

**Ministry of Education**

Deputy Minister

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**Ministère de l'Éducation**

Sous-ministre

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**MEMORANDUM TO:** Directors of Education

**FROM:** Kevin Costante  
Deputy Minister

**DATE:** July 14, 2011

**SUBJECT:** Format of Directors' Annual Reports

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The purpose of this memorandum is to remind you that the ministry has minimum requirements for directors' annual reports<sup>1</sup>.

As noted last spring, the exploration of alignment opportunities for reporting is continuing within the ministry, but this year's requirements are similar to last year's. Please note changes to requirement #13 regarding Ontario's Equity and Inclusive Education Strategy. All of the requirements noted below must be included in your annual report, but may appear in any order that suits the needs of your board, and additional accomplishments, information, data and links to websites that may provide further useful information are encouraged.

As in past years, in October 2011 the ministry will provide you with current EQAO data on board-level highest, lowest and provincial average results to facilitate the completion of your reports.

**Requirements:**

1. A hyper link to your board's multi-year plan.
2. Most recent board enrolment data from October of the current school year (including both FTE and head count) and demographics, including number or proportion of learners whose first language (the language first spoken at home other than English or French) is not the language of instruction and the proportion or number of self-identified First Nation, Métis and Inuit students, if available.

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<sup>1</sup> At the first meeting in December of each year, the chief executive officer of a board shall submit to the board a report in a format approved by the Minister on the action he or she has taken during the preceding 12 months under subsection (2) and a copy of such report shall be submitted to the Minister on or before the 31<sup>st</sup> day of January next following. (Education Act, section 283(3))

3. Percentage of primary classes at 20 students or fewer, using data from October of the current school year.
4. Early learning data, including:
  - a. A list of all schools offering full-day early learning in phase 1
  - b. Number of students currently enrolled in full-day early learning
5. Latest results for your board on each EQAO assessment, as well as the results of each of the previous four years, including for each assessment:
  - a. The board's result
  - b. The provincial result
  - c. The highest board result among the 60 English-language boards or the 12 French-language boards
  - d. The lowest board result among the 60 English-language or the 12 French-language boards
6. Using method 1, and excluding cases where EQAO data has been suppressed, the latest results for your board on each EQAO assessment, as well as the results of each of the previous four years, including for each assessment:
  - a. The board's result
  - b. The board's result for boys
  - c. The board's result for girls
  - d. The board's result for students with special needs (excluding gifted)
  - e. The board's result for English language learners or students enrolled in the Actualisation linguistique en français or Programme d'appui aux nouveaux arrivants programs
7. An indication of whether the board is on track to achieve by 2012 the government's target of 75% on EQAO assessments for grade 6 reading, grade 6 writing and grade 6 mathematics (as per the trend line of its 2005 to 2011 results on each of these three assessments) – and, if not, what additional measures the director plans to introduce in the next twelve months to reach the target by 2012.
8. Using the most recent data available, the percentage of students who have completed 16 credits as of June 30 of their second year in high school. This includes all students at the end of their second year and also includes students taking K courses.
9. Specific measures pursued in the past year to improve outcomes for students with low levels of achievement and for low-performing schools.
10. Successful programs implemented to serve students unable to attend regular school programs; i.e. for students who:
  - a. attend education programs in government-approved care and/or treatment, custody and correctional facilities; or
  - b. have been suspended or expelled.

11. Accomplishments in improving student learning and achievement through special education programs and services offered by your board.
12. Notable accomplishments in student, parent and community engagement, and in student safety and health.
13. Regarding school board implementation of Ontario's Equity and Inclusive Education Strategy, highlight the status of:
  - a. Initiatives to support the implementation of the board's equity and inclusive education policy (including religious accommodation guideline)
  - b. Parent engagement initiatives undertaken by the board and the Parent Involvement Committee (PIC) to engage their diverse communities to support student achievement and well-being
  - c. Steps that will be taken to monitor progress and to embed the principles of equity and inclusion in all aspects of school/board operations and board improvement planning (cyclical review)
14. A summary of progress made in the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework.
15. For French-language boards, progress in the implementation of the Policy Statement and Guidelines on the Admission, Welcoming and Support of Students in French-Language Schools in Ontario.

Please ensure that your annual report is posted on your board website by January 31, 2012 and that a copy is provided to your local regional office before the end of January 2012.

Thank you for your continued support of enhanced directors' annual reports.

Kevin Costante

c: Regional Managers