

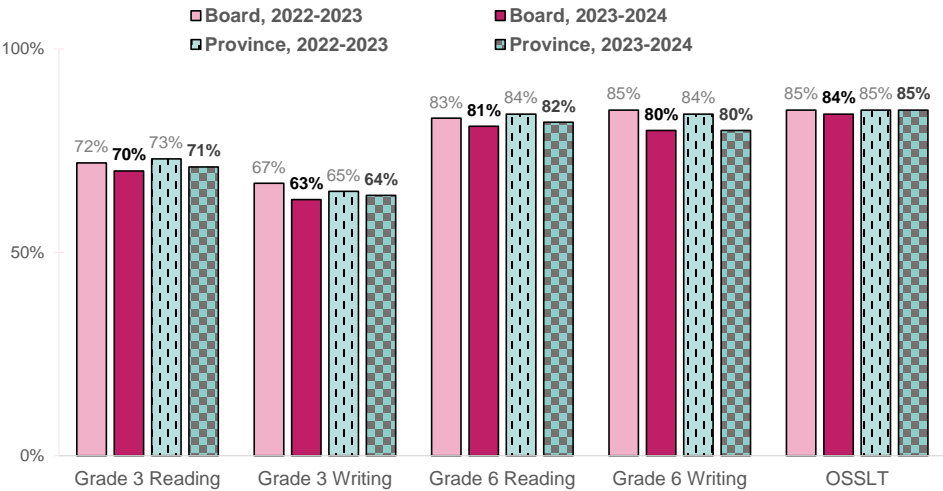
Student Achievement Plan: Toronto DSB

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

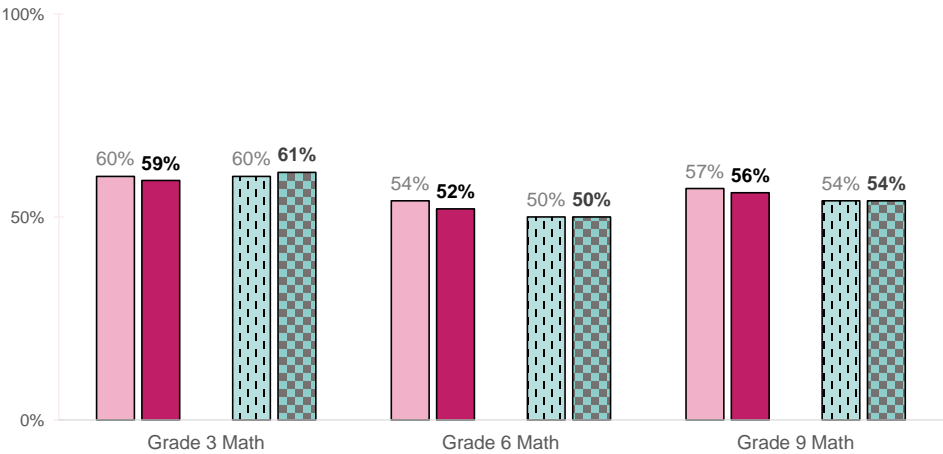
Goal: Improve students’ literacy learning and achievement

Measure: % of student who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6 Reading and Writing and % of first time eligible students who were successful on the OSSLT/TPCL.



Goal: Improve students’ math learning and achievement

Measure: % of students who met or exceeded the provincial standard on EQAO Assessments for Grade 3/6/9 Math



2023-2024 Academic Year

Preparation of Students for Future Success

Goal: Improve students’ graduation rates and preparedness for future success

Measure: % of students graduating with an OSSD within five years of starting Grade 9

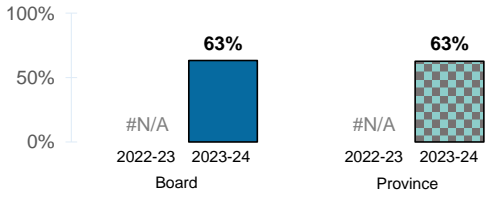
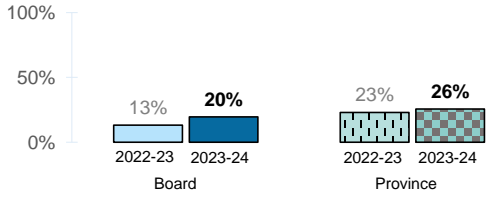
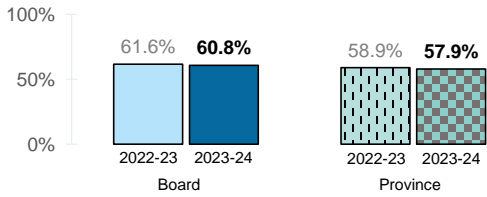
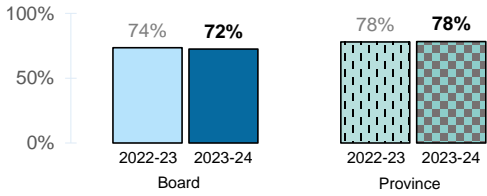
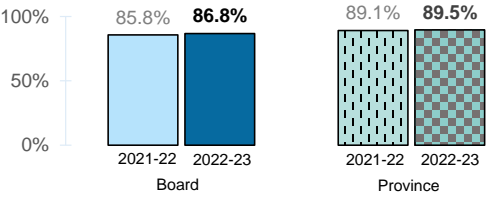
Includes students who began Grade 9 in 2018-2019 and tracks their progress until 2022-2023.

Measure: % of students who earn 16 or more credits by the end of Grade 10

Measure: % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses

Measure: % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)

Measure: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)



2023-2024 Academic Year

Student Engagement & Well-Being

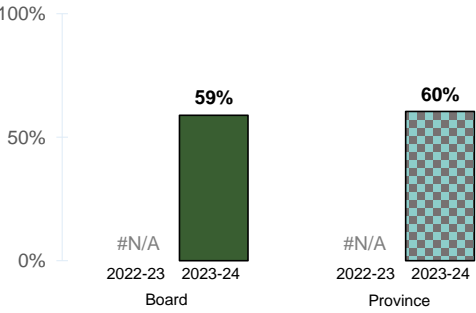
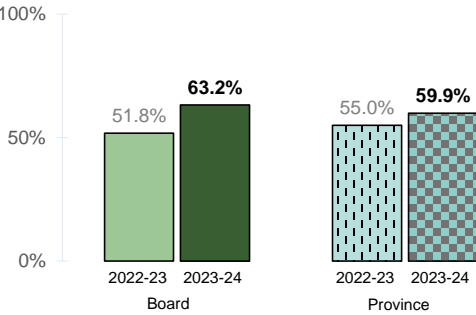
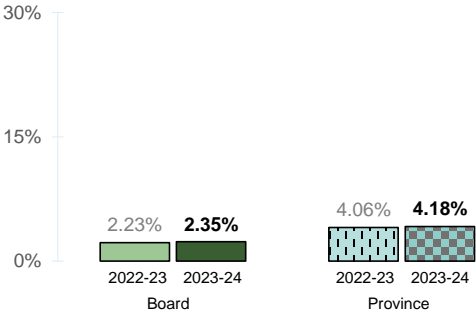
Goal: Improve students’ participation in class time and learning

Measure: % of students in Grades 4-12 who were suspended at least once

Measure: % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent

Goal: Improve student well-being

Measure: % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health



Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2023-2024, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024.
#N/A: Not applicable. Secondary student indicators are not available for elementary only school boards. Learning Preparedness and Mental Health Awareness data is not available for 2022-2023.

Student Achievement Plan: Toronto DSB

2023-2024 Academic Year

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students’ literacy learning and achievement

	School	
	Board	Province
% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Reading	70%	71%
Grade 3 EQAO Writing	63%	64%
Grade 6 EQAO Reading	81%	82%
Grade 6 EQAO Writing	80%	80%
% of fully participating, first-time eligible students who are successful on the OSSLT/TPCL		
	84%	85%

Goal: Improve students’ math learning and achievement

% of students who meet or exceed the provincial standard on:		
Grade 3 EQAO Math	59%	61%
Grade 6 EQAO Math	52%	50%
Grade 9 EQAO Math	56%	54%

Additional School Board Measures	School board

Actions our School Board Will Take to Improve

In literacy, the TDSB is prioritizing early years (Kindergarten–Grade 2) by equipping educators with screeners and diagnostic tools, and aligning instruction with high-impact strategies and curriculum expectations. Daily instruction and tiered supports follow Policy/Program Memorandum 168. Families are supported through resources like the ABCs of Literacy series, the Kindergarten Literacy Calendar, and a centralized online hub aligned with the TDSB Literacy Framework.

In mathematics, we are strengthening educator capacity through targeted professional learning, AQ course subsidies, and in-school support from Math Learning Partners. Schools use digital tools and data-informed strategies to enhance instruction. Families are engaged through take-home resources and community-based learning opportunities, supported by Community Service Workers.

2023-2024 Academic Year

Preparation of Students for Future Success

Goal: Improve students’ graduation rates and preparedness for future success

	School	
	Board	Province
% of students...		
who earn 16 or more credits by the end of Grade 10	72%	78%
who participated in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)	20%	26%
who graduated with an OSSD within five years of starting Grade 9 (2022-2023)	86.8%	89.5%
who enrolled in at least one Grade 12 math or Grade 11 or 12 science courses	60.8%	57.9%
who believe their learning has prepared them for the next step in their learning experience (i.e.next grade, post secondary, etc)	63%	63%

Additional School Board Measures	School board

The TDSB supports students for graduation and their future pathways through professional learning for educators and guidance staff focused on academic pathways, transitions, and post-secondary options, including skilled trades and apprenticeship awareness.

Students benefit from direct supports such as peer tutoring, increased credit rescue and recovery programs, transition support, and increased access to specialized programs like SHSM, OYAP, Dual Credits, and cooperative education opportunities.

Additional experiential learning staffing and graduation coaches for Indigenous and Black students further facilitate advocacy, mentorship, and access to academic and career pathways.

2023-2024 Academic Year

Student Engagement & Well-Being

Goal: Improve students’ participation in class time and learning

	School	
	Board	Province
% of students...		
in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent	63.2%	59.9%
in Grades 4-12 who were suspended at least once	2.35%	4.18%

Goal: Improve student well-being

% of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	59%	60%
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Additional School Board Measures	School board

The TDSB is improving student attendance and engagement through targeted programs for Grades 1–8, staff training on evidence-based strategies, and data-informed school practices. Support for families includes collaboration with community partners and identity-affirming resources. Direct student support focuses on reducing suspensions, expanding mentorship and tutoring, and promoting restorative practices.

Student well-being remains a top priority, supported by a multi-tiered approach that includes mental health promotion, early intervention, and responsive care. Mental health literacy is being integrated into Grades 6–10, while schools embed well-being goals into their improvement plans.

Daily activities reduce stigma and encourage help-seeking. Access to mental health professionals has increased, with culturally responsive supports for Black and Indigenous students. Student-led initiatives and strong partnerships with educators and community agencies foster inclusive, caring environments.

Source: As reported by schools through the Ontario School Information System (OnSIS), 2021-2022 to 2022-2023, and the Education Quality and Accountability Office (EQAO), 2022-2023 to 2023-2024.

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