

CATHOLIC BOARD IMPROVEMENT LEARNING CYCLE 2023-2024

Using Data to Inform Actions in DPCDSB

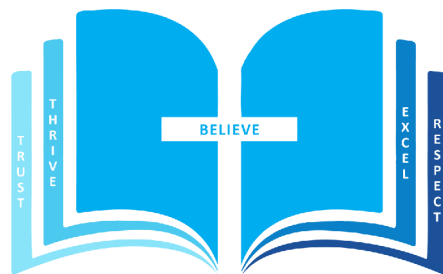
*"Make me to know your ways, O Lord; teach me your paths."
Psalm 25:4*

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The Dufferin-Peel Catholic District School Board (DPCDSB) promotes learning and working environments that support a responsive, equitable, inclusive, and caring culture through its Multi-Year Strategic Plan (MYSP), the Catholic Board Improvement Learning Cycle (CBILC), and Catholic School Improvement Learning Cycles (CSILC). The 2023-2024 school year represented the first year of the MYSP 2023-2027. The MYSP's five core values have remained the same: **Believe**, **Excel**, **Respect**, **Thrive**, and **Trust**. These core values continue to shape the CBILC and CSILC goals, the implementation of action steps, and their monitoring strategies.

For each of the MYSP's five core values, DPCDSB schools engage in a cycle of continuous improvement by examining local data, developing and implementing responsive action steps, and assessing a variety of data sources to monitor goal achievement and ensure accountability. To complement local data gathering by schools to support improvement planning, DPCDSB regularly administers large-scale surveys to collect data about student attitudes and experiences. DPCDSB's data gathering in 2023-2024 included:

- Ontario Catholic Graduate Expectations Survey (OCSGE) and Exit Survey;
- Math and Literacy Processes, Attitudes, and Engagement Survey;
- Middle Years Development Instrument (MDI)
- Catholic Digital Citizenship survey



Additionally, the Ministry of Education requires school boards to seek feedback regarding their MYSPs from parents, guardians, students, and other community members. This feedback helps DPCDSB continue to prioritize what is important to students and their families. Finally, data from the Education Quality and Accountability Office (EQAO) assessments, including the Ontario Secondary School Literacy Test (OSSLT), help DPCDSB focus on where students need greater academic support. This wide range of data informs DPCDSB local and system-wide actions and commitment to the core MYSP values concerning Catholic social teachings, achievement, social justice, well-being, and stewardship.

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Mission: Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

Vision: Changing the world through Catholic education.

CATHOLIC BOARD IMPROVEMENT LEARNING CYCLE

2023-2024 GOALS

Believe

- Increase, among all learner groups, student application of scripture, sacramental life, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.
- Enhance positive staff perceptions of DPCDSB Catholic Community, Culture and Caring.
- Enhance positive parent perceptions of student faith formation in DPCDSB schools.
- Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.

Excel

- Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in literacy and numeracy.
- Increase student critical thinking, communication, collaboration, and innovation among all learner groups.
- Eliminate disproportionalities and disparities in achievement, programming, and discipline by dismantling the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions.
- Elevate organizational effectiveness.

Respect

- Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions in all areas of school culture.
- Enrich student connection to Catholic community (e.g., reduce aggressive behaviours).
- Increase sense of belonging among all impacted by oppression and injustice, by uplifting their voices.

Thrive

- Increase student engagement and well-being.
- Enhance student Catholic digital citizenship.
- Increase awareness of, and accessibility to, mental health and well-being supports.
- Enhance safety and security measures to support well-being (physical environment, technology, data integrity, privacy).
- Increase staff well-being and belonging.

Trust

- Increase confidence in stewardship of resources.
- Promote practices that value the sacredness of creation.
- Enhance engagement of schools with community partners and parishes.
- Increase operational and customer service quality.

BELIEVE

Goals

- Increase, among all learner groups, student application of scripture, sacramental life, and Catholic social teachings to daily life, by increasing opportunities for student spiritual engagement in their faith formation.
- Enhance positive staff perceptions of DPCDSB Catholic Community, Culture and Caring.
- Enhance positive parent perceptions of student faith formation in DPCDSB schools.
- Deepen the understanding of how social justice actions are guided by Catholic Social Teachings and faith development for all learners.

Ontario Catholic School Graduate Expectations (OCSGE) Survey

% of participating students applying Scripture, Sacrament, and Catholic Social Teaching to daily life*



Scripture

Understanding and connecting the Catholic faith story to daily life

59%

Elementary

49%

Secondary



Sacrament

Thinking and acting in positive ways consistent with the teachings of Jesus

70%

Elementary

70%

Secondary



Catholic Social Teaching

Caring for and helping others

82%

Elementary

81%

Secondary



*Students in Grades 8 and 12 in 2023-2024
(Elementary n=1,086, Secondary n=1,400)

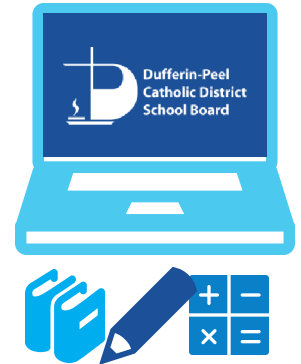
EXCEL

Goals

- Increase the proportion of students from all learner groups meeting or exceeding the provincial standard in literacy and numeracy.
- Increase student critical thinking, communication, collaboration, and innovation among all learner groups.
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- Elevate organizational effectiveness.

Education Quality and Accountability Office (EQAO) Elementary Assessment Results

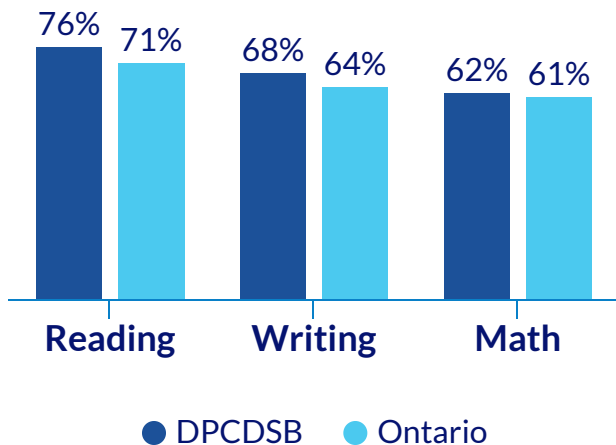
The 2023-2024 primary (Grade 3) and junior (Grade 6) EQAO assessments of reading, writing, and mathematics assess students' understanding, thinking and application of concepts in language (reading and writing) and mathematics, as laid out in the Ontario Curriculum - Grades 1 to 8. Achievement of a Level 3 or higher on these assessments represents the provincial standard.



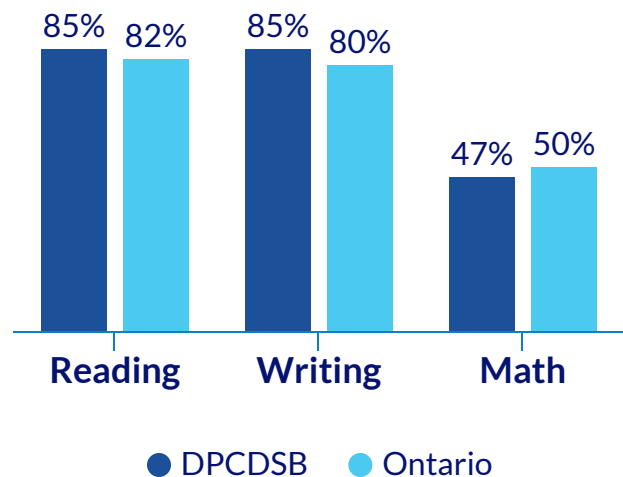
Elementary EQAO Assessments

% of students meeting or exceeding the provincial standard (Level 3 or 4) in 2023-2024

Primary Assessments



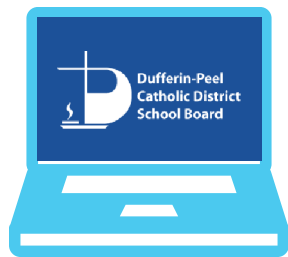
Junior Assessments



EXCEL

Education Quality and Accountability Office (EQAO) Assessment of Grade 9 Mathematics

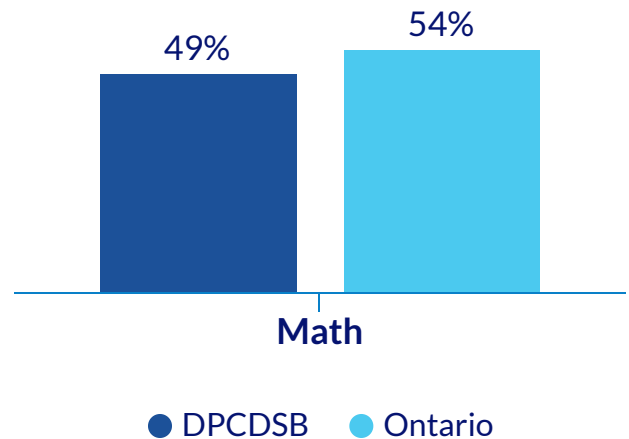
The 2023-2024 assessment of Grade 9 mathematics assesses students' understanding, thinking, and application of concepts taught in the Grade 9 de-streamed mathematics course.



% of students meeting or exceeding the provincial standard (Level 3 or 4)



Grade 9 Mathematics



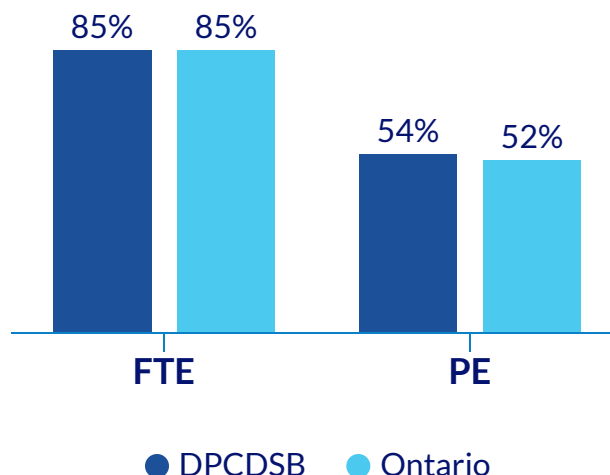
Ontario Secondary School Literacy Test (OSSLT)

Students in Grade 10 participate in the OSSLT as first time eligible (FTE) students, while Grade 11 and 12 students who did not pass the OSSLT, or who were deferred to support their individual learning needs, participate as previously eligible students (PE).

% of students who were successful



OSSLT



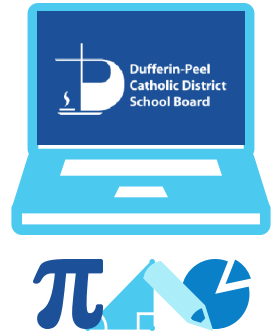
1 of 32

Passing the OSSLT is one of the 32 requirements needed to complete the Ontario Secondary School Diploma*

*Students who do not pass the OSSLT may also register in the Ontario Secondary School Literacy Course (OSSLC) to complete their literacy requirement for graduation.

Student Mathematics Attitudes*

To help understand how to support student learning and achievement in mathematics, DPCDSB regularly asks students questions* about how they feel about math and how they work in class so they can learn and excel in this critical subject.



* Mathematics Attitudes Student Survey participation: Grades 1-3 n=2,386; Grades 4-8 n=6,061; Secondary n=7,406.

Areas of Relative Strength



Problem Solving

64%

Elementary

61%

Secondary



Cognitive Engagement

69%

Elementary

60%

Secondary



Reasoning and Proving

59%

Elementary

58%

Secondary



Selecting Tools and Computational Strategies

63%

Elementary

57%

Secondary

Other Areas of Improvement



Peer Engagement in Math

Students' social exchanges with peers grounded in the instructional content ("math talk").

Emotional Engagement in Math (Elementary)

Students' enjoyment of and interest in learning math.

Communication and Learning Supports

Working with others to solve math problems, including listening to other students' math solutions.

- **81%:** It's okay to make a mistake in math
- **63%:** I know what to do when I'm stuck in math
- **54%:** Math is easy

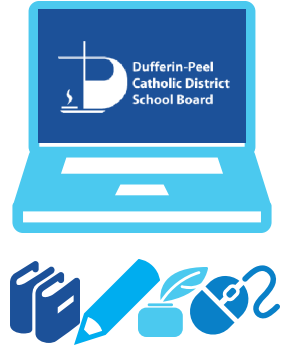
Students in
Grades 1 to 3



Student Literacy Attitudes*

To help understand how to support student learning and achievement in literacy, DPCDSB regularly asks students questions* about how they feel about reading and writing and how they work in class so they can learn and excel in literacy across all subject areas.

* Literacy Attitudes Student Survey participation: Grades 4-12 n=2,348



Areas of Relative Strength



Literacy Problem Solving

64%

Re-reading texts, using context clues, pausing to reflect on the text, and visualizing the information in the text.



Global Literacy Strategies

57%

Using text features and tables or images, analysing and predicting content, and making connections to prior understanding.



Writing Strategies

61%

Planning and outlining ideas, checking that writing fits purpose and topic, making connections, reviewing to see if writing makes sense.

Room for Growth



Only 20% to 30% of students go beyond the minimum amount of **reading and writing** needed for class.



Only 44% of students have high scores for **writing confidence**.



Only 34% of students have high scores for **reading efficacy**.



Only 39% of students are very **interested to write**.

RESPECT

- Goals**
- Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions in all areas of school culture.
 - Enrich student connection to Catholic community (e.g., reduce aggressive behaviours).
 - Increase sense of belonging among all impacted by oppression and injustice, by uplifting their voices.

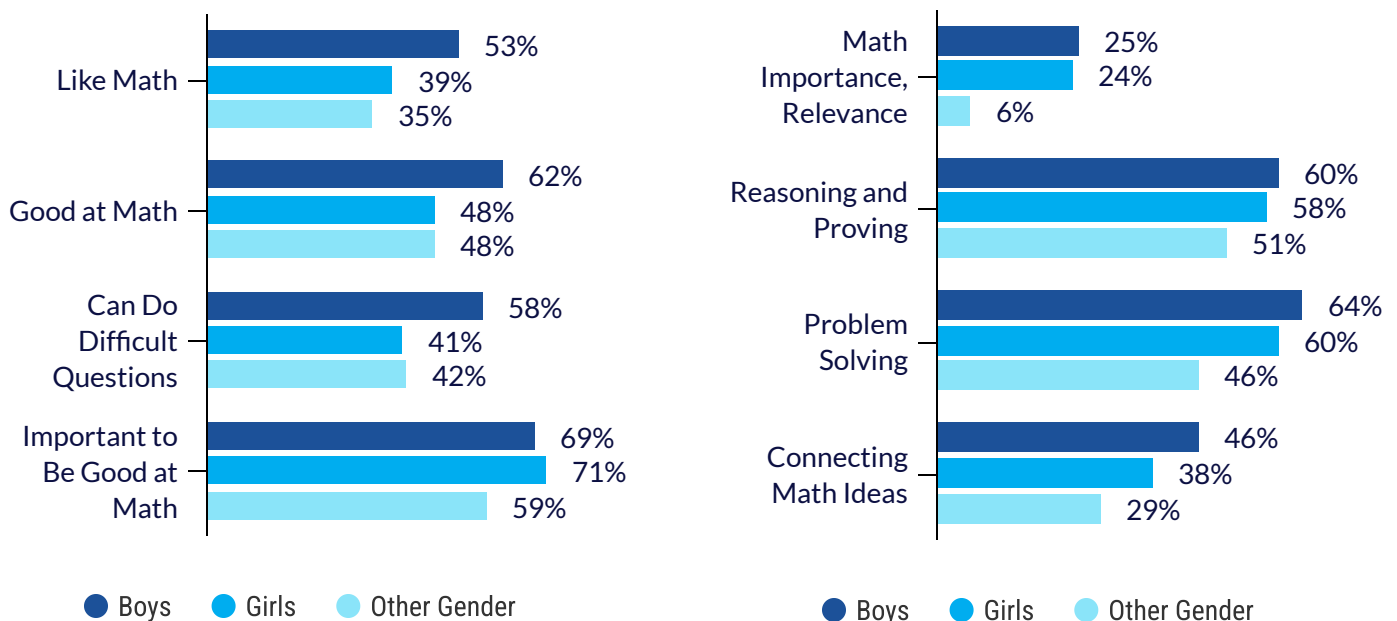
Mathematics Attitudes* By Race

Results from the DPDCSB Math Attitudes Survey showed consistent patterns by race.** This information helps increase staff awareness of differences so they can differentiate instruction and personalize supports for all students.



Mathematics Attitudes* and Gender

A consistent pattern emerged by gender identity: with few exceptions, proportionately more boys had high math attitudes scores and ratings than girls and/or students reporting other genders.



* Mathematics Attitudes Student Survey participation: Grades 1-3 n=2,386; Grades 4-8 n=6,061; Secondary n=7,406.

**Student report of race was analysed according to conventions in Ontario's *Data Standards for the Identification and Monitoring of Systemic Racism*.

RESPECT

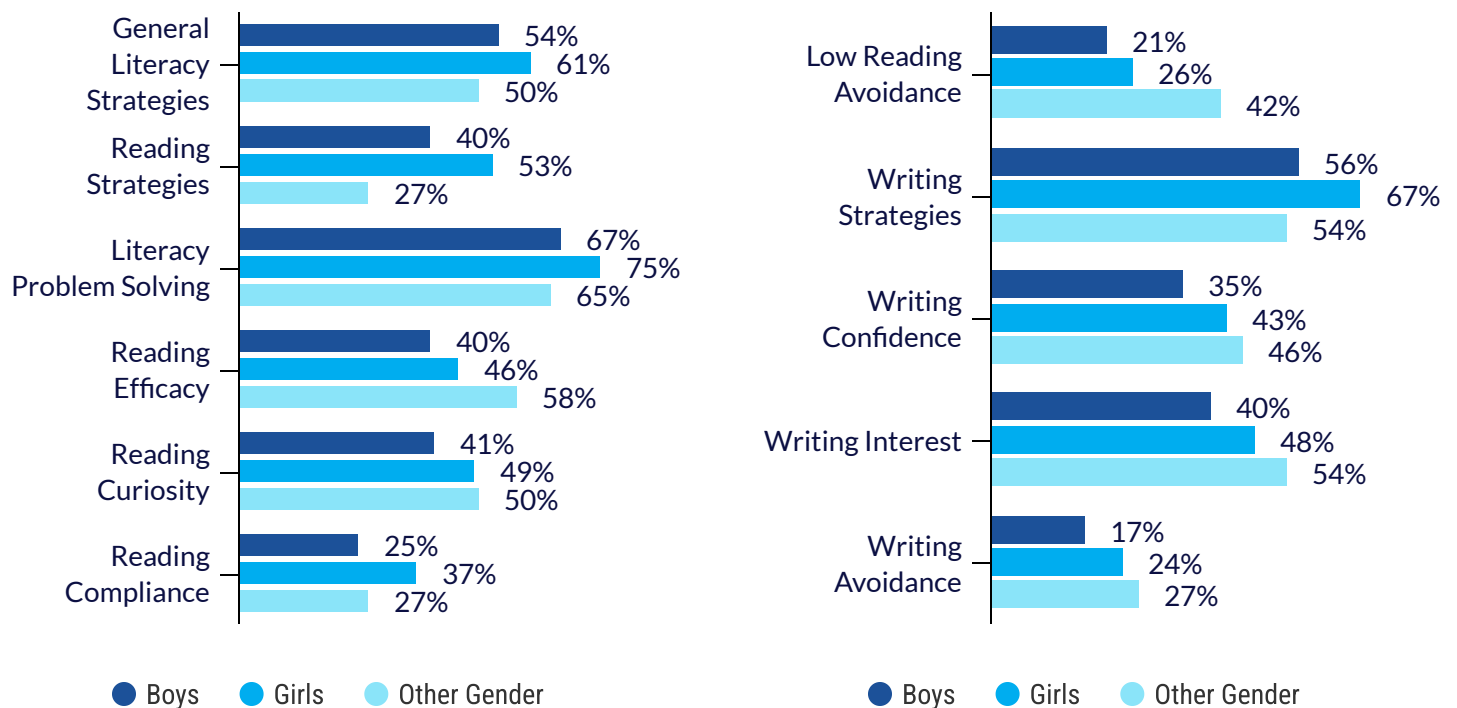
Literacy Attitudes* Survey by Race

Use of problem solving strategies like context when reading, writing strategies to improve communication, and reading compliance and avoidance differed somewhat by race.



Literacy Attitudes* and Gender

Nearly all literacy attitudes captured in student surveys differed by gender, with girls having higher scores than boys.



Reflecting on Math and Literacy Attitudes and Identity

DPCDSB promotes, among all students, the use of math and literacy strategies to enhance enjoyment, efficacy, motivation, and skills like reasoning, problem solving, connecting ideas, reading interest, comprehension, media literacy, and communication. However, survey findings show disparities continue to exist for Indigenous, Black, and Latin identifying students as a result of ongoing systemic barriers. Staff shall prioritize the use of resources, programs, and teaching approaches that enhance student academic achievement, incorporating a pedagogical approach that is responsive to addressing systemic patterns of racial inequities through an anti-oppressive framework aimed to decolonize education spaces.

*Literacy Attitudes Student Survey participation: Grades 4-12 n=2,348

THRIVE

Goals

- Increase student engagement and well-being.
- Enhance student Catholic digital citizenship.
- Increase awareness of, and accessibility to, mental health and well-being supports.
- Enhance safety and security measures to support well-being (physical environment, technology, data integrity, privacy).
- Increase staff well-being and belonging.

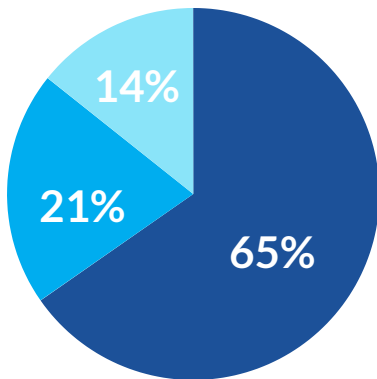
Middle Years Development Instrument (MDI)



The Middle Years Development Instrument (MDI) assesses overall student well-being, as well as student access to supportive peers and adults, and experience of bullying.



Well-Being



- Low
- Medium to High
- Very High



Supportive Peers

76%
of students
demonstrate this asset



Supportive Adults at School

48%
of students
demonstrate this asset



Good Nights Sleep

Yes (63%)

3 or more
times a week

No (37%)

Less than 3
times a week

Bullied Once Per Week or More



Bullying

Cyber

1%

Physical

1%

Verbal

4%

Social

5%

Well-Being:
Optimism, self-esteem, lack of sadness, happiness, general health

Supportive Peers:
Peer belonging
Friendship intimacy

Supportive Adults:
At home, school,
and neighbourhood

Positive School:
School support
School belonging

Bullying:
Victimization

Middle Years Development Instrument (MDI)

Well-Being

Below indicates data for the percentage of students that indicated that they have **high levels** of each component that makes up student well-being.



Well-being is composed of general health, optimism, self-esteem, satisfaction with life, and absence of sadness.

14%
Absence of Sadness

10%
General Health

26%
Self-Esteem

17%
Satisfaction with Life

19%
Optimism

Catholic Digital Citizenship Survey

The Catholic Digital Citizenship Survey asked students in elementary and secondary student online behaviours.

Most positive online behaviours have improved since 2022-2023. However, findings show that students could benefit from more support regarding online health and protection.



48% High Scores in Critical Thinking, Creativity, Information Literacy +3%

42% Low Prevalence of Negative Online Behaviours +7%

36% High Scores in Online Health and Protection 0%

60% High Scores in Positive Presence and Communication +22%

TRUST

Goals

- Increase confidence in stewardship of resources.
- Promote practices that value the sacredness of creation.
- Enhance engagement of schools with community partners and parishes.
- Increase operational and customer service quality.

MYSP Values: Community Feedback

The Ministry of Education requires school boards to consult with and gather feedback from community stakeholders about its Multi-Year Strategic Plan twice each school year.

To meet this requirement, DPCDSB conducted (1) a MYSP Feedback Survey for students in Grades 7 and 8, (2) a MYSP Evaluation Survey open to all DPCDSB community members, and (3) focus groups for secondary students and DPCDSB community advisory council members.

Elementary Student Voice Survey

Student Trustees proposed the creation of an Elementary Student Advisory Council (ESAC) to help capture the needs of elementary students and begin introducing leadership opportunities. The focus of the first ESAC at DPCDSB was the 2023-2027 MYSP. The Elementary Student Voice Survey was designed to gauge elementary student understanding of and interest in the MYSP.

The majority of students agreed with the following:



Adults at school...

Listen to Student Feedback



Adults at school...

Listen to Student Ideas



Adults at school...

Provide Mental Health and Well Being Support

Students rated most important:

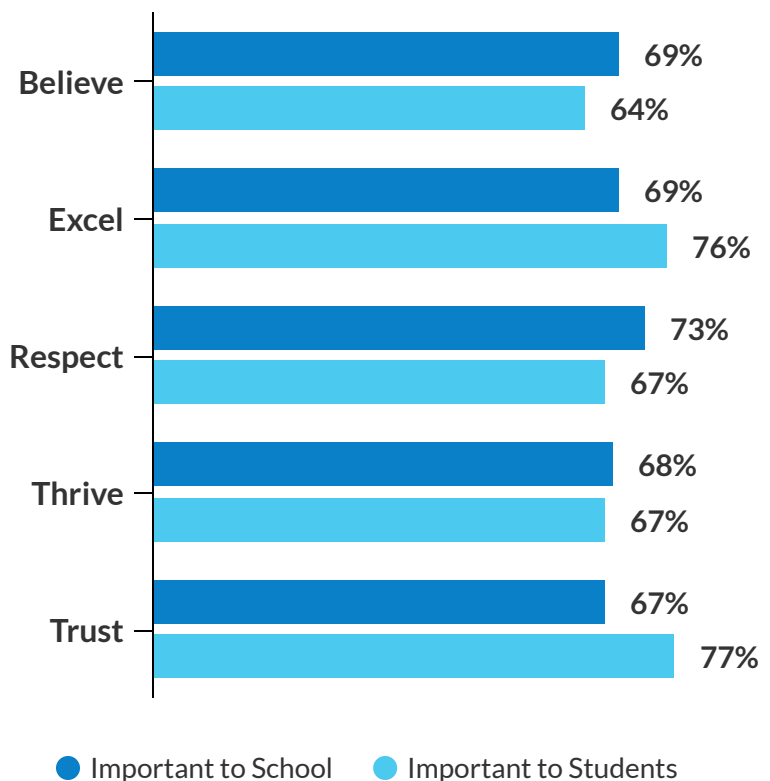
- Excel
- Trust



Students felt schools prioritize:

- Believe
- Respect

Importance of MYSP Values:
For Me and For My School



A total of 1,981 DPCDSB students in Grades 7 and 8 participated in the Elementary Student Voice Survey.

TRUST

MYSP Evaluation Survey and Focus Groups

A total of **1,996 DPCDSB community members** completed the year-end MYSP Evaluation Survey. Over 90% were parents or guardians of DPCDSB students. In addition, 11 DPCDSB community advisory council members and 29 secondary students participated in focus groups to inform DPCDSB's MYSP and Catholic Board Improvement Learning Cycle (CBILC). Below are highlights of findings from the survey and focus groups.

Strong Faith Formation



DPCDSB Schools enhance student faith.

Catholic schools feel safer, warmer.

Catholicity is well incorporated.

Schools promote living by Catholic Social Teachings.

Achievement for all Learners



Support for all post-secondary pathways

DPCDSB schools improve student math and literacy learning.

Technology use supports improved learning.

More support for critical thinking

Building Respect in Schools



Schools build caring culture of respect

Need to address systemic racism, discrimination

Students feel accepted at DPCDSB schools

Need to address achievement gaps for marginalized groups

Safe, Caring, and Healthy Learning Environments



Bullying remains a challenge

Schools promote equity and inclusion to support mental health and well-being.

Address school climate and safety

Need more mental health supports

Accountability and Sustainability

Schools are financially responsible.

Schools work to protect the environment

Schools engage with community.

I trust DPCDSB schools.

