2019 Student Census
Student Achievement

Executive Summary

In accordance with Ontario's Equity Action plan data from Grand Erie's 2018 ***Count Us In!*** student census was linked to various achievement outcomes including EQAO assessments (Grades 6, 9 and OSSLT), Grades 7 and 8 report card marks and Grades 9 and 10 credit accumulation. Students who identify as black and indigenous as well as students in a lower socio-economic situations consistently had lower achievement levels regardless of grade of the students or measure of academic achievement. Students who identified as South Asian or East-Southeast Asian and students from higher socio-economic situations tended to have higher achievement. Grand Erie students from the LGBTQ+ community had lower overall academic achievement however not all results were statistically significant.

Background

Ontario's Education Equity Action Plan is the province's road map to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. A critical step to ensuring equity and addressing systemic barriers is to gain a clearer understanding of who our students are and of their school experience.

Using data from the student census, this report will focus on students' school achievement and examine the different factors related to student outcomes on a variety of measures.

Methodology

The data from the 2019 Count Us In student census was linked to different outcomes across several grades. These include Grade 6 results on the Education Quality and Accountability Office (EQAO) assessments of Reading, Writing and Mathematics, students' average marks in Grades 7 and 8, results from the Grade 9 EQAO assessments of Applied and Academic Mathematics, Ontario Secondary School Literacy Test (OSSLT) and Grades 9 and 10 credit accumulation.

How to read the charts

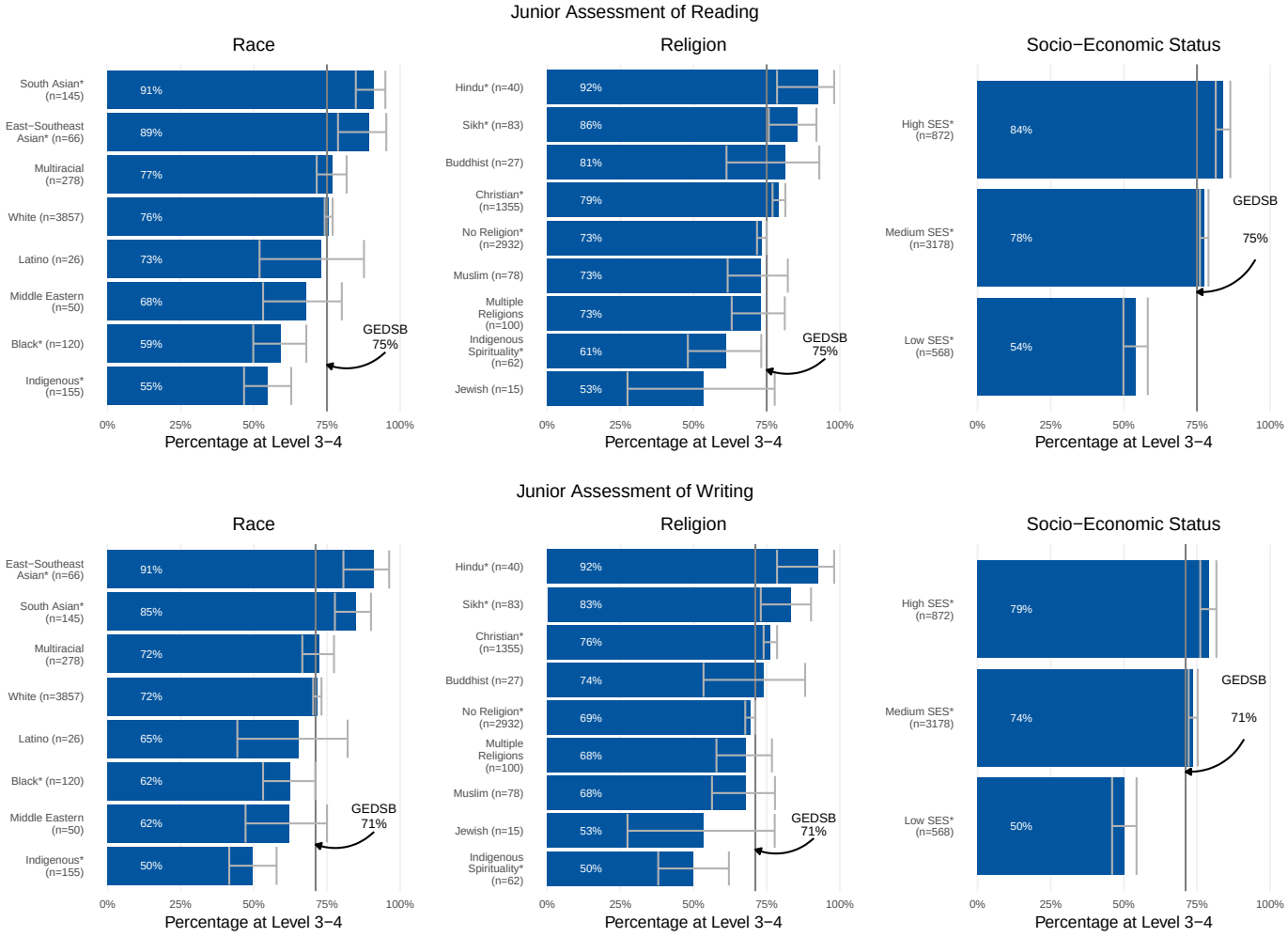
The blue bars represents the percentage of students for each identity from the student census that met the academic criteria, i.e. Provincial Standard (EQAO), Grade Point Average (report card marks) or credits achieved (credit accumulation). The horizontal grey line is the average score for all students on that metric. The black horizontal lines show the confidence interval for that group -

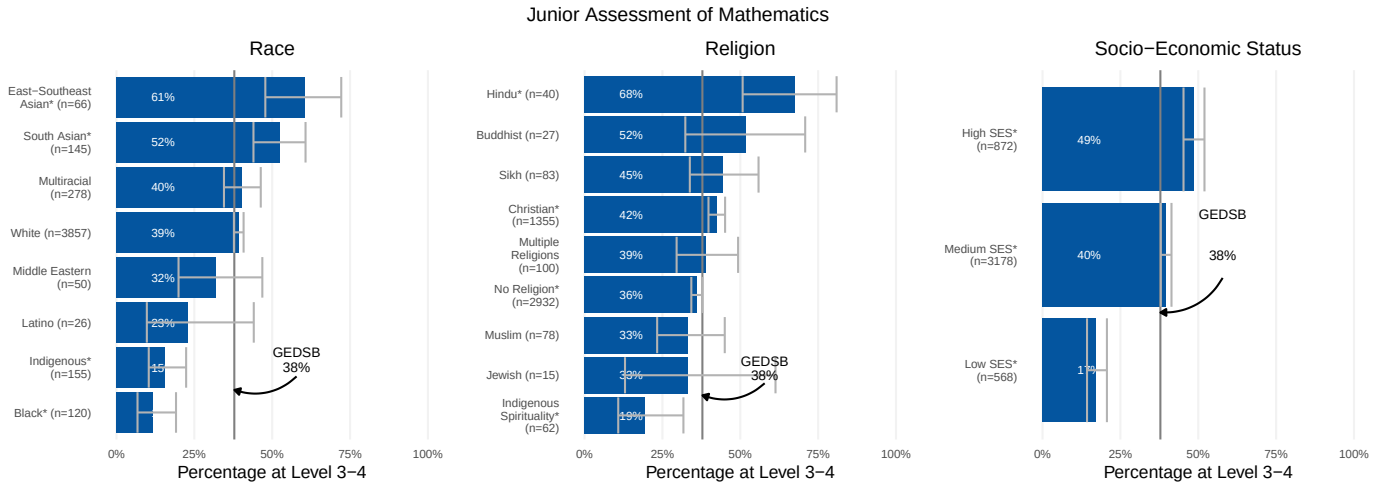
this is the same concept we see in polling results where, for example, the result is plus/minus a certain percentage 19 times out of 20. For some results, the error bar is very small, indicating more responses. Other groups have a much larger bar showing that, since we didn't get a lot of responses, there is a possibility that the results could be much higher or lower if more people participated. A particular group is considered to have a statistically significantly score from the average where the vertical black lines fall outside of the horizontal grey line representing the overall average score. Groups that statistically different from the average score are noted with an asterisk *.

Results

Grade 6 EQAO

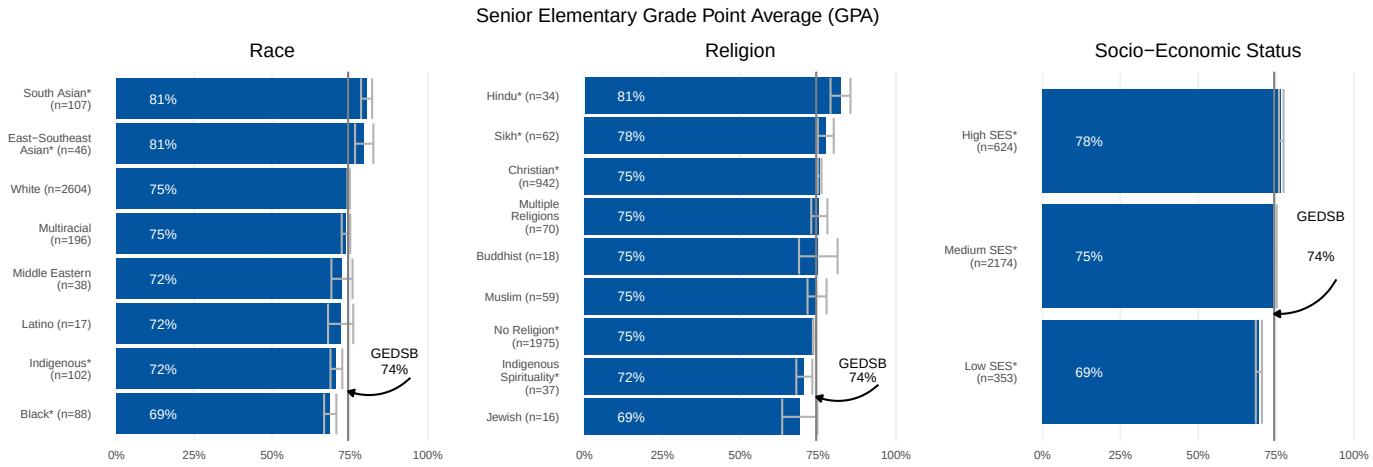
Three years of Grade 6 EQAO data (2017, 2018 and 2019) was linked to the student census data. Of the initial 5441 students from the EQAO file 4839 students were matched with their census reponses.





Grades 7 and 8 Report Card

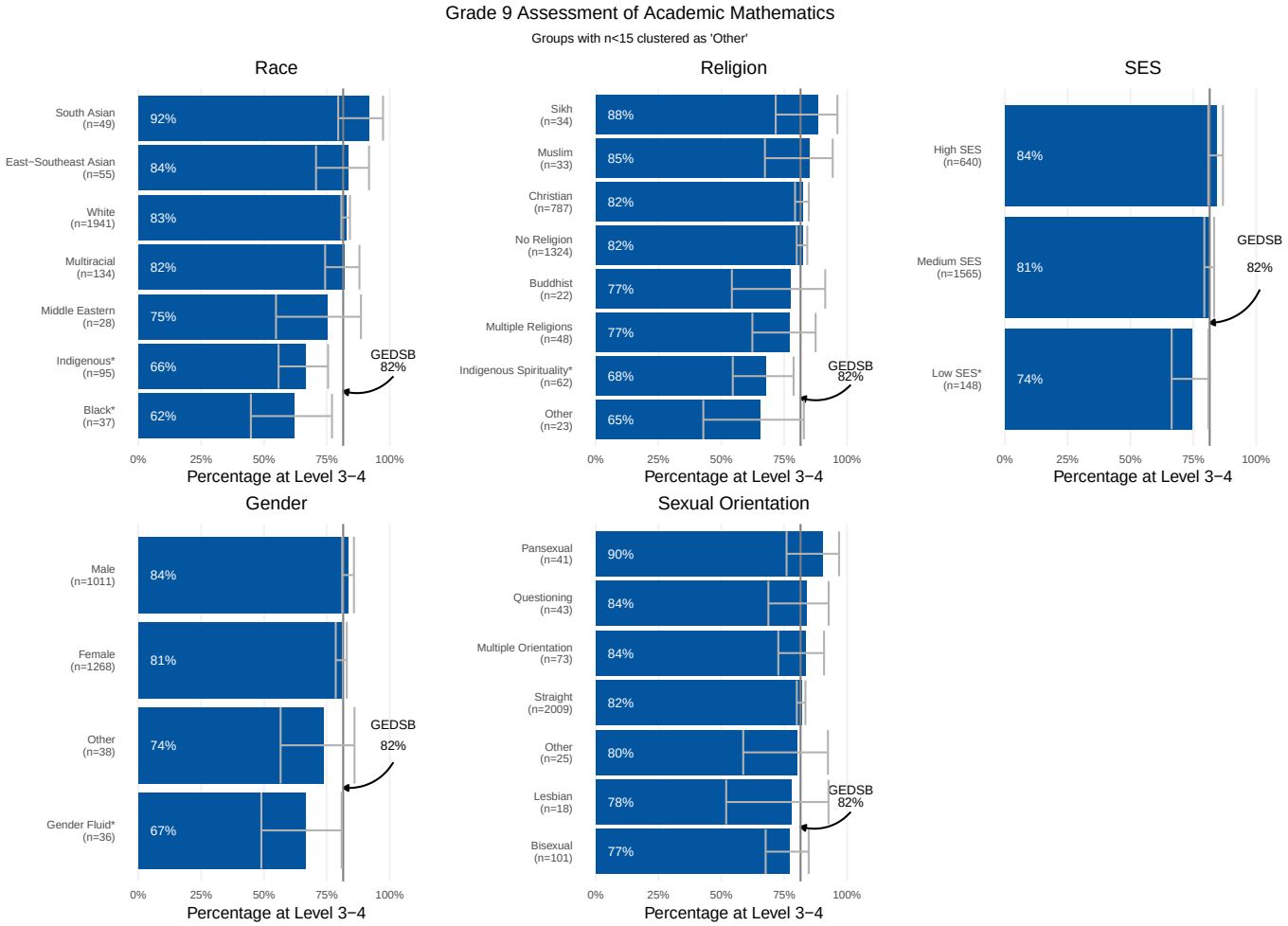
Students in Grades 7 and 8 during the 2018-2019 school year were linked to the student census. Of the 3643 students, 3317 were matched to their student census responses. Using students' final report card marks a Grade Point Average (GPA) was calculated using Reading, Writing, Mathematics (all five strands), Science and Technology, History and Geography.



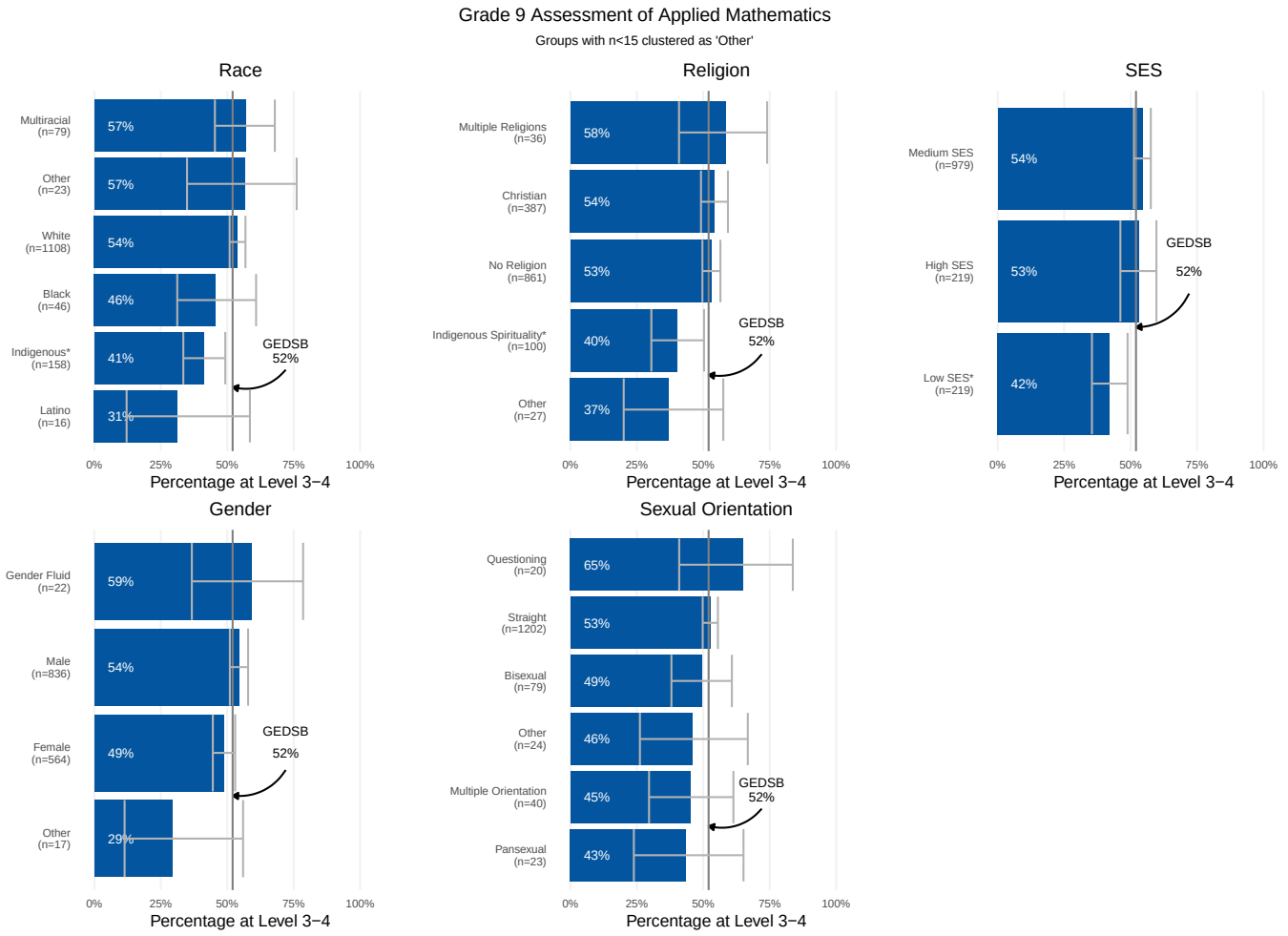
Grade 9 EQAO Assessment of Mathematics

Three years of Grade 9 EQAO data (2017, 2018 and 2019) was linked to the student census data. The initial data files had 2021 students that wrote the Applied assessment and 2855 students that wrote the Academic assessment. When matched with the student census the final Applied data set contained 1463 students while the final Academic data set contained 2396 students.

Academic

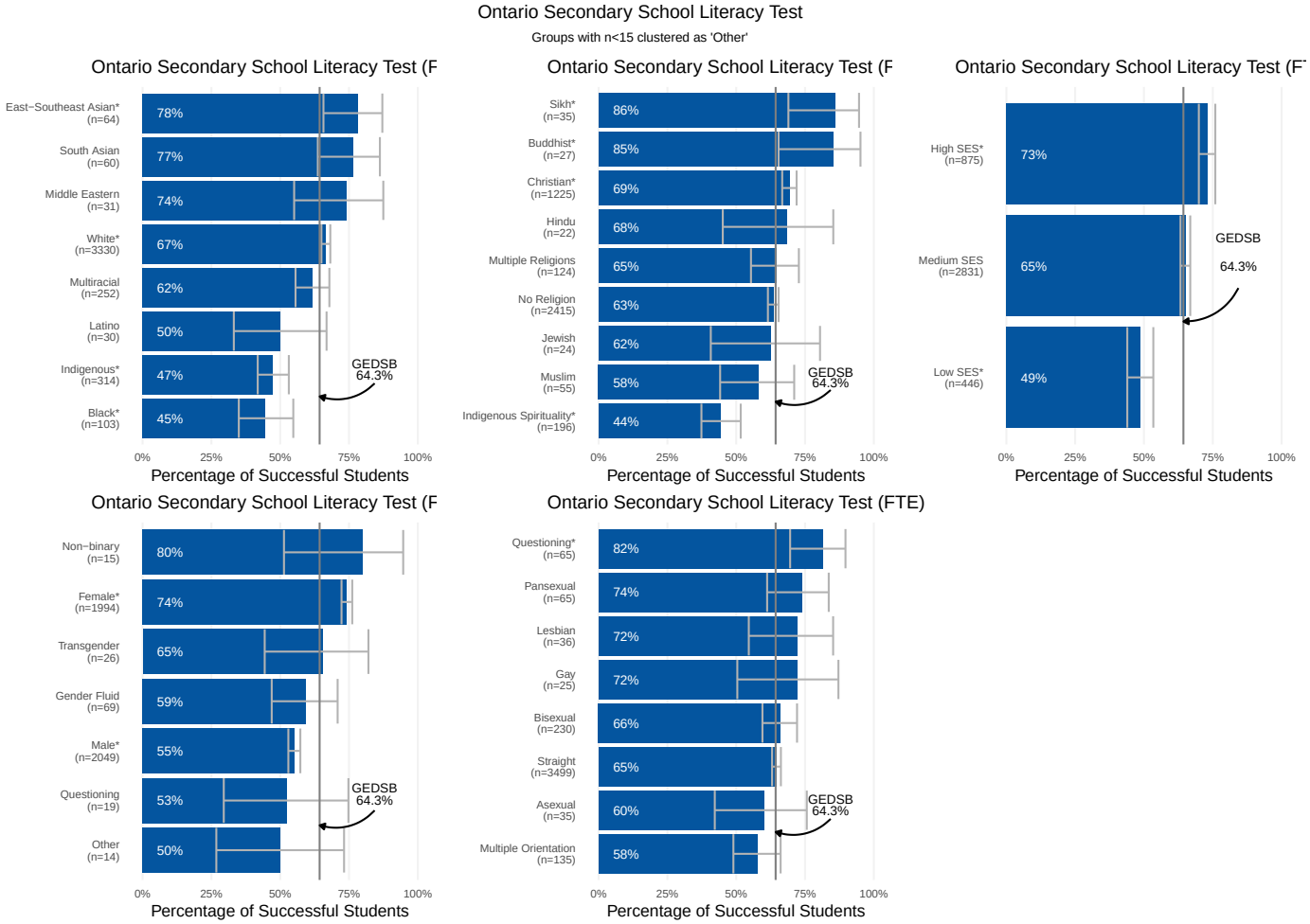

Grade 9 Assessment of Academic Mathematics
Groups with n<15 clustered as 'Other'
Race
South Asian (n=49)
92%
East−Southeast Asian (n=55)
84%
White (n=1941)
83%
Multiracial (n=134)
82%
Middle Eastern (n=28)
75%
Indigenous* (n=95)
66%
Black* (n=37)
62%
GEDSB 82%
0%
25%
50%
75%
100%
Percentage at Level 3−4
Religion
Sikh (n=34)
88%
Muslim (n=33)
85%
Christian (n=787)
82%
No Religion (n=1324)
82%
Buddhist (n=22)
77%
Multiple Religions (n=48)
77%
Indigenous Spirituality* (n=62)
68%
Other (n=23)
65%
GEDSB 82%
Percentage at Level 3−4
SES
High SES (n=640)
84%
Medium SES (n=1565)
81%
Low SES* (n=148)
74%
GEDSB 82%
Percentage at Level 3−4
Gender
Male (n=1011)
84%
Female (n=1268)
81%
Other (n=38)
74%
Gender Fluid* (n=36)
67%
GEDSB 82%
Percentage at Level 3−4
Sexual Orientation
Pansexual (n=41)
90%
Questioning (n=43)
84%
Multiple Orientation (n=73)
84%
Straight (n=2009)
82%
Other (n=25)
80%
Lesbian (n=18)
78%
Bisexual (n=101)
77%
GEDSB 82%
Percentage at Level 3−4

Applied


Grade 9 Assessment of Applied Mathematics
Groups with n<15 clustered as 'Other'
Race
Multiracial (n=79)
57%
Other (n=23)
57%
White (n=1108)
54%
Black (n=46)
46%
Indigenous* (n=158)
41%
Latino (n=16)
31%
GEDSB 52%
0% 25% 50% 75% 100%
Percentage at Level 3−4
Religion
Multiple Religions (n=36)
58%
Christian (n=387)
54%
No Religion (n=861)
53%
Indigenous Spirituality* (n=100)
40%
Other (n=27)
37%
GEDSB 52%
0% 25% 50% 75% 100%
Percentage at Level 3−4
SES
Medium SES (n=979)
54%
High SES (n=219)
53%
Low SES* (n=219)
42%
GEDSB 52%
0% 25% 50% 75% 100%
Percentage at Level 3−4
Gender
Gender Fluid (n=22)
59%
Male (n=836)
54%
Female (n=564)
49%
Other (n=17)
29%
GEDSB 52%
0% 25% 50% 75% 100%
Percentage at Level 3−4
Sexual Orientation
Questioning (n=20)
65%
Straight (n=1202)
53%
Bisexual (n=79)
49%
Other (n=24)
46%
Multiple Orientation (n=40)
45%
Pansexual (n=23)
43%
GEDSB 52%
0% 25% 50% 75% 100%
Percentage at Level 3−4

Ontario Secondary School Literacy Test (OSSLT)

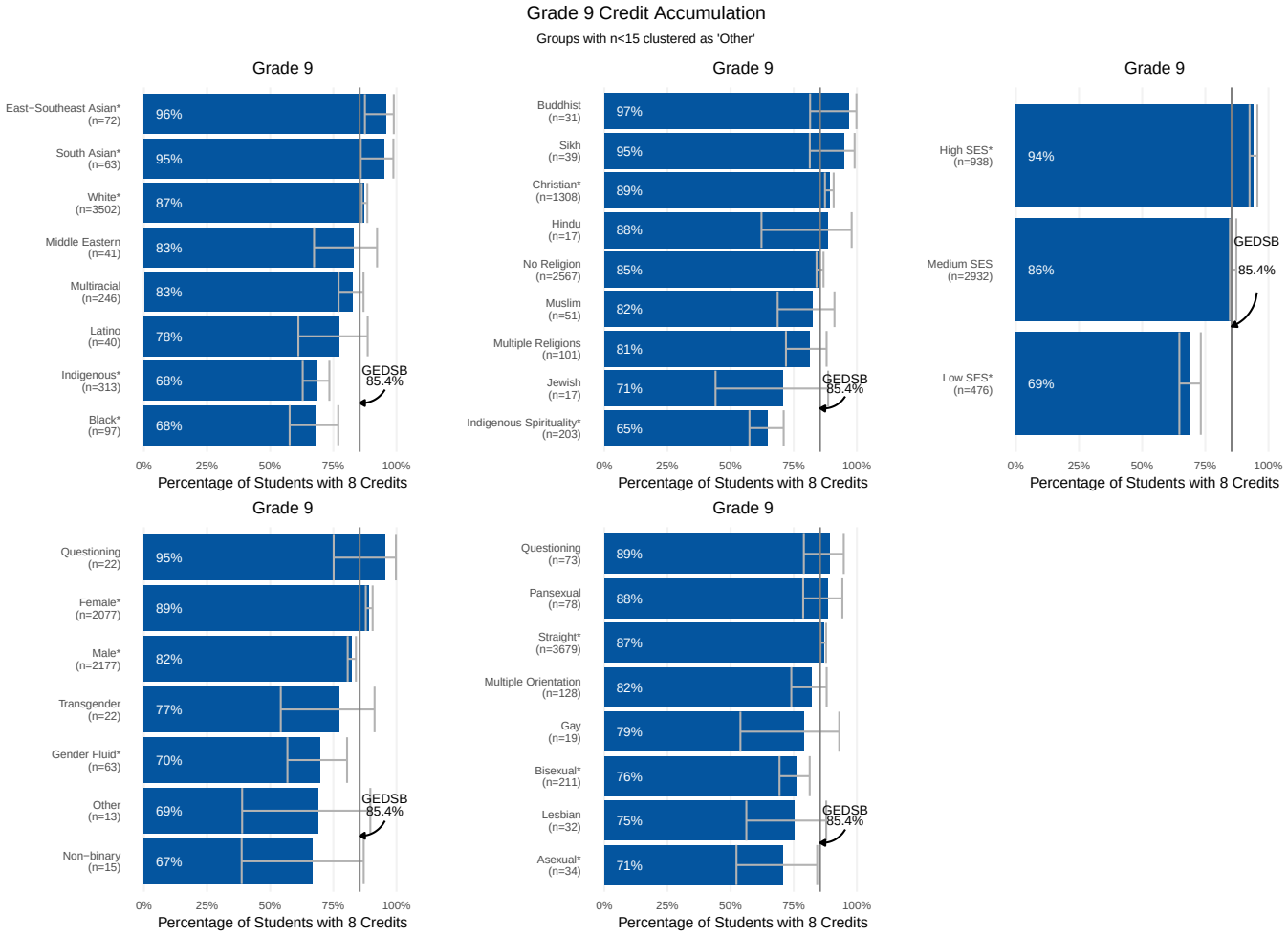
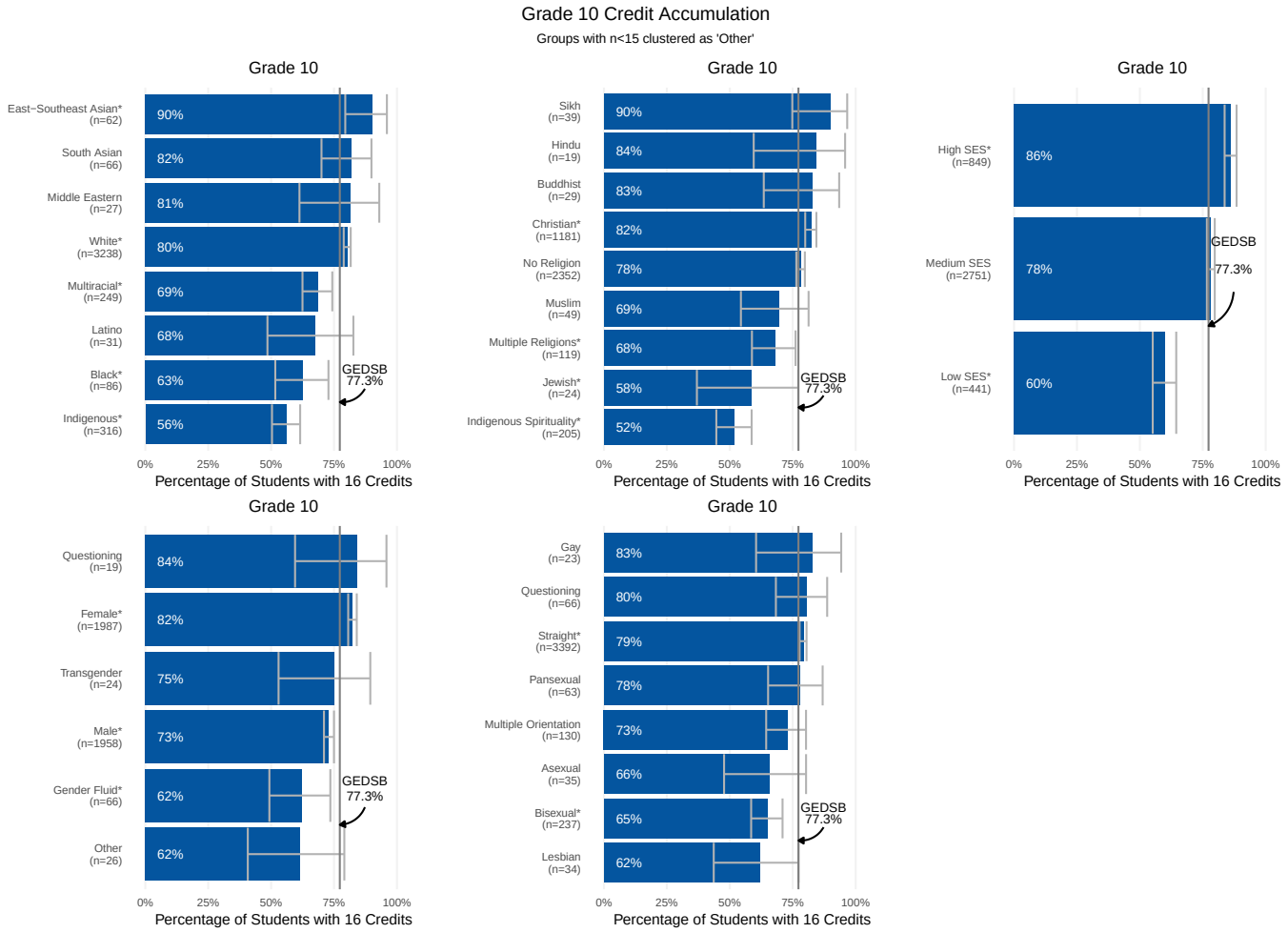
Three years of First-Time Eligible OSSLT (2017, 2018 and 2019) data was linked to the student census data. The initial data files had 6446 students. When matched with the student census the final data set contained 4269 students.



Credit Accumulation

Three years of Credit Accumulation (2017, 2018, 2019) was linked to the student census data. Analyses was completed for both students in Grade 9 (percentage of students who achieved 8 credits by the end of the year) and Grade 10 (percentage of students who achieved 16 credits by the end of the year). When matched with the census data there were 4467 Grade 9 students and 4152 Grade 10 students.

Grade 9 (8 or more credits)



Grade 10 (16 or more credits)