

Toronto District School Board

Director's Annual Report 2018



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Message from the Director

I am pleased to present the 2018 Director's Annual Report for the Toronto District School Board.

This report is a summary of the work happening across our system in support of achievement, equity and well-being. The Board is proud to have a [Multi-Year Strategic Plan](#) in place with five high-level goals and detailed action plans aimed at improved support and engagement for everyone – students, staff, parents and our community. With this coordinated and strategic approach, we expect to close the achievement and well-being gaps while keeping expectations high for all; transform student learning to ensure students improve in literacy, math and all essential skills; and increase engagement with students, staff, parents and communities.

There is much work underway across the Board and in our schools in support of the Multi-Year Strategic Plan and we are making progress. I have taken steps to [communicate broadly across the system](#), not only to share information but to learn more about the initiatives and actions happening locally in schools and to see first-hand how we are all working together to ensure success for our students. Whether it is schools making great strides [to promote and create an environment where racism and homophobia will not be tolerated](#), how our schools are [embracing global competencies](#) or the power of [parent and community engagement](#) within schools, I invite you to learn more about how [schools](#) are helping to bring our strategic plan to life in the classroom and see the examples of the incredible work of our students across the system.

John Malloy

Director of Education

Enrolment and other snapshots

Enrolment*

- Elementary: 173,578
- Secondary: 72,994
- Total: 246,572

*As of October 31, 2018

Class Size

- 90% of primary classes (JK - Grade 3) had 20 or fewer students
- No primary classes (JK - Grade 3) had more than 23 students
- The system average class size of Kindergarten classes was 24.4 students
- 98% of Kindergarten classes had 29 or fewer students
- No Kindergarten classes had more than 32 students
- The system average class size in Grade 4-8 classes was 23.23 students

Languages

- 46% of TDSB students use English as their primary language
- 54% speak a language other than English at home
- More than 120 languages are spoken by TDSB students

*As of October 31, 2018

Ethno-Racial Background*

- 26% of students identify as White
- 21% of students identify as South Asian
- 16% of students identify as East Asian
- 12% of students identify as Black
- 10% of students identify as Mixed
- 6% of students identify as Middle Eastern
- 6% of students identify as Southeast Asian
- 2% of students identify as Latin American
- 0.3% of students identify as Indigenous

*Source: 2017 Student Census

Equity, Achievement and Well-Being

Our commitment to equity and human rights remains at the core of all our efforts to support the achievement and well-being of each and every student. We are focused on ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to enhanced learning outcomes.

Over the past two years, the TDSB's Integrated Equity Framework (IEF) has established consistent policy direction and provided tools, resources and supports to create equitable, inclusive learning cultures in every TDSB classroom, school and workplace. This work not only supports those who have traditionally been underserved, but raises the bar for all students.

The transformative equity work will now move forward under the TDSB's Multi-Year Strategic Plan (MYSP), which was finalized in May 2018 following a public consultation. The MYSP is an overarching statement that identifies broad system goals and drives all other planning in the Board (including Leadership Capacity and Service Excellence).

The Multi-Year Strategic Plan and its action plans outline how we will meet our five overarching goals to:

- [Transform Student Learning](#)
- [Create a Culture for Student and Staff Well-Being](#)
- [Provide Equity of Access to Learning Opportunities for All Students](#)
- [Allocate Human and Financial Resources Strategically to Support Student Needs](#)
- [Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being](#)

With the MYSP as the foundation of our work, we expect to:

- Close the achievement and well-being gap by providing access to programs, resources and learning opportunities, while removing systemic barriers
- See students improve in literacy and math and strengthen their global competencies because they are engaged in learning experiences that promote service, social justice and sustainability
- Increase engagement of students, staff, parents and communities because we are honouring voice, experience, identity and expertise and we are willing to adjust our directions and plans because of this engagement.

Our expectation is that everyone improves. We will continue to provide a high standard of education for students and challenge any structure, process and practice that does not allow all students to achieve success.

Other Highlights

EQAO

The TDSB continues to maintain strong scores in [EQAO assessments](#) and is focused on improving student achievement in mathematics.

Over the past five years (2012-13 to 2016-17), the percentage of [Grade 3 students](#) who performed at or above the provincial standard (Levels 3 and 4), increased by 7 percentage points in Reading (68% to 75%), decreased by 2 percentage points in Writing (77% to 75%), and decreased by 4 percentage points in Mathematics (69% to 65%).

Over the same time period (2012-13 to 2016-17), the percentage of [Grade 6 students](#) who performed at or above the provincial standard (Levels 3 and 4), increased by 4 percentage points in Reading (77% to 81%), 2 percentage points in Writing (79% to 81%), and decreased by 8 percentage points in Mathematics (62% to 54%).

Results for 2016-17 indicate that the percentage of [Grade 9 students](#) who performed at or above the provincial standard decreased by 1 percentage point, from 81% to 80% in Academic Mathematics since 2015-16. The percentage of Grade 9 students who performed at or above the

provincial standard decreased by 4 percentage points, from 32% to 28% in Applied Mathematics since 2015-16. Results from the [Ontario Secondary School Literacy Test \(OSSLT\)](#) for 2016-17, stayed the same at 81% compared to 2015-16. At the same time, the proportion of successful first-time eligible students in the province also stayed the same at 81%.

Service Excellence

The Toronto District School Board launched a Service Excellence initiative aimed at improving everything we do. The program engages both management and front line staff so that services can be improved at all levels of the organization, impacting students, parents and stakeholders. In 2018, training tools, resources and a new website were created to support staff and Business and School Operations' departments created service improvement teams to lead the planning and implementation of service excellence.

Census Results – Students, Parents and Staff

This year, we shared the data from our 2017 Student and Parent Census which provides comprehensive look at who TDSB students are and about their school experiences, relationships at school, physical health and emotional well-being. This rich data allows the TDSB to respond directly to student and parent voices to develop strategies and adjust supports to better help students' achievement and well-being. We also conducted our third Staff Census and our first Staff Well-Being Survey and are using the results to create action plans to further support staff well-being.

Pie Chart

Instruction – 78%, Administration – 3%, Transportation – 2%, Pupil Accommodation – 15%, Other – 2%.