

Ministry of Education

Ministère de l'Éducation

Deputy Minister

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MEMORANDUM TO: Directors of Education

FROM: Kevin Costante
Deputy Minister

DATE: June 21, 2010

SUBJECT: Format of Director's Annual Reports

The purpose of this memorandum is to remind you that the Ministry continues to have minimum requirements for Directors' annual reports¹ in order to encourage the sharing of consistent information across the system. This year you will notice that there are several new requirements.

You may recall that in my Fall 2009 memorandum I noted that the Ministry would explore opportunities for greater alignment between requirements for Directors' annual reports and other forms of reporting. The new requirements are the result of the first stage of intraministerial consultation on this matter, and plans are in place to continue exploring alignment opportunities for Ministry information requirements in the coming years. I would like to thank representatives from CODE who provided valuable feedback on the new requirements.

Please note that while all of the requirements noted below must appear in your annual report, they may be presented in any order that suits the needs of your board. In addition to these minimum requirements, I recognize that you will also wish to include in your report notable accomplishments, information and data of particular interest to your board and community, as well as links to any websites that may provide additional useful information.

As for the past two years, in October 2010 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.

¹ *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 31st day of January next following. (Education Act, section 283(3))*

Requirements:

1. 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.
2. Percentage of primary classes at 20 students or fewer, using data from October of the current school year.
3. 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
4. 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
5. 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
6. An indication of whether the board is on track to achieve by 2011 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 2004 to 2010 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 2011.
7. 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.
8. Specific measures pursued in the past year to improve outcomes for students with low levels of achievement and for low-performing schools.

9. 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.
10. Accomplishments in improving student learning and achievement through special education programs and services offered by your board.
11. Notable accomplishments in student, parent and community engagement, and in student safety and health.
12. As required by Ontario's Equity and Inclusive Education Strategy regarding the review or development of an equity and inclusive education policy, including a religious accommodation guideline by September, 2010, the status of the:
 - a. Review or development of existing equity and inclusive education policies
 - b. Engagement of parents, and consultation with diverse communities and stakeholders
 - c. Establishment of a process and indicators so that progress can be monitored in future years
13. A summary of progress made in the implementation of the Ontario First Nation, Métis and Inuit Education Policy Framework.
14. A hyper link to your board's multi-year plan.
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 the posting of your Director's annual report on your board website by January 31, 2011. The ministry's website will continue to feature links to the annual reports (<http://www.edu.gov.on.ca/eng/policyfunding/annual/index.html>).

Your local regional office looks forward to receiving and reviewing this information before the end of January 2011. Thank you for continuing to support the creation of enhanced Director's annual reports in support of the three key goals of improving student achievement; reducing gaps in student outcomes and increasing confidence in publicly-funded education.

Kevin Costante

cc: Executive Leadership Team
EDU Directors and Regional Managers
CODE