

Appendix B: Preliminary CSIP Data Analysis

Context

Historically, when compared to the TDSB secondary school student population as a whole, there is notable disproportionality in terms of student demographic representation in TDSB's secondary Central Student Interest Programs (CSIP) ([TDSB, 2022](#)). As per [policy P100](#), to increase the access to opportunities and resources for students who have been systemically underserved and underrepresented in such programs, priority seating spaces were established for CSIP applicants in 2022.

Admissions processes for CSIP are operationalized through Board policies and procedures. These policies strive to ensure equitable access, inclusive and barrier-free admissions, and opportunities for all students in alignment with the priorities of the Multi-Year Strategic Plan.

Developing an Understanding of “Underserved and Underrepresented”

The TDSB strives for “substantive equality” which means *“understanding and meeting the needs of disadvantaged persons or groups using historical, legal and social contexts”* (also known at TDSB as historically and currently disadvantaged/ underserved/ underrepresented). *It takes into account discriminatory barriers in their many forms, not all of which are obvious or intended”* (Source: [OHRC, A Guide to Special Programs](#))

“Under Section 14 of the Ontario Human Rights Code, it is not discrimination to put in place a program/special program if it is designed to achieve substantive equality such as:

- *Relieve hardship or economic disadvantage*
- *Help disadvantaged people or groups to achieve, or try to achieve, equal opportunity or*
- *Help eliminate discrimination”*

(Source: [OHRC, A Guide to Special Programs](#))

Enrollment: Demographic Analysis

To support the implementation and monitoring of [Policy P100](#) an analysis of demographic data of students' enrolled in Central Student Interest Programs is

ongoing. This work will support a larger evaluation after three years of the policy implementation/student placements in programs, as well as a procedural document outlining a decision making framework for priority groups.

Priority seating is allocated to self-identified applicants with the goal of attaining a student population that is more reflective of the broader demographic composition of the TDSB, and redressing systemic underservice by the TDSB.

The information uses:

- CSIP secondary application data from 2022 and 2023
- Secondary student enrollment data captured as of October 31, 2023
- Enrollment data matched with Student Census, 2023 demographic responses (*50% match rate to the overall enrollment file, less inside each variable*)
- Income information from Environics Analytics
- To protect individual privacy and ensure rigorous statistical analysis, due to small numbers, elementary CSIP student enrollment and application data is not presented in this Appendix. This data will be included, where possible, in subsequent reports when the sample becomes larger

Demographic variables that were analysed for this report include:

- Gender
- Race
- Median Household Income

Key Highlights

After the first year of the central application process for secondary CSIP, it is evident that racial proportions have shifted toward greater representation across the TDSB student body.

At a more nuanced level, students' in grade 9 CSIP programs, income distribution more closely reflects the TDSB overall. However, there continues to be a greater percentage of students from higher income households enrolling in some CSIP programs (e.g., especially in Arts, High Performing Athlete, and Integrated Technology programs).

There continues to be more applications for Math, Science and Technology programs from non-female identifying applicants (Table 3a). As a result of the prioritised seats for female identifying applicants, there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs (Table 3b).

TDSB's overall results are promising and provide early evidence suggesting that the policy has "opened doors" that were previously closed.

A three-year data cycle is vital to a meaningful evaluation process and will allow us to see the policy’s impact. This will enable communities to see progress in the policy’s goal of achieving a more representative demographic balance in the CSIPs compared to the TDSB student population.

Central Student Interest Programs, Student Identity Patterns

Currently, students enrolled in secondary CSIP programs represent approximately 12% of TDSB secondary students. This is consistent with baseline data (13%) from 2019. In 2023, priority groupings made up 23% of all CSIP applications.

Table 1: 2022-23 Application Data and Priority Groups (all grades)

Application data	Indigenous	Black	Latino	Middle Eastern
# Applications	99	713	267	558
% Applications	1%	10%	4%	8%
Total Acceptances*	58	411	143	291
Acceptance Rate	59%	58%	54%	52%

* note that additional applicants were offered seats that were either declined by the applicant or expired.

Table 2: 2023-24 Application Data and Priority Groups (all grades)

Application data	Indigenous	Black	Latino	Middle Eastern
# Applications	113	567	274	426
% Applications	2%	9%	4%	7%
Total Acceptances*	92	376	172	225
Acceptance Rate	81%	66%	63%	53%

* note that additional applicants were offered seats that were either declined by the applicant or expired.

In both tables, there were additional self-identifying applicants who had been offered seats. Like all applicants, some may have declined their offers; others may not have responded in time and the offer would have expired.

In 2022 the First Nations, Métis and Inuit applicants were included in the 20% of prioritised seats along with applicants self-identifying as Black, Latina/o/x and Middle Eastern. In 2023, First Nations, Métis and Inuit applicants were seated before all others, including applicants identifying as Black, Latina/o/x and Middle Eastern, wherever seats were available.

Gender Identity in Math, Science and Technology Programs (see Tables 3a and 3b)

Table 3a shows the portion of Grade 9 applications to Math, Science and Technology programs coming from female/girl identifying applicants. In both years, girls made up less than 50% of the applicant pool. Through the placement process, 50% of seats in

these programs were allocated for female/girl-identifying applicants. Several schools had processes in place prior to P100 to help ensure gender balance in their programs.

Table 3b shows the proportion of students in Math, Science and Technology programs, taken from the School Information System, that are female/girl. As a result of the prioritised seats for female/girl identifying applicants, there was little change in the percentage of girls enrolling in Math, Science and Technology CSIP programs (Table 3b).

Not all programs had sufficient female-identifying applicants and unfilled seats were reallocated to non-female identifying applicants on the waitlist.

Table 3a: MST Program Applicants' Gender Identity

	November 2022	November 2023
Grade 9 MST applicants	3,067	2,804
Grade 9 MST applicants identifying as Female/girl	1,272	1,222
% applicants identifying as Female/girl	41%	44%

Table 3b: Student Gender Identity (reported in SIS)

	Percentage of girls in MST programs	Percentage of boys and non-binary gender identities in MST programs
CSIP Gr 9 2023-24	47%	53%
CSIP Gr 10-12	47%	53%
*TDSB Sec Total	48%	52%

*total enrollment in TDSB by gender identity

Students' Racial Identity (see Table 4)

Table 4 presents students' racial identity matched with CSIP enrollment data. Note, current grade 9 students (in 2023-24) were the first cohort of students to take part in the central application process. To compare the differences between policy years, the data has been grouped by grade cohorts: grade 9 and grade 10 to 12.

Based on year 1 of the central application process, secondary CSIP programs have seen a shift in demographics when we compare grade 9 students and grade 10 to 12 students - with the biggest shift being with students who identify as Black. Within the priority groups, grade 9 CSIP students more closely resemble TDSB demographics with the exception of Middle Eastern students. As the grade 10 to 12 students in

CSIP programs are pre-Policy P100, grade 10 to 12 CSIP enrollment data shows underrepresentation of Black and Middle Eastern students.

Percentages of Indigenous students should be viewed with caution. It is important to note, the actual number of Indigenous students in the TDSB is likely much higher than what is reported in the Census. It is estimated that “Toronto’s Indigenous population is approximately 2-4 times larger than estimates reported by Statistics Canada” (Smylie et al., 2022). While the 2016 federal Census reported an Indigenous population of 23,065, it is estimated the actual population in 2016 was closer to 75,005, growing to 88,397 in 2021 (Smylie et al., 2022). This difference is due in part to data collection processes that were more responsive to community members.

Racial group and program analysis cannot be completed as numbers are too small at the program and school level. The “*” in the table indicate the priority groups.

Table 4: Students Racial Identity, Student Census 2023¹

2023-24 Enrollment	Total Responses	*Black	East Asian	*Indigenous	*Latino/a/x	*Middle Eastern	Southeast Asian	South Asian	White
CSIP Gr 9	756	12%	18%	1%	5%	5%	7%	26%	36%
CSIP Gr 10-12	2662	7%	24%	2%	4%	6%	6%	24%	45%
CSIP Overall	3418	8%	23%	2%	4%	6%	7%	25%	43%
TDSB Sec Total	24,934	14%	20%	1%	5%	9%	8%	21%	36%

Students’ Median household Income, based on postal code data (see Table 5 and 6)

Figure 1 and Table 5 present students’ median household income matched with CSIP enrollment data. Students from higher income households are enrolled in the grade 10 to 12 population of secondary CSIP programs. Students’, in grade 9 CSIP programs, income distribution more closely reflects the TDSB overall.

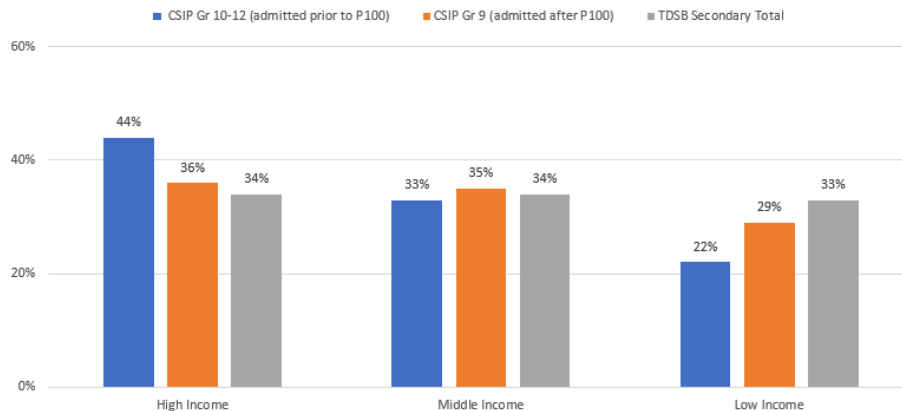
At the program level, students in all grade 9 CSIP programs except STEM, Cyber Arts, and Leadership programs have higher proportions of students from high income households. The highest proportion being Elite Athlete (51%) and Integrated Technology (47%). The same pattern exists for students in the grade 10 to 12 CSIP

¹ Please note, this report uses the 2023 Student Census data which uses a different methodology for reporting race from past Census administrations. In 2023, the race question was a multiple response question. This meant that students could select multiple racial identities. And instead of reporting these students as ‘mixed race’, all responses have been captured within their respective racial category. [Please see the report](#). As baseline disproportions are based on an old methodology, further comparisons and calculations will be explored as the CSIP sample becomes larger over the three year evaluation period.

programs, however, slightly greater proportions: Elite Athlete (60%), Integrated Technology (54%), Arts Focus (50%).

A program comparison can be made as the data for income is matched to student postal code. As such, the sample is much larger.

Figure 1: CSIP Median Household Income²



*Source: Environics Data (average income for postal code area)

Table 5: CSIP Median Household Income, By Program

Programs 2023-24	Grade 9 (2023-24)				Grade 10 to 12			
	Total	High Income	Middle Income	Low Income	Total	High Income	Middle Income	Low Income
Arts Focus	761	42%	34%	24%	2140	50%	30%	20%
Cyber Arts	165	28%	39%	32%	399	36%	38%	27%
Elite Athl	133	51%	31%	18%	327	60%	27%	13%
IB	388	39%	33%	28%	837	41%	34%	25%
Integ. Tech	102	47%	30%	23%	384	54%	29%	17%
Leadership	116	34%	27%	39%	374	41%	36%	23%
STEM	737	27%	39%	34%	1685	37%	38%	25%
Secondary Overall	73,746	34%	34%	33%	73,746	34%	34%	33%

*Source: Environics Data (average income for postal code area)

The above shifts in SES distribution occurred without any explicit prioritisation based on SES. The data from the second year of implementation will include students attending the two new Arts programs and eight new Math, Science and Technology programs, all of which are located in areas of the city without prior access to Central Student Interest Programs.

² Note the income ranges: Low income: \$6607.92 to \$79,889.19, Middle income \$80,000 to \$112,346.76, and High income \$112,369.65 to \$1,738,956.81.