

In-School Programs: Pathways through Secondary School

Highlighting important relationships between school-level organizational strategies and students’ experiences provides key insights into potential policy directions and program action. All three fact sheets explore school structures at the secondary school level (Grades 9-12) as well as mechanisms of promotion and transference from Grade 8 to Grade 9. In this issue, the focus is on **In-School Programs**.

In-School Programs—What is it?

In the exploration of school structures and their relationship to student demographics, achievement, and students’ sense of belonging, in-school programs at the secondary school level were investigated. The TDSB offers a myriad of programming options for students at the secondary school level. Many programs are intended to support students in their learning needs as well as provide students with highly valued, marketable skills and opportunities for greater Post-secondary Pathways (PSE) access. This fact sheet looks exclusively at programs offered within schools particularly the relationships between selected programs, the role programs play within students’ academic pathways, the representation of student demographic characteristics as well as program connections to students’ sense of belonging and exclusion. An analysis into the relationship of programs to the Learning Opportunity Index (LOI) will also be explored. Drawing from the TDSB’s data on secondary schools, this analysis includes the following selected programs: Congregated Gifted and Special Education Programming, the International Baccalaureate (IB) program, French Immersion, Advanced Placement (AP) opportunities, the Elite Athlete program, the Specialist High Skills Major program (SHSMP), and the Ontario Youth Apprenticeship program (OYAP).

Promotion and Transference

THE TREND:

- Overall, 78.2% of students are successfully promoted from Grade 8 to Grade 9, while only 18.5% are transferred.
- The proportion of students being promoted or transferred from Grade 8 to Grade 9 varied across programs. The proportion for promotion ranged from 98.2% of students in the Gifted program, 96.6% for students taking IB, 98.5% of students in French Immersion, 88.6% of students taking Advanced Placement courses, and 97.3% of students in the Elite Athlete program. This proportion drops dramatically for students in congregated Special Education programs to 2.3% (see Table 1).

Table 1: Rates of Promotion and Transference across In-school Programs, 2011-12 (Grade 8-10 Students Only)

Promotion and Transference	Promoted	Transferred	Other
Gifted	98.2%	0.3%	1.5%
IB	96.6%	0.7%	2.7%
French	98.5%	1.0%	0.5%
AP	88.6%	8.6%	2.9%
Elite Athlete	97.3%	0.0%	2.7%
Special Education	2.3%	81.5%	16.2%
Total Across TDSB Secondary School	78.2%	18.5%	3.2%

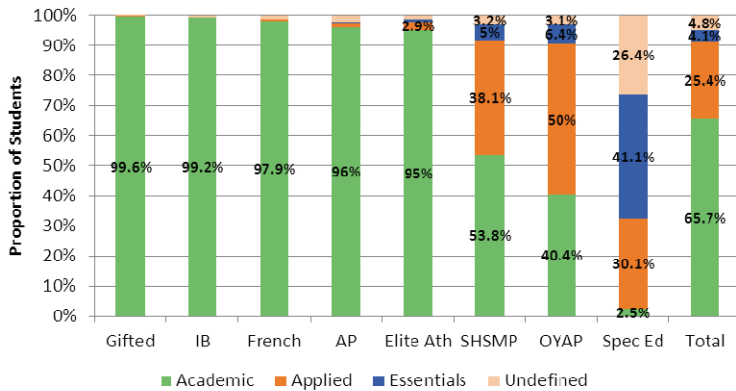


In-School Programs: Pathways through Secondary School

What is it?

- Figures 1 and 2 and Table 2 establish **Secondary School Students' Pathways** across **Selected In-School Programs**, from **Program of Study**, to **Graduating on Time**, to **Post-secondary Access (PSE)**.

Figure 1: Grade 9-10 Program of Study across Selected In-school Programs, 2011-12



THE TREND:

- The proportion of students taking Academic in the Gifted, IB, French Immersion, Advanced Placement, and Elite Athlete programs averages over 95%. This proportion notably drops for students taking the SHSMP (53.8%), OYAP (40.4%) programs and congregated Special Education programs (2.5%).
- Programs such as SHSMP, OYAP, and congregated Special Education have a higher proportion of students in the Applied and Essentials Programs of Study (see Figure 1).

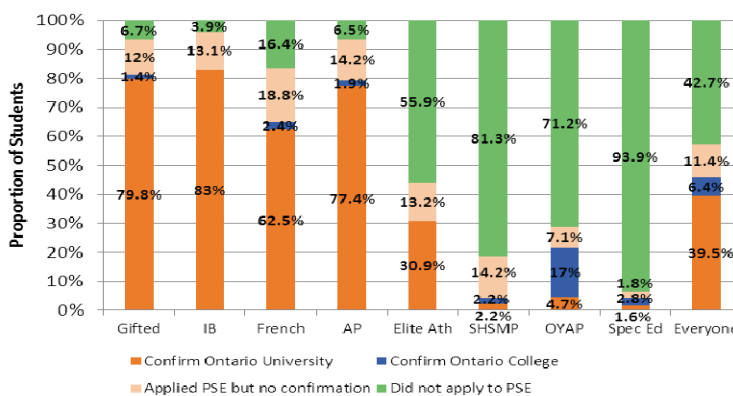
Table 2: Graduation Rates across Selected In-school Programs
2011-12, Year 4 Students Only

Graduation	Graduated	Returned	Transferred	Dropped Out
Gifted	96.6%	2.4%	0.0%	1.0%
IB	98.7%	0.7%	0.0%	0.7%
French	88.5%	8.6%	1.1%	1.9%
AP	94.5%	3.9%	0.3%	1.2%
Elite Athlete	77.9%	8.8%	4.4%	8.8%
SHSMP	46.2%	46.2%	2.2%	5.4%
OYAP	62.5%	26.6%	3.6%	7.3%
Special Education	22.6%	64.8%	2.8%	9.9%
Total Across TDSB Secondary	67.5%	22.0%	3.5%	7.0%

THE TREND:

- Students in a Gifted program, the IB program, or taking Advanced Placement, the rate of graduation after 4 years was close to 30% higher than the average.
- Students in French Immersion and the Elite Athlete program also had a higher than average rate of graduation.
- Students taking the OYAP, SHSMP, and Special Education programs had a lower than average rate of graduation after 4 years (see Table 2).

Figure 2: Post-secondary Confirmations across Selected In-school Programs, 2011-12



THE TREND:

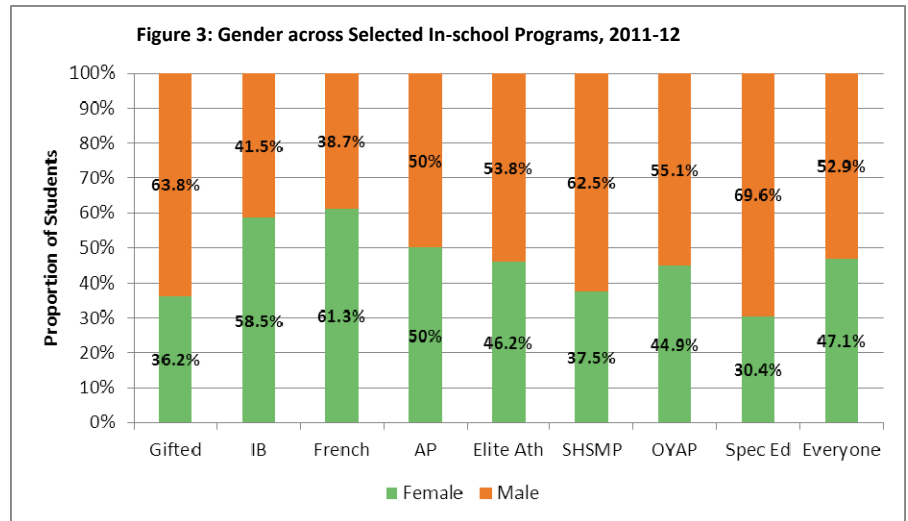
- Students enrolled in the International Baccalaureate, Gifted, Advanced Placement, and French Immersion programs had a higher than average university confirmation rate. For students taking the Elite Athlete, OYAP, SHSMP, or congregated Special Education programs, the rate of university confirmations was much lower than the average (see Figure 2).

In-School Programs: Pathways through Secondary School

What is it?

- The following analyses explores the relationship between **Selected In-School Programs** across students' self-identified **Gender** and **Racial** categories.

THE TREND: Female students are over-represented in the French Immersion (61.3%) and International Baccalaureate programs (58.5%). More equitably distributed programs across gender lines are Advanced Placement where female students make up 50% of the population, the Elite Athlete program (46.2%) and the OYAP where female students make up 44.9% of the population. Female students are under-represented in the Gifted, SHSMP, and Special Education programs (see Figure 3).



THE TREND: Students who self-identified as White were over-represented in the congregated Gifted, French Immersion, Elite Athlete, OYAP, and congregated Special Education programs and were under-represented in the IB, AP, and SHSMP programs.

- Students who self-identified as South Asian were over-represented in the IB program and slightly over-represented in the SHSMP, but were notably under-represented in Gifted, French Immersion, Elite Athlete, congregated Special Education programs and slightly under-represented in AP and OYAP.
- Students who self-identified as East Asian were over-represented in the congregated Gifted, Advanced Placement, and International Baccalaureate programs. Self-identified East Asian students were notably under-represented in the French Immersion, Elite Athlete, SHSMP, OYAP, and congregated Special Education programs.
- Students who self-identified as Black were over-represented in congregated Special Education, SHSMP, and OYAP. Students who self-identified as Black were notably under-represented in Gifted, IB, AP, Elite Athlete, and slightly under-represented in French Immersion. Although these four groups represent the majority of TDSB students, it is important to note other incidences of over and under-representation for racial groups across programs (see Table 3).

Table 3: Racial Categories across Selected In-school Programs, 2011-12

Self-Identified Race	Aboriginal	Black	East Asian	Latin American	Middle Eastern	Mixed	South Asian	Southeast Asian	White
Gifted	0.1%	3.2%	31.1%	0.9%	2%	6.8%	12%	2.4%	41.6%
IB	0%	5.9%	23%	0.5%	4.1%	4.3%	40.8%	4.8%	16.5%
French	0.1%	11.1%	8.4%	1.9%	3.8%	12.2%	4.9%	2.2%	55.4%
AP	0%	6%	37.3%	0.9%	2.6%	4.4%	17.9%	5.9%	25%
Elite Athlete	0%	7.4%	1.1%	0.4%	1.5%	12.6%	3%	1.1%	73%
SHSMP	0.1%	21.3%	9.1%	4.8%	6.5%	10.3%	21.6%	5.3%	20.9%
OYAP	0.7%	16.7%	8.6%	2.7%	4.8%	7.7%	18%	5.2%	35.6%
Special Education	0.8%	24.4%	9%	3.4%	5.4%	7.4%	14.4%	3%	32.2%
Total Across TDSB Secondary Schools	0.3%	12.6%	17.9%	2.2%	5.8%	6.9%	21%	4.9%	28.3%

In-School Programs: Pathways through Secondary School

What is it?

- The following analyses explores the relationship between the **Selected In-School Programs** across students' **First Language** categories.

Table 4: Student Language across Selected In-school Programs

First Language	Gifted	IB	French	AP	Elite Athlete	SHSMP	OYAP	Spec Ed	Total
Albanian	0.0%	1.0%	0.2%	0.3%	0.3%	0.1%	0.2%	0.4%	0.5%
Arabic	0.7%	1.6%	1.4%	0.5%	0.9%	2.0%	1.1%	1.2%	1.6%
Bengali	1.3%	4.8%	0.3%	2.8%	0.0%	1.7%	0.9%	1.0%	2.0%
Chinese	24.6%	20.4%	4.6%	33.5%	0.9%	7.4%	6.6%	6.4%	13.3%
Dari	0.1%	0.3%	0.2%	0.1%	0.0%	0.4%	0.7%	0.6%	0.8%
English	49.4%	26.9%	67.3%	29.3%	83.2%	49.3%	59.0%	60.2%	44.3%
French	0.7%	1.0%	5.8%	0.7%	2.7%	0.4%	0.4%	0.6%	0.8%
Greek	0.2%	0.0%	1.9%	1.2%	0.3%	0.5%	0.8%	1.0%	0.8%
Gujarati	0.8%	3.4%	0.4%	3.3%	0.3%	2.0%	0.9%	1.1%	1.8%
Hindi	0.6%	2.9%	0.1%	1.1%	0.3%	0.5%	0.3%	0.3%	0.7%
Korean	2.2%	1.6%	0.9%	2.1%	0.0%	0.2%	1.0%	0.6%	1.6%
Pashto	0.0%	0.6%	0.0%	0.1%	0.0%	0.7%	0.4%	0.4%	0.4%
Persian	0.7%	0.9%	1.5%	0.9%	0.3%	2.3%	2.0%	1.9%	2.2%
Portuguese	0.2%	0.2%	0.3%	0.5%	0.6%	1.5%	1.1%	1.1%	0.6%
Punjabi	0.5%	2.5%	0.2%	1.4%	0.0%	1.4%	1.2%	0.9%	1.4%
Romanian	1.0%	0.8%	0.6%	0.3%	0.0%	0.2%	0.2%	0.2%	0.3%
Russian	1.9%	1.1%	1.8%	2.0%	1.5%	0.1%	1.8%	0.5%	1.4%
Serbian	1.7%	0.3%	2.2%	0.9%	3.0%	0.1%	0.2%	0.3%	0.7%
Somali	0.3%	1.5%	0.6%	2.2%	0.0%	2.8%	2.2%	2.7%	2.6%
Spanish	0.7%	0.6%	2.2%	1.0%	0.6%	4.8%	2.9%	3.3%	2.4%
Tagalog	0.2%	1.0%	0.7%	0.6%	0.6%	2.3%	1.9%	0.8%	2.2%
Tamil	4.4%	13.6%	0.6%	3.6%	0.0%	4.5%	3.8%	4.2%	5.2%
Turkish	0.2%	0.2%	0.2%	0.3%	0.6%	0.4%	0.4%	0.5%	0.6%
Urdu	1.2%	4.3%	0.2%	1.6%	0.0%	4.9%	2.7%	2.6%	3.5%
Vietnamese	1.2%	3.0%	0.6%	5.3%	0.3%	3.1%	1.6%	1.8%	1.9%

The Trend: In a general sense, language groups are stratified across in-school programs. For example, students who spoke Chinese are over-represented in the Gifted, IB, and AP programs but under-represented in the French Immersion, the Elite Athlete programs as well as SHSMP, OYAP, and congregated Special Education programs. Similarly, students who spoke English are over-represented in all programs with the exception of IB and AP.

In-School Programs: Pathways through Secondary School

What is it?

- The following analyses explore the relationship between students' self-identified **Sexual Orientation** data derived from the TDSB's 2011 Student Census, **Special Education Needs (SEN)** data derived from Trillium, and **Generational Status** across **Selected In-School Programs**.

Table 5: Self-identified Sexuality across Selected In-school Programs, 2011-12

Sexuality	Heterosexual	Gay/ Lesbian	Bisexual	Other	Not sure/ Questioning
Gifted	91.1%	0.8%	1.8%	1.6%	4.7%
IB	93.8%	0.4%	1.2%	1%	3.6%
French	93.9%	0.3%	1.6%	1.1%	3.1%
AP	91.2%	0.8%	2%	2.3%	3.6%
Elite Athlete	93.4%	0.8%	0.8%	1.5%	3.5%
SHSMP	90.9%	0.8%	1.7%	2.2%	4.3%
OYAP	91%	0.8%	3.2%	1.2%	3.7%
Special Education	82.6%	0.9%	1.5%	1%	13.9%
Total Across TDSB Secondary Schools	92%	0.7%	1.8%	1.1%	4.4%

THE TREND: The proportion of sexuality did not vary much across programs. Roughly all programs had similar proportions of sexuality representation. The only notable variance was for students in the congregated Special Education program who more often responded that they were 'not sure/questioning'. Past research in the TDSB has led investigators to believe that some students select this answer when they were not sure of the question as opposed to whether they were questioning their sexuality. This was evident also for students who were taking English as a Second Language courses (see Table 5).

THE TREND: Although the rate of students with SEN was 15.9% across the TDSB's secondary school panel, the proportion of students with SEN fluctuated across programs. The proportion of students with SEN was notably less than the TDSB's average within programs such as Gifted, IB, French Immersion, AP, and Elite Athlete. Conversely, the proportion of students with SEN was greater than the TDSB's average for programs such as SHSMP, OYAP, and congregated Special Education (see Table 6).

Table 6: Special Education (excluding Gifted) across Selected In-school Programs, 2011-12

SEN (Excl. Gifted)	No SEN	SEN
Gifted	100%	0%
IB	98.9%	1.1%
French	96.1%	3.9%
AP	97.7%	2.3%
Elite Athlete	94.1%	5.9%
SHSMP	77%	23%
OYAP	71.8%	28.2%
Special Education	0%	100%
Total Across TDSB Secondary Schools	84.1%	15.9%

Table 7: Generational Status across Selected In-school Programs, 2011-12

Generational Status	Third Generation	Second Generation	First Generation
Gifted	25%	13%	62%
IB	9.9%	5.9%	84.3%
French	36.8%	19.7%	43.6%
AP	14.8%	6.5%	78.6%
Elite Athlete	53%	20%	27%
SHSMP	18.2%	8.4%	73.4%
OYAP	28.2%	10%	61.9%
Special Education	31.9%	7.6%	60.5%
Total Across TDSB Secondary Schools	19.8%	8.7%	71.5%

THE TREND: Variations from the overall average were noted in the Elite Athlete program where only 27% of students are first generation as well as French Immersion where only 43.6% are first generation. However, students taking the AP program (78.6%) as well as the IB program (84.3%) were more likely to be first generation. The programs with the greatest proportion of third generation students were French Immersion (36.8%), Elite Athlete (53%), OYAP (28.2%), and congregated Special Education (31.9%) which were notably higher than the 19.8% average across the TDSB secondary school panel (see Table 7).

In-School Programs: Pathways through Secondary School

What is it?

- Tables 8 and 9 and Figure 4 reveal relationships between **Parental Education, Parental Occupation, and Parental Presence** across **Selected In-School Programs**.

Table 8: Parental Education across Selected In-school Programs, 2011-12

Parent Education	High School	College	University	Don't Know
Gifted	4.1%	7.9%	81.1%	6.9%
IB	8.9%	13.6%	67.2%	10.3%
French	5.6%	13.4%	72.5%	8.5%
AP	10.2%	12.6%	66.2%	11.1%
Elite Athlete	8.4%	19.5%	63.7%	8.4%
SHSMP	20.9%	20.1%	31.7%	27.4%
OYAP	22.7%	22.2%	27.8%	27.3%
Special Education	13.3%	15.6%	21.6%	49.5%
Total Across TDSB Secondary Schools	14%	16.7%	47.5%	21.8%

THE TREND: Students enrolled in the Gifted program had a proportion of 81.1% of students whose parents have university education (33.6% higher than the average) while students enrolled in French Immersion had a proportion of parents with university education at 72.5% (25% higher than the average). Conversely, students enrolled in SHSMP and OYAP had lower than the average proportion of parents with university education and higher than average proportion of parents having high school as their highest level of education (see Table 8).

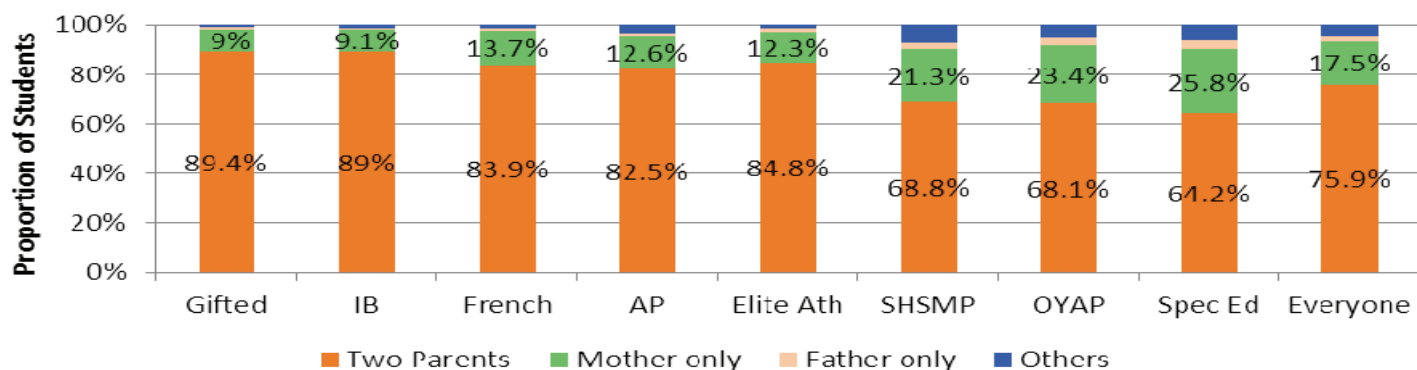
Table 9: Parental Occupation across Selected In-school Programs, 2011-12

Parent Occupation	Professional	Semi-Professional	Skilled/clerical	Unskilled Clerical Trades	Non-Remunerative
Gifted	48.6%	30.7%	10.4%	3.3%	7%
IB	38%	29.1%	18.3%	5.2%	9.5%
French	43.7%	32.2%	14%	3.4%	6.7%
AP	31%	30.4%	22.8%	4.3%	11.5%
Elite Athlete	38.4%	34.2%	20.7%	3.4%	3.4%
SHSMP	16.1%	23.4%	26.7%	9.4%	24.4%
OYAP	12.8%	24.1%	31.9%	11.4%	19.8%
Special Education	11.1%	16.3%	30%	15.3%	27.3%
Total Across TDSB Secondary Schools	24.5%	26.3%	23.7%	8.3%	17.2%

THE TREND: The proportion of students enrolled in the Gifted, French Immersion, Elite Athlete, IB, and AP programs were more likely to have parents with professional or semi-professional occupations. Students enrolled in the SHSMP, OYAP, and congregated Special Education programs were more likely to have parents working in the skilled/clerical, unskilled clerical/trades and non-remunerative categories (see Table 9).

THE TREND: Students in the Gifted, IB, French Immersion, AP, and Elite Athlete programs have a higher than average proportion of students living with two parents while students in SHSMP, OYAP, and congregated Special Education programs have a lower proportion (see Figure 4).

Figure 4: Parental Presence across Selected In-school Programs, 2011-12



In-School Programs: Pathways through Secondary School

What is it?

- Table 10 and Figure 5 explore the relationships between **Family Income** and the **Learning Opportunity Index** across **Selected In-School Programs**.

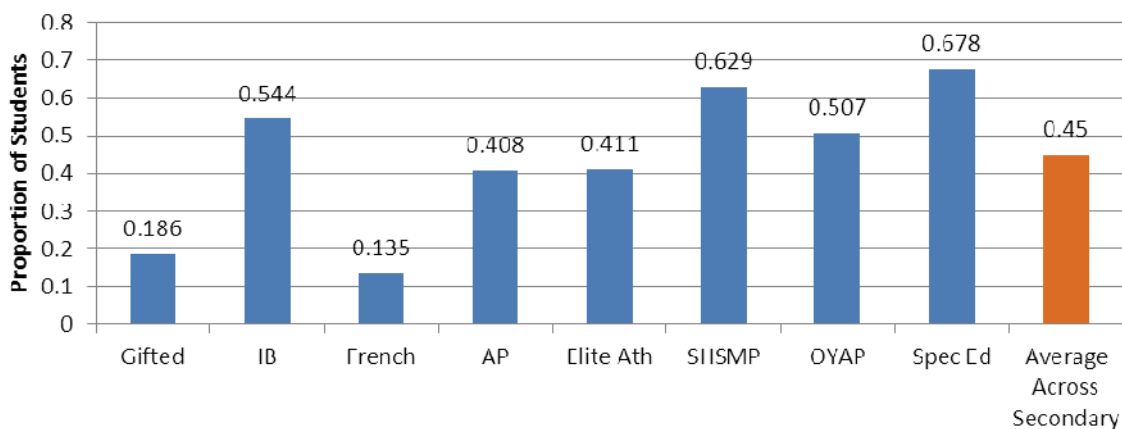
Table 10: Income across Selected In-school Programs, 2011-12

Deciles of Income	1 - Lowest	2	3	4	5	6	7	8	9	10 - Highest
Gifted	1.8%	3%	3.9%	6.6%	8.5%	8.2%	13.2%	11.9%	18.9%	23.9%
IB	6.3%	9.7%	7.6%	8%	12.5%	12.1%	12.7%	13%	12.2%	5.9%
French	3.1%	4.4%	4.2%	5.1%	7.8%	8.9%	11.4%	13.1%	19.6%	22.4%
AP	5.7%	6.5%	9.2%	10.1%	11.9%	12.6%	9.8%	9.7%	12.2%	12.2%
Elite Athlete	0.9%	1.8%	3.3%	5.3%	5.3%	9.5%	20.8%	17.2%	19.3%	16.6%
SHSMP	12.2%	10.7%	10.8%	11.7%	17.2%	9.7%	10.1%	9.3%	5.9%	2.4%
OYAP	8.6%	10.8%	9.9%	11.2%	12%	11.5%	11.3%	10.9%	9%	4.9%
Special Education	14.1%	11.6%	11.2%	11.7%	10.8%	11%	10.6%	8.2%	6.4%	4.4%
Total Across TDSB Secondary Schools	9.4%	9.5%	9.8%	10.4%	10.6%	10.5%	10.6%	10.1%	10.3%	8.8%

THE TREND: Programs such as Gifted, French Immersion, and Elite Athlete had a notable over-representation of students from higher income deciles. For students in the Gifted program, 54.7% of students come from the highest three income deciles, as did 55.1% of students in French Immersion and 53.1% of students in the Elite Athlete program. Conversely, for students in the SHSMP, only 17.6% of students came from the highest three income deciles, similarly to 24.8% of students in OYAP and 19% of students in congregated Special Education (see Table 10).

What is it? The Learning Opportunity Index (LOI) is a scale measuring external challenges facing students within the TDSB. It is a composite scale that includes median income, percentage of families whose income is below the Low Income Measure (before tax), percentage of families receiving social assistance, adults with low education, adults with university degrees, and lone-parent families. The minimum mean LOI across the secondary school panel is 0.001 which represents the least level of external challenges. The maximum mean LOI across the secondary school panel is 0.956 which represents the highest level of external challenges. The mean LOI across the secondary school panel is 0.45.

Figure 5: Mean LOI Scores across Selected In-school Programs, 2011-12



THE TREND: Students enrolled in the Gifted, French Immersion, AP, and Elite Athlete programs have a lower than average LOI score; whereas, students enrolled in the IB, SHSMP, OYAP, and Special Education programs have a higher than average LOI score (see Figure 5).

In-School Programs: Pathways through Secondary School

What is it?

- Tables 11 and 12 and Figure 6 explore the relationship between student success on the **Ontario Secondary School Literacy Test (OSSLT)**, **Rate of Suspension**, and experience of **Belonging and Exclusion** across **Selected In-School Programs**.

THE TREND: The average pass rate of the OSSLT for first-time eligible (FTE) students across the TDSB's secondary school panel was 73.1%. Although data for students in OYAP could not be collected, all programs except congregated Special Education demonstrated higher than average pass rates (see Table 11).

Table 11: OSSLT results across Selected In-school Programs, 2011-12

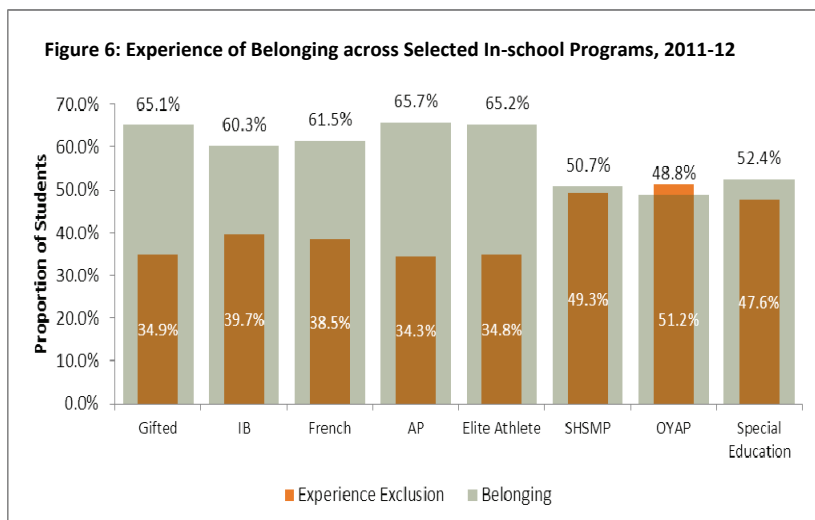
OSSLT FTE	Successful	Unsuccessful	Absent	Deferred	Exempt
Gifted	99.1%	0%	0.6%	0.3%	0%
IB	98.2%	0.4%	1%	0.4%	0%
French	92.7%	4.7%	1.6%	1.1%	0%
AP	85%	5%	2.5%	7.5%	0%
Elite Athlete	94.3%	4.6%	1.1%	0%	0%
SHSMP	81.6%	16.3%	0%	2%	0%
Special Education	12.3%	37.9%	2.9%	25.4%	21.6%
Total Across TDSB Secondary Schools	73.1%	17.1%	2%	7.1%	0.8%

Table 12: Suspensions across Selected In-school Programs, 2011-12

Suspensions	No Suspension	Suspended
Gifted	99.5%	0.5%
IB	99.9%	0.1%
French	97.3%	2.7%
AP	99.4%	0.6%
Elite Athlete	99.1%	0.9%
SHSMP	95.9%	4.1%
OYAP	95.6%	4.4%
Special Education	90.6%	9.4%
Total Across TDSB Secondary Schools	96.4%	3.6%

THE TREND: The suspension rate across programs was substantially lower for students in the Gifted (0.5%), IB (0.1%), AP (0.6%), and the Elite Athlete (0.9%) programs. Suspension rates were below but closer to the average for students in French Immersion (2.7%). Suspension rates were slightly higher than the average for students in SHSMP (4.1%) and OYAP (4.4%), but notably higher for students in congregated Special Education programs (9.4%) (see Table 12).

Figure 6: Experience of Belonging across Selected In-school Programs, 2011-12



THE TREND: Students who experienced the greatest levels of belonging were students taking Advanced Placement courses at 65.7%. Conversely, students who experienced the greatest level of exclusion were students taking the Ontario Youth Apprenticeship Program at 51.2%. Programs with the levels of belonging over the average were Gifted, International Baccalaureate, French Immersion, Advanced Placement, and Elite Athlete. Programs in which students' sense of belonging fell below the average were the Specialist High Skills Major Program, the Ontario Youth Apprenticeship Program, and students placed in congregated Special Education programs (see Figure 6).

Parekh, G. (2013). *Selected in-school programs: An overview* (Fact Sheet 8). Toronto, Ontario, Canada: Toronto District School Board.

