

Provincial Priority: Achievement of Learning Outcomes in Core Academic Skills, 2022-2023

Goals	How Each goal is Measured	DPCDSB Performance	Provincial Performance	Additional DPCDSB Measures	How DPCDSB Performs
Increase the % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first-time eligible students who were successful on the OSSLT.	% of students who meet or exceed the provincial standard on:			Grade 6 EQAO reading and writing achievement by student-reported race (DPCDSB Student Census 2021-2022)	Assessment of meeting or exceeding the provincial standard was notably lower among Indigenous students and Black students compared to DPCDSB's performance. DPCDSB is working to address systemic discrimination, anti-Indigenous racism, and anti-Black racism that present barriers to success for these student groups.
	Grade 3 EQAO Reading	77%	73%		
	Grade 3 EQAO Writing	70%	65%		
	Grade 6 EQAO Reading	87%	84%		
Increase the % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math.	% of students who meet or exceed the provincial standard on:			Grades 6 and 9 EQAO mathematics achievement by student-reported race (DPCDSB Student Census 2021-2022)	Assessment of meeting or exceeding the provincial standard in both Grade 6 and Grade 9 EQAO mathematics was notably lower among Indigenous students, Black students, and Latinx students compared to DPCDSB's performance. DPCDSB is working to address systemic discrimination, anti-Indigenous racism, and anti-Black racism that present barriers to success for these students.
	Grade 3 EQAO Math	60%	60%		
	Grade 6 EQAO Math	48%	50%		
	Grade 9 EQAO Math	54%	54%		

Actions DPCDSB Will Take to Improve

Addressing Disparities and Disproportionalities in Learning Outcomes

- When responding to census data as it relates to improving achievement of learning outcomes, include solutions rooted in anti-oppression and decolonization with a focus on uplifting knowledge systems from underserved/marginalized communities to leverage culturally relevant epistemologies.
- Provide ongoing professional development in addressing inherent educator bias, recognizing, and dismantling impacts of white supremacy ideologies as well as anti-Indigenous and anti-Black racism.

Grades 3&6 EQAO Reading and Writing:

- Continue to support educators with the implementation of the new Grade 1 to 8 language curriculum, particularly strand B.
- Continue to support educators with the change in assessment and evaluation of language given that the mark is now only one mark.
- Increase the number of educators who have changed their instruction to Foundational Reading and Writing skills.
- Increase the number of educators using phonemic awareness and phonics programs in their language program.
- Support educators with the implementation of an Early Reading Screener tool.
- Identify students having difficulty with reading an Early Reading Screener tool and implement Tier 2 and 3 intervention programs for these students.

OSSLT

- Continue to support schools and students to include educator resources.
- Live virtual in-class student presentations to grade 10 classes to support the writing of the OSSLT with a focus on providing additional support for diverse learning groups and multi-language learners.
- Provide ongoing professional development opportunities to support students in grade 9 de-streaming courses with classroom strategies that include knowing the learner, differentiated instruction, universal design for learning and culturally responsive and relevant pedagogy.

Grades 3,6&9 EQAO Mathematics

- To further curriculum fidelity, on-going math learning and getting to know math learners, DPCDSB staff including math facilitators supporting Ministry identified staff, will promote and support the use of digital tools, manipulatives, and professional learning cycles (with a focus on math confidence, problems solving).

Provincial Priority: Preparation of Students for Future Success, 2021-2022

Goals	How Each goal is Measured	DPCDSB Performance	Provincial Performance	Additional DPCDSB Measures	How DPCDSB Performs
<p>Increase the % of students graduating with an OSSD within five years of starting Grade 9</p> <p>Measuring this goal focuses on students who began Grade 9 in 2017-2018 and tracks their progress until 2021-2022.</p>	% of students who earn 16 or more credits by the end of Grade 10	86%	80%	Percentage of credits earned of attempted by race (DPCDSB Student Census 2021-2022)	With all racial groups demonstrating less than 1% less than or greater than the DPCDSB average rate, almost no disparity was observed by race for attainment of credits attempted in the school year.
	% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	13%	21%	Access to these programs was not assessed by race	Access to these programs was not assessed by race.
	% of students graduating with an OSSD within five years of starting Grade 9	93.7%	89.1%	OSSD completion in 2021-2022 by race, regardless of cohort assignment	Indigenous students in Grade 12 in 2021-2022 had significantly lower OSSD completion rates than the DPCDSB average. DPCDSB is working to address colonialism and anti-Indigenous racism that present barriers to success for these student groups.
	% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	68.4%	60.5%	Percentage of students accessing Grade 12 mathematics by race, and percentage of students accessing senior science by race	East Asian students and South Asian students were significantly overrepresented in accessing Grade 12 mathematics courses. These groups and Middle Eastern students were also overrepresented in accessing Grades 11 or 12 science courses. Black students, Latinx students, and Indigenous students were significantly underrepresented in Grade 12 mathematics courses, while Indigenous students, Latinx students, white students, and Black students were significantly underrepresented in senior level science. DPCDSB is working to address systemic barriers and unexamined biases based on race to increase access to these critical subject areas for these students.
	% of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc.)	Forthcoming	Forthcoming	Data are not yet available	Data are not yet available

Actions DPCDSB Will Take to Improve

Addressing Disparities and Disproportionalities in Student Preparation for Future Success

- Increase funding as it relates to Graduation Coaches for Black Students to increase team of coaches, in addition to Ministry dedicated funding, to respond to identity-based data that indicates Black students are underrepresented in OSSD completion and program pathways in order to increase access to critical subject areas for these students.
- Increase the number of Graduation Coaches for Indigenous students to respond to identity-based data that indicates Indigenous students are underrepresented in OSSD completion and program pathways in order to increase access to critical subject areas for these students.
- Explore alternative programs grounded in Indigenous and/or Afrocentric pedagogical practices that are culturally relevant for Black and Indigenous students.
- When responding to census data as it relates to improving preparation of student future success system, work to include solutions rooted in anti-oppression and decolonization.

Actions DPCDSB Will Take to Improve

Percentage of students who earn sixteen or more credits by the end of Grade 10

The Student Success strategy will continue to be used to review the data and connect with students who are credit deficient in grades 9&10. The following success strategies will continue to be provided to students:

- Credit rescue.
- Credit recovery.
- Alternative programming
- Tutoring and mentoring
- Ongoing communication with teachers on how to best support the student.

Percentage of students participating in at least one job skills program

Uplift student exposure to post-secondary opportunities which honors all student pathways including:

- The use of student digital tools (ex. myBlueprint)
- Experiential opportunities
- Staff expertise (ex. Elementary Guidance and Experiential Learning Teachers, Credit Recovery Teachers, Guidance Staff and Support Staff) to support student guidance education and career life planning.

Percentage of students graduating with an OSSD within five years of starting Grade 9

Student re-engagement strategy continues to be utilized to support students who are missing graduation requirements and ensure they are on track to graduate within 5 years of starting secondary school. Some strategies, but not limited to, include:

- Registration for OLC courses to meet the Literacy Requirement
- Opportunities for community involvement
- eLearning course offerings available
- Career/life planning review with educators and parents/guardians
- Summer/night and online course registration options provided.
- Alternative Education Opportunities are provided at both the local community school level as well as through a central board alternative education school. DPCDSB's Alternative Education school offers a variety of programs that will provide the help and support required for students to close the gaps required to graduate within 5 years.

Percentage of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses

School success teams will continue to review career/life planning goals with students and provide opportunities to:

- Understand their strengths and interests and how they can transfer to post-secondary programs.
- Expose students to different careers and post-secondary to understand the prerequisite requirements.
- Continue to develop staff capacity in all subject areas to elevate the importance of STEM opportunities that can be shared with students.

Percentage of students who believe their learning has prepared them for the next step in their learning experience (i.e., next grade, post-secondary etc.)

- Board exit tickets provide information on students' experience in career/life planning and their initial post-secondary steps.

Provincial Priority: Student Engagement & Well-Being, 2021-2022

Goals	How Each goal is Measured	DPCDSB Performance	Provincial Performance	Additional DPCDSB Measures	How DPCDSB Performs
Decrease the % of students in Grades 4-12 who were suspended at least once.	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	66.5%	52.6%	Average days absent by race	Indigenous students had the highest average number of days absent. Absenteeism among this student group was significantly higher than the DPCDSB average. Latinx students and Middle Eastern students also had higher average numbers of days absent than the DPCDSB average rate.
	% of students in Grades 4-12 who were suspended at least once	3.40%	3.32%	Suspensions by race	Black students and Middle Eastern students were significantly overrepresented among secondary students receiving suspensions. Black students and Indigenous students were significantly overrepresented among Grades 4-8 students receiving suspensions.
Increase the % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health.	% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	Forthcoming	Data are not yet available	Data are not yet available

Actions DPCDSB Will Take to Improve

Addressing Disparity and Disproportionality in Student Engagement and Well-Being

- Continue to cultivate and sustain effective community engagement opportunities as community partners offer key understandings and knowledge through lived experience as it relates to supporting underserved communities.
- Provide ongoing professional development opportunities that are centred in anti-oppression, which allows administrators and system leaders to examine bias to address systemic barriers, in particular, instances of anti-Black racism.
- Increase funding as it relates to Graduation Coaches for Black Students to increase team of coaches in addition to Ministry dedicated funding to support engagement, well-being, and improved success for these students.
- Increase the number of Graduation Coaches for Indigenous students to support engagement, well-being, and improved success for these students.

Addressing Student Discipline

- When determining appropriate Progressive Discipline for students because of contravention of the Catholic Code of Conduct, ensure decisions are student-centred. Review and consider all mitigating factors to make decisions that ensure safe, caring, and inclusive school environments.
- Continue to collect identity-based data to identify and monitor trends, as related to student discipline, in order to respond and improve outcomes.
- Develop a policy that includes consultation from the Superintendent of Equity and Indigenous Education when considering disciplinary actions and suspensions that directly impact Indigenous and Black students.
- Develop and deliver proactive initiatives, activities, and awareness campaigns to support staff and students.

Actions DPCDSB Will Take to Improve

Supporting Student Mental Health and Well-Being

- Help-Seeking Posters in all elementary and secondary schools highlighting school-based support staff.
- Centrally created Bullying Awareness and Prevention Week slide deck of activities for all grades.
- Centrally created Mental Health Week activities for all grades.
- Training by mental health staff for students to support peers in accessing mental health supports as part of the Elementary and Secondary Champions programs.
- Mental Health School Support button on the DPCDSB public website.
- MH Annual Action Plan and 3-Year MHA Strategy on DPCDSB public website.
- Mandatory Mental Health Literacy modules for Grades 7 and 8.
- Mandatory Mental Health Literacy module for Grades 7 and 8 letters sent to parents.
- Tier 1 foundational resources from School Mental Health Ontario shared monthly in Thrive newsletters for use by staff with students, and Thrive in Community newsletters for students, parents, guardians, and caregivers.
- Well-Being challenges for elementary schools such as Kindness Week, Wellness Week etc., which are highlighted every month in Thrive newsletters.
- Mental health leadership opportunities for students (Elementary and Secondary Champions and/or well-being clubs).