



Student Census Update

February 2023

Academic Achievement **Learn • Grow • Inspire**



T O G E T H E R

Rossana Bisceglia, PhD
Research & Accountability Department
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Student Census Update

Academic Achievement

- Elementary: report card data
 - Math, Language & Science
- Secondary: credit accumulation
 - On track to graduate



Frameworks

- [2020-2024 HDSB Multi-Year Plan](#)
- [Ontario's Education Equity Action Plan](#)
- [Ontario's Anti-Racism Data Standards](#)

Disproportionality Indices

Data collection purpose: to identify and monitor disparities in order to eliminate systemic discrimination and oppression and advance equitable opportunities and outcomes for every student, and staff member.

Disproportionality Index is a measure of a group's overrepresentation or underrepresentation in a program or service. It answers the question of whether individuals of specific identity groups are represented in a given program or service at the same proportion as their presence in the wider board population.

Disproportionality Index (DI) =
$$\frac{\% \text{ of students from Group A in a particular program/outcome of interest}}{\% \text{ of students from Group A in the overall population}}$$

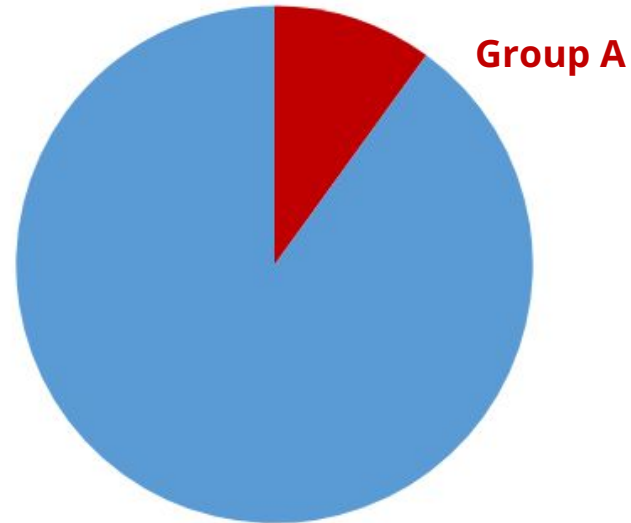
DI Values: DI = 1 - equal or parity in representation DI > 1 - overrepresentation DI < 1 - underrepresentation

Disproportionality Indices - Example

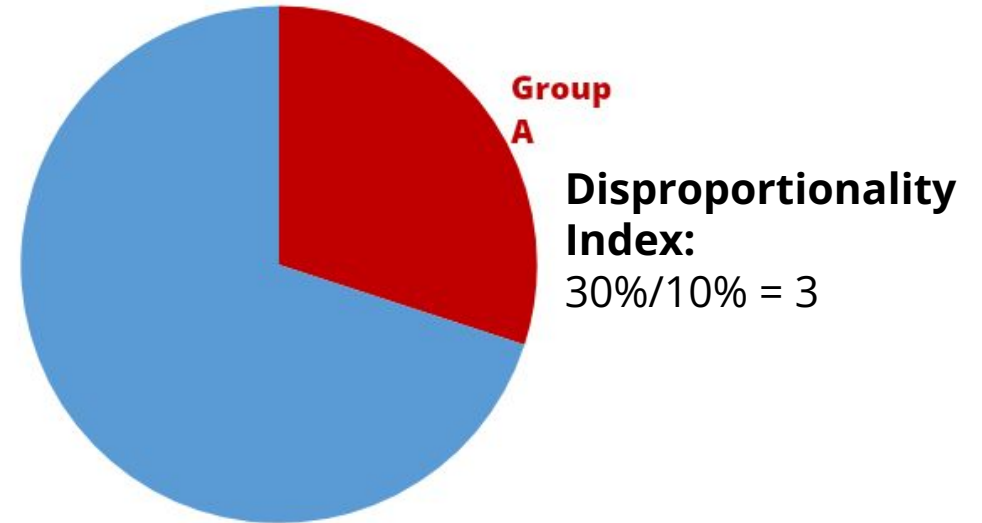
Background: Students from historically marginalized communities have been overrepresented in applied courses.

Question: Are students from Group A equitably represented in Grade 9 Applied Math?

Grade 9 HDSB Population

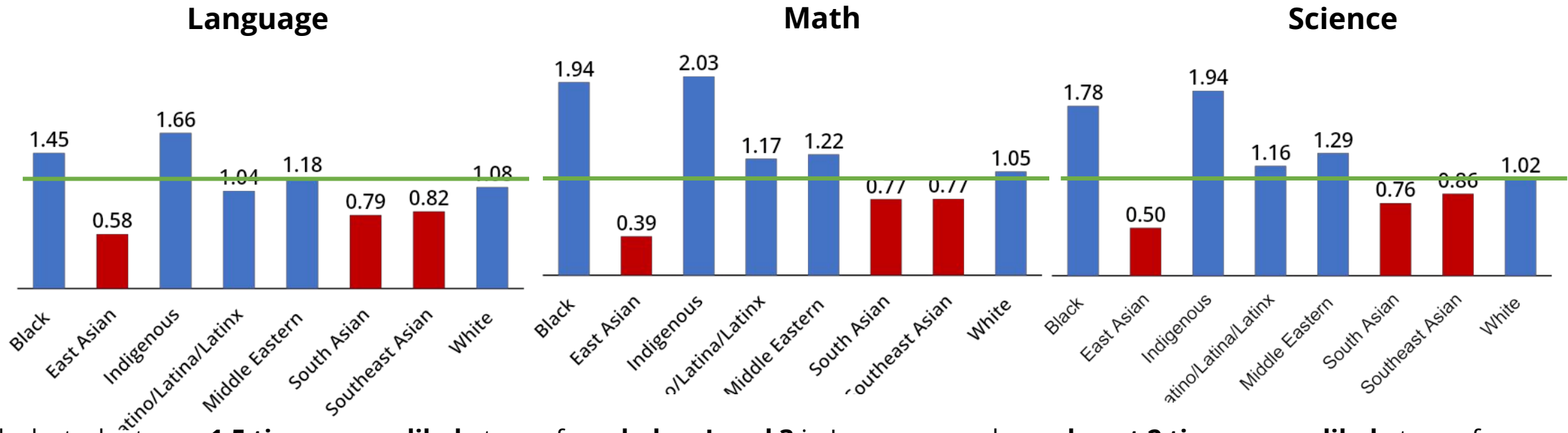


Grade 9 Applied Math



Finding: Students from Group A are **three times more likely** to be in Grade 9 Applied Math than their presence in the overall Grade 9 HDSB population would predict.

Elementary Academic Achievement (below Level 3) & Race

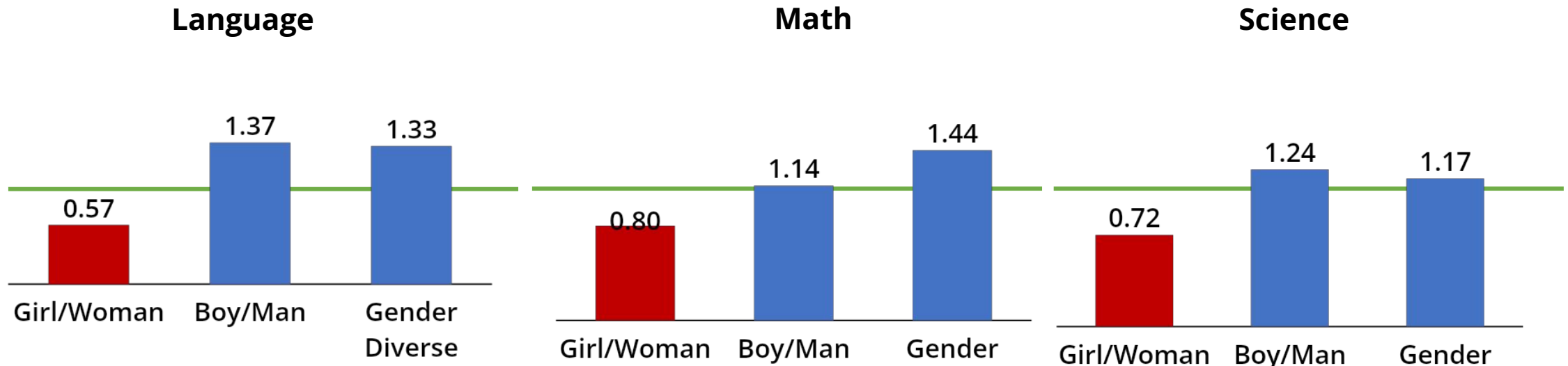


Black students are **1.5 times more likely** to perform **below Level 3** in Language and are **almost 2 times more likely** to perform **below Level 3** in Math and Science than their presence in the overall HDSB student population would predict.

Indigenous students are **1.7 times, 2 times, and 1.5 times more likely** to perform **below Level 3** in Language, Math and Science respectively than their presence in the overall HDSB student population would predict.

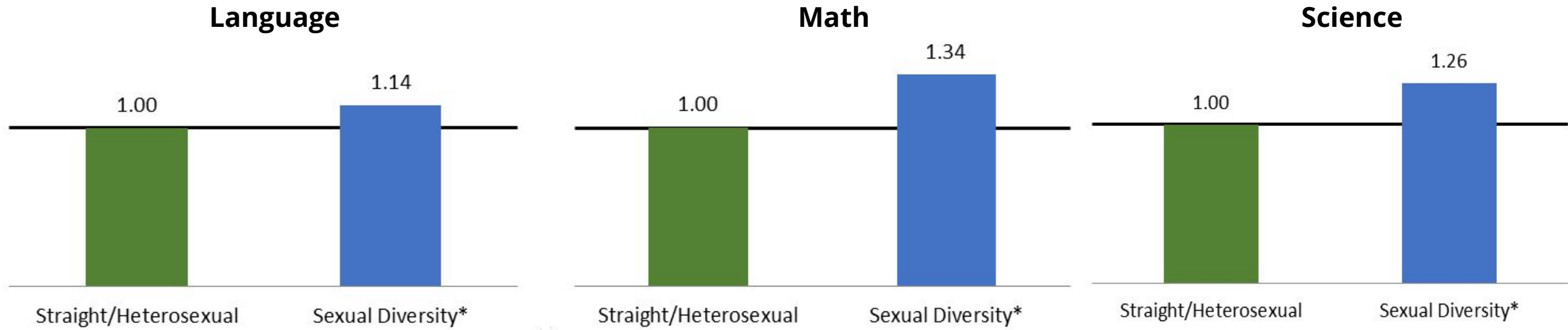
Middle Eastern students are also **more likely** to perform **below Level 3** in all three subjects than their presence in the overall HDSB student population would predict.

Elementary Academic Achievement (below Level 3) & Gender Identity



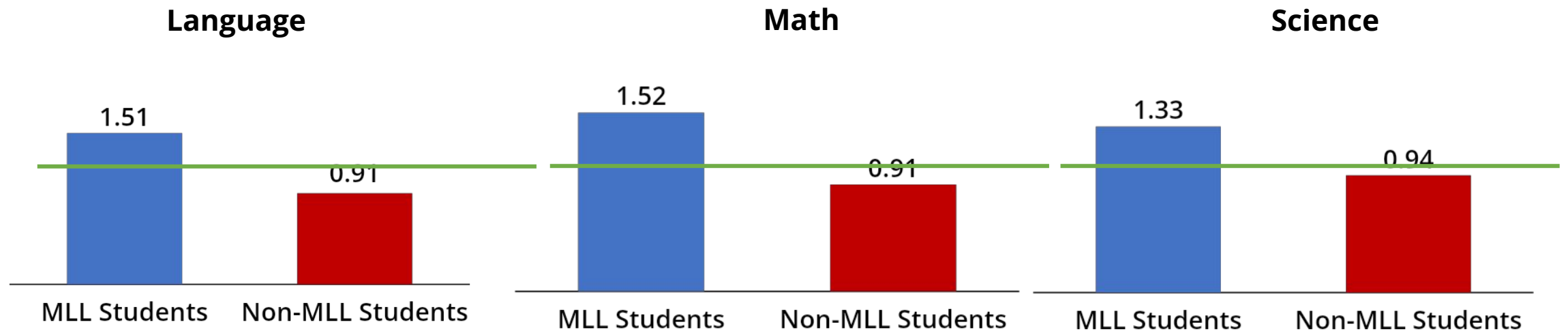
Students who identify as gender diverse are **1.4, 1.3 and 1.2 times more likely** to perform **below Level 3** in Math, Language and Science than their presence in the overall HDSB student population would predict, respectively. Students who identify as boys/men are also overrepresented among students who perform **below Level 3** across the three subject areas.

Elementary Academic Achievement (below Level 3) & Sexual Orientation



Grade 7 and 8 students who selected options in the sexual diversity categories are **1.3 more likely** to perform **below Level 3** in Math and Science than their presence in the elementary HDSB student population would predict and **1.14 times more likely** to perform **below Level 3** in Language.

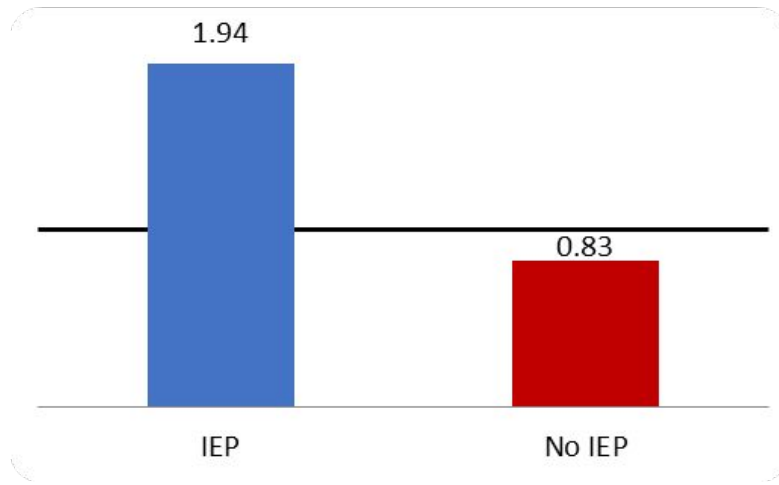
Elementary Academic Achievement (below Level 3) & Multi-Language Learners (MLL)



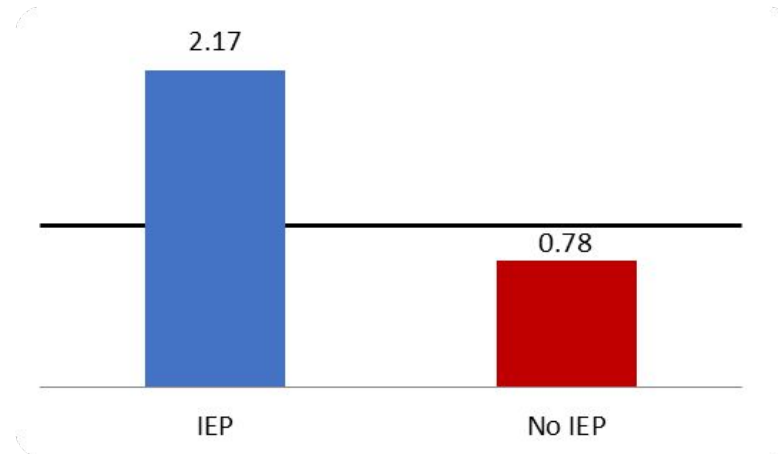
Elementary students with an ELL designation are approximately **1.5 times more likely** to perform **below Level 3** in Language and Math than their presence in the elementary HDSB student population would predict. ELL students are also **1.3 times more likely** to perform **below Level 3** in Science compared to students with no ELL designation.

Elementary Academic Achievement (below Level 3) & Individual Education Plan (IEP)

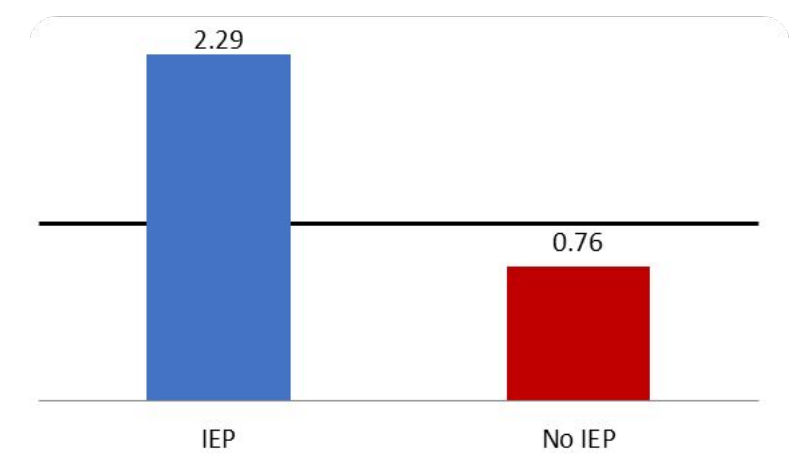
Language



Math



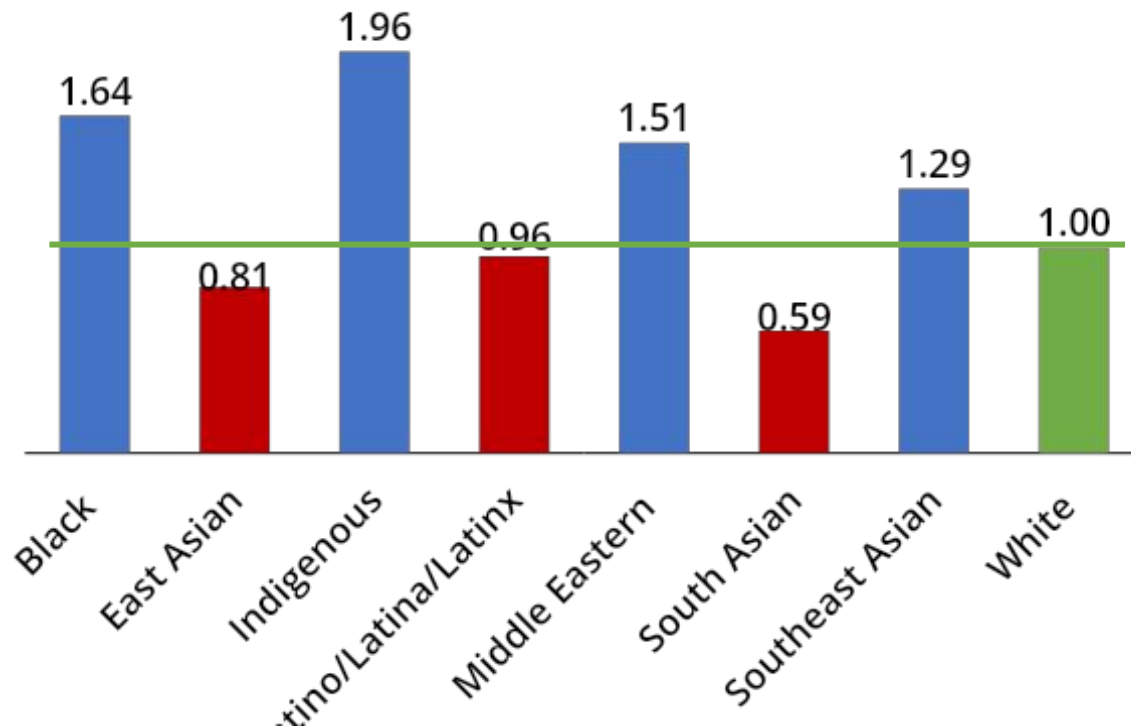
Science



Elementary students with an IEP are approximately **2 times more likely** to perform **below Level 3** in Language, Math and Science than their presence in the elementary HDSB student population would predict.

Secondary Credit Accumulation & Race

Less likely to have sufficient credits to be on track to graduate

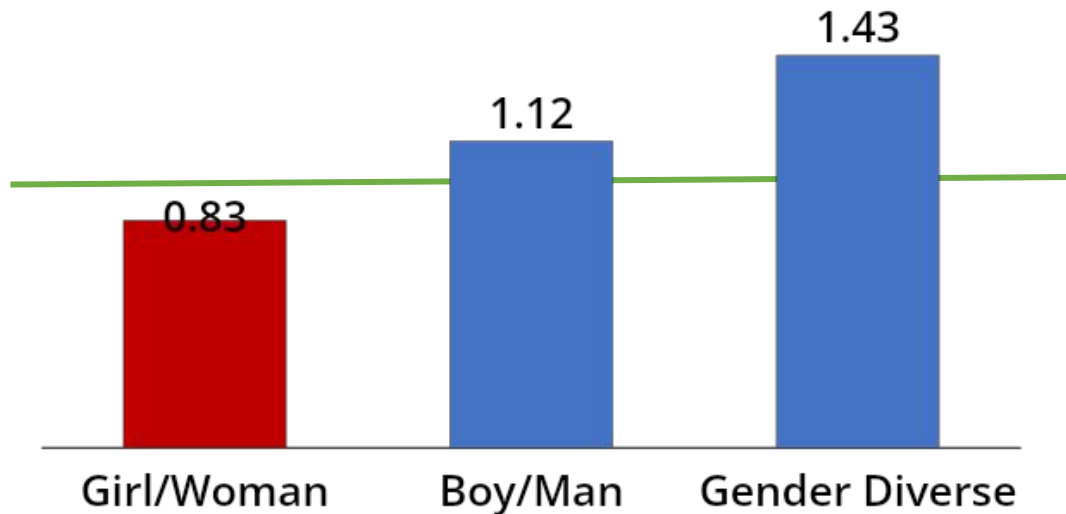


Black secondary students are **1.6 times less likely**, Indigenous secondary students are **2 times less likely**, and Middle Eastern secondary students are **1.5 times less likely** to be on track to graduate than their presence in the overall HDSB student population would predict.

Southeast Asian secondary students are **1.3 times less likely** to be on track to graduate than their presence in the secondary HDSB student population would predict.

Secondary Credit Accumulation & Gender Identity

Less likely to have sufficient credits to be on track to graduate

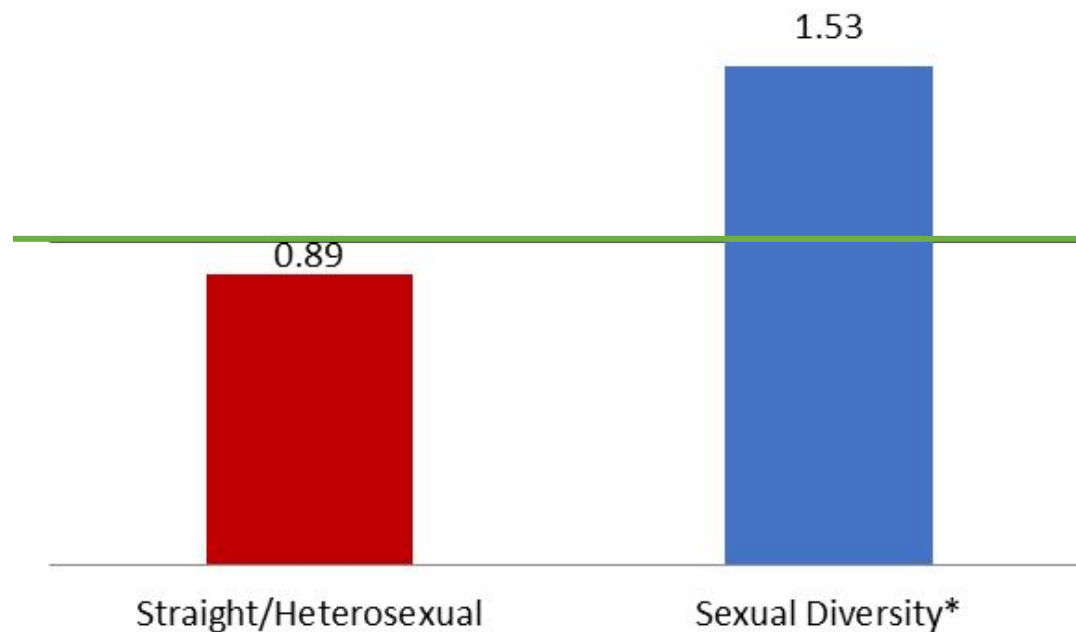


Gender diverse secondary students are **1.4 times less likely** to be on track to graduate than their presence in the secondary HDSB student population would predict.

Students who identify as boy/man are **1.1 times less likely** to be on track to graduate than their presence in the secondary HDSB student population would predict.

Secondary Credit Accumulation & Sexual Orientation

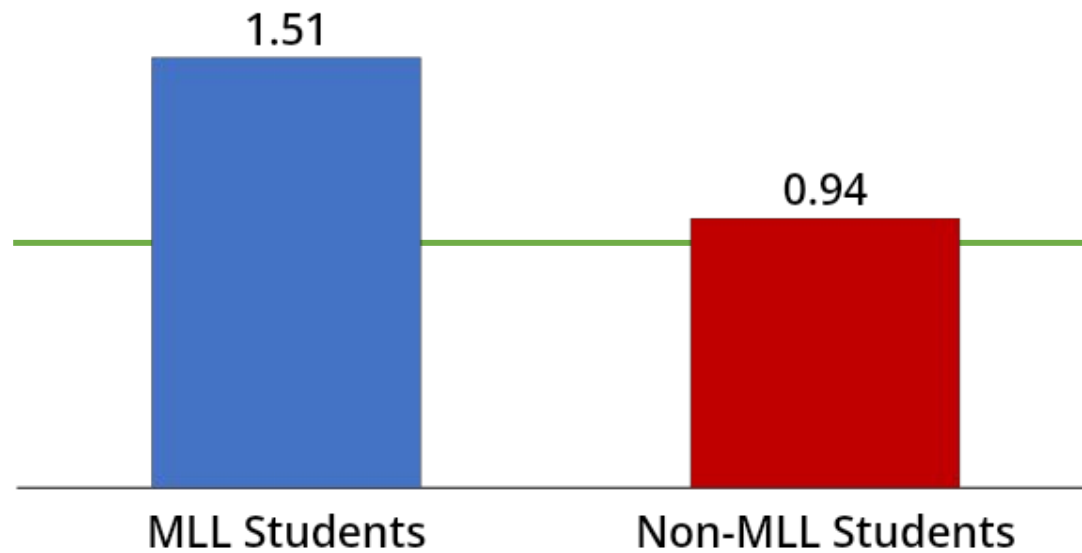
Less likely to have sufficient credits to be on track to graduate



Secondary students who selected options in the sexual diversity categories are **1.5 times less likely** to be on track to graduate than their presence in the secondary HDSB student population would predict and are **1.7 times less likely** to be on track to graduate compared to heterosexual students.

Secondary Credit Accumulation & Multi-Language Learners (MLL)

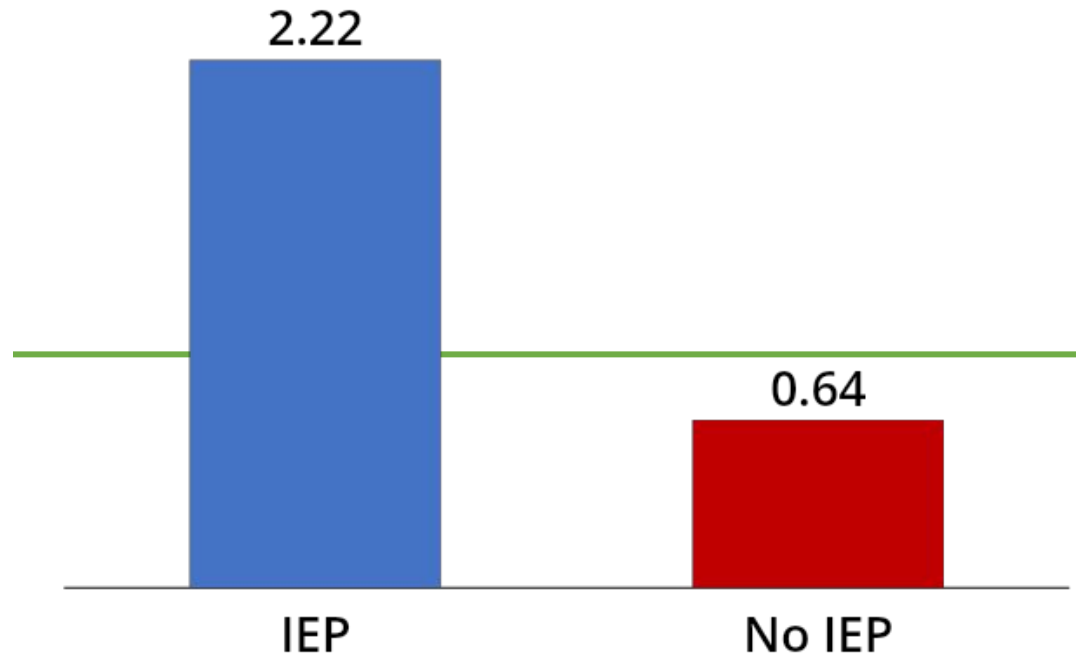
Less likely to have sufficient credits to be on track to graduate



Secondary students who are Multi-Language Learners are approximately **1.5 times less likely** to be on track to graduate than their presence in the secondary HDSB student population would predict.

Secondary Credit Accumulation & Individual Education Plan (IEP)

Less likely to have sufficient credits to be on track to graduate



Secondary students with an IEP are **2.2 times less likely** to be on track to graduate than their presence in the secondary HDSB student population would predict. Students with an IEP are **3.5 times less likely** to be on track to graduate compared to secondary students with no IEP.

Ongoing Priorities


- **Student Census Data Committee**
 - Identifying strategies to address disparities in programming and outcomes
- **Ongoing Staff Professional Development Opportunities**
- **Ongoing monitoring of student experiences and outcomes**

Sharing Census Data on HDSB website

HDSB Student & Staff Census

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HDSB Student & Staff Census 

Responding to the Census Data

Staff Census Results

Student Census Results

The HDSB conducted a voluntary Student Census from January to June 2021, and Staff Census from April to June 2021, as required by the **Anti-Racism Act, 2017** and **Ontario's Education Equity Action Plan** to gather and report identity-based data.

Data on the Identities of HDSB Students and Staff



2020-2024 Multi-



Thank
you

