

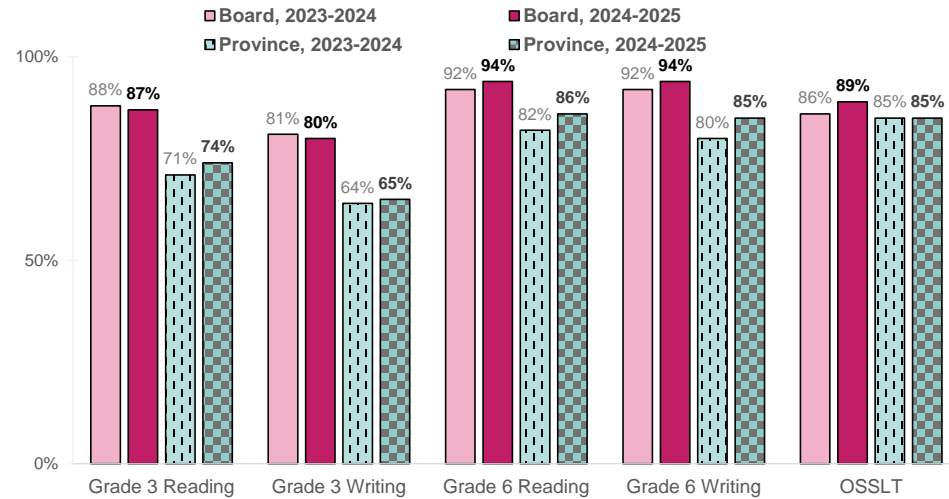
Student Achievement Plan: DSB Niagara

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

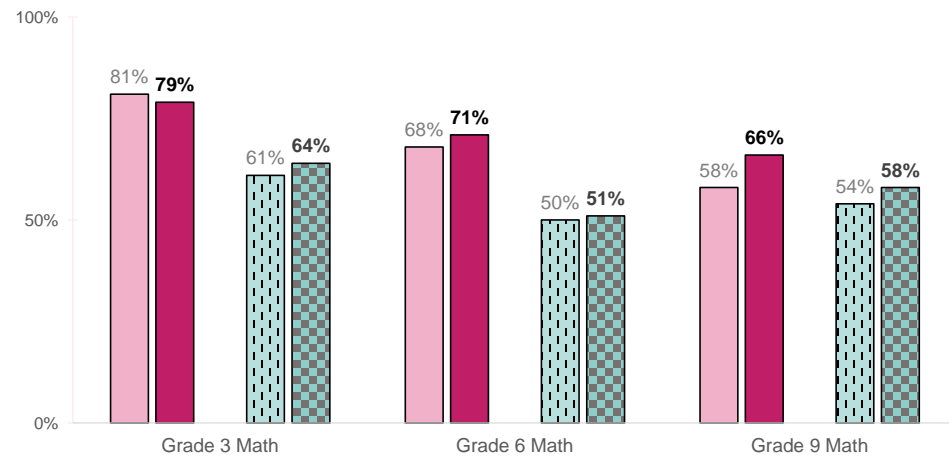
Goal: Improve students' literacy learning and achievement

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



Goal: Improve students' math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



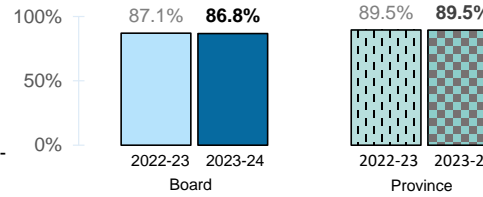
2024-2025 Academic Year

Preparation of Students for Future Success

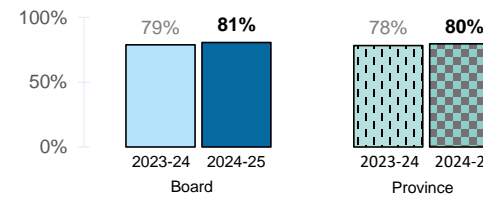
Goal: Improve students' graduation rates and preparedness for future success

Measure: % of students graduating with an OSSD within five years of starting Grade 9

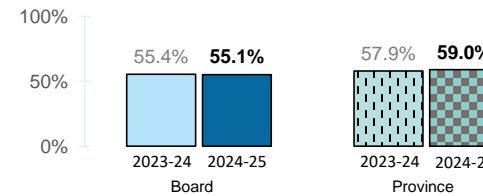
Includes students who began Grade 9 in 2019-2020 and tracks their progress until 2023-2024.



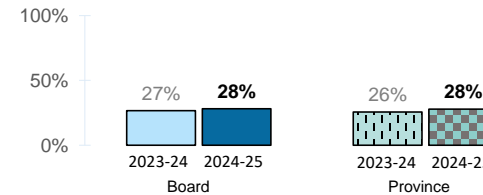
Measure: % of students who earn 16 or more credits by the end of Grade 10



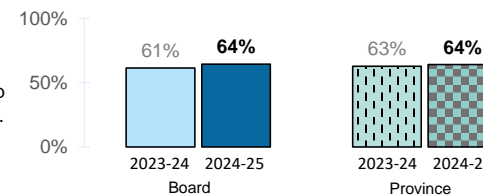
Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses



Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)



Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

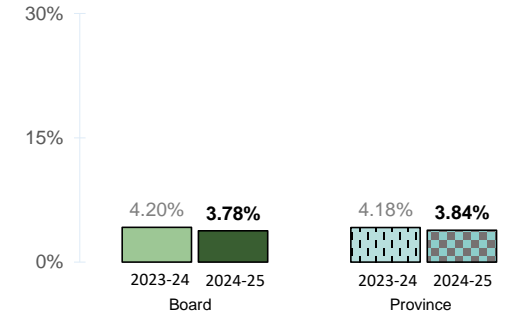


2024-2025 Academic Year

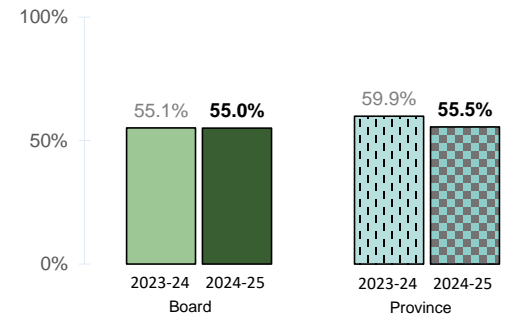
Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once

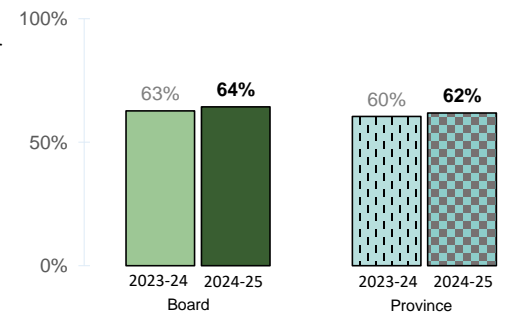


Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent



Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards.

Student Achievement Plan: DSB Niagara

2024-2025 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	87%	74%
Grade 3 EQAO Writing	80%	65%
Grade 6 EQAO Reading	94%	86%
Grade 6 EQAO Writing	94%	85%

% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

	School Board	Province
	89%	85%

Goal: Improve students' math learning and achievement

% of students who meet or exceed the provincial standard on:

	School Board	Province
Grade 3 EQAO Math	79%	64%
Grade 6 EQAO Math	71%	51%
Grade 9 EQAO Math	66%	58%

Additional School Board Measures

School board

Additional School Board Measures	School board

Actions our School Board Will Take to Improve

DSBN literacy results are strong and above provincial averages across all measures. To sustain and build on these results, the board is strengthening explicit, evidence-informed instruction in foundational reading skills in the early grades, expanding early screening to activate Tier 2 supports quickly, and investing in professional learning to support consistent Tier 1 instruction across all schools. At the secondary level, schools are assessing incoming Grade 9 students' literacy levels and putting targeted supports in place before students write the OSSLT in Grade 10. Students who require a rewrite have access to structured intervention and recovery opportunities in Semester 2. Across all grades, the board is strengthening literacy instruction in every subject area so that reading, writing, and critical thinking are reinforced throughout the curriculum. Mathematics achievement is improving across all grades. To sustain this progress, the board is continuing to expand the DSBN Scope and Sequence for Mathematics, a resource that ensures a consistent, scaffolded progression of concepts and skills from Kindergarten through Grade 8 in every school. This work is paired with professional learning that helps teachers apply the sequence in high-quality daily instruction, strengthening consistency and grade-to-grade transitions. In Grade 9, the focus is on responsive instruction that addresses the full range of student readiness, using assessment data to adjust teaching and identify students who need Tier 2 support early.

2024-2025 Academic Year

Preparation of Students for Future Success

Goal: Improve students' graduation rates and preparedness for future success

	School	
	Board	Province
% of students...		
who earn 16 or more credits by the end of Grade 10	81%	80%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	28%	28%
who graduated with an OSSD within five years of starting Grade 9 (2023-2024)	86.8%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	55.1%	59.0%
who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)	64%	64%

Additional School Board Measures

School board

Additional School Board Measures	School board

The DSBN is committed to continuous improvement in credit accumulation and graduation rates by strengthening the effectiveness of In-School Student Success Teams (ISSST) in every secondary school, ensuring teachers, guidance counsellors, support staff, and administrators are working together consistently to identify students early and activate the right supports early. Further to that, the board is expanding flexible pathway options including credit recovery, e-learning, and cooperative education, and improving progress monitoring. DSBN is focused on growing participation in job skills programs and enrolment in senior math and science by investing in professional learning so teachers, guidance counsellors, and administrators can confidently promote SHSM, Dual Credit, and OYAP as rigorous pathways for a wide range of learners. Pathway awareness is being built earlier in secondary school through targeted outreach and proactive OYAP and SHSM recruitment as well as earlier conversations about how course choices connect to future goals, and in-course supports are being improved so students who enrol have the scaffolding they need. With respect to students feeling prepared for their next step, the board is strengthening classroom practices that provide clear success criteria, high-quality feedback, and multiple ways to demonstrate learning, while deepening pathway planning supports and expanding student voice so learners have a genuine role in understanding their progress and planning what comes next.

2024-2025 Academic Year

Student Engagement & Well-Being

Goal: Improve students' participation in class time and learning

	School	
	Board	Province
% of students...		
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	55.0%	55.5%
in Grades 4-12 who were suspended at least once	3.78%	3.84%

Goal: Improve student well-being

% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

	School Board	Province
	64%	62%

Additional School Board Measures

School board

Additional School Board Measures	School board

Through a system-wide commitment to Building Belonging and Knowing Each Learner, we will strengthen student engagement and well-being by fostering inclusive, identity-affirming learning environments where students feel connected and supported. This includes integrating attendance, well-being, and early intervention supports to respond quickly when concerns emerge and reduce barriers to regular participation. DSBN is also embedding restorative practices as a foundational approach to student behaviour and school climate, focusing on proactive relationship-building and responsive repair when harm occurs, supported by ongoing staff training and the targeted use of Youth Counsellors to build capacity and support implementation across schools. Strengthening how students access mental health supports is an ongoing priority. The Board is enhancing the visibility, coordination, and consistency of mental health supports across schools, while strengthening partnerships with community agencies to ensure timely access to care.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2022-2023 to 2024-2025, and the Education Quality and Accountability Office (EQAO), 2023-2024 to 2024-2025.

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