STUDENT CENSUS 2022

Suspension Disproportionality Analysis

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Background

The HCDSB's Student Census is part of an effort to create and promote a more equitable and inclusive learning environment, where all students can achieve, believe, and belong. As such, it was developed with guidance from the Ministry of Education's Education Equity Secretariat and in line with the Anti-Racism Data Standards (ARDS) established by the Anti-Racism Act, 2017. The Student Census data is intended to enable HCDSB to help every student in our board achieve justice, as noted in our Catholic social teaching, by allowing us to verify, measure, address, and monitor systemic disparities that may be impacting student achievement and well-being.

This report follows the June 2023 *Student Census 2022: Student Achievement Disproportionalities, which* analyzed disproportionalities in student achievement, including EQAO and report card marks along several lines of identity. In the current report, we once again are using the census data collected to examine student engagement and wellbeing, specifically looking at disproportionalities of student disciplinary outcome by focusing on suspensions. This approach is in line with the ARDS and is to be used to better understand system inequities.

Analyses

The student engagement and wellbeing outcome measure used in this report are the suspensions for the 2022-2023 school year. This measure was chosen after examination of best practices for school boards across Ontario and is a required component of Provincial School Achievement Plans. As required, initial analyses have been presented to relevant community groups for feedback. The qualitative data collected in these consultations informed the final analyses and interpretations presented below.

Suspension Measures

ONSIS Suspension. The ONSIS Suspensions recorded in Powerschool Disciplinary Incident tables is the data set used in this analysis. Students who had an ONSIS Suspension recorded in Powerschool during the 2022-2023 school year were included in this analysis. Please note, that while all suspension letters generated by school principals require Powerschool Disciplinary Incidents, there may be minor discrepancies in total numbers due to revisions, appeals, or incidences of human error in data entry. The estimated potential discrepancy in 2022-2023 is approximately 1%.

Disproportionality Index

As noted in Standard 29 of the ARDS, the disproportionality index (DI) is a measure of a group's overrepresentation or underrepresentation in a program or outcome compared to their share of the overall population.

- o A DI less than 1 means that there is *underrepresentation* of students in a given program or outcome.
- o A DI greater than 1 means that there is *overrepresentation* of students in a given program or outcome.
- o A DI of 1 means that there is *equal* representation of students in a given program or outcome.

The equation for the disproportionality index is as follows:

$$\text{Disproportionality Index} = \frac{\% \text{ of students from Group A in a particular program or outcome}}{\% \text{ of students from Group A in the overall population}}$$

Understanding this Report

In this report, bar charts are presented to show the disproportionality index between the percentage of students who responded to the Student Census that are in the given category and the percentage who were suspended (i.e., to show disproportionality of suspensions for our HCDSB students based on Student Census data). Individual groups are shown only when there are counts of above 15. This is in line with data suppression rules set by the ARDS.

As noted above, the bar charts demonstrate disproportionality of an outcome of suspension. These charts can be read by looking at the colour of each bar: **orange** representing positive disproportionality, above 1, **blue** representing a negative disproportionality below 1, and **grey** representing perfect proportionality at 1. Note that a dotted line crosses each chart at 1 to show where perfect proportionality should be. Generally, a further distance from that line, the greater the degree of disproportionality (either positive or negative).

Example: Bar Chart Showing Disproportionality Indices
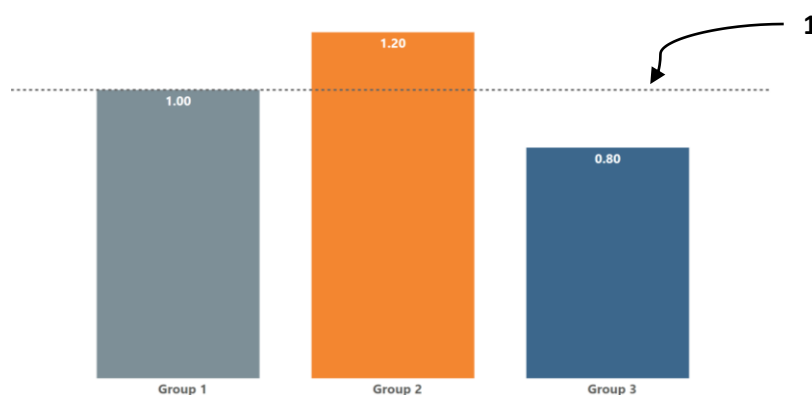
In this sample bar chart, Group 1 shows no disproportionality, Group 2 shows an overrepresentation within the given outcome, and Group 3 shows an underrepresentation within the given outcome.

Important Note to the Reader about Interpretation

The data presented in this report are a descriptive analysis only. Additional context is required in order to be interpreted and applied to HCDSB programs and services. The data within this report seem to suggest that disproportionalities of student discipline exist at HCDSB. Initial consultation with relevant groups points to a number of factors that require additional analysis, including issues around school climate. We intend to further examine these descriptive results, by using other Student Census and Statistics Canada data (i.e., income) shown to be confounding factors to student discipline.

Suspensions (Elementary and Secondary Combined)

The following charts show the disproportionality of share of students from each demographic group amongst suspended students.

- There is marked disproportionality for suspensions amongst **Race, Gender Identity, and Disability Status** categories. Community members noted that these disproportionalities may reflect the different ways that behaviour is perceived by adults within schools, based in particular on gender and race.

- **Religion** shows much less variation amongst different groups.

RACE

Black	Latino/Latina	Middle Eastern	Multiple Races	South Asian	Southeast Asian	White
1.8	0.9	1.5	1.6	0.5	1.1	0.8

DISABILITY

Person with disability	Person without disability	Unsure
1.5	0.9	1.0

GENDER IDENTITY

Girl	Boy	Additional Gender Identities
0.6	1.4	1.3

RELIGION

Christian - Other forms	Additional Religions	Muslim	Christian - Roman Catholic	No religious or spiritual affiliation
1.3	1.1	1.0	1.0	0.6