



EQUITY &
INCLUSIVE
EDUCATION

WELL-BEING
We value how you feel.

LEADERSHIP
We value how you grow.

EQUITY
We value who you are.

ENGAGEMENT
We value your involvement.

INNOVATION
We value forward thinking.



We Are **DDSB**

STUDENT CENSUS

KNOW EVERY STUDENT — GROW EVERY STUDENT

SUCCESS
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The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

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Black Legacy Acknowledgement



I wish to acknowledge my ancestry, a deep and profoundly relevant history of Black peoples across the diaspora. A history, lineage, and inheritance that predates this country, chattel slavery, and colonialism and begins with Africa. An ancestry that recognizes struggle and survival while honouring our narrative of pursuing self-determination. Today I stand valued, grateful, and proud to be Black.

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Indigenous Inherent Rights Human Rights



The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

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Session Moderators



Trustee Patrice Barnes



Justice Donald McLeod

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Student Census Findings for Racial Background

Percent of Students by Racial Group

■ Shared as a single racial group ■ Shared with other racial groups

			Total
White (N=14,575)	49%	8%	57%
South Asian (N=5068)	17%	3%	20%
Black (N=3166)	9%	4%	12%
Middle Eastern (N=1529)	4%	2%	6%
East Asian (N=1392)	3%	2%	5%
Southeast Asian (N=608)	1%	1%	2%
Latino/Latina/Latinx (N=583)	1%	1%	2%
Indigenous (N=459)	<0.5%	1%	2%
Racial group not listed (N=1367)	4%	2%	5%

Note: Percentages may not sum exactly to 'Total' percentages due to rounding

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Limitations of the Summaries and Implications of Response Rates



This summary of achievement by DDSB Student Census data is a small snapshot of the analysis to date on how some of our students are doing. *The full scope of student identities and intersectionalities is not included in these summaries.*

Some students and families who did not participate in the Student Census may have had poor experiences and are not inclined to share this information with us. *As response rates increase, disproportionalities highlighted in these summaries may increase as well.*

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Scope of Analysis



2018-2019 Achievement data summaries have been included for the following identities:

Racial Identity

- Black
- South Asian
- White

Religious Identity

- Christian
- Muslim
- No Religion

Sexual Orientation Identity

- Straight
- 2SLGBTQ+

These identities:

- Have enough student data for reporting (minimal suppression of data)
- Have historical requests that have been unable to be addressed

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Disability



Students who identify with a disability are not included in these summaries, but will be included in future summaries.

Historically, academic achievement by Individual Education Plans (IEP) has been included in reporting.

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Indigenous Identities



Although not included in Student Census summaries due to small numbers, analysis of disproportionality for students who identify as Indigenous have been completed.

In every summary, students who identified as Indigenous had the greatest disproportionality of outcome.

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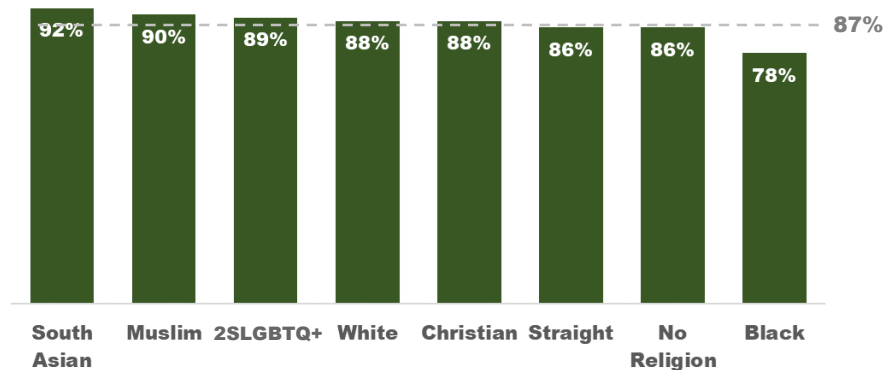
Elementary Achievement: Grade 8 Literacy and Numeracy

2018
2019

Grade 8 Literacy % at Levels 3,4:

--- % of All students at Levels 3,4

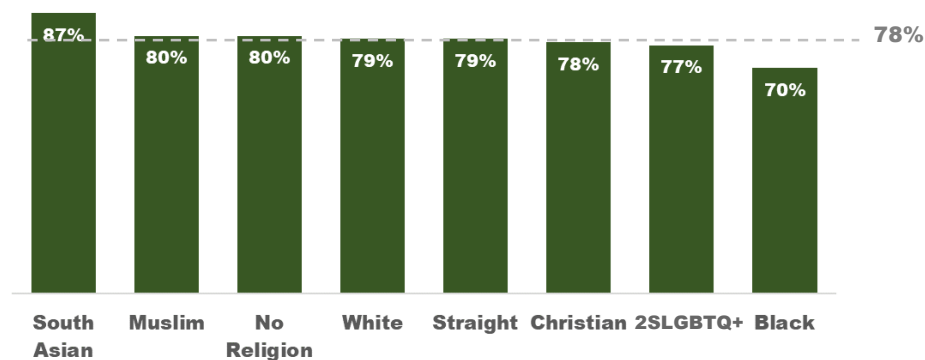
■ % of students by Identity at Levels 3,4



Grade 8 Numeracy % at Levels 3,4:

--- % of All students at Levels 3,4

■ % of students by Identity at Levels 3,4



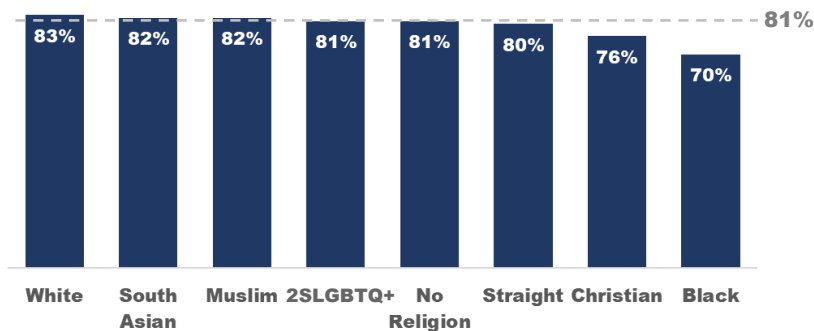
Secondary Achievement: Grade 12 University English and Math

2018
2019

Grade 12 University English % at Levels 3,4 ($\geq 70\%$):

--- % of All students at Levels 3,4

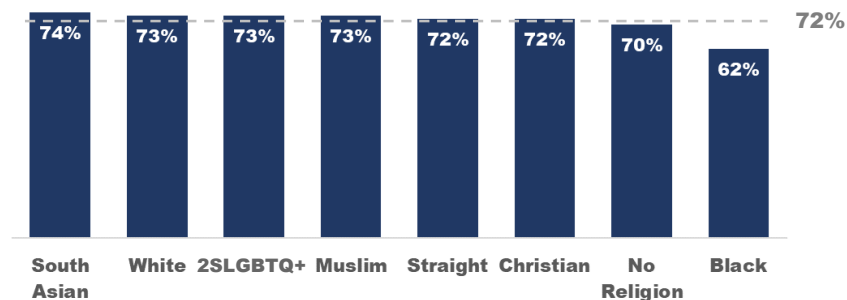
■ % of students by Identity at Levels 3,4



Grade 12 University Math % at Levels 3,4 ($\geq 70\%$):

--- % of All students at Levels 3,4

■ % of students by Identity at Levels 3,4



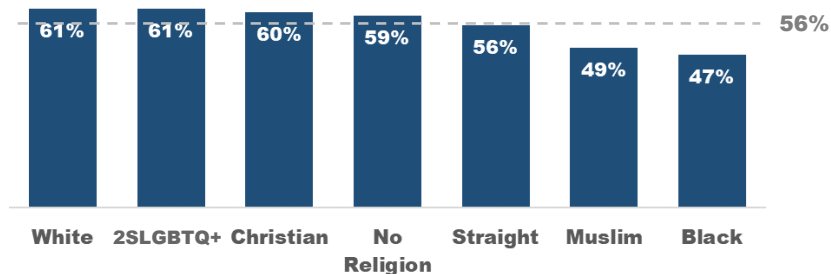
Secondary Achievement: Grade 12 College English and Math

2018
2019

Grade 12 College English % at Levels 3,4 ($\geq 70\%$):

--- % of All students at Levels 3,4

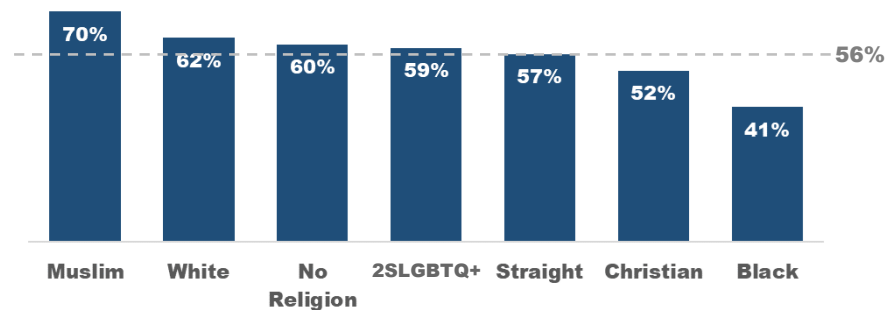
■ % of students by Identity at Levels 3,4



Grade 12 College Math % at Levels 3,4 ($\geq 70\%$):

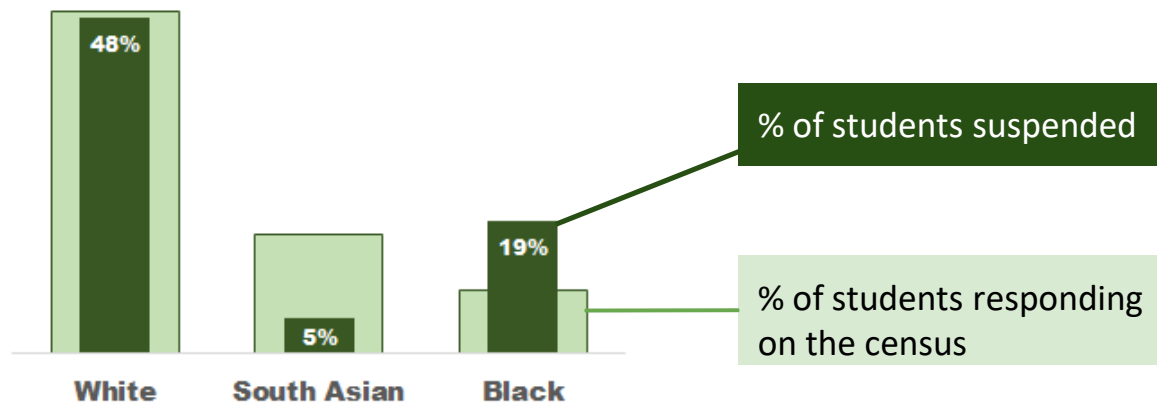
--- % of All students at Levels 3,4

■ % of students by Identity at Levels 3,4



Suspensions

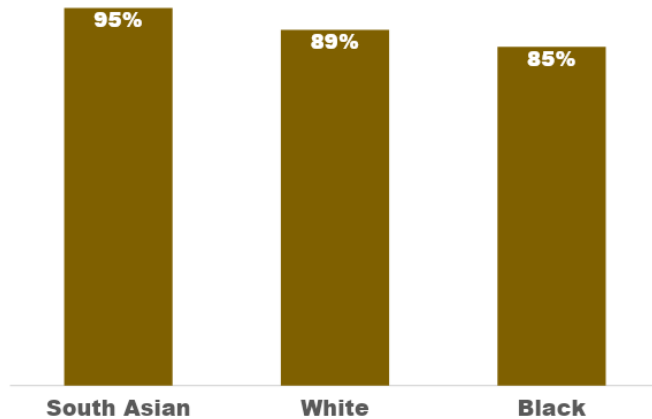
2018
2019



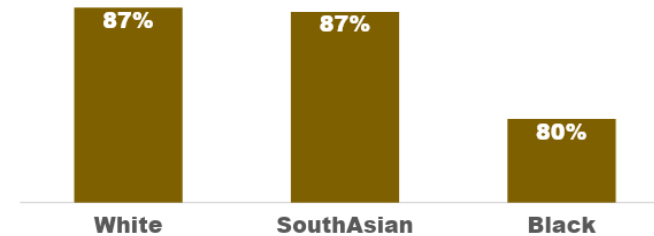
Graduation and University Access

2018
2019

% Graduating in 4 Years by Racial Identity



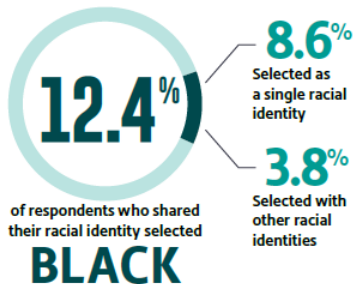
% Confirming at an Ontario University by Racial Identity



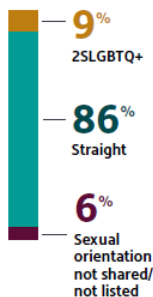
Student Census **IDENTITY RESULTS**

In the Spring of 2019, the DDSB conducted the voluntary We Are DDSB Student Census open to all students from Kindergarten to Grade 12. The purpose of the census was to gain a clearer understanding of who our students are in order to support equity, student achievement, and well-being.

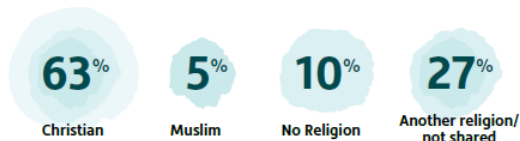
A total of **26,034** students responded to the census for a participation rate of 37%. This summary represents the results of the **3166** students who identified **Black** as part of their racial identity.



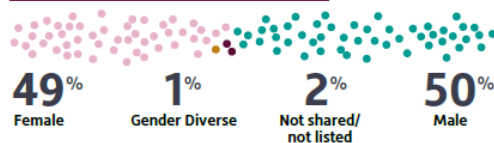
Black Student Identity by **SEXUAL ORIENTATION** (Grade 7-12)



Black Student Identity by **RELIGION**



Black Student Identity by **GENDER**



*Percentages may not sum to 100% because respondents were able to select more than one option for all census questions

Academic Outcomes for **BLACK STUDENTS**

The following academic outcomes summaries are limited to the 2018-2019 school year (unless otherwise stated). Results presented are based only on those who participated in the 2018-2019 Student Census and shared their identity.

LEGEND: ■ Black Students ■ All DDSB students who completed the Census

Elementary Achievement

% of GRADE 8 students at level 3/4 (averaged across strands)

Literacy



Numeracy

Elementary Individual Education Plan (IEP)*

% with an IEP in Grade 1-8

Of the students who participated in the census and had an IEP (excluding gifted), **10% Identified as Black**. This is consistent with the percentage of students who identified as Black in the census.

Elementary and Secondary Suspension*

Black students accounted for **over 2 times** the number of suspensions compared to their representation in the Student Census

*Results for those who selected Black as a single racial identity

Secondary Achievement

% GRADE 12 students at 70% or higher

Grade 12 University English



Grade 12 University Math

Grade 12 College English



Grade 12 College Math

Average discrepancy in grades
10%

Graduation Rate

% Graduating in 4 Years

(Graduating by the end of the 2019-2020 school year)



Panel Members



Carolyn Morton
Trustee,
Chair of DDSB



Norah Marsh
Director of
Education,
DDSB



Jim Markovski
Associate Director,
Equitable
Education



Gary Crossdale
Superintendent of
Education, Positive
School Climate



Sean McCormack
Principal,
Unnamed Ajax PS



Keishia Facey
Equity, Inclusion,
and Organizational
Change Consultant



Mohamed Hamid
Superintendent
of Education,
Equity



Margaret Lazarus,
Superintendent of
Education, Equity

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Contact Information



Student and Family Advocate: Side by Side Family Centre

nicholasb@sbsfamilycentre.com

DDSB Equity Department:

Merrill Matthews, Education Officer, Camille Alli, Facilitator;

equity.education@ddsb.ca

Social Work and Psychological Services:

Connecting to Support: Toolkit Link and Social Work/Psychology Supports

<https://www.ddsb.ca/en/family-and-community-support/your-well-being-matters.aspx>

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