

## Rationale for Performance Indicators in the Board Improvement and Equity Plan

The Board Improvement and Equity Plan (BIEP) establishes provincial education priorities, goals and performance indicators to support continuous quality improvement. The BIEP will provide a standardized tool for school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students.

The BIEP is a demographic data-driven tool designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students, and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

Goal: Improve Math Achievement	Why this indicator?
<b><i>% of students who meet or exceed the provincial standard on Grade 3, 6 and 9 EQAO math*</i></b>	This indicator measures students' math achievement at key points in their learning to ensure that all students are being assessed in the same way and according to an established set of standards outlined in EQAO assessments. EQAO assessments provide a snapshot of students' achievement as one measure of students' overall achievement.
<b><i>% of students who meet or exceed the provincial standard in math report card assessments in Grades 3 and 6 and 9*</i></b>	This indicator measures students' overall math achievement at key points in their learning based on teachers' professional judgement and expertise according to the expectations of the Ontario math curriculum. Report card marks are based on a wealth of information collected by teachers throughout the school year through classroom assessment and evaluation.
Goal: Improve Literacy Achievement	Why this indicator?
<b><i>% of students who meet or exceed the provincial standard on Grade 3, 6 EQAO reading and writing*</i></b>	This indicator measures students' literacy achievement at key points in their learning as a way to ensure that all students are being assessed in the same way and according to an established set of standards outlined in EQAO assessments. EQAO assessments provide a snapshot of students' achievement as one measure of students' overall achievement.
<b><i>% of students who meet or exceed the provincial standard in reading and writing report card assessments in Grades 3 and 6*</i></b>	This indicator measures students' overall literacy achievement at key points in their learning, focusing on reading and writing report card assessments as proxies for literacy development, based on teachers' professional judgement and expertise according to the expectations of the Ontario language curriculum. Report card marks are based on a wealth of information collected by teachers throughout the school year through classroom assessment and evaluation.
<b><i>% of first time eligible fully participating students who are successful on the OSSLT*</i></b>	This indicator measures literacy skills by Grade 10, which are essential for student success and a good indicator of on-time graduation. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma (OSSD).

<b>Goal: Improve Conditions for Learning</b>	<b>Why this indicator?</b>
<b>% of students in Grade 4-12 who report they see themselves reflected and affirmed in their learning*</b>	This indicator measures an outcome of culturally responsive and relevant approaches from Grades 4-12. This includes educators holding high expectations for all students and understanding that learning is enhanced with curriculum and pedagogy that affirms students' social identities and lived experiences. Research supports a strong correlation between achievement and students seeing themselves reflected in the curriculum, their physical surroundings and the broader environment.
<b>Goal: Build Human Rights and Equity Capacity through Leadership</b>	<b>Why this indicator?</b>
<b>% of Supervisory Officers, Principals, and Vice- Principals whose performance appraisal plan include one or more goals to eliminate disparities revealed by both student and workplace demographic data collection</b>	This indicator measures efforts to foster representative, accountable and ethical leadership. As per <a href="#">Ontario Regulation 234/10, Principal and Vice-Principal Performance Appraisal</a> , school leaders' performance plans must include goals focused on improving student achievement and well-being that "uphold the principles of equity and human rights". Supervisory Officers' performance appraisals are, similarly, an important tool to ensure such accountability. At least one performance goal should be related to eliminating systemic inequities in relation to student variables (e.g., suspension, expulsion, graduation rate) as revealed by student demographic data collection, and at least one performance goal should be related to attending to workforce issues of diversity and fairness in recruitment, hiring and placements, as revealed by workforce demographic data collection.
<b>% of Trustees that participate in human rights and equity professional development</b>	This indicator measures efforts to foster representative, accountable and ethical leadership at the elected level of boards. School board trustees are responsible for ensuring that every student can succeed, regardless of their background or social identity, and for ensuring that education programs and services are responsive to the diverse communities they serve. To do this effectively, trustees must make intentional efforts to understand issues and obligations related to Indigenous rights, human rights, diversity, and equity.
<b>Goal: Support the Implementation of De-streaming</b>	<b>Why this indicator?</b>
<b>% of students achieving the provincial standard in Grade 9 de-streamed math*</b>	This indicator measures the successful implementation of de-streaming, an intentional policy change addressing data which revealed that Indigenous, Black and racialized students, students from low-income households, and students with disabilities and/or special education needs (non-gifted) are more likely to be streamed into applied courses, limiting their access to postsecondary pathways and success. Grade 9 math is the first de-streamed course. Any notable differences in achievement for particular demographic groups should prompt an exploration of systemic practices and how the conditions can be created to serve all students in the de-streamed Grade 9 course.

<p><b>% of student enrollment in University (U), College (C), University/College (M), and Workplace (E) courses in Grade 11 and 12*</b></p>	<p>This indicator measures the long-term impact of de-streaming, an intentional policy change addressing data which revealed that Indigenous, Black and racialized students, students from low-income households, and students with disabilities and/or special education needs (non-gifted) are more likely to be streamed into applied courses, limiting their access to postsecondary pathways and success. Any disproportionalities in enrollment by demographic group (e.g., overrepresentation of Black students in Workplace courses) should prompt an investigation as to why and actions to address it.</p>
<p><b>% of students in Grades 9-10 participating in locally developed compulsory credit courses has not increased*</b></p>	<p>This indicator measures the successful implementation of de-streaming. Students should, whenever possible, be supported to achieve success in the de-streamed Grade 9 course, rather than enrolling in a locally developed compulsory credit (LDCC) course as a way of accommodating their learning needs. Boards must monitor LDCC enrolment to ensure it does not increase. For this indicator, the target should be a decrease from baseline data.</p>
<p><b>Goal: Reduce Discretionary Student Discipline Practices</b></p>	<p><b>Why this indicator?</b></p>
<p><b>% of suspension and expulsions across Grades 4-12*</b></p>	<p>This indicator measures how various demographic groups are represented in suspensions and expulsions, as revealed by board demographic data across Grades 4-12, in order to prompt actions to address the conditions and systemic policies and practices that lead to overrepresentation. Any disproportionalities by demographic group should prompt an investigation as to why and actions to address it. New regulations have removed the discretion of principals to suspend students in Kindergarten to Grade 3 for activities listed in <a href="#">subsection 306(1)</a> of the <i>Education Act</i>, beginning in the 2020-2021 school year.</p>
<p><b>% of school staff who have undertaken professional development specific to equity and human rights to support fair student discipline practices</b></p>	<p>This indicator measures professional development to support school staff to meet the needs of and create positive conditions for marginalized students to succeed. For this indicator, professional development activities should only be reported if they are specific to: your board's revised student discipline policy that reflects progressive disciplinary approaches; prioritizing positive behavior supports (e.g., restorative justice approaches as alternatives to suspensions and expulsions); changing practices in order to promote human rights and procedural fairness; and supporting staff to create positive conditions for underserved students to succeed.</p>
<p><b>Goal: Address Human Rights Complaints and Hate-Based Incidents</b></p>	<p><b>Why this indicator?</b></p>
<p><b># of human rights complaints raised and % resolved (informally and formally)</b></p>	<p>This indicator measures complaints that raise an allegation of discrimination based on Ontario Human Rights Code grounds. Per <i>Policy and Program Memorandum 119, Developing And Implementing Equity And Inclusive Education Policies In Ontario Schools</i>, all school boards are expected to put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely, and that will enable boards to respond in a timely manner.</p>

	Formal complaints are defined as complaints that raise an allegation of discrimination based on Ontario Human Rights Code grounds filed through the board's official human rights complaint procedure. Informal complaints are any reported to the board informally (i.e., not through the board's formal internal complaints procedure).
<b># of reported hate-based incidents</b>	This indicator measures any alleged hate activities expressing intolerance on grounds protected by the Ontario Human Rights Code in the school community, that are not reported as human rights complaints. Boards should track and report any hate-based incidents that are reported.
<b>Goal: Improve Student Mental Health and Well-Being</b>	<b>Why this indicator?</b>
<b>% of students in Grades 4-12 who feel their school is a safe and inclusive environment*</b>	This indicator measures whether students feel safe at school, both physically and emotionally, and feel that their school is a safe and inclusive environment. A positive learning environment is essential for students to succeed and thrive in school.
<b>% of board-level staff and educators receiving professional learning in student mental health literacy and board protocols regarding student mental health (including but not limited to suicide prevention, intervention and post-intervention protocols and pathways to mental health care within and external to the school board)</b>	This indicator measures how schools prioritize mental health and well-being as a key condition for students to learn and flourish. Positive mental health is foundational to academic achievement, life skills and overall well-being.
<b>Board specific indicator aligned to board Mental Health Strategy and Action Plan</b>	
<b>Goal: Improve Student, Parent and Community Engagement</b>	<b>Why this indicator?</b>
<b>Student attendance rate*</b>	This indicator measures the rate of student attendance as a proxy of student engagement in their learning. Analysis of attendance data from previous school years shows a clear relationship between student outcomes and the consistent attendance of students.
<b>Board specific indicator related to improving student, parent and community engagement</b>	
<b>Goal: Improve Graduation Rates</b>	<b>Why this indicator?</b>

<b>% of students graduating with an Ontario Secondary School Diploma within five years of starting Grade 9*</b>	This indicator measures continuous improvement in graduation rates for all groups of students. Secondary school graduation is a strong indicator of future employment opportunities and a strong provincial economy.
<b>Goal: Improve Student Readiness for Future Success</b>	<b>Why this indicator?</b>
<b>% of students participating in job skills programs (including co-op, Specialist High Skills Majors, Ontario Youth Apprenticeship Program and Dual Credits)*</b>	This indicator measures the extent to which students have the required skills and knowledge to participate in Ontario's labour market and the changing economy. Through job skills programs, students can customize their secondary school experience to match their strengths, interests and career goals, creating a more engaging learning environment and better preparing them for their postsecondary pathway.
<b>% of students in Grades 7–12 who annually update their Individual Pathways Plan (IPP)*</b>	This indicator measures student readiness to make successful transitions to secondary school and their initial postsecondary destination. When students are empowered to design and plan their own lives, they are engaged, they achieve, and they find themselves applying their learning in their daily lives. In Grades 7 to 12, students develop their Individual Pathways Plan (IPP). With the support of a caring adult, students are responsible for making meaningful updates to their IPP at least twice a year.
<b>% of Ontario students entering a university program, college program, apprenticeship training program or other post-secondary institution after secondary school*</b>	This indicator measures the number of Ontario secondary school graduates who directly enter an Ontario college, university apprenticeship training program or other postsecondary education institution. To promote success in school and life, Ontario schools must provide opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to their initial postsecondary destination, including apprenticeship, college, community living, university and the workplace.
<b>% of students enrolled in STEM-related courses in Grades 11 &amp; 12*</b>	This indicator measures increased enrolment in both compulsory and elective selected STEM courses (in Math, Science, Computer Science and Technological Education curricula) that lead to preparedness for STEM success. Increasing enrolment in both compulsory and elective selected STEM courses can lead to increase preparedness for STEM-related careers.

**\*In addition to data for all students, school boards are to provide data for the following demographic groups for this indicator: Indigenous students, Black students, racialized students, 2SLGBT2Q+ students, students with a disability, students with special education needs (non-gifted) and students from a low-income household.**