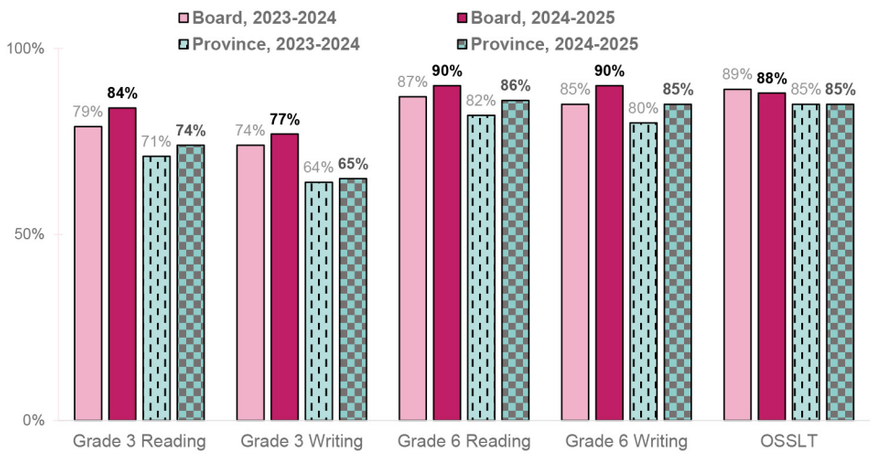
# Student Achievement Plan: Halton CDSB

## 2024-2025 Academic Year

### Achievement of Learning Outcomes in Core Academic Skills

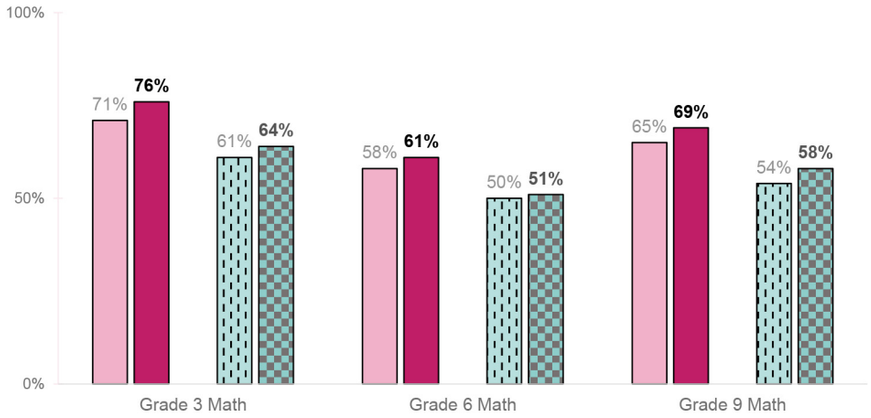
**Goal: Improve students' literacy learning and achievement**

**Measure:** % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.




**Goal: Improve students' math learning and achievement**

**Measure:** % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



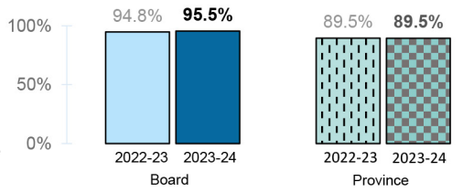

## 2024-2025 Academic Year

### Preparation of Students for Future Success

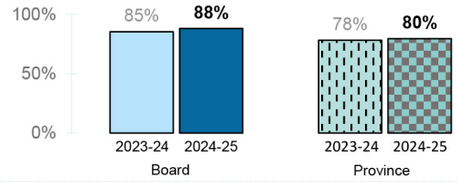
**Goal: Improve students' graduation rates and preparedness for future success**

**Measure:** % of students graduating with an OSSD within five years of starting Grade 9

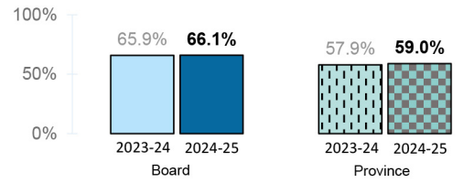
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



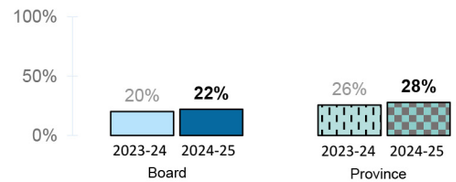

**Measure:** % of students who earn 16 or more credits by the end of Grade 10



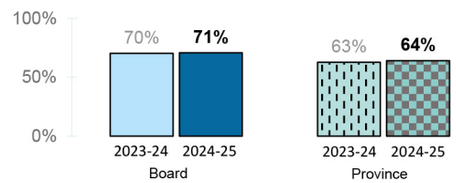

**Measure:** % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses




**Measure:** % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)




**Measure:** % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

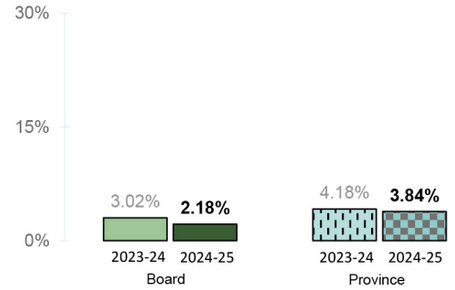



## 2024-2025 Academic Year

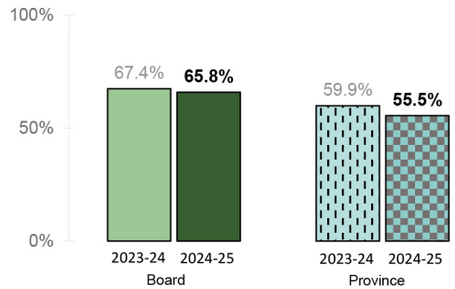
### Student Engagement & Well-Being

**Goal: Improve students' participation in class time and learning**

**Measure:** % of students in Grades 4-12 who were suspended at least once

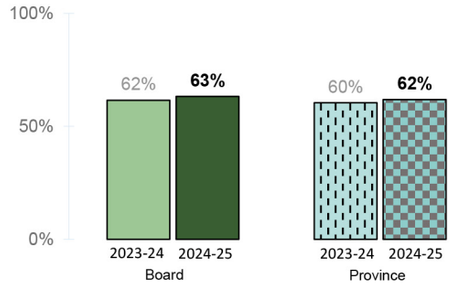



**Measure:** % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent




**Goal: Improve student well-being**

**Measure:** % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health




Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.
#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

# Student Achievement Plan: Halton CDSB

2024-2025 Academic Year

## Achievement of Learning Outcomes in Core Academic Skills

### Goal: Improve students' literacy learning and achievement

| | School Board | Province |
|---|---|---|
| % of students who meet or exceed the provincial standard on: | | |
| Grade 3 EQAO Reading | 84% | 74% |
| Grade 3 EQAO Writing | 77% | 65% |
| Grade 6 EQAO Reading | 90% | 86% |
| Grade 6 EQAO Writing | 90% | 85% |
| % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL | 88% | 85% |

### Goal: Improve students' math learning and achievement

| | | |
|---|---|---|
| % of students who meet or exceed the provincial standard on: | | |
| Grade 3 EQAO Math | 76% | 64% |
| Grade 6 EQAO Math | 61% | 51% |
| Grade 9 EQAO Math | 69% | 58% |

| Additional School Board Measures | School board |
|---|---|
| | |
| | |
| | |

2024-2025 Academic Year

## Preparation of Students for Future Success

### Goal: Improve students' graduation rates and preparedness for future success

| % of students… | School Board | Province |
|---|---|---|
| who earn 16 or more credits by the end of Grade 10 | 88% | 80% |
| who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program) | 22% | 28% |
| who graduated with an OSSD within five years of starting Grade 9 (2023-2024) | 95.5% | 89.5% |
| who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses | 66.1% | 59.0% |
| who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc) | 71% | 64% |

| Additional School Board Measures | School board |
|---|---|
| | |
| | |
| | |

2024-2025 Academic Year

## Student Engagement & Well-Being

### Goal: Improve students' participation in class time and learning

| % of students… | School Board | Province |
|---|---|---|
| in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent | 65.8% | 55.5% |
| in Grades 4-12 who were suspended at least once | 2.18% | 3.84% |

### Goal: Improve student well-being

| | | |
|---|---|---|
| % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health | 63% | 62% |

| Additional School Board Measures | School board |
|---|---|
| | |
| | |
| | |

## Actions our School Board Will Take to Improve

To improve literacy and achievement:

1. Continue supporting schools to analyze school-level EQAO data and address learning gaps to improve student achievement.
2. Identify and address disproportionalities in school and board achievement data.
3. Use reading intervention programs to address the needs of struggling readers.
4. Ongoing professional development for educators to strengthen literacy instruction.
5. Implement the HCDSB Math Achievement Action Plan, focusing on specific content areas where data suggests students need additional support.
6. Provide professional development to deepen staff understanding about math content and instruction.
7. Use digital tools (e.g.Knowledgehook) to assess student learning needs.
8. Maintain partnerships with external agencies to support tutoring for students requiring additional help.
9. Uphold high expectations for all learners and align services with the Special Education Annual Plan
10. Use Individual Education Plans (IEP) for special education students to ensure equity of access to learning opportunities

To improve graduation rates and ensure students are prepared for future success:

1. Continue implementing Equity Audit recommendations.
2. Support the Graduation Program for Black Students to improve graduation rates and support pathway exploration.
3. Explore partnerships with diverse post-secondary institutions to promote a range of pathways for students through the HCDSB Center for Black Excellence.
4. Build capacity and intentional goals with schools to analyze credit accumulation rates, course averages, failure analysis forms based on overall expectations, and learning skills data.
5. Monitor failure patterns and implement strategies to improve credit accumulation.
6. Expand in-school Alternative Education for flexibility, credit recovery, and alternative learning environments.
7. Implement strategies to help students recover credits and remain on track for graduation.
8. Implement mPLAR for students who are 18 years of age or older.
9. Strengthen school capacity to support vulnerable students.
10. Offer SHSM application workshops to support and maintain student enrollment in SHSM.
11. Increase equitable access to specialized courses.

To improve student engagement, participation in learning, and overall well-being:

1. Implement an action plan to reduce disproportionate suspensions through education, relationship building, and bias mitigation.
2. Support identity-affirming spaces, including the Centre for Black Excellence.
3. Continue equity-focused strategies and initiatives such as the Black Excellence Student/Parent Symposia and the Youth Equity Symposium.
4. Provide ongoing professional development on Safe, Inclusive, and Welcoming Schools.
5. Deliver ongoing board- and school-level anti-bullying awareness initiatives through the HCDSB Bullying Prevention and Intervention Standing Committee.
6. Offer guest speaker events for students and families that promote mental health awareness and student safety, including Anti-Sex Trafficking presentations.
7. Support mental health and social-emotional learning through tiered interventions, specialized programs, Second Step, and safeTalk.
8. Continue to build student awareness of available mental health supports through student focused groups, student conferences, guest speakers, etc.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.