

ADVISORY COMMITTEE ON EQUITY

Thursday, September 23, 2021, 6:00 pm

Zoom Meeting

Pages

1. Welcome
2. Approval of the Agenda
3. Community Discussion - Open Space
4. Presentations
 - 4.1. Family and Community Engagement (FACE) (P.Duah)
 - 4.2. The Student Achievement Through Equity Inquiry (P. Duah) 2
 - 4.3. Report 21-046, Examination of Elementary and Secondary Program Pathways and Achievement Outcomes (M. Giroux) 20
5. Matters for Action
 - 5.1. The Establishment of Sub-Committees
6. Reports
 - 6.1. Superintendent's Report
 - 6.2. 27 May 2021, ACE Report 100
7. New Business and Event Announcements
8. Adjournment

Student Achievement Through Equity (SATE) Inquiry

*Advisory Committee on
Equity*

September 23, 2021.



Agenda

Today we will:

- Share general information about the SATE Inquiry
- Answer your questions about SATE Inquiry

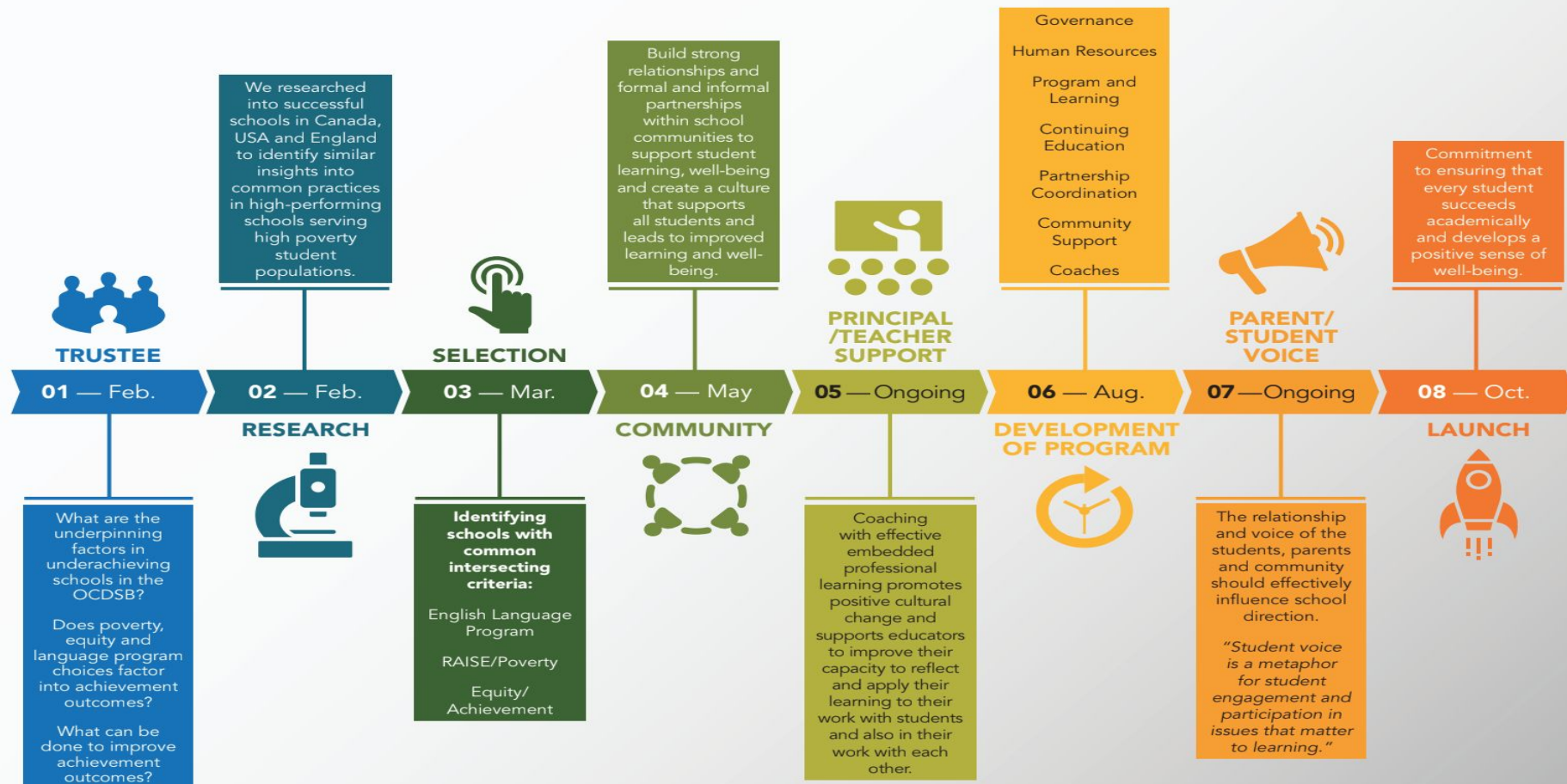
Why SATE?

"The Knowledge and skills to educate all children already exist. There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children."

-Asa G. Hilliard



Student Achievement through Equity Inquiry



SATE Overview

Our Priorities:

- **Build the capacity** of educators to implement innovative, culturally relevant and responsive curricula within an anti-colonial, anti-racist and anti-oppressive framework.
- Improve academic achievement and well-being for underserved students through **early targeted intervention and support**.
- **Foster collective teacher efficacy** by rigorously using data to inform teaching and learning
- Cultivate courageous, innovative, visionary, empowering, and **inclusive school leaders** who are passionate and committed to the achievement and well-being of all students.
- Create welcoming and inclusive classroom and school environments that **amplify student and parent/caregiver voices**.
- Establish strong **school-parent/caregiver partnerships**.
- Recognize, value, integrate, and **celebrate the diversity** of the classroom, school, and community.

Who Will Be Involved?

SATE Steering Committee:

- Superintendent of Instruction
- Equity Advisor
- Program and Learning Principal
- Elementary and Secondary Principals/ Vice-Principals
- Community Education Liaison Worker
- Elementary and Secondary Educators
- Learning Support Services Principal
- Community Members

The SATE Team:

- Arch Street
- Carleton Heights
- Carson Grove
- Charles H. Hulse
- Hawthorne
- Pinecrest
- Queen Elizabeth
- Queen Mary
- Robert E. Wilson
- W.E.Gowling
- York Street
- SATE Principal Coach
- SATE Learning Coaches
- Community Education Liaison Worker
- PAL Coaches
- ESL/ELD Coaches
- LSS
- Indigeneous and Black Graduation Coaches
- Indigenous Education Team
- Equity Team
- University of Ottawa
- Other external partners

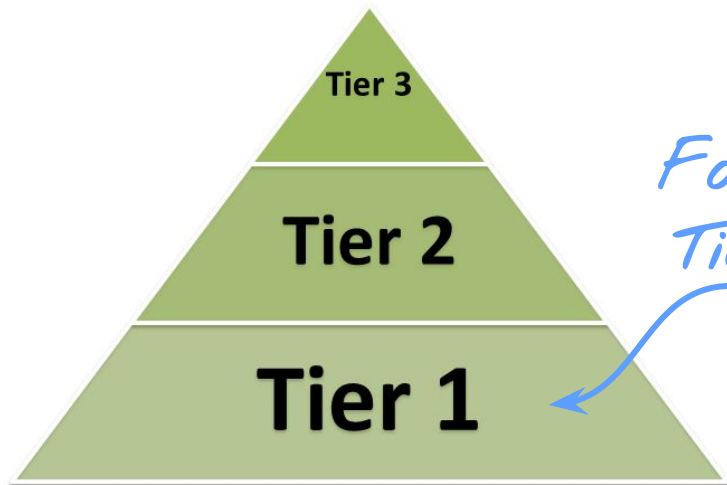
CELW Overview

Role and Responsibilities:

The Community Education Liaison Worker will:

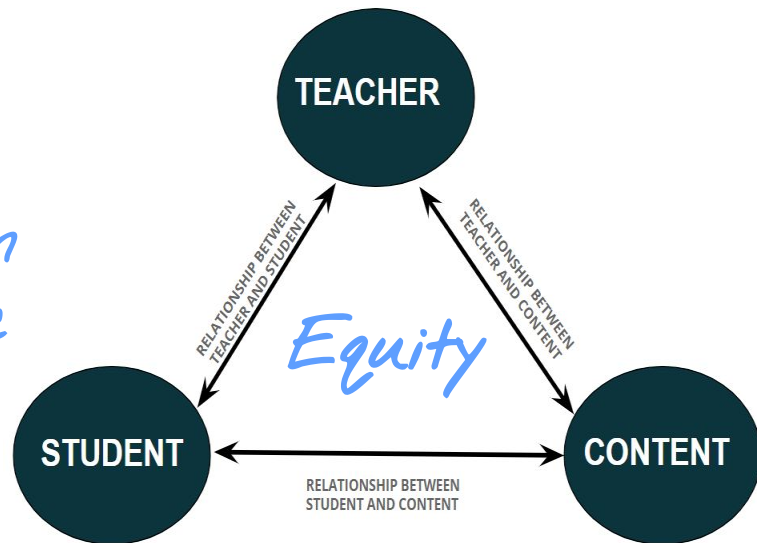
- Work in conjunction with school principals to establish a network of local agencies, residents and parents/caregivers, and school representatives to provide advice, support, and resources to the identified schools and their community;
- Establish positive relationships with parents/caregivers, school staff, and the community and model effective cross-cultural communication;
- Collaborate with the schools and local agencies to establish community-based programs, which support elementary students' literacy and numeracy skills (e.g., community reading programs, homework clubs, tutoring, computer literacy etc.).

Where We Will Centre Our Work



Tiered Intervention Protocol

*Focus on
Tier One*

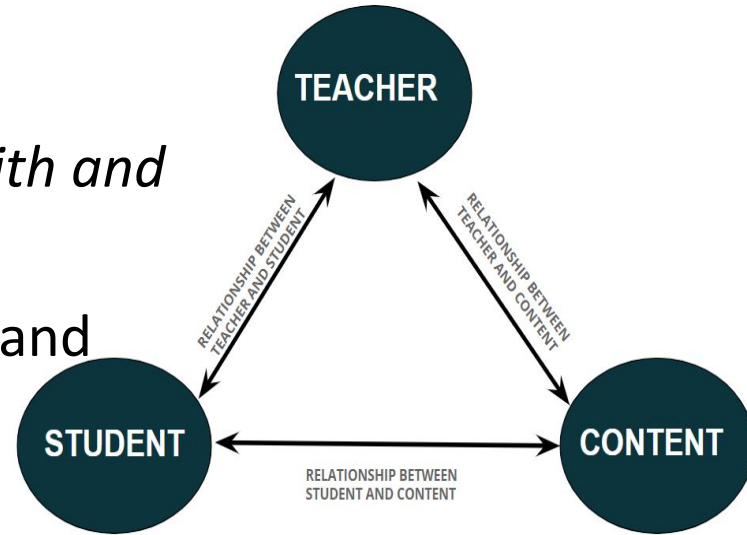


The Instructional Core

What to Expect

We will:

- Build a safe and collaborative learning community where we will *learn from, with and on behalf of one another*;
- Deepen our understanding for Teaching and Leading; and
- Explore the trilateral interaction among teacher, students, and content.



The Instructional Core

Indicators of Success

What are our look-fors:

- Shifts in educator mindsets, language and instructional focus (e.g., questions being asked, wonderings, asset-based student observations)
- Educators can identify the strengths and needs of students
- Educators work collaboratively to meet the needs of students
- Increase in teacher/ student efficacy
- Building learning partnerships with students and families

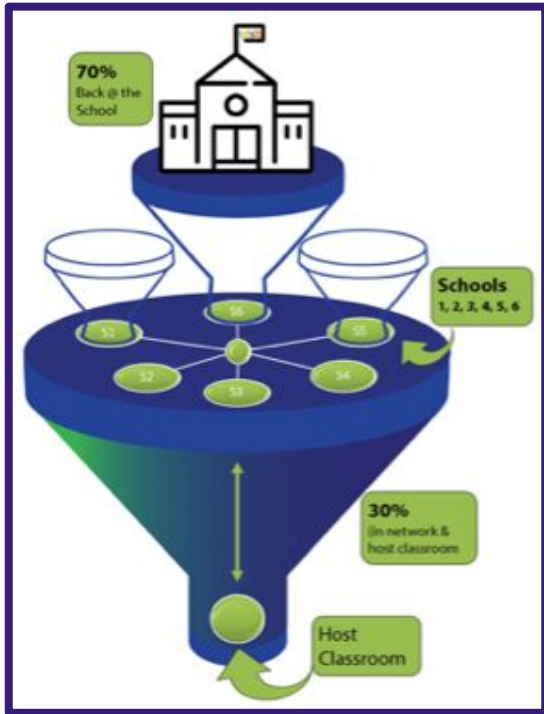
Quality Implementation

"...implementation depends both on the development of Knowledge and Skill and the companionship provided by peers as the new Knowledge and Skills are used to change the students' learning environment and as the effects on those students are studied."

(Joyce and Showers, 2002 p.79)

What is Hub Work?

Using a Learning Hub Model

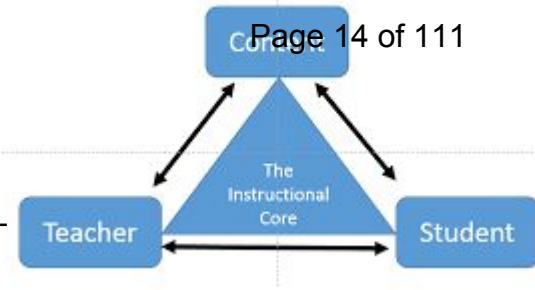


A **learning network** hub is a facilitated, peer-to-peer **learning** approach that builds capacity by leveraging the group's collective efficacy.

Key features of learning networks:

- 1 purpose and focus
- 2 relationships
- 3 collaboration
- 4 inquiry
- 5 leadership
- 6 accountability
- 7 capacity-building and support

70:20:10 Model



70%

- On the job learning
- Experienced-based
- Learning through practice and problem-solving
- Reflective

20%

- Social learning
- Collaborative
- With peers, role models, mentors, coaches
- Networks

10%

- Direct learning
- Education
- Knowledgeable Other
- Experts
- Research

Our Collective Work

- Champion high learning expectations for all students in all programs.
- Promote collaborative environments which foster reflection, inquiry and in partnership with parents/caregivers and communities
- Ensure the breadth and depth of Tier 1 instructional practices are utilized and documented before moving to Tier 2 with staff
- Innovate instruction and administrative processes
- Participate in the HUB work in collaboration with SATE Learning Coaches

Data Will Drive Our Work

Identifying strengths and areas of need

- Examining data with an equity lens (Who are the most underserved and what instructional actions will we take?)
- Developing a school improvement plan/focus for SATE inquiry
- Enriching conversations with parents/caregivers
- Centring students as agents of change in their learning
- Reframe student-teacher relationships as learning alliances/partnerships

Question Period



*What are your questions,
wonderings, concerns?*

"If you want to go quickly, go alone. If you want to go far, go together."

-African Proverb

Thank you!



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 21-046

8 June 2021

Examination of Elementary and Secondary Program Pathways and Achievement Outcomes

Key Contact: Michèle Giroux, Executive Officer, Corporate Services,
 613-596-8211 ext. 8310
 Nadia Towaij, Superintendent of Program and Learning, ext.
 8573
 Eric Hardie, Superintendent of Instruction, ext. 8401

PURPOSE:

1. To present a report that examines enrollment distribution in elementary and secondary programs and student achievement outcomes in relation to demographic data collected through the *Valuing Voices – Identity Matters! Student Survey* conducted in 2019-2020. The information presented seeks to address the following questions:
 - What is the representation of students across elementary programs (English with core French, early French immersion, middle French immersion) and secondary pathways (academic, applied, locally developed)?
 - How well is the system doing to support students in meeting high expectations in French, Language, and mathematics (elementary panel) and English, math, and science (secondary panel)?

STRATEGIC LINKS:

2. The OCDSB Strategic Plan 2019-2023 has three main objectives designed to drive a cultural shift to build and promote a culture of innovation, caring and social responsibility. This report is directly linked to goals that focus on the system's responsibility to foster positive learning conditions for students and allow them to reach their full potential, including:
 - Championing high expectations for all students in all programs;
 - Prioritizing the dignity and well-being of students in inclusive and caring classrooms; and
 - Removing barriers to equity of access, opportunities and outcomes.

Specifically, the disaggregation of program enrolment data by student demographics provides insight into who is being served within each program. Where there are differences in student demographics across programs, barriers to student access must be identified and removed. Similarly, setting high expectations for all students requires a mindset that all students are capable of achieving high standards with the proper infrastructure and supports. Examining student achievement data through the lens of the provincial standard (equivalent to a mark of 70%) reinforces this goal. When this standard is not met, it is important to determine what barriers or biases exist within our system that could be preventing them from doing so, and work towards dismantling these oppressive practices.

CONTEXT:

3. In 2012, the Organisation for Economic Cooperation and Development (OECD) reported that “streaming” practices such as those employed in Ontario secondary schools have significant negative and long-term impacts on students. One of the recommendations emerging from this report was for school systems to eliminate streaming for students who are younger than 15 years of age. Over the past decade, streaming practices in Ontario secondary schools have come under heavy criticism, pointing to issues of systemic racism and bias (Bush, 2017; Brown & Tam, 2017; People for Education, 2019; Pichette et al., 2020). Critics have also argued that streaming occurs long before students get to secondary school, citing such practices as program choice (e.g., French immersion vs. English) or grouping students into classes based on real or perceived ability (e.g., special education).
4. In the OCDSB, there are multiple programs available to students in Kindergarten through Grade 12. In the elementary panel, for example, families have access to four programs: English/core French (grades 1-8), alternative program (also English with core French, grades 1-8), early French immersion (grades 1-8), and middle French immersion (grades 4-8). While French immersion and core French continue to be available in the secondary panel, beginning in grade 9 students must choose between academic, applied, and locally developed courses. Not all secondary courses are necessarily taken at the same level. For example, a student may be enrolled in an academic English course, but an applied level math course. In grade 11, course designations change to University (U), College/University (sometimes referred to as Mixed, M), College (C), and Workplace (E).

Although not the focus of this report, students identified with an exceptionality may also be placed in specialized special education classes, depending upon the severity of their needs – this occurs in both the elementary and secondary panels. There are also several district-level programs at secondary (e.g., Adaptive, Alternate, Arts, High Performance Athlete, International Baccalaureate) offering even more choice for students and parents.

5. Effective September 2021, school districts in Ontario will begin the process of “destreaming”, beginning with Grade 9 mathematics. The Ontario Ministry of Education will require school districts to undertake comprehensive monitoring of program enrolment and outcomes, particularly for students who have historically been underserved by the system. A key component of this work will be the establishment of baseline measures of disproportionality and disparity against which progress can be evaluated.
6. Annually, as part of the *Annual Student Achievement Report (ASAR)*, the OCDSB analyzes provincial assessment data (grades 3 and 6 reading, writing, and mathematics; grade 9 applied and academic mathematics; OSSLT), as well as report card data for grades 9 and 10 compulsory courses. For several years, this data has been disaggregated for specific groups of students including English Language Learners (ELLs), students who identify as Indigenous (INDG), students with special education needs (SPED), students residing in lower-income neighbourhoods (SES), and by gender.

Given the absence of provincial assessment data for 2019-2020, report card data for the subjects that are most closely aligned with the provincial assessments has been used to measure achievement outcomes in this report. Disaggregation of data by student group has been undertaken for the full population of students, as well as for the subset of students who participated in the *Valuing Voices – Identity Matters! Student Survey* conducted in the 2019. Reporting this data in alignment with the requirements under the *Anti-Racism Act* and accompanying *Data Standards* allows for a deeper analysis of additional groups of students based on self-reported Indigenous identity, race, gender identity, and disability from the *Valuing Voices – Identity Matters! Student Survey*.

KEY CONSIDERATIONS:

Collection, Analysis and Reporting of Identity Based Data

7. The OCDSB has a commitment to improving equity of access and opportunity for all students. The collection of identity-based data that resulted from this commitment serves the following purposes:
 - (i) to gather demographic information about the unique and diverse characteristics of the OCDSB’s student population;
 - (ii) to identify and respond to barriers to student learning and well-being; and
 - (iii) to enhance the District’s capacity to serve its increasingly diverse student population and client communities.

This is the third in a series of reports that begins to look at barriers to student achievement and well-being with a view to effecting change that will result in greater support and more equitable outcomes for students who have been minoritized.

8. Data collection, analysis and reporting of identity data is governed by the *Ontario Anti-Racism Act* (2017), and the [Data Standards for the Identification and Monitoring of System Racism](#) (2018).
9. Ongoing discussions with the OCDSB Technical Advisory Group over the course of this year have helped guide our approach to analysis and reporting. In order to make the information more accessible to a broader audience, reporting has shifted to simplify the language and presentation of information for the reader, and include calculations of disproportionality and disparity in tables at the end of the document for reference.

Bringing Together the Data Sets

10. A QuantCrit framework (Gillborn, Warmington & Demack, 2018) has continued to guide the approach to the analysis and reporting of this data. Despite the multidimensional nature of identity, this initial phase of reporting focuses only on single aspects of identity – Indigenous, race, gender, and disability – and does not yet take into account intersectionality (e.g., race x gender).
11. Three years of data (2017-2018, 2018-2019, and 2019-2020) have been examined. In order to allow for the establishment of a baseline to support district monitoring of efforts to dismantle the structures and practices associated with streaming students into grade 9 applied, academic, and locally developed mathematics. Results are primarily discussed in relation to 2019-2020 (the most recent full year of data currently available).

Calculating Disproportionality and/or Disparity Indices

12. This phase of reporting requires the calculation of disproportionality and/or disparity indices for each unit of analysis (Standard 29). In an attempt to create greater distinction between these two terms, only one measure has been calculated, depending upon the data being examined. Specifically, in the case of program enrolment, disproportionality indices have been calculated to reinforce that the focus is on over/underrepresentation of a particular group in a program, service, or function relative to their representation in the overall population. Language has been simplified in this section of the report referring to whether there are “higher” or “lower” proportions of specific groups of students enrolled in a particular program.

In the case of achievement, where the focus is on measuring group differences in outcomes, disparity indices have been calculated. To reinforce responsibility is on the system to support students in meeting high expectations, language has been simplified in this section of the report to indicate which subjects (elementary) tend to yield higher outcomes and for which groups of students, and at secondary which program pathways and subjects do so.

Meaningful interpretation of both disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32)

to support monitoring of progress over time.

Measuring Equity: Overview of Findings

13. For the benefit of the reader, Appendix A presents more detailed results and explains some of the more detailed technical/methodological elements of analysis that are required under the provincial *Data Standards*. Highlights of District-level results for 2019-2020 are as follows:

Program Enrolment

Elementary:

- Early French Immersion (EFI) continues to be the most popular program amongst families, with 53% of students enrolled. 37% of students are enrolled in English with Core French, and 6 % of students are enrolled in Middle French Immersion (MFI - grades 4-8 only).
- The Early French Immersion program had 1.5 to 2.8 times lower proportions of English language learners (ELLs), students who identify as Indigenous (INDG), males, those with special education needs (SpED), and those residing in lower income neighbourhoods (Low-SES), relative to their representation in the overall student population.
- The English with core French program had 1.5 to 2 times higher proportions of English language learners (ELLs), students who identify as Indigenous (INDG), males, those with special education needs (SpED), and those residing in lower income neighbourhoods (Low-SES), relative to their representation in the overall student population.
- The MFI program had higher proportions of ELLs and females.
- Specific groups of students identified through the *Valuing Voices* survey were disproportionately represented in the Early French Immersion program. The following groups had at least 1.5 times the proportion of students enrolled relative to their representation in the population: First Nations, Inuit, Middle Eastern, Trans Boy or Man, Two-Spirit and students identifying with the following disabilities - addiction, Autism, Blind or Low Vision, Developmental, Learning, Mobility, and Speech Impairment.
- Many groups of students identified through the *Valuing Voices* survey were disproportionately represented in the English with core French program. The following groups had at least 1.5 times the proportion of students enrolled relative to their representation in the population: First Nations, Inuit, Middle Eastern, Trans Boy or Man, Two-Spirit, Gender Fluid and students identifying with the following disabilities - addiction, Autism, and Mobility.
- The disproportionate representation in the MFI program was most pronounced for students who identified as East Asian, Non-Binary, Trans Boy or Man, Two Spirit, and Blind or Low Vision who had at least 1.5 times higher proportion relative to their representation in the population.

Secondary:

- The vast majority of students in the OCDSB are enrolled in academic level courses in grades 9 and 10, ranging from 72% in mathematics to 83% in English.
- Applied and locally developed courses had higher proportions of English language learners (ELLs), students who identify as Indigenous, those with special education needs, and those residing in lower income neighbourhoods. This disproportionate representation was most pronounced in locally developed courses where the proportions of these students were 1.5 to 4.5 times higher relative to their representation in the population.
- For the subset of students who participated in the *Valuing Voices* survey, academic level courses (English, math, and science) had higher proportions of students who self-identified: as non-Indigenous, White, South Asian, Southeast Asian, East Asian, Girl/Woman, and those reporting no disability. In contrast, the proportions of students in applied and locally developed English, math, and science courses from the following groups were at least 1.5 times higher than their representation in the population: First Nation, Metis, Inuit, Black, Indigenous, Gender Fluid, and those reporting the following disabilities - addiction, Autism, learning, mental, physical, speech impairment, undisclosed, and another disability not listed.
- The program pathway students choose in Grade 9 is the pathway they are most likely to continue in as they progress through secondary school.

Achievement Outcomes***Elementary:***

- The percentage of all students meeting or exceeding the provincial standard ranged from 77% in French (Reading and Writing) to 86% in Mathematics (a composite of all strands). The English with core French program tended to yield lower achievement outcomes, and immersion programs yielded higher ones.
- Differences in outcomes (disparities) were evident for ELLs, students residing in lower income neighbourhoods, males, and students residing in lower income neighbourhoods, however, they were most pronounced for students with special education needs (excluding gifted) who were between 0.76 times as likely to meet the provincial standard in French (Writing) and 0.84 times as likely to meet the standard in Language (Writing) compared to students who did not have special education needs.
- All five subjects-strands yielded higher outcomes for students who self-identified as East Asian, South Asian, Southeast Asian, White, and

Girl or Woman on the *Valuing Voices* survey compared to other students (disparities ranged from 1.02 to 1.15). In contrast, students who identified as First Nation, Inuit, Black, Indigenous, Latino, Middle Eastern, another race not listed, Boy or Man, Gender Fluid, Trans Boy or Man, a gender identity not listed, or any disability (other than addiction, chronic pain and undisclosed) were found to have lower outcomes compared to other students across all five subjects-strands. Differences in outcomes were most pronounced for students identifying as Trans Boy or Man in Language (Reading) where 55% of students met standard compared to 85% of all survey respondents (disparity of 0.65).

Secondary (Grades 9 and 10 English, Math, and Science):

- The percentage of all students meeting or exceeding the provincial standard ranged from 69% in Mathematics to 75% in English. Academic level courses yielded the highest percentages of students meeting/exceeding the provincial standard compared to applied and locally developed.
- Outcomes in academic, applied, and locally developed English, math, and science tended to be lower for males, ELLs, students residing in lower income neighbourhoods, students identifying as Indigenous, and students with special education needs (excluding gifted). The largest differences in outcomes (disparities) were observed for: students identifying as Indigenous in locally developed English (where 18% met the standard; disparity of 0.64) and locally developed science (where 36% met the standard; disparity of 0.68); and, students with special education needs (excluding gifted) in academic math (where 57% met the standard; disparity of 0.75).
- Outcomes for students who self-identified as First Nation, Metis or Inuit on the *Valuing Voices* survey were lower in all program pathways (academic, applied, and locally developed) and across all three subjects, compared to non-Indigenous students. Outcomes for students identifying as First Nations were higher than other students in locally developed math; higher outcomes were also observed in the Inuit population, where numbers were relatively small.
- Trends across programs and pathways were less consistent for race, gender identity and disability. Specifically,
 - in English, outcomes were higher in all three program pathways for students identifying as South Asian (60-89% of students meeting standard; disparity ranging from 1.09 to 1.79), White (40-85% meeting standard; disparity ranging from 1.05 to 1.57), and Questioning (58-100% meeting standard; disparity ranging from 1.04 to 2.65) when compared to all other students.

- in math, only two of these groups, South Asian and Questioning, exhibited higher outcomes in all three program pathways (67-100% of students meeting standard; disparity ranging from 1.08 to 1.81); those identifying as Girl or Woman also had higher outcomes in this subject area (disparity ranging from 1.02 to 1.07).
- in science, outcomes in academic, applied, and locally developed courses were higher for students identifying as East Asian (64-91% meeting standard; disparity ranging from 1.13 to 1.46).

In sum, the data confirms what other jurisdictions have reported - that there is disproportionate representation of some groups of students, particularly those who are racialized or have been minoritized, in certain programs which can limit opportunities as they transition from secondary to post secondary pathways. Similarly, these same groups of students tend to experience lower achievement outcomes regardless of the program/pathway in which they are enrolled. Together, these results are a call to action to address systemic barriers and biases that continue to oppress these individuals. The OCDSB *Strategic Plan 2019-2023* and the [Indigenous, Equity and Human Rights Roadmap](#) express the District's commitment to equity and dismantling systemic barriers and bias.

Current Initiatives and Next Steps

15. The OCDSB has a number of key initiatives underway which are intended to narrow achievement gaps for specific groups of students and remove systemic barriers to their success. Many of these are detailed in the [Indigenous, Equity and Human Rights Roadmap](#) which provides a framework for work that is actively underway and/or planned. The following is an overview of some of the current key initiatives.

Equity:

- Creation of a core Culturally Relevant and Responsive Pedagogy (CRRP) team with the first year of implementation completed.
- The introduction of Indigenous and Black Students Graduation coaches which is showing early signs of a positive impact on student success (through increased credit accumulation) and overall well-being.
- Partnership with Inuuqattigiit education hubs for Inuit students
- Implementation of Indigenous Speakers Series, Rainbow Youth Forum, Black Student Forum.
- Expansion of Indigenous Education Team to include two additional graduation coaches.
- Hiring of Gender Diverse and Trans Student Support Coordinator.
- Expansion of reach ahead and summer courses to support Indigenous, Black and English Language Learners

Innovation and Adolescent Learning:

- Winning Attitudes is a full-time cooperative education program, supported by two teachers, for underserved youth who are at risk of disengaging from school. To-date this year 72 students have been re-engaged and 260 credits have been earned;
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap;
- Implementation of the Authentic Student Learning Experience (ASLE) Tool which is designed to support credit rescue and credit recovery that take into account student interests and pathways. The tool is being used by Student Success Teachers across the district to re-engage students by starting with their areas of interest and pathways and linking it to curricular expectations in order to earn credits and get back on track towards graduation. There are currently approximately 114 ASLEs currently in use, aimed at saving 190 credits;
- The development of a professional learning community in eight secondary schools (G8) to focus on the needs of students who are falling behind in credit accumulation through a learner focused experience. Schools have been using student voice, data, and ongoing monitoring to re-think and re-shape learning experiences for underserved students in order to better meet their needs. For example, schools have been creating multi-credit packages for ELD/ESL students which allow them to build deeper relationships with students while connecting their learning to their pathway goals.
- The new School Within a College (SWAC), run in partnership with Algonquin College, and established in September 2020, has produced 22 high school graduates. All of these students had left school and were re-engaged through the SWAC program, where they attend full time, in order to get them to the finish line with their diplomas. Programming for the students is highly individualized in order to meet their pathway goals. While earning their high school diplomas, these students also earned 18 college credits. In September 2021, 8 are going to college, 5 are connected with apprenticeships and 8 are working and exploring future options.
- The district's Dual Credit program with Algonquin (in this model students are still attending their high schools but take a single course with the college). This provides students the opportunity to explore post secondary opportunities while earning a college and a high school credit simultaneously. Students have earned 200 college credits this school year.
- Experiential Learning is being supported throughout the district to engage students in innovative learning, while connecting schools with community partners. For examples of some of the work from this year, please visit <https://ocdsbxi.com/>.
- Innovation and Adolescent Learning, in response to the 16x16 data from the previous report, is working closely with the Indigenous team to create

new program offerings and content to support Indigenous students to improve their outcomes. For example, working on a multi-credit package which will include land-based and language learning, with the opportunity for students to earn more than 4 credits in a semester in order to get them back on track towards graduation.

- IAL has also been working with Indigenous, Equity and ESL to support new Canadians who come into the district via the Family Reception Centre to enhance the consistency and provision of credits to students whose education to-date has happened outside of Canada. For example, offering students credits for their first languages in order to support graduation requirements.

Learning Support Services

- Working collaboratively with several departments, Learning Support Services (LSS) is working to support the implementation of The Third Path - A Relationship-Based Approach to Student Well-being and Achievement. This work will help to reinforce setting the conditions for learning by creating intentional and responsive relationships across several key areas (e.g., identity, safety, belonging, etc.);
- A cross-departmental, multi-disciplinary team continues to explore the use of a Universal Screener to assist educators in identifying emerging student needs and determining appropriate instructional strategies to support students;
- The online resource "Learning Support for Students with Special Education Needs" will help to revisit the development of quality Individual Education Plans (IEPs) including a focus on the reason for developing an IEP, high yield strategies to support student learning, and articulate the key elements of quality special education programming in schools; and
- Mental health promotion and prevention is essential in building social emotional learning skills (e.g., identifying and managing emotions, healthy relationships, coping skills and problem solving skills) which helps reduce the likelihood of mental health problems developing or reduces the intensity of pre-existing mental health difficulties.

Program and Learning:

- The Student Achievement Through Inquiry (S.A.T.E) project which uses factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." This particular project involves 14 OCDSB schools (elementary and secondary) and focuses on the following factors: achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of pupil's voice; and celebration of cultural diversity.
- The Intensive Reading Intervention program is a new cross departmental Summer Learning Program which is available to support students in kindergarten to Grade 9 to address identified gaps in reading. Schools

involved have been identified based on multiple sources of data including raise index, student achievement and credit accumulation at the secondary level.

- The literacy assessment field test project is currently underway. Over 150 educators from across the district in kindergarten, Grade 1,2, 5, 7, 8, and 9 are testing a variety of new literacy assessment tools. The focus of this project is on early intervention, planning for learning, and gap filling.
- A detailed Scope and Sequence in all curricular areas in grades 1-8 has been developed cross-departmentally and is currently being employed across the system. Key instructional supports for both in-person and remote learning, diagnostic assessments, parent supports (Building Bridges) etc. have been embedded. Further considerations for CRRP, differentiation, and assessment continue to be added.
- A district de-streaming cross departmental team has been established including all departments to lead the work in de-streaming. Elementary and secondary school teams have been involved in a series of professional learning sessions focussed on the impacts of streaming and the disproportionate negative impact on specific groups of students through the streaming process. In addition to mathematics in grade 9, PAL is supporting schools who are focussing on de-streaming other compulsory courses including English, Science, Geography and Science in the 2021/2022 school year. This will involve cross-departmental support as well as cross-school learning re. key strategies, practices and supports that best address the needs of all learners through the lens of CRRP, universal design for learning and differentiation. All parents of grade 8 students registered in a locally developed or applied level course in grade 9 have been contacted and key information has been shared to ensure that parents are fully aware of the pathway options based on their present course selections, as well as graduation rates based on course pathway etc. These phone calls have resulted in an increase enrolment in Academic level courses at the grade 9 level.

Identity-based Data

16. This marks the first year in which identity data has been analyzed in conjunction with other information about student experiences (i.e., suspension/discipline, program representation) and achievement outcomes. A measured approach to this work was taken to allow for important conversations to take place with community representatives and to integrate their perspectives into reporting. In so doing, some aspects of identity have yet to be examined, as does intersections between different dimensions of identity.

In the fall of 2021, a report that examines sense of belonging and experiences of students in our school system will be shared. A schedule for additional reports is yet to be determined, however, it is clear that the establishment of thresholds will be necessary in order to facilitate interpretation of the differences being observed and monitoring over time. Establishment of data sharing protocols with First Nations communities and development of an open data policy also remain priorities for the READ team.

RESOURCE IMPLICATIONS:

17. Over the past three years, the District has received \$223,000 in one-time funding through Transfer Payment Agreements to support this work up to August 2021. These funds were used to hire research staff and consultant services for the facilitation of focus groups and community partner meetings. An additional \$200,000 was allocated through the annual budget process for the 2020-2021 school year to support the governance work (e.g., establishment of data sharing agreements with First Nations communities, development of an open data policy) and extension of contract staff in the *Research, Evaluation and Analytics Division*.
18. The District receives annual funding from the Ministry of Education to support student success. Much of the funding is targeted for staffing (i.e., Student Success Lead, Student Success Teachers in each secondary school, and intermediate Student Success Teachers in sites offering grades 7 and 8), however, a portion of the funds is distributed to schools. The initiative involves ongoing monitoring of student achievement and progress towards successful completion of high school (e.g., pass rates in key subject areas and courses, credit accumulation, and completion of the compulsory community service hours and literacy requirements).
19. A Technical Advisory Group has been established to support ongoing work on reporting with identity based data to ensure alignment with the Data Standards. TAG has met four times over the course of this year, providing a forum for engaging community organizations in ongoing input/dialogue regarding research methodology and statistical analysis of identity data. These opportunities have been instrumental in helping to shape our thinking and shift our approaches to reporting to meet the needs of the diverse community we serve. TAG will continue to guide our work through the 2020-2021 school year.
20. A full day of professional learning in applying a data equity framework to project planning and implementation took place through We All Count in January/February 2021. Twenty OCDSB staff, including the READ team, Communications, LSS, PAL, and HR participated in one of two sessions offered. The READ team, strategic business analysts, and evaluator from Learning Support Services have benefitted from participating in four 1.5 hour follow-up discussion sessions with the founder, allowing us to go deeper in our understanding and application of the work; two sessions remain and will be completed before the end of June. Costs associated with this portion of the work were approximately \$8,000 and were absorbed by the operating budget.
21. Ongoing communication about the use of the survey data to the community, particularly to participants, is a vital part of the process. Sharing the process and results, both in report format, infographic and through an open data set for public use, increases credibility, usability and impact. It is important for participants to

see how the data is treated, how their responses are being used, and the impact that their participation has on the future work of the organization.

DISCUSSION QUESTIONS:

The following questions are provided for discussion purposes:

- What stands out for you in the data/information that is presented?
- What questions does the data/information raise?
- Will the key initiatives lead to the dismantling of systemic barriers and bias?
- What actions, next steps and/or resources should be considered?

Michèle Giroux
Executive Officer, Corporate Services

Camille Williams-Taylor
Director of Education/
Secretary of the Board

Appendix A-Elementary and Secondary Program Streaming and Achievement Outcomes

Appendix A to Report 21-046

Elementary and Secondary Program Streaming and Achievement Outcomes

Background

As part of its commitment to identify and eliminate systemic barriers to students' learning and well-being, the OCDSB has developed several reports since June 2020 that look at particular outcomes with an identity based data lens. These reports include: a [summary report](#) of the [Valuing Voices-Identity Matters! Student Survey](#), the [Student Suspension Report](#), and a [Grade 10 Credit Accumulation Report](#). Findings from these reports shine a light on some of the inequities that exist in our system in relation to disciplinary practices and secondary student achievement outcomes.

The Ottawa-Carleton District School Board (OCDSB) annually produces student achievement reports that include data from provincial EQAO assessments and local sources (e.g., report card marks, credit accumulation, graduation rate) to help identify where there are achievement gaps for specific groups of students (i.e., females/males, English language learners, students with special education needs, students who have self-identified as Indigenous (INDG), and students residing in lower-income neighbourhoods (Low-SES), and whether or not these gaps are narrowing over time. At the secondary level, this has included the analysis of outcomes in grades 9 and 10 compulsory courses in academic, applied, and locally developed pathways.

This is the first year that this data analysis includes the identity data collected in 2019-2020 through the *Valuing Voices – Identity Matters! Student Survey*. Reporting this data in alignment with the requirements under the [Anti-Racism Act](#) and accompanying [Data Standards](#) allows for a deeper analysis of additional groups of students based on self-identified Indigenous identity, race, gender identity, and disability, and supports the OCDSB's strategic priorities to identify and eliminate disproportionate representation in programs and differences in achievement outcomes between groups of students (disparity).

Why Examine Program Streams and Achievement

In 1999¹, the Ministry of Education introduced the current secondary program structure which includes applied, academic, and locally developed courses. The program structure was designed to provide a different pedagogical approach to learning for students beginning in grade 9. The program structure is often criticized as a vehicle for streaming students and Ontario is the only province in Canada that continues to use a secondary model that streams students into academic, applied, and locally developed courses at such a young age.

¹ The Ministry of Education in Ontario introduced the policy OSS:99 to provide more alternatives and flexibility for students in Grades 9 and 10, before they chose pathways in Grades 11 and 12.

Appendix A to Report 21-046

Streaming practices in Ontario have received heavy criticism from stakeholders, community partner organizations, parents, and students. National and international studies have repeatedly shown that streaming negatively impacts students, particularly those who have been racialized, marginalized, and those experiencing socioeconomic disadvantage. The Organization for Economic Cooperation and Development argues that these impacts are both significant and long-term (2012).

- The Toronto District School Board (TDSB) found students who are Black, Indigenous, racialized, from low-income neighbourhoods, and those with special needs are more likely to be enrolled in applied or locally developed courses, and are also less likely to graduate from high school compared to students in academic courses (Brown & Tam, 2017).
- Another study that tracked a cohort of students from 2010 to 2016 as they transitioned from high school to post-secondary found that only 33% of students who took applied math and language courses in Grade 9 attended post-secondary directly after graduation, compared to 73% of students who took academic courses (Pichette, Deller, & Colyar, 2020).
- Similarly, the latest available data from the Ministry of Education (2021), shows that only 59% of students in Ontario who took the Grade 9 Applied mathematics course in 2011-2012 transitioned into post-secondary education (college or university) within 7 years, compared to 88% of students who took the Academic course. Analyses conducted by the Education Quality and Accountability Office (EQAO, 2012) demonstrated that students with similar scores on the Grade 6 provincial assessments, even if they were poor, were far more likely to do better in an academic than applied courses.

Arguably, streaming does not start in high school. In 2014, Clandfield et al. published a report that detailed the discriminatory practices associated with streaming that are still taking place in elementary and secondary schools that have resulted in the most severe consequences being deferred to post-secondary, where students who have been minoritized are at greater risk of dropping out before completion of a degree or program. The authors argue there are several forms of streaming that occur in public education, including the presence of different types of schools, different programs within schools, and treating students differently within classrooms. One example in Ontario is the availability of French immersion or extended French program options in English-language school districts. In the OCDSB, in addition to the English with core French program, students may enrol in an elementary alternative program (which is also offered as an English with core French program), an early French immersion (EFI) program beginning in Grade 1, or in middle French immersion (MFI) beginning in Grade 4. Some students may also be placed in a specialized special education class based on an identified exceptionality and specific needs.

Appendix A to Report 21-046

While there has been a plethora of research over the past several decades that indicates French immersion is a viable option for all students, including those with special education needs and those for whom English is not their first language, there is a tendency for these students to be underrepresented in these programs (OCDSB, 2007). Following a comprehensive review of French as a Second Language (FSL) programs in the OCDSB, marginal increases in the percentage of English language learners and students with special education needs enrolling in an immersion program in elementary school began to take hold (OCDSB, 2013). By 2015, 36% of English language learners, and 23% of students with special education needs, in the elementary panel were enrolled in French immersion (up from 22% and 12% in 2007, respectively; OCDSB, 2015). In September 2016, the OCDSB introduced a 50/50 bilingual kindergarten program with the intention of providing a universal opportunity for all students to learn in both official languages before needing to make a decision to enrol in a particular program in Grade 1. In the first year of implementation (2017-2018), overall enrolment in kindergarten and in the primary division remained stable, and interest in EFI continued to grow (OCDSB, 2017). Projected enrollment numbers for 2019-2022 indicates that the percentage of students choosing EFI and MFI programs will continue to grow (OCDSB, 2019).

By the spring of 2019, there was increasing concern about declining enrolment in the English/core French program and a desire to better understand how program delivery options (e.g., single-track, dual track, etc) and student demographics intersect, and how these may influence choice of program when students transition from Grade 8 to Grade 9. An examination of enrolment patterns showed higher proportions of students with special education needs, English language learners, and students who reside in lower income neighbourhoods enrolled in an English with core French program in a single-track school as compared to EFI centres. Further, when faced with a choice between academic and applied level programs in Grade 9, students enrolled in an English with core French program in Grade 8 were less likely than their peers in French immersion to select an academic pathway for either English or mathematics (OCDSB, 2019).

In addition to these more quantitative examinations of enrolment distribution, researchers have also pointed to differences in the learning environment and experiences for students. For example, students in applied programs are more likely to experience lower teacher expectations and a poorer quality of education (Bush, 2019; People for Education, 2019, p.9).

Appendix A to Report 21-046

What We Heard

During the consultation and focus group sessions held with community partner organizations, parents, and students in 2019, participants expressed concerns about the negative impact of streaming practices on students at the OCDSB. The following quotes capture their voices and are very much aligned with the research in this area:

“Streaming process in schools are ill-structured. We have to find better ways without being directly told what to do.”

“Assumptions around poverty-that kids can’t think/they can’t achieve-judging is dangerous. It is limiting. If a child is not performing well-assumptions are made about home life, domestic abuse etc.”

“Students are being contained between high achievers and low achievers. Unique value of each individual student is not being recognized. Students who do not fit into the norm are being tracked off.”

“Bi-racial student not held to the same rules-not pushed academically, not asked to hand in work.”

“French immersion has elitist trajectory-son asked to move out, not pushed, held to high standard which parent suspects is due to his identity.”

“Teachers, guidance telling kids that they can’t do certain things, i.e. Black-can’t go to university. French Immersion-also creates elitist system.”

“Depends on teacher and administrator, one child so strong in identity, he has been able to navigate. Other child experienced racial bullying-asked to leave French immersion, low expectations which has impacted self-esteem and in academics”

“Low expectations. Being streamed out of French Immersion. Streaming out of Academic into Applied.”

What We Know

The Organisation for Economic Cooperation and Development (OECD, 2012) recommended that school systems eliminate streaming for students who are younger than 15 years of age to ensure that options are kept open for students until they have enough experience to make decisions about their future.

In light of the research and ongoing analysis of data collected through OnSIS, the Ontario Ministry of Education has recently announced an end to streaming beginning with Grade 9 mathematics in September 2021. The intent behind this initiative is to address systemic discrimination and help break down barriers for Indigenous, Black,

Appendix A to Report 21-046

and other racialized students, students who live in low-income households, and those with disabilities and other special education needs. The initiative aims to keep future pathways open for all students, so that all students have equal opportunities to succeed.

Purpose and Structure of this Report

In recognition of the OCDSB's commitment to providing equal opportunities to all students, this report aims to examine the degree to which there is disproportionate representation of specific groups of students in various OCDSB programs and to measure how well the system is doing to support all students in meeting high expectations. This can be measured by comparing the percentage of students meeting/exceeding the provincial standard (equivalent to a mark of 70% or B-) in select programs and subjects. This information will also be used to help establish baseline measures of disproportionality in program representation and disparity (differences) in outcomes to facilitate progress monitoring in support of mathematics destreaming, Board improvement planning for student achievement and well-being, and equity accountability. In each case, data is presented for the full population of students (based on information available through the student information system) and for the subset of students who participated in the *Valuing Voices - Identity Matters! Student Survey*.

The report has been organized into two main sections intended to address the following questions:

1. Enrolment Composition - Elementary and Secondary

- What is the demographic composition of students in each of the following programs in elementary (English with core French, EFI, MFI) and secondary (academic, applied, locally developed) programs?
- How likely is it that students will change program pathways as they progress through secondary school?

2. Achievement Outcomes - Elementary and Secondary

- How well are students being served in the OCDSB?

Data analysis continues to be guided by the *Anti-Racism Act* (2017), *Data Standards for the Identification and Monitoring of Systemic Racism* (2018), and the QuantCrit Framework (Gilborn et al., 2018). Alignment of this work to the *OCDSB Strategic Plan 2019-2023*, the *Indigenous, Equity and Human Rights Roadmap* (2020), and Ministry expectations for monitoring grade 9 math destreaming, have also been taken into account. Input from the Technical Advisory Group also continues to shape our thinking as to how information is presented and the language that is used to convey our findings.

Appendix A to Report 21-046

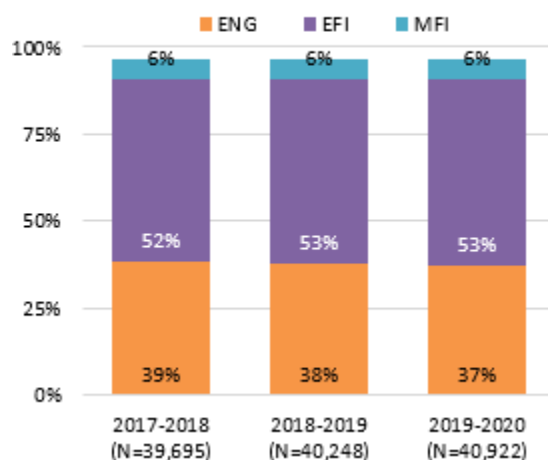
Elementary and Secondary Program Enrolment

Part 1: Overall Population Trends in Enrolment

Elementary Enrolment - Grades 1 to 8. In this section of the report, elementary enrolment data has been combined for students in grades 1 through 8, with a focus on the English with core French (ENG)², early French immersion (EFI), and middle French immersion (MFI) programs³. Percentages within each stacked bar reflect the enrolment distribution for each identity (group) across these three programs, respectively, and do not add to 100% as they are exclusive of enrolment in Specialized Special Education Programs (approximately 2% of the population), as well as students whose program could not be confirmed at the time of the June report card (approximately 1% of the population).

A three year trend (2017 to 2020⁴) has been provided in Figure 1, showing that the proportion of students enrolled in each of the three elementary programs has remained relatively stable over this time period, with EFI accounting for more than half of the elementary enrolment.

Figure 1. Elementary Program Enrolment, 2017 to 2020



² English Programs include those programs that follow the English curriculum, which include offering English/Core French and Alternative Programs.

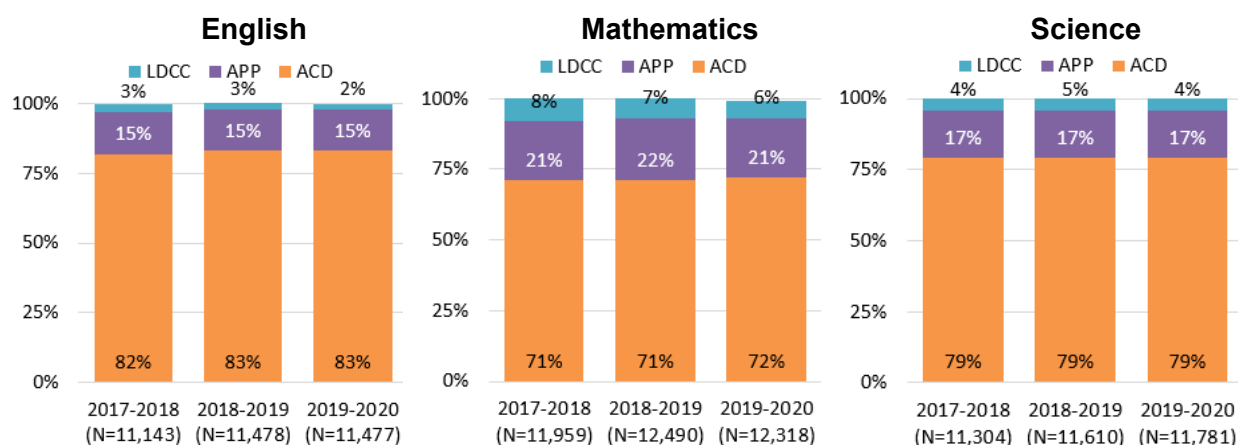
³ The MFI Program is offered starting in Grade 4, therefore only reflects students in Gr.4-8.

⁴ Enrolment numbers are based on the number of students in grades 1 through 8 with at least one available Final (June) Elementary report card mark, within each academic year, respectively. They are closely aligned with our [October 31st official enrolment statistics](#).

Appendix A to Report 21-046

Secondary Enrolment - Grade 9 and 10 Courses. Enrolment data has been aggregated for students enrolled in academic, applied, and locally developed courses in grades 9 and 10; analyses have been conducted separately for English, mathematics, and science⁵. A three year trend (2017 to 2020) has been provided in Figure 2, showing that the proportion of students enrolled in these compulsory courses has remained relatively stable over this time period, with academic level courses accounting for the majority of enrolment. Across three years, the proportion of students enrolled in applied level mathematics courses was higher compared to English and science courses.

Figure 2. Secondary Program Enrolment, 2017 to 2020



Part 2: Program Enrolment: Representation of Student Demographics/Identities, 2019-2020

In order to understand who is being served in each of these programs, an analysis of program enrolment by demographic characteristics has been conducted. Examination of the data in this way allows us to focus our attention on where there may be systemic barriers or biases that preclude some groups of students from accessing particular programs or services. Specifically, where there are higher or lower proportions of students who identify in a particular way enrolled in a specific program relative to their composition in the overall student population, the onus must first be placed on the system to identify the structures, policies and practices that may be contributing to this finding. In so doing, the dismantling of these barriers can begin to take place, and strategies and supports can be implemented to ensure that each program is equipped to meet the diverse needs of the students it is intended to serve.

⁵ These subjects were chosen to align with requirements to monitor the destreaming of Grade 9 mathematics. Disaggregation by subject at the secondary level was important, given that students may choose different program streams for each subject. Stacked bars add up to 100% as they reflect all available program options for English, Mathematics and Science courses in grades 9 and 10.

Appendix A to Report 21-046

It is important to note that in the sections that follow, the presentation of results has been streamlined to help simplify information for the reader. Specifically, the graphical presentation is consistent with the presentation of District-level enrolment trends, the following section makes use of stacked bar graphs to illustrate the enrolment distribution for each respective group of students across programs. A cross-hatched "All Students" bar provides a District-level reference, reflecting the enrolment distribution across programs at a population-level, while "All Respondents" similarly reflects the enrolment distribution for the subset of students who answered the question on the Valuing Voices survey pertaining to each dimension of identity being reported. This serves as a benchmark for the expected enrolment distribution across all reporting groups, under the assumption that all groups of students/identities would be proportionately represented relative to the population. Where there are higher or lower percentages of students who identify in a particular way enrolled in a specific program relative to the full population, this indicates a disproportionate representation of this group within that program. In accordance with the Anti-Racism Data Standards, additional language has been embedded in the descriptive summary to provide relative magnitude of the disproportionality (i.e., values closer to 1.0 indicate equal representation, values less than 1.0 suggest underrepresentation, and values greater than 1.0 suggest overrepresentation). Additional details can be found in Tables 4 and 5 (pages 56 through 59) in the Technical Considerations section of the report.

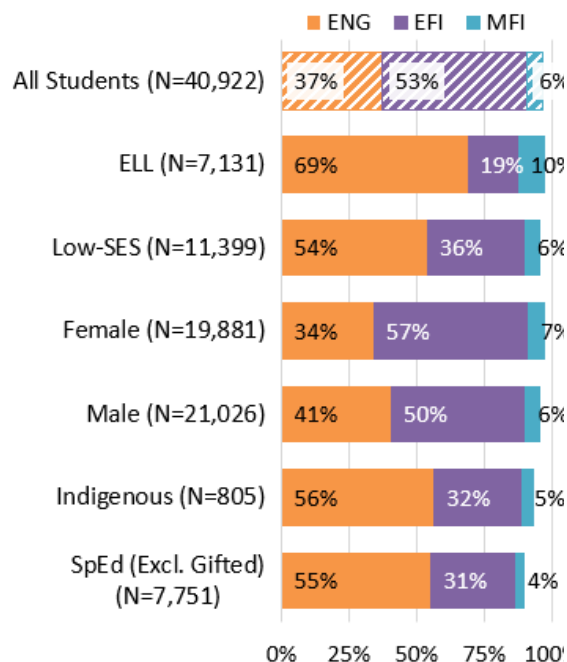
Appendix A to Report 21-046

Elementary Enrolment (Grades 1 to 8; District - Population).

Figure 3 reflects 2019-2020 program enrolment for specific groups of students based on data from the Trillium Student Information System. The English with core French program had higher proportions of English language learners (ELLs), students who identify as Indigenous, males, those with special education needs, and those residing in lower income neighbourhoods, relative to their respective proportions in the overall student population. These groups were between 1.5 and 2 times as likely to be enrolled in the English with core French program. In contrast, there were smaller proportions of these students in the EFI program.

The MFI program had higher proportions of ELLs and females, and lower proportions of students from the remaining groups. In the case of ELLs, some of this may be linked to parental choice. Specifically, at the time of the OCDSB's FSL review in 2007, parents of ELLs indicated a preference for MFI over EFI in order to provide time for learning English before introducing another language.

Figure 3. Representation of Specific Groups of Students across Elementary Programs (District, 2019-2020)



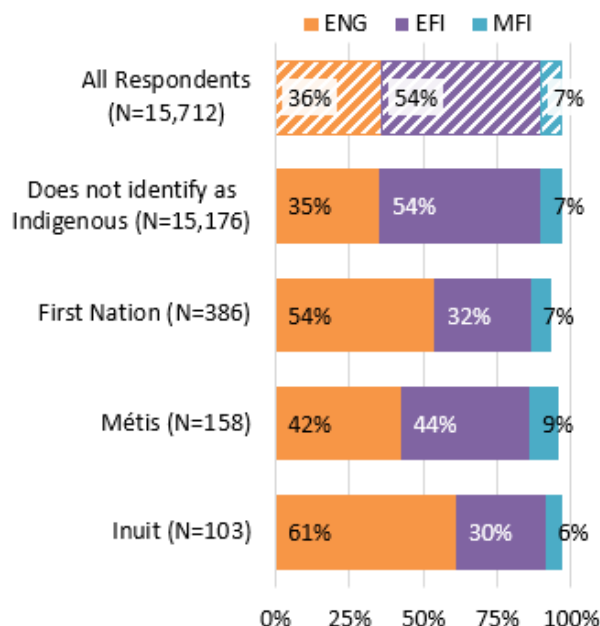
"All Students" reflects District-level Elementary (Gr. 1-8) enrolment in 2019-2020.

Appendix A to Report 21-046

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Indigenous Identity).

The English with core French program had a higher proportion of students who self-identified as Indigenous relative to their proportion in the student population; this was especially true for First Nation and Inuit students, who were 1.5 and 1.7 times as likely to be enrolled in this program, respectively. Conversely, the EFI program had a lower percentage of First Nation and Inuit students and a higher percentage of Metis students compared to their proportion in the overall student population.

Figure 4. Representation of Students with Indigenous Identities across Elementary Programs (*Valuing Voices*, 2019-2020)



"All Respondents" reflects 38% of District-level Elementary (Gr. 1-8) enrolment in 2019-2020.

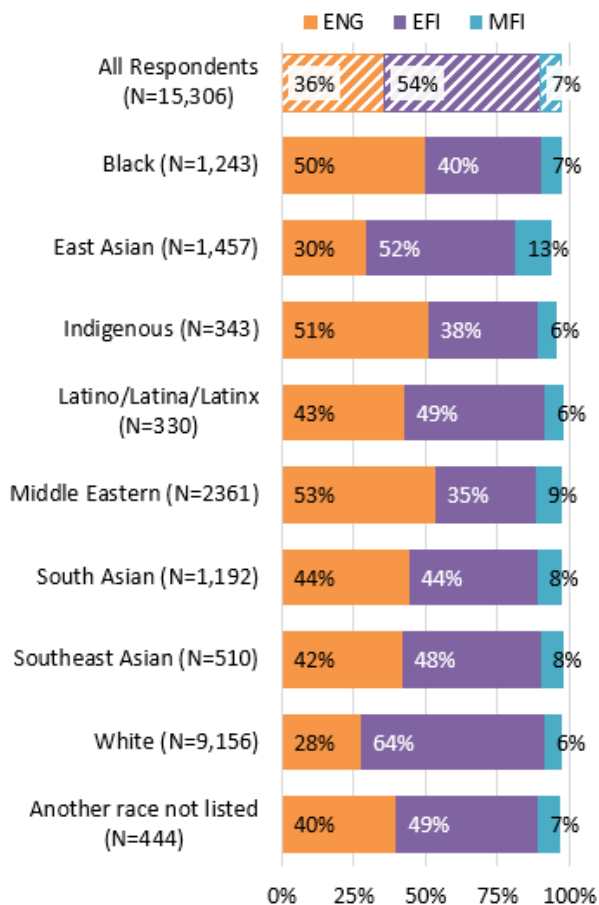
Appendix A to Report 21-046

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Race).

Disaggregation of program enrolment by racial identity shows evidence of disproportionate representation of traditionally marginalized groups in each program. Specifically, the English with core French program had higher proportions of students who identify as Black, Indigenous, Latino, Middle Eastern, South Asian, and South East Asian, and lower proportions of students who identify as East Asian and/or White. The inverse was true for the early French immersion program. In fact, English with core French programs had 1.5 times as many Middle Eastern, Black, and Indigenous students enrolled relative to their representation in the population.

For some groups of students, the MFI program offers an alternative entry point for access in grade 4 and shows higher proportions of East Asian, Middle Eastern, South Asian, and Southeast Asian students enrolled relative to their representation in the population, with East Asian students being twice as likely to be enrolled in the MFI program.

Figure 5. Representation of Student Racial Identities across Elementary Programs (*Valuing Voices*, 2019-2020)



"All Respondents" reflects 38% of District-level Elementary (Gr.1-8) enrolment in 2019-2020.

Appendix A to Report 21-046

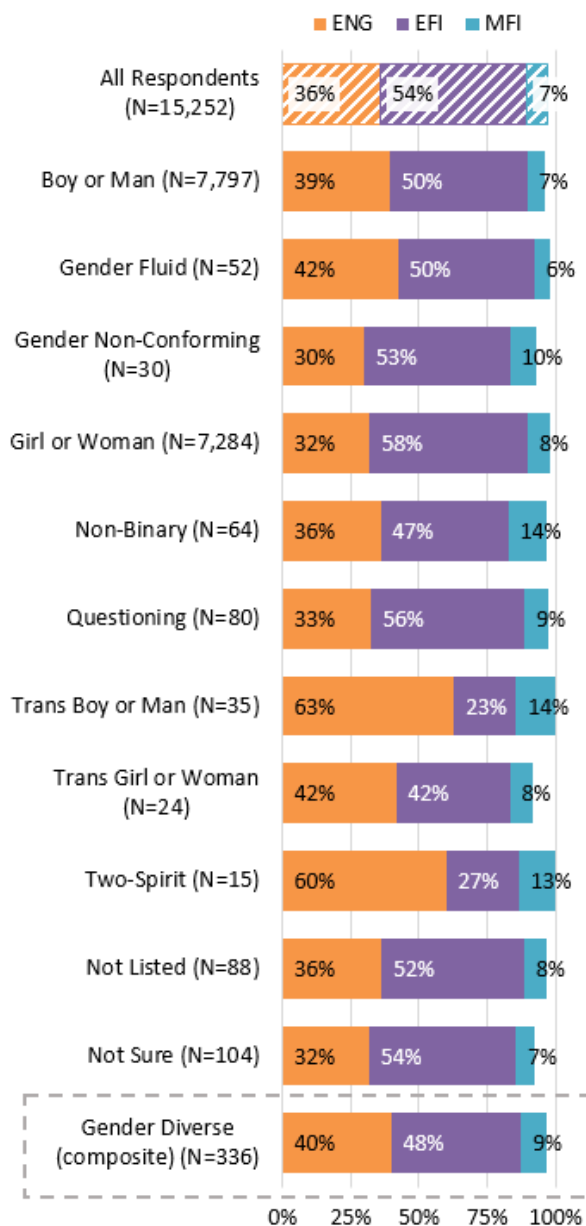
Elementary Enrolment (Grades 1 to 8; Valuing Voices - Gender Identity).

Consistent with full District-level data, the English with core French program had a higher proportion of students who self-identified as a boy and a lower proportion of those who identified as a girl. This program also had higher proportions of students who self-identified as Trans, Two-Spirit, and Gender-Fluid.

The middle French immersion program had higher proportions of students who identified as Non-Binary, Trans-Boy and Two-Spirit, each making up almost 2 times what would be expected given their representation in the population.

Given the small number of students in some of the gender identity reporting groups, a “Gender Diverse”⁶ grouping was created in an attempt to provide a more stable estimate of program representation over time. Results suggest that the English with core French and MFI programs had higher proportions of gender diverse students, whereas EFI had lower proportions.

Figure 6. Representation of Student Gender Identities across Elementary (Gr.1-8) Programs (*Valuing Voices*, 2019-2020)



“All Respondents” reflects 38% of District-level Elementary (Gr.1-8) enrolment in 2019-2020.

⁶ “Gender Diverse” is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

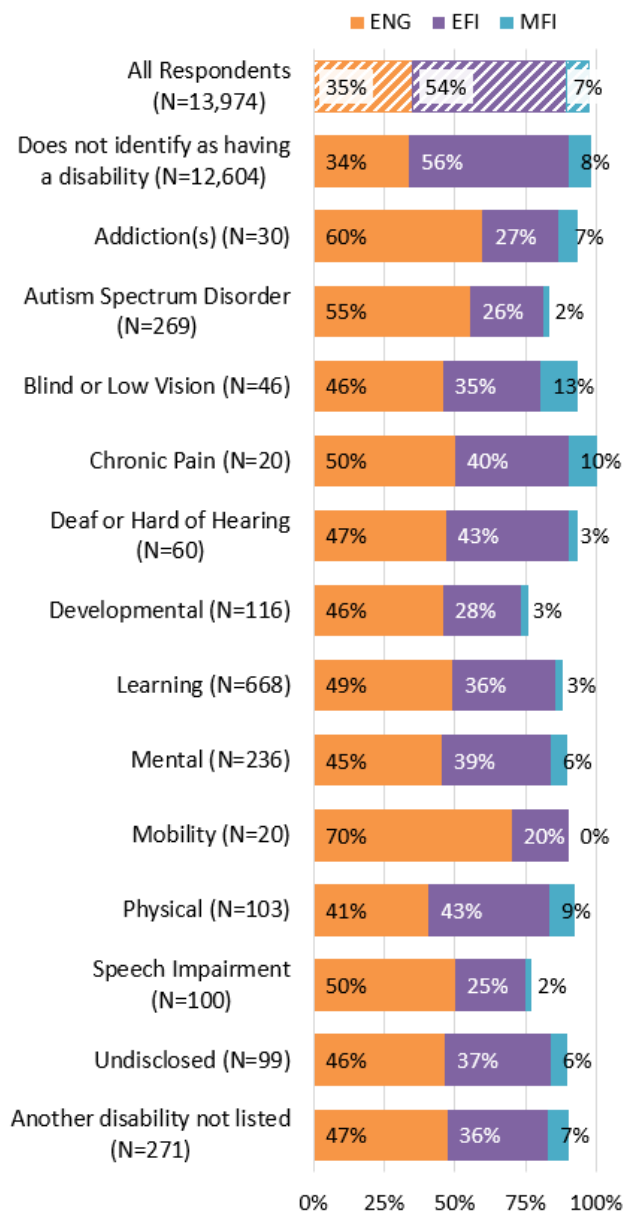
Appendix A to Report 21-046

Elementary Enrolment (Grades 1 to 8; Valuing Voices - Disability).

As seen in Figure 7, the English with core French program contained higher proportions of students who reported having each of the disabilities listed on the Valuing Voices survey, as compared to all survey respondents. This disproportionate representation was most pronounced for students identifying with the following disabilities: Mobility (2x), Addiction(s) (1.7x), and Autism Spectrum Disorder (1.6x). Inverse trends were observed in the early French immersion program.

The MFI program had higher proportions of students who identified as Blind or Low Vision, with Chronic Pain, and a Physical disability, with rates being 1.8, 1.3, and 1.2 times higher than their representation in the population, respectively.

Figure 7. Representation of Students with Self-Identified Disability(ies) across Elementary Programs (*Valuing Voices*, 2019-2020)



"All Respondents" reflects 34% of District-level Elementary (Gr. 1-8) enrolment in 2019-2020.

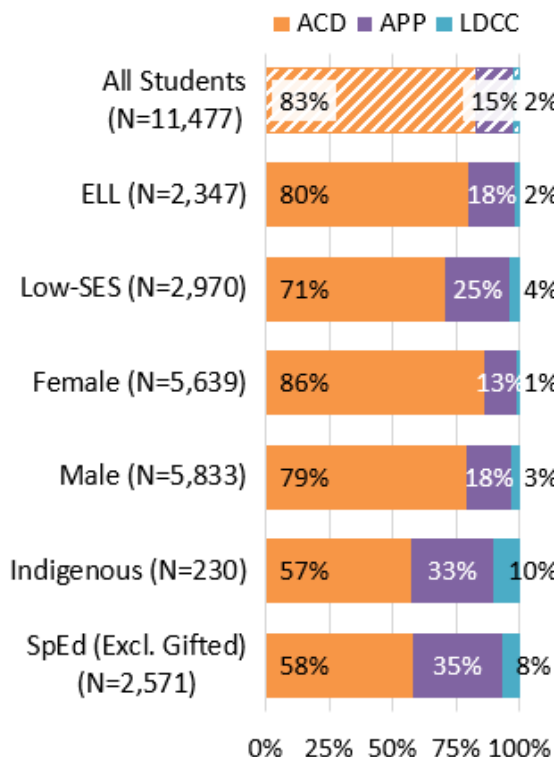
Appendix A to Report 21-046

Secondary Enrolment (Grade 9 and 10 Courses; District - Population).

Program enrolment information for 2019-2020 was further disaggregated for specific groups of students for three compulsory courses based on data from the Trillium Student Information System (see Figure 8-A, 8-B, and 8-C). Applied and locally developed English, mathematics, and science courses had higher proportions of English language learners (ELLs), students who identify as Indigenous, those with special education needs, and those residing in lower income neighbourhoods. In contrast, there were smaller proportions of these students in the academic level courses with the exception of male students in academic mathematics courses.

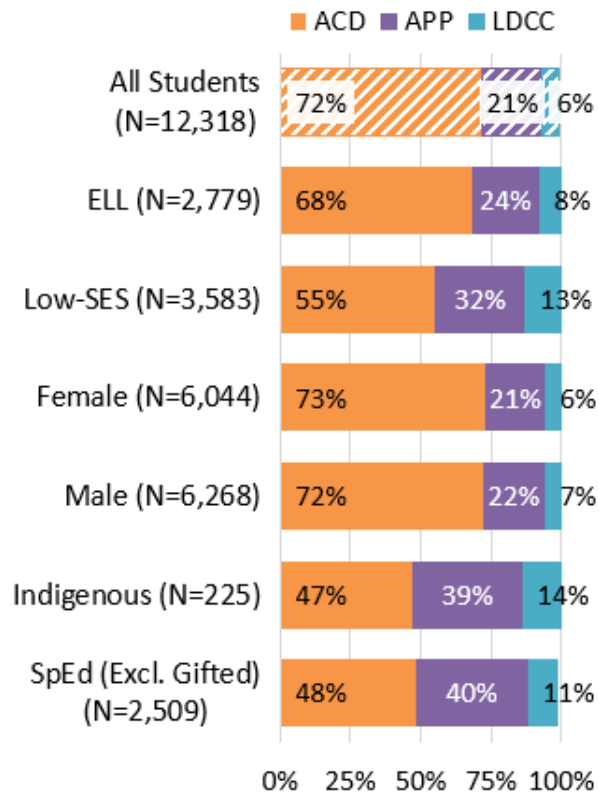
The disproportionate representation of students in locally developed courses was more pronounced for students who self-identified as Indigenous, students with special education needs, and those residing in lower income neighbourhoods who were between 1.54 and 4.46 times as likely to be enrolled.

Figure 8-A. Representation of Specific Groups of Students in Secondary English Courses (District, 2019-2020)

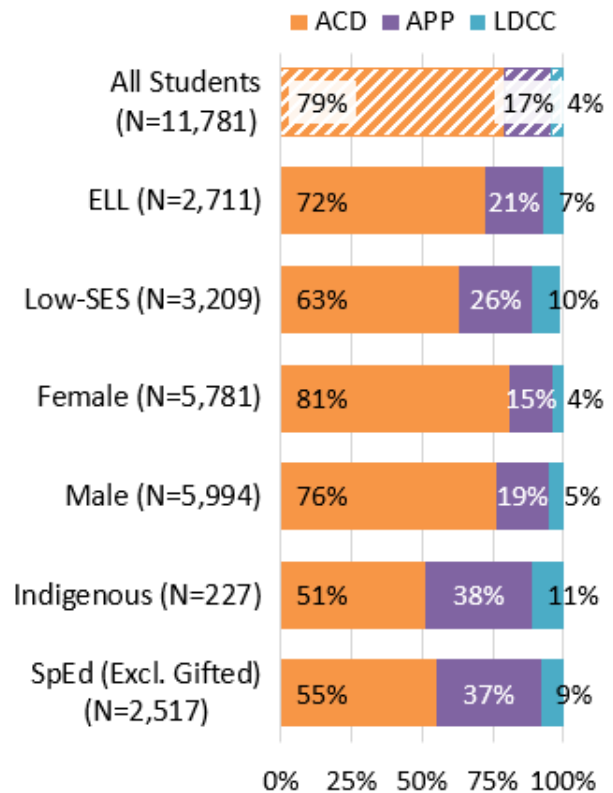


"All Students" reflects full District-level enrolment across Grade 9 and 10 English courses in 2019-2020.

Appendix A to Report 21-046

Secondary Enrolment (Grade 9 and 10 Courses; Population).**Figure 8-B.** Representation of Specific Groups of Students in Secondary Mathematics Courses (District, 2019-2020)

"All Students" reflects full District-level enrolment across Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 8-C. Representation of Specific Groups of Students in Secondary Science Courses (District, 2019-2020)

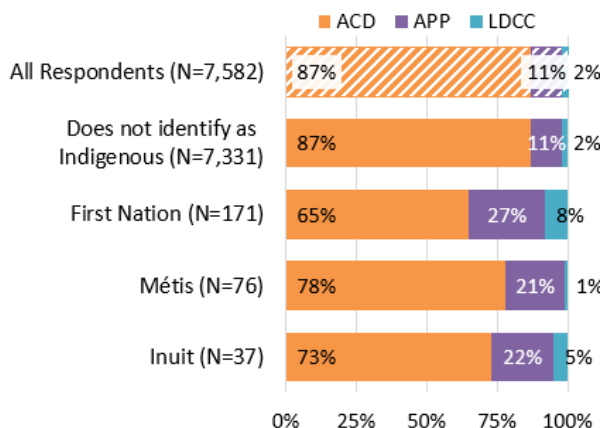
"All Students" reflects full District-level enrolment across Grade 9 and 10 Science courses in 2019-2020.

Appendix A to Report 21-046

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Indigenous Identity).

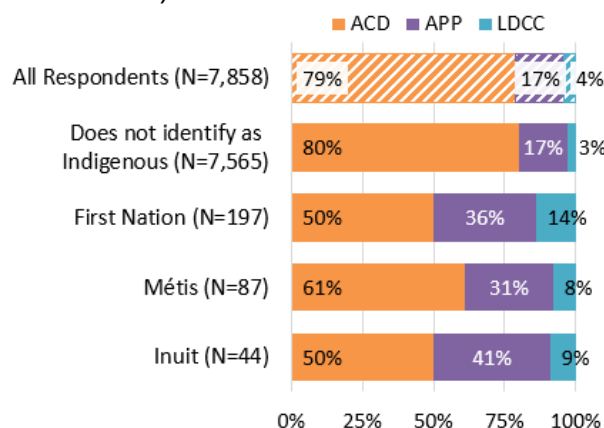
As seen in Figures 9-A, 9-B, and 9-C, grades 9 and 10 academic level English, mathematics, and science courses had lower proportions of students who self-identified as Indigenous, while applied and locally developed level courses had higher proportions. This disproportionate representation was more pronounced for First Nation students who were 3.9 to 4.7 times as likely to be enrolled in a locally developed course and for Inuit students who were 2.5 to 4.8 times as likely to be enrolled in these same courses.

Figure 9-A. Representation of Students with Indigenous Identities in Secondary English Courses (*Valuing Voices*, 2019-2020)



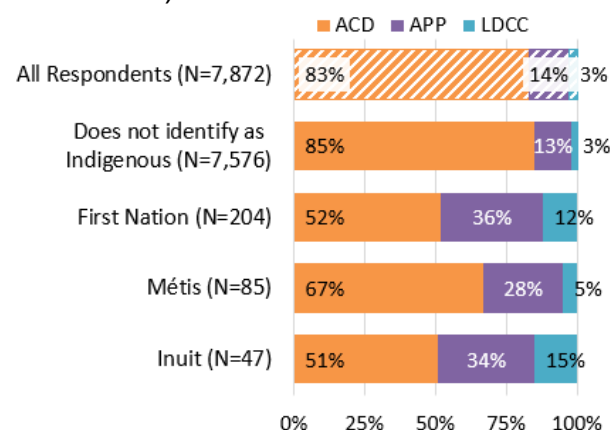
"All Respondents" reflects 66% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

Figure 9-B. Representation of Students with Indigenous Identities in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)



"All Respondents" reflects 64% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 9-C. Representation of Students with Indigenous Identities in Secondary Science Courses (*Valuing Voices*, 2019-2020)



"All Respondents" reflects 67% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

Appendix A to Report 21-046

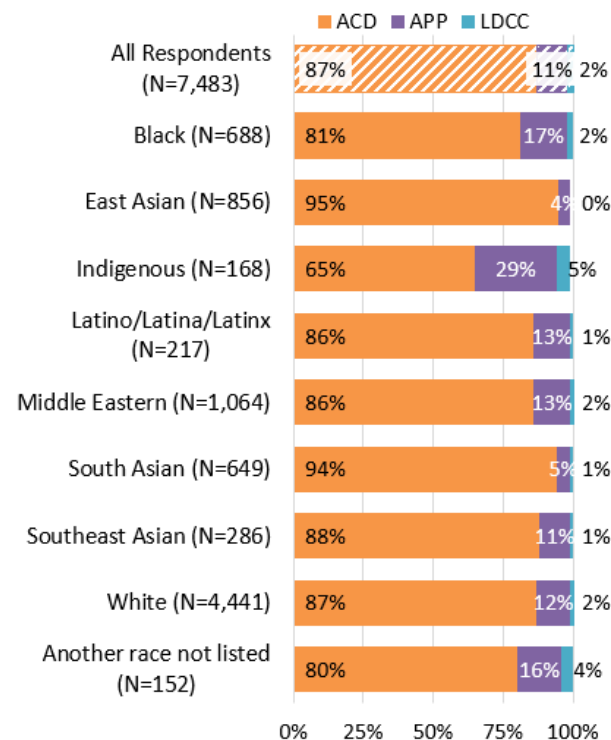
Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Race).

Figure 10-A, 10-B, and 10-C show the distribution of students enrolled in grades 9 and 10 English, mathematics, and science courses disaggregated by race.

Across all academic courses, there were lower proportions of students who self-identified as Black, Indigenous, Latino, and Middle Eastern. This disproportionate representation was most pronounced for students who identified as Indigenous who were 0.66 to 0.75 times as likely to be enrolled in this level of course.

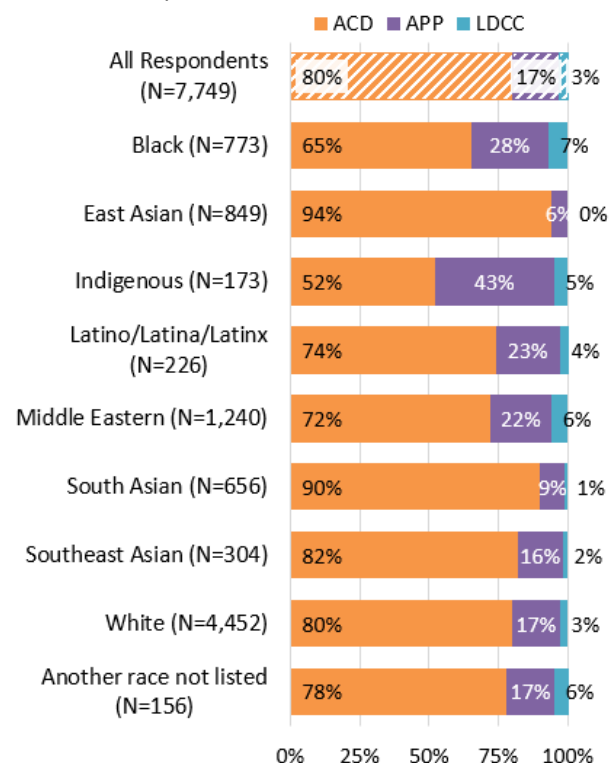
In contrast, applied and locally developed courses had higher proportions of these same groups of students. Relative to their representation in the population, students who self-identified as Indigenous were at least 2.5 times as likely to be enrolled in an applied or locally developed courses. Similarly, students who identified as Black were approximately 1.5 times as likely to be enrolled in applied level courses and twice as likely to be enrolled in a locally developed math or science course.

Figure 10-A. Representation of Student Racial Identities in Secondary English Courses (*Valuing Voices*, 2019-2020)

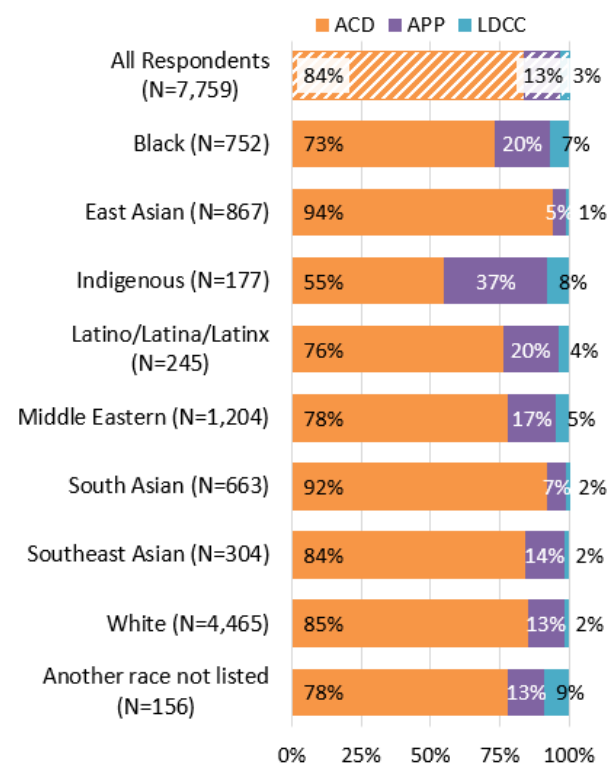


"All Respondents" reflects 65% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

Appendix A to Report 21-046

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Race).**Figure 10-B.** Representation of Student Racial Identities in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)

"All Students" reflects 63% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 10-C. Representation of Student Racial Identities in Secondary Science Courses (*Valuing Voices*, 2019-2020)

"All Students" reflects 66% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

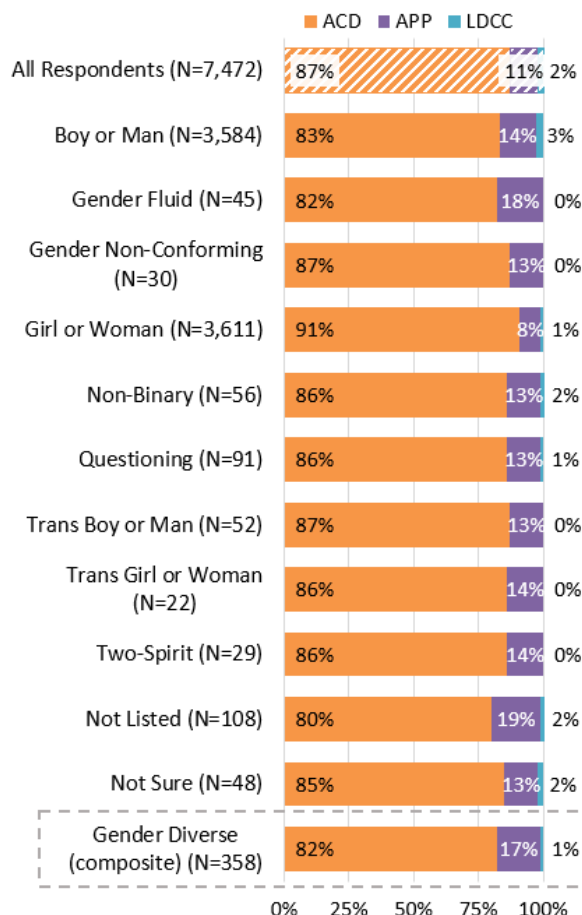
Appendix A to Report 21-046

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Gender Identity).

Consistent with full District-level reporting, grades 9 and 10 applied level English, mathematics, and science courses had higher proportions of students who self-identified as Boy or Man, Gender Fluid, Gender Non-Confirming, Non-Binary, Questioning, Trans Boy or Man, and Trans Girl or Women relative to their proportion in the overall student population. In contrast, there were lower proportions of students who self-identified as Boy or Man, Gender Fluid, Non-Binary, Trans Girl or Women, and Two Spirit in academic English, mathematics, and science courses.

Due to the small number of students in some of these groups, and their subsequent smaller counts within each course pathway, disproportionality calculations for these groups are less reliable. In an attempt to provide a more stable estimate to measure representation, a “Gender Diverse⁷” grouping was created. The results for this composite reflect students identifying as “Gender Diverse” are between 1.3 and 1.5 times as likely to be enrolled in applied level courses relative to their representation in the population.

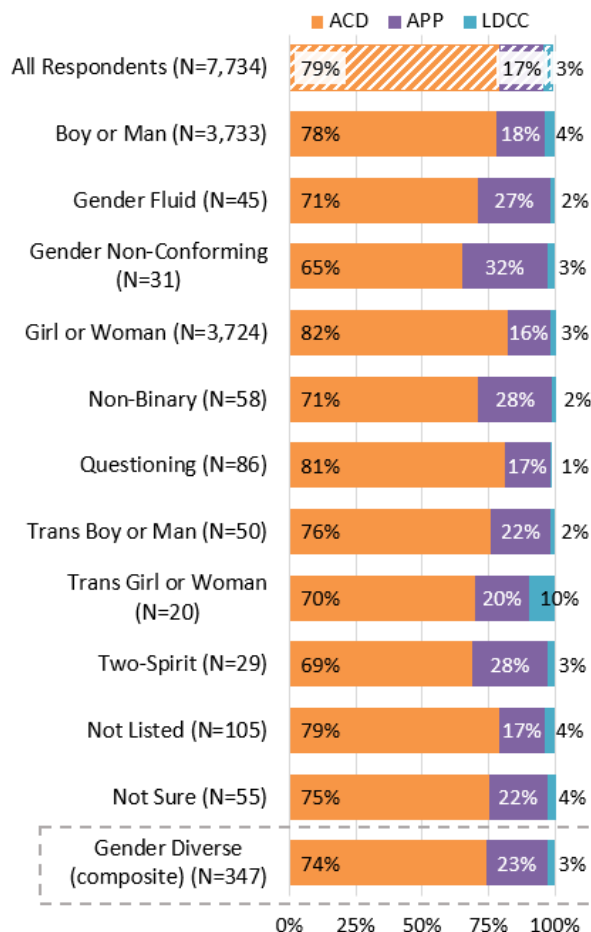
Figure 11-A. Representation of Student Gender Identities in Secondary English Courses (*Valuing Voices*, 2019-2020)



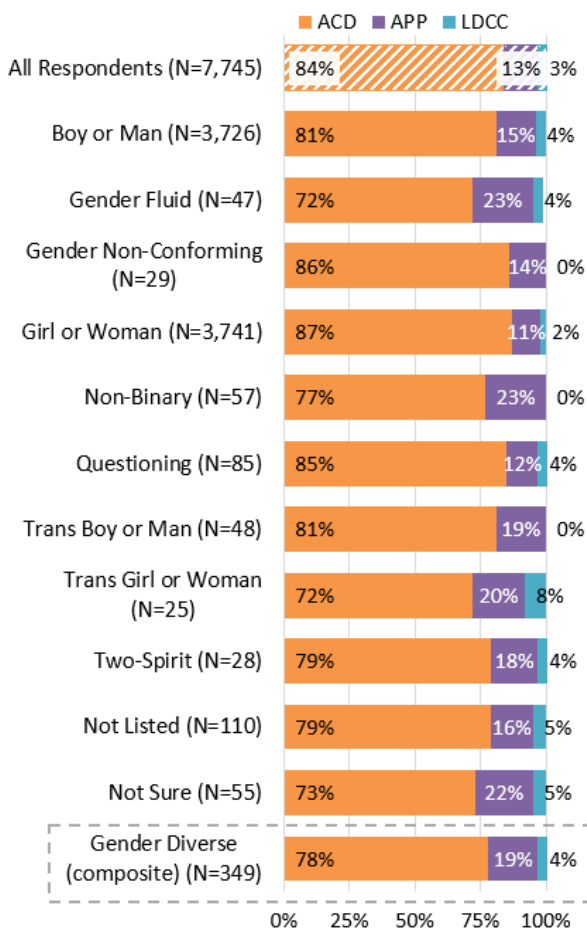
“All Respondents” reflects 65% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

⁷ “Gender Diverse” is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Confirming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Appendix A to Report 21-046

Secondary Enrolment (Grade 9 and 10 Courses; Valuing Voices - Gender Identity⁸).**Figure 11-B.** Representation of Student Gender Identities in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)

“All Students” reflects 63% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 11-C. Representation of Student Gender Identities in Secondary Science Courses (*Valuing Voices*, 2019-2020)

“All Students” reflects 66% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

⁸ “Gender Diverse” is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

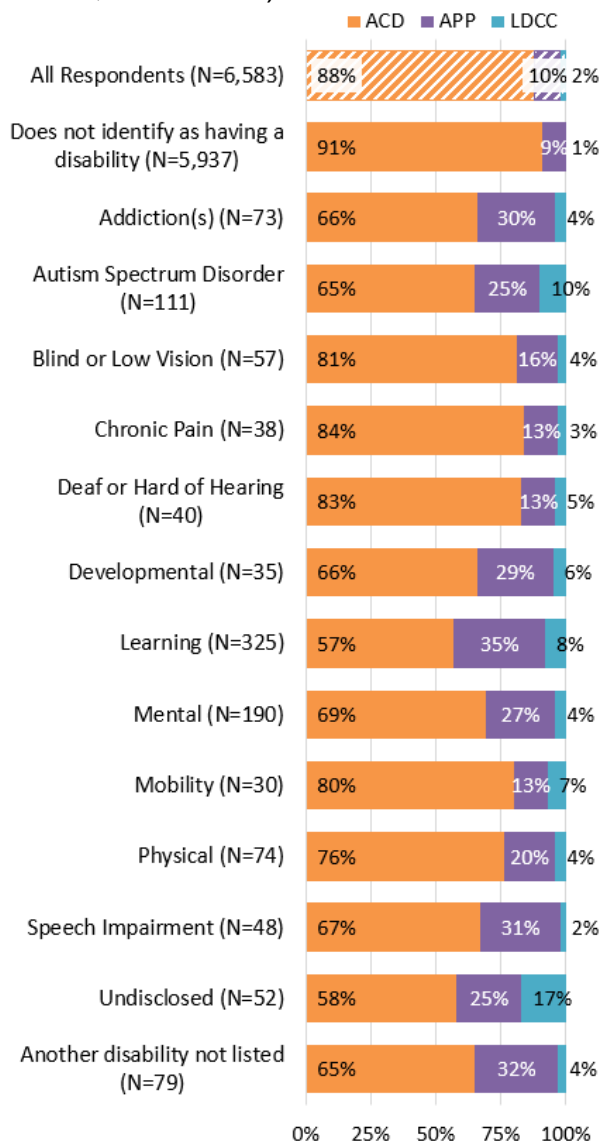
Appendix A to Report 21-046

Secondary Enrolment (Grades 9 and 10; Valuing Voices - Disability).

As seen in Figures 12-A, 12-B, and 12-C, applied and locally developed English, mathematics, and science courses had higher proportions of students who self-identified as having a disability on the Valuing Voices survey.

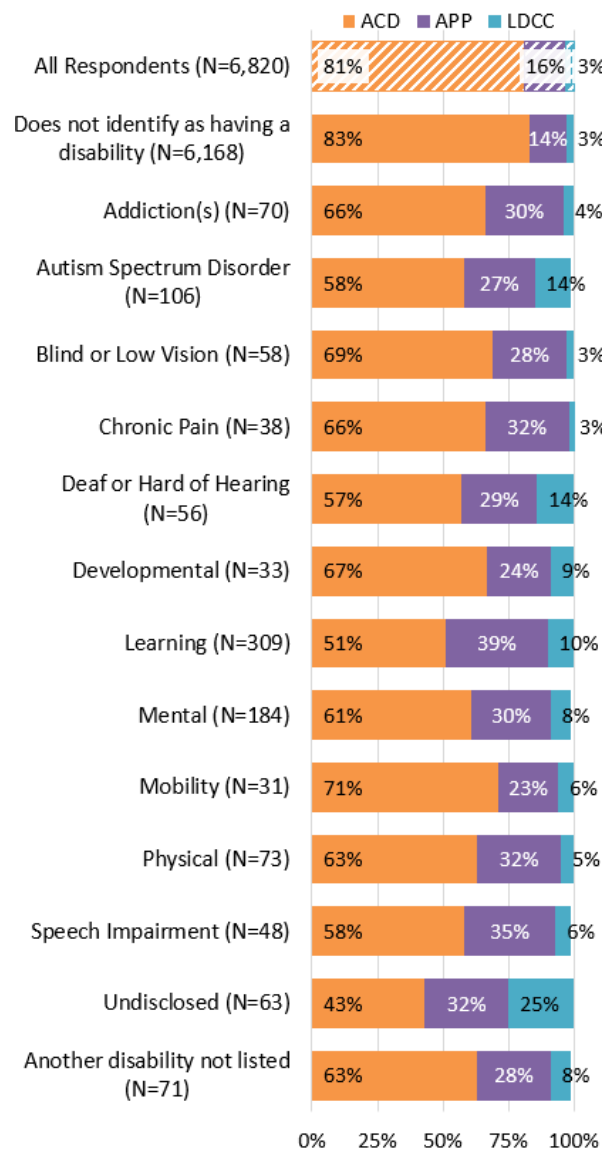
This disproportionate representation in applied level English courses was most pronounced for students identifying with the following disabilities: Learning, Speech Impairment, Addictions, Developmental, Mental, and Autism Spectrum Disorder (i.e., where these groups were between 2.6 and 3.5 times as likely to be enrolled in applied level courses relative to their representation in the population). Similar trends were observed in the applied and locally developed mathematics and science courses.

Figure 12-A. Representation of Students with Self-Identified Disability(ies) in Secondary English Courses (*Valuing Voices*, 2019-2020)

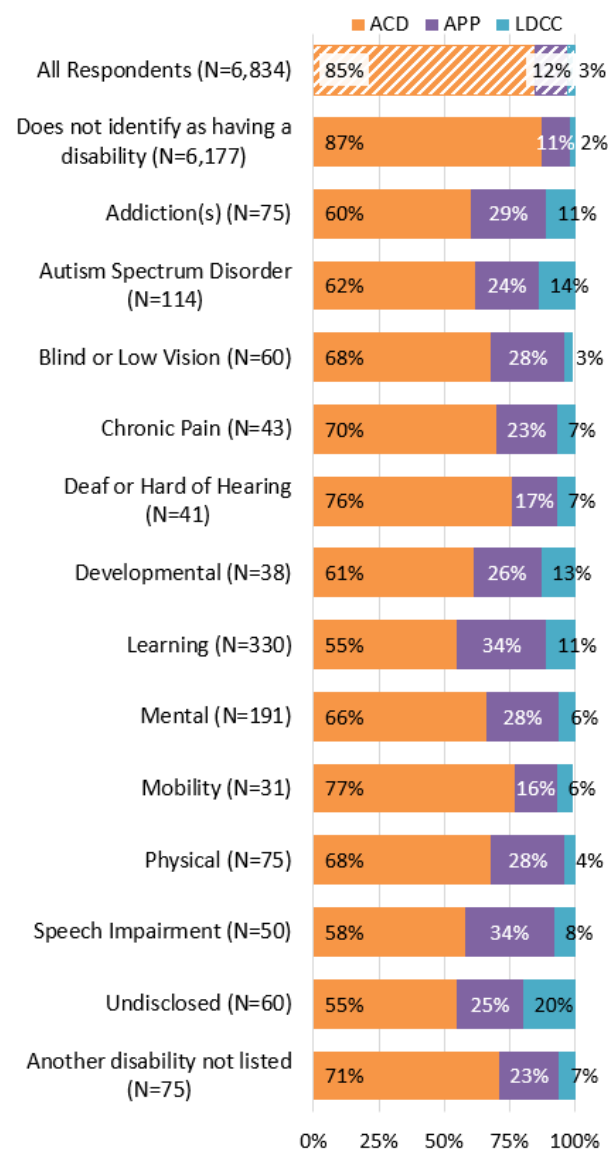


"All Respondents" reflects 57% of District-level enrolment in Grade 9 and 10 English courses in 2019-2020.

Appendix A to Report 21-046

Secondary Enrolment (Grades 9 and 10; Valuing Voices - Disability).**Figure 12-B.** Representation of Students with Self-Identified Disability(ies) in Secondary Mathematics Courses (*Valuing Voices*, 2019-2020)

"All Students" reflects 55% of District-level enrolment in Grade 9 and 10 Mathematics courses in 2019-2020.

Figure 12-C. Representation of Students with Self-Identified Disability(ies) in Secondary Science Courses (*Valuing Voices*, 2019-2020)

"All Students" reflects 58% of District-level enrolment in Grade 9 and 10 Science courses in 2019-2020.

Appendix A to Report 21-046

Secondary Enrolment (Grades 9 and 10; Population).

Digging Deeper: Secondary Program Pathways Cohort Tracking - Mathematics

Why it matters: The impact of students' pathway decisions on later postsecondary education, health, and life outcomes are well-established. As system efforts are made to remove barriers and improve outcomes for more students, we must look beyond “destreaming” grades 9 and 10 compulsory courses and consider whether opportunities exist for students to change their trajectory once it has been chosen. Specifically, “How likely is it for a student to ‘change pathways’ over the course of their secondary education?”

What we are seeing: Figure 13 examines the pathways of a single cohort of 5,775 students from Grade 9 (2017-2018) through Grade 11 (up to end of June 2020), using their enrolment in mathematics courses as an indicator of program pathway mobility/retention. The data shows that the majority of students enrolled in an academic level course in Grade 9 were enrolled in a Grade 11 university level course two years later. Similarly, students enrolled in an applied level course in Grade 9 were most likely to be enrolled in a college level math course in Grade 11, and those in locally developed followed a workplace pathway. While the data shows there is the potential for movement across program streams, it is not common.

Figure 13. Tracking Grade 9 Cohort Enrolment from 2017-2018 to 2019-2020

Mathematics	Grade 9 Cohort 2017-2018 (N=5775)	University	College/University	College	Workplace	Missing (N=1187)
	Academic (N=4308) 75%	(N=2721) 63%	(N=625) 14%	(N=316) 7%	(N=19) >1%	(N=627) 14%
	Applied (N=1130) 19%	(N=29) 3%	(N=107) 9%	(N=521) 46%	(N=114) 10%	(N=359) 32%
	Locally Developed (N=337) 6%	(N=3) 1%	(N=2) 1%	(N=20) 6%	(N=111) 33%	(N=201) 60%

• Missing indicates no data available in 2019-2020 (reasons for missing could be due to summer school, student transfer to another board or entered in grade 11)

To think about: The descriptive cohort analysis above indicates that once a pathway has been chosen, students are likely to remain in it for the duration of their secondary education. How might we create bridges to facilitate students' pathway changes, and provide resources to help mitigate transitional barriers?

Appendix A to Report 21-046

Achievement Trends - Elementary and Secondary

Part 1: Overall Achievement Trends

In order to understand how well the system is doing to support all students in meeting high expectations, analysis of achievement data in this section focuses on the percentages of students meeting/exceeding the provincial standard (equivalent to a minimum mark of B- or 70%) in select subjects and strands. Examination of the data in this way allows us to focus attention on where there may be systemic barriers or biases that may be an indication of lower expectations for some students or where learning opportunities and experiences may be lacking. Specifically, where specific groups of students are not meeting the provincial standard at the same rate as other students, the focus must first be on the system to identify the structures, policies and practices that may be contributing to these outcomes, so that corrective action can be taken to foster more inclusive learning environments and experiences for students where they can thrive and have the opportunity to demonstrate high levels of academic achievement.

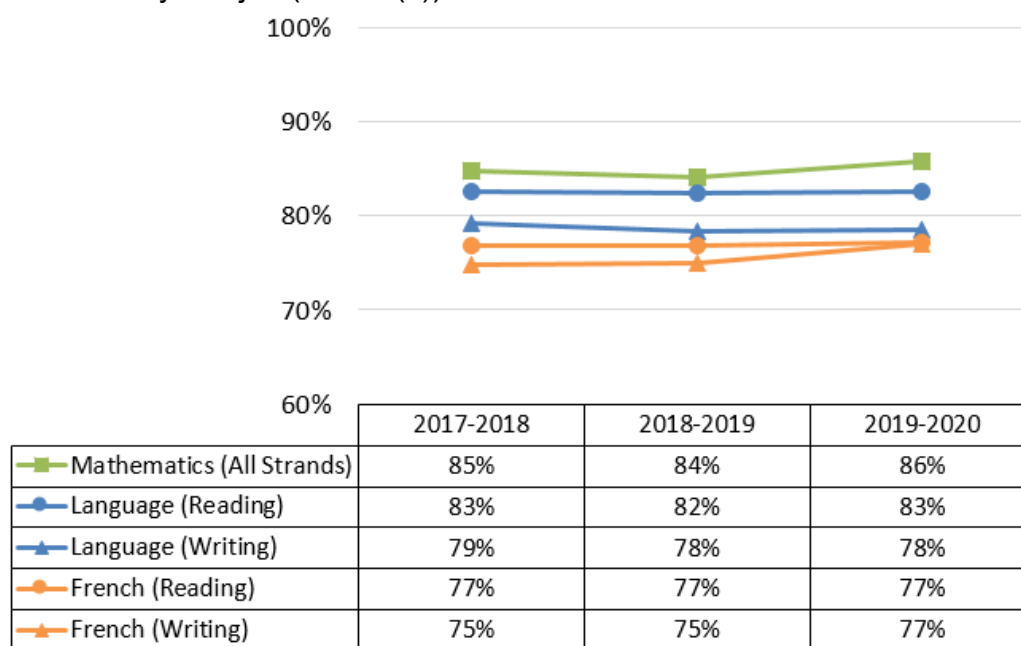
It is important to note that in the sections that follow, the presentation of results has been streamlined to help simplify information for the reader (e.g., presentation of data in graphs with percentages rounded to a whole number; use of simplified language to reflect the concept of group differences in outcomes (i.e., disparity) while also reframing the language to put the onus on the system (tables with more detailed information, including disparity calculations, can be found in the Technical Considerations section of the report). In so doing, some of the nuanced differences that are present may be hidden, particularly where there are small numbers of students who identify in a particular way and, therefore, comprise a relatively small portion of the population. While the strategies and initiatives to support these smaller groups of students are likely to be different from those that are needed to serve a larger portion of the population, the decisions we make as a system and as individuals must always take into account the impact it may have on even the smallest groups. In accordance with the Anti-Racism Data Standards, additional language has been embedded in the descriptive summary to provide relative magnitude of the disparity in achievement outcomes (i.e., values closer to 1.0 indicate no difference or equal likelihood, values less than 1.0 suggest lower likelihood, and values greater than 1.0 suggest greater likelihood). Additional details can be found in Tables 6 and 7 (pages 60 through 63) in the Technical Considerations section of the report.

Appendix A to Report 21-046

Elementary Achievement - Grades 1 to 8. Elementary report card data for 2019-2020 has been aggregated for students in grades 1 through 8, with a focus on the following subjects and strands - French (Reading and Writing), Language (Reading and Writing)⁹, and Mathematics (combination of all strands)¹⁰ to align with curricular areas assessed by the provincial assessments of Reading, Writing, and Mathematics.

Figure 14 displays the percentage of students meeting or exceeding the provincial standard in each subject/strand over a three year period (2017 to 2020¹¹). Achievement for each of these subjects and strands has remained fairly stable over the last three years, with Mathematics (All Strands) showing the greatest success rate, followed by Language, and French.

Figure 14. Elementary Achievement Trends: % of Students Meeting the Provincial Standard by Subject(Strand(s))



⁹ For students in EFI, Language is introduced in Grade 2.

¹⁰ Up to the end of the 2019-2020 school year, mathematics was reported by strand and not a single mark. In order to create a composite math score, all available marks across all math strands were retained, meaning that each student could contribute to this measure up to 5 times. This methodology is consistent with the approach taken by the Ministry of Education's methodology. More details can be found in the Technical Considerations at the end of this document.

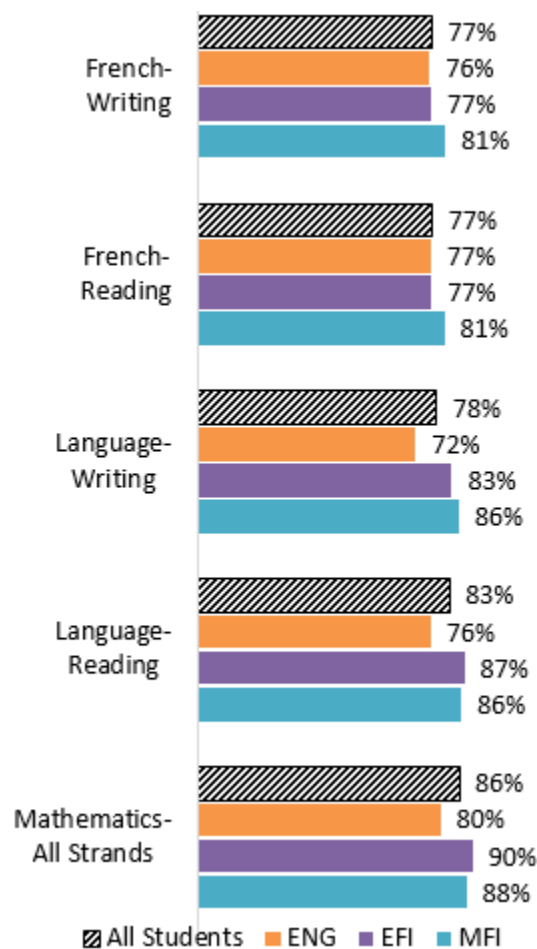
¹¹ Based on available Final (June) Elementary report card marks each academic year; where final marks were missing, interim marks were substituted. The total number of students in Grades 1-8 for whom at least one final report card mark varied across three years. Details can be found in the Technical Considerations portion of the appendix.

Appendix A to Report 21-046

Elementary Achievement - Grades 1 to 8.

Figure 15 shows the percentage of students meeting/exceeding the provincial standard in each of the three programs by subject/strand for the 2019-2020 school year. For the District as a whole, more than three-quarters of all students reached this standard in each of the five subjects/strands examined. Nevertheless, the data shows differences in outcomes linked to program enrolment, with the English with core French program tending to yield lower outcomes and immersion programs yielding higher ones.

Figure 15. % of Elementary Students Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)¹²



"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020.

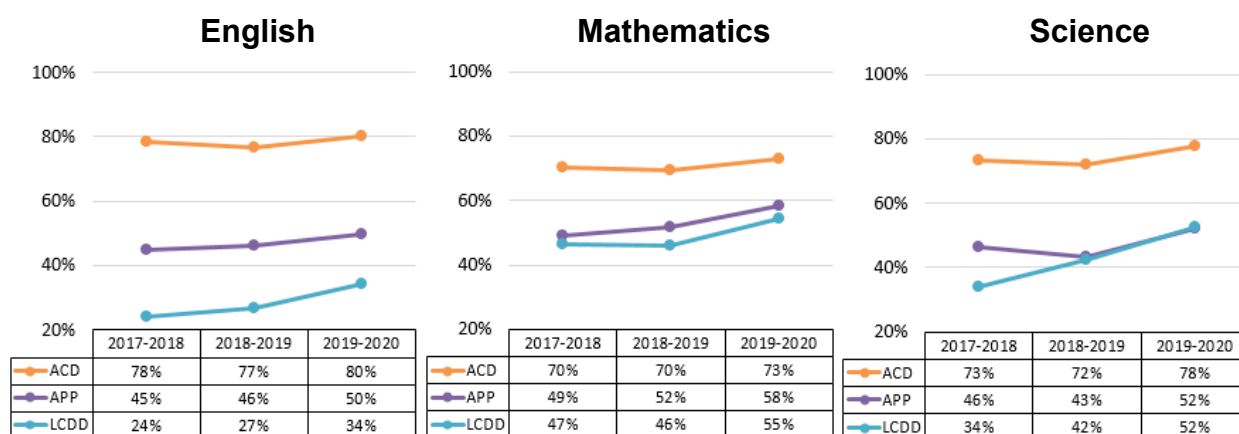
¹² Mathematics is a composite of all (5) math strands. See technical considerations for more details.

Appendix A to Report 21-046

Secondary Achievement - Grade 9 and 10 Courses. Secondary report card data from grades 9 and 10 compulsory courses in three subjects (English, Mathematics, and Science) were examined, and achievement outcomes compared across academic, applied, and locally developed courses¹³. Figure 16 shows the proportions of students meeting the provincial standard in each of these courses over a three year period (2017 to 2020¹⁴). As was the case in elementary, there are differences in secondary achievement outcomes linked to program enrolment, with outcomes being higher in academic level courses compared to applied and locally developed mathematics courses.

Achievement outcomes in Mathematics and English have remained fairly stable over the three-year period, whereas outcomes in applied level science courses have fluctuated.

Figure 16. Secondary Achievement Trends: % of Students Meeting the Provincial Standard by Subject and Program



¹³ These subjects were chosen to align with requirements to monitor the destreaming of Grade 9 mathematics. Disaggregation by subject at the secondary level was important, given that students may choose different program streams for each subject.

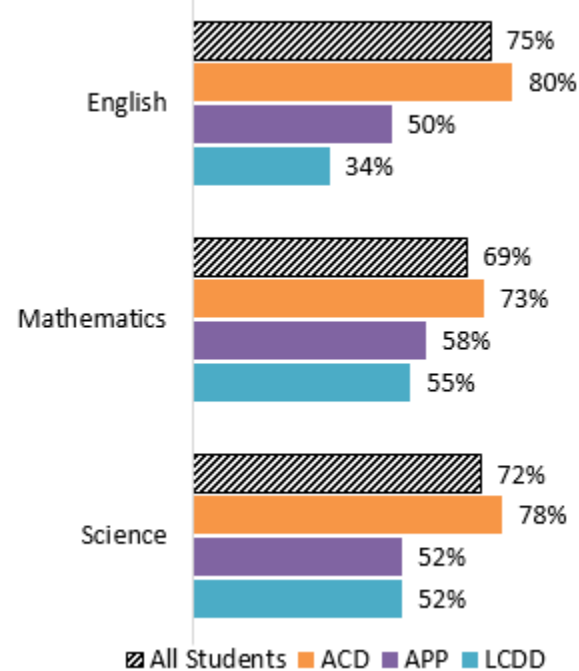
¹⁴ Based on available Final (June) Elementary report card marks each academic year; where final marks were missing, interim marks were substituted. The total number of students in Grades 1-8 for whom at least one final report card mark varied across three years. Details can be found in the Technical Considerations portion of the document.

Appendix A to Report 21-046

Secondary Achievement - Grade 9 and 10 Courses.

Figure 17 shows the percentage of students meeting/exceeding the provincial standard in each subject and program for the 2019-2020 school year. For the District as a whole, between 69% and 75% of all students reached this standard. As noted previously, academic level courses (ACD) tend to yield higher proportions of students meeting the provincial standard compared to applied (APP) and locally developed (LCDD) courses. While school Districts work to dismantle the practice of streaming students into applied and academic level courses over the next few years, it will be important to pay close attention to what is happening in locally developed courses where barely half the students met the provincial standard in mathematics and science, and only one-third did so in English.

Figure 17. % of Students Meeting the Provincial Standard in Secondary Courses (District, 2019-2020)



"All Students" reflects District-level Gr.9+10 Course achievement outcomes in 2019-2020.

Appendix A to Report 21-046

Part 2: Achievement Trends for Specific Groups of Students, 2019-2020

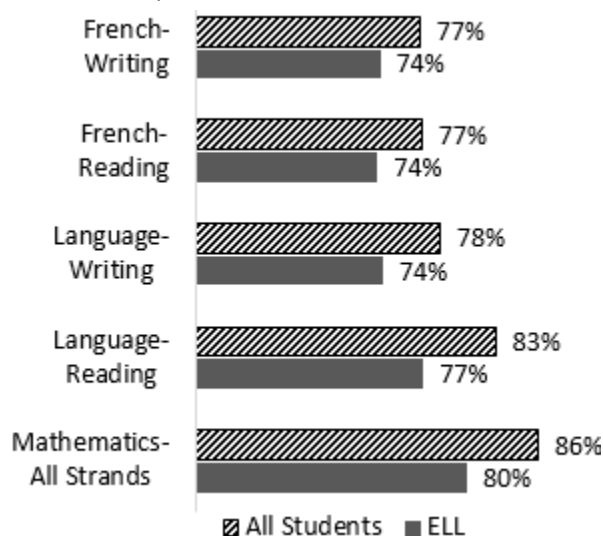
Information in this section of the report is presented by demographic characteristics/identity, beginning with data for the full population (based on data in the Student Information System; elementary followed by secondary). Where similar data was collected through the *Valuing Voices Student Survey*, a spotlight on key results for the subset of students for whom both survey results and final report card marks were available in the subjects/strands under investigation, immediately follows. Using the provincial standard as a benchmark, this section of the report encourages the reader to reflect on how well our District is doing to support students in meeting high achievement expectations.

English Language Learners

Elementary Achievement (Grades 1 to 8; Population).

At least three-quarters of ELLs met the provincial standard in French (Reading and Writing), Language (Reading and Writing), and mathematics in 2019-2020. Differences in achievement outcomes between ELLs and all students ranged from 3% in French (Reading and Writing) to 6% in Language (Reading) and Mathematics, reflecting disparities of between 0.92 and 0.95.

Figure 18. % of Elementary English Language Learners Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)¹⁵



"All Students" reflects District-level Elementary (Gr. 1-8) achievement outcomes in 2019-2020.

¹⁵ Mathematics is a composite of all (5) math strands. See technical considerations for more details.

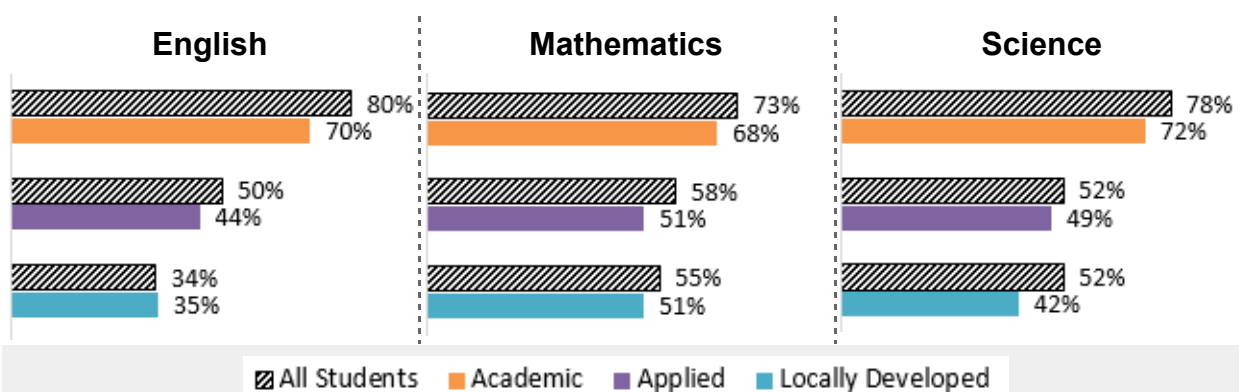
Appendix A to Report 21-046

English Language Learners

Secondary Achievement (Grade 9 and 10 Courses; Population). Figure 19 shows that academic level courses tended to yield higher achievement outcomes for ELLs as compared to applied and locally-developed. Specifically, at least two-thirds of ELLs met the provincial standard in academic level English, mathematics, and science, whereas no more than 51% of ELLs achieved this standard in applied and locally developed courses.

With the exception of locally developed English, all subjects and course pathways examined yielded lower outcomes for ELLs relative to all students, with differences ranging from 3% in applied level science to 10% in academic English and locally developed science (disparities ranging from 0.72 to 0.92).

Figure 19: % of Secondary English Language Learners Meeting the Provincial Standard in each Course (District, 2019-2020)



"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

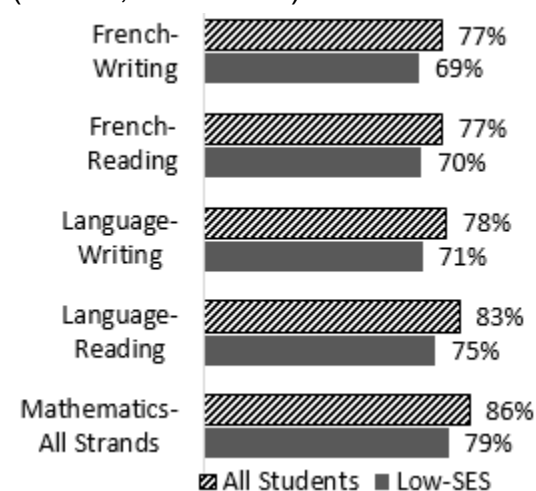
Appendix A to Report 21-046

Students Residing in Lower Income Neighbourhoods (Low-SES)

Elementary Achievement (Grades 1 to 8; Population).

As seen in Figure 20, all subjects/strands examined tended to yield lower achievement rates for those students residing in lower income neighbourhoods. Mathematics yielded the highest outcomes for this group of students, while French yielded the lowest. However, when compared to the District, disparities were evident, as outcomes for this group were lower by 7 to 8 percentage points across the five subject-strands examined: French (Reading; Writing), Language (Reading; Writing), and Mathematics (All Strands)¹⁶ (disparities ranging from 0.86 to 0.89).

Figure 20. % of Elementary Students Residing in Lower-Income Neighbourhoods Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)



"All Students" reflects District-level Elementary (Gr. 1-8) achievement outcomes in 2019-2020

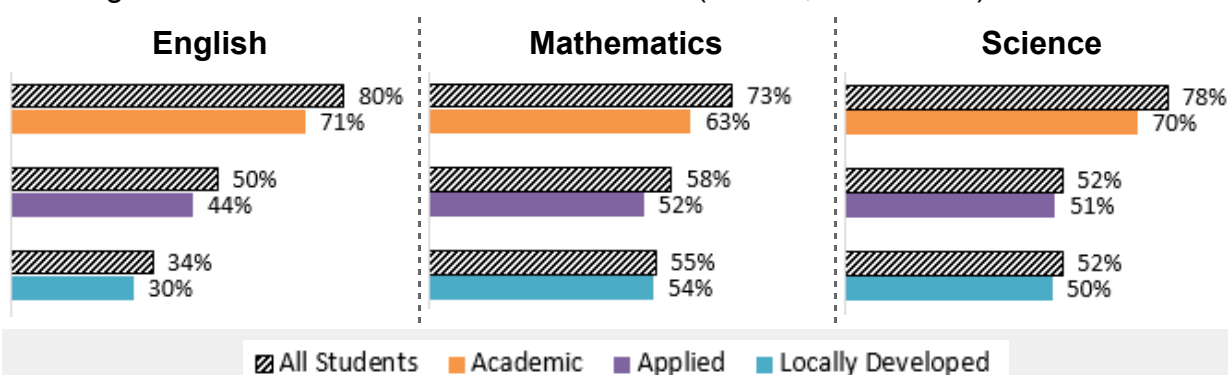
¹⁶ Mathematics is a composite of all (5) math strands. See technical considerations for more details.

Appendix A to Report 21-046

Secondary Achievement (Grade 9 and 10 Courses; Population). Figure 21 shows that academic level courses tended to yield the highest outcomes for students residing in lower income neighbourhoods, where 63% of these students met the standard in math, 70% in science, and 71% in English. Applied and locally developed courses yielded the lowest outcomes, with only about half meeting the standard in math and science, and less than half in English.

Outcomes for these students were consistently lower compared to all students where, on average, they were approximately 0.80 times as likely to meet the provincial standard in academic mathematics, English and science.

Figure 21. % of Secondary Students Residing in Lower-Income Neighbourhoods Meeting the Provincial Standard in each Course (District, 2019-2020)



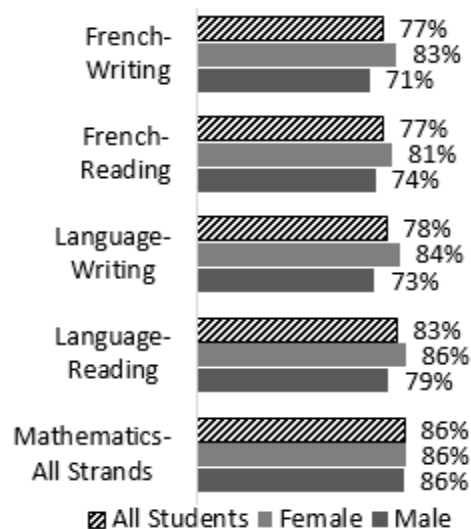
"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Appendix A to Report 21-046

Gender Identity

Elementary Achievement (Grades 1 to 8; Population). Figure 22 shows that French and Language (Reading and Writing) yielded lower outcomes for male students and higher ones for females. No noticeable difference between these two groups was observed in the area of mathematics. Achievement gaps were largest in Writing, with a difference of 12% in French and 11% in Language (disparities ranging from 1.01 to 1.14).

Figure 22. % of Female and Male Elementary Students Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)¹⁷



"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020

Spotlight on Valuing Voices: Gender Identity. The following trends in elementary¹⁸ achievement were observed (more details can be found on pg. 60):

- ★ Outcomes in Language-Writing showed the least variability across reported gender identities (79-89% met standard; disparities 0.90 to 1.11) while Language-Reading showed the most variability (55-90% met standard; disparities 0.65 to 1.10).
- ★ Trends for students who identified as Boy/Man or Girl/Woman were similar to those for the District's elementary population as a whole, with higher proportions of Girls/Women meeting the provincial standard across all outcomes.
- ★ Patterns of strength/challenge differed across gender identity. For example, for students who identified as Non-Binary or Two-Spirit, outcomes were highest in French-Writing, and exceeded those of the overall population.
- ★ French-Reading, French-Writing, Language-Reading, and Mathematics tended to produce lower outcomes for gender diverse¹⁹ students compared to all other students (disparity ranging from 0.89-0.95).

¹⁷ Mathematics is a composite of all (5) math strands. See technical considerations for more details.

¹⁸ Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark from 2019-2020 are available. For VV-Gender Identity, coverage varied between 35-37% of the District's Gr.1-8 population.

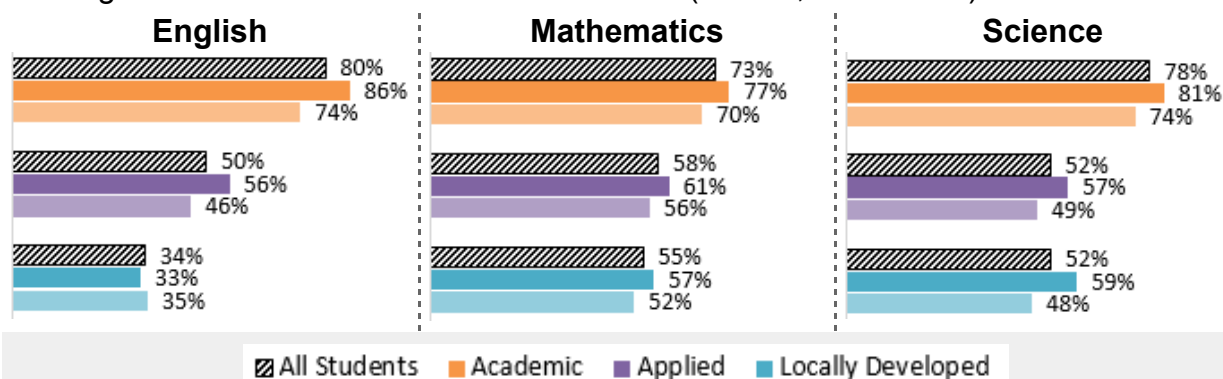
¹⁹ "Gender Diverse" is a composite group that includes students who self-identified as at least one of the following (8) gender identities: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Appendix A to Report 21-046

Gender Identity

Secondary Achievement (Grade 9 and 10 Courses; Population). Secondary achievement outcomes (Figure 23) disaggregated by gender show a similar pattern as those seen at the elementary panel. With the exception of locally-developed mathematics, larger proportions of female students met the provincial standard in all three subjects and program pathways, compared to all other students. On average, male students were approximately 0.85 times as likely to meet the provincial standard in academic mathematics, English, and science compared to female students.

Figure 23. % of Female (dark shading) and Male (light shading) Secondary Students Meeting the Provincial Standard in each Course (District, 2019-2020)



“All Students” reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Spotlight on Valuing Voices: Gender Identity. The following trends in **secondary**²⁰ achievement were observed (more details can be found on pg.61-63):

- ★ Trends for students who identified as Boy/Man or Girl/Woman were similar to those for the District’s Elementary population as a whole.
- ★ Achievement outcomes were highest in academic mathematics for students who self-identified as Questioning, Gender Non-confirming, or Gender Fluid (81-85% met standard; disparity ranged from 1.08-1.12);
- ★ Outcomes for students identifying as gender diverse, as a whole, ranged from 46% in locally developed science to 80% in academic English (reflecting disparities of 0.90 and 0.96, respectively). Applied level science and math courses yielded higher outcomes for gender diverse students compared to all others, with 68-70% meeting the standard, respectively (disparity of 1.12 and 1.17).

²⁰ Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For VV-Gender Identity, coverage varied between 35-70% of the District’s enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

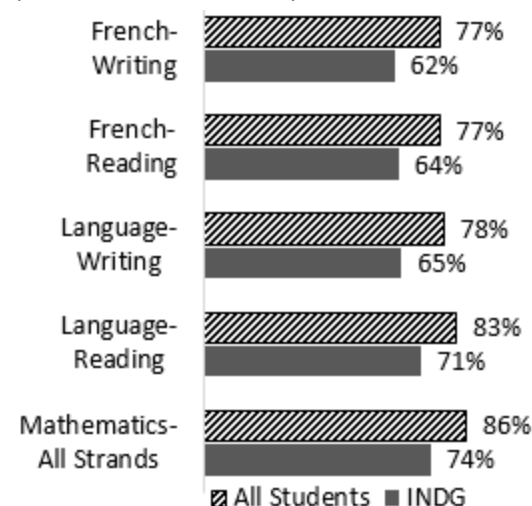
Appendix A to Report 21-046

Indigenous Identity

Elementary Achievement (Grades 1 to 8; Population).

Figure 24 shows that all subjects/strands examined tended to yield outcomes that were 12-15% lower for students who self-identified as Indigenous compared to the District as a whole. Compared to their non-Indigenous peers, Indigenous students were approximately 0.8 times as likely to meet the provincial standard in French (Reading; Writing), Language (Reading; Writing), and Mathematics (All Strands)²¹.

Figure 24. % of Elementary Students who Self-Identify as Indigenous Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)



"All Students" reflects District-level Elementary (Gr.1-8) achievement outcomes in 2019-2020

Spotlight on Valuing Voices: Indigenous Identity. The following trends in elementary²² achievement were observed (more details can be found on pg. 60):

- ★ Consistent with District results, across all subjects-strands, there were lower proportions of students who self-identified as Indigenous who met the provincial standard, compared to their non-Indigenous peers (disparity range 0.84 [French-Reading] to 0.92 [Language-Reading]).
- ★ Language-Writing outcomes showed the least variability (7.7%) while differences in outcomes for French-Writing varied by up to 21%.
- ★ Among indigenous identities, a larger proportion of Métis students met the provincial standard across all subjects-strands (73% in French-Reading to 87% in Language-Reading).
- ★ A larger proportion of First Nation students met the provincial standard in French (Reading & Writing) and Math compared to Métis students, while the reverse was true for Language (Reading & Writing).

²¹ Mathematics is a composite of all (5) math strands. See technical considerations for more details.

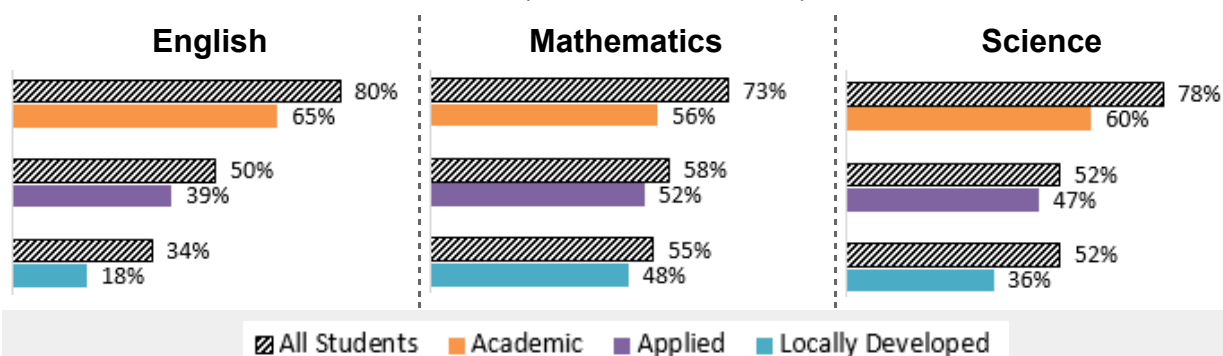
²² Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark are available. For *VV-Indigenous Identity*, coverage varied between 37-39% of the District's Gr.1-8 population.

Appendix A to Report 21-046

Indigenous Identity

Secondary Achievement (Grade 9 and 10 Courses; Population). Figure 25 shows that achievement outcomes for students who self-identified as Indigenous and were enrolled in grades 9 and 10 academic, applied, and locally developed English, mathematics, and science courses were consistently lower (by 6-18%) than the District, where they were approximately 0.75 times as likely to meet the provincial standard compared to their non-Indigenous peers.

Figure 25. % of Secondary Students who Self-Identified as Indigenous Meeting the Provincial Standard in each Course (District, 2019-2020)



"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Spotlight on Valuing Voices: Indigenous Identity. The following trends in secondary²³ achievement were observed (more details can be found on pg. 61-63):

- ★ Consistent with District results, courses at the academic level tended to yield lower outcomes for students who self-identified as Indigenous compared to their non-Indigenous peers; academic math being an exception where 77% of Inuit students met the provincial standard (disparity of 1.02).
- ★ Among Indigenous identities, the Inuit community had the largest proportion of students who met the provincial standard in academic mathematics (77%), while Métis had the largest proportion of students who met the provincial standard in academic science (70%), and First Nations had the largest proportion of students who met the provincial standard in locally-developed mathematics courses (63%).
- ★ Mathematics was the only subject in which there were higher proportions of students who identified as Indigenous meeting the standard compared to their non-Indigenous peers - this occurred for Inuit students in academic and locally developed courses, and for First Nations students in locally developed.

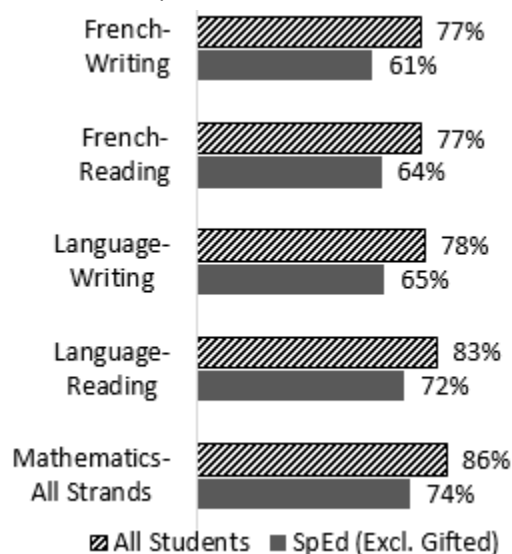
²³ Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Indigenous Identity*, coverage varied between 36-71% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

Appendix A to Report 21-046

Students with Special Education Needs

Elementary Achievement (Grades 1 to 8; Population). Figure 26 shows that all subjects-strands examined yielded achievement outcomes for students with special education needs (excluding gifted) that were 11-16% lower than the District as whole across all subjects/strands examined (disparities of approximately 0.8 in French (Reading; Writing), Language (Reading; Writing), and Mathematics (All Strands))²⁴.

Figure 26. % of Elementary Students with Special Education Needs (Excluding Gifted) Meeting the Provincial Standard in each Subject-Strand (District, 2019-2020)



"All Students" reflects District-level Elementary (Gr. 1-8) achievement outcomes in 2019-2020

Spotlight on Valuing Voices: Self-identified Disability. The following trends in elementary²⁵ achievement were observed (more details can be found on pg. 60):

- ★ Almost all subjects-strands yielded lower outcomes for students identifying with a disability compared to those who did not.
- ★ Disparities in achievement were most pronounced for students who self-identified as having a developmental disability, learning disability, or speech impairment; disparities were less pronounced for those who self-identified with chronic pain, or deaf or hard of hearing.
- ★ The greatest variability in outcomes was observed in Language-Writing (34% difference for students reporting a developmental disability; disparity of 0.71), and the least in French-Reading (21% difference for students reporting addiction; disparity of 0.75).

²⁴ Mathematics is a composite of all (5) math strands. See technical considerations for more details.

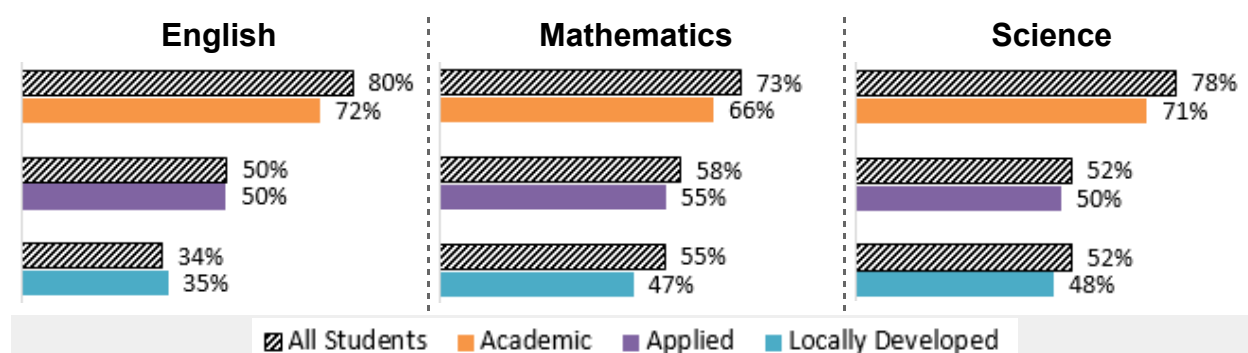
²⁵ Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark are available. For *VV-Disability*, coverage varied between 33-35% of the District's Gr. 1-8 population.

Appendix A to Report 21-046

Students with Special Education Needs

Secondary Achievement (Grade 9 and 10 Courses; Population). Academic level courses yielded outcomes for students with special education needs (excluding gifted) that were 7-8% lower than the District as a whole (disparity of 0.90). Differences in outcomes in the applied and locally developed pathways were much less pronounced, ranging from 2% in applied level science to 8% in locally developed math. In English, outcomes were the same as all students in the applied program and 1% higher in locally developed.

Figure 27. % of Secondary Students with Special Education Needs (Excluding Gifted) Meeting the Provincial Standard in each Course (District, 2019-2020)



"All Students" reflects District-level achievement outcomes in Grade 9 and 10 courses for each course and program, respectively, in 2019-2020.

Spotlight on Valuing Voices: Self-identified Disability. The following trends in secondary²⁶ achievement were observed (more details can be found on pg. 61-63):

- ★ In nearly all program and courses examined, outcomes were lower for students who self-identified as having a disability(ies); differences in outcomes were most pronounced in academic courses (disparity ranging from 0.59 in English for students identifying as Blind/Low Vision to 0.98, also in English, for students reporting a mobility disability).
- ★ Locally Developed English and science courses, and applied level math, tended to yield higher outcomes for students who self-identified with a disability(ies) compared to those who did not.
- ★ Disparities in achievement outcomes varied across both subject and program, but appeared more prominent for groups of students who self-identified as having an addiction(s), a blind or low vision disability, mobility disability, speech impairment, developmental disability, or another disability not listed.

²⁶ Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Disability*, coverage varied between 29-63% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

Appendix A to Report 21-046

Elementary and Secondary Achievement.

Spotlight on *Valuing Voices*: Racial Identity

The following trends in **elementary**²⁷ achievement were observed (more details can be found on pg. 60):

- ★ Across all subjects and strands examined, outcomes were higher for students who identified as East Asian, South Asian, Southeast Asian and White relative to all other students (disparity values ranged from 1.02-1.08).
- ★ Differences in outcomes were most pronounced for students who identified as Indigenous, who met the standard across all subject-strands at a rate that was 8-13% lower than the full population (disparities ranging from 0.83-0.91).
- ★ Disparities across all achievement outcomes were also present for Middle Eastern students (range 0.90-0.93), Black students (range 0.89-0.94), and Latino/Latina/Latinx students (range 0.94-0.99).

The following trends in **secondary**²⁸ achievement were observed (more details can be found on pg. 61-63):

- ★ Compared to others, there were higher proportions of East Asian students who met the provincial standard in grades 9 and 10 English, mathematics and science, regardless of whether it was the academic, applied, or locally developed program pathway (disparity values range 1.00-1.79). Outcomes for White and South Asian students showed a similar pattern.
- ★ Conversely, outcomes for students identifying as Middle Eastern were consistently lower than all other students across all subjects and program pathways (disparity values range 0.65-0.92). Outcomes for Black, Indigenous, and Latino/Latina/Latinx students showed a similar pattern.

²⁷ Results are based on the respective Subject-Strand subsets of students for whom both identity information and a final report card mark are available. For *VV-Race*, coverage varied between 36-38% of the District's Gr.1-8 population.

²⁸ Results are based on the respective Course-Program subsets of students for whom both identity information and a final report card mark in 2019-2020 are available. For *VV-Race*, coverage varied between 34-70% of the District's enrolment across Gr.9 and 10 English, Mathematics, and Science courses.

Appendix A to Report 21-046

SUMMARY AND NEXT STEPS

It has been more than a decade since the Organisation for Cooperation and Economic Development recommended the discontinuation of streaming practices that adversely impact racialized and minoritized students. Since that time, researchers have continued to report reduced opportunities for minoritized students as they transition through the education system (K-12) and on to post-secondary, as well as different educational experiences (e.g., lower expectations, poor educational quality) that lead to lower achievement outcomes. The analysis of program enrolment and achievement outcomes in connection with identity based data from 2018-2019 confirms that the experiences of students in the OCDSB are not substantively different than those in other areas of the province and that academic outcomes are being adversely impacted. A high level summary of results from 2019-2020 presented in this report include the following:

Program Enrolment

Elementary. Early French Immersion (EFI) continues to be the most popular program amongst families, with 53% of students enrolled in 2019-2020. The English with core French program had 1.5 to 2 times higher proportions of English language learners (ELLs), students who identify as Indigenous (INDG), males, those with special education needs (SpED), and those residing in lower income neighbourhoods (Low-SES), relative to their representation in the overall student population. In contrast, there were smaller proportions of these students in the EFI program.

The MFI program has higher proportions of ELLs and females, and lower proportions of students from the remaining groups. In the case of ELLs, some of this may be linked to parental choice. Specifically, at the time of the OCDSB's FSL review in 2007, parents of ELLs indicated a preference for MFI over EFI in order to provide time for learning English before introducing another language.

For the subset of elementary students who participated in the Valuing Voices survey, results indicated that many groups were disproportionately represented in the English with core French program, with the following groups having at least 1.5 times the proportion of students enrolled relative to their representation in the population: First Nations, Inuit, Middle Eastern, Trans Boy or Man, Two-Spirit, Gender Fluid and students identifying with the following disabilities - addiction, Autism, and Mobility. Conversely, French immersion programs (EFI and MFI) have higher proportions of students who reported having no disability, those who did not self-identify as Indigenous, and those who self-identified as Girl or Woman, White and/or East Asian. Of the two programs, disproportionate representation was most pronounced in MFI where the proportions of students who identified as East Asian, Non-Binary, Trans Boy or Man, Two Spirit, and

Appendix A to Report 21-046

Blind or Low Vision were at least 1.5 times higher relative to their representation in the population.

Secondary. The vast majority of students in the OCDSB are enrolled in academic level courses in grades 9 and 10, ranging from 72% in mathematics to 83% in English. Applied and locally developed courses had higher proportions of English language learners (ELLs), students who identify as Indigenous, those with special education needs, and those residing in lower income neighbourhoods. This disproportionate representation was most pronounced in locally developed courses where the proportions of these students were 1.5 to 4.5 times higher relative to their representation in the population.

For the subset of students who participated in the *Valuing Voices* survey, academic level courses (English, math, and science) were found to have higher proportions of students who self-identified: as non-Indigenous, White, South Asian, Southeast Asian, East Asian, Girl/Woman, and those reporting no disability. In contrast, the proportions of students in applied and locally developed English, math, and science courses from the following groups were at least 1.5 times higher than their representation in the population: First Nation, Metis, Inuit, Black, Indigenous, Gender Fluid, and those reporting the following disabilities - addiction, Autism, learning, mental, physical, speech impairment, undisclosed, and another disability not listed.

Finally, a cohort analysis of students enrolled in a Grade 9 math course in 2017-2018 that tracked them to the end of June 2020, showed that the majority of students continue along the same pathway they start when they enter Grade 9. That is, most students enrolled in academic level math in Grade 9 pursued a Grade 11 university level course, those enrolled in applied mathematics pursued a Grade 11 college level courses, and those in locally developed pursued workplace courses.

Achievement Outcomes

Elementary. The percentage of all students meeting or exceeding the provincial standard ranged from 77% in French (Reading and Writing) to 86% in Mathematics (a composite of all strands). Differences in outcomes for each program were evident, however, with the English with core French program yielding lower achievement outcomes, and immersion programs yielding higher ones.

When population data was disaggregated for specific groups of students, the proportions of ELLs, students residing in lower income neighbourhoods, boys, students identifying as Indigenous, and students with special education needs (excluding gifted) were all lower compared to other students. Differences in outcomes (disparities) were most pronounced for students with special education needs who were between 0.76

Appendix A to Report 21-046

times as likely to meet the provincial standard in French (Writing) and 0.84 times as likely to meet the standard in Language (Writing) compared to students who did not have special education needs.

For the subset of students participating in the *Valuing Voices* survey, all five subjects-strands yielded higher outcomes for students who self-identified East Asian, South Asian, Southeast Asian, White, and Girl or Woman compared to other students (disparities ranged from 1.02 to 1.15). In contrast, students who identified as First Nation, Inuit, Black, Indigenous, Latino, Middle Eastern, another race not listed, Boy or Man, Gender Fluid, Trans Boy or Man, a gender identity not listed, or any disability (other than addiction, chronic pain and undisclosed) were found to have lower outcomes compared to other students across all five subjects-strands. Differences in outcomes were most pronounced for students identifying as Trans Boy or Man in Language (Reading) where 55% of students met standard compared to 85% of all survey respondents (disparity of 0.65).

Secondary (Grades 9 and 10 English, Math, and Science). The percentage of all students meeting or exceeding the provincial standard ranged from 69% in Mathematics to 75% in English. Academic level courses yielded the highest percentages of students meeting/exceeding the provincial standard compared to applied and locally developed.

Achievement gaps were apparent for all groups of students that have historically been tracked in the ASAR. Specifically, outcomes in academic, applied, and locally developed English, math, and science tended to be lower for males, ELLs, students residing in lower income neighbourhoods, students identifying as Indigenous, and students with special education needs (excluding gifted). The largest differences in outcomes (disparities) were observed for: students identifying as Indigenous in locally developed English (where 18% met the standard; disparity of 0.64) and locally developed science (where 36% met the standard; disparity of 0.68); and, students with special education needs (excluding gifted) in academic math (where 57% met the standard; disparity of 0.75).

For the subset of students who participated in the *Valuing Voices* survey, outcomes for students who self-identified as First Nation, Metis or Inuit were lower in all program pathways (academic, applied, and locally developed) and across all three subjects, compared to non-Indigenous students. Outcomes for students identifying as First Nations were higher than other students in locally developed math; higher outcomes were also observed in the Inuit population, where numbers were relatively small. Trends across programs and pathways were less consistent for race, gender identity and disability. In the case of English, for example, outcomes were higher in all three program

Appendix A to Report 21-046

pathways for students identifying as South Asian (60-89% of students meeting standard; disparity ranging from 1.09 to 1.79), White (40-85% meeting standard; disparity ranging from 1.05 to 1.57), and Questioning (58-100% meeting standard; disparity ranging from 1.04 to 2.65) when compared to all other students. Only two of these groups, South Asian and Questioning, also exhibited higher outcomes in all three program pathways in mathematics (67-100% of students meeting standard; disparity ranging from 1.08 to 1.81); those identifying as Girl or Woman also had higher outcomes in this subject area (disparity ranging from 1.02 to 1.07). Outcomes in academic, applied, and locally developed science were higher for students identifying as East Asian (64-91% meeting standard; disparity ranging from 1.13 to 1.46).

In sum, the data confirms what other jurisdictions have reported - that there is disproportionate representation of some groups of students (particularly those who are racialized or have been minoritized by the system) in certain programs which can limit opportunities as they transition from secondary to post secondary pathways. Similarly, these same groups of students tend to experience lower achievement outcomes regardless of the program/pathway in which they are enrolled. Together, these results should be a call to action to dismantle the systemic barriers and biases that continue to oppress these individuals.

Dismantling Systemic Barriers to Learning

The Ontario Ministry of Education has announced that, effective September 2021, streaming practices will begin to be phased out, beginning with grade 9 mathematics. This is an important first step in removing systemic barriers for students who continue to be underserved. This alone, however, is not enough. In order to improve outcomes for students, changes must also be made to enhance the learning environment and overall student experience, including: having high expectations for all students; ensuring that students see themselves reflected in the curriculum; providing opportunities for students to learn about their identity and that of others; and, creating welcoming school and classroom environments where students feel a sense of belonging and freedom to express their identity. These areas will be the focus for the next report to be released in the fall of 2021.

Creating Optimal Conditions for Learning

The OCDSB *Strategic Plan 2019-2023* and the [*Indigenous, Equity and Human Rights Roadmap*](#) express the District's commitment to equity and dismantling systemic barriers and bias. Several current OCDSB initiatives are underway to target narrowing gaps for specific groups of students and removing systemic barriers to their success. Some examples include:

Appendix A to Report 21-046

Equity:

- Creation of a core Culturally Relevant and Responsive Pedagogy (CRRP) team with the first year of implementation completed.
- The introduction of Indigenous and Black Students Graduation coaches which is showing early signs of a positive impact on student success (through increased credit accumulation) and overall well-being.
- Partnership with Inuuqattigiit education hubs for Inuit students
- Implementation of Indigenous Speakers Series, Rainbow Youth Forum, Black Student Forum.
- Expansion of Indigenous Education Team to include two additional graduation coaches.
- Hiring of Gender Diverse and Trans Student Support Coordinator.
- Expansion of reach ahead and summer courses to support Indigenous, Black and English Language Learners

Innovation and Adolescent Learning:

- Winning Attitudes is a full-time cooperative education program, supported by two teachers, for underserved youth who are at risk of disengaging from school. To-date this year 72 students have been re-engaged and 260 credits have been earned;
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap;
- Implementation of the Authentic Student Learning Experience (ASLE) Tool which is designed to support credit rescue and credit recovery that take into account student interests and pathways. The tool is being used by Student Success Teachers across the district to re-engage students by starting with their areas of interest and pathways and linking it to curricular expectations in order to earn credits and get back on track towards graduation. There are currently approximately 114 ASLEs currently in use, aimed at saving 190 credits;
- The development of a professional learning community in eight secondary schools (G8) to focus on the needs of students who are falling behind in credit accumulation through a learner focused experience. Schools have been using student voice, data, and ongoing monitoring to re-think and re-shape learning experiences for underserved students in order to better meet their needs. For example, schools have been creating multi-credit packages for ELD/ESL students which allow them to build deeper relationships with students while connecting their learning to their pathway goals.
- The new School Within a College (SWAC), run in partnership with Algonquin College, and established in September 2020, has produced 22 high school graduates. All of these students had left school and were

Appendix A to Report 21-046

re-engaged through the SWAC program, where they attend full time, in order to get them to the finish line with their diplomas. Programming for the students is highly individualized in order to meet their pathway goals. While earning their high school diplomas, these students also earned 18 college credits. In September 2021, 8 are going to college, 5 are connected with apprenticeships and 8 are working and exploring future options.

- The district's Dual Credit program with Algonquin (in this model students are still attending their high schools but take a single course with the college). This provides students the opportunity to explore post secondary opportunities while earning a college and a high school credit simultaneously. Students have earned 200 college credits this school year.
- Experiential Learning is being supported throughout the district to engage students in innovative learning, while connecting schools with community partners. For examples of some of the work from this year, please visit <https://ocdsbxi.com/>.
- Innovation and Adolescent Learning, in response to the 16x16 data from the previous report, is working closely with the Indigenous team to create new program offerings and content to support Indigenous students to improve their outcomes. For example, working on a multi-credit package which will include land-based and language learning, with the opportunity for students to earn more than 4 credits in a semester in order to get them back on track towards graduation.
- IAL has also been working with Indigenous, Equity and ESL to support new Canadians who come into the district via the Family Reception Centre to enhance the consistency and provision of credits to students whose education to-date has happened outside of Canada. For example, offering students credits for their first languages in order to support graduation requirements.

Learning Support Services

- Winning Attitudes is a full-time cooperative education program, supported by two teachers, for underserved youth who are at risk of disengaging from school. To-date this year 72 students have been re-engaged and 260 credits have been earned;
- Project True North which is designed to engage OCDSB students in primary document research focussing on the forgotten, and ignored, stories of Canadian history. The project's first focus has been the Black Canadian soldiers of the No 2 Construction Battalion from WWI; the research is being integrated into grade 10 History classes and aligns with the Equity Roadmap;
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Appendix A to Report 21-046

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Learning Support Services

- Working collaboratively with several departments, Learning Support Services (LSS) is working to support the implementation of The Third Path - A Relationship-Based Approach to Student Well-being and Achievement.

Appendix A to Report 21-046

This work will help to reinforce setting the conditions for learning by creating intentional and responsive relationships across several key areas (e.g., identity, safety, belonging, etc.);

- A cross-departmental, multi-disciplinary team continues to explore the use of a Universal Screener to assist educators in identifying emerging student needs and determining appropriate instructional strategies to support students;
- The online resource “Learning Support for Students with Special Education Needs” will help to revisit the development of quality Individual Education Plans (IEPs) including a focus on the reason for developing an IEP, high yield strategies to support student learning, and articulate the key elements of quality special education programming in schools; and
- Mental health promotion and prevention is essential in building social emotional learning skills (e.g., identifying and managing emotions, healthy relationships, coping skills and problem solving skills) which helps reduce the likelihood of mental health problems developing or reduces the intensity of pre-existing mental health difficulties.

Program and Learning:

- The Student Achievement Through Inquiry (S.A.T.E) project which uses factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." This particular project involves 14 OCDSB schools (elementary and secondary) and focuses on the following factors: achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; parental engagement; use of data; effective use of pupil's voice; and celebration of cultural diversity.
- The Intensive Reading Intervention program is a new cross departmental Summer Learning Program which is available to support students in kindergarten to Grade 9 to address identified gaps in reading. Schools involved have been identified based on multiple sources of data including raise index, student achievement and credit accumulation at the secondary level.
- The literacy assessment field test project is currently underway. Over 150 educators from across the district in kindergarten, Grade 1,2, 5, 7, 8, and 9 are testing a variety of new literacy assessment tools. The focus of this project is on early intervention, planning for learning, and gap filling.
- A detailed Scope and Sequence in all curricular areas in grades 1-8 has been developed cross-departmentally and is currently being employed across the system. Key instructional supports for both in-person and remote learning, diagnostic assessments, parent supports (Building Bridges) etc. have been embedded. Further considerations for CRRP, differentiation, and assessment continue to be added.

Appendix A to Report 21-046

- A district de-streaming cross departmental team has been established including all departments to lead the work in de-streaming. Elementary and secondary school teams have been involved in a series of professional learning sessions focussed on the impacts of streaming and the disproportionate negative impact on specific groups of students through the streaming process. In addition to mathematics in grade 9, PAL is supporting schools who are focussing on de-streaming other compulsory courses including English, Science, Geography and Science in the 2021/2022 school year. This will involve cross-departmental support as well as cross-school learning re. key strategies, practices and supports that best address the needs of all learners through the lens of CRRP, universal design for learning and differentiation. All parents of grade 8 students registered in a locally developed or applied level course in grade 9 have been contacted and key information has been shared to ensure that parents are fully aware of the pathway options based on their present course selections, as well as graduation rates based on course pathway etc. These phone calls have resulted in an increase enrolment in Academic level courses at the grade 9 level.

The analyses undertaken in this report reinforce that inequities prevail for certain groups of students, but more importantly provide a baseline measure on key indicators against which progress can be monitored to better understand the impact of current and future interventions. This is critical not only to comply with Ministry expectations to support math destreaming, but also support the District's commitment to the community to remove systemic barriers and biases that exist for Indigenous, Black and minoritized students, including 2SLGBTQ+ and students with disabilities. In this regard, the Annual Equity Accountability Report will play an important role in documenting this progress over time.

Data Analysis and Reporting

This year marks the first opportunity to collect and explore reporting of identity-based data using the Ministry's Data Standards. With each report that has been generated, and through ongoing discussions with the Technical Advisory Group, we continue to learn and grow through this process and adapt our approach to analysis and reporting.

Future reports will need to explore program enrolment and achievement outcomes for other dimensions of identity collected through the *Valuing Voices* survey (i.e., language, ethnicity, religion, sexual orientation, and status in Canada). Intersectionality across different aspects of identity also require further investigation. Deeper analyses that incorporate student perceptions as they relate to issues of school safety, engagement, and sense of belonging will also be an important consideration. Such analyses not only contribute to a more holistic understanding of our students' self-perceptions and

Appendix A to Report 21-046

experiences, but also help tease apart the unique contributions of various underlying factors linked to outcomes, as well as distinguish pathways and underlying root-causes.

It is also important to recognize limitations to our understanding. Although the *Valuing Voices* survey collected information on students, it was not feasible to capture the larger context/environment in which they exist/live (i.e., within circles of family, school, community). The complexity of this work, and our District's positioning as one of the first to pursue it with the IDB data/leads in Ontario, along with our interest in continuing a dialogue/responding to the interests/needs of our various voices/ stakeholders/ community partners, makes this work ongoing.

While Disproportionality and Disparity offer us two ways of *measuring* relative group differences (versus All and versus Another group, respectively), these indices do not indicate whether observed differences are *meaningful*, nor do they tell us what *movement* might be reasonable to expect over time. To better contextualize these indices and make them useful, cut-points referred to as *thresholds* must be established in consultation with community partners and other stakeholders. This will be an essential step for the District in order to identify reasonable targets and monitor progress towards addressing existing inequities. This will form part of the core work of the OCDSB Technical Advisory Group: Anti-Racism Data Standards in 2021-2022.

Appendix A to Report 21-046

TECHNICAL CONSIDERATIONS

This phase of reporting requires the calculation of a racial disproportionality and/or racial disparity index for each unit of analysis (Standard 29). In this report, disproportionality indices have been calculated for program enrolment to understand the degree to which groups of students are over or underrepresented, whereas disparity indices have been calculated to look at differences in achievement outcomes between groups of students. Meaningful interpretation of disproportionality and disparity requires the selection of appropriate benchmarks and reference groups, respectively (Standards 30 and 31), as well as the establishment of thresholds (Standard 32) to support monitoring of progress over time. The following sections provide an overview of the considerations that were taken into account.

Units of Analysis. Most survey questions allowed for the selection of multiple responses, honouring the multidimensionality of identity. From an analysis and reporting perspective, this adds complexity. Analysis must be sensitive to commonalities and differences in experience and treatment among persons reporting multiple responses. For example, Standard 27 (Primary Unit of Analysis) of the Data Standards describes the following considerations in terms of multiple race categories:

“In some cases, it may make sense to count persons who report White and some other race according to the other race category selected. In other circumstances, it may be necessary and appropriate to aggregate or construct socially meaningful mixed-race categories. For example, a generic mixed-race category may be appropriate if there are insufficient or small numbers of individuals (fewer than 15) who select multiple race categories. If a generic mixed-race category might obscure significant differences, and sample sizes are sufficient, consider using specific combinations of race categories.”

Based on ongoing conversations with the Technical Advisory Group (TAG), reporting is based on **inclusive groups** – all groups overlap with one another (e.g., the black category includes respondents who selected black either as a single response or in combination with at least one other race category).

Appendix A to Report 21-046

Elementary Achievement Reporting.

District Coverage. Both elementary program enrolment and achievement analyses are based on the same 2019-2020 cohort of students (single dataset). This dataset consists of all students in grades 1 through 8 for whom at least one final (June) report card mark was available (N=40,922), and reflects over 99% of the student population in 2019-2020 based on October 31st enrolment counts (N=41,093 students in Grades 1-8).

Achievement reporting coverage. Availability of report card marks for 2019-2020 varied across subjects and strands, and was lower than the previous two years due to the fall labour disruption. When compared to the three-year trend (2017-2019) using the same methodology, however, overall achievement results were similar.

The table below provides an overview of the availability of marks for each subject-strand for the last three academic years, respectively, as well as summarizes what proportion of the total Elementary reporting population in 2019-2020 (N=40,922) was included in each of the subject-strand achievement analyses.

Table 1. Availability of Final Report Card Marks for Elementary (Gr.1-8) Students by Academic Year (District population).

	2017-2018	2018-2019	2019-2020	2019-2020 Coverage (% All Students)
All Students (District, Gr.1-8)	39,695	40,248	40,922	
Elementary Subject-Strand(s)	# marks	# marks	# marks	
French-Reading	37,826	38,277	32,335	79%
French-Writing	37,755	38,089	33,210	81%
Language-Reading	36,240	36,777	35,666	87%
Language-Writing	36,215	36,743	33,342	82%
Mathematics-All Strands ²⁹	196,810	199,551	103,095	50%

²⁹ As until recently Mathematics has been reported out on 5 individual strands, students may contribute to this composite (based on all available strand marks) up to 5 times. Due to this, "% Available" is based on the total number of students multiplied by 5 (i.e., 40,922 x 5 = 204,610). Note that not all strands had the same level of representation/mark availability therefore they are not equally weighted in the "Math-All Strands" total. Numeracy by far was the strand that had the most coverage in 2019-20.

Appendix A to Report 21-046

Analysis of *Valuing Voices* Survey Information: Reporting Coverage.

This is the first year that the analysis of achievement and enrolment data includes the identity data collected in 2019-2020 through the *Valuing Voices – Identity Matters! Student Survey*. While this report provides alignment between the academic reporting year and the survey collection year, it is important to remember that information collected through the *Valuing Voices* Survey reflects only a subset of our population. Therefore, while it allows for a deeper analysis of additional groups of students at a District-level based on several self-identified dimensions of identity that have not been previously examined, we must be cautious with the degree to which we generalize to individual students based on a survey sample, particularly where there are small numbers of students that can result in relatively large changes in the calculation of percentages and disproportionality/disparity index values³⁰.

Tables 2 and 3 provide an overview of reporting coverage for elementary (Gr.1-8) and secondary (grades 9 and 10 courses), respectively, where “All Students” reflects the number of students included in the program enrolment analysis, and subsequent rows present the number of students included in each respective achievement outcome analysis. Percentages reflect the proportion of students, relative to the full District enrolment, who were included in each of the respective analyses.

Table 2. *Valuing Voices* Representation in Elementary (Gr.1-8) Analyses (2019-2020)

Subject-Strand(s)		District ³¹	Indigenous Identity	Race	Gender	Disability
All Students (Gr.1-8 enrolment)	N	40,922	15,712	15,306	15,252	13,974
	% All Students	100%	38%	37%	37%	34%
French-Reading	N	32,335	12,196	11,862	11,812	10,923
	% All Students	79%	38%	37%	37%	34%
French-Writing	N	33,210	12,720	12,382	12,322	11,363
	% All Students	81%	38%	37%	37%	34%
Language-Reading	N	35,666	13,865	13,504	13,479	12,339
	% All Students	87%	39%	38%	38%	35%
Language-Writing	N	33,342	12,204	11,893	11,836	10,926
	% All Students	82%	37%	36%	35%	33%
Mathematics	N	103,095	39,261	38,211	38,047	35,084

³⁰ Additional supplemental tables containing student and response counts are also appended here for reference.

³¹ Due to including all students with at least one available final report card mark across ALL subjects-strands in the overall elementary (Gr.1-8) District population, the availability of marks for the subset of outcomes reported here is less than 100%.

Appendix A to Report 21-046

(All Strands)³²	% All Strand Marks	50%	38%	37%	37%	34%
Coverage Range	Min	50%	37%	36%	35%	33%
	Max	87%	39%	38%	38%	35%

Table 3. Valuing Voices Representation in Secondary (Gr.9-10 Courses) Analyses (2019-2020)

Course and Program ³³		All Students (Gr.9 and 10 course enrolment)	Indigenous Identity		Race		Gender		Disability	
			N	% All	N	% All	N	% All	N	% All
English	ACD	9,475	6,578	69%	6,514	69%	6,497	69%	5,791	61%
	APP	1,756	870	50%	841	48%	841	48%	688	39%
	LDCC	246	134	54%	128	52%	134	54%	104	42%
Mathematics	ACD	8,903	6,217	70%	6,161	69%	6,141	69%	5,506	62%
	APP	2,637	1,362	52%	1,320	50%	1,323	50%	1,088	41%
	LDCC	778	279	36%	268	34%	270	35%	226	29%
Science	ACD	9,267	6,561	71%	6,499	70%	6,481	70%	5,803	63%
	APP	1,991	1,070	54%	1,026	52%	1,028	52%	843	42%
	LDCC	523	241	46%	234	45%	236	45%	188	36%
Coverage Range ³⁴	Min	100%		36%		34%		35%		29%
	Max	100%		71%		70%		70%		63%

³² As until recently Mathematics has been reported out on 5 individual strands, students may contribute to this composite (based on all available strand marks) up to 5 times. Due to this, “% Available” is based on the total number of students multiplied by 5 (i.e., 40,922 x 5 = 204,610). Note that not all strands had the same level of representation/mark availability therefore they are not equally weighted in the “Math-All Strands” total. The Numeracy strand had the most coverage in 2019-2020.

³³ Secondary courses are reported for academic (ACD), applied (APP), and locally developed (LDCC) programs, respectively.

³⁴ Due to the decision to restrict reporting at a Course-Subject level to only those who were enrolled in the course and had a final report card mark available, coverage at the District-level is 100%.

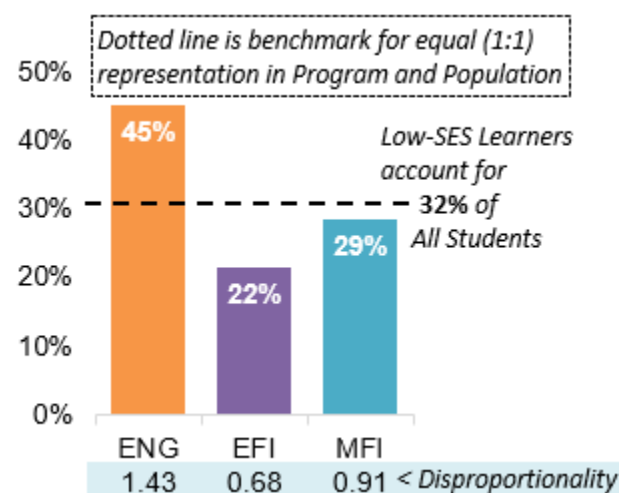
Appendix A to Report 21-046

Key Concepts: Disproportionality and Disparity.

Disproportionality. To identify where there may be structural or systemic inequities, disaggregation of program enrolment by student demographics is critical in helping to understand *the degree to which specific groups of students are over or underrepresented in a program relative to their representation in the population (disproportionality)*. A value of 1.0 reflects no disproportionality, a value greater than 1.0 reflects *overrepresentation*, and a value less than 1.0 reflects *underrepresentation*.

Figure 28 helps demonstrate this concept by showing that although students who reside in lower income neighbourhoods account for 32% of elementary students (grades 1 to 8), they account for 45% of students enrolled in an English with core French program, and are thus *overrepresented*. Put another way, Low-SES students account for a larger proportion of ENG program enrolment than would be expected, given their representation in the full population. Conversely, Low-SES students account for only 22% and 29% of enrolment in EFI and MFI programs, respectively, indicating *underrepresentation*. Or, Low-SES students account for a smaller proportion of EFI and MFI program enrolment than would be expected, given their representation in the full population.

Figure 28. Disproportionality: Representation of Students Residing in Lower-Income Neighbourhoods (Low-SES) in each Elementary (Gr. 1-8) Program vs. Population (2019-2020)



The **disproportionality index values** (noted below each program bar in Figure 28) are values resulting from ratios that assumes proportional representation relative to the population (1:1). They are calculated by dividing program representation (e.g., Low-SES represent 45% of ENG program enrolment) by representation in the *reference* population (i.e., Low-SES represent 32% of All Students). In the case of students residing in lower income neighbourhoods, they are 1.4 times as likely to be enrolled in English with core French programs, and between 0.7 and 0.9 times as likely to be enrolled in a French immersion program.

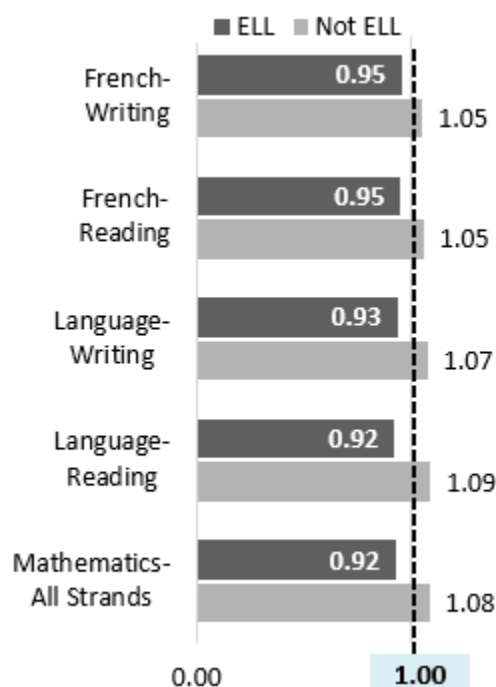
Appendix A to Report 21-046

Disparity. Disparity is a measure of group differences that compares an outcome for a specific group against that of another group which serves as a *benchmark*. For disparity calculations, the *benchmark group is comprised of* “all other” relevant respondents (i.e., any respondent not included in the target group for whom we have achievement data); exceptions to this rule include Indigenous identity and self-identified disability from the Valuing Voices survey, where students not identifying in these ways form the *benchmark* group for comparison. Also known as a risk ratio, or relative risk index, it indicates whether an outcome is *more likely* (reflected by a value >1.0), *less likely* (reflected by a value <1.0), or *the same* ($=1.0$) for a group of students compared to another group.

As a key indicator as to whether or not different groups of students have the same relative likelihood of meeting the provincial standard, examination of achievement data (i.e., final report card marks) through the calculation of disparity indices provides an opportunity to intervene and support these students as they progress through school.

Figure 29 helps demonstrate this concept, showing that English language learners are less likely to meet the provincial standard compared to their peers who are not ELL. The disparity index value (noted beside each subject/strand) is calculated by dividing the disproportionality index for ELLs by the disproportionality index for non-ELLs, and is thus also referred to as a relative risk ratio.

Figure 29. Disparities in Elementary (Gr.1-8) Achievement (2019-2020): English Language Learners.



Interpreting Disproportionality and Disparity. Calculations of disproportionality and disparity index values are significantly impacted by small numbers. A general rule-of-thumb is to have a minimum sample size of 10 and a population size of 30, otherwise estimates are not reliable.

In order to facilitate the interpretation and use of these values, District-level thresholds will need to be determined in consultation with community partners and other stakeholders. A **threshold** is an established cut-point used to identify meaningful disproportionality and disparity values. Together, these can be used to identify targets and monitor progress towards addressing existing inequities/inequalities. This will be a key outcome for the OCDSB Technical Advisory Group: Anti-Racism Data.

Appendix A to Report 21-046

Supplemental Descriptive Tables. In the pages that follow, Tables 4 through 7 provide detailed information on the Student (District population) and Respondent (*Valuing Voices*) data that provided the foundation for the analyses in this report. This includes raw student/respondent counts, as well as program enrolment distributions (accompanied by disproportionality values) and achievement outcomes (accompanied by disparity values).

Unlike previous reports, **no suppression has been applied**. Percentages and index values (disproportionality, disparity) are displayed for all reporting groups, regardless of their size (number of students/respondents) or the size of their reference group (total District/Respondent count). As a result, it is strongly advised that these values are interpreted in the context of the student/response counts from which they are derived, as the weight of one student is much greater when reporting on small groups. Note that reporting at an aggregated level by Panel maintains student anonymity.

The following formatting standards have been applied to all tables:

- **Rounding.** Percentages are rounded to whole numbers, while index values (disproportionality, disparity) are rounded to two decimal points.
- **Empty cells.** Where a reporting group contains no students, it is expressed as ‘-’ in student count(s) and “n/a” is displayed in the corresponding index column.

- **Acronyms for programs:**

Elementary (Gr.1-8)		Secondary (Gr.9-10 courses)	
ENG	English with Core French (includes Alternative programs)	ACD	Academic
EFI	Early French Immersion	APP	Applied
MFI	Middle French Immersion	LDCC	Locally Developed

- A **colour scale** has been applied to cells containing index values:

Value	Program Enrolment: Disproportionality	Achievement Outcomes: Disparity
< 1.00 (orange fill)	<i>Underrepresentation.</i> Students from a particular group account for a <u>smaller proportion</u> of enrolment in a program, relative to their representation in the population.	<i>Less likely</i> that students from a specific group will achieve the provincial standard, compared to others.
= 1.00 (no fill)	<i>Proportionate representation</i> of a specific group of students in a program, relative to their representation in the population.	<i>Equal likelihood</i> for students from a specific group to achieve the provincial standard, compared to others.
> 1.00 (blue fill)	<i>Overrepresentation.</i> Students from a particular group account for a <u>larger proportion</u> of enrolment in a program, relative to their representation in the population.	<i>More likely</i> that students from a specific group will achieve the provincial standard, compared to others.

- **Gender Diverse** (composite) is a gender identity group reflecting: Gender Fluid, Gender Non-Conforming, Non-Binary, Questioning, Trans Boy or Man, Trans Girl or Woman, Two-Spirit, and Not Listed/Another gender identity.

Appendix A to Report 21-046

Table 4. Elementary (Gr.1-8) Program Enrolment, 2019-2020

Elementary (Gr.1-8) Program Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Program Enrolment (within-group representation)			Disproportionality (relative representation in Program vs Population)		
		ENG	EPI	MFI	ENG	EPI	MFI	ENG	EPI	MFI
All Students (District)	40,922	15,291	21,781	2,497	37%	53%	6%			
ELL	7,131	4,901	1,334	890	69%	19%	10%	1.84	0.35	1.59
Low - SES	11,399	6,127	4,114	838	54%	36%	6%	1.43	0.88	0.91
Female	19,881	6,769	11,348	1,299	34%	57%	7%	0.91	1.07	1.07
Male	21,028	8,518	10,425	1,198	41%	50%	6%	1.08	0.93	0.93
Indigenous Identity	805	454	261	37	56%	32%	5%	1.51	0.81	0.75
SpEd (excl. Gifted)	7,751	4,279	2,407	287	55%	31%	4%	1.48	0.58	0.61
Valuing Voices Survey:										
Indigenous Identity - All Respondents	15,712	5,650	8,447	1,145	36%	54%	7%			
Does not identify as Indigenous	15,178	5,368	8,258	1,110	35%	54%	7%	0.98	1.01	1.00
First Nation	388	208	125	28	54%	32%	7%	1.50	0.80	1.00
Métis	158	67	69	15	42%	44%	9%	1.18	0.81	1.30
Inuit	103	63	31	6	61%	30%	6%	1.70	0.56	0.80
Race - All Respondents	15,306	5,497	8,229	1,118	36%	54%	7%			
Black	1,243	623	495	92	50%	40%	7%	1.40	0.74	1.01
East Asian	1,457	432	754	185	30%	52%	13%	0.83	0.96	1.74
Indigenous	343	175	131	21	51%	38%	6%	1.42	0.71	0.84
Latino/Latina/Latinx	330	141	161	21	43%	49%	6%	1.19	0.91	0.87
Middle Eastern	2,361	1,262	826	208	53%	35%	9%	1.49	0.65	1.21
South Asian	1,192	529	530	99	44%	44%	8%	1.24	0.83	1.14
Southeast Asian	510	214	245	42	42%	46%	8%	1.17	0.89	1.13
White	9,158	2,528	5,840	545	28%	64%	6%	0.77	1.19	0.81
Another race not listed	444	177	219	33	40%	49%	7%	1.11	0.92	1.02
Gender Identity - All Respondents	15,252	5,490	8,197	1,108	36%	54%	7%			
Boy or Man	7,797	3,071	3,922	511	39%	50%	7%	1.09	0.94	0.90
Gender Fluid	52	22	26	3	42%	50%	6%	1.18	0.93	0.79
Gender Non-Conforming	30	9	16	3	30%	53%	10%	0.83	0.99	1.38
Girl or Woman	7,284	2,335	4,210	581	32%	58%	8%	0.89	1.08	1.10
Non-Binary	64	23	30	9	36%	47%	14%	1.00	0.87	1.94
Questioning	80	26	45	7	33%	56%	9%	0.90	1.05	1.20
Trans Boy or Man	35	22	8	5	63%	23%	14%	1.75	0.43	1.97
Trans Girl or Woman	24	10	10	2	42%	42%	8%	1.16	0.78	1.15
Two-Spirit	15	9	4	2	60%	27%	13%	1.67	0.50	1.84
Not Listed	88	32	46	7	36%	52%	8%	1.01	0.97	1.09
Not Sure	104	33	56	7	32%	54%	7%	0.88	1.00	0.93
Gender Diverse (composite)**	338	134	160	31	40%	48%	9%	1.11	0.89	1.27
Self-Identified Disability - All Respondents	13,974	4,924	7,609	1,040	35%	54%	7%			
Does not identify as having a disability	12,804	4,280	7,092	972	34%	56%	8%	0.96	1.03	1.04
Addiction(s)	30	18	8	2	60%	27%	7%	1.70	0.49	0.90
Autism Spectrum Disorder	269	149	69	6	55%	26%	2%	1.57	0.47	0.30
Blind or Low Vision	48	21	16	6	46%	35%	13%	1.30	0.64	1.75
Chronic Pain	20	10	8	2	50%	40%	10%	1.42	0.73	1.34
Deaf or Hard of Hearing	60	28	26	2	47%	43%	3%	1.32	0.80	0.45
Developmental	116	53	32	3	46%	28%	3%	1.30	0.51	0.35
Learning	668	329	241	19	49%	36%	3%	1.40	0.66	0.38
Mental	238	107	91	14	45%	39%	6%	1.29	0.71	0.80
Mobility	20	14	4	-	70%	20%	0%	1.99	0.37	0.00
Physical	103	42	44	9	41%	43%	9%	1.16	0.78	1.17
Speech Impairment	100	50	25	2	50%	25%	2%	1.42	0.46	0.27
Undisclosed	99	46	37	6	46%	37%	6%	1.34	0.66	0.99
Another disability not listed	271	128	97	20	47%	36%	7%	1.32	0.69	0.81

Appendix A to Report 21-046

Table 5-A. Secondary (Gr.9 and 10) ENGLISH Course Enrolment, 2019-2020

Secondary (Gr.9-10) English Course Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Course Enrolment (within-group representation)			Disproportionality (relative representation in Programs vs)		
		ACD	APP	LDCC	ACD	APP	LDCC	ACD	APP	LDCC
All Students (District)	11,477	9,475	1,756	246	83%	15%	2%			
ELL	2,347	1,874	421	52	80%	18%	2%	0.97	1.17	1.03
Low - SES	2,970	2,112	753	105	71%	25%	4%	0.88	1.65	1.82
Female	5,639	4,853	716	70	88%	13%	1%	1.04	0.83	0.58
Male	5,833	4,618	1,039	176	79%	18%	3%	0.96	1.16	1.41
Indigenous Identity	230	131	77	22	57%	33%	10%	0.89	2.19	4.46
SpEd (excl. Gifted)	2,571	1,481	895	195	58%	35%	8%	0.70	2.28	3.54
Valuing Voices Survey:										
Indigenous Identity - All Respondents	7,582	6,578	870	134	87%	11%	2%			
Does not identify as Indigenous	7,331	6,411	803	117	87%	11%	2%	1.01	0.96	0.91
First Nation	171	111	46	14	65%	27%	8%	0.75	2.35	4.65
Métis	76	59	16	1	78%	21%	1%	0.89	1.84	0.75
Inuit	37	27	8	2	73%	22%	5%	0.84	1.89	3.07
Race - All Respondents	7,483	6,514	841	128	87%	11%	2%			
Black	688	560	115	13	81%	17%	2%	0.94	1.47	1.13
East Asian	856	814	38	4	95%	4%	0%	1.09	0.39	0.28
Indigenous	168	110	49	9	65%	29%	5%	0.75	2.57	3.21
Latino/Latina/Latinx	217	187	28	2	88%	13%	1%	0.99	1.14	0.55
Middle Eastern	1,064	914	133	17	88%	13%	2%	0.99	1.10	0.96
South Asian	649	609	35	5	94%	5%	1%	1.08	0.48	0.46
Southeast Asian	286	252	32	2	88%	11%	1%	1.01	0.99	0.42
White	4,441	3,844	513	84	87%	12%	2%	1.00	1.02	1.14
Another race not listed	152	122	24	6	80%	16%	4%	0.92	1.39	2.37
Gender Identity - All Respondents	7,472	6,497	841	134	87%	11%	2%			
Boy or Man	3,584	2,990	500	94	83%	14%	3%	0.96	1.24	1.48
Gender Fluid	45	37	8	-	82%	18%	0%	0.94	1.58	n/a
Gender Non-Conforming	30	26	4	-	87%	13%	0%	1.00	1.19	n/a
Girl or Woman	3,611	3,284	290	37	91%	8%	1%	1.05	0.72	0.58
Non-Binary	56	48	7	1	86%	13%	2%	0.99	1.11	1.01
Questioning	91	78	12	1	86%	13%	1%	0.99	1.18	0.62
Trans Boy or Man	52	45	7	-	87%	13%	0%	0.99	1.20	n/a
Trans Girl or Woman	22	19	3	-	88%	14%	0%	0.99	1.22	n/a
Two-Spirit	29	25	4	-	88%	14%	0%	0.99	1.23	n/a
Not Listed	108	86	20	2	80%	19%	2%	0.92	1.65	1.05
Not Sure	48	41	6	1	85%	13%	2%	0.98	1.11	1.18
Gender Diverse (composite)**	358	292	62	4	82%	17%	1%	0.94	1.54	0.63
Self-Identified Disability - All Respondents	6,583	5,791	688	104	88%	10%	2%			
Does not identify as having a disability	5,937	5,373	506	58	91%	9%	1%	1.37	0.31	0.16
Addiction(s)	73	48	22	3	66%	30%	4%	0.76	2.64	2.27
Autism Spectrum Disorder	111	72	28	11	65%	25%	10%	0.75	2.21	5.81
Blind or Low Vision	57	46	9	2	81%	16%	4%	0.93	1.36	1.93
Chronic Pain	38	32	5	1	84%	13%	3%	0.97	1.13	1.44
Deaf or Hard of Hearing	40	33	5	2	83%	13%	5%	0.95	1.08	2.75
Developmental	35	23	10	2	66%	29%	6%	0.76	2.48	3.15
Learning	325	184	115	26	57%	35%	8%	0.64	3.38	5.20
Mental	190	131	52	7	69%	27%	4%	0.79	2.45	2.07
Mobility	30	24	4	2	80%	13%	7%	0.92	1.15	3.68
Physical	74	56	15	3	76%	20%	4%	0.87	1.76	2.24
Speech Impairment	48	32	15	1	67%	31%	2%	0.77	2.72	1.14
Undisclosed	79	51	25	3	65%	32%	4%	0.74	2.78	2.10
Another disability not listed	52	30	13	9	58%	25%	17%	0.66	2.17	10.07

Appendix A to Report 21-046

Table 5-B. Secondary (Gr.9 and 10) MATHEMATICS Course Enrolment, 2019-2020

Secondary (Gr.9-10) Mathematics Course Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Course Enrolment (within-group representation)			Disproportionality (relative representation in Programs vs)		
		ACD	APP	LDCC	ACD	APP	LDCC	ACD	APP	LDCC
All Students (District)	12,318	8,903	2,637	778	72%	21%	6%			
ELL	2,779	1,881	670	228	68%	24%	8%	0.94	1.13	1.30
Low - SES	3,583	1,980	1,135	468	55%	32%	13%	0.77	1.46	2.08
Female	6,044	4,414	1,260	370	73%	21%	6%	1.01	0.97	0.97
Male	6,268	4,484	1,376	408	72%	22%	7%	0.99	1.03	1.03
Indigenous Identity	225	106	88	31	47%	39%	14%	0.65	1.83	2.18
SpEd (excl. Gifted)	2,509	1,209	1,016	284	48%	40%	11%	0.67	1.89	1.79
Valuing Voices Survey:										
Indigenous Identity - All Respondents	7,858	6,217	1,362	279	79%	17%	4%			
Does not identify as Indigenous	7,565	6,066	1,256	243	80%	17%	3%	1.01	0.96	0.90
First Nation	197	99	71	27	50%	36%	14%	0.64	2.07	3.85
Métis	87	53	27	7	61%	31%	8%	0.77	1.79	2.26
Inuit	44	22	18	4	50%	41%	9%	0.63	2.35	2.55
Race - All Respondents	7,749	6,161	1,320	268	80%	17%	3%			
Black	773	505	216	52	65%	28%	7%	0.83	1.59	2.05
East Asian	849	796	49	4	94%	6%	0%	1.19	0.33	0.14
Indigenous	173	90	74	9	52%	43%	5%	0.66	2.43	1.58
Latino/Latina/Latinx	226	167	51	8	74%	23%	4%	0.93	1.28	1.08
Middle Eastern	1,240	894	271	75	72%	22%	6%	0.91	1.24	1.84
South Asian	656	588	59	9	90%	9%	1%	1.13	0.51	0.42
Southeast Asian	304	249	49	6	82%	16%	2%	1.04	0.92	0.60
White	4,452	3,575	759	118	80%	17%	3%	1.01	0.97	0.81
Another race not listed	156	121	26	9	78%	17%	6%	0.98	0.95	1.76
Gender Identity - All Respondents	7,734	6,141	1,323	270	79%	17%	3%			
Boy or Man	3,733	2,899	673	161	78%	18%	4%	0.98	1.05	1.24
Gender Fluid	45	32	12	1	71%	27%	2%	0.90	1.56	0.64
Gender Non-Conforming	31	20	10	1	65%	32%	3%	0.81	1.89	0.93
Girl or Woman	3,724	3,045	578	101	82%	16%	3%	1.03	0.91	0.78
Non-Binary	58	41	16	1	71%	28%	2%	0.89	1.61	0.50
Questioning	86	70	15	1	81%	17%	1%	1.02	1.02	0.33
Trans Boy or Man	50	38	11	1	76%	22%	2%	0.96	1.29	0.58
Trans Girl or Woman	20	14	4	2	70%	20%	10%	0.88	1.17	2.88
Two-Spirit	29	20	8	1	69%	28%	3%	0.87	1.61	0.99
Not Listed	105	83	18	4	79%	17%	4%	1.00	1.00	1.10
Not Sure	55	41	12	2	75%	22%	4%	0.94	1.28	1.05
Gender Diverse (composite)**	347	256	79	12	74%	23%	3%	0.93	1.33	0.99
Self-Identified Disability - All Respondents	6,820	5,506	1,088	226	81%	16%	3%			
Does not identify as having a disability	6,168	5,138	874	156	83%	14%	3%	1.43	0.44	0.27
Addiction(s)	70	46	21	3	66%	30%	4%	0.83	1.78	1.19
Autism Spectrum Disorder	106	62	29	15	58%	27%	14%	0.73	1.63	4.09
Blind or Low Vision	58	40	16	2	69%	28%	3%	0.87	1.63	0.95
Chronic Pain	38	25	12	1	66%	32%	3%	0.83	1.87	0.73
Deaf or Hard of Hearing	56	32	16	8	57%	29%	14%	0.72	1.69	4.05
Developmental	33	22	8	3	67%	24%	9%	0.84	1.43	2.53
Learning	309	157	122	30	51%	39%	10%	0.63	2.47	2.90
Mental	184	113	56	15	61%	30%	8%	0.77	1.83	2.33
Mobility	31	22	7	2	71%	23%	6%	0.89	1.33	1.79
Physical	73	46	23	4	63%	32%	5%	0.79	1.87	1.52
Speech Impairment	48	28	17	3	58%	35%	6%	0.73	2.10	1.74
Undisclosed	71	45	20	6	63%	28%	8%	0.80	1.67	2.37
Another disability not listed	63	27	20	16	43%	32%	25%	0.54	1.88	7.42

Appendix A to Report 21-046

Table 5-C. Secondary (Gr.9 and 10) **SCIENCE** Course Enrolment, 2019-2020

Secondary (Gr.9-10) Science Course Enrolment, 2019-2020	Total Student Count	Student Count (distribution across programs)			Course Enrolment (within-group representation)			Disproportionality (relative representation in Programs vs)		
		ACD	APP	LDCC	ACD	APP	LDCC	ACD	APP	LDCC
All Students (District)	11,781	9,267	1,991	523	79%	17%	4%			
ELL	2,711	1,948	574	189	72%	21%	7%	0.91	1.25	1.57
Low - SES	3,209	2,031	847	331	63%	26%	10%	0.81	1.54	2.37
Female	5,781	4,695	866	220	81%	15%	4%	1.03	0.89	0.86
Male	5,994	4,568	1,123	303	76%	19%	5%	0.97	1.11	1.14
Indigenous Identity	227	115	87	25	51%	38%	11%	0.64	2.27	2.48
SpEd (excl. Gifted)	2,517	1,372	924	221	55%	37%	9%	0.69	2.17	1.98
Valuing Voices Survey:										
Indigenous Identity - All Respondents	7,872	6,561	1,070	241	83%	14%	3%			
Does not identify as Indigenous	7,576	6,402	964	210	85%	13%	3%	1.01	0.93	0.89
First Nation	204	106	73	25	52%	36%	12%	0.62	2.63	3.94
Métis	85	57	24	4	67%	28%	5%	0.81	2.07	1.51
Inuit	47	24	16	7	51%	34%	15%	0.61	2.50	4.79
Race - All Respondents	7,759	6,499	1,026	234	84%	13%	3%			
Black	752	549	153	50	73%	20%	7%	0.88	1.48	2.14
East Asian	867	817	42	8	94%	5%	1%	1.13	0.35	0.30
Indigenous	177	97	66	14	55%	37%	8%	0.66	2.72	2.54
Latino/Latina/Latinx	245	185	50	10	76%	20%	4%	0.91	1.49	1.31
Middle Eastern	1,204	936	203	65	78%	17%	5%	0.93	1.23	1.73
South Asian	663	607	45	11	92%	7%	2%	1.10	0.49	0.53
Southeast Asian	304	254	44	6	84%	14%	2%	1.00	1.05	0.63
White	4,465	3,780	588	97	85%	13%	2%	1.02	0.96	0.70
Another race not listed	156	121	21	14	78%	13%	9%	0.93	0.98	2.88
Gender Identity - All Respondents	7,745	6,481	1,028	236	84%	13%	3%			
Boy or Man	3,726	3,015	567	144	81%	15%	4%	0.97	1.15	1.27
Gender Fluid	47	34	11	2	72%	23%	4%	0.86	1.76	1.40
Gender Non-Conforming	29	25	4	-	86%	14%	0%	1.03	1.04	n/a
Girl or Woman	3,741	3,257	402	82	87%	11%	2%	1.04	0.81	0.72
Non-Binary	57	44	13	-	77%	23%	0%	0.92	1.72	n/a
Questioning	85	72	10	3	85%	12%	4%	1.01	0.89	1.16
Trans Boy or Man	48	39	9	-	81%	19%	0%	0.97	1.41	n/a
Trans Girl or Woman	25	18	5	2	72%	20%	8%	0.86	1.51	2.63
Two-Spirit	28	22	5	1	79%	18%	4%	0.94	1.34	1.17
Not Listed	110	87	18	5	79%	16%	5%	0.95	1.23	1.49
Not Sure	55	40	12	3	73%	22%	5%	0.87	1.64	1.79
Gender Diverse (composite)**	349	271	65	13	78%	19%	4%	0.93	1.40	1.22
Self-Identified Disability - All Respondents	6,834	5,803	843	188	85%	12%	3%			
Does not identify as having a disability	6,177	5,386	667	124	87%	11%	2%	1.40	0.38	0.21
Addiction(s)	75	45	22	8	60%	29%	11%	0.72	2.19	3.42
Autism Spectrum Disorder	114	71	27	16	62%	24%	14%	0.75	1.76	4.64
Blind or Low Vision	60	41	17	2	68%	28%	3%	0.82	2.10	1.04
Chronic Pain	43	30	10	3	70%	23%	7%	0.84	1.72	2.20
Deaf or Hard of Hearing	41	31	7	3	76%	17%	7%	0.91	1.26	2.31
Developmental	38	23	10	5	61%	26%	13%	0.73	1.95	4.19
Learning	330	181	112	37	55%	34%	11%	0.65	2.69	3.98
Mental	191	127	53	11	66%	28%	6%	0.79	2.10	1.84
Mobility	31	24	5	2	77%	16%	6%	0.93	1.19	2.03
Physical	75	51	21	3	68%	28%	4%	0.82	2.08	1.26
Speech Impairment	50	29	17	4	58%	34%	8%	0.70	2.53	2.53
Undisclosed	75	53	17	5	71%	23%	7%	0.85	1.68	2.11
Another disability not listed	60	33	15	12	55%	25%	20%	0.66	1.85	6.55

Appendix A to Report 21-046

Table 6. Elementary (Gr.1-8) Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020³⁵

Elementary (Gr.1-8) Achievement based on available final (June) report card marks, 2019-2020	Achievement Outcomes (% met provincial standard)										Disparities in Achievement (relative difference in % met provincial standard compared to others)				
	French- Reading		French- Writing		Language- Reading		Language- Writing		Math- All Strands**		French- Reading	French- Writing	Language- Reading	Language- Writing	Math-All Strands
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.					
All Students (District)	32,335	77%	33,210	77%	35,666	83%	33,342	78%	103,095	86%					
ELL	5,240	74%	5,204	74%	6,880	77%	6,238	74%	18,073	80%	0.95	0.95	0.92	0.93	0.92
Low-SES	8,646	70%	8,494	69%	10,050	75%	9,557	71%	28,518	79%	0.88	0.87	0.87	0.86	0.89
Female	16,042	81%	16,510	83%	17,358	86%	16,238	84%	50,258	86%	1.09	1.16	1.09	1.14	1.01
Male	16,281	74%	16,688	71%	18,294	79%	17,094	73%	52,804	88%	0.91	0.86	0.92	0.88	0.99
Indigenous Identity	546	64%	571	62%	719	71%	682	65%	2,016	74%	0.82	0.81	0.86	0.82	0.86
SpEd (excl. Gifted)	5,306	64%	5,470	61%	7,115	72%	6,584	65%	18,948	74%	0.80	0.76	0.84	0.79	0.83
ENG Programs (Alt+Reg)	9,668	77%	9,856	76%	14,392	76%	13,398	72%	39,520	80%	0.99	0.99	0.88	0.86	0.89
EPI Program	19,828	77%	20,460	77%	17,650	87%	16,649	83%	53,604	90%	0.99	0.99	1.12	1.14	1.11
MR Program	2,148	81%	2,375	81%	2,395	86%	2,155	86%	6,564	88%	1.05	1.06	1.05	1.10	1.03
Valuing Voices Survey Results:															
Indigenous Identity - All	12,196	81%	12,720	81%	13,865	85%	12,204	84%	39,261	87%					
Does not identify as Indigenous	11,848	82%	12,351	81%	13,383	86%	11,784	84%	37,909	88%	1.00	1.00	1.00	1.00	1.00
First Nation	247	70%	264	70%	347	78%	307	76%	984	77%	0.85	0.87	0.91	0.91	0.87
Métis	106	73%	115	76%	145	87%	125	79%	380	86%	0.89	0.93	1.02	0.94	0.96
Inuit	72	64%	73	60%	88	78%	80	78%	259	72%	0.78	0.74	0.92	0.92	0.82
Race - All Respondents	11,862	81%	12,382	81%	13,504	85%	11,893	84%	38,211	87%					
Black	903	77%	921	74%	1,099	77%	989	77%	3,149	78%	0.94	0.91	0.89	0.92	0.89
East Asian	1,126	89%	1,249	91%	1,326	93%	1,123	92%	3,702	96%	1.11	1.14	1.10	1.11	1.11
Indigenous	235	71%	243	67%	304	78%	270	74%	872	76%	0.87	0.83	0.91	0.89	0.86
Latino/Latina/Latinx	252	78%	250	77%	292	80%	264	80%	823	87%	0.96	0.95	0.94	0.95	0.99
Middle Eastern	1,820	75%	1,750	74%	2,086	79%	1,873	78%	5,971	82%	0.91	0.90	0.92	0.92	0.93
South Asian	877	85%	928	86%	1,046	90%	920	89%	3,066	92%	1.05	1.07	1.05	1.06	1.06
Southeast Asian	391	88%	411	86%	453	88%	401	87%	1,341	92%	1.08	1.06	1.03	1.03	1.05
White	7,252	82%	7,704	82%	8,022	87%	7,036	85%	22,534	89%	1.02	1.02	1.04	1.03	1.03
Another race not listed	336	77%	360	74%	390	82%	354	79%	1,079	83%	0.94	0.91	0.96	0.94	0.95
Gender Identity - All Respondents	11,812	81%	12,322	81%	13,479	85%	11,836	84%	38,047	87%					
Boy or Man	5,967	77%	6,184	76%	6,842	82%	6,021	79%	19,389	87%	0.91	0.88	0.91	0.90	0.96
Gender Fluid	42	69%	43	67%	45	78%	37	84%	139	83%	0.85	0.83	0.91	1.00	0.95
Gender Non-Conforming	22	86%	25	76%	25	80%	24	79%	71	86%	1.06	0.94	0.94	0.94	0.96
Girl or Woman	5,741	86%	6,018	87%	6,477	90%	5,696	88%	18,248	89%	1.11	1.15	1.10	1.11	1.02
Non-Binary	40	78%	48	90%	54	80%	47	85%	155	78%	0.95	1.11	0.93	1.02	0.89
Questioning	56	82%	65	80%	70	81%	57	86%	189	80%	1.01	0.99	0.95	1.03	0.92
Trans Boy or Man	25	68%	25	60%	29	55%	26	81%	76	62%	0.84	0.74	0.65	0.96	0.71
Trans Girl or Woman	13	62%	15	73%	21	86%	18	89%	56	86%	0.76	0.91	1.00	1.06	0.96
Two-Spirit	11	82%	10	90%	14	57%	13	85%	38	71%	1.01	1.11	0.67	1.01	0.81
Not Listed	62	77%	63	76%	78	74%	70	83%	201	81%	0.95	0.94	0.87	0.99	0.93
Not Sure	78	82%	80	85%	95	83%	84	88%	252	87%	1.01	1.05	0.97	1.05	0.99
Gender Diverse (composite)	232	77%	261	77%	295	76%	250	84%	806	80%	0.95	0.95	0.89	1.00	0.91
Disability - All Respondents	10,923	82%	11,363	82%	12,339	86%	10,926	84%	35,084	88%					
Does not identify as having a disability	9,974	83%	10,369	83%	11,083	87%	9,806	86%	31,694	89%	1.00	1.00	1.00	1.00	1.00
Addiction(s)	16	63%	16	69%	25	72%	19	95%	67	67%	0.75	0.83	0.82	1.11	0.75
Autism Spectrum Disorder	164	75%	172	72%	236	79%	211	70%	665	79%	0.91	0.87	0.90	0.81	0.89
Blind or Low Vision	31	81%	31	74%	41	73%	31	77%	105	72%	0.97	0.90	0.84	0.90	0.81
Chronic Pain	12	83%	14	86%	17	94%	14	79%	47	74%	1.01	1.04	1.08	0.92	0.84
Deaf or Hard of Hearing	46	78%	42	76%	52	81%	48	81%	146	85%	0.95	0.92	0.92	0.95	0.95
Developmental	68	65%	66	61%	102	75%	96	60%	296	74%	0.78	0.73	0.85	0.71	0.83
Learning disability	472	65%	491	63%	624	72%	575	66%	1,657	75%	0.79	0.76	0.82	0.77	0.85
Mental disability	157	72%	170	65%	212	74%	182	70%	576	76%	0.87	0.78	0.85	0.82	0.86
Mobility disability	12	75%	10	60%	18	78%	17	82%	58	78%	0.91	0.73	0.89	0.96	0.87
Physical disability	74	76%	80	80%	94	78%	85	74%	279	83%	0.91	0.97	0.89	0.87	0.93
Speech Impairment	59	64%	54	65%	91	75%	87	67%	245	78%	0.78	0.78	0.86	0.78	0.88
Another disability not listed	192	73%	197	74%	254	78%	231	70%	704	79%	0.88	0.90	0.89	0.81	0.88
Undisclosed	62	71%	69	70%	89	76%	72	89%	245	83%	0.86	0.84	0.87	1.04	0.94

³⁵ As until recently Mathematics has been reported out on 5 individual strands, students may contribute to this composite (based on all available strand marks) up to 5 times. Due to this, "# Students" is based on the total number of student marks available.

Appendix A to Report 21-046

Table 7-A. Secondary (Gr.9 and 10) **ENGLISH** Course Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020

Secondary (Gr.9&10) Course Achievement based on final report card marks, 2019-2020	Achievement Outcomes - ENGLISH (% met provincial standard)						Disparities in Achievement (relative difference in % met provincial standard compared to others)		
	Academic		Applied		Locally Developed		Academic	Applied	Locally Developed
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.			
All Students (District)	9,475	80%	1,756	50%	246	34%			
ELL	1,874	70%	421	44%	52	35%	0.85	0.86	1.02
Low - SES	2,112	71%	753	44%	105	30%	0.85	0.77	0.64
Female	4,853	88%	716	56%	70	33%	1.17	1.21	0.95
Male	4,618	74%	1,039	46%	176	35%	0.85	0.82	1.05
Indigenous Identity	131	65%	77	39%	22	18%	0.81	0.78	0.51
SpEd (excl. Gifted)	1,481	65%	895	49%	195	35%	0.79	0.99	1.20
Valuing Voices Survey Results:									
Indigenous Identity - All Respondents	6,578	83%	870	56%	134	37%			
Does not identify as Indigenous	6,411	83%	803	56%	117	41%	1.00	1.00	1.00
First Nation	111	67%	46	52%	14	7%	0.80	0.93	0.17
Métis	59	71%	16	44%	1	0%	0.85	0.78	0.00
Inuit	27	74%	8	50%	2	0%	0.89	0.89	0.00
Race - All Respondents	6,514	83%	841	56%	128	36%			
Black	560	70%	115	51%	13	31%	0.84	0.89	0.88
East Asian	814	90%	38	61%	4	25%	1.09	1.07	0.72
Indigenous	110	69%	49	47%	9	11%	0.83	0.82	0.31
Latino/Latina/Latinx	187	80%	28	36%	2	0%	0.96	0.62	0.00
Middle Eastern	914	75%	133	50%	17	24%	0.89	0.86	0.65
South Asian	609	89%	35	74%	5	60%	1.09	1.32	1.79
Southeast Asian	252	79%	32	59%	2	50%	0.95	1.05	1.46
White	3,844	85%	513	60%	84	40%	1.05	1.15	1.57
Another race not listed	122	83%	24	54%	6	17%	1.00	0.95	0.47
Gender Identity - All Respondents	6,497	83%	841	56%	134	37%			
Boy or Man	2,990	77%	500	53%	94	39%	0.88	0.89	1.10
Gender Fluid	37	78%	8	50%	-	-	0.94	0.89	n/a
Gender Non-Conforming	26	77%	4	75%	-	-	0.92	1.34	n/a
Girl or Woman	3,284	89%	290	62%	37	35%	1.14	1.16	0.89
Non-Binary	48	81%	7	71%	1	100%	0.98	1.28	2.65
Questioning	78	88%	12	58%	1	100%	1.06	1.04	2.65
Trans Boy or Man	45	91%	7	43%	-	-	1.10	0.76	n/a
Trans Girl or Woman	19	79%	3	33%	-	-	0.95	0.59	n/a
Two-Spirit	25	76%	4	50%	-	-	0.91	0.89	n/a
Not Listed	86	76%	20	55%	2	0%	0.91	0.98	0.00
Not Sure	41	83%	6	17%	1	0%	1.00	0.30	0.00
Gender Diverse (composite)**	292	80%	62	53%	4	50%	0.96	0.95	1.32
Disability - All Respondents	5,791	84%	688	55%	104	35%			
Does not identify as having a disability	5,373	85%	506	57%	58	38%	1.00	1.00	1.00
Addiction(s)	48	71%	22	32%	3	33%	0.83	0.56	0.88
Autism Spectrum Disorder	72	67%	28	61%	11	64%	0.78	1.07	1.68
Blind or Low Vision	46	50%	9	33%	2	100%	0.59	0.59	2.64
Chronic Pain	32	69%	5	60%	1	100%	0.81	1.06	2.64
Deaf or Hard of Hearing	33	76%	5	40%	2	50%	0.89	0.71	1.32
Developmental	23	78%	10	30%	2	100%	0.92	0.53	2.64
Learning disability	184	67%	115	53%	26	23%	0.79	0.94	0.61
Mental disability	131	69%	52	50%	7	43%	0.81	0.88	1.13
Mobility disability	24	83%	4	50%	2	100%	0.98	0.88	2.64
Physical disability	56	77%	15	67%	3	67%	0.90	1.18	1.78
Speech Impairment	32	72%	15	40%	1	100%	0.85	0.71	2.64
Another disability not listed	51	69%	25	52%	3	33%	0.81	0.92	0.88
Undisclosed	30	80%	13	69%	9	33%	0.94	1.22	0.88

Appendix A to Report 21-046

Table 7-B. Secondary (Gr.9 and 10) **MATHEMATICS** Course Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020

Secondary (Gr.9&10) Course Achievement based on final report card marks, 2019-2020	Achievement Outcomes - MATHEMATICS (% met provincial standard)						Disparities in Achievement (relative difference in % met provincial standard compared to others)		
	Academic		Applied		Locally Developed		Academic	Applied	Locally Developed
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.			
All Students (District)	8,903	73%	2,637	58%	778	55%			
ELL	1,881	68%	670	51%	228	51%	0.92	0.84	0.91
Low-SES	1,980	63%	1,135	52%	468	54%	0.82	0.79	1.00
Female	4,414	77%	1,280	61%	370	57%	1.10	1.09	1.10
Male	4,484	70%	1,376	58%	408	52%	0.91	0.92	0.91
Indigenous Identity	108	56%	88	52%	31	48%	0.76	0.89	0.88
SpEd (excl. Gifted)	1,209	57%	1,016	55%	284	47%	0.75	0.90	0.79
Valuing Voices Survey Results:									
Indigenous Identity - All Respondents	6,217	76%	1,362	62%	279	55%			
Does not identify as Indigenous	6,068	76%	1,256	62%	243	54%	1.00	1.00	1.00
First Nation	99	62%	71	59%	27	63%	0.81	0.95	1.16
Métis	53	68%	27	59%	7	14%	0.89	0.95	0.28
Inuit	22	77%	18	50%	4	75%	1.02	0.80	1.38
Race - All Respondents	6,161	76%	1,320	62%	268	54%			
Black	505	60%	216	49%	52	54%	0.79	0.78	0.99
East Asian	796	91%	49	73%	4	25%	1.24	1.21	0.46
Indigenous	90	61%	74	55%	9	67%	0.81	0.90	1.23
Latino/Latina/Latinx	167	67%	51	61%	8	25%	0.89	0.99	0.45
Middle Eastern	894	70%	271	52%	75	47%	0.92	0.83	0.82
South Asian	588	85%	59	71%	9	67%	1.14	1.17	1.23
Southeast Asian	249	78%	49	57%	6	33%	1.04	0.93	0.61
White	3,575	75%	759	67%	118	59%	0.98	1.21	1.16
Another race not listed	121	67%	26	62%	9	89%	0.89	1.01	1.67
Gender Identity - All Respondents	6,141	76%	1,323	62%	270	55%			
Boy or Man	2,899	74%	673	60%	161	53%	0.95	0.94	0.92
Gender Fluid	32	84%	12	67%	1	0%	1.12	1.07	0.00
Gender Non-Conforming	20	85%	10	70%	1	100%	1.12	1.12	1.81
Girl or Woman	3,045	78%	578	63%	101	56%	1.07	1.02	1.03
Non-Binary	41	61%	16	81%	1	100%	0.80	1.31	1.81
Questioning	70	81%	15	73%	1	100%	1.08	1.18	1.81
Trans Boy or Man	38	74%	11	82%	1	0%	0.97	1.32	0.00
Trans Girl or Woman	14	50%	4	100%	2	50%	0.66	1.61	0.90
Two-Spirit	20	60%	8	75%	1	0%	0.79	1.20	0.00
Not Listed	83	63%	18	67%	4	100%	0.83	1.07	1.83
Not Sure	41	59%	12	50%	2	100%	0.77	0.80	1.81
Gender Diverse (composite)**	256	70%	79	70%	12	67%	0.92	1.12	1.21
Disability - All Respondents	5,506	77%	1,088	62%	226	56%			
Does not identify as having a disability	5,138	78%	874	62%	156	59%	1.00	1.00	1.00
Addiction(s)	46	50%	21	43%	3	33%	0.64	0.70	0.57
Autism Spectrum Disorder	62	65%	29	72%	15	40%	0.82	1.18	0.68
Blind or Low Vision	40	55%	16	81%	2	50%	0.70	1.32	0.85
Chronic Pain	25	72%	12	67%	1	0%	0.92	1.08	0.00
Deaf or Hard of Hearing	32	59%	16	81%	8	25%	0.76	1.32	0.42
Developmental	22	55%	8	75%	3	33%	0.70	1.22	0.57
Learning disability	157	57%	122	66%	30	53%	0.73	1.08	0.90
Mental disability	113	60%	56	70%	15	60%	0.77	1.13	1.02
Mobility disability	22	59%	7	71%	2	50%	0.76	1.16	0.85
Physical disability	46	72%	23	74%	4	50%	0.92	1.20	0.85
Speech Impairment	28	57%	17	71%	3	67%	0.73	1.15	1.13
Another disability not listed	45	69%	20	65%	6	83%	0.88	1.06	1.41
Undisclosed	27	70%	20	80%	16	50%	0.90	1.30	0.85

Appendix A to Report 21-046

Table 7-C. Secondary (Gr.9 and 10) SCIENCE Course Achievement Outcomes and Disparities in Achievement by Student Demographics/Identity, 2019-2020

Secondary (Gr.9&10) Course Achievement based on final report card marks, 2019-2020	Achievement Outcomes - SCIENCE (% met provincial standard)						Disparities in Achievement (relative difference in % met provincial standard compared to others)		
	Academic		Applied		Locally Developed		Academic	Applied	Locally Developed
	# Students	% Met Std.	# Students	% Met Std.	# Students	% Met Std.			
All Students (District)	9,267	78%	1,991	52%	523	52%			
ELL	1,948	72%	574	49%	189	42%	0.90	0.92	0.72
Low-SES	2,031	70%	847	51%	331	50%	0.88	0.92	0.84
Female	4,695	81%	866	57%	220	59%	1.10	1.16	1.24
Male	4,568	74%	1,123	49%	303	48%	0.91	0.86	0.80
Indigenous Identity	115	60%	87	47%	25	36%	0.77	0.90	0.68
SpEd (excl. Gifted)	1,372	63%	924	50%	221	48%	0.79	0.91	0.86
Valuing Voices Survey Results:									
Indigenous Identity - All Respondents	6,561	80%	1,070	57%	241	51%			
Does not identify as Indigenous	6,402	80%	964	58%	210	53%	1.00	1.00	1.00
First Nation	106	62%	73	48%	25	36%	0.78	0.82	0.68
Métis	57	70%	24	46%	4	50%	0.87	0.79	0.94
Inuit	24	63%	16	38%	7	43%	0.78	0.64	0.80
Race - All Respondents	6,499	80%	1,026	58%	234	51%			
Black	549	67%	153	48%	50	56%	0.84	0.81	1.10
East Asian	817	91%	42	64%	8	75%	1.16	1.13	1.46
Indigenous	97	65%	66	55%	14	64%	0.81	0.95	1.25
Latino/Latina/Latinx	185	76%	50	46%	10	60%	0.95	0.80	1.16
Middle Eastern	936	73%	203	49%	65	42%	0.91	0.83	0.75
South Asian	607	88%	45	60%	11	36%	1.12	1.05	0.69
Southeast Asian	254	83%	44	73%	6	33%	1.05	1.28	0.64
White	3,780	80%	588	62%	97	57%	1.00	1.16	1.15
Another race not listed	121	72%	21	71%	14	43%	0.90	1.25	0.82
Gender Identity - All Respondents	6,481	80%	1,028	58%	236	52%			
Boy or Man	3,015	77%	567	54%	144	53%	0.94	0.84	1.11
Gender Fluid	34	71%	11	36%	2	100%	0.89	0.62	1.97
Gender Non-Conforming	25	64%	4	75%	-	-	0.80	1.29	n/a
Girl or Woman	3,257	83%	402	64%	82	46%	1.09	1.16	0.86
Non-Binary	44	75%	13	62%	-	-	0.94	1.06	n/a
Questioning	72	85%	10	80%	3	33%	1.07	1.38	0.65
Trans Boy or Man	39	74%	9	78%	-	-	0.93	1.34	n/a
Trans Girl or Woman	18	39%	5	80%	2	50%	0.49	1.38	0.98
Two-Spirit	22	77%	5	60%	1	100%	0.97	1.03	1.96
Not Listed	87	69%	18	78%	5	20%	0.87	1.34	0.39
Not Sure	40	73%	12	33%	3	100%	0.91	0.57	1.98
Gender Diverse (composite)**	271	73%	65	68%	13	46%	0.91	1.17	0.90
Disability - All Respondents	5,803	81%	843	57%	188	51%			
Does not identify as having a disability	5,386	82%	667	57%	124	43%	1.00	1.00	1.00
Addiction(s)	45	56%	22	36%	8	75%	0.68	0.64	1.75
Autism Spectrum Disorder	71	61%	27	56%	16	75%	0.74	0.98	1.75
Blind or Low Vision	41	59%	17	47%	2	100%	0.71	0.83	2.34
Chronic Pain	30	70%	10	60%	3	100%	0.85	1.06	2.34
Deaf or Hard of Hearing	31	74%	7	57%	3	67%	0.90	1.01	1.56
Developmental	23	70%	10	40%	5	80%	0.85	0.71	1.87
Learning disability	181	64%	112	56%	37	59%	0.77	1.00	1.39
Mental disability	127	65%	53	58%	11	73%	0.79	1.03	1.70
Mobility disability	24	75%	5	60%	2	100%	0.91	1.06	2.34
Physical disability	51	75%	21	71%	3	100%	0.91	1.26	2.34
Speech Impairment	29	48%	17	59%	4	100%	0.59	1.04	2.34
Another disability not listed	53	68%	17	47%	5	40%	0.83	0.83	0.94
Undisclosed	33	82%	15	40%	12	75%	1.00	0.71	1.75

Appendix A to Report 21-046

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Appendix A to Report 21-046

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ADVISORY COMMITTEE ON EQUITY REPORT

May 27, 2021

6:00 pm

Zoom Meeting

- Voting Members:** Ayan Karshe (Chair), Deepika Grover (Co-Chair), Nasrin Javanfar, Seema Lamba, Bronwyn Funicello, Carrie-Lynn Barkley, Maria Teresa Garcia (Ottawa Community Immigrant Services), Chandonette Johnson (Jaku Konbit), Kahmaria Pingue (Parents for Diversity), Kathryn Owens (Youth Services Bureau)
- Non-Voting Members:** Elaine Hayles, Bob Dawson, June Girvan, Yazhuo Zhang, Inini McHugh (Indigenous Education Advisory Committee), David Wildman (Ottawa Carleton Elementary Occasional Teacher's Association), Rob Campbell (Trustee), Justine Bell (Trustee)
- Staff and Guests:** Christine Boothby (Trustee), Donna Blackburn (Trustee), Lynn Scott (Trustee), Dorothy Baker (Superintendent of Instruction), Shawn Lehman (Superintendent of Instruction), Melissa Collins (System Principal, Equity), Sue Rice (Equity Instructional Coach), David Sutton (OCDSB Instructor), Kenneth Mak (OCDSB Instructor), Jeannine Bradley (OCDSB Instructor), Joy Liu (Student Trustee), Kyla Gibson (OCDSB Student), Alador Bereketab (OCDSB Student), Hamza Darar (Rajo Presenter), Oksana Kravets (OCDSB Communications Department), Christian McCuaig (OCDSB Communications Department), and Leigh Fenton (Board/Committee Coordinator).

1. Welcome

Co-chair Karshe called the meeting to order at 6:04 p.m.

She acknowledged that the meeting is taking place on the unceded, unsundered Territory of the Anishinaabeg Algonquin Nation whose presence in Canada reaches back to time immemorial. She extended deep gratitude and sought to support and affirm Indigenous rights as the land's stewards and keepers.

Co-chair Grover reflected on the shared goal of the Advisory Committee on Equity (ACE): To protect and support all children in schools and to advocate for those who experience oppression that is connected to the on-going, colonial legacy within the public education system. She welcomed committee members to

enter the space with humility, compassion and intersectional insight, while seeking to center the needs of Black children, Indigenous children, children of colour, children with special needs, LGBTQA2I children, and families living below the poverty line. Though they are often diminished by those with greater power and authority, these children are remarkably intelligent, kind, and funny. She noted the importance of seeking to see these children in their full humanity, as individuals rather than a target group or data point.

Co-chair Grover, drew attention to the space held for one another, remembering that the current moment represents parallel pandemics of COVID-19, targeted anti-Asian violence, and continued police violence against Black and Indigenous Peoples. She marked the sombre one-year anniversary of the murder of George Floyd, and remembered the catalytic, mass Black Lives Matter marches that followed, in Canada and internationally. She recognized the six month anniversary of the farmers' protests in India, now coupled with a pandemic health crisis raging across that subcontinent. She highlighted the escalation of violence in Gaza, another devastating chapter in the Israeli-Palestinian conflict. Through these constant reminders, 2020-2021 has illustrated the point that the world is complex, people are interdependent, and struggles for liberation and justice are interconnected. OCDSB students and families come from all over the world.

On a special note, Co-chair Grover stated that these past months have brought attention to the incredible efforts of anti-racist and anti-oppressive educators within the District and within the Province. She recognized these educators for their exemplary professionalism and for the creative ways in which they continue to teach in the classroom. She indicated solidarity with anti-racist educators, and acknowledged the daily risks they take in ensuring that diverse perspectives are available to classroom and societal learners. ACE will work with the Board to pursue the achievement of the Indigenous, Equity and Human Rights Roadmap (the Roadmap), recognizing anti-racist and anti-oppressive educators as key system assets.

The co-chairs wished Superintendent Baker a heartfelt, well-earned retirement.

2. Approval of the Agenda

Moved by Maria Teresa Garcia,

THAT the agenda be approved.

Carried

3. Information Items

3.1 Proposed Advisory Committee on Equity Meeting Schedule 2021-2022

The ACE meeting schedule for the school year 2021-2022 was presented in draft form and adopted by consensus.

3.2 Update from Steering Committee Representatives on Police Involvement in Schools

Ms. Pingue reported that she and Ms. Sweeney were the ACE representatives on the steering committee for the Review on Police Involvement in Schools. The effectiveness of the School Resource Officer (SRO) program has not been subject to review since its inception approximately twenty years ago.

Human Rights and Equity Advisor (HREA) Carolyn Tanner is an arm's length-community, human rights and equity advisor, employed by OCDSB and commissioned to research and develop a report. As part of the data collection process, HREA Tanner arranged focus groups and individual consultations with families. In addition, a consultation survey was distributed to the broader community. Two SROs participated in the consultations, along with a staff sergeant responsible for the SRO program.

Ms. Pingue shared that some of the most commonly reported incidents exposed the harm caused by interactions with SROs, including the impact of police presence on safety, the stigma associated with police presence, the probability of criminalizing the actions of children, and negative experiences encountered by both marginalized and LGBTQA2I students. Ms. Pingue reported that overall, the members of the steering committee were pleased with the report and commended HREA Tanner on her work.

Final report recommendations will include revisions to Policy, P. 043.SCO Police Involvement in Schools and Procedure, PR.533.SCO Police Involvement in Schools and to reallocate the funds from the SRO program to culturally competent, community-based resources to support students.

The final report will remain confidential until the Board of Trustees have had an opportunity to review the material contained in the 8 June Committee of the Whole (COW) meeting agenda package.

Ms. Pingue noted that delegations from the community are welcome; however members of ACE must communicate their comments and questions to Ms. Lamba who sits at COW as the ACE representative. Ms. Lamba will share the ACE perspective.

In response to a query from Trustee Bell, Trustee Scott noted that the recommendations will come to Committee for the Whole on 8 June 2021 for information and discussion, not as a formal motion.

4. Community Discussion - Open Space

4.1 Newcomers to Canada Navigating the Public School System - Part 2 (M. Garcia)

Ms. Garcia delivered a presentation on the Multicultural Liaison Officer (MLO) Program within the Ottawa-Carleton District School Board (OCDSB). Explained in the presentation was the role of the MLO, newcomer student challenges, the different languages spoken by MLOs and community facilitators, resources and activities used by MLOs, along with suggestions on how the District can help make the MLO Program increasingly successful. She highlighted that the goals of the program are to both help ensure the successful integration of immigrant children and their families, who are new to Canada in Ottawa schools and to help encourage understanding between newcomer families and schools, as well as to provide information on settlement services to newcomer families.

In response to a query by Mr. Dawson, Ms. Garcia noted that there is an MLO presence officially in 83 schools and each MLO serves in three or four brick and mortar schools. Seven MLOs are assigned to the Ottawa-Carleton Virtual (OCV) campuses. She confirmed a need to hire more MLOs and hire educators who are multi-lingual.

Superintendent Baker noted her awareness of the need to expand on abilities to serve students. Currently, the District is in communication with Ottawa Community Immigrant Services Organization (OSISO) to examine ways to work together and broaden the engagement with families, together with elevating interpretation strategies. Ms. Garcia clarified that when OSISO receives a request for assistance, the request is assigned to an MLO or an interpreter; the interpreters transliterate a suite of languages, which are different from the 18 languages used in MLO services. In the 2020-2021 school year, 222 service calls were accepted by interpreters.

Ms. Javanfar observed that a large part of the MLO role is building a bridge between cultures. She noted that MLOs must travel through the city to provide their services to the various assigned schools. The MLOs are preventative in their work, for example, conducting mental health wellness checks and reducing the levels of distress for families in a new country. She suggested the addition of another 22 MLOs for the District to alleviate some of the exhaustion experienced by the current cohort of MLOs who support multiple schools simultaneously.

4.2 Mr. Hamza Darar, Program Manager of Rajo Project

Mr. Darar shared that The RAJO Project is a five-year community-based project that provides culturally sensitive services to Black youth and their families in Ottawa, Ontario and Edmonton, Alberta. It aims to address refugee trauma, increase mental health awareness and overall resilience. The RAJO Project integrates youth into schools, through meaningful recreation and cultural activities, as well as employment programs, and

promotes healthy family functioning. Mr. Darar's presentation examined the evidence-based model used to implement RAJO, the impact of RAJO to date, and the implication for research-informed programs similar to RAJO in community-centred and driven programs.

In response to questions during the discussion, the following points were noted:

- The RAJO Project's five-year pilot is funded federally. The project's manager is focused on acquiring provincial funding for the project's future stability; and
- The volume of information on the District website is a challenge for parents to navigate. It was recommended that a greater focus be placed on outreach from individual school administrators to parents and caregivers.

Co-chair Karshe concluded that the community discussion space on the agenda is purpose-built as a learning space for ACE to connect with the community, as a whole, and work with their networks to share information.

5. Presentations

5.1 Student Presentations

Co-chairs Karshe and Grover summarized their memorable visit to a Student Senate meeting in the spring, where the students discussed how to occupy colonial spaces. Plans were shared about organizing a town hall meeting and launching a bystanders training program to contribute to safer communities.

Ms. Bereketab, a secondary school student of Canterbury High School (CHS), shared her experiences as a student of the OCDSB, drawing attention to the importance of the Black Youth Forum held on Wednesdays and that the establishment of a weekly forum has contributed to the creation of a more inclusive space in schools. She commended her peers on the energy placed into the success of the Black Youth Forum event. She spoke about the creation of her own club, called "Let's Start Change". She noted that through starting up a new club and continuously having the majority of teachers and the administration support the event was a rewarding experience.

Ms. Bereketab is working closely with music associations in Canada to provide workshops, including the Suzuki Association of Ontario, Suzuki Associations of the Americas, and Bowed Arts Music School in Toronto. She made the following suggestions to staff in a workshop she hosted in-year at CHS, to address some gaps in creating a positive culture of equity, inclusion and diversity in the music program:

- Educators must educate themselves on the subjects they are responsible to teach, noting that some racism stems from ignorance; and
- There is a preference to being taught various topics by those who are connected to the subject matter. For example, the history of jazz music is a blend of cultural sensibilities; learning from someone who has awareness of and the enthusiasm for the cultural aspects of this particular form of music makes the learning more relevant to students.

Her student experience, as a Black girl attending CHS, was described as following:

- Microaggressions exist within the context of comments, by teachers, directed at students regarding physical appearance. Singling out students by using words like "exotic" does not contribute to a student's feeling of well-being because they already feel different;
- Teachers commenting or touching student's hair is inappropriate. It takes a lot of confidence for a Black girl to wear their hair curly at school because of the common occurrence of other students or staff feeling entitled to touch their hair, ask isolating questions or tell jokes based on stereotypes; and
- Being heard by teachers means a lot to students. She noted she had a dialogue with one teacher, at length, explaining that it is acceptable and non-threatening to refer to a person as "Black". Some educators are teaching the Black curriculum without being comfortable noting the colour of someone's skin.

She presented the following recommendations to administrators:

- Teachers require additional training on how to deescalate racism in schools. To only be able to see racism in its most obvious form renders one unable to detect it in their daily actions or belief system. Educators need to know "where the line is";
- Teachers admittedly have shared that sometimes they hear things that might be racist but do not know how to deescalate the situation so instead choose to observe to see if the students will resolve it themselves. Teachers need to "step in" sooner;
- Holding people accountable for the words that are used in school settings should be a principle that is upheld by all;
- Teachers should feel comfortable when talking about Black history, injustices and empowerment; and

- Administration at every school should get involved where there is not a high enough student demand for a new inclusive initiative. Use the power of the administration in the school to amplify the voices of Black youth. Welcome larger events and encourage students to voice their opinions.

Ms. Gibson, a secondary school student at Lisgar Collegiate Institute, described her experience with diversity, equity and inclusion during COVID-19. She noted that some teachers are more willing to introduce conversations of equity in the 2020-2021 school year than in years previous. In future she would like to hear more conversations centered on student diversity in classrooms and train teachers to deliver the material to help all students understand the material with sensitivity. She would like to see a curriculum promoting diversity in a meaningful way, through literature and class activities. She recommended that educators take more opportunities to partner with students and engage in outreach, providing students with a platform to express themselves.

Ms. Gibson shared one of her proud moments of her high school career: she wrote about her experience in an OCDSB English course in *The Lisgarwrite*, a student-run newspaper. The article, called "Four Years of Shakespeare", described the need to update the English curriculum to allow students who identify as Black, Asian, Middle Eastern and Indigenous to feel represented. She noted that only being able to register for one Indigenous literature class was not adequate. In her writing she attested to the importance of learning about the Indigenous experience in Canada. Referencing "The Lord of the Flies", she noted that she does not need to learn more about White, male supremacy, which tells the story of a group of boys in a hierarchical order who fight for power and degrade one another. "Four Years of Shakespeare" led to the removal of "The Lord of the Flies" from the OCDSB English curriculum.

Ms. Gibson presented two expositions that her club, "Stay Woke" had created: "This is Just the Beginning" and "Discrimination in the Classroom", a visual aid to help staff and students prevent racism and discrimination in the classroom. On 25 May 2021, the one-year anniversary of George Floyd's murder, approximately 250 students from the Ottawa Carleton District School Board (OCDSB) participated in a virtual walkout from classes. The walkout not only commemorated George Floyd, but also sought to maintain the momentum for the Black Lives Matter movement that started a year ago. Event organizers hosted a virtual assembly, called "This is Just the Beginning", featuring spoken word poetry, educational talks on the walkout's calls to action and a video of George Floyd's family upon hearing the guilty verdict for former police officer, Derek Chauvin.

The calls to action for the OCDSB are listed as follows:

- To commit to rebuilding high school instructional materials by:
 1. Implementing more life-affirming and Black-centred, diverse and inclusive material;
 2. Eliminating the centering of White voices in high school materials; and
 3. Providing Professional Development (PD) to teachers on the selection, value, and use of inclusive materials.
- To eliminate the presence of SROs in order to produce a safer environment for Black, Indigenous and other marginalized students
 1. The OCDSB can offer considerable support to youth by affirming that schools are a place for learning and rapport building, for example, offer food banks, clothing, and spaces for visiting community elders.
- To ensure Black students receive guidance, mental health support and resources from Black counsellors.
 1. Commit to hiring Black teachers, guidance counsellors, social workers, psychologists, speech language pathologists, vice principals and principals using definitive goals and timelines;
 2. Establish culturally-responsive resources and directories for community-based mental health supports as a bridge until those counsellors can be retained by the school board;
 3. Develop formal relationships with community partners to ensure engaging mentorship opportunities; and
 4. Connect with outreach offices in traditionally Black colleges.
- To increase communication with Black students by:
 1. Requiring a round table discussion with student trustees, student senators, and the leaders of the Black student clubs; and
 2. Encouraging schools to start holding space for Black Student Clubs.

Committee members expressed their gratitude to the students who had come forward to share their experiences with ACE. Co-chair Karshe noted that for the 2021-2022 school year, ACE will centre student voice on the agendas as a primary focus.

6. Member Discussion

6.1 ACE Annual Report to the Board of Trustees

Diversity and Equity Coordinator Lawrence shared that ACE has an annual reporting requirement to the Board of Trustees that encompasses reporting on activities and achievements for the past year, a plan of

activities for the current year, membership details and a proposed meeting schedule. In the past all advisory committees presented to the Board at the final meeting in June. This year the process has changed where a written form is to be submitted for the Board of Trustees for the 22 June 2021 meeting agenda. The co-chairs of ACE will be provided with designated time at a Board of Trustee meeting during the school year 2021-2022 to deliver a presentation on plans and achievements.

Diversity and Equity Coordinator Lawrence led an open forum discussion on submissions for both activities and achievements in the 2020-2021 school year and committee plans for the 2021-2022 school year.

Activities and Achievements for the 2020-2021 School Year

- Successful transition from meeting in-person to virtual meetings, with high attendance and greater accessibility;
- The Integration of The Roadmap into a guiding document for the work of ACE;
- Leadership on submitting feedback for Policy P.146. HR, Equitable Recruitment, Hiring and Promotion;
- Building awareness of the specific needs of different minoritized people and different communities newly attending the Canadian school system;
- The ACE representative on the Committee of the Whole (COW), Ms. Lamba, attended all meetings and contributed regularly on behalf of ACE members, and subsequently delivered the COW report at ACE meetings; and
- Long time ACE member, Trustee Campbell, attested to the high engagement of ACE members in "insightful" conversations this year, crediting the involvement of the co-chairs, coordinators and committee members.

Plans for the 2021-2022

- Receiving updates on progress of The Roadmap to reach the established 2021-2022 milestones and outcomes;
- A greater number of Indigenous representatives on the membership of ACE;
- A desire to create an ACE meeting work plan that will include consultation on major District initiatives that have a significant impact on equity-deserving groups;

- A desire to create subcommittees for pertinent Board policy work and membership;
- A presentation from the Indigenous, Equity and Human Rights Division to learn about their structured equity analysis that is incorporated into policy development; and
- Amplifying student voices in meetings.

7. Reports

7.1 Superintendent's Report

Superintendent Baker highlighted the successes of the 27 May 2021 student-led Black Student Forum presentation on "A Year of Resistance and Resilience: Moving Forward with Clear Vision", the Indigenous Speaker's Series which spanned the duration of the 2020-2021 school year, the Original Voices Youth Council (OVYC) supporting Indigenous students and families, and the Rainbow Youth Forum. Equity Instructional Coach Rice reflected that the Rainbow Youth Forum was well-attended in the virtual setting, with approximately 140 participants and elementary students attending this year as a first time occurrence.

7.2 ACE Report, 29 April 2021

Moved by Carrie-Lynn Barkley,

THAT the Advisory Committee on Equity Report of 29 April 2021 be received.

Carried

7.3 Committee of the Whole Report

Ms. Lamba reported that at the COW meeting on 11 May 2021, a consultation plan was presented to review and revise Policy P.100.IT Appropriate Use of Technology. It was last revised in 2012. The policy outlines the "standards and expectations for the use of District technology, including networks, software, email, apps, devices and infrastructure." The policy governs both students and staff.

Ms. Lamba stated that the policy will impact equity-seeking students, staff, and families, in particular, the accessibility of the technology for low-income, immigrants and students with disabilities. She noted that it would be important that the consultation process include seeking input from marginalized communities within and outside of the District.

Ms. Lamba reported that a motion was brought forward for the District to prepare a plan to introduce a French Immersion program at Cambridge Street Community Public School in September 2022. This school's

population consists of immigrants, families working in low-income employment, and racialized students. The current English stream school has very few students and the enrollment has been declining. The perception is that many neighbourhood students are choosing to attend schools that have French Immersion programs. This motion was not adopted for a variety of reasons including the Ministry of Education's moratorium on accommodation reviews of individual schools and the potential adverse impact on the English stream program. A Pupil Accommodation Review (PAR) occurs when staff is considering the closure of a school, especially if it is under-utilized. In addition, there are several English-only schools in the District that may need to be reviewed as well.

From an equity lens, there is an issue of which communities have direct access to French Immersion programs and whether the English stream is provided with sufficient support to ensure that those programs thrive in a similar way to French Immersion programs.

Ms. Hayles expressed interest in a further discussion about the equitable distribution of the French Immersion programs offered throughout the District.

7.4 Committee of the Whole, Budget

Ms. Funciello reported that in the Committee of the Whole, Budget meeting of 26 May 2021, committee members received updates on the financial forecast, the Grants for Student Needs (GSN) and budget process timelines.

She highlighted that funding for the HREA position is included into the 2021-2022 budget. Funding for the existing Black and Indigenous graduation coaching positions will continue. The decision to discontinue the disbursement to the Ottawa Police Service (OPS) Student Resource Officer (SRO) program was outlined. The funds are allocated to provide dedicated (SROs) to the two Urban Priority secondary schools and their feeder schools. The \$95,000 of funding directed to the SRO program was a District expenditure.

Ms. Funciello noted that there will be opportunities in June 2021 for the community to come forward to delegate at the Committee of the Whole meetings which discuss the 2021-2022 budget.

Co-chair Karshe indicated that she welcomed emails from the committee members expressing their interest to meet on an adhoc basis to discuss equity allocations within the staff-recommended budget.

8. New Business and Event Announcements

Student Trustee Liu announced that she is the policy coordinator for the Ontario Student Trustees Association (OSTA-AECO). One of the major projects that they have been working on was called The Volume of Our Voices. The second volume focused on the voice of minoritized students. Students contributed to the report through writing stories about their own experiences about going to school and how they have perceived that their identities shape their school experiences. There are recommendations contained within the report directed to the Ministry of Education and to school boards in Ontario. She contributed in the report that the District has already begun some of the work proposed in the recommendations with the Roadmap.

Mr. McHugh shared the success of the Inuuqatigiit Educational Hubs. The program was developed to support Inuit children and youth from grades 1 to 12 within the educational system by providing academic and cultural support in smaller cohorts of 6 to 8 children. The program has impacted the students in a positive way and the provincial government has expressed interest in creating more programs based upon the hub model. Co-Chair Grover asked Mr. McHugh to consider leading a presentation on the success of the hubs in ACE's community discussion agenda area in the fall.

9. Adjournment

The meeting was adjourned at 9:16 p.m.