

Information Report

Subject: District Action Plan: Annual Monitoring and Reporting 2023-24

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Research and Assessment Services

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Student Services and Well Being

Meeting Date: Tuesday, November 19th, 2024

Purpose

The [Multi-Year Strategic Plan](#) (MYSP) and District Action Plan (DAP) are intentionally aligned to ensure that the Board remains focused on established priorities and goals. This information report is provided to trustees to support their governance role and their ongoing role of monitoring the progress of the Board's Multi-Year Strategic Plan. This report demonstrates our continued commitment to Student Achievement, Health and Well-being, and Human Rights and Inclusive Education. This report focuses on the information that will be brought to Learning Equity and Well-Being Standing Committees (LEWSC) meetings during the 2024-2025 school year.

Background

The York Region District School Board (YRDSB) recently revised the Multi-Year Strategic Plan. Titled **Building Unity, Achieving Excellence**, the Multi-Year Strategic Plan guides the direction and work of the school board. Developed by the Board of Trustees and based on feedback from staff, students and community, it lays out three priorities:

1. **Student Achievement:** We promote and support high expectations for all.
2. **Health and Well-Being:** We build healthy environments and positive relationships.
3. **Human Rights and Inclusive Education:** We learn and grow together and affirm our diverse identities.

As the governing body of the York Region District School Board, the Board of Trustees is responsible for setting the strategic direction of education in York Region. The Board is committed to continuous improvement and feedback from all members of the community.

On July 28, 2023, the Ministry of Education issued a memorandum outlining key regulatory and policy reforms in support of the [Better Schools and Student Outcomes Act, 2023](#). This included a new regulation establishing provincial priorities for student achievement:

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement and Well-Being

As part of the provincial commitment to promoting student achievement and ensuring transparency for parents and families, the ministry introduced the new [Student Achievement Plan](#) (formerly known as the Board Improvement Plan). This initiative will support YRDSB in integrating the provincial priorities into our multi-year plans, with specific goals and indicators to guide our improvement planning processes.

Executive Summary: Annual Monitoring and Reporting 2023-24

Overview of the Student Achievement Plan:

1. Improve students' literacy learning and achievement.

- **Grade 3 and 6:** In the 2023-24 academic year, students from the YRDSB outperformed the provincial average in key literacy areas. However, when compared to the previous year (2022-23), there was a slight decline in achievement ([Figure 1](#) and [Figure 2](#)).
- **Grade 10 FTE:** In the 2023-24 academic year, the YRDSB saw a higher success rate among first-time eligible (FTE) students in the Ontario Secondary School Literacy Test (OSSLT) compared to the provincial average. However, there was a slight decline in FTE achievement compared to the previous year ([Figure 3](#)).

2. Improve students' Math learning and achievement.

- **Grade 3 and 6:** In the 2023-24 academic year, Grade 3 and Grade 6 students from YRDSB outperformed the provincial average in math. When compared to the previous year (2022-23), math performance has remained stable across time ([Figure 1](#) and [Figure 2](#)).
- **Grade 9:** In the 2023-24 academic year, Grade 9 students from YRDSB outperformed the provincial average in math. When compared to the previous year (2022-23), math performance decreased slightly ([Figure 3](#)).

3. Achievement for Multilingual Language Learners (MLL) and students with Special Education Needs (SEN)

- **Please note:** Students with Special Education Needs (SEN) are students who have been formally flagged by an Identification, Placement and Review Committee (IPRC) and/or have an Individual Education Plan (IEP). Students whose sole exceptionality is giftedness are not included.
- **Grade 3/6:** For MLL students and students with SEN, Reading and Writing achievement levels have decreased across time while remaining above the province. Math achievement levels have decreased (Grade 3) or increased (Grade 6) across time and remain above the province ([Figures 4-5 and 7-8](#)).
- **Grade 9 Math:** For MLL students and students with SEN, achievement levels have decreased across time while remaining above the province ([Figures 6 and 9](#)).

- **Grade 10 Literacy:** For MLL students and students with SEN, achievement levels have decreased across FTE and PE students. Furthermore, FTE achievement levels for MLL students are below the provincial average. All other achievement levels are above the provincial average ([Figures 6 and 9](#)).

4. Preparing students for future success.

- The percentage of students who have accumulated 16 credits by the end of Grade 10 has decreased slightly for all students in the past year ([Figure 10](#)).
- The percentage of students who participated in job skills programs has increased for all students in the past year ([Figure 11](#)).
- Graduation rates within 5 years of starting grade 9 has decreased slightly for all students in the past year ([Figure 12](#)).
- The percentage of students who enrolled in Grade 12 math and/or Grade 11/12 science has decreased slightly for all students in the past year ([Figure 13](#)).

5. Student engagement and well-being.

- The percentage of students who attended school more than 90% of the time in Grades 1-8 has increased for all students in the past year but has stayed steady for MLL students and decreased for students with SEN ([Figure 14](#)).
- The percentage of students who were suspended for at least one full day in Grades 4-12 has increased for all students in the past year but remained steady for MLL students and students with SEN ([Figure 15](#)).
- For the first time, EQAO asked students in Grades 6, 9, and 10 whether they were aware of mental health supports. Approximately 60% of students were aware of mental health supports across the grades ([Figure 16](#)).

System Supports:

This report fits into the [MYSP](#) priorities to improve Student Achievement, Health and Well-Being, and Human Rights and Inclusive Education. After a comprehensive data analysis, DAP teams will continue in their collaborative, cross-departmental efforts. This work aims to update the system supports related to ongoing and completed DAP initiatives, addressing, and enhancing identified gaps in each MYSP priority:

- **Student Achievement**

- Continue to support effective implementation of the YRDSB Comprehensive Literacy Framework across all grades, subjects, and disciplines (highlighting Guiding Principles such as holding high expectations, centering equitable and differentiated assessment and instruction, and affirming diverse identities).
- Introduce and implement mandatory Year 2 Kindergarten to Grade 2 [Early Reading Screening](#) for all students to inform next steps for responsive assessment and instruction.
- Implement system support for literacy (K-12) through meaningful use of diagnostic assessments, tiered interventions, and differentiated professional learning.
- Implement the [Mathematics Achievement Action Plan](#) supporting the use of evidence-informed strategies and approaches to address local learning needs in schools.
- Support students with Special Education Needs through the embedding of explicit teaching strategies outlined in the Understanding How Processing Affects Learning
- Continue the implementation of MLLNet in Secondary schools which provides teaching strategies to teachers based on English language learning as identified through the STEP continuum.

- **Health and Well-Being Supports**

- Continue to focus on the implementation of the [Mental Health and Addictions Strategy](#) and the [2024-2025 One-Year Action Plan](#).
 - Promoting Student Mental Health and Well-Being: Schools have a Mental Health (MH) Liaison that are supported centrally to provide resources and support for mental health and well-being at the school level.
 - Access to Relevant Services: We are committed to providing linguistically, culturally, and racially relevant and responsive services by partnering with a diverse range of children's mental

health organizations and other associated entities through CRES Partnerships.

- Building Staff Capacity: To enhance staff understanding and support for each other, we will review, refine, and promote learning opportunities focused on stigma reduction, creating a shared understanding of mental health, team building, and leader support. This includes system-wide learning for all staff on the October 21 PA day.
 - Supporting Student Mental Health: We are dedicated to building environments and creating circumstances that support students' mental health. The Youth Space initiative has now expanded to 108 schools, catering to students from Grade 6 to 12.
- **Human Rights and Inclusive Education**
 - Continue to focus on the implementation of the [Indigenous Education and Equity Strategy](#) at the system, school and classroom levels.
 - Continue to create professional resources and develop learning opportunities to support the use of effective identity-affirming, anti-racist, anti-oppressive, and anti-colonial practices, processes, and strategies.
 - Continue to implement the [Dismantling Anti-Black Racism Strategy](#) to support actions at the system, school and class level by focusing on:
 - Bold leadership and System Practices.
 - Culturally Relevant Teaching and Learning Outcomes.
 - Black Affirming Environments and Community Engagement.

Connection to Multi-Year Strategic Plan and the District Action Plan



PRIORITY: This report supports the monitoring of all three priorities: student achievement, health and well-being, and human rights and inclusive education.

GOAL: The goal of this report is to outline the reporting and monitoring plan for the 2024-2025 school year, and to indicate the YRDSB results according to the Ministry of Education Student Achievement Plan (SAP).

Monitoring Strategies

This upcoming year, reporting on the District Action Plan (DAP) will be informed by the evidence from strategic actions and changes in student outcomes. Throughout the year, cyclical updates related to key areas of student learning, well-being and equity will be provided.

Introducing the Ministry of Education Student Achievement Plan

During the 2023-2024 school year, the Ministry of Education introduced a new monitoring strategy called the Student Achievement Plan (SAP). School boards are required to use the provided benchmarks when monitoring student outcomes related to three key areas:

1. **Achievement of Learning Outcomes in Core Academic Skills** (i.e., literacy and math).
2. **Preparation of Students for Future Success** (i.e., graduation rates, credit accumulation, job skills programs).
3. **Student Engagement and Well-Being** (i.e., attendance, suspension, awareness of mental health supports and services).

Monitoring Student Learning Experiences and Outcomes

The Board recognizes that some students face systemic barriers through policies, programs and practices that create or maintain disadvantages for these students. Ensuring equitable, accessible, and inclusive learning environments requires the intentional identification and removal of systemic barriers to student success and well-being. To this end, the Board will provide Trustees with information and evidence of progress on the three MYSP priorities, including student achievement over time. Historical, contextual and trend data will be integrated into the overall DAP Monitoring, Evaluation and Reporting Framework from the following sources:

- Student Report Cards
- Education Quality and Accountability Office (EQAO)
- Every Student Counts Survey Reports (2018-2019 and 2022-2023)
- Exit Surveys
- School Council Surveys

The data from the above sources will provide key information about student and family experiences and highlight new areas where systematic barriers exist. The Research and Assessment Services department have begun to prepare drafts of several in-depth research reports. These in conjunction with future reports will continue to support system planning and inform relevant reporting for Trustees. These reports include but are not limited to:

- Student Learning Outcomes (Elementary and Secondary)
- Special Education Needs and Self-Identification of Disability
- Caring and Safe Teaching and Learning Environment: Trends in Suspensions
- Student Experiences in Safety, Bullying and Discrimination
- Well-Being and Mental Health
- Student Experiences: Equitable and Inclusive Learning Environments
- Mattering and Belongingness & Relationships with Adults & Peers

Monitoring the Dismantling Anti-Black Racism Strategy

The York Region District School Board is committed to championing equity and inclusivity. By explicitly reporting on the Board's Dismantling Anti-Black Racism Strategy (DABRS), we can support trustees and staff in achieving this strategy, which is to achieve racial equity in YRDSB schools for Black students and staff. We recognize the

disparity of outcomes facing Black students, and consequently, we will provide quarterly updates on the implementation of our Dismantling Anti-Black Racism Strategy.

In addition to sharing information of key actions related to addressing anti-racism, anti-Black racism and anti-oppression, these reporting opportunities will provide updates on key performance indicators to measure progress and provide trustees with information into the monitoring of the strategic plans.

By integrating this reporting process, we recognize our commitment and acknowledge the ongoing and interconnected initiatives and strategies in development and action within our schools, departments, and classrooms. This includes, but is not limited to, the current Multi-Year Strategic Plan, District Action Plan, the Employment Equity Plan and the Equity Action Plan. Throughout the year, we will continue to provide information on the priorities, their actions and accountability framework to ensure transparency and accountability in dismantling anti-Black racism.

DABRS Priorities:

- Commit to bold leadership
- Increase the racial literacy of all staff
- Create Black-affirming learning and working environments
- Improve academic outcomes for and well-being of Black students
- Create a culturally relevant and Black-affirming curriculum
- Improve the ways in which Black parents, families, and communities are able to engage with schools and the school board
- Hire and support Black staff

Budget Impact

This report has no impact on the YRDSB Board budget.

Timelines

In this section, the 2024-2025 reports and their respective LEWSC dates are outlined. Please note that this timeline has been proposed but may be subject to changes throughout the school year.

1. October 15th, 2024: DABRS Quarterly Report 2024-2025 #1
2. November 19th, 2024: DAP Student Achievement Plan 2023-2024

3. January 14th, 2024: DABRS Annual Report 2023-2024 #4
4. March 18th, 2025: DABRS Quarterly Report 2024-2025 #2
5. May 13th, 2025: DABRS Quarterly Report 2024-2025 #3
6. June 3rd, 2025: DAP 2024-2025 Year in Review

Additional Resources

Appendix A contains the YRDSB Student Achievement Plan results for the 2023-2024 school year.

APPENDIX A: Annual Monitoring and Reporting 2023-24

Priority: Achievement of Learning Outcomes in Core Academic Skills

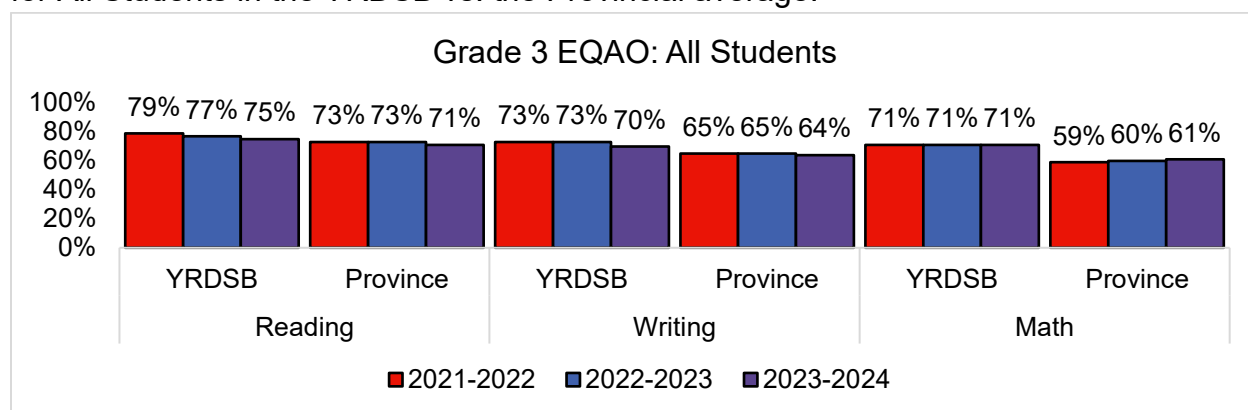
2023-2024 EQAO Results for All Students in the YRDSB

For all EQAO results, the number reported represent the percentage of students who are achieving at or above the provincial level, which is equal to a Level 3 or 4.

Grade 3:

The percentage of Grade 3 students who received a Level 3 or 4 has decreased in Reading (from 79% to 75%) and in Writing (from 73% to 70%) across the last three years, as can be seen in **Figure 1**. However, students in the YRDSB are still achieving at a higher rate than the province-wide results. For example, in 2023-2024, 71% of students in the province received a Level 3 or 4 in Reading while 75% of students in the YRDSB met the provincial standard. In writing, 64% of students achieved the provincial standard while 70% of students in the YRDSB achieved the same. In Math, 71% of students have consistently achieved the provincial standard in the YRDSB. This is also consistently higher than the province, where 61% of students achieved at a Level 3/4 in 2023-2024.

Figure 1: Percentage of Grade 3 students achieving at a Level 3/4 on EQAO Results for All Students in the YRDSB vs. the Provincial average.

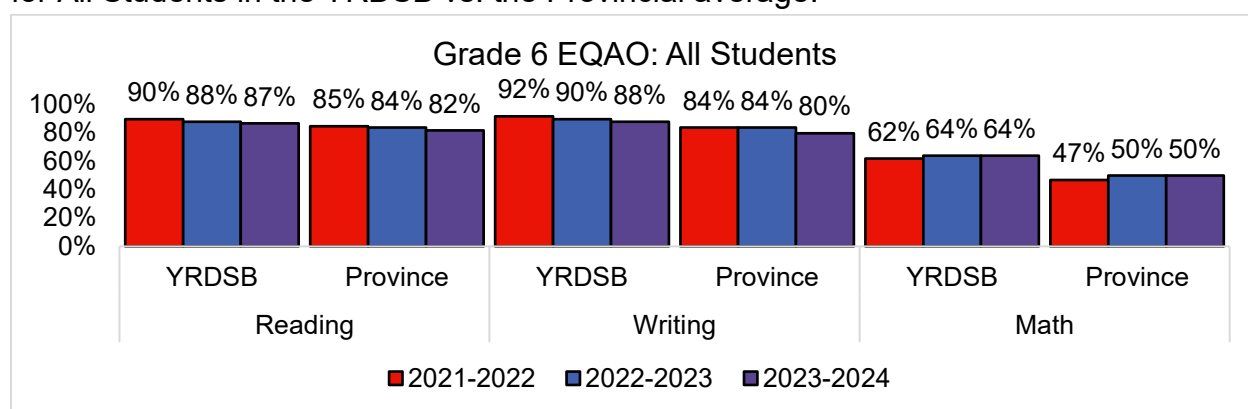


Data Source: EQAO. Results exclude students in continuing education.

Grade 6:

The percentage of Grade 6 students who received a Level 3 or 4 has decreased in Reading (from 90% to 87%) and in Writing (from 92% to 88%) across the last three years, as can be seen in **Figure 2**. However, students in the YRDSB are still achieving at a higher rate than the province-wide results. For example, in 2023-2024, 82% of students in the province received a Level 3 or 4 in Reading while 87% of students in the YRDSB met the provincial standard. In writing, 80% of students across Ontario achieved the provincial standard while 88% of students in the YRDSB achieved the same. In Math, 64% of students achieved the provincial standard in the YRDSB – up two percent in the last 3 years. This is also consistently higher than the province, where 50% of students achieved at a Level 3/4 in 2023-2024.

Figure 2: Percentage of Grade 6 students achieving at a Level 3/4 on EQAO Results for All Students in the YRDSB vs. the Provincial average.



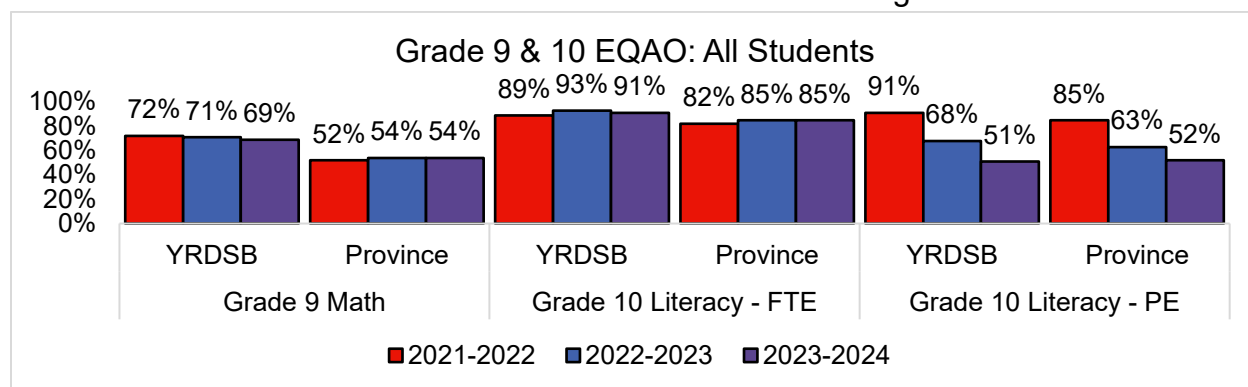
Data Source: EQAO. Results exclude students in continuing education.

Grades 9 & 10:

In Math, 69% of students achieved the provincial standard in the YRDSB – down 3% in the last 3 years. This is also consistently higher than the province, where 54% of students achieved at a Level 3 or 4 in 2023-2024. The percentage of Grade 10 students who received a Level 3 or 4 on the OSSLT has increased for first-time eligible students (from 89% to 91%) across the last three years, as can be seen in **Figure 3**. Students in the YRDSB are also achieving at a higher rate than the province-wide results for first-time eligible students at 85%. However, the percentage of students who met the provincial standard who were previously eligible has drastically decreased, from 91% in 2021-2022 to 51% in 2023-2024. This is also the first instance where the YRDSB is

lower than the province, where 52% of students successfully met the provincial standard province wide.

Figure 3: Percentage of Grade 9 & 10 students achieving at a Level 3 or 4 on EQAO Results for All Students in the YRDSB vs. the Provincial Average.



Note: FTE = First-time eligible students and PE = Previously eligible students. Data Source: EQAO. Results exclude students in continuing education. The 2021-22 previously eligible (PE) cohort comprises all Grade 11 students who missed the chance to take the test during the pandemic. With an extra year of learning, their success rates are higher than those of the first-time eligible (FTE) Grade 10 students. Additionally, these success rates surpass those of this year’s and last year’s cohorts, where the PE group only included students who had previously not yet successful in the OSSLT.

2023-2024 EQAO Results for Multilingual Language Learners (MLL) in the YRDSB

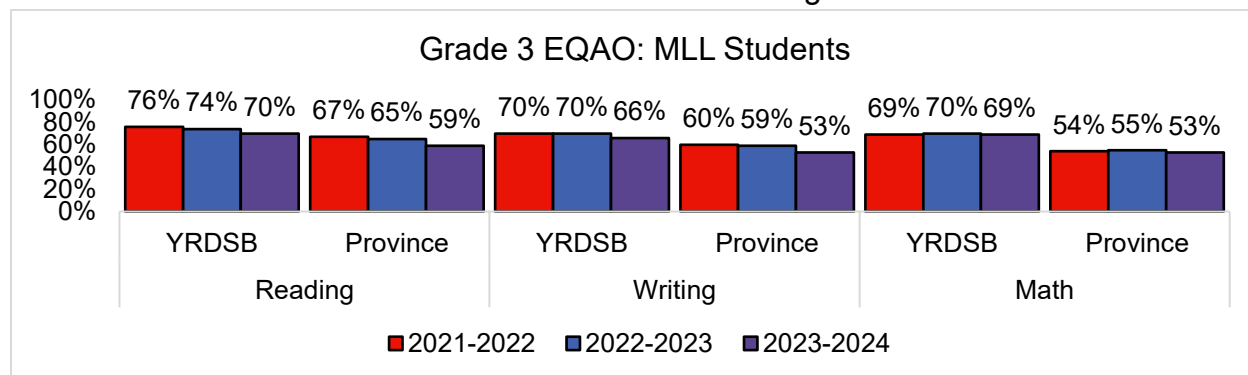
For all EQAO results, the number reported represents the percentage of students who are achieving at the provincial level, which is equal to or above a Level 3 or 4. For these results, only students who were identified to EQAO as Multilingual Language Learners are included.

Grade 3 MLLs:

The percentage of Grade 3 students who received a Level 3 or 4 has decreased in Reading (from 76% to 70%) and in Writing (from 70% to 66%) across the last three years, as can be seen in **Figure 4**. However, students in the YRDSB are still achieving at a higher rate than the province-wide results. For example, in 2023-2024, 59% of students in the province received a Level 3 or 4 in Reading while 70% of students in the YRDSB met the provincial standard. In writing, 53% of students achieved the provincial standard while 66% of students in the YRDSB achieved the same. In Math, 69% of students have consistently achieved the provincial standard in the YRDSB. This is also

consistently higher than the province, where 53% of students achieved at a Level 3/4 in 2023-2024.

Figure 4: Percentage of Grade 3 students achieving at a Level 3/4 on EQAO Results for MLL Students in the YRDSB vs. the Provincial Average.

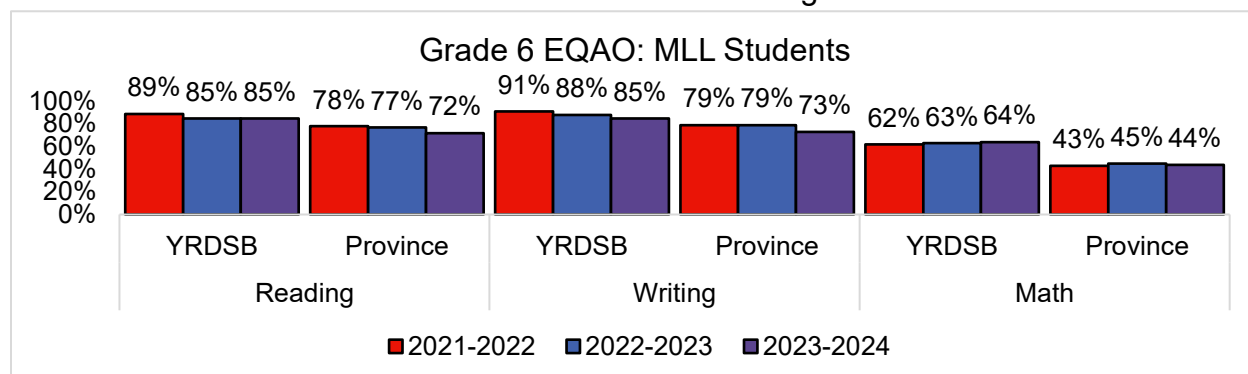


Data Source: EQAO. Results exclude students in continuing education.

Grade 6 MLLs:

The percentage of Grade 6 students who received a Level 3 or 4 has decreased in Reading (from 89% to 85%) and in Writing (from 91% to 85%) across the last three years, as can be seen in **Figure 5**. However, students in the YRDSB are still achieving at a higher rate than the province-wide results. For example, in 2023-2024, 72% of students in the province received a Level 3 or 4 in Reading while 85% of students in the YRDSB met or exceeded the provincial standard. In writing, 73% of students across Ontario achieved the provincial standard while 85% of students in the YRDSB achieved the same. In Math, 64% of students achieved the provincial standard in the YRDSB – up 2% in the last three years. This is also consistently higher than the province, where 44% of students achieved at a Level 3 or 4 in 2023-2024.

Figure 5: Percentage of Grade 6 students achieving at a Level 3/4 on EQAO Results for MLL Students in the YRDSB vs. the Provincial average.

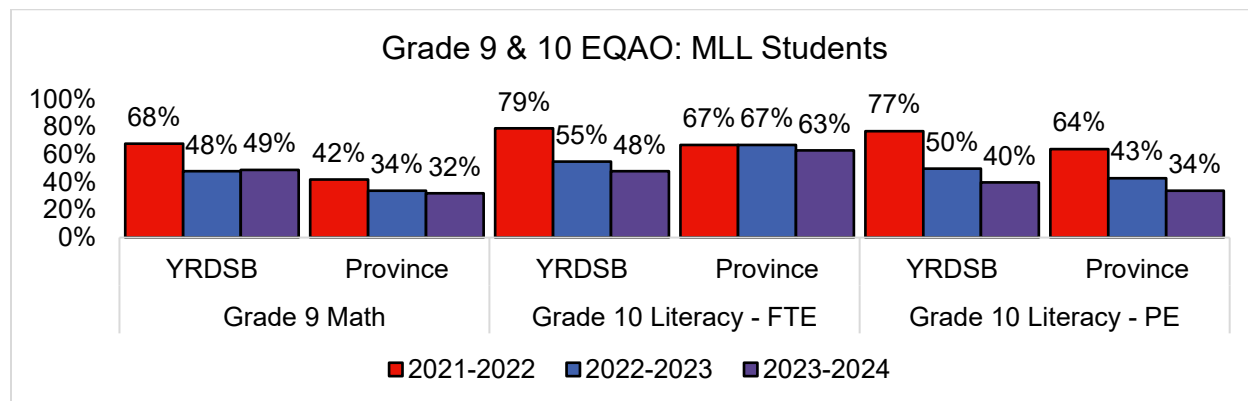


Data Source: EQAO. Results exclude students in continuing education.

Grades 9 & 10 MLLs:

In Math, 49% of students achieved the provincial standard in the YRDSB – down 19% in the last three years. However, this is also consistently higher than the province, where 32% of students achieved at a Level 3 or 4 in 2023-2024. The percentage of Grade 10 students who received a Level 3 or 4 on the OSSLT has decreased for first-time eligible YRDSB students (from 79% to 48%) across the last three years, as can be seen in **Figure 6**. Currently, a higher percentage of first-time eligible students received a Level 3 or 4 province-wide at 63% (15% higher than the YRDSB). The percentage of students who met the provincial standard who were previously eligible has also drastically decreased, from 77% in 2021-2022 to 40% in 2023-2024. However, the YRDSB remains higher than the percentage of previously eligible students province-wide, which was at 34% in 2023-2024.

Figure 6: Percentage of Grade 9 & 10 students achieving at a Level 3/4 on EQAO Results for MLL Students in the YRDSB.



Note: FTE = First-time eligible students and PE = Previously eligible students. Data Source: EQAO. Results exclude students in continuing education.

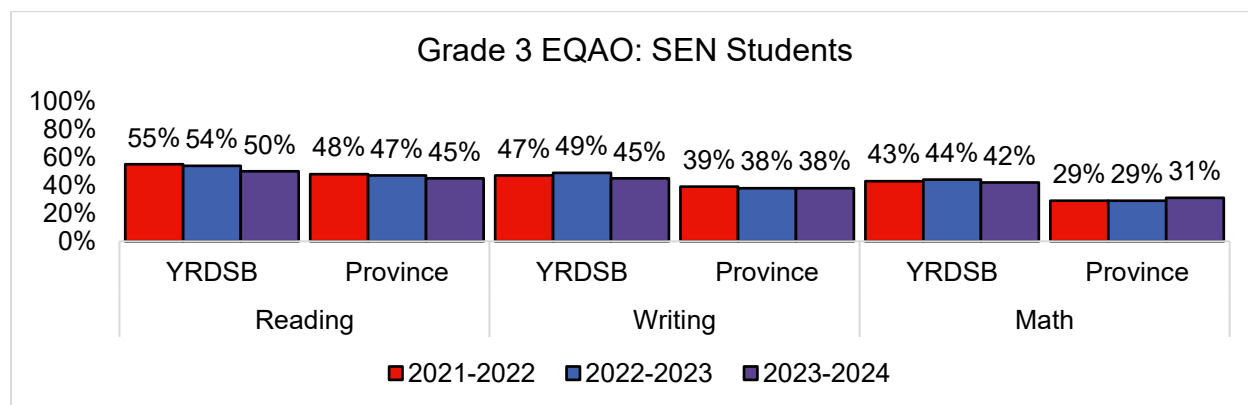
2023-2024 EQAO Results for Students with Special Education Needs (SEN) in the YRDSB

For all EQAO results, the number reported represents the percentage of students who are achieving at or above the provincial level, which is equal to a Level 3 or 4. For these results, only students who were identified to EQAO as students with special education needs are included.

Grade 3 SEN:

The percentage of Grade 3 students who received a Level 3 or 4 has decreased in Reading (from 55% to 50%) and in Writing (from 47% to 45%) across the last three years, as can be seen in **Figure 7**. However, students in the YRDSB are still achieving at a higher rate than the province-wide results. For example, in 2023-2024, 45% of students in the province received a Level 3 or 4 in Reading while 50% of students in the YRDSB met or exceeded the provincial standard. In writing, 38% of students achieved the provincial standard while 45% of students in the YRDSB achieved the same. In Math, 42% of students achieved the provincial standard in the YRDSB, down 1-2% in the last three years. This is also consistently higher than the province, where 31% of students achieved at a Level 3/4 in 2023-2024.

Figure 7: Percentage of Grade 3 students achieving at a Level 3/4 on EQAO Results for Students with SEN in the YRDSB.

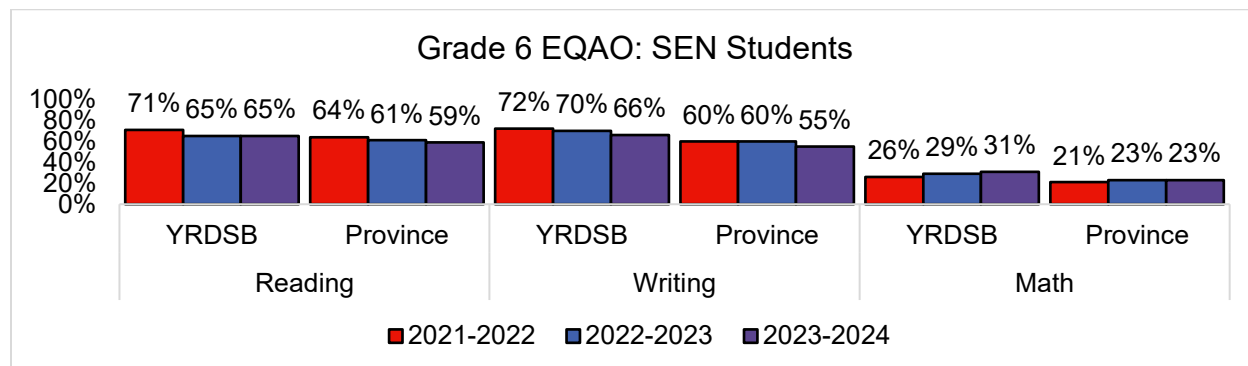


Data Source: EQAO. Results exclude students in continuing education.

Grade 6 SEN:

The percentage of Grade 6 students who received a Level 3 or 4 has decreased in Reading (from 71% to 65%) and in Writing (from 72% to 66%) across the last three years, as can be seen in **Figure 8**. However, students in the YRDSB continue achieving at a higher rate than the province-wide results. For example, in 2023-2024, 59% of students in the province received a Level 3 or 4 in Reading while 65% of students in the YRDSB met or exceeded the provincial standard. In writing, 55% of students across Ontario achieved the provincial standard while 66% of students in the YRDSB achieved the same. In Math, 31% of students achieved the provincial standard in the YRDSB – up 2-5% in the last three years. This is also consistently higher than the province, where 23% of students achieved at a Level 3 or 4 in 2023-2024.

Figure 8: Percentage of Grade 6 students achieving at a Level 3/4 on EQAO Results for Students with SEN in the YRDSB.

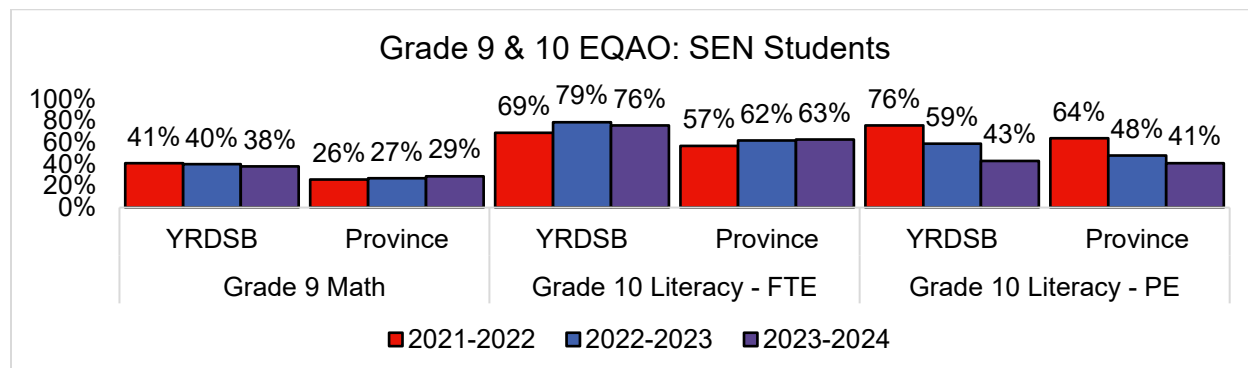


Data Source: EQAO. Results exclude students in continuing education.

Grades 9 & 10 SEN:

In Math, 38% of students achieved the provincial standard in the YRDSB – down 3% in the last three years. However, this is also consistently higher than the province, where 29% of students achieved at a Level 3 or 4 in 2023-2024. The percentage of Grade 10 students who received a Level 3 or 4 on the OSSLT has increased for first-time eligible students (from 69% to 76%) across the last three years, as can be seen in **Figure 9**. Students in the YRDSB are also achieving at a higher rate than the province-wide results for first-time eligible students at 63%. The percentage of students who met the provincial standard who were previously eligible has also drastically decreased, from 76% in 2021-2022 to 43% in 2023-2024. However, the YRDSB remains higher than the percentage of previously eligible students province-wide, which was at 41% in 2023-2024.

Figure 9: Percentage of Grade 9 & 10 students achieving at a Level 3/4 on EQAO Results for Students with SEN in the YRDSB.



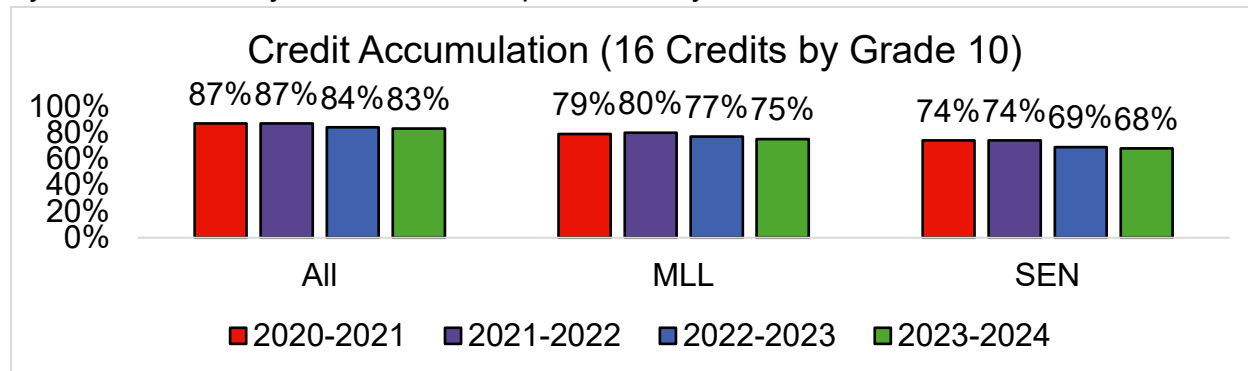
Note: FTE = First-time eligible students and PE = Previously eligible students. Data Source: EQAO. Results exclude students in continuing education.

Priority: Preparing Students for the Future

Credit Accumulation

One measure of student pathway success is measuring whether students have successfully completed 16 credits by the end of Grade 10 (eight credits per year). For all students in the YRDSB, credit accumulation has decreased for all students (83%), for MLL students (75%), and for SEN students (68%), as seen in **Figure 10**.

Figure 10: Percentage of All, MLL and SEN students who have accumulated 16 credits by Grade 10. The years indicated represent the year that students were in in Grade 10.

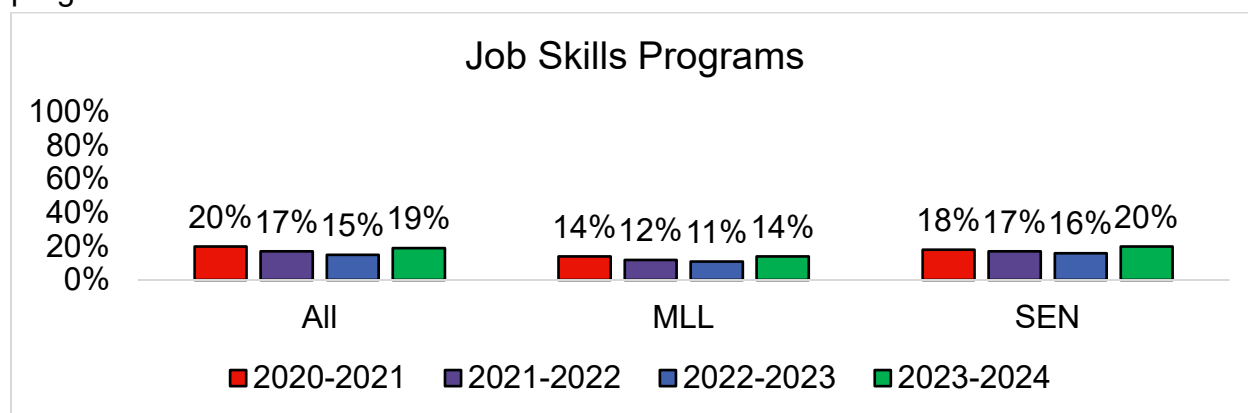


Data Source: SIS as of October 1st, 2024. Results exclude students in continuing education. These percentages are based on the most up-to-date data available to YRDSB Research Services.

Participation in Job Skills Programs (e.g., SHSM, OYAP, Dual Credit)

A second measure of student pathway success is measuring whether students have participated in job skills programs such as the Specialist High Skills Major program (SHSM), the Ontario Youth Apprenticeship Program (OYAP) and the Dual Credit program. For all students in the YRDSB, participation in job skills programs has slightly decreased to 19%. Participating to Job skills programs has increased for students with SEN, who now are now at 20%. MLL students stayed steady at 14%. See **Figure 11**.

Figure 11: Percentage of All, MLL and SEN students who participated in a job skills program.

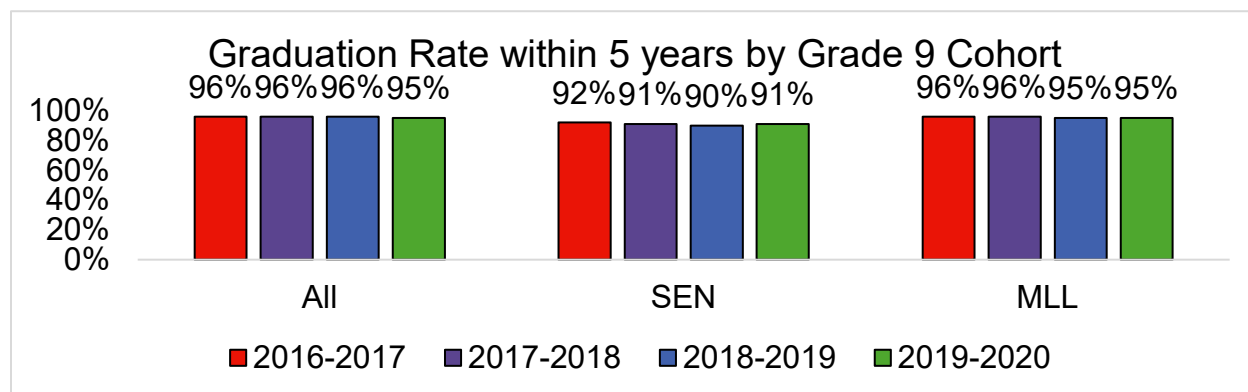


Data Source: SIS as of October 1st, 2024. Only students with active status were included in these results, excluding students in continuing education. These percentages are based on the most up-to-date data available to YRDSB Research Services.

Graduation Rate within 5 years by Grade 9 Cohort

A third indicator of student pathway success is the graduation rate within 5 years of starting Grade 9. In the most recent cohort, there was a 1% decrease in overall graduation rate from 96% in 2018-2019 to 95% in 2019-2020. Multilingual learners also had a 95% graduation rate in the 2019-2020 cohort. Students with special education needs (SEN) increased 1% from 90% in the 2018-2019 cohort to 91% in the 2019-2020 cohort.

Figure 12: Graduation Rate within 5 years by Grade 9 cohort for all students, MLL students, and students with SEN.

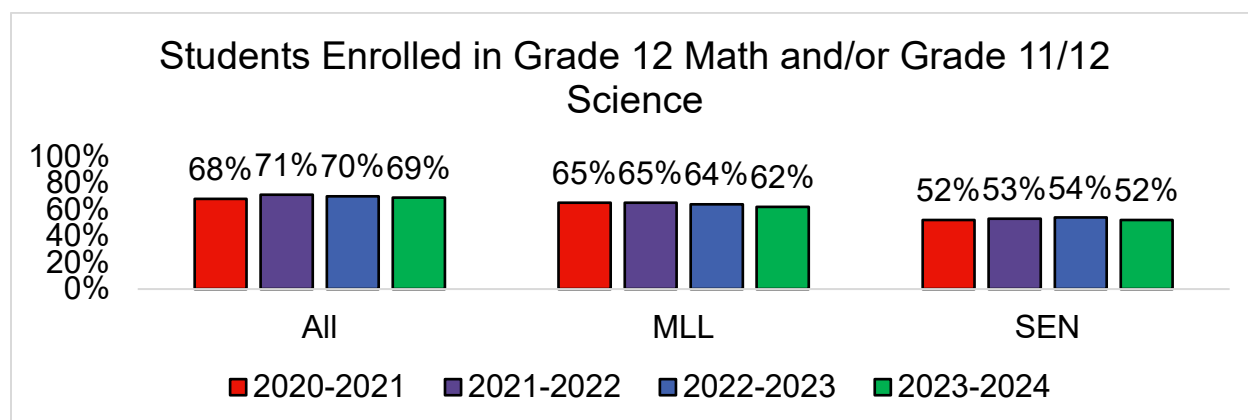


Data Source: SIS as of October 1st, 2024. Only students with active status were included in these results, excluding students in continuing education. These percentages are based on the most up-to-date data available to YRDSB Research Services.

Students Enrolled in Grade 12 Math and/or Grade 11/12 Science

A fourth indicator of student pathway success is the enrollment rate in Grade 12 Mathematics and/or Grade 11/12 Science courses. In the 2023-24 academic year, overall student enrollment increased from 68% to 69%. However, enrollment for Multilingual Learners (MLLs) decreased slightly from 65% to 62%, while enrollment for students with Special Education Needs (SEN) remained constant at 52%, compared to the 2020-2021 academic year.

Figure 13: Percentage of All, MLL and SEN students who enrolled in Grade 12 Math and/or Grade 11/12 Science courses.



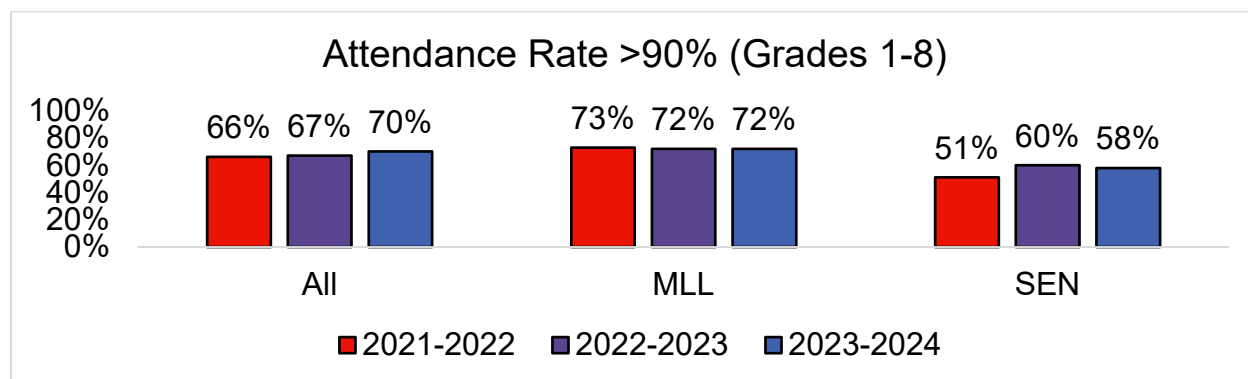
Data Source: SIS as of October 1st, 2024. Only students with active status were included in these results, excluding students in continuing education. These percentages are based on the most up-to-date data available to YRDSB Research Services.

Priority: Student Engagement and Well-Being

Attendance Rate Greater than 90% (Grades 1-8)

One measure of student engagement is measuring whether students have successfully attended school more than 90% of the time in Grades 1-8. For all students in the YRDSB, attendance rates have increased to 70%. Attendance rates has more significantly increased for students with SEN, who now are now at 58%. MLL students decreased slightly to 72%.

Figure 14: Percentage of All, MLL and SEN students with an attendance rate of 90%+ in Grades 1-8.

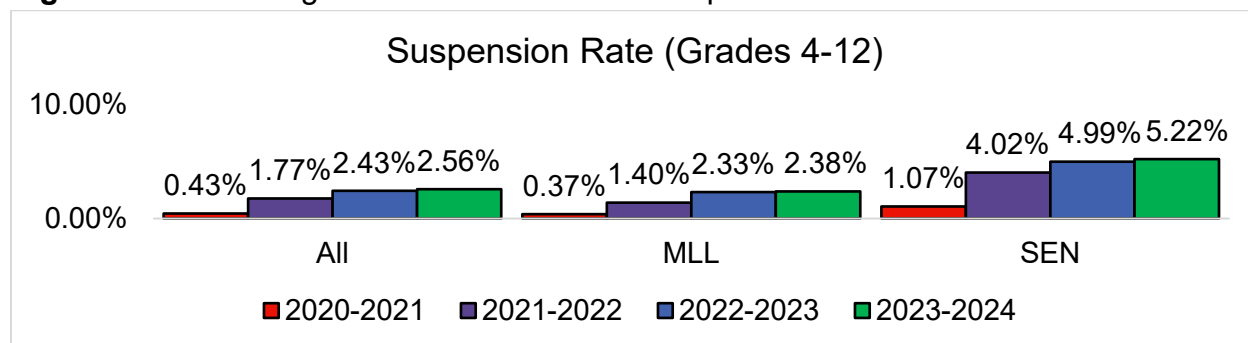


Data Source: SIS as of October 1st, 2024. Only students with active status were included in these results, excluding students in continuing education. These percentages are based on the most up-to-date data available to YRDSB Research Services.

Suspension Rates for Full-Day Suspension in Grades 4-12

A second measure of student engagement is measuring whether students have been suspended more than once for a full day in Grades 4-12. For all students in the YRDSB, suspension rates have increased to 3%. Suspension rates have more significantly increased for students with SEN, who now are now at 5%. MLL students increased slightly to 2%.

Figure 15: Percentage of students who were suspended in Grades 4-12.

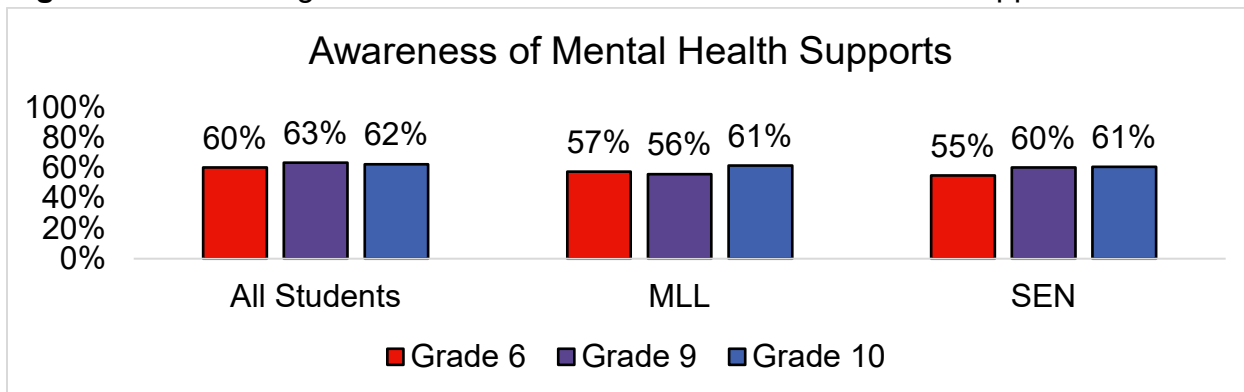


Data Source: SIS as of October 1st, 2024. Only students with active status were included in these results, excluding students in continuing education. These percentages are based on the most up-to-date data available to YRDSB Research Services.

Awareness of Mental Health Supports

A measure of student well-being is measuring whether students are aware of mental health supports for students in Grades 6, 9, and 10. For all students, at least 60% of students are aware of mental health supports across all grades. However, for MLL students and students with SEN specifically, less students are aware of mental health supports across all grades. This is especially true for students with SEN in Grade 6.

Figure 16: Percentage of students who are aware of mental health supports.



Data source: EQAO. Results exclude students in continuing education.