

REF: 304076

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 06 – Rocky Mountain

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD06 Rocky Mountain's continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s 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:

Approach Overview

- 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
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback
The district's report shows clear evidence that the district has embedded continuous improvement processes to consistently monitor and adjust practices accordingly.
Strength
The report shows that the district has a defined continuous improvement cycle in place, as indicated by the ongoing evidence review, engagement and aligned district structures.

2023 Feedback
The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.
Strength
The report demonstrates that the district has a continuous improvement cycle.
Consideration
Future reports would benefit from explicitly connecting feedback from the engagement process with the continuous improvement cycle.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative 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.

Required Data Template

- 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
- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.

- 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.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures 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).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them From Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district’s report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength

The report clearly identifies areas for growth based on the results of the data analysis and connects these areas of growth to district priorities.

Consideration

Future reports will benefit from including local data to support the district’s triangulation of multiple sources of evidence.

2023 Feedback

The district's report shows clear evidence that the district has embedded comprehensive data and evidence review processes.
Strength
The report analyzes data and connects to district learning goals.
Consideration
Future reports would benefit from the inclusion of required disaggregated data for priority populations as part of this analysis.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

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

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback

The district's report shows clear evidence that the district has embedded broad, meaningful, and ongoing engagement processes.

Strength

The report explains how feedback from the ongoing engagement processes is used to inform the district's next steps.

2023 Feedback

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.

Strength
The report provides evidence of a broad engagement strategy with considerable transparency.
Consideration
Future reports would benefit from more evidence to show how community feedback informed the continuous improvement process, specifically with regards to local First Nations and Indigenous communities.

Focus Area 4 – Alignment

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

Report Body (10 pages)

- A description of the district’s implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district’s mechanism to monitor ongoing effectiveness and alignment of school plans.
- 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.)**

2024 Feedback
The district’s report shows clear evidence that the district has embedded vertical and horizontal alignment processes.
Strength
The report provides evidence of strong vertical and horizontal alignment, specifically between: <ul style="list-style-type: none"> • operational plans and the district strategic plan, and • school plans and the district strategic plan

2023 Feedback
The district’s report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength
The report shows evidence that some actions across district departments are aligned to implement strategies.

Consideration
Future reports would benefit from an analysis of how resources are leveraged to support implementation, including at the school level.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

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

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district’s approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - 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 monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback
The district’s report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a clear focus on Indigenous learners, including ongoing community engagement and the use of the district’s Indigenous Information Management System.
Consideration
Future reports will benefit from identifying the targeted interventions and strategies implemented to address the learning gaps identified for cohorts of Indigenous learners through data analysis.
District Promising Practices
The district’s Indigenous Education Department shared planning with rightsholders through education circles held in community and through Chief and Council invitations.

2023 Feedback

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.

Strengths

The report identifies some focus on Indigenous learners.

Considerations

Future reports would benefit from directly connecting data, evidence, and strategies with improved student results. Focussed strategies should also be explored for First Nations students.

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.

Strength

The report demonstrates a focus on children and youth in care, including individual programming for students.

Consideration

Future reports will benefit from identifying how the district monitors the effectiveness of targeted interventions and wrap around care implemented to support children and youth in care.

2023 Feedback

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.

Strength

The report identifies some focus on children and youth in care.

Consideration

Future reports would benefit from evidence of specific strategies to support children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength

The report includes some targeted strategies to support students with disabilities or diverse abilities, such as the recent transition to competency-based IEPs.

Consideration

Future reports will benefit from providing evidence-informed, targeted interventions and strategies for students with disabilities or diverse abilities to address gaps revealed in the data analysis.

2023 Feedback

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength

The report identifies some focus on students with disabilities or diverse abilities.

Consideration

Future reports would benefit from a direct connection of data, evidence, and strategies with improved student results.

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).

