

STUDENT ACHIEVEMENT

Student Achievement Disproportionality Analysis

June 2023
Research and Development Services

<u>Introduction.....</u>	<u>2</u>
Elementary Disproportionalities	
<u>English.....</u>	<u>4</u>
<u>Grade 3 English and EQAO.....</u>	<u>5</u>
<u>Grade 6 English and EQAO.....</u>	<u>6</u>
<u>Math.....</u>	<u>7</u>
<u>Grade 3 Math and EQAO.....</u>	<u>8</u>
<u>Grade 6 Math and EQAO.....</u>	<u>9</u>
Secondary Disproportionalities	
<u>English.....</u>	<u>10</u>
<u>Grade 10 English and OSSLT</u>	<u>11</u>
<u>Math.....</u>	<u>12</u>
<u>Grade 9 Math.....</u>	<u>13</u>

Background

HCDSB's Student Census is part of an effort to create and promote a more equitable and inclusive learning environment, where all students can achieve, believe, and belong. As such, it was developed with guidance from the Ministry of Education's Education Equity Secretariat and in line with the [Anti-Racism Data Standards](#) (ARDS) established by the [Anti-Racism Act, 2017](#). The Student Census data is intended to enable HCDSB to help every student in our board achieve justice, as noted in our Catholic social teaching, by allowing us to verify, measure, address, and monitor systemic disparities that may be impacting student achievement and well-being.

This report follows the March, 2023 [Student Census 2022: Results Report](#), which summarized the demographic breakdown of the HCDSB student population as well as analyzed differences in perception about school experience based on demographic data. In the current report, we used the census data collected to examine disproportionalities of student achievement outcome; this approach is in line with the [ARDS](#) and is to be used to better understand system inequities.

Analyses

anfn

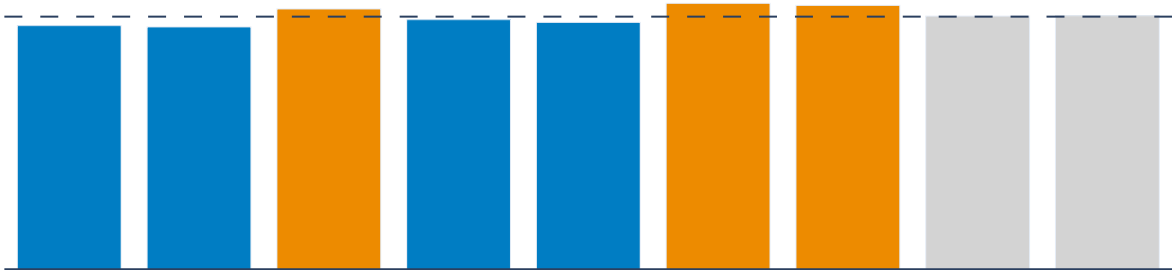
The student achievement outcome measures used in this report include 1) 2021-22 report card marks, and 2) 2021-22 EQAO assessment results. These measures were chosen after examination of best practices for school boards across Ontario and from consultation with students and staff at HCDSB (see our previous report for more details on these consultations). As well, initial analyses have been presented to relevant community groups. The qualitative data collected in these consultations informed the subsequent final analyses seen here.

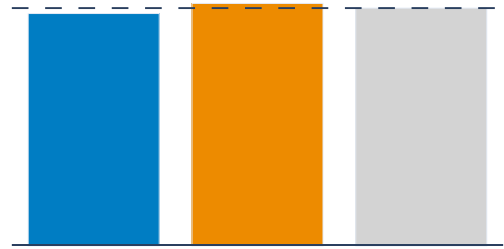
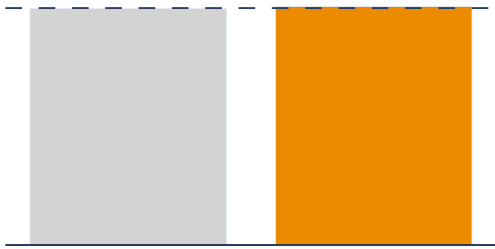
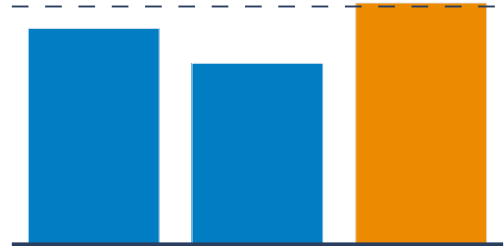
Outcome Measures

Report Card Grades. The 2021-2022 final term report card grades were one data set used in this analysis. For the [F807 \(r\)009 \(2\)002](#)

Understanding this Report

In this report, bar charts are presented to show the disproportionality index between the percentage of students who responded to the Student Census that are in the given category and the percentage that are achieving provincial standards (i.e., to show disproportionality of achievement in Math and English for our HCDSB students based on Student Census data). Individual groups are shown only when there are counts of above 15. This is in line with data suppression rules set by the ARDS. Counts for each category are presented in [Appendix](#)





Grade 3 Math

The following charts show the disproportionality of meeting or exceeding provincial standards for Grade 3 math marks and are greater in EQAO results, where Other Christians have a positive disproportionality of 1.23. Grade 3 EQAO math results during the 2021-22 school year.

- There are similar patterns of disproportionalities across math achievement measurements for **Gender Identity** (where



Secondary English Marks (Grade 9-12)

The following charts show disproportionality of meeting or exceeding provincial standards for combined English report card mark(ark(.7 (a)9.4 (r)5.9 (y)10.2 ()31.1 (E)3960o)-19.6 (r)-2 (t)Jr)11.1 (o28 m)-6.4 (argw -49.913 (r)5.9)-19.0 0 11.56ity

Grade 10 English and Literacy Results

The following

Secondary Findings

