



Date: Monday June 13th, 2022
To: Board of Trustees
From: Director of Education
Subject: Student Census: Phase I

Type of Report: ☐ Decision-Making
☐ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information: ☐ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy XX XXX
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Anti-Racism Act (ARA 2019)

Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)

Ontario Catholic School Graduate Expectations (OCSGE, 2011): [Institute for Catholic Education]

Board Governance Policy I:001 Ends

Policy Statement and/or Education Act/other Legislation citation:

Ontario's Equity and Inclusive Education Strategy (2009)

Ontario's Well-Being Strategy for Education: Discussion Document (2016)

Anti-Racism Act (ARA 2019)

Ontario Ministry of Education Equity Action Plan (2017)

Ontario Ministry of Education issued the Policy/Program Memorandum 165 (2021)

AP0028: Fair and Equitable Hiring Promotions (revised 2021)

APC037: Equity and Inclusive Education Policy

Alignment to the MYSP:

Nurturing Our Catholic Community

- Promote a culture of belonging and respect, that supports success for all:
 - Successful implementation of the WCDSB equity action plan to facilitate organizational change
 - Equitable access to learning opportunities for students and their families
 - Equitable access to employment and promotion for staff

Background/Comments:

As a Catholic learning community, we are inspired and guided by the Gospel in our pursuit of equity and justice as a value rooted in our faith. In our Catholic/Christian tradition, we have a moral imperative to act intentionally to ensure those we serve – staff, students, and communities – are treated with respect and dignity as brothers and sisters in Christ. To achieve this vision, we use the following as our guiding, spiritual principles: Collaboration, Equity, Excellence and Accountability, Holism, Life-Long Learning, Reflection, and Reconciliation.



The Ministry of Education made a commitment to every student in the province of Ontario that regardless of 'ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status, or other factors (Equity Action Plan, p. 8)', all students should be able to access the curriculum, feel safe at school, and also have a sense of belonging.

The 2021 Student Census was an online survey that collected data specifically related to self-identity, demographics, and experiences at school. The census included questions about Indigenous identity, ethnic/cultural background, racial identity, citizenship status, religious/spiritual affiliation, gender at birth/identity, sexual orientation, (dis)abilities, household characteristics, and school experiences.

The Board was authorized to collect personal information from students by the Anti-Racism Act (ARA s.6(2)), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA s.28(2)), and the Education Act (265(1)(d), 169.1(1)). Our process was developed in accordance with the guidance and legislation provided by the Ministry of Education, the Anti-Racism Directorate, the Ontario Human Rights Commission, and the Municipal Freedom of Information and Protection of Privacy Act.

This census was implemented by using the online survey platform Qualtrics. The Board's Privacy Records and Information Management and Research Coordinator assessed the privacy and security practices of Qualtrics and determined we can ensure the data from the census will remain secure. Further, WCDSB's Research & Data Services Department developed a data management plan to comply with Board policies, MFIPPA and the ARA. All identifiable Student Census data will be kept on encrypted servers and password protected devices with role-based access restrictions. Data will be securely disposed of as per the WCDSB Records Retention Schedule.

Please note, the 2021 Student Census was voluntary. Each student could choose if one wanted to complete the survey. Further, the student could stop answering questions at any time. Students could skip any question they did not wish to answer. All students at the WCDSB were invited to participate in the Student Census between Grades 4 and 12. The survey was available online. Teachers, educational assistants, vice-principals, and principals were available to help students access the survey. Staff were asked to ensure student privacy whenever possible as the students were taking the survey. Accommodations were made available for students. For example, if a student required a pen-and-paper version of the census, it was provided by the administrator of the school. Further, if a student had regular and recurring classroom supports to complete schoolwork and assessments (e.g., EAs, CYWs, SERTs, ESLs), those supports would be in place to access the census. The census was available in six languages: English, Arabic, Portuguese, Spanish, Russian, and French.

The Board engaged in a multi-year process to develop and administer the 2021 Student Census in compliance with the Anti-Racism Act. Specifically, during the 2020/2021 academic year, the Equity, Diversity, and Learning Committee (now, called the Equity, Diversity, and Inclusion Committee) worked with the Board's Research Coordinator to review other boards' completed Student Census (e.g., Durham District School Board, Peel District School Board, Waterloo Regional District School Board, York Catholic District School Board) and then developed both demographic and school experiences questions for our census. Executive Council provided feedback and recommendations throughout the process. In September and October, we held public consultations for parents/guardians, students, and staff to receive their feedback as well. After the consultations, we finalized the wording of the Student Census with an eye on using age-appropriate language and administered it during the month of November. For more information on the Student Census, you can access the website: [Student Census 2021](#).

There are two phases for the public dissemination of the 2021 Student Census data and interpretation:

1. Phase I: Summary of Student Demographics and Students Experiences across the Board
2. Phase II: Summary Student Census data linked with Personal Information already held by the Board in our Student Information System (i.e., student achievement, credit accumulation, graduation rate, suspensions/expulsions, special education services, and academic/extra-curricular program participation) across the Board

This report is highlighting Phase I: Below are links to the relevant documents for Phase I:

1. [Student Census \(paper version for review only\)](#) (10 pages)
2. [Summary of Phase I data: Univariate](#) (39 pages)
3. [Summary of Phase II data: Disaggregated by Gender](#) (25 pages)
4. [Summary of Phase II data: Disaggregated by Race](#) (25 pages)
5. [Summary of Phase II data: Disaggregated by Socioeconomic Status \(SES\)](#) (25 pages)
6. [All Summary Data in one document](#) (114 pages)
7. [PowerPoint Presentation for Board Presentation](#) (44 slides)

Preliminary Observations

Because this report is focused on Phase I, we offer a few preliminary observations that will shape how we use the information to make data-informed decisions and programming.

1. Our 2021 Staff Census occurred May/June 2021 and approximately 38% of the staff completed the survey. Our 2021 Student Census occurred November 2021 and 71.6% of the students completed the survey.



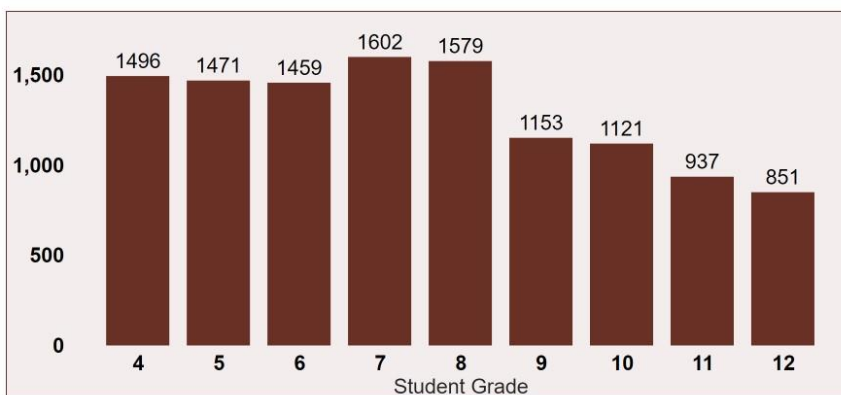
Student Participation by Grade

This figure shows the number of respondents who participated from each grade. Overall, 71.6% of respondents who were eligible to participate in the census participated.

11,669 responses represents approximately

71.6%

of our students who engaged in the student census.



2. When we compare the data from our 2021 Staff Census with our 2021 Student Census, we have more racial diversity in our student population than our staff population. In our Staff Census, 89.2% of the staff respondents identified as White whereas 63.4% of our student respondents identified as White. Further, our OECTA respondents were 92.0% White. Below is a figure representing the racial makeup of our student body based on our student respondents' self-identification.

Which racial category best describes you?

The racial makeup of the student body at Waterloo Catholic District School Board is rich. This table represents the racial makeup of the student body.



There were

1,123

students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".

Student response:	#	%
Black	1144	11.6%
Black / ESE Asian	10	0.1%
Black / Indigenous	too small to report	
Black / Middle Eastern	10	0.1%
Black / Latino	28	0.3%
Black / South Asian	10	0.1%
Black / White	135	1.4%
ESE Asian	646	6.5%
ESEAsian / White	157	1.6%
Indigenous	42	0.4%
Indigenous / White	107	1.1%
Latino	516	5.2%
Middle Eastern	260	2.6%
Middle Eastern / White	44	0.4%
South Asian	337	3.4%
South Asian / White	40	0.4%
White	6272	63.4%
More than 3	49	0.5%
Another	81	0.8%

3. When we compare the data from our 2021 Staff Census with our 2021 Student Census, we have a different proportion of respondents who are Canadian citizens. Specifically, 85.9% of staff respondents were born in Canada and 98.1% the staff respondents are Canadian citizens. Whereas 82.0% of our student respondents were born in Canada and 88.8% of student respondents are Canadian citizens.

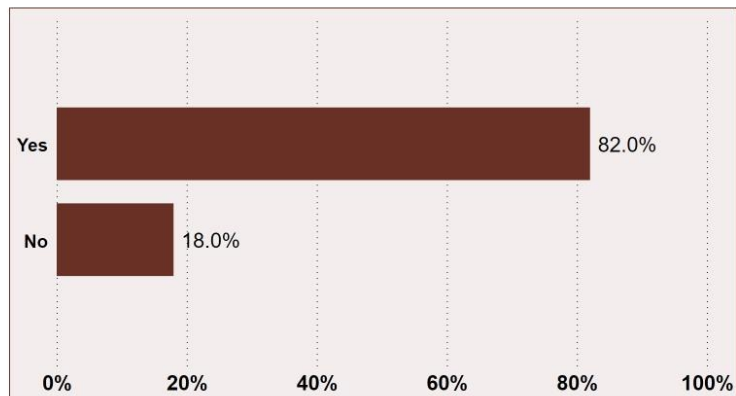
$$\frac{\text{Canadian Citizens}}{\text{All respondents}} = \frac{9217 + 764}{9217 + 2019} = 88.8\%$$

Were you born in Canada?

Most of our respondents were born in Canada. This table and figure represents the percentage of respondents born in Canada and outside of Canada.



Student response:	#	%
Yes	9217	82.0%
No	2019	18.0%



There were

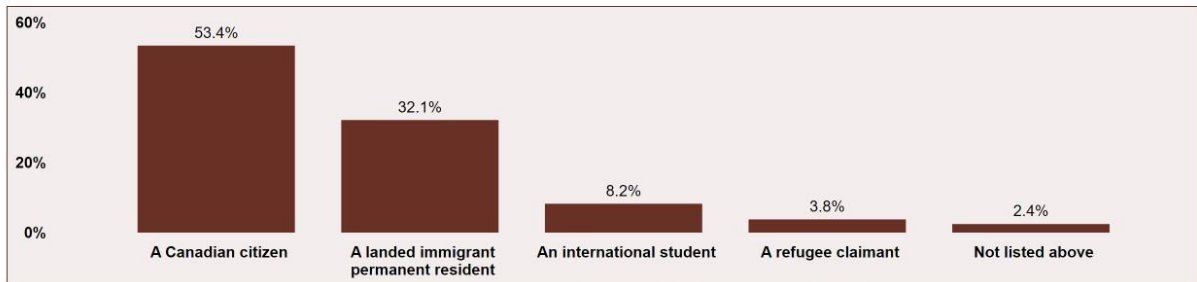
192

students who chose "I am not sure", "I do not understand this question" or "I prefer not to answer".



Are you currently:

This table and figure represent respondents' citizenship and residency status for respondents who were not born in Canada. Over 85% of these respondents are Canadian citizens or landed immigrants (i.e., permanent residents). Approximately 8.2% of our respondents are international respondents and 3.8% of our respondents are refugee claimants.



Student response:	#	%
A Canadian citizen	764	53.4%
A landed immigrant permanent resident	460	32.1%
A refugee claimant	54	3.8%
An international student	118	8.2%
Not listed above	35	2.4%



There were

515

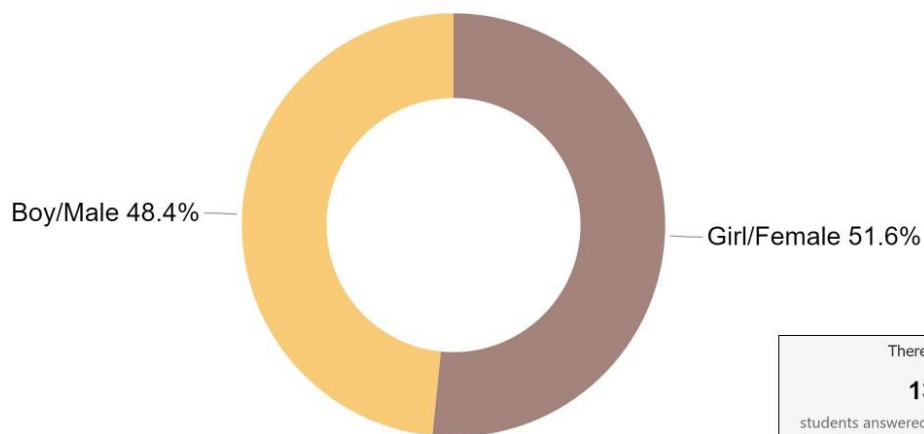
students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".

4. When we compare the data from our 2021 Staff Census with our 2021 Student Census, we have a different sex assigned birth ratio for staff than students. Specifically, the staff breakdown is 79.7% female and 20.3% male whereas the student breakdown is 51.6% female and 48.4% male.



What is your Gender at Birth (Grades 4-8) / Assigned sex at Birth (Grades 9-12)?

Respondents in grades 4 to 8 were asked to identify their assigned gender at birth. Respondents in grades 9 to 12 were asked to identify their assigned sex at birth.



There were

135

students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".



5. In the 2021 Staff Census, we inquired about sexual orientation, but had only a few respondents who did not identify as heterosexual. Thus, we did not report sexual orientation in the Staff Census Report. In our 2021 Student Census, 13.8% of the respondents did not identify as straight (i.e., heterosexual).



Are you STRAIGHT (i.e., heterosexual)?

(revealed to all students Grades 7-12)

This question was presented to respondents in grades 7 to 12 only. The table represents student sexual orientation.

Student response:	#	%
No	843	13.8%
Yes	5280	86.2%
Total	6123	100.0%

There were
788
students answered "I am not sure", "I do not understand this question" or "I prefer not to answer".

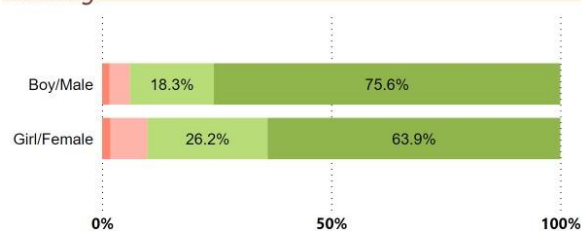


6. In the 2021 Student Census we disaggregated data by gender, race, and socioeconomic (SES). Surprisingly, when we disaggregated the data by gender, we generally did not observe gender differences. Refer to the figures below for examples.

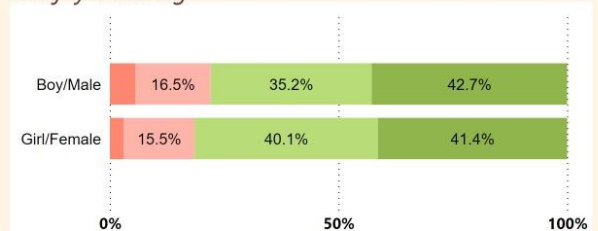
Disaggregation by Gender:

When I am at school... (Grade 4-8 only)

I belong.



I enjoy learning.



I am safe.



I like this school.



Disaggregation by Gender:

To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September? (Grade 9-12 only)

A look forward to coming to school.



I find schoolwork interesting.



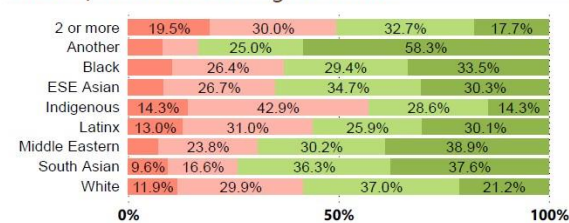
7. When we look at the disaggregated data by race, we observe the Indigenous respondents, and sometimes students who identify as having more than 2 racial identities, have more negative responses on many of the constructs in comparison to the other racial groups. Refer to the figures below for examples.

*

Disaggregation by RACE:

To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September? (Grade 9-12 only)

A look forward to coming to school.

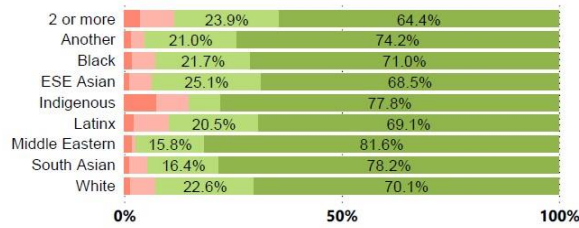
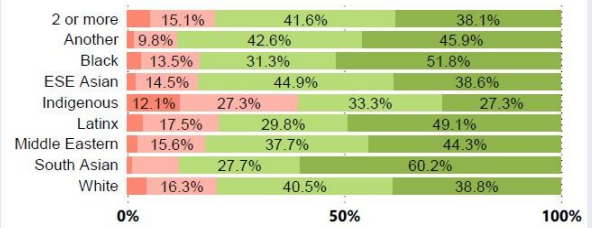
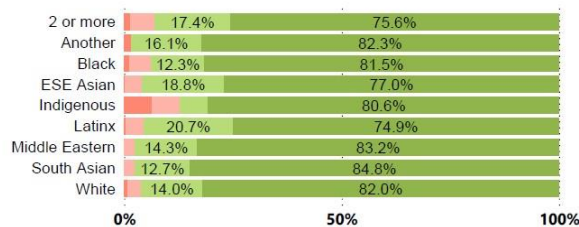
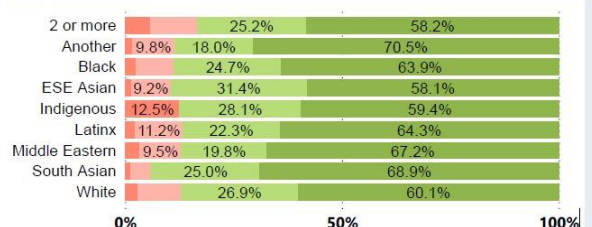


I find schoolwork interesting.



Disaggregation by RACE:

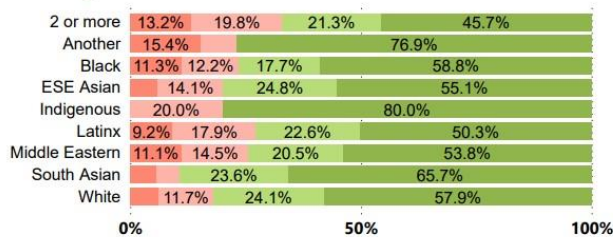
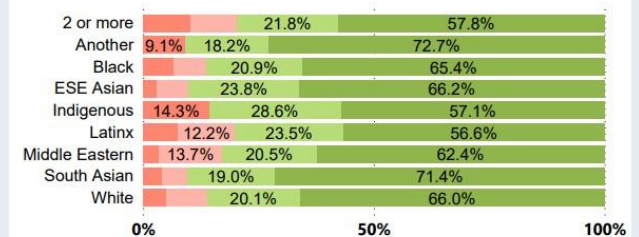
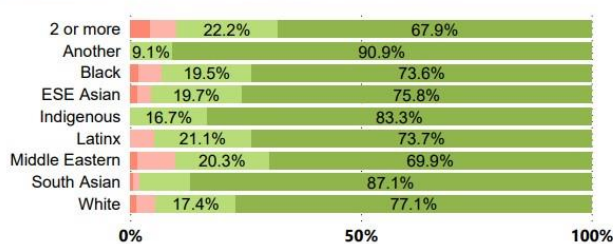
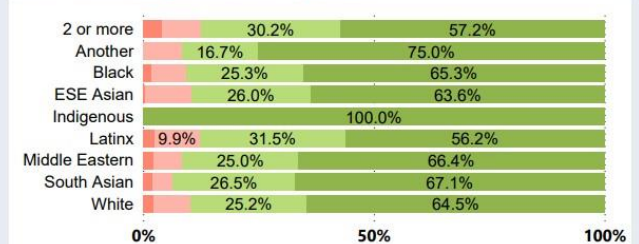
When I am at school... (Grade 4-8 only)

I belong.*I enjoy learning.**I am safe.**I like this school.*

8. It is important to note, however, not all the constructs rated by our Indigenous respondents had high levels of “Never” and “Some of the time” in comparison to the other racial groups. Refer to the figures below for examples.

Disaggregation by RACE:

To what extent do the following statements reflect your personal experiences about your school, either in person or online, since September? (Grade 9-12 only)

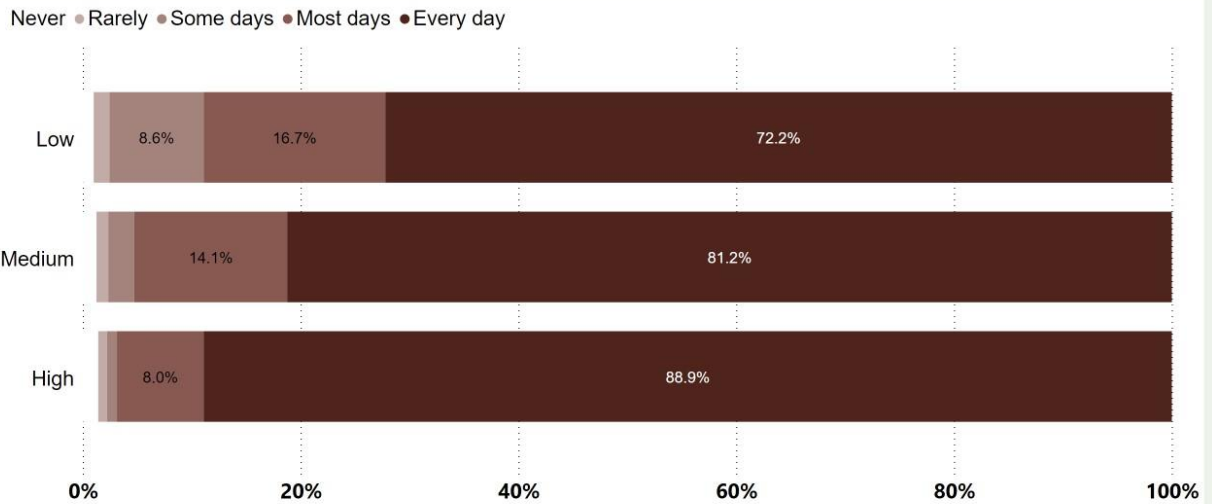
A caring adult at school listens to me.*Adults at my school encourage me to "reach beyond my current goals" after high school.**Adults at my school believe I can learn.**I am challenged to do my best.*

9. There were a few constructs where we observed an effect of SES. Specifically, students in the low SES have more negative responses in comparison to the students in the higher SES groups. Refer to the figures below for examples.

Disaggregation by Socioeconomic Status (SES) Variable:

How often do the following statements apply to you?

There is enough food at home.

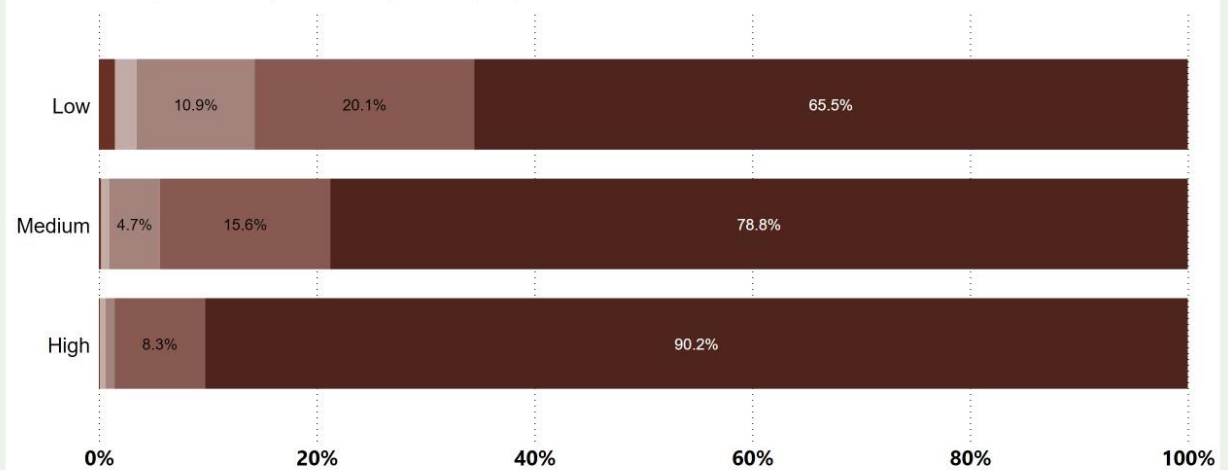


Disaggregation by Socioeconomic Status (SES) Variable:

How often do the following statements apply to you?

I am offered nutritious food at home.

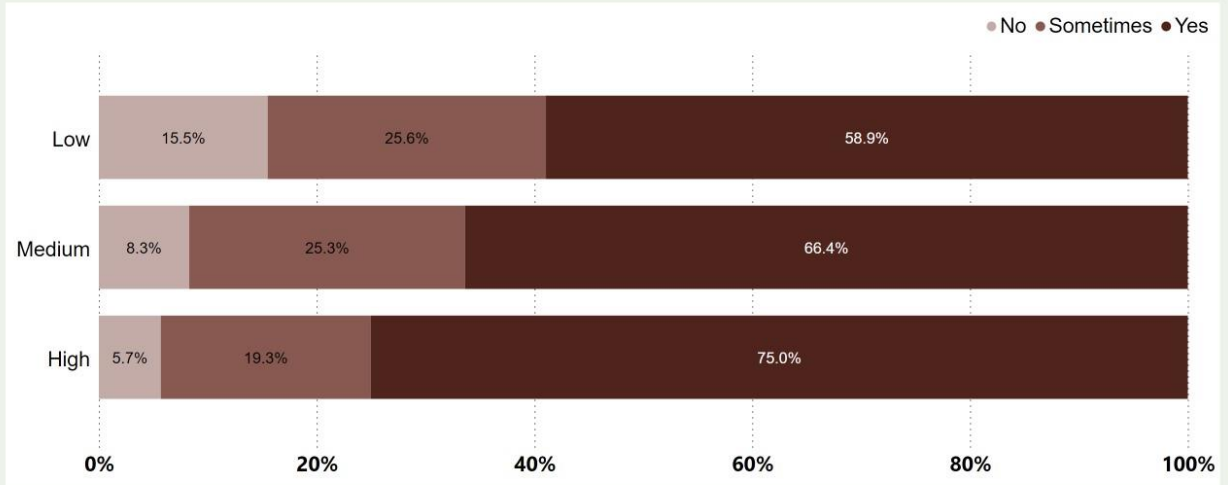
Legend: Never (lightest brown), Rarely (light brown), Some days (medium brown), Most days (dark brown), Every day (darkest brown).



Disaggregation by Socioeconomic Status (SES) Variable:

Do you agree with the following statements? Please select your responses from the dropdown menus beside each statement. (Grade 7-12 only)

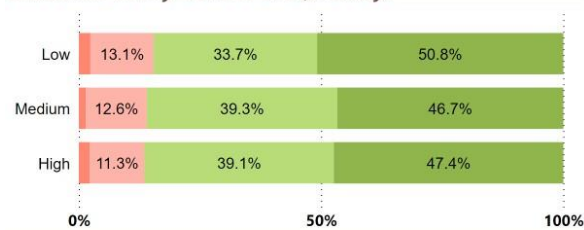
Do have someone who can actually help you at home to complete your schoolwork.



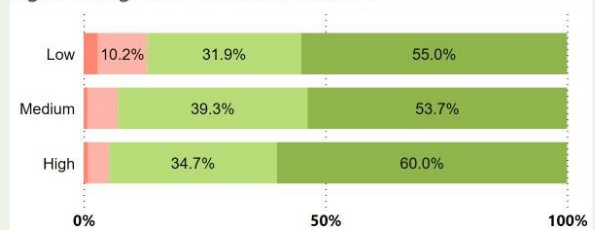
Disaggregation by Socioeconomic Status (SES) Variable:

When I am at school... (Grade 4-8 only)

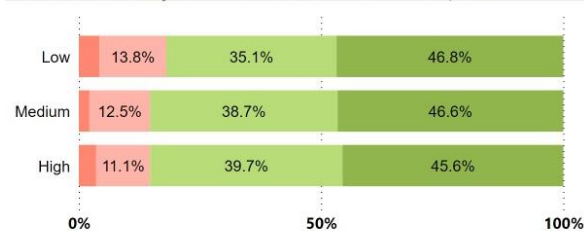
Students at my school are friendly.



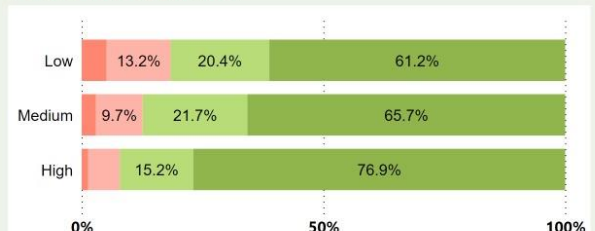
I get along with others at school.



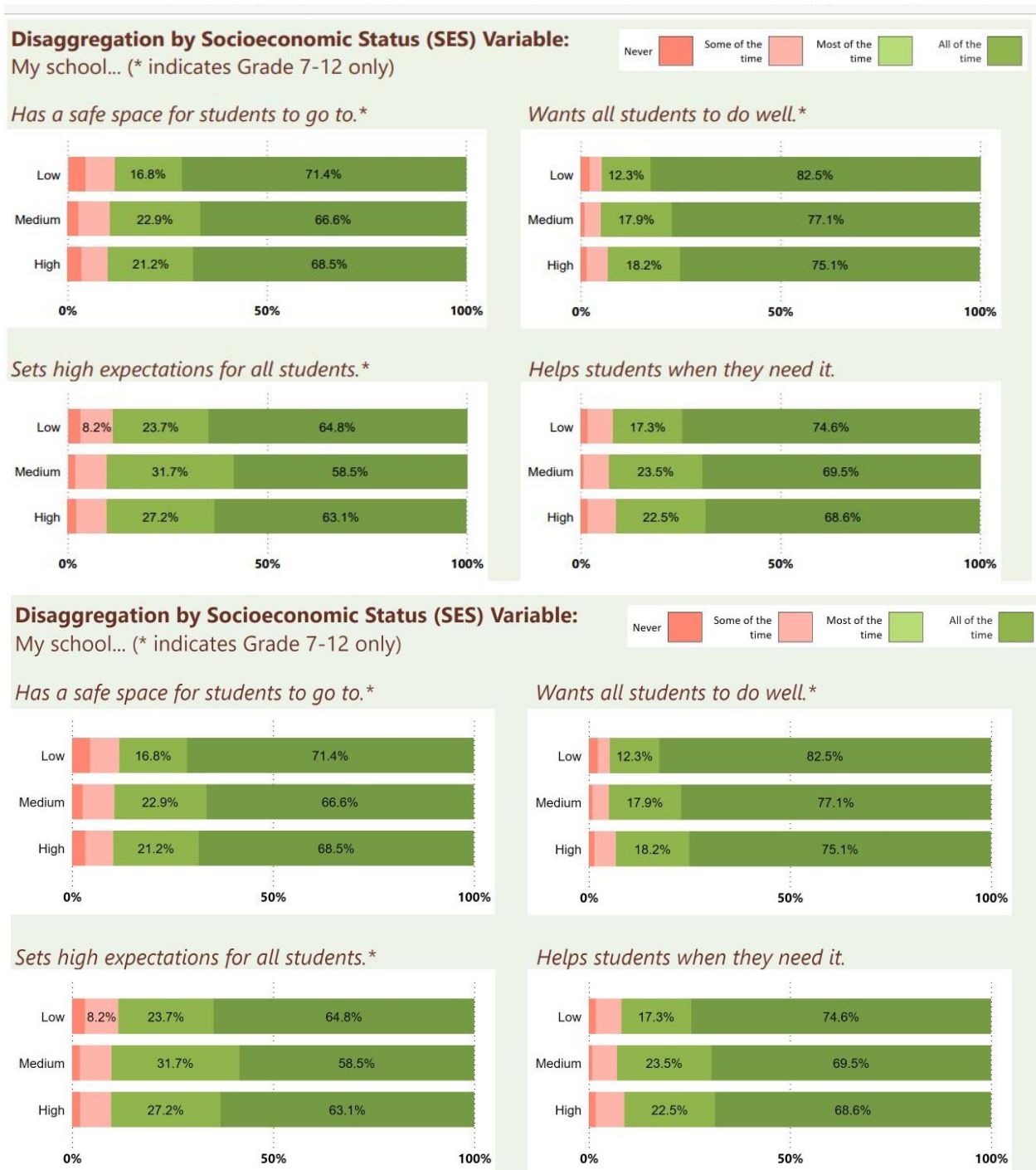
Students at my school treat me with respect.



I have lots of friends.



10. It is important to note, however, not all the constructs rated by our students who fall into our low SES group had high levels of “Never” and “Some of the time” in comparison to the other SES groups. Refer to the figures below for examples.



Next Steps

1. With the comparison of student demographic data with staff demographic data, we will continue to refine our hiring practices to increase the likelihood of having a representative staff



2. In alignment with Anti-racism act:
 - Further disaggregation/analysis (intersectional analyses) in the census
 - Join student census responses with student outcome measures (e.g., achievement, graduation, credit accumulation, MDI, etc.)
3. Provide the report to administrators
4. Create and report school level dashboards (Kelly Roberts)
5. Use data to inform decision and practices throughout the system

By conducting the 2021 Student Census, WCDSB will continue to progress in fostering equity through informed measures. The collection and analysis of data on demographic information including race, ethnicity, first language, gender at birth (or assigned sex at birth), gender identity, and (dis)ability, informs the decision-makers about the changing needs of its employees and the students, families, and communities they serve.

Recommendation:

This is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

L. J. Garrioch
Equity Officer

Kelly Roberts
Research Coordinator

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”