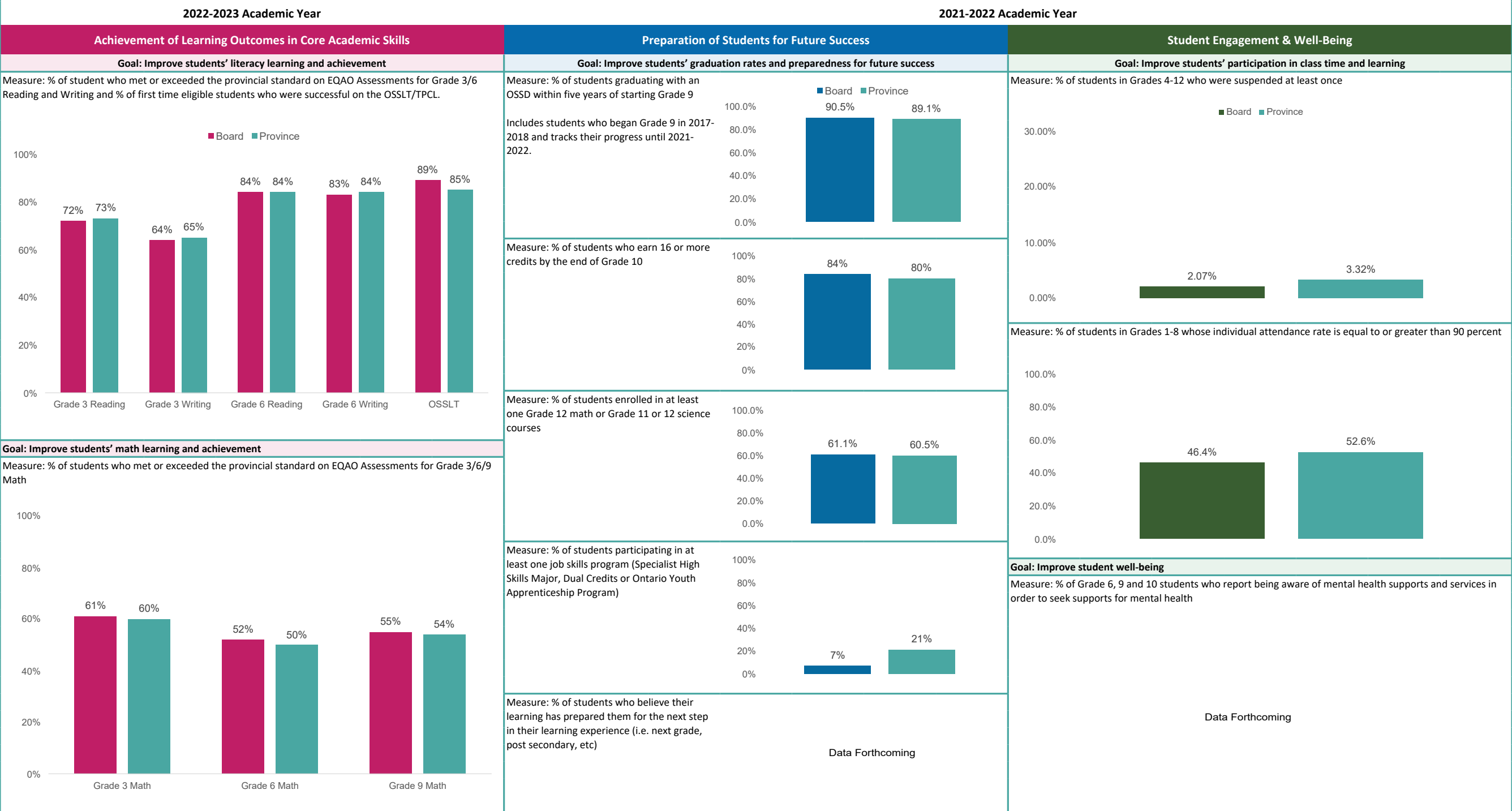


# Student Achievement Plan: Ottawa-Carleton DSB



Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022, and the Education Quality and Accountability Office (EQAO), 2022-2023.

## Student Achievement Plan: Ottawa-Carleton DSB

Provincial Priorities		Measures & Results			How Our School Board Performs	Actions our School Board will take to Improve
Goal(s)	How this is Measured	School Board Performance	Provincial Performance	Additional School Board Measures	How Our School Board Performs	Actions our School Board will take to Improve
<b>Achievement of Learning Outcomes in Core Academic Skills, 2022-2023</b>						
Goal: Improve students' literacy learning and achievement	% of students who meet or exceed the provincial standard on:	Grade 3 EQAO Reading	72%	73%	Results are largely on par with the province. The percentage of students who met standard or exceeded provincial standard is in 1% of the provincial scores.	We are continuing to build educator and principal capacity in using screeners and evidence-based diagnostic tools to inform instruction and assessments. Additionally, we are focusing on strengthening foundational skills from K-2. Professional development is ongoing to strengthen the connection between high impact instructional strategies and curricular expectations. Additionally, specific attention has been given to learning more about and how to improve our implementation of various online resources, increasing our ability to monitor and respond to learning needs in a more timely manner.
		Grade 3 EQAO Writing	64%	65%		
		Grade 6 EQAO Reading	84%	84%		
		Grade 6 EQAO Writing	83%	84%		
		% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	89%	85%		
Goal: Improve students' math learning and achievement	% of students who meet or exceed the provincial standard on:	Grade 3 EQAO Math	61%	60%	Results are on par with or slightly better than the province.	
		Grade 6 EQAO Math	52%	50%		
		Grade 9 EQAO Math	55%	54%		
		<b>Preparation of Students for Future Success, 2021-2022</b>				
Goal: Improve students' graduation rates and preparedness for future success	% of students who earn 16 or more credits by the end of Grade 10	84%	80%	Demonstrates improvement over the previous years credite accumulation	In addition to the grade 10 credit analysis, our district monitors the number of credits earned by the end of semester 1 and semester 2 in grade 9, providing for earlier interventions. Additional work to support this pillar of the SAP include intentional, focused support in OYAP and SHSM. We are building educator capacity in undersanding and applying student voice and agency in the creation of meaningful learning experiences that connect the students lived experiences with their learning and their pathway goals. Further, we are co-facilitating educator, parent, and student awareness and participation in experiential learning options representing diversified experiences. Additionally, we are continuing to build capacity with strategies that support grade 8-9 transitions that prioritize the connection between course and pathway goals.	
		% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	7%			21%
		% of students graduating with an OSSD within five years of starting Grade 9	90.5%			89.1%
		% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	61.1%			60.5%
		% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	Forthcoming			Forthcoming
<b>Student Engagement &amp; Well-Being, 2021-2022</b>						
Goal: Improve students' participation in class time and learning	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	46.4%	52.6%	Actions to support this pillar of the SAP include implementing the grade 7 and 8 Ministry developed mental health curriculum, expanding educator capacity in implementing resources and strategies that create mentally healthy, culturally responsive, and identity-affirming classroom environments. Additionally, our district is furthering the implementation of restorative practices, buiding awareness regarding OCDSB and community based mental health supports and resources, and increasing community partnerships to strenthen a coherenet system of care for chid and youth mental health.		
		% of students in Grades 4-12 who were suspended at least once	2.07%		3.32%	
Goal: Improve student well-being	% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	Forthcoming			

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