

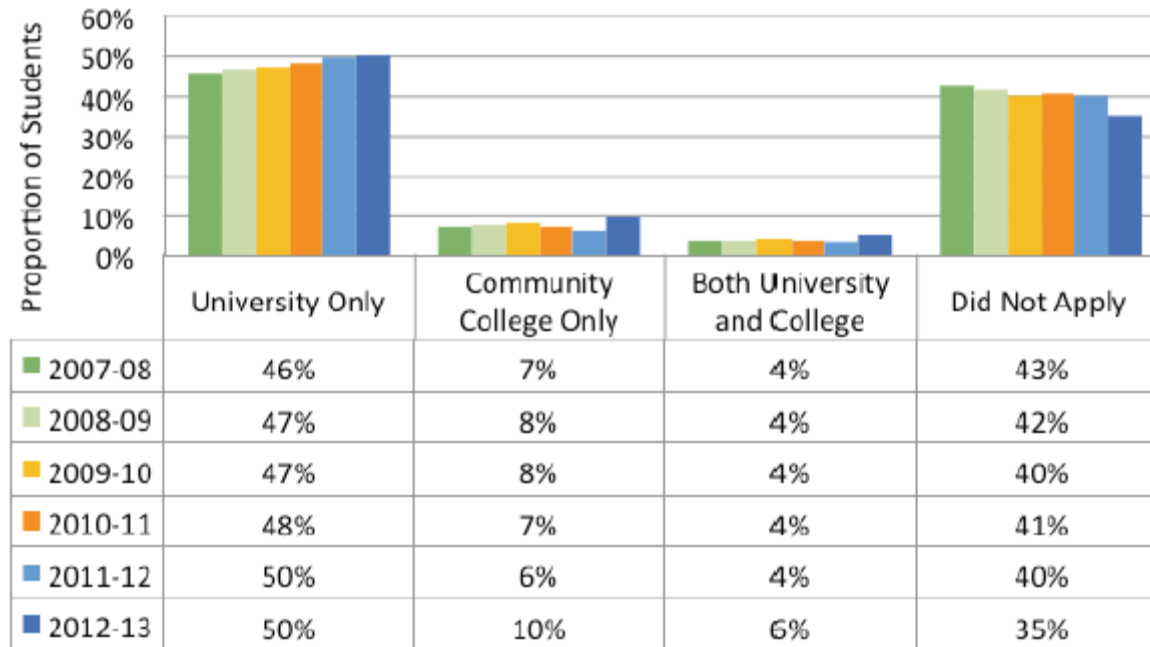
Pathways of Secondary and Continuing Education Students in the Toronto District School Board

Robert Brown, TDSB
Karen Robson, York University
Gillian Parekh, OISE/U of T/TDSB
Lisa Newton, TDSB

**Student Pathways in Higher Education Conference
April 21, 2015**

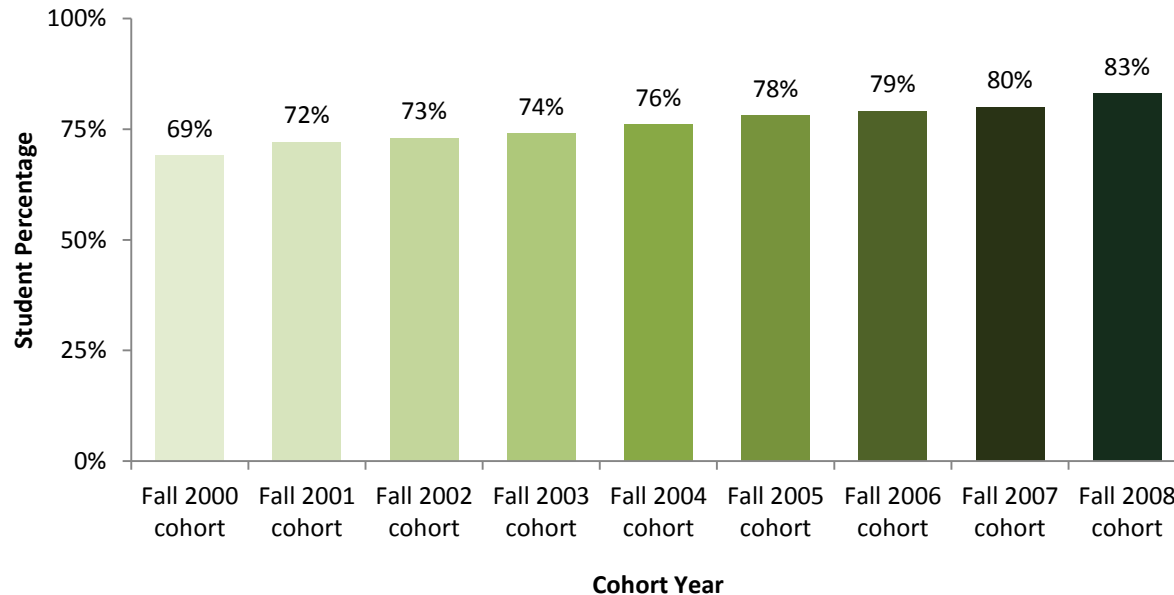
TDSB SECONDARY TO POST-SECONDARY TRENDS

Ontario Post-Secondary Applications of Year 4 (Grade 12) Students,
Spring 2007-08 to 2012-12



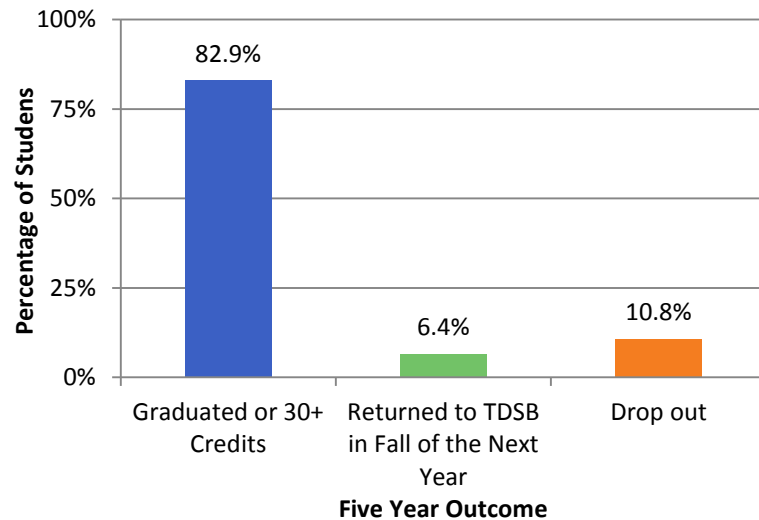
TDSB SECONDARY TO POST-SECONDARY TRENDS

Grade 9 Cohorts Fall 2000-08, Outcomes at the End of
Five Years of Secondary School

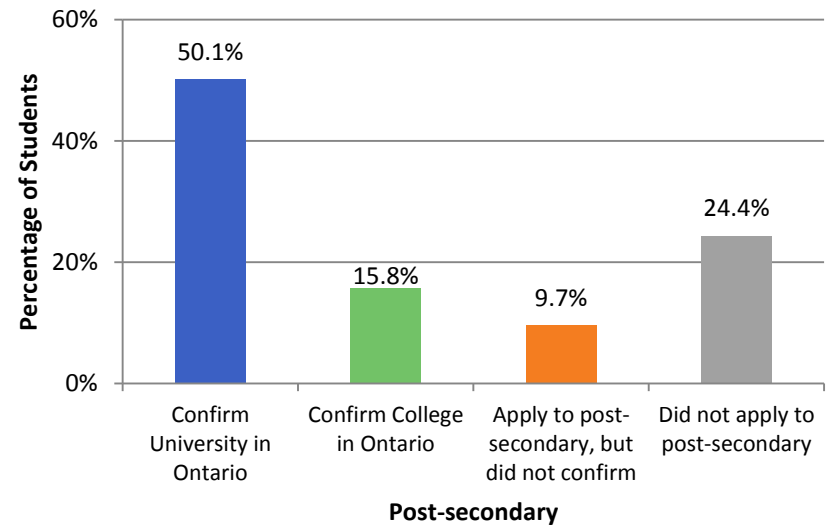


TDSB SECONDARY TO POST-SECONDARY TRENDS

Grade 9 Cohort Fall 2008-13, Five Year Outcomes

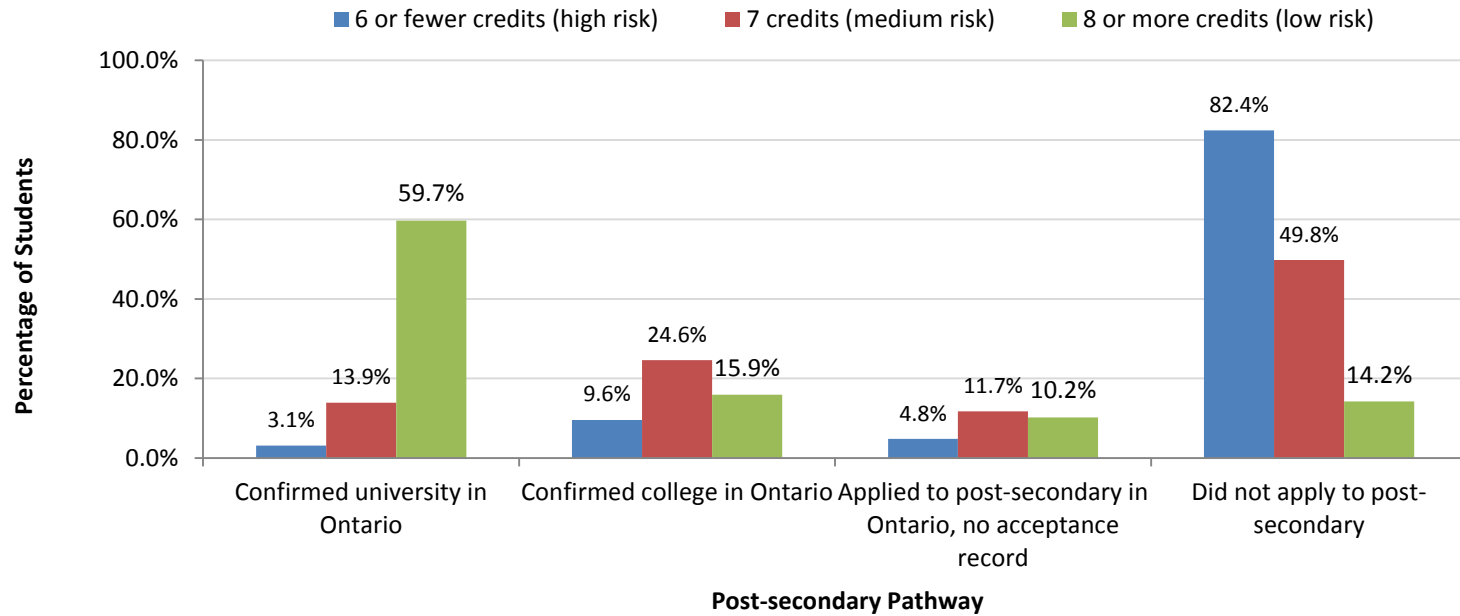


Grade 9 Cohort Fall 2008-13, Post-Secondary Confirmations



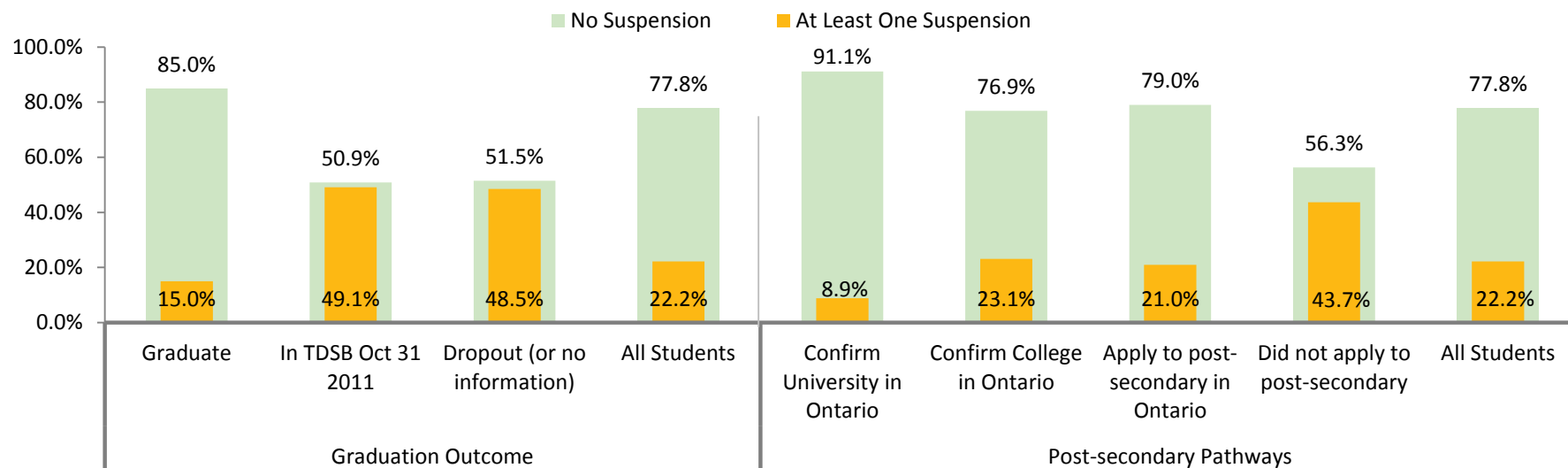
TDSB SECONDARY TO POST-SECONDARY TRENDS

Grade 9 Cohort Fall 2008-13, Grade 9 Credit Accumulation and Post-Secondary Confirmations



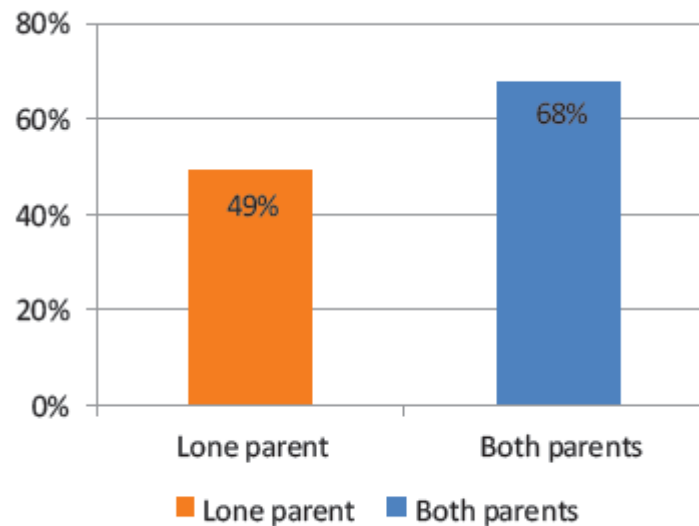
TDSB SECONDARY TO POST-SECONDARY TRENDS

The Grade 9 Cohort 2006-11, Suspension Data by Graduation Outcome and Post-Secondary Pathways



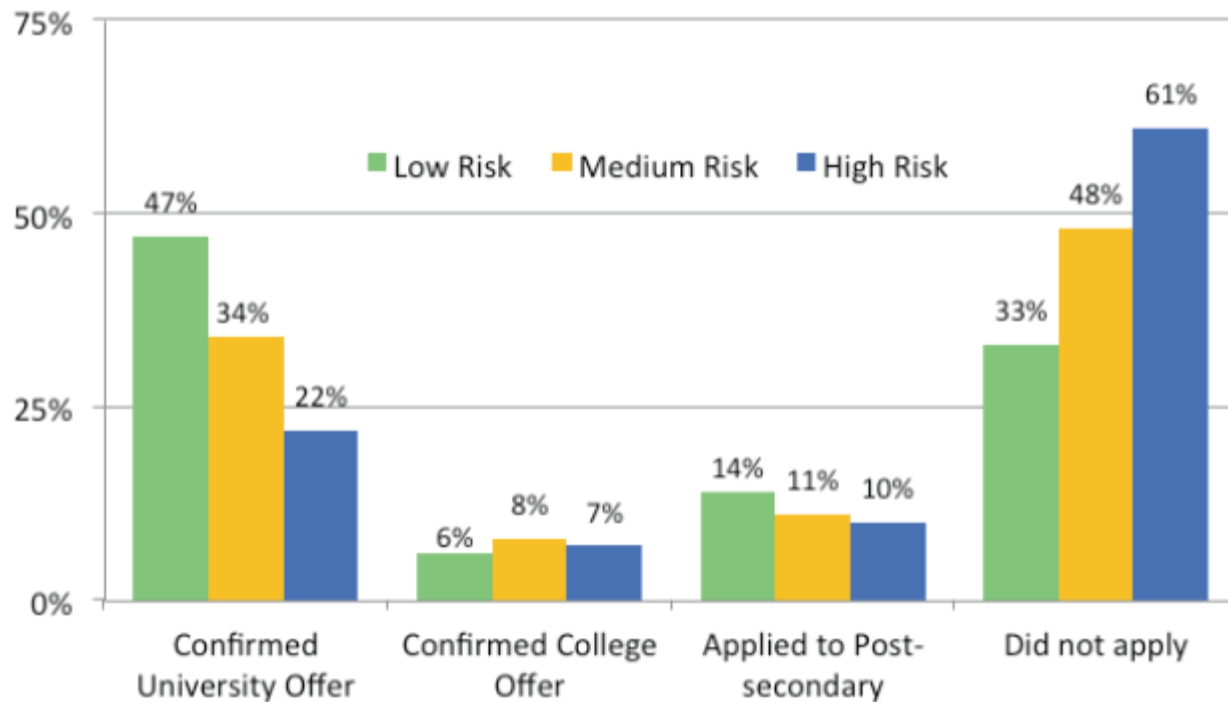
TDSB SECONDARY TO POST-SECONDARY TRENDS

The Grade 9 Cohort 2006-11, Post-Secondary Confirmations by Family Structure



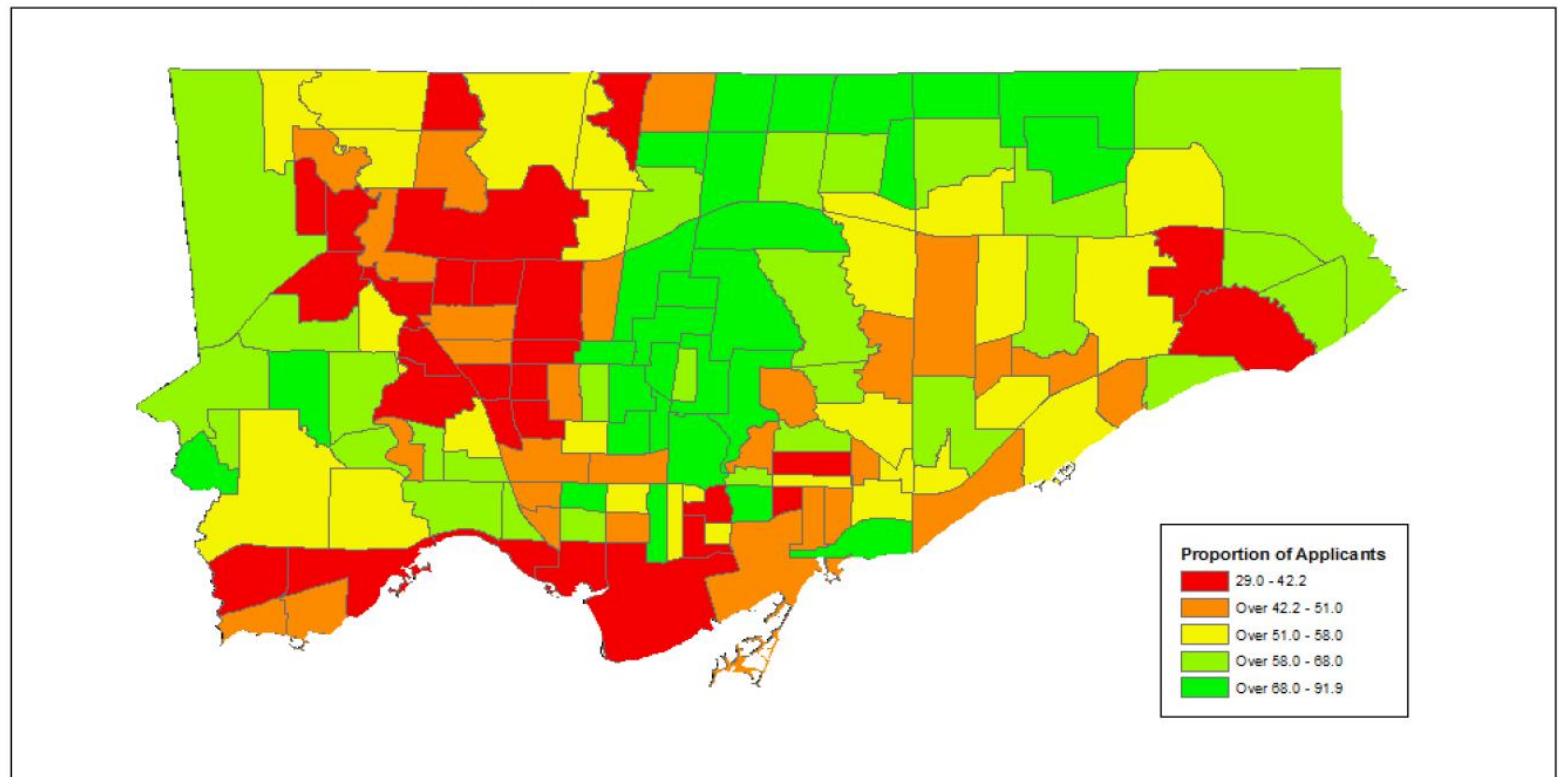
TDSB SECONDARY TO POST-SECONDARY TRENDS

EDI Students in Senior Kindergarten Spring 2000 and Their Post-Secondary Status by 2011-12 (after 4 years of high school)



TDSB SECONDARY TO POST-SECONDARY TRENDS

Proportion of Grade 12 Year 4 Students Applying to University, Spring 2013

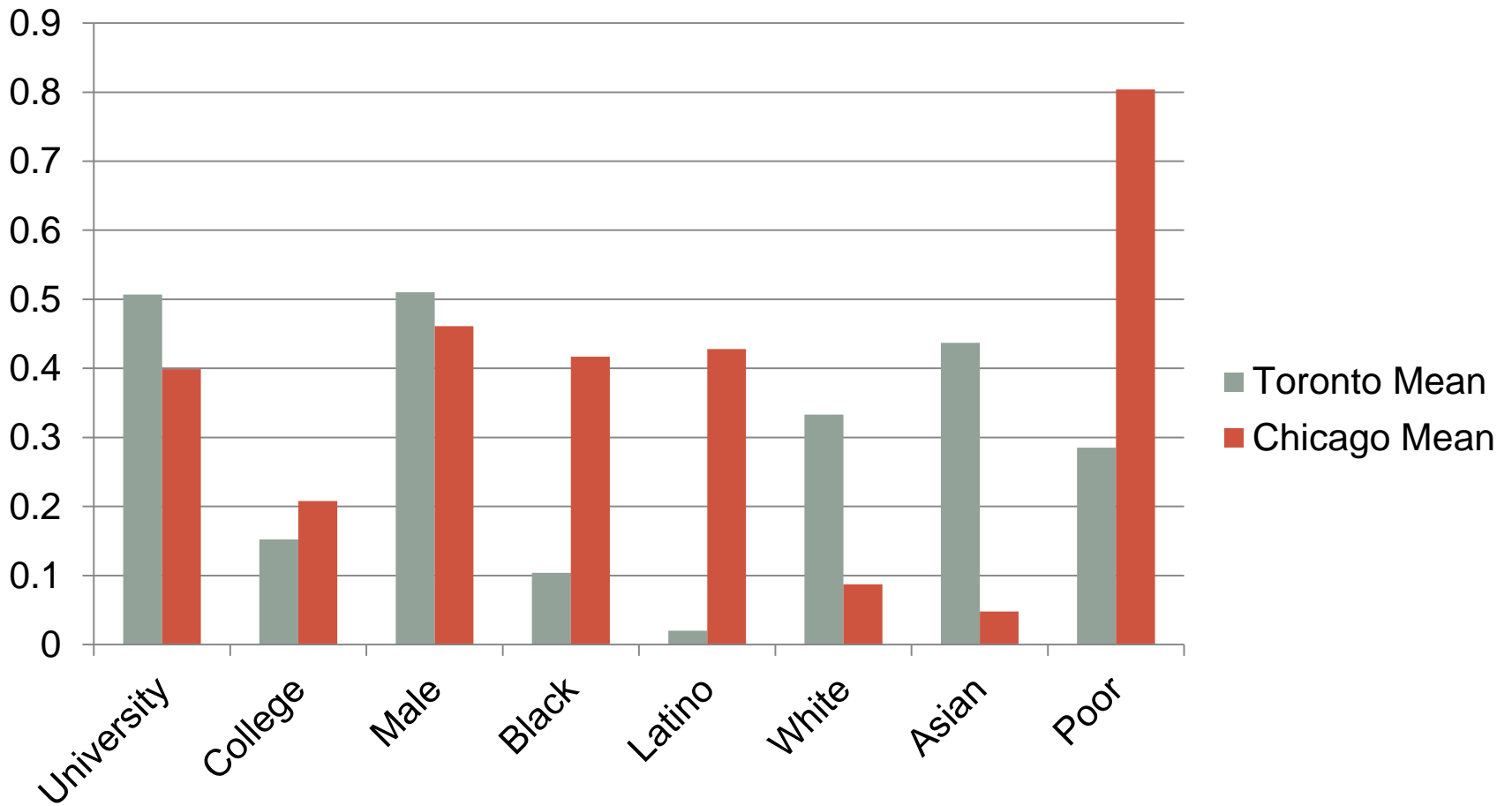


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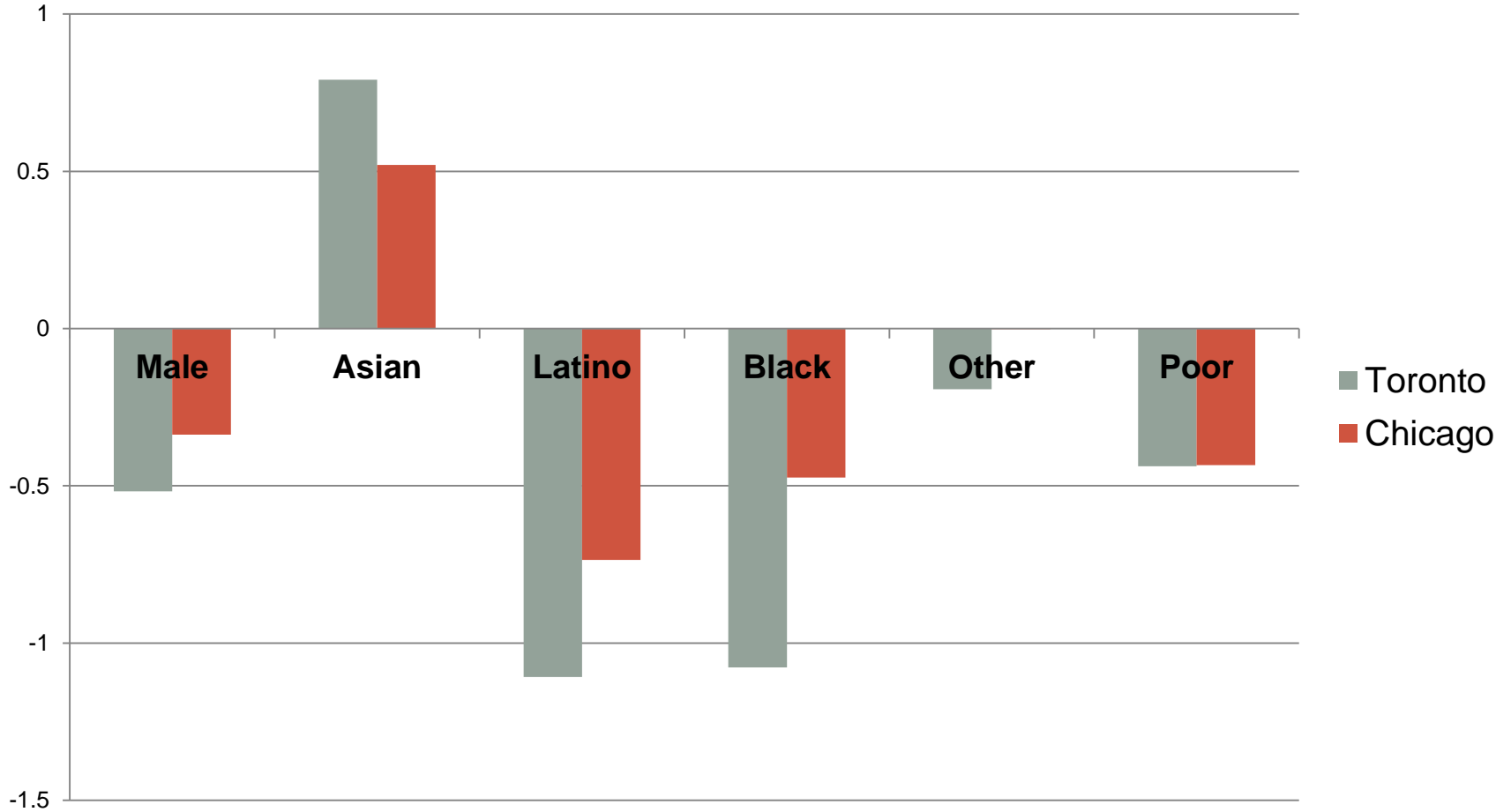
Comparison of TDSB with Chicago Public Schools (CPS)



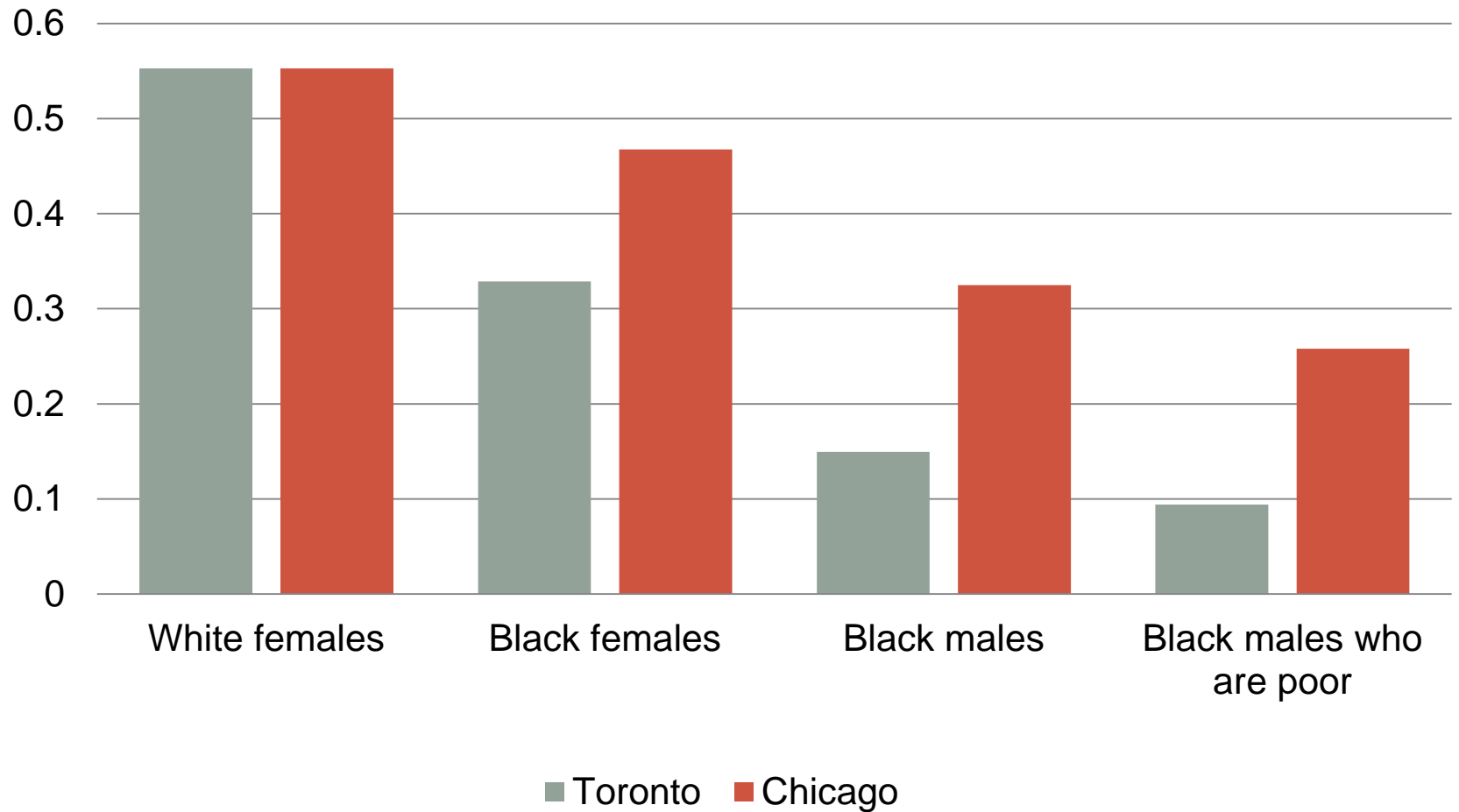
Demographic Differences: TDSB and CPS



Comparing Coefficients Across Estimations Predicting likelihood of Going to University



Probability of Going to University by Selected Subgroup Analysis

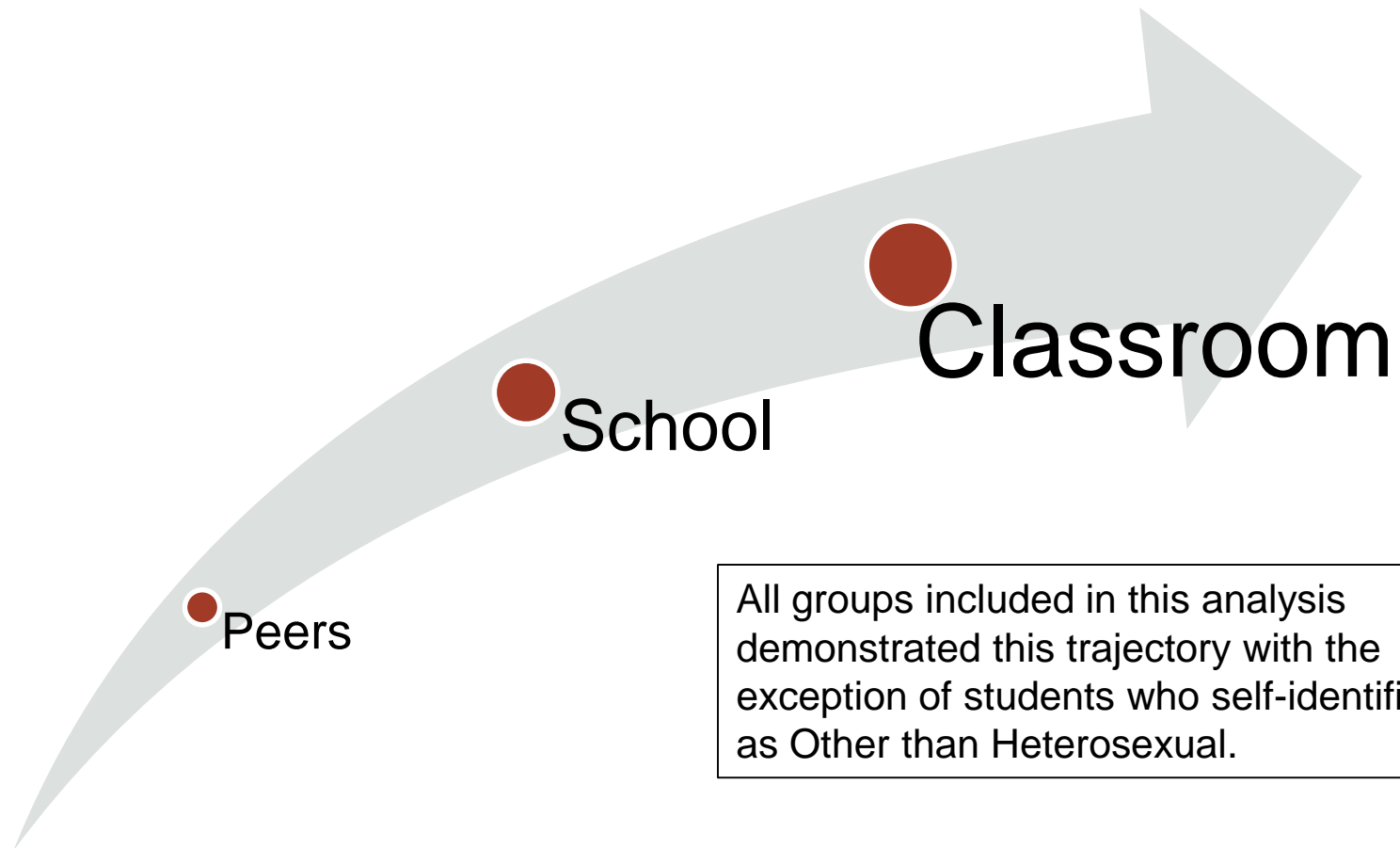


Students' Sense of Belonging and Exclusion in School: A Case Study of the Toronto District School Board

Gillian Parekh



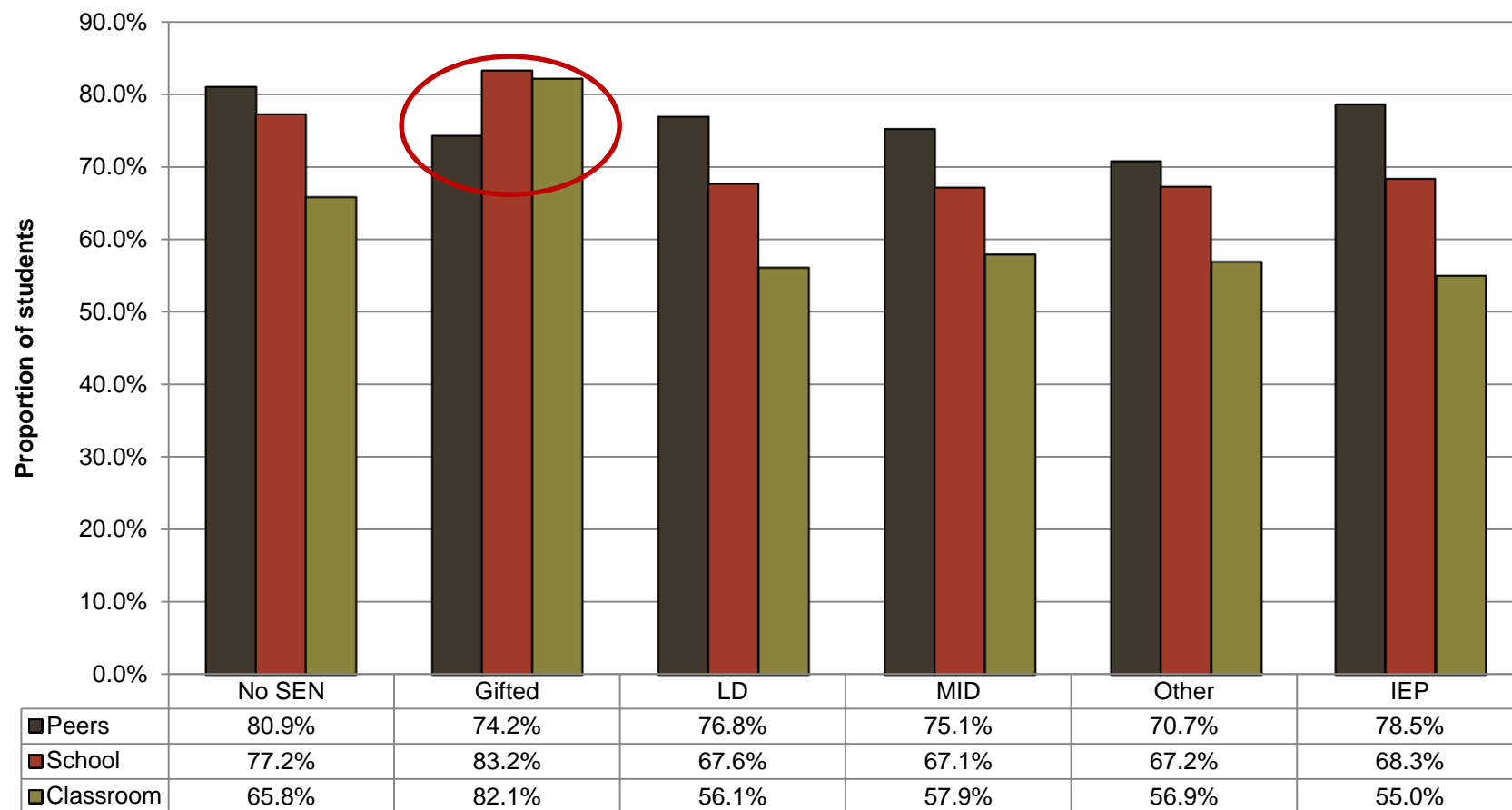
Trajectory of Exclusion



All groups included in this analysis demonstrated this trajectory with the exception of students who self-identified as Other than Heterosexual.

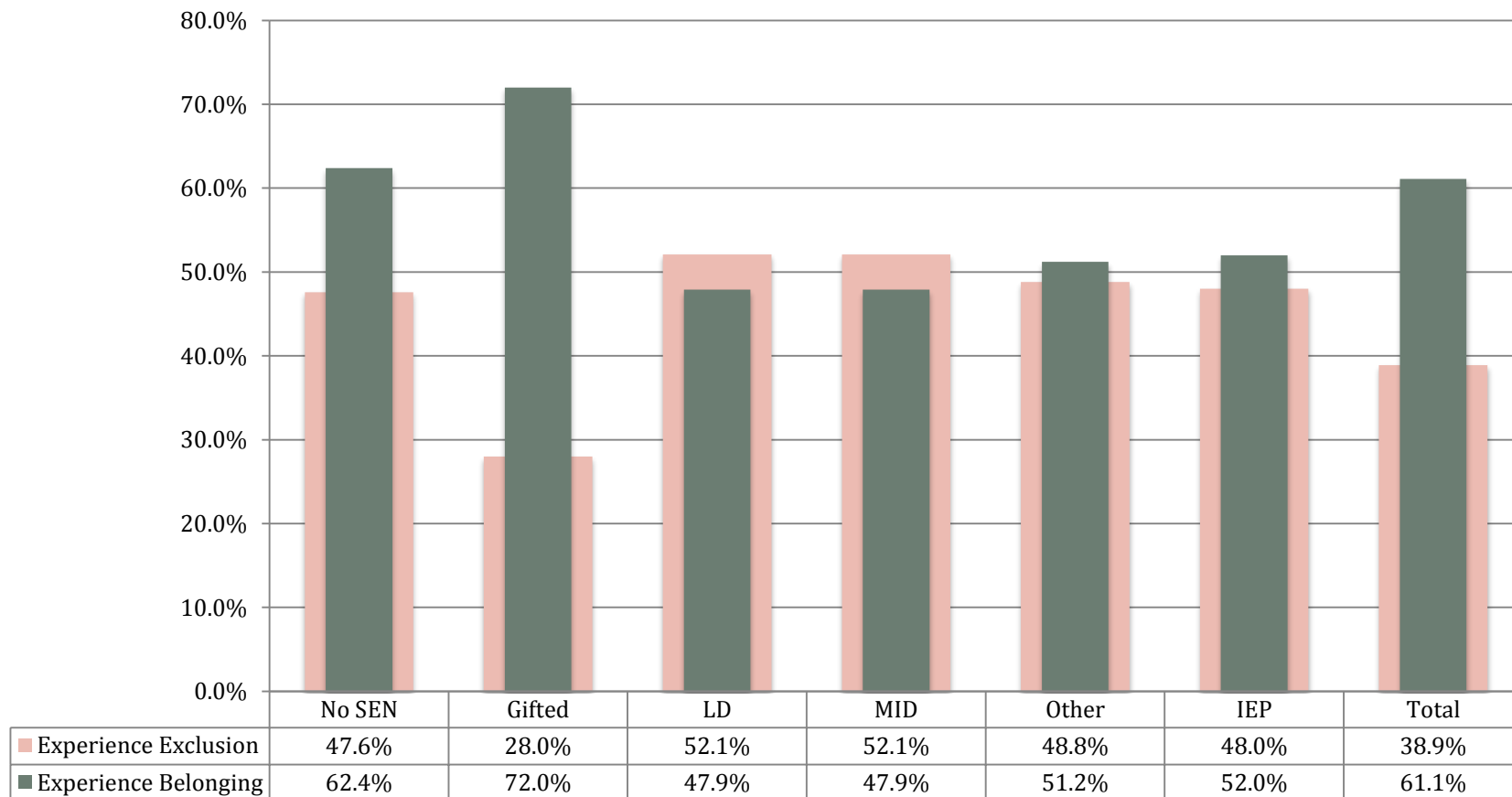
Positive Experiences of Belonging across Special Education Categories

Positive Experiences of Belonging across Special Education Categories

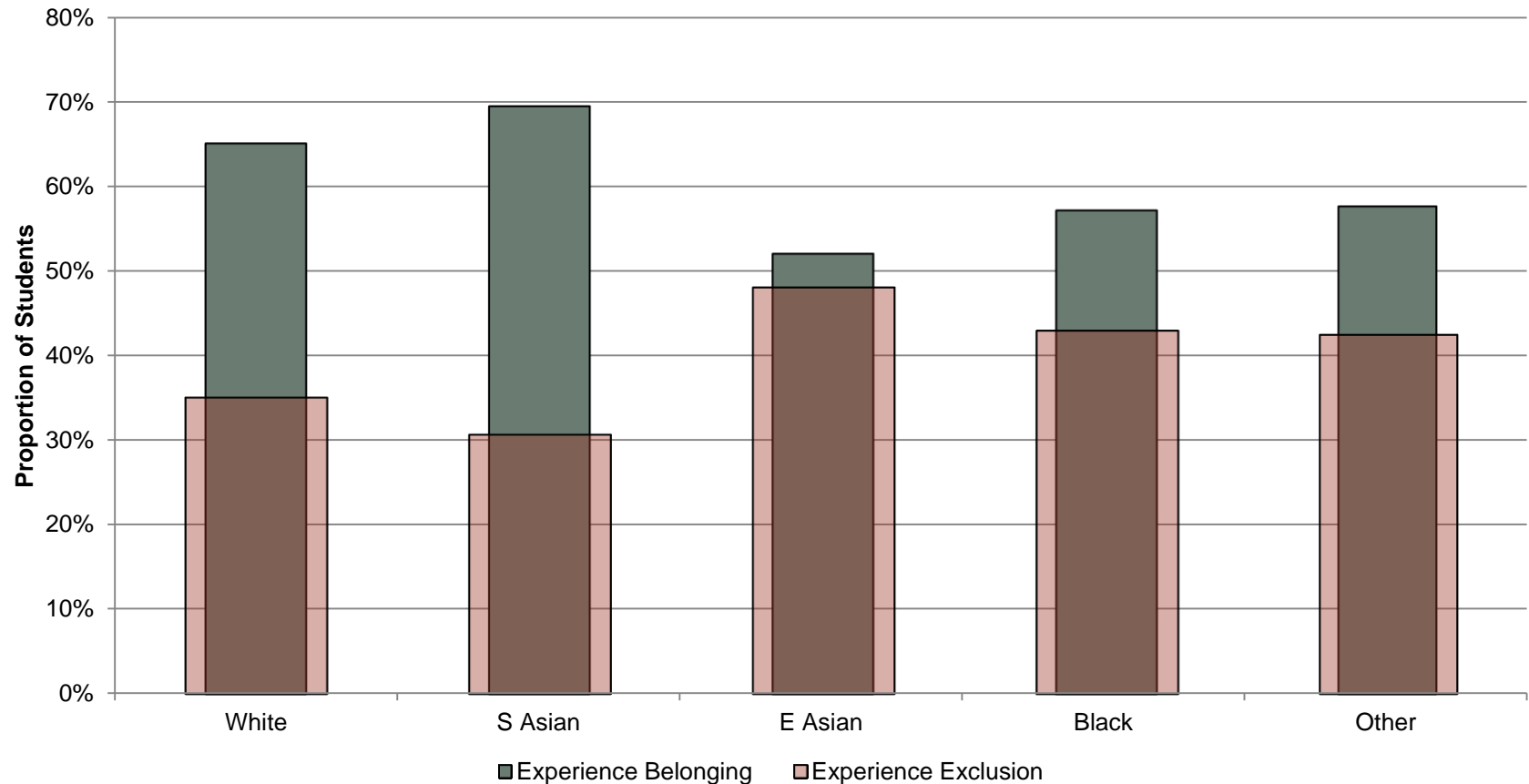


Student Identity Characteristics and Belonging in School

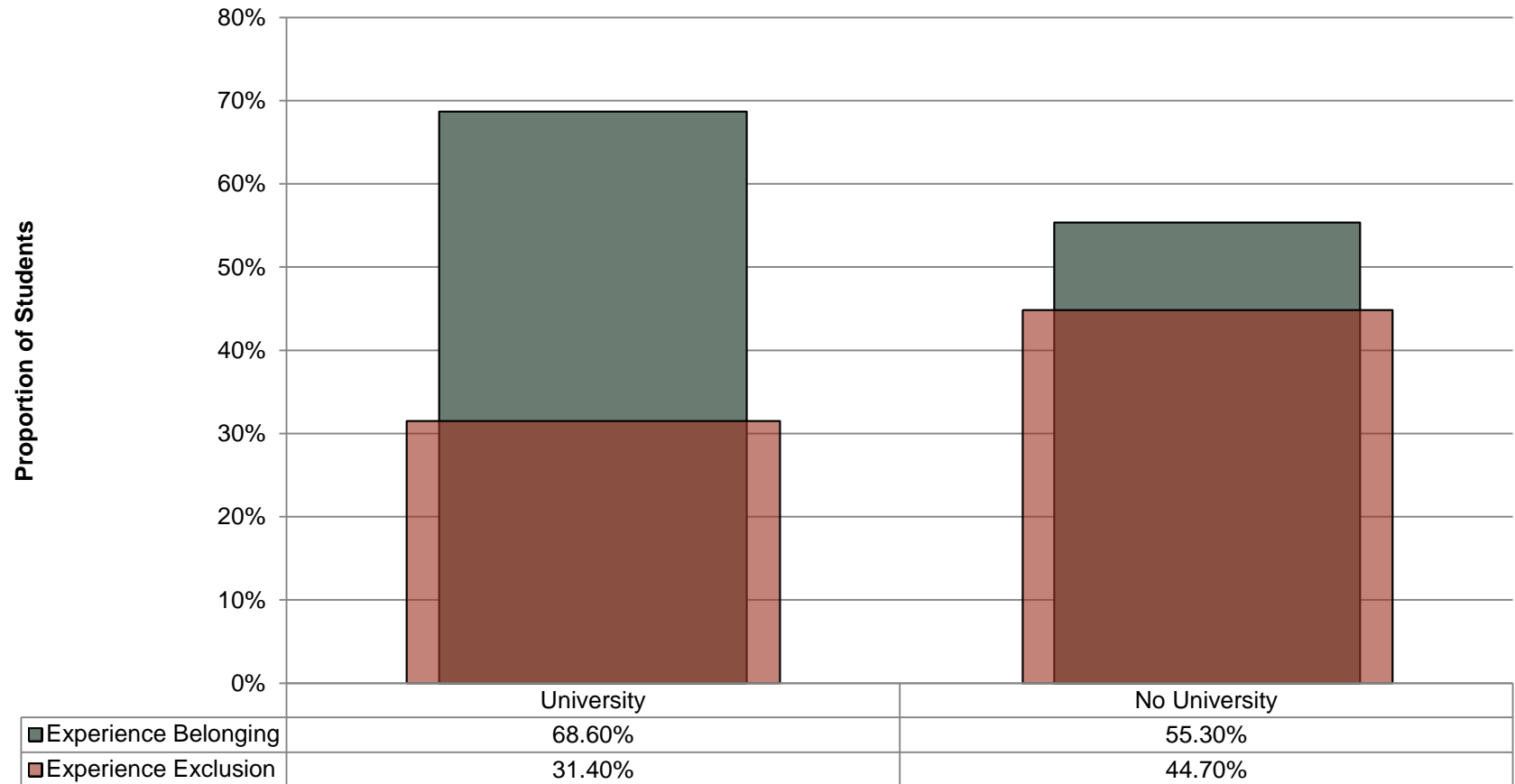
Experience of Belonging across Special Education Categories, Grade 9 Cohort



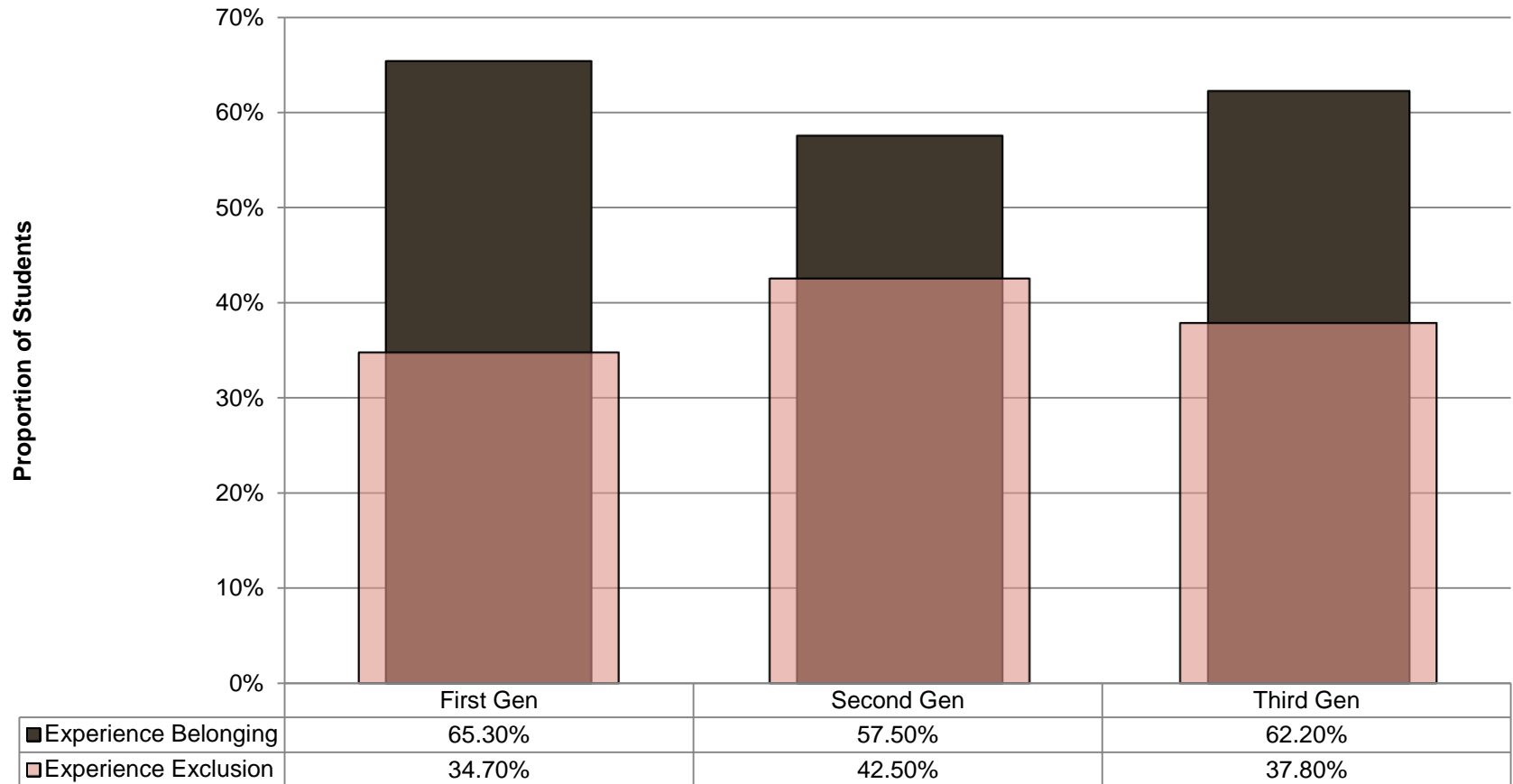
Experience of Belonging across Self-Identified Ethno-Racial Groups, Grade 9 Cohort



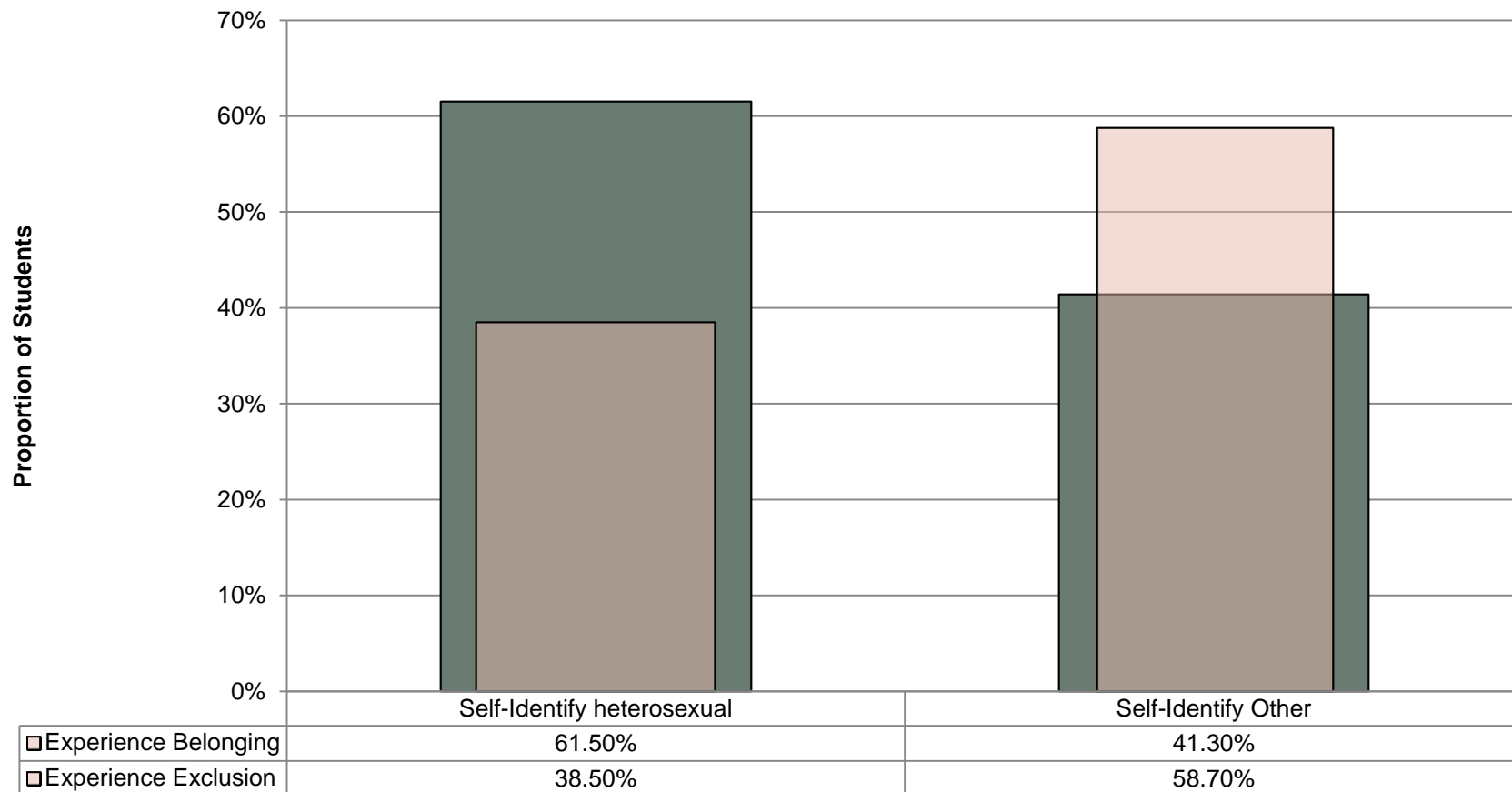
The Experience of Belonging and Exclusion across Parental Education Categories, Grade 9 Cohort



The Experience of Belonging and Exclusion across Generational Status, Grade 9 Cohort

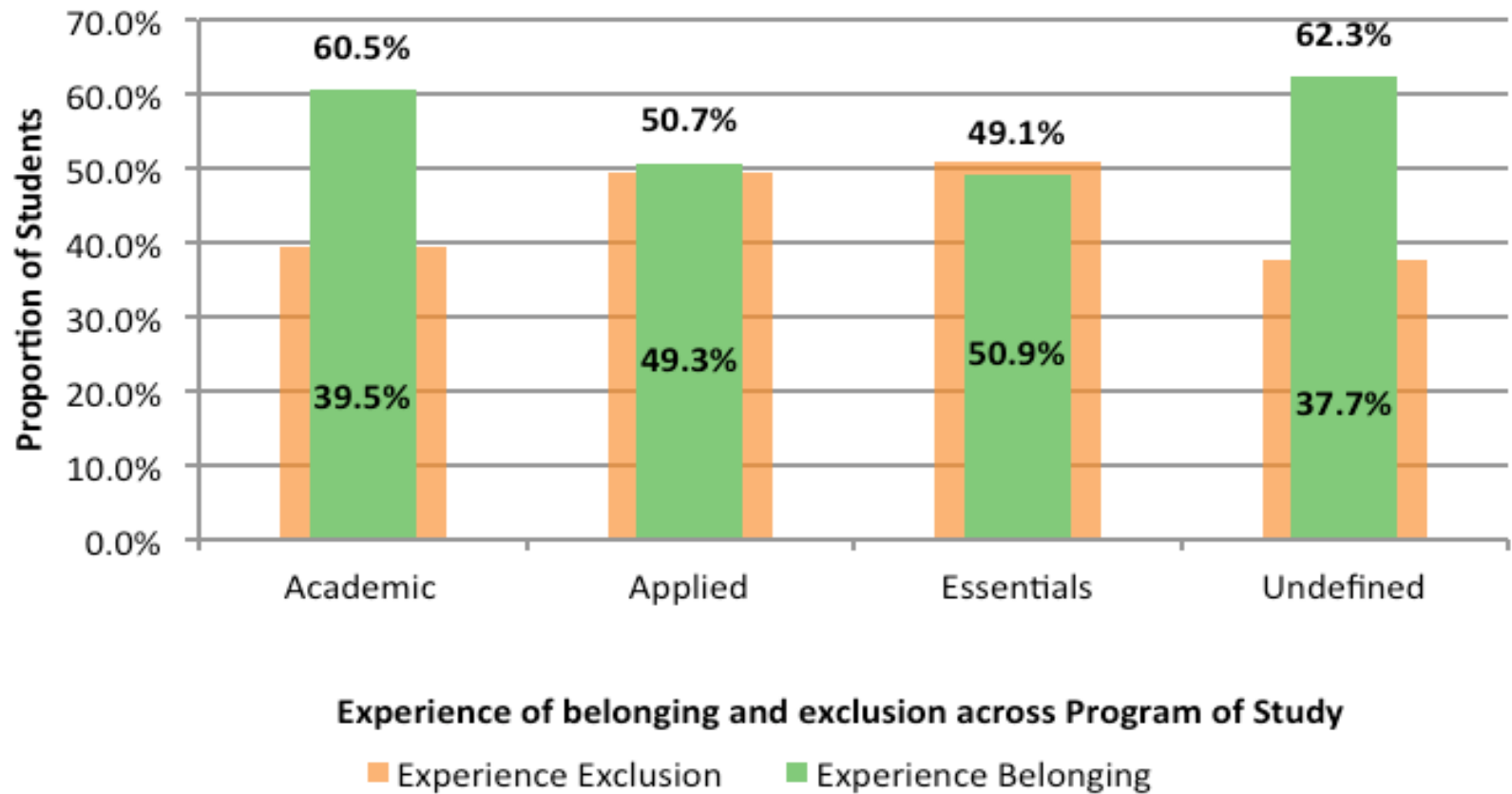


The Experience of Belonging and Exclusion across Sexual Orientation Categories, Grade 9 Cohort

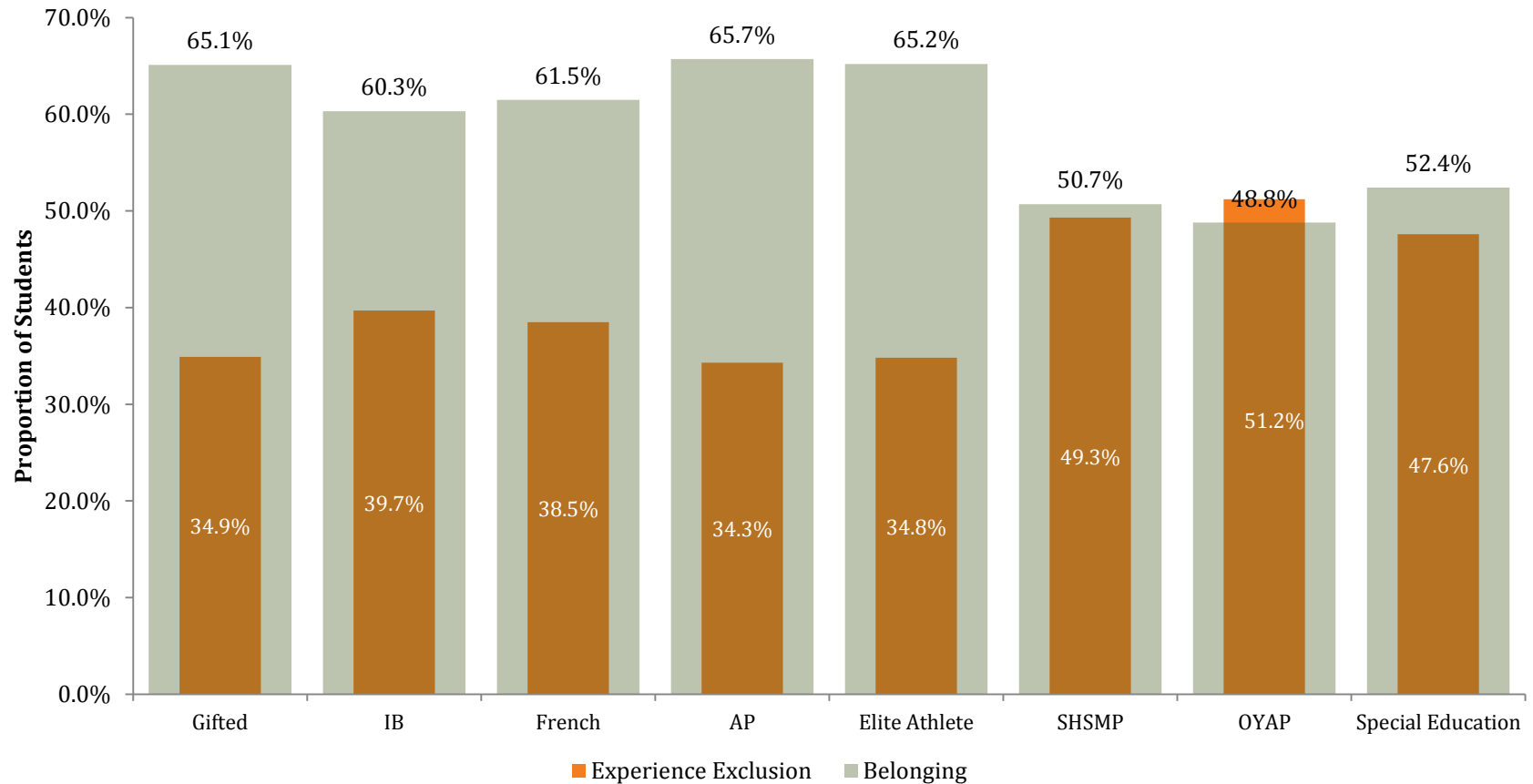


Structural Factors and Belonging at School

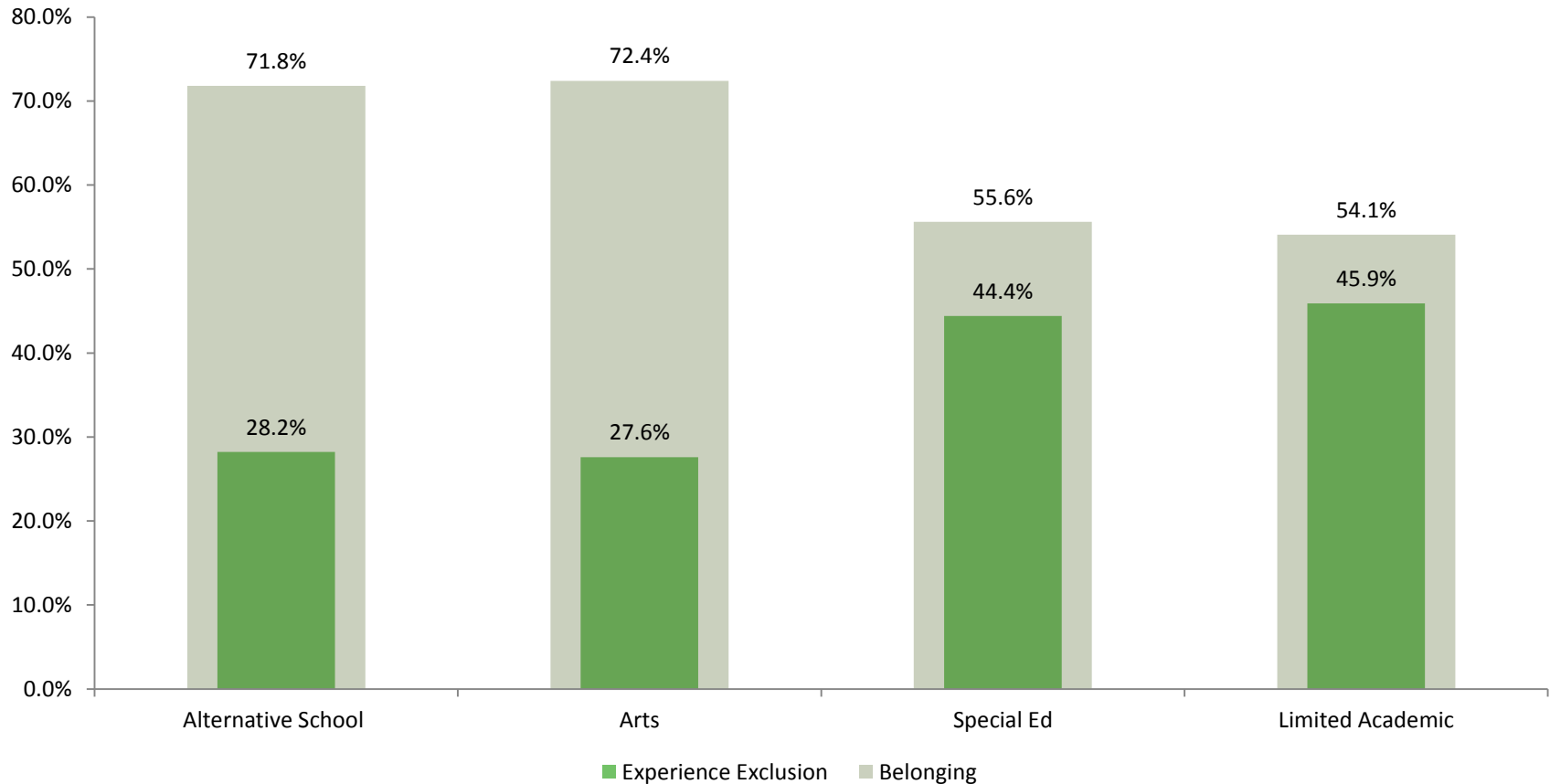
Relationship of Program Participation and Sense of Belonging/Exclusion



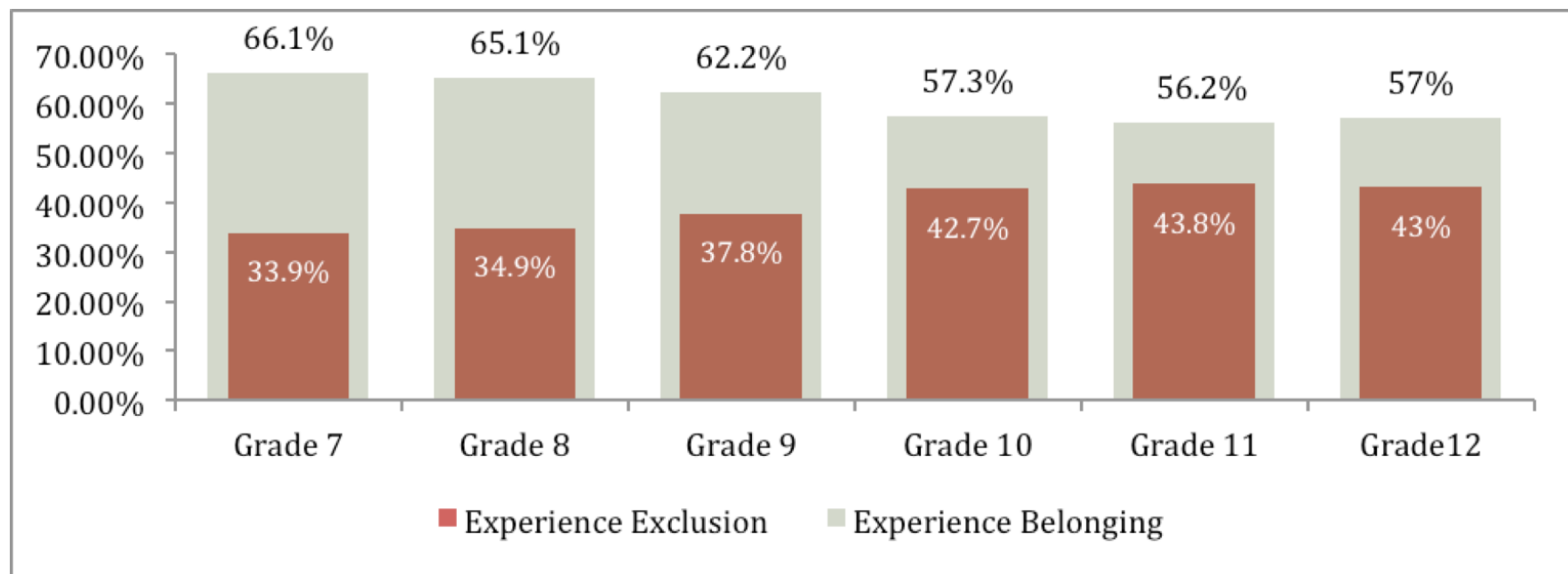
Experience of Belonging and Exclusion across In-School Programs, 2011-12 Data



Experience of Belonging and Exclusion across School-Wide Structures, 2011-12 Data



Future Research



The TDSB-OCAS College Cohort Study

*Applications and Persistence of TDSB Learners:
Exploring Post-secondary Pathways with 2009-12 OCAS Data*



FOUR STUDENT ORIGINS MADE OUR COLLEGE COHORT STUDY-

10,788 ONTARIO COLLEGE REGISTRANTS

(APPLICATION YEAR 2008-09)

DIRECT STUDENT ORIGINS

1. 26% Regular Day School

2,852 registrants

2. 9% Adult Day School

1,019 registrants

NON-DIRECT STUDENT ORIGINS

3. 24% Grade 9 Cohorts
(2000-2005)

2,609 registrants

4. 40% Other pathways

4,308 registrants

Our presentation presents highlights from each of these

4 STUDENT ORIGINS

Of the overall 23,874 students that APPLIED to an Ontario College in 2008-09,
45% (10,788) REGISTERED in 2009 - 2010



ORIGINS 1: REGULAR DAY SCHOOL STUDENTS, 2009

REGISTRANTS N=2,852

ARTS

1,068

Female 59%, Male 41%

90% Canadian Citizen

86% English

HEALTH

433

Females 73%, Males 27%

84% Canadian Citizen

79% English

BUSINESS

835

Female 45%, Male 55%

81% Canadian Citizen

74% English

TECHNOLOGY

516

Female 10%, Male 90%

85% Canadian Citizen

79% English

ORIGIN 2: ADULT DAY SCHOOL STUDENTS, 2009

REGISTRANTS N=1,019

HEALTH

415

Females 80%, Males 20%

51% Canadian Citizen

65% English

BUSINESS

258

Female 59%, Male 41%

49% Canadian Citizen

49% English

APPLIED ARTS

208

Female 72%, Male 28%

61% Canadian Citizen

72% English

TECHNOLOGY

138

Female 25%, Male 75%

46% Canadian Citizen

57% English

ORIGIN 3: GRADE 9 COHORTS (2000-2007), 2009

REGISTRANTS N=2,609

HEALTH

345

Females 72%, Males 28%

96% Canadian Citizen

89% English

BUSINESS

860

Female 50%, Male 50%

96% Canadian Citizen

90% English

APPLIED ARTS

1,017

Female 59%, Male 41%

98% Canadian Citizen

93% English

TECHNOLOGY

387

Female 15%, Male 85%

96% Canadian Citizen

90% English

ORIGIN 4: 'OTHER' STUDENTS, 2009

REGISTRANTS N=4,308

HEALTH

810

Females 75%, Males 24%

86% Canadian Citizen

83% English

BUSINESS

1,339

Female 52%, Male 47%

84% Canadian Citizen

83% English

APPLIED ARTS

1,460

Female 63%, Male 36%

88% Canadian Citizen

88% English

TECHNOLOGY

699

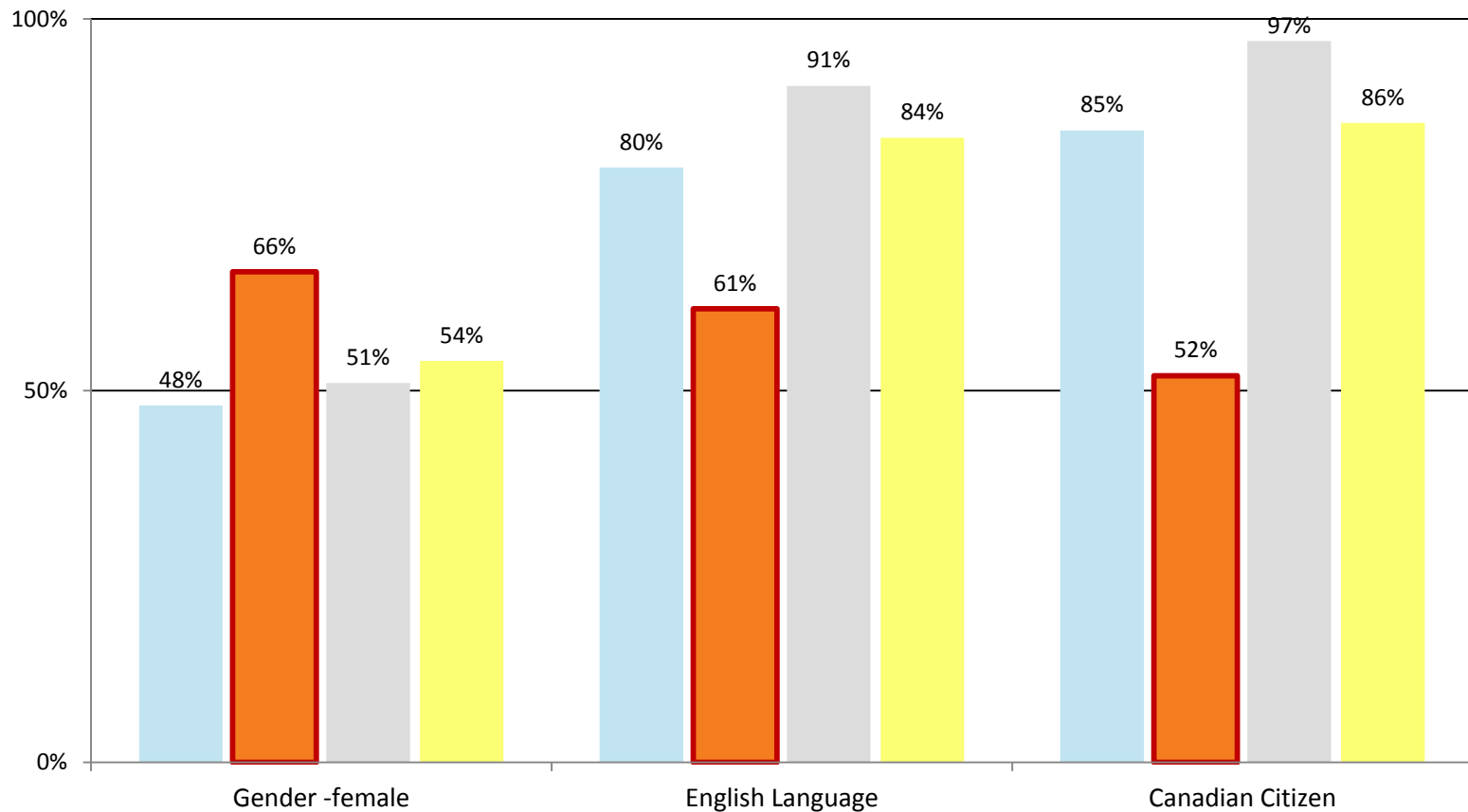
Female 16%, Male 83%

84% Canadian Citizen

80% English

4 STUDENT ORIGINS COMPARED: GENDER, ENGLISH LANGUAGE, CANADIAN CITIZEN

Regular Day School (N=2,852) Adult Day School (N=1,019) Grade 9 Cohorts (N=2,609) Other (N=4,308)



COMMONALITIES BETWEEN THE THREE PROJECTS AND ONCAT

- Enhanced **information channels** for students
- Helping **institutions collaborate** in building enhanced pathways
- Multi-institutional projects designed to **identify gaps** in the curriculum and develop programming to fill those gaps
- Knowledge gathering & **supporting research** (better mechanisms for data college)
- Develop more robust **indicators** of success and **measure** success against system-level goals.
- Facilitating student **mobility/seamless transitions**
- Develop new and innovative **pathways – bridge programming**
- Provide all Ontarians **better access** to opportunities/**equity**