

# Framework Questions and Answers (Q&A)

Updated: August 2023

## Contents

- Introduction to the Framework for Enhancing Student Learning and the Framework Continuous Improvement Program ..... 1
  - Q1| What is the Framework for Enhancing Student Learning? ..... 1
  - Q2| What is the Framework Continuous Improvement Program (CIP), and how does it facilitate the continuous improvement of educational outcomes in B.C.? ..... 1
  - Q3| How will the Framework for Enhancing Student Learning and the Framework CIP improve equity of educational outcomes? ..... 2
- Planning and Reporting ..... 2
  - Q4| Why does the Framework focus on strategic planning and annual reporting?..... 2
  - Q5| Does a board of education need to develop a new strategic plan every year? ..... 2
  - Q6| Does the ministry provide a template for districts to follow for the annual Enhancing Student Learning Report? ..... 2
  - Q7| The 10-page limit for Enhancing Student Learning Reports is a challenge. How can districts fit all the required content?..... 3
  - Q8| Why are districts asked to include visualizations of ministry-provided data in the Enhancing Student Learning Report? ..... 3
  - Q9| Are districts expected to update the Enhancing Student Learning Report as new data becomes available? ..... 3
  - Q10| How can districts publicly discuss and analyze masked data in the Enhancing Student Learning Report while protecting student privacy? ..... 4
- The Framework Continuous Improvement Program ..... 4
  - Q11| How does the ministry collaborate with local First Nation(s), Indigenous peoples, and engage with other key education partners as part of the Framework Continuous Improvement Program? ..... 4
  - Q12| How do districts access ministry-provided data? ..... 5
  - Q13| When is ministry data available to the sector? ..... 5
  - Q14| How can B.C. rely on FSA results when FSA participation rates can be low in some districts?.. 5
  - Q15| Will the ministry be publishing Canada-wide post-secondary institution transition rates? ..... 6
  - Q16| What is the annual process for reviewing district strategic plans and Enhancing Student Learning Reports? ..... 6
  - Q17| What criteria do the annual report review team use, and how are these criteria determined?6
  - Q18| What supports are available, and how can districts access them? ..... 7
  - Q19| Can a district access multiple supports at once? ..... 7

# Introduction to the Framework for Enhancing Student Learning and the Framework Continuous Improvement Program

## Q1 | What is the Framework for Enhancing Student Learning?

The Framework for Enhancing Student Learning (the Framework), brought into force by Minister's Order in 2020, is the scaffolding of policy and legislation that guides British Columbia's approach to continuous improvement in public education.

The Framework directs the system's focus toward continuously improving educational outcomes for all students, with particular attention to improving equity of learning outcomes for Indigenous students, students with disabilities or diverse abilities, and children and youth in care. It consists of two parts:

1. **The Framework for Enhancing Student Learning Policy**, which outlines the responsibilities of the Ministry and boards of education as they work to continuously improve educational outcomes; and
2. **The Enhancing Student Learning Reporting Order**, which requires each district to publicly report on specific student learning outcomes each year and share its own approach to continuously improving student learning.

## Q2 | What is the Framework Continuous Improvement Program (CIP), and how does it facilitate the continuous improvement of educational outcomes in B.C.?

The Framework Continuous Improvement Program (CIP) brings the Framework into practice. It also allows the ministry to oversee provincial continuous improvement efforts. The CIP is designed to help maintain a continuous, collective, and focussed effort toward the common goal of improving student learning outcomes across B.C.'s education system. Through the CIP, the Ministry commits to:

1. **Collaborate** – The ministry commits to working with First Nations, Indigenous Peoples, school districts, and key education partners to best serve the sector.
2. **Publish Results** – To assist districts in their continuous improvement processes, the ministry publishes educational outcomes and measures for each district each year.
3. **Review Reports** – The ministry reviews district Enhancing Student Learning reports each year to assess the system's progress overall. This review identifies promising practices to share and determines where supports may be provided to help districts improve student learning outcomes. The report review process includes opportunities for districts to share local context with the review team.
4. **Build Capacity** – Based on report review outcomes, the ministry provides targeted supports to districts to help continue to build sector capacity for continuous improvement.

The CIP takes an iterative approach to system-wide continuous improvement and all four elements are regularly adapted and refined to best serve the education sector.

### **Q3 | How will the Framework for Enhancing Student Learning and the Framework CIP improve equity of educational outcomes?**

The Framework aims to improve equity by ensuring each district is consistently working to support the following priority populations: Indigenous students, students with disabilities or diverse abilities, and children and youth in care. The Framework requires districts to analyze student learning outcomes for these populations separately and in conjunction with outcomes for all students. Using the results of these analyses, combined with results of a strategic engagement process, a district can determine how effectively it is serving these priority groups of students and implement targeted strategies and/or adjust existing strategies where needed.

The Framework CIP supports equity by providing information and capacity-building resources to help districts use data, engage with communities, and plan effectively to support Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

## **Planning and Reporting**

### **Q4 | Why does the Framework focus on strategic planning and annual reporting?**

The Framework focuses on strategic planning and annual reporting to align system-wide efforts toward the common goal of continuously improving the quality of public education for all students. District strategic plans are already in common use in the sector, and when refined to prioritize student learning, they are an effective way to build this alignment. The annual reporting process helps districts develop and maintain effective, evidence-informed cycles to continuously improve student outcomes. It also provides the ministry with valuable insight into district-level processes that tell a provincial story which can inform future capacity building initiatives.

### **Q5 | Does a board of education need to develop a new strategic plan every year?**

No. Each board of education determines its own strategic planning cycle. While the Framework aims to bring consistency in system-wide planning, the ministry recognizes that districts are in different places in the strategic planning cycle.

Instead of developing a new strategic plan every year, boards are expected to use the preparation of the annual Enhancing Student Learning Report as an opportunity to review student learning data and evidence in conjunction with the current strategic plan objectives and priorities. The Enhancing Student Learning Report should include any strategic or operational adjustments or adaptations that arise from the district's annual review process.

### **Q6 | Does the ministry provide a template for districts to follow for the annual Enhancing Student Learning Report?**

On the Framework website, the ministry provides a [guiding template](#) which is optional for districts to use when preparing the annual report. It is designed to guide districts through continuous improvement discussions in advance of report preparation as well as provide helpful suggestions for format and content.

The Guiding Template may be filled in or used solely as an informational guide, giving each district the autonomy to design its Enhancing Student Learning Report in a way that most effectively represents its unique context and provides assurance to the community.

### **Q7 | The 10-page limit for Enhancing Student Learning Reports is a challenge. How can districts fit all the required content?**

The ministry understands the page limit may be challenging. A district's Enhancing Student Learning Report is intended to be a summary document that is accessible to the public. For transparency and public assurance, it must also include visualizations of all required data and brief interpretations and analyses of those data.

To make a 10-page report possible, data visualizations, interpretations, and analyses do not count towards the page limit. Districts may choose to append or link to data, or as recommended in the Guiding Template, the report can be split into the following sections:

1. **Introduction**, which provides district context. **(DOES count toward the page limit.)**
2. **Section A**, which includes visualizations of required and additional data along with brief interpretations and analyses. **(Does NOT count toward the page limit.)**
3. **Section B**, which outlines the district's continuous improvement cycle, updates its local community on progress made toward its strategic plan priorities, and summarizes adjustments and adaptations that arise from the data presented in Section A. **(DOES count toward the page limit.)**

### **Q8 | Why are districts asked to include visualizations of ministry-provided data in the Enhancing Student Learning Report?**

While the ministry has access to the data required by the Order, visualizations of data are included for the public who may not otherwise be able to access them. The inclusion of these data sets increases accessibility, transparency, and accountability to ultimately increase public trust and confidence. The visualizations also provide readers with necessary context to understand the information within the report without having to search for data elsewhere. With each visualization, districts should include a summary of their analysis and interpretation of the data.

While each district must address **all** required measures in its report, the ministry acknowledges that the required data alone do not tell a district's entire story. In addition to visualizations of required data, districts are encouraged to include other relevant data and evidence, including local measures, to provide local context.

### **Q9 | Are districts expected to update the Enhancing Student Learning Report as new data becomes available?**

No. Districts are expected to utilize the data available in the [BC Public School Framework for Enhancing Student Learning Power BI](#) report, which is updated once a year on June 1<sup>st</sup>. Each report serves as a snapshot in time and given the staggered data releases throughout the school year, there is no ideal time to compile a report with perfectly current and fulsome data.

Districts can determine the most appropriate time to summarize their progress and publish the report based on their unique continuous improvement cycle. While the Enhancing Student Learning Reporting Order states that districts should submit the report to the ministry between June 30 and September 30, districts could, for example, produce the report in alignment with the budget and/or other district cycles at another point in the year and submit the report between June and September. The goal of the annual reporting process is to examine the past years' data to allow a district to determine trends over time, adjust accordingly, and plan to meet its priorities as identified in the strategic plan. Districts should consider this when choosing a time to write the annual report.

### **Q10| How can districts publicly discuss and analyze masked data in the Enhancing Student Learning Report while protecting student privacy?**

As the Enhancing Student Learning Report is a public document, data sets of fewer than 10 students must be masked according to the [Protection of Personal Information when Reporting on Small Populations policy](#). Districts are encouraged to further mask data where appropriate based on the local context (i.e., districts serving small communities may choose to mask certain data sets that could enable student identification).

Data included in the report must be masked as per the above policy. However, districts should use unmasked data to have required discussions internally. Additionally, districts are encouraged to aggregate data into multi-year cohorts for analysis and interpretation separately as the BC K-12 Data Portal (Power BI) does not allow data aggregation.

In the Enhancing Student learning Report, districts are expected to share brief interpretations and analyses of all measures required in the Order.

## **The Framework Continuous Improvement Program**

### **Collaborate**

### **Q11| How does the ministry collaborate with local First Nation(s), Indigenous peoples, and engage with other key education partners as part of the Framework Continuous Improvement Program?**

The Framework was developed collaboratively with First Nation(s), Indigenous peoples, and education partners, and these partners continue to be instrumental in operating and refining the Framework CIP.

For example, sector volunteers from First Nations Education Steering Committee (FNESC), Métis Nation British Columbia (MNBC), British Columbia School Trustees Association (BCSTA), British Columbia School Business Officials (BCASBO), British Columbia Principals and Vice Principals Association (BCPVPA), and BC School Superintendents Association (BCSSA) helped to co-develop quality descriptive statements for effective strategic planning and continuous improvement cycles, which have shaped the current planning and reporting resources.

To ensure the CIP best supports the sector, the ministry continues to work with and gather input from these associations on various aspects of the program.

### **Publish Results (Framework Data)**

#### **Q12| How do districts access ministry-provided data?**

Ministry-provided data is available to districts throughout the year on the ministry's BC [K-12 Education Data Portal](#). The Data Portal includes a link to "standardized provincial reports," where a Framework-specific data report for all measures of the Reporting Order can be found. This data report is updated annually on the first Monday of June to help districts prepare the Enhancing Student Learning Reports.

#### **Q13| When is ministry data available to the sector?**

Data releases are staggered throughout each school year along the following timeline (subject to change):

**Foundation Skills Assessment (FSA) – March**

**Student Learning Survey – August**

**Grade-to-Grade Transition – December**

**Graduation Assessments – November**

**Completion Rate – December**

**Post-Secondary Institution (PSI) Transition – by March**

**Please note:** The PSI data allows for a full school year (i.e., three semesters) for students to transition. For example, March 2021 data would be for 2018/2019 graduates, and their first full year of post-secondary in 2019/2020. The three-year cumulative rate will be for the graduates of 2016/2017 and their transitions from 2017/2018 through 2019/2020.

A complete, updated *Data Release Schedule* is also available in the [Communication tab of the BC K-12 Education Data Portal](#).

#### **Q14| How can B.C. rely on FSA results when FSA participation rates can be low in some districts?**

Despite varied participation rates, FSA results remain a valuable provincial source of data. The FSA is a technically sound and rigorous measure that is based on promising practices in teaching, learning, and large-scale assessment. It aligns with B.C.'s curriculum and the Core Competencies and reliably indicates how each participating student is performing in literacy and numeracy. The FSA is not meant to be used alone; rather, it complements the information teachers collect on student performance through a range of ongoing methods of assessment. Districts are

encouraged to combine local district assessments, survey responses, and FSA data to triangulate the evidence and not rely on any single source of data for planning.

### **Q15 | Will the ministry be publishing Canada-wide post-secondary institution transition rates?**

Canada-wide post-secondary transition data sets are available in a limited form on the dedicated Transition to Post-Secondary dashboard. This dashboard can be found through the BC K-12 Data Portal, or through a link on the information page for Transition to Post-Secondary on the Framework dashboard. The latter also has a link to a User Guide which describes the Canada-wide data in more detail.

## **Review Reports**

### **Q16 | What is the annual process for reviewing district strategic plans and Enhancing Student Learning Reports?**

The current review process, informed by feedback from all superintendents, was co-developed by a working group of ministry staff and superintendents and is designed to provide value to districts, the communities, and to the ministry. It consists of three parts:

1. The ministry will create a *Report Review Team* consisting of a small cohort of experienced system leaders who have demonstrated success in continuous improvement, particularly in support of Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
2. The *Report Review Team* will review each district's annual report within one (1) month of its submission. Review will include discussion with the district and consideration of the district's strategic plan and previous annual reports.
3. Based on report review outcomes, targeted supports will be determined for continued capacity building and to support each district in continuous improvement efforts.

### **Q17 | What criteria do the annual report review team use, and how are these criteria determined?**

Report review criteria were initially determined collaboratively by ministry staff and retired sector leaders and will be reviewed and updated each year by the Report Review Team. The criteria currently includes:

1. The district shows evidence of:
  - a. A thorough analysis of available student learning data and a strong connection between the data and the district's learning goals;
  - b. Engagement with community, including First Nations and Indigenous communities, and information about how that engagement informed the strategic plan;
  - c. Operational plans being aligned to implement strategic plan strategies; and
  - d. Applying feedback from the previous year's report review.

2. The district focusses, with specific targeted strategies, on improving the learning outcomes of:
  - a. Indigenous students;
  - b. Children and youth in care; and
  - c. Students with disabilities or diverse abilities.
3. In the interest of system-wide learning, the Review team will also look for innovative or exemplary practices that other districts could learn from.

## Build Capacity

### Q18| What supports are available, and how can districts access them?

The ministry tailors available supports each year to the sector's needs based on the results of the annual review. Support will be provided in areas such as strategic engagement, data use, and strategic planning, and the delivery will vary based on the level of support required. For example, supports could take the form of online resources, communities of practice, and coaching and mentorship opportunities.

### Q19| Can a district access multiple supports at once?

A district may require intensive support in one area and only moderate support in another and access to resources will reflect this. A district may access multiple resources at once if it has the capacity to fully participate.