

Director's Annual Report

2017





Message from the Director

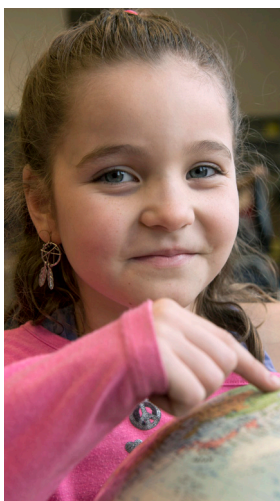
I am proud to share the 2017 Director's Annual Report with you.

This report is a snapshot of the effort underway in the TDSB in support of student achievement and well-being. Together with staff from across the system as well as our [Board of Trustees](#), we have taken great strides to improve the support, resources, tools and learning we provide to our students every day.

Last year, we launched the [Integrated Equity Framework](#); a strategic and coordinated approach to help ensure that all students have equal access, opportunities and expectations. With this as our guide, we continue to have important conversations and learning to further create a culture of fairness, respect and trust that values equity and inclusiveness in every school and workplace.

With this principle at the core of everything we do, and in combination with our [Vision for Learning](#), which focuses on achievement and mental health and well-being, we will make a difference in the schools, classrooms and in the lives of students where it matters most.

John Malloy
Director of Education



Enrolment and other snapshots

Enrolment*

- Elementary: 173,047
- Secondary: 73,570
- Total: 246,617

*Head count as of October 31, 2017

Class Size

- 91% of primary classes (JK - Grade 3) had 20 or fewer students
- 100% of primary classes (JK - Grade 3) had 23 or fewer students
- The system average class size of Kindergarten classes was 24.71 students
- The system average class size in Grade 4 - 8 classes was 23.24 students

Languages

- 43% of TDSB students use English as their primary language
- 57% speak a language other than English at home
- More than 120 languages are spoken by TDSB students

Ethno-Racial Background*

- 29% of students identify as White
- 24% of students identify as South Asian
- 15% of students identify as East Asian
- 12% of students identify as Black
- 9% of students identify as Mixed
- 5% of students identify as Middle Eastern
- 4% of students identify as Southeast Asian
- 2% of students identify as Latin American
- 0.3% of students identify as Aboriginal

* Source: 2011 Student Census



For more information, please visit:
www.tdsb.on.ca/research

Equity, Achievement and Well-Being

Our commitment is to helping each and every student succeed. And, our focus on equity – ensuring that all students have the same access to learning, opportunities, resources and tools – is the underlying foundation and main driver for change of everything that we do in support of student achievement and well-being.

Much was accomplished during Year One of the three-year timeline of the [Integrated Equity Framework](#). A significant part of this work was focused on initiating system-wide cultural transformation through two key areas:

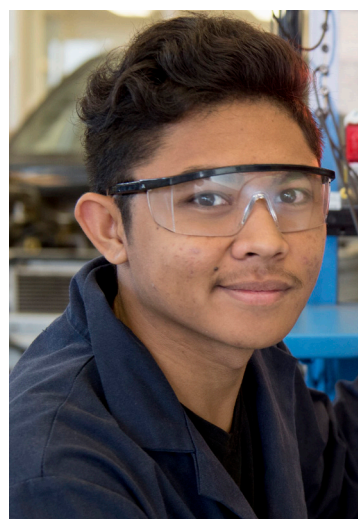
- Reviewing and making changes to our organizational structure and remove the underlying bias in our policies, processes and structures; and
- Building staff capacity through system-wide learning on anti-racism and anti-oppression practices and encouraging staff to challenge their own biases and understanding of power and privilege – and the role it plays in our classrooms and school communities.

This work, in turn, supports our efforts towards achievement and well-being, guided together by our [Vision for Learning](#). School staff are committed to providing students with an improved learning environment focussed on authentic, real world learning practices to develop key global competencies and improve core learning skills such as literacy and numeracy. Our attention to well-being is also having impact across the system with schools focusing on school climate, engagement and an understanding and awareness of mental health and well-being.

We also continued to focus on building leadership capacity through professional learning opportunities to develop our collective leadership and outline what leaders need to learn and how to support others in order to serve in an equitable and inclusive way.

We actively listened to and engaged with our community this year, primarily through the [Enhancing Equity Task Force's](#) work. Its efforts are almost complete and the Board will make decisions based on their recommendations in early 2018. The perspectives we have gained through the Task Force will also assist our multi-year strategic planning process.

Finally, Business and Operations staff continued to focus on [Service Excellence](#) to other departments and schools so that school staff can focus on supporting students, parents and school communities.



Other Highlights

EQAO

The TDSB continues to maintain strong scores in EQAO assessments and is focussed 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%.

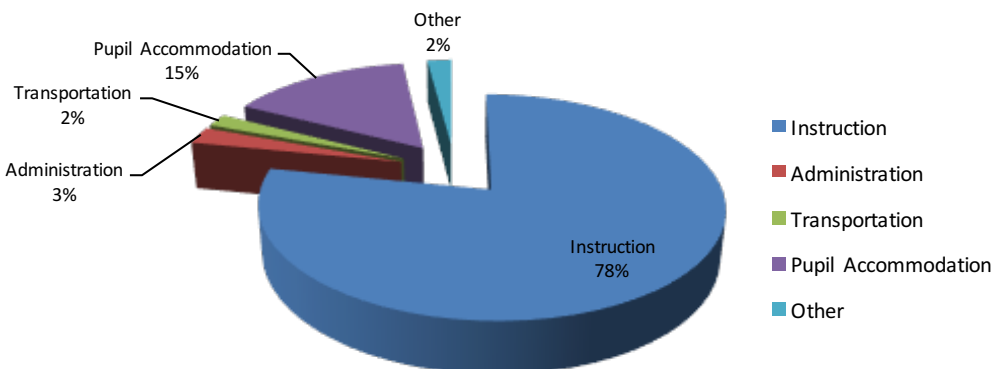
Transparency

As an organization that is committed to being open and transparent, the Board continued its practice of posting important information, data, and research on its public website throughout 2017. Updated [Facility Condition Index](#) information was posted in November to provide the public with direct access to the list of repairs required in each of our 583 schools. In keeping with the Board's efforts to promote transparency and openness with information, [Responsibility for Outcomes](#) Letters with annual expectations for all members of the TDSB Executive Council and all Superintendents of Education were also shared online to reinforce the TDSB's commitment to senior level accountability.

Financial Stability and Accountability

In April 2017, the TDSB approved a balanced operating budget of \$3.2 billion. As a result of enrolment stability over the past three years, and difficult decisions made in previous years to balance the board's budgets, the TDSB is in a financially stable operating position and cuts were not required to balance the 2017-18 budget.

2016-17 Expenses by Category





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