

Ref: 296196

## Greater Victoria - SD 61

### September 2023 Annual Review

### Enhancing Student Learning Report Feedback

A continuous improvement approach allows districts to review, analyze, and interpret data and evidence to identify and implement operational adjustments, adaptations, and next steps in an ongoing process. These continuous improvement cycles ensure a focus on raising educational outcomes for all students in the sector.

The Enhancing Student Learning Report (ESLR) is an annual touchpoint for districts to review, reflect, and plan within the continuous improvement cycle and between the creation of multi-year strategic plans. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis.

As part of the Framework for Enhancing Student Learning's (the Framework) Annual Review, a team comprised of ministry and sector representatives read every district's ESLR with particular attention to 5 focus areas:

1. approach to continuous improvement
2. data and evidence (qualitative data)
3. ongoing engagement (qualitative evidence)
4. alignment and adaptations
5. improving equity of learning outcomes

The review team then built consensus on strengths and considerations for each district in these focus areas. For additional context during the process, the team also referred to a number of other district documents, including but not limited to the district strategic plan, the How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This document is intended to support SD 61's continuous improvement efforts by providing constructive feedback on the 2023 Enhancing Student Learning Report. SD 61's feedback is outlined below.

## Strengths and Considerations by Focus Area

### Focus Area 1 – District’s Approach to Continuous Improvement

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

- Evidence of a continuous improvement approach in the district, including:
  - Evidence of reflective processes (graphics, [continuous improvement cycles](#), descriptions, etc.).
  - Evidence of using quantitative and qualitative evidence to:
    - Illuminate trends (data analysis), and
    - Draw conclusions based on local context (interpretation).
  - An explanation of how the conclusions from the data analysis and interpretation influenced the development of existing strategies and/or the selection of new strategies.
  - Evidence of a process to monitor the effectiveness of implemented strategies (i.e., how does the district know that these strategies are positively impacting student growth and achievement?).
- Evidence of how the continuous improvement approach connects to school-level work.

The district’s report shows evidence that the district employs selected components of continuous improvement processes while working to build upon their application.

#### Strength:

The report shows some components of a continuous improvement cycle.

#### Consideration:

Future reports would benefit from articulating the process for monitoring the effectiveness of implemented strategies to inform adjustments and adaptations.

### Focus Area 2 – Data and Evidence (Qualitative and Quantitative Data)

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

- Visual representations of the district’s student learning data and evidence, masked where necessary, and accompanied by a brief analysis/interpretation for each of the following pillars:
  - Intellectual Development
  - Human and Social Development
  - Career Development
- Visual representations of all the data required by the [Enhancing Student Learning Reporting Order](#), disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse

abilities. Where results cannot be presented due to small populations, districts should acknowledge that the data has been analyzed.

- Other important local and contextual sources of information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements, How Are We Doing Reports).
- Both qualitative and quantitative sources of data, triangulated where applicable.
- Demonstrates a strong connection between data and district priorities, including:
  - Any existing or emerging areas for growth (“so what?”) based on the outcome of the analysis/interpretation of data and evidence.
  - Evidence of reflective analysis and interpretation of this data which point to addressing identified gaps and trends.
  - Identifying which of these areas for growth are addressed in the current strategic plan and which are not.

The district’s report shows evidence that the district engages in several components of comprehensive data and evidence review processes.
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<b>Strength:</b>
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The report analyzes provincial data and some local data.
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<b>Consideration:</b>
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Future reports would benefit from a clear articulation of emerging areas for growth illuminated by the data analysis and interpretation.
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### Focus Area 3 – Ongoing Engagement (Qualitative Evidence)

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

- A brief description of the district’s process for inclusive and ongoing engagement specific to continuous improvement (i.e., addressing student learning outcomes). For example:
  - **What** issues were raised as part of the engagement process?
  - **Who** did the district engage?
  - **How** did the district approach on-going, meaningful engagement for continuous improvement (i.e., how were engagement processes created and what do these processes involve?)
  - Specifics on the engagement process with:
    - Local First Nation(s) on whose territory the district operates schools;
    - District Education Council; and
    - Indigenous parents and students.
- The extent to which ongoing engagement contributed to adjustments or adaptations based on the gathered feedback.
  - How the feedback received through collaboration with local First Nation(s) helped to shape the district’s next steps.

- How feedback received through additional engagement processes with Indigenous communities, including Métis and Inuit, helped shape the district's next steps.
- How feedback received through additional engagement processes with the community helped shape the district's next steps.

The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
<b>Strength:</b>
The report shows evidence of an engagement plan with multiple rights holders and stakeholders.
<b>Consideration:</b>
Future reports would benefit from including how engagement feedback informed next steps.

### Focus Area 4 – Alignment and Adaptations

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

- A description of how individual school plans are aligned with the educational objectives from the district strategic plan. (Vertical alignment.)
- A brief description of how the district leveraged and/or re-allocated existing resources to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans (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.)

The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
<b>Strength:</b>
The report demonstrates some alignment between the strategic plan and the district's implementation plan.
<b>Consideration:</b>
Future reports would benefit from a clearer outline of how school plans are aligned to the strategic plan.

## Focus Area 5 – Improving Equity of Learning Outcomes

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

- An explanation of the district’s response to the trends, identified inequities, and effectiveness of currently implemented strategies.
- A clearly articulated focus outlined through evidence-informed strategies that are in place to address identified gaps pertaining to **each** of the three priority populations (Indigenous students, children and youth in care, and students with disabilities or diverse abilities).
  - Includes an explanation of the district’s process for tracking and supporting small populations of students in these priority populations whose results are masked.

### Focus Area 5.1 – Focus on Indigenous Students

The district’s report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.
<b>Strength:</b>
The report shows some focus on Indigenous students with specific goals.
<b>Consideration:</b>
Future reports would benefit from clearly articulating the effectiveness of resource allocation, identified to improve Indigenous student success. Future reports would also benefit from explicitly connecting targeted strategies to support the identified goals.

### Focus Area 5.2 – Focus on Children and Youth in Care

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.
<b>Strength:</b>
The report shows some focus on children and youth in care in some data analysis.
<b>Consideration:</b>
Future reports would benefit from articulating specific targeted strategies to address the areas for growth identified in the data analysis for children and youth in care.

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

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.
<b>Strength:</b>
The report shows some focus on students with disabilities or diverse abilities through data analysis and some targeted strategies.
<b>Consideration:</b>
Future reports would benefit from specifically outlining targeted strategies used to address the achievement gap for students with disabilities or diverse abilities.