

Continuous Improvement Program for Enhancing Student Learning

Enhancing Student Learning Report Criteria

Updated August 2024

Please note: The Review Team recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. The Review Team acknowledges that evidence of proficiency in small or medium districts will differ from larger districts and will take this into account during the review process.

District senior staff may opt to submit the Section C: District Self-Assessment. If received, the Annual Review team will consider the reflections as additional context as they review each focus area.

Focus Area 1 – Ongoing Data and Evidence Review (Qualitative Evidence 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.

Section A

- 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 students 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
- Clear evidence that disaggregated student performance data has been reviewed for **each** priority population.

- Concise, reflective analyses and interpretations of all presented data, including:
 - 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.

Appendices

- Representations of supplemental relevant local and contextual sources of information that the district is using to inform next steps and strategies. This 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).
 - Feedback from engagement initiatives (qualitative data).
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the effectiveness of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends and inequities that emerged from the review of data sets centring on the priority populations, including quantitative and qualitative evidence.

Focus Area 2 – Ongoing Engagement (Qualitative Evidence)

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

Section A or B, or Other Appendices

- Specific details on the feedback received through the engagement process.

Section B

- A brief description of the district’s processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The rights holders and stakeholders involved, including:
 - Local First Nation(s) on whose territory the district operates schools;
 - Indigenous Education Council;
 - First Nations and Indigenous parents and students;
 - District staff;
 - Student groups; parents/guardians and

- The local community.
 - The format of the engagement process. (This includes timing/frequency of engagement, level of engagement, and specific methods used.)
- Clear evidence of ongoing and meaningful collaboration with local First Nations, beyond a list of meetings.
- Clear evidence of a system in place to gather feedback on the effectiveness of engagement processes and initiatives.

Focus Area 3 – Alignment and Adaptations

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

Section B

- A description of how the district’s review of data and evidence informed the adaptation of existing strategies or selection of new researched-based strategies.
- A description of how individual school plans are aligned with the educational objectives from the district Strategic Plan. (Vertical alignment.)
- 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.)
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations.

Focus Area 4 – Improving Equity of Learning Outcomes

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

Section B

- An explanation of the district’s response to the identified trends and inequities for identified priority populations—Indigenous students, children and youth in care, and students with disabilities or diverse abilities, including:
 - Outlines of targeted, evidence-informed strategies implemented to address inequities for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
 - Descriptions of how the district tracks and supports priority students represented in masked data sets.
 - Reflections on the effectiveness and/or impact of currently implemented strategies.

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:

- **Focus Area 1 – Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)**
 - Evidence of ongoing data and evidence review to illuminate trends and draw conclusions
 - An explicit connection between the outcome of the data review and district strategies (i.e., what existing strategies are being continued and/or modified and why? What new strategies may be required and why?)
- **Focus Area 2 – Ongoing Engagement (Qualitative Evidence)**
 - Evidence of ongoing engagement with rights holders, stakeholders, and key education partners, including staff, parents and students
- **Focus Area 3 – Alignment and Adaptations**
 - Evidence of alignment and adaptations to align objectives and strategies to the Strategic Plan priorities
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
- 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
- Evidence that feedback from the previous year's review has been considered during district planning.

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).