BEYOND NUMBERS:

Understanding our Student Learning Needs Through Our Diversity

Well-Being

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USING THE MIDDLE-YEARS DEVELOPMENT INSTRUMENT (MDI) TO MEASURE STUDENT WELL-BEING & ASSETS:

The Waterloo Catholic District School Board (WCDSB) is committed to providing safe, caring and inclusive places for everyone in our schools. One way that we can find out how we are doing is to ask students about their thoughts, feelings, and experiences in school and in the community. To collect this information, we administer the Middle Years Development Instrument (MDI). This anonymous, online survey has been developed by researchers at the Human Early Learning Partnership (HELP) at the University of British Columbia (UBC), and the administration of the MDI is facilitated by the WCDSB Research Department.

To comply with the Education Act s.169.1(1)(a), (a.1), (a.2) and PPM 145, the WCDSB is required to conduct school climate surveys of students at least once every two years as they play a key role in contributing to a positive school climate. The purpose of the school climate survey is to assess the perceptions of safety from students, make informed planning decisions about programs to help prevent bullying and promote safe and inclusive schools, determine the effectiveness of programs on an ongoing basis, and build and sustain a positive school climate.

The role of the WCDSB is to support the collection process for students and to make the best use of the information that is gathered. This is an opportunity for us to learn more about the students we support and help us to identify needs within our school and broader communities. All students between grade 4 and grade 12+ are invited to participate.

“The MDI is a population-level research tool. This means it measures developmental change or trends in populations or groups of children. Although individual students complete the questionnaire, the results are not used to evaluate individual children, nor are they used to rank teachers, neighborhoods, schools or school districts. Understanding how populations of children are doing allows educators, parents, researchers, community organizations and policy makers to make informed decisions about investments in new or adapted programs and in broad policies that support children and families.” (From: http://earlylearning.ubc.ca/mdi/)

The survey asks students about their thoughts, feelings, and experiences in school and in the community (MDI Questionnaires). All the questions on the MDI are related to the five areas of development that are strongly linked to well-being, health, and academic achievement: Physical Health & Well-Being, Connectedness, Social & Emotional Development, School Experiences, and Use of After-School Time.

Dimensions Measured on the Middle-Years Development Instrument (MDI):

Physical Health & Well-Being

Children evaluate their own physical well-being in the areas of overall health including emotional well-being, physical activity, nutrition and sleeping habits.

Connectedness

Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.

Social and Emotional Development

Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.

School Experiences

Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization (bullying).

Use of After-School Time

Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing video games.

In addition to the 5 domains of the MDI survey, certain measures are combined to calculate two distinct index scores: the Well-being Index and the Asset Index.

How the Well-Being Index and the Asset Index are constructed from the MDI measures:

5 DIMENSIONS OF THE MDI

SOCIAL & EMOTIONAL DEVELOPMENT

MEASURES

- o Optimism
- Empathy
- Prosocial Behaviour
- o Self-Esteem
- o Happiness
- o Absence of Sadness
- Absence of Worries
- Self-Regulation (Short- & Long-Term)
- * Responsible Decision-Making
- * Self-Awareness
- * Perseverance
- * Assertiveness
- * Citizenship and Social Responsibility

PHYSICAL HEALTH & WELL-BEING

MEASURES

- o General Health
- ▪ Eating Breakfast
- ▪ Meals with Adults in Your Family
- Food
- ▪ Frequency of Good Sleep
- Help-Seeking for Emotional Well-Being
- Transportation to and from School

CONNECTEDNESS

MEASURES

- ▪ Adults at School
- ▪ Adults in the Neighbourhood
- ▪ Adults at Home
- ▪ Peer Belonging
- ▪ Friendship Intimacy
- Important Adults

USE OF AFTER-SCHOOL TIME

MEASURES

- ▪ Organized Activities
  - Educational Lessons or Activities
  - Youth Organizations
  - Sports
  - Music or Arts
- How Children Spend Their Time
- After-School People and Places
- Children's Wishes and Barriers

SCHOOL EXPERIENCES

MEASURES

- Academic Self-Concept
- School Climate
- School Belonging
- Motivation
- Future Goals
- Victimization and Bullying

* These questions are on the Grade 6/7/8 MDI only

WELL-BEING INDEX

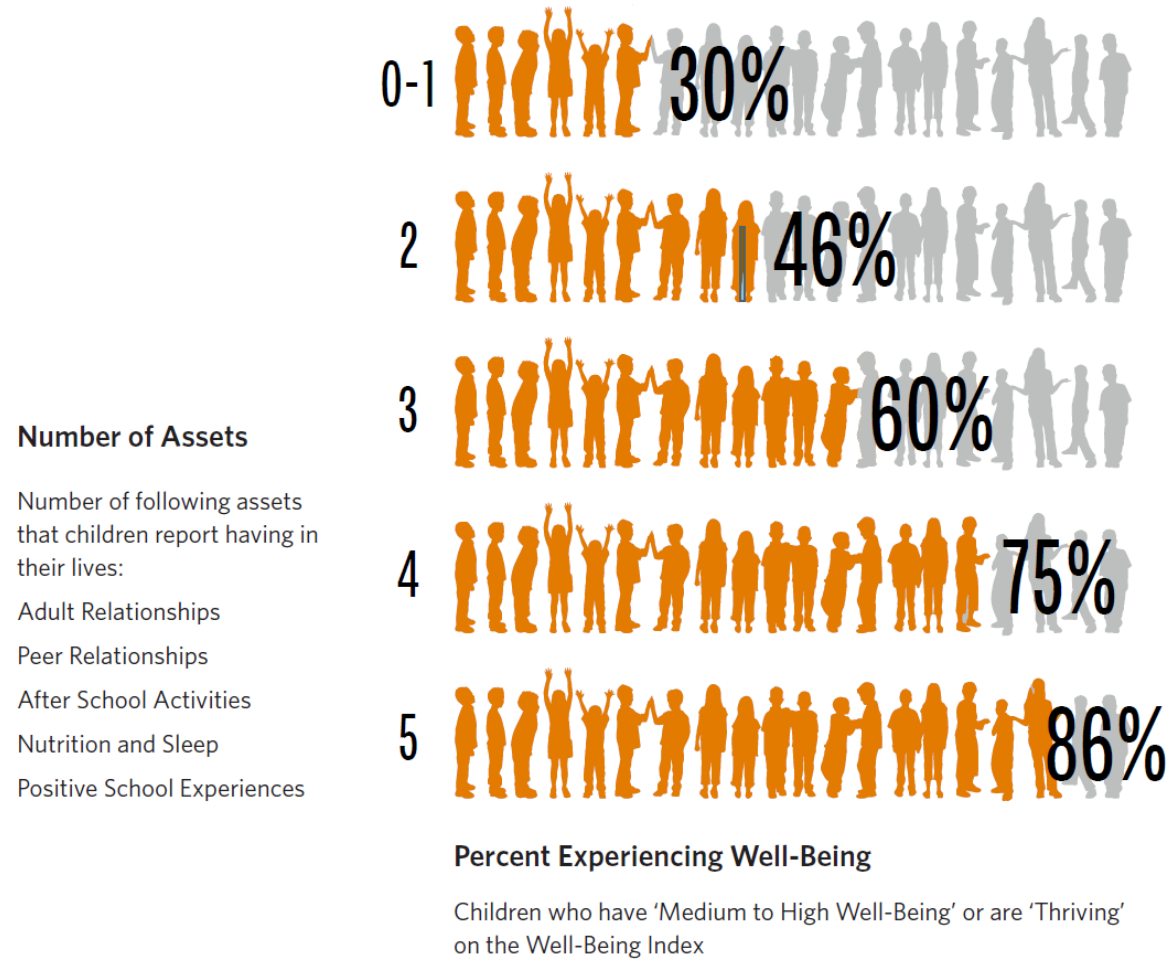
- o A measure in the Well-Being Index

ASSETS INDEX

- ▪ A measure in the Assets Index

One significant finding from the MDI program of research is the positive correlation between children's self-reported well-being and the perceived presence of assets in their lives. This relationship was consistently observed across all participating school districts in British Columbia where the survey instrument was developed. Simply stated, as the number of assets increases, children tend to report higher levels of well-being, with each additional asset correlating with a further boost in well-being. For instance, if a cohort of 100 children indicates that all 5 assets are present in their lives, based on the data presented on the right, it can be inferred that 86% of these children are also experiencing well-being. Conversely, in a group of 100 children who report having zero or only 1 asset in their lives, it is predicted that only 30% of them are experiencing well-being.

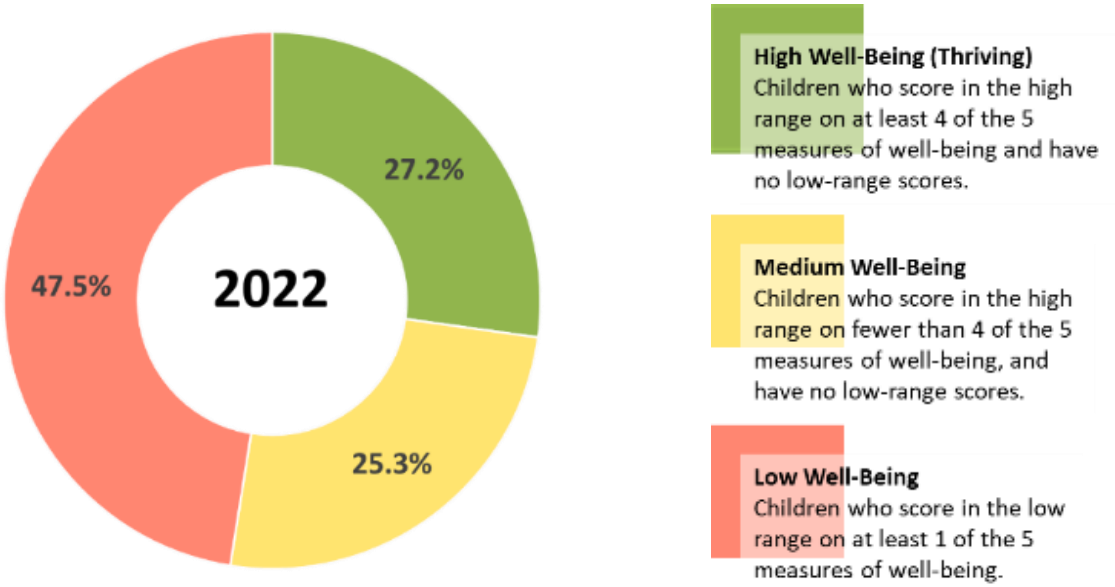
Correlation between Number of Assets and Percentage of Students Experiencing Well-Being:



OVERALL STUDENT WELL-BEING & ASSET OUTCOMES (2022)

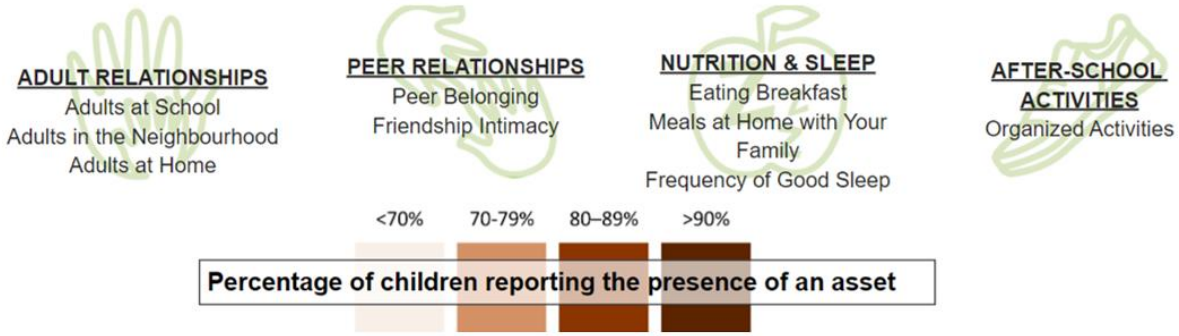
In the Winter 2022 MDI collection, we found that 27.2%, 25.3% and 47.5% of students were categorized as having “High”, Medium” and “Low” Well-Being. The benchmark for well-being is “Medium” or “High” category of Well-being. The subsequent disparity and disproportionality calculations look at the group of students that are categorized as having “Low” well-being as the student outcome group.

2022 Distribution of students across the various categories of the Well-Being Index:



The Assets Index combines MDI measures that highlight four key assets that help to promote children’s positive development and well-being. Assets are positive experiences, relationships or behaviours present in children’s lives. Assets are considered actionable, meaningful areas that schools and communities can focus their efforts on creating the conditions and contexts where children can thrive. The subsequent disparity and disproportionality calculations look at the group of students that are categorized as having the “absence of an asset” as the student outcome group.

2022 Proportions of students with the presence of an asset within the various categories of the Asset Index:



Adult Relationships	Peer Relationships	Nutrition & Sleep	After-School Activities
66.9%	80.8%	51.4%	65.7%

STUDENT OUTCOMES BY DEMOGRAPHIC PARTICIPATION

As not all students responded to the demographic questions, fewer students are reflected in the disaggregated results below. The tables show outcome groups for students reporting low well-being and the absence of specific assets, first for all students, followed by results for those who completed the demographic questions.

"Low" Well-being

Number of participating students on the MDI (2022)	% of students with "Low" Well-Being (2022)
10893	47.6%

Number of participating students on the MDI with demographic results (2022)	% of students with "Low" Well-Being (2022)
10889	47.6%

Absence of specific assets

Number of participating students on the MDI (2022)	% of students with absence of Adult Relationship	% of students with absence of Peer Relationship	% of students with absence of Nutrition & Sleep	% of students with absence of After-School Activities
10893	32.2%	18.8%	46.0%	31.4%

Number of participating students on the MDI with demographic results (2022)	% of students with absence of Adult Relationship	% of students with absence of Peer Relationship	% of students with absence of Nutrition & Sleep	% of students with absence of After-School Activities
10889	32.2%	18.8%	45.9%	31.4%

STUDENT WELL-BEING & ASSET OUTCOMES ACROSS EQUITY GROUPS

Please be aware that the data presented in the previous section may differ from what is presented in other sections of this report (e.g., participation, student outcome sections, Appendix). The data in the next section of the report joins the demographic questions on the MDI student survey to the MDI well-being and/or asset index scores for fully participating students (e.g., some student may not have participated on the MDI at all/fully and so no data is available in this analysis). Put simply, this section of the report filters only the data that is complete when the data sets are joined (i.e., the data present in this section and the Appendix filters based on the presence of both the specific equity sub-group data from the MDI student survey and the presence of a Well-being/Asset Index).

DISAGGREGATED RESULTS BY SELF-IDENTIFIED INDIGENOUS IDENTITY

Outcome Group: Students with "Low" Well-Being

The figure below presents a summary of the Disproportionality Index (DI) for students with both indigenous identity and available well-being data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

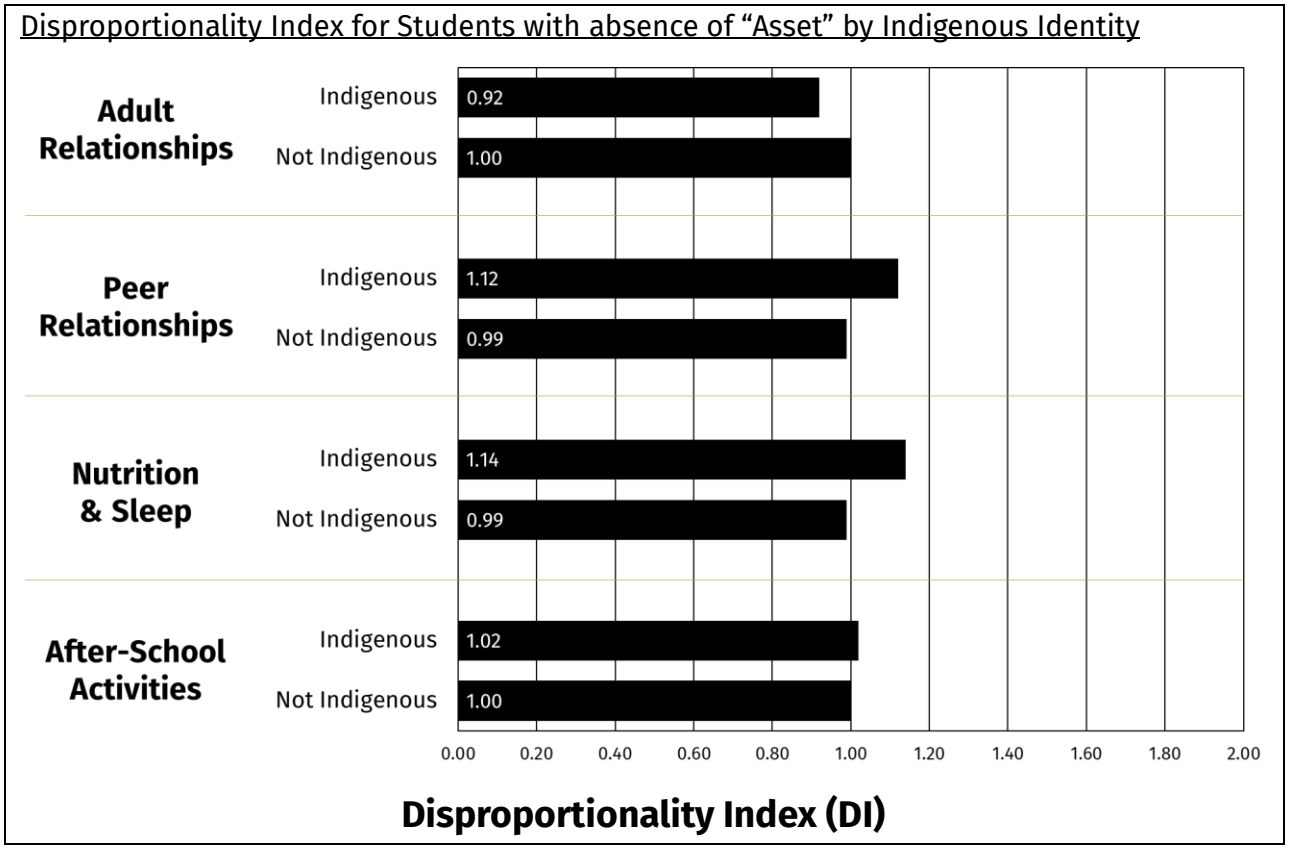
Disproportionality Index (DI) for Students with "Low" Well-Being by Indigenous Identity

Findings:

When examining students categorized with "low" well-being based on the MDI, we observe an over-representation of students that identify as indigenous (DI = 1.16, n = 266) compared to our overall student population. In contrast, students who do not identify as indigenous (DI = 0.99, n = 4785) and are categorized with "low" well-being align proportionally with our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students with the Absence of an Asset

The figure below presents a summary of the Disproportionality Index (DI) for students with both indigenous identity and available asset data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.



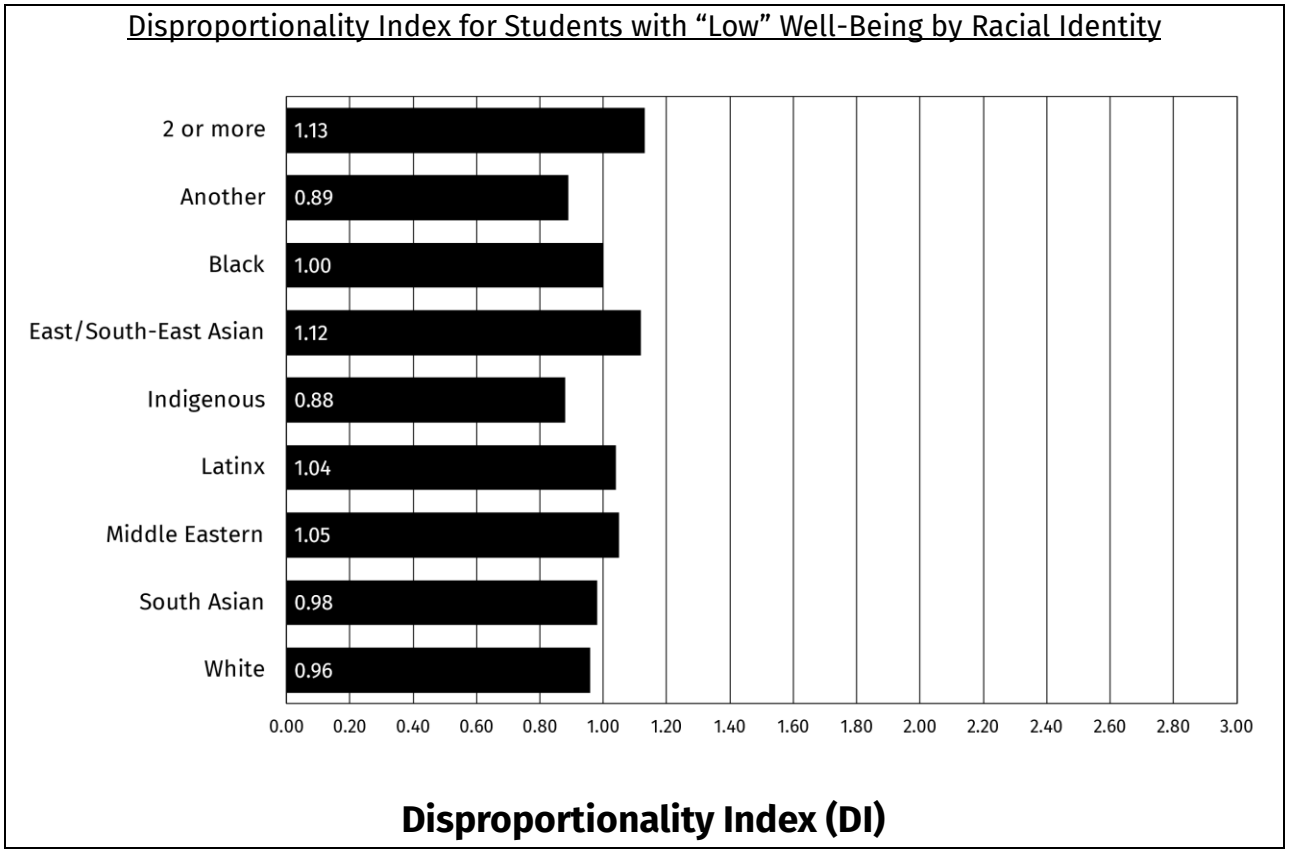
Findings:

When examining students categorized with the absence of each Asset based on the MDI (e.g., Adult Relationships, Peer Relationships, Nutrition & Sleep, and After-School Activities), we observe an over-representation of students that identify as indigenous for the peer relationship asset (DI = 1.12, n = 101) and nutrition and sleep asset (DI = 1.14, n = 264) compared to our overall student population. However, students who identify as indigenous are under-represented ((DI = 0.92, n = 558) with our student population within the Adult Relationship Asset. In contrast, students who do not identify as indigenous align proportionally with our student population across all assets. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED RACIAL IDENTITY

Outcome Group: Students with "Low" Well-Being

The figure below presents a summary of the Disproportionality Index (DI) for students with both racial identity and available well-being data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

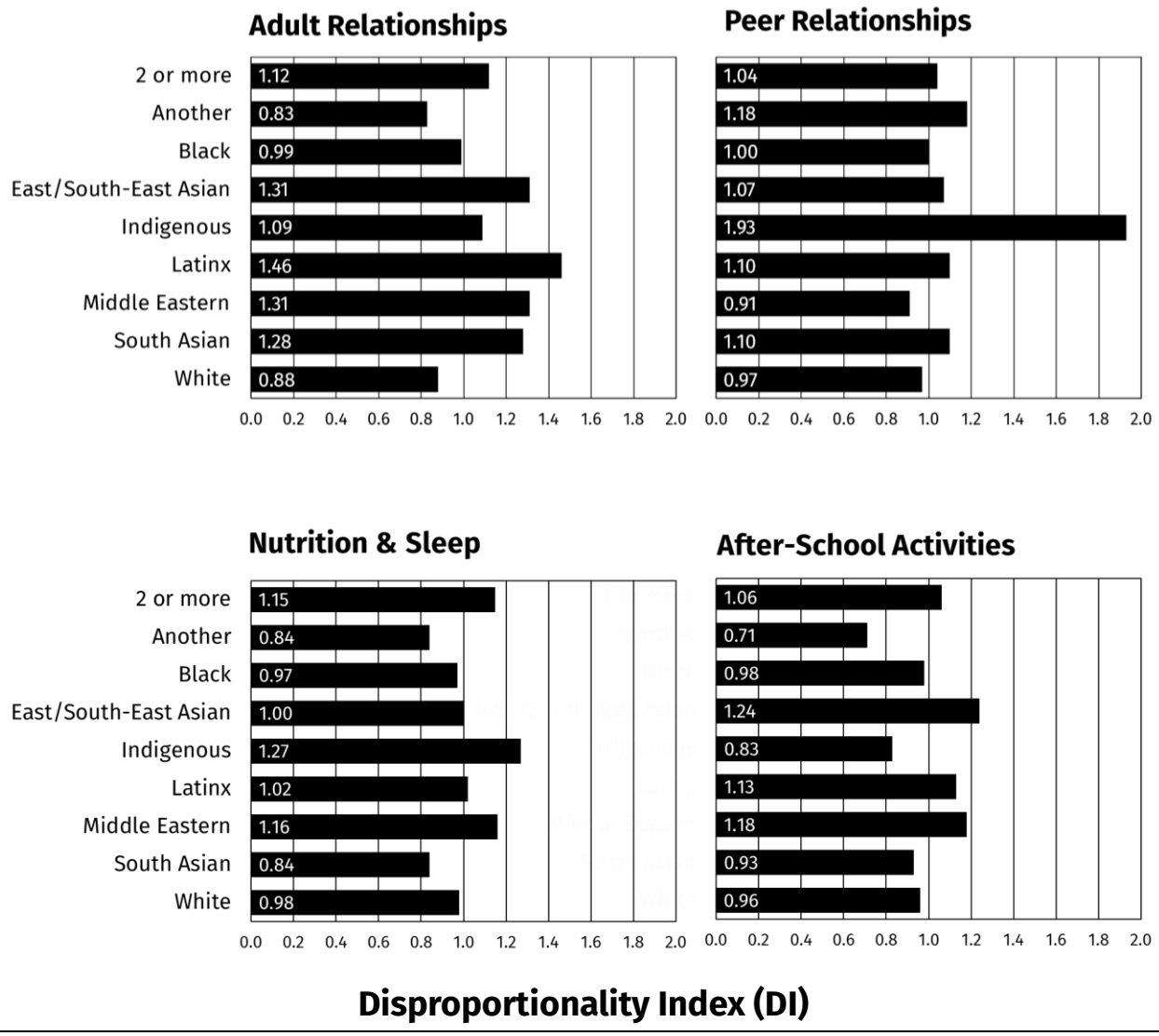


Findings: When examining students categorized with "low" well-being based on the MDI, we observe an over-representation of students that identify with two or more (DI = 1.13, n = 548), East/South-East Asian (DI = 1.12, n = 347) compared to our overall student population. In contrast, students who identify as black (DI = 1.00, n = 487), Latinx (DI=1.04, n = 253), Middle Eastern (DI = 1.05, n = 122), South Asian (DI = 0.98, n = 154) and White (DI = 0.96, n = 2,707) and are categorized with "low" well-being align proportionally with our student population. Students who identify as Another (DI = 0.89, n = 30) and Indigenous as a racial identity (DI = 0.88, n = 13) are in fact under-represented within the category "low" well-being compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students with the Absence of an Asset

The figure below presents a summary of the Disproportionality Index (DI) for students with both known racial identity and available asset data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students with absence of "Asset" by Racial Identity



Findings:

Adult Relationship: When examining students categorized with the absence of the Adult Relationship Asset based on the MDI, we observe an over-representation of students that identify as East/South-East Asian (DI = 1.31, n = 273), Indigenous (DI = 1.09, n = 12), Latinx (DI = 1.46, n = 247), Middle Eastern (DI = 1.31, n = 108), South Asian (DI = 1.28, n = 139) and two or more (DI = 1.12, n = 374). However, students who identify as black (DI = 0.99, n = 360) align proportionally with our student population within the Adult Relationship Asset. In contrast,

students who identify as Another (DI = 0.83, n = 20) and white (DI = 0.88, n = 1695) are in fact under-represented within the Adult Relationship Asset compared to our student population.

Peer Relationships: When examining students categorized with the absence of the Peer Relationships Asset based on the MDI, we observe an over-representation of students that identify as ESE Asian (DI = 1.07, n = 125), Indigenous (DI = 1.93, n = 12), Latinx (DI = 1.10, n = 105), South Asian (DI = 1.10, n = 67) and another (DI = 1.18, n = 16). However, students who identify as Black (DI = 1.00, n = 204), White (DI = 0.97, n = 1049), and two or more (DI = 1.04, n = 195) align proportionally with our student population within the Peer Relationships Asset. In contrast, students who identify as Middle Eastern (DI = 0.91, n = 42) are in fact under-represented within the Peer Relationships Asset compared to our student population.

Nutrition & Sleep: When examining students categorized with the absence of the Nutrition & Sleep Asset based on the MDI, we observe an over-representation of students that identify as Indigenous (DI = 1.27, n = 20), Middle Eastern (DI = 1.16, n = 137), and two or more (DI = 1.15, n = 550). However, students who identify as Black (DI = 0.97, n = 503), East/South-East Asian (DI = 1.00, n = 299), Latinx (DI = 1.02, n = 246) and White (DI = 0.98, n = 2695) align proportionally with our student population within the Nutrition & Sleep Asset. In contrast, students who identify as South Asian (DI = 0.84, n = 131) and Another (DI = 0.84, n = 29) are in fact under-represented within the Nutrition & Sleep Asset compared to our student population.

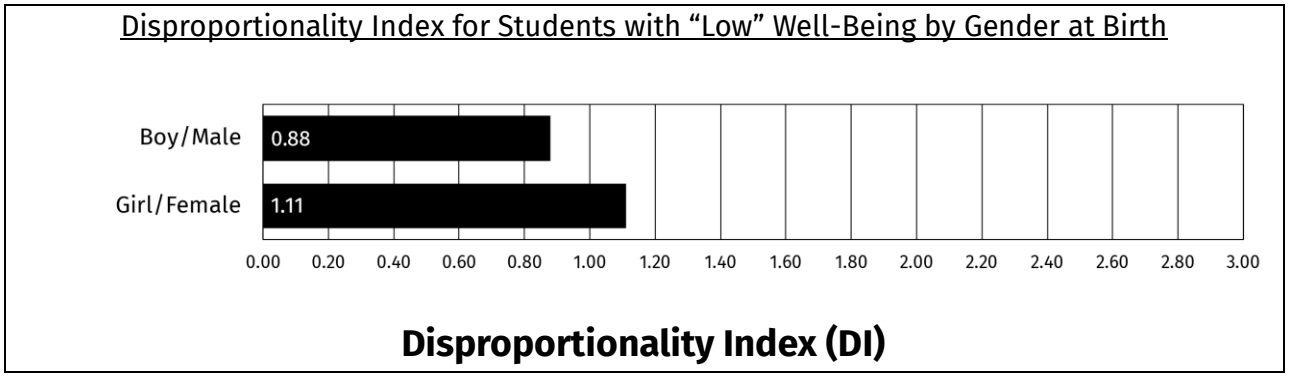
After-School Activities: When examining students categorized with the absence of the After-School Activities Asset based on the MDI, we observe an over-representation of students that identify as East/South-East Asian (DI = 1.24, n = 254), Latinx (DI = 1.13, n = 189), Middle Eastern (DI = 1.18, n = 96), and two or more (DI = 1.06, n = 349). However, students who identify as Black (DI = 0.98, n = 352) and White (DI = 0.96, n = 1815) align proportionally with our student population within the After-School Activities Asset. In contrast, students who identify as South Asian (DI = 0.93, n = 100), Indigenous (DI = 0.83, n = 37) and Another (DI = 0.71, n = 17) are in fact under-represented within the After-School Activities Asset compared to our student population.

For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED GENDER

Outcome Group: Students with "Low" Well-Being

The figure below presents a summary of the Disproportionality Index (DI) for students with both gender at birth identity and available well-being data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

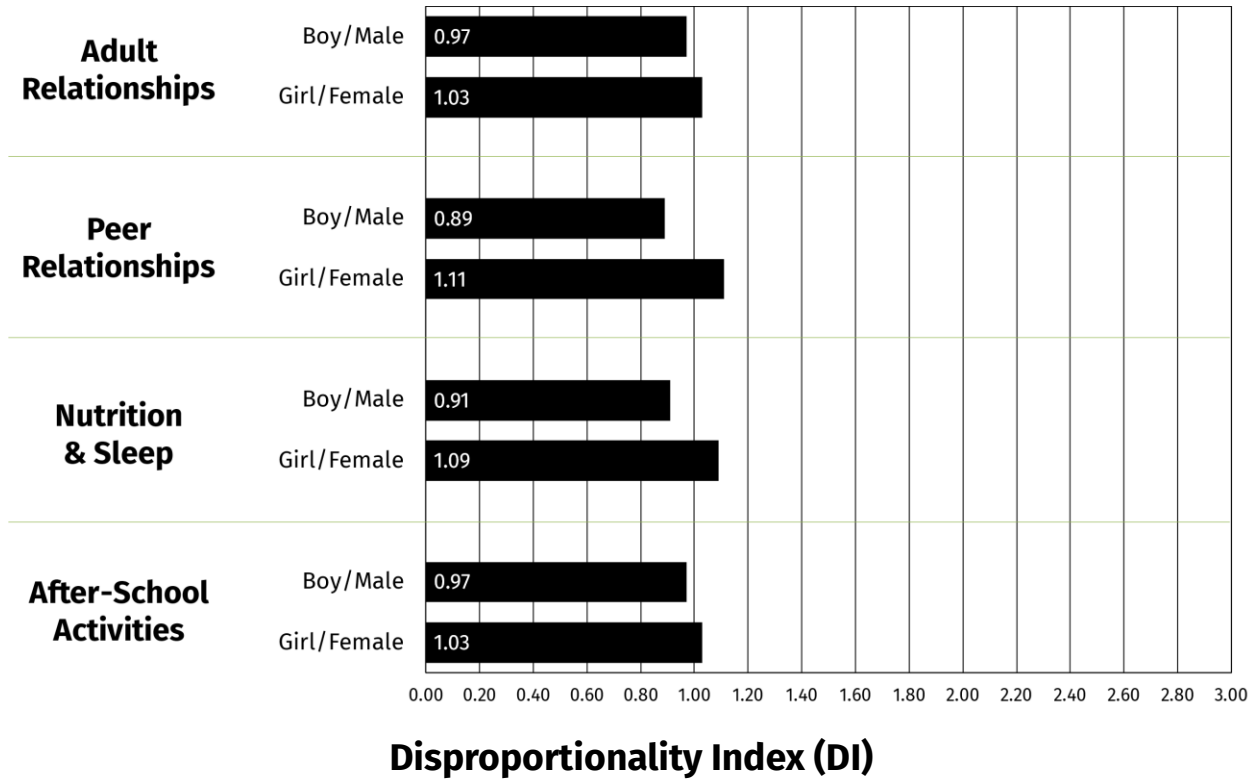


Findings: When examining students categorized with "low" well-being based on the MDI, we observe an over-representation of students that identify being born as a girl/female (DI = 1.11, n = 2892) compared to our overall student population. In contrast, students who identify as a being born a boy/male (DI = 0.88, n = 2176) and are categorized with "low" well-being are under-represented proportionally compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students with the Absence of an Asset

The figure below presents a summary of the Disproportionality Index (DI) for students with both known gender at birth identity and available asset data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students with absence of "Asset" by Gender at Birth



Findings:

Boy/male students: When examining students categorized with the absence of each Asset based on the MDI and who identify as a boy/male at birth, we observe an expected representation within the Adult Relationship Asset (DI = 0.97, n = 1678) and After-School Activities Asset (DI = 0.97, n = 1637). In contrast, we observe an under-represented within the Peer Relationships Asset (DI = 0.89, n = 896) and the Nutrition & Sleep Asset (DI = 0.91, n = 2252) compared to our student population.

Girl/female students: When examining students categorized with the absence of each Asset based on the MDI and who identify as girl/female at birth, we observe an expected representation within the Adult Relationship Asset (DI = 1.03, n = 1807) and After-School Activities Asset (DI = 1.03, n = 1758). In contrast, we observe an over-represented within the Peer Relationships Asset (DI = 1.11, n = 1134) and the Nutrition & Sleep Asset (DI = 1.09, n = 2727) compared to our student population.

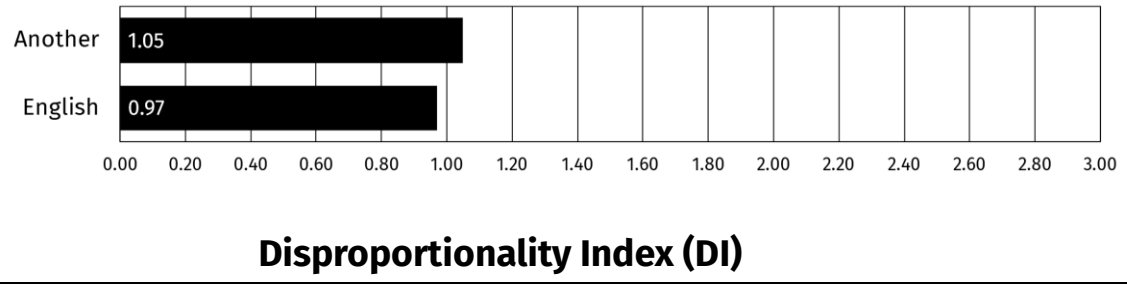
For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED LANGUAGE SPOKEN CATEGORY

Outcome Group: Students with "Low" Well-Being

The figure below presents a summary of the Disproportionality Index (DI) for students with both languages spoken at home and available well-being data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

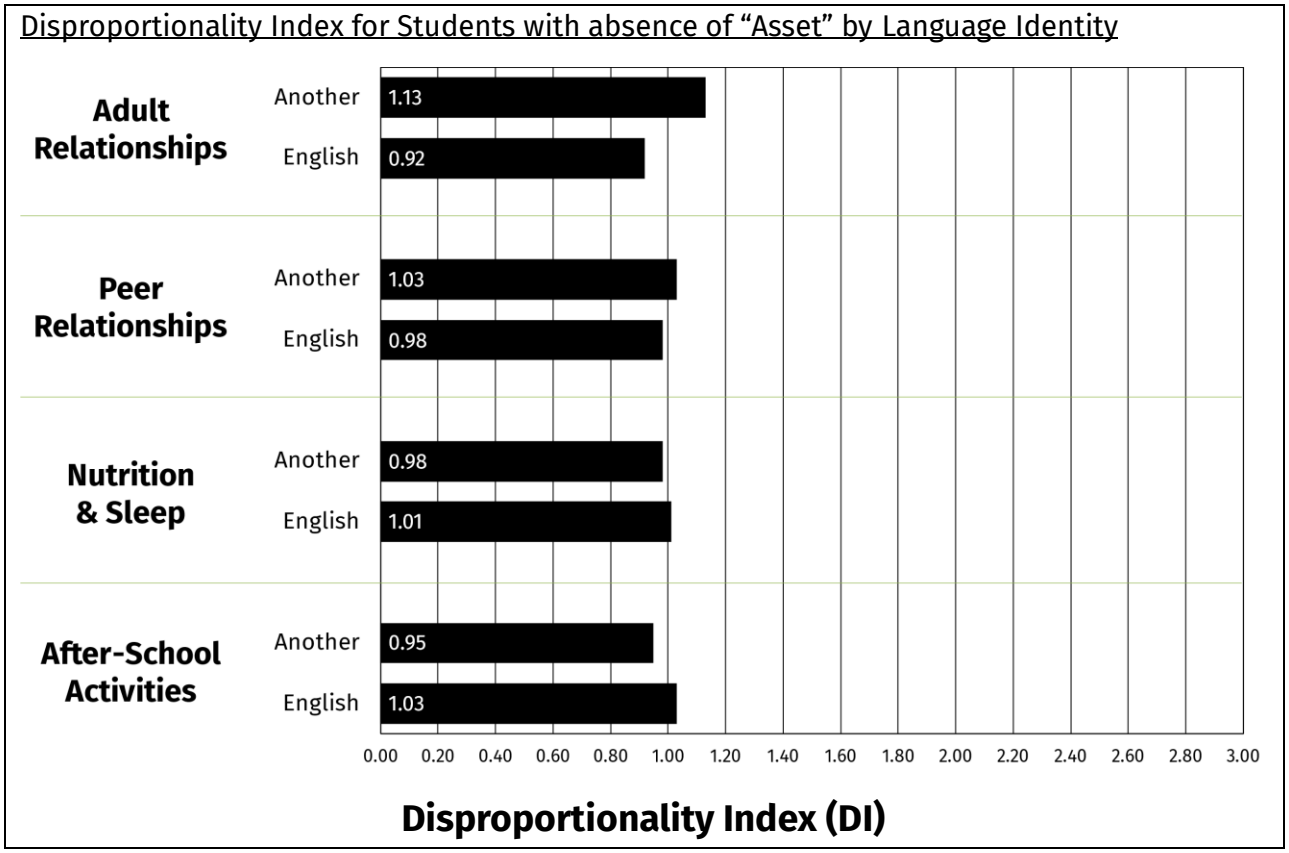
Disproportionality Index for Students with "Low" Well-Being by Language Identity



Findings: Examining students categorized with "low" well-being based on the MDI, we observe an over representation of students who identified as speaking another language (DI = 1.05, n = 1986) when compared to our student population. Students who identified as speaking English (DI = 0.97, n= 3145) and who were categorized with "low" well-being align proportionally with our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students with the Absence of an Asset

The figure below presents a summary of the Disproportionality Index (DI) for students with both known indigenous identity and available asset data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.



Findings:

Adult Relationships: When examining students categorized with the absence of the Adult Relationships Asset based on the MDI, we observe an over-representation of students that speak another language (DI = 1.13, n = 1496). In contrast, students who speak English (DI = 0.92, n = 2046) are under-represented within the Adult Relationships Asset compared to our student population.

Peer Relationships: When examining students categorized with the absence of the Peer Relationships Asset based on the MDI, we observe an expected alignment proportionally with our student population within this Asset for both students that speak English (DI = 0.98, n = 1264) and another language (DI = 1.03, n = 798).

Nutrition & Sleep: When examining students categorized with the absence of the Nutrition & Sleep Asset based on the MDI, we observe an expected alignment proportionally with our student population within this Asset for both students that speak English (DI = 1.01, n = 3178) and another language (DI = 0.98, n = 1858).

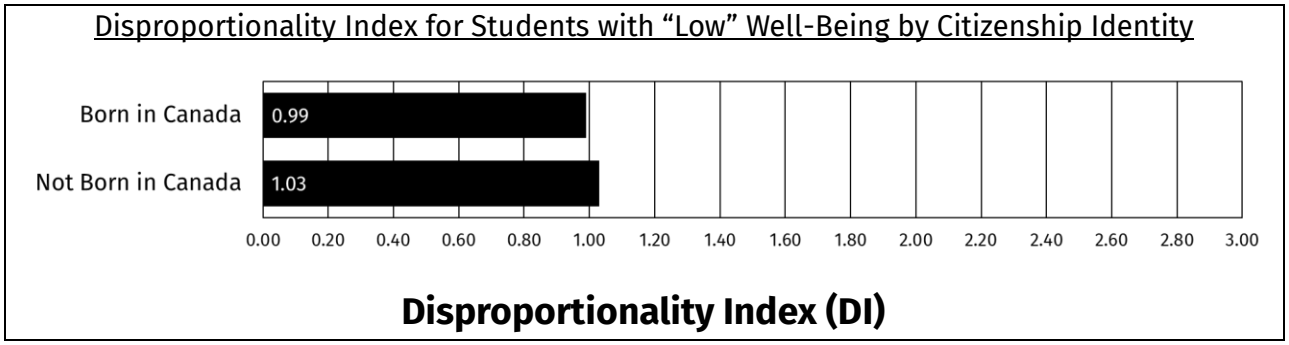
After-School Activities: When examining students categorized with the absence of the After-School Activities Asset based on the MDI, we observe an expected alignment proportionally with our student population within this Asset for students that speak English (DI = 1.03, n = 2212). Students who spoke another language (DI = 0.95, n = 1221) are underrepresented when compared to our student population.

For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED CANADIAN CITIZENSHIP STATUS

Outcome Group: Students with "Low" Well-Being

The figure below presents a summary of the Disproportionality Index (DI) for students with both indigenous identity and available well-being data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

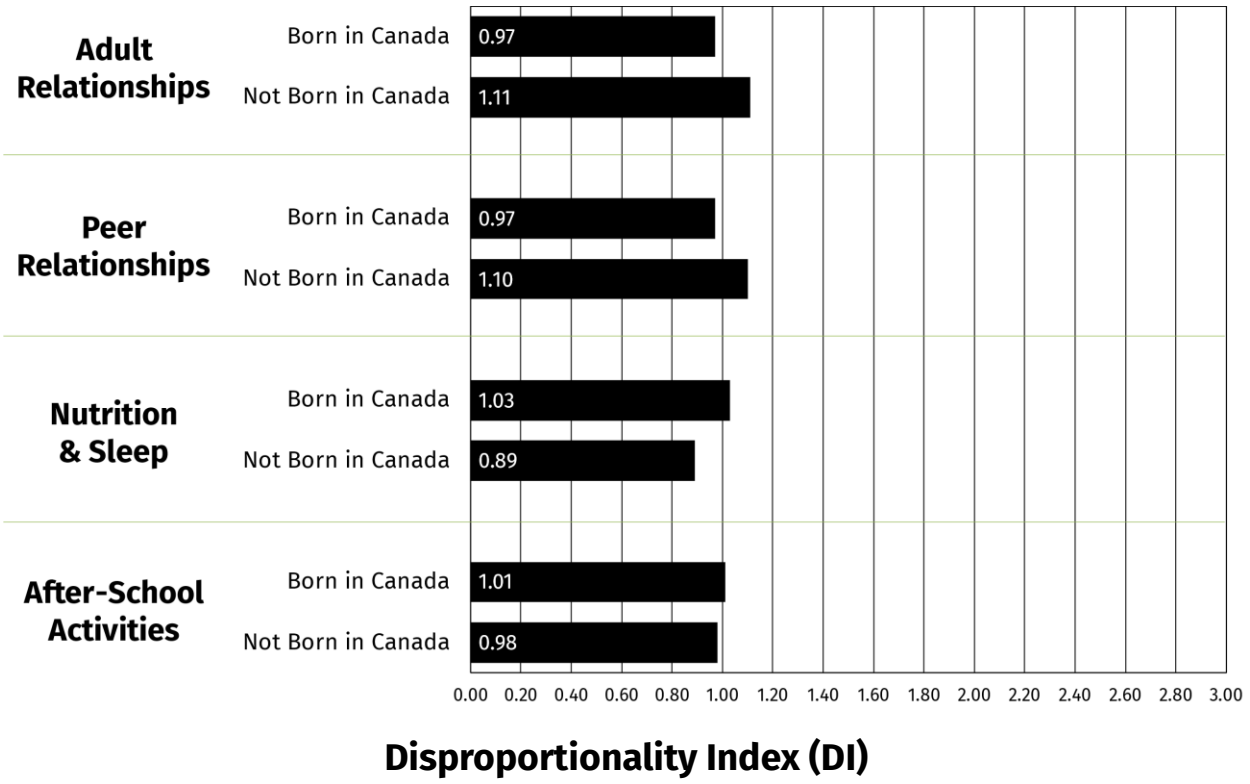


Findings: When examining students categorized with "low" well-being based on the MDI, we observe an expected representation of students that were born in Canada (DI = 1.03, n = 2776) and those that were not born in Canada (DI = 0.99, n = 701) and are categorized with "low" well-being align proportionally with our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students with the Absence of an Asset

The figure below presents a summary of the Disproportionality Index (DI) for students with both known indigenous identity and available asset data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the introductory Student Census report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students with absence of "Asset" by Citizenship Identity



Findings:

Students not born in Canada: When examining students categorized with the absence of an Asset based on the MDI, we observe an over-representation of students for the Adult Relationships Asset (DI = 1.11, n = 552), and the Peer Relationships Asset (DI=1.10, n = 293). However, students align proportionally with our student population within the After-School Activities Asset. In contrast, students were under-represented within the Nutrition & Sleep Asset (DI = 0.89, n = 644) compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Students born in Canada: When examining students categorized with the absence of an Asset based on the MDI, we observe an expected representation across all Assets: Adult relationships (DI = 0.97, n = 1929), Peer Relationships (DI = 0.97, n= 1037), Nutrition & Sleep (DI = 1.03, n = 2949), and After-School Activities (DI = 1.01, n = 1959). For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

CONCLUSION

The purpose of this report is to report the findings from the analysis joining our student demographic information from our student surveys to various student outcome data held by the board. Our next steps are to host a series of town hall sessions and co-create concreate action plans to support the disproportionalities found within this analysis based on 2021-2022 joined data. May want to list the groups we are in consultation with:

In conclusion, the 2021 2021 Student Census, conducted by the Waterloo Catholic District School Board (WCDSB), stands as a testament to our commitment to equity, inclusivity, and continuous improvement within our learning community. Rooted in our Catholic tradition and guided by Gospel values, this census was a data collection exercise guided by our moral imperative to uphold the dignity and respect of every individual entrusted to our care.

Through a meticulous process involving collaboration, feedback, and adherence to legislative guidance, we developed and administered the census with the utmost integrity and sensitivity. Recognizing the diverse identities and experiences of our students, we ensured that the survey was accessible, voluntary, and inclusive, with provisions for accommodations and language support.

The census results offer us invaluable insights into the demographic makeup and lived experiences of our student population, enabling us to identify disparities, gaps, and areas for improvement. By analyzing the data collected, we can better understand the unique needs of our students and tailor our support services and programs accordingly.

Furthermore, the transparency and accountability embedded in our technical procedures and data flow underscore our commitment to privacy and security while maximizing the utility of the gathered information. Through both Phase I and Phase II of data dissemination and interpretation, we are well positioned to embark on a journey of reflection, reconciliation, and action.

The 2021 2021 Student Census serves as a catalyst for positive change, empowering us to foster a more inclusive, supportive, and enriching learning environment for all members of the WCDSB community. As we move forward, guided by our shared values and principles, we remain steadfast in our dedication to advancing equity, justice, and excellence in education.

<u>Next Steps</u>
Public Consultation

APPENDIX – DETAILED DISPROPORTIONALITY FOR MIDDLE YEARS INSTRUMENT (MDI) DATA SET

As not all students responded to the demographic questions, fewer students are reflected in the disaggregated results below. The tables show outcome groups for students reporting "low" well-being and the absence of specific assets, first for all students, followed by results for those who completed the demographic questions.

"Low" Well-being

Number of participating students on the MDI (2022)	% of students with "Low" Well-Being
10893	47.6%

Number of participating students on the MDI with demographic results (2022)	% of students with "Low" Well-Being
10889	47.6%

Absence of specific assets

Number of participating students on the MDI (2022)	% of students with absence of Adult Relationship	% of students with absence of Peer Relationship	% of students with absence of Nutrition & Sleep	% of students with absence of After-School Activities
10893	32.2%	18.8%	46.0%	31.4%

Number of participating students on the MDI with demographic results (2022)	% of students with absence of Adult Relationship	% of students with absence of Peer Relationship	% of students with absence of Nutrition & Sleep	% of students with absence of After-School Activities
10889	32.2%	18.8%	45.9%	31.4%

STUDENT OUTCOME GROUPS EXPLORED WITHIN THIS DATA SET:

These results use the equity questions from the MDI not the census.

- **Group 1:** Students with "Low" Well-Being
- **Group 2:** Students with the absence of an "Asset" (e.g., Adult Relationship, Peer Relationship, Nutrition & Sleep, After-School Activities)

Group 1: Disproportionality Index (DI) for students with "Low" Well-Being by self-identified equity groups measured on the Middle-Years Development Instrument (MDI)

Indigenous Identity	Population		Outcome: "Low" Well-being		DI	Interpretation of DI
	#	%	#	%		
Indigenous	558	4.7%	266	5.3%	1.16	Over-represented
Not Indigenous	11287	95.3%	4785	94.7%	0.99	
Total	**11845**	**100%**	**5051**	**100%**		

Racial Identity	Population		Outcome: "Low" Well-being		DI	Interpretation of DI
	#	%	#	%		
2 or more	1121	10.4%	548	11.8%	1.13	Over-represented
Another	81	0.7%	30	0.6%	0.89	Under-represented
Black	1217	11.3%	487	10.4%	1.00	
East/South-East Asian	698	6.5%	347	7.4%	1.12	Over-represented
Indigenous	37	0.3%	13	0.3%	0.88	Under-represented
Latinx	567	5.2%	253	5.4%	1.04	
Middle Eastern	276	2.6%	122	2.6%	1.05	
South Asian	364	3.4%	154	3.3%	0.98	
White	6452	59.7%	2707	58.1%	0.96	
Total	**10813**	**100%**	**4661**	**100%**		

Gender Identity	Population		Outcome: "Low" Well-being		DI	Interpretation of DI
	#	%	#	%		
Another	93	0.8%	33	0.6%	1.10	Over-represented
Boy/Male	5979	49.6%	2176	42.7%	0.88	Under-represented
Girl/Female	6077	50.4%	2892	56.7%	1.11	Over-represented
Total	**12149**	**100%**	**5101**	**100%**		

Language	Population		Outcome: "Low" Well-being		DI	Interpretation of DI
	#	%	#	%		
Another	4460	37.5%	1986	38.7%	1.05	Over-represented
English	7439	62.5%	3145	61.3%	0.97	

Language	Population		Outcome: "Low" Well-being		DI	Interpretation of DI
	#	%	#	%		
Total	**11899**	**100%**	**5131**	**100%**		

Citizenship	Population		Outcome: "Low" Well-being		DI	Interpretation of DI
	#	%	#	%		
Do not know	47	0.6%	27	0.8%	1.33	Over-represented
Not Born in Canada	1450	19.9%	701	20.0%	1.03	
Born in Canada	5789	79.5%	2776	79.2%	0.99	
Total	**7286**	**100%**	**3504**	**100%**		

Group 2: Disproportionalities for students with the absence of an "Asset" (e.g., Adult Relationship, Peer Relationship, Nutrition & Sleep, After-School Activities) by self-identified equity groups measured on the Middle-Years Development Instrument (MDI)

Indigenous Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Asset: Adult Relationship						
Indigenous	558	4.7%	150	4.3%	0.92	Under-represented
Not Indigenous	11287	95.3%	3327	95.7%	1.00	
Total	**11845**	**100%**	**3477**	**100%**		
Asset: Peer Relationship						
Indigenous	558	4.7%	106	5.3%	1.12	Over-represented
Not Indigenous	11287	95.3%	1901	94.7%	0.99	
Total	**11845**	**100%**	**2007**	**100%**		
Asset: Nutrition and Sleep						
Indigenous	558	4.7%	264	5.3%	1.14	Over-represented
Not Indigenous	11287	95.3%	4672	94.7%	0.99	
Total	**11845**	**100%**	**4936**	**100%**		
Asset: After-School Activities						
Indigenous	558	4.7%	163	4.8%	1.00	
Not Indigenous	11287	95.3%	3216	95.2%	1.02	
Total	**11845**	**100%**	**3379**	**100%**		

Racial Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Asset: Adult Relationship						
2 or more	1121	10.4%	374	11.6%	1.12	Over-represented
Another	81	0.7%	20	0.6%	0.83	Under-represented

Racial Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Black	1217	11.3%	360	11.2%	0.99	
East/South-East Asian	698	6.5%	273	8.5%	1.31	Over-represented
Indigenous	37	0.3%	12	0.4%	1.09	Over-represented
Latinx	567	5.2%	247	7.7%	1.46	Over-represented
Middle Eastern	276	2.6%	108	3.3%	1.31	Over-represented
South Asian	364	3.4%	139	4.3%	1.28	Over-represented
White	6452	59.7%	1695	52.5%	0.88	Under-represented
Total	**10813**	**100%**	**3228**	**100%**		
Asset: Peer Relationship						
2 or more	1121	10.4%	195	10.7%	1.04	
Another	81	0.7%	16	0.9%	1.18	Over-represented
Black	1217	11.3%	204	11.2%	1.00	
East/South-East Asian	698	6.5%	125	6.9%	1.07	Over-represented
Indigenous	37	0.3%	12	0.7%	1.93	Over-represented
Latinx	567	5.2%	105	5.8%	1.10	Over-represented
Middle Eastern	276	2.6%	42	2.3%	0.91	Under-represented
South Asian	364	3.4%	67	3.7%	1.10	Over-represented
White	6452	59.7%	1049	57.8%	0.97	
Total	**10813**	**100%**	**1815**	**100%**		
Asset: Nutrition and Sleep						
2 or more	1121	10.4%	550	11.9%	1.15	Over-represented
Another	81	0.7%	29	0.6%	0.84	Under-represented
Black	1217	11.3%	503	10.9%	0.97	
East/South-East Asian	698	6.5%	299	6.5%	1.00	
Indigenous	37	0.3%	20	0.4%	1.27	Over-represented
Latinx	567	5.2%	246	5.3%	1.02	
Middle Eastern	276	2.6%	137	3.0%	1.16	Over-represented
South Asian	364	3.4%	131	2.8%	0.84	Under-represented
White	6452	59.7%	2695	58.5%	0.98	
Total	**10813**	**100%**	**4610**	**100%**		
Asset: After-School Activities						
2 or more	1121	10.4%	349	11.0%	1.06	Over-represented
Another	81	0.7%	17	0.5%	0.71	Under-represented
Black	1217	11.3%	352	11.1%	0.98	
East/South-East Asian	698	6.5%	254	8.0%	1.24	Over-represented
Indigenous	37	0.3%	<10	<0.1%	–	
Latinx	567	5.2%	189	5.9%	1.13	Over-represented
Middle Eastern	276	2.6%	96	3.0%	1.18	Over-represented
South Asian	364	3.4%	100	3.1%	0.93	Under-represented
White	6452	59.7%	1815	57.1%	0.96	

Racial Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Total	**10813**	**100%**	**3181**			

Gender Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Asset: Adult Relationship						
Another	93	0.8%	26	0.7%	0.97	
Boy/Male	5979	49.2%	1678	47.8%	0.97	
Girl/Female	6077	50.0%	1807	51.5%	1.03	
Total	**12149**	**100%**	**3511**	**100%**		
Asset: Peer Relationship						
Another	93	0.8%	16	0.8%	1.02	
Boy/Male	5979	49.2%	896	44.1%	0.89	Under-represented
Girl/Female	6077	50.0%	1134	55.9%	1.11	Over-represented
Total	**12149**	**100%**	**2046**	**100%**		
Asset: Nutrition and Sleep						
Another	93	0.8%	27	0.5%	0.70	Under-represented
Boy/Male	5979	49.2%	2252	45.2%	0.91	Under-represented
Girl/Female	6077	50.0%	2727	54.8%	1.09	Over-represented
Total	**12149**	**100%**	**5006**	**100%**		
Asset: After-School Activities						
Another	93	0.8%	21	0.6%	0.80	Under-represented
Boy/Male	5979	49.2%	1637	48.2%	0.97	
Girl/Female	6077	50.0%	1758	51.8%	1.03	
Total	**12149**	**100%**	**3416**	**100%**		

Language Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Asset: Adult Relationship						
Another	4460	37.5%	1496	42.2%	1.13	Over-represented
English	7439	62.5%	2046	57.8%	0.92	Under-represented
Total	**11899**	**100%**	**3542**	**100%**		
Asset: Peer Relationship						
Another	4460	37.5%	798	38.7%	1.03	
English	7439	62.5%	1264	61.3%	0.98	
Total	**11899**	**100%**	**2062**	**100%**		
Asset: Nutrition and Sleep						
Another	4460	37.5%	1858	36.9%	0.98	
English	7439	62.5%	3178	63.1%	1.01	
Total	**11899**	**100%**	**5036**	**100%**		

Language Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Asset: After-School Activities						
Another	4460	37.5%	1221	35.6%	0.95	Under-represented
English	7439	62.5%	2212	64.4%	1.03	
Total	**11899**	**100%**	**3433**	**100%**		

Citizenship Identity	Population		Outcome: Absence of an "Asset"		DI	Interpretation of DI
	#	%	#	%		
Asset: Adult Relationship						
Do not know	47	0.6%	18	0.7%	1.12	Over-represented
Not Born in Canada	1450	19.9%	552	22.1%	1.11	Over-represented
Born in Canada	5789	79.5%	1929	77.2%	0.97	
Total	**7286**	**100%**	**2499**	**100%**		
Asset: Peer Relationship						
Do not know	47	0.6%	13	1.0%	1.50	Over-represented
Not Born in Canada	1450	19.9%	293	21.8%	1.10	Over-represented
Born in Canada	5789	79.5%	1037	77.2%	0.97	
Total	**7286**	**100%**	**1343**	**100%**		
Asset: Nutrition and Sleep						
Do not know	47	0.6%	23	0.6%	0.99	
Not Born in Canada	1450	19.9%	644	17.8%	0.89	Under-represented
Born in Canada	5789	79.5%	2949	81.6%	1.03	
Total	**7286**	**100%**	**3616**	**100%**		
Asset: After-School Activities						
Do not know	47	0.6%	12	0.5%	0.76	Under-represented
Not Born in Canada	1450	19.9%	480	19.6%	0.98	
Born in Canada	5789	79.5%	1959	79.9%	1.01	
Total	**7286**	**100%**	**2451**	**100%**		