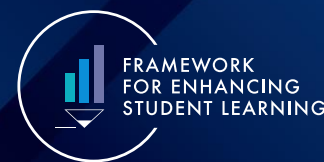


Peer Review Feedback 2021/22



SCHOOL DISTRICT NO. 68 (NANAIMO-LADYSMITH)

BOARD CHAIRPERSON: Charlene McKay

SUPERINTENDENT: Scott Saywell

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

FOCUS AREA 1

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

DISTRICT STRENGTH: The district demonstrates explicit focus on Indigenous students, Children and Youth in Care, and students with disabilities or diverse abilities.

SUPPORTING EVIDENCE: This focus is woven throughout the Enhancing Student Learning Report.

ADDITIONAL DISTRICT STRENGTH: The district has provided a clear connection to their strategic priorities for student success, with reference to local data and an emphasis on the broader Provincial data.

ADDITIONAL SUPPORTING EVIDENCE: Enhancing Student Learning Report.



CONSIDERATION: Continue to develop the strength-based narrative of Indigenous learners.

SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 8), Truth and Reconciliation section; information provided about the Syeyutsus Reconciliation Policy, the co-governance initiative, and the Learning Series.

ADDITIONAL CONSIDERATION: The provincial data sets, including disaggregated data are shared. An area for further consideration is to provide an analysis that links to the specific intervention strategies being selected.

ADDITIONAL SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 9-12). While the data is clearly presented, graphs are not accompanied by a clear analysis of district results.

MEDIATIVE QUESTION: *How might the district enhance their analysis of local and Provincial data sources to align their initiatives to student outcomes?*

FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

DISTRICT STRENGTH: We noticed that the district's approach to strategic engagement was presented in the Strategic Plan.

SUPPORTING EVIDENCE: Strategic Plan (pg. 9) - "Developing the Plan"

CONSIDERATION: An area for further consideration is to clearly outline how your strategic engagement process meaningfully involved students, stakeholders, indigenous peoples and communities, and other community members who represent the breadth and diversity of perspectives.



SUPPORTING EVIDENCE: Strategic Plan (pg. 9) - "Developing the Plan." The information provided indicates that there was an open house and a ThoughtExchange providing the opportunity for ideas to be shared.

MEDIATIVE QUESTION: *How might the district continue to design and share an inclusive and ongoing strategic engagement process in the Strategic Plan?*

FOCUS AREA 3

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.

DISTRICT STRENGTH: The goals and objectives in the Strategic Plan are clear and actionable and linked to the operational plan.

SUPPORTING EVIDENCE: Strategic Plan (pg. 10-11).

ADDITIONAL DISTRICT STRENGTH: A strong connection to the Syeyutsus Reconciliation Policy with both the Strategic and Operational Plan was noted.

ADDITIONAL SUPPORTING EVIDENCE: Embedded in the Strategic Plan and Enhancing Student Learning Report.

CONSIDERATION: An area for consideration could also be delving into the story behind the data, what analysis emerges and then what steps will be/could be taken in response.

SUPPORTING EVIDENCE: Enhancing Student Learning Report data - what might the data mean and how does it tie into the goals and objectives, i.e., 5-year completion rate.

ADDITIONAL CONSIDERATION: We noticed that the Enhancing Student Learning Report section on goal 1 (Continuous Improvement of Instruction and Assessment) focused more on operational matters than on specific initiatives to improve learning.



ADDITIONAL SUPPORTING EVIDENCE: The focus on COVID response, timetable development.

MEDIATIVE QUESTION: *How might the district integrate aspects of the operational plan and Syeytsus policy into the Enhancing Student Learning Report in order to provide a direct link to actions/initiatives being implemented and new ways of measuring "success"?*

We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: educ.framework@gov.bc.ca