



# Approaches to Curb Anti-Black Racism: Making Disaggregated Race-Based Data Work in Schools

---

Confronting Anti-Black  
Racism Advisory Committee

Grace-Camille Munroe, PhD

May 9, 2022



# Presentation Outline

---

---

1. Black Student Population and Demographics

---

2. Using Race-Based Data: Successes and Challenges

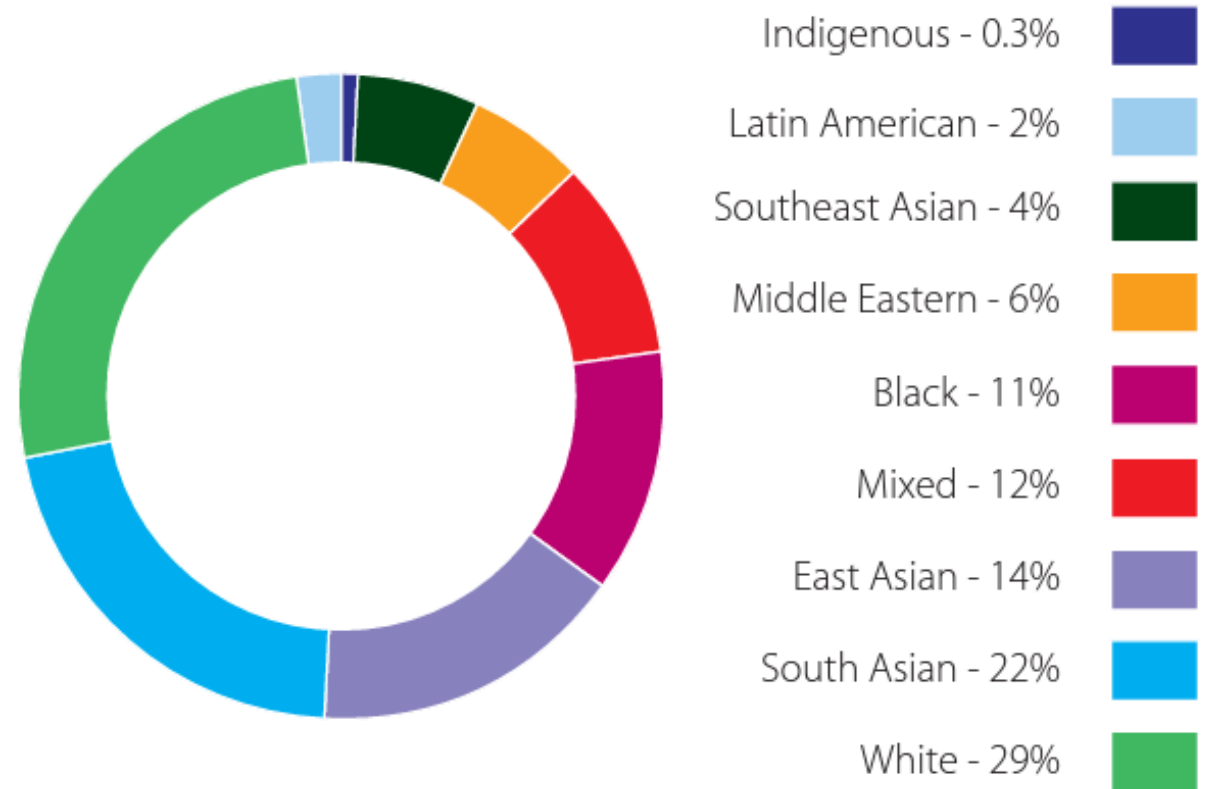
---

3. Making Disaggregated Race-Based Data Work in Schools: Some Considerations

# Black Student Population and Demographics in the TDSB

- TDSB serves approximately 246,000 students from JK-Grade 12 (2020)
- Black students make up 11% of the total population (26,950)
- Most Black students were born in Canada
- Most parents were born outside of Canada
- Most parents were from the Caribbean and continental Africa

## Racial Background - JK - Grade 12 Students



TDSB, Student and Parent Census, Overall Findings (2018)

# Presentation Outline

---

---

**1. Student Population  
and Demographics**

---

**2. Using Disaggregated  
Race-Based Data:  
Successes and  
Challenges**

---

**3. Making Data Count!:  
Some Considerations**

# Disaggregated Race-Based Data

**\* Close Achievement Gap...\*Advance Equity...  
\*Increase confidence in public education**

- Collection of information broken down into -racial and ethnic categories i.e Black, Indigenous, Asian that provide insight into the lived experience of distinct groups of people.
- Helps to identify systemic barriers at the system, school, and classroom levels, and the extent of their impact on distinct groups of people, and provide **measurable evidence** to address these inequities, racism, and discriminatory practices in education, and promote equity.



# Disaggregated Race-Based Data

**\* Close Achievement Gap... \*Advance Equity... \*Increase confidence in public education**

- TDSB, the largest district school board in Canada, is among the few school districts in Canada collecting race-based data since 2006.
- TDSB collects demographic, participatory and engagement, learning and achievement, students' perception and experience data from and with our students and families to identify challenges and successes for students across the system to guide policies, the allocation of resources, and improve practices within classrooms and schools, system-wide and school-level accountability.



# Using Disaggregated Race-Based Data: Successes and Challenges

TDSB has established a basis using disaggregated race-based data to:

- Identify systemic barriers to student achievement and implement changes to remove those barriers;
- Develop policies and strategies to close the achievement gap between groups of students;
- Allocate resources to support students in need;
- Develop programs and services for students who need specific interventions and support;
- Assess the effectiveness of programs established to address specific student needs; and
- Establish a baseline of data to measure system improvements in the educational outcomes for all students.

[Source: TDSB, 2011-12 STUDENT AND PARENT CENSUS TECHNICAL REPORT Methodology, Implementation, Data Processing, and Reporting \(2014\).](#)

# Disparities in the Academic Performance and Outcomes of Black Students (TDSB)

- Streaming – Black student accounted for a larger proportion of students who are streamed into applied courses---leads to fewer university pathways (James & Turner, 2019). The trend continues. (Cameron, 2019)
- Learning Skills – Racial biases evident in learning skills assessments. The trend is also observed “assessments, grades and year groups analyzed” (TDSB Report 2019)
- Special education- Significantly higher proportion of Black students (26%) are placed in special education classes. The highest among the ethno-racial groups.
- Suspensions & expulsions- Higher proportion of suspension & expulsions given to black students (33%)
- Academic achievement- Black students consistently receive some of the lowest EQAO and report card scores compared to other groups (Brown & Sinay, 2008; Spence & Cameron, 2019)

TDSB (2019). *System Data for Black Student School Experience*. Source <https://pub-tdsb.escribemeetings.com/filestream.ashx?DocumentId=5984>



# Disparities in the Academic Performance and Outcomes of Black Students (TDSB)

**Student Well-Being & Sense of School Belonging-** Significantly lower proportions of Black students report having positive feelings about their school experience.

**Overall school experience-** Less Black students felt that school was a safe and welcoming place. They felt less likely to get help and the support they needed, inside the classroom, Black Canadian experience is not reflective as such students felt under-represented, misrepresented or not represented at all (Turner Consulting, 2015), felt a lower sense of school belonging, and enjoyed school less than other students (Cameron, 2019; Yau, 2017).

TDSB (2019). System Data for Black Student School Experience. Source <https://pub-tdsb.escribemeetings.com/filestream.ashx?DocumentId=5984>

# Disparities in the Academic Performance and Outcomes of Black Students (TDSB)

**Graduation rates** – While graduation rates for Black students are increasing “at one of the fastest rates” (Brown & Parekh, 2019), however, overall, rates are lowest when compared to other groups (Brown & Tam, Brown & Parekh, 2019)

**Post-secondary success** – 50% of students who did not go to college or university have been directly impacted by one of these factors i.e low attendance, suspension, or was in a special education class; while 88% of student who did not pursue post-secondary education experienced all three factors (Brown, Gallagher-Mackay & Parekh, 2019).

# The Greatest Challenge: Prevalence of Anti-Black Racism

- Mindsets rooted in anti-Black racism
- Deeply entrenched forms of oppression in educational structures, policies and practices
- Anti-Black and racist attitudes and pedagogies in the classroom
- ABR limits the capacity of research/data to be fully realized i.e responsive, targeted interventions

# Presentation Outline

---

---

**1. Student Population  
and Demographics**

---

**2. Using Race-Based  
Data: Successes and  
Challenges**

---

**3. Making Data  
Count!: Some  
Considerations**



***“The current realities of the historical impact of anti-Black racism on students, staff, families and communities propels us to act and be creative in our actions. We are compelled to act in new ways and be accountable to the request from Black communities for change – Colleen Russell-Rawlins, Director of Education, TDSB***



# Making Data Count! Some Consideration S

## **1. Leading with Black Student Success in Mind (System, School, and Classroom)**

- Clearly define “Black student Success & Outcomes”  
(Strength-Based Approach)
- Responsive Leadership with anti-Black racism and Black Flourishing lens
- Accountability + Equity + Excellence (Create a culture)
- Robust reporting to track progress

# Making Data Count!: Some Consideration S

## 2. Capacity Building: Making Data Work! (Anti-Black Racism & Black Student Success)

- Build/strengthen the capacity of school leadership and administration to address anti-Black racism appropriately in schools, while creating a school climate, conditions, and practices that affirm Black students and their families (Black Flourishing).

- Provide targeted, high quality, and ongoing professional development and training in understanding anti-Black racism and how it manifests itself in school and the classroom for principals, teachers and support staff, to equip them with the critical frames, lens, and tools needed to enhance equity in practices and promote change practices that affirm and respect Black students and their families.

- Critical race theory

- Intersectionality

- Positive youth development

# Making Data Count!: Some Consideration S

## 3. Capacity Building: Using Race-based Data to Inspire, Motivate & Innovate

- Organizational and technical capacity (Principal & Teachers)
  - Data fluency i.e interpreting data
  - Use of data with an anti-Black racism lens to inform instructional leadership and responsive teaching practices linked to de-colonization, anti-oppression, and Afro-centric
  - Build awareness of the TDSB Multi-year Strategic Plan and its stated outcomes ensuring alignment with everyday practice



# Making Data Count!: Some Consideration S

**4. School Improvement Planning** – Ensure that school improvement planning across schools reflects the [TDSB's equity commitment focused on anti-Black racism](#) and aligned to stated goals and outcomes for Black students' success.

**5. Data** - Looking at both sides of the data to glean a better understanding of school and non-school factors that promote and hinder performance and achievement.

Use 360 student assessment framework –  
Conventional data is only focused on the student in the assessment without accounting for the school climate and teaching practices etc.

# Making Data Count!: Some Consideration S

## 6. Stakeholder Engagement

Through community/co-ordinated advocacy efforts, stakeholders must continue to hold the TDSB accountable for the implementation of the action plan as outlined in [Supporting Black Student Achievement and Dismantling Anti-Black Racism at the TDSB](#) (What is the progress of implementation? How can we support? What are the challenges and successes?)

In collaboration with the Centre of Excellence for Black Students' Achievement, intentionally engage Black students, their families, and the community as key stakeholders in the school improvement process.

# Making Data Count!: Some Consideration S

## 7. Future research

- To what extent is disaggregated race-based data used in schools and classrooms to support Black students?
- To what extent are schools aware and meeting the goals outlined in the multi-year strategic action plan in classrooms? How are school improvement efforts across the TDSB advancing the commitment towards equity and excellence?
  - School Level Balanced Score-card. See Prism of Possibility: A Report Card on Education in Jamaica



# Question & Answer

---



Thank You