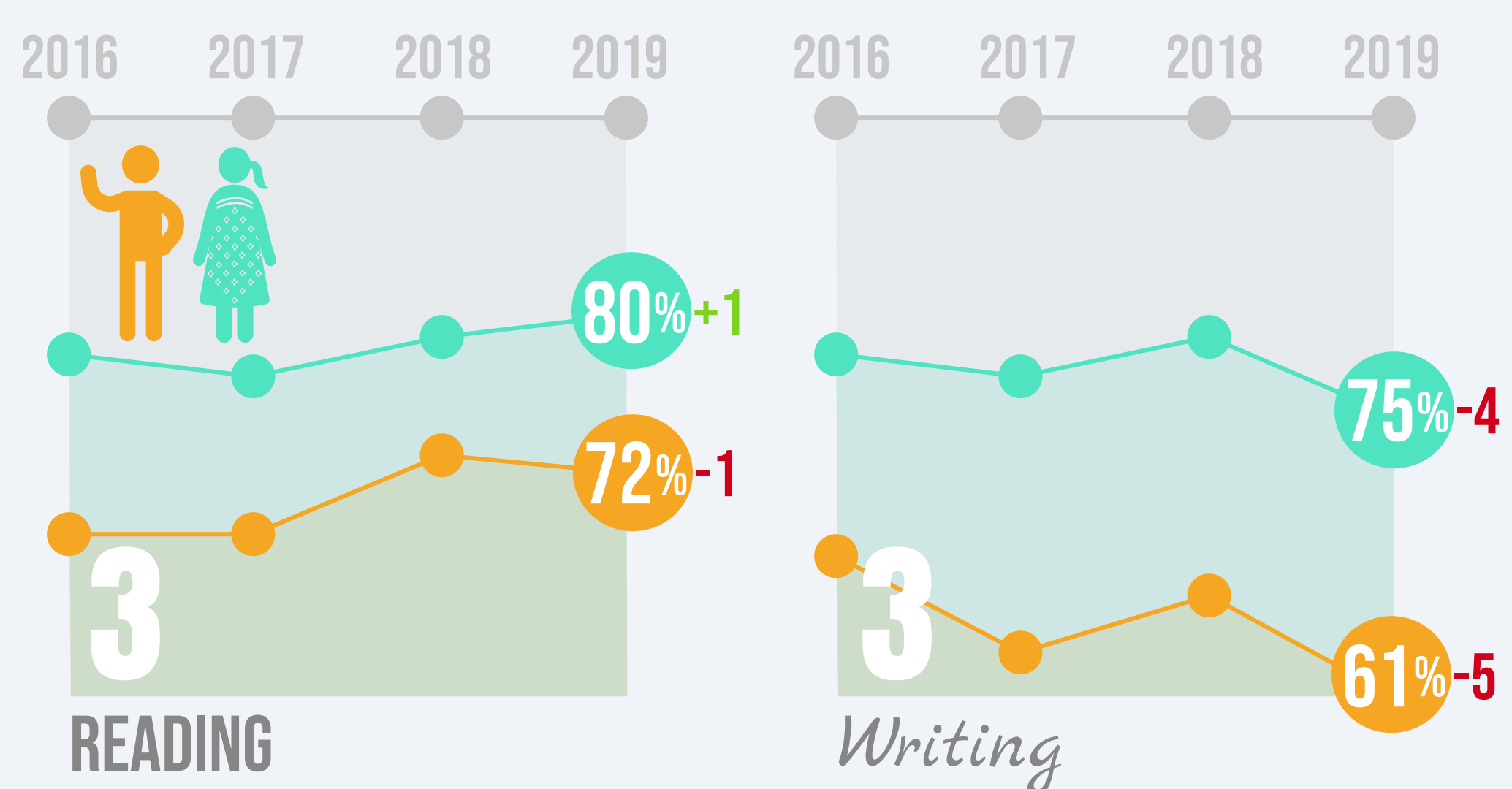
Students who met provincial standard:

- Reported enjoying math more, and had more positive beliefs about their ability in math and their efforts towards math activities.
 - Reported higher confidence across all math areas in both course levels.
 - Reported more engagement in mathematics in class, and were more likely to make use of cognitive strategies to solve mathematics problems.
- Overall, the patterns reveal that students' beliefs and attitudes towards, and practices in mathematics are good predictors of whether or not they will meet the provincial standard in the subject.

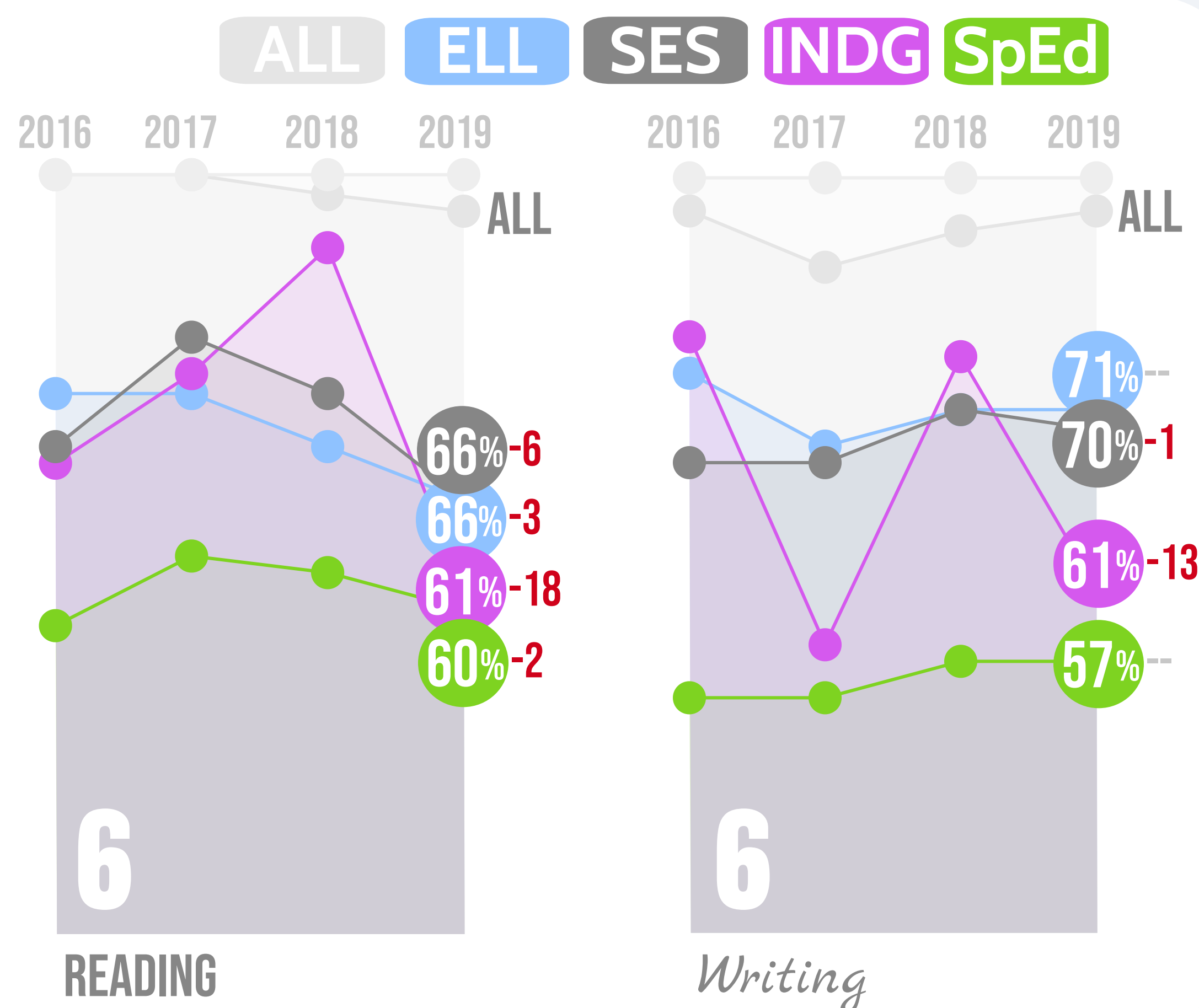
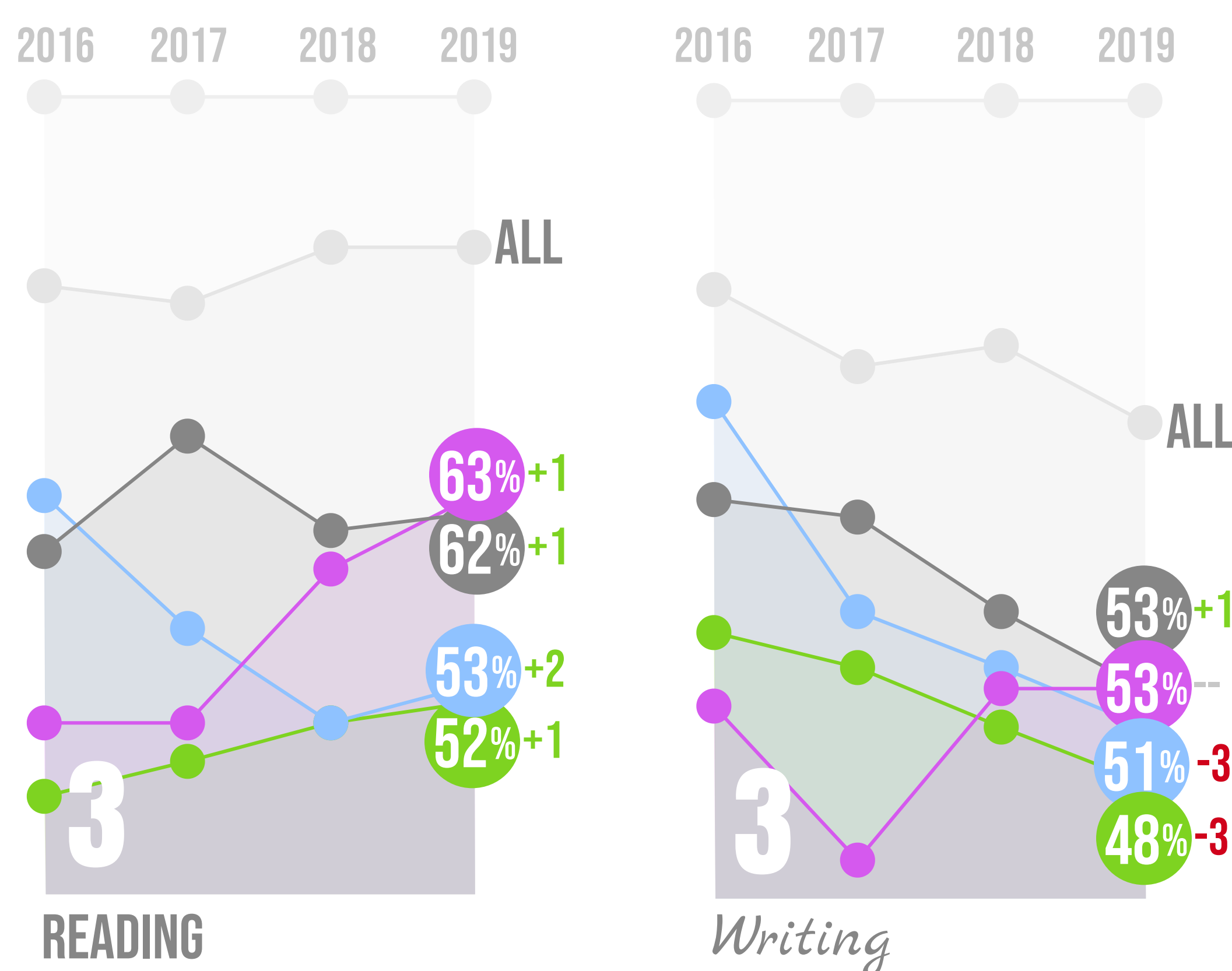
% OF STUDENTS WHO MET THE PROVINCIAL STANDARD



GENDER GAP: OCDSB



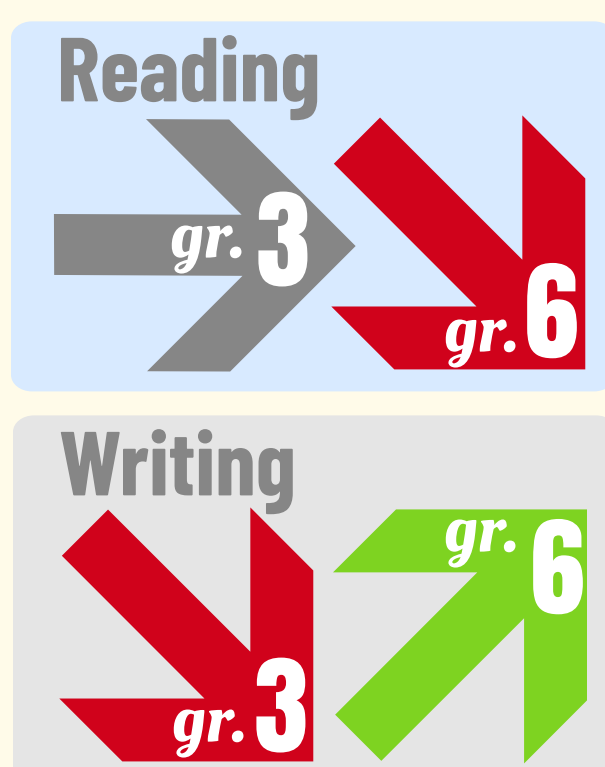
ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS



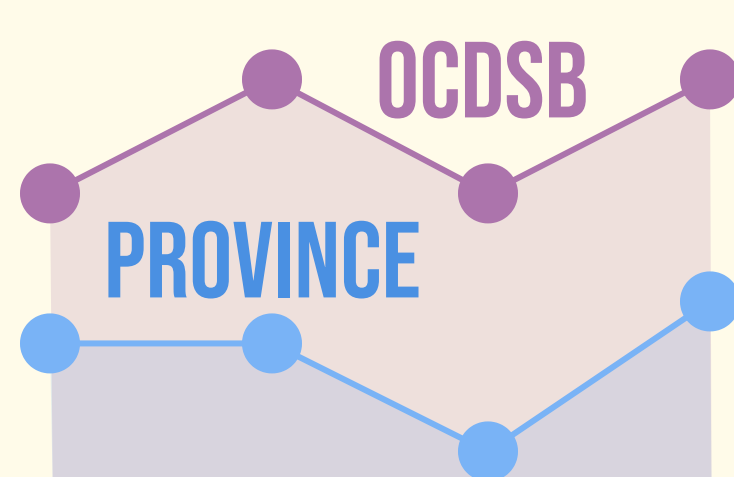
OBSERVATIONS:

STUDENTS WHO MET PROVINCIAL STANDARD

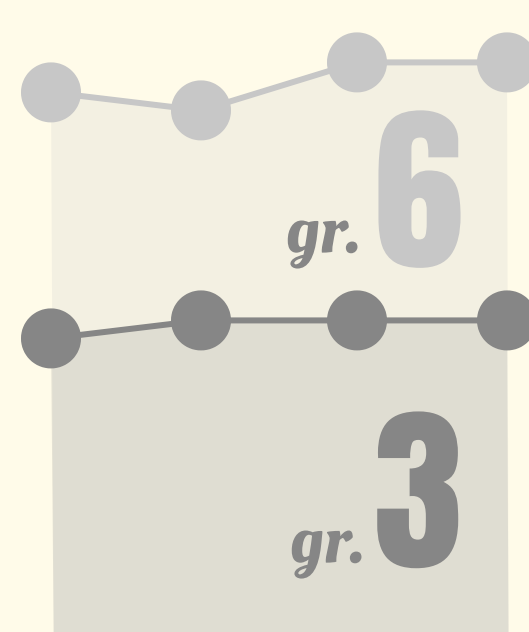
- With an exception of Grade 6 writing, wherein a slight increase is visible, other areas are experiencing a negative or static trend.



- OCDSB continues to outperform the province across almost all areas.

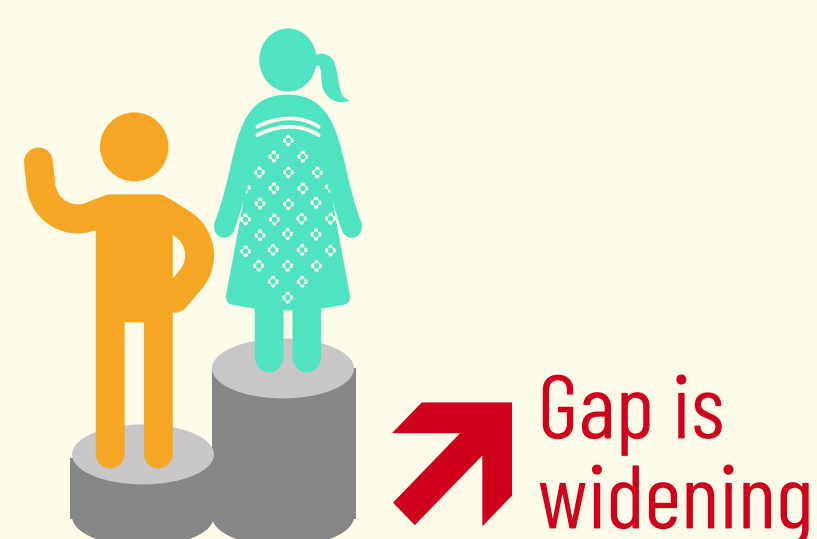


- Grade 6 achievement rates continue to be higher in comparison to Grade 3



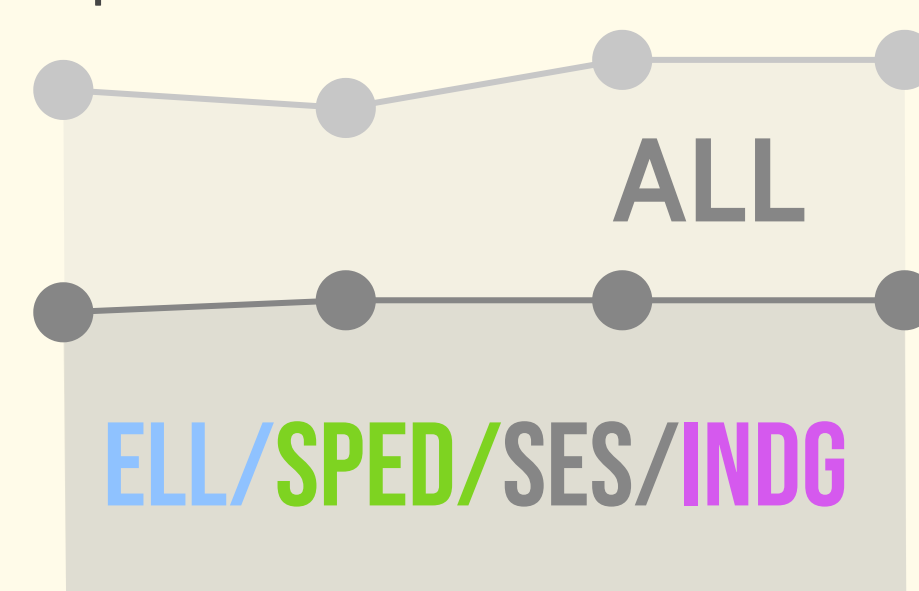
GENDER GAP

- Female students continue to outperform male students across all indicators by a notable margin. The gap appears to be slightly widening in the last four years.



GAPS FOR SPECIFIC GROUPS

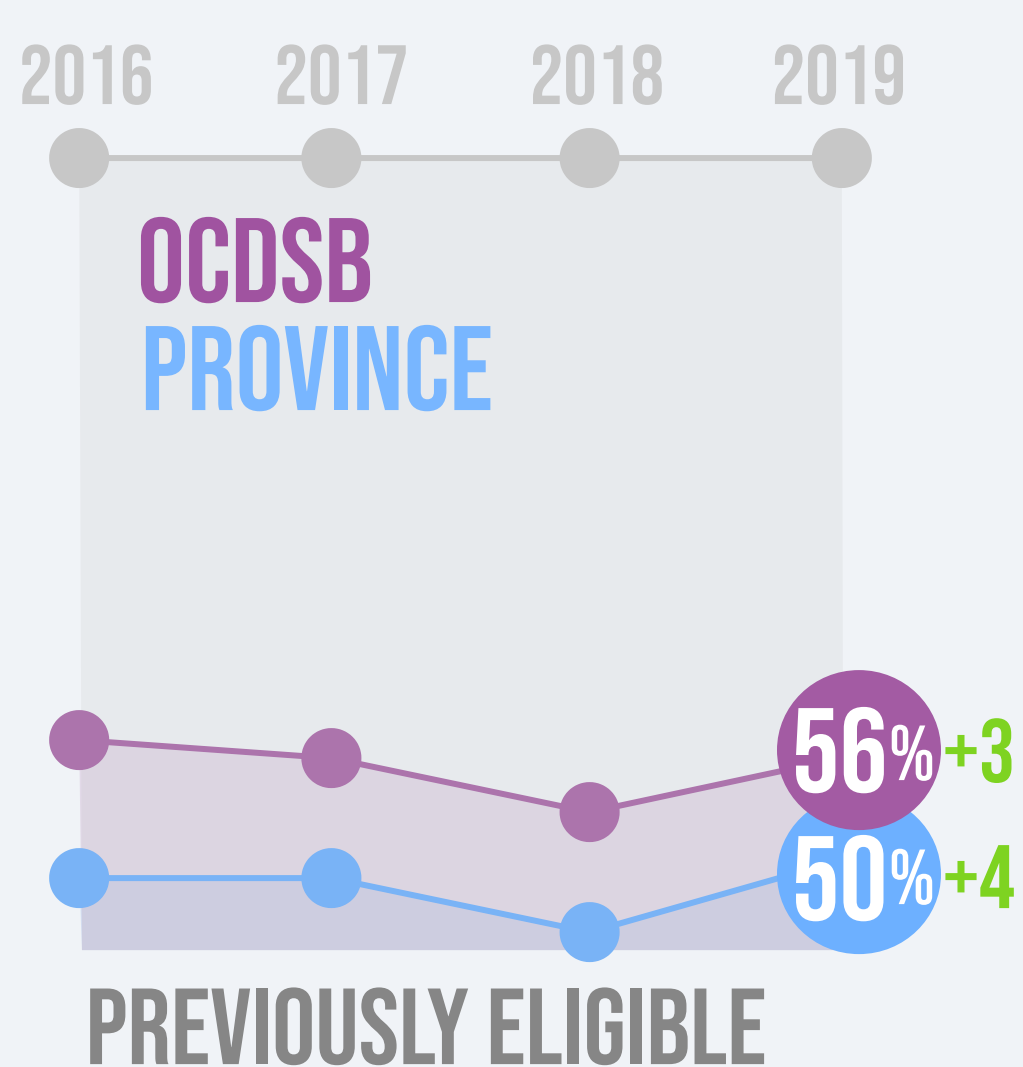
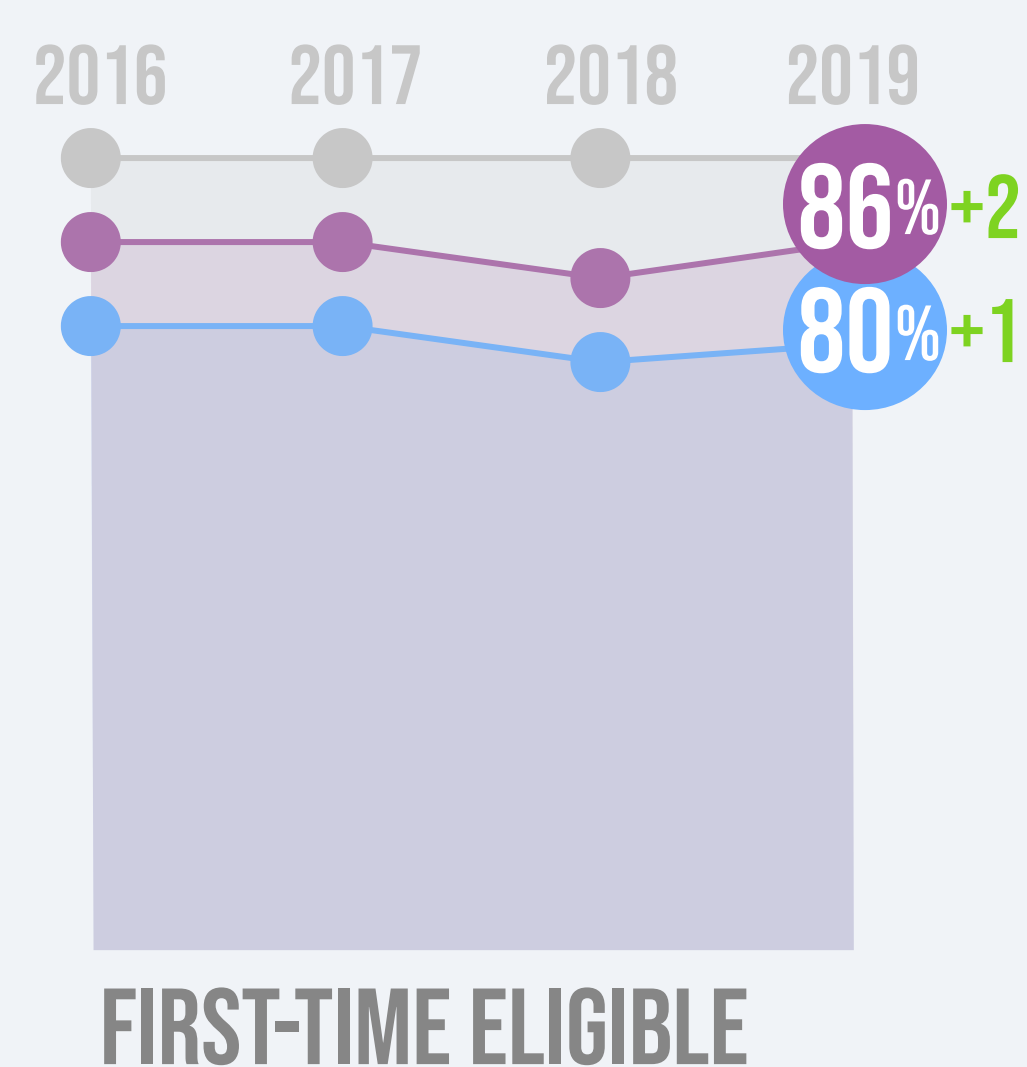
- In comparison to all students, achievement rates within specific groups of students continue to be lower, especially among students with special education needs.



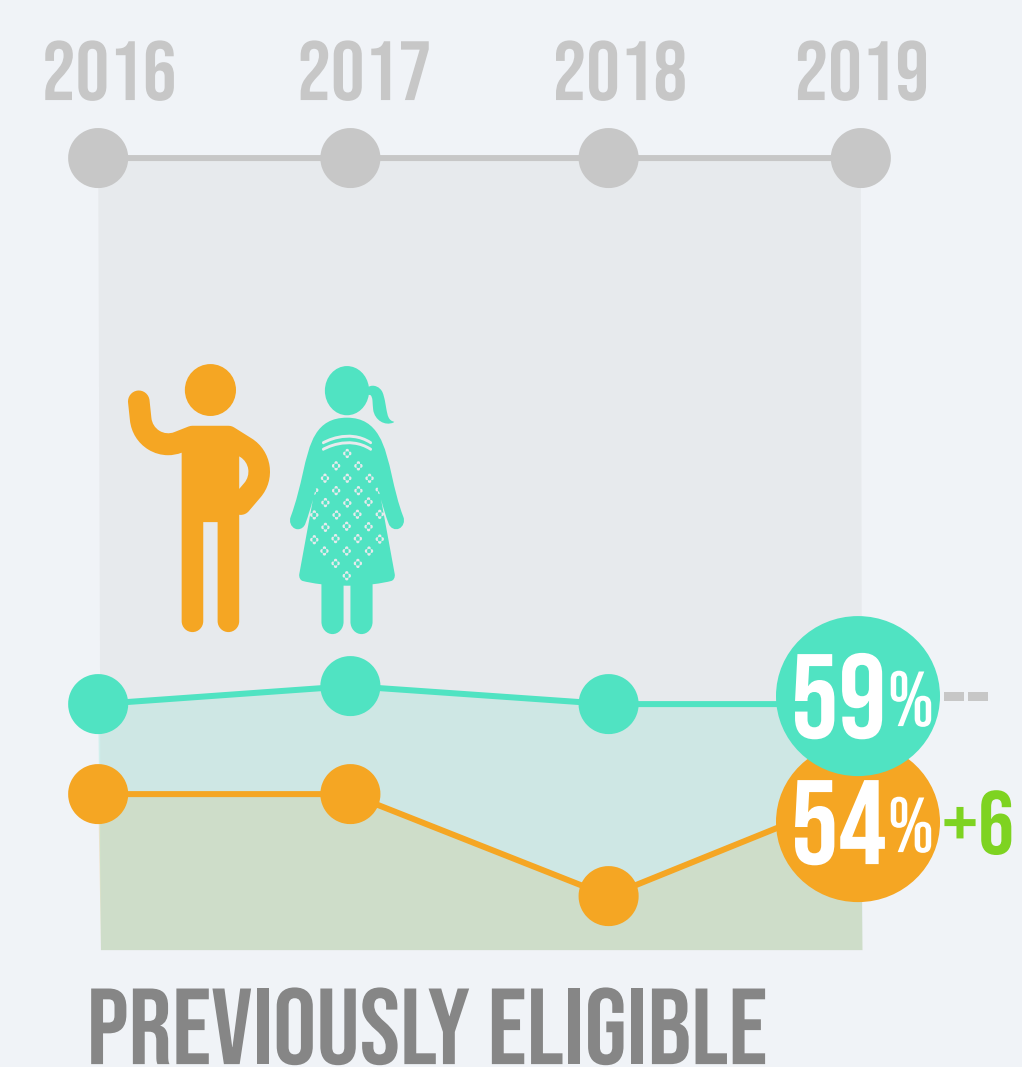
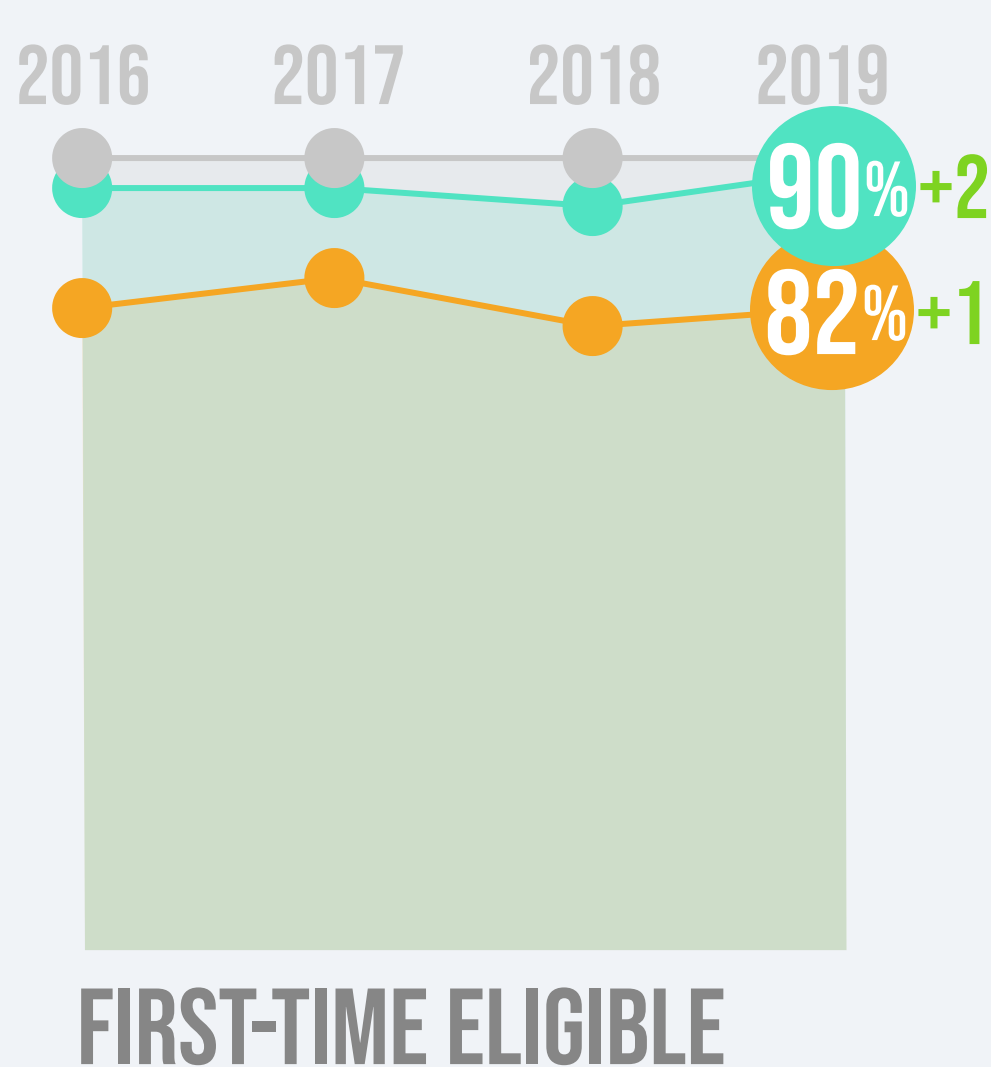


EQAO: Ontario Secondary School Literacy Test (OSSLT)

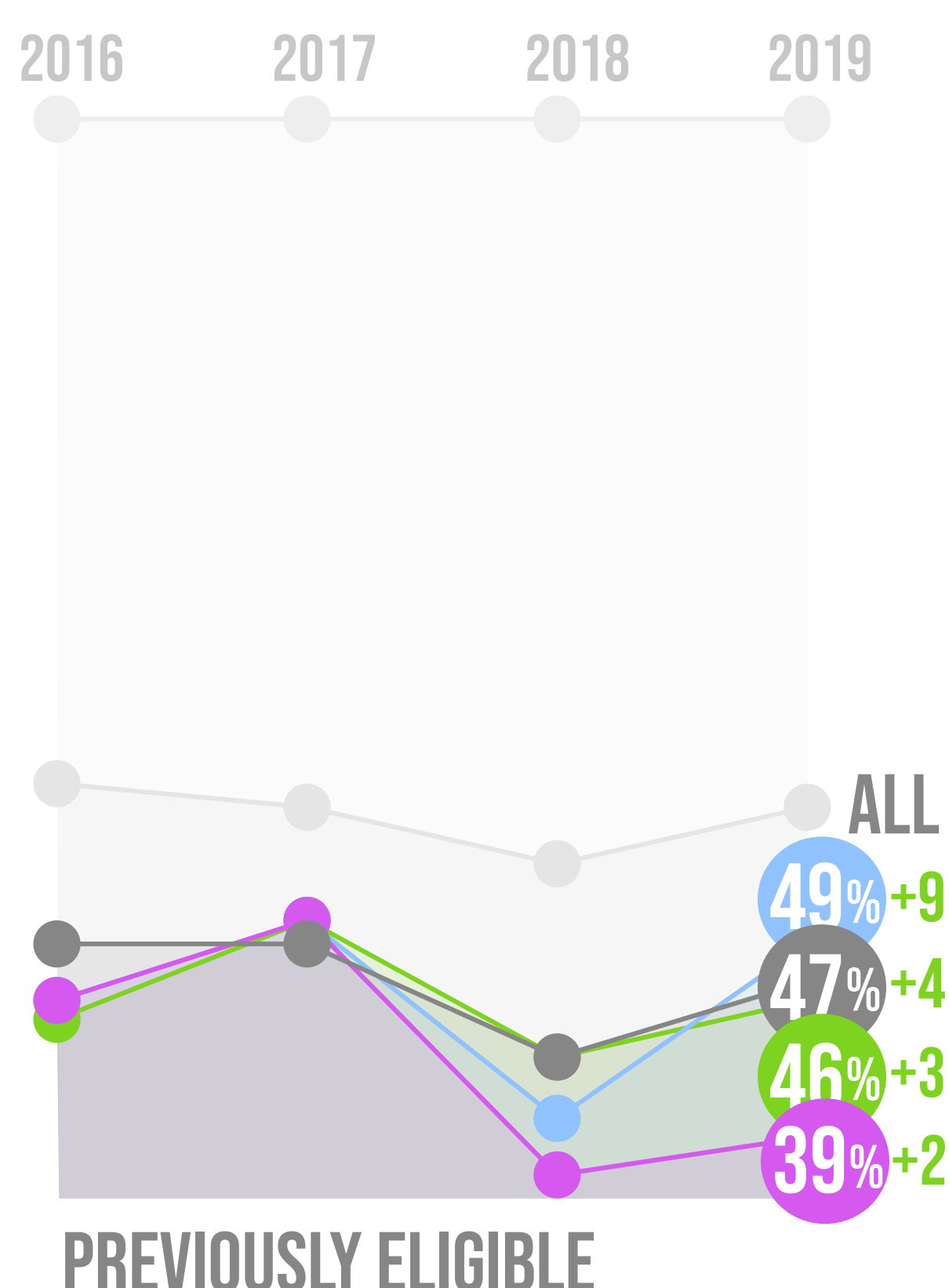
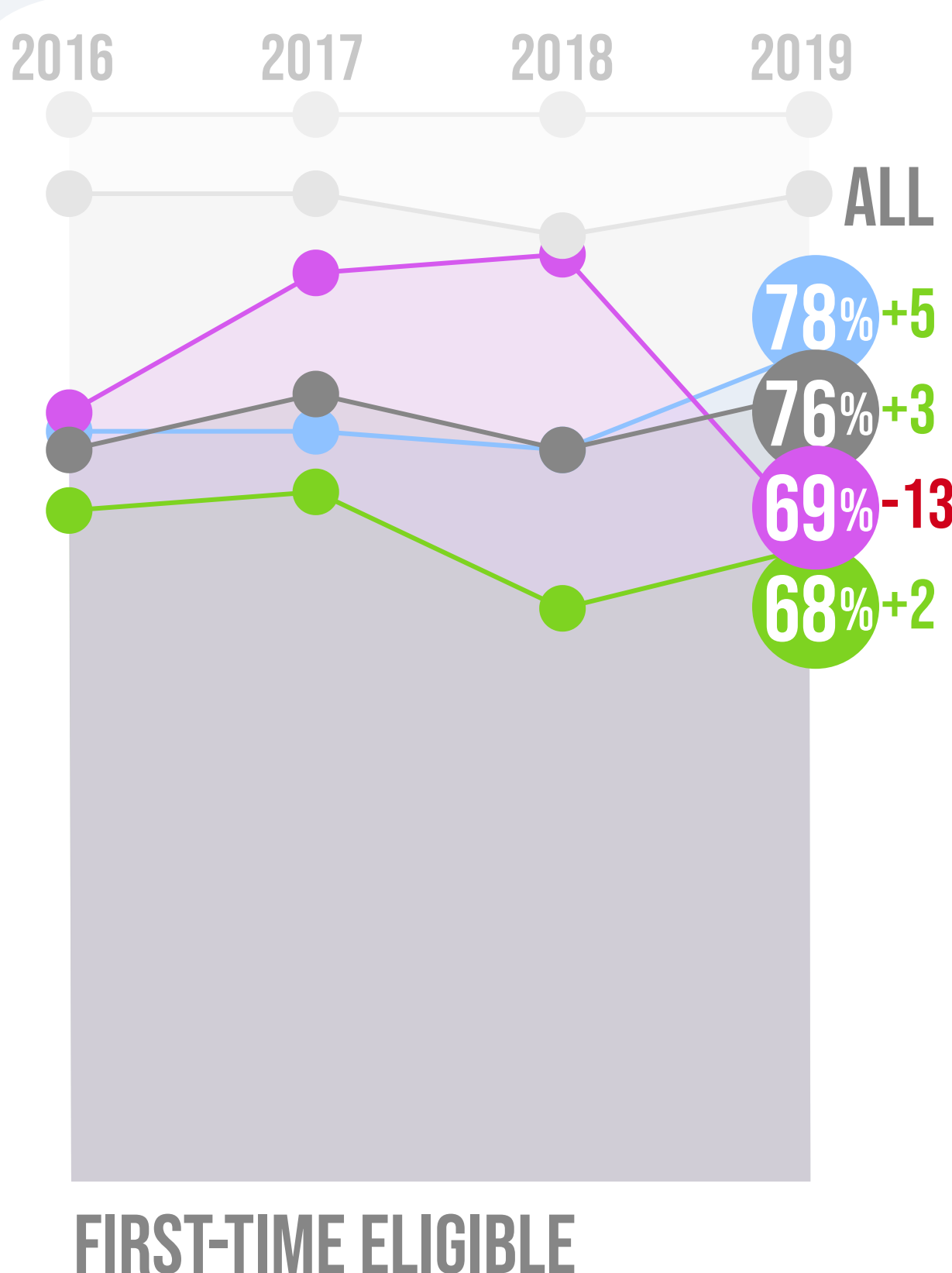
% OF STUDENTS SUCCESSFUL



GENDER GAP: OCDSB



ACHIEVEMENT GAPS FOR SPECIFIC GROUPS OF STUDENTS

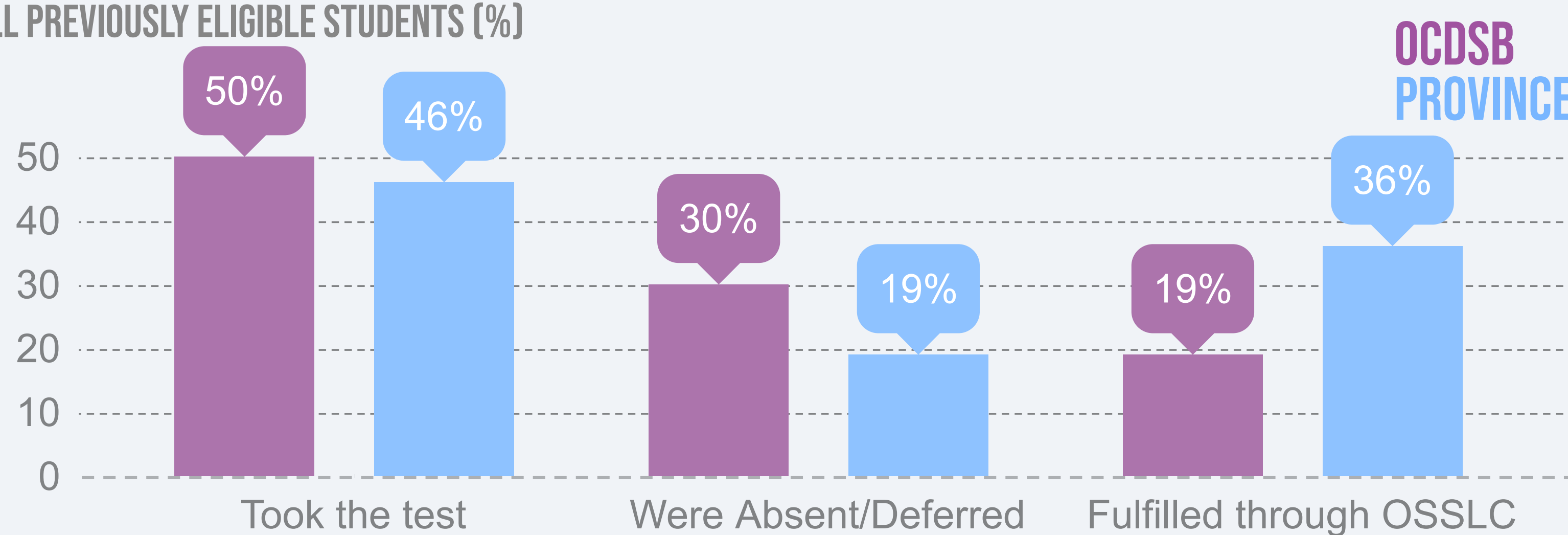


ALL ELL SES INDG SpEd

- Achievement in the specific groups appears to have slightly improved since last year, except for first-time eligible indigenous students

PARTICIPATION IN THE OSSLT AND ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

ALL PREVIOUSLY ELIGIBLE STUDENTS (%)



- 19% of the previously eligible students fulfilled the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)

OBSERVATIONS:

SUCCESS RATES SINCE 2018:

- A positive trend is visible across both first-time and previously eligible students.
- OCDSB continues to outperform the province for both groups.
- Success rates among first-time eligible students continue to be much higher in comparison to those that were previously eligible.

GENDER GAP

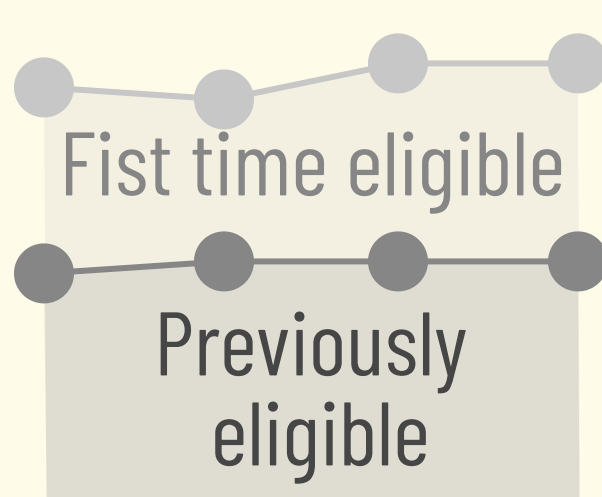
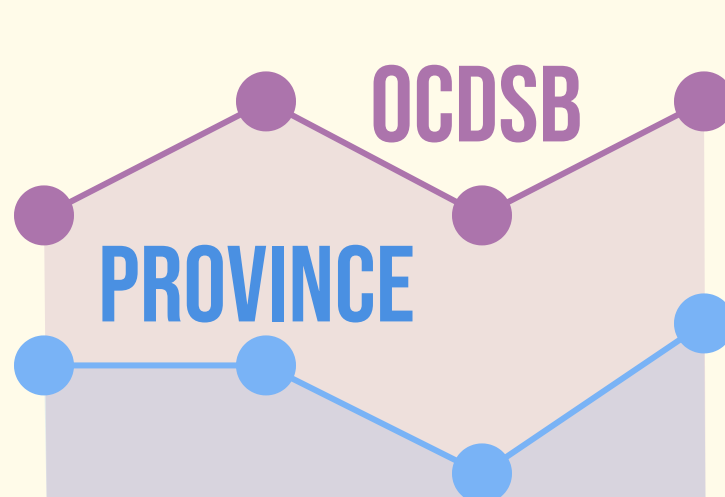
- Female students continue to outperform male students across all areas by a notable margin. The gap appears to be static across the years with slight fluctuations.

GAP FOR SPECIFIC GROUPS

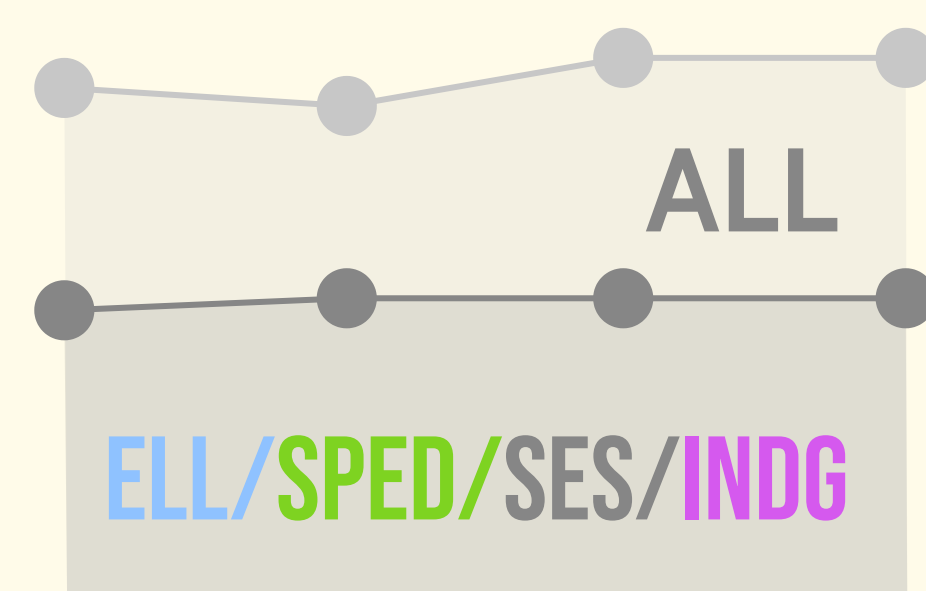
- In comparison to all students, success rates within the specific groups of students continue to be lower, especially among students with special education needs.

First-time eligible

Previously eligible

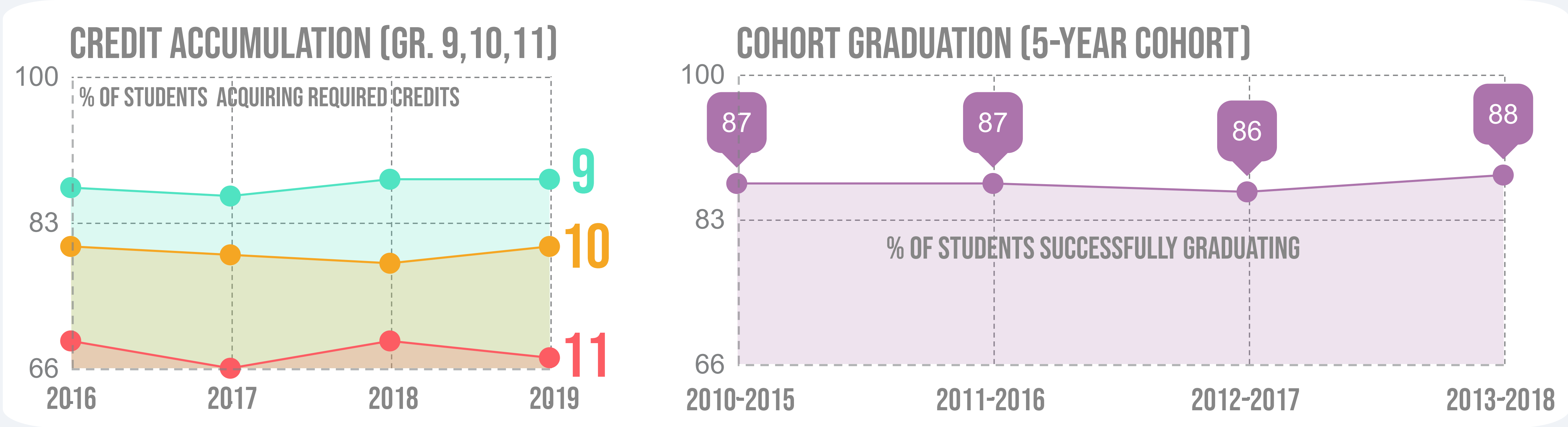


Gap is static





Credit Accumulation and Cohort Graduation rates in Grade 9, 10 and 11



REPORT CARD DATA: ACHIEVEMENT PATTERNS BY SUBJECT



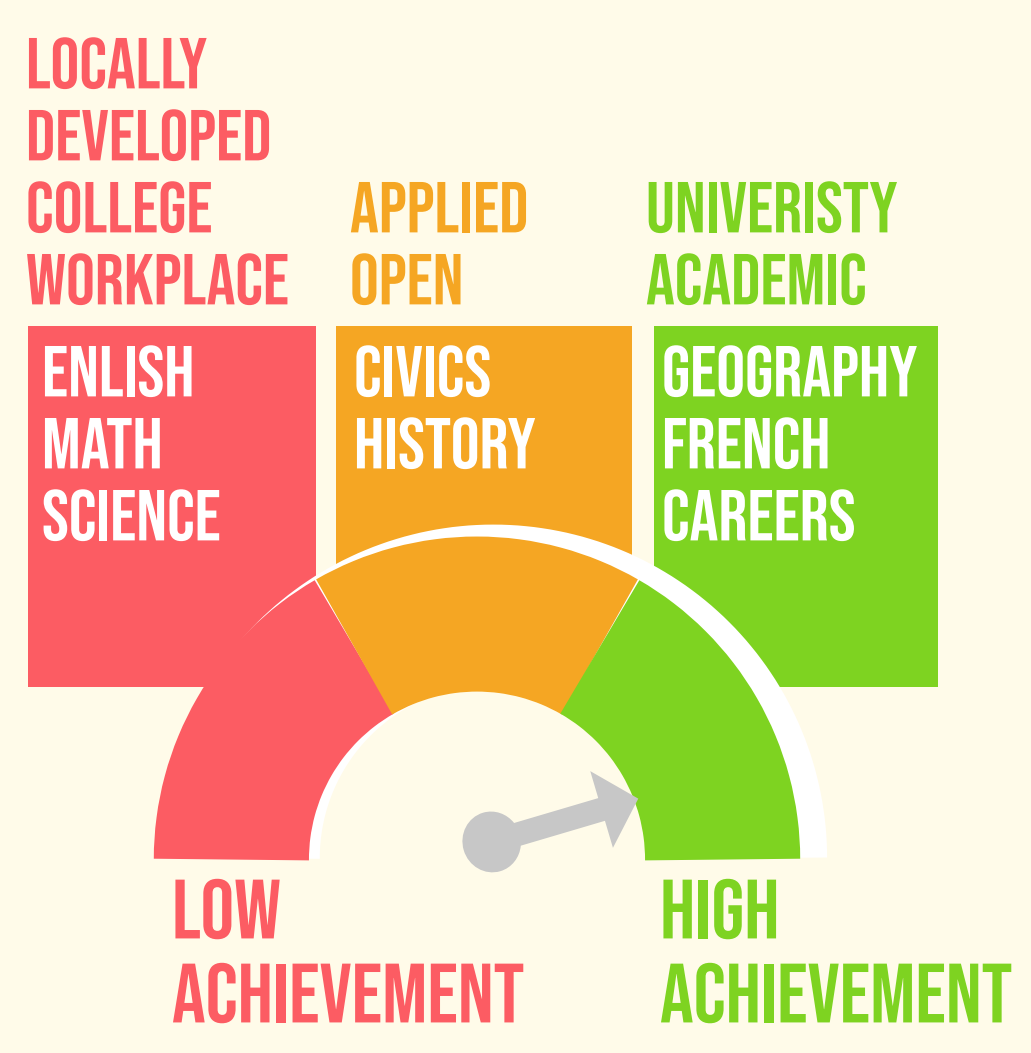
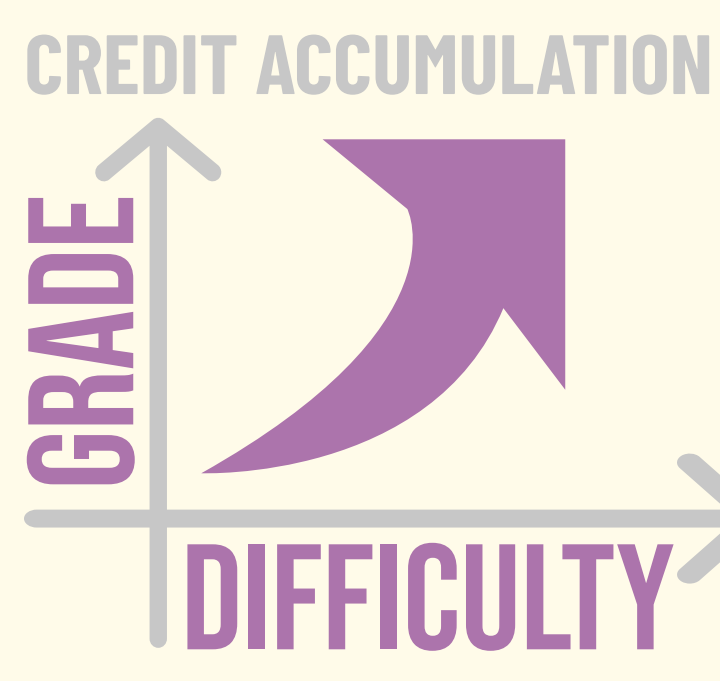
REPORT CARD DATA: ACHIEVEMENT PATTERNS BY COURSE TYPE



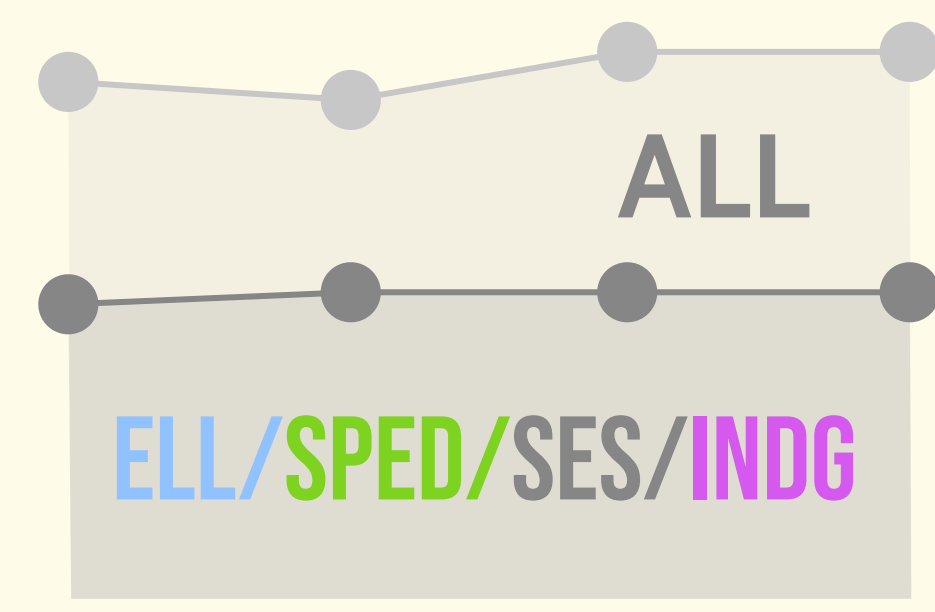
OBSERVATIONS:

CREDIT ACCUMULATION:

- As students progress through Grades 9, 10 and 11, credit accumulation requirements also increase (8+ at Gr.9, 16+ at Gr.10 and 23+ at Gr.11), making it increasingly harder to accumulate the required credits while progressing through high school.
- Comparatively lower achievement is visible in Math, English and Science, especially in Workplace, Locally Developed, College and Applied courses.

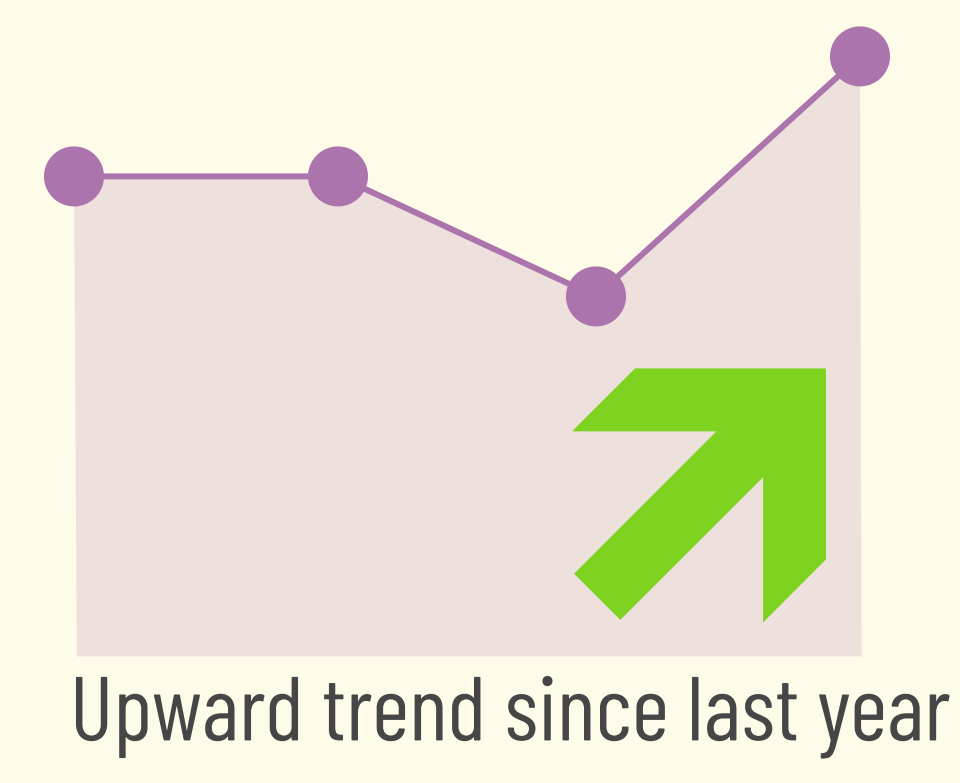


- Group-wise comparison, as seen in overall student performance in the EQAO assessments, demonstrates that the specific groups of students, especially Indigenous students and students with special education needs continue to underperform, as compared to all students.



COHORT GRADUATION:

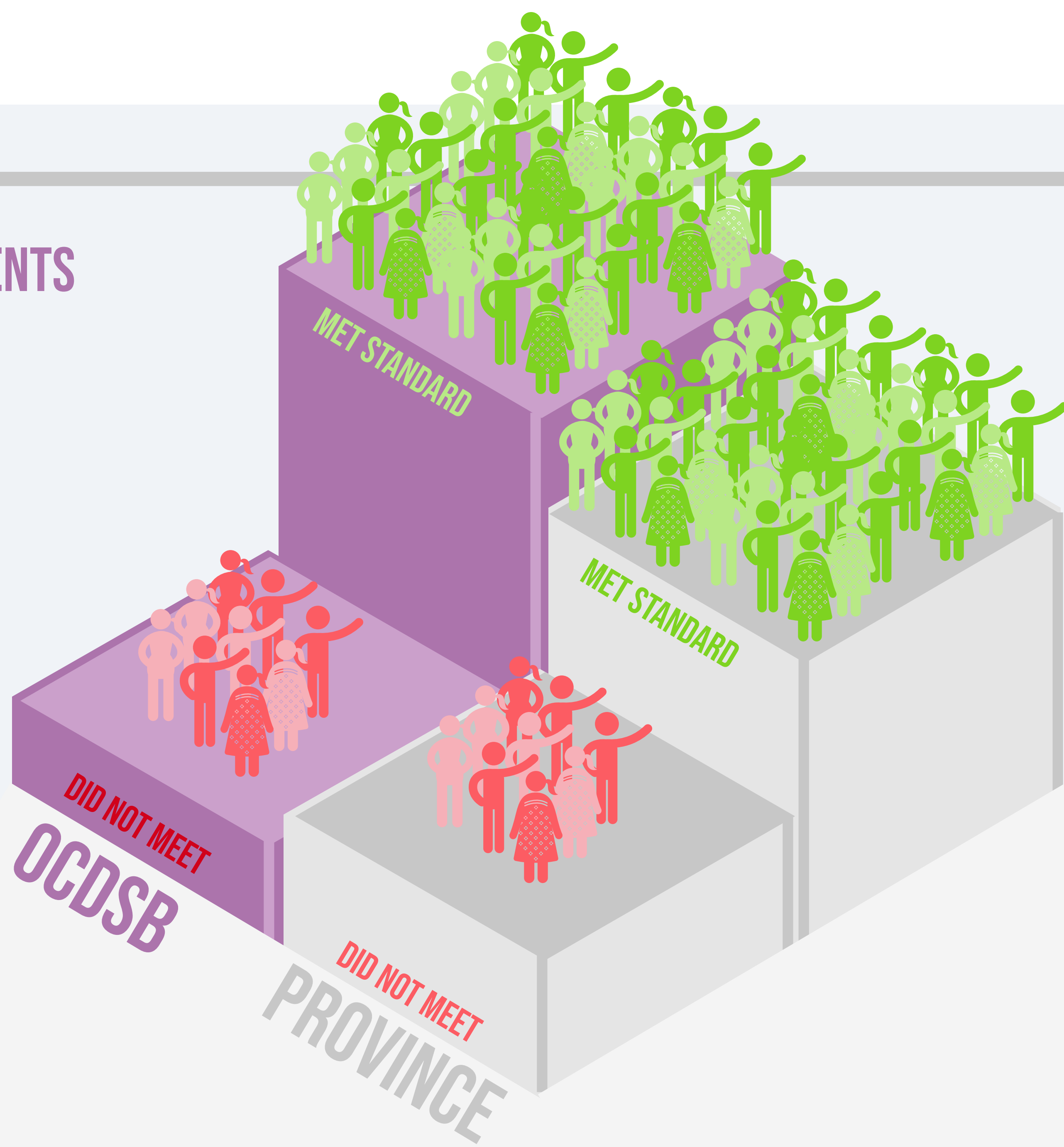
- Overall cohort graduation trends seem to have a positive trajectory over the past four years, with the only decline recorded in the 2017-2018 academic year.



OVERALL RESULTS ON PROVINCIAL ASSESSMENTS

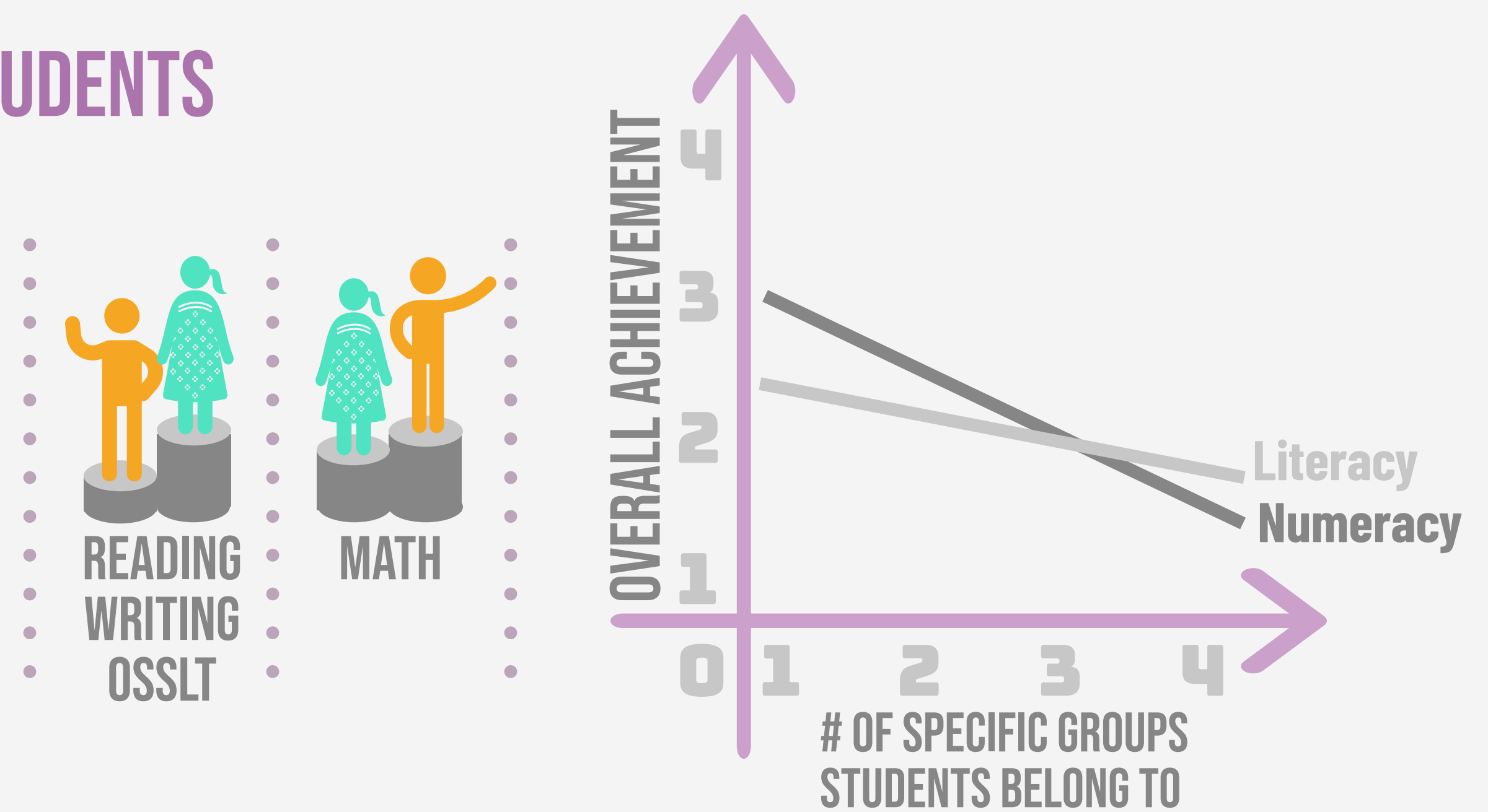
The **majority of OCDSB students** achieved **at or above** the provincial standard in Grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of Grade 3 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in Grade 6 writing and for 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 achievement results in mathematics compared to reading and writing, most 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.



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), students residing in low income neighborhoods (SES), and those who self-identify as Indigenous (INDG), compared to all students. The data suggests that the more groups the students belong to - the lower their achievement is, especially in numeracy. Outcomes based on gender tend to favour **boys** in **mathematics**, and **girls** in **reading, writing** and the **OSSLT**. Gaps are much wider in literacy than they are in math.



CREDIT ACCUMULATION AND 5-YEAR COHORT GRADUATION RATE

In the OCDSB, 2018-2019 credit accumulation rates in Grades 9, 10, and 11 were 88%, 80%, and 67%, respectively. An analysis of report card data showed that the courses that posed the greatest barriers for students were: (i) Grade 9 applied level science, math, and English; (ii) Grade 10 applied level math; and English; and (iii) grade 11 workplace, open, and college level science, math and English courses.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started Grade 9 in 2013-2014, compared to the provincial rate of 87%.

Key strategies for how we move forward as a District to improve outcomes for all students can be found in the 2019-2020 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW).

