Report on the Three OnLAC-Derived Service Performance Indicators: SPIs 14, 15, and 16

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June 24, 2014

Report Prepared for Presentation at the Performance Indicators Summit,

June 26, 2014, Toronto, Ontario

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Executive Summary

This report provides basic information and interpretation on service performance indicators (SPIs) 14, 15, and 16, which, in the new Ontario child welfare accountability framework, are concerned with client well-being and derived from data collected annually by the Ontario Looking After Children (OnLAC) project. The three indicators are SPI 14: Development assets for children in care; SPI 15: Quality of the caregiver-youth relationship for children in care; and SPI 16: Age-to-grade educational performance of children in care. We present data from OnLAC years 10, 11, and 12 (respectively, 2010-2011, 2011-2012, and 2012-2013). For 0-17 year olds, with whom most of the present report is concerned, the annual samples ranged between 6,580 and 6,851 young people in care, with data collected by 41 local Children's Aid Societies (CASs) in each year. For the analyses in the Executive Summary (Tables B.1-B.3), based on SPI 14 (developmental assets), the sample sizes ranged between 6,732 and 6,930. The results showed, first, that CASs accounted for only a very small portion of the total variation in SPI 14-16 scores. Second, SPI 14 correlated consistently and significantly with SPIs 15 and 16, whereas SPIs 15 and 16 were related only very weakly or not at all. Third, as noted in Table A (next page), of 36 ANOVA or chi square-based comparisons made on SPIs 14-16 between the means or percentages of the female and male youths in care across the three OnLAC years, the females had significantly higher scores on 53% of the comparisons, versus 3% for the males, and the female advantage was especially marked on SPI 16 (92% versus 8%). Also as noted in Table A, of 36 comparisons made between the means or percentages of the First Nations, Métis, or Inuit (FNMI) and non-FNMI young persons in care, the FNMI youths had significantly higher scores on 22% of the comparisons, versus 6% for the non-FNMI youths. The differences tended to be most marked on SPI 16, least marked on SPI 15, and intermediate

on SPI 14. Finally, in the ANOVAs involving SPIs 14 and 15, only 2 of the 48 ethnicity-by-gender interactions were statistically significant, indicating that ethnicity and gender had largely independent influences on the SPIs.

Table A: Statistically Significant Differences in Means or Percentages on SPIs 14, 15, and 16, for All Age Groups and All Three OnLAC Years Combined

SPIs	Ethnicity-Based Comparisons (FNMI vs. non-FNMI)	Gender-Based Comparisons (female vs. male)
SPIs 14, 15, 16 combined	*Of the total of 36 comparisons of FNMI versus non-FNMI means (Ms) or percentages (%s):* - 26 (72%) were statistically non-significant; - In 8 (22%), the FNMI youths had a higher *M* or *%;* - In 2 (6%), the non-FNMI had a higher *M* or *%.*	*Of the total of 36 comparisons of female versus male means (Ms) or percentages (%s):* - 16 (44%) were statistically non-significant; - In 19 (53%), the females had a higher *M* or *%;* - In 1 (3%), the males had a higher *M* or *%*.
SPI 14: Developmental Assets	*Of the 15 comparisons of Ms or %s on SPI 14:* - 12 (80%) were statistically non-significant; - In 3 (20%), the FNMI youths had a higher *M* or *%*.	*Of the 15 comparisons of Ms or %s on SPI 14:* *- 8 (53%) were statistically non-significant;* *- In 7 (47%), the females had a higher M or %.*
SPI 15: Caregiver-Youth Relationship	Of the 9 comparisons of *M*s or *%*s on SPI 15: - 7 (78%) were statistically non-significant; - In 1 (11%), the FNMI youth had a higher mean or %; - In 1 (11%), the non-FNMI youth had a higher *M* or *%.*	Of the 9 comparisons of *M*s or *%*s on SPI 15: - 7 (78%) were statistically non-significant; - In 1 (11%), the females had a higher mean or %; - In 1 (11%), the males had a higher *M* or *%.*
SPI 16: Age-to-Grade Educational Performance	Of the 12 comparisons of *M*s or *%*s on SPI 16: - 7 (58%) were statistically non-significant; - In 4 (33%), the FNMI youth had a higher mean or %; - In 1 (8%), the non-FNMI youth had a higher *M* or *%.*	Of the 12 comparisons of *M*s or *%*s on SPI 16: - None (0%) were statistically non-significant; - In 11 (92%), the females had a higher mean or %; - In 1 (8%), the males had a higher *M* or *%*.

Notes. These comparisons of means or percentages were made in Appendix Tables 6.1 to 17.3. We treated significance levels of $p = .051$ and $p = .053$ as significant in Appendix Tables 6.1-17.3. FNMI = First Nations, Métis, and Inuit. *M* = Mean, *%* = Percentage.

As called for in the OACAS (2014) *Performance Indicators Data Specification Guide*, Tables B.1 to B.3 display the mean (average) scores attained by each age group on SPI 14, on the 20 external, 20 internal, and 40 total developmental assets, as well as on the "packets" of four assets that make up, respectively, the internal and external assets. Overall, the mean scores were quite high. Except for the oldest youths, however (i.e., those aged 18+ years, who provided self-ratings of their own assets in OnLAC years 11 and 12 but not in year 10, because the 40 assets were not included in the AAR in year 10), there was a pattern in all three years of older age groups having a lower mean number of assets. We anticipated this pattern from previous research by the Search Institute (Scales & Leffert, 2004).

Table B.1: SPI 14 – Mean Number of Developmental Assets by Age Group, for OnLAC Year 10

Developmental Assets	OnLAC Year 10						
	0-4	**5-9**	**10-11**	**12-15**	**16-17**	**18+**	**Total**
External Developmental Asset Average Score	17.8	16.7	14.9	14.6	13.1		**15.0**
Support	5.4	5.4	5.5	5.3	4.9		5.3
Empowerment	3.7	3.1	2.4	2.6	2.4		2.7
Boundaries & Expectations	5.3	5.4	5.0	4.8	4.4		4.9
Use of Time	3.3	2.8	2.1	1.9	1.4		2.1
Internal Developmental Asset Average Score	19.0	17.4	13.2	13.4	12.1		**14.4**
Commitment to Learning	4.8	4.4	3.9	3.5	2.8		3.7
Positive Values	5.7	5.8	3.4	3.5	3.2		4.1
Social Competencies	4.6	4.2	3.3	3.4	3.3		3.7
Positive Identity	3.9	3.0	2.7	2.9	2.8		3.0
Total Developmental Asset Average Score	36.8	34.1	28.1	27.9	25.1		**29.4**
N =	**937**	**1035**	**694**	**2456**	**1729**		**6851**

Table B.2: SPI 14 – Mean Number of Developmental Assets by Age Group, for OnLAC Year 11

Developmental Assets	OnLAC Year 11						
	0-4	**5-9**	**10-11**	**12-15**	**16-17**	**18+**	**Total**
External Developmental Asset Average Score	17.8	16.5	14.7	14.4	13.2	16.4	**15.0**
Support	5.4	5.4	5.4	5.3	4.9	5.1	5.2
Empowerment	3.7	3.0	2.4	2.5	2.4	3.3	2.8
Boundaries & Expectations	5.3	5.4	4.9	4.8	4.5	4.7	4.9
Use of Time	3.4	2.7	2.0	1.8	1.4	3.2	2.1
Internal Developmental Asset Average Score	19.1	17.5	13.3	13.0	12.4	17.0	**14.6**
Commitment to Learning	4.8	4.5	3.9	3.5	2.9	4.1	3.7
Positive Values	5.7	5.8	3.4	3.4	3.2	4.8	4.1
Social Competencies	4.6	4.2	3.3	3.4	3.4	4.4	3.7
Positive Identity	3.9	3.0	2.7	2.8	2.8	3.6	3.0
Total Developmental Asset Average Score	36.9	34.0	28.0	27.4	25.5	33.4	**29.6**
N =	**999**	**1039**	**612**	**2294**	**1636**	**152**	**6732**

Table B.3: SPI 14 – Mean Number of Developmental Assets by Age Group, for OnLAC Year 12

Developmental Assets	OnLAC Year 12						
	0-4	**5-9**	**10-11**	**12-15**	**16-17**	**18+**	**Total**
External Developmental Asset Average Score	18.0	16.9	15.9	13.9	12.7	16.3	**15.0**
Support	5.5	5.5	5.4	5.2	4.7	5.2	5.2
Empowerment	3.8	3.2	3.1	2.4	2.4	3.2	2.8
Boundaries & Expectations	5.3	5.5	5.0	4.8	4.4	4.8	4.9
Use of Time	3.4	2.7	2.4	1.5	1.2	3.1	2.1
Internal Developmental Asset Average Score	19.2	17.9	15.8	12.8	12.1	16.5	**14.8**
Commitment to Learning	4.8	4.6	3.9	3.2	2.7	4.0	3.6
Positive Values	5.8	5.9	5.4	3.4	3.3	4.8	4.4
Social Competencies	4.7	4.3	3.6	3.4	3.4	4.3	3.8
Positive Identity	3.9	3.1	2.9	2.8	2.8	3.4	3.0
Total Developmental Asset Average Score	37.1	34.8	31.7	26.7	24.8	32.8	**29.8**
N =	**1120**	**1104**	**624**	**2264**	**1674**	**144**	**6930**

Tables C.1 to C.3 show the mean (average) score for the different age groups on the Quality of Caregiver-Youth Relationship Scale (as rated by the young person in care). Again, although the scores were high for all age groups (with a maximum of 8 and a minimum of 0), older age groups had somewhat lower mean scores, in all three OnLAC years..

Table C.1: SPI 15 – Mean Score on Quality of Caregiver-Youth Relationship Scale by Age Group, for OnLAC Year 10

Quality of Caregiver-Youth Relationship	OnLAC Year 10			
	10-11	12-15	16-17	Total
Average score (max = 8, min = 0)	7.0	6.6	6.4	**6.6**
***N* =**	**656**	**2337**	**1440**	**4433**

Table C.2: SPI 15 – Mean Score on Quality of Caregiver-Youth Relationship Scale by Age Group, for OnLAC Year 11

Quality of Caregiver-Youth Relationship	OnLAC Year 11			
	10-11	12-15	16-17	Total
Average score (max = 8, min = 0)	7.1	6.6	6.3	**6.6**
***N* =**	**579**	**2158**	**1361**	**4098**

Table C.3: SPI 15 – Mean Score on Quality of Caregiver-Youth Relationship Scale by Age Group, for OnLAC Year 12

Quality of Caregiver-Youth Relationship	OnLAC Year 12			
	10-11	12-15	16-17	Total
Average score (max = 8, min = 0)	7.0	6.5	6.4	**6.6**
***N* =**	**572**	**2110**	**1352**	**4034**

Finally, Tables D.1 to D. 3 display the results for SPI 16. The same general pattern emerged as in the case of SPIs 14 and 15: the older the age group, the lower the average level of performance, as rated by the young people's caregivers. Specifically, in all three OnLAC years, over 60% of the 5 year olds were rated as functioning academically at an age-expected level, whereas this percentage had declined to less than half (48%) among the 17 year olds. Conversely, the percentage who were rated as functioning below their age-expected grade level rose from approximately a third among the 5 year olds to about half among the 17 year olds. Very few in any age group, in any OnLAC year, were rated by their caregivers as functioning at a level ahead of their age-expected grade level.

Table D.1: SPI 16 - Educational Performance of Children in Care: Percentage At, Behind, or Ahead of Their Age-Expected Grade, by Age Group, for OnLAC Year 10

OnLAC Year 10							
	Number of CIC who are at						
	An age-appropriate grade level		A year or more behind grade level		A year or more ahead grade level		
Age	Total	prop	Total	prop	Total	prop	*N* =
5	80	61%	42	32%	9	7%	**131**
6	102	63%	58	36%	3	2%	**163**
7	98	52%	83	44%	9	5%	**190**
8	120	54%	96	43%	6	3%	**222**
9	147	51%	138	48%	4	1%	**289**
10	153	55%	121	44%	2	1%	**276**
11	197	51%	184	48%	5	1%	**386**
12	222	49%	223	49%	8	2%	**453**
13	265	53%	223	45%	12	2%	**500**
14	301	52%	264	41%	11	2%	**576**
15	440	51%	313	41%	17	2%	**770**
16	435	50%	413	47%	23	3%	**871**
17	317	48%	324	49%	17	3%	**658**
Total	**53%**		**45%**		**2%**		**5485**

Table D.2: SPI 16 - Educational Performance of Children in Care: Percentage At, Behind, or Ahead of Their Age-Expected Grade, by Age Group, for OnLAC Year 11

OnLAC Year 11							
	Number of CIC who are at						
	An age-appropriate grade level		A year or more behind grade level		A year or more ahead grade level		
Age	Total	prop	Total	prop	Total	prop	*N =*
5	117	62%	64	34%	7	4%	**188**
6	108	60%	69	38%	3	2%	**180**
7	93	53%	75	43%	8	5%	**176**
8	110	51%	99	46%	6	3%	**215**
9	136	51%	127	47%	6	2%	**269**
10	127	47%	136	50%	10	4%	**273**
11	174	52%	155	46%	5	2%	**334**
12	201	51%	187	47%	9	2%	**397**
13	235	46%	264	52%	12	2%	**511**
14	364	59%	243	39%	14	2%	**621**
15	401	56%	310	43%	7	1%	**718**
16	477	55%	379	43%	19	2%	**875**
17	305	48%	311	49%	16	3%	**632**
Total	**53%**		**40%**		**7%**		**5389**

Table D.3: SPI 16 - Educational Performance of Children in Care: Percentage At, Behind, or Ahead of Their Age-Expected Grade, by Age Group, for OnLAC Year 12

OnLAC Year 12							
	Number of CIC who are at						
	An age-appropriate grade level		A year or more behind grade level		A year or more ahead grade level		
Age	Total	prop	Total	prop	Total	prop	*N =*
5	124	66%	62	33%	3	2%	**189**
6	126	60%	80	38%	5	2%	**211**
7	123	60%	83	40%	3	1%	**209**
8	124	59%	80	38%	8	4%	**212**
9	130	49%	127	48%	9	3%	**266**
10	129	48%	133	50%	6	2%	**268**
11	170	48%	182	51%	3	1%	**355**
12	174	48%	186	51%	6	2%	**366**
13	238	53%	204	45%	11	2%	**453**
14	327	55%	253	42%	17	3%	**597**
15	415	58%	286	40%	10	1%	**711**
16	438	53%	379	45%	18	2%	**835**
17	334	48%	349	50%	14	2%	**697**
Total	**53%**		**45%**		**2%**		**5369**

Report on the Three OnLAC-Derived Service Performance Indicators: SPIs 14, 15, and 16

The Three OnLAC SPIs

The Performance Indicators Summit, to be held in Toronto on June 26, 2014, will mark an important step in the evolution of the new Ontario child-welfare accountability framework. Prepared for the Summit, the present report provides descriptive data, analyses, and interpretative comments on the three service performance indicators (SPIs) that, in the new accountability framework, are derived from selected variables from the Ontario Looking After Children (OnLAC) project. These SPIs are the following: SPI 14: Development assets for children in care; SPI 15: Quality of the caregiver-youth relationship for children in care; and SPI 16: Age-to-grade educational performance of children in care.

On the conceptual level (see the *Performance Indicators Data Specification Guide*, OACAS, 2014), SPI 14 consists of internal child attributes and external life circumstances that are related to children's well-being in areas such as educational performance, avoiding high-risk behaviour, and doing well overall. SPI 15 is concerned mainly with the child or youth's perception of the quality of his or her relationship with the caregiver, which is a key influence on (among other things) the child or youth's perception of the quality of the current placement. SPI 16, finally, is based on the young person's educational progress in keeping up with the school grade expected for his or her chronological age. It should be kept in mind that the OnLAC-derived SPIs are only 3 of a total of 28 performance indicators in the new Ontario system. The latter are concerned with a broad range of issues, including client safety, entry to care, permanency, continuity of care, well-being, client feedback, stakeholder feedback, and organizational capacity to hire and retain qualified staff, maintain productivity, make accurate

budget forecasts and financial reports, track performance indicators, and achieve governance effectiveness.

Purpose of Present Report

As requested by the organizers of the PI Summit, we have addressed three main questions: First, how much variation in the two continuous SPIs, 14 and 15, was associated with local Children's Aid Societies (CASs), rather than with individual young people served within CASs (the same analysis was not possible with the categorical SPI 16)? The more the variation between CASs on a given SPI, the more different they would be from one another in terms of their respective associations with a given SPI. Second, how strongly were SPIs 14, 15, and 16 correlated with each other, on the level of the individual young person in care? Did this correlation vary by age group, and were SPIs 14-16 assessing related or distinct aspects of the well-being of children in care? Third, how similar were First Nations, Métis, or Inuit (FNMI) versus non-FNMI, or female versus male, young people in care, in terms of their average (mean or percentage) scores on SPIs 14, 15, and 16? Did this relationship vary by age group, and also did the two background characteristics, ethnicity and gender, interact statistically or did they operate independently of one another?

Method

Operational Definitions of SPIs 14, 15, & 16

The three OnLAC-based PIs were operationalized as follows. SPI 14 was measured in terms of the total number of developmental assets (maximum = 40, minimum = 0) possessed by the young person in out-of-home care, as evaluated by his or her child welfare worker. The internal consistency (Cronbach's alpha) of this measure is very good, ranging from .83 to .91,

depending on the age group (see Flynn, Vincent, & Miller, 2011). SPI 15 was assessed with a 4-item scale of the perceived quality of the caregiver-child relationship (maximum scale score = 8, minimum = 0), as rated by the young person in care (if aged 10 or older). Internal consistency (Cronbach's alpha) for this measure is also very good, ranging between .82 and .85 (Flynn et al., 2011). SPI 16 was operationalized as the young person's age-to-grade educational performance, in which the caregiver rated the young person's current grade level in school relative to the grade he or she would be expected to be in given his or her chronological age (2 = the young person in care was rated by the caregiver as ahead of his or her expected grade level by one or more grade levels, 1 = the young person was rated as being at the expected grade level, and 0 = the young person was rated as being behind by one or more grade levels). Given that very few young people were ahead of their expected grade level, we recoded SPI 16 into a more useful and interpretable dichotomy (1 = the young person in care was rated as being at or ahead of his or her age-expected grade level, 0 = the young person was rated as being behind by one or more grade levels.)

OnLAC Years and Samples

We provide data herein on the three OnLAC SPIs that are derived from the 2010 version of the Assessment and Action record (AAR; Flynn et al., 2011), for OnLAC years 10, 11, and 12 (respectively, 2010-2011, 2011-2012, and 2012-2013). We do so for the age groups for whom the AAR has been mandated (since 2006) by the Ontario Ministry of Children and Youth Services (MCYS) for use in local CASs, namely, children and adolescents in care aged 0-4 years, 5-9 years, 10-11 years, 12-15 years, and 16-17 years. We have not provided data on young people in care aged 18-21+ years because the latter are technically not in care. MCYS never mandated use of the AAR with this age group, leaving the choice up to each CAS. In

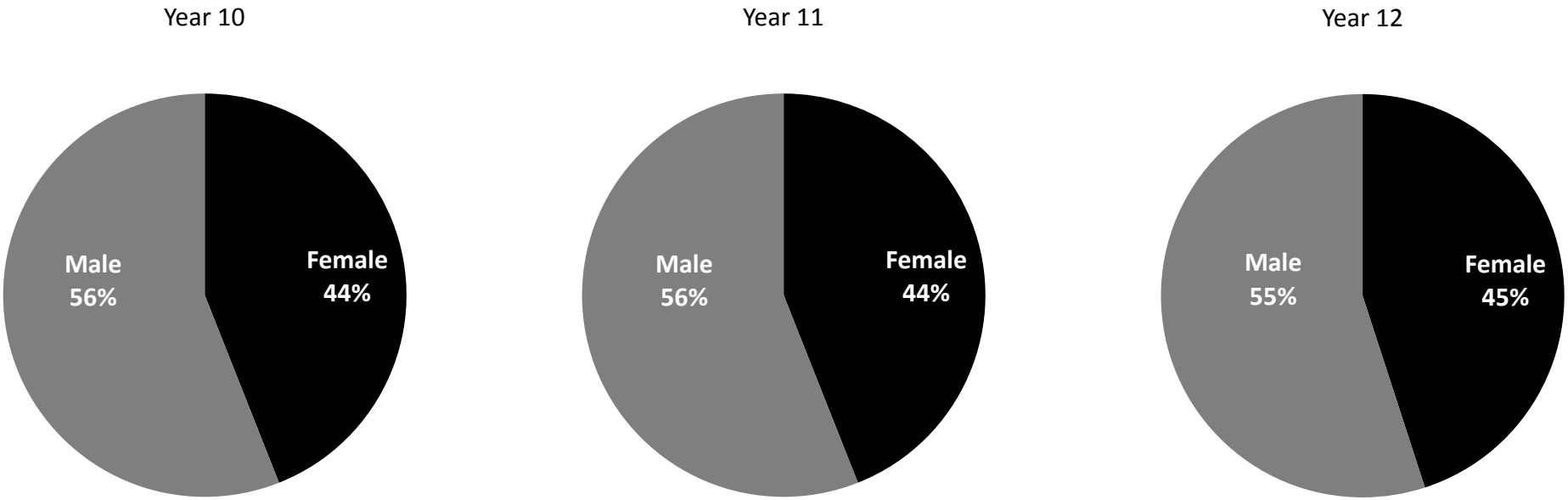
consequence, unlike the large and representative OnLAC samples for children and adolescents aged 0-17 years, those for young people aged 18-21+ are smaller and doubtless less representative.

In the present report, the annual sample sizes that we used, based on children and youths in care aged 0-17 years, were 6,851 for OnLAC year 10, 6,580 for year 11, and 6,752 for year 12. The young people were served by a total of 41 CASs in each of the three years. Figure A shows that the percentage of boys and girls in each annual sample, both overall and in each age group, was very stable, with a slight preponderance of boys.

As displayed in Figure B, the overall percentage of First Nations, Métis, or Inuit (FNMI) versus non-FNMI young people in care was quite stable from year to year, with the FNMI children and youths comprising roughly one fifth of the overall annual sample. The percentage of FNMI children or youths within each age group varied to some extent, however, with the younger age groups tending to have a somewhat higher proportion of FNMI children.

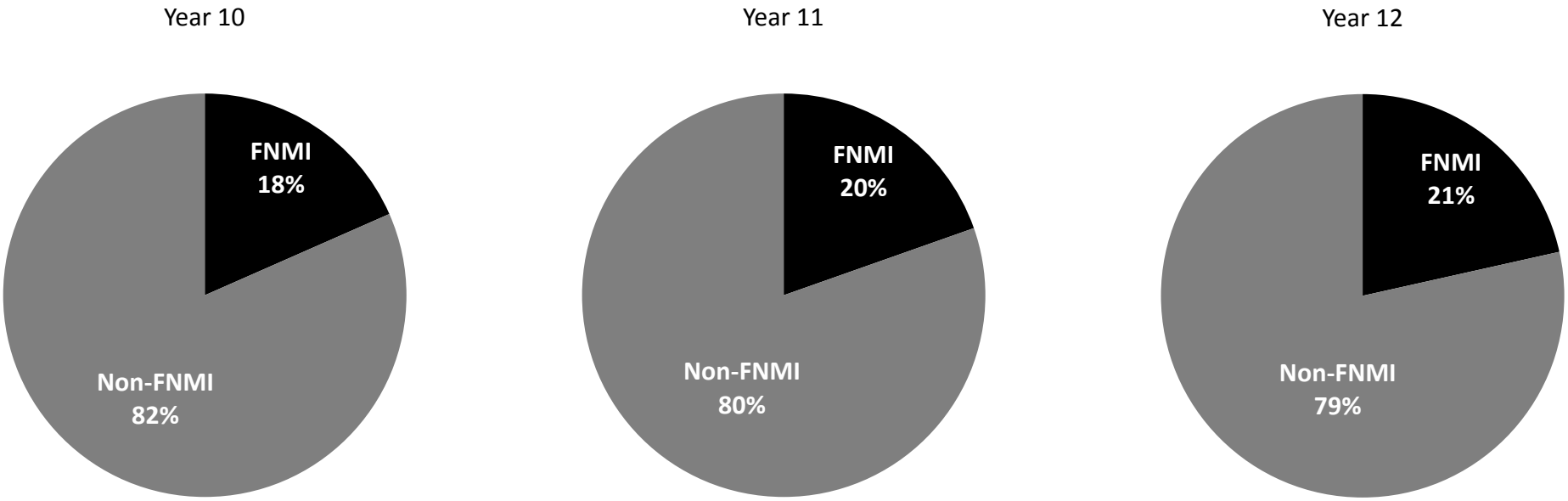
It is important to note that of the 46 local CASs in Ontario, 41 provided OnLAC data for the present report. Five CASs serving only FNMI children and families did not provide any OnLAC data: Akwesasne Child & Family Services, Anishinaabe Abinoojii Family Services, Payukotayno James and Hudson Bay Family Services, Tikinagan Child & Family Services, and Weechi-it-te-win. Thus, our results for FNMI young people in care cannot be taken as representative of all FNMI children in care in Ontario, without exception. Rather, our results can be seen as representative of those FNMI children served by 40 of the 41 participating CAS (see Figure C).

Figure A: Gender Breakdown, OnLAC Years 10-12



	Year 10		Year 11		Year 12	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
0-4 years	56%	44%	54%	46%	54%	46%
5-9 years	58%	42%	57%	43%	56%	44%
10-11 years	61%	39%	59%	41%	56%	44%
12-15 years	57%	43%	58%	42%	56%	44%
16-17 years	52%	48%	54%	46%	53%	47%

Figure B: Ethnic Breakdown, OnLAC Years 10-12



	Year 10		Year 11		Year 12	
	FNMI	**Non-FNMI**	**FNMI**	**Non-FNMI**	**FNMI**	**Non-FNMI**
0-4 years	22%	78%	23%	77%	25%	75%
5-9 years	23%	77%	25%	75%	27%	73%
10-11 years	17%	83%	19%	81%	24%	76%
12-15 years	18%	82%	20%	80%	20%	80%
16-17 years	15%	85%	14%	86%	16%	84%

Table E: 41 Participating and 5 Non-Participating Agencies

Participating agencies:				
Children's Aid Society of Algoma	Children's Aid Society of Haldimand & Norfolk	Family and Children's Services of Lanark, Leeds and Grenville	Sarnia-Lambton Children's Aid Society	Native Child and Family Services of Toronto
Brant Family & Children's Services	Halton Children's Aid Society	Children's Aid Society of London and Middlesex	Children's Aid Society of Simcoe County	Family & Children's Services of the Waterloo Region
Bruce Grey Child & Family Services	Catholic Children's Aid Society of Hamilton	Family, Youth & Child Services of Muskoka	Children's Aid Society of the United Counties of Stormont, Dundas & Glengarry	Family & Children's Services of Guelph and Wellington County
Chatham Kent Child Services	Children's Aid Society of Hamilton	Family & Children's Services Niagara	Children's Aid Society of the District s of Sudbury and Manitoulin	Windsor-Essex Children's Aid Society
Dilico Anishinabek Family Care	Highland Shores Children's Aid	Children's Aid Society of the District of Nipissing and Parry Sound	Children's Aid Society of the District of Thunder Bay	York Region Children's Aid
Dufferin Child & Family Services	Huron Perth Children's Aid Society	Children's Aid Society of Ottawa	North Eastern Ontario Family and Children's Services	Kenora Rainy River Districts Child and Family Services
Durham Children's Aid Society	Valoris for Children and Adults of Prescott-Russell	Children's Aid Society of Oxford County	Catholic Children's Aid Society of Toronto	Family and Children's Services of Renfrew County
Family & Children's Services of St Thomas and Elgin County	Kawartha-Haliburton Children's Aid Society	Peel Children's Aid	Children's Aid Society of Toronto	Jewish Family & Child
Family and Children's Services of Frontenac, Lennox and Addington				
Non-participating agencies:				
Akwesasne Child & Family Services	Anishinaabe Abinoojii Family Services	Payukotayno James and Hudson Bay Family Services	Tikinagan Child & Family Services	Weechi-it-te-win

Figure C: Percentage of FNMI Young People ages 0-17, by agency, OnLAC Year 12

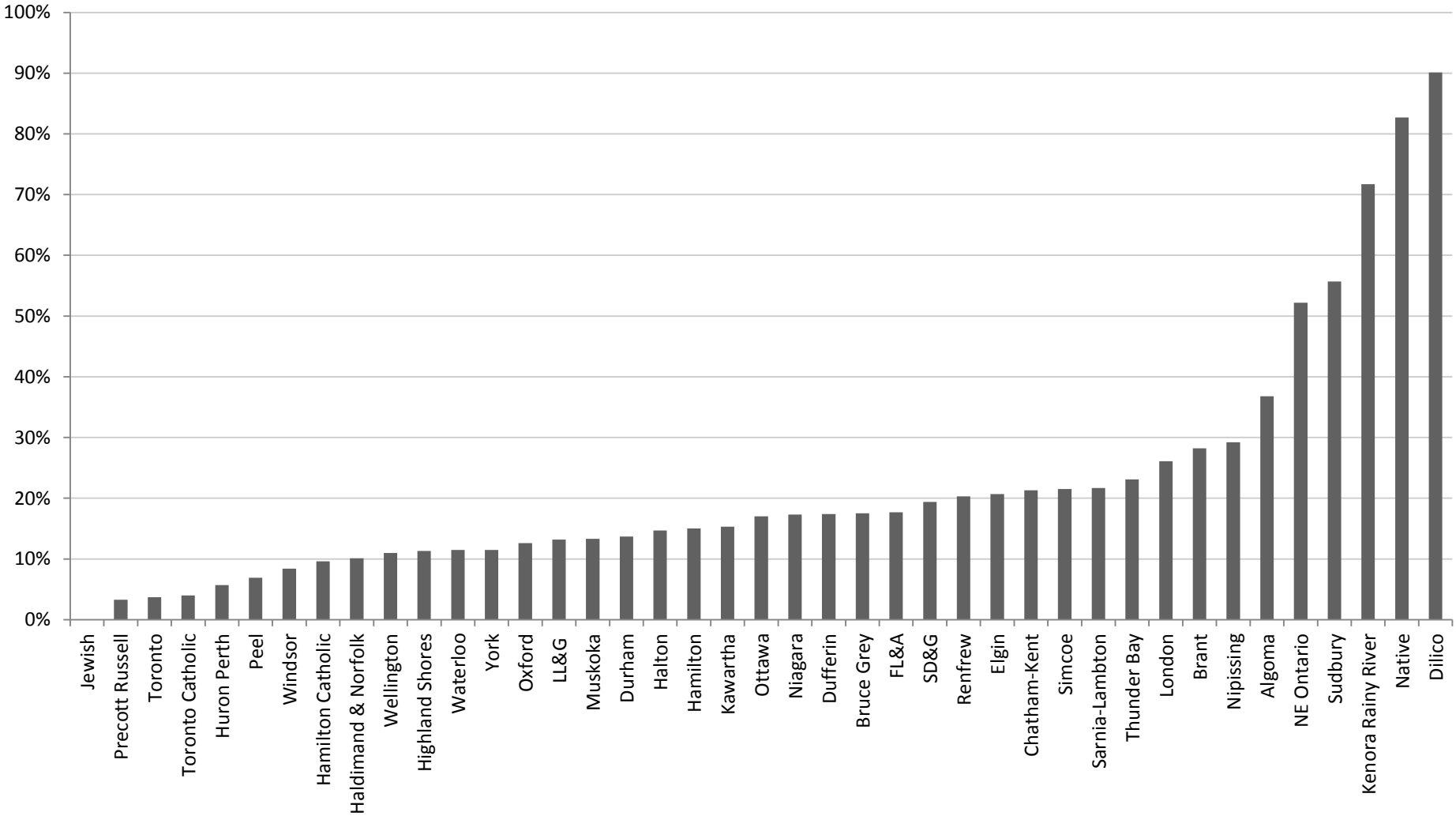


Table F shows the types of schools attended by the FNMI and non-FNMI children and youths in OnLAC years 10, 11, and 12. The proportions of each ethnic group who attended public and Catholic schools in Ontario were relatively similar, for each age group. The proportion of FNMI children who attended FNMI schools was very small and confined to those between 5 and 11 years of age. The fact that most FNMI and non-FNMI children and youths attended the same kinds of schools helps to explain the finding that the educational results on SPI 16 did not differ greatly between the two ethnic groups, certainly less than the differences between the girls and boys.

Table F: Types of Schools Attended, by FNMI and Non-FNMI Young People in Care, in OnLAC Years 10-12

	Public school		Catholic School		FNMI School		Other	
	FNMI	Non-FNMI	FNMI	Non-FNMI	FNMI	Non-FNMI	FNMI	Non-FNMI
Year 10								
5-9	66%	74%	25%	22%	6%	0%	3%	4%
10-11	71%	72%	20%	22%	3%	0%	6%	6%
12-15	70%	71%	19%	21%	0%	0%	12%	8%
16-17	67%	63%	13%	19%	0%	0%	20%	18%
Year 11								
5-9	73%	74%	20%	22%	6%	0%	1%	4%
10-11	72%	73%	19%	21%	3%	0%	5%	6%
12-15	71%	69%	17%	22%	0%	0%	13%	9%
16-17	71%	67%	11%	19%	0%	0%	17%	15%
Year 12								
5-9	70%	72%	22%	23%	6%	0%	2%	5%
10-11	72%	70%	22%	21%	4%	0%	3%	8%
12-15	74%	70%	17%	21%	0%	0%	9%	9%
16-17	63%	64%	17%	21%	0%	0%	20%	15%

Data Analysis

To answer question 1, we calculated the *intraclass correlations* (ICCs) for the two SPIs that were continuous rather than categorical in nature, namely, SPI 14 and SPI 15, for the various age groups and for each of OnLAC years 10, 11, and 12. The ICC indicates how much of the overall variation in SPI scores is common across a given grouping structure (here, CASs), as opposed to how much is associated with individual units (here, young people in care) within the grouping structure (Heck, Thomas, & Tabata, 2014). To answer question 2, we computed the *intercorrelations* among SPIs 14-16, again for the different age groups and for years 10-12, to discover how closely related the different aspects of child welfare measured by the three SPIs were to each other. To answer question 3, we conducted, for each age group and in each year, ethnicity-by-gender factorial analyses of variance (ANOVAs) for the continuous SPIs 14 and 15 and ethnicity-by-gender chi-square analyses for the categorical SPI 16. The objective was to compare the means obtained on SPIs 14 and 15, or the percentages observed on SPI 16, by FNMI (First Nations, Métis, or Inuit) versus non-FNMI young people in care, or by female versus male young persons in care. We used Wilson's (no date) Practical Meta-Analysis Effect Size Calculator to calculate effect sizes (namely, Standardized Mean Differences [SMDs], expressed as Cohen's *d;* Cohen, 1988), in order to assess the strength of any differences found between these means or percentages. Finally, with SPIs 14 and 15, we used the factorial ANOVAs to evaluate whether ethnicity and gender interacted statistically or, on the contrary, operated independently of one another.

Results and Discussion

Question 1: How Much Variation in SPIs 14 and 15 Did CASs (as the Grouping Structure) Account for, Compared With Individual Young People in Care Within CASs?

As noted earlier, the intra-class correlation (ICC) evaluates the proportion of the total variation in a given continuous outcome (here, SPIs 14 or 15) accounted for statistically by a particular grouping structure (here, CASs; Heck et al., 2014). Before calculating the ICCs, we merged AAR data for younger children (aged 0-4 and 5-9 years) and older children (aged 10-11, 12-15, and 16-17 years) into two larger age groupings, 0-9 and 10-17 years, to avoid having CAS-by-youth age-group cell sizes that would, in some cases, be very small. To assess the magnitude of our ICCs, we used the criterion mentioned by Heck et al. (2014), whereby a grouping structure accounting for about 5% or less of the total variation in an outcome would be considered as small, such that a single-level rather than multi-level statistical analysis would be justified.

Figure D.1: Proportion of Variance Explained in SPI 14 by CAS, Children Aged 0-9 Years

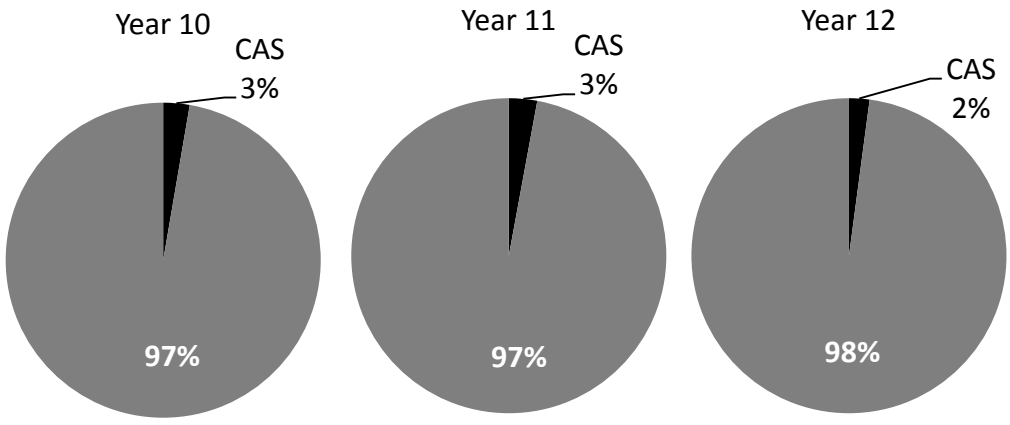
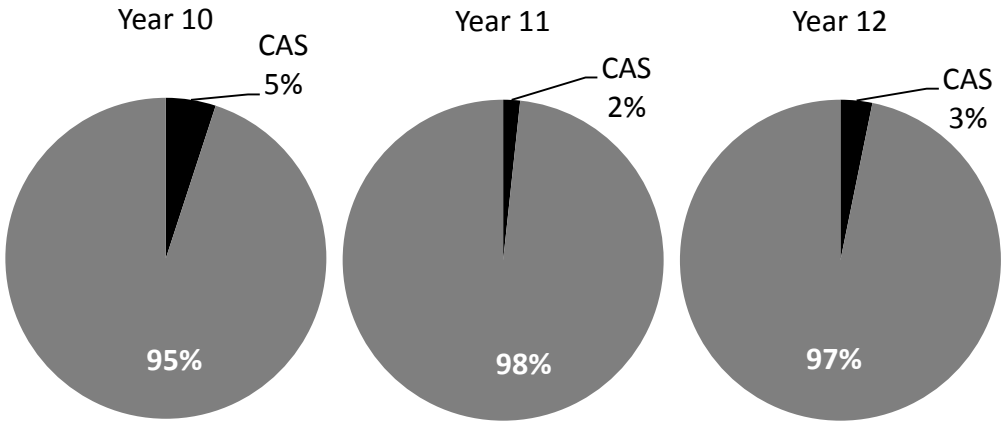


Figure D.2: Proportion of Variance Explained in SPI 14 by CAS, Youths Aged 10-17 Years

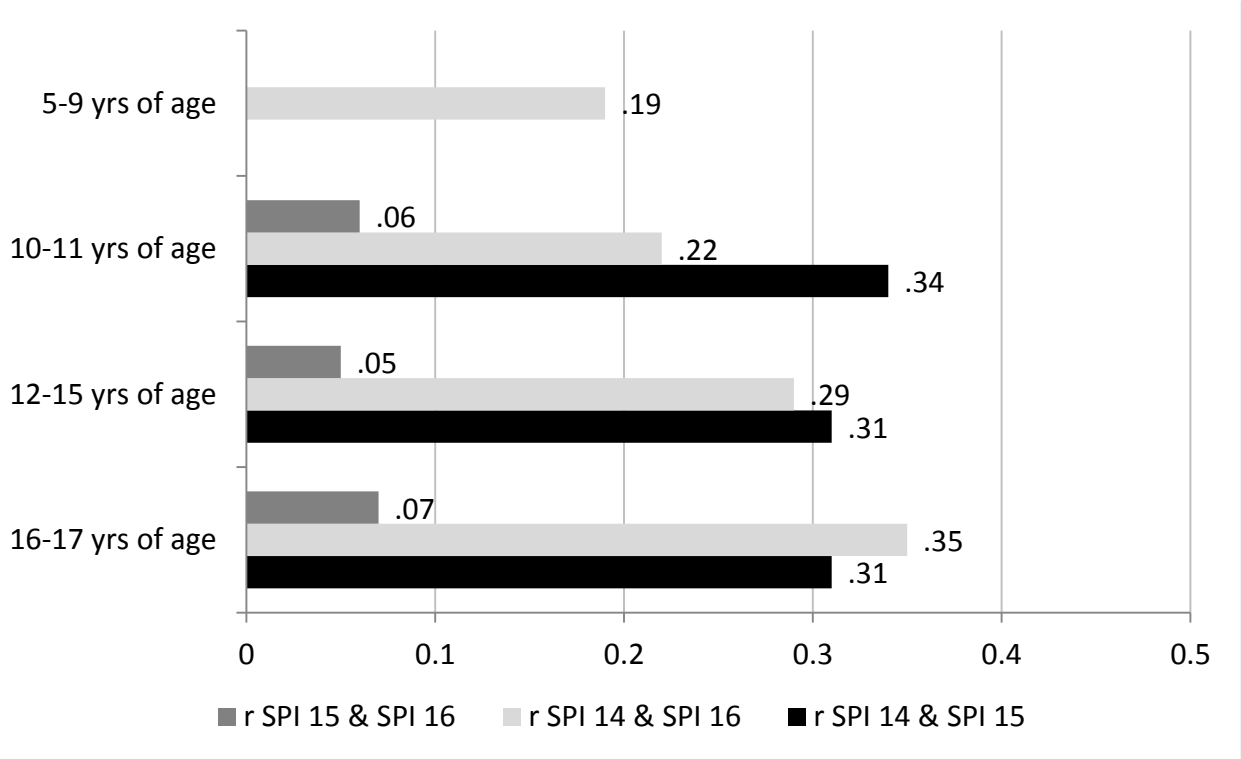


Figures D.1 and D.2 (see also Appendix Table 1) show that the CAS as a grouping structure accounted for only a small proportion of the total variance in SPI 14 (Developmental Assets), in both the younger (0-9) and older (10-17) age groupings and in OnLAC years 10, 11, and 12. The proportion of the total variance accounted for by the CAS in the other continuous outcome, SPI 15 (the caregiver-child relationship) was even smaller, between 0.3 and 1.2%, in both age groupings (see Appendix Table 1). We must look elsewhere, to grouping structures closer to the daily lives of young people in care, such as their placement settings, for more potent influences on SPIs 14 and 15, a topic to which we return in the concluding section of this report.

Question 2: How Strongly Were SPIs 14, 15, and 16 Associated With One Other?

Figure E shows, for OnLAC year 12 only, that SPI 14 was consistently and significantly correlated with SPI 15 and SPI 16 in the various age groups, whereas SPI 15 and SPI 16 were only very weakly related or completely unrelated. (For the complete results, see Appendix Tables 2.1-2.3 to Tables 5.1-5.3.) Note that the youngest age group, the 5-9 year olds, were too young to provide a rating for SPI 15, the caregiver-child relationship.)

Figure E: Correlations Between SPIs, Year 12 Only



Question 3: How Similar Were the FNMI Versus Non-FNMI, or the Female Versus Male, Young People in Care in Terms of Their Mean Scores or Average Percentages on SPIs 14, 15, and 16?

Table A, in the Executive Summary of this report, provides a summary of the findings contained in the detailed Appendix Tables related to SPI 14 (see Appendix Tables 6.1-6.3 to 10.1-10.3), SPI 15 (Appendix Tables 11.1-11.3 to 13.1-13.3), and SPI 16 (Appendix Tables 14.1-14.3 to 17.1-17.3).

Detailed Findings Related to SPI 14: Developmental Assets

SPI 14: Developmental Assets, for children aged 0-4 (Appendix Tables 6.1-6.3).

Among these very young children, the developmental-asset means in OnLAC years 10-12 were uniformly high, in the range of 36 or 37 out of 40, differing significantly neither for FNMI

versus non-FNMI nor for female versus male children in care. Cohen's *d* (the Standardized Mean Difference [SMD] index of effect size) was close to zero in all three years, and the ethnicity-by-gender interactions were also non-significant. The uniformly high level of developmental assets and small *SD*s across all subgroups in this age group is perhaps not surprising, given that the child welfare worker may have been evaluating the relative richness of the environment and experiences afforded the child by the caregiver rather than the child's inherent attributes or acquired competences.

SPI 14: Developmental Assets, for children aged 5-9 (Appendix Tables 7.1-7.3). Use of Wilson's *Effect Size Calculator* with the means, *SD*s, and sample sizes found in Appendix Tables 6.1-6.3 and 7.1-7.3 revealed (results not shown) that the mean number of developmental assets in the entire samples of children aged 0-4 versus 5-9 did not differ significantly. The effect sizes were near zero, a product of the combination of lower mean levels of developmental assets but larger *SD*s in the 5-9 year olds compared with the 0-4 year olds.

In OnLAC year 10, neither the FNMI versus non-FNMI nor the female versus male means of the children aged 5-9 in OnLAC year 10 (see Appendix Table 7.1) were significantly different from one another, nor was the ethnicity-by-gender interaction statistically significant. On the other hand, in year 11 (Appendix Table 7.2), the FNMI young people had significantly more developmental assets (on average, 1.1 more) than did their non-FNMI counterparts (M = 34.9 vs. 33.8, d = 0.20, $p < .009$) and, again in year 12 (Appendix Table 7.3), significantly more assets (an average of 1.0 more: M = 35.5 vs. 34.5, d = 0.20, $p < .007$).

In year 11, the combined FNMI and non-FNMI females had an average of 1.2 more assets than the combined FNMI and non-FNMI males (M = 34.7 vs. 33.5, d = 0.21, $p < .006$)

and, in year 12, an average of 1.1 more assets (M = 35.4 vs. 34.3, d = 0.23, $p < .001$), with non-significant ethnicity-by-gender interactions in both years. Although statistically significant, these effect sizes in years 11 and 12 were in the range generally considered "small" by Cohen (1988). Cohen broadly classifies effect sizes of 0.20 as "small", 0.50 as "medium", and 0.80 as "large".

SPI 14: Developmental Assets, for children aged 10-11 (Appendix Tables 8.1-8.3). In effect size terms, the differences (not shown) on SPI 14 observed in years 10-12 between 5-9 year olds (Appendix Table 7.1-7.3) and 10-11 year olds were all very small (*d*s were in the 0.02 to 0.03 range) and far from statistically significant. Appendix Table 8.3 shows that the FNMI children had higher mean scores in all three years but that this difference was statistically significant only in year 12. The female mean was significantly higher than that for males in year 10 (d = 0.33, $p < .003$) and virtually so in year 12 (d = 0.25, p = .053). In no case was the ethnicity-by-gender interaction significant.

SPI 14: Developmental Assets, for youths aged 12-15 (Appendix Tables 9.1-9.3). There were no significant differences (results not shown) in any OnLAC year between the means of the 10-11 (Appendix Tables 8.1-8.3) and 12-15 year old children in care, with *d*s in the 0.00-0.02 range. According to Appendix Tables 9.1-9.3, the FNMI and non-FNMI means did not differ significantly in years 10-12 (the *d*s were very small, in the 0.00 to 0.09 range). In contrast, the female means were consistently and significantly higher than the male means (*d*s = 0.16-0.21), in all three years. None of the ethnicity-by-gender interactions were statistically significant.

SPI 14: Developmental Assets, for youths aged 16-17 (Appendix Tables 10.1-10.3). As in all the other comparisons made between successive age groups on SPI 14, there was no significant difference (results not shown) in any year between the entire samples of 12-15 year olds (Appendix Tables 9.1-9.3) versus 16-17 year olds (the *d*s were 0.01 in each of the three years). Appendix Tables 10.1-10.3 show that among the 16-17 year olds, in all three years, neither the FNMI/non-FNMI nor the female/male differences in means were statistically significant, with the *d*s ranging from 0.01 to 0.07 on ethnic status and from .09 to 0.19 on gender. It was interesting, however, that for the first and only time, the ethnicity-by-gender interactions were statistically significant, in years 10 ($p < .05$) and 11 ($p < .01$), although not in year 12. In both years 10 and 11, the significant interaction was due to the fact that the FNMI male youths had a higher mean number of developmental assets than did the FNMI females, whereas the opposite was true among non-FNMI youths.

Detailed Findings Related to SPI 15: Caregiver-Youth Relationship

SPI 15: Caregiver-Child Relationship, for children aged 10-11 (Appendix Tables 11.1-11.3). In the AAR conversational interview, children in care speak on their own behalf only if they are 10 years of age or older. We thus do not have data on SPI 15 for 0-4 or 5-9 year old children. Among the 10-11 year olds, the FNMI and non-FNMI relationship-quality means differed significantly only in year 12, with the FNMI children rating their relationships with their caregivers somewhat more positively than the non-FNMI children ($M = 7.3$ vs. 7.0, $d = 0.20$, $p = .051$). The difference between the female and male means was statistically significant only in year 10, with the girls rating their relationship with their caregivers about half a point higher, on average ($d = 16$, $p < .05$). None of the ethnicity-by-gender interactions was significant

SPI 15: Caregiver-Youth Relationship, for youths aged 12-15 (Appendix Tables 12.1-12.3). There were no differences (results not shown) in terms of the average quality of caregiver-youth relationships, as rated by the entire samples of 10-11 (Appendix Tables 11.1-11.3) versus 12-15 year old youths in care (*d* was a mere 0.01 in each of years 10-12). According to Appendix Tables 12.1-12.3, in the 12-15 age group, neither the FNMI versus non-FNMI, nor the female versus male means, were significantly different. The *d*s were uniformly very small, and the ethnicity-by-gender interactions were also non-significant.

SPI 15: Caregiver-Youth Relationship, for youths aged 16-17 (Appendix Tables 13.1-13.3). No significant mean differences (results not shown) were found in years 10-12 between the quality of the caregiver-youth relationship as perceived by the total samples of 12-15 (Appendix Tables 12.1-12.3) versus 16-17 year old youths. Appendix Tables 13.1-13.3 show that the non-FNMI youths had a slightly more positive perception of the relationship with the caregiver in year 10 (M = 6.4 vs. 6.1, d = 0.17, $p < .05$), but there was no difference in this regard in years 11 or 12. The male youths had a slightly more positive view than the females of the relationship with their caregivers in year 11 (M = 6.4 vs. 6.2, d = 0.10, $p < .05$), but not in years 10 or 12. None of the ethnicity-by-gender interactions was statistically significant.

Detailed Findings Related to SPI 16: Age-to-Grade Educational Performance

SPI 16: Age-to-grade educational performance, for children aged 5-9 (Appendix Tables 14.1-14.3). Chi-square analyses were used to relate the categorical SPI 16 to the ethnicity and gender background variables. The percentage of FNMI children evaluated as being at or ahead of their age-expected grade levels was higher than for non-FNMI children, in years 10 (d = 0.13, $p < .05$), 11 (d = 0.14, $p < .05$) and 12 (d = 0.29, $p < .001$). This may have been

due, in part, to the relatively generic educational and CAS settings experienced by many of the FNMI children in our OnLAC samples, possibly coupled with somewhat different caregiver expectations of educational performance. Also, in all three years, a significantly higher percentage of girls than boys were assessed as being at or ahead of their expected grade levels, as anticipated.

SPI 16: Age-to-grade educational performance, for children aged 10-11 (Appendix Tables 15.1-15.3). In none of the three years were there any statistically significant differences in the proportion of FNMI versus non-FNMI children who were evaluated as being at or ahead versus behind their age-expected grade levels. In years 11 and 12 but not in year 10, the girls were significantly more likely than the boys to be at or ahead of their expected grade levels.

SPI 16: Age-to-grade educational performance, for youths aged 12-15 (Appendix Tables 16.1-16.3). The 12-15 year old FNMI youths were assessed as significantly more likely than the non-FNMI to be at or ahead of their expected grade level in year 12 ($d = 0.10$), but not in years 10 or 11. On the other hand, in all three years, the girls were more likely than the boys to be at or ahead of their expected grade levels (ds = 0.20 to 0.24, ps < .001).

SPI 16: Age-to-grade educational performance, for youths aged 16-17 (Appendix Tables 17.1-17.3). In year 12, the non-FNMI youths were more likely than the FNMI youths to be at or ahead of their expected grade level ($d = 0.12$), but not in years 10 or 11. In contrast, in each year the girls had a significantly higher likelihood than the boys of being evaluated as at or ahead of their age-expected grade levels.

Summary and Conclusions

The findings from our analyses can be summarized succinctly. First, CASs accounted for small and even very small portions (i.e., about 5% or less) of the overall variation in SPIs 14 and 15, suggesting that local CASs have a very limited impact on the two indicators of well-being on which it was possible to estimate the size of the ICC. This finding is consistent with a previous OnLAC study (Flynn, Tessier, & Coulombe, 2013) in which we also found that CASs explained very little variance in the average marks and school performance of young people in care. This result should ease considerably the understandable concern that CASs may have regarding public discussions of the relative well-being of the children and youth in their care. It also suggests that we must look elsewhere—specifically, at grouping structures that are closer to the young person in care--to identify sources of variance that make a larger difference than the CAS in terms of young people's well-being. Cheung, Lwin, and Jenkins (2012) found in previous OnLAC-based research that foster homes accounted for 15% of the variance in a composite measure of academic success among youth in care aged 10-15. Bell, Romano, and Flynn (2013) discovered in another OnLAC sample of children in care aged 5-9 years that, on the outcome of conduct problems, the foster family placement accounted for 30% of the total variance, the child's worker for 4%, and the CAS a mere 2%. On the outcomes of emotional problems and prosocial behaviour, neither the effects due to the CAS nor to the child welfare worker were statistically significant, whereas the foster family accounted for 25% of the variance. For prosocial behaviour, the foster family explained 43% of the variance and the child 57%. That grouping structures close to the everyday life of the young person in care account for substantial portions of the variance makes sense. To take perhaps the best example, the foster family is likely to have a direct influence on well-being because it is the living unit and

interpersonal context within which the young person in care grows and develops. In comparison, CASs are very important administrative entities but much less likely to impinge on the young person's daily routines and experiences.

Second, it is instructive that SPI 14 correlated consistently and significantly with SPI 15 and 16 but that SPI 15 and SPI 16 were large unrelated. Developmental assets, as known springboards of positive youth development and resilience, appear to provide support both for high-quality caregiver-child relationships and for better educational progress. On the other hand, caregiver-child relationship quality and educational progress seem to be two relatively independent aspects of child well-being. It may be that relationships have a primarily expressive and emotional tone, whereas school work involves more objective and effortful striving.

Finally, Table A shows that gender had a more pervasive influence than ethnicity on young people's performance on SPIs 14 to 16. Of the total of 36 comparisons made on SPIs 14-16 in OnLAC years 10-12 between the female and male means or percentages, the females had significantly higher average scores than the males on 53% of the comparisons, the males were higher on 3%, and on 44% there was no significant difference. The girls had an especially strong advantage (92% vs. 8%) when SPI 16 (educational performance) was the basis of the comparisons. In contrast, of the 36 comparisons made between the means or percentages of the FNMI and non-FNMI young persons in care, the FNMI youths had significantly higher scores on 22% of the comparisons, the non-FNMI were higher on 6%, and on 72% there was no significant difference. The gender and ethnic differences in means or percentages were largest on SPI 16 (educational performance), smallest on SPI 15 (caregiver-child relationship), and intermediate on SPI 14 (developmental assets).

The relative similarity in results observed in the FNMI and non-FNMI ethnic groupings may be due, in part, to the fact that FNMI young people in care from 5 Aboriginal CASs were not represented in the samples in any of the OnLAC years. Moreover, the FNMI youths in the samples were served by 40 of the 41 participating and may thus have been residing in more generic cultural contexts than the FNMI youths served by the 5 Aboriginal CASs that did not participate. Finally, with but two exceptions, none of the 48 statistical interactions between the gender and ethnicity background variables were statistically significant. Overall, the occasional ethnic differences in performance that did emerge tended to favour the FNMI young people in care but, compared with the gender differences, were much less frequent, especially on education. The latter is a finding consistent with previous OnLAC studies and other research in child welfare as well as broader cultural trends.

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Appendix Tables

Appendix Table 1: Intra-class Correlations

	Year 10		Year 11		Year 12	
	0-9 yrs of age	**10-17 yrs of age**	**0-9 yrs of age**	**10-17 yrs of age**	**0-9 yrs of age**	**10-17 yrs of age**
SPI 14: Total Developmental Assets	2.7% (*N* = 1972)	5.5% (*N* = 4879)	2.9% (*N* = 2038)	1.7% (*N* = 4542)	2.1% (*N* = 2190)	3.2% (*N* = 4562)
SPI 15: Quality of Caregiver-Youth Relationship		0.3% (*N* = 4433)		0.3% (*N* = 4098)		1.2% (*N* = 4034)

Correlation Matrices

5-9 years of age

Appendix Table 2.1: OnLAC Year 10, 5-9 years of age

	SPI 14 - Total Developmental Assets	SPI 16 - Educational performance: age-to-grade
SPI 14 - Total Developmental Assets		
SPI 16 - Educational performance: age-to-grade	.006 (*N* = 971)	

Appendix Table 2.2: OnLAC Year 11, 5-9 years of age

	SPI 14 - Total Developmental Assets	SPI 16 - Educational performance: age-to-grade
SPI 14 - Total Developmental Assets		
SPI 16 - Educational performance: age-to-grade	.185** (*N* = 1009)	

Appendix Table 2.3: OnLAC Year 12, 5-9 years of age

	SPI 14 - Total Developmental Assets	SPI 16 - Educational performance: age-to-grade
SPI 14 - Total Developmental Assets		
SPI 16 - Educational performance: age-to-grade	.187** (*N* = 1065)	

Correlation Matrices

10-11 years of age

Appendix Table 3.1: OnLAC Year 10, 10-11 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.384** (*N* = 647)		
SPI 16 – Educational performance: age-to-grade	.295** (*N* = 641)	.083* (*N* = 613)	

Appendix Table 3.2: OnLAC Year 11, 10-11 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.263** (*N* = 573)		
SPI 16 – Educational performance: age-to-grade	.241** (*N* = 593)	.021 (*N* = 563)	

Appendix Table 3.3: OnLAC Year 12, 10-11 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.335** (*N* = 564)		
SPI 16 – Educational performance: age-to-grade	.217** (*N* = 607)	.062 (*N* = 560)	

Correlation Matrices

12-15 years of age

Appendix Table 4.1: OnLAC Year 10, 12-15 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.355** (*N* = 2267)		
SPI 16 – Educational performance: age-to-grade	.280** (*N* = 2245)	.023 (*N* = 2128)	

Appendix Table 4.2: OnLAC Year 11, 12-15 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.332** (*N* = 2114)		
SPI 16 – Educational performance: age-to-grade	.280** (*N* = 2245)	.023 (*N* = 2128)	

Appendix Table 4.3: OnLAC Year 12, 12-15 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.314** (*N* = 2061)		
SPI 16 – Educational performance: age-to-grade	.293** (*N* = 2079)	.050* (*N* = 1942)	

Correlation Matrices

16-17 years of age

Appendix Table 5.1: OnLAC Year 10, 16-17 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.320** (*N* = 1382)		
SPI 16 – Educational performance: age-to-grade	.442** (*N* = 1470)	.105** (*N* = 1294)	

Appendix Table 5.2: OnLAC Year 11, 16-17 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.291** (*N* = 1339)		
SPI 16 – Educational performance: age-to-grade	.356** (*N* = 1461)	.071* (*N* = 1311)	

Appendix Table 5.3: OnLAC Year 12, 16-17 years of age

	SPI 14 – Total Developmental Assets	SPI 15 – Quality of caregiver-youth relationship	SPI 16 – Educational performance: age-to-grade
SPI 14 – Total Developmental Assets			
SPI 15 – Quality of caregiver-youth relationship	.309** (*N* = 1327)		
SPI 16 – Educational performance: age-to-grade	.350** (*N* = 1505)	.071** (*N* = 1306)	

SPI 14: Total Developmental Assets

0-4 years of age

Appendix Table 6.1: OnLAC Year 10, 0-4 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	402	36.8	3.5
	Female	326	36.7	3.7
	Total	**728**	**36.8**	**3.6**
FNMI	Male	117	36.5	3.7
	Female	92	37.0	3.6
	Total	**209**	**36.7**	**3.7**
Total	Male	519	36.7	3.6
	Female	418	36.8	3.6
	Total	**937**	**36.8**	**3.6**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.02	ns
G (Male/Female)	0.00	ns
Interaction (E X G)		**ns**

Appendix Table 6.2: OnLAC Year 11, 0-4 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	416	36.8	4.3
	Female	353	37.0	2.9
	Total	**769**	**36.9**	**3.7**
FNMI	Male	117	36.8	4.4
	Female	113	36.9	3.3
	Total	**230**	**36.8**	**3.9**
Total	Male	533	36.8	4.3
	Female	466	36.9	3.0
	Total	**999**	**36.9**	**3.8**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.02	ns
G (Male/Female)	0.04	ns
Interaction (E X G)		**ns**

Appendix Table 6.3: OnLAC Year 12, 0-4 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	465	37.2	2.9
	Female	369	37.1	3.7
	Total	**834**	**37.2**	**3.3**
FNMI	Male	137	37.1	3.5
	Female	149	37.1	3.4
	Total	**286**	**37.1**	**3.5**
Total	Male	602	37.2	3.1
	Female	518	37.1	3.6
	Total	**1120**	**37.1**	**3.3**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.02	ns
G (Male/Female)	0.03	ns
Interaction (E X G)		**ns**

SPI 14: Total Developmental Assets

5-9 years of age

Appendix Table 7.1: OnLAC Year 10, 5-9 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	469	33.9	5.9
	Female	327	34.3	6.0
	Total	**796**	**34.1**	**5.9**
FNMI	Male	129	34.2	5.6
	Female	109	33.5	5.8
	Total	**238**	**33.9**	**5.7**
Total	Male	598	34.0	5.8
	Female	436	34.1	6.0
	Total	**1034**	**34.1**	**5.9**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.03	ns
G (Male/Female)	0.02	ns
Interaction (E X G)		**ns**

Appendix Table 7.2: OnLAC Year 11, 5-9 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	455	33.3	6.3
	Female	331	34.5	5.7
	Total	**786**	**33.8**	**6.1**
FNMI	Male	137	34.4	4.7
	Female	115	35.5	3.8
	Total	**252**	**34.9**	**4.4**
Total	Male	592	33.5	6.0
	Female	446	34.7	5.3
	Total	**1038**	**34.0**	**5.7**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.20	.009
G (Male/Female)	0.21	.006
Interaction (E X G)		**ns**

Appendix Table 7.3: OnLAC Year 12, 5-9 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	460	34.0	5.6
	Female	343	35.2	4.7
	Total	**803**	**34.5**	**5.3**
FNMI	Male	159	35.0	4.2
	Female	141	36.0	3.5
	Total	**300**	**35.5**	**3.9**
Total	Male	619	34.3	5.3
	Female	484	35.4	4.4
	Total	**1103**	**34.8**	**5.0**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.20	.007
G (Male/Female)	0.23	.001
Interaction (E X G)		**ns**

SPI 14: Total Developmental Assets

10-11 years of age

Appendix Table 8.1: OnLAC Year 10, 10-11 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	353	27.1	7.3
	Female	223	29.5	6.9
	Total	**576**	**28.0**	**7.2**
FNMI	Male	74	27.9	7.6
	Female	44	30.0	7.2
	Total	**118**	**28.7**	**7.5**
Total	Male	427	27.2	7.3
	Female	267	29.6	7.0
	Total	**694**	**28.1**	**7.3**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.09	ns
G (Male/Female)	0.33	.003
Interaction (E X G)		**ns**

Appendix Table 8.2: OnLAC Year 11, 10-11 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	284	26.6	8.0
	Female	210	29.1	7.8
	Total	**494**	**27.7**	**8.0**
FNMI	Male	75	29.2	6.5
	Female	42	29.4	8.0
	Total	**117**	**29.3**	**7.0**
Total	Male	359	27.2	7.8
	Female	252	29.1	7.9
	Total	**611**	**28.0**	**7.9**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.20	ns
G (Male/Female)	0.26	ns
Interaction (E X G)		**ns**

Appendix Table 8.3: OnLAC Year 12, 10-11 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	268	30.6	6.2
	Female	204	32.5	6.3
	Total	**472**	**31.4**	**6.3**
FNMI	Male	83	32.6	5.9
	Female	69	32.9	6.1
	Total	**152**	**32.7**	**6.0**
Total	Male	351	31.0	6.1
	Female	273	32.6	6.3
	Total	**624**	**31.7**	**6.2**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.20	.048
G (Male/Female)	0.25	.053
Interaction (E X G)		**ns**

SPI 14: Total Developmental Assets

12-15 years of age

Appendix Table 9.1: OnLAC Year 10, 12-15 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	1161	27.4	7.4
	Female	844	28.8	7.7
	Total	**2005**	**28.0**	**7.6**
FNMI	Male	245	27.1	8.1
	Female	206	28.4	7.7
	Total	**451**	**27.7**	**8.0**
Total	Male	1406	27.3	7.5
	Female	1050	28.7	7.7
	Total	**2456**	**27.9**	**7.6**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.04	ns
G (Male/Female)	.018	.001
Interaction (E X G)		**ns**

Appendix Table 9.2: OnLAC Year 11, 12-15 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	1069	26.7	7.9
	Female	750	28.3	7.5
	Total	**1819**	**27.4**	**7.8**
FNMI	Male	247	26.6	7.6
	Female	225	28.3	7.6
	Total	**472**	**27.4**	**7.6**
Total	Male	1316	26.7	7.8
	Female	975	28.3	7.6
	Total	**2291**	**27.4**	**7.7**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.00	ns
G (Male/Female)	0.21	.000
Interaction (E X G)		**ns**

Appendix Table 9.3: OnLAC Year 12, 12-15 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	1033	26.0	7.8
	Female	775	27.4	7.7
	Total	**1808**	**26.6**	**7.8**
FNMI	Male	232	27.1	7.4
	Female	219	27.5	7.1
	Total	**451**	**27.3**	**7.3**
Total	Male	1265	26.2	7.7
	Female	994	27.4	7.6
	Total	**2259**	**26.7**	**7.7**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.09	ns
G (Male/Female)	0.16	.03
Interaction (E X G)		**ns**

SPI 14: Total Developmental Assets

16-17 years of age

Appendix Table 10.1: OnLAC Year 10, 16-17 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	793	24.3	8.3
	Female	685	26.4	9.0
	Total	**1478**	**25.3**	**8.7**
FNMI	Male	112	25.6	8.4
	Female	138	23.9	8.5
	Total	**250**	**24.2**	**8.4**
Total	Male	905	24.4	8.3
	Female	823	26.0	9.0
	Total	**1728**	**25.1**	**8.7**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.12	ns
G (Male/Female)	0.19	ns
Interaction (E X G)		**.024**

Appendix Table 10.2: OnLAC Year 11, 16-17 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	762	25.0	8.4
	Female	628	26.6	8.1
	Total	**1390**	**25.6**	**8.3**
FNMI	Male	127	25.9	8.3
	Female	118	24.1	8.7
	Total	**245**	**25.0**	**8.5**
Total	Male	889	25.0	8.4
	Female	746	26.2	8.2
	Total	**1635**	**25.5**	**8.3**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.07	ns
G (Male/Female)	0.15	ns
Interaction (E X G)		**.002**

Appendix Table 10.3: OnLAC Year 12, 16-17 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	736	24.4	8.7
	Female	663	25.2	8.8
	Total	**1399**	**24.8**	**8.7**
FNMI	Male	141	24.9	7.5
	Female	132	25.4	7.6
	Total	**273**	**25.1**	**7.5**
Total	Male	877	24.5	8.5
	Female	795	25.2	8.6
	Total	**1672**	**24.8**	**8.5**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.04	ns
G (Male/Female)	0.09	ns
Interaction (E X G)		**ns**

SPI 15: Quality of Caregiver-Youth Relationship

10-11 years of age

Appendix Table 11.1: OnLAC Year 10, 10-11 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	324	7.0	1.5
	Female	216	7.1	1.4
	Total	**540**	**7.1**	**1.4**
FNMI	Male	74	6.7	1.6
	Female	42	7.2	1.1
	Total	**116**	**6.9**	**1.5**
Total	Male	398	6.9	1.5
	Female	258	7.2	1.4
	Total	**656**	**7.0**	**1.5**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.09	ns
G (Male/Female)	0.16	.029
Interaction (E X G)		**ns**

Appendix Table 11.2: OnLAC Year 11, 10-11 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	258	7.1	1.4
	Female	201	7.2	1.3
	Total	**459**	**7.1**	**1.4**
FNMI	Male	75	5.9	1.5
	Female	44	7.2	1.3
	Total	**119**	**7.0**	**1.4**
Total	Male	333	7.0	1.4
	Female	245	7.2	1.3
	Total	**578**	**7.1**	**1.4**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.11	ns
G (Male/Female)	0.12	ns
Interaction (E X G)		**ns**

Appendix Table 11.3: OnLAC Year 12, 10-11 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	236	6.8	1.7
	Female	192	7.2	1.5
	Total	**428**	**7.0**	**1.6**
FNMI	Male	78	7.3	1.2
	Female	66	7.3	1.3
	Total	**144**	**7.3**	**1.2**
Total	Male	314	6.9	1.6
	Female	258	7.2	1.4
	Total	**572**	**7.0**	**1.5**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.20	.051
G (Male/Female)	0.21	ns
Interaction (E X G)		**ns**

SPI 15: Quality of Caregiver-Youth Relationship

12-15 years of age

Appendix Table 12.1: OnLAC Year 10, 12-15 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	1088	6.7	1.7
	Female	796	6.5	1.9
	Total	**1884**	**6.6**	**1.8**
FNMI	Male	241	6.6	1.9
	Female	212	6.7	1.8
	Total	**453**	**6.6**	**1.8**
Total	Male	1329	6.7	1.7
	Female	1008	6.5	1.9
	Total	**2337**	**6.6**	**1.8**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.02	ns
G (Male/Female)	0.09	ns
Interaction (E X G)		**ns**

Appendix Table 12.2: OnLAC Year 11, 12-15 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	994	6.6	1.7
	Female	700	6.7	1.8
	Total	**1694**	**6.7**	**1.5**
FNMI	Male	237	6.5	2.0
	Female	224	6.5	2.0
	Total	**461**	**6.5**	**2.0**
Total	Male	1231	6.6	1.8
	Female	924	6.7	1.8
	Total	**2155**	**6.6**	**1.8**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.09	ns
G (Male/Female)	0.04	ns
Interaction (E X G)		**ns**

Appendix Table 12.3: OnLAC Year 12, 12-15 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	934	6.6	1.8
	Female	719	6.5	1.9
	Total	**1653**	**6.6**	**1.9**
FNMI	Male	235	6.5	1.9
	Female	217	6.5	1.9
	Total	**452**	**6.5**	**1.9**
Total	Male	1169	6.6	1.8
	Female	936	6.5	1.9
	Total	**2105**	**6.6**	**1.9**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.02	ns
G (Male/Female)	0.04	ns
Interaction (E X G)		**ns**

SPI 15: Quality of Caregiver-Youth Relationship

16-17 years of age

Appendix Table 13.1: OnLAC Year 10, 16-17 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	654	6.4	1.9
	Female	561	6.5	2.0
	Total	**1215**	**6.4**	**1.9**
FNMI	Male	100	6.3	1.8
	Female	124	5.9	2.3
	Total	**224**	**6.1**	**2.1**
Total	Male	754	6.4	1.9
	Female	685	6.4	2.1
	Total	**1439**	**6.4**	**2.0**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.17	.029
G (Male/Female)	0.02	ns
Interaction (E X G)		**ns**

Appendix Table 13.2: OnLAC Year 11, 16-17 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	631	6.4	1.8
	Female	515	6.3	2.0
	Total	**1146**	**6.3**	**1.9**
FNMI	Male	115	6.5	1.8
	Female	99	6.0	2.1
	Total	**214**	**6.2**	**2.0**
Total	Male	746	6.4	1.8
	Female	614	6.2	2.1
	Total	**1360**	**6.3**	**1.9**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.05	ns
G (Male/Female)	0.10	.025
Interaction (E X G)		**ns**

Appendix Table 13.3: OnLAC Year 12, 16-17 years of age

Ethnicity	Gender	*n*	Mean	*SD*
Non-FNMI	Male	587	6.4	1.9
	Female	509	6.4	1.9
	Total	**1096**	**6.4**	**1.9**
FNMI	Male	129	6.3	2.0
	Female	127	6.6	1.6
	Total	**256**	**6.5**	**1.8**
Total	Male	716	6.4	1.9
	Female	636	6.5	1.8
	Total	**1352**	**6.4**	**1.9**

Effects due to	Cohen's *d* |SMD|	*p*
E (Non-FNMI/FNMI)	0.01	ns
G (Male/Female)	0.04	ns
Interaction (E X G)		**ns**

SPI 16: Educational performance: age-to-grade

5-9 years of age

Appendix Table 14.1: OnLAC Year 10, 5-9 years of age

	Year 10 (*N* = 996)			Year 10 (*N*= 995)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	43.8% (*n* = 333)	36.2% (*n* = 85)	42.0% (*n* = 418)	46.9% (*n* = 268)	35.4% (*n* = 150)	42.0% (*n* = 418)
At or above grade level	56.2% (*n* = 428)	63.8% (*n* = 150)	58.0% (*n* = 578)	53.1% (*n* = 303)	64.6% (*n* = 274)	58.0% (*n* = 577)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.13	.041
G (Male/Female)	0.23	.000

Appendix Table 14.2: OnLAC Y11, 5-9 years of age

	Year 11 (*N* = 1028)			Year 11 (*N*= 1027)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	44.2% (*n* = 343)	36.1% (*n* = 91)	42.2% (*n* = 434)	49.1% (*n* = 286)	33.0% (*n* = 147)	42.2% (*n* = 433)
At or above grade level	55.8% (*n* = 433)	63.9% (*n* = 161)	57.8% (*n* = 594)	50.9% (*n* = 296)	67.0% (*n* = 298)	57.8% (*n* = 594)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.14	.028
G (Male/Female)	0.32	.000

Appendix Table 14.3: OnLAC Y12, 5-9 years of age

	Year 12 (*N* = 1086)			Year 12 (*N*= 1085)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	44.1% (*n* = 345)	28.7% (*n* = 87)	39.8% (*n* = 432)	43.2% (*n* = 262)	35.5% (*n* = 170)	39.8% (*n* = 432)
At or above grade level	55.9% (*n* = 438)	71.3% (*n* = 216)	60.2% (*n* = 654)	56.8% (*n* = 344)	64.5% (*n* = 307)	60.2% (*n* = 653)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.29	.000
G (Male/Female)	0.16	.010

SPI 16: Educational performance: age-to-grade

10-11 years of age

Appendix Table 15.1: OnLAC Year 10, 10-11 years of age

	Year 10 (*N* = 661)			Year 10 (*N*= 661)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	47.4% (*n* = 259)	39.1% (*n* = 45)	46.0% (*n* = 304)	47.8% (*n* = 195)	43.1% (*n* = 109)	46.0% (*n* = 304)
At or above grade level	53.6% (*n* = 287)	60.9% (*n* = 70)	54.0% (*n* = 357)	52.2% (*n* = 213)	56.9% (*n* = 144)	58.0% (*n* = 357)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.13	ns
G (Male/Female)	0.09	ns

Appendix Table 15.2: OnLAC Y11, 10-11 years of age

	Year 11 (*N* = 607)			Year 11 (*N*= 636)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	49.1% (*n* = 239)	43.3% (*n* = 52)	47.9% (*n* = 291)	52.1% (*n* = 185)	42.2% (*n* = 106)	48.0% (*n* = 291)
At or above grade level	50.9% (*n* = 248)	56.7% (*n* = 68)	52.1% (*n* = 316)	47.9% (*n* = 170)	57.8% (*n* = 145)	52.0% (*n* = 315)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.09	ns
G (Male/Female)	0.20	.017

Appendix Table 15.3: OnLAC Y12, 10-11 years of age

	Year 12 (*N* = 621)			Year 12 (*N*= 621)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	52.4% (*n* = 245)	45.1% (*n* = 69)	50.6% (*n* = 314)	56.1% (*n* = 194)	43.6% (*n* = 120)	50.6% (*n* = 314)
At or above grade level	47.6% (*n* = 223)	54.9% (*n* = 84)	49.4% (*n* = 307)	43.9% (*n* = 152)	56.4% (*n* = 155)	49.4% (*n* = 307)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.12	ns
G (Male/Female)	0.25	.002

SPI 16: Educational performance: age-to-grade

12-15 years of age

Appendix Table 16.1: OnLAC Year 10, 12-15 years of age

	Year 10 (*N* = 2302)			Year 10 (*N*= 2302)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	44.8% (*n* = 838)	43.1% (*n* = 186)	44.5% (*n* = 1024)	48.9% (*n* = 648)	38.5% (*n* = 376)	44.5% (*n* = 1024)
At or above grade level	55.2% (*n* = 1032)	56.9% (*n* = 246)	55.5% (*n* = 2302)	51.1% (*n* = 677)	61.5% (*n* = 601)	55.5% (*n* = 1278)

Effects due to:	Cohen's *d* |SMD|	*p*
E (FNMI/Non-FNMI)	0.02	ns
G (Male/Female)	0.21	.000

Appendix Table 16.2: OnLAC Y11, 12-15 years of age

	Year 11 (*N* = 2247)			Year 11 (*N*= 2244)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	45.3% (*n* = 810)	42.2% (*n* = 194)	44.7% (*n* = 1004)	48.8% (*n* = 631)	39.1% (*n* = 372)	44.7% (*n* = 1003)
At or above grade level	54.7% (*n* = 977)	57.8% (*n* = 266)	55.3% (*n* = 1243)	51.2% (*n* = 661)	60.9% (*n* = 952)	55.3% (*n* = 1241)

Effects due to:	Cohen's *d* |SMD|	*p*
E (FNMI/Non-FNMI)	0.05	ns
G (Male/Female)	0.20	.000

Appendix Table 16.3: OnLAC Y12, 12-15 years of age

	Year 12 (*N* = 2124)			Year 12 (*N*= 2119)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	45.0% (*n* = 765)	38.6% (*n* = 164)	43.7% (*n* = 929)	48.9% (*n* = 578)	37.1% (*n* = 348)	43.7% (*n* = 926)
At or above grade level	55.0% (*n* = 934)	61.4% (*n* = 261)	56.3% (*n* = 1195)	51.1% (*n* = 603)	62.9% (*n* = 590)	56.3% (*n* = 1193)

Effects due to:	Cohen's *d* |SMD|	*p*
E (FNMI/Non-FNMI)	0.10	.019
G (Male/Female)	0.24	.000

SPI 16: Educational performance: age-to-grade

16-17 years of age

Appendix Table 17.1: OnLAC Year 10, 16-17 years of age

	Year 10 (*N* = 1526)			Year 10 (*N*= 1525)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	48.0% (*n* = 621)	49.6% (*n* = 115)	48.2% (*n* = 736)	52.1% (*n* = 419)	44.0% (*n* = 317)	48.3% (*n* = 736)
At or above grade level	52.0% (*n* = 673)	50.4% (*n* = 117)	51.8% (*n* = 790)	47.9% (*n* = 385)	56.0% (*n* = 404)	51.7% (*n* = 789)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.02	ns
G (Male/Female)	0.16	.002

Appendix Table 17.2: OnLAC Y11, 16-17 years of age

	Year 11 (*N* = 1509)			Year 11 (*N*= 1508)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	45.7% (*n* = 585)	46.5% (*n* = 107)	45.9% (*n* = 692)	50.4% (*n* = 413)	40.3% (*n* = 278)	45.8% (*n* = 691)
At or above grade level	54.3% (*n* = 694)	53.5% (*n* = 123)	54.1% (*n* = 817)	49.6% (*n* = 406)	59.7% (*n* = 411)	54.2% (*n* = 817)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.01	ns
G (Male/Female)	0.20	.000

Appendix Table 17.3: OnLAC Y12, 16-17 years of age

	Year 12 (*N* = 1540)			Year 12 (*N*= 1539)		
	Non-FNMI	**FNMI**	**Total**	**Male**	**Female**	**Total**
Behind by one or more grade level	46.1% (*n* = 586)	53.7% (*n* = 144)	47.4% (*n* = 730)	51.3% (*n* = 420)	42.9% (*n* = 309)	47.4% (*n* = 729)
At or above grade level	53.9% (*n* = 686)	46.3% (*n* = 124)	52.6% (*n* = 810)	48.7% (*n* = 399)	57.1% (*n* = 411)	52.6% (*n* = 810)

Effects due to:	**Cohen's *d* |SMD|**	***p***
E (FNMI/Non-FNMI)	0.12	.026
G (Male/Female)	0.17	.001