

# ***DATA RICH/ INFORMATION POOR?***

Policy-making to improve access requires both  
better data and better decision-making

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“Why **don’t** we want to know what is  
happening to students in our schools?”

No data

No problem

No solution

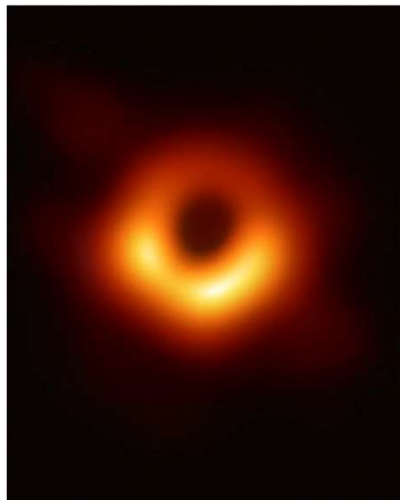
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Elements of  
data  
infrastructure  
for change/  
solutions

- **Linked** data
  - between K-12 and post-secondary,
  - Between student-level data and programs/resources
- **Longitudinal** – to understand change and causation
- **Demographic** information – who isn't getting in? how are opportunities distributed?
- **Comparable** across institutions and sectors
- **Timely**
- **Public or routinely available**

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## Timely & Public data matters



In Ontario, the COVID-19 period was marked by an information black hole.

Unlike most major jurisdictions, no data on degree of impact, or where needs greatest.

**US** recovery funds  
\$1800/student, fall 2020

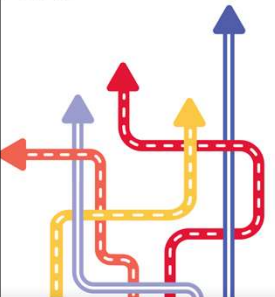
**Ontario** - \$88/student,  
Feb 2022

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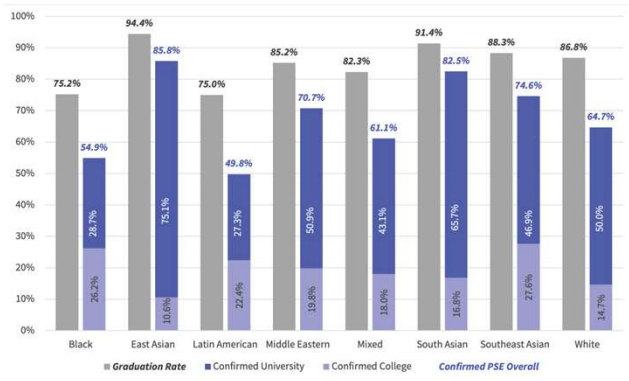
I have all my credits, now what?

Disparities in postsecondary transitions...

Gallagher-Mackay, Brown, James, Parekh & Corso, 2023



### Linked, disaggregated data – important findings about unequal outcomes



Ethnicity	Confirmed University	Confirmed College	Confirmed PSE Overall
Black	28.7%	26.2%	75.2%
East Asian	75.1%	10.6%	94.4%
Latin American	27.3%	22.4%	75.0%
Middle Eastern	50.9%	19.8%	85.2%
Mixed	43.1%	18.0%	82.3%
South Asian	65.7%	16.8%	91.4%
Southeast Asian	46.9%	27.6%	88.3%
White	50.0%	14.7%	86.8%

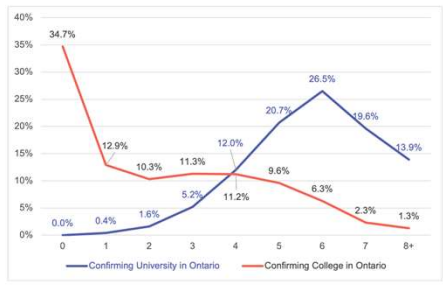
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## Linked, longitudinal data – explore influences on outcomes...

**Choice of “College” or “University” courses in grades 11-12 impacts PSE trajectory**

All university-bound students, and two-thirds (65.3%) of college-bound students, completed at least one Grade 12 ‘U’ course by the end of high school.

Among graduates with no Grade 12 ‘U’ courses (24.5% of TDSB students), fewer than a quarter (23.1%) made the transition to college; and 70.9% did not apply to postsecondary at all.

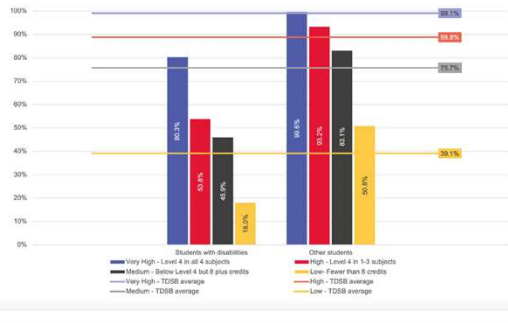


Grade	Confirming University in Ontario	Confirming College in Ontario
0	0.0%	34.7%
1	0.4%	12.9%
2	1.6%	10.3%
3	5.2%	11.3%
4	11.2%	12.0%
5	20.7%	9.6%
6	26.5%	6.3%
7	19.5%	2.3%
8+	13.9%	1.3%

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## Find points for action -> underenrollment in U courses by qualified students

FIGURE 88.  
Percentage of students enrolling in 'University' English courses, by disability and by prior achievement, 2006-2015 cohorts (n=131,442)



Disparities in U course enrollment continue when we control for prior achievement

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## I look forward to the discussion

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