YRDSB Every Student Counts Survey Themed Research Reports

Elementary Student Learning Outcomes

December 2021

# Land Acknowledgment

Source: Turtle Island emoji designed by Chief Lady Bird (Nancy King) is an Anishinaabe artist based in Toronto. Her work can be seen across the city as public murals.

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement, we will take up our responsibility to be respectful of their traditions, knowledge, and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.
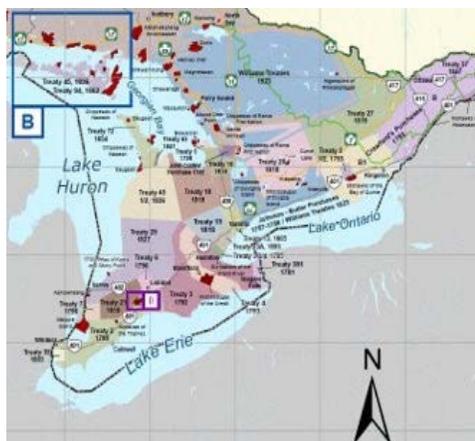
Title: YRDSB Every Student Counts Survey Themed Research Reports. Student Learning Outcomes, Elementary

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Report Accessibility

Feedback regarding this Every Student Count Survey Themed Research Report is both encouraged and essential for advancing accessibility at YRDSB in a way that recognizes the needs of all learners and community members.

To provide feedback or questions about report accessibility, or if you require the report in a different format for accessibility purpose, please contact:

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Introduction

York Region District School Board (YRDSB) is committed to closing opportunity gaps in student learning outcomes and emotional and physical well-being by working to ensure equitable, accessible, and inclusive learning environments for all students. The Board recognizes that marginalized students face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible, and inclusive learning environments, therefore, requires the intentional identification and removal of systemic barriers to student success and well-being. Collecting identity-based data supports the identification of groups of students at YRDSB who are underserved and as a result are unable to reach their full academic, social and emotional potential. Thus, in 2018, YRDSB conducted the Every Student Counts Survey (ESCS) to:

- Identify and eliminate systemic barriers that impact students' positive lived experiences both in and out of school;

- Create more equitable and inclusive school environments; and

- Improve student learning outcomes, as well as their emotional and physical well-being.

As outlined in this report, findings from the ESCS point to disparities, or differences, in student experiences and outcomes based on socio-demographic characteristics including, but not limited to: gender identity, race, and special education needs. Importantly, YRDSB recognizes that these disparities are the result of inequities within and beyond schools and school boards and are not a reflection of deficits within students and families. As such, it is important to review findings in this report with the understanding that:

- Biases must be examined to ensure that students, families, and communities are not marginalized or stigmatized in reviewing and interpreting data;

- Disparities in student experiences and outcomes reflect systemic inequities; and,

- Responses to disparities in student outcomes must focus on strategies and initiatives to promote equitable institutional structures and practices.

Engaging with ESCS Data

The following questions are intended to support readers of this report in using an anti-oppression framework to review the ESCS findings:

- What do you notice about the data? What stands out for you?

- How does your social location influence how you interpret the data?

- How will you shift or maintain your focus on looking at systems and structures (e.g., school practices, school environments, Board practices) rather than attributing students' experiences and outcomes to deficits within students and families?

- What does the data suggest about the experiences of students and their families?

- What assumptions or inferences might you be making about students and their families based on the data?

- Whose voices may not be represented in the data?

- In what ways are the data similar to, or different from, other data sources (e.g., municipal, community agencies, other school boards)?

- What additional data sources are needed to understand both complementary and divergent perspectives regarding educational experiences?

Background and Rationale

This report outlines findings from the ESCS related to elementary student learning outcomes, and emphasizes data from the 2018-2019 school year, during which the ESCS census was administered. Student learning outcomes offer an important measure of equity among students, as differences in student learning outcomes among groups of students are directly attributable to the social inequities that marginalized communities so often face in education systems.

Data showing differences in student learning outcomes among student identity groups provide evidence of disparities in access to success, particularly for marginalized students. For example, data that show certain groups of students have higher rates of suspensions, dropouts, and absenteeism or require special education needs services, suggest that education systems are not adequately responding to their needs (Methot, 2019). Additionally, when a group of students is shown to have been less likely to achieve success on any measurement, the responsibility for the gap falls on the system, suggesting that the system failed to prepare the student or used assessment practices and tools that did not accurately measure the skills, knowledge, and understanding of those students.

Differences in student learning outcomes may also reflect "streaming" practices – the channeling of students toward particular pathways (e.g., university, college, early-leaver/drop-out, etc.). Streaming can lead to inequities among students by limiting opportunities and contributing to negative schooling experiences and outcomes, particularly for marginalized students (Francis et al, 2019; Baidoo-Anu, 2022; Chmielewski et al., 2013).. By addressing the role student outcomes play in streaming students toward particular pathways, the aim of this report is to prompt critical dialogue and contribute to equitable outcomes for all students.

This report underscores YRDSB's continued commitment to human rights, equity, anti-racism and anti-oppression particularly in connection to student learning outcomes, which ultimately stream groups of students toward particular pathways (e.g., university, college, increased drop-out rates, etc.). Indigenous students, for instance, have been found to have persistently high drop-out rates and early school failure (Canada Council of Learning, 2007; Mendelson, 2008) as well as low numbers of students attaining a high school education or enrollment in post-secondary institutions compared to their peers (Eriks-Brophy, 2014). Such outcomes are directly attributable to the social inequities that students of marginalized communities so often face, where differences in their learning outcomes are often viewed as resulting from deficits in their abilities based on their identity group (Ball & Lewis, 2014).

The home-school mismatch hypothesis (Luke, 2004), where cultural, socio-economic and any other differences are viewed as barriers for successful integration in schools (Kajee, 2011), erroneously puts blame on diverse groups of students and their families for performance in school (Hull & Schultz, 2001). This has led to destructive thinking that students need to abandon to a large degree their identities linked to their out-of-school spaces in order for successful integration in schools. Students and their families, however, should not need to forge new identities that align with the values and practices at school to pave their way to success. Rather, what is required is transformation from the dominant groups or institutional structures (e.g., education) in and of themselves through the development of *critical cultural consciousness* (Ontario Ministry of Education, 2013). In so doing, we must disrupt the idea of a set standard as "correct," as this view is considered colonial assimilationism and linguistic discrimination (Lippi-Green, 1997; Sterzuk, 2011).

This disruption would require turning our gaze to environmental factors such as assessment tools used to measure student success in all facets, including for diagnostic and intervention services (Eriks-Brophy, 2014). Researchers have, for instance, attributed increased drop-out rates and early school failure to the lack of culturally and linguistically appropriate "education, specialist services, and [standardized] assessment procedures" (Ball & Lewis, 2011, p. 146). In fact, the very nature of "testing" and ranking children's developmental levels may be considered by some minority equity groups as antithetical to their cultural worldviews (Eriks-Brophy, 2014) as testing and ranking promotes the cultural narrative of competition and a deficit view of those students ranked at the bottom. For this reason, Eriks-Brophy (2014) explains, "information obtained from these sources may

be more accurately interpreted as a reflection of a child's or family's degree of acculturation rather than as a measure of performance, skill, or level of functioning." (Eriks-Brophy, 2014, pp. 160-161). There have been recent attempts at changing traditional assessment practices to be more representative of diverse concepts, perspectives, and values (Dench et al., 2011; Eriks-Brophy, 2014; Noggle, 2014, Peltier, 2011).

While a range of options are used to support students' success in school and in life, this report focuses on illuminating the inequities certain groups of students at YRDSB may be experiencing regarding their learning outcomes and the potential consequences for these outcomes, emphasizing the 2018-2019 school year as this was the same year the ESCS census was administered. Collecting identity-based data through the ESCS supports the identification of groups of students at YRDSB who are underserved and as a result are unable to reach their full academic, social and emotional potential. By addressing the role learning outcomes have on streaming students toward particular pathways, the aim of this report is to prompt critical dialogue in hopes to contribute to positive change for students who experience such inequities and, as a result, have been underserved, with the intention of better serving these students.

Key Findings

When looking for differences in student learning outcomes among groups of students, it is important to remember that differences in learning outcomes are evidence of disparities in access to success afforded to students because of their social identities. When a group of students is shown to have been less likely to achieve success on any measurement, the responsibility for the gap falls on the system, both because the system failed to prepare the student as well as used assessment practices and tools that did not accurately measure the skills, knowledge, and understanding of that group of students.

The Elementary Student Learning Outcomes findings presented below demonstrate that inequities in our system and assessment methods have resulted in lower outcomes for several groups of students, in particular those identifying as Black, Indigenous, or Latina/Latino/Latinx and students with Special Education Needs (excluding Gifted). Students who did not participate in the ESCS and students who skipped or declined to answer were also much less likely than their peers to be assessed at or above the provincial standard on all assessment measures examined in this report. These findings emphasize the importance of YRDSB's efforts to build strong, trusting relationships with students and their families as their trust in our work will lead to increased participation in future census administrations and other surveys which will help illuminate any inequities that might be hidden in those missing responses.

Race and Indigenous Identity

- Students identifying as Black, Indigenous, or Latina/Latino/Latinx were less likely to be assessed at or above the provincial standard in the EQAO assessments and report card mark assessments of Reading, Writing, and Mathematics than their peers.

- Students who only selected Middle Eastern or A Race or Racial Category Not Listed Above (single selections) were also less likely to have been assessed at or above the provincial standard in all six measures.

Gender Identity

- Students who selected Two-Spirit were the least likely to be assessed at or above the provincial standard on the EQAO assessments (reading: 80%, writing: 80%, mathematics: 40%) and provincial report cards (reading: 55%, writing: 55%, mathematics 45%). This is potentially linked to the disparities seen for students indicating Indigenous identity as a whole.

- Students who selected Woman/Girl were the most likely to be assessed at or above the provincial standards in reading, writing, and mathematics in both the EQAO assessments and report card marks.

- EQAO and report card results in reading and writing for students selecting Man/Boy showed disparities compared to their peers, which is consistent with the gaps in literacy assessment results seen across the province and in other jurisdictions around the world over the past many years.

- Elementary learning outcomes data for many of the gender identity response options were inconsistent across the subjects and assessment types, which may have been linked to the low total response counts.

Sexual Orientation

- Similar to the gender identity data, students who selected Two-Spirit were less likely to be assessed at or above the provincial standard on the EQAO assessments (reading: 77%, writing: 77%, mathematics: 46%) and provincial report card (reading: 64%, writing: 61%, mathematics: 68%).

- Students who selected Gay were also less likely than their peers to be assessed at or above the provincial standards on the EQAO assessments (reading: 76%, writing: 74%, mathematics: 32%) and Provincial Report Card (reading: 63%, writing: 65%, mathematics: **58%).**

Special Education Status (Excluding Gifted)

- The largest disparities are evident in the charts displaying outcomes by special education needs (excluding Gifted), which show significant opportunity gaps between the learning outcomes of students with special education needs (excluding Gifted) and their peers without special education needs on all three EQAO assessments (reading: 59%, writing: 59%, mathematics 22%) and for all three subjects on the provincial report card (reading: 43%, writing: 42%, mathematics: 41%).

Multilingual Language Learners (MLLs)[1]

- Disparities for Multilingual Language Learners (MLLs) compared to their non-MLL peers are also evident across all three EQAO assessments (reading: 82% - 90%, writing: 84% - 90%, mathematics: 58% - 64%) and all three subjects on the provincial report card (reading: 79% - 85%, writing: 77% - 84%, 77% - 81%).

By Student Recent Arrivals

- Students who had lived in Canada for three years or less were less likely to be assessed at or above the provincial standard on the EQAO assessments than the overall rate (reading: 53% - 88%, writing: 52% - 88%, mathematics: 42% - 63%). However, no such trend is seen in the provincial report card data.

Family Structure

- Across the results in the EQAO assessments and provincial report card data, students who indicated two parents as their primary guardians were more likely to have been assessed at or above the provincial standard than their peers who indicated one parent or another guardianship structure.

Socio-Economic Factors

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[1] At the time of the analysis and reporting, the Board was using the Term English Language Learners (ELLs). Prior to publication, we have shifted to using the term Multilingual Language Learner (MLL). Across the province, school districts are embracing research and practice that has moved toward a multilingual perspective of language learning. Students are recognized as emergent bilinguals or multilingual learners, acknowledging, and engaging their rich cultural and linguistic resources. A jurisdictional scan shows School Boards in Ontario are actively taking up the language of MLL (Multilingual Language Learner) in district policies and resources that refer to students who are expanding their language practices in English. The term "MLL" is supported by national and international researchers as asset-based and affirming of students' home languages and multilingual communicative repertoires.

- Students that had one or more parent/guardian with a post-secondary education were more likely than their peers to be assessed above the provincial standard in reading, writing, and mathematics on both the EQAO assessment and their provincial report cards. Students with a university educated parent or guardian were the most likely to be marked at or above the provincial standard.

- Students who indicated that both of their parents/guardians were employed or that only one of their two parents/guardians were employed were most likely to be assessed at or above the provincial standard in reading, writing, and mathematics on both the EQAO assessment and provincial report cards. Students who indicated two parents/guardians with no employment or only responded for one parent/guardian, regardless of their employment status, were much less likely to be assessed at or above the provincial standard.

- Students living in an area with a higher median household income were also more likely to be assessed at or above the provincial standard on both the EQAO assessment and their provincial report cards.

Moving Forward: Strategies and Actions in Multi-Year Strategic Plan (MYSP) and Director's Action Plan (DAP)

The Director's Action Plan goals focus on improving the learning outcomes and well-being of students, particularly students who are underserved. This requires proactive and intentional intervention strategies that serve the whole student, including students' overall physical and mental health and well-being. Goal 1 – Foster Well-Being and Mental Health states: "build safe, healthy and inclusive learning and working environments where students and staff feel they matter and belong."

The two student level key actions associated with this goal are:

1.1   Provide learning opportunities and resources to prioritize and support the mental health and well-being of students and staff by focusing on creating caring communities and understanding anxiety related to trauma, including racial trauma.

1.2   Partner with identity-specific mental health organizations to develop supports that respond to the needs of racialized students.

To support the learning outcomes and mental health of students, and to remove barriers to meaningful education for all students, we will:

- Implement the ABCs of Mental Health Lesson Series for K-12 (Acknowledge, Bridge, Connection). The series is designed with an anti-oppressive framework, which identifies and challenges oppressive ideologies such as pathologization, universalism, and deficit thinking.

- Place the individual and groups of students at the centre of our actions.

- Ensure active family and student voice in the proactive planning to support students.

- Conduct interdisciplinary In School Team Meetings that focus on proactive interventions and supports.

- Enhance the Family Mental Health Newsletter 2021-22 editions with emphasis on tips for families and encouraging dialogue with schools in efforts to provide accessible communications for families (e.g., encouraging participation in web events, and drop-ins for families and youth).

- Continue to expand that Executive Functioning Pilot and empower students through the realization of the strengths they bring to learning and ways they can build critical executive functioning skills.

- Through *critical cultural consciousness*, engage in anti-oppressive assessment practices that are evidence informed, culturally responsive and identity affirming from a strengths-based approach with an emphasis on mattering and belonging.

- Centre intersecting social identities for students in affirming practices through programming, services and supports rendered.

- Provide culturally relevant and responsive care and ensure family friendly and translated communications.

- Continue to build collaborative relationships with external organizations and agencies that provide culturally, racially, and linguistically relevant mental health services.

- Enhance and extend student leadership for mental health initiatives in tandem with student leaders and other stakeholders.

- Ensure in an interdepartmental review of effectiveness and appropriateness of the Student Support Centre structure of support.

- Support de-streaming of subjects through a pilot in partnership with Curriculum & Instructional Services, geared towards closing the learning gaps for students in a Student Support Centre placement for various subjects, such as math.

- Ensure the full implementation of the Educational Assistant (EA) Strategy in order to ensure EAs are able to support students in positive, practical ways that promote independence.

- Continue to support the Empower Reading program to support students identified with severe learning disabilities.

- Address and reduce opportunity gaps where they exist, particularly regarding students learning outcomes and their emotional well-being.

Overall Student Outcomes

This report presents data for students in Grades 6-8. Results on the Grade 6 EQAO assessments of reading, writing and mathematics and Grade 7-8 report card marks are reported.

EQAO Grade 6 Assessment of Reading, Writing, and Mathematics

Figure 1 shows the percentage of all Grade 6 students who were assessed at or above the provincial standard (levels 3 and 4) on the EQAO assessments of reading, writing and mathematics across a four-year trend line (between 2015-16 to 2018-19). The trend lines show that YRDSB has maintained high rates of students assessed at or above the provincial standard in the areas of reading, writing and mathematics over the years compared to Ontario's provincial averages. Results for the EQAO mathematics assessment, however, continue to be lower compared to the reading and writing assessments for both YRDSB and the province. Despite results for participating Grade 6 YRDSB students exceeding the provincial average each year, mathematics continues to be an area of focus for both primary and junior panels in board planning and intervention initiatives.

Figure 1. EQAO Grade 6 Assessment of Reading, Writing, and Mathematics
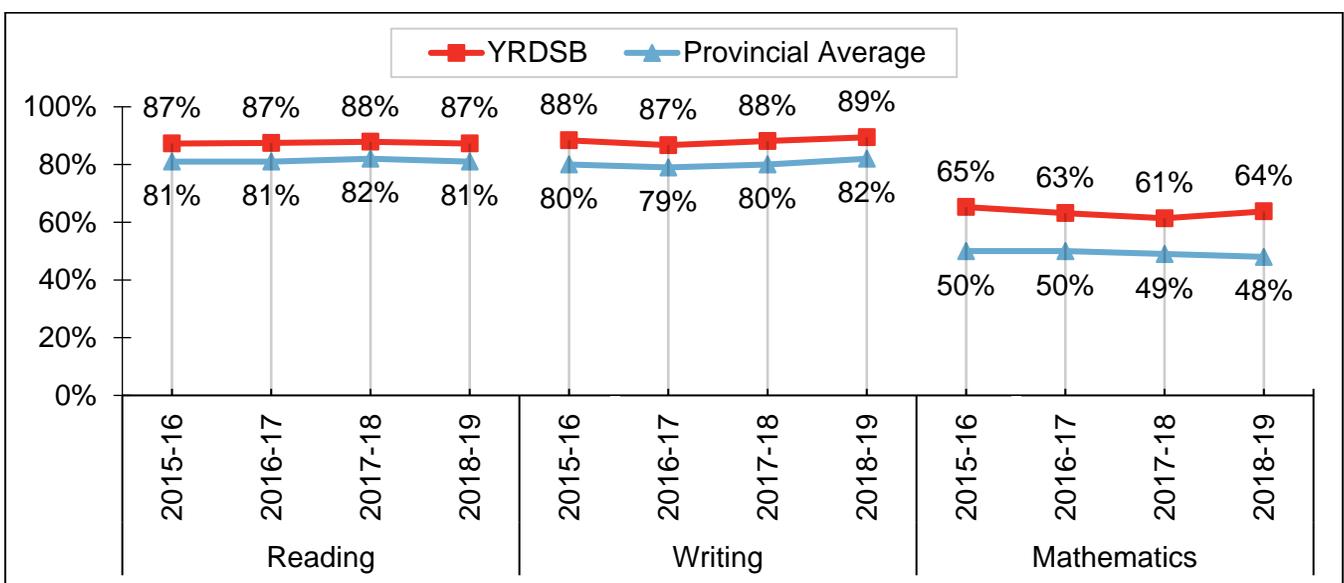
Report Card Marks in Reading, Writing, and Mathematics, Gr. 7-8

Figure 2 shows the percentages of Grade 7 and 8 students who were assessed at or above the provincial standard (levels 3 and 4) on their Provincial Elementary Report Card in reading, writing and mathematics across five consecutive school years (2016-17 to 2020-21). In all three areas, the percentage at standard has remained consistent over this time frame with a slight increase during the 2019-2020 school year.

Figure 2. Report Card Marks in Reading, Writing, and Mathematics, Gr. 7-8
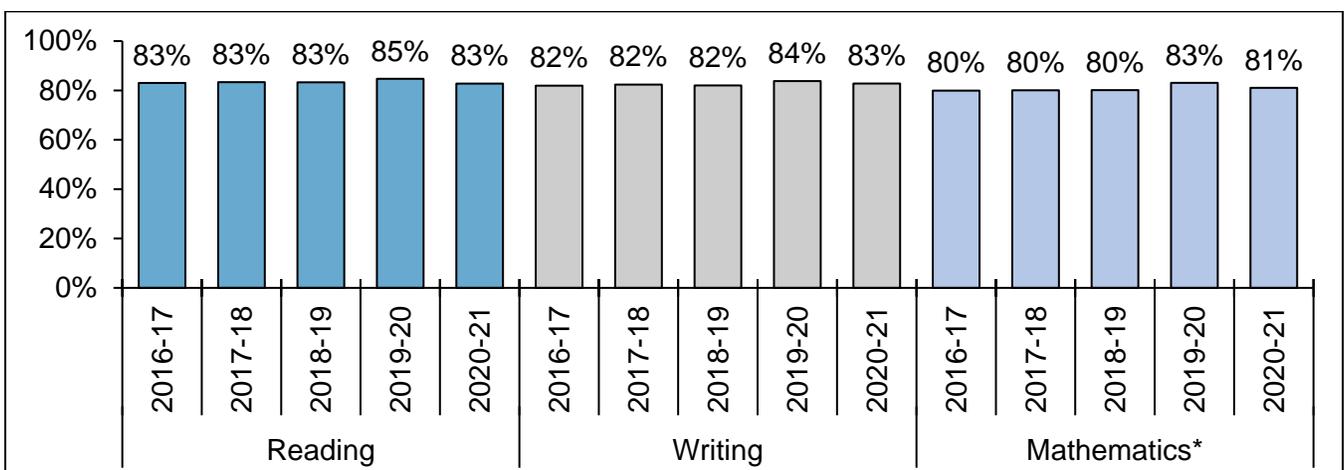
*Note: Prior to the 2020-21 school year, students received individual marks in each of the five strands of the provincial mathematics curriculum. For those years, an average of the marks received by each student was used in calculations.

Equity Measures: Disparity Index

Following the [Ontario Anti-Racism Data Standards](#) (ARDS) guidelines and through internal and external consultations, we established methods to use a valid measure to quantify inequities experienced by various identity groups. This report presents disparity indices in learning outcomes disaggregated by student demographics.

Definition

Disparity is "a measure of group differences in outcomes by comparing the outcomes for one group with those of another" (ARDS, p. 47). This measure is a reliable and valid measure that will be used to quantify inequalities in learning outcomes. When reviewing student learning outcomes, our intention is to examine whether individuals are receiving the same treatment or outcomes within a given program, service, or function, regardless of their identities. For example, a racial disparity index is the appropriate measure to use to identify and track any potential racial inequalities.

Calculating Disparity Index

The Disparity Index (also known as a risk ratio or relative risk index) is calculated using this equation:

$$\text{Disparity Index (Group A)} = \dfrac{\dfrac{\text{\# of Students from Group A Who Reached an Outcome}}{\text{Total \# of Students in Group A}}}{\dfrac{\text{\# of Students from All Other Groups Who Reached an Outcome}}{\text{Total \# of Students in All Other Groups}}}$$

Put another way, the Disparity Index is the outcome for a particular group divided by the outcome for all students who did not belong to that group.

$$\text{Disparity Index (Group A)} = \dfrac{\text{Rate of Outcome for Group A}}{\text{Rate of Outcome for All Other Groups}}$$

Interpretation using a Comparison Threshold

This index value is a calculation of the relative difference when group results are compared to all students who are not in that group. The higher the value, the greater the inequity in outcomes.

A Disparity Index can be compared to "1.0" as the basic threshold (or equity line) and interpreted using the following rule:

If the Disparity Index for Group A is:

Greater than 1.0 Students in Group A are more likely to reach the outcome compared to students in other groups.

Equal to 1.0 The likelihood to reach an outcome for students in group A is the same as students in other groups.

Less than 1.0 Students in Group A are less likely to reach the outcome compared to students in other groups.

In order to use disparity indices for planning purposes, thresholds are determined through consultation with community partners and other stakeholders.

EQAO Assessment Results by Student and Family Demographics

Student outcomes from the 2016-17 and 2017-18 Grade 6 EQAO assessment administrations were analyzed by both student and family demographics. Demographic data was drawn from the Every Student Counts Survey (ESCS) and students' profiles collected at registration, which is available through the Board's Student Information System (SIS). The focus of analysis is on the 2016-17 and 2017-18 administrations because those students (in Grades 7 and 8 at the time of the ESCS) had a high response rate to the census (93.0%), which makes the analysis more reliable as low response rates have an increased risk of not being representative of the true population. Similarly, outcomes from the Grade 3 EQAO Assessments are not being connected to identity-based data from the ESCS as the response rate for parents/guardians of students in kindergarten to Grade 6 was quite low (30.1%).

In the charts that illustrate Grade 6 EQAO assessment outcomes by race and Indigenous identity (Figures 3-5), there is a clear disparity for students with Indigenous heritage as well as students who selected Black (both single and multiple selections) and Latino/Latina/Latinx (both single and multiple selections) across the reading, writing, and mathematics outcomes. Low total response counts in the results by gender identity (Figures 6-8) caused more variation and less clear trends. However, a disparity is clear across the assessments for students who selected Two-Spirit, which is potentially linked to the disparity seen for students indicating Indigenous identity as a whole. There is also evidence of a disparity for students who selected Gender Fluid, Gender Non-Conforming, Non-Binary, and Transgender. Lastly, it is important to note the disparity shown in the reading and writing assessments for students selecting Man/Boy, which is consistent with the gaps in literacy assessment results seen across the province and in other jurisdictions around the world over the past several years. The largest disparities are evident in the charts displaying outcomes by special education needs, which show significant gaps between the learning outcomes of students with special education needs and their peers with no identifications on all three assessments. Disparities for English Language Learners are also evident across all three assessments, which could be related to the exemption of those at the early steps of English-language acquisition and the amount of English-language understanding needed for even the EQAO mathematics assessment.

Student Demographics

This section reports on the outcomes of the Grade 6 EQAO assessment by student demographics including racial identity, gender identity, sexual orientation, special education, student status in Canada, student recent arrivals, and Multilingual Language Learner (MLL) status.

Each figure below includes a chart of the percentages of students in each demographic group who were assessed at or above the provincial standard on the assessment (levels 3 and 4). Also, a Disparity Index is calculated for each demographic group. This index value is a calculation of the relative difference when that group's results are compared to all students who are not in that group. The higher the value, the greater the disparity in outcomes. For a more detailed explanation of the Disparity Index calculations, please see Equity Measures: Disparity Index in section A of this report.

By Student Racial Identity and Indigenous Identity

Students who identified as Indigenous, Black (single race), or who made no race selection had consistently least proportion of students assessed as meeting or exceeding provincial standards in the Grade 6 EQAO assessment. This is evident by both the lower percentage of students assessed at or above the provincial standard and higher disparity index scores for these three groups of students

Figure 3. EQAO Assessment of Grade 6 Reading by Indigenous and Racial Identity: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Self-Identified Indigenous Identity			
Indigenous (First Nations, Métis, & Inuit)	434	73%	2.63
Self-Identified Race Identity			
Black (single race)	474	79%	2.03
Black (multiple races)	290	88%	1.14
East Asian (single race)	3585	95%	0.44
East Asian (multiple races)	472	94%	0.55
Latino/Latina/Latinx (single race)	126	87%	1.20
Latino/Latina/Latinx (multiple races)	149	86%	1.33
Middle Eastern (single race)	1178	87%	1.24
Middle Eastern (multiple races)	362	95%	0.49
South Asian (single race)	2196	94%	0.56
South Asian (multiple races)	273	93%	0.62
Southeast Asian (single race)	381	90%	0.94
Southeast Asian (multiple races)	310	94%	0.54
White (single race)	4033	90%	0.89
White (multiple races)	793	94%	0.59
A race category not listed (single race)	291	89%	1.04
A race category not listed (multiple races)	169	93%	0.67
No Race Selection	2324	77%	2.71
Total ESCS Participants	**15728**	**89%**	
Did Not Participate	1140	70%	
YRDSB TOTAL	**16868**	**88%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 4. EQAO Assessment of Grade 6 Writing by Indigenous and Racial Identity: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Self-Identified Indigenous Identity			
Indigenous (First Nations, Métis, & Inuit)	434	72%	2.70
Self-Identified Race Identity			
Black (single race)	474	77%	2.18
Black (multiple races)	290	86%	1.31
East Asian (single race)	3585	95%	0.36
East Asian (multiple races)	472	95%	0.46
Latino/Latina/Latinx (single race)	126	85%	1.40
Latino/Latina/Latinx (multiple races)	149	85%	1.43
Middle Eastern (single race)	1178	89%	1.01
Middle Eastern (multiple races)	362	93%	0.66
South Asian (single race)	2196	93%	0.57
South Asian (multiple races)	273	94%	0.57
Southeast Asian (single race)	381	89%	0.99
Southeast Asian (multiple races)	310	95%	0.47
White (single race)	4033	89%	1.05
White (multiple races)	793	91%	0.81
A race category not listed (single race)	291	87%	1.21
A race category not listed (multiple races)	169	92%	0.71
No Race Selection	2324	78%	2.49
Total ESCS Participants	**15728**	**89%**	
Did Not Participate	1140	70%	
YRDSB TOTAL	**16868**	**88%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 5. EQAO Assessment of Grade 6 Mathematics by Indigenous and Racial Identity: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Self-Identified Indigenous Identity			
Indigenous (First Nations, Métis, & Inuit)	434	41%	1.67
Race Selection	**n**	**Percentage of Students at Standard (Levels 3/4)**	**Disparity Index**
Black (single race)	474	40%	1.70
Black (multiple races)	290	50%	1.40
East Asian (single race)	3585	83%	0.40
East Asian (multiple races)	472	78%	0.62
Latino/Latina/Latinx (single race)	126	44%	1.57
Latino/Latina/Latinx (multiple races)	149	50%	1.40
Middle Eastern (single race)	1178	59%	1.16
Middle Eastern (multiple races)	362	68%	0.88
South Asian (single race)	2196	71%	0.78
South Asian (multiple races)	273	71%	0.80
Southeast Asian (single race)	381	62%	1.06
Southeast Asian (multiple races)	310	76%	0.67
White (single race)	4033	58%	1.22
White (multiple races)	793	66%	0.95
A race category not listed (single race)	291	57%	1.21
A race category not listed (multiple races)	169	63%	1.02
No Race Selection	2324	45%	1.68
Total ESCS Participants	**15728**	**64%**	
Did Not Participate	1140	44%	
YRDSB Total	**16868**	**63%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

By Student Gender Identity

For gender identity, those who identified as Two-Spirit or made no gender selection had the least percentage of students assessed at or above the provincial standard. This is also evident in the disparity index. Students who selected Man/Boy \ also had low proportion of students assessed at or above the provincial standard in reading and writing compared with their peers, this finding is consistent with trends in literacy assessment across the province and other jurisdictions.

Figure 6. EQAO Assessment of Grade 6 Reading by Gender Identity: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Gender Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid	54	89%	1.05
Gender Nonconforming*	19	84%	1.49
Man/boy	7652	86%	1.75
Non-Binary*	28	93%	0.67
Questioning	45	93%	0.63
Transgender	32	84%	1.47
Two-Spirit*	10	80%	1.88
Woman/girl	7422	93%	0.53
A gender identity not listed above*	28	89%	1.01
No Gender Selection	438	84%	1.50
Total ESCS Participants	**15728**	**89%**	
Did Not Participate	1140	70%	
YRDSB TOTAL	**16868**	**88%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 7. EQAO Assessment of Grade 6 Writing by Gender Identity: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Gender Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid	54	89%	1.03
Gender Nonconforming*	19	84%	1.46
Man/boy	7652	85%	2.08
Non-Binary*	28	75%	2.32
Questioning	45	93%	0.62
Transgender	32	91%	0.87
Two-Spirit*	10	80%	1.85
Woman/girl	7422	94%	0.42
A gender identity not listed above*	28	82%	1.65
No Gender Selection	438	82%	1.66
Total ESCS Participants	**15728**	**89%**	
Did Not Participate	1140	70%	
YRDSB TOTAL	**16868**	**88%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 8. EQAO Assessment of Grade 6 Mathematics by Gender Identity: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Gender Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid	54	56%	1.23
Gender Nonconforming*	19	42%	1.61
Man/boy	7652	64%	0.97
Non-Binary*	28	54%	1.29
Questioning	45	58%	1.17
Transgender	32	47%	1.48
Two-Spirit*	10	40%	1.67
Woman/girl	7422	64%	0.99
A gender identity not listed above*	28	54%	1.29
No Gender Selection	438	57%	1.20
Total ESCS Participants	**15728**	**64%**	
Did Not Participate	1140	44%	
YRDSB TOTAL	**16868**	**63%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

By Student Sexual Orientation

Students who selected Gay or Two-Spirit had the least proportion of students assessed at or above the provincial standard in reading, writing, and mathematics. The low total response counts (n) for many response categories should be interpreted with caution, as small group sizes are more prone to random variation, and summary statistics may not be reflective of the total population.

Figure 9. EQAO Assessment of Grade 6 Reading by Sexual Orientation: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Sexual Orientation	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	10139	92%	0.55
2SLGBQ+	1382	90%	0.96
• Asexual	569	90%	0.94
• Bisexual	389	88%	1.09
• Gay	38	76%	2.24
• Lesbian	37	89%	1.02
• Pansexual	84	96%	0.34
• Queer*	12	83%	1.57
• Questioning	153	95%	0.43
• Two-Spirit*	26	77%	2.18
• A sexual orientation not listed above	74	88%	1.15
No Sexual Orientation Selection	4207	83%	1.96
Total ESCS Participants	**15728**	**89%**	
Did Not Participate	1140	70%	
YRDSB TOTAL	**16868**	**88%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.
2SLGBQ+ category is a sum of the students who selected asexual, bisexual, gay, lesbian, pansexual, queer, questioning, two-spirit, and 'a sexual orientation not listed above'

Figure 10. EQAO Assessment of Grade 6 Writing by Sexual Orientation: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Sexual Orientation	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	10139	91%	0.62
2SLGBQ+	1382	89%	0.98
• Asexual	569	90%	0.91
• Bisexual	389	87%	1.24
• Gay	38	74%	2.44
• Lesbian	37	95%	0.50
• Pansexual	84	96%	0.33
• Queer*	12	83%	1.54
• Questioning	153	95%	0.48
• Two-Spirit*	26	77%	2.14
• A sexual orientation not listed above	74	89%	1.00
No Sexual Orientation Selection	4207	84%	1.71
Total ESCS Participants	**15728**	**89%**	
Did Not Participate	1140	70%	
YRDSB TOTAL	**16868**	**88%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.
2SLGBQ+ category is a sum of the students who selected asexual, bisexual, gay, lesbian, pansexual, queer, questioning, two-spirit, and 'a sexual orientation not listed above'

Figure 11. EQAO Assessment of Grade 6 Mathematics by Sexual Orientation: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Sexual Orientation	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	10139	66%	0.83
2SLGBQ+	1382	61%	1.08
• Asexual	569	67%	0.92
• Bisexual	389	56%	1.24
• Gay	38	32%	1.90
• Lesbian	37	46%	1.50
• Pansexual	84	63%	1.02
• Queer*	12	58%	1.16
• Questioning	153	69%	0.85
• Two-Spirit*	26	46%	1.50
• A sexual orientation not listed above	74	61%	1.09
No Sexual Orientation Selection	4207	59%	1.20
Total ESCS Participants	**15728**	**64%**	
Did Not Participate	1140	44%	
YRDSB TOTAL	**16868**	**63%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.
2SLGBQ+ category is a sum of the students who selected asexual, bisexual, gay, lesbian, pansexual, queer, questioning, two-spirit, and 'a sexual orientation not listed above'

By Special Education Needs

In all three areas of the Grade 6 EQAO assessment, students with special education needs (excluding Gifted) had high proportion of students assessed below the provincial standard, while students identified as Gifted had high proportion of students assessed at or above the provincial standard than students with special education needs (excluding Gifted) and those without an identified special education need.

Figure 12. EQAO Assessment of Grade 6 Reading by Special Education Needs: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (excl. gifted)	2888	59%	7.03
Students Identified with Giftedness	874	99%	0.12
Students without Special Needs	13106	94%	0.19
YRDSB TOTAL	**16868**	**88%**	

Source: Student Information System (SIS)

Figure 13. EQAO Assessment of Grade 6 Writing by Special Education Needs: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (excl. gifted)	2888	59%	6.77
Students Identified with Giftedness	874	98%	0.16
Students without Special Needs	13106	94%	0.20
YRDSB TOTAL	**16868**	**88%**	

Source: Student Information System (SIS)

Figure 14. EQAO Assessment of Grade 6 Mathematics by Special Education Needs: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (excl. gifted)	2888	22%	2.69
Students Identified with Giftedness	874	97%	0.08
Students without Special Needs	13106	69%	0.51
YRDSB TOTAL	**16868**	**63%**	

Source: Student Information System (SIS)

By Multilingual Language Learner (MLL) Status

While students who were Multilingual Language Learners (MLL) had slightly less proportion (82%) of students assessed at or above the provincial standard in all three areas of the Grade 6 EQAO assessment, the gap was fairly small with the largest being only 8% for reading with 82% of MLL students meeting or exceeding provincial standards compared to 90% for non-MLL students.

Figure 15. EQAO Assessment of Grade 6 Reading by Multilingual Language Learners Status: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	3382	82%	1.68
Not an English Language Learner	13486	90%	0.59
YRDSB Total	**16868**	**88%**	

Source: Student Information System (SIS)

Figure 16. EQAO Assessment of Grade 6 Writing by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	3382	84%	1.43
Not an English Language Learner	13486	89%	0.70
YRDSB Total	**16868**	**88%**	

Source: Student Information System (SIS)

Figure 17. EQAO Assessment of Grade 6 Mathematics by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	3382	58%	1.14
Not an English Language Learner	13486	64%	0.88
YRDSB Total	**16868**	**63%**	

Source: Student Information System (SIS)

By Student Status in Canada

Students who were Canadian Citizens have high proportion of students assessed at or above the provincial standard across all three areas of the EQAO assessment, followed by those who were identified as Permanent Residents and those who were identified as Refugees. There were not enough students who were identified with a Visa for results to be reported.

Figure 18. EQAO Assessment of Grade 6 Reading by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Status In Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	15632	89%	0.53
Permenant Resident	1159	80%	1.77
Refugee	67	63%	3.15
Visa (Student)*	1	NR	NR
Visa (Other)*	9	NR	NR
YRDSB Total	**16868**	88%	

* Caution is strongly recommended when interpreting results where the total group size is small
NR: Results for groups with less than 10 students are not reported to maintain confidentiality
Source: Student Information System (SIS)

Figure 19. EQAO Assessment of Grade 6 Writing by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Status In Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	15632	88%	0.58
Permenant Resident	1159	81%	1.61
Refugee	67	60%	3.36
Visa (Student)*	1	NR	NR
Visa (Other)*	9	NR	NR
YRDSB Total	**16868**	88%	

* Caution is strongly recommended when interpreting results where the total group size is small
NR: Results for groups with less than 10 students are not reported to maintain confidentiality
Source: Student Information System (SIS)

Figure 20. EQAO Assessment of Grade 6 Mathematics by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Status In Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	15632	63%	0.95
Permenant Resident	1159	61%	1.04
Refugee	67	52%	1.28
Visa (Student)*	1	NR	NR
Visa (Other)*	9	NR	NR
YRDSB Total	**16868**	63%	

* Caution is strongly recommended when interpreting results where the total group size is small
NR: Results for groups with less than 10 students are not reported to maintain confidentiality
Source: Student Information System (SIS)

By Student Recent Arrivals

Students who had been in Canada for 5 years or more had high proportion of students assessed at or above the provincial standard across all three sections of the Grade 6 EQAO assessment. However, those who had been in Canada for 3 years or less had the least proportion (53%) of students assessed at or above the standard across all three areas. Students who had been in Canada for 3 years or less experienced highest disparity index in reading, writing, and mathematics.

Figure 21. EQAO Assessment of Grade 6 Reading by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	304	53%	4.20
4-5 years	378	80%	1.71
More than 5 years	1845	90%	0.80
Born In Canada	14341	89%	0.71
YRDSB Total	16868	88%	

Source: Student Information System (SIS)

Figure 22. EQAO Assessment of Grade 6 Writing by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	304	58%	3.67
4-5 years	378	82%	1.50
More than 5 years	1845	90%	0.78
Born In Canada	14341	88%	0.78
YRDSB Total	16868	88%	

Source: Student Information System (SIS)

Figure 23. EQAO Assessment of Grade 6 Mathematics by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	304	42%	1.55
4-5 years	378	64%	0.95
More than 5 years	1845	70%	0.78
Born In Canada	14341	62%	1.11
YRDSB Total	16868	63%	

Source: Student Information System (SIS)

Family Characteristics

This section reports on family characteristics such as Family Structure, Parent/Guardian Education, Parent/Guardian Work Status, and Median Household Income.

By Family Structure

Parental presence at home was determined by the responses students provided on the ESCS to questions about two possible parent/guardians. Students who indicated Two Parents had high proportion of students assessed at or above the provincial standard in all three subjects of the EQAO assessment followed by students who indicated One Parent and those whose responses were categorized as another arrangement.

Figure 24. EQAO Assessment of Grade 6 Reading by Parent Presence at Home: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Family Structure	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	13852	90%	0.56
One Parent	1384	83%	1.68
Others (e.g., foster care, other family)	287	79%	1.99
YRDSB Total	15523	89%	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 25. EQAO Assessment of Grade 6 Writing by Parent Presence at Home: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Family Structure	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	13852	90%	0.57
One Parent	1384	84%	1.60
Others (e.g., foster care, other family)	287	78%	2.12
YRDSB Total	15523	89%	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 26. EQAO Assessment of Grade 6 Mathematics by Parent Presence at Home: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Family Structure	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	13852	66%	0.68
One Parent	1384	51%	1.41
Others (e.g., foster care, other family)	287	43%	1.61
YRDSB Total	15523	64%	

Source: Every Student Counts Survey & Student Information System (SIS)

By Parent/Guardian Education

As displayed in the charts below, students who had one or more parent/guardian with a post-secondary education had high proportion of students assessed at or above the provincial standard in reading, writing, and mathematics than their peers. Students with a university educated parent or guardian had high percentage of students assessed at or above the provincial standard in reading (93%), writing (93%), and mathematics (72%). Students who indicated that the highest level of education achieved by their parents/guardians was Elementary School or that they Did Not Complete Any Formal Education had the least proportion of students assessed at or above the provincial standard.

Figure 27. EQAO Assessment of Grade 6 Reading by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	9279	93%	0.46
College	1948	89%	1.23
Apprenticeship	67	84%	1.86
No Post-Secondary Education	1347	79%	2.76
• High school	804	84%	1.95
• Elementary school	417	72%	3.42
• Did not complete any formal education	126	77%	2.64
YRDSB Total	**12641**	**91%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: "No Post-Secondary Education" is a category combining the response options below it.

Figure 28. EQAO Assessment of Grade 6 Writing by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	9279	93%	0.46
College	1948	89%	1.32
Apprenticeship	67	84%	1.83
No Post-Secondary Education	1347	80%	2.57
• High school	804	84%	1.86
• Elementary school	417	73%	3.17
• Did not complete any formal education	126	78%	2.50
YRDSB Total	**12641**	**91%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: "No Post-Secondary Education" is a category combining the response options below it.

Figure 29. EQAO Assessment of Grade 6 Mathematics by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	9279	72%	0.58
College	1948	56%	1.39
Apprenticeship	67	52%	1.43
No Post-Secondary Education	1347	45%	1.79
• High school	804	50%	1.56
• Elementary school	417	36%	1.97
• Did not complete any formal education	126	43%	1.72
YRDSB Total	12641	67%	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: "No Post-Secondary Education" is a category combining the response options below it.

By Parent/Guardian Work Status

For the Reading and Writing sections of the Grade 6 EQAO assessment, parent/guardian work status had a fairly small range: 81% to 91% of students were assessed at or above the provincial standards. The opportunity gap was larger for mathematics, but the pattern was the same, with those who had one parent/guardian employed or both parents employed being the group with high proportion of students assessed at or above the provincial standard, while those who had both parents unemployed had the least proportion of students assessed at or above the provincial standard. .

Figure 30. EQAO Assessment of Grade 6 Reading by Parent/Guardian Employment Status: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	10208	91%	0.76
1 Employed, 1 Not Employed	2493	91%	0.84
2 Not Employed	396	81%	1.96
Parent/Guardian (single) Employed	1518	85%	1.58
Parent/Guardian (single) Not Employed	299	85%	1.53
YRDSB Total	14914	90%	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 31. EQAO Assessment of Grade 6 Writing by Parent/Guardian Employment Status: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	10208	91%	0.72
1 Employed, 1 Not Employed	2493	91%	0.88
2 Not Employed	396	83%	1.67
Parent/Guardian (single) Employed	1518	84%	1.69
Parent/Guardian (single) Not Employed	299	83%	1.74
YRDSB Total	14914	90%	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 32. EQAO Assessment of Grade 6 Mathematics by Parent/Guardian Employment Status: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	10208	66%	0.87
1 Employed, 1 Not Employed	2493	68%	0.87
2 Not Employed	396	49%	1.45
Parent/Guardian (single) Employed	1518	55%	1.32
Parent/Guardian (single) Not Employed	299	51%	1.39
YRDSB Total	**14914**	**65%**	

Source: Every Student Counts Survey & Student Information System (SIS)

By Household Income

Students who reside in households with higher median incomes did better in the Grade 6 EQAO assessment across all three areas, with those in the highest quintile having the highest learning outcomes and those from the lowest income quintile having the lowest learning outcomes. Gaps, however, were fairly small, especially for reading and writing. Disparity Indices show an inverse pattern, where those with the highest incomes had the lowest disparity index, and those up to the third quintile being below 1.

Figure 33. EQAO Assessment of Grade 6 Reading by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	3373	91%	0.67
Quintile 4	3373	90%	0.85
Quintile 3	3374	89%	0.91
Quintile 2	3374	87%	1.13
Quintile 1 (Lowest)	3374	84%	1.52
YRDSB Total	**16868**	**88%**	

Source: Student Information System, Census Canada & Environics Analytics Data
Income Quintiles were calculated based on the median (middle-most) after-tax family income.
Each student is assigned the median household income associated with their postal code.

Figure 34. EQAO Assessment of Grade 6 Writing by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	3373	91%	0.72
Quintile 4	3373	90%	0.81
Quintile 3	3374	89%	0.93
Quintile 2	3374	87%	1.14
Quintile 1 (Lowest)	3374	84%	1.47
YRDSB Total	**16868**	**88%**	

Source: Student Information System, Census Canada & Environics Analytics Data
Income Quintiles were calculated based on the median (middle-most) after-tax family income.
Each student is assigned the median household income associated with their postal code.

Figure 35. EQAO Assessment of Grade 6 Mathematics by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	3373	68%	0.83
Quintile 4	3373	64%	0.95
Quintile 3	3374	64%	0.97
Quintile 2	3374	61%	1.05
Quintile 1 (Lowest)	3374	56%	1.22
YRDSB Total	**16868**	**63%**	

Source: Student Information System, Census Canada & Environics Analytics Data
Income Quintiles were calculated based on the median (middle-most) after-tax family income.
Each student is assigned the median household income associated with their postal code.

Disparities at a Glance

When examining Disparity Indices by identity-based data, it is important to recognize that these disparities are the result of inequities within and beyond schools and school boards and are not a reflection of deficits within students and families.

Understanding Disparity Indices

In this section, Disparity Indices for Grade 6 EQAO assessment outcomes were calculated by dividing the rate of students in the group who were assessed below the provincial standard (level 3 and above) by the same rate for all other students using the following formula:

$$\text{Disparity Index (Group A)} = \frac{\text{\% of Students Below Provincial Standard (Levels 3 or 4) (Group A)}}{\text{\% of students Below Provincial Standard (Levels 3 or 4) (Outside of Group A)}}$$

Disparity Index of value (**x**) for identity group (**A**) indicates that: Students in group (**A**) were **x** times more likely to receive a mark below provincial standard on that measure compared to all other students.

Overview of Disparity Indices

The analysis of EQAO Grade 6 assessment for reading, writing, and mathematics shows disparities by student and family demographics. For reading, writing, and mathematics, Indigenous (First Nations, Metis, & Inuit), Black (single race), and students who did not indicate a racial identity (No Race Selected) showed the greatest disparities by race. By gender identity, there is a disparity in reading and writing for students who identified as Man/Boy. By sexual orientation, students who identified as Gay had the greatest disparity in each of the reading, writing, and mathematics assessments. Of all the student and family demographics, students with special education needs (excluding Gifted) had the highest disparity in each of the reading, writing, and mathematics assessments. Students in Canada between 0 to 3 years also showed disparity greater than 1.5 in each of the reading, writing, and mathematics assessments. Based on students' status in Canada, students who were identified as Refugees or Permanent Residents had disparities in the reading and writing assessments. Disparities for parent/guardian education were greatest for elementary school in each of the reading, writing, and mathematics assessments. Students who indicated a living arrangement that included neither parent (e.g., Foster Care or with Other Family) were also more likely to be assessed below the provincial standard with disparity indices greater than 1.5 in each of the reading, writing, and mathematics assessments.

(a) EQAO Grade 6 Reading

When examining Disparity Indices for students who completed the EQAO Grade 6 reading assessment based on responses to the questions on the ESCS about racial and Indigenous identity,

students who did not identify their racial identity (No Race Selection) had a disparity index of 2.71 , Indigenous (First Nations, Metis, Inuit) had a disparity index of 2.63 , and Black (single race) had a disparity index of 2.03. Students in these race groups had the lowest proportion of students assessed below the provincial standard (levels 3 or 4) compared to other racial identities. Based on gender identity, students who identified as Man/Boy had a disparity index of 1.75 and students who did not indicate a gender identity (No Gender Selection) had a disparity index of 1.5. This result shows that students identified in these gender categories have a higher proportion of students assessed below the provincial standard (levels 3 or 4) than their peers. Disparities also exist based on sexual orientation, as students who identified as Gay had a disparity index of 2.24, and students who did not indicate sexual orientation (No Sexual Orientation Selection) had a disparity index of 1.96. Of all the student and family demographic data, the greatest disparity occurred for students with special education needs (excluding Gifted) with a disparity index of 7.03. English Language Learners had a disparity index of 1.68. This indicate that low proportion of English Language Learners are assessed at or above the provincial standard (levels 3 or 4) compared to non-English Language Learners. Also, students who had been in Canada for 0 to 3 years had a disparity index of4.2and students in Canada between 1 to 5 years had a disparity index of 1.71. This finding shows that students who have been in Canada between 1 to 5 years have the lowest proportion of students assessed at or above the provincial standard (levels 3 or 4) on the assessment than their peers. Based on status in Canada, students with Refugee status had a disparity index of 3.15 and students who were Permanent Residents had a disparity index of 1.77. This result clearly shows that students with Refugee status and students who were Permanent Residents had low proportion of students assessed at or above the provincial standard (levels 3 or 4). Disparities also occurred for students based on their parent/guardian education: the disparity index for students who indicated the highest level of parent/guardian education was elementary school is 3.42 and the disparity index for those that indicated no formal education was 2.64. Further, students who did not indicate a parent/guardian with a post-secondary education had a disparity index of 2.76. This group of students have high proportion of students assessed below the provincial standard than their peers. Based on parental presence at home, students who indicated living with neither parent (e.g., Foster Care, Other Family) had a disparity index of 1.99. This means that high proportion of students are assessed below the provincial standard. Also, those indicating living with One Parent were 1.68 which shows that high proportion of these students are assessed at or above the provincial standard (levels 3 or 4) compared to other students with a different parental structure at home. Lastly, disparities were found for parent/guardian work status. Students who indicated two parents/guardians without employment (a disparity index of 1.96), those that indicated a single parent/guardian with employment (a disparity index of 1.58), and those who indicated a single parent/guardian without employment (a disparity index of 1.53) had high proportion of students assessed at or above the provincial standard their peers.

(b) EQAO Grade 6 Writing

When examining disparity indices based on racial and Indigenous identity for students who completed the EQAO Grade 6 writing assessment, students who identified as Indigenous (First Nations, Metis, & Inuit) had a disparity index of 2.7, those who did not make a race selection (No Race Selection) had 2.49 , and those who self-identified as Black (single race) had 2.18. These disparity indexes show that students in these race groups have a low proportion of students assessed at or above the provincial standard (levels 3 or 4) compared to other racial identity groups. With respect to gender identity, students who selected Man/Boy had a disparity index of 2.08 and students who did not select a gender identity (No Gender Selection) had 1.66. These disparity indexes show that students in these gender groups have a low proportion of students assessed at or above provincial standard (levels 3 or 4) compared to other students. Students who identified as Gay and those who did not indicate their sexual orientation (No Sexual Orientation Selection) also had high

proportion of students assessed below the provincial standard than their peers who self-identified with another sexual orientation, with disparity indices of 2.44 and 1.71, respectively.

The largest disparity index based on student and family demographics for Grade 6 writing was found for students with special education needs (excluding Gifted) with a disparity index of 6.77. Students who had lived in Canada for 3 years or less had a disparity index of 3.67, students between 4 to 5 years in Canada had a disparity index of 1.5, students with Refugee status had 3.36, and students who were identified as a Permanent Resident had1.61. These disparity indexes indicate that students who had lived in Canada for 3 years or less or between 4 to 5 years, those with Refugee status and students who were identified as a Permanent Residenthad low proportions of students assessed at or above the provincial standard (levels 3 or 4) compared to other students. Based on parent/guardian education, students with parents/guardians whose highest education is elementary school had a disparity index 3.17, parents/guardians who selected Did Not Complete Any Formal Education had disparity index 2.5, parents/guardians who selected High School had disparity index 1.86, and parents/guardians who selected Apprenticeship had disparity index 1.8. Further, when looking at family structure, students who indicated living with neither parent (e.g., Foster Home, With Other Family) had a disparity index of 2.12 and students living with One Parent had a disparity index of 1.6. This finding is a clear indication that students living with neither parent (e.g., Foster Home, With Other Family) and those living with One Parent had low percentage of students assessed at or above the provincial standard (levels 3 or 4) compared to other students. Lastly, parent/guardian work status showed disparities: Single Parent/Guardian Not Employed, disparity index 1.74; Single Parent/Guardian Employed, disparity index 1.69; and Both Not Employed, disparity index 1.67.

(c) EQAO Grade 6 Mathematics

When examining Disparity Indices for students who completed the EQAO Grade 6 mathematics assessment based on race and Indigenous identity, students who identified as Black (single race) had a disparity index of 1.7, students who chose No Race Selected ad a disparity index of 1.68 students who self-identified as Indigenous (First Nations, Metis, & Inuit) had a disparity index of 1.67 , and Latino/Latina/Latinx (single race) had a disparity index of 1.57. These disparity indexes demonstrate that within these racial groups, there is a low proportion of students who are assessed at or above the provincial standard (levels 3 or 4) in comparison to other racial identity groups Based on sexual orientation, students who identified as Gay had a disparity index of 1.9 and students who identified as Lesbian had a disparity index of 1.5. The result revealed students who identified as Gay and Lesbian had low proportion of students assessed at or above the provincial standard (levels 3 or 4) compared to other students. Consistent with the EQAO Grade 6 reading and writing assessment data, students with special education needs (excluding Gifted) had the highest disparity by student and family demographics for mathematics with a disparity index of 2.69. Students who had lived in Canada for 3 years or less with a disparity index of 1.55 which indicate that lower proportion of students are assessed at or above the provincial standard (levels 3 or 4) compared to other students. Disparities were also found based on students' responses on the ESCS related to their parents'/guardians' education. Students indicating their parents/guardians with a highest education of Elementary School, No Formal Education, or High School had the least proportion of students assessed at or above the provincial standard with disparity indices of 1.97, 1.72, and 1.56, respectively. Lastly, students who indicated living with neither parent (e.g., Foster Home, With Other Family) a disparity index of 1.61 revealing that low proportion of these students are assessed at or above the provincial standard (levels 3 or 4) compared to other students with a different parental structure at home.

Grade 7/8 Report Card Marks by Student Demographics

In this section, the marks that Grade 7 and 8 students received on their final elementary provincial report card in 2018-2019 were analyzed by both student and family demographics. As was the case for the EQAO data above (Section B), demographic data was drawn from the student census collected through the *Every Student Counts Survey* (ESCS). It was also collected through students' profiles obtained at registration, which is made available through the Board's Student Information

System (SIS). This analysis focuses on students in Grades 7 and 8 in 2018-2019, the year the ESCS was administered, as this group had a high response rate (93.0%), making the analysis more reliable.

Report card marks for students in Kindergarten to Grade 6 are not being analyzed in connection with identity-based data from the ESCS, as the response rate for parents/guardians of students in those grades was quite low (30.1%). Lower response rates have an increased risk of not being representative of the true population.

Prior to the 2020-2021 school year, students in Grades 1 through 8 in Ontario received individual marks in each of the five strands of the mathematics curriculum (i.e., Number Sense and Numeration, Measurement, Data Management and Probability, Patterning and Algebra, and Geometry and Spatial Sense). To analyze mathematics learning outcomes, an average of the marks received on the individual strands was calculated for each student and used as their overall outcome.

Student Demographics:

This section reports on student demographics such as, Racial Identity, Gender Identity, Sexual Orientation, Special Education, Student Status in Canada, Student Recent Arrivals, and Multilingual Language Learner (MLL) Status.

Each figure below includes a chart of the percentages of students in each demographic group who were assessed at or above the provincial standard (levels 3 and 4) in each subject on the elementary provincial report card. As well, a Disparity Index is calculated for each demographic group. This index value is a calculation of the relative difference when that group's results are compared to all students who are not in that group. The higher the value, the greater the disparity in outcomes. For a more detailed explanation of the Disparity Index calculations, please see Equity Measures: Disparity Index in section A of this report.

By Student Racial Identity and Indigenous Identity

As with the Grade 6 EQAO assessment, students who identified as Indigenous, Black (single race) or who did not answer the question on racial identity (No Race Selection) consistently had the least proportion of students assessed at or above the provincial standard on the reading, writing and mathematics assessments. Students who self-identified as East Asian (both single and multiple race selections), had the highest proportion of students assessed at or above the provincial standard and, thus, had the lowest disparity indices.

Figure 36. Final Report Card Mark in Reading by Race Response: Percentage of Students At/Above Provincial Standard and Disparity Index 2018-2019 (Gr. 7-8)

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Self-Identified Indigenous Identity			
Indigenous (First Nations, Métis, & Inuit)	471	64%	2.42
Self-Identified Race Identity			
Black (single race)	545	70%	2.04
Black (multiple races)	307	80%	1.29
East Asian (single race)	4012	93%	0.39
East Asian (multiple races)	506	91%	0.59
Latino/Latina/Latinx (single race)	146	77%	1.49
Latino/Latina/Latinx (multiple races)	175	86%	0.90
Middle Eastern (single race)	1354	83%	1.13
Middle Eastern (multiple races)	402	88%	0.78
South Asian (single race)	2368	88%	0.77
South Asian (multiple races)	299	90%	0.68
Southeast Asian (single race)	415	87%	0.83
Southeast Asian (multiple races)	328	91%	0.61
White (single race)	4241	85%	0.97
White (multiple races)	860	88%	0.76
A race category not listed (single race)	317	82%	1.18
A race category not listed (multiple races)	189	87%	0.83
No Race Selection	2470	70%	2.31
Total ESCS Participants	**17116**	**85%**	
Did Not Participate	1305	67%	
YRDSB Total	**18421**	**83%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 37. Final Report Card Mark in Writing by Race Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Self-Identified Indigenous Identity			
Indigenous (First Nations, Métis, & Inuit)	472	62%	2.37
Self-Identified Race Identity			
Black (single race)	545	68%	1.97
Black (multiple races)	307	76%	1.47
East Asian (single race)	4012	92%	0.40
East Asian (multiple races)	507	90%	0.60
Latino/Latina/Latinx (single race)	145	78%	1.34
Latino/Latina/Latinx (multiple races)	177	81%	1.17
Middle Eastern (single race)	1353	81%	1.19
Middle Eastern (multiple races)	402	87%	0.76
South Asian (single race)	2368	86%	0.82
South Asian (multiple races)	298	89%	0.65
Southeast Asian (single race)	414	87%	0.80
Southeast Asian (multiple races)	329	90%	0.62
White (single race)	4241	84%	0.94
White (multiple races)	860	87%	0.78
A race category not listed (single race)	317	78%	1.33
A race category not listed (multiple races)	188	82%	1.10
No Race Selection	2470	69%	2.19
Total ESCS Participants	**17115**	**83%**	
Did Not Participate	1300	65%	
YRDSB Total	**18415**	**82%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 38. Final Report Card Mark in Mathematics by Race Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Self-Identified Indigenous Identity			
Indigenous (First Nations, Métis, & Inuit)	471	64%	2.05
Self-Identified Race Identity			
Black (single race)	545	59%	2.34
Black (multiple races)	307	73%	1.50
East Asian (single race)	4012	93%	0.32
East Asian (multiple races)	507	91%	0.51
Latino/Latina/Latinx (single race)	145	73%	1.48
Latino/Latina/Latinx (multiple races)	177	75%	1.37
Middle Eastern (single race)	1354	77%	1.26
Middle Eastern (multiple races)	403	82%	0.97
South Asian (single race)	2368	84%	0.88
South Asian (multiple races)	299	85%	0.84
Southeast Asian (single race)	415	84%	0.88
Southeast Asian (multiple races)	329	88%	0.66
White (single race)	4245	82%	0.99
White (multiple races)	860	84%	0.85
A race category not listed (single race)	317	77%	1.27
A race category not listed (multiple races)	189	83%	0.96
No Race Selection	2473	68%	1.98
Total ESCS Participants	**17124**	**82%**	
Did Not Participate	1309	62%	
YRDSB Total	**18433**	**80%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

By Student Gender Identity

With respect to gender identity, students who identified as Two-Spirit consistently had the least proportion of students assessed at or above the provincial standard, a trend that was also seen for students who completed the Grade 6 EQAO. Students who selected Man/Boy also had the least proportion of students assessed at or above the provincial standard in reading and writing, which is consistent with trends in English-language literacy assessment in jurisdictions across the province. Students who selected Woman/Girl had the highest proportion of students assessed at or above the provincial standard in all three subjects. Caution is recommended when interpreting results with low total group sizes (n), particularly those with less than 30 total students.

Figure 39. Final Report Card Mark in Reading by Gender Identity Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2016-2017 & 2017-2018 (Gr. 7-8)

Gender Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid	59	80%	1.33
Gender Nonconforming*	19	79%	1.38
Man/boy	8341	79%	2.08
Non-Binary	31	81%	1.27
Questioning	47	79%	1.40
Transgender	34	82%	1.16
Two-Spirit*	11	55%	2.98
Woman/girl	8056	91%	0.43
A gender identity not listed above	30	83%	1.09
No Gender Selection	488	77%	1.53
Total ESCS Participants	**17116**	**85%**	
Did Not Participate	1305	67%	
YRDSB TOTAL	**18421**	**83%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 40. Final Report Card Mark in Writing by Gender Identity Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Gender Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid	58	74%	1.57
Gender Nonconforming*	19	84%	0.96
Man/boy	8339	77%	2.16
Non-Binary	31	77%	1.37
Questioning	47	83%	1.03
Transgender	34	79%	1.25
Two-Spirit*	11	55%	2.76
Woman/girl	8058	91%	0.42
A gender identity not listed above	30	80%	1.21
No Gender Selection	488	77%	1.41
Total ESCS Participants	**17115**	**83%**	
Did Not Participate	1300	65%	
YRDSB TOTAL	**18415**	**82%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

Figure 41. Final Report Card Mark in Mathematics by Gender Identity Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Gender Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid	59	66%	1.86
Gender Nonconforming*	19	79%	1.15
Man/boy	8343	79%	1.34
Non-Binary	31	74%	1.42
Questioning	47	83%	0.93
Transgender	34	71%	1.61
Two-Spirit*	11	45%	2.99
Woman/girl	8062	85%	0.70
A gender identity not listed above	30	67%	1.83
No Gender Selection	488	77%	1.26
Total ESCS Participants	**17124**	**82%**	
Did Not Participate	1309	62%	
YRDSB TOTAL	**18433**	**80%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.

By Student Sexual Orientation

Students who identified as Gay had the least proportion of students assessed at or above the provincial standard in reading (63%) and mathematics (58%). In writing, students who identified as Two-Spirit had the lowest proportion of students assessed at or above the provincial standard (61%). Once again, caution is recommended when interpreting results with low total group sizes, particularly those with less than 30 total students.

Figure 42: Final Report Card Mark in Reading by Sexual Orientation Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Sexual Orientation	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	10964	87%	0.66
2SLGBQ+	1507	84%	1.02
• Asexual	627	86%	0.94
• Bisexual	423	83%	1.10
• Gay	40	63%	2.46
• Lesbian	37	84%	1.06
• Pansexual	90	94%	0.36
• Queer*	14	86%	0.94
• Questioning	165	88%	0.79
• Two-Spirit*	28	64%	2.34
• A sexual orientation not listed above	83	82%	1.18
No Sexual Orientation Selection	4645	79%	1.58
Total ESCS Participants	**17116**	**85%**	
Did Not Participate	1305	67%	
YRDSB TOTAL	**18421**	**83%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.
2SLGBQ+ category is a sum of the students who selected asexual, bisexual, gay, lesbian, pansexual, queer, questioning, two-spirit, and 'a sexual orientation not listed above'

Figure 43. Final Report Card Mark in Writing by Sexual Orientation Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Sexual Orientation	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	10964	86%	0.64
2SLGBQ+	1507	83%	1.00
• Asexual	627	85%	0.91
• Bisexual	424	80%	1.19
• Gay	40	65%	2.13
• Lesbian	36	83%	1.01
• Pansexual	90	94%	0.34
• Queer*	14	86%	0.87
• Questioning	165	89%	0.66
• Two-Spirit*	28	61%	2.39
• A sexual orientation not listed above	83	81%	1.17
No Sexual Orientation Selection	4644	77%	1.63
Total ESCS Participants	**17115**	**83%**	
Did Not Participate	1300	65%	
YRDSB TOTAL	**18415**	**82%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.
2SLGBQ+ category is a sum of the students who selected asexual, bisexual, gay, lesbian, pansexual, queer, questioning, two-spirit, and 'a sexual orientation not listed above'

Figure 44. Final Report Card Mark in Mathematics by Sexual Orientation Response: Percentage of Students At/Above Provincial Standard and Disparity Index, 2018-2019 (Gr. 7-8)

Sexual Orientation	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	10966	84%	0.70
2SLGBQ+	1510	79%	1.15
• Asexual	627	84%	0.89
• Bisexual	425	74%	1.43
• Gay	40	58%	2.34
• Lesbian	37	68%	1.78
• Pansexual	91	87%	0.72
• Queer*	14	71%	1.57
• Questioning	165	87%	0.73
• Two-Spirit*	28	68%	1.76
• A sexual orientation not listed above	83	70%	1.66
No Sexual Orientation Selection	4648	77%	1.41
Total ESCS Participants	**17124**	**82%**	
Did Not Participate	1309	62%	
YRDSB TOTAL	**18433**	**80%**	

* Caution is strongly recommended when interpreting results where the total group size is small
Source: Every Student Counts Survey & Student Information System (SIS)
Note: Did Not Participate in Survey refers to students who were attending YRDSB schools; however, they did not participate in the ESCS.
2SLGBQ+ category is a sum of the students who selected asexual, bisexual, gay, lesbian, pansexual, queer, questioning, two-spirit, and 'a sexual orientation not listed above'

By Special Education Needs

As with the EQAO assessment outcomes, comparatively, students identified with a special education need (excluding Gifted) had the highest percentage of students assessed below the provincial standard in reading (43%), writing (42%), and mathematics (41%). Conversely, students identified as Gifted had the highest percentage (98%) of students assessed at or above the provincial standard. Students identified with special education needs who were assessed using modified curriculum expectations as per their Individual Education Plan (IEP) and as noted by their teacher on their report card, were considered to be assessed below the provincial standard.

Figure 45. Final Report Card Mark in Reading by Special Education Need: Percentage of Students At/Above Provincial Standard and Disparity Index

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (excl. gifted)	2946	43%	6.34 →
Students Identified with Giftedness	901	98%	0.14
Students without Special Needs	14574	91%	0.21
YRDSB TOTAL	18421	83%	

Source: Student Information System (SIS)

Figure 46. Final Report Card Mark in Writing by Special Education Need: Percentage of Students At/Above Provincial Standard and Disparity Index

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (excl. gifted)	2940	42%	5.65 →
Students Identified with Giftedness	900	97%	0.14
Students without Special Needs	14575	89%	0.24
YRDSB TOTAL	18415	82%	

Source: Student Information System (SIS)

Figure 47. Final Report Card Mark in Mathematics by Special Education Need: Percentage of Students At/Above Provincial Standard and Disparity Index

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (excl. gifted)	2950	41%	4.91 →
Students Identified with Giftedness	903	99%	0.06
Students without Special Needs	14580	87%	0.28
YRDSB TOTAL	18433	80%	

Source: Student Information System (SIS)

By Multilingual Language Learner (MLL) Status

Multilingual Language Learners had higher proportion of students than their non-MLL peers to be assessed as below the provincial standard in all three subjects. This pattern is interesting because we might assume that MLL status should be closely tied with time in Canada, and indeed when we look at the learning outcomes by Grade 6 EQAO results (Figure , Figure , and Figure), there is a clear trend for newcomers (0-3 years in Canada) to have lower learning outcomes, or more accurately higher opportunity gaps. However, this pattern is almost non-existent for students in Grade 7-8 by time spent in Canada (Figure , Figure , Figure), despite lower learning outcomes for MLL students remaining.

Figure 48. Final Report Card Mark in Reading by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity Index

	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	4078	79%	1.40
Not an English Language Learner	14343	85%	0.71
YRDSB Total	18421	83%	

Source: Student Information System (SIS)

Figure 49. Final Report Card Mark in Writing by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity Index

	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	4077	77%	1.39
Not an English Language Learner	14338	84%	0.72
YRDSB Total	18415	82%	

Source: Student Information System (SIS)

Figure 50. Final Report Card Mark in Mathematics by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity Index

	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	4080	77%	1.26
Not an English Language Learner	14353	81%	0.79
YRDSB Total	18433	80%	

Source: Student Information System (SIS)

By Student Status in Canada

Students who were identified as Refugees had the least proportion of students assessed at or above the provincial standard in reading, writing and mathematics on their report cards. However, students in Canada on a Student Visa had the highest percentage (91%) of students assessed at or above the provincial standard and, thus, had the lowest disparity indices.

Figure 51. Final Report Card Mark in Reading by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index

Status In Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	16472	84%	0.97
Permenant Resident	1479	82%	1.10
Refugee	153	81%	1.15
Visa (Student)	113	91%	0.53
Visa (Other)	204	87%	0.77
YRDSB Total	**18421**	**83%**	

Source: Student Information System (SIS)

Figure 52. Final Report Card Mark in Writing by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index

Status In Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	16465	82%	0.99
Permenant Resident	1480	81%	1.06
Refugee	153	78%	1.25
Visa (Student)	113	92%	0.45
Visa (Other)	204	86%	0.80
YRDSB Total	**18415**	**82%**	

Source: Student Information System (SIS)

Figure 53. Final Report Card Mark in Mathematics by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index

Status In Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	16483	80%	0.98
Permenant Resident	1480	80%	1.04
Refugee	153	71%	1.51
Visa (Student)	113	90%	0.49
Visa (Other)	204	84%	0.82
YRDSB Total	**18433**	**80%**	

Source: Student Information System (SIS)

By Student Recent Arrivals

Time spent in Canada does not seem to play a significant role in student learning outcomes. Students who had been in Canada for five or more years had the highest percentage (86%) of students assessed at or above the provincial standard. However, the most recent arrivals had the least proportion of students assessed at or above the provincial standard Disparity indices are likewise close together, however students who were born in Canada are consistently, although only slightly assessed below the provincial standard across reading, writing and mathematics.

Figure 54. Final Report Card Mark in Reading by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	911	82%	1.07
4-5 years	489	83%	1.00
More than 5 years	2054	86%	0.83
Born In Canada	14967	83%	1.09
YRDSB Total	18421	83%	

Source: Student Information System (SIS)

Figure 55. Final Report Card Mark in Writing by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	911	82%	0.99
4-5 years	490	81%	1.06
More than 5 years	2054	84%	0.89
Born In Canada	14960	82%	1.07
YRDSB Total	18415	82%	

Source: Student Information System (SIS)

Figure 56. Final Report Card Mark in Mathematics by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity Index

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	911	78%	1.14
4-5 years	490	82%	0.90
More than 5 years	2057	83%	0.83
Born In Canada	14975	80%	1.10
YRDSB Total	18433	80%	

Source: Student Information System (SIS)

Family Characteristics

This section reports on family characteristics such as Family Structure, Parent/Guardian Education, Parent/Guardian Work Status, and Median Family Income.

By Family Structure

Students who indicated living with two parents had the highest proportion of students assessed at or above the provincial standard in all three subjects: reading, writing and mathematics. Students who indicated living with neither parent (e.g., Foster Care, Other Family) had the least proportion of students assessed at or above the provincial standard. This pattern aligns with learning outcomes findings by Grade 6 EQAO outcomes, but the disparities are even larger for those students who indicated living with neither parent (e.g., Foster Care, Other Family).

Figure 57. Final Report Card Mark in Reading by Parent Presence at Home: Percentage of Students At/Above Provincial Standard and Disparity Index

Parental Presence at Home	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	14963	86%	0.56
One Parent	1574	76%	1.67
Others (e.g., foster care, other family)	348	70%	2.03
YRDSB Total	16885	85%	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 58. Final Report Card Mark in Writing by Parent Presence at Home: Percentage of Students At/Above Provincial Standard and Disparity Index

Parental Presence at Home	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	14963	85%	0.61
One Parent	1573	77%	1.50
Others (e.g., foster care, other family)	347	68%	2.01
YRDSB Total	16883	84%	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 59. Final Report Card Mark in Mathematics by Parent Presence at Home: Percentage of Students At/Above Provincial Standard and Disparity Index

Parental Presence at Home	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	14970	83%	0.58
One Parent	1574	73%	1.57
Others (e.g., foster care, other family)	348	63%	2.09
YRDSB Total	16892	82%	

Source: Every Student Counts Survey & Student Information System (SIS)

By Parent/Guardian Education

Students that had one or more parent/guardian with a post-secondary education had high proportion of students than their peers to be assessed at or above the provincial standard in reading, writing, and mathematics on their report card. Students with a university-educated parent or guardian had the highest percentage of students assessed at or above the provincial standard in reading (90%), writing (90%), and mathematics (88%), while students who indicated that the highest level of education attained by their parents/guardians was elementary school or who did not complete any formal education had the least proportion assessed at or above the provincial standard in these subjects.

Figure 60. Final Report Card Mark in Reading by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity Index

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	10069	90%	0.44
College	2102	83%	1.39
Apprenticeship	74	77%	1.81
No Post-Secondary Education	1487	71%	2.66
• High school	886	78%	1.80
• Elementary school	469	60%	3.38
• Did not complete any formal education	132	64%	2.84
YRDSB Total	13732	87%	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: "No Post-Secondary Education" is a category combining the response options below it.

Figure 61. Final Report Card Mark in Writing by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity Index

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	10068	90%	0.45
College	2100	82%	1.42
Apprenticeship	74	73%	1.97
No Post-Secondary Education	1487	70%	2.49
• High school	886	77%	1.75
• Elementary school	469	60%	3.10
• Did not complete any formal education	132	63%	2.74
YRDSB Total	13729	86%	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: "No Post-Secondary Education" is a category combining the response options below it.

Figure 62. Final Report Card Mark in Mathematics by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity Index

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	10073	88%	0.44
College	2102	77%	1.52
Apprenticeship	74	80%	1.26
No Post-Secondary Education	1487	66%	2.42
• High school	885	73%	1.79
• Elementary school	470	54%	3.03
• Did not complete any formal education	132	65%	2.19
YRDSB Total	**13736**	**84%**	

Source: Every Student Counts Survey & Student Information System (SIS)
Note: "No Post-Secondary Education" is a category combining the response options below it.

By Parent/Guardian Work Status

The charts below display the percentages of students achieving the provincial standard on their provincial report card in reading, writing, and mathematics based on their responses to questions about their parent's/guardian's employment status. Students who indicated that both of their parents/guardians were employed or that only one of their two parents/guardians were employed had the highest proportion of students assessed at or above the provincial standard in reading (87% for both), writing (86% for both), and mathematics (84% and 83%, respectively). Students who indicated two parents/guardians with no employment or only responded for one parent/guardian, regardless of their employment status, the lowest proportion of students assessed at or above the provincial standard.

Figure 63. Final Report Card Mark in Reading by Parent/Guardian Work Status: Percentage of Students At/Above Provincial Standard and Disparity Index

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	10816	87%	0.73
1 Employed, 1 Not Employed	2784	87%	0.87
2 Not Employed	501	75%	1.73
Parent/Guardian (single) Employed	1686	78%	1.62
Parent/Guardian (single) Not Employed	399	76%	1.65
YRDSB Total	**16186**	**85%**	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 64. Final Report Card Mark in Writing by Parent/Guardian Work Status: Percentage of Students At/Above Provincial Standard and Disparity Index

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	10814	86%	0.76
1 Employed, 1 Not Employed	2784	86%	0.88
2 Not Employed	501	74%	1.72
Parent/Guardian (single) Employed	1686	77%	1.54
Parent/Guardian (single) Not Employed	398	77%	1.48
YRDSB Total	**16183**	**84%**	

Source: Every Student Counts Survey & Student Information System (SIS)

Figure 65. Final Report Card Mark in Mathematics by Parent/Guardian Work Status: Percentage of Students At/Above Provincial Standard and Disparity Index

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	10822	84%	0.74
1 Employed, 1 Not Employed	2784	83%	0.96
2 Not Employed	501	74%	1.52
Parent/Guardian (single) Employed	1686	75%	1.51
Parent/Guardian (single) Not Employed	399	72%	1.59
YRDSB Total	16192	82%	

Source: Every Student Counts Survey & Student Information System (SIS)

By Household Income

As with Grade 6 EQAO scores, we can see a pattern of learning outcomes and income whereby the highest quintile of students is about have higher proportions of students assessed at or above the provincial standard than those in the bottom quintile. The pattern of the disparities is also the same as the Grade 6 EQAO with students below the third quintile (i.e., the 40% living in the areas with the lowest median income) being overrepresented among students assessed below the provincial standard.

Figure 66. Final Report Card Mark in Reading by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity Index

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	3684	87%	0.76
Quintile 4	3684	86%	0.80
Quintile 3	3684	85%	0.89
Quintile 2	3684	82%	1.13
Quintile 1 (Lowest)	3685	78%	1.48
YRDSB Total	18421	83%	

Source: Student Information System, Census Canada & Environics Analytics Data
Income Quintiles were calculated based on the median (middle-most) after-tax family income.
Each student is assigned the median household income associated with their postal code.

Figure 67. Final Report Card Mark in Writing by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity Index

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	3683	86%	0.75
Quintile 4	3683	84%	0.85
Quintile 3	3683	84%	0.89
Quintile 2	3683	81%	1.11
Quintile 1 (Lowest)	3683	76%	1.47
YRDSB Total	18415	82%	

Source: Student Information System, Census Canada & Environics Analytics Data
Income Quintiles were calculated based on the median (middle-most) after-tax family income.
Each student is assigned the median household income associated with their postal code.

Figure 68. Final Report Card Mark in Mathematics by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity Index

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	3686	85%	0.74
Quintile 4	3686	83%	0.83
Quintile 3	3687	82%	0.92
Quintile 2	3687	79%	1.10
Quintile 1 (Lowest)	3687	73%	1.48
YRDSB Total	18433	80%	

Source: Student Information System, Census Canada & Environics Analytics Data
Income Quintiles were calculated based on the median (middle-most) after-tax family income.
Each student is assigned the median household income associated with their postal code.

Disparities at a Glance

When examining Disparity Indices by identity-based data, it is important to recognize that these disparities are the result of inequities within and beyond schools and school board and are not a reflection of deficits within students and families.

Understanding Disparity Indices

In this section, Disparity Indices for report card marks were calculated by dividing the rate of students in the group who were assessed below the provincial standard (level 3 and above) by the same rate for all other students using the following formula:

$$\text{Disparity Index (Group A)} = \frac{\text{\% of Students Below Provincial Standard (Levels 3 or 4) (Group A)}}{\text{\% of students Below Provincial Standard (Levels 3 or 4) (Outside of Group A)}}$$

A Disparity Index of value (**x**) for identity group (**A**) indicates that: Students in group (**A**) were **x** times more likely to receive a level below provincial standards in that subject compared to all other students.

Overview of Disparity Indices

The analysis of Grade 7/8 report card marks for reading, writing, and mathematics shows disproportionate learning outcomes based on student demographics. For each of reading, writing, and mathematics, the largest disparity is students with special education needs: for reading the disparity index was 6.34; for writing the disparity index was 5.65; and for mathematics the disparity index was 4.91. Students who self-identified as Indigenous (First Nations, Metis, Inuit) or Black (single race) as well as those who did not answer the racial identity question (No Race Selection) have higher percentage of students assessed below the provincial standard for each of the reading, writing, and mathematics and the Grade 7/8 report card. Students who indicated their sexual orientation as Gay had the largest disparity in learning outcomes in each of the reading, writing, and mathematics areas for the report card data. Similar disparities were found for all three reading, writing, and mathematics areas based on parent/guardian education, particularly for those whose parents held credentials from their elementary school, did not complete formal education, and held credential from their high school. For parents/guardians whose highest education is apprenticeship, disparities were more pronounced in reading and writing and less so in mathematics. Furthermore, consistent disparities were found for report card marks for reading, writing, and mathematics when both parents/guardians were not employed, or when one parent/guardian was employed, or a single parent/guardian was employed.

(a) Grade 7/8 Reading

When examining Disparity Indices for Grade 7/8 reading based on report card marks, students who identified as Indigenous (First Nations, Metis, & Inuit) had a disparity index of 2.42, students who

did not indicate their racial or Indigenous identity (No Race Selected) had a disparity index of 2.31 , and students who self-identified as Black (single race) had a disparity index of 2.04. These disparity indexes demonstrate that within these racial groups, there is a low proportion of students who are assessed at or above the provincial standard (levels 3 or 4) on their report card in comparison to other racial identity groups). With respect to gender identity, Grade 7/8 students who identified as Man/Boy had a disparity index of 2.08 and students who did not select a gender had a disparity index of 1.53. Disparity Indices for Grade 7/8 students reported their sexual orientation were: those who self-identified as Gay had a disparity index of 2.46 and those who did not indicate their sexual orientation (No Sexual Orientation) had a disparity index of 1.58. Of all the student demographic categories, Grade 7/8 students identified with special education needs (excluding Gifted) had the largest disparity in reading as they had a disparity index of 6.34. This clearly shows that students identified with special education needs (excluding Gifted) had the least proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card. Using parent/guardian education, Grade 7/8 students with parents/guardians whose highest education was from an elementary school had a disparity index of 3.38, and those who did not complete any formal education had a disparity index of 2.84, and those who completed an apprenticeship had a disparity index of 1.81, and lastly, those whose highest education was from high school had a disparity index of 1.80. These disparity indexes clearly demonstrate that they have low proportion students assessed at or above the provincial standard (levels 3 or 4) on their report card. Based on family structure, Grade 7/8 students living in foster care or other family had a disparity index of 2.03, while Grade 7/8 students living with one parent had a disparity index of 1.67. Based on parent/guardian work status, when both parents/guardians were not employed, Grade 7/8 students had a disparity index of 1.73, and when a single parent/guardian was not employed, they had a disparity index of 1.65, and when a single parent/guardian was employed, they had a disparity index of 1.62. These findings reveal that these groups have the least proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card.

(b) Grade 7/8 Writing

When examining Disparity Indices for Grade 7/8 writing based on report card marks, students who identified as Indigenous (First Nations, Metis, & Inuit) had a disparity index of 2.37 and student who did not identify their racial or Indigenous identity (No Race Selected) had a disparity index of 2.19, and those students who self-identified as Black (single race) had a disparity index of 1.97. These disparity indexes demonstrate that within these racial groups, there is a low proportion of students who are assessed at or above the provincial standard (levels 3 or 4) on the report card. Based on gender identity, Grade 7/8 students who identified as Man/Boy had a disparity index of 2.16 and Gender Fluid had a disparity index of 1.67. These disparity indexes show that Grade 7/8 students identified as Man/Boy and Gender fluid have the least proportion of students assessed at or above the provincial standard (level 3 or 4) on their report card. Grade 7/8 students who identified their sexual orientation as Gay had a disparity index of 2.13 and those who did not indicate their sexual orientation had a disparity index of 1.63. Grade 7/8 students identified with special education needs (excluding Gifted) had a disparity index of 5.65 indicating that a low proportion of students are assessed at or above the provincial standard (levels 3 or 4) on their report card. Grade 7/8 students who indicated their parents/guardians' highest level of education was elementary school had a disparity index of 3.1, and those who did not complete any formal education had a disparity index of 2.74, and those who completed an apprenticeship had a disparity index of 1.97 and lastly those whose highest level of education was high school had a disparity index of 1.75. These disparity indexes also show that students in these groups have a low proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card. Disparity Indices for Grade 7/8 students whose parental presence at home is Other (e.g., Foster Care, Other Family) is 2.01 and for living with One Parent is 1.5. Based on parent/guardian work status, students with both parents/guardians not employed had a disparity index of 1.72, and students with a single parent/guardian employed had a disparity index of 1.54 indicating that they have a low proportion of students assessed at or above provincial standard (levels 3 or 4) on the report card.

(c) Grade 7/8 Mathematics

When examining Disparity Indices for Grade 7/8 mathematics based on report card marks, students who identified as Black (single race) had a disparity index of 2.34 , Indigenous (First Nations, Metis, & Inuit) had a disparity index of 2.05, those who did not indicate their racial and Indigenous identity (No Race Selected) had a disparity index of 1.98, and those who self-identifies as Black (multiple race) had a disparity index of 1.5. These disparity indexes demonstrate that within these racial groups, there is a low proportion of students who are assessed at or above the provincial standard assessed at or above the provincial standard (levels 3 or 4) on their report card. Disparity Indices for Grade 7/8 students based on gender identity were: Gender Fluid 1.86, A Gender Identity Not Listed 1.83, and Transgender 1.61. Based on sexual orientation, students who identified as Gay had a disparity index of 2.34, those who self-identified as Lesbian had a disparity index of 1.78, and those who self-identified as Asexual had a disparity index of 1.66. These disparity indexes also indicate that students within these groups have a low percentage of students who are assessed at or above the provincial standard (levels 3 or 4) on their report cards. Of all the student demographics data, mathematics (similar to reading and writing), had the largest disparity for special education needs (excluding Gifted) with high proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card. Based on status in Canada, students who identified as Refugee had a low proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card. Based on parent/guardian education, Grade 7/8 students whose parents/guardians stated their highest level of education as elementary school had a disparity index of 3.03, those who did not complete any formal education had a disparity index of 2.19, who selected high school had a disparity index of 1.79, and who selected college had a disparity index of 1.52. These categories have a low proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card. Based on parental presence at home, when Grade 7/8 student living with a foster parent or other family, they had a disparity index of 2.09 and when living with one parent, they had a disparity index of 1.5. Based on parent/guardian work status, Grade 7/8 students with a single parent/guardian not employed had a disparity index of 1.59, and when both parents/guardians were not employed, they had a disparity index of 1.52, and when a single parent/guardian was employed, they had a disparity index of 1.5. These categories have a low proportion of students assessed at or above the provincial standard (levels 3 or 4) on their report card.

D: Discussion

Analysis of the 2018-2019 *Every Student Counts* survey results at YRDSB provides quantitative data on the disparities, that is, inequities, that exist in Grade 6 EQAO Reading, Writing, and Mathematics as well as Grade 7/8 report card marks for identity categories including race, Indigenous identity, gender identity, sexual orientation, and special education needs. Since schools are and have historically been designed for dominant social identities (e.g., White heteronormativity), normalized oppressive structures and practices remain unless intentionally challenged and disrupted through *critical cultural consciousness.* In challenging and disrupting oppressive structures, however, we must first acknowledge that the negative impact on non-dominant social identities still continues to the present day (Khalifa, 2018; Sensoy & DiAngelo, 2017). Non-dominant social identities are negatively impacted through research when, for instance, negative statistics attribute behaviour traits to groups of people based on their social identities and view them through a deficit lens, claiming that these traits are inherent to either their race, creed, sexual orientation etc. Kendi (2019) explains, when negative statistics attribute behaviour traits to groups of people based on their race, it is a form of racism entrenched in the idea of white supremacy. The same can be said about other non-dominant social identities and their respective oppressive structures (e.g., classism, sexism etc.), which are so often backed by systems of power led by the dominant group(s) (Oluo, 2018). Thus, it is important to turn our gaze to systems and policies that carry this unjust legacy of oppression and inequity forward, since it is the system that has caused and continues to cause the disproportionate results (Fergus, 2017; Khalifa, 2018). Additionally, disparities, including those found in this report, must not be generalized to everyone in that identity category; rather, it can only be reflective of the individual data set.

YRDSB has embarked on a five-year strategy to dismantle anti-Black racism (Turner, 2021a; Turner 2021b). Data from the 2018-19 ESCS found that participating students who self-identified as Black (single race) had high disparity indexes. These high disparity indexesshow that a low proportion of students are assessed at or above the provincial standard (levels 3 or 4) on EQAO Grade 6 reading, EQAO Grade 6 writing, EQAO Grade 6 mathematics, Grade 7-8 reading on report cards, Grade 7-8 writing on report cards, and Grade 7-8 mathematics on report cards. The disproportionality regarding student outcomes of students who self-identified as Black on the 2018-19 ESCS is consistent with other school boards in the greater Toronto area, such as the Toronto District School Board, which has collected race data since 1970 (James & Turner, 2017).

The 2018-19 ESCS survey results also found that students who identified as Indigenous had high disparity indexes. These high disparity indexes indicate that a low proportion of students are assessed at or above the provincial standard on EQAO Grade 6 reading, on EQAO Grade 6 writing; on EQAO Grade 6 mathematics; on Grade 7-8 reading on report cards; on Grade 7-8 writing on report cards; andon Grade 7-8 mathematics on report cards. It is recommended that there be a shift to culturally responsive assessments to address the opportunity gaps found in relation to learning outcomes for Indigenous, as well as other groups of students (Miller, 2017).

A third identity category to highlight is special education needs (excluding Gifted). Students identified with special education needs (excluding Gifted) had high disparity indexes. These high disparity indexes show that a low proportion of students assessed at or above the provincial standard on EQAO Grade 6 reading, on EQAO Grade 6 writing; on EQAO Grade 6 mathematics; on Grade 7-8 reading on report cards; on Grade 7-8 writing on report cards; and on Grade 7-8 mathematics on report cards. These findings are strikingly reminiscent of a meta-analysis consisting of 23 research studies, which found that students identified with special education needs (excluding Gifted) were assessed at least three years behind students not identified with special education needs (excluding Gifted) (Gilmour et al., 2019). Similarly, a United States study consisting of 45 states found significant opportunity gaps for students with special education needs (excluding Gifted) in state testing results; often the gap increased as students with special education needs (excluding Gifted) progressed through elementary, middle school, and high school (Thurlow et al., 2017).

The 2018-19 ESCS also found a large gap in learning outcomes based on sexual orientation for participating students who do not self-identify as Heterosexual (although a small number). Based on EQAO Grade 6 reading, students who identified as Gay, and as Two-Spirit had a low proportion of students assessed at or above the provincial standard. However, for the EQAO Grade 6 writing. Students who self-identified as Gay and as Two-Spirit had the highest proportion of students assessed at or above provincial standard. For the EQAO Grade 6 mathematics, students who identified as Gay had higher proportion of students assessed at or above the provincial standard. With respect to the Grade 7/8 report card for reading, disparity indices over 2.00 were found for students who self-identified as Gay (disparity index 2.46) and Two-Spirit (disparity index 2.34). In Grade 7/8 report cards for writing, students who self-identified as Two-Spirit had a disparity index 2.39 and students who self-identified as Gay had disparity index 2.13. In Grade 7/8 report cards for mathematics, students who self-identified as Gay were 2.34 had a low proportion of students assessed at or above the provincial standard. Other types of disparities that turn the gaze to environmental barriers and systemic obstacles that obstruct students' well-being and, in turn, learning for students who identify as Lesbian, Gay, Bisexual, Transgender, Queer or Questioning (LGBTQ) are noted in previous research. In particular, students who identified as LGBTQ are more likely to be bullied by other students, do not feel a sense of belonging in school, have higher truancy rates, and thus receive lower grades (Aragon et al., 2014; Birkett et al., 2014; Kosciw et al., 2020). When a group of students who identified as LGBTQ felt a sense of belonging in school, supported, and were not bullied, their learning outcomes were similar or higher to students who did not identify as being within the LGBTQ community (Wimberly et al., 2015).

As Methot (2019) reminds us, such board statistics found within the contents of this report illuminate for us that education systems are still not responding to all students' needs. Such board statistics can inform professional practice for the implementation of intentional interventions and strategies that aim to close opportunity gaps among various identity categories. In so doing, however, staff members must examine their own biases.

Since all individuals have unconscious (or hidden) bias (implicit bias), each staff member working in schools and the school board need to bring their unconscious biases to the forefront (Benson & Fiarman, 2019). As Sensoy and DiAngelo (2012) state, "oppressive beliefs and misinformation are internalized by both the dominant and the minoritized groups" (p. 45). *Critical cultural consciousness* can support in addressing the inequities perpetuated by systems of power that continue to impact minority equity groups. Addressing oppression at the individual, interpersonal, institutional, and system levels will lead to equitable learning outcomes for students (Sensoy & DiAngelo, 2017), most especially since racism and other forms of oppression (e.g., classism, sexism etc.) are so often maintained and, in turn, perpetuated by systems of power (Oluo, 2018).

E: Limitations & Implications for Future Research

One limitation of this report relates to methodology. Findings in this report are based solely on quantitative analyses, which only answer questions about "what", "who", or "how many" and therefore, cannot by themselves, answer questions about "why" or "how". As a result, these alternatives, yet crucial, perspectives or truths, are often missing in quantitative research. We also recognize that findings have been reported in a way that maintains the idea of neutrality so commonly used as a validity and reliability metric in quantitative research (Lincoln & Guba, 1985). Historically, quantitative analyses are often seen as "truths" because of the false assumption that quantitative researchers remain "neutral" when working with numbers.

Qualitative research methods, on the other hand, allow for a deeper understanding of the lived experiences of the marginalized groups that the numbers claim to represent. In fact, qualitative research does not claim to represent or generalize to particular groups of individuals or provide an objective "truth". Rather qualitative research claims to provide a "rendition of how life is perceived" (Bold, 2012, p. 17), often inviting participants as co-researchers to retell stories as faithfully as possible. This collaboration, coupled with reflexivity - a technique used by many qualitative researchers that questions one's own taken for granted assumptions about lived experiences and makes transparent multiple interpretations, or "truths", of the lives explored - offers readers a more balanced representation of lived experience(s) (Bold, 2012).

For this reason, in the next series of themed reports, we plan to use a mixed methods study design with intersectionality analyses and frameworks in order to further understand the perceptions and experiences of marginalized groups. This approach in addition to reflexivity will help illuminate that education systems are not, and cannot be conceptualized as, unbiased, or neutral enterprises (Parkay et al., 2012). Exploring these themed reports through a reflexive dialogue can also provide readers the room to make their own meanings "with the lived stories that they know … and the stories that are common in many ways to others" (Bold, 2012, p. 145). This approach will contextualize information about students' experiences and their socio-cultural environment to enrich findings (Goswami & Rutherford, 2009).

The objective of these initial and ongoing themed reports is to promote critical dialogue that leads to positive social change for marginalized and underserved students. Offering multiple perspectives through reflexivity in the writing of reports is a crucial step toward this goal. For the current themed report, however, an in-depth reflexive dialogue in the reporting structure was not feasible due to the scope of the research. Instead, prompts that guide readers towards using an anti-oppression perspective when reviewing the data can be found within the introduction of each report. These prompts may be used to promote critical dialogue amongst education stakeholders.

An additional consideration for readers pertains to the categories used to conceptualize social identities. The identity categories used in this report are based on the responses to questions in the ESCS and data available from YRDSB's Student Information System. Some limitations pertaining to the use of this data are:

- Findings indicate that participants who did not provide identity information for certain categories or whose information could not be linked to the Students Information System were, at times, over or underrepresented regarding their learning outcomes; however, we do not know the identity groups to which these students belong. This means that disproportionalities for some groups may actually be higher than reported.

- The social identity categories used in this analysis may not align with how individual students define themselves and their identities or how they are perceived by others. For instance, the sexual orientation and gender identity questions were single selection, meaning that students could only select one identity category. As a result, students whose sexual orientation or gender identity is best described by more than one category were unable to fully identify themselves (e.g., a trans-female student would only be able to select either "Transgender" or

"Woman/girl" not both, an asexual, hetero-romantic student would only be able to select "Asexual" or "Heterosexual" not both).

The use of culturally-biased standardized assessments as a metric for student "achievement" or learning outcomes and diagnostic purposes is a key consideration for this study as the contents of standardized assessments, which more often than not are designed to favour students of European-heritage in urban settings, cannot reflect concepts, perspectives, and values that are familiar to non-European students (Dench et al., 2011; Eriks-Brophy, 2014; Noggle, 2014, Peltier, 2011; Peterson et al., 2016). In the future, we hope to use more culturally relevant and responsive assessment tools and processes (e.g., Eisazadeh, 2021; Eisazadeh et al., 2021; Peterson, 2021; 2018), that draw on students' *funds of knowledge* (Hedges et al., 2011; Moll et al., 1992) and, in turn, affirm their individual identities.

Additionally, using Report Card information as an accountability measure departs from its intended use: to support ongoing communication between teachers and families about students' progress in their learning. This can be viewed as problematic as it not only departs from its original design, but there is also no established procedure to evaluate alternate uses (Ungerleider, 2006). It is important to unpack and be transparent about how alternate uses interact with individual student outcomes and between group comparisons (Koch, 2013).

Lastly, although we engaged in a series of comprehensive community consultations in the development of this report, we hold the belief that there is always room for growth to better partner with communities, particularly in co-constructing the themed reports. In efforts to best collaborate and hear the voices of community members, we welcome any feedback on this report or any suggestions for next steps regarding the current and ongoing reporting structures. If desired, you may contact research.services@yrdsb.ca with your feedback.

Explanation of Terms

Anti-Oppression Framework: An approach that places equity and human rights at the forefront of actions by intentionally identifying, addressing, and changing the values, structures, policies, attitudes and practices that result in discrimination against individuals or groups. The framework promotes an understanding of how power, privilege and oppression operate within institutions

Anti-Racism Data Standards: Anti-Racism data standard were established by the Government of Ontario to help identify and monitor systemic racism and racial disparities within the public sector in order to create an inclusive and equitable society for all Ontarians. The standards establish consistent, effective practices for producing reliable information to support evidence-based decision-making and public accountability to help eliminate systemic racism and promote racial equity. This term is a common way of referencing the Data standards for the identification and monitoring of systemic racism (Government of Ontario, 2021).

Asexual: Asexual refers to a person who does not experience sexual attraction.

Autism: The ministry of Education defines autism as a learning disorder that is characterized by disturbances in the rate of educational development; ability to relate to the environment, mobility, perception, speech, and language. Autism is also characterised by a lack of the representational-symbolic behaviour that precedes language (as cited in York Region District School Board, 2021a).

Behavioural: The Ministry of Education defines behavioural (or behavioural disorder) as characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance. This may be accompanied by one or more of the following: a) significant difficulty to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; and d) an inability to learn that cannot be traced to intellectual, sensory, or health factors, or any combination thereof (as cited in York Region District School Board, 2021a).

Bisexual: Bisexual refers to a person who experiences attraction to both male-identified and female-identified people.

Cisgender: "Cisgender described the identity of people whose sex assigned at birth corresponds with their gender expression and identity" (Center for Intersectional Justice, 2020, p.16)

Class: Class refers to "a group of people within society who have the same economic and social position" (dictionary.cambridge.org, 2021)

Classism: Classism is defined as those who are directly or indirectly impacted by poverty or low income.

Colonialism: "Colonialism is the historical practice of European expansion into territories already inhabited by Indigenous peoples for the purposes of acquiring new lands and resources. This expansion is rooted in the violent suppression of Indigenous peoples' governance, legal, social and cultural structures. Colonialism attempts to force Indigenous peoples to accept and integrate into institutions that are designed to force them to conform with the structures of the colonial state. 'Colonialism remains an ongoing process, shaping both the structure and the quality of the relationship between settlers and Indigenous peoples'" (TRC Final Report, 2016 [What We Have Learned: Principles of Truth and Reconciliation as](#) cited in Government of Ontario, 2021).

Critical Cultural Consciousness: "the ability to recognize and analyze systems of inequality and the commitment to take action against these systems" (El-Amin et al, 2017, p. 18). Based on the work of Paulo Freire (1970), critical consciousness is developed through: "gaining knowledge about the systems and structures that create and sustain inequity (critical analysis), developing a sense of power or capability (sense of agency), and ultimately committing to take action against oppressive conditions (critical action)" (El-Amin et al, 2017, p. 20).

Culturally Responsive Pedagogy: Culturally Responsive Pedagogy or Culturally Responsive Teaching acknowledges, responds to, and celebrates students' cultures, languages, and life experiences in all aspects of students' learning (Ladson-Billings, 1994; 1995)

DABRS: DABRS is an acronym that refers to YRDSB's Dismantling Anti-Black Racism Strategy.

Data: "Data is defined as facts, figures, and statistics objectively measured according to a standard or scale, such as frequency, volumes or occurrences. Data does not include information like reports or manuals." (Government of Ontario, 2021).

Developmental Disability: The Ministry of Education defines developmental disability as a severe learning disorder characterized by: a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b) an ability to profit from a special education program that is designed to accommodate slow intellectual development; and c) a limited potential for academic learning, independent social adjustment and economic self-support (as cited in York Region District School Board, 2021a).

Disability: Disability is a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. A disability may be temporary, sporadic or permanent.

Disaggregated Data: "Disaggregated data is broken down into component parts or smaller units of data for statistical analysis. In the context of race-based data, this means breaking down the composite (aggregate) "racialized" category into its component parts such as Black, South Asian, East/Southeast Asian, Latino, Middle Eastern, White, etc." (Government of Ontario, 2021).

Discrimination: Discrimination is the distinction between individuals not based on legitimate terms; refers to arbitrary bias for or against an individual or a group, or the unjust and inequitable treatment of an individual or group. Discrimination can be based on age, birth, socioeconomic class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith belief, sex, or sexual orientation.

Disparity: Disparity refers to, "Unequal outcomes in a comparison of one … group to another ... group" (Government of Ontario, 2021).

Disparity Index: This numerical index is a measure of the relative difference between the outcome of one group compared to the outcome of another. In this report, outcomes for each group are compared to the combined outcomes of all students who are not in that group. The calculation of disparity and disproportionality indices is a requirement of the Antiracism Data Standards (Government of Ontario, 2021).

Disproportionality: Disproportionality refers to "the over-representation or under-representation of an [identity] group in a particular program or system, compared with their representation in the general population" (Government of Ontario, 2021).

EIAC: EIAC is an acronym that refers to the Equity and Inclusivity Advisory Committee.

EQAO: EQAO is an acronym that refers to Education Quality and Accountability Office.

Equity: Equity refers to "the systemic fair treatment of all people. It results in equitable opportunities and outcomes for everyone. It contrasts with formal equality where people are treated the same without regard for … differences" (Government of Ontario, 2021).

Ethnicity: Ethnicity refers to ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic and / or religious characteristics.

Exceptionality: The Education Act sets out five categories of exceptionalities in the definition of an exceptional pupil including: behavioural, communicational, intellectual, physical, and multiple. These broad categories are designed to address the wide range of conditions that will affect a student's learning needs. (Ontario Ministry of Education, 2017, p. 63).

Exclusion: Exclusion is defined as "denying access to a place, group, privilege, etc." (Ontario Ministry of Education, 2017, p. 57).

Funds of Knowledge: Funds of knowledge in Education refers to any culturally rooted knowledge found within communities (Moll et al., 1992).

Gay: Gay refers to a person who experiences attraction to people of the same sex and / or gender. Gay can include both male-identified individuals and female-identified individuals, or refer to male-identified individuals only.

Gender Expression: "Gender expression is how a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender. Others perceive a person's gender through these attributes" (Ontario Human Rights Commission, 2014, p. 3).

Gender Fluid: Gender fluid refers to a person whose gender identity or expression changes or shifts along the gender spectrum.

Gender Identity: Gender identity is a person's internal and deeply felt sense of being a man, a woman, both, neither, or having another identity on the gender spectrum (i.e., gender fluid, gender nonconforming, non-binary, questioning, transgender, two spirit). A person's gender identity may be different from the sex assigned at birth (i.e., female or male).

Gender Nonconforming: Gender nonconforming refers to a person not being in line with the cultural associations made in a given society about a person's sex assigned at birth.

Gifted: The Ministry of Education defines gifted as an unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated (as cited in York Region District School Board, 2021a).

Harassment: Harassment is "engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome" (Ontario Human Rights Commission, 2013, p. 58).

Heterosexual: Heterosexual refers to a person who is attracted to someone of the opposite sex.

Homophobia: Homophobia is "the irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities or of behaviors stereotyped as homosexual" (Ontario Human Rights Commission, 2013, p. 59).

Identity-Based Data: Identity-based data refers to information about various aspects of students' identities (e.g., racial / ethnic background, and sexual orientation). In the educational context, students from historically and currently marginalized communities face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Collecting identity-based data is important for evaluating how well programs, resources and practices support students, and identify the groups of students who may be underserved in order to develop and revise programs, strategies, policies and teaching practices, as well as allocate resources and supports to improve school environments and help students succeed. The Ontario Human Rights Code permits and encourages the collection and analysis of identity data for the purposes of identifying and removing systemic barriers, preventing discrimination, and promoting equity and inclusivity.

Ideologies: refers to "a set of beliefs or principles, especially one on which a political system, party or organization is based" (dictionary.cambridge.org, 2021)

IEAC: IEAC is an acronym that refers to the Indigenous Education Advisory Council.

Inclusive: "Inclusive processes, policies, services, program and practices are accessible to and useable by as many people as possible, regardless of race, ethnic origin, gender, age, disability, language, etc. An inclusive environment is open, safe, equitable and respectful. Everyone can enjoy a sense of trust, belonging and involvement, and everyone is encouraged to contribute and participate fully" (Government of Ontario, 2021).

Individual Education Plan (IEP): IEP is an acronym that refers to an Individual Education Plan. "An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning" (Ontario Ministry of Education, 2021).

Indigenous: "Indigenous people identify as being descended from the Original Peoples of what is currently known as Canada. In this context, Indigenous peoples include people who may identify as First Nations (status and non-status), Métis and/or Inuit and any related identities" (Government of Ontario, 2021).

Intersectionality: "Intersectionality is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances. In the context of race and Indigenous identity, this means recognizing the ways in which people's experiences of racism or privilege, including within any one group, may vary depending on the individual's or group's relationship to additional overlapping or intersecting social identities, like religion, ethnic origin, gender, age, disabilities or citizenship and immigration status. An intersectional analysis enables better understanding of the impacts of any one particular systemic barrier by considering how that barrier may be interacting with other related factors" (Government of Ontario, 2021).

IPRC: IPRC is an acronym that refers to Identification, Placement, and Review Committee.

Islamophobia: "Islamophobia is racism, stereotypes, prejudice, fear, or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic, and societal level" (Government of Ontario, 2021).

Language Impairment: The Ministry of Education defines language impairment as a learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors (as cited in York Region District School Board, 2021a).

Learning Disability: The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills (as cited in York Region District School Board, 2021a).

Lesbian: Lesbian refers to a female-identified person who experiences attraction to female-identifies people.

Marginalization: "Marginalization is a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. Marginalized groups become permanently confined to the fringes of society. Their status is perpetuated through various dimensions of exclusion, particularly in the labour market, from full and meaningful participation in society" (Government of Ontario, 2021).

Mild Intellectual Disability: Mild intellectual disability refers to a learning disorder characterized by: a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b) an inability to profit educationally within a regular class because of slow intellectual development; and c) a potential for academic learning, independent social adjustment and economic self-support.

Mixed Methods: Mixed methods involve the use of both qualitative and quantitative methods.

Multilingual Language Learners: Across the province, school districts are embracing research and practice that has moved toward a multilingual perspective of language learning. Students are recognized as emergent bilinguals or multilingual learners, acknowledging and engaging their rich cultural and linguistic resources. A jurisdictional scan shows School boards in Ontario are actively taking up the language of MLL (Multilingual Language Learner) in district policies and resources that refer to students who are expanding their language practices in English. The term "MLL" is supported

by national and international researchers as asset-based and affirming of students' home languages and multilingual communicative repertoires.

• Multilingual language learner is the term used in YRDSB to identify a student who is in the process of learning English as an additional language while also acknowledging and engaging the student's cultural and linguistic assets.

• "Multilingual language learner" draws attention to students who require and/or benefit from support in expanding their communicative confidence and competence in the language of instruction (i.e., English)

Non-Binary: Non-binary refers to a person whose gender identity does not align with the binary concept of gender such as man or woman.

Not Reported (NR): NR denotes where in tables or graphs there were less than 15 students in a particular group and therefore the resulting figure is Not Reported (NR) to preserve the privacy of the students.

Oppression: Oppression refers to the "a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom" (dictionary.combridge.org, 2021).

OSSLT: OSSLT is an acronym that refers to the Ontario Secondary School Literacy Test, a literacy test that students typically write in grade 10. The successful completion of this test (or the completion of an alternative literacy course) is one of the requirements of earning an OSSD (Ontario Secondary School Diploma).

Pathologization: Pathologization "refers to the process by which an experience comes to be seen and approached as something that elicits suffering. It can thus broadly be interpreted as turning something into a problem" (Liebert, 2014)

Pansexual: Pansexual refer to a person who experiences attraction to people of diverse sexes and / or genders. The term pansexual reflects a desire to recognize the potential for attraction to sexes and / or genders that exist across a spectrum and to challenge the sex / gender binary.

PEAC: PEAC is an acronym that refers to the Parent, Family and Community Engagement Advisory Committee.

Physical Disability: The Ministry of Education defines physical disability as a condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level (as cited in York Region District School Board, 2021a).

Power: Power is defined as "access to privileges such as information/knowledge, connections, experience and expertise, resources and decision-making that enhance a person's chances of getting what they need to live a comfortable, safe, productive and profitable life (Ontario Human Rights Commission, 2013, p. 61).

Prejudice: Prejudice is defined as a "negative prejudgment or preconceived feelings or notions about another person or group of persons based on perceived characteristics" (Ontario Human Rights Commission, 2013, p. 61).

Privilege: Privilege is defined as "unearned power, benefits, advantages, access and/or opportunities that exist for members of the dominant group(s) in society. Can also refer to the relative privilege of one group compared to another" (Ontario Human Rights Commission, 2013, p. 61).

Program of Study: The course level in which the student took the majority of their courses in their Grade 9 year.

Provincial Standard: In Ontario, there are four different degrees of student achievement for any given subject/subject. "Level 3 is the 'provincial standard'. . . Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard (Ontario Ministry of Education, 2010, p.143).

Queer: Queer refers to some members within 2SLGBTQ+ communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction, or by an individual to reflect the interrelatedness of these aspects of their identity

Questioning: Questioning refers to a person who is unsure about their own sexual orientation.

Race: "Race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., "socially constructed"), with significant consequences for people's lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings" (Government of Ontario, 2021).

Racialized (person or group): "Racialized persons and/or groups can have racial meanings attributed to them in ways that negatively impact their social, political, and economic life. This includes but is not necessarily limited to people classified as "visible minorities" under the Canadian census and may include people impacted by antisemitism and Islamophobia" (Government of Ontario, 2021).

Racism: "Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another" (Government of Ontario, 2021). These ideas and practices are maintained when racial prejudice is so often backed by systems of power (Oluo, 2018)

Reflexivity: Reflexivity is a technique used in qualitative research involving the practice of questioning one's own taken for granted assumptions. This may involve making transparent multiple perspectives or interpretations in the written report, particularly ones beneath the master narrative. It involves staying "awake" (Clandinin et al., 2010, p. 82) to what is provided and was it not, what is heard as well as the silence. It also involves the ability to disclose biases rooted from personal experiences.

Reliability and Validity: Reliability and validity are measures used to evaluate the rigour of quantitative research. These terms are reconceptualized, however, within qualitative research, challenging the notion of a single objective truth that can be "accurately," or close to "accurately," measured (Bold, 2012). Through a qualitative lens, the trustworthiness of research resides in readers' ability to find their own truth through "the relevance of lives explored" (Bold, 2012), and rejects that of a single truth to be applied or replicated to multiple contexts for generalizability or "accuracy" purposes.

RESOLVE: YRDSB's RESOLVE tool will be used to document and collect information and data for incidents of hate, racism and discrimination.

SEAC: SEAC is an acronym that refers to the Special Education Advisory Committee.

Sexism: Sexism is defined as "discrimination based on sex" (Ontario Human Rights Commission, 2013, p. 62).

Sexual Orientation: Sexual orientation is a personal characteristic that forms part of who you are. It covers the range of human sexuality and is different from gender identity.

SNAP: SNAP is an acronym that refers to Stop Now And Plan. It is an evidence-based cognitive behavioural model that provides a framework for teaching children struggling with behavioural issues, and their parents, effective emotional regulation, self-control and problem-solving skills.

Social Identity: Social identity refers to a person's sense of who they are based on the social groups the person was born into and belongs to. People can identify or be identified by others on the basis of their social identity (and their intersections). This aspect of an individual's self-conception is not based on their personal qualities (e.g., skills and abilities).

Social Location: Social Location (Positionality) refers to the recognition that where you stand in relation to others in society shapes what you can see and understand. It is how people are impacted by social relations of inequity (e.g., gender, race, ethnicity, immigrant status, disability, class, age, etc.) as well as their intersections (see Vosko, 2006). Social location emphasizes that inequity is complex, and that people hold positions of dominance and subordination in different contexts (Anthias, 2012)

Stereotypes: Stereotypes is defined as "Qualities ascribed to individuals or groups that are based on misconceptions, false generalizations, and/or oversimplifications that potentially result in stigmatization. A race-based stereotype is a quality ascribed to individuals/groups related to race. Stereotypes can perpetuate racism and racial discrimination and give rise to racial inequalities." (Government of Ontario, 2021).

Streaming: Steaming refers to the separation of students into different course types (streams). In Ontario, students are currently streamed for Math, English, Science, Geography, History and French. The course types (streams) for these Grade 9 and 10 courses are Academic, Applied and Locally Developed (York Region District School Board, 2021b).

Stigma: Stigma is defined as a harmful negative stereotype (Canadian Mental Health Association, 2021).

Students Identified with Special Education Needs: "Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is Gifted are not included" (EQAO, 2019, p.38). Special education needs is a classification of students for school to provide specialized or intensive programing and support. It is closely associated with Program of Study (Brown & Sinay 2008; Brown & Parekh, 2010) or "streaming" and is widely considered to be strongly connected to postsecondary access.

Systemic Barriers: Systemic barriers are policies, programs and practices that result in particular groups of students receiving inequitable access to opportunities or being excluded in a way that creates or maintains disadvantages for these marginalized groups.

Systemic Racism: "Systemic racism consists of organizational culture, policies, directives, practices or procedures that exclude, displace or marginalize some racialized groups or create unfair barriers for them to access valuable benefits and opportunities. This is often the result of institutional biases in organizational culture, policies, directives, practices, and procedures that may appear neutral but have the effect of privileging some groups and disadvantaging others" (Government of Ontario, 2021).

Threshold: "A threshold is a value that, if met or exceeded, indicates an inequality. Determining an appropriate threshold helps to interpret the meaning of the numerical results and indicates whether the magnitude of the disproportionality and disparity indices represents a notable difference for further investigation, monitoring, and/or potential action" (Government of Ontario, 2021).

Transgender: Transgender refers to a person whose gender identity differs from the one associated with their birth-assigned sex.

Transphobia: Transphobia is defined as "the irrational aversion to, fear or hatred of [transgendered] . . . people and communities or of behaviors stereotyped as . . . [transgender]" (Ontario Human Rights Commission, 2013, p. 59).

Two-Spirit: Two-spirit refers to an Indigenous person whose gender identity, spiritual identity or sexual orientation includes masculine, feminine, or non-binary spirits.

2SLGBQ+: 2SLGBQ+ is an acronym used in this report to refer to two-spirit, lesbian, gay, bisexual, queer or questioning. 2SLGBTQ+ is an acronym often used as an umbrella term to encompass a much wider range of identities and experiences related to sex, gender and attraction that fall outside the dominant norms of heterosexual and cisgender. In this report, the "T" for transgender is not included when the acronym is used in reference to Sexual Orientation. Transgender is included under gender identity.

Universalism: "In the field of psychology, universalism conventionally refers to the idea that the range of human experience – from basic needs and psychological processes to core values – is intrinsic and therefore similar across humans and cultures" (Kohfeldt & Grabe, 2014).

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