

REF: 304145

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 82 – Coast Mountains

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD82 Coast Mountains's continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s Overall Approach to Continuous Improvement

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., [Continuous improvement cycles](#)), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback

The district's report shows limited evidence that the district employs continuous improvement practices.

Strength

The report demonstrates early steps toward a continuous improvement approach.

Consideration

Future reports will benefit from further articulating the continuous improvement process as the district operationalizes the strategic plan, particularly to support priority populations.

2023 Feedback

The district's report shows evidence that the district employs selected components of continuous improvement processes, while working to build upon their application.

Strength

The report acknowledges the benefits of a continuous improvement cycle for student success.

Consideration

Future reports would benefit from an explicit description of the continuous improvement cycle at the district level, including the work underway in schools.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the "Section A: Pre-Populated Data Template," visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous learners on and off reserve, children and youth in care, and students with disabilities or diverse abilities. To reflect the [Educated Citizen](#), data is organized into three pillars:

- Intellectual Development
- Human and Social Development
- Career Development
- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.
 - Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
 - An overview of key trends, learnings, and existing or emerging areas for growth (“So what?”) that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them from Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.

Strength

The report identifies areas for growth based on the results of the data.

Consideration

Future reports will benefit from an explicit explanation of how the results of the data analysis:

- Highlight existing or emerging areas for growth,
- Inform specific strategies, and
- Connect to district priorities.

2023 Feedback

The district's report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength

The report thoroughly analyzes and interprets multiple sources of data with strong awareness of areas for growth.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback

The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.

Strength

The report demonstrates awareness of the need to increase engagement.
Considerations
Future reports will benefit from a clear description of the broader annual engagement cycle and how it is used to shape adjustments to support ongoing planning.

2023 Feedback
The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength
The report provides evidence of engagement with key Rightsholders and stakeholders, including student voice.
Consideration
Future reports would benefit from articulating how the district will continue to engage rights holders and stakeholders on an annual basis and how the feedback informs next steps.

Focus Area 4 – Alignment

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. **(Horizontal alignment.)**

2024 Feedback
The district's report shows evidence that the district has several components of vertical and horizontal alignment processes in place.
Strength
The report provides some evidence of structures in place within the district to support overall alignment.
Consideration

Future reports will benefit from articulating how the district supports school plans in explicitly disaggregating data for priority populations.

2023 Feedback

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.

Strength

The report shows an understanding of the importance of department and school plan alignment to support student success.

Consideration

Future reports would benefit from articulating the progress of the alignment efforts outlined in this year's report.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
 - Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback

The district's report shows limited evidence that the district focusses on cohorts of Indigenous learners.

Strength

The report indicates a commitment to restructuring equity supports to enhance learning for Indigenous learners.

Consideration

Future reports will benefit from clearly identifying achievement gaps and articulating targeted strategies to support cohorts of Indigenous learners.

2023 Feedback

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.

Strength

The report shows some focus on Indigenous students.

Consideration

Future reports would benefit from clearly articulating how the district continues to address the needs of Indigenous students through the collective responsibility of staff beyond the Indigenous Education department.

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports will benefit from explicitly identifying achievement gaps and articulating targeted strategies to support cohorts of children and youth in care.

2023 Feedback

The district's report shows limited evidence that the district focusses on children and youth in care.

Consideration

Future reports would benefit from a greater focus on children and youth in care, including how gaps are addressed with specific, targeted strategies.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback

The district's report shows limited evidence that the district focusses on students with disabilities or diverse abilities.

Consideration

Future reports will benefit from clearly identifying achievement gaps, articulating targeted strategies, and showing the district's process for tracking and supporting cohorts of students with disabilities or diverse abilities.

2023 Feedback

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength
The report shows some focus on students with disabilities or diverse abilities.
Consideration
Future reports would benefit from articulating specific, targeted strategies for students with disabilities or diverse abilities.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).

Based on the evidence provided in the Enhancing Student Learning Report, the following areas for growth have been identified for SD82 Coast Mountains:

The district's continuous improvement practices and approach, including:

- Strategies to improve equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

The Ministry will contact the district to discuss capacity building supports available in these areas.

