

AGENDA

OPEN SESSION

Tuesday, February 12, 2025

5:30 p.m.

Virtual Meeting - MS Teams

Committee Members:

Karla Bailey, Committee Chair
Susan Benjamin, Committee Vice-Chair
Lucas Alves
Jeffery Clark
Kathy McDonald

David Green, Ex-officio
Satpaul Singh Johal, Ex-officio

OPEN SESSION

1. Call to Order

2. Acknowledgement of Traditional Lands

3. Approval of Agenda

4. Declarations of Conflict of Interest

5. Approval of Minutes

5.1. Curriculum, Equity and Student Well-being Committee – December 10, 2024

6. Delegations

7. Staff Reports

7.1. Advancing Education Innovation in PDSB (For Information) – *presentation by Tony Moscone*

7.2. De-streaming - Progress Report (For Information) – *presentation by Lara Chebaro*

8. Communications

9. Trustee Motions for Consideration

10. Trustee Notices of Motion

11. Adjournment

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Curriculum, Equity and Student Well-Being Committee of the Peel District School Board. The hybrid meeting was held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Tuesday, December 10, 2024, at 17:30 hours.

Members present:

Karla Bailey
Susan Benjamin
Jill Promoli (17:35)
Lucas Alves (electronic)
Jeffrey Clark
Kathy McDonald (electronic)
David Green, Ex-officio (electronic)

Trustee also present:

Stan Cameron (electronic)

Administration:

Harjit Aujla, Associate Director, School Improvement and Equity (Executive Member)
Lara Chebaro, Superintendent of Curriculum and School Improvement (Back-up Executive Member)
Bernadette Smith, Superintendent, Innovation and Research
Thomas Tsung, Controller, Facilities and Environmental Support Services
Jasmine Vorkapic, Governance Officer

Lorelei Fernandes, Board Reporter

1. Call to Order

Associate Director, School Improvement and Equity, Harjit Aujla, called the meeting to order at 17:30 hours.

2. Election of Chair and Vice-Chair

Associate Director Aujla, called for nominations for the position of Chair of the Curriculum, Equity, Student Well-Being Committee.

Trustee Benjamin nominated Trustee Bailey.

The nomination of Trustee Bailey for the position of Chair of the Curriculum, Equity and Student Well-Being Committee, was moved by Trustee Benjamin, and seconded by Trustee Clark.

There were no further nominations.

2. Election of Chair and Vice-Chair (Continued)

The nominee for the position of Chair, Trustee Bailey, thanked her colleagues for their support.

Trustee Bailey was acclaimed as Chair of the Curriculum, Equity and Student Well-Being Committee.

Trustee Bailey assumed the Chair. She called for nominations for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee.

Trustee Clark nominated Trustee Benjamin.

There were no further nominations.

The nomination of Trustee Benjamin for the position of Vice-Chair of the Curriculum, Equity and Student Well-Being Committee, was moved by Trustee Clark, and seconded by Trustee Promoli.

Trustee Benjamin was acclaimed as Vice-Chair of the Curriculum, Equity and Student Well-Being Committee.

3. Land Acknowledgement

A video recording of the Acknowledgement of Traditional Lands was viewed.

4. Approval of Agenda

Later in the meeting the agenda was reordered slightly.

CESWB-01 moved by Jill Promoli
seconded by Susan Benjamin

Resolved, that the agenda be approved.

..... carried

5. Conflict of Interest

There were no declarations of conflict of interest.

6. Minutes of the Curriculum, Equity and Student Well-Being Committee, October 9, 2024

CESWB-02

moved by Jeffrey Clark
seconded by Kathy McDonald

That, the Minutes of the Curriculum, Equity and Student Well-Being Committee Meeting, held October 9, 2024, be approved.

..... carried

7. Response to Delegation by Learning for a Sustainable Future

Controller of Facilities and Environmental Support Services, Thomas Tsung, thanked the association, Learning for a Sustainable Future (LSF), for delegating to the Committee. He advised that Peel DSB will declare a climate emergency which aligns with the commitments made by the Region of Peel and the municipalities of Caledon, Brampton, and Mississauga. The declaration will be contingent on the Board having a Climate Action Plan to be developed in collaboration with various Peel DSB departments and include student input using a survey. Thomas Tsung commented on the Board's commitment to environmental education and sustainability through the EcoSchools Program, the framework for which is provided by the Toronto and Region Conservation Authority (TRCA). He reviewed the proposed actions to support the initiative outlined in the report.

Responses to questions of clarification from members included: a real-time monitoring system can track utilities on a daily basis; a utility database operated by the Ministry and enables consumption tracking and costs by school; resources will be reviewed once a Climate Action Plan is developed; the proposal is for all schools to be at a participant level in the EcoSchools program and move to higher levels of certification over the next few years; funding is currently received from Region of Peel through partnership with TRCA for Teacher Leads to attend workshops; additional internal grant program funding is available for EcoSchools Canada membership and Certification. A trustee commented on consideration to resolve issues for schools with open courtyards during heat alerts and flooding situations.

CESWB-03

moved by Lucas Alves
seconded Jill Promoli

Resolved, that the Response to Delegation by Learning for a Sustainable Future, be received.

..... carried

8. E-Learning in the Peel District School Board

Bernadette Smith, Superintendent, Innovation and Research, stated that Peel DSB's eLearning initiative demonstrates a commitment to accessibility, equity, and 21st century skills, and is aligned with the Board's Multi-Year Strategic Plan and Ministry Directives. Peel DSB is a member of the Ontario eLearning Consortium (OeLC), which ensures that Ontario students have access to a diverse range of eLearning opportunities.

8. E-Learning in the Peel District School Board (Continued)

Superintendent Smith reviewed background information in the report. She highlighted: eLearning courses are offered through a centralized PVSS structure to provide flexible options for students; teachers support students through monitoring and feedback; 1791 students are currently enrolled; the program maintains equity and cultural responsiveness; practices address systemic barriers; a high retention and success rate. She noted that increasing demand requires additional investment, staffing, professional development, and technological infrastructure. Anu Arora, Coordinating Principal of Peel Virtual Secondary Schools, stated that students are encouraged to be active participants in an eLearning environment. A video describing how active learning is embedded in a course was shown.

CESWB-04

moved by Susan Benjamin
seconded Jill Promoli

Resolved, that the report re E-Learning in the Peel District School Board, be received.

..... carried

9. International Programs in the Peel District School Board

Superintendent Bernadette Smith and Pooja Singh, Manager of Recruitment and Marketing, presented the report. Superintendent Smith stated that the Board's International Programs work is aligned with the Peel DSB's Multi-Year Strategic Plan, promoting student equity, global citizenship, and academic excellence through cultural inclusivity. Reviewing the report, she highlighted the core pillars: Peel schools for international students; delegations and learning experiences; partnerships providing opportunities to study and teach abroad including professional learning exchanges; student leadership initiatives. Next steps include strengthening and diversifying the programs to ensure sustainability, broadening recruitment efforts across regions, expanding student pathways, and refining programs through blended learning models. A video clip was viewed on Peel DSB's international programs.

Staff responded to trustees' questions of clarification regarding: China and Vietnam are the main source markets for international students; the Board intends to source students from across Europe; currently safety issues for international travel need to be considered for Peel DSB students going abroad; a majority of international students are in high school programs; a few students are enrolled in elementary programs, who must be accompanied by a parent or close relative; some students stay on to proceed to post-secondary pathways in Canada, while others go back to their home country; new visa rules do not impact Peel students. A trustee commented on the benefits of international student exchange programs in terms of student experiences.

CESWB-05

moved by Susan Benjamin
seconded Jill Promoli

Resolved, that the update report on International Programs in the Peel District School Board, be received.

..... carried

10. Adjournment

CESWB-06

moved by Lucas Alves
seconded Susan Benjamin

Resolved, that the meeting adjourn (18:24 hours).

..... carried

..... Chair

7.1

Curriculum, Equity and Student Well-Being Committee Meeting, February 12, 2025

Advancing Education Innovation in PDSB

Strategic Alignment:

This report aligns with the Peel District School Board's Multi-Year Strategic Plan (MYSP) priorities of Equity and Inclusion, Student Success, and Innovation. Both Leading Education Innovation Projects (LEIP) and Student-Centred Progressive Augmented Relevant Knowledge Building (SPARK) sessions focus on fostering innovative and inclusive student-centered learning environments that prepare students for future success while addressing systemic inequities.

Report Type: For Information

| | |
|----------------------|--|
| <i>Prepared by:</i> | Bernadette Smith, Superintendent, Innovation & International Programs Harjit Aujla, Associate Director, School Improvement & Equity |
| <i>Submitted by:</i> | Rashmi Swarup, Director of Education |

Overview

Objective

This report provides an overview of the implementation, impact, and progress of the LEIPs and SPARK sessions for the 2024-2025 school year. These initiatives support PDSB's commitment to leveraging Empowering Modern Learners (EML), Universal Design for Learning (UDL), and Culturally Responsive and Relevant Practices (CRRP) to address the diverse needs of learners.

Highlights:

LEIP - Enhanced innovative practices and technology-enabled learning in schools, focusing on historically marginalized learners. Over 200 projects were implemented across the system over 170 schools, involving over 4000 students and over 200 educators.

SPARK Sessions - Delivered in various modalities, fostering student engagement, professional development for educators, and personalized learning pathways. Over 50 sessions reached over 5000 students and over 200 educators.

Alignment to MYSP - Clear connections to equity, inclusion, and advancing student outcomes through innovative education frameworks. 85% of participating schools reported improved student engagement.

Community Impact - Increased capacity for schools to share best practices and extend learning to broader school communities including with industry, business, and post secondary school partners.

Data-Driven Results: Integration of qualitative and quantitative data to measure success and inform future actions. Surveys show a 90% satisfaction rate among participants.

Background:

LEIP and SPARK initiatives were launched to integrate advanced pedagogical frameworks with technology and transformative learning environments to improve equity and inclusion within classrooms. These projects are grounded in the MYSP's emphasis on preparing students for a globally competitive future while dismantling systemic barriers in education. For example, robotics initiatives in LEIP focused on increasing participation in STEAM among underrepresented groups.

Evidence

LEIP Projects

Applications opened in September 2024 and highlighted innovative approaches like robotics integration, sustainability challenges, and AI-driven instruction to engage diverse learners. LEIP projects have already demonstrated measurable increases in student engagement, particularly among underserved populations. Schools reported a 15% increase in math and science scores for students involved in LEIP.

SPARK Sessions

The new SPARK initiative delivered over 50 sessions, including workshops on coding, real-world problem-solving, and leveraging digital tools to support global competencies. Educators reported increased confidence in embedding technology into curriculum delivery, leading to improved student outcomes. 70% of educators noted higher classroom participation post-session.

Some of the areas of study within the LEIP projects and SPARK sessions include:

- **Artificial Intelligence (AI)**
Projects leverage AI to personalize learning, support data-driven teaching, and provide adaptive tools to enhance student engagement and performance.
- **Robotics**
Robotics initiatives inspire curiosity and creativity while fostering engineering, critical thinking, and problem-solving skills through hands-on experiences.
- **Coding and Computational Thinking**
Coding programs equip students with essential problem-solving techniques, logical reasoning, and future-ready tech skills, fostering a deep understanding of digital tools.
- **Podcasting and Digital Storytelling**
Podcasting and digital storytelling empower students to enhance communication, creativity, and digital literacy, providing platforms to share their unique perspectives.
- **Makerspaces and Design Thinking**
Makerspaces provide collaborative environments where students experiment with tools like circuit boards, crafting materials, and design software to solve real-world challenges.
- **3D Printing and Prototyping**
3D printing introduces students to manufacturing concepts, design thinking, and prototyping, enabling them to bring ideas from concept to reality.
- **Augmented Reality (AR) and Virtual Reality (VR)**
AR and VR technologies are utilized to immerse students in interactive simulations, making abstract concepts tangible and enhancing experiential learning.
- **Game-Based Learning and Gamification**
Incorporating educational games and gamification strategies, these projects increase student motivation and engagement while reinforcing key concepts.

- **Assistive Technologies**

Tools like speech-to-text software, audiobooks, and adaptive devices provide equitable learning opportunities, supporting students with diverse needs.

- **Media Production and Video Editing**

Students engage in media production projects, learning video editing, scriptwriting, and production techniques that enhance creativity and technical skills.

- **App Development**

Connect real-world experiences to the digital realm, enabling students to explore data-driven projects and smart technology applications.

- **Environmental Sustainability and Green Tech**

Projects focus on sustainable practices, renewable energy technologies, and environmental science, fostering global awareness and responsible citizenship.

- **Data Science and Analytics**

Introducing data science concepts helps students and staff analyze real-world datasets, derive insights, and understand the importance of informed decision-making.

- **Aerial Technologies**

Innovative projects to teach students about physics, aerodynamics, and practical applications like mapping and data collection.

- **Wearable Technology**

Wearables are explored to teach students about engineering, programming, and healthcare innovations, combining tech skills with real-world applications.

Impact Analysis

Equity & Human Rights Review:

Both LEIP and SPARK initiatives prioritize eliminating systemic inequities by providing targeted support to marginalized student groups. For example, coding workshops were tailored to engage underrepresented students in STEM fields.

Board or Ministry Policy Alignment:

These programs align with the Ministry's directives on inclusive education and digital literacy and support the PDSB's School Improvement and Equity Plans.

Resource/Financial Implications:

Funding for these initiatives was provided by the Empowering Modern Learners team and supported by interdisciplinary resources. Staff time included dedicated training sessions and follow-ups with participating educators.

Risk Assessment:

Risks include inconsistent implementation due to varying school resources and funding. Mitigation strategies involve ongoing professional learning and sharing resources across schools.

Community Impact:

These programs foster partnerships with local communities, including leveraging industry, business, post secondary partners, public library resources and hosting events like Innovation Hubs to share learning outcomes. Over 100 community and industry members attended these events, demonstrating strong stakeholder engagement.

Next Steps

Action Required:**Expand High-Impact Projects**

Identify the most effective LEIP and SPARK initiatives and scale them to additional schools, prioritizing equity and access for underrepresented student groups.

Develop Advanced Professional Learning Opportunities

Continue to create specialized training sessions for educators to deepen their expertise in emerging technologies, such as AI, robotics, and data science, with a focus on practical classroom integration.

District-Wide Innovation Network

Expand the collaborative network of educators, students and schools to share best practices, resources, and mentorship opportunities, fostering a culture of continuous improvement.

Integrate Sustainability into Projects

Incorporate environmental sustainability and green technologies into future LEIP and SPARK initiatives, aligning with global priorities and student interest in climate action.

Strengthen Data-Driven Decision-Making

Develop enhanced tools and frameworks for collecting, analyzing, and utilizing data to measure project impact and guide future innovation strategies.

Enhance Community and Industry Partnerships

Expand collaboration with businesses, post-secondary institutions, and community organizations to provide additional expertise, funding, and real-world learning opportunities for students.

EdTech Innovation Magazine

Share success stories through EdTech Innovation Magazine and media and school board outlets.

Expanding Learning

Host the third annual LEIP symposium in June 2025 to showcase LEIP and SPARK achievements.

Success Measures:

Key performance indicators include student achievement data, educator feedback, participation metrics from sessions and projects and ability to spread and scale initiatives for larger system effect.

References:

1. EML LEIP Infographic

https://drive.google.com/file/d/10EREdo-0LMU31mCezhgqpkkmnOSrH6yj/view?usp=drive_link

2. SPARK Infographic

https://docs.google.com/presentation/d/1K0hCzpD19xLL9GKhrN2vhYt9LUDHdrJXGS0u14cTF2g/pub?start=false&loop=false&delayms=60000&slide=id.g301d276ad5c_0_10

7.2

Curriculum, Equity and Student Well-Being Committee Meeting, February 12, 2025

De-streaming - Progress Report

Strategic Alignment:

Multi-Year Strategic Plan, 2024-2028
Equity and Inclusive Education (Policy 54)
Human Rights (Policy 51)
Anti-Racism Policy
Directive 19 – De-streaming

Report Type:

For Information

| | |
|---------------|--|
| Prepared by: | Lara Chebaro, Superintendent, Curriculum & School Improvement Harjit Aujla, Associate Director, School Improvement & Equity |
| Submitted by: | Rashmi Swarup, Director of Education |

Overview

Update: The purpose of this report is to provide an update on Peel's work in the area of de-streaming through Directive 19.

Highlights:

- This report provides an overview and an update on the progress made in de-streaming core subjects in Grades 9 and 10.
- This report highlights the Peel District School Board's commitment to continuing the work of de-streaming learning environments to positively impact curriculum delivery and educational outcomes for all students.

Background:

In response to Directive 19 – De-Streaming, the PDSB took intentional steps to dismantle barriers in support of student achievement through equity-focused school improvement work.

De-streaming work was founded on anti-oppressive practices (AOP) and equity frameworks. By embedding principles of anti-oppression and the belief that every student can learn to high standards into curriculum planning, assessment practices and educator professional learning, we are able to make evidence informed decisions in support of student achievement. A critical goal that stemmed from Directive 19 was to ensure that change was meaningful and sustainable. We know that our collective efforts were impactful as evidenced in [PDSB's 2024 Equity and Accountability Report Card](#).

Evidence

Findings/Key Considerations:

In response to Directive 19, the PDSB took swift and decisive actions. De-streaming efforts were initiated during the pandemic and formalized implementation was in September 2021. All secondary schools were involved in de-streaming work. All applied and locally developed courses were eliminated in Grade 9 and 10. Instead, de-streamed Grade 9 and 10 courses were offered in core subject areas. The de-streaming implementation plan and progress were publically shared in the [D19 Progress Update Board Report dated Feb. 2021](#) as well as in the [D19 Progress Update Board Report dated June 2022](#).

These reports clearly demonstrate the impact of the Peel District School Board's efforts in increasing student achievement while reducing disproportionalities

PDSB's De-streaming Implementation Plan

The de-streaming implementation plan started with creating processes that enable all educators across PDSB to dismantle barriers that perpetuate and maintain beliefs and actions that result in streaming. The [D19 Progress Update Board Report dated June 2022](#), outlines the actions taken. These actions were strategically monitored and tracked as follows:

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- Reduce Disproportionality Indices for Marks Ranges below 70 to less than 1.5
 - Increase Disproportionality Indices for Mark Ranges 70 and above to 0.8 or greater
 - Reduce Disproportionality Index for college-track Grade 11 math to less than 1.5
 - Increase Disproportionality Indices for university-track Grade 11 math to 0.8 or greater

Impact Analysis

Impact Analysis of Pathways Data

- The proportion of grade 9 and 10 students taking an Academic pathway has increased about 16% from 81.5% in 2018-19 to 97.4% in 2023-24 (see Appendix 1, Table 1).
- PDSB no longer offers an Applied pathway (see Appendix 1, Table 2).
- The proportion of grade 9 and 10 students taking a Locally Developed Compulsory Credit (LDCC) pathway has decreased by half, from 3.1% to 1.5% (see Appendix 1, Table 3).

Disproportionate outcomes have:

- decreased for African, Black, and Afro-Caribbean students taking Academic pathways from 0.7 in 2018-19 to 1.0 in 2023-24 (see Appendix 1, Table 1)
- decreased for Indigenous students taking Academic pathways from 0.5 in 2018-19 to 0.9 in 2023-24 (see Appendix 1, Table 1)
- decreased for African, Black, and Afro-Caribbean students taking LDCC pathways from 2.5 in 2018-19 to 1.6 in 2023-24 (see Appendix 1, Table 3)

The increase in Middle Eastern students taking the LDCC pathway may be due to increasing numbers of students from Middle Eastern countries due to recent immigration. We would consider many of these students requiring ELD programming.

Board or Ministry Policy Alignment:

De-streaming directly aligns with the Board's Multi-Year Strategic Plan, closely aligning with:

- Goal 1 - Student Achievement 1.2 - Address disproportionate outcomes for students historically and currently marginalized and underserved and specifically addresses de-streaming and
- Goal 3 – Equity and Inclusion 3.1 - Ensure barriers are identified and removed for historically and currently marginalized students to create equitable and inclusive learning environments.

Resource/Financial Implications:

The Curriculum & School Improvement Department, in collaboration with all central departments in PDSB, continue to lead the work in partnership with Superintendents of Education by building on current resources and tools to ensure professional learning is delivered to teachers that will build curriculum fidelity, instructional core and knowing our learners. These specific and intentional professional learning opportunities positively impact student learning.

Legal implications:

This work ensures compliance with Equity and Inclusive Education (Policy 54), Safe and Caring Schools (Policy 48), and Ministry Directive 19 – De-streaming.

Community Impact:

De-streaming in Ontario schools aims to reduce educational disparities and promote equity by providing all students with the same academic opportunities. This collaborative effort involves senior leaders, educators, students, families, and community partners. While change takes time, it is vital that we continue to support de-streaming to create a more inclusive and equitable education system for all PDSB students.

Next Steps

| Goals: | Year 1 and 2 | Years 3 and ongoing |
|---|--|--|
| <p>Reduce Disproportionality Indices for Marks Ranges below 70 to less than 1.5</p> <p>Increase Disproportionality Indices for Mark Ranges 70 and above to 0.8 or greater</p> <p>Reduce Disproportionality Index for college-track Grade 11 math to less than 1.5</p> <p>Increase Disproportionality Indices for university-track Grade 11 math to 0.8 or greater</p> | <p>Professional Learning and support. For example,</p> <ul style="list-style-type: none">• development of Grade 9 and 10 course packs through digital tools• monitoring of implementation of digital tools at a board level• teacher/administrator professional learning in Family of Schools, Math Facilitators, and Literacy Coaches• professional learning for School Success Teams focused on math de-streaming <p>Monitoring through:</p> <ul style="list-style-type: none">• The Equity and Accountability Report Card (EARC)• Student census data• School Equity Audit Tool• School Improvement and Equity Planning <p>Use of digital resources for de-streamed courses system-wide</p> | <ul style="list-style-type: none">• Continue the vertical alignment (SOE, Administrators, and Educators) of professional learning and build upon professional learning-based student data from Years 1 and 2• Further digitize monitoring tools for educator support and system monitoring• Shifting the resource support model centrally to ensure optimal service to schools• The new Measure of Economic Index uses multiple data points, and uses these intersecting data points, to best determine the vulnerabilities of the school and so that central support teams can tailor support to maximize and accelerate improvement. <p>Continue monitoring points as indicated in Years 1 and 2.</p> |

The Peel District School Board is steadfast in its commitment to addressing disproportionalities and promoting equity and inclusion through its ongoing de-streaming initiatives. While meaningful change in education takes time, emerging positive trends across various measures suggest that the board's efforts are beginning to make a tangible

difference. It is important to recognize that educational reform, particularly in the context of de-streaming and equity, is a complex process that requires sustained dedication, professional development, and a supportive community of educators and leaders. With a clear focus on long-term goals and continued support, the PDSB is poised to build on early successes and drive the sustained, impactful changes needed to ensure all students thrive in an inclusive and equitable learning environment.

References:

Multi-Year Strategic Plan, 2024-2028
Equity and Inclusive Education (Policy 54)
Human Rights (Policy 51)
Anti-Racism Policy
Directive 19 – De-streaming

Appendices

Appendix 1 – **Comparative Course Registration Data 2018-1019 to 2023-2024**

Appendix 1

Comparative Course Registration Data 2018-1019 to 2023-2024

Table. 1 Pathways: Academic Courses by Racial Background

| | 2018-19 | | | 2023-24 | | |
|---------------------------------|---------------|-----------------|-----|---------------|-----------------|-----|
| | % in Academic | % of Population | DI | % in Academic | % of Population | DI |
| African, Black & Afro-Caribbean | 7.8% | 10.5% | 0.7 | 9.6% | 9.8% | 1.0 |
| East Asian | 5.9% | 5.3% | 1.1 | 4.7% | 4.7% | 1.0 |
| Indigenous | 0.1% | 0.2% | 0.5 | 1.2% | 1.3% | 0.9 |
| Latin American | 0.9% | 1.2% | 0.8 | 0.9% | 1.0% | 0.9 |
| Middle Eastern | 5.8% | 6.3% | 0.9 | 5.6% | 5.8% | 1.0 |
| South Asian | 50.8% | 46.2% | 1.1 | 50.8% | 50.3% | 1.0 |
| Southeast Asian | 3.3% | 3.3% | 1.0 | 2.5% | 2.5% | 1.0 |
| White | 16.2% | 17.4% | 0.9 | 12.1% | 12.2% | 1.0 |
| Additional Racial Background | 2.0% | 2.3% | 0.9 | 1.0% | 1.1% | 0.9 |
| Multiple Racial Backgrounds | 7.2% | 7.3% | 1.0 | 7.7% | 7.7% | 1.0 |
| Did not disclose | N/R | N/R | - | 5.0% | 5.1% | 1.0 |
| Total Students | 15,675 | 19,243 | | 18,611 | 19,113 | |

Table 2. Pathways: Applied Courses by Racial Background

| | 2018-19 | | | 2023-24 | | |
|---------------------------------|--------------|-----------------|-----|--------------|-----------------|----|
| | % in Applied | % of Population | DI | % in Applied | % of Population | DI |
| African, Black & Afro-Caribbean | 21.1% | 10.5% | 2.0 | 0% | 9.8% | - |
| East Asian | 2.6% | 5.3% | 0.5 | 0% | 4.7% | - |
| Indigenous | 0.5% | 0.2% | 2.5 | 0% | 1.3% | - |
| Latin American | 2.7% | 1.2% | 2.3 | 0% | 1.0% | - |
| Middle Eastern | 8.9% | 6.3% | 1.4 | 0% | 5.8% | - |
| South Asian | 27.0% | 46.2% | 0.6 | 0% | 50.3% | - |
| Southeast Asian | 3.6% | 3.3% | 1.1 | 0% | 2.5% | - |
| White | 23.3% | 17.4% | 1.3 | 0% | 12.2% | - |
| Additional Racial Background | 3.4% | 2.3% | 1.5 | 0% | 1.1% | - |
| Multiple Racial Backgrounds | 7.0% | 7.3% | 1.0 | 0% | 7.7% | - |
| Did not disclose | N/R | N/R | - | 0% | 5.1% | - |
| Total Students | 3,024 | 19,243 | | 0 | 19,113 | |

Table 3. Pathways: Locally Developed Compulsory Credit (LDCC) by Racial Background

| | 2018-19 | | | 2023-24 | | |
|---------------------------------|------------|-----------------|-----|-----------|-----------------|-----|
| | % in LDC C | % of Population | DI | % in LDCC | % of Population | DI |
| African, Black & Afro-Caribbean | 26.3 % | 10.5% | 2.5 | 15.7% | 9.8% | 1.6 |
| East Asian | N/R | 5.3% | N/R | N/R | 4.7% | N/R |
| Indigenous | N/R | 0.2% | N/R | N/R | 1.3% | N/R |
| Latin American | 3.0% | 1.2% | 2.5 | N/R | 1.0% | N/R |
| Middle Eastern | 7.9% | 6.3% | 1.3 | 17.4% | 5.8% | 3.0 |
| South Asian | 26.9 % | 46.2% | 0.6 | 22.5% | 50.3% | 0.4 |
| Southeast Asian | 1.7% | 3.3% | 0.5 | N/R | 2.5% | N/R |
| White | 18.5 % | 17.4% | 1.1 | 15.2% | 12.2% | 1.2 |
| Additional Racial Background | 3.9% | 2.3% | 1.7 | N/R | 1.1% | N/R |
| Multiple Racial Backgrounds | 9.3% | 7.3% | 1.3 | 5.6% | 7.7% | 0.7 |
| Did not disclose | N/R | N/R | - | 14.0% | 5.1% | 2.7 |
| Total Students | 594 | 19,243 | | 289 | 19,113 | |