Appendix C

System Data for Black Student School Experiences

Anti-Black Racism takes place in institutional, structural, and systematic levels and manifests itself in numerous ways within the TDSB. While 11% of all TDSB students self-identify as Black, a variety of data and analytical analysis shows that TDSB students that self-identify as black represent a far larger proportion of students that have far less successful experiences in schools from Kindergarten right through to Grade 12. As exemplified in these data:

- Suspensions and Expulsions: In 2018-19, TDSB schools either suspended or expelled a student 5,562 times. 33% of these suspensions and expulsions were given to Black students (TDSB, 2018a).
- Special education: Among the approximately 7000 students (3%) across the TDSB in fully contained special education classes, Black students represent 26% of these students (Spence & Cameron, 2019), the highest representation when compared to other ethno-racial groups
- Student Wellbeing and Schools Belonging: Self-identified Black students, compared to all students in the TDSB, have much higher proportions of students who report positive feelings about themselves and their future. However, these higher proportions do not hold when asking students about how they feel about their school experience as they have significantly lower proportions of students reporting positive feelings about their school experience compared to all other students in the TDSB.
- Learning Skills: There is system level evidence that Learning Skills assessments on the report card are subject to racial bias across the elementary grades. For example, in Grade 3 just under 60% of black students that performed at the highest level in the EQAO Reading assessment also scored an average of 'Excellent' on their Learning Skills in the report card compared to almost 80% of white students in the same assessment in the TDSB. This pattern holds across assessments, grades, and years analyzed.
- Post-Secondary Success: Factors such as attendance (absent 10% of school days), suspensions (at least 1), and fully contained special education classrooms have a direct impact on students' post-secondary success: 50% of students that do not go onto college or university have experienced at least one of these factors and 88% have experienced all three of these factors (Brown, Gallagher-Mackay, and Parekh, 2019).
- Streaming: Black students are disproportionately streamed into applied courses, which lead to fewer university pathways (James & Turner, 2017). For example, in 2016, 63% of Grade 9 and 10 black students were enrolled in academic courses compared to 85% of white students. In 2019, this figure has risen by 15 percentage points to 78%. However, falls 12 percentage points below the proportion of white students in academic courses at 90%. (Cameron, 2019).
- Graduation rates: Black student graduation rates have been growing at one of the fastest rates compared to all other ethno-racial groups in the TDSB (Brown & Parekh, 2019). However, overall Black student graduation rates are still one of

the lowest when compared to other ethno-racial groups in the Board (Brown & Tam, 2017; Brown & Parekh, 2019).

- Academic achievement: Black students consistently receive some of the lowest EQAO and report card scores in comparison to the rest of the Board (Brown & Sinay, 2008; Spence and Cameron, 2019).

Overall school experience: Black students felt school is a friendly and welcoming place less than other students in the Board, reported feeling less likely to get the help and support they need, reported a lower sense of school belonging, and claimed to enjoy school less than other students (Cameron, 2019; Yau, 2017). Inside classrooms, the curriculum Black students receive is also not reflective of their experiences, histories, or cultures (The Turner Consulting Group, 2015).

Reference List:

Brown, R., Gallagher-Mackay, K., and Parekh, G. (2019). Redefining risk: Human rights and elementary school factors predicting post-secondary access. *Education Policy Analysis Archives, 27 (*number X).

Brown, R. & Parekh, G. (2019). *Graduation and post-secondary pathways over a generation: Toronto Board of Education Long-term trends.* Presented at the Canadian Society for Scholarship in Education Conference, Vancouver, BC.

Brown, R.S. Sinay, E. (2008). *2006 student census: Linking demographic data with student achievement.* Toronto District School Board.

Brown, R. & Tam, G. (2017). *Grade 9 cohort graduation patterns, 2011-16. Fact sheet 2, November 2017.* Toronto District School Board.

Cameron, D. (2019) *Use of Data for Equity*, [Presentation for Asian Network for Global Cities Education Network Symposium, *Creating Equitable School Systems: Learning from Toronto and Ontario* January 30 – 31, 2020, Toronto, Ontario.

Spence, J., & Cameron, D. (2019). *Tensions and complexity inherent in the research-policy relationship: Use of evidence and data as a means to refine and improve public education* [PowerPoint presentation]. Toronto District School Board.

Toronto District School Board. (2019). *Caring and safe schools report 2018-2019. Research and Development Dept.,* Toronto District School Board.

Turner Consulting Group. (2015). *Voices of Ontario Black educators: An experiential report.* Ontario Alliance of Black School Educators.

Yau, M. (2017). *Student and parent census: Some key findings about Black students.* Toronto District School Board.