

## Guidelines for Addressing Masked Data in the Enhancing Student Learning Report

For the purposes of public accessibility, transparency, and assurance, Enhancing Student Learning Reports should include visual representations of all student achievement data required in the [Enhancing Student Learning Reporting Order](#) (the Order). To demonstrate sustained focus on equity of outcomes, the included data must also be disaggregated for Indigenous students both on and off reserve, children and youth in care, and students with disabilities or diverse abilities.

In cases when the data refer to groups of 9 students or fewer, the disaggregated data cannot be made public and, as per the [Protection of Personal Information when Reporting on Small Populations](#) policy, these data must be masked (hidden). In rare cases, districts may further mask data when it is appropriate based on the local context (i.e., districts serving small communities may choose to mask certain data sets if there is a risk of individual students being identified).

Within the Enhancing Student Learning Report, districts are expected to share how data, masked or not, has informed planning and how identified areas of growth are being addressed accordingly.

### In preparation for writing the report

#### 1. Internally analyze and discuss:

- a. All available data sets required by the Order
  - o The [Framework Dashboard](#) provides unmasked data for districts to analyze. Please note that CYIC data and PSI transition data remain masked in the Dashboard in instances of 9 students or fewer.
- b. Additional relevant data and evidence (e.g., school-level data)

### In the Report

#### 1. Include visual representations of the required data for all populations, with data points masked as necessary.

- a. Graphs provided in the Section A - Pre-Populated Data Template are already masked for publication
- b. It is the district's responsibility to follow appropriate masking procedures for any additional data included in the final Report

- 2. Clearly and explicitly acknowledge where data has been masked and explain other “blank” points that appear. For example:**
  - a. “Due to a small population size, FSA results for Indigenous students have been masked to maintain student privacy.”
  - b. “To protect student privacy, data for students with disabilities or diverse abilities for the 2021/22 school year is not represented in this graph.”
  - c. “No CYIC were enrolled in the district in the 2021/22 school year.”
  - d. “CYIC data are not available for the 2020/21 and 2022/23 school years.”
  
- 3. Identify relevant trends specific to the masked data without providing information that could be used to identify individual students. For example:**
  - a. “While these data cannot be made public, our internal review indicates that Indigenous students in our district tend to meet or exceed FSA literacy expectations at a rate significantly below non-Indigenous students. School-level data also indicates a trend of literacy-related challenges among Indigenous students especially in early grades.”
  - b. “CYIC data cannot be provided for the 2021/22 school year. However, numeracy FSA results for CYIC in our district are consistently above provincial averages. Local data also reflects relative success in numeracy for students in care.”
  - c. “While no CYIC were enrolled in the district in the 2021/22 school year, SLS results from other years indicate that students in care in our district are less likely than other students to feel welcome at school.”
  - d. “Due to inconsistent data availability, accurate conclusions about performance cannot be drawn about students with disabilities or diverse abilities.”
  
- 4. Include the district’s plans to address trends and areas for growth specific to the masked data. Targeted strategies may include further exploration (i.e., seeking additional evidence through methods such as engagement). For Example:**
  - a. “Based on district- and school-level data, literacy-related challenges are common for Indigenous students in our district, particularly in early grades. Starting in September 2024, we plan to...”
  - b. “While not conclusive, the trend of students with disabilities or diverse abilities feeling less welcome than their peers is potentially concerning. Starting in September 2024, the district plans to...”
  - c. “Due to inconsistent data, it has been challenging to track CYIC progress. Moving forward, the district plans to...”