



**every**  
**STUDENT COUNTS**  
**SURVEY**

YRDSB Every Student Counts Survey  
Themed Research Reports

# Secondary Student Learning Outcomes

December 2021

## Land Acknowledgement



**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.





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**Title:** YRDSB Every Student Counts Survey Themed Research Reports. Student Learning Outcomes, Secondary

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### **Report Citation:**

York Region District School Board, Research and Assessment Services (2021). *YRDSB Every Student Counts Survey Themed Research Reports. Secondary Students' Learning Outcomes.* (Research Report No. 01.13.10-21). York Region District School Board. York Region. ON.

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## Acknowledgements

We would like to thank and acknowledge the support of Data Analytics and Reporting Advisory Group (DARAG), the Anti-Black Racism Steering Committee, The Indigenous Education Advisory Council (IEAC), Supervisory Officers Network, Corporate Communications, and Senior Leadership Team members in general and the following groups in particular:

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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 environment, 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, and 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 secondary 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 really 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.

With that in mind, the Secondary Student Learning Outcomes report findings presented below demonstrate that inequities in our system and/or the assessment methods have resulted in lower outcomes for several groups of students, in particular those who self-identified as Black, Indigenous, or Latina/Latino/Latinx and students identified with special education needs (excluding Gifted). Students who did not participate in the ESCS were also less likely than their peers to be assessed at or above the standards on provincial assessments or to be on pace regarding credit accumulation. This emphasizes the importance of YRDSB efforts to build strong, trusting relationships with students and their families as their trust and faith 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.

## Overall Outcomes

- In the 2018-19 school year, 90% of all students taking Academic Mathematics were assessed at or above the provincial standard on the Grade 9 EQAO Mathematics assessment, which is above the provincial average (84%).
- In the 2018-19 school year, 45% of all students taking Applied Mathematics were assessed at or above the provincial standard on the Grade 9 EQAO Mathematics assessment, which is slightly above the provincial average (44%).
- The percentage of students in each grade earning the expected number of credits to be on pace for graduation within four years remained high and consistent over the past five school years.

## Learning Outcomes by Demographics

Data from the ESCS (Grades 9-12) allowed us to examine differences in student learning outcomes by key socio-demographics. As detailed below, our analysis led to several key findings related to demographics, including racial and Indigenous identity, gender identity, sexual orientation, special education needs, MLL status, recent arrivals, status in Canada, parental education, family structure, parent/guardian work status, and household income.

### Racial and Indigenous Identity

- On the Grade 9 EQAO Academic Mathematics assessment, students who self-identified as Black (single race) were the most likely to be assessed below the provincial standard with the highest disparity index of 3.1 among all races. On the Grade 9 EQAO Applied Mathematics assessment, students who self-identified as Latino/Latina/Latinx (single race) were the most likely to be assessed as below the provincial standard among all races with the highest disparity index of 1.34. On the Grade 10 Literacy Test (OSSLT), students who self-identified as Indigenous, and Latino (single race) were less likely to be assessed as successful with 68% and 73% success rate, respectively.
- Those who self-identified as Southeast Asian (multiple races) and East Asian (single race) were the most likely to be assessed as successful on the OSSLT (97% and 96%).
- Only 78% of Grade 9 students who identified as Indigenous had 8 or more credits, which is the lowest percentage compared to all races. The same pattern is observed in Grade 12, with only 82% of students who self-identified as Indigenous having earned 30 or more credits.

## Gender

- In Academic math, students who self-identified as Man/Boy or Woman/Girl had similar outcomes on the Grade 9 EQAO Mathematics assessment. However, in Applied Math, students who self-identified as Man/Boy were slightly more likely to be assessed at or above the provincial standard than those who self-identified as Woman/Girl.
- Students who self-identified as Woman/Girl were more likely to be assessed as successful compared to those who self-identified as Man/Boy on the OSSLT and to be on pace regarding credit accumulation in all grades.

## Sexual Orientation

- The percentage of students assessed at/above the provincial standards on the Grade 9 EQAO Mathematics assessments ranged from 89%-94% and 36%-50% in Academic and Applied Math respectively. However, the low total group sizes in many categories may have had an impact on these results on the Applied Math assessment.
- By sexual orientation, the majority of identity groups did well on the OSSLT with success rates above or near 90%. However, students who self-identified as Queer or Two-Spirit were assessed as successful at lower rates (76% and 83% respectively).
- Looking at credit accumulations in Grades 9 to 12, the percentage of students on pace in identity groups ranged from 79% to 97% with students who self-identified as Queer having the highest, or second highest percentage in each grade.

## Special Education Needs

- Looking at disparity indices by special education needs (SEN), showed significant gaps between the assessment of students with SEN (excluding Gifted) and their peers on the Grade 9 EQAO Assessments (Academic Math: 2.73 Applied Math: 1.40), OSSLT (5.81), and credit accumulation (Grade 9: 4.00 Grade 10: 3.01, Grade 11: 2.27, Grade 12: 1.77).
- Students identified as Gifted had the highest learning outcomes in Grade 9 EQAO Academic Math (99%), OSSLT (99%), and credit accumulation (Grade 9: 98%, Grade 10: 99%, Grade 11: 96%, Grade 12: 99%) being at or above the provincial standards. Rates representing students who were identified as Gifted in Applied Math were suppressed due to low numbers.

## Multilingual Language Learners

- Forty six percent of Multilingual Language Learners (MLLs) who took Grade 9 EQAO Applied Math were assessed at or above the provincial standards compare to 44% of Non-MLL students.
- The percentage of MLLs who were assessed at or above the provincial standard on the Grade 9 EQAO Academic Mathematics assessment was 89% compared to other students with 91%. The same pattern was observed on the OSSLT and credit accumulation outcomes for MLLs and Non-MLL students.

## Recent Arrivals

- Students who indicated that they recently arrived to Canada (0-3 years) were more likely to be assessed below the provincial standard than students who had been in Canada for longer periods.
- Students who had been in Canada 5 years or more were typically more likely to be assessed at or above the provincial standard compared to all other groups, including those who were born in Canada. There is an exception in Grade 12 credit accumulation where students born in Canada had the highest rate of being on pace among all groups (92%).
- The opportunity gap in Grade 9 EQAO, OSSLT, and credit accumulations between recent arrivals and those who have been in Canada longer is larger in higher grades.

## Status in Canada

- Students who had their Canadian citizenship were the most likely and those with Refugee Status were least likely to be assessed at or above the provincial standards in Grade 9 EQAO Assessment, OSSLT, and credit accumulation outcomes.

## Parent/Guardian Education

- Looking at students learning outcomes showed that students who indicated that their parents/guardians did not have any formal education were the most likely to be assessed at or above the provincial standards (95%) in Grade 9 EQAO Academic Math, though the total group size was small. For students in Applied Math, the response category most likely to be assessed at or above the provincial standard was students who indicated a College degree as the highest education attained by the parents/guardians (51%).
- The response category most likely to be assessed as successful on the OSSLT (93%) was students who indicated that their parents/guardians held a university degree. Those who indicated that their parents/guardians held an elementary level of education were the least likely to be assessed as successful (70%).
- When looking at credit accumulation, the percentage of students on pace ranged from 80%-96%, 72%-93%, 82%-92%, and 88%-93% in Grades 9 to 12, respectively. The gaps between groups were larger in the lower grades with the highest percentage of students on pace observed for students indicating that their parents/guardians held a university education.

## Parent Presence at Home

- Across the results on the Grade 9 EQAO Assessments, OSSLT, and credit accumulation, 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.
- The lowest rates of being assessed at or above the provincial standard were observed for students who indicated a living arrangement with neither parent: the “Other (e.g. foster care, other family etc.)” category.

## Parent/Guardian Work Status

- Students who indicated their parents/guardians were both employed were more likely to receive a level at or above the provincial standards on the Grade 9 EQAO Assessments, be assessed as successful on the OSSLT, or be on pace regarding credit accumulation compared to their peers.
- On the other hand, students whose parents/guardians were both unemployed were less likely to receive a level at or above the provincial standards at Grade 9 EQAO assessments, be assessed as successful on the OSSLT, and to be on pace regarding credit accumulation compared to their peers.

## Median Household Income

- Students living in an area with a higher median household income were more likely to be assessed at or above the provincial standards on the Grade 9 EQAO assessments, to be assessed as successful on the OSSLT, or to be on pace regarding credit accumulation compared to their peers.

## 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 the students who are underserved. This requires proactive and intentional intervention strategies that target the whole student, including students’ overall physical and mental health and well-being. More specifically, 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 which 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 Function 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.
- 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 it exists, particularly regarding students learning outcomes and their emotional well-being



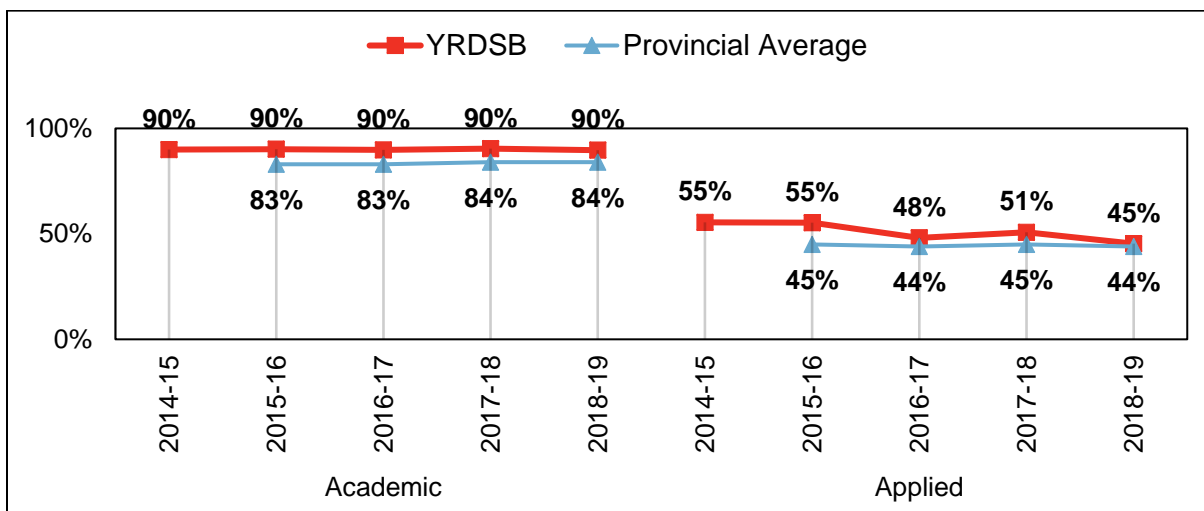
## A: Overall Student Outcomes

This report presents EQAO Assessment outcomes and credit accumulation data for students in YRDSB secondary schools.

### Grade 9 EQAO Assessment

Figure 1 shows the percentage of all Grade 9 students that were assessed at or above the provincial standard (levels 3 and 4) on the EQAO assessments of Grade 9 Mathematics for those in the Academic and Applied courses. YRDSB has maintained consistently higher percentages than the provincial averages over the past five administrations. Students in Grade 9 Academic Mathematics have maintained a high percentage (90%); however, the outcomes for students in Grade 9 Applied Mathematics have declined over this period. Though the Grade 9 Mathematics course has now been destreamed, eliminating the separate Academic and Applied courses. Student learning outcomes in Grade 9 mathematics continues to be an area of focus in board planning and intervention initiatives.

**Figure 1. Overall Result of EQAO Grade 9 Assessment of Mathematics: Percentage of Students At/Above Provincial Standards**



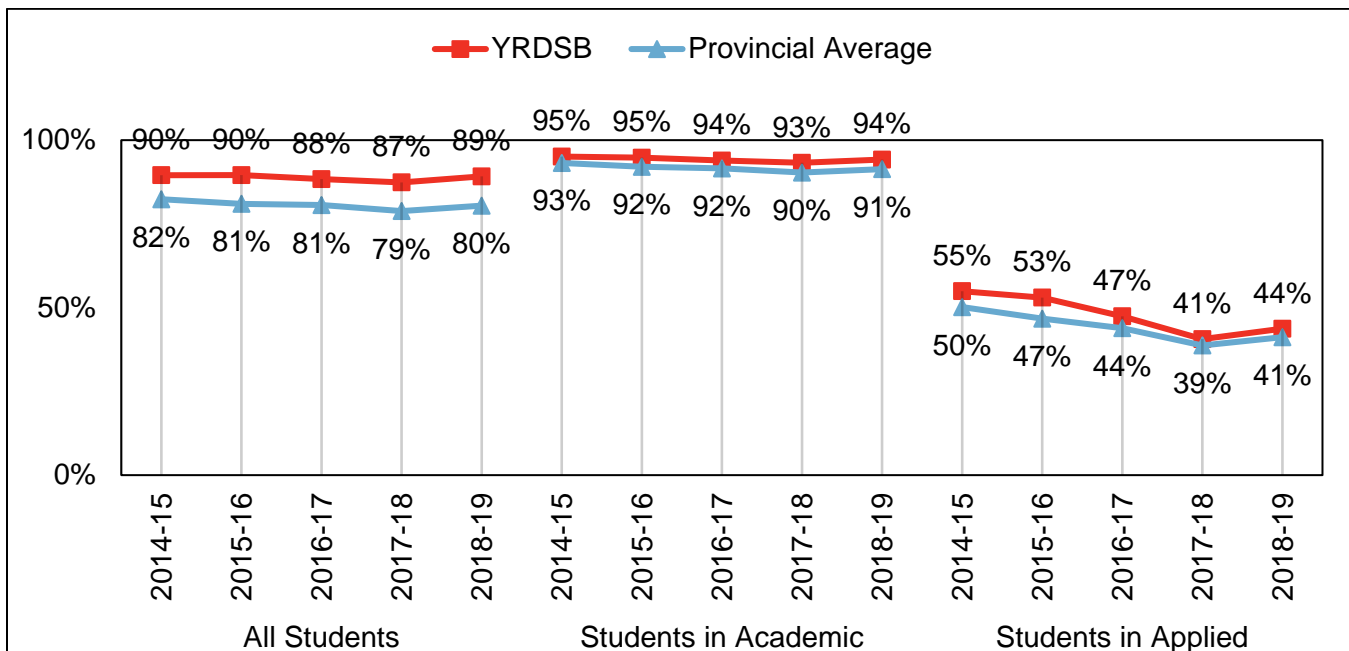
Note: A Provincial Average is not available for the 2014-15 school year as it was not released due to labour actions occurring in several school boards across the province at that time.

Source: Student Information System

### Ontario Secondary School Literacy Test (OSSLT)

Figure 2 shows the percentages of students on the Ontario Secondary School Literacy Test (OSSLT) across the five most recent administrations. YRDSB students have consistently been assessed above the provincial average over the presented timeframe. Students enrolled in Grade 10 Academic English maintained very high percentages with most participating students successfully earning this requirement for their Ontario Secondary School Diploma (OSSD). Students in Grade 10 Applied English revealed a much lower percentage, and this remains an area of focus for board planning and intervention initiatives.

**Figure 2. Overall Result of Ontario Secondary School Literacy Test (OSSLT): Percentages by English Course for Participating First-Time Eligible Students (Gr. 10)**

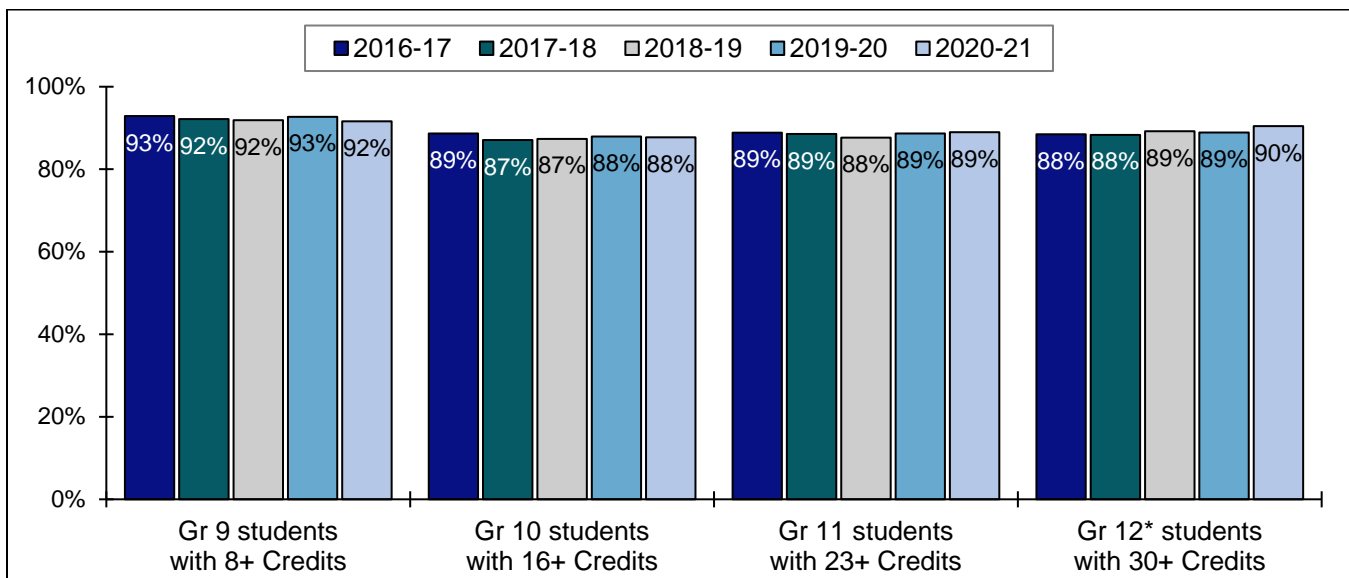


Source: Student Information System

**Credit Accumulation**

Figure 3 below looks at the pace by which students earned their secondary school credits. To be on pace to accumulate 30 credits by the end of their Grade 12 year (to earn an OSSD within four years), students are expected to accumulate at least 8 credits by the end of Grade 9, at least 16 credits by the end of Grade 10, and at least 23 credits by the end of Grade 11. According to Figure 3, the percentage of students in each grade having earned the expected number of credits has remained high and consistent over the past five school years.

**Figure 3. Overall Result of Credit Accumulation by Grade: Percentage of Students Earning Expected Number of Credits by the End of Each Grade (Gr. 9-12)**



\*Grade 12 only includes students in their fourth year of high school or of equivalent age.

Source: Student Information System

## Equity Measures: Disparity Index

Following Anti-Racism Data Standards (ARDS) guidelines and through internal and external consultations, we established methods to use a valid measure to quantify inequalities within various identity groups. This report presents disparity indices in learning outcomes 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). 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:

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

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.

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

### 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 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 will be determined through consultation with community partners and other stakeholders.

## **B: Grade 9 EQAO Mathematics Assessment**

Every year, students enrolled in Grade 9 Mathematics courses across Ontario participate in a standard assessment of the knowledge, skills, and understanding they have accumulated over their mathematics education up to that point. In past administrations, students enrolled in Academic Mathematics and those enrolled in Applied Mathematics wrote different assessments from each other so their results are analysed and discussed separately. It is, therefore, important to consider that the students represented in this section have already been streamed into one of the two pathways. This will impact the data and disparities due to the process of streaming itself being a phenomenon that disproportionately impacts minoritized students, including those identified with special education needs and those self-identified as Indigenous, Black or Latinx. A forthcoming report will focus specifically on Programs of Study and the effects of streaming in YRDSB schools.

### **Results by Student Demographics**

This section reports on the outcomes of the Grade 9 EQAO Assessment by student demographics including racial and Indigenous identity, gender identity, sexual orientation, special education needs, Multilingual language learner (MLL) status, time in Canada, and student status in Canada.

Each figure below includes a chart of the percentages of students in each demographic group who achieved the provincial standard on the assessment (levels 3 and 4). 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.

### **Student Racial Identity and Indigenous Identity**

In the outcomes below for the Grade 9 EQAO Assessment of Academic Mathematics, there is clear evidence to suggest the existence of racial disparities in learning outcomes for students from different racial and Indigenous identities. Students who self-identified as Black (both single and multiple selections) had higher percentage of students than their peers to be assessed below the provincial standard with disparity indices of 3.10 and 2.17, respectively. Students who self-identified as Latino/Latina/Latinx with one or more other selections, Indigenous, and those who did not indicate a racial or Indigenous identity (No Race Selection) had lower proportion of students than their peers to be assessed at or above the provincial standard on the Academic Mathematics Assessment with disparity indices of 2.53, 1.54 and 1.84, respectively.

Percentages of students who were assessed at or above the provincial standard on the Grade 9 Assessment of Applied Mathematics showed a wide range from 28% to 68% based on their racial and Indigenous identities. The wide range could be related to the low number of students in both individual response categories (n) and in the total population. Disparity is largely evident in the assessment of students who self-identified as Latino/Latina/Latinx (single race) and Black (multiple races), Indigenous and those who did not indicate a racial or Indigenous identity (No Race Selection).

**Figure 4. Grade 9 Mathematics EQAO Assessments: Academic by Race and Indigenous Identity: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, & Inuit)	87	86%	1.54
<b>Self-Identified Race Identity</b>			
Black (single race)	196	73%	3.10
Black (multiple races)	141	81%	2.17
East Asian (single race)	1922	98%	0.21
East Asian (multiple races)	252	95%	0.52
Latino/Latina/Latinx (single race)	51	90%	1.09
Latino/Latina/Latinx (multiple races)	98	78%	2.53
Middle Eastern (single race)	531	88%	1.32
Middle Eastern (multiple races)	203	90%	1.09
South Asian (single race)	1040	93%	0.70
South Asian (multiple races)	148	91%	1.05
Southeast Asian (single race)	168	92%	0.92
Southeast Asian (multiple races)	146	92%	0.83
White (single race)	2243	88%	1.53
White (multiple races)	424	92%	0.85
A race category not listed (single race)	99	90%	1.12
A race category not listed (multiple races)	59	92%	0.94
No Race Selection	563	84%	1.84
<b>Total ESCS Participants</b>	<b>7468</b>	<b>91%</b>	
Did Not Participate	412	81%	
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 5. Grade 9 Mathematics EQAO Assessments: Applied by Race and Indigenous Identity: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, & Inuit)	69	30%	1.31
<b>Self-Identified Race Identity</b>			
Black (single race)	56	43%	1.06
Black (multiple races)	30	30%	1.30
East Asian (single race)	77	68%	0.58
East Asian (multiple races)*	25	64%	0.68
Latino/Latina/Latinx (single race)*	25	28%	1.34
Latino/Latina/Latinx (multiple races)*	15	47%	0.98
Middle Eastern (single race)	78	38%	1.15
Middle Eastern (multiple races)*	16	56%	0.80
South Asian (single race)	79	37%	1.18
South Asian (multiple races)*	12	58%	0.77
Southeast Asian (single race)	51	57%	0.79
Southeast Asian (multiple races)*	17	71%	0.54
White (single race)	419	51%	0.87
White (multiple races)	57	42%	1.07
A race category not listed (single race)*	17	53%	0.87
A race category not listed (multiple races)	4	NR	NR
No Race Selection	261	34%	1.29
<b>Total ESCS Participants</b>	<b>1143</b>	<b>46%</b>	
Did Not Participate	164	33%	
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group; “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

### Student Gender Identity

Before going into the analysis of results, it must be noted that due to the small counts (n) for response categories other than Woman/Girl and Man/Boy, it is not possible to draw meaningful conclusions for individual groups. However, all low count categories such as “Gender Nonconforming” will need to be monitored in future administrations of the ESCS. Students who self-identified as Man/Boy or Woman/Girl had similar outcomes on the Academic Mathematics Assessment, but those who self-identified as Man/Boy were slightly more likely than those who self-identified as Woman/Girl to be assessed at or above the provincial standard on the Applied Mathematics Assessment.

**Figure 6. Grade 9 Mathematics EQAO Assessments: Academic by Gender Identity Response: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Gender Identity Selection	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid*	19	100%	0.00
Gender Nonconforming*	11	73%	3.03
Man/boy	3557	91%	1.01
Non-Binary*	18	94%	0.61
Questioning*	27	93%	0.82
Transgender*	11	100%	0.00
Two-Spirit*	8	NR	NR
Woman/girl	3632	91%	1.02
A gender identity not listed above*	12	100%	0.00
No Gender Selection	173	93%	0.76
<b>Total ESCS Participants</b>	<b>7468</b>	<b>91%</b>	
Did Not Participate	412	81%	
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group; “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 7. Grade 9 Mathematics EQAO Assessments: Applied by Gender Identity Response: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Gender Identity Selection	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Gender Fluid*	3	NR	NR
Gender Nonconforming*	2	NR	NR
Man/boy	653	48%	0.90
Non-Binary*	3	NR	NR
Questioning*	6	NR	NR
Transgender*	3	NR	NR
Two-Spirit*	1	NR	NR
Woman/girl	427	43%	1.10
A gender identity not listed above*	1	NR	NR
No Gender Selection	44	43%	1.05
<b>Total ESCS Participants</b>	<b>1143</b>	<b>46%</b>	
Did Not Participate	164	33%	
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

## Student Sexual Orientation

On the Academic Mathematics Assessment, little variation is noticeable in the percentage of students assessed at or above the provincial standard across the sexual orientation categories, as the rates range from 89% to 94%. The results of the Applied Mathematics Assessment show a greater range; however, the relatively small group sizes (n) make it impossible to reach definitive conclusions.

**Figure 8. Grade 9 Mathematics EQAO Assessments: Academic by Sexual Orientation: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Sexual Orientation Selection	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	5849	91%	0.90
2SLGBTQ+	708	91%	1.03
• Asexual	227	89%	1.23
• Bisexual	216	90%	1.08
• Gay	30	90%	1.11
• Lesbian	33	94%	0.67
• Pansexual	59	90%	1.13
• Queer*	17	94%	0.65
• Questioning	87	94%	0.63
• Two-Spirit*	3	NR	NR
• A sexual orientation not listed above	36	92%	0.92
No Sexual Orientation Selection	911	90%	1.15
<b>Total ESCS Participants</b>	<b>7468</b>	<b>91%</b>	
Did Not Participate	412	81%	
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Notes: "NR" refers to Not Reported due to having less than 10 students identified in the group

"Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System



**Figure 9. Grade 9 Mathematics EQAO Assessments: Applied by Sexual Orientation: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Sexual Orientation Selection	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Heterosexual/Straight	785	49%	0.84
2SLGBQ+	112	43%	1.06
• Asexual	31	48%	0.95
• Bisexual	36	39%	1.13
• Gay*	10	50%	0.92
• Lesbian*	8	NR	NR
• Pansexual*	11	36%	1.18
• Queer*	1	NR	NR
• Questioning*	7	NR	NR
• Two-Spirit*	1	NR	NR
• A sexual orientation not listed above*	7	NR	NR
No Sexual Orientation Selection	246	37%	1.21
<b>Total ESCS Participants</b>	<b>1143</b>	<b>46%</b>	
Did Not Participate	164	33%	
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group.

“Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

## Special Education Needs

Students with special education needs in both the Academic and Applied Math courses had lower percentage of students who were assessed at or above the provincial standard on the Grade 9 EQAO assessments. In the Academic group, those identified as Gifted had higher percentage of students assessed at or above the standard.

**Figure 10. Grade 9 Mathematics EQAO Assessments: Academic by Special Education Status: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (ex. gifted)	679	77%	2.73
Students Identified with Giftedness	382	99%	0.10
Students without Special Needs	6819	91%	0.59
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 11: Grade 9 Mathematics EQAO Assessments: Applied by Special Education Status: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and below)**

Special Needs Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Students with Special Needs (ex. gifted)	740	36%	1.40
Students Identified with Giftedness*	2	NR	NR
Students without Special Needs	565	54%	0.72
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Notes: "NR" refers to Not Reported due to having less than 10 students identified in the group.

Source: Every Student Counts Survey & Student Information System

## Multilingual Language Learners (MLL)

Multilingual language learners (MLLs) in Academic Mathematics had slightly lower percentage of students assessed at or above level 3, than those who were not MLLs with disparity index of 1.20. For those in the Applied course, the reverse was true, with 46% of MLLs and 44% of non-MLLs were assessed at level 3 or above.

**Figure 12. Grade 9 Mathematics EQAO Assessments: Academic by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

English Language Learner Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	864	89%	1.20
Not an English Language Learner	7016	91%	0.83
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 13. Grade 9 Mathematics EQAO Assessments: Applied by English Language Learner Status: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

English Language Learner Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
English Language Learner	185	46%	0.95
Not an English Language Learner	1122	44%	1.05
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

Source: Every Student Counts Survey & Student Information System

### Student Recent Arrivals

High proportion (94%) of students who had lived in Canada for more than 5 years were assessed at or above the provincial standard, even more than students who were born in Canada. However, lower percentage (82%) of students who had arrived in Canada within the previous three years were assessed at or above the standard in Grade 9 EQAO Academic Math with a disparity index of 2.0. Outcomes for students in the Applied course showed a similar trend as students who were newer to Canada (0-3 years) were the group with the least percentage (35%) of students assessed at or above the provincial standard and students who had lived in Canada for more than 5-years had higher proportion (51%) of students assessed at or above the provincial standard

**Figure 14. Grade 9 Mathematics EQAO Assessments: Academic by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	265	82%	2.00
4-5 years	165	90%	1.08
More than 5 years	1026	94%	0.59
Born In Canada	6424	90%	1.12
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 15. Grade 9 Mathematics EQAO Assessments: Applied by Time in Canada: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Time in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
0-3 years	75	35%	1.18
4-5 years*	28	36%	1.15
More than 5 years	87	51%	0.88
Born In Canada	1117	44%	0.96
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Source: Every Student Counts Survey & Student Information System

### Student Status in Canada

When examining learning outcomes by students' status in Canada, the results indicate that students with refugee status who participated had lower percentage (74%) of students who were assessed at or above the provincial standard on the Academic Mathematics Assessment, but higher percentage (47%) of students were assessed at or above the provincial standard on the Applied Mathematics Assessment.. Figures 16 and 17 show different patterns in both learning outcomes and disparities within the group of students in Academic Math and those in Applied Math based on their

status in Canada; however, the different result for students self-identified as Refugee could be due to the low number of these students in Applied Math (n=15).

**Figure 16. Grade 9 Mathematics EQAO Assessments: Academic by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Status in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	7198	91%	0.75
Permenant Resident	612	89%	1.14
Refugee	66	74%	2.73
Visa (Student)*	1	NR	NR
Visa (Other)*	3	NR	NR
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group; Source: Every Student Counts Survey & Student Information System

**Figure 17. Grade 9 Mathematics EQAO Assessments: Applied by Status in Canada: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Status in Canada	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Citizen	1170	45%	0.93
Permenant Resident	122	39%	1.10
Refugee*	15	47%	0.95
Visa (Student)*	0	NR	NR
Visa (Other)*	0	NR	NR
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group; Source: Every Student Counts Survey & Student Information System

### Results by Family Characteristics

This section reports on the outcomes of the Grade 9 EQAO Assessments by family characteristics, including parent/guardian education, parent presence at home, parent/guardian work status, and median household income.

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). As well, a Disparity Index is calculated for each demographic group among students who received a level below the provincial standard (levels 2 and below). 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.

## Parent/Guardian Education

Results from the Grade 9 EQAO Assessment of Mathematics by parent/guardian education shows some notable patterns when compared to other assessments. Firstly, when looking at students in the Academic course, it is made evident that those students whose parents/guardians did not have any formal education actually had higher percentage (95%) of students assessed at or above the provincial standard. Though, it must be noted that this group is fairly small with only 19 students. It is closely followed by what we have seen in other assessments, which are those whose parents/guardians completed university degrees, then college. For students in Applied classes, those students with parents/guardians who hold college degrees had higher proportion of students assessed at or above the provincial standard. It is likely that the impact of streaming students into Applied and Academic leveled versions of the course was responsible for these findings.

**Figure 18. Grade 9 Mathematics EQAO Assessments: Academic by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	5070	93%	0.51
College	1030	87%	1.60
Apprenticeship	39	74%	2.94
No Post-Secondary Education	511	84%	1.90
• High school	391	85%	1.79
• Elementary school	101	80%	2.29
• Did not complete any formal education*	19	95%	0.60
<b>YRDSB Total</b>	<b>6650</b>	<b>91%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.  
Source: Every Student Counts Survey & Student Information System

**Figure 19. Grade 9 Mathematics EQAO Assessments: Applied by Parent/Guardian Education: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Parent/Guardian Education	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
University	342	49%	0.91
College	274	51%	0.86
Apprenticeship*	11	36%	1.17
No Post-Secondary Education	248	36%	1.27
• High school	179	35%	1.27
• Elementary school	58	40%	1.12
• Did not complete any formal education*	11	36%	1.17
<b>YRDSB Total</b>	<b>875</b>	<b>46%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.  
Source: Every Student Counts Survey & Student Information System

## Parent Presence at Home

For students in the Academic course, parental presence at home shows similar patterns of learning outcomes as it did for the lower grades with students who had two parents were those with higher percentage (91%) of students assessed at or above the provincial standard and having the lowest disparity indices, and students who reported living with neither parent being the least likely. For students in the Applied course, however, the pattern is slightly different. Those indicating two parents at home still had higher proportion (48%) of students assessed at or above the provincial

standard, but students who reported only one parent at home had the least proportion (35%) of students assessed at or above standard.

**Figure 20. Grade 9 Mathematics EQAO Assessments: Academic by Parental Presence: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Parental Presence at Home	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	6638	91%	0.69
One Parent	680	88%	1.42
Others (e.g., foster care, other family)	74	86%	1.52
<b>YRDSB Total</b>	<b>7392</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 21. Grade 9 Mathematics EQAO Assessments: Applied by Parental Presence: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Parental Presence at Home	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Two Parents	899	48%	0.82
One Parent	176	35%	1.27
Others (e.g., foster care, other family)	45	47%	0.99
<b>YRDSB Total</b>	<b>1120</b>	<b>46%</b>	

Source: Every Student Counts Survey & Student Information System

### Parent/Guardian Work Status

Students in the Academic program saw generally high learning outcomes regardless of their parent/guardian work status. Those whose parents/guardians were both unemployed, or whose single parent/guardian was unemployed had the lowest percentage of students assessed at or above the provincial standard with disparity indices of 1.42 and 1.39, respectively. Those who indicated having one parent/guardian employed and one not employed are those with high proportion (93%) of students assessed at or above the standard. For students in the Applied program, a different pattern emerges as students coming from households where both parents/guardians are employed are the group with higher percentage (50%) of students assessed at or above the standard (Figure 23).

**Figure 22. Grade 9 Mathematics EQAO Assessments: Academic by Parent/Guardian Employment Status: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	5018	91%	1.02
1 Employed, 1 Not Employed	1289	93%	0.72
2 Not Employed	137	88%	1.42
Parent/Guardian (single) Employed	661	89%	1.32
Parent/Guardian (single) Not Employed	115	88%	1.39
<b>YRDSB Total</b>	<b>7220</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 23. Grade 9 Mathematics EQAO Assessments: Applied by Parent/Guardian Employment Status: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Parent/Guardian Work Status	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Both Employed	675	50%	0.84
1 Employed, 1 Not Employed	151	46%	1.00
2 Not Employed	45	36%	1.22
Parent/Guardian (single) Employed	157	37%	1.22
Parent/Guardian (single) Not Employed	37	38%	1.17
<b>YRDSB Total</b>	<b>1065</b>	<b>47%</b>	

Source: Every Student Counts Survey & Student Information System

### Household Income

Household income and Grade 9 EQAO outcomes show some variation compared to previous assessments, where there was a clear and consistent positive association between income and learning outcomes. For students in the Academic program, only those in the bottom quintile (20%) show a very slight drop to 89% compared to those assessed at or above the provincial standard from the other quintiles, which range from 90% to 91%. Students in the Applied program, however, show a much clearer association, with those in the top quintile assessed at or above the provincial level (49%), while just 40% were assessed at or above this level, in the bottom quintile.

**Figure 24. Grade 9 Mathematics EQAO Assessments: Academic by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	1576	91%	0.88
Quintile 4	1576	90%	1.01
Quintile 3	1576	91%	0.96
Quintile 2	1576	91%	0.97
Quintile 1 (Lowest)	1576	89%	1.18
<b>YRDSB Total</b>	<b>7880</b>	<b>90%</b>	

Note: Income Quintiles are calculated based on the median (middle-most) after-tax family income. Each student is assigned the median household income associated with their postal code.

Source: Student Information System, Census Canada & Environics Analytics Data

**Figure 25. Grade 9 Mathematics EQAO Assessments: Applied by Median Household Income Range: Percentage of Students At/Above Provincial Standard and Disparity index (Levels 2 and Below)**

Median Household Income Quintile	n	Percentage of Students at Standard (Levels 3/4)	Disparity Index
Quintile 5 (Highest)	261	49%	0.88
Quintile 4	261	47%	0.93
Quintile 3	261	43%	1.04
Quintile 2	262	41%	1.07
Quintile 1 (Lowest)	262	40%	1.08
<b>YRDSB Total</b>	<b>1307</b>	<b>44%</b>	

Note: Income Quintiles are calculated based on the median (middle-most) after-tax family income. Each student is assigned the median household income associated with their postal code.

Source: Student Information System, Census Canada & Environics Analytics Data

## Disparities at a Glance

When examining Disparity Indices for Grade 9 EQAO Math Assessment by identity-based data, it is important to recognize that these disparities are the result of inequities within and beyond schools and the school board and are not a reflection of deficits within students and families.

## Understanding Disparity Indices

In this section, Disparity Indices 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:

$$\text{Disparity Index (Group A)} = \frac{\text{\% of Students Assessed at a Level Below Provincial Standard in Grade 9 EQAO Math (Group A)}}{\text{\% of students Assessed at a Level Below Provincial Standard in Grade 9 EQAO Math (Outside of Group A)}}$$

Disparity Index of value (x) for identity group (A) indicates that: Students in group (A) were x times more likely to be assessed a level below provincial standards on the Grade 9 EQAO Mathematics Assessment compared to all other students.

## Overview of Disparity Indices

When examining Disparity Indices for students in Grade 9 EQAO Academic Mathematics based on race, students who identified as Black (single race) were 3.10 times, Latino/Latina/Latinx (multiple races) were 2.53 times, and Black (multiple race) were 2.17 times more likely to be assessed at a level below the provincial standard compared to other students. Disparities also exist based on gender identity: students who identified as Gender Nonconforming were 3.03 times more likely to be assessed at a level below provincial standard compared to other students. Students identified with special education needs (excluding Gifted) were 2.73 times more likely to be assessed at a level below the provincial standard compared to other students. Students living in Canada for 0 to 3 years were less likely than their peers to be assessed at or above the provincial standard with a disparity index of 2.0, while students living in Canada with Refugee status showed same pattern with a disparity index of 2.73. Students with parents/guardians whose highest education attainment was the completion of an apprenticeship program were 2.94 times and students with parents/guardians whose highest education attainment was elementary school were 2.29 times more likely to be assessed at a level below the provincial standard compared to other students.

When examining Disparity Indices for students in Grade 9 EQAO Applied Mathematics based on race and Indigenous identity, students who identified as Latino/Latina/Latinx (multiple races) were 1.35 times, Latino/Latina/Latinx (single race) were 1.34 times, Indigenous (First Nations, Metis, & Inuit) were 1.31 times, Black (multiple races) were 1.30 times, and No Race Selected were 1.29 times more likely to be assessed at a level below the provincial standard compared to other students. Based on sexual orientation, students who did not indicate their sexual orientation were more likely to be assessed below the provincial standard compared to their peers with a Disparity Index of 1.21. Students identified with Special Education Needs (excluding Gifted), were 1.40 times more likely to be assessed at a level below provincial standard compared to other students. Students living with one parent were 1.27 times, students with both parents/guardians not employed were 1.22 times, and students with a single parent/guardian not employed were 1.22 times more likely to be assessed a level below the provincial standard compared to other students.



## **C: Ontario Secondary School Literacy Test (OSSLT)**

The Ontario Secondary School Literacy Test (OSSLT) is an assessment first administered to students when they are in Grade 10. Successful completion of the OSSLT or an alternative course is a requirement for earning an Ontario Secondary School Diploma (OSSD). As such students may repeat the test so only the attempt for students who are first time eligible (FTE) are counted in the analysis below. Passing the OSSLT when a student is FTE is strongly correlated to success in secondary school.

### **Results by Student Demographics**

This section reports on the outcomes on the OSSLT by student demographics including racial and Indigenous identity, gender identity, sexual orientation, special education needs, Multilingual language learner status, time in Canada, and student status in Canada.

Each figure below includes a chart of the percentages of students in each demographic group who were assessed as successfully completing the test. 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.

### **Student Racial Identity and Indigenous Identity**

The trends observed when looking at learning outcome of students by race and Indigenous identity on the OSSLT are similar to other assessments. Students who self-identified as Indigenous (First Nations Métis, and Inuit), and Latino/Latina/Latinx (single race) are those with the least percentage of students assessed as "successful" (68% and 73% respectively). Those who self-identified as Southeast Asian (multiple races) and East Asian (single race) are those with the higher percentage of students (97%, and 96%).

**Figure 26. Ontario Secondary School Literacy Test (OSSLT) Outcome by Racial and Indigenous Identity: Percentage of First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students Successful	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, Inuit)	158	68%	3.28
<b>Self-Identified Race Identity</b>			
Black (single race)	284	77%	2.43
Black (multiple races)	170	89%	1.05
East Asian (single race)	1697	96%	0.30
East Asian (multiple races)	263	95%	0.48
Latino/Latina/Latinx (single race)	75	73%	2.69
Latino/Latina/Latinx (multiple races)	133	91%	0.90
Middle Eastern (single race)	575	89%	1.10
Middle Eastern (multiple races)	210	93%	0.70
South Asian (single race)	1084	92%	0.72
South Asian (multiple races)	146	92%	0.75
Southeast Asian (single race)	217	92%	0.77
Southeast Asian (multiple races)	178	97%	0.33
White (single race)	2640	90%	1.01
White (multiple races)	461	92%	0.81
A race category not listed (single race)	84	90%	0.95
A race category not listed (multiple race)	47	94%	0.63
No Race Selection	634	74%	3.07
<b>Total ESCS Participants</b>	<b>8015</b>	<b>90%</b>	
Did Not Participate	677	82%	
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

Note: “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

## Student Gender Identity

As with other assessments, caution must be used when interpreting results for students who selected gender identity options other than Woman/Girl and Man/Boy as the number of individuals in many categories is small. Students who self-identified as Gender Nonconforming were the most likely to be assessed as successful, with 100% completing this requirement, followed by those who self-identified as Questioning at 97%. Those who did not indicate a gender identity (No Gender Selection) and those who self-identified as Transgender had the lowest percentage (82%) of students assessed as successful. Notably, despite having the lowest proportion of students assessed as successful, the disparity index for students who self-identified as Man/Boy was the highest (2.1), indicating that this group of students were slightly more than twice as likely to be assessed as unsuccessful than their peers. These findings are the result of the different total sizes of the groups (n) in the disparity index calculation, whereby categories with more students can see a larger disparity compared to their peers than categories with much fewer students.

**Figure 27. Ontario Secondary School Literacy Test (OSSLT) Outcome by Gender Identity Selection: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Gender Identity Selection	n	Percentage of Students Successful	Disparity Index
Gender Fluid*	24	92%	0.83
Gender Nonconforming*	10	100%	0.00
Man/boy	3753	86%	2.10
Non-Binary*	25	88%	1.19
Questioning*	29	97%	0.34
Transgender*	11	82%	1.81
Two-Spirit*	18	89%	1.11
Woman/girl	3914	94%	0.43
A gender identity not listed above*	23	91%	0.86
No Gender Selection	208	82%	1.81
<b>Total ESCS Participants</b>	<b>8015</b>	<b>90%</b>	
Did Not Participate	677	82%	
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

## Student Sexual Orientation

By sexual orientation, the vast majority of students were assessed as successful on the OSSLT, however, students identified as Queer are the category with lowest percentage (76%) assessed as successful. However, we must keep in mind that the number of students in this group is also fairly small. Closely following those students who self-identified as Queer were those students who made no sexual orientation selection (79%). Both of these groups also had the highest disparity indices, at 2.38 for those self-identifying as Queer, and 2.34 for those who did not make a selection (No Sexual Orientation Selection). Those who self-identified as Questioning (97%), followed by those who said their sexual orientation was not listed (95%) are those with higher percentage of students assessed as successful.

**Figure 28. Ontario Secondary School Literacy Test (OSSLT) Outcome by Sexual Orientation Selection: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Sexual Orientation Selection	n	Percentage of Students Successful	Disparity Index
Straight/Heterosexual	6326	91%	0.57
2SLGBTQ+	830	90%	0.95
• Asexual	241	88%	1.20
• Bisexual	286	91%	0.90
• Gay	39	90%	1.02
• Lesbian	37	92%	0.81
• Pansexual	83	93%	0.72
• Queer*	21	76%	2.38
• Questioning	61	97%	0.32
• Two-Spirit*	18	83%	1.66
• A sexual orientation not listed above	44	95%	0.45
No Sexual Orientation Selection	859	79%	2.34
<b>Total ESCS Participants</b>	<b>8015</b>	<b>90%</b>	
Did Not Participate	677	82%	
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

### Special Education Needs

As was the case for the Grade 6 EQAO, Grades 7 and 8 report cards, and Grade 9 EQAO assessments, students identified with special education needs (excluding Gifted) have a least percentage (64%) of students assessed as successful. The disparity index (5.81) was also high, compared to only 0.25 for those without SEN and 0.06 for students identified as Gifted.

**Figure 29. Ontario Secondary School Literacy Test (OSSLT) Outcome by Special Education Status: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Special Needs Status	n	Percentage of Students Successful	Disparity Index
Students with Special Needs (ex. gifted)	1308	64%	5.81 →
Students Identified with Giftedness	465	99%	0.06
Students without Special Needs	6919	93%	0.25
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

### Students MLL Status

As shown in Figure 30, MLLs are the group with lowest proportion (84%) of students assessed as successful than those who were not a MLL with a 6% gap between the two groups.

**Figure 30. Ontario Secondary School Literacy Test (OSSLT) Outcome by English Language Learner Status: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

English Language Learner Status	n	Percentage of Students Successful	Disparity Index
English Language Learner	626	84%	1.60
Not an English Language Learner	8066	90%	0.62
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

### Student Recent Arrivals

When examining recent arrivals, it is made evident that those who came to Canada most recently (0-3 years) are the group with lowest proportion (78%) of students assessed as successful with disparity index of 2.07. Generally, those who have been in Canada longer than five years have the highest percentage (92%) of students assessed as successful; however, comparing those who have been in Canada for more than 5 years and those who were born in Canada, those who were born in Canada had the lowest percentage (89%) of students assessed as successful with a disparity index of 1.09.

**Figure 31. Ontario Secondary School Literacy Test (OSSLT) Outcome by Time in Canada: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Time in Canada	n	Percentage of Students Successful	Disparity Index
0-3 years	180	78%	2.07
4-5 years	151	86%	1.31
More than 5 years	1176	92%	0.68
Born In Canada	7185	89%	1.09
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

### Student Status in Canada

Students who had their Canadian citizenship have the highest percentage (90%) of students assessed as successful with the lowest disparity index of 0.75, while those with Refugee status have the least percentage (72%) of students assessed as successful with the index of 2.63. There were too few participating students who were in Canada on a Visa (student or otherwise) to report results as these students often participate in the OSSLT when they are previously eligible (i.e., during their Grade 11 or 12 years).

**Figure 32. Ontario Secondary School Literacy Test (OSSLT) Outcome by Status in Canada: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Status in Canada	n	Percentage of Students Successful	Disparity Index
Citizen	8016	90%	0.75
Permenant Resident	631	87%	1.22
Refugee	43	72%	2.63
Visa (Student)*	0	NR	NR
Visa (Other)*	2	NR	NR
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Notes: "NR" refers to Not Reported due to having less than 10 students identified in the group.

Source: Every Student Counts Survey & Student Information System

## Results by Family Characteristics

This section reports on the outcomes of the OSSLT by family characteristics including parent/guardian education, parent presence at home, parent/guardian work status, and median household income.

Each figure below includes a chart of the percentages of students in each demographic group who were assessed as successfully completing the test. 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.

### Parent/Guardian Education

Students who indicated having a parent/guardian with a university education are those with the highest proportion (93%) of students assessed as successful based on the disparity index of 0.46 among all groups. Conversely, students who indicated that the highest education completed by their parents/guardians was elementary school are those with the least percentage (70%) of students assessed as successful with the highest disparity index of 3.50 (Figure 33).

**Figure 33. Ontario Secondary School Literacy Test (OSSLT) Outcome by Parent/Guardian Education: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Parent/Guardian Education	n	Percentage of Students Successful	Disparity Index
University	5075	93%	0.46
College	1217	87%	1.52
Apprenticeship	45	84%	1.73
No Post-Secondary Education	774	82%	2.26
• High school	615	85%	1.79
• Elementary school	129	70%	3.50
• Did not complete any formal education	30	77%	2.60
<b>YRDSB Total</b>	<b>7111</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

### Parent Presence at Home

Students who indicated living with both parents were assessed as successful with the highest outcome rate of 91% and only 74% for those who indicated living with neither parents (Others).

**Figure 34. Ontario Secondary School Literacy Test (OSSLT) Outcome by Parental Presence: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Parental Presence at Home	n	Percentage of Students Successful	Disparity Index
Two Parents	6870	91%	0.54
One Parent	886	85%	1.64
Others (e.g., foster care, other family)	135	74%	2.70
<b>YRDSB Total</b>	<b>7891</b>	<b>90%</b>	

Source: Every Student Counts Survey & Student Information System

## Parent/Guardian Work Status

Students who indicated that one of their parents/guardians is employed and one not employed are those with high proportion (92% of students to be assessed as successful with a disparity index of 0.83; Students who indicated both parents were employed also had considerably high percentage (91%) of students assessed as successful with disparity index of 0.72. Students indicating both parents were unemployed are those with the least percentage (78%) of students assessed as successful according to the highest disparity index of 2.37 (Figure 35).

**Figure 35. Ontario Secondary School Literacy Test (OSSLT) Outcome by Parent/Guardian Work Status: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Parent/Guardian Work Status	n	Percentage of Students Successful	Disparity Index
Both Employed	5294	91%	0.72
1 Employed, 1 Not Employed	1317	92%	0.83
2 Not Employed	159	78%	2.37
Parent/Guardian (single) Employed	777	85%	1.62
Parent/Guardian (single) Not Employed	162	81%	2.05
<b>YRDSB Total</b>	<b>7709</b>	<b>90%</b>	

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. Household Income

As seen with other assessments, students who came from the wealthiest families (Quintile 5 and 4) are the group with the highest percentage (91%) of students assessed as successful with disparity index of 0.84 and 0.85 respectively. Also, those up to the third quintile have a disparity index below 1.00, which means they are more likely to be assessed as successful compared to their peers. Those from lower income households (Quintile 2 and 1) are those with least percentages (88% and 86% respectively) of students assessed as successful compared to their peers and had disparity indices greater than 1.00 (1.10 and 1.37, respectively).

**Figure 36. Ontario Secondary School Literacy Test (OSSLT) Outcome by Median Household Income Range: Percentage of Participating First-Time Eligible Students Successful and Disparity Index of Unsuccessful**

Median Household Income Quintile	n	Percentage of Students Successful	Disparity Index
Quintile 5 (Highest)	1738	91%	0.84
Quintile 4	1738	90%	0.87
Quintile 3	1738	91%	0.85
Quintile 2	1739	88%	1.10
Quintile 1 (Lowest)	1739	86%	1.37
<b>YRDSB Total</b>	<b>8692</b>	<b>89%</b>	

Source: Student Information System, Census Canada & Environics Analytics Data

Income Quintiles were calculated based on the median (middle-most) after-tax family income. Students are assigned the median household income associated with their postal code.

## Disparities at a Glance

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

## Understanding Disparity Indices

In this section, Disparity Indices were calculated by dividing the rate of students in an identity group who were assessed as unsuccessful on their first attempt at the OSSLT by the same rate for all other students using the following formula:

$$\text{Disparity Index (Group A)} = \frac{\text{\% of Students Assessed as Unsuccessful on the OSSLT on their First Attempt (Group A)}}{\text{\% of Students Assessed as Unsuccessful on the OSSLT on their First Attempt (All Other Students)}}$$

A Disparity Index of value (**x**) for identity Group (**A**) indicates that: Students in Group (**A**) were **x** times more likely to be assessed as unsuccessful on the OSSLT compared to all other students.

## Overview of Disparity Indices

The analysis using the OSSLT data shows a number of interesting results. Firstly, as with many other assessments, the largest disproportionality (5.81) is observed in students identified with special education needs (excluding Giftedness) which means lower percentage of these students are assessed as successful on the OSSLT on their first attempt compared to their peers. Parent/guardian education had the second largest disparity index of 3.50 for those whose parents/guardians had an elementary-level education. In addition, fairly large disparities were observed for racial and Indigenous identity groups, especially for students who self-identified as Indigenous (3.28) or who made no racial selection on the survey (3.07). Students who made no selection on other identity questions on the survey also showed large disparities such as sexual orientation (2.34) and gender (1.81). Within the gender category, another group which stands out is those who self-identified as Man/Boy with a disparity index of 2.34. It is unique as it not only has one of the highest disparities but also by far, is the largest group (3,753 students).

When examining Disparity Indices for all first-time eligible students by race and Indigenous identity, students who self-identified as Indigenous (First Nations, Metis, & Inuit) were 3.28, students who did not select a race were 3.07, Latino/Latina/Latinx (single race) were 2.69, and Black (single race) were 2.43. These disparity indexes clearly show that students in these categories have low proportion of students assessed as successful on the OSSLT compared with their peers in different race. Students who self-identified as Man/Boy were 2.1 Transgender were 1.81, and students who did not select a gender were 1.81. These disparity indexes also indicate that students in these gender identity categories have low proportion of students assessed as successful on the OSSLT compared with their peers with other gender identities. Based on sexual orientation, Disparity Indices for students who self-identified as Queer was 3.09, students who did not select a sexual orientation was 2.34, and who self-identified as Two-Spirit was 1.66. Students identified with special education needs (excluding Gifted) have higher proportion of students assessed as unsuccessful on the OSSLT with a disparity index of 5.81. Multilingual language learners have higher proportion of students assessed as unsuccessful compared to their other students with a disparity index of 1.60. Time in Canada and status in Canada also showed disparities: students who had lived in Canada for less than 3 years have low proportion of students than their peers to be assessed as successful on the OSSLT with a disparity index of 2.07, and students with Refugee status in Canada received a disparity index of 2.63. Based on parent/guardian education, students who indicated the highest education their parents/guardians attained was Elementary School had disparity index of 3.50. This indicate that low proportion of students who indicated 'Elementary School' as the higher education level of their



parents/guardians are assessed as unsuccessful on the OSSLT compare to their peers. This is followed by No Formal Education, High School, Apprenticeship, and College education with disparity indices of 2.60, 1.79, 1.73 1.52, respectively. Parental presence at home showed disparities for students indicating they lived with neither parent, Other (e.g., students living in foster care or other family), with a disparity index of 2.70, while living with One Parent received a disparity index 1.64. Students who indicated that their parents/guardians are Both Not Employed, those that indicated a Single Parent/Guardian Not Employed, and students who indicated a Single Parent/Guardian Employed have low proportion of students assessed as successful with disparity indices of 2.37, 2.05, and 1.62, respectively.

Credit accumulation is the rate at which a student earns their credits in secondary schools towards a diploma. A student is considered on track or on pace to earn an Ontario Secondary School Diploma (OSSD) when they complete 8 credits by the end of Grade 9, 16 credits by the end of Grade 10, 23 credits by the end of Grade 11, and the full required 30 credits by the end of their fourth year of high school. Earning at least 30 credits is only one of the requirements for obtaining an OSSD as students must also complete a literacy requirement, a public service requirement, and specific course requirements. As a result, the charts showing Grade 12 credit accumulation should not be mistaken for a graduation or completion rate. The first year of high school is especially important as research has consistently shown that there is a strong link between earning at least 8 credits in Grade 9 and graduating at the end of 5 years (Brown, 1993; Sinay, 2008; Brown, Parekh, & Gallagher-Mackay, 2019).

It is important to note that what is being presented is a snapshot of several different students at different points in their high school careers, rather than a longitudinal study that shows the same group of students at different times. It is also important to note that the data presented below does not include students who were not working towards an OSSD in the calculations. This includes students who were in non-credit bearing special education needs programs and students working towards other secondary school goals.

## **Results by Student Demographics**

This section reports on credit accumulation by student demographics including racial and Indigenous identity, gender identity, sexual orientation, special education needs, MLL status, student recent arrivals, and student status in Canada.

Each figure below includes a chart of the percentages of students in each demographic group who had acquired at least the minimum number of credits required for each grade-specific threshold. 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.

### **Student Racial Identity and Indigenous Identity**

Examining credit accumulation by race and Indigenous identity, we see that disparities in learning outcomes are largest in Grade 9 and tend to become smaller as time goes on for most groups. For example, in Grade 9, students who self-identified as Indigenous and who were the least likely to be considered "on pace" in all years, received a disparity index of 3.68; however, by Grade 12, that index had shrunk to 2.11. Students who self-identified as Black (multiple race) and who were among the least likely to be considered on pace in Grade 9 (87%) with a disparity score of 2.22, received a disparity index of 0.72 in Grade 12, indicating they are more likely than their peers to have accumulated 30 or more credits.

**Figure 37. Credit Accumulation, 2018-2019, Grade 9, by Race Response and Indigenous Identity: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, & Inuit)	170	78%	3.68
<b>Self-Identified Race Identity</b>			
Black (single race)	262	85%	2.50
Black (multiple races)	178	87%	2.22
East Asian (single race)	2197	97%	0.48
East Asian (multiple races)	282	97%	0.45
Latino/Latina/Latinx (single race)	75	87%	2.16
Latino/Latina/Latinx (multiple races)	123	91%	1.45
Middle Eastern (single race)	617	89%	1.91
Middle Eastern (multiple races)	228	93%	1.06
South Asian (single race)	1125	96%	0.64
South Asian (multiple races)	164	93%	1.08
Southeast Asian (single race)	221	94%	0.94
Southeast Asian (multiple races)	168	95%	0.76
White (single race)	2726	94%	0.89
White (multiple races)	499	93%	1.10
A race category not listed (single race)	120	96%	0.67
A race category not listed (multiple races)	68	93%	1.18
No Race Selection	885	89%	1.97
<b>Total ESCS Participants</b>	<b>8984</b>	<b>94%</b>	
Did Not Participate	653	73%	
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 38. Credit Accumulation, 2018-2019, Grade 10, by Race Response and Indigenous Identity: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, & Inuit)	176	76%	2.42
<b>Self-Identified Race Identity</b>			
Black (single race)	303	83%	1.66
Black (multiple races)	178	87%	1.28
East Asian (single race)	2147	92%	0.78
East Asian (multiple races)	272	92%	0.76
Latino/Latina/Latinx (single race)	85	78%	2.23
Latino/Latina/Latinx (multiple races)	144	83%	1.73
Middle Eastern (single race)	645	86%	1.45
Middle Eastern (multiple races)	225	89%	1.10
South Asian (single race)	1112	94%	0.61
South Asian (multiple races)	157	89%	1.13
Southeast Asian (single race)	235	88%	1.22
Southeast Asian (multiple races)	182	93%	0.70
White (single race)	2732	91%	0.81
White (multiple races)	485	89%	1.06
A race category not listed (single race)	89	90%	1.00
A race category not listed (multiple races)	50	94%	0.59
No Race Selection	721	82%	1.88
<b>Total ESCS Participants</b>	<b>8828</b>	<b>90%</b>	
Did Not Participate	862	65%	
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 39. Credit Accumulation, 2018-2019, Grade 11, by Race Response and Indigenous Identity: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, & Inuit)	153	71%	3.17
<b>Self-Identified Race Identity</b>			
Black (single race)	292	85%	1.64
Black (multiple races)	191	88%	1.26
East Asian (single race)	2506	90%	1.08
East Asian (multiple races)	261	95%	0.55
Latino/Latina/Latinx (single race)	90	83%	1.75
Latino/Latina/Latinx (multiple races)	122	89%	1.11
Middle Eastern (single race)	524	84%	1.70
Middle Eastern (multiple races)	208	93%	0.70
South Asian (single race)	1076	94%	0.59
South Asian (multiple races)	151	96%	0.41
Southeast Asian (single race)	206	90%	1.06
Southeast Asian (multiple races)	167	92%	0.87
White (single race)	2569	93%	0.65
White (multiple races)	437	92%	0.80
A race category not listed (single race)	83	93%	0.75
A race category not listed (multiple races)	58	93%	0.72
No Race Selection	640	82%	2.01
<b>Total ESCS Participants</b>	<b>8691</b>	<b>90%</b>	
Did Not Participate	1247	69%	
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 40. Credit Accumulation, 2018-2019, Grade 12, by Race Response and Indigenous Identity: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Student Self-Identified Indigenous and Race Identity	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
<b>Self-Identified Indigenous Identity</b>			
Indigenous (First Nations, Métis, & Inuit)	157	82%	2.11
<b>Self-Identified Race Identity</b>			
Black (single race)	220	87%	1.50
Black (multiple races)	145	94%	0.72
East Asian (single race)	2255	90%	1.19
East Asian (multiple races)	218	95%	0.53
Latino/Latina/Latinx (single race)	72	85%	1.79
Latino/Latina/Latinx (multiple races)	100	92%	0.93
Middle Eastern (single race)	507	85%	1.84
Middle Eastern (multiple races)	195	92%	0.89
South Asian (single race)	955	95%	0.60
South Asian (multiple races)	129	92%	0.90
Southeast Asian (single race)	221	90%	1.22
Southeast Asian (multiple races)	160	94%	0.65
White (single race)	2368	94%	0.61
White (multiple races)	366	94%	0.69
A race category not listed (single race)	72	93%	0.81
A race category not listed (multiple races)	54	91%	1.08
No Race Selection	576	85%	1.80
<b>Total ESCS Participants</b>	<b>7847</b>	<b>91%</b>	
Did Not Participate	1836	81%	
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

### Student Gender Identity

Credit accumulation by gender identity should be looked at with caution due to the relatively small, and varying numbers of students who selected categories other than Woman/Girl and Man/Boy over the years. When looking at the learning outcomes in Figure 41, there is a consistent pattern of students who self-identified as Woman/Girl had high proportion of students \ considered on pace for graduation than those who self-identified as Man/Boy. No comparison should be made between the credit accumulation results across the grades, as students are not from the same cohort.

**Figure 41. Credit Accumulation, 2018-2019, Grade 9 by Gender Identity Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Gender Identity	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Gender Fluid*	21	95%	0.76
Gender Nonconforming*	12	83%	2.68
Man/boy	4406	92%	1.63
Non-Binary*	22	95%	0.73
Questioning	33	91%	1.46
Transgender*	16	88%	2.01
Two-Spirit*	13	77%	3.72
Woman/girl	4216	95%	0.61
A gender identity not listed above*	16	94%	1.00
No Gender Selection	229	96%	0.70
<b>Total ESCS Participants</b>	<b>8984</b>	<b>94%</b>	
Did Not Participate	653	73%	
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 42. Credit Accumulation, 2018-2019, Grade 10, by Gender Identity Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Gender Identity	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Gender Fluid*	24	88%	1.23
Gender Nonconforming*	11	100%	0.00
Man/boy	4190	87%	1.61
Non-Binary*	29	86%	1.36
Questioning	31	84%	1.59
Transgender*	13	69%	3.04
Two-Spirit*	18	89%	1.10
Woman/girl	4234	93%	0.53
A gender identity not listed above*	25	92%	0.79
No Gender Selection	253	80%	2.05
<b>Total ESCS Participants</b>	<b>8828</b>	<b>90%</b>	
Did Not Participate	862	65%	
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 43. Credit Accumulation, 2018-2019, Grade 11, by Gender Identity Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Gender Identity	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Gender Fluid	31	81%	2.02
Gender Nonconforming*	16	81%	1.96
Man/boy	4046	89%	1.27
Non-Binary*	26	96%	0.40
Questioning	31	90%	1.01
Transgender*	17	100%	0.00
Two-Spirit*	19	84%	1.65
Woman/girl	4149	92%	0.70
A gender identity not listed above*	22	95%	0.47
No Gender Selection	334	84%	1.73
<b>Total ESCS Participants</b>	<b>8691</b>	<b>90%</b>	
Did Not Participate	1247	69%	
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 44. Credit Accumulation, 2018-2019, Grade 12, by Gender Identity Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Gender Identity	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Gender Fluid*	21	81%	2.23
Gender Nonconforming*	15	93%	0.78
Man/boy	3597	89%	1.53
Non-Binary*	15	67%	3.91
Questioning*	22	95%	0.53
Transgender*	27	85%	1.73
Two-Spirit*	26	92%	0.90
Woman/girl	3777	94%	0.60
A gender identity not listed above	33	88%	1.42
No Gender Selection	314	90%	1.16
<b>Total ESCS Participants</b>	<b>7847</b>	<b>91%</b>	
Did Not Participate	1836	81%	
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Note: "Did Not Participate" refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

### Student Sexual Orientation

Students who self-identified as heterosexual/straight and Queer are students with high proportion (94% for both) of students considered on pace regarding credit accumulation each year. Conversely, those who made no sexual orientation selection were the group with low proportion of students to be on pace. The data for most other groups, however, show less consistency across grades. For example, students who identified as Gay were among the group with high proportion of students on track regarding credit accumulation in Grade 9 and 11 (93% and 95% respectively),

however, in Grade 10 and 12, Gay students have the least proportion (79% and 84% respectively) of students to be on pace.

**Figure 45. Credit Accumulation, 2018-2019, Grade 9, by Sexual Orientation Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Sexual Orientation Selection	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Heterosexual/Straight	6859	94%	0.65
2SLGBTQ+	880	92%	1.41
• Asexual	273	91%	1.43
• Bisexual	277	92%	1.29
• Gay	42	93%	1.15
• Lesbian	43	93%	1.12
• Pansexual	74	92%	1.31
• Queer*	18	94%	0.89
• Questioning	99	94%	0.97
• Two-Spirit*	7	NR	NR
• A sexual orientation not listed above	47	87%	2.06
No Sexual Orientation Selection	1245	91%	1.45
<b>Total ESCS Participants</b>	<b>8984</b>	<b>94%</b>	
Did Not Participate	653	73%	
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Notes: “NR” refers to Not Reported due to having less than 10 students identified in the group;

“Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 46. Credit Accumulation, 2018-2019, Grade 10, by Sexual Orientation Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Sexual Orientation Selection	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Heterosexual/Straight	6850	91%	0.60
2SLGBTQ+	943	89%	1.15
• Asexual	274	91%	0.93
• Bisexual	334	87%	1.35
• Gay	48	79%	2.07
• Lesbian	40	90%	0.99
• Pansexual	87	93%	0.68
• Queer*	24	92%	0.82
• Questioning	66	91%	0.90
• Two-Spirit*	20	90%	0.99
• A sexual orientation not listed above	50	86%	1.38
No Sexual Orientation Selection	1035	82%	1.94
<b>Total ESCS Participants</b>	<b>8828</b>	<b>90%</b>	
Did Not Participate	862	65%	
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small.

Note: “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System



**Figure 47. Credit Accumulation, 2018-2019, Grade 11, by Sexual Orientation Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Sexual Orientation Selection	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Heterosexual/Straight	6590	92%	0.54
2SLGBQ+	1028	88%	1.27
• Asexual	336	88%	1.22
• Bisexual	352	84%	1.74
• Gay	37	95%	0.56
• Lesbian	39	90%	1.07
• Pansexual	75	89%	1.11
• Queer	34	97%	0.31
• Questioning	75	95%	0.55
• Two-Spirit*	18	89%	1.16
• A sexual orientation not listed above	62	94%	0.67
No Sexual Orientation Selection	1073	82%	2.07
<b>Total ESCS Participants</b>	<b>8691</b>	<b>90%</b>	
Did Not Participate	1247	69%	
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Note: “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

**Figure 48. Credit Accumulation, 2018-2019, Grade 12, by Sexual Orientation Selection: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Sexual Orientation Selection	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Heterosexual/Straight	5805	92%	0.65
2SLGBQ+	1107	90%	1.24
• Asexual	365	93%	0.79
• Bisexual	370	88%	1.45
• Gay	63	84%	1.86
• Lesbian	59	85%	1.79
• Pansexual	69	87%	1.53
• Queer	31	97%	0.38
• Questioning	72	93%	0.81
• Two-Spirit*	16	88%	1.46
• A sexual orientation not listed above	62	87%	1.51
No Sexual Orientation Selection	935	87%	1.64
<b>Total ESCS Participants</b>	<b>7847</b>	<b>91%</b>	
Did Not Participate	1836	81%	
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

\*Caution is strongly recommended when interpreting results where the total group size is small. Note: “Did Not Participate” refers to students who were attending YRDSB schools but did not participate in the ESCS.

Source: Every Student Counts Survey & Student Information System

## Special Education Needs

Students identified with special education needs (excluding Gifted) consistently were the least likely to be on pace for earning an OSSD by credit accumulation, however after Grade 10 the rate increases to a peak of 84% in Grade 12. We also see a consistent decrease of disparity score year over year

**Figure 49. Credit Accumulation, 2018-2019, Grade 9 by Special Education Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Special Needs Status	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Students with Special Needs (ex. gifted)	1591	80%	4.00
Students Identified with Giftedness	386	98%	0.30
Students without Special Needs	7660	95%	0.31
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 50. Credit Accumulation, Grade 10, by Special Education Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Special Needs Status	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Students with Special Needs (ex. gifted)	1595	72%	3.01
Students Identified with Giftedness	457	99%	0.07
Students without Special Needs	7638	90%	0.45
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 51. Credit Accumulation, 2018-2019, Grade 11, by Special Education Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Special Needs Status	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Students with Special Needs (ex. gifted)	1654	77%	2.27
Students Identified with Giftedness	400	96%	0.30
Students without Special Needs	7884	89%	0.54
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 52. Credit Accumulation, 2018-2019, Grade 12, by Special Education Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Special Needs Status	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Students with Special Needs (ex. gifted)	1659	84%	1.77
Students Identified with Giftedness	520	99%	0.10
Students without Special Needs	7504	90%	0.77
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

## Multilingual Language Learners (MLL)

Multilingual language learners (MLLs) consistently had low proportion of students than their non-MLL peers to be considered on pace to earn an OSSD by credit accumulation for their grade. Furthermore, we can see that this gap was wider for students in higher grades. In Grade 9, the difference in rates of students on pace for MLLs (88%) and non-MLLs (93%) is 5%; however, by Grade 12, it is 18%, with MLL students being at 74% and non-MLL students at 92%.

**Figure 53. Credit Accumulation, 2018-2019, Grade 9, by Multilingual Language Learner Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

English Language Learner Status	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
English Language Learner	1246	88%	1.64
Not an English Language Learner	8391	93%	0.61
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 54. Credit Accumulation, 2018-2019, Grade 10, by Multilingual Language Learner Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

English Language Learner Status	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
English Language Learner	1190	77%	2.10
Not an English Language Learner	8500	89%	0.48
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 55. Credit Accumulation, 2018-2019, Grade 11, by English Language Learner Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

English Language Learner Status	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
English Language Learner	1366	74%	2.60
Not an English Language Learner	8572	90%	0.38
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 56. Credit Accumulation, 2018-2019, Grade 12, by English Language Learner Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

English Language Learner Status	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
English Language Learner	1275	74%	3.25
Not an English Language Learner	8408	92%	0.31
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

### Student Recent Arrivals

It is also made evident that students who were recent arrivals to Canada (0-3 years) had low proportion of students than students who had been in Canada for longer periods to be on pace to earn an OSSD, with those who had been in Canada for more than 5 years typically having high proportion of students. There is an exception in Grade 12 where students born in Canada had slightly high proportion (92%) of students to be considered on pace among all groups. As with MLL and credit accumulation, we can see that the gap between recent arrivals and those who had lived in Canada longer is larger in higher grades.

**Figure 57. Credit Accumulation, 2018-2019, Grade 9 by Time in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Time in Canada	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
0-3 years	529	84%	2.32
4-5 years	217	87%	1.72
More than 5 years	1159	93%	0.89
Born In Canada	7732	93%	0.68
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 58. Credit Accumulation, 2018-2019, Grade 10, by Time in Canada Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Time in Canada	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
0-3 years	718	71%	2.64
4-5 years	207	80%	1.62
More than 5 years	1257	90%	0.78
Born In Canada	7508	89%	0.64
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 59. Credit Accumulation, 2018-2019, Grade 11, by Time in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Time in Canada	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
0-3 years	984	68%	3.12
4-5 years	254	79%	1.72
More than 5 years	1326	91%	0.71
Born In Canada	7374	90%	0.53
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 60. Credit Accumulation, 2018-2019, Grade 12, by Time in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Time in Canada	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
0-3 years	803	62%	4.80
4-5 years	303	87%	1.26
More than 5 years	1456	91%	0.78
Born In Canada	7121	92%	0.42
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

### Student Status in Canada

Students who were Canadian Citizens have high proportion of students to be considered on pace regarding credit accumulation across all grades. Those with Refugee status had relatively high proportion (86%) of Grade 9 students be on pace in Grade 9, but had low proportion (62%) of Grade 10 students on pace. Similarly, students with Refugee status have low proportion of Grade 11 (50%), and Grade 12 (54%) students who are on pace. Disparity for students with Refugee status showed an inverse pattern growing throughout their high school careers, peaking in Grade 12 at 4.80.

**Figure 61. Credit Accumulation, 2018-2019, Grade 9, by Status in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Status in Canada	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Citizen	8567	93%	0.52
Permenant Resident	712	89%	1.53
Refugee	73	86%	1.81
Visa (Student)	170	79%	2.79
Visa (Other)	115	84%	2.08
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 62. Credit Accumulation, 2018-2019, Grade 10, by Status in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Status in Canada	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Citizen	8402	89%	0.50
Permenant Resident	731	82%	1.53
Refugee	74	62%	3.11
Visa (Student)	377	74%	2.17
Visa (Other)	106	77%	1.85
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 63. Credit Accumulation, 2018-2019, Grade 11, by Status in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Status in Canada	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Citizen	8316	90%	0.41
Permenant Resident	812	81%	1.66
Refugee	70	50%	4.15 →
Visa (Student)	623	72%	2.49
Visa (Other)	117	78%	1.82
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 64. Credit Accumulation, 2018-2019, Grade 12, by Status in Canada: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Status in Canada	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Citizen	8116	92%	0.36
Permenant Resident	820	82%	1.88
Refugee	77	56%	4.30 →
Visa (Student)	581	73%	2.80
Visa (Other)	89	79%	2.04
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

Source: Every Student Counts Survey & Student Information System

## Results by Family Characteristics

### Parent/Guardian Education

Parent/guardian education by credit accumulation shows an interesting pattern when compared to other demographic measures. In Grade 9, the gaps between groups are larger and these gaps shrink in the higher grades. For example, in Grade 9, the group high proportion of students considered on pace are students who indicated their parents/guardians attained their highest education from a university with 96% being on pace. In contrast, low proportion (72%) of Grade 9 students who indicated 'Elementary School' as the higher education level of their parents/guardians are considered on pace. However, by Grade 12, that gap shrunk to just 11%, and it may be due to the increase in the rate of students whose parents/guardians had elementary levels of education on pace (88%).

**Figure 65. Credit Accumulation, 2018-2019, Grade 9 by Parent/Guardian Education: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Education	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
University	5618	96%	0.39
College	1339	93%	1.33
Apprenticeship	52	81%	3.29
No Post-Secondary Education	802	85%	3.13
• High school	599	86%	2.59
• Elementary school	168	80%	3.61
• Did not complete any formal education	35	83%	2.92
<b>YRDSB Total</b>	<b>7811</b>	<b>94%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 66. Credit Accumulation, 2018-2019, Grade 10, by Parent/Guardian Education: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Education	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
University	5526	93%	0.49
College	1289	89%	1.33
Apprenticeship	53	77%	2.60
No Post-Secondary Education	877	83%	2.26
• High school	690	85%	1.80
• Elementary school	151	72%	3.38
• Did not complete any formal education	36	78%	2.54
<b>YRDSB Total</b>	<b>7745</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 67. Credit Accumulation, 2018-2019, Grade 11, by Parent/Guardian Education: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Education	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
University	5407	92%	0.67
College	1420	91%	1.09
Apprenticeship	45	87%	1.54
No Post-Secondary Education	896	86%	1.77
• High school	707	87%	1.63
• Elementary school	140	82%	2.09
• Did not complete any formal education	49	86%	1.65
<b>YRDSB Total</b>	<b>7768</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 68. Credit Accumulation, 2018-2019, Grade 12, by Parent/Guardian Education: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Education	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
University	4775	93%	0.71
College	1302	92%	1.01
Apprenticeship	60	90%	1.29
No Post-Secondary Education	945	88%	1.71
• High school	774	88%	1.69
• Elementary school	121	88%	1.50
• Did not complete any formal education	50	88%	1.55
<b>YRDSB Total</b>	<b>7082</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

### Parent Presence at Home

By parental presence at home, familiar patterns are evident with students who indicated living with neither parent: Other (e.g. foster care, other family), had low proportion of students considered on pace. While the percentages of students on pace does not change a great deal from year to year, the disparity index does vary significantly, going from 4.52 in Grade 9, to 2.93 in Grade 10 and then rising again to 4.01 for Grade 12.

**Figure 69. Credit Accumulation, 2018-2019, Grade 9, by Parent Presence: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parental Presence at Home	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Two Parents	7723	95%	0.34
One Parent	942	88%	2.18
Others (e.g., foster care, other family)	213	74%	4.52 →
<b>YRDSB Total</b>	<b>8878</b>	<b>94%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 70. Credit Accumulation, 2018-2019, Grade 10, by Parent Presence: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parental Presence at Home	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Two Parents	7230	92%	0.44
One Parent	1048	85%	1.68
Others (e.g., foster care, other family)	402	73%	2.93
<b>YRDSB Total</b>	<b>8680</b>	<b>90%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 71. Credit Accumulation, 2018-2019, Grade 11, by Parent Presence: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parental Presence at Home	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Two Parents	6898	93%	0.35
One Parent	1034	83%	1.99
Others (e.g., foster care, other family)	630	75%	2.99
<b>YRDSB Total</b>	<b>8562</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 72. Credit Accumulation, 2018-2019, Grade 12, by Parent Presence: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parental Presence at Home	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Two Parents	6137	94%	0.32
One Parent	995	87%	1.74
Others (e.g., foster care, other family)	560	72%	4.01
<b>YRDSB Total</b>	<b>7692</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

**Parent/Guardian Work Status**

Parent/guardian work status shows a trend for learning outcomes with students indicating two parents/guardians that are both unemployed have low proportion (86%) of Grade 9 students considered on pace regarding credit accumulation for all 4 years of secondary school. Students who indicated that both parents/guardians employed have high proportion (95%) of Grade 9 students considered on pace. However, in Grade 10 this gap widens to 15%, then to 17% in Grade 11, and finally shrinks back down again to 12% in Grade 12. A similar pattern is also seen for disparity scores; however, no large changes are observed.

**Figure 73. Credit Accumulation, 2018-2019, Grade 9 by Parent/Guardian Employment Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Work Status	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Both Employed	5815	95%	0.52
1 Employed, 1 Not Employed	1519	94%	1.09
2 Not Employed	205	86%	2.40
Parent/Guardian (single) Employed	864	89%	2.04
Parent/Guardian (single) Not Employed	191	87%	2.29
<b>YRDSB Total</b>	<b>8594</b>	<b>94%</b>	

Source: Every Student Counts Survey & Student Information System



**Figure 74. Credit Accumulation, 2018-2019, Grade 10, by Parent/Guardian Employment Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Work Status	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Both Employed	5578	92%	0.56
1 Employed, 1 Not Employed	1439	91%	0.96
2 Not Employed	210	77%	2.55
Parent/Guardian (single) Employed	934	84%	1.88
Parent/Guardian (single) Not Employed	258	82%	1.93
<b>YRDSB Total</b>	<b>8419</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 75. Credit Accumulation, 2018-2019, Grade 11, by Parent/Guardian Employment Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Work Status	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Both Employed	5345	94%	0.48
1 Employed, 1 Not Employed	1450	92%	0.92
2 Not Employed	210	77%	2.70
Parent/Guardian (single) Employed	1044	83%	2.24
Parent/Guardian (single) Not Employed	238	82%	2.11
<b>YRDSB Total</b>	<b>8287</b>	<b>91%</b>	

Source: Every Student Counts Survey & Student Information System

**Figure 76. Credit Accumulation, 2018-2019, Grade 12, by Parent/Guardian Employment Status: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Parent/Guardian Work Status	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Both Employed	4738	94%	0.46
1 Employed, 1 Not Employed	1360	91%	1.17
2 Not Employed	180	82%	2.30
Parent/Guardian (single) Employed	956	86%	2.00
Parent/Guardian (single) Not Employed	219	82%	2.39
<b>YRDSB Total</b>	<b>7453</b>	<b>92%</b>	

Source: Every Student Counts Survey & Student Information System

## Household Income

Like in other learning outcome measures, there is also a trend between median household income and learning outcomes with students living in areas with highest median income (higher quintiles) more likely to be considered on pace regarding credit accumulation than those in lower quintiles, however, not by a large percentage. This pattern is maintained throughout the grades and can be seen in the disparity indices as well with higher disparity indices for students living in areas with lower median income (lower quintiles).

**Figure 77. Credit Accumulation, 2018-2019, Grade 9, by Median Household Income Range: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Median Household Income Quintile	n	Percentage of Students On Pace (8+ Credits)	Disparity Index
Quintile 5 (Highest)	1927	94%	0.74
Quintile 4	1927	94%	0.80
Quintile 3	1927	93%	0.84
Quintile 2	1928	92%	1.01
Quintile 1 (Lowest)	1928	88%	1.74
<b>YRDSB Total</b>	<b>9637</b>	<b>92%</b>	

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 78. Credit Accumulation, 2018-2019, Grade 10, by Median Household Income Range: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Median Household Income Quintile	n	Percentage of Students On Pace (16+ Credits)	Disparity Index
Quintile 5 (Highest)	1938	90%	0.78
Quintile 4	1938	89%	0.84
Quintile 3	1938	89%	0.88
Quintile 2	1938	87%	1.09
Quintile 1 (Lowest)	1938	83%	1.47
<b>YRDSB Total</b>	<b>9690</b>	<b>88%</b>	

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 79. Credit Accumulation, 2018-2019, Grade 11, by Median Household Income Range: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Median Household Income Quintile	n	Percentage of Students On Pace (23+ Credits)	Disparity Index
Quintile 5 (Highest)	1987	89%	0.86
Quintile 4	1987	90%	0.80
Quintile 3	1988	89%	0.86
Quintile 2	1988	87%	1.02
Quintile 1 (Lowest)	1988	83%	1.54
<b>YRDSB Total</b>	<b>9938</b>	<b>88%</b>	

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 80. Credit Accumulation, 2018-2019, Grade 12, by Median Household Income Range: Percentage of Students on Pace and Disparity Index of Not-on-Pace**

Median Household Income Quintile	n	Percentage of Students On Pace (30+ Credits)	Disparity Index
Quintile 5 (Highest)	1936	92%	0.72
Quintile 4	1936	91%	0.81
Quintile 3	1937	90%	0.96
Quintile 2	1937	89%	1.09
Quintile 1 (Lowest)	1937	86%	1.50
<b>YRDSB Total</b>	<b>9683</b>	<b>89%</b>	

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 for students’ credit accumulation 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 were calculated by dividing the rate of students in the group who had accumulated the prescribed the number of credits for their grade level to be considered “on pace” to earn an OSSD by the same rate for all other students using the following formula:

$$\text{Disparity Index (Group A)} = \frac{\text{\% of Students On Pace in Credit Accumulation (Group A)}}{\text{\% of Students On Pace in Credit Accumulation (Outside of Group A)}}$$

A Disparity Index of value (x) for identity Group (A) indicates that: Students in Group (A) were x times less likely to have accumulated the expected number of credits (based on their grade) compared to all other students.

### Overview of Disparity Indices

A variety of trends are evident in the disparity indices for secondary credit accumulation with a number of areas seeing gaps in learning outcomes shrink for students in higher grades, such as by racial and gender identity, and parent/guardian education. In other areas, however, we saw gaps widen, such as for Multilingual Language Learners, by time living in Canada and, in particular, by status in Canada. Other areas showed parabolic patterns with gaps initially shrinking and then growing wider by the end of high school, such as for students with special education needs (excluding Gifted), and for students who indicated that they live with neither parent: Other (e.g., living in foster care or with other family members). For these groups, a longitudinal analysis that looks at the same students over time may be beneficial to determine if this pattern only exists due to the specific dataset used for this report or if the trends are real phenomena that occur as student’s progress through school.

When examining Disparity Indices for credit accumulation of Grade 9 students, those students who self-identified as Indigenous (First Nations, Metis, & Inuit) were 3.68 times, Black (single race) were 2.50 times, Black (multiple race) were 2.22 times, and Latino/Latina/Latinx were (single race) 2.16 times less likely to have accumulated at least 8 credits by the end of their first year in high school. Based on gender identity, disparities for Grade 9 students who self-identified as Two-Spirit were 3.72 times, Gender Nonconforming were 2.68 times, and Transgender were 2.01 times less likely to have accumulated at least 8 credits at the end of year one in high school. Grade 9 students

who did not indicate their sexual orientation (No Sexual Orientation Selection) received a Disparity Index of 2.06. Grade 9 students with special education needs (excluding gifted) received a disparity index of 4.00. Also, Grade 9 students who had lived in Canada for 0 to 3 years received a disparity index of 2.32, while students in Canada on a student visa received a disparity index of 2.79 and those with other visas received a disparity index of 2.08. Regarding parent/guardian education data, students who indicated the highest level of education completed by their parents/guardians was Elementary School were 3.61, Apprenticeship were 3.29, No Formal Education were 2.92, and High School were 2.59. This finding indicates that students in these categories have low proportion of students who have accumulated at least 8 credits at the end of first year in high school compared with their peers. Grade 9 students who indicated living with neither parent (e.g., foster care or other family) received a disparity index of 4.52, while those living with one parent received a disparity index of 2.18. Based on parent/guardian work status, students who indicated two parents/guardians that were not employed were 2.40 have low proportion of students considered on pace with that rate being 2.29 for students indicating a Single Parent/Guardian Not Employed and 2.04 for those indicating a Single Parent/Guardian Employed.

When examining Disparity Indices for credit accumulation of Grade 12 students, those who self-identified as Indigenous (First Nations, Metis, & Inuit) were 2.11, Middle Eastern (single race) were 1.84, No Race Selected were 1.80, Latino/Latina/Latinx (single race) were 1.79 and Black (single race) were 1.50. This result show that these students have low proportion of students who have not accumulated at least 30 credits by the end of 4 years of high school. Based on gender identity, Grade 12 students who self-identified as Non-Binary were 3.91 have low proportion of students considered on pace. Students who self-identified as Gender Fluid had disparity index of 2.34, Transgender had disparity index of 1.75, and Man/Boy had disparity index of 1.53. Notable disparity indices for Grade 12 students by sexual orientation include: 1.86 for students who self-identified as Gay, 1.79 for Lesbian, 1.53 for Pansexual, and 1.64 for students who did not indicate their sexual orientation (No Sexual Orientation Selection). Grade 12 students identified with special needs (excluding Gifted) and Multilingual Language Learners had disparity index of 1.77 and 3.25 respectively. This finding indicated that low proportion of students in these two categories are considered on pace to earn an OSSD within four years. Notable disparity indices based on students' time living in Canada and status in Canada include: 4.80 for students living in Canada for 0 to 3 years, 4.30 for students with Refugee status, 2.80 for students on a Student Visa, 2.04 for students on another Visa, 1.88 for students who were Permanent Residents. Grade 12 students who indicated that the highest level of education their parents/guardians attained was High School received a disparity index of 1.69, those indicating No Formal Education received a disparity index of 1.55, and those indicating Elementary School received a disparity index of 1.50. Grade 12 students who indicated living with neither parent (e.g., in foster care or with other family) received a disparity index of 4.01, while those who indicated living with one parent received a disparity index of 1.74. Based on parent/guardian work status, Grade 12 students indicating a Single Parent/Guardian Not Employed had disparity index of 2.39. This show that low proportion of students in this group have accumulated 30 or more credits by the end of their fourth year of high school. Students indicating two unemployed parents/guardians (Both Parents/Guardians Not Employed) had disparity index of 2.30 and those indicating a single employed parent/guardian (Single Parent/Guardian Employed) had disparity index of 2.00. These group of students have low proportion of students who have accumulated 30 or more credits by the end of their fourth year of high school.

## E: 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 outcomes on the Grade 9 EQAO Assessments of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) as well as in the rate of credit accumulation 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 most 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), 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, they 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 participating students who self-identified as Black (single race) had a disparity index of 3.10 and students who self-identified as Black (multiple race) had a disparity index of 2.17. This clearly demonstrate that high proportion of students in this group are assessed below provincial standard on the EQAO Grade 9 Academic Mathematics Assessment; students who self-identified as Black (single race) had low proportion of students assessed as successful on the Ontario Secondary School Literacy Test with a disparity index of 3.43; participating students who self-identified as Black (single race) had a disparity index of 2.50 and students who self-identified as Black (multiple race) had a disparity index of 2.22. This finding indicates that low proportion of students in these groups to have receive at least 8 credits at the end of their first year in high school; and students who self-identified as Black (single race) had a disparity index of 1.50 also show that low proportion of students in this group have earned at least 30 credits at the end of 4 years in high school. The disparity in 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 participating Indigenous students were 1.54 times more likely to be assessed below provincial standard on the EQAO Grade 9 Academic Mathematics Assessment; 1.54 times more likely to be assessed below provincial standard on the EQAO Grade 9 Applied Mathematics Assessment; 2.07 times less likely to be assessed as successful on the Ontario Secondary School Literacy Test; 3.68 times less likely to have received at least 8 credits at the end of their first year in high school; and 2.11 times less likely to have received at least 30 credits at the end of 4 years in high school. 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 students (Miller, 2017).

A third identity category to highlight is special education needs (excluding Gifted). Participating students with special education needs (excluding Gifted) were 2.73 times more likely to be assessed below provincial standard on the EQAO Grade 9 Academic Mathematics Assessment; 1.40 times more likely to be assessed below provincial standard on the EQAO Grade 9 Applied Mathematics Assessment; 5.81 times less likely to be assessed as successful on the Ontario Secondary School

Literacy Test; 4.00 times less likely to have received at least 8 credits at the end of their first year in high school; and 1.77 times less likely to have received at least 30 credits at the end of 4 years in high school. 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 at least three years behind students not identified with special education needs (excluding Gifted) (Gilmour, 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, Albus, & Lazarus, 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). Students who self-identified as Queer were 2.38 times and students who did not state their sexual orientation were 2.34 times less likely to be assessed as successful on the Ontario Secondary School Literacy Test. Based on credit accumulation, disparity indices over 1.50 are noted for: Grade 9 students who did not state their sexual orientation, disparity index 2.06; Grade 10 students who identified as Gay, disparity index 2.07; Grade 10 students who did not state their sexual orientation, disparity index 1.94; Grade 11 students who self-identified as Bisexual, disparity index 1.74; Grade 11 students who did not share their sexual orientation, disparity index 2.07; and Grade 12 students who self-identified as Gay, disparity index 1.86. 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 self-identified 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 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 students who identified as LGBTQ felt a sense of belonging in school, supported, and were not bullied, their learning outcomes were similar to or higher than 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 and 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 fully 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, Cleave, Tagak, & Beddard, 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 and 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](mailto:research.services@yrdsb.ca) with your feedback.



## **G: 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.

**Paternalism:** refers to "thinking or behaviour by people in authority that results in them making decisions for other people that, although they may be to those people's advantage, prevent them from taking responsibility for their own lives" (dictionary.combridge.org, 2021).

**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 what is 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:** Streaming 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 programming 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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