

**Please note:**

This version of Part 1: Review Data and Evidence does not include visual representation of provincial data and is for reference only for the analysis and interpretation questions.

Reference

**[School District Name]**

**[SD#]**

# **Enhancing Student Learning Report September 2025**

## **Part 1: Review Data and Evidence Pre-Populated Provincial Template**

In Review of Year [#] of [Strategic Plan Title, year range]

Approved by Board on [date]

## Contents

Intellectual Development .....	6
Educational Outcome 1: Literacy.....	6
Educational Outcome 2: Numeracy .....	9
Human and Social Development.....	11
Educational Outcome 3: Feel Welcome, Safe, and Connected.....	11
Career Development .....	13
Educational Outcome 4: Graduation.....	13
Educational Outcome 5: Life and Career Core Competencies.....	15

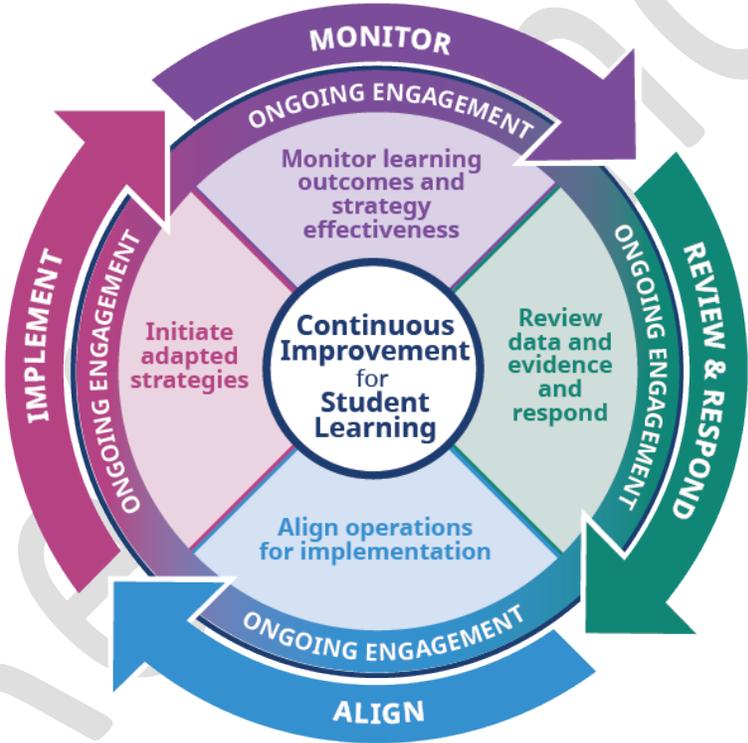
Reference

# Enhancing Student Learning Report:

## Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district’s work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district’s ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

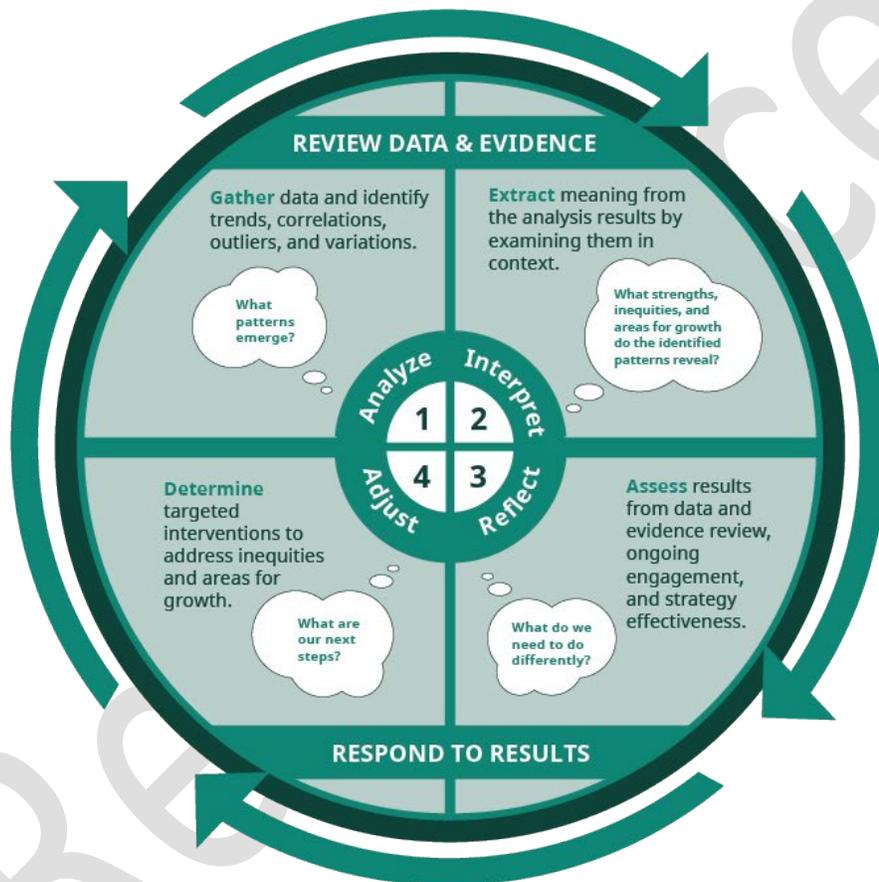
The Report provides information on the district’s continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# Review Data and Evidence

## Part 1



### Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  1. **Analysis** (What patterns emerge?)
  2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

### A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

**Please note:** As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

## Intellectual Development

### Educational Outcome 1: Literacy

*Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

## Analysis:

### Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Analyze  
1

## ANALYSIS SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

### 1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

### 2 Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Interpretation:

### Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Interpret  
2

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context .

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Retired

## Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Measure 2.2: Grade 10 Numeracy Expectations

Measure 2.3: Grade-to-Grade Transitions

### Analysis:

#### Outcome 2 - Numeracy

Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Analyze  
1

Delete Instructions  
Before Publication

## ANALYSIS SUMMARY REQUIREMENTS

Please provide a **brief** summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

### 1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

### 2 Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Interpretation:

### Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context .

**1** What new information emerged when comparing the provincial data with **relevant local data**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

**2** What **strengths and areas for growth** were uncovered?

**3** How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Revised

# Human and Social Development

## Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Measure 3.2: Students Feel that Adults Care About Them at School

### Analysis:

#### Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Analyze  
1

Delete Instructions  
Before Publication

## ANALYSIS SUMMARY REQUIREMENTS

Please provide a **brief** summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

### 1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

### 2 Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Interpretation:

### Outcome 3 - Feel Welcome, Safe, and Connected

*Feel Welcome, Feel Safe, Sense of Belonging*



Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context .

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Retire

# Career Development

## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

### Analysis:

#### Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Analyze  
1

## ANALYSIS SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a brief summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

### 1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

### 2 Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations
  - Trends for Adult Dogwoods for priority learners

### 3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Interpretation:

### Outcome 4 - Graduation



*Achieved Dogwood Within 5 Years*

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context.

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis, including Adult Dogwood trends, inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

REVIEW

# Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

## Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions



Delete Instructions  
Before Publication

## ANALYSIS SUMMARY REQUIREMENTS

Please provide a **brief** summary for this analysis section.

**MAXIMUM 1 PAGE**

*Analyze* Gather data and identify trends, correlations, outliers, and variations.

1

### Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
  - Masked data acknowledgements
  - Participation rates/cohort size
  - Demographic notes
  - Provincial Online Learning School (POLS) enrollment

What  
patterns  
emerge?

2

### Trends:

- **Brief overview of notable trends**, including:
  - Trends over three or more years
  - Trends for priority populations:
    - Indigenous students on and off reserve
    - Children and youth in care
    - Students with designations

3

### Comparisons:

- **Brief overview of relevant comparisons.** For example:
  - Provincial averages/typical range
  - Specific cohorts of students

## Interpretation:

### Outcome 5 - Life and Career Core Competencies



#### Post-Secondary Transitions

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

## INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions  
Before Publication

Please provide a **brief** summary for this interpretation section.

### MAXIMUM 1 PAGE

*Interpret* Extract meaning from the analysis results by examining them in context.

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Retired