

HWDSB



Disproportionalities Report

Program Committee

September 21, 2023

curiosity

creativity

possibility

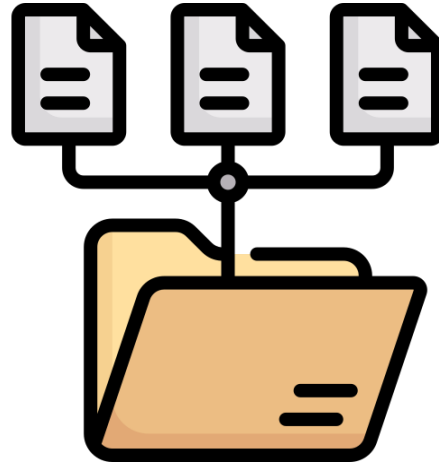
- We All Count: HWDSB Student Census
 - What it is
 - How it was done
 - How it is being used





- Introduction
 - Answering the 'what', 'why' 'how'
 - limitations

curiosity



- Chapters
 - Importance
 - Background
 - How to read the chart
 - Findings
 - What does this mean?

creativity

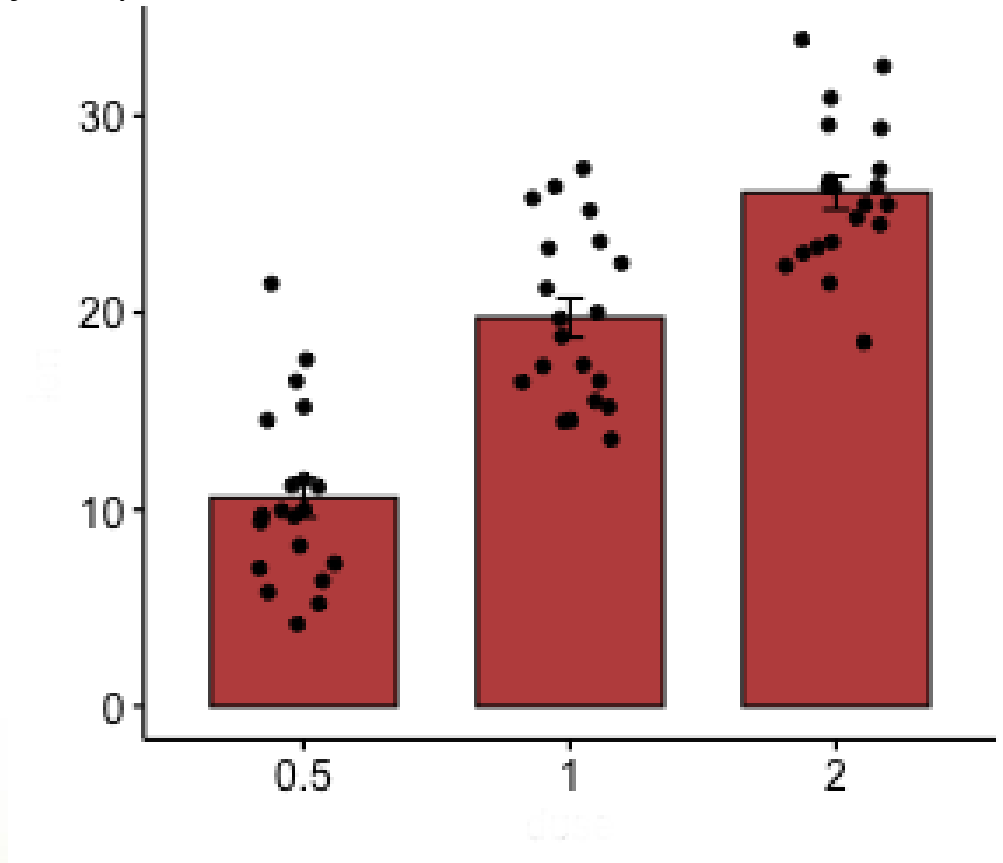


- Next Steps

(Appendices)

possibility

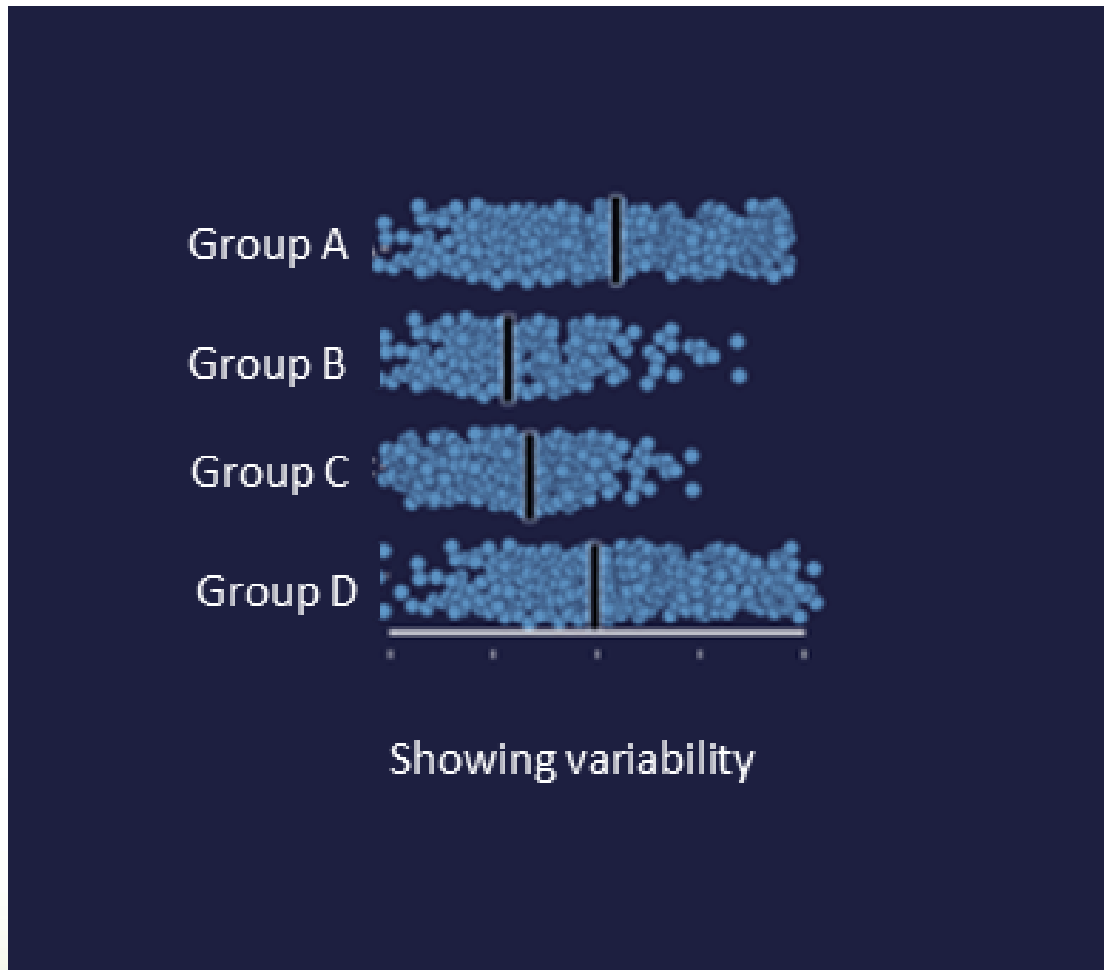
Bar chart and jitter plot showing the same data. The bars show the average. The jitter plot shows the individual values:



Introducing Jitter Plots

Reference for jitter plot vs bar chart visuals: [Unfair Comparisons: How Visualizing Social Inequality Can Make It Worse | Nightingale \(nightingaledvs.com\)](#)

Jitter plot and bar chart showing the same data:

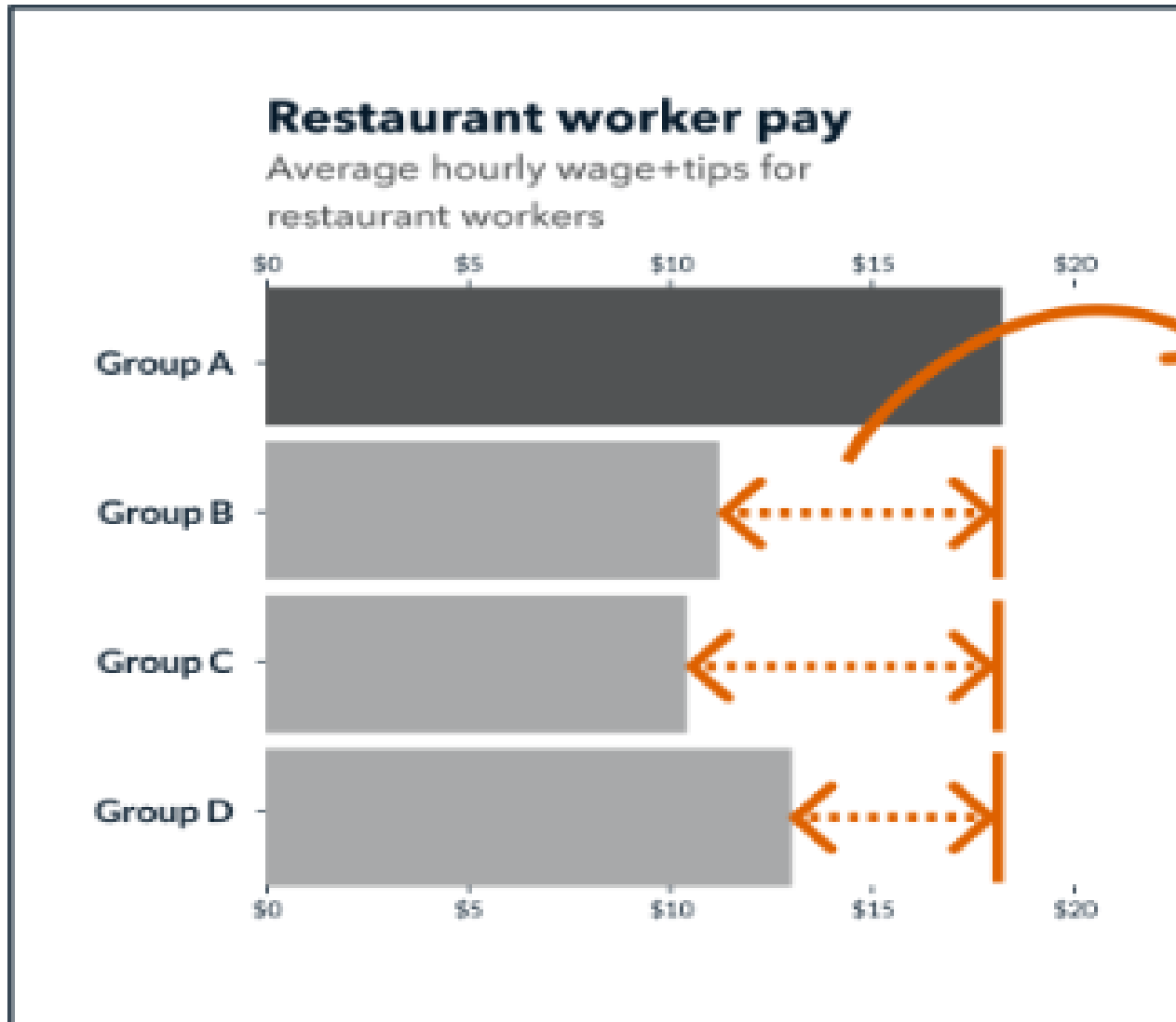




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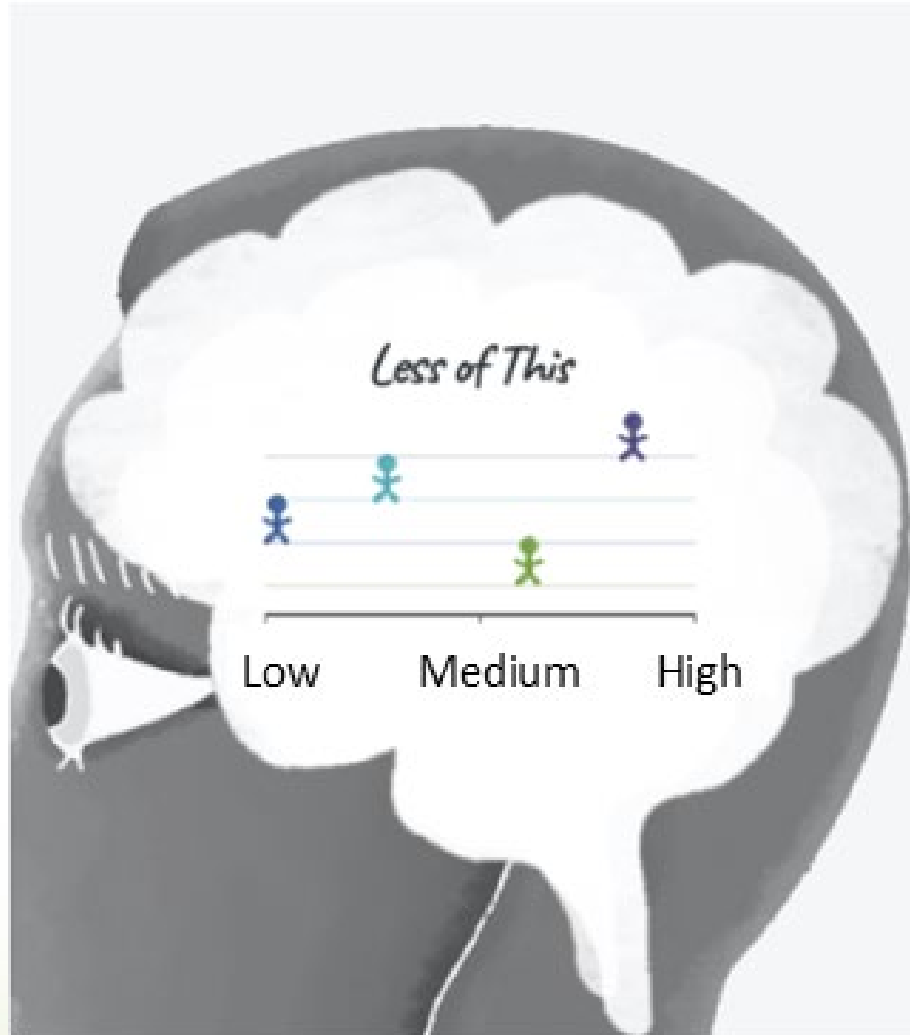


Deficit framing leads to blaming.

“What caused the differences?”

- “Group A must work harder than Group B.”
- “Group A offers the best customer service.”
- “Group A smiles more.”

Blaming leads to harmful stereotypes.

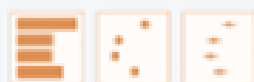
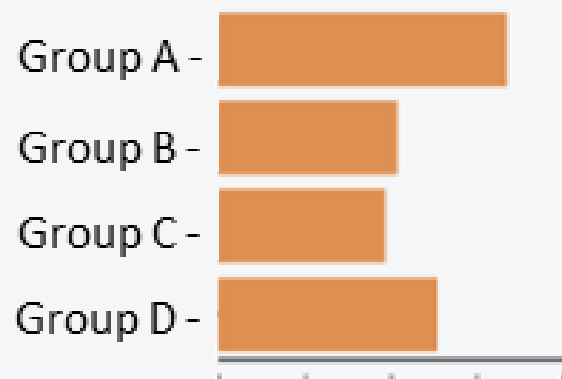


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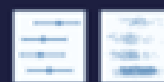
Less of This



hiding variability

Increases stereotyping

More of This



showing variability

reduces stereotyping

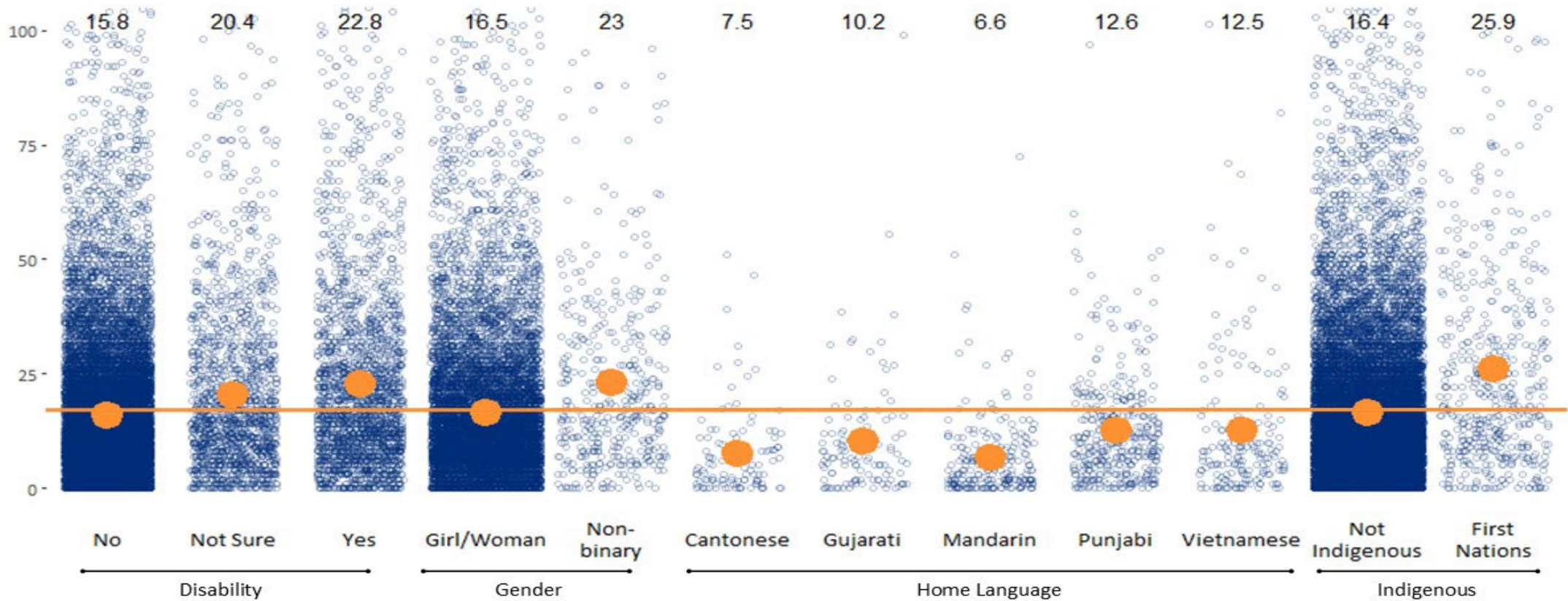
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Days Absent per Student by Identity Group

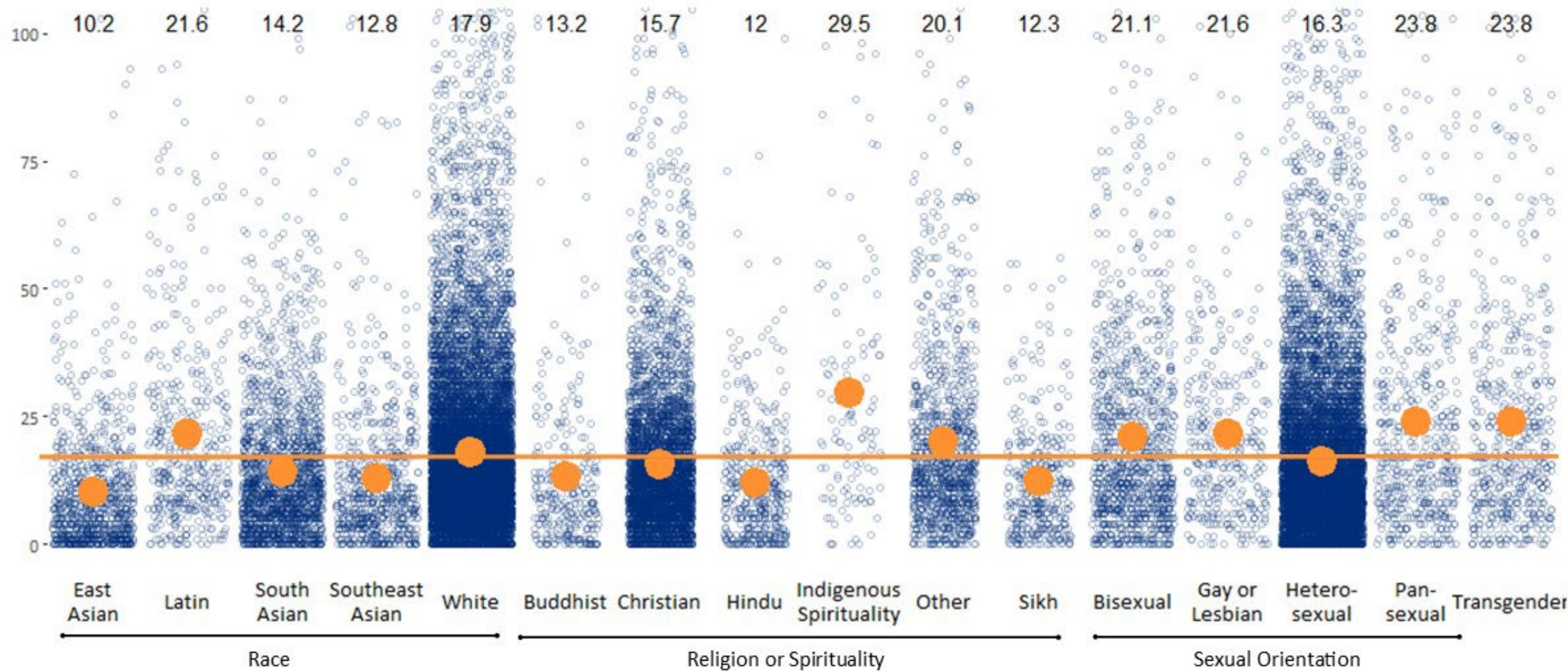
Average number of days absent:



○ Student absences
 ● Average absence rate
 — Board Average (17.2)

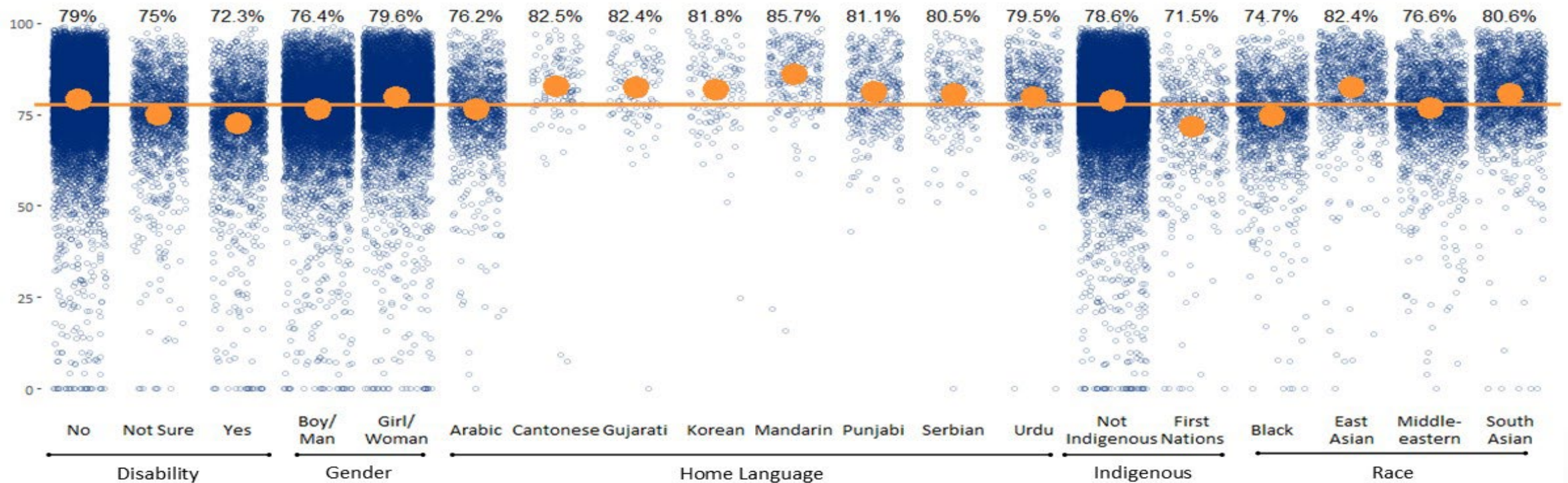
- Suspension Disproportionalities
(Reported in June 2023)
- Attendance Disproportionalities
- Achievement Disproportionalities
- Well-Being Disproportionalities

Average number of days absent:



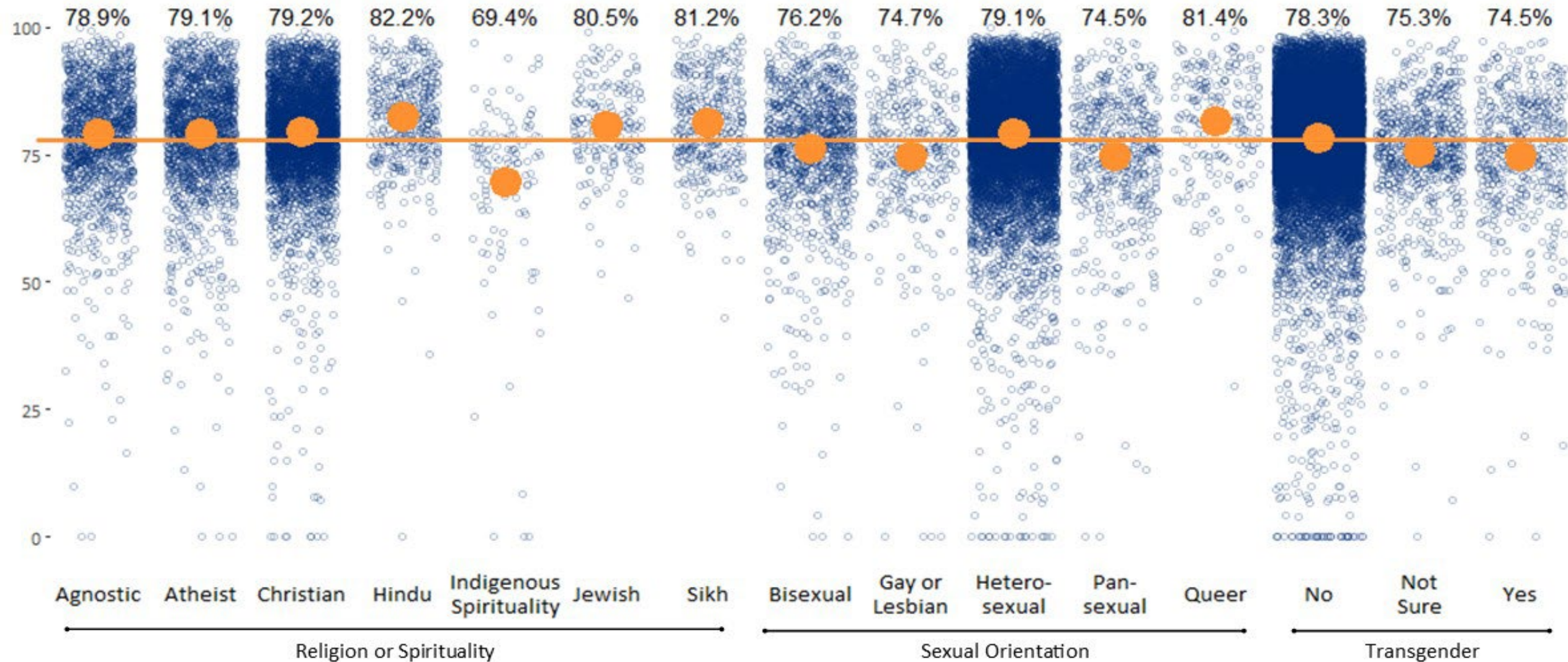
Average Grades per Student by Identity Group

Average grades:



● Student Grades
 ● Average Grades
 — Board Average (77.7)

Average grades:



Proportion of Students in each Identity Group that Measure "High" on the MDI Well-Being Scale

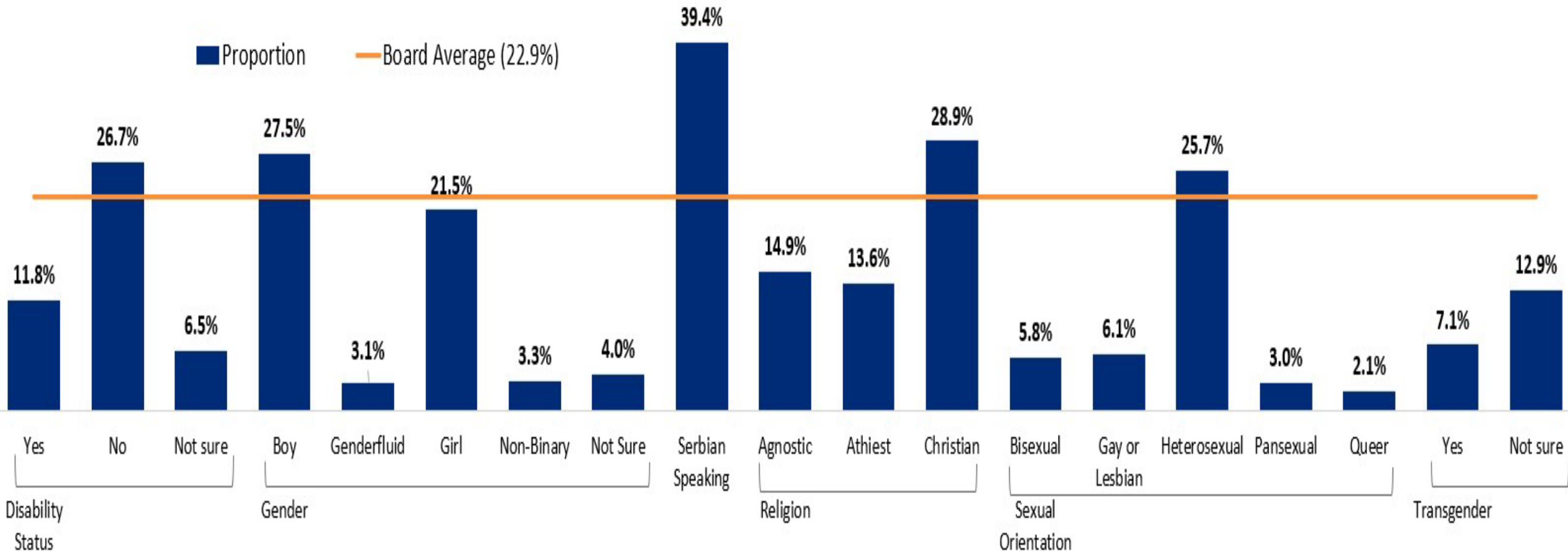


Table 1: All Students

	Students	Well-being		Suspensions				Absences		Grades	
	n	Count	% †	Count	%	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
HWDSB	23936	2606	22.9	1027	4.29	0.04	0.20	17.23	16.64	77.66	11.18
Disability											
No	17904	2288	26.7*	624	3.49*	0.05	0.32	15.76*	14.64	79.02*	10.28
Not Sure	1761	63	6.5*	95	5.39	0.08	0.45	20.39*	18.45	74.98*	12.03
Yes	2512	125	11.8*	195	7.76*	0.14	0.62	22.77*	23.23	72.32*	13.55
ADHD	1245	53	9.2*	115	9.24*	0.16	0.64	22.44*	24.35	72.36*	11.99
Addiction	257	4	3.2*	40	15.56*	0.36	1.12	29.33*	22.95	69.45*	14.21
Autism	345	10	9.8	15	4.35	0.06	0.27	28.70*	39.54	70.41*	15.28
Chronic Condition	211	14	14.0	8	3.79	0.05	0.30	26.74*	21.66	75.60	13.40
Developmental	163	—	—	13	7.98	0.10	0.42	27.07*	28.03	68.26*	17.23
Hearing	197	9	10.1	17	8.63	0.17	0.76	24.49	27.66	71.82*	12.29
Learning	725	39	12.9	65	8.97*	0.17	0.70	24.24*	22.02	70.34*	14.75
Memory	359	7	3.8*	41	11.42*	0.21	0.81	25.47*	22.87	69.97*	14.28
Mental	1003	19	3.6*	78	7.78*	0.14	0.61	24.83*	22.73	74.39*	14.21
Other	75	—	—	5	6.67	0.07	0.25	23.67	21.90	69.41*	16.86
Pain	239	9	7.1	30	12.55*	0.13	0.33	24.07*	18.69	72.33*	13.49
Physical	169	9	13.2	9	5.33	0.13	0.68	23.74*	19.68	71.68*	15.48
Sight	328	13	7.4*	21	6.40	0.12	0.56	24.60	34.56	74.14*	13.97
Speech	374	17	15.0	22	5.88	0.09	0.41	23.10*	20.14	69.95*	13.63

Gender

- The data **confirms** that there are disproportionalities in suspensions, attendance, achievement and well-being.
- This indicates and confirms that systemic inequities exist both in opportunities and outcomes.
- Disaggregating data is necessary to identify disproportionalities and disparities, but it is not sufficient, or data isn't the end goal.
- How will this inform decision making to meet specific students needs identified and address systemic barriers?

- HWDSB new Strategic Directions will set the intention and purpose for all of us to actively work toward ensuring every student feels a deep sense of belonging and has joyful learning.
- Staff will monitor and evaluate the effectiveness of initiatives across the Board to eliminate barriers, in alignment with the Anti Racism Data Standards.
- Staff will also dig deeper into data for intersectionalities to understand the experiences of students across multiple identity groups (e.g., students who identify as both disabled and racialized) as we work alongside students, families and the broader community.