

# THE DPCDSB STUDENT CENSUS 2022

You are the people of God; he has loved you and chose you for his own. So then, you must clothe yourselves with compassion, kindness, humility, gentleness, and patience.

*Colossians 3:12*

**Technical Report**

# DPCDSB Student Census: Technical Report

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## What is a Student Census?

Most residents of Canada are familiar with the **Census of Canada**, which asks individuals to provide a wide range of information about themselves and their households (e.g., Indigeneity; ethnic diversity and immigration; population and demography; languages; income; education and training) to Statistics Canada. For the individual completing the Census, personally-identifiable information (e.g., name, date of birth, home address) is collected; however, all personal data are kept strictly confidential by Statistics Canada, and are omitted from any public reporting of the data.

**A student census can be thought of as an analogue of Canada's Census of Population.** In 2021-2022, the Dufferin-Peel Catholic District School Board (DPCDSB) undertook a student census in which all students in Grades 4 through 12, as able, were asked to complete an online questionnaire that posed a variety of demographic items. Parents and guardians were invited to complete the student census for their children in Kindergarten through Grade 3, as well as for students with special needs who needed parent or guardian support to complete the census.

The **Census of Population** is a cornerstone and an essential tool for understanding how Canada is changing over time. Census information is central to planning at all levels. Whether starting a business, monitoring a government program, planning transportation needs or choosing the location for a school, Canadians use census data every day to inform their decisions. (Statistics Canada, 2020).

## Disparity, Disproportionality, and the *Anti-Racism Act, 2017* Requirements

Research and investigations from various public sectors, including education, have indicated that **disproportionality and disparity** based on aspects of one's identity are present in Ontario (Ontario Human Rights Commission, 2018a; Ontario Human Rights Commission, 2018c; James & Turner, 2017).

### Disproportionality is...

...over- or under-representation of an identity group present in a system (e.g., proportion of Black students in applied courses), **compared to the group's proportion within the larger local population** (Ojo-Thompson, 2020).

### Disparity is...

...disproportionate representation of an identity group **compared to another group** in terms of an outcome. For example, the proportion of Indigenous versus non-Indigenous students completing their Ontario Secondary School Diploma within five years (Ojo-Thompson, 2020).

**Disproportionality and disparity are indicators of systemic racism and discrimination.** Ontario's *Anti-Racism Act* requires public sector organizations to collect identity-based data to identify and address systemic racism and discrimination in their work. To help public sector organizations identify and monitor systemic racism and discrimination, the *Data Standards for the Identification and Monitoring of Systemic Racism* (the Standards) have been developed under the *Anti-Racism Act* (Anti-Racism Directorate, 2019).



**Note: Ontario's *Anti-Racism Act, 2017*, [requires](#) public sector organizations, including school districts, to collect identity-based data to identify and address systemic racism.**

**“Systemic racism** is often caused by policies, practices and procedures that appear neutral but have the effect of disadvantaging racialized groups. It can be perpetuated by a failure to identify and monitor racial disparities and inequities and to take remedial action.”<sup>1</sup>

“By identifying and monitoring systemic racial disparities, public sector organizations will be better able to close gaps, eliminate barriers, and advance the fair treatment of everyone.” (Anti-Racism Directorate, 2019:1). To this end, **the data standards authorize public sector organizations to collect information about Indigenous identity, race, religion, and ethnic origin.**

Additionally, “people’s lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers or opportunities” (Anti-Racism Directorate, 2017:53). Therefore, collection of other identity-based data, such as **gender identity, sexual orientation, immigration status, languages spoken, (dis)abilities, and social vulnerability data, is also authorized** under data standards to explore how they intersect with race, Indigeneity, ethnicity and faith in terms of representation and outcomes (Anti-Racism Directorate, 2019:21-22).

As publicly funded provincial institutions, **all school districts in Ontario are required to collect and report identity-based data to identify and address systemic racism and discrimination** in student experiences and outcomes. While the *Anti-Racism Act* requires collection of these data to address and, ultimately eliminate, systemic racism and discrimination, DPCDSB also undertook its student census in order to ensure its schools and offices live the Catholic social teachings of human dignity, solidarity, living in community, and rights and responsibilities. By collecting these data and linking them to student experiences, attitudes, and outcomes, DPCDSB staff are working to dismantle systemic racism and discrimination so that community members are valued, supported, and treated with kindness and fairness, as Christ teaches.



Collection of identity-based data to identify and eliminate systemic racism and discrimination **actualizes** the Catholic social teachings of:

- Human dignity
- Solidarity
- Living in community
- Rights and responsibilities

<sup>1</sup> Anti-Racism Act, 2017, S.O. 2017, c. 15. Preamble.

## Consent, Implementation, and Confidentiality

### Consent

According to the Information and Privacy Commissioner (IPC) of Ontario's *A Guide to Privacy and Access to Information in Ontario Schools* (Information and Privacy Commissioner of Ontario, 2019), consent to collect personal information is not required where the school board has the legal authority to collect the personal information, such as under the *Education Act* or the *Anti-Racism Act*. As DPCDSB implemented the student census under the requirement under the *Anti-Racism Act*, consent is not required. However, the IPC further indicates that a school board "...may choose to make this survey consent-based by clearly indicating the survey is voluntary and providing information on how to opt out and withhold consent" (Information and Privacy Commissioner of Ontario, 2019:7). In keeping with direction from the IPC, DPCDSB provided parents and guardians of minor students with a detailed information letter outlining the voluntary nature of the census, the confidential nature of the information, the legal authority to collect the information, and the required formal notice of collection of the students' personal information. This letter provided concerned parents and guardians the opportunity to have their children opt out of participating in the census, using an online form or by contacting their children's school.

### Implementation

It is important to note that, as a census, **student responses were not anonymous**. Instead, each student's name, student number, and school location were collected automatically via personal links generated by the Qualtrics XM online survey tool. Each student received their personalized link to the online census appropriate to their grade (i.e., Kindergarten through Grade 3, Grades 4 through 12 and older) via their DPCDSB student email account. Students were advised to access their email accounts to participate during class time. Although offered class time for completion, older students may also have participated at home, outside of school. Parents and guardians of students completing the census on their children's behalf were provided with instructions to access their children's DPCDSB email account to locate the census link.

The **DPCDSB Student Census** was:

- implemented as an **online survey** for students in Grades 4 through 12;
- **not** be anonymous;
- delivered to students via **personalized links** sent to their DPCDSB student email accounts.

### Confidentiality

As per the Standards, participation in the DPCDSB Student Census was voluntary and confidential. The voluntary nature of the census, the confidential nature of the information, the legal authority to collect the information, and the required formal notice of collection of the students' personal information were provided via the parent and guardian information letter. This information was also repeated as the preamble to the actual online census tool accessed by students or parents and guardians, as applicable. After reviewing the details of the notice of collection, students were asked to provide their assent to participate. Students could choose to proceed with the census or decline participation with no reprisal. Similarly, parents and guardians completing the census on behalf of their children were also asked to provide assent to participate after reviewing the notice of collection at the start of the census.

The automated capture of each student’s name, student number, and school location during census implementation permitted staff to link each student’s responses (submitted themselves or on their behalf) to their student number. Once student responses were linked to their corresponding student number, staff could examine attitudes (e.g., peer inclusion, school support, and representation) and outcomes (e.g., achievement, programming, attendance, and discipline) by identity category. Analysis of these outcomes based on identity identified differential outcomes by student group. It is through these analyses that disproportionality and disparity were detected so that DPCDSB staff could develop appropriate responses to improve learning and educational outcomes for all students.

## Response Rates

Response rates varied highly by who was completing the census. Where students completed the census themselves, there were variations in response rates by grade. Parents and guardians were invited to complete the census on behalf of (1) children in Kindergarten through Grade 3 and (2) older children whose needs required parent and guardian support and/or completion of the census. Prior to implementation, schools identified students who fit the profile of this latter group so that each personal link contained the parent and guardian version of the student census.

Almost 40,000 students in Grades 4 through 12 and older provided their assent to participate in the census. This figure represented 74% of all students enrolled in DPCDSB in these grades in 2021-2022. Such a high response rate was secured through the efforts of school staff to ensure students were aware of the importance of the census data collection and to allocate class time to facilitate implementation. However, response rates within this sample varied by grade, as shown in Table 1 (below). In general, elementary response rates ranged from 80% of students in Grade 4 to a high of 87% of students in Grade 6. Response rates among secondary students were somewhat lower, ranging from just over half of Grade 12 students to nearly four fifths of Grade 9 students.

**Table 1: Response Rates for Students in Grades 4 through 12+**

Grade	Total Students Providing Assent to Participate	Total Students Enrolled in DPCDSB	Response Rate
Grade 4	3,551	4,465	80%
Grade 5	3,662	4,372	84%
Grade 6	3,866	4,448	87%
Grade 7	3,930	4,649	85%
Grade 8	4,270	4,956	86%
Grade 9	5,525	7,105	78%
Grade 10	5,139	7,259	71%
Grade 11	4,671	7,285	64%
Grade 12 and Year 5	4,505	8,108	56%
<b>Total</b>	<b>39,119</b>	<b>52,647</b>	<b>74%</b>

Response rates for students whose census data was submitted by their parents and guardians were significantly lower than when students completed the census themselves. Total primary enrollment (Kindergarten Years 1 and 2 through Grade 3) in 2021-2022 was 19,940 students, while parents and guardians completed the census for 3,145 students, or about 17% of all students registered in each of these grades. A total of 1,528 students in Grades 4 and older were identified by staff at their schools as students whose needs were such that they would benefit from their parents and guardians completing the census on their behalf. Parents and guardians provided responses for 413 of these students, or approximately 27% of the total students in this group. Table 2 (below, following page) summarizes the response rates for parent- and guardian-completed censuses.



**Table 2: Response Rates for Parent- and Guardian-Completed Student Censuses**

Grade	Total Students Represented by Parent/Guardian Census	Total Students Enrolled in DPCDSB	Response Rate
Kindergarten (Years 1 and 2)	1,146	7,285	16%
Grade 1	658	4,163	16%
Grade 2	633	4,207	15%
Grade 3	708	4,285	17%
Older students requiring parent/guardian completion	413	1,528	27%
<b>Total</b>	<b>3,558</b>	<b>21,468</b>	<b>17%</b>

## A Note Regarding Parent- and Guardian-Completed Data

This report contains demographic summaries, attitudinal findings, and detailed outcomes analyses for students who were enrolled in Grades 4 through 12 DPCDSB schools in 2021-2022. Data collected from parents and guardians of students in Kindergarten through Grade 3, and for older students as appropriate to needs, is summarized in other DPCDSB publications.

## What Types of Questions Were Asked on the DPCDSB Student Census?

Several **required items were mandatory for inclusion** in the DPCDSB Student Census. Required items were identified by the Standards, in consultation with both the Information and Privacy Commissioner and the Ontario Human Rights Commission (Anti-Racism Directorate, 2019). The required items are listed in Box 1 below.

### Box 1: Required DPCDSB Student Census Items

- Preamble
- Language(s) first spoken
- Indigenous language(s) first spoken
- Indigenous identity
- Ethnicity
- Race
- Religious affiliation
- Gender identity
- Sexual orientation<sup>2</sup>
- (Dis)ability
- Birth in Canada
- Status in Canada
- Time in Canada
- Socio-economic status<sup>3</sup>

In addition, several **attitudinal items were included** to provide additional perspective on how students with different identities experience and view school. These items were gathered from previous DPCDSB student surveys or from student censuses conducted in other Ontario school districts. The benefit of using items that have been previously implemented is that they have already been piloted for student understanding and ease of

<sup>2</sup> Note that the administration of this item was consistent with the August 2019 *The Ontario Curriculum, Health and Physical Education*. This caveat meant that students in Grades 8 through 12 were able to select from a set list of sexual orientation options, including an “other, please specify” option, while students in younger grades were not asked this item.

<sup>3</sup> Students were not asked any socio-economic status questions. A measure based on student home postal code was used as a proxy.

response and have known reliability when measuring complex concepts. The additional attitudinal items included in the DPCDSB Student Census are listed in Box 2 (below).

#### Box 2: Additional Attitudinal Items in the DPCDSB Census

- Peer inclusion
- School inclusion
- Participation in school activities
- Representation of equity-seeking groups at school
- Positive reflection of identity at school
- Exclusion at school
- Emotional state

While including these extra items adds to the overall length of the census, they served to enhance the student census data by providing insight into how students generally feel. The attitudinal findings from the DPCDSB Student Census helped DPCDSB understand who kids are, how they are doing in terms of school outcomes, and how they feel about school experiences like belonging, participation, representation, exclusion and bullying, and emotional state.

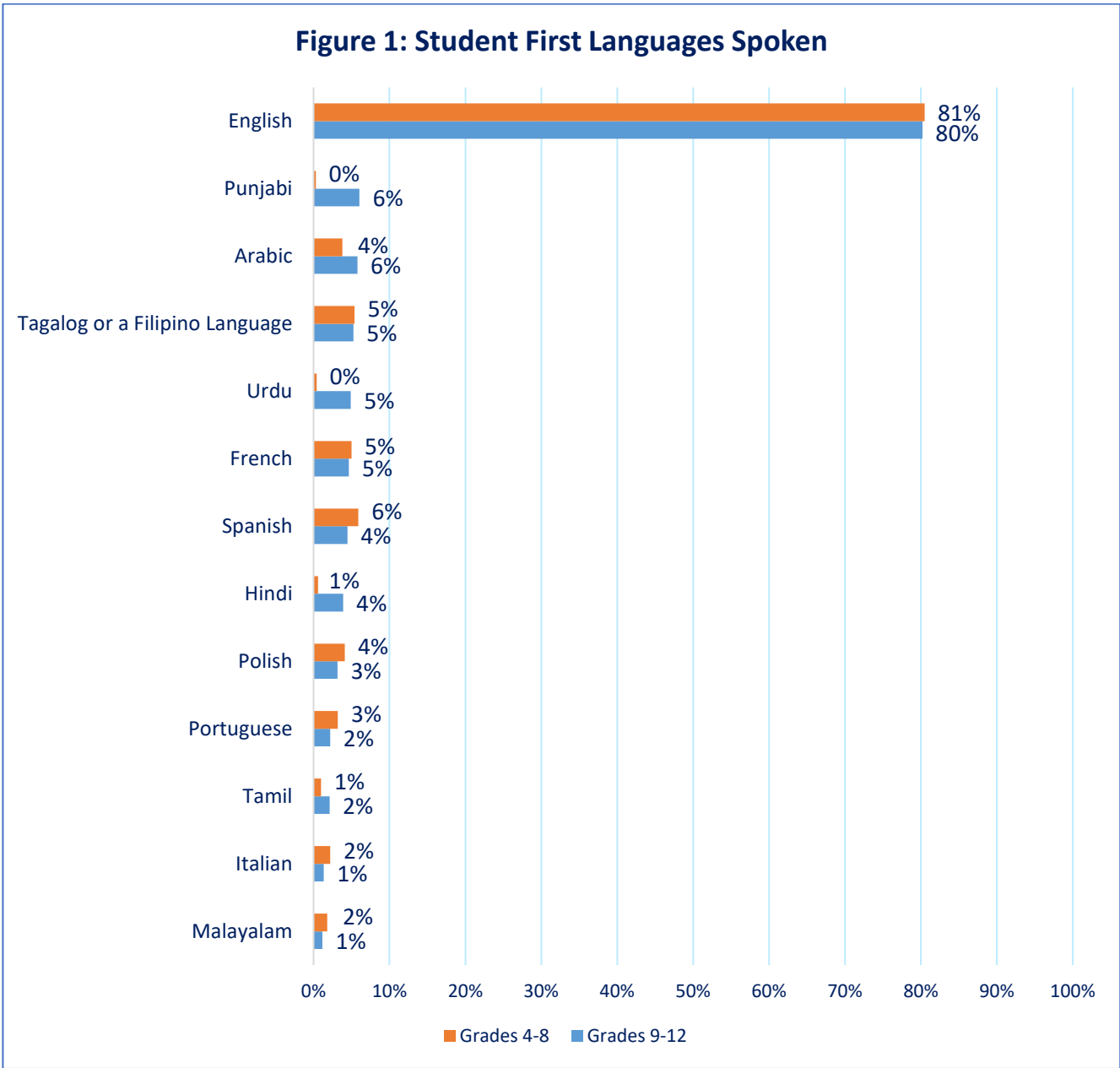
## Student Census Identity Findings

### Language(s) First Spoken

The first item of the DPCDSB Student Census asks about the language, or languages, the student first remembers speaking at home. It is important to identify the language(s) that students first learned as “...there is almost inevitably a link between the language we speak or the accent with which we speak a particular language on the one hand, and our ancestry, ethnic origin or place of origin on the other.”<sup>4</sup> The DPCDSB student census provided participants with an extensive list of 43 languages from which they could select their first language or languages learned. In addition, participants could enter a home language not listed in a free text box. Furthermore, if they indicated in the “Language(s) First Spoken” question that they first learned to speak an **Indigenous language**, they were also presented with a list of Indigenous languages from which they could make their selections.

Figure 1 (below, following page) shows first languages reported by 2% of students or more. The most reported first language learned by students was English (80%). Among students in Grades 4 through 8, Spanish (6%), Tagalog and/or another Filipino language (5%), and French (5%) were most reported after English. Among secondary students, Punjabi (6%), Arabic (6%), Tagalog and/or another Filipino language (5%), Urdu (5%), and French (5%) were most reported after English. Note that less than 15 students reported first learning an Indigenous language. In addition, 4% of students reported learning a first language that was not listed among the 43 pre-set language options in the survey.

<sup>4</sup> Ontario Human Rights Commission. No date. <http://www.ohrc.on.ca/en/policy-discrimination-and-language/language-related-grounds-discrimination-ancestry-ethnic-origin-place-origin-race>



**Indigenous Identity**

In Canada, “Indigenous peoples” is a collective name for the original peoples and their descendants (Crown-Indigenous Relations and Northern Affairs Canada, no date). Disparity and disproportionality have been documented for Indigenous peoples living in Canada, across a variety of outcomes such as health (de Leeuw & Greenwood, 2011; Raphael et. al., 2020), child welfare (Ontario Human Rights Commission, 2018a), and education (Wilson & Macdonald, 2010). As a first step to identify and eliminate disparity and disproportionality among Indigenous students, the DPCDSB Student Census asked students if they identify as one or more of First Nations, Métis, Inuit, or another Indigenous identity. Table 3 (below) summarizes student responses to the census item regarding Indigeneity. Note that students could select more than one option, as applicable to their identity.

**Table 3: Indigenous Identity**

Identity	Number of Students Grades 4-8	Number of Students Grades 9-12	Percentage of Grades 4-8	Percentage of Grades 9-12
First Nations	553	235	3%	1%
Métis	122	68	1%	<1%
Inuit	89	16	1%	<1%
Other Indigenous identity	73	49	1%	<1%
Not Indigenous	18,112	19,370	94%	98%

It is important to note that the DPCDSB Student Census question about Indigenous identity was **not intended as a replacement for, nor is it the same initiative as the Indigenous self-identification process** included at student registration and/or annual student information verification activities. However, Indigenous self-identification data from the student information system was linked to the census responses. In addition, the census item asking students to report their race or races has an “Indigenous” option that some Indigenous students chose to use to report their Indigenous identity. Taken together, analysis of these three data sources (i.e., census Indigenous identity item responses, census Indigenous race option responses, and student information system self-identification provided) yielded a total of **1,223 individual census participants reporting they were Indigenous**.

The **DPCDSB Student Census** question about Indigenous identity and the **Indigenous self-identification** process included at student registration and/or annual student information verification activities are two **different and distinct initiatives**. Identity data from the **DPCDSB Student Census is not stored** in the student management system.

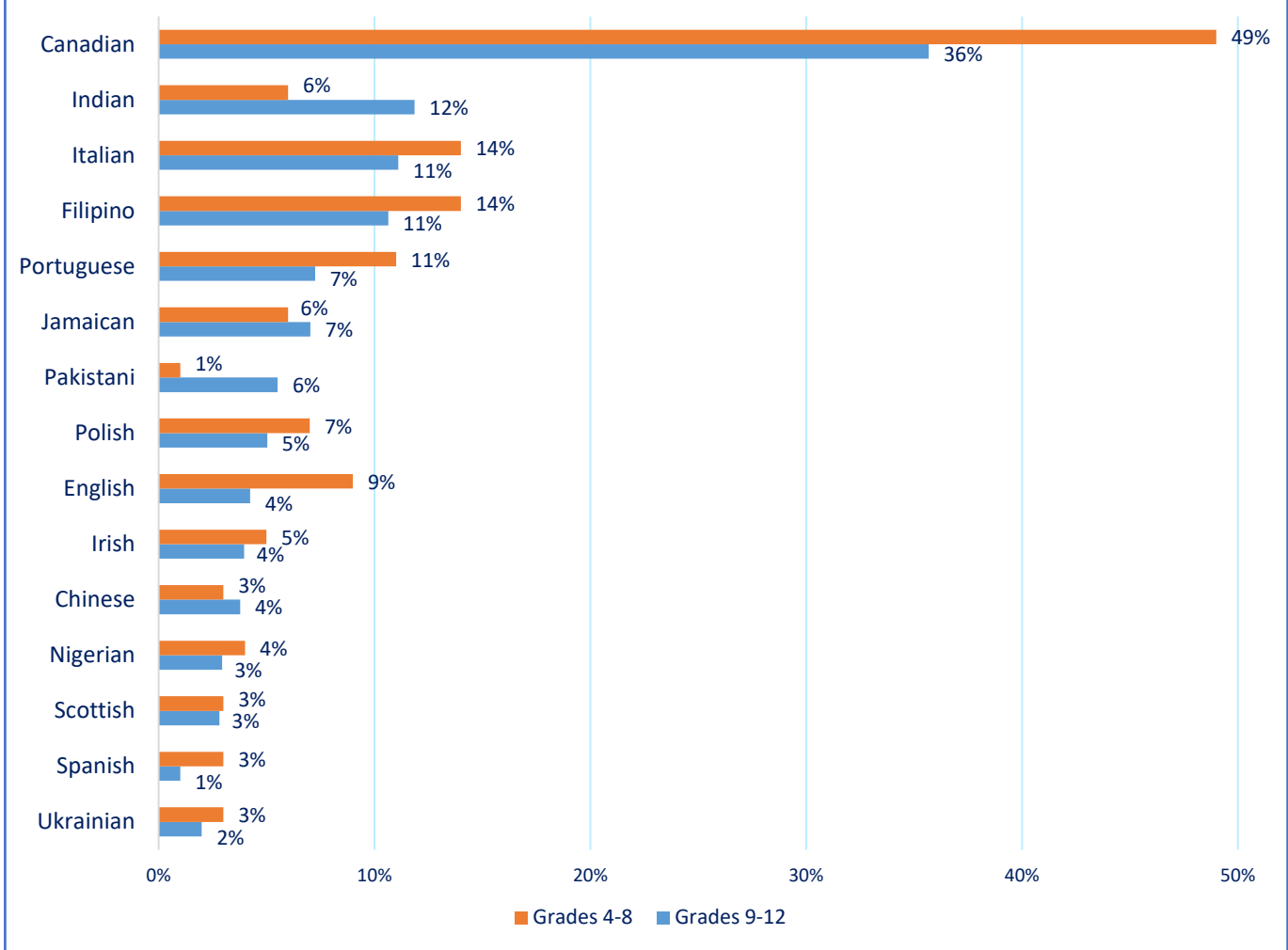
## Ethnicity

Ethnicity is an important aspect of one’s identity and is one of the protected grounds under the *Ontario Human Rights Code*. **“Perceived differences based on ethnic origin may be racialized and lead to adverse impacts and unequal outcomes**. In addition, there may be ethnic differences in experiences of systemic racism within and between racial groups” (Anti-Racism Directorate, 2019:31). As such, this aspect of identity can also contribute to experiences of disparate and disproportionate outcomes for students.

“Ethnic origin refers to a **person’s ethnic or cultural origins**. Ethnic groups have a common identity, heritage, ancestry, or historical past, often with identifiable cultural, linguistic, and/or religious characteristics” (Anti-Racism Directorate, 2019:30).

DPCDSB students reported over 400 unique ethnic identities. Approximately 23% of students reporting their ethnicity indicated more than one ethnic background. The most reported ethnicity among students in Grades 4 through 8, either on its own or combined with other ethnicities, was Canadian (49%), followed by Filipino (14%), Italian (14%), Portuguese (11%), English (9%), Polish (7%), Jamaican (6%), and Indian (6%). In secondary grades, the most reported ethnicities, as a single response or combined with other ethnicities, were Canadian (36%), followed by Indian (12%), Italian (11%), Filipino (11%), Portuguese (7%), Jamaican (7%), Pakistani (6%), and Polish (5%). Figure 2 (below, following page) lists the ethnicities reported, as single responses or in combination with other ethnicities, by 500 or more students. Interestingly, when asked in a separate question if they considered themselves to be Canadian, regardless of official status in Canada, 86% of elementary students and 90% of secondary students indicated yes.

**Figure 2: Most Frequently Reported Ethnicities**



## Race

Race is a **social classification, not based in science or biology** (Anti-Racism Directorate, 2019:27), which broadly categorizes people based on physical similarities (e.g., skin colour). Stereotypes and biases have been associated with different racial categories and have led to different levels of power and advantage. Therefore, a person's race has impact on a variety of aspects of their life, including how they may be treated by others and by institutions. Evidence of racial disparity and disproportionality has been documented in a variety of sectors, including education, child welfare, health, and policing (James & Turner, 2017; Ontario Human Rights Commission, 2018a; Raphael et. al., 2020; Ontario Human Rights Commission, 2018c).

“Race is **distinct from ethnic origin and religion**. For example, “Black” is a racial category that includes people of diverse cultures and histories. “Jamaican,” on the other hand, is an ethnic group with a widely shared heritage, ancestry, historical experience, and nationality. Some Ontarians with Jamaican origins may self-report as White, South Asian, or East/Southeast Asian. Similarly, people from many different racial backgrounds can share the same or similar religion, and people can share a racial background but hold different religious beliefs” (Anti-Racism Directorate, 2019:28).

The DPCDSB student census asked students to indicate their race from a pre-determined set of options. Students could select as many races as needed, and/or type information into an open text box to describe themselves. Results from the race item on the census indicated elementary students selected races with the following frequencies: 45% white, 18% Black, 15% Southeast Asian, 9% South Asian, 9% Latinx, 6% Middle Eastern, 4% East Asina, 1% Indigenous<sup>5</sup>, and 9% “another race not listed.” In secondary, student-reported races were: 35% white, 25% South Asian, 17% Black, 13% Southeast Asian, 9% Middle Eastern, 7% Latinx, 5% East Asian, 1% Indigenous, and 3% “another race not listed”. Given that the race item permits multiple selections by each participant, the total count of race options selected was calculated for each student. This analysis indicated that 11% of students chose more than one race to describe themselves. This significant proportion of students reporting multiple racial backgrounds presented a challenge for statistical analyses. DPCDSB staff consulted (1) the Standards and (2) local stakeholders for direction on how best to handle the multiple race categories.

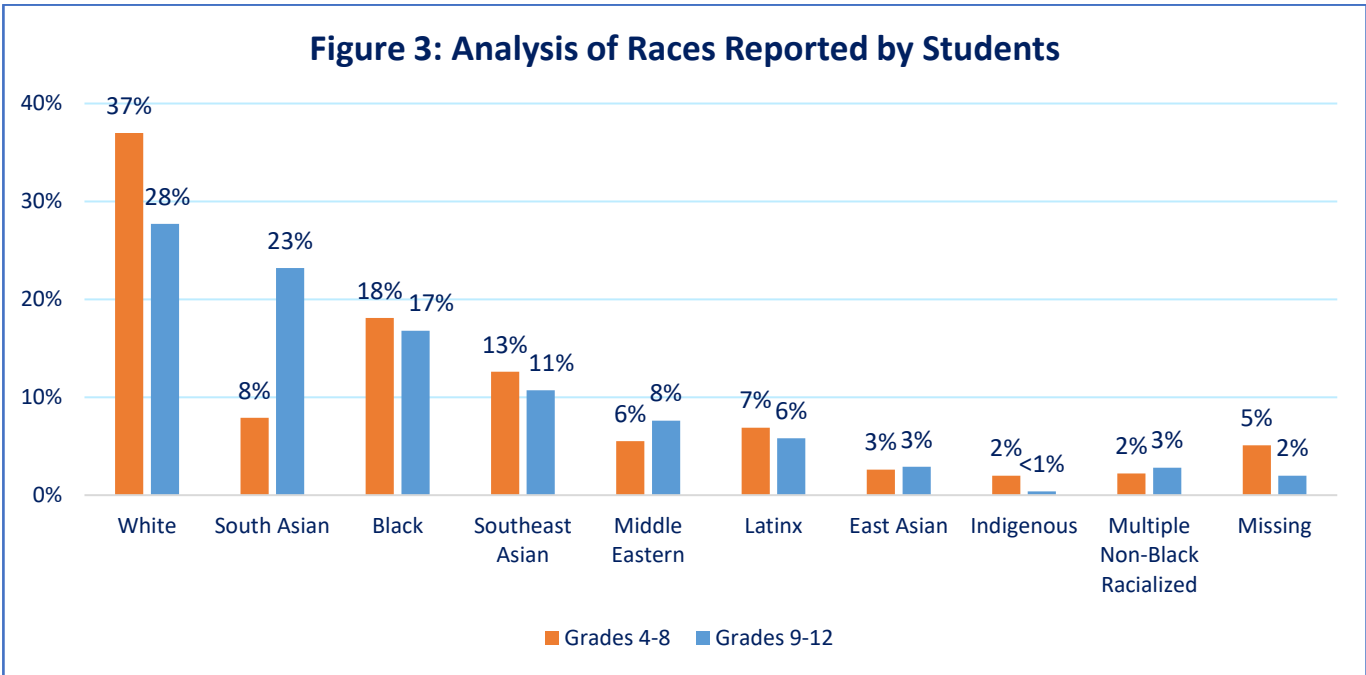
“In some cases, **it may make sense to count persons who report White and some other race according to the other race category selected.** For example, the experience of an individual reporting as Black and White may have experiences more closely resembling that of an individual reporting only as Black. For analytical purposes, therefore, it may be appropriate to categorize individuals that report both Black and White as Black. **This approach is consistent with Statistics Canada’s practice....**” (Anti-Racism Directorate, 2019:45).

Based on guidance from these resources, staff assigned students who selected white and one other race to that second racial group. Additionally, recognizing the impact of anti-Black racism on Black-identifying individuals, all students reporting a Black racial identity, with or without additional reported racial identities, were categorized as Black. This analysis resulted in no change to the proportions of students reporting a Black identity; however, this approach revealed a 7% decrease in the proportion of white students among both elementary and secondary student groups, and small reductions in the proportion of students assigned to other racialized groups based on their census selections. These observations highlighted how the multiple selection of race options can result in challenging interpretations. Additionally, this approach reduced the proportion of students reporting more than one race from 11% to 3%. Students in this group reported multiple non-Black racialized races (e.g., South Asian and Middle Eastern, or East Asian and Southeast Asian). Figure 3 (below, following page) summarizes the student racial breakdown after applying this accepted approach to examination of multiple race responses by participants.

Examination of the racial makeup of students in DPCDSB illustrated a key difference between grades. For all but one racial group, group proportions were similar between students in Grades 4 through 8 and in secondary grades. However, staff observed a notable difference in the proportion of South Asian students in elementary (8%) compared to secondary (23%) grades. This large difference is likely related to the large South Asian population in Peel Region and the community’s diverse religious affiliations. Although many South Asians are Catholic, many more are not. It is likely that a significant number of South Asians who are not Catholic have interest to access DPCDSB schools and do so once the requirement to have at least one parent or guardian with a Catholic baptismal certificate is waived at secondary.

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<sup>5</sup> Only 136 of the 405 Indigenous secondary students and 168 of the 818 Indigenous elementary students who completed the census used the “Indigenous” option in the race item to report their Indigenous identity. As a result, the proportion of students indicating they were Indigenous in the race data differs from that reported in the Indigenous identity item.

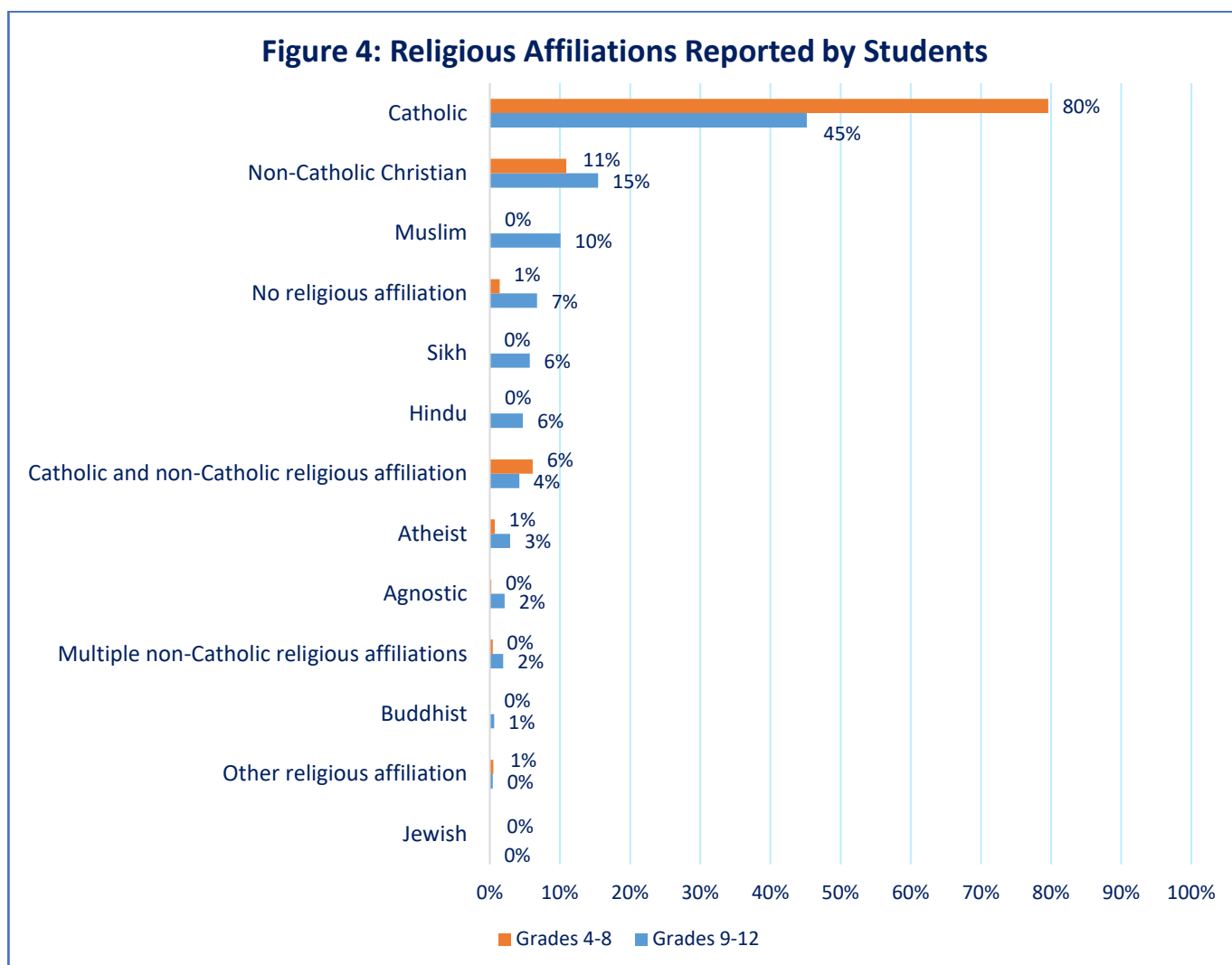


**Religious or Spiritual Affiliation**

The DPCDSB Student Census also asks about the religious or spiritual affiliations of its students, as systemic racism and outcome disparities can be experienced based on religion (Anti-Racism Directorate, 2019:29). While nearly all elementary students in DPCDSB schools are likely to indicate they are Catholic, open access to publicly funded Catholic secondary schools in Ontario regardless of religious affiliation means many secondary students report other religious or spiritual beliefs and/or practices. It is important to ensure that all students, regardless of religious or spiritual affiliation, are respected, included, and supported in DPCDSB.

“People can experience **racism based on their religion**, or perceived religion, which may lead to unique adverse impacts and unequal outcomes. In addition, there may be differences in experiences of systemic racism within and between religious groups.” (Anti-Racism Directorate, 2019:29).

The DPCDSB student census asked students to indicate their religious affiliation from a pre-determined set of options. Students could select as many religious affiliations as needed, and/or type information into an open text box to describe themselves. Results from the religious affiliation item on the census indicated most elementary students (86%) reported being Catholic. Secondary students reported religious affiliations with the following frequencies: 45% Catholic, 15% non-Catholic Christian, 10% Muslim, 6% Sikh, 6% Hindu, 3% atheist, 2% agnostic, 7% spiritual but not religious and/or no religious affiliation, 1% Buddhist, and 0% Jewish. Given that students could report more than one religious affiliation, staff analysed student responses and observed that approximately 6% of students did indeed select more than one religious affiliation. Figure 4 (below, following page) summarizes the religious affiliations reported by students.



## Gender Identity

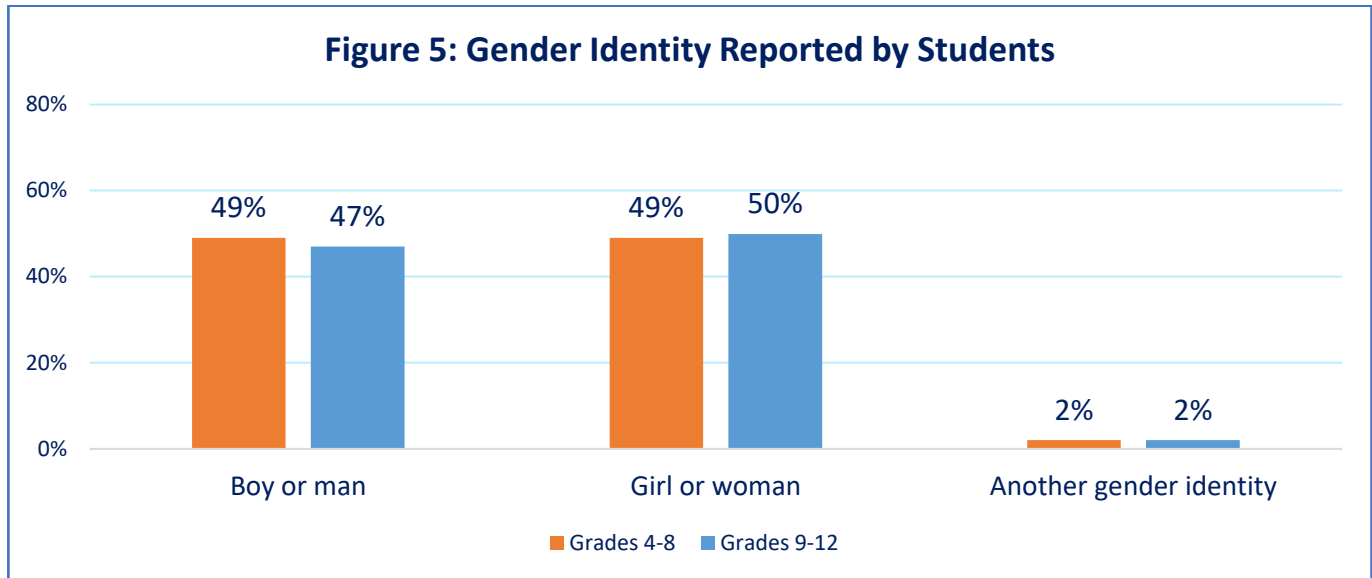
As a Catholic educational institution, DPCDSB is aware of the Church's position on gender; however, the positions of the Church and the Ontario Human Rights Commission regarding gender differ. Regardless of the different positions on gender, DPCDSB recognizes that each individual's human dignity must be respected and protected. School districts, including Catholic ones, are **required to ask students about their gender identity**.

To collect these important data, DPCDSB used a census item that permitted selection of any of the two cis-genders (boy/man and girl/woman) and/or an open text field in which students could enter their gender identity, if they preferred. Figure 5 (below, following page) summarizes the gender identity data reported by secondary students.

"Gender identity: each person's internal and individual experience of gender. **It is a person's sense of being a woman, a man, both, neither, or anywhere along the spectrum.** A person's gender identity may be the same or different from their birth-assigned sex. For most people, their sex and gender identity align. For some, it does not. A person may be born male but identify as a woman, or born female but identify as a man. Other people may identify outside the categories of woman/man, or may see their gender identity as fluid and moving between different genders at different times in their life. (Ontario Human Rights Commission, 2014).



A total of 488 elementary students and 419 secondary students reported a non-cisgender identity using the open text field in the census. The most common non-cisgender identity reported by students was non-binary, followed by genderfluid and gender non-conforming.



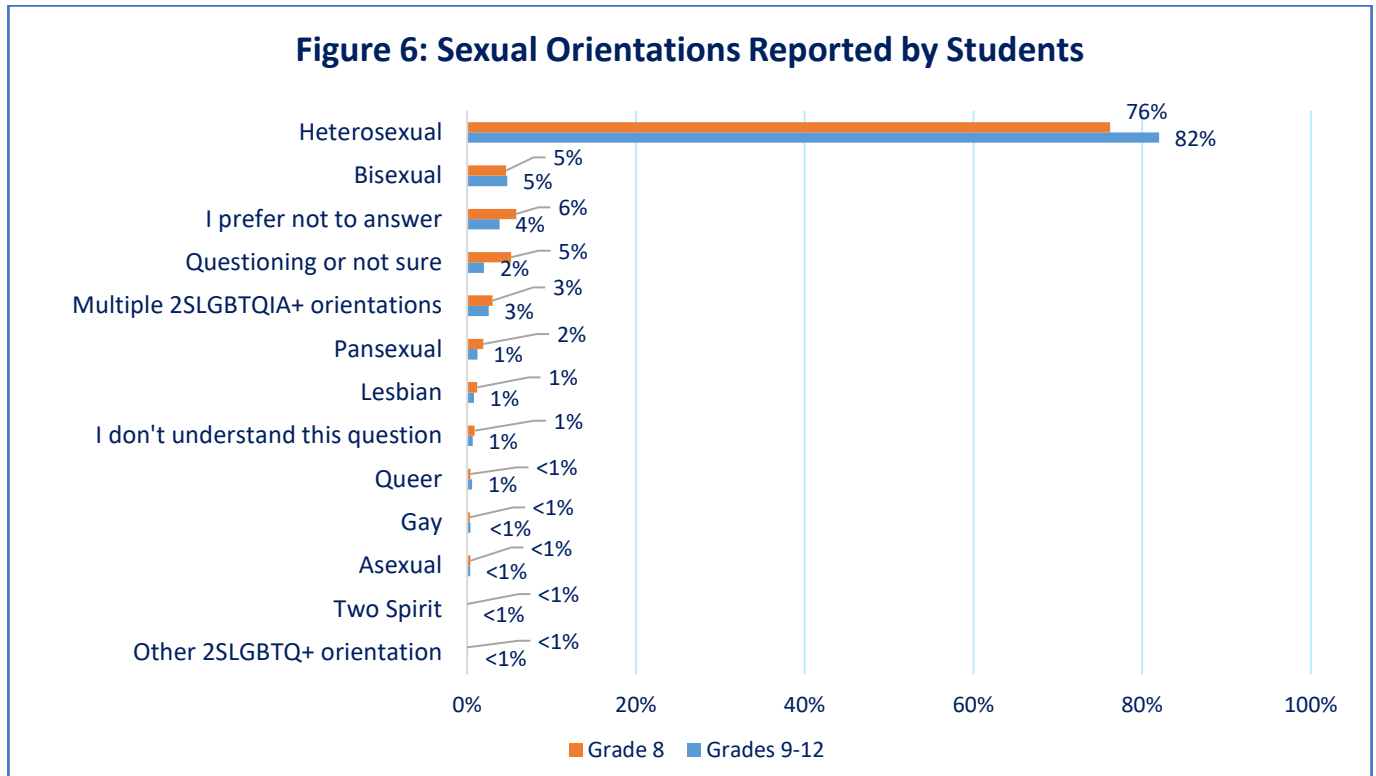
## Sexual Orientation

As a Catholic educational institution, DPCDSB is aware of the Church's position on sexual orientation. At the same time, sexual orientation is also one of the protected grounds of the *Ontario Human Rights Code*, meaning it is against the law to discriminate against or harass someone based on their sexual orientation. As when dealing with gender identity, DPCDSB recognizes that each individual's human dignity must be respected and protected, and that failure to address sexual orientation and related impacts on individuals is exclusionary and harmful to students and community members who have other than heterosexual attraction.

School districts, including Catholic ones, are **required to provide students with the opportunity to identify their sexual orientation** (Ministry of Education, 2019). However, school districts were also advised that implementation of the sexual orientation item and its full content may be made **consistent with *The Ontario Curriculum, Health and Physical Education, 2019***, as well as timing of related content in the *Fully Alive* resource developed by the Assembly of Catholic Bishops of Ontario. This direction resulted in staff providing students in Grades 8 and older the option to respond to the sexual orientation item.

“Sexual orientation refers to a person’s physical, romantic and/or emotional attraction towards other people. **Everyone has a sexual orientation, which is part of their identity.** Gay men and lesbians are attracted to individuals of the same sex as themselves. Heterosexual people are attracted to individuals of a different sex from themselves. Bisexual (sometimes shortened to “bi”) people may be attracted to individuals of the same or different sex. Sexual orientation is not related to gender identity and sex characteristics. (Office of the United Nations High Commissioner for Human Rights, no date).

The DPCDSB student census asked students in Grades 8 and older to indicate their sexual orientation from a pre-determined set of options. Students could select as many sexual orientations as needed, and/or type information into an open text box to describe themselves. Results from the sexual orientation item on the census are shown in Figure 6 (below).



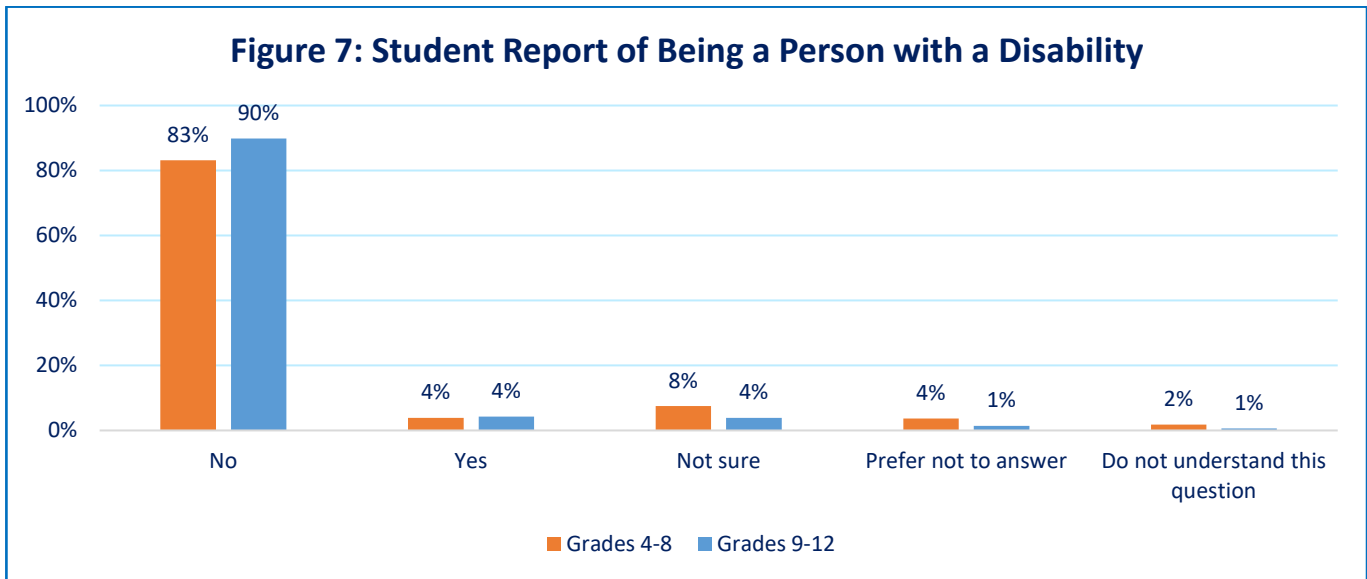
### Disability

The DPCDSB Student Census asks students whether they have a disability, given that some people with disabilities face barriers related to physical access, inclusion, negative attitudes, and/or access to information. Note that **the language of this item is specifically that of “disability”, based on the language of the protected grounds of the Ontario Human Rights Code.** “‘Disability’, covers a broad range and degree of conditions some visible and some not visible. [...] There are physical, mental, and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, mental health disabilities and addictions, environmental sensitivities, and other conditions.”<sup>6</sup>

“Students with disabilities are a diverse group, and experience disability, impairment and societal barriers in many different ways. Disabilities are often “invisible” and episodic, with people sometimes experiencing periods of wellness and periods of disability. **All students with disabilities have the same rights to equal opportunities under the Code**, whether their disabilities are visible or not” (Ontario Human Rights Commission, 2018b).

Students were asked to indicate if they considered themselves to be persons with a disability. Figure 7 (below, following page) illustrates the student responses to this census item.

<sup>6</sup> Ontario Human Rights Commission. Disability. No date. [http://www.ohrc.on.ca/en/code\\_grounds/disability](http://www.ohrc.on.ca/en/code_grounds/disability).



Students who indicated they considered themselves to be a person with a disability, as well as those who reported being uncertain, viewed a subsequent opportunity to indicate the type of disability or disabilities they experienced. A total of 745 elementary students and 1,598 secondary students were asked this subsequent question, which included eleven pre-set options and an open text box students could use to describe themselves. Table 4 (below) summarizes the disabilities reported by this group of students. Note that students could report more than one disability, so the total of all percentages reported in the table exceeded 100%. Additionally, staff observed notable differences in the proportions reported by students in Grades 4 through 8 compared to secondary students. The source of these differences was not clear.

**Table 4: Disabilities Reported by Students Indicating They Consider Themselves to Be or Were Uncertain if they Were Persons with a Disability**

Disability	Percentage of Students Reporting this Disability: Grades 4-8 (n=745)	Percentage of Students Reporting this Disability: Grades 9-12 (n=1,598)
Mental health disability	44%	33%
Learning disability	50%	31%
Any disabilities not listed	67%	16%
Autism	11%	9%
Blind or low vision	19%	8%
Speech impairment	13%	5%
Addiction(s)	20%	5%
Physical disability	6%	4%
Chronic pain	3%	4%
Deaf or hard of hearing	10%	3%
Developmental disability	4%	3%
Mobility challenges	2%	1%

## Status in Canada

Another important aspect of identity is status in Canada. People may encounter inequitable treatment and/or outcomes related to their immigration status (Raphael et.al., 2020). As per Ministry of Education direction to school districts (Ministry of Education, 2019), the DPCDSB student census first asked students to indicate if they were born in Canada. Students who indicated they were born outside of Canada viewed a second item that asked

them to indicate their status in Canada. Students who indicated they were not born in Canada were also asked how long they have lived in Canada. Approximately 23% of participating students reported they were born outside of Canada. Figure 8 (below) summarizes the length of time students reported they have been in Canada.

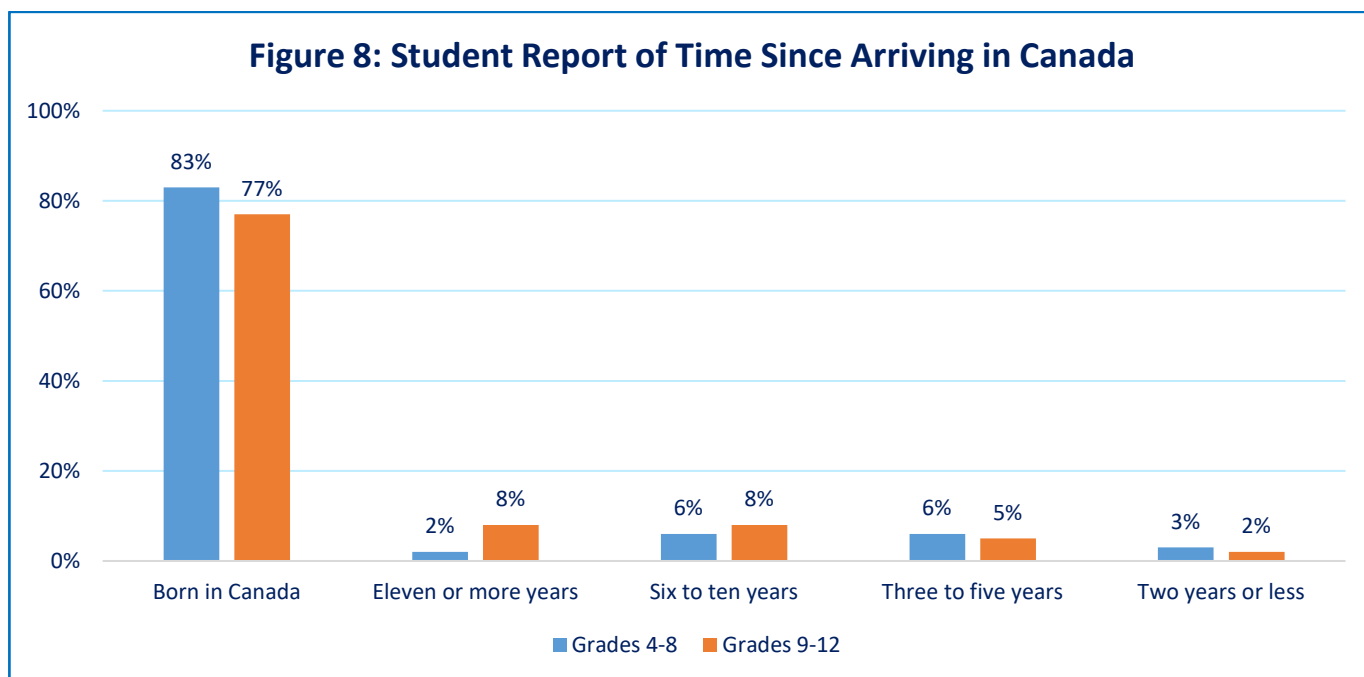


Table 5 (below) summarizes the status in Canada of all participating students. Approximately 96% of elementary students reported they were Canadian citizens (92%) or landed immigrants/permanent residents (4%). Similar figures were noted for secondary students, with 97% of participating secondary students reporting they were either Canadian citizens (91%) or landed immigrants/permanent residents (6%). Note that the proportion of students reporting they were Canadian citizens includes students born in Canada and those born outside Canada.

**Table 5: Status in Canada**

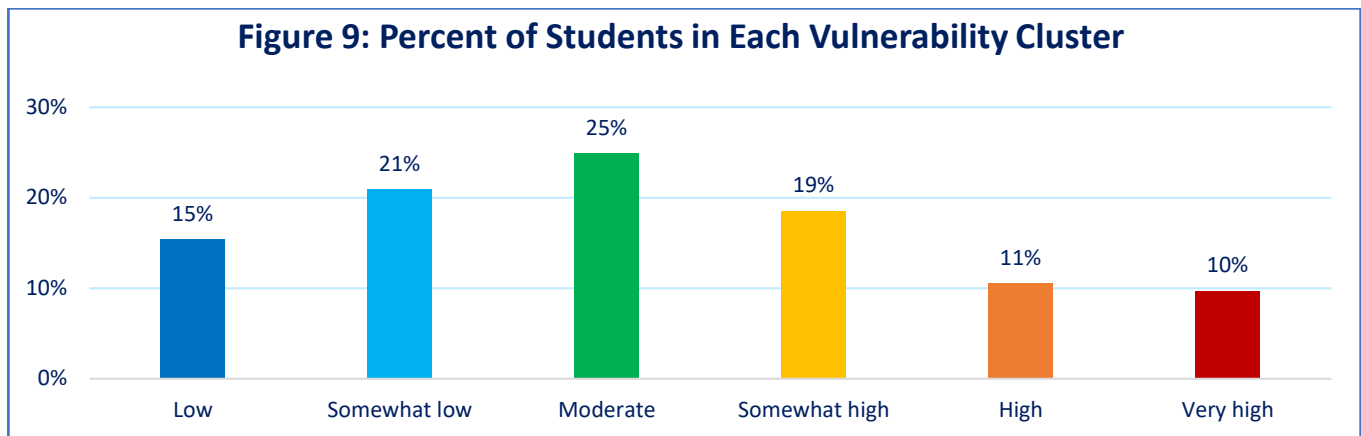
Status in Canada	Percentage of Students Reporting this Status	Percentage of Students Reporting this Status
	Grades 4-8	Grades 9-12
Canadian citizen	92%	91%
Landed immigrant/permanent resident	4%	6%
Refugee claimant	<1%	<1%
International student	<1%	<1%
I do not understand the question	1%	<1%
I prefer not to answer	1%	<1%
Not sure	3%	1%

## Socio-economic Status

The Ministry of Education directs school districts to include, either through items in their censuses or through alternate means, information regarding socio-economic status that can be linked to each student. DPCDSB staff reviewed various methods to collect these data and, given that socio-economic status and other proxy questions (e.g., those about parent and guardian employment and education levels) could prove difficult for some students

to answer, these items were removed from the DPCDSB Student Census. Instead, **DPCDSB staff linked students to their postal-code level socio-economic data as a proxy socio-economic indicator**. The socio-economic indicator selected was the Social Vulnerability Index (SVI).

Adapted from a similar measure created and used by the Peel District School Board (PDSB) (Napierala et. al., 2017), DPCDSB's SVI provides a relative socio-economic vulnerability score for each DPCDSB student, generated from 2021 Census of Canada data reported for the dissemination area affiliated with each student's residential postal code. The variables that comprise the SVI include median income, percentage of households earning less than \$40,000 per year, percentage of households occupying rented dwellings, percentage of adults who lack a high school diploma, and percentage of adults with no postsecondary degree or certificate. Each student SVI score fell into one of six categories of increasing socio-economic vulnerability, as determined by statistical cluster analysis. Approximately 40% of participating secondary students faced somewhat to very high levels of socio-economic vulnerability in their communities. Figure 9 (below) summarizes the proportions of students in SVI each category. The data suggest that over 40% of DPCDSB students live in areas with somewhat to very high socio-economic challenge.



## Student Census Attitudinal Findings

The DPCDSB Student Census demographic items were linked to individual student achievement, attendance, and incident data from the student information system to help assess if and where there were any differential outcomes for students based on their membership with one or more Indigenous and/or equity-deserving groups. However, DPCDSB staff also felt it was important to **examine attitudes and experiences of students that are not captured in the student information system, to determine whether there is a correlation between attitudes, identity, and outcomes**. Review of publicly available student census reports from other Ontario school districts indicated a wide range of additional attitudinal items included with the demographic questions listed on the preceding pages of this document. These items included (but were not limited to) student perceptions of belonging and inclusion, participation in extra-curricular activities, sense of school climate, experiences of bullying, mental health and coping skills, and healthy habits.



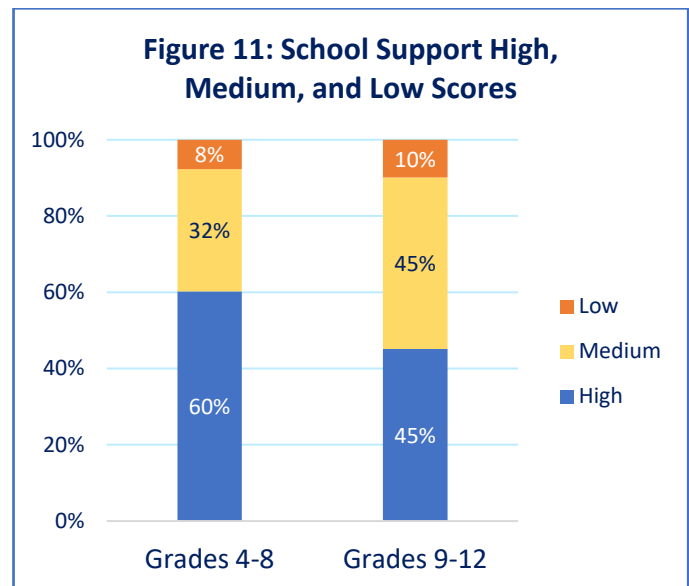
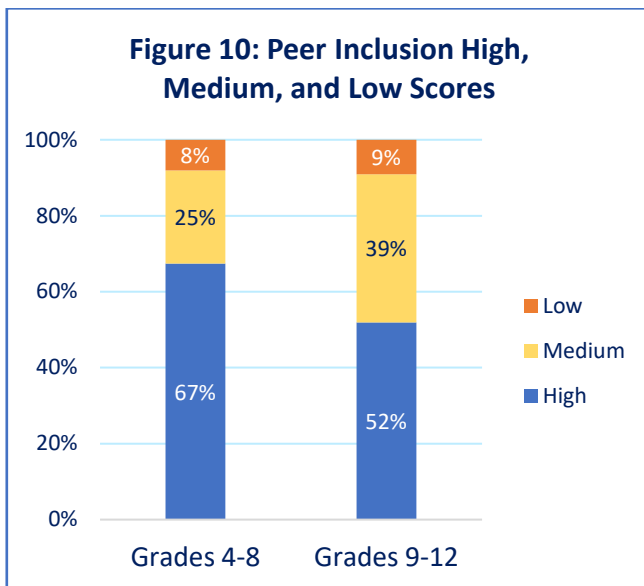
## Peer Inclusion and School Support

Peer and school inclusion are important to supporting student well-being and sense of belonging (Willms, 2003; Gray et. al., 2018). Peer inclusion items allowed students to rate the impact of student behaviours related to inclusion at school. School support items related to the role of adults and school rules in terms of student sense of support and inclusion. To assess peer inclusion and school support, students were asked to rate their agreement with several statements related to the behaviour of peers and adults at their schools. These statements, which originated from the DPCDSB Catholic Community, Culture, and Caring (CCCC) School Climate Survey, align with two constructs, namely peer inclusion and school support. Staff convert student mean ratings into overall scores for each construct and then sort scores into high, medium, and low. Table 6 (below) lists the items comprising each scale.

**Table 6: Peer Inclusion and School Support Census Items**

Peer Inclusion Items	School Support Items
I feel accepted by other students at school.	There is an adult at my school who listens to me when I have something to say.
My school is a friendly place.	School rules are fair.
I feel accepted for who I am at school.	Adults at school believe all students can be successful.
I make friends easily at school.	There is an adult at school who I feel comfortable talking to about things that are bothering me.
I feel safe in my school.	I help decide things like class activities and/or rules.
Students help each other, even if they are not friends.	Adults in my school help students feel safe.
School is a place where I feel like I belong.	

Figures 10 and 11 (below) illustrates the proportions of elementary students and secondary students scoring high, medium, or low for peer inclusion and school support. Roughly two thirds of elementary students and just over half of secondary students have high scores for peer inclusion. Staff observed slightly lower rates of high scores among both elementary and secondary students for school support. Large percentages of secondary students have moderate scores for each of these constructs. Ideally, all students would score highly in both peer inclusion and school support.

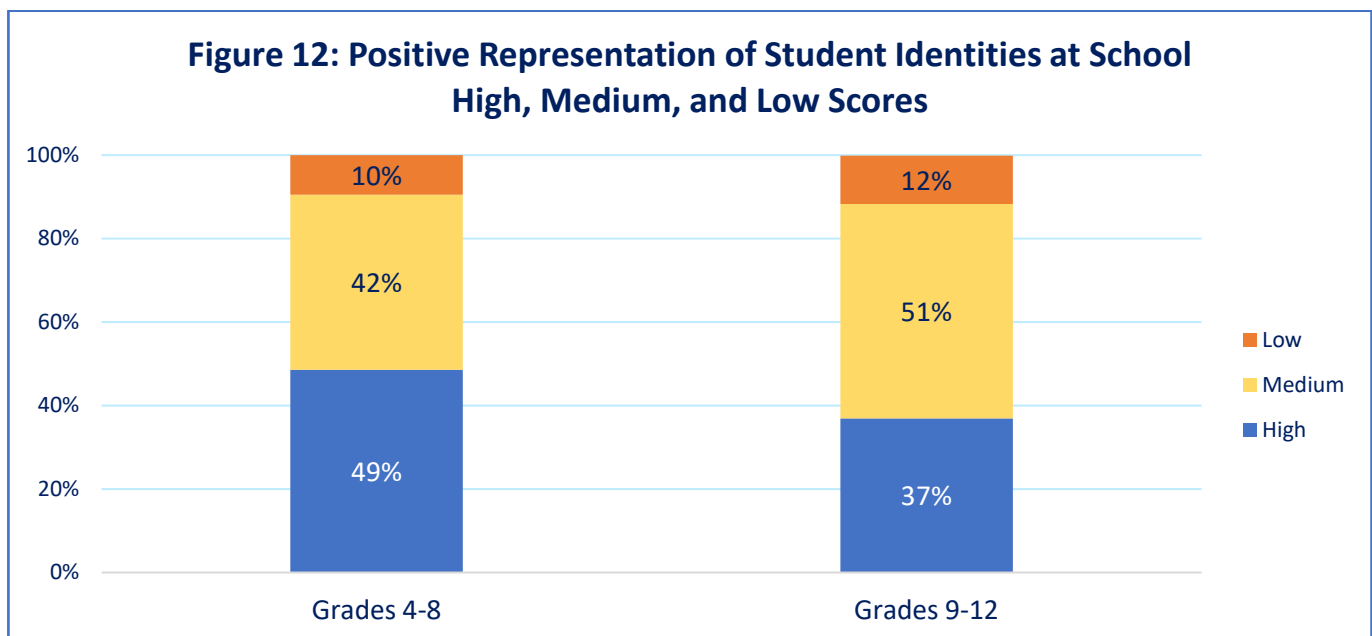


## Representation of Indigenous and Equity-Deserving Groups

Representation of Indigenous and equity-seeking groups in schools, classrooms, and learning materials is important to student identity, motivation, and school belonging, particularly the **positive** representation of accomplishments and/or achievements (Gray, et. al., 2018; Kumar, et. al.; Usher, 2018). The DPCDSB Student Census contained two similar items, based on one originally included in the DPCDSB Ensuring Equity Survey, which asked students about the frequency with which they learn about: (1) the historic and (2) current accomplishments and/or experiences of the following Indigenous and equity-seeking groups: Indigenous peoples, different cultural groups, women and girls, different faith groups, members of the 2SLGBTQIA+ community, people experiencing poverty, and people with differing abilities. Mean frequency ratings were calculated for the corresponding historic and current item prompts. In general, students reported learning about the accomplishments of Indigenous people and of people from diverse cultures and faiths more frequently and learning about the accomplishments of the 2SLGBTQIA+ community and of people with differing abilities less frequently.

## Representation of Students' Indigenous and Equity-Deserving Identities

Learning becomes more meaningful when students' identity groups are legitimized at school (Kumar et. al., 2018). As such, in addition to asking students how often they learn about the accomplishments of Indigenous and equity-deserving groups in general, it was also important to ask students to rate their agreement that their own identities were positively reflected in various aspects of the learning environment at school. Students were asked to rate how often they saw their identities positively reflected at school in pictures and posters, displays of student work, class materials and resources, discussion topics, school publications, special events, guest speakers, and course offerings. Staff calculated mean student ratings across the items and scored each student's mean score as high, medium, or low. Ideally, all students would score highly, suggesting high levels of agreement that they saw their identities positively reflected at school. Figure 12 (below) shows the proportions of students whose overall responses indicated high, medium, and low agreement that their identities were positively reflected at school. About half of elementary students and less than 40% of secondary students had high ratings for this group of items.



## Exclusion at School

Peer exclusion and maltreatment are associated with disengagement and even reduced achievement (Buhs et. al., 2006). Given this association, the DPCDSB Student Census included an item asking how often they felt excluded at school due to a variety of aspects of their identity. Students were asked to rate the frequency with which they felt excluded at school because of a variety of aspects of their identity. Table 7 (below) lists the proportions of students indicating any (i.e., occasional to frequent) experience of exclusion by reason. To support additional analyses, an average score was calculated for each student's ratings across these items, with higher mean scores indicating greater experience of exclusion. This mean score was used to explore group differences.

**Table 7: Experience of Exclusion by Student-Reported Reason**

Reason for Exclusion	Percentage of Students Reporting any Exclusion (Grades 4-8)	Percentage of Students Reporting any Exclusion (Grades 9-12)
Appearance	39%	33%
Marks, grades, achievement	31%	27%
Mental health	25%	27%
Interests, hobbies	35%	25%
Learning abilities	30%	24%
Race, ethnicity, culture, skin colour	21%	23%
Physical abilities	31%	21%
Beliefs, faith, religion	18%	17%
Perceptions about family income	18%	16%
Gender identity	21%	14%
Sexual orientation	15% (Grade 8 only)	13%
Indigenous identity	10%	8%
Not sure why I get excluded	36%	30%

## Emotional Well-Being

Academic stress and anxiety can have negative impacts on student achievement, sleep, substance use, satisfaction with life, and physical and mental health (Pascoe et. al., 2020; OECD, 2017). Given the importance of managing stress and anxiety to support student mental health and well-being, the DPCDSB Student Census included a cluster of items to assess emotional well-being. To assess overall well-being, students viewed a selection of prompts about emotions and attitudes.<sup>7</sup> The students were asked to rate the frequency with which each prompt was true for them. Table 8 (below) lists the emotional well-being prompts.

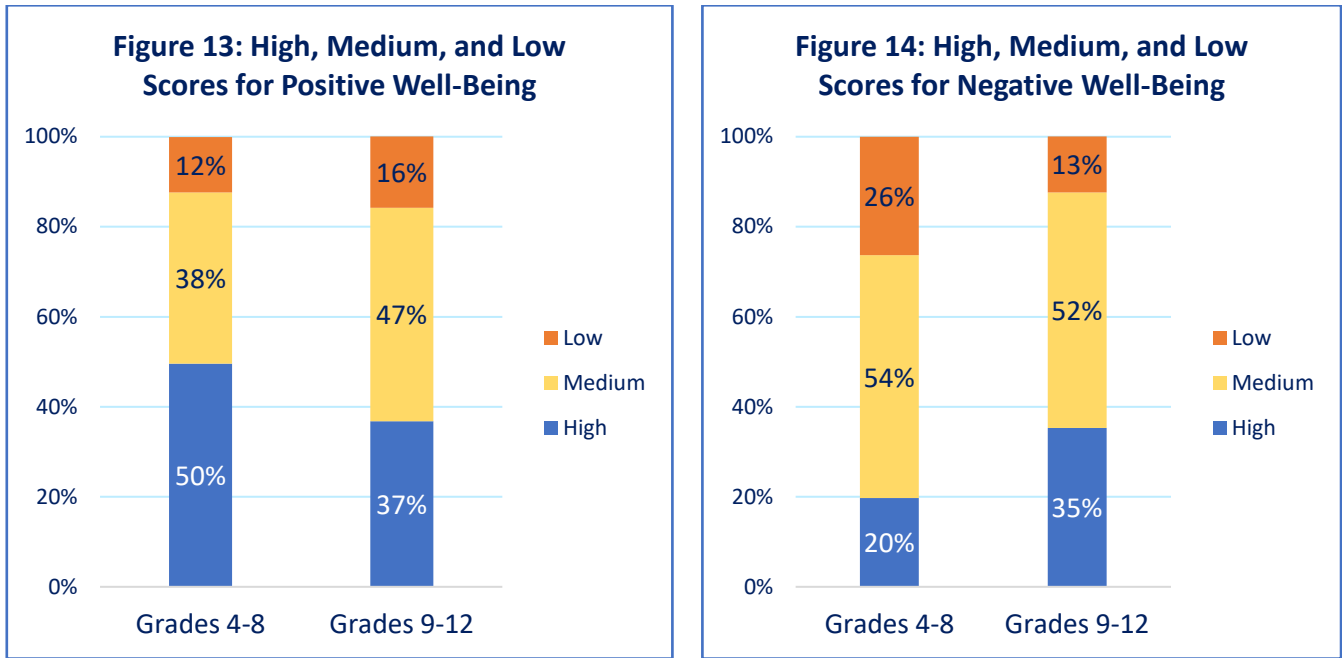
**Table 8: Positive and Negative Well-Being Census Items**

How often do you...	How often do you...
Feel good about yourself?	Feel lonely?
Feel hopeful?	Feel nervous or worried?
Like how you look?	Feel sad?
	Feel tired for no reason?
	Feel stressed?

<sup>7</sup> Well-being items in the DPCDSB student census appeared in the Peel District School Board's 2018 student census (Peel District School Board, 2018).



Staff calculated an average score for each student’s ratings across the positive prompts and again across the negative prompts. These scores were sorted into high, medium, and low. Note that the optimal condition for these two sets of prompts would be for all students to have high scores for positive well-being and all students to have low scores for negative well-being. Figures 13 and 14 (below) show the proportions of students with high, medium, and low scores for the positive and negative well-being items.



Interestingly, similar proportions of secondary students had high mean scores for both positive and negative prompts, while the proportions were notably more positive among students in Grades 4 through 8. This observation suggested better well-being in general among elementary compared to secondary students (in other words, more high scores for positive well-being and far fewer high scores for negative well-being). Additional analysis among students in Grades 9 through 12 indicated that the secondary students with high mean scores for the positive well-being items were not the same students with high mean scores for the negative items. Similarly, secondary students with low mean scores for positive well-being items were not the same students who had low scores, on average, for negative items.

### Participation

Participation in organized activities is an asset that supports student well-being (Schonert-Reichl et. al., 2013; Human Early Learning Project, no date). Therefore, the DPCDSB Student Census asked students about the types of school extra-curricular programming in which they have participated. Students most frequently reported participating in school sports outside of their physical education classes (40% in elementary and 35% in secondary), followed by school clubs and committees in secondary (26%) and performance groups in elementary (20%). Table 9 (below, following page) summarizes students’ participation by type of extracurricular activity.

**Table 9: Participation in Extracurricular Activities**

Type of Extracurricular Activity	Percentage of Students Reporting Participation (Grades 4-8)	Percentage of Students Reporting Participation (Grades 9-12)
Sports (outside of physical education classes)	40%	35%
Clubs and/or committees	15%	26%
Social justice groups and/or charitable activities	10%	14%
Performance groups	20%	14%
School faith-based groups	8%	9%

## DPCDSB Outcomes: Racial Disproportionality Indices

As per the requirements of the Standards, “PSOs must conduct disproportionality and/or disparity analyses using outcomes of individuals accessing a program, service, or function”, with such outcomes data use with “Indigenous identity, race, and race-related data” (Anti-Racism Directorate, 2019:46). Racial disproportionality indices measure whether a racial group is over- or underrepresented in a target situation compared to that group’s representation in a selected reference population. Within the DPCDSB context, the disproportionality indices measure a racial group’s over- or underrepresentation in programs, university access, and discipline relative to that racial group’s population among all participating students in the DPCDSB student census. Identification of disproportionalities indicates where DPCDSB needs to focus its efforts to address and eliminate systemic racism.

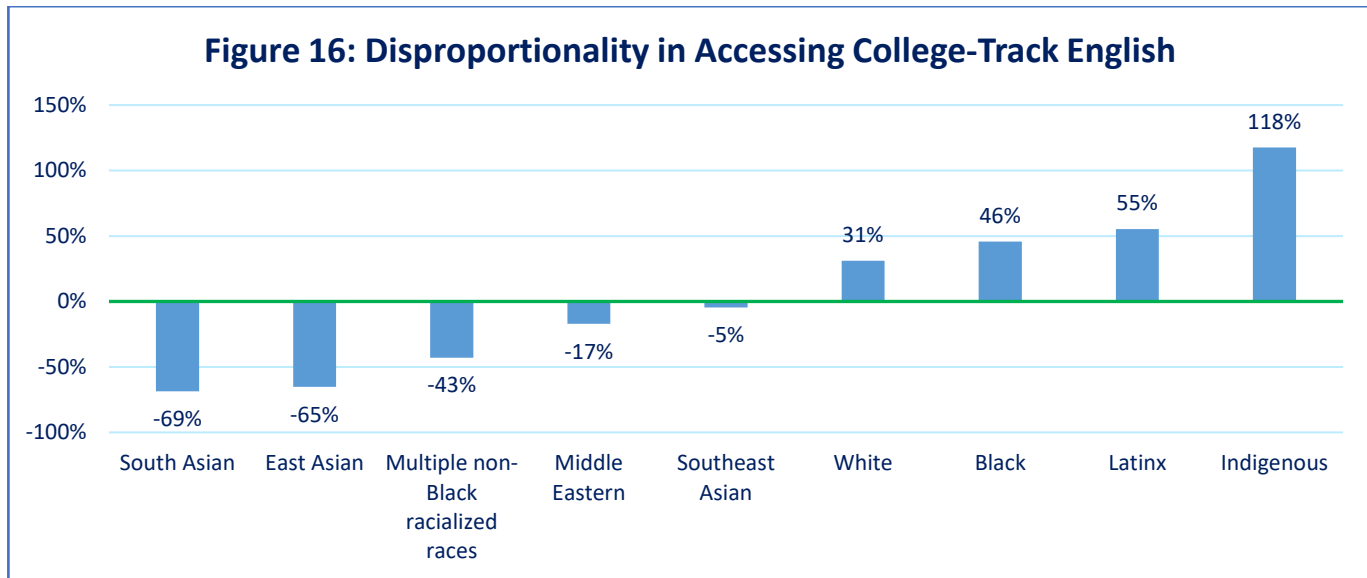
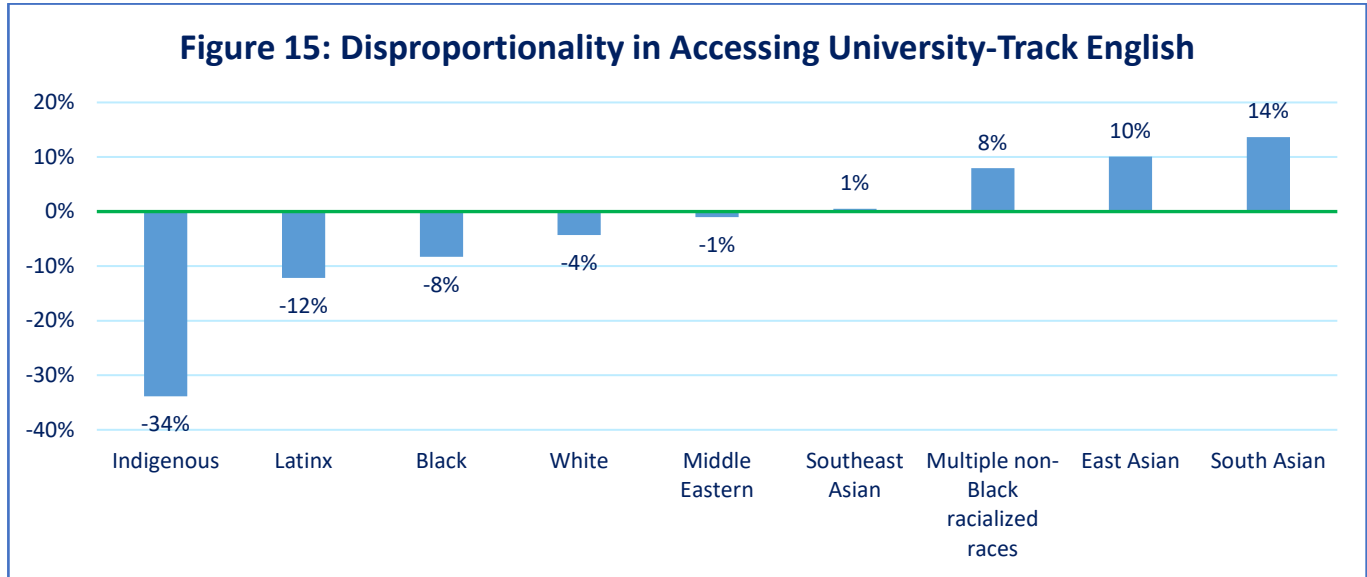
The disproportionality indices yield continuous values greater than or less than 1.0, with 1.0 indicating proportionate representation. The greater the variation from 1.0 for a racial group’s index score, the greater over- or underrepresented that group is in the selected outcome compared to their representation in DPCDSB. Staff found that audiences with less research and statistical expertise struggled to understand the raw index scores, so staff converted the scores to percentages to make the findings easier to visualize and understand. By using percentages, staff could indicate the percentage more or less likely a group was to be over- or underrepresented in an outcome compared to their representation in the DPCDSB population. Staff deemed disproportionalities of 10% or greater over- or underrepresentation as warranting closer examination. Additionally, on each graph, zero on the vertical axis represents no disproportionality.<sup>8</sup>

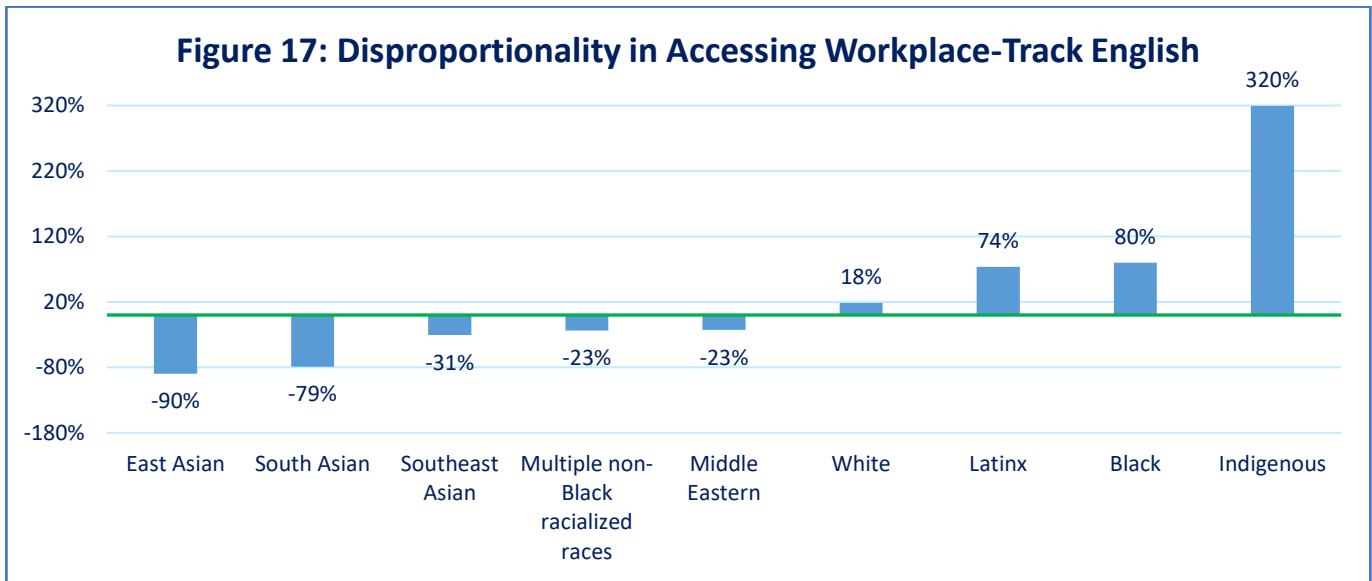
The following outcomes were examined using racial disproportionality indices: program pathways in English, mathematics, and science courses; access to senior math and science courses; access to select regional programs of choice; application to and confirmation to attend university; and suspensions and progressive discipline applications. Please see [Appendices A](#) and [B](#) of this report for raw descriptive statistics by race.

<sup>8</sup> A value of 1.0 means no disproportionality because the indices can be thought of as fractions. For example, if 23% of students accessing a secondary school program are South Asian is 23% and the population of South Asian secondary students in DPCDSB is 23%, then, as a fraction, the index score would be  $0.23/0.23=1.0$ , or 0% disproportionate. If 50% of secondary students accessing a program are South Asian, compared to 23% of the DPCDSB secondary population being South Asian, then the index score would be  $0.5/0.23=2.17$ , or 117% over-represented in the program.

### Access: Program Pathways in English Courses

Subjects in Ontario secondary schools are “streamed” into pathways that can open up or restrict access to post-secondary education and workplace options for students. Staff examined disproportionalities by race in three key program pathways in English courses accessed by most secondary students: university-track, college-track, and workplace-track. Staff coded all academic courses in Grades 9 and 10 as university-track, while applied courses were coded as college-track and essentials and locally developed courses were coded as workplace-track courses. Figures 15, 16, and 17 (below, following page) illustrate the racial disproportionalities in English course pathways.





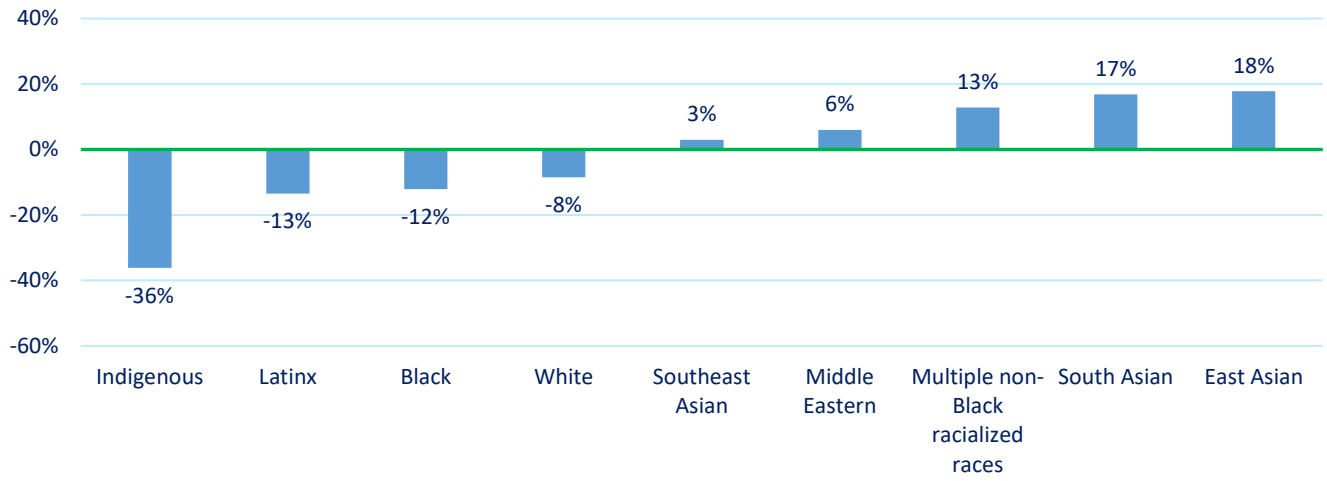
Staff noted racial disproportionalities for each of the three English program pathways. South Asian students and East Asian students were overrepresented in university-track English courses by 14% and 10%, respectively, while Indigenous students and Latinx students were underrepresented in these courses by over one third (34%) and 12%, respectively. In contrast, Indigenous students were overrepresented in college- and workplace-track courses by over twice to more than three times more likely to access courses in this pathway compared to their population in DPCDSB. Latinx, Black, and white students were also overrepresented in college-track courses by between one half to one third. Similarly, Black, Latinx, and white students were overrepresented in workplace-track courses compared to their overall proportions in DPCDSB by between 80% and about one fifth.

### Access: Program Pathways in Mathematics Courses

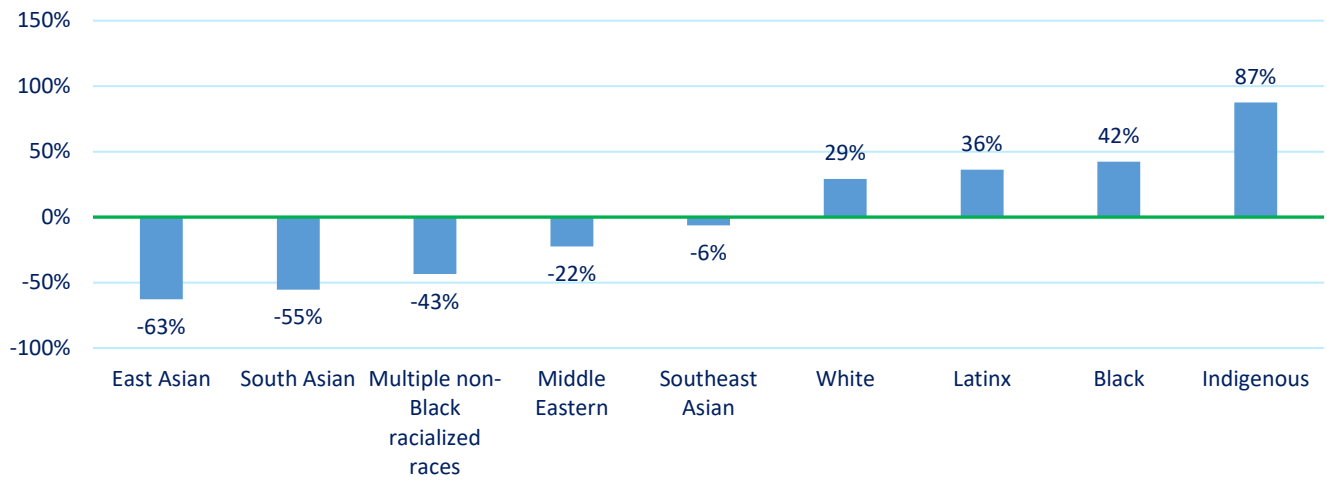
Staff examined disproportionalities by race in terms of students accessing mathematics courses in the university-track, college-track, and workplace-track pathways. As with English courses, staff coded all academic courses in Grades 9 and 10 as university-track, while applied courses were coded as college-track and essentials and locally developed courses were coded as workplace-track courses. The 2021-2022 school year marked the first year in which Grade 9 academic and applied mathematics were replaced by the single, de-streamed Grade 9 mathematics course. Staff coded this course as a university-track course.

Staff noted racial disproportionalities for each of the three mathematics program pathways. East Asian students, South Asian students, and students reporting more than one non-Black racialized race were overrepresented in university-track mathematics courses by 18%, 17%, and 13%, respectively, while Indigenous students, Latinx students, and Black students were underrepresented in these courses by over one third (36%), 13%, and 12%, respectively. In contrast, Indigenous students were overrepresented in college-track courses by 88% more likely to access this mathematics pathway. Black students, Latinx students, and white students were also overrepresented in college-track mathematics courses by 42% to 29%. Additionally, Indigenous students were three times as likely to access workplace-track mathematics courses. As observed for college-track mathematics courses, Black students, Latinx students, and white students were also overrepresented in workplace-track courses by between roughly three quarters to almost one quarter more likely to access workplace-track mathematics than anticipated by their respective populations in DPCDSB. Figures 18, 19, and 20 (following page) illustrate the racial disproportionalities in mathematics course pathways.

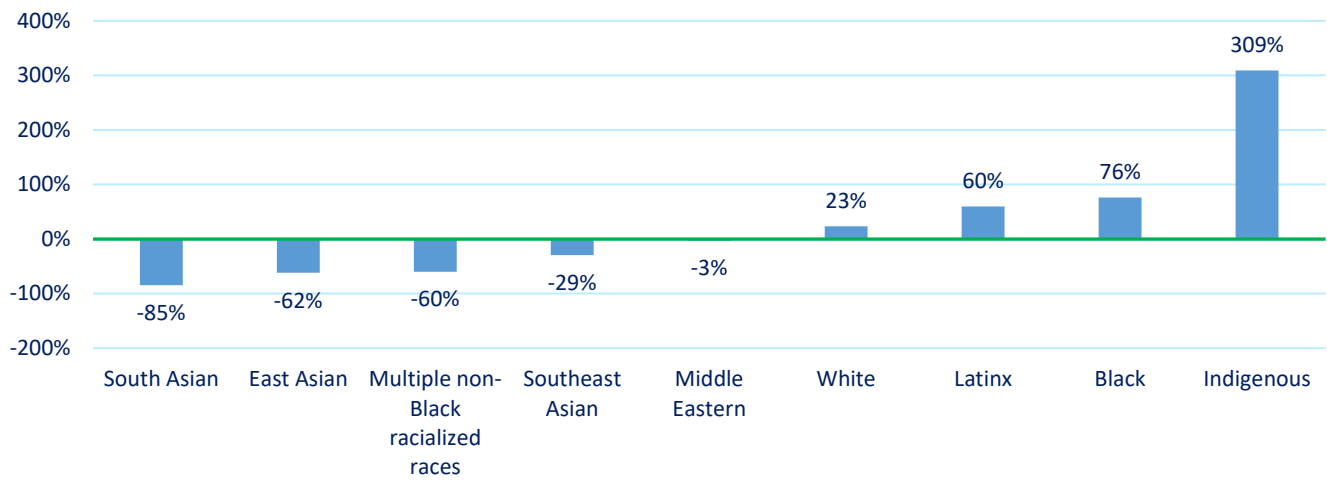
**Figure 18: Disproportionality in Accessing University-Track Math**



**Figure 19: Disproportionality in Accessing College-Track Math**



**Figure 20: Disproportionality in Accessing Workplace-Track Math**

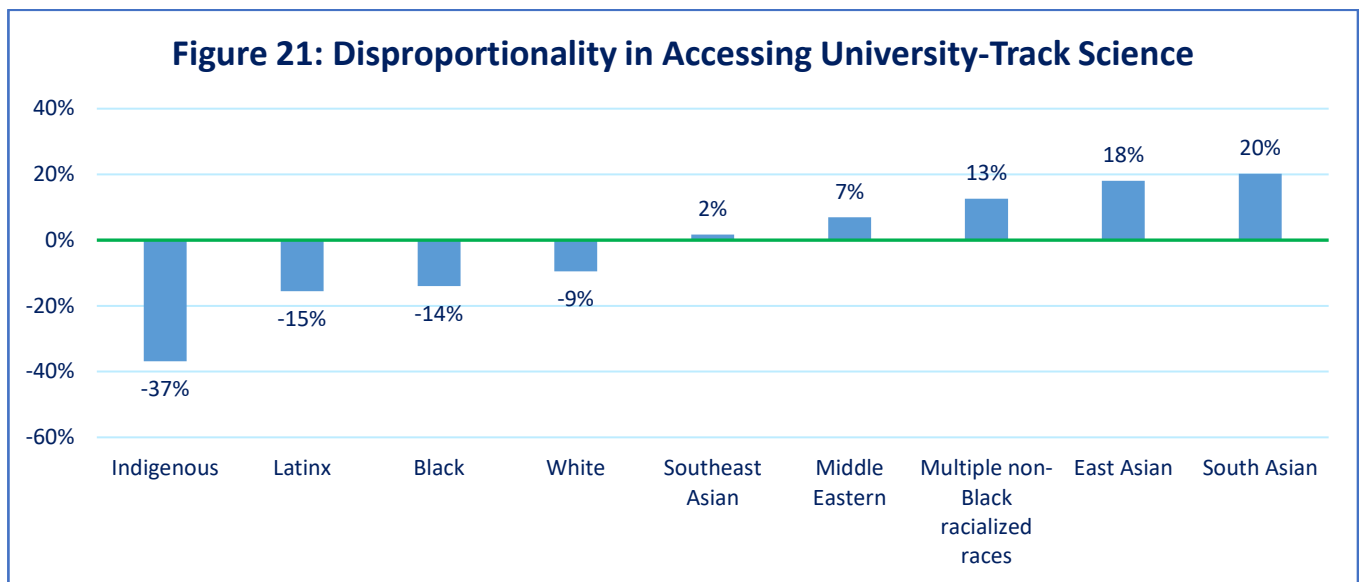


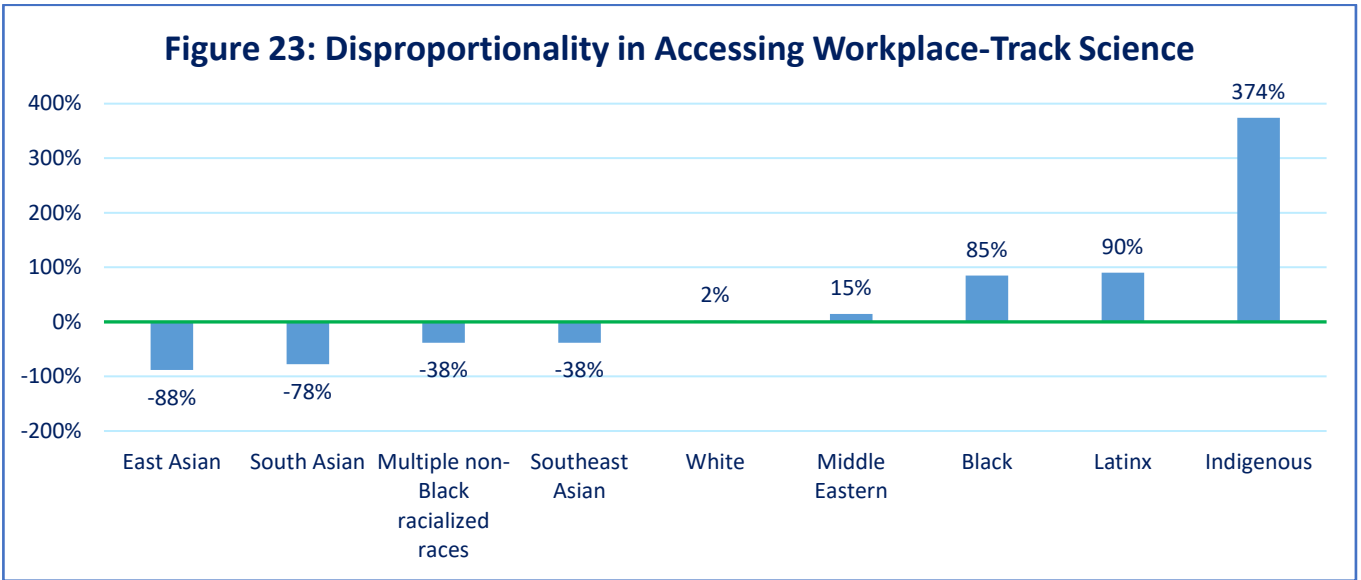
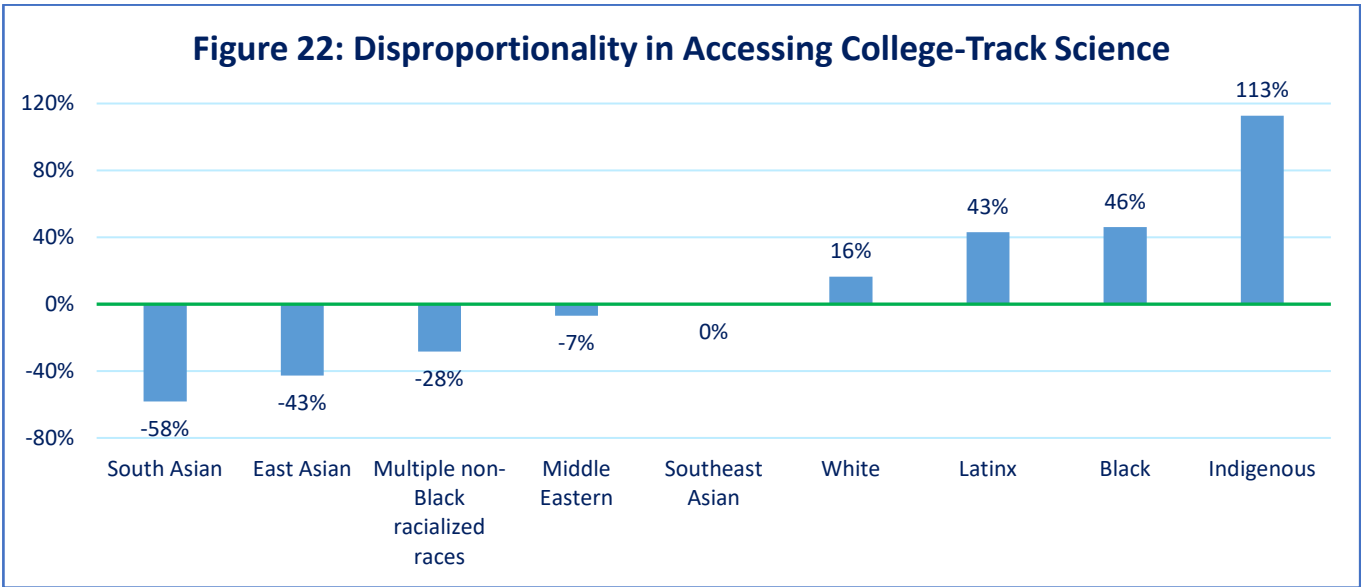
### Access: Program Pathways in Science Courses

Staff examined disproportionalities by race in terms of students accessing science courses in the university-track, college-track, and workplace-track pathways. As with English and mathematics courses, staff coded all academic courses in Grades 9 and 10 as university-track, while applied courses were coded as college-track and essentials and locally developed courses were coded as workplace-track courses.

Staff noted racial disproportionalities for each of the three science program pathways. South Asian students, East Asian students, and students reporting more than one non-Black racialized race were overrepresented in university-track science courses by 20%, 18%, and 13%, respectively. On the other hand, Indigenous students, Latinx students, Black students, and white students were underrepresented in these courses by over one third (37%), 16%, 14%, and 10%, respectively.

In contrast, Indigenous students were overrepresented in college-track courses by over 100% more likely to access this science pathway. Black students, Latinx students, and white students were also overrepresented in college-track science courses by 46% to 17%. Additionally, Indigenous students were three and three quarters times more likely to access workplace-track science courses. Latinx students, Black students, and Middle Eastern students were also overrepresented in workplace-track courses by between 90% to 15% more likely to access workplace-track science compared to their respective populations in DPCDSB. Figures 21, 22, and 23 (below and following page) illustrate the racial disproportionalities in science course pathways.



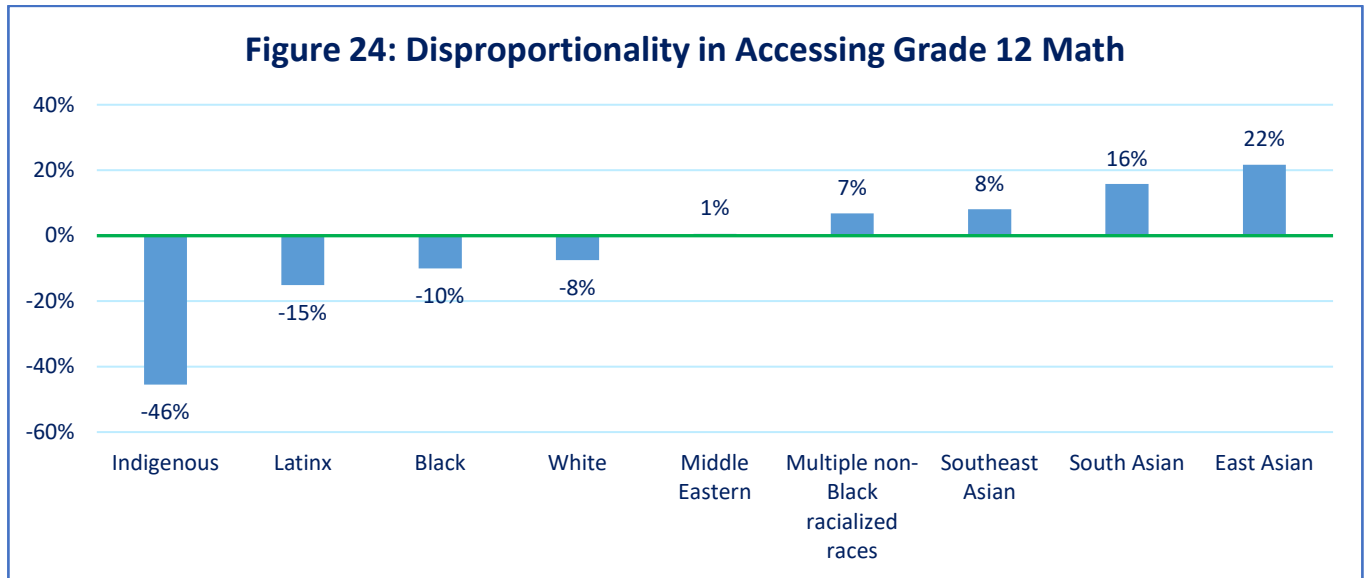


**Access: Grade 12 Mathematics and Senior Science**

Staff examined disproportionalities by race in terms of students taking Grade 12 mathematics. This measure is important because mathematics courses are required for several post-secondary and workplace pathways. However, completion of an Ontario Secondary School Diploma (OSSD) only requires three mathematics credits, which means that students can graduate without accessing a Grade 12 mathematics credit. Students choosing not to take a Grade 12 mathematics course may not be able to access their desired post-secondary or workplace destination requiring a Grade 12 mathematics credit. Additionally, lack of mathematics literacy is a concern for students as they navigate daily life.

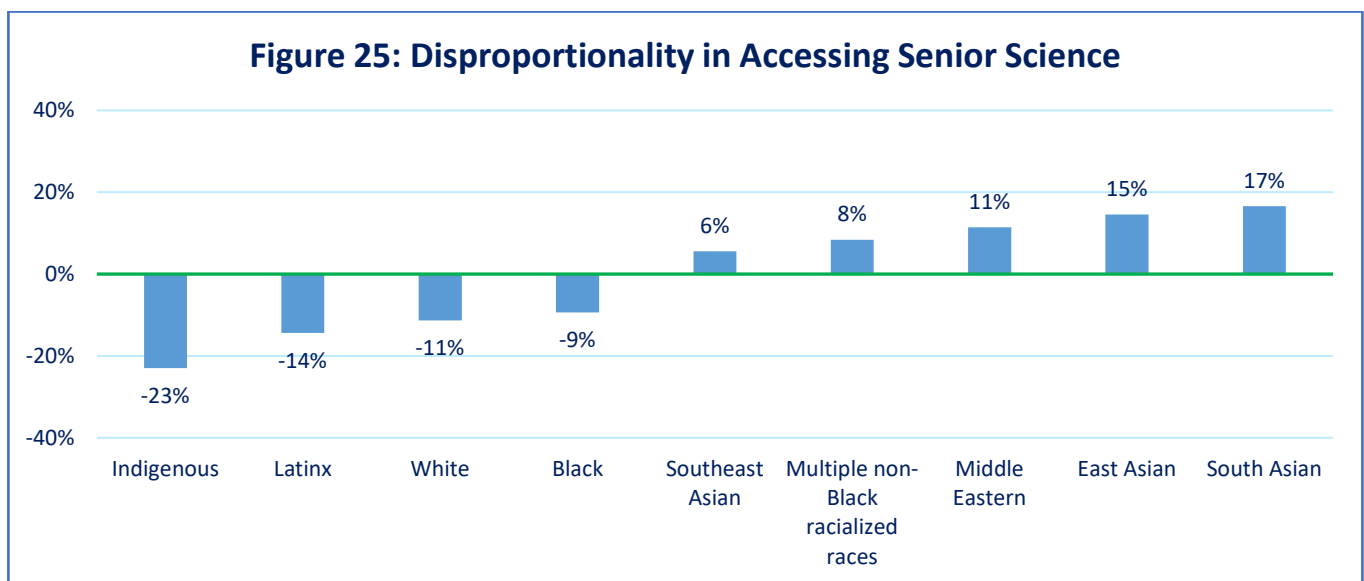
Staff observed disproportionalities by racial group in terms of students taking at least one Grade 12 mathematics course. East Asian students and South Asian students were overrepresented in accessing Grade 12 mathematics courses by 22% and 16%, respectively. In contrast, Indigenous students, Black students, and Latinx students were

underrepresented in accessing Grade 12 mathematics courses by 46%, 15%, and 10%, respectively, more likely not to take Grade 12 mathematics courses. Figure 24 (below) illustrates the racial disproportionalities in accessing Grade 12 mathematics courses.



Staff also examined access to senior science courses. Similar to OSSD mathematics requirements, students need only obtain two science credits to complete their diploma. As such, students can stop taking science courses after Grade 10, which may prevent them from pursuing post-secondary and workplace destinations requiring Grades 11 and 12 science courses.

Staff observed disproportionalities by racial group in terms of students taking at least one Grade 11 or 12 science course, as appropriate to their grade in 2021-2022. South Asian students, East Asian students, and Middle Eastern students were overrepresented in accessing senior science courses by 17%, 15%, and 11%, respectively. In contrast, Indigenous students, Latinx students, and white students were underrepresented in accessing senior science courses by 23%, 14%, and 11%, respectively, more likely not to take senior science courses. Figure 25 (below) illustrates the racial disproportionalities in taking senior science courses.



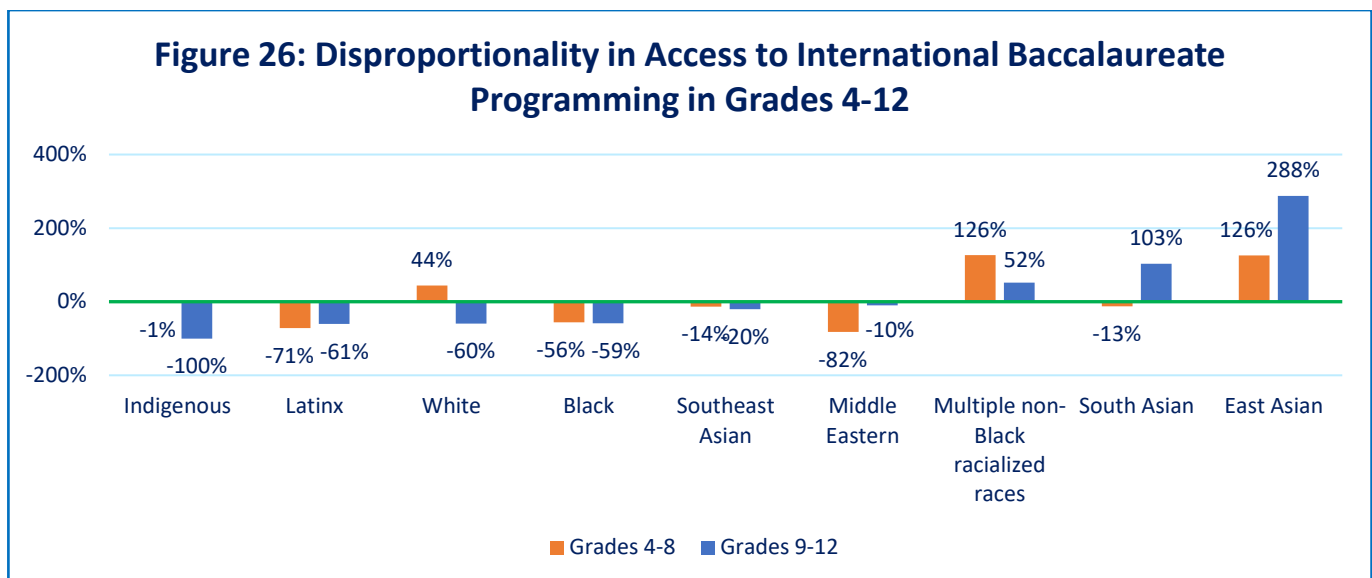


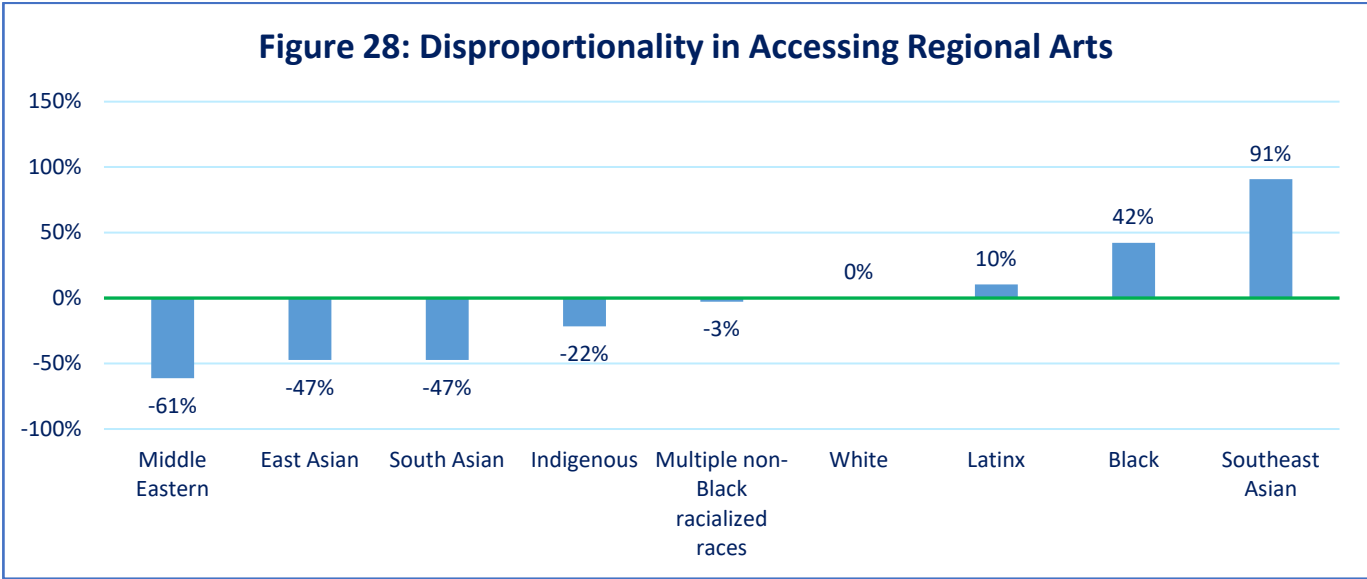
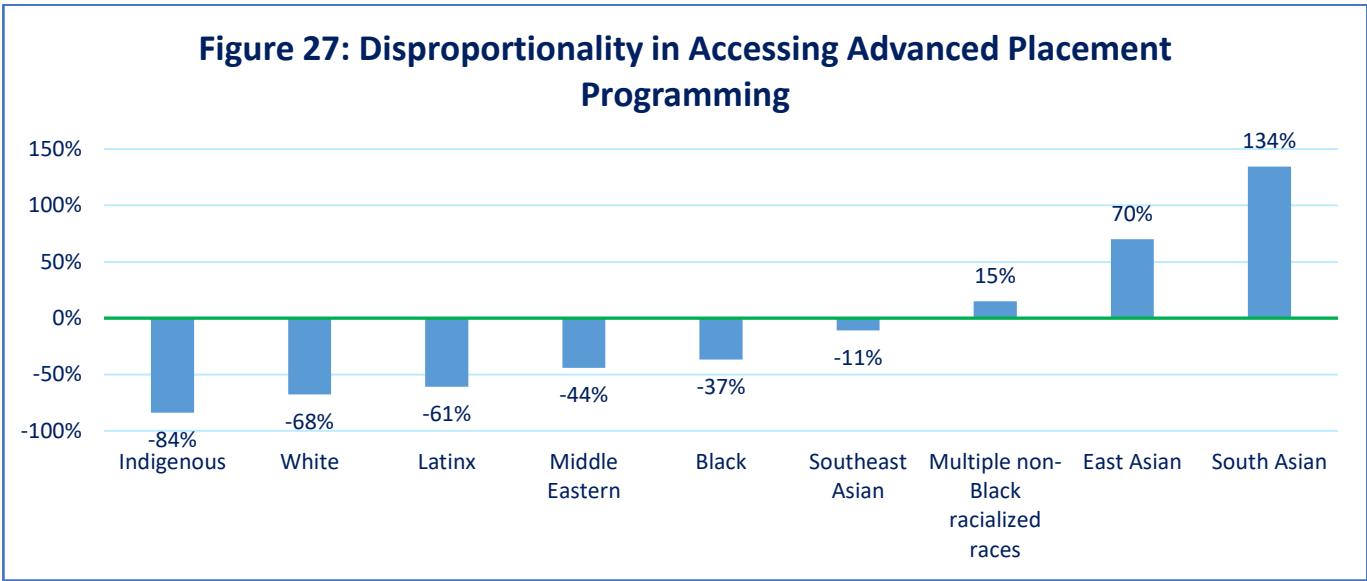
### Access: Select Regional Programs of Choice

DPCDSB offers a variety of specialized programs that students can choose to access regionally, regardless of whether students live in the local community of the school hosting the regional program. DPCDSB staff were interested in examining enrollment by race in three regional programs of choice to see if disproportionalities in access exist for racial groups. The three programs observed included: International Baccalaureate (IB), Advanced Placement (AP), and Regional Arts.

Analyses of these data indicated disproportionality by race in terms of enrollment in each of the three regional programs of choice. In terms of accessing the secondary IB program, East Asian students were overrepresented by over two and a half times, while South Asian students and students indicating multiple non-Black racialized races were also overrepresented at 103% and 52% more likely to enrol in IB compared to their respective populations in DPCDSB. Staff observed similar trends in IB access among students in Grades 4 through 8 who reported being East Asian or having more than one non-Black racialized race. In contrast to secondary IB programming, white students were overrepresented by 44% in IB in the elementary grades.

These same three racial groups were also overrepresented in enrollment in AP courses (secondary grades only), with South Asian students exhibiting the highest disproportionality at 134% more likely to access AP. East Asian students and students reporting more than one non-Black racialized race were also overrepresented in AP, compared to their respective populations in DPCDSB, at 70% and 15% more likely to access this program, respectively. In contrast, overrepresentation in the Regional Arts program was observed for different racial groups, with Southeast Asian students, Black students, and Latinx students 91%, 42%, and 10% more likely to secure a place in the Regional Arts program compared to their respective populations in DPCDSB. It was not clear whether disproportionate access to these three programs by race was related to student interest, physical access to the program sites, and/or the impact of student experiences at school and how students from a young age are (or are not) encouraged and supported to access specialized learning opportunities. Figures 26, 27, and 28 (below and following page) illustrate the racial disproportionalities in accessing the IB, AP, and Regional Arts programs.





**Access: French Language Learning**

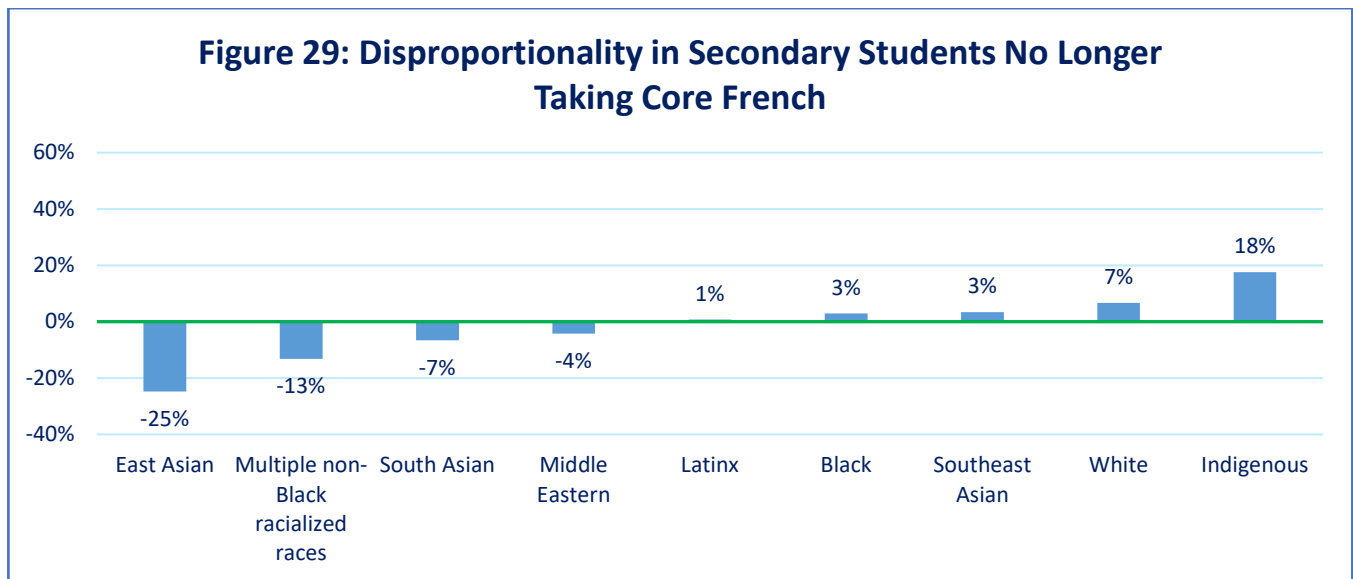
DPCDSB offers three types of French as a Second Language (FSL) learning programs: Core French, Extended French (EF), and French Immersion (FI). All students receive 40 minutes of Core French instruction per day in Grades 4 through 8. In secondary grades, students must obtain one FSL credit for OSSD completion; most students complete this requirement by taking a Core French course in Grade 9. However, many students do not access FSL after they have satisfied their OSSD FSL requirement: across all four secondary grades, staff observed that only 58% of students accessed French as a second language courses.

In addition to Core French, DPCDSB provides two types of French immersion programming. Starting in Grade 5, students can access EF, in which staff provide FSL lessons and deliver 50% of each day’s instruction in French. DPCDSB also offers an early FI program, starting in Grade 1, with teachers delivering 90% to 75% of instruction in French in the primary grades and 50% of instruction in the French language in subsequent elementary grades. In

secondary grades, students enrolled in EF and FI take FSL and receive instruction delivered in French in half of their other courses.

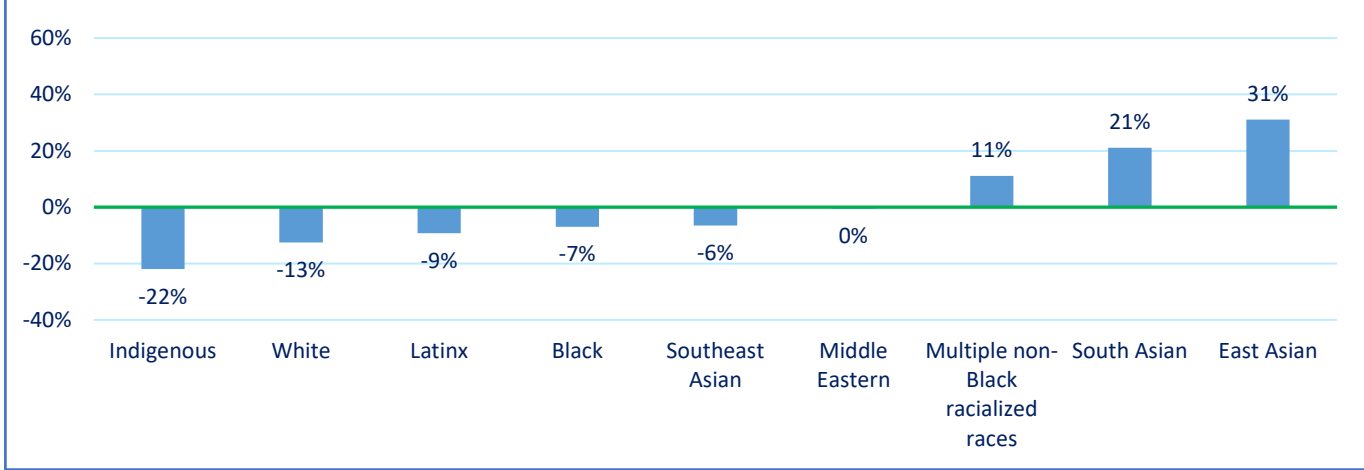
DPCDSB staff were interested in examining, by racial group, access to the three types of FSL learning programs. Core French is available to all students starting in Grade 4, but EF and FI have limited enrollments. Access to these programs is determined via lottery in Grade 4 (EF) and Year 2 of Kindergarten (FI). Given the different entry points to these two French programs, staff felt it was interesting to examine whether there were racial disproportionalities in access. Additionally, staff wanted to explore whether disproportionalities existed by race for secondary students who do not pursue FSL beyond completion of their Grade 9 FSL credit.

DPCDSB staff observed racial disproportionalities in access for all three FSL programs, as well as for students who exit French language learning after completion of their Grade 9 FSL diploma requirement. In terms of secondary students no longer accessing any FSL courses, Indigenous students were overrepresented among students who ceased French language learning at 18% more likely to have stopped taking French compared to their population within DPCDSB. Figure 29, below, illustrates the racial disproportionalities among students who cease their French language learning.



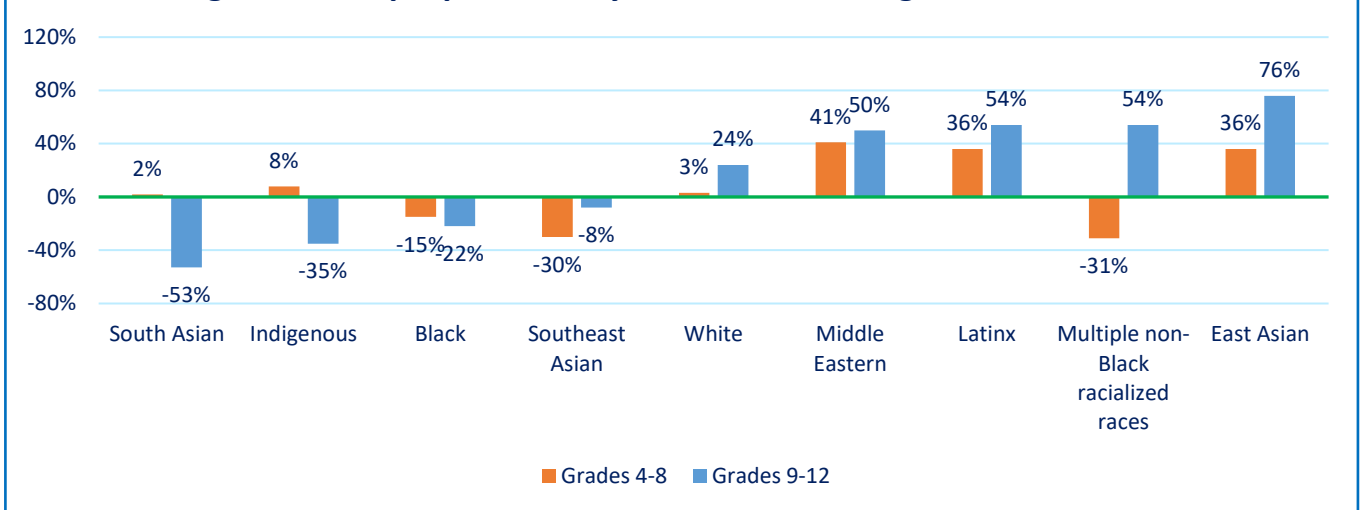
Given that Core French is offered to all students in Grades 4 through 8, with relatively few students being exempt from this program, there were virtually no disparities in access by race. Among secondary students who were taking Core French, either in Grade 9 or continuing French language learning in Grades 10 through 12, East Asian students, South Asian students, and students reporting multiple non-Black racialized races were overrepresented at 31%, 21%, and 11% more likely to be enrolled in Core French compared to their respective population sizes in DPCDSB. Figure 30 (following page) illustrates the racial disproportionalities among students who were taking Core French in secondary school.

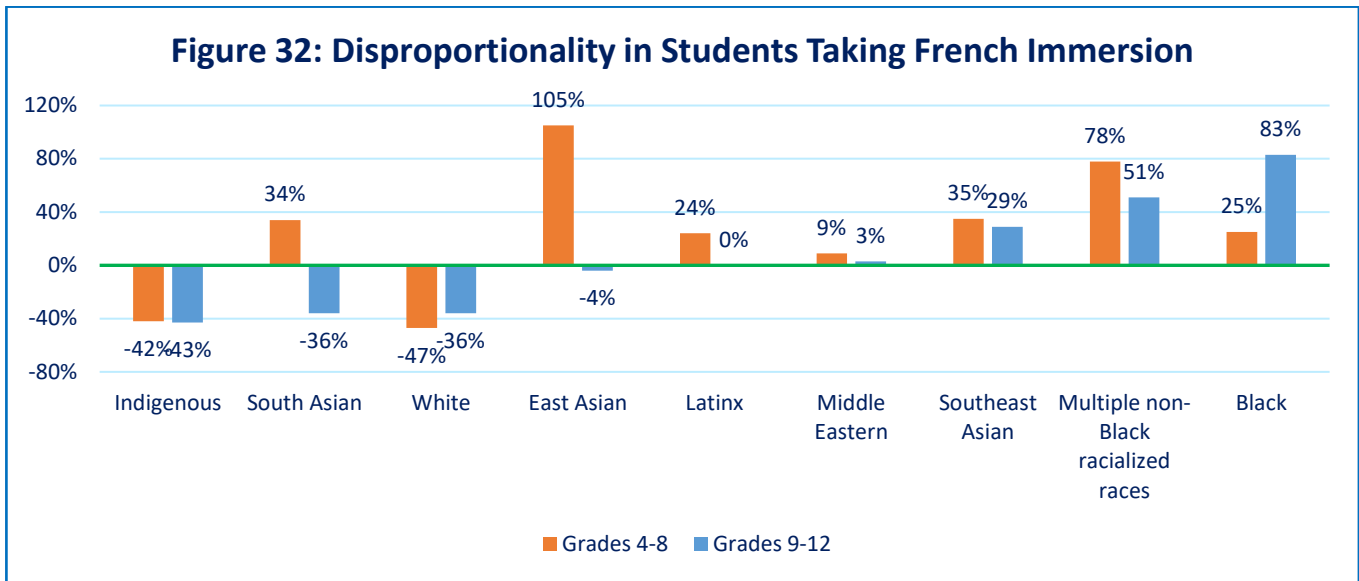
**Figure 30: Disproportionality in Secondary Students Taking Core French**



Staff observed interesting differences in the disproportionalities by race that were associated with access to EF and FI. In particular, the racial groups that were overrepresented in each of these two types of immersive French language learning were different, suggesting differences in access. Racial disproportionalities observed for access to EF indicated that East Asian students, Latinx students, students reporting multiple non-Black racialized races (in elementary only), Middle Eastern students, and white students (in secondary only) were overrepresented and more likely to be enrolled in EF compared to their racial group’s population in DPCDSB. In contrast, racial disproportionalities related to FI access revealed that Black students, students reporting multiple non-Black racialized races, Southeast Asian students were overrepresented in FI and more likely to be enrolled in this type of French learning regardless of whether they were in elementary or secondary. Additionally, East Asian students, South Asian students, and Latinx students were overrepresented in elementary French Immersion. Figures 31 and 32 (below and following page) illustrate the racial disproportionalities for EF and FI, respectively.

**Figure 31: Disproportionality in Students Taking Extended French**





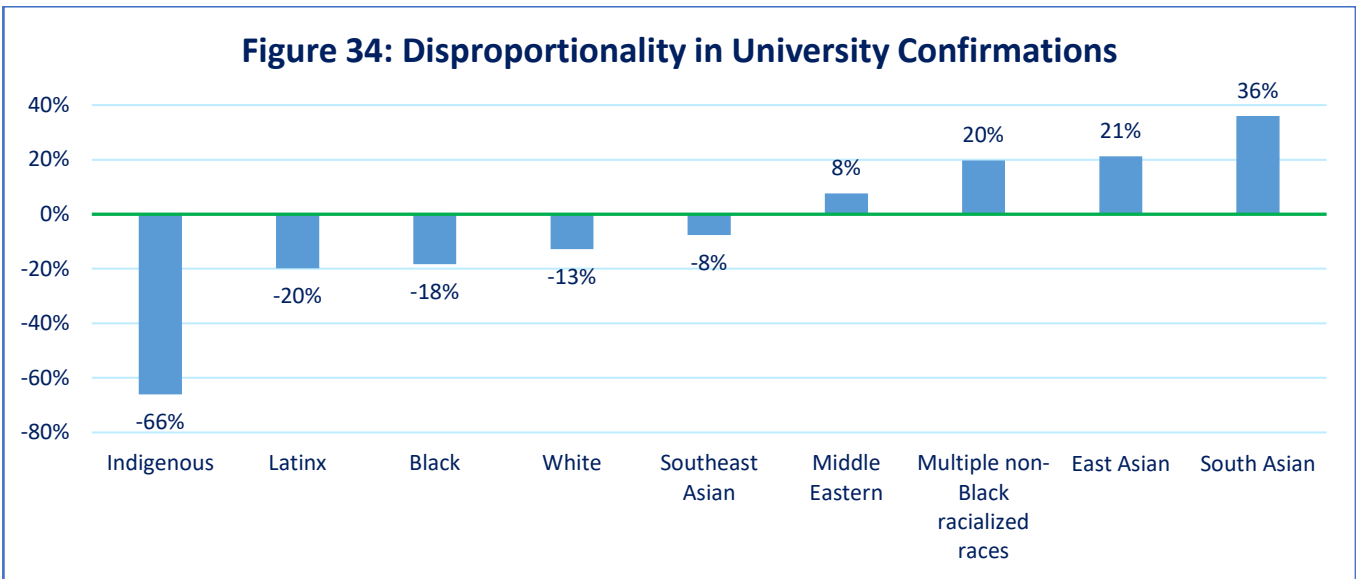
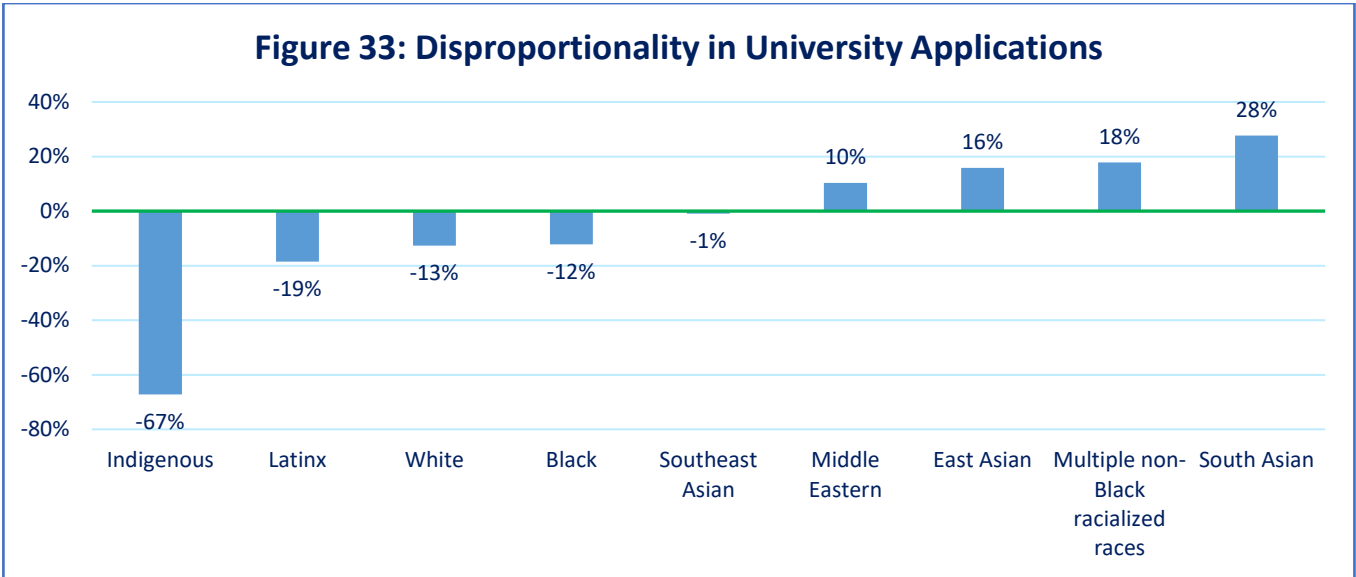
The reasons for differences in access between EF and FI are intriguing. Although the prevalence of French colonial influence and language in African and Caribbean nations may encourage increased enrollment in FI by Black students, all French Immersion programs are designed for students whose main home language and that of their families is not French. Instead, differences in the process through which students secure a placement in EF and FI may play a role in overall racial differences in access. While both EF and FI placements are determined by submitting an application that is placed in a randomized lottery, EF with its Grade 4 application process includes an opportunity for the FSL teacher and other school staff to provide input to the parents and/or guardians of a potential applicant regarding suitability of the program for the student as a learner. In contrast, FI's application and lottery process are completed during Year 2 of Kindergarten, with limited to no input from a student's school. It is possible that the more open, early access point for FI results in differential access by race in terms of interested students applying and securing a place for Grade 1. Additionally, South Asian students are likely underrepresented particularly in Extended French in secondary due to differences in the Extended French program starting grade in DPCDSB compared to that of the school board(s) attended by most of these students when in elementary.

### Access: Application to University Programs

Data from the Ontario University Application Centre (OUAC) is readily available to school districts so that they can examine the programs and institutions to which their graduates apply and subsequently confirm to attend. Staff obtained and linked the 2021-2022 DPCDSB OUAC data to the census information to investigate access and confirmation to attend by racial group. Note that this examination was not intended to prioritize the university post-secondary pathway; instead, these data were used solely because they were available to staff at the time of analysis. Data from the Ontario College Application System (OCAS) were not available for analysis, and tracking student access to trades and apprenticeship programs after secondary school is challenging. Regrettably, staff were only able to analyse data regarding university access.

Staff observed disproportionalities by race that were associated with application and subsequent confirmation to attend university programs. South Asian students, students reporting more than one non-Black racialized race, East Asian students, and Middle Eastern students were overrepresented at 28%, 18%, 16%, and 10% more likely, respectively, to apply to at least one university program compared to their corresponding populations in DPCDSB.

Given that students cannot confirm attendance in a university program without first applying, these same groups were overrepresented, compared to their share of the DPCDSB population, among students who confirmed attendance in a university program for the upcoming academic year. In contrast, Indigenous students were roughly two thirds less likely to apply to or confirm attendance at a university program. Staff also observed underrepresentation in university application and confirmation among Latinx, Black, and white students. Figures 33 and 34 (below) illustrate the disproportionalities observed for application and confirmation to attend university programs.

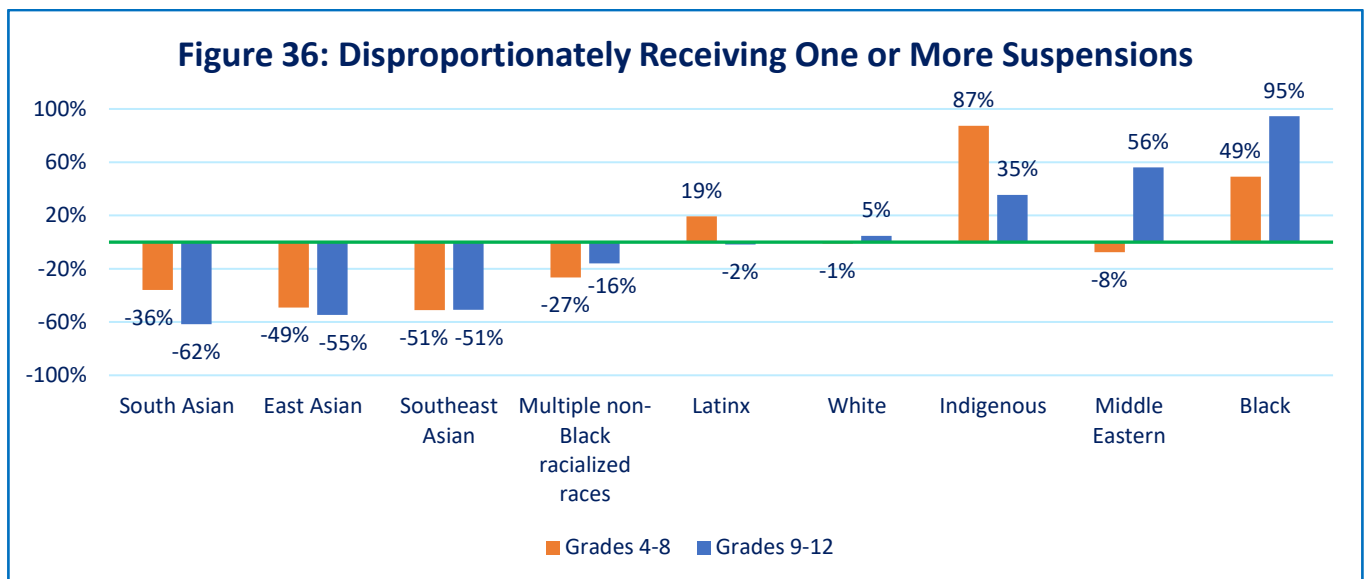
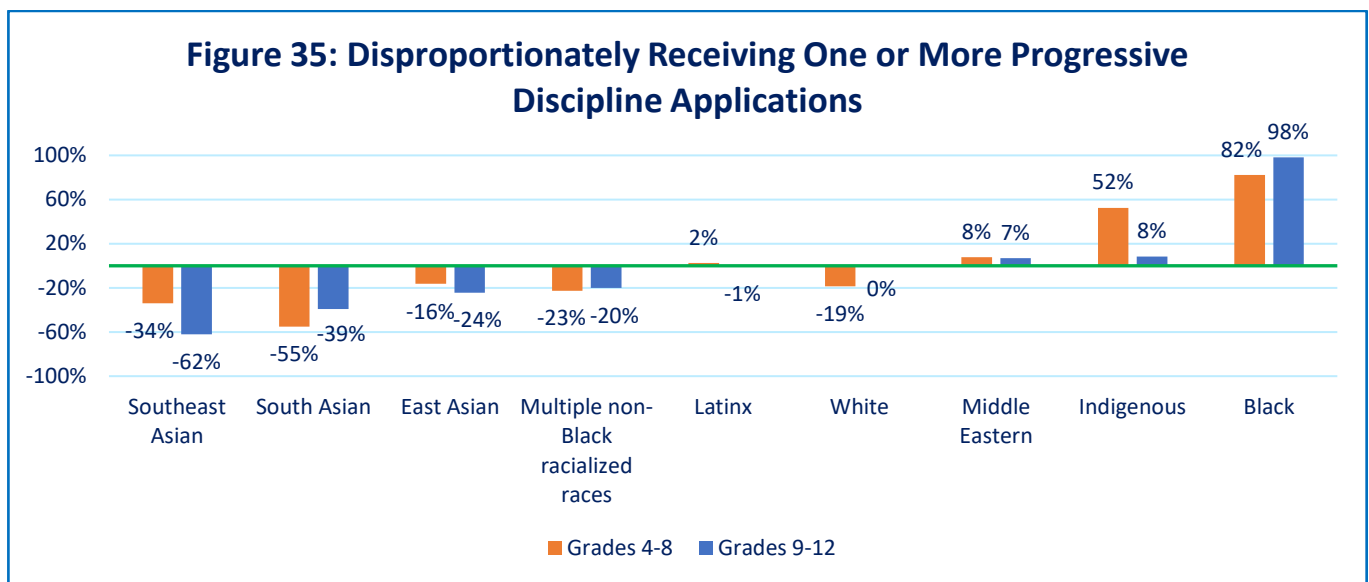


## Disciplinary Sanctions

Research has indicated that Black students experience suspensions at twice the rate of white students and other racialized students (James & Turner, 2017). DPCDSB staff linked student census data with disciplinary information from the student information system to assess whether there were racial disproportionalities. Staff observed

racial disproportionalities in the application of progressive discipline and number of suspensions. Black students were overrepresented at almost 100% more likely in secondary and 82% more likely in elementary, compared to their proportion of the DPCDSB secondary student population, to receive progressive discipline in response to an incident. Indigenous students in Grades 4 through 8 were about half more likely to receive progressive discipline.

In terms of receiving suspensions, Black students in secondary grades were again overrepresented by almost 100% compared to their population in DPCDSB, while Black students in Grades 4 through 8 were 49% more likely to be suspended. Middle Eastern students and Indigenous students in Grades 9 and up were also overrepresented in the suspension data, compared to their respective populations, at 56% and 35% more likely, respectively, to receive a suspension. Additionally, Indigenous students in Grades 4 through 8 were 87% more likely to receive a suspension compared to their proportion of the DPCDSB population. Figures 35 and 36 (below) illustrate the racial disproportionalities observed for progressive discipline and suspensions.



## Racial Disparities: Context and the Disparity Indices

To examine the impact of colonialism and anti-Black racism on student attitudes, experiences, achievement, and attendance, it is more intuitive to look at racial disparities, rather than racial disproportionalities. While racial disproportionality indices measure over- or underrepresentation of racial groups in programs, services, or access relative to their representation in the larger population (i.e., among DPCDSB students in this context), racial disparity indices measure differences between groups in terms of specific outcomes by comparing groups to a single reference population. Among outcomes that lend themselves well to disparity indices are rates and averages. Within the DPCDSB context, staff used disparity indices to examine differences in attitudinal outcomes, achievement in three core subject areas, EQAO and OSSLT achievement, credit accumulation, OSSD completion, and attendance.

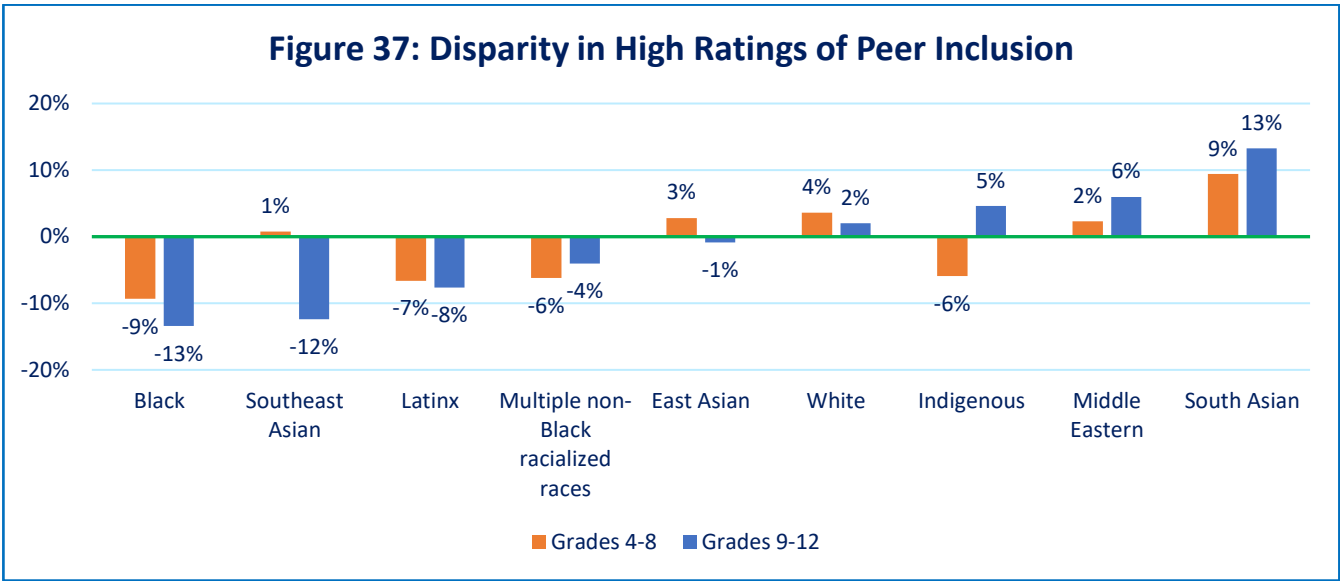
Disparity indices are also known as “risk ratios” or “relative risk indices” (Anti-Racism Directorate, 2019). Like disproportionality indices, disparity indices yield continuous values greater than or less than 1.0, with 1.0 indicating no disparity. The greater the variation from 1.0 for a racial group’s index score, the greater the disparity experienced by that group for the selected outcome compared to the reference or “benchmark” population. As with the disproportionality indices, staff converted the scores to percentages to make the findings easier to visualize and understand. By using percentages, staff could quantify how much a group scored above or below the reference population for an outcome. Staff deemed disparities of 10% or greater as warranting closer examination. On each graph, zero on the vertical axis represents no disparity between an observed group and the benchmark population.

Selection of the benchmark population for comparison in the racial disparity indices required careful reflection by staff. Staff initially planned to select as the benchmark group the racial group least likely to experience barriers or systemic racism in Ontario: white students. However, staff did not wish to prioritize white student attitudes, achievement, and overall school performance over those of others. In addition, staff briefly explored selecting Black students as the benchmark population, recognizing DPCDSB’s focus on dismantling anti-Black racism and the need to highlight disparities requiring redress. However, based on community concerns, staff rejected this approach to avoid risking harm to Black students and the wider Black community through perpetuation of negative, deficit narratives that could result from sharing the data in this manner. Finally, staff decided to compare all groups to the DPCDSB mean for all students for each outcome observed. This approach successfully illustrated overall patterns in disparities for outcomes while avoiding unintentional negative impacts of selecting one racial group as the benchmark against which all others were measured. Each of the disparities examined by staff indicated where DPCDSB needs to focus its efforts to address and eliminate systemic racism.

### Attitudes: Peer Inclusion

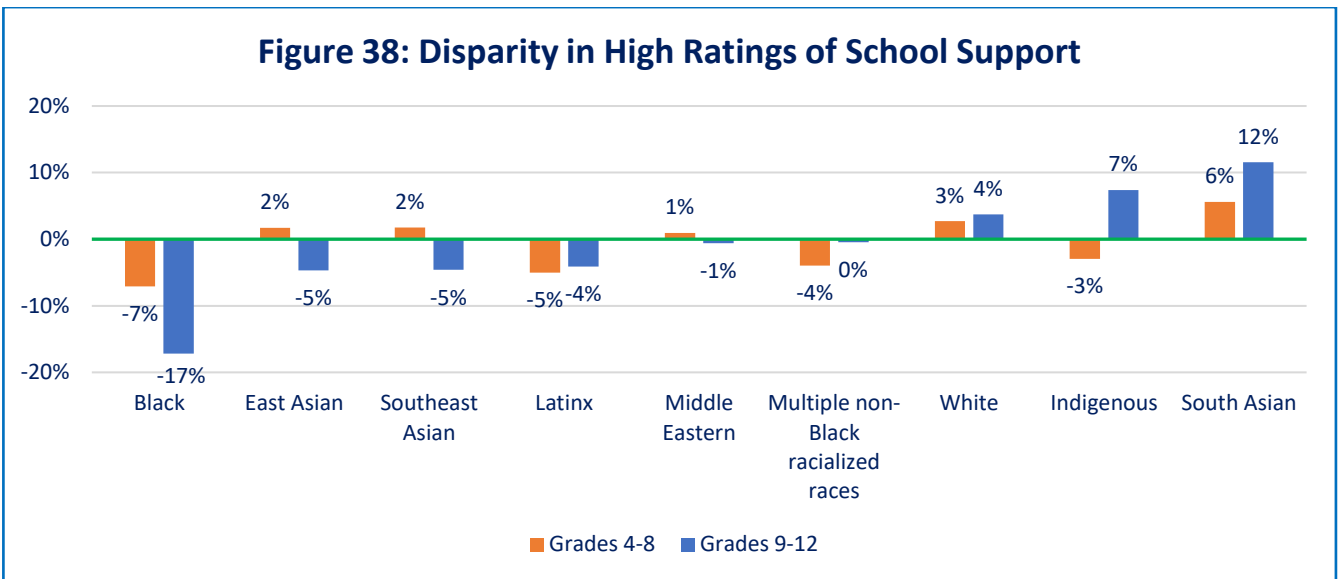
Peer inclusion items focus on student sense of belonging, specifically the impact of peers. This attitudinal outcome is assessed using DPCDSB’s Peer Inclusion scale. For reference, Table 6 on page 22 of this report lists the individual items included in this scale. Staff compared the numbers of students in each racial group demonstrating high mean peer inclusion scores to the corresponding rate for all DPCDSB secondary students who participated in the census. During this analysis, staff observed notable (i.e., greater than 10% higher or lower than the DPCDSB rate) disparities for peer inclusion among certain racial groups. South Asian students exhibited higher rates of high peer inclusion scores compared to the DPCDSB rate. In contrast, Black students (regardless of grade) and Southeast Asian students in secondary grades had much lower rates of high scores than the DPCDSB rate. Figure 37 (following page) illustrates the disparity, if any, for each racial group.





### Attitudes: School Support

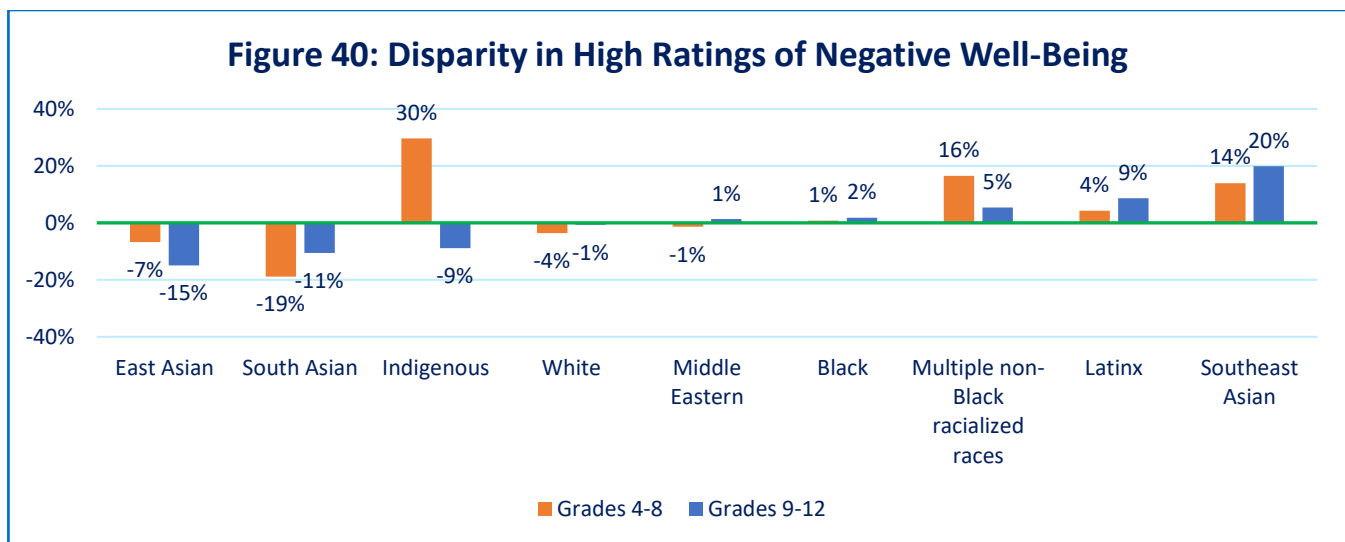
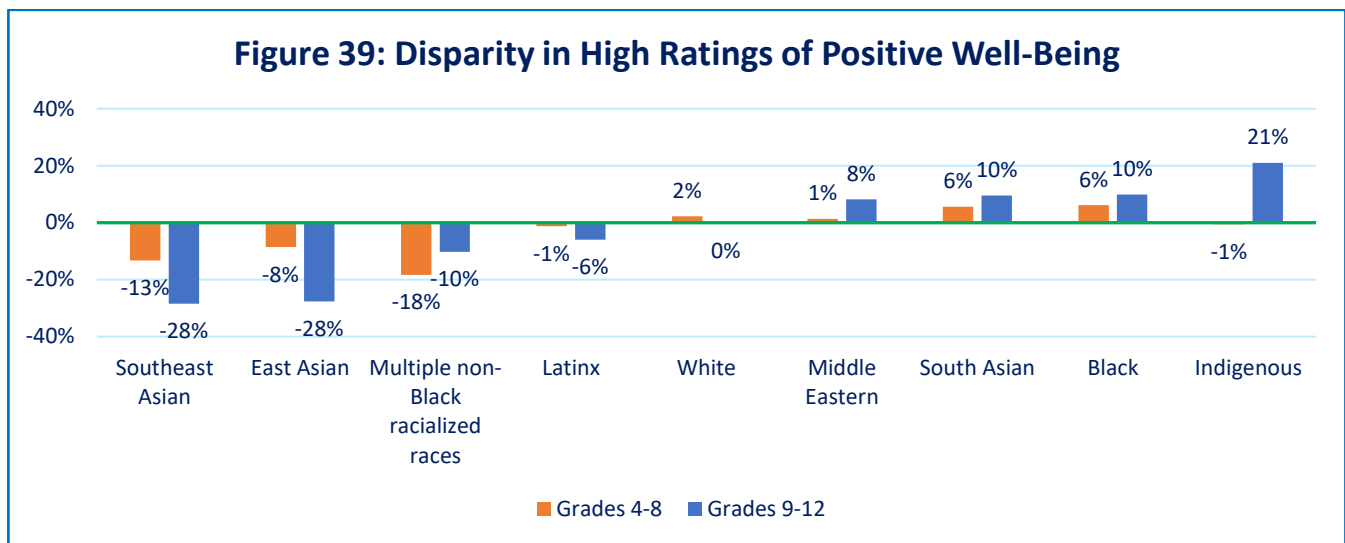
As noted previously, school support items focus on student sense of belonging in terms of the impact of adults at school. School support is assessed using DPCDSB’s School Support scale. Table 6 on page 22 of this report summarizes the items that comprise the School Support scale. As with peer inclusion, staff compared the numbers of students in each racial group demonstrating high mean school support scores to the corresponding rate for all DPCDSB secondary students who participated in the census. Like peer inclusion, staff observed notable disparities for school support among certain racial groups. Once again, South Asian students exhibited higher rates of high school support scores compared to the DPCDSB rate. In contrast, Black students, particularly in secondary grades, had much lower rates of high scores than the DPCDSB rate. Disparities noted for other racial groups were each less than 10% above or below the DPCDSB mean. Figure 38 (below) illustrates these findings.



## Attitudes: Emotional Well-Being

The DPCDSB census asked students to rate themselves on each of a group of positive and negative statements about emotional well-being. Analyses indicated that these statements formed two scales, namely a Positive Well-Being scale and a Negative Well-Being scale. Table 8 on page 24 of this report lists the positive and negative census items. Staff sorted student mean item scores for each scale into high, medium, and low categories, with the proportions of students scoring in the high category being used in the racial disparity indices.

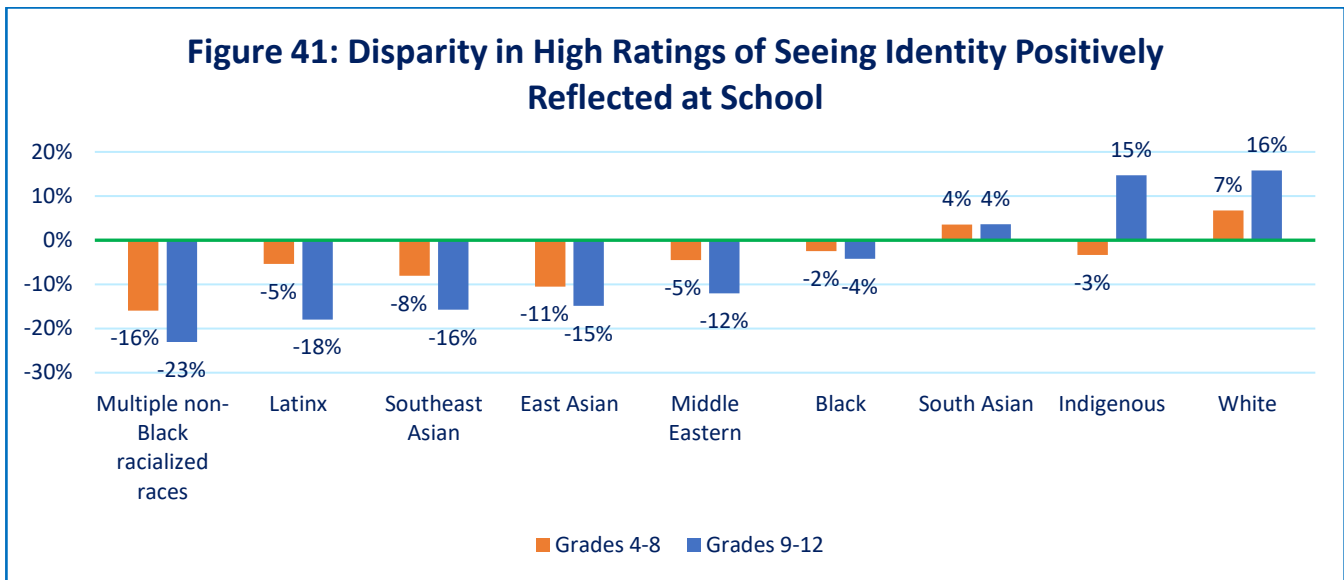
Staff observed racial disparities exceeding 10% greater or less than the DPCDSB high score rate for both positive and negative well-being scales. Indigenous students, Black students, and South Asian students had higher rates, of high scores for positive well-being in secondary grades. In elementary grades, Black students and South Asian students had higher rates of high scores for positive well-being. In contrast, Southeast Asian students had higher rates of high scores for negative well-being regardless of grade. This racial group and East Asian students also each had notably lower levels of positive well-being, suggesting that Southeast Asian students and East Asian students may benefit from additional supports regarding emotional well-being, particularly positive aspects like feeling good about themselves, feeling hopeful, and liking how they look. Figures 39 and 40 (below and following page) summarize racial disparities in positive and negative aspects of emotional well-being.



### Attitudes: Positive Reflection of Identity at School

Another attitudinal item included on the DPCDSB census was student ratings of how often they felt their identity was positively reflected at school, through things like pictures and posters, displays of student work, class materials and resources, discussion topics, school publications, special events, guest speakers, and course offerings. Staff calculated mean student ratings across the items and scored each student’s mean score as high, medium, or low. Staff then used the racial disparity index to determine where there were disparities by racial group in the proportion of students who scored in the high category.

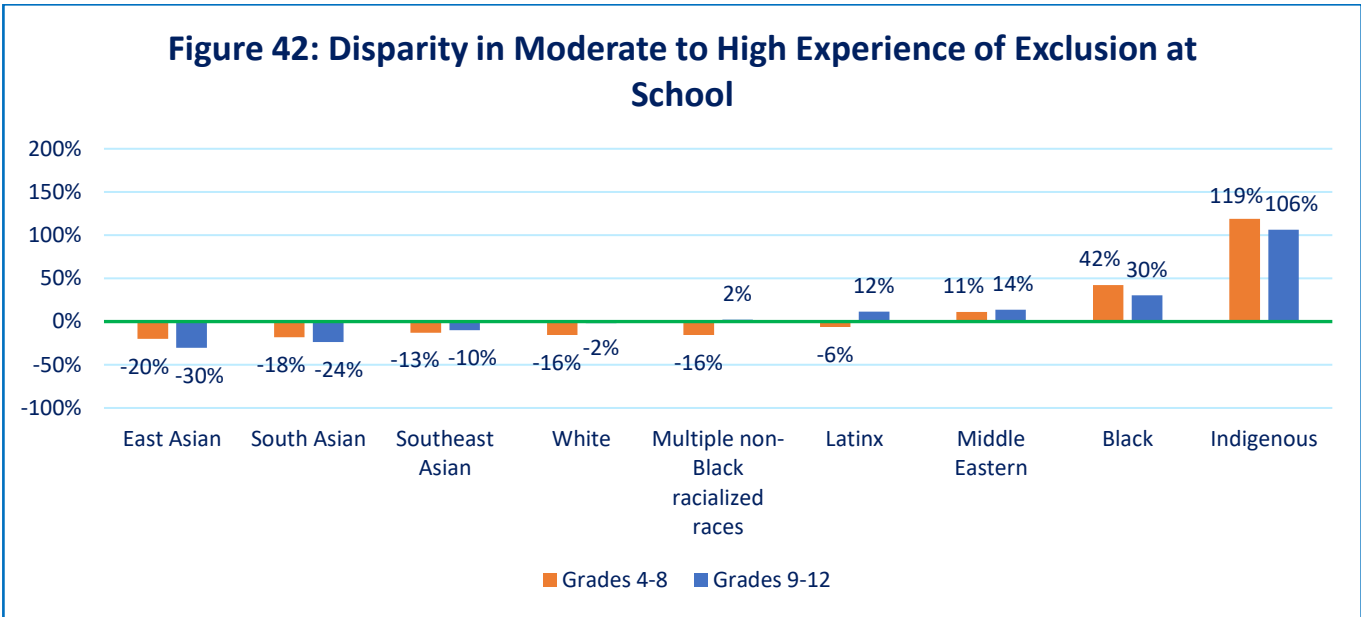
Examination of high rates of positive reflection of identity at school demonstrated disparities of greater than plus or minus 10% different from the DPCDSB rate for all but Black students and South Asian students in secondary grades. White students and Indigenous students each had higher rates of scoring in the high category than DPCDSB. Racial groups among secondary students with over 10% lower rates of high scores for positive reflection of identity at school than for DPCDSB’s corresponding rate of high scores included students reporting more than one non-Black racialized race, Latinx students, Southeast Asian students, East Asian students, and Middle Eastern students. In Grades 4 through 8, no racial group had above 7% higher rates of high scores for this category. However, East Asian students, Southeast Asian students, Latinx students, and students reporting multiple non-Black racialized races were more than 10% less likely to have high scores for seeing their identities positively reflected at school. Figure 41 (below) illustrates the disparities observed by staff.



### Attitudes: Experience of Exclusion at School

The DPCDSB census asked students to rate how often they had felt excluded at school due to a variety of aspects of their identity, such as race, Indigenous identity, appearance, religion, abilities, and mental health. As with items assessing positive reflection of identity at school, staff calculated mean student ratings across the items and scored each student’s mean score as high, medium, or low. When developing the racial disparity index for exclusion at school, staff summed the count of students in each racial group reporting moderate to high experience of exclusion at school and compared each group to the corresponding moderate to high rate of exclusion in DPCDSB. The optimal state for this scale is for students to have low scores, indicating lower experience of exclusion at school.

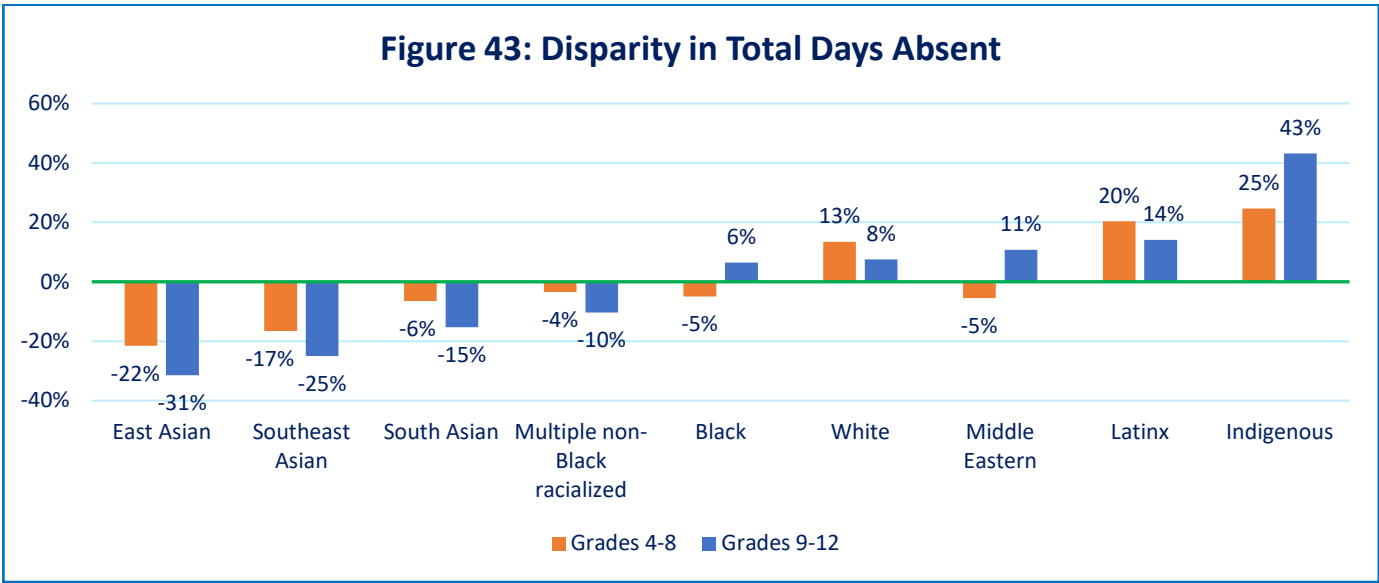
The racial disparity index yielded disparities in moderate to high experience of exclusion that exceeded plus or minus 10% of the DPCDSB rate for six of the nine racial groups among secondary students, namely East Asian students, South Asian students, and Southeast Asian students demonstrating much lower rates of exclusion than DPCDSB’s corresponding rate. Similar findings were observed among students in Grades 4 through 8, except for Latinx students reporting moderate to high exclusion only 6% less than to DPCDSB. In contrast, among secondary students, Indigenous students demonstrated over 100% higher rates of exclusion compared to all participating DPCDSB secondary students, followed by Black students (30%), Middle Eastern students (14%), and Latinx students (12%). These three racial groups also demonstrated 11% or higher rates of moderate to high exclusion compared to the DPCDSB rate. Figure 42 (below) summarizes visually these disparities.



**Attendance**

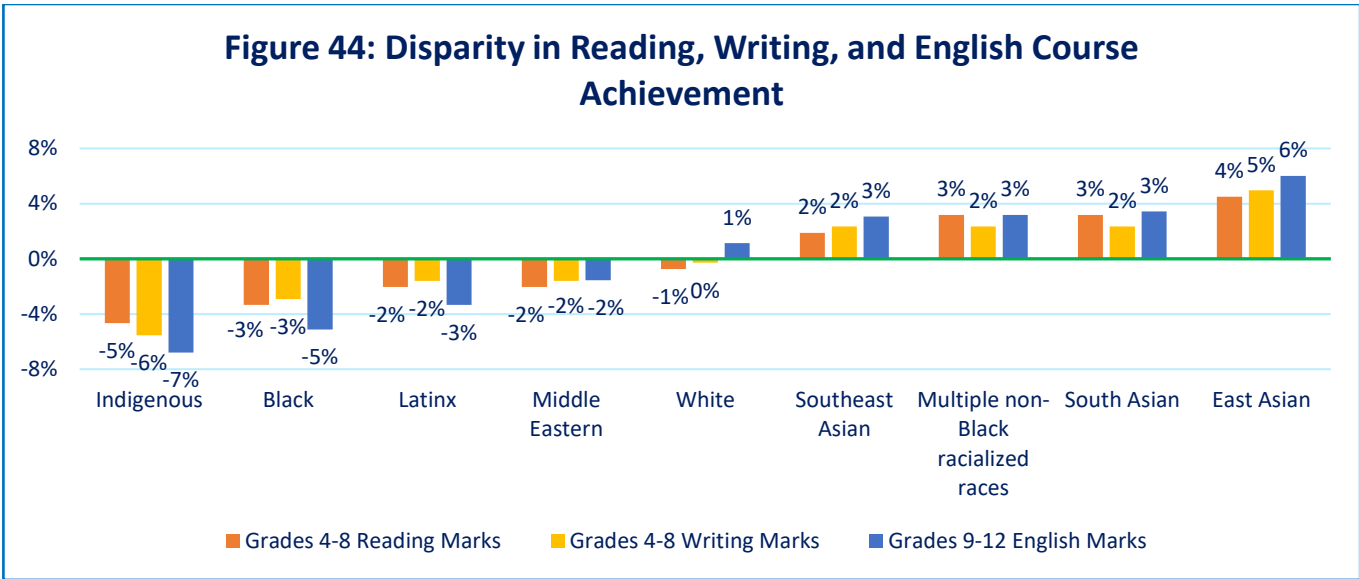
Research has established the correlation between student absences and school outcomes, with one recent study reporting both achievement declines and longer-term impacts, such as delayed graduation and reduced likelihood to access post-secondary education, being observed among students with, on average, 10 absences in Grade 9 (Liu et. al., 2021). Furthermore, reduced absences have been observed to lead to improved achievement in math and reading scores (Aucejo & Romano, 2016). Given the importance of attendance to achievement, staff examined secondary student absence data using the racial disparity index.

Staff observed racial disparities of plus or minus 10% of the DPCDSB benchmark in the mean days absent by racial group in 2021-2022. Indigenous students demonstrated the highest absenteeism rates, with mean absences of 43% higher than the DPCDSB average rate in secondary and 25% higher in elementary grades. Latinx students and Middle Eastern students (secondary grades only) also had 14% and 11% higher absenteeism rates than the DPCDSB benchmark. In contrast, among secondary students, East Asian students, Southeast Asian students, South Asian students, and students reporting more than one non-Black racialized race had 32%, 25%, 15%, and 10% lower rates of absences, respectively, than the DPCDSB rate. Among elementary students, East Asian students and Southeast Asian students had much lower rates of days absent (22% and 17% less, respectively) compared to the DPCDSB average. Figure 43 (below) illustrates the disparities observed by racial group in terms of absences.



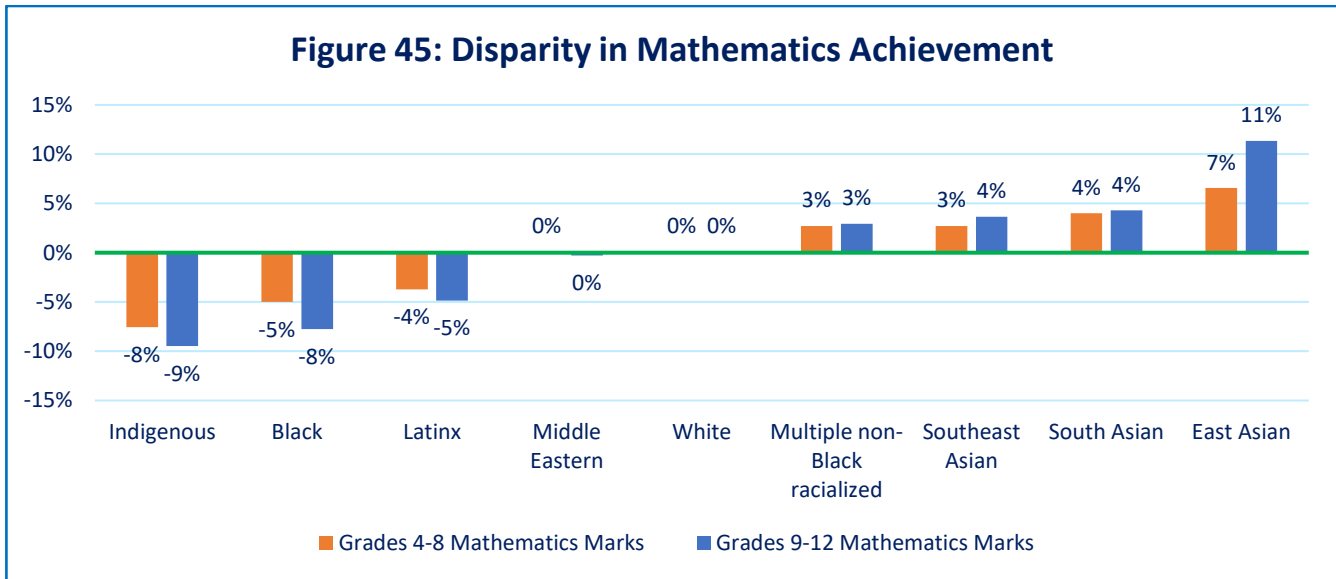
**Achievement: Reading, Writing, and English Courses**

Reading and writing are two of four strands of Language Arts in elementary grades. These strands are assessed provincially via the Education Quality and Accountability Office (EQAO) in Grades 3 and 6 for their foundational role in literacy. Staff examined elementary reading and writing report card marks for race-based disparities. Additionally, English courses are critical to the successful completion of an OSSD and Ontario Secondary School Certificate (OSSC). Students are required to complete at least four English courses to obtain their OSSD and at least two such courses to complete their OSSC. Given the importance of English courses to diploma and certificate completion in Ontario, DPCDSB staff examined English course achievement data for racial disparities. While staff observed differences by race in reading, writing, and English course final marks, the disparities were small, with each at less than plus or minus 7% compared to the DPCDSB mean. Figure 44 (below) illustrates these small disparities.



### Achievement: Mathematics

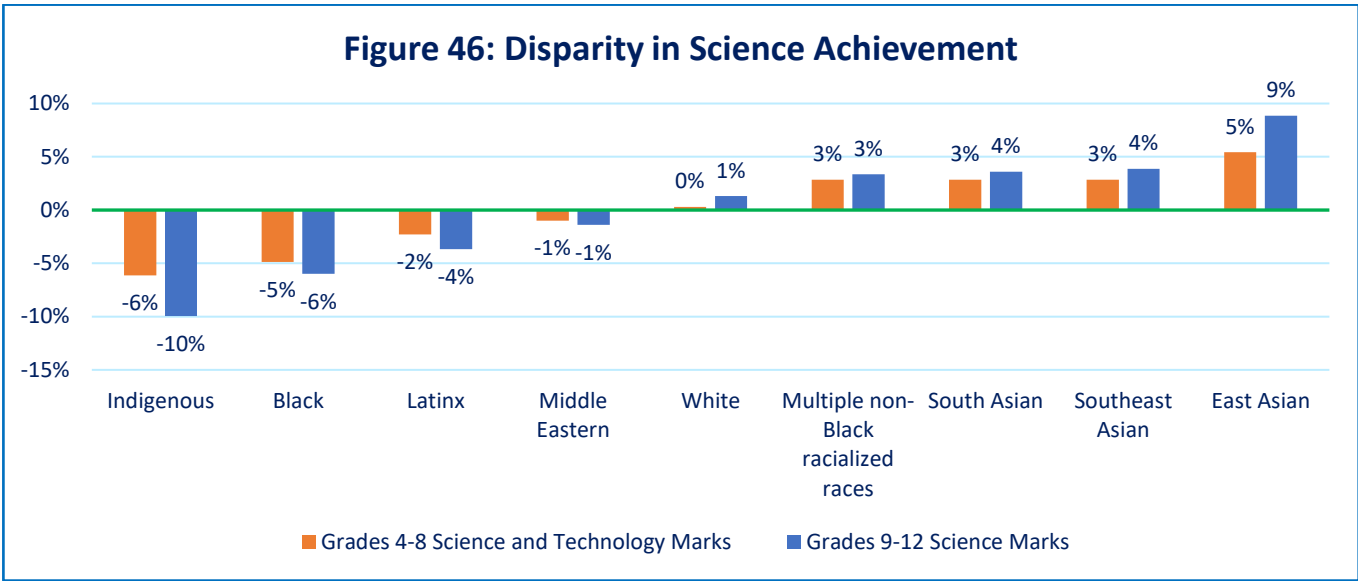
Like reading, writing, and English, mathematics courses are also crucial to OSSD and OSSC completion, with three mathematics credits required to obtain an OSSD and one required for an OSSC. DPCDSB staff examined mathematics achievement data for racial disparities. Staff observed racial disparities of at least 10% greater or less than the DPCDSB mathematics mark mean among two racial groups: East Asian students and Indigenous students. East Asian students demonstrated secondary mathematics marks that were, on average, 11% higher than the DPCDSB mean for mathematics courses. In contrast, Indigenous students received mathematics marks that were 9% lower than the DPCDSB average. Staff observed similar findings for elementary students; however, all disparities were less than plus or minus 10% of the DPCDSB average. Figure 45 (below) summarizes the racial disparities observed for mathematics achievement.



### Achievement: Science

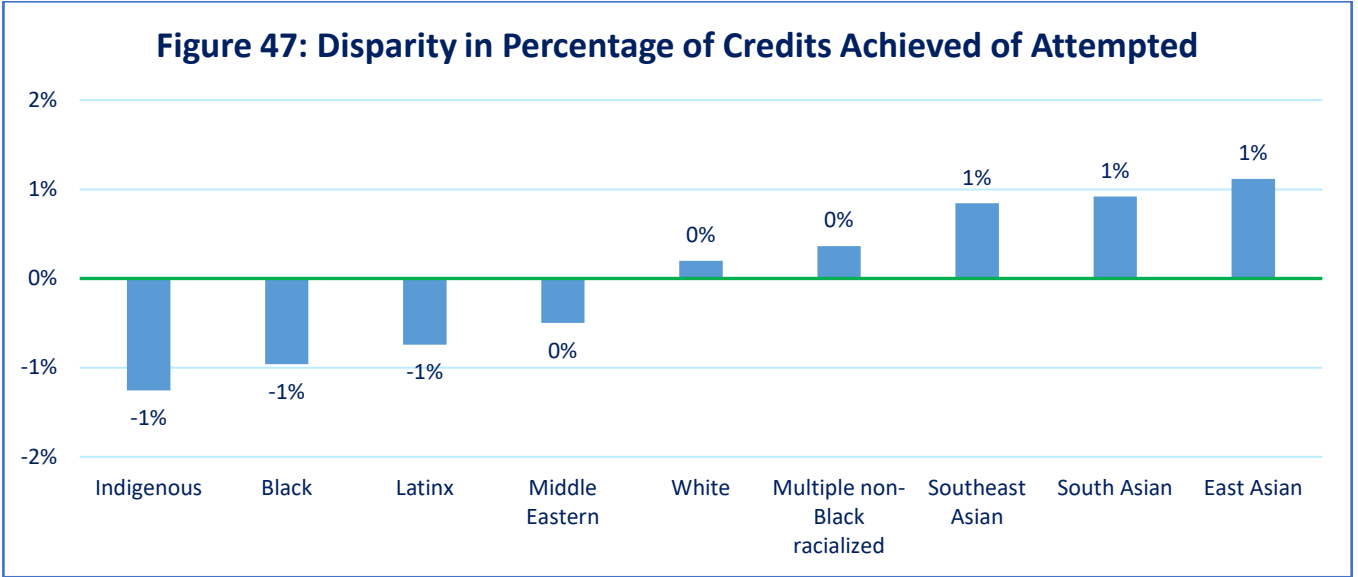
Science is a third important subject area when examining student achievement. In elementary grades, the subject is called Science and Technology. In secondary grades, students in Grades 9 and 10 access “Science” courses, while in Grades 11 and 12 they can differentiate into various scientific disciplines such as biology, chemistry, physics, and environmental science. Secondary students are required to complete at least two science courses to obtain their OSSD or one science course to obtain their OSSC.

DPCDSB staff examined science achievement data for racial disparities. Findings indicated that Indigenous secondary students received science marks that, on average, were 11% lower than the DPCDSB mean for this subject area. Staff observed similar findings for elementary students; however, all disparities were less than plus or minus 10% of the DPCDSB average. Figure 46 (below, following page) illustrates the racial disparity seen in science achievement.



### Credit Attainment

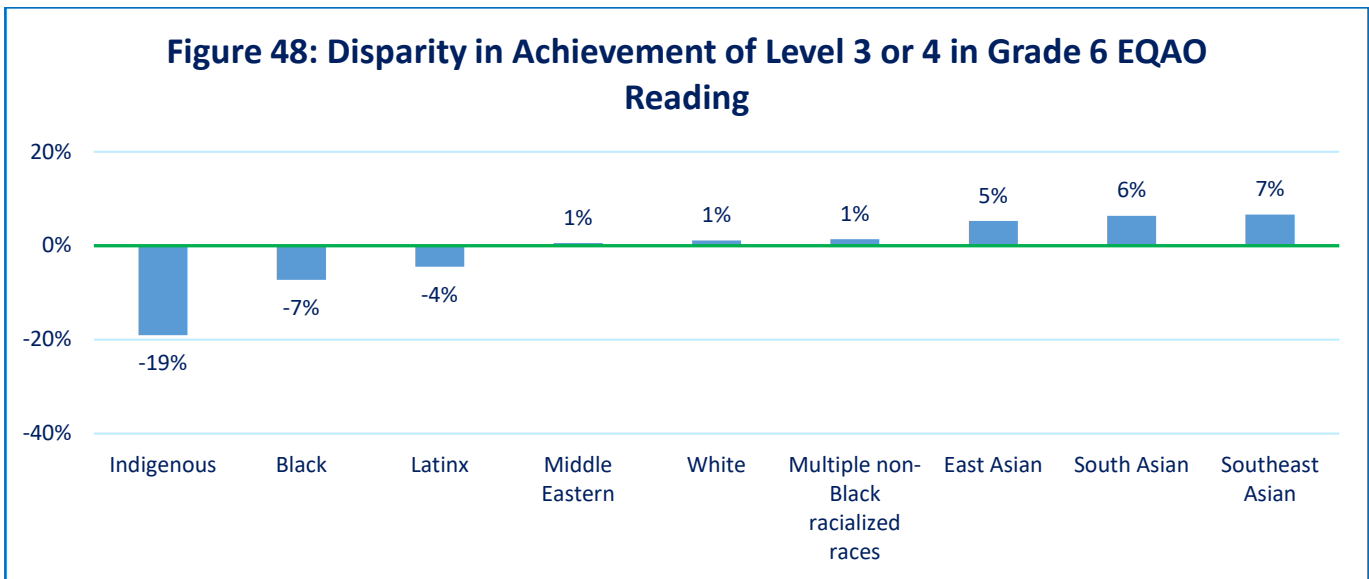
Staff examined credit completion rates, in terms of the percentage of credits achieved out of those attempted by students, to determine if there were racial disparities. While staff did detect differences in these data, disparities were very small at 1% greater or less than the DPCDSB credit completion rate. Figure 47 (below) illustrates the findings.



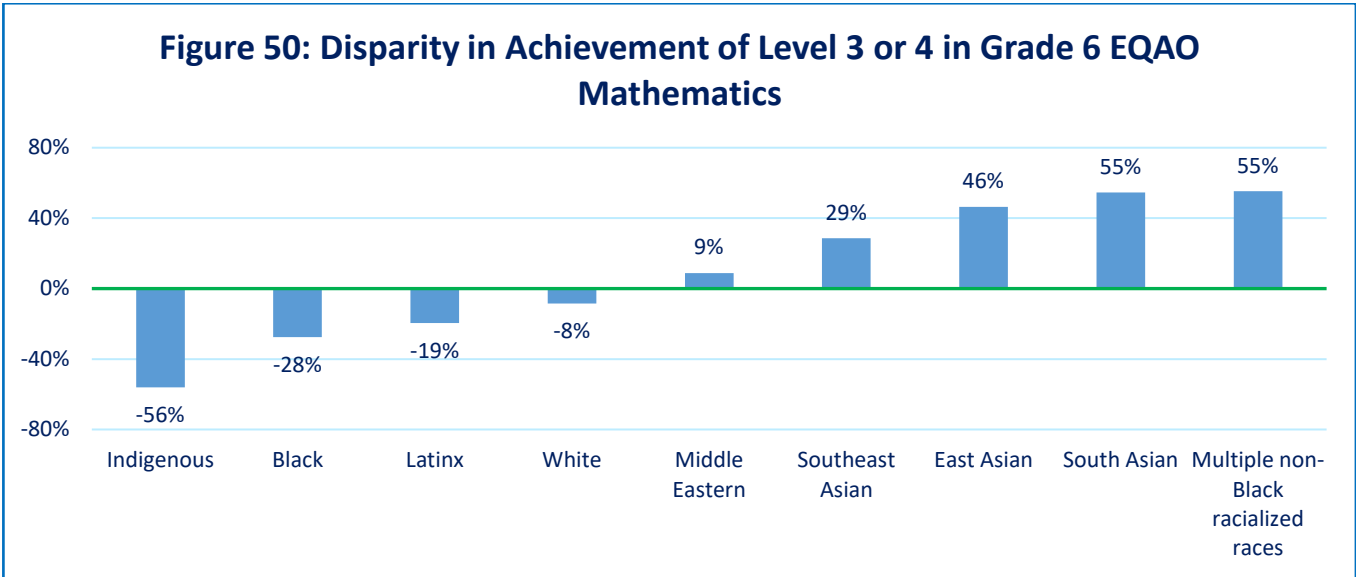
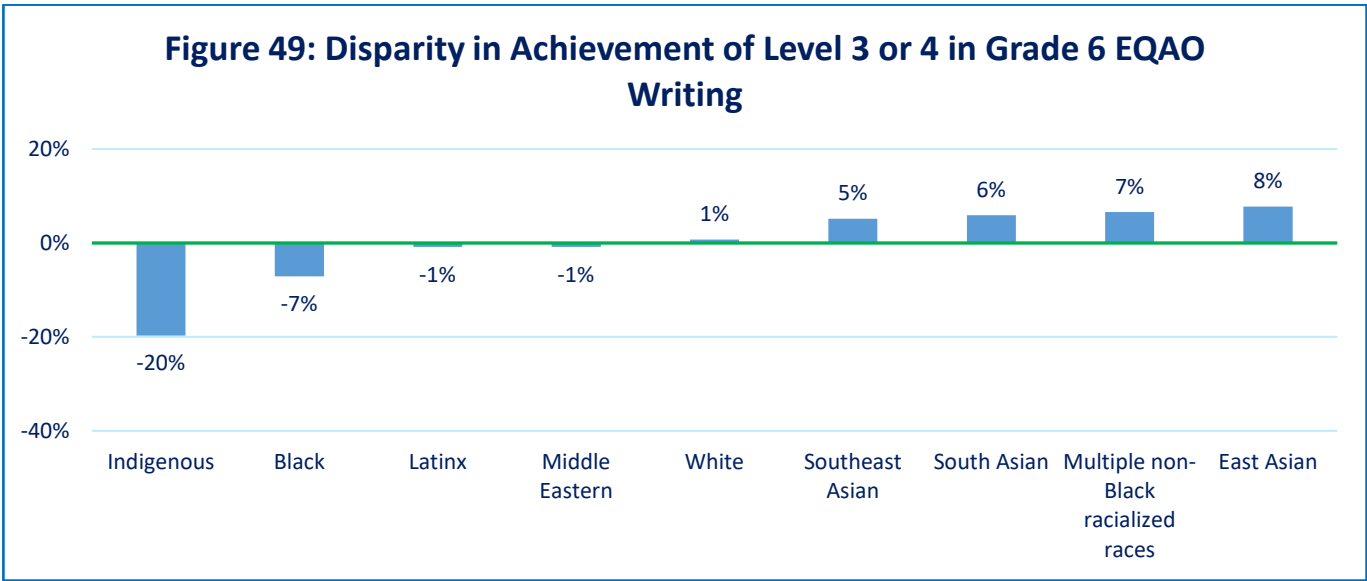
## EQAO and OSSLT Achievement

Ontario’s EQAO implements standardized assessments of mathematics and literacy annually at certain key points in students’ Kindergarten through Grade 12 education. EQAO assessments of reading, writing, and mathematics occur at the end of Grades 3 (Primary Division) and 6 (Junior Division). At the secondary level, the EQAO assessment of Grade 9 mathematics assesses students’ understanding, thinking, and application of mathematics learning. All students taking the Grade 9 de-streamed mathematics course are eligible to participate in this assessment at the end of the semester in which they took this course. Attainment of Level 3 or 4 is categorized as meeting or exceeding the provincial standard on EQAO assessments in Grades 3, 6, and 9. Teachers often incorporate student performance on the Grade 9 assessment into their final marks in the Grade 9 mathematics course. In terms of secondary literacy, EQAO administers the Ontario Secondary School Literacy Test (OSSLT) to students in Grade 10. Successful completion of this test is one of the requirements of the OSSD. Students who are not successful in Grade 10 may participate in subsequent grades or fulfill the literacy requirement via the Ontario Secondary School Literacy Course (OSSLC).

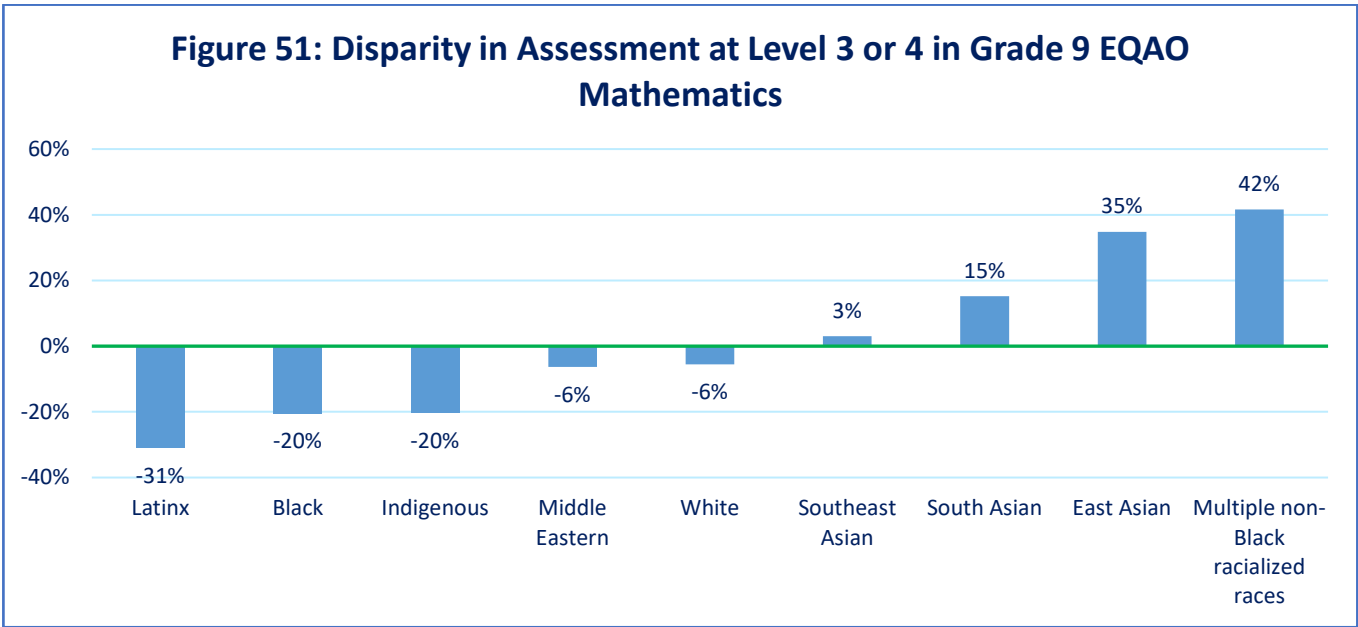
Staff examined Junior Division (Grade 6) EQAO Reading, Writing, and Mathematics assessments for racial disparities. Disparities of smaller than 10% above or below the DPCDSB rate of attainment of the provincial standard were observed for all races for reading and writing, except Indigenous students. Indigenous students were assessed as meeting or exceeding the provincial standard in Grade 6 EQAO Reading and Writing at rates of 19% lower than the DPCDSB rate in reading and 20% lower in writing. Staff noted larger disparities for some groups in Grade 6 EQAO Mathematics, with Indigenous students, Black students, and Latinx students being assessed as meeting or exceeding the provincial standard on this assessment at rates from 19% to almost 60% lower than the DPCDSB rate. Figures 48, 49, and 50 (below and following page) show the disparities in assessment at Level 3 or 4 on the EQAO Junior Division (Grade 6) Assessments of Reading, Writing, and Mathematics.



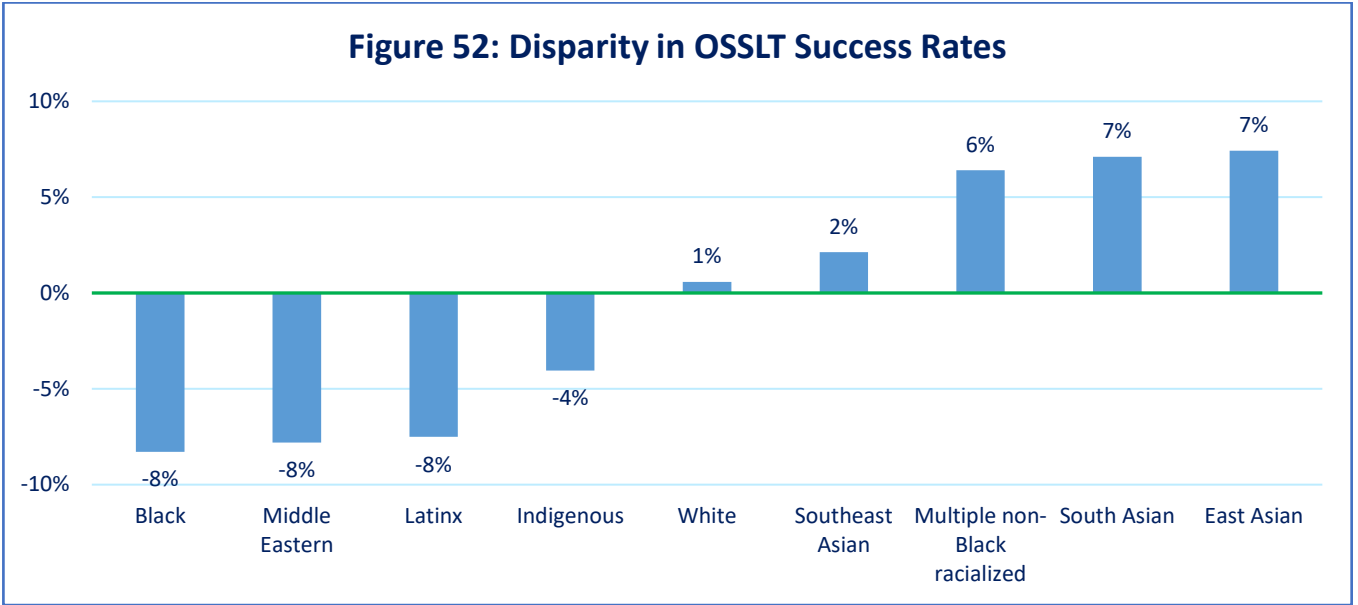




Staff examined EQAO Grade 9 mathematics assessment data and OSSLT success rates for racial disparities. When observing EQAO Grade 9 mathematics assessment results meeting or exceeding the provincial standard, staff detected racial disparities of at least 10% greater or less than the DPCDSB rate. Students reporting more than one non-Black racialized race, East Asian students, and South Asian students were assessed at Level 3 or 4 at rates of 42%, 35%, and 15% higher, respectively, than the DPCDSB attainment rate. In contrast, Latinx students, Black students, and Indigenous students were assessed at Level 3 or 4 at rates of 31%, 20%, and 20% lower, respectively, compared to the DPCDSB benchmark. Figure 51 (below, following page) illustrates the disparities in assessment at Level 3 or 4 on the Grade 9 EQAO assessment of mathematics.

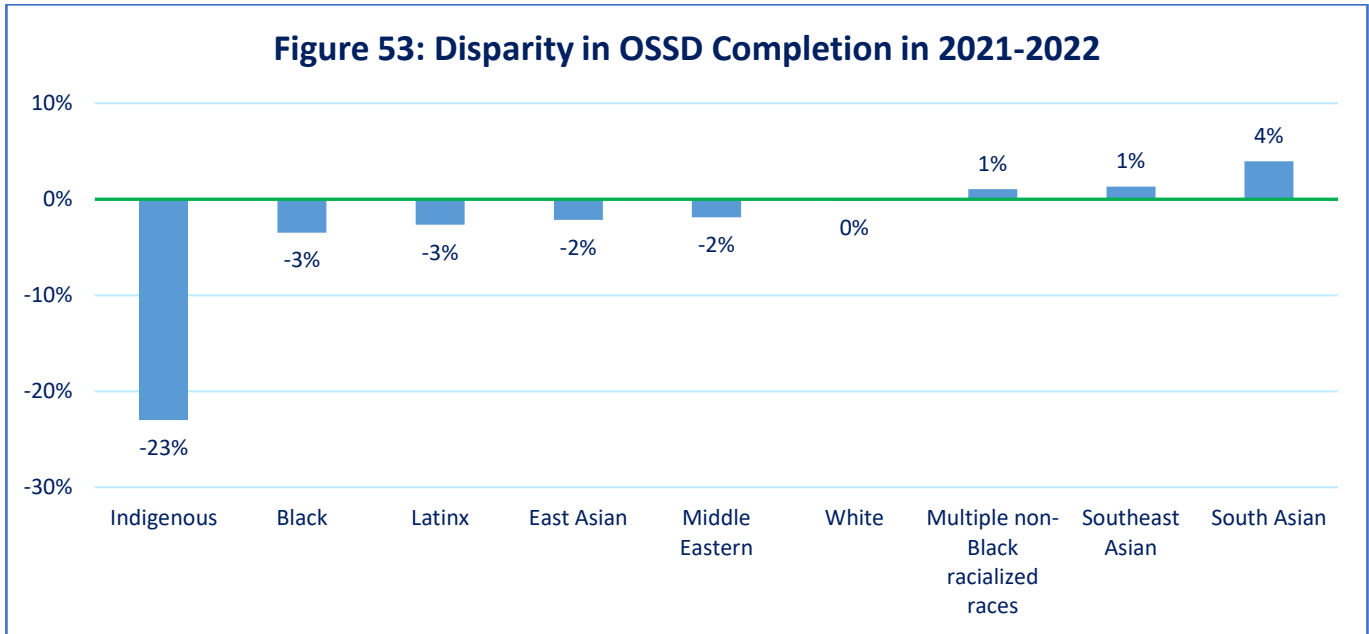


In terms of OSSLT success rates, staff observed racial disparities of less than 10% greater or less than the DPCDSB benchmark success rate. This observation is similar to the smaller levels of racial disparity seen in English marks, perhaps because of the focus on English language literacy in both of these outcomes. Figure 52 (below) illustrates disparities by race in OSSLT success rates compared to DPCDSB’s overall success rate.



## OSSD Completion

The final measure staff assessed for racial disparities was the completion of the OSSD by Grade 12 students in 2021-2022. In general, staff observed very small disparities of less than plus or minus 4% of the DPCDSB OSSD completion rate for all groups except Indigenous students. Indigenous students completed their OSSDs in 2021-2022 at a rate of 23% less than the rate for DPCDSB in the same academic year. However, it is important to note that students may attend Year 5 to complete all OSSD requirements. Therefore, it is possible that some students were still working on obtaining their OSSD after 2021-2022 concluded. Figure 53 (below) shows racial disparities in OSSD completion in 2021-2022.



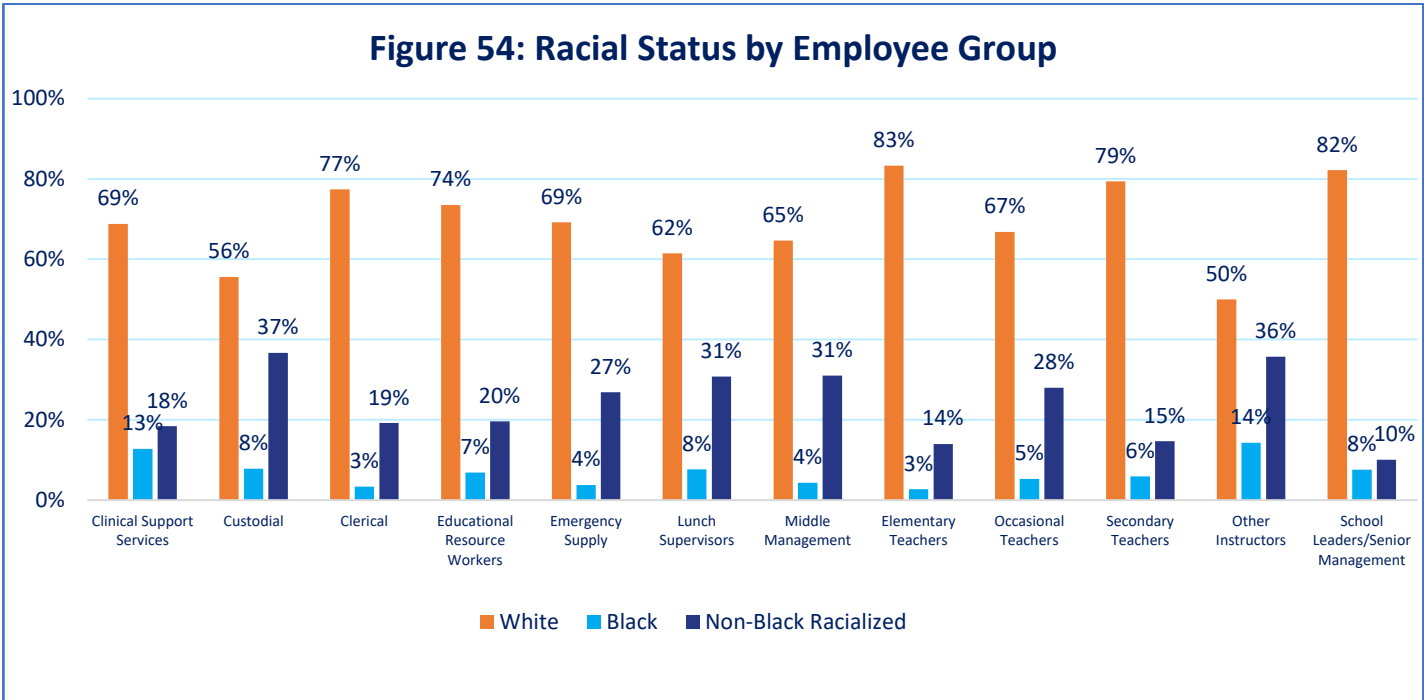
## DPCDSB Staff Identity-Based Data from the 2020-2021 DPCDSB Staff Census

Just prior to and concurrent with the implementation of the DPCDSB Student Census, DPCDSB administered an anonymous staff census. This staff census asked staff their first language(s) learned, their ethnic and racial backgrounds, their religious affiliation, their gender identity, their sexual orientation, whether they considered themselves to be a person with a disability, their approximate age, and their time and status in Canada. In addition, staff were asked their employee group affiliation and whether they were in a position of responsibility (i.e., with other staff reporting directly to them). Collection of these two latter items permitted staff in DPCDSB’s Policy, Strategy, Research, and Global Learning Department to examine staff demographic information by whether they were largely student-facing (e.g., teachers, dedicated early childhood educators [DECE], and administrators) or not, and whether they were in a formal leadership position. The staff census did not ask employees to respond to any attitudinal questions.

In general, the demographic profile of DPCDSB staff suggested that staff were predominantly Canadian citizens (98%), Catholic (94%), heterosexual (90%), women (78%), and white (77%). The most reported first languages of staff were English (67%), Italian (13%), and Portuguese (7%), and the most reported ethnicities were Canadian (31%), Italian (26%), and Irish (9%). Approximately 1% of staff identified they were Indigenous. Compared to the

student census results reported in pages 10 through 20 of this report, staff as a group demonstrated far less diversity than students.

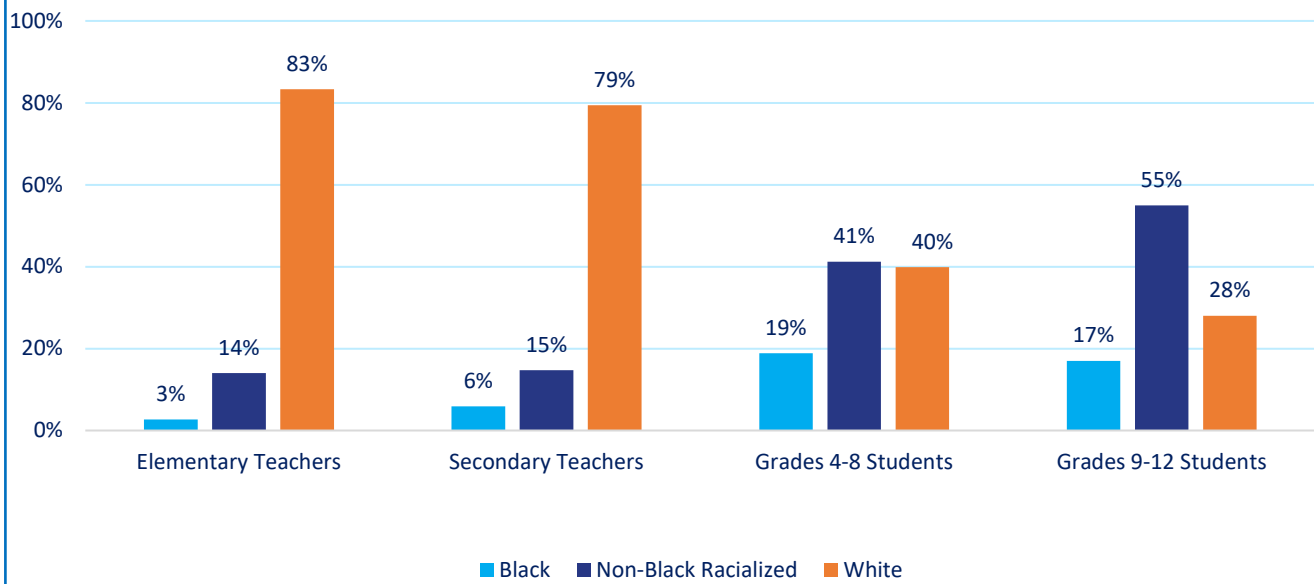
Although the staff census did not collect attitudinal data, staff performing data analyses were able to cross-reference employee group by racial status. Findings from these analyses indicated that although 77% of staff were white, the proportions of teaching staff, school administrators, and senior leadership who were white exceeded this figure. Figure 54 (below) illustrates the racial profile of DPCDSB staff by employee group. Note that, to simplify the graph, staff racial information was categorized into white, Black, and non-Black racialized staff.



When examining staff racial identities by employee group, the data revealed that staff who were generally not in a student-facing role or part of school or DPCDSB leadership, were comprised of 69% white employees, 7% Black employees, and 24% non-Black racialized employees. In contrast, 81% of student-facing and school leadership staff identified as white, while only 4% indicated they were Black, and 15% identified as a race that was neither Black nor white. Comparisons to the elementary and secondary student race data highlighted the overrepresentation of white staff in teaching roles. For example, 79% of secondary teachers identified as white but only 28% of students reported being white. In the elementary grades, 37% of students identified as white while 83% of elementary teachers reported belonging to this racial group. At an individual school level, the lack of Black and other racialized teachers could mean a Black or racialized student may never see or have a teacher who looks like them. Figure 55 (below, following page) illustrates the proportions of white, Black, and non-Black racialized teachers and students.<sup>9</sup>

<sup>9</sup> Note that, for the purposes of this aggregate analysis, Figure 55 excludes the 2% to 5% of respondents who did not report a racial identity or identities “Missing”, so the proportions of each student racial group may differ slightly compared to the race data provided on page 15 of this report.

**Figure 55: Racial Status of Teachers and Students by Panel**



## Discussion and Implications

Findings from the 2021-2022 DPCDSB Student Census have indicated that DPCDSB is a highly diverse school district in terms of first languages learned, ethnicities, racial groups, and religious affiliation. Analyses focused on racial disproportionalities and disparities illustrated clear trends in terms of differentiated student experiences. The observation of racial disproportionalities and disparities suggest systemic racism and discrimination are present and need to be addressed effectively to ensure equitable access and outcomes.

### Summary of Racial Disproportionalities

Staff observed racial disproportionalities that consistently identified overrepresentation of East Asian students, South Asian students, and students reporting more than one non-Black racialized race in terms of: accessing university-track English, mathematics, and science courses; taking Grade 12 mathematics and senior science courses; taking core French; accessing IB and AP regional programs of choice; and applying to and confirming attendance at university programs. Conversely, the racial disproportionality indices revealed that Indigenous students, Black students, and Latinx students were consistently underrepresented in these measures. White students were also slightly underrepresented in university-track courses, accessing senior math and science, pursuing university admission, and accessing IB and AP. Interestingly, Indigenous students, Black students, Latinx students, and white students tended to be overrepresented in college- and workplace-track English, mathematics, and science courses.

Staff observed slightly different trends in terms of the other regional programs of choice. Southeast Asian students, Black students, and Latinx students were overrepresented in Regional Arts compared to their respective representation in DPCDSB. In addition, staff observed racial disproportionalities in French language learning, with overrepresentation observed in Extended French for students reporting East Asian, Latinx, more than one non-Black racialized race, Middle Eastern, and white racial backgrounds. In contrast, French Immersion demonstrated

overrepresentation among Black students, students reporting more than one non-Black racialized race, and Southeast Asian students compared to their respective populations in DPCDSB. Differences in access in elementary and secondary Extended French among South Asian students were likely related to differences in population size of this group in elementary DPCDSB compared secondary under open access.

Finally, staff observed racial disproportionalities in disciplinary sanctions. Black students were significantly overrepresented among students who received progressive discipline actions. In terms of suspensions, Black students, Middle Eastern students, and Indigenous students were overrepresented among students receiving suspensions, relative to their respective populations in DPCDSB. Staff were unable to examine expulsion data due to the very small numbers of total expulsions.

The observed difference in type of academic pathway accessed by students of East Asian, South Asian, and multiple non-Black racialized races, compared to Indigenous, Black, Latinx, and white students suggests several factors may be at play beyond purely student interest and external motivation. The disproportionately lower access to academic programming among Black students has been well documented in Ontario (Lewis, 1992; James & Turner, 2017). Similarly, disproportionalities by race in terms of French language learning and disciplinary sanctions suggest some association with factors, rather than simply being due to chance. DPCDSB staff need to examine how systemic racism and discrimination are implicated. Research indicates that educator perceptions and expectations play a role in students' academic performance from a young age, particularly among Black students and groups traditionally marginalized in the classroom (James & Turner, 2017; Hinnant et. al., 2010), potentially creating barriers to accessing courses, pathways, and programs in which these students are notably underrepresented.

## Summary of Racial Disparities

In addition to racial disproportionalities, or over- or underrepresentation, staff detected racial disparities. Racial disparities are assessed by comparing achievement, attitudes, or other outcomes for one racial group to a benchmark group. Direction from the *Anti-Racism Act's* data standards requires PSOs to select a meaningful benchmark group for comparisons, with suggestions to use the group least likely to experience barriers, in the Ontario context, to the services offered by the PSO (Anti-Racism Directorate, 2019). In most cases, this racial group would be white students. However, DPCDSB staff declined to centre white student outcomes as the benchmark for achievement, attitudes, and other indicators, and chose to use the DPCDSB participating student population as the comparator. During the analysis and consultation process, staff observed similar patterns in disparities when the comparator was white as to when it was the DPCDSB population. This observation could be related to (1) the fact that white students comprise the largest proportion of the DPCDSB population at 28%, and (2) review of descriptive data suggests that white student outcomes consistently align with the middle of each observed data range.

The racial disparity indices used by staff revealed clear disparity for some outcomes. Staff observed a variety of disparities related to attitudinal outcomes. First, South Asian students had higher ratings compared to the DPCDSB population for high scores in both peer inclusion and school support by adults, while Black students had lower scores for both outcomes. The much lower ratings of peer inclusion and school support among Black students may be related to Ontario's documented persistence of anti-Black racism in both schools and the wider community, as summarized by James and Turner (2017), which staff need to address and dismantle. Similarly, as Walton and Truong (2023) discussed, the impacts of racism and discrimination on Asian identity and self concept may have influenced the emotional well-being findings, in which Southeast Asian students and East Asian students had lower ratings of positive well-being. Due to unexamined biases, East Asian and South Asian students are often expected to succeed at a higher level than their peers based on their identity alone (Walton & Truong, 2023). This expectation can lead to students who feel extreme pressure to perform well academically.

Furthermore, studies have highlighted the negative impacts on identity among Asian students regarding “assumptions about being ‘nerdy’ and ‘socially inept’...[which] can contribute to racial isolation and marginalization” (Walton & Truong, 2023:402). These expectations and assumptions may impact student well-being and sense of self. Moreover, this impact may have been exacerbated by the timing of the census occurring just after schools opened after the COVID-19 pandemic shutdowns, when anti-Asian hate and discrimination had notable negative impacts on the sense of belonging and mental health of Asians in the community (Lou et. al., 2022; Wu et. al., 2021).

When students were asked about how often they saw their identities positively reflected at school, white students and Indigenous students demonstrated high scores at much greater rates than DPCDSB as a population in secondary grades, while all racial groups except Black students and South Asian students had much lower rates of seeing their identities positively reflected at school. These findings may be related both to the predominantly Eurocentric curriculum of Ontario’s publicly funded schools in the case of white students and to the more recent integration of Indigenous knowledge, language, and culture through Ministry of Education initiatives in Indigenous education for Indigenous students. However, despite seeing their identities portrayed positively at school, Indigenous students still reported almost three times more experience of exclusion at school than the DPCDSB rate and demonstrated the highest rates of days absent versus DPCDSB as a comparator. These disparities suggest the continued need to dismantle biases held by non-Indigenous students, staff, and community.

In contrast to the disparities observed for attitudinal and attendance data, staff saw somewhat reduced racial disparity in select achievement measures. For example, staff observed very small racial disparities of less than 2% higher or lower than the DPCDSB rate for the percentage of credits achieved by students of the total they attempted in 2021-2022. Staff also noted disparities of less than 10% greater or less than the DPCDSB elementary Reading and Writing EQAO performance and report card marks in these strands, secondary English course marks, and OSSLT success rates. In these outcomes, East Asian students, South Asian students, and students reporting more than one non-Black racialized race demonstrated slightly higher performance than DPCDSB as a population. Despite observing only small disparities in literacy outcomes, staff noted that Black students, Indigenous students, and, to a lesser extent, Latinx students demonstrated lower literacy achievement outcomes.

Staff noted slightly more racial disparity in science and mathematics achievement, with East Asian students receiving mathematics and science course marks that were higher than the DPCDSB means for these subject areas, while Indigenous students received math and science marks that were much lower than DPCDSB means. Staff also observed much greater racial disparity in the EQAO Grades 6 and 9 mathematics achievement levels. For example, Grade 6 students reporting multiple non-Black racialized races, South Asian students, East Asian students, and Southeast Asian students met or exceeded the provincial standard at 55% to 29% higher rates, respectively, than DPCDSB. Grade 9 students reporting multiple non-Black racialized races and East Asian students received scores meeting or exceeding the provincial standard at 35% to 42% higher rates than in DPCDSB, respectively. In contrast, Latinx students, Black students, and Indigenous students were assessed at or above the provincial standard at 20% to 56% lower rates, depending on the assessment grade, compared to DPCDSB’s performance. While the observation that literacy course marks and OSSLT success appear to have minimal racial disparity is welcome news, disparity persists in mathematics with Black students, Indigenous students, and Latinx students receiving slightly lower marks on average. This disparity needs to be addressed to reduce barriers for future education and workplace options for Black, Indigenous, and Latinx students.

Finally, completion of the OSSD in 2021-2022 by Grade 12 students revealed small racial disparities of less than 4% higher or lower than the DPCDSB completion rate for all groups except Indigenous students. Instead, Indigenous students completed their OSSDs at a rate of 23% lower than the DPCDSB completion rate. While the ability of Grade 12 students to access a Year 5 to complete final OSSD requirements means several Grade 12 students may have returned in 2022-2023 to complete their diplomas, the large disparity demonstrated by

Indigenous students suggests other, systemic barriers may be at the root of this observation. This finding warrants further investigation by DPCDSB staff to minimize disparities for Indigenous students.

## Next Steps for DPCDSB

As noted on pages 51 through 53, the degree of diversity among students contrasts with the relative homogeneity of DPCDSB staff, particularly those who are in student-facing and/or leadership roles. The contrasting demographic profiles of students compared specifically to teachers may play a key role in racial disproportionalities in program access and streaming, as well as in attendance, achievement, and attitudinal disparities. This finding is not unique to DPCDSB but has been observed at school districts in the Greater Toronto Area (see Lewis, 1992; James & Turner, 2017). Given that DPCDSB has an elementary student population that is over 60% racialized and a secondary population that is almost three quarters racialized, DPCDSB as an organization needs to support predominantly white student-facing staff, particularly teachers, “...to have the skills, abilities, and desire to work in culturally diverse and marginalized communities” (James & Turner, 2017:52).

Teachers not only deliver curriculum and assess achievement, but they also create and maintain the classroom and school environment through relationship-building and behavioural and academic expectations. Teacher expectations of students have been shown to have far-reaching impacts, such as high academic expectations in secondary school being associated with a student’s greater likelihood of graduating from a post-secondary institution (Boser et. al., 2014). However, research suggests that teachers have lower expectations for students with whom they have a demographic mismatch, such as non-Black teachers of Black male students, particularly in mathematics (Gershenson et. al., 2016), or “...for students of colour and students from disadvantaged backgrounds”, namely Black and Latinx students (Boser et. al., 2014). These lower expectations of students by teachers have been documented for Black students in Peel Region and the Greater Toronto Area (James & Turner, 2015; James & Turner, 2017). It is possible that lowered expectations of some groups over others contributes to racial disproportionalities in access to DPCDSB regional programs of choice, types of French language learning, and program pathways (i.e., streaming) to post-secondary education or the workplace after secondary school, as well as racial disparities in achievement, though small. In terms of discipline, DPCDSB’s overrepresentation of Black students receiving progressive discipline sanctions and suspensions is consistent with over thirty years of findings from Ontario schools cited by James and Turner (2017), and is likely the result of anti-Black racism, bias, heightened surveillance of Black students, and harsher penalties for discipline infractions as seen in the research literature (James & Turner, 2017; Sevon, 2022).

These data findings highlight and emphasize a need to make immediate changes within DPCDSB’s educational system that will remove barriers to inclusion and improve outcomes for students. Given the data gathered from the census and the subsequent analyses revealing racial disproportionalities and disparities, DPCDSB is committed to taking action to improve access and outcomes for students from historically marginalized groups, particularly Black and Indigenous students. Improving outcomes for students who are experiencing the most barriers within DPCDSB by addressing and changing policy, practice, and structures is work that is consistent with the Catholic faith and fulfills the call to the “passionate commitment to social justice” outlined by the Ontario Catholic Bishops in *Renewing the Promise* (Assembly of Catholic Bishops of Ontario, 2018:3). To support this work, Safir and Dugan (2021) offer the reminder that reorienting the publicly funded education system begins by “...centring the experiences of children - particularly children at the margins - and working to heal the wounds of racism and oppression in our schools” (Safir & Dugan, 2021:12). In centring the students who are the most profoundly impacted, DPCDSB thereby responds to the call of Catholic Social Teaching to provide a preferential option for the vulnerable, honour the dignity of the human person, and work in solidarity for the collective good.

In response to the census data and outcomes findings that revealed disproportionalities and disparities by race, DPCDSB will continue to undertake the steps outlined in Box 3 (following page) to dismantle existing barriers that prevent students from being able to thrive. DPCDSB will accomplish this work through “...providing relevant and



responsive supports that affirm identities by cultivating a positive sense of self (e.g., fostering accompaniment and belonging for all in the image and likeness of God)” (Dufferin-Peel Catholic District School Board, 2024).

### **Box 3: Ongoing Actions to Dismantle Barriers**

- Increase representation of Black and Indigenous identifying staff by changing hiring practices to remove barriers for racialized groups.
- Provide targeted training to Secondary teachers to offer the Black Voices courses and NBE courses in every secondary school.
- Expand the Graduation Coaches for Black Students program in Secondary Schools by hiring additional staff to offer the program in each Family of Schools.
- Implement a DPCDSB policy and General Administrative Procedure (GAP) on dismantling anti-Black racism and upholding human rights.
- Work closely with the Indigenous Education Council (IEC) and Black Community Advisory Council (BCAC) to review policies and practices to identify and address barriers to Black and Indigenous students.
- Ensure that the Director of Education and Trustees meet with the BCAC to hear their concerns and discuss the strategic direction.
- Respond to student voice gathered through the CCC School Climate Survey, Census, BCAC and IEC student representatives and the Indigenous Student Trustee.
- Provide targeted training and resources to elementary educators with the goal of creating identity affirming classrooms where Black and Indigenous students’ identities are affirmed through pedagogy, curriculum resources, and educator practice.
- Increase transparency and accountability for parents, guardians, and families when reporting incidents of anti-Black racism and anti-Indigenous racism using the Safe Schools Reporting Tool.
- Ensure that, if a complaint has been launched, those who are investigating have been trained in decolonization, anti-Racism, anti-Black racism, anti-oppression, equity and inclusion and human rights. Where possible, include members of the impacted community during investigation of the complaint.
- Provide ongoing targeted training on anti-Black racism, anti-Indigenous racism, and colonialism and their continued impacts within education for all staff groups, including Trustees.
- Amend the Equity and Inclusive Education policy to include accountability measures.
- Create a centralized department dedicated to addressing and dismantling anti-Black racism, with adequate staff and budget to implement effectively the goals of the Strategic Plan to Dismantle Anti-Black Racism.
- Continue to collect, analyse, and respond to disaggregated identity-based data, in both qualitative and quantitative formats.
- Ensure that affinity spaces for Black students are prioritized in each secondary school and that students can access them without barriers.
- Prioritize affirming Indigenous student identities by placing the Land Acknowledgement first in school opening exercises.
- Ensure that the Indigenous Education policy and Strategic Plan to Dismantle Anti-Black Racism are understood by all staff, including Senior Management and Trustees, and that these policies are followed.
- Ensure all policies and GAPs as related to inclusive education are in accordance with the Ontario Human Rights Code (OHRC), Indigenous Education Policy, and the Strategic Plan to Dismantle Anti-Black Racism.
- Establish quarterly small group sessions for Black and Indigenous staff and Black and Indigenous administrators with senior staff to cultivate trusting relationships whereby staff can discuss matters of importance and highlight successes and advise on next steps.
- Include members of the Equity and Inclusive Education and Indigenous Education Departments on DPCDSB implementation of all Ministry of Education initiatives as they pertain to anti-oppression, anti-Black racism, anti-Indigenous racism, and decolonizing education.

## Appendix A: Elementary Student Descriptive Statistics by Race

The tables below summarize the numeric outcomes analysed by race for students in Grades 4 through 8 in this technical report. Note that “NR” appears where the total students is less than 10.

### Attitudes

	High Scores for Peer Inclusion		High Scores for School Support		High Scores for Positive Well-Being		High Scores for Negative Well-Being		High Scores for Identity Positively Seen		Moderate to High Experience of Exclusion	
	# High	% High	# High	% High	# High	% High	# High	% High	# High	% High	#High/Medium	% High/Medium
<b>Black</b>	2029	<b>59%</b>	2117	<b>62%</b>	1679	<b>53%</b>	628	<b>20%</b>	1515	<b>48%</b>	675	<b>21%</b>
<b>East Asian</b>	339	<b>67%</b>	341	<b>68%</b>	221	<b>45%</b>	89	<b>18%</b>	211	<b>44%</b>	58	<b>12%</b>
<b>Indigenous</b>	215	<b>61%</b>	226	<b>65%</b>	158	<b>49%</b>	82	<b>25%</b>	155	<b>47%</b>	105	<b>33%</b>
<b>Latinx</b>	805	<b>61%</b>	839	<b>64%</b>	617	<b>49%</b>	258	<b>20%</b>	580	<b>46%</b>	176	<b>14%</b>
<b>Middle Eastern</b>	694	<b>67%</b>	701	<b>68%</b>	495	<b>50%</b>	191	<b>19%</b>	454	<b>47%</b>	161	<b>17%</b>
<b>Multiple non-Black racialized races</b>	256	<b>61%</b>	268	<b>64%</b>	163	<b>40%</b>	92	<b>23%</b>	161	<b>41%</b>	51	<b>13%</b>
<b>South Asian</b>	1083	<b>71%</b>	1071	<b>71%</b>	765	<b>52%</b>	233	<b>16%</b>	729	<b>50%</b>	178	<b>12%</b>
<b>Southeast Asian</b>	1576	<b>66%</b>	1625	<b>68%</b>	990	<b>43%</b>	515	<b>22%</b>	1016	<b>45%</b>	298	<b>13%</b>
<b>White</b>	4760	<b>68%</b>	4824	<b>69%</b>	3385	<b>51%</b>	1263	<b>19%</b>	3454	<b>52%</b>	838	<b>13%</b>
<b>DPCDSB</b>	11757	<b>65%</b>	12012	<b>67%</b>	8473	<b>49%</b>	3351	<b>20%</b>	8275	<b>49%</b>	2540	<b>15%</b>

### Access: International Baccalaureate (IB) and French Language Learning

	Accessing IB		Taking Core French (Grades 4-8)		Taking Extended French (Grade 5 Start)		Taking French Immersion (Grade 1 Start)	
	#	%	#	%	#	%	#	%
<b>Black</b>	<10	<b>NR</b>	3085	<b>89%</b>	193	<b>6%</b>	198	<b>6%</b>
<b>East Asian</b>	<10	<b>NR</b>	411	<b>82%</b>	45	<b>9%</b>	47	<b>9%</b>
<b>Indigenous</b>	<10	<b>NR</b>	345	<b>90%</b>	27	<b>7%</b>	10	<b>3%</b>
<b>Latinx</b>	<10	<b>NR</b>	1137	<b>85%</b>	119	<b>9%</b>	75	<b>6%</b>
<b>Middle Eastern</b>	<10	<b>NR</b>	902	<b>86%</b>	97	<b>9%</b>	52	<b>5%</b>
<b>Multiple non-Black racialized races</b>	<10	<b>NR</b>	367	<b>87%</b>	19	<b>5%</b>	34	<b>8%</b>
<b>South Asian</b>	<10	<b>NR</b>	1327	<b>87%</b>	101	<b>7%</b>	93	<b>6%</b>
<b>Southeast Asian</b>	11	<b>0%</b>	2151	<b>89%</b>	111	<b>5%</b>	148	<b>6%</b>
<b>White</b>	54	<b>1%</b>	6457	<b>91%</b>	483	<b>7%</b>	171	<b>2%</b>
<b>DPCDSB</b>	96	<b>1%</b>	16182	<b>89%</b>	1195	<b>7%</b>	828	<b>5%</b>

## Days Absent (2021-2022) and Disciplinary Sanctions

	Average Days Absent	Progressive Discipline		Suspensions	
	#	#	%	#	%
Black	17.8	195	6%	101	3%
East Asian	14.7	13	3%	<10	NR
Indigenous	23.3	18	5%	14	4%
Latinx	22.5	42	3%	31	2%
Middle Eastern	17.7	35	3%	19	2%
Multiple non-Black racialized races	18.0	10	2%	<10	NR
South Asian	17.5	21	1%	19	1%
Southeast Asian	15.6	49	2%	23	1%
White	21.2	178	2%	137	2%
DPCDSB	18.7	561	3%	355	2%

## EQAO Achievement

	Assessed at Level 3 or 4 on Grade 6 EQAO Reading		Assessed at Level 3 or 4 on Grade 6 EQAO Writing		Assessed at Level 3 or 4 on Grade 6 EQAO Math	
	#	%	#	%	#	%
Black	483	83%	488	84%	200	34%
East Asian	92	94%	95	97%	68	69%
Indigenous	52	72%	52	72%	15	21%
Latinx	213	85%	223	89%	95	38%
Middle Eastern	200	90%	199	89%	115	52%
Multiple non-Black racialized races	66	90%	70	96%	53	74%
South Asian	241	95%	242	95%	186	74%
Southeast Asian	408	95%	405	95%	261	61%
White	1243	90%	1249	91%	598	44%
DPCDSB	2998	89%	3023	90%	1591	48%

## Average Reading, Writing, Math, and Science and Technology Marks

	Reading Marks	Writing Marks	Mathematics Marks	Science and Technology Marks
	%	%	%	%
Black	74%	74%	74%	74%
East Asian	80%	80%	83%	82%
Indigenous	73%	72%	72%	73%
Latinx	75%	75%	75%	76%
Middle Eastern	75%	75%	78%	77%
Multiple non-Black racialized races	79%	78%	80%	80%
South Asian	79%	78%	81%	80%
Southeast Asian	78%	78%	80%	80%
White	76%	76%	78%	78%
DPCDSB	77%	76%	78%	78%

## Appendix B: Secondary Student Descriptive Statistics by Race

The tables below summarize the numeric outcomes analysed by race for students in Grades 9 through 12 in this technical report. Note that “NR” appears where the total students is less than 10.

### Attitudes

	High Scores for Peer Inclusion		High Scores for School Support		High Scores for Positive Well-Being		High Scores for Negative Well-Being		High Scores for Identity Positively Seen		Moderate to High Experience of Exclusion	
	# High	% High	# High	% High	# High	% High	# High	% High	# High	% High	#High/ Medium	% High/ Medium
<b>Black</b>	1453	<b>45%</b>	1205	<b>37%</b>	1201	<b>40%</b>	1065	<b>36%</b>	1071	<b>35%</b>	73	<b>13%</b>
<b>East Asian</b>	298	<b>52%</b>	249	<b>43%</b>	147	<b>27%</b>	166	<b>30%</b>	176	<b>31%</b>	<10	<b>NR</b>
<b>Indigenous</b>	130	<b>54%</b>	116	<b>49%</b>	101	<b>44%</b>	73	<b>32%</b>	98	<b>42%</b>	18	<b>20%</b>
<b>Latinx</b>	522	<b>48%</b>	471	<b>43%</b>	361	<b>35%</b>	400	<b>38%</b>	322	<b>30%</b>	22	<b>11%</b>
<b>Middle Eastern</b>	792	<b>55%</b>	646	<b>45%</b>	531	<b>40%</b>	477	<b>36%</b>	441	<b>33%</b>	45	<b>11%</b>
<b>Multiple non-Black racialized races</b>	268	<b>50%</b>	242	<b>45%</b>	169	<b>33%</b>	190	<b>37%</b>	148	<b>28%</b>	<10	<b>NR</b>
<b>South Asian</b>	2634	<b>59%</b>	2252	<b>50%</b>	1687	<b>40%</b>	1320	<b>32%</b>	1626	<b>38%</b>	65	<b>7%</b>
<b>Southeast Asian</b>	941	<b>46%</b>	890	<b>43%</b>	524	<b>26%</b>	842	<b>42%</b>	625	<b>31%</b>	25	<b>9%</b>
<b>White</b>	2827	<b>53%</b>	2495	<b>47%</b>	1867	<b>37%</b>	1784	<b>35%</b>	2204	<b>43%</b>	81	<b>10%</b>
<b>DPCDSB</b>	9865	<b>52%</b>	8566	<b>45%</b>	6588	<b>37%</b>	6317	<b>35%</b>	6711	<b>37%</b>	342	<b>10%</b>

### Pathways: English and Math

	University-Track English		College-Track English		Workplace-Track English		University-Track Math		College-Track Math		Workplace-Track Math	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>Black</b>	2390	<b>72%</b>	691	<b>21%</b>	99	<b>3%</b>	2243	<b>67%</b>	742	<b>22%</b>	158	<b>5%</b>
<b>East Asian</b>	504	<b>86%</b>	29	<b>5%</b>	<10	<b>NR</b>	528	<b>90%</b>	34	<b>6%</b>	<10	<b>NR</b>
<b>Indigenous</b>	127	<b>52%</b>	76	<b>31%</b>	17	<b>7%</b>	120	<b>49%</b>	72	<b>29%</b>	27	<b>11%</b>
<b>Latinx</b>	768	<b>69%</b>	247	<b>22%</b>	32	<b>3%</b>	741	<b>66%</b>	238	<b>21%</b>	48	<b>4%</b>
<b>Middle Eastern</b>	1155	<b>78%</b>	176	<b>12%</b>	19	<b>1%</b>	1211	<b>81%</b>	181	<b>12%</b>	39	<b>3%</b>
<b>Multiple non-Black racialized races</b>	468	<b>85%</b>	45	<b>8%</b>	<10	<b>NR</b>	479	<b>87%</b>	49	<b>9%</b>	<10	<b>NR</b>
<b>South Asian</b>	4089	<b>89%</b>	205	<b>4%</b>	16	<b>0%</b>	4116	<b>90%</b>	321	<b>7%</b>	19	<b>0%</b>
<b>Southeast Asian</b>	1651	<b>79%</b>	285	<b>14%</b>	24	<b>1%</b>	1656	<b>79%</b>	308	<b>15%</b>	40	<b>2%</b>
<b>White</b>	4064	<b>75%</b>	1013	<b>19%</b>	106	<b>2%</b>	3806	<b>70%</b>	1097	<b>20%</b>	180	<b>3%</b>
<b>DPCDSB</b>	15216	<b>78%</b>	2767	<b>14%</b>	321	<b>2%</b>	14900	<b>77%</b>	3042	<b>16%</b>	523	<b>3%</b>

## Pathways and Electives: Program of Study and Access to Grade 12 Math and Senior Science

	University-Track Science		College-Track Science		Workplace-Track Science		Taking Grade 12 Math		Taking Senior Science	
	#	%	#	%	#	%	#	%	#	%
<b>Black</b>	2015	<b>61%</b>	624	<b>19%</b>	90	<b>3%</b>	482	<b>65%</b>	885	<b>59%</b>
<b>East Asian</b>	486	<b>83%</b>	43	<b>7%</b>	<10	<b>NR</b>	123	<b>88%</b>	197	<b>74%</b>
<b>Indigenous</b>	109	<b>44%</b>	67	<b>27%</b>	17	<b>7%</b>	21	<b>40%</b>	56	<b>50%</b>
<b>Latinx</b>	664	<b>60%</b>	205	<b>18%</b>	31	<b>3%</b>	155	<b>62%</b>	284	<b>56%</b>
<b>Middle Eastern</b>	1122	<b>75%</b>	178	<b>12%</b>	25	<b>2%</b>	220	<b>73%</b>	455	<b>72%</b>
<b>Multiple non-Black racialized races</b>	439	<b>79%</b>	51	<b>9%</b>	<10	<b>NR</b>	87	<b>78%</b>	166	<b>70%</b>
<b>South Asian</b>	3887	<b>85%</b>	247	<b>5%</b>	15	<b>0%</b>	824	<b>84%</b>	1569	<b>76%</b>
<b>Southeast Asian</b>	1501	<b>72%</b>	269	<b>13%</b>	19	<b>1%</b>	399	<b>79%</b>	712	<b>69%</b>
<b>White</b>	3454	<b>64%</b>	811	<b>15%</b>	81	<b>1%</b>	885	<b>67%</b>	1493	<b>58%</b>
<b>DPCDSB</b>	13677	<b>70%</b>	2495	<b>13%</b>	284	<b>1%</b>	3273	<b>73%</b>	5817	<b>65%</b>

### Access: Regional Programs

	International Baccalaureate		Advanced Placement		Regional Arts	
	#	%	#	%	#	%
<b>Black</b>	65	<b>2%</b>	53	<b>2%</b>	123	<b>4%</b>
<b>East Asian</b>	108	<b>18%</b>	25	<b>4%</b>	<10	<b>NR</b>
<b>Indigenous</b>	0	<b>0%</b>	<10	<b>NR</b>	<10	<b>NR</b>
<b>Latinx</b>	21	<b>2%</b>	11	<b>1%</b>	32	<b>3%</b>
<b>Middle Eastern</b>	64	<b>4%</b>	21	<b>1%</b>	15	<b>1%</b>
<b>Multiple non-Black racialized races</b>	40	<b>7%</b>	16	<b>3%</b>	14	<b>3%</b>
<b>South Asian</b>	444	<b>10%</b>	271	<b>6%</b>	63	<b>1%</b>
<b>Southeast Asian</b>	80	<b>4%</b>	47	<b>2%</b>	104	<b>5%</b>
<b>White</b>	104	<b>2%</b>	44	<b>1%</b>	141	<b>3%</b>
<b>DPCDSB</b>	926	<b>5%</b>	489	<b>3%</b>	505	<b>3%</b>

### Access: French Language Learning

	Not Taking Core French after Grade 9		Taking Core French after Grade 9		Taking Extended French (Grade 5 Start)		Taking French Immersion (Grade 1 Start)	
	#	%	#	%	#	%	#	%
<b>Black</b>	1995	<b>60%</b>	1067	<b>32%</b>	131	<b>4%</b>	131	<b>4%</b>
<b>East Asian</b>	256	<b>44%</b>	264	<b>45%</b>	52	<b>9%</b>	12	<b>2%</b>
<b>Indigenous</b>	168	<b>69%</b>	66	<b>27%</b>	<10	<b>NR</b>	<10	<b>NR</b>
<b>Latinx</b>	655	<b>59%</b>	349	<b>31%</b>	87	<b>8%</b>	24	<b>2%</b>
<b>Middle Eastern</b>	831	<b>56%</b>	511	<b>34%</b>	113	<b>8%</b>	33	<b>2%</b>
<b>Multiple non-Black racialized races</b>	280	<b>51%</b>	212	<b>38%</b>	43	<b>8%</b>	18	<b>3%</b>

	Not Taking Core French after Grade 9		Taking Core French after Grade 9		Taking Extended French (Grade 5 Start)		Taking French Immersion (Grade 1 Start)	
	#	%	#	%	#	%	#	%
South Asian	2499	54%	1916	42%	110	2%	63	1%
Southeast Asian	1263	60%	676	32%	98	5%	58	3%
White	3366	62%	1634	30%	340	6%	75	1%
DPCDSB	11313	58%	6695	34%	982	5%	417	2%

## OSSD Completion and Accessing University

	OSSD Granted 2021-2022		Applied to University		Confirmed Attendance in University Program	
	#	%	#	%	#	%
Black	660	90%	446	61%	368	50%
East Asian	127	91%	111	80%	103	74%
Indigenous	35	66%	12	23%	11	21%
Latinx	228	91%	141	56%	123	49%
Middle Eastern	275	91%	229	76%	198	66%
Multiple non-Black racialized races	105	94%	91	81%	82	73%
South Asian	947	97%	862	88%	814	83%
Southeast Asian	480	94%	347	68%	287	56%
White	1223	93%	792	60%	702	53%
DPCDSB	4080	93%	3031	69%	2688	61%

## Days Absent and Disciplinary Sanctions

	Average Days Absent	Progressive Discipline		Suspension	
	#	#	%	#	%
Black	19.2	149	5%	195	6%
East Asian	12.3	10	2%	<10	NR
Indigenous	22.5	<10	NR	10	4%
Latinx	20.5	25	2%	33	3%
Middle Eastern	19.8	36	2%	70	5%
Multiple non-Black racialized races	16.2	10	2%	14	3%
South Asian	15.2	63	1%	53	1%
Southeast Asian	13.5	18	1%	31	2%
White	19.3	122	2%	171	3%
DPCDSB	17.5	439	2%	585	3%

## Credit Accumulation, EQAO Grade 9 Math Achievement, and OSSLT Success Rates

	Average % Credits Granted of Attempted	Assessed at Level 3 or 4 on Grade 9 EQAO Math		OSSLT Assessed as Successful	
	%	#	%	#	%
Black	97%	75	47%	1303	80%
East Asian	99%	30	79%	247	95%
Indigenous	97%	<10	NR	81	74%
Latinx	98%	21	40%	437	82%
Middle Eastern	98%	51	55%	598	82%
Multiple non-Black racialized races	99%	34	83%	239	93%
South Asian	99%	172	67%	2133	94%
Southeast Asian	99%	70	60%	926	90%
White	98%	146	55%	2297	88%
DPCDSB	98%	606	59%	8261	88%

## Average English, Math, and Science Course Marks

	English Course Marks	Mathematics Course Marks	Science Course Marks
	%	%	%
Black	74%	71%	74%
East Asian	83%	86%	85%
Indigenous	73%	70%	70%
Latinx	76%	73%	75%
Middle Eastern	77%	77%	77%
Multiple non-Black racialized races	81%	79%	81%
South Asian	81%	80%	81%
Southeast Asian	81%	80%	81%
White	79%	77%	79%
DPCDSB	78%	77%	78%

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