

Exemplary Strategies/Programs/Practices to Support Equity, Diversity, Inclusion and Human Rights in School Boards



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

School Board: Limestone District School Board

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Name of Program/Initiative/Strategy: Technical Advisory Group (TAG)

Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:

https://www.limestone.on.ca/board/studentcensus/student_census_2020_technical_advisory_group

Description of Program/Initiative/Strategy (max 200 words)

The focus is on exemplary strategies/programs that increase student confidence, achievement, engagement and retention and reduce systemic barriers. In the brief description below please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

The Technical Advisory Group (TAG) was established to ensure that multiple perspectives are applied to the analysis of the LDSB [Student Census](#) data to minimize the risk of bias.

The purpose of the TAG is to give advice, opinions and make recommendations in the design of methods for secondary data analysis (e.g., determining disparities and disproportionalities among student outcomes based on identity) and representation of results (e.g., specifically how the information is reported and shared).

Where the program/initiative/strategy is delivered (school/board locations)? Limestone District School Board.

Who is responsible for delivering and monitoring the program/initiative/strategy? The Superintendent of Education with responsibility for equity and the Research Team (two people).

Who is the target audience: The analysis of data will support decision making that impact student wellness and academic achievement.

Are there any community partnerships involved? The TAG is comprised of internal and external stakeholders who offer diverse perspectives and/or lived experience including (but not limited to) anti-Black racism, anti-Indigenous racism, anti-Semitism, Ableism/Disabilities, Homophobia, Transphobia, Islamophobia, and/or Poverty/Classism. Most members have experience in the collection, analysis, and reporting of identity-based data. A process was established to express interest and determine participants.

Specifically, members will help the Limestone Research Team:

- Develop key variables for analysis;
- Create new or refined data categories;
- Agree on a statistical method (or methods) to cross-reference Student Census and student outcome data
- Use Student Census data to tell stories that are respectful, empowering, meaningful and actionable

Are there any staffing or budget implications? Minimal. The TAG meets bi-monthly or as necessary, outside the regular work day. Food is provided. All TAG members are expected to have completed the [Fundamentals of OCAP®](#) course. LDSB pays for all members to do so.

Are there any special resources required? Expertise of TAG members.

What are your indicators of success, etc.? The TAG is just beginning to support the secondary data analysis of student census data. The analysis of this data will lead to indicators of success such as changes to structures, policy, procedure and classroom practise; and improvement in student success along with reduced disproportionality and disparity of outcomes amongst students.

What has been the impact on student learning, retention and engagement? Please share any data to support impact. (max 200 words)

The work of the TAG began in January of 2022. Secondary data analysis, determining disparities and disproportionalities among student outcomes based on identity, is beginning in summer 2022. The secondary analysis will allow LDSB to identify potential barriers or gaps, and to determine how to eliminate discriminatory biases in our classes and schools. Some of this information should be available in Fall 2022.

While secondary data analysis is ongoing, the TAG has provided advice and made recommendations on the representation of results of the census, specifically how the information is reported and shared with the school and larger community from the LDSB Student Census Descriptive Report. This is an example of how the TAG is supporting LDSB in using Student Census data to tell stories that are respectful, empowering, meaningful and actionable. An example of the information that was shared during Ramadan was attached to this submission email. A number of other infographics have been released at appropriate times throughout the school year.