Summary of Progress
By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students.

Strategies and Actions

Strategy #1-Develop and implement enhanced methodologies to differentiate the allocation of resources to improve equity of opportunity for all students

- CRRP team facilitated several professional learning activities around instructional and personal equity;
- Updated Resource Allocation Index based on Socioeconomics (RAISE);
- Reviewed school fees;
- Increased efficiencies in school budgets/finances;
- Differentiated staffing.

Strategy #2-Identify students and groups of students who face barriers to learning and differentiate supports to close achievement gaps

- Hosted Black Youth Conference, Rainbow Youth Forum, and Indigenous Youth Symposium;
- Hosted A Date with Diversity;
- Launched Identity-Based Data Collection Project;
- Increased supports for English Language Learners;
- Adopted the UN proclamation of the International Declaration for People of African Descent.

Strategy #3-Review and ensure effective use of First Nations, Métis, and Inuit funding to increase First Nations, Métis, and Inuit graduation rates

- Continued phase-in of the compulsory grade 11 English course (NBE3U/C/E) with Indigenous focus;
- Piloted Indigenous STEM;
- Introduced 'Mathematics through beading' and 'Collaborative Inquiry for transition of Inuit Students' to address achievement gaps;
- Expanded Indigenous Education team;
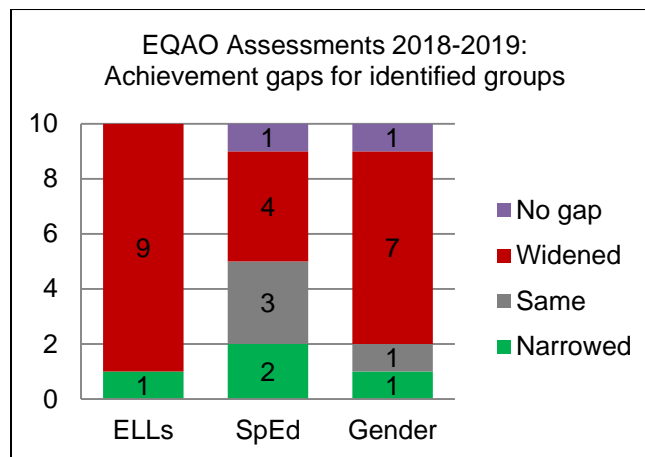- Established Indigenous Education Advisory Council.

Evidence of Progress[1]

InSTEM:
15 students enrolled;
10 credits obtained

85% of sites have inclusive washrooms

EQAO Assessments 2018-2019:
Achievement gaps for identified groups

Observations

Student voice was pursued and given an integral place in the process of identifying and addressing barriers to learning and in reducing achievement gaps. The District took wide-ranging actions to improve the delivery of Indigenous Education and to meet the needs of Indigenous students. Despite the actions taken to advance this objective, the District was unable to make significant inroads to reducing the achievement gaps, especially amongst English Language Learners. Future interventions need to be more focused.

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[1] More information on the District's EQAO performance will be available in the ASAR (2018-2019).

The Ottawa-Carleton District School Board promotes "a culture that continually balances equity of opportunity and access for all". We aim to ensure all students feel safe, welcomed and accepted, and inspired to succeed in a culture of high expectations. The equity objective states: "By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students".

This report outlines the actions, initiatives, programs and projects that helped to advance equity at the OCDSB over the past year. For the purposes of this report, progress on the equity objective is organized according to the strategies outlined in the strategic plan.

Culturally Relevant and Responsive Pedagogy (CRRP)

To establish an inclusive culture, the following three dimensions have been identified as foundational:
- Institutional equity – refers to the system and the values developed and reflected in the school board policies, practices and procedures;
- Personal equity – refers to the mindset of the educators and the practices they engage in; and
- Instructional equity – includes knowing learners well and considering the curriculum, classroom practices and conditions which lead to a culturally responsive classroom.

Culturally Relevant and Responsive Pedagogy (CRRP) is a process that guides the development of our work by incorporating students' lives and identities into the curriculum in meaningful ways. CRRP focuses on several components, such as holding high expectations; building a community where learners see themselves; and adopting a critically conscious view which includes examining issues of power and privilege and exploring such issues as racism, classism, sexism, heterosexism/ homophobia, ableism, and other forms of oppression, and how these play out in the world and in schools.

The CRRP team engaged in a number of areas/audiences in facilitating professional learning around *instructional* and *personal equity* in 2018-2019. In general, the learning was around the following:
    (1) the importance of identity and having our students see their identities and lived experiences evident in their curriculum/learning spaces, and;
    (2) identifying systemic barriers.

Some specifics which varied depending on the audience are captured in Table 1.

Table 1- Culturally Relevant and Responsive Pedagogy Professional Learning

Professional Learning Areas	Audiences
Full year collaborative inquiry; sustained equity learning	• All Curriculum Services instructional coaches
Support for Trans students; Syrian newcomer mental health	• Psychologists and social workers from the LSS department, with a specific follow-up for Social Workers
Instructional and Personal Equity	• Ongoing learning with Student Success Teachers and Intermediate Students Success Teachers; Multicultural Liaison Officers; Family Reception Centre team; • Principals, Senior/Central staff; • Teachers in the Saturday languages program; • Distribution of Rainbow flags to all OCDSB sites; • Active feedback for the Identity Based Data Collection process; and • Further expansion of inclusive washrooms (currently at 85%).
Stories of Identity collection: further resource distribution	• Selected secondary schools
Indigenous Voices (NBE3C/E/U) as a compulsory Grade 11 English course : Implementation Support	• 9 OCDSB secondary sites (to increase to 15 sites in September 2019); 1400 students were enrolled in the course in 2018-2019.
Ottawa University: Associate Teacher Day	• Facilitated learning for teacher candidates and associate teachers; Parent conference
Get Real Movement	Continued facilitation of LGBTQ2S student presentations: • 40 schools in total; and • 20 schools in 2018-19 (8 high schools, 12 elementary).

Other Resources 2018-2019

- No Athletics Fees collected from schools to support elementary athletics this year; additional central funding was provided in the 2018-2019 budget to offset these costs.
- FSL collaborative inquiry with a focus on oral communication and production provided to teams of FSL grade 9-12 teachers interested in professional learning in a Collaborative Inquiry Learning format.
- STEPs to Success Planning Model provided to support elementary teachers of English language learners. Each elementary school with an ESL/ELD lead received (1) day of release to receive training on the STEPs to Success planning model.

Develop and implement enhanced methodologies to differentiate the allocation of resources to improve equity of opportunity for all students

Identity-Based Data Collection

One action the District has undertaken in the last year to understand and address barriers to learning is through the collection of identity-based data. This data collection will commence in November 2019. The data will serve as a means to better understand and eliminate systemic barriers.

In May 2018, the District received $103,000 in one-time funding through a Transfer Payment Agreement to support the work related to the focus groups. The Ministry of Education has recently announced availability of up to $50,000 in additional funds to continue to support this work through August 2020 through an application process.

Details on the project implementation to date include:
- In preparation for Identity-Based Data Collection Project staff met with community partners, staff and students to get a better understanding of biases. In June 2019, feedback was collected through stakeholder focus groups and feedback sessions with students and parents. The diagram below captures the participation numbers at these sessions.

Figure 1. Participation at the focus groups/feedback sessions
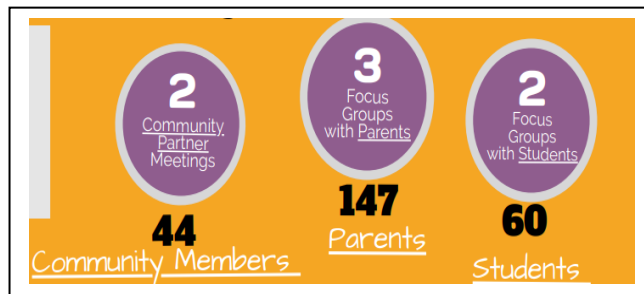
- During the period September 2018 – June 2019, the following staff capacity building activities were undertaken:
  - ✓ Equity and bias training for senior team and other leaders;
  - ✓ Development of a training strategy based on learning needs by role;
  - ✓ Review and analysis of provincial data standards;
  - ✓ Consideration of how identity-based data could inform other reporting and analysis;
  - ✓ Development of new resources and tools;
  - ✓ Appropriate privacy framework and impact assessment in place; and
  - ✓ Preparation for the questions that the District should ask and will be asked by the community.

- During the period January- April 2019, the following communication and relationship building activities were undertaken:
  - ✓ Provided the community information about the ideas, built trust and maximized participation;
  - ✓ Communicated information about the data standards;
  - ✓ Communicated the importance and benefits of expanding student data to include identity based data;
  - ✓ Clarified the alignment of this project with principles, guidelines and identity categories;
  - ✓ Worked with community partners including community leaders, local organizations, youth leaders, and the community at large to build trust in the process and data collection;
  - ✓ Extensive outreach into different communities including discussions, information collected will be used to guide the design of our next steps; and
  - ✓ Communication to build confidence in the collection of data.

Updates to Resource Allocation Index based on Socioeconomics (RAISE).

The overall goal for using RAISE is to help mitigate the effects of socioeconomic or demographic barriers to learning. There are two methodologies for the allocation of the RAISE funds:

1) A *baseline* per pupil amount is allocated annually to the operating budget of elementary schools identified in the RAISE index, to help close the 'opportunity gap' for students. Over the last two years, the allocations were as follows:

Table 2. RAISE Baseline Funding

| 2017-2018 Baseline funding provided to elementary schools at $9.35 per pupil	2018-2019 Baseline funding provided to elementary schools at $18.70 per pupil
$70, 761.00	$137,100.00

2) *Supplementary funding,* based on school request, was increased in 2013-2014, budgeted at $252,515.00. It is available, on an as needed basis, to both elementary and secondary schools, through an application process to the superintendent of instruction, based on criteria aimed at closing the opportunity gap. This amount has remained the same in the intervening years.

Table 3. RAISE Supplementary Funding

2017-2018 Supplementary Funding use of allocation	2018-2019 Supplementary Funding used of allocation
$252,515.00 (100% used)	$222,687.00 (88% used)

For the 2018-2019 school year, supplementary funds were allocated as presented in the graph below:

Figure 2. Use of Raise Funding 2018-2019
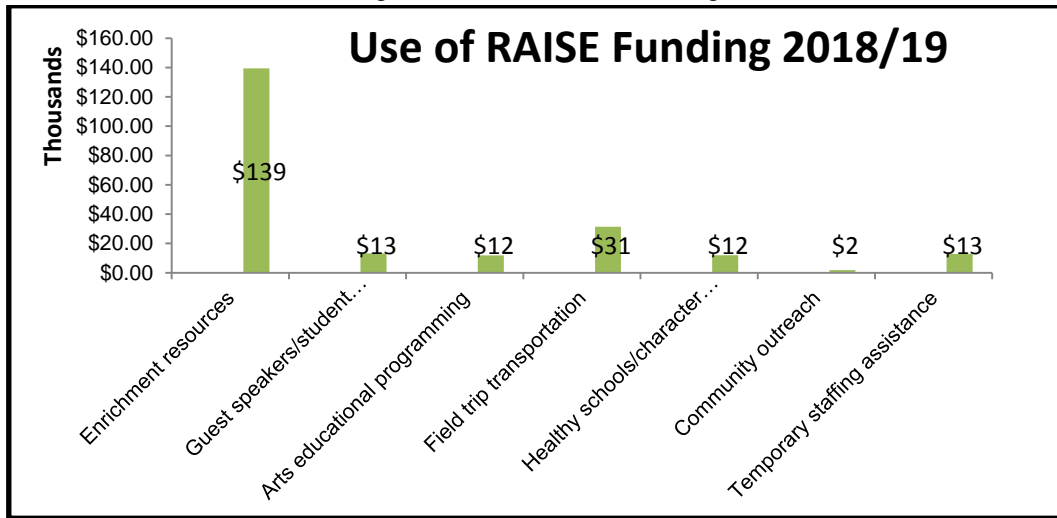
Total spending on RAISE schools increased as follows:

Table 4: RAISE Spending Baseline and Supplementary (2018-2019)

Total RAISE funds (baseline and supplementary) 2017-2018	Total RAISE funds (baseline and supplementary) 2018-2019
$323,276.00	$359,787.00

Schools were appreciative of the supplementary funding, and hundreds of students throughout the District benefited from participating in opportunities that they would not have otherwise enjoyed.

Cultural Proficiency and Bias Aware Training for Senior Staff and other Hiring Managers

Senior staff and other central managers involved in the district's equity and anti-racism work participated in anti-racism and anti-oppression training with external facilitators.

Other training included:
- continuation of unconscious bias training, including to principal assessors in the principal/vice-principal selection process;
- all principals and managers were invited to participate in a 1/2 day session led by Njeri Damali Sojourner-Campbell, human rights lawyer at Hicks Morley on the Ontario Human Rights Code and its implications for school administrators; similar session planned for VPs and other supervisors had to be cancelled but has been rescheduled for Oct. 30;
- (4) OCDSB staff (Associate Director, SO with Equity responsibilities, SO for Human Resources and Equity and Diversity Coordinator) participated in a certificate program through Osgoode Hall Law School's continuing education on Human Rights and Education, led by Patrick Case, Equity Secretariat, that was designed specifically for school boards; and
- (2) two on-line modules were developed for all staff in cooperation with Canadian Centre for Diversity and Inclusion - Equity and Inclusion Awareness and Unconscious Bias - to be rolled out this year, beginning with principals as part of a 1/2 day professional learning session in October.

Equity Events

Through a number of events, the District has been able to improve its capacity to empower student voice, identify students facing barriers and to differentiate needed supports. The events that took place in 2018-2019 include:
- *Rainbow Youth Forum*   *(*500 in attendance*)*
- *Rainbow Spring Fling*   (186 student attendees; approx. 40 staff volunteers)
- *Indigenous Youth Symposium*   (150 students, 35 educators, 20 community partners)
- *Black Student Forum*
- *Date with Diversity*   *(*approx.170 students, staff and community members)
- *Get REAL presentations in schools (*20 schools in 2018-19: eight (8) high schools, 12 elementary).
  - Get REAL is a fun and friendly one (1) hour workshop: up to two (2) performances within the same day per school that is focused on building inclusivity and peer-support, unlearning 2SLGBTQ+ discrimination and bullying, and showing through interactive activities that everyone has unique challenges in their lives, a story to share, and a chance to impact someone else's life for the better. A mini documentary showcasing their work was created: **https://vimeo.com/283320415**.
- *Youth Ottawa*
  - (5) schools collaborated with community partner, Youth Ottawa, on student-led equity and social change projects.
- *Community Partner WE*
  - 30 schools collaborated with community partner WE.
- *Merivale Social Changemakers Club*
  - (5) schools participated in a 2-day equity training called Social Changemakers, led by Harmony Movement.

Use of Special Provisions

For the 2017-2018 EQAO administration, special provisions for ELL students were discontinued. There is no longer a requirement for special provisions for individual or quiet setting. 16% of Grade 3 students and 22% of Grade 6 students were ELLs.

Identify students and groups of students who face barriers to learning and (2) differentiate supports to close achievement gaps

EQAO Performance

The results of the EQAO assessment allow the Board to identify groups of students that are under-performing and the extent of the disparity or achievement gap between these students and all other students in OCDSB. These results also form a basis for further investigation of the barriers to learning, and help to inform decision making around the different supports needed to close the achievement gaps.

EQAO Performance- Numeracy[2]

In examining trends in *Mathematics scores* for 2014-2018, as captured in Figure 3 below, a decline in performance in Grade 3 Math across groups was observed.
- ELLs- 17% decrease (55% to 38%)
- SpecEd- 5% decrease (38% to 33%)
- FNMI- 17% decrease (53% to 36%)
- SES- 6% decrease (51% to 45%)

Figure 3. Grade 3 Math- Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
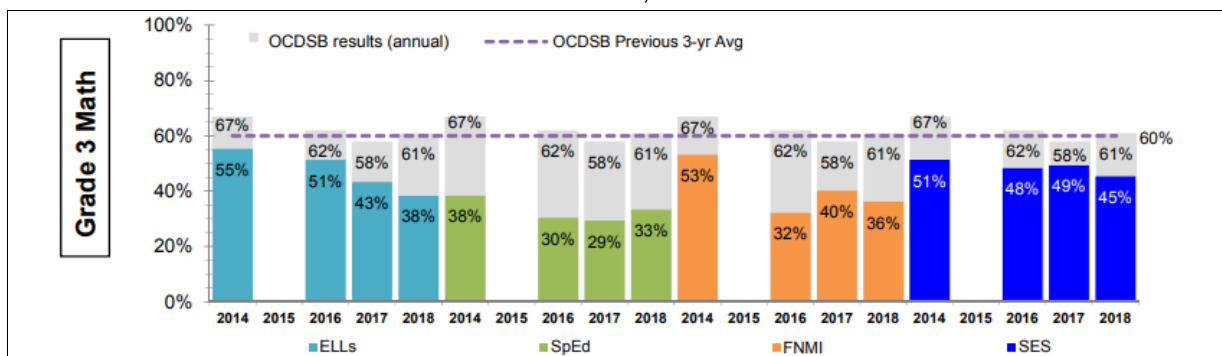
The trend observed with Grade 6 Math scores was a decline in all groups except for SpecEd where a 4% increase was noted:

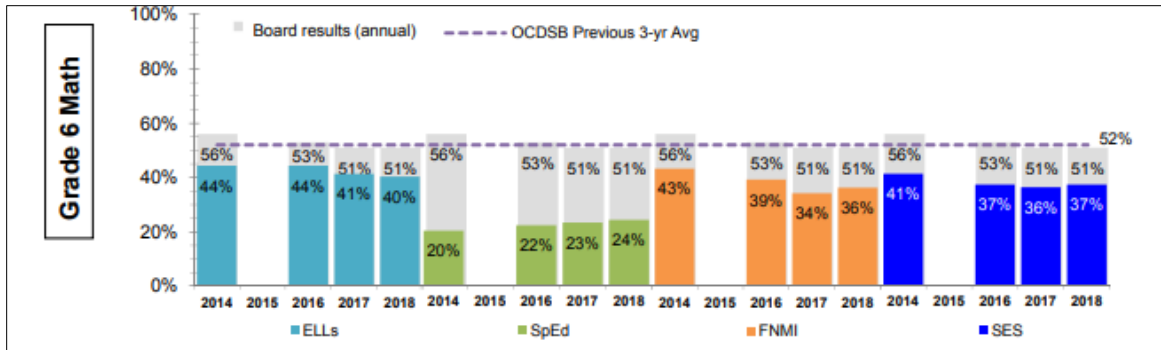[2] OCDSB (2018). Annual Student Achievement Report (2017-2018).

- ELLs- 4% decrease (44% to 40%)
- SpecEd- 4% increase (20% to 24%)
- FNMI-7% decrease (43 to 36%)
- SES-4% decrease (41% to 37%)

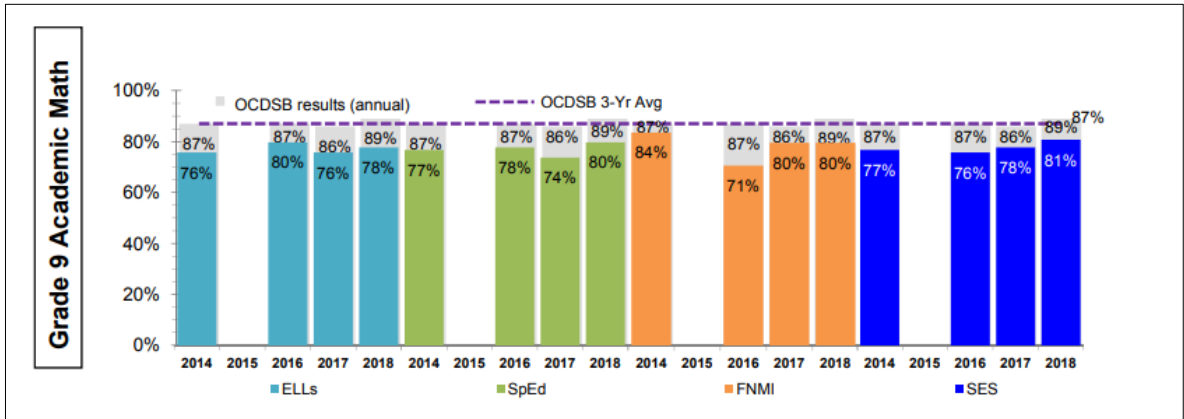Figure 4. Grade 6 Math-Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES

The trend observed with Grade 9 Applied and Academic Math was an increase in performance for Academic Math for all groups except FNMI students, and a decrease in performance in Applied Math for all groups except SpecEd:

Academic Math

- ELLs- 2% increase (76% to 78%)
- SpecEd- 3% increase (77% to 80%)
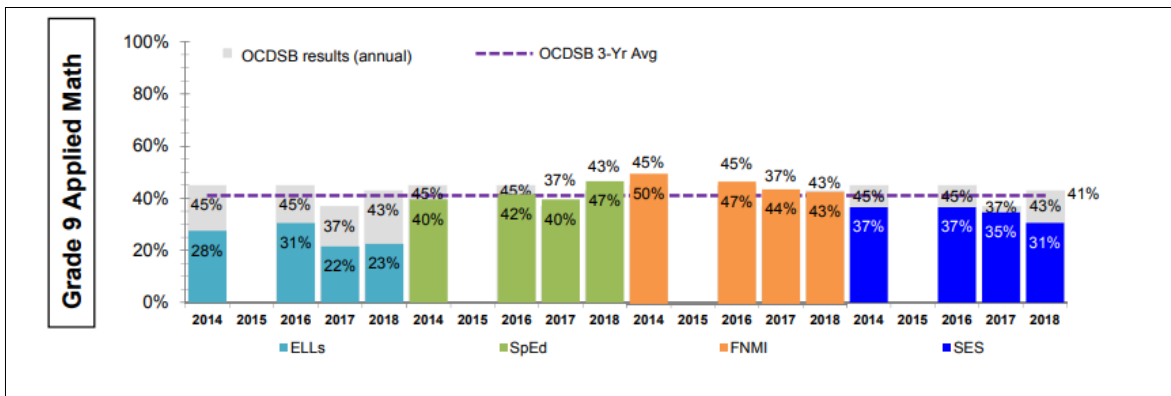- FNMI-4% decrease (84% to 80%)
- SES-4% increase (77% to 81%)

Figure 5. Grade 9 Academic Math-Achievement Gaps Between All Students
and ELL, SpecEd, FNMI, SES

Applied Math

- ELLs-5% decrease (28% to 23%)
- SpecEd-7% increase (40 % to 47%)
- FNMI-7% decrease (50% to 43%)
- SES- 6% decrease (37% to 31%)

Figure 6. Grade 9 Applied Math- Achievement Gaps Between All Students
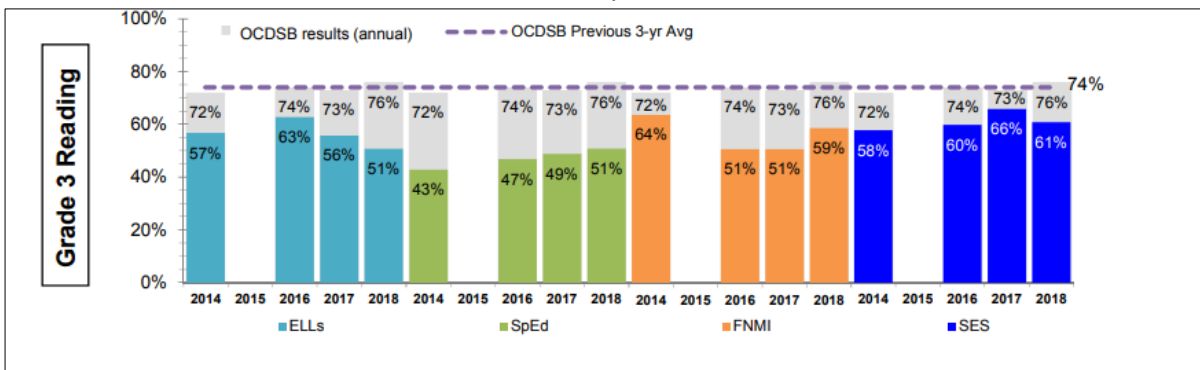and ELL, SpecEd, FNMI, SES

EQAO Performance-Literacy

Similar trends were observed in Literacy performance. As reflected in Figure 7 below, Grade 3 Reading scores declined for ELLs and FNMI students over the 2014-2018 period:

Results for Grade 3 Reading
- ○ ELLs-6% decrease (57% to 51%)
- ○ Spec.Ed-8% increase (43% to 51%)
- ○ FNMI-5% decrease (64% to 59%)
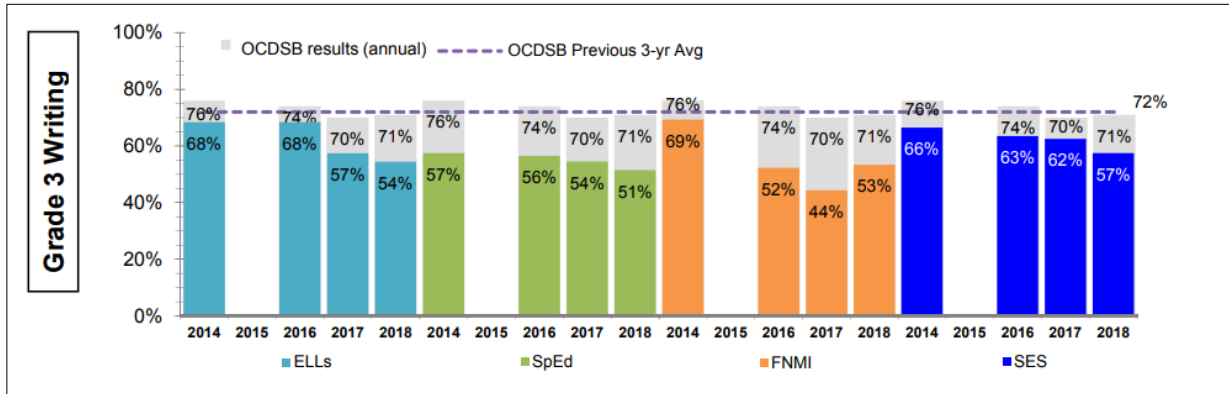- ○ SES-3% increase (58% to 61%)

Figure 7. Grade 3 Reading -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES

A decline in performance for all groups was noted in Grade 3 Writing:
- ▪ ELL-14% decrease (68%-54%)
- ▪ SpecEd-6% decrease (57% to 51%)
- ▪ FNMI-16% decrease (69% to 53%)
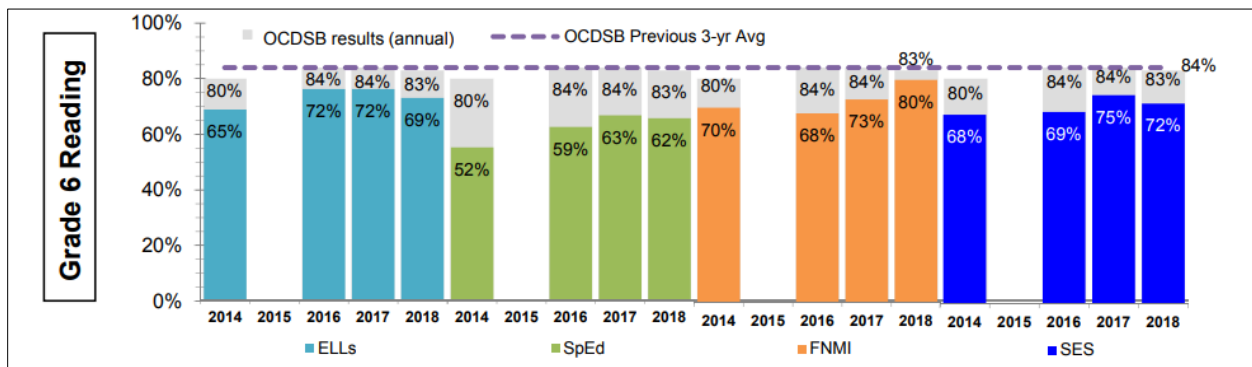- ▪ SES-9% decrease (66% to 57%)

Figure 8. Grade 3 Writing -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES

An increase in performance for all groups was observed for Grade 6 Reading:

- ELLs-4%increase (65% to 69%)
- SpecEd-10% increase (52% to 62%)
- FNMI-10% increase (70 % to 80%)
- SES-4% increase (68% to 72%)

Figure 9. Grade 6 Reading -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
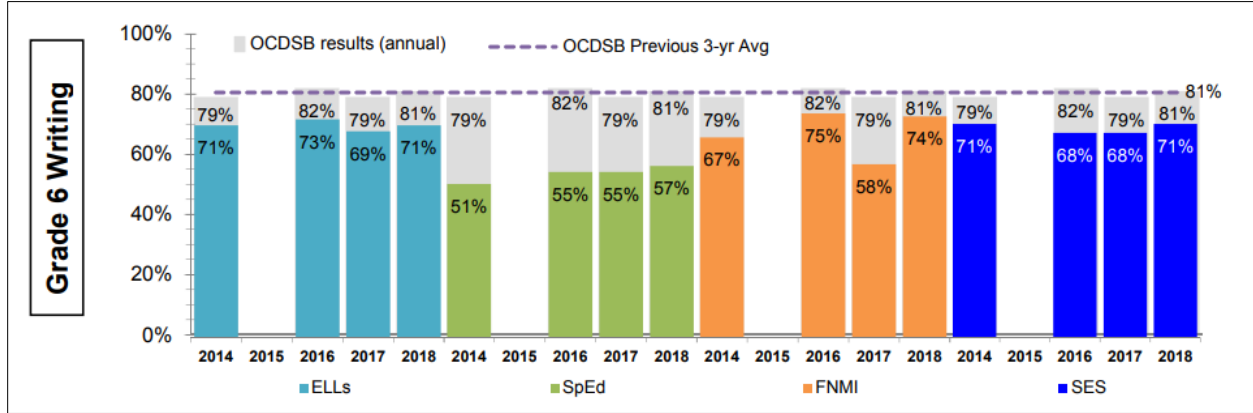

An increase in performance for SpecEd and FNMI students was observed in Grade 6 Writing, and no change amongst ELLs and the SES group.

- ELLs-0% no change (71% to 71%)
- SpecEd-6% increase (67% to 74%)
- FNMI-7% increase (67% to 74%)
- SES-0% change (71% to 71%)

Figure 10. Grade 6 Writing -Achievement Gaps Between All Students and ELL, SpecEd, FNMI, SES
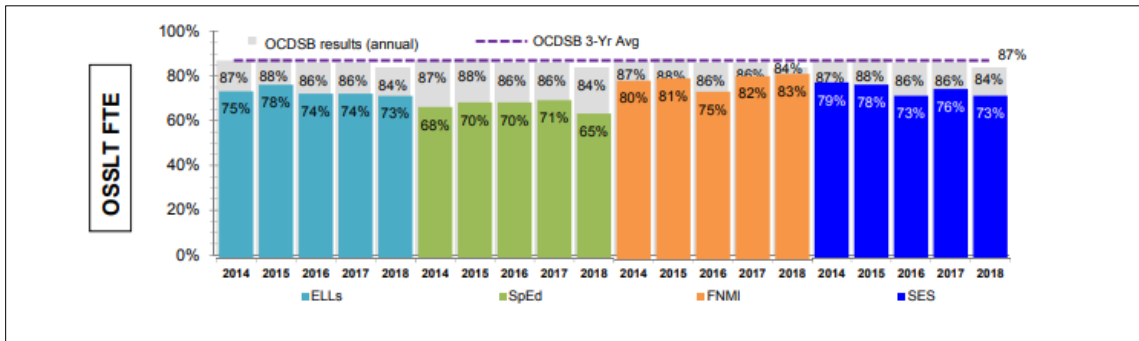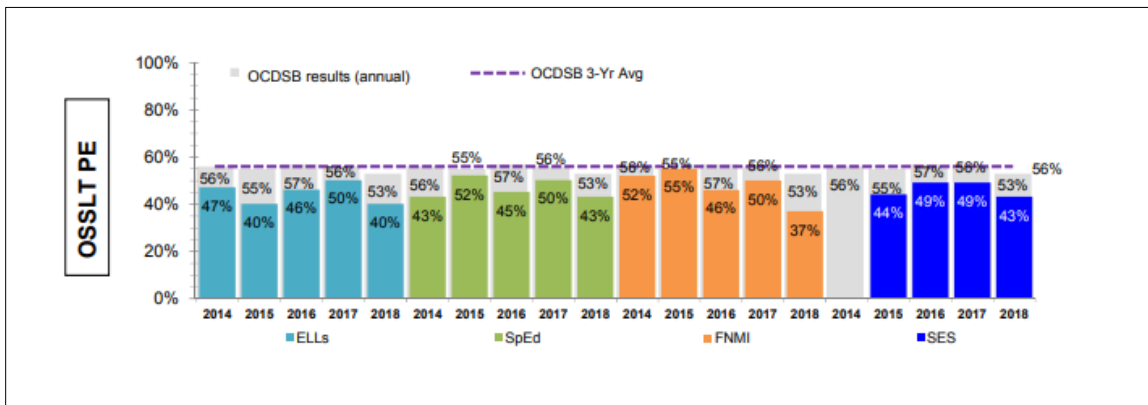

Results from OSSLT

Figure 11. OSSLT FTE

Figure 12. OSSLT PE

Review and ensure effective use of First Nations, Metis and Inuit funding to increase First Nations, Metis and Inuit graduation rates

i.   Indigenous Education Advisory Council (IEAC)

The policy and framework to establish the Indigenous Education Advisory Council (IEAC) were developed alongside Indigenous students, families and community partners to ensure the creation of an advisory group designed and structured to respect and honour Indigenous voices and ways of knowing. The policy was approved in June 2018 (P.140.GOV) for implementation in 2018-2019. Initial priorities for this group included engaging with partners, students, families and educators to be part of this advisory group, and establishing relationships that support capacity building in listening and engaging in meaningful communication and shared learning.

ii.   Indigenous Itinerant Teacher (IIT)[3]

The IIT embedded professional learning in classes with educators to develop, model, co-plan, and co-teach programming designed to build awareness and confidence. This work made a difference in building staff confidence and capacity while developing student awareness, and allowing Indigenous students to see themselves reflected in their learning. Although very closely engaged at the beginning, the IIT was able to step back and serve more as a resource as teachers took on a greater role in developing and implementing programming. Over the year, additional teachers in schools reached out to the IIT to further their learning and embed Indigenous perspectives in their classes. Learnings from this experience reinforced the need to engage with more schools.

The Difference Observed for Students:
- they shifted from a place of receiving information to a place of requesting additional learning;
- asked to learn more about Indigenous issues (such as water issues, access to health care, etc.); and
- asked to further engage in matters around social justice.

The Difference Observed for Indigenous Students:
- they expressed validation and pride in seeing themselves and their cultures reflected in their learning.

iii. Initiative to Close Achievement Gaps

Provincial and District data through the measurement report indicators continues to show a gap in achievement for students who self-identify as Indigenous. In 2017-2018, achievement gaps for students who self-identified as Indigenous narrowed in (7) of the (10) EQAO Assessments. A three (3) year trend analysis showed that the largest gaps appear in primary reading, writing, and mathematics and in junior mathematics (See EQAO performance section). The work

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[3] Information extracted from Committee of the Whole report of 21 May, 2019, Report 19-059, Supporting Indigenous Learners at the OCDSB.

facilitated by the Indigenous Education Learning Team in supporting Indigenous students' achievement and well-being is foundational to seeing changes in data; specifically in the narrowing of learning gaps. The Indigenous Education Learning Team piloted several initiatives in 2017-2018 to respond to these gaps.

Mathematics Through Beading

The Indigenous Instructional Coach worked with students and educators at the junior level to focus on mathematical learning through beading. This work made a difference for Indigenous students who expressed greater confidence in their mathematical ability. The students took pride in their culture by seeing elements of it as a central part of their learning and in taking on leadership roles, working directly with and supporting their peers' learning. All students expressed a greater awareness of the application of mathematical thinking in different and authentic settings.

Collaborative Inquiry for Transition of Inuit Students

Successful transitions can be the first step in setting students up to be successful in their learning. To support this priority, the instructional coach facilitated community connections to develop a collaborative inquiry with community partners and educators focused on supporting increased Inuit cultural understanding and transitions for Inuit students at the primary level.

Results of the inquiry included:
- best practices and resources to support greater awareness of Inuit cultures and perspectives that were used to create a more smooth transition for Inuit students;
- further embedded professional learning, identified as a need by the participants, to ensure sharing learning with other educators seeking to support transitions for Inuit children.

iv.   English Course: Understanding Contemporary First Nations, Metis and Inuit Voices
The OCDSB has partnered with Indigenous Elders, Knowledge Keepers and community partners to create rich, relevant learning opportunities through the development of the *English - Understanding Contemporary First Nations, Métis and Inuit Voices (NBE3U/C/E) course.*

Nine (9) secondary schools requested to be part of this planning to offer the NBE course as the compulsory grade 11 English course for the 2018-2019 school year; 1400 students enrolled in the course. Participating schools benefited from the following:
- the knowledge shared with the OCDSB by Indigenous partners (both at the planning stages and at the implementation phase), through continued Indigenous cultural competency learning;
- diving deeper into the revised Indigenous Studies curriculum;
- developing a compilation of resources; and
- the introduction of a virtual learning environment.

Teachers have expressed an increased confidence in co-learning alongside their students and an increased comfort in reaching out to community partners to support learning for all students.

v.   InSTEM Program
Gloucester students participated in incorporating Indigenous knowledge and content in Science, Technology, Engineering, and Mathematics:
- 15 students enrolled
- 10 credits attained

Reflections

A great amount of work was done over the past year to advance equity in the OCDSB. This work included training, structural changes, equity events, and strategies to heighten student voice and to leverage community partnership in seeking to reduce achievement gaps. Additionally, through the data collection process of the Identity-Based Data collection project, the District gained increased knowledge and understanding about barriers, a greater ability to define these barriers and the persons facing them. In light of this, the OCDSB is in a stronger position to distinguish and determine relevant supports for students and the means to allocate resources (financial, human, technology, equipment etc.), as strategy to realizing measurable improvement in student outcomes.