

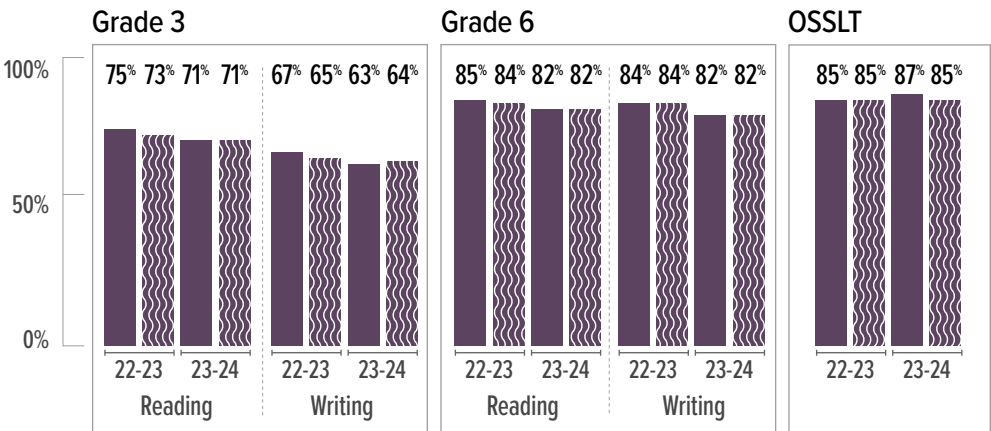
2024-2025 Student Achievement Plan: Durham District School Board

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

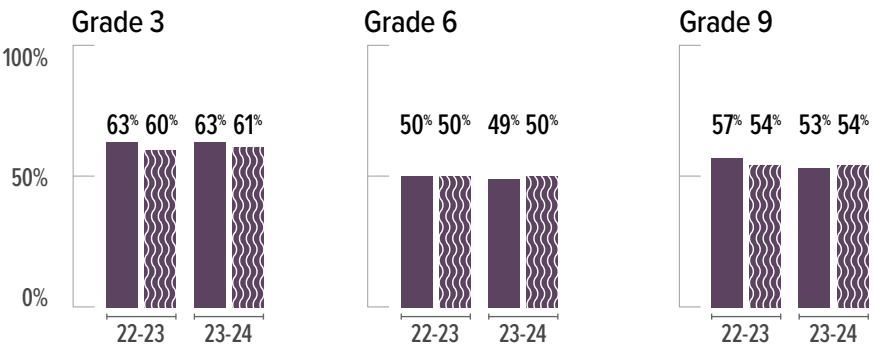
GOAL: Improve students' literacy learning and achievement

Measure: Percent (%) 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/TPCL.



GOAL: Improve students' math learning and achievement

Measure: Percent (%) of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math

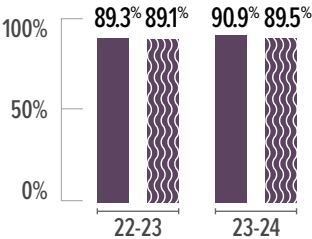


2023-2024 Academic Year

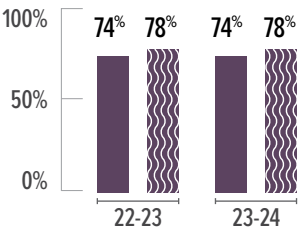
Preparation of Students for Future Success

GOAL: Improve students' graduation rates and preparedness for future success

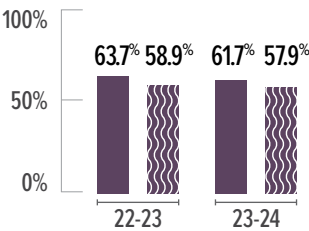
Measure: Percent (%) of students graduating with an OSSD within five years of starting Grade 9. Includes students who began Grade 9 in 2018-2019 and tracks their progress until 2022-2023.



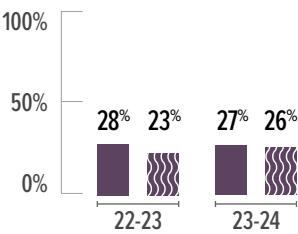
Measure: % of students who earn 16 or more credits by the end of Grade 10



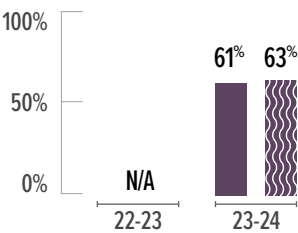
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



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

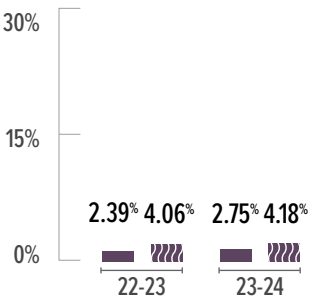


2023-2024 Academic Year

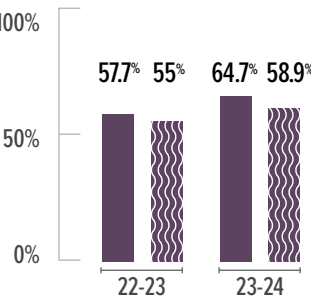
Student Engagement & Well-Being

GOAL: Improve students' participation in class time and learning for future success

Measure: % of students in Grades 4-12 who were suspended at least once

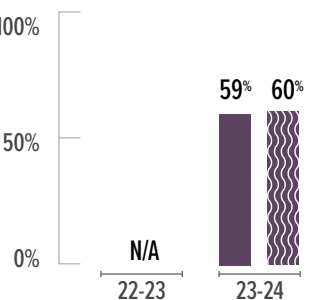


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



GOAL: Improve student well-being

Measure: % 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



LEGEND: Durham DSB Province



Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2023-2024, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024. *N/A: Not Applicable. Learning Preparedness and Mental Health Awareness data is not available for 2022-2023.

2024-2025 Student Achievement Plan: Durham DSB



2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

GOAL: Improve students’ literacy learning and achievement

	School Board	Province
Measure % of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	71%	71%
Grade 3 EQAO Writing	63%	64%
Grade 6 EQAO Reading	82%	82%
Grade 6 EQAO Writing	80%	80%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	87%	85%

GOAL: Improve students’ math learning and achievement

Measure % of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	63%	61%
Grade 6 EQAO Math	49%	50%
Grade 9 EQAO Math	53%	54%

Additional School Board Measures

Actions our school board will take to improve

- Data-Informed Instruction: Educators use Acadience screener data, progress monitoring tools, and platforms like Education Perfect to guide explicit whole-group and small-group instruction in both literacy and mathematics.
- Collaborative, Evidence-Based Planning: School teams engage in structured cycles of inquiry, using both qualitative and quantitative data to co-plan and implement targeted strategies.
- Inclusive and Responsive Instruction: Universal Design for Learning (UDL) principles are embedded into daily literacy and numeracy instruction, ensuring that all students can access, engage with, and demonstrate their learning.
- Professional Learning and Coaching: Educators continue to access job-embedded coaching, mentoring, and targeted professional development. The Mathematics Grades 1–12: DDSB Companion Guide and Math AQ courses are leveraged to strengthen educator confidence and content knowledge.
- Focused Implementation in Identified Schools: Schools identified for additional support through provincial and internal data receive intensive coaching, instructional support, and leadership guidance to help close achievement gaps and build capacity.

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

GOAL: Improve students’ graduation rates and preparedness for future success

	School Board	Province
Measure % of students...		
• who earn 16 or more credits by the end of Grade 10	74%	78%
• participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	27%	26%
• who graduated with an OSSD within five years of starting Grade 9 (2022-2023)	90.9%	89.5%
• who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	61.7%	57.9%
• who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	61%	63%

Additional School Board Measures

Actions our school board will take to improve

- Reduce Attrition in SHSM: Focused attention is being given to reducing student attrition rates in Specialist High Skills Major (SHSM) programs through targeted outreach, enhanced tracking, and improved alignment with student interests.
- Monitor OYAP Success: Ongoing tracking of student success in both accelerated OYAP Level 1 and OYAP programs is being implemented to ensure learners are supported and retained in skilled trades pathways.
- Strengthen Grade 8 to 9 Transitions: Schools are monitoring the learning skills and gap-closing needs of Grade 8 students transitioning to high school, with an emphasis on supporting students’ readiness, belonging, and early credit success.
- Pathways Communication: A “30 Credits My Way” campaign is being launched to expand student and parent understanding of course and pathway options, supporting informed decision-making.
- Expand Co-op and Community Partnerships: Continued outreach is underway to grow the number of cooperative education placements in collaboration with local businesses, trade unions, and sector partners.

Department Plans

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| • DDSB Multi-Year Strategy Plan | • Compendium of Action for Black Student Success 2.0 | • Three-Year DDSB Mental Health and Well-Being Plan |
| • DDSB Math Achievement Action Plan | • Anti-Oppression Strategy | • 2024-2025 One-Year Mental Health and Well-Being Plan |
| • Teaching and Learning Plan | • A Compendium of Action to Support 2SLGBTQIA+ Students, Staff, and Families | • Inclusive Student Services: Special Education Plan 2024-2025 |
| • School Achievement Plan Process | | • Empower Excellence Strategy |

2023-2024 Academic Year

Student Engagement & Well-Being

GOAL: Improve students’ participation and in class learning

	School Board	Province
Measure % of students...		
• in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	64.7%	59.9%
• in Grades 4-12 who were suspended at least once	2.75%	4.18%
GOAL: Improve student well-being		
Measure % 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	59%	60%

Additional School Board Measures

Actions our school board will take to improve

- Promote Inclusive, Culturally Responsive Environments: Support educators in using UDL and identity-affirming practices to foster belonging and reduce suspensions.
- Build Student Relationships and Connectedness: Support affinity groups (e.g., Indigenous Student Circles, Black Student Alliance, GSA) that foster voice, belonging, and well-being.
- Enhance Mental Health Supports: Expand culturally responsive mental health supports, school-based spaces, and staff training.
- Expand Land-Based and Outdoor Learning: Partner with Elders and Knowledge Holders to offer land-based learning rooted in Indigenous knowledge.
- Strengthen Family and Community Partnerships: Host regular school and system-level events to build strong, reciprocal relationships with families and communities.
- Centre Student Input and Leadership: Elevate student voice through school-based and system-level leadership and advisory opportunities.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2023-2024, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024. *N/A: Not Applicable. Learning Preparedness and Mental Health Awareness data is not available for 2022-2023.