Student Achievement Plan 2023-24, Data Reporting

Board Name: Northeastern CDSB

Board Number: B29009

Priority: Achievement of Learning Outcomes in Core Academic Skills

Instructions: This portion of the template provides your latest school board data. Where data is available for additional student groups, use "+" expand button to add specific student population data by filling out the shaded grey cells for the "# of students in grade" and "# of students in grade meeting standard" . The remaining empty cells, shaded in blue, will populate with an automatic calculation once numbers have been entered in the grey cells.

Goal 1.1 Improve students' literacy learning and achievement

Table 1. Percentage of students who meet or exceed the provincial standard on Grades 3 and 6 EQAO Reading and Writing based on 2022-23 results

			Indicator: % of students who meet or exceed the provincial standard on Grades 3 and 6 EQAO Reading and Writing					
Student Group	Grade	Assessment	# of students in grade	# of students in grade meeting standard	% of students in grade meeting standard	% of all students in grade	% of all students in grade meeting standard	Disproportionality index
All students	Grade 3	Reading	209	112	53.6%	100.0%	100.0%	1.00
	Grade 6	Reading	207	151	72.9%	100.0%	100.0%	1.00
	Grade 3	Writing	209	88	42.1%	100.0%	100.0%	1.00
	Grade 6	Writing	207	131	63.3%	100.0%	100.0%	1.00
Female	Grade 3	Reading	102	60	58.8%	48.8%	53.6%	1.10
	Grade 6	Reading	91	73	80.2%	44.0%	48.3%	1.10
	Grade 3	Writing	102	54	52.9%	48.8%	61.4%	1.26
	Grade 6	Writing	91	60	65.9%	44.0%	45.8%	1.04
Male	Grade 3	Reading	107	52	48.6%	51.2%	46.4%	0.91
	Grade 6	Reading	116	78	67.2%	56.0%	51.7%	0.92
	Grade 3	Writing	107	34	31.8%	51.2%	38.6%	0.75
	Grade 6	Writing	116	71	61.2%	56.0%	54.2%	0.97
ELL/ALF/PANA	Grade 3	Reading	1	0	0.0%	0.5%	0.0%	0.00
	Grade 6	Reading	0	0		0.0%	0.0%	
	Grade 3	Writing	1	0	0.0%	0.5%	0.0%	0.00
	Grade 6	Writing	0	0		0.0%	0.0%	
Students with special education needs (excluding gifted)	Grade 3	Reading	61	22	36.1%	29.2%	19.6%	0.67
	Grade 6	Reading	66	32	48.5%	31.9%	21.2%	0.66
	Grade 3	Writing	61	18	29.5%	29.2%	20.5%	0.70
	Grade 6	Writing	66	25	37.9%	31.9%	19.1%	0.60
Students from low-income neighbourhoods	Grade 3	Reading	35	16	45.7%	16.7%	14.3%	0.85
	Grade 6	Reading	31	17	54.8%	15.0%	11.3%	0.75
	Grade 3	Writing	35	12	34.3%	16.7%	13.6%	0.81
	Grade 6	Writing	31	12	38.7%	15.0%	9.2%	0.61
Sub-population of Interest								

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Table 2. Percentage of fully participating first-time eligible students who are successful on the OSSLT/TPCL based on 2022-23 results

	Indicator: % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL					
Student Group	# of fully participating, first-time eligible students	# of students successful	% of students successful	% of all fully participating, first-time eligible students	% of all students successful	Disproportionality index
All students	66	60	90.9%	100.0%	100.0%	1.0
Female	31	31	100.0%	47.0%	51.7%	1.1
Male	35	29	82.9%	53.0%	48.3%	0.9
ELL/ALF/PANA	0	0		0.0%	0.0%	
Students with special education needs (excluding gifted)	19	13	68.4%	28.8%	21.7%	0.8
Students from low-income neighbourhoods	3	2	66.7%	4.5%	3.3%	0.7
Sub-population of Interest						

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Student Achievement Plan 2023-24, Initiatives

Instructions: Please use the table below to answer the questions to guide your school board's development of a data-driven action plan. Please refer to the data in the previous tab to identify what disproportionalities should be address in your action plan for each indicator.

Provincial Priority				Data Analysis and Interpretation						Annual Progress Check-in
Area	**Goal**	**Indicator**	**Source / Period**	**Based on your analysis of Student Indicator Data, what trends are evident?**	**What additional data sources (e.g., student surveys, focus groups) will you consult to understand students' experiences?**	**Through engagement with stakeholder groups to interpret the data, what opportunities for student success have been identified and considered? Please identify stakeholders that were engaged in the process.**	**What steps will you take to level up academic achievement for all students? What trends did you identify? Identify when actions will be implemented (Year 1, Year 2, Year 3)**	**Which stakeholder groups and communities will be involved in the implementation?**	**How will you know these actions are working (for students, families, and educators)?**	**What have you learned from the implementation so far and how has this influenced your board's next steps?**
Priority: Achievement of Learning Outcomes in Core Academic Skills	**1.1 Improve students' literacy learning and achievement**	% of students meeting the provincial standard on Grade 3 EQAO Reading	Grade 3 EQAO reading assessment / 2022-23	Many schools have small numbers of particpants each year making results cohort dependent. Females continue to outperform males in reading.	Aimsweb+ Oral Reading Fluency data indicates that 68.7% of students from Grade 1 to 8 are reading below the 26th percentile (winter 2024 data). Reading rate is much weaker than reading accuracy, impacting the % of students reading at grade level.	Principals, Leads, and Resource staff meet regularly to review data and identify trends in outcomes. This information is used to monitor progress and identify next steps for action at the elementary panel. Discussions with secondary administrative staff relating to the supports available for special educaiton students in preparing for the OSSLT. Student voice has been captured through qualitative means during school visits by supervisory officer staff. This data source is an important feature that is considered when making decisions about program opportunities for students. Local schools continue to engage in data talks to identify individual and collective students needs to establish appropriate instruction and intervention plans.	*Monitor the implementation of the systematic, explicit core programs that align with the science of reading that we have purchased to support the New Ontario Language curriculum at the elementary level, focussing on phonics and fluency instruction in 23/24. *Provide professional learning opportunities related to the Heggerty, Fundations Program, UFLI, Spelling Mastery & Spelling Through Morphographs and Morning Routine *Implement Literacy Screening 3 times/year and use this data to support tiered intervention. All students from K to Grade 8 are screened. *Provide literacy intervention supports in all schools (Human and Material Resources). *Engage all grade 9 and 10 students in OSSLT preparation activities using a common resource that can support the identification of key skills requiring intervention.	Classroom Teachers, Literacy Leads, Resource Teachers, Intervention Teachers, Student Success Teachers, English Department Head, and Principals We will keep our committees informed (SEAC, IEAC and NCDSB Board of Trustees)	*Screening results indicate fewer students are at risk at each screening period. *Qualitative data from our educators. *Student completion rates of OSSLT preparation activities will demonstrate implementation success and intervention reports will indicate student progress in key literacy skills. *Engagement with Catholic School Councils and Surveys	*Our screening results would indicate that some students who are not at-risk in September, may be at-risk in January. We believe this may be due to the pace of our programs. They are not yet keeping up to the benchmarks found in the screening tool. This is helping us make decisions about how best to adjust implementation of our core programs. It is for this reason, that we believe strongly all students need to be screened 3 times a year. *We have also recognized the importance of focusing on reading fluency. The majority of our students in Grade 3-8 can read grade level text with very good accuracy, however, their fluency is not meeting the grade level benchmark. We are focusing support to teachers on fluency instruction. *Our initial testing of a common OSSLT preparation resource has demonstrated inconsistent application amongst classes, signalling the need for a more comprehensive implementation appoach with clear and specific targets and timelines. These will be developed to support broader implementation in 24/25.
		% of students meeting the provincial standard on Grade 3 EQAO Writing	Grade 3 EQAO writing assessment / 2022-23	Many schools have small numbers of participants each year making results cohort dependent. Females continue to outperform males in writing.						
		% of students meeting the provincial standard on Grade 6 EQAO Reading	Grade 6 EQAO reading assessment / 2022-23	By grade 6, most students are approaching the provincial standard of level 3 in reading. However, females continue to outperform males in reading.						
		% of students meeting the provincial standard on Grade 6 EQAO Writing	Grade 6 EQAO writing assessment / 2022-23	Writing achievement continues to be an area of need. There is not as much of a disproportionaly between males and females in grade 6 writting.						
		% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL	OSSLT/TPCL assessment / 2022-23	Some disproportionality in the success rates of males and students with special education needs. Although minor, this will be a focus for intervention plans.						

Student Achievement Plan 2023-24, Data Reporting

Priority Area: Achievement of Learning Outcomes in Core Academic Skills

Instructions: This portion of the template provides your latest school board data. Where data is available for additional student groups, use "+" expand button to add specific student population data by filling out the shaded grey cells for the "# of students in grade" and "# of students in grade meeting standard" . The remaining empty cells, shaded in blue, will populate with an automatic calculation once numbers have been entered in the grey cells.

Goal 1.2 Improve students' math learning and achievement

Table 3. Percentage of students who meet or exceed the provincial standard on Grades 3, 6, and 9 EQAO Math based on 2022-23 results

		Indicator: % of students who meet or exceed the provincial standard on Grades 3, 6, and 9 EQAO Math					
Student Group	Grade	# of students in grade	# of students in grade meeting standard	% of students in grade meeting standard	% of all students in grade	% of all students in grade meeting standard	Disproportionality index
All students	Grade 3	209	85	40.7%	100.0%	100.0%	1.00
	Grade 6	207	54	26.1%	100.0%	100.0%	1.00
	Grade 9	111	31	27.9%	100.0%	100.0%	1.00
Female	Grade 3	102	35	34.3%	48.8%	41.2%	0.84
	Grade 6	91	21	23.1%	44.0%	38.9%	0.88
	Grade 9	53	12	22.6%	47.7%	38.7%	0.81
Male	Grade 3	107	50	46.7%	51.2%	58.8%	1.15
	Grade 6	116	33	28.4%	56.0%	61.1%	1.09
	Grade 9	58	19	32.8%	52.3%	61.3%	1.17
ELL/ALF/PANA	Grade 3	1	1	100.0%	0.5%	1.2%	2.46
	Grade 6	0	0		0.0%	0.0%	
	Grade 9	0	0		0.0%	0.0%	
Students with special education needs (excluding gifted)	Grade 3	61	17	27.9%	29.2%	20.0%	0.69
	Grade 6	66	3	4.5%	31.9%	5.6%	0.17
	Grade 9	29	2	6.9%	26.1%	6.5%	0.25
Students from low-income neighbourhoods	Grade 3	35	14	40.0%	16.7%	16.5%	0.98
	Grade 6	31	7	22.6%	15.0%	13.0%	0.87
	Grade 9	7	2	28.6%	6.3%	6.5%	1.02
Sub-population of Interest							

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Student Achievement Plan 2023-24, Initiatives

Instructions: Please use the table below to answer the questions to guide your school board's development of a data-driven action plan. Please refer to the data in the previous tab to identify what disproportionalities should be address in your action plan for each indicator.

Provincial Priority				Data Analysis and Interpretation							Annual Progress Check-in
Area	**Goal**	**Indicator**	**Source / Period**	**Based on your analysis of Student Indicator Data, what trends are evident?**	**What additional data sources (e.g., student surveys, focus groups) will you consult to understand students' experiences?**	**Through engagement with stakeholder groups to interpret the data, what opportunities for student success have been identified and considered? Please identify stakeholders that were engaged in the process.**	**What steps will you take to level up academic achievement for all students? What trends did you identify? Identify when actions will be implemented (Year 1, Year 2, Year 3)**	**Which stakeholder groups and communities will be involved in the implementation?**	**How will you know these actions are working (for students, families, and educators)?**	**What have you learned from the implementation so far and how has this influenced your board's next steps?**
Priority: Achievement of Learning Outcomes in Core Academic Skills	**1.2 Improve students' math learning and achievement**	% of students meeting the provincial standard on Grade 3 EQAO Math	Grade 3 EQAO math assessment / 2022-23	Though still a big area of need, grade 3 math results are much stronger than grade 6. We see that the gaps really begin to show themselves around grade 2. Males outperform females significantly in grade 3.	IXL Data indicates that 52.5% of Grade 1-8 students are working below or well below grade level. In Grade 9 de-streamed math, 81% of students are working below or well below grade level (March 2024 data).	The Math Board Action Plan is used as a foundational piece for learning with Principals, Math Leads, and Resource Teachers. These groups meet regularly to discuss progress and identify next steps for action. Data reviews are also provided regularly to SEAC and Board of Trustees. Local data talks at the school level are designed to engage teachers and support staff in discussion to identify strengths and areas for improvement when addressing instruction and intervention plans. Enhanced focus will be placed on engagement opportunities with families in the 2024-2025 school year.	*Continue to focus on gap-closing using IXL to provide personalized intervention for students in Gr. K-10. *Support enhanced teacher understanding of the key concepts of the curriculum at each grade level. *At elementary, create opportunities for daily cummulative review of key math concepts to reinforce student learning. Support teachers with professional learning opportunities related to this strategy. *At secondary, support instructional consistency across Grade 9 classes and collaborate to implement a standard instructional resource. *Provide math intervention supports in all schools.	Classroom Teachers, Math Leads, Resource Teachers, Intervention Teachers, Math Department Head, and Principals We will keep our committees informed (SEAC, IEAC and NCDSB Board of Trustees)	*Monitor IXL data monthly. Question completion statistics will confirm successful implementation and improvement in student grade level placement will demonstrate enhanced student achievement. Principals and leads will communicate with classroom teachers to ensure data is used and to corodinate intervention support as needed. *Monitor the implementation and use of the key concepts to develop daily cummulative review questions. *Monitoring of the implementation and use of the Grade 9 common instructional resource will demonstrate consistency in application across classes. *Data provided by the leads, intervention teachers and tutors will descibed the success of intervention programs. *Qualitative data from our educators. *Engagement with Catholic School Councils and Surveys.	*Based on the excellent data and results we are seeing with the use of IXL as a gap closing tool, we will be implementing this program from Kindergarten to Grade 10 in the upcoming school year.
		% of students meeting the provincial standard on Grade 6 EQAO Math	Grade 6 EQAO math assessment / 2022-23	Though there was progress over the previous school year, math continues to be a significant area of need. The difference between males and females in grade 6 is not as large. Most students continue to achieve at a level 2 in mathematics. Very few students with special education needs are meeting provincial standard.						
		% of students meeting the provincial standard on Grade 9 EQAO Math	Grade 9 EQAO Assessment of Mathematics/ 2022-23	There is significant disproportionality in the success rates of students with special education needs.						

Student Achievement Plan 2023-24, Data Reporting

Priority: Preparation of Students for Future Success

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Goal 2.1 Improve students' graduation rates and preparedness for future success

Table 4. Percentage of students who earn 16 or more credits by the end of Grade 10

		Indicator: % of students who earn 16 or more credits by the end of Grade 10					
Student Group	Grade	# of students in grade	# of students in Grade 10 with 16 credits	% of students in Grade 10 with 16 credits	% of all students in grade	% of all students in Grade 10 with 16 credits	Disproportionality index
All students	Grade 10	75	64	85.3%	100.0%	100.0%	1.0
Female	Grade 10	40	36	90.0%	53.3%	56.3%	1.1
Male	Grade 10	35	28	80.0%	46.7%	43.8%	0.9
ELL/ALF/PANA	Grade 10				0.0%	0.0%	
Students with special education needs (excluding gifted)	Grade 10	24	21	87.5%	32.0%	32.8%	1.0
Students from low-income neighbourhoods	Grade 10	4	3	75.0%	5.3%	4.7%	0.9
Sub-population of interest							

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Table 5. Percentage of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)

		Indicator: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)					
Student Group	Grades	# of students enrolled in Grade 11 and 12	# of students enrolled in Grade 11 and 12 job skills programs	% of students enrolled in Grade 11 and 12 job skills programs	% of all students enrolled in Grade 11 and 12	% of all students in Grade 11 and 12 enrolled in job skills programs	Disproportionality index
All students	Grades 11 & 12	185	66	35.7%	100.0%	100.0%	1.0
Female	Grades 11 & 12	86	37	43.0%	46.5%	56.1%	1.2
Male	Grades 11 & 12	96	29	30.2%	51.9%	43.9%	0.8
ELL/ALF/PANA	Grades 11 & 12				0.0%	0.0%	
Students with special education needs (excluding gifted)	Grades 11 & 12	36	11	30.6%	19.5%	16.7%	0.9
Students from low-income neighbourhoods	Grades 11 & 12	13	6	46.2%	7.0%	9.1%	1.3
Sub-population of interest							

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Table 6. Percentage of students graduating with an Ontario Secondary School Diploma (OSSD) within five years of starting Grade 9

		Indicator: % of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9					
Student Group	Cohort	# of students in Grade 9 cohort eligible to graduate	# of students in Grade 9 cohort graduating with an OSSD within 5 years of starting Grade 9	% of students in Grade 9 cohort graduating with an OSSD within 5 years of starting Grade 9	% of all students in in Grade 9 cohort eligible to graduate	% of all students in Grade 9 cohort graduating with an OSSD within 5 years of starting Grade 9	Disproportionality index
All students	Grade 9	104	104	100.0%	100.0%	100.0%	1.0
Female	Grade 9	79%	35	4430.4%	0.8%	33.7%	44.3
Male	Grade 9	71%	69	9718.3%	0.7%	66.3%	97.2
ELL/ALF/PANA	Grade 9	83%		0.0%	0.8%	0.0%	0.0
Students with special education needs (excluding gifted)	Grade 9		28		0.0%	26.9%	
Students from low-income neighbourhoods	Grade 9	64%	12	1875.0%	0.6%	11.5%	18.8
Sub-population of interest							

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Table 7. Percentage of students enrolled in at least one Grade 12 math or Grade 11 or 12 science course

		Indicator: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science course					
Student Group	Grades	# of students enrolled in Grade 11 and 12	# of students enrolled in at least one Grade 12 math or Grade 11 or 12 science	% of students enrolled in at least Grade 12 math or Grade 11 or Grade 12 science	% of all students enrolled in Grade 11 and Grade 12	% of all students enrolled in at least Grade 12 math or Grade 11 or Grade 12 science	Disproportionality index
All students	Grades 11 & 12	255	103	40.4%	100.0%	100.0%	1.0
Female	Grades 11 & 12	125	44	35.2%	49.0%	42.7%	0.9
Male	Grades 11 & 12	126	58	46.0%	49.4%	56.3%	1.1
ELL/ALF/PANA	Grades 11 & 12	1		0.0%	0.4%	0.0%	0.0
Students with special education needs (excluding gifted)	Grades 11 & 12	61	17	27.9%	23.9%	16.5%	0.7
Students from low-income neighbourhoods	Grades 11 & 12	16	6	37.5%	6.3%	5.8%	0.9
Sub-population of interest							

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Table 8. 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.)

		Indicator: % of students who believe their learning has prepared them for the next step in their learning experience (i.e., next grade, post secondary, etc.)					
Student Group	Grades	Forthcoming	Forthcoming	Forthcoming	Forthcoming	Forthcoming	Disproportionality index
All students	Grade 6				0.0%	0.0%	
	Grade 9				0.0%	0.0%	
	OSSLT				0.0%	0.0%	
Female	Grade 6				0.0%	0.0%	
	Grade 9				0.0%	0.0%	
	OSSLT				0.0%	0.0%	
Male	Grade 6				0.0%	0.0%	
	Grade 9				0.0%	0.0%	
	OSSLT				0.0%	0.0%	
ELL/ALF/PANA	Grade 6				0.0%	0.0%	
	Grade 9				0.0%	0.0%	
	OSSLT				0.0%	0.0%	
Students with special education needs (excluding gifted)	Grade 6				0.0%	0.0%	
	Grade 9				0.0%	0.0%	
	OSSLT				0.0%	0.0%	
Students from low-income neighbourhoods	Grade 6				0.0%	0.0%	
	Grade 9				0.0%	0.0%	
	OSSLT				0.0%	0.0%	
Sub-population of interest							

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Student Achievement Plan 2023-24, Initiatives

Instructions: Please use the table below to answer the questions to guide your school board's development of a data-driven action plan. Please refer to the data in the previous tab to identify what disproportionalities should be address in your action plan for each indicator.

Provincial Priority				Data Analysis and Interpretation						Annual Progress Check-in
Area	**Goal**	**Indicator**	**Source / Period**	**Based on your analysis of Student Indicator Data, what trends are evident?**	**What additional data sources (e.g., student surveys, focus groups) will you consult to understand students' experiences?**	**Through engagement with stakeholder groups to interpret the data, what opportunities for student success have been identified and considered? Please identify stakeholders that were engaged in the process.**	**What steps will you take to level up preparation of students for future success for all students? What trends did you identify? Identify when actions will be implemented (Year 1, Year 2, Year 3)**	**Which stakeholder groups and communities will be involved in the implementation?**	**How will you know these actions are working (for students, families, and educators)?**	**What have you learned from the implementation so far and how has this influenced your board's next steps?**
Priority: Preparation of Students for Future Success	**2.1 Improve students' graduation rates and preparedness for future success**	% of students who earn 16 or more credits by the end of Grade 10	Data should be collected from the board's student information system / 2021-22	This is an area of relative strength with consistently high percentages across all student groups.	As part of our school climate survey, secondary students provide feedback relating to their career aspirations and future plans which are captured in an annual report.	Ongoing engagement with the OYAP Recruiter and SHSM Coordinator has supported the identification of trends and possibilities in relation to job skills programming. Consultations between the Technology-Enabled Learning Teacher, Student Success Leader, and the Alternative Learning Administrator have identified opportunities to enhance online learning course access. Engagement of Department Heads, Guidance and Special Education staff, Teachers and Administrators in reviewing data and trends has supported the identification of credit-earning opportunities in various focus areas. Opportunities for student success that have been identified include: expanding access to job-skills programs by increasing SHSM programs and enhancing Dual Credit course offerings; adjusting the secondary timetable to offer more senior science, math, and technological education courses, and prioritizing offerings at the workplace and open level to support engagement of a wider-range of student groups; revamping eLearning course scheduling approaches to support access to a broader range of courses that respond to specific student interests; altering student support programs to ensure a more consistent range of student access and coordination of programming supports.	We were successful in our application for a new SHSM program in Hospitality and Tourism and will implement the program in 24/25. We have reviewied our timetabling process and enhanced course offerings in math, science, and technological education.	The SHSM Advisory Committee will engage with local community partners to support implementation of the SHSM program through the offering of training and in the securing of cooperative education placements. Department Heads, Guidance Counsellors, School administrators and classroom teachers will work collaboratively to support students in new course offerings.	SHSM participation rates are tracked annual and growth in the program over time will demonstrate successful implementation. Monitoring student achievement outcomes in the new course offerings, along with overall credit accumulation rates of students at each grade will help us determine if new timetabling options are supportive of student interests and needs.	We have successfully maintained high completion rates in existing our SHSM program so we are confident in how to approach a new program to ensure succesful outcomes. Partnering with community-based supports and offering a broad-range of learning opportunities to students is essential to maintaining interest and commitment to SHSM program completion. We have traditionally approached timetabling with student preferences driving the process and are committed to continuing in this manner, with a new approach of identifying courses that fit within broader board goals, and offering students choices within these areas to make final course selections. Securing the support and interest of teachers to add new courses to the timetable is a key step in making these types of changes.
		% of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	Enrolment numbers from student information system / 2021-22	There is fairly consistent participation in job skills programs amongst the various student groups.						
		% of students graduating with an OSSD within five years of starting Grade 9	Enrolment numbers from student information system / 2021-22	Data presented is incorrect.						
		% of students enrolled in at least one Grade 12 math or Grade 11 or 12 science course	Enrolment numbers from student information system / 2021-22	There is some disproportionality in students with special educaiton needs enrolling in senior math or science courses.						
		% 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	No data						

Student Achievement Plan 2023-24, Data Reporting

Priority: Student Engagement & Well-being

Instructions: This portion of the template provides your latest school board data. Where data is available for additional student groups, use "+" expand button to add specific student population data by filling out the shaded grey cells for the "# of students in grade" and "# of students in grade meeting standard" . The remaining empty cells, shaded in blue, will populate with an automatic calculation once numbers have been entered in the grey cells.

Goal 3.1 Improve students' participation in class time and learning

Table 9. Percentage of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent

		Indicator: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent					
Student Group	Grades	# of students in grades	# of students whose attendance rate is equal to or greater than 90%	% of students in grades whose attendance rate is equal to or greater than 90%	% of all students in grades	% of all students in grades whose attendance rate is equal to or greater than 90%	Disproportionality index
All Students	Grades 1-8	1,564	421	26.9%	100.0%	100.0%	1.00
Female	Grades 1-8	762	207	27.2%	48.7%	49.2%	1.01
Male	Grades 1-8	802	214	26.7%	51.3%	50.8%	0.99
ELL/ALF/PANA	Grades 1-8	5	5	100.0%	0.3%	1.2%	3.71
Students with special education needs (excluding gifted)	Grades 1-8	289	48	16.6%	18.5%	11.4%	0.62
Students from low-income neighbourhoods	Grades 1-8	256	66	25.8%	16.4%	15.7%	0.96
Sub-population of Interest							

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Table 10. Percentage of student suspensions in Grades 4-8 and 9-12

		Indicator: % of students in Grades 4-8 and 9-12 who have been suspended at least once					
Student Group	Grades	# of students in grades	# of student suspensions	% of student suspensions in grades	% of all student in grades	% of all student suspensions in grades	Disproportionality index
All Students	Grades 4-8	1,073	39	3.6%	100.0%	100.0%	1.00
	Grades 9-12	365		0.0%	100.0%		
Female	Grades 4-8	524	10	1.9%	48.8%	25.6%	0.53
	Grades 9-12	178		0.0%	48.8%		
Male	Grades 4-8	549	29	5.3%	51.2%	74.4%	1.45
	Grades 9-12	184		0.0%	50.4%		
ELL/ALF/PANA	Grades 4-8	1		0.0%	0.1%	0.0%	0.00
	Grades 9-12				0.0%		
Students with special education needs (excluding gifted)	Grades 4-8	275	16	5.8%	25.6%	41.0%	1.60
	Grades 9-12	81		0.0%	22.2%		
Students from low-income neighbourhoods	Grades 4-8	186	11	5.9%	17.3%	28.2%	1.63
	Grades 9-12	21		0.0%	5.8%		
Sub-population of Interest							

<-- Click to expand

Goal 3.2: Improve student well-being.

Table 11. Percentage of Grades 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

		Indicator: % of Grades 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health					
Student Group	Grades	Forthcoming	Forthcoming	Forthcoming	Forthcoming	Forthcoming	Disproportionality index
All Students	Grade 6						
	Grade 9						
	OSSLT				0.0%	0.0%	
Female	Grade 6						
	Grade 9						
	OSSLT				0.0%	0.0%	
Male	Grade 6						
	Grade 9						
	OSSLT				0.0%	0.0%	
ELL/ALF/PANA	Grade 6						
	Grade 9						
	OSSLT				0.0%	0.0%	
Students with special education needs (excluding gifted)	Grade 6						
	Grade 9						
	OSSLT				0.0%	0.0%	
Students from low-income neighbourhoods	Grade 6						
	Grade 9						
	OSSLT				0.0%	0.0%	
Sub-population of Interest							

<-- Click to expand

Student Achievement Plan 2023-24, Initiatives

Instructions: Please use the table below to answer the questions to guide your school board's development of a data-driven action plan. Please refer to the data in the previous tab to identify what disproportionalities should be address in your action plan for each indicator.

Provincial Priority				Data Analysis and Interpretation						Annual Progress Check-in
Area	**Goal**	**Indicator**	**Source / Period**	**Based on your analysis of Student Indicator Data, what trends are evident?**	**What additional data sources (e.g., student surveys, focus groups) will you consult to understand students' experiences?**	**Through engagement with stakeholder groups to interpret the data, what opportunities for student success have been identified and considered? Please identify stakeholders that were engaged in the process.**	**What steps will you take to level up engagement and well-being for all students? What trends did you identify? Identify when actions will be implemented (Year 1, Year 2, Year 3)**	**Which stakeholder groups and communities will be involved in the implementation?**	**How will you know these actions are working (for students, families, and educators)?**	**What have you learned from the implementation so far and how has this influenced your board's next steps?**
Priority: Student Engagement & Well-being	**3.1 Improve students' participation in class time and learning**	% of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	Attendance data from student information system and the Student Attendance Tool / 2021-22	A continued area of concern. Noted disproportionality amongst students with special educatioon needs. Represents an area of focus to improve attendance rates.	The results of the Student Attendance Audit will help inform our planning to support improvement in student attendnace. Focus groups with school prinicipals will help clarify student suspension practices and areas for improvement. Various schools include questions about seeking supports and having access to supports in their annual school climate survey that help inform our understanding of student access to mental health supports and services.	Through the Internal Audit process, we have engaged students, educators, families, and community partners in a series of focus groups relating to student attendance. A host of opportunities have been identified including maintaining welcoming school and classroom environments, partnering with parents to provide necessary supports and resources, and continuing to share information and resources with parents and community partners to enhance the shared understanding and responsiblity for improved student attendance. In ongoing consulation with school administrators, it has been noted that futher exploration of alternatives to suspension are required to respond to student behaviour challenges.	*Develop a specific attendance strategy to initiate when students reach 10 days of absence (non-consecutive) to complement the existing prolonged absence strategy, for implementation in 24/25. *Continue providing attendance promotion activities and family and student engagement sessions. *Connect with community organizations to further explore student attendance support opportunities. *Respond to the findings of the Student Attendance Audit, and share outcomes with school personnel. . *Refocus efforts on promoting positive student behaviour, through ongoing training of educators, while also providing individualized student interventions as needed. Engage principals in collaborative learning to identify alternatives to suspension that can be readily implemented in school settings.	Teachers, Child & Youth Workers, Principals, Parents, Mental Health Workers, Indigeous Support Workers, and Agency Partners	If our interventions our working as intended, then the percentage of students who attend school at least 90% of the time will improve consistently over time. As we develop alternative approaches to respond to student behavioural challenges, we should see suspension rates decrease and ideally, we would see less disproportional representation amongst the key groups noted.	Our work in attendance promotion this year has confirmed that sharing resources and highlighting the importance of regular attendance are key factors in improving overall trends. Regular attention and sharing of information is necessary to maintain a clear focus on this work, and school-level engagement is necessary to ensure close connections with parents and guardians in supporting attendance strategies.
		% of students in Grades 4-8 who were suspended at least once	Data should be collected from the board's student information system / 2021-22	Male students, students with special education needs, and students from low-income neighbourhoods were suspended at a greater rate than other students.						
		% of students in Grades 9-12 who were suspended at least once	Data should be collected from the board's student information system / 2021-22	No data						
	3.2 Improve student well-being	% of Grades 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Forthcoming	No data	Mental Health service data, including referrals and programming provided, is reviewed annually by various stakeholders to identify trends and to coordinate supports for enhanced outcomes.	The Mental Health Advisory Committee reviews service data annually to help indentify trends and to monitor program implementation. School administrators also monitor referrals and service statistics in real-time to ensure appropraite interventions are being provided to students in need. Through these consultations, a need for enhanced access to supports at the elementary level has been identified.	To support enhanced student awareness of help-seeking options and available supports, all schools will ensure targetted information is shared publicy on school bulletin boards. Strategies will also be used to extend the sharing of information with parents and guardians, in a simliar approach taken to the work conducted with grade 7 and 8 classes regarding the mandatory mental health learning modules implemented this year.	Our target group for this work is students in grade 4- 10, however, we believe all students need access to this information and supports. School-wide implementation will be the typical approach. Families will also be included, along with all school staff.	Our current appoach to mental health supports and services has yielded positive feedback from students and staff. We hope to better understand what the initial survey data looks like. We will tailor our next steps to respond to any key findings revealed by this data in the goal of improving student reported outcomes.	We have learned that sharing clear program information directly with parents is supportive of implementation processes (i.e. Gr. 7/8 modules) and intend to build on this experience by approaching a more routine sharing of information with this audience to support our work in Student Mental Health.