



Update on the Implementation of Multi-Year Strategic Action Plan: Academic Pathways

To: Program and School Services Committee

Date: 9 June, 2021

Report No.: 06-21-4125

- Strategic Directions
- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the update on the implementation of the Multi-Year Strategic Action Plan: Academic Pathways be received for information .

Context

The Toronto District School Board is committed to identifying and eliminating all forms of systemic racism and oppression that lead to inequitable outcomes for Indigenous and Black students, students from lower socioeconomic backgrounds, and students identified with special education needs. The work of Academic Pathways and disrupting streaming structures from Kindergarten through to secondary school is part of this ongoing commitment.

We continue to support all students by creating inclusive learning environments with high expectations that meet the needs of all students and support all future education pathways.

We have worked over the course of three years to support schools to prepare the majority of students to study at the Academic level in Grades 9 and 10. Starting in September 2021, almost all Grade 9 students will be studying at the Academic level (The Ministry of Education has also introduced a destreamed Grade 9 mathematics course, MTH1W, for September 2021). Effective September 2022, almost all Grade 10 students will be studying at the academic level.

Grade 9-10 Program of Study: Enrolment Trends

The following information is for active students at the end of school year only. A student's overall program of study has been calculated from the five Grade 9/10 courses that have program levels (i.e., English, Math, Science, Geography (Gr. 9) / History (Gr.10), and French).. If the majority of the courses taken by a student were at the academic level, the overall program level of study was "Academic". If the majority of the courses taken by a student were at the applied level, the overall program level of study was "Applied". If the majority of the courses were neither at the academic level nor at the applied level, the overall program level of study was assigned to "Other".

Figure 1: Grade 9 Program of Study (Active Students as of June 30th)

School Year	Academic (#)	Academic (%)	Applied (#)	Applied (%)	Other (#)	Other (%)	Total Count
2014-15	12,621	76%	2,898	18%	992	6%	16,511
2015-16	12,461	77%	2,615	16%	1,035	6%	16,111
2016-17	12,698	79%	2,408	15%	1,020	6%	16,126
2017-18	12,936	80%	2,145	13%	1,028	6%	16,109
2018-19	13,956	85%	1,484	9%	913	6%	16,353
2019-20	14,643	89%	893	5%	967	6%	16,503

Figure 2: Grade 10 Program of Study (Active Students as of June 30th)

School Year	Academic (#)	Academic (%)	Applied (#)	Applied (%)	Other (#)	Other (%)	Total Count
2014-15	12,677	76%	2,766	17%	1,227	7%	16,670
2015-16	13,146	77%	2,600	15%	1,253	7%	16,999
2016-17	12,916	78%	2,357	14%	1,231	7%	16,504
2017-18	13,079	79%	2,287	14%	1,167	7%	16,533
2018-19	13,355	81%	2,000	12%	1,125	7%	16,480
2019-20	14,110	84%	1,456	9%	1,160	7%	16,726

Figure 1: Grade 9 Students' Overall Program of Study

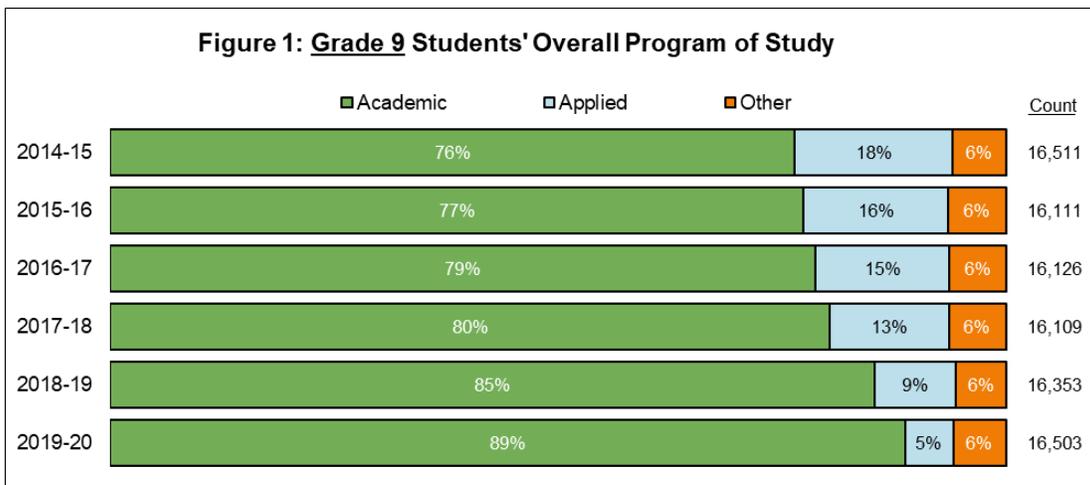
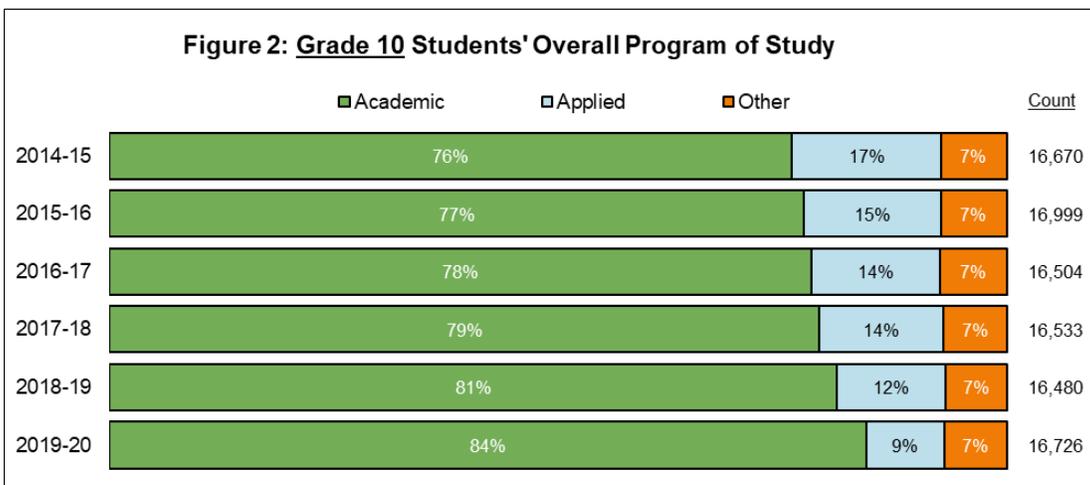


Figure 2: Grade 10 Students' Overall Program of Study



At a future Program and School Services Committee meeting (October or November, 2021) we will provide an interim update on enrolment trends that includes the 2020-21 school year. As well data will be disaggregated so that trends for various groups can be seen (e.g. socio-economic status, self-identified ethno-racial background, gender, program of study by special education needs, program of study – English language learners, family structure, etc)

Action Plan and Associated Timeline

Grade 9 and 10 Academic

- In collaboration with numerous central departments, system-wide professional learning sessions on instruction, assessment, and the moral imperative for Academic-only classes were delivered to secondary administrators, Curriculum Leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians (January-May 2021)
- The Academic Pathways website (<https://sites.google.com/tdsb.on.ca/tdsbacademicpathways/>) has been created to share professional learning materials, internal and external reports on academic streaming, and instructional resources for secondary teachers.
- Central Lead Teachers of Secondary Mathematics and Academic Pathways were hired and are developing teacher resources to support the effective implementation of the new Grade 9 destreamed mathematics curriculum.
- The TDSB destreaming team, composed of leaders from across the system, developed a readiness assessment tool to help Learning Network Superintendents and secondary school administrators prepare for the implementation of Grade 9 Academic-only courses for September 2021 and to identify areas of strength and growth to inform the development of school improvement plans.
- The Locally Developed Compulsory Courses (LDCC) Strategy was developed to review placement of students in Grade 9 LDCC. The process requires the collaboration of teachers, administrators and families to determine, on a case-by-case basis, the appropriateness of a student’s placement in a Grade 9 LDCC, and the approval of a parent and the Superintendent.

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<i>Provide professional learning to Guidance Counsellors and Student Success Teachers in the elementary and</i>	Professional learning to Guidance Department Leaders and Student Success teachers focusing on Equity in	Provide professional learning to math and student success teachers

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<p><i>secondary levels to support effective transitions for all students in the most appropriate course pathway</i></p>	<p>Guidance & Student Success (April & May 2021)</p> <p>Professional learning to Senior Team regarding course selection, academic pathways and LDCC (October 2020, January 2021)</p> <p>Professional learning to Learning Network Superintendents regarding Academic Pathways and Transitions (January 2021)</p> <p>Webinars for parents regarding Academic & Career Planning, with information about Academic Pathways via Parents as Partners (October 2020)</p> <p>Grade 8 to 9 Transition Information Night for families (December 2020)</p> <p>Professional learning to secondary Student Success Teachers to support effective transitions and supports in Academic-only classes (February 2021)</p> <p>Process implemented to review placement of students into LDCC (February 2021) Appendix A</p>	<p>on effective intervention tools and strategies.</p> <p>Work with community organizations to engage parents in order to provide supports and a better understanding of available courses and pathways.</p>
<p><i>Collaborate with system teams (Guidance, Special Education, Early</i></p>	<p>System-wide and local school professional learning sessions on instruction, assessment,</p>	<p>Collaborate with Early Years, English/Literacy, and Mathematics</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
<p><i>Years, Continuing Education, Indigenous Education) to support successful transitions for all students and direct supports where they are most needed</i></p>	<p>the moral imperative, and the professional duty for Academic-only classes to 1000 secondary school administrators, curriculum leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians (January-May 2021)</p> <p>Professional learning to support school based collaborative inquiry on addressing educational debt in adolescent literacy for 72 early reading intervention schools facilitated by the central English/Literacy department (February – May 2021)</p> <p>Professional learning facilitated by Hybrid Teacher-Coaches in English, Geography, History, and Science to support teachers with differentiated and culturally responsive instruction (September 2020 to present)</p> <p>Professional learning sessions for administrators and aspiring leaders on setting conditions to support Academic Pathways. (March–May 2021)</p> <p>Professional learning for administrators via a panel of</p>	<p>departments to support reading and foundational math instruction for K-2 students.</p> <p>Provide professional learning opportunities for elementary teachers (e.g. Grades 4-8) on instruction, assessment and the professional duty of Academic Pathways through effective inclusion in the areas of language and mathematics.</p> <p>Provide professional learning on evidence-based interventions when students in Grades 4 to 8 are multiple years below grade level, which would inhibit their success in academic programming in secondary school.</p> <p>Provide support for secondary schools in preparation of academic only courses in Grade 10 for September 2022.</p> <p>Collect data on credit accumulation of grade 9 courses in 2021 – 2022 school year.</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>experienced principals who shared insights about leading schools through the dismantling of academic streaming (May 2021)</p> <p>Revised the Grade 8-to-9 transition process to reflect a tiered, asset-based approach that includes staff and students (May 2021)</p> <p>Developed the Academic Pathways website to provide professional learning, teaching resources and supports to educators.</p>	
<p><i>Develop the Academic Math Strategy to include a plan for professional learning for teachers, supports for parents and students to access outside the classroom, and opportunities for cross-panel collaboration in Grades 7-10</i></p>	<p>Professional learning in collaboration between the Central Math Team and Hybrid Teacher-Coaches in Mathematics on inclusive secondary mathematics teaching (January 2021 to present).</p> <p>Professional learning to special education coordinators and consultants on inclusive mathematics related to the new Grades 1-8 math curriculum to support Academic Pathways (January-June 2021)</p> <p>Presented at Parents as Partners and PIAC conferences on supporting</p>	<p>Enhance the TDSB Mathematics for Families website (https://sites.google.com/tdsb.on.ca/tdsb-mathematics-for-families/home) to include greater supports for students and parents and effectively communicate these resources to all schools.</p> <p>Provide ongoing professional learning support to Grades 7-10 teachers on inclusive, differentiated, and culturally responsive mathematics learning.</p> <p>Develop and implement a secondary mathematics</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>mathematics at home (October-November 2020)</p>	<p>leadership learning plan whereby current and aspiring math leaders engage in focused professional learning on culturally responsive mathematics education.</p> <p>Facilitate learning opportunities between Grades 7-10 teachers, including within feeder-receiving school networks.</p>
<p>Additional Actions</p>	<p>Developed the Kindergarten-Grade 1 IEP strategy to interrupt early streaming and historical overrepresentation of Black students in special education programs.</p> <p>Developed a Destreaming Readiness Assessment Tool to guide and support the work of Learning Network Superintendents and Secondary Principals as they prepare for the Sept 2021 implementation of Grade 9 destreaming. Appendices B & C</p> <p>Developed the Teacher Leadership Collective, a group of 80-100 teachers from K-12 across the TDSB who will serve as co-learners and sites of excellence to illustrate effective inclusion, culturally</p>	<p>Further develop a comprehensive strategy to address streaming structures and practices as early as Kindergarten and throughout elementary and secondary grades.</p> <p>Continue to develop the Teacher Leadership Collective to strategically facilitate learning experiences for staff to support Academic Pathways.</p>

MYSP Action(s)	Work to Date/Achievement	Next Steps/Analytics
	<p>responsive teaching, and Indigenous education.</p> <p>Met with Coalition for Alternatives to Streaming in Education (CASE) to discuss their research findings and how they can support TDSB with resources and presentations.</p>	

Resource Implications

Schools will be provided guidance on strategies for use of budgets to support Academic Pathways such as release time for professional learning, collaboration and moderated marking.

Communications Considerations

Communications plan to be drafted in consultation with Communications Officer, as required.

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: Locally Developed Compulsory Course Process
- Appendix B: School Readiness Assessment Tool
- Appendix C: Learning Network Readiness Assessment Tool

From

Andrew Gold, Associate Director – Leadership, Learning and School Improvement at andrew.gold@tdsb.on.ca or 416-397-3069

Tamara Grealis, Centrally Assigned Principal - School Operations, Outdoor Education at tamara.grealis@tdsb.on.ca or 416-396-6334

Jason To, Co-ordinator Math/Numeracy and Academic Pathways at Jason.to@tdsb.on.ca or 416-396-5615