

17.2 (b)

Board Meeting, June 22, 2022

Directive 19 – Destreaming

Strategic Alignment:

Directive 14: Equity Action Plan

Directive 17: Guidance Review

Directive 20: Communications Plan for Secondary Schools Pathways

Report Type:

Information

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Overview

Purpose:

The purpose of this report is to provide an update on Directive 19. In the Minister of Education's Directions to the Peel District School Board (PDSB) (March 2020), Directive 19 states that the board will design a secondary school de-streaming pilot project for grade 9 and grade 10 students and that the pilot should include at least two secondary schools where there are the highest proportions of students who identify as Black in applied and locally developed courses. In order to meet this directive, the PDSB is undertaking system transformation to ensure that the well documented and historical disparities and disproportionate outcomes in student achievement and experiences are eliminated. As has been previously stated, the PDSB recognizes that in order to achieve our stated mission of inspiring success, confidence and hope in every student we must identify and address the systemic inequities that persist today and continue to deny students with particular identities and intersectional identities (e.g., Black, African, Afro-Caribbean, Indigenous) equitable access to pathways and programs.

Context:

At the Regular Meeting of the Board, February 23, 2021 the context for the work the board would undergo related to destreaming was presented. It referenced a De-streaming Research Report (November 2017) that was presented to the Board of Trustees that outlined the history of academic streaming in Ontario along with the impact of literature around academic streaming that was available in Canada, the United States as well as internationally. The current series of actions taken by the board to implement a destreaming program falls in line with the recommendations made by that November 2017 report.

Specifically, the implementation of the destreaming program was designed to be holistic in its approach and extend beyond the destreamed courses established by the Ministry. In fact, the direction by the Ministry has served as "the floor, not the ceiling" in our efforts to address the historical and ongoing disproportionalities of opportunity and outcomes. This report highlights work in addressing destreaming from kindergarten onward. It was recognized early on that in order to address the factors that contribute to disproportionate outcomes for Black, African, Afro-Caribbean, and Indigenous students, processes being used for identification of students with special education needs must be disrupted and, anti-oppressive, anti-racist and culturally responsive and relevant teaching and learning pedagogies must be embedded in all facets of the curriculum.

It is also important to note that since the release of the Ministry Review, there has been substantial resistance to implementing all of the directives, including Directive 19. This resistance is unfortunately not new and can be found in many instances within, and outside of education, when Black, African, and/or Afro-Caribbean students are centred. The resistance is manifested in a myriad of ways, including but not limited to, shifting the attention of the work from the outcomes of the students to the experiences of the educators; minimizing and/or discrediting the impact of the trauma that has been experienced by students; which includes challenging the narratives of the lived experiences of those Black, African and/or Afro-Caribbean students about their daily educational experiences. Additionally, resistance can be evident in educators creating what has been referred to as a "hierarchy of oppression" or "oppression Olympics" and creating narratives that attempt to decentre the work of anti-Black

and anti-Indigenous racism rather than engaging in work to address the intersections and/or solidarity work. These “oppression Olympics” are grounded in the racist and white supremacist notion of a hierarchy of pain which, in essence, states “my pain is greater than your pain.”

Destreaming Grade 9 and Grade 10 Core

The Directive 19 update, as was communicated at the regular meeting of the Board, February 23, 2021, stated that all secondary schools in the Peel Board will be offering courses that are de-streamed in both Grade 9 Mathematics and English starting September 2021. The decision to destream English in addition to Mathematics in all Peel secondary schools surpassed the Ministry Directive of only requiring two schools to be destreamed. This direction was, and continues to remain, necessary given PDSB’s commitment to address disproportionalities in achievement and outcomes for students who identify as Black, African, Caribbean and Indigenous.

Initially, schools were given the latitude to destream other grade 9 core courses (Geography, Science and, French). For the current 2021-2022 academic year, 23/36 schools have destreamed at least one more course than the mandated math and English, with 10/36 schools having destreamed their entire grade 9 core.

By September 2023, all grade 9 and 10 core subjects (Math, English, Grade 9 Geography, Grade 10 History, Science and Grade 9 French) will be destreamed in all secondary schools in Peel.

Phasing Out Locally Developed Courses and Vocational 2 Programming

As was reported at the January 25, 2021 Regular Meeting of the Board, it was recognized that current vocational 2 programs were also barriers to success and represented systemic inequities that contributed greatly to the significant disproportionalities and disparities of outcome experienced by Black, Indigenous and Latin American students. To address these disproportionalities and disparities it was determined that vocational 2 programs would be phased out and locally developed courses would no longer be available as part of the course selection process. Students would be able to enrol in destreamed programming available at their home school. Doing this allows any child, in any school, to have access to destreamed programming.

Judith Nyman SS and West Credit SS (formerly recognized as vocational schools) will begin offering all academic pathways with a focus on Technological Education and Skilled Trades for students entering grade 9 in the 2022-23 school year. All incoming grade 9 students who wish to access these specific programs that live north of Hwy 401 will be able to attend Judith Nyman SS and those students living south of Hwy 401 will be able to attend West Credit SS.

Transportation will be provided for all students interested in attending these programs. These programs offers students:

- Grade 9 de-streamed courses that lead to all pathways (i.e., university, college, apprenticeship, workplace, community living)
- Smaller classes with a high teacher to student ratio
- The opportunity to learn about the trades and apprenticeships from educators with Red Seal qualifications and industry experience
- Specialized technological studies programs and skilled trades facilities with technology shops

Professional Learning

The success of destreaming will be dependent on the instructional strategies teachers use to deliver the curriculum. Beginning in February 2021, professional learning (PL) opportunities were provided for all teachers who were going to be teaching a destreamed subject beginning in September 2021. This PL had to pause due to the pandemic and, upon resumption, was at a much slower rate than initially envisioned due to the staffing shortage. The learning was then delivered through self-directed modules that teachers could engage in after hours. The following chart outlines the number of teachers who have received training to date:

- 2020-2021- Part 1 offered
- 2021-2022- Part 1 (catch up/additional staff trained) and Part 2

	Number of Schools Participating in Destreaming Training		
	2020-2021 Part 1 Only	2021-2022 Part 1 and Part 2 Offered	Notes
Math	37 (197 teachers)	22 (65 teachers)- Part 1 24 (86 teachers)- Part 2	
English	37 (152 teachers)	18 (36)- Part 1 18 (18)- Part 2	
Science	17 (45 teachers)	22 (58 teachers)- Part 1 16 (41 teachers)- Part 2	New destreamed curriculum for 2022-2023
Geography	20 (32 teachers)	20 (32 teaches)- Part 1 7 (14 teachers- Part 2	
French	13 (26 teachers)	16 (21 teachers)- Part 1 24 (32 teachers)- Part 2	
History	N/A	23 (23 teachers)- Part 1	

Professional learning for administrators was also offered in May and June of 2021 and was in alignment with the PL offered to teachers.

Participation Rates and Achievement

Achievement data is available for Semester 1, 2021-2022.

Locally Developed Course Data Observations:

- Current Tally of Secondary Schools with LDCC courses 2021-2022 (see Appendix A); all schools will fully phase out by Sept 2022
- Number of students in LDCC has not increased despite the removal of applied programming in many schools (3-4% of students in LDCC before and after destreaming)
- Strong correlations between SVI and students in LDCC courses; similar to provincial trends
- Significant increase in representation of Black students in Destreamed/ Academic courses; no increase in representation in LDCC- suggesting LDCC is NOT an alternative stream for students/families in particular those who have been overrepresented in “applied”; programs (based on Semester 1 data only)
- Course averages have not declined with the removal of applied programs in schools

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- Indicates students who may have chosen “applied” programs are achieving in destreamed classes

Impact Analysis

Pass Rates of Destreamed Grade 9 Courses

As the data shows in Appendix B, there wasn't a significant decrease in the level of achievement for students enrolled in the destreamed grade 9 English and math during semester 1 of this 2021-2022 school year. This also holds true when measured by racial identity. Also, credit accumulation was not negatively impacted by the introduction of destreaming as indicated in the *Peel District School Board Secondary Achievement - April 2022 Report*, which was reported in the April 27, 2022 Regular Meeting of the Board. This report highlighted student achievement data for the 2021-22 school year compared to the outcomes in 2018-19 and 2020-21.

Board and Ministry Policy Alignment

Directive 19 specifically addresses destreaming, is in line with our Board's direction and intersects with other directives that are responsible for changes that impact curriculum delivery and educational outcomes:

Board Improvement and Equity Plan

In October 2021, the Ministry of Education launched an introduction to the Board Improvement and Equity Plan (BIEP). 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. This renewed approach to Board Improvement planning has an explicit focus on equity. Of the four provincial priorities (Achievement, Mental Health, Well-Being and Engagement, Human Rights and Equity, Pathways and Transitions) Directive 19 is in alignment with Pathways and Transitions, which states,

All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.

Specifically, the disproportionate experiences and educational outcomes experienced by Black and Indigenous students, captured in the PDSB Ministry Review, are addressed through Directive 19 and will continue to be addressed as an accountable measure to the Ministry and more importantly, the students and families the PDSB serves. The implementation of the BIEP at the school and classroom level is through the School Improvement and Equity Plan (SIEP). The SIEP serves as the operational roadmap and accountability tool for each school and provides the framework for destreaming activities to occur with intentionality.

Directive 14 (Addressing Disproportionalities)

A third-party review of the Regional Learning Choice Programs is underway, Recommendations from the review will be aligned with the mandates of the Directive with the specific aim of addressing and eliminating statistically significant disproportionalities in enrolment, achievement and outcomes of Black, African, Afro-Caribbean, Indigenous and other racialized students. Additionally, changes to locally developed and, Special Education programs have also been initiated to begin to address and eliminate statistically significant disproportionalities in enrolment and achievement of the same aforementioned student populations. Guidance counsellors have been informed of the changes and as part of their professional learning have been given direction and are responsible to and accountable for informing families and providing these specific student populations of these opportunities accordingly.

Directive 17 (Guidance Review)

Holistic Reform of the guidance program and system to support the critical work of disrupting and dismantling the disproportionalities and disparities that exist in terms of outcomes for African, Black, Afro-Caribbean and Indigenous students. Provide professional learning for guidance staff grounded in our commitment to equity, anti-racism, anti-oppression with a focus on dismantling anti-Black racism.

Directive 20 (Communication):

As part of the communications plan to better inform the diverse PDSB community, including all parents and students, that secondary school program placement and course selection decisions are ultimately to be made by students and parents, steps were taken to establish new avenues of communication directly with students/families and guidance counsellors.

Next Steps

Destreaming in the Elementary Panel

As reported in the November 2017 Board Report on streaming, although the notion of streaming is often discussed in the secondary school context, it is pertinent to recognize that streaming whether intentional or unintentional, explicit or implicit, has its origins in elementary school and this early streaming practice can determine the rest of students' educational trajectory, which may in turn impact their career paths. Beginning in the 2022-2023 school year, there will be a focus on destreaming in the elementary panel beginning with an exploration of what it looks like in the classroom, including assessment and evaluation practices and pedagogical approaches to learning. Historical, current, oppressive and racist practices will be highlighted with anti-oppressive and anti-racist practices provided as counter-narratives to what has been normalized practices over time. Particular attention will be paid to practices that have led to disproportionate representation of Black and Indigenous students being given Individual Education Plans (IEPs) and assigned to special education classes often with behavioural diagnoses.

Diverse Learners in a Destreamed Classroom

As we implement a fully destreamed grade 9 program and fully phase out Locally Developed courses next year*, classroom teachers will be required to accommodate and in some cases modify curriculum expectations to meet the needs of diverse learners in de-streamed classrooms. This will require new methods and approaches to instruction for many teachers. With an explicit focus on universal design, culturally responsive pedagogy and differentiated instruction, classroom practitioners will be required to engage in a variety of professional learning that will be made available to them to ensure that they have the repertoire of knowledge, skills and techniques to make learning accessible to all students.

As demonstrated in research, what is necessary for some students in diverse classrooms will benefit all students. The professional learning will also be designed to develop teacher and administrator understanding of their legal and moral obligations pertaining to human rights.

*Locally Developed courses will no longer be available as a course selection option. Locally Developed courses will still be available for students who require this pathway for credit completion, after extensive consultation and documented demonstration that other pathway options have been explored and presented to the student and parent(s)/guardian(s).

Additional Support Through Central Staff

As a school board, we have stated that we believe strongly that it is in the classroom that we can have the biggest impact on student achievement, well-being, and improved outcomes and further, it is through the curriculum that this will be achieved. Central staff play a crucial role in developing the capacity of classroom teachers to effectively meet the needs of their students. Increased allocation of the central science and social science portfolios will increase the reach of the Curriculum, Instruction and Assessment department, which in turn will support system priorities, and will equip all educators with the necessary tools needed to improve life outcomes for students. Specifically, the allocation of additional Resource Teachers will be able to co-develop, co-plan, and co-facilitate professional learning opportunities at both the school and central level that are aligned with destreaming and School Improvement and Equity Planning

priorities. Their roles will be to disrupt and dismantle oppressive teaching and learning practices, as mandated by the Directives, specifically as it relates to equitable teaching and learning strategies.

Appendix A

List of Secondary Schools with Locally Developed Courses 2021-2022 School Year

School	Number of Locally Developed Courses
Applewood Heights	ENG 1L0-2 MAT 1L0-2 SNC 1L0-2
Bramalea	ENG 1L0-2 MAT 1L0-6 MAT 1LL-8 SNC 1L0-4 SNC 1LL-8
Brampton Centennial	ENG 1L0-16 MAT 1L0-17 SNC 1L0-12
Castlebrooke	ENG 1L0-9 MAT 1L0-15 SNC 1L0-14
Cawthra Park	0
Central Peel	ENG 1L0-4 MAT 1L0-8 MAT 1LD-6 MAT 1LL-2 SNC 1L0-6 SNC 1LD-4 MAT 1LK (section)-7 MAT 1LJ (DD-R programming)-7
Chinguacousy	ENG 1L0-1 MAT 1L0-4 SNC 1L0-2
Clarkson	MAT 1L0-1
David Suzuki	ENG 1L0-15 ENG 1LJ-3 MAT 1L0-3 MAT 1LJ-13 SNC 1L0-7
Erindale	ENG 1L0-1 MAT 1L0-2
Fletcher's Meadows	ENG 1L0-9 MAT 1L0-13 SNC 1L0-8
Glenforest	0
Harold Braithwaite	ENG 1L0-2 MAT 1L0-3

	SNC 1L0-3
Heart Lake	ENG 1L0-3 MAT 1L0-9
Humberview	ENG 1L0-5 MAT 1L0-6 SNC 1L0-6
Jean Augustine	ENG 1L0-6 MAT 1L0-8 SNC 1L0-6
John Fraser	ENG 1L0-9 MAT 1L0-14
Judith Nyman	ENG 1L0-6 MAT 1L0-9 SNC 1L0-9
Lincoln Alexander	ENG 1L0-6 ENG 1LJ-3 MAT 1L0-7 SNC 1L0-9
Lorne Park	0
Louise Arbour	ENG 1L0-5 MAT 1L0-4 SNC 1L0-6
Mayfield	ENG 1L0-3 MAT 1L0-3
Meadowvale	ENG 1L0-2 MAT 1L0-3
Mississauga	ENG 1L0-5 MAT 1L0-8
North Park	ENG 1L0-1 MAT 1L0-4 SNC 1L0-4
Port Credit	ENG 1L0-4 MAT 1L0-13
Rick Hansen	ENG 1L0-7 MAT 1L0-9 SNC 1L0-4
Sandalwood	ENG 1L0-4 ENG 1LJ-3 MAT 1L0-9 SNC 1L0-6
Stephen Lewis	MAT 1L7 (ELD)- 4 SNC 1L7-3
Streetsville	ENG 1L0-1
TL Kennedy	ENG 1L0-8 MAT 1L0-8 MAT 1L7 (ELD)- 40

	SNC 1L0-3 SNC 1L7-45
The Woodlands	MAT 1L0-10
Turner Fenton	ENG 1L0-1 MAT 1L0-3 SNC 1L0-1
West Credit	0

- 1. PAS North
- 1. PAS South
- 1. PAS Central

- 1. AEC South
- 1. AEC North
- 1. AEC Bramalea

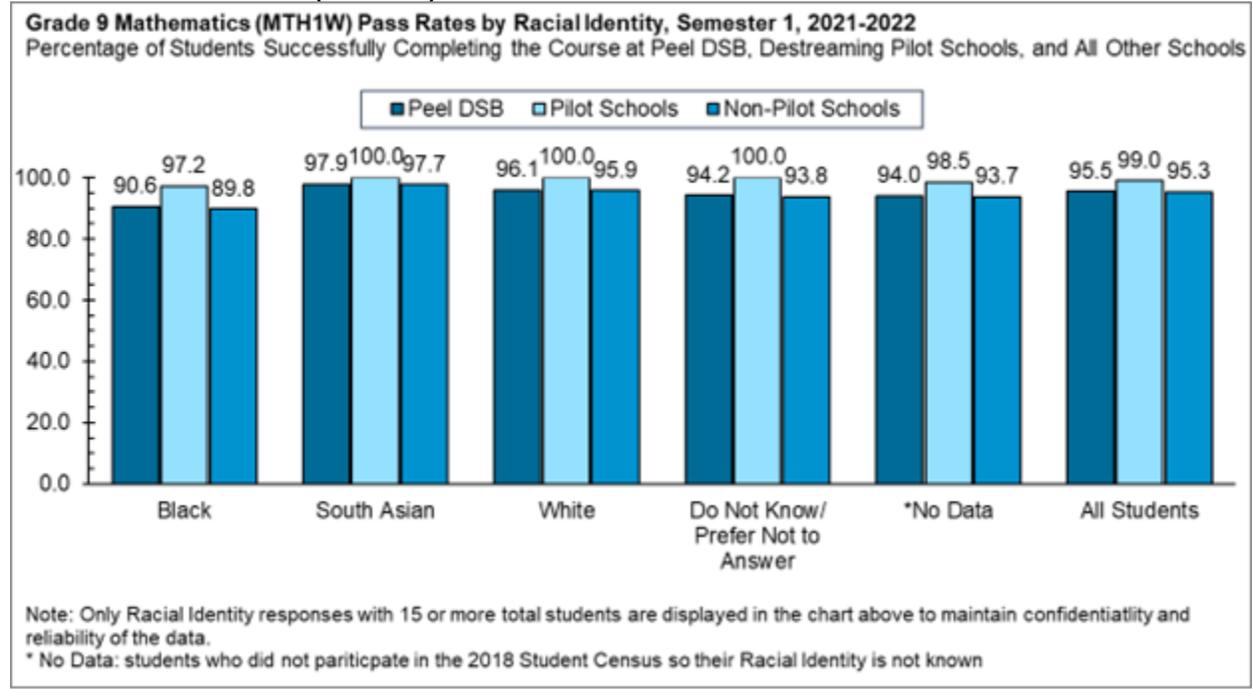
Appendix B

Research and Accountability

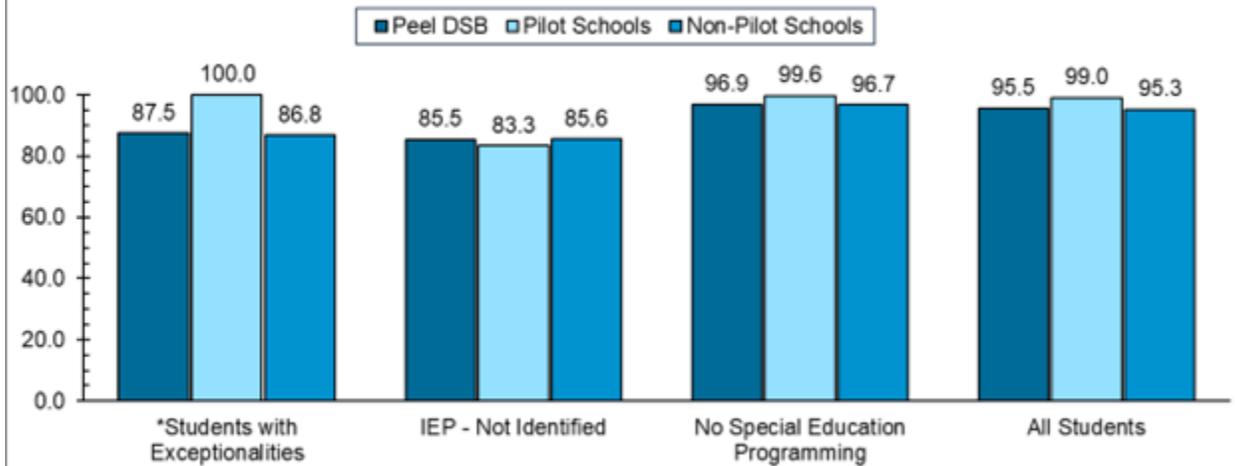
Pass Rates of Destreamed Grade 9 Courses

2021-2022 Semester 1 by Identity

Grade 9 Mathematics (MTH1W)

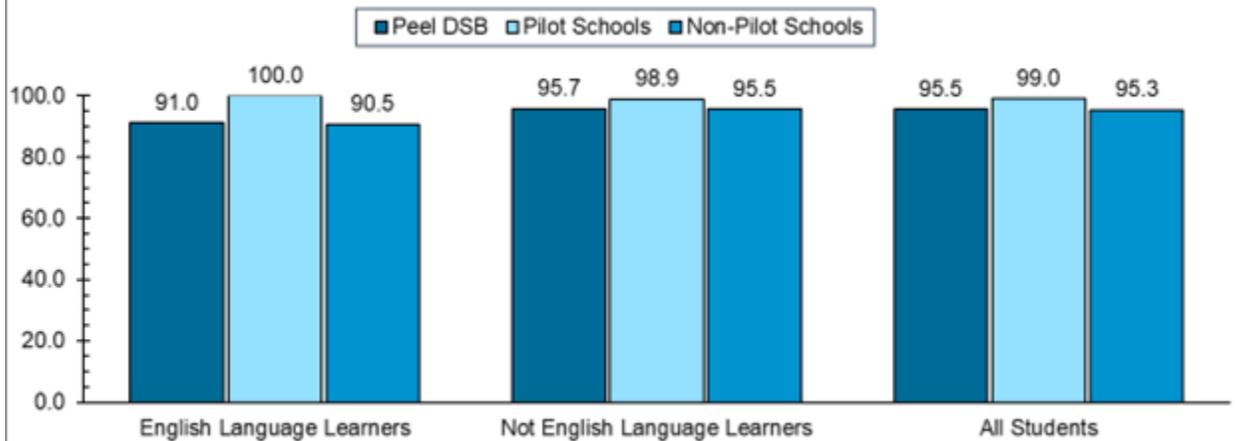


Grade 9 Mathematics (MTH1W) Pass Rates by Special Education Programming, Semester 1, 2021-2022
 Percentage of Students Successfully Completing the Course at Peel DSB, Destreaming Pilot Schools, and All Other Schools



* Students with Exceptionalities excludes students identified with giftedness.
 Note: Only Special Education Programming Categories with 15 or more total students are displayed in the chart above to maintain confidentiality and reliability of the data.
 Students with Special Education Identifications and receiving Programming determined from October Ministry reporting data, effective October 29, 2021

Grade 9 Mathematics (MTH1W) Pass Rates by English Language Learner Status, Semester 1, 2021-2022
 Percentage of Students Successfully Completing the Course at Peel DSB, Destreaming Pilot Schools, and All Other Schools

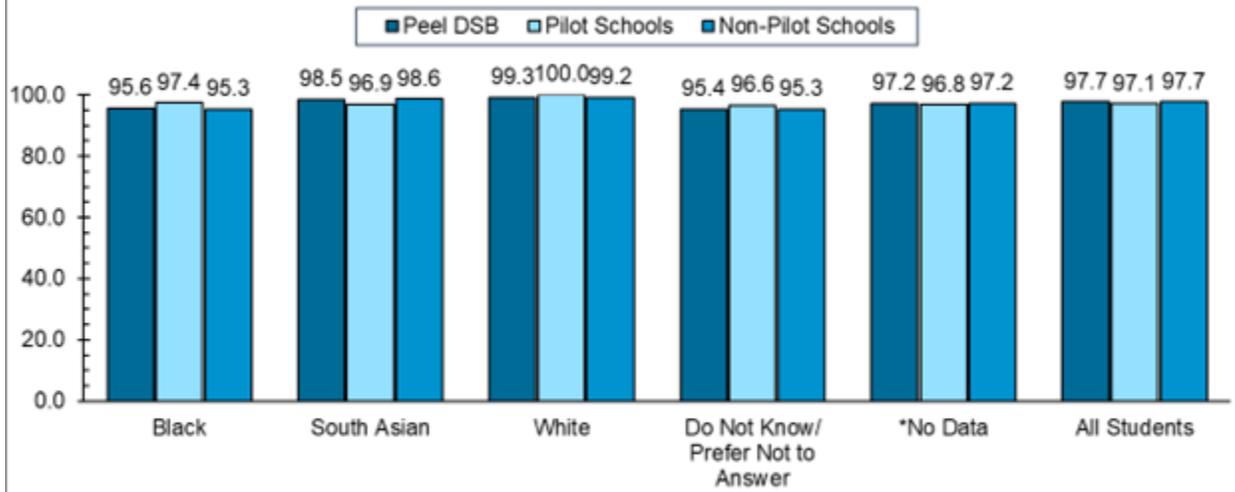


Students receiving English Language Learner (ESL and ELD) support determined using October Ministry reporting data, effective October 29, 2021

Grade 9 English (ENG1D)

Grade 9 English (ENG1D) Pass Rates by Racial Identity, Semester 1, 2021-2022

Percentage of Students Successfully Completing the Course at Peel DSB, Destreaming Pilot Schools, and All Other Schools

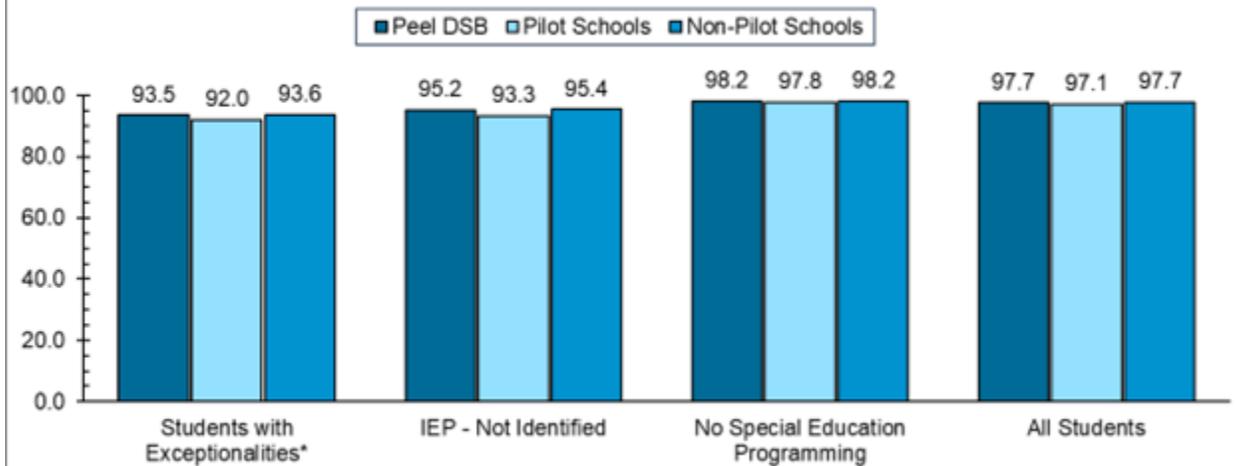


Note: Only Racial Identity responses with 15 or more total students are displayed in the chart above to maintain confidentiality and reliability of the data.

* No Data: students who did not participate in the 2018 Student Census so their Racial Identity is not known

Grade 9 English (ENG1D) Pass Rates by Special Education Programming, Semester 1, 2021-2022

Percentage of Students Successfully Completing the Course at Peel DSB, Destreaming Pilot Schools, and All Other Schools



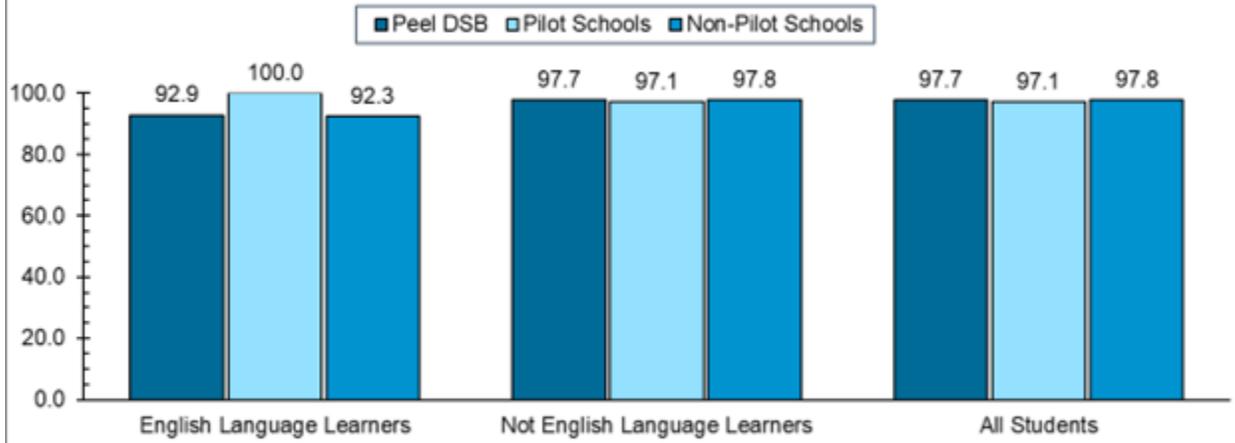
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Grade 9 English (ENG1D) Pass Rates by English Language Learner Status, Semester 1, 2021-2022

Percentage of Students Successfully Completing the Course at Peel DSB, Destreaming Pilot Schools, and All Other Schools



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