

On Track To Success: 2023-2024 End-Of-Year Data Report

C2C MILESTONE 4: Graduating High School

The OTTS program supports students in graduating high school and pursuing post-secondary education (college, university, or trade) by addressing barriers to their success through tutoring, mentoring, and various forms of support.

OTTS has seen significant achievements in the 2023-2024 academic year, including improved student retention, academic performance, and engagement in socio-emotional learning activities. This report highlights key statistics, program strengths, and areas for improvement, offering actionable recommendations to enhance the program's impact.

Key Statistics

- **Student Support:** This year, the OTTS program supported 179 students across West Windsor, Downtown Windsor, and Leamington, a significant **29% increase** from the previous year. This expansion demonstrates the program's growing reach and impact.
- **Ujima Program Enrollment:** The Ujima Program saw a **13% increase** in enrollment, with 27 students participating this year.
- **Retention Rate:** The program's retention rate improved significantly, reaching 95.7% (171 out of 179 students), up from 90.5% last year. This **5.2% increase** indicates a strong commitment to student engagement and retention.
 - **Withdrawals:** The number of withdrawals saw a notable decline, with only 8 students leaving or being removed from the program, compared to 18 the previous year. This reduction highlights the program's success in maintaining student participation and addressing challenges that may lead to dropouts.
- **Graduation Rate:** 93% (54 out of 58) of OTTS students graduated from high school this year, a **3% increase** from the previous year's 90% graduation rate. This achievement surpasses the Pathways to Potential program's average graduation rate of 76% across its communities¹. It also exceeds the provincial 4-year and 5-year graduation rates of 83.9% and 89.1%, respectively.² This success underscores the program's effectiveness in guiding students to reach this critical milestone.
- **Post-Secondary Transition:** A notable 90.7% (49 out of 54) of OTTS graduates plan to transition to post-secondary education in Fall 2024. This represents a **significant improvement** from the previous year, where 76% of OTTS graduates pursued post-secondary education. Additionally, this figure is considerably higher than the 69% transition rate observed in the Pathways to Potential.¹ However, this number is based on confirmed acceptances and plans to attend, and the actual enrollment figures may change in September as students finalize their decisions.

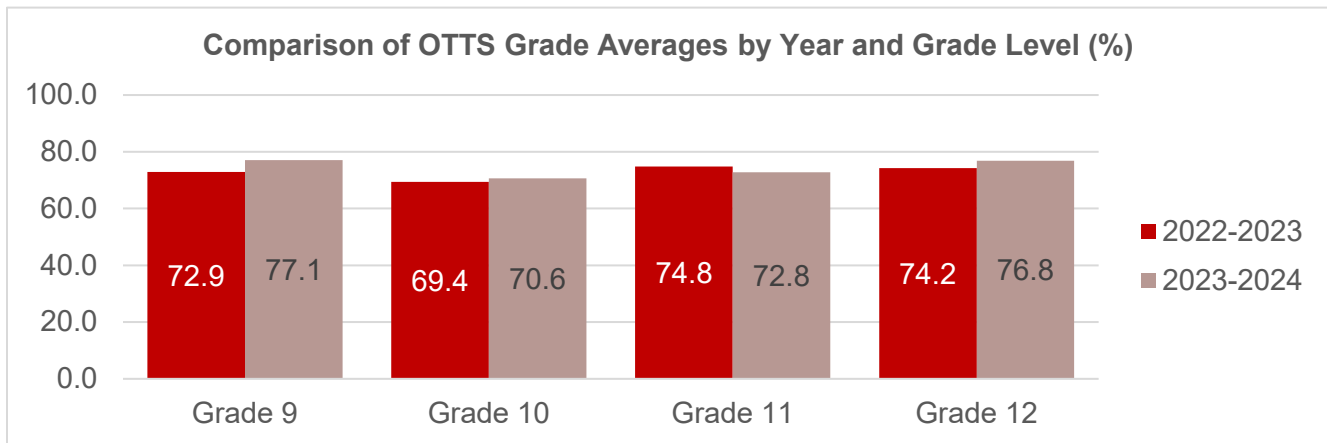
Academics

Based on report card data received from the school boards, the comparison of average grades from the 2022-2023 to 2023-2024 school years shows an overall improvement in academic performance, with the average grade increasing from 72.6% to 74.3%.

¹ During the 2020-2021 school year

² As of August 31, 2022

- **Grade 9:** Improved from 72.9% to 77.1% (+4.2 points)
- **Grade 10:** Improved from 69.4% to 70.6% (+1.2 points)
- **Grade 11:** Decreased from 74.8% to 72.8% (-2 points)
- **Grade 12:** Improved from 74.2% to 76.8% (+2.6 points)



According to the Ontario Ministry of Education, a percentage mark between 70% and 79% indicates that students have demonstrated the required knowledge and skills with considerable effectiveness, meeting the provincial standard. This means that OTTS students across grades are generally **on track**.

However, it is common to see different average marks in different courses or subjects. For example, averages in a physics or math course might trend lower than averages in a media arts or creative writing course. To account for this variation and provide a standardized comparison, we used the "Difference from Course Median" metric. This metric involves comparing each individual mark to the course median (individual mark minus course median) and then averaging these differences.

The "Difference from Course Median" serves as a benchmark for assessing OTTS students' performance relative to their peers, including both OTTS and non-OTTS students. This metric helps track trends in academic achievement over time, identify specific areas for improvement, and evaluate the effectiveness of the OTTS program and other educational interventions. By monitoring these differences, we can better understand the impact of our initiatives on student performance and make informed decisions to support continued academic growth.

Difference from Course Median by Year and Grade

Grade	2022-2023	2023-2024	Change
Grade 9	-2.1%	+1.6%	3.7%
Grade 10	-4.9%	-3.5%	1.4%
Grade 11	-0.1%	-3.2%	-3.1%
Grade 12	-1.7%	+0.6%	2.3%
AVERAGE	-2.4%	-1.2%	1.20%

Interpretation: Positive values represent marks above the course median, indicating students are generally performing in the top half academically. Negative values indicate marks below the median, suggesting students are in the lower half academically.

- Grades 9, 10, and 12 students showed improvement compared to the previous year, with Grades 9 and 12 performing above the course median.
- Grade 11 students, however, showed a decline, moving from just below the median to a more pronounced negative difference. Grade 11 students may require targeted support to reverse their decline and sustain overall progress.
- **Overall trend:** There was an improvement in the average performance, moving from 2.4% below the course median in 2022-2023 to 1.2% below in 2023-2024.

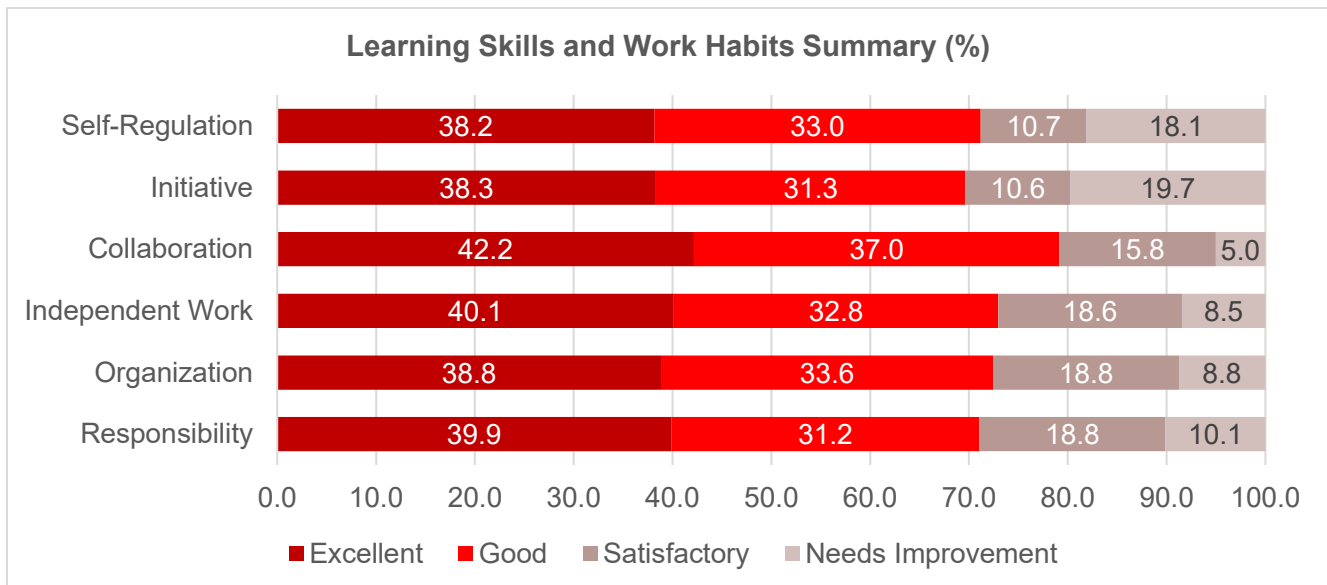
Soft Skills

Learning Skills and Work Habits – Report Card

The report cards include teachers’ ratings of students on six key learning skills and work habits, using a four-point scale from “Needs Improvement” to “Excellent” for each course. The data shows that a significant majority of OTTS students are achieving “Good” or “Excellent” ratings across all categories.

Highlight:
Each category has shown improvement compared to the 2022-2023 school year.

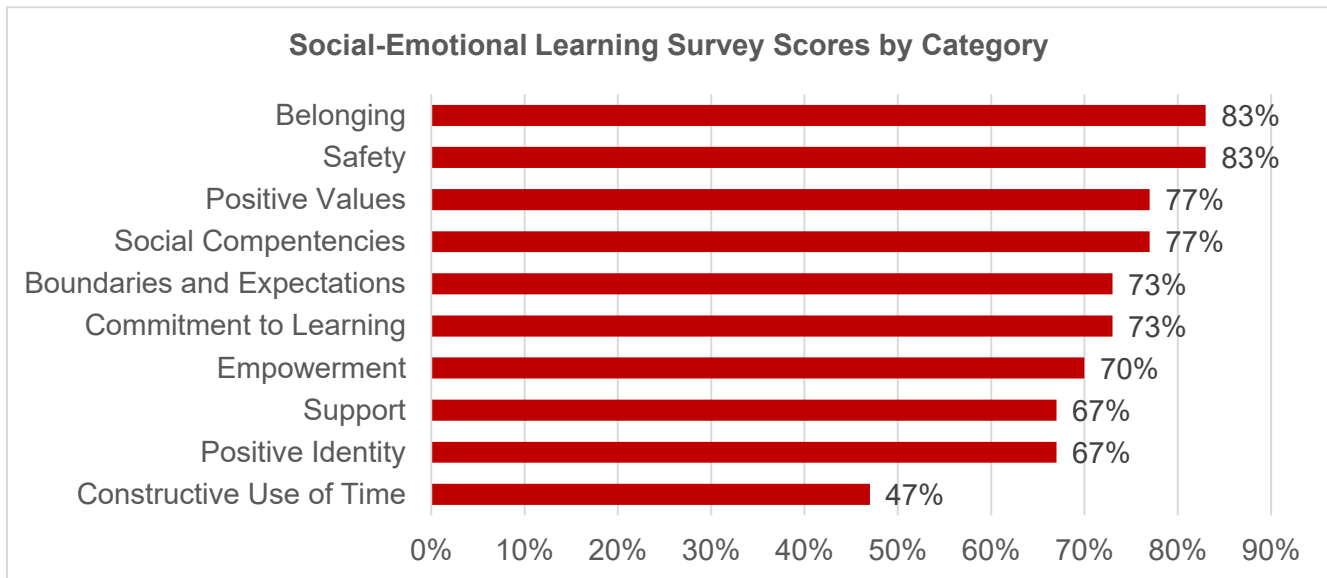
These findings highlight a positive trend in the development of students’ soft skills, with “Collaboration” standing out as a particular strength, as 79.2% of students received high ratings in this area. However, there is still room for growth in areas like “Initiative,” where 69.6% of students received positive ratings, and “Self-Regulation,” with 71.2% achieving these ratings. This suggests a need for targeted programs or strategies to further enhance these skills. While most students are performing well, continued efforts are necessary to ensure that all students develop the essential soft skills for success.



Socio-Emotional Learning Survey

We previously used the Search Institute's Developmental Assets Profile (DAP) survey to assess the strengths and supports available to our students. However, we found that many questions did not align with our specific context, and some important areas were missing. As a result, we have adapted the survey to better suit our needs. As a result, we have adapted the survey to better suit our needs, now administering it at the beginning of Grade 9 and at the end of Grade 12. This pre-post approach is designed to minimize survey fatigue, acknowledging that frequent surveys can be overwhelming for students. We will review this approach next year to determine if more frequent surveys are needed, considering SEL skills take time to develop and benefit from meaningful comparison intervals.

It's important to note that we are not comparing these results to those from previous years, as the questions and rating system have changed from the DAP. While some category names may be similar, the tools and methodologies differ, making direct comparisons invalid. The average score across SEL categories was **72%**.



Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> • Belonging (83%): This category includes feeling confident about one's racial/ethnic identity, comfort interacting with people from diverse backgrounds, and feeling accepted by peers and community members. High scores indicate a strong sense of belonging and acceptance among students. • Safety (83%): This measures feelings of safety at home, school, and in the neighbourhood, suggesting that students generally feel secure in their environments. • Positive Values (77%): This includes rejecting substance use, helping others, and taking responsibility for one's actions. • Social Competencies (77%): This encompasses building friendships, expressing feelings appropriately, and avoiding negative influences. 	<ul style="list-style-type: none"> • Constructive Use of Time (47%): This area had the lowest percentage, indicating significant room for improvement in how students spend their time meaningfully and productively. This category includes participation in religious groups, sports, creative activities, and quality time with family. The low score suggests limited engagement in these activities, highlighting the need for promoting more constructive and enriching uses of time. • Positive Identity (67%): This category focuses on students' self-perception and outlook on life, including their sense of control over their future, self-esteem, and ability to deal with challenges. • Support (67%): This category explores the level of support students feel they receive from various sources, including parents, other supportive adults, and the community. While these support systems are fairly strong, enhancing them can further improve overall well-being.

Program Quality Survey

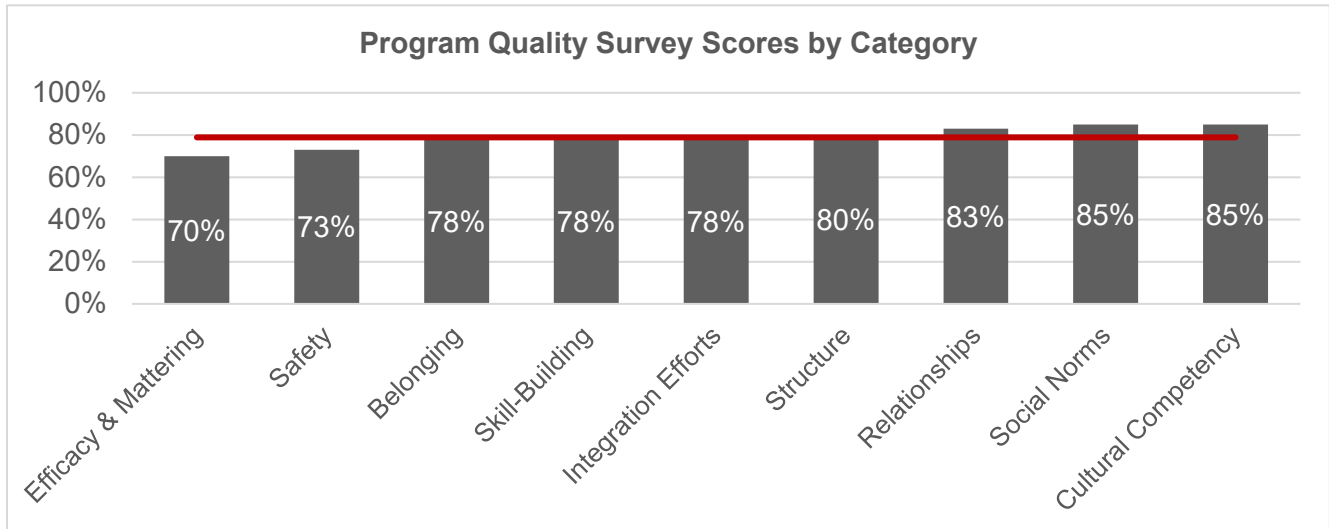
Similar to the changes made with the SEL survey, we have introduced a new program quality survey, replacing the Youth and Program Strengths (YAPS) survey. This new survey was tailored to better assess our program's unique characteristics and goals. All OTTS students completed the survey at the end of the school year, and the feedback gathered will inform program improvements for the upcoming academic year.

Key findings:

- **88%** were satisfied with the support and resources provided by the program.
- **82%** felt proud to be part of the OTTS program.
- **81%** learned about different career options or pathways.
- **79%** felt more prepared for life after high school due to OTTS.
- **77%** said they often learned skills they can use in a future job through the OTTS program.

Summary of Scores Based on Program Elements:

The average score across elements was 79%. Each element comprises multiple questions similar to the ones listed above, helping us identify areas of strength and opportunities for improvement.



Strengths

- **Positive Social Norms & Cultural Competency (85%):** These categories received the highest ratings, indicating the program's effectiveness in promoting positive social behaviours and respect for diverse cultural backgrounds. This is a significant strength, highlighting the program's inclusive nature and success in fostering a respectful environment.
- **Supportive Relationships (83%):** High ratings in this category underscore the strong connections between students and staff, suggesting that the program provides a

Opportunities for Improvement

- **Support for Efficacy and Mattering (70%):** This category received the lowest rating, indicating potential room for improvement. This suggests a need to enhance students' sense of involvement and importance within the program. Increasing opportunities for students to contribute to decision-making and engaging them in activities that align with their interests could help improve this area.
- **Physical and Psychological Safety (73%):** Ensuring all students feel safe—both physically and psychologically—is crucial. Continued efforts to foster a safe and welcoming environment, addressing concerns

supportive atmosphere where students feel valued and understood.

about bullying or exclusion, could enhance this rating.

- **Appropriate Structure (80%):** The program's structure, including well-organized sessions and clear communication, is another strong area. Students appreciate the program's organization and the clarity of session delivery.

Next Steps: Continuous Improvement Opportunities

1) Attendance Tracking

School Attendance:

- *Research:* Regular school attendance is a critical factor in academic success and is closely linked to a higher likelihood of graduating from high school. Consistent attendance ensures that students are actively engaged in their education, have access to necessary support, and are able to meet the milestones required for graduation.³
- *Results:* On average, students missed 8.8 classes throughout the school year, showing an improvement from an average of 10.9 missed classes last year, representing a 19.3% decrease in missed classes.

Program Attendance:

- *Research:* Consistent participation in after-school programs significantly improves student outcomes, including graduation rates and college attendance. The National Conference of State Legislatures (NCSL) reports that such programs offer academic support, enhance engagement, and provide college readiness activities, particularly benefiting underserved populations by bridging the achievement gap.⁴
- *Results:* We piloted two methods for tracking program attendance data: Excel (February to April) and the Alora app (May and June). Due to inconsistencies with Alora, we excluded its data from our analysis. We are refining our tracking methods for the upcoming year to better integrate attendance data into monthly evaluations. This will strengthen our understanding of the link between attendance and academic performance, enabling more targeted interventions. Additionally, we maintain individual student attendance records to provide personalized support.

2) Programming Data Tracking

Next year, OTTS will expand its metrics tracking to include:

- **Community Support Referrals:** Categorizing referrals helps demonstrate how we address specific community needs, highlighting our role in connecting students and their families to essential services.
- **Barrier Removal Interventions:** Tracking the number and type of interventions showcases our proactive efforts to remove obstacles that may hinder participation or success.

³ Brookings Institution. (2018). *School attendance: A building block of student achievement*. Retrieved from <https://www.brookings.edu/blog/up-front/2018/04/25/school-attendance-a-building-block-of-student-achievement/>

⁴ National Conference of State Legislatures (NCSL). (n.d.). *Supporting student success through afterschool programs*. Retrieved from <https://www.ncsl.org/research/education/afterschool-programs.aspx>; NCSL. (n.d.). *Beyond the Bell: Out-of-School Learning Programs Can Help Kids Catch Up and Excel*. Retrieved from <https://www.ncsl.org/research/education/out-of-school-learning-programs.aspx>; NCSL. (n.d.). *Enhancing student outcomes through school-community partnerships, high-quality data*. Retrieved from <https://www.ncsl.org/research/education/school-community-partnerships.aspx>

- **Financial Expenditures:** Documenting spending on barrier removal and incentives underscores the wrap-around support to students and their families.
- **Extracurricular Fund Allocation:** This metric shows our support for holistic development, providing access to activities that foster personal and social growth.
- **Caregiver Engagement Sessions:** Tracking these sessions and gathering feedback highlight our efforts to involve families, emphasizing the importance of a supportive home environment.
- **Reasons for Program Withdrawal & Retention Steps:** Understanding why students leave and the retention strategies we implement helps identify areas for improvement and demonstrates our dedication to student retention and success.