

The Grade 9 Cohort of Fall 2000:

Graduation and Post-secondary Pathways

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Evolution & Connections:

1999: Survey of Approaches to Educational Planning--→ Preparing for PSE: New Roles for Governments and Families (2005), McGill Queens

2003: pan Canadian feasibility study in 3 provinces--→ Academic Performance and Mobility of Youth of Immigrant Children in Canada: What can we learn from provincial data banks?(2005)

2007: Funding by CCL and CIC for Pan-Canadian study--- →Educational Pathways and Academic Performance of Youth of Immigrant Origin: Montreal, Toronto and Vancouver

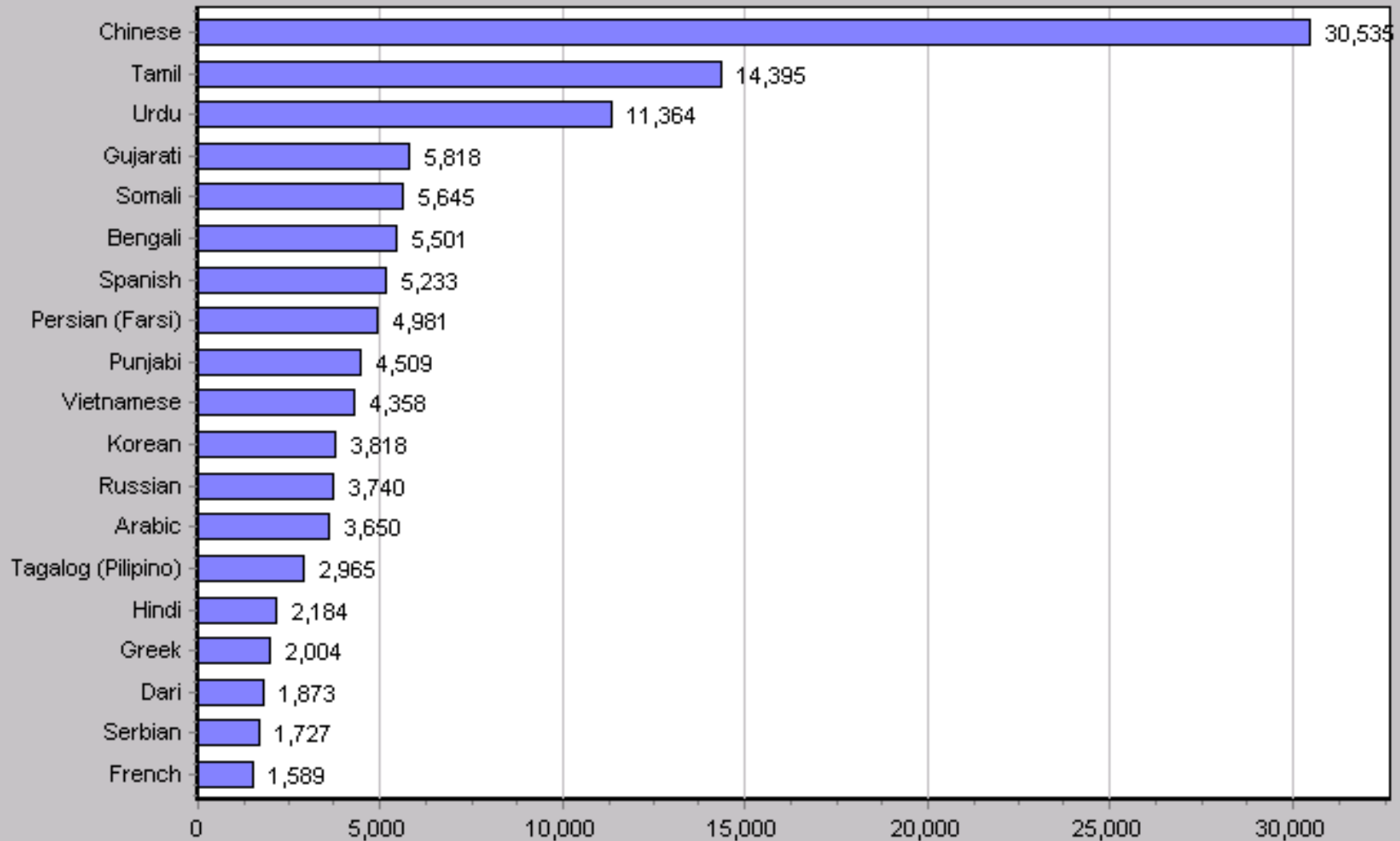
2008: Funding received from Higher Education Quality Council of Ontario & Social Science & Humanities Council of Canada to employ TDSB & linked administrative data to explore PSE pathways & engage in knowledge exchange with school board researchers

1. About the (TDSB)

- Created on January 1, 1998, following the amalgamation of 7 individual boards.
- Largest school board in Canada.
- 592 schools serving 270,000 students.
- Diverse student population in one of the world's most diverse cities.

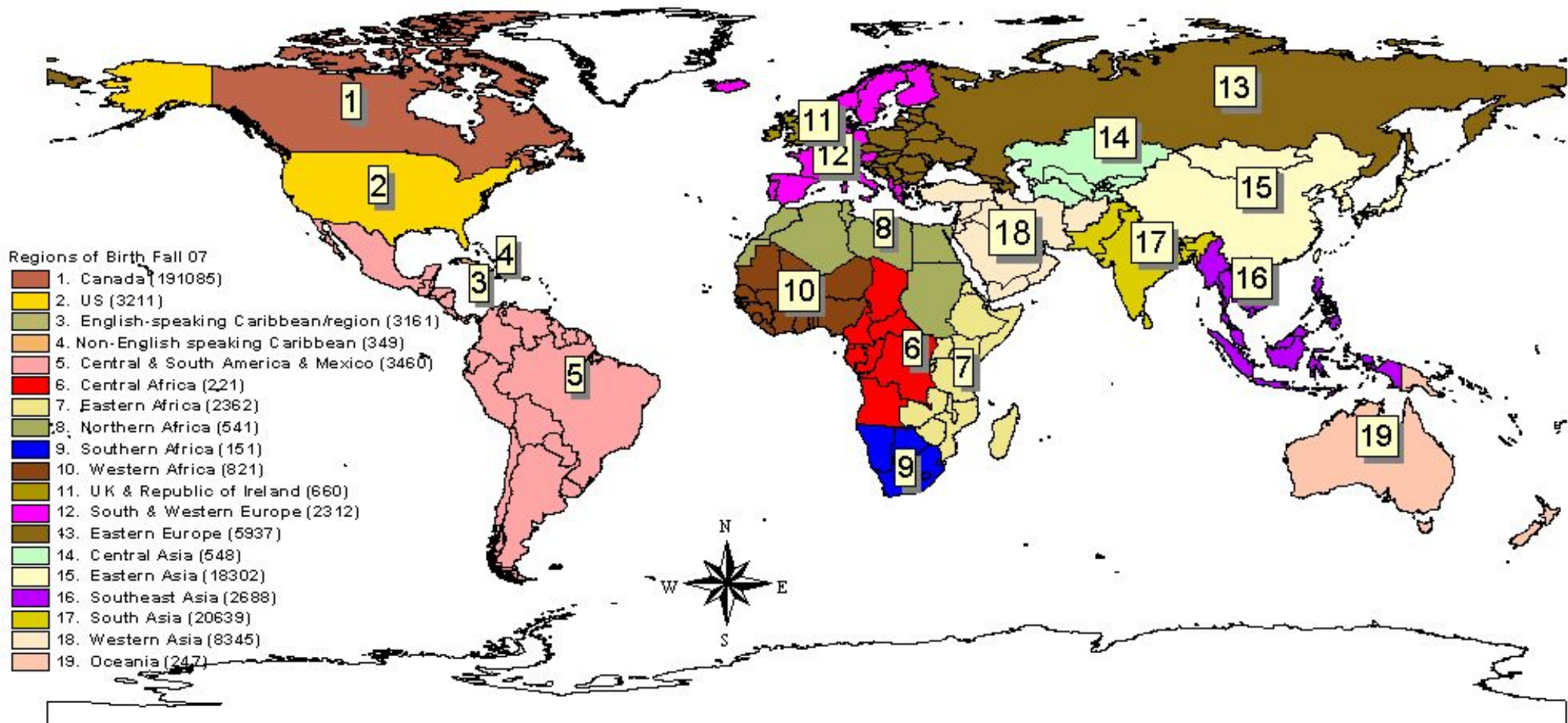
TDSB- Key Languages

**Most Common Home/Primary Languages Other than English : Spring 2009
(System Level - Elementary and Secondary Schools)**



TDSB Students Regions of Birth Fall, 2007

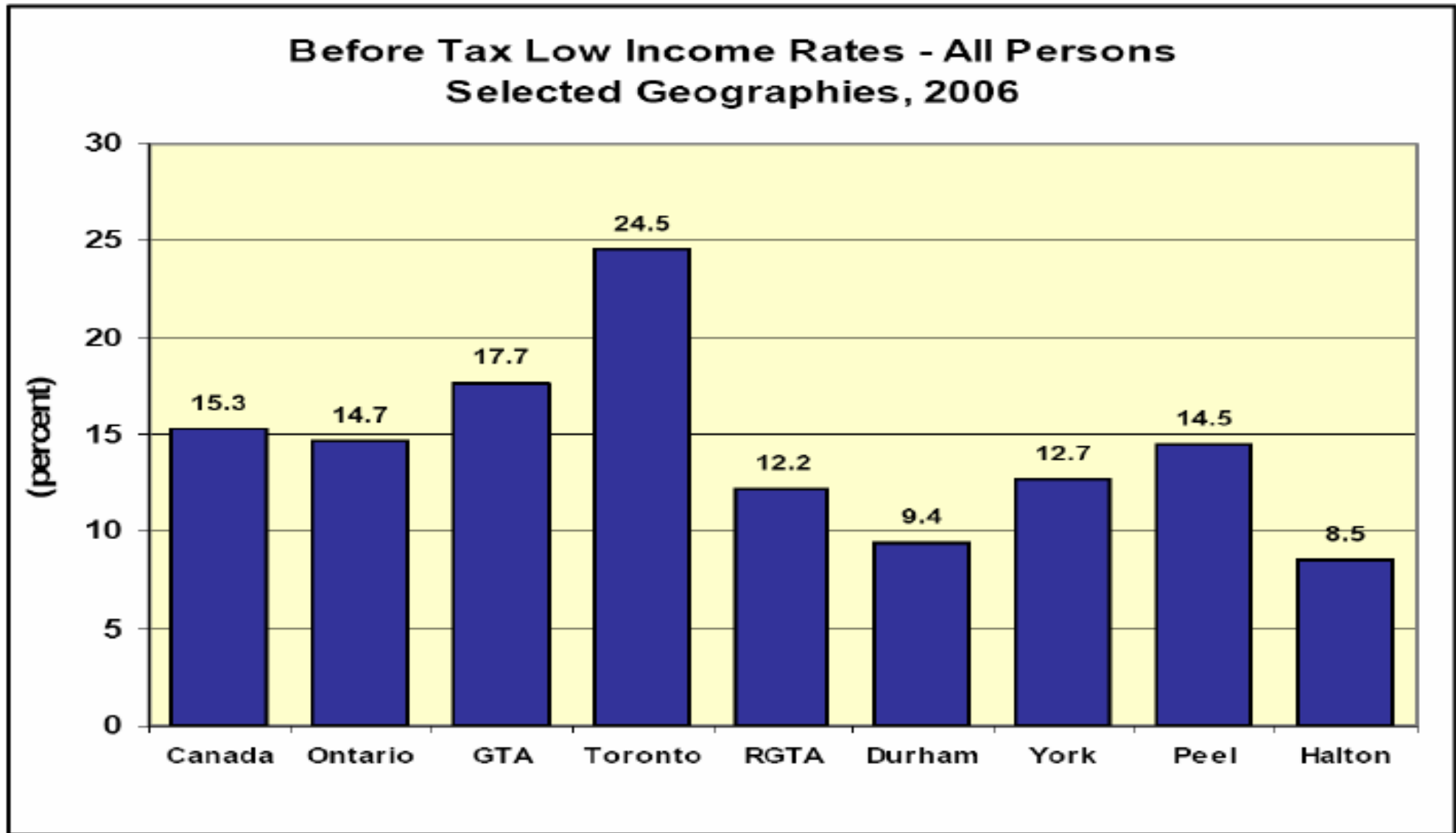
(Number of students born in each region in brackets)



Sources: Research and Information Services/Data Warehouse, TDSB; ESRI

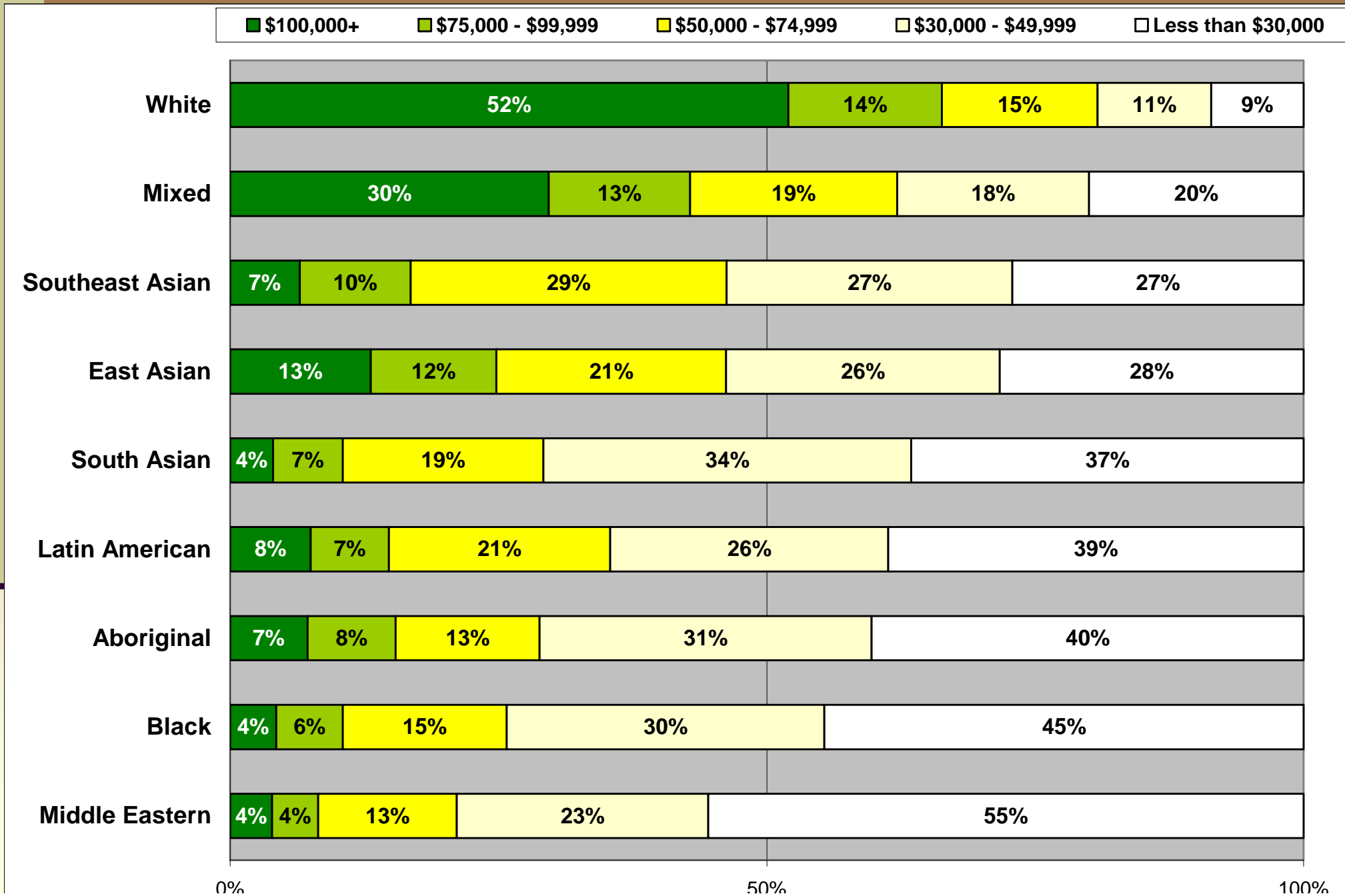
Low Income Rates

(City of Toronto)

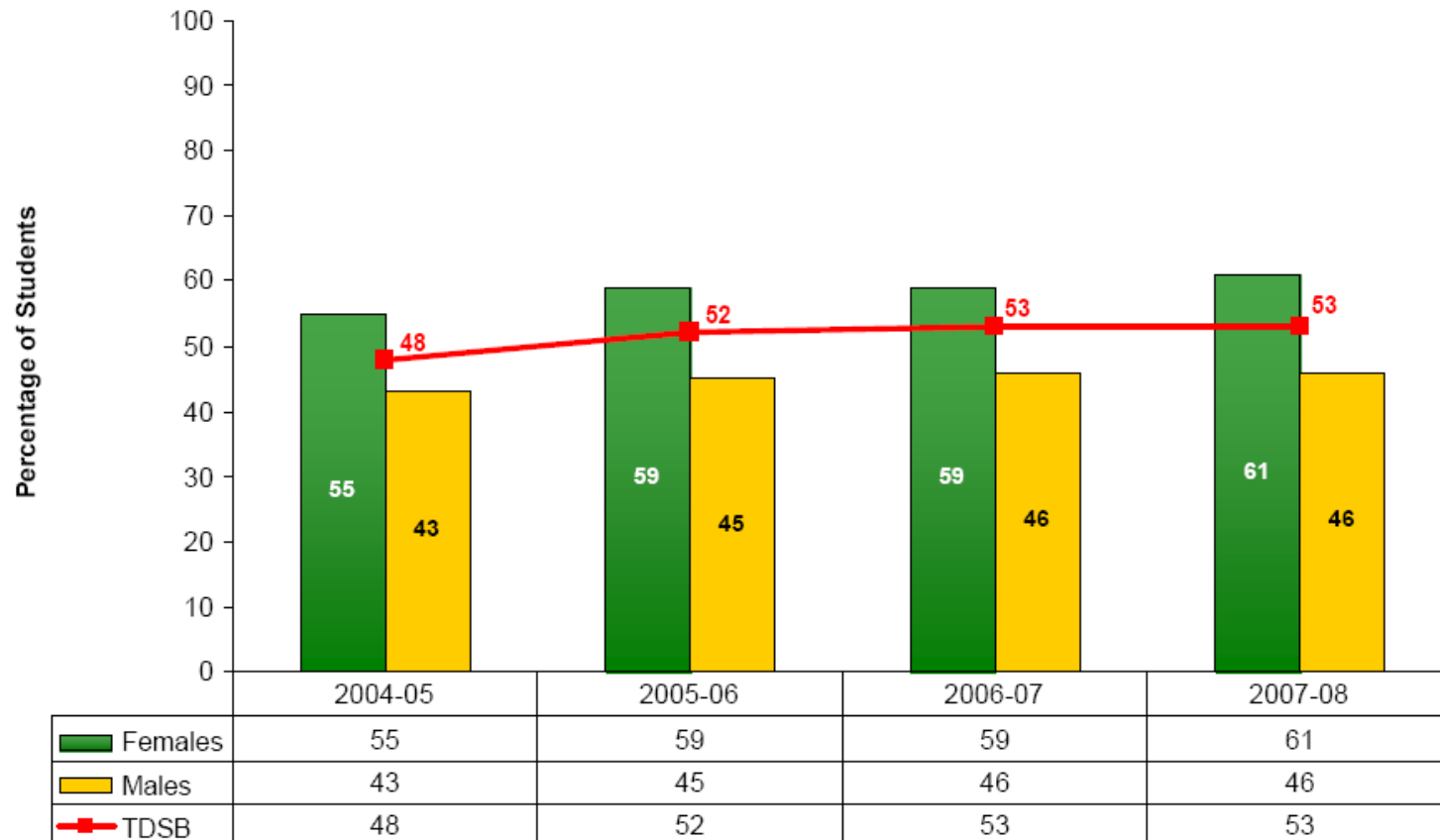


Family Income by Race, 2009

(2008 Parent Census, JK-Gr.6)

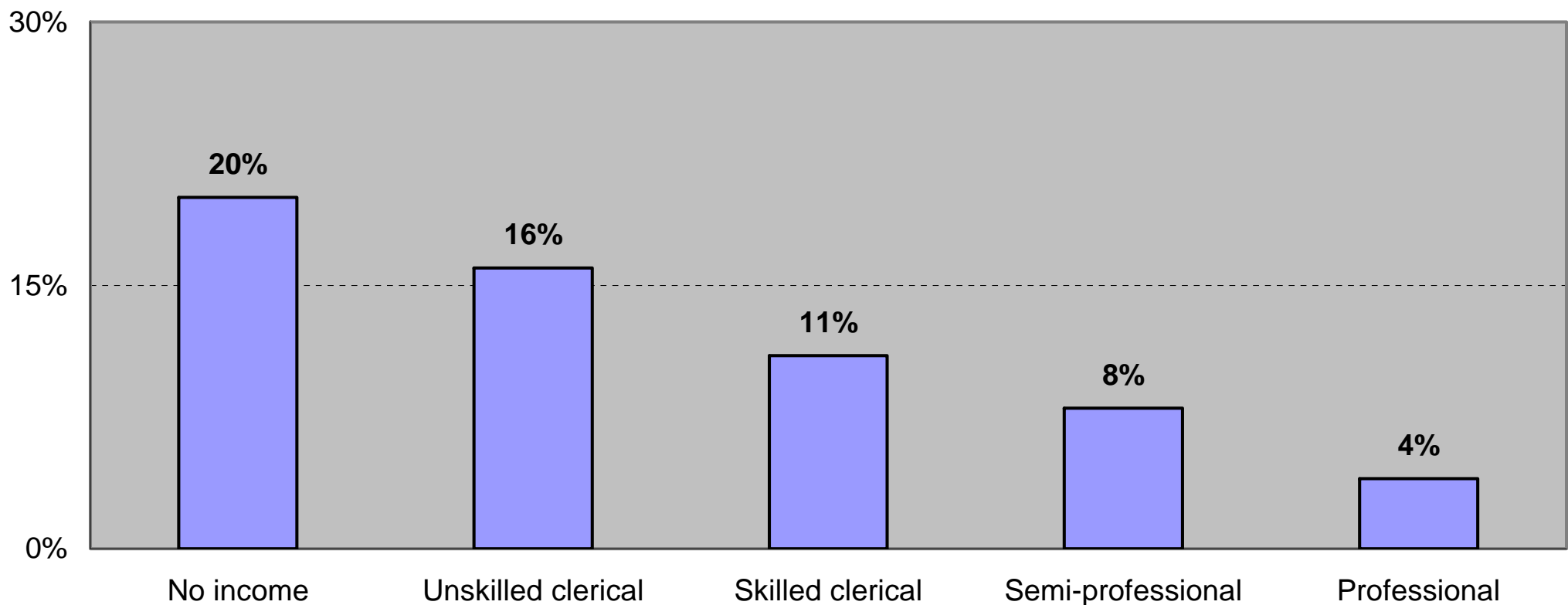


SSI - 17 Year Old Applicants to Ontario Post-secondary Institutions Application Rate Over Time (% Who Applied) by Gender

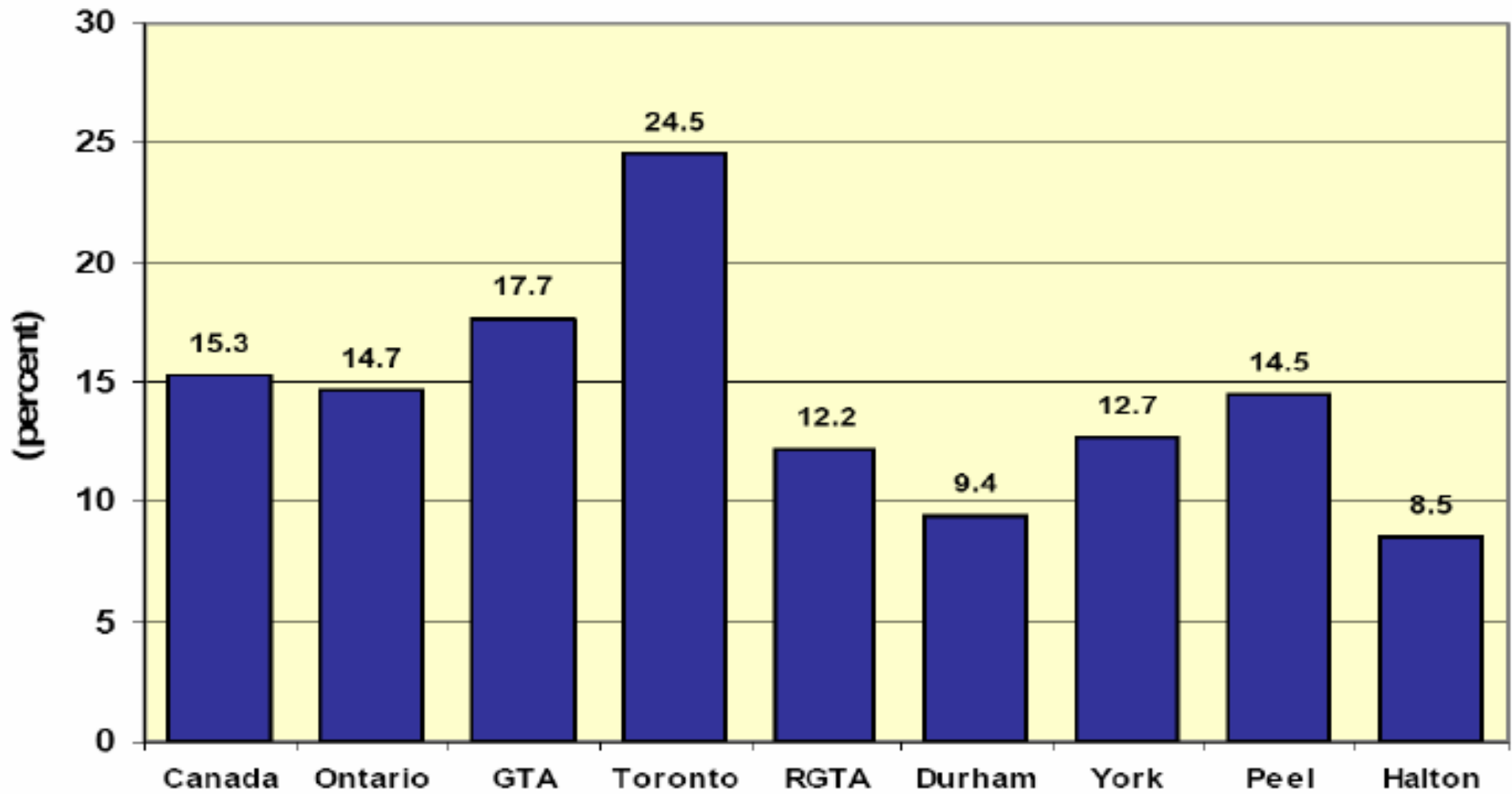


Grade 9 Credit Accumulation by SES

2006-07 Grade 9 Credit Accumulation
(% Highly At-risk with 6 or fewer credits)



Before Tax Low Income Rates - All Persons Selected Geographies, 2006



Source: City of Toronto

II. What do we mean by the Grade 9 cohort?

- **Cohort rates**, looking at how one group of students did over a period of time.
- In Ontario, this has traditionally looked at how Grade 9 students have fared over a five year period, from when they started their first year of high school in Grade 9 until after they finished their fifth year).

Why Do Cohort Studies?

- Only way to provide the full (or at least fuller) picture of long-term student progress.
- Both at-risk and resilient students take longer to complete high school.
- ‘Dropout’ status changes from year to year; the longer the study the more definitive the outcome.

Most students had either graduated or dropped out by Fall 2007 (end of Year 6/beginning of Year 7):

- 54.5% graduated in 2003-4 (Year 4)
- 14.2% graduated in 2004-5 (Year 5)
- 3.0% graduated in 2005-6 (Year 6)
- by the end of Year 6, 26.1% had dropped out
- by the end of Year 6, 2.3% were still in the TDSB in the Year 7 of secondary.

IV. Post-secondary Access: This Grade 9 Cohort of Fall 2000

Students 1) Apply to post-secondary; they 2) confirm an offer of admission and 3) register (attend) the institution.

We looked at five years of postsecondary applications and confirmations (registration data available only in 2004):

- 2003-4 (Year 4 of this cohort; known by universities and colleges as the 2004 applications cycle)
- 2004-5 (Year 5)
- 2005-6 (Year 6)
- 2006-7 (Year 7)
- 2007-8 (Year 8 if this cohort; the 2008 applications cycle)

The Direct Transition

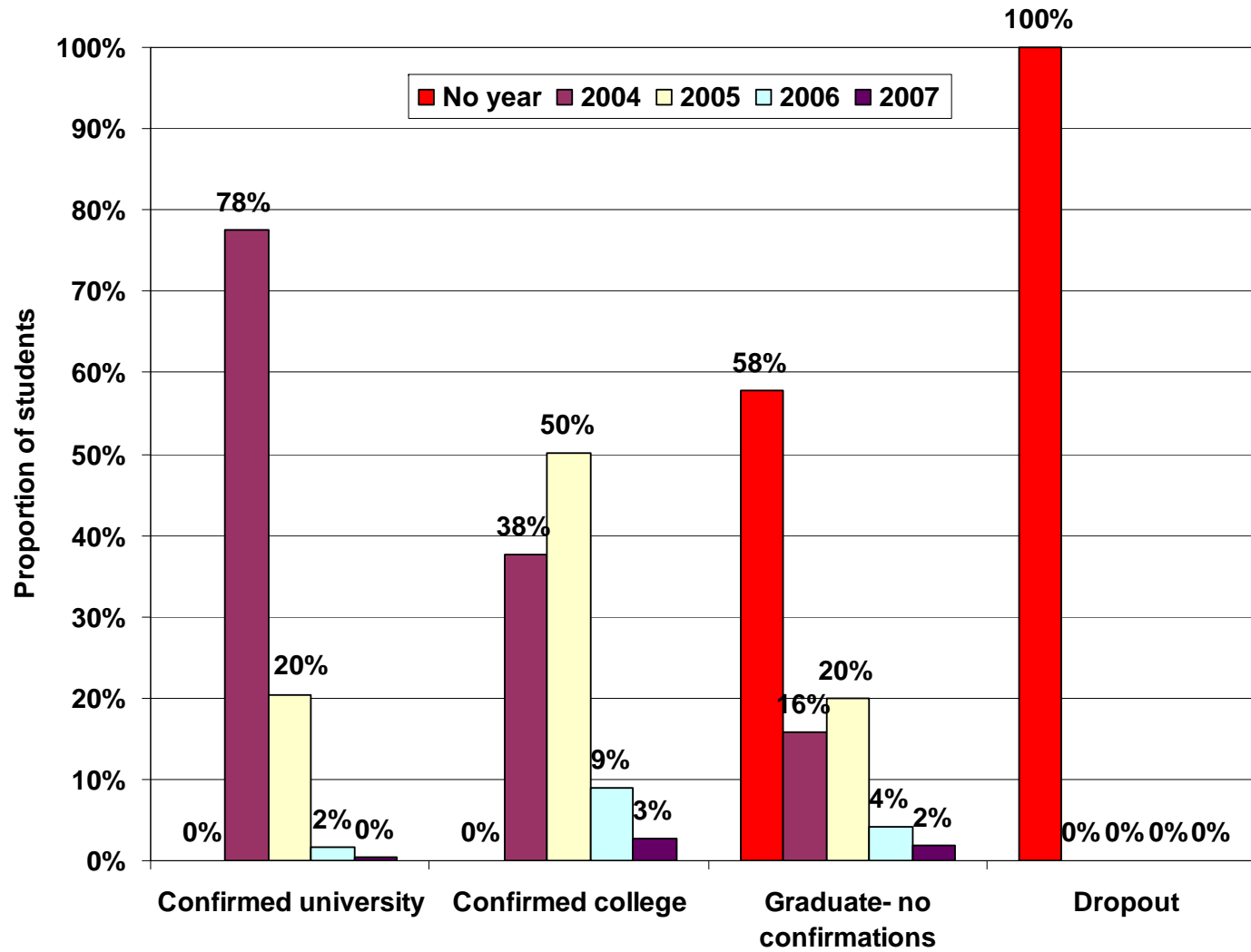
The Direct Transition

- Students will apply to post-secondary directly from high school, or within a year or two of graduation. These students are the 'direct transition'.
- Students will apply as adult students in the 'indirect transition'.
- The boundaries between the two are fluid.
- We will be looking at the **direct transition**, *according to student records*.

When did students apply to post-secondary?

- Almost all students who graduated (87%) then applied to post-secondary, over a period of 5 years. The proportion has increased amongst more recent cohorts.
- Thus, 'graduation' and 'post-secondary access' are merging.
- Over three quarters of University confirmations happened in 2004, the first year of Grade 12; a fifth happened in 2005.
- However, little over a third (38%) of College confirmations happened 2004, the first year of Grade 12.
- The majority of College confirmations occurred in 2005 (50%) and 2006 (9%).

Year the Cohort Students Applied to University or College



Putting Confirmations and Graduation Patterns Together: Post-secondary Pathways

We put the 5 years of confirmations data, and the six year cohort study, together in a variable that combines outcomes from when the students started in Grade 9 in Fall 2000, until the final year of applications in the 'direct transition' in 2007-8:

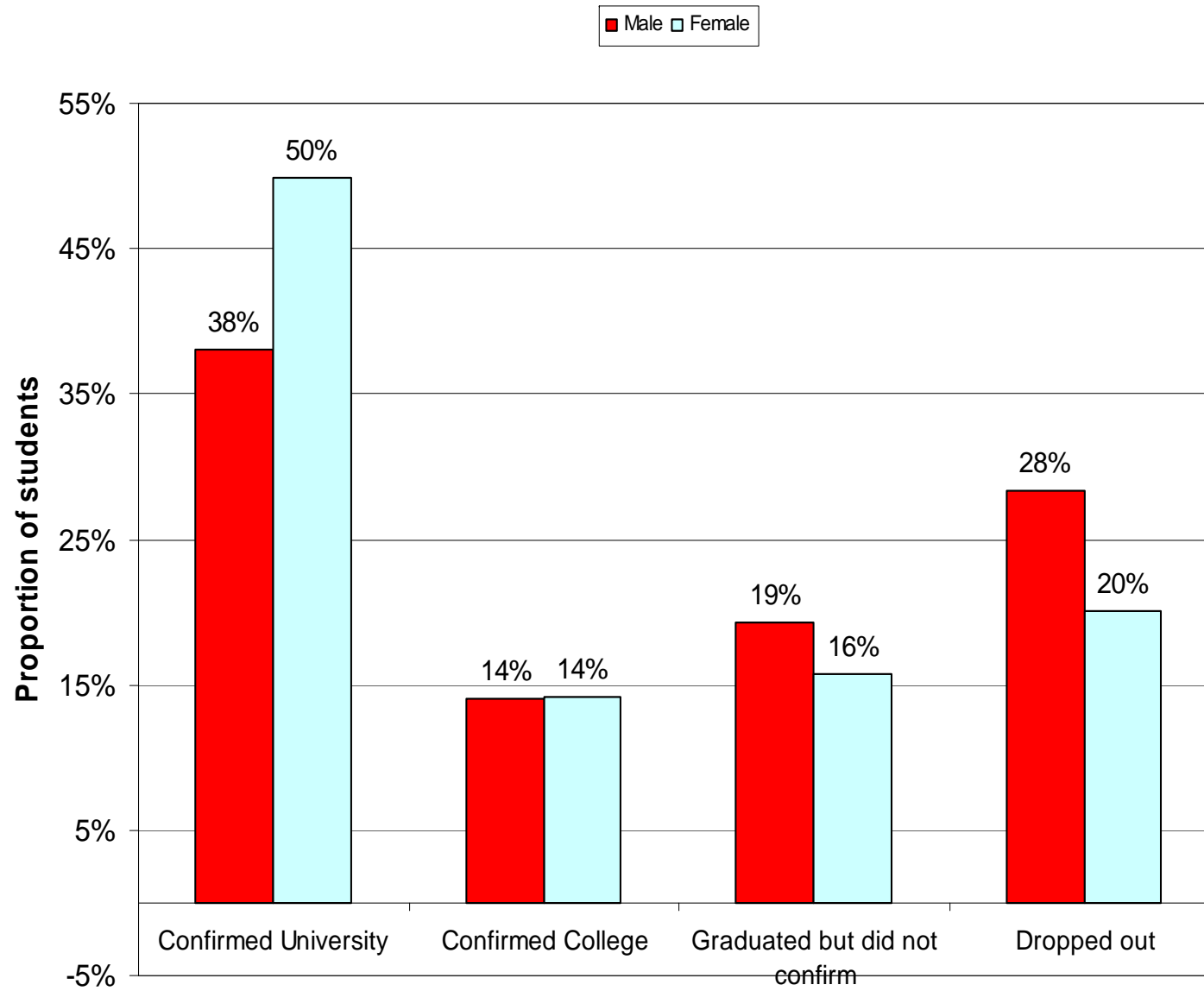
- 43.1% confirmed an offer of acceptance from university;
- 13.9% confirmed an offer of acceptance from college;
- 17.3% applied to post-secondary but did not confirm any offer; or graduated, but did not apply to post-secondary;
- 24.0% dropped out, and did not apply to post-secondary.

Post-secondary Pathways

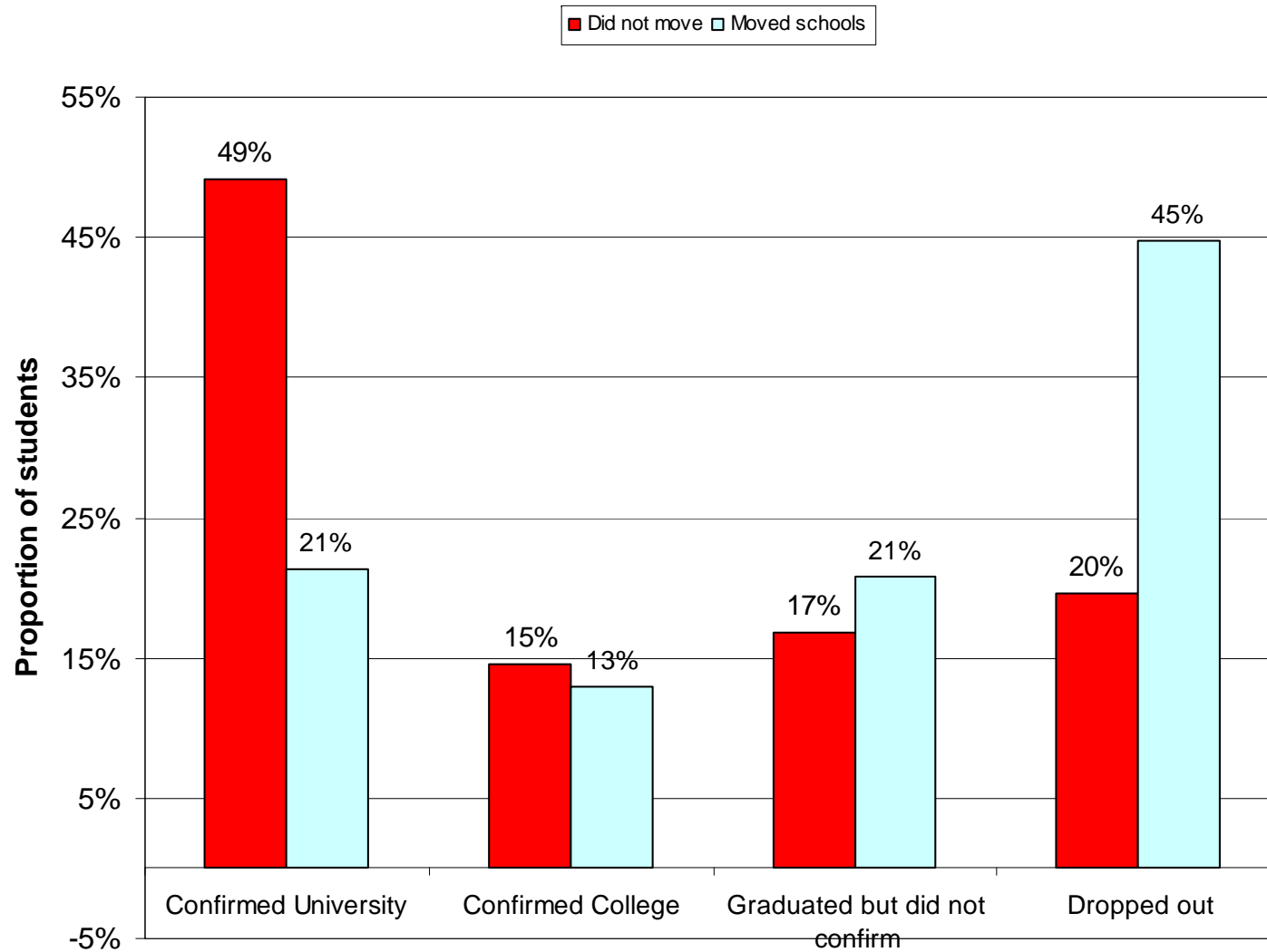
A Few Key Points:

- Speaking English and being born in and out of Canada in themselves are not especially important (similar to what we found in the earlier study) although the lower-achieving categories are a bit more likely to be born in Canada and speaking English only.
- The two extremes are confirmation to university on one side, and dropout on the other.
- The key differences are gender, streaming, Grade 9 performance, and SES.

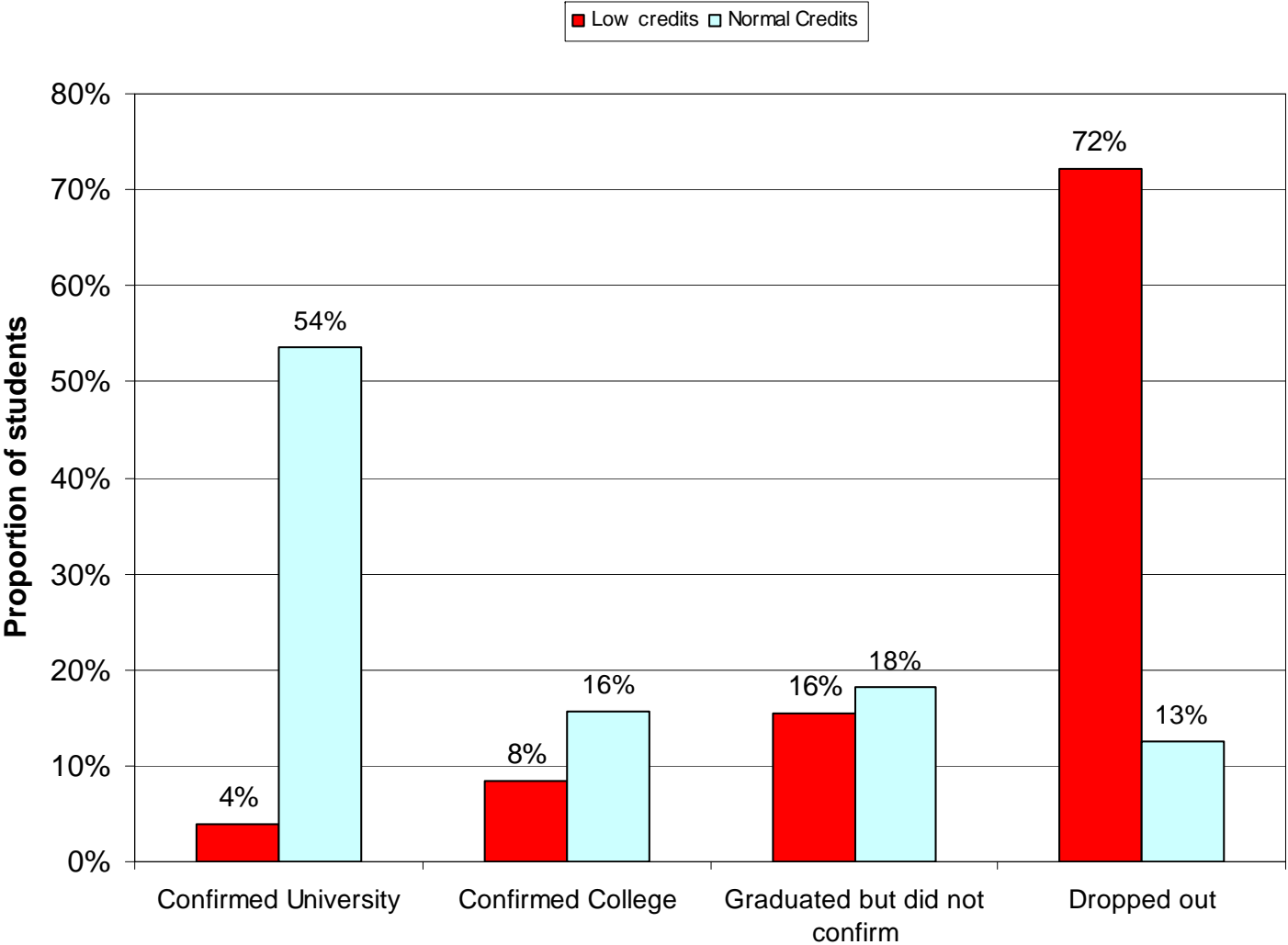
Post-secondary Pathways: Gender Differences



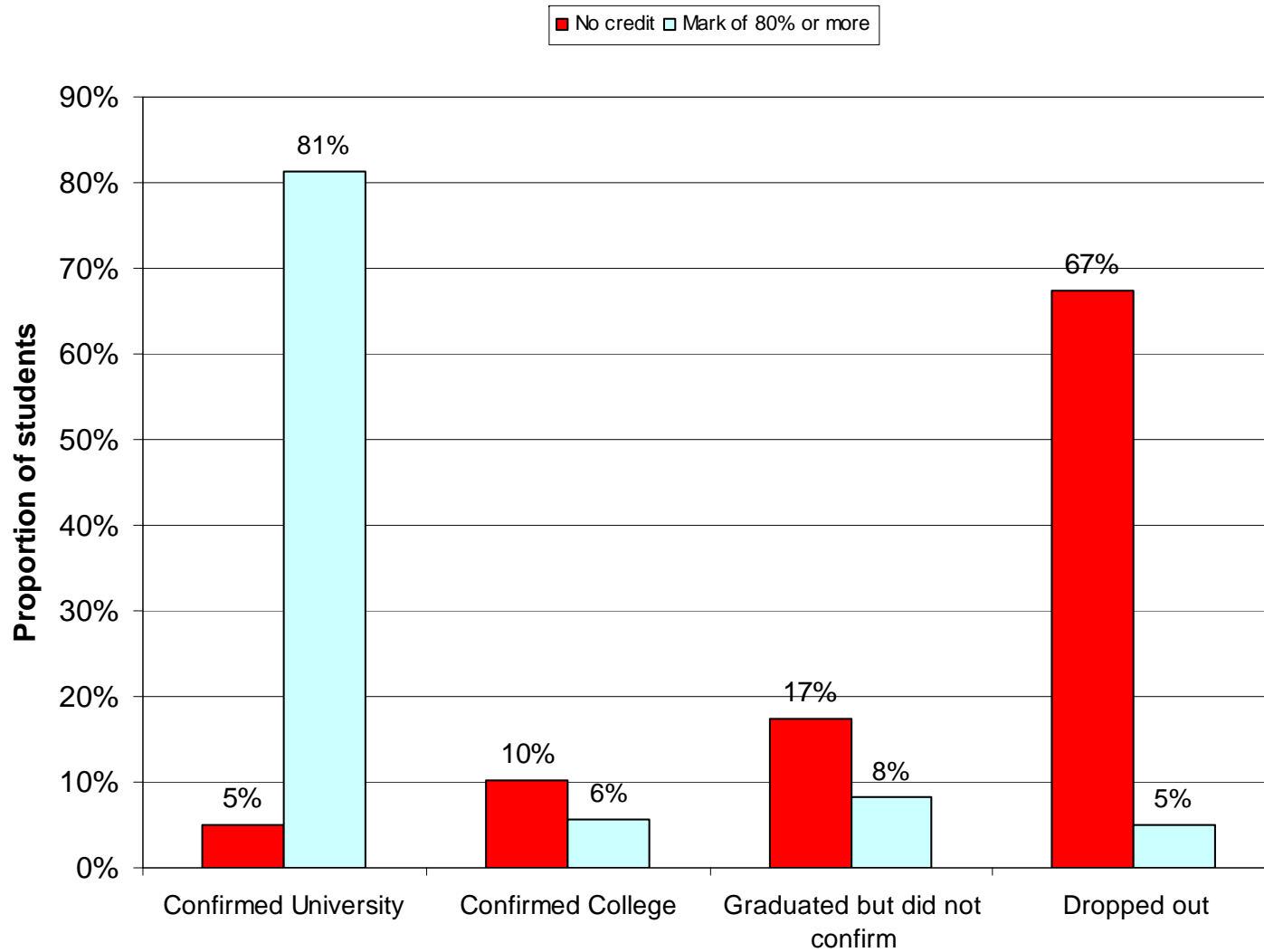
Post-secondary Pathways: Moving Schools



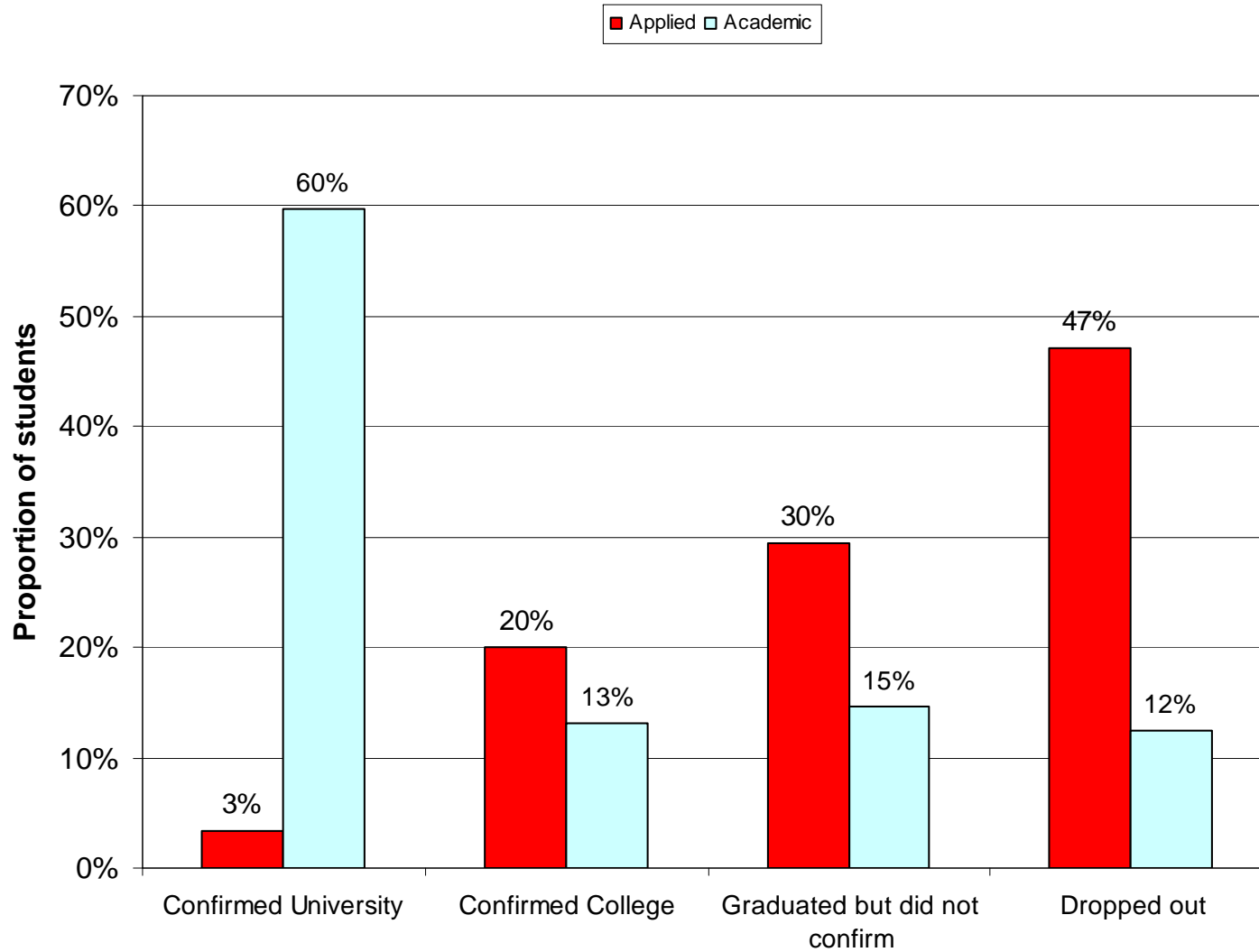
Post-secondary Pathways: Low Credit Accumulation in Grade 9



Post-secondary Pathways: Low and High Math Achievement in Grade 9



Post-secondary Pathways: taking Applied and Academic Courses in Grades 9-10



Post-secondary Pathways: Regions of Birth

