

HWDSB

Disproportionality Report



About the HWDSB Disproportionalities Report

Between Spring 2021 and Winter 2022, we administered “*We All Count: HWDSB Student Census*” for all students in HWDSB. *We All Count* collected student demographic data such as race, religion, gender identity, language and disabilities. This data collection is required for school boards as it provides critical data boards need to identify and address systemic barriers to students by focusing programming and resources. Across all elementary and secondary schools in HWDSB, our participation rate was 48%.

This is an introduction to the data we gathered and used to produce the [Disproportionality Data Report](#). Below is a brief description of what we did, why we did it, what we learned and what happens next. On the second page you will find instructions on how to use the translation feature on the board website to translate the Disproportionality Data Report and other reports into your preferred language.

Once we collected the *We All Count* student demographic data, we used the unique number attached to each student’s data to link it with their achievement, attendance, wellbeing and (where applicable) suspension data. Once the data was linked, we removed the unique numbers that we used to match the data so that students could never be identified, and then we calculated disproportionalities.

What is a disproportionality?

When we see the representation of an identity group in a particular outcome that is more/less than it should be or more/less than we expect, we call this a disproportionality. For example, when Black or Indigenous students are suspended more than the Board average, we say they are disproportionately represented in our data. In our data, we found disproportionalities in achievement, attendance, well-being and suspensions.

What happens next?

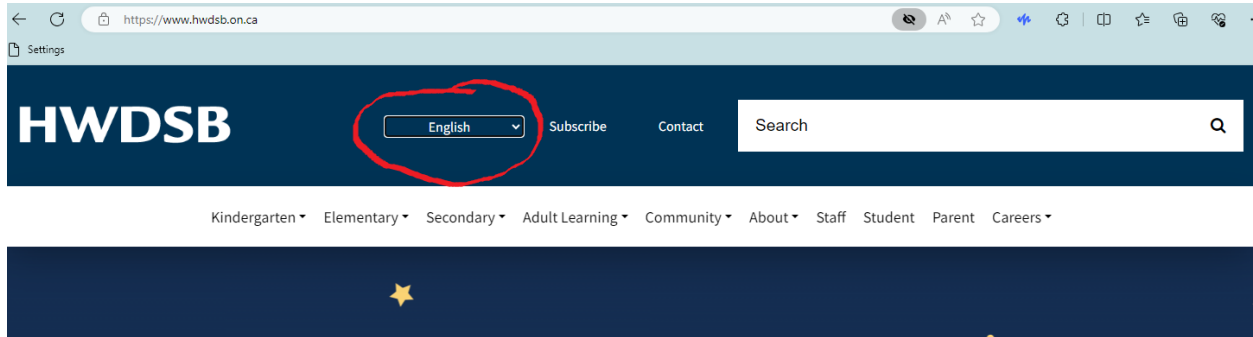
With the launch of the Multi-Year Strategic Plan, we are focused on a variety of strategies to address disproportionalities by identifying and dismantling systemic inequities that are disadvantaging groups of students leading to lower grades, higher absences, low well-being and more suspensions.

We are working toward growing our dataset in an ongoing, yearly *We All Count* data collection in grades 7 and 10 as well as from parents and guardians at registration and grade 4. Once we grow our dataset, we can begin to look more deeply at disproportionalities to understand what is happening. For example, we know that Black students are suspended more than the Board average but we don’t know how many of the Black students suspended are also Muslim, gender diverse, disabled, or male/female. With a more complete dataset, we can look at these intersections of identities and provide more detailed disproportionality reports that inform more comprehensive interventions and strategies.

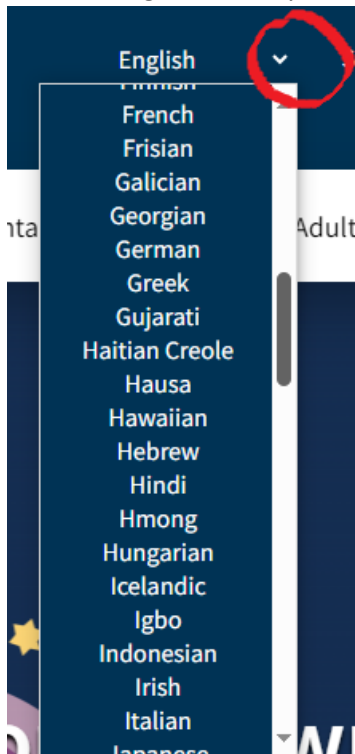
We are counting on families to support *We All Count* so we can, together, work toward better outcomes for all students. Please see page 2 for translation instructions and please visit the [Disproportionality Data Report](#) for more details.

How to Translate HWDSB Web Pages

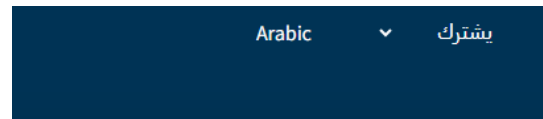
When you navigate through any HWSB webpage, you will see a drop-down menu at the top of the page. It looks like this:



When you click on the down arrow, you will see a menu that you can scroll through to select your language:



Once you have selected your language, the page appears translated:



ع تعلم الكبار ثانوي ابتدائي روضة أطفال



الفترة من ربيع HWDSB كان إحصاء طلاب We All Count: 202 إلى أوائل عام 2022. وكان الهدف من التعداد هو مساعدة إامية ومعالجتها من خلال التركيز على برمجة المجلس والموارد:
إذًا للطلاب، حيث يتطلب قانون مكافحة العنصرية لعام 2017
ن المدارس جمع هذه البيانات والإبلاغ عنها. يعد تعداد الطلاب

Limitation: the translation feature does not work on embedded files such as PDFs or CSVs.