Student Achievement Plan updated April 2026:

Durham District School Board

LEGEND: Durham DSB | Province

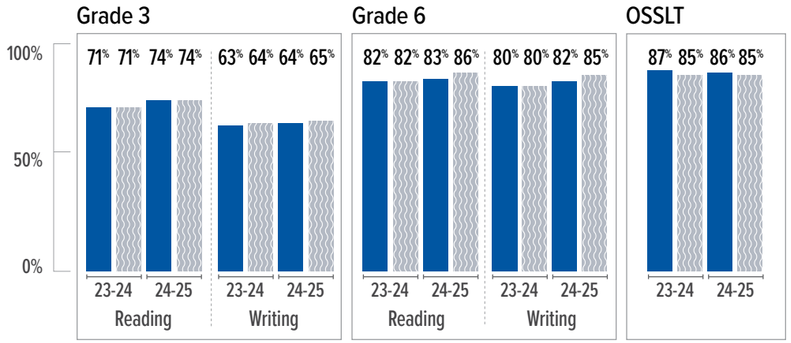
DDSB Ignite Learning

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

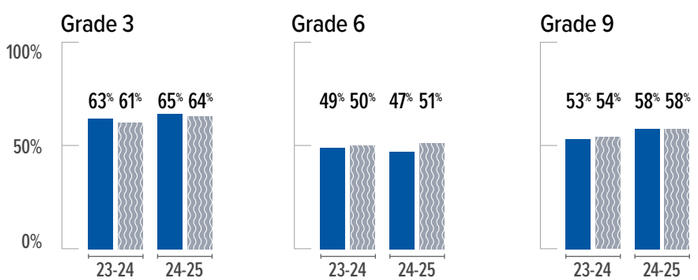
GOAL: Improve students' literacy learning and achievement

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



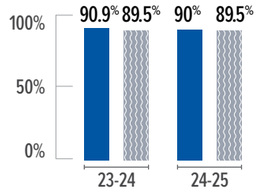
2024-2025 Academic Year

Preparation of Students for Future Success

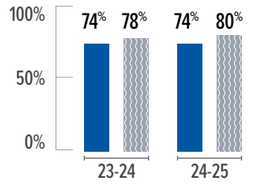
GOAL: Improve students' graduation rates and preparedness for future success

Measure: Percent (%) of students graduating with an OSSD within five years of starting Grade 9.

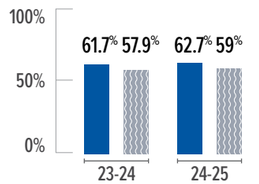
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



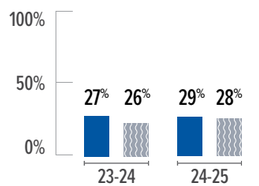
Measure: % of students who earn 16 or more credits by the end of Grade 10



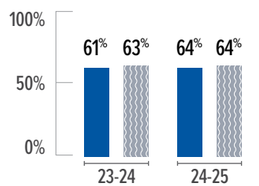
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



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)

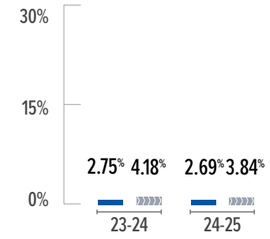


2024-2025 Academic Year

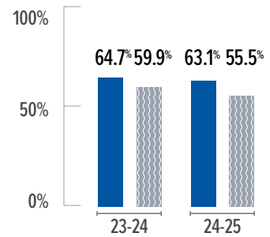
Student Engagement & Well-Being

GOAL: Improve students' participation in class time and learning

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

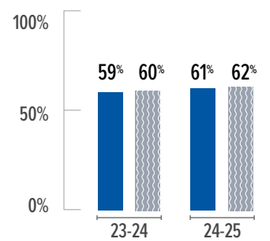


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



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



Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025. #N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

Student Achievement Plan: Durham DSB (Updated April 2026)

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

GOAL: Improve students' literacy learning and achievement

% of students who meet or exceed the provincial standard on:	School Board	Province
Grade 3 EQAO Reading	**74%**	74%
Grade 3 EQAO Writing	**64%**	65%
Grade 6 EQAO Reading	**83%**	86%
Grade 6 EQAO Writing	**82%**	85%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	**86%**	85%

GOAL: Improve students' math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	**65%**	64%
Grade 6 EQAO Math	**47%**	51%
Grade 9 EQAO Math	**58%**	58%

Actions Our School Board Will Take to Improve

Data-Informed and Responsive Instruction: Educators will use triangulated evidence including screeners, diagnostic assessments, classroom-based assessment, digital learning platforms, individual education plans, and student voice to guide responsive instruction in literacy and mathematics. Ongoing progress monitoring (observations, conversations, and student products) will inform real-time adjustments, with a focus on identifying students not yet meeting provincial expectations and providing timely support to ensure access to grade-level learning.

High-Impact and Explicit Instruction: Educators will strengthen instruction through the consistent implementation of evidence-based instructional practices, including Universal Design of Learning (UDL), structured literacy and high-impact mathematics strategies. Instruction will emphasize explicit, structured teaching that models thinking, uses clear and sequential explanations, and provides small group instruction prior to independent application. Educators will balance explicit instruction with opportunities for reasoning, problem solving, discourse, and comprehension, supported by consistent routines, manipulatives, visual representations, and multi-day learning cycles.

Targeted Instruction and Fluency Development: Educators will use flexible grouping, small group instruction, explicit instruction, and tiered supports to strengthen Tier 1 instruction. Instruction will focus on developing reading fluency, comprehension, and mathematical fluency through conceptually grounded approaches that build both understanding and automaticity.

Professional Learning and Instructional Coherence: Professional learning will be sustained and include job-embedded co-planning, co-teaching, coaching, and collaborative inquiry. Targeted schools will receive focused support to strengthen coherence, consistency, and precision across classrooms and improve student outcomes.

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

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

% of students...	School Board	Province
• who earn 16 or more credits by the end of Grade 10	**74%**	80%
• participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	**29%**	28%
• who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	**90%**	89.5%
• who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	**62.7%**	59%
• who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	**64%**	64%

Actions Our School Board Will Take to Improve

On-Going Monitoring of Student Progress: early monitoring of student achievement with a focus on intervention supports through school-based Student Success Strategies and Inclusive Student Services

Credit Accumulation: Additional attention given to monitoring credit accumulation in schools with a focus on student success strategies to support credit attainment.

Reduce Attrition in SHSM: Focused attention will continue to help reduce student attrition rates in Specialist High Skills Major (SHSM) programs through targeted outreach, enhanced tracking, and improved alignment with student interests.

Explore new experiential learning opportunities for students by fostering relationships with organizations in GTA that align with various career pathways to expand SHSM ICE and cooperative education experiences.

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. Expand relationships with Trade unions to provide new opportunities for placements leading to increased employment opportunities with key organizations and unions post graduation to continue their apprenticeship training.

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' literacy and numeracy, and skills for early credit success.

Pathways Communication: The "30 Credits My Way" approach will be maintained to expand student and parent understanding of course and pathway options, supporting informed decision-making.

Expand Co-op and Community Partnerships: Continued outreach is on-going to grow the number of cooperative education placements in collaboration with local businesses, trade unions, and sector partners

2024-2025 Academic Year

Student Engagement & Well-Being

GOAL: Improve students' participation and in class learning

% of students...	School Board	Province
• in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	**63.1%**	55.5%
• in Grades 4-12 who were suspended at least once	**2.69%**	3.84%

GOAL: Improve student well-being

• % 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	**61%**	62%

Actions Our School Board Will Take to Improve

Inclusive, Identity-Affirming Learning Environments: Educators will implement Universal Design for Learning (UDL) and identity-affirming practices to create safe, inclusive environments where all students experience belonging, dignity, and high expectations.

Student Voice, Relationships, and Connectedness: Schools will prioritize relationship-building and foster meaningful student connections through affinity spaces (e.g., Indigenous Student Circles, Black Student Alliance, GSAs) and leadership opportunities. Student voice will be embedded in decision-making to strengthen engagement, identity, and well-being.

Mental Health and Well-Being Supports: Mental health and well-being will be integrated into everyday classroom practices, with expanded access to culturally responsive supports, with a focus on the everyday conditions for learning, and staff capacity-building aligned to trauma-informed and identity-affirming approaches.

Land-Based Learning and Identity: Schools will partner with Elders, Knowledge Holders, and community members to provide land-based and outdoor learning experiences that honour Indigenous knowledge and ways of being.

Family, Community, and Pathways: Build opportunities for students and families to explore their interests and career goals through intentional guidance and pathway coaching conversations and experiential opportunities.

Provide multiple opportunities for families to engage along-side students to learn of all of DDSB program offerings and career pathway information.

Closely monitor student attendance and engage families and students through a culture of care with a focus on re-engagement strategies that meet the individual needs of students and families.

Department Plans

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

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025. #N/A: Not applicable. Secondary student indicators are not available for elementary only school boards