

Completing the 2024 Enhancing Student Learning Report


Report Purpose

The Enhancing Student Learning Report:

- Provides a yearly touchpoint for districts to:
 - **Review** and analyze student learning data and evidence within the context of the Framework for Enhancing Student Learning and continuous improvement,
 - **Reflect** on the past year’s progress towards meeting strategic plan priorities and outcomes, and
 - **Plan** for the coming year and share strategic and operational adjustments, adaptations, and next steps.
- Is accessible to First Nations and community partners including parents, guardians, and students to provide public assurance.
- Provides the Ministry with valuable insight into district-level processes that together tell a provincial story which can inform future capacity building initiatives.
- Helps districts establish and maintain robust engagement and planning cycles that continuously improve student learning, with a particular **focus on equity of outcomes for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.**



Report Sections

Section A: Data and Evidence


	For the purpose of public transparency and assurance, the Enhancing Student Learning Report (the Report) must include the disaggregated student achievement data required by Enhancing Student Learning Reporting Order (Reporting Order). All required data is available year-round through the BC K-12 Education Data Portal . This year, required data is also provided to districts in Section A: Enhancing Student Learning Report Pre-Populated Data Template for the purpose of the Report. Districts are all expected to fill out and submit Section A as an appendix to the Enhancing Student Learning Report.
	Please note that Section A: Pre-Populated Data Template is populated with the most recent data available to districts as of June 5, 2024 and may not be current at the time of report publication. Districts are not required to report on ministry data released after May 30, 2024 for the

	purposes of this Report. Please see the Notes on Data section on the Framework website for more information.
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Section B: Continuous Improvement

	<p>In addition to the required data, the Enhancing Student Learning Report must also include information on the board’s approach to continuous improvement of student achievement, such as summaries of successes and ongoing strategic engagement processes and an outline of strategic and operational adaptations.</p>
	<p>Section B: Enhancing Student Learning Report Reflective Questions Template is based on the 2023 Enhancing Student Learning Report template provided by the Ministry; districts may choose to use it as a fillable template for the continuous improvement portion of the report or as a resource for reflective questions.</p>

Section C: District Self-Assessment

	<p>Section C: Enhancing Student Learning Report District Processes Self-Assessment is based on the Annual Review criteria and allows districts an opportunity to provide additional context for each focus area to the Review Team; districts may choose to submit it to the Ministry along with the Report or keep it as an internal reflection. Submitted self-assessments will be kept confidential to the Annual Review team.</p>
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Report Creation and Submission

1. Gather, Analyze, and Interpret Data

Please see [Appendix A](#) for questions to guide data and evidence preparation and analysis.

2. Complete Report Section A: Pre-Populated Data Template

Districts have received a pre-populated data template that includes all the data required by the Reporting Order. This document contains fillable boxes for written analyses and summaries of the required data and evidence.

Please note that the data provided in the Section A: Pre-Populated Data Template is already masked as per the [Protection of Personal Information when Reporting on Small Populations](#) policy. While data in these cases cannot be made public, districts can access most unmasked data through the [BC K-12 Education Data Portal](#) for their own

private use and are expected to share how all available data have been considered to determine and address areas of need.

Within Section A, you will be prompted to summarize your findings for the three pillars of the [Educated Citizen](#):

1. Intellectual Development
2. Human and Social Development
3. Career Development

Fill out and save this PDF.

As the Ministry-Provided PDF does not allow for the addition of graphs, please save any relevant local data and analysis separately to add to the Report later. Districts are responsible for ensuring that published local data sets are [masked](#) when they refer to groups of 9 students or fewer.

3. Complete Report Section B

Section B includes information relating to the board's approach to continuous improvement of student achievement. Districts may fill out the Ministry's provided template for Section B or use their own format.

4. (Optional) Complete Report Section C

Section C is a self-assessment on district processes for continuous improvement. Districts may choose to use the document as a tool for internal reflection only or may submit it along with the Enhancing Student Learning Report to provide additional context for the Annual Review team. All submitted self-assessments will be kept confidential.

5. Append Data

After completing Section B, append Section A and any additional relevant data and evidence analyzed during the Report's creation.

Please submit the final report to EDUC.Framework@gov.bc.ca between June 30th and September 30th. Inside the email, please include:

- Final report as a PDF
- Link to the final report on the district's website
- Link to the district's Strategic Plan on the website
- Report Section C, if opting to include

Due to National Day of Truth & Reconciliation on Monday, September 30, 2024, the submission window for the 2023-24 Enhancing Student Learning Report will be extended until Tuesday, October 1, 2024.

Appendix A: Data and Evidence Questions

Gather student learning data and evidence, including:

- Required data provided in the Section A: Pre-Populated Data Template. (Required data is also available through the [BC K-12 Education Data Portal](#).)
- Relevant local assessments (i.e., classroom, school, district).
- Attendance data.
- Locally gathered cohort data.
- Other important local and contextual sources of information (i.e., Indigenous Education Councils, [Equity Action Plans](#), Local Education Agreements, Enhancement Agreements, How Are We Doing Report, instruments offered through [UBC Human Early Learning Partnership](#)).
- Results and feedback from the district's ongoing strategic engagement process.

Analyze student learning data and evidence with a robust approach.

Consider:

- What are the trends in the data and evidence? What do these trends highlight for the district?
- Has the district disaggregated the data to view the outcomes of Indigenous students living on and off reserve, children and youth in care, and students with disabilities or diverse abilities?
- Which inequities of learning outcomes do the disaggregated data sets illuminate?
- Are multiple points of data considered when assessing the abilities and learning needs of all learners, particularly First Nation(s); Indigenous students, including Métis and Inuit; children and youth in care; and students with disabilities or diverse abilities? (I.e., Are Ministry, district, school, and classroom assessments considered together?)
- What qualitative / quantitative data have been identified as a priority through discussion with local First Nation(s)?
- Has the district triangulated the qualitative and quantitative sources of data and evidence where applicable?
- Has the district analyzed cohort data where applicable?

Interpret student learning data and evidence:

- What stories do the data and evidence reveal about the district's approaches to supporting teaching and learning?
- What stories do the data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care, and students with disabilities or diverse abilities in the district? Districts may choose to further disaggregate data by First Nation(s), Métis, and Inuit populations.
- What was noticed while reviewing student learning data and evidence, including results from the district's ongoing strategic engagement process?

- What trends/patterns emerge within the Student Performance Data Analysis and what do those patterns mean?
- Are there any data missing? What other evidence should be gathered/considered?
- Which inequities of learning outcomes do the disaggregated data sets illuminate?
- What strengths do the district's learners display?
- What stories do the data and evidence reveal about the district's approaches to supporting teaching and learning?
- What stories do the data and evidence reveal about the district's current approaches to equity of learning for First Nation students; Indigenous students, including Métis and Inuit; children and youth in care; and students with disabilities or diverse abilities in the district?

When working with FSA data, please refer to the "[Read Me](#)" tab in the FSA Dashboard.