



**NANAIMO LADYSMITH PUBLIC SCHOOLS
EDUCATION COMMITTEE
PUBLIC MEETING
ACTION SHEET**

DATE: September 4, 2024
TO: Education Committee
FROM: Laura Tait, Interim Superintendent
SUBJECT: Enhancing Student Learning Report (ESL Report)

Recommendation

The Education Committee recommends that the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the 2023/2024 Enhancing Student Learning Report and submit to the Ministry of Education and Child Care by September 30, 2024.

Background

The [Framework for Enhancing Student Learning \(FESL\) Policy](#) and accompanying [Enhancing Student Learning Reporting Order \(M302/20\)](#) came into effect September 1, 2020. The Framework for Enhancing Student Learning (FESL) reflects a public commitment by Indigenous peoples and Indigenous rightsholders, and education partners to work together to continuously improve student learning for each student, and to address long-standing differences in performance amongst particular groups of students or our *Priority Populations*, most notably Indigenous students, children and youth in care, and students with diverse abilities and disabilities.

The FESL Policy provides Boards of Education in British Columbia the system-wide planning and processes structure to improve student outcomes and ensure continuous improvement throughout the provincial public education system. For the 2023/2024 school year and beyond, the MECC has incorporated all Indigenous Education reporting requirements into the ESL reporting requirements.

The Enhancing Student Learning Reporting Order requires Boards to submit, to the Ministry of Education and Child Care, an annual report (ESL Report) in accordance with the criteria in the Order. The Order requires Boards to report on nine measures of student success relating to intellectual development, human and social development, and career development. This collection of measures covers a range of dimensions of learning that are critical to students' overall success and is one way of communicating to the public how the school district is delivering on its promise of student success/continuous improvement.

The ESL Report provides a yearly touchpoint for districts to:

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- Review and analyze student learning data and evidence within the context of the Framework for Enhancing Student Learning and continuous improvement,
 - Reflect on the past year's progress towards meeting strategic plan priorities and outcomes, and
 - Plan for the coming year and share strategic and operational adjustments, adaptations, and next steps.

The ESL Report is accessible to Indigenous and community partners including parents, guardians, and students to provide public assurance. It provides the Ministry with valuable insight into district-level processes that together tell a provincial story which can inform future capacity building initiatives. It helps districts establish and maintain robust engagement and planning cycles that continuously improve student learning, with a particular focus on equity of outcomes for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Section A of the ESL Report:

The purpose of Section A is to provide a summary of the Ministry of Education and Child Care data, in addition to local student data, related to the Enhancing Student Learning Reporting Order (M302/20). In addition, Section A includes a summary of analysis of this student data.

Section B of the ESL Report:

The purpose of Section B is share information on the District's approach to continuous improvement of student achievement. This includes reflections on the student data and accompanying strategies and actions, successes/areas for consideration, moving forward and adaptations.

The MECC data for this report was extracted from the Ministry of [Education and Child Care SharePoint site](#). Information on this data is also available to the public via the Ministry of Education and Child Care website, including results for the Foundation Skills Assessment (FSA) Graduation Assessments and the BC Student Learning Survey.

Nanaimo Ladysmith Public Schools' (NLPS) 2023/2024 Enhancing Student Learning Report is attached. The following are attached as appendices to the ESL:

- NLPS Report Card data K-12 (literacy/numeracy)
- DLS Operational Plan excerpt
- *draft* Annual Reporting Cycle – Strategic Plan & ESL

Discussion

On November 28, 2018, Nanaimo Ladysmith Public Schools Board of Education passed a motion to adopt a new [Strategic Plan](#). This new Plan aligns with the ESL Report requirements (with the exception of the goal around Employee Wellness). It is staff's recommendation, that the Board accept the Annual ESL Report as the reporting mechanism for the annual Strategic Plan (with the addition of the report around Employee Wellness).

As part of a continuous improvement cycle, the ESL Report has two required components:

1. Disaggregated Student Achievement Data

To fulfil this requirement, districts are expected to complete Section A: Pre-Populated Data Template (attached). Districts are also encouraged to append relevant local data to the final report, which will be included in the NLPS submission.

- Report Card Data K-12 (literacy, numeracy)

2. Information on the Board's Approach to Continuous Improvement of Student Achievement

To fulfil this requirement, NLPS has use the Section B: Guiding Questions Template to communicate in this area. Districts are encouraged to include relevant district context in this section, which will be included in the NLPS submission.

- DLS Operational Plan excerpt
- *draft* Annual Reporting Cycle – Strategic Plan & ESL

Derived from the Strategic Plan, ESL Report requirements and the MECC feedback on the 2022/23 ESL Report, four key areas of focus feature prominently moving forward:

- Student Data - district-wide assessments in reading, writing and numeracy will be collaboratively developed over the next four years.
- Continuous Improvement Cycle – the building and sustaining of data-based infrastructure will support staff in relying more confidently on student data to make informed decisions, as part of the improvement cycle.
- Priority Populations – Indigenous students, children and youth in care and students with diverse abilities and disabilities are MECC required disaggregated data sets. These data sets are also required Metrics in the Strategic Plan and have accompanying strategies and actions in operational planning.
- JEDI (Justice, Equity, Diversity, Inclusion) – will not only inform direct educational decisions but will also begin to inform departmental operational planning. In addition, JEDI will also be considered as a scaffold to decolonization.

The new Strategic Plan and it's alignment with the ESL Report requirements will greatly support student success by: streamlining the information required to report in these two areas; having clear metrics to report on; providing a 'north star' vision that the entire District can work toward, together.

Attachment:

NLPS Enhancing Student Learning Report 2023-2024