

2023 TDSB Student Census: Preliminary Results

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Executive Summary

The Toronto District School Board (TDSB) Student Census was conducted in the spring of 2023 (April to June). It is a confidential and voluntary survey that asks important questions about students' school experiences and identities. The Student Census, conducted every five years since 2006, allows school communities to determine what is working well, where change is required, and where support should be focused to improve school environments and help every student succeed.

The Census team spent over one year conducting 60+ community consultations to inform the development of the Student Census with students, staff, families, and community members - both within and outside the TDSB.

In total, 138,240 TDSB students (Grades 4 to 12) and parents/guardians/caregivers of Junior Kindergarten (JK) to Grade 3 students participated in the Census. This was an overall response rate of 58%. Based on an analysis of student enrollment across TDSB grade levels, geographic regions, and student proportions across socioeconomic groups, the 58% response rate is a strong representation of the TDSB student population as a whole.

The TDSB would like to thank the families and students that completed the Census and the staff that supported the efforts. We look forward to continuing to work in collaboration with students, staff, families, and community members in the analysis and reporting of Census data.

Key Highlights: Student Identity

At a system level, the 2023 Census continues to illustrate the TDSB is one of the most diverse student populations in Canada:

- 7 out of 10 students report identifying with a racialized group, with the three largest groups being South Asian, East Asian, and Black.
- Students could have reported Indigenous identity in more than one question on the Census. Further analyses with the UIEC are yet to be undertaken with respect to how to calculate the total number of students who self-identified as Indigenous on the Student Census. 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.
- 3.4% of students identify a gender identity(ies) outside of the gender binary. 14.4% of grade 7 to 12 students identify as part of the 2SLGBTQIA+ community.

- 7.5% of students identify as having a disability or disabilities. Students' perception of disability does not necessarily correspond to Special Education data.
- Over one-quarter of students report that religion is not a part of their life. For those students who identified with a religion, the three largest groups are Christian, Muslim, and Hindu.

Key Highlights: Student School Experience

At a system level, the 2023 Census results indicate:

- Consistent to past Census results, students' report high levels of feeling safe at school, across elementary and secondary panels.
- Students' reported feelings related to mental health and well-being are showing recovery compared to data collected during the pandemic.
- Almost half of students report having to hide aspects of their identity at school at times, pointing to a need for the TDSB to continue its efforts in working towards culturally relevant and responsive learning spaces.
- Compared to 2016 Census results, students in grades 4 to 6 report higher levels of school enjoyment; however, students in grades 7 to 12 report significantly lower levels of school enjoyment.

Next Steps

- Student Census results are already making their way into school improvement and policy related work. Student Census results are a key piece of data for school improvement processes (SIP) alongside the Ministry's core priorities in areas of *Preparedness for the Future and Student Wellbeing and Belonging*. School level data was shared through an interactive reporting tool distributed to Principals and Superintendents in early October.
- Ward reports for Trustees will be available in late November using the same tool. School Councils will receive Census information in December and an information session for Councils will be planned early in the new year.
- Additional reporting, such as examining what contributes to students' low levels of enjoyment at school, the integration of other student information (e.g., student achievement), and intersectional analyses will be done in collaboration with students and communities and will be shared with the system throughout the coming school years.

- A staff advisory committee has been convened to support conversations - specifically related to intersectional analysis, policy implications, community data governance, and external data requests and data sharing agreements. Community members that supported the consultation as well as subject matter experts will also be invited to share expertise when interpreting the data.
- Research and Development will work with the Urban Indigenous Education Centre (UIEC) and Elders with respect to all Census data collection, analysis, and reporting following [OCAP](#), informed by [Truth and Reconciliation](#) and the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).



Introduction

The Toronto District School Board (TDSB) Student Census is a confidential and voluntary survey that asks important questions about students' school experiences and identities. The Student Census, conducted every five years since 2006, allows school communities to determine what is working well, where change is required, and where support should be focused to improve school environments and help every student succeed.

Board directed collection of identity-based data in the TDSB dates back to the 1970s as part of the former Toronto Board of Education (TBE). Identity-based data collection efforts at the TBE were first undertaken in response to community and Trustee concerns about issues like overrepresentation of historically marginalized students in Special Education (e.g., Black students, students with disabilities, etc.) and other discriminatory practices like academic streaming.

The data collection was paused during the amalgamation of school boards in 1998 but resumed as a result of a Board motion in 2004 in the form of the current TDSB Student Census surveys (starting in 2006). The motion was due in part to a Human Rights Tribunal settlement, where the newly amalgamated TDSB “was obliged to collect data on suspensions and expulsions in order to determine the impact that the government’s zero tolerance approach to school discipline was having on individuals protected under the Ontario Human Rights code” (James & Turner, 2017, p. 14). Each new round of surveys over the last few decades has witnessed an expanded scope, adding additional questions about student experiences such as school climate, sense of belonging, safety, self-perceived abilities, health and well-being, and post-secondary plans as well as student identity questions.

This report provides a general overview of core areas of the Census in the following areas: demographics, school safety, school belonging, and student mental health and wellbeing. Subsequent reports, planned in partnership with TDSB students and communities, will serve to provide deeper, more granular insights.

Student, Staff & Community Engagement

The Census team spent over one year conducting 60+ community consultations to inform the development of the Student Census with students, staff, families, and community members - both within and outside the TDSB. While community needs were large and varied, the extensive consultation process helped narrow the focus, re-shape timelines, plan for implementation, and prepare a draft survey.

We recognize and understand our responsibilities as researchers to engage those impacted by the research in all phases of the research. We also recognise that we engaged in this work as paid employees of the TDSB, while others participated during their own time, and in addition to their roles and daily work. We thank each and every individual who participated in these conversations, not just for their time, but also the unpaid emotional labour that they expended in sharing their stories.

In the spring of 2022, the draft survey was piloted in a number of classrooms across the TDSB. Pilot schools either volunteered to be part of the process, or were chosen to ensure representation from different racial, religious, socio-economic, and geographic communities of the TDSB (i.e., the four Learning Centres of the TDSB roughly correlating to east, west, north, and south regions of the city, see Appendix A).

In total, the draft survey was piloted in approximately twenty classrooms with students and seven classrooms with parents/guardians/caregivers. As part of the pilot, students and families had opportunities to review and offer feedback about the proposed question items. Table 1 provides a summary of the communities engaged in the consultation.

Table 1: Communities Engaged to Inform the Development of the Census

Students	<ul style="list-style-type: none"> ● Student Trustees ● Focus group with Black students in partnership with the Centre of Excellence for Black Student Achievement / led by Black staff ● Focus group with 2SLGBTQIA+ students in partnership with the TDSB GSA Network / led by queer racialized staff ● Participatory action research work with Indigenous students at Kapapamahchakwew Wandering Spirit School and a summer research internship in partnership with the Urban Indigenous Education Centre ● Student representative from the Indigenous Research Working Group ● Session with Muslim students led by Muslim staff ● Students from 20+ classrooms in the TDSB / classrooms were chosen to ensure representation from different ethno-racial and socioeconomic groups across the TDSB
Staff	<ul style="list-style-type: none"> ● Consultations with over 50+ staff from several departments ● Principal, Vice-Principal, and Educator Survey that engaged close to 500 Staff ● Staff representatives from TDSB CACs ● Teacher representatives from Teacher Leadership Collective ● Staff representatives from the Indigenous Research Working Group
Parents / Caregivers / Community Members	<ul style="list-style-type: none"> ● Focus group with Black parents in partnership with the Centre of Excellence for Black Student Achievement / led by Black staff ● Parent and community representatives from TDSB’s Parent Involvement Advisory Committee (PIAC), Special Education Advisory Committee (SEAC), and ten Community Advisory Committees. ● TDSB Model School Parent Ambassadors ● Parent and community representatives from the Indigenous Research Working Group
Community Experts	<ul style="list-style-type: none"> ● Almost 40 experts from academic institutions and/or community organizations. Experts came from different ethno-racial and identity groups¹

¹ Scholars and subject matter experts who have consulted on the Census were chosen for both their expertise in specific areas relevant to the Census and their connection to the diverse

Indigenous Data Sovereignty

The Research & Development Department also worked in collaboration with the Urban Indigenous Education Centre (UIEC) and the Urban Indigenous Community Advisory Committee to create an Indigenous Research Working Group with membership from the UIEC Elder's Council, the Urban Indigenous Education Community Advisory Committee, the UIEC, and other urban Indigenous community members and academics.

The working group met several times to talk through concerns and questions and to identify ways to support Indigenous Data Sovereignty with respect to the Student Census. Community members highlighted the importance of centering Indigenous Data Sovereignty by working with frameworks such as the First Nations Principles of OCAP® (ownership, control, access, and possession). The First Nations Principles of OCAP assert that First Nations have control over data collection processes, and that they own and control how this information can be used.

Consultation Findings

Throughout the Student Census consultations, we heard about the need to decolonize large-scale data collection practices. While tools like the Student Census can champion positive changes for communities, the data also has the potential to contribute to deficit narratives. Previous iterations of the Census provided data communities were able to use to highlight systemic racism and lobby for positive policy change. More information about the consultation approach and findings are available on our [website](#).

The TDSB would like to thank the families and students that completed the Census and the staff that supported the efforts. We look forward to continuing to work in collaboration with students, staff, families, and community members in the analysis and reporting of Census data.

Census Surveys

There was a Kindergarten to Grade 3 Census which was completed by parents/guardians/caregivers, while students in Grades 4-12 completed the Census themselves. There was a Grade 4-6 Census, Grade 7-8 Census, and Grade 9-12

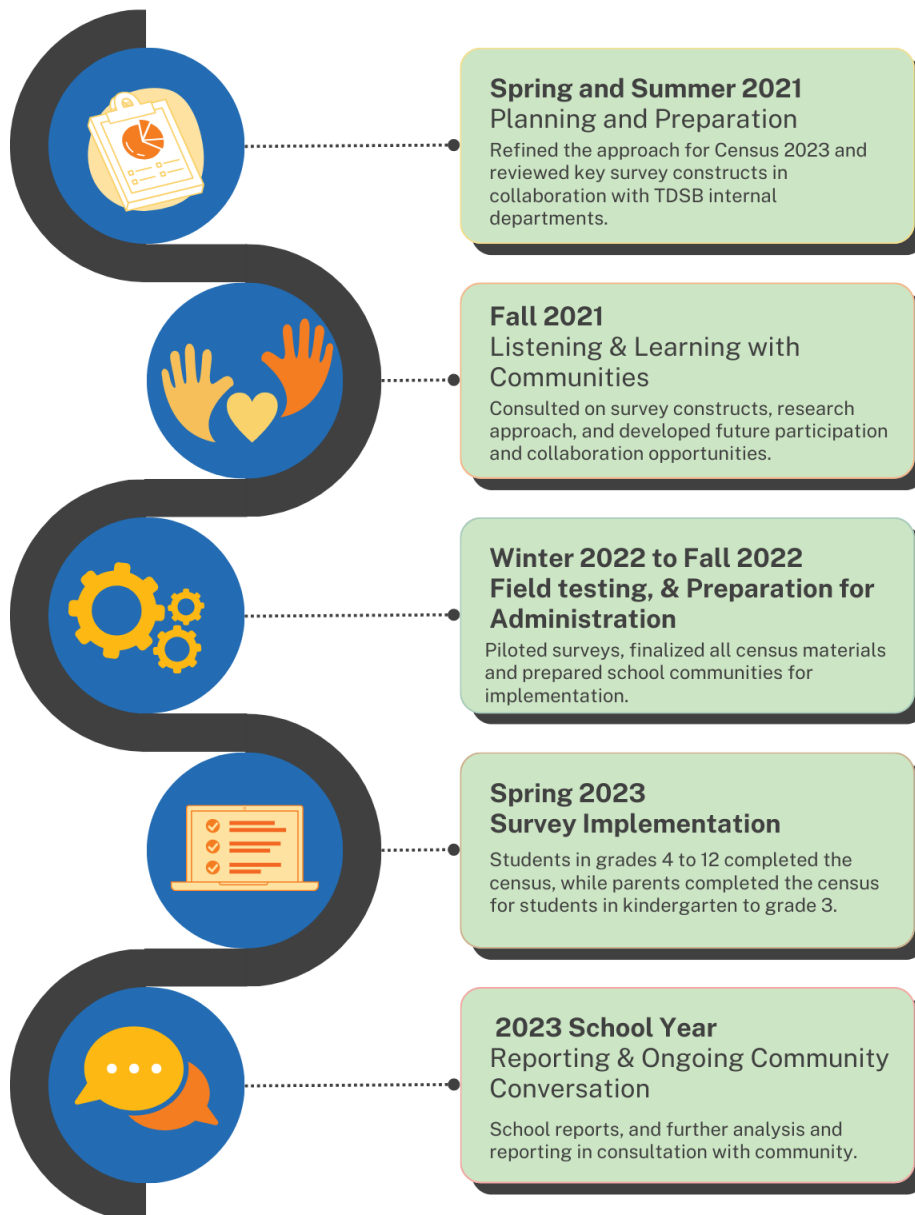
communities the TDSB serves. Names of contributors will not be provided due to confidentiality and privacy concerns.

Census, along with adapted versions for students in intensive support programs (Developmental Disability (DD) or Mild Intellectual Disability (MID) programs).

For further details regarding questions asked, consent, privacy and confidentiality, please see our [website](#).



CENSUS 2023 TIMELINE



Participation

In spring 2023 (April to June), parents/guardians/caregivers of students in Junior Kindergarten to Grade 3 and students in Grades 4 to 12 were invited to complete the Census. In total, 138,240 TDSB students and parents/guardians/caregivers of JK to Grade 3 participated in the Census. This was an overall response rate of 58%. System participation numbers by division were:

- JK to Grade 3 (69%)
- Grades 4 to 8 (49%)
- Grades 9 to 12 (56%)

The response rate from parents/guardians/caregivers in Kindergarten to Grade 3 was 6% higher than in 2016/17, which is a very positive outcome given a largely centralized communication and data collection process and a new online data collection tool.

Historically, response rates have been significantly higher in the upper elementary and secondary grades; however, this was the first year of a new consent process for elementary students² as well as a new online data collection tool for students.

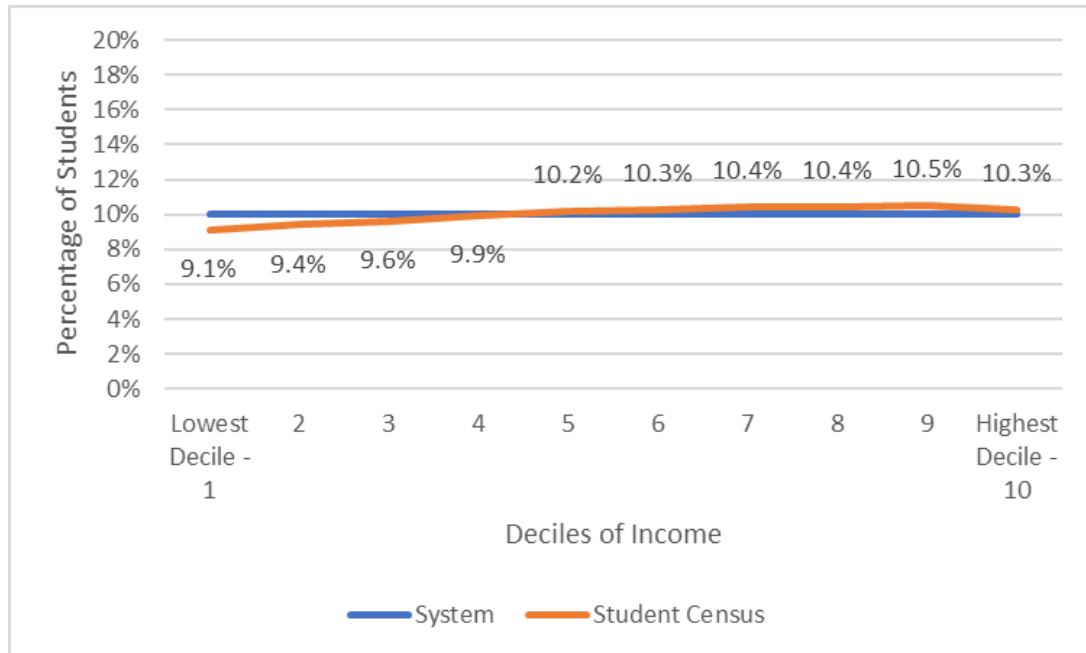
Representativeness

The sample demonstrates strong representation of the student population across grades, wards, and income (Appendix B).

The primary grades are somewhat more represented while junior and intermediate grades are marginally less represented. Responses are well-represented across the system geographically with almost all wards having at least a 50% response rate or higher. Consistent with the 2016 Census administration, there is slightly more representation in the higher income areas of central Toronto and slightly less representation in the lower income areas in the Southeast and Northwest parts of the city (see Figure 1).

² The Ministry of Education required census questionnaires for students in Kindergarten to Grade 8 be sent to parents/guardians/caregivers to complete on behalf of, or with their child. As such, the TDSB implemented a new consent process for students in Grades 4-8 which provided parents/ guardians/ caregivers the choice of having their child complete the Census at school, or at home. This was a change from past practice, and most parents/ guardians/ caregivers did not reply to the consent email. This resulted in survey links being sent to parent/ guardians/ caregivers' email addresses.

Figure 1: Representation Across the TDSB by Income



With a 58% response rate, and this strong representation of the student population, similar analysis done in past years can continue to be conducted at a system level.

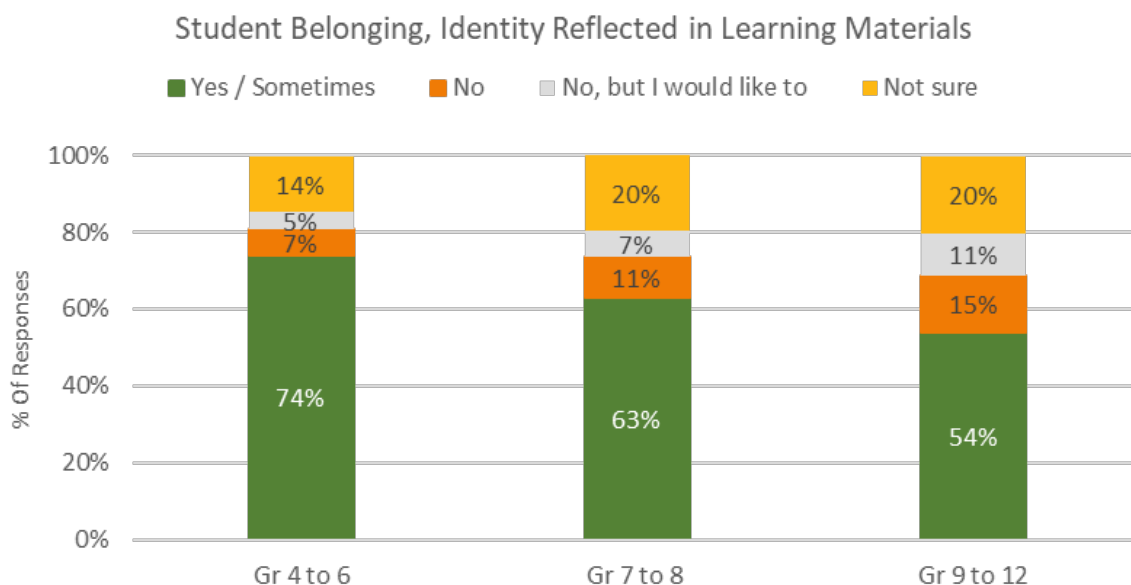
Student Identity

In the Census, a variety of questions touched on student identity and belonging in schools, pointing to a need for the TDSB to continue its efforts in working towards culturally relevant and responsive learning spaces.

Overall, 74% of students in Grades 4-6, 63% of students in Grades 7-8, and 54% of students in Grades 9-12 see their identity reflected in learning materials (see Figure 2). In comparison to the 2016 Student Census, 69% students in Grades 7-8 and 61% of students Grades 9-12 see their identity reflected positively in materials teachers use in class.



Figure 2: Student Identity in Learning Materials



Other key highlights related to student identity at school include:

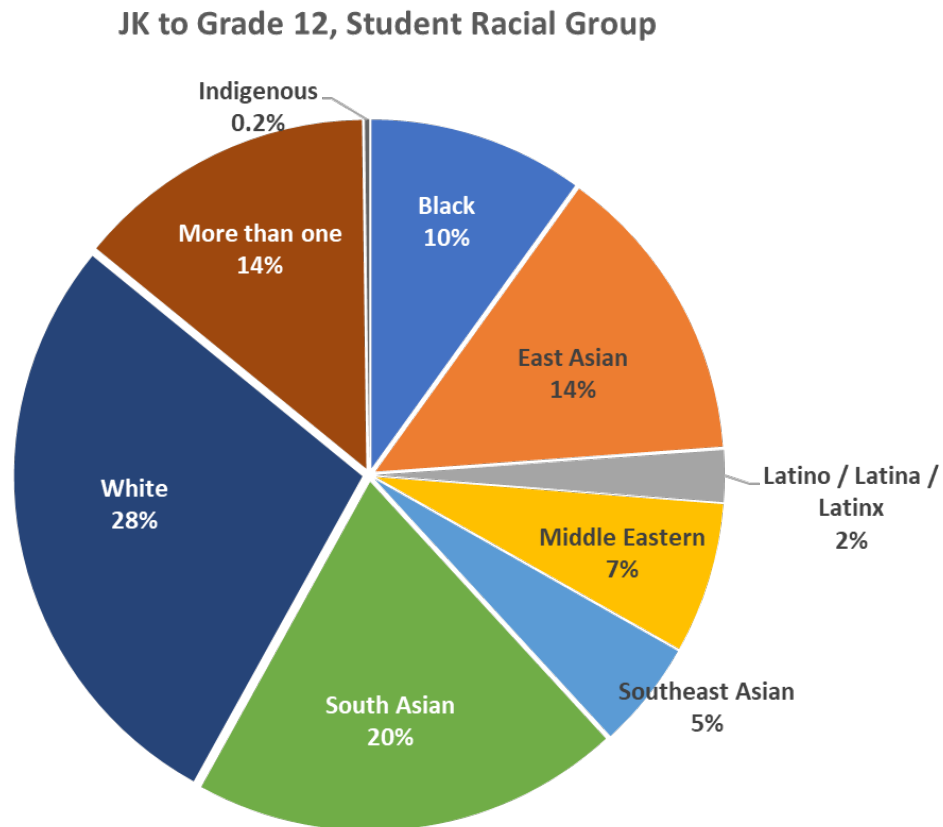
- 62% of students feel comfortable expressing their ethnic or racial identity all the time or often;
- 61% of students feel comfortable expressing their religious identity all the time or often;
- 90% of students feel comfortable expressing their gender identity all the time or often; however, preliminary analyses suggest students who self-identify as 2SLGBTQIA+ are less likely to feel comfortable expressing their gender identity;
- one fifth of students (21%) report being put on the spot by teachers to speak on behalf of everyone who has the same identity as them (i.e., same race, culture, gender, different abilities, etc.) all the time, often or sometimes; and
- almost half of students (48%) feel like they need to hide some parts of their identity to fit in all the time, often or sometimes.

The section to follow presents students' responses to identity questions, including ethnic or cultural origins, race, Indigeneity, gender identity, 2SLGBTQIA+ community, disability, and religion³. Across the Census, all the student identity questions were multiple response in format. This is a different question format from the past Census in 2016 which were single response questions.

³ Student identity information is preliminary and does not reflect analysis of students' open-ended responses.

Race

Figure 3: Student Racial Group (including mixed race/ more than one race)

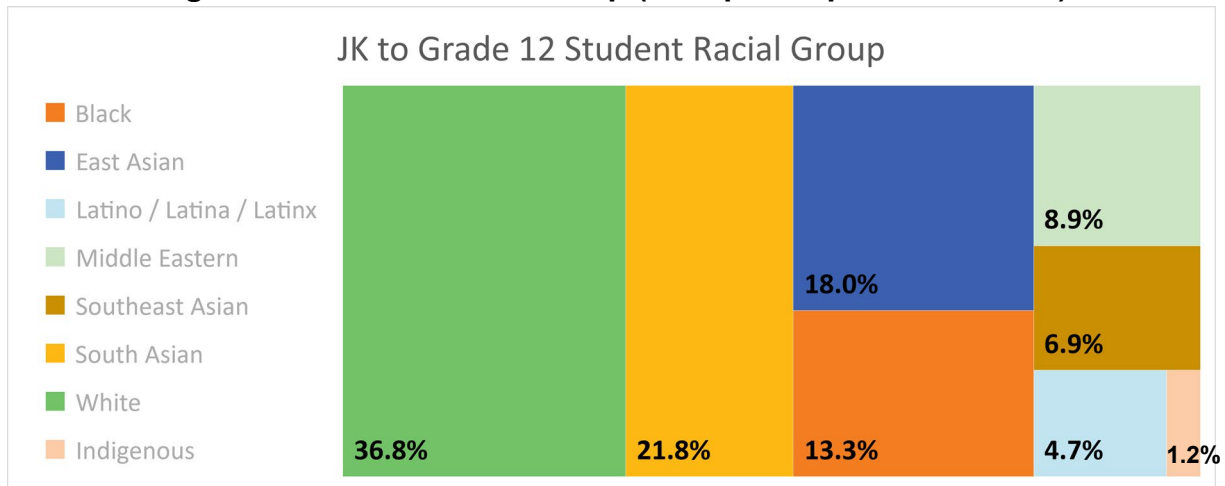


When compared to 2016, there were slight increases in students who identified as Middle Eastern (+1%), Southeast Asian (+1%), and 'More than one/mixed racial group' (+2%), and slight decreases in students who identified as Black (-1%), White (-1%) and South Asian (-2%).

In the visual above, students who selected more than one racial group are not captured within those respective racial groups, but instead are captured in the "More than one" category. This can inadvertently contribute to lower numbers of students in individual racial categories. For example, if a student identified as both Black and Indigenous, they would not be noted in either of those categories in the chart above.

To this end, Figure 4 better represents proportions of students and their self-identified racial categories as it does not include the category "More than one". As such, in Figure 4, percentages do not add to a 100% as students are counted in each of the categories they selected.

Figure 4: Student Racial Group (multiple response selected)



The response options for this question were in line with guidelines from the Anti-Racism Directorate, however, consultations with community members suggested different articulation for response options.

For example, members from the Latinx community recommended the term, “Latin American or Latine / Latinx / Latina / Latino” and removal of the example “Hispanic” in brackets. They also highlighted Latinx/a/o is a pan-ethnic term and Latinx students come from a variety of racial identities. Nevertheless, for the purposes of better identifying and supporting the needs of Latinx students, the community stressed the importance of including it as an option in the race question.

Similarly, community members highlighted the term “Middle Eastern” as a colonial term, but since there are students and families who still relate to the term Middle Eastern, communities recommended the response option be modified to “Middle Eastern, North African, or Southwest Asian”. Communities also recommended “Indo-Caribbean” should be separated out into its own category as the community wouldn’t necessarily identify as South Asian.

In recognizing race is a social construct, we recognize there is no perfect way to ask this question. Ultimately, student’s identities are unique and cannot be simplified to survey responses, where identity-based data collection attempts to do just that.



Indigeneity

Figure 5: Indigenous Student Identity

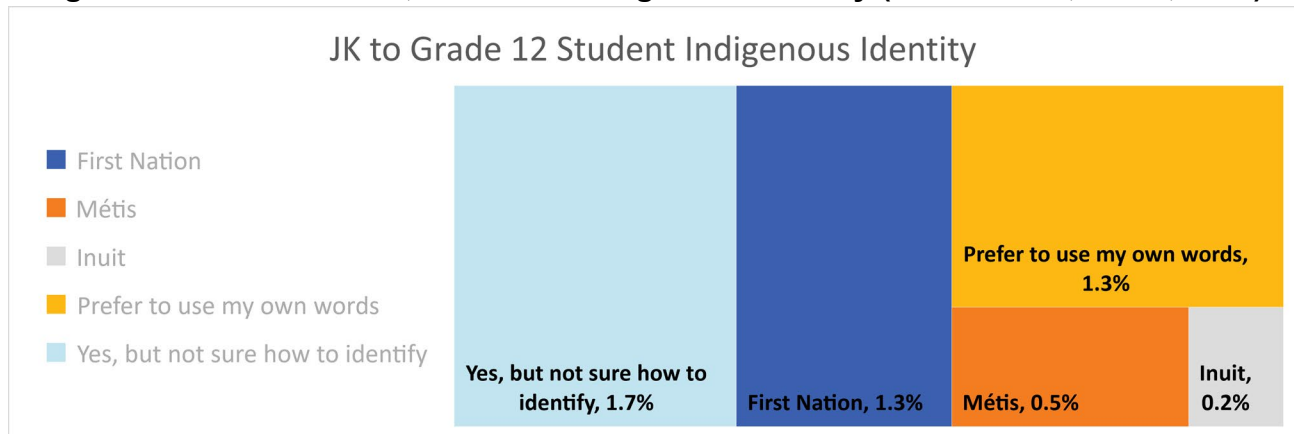


In the 2023 Student Census, students could have reported Indigenous identity in more than one question:

- Figure 4: Racial group as illustrated above.
- Figure 5: The visual represents responses to the Ethnicity or Cultural Origin(s) question as relevant to Indigeneity across the TDSB.
- Figure 6: In the Indigenous self-identification question, students were asked whether they identify as Indigenous. Students could select more than one answer option, and as such, percentages do not add to 100%.

There may be students who have self-identified as Indigenous in one of these questions and not all. Further analyses with the UIEC are yet to be undertaken with respect to how to calculate the total number of students who self-identified as Indigenous on the Student Census.

Figure 6: JK to Grade 12, Students’ Indigenous Identity (First Nation, Métis, Inuit)



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.

Data collection tools like the Student Census are colonial in the sense they ‘count’ Indigenous students, much in the same way as was done by Residential School era policy, among other colonial policies emerging from the Indian Act (Walter & Anderson, 2013). While the roots of Student Census type data collection lie in community calls for action in presence of anti-Black, ableist school spaces in the 1960s and 1970s, it is important to note when the first such survey began in the former Toronto Board of Education, the Residential Schools Policy was still in effect.

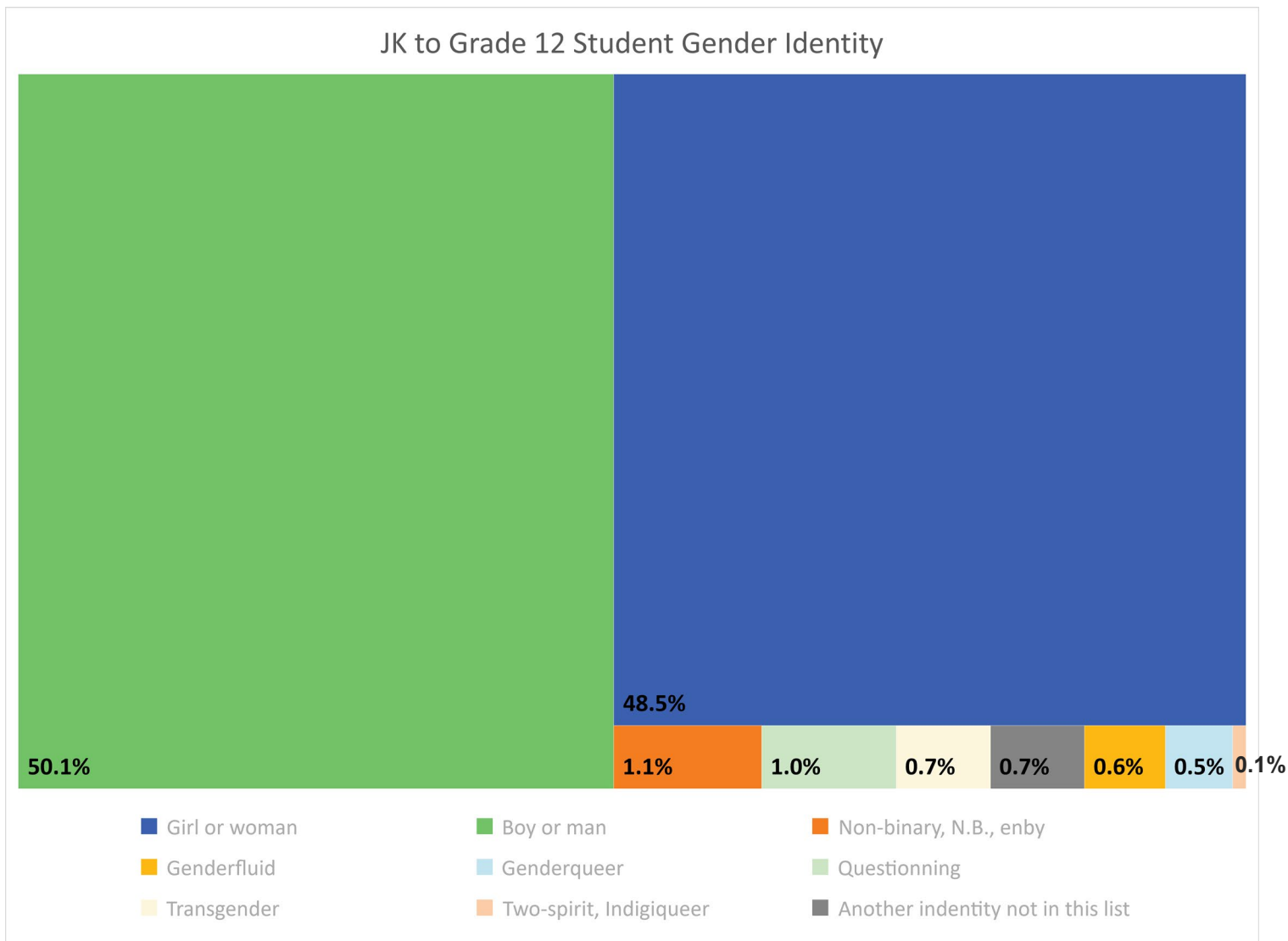
At times, students could also be self-identifying in spaces outside of school, but lack of culturally affirming classroom spaces might prevent them from wanting to self-identify in the context of Board level data collection.



Gender & 2SLGBTQIA+ Identity

Students could choose more than one option in response to the gender identity question, and as such, percentages do not add to 100% (see Figure 7).

Figure 7: JK to Grade 12 Students' Gender Identity

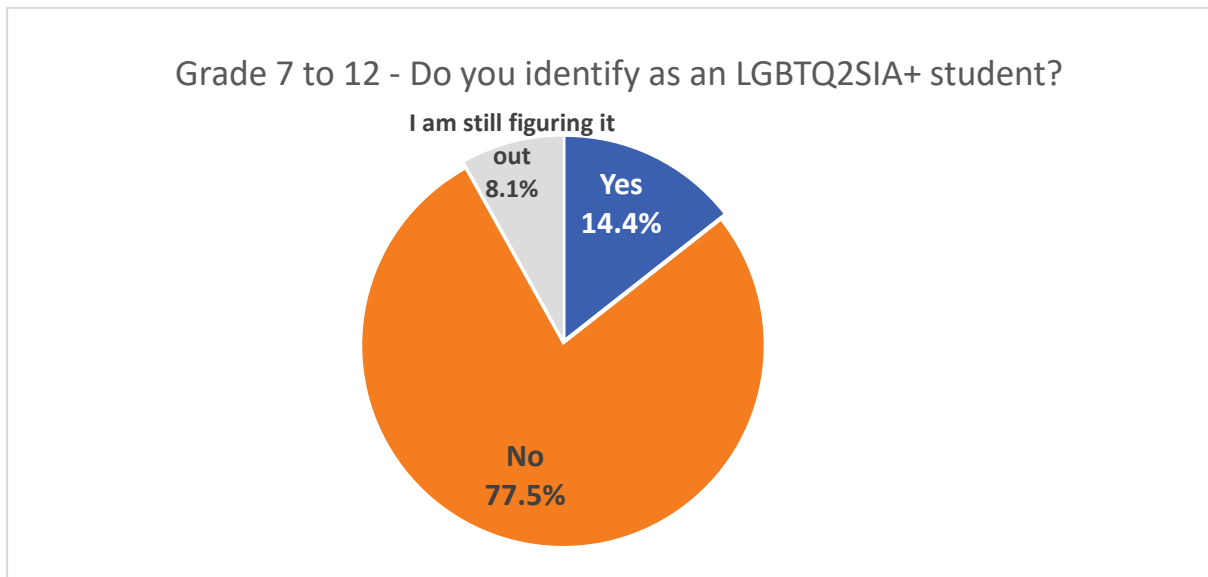


In 2023, 14.4% of Grade 7-12 students self-identified as 2SLGBTQIA+.

In developing the 2023 Census, 2SLGBTQIA+ students in the TDSB suggested they would feel more comfortable self-identifying as part of the 2SLGBTQIA+ community rather than being asked about their sexual orientation.

As such, the 2023 Census question is broader in that it includes both gender identity and sexual orientation and better represents how students describe themselves (see Figure 8). Students who responded yes were prompted to provide further details if they wished. Further exploration of these results are forthcoming.

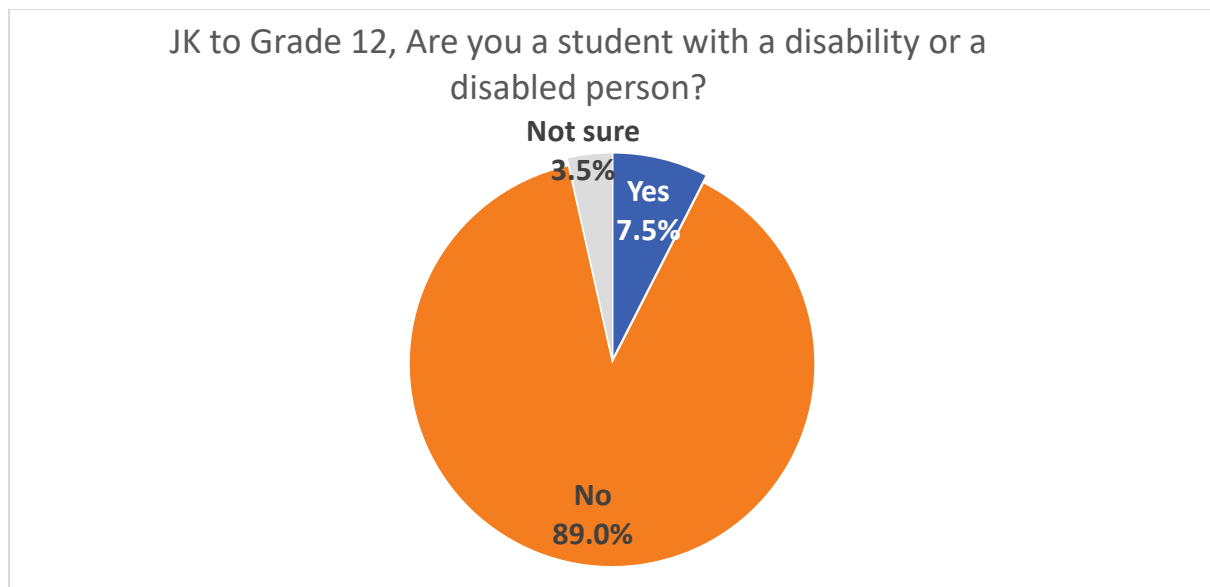
Figure 8: Grade 7 to Grade 12, 2SLGBTQIA+ Students' Identity



Disability

7.5% of students who responded to the Census identified having one or more disabilities (see Figure 9). It should be noted that students' perception of disability does not necessarily correspond to Special Education data⁴. Students who responded yes to having a disability were prompted to provide further details if they wished. Further exploration of these results are forthcoming.

Figure 9: JK to Grade 12, Students with a Disability

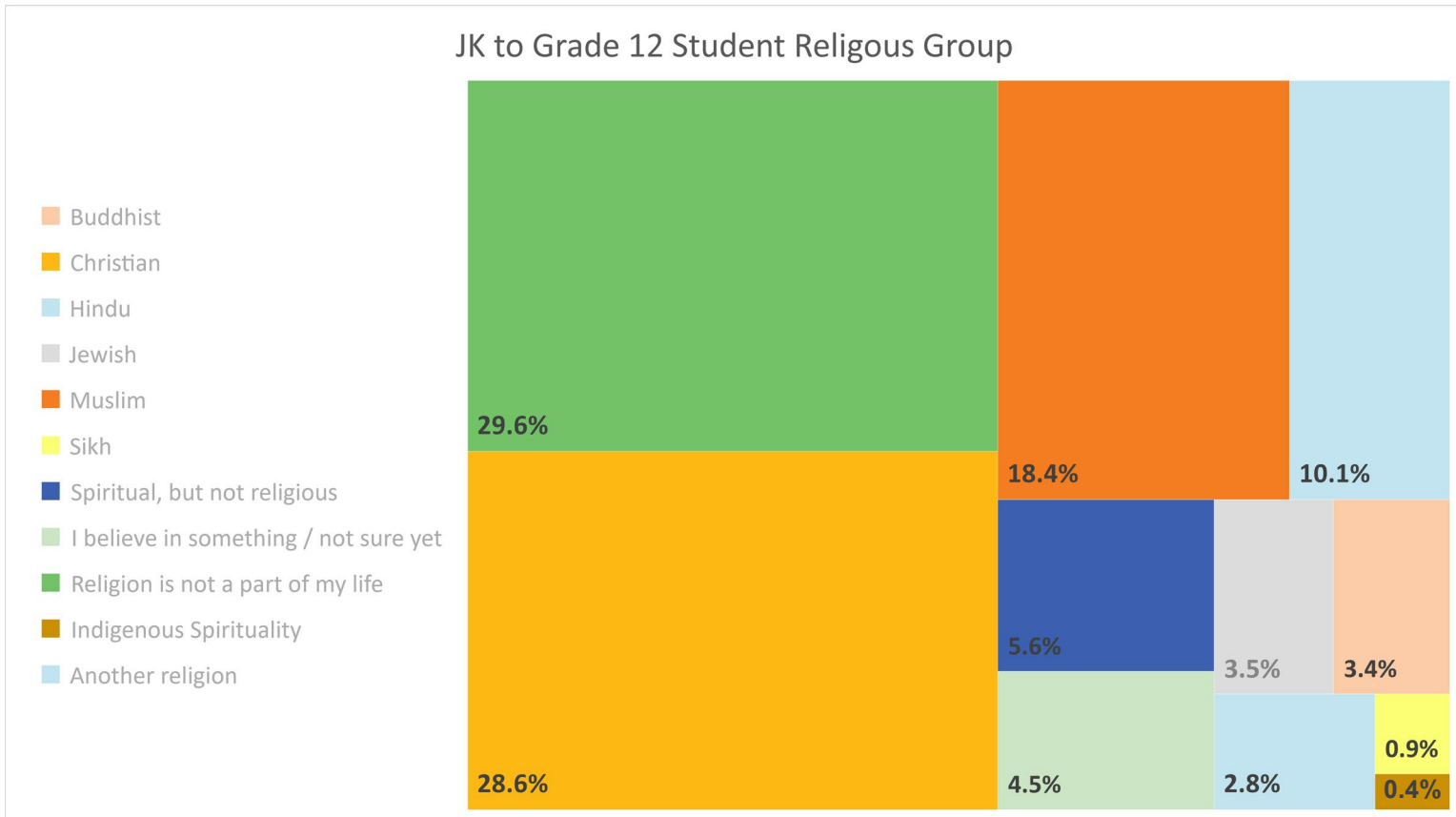


⁴ In 2022-23, 40,577 students out of 236,073 (17.2% of the TDSB student population) were classified as Students with Special Education Needs. Of those 40,577 students, 42% were formally identified with exceptionalities, while 58% had IEPs with no formally identified exceptionalities.

Religion

Figure 10 presents JK to grade 12 students' responses for religious identity. Students could choose more than one option in response to the religious identity question, and as such, percentages do not add to 100%.

Figure 10: JK to Grade 12, Students' Religious Identity



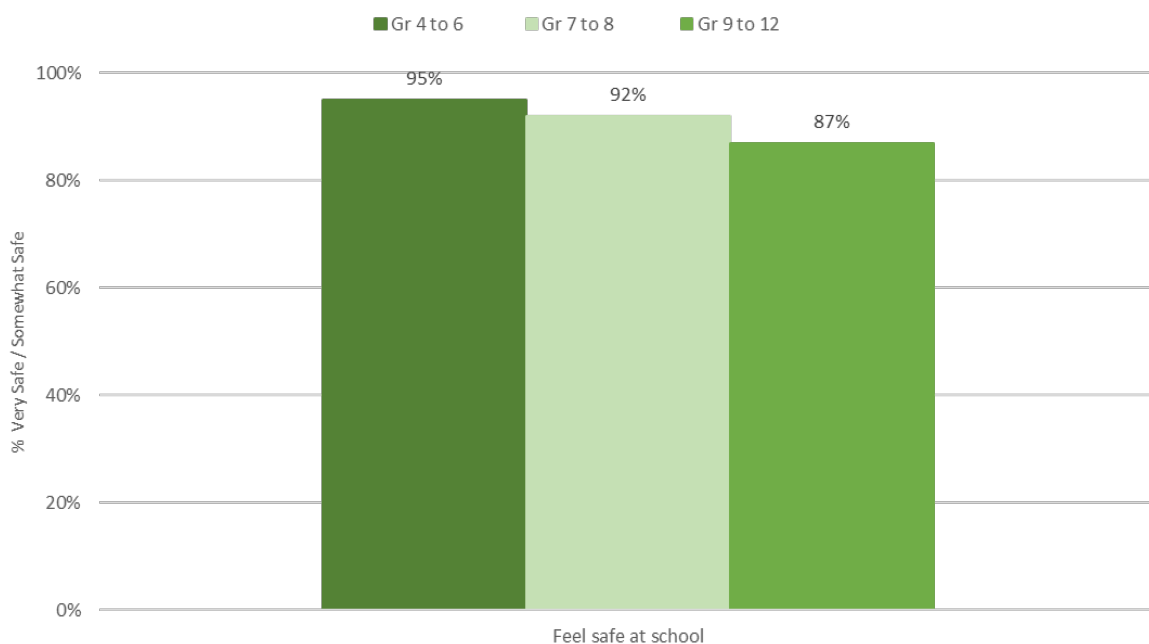
School Experience

Feeling Safe at School

Students report high levels of perceived safety at school, with 9 out of 10 students overall (94%) saying they feel “very or somewhat safe” at school (5.6% report feeling “not very safe or not at all safe” while 1.5% are “unsure”). Students in the junior (Grades 4 to 6) and senior (Grades 7 to 8) elementary grades report higher levels of perceived safety than secondary (Grades 9 to 12) students (see Figure 11).

Figure 11: Feelings of Safety at School

Safety, Elementary and Secondary Grades



Though not a directly comparable question, these results are fairly consistent with the 2016-17 Student Census results. At that time, 3% of students indicated that they ‘rarely or never’ felt safe in the classroom, while 5% indicated ‘rarely or never’ feeling safe in other parts of the school, and 7% indicated “rarely or never” feeling safe outside on school property.

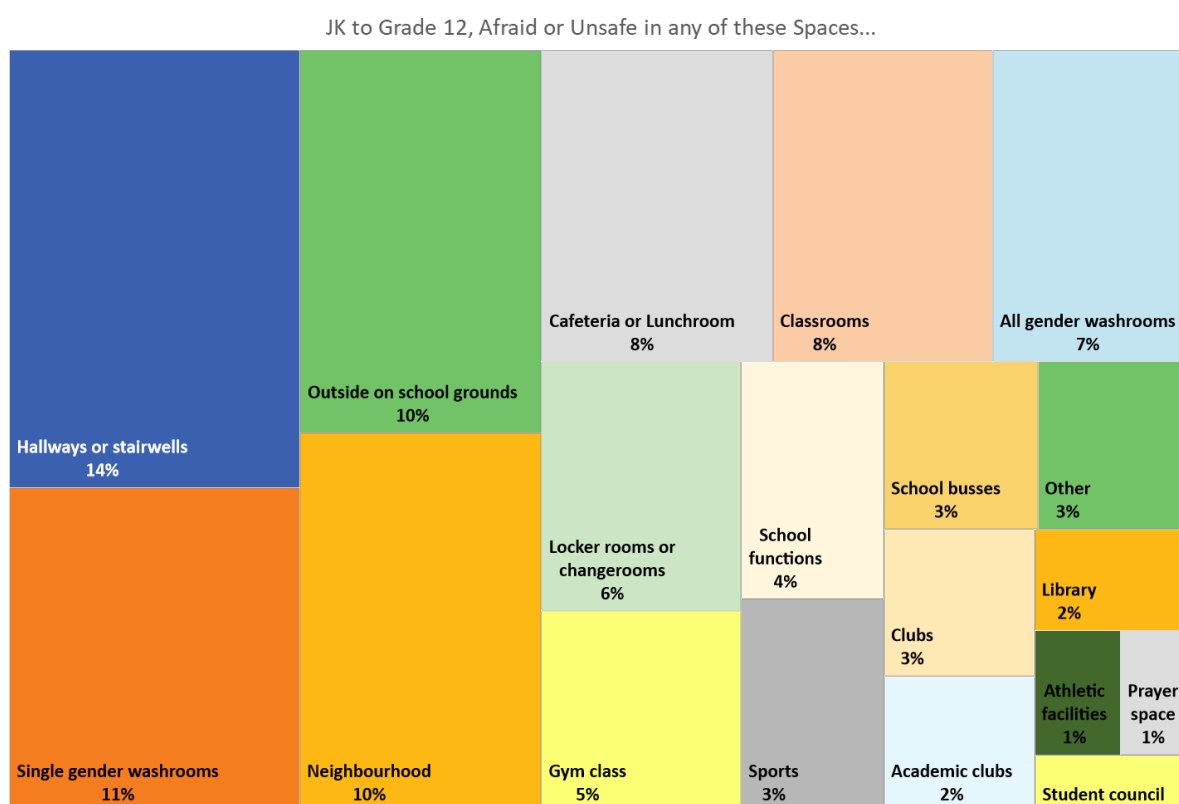
Current results are also consistent with provincial results from the 2021 Ontario Student Drug Use and Health Survey where 90.7% of Grade 7-12 students reported feeling safe at school (Boak, A., Elton-Marshall, T., & Hamilton, H.A., 2022).



In the 2023 Census, students were also asked if they felt unsafe or afraid in various school spaces. Most students who responded to the question (63%) selected “doesn’t apply to me, I don’t feel unsafe or afraid in any school spaces”.

Of those students who chose one or more of the available options, the most common areas where students reported feeling unsafe or afraid were hallways or stairwells, single gender washrooms, outside on school grounds, and in the neighbourhood around the school.⁵ (see Figure 12)

Figure 12. School Spaces Where Students Report Feeling Unsafe or Afraid



⁵ These results are consistent with data from the [2020-21 Annual Caring and Safe Schools Report](#), which indicates that 78% of suspensions and expulsions take place outside of the classroom.



School Belonging and Engagement

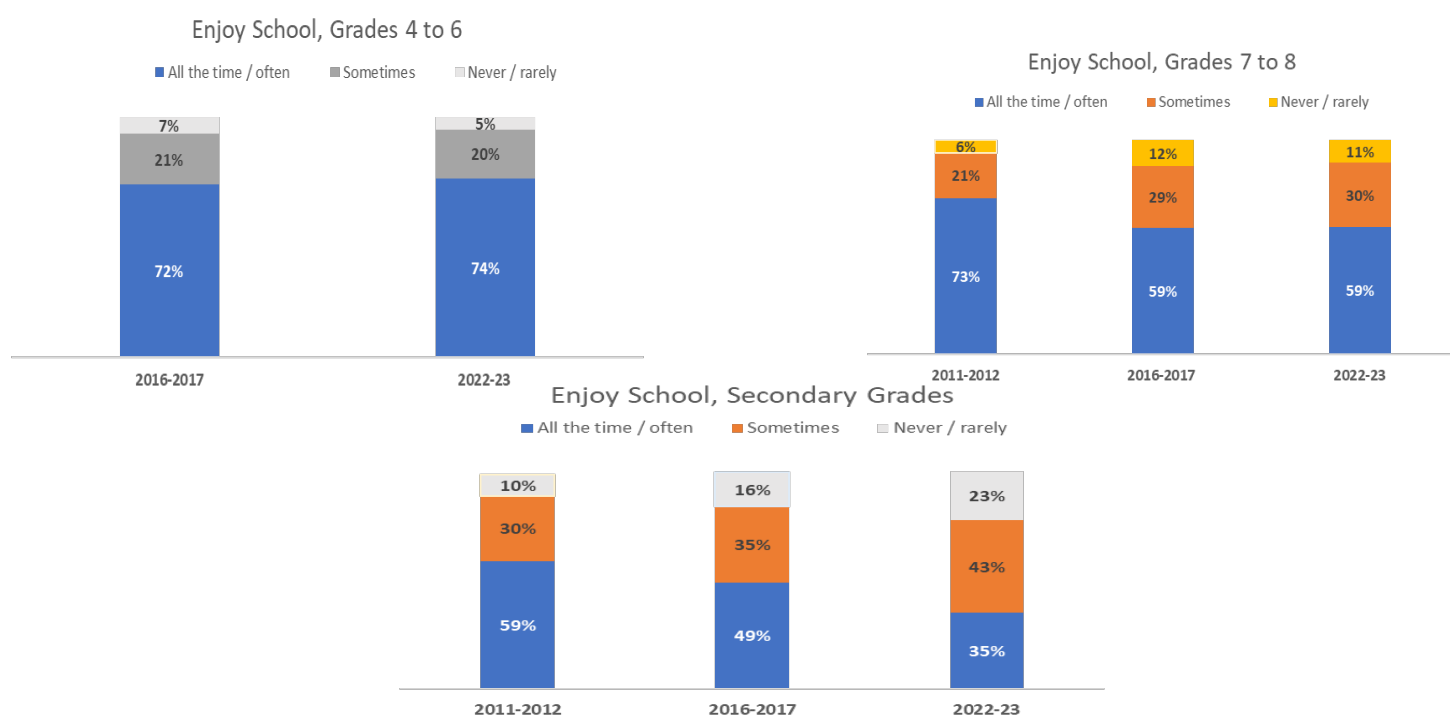
The Census asked students many questions about their learning experience. Results indicate that students' enjoyment in school decreases as grades increase. In the 2023 Census, only 35% of secondary students report they enjoy school “all the time/often” compared to 59% of Grade 7-8 students, and 74% of Grade 4-6 students.

With the exception of Grade 4-6 students, compared to previous Census results since 2011, students' enjoyment of school has decreased by 14% in Grades 7 - 8 and by 24% in Grades 9-12 (see Figure 13).

Current results are somewhat consistent with provincial results from the 2021 Ontario Student Drug Use and Health Survey, where 41.6% of Grade 7 to 12 students report that they like school “quite a lot or very much”; 34.2% like school “somewhat”, and 24% “do not like school” (Boak, A., Elton-Marshall, T., & Hamilton, H.A., 2022). Given the two data collection tools asked slightly different questions, a direct comparison cannot be made; however, the two sets of results show a similar percentage in those students who do not like school at all and rarely/never enjoy school.

Given the close association between enjoyment of school and positive learning experiences within school, these proportions are worrying for notions of learning and belonging in secondary schools within the TDSB.

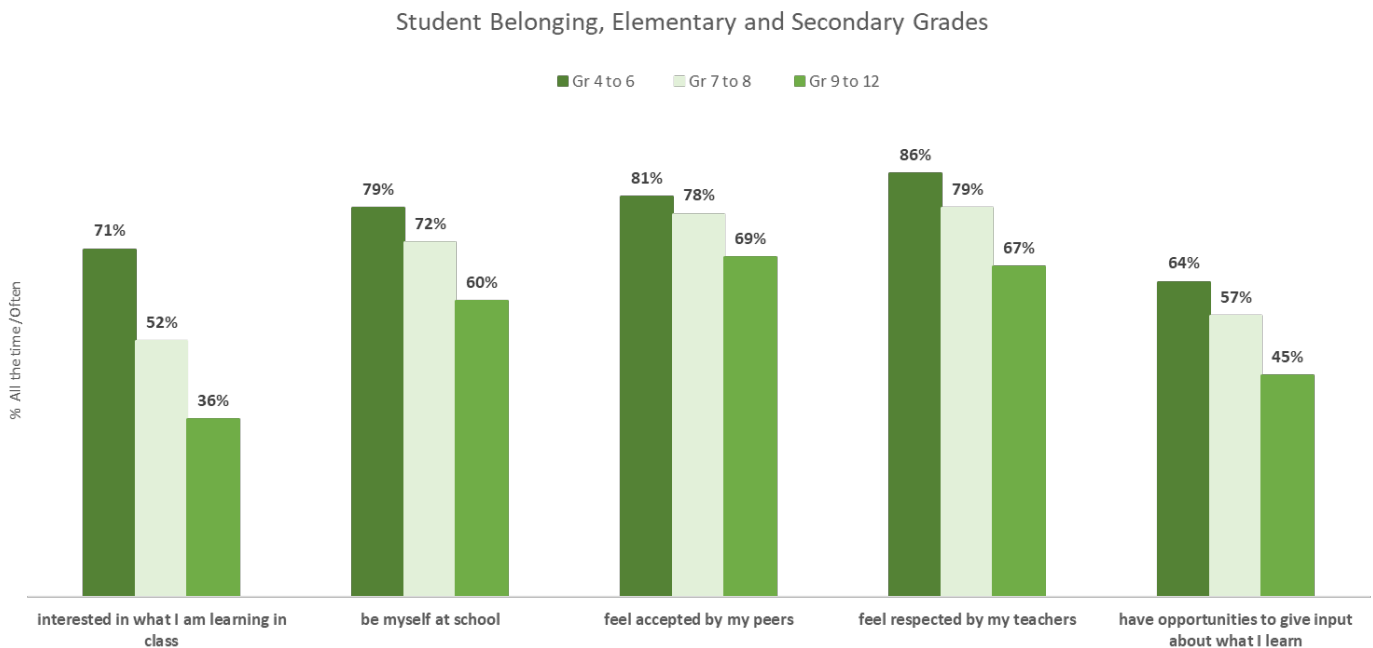
Figures 13: Grade 4 to 6, & to 8, and 9 to 12 Students Enjoyment in School



Extensive research has shown that an important contributor to students' enjoyment at school is linked to feelings of belonging - being engaged in learning, being able to be themselves, being heard in the decision-making process, having connections with peers and adults, and seeing their identity represented in their learning.

Similar to the feelings of enjoyment noted above, students' feelings of belonging decrease as grades increase. As an example, 71% of grades 4 to 6 students reported they are *interested in what they are learning* (all the time/often), compared to 36% of grades 9 to 12 students - a 35% difference. Similarly, 79% of grades 4 to 6 students said they *can be themselves at school* (all the time/often), compared to 60% of grade 9 to 12 students - a 19% difference (see Figure 14).

Figure 14: Grade 4 to 6, 7 to 8, and 9 to 12 Students Belonging



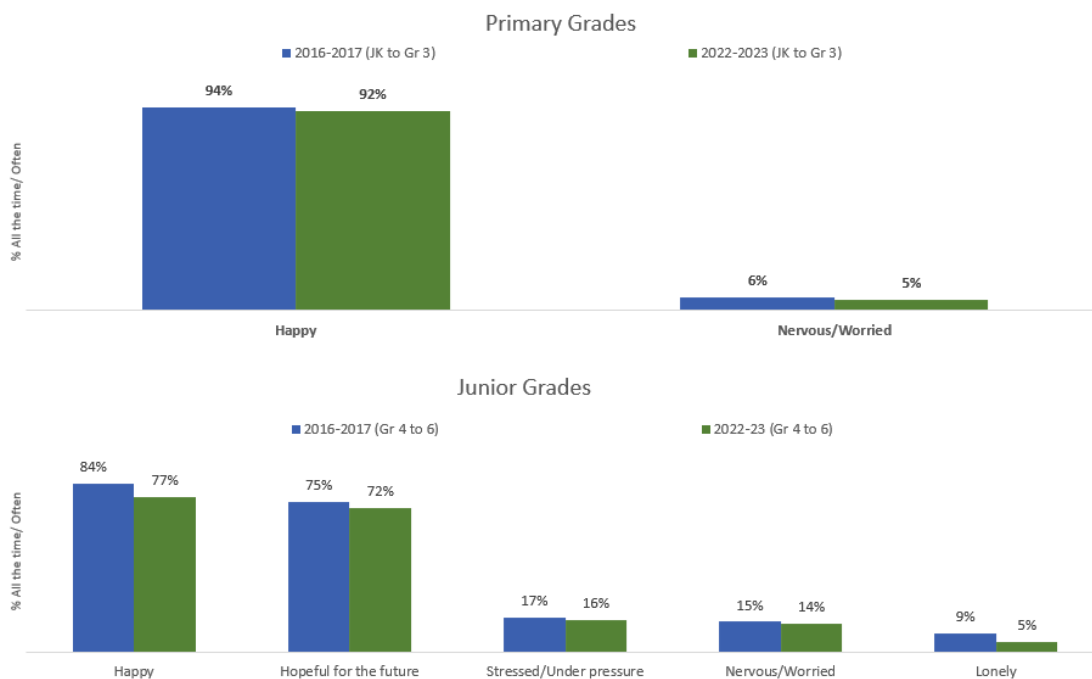
Well-being and Mental Health

The Census asked students questions about their feelings of well-being and mental health. These same questions were asked on the 2016 Student Census and during the Pandemic Student Check-in surveys for intermediate and secondary grades. There is significant evidence showing students have rebounded from their pandemic experience; however, students’ feelings of happiness, loneliness, stress, and hope may look significantly different depending on intersectional factors and identities of students. Further analysis on intersectional factors is forthcoming.

Parents/guardians/caregivers report high levels of happiness with 92% reporting their child is happy “all the time/often”; and 5% reporting their child is nervous/worried “all the time/often”. These results are similar when compared to the 2016-17 Census.

Most students in Grades 4 to 6 report feeling happy (77%), and hopeful for the future (72%), but these numbers are slightly lower compared to 2016 results. Reported feelings of stress (16%), nervousness (14%), and loneliness (5%) have decreased since 2016.

Figure 15: Primary and Junior Grades, Student Well-being



Student well-being results for grades 7 through 12 were asked on the 2016 Census, during the pandemic, and in 2023. Although not as positive as pre-pandemic reported feelings of well-being, results show an increase in reported student feelings of happiness and hopefulness and a decrease in feelings of stress, nervousness, and loneliness coming out of the pandemic.

Similar to grades 7 and 8, students in grades 9 to 12 experienced an increase in feelings of happiness and hopefulness post pandemic, and a decrease in feelings of stress, nervousness, loneliness, and boredom. The biggest change is students' feelings of loneliness which dropped by over 25% when compared to results during the pandemic (see Figure 17).

Current results are consistent with provincial results from the 2021 Ontario Student Drug Use and Health Survey, where 18.2% of grade 7 to 12 students reported feeling lonely "often" or always"; and almost one third (31.6%) of grade 7 to 12 students reported experiencing an elevated level of stress or pressure in their lives in the last month (Boak, A., Elton-Marshall, T., & Hamilton, H.A., 2022). Though this latter result is somewhat consistent with Grade 7 and 8 data, it is much lower than Census figures for secondary students where 60% reported feeling stressed/under pressure "all the time/often".

Figure 16: Grades 7 and 8, Student Well-being

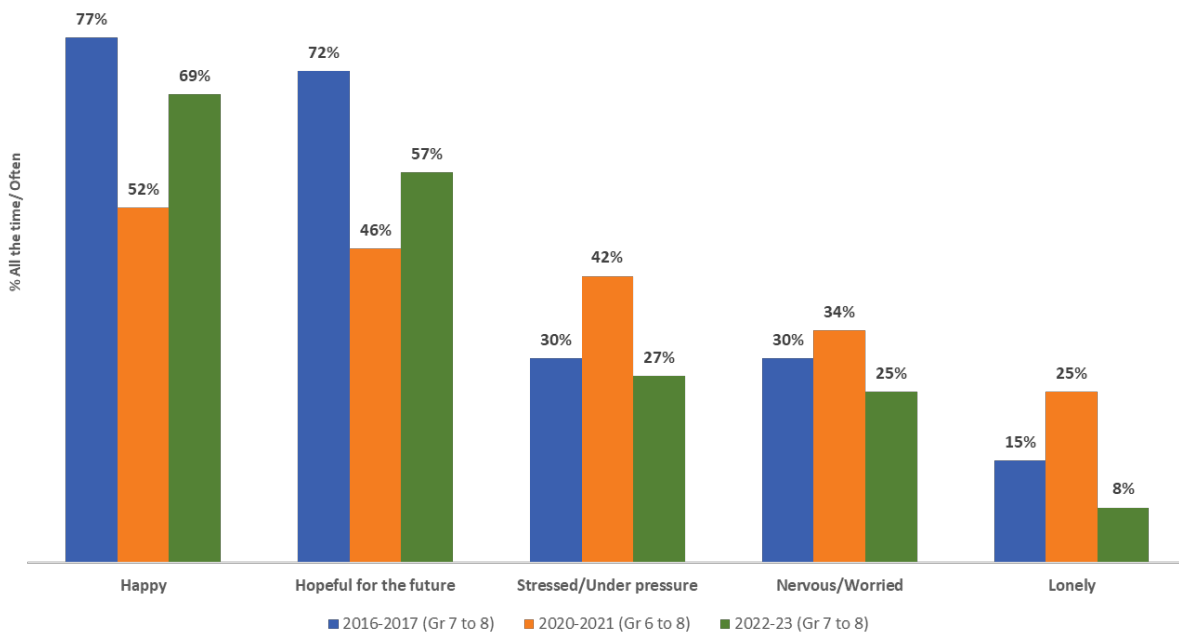
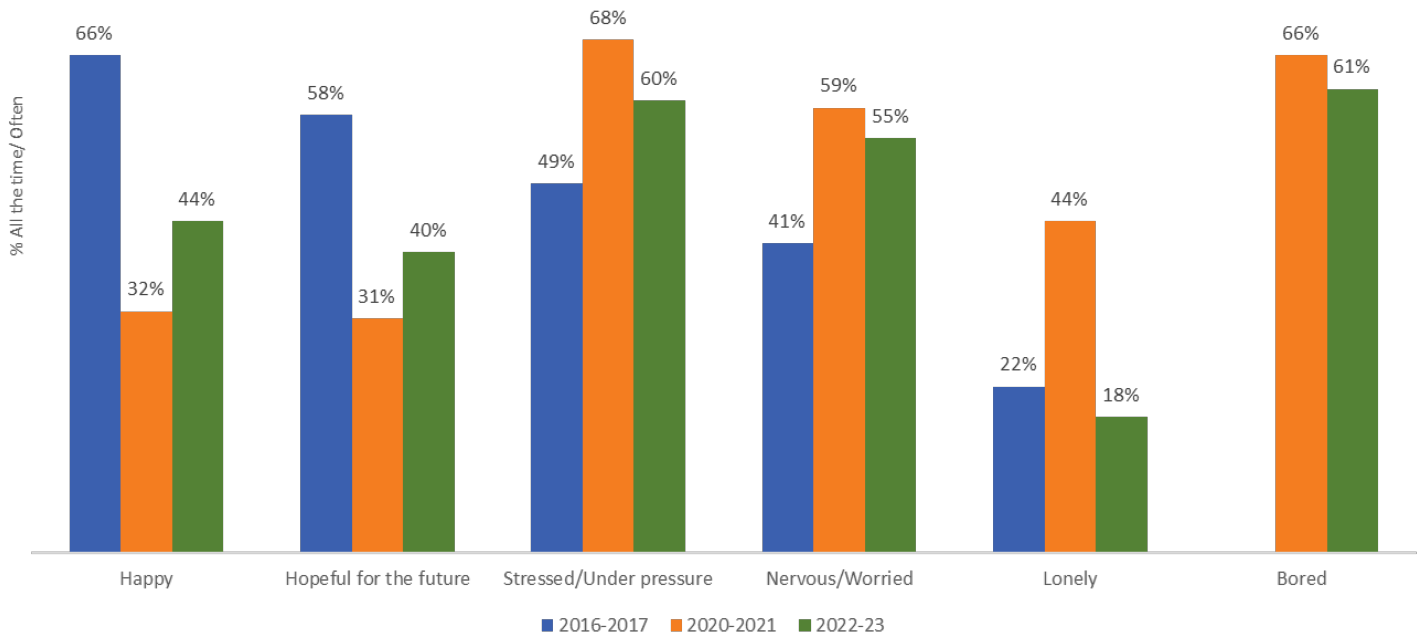


Figure 17: Grades 9 to 12, Student Well-being



Next Steps

Student Census results are already making their way into school improvement and policy related work. This is a key difference from past years. As the 2023 Census was online, initial reporting timelines have been significantly reduced.

To date:

- Student Census qualitative results are being used as part of the MYSP renewal consultation and will be used to further build MYSP goals and actions.
- Student Census results are a key piece of data for school improvement processes (SIP) alongside the Ministry's core priorities in areas of *Preparedness for the Future and Student Wellbeing and Belonging*.
- School level data was shared through an interactive reporting tool distributed to Principals and Superintendents on October 3rd. Numerous question and answer sessions have been held with Principals and Vice-Principals to ensure staff are supported in looking through the initial Census data.

Upcoming Actions:

- Ward reports for Trustees will be available late November. Trustees will be provided ward level results using the same tool schools received their data within.
- School Councils will receive school level Census information in December and an information session for Councils will be planned early in the new year.
- A summary of student qualitative data will be provided for schools.
- As Census data was collected under the Anti-Racism Directorate's mandate, there are standards in reporting that the TDSB must follow. These include:
 - Publishing de-identified data (in original, unmodified form, to the fullest extent possible)
 - Publishing results of analyses (including information about data quality and thresholds set to identify notable differences)

Additional reporting, such as examining what contributes to students' low levels of enjoyment at school, integration of student information (e.g., grades), and intersectional analyses will be done in collaboration with students and communities and will be shared with the system throughout the coming school year.

A staff advisory committee has been convened to support this work - specifically related to intersectional analysis, policy implications, community data governance, and external data requests and data sharing agreements. Community members that supported the consultation as well as subject matter experts will also be invited to share expertise when interpreting the data.

Research and Development will work with the Urban Indigenous Education Centre (UIEC) and Elders with respect to all Census data collection, analysis, and reporting following [OCAP](#), informed by [Truth and Reconciliation](#) and the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

References

Boak, A., Elton-Marshall, T., & Hamilton, H.A. (2022). The well-being of Ontario students: Findings from the 2021 Ontario Student Drug Use and Health Survey (OSDUHS). Toronto, ON: Centre for Addiction and Mental Health. Retrieved from: <https://www.camh.ca/-/media/files/pdf---osduhs/2021-osduhs-report-pdf.pdf>

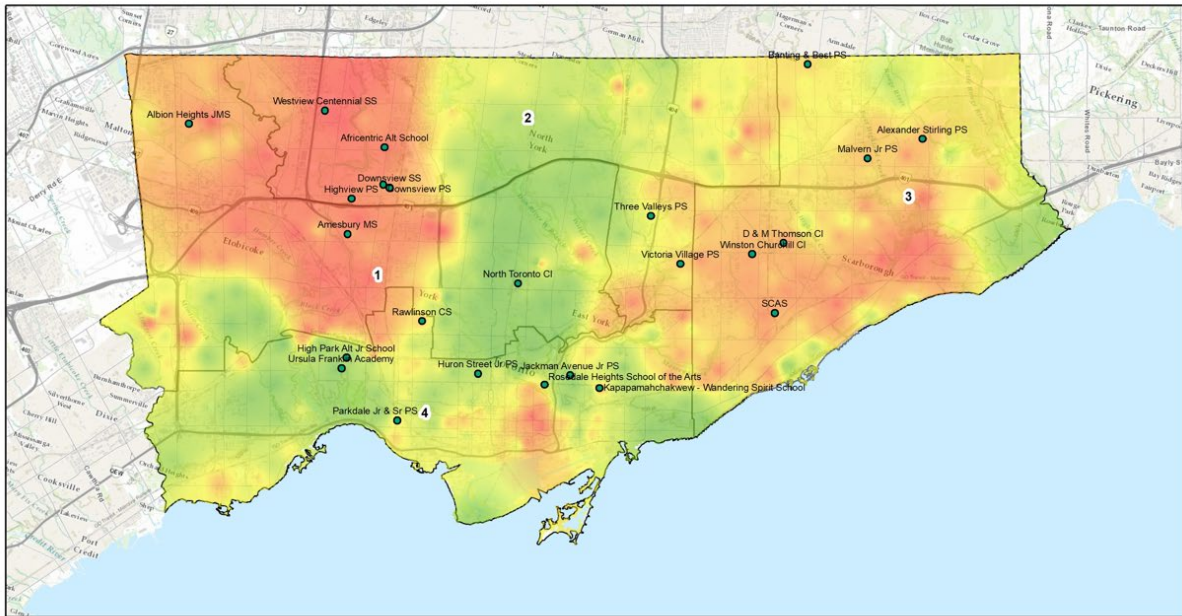
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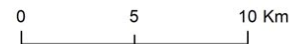
Appendix A



Student Census Pilot Locations



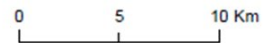
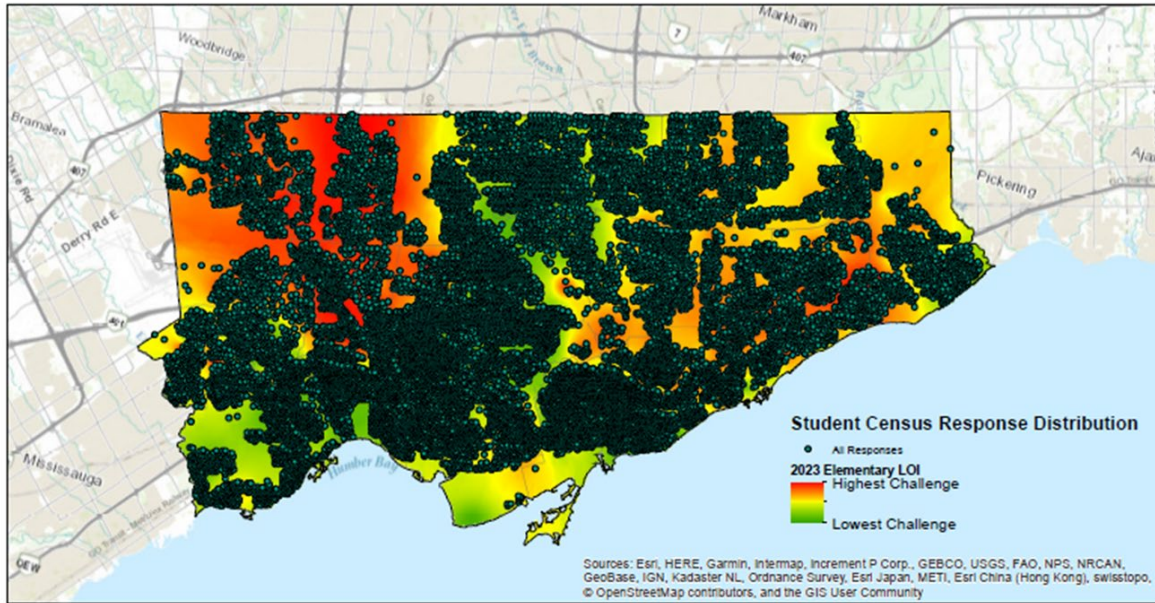
Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NPS, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), swisstopo, © OpenStreetMap contributors, and the GIS User Community



Appendix B



Student Census Response Distribution



Projection: NAD 1983 UTM Zone 17N
Date: August 2023

Produced by: Research and Development
Sources: TDSB; ESRI; DMTI

