



Memorandum

Date: October 5, 2021
To: Board of Education
From: Kevin Kaardal, Superintendent of Schools/CEO
Prepared by: Jon Rever, Assistant Superintendent

Action Item: Annual Enhancing Student Learning Report – September 2021

1.0 ISSUE STATEMENT

The Framework for Enhancing Student Learning brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

The Framework consists of three main components:

1. A Policy guiding the requirement for Boards of Education to have multi-year strategic plans focused on improving student outcomes.
2. A Ministerial Order requiring Boards of Education to publicly report progress on their strategic goals and related student outcomes.
3. A coordinated number of supports for school districts to help with planning, reporting, and actions related to improving student outcomes.

2.0 RELEVANT BOARD MOTION/DIRECTION

None.

3.0 BACKGROUND

On September 1, 2020 the Enhancing Student Learning Reporting Order was enacted by the Minister of Education (see Appendix B).

Section 2 of the Reporting Order states:

"2 Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister."

4.0 POINTS FOR CONSIDERATION

The revised Framework for Enhancing Student Learning (FESL) Policy requires Boards of education to set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

Implementation of the reporting requirements of the new FESL policy will replace the annual Superintendent's Report on Student Achievement that has been presented to the Board in June of each school year.

5.0 OPTIONS FOR ACTION

1. Approve the Annual Enhancing Student Learning Report – September 2021.
2. Request amendments to the Annual Enhancing Student Learning Report – September 2021.

6.0 FOLLOW-UP/REVIEW

Once the Annual Enhancing Student Learning Report – September 2021 has been approved by the Board of Education, the Report will be forwarded to the Ministry of Education and posted on the School District website.

7.0 SUPERINTENDENT'S COMMENTS

This Report is required by the Ministry of Education as part of the Framework for Enhancing Student Learning. The Report indicates that most of the District's performance results are at or above provincial averages. The data also supports the need for the District's intervention strategies for numeracy and early literacy.

8.0 STAFF RECOMMENDATION

THAT: The Board of Education approve the Annual Enhancing Student Learning Report – September 2021 as attached to the Agenda and as presented at the October 13, 2021 Public Board Meeting.

9.0 APPENDIX

- A. Annual Enhancing Student Learning Report – September 2021
- B. Enhancing Student Learning Reporting Order

APPENDIX A



**Central Okanagan
Public Schools**

Together We Learn

Annual Enhancing Student Learning Report

September 2021

Kevin Kaardal, Superintendent of Schools/CEO
Central Okanagan Public Schools

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 Measure 3.2 Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them..... 8

Career Development 9

 Educational Outcome 4 Students will graduate. 9

 Measure 4.1 Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8. 9

 Educational Outcome 5 Students will have the core competencies to achieve their career and life goals..... 9

 Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years 9

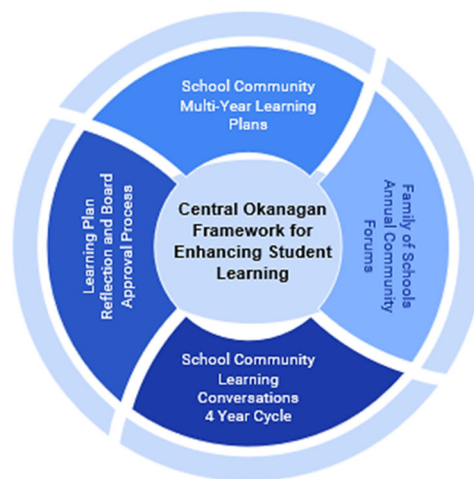
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Approach to Continuous Improvement of Student Achievement

In 2016, the Central Okanagan Public School District worked with partner groups to develop a local Framework for Enhancing Student Learning process that was designed to bring alignment and coherence across all 46 schools. The Framework structures focused on the development of the Learning Core as the foundational element to improve learning for EACH child. The Central Okanagan Framework to Enhance Student Learning (COFESL) was developed with four components designed to meet the requirements of the Ministry of Education's policy for Student Success and achieve the District's Overarching Goal.

Framework Components:

- The Framework for Enhancing Student Learning process occurs through four distinct structures and processes:
 - School Community Multi-Year Learning Plans are posted on the District and school websites
 - Family of Schools Annual Community Learning Forums
 - School Community Learning Conversations (four year cycle)
 - School Learning Plan Reflection and Board Approval Process



School Community Learning Plans

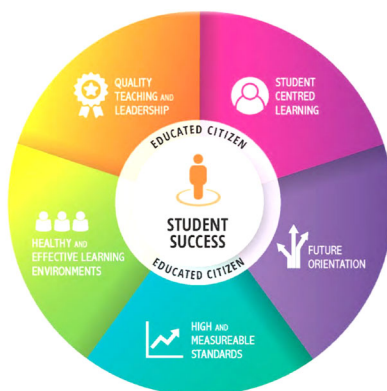
Guided by the Spirals of Inquiry process developed by Drs. Judy Halbert and Linda Kaser, school leaders engage members of their school community in a scanning process that gathers evidence of student learning which is used to develop their school goals and areas of focus. The schools document this process on their website in the 'Learning Plan'. There are three areas found in the Learning Plan: 'Our Learning Story', 'Our Inquiry Process', and 'Our Learning Plan'. Within 'Our Learning Story', there is a description of the school's learning journey, which may include videos, photos, internet links, and other artifacts that represents the work to support student success at the school. The second section, labeled 'Our Inquiry Process', describes how the school has worked through the Spirals of Inquiry and where they are in this process. This section may contain evidence and other artifacts from each phase of the Spirals of Inquiry. The third section, labeled 'Our Learning Plan', summarizes the inquiry work and describes the status of the plan with respect to student learning goals. This section also includes evidence of learning and the impact of the work towards enhancing student learning.

Figure 1: Spirals of Inquiry



School Community Learning Plans are designed to meet the requirements of the School Act and the Ministry of Education's Student Success Policy. As schools begin to implement their Learning Plans and move through the various phases of the Spiral of Inquiry, the requirements of the Student Success Policy are met. All School Community Learning Plans contain strategies and structures that incorporate Student Centred Learning, Healthy and Effective Learning Environments, Quality Teaching and Leadership, High and Measurable Standards with a Future Orientation.

Figure 3: BC Ministry of Education Student Success Policy



The adoption the Spirals of Inquiry as a process to place students at the center of learning is creating cultures of inquiry in schools where students engage in deep learning tasks that are designed with a focus on the pedagogical core (learning core) that supports student agency in the inquiry-learning process.

Family of Schools Annual Community Learning Forums

Annually, each of the four Families of Schools has a Community Forum to showcase the learning from all schools in that community. Each forum provides the community with a look into the Central Okanagan K to 12 learning continua, as well as, a view of many of the District Programs. The programs represented may include Indigenous Education, Learning Technology, Student Support Services, the Instructional Leadership Team, the Early Learning Team, International Education and Career Life Programs. The forums are developed to provide parents with first-hand knowledge of the innovative learning within each school, while giving parents an opportunity to ask questions and provide feedback. These forums are purposefully planned to promote open and supportive relationships with members of the school communities and continue to build public confidence in the schools within the Central Okanagan Public Schools and the British Columbia education system.

School Community Learning Conversations

On a cycle of once every four years, each of the schools in the District will participate in a School Community Learning Conversation. The School Community Learning Conversation provides a structure for trustees, district staff, and members of the school community to engage in thoughtful conversations about the current state of student learning within a school. The team investigates the plan that is in place to further enhance student achievement within that school. These conversations, led by the school principal in collaboration with members of the school community, are designed to validate the status of student learning by authentic observations, conversations, and artifacts. These visits create an opportunity for learning and valuable feedback for the school.

Board of Education Strategic Plan

During the 2020 – 2021 school year, the Board of Education approved a comprehensive Strategic Plan engagement process that resulted in the revision and approval of the [Central Okanagan Public Schools Strategic Plan 2021 - 2026](#). The table below indicates the schedule of the Strategic Plan development, implementation, and revision cycle.

School Year	
2020-21	Board Strategic Plan Engagement New Strategic Plan developed for next school year
2021-22	New Strategic Plan in effect
2022-23	Board of Education Election
2023-24	New Strategic Plan in effect
2024-25	New Strategic Plan in effect
2025-26	New Strategic Plan in effect
2026-27	Last year of Strategic Plan Board of Education Election Board Strategic Plan Engagement New Strategic Plan developed for next school year

Intellectual Development

Central Okanagan Public Schools develops the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Measure 1.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

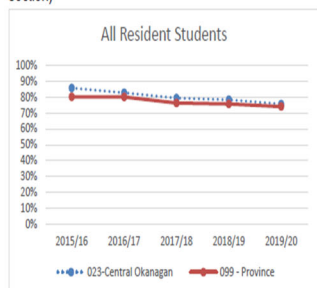


Figure 1: FSA Grade 4 Reading - All Resident Students

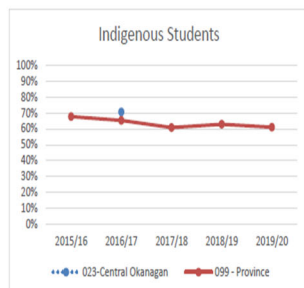


Figure 2: FSA Grade 4 Reading - Indigenous Students

Foundation Skills Assessment (FSA) Literacy - Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Reading section)

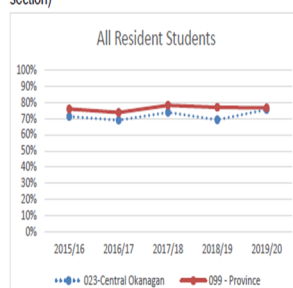


Figure 6: FSA Grade 7 Reading - All Resident Students

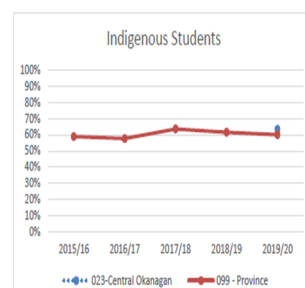


Figure 7: FSA Grade 7 Reading - Indigenous Students

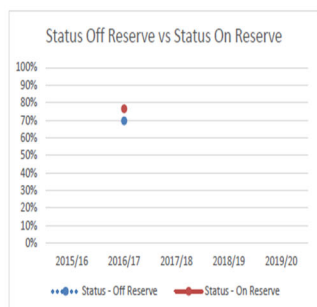


Figure 3: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

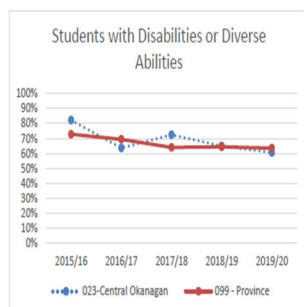


Figure 4: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

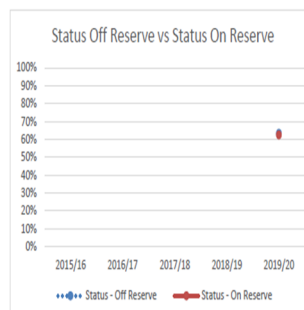


Figure 8: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

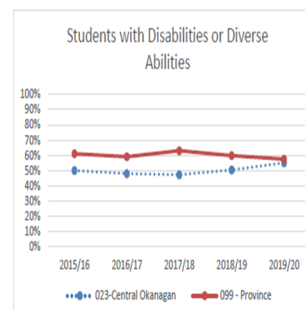


Figure 9: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

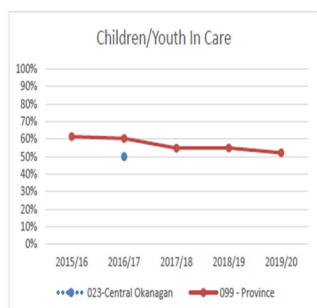


Figure 5: FSA Grade 4 Reading - Children/Youth In Care

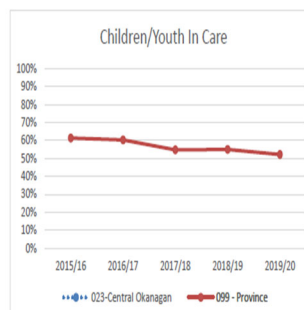


Figure 10: Grade 7 Reading - Children/Youth In Care

Measure 1.2: Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

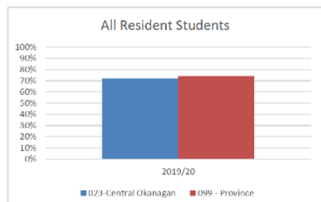


Figure 11: Graduation Assessment Grade 10 Literacy - All Resident Students

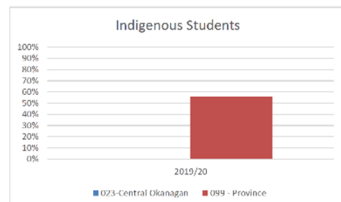


Figure 12: Graduation Assessment Grade 10 Literacy - Indigenous Students

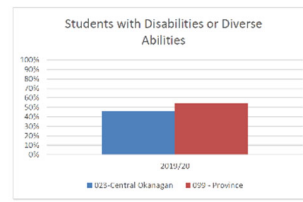


Figure 14: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

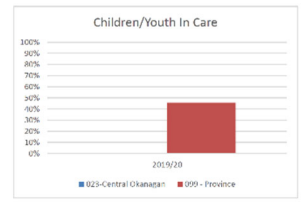


Figure 15: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

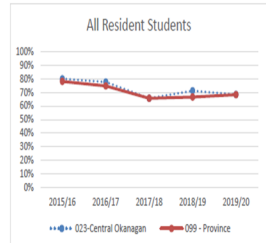


Figure 16: FSA Grade 4 Numeracy - All Resident Students

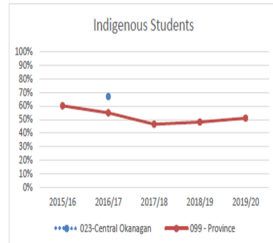


Figure 17: FSA Grade 4 Numeracy - Indigenous Students

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Numeracy section)

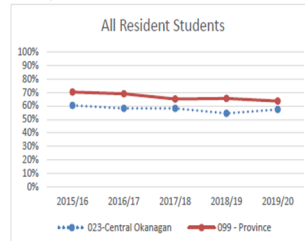


Figure 21: FSA Grade 7 Numeracy - All Resident Students

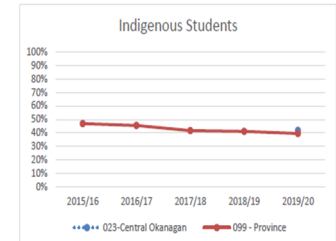


Figure 22: FSA Grade 7 Numeracy - Indigenous Students

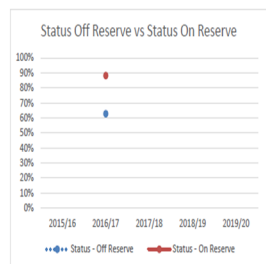


Figure 18: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

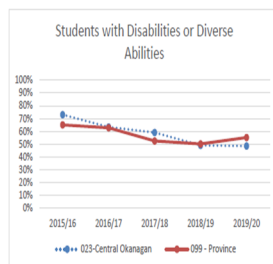


Figure 19: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

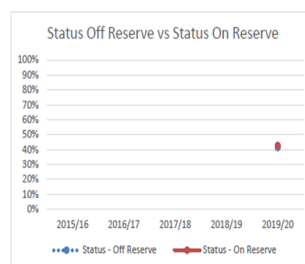


Figure 23: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

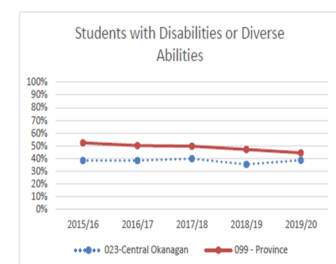


Figure 24: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

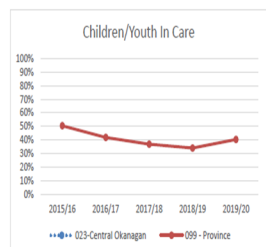


Figure 20: FSA Grade 4 Numeracy - Children/Youth In Care

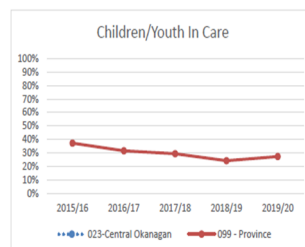


Figure 25: FSA Grade 7 Numeracy - Children/Youth In Care

Measure 2.2: Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments.

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

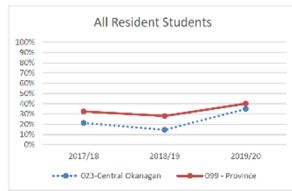


Figure 26: Graduation Assessment Grade 10 Numeracy - All Resident Students

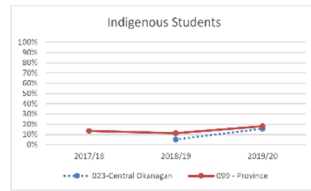


Figure 27: Graduation Assessment Grade 10 Numeracy - Indigenous Students

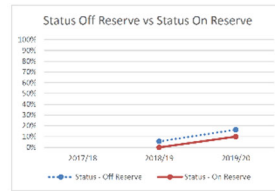


Figure 28: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

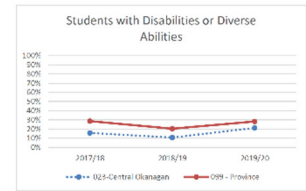


Figure 29: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

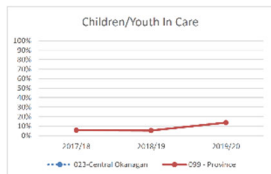


Figure 30: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Measure 2.3: Number and percentage of students who are completing grade to grade transitions on time.

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

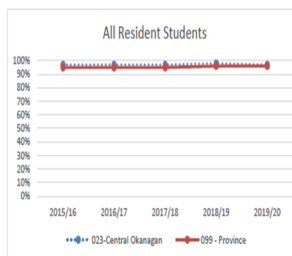


Figure 31: Transition Grade 10 to 11 - All Resident Students

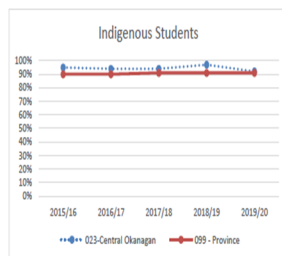


Figure 32: Transition Grade 10 to 11 - Indigenous Students

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

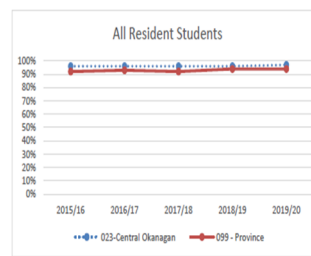


Figure 36: Transition Grade 11 to 12 - All Resident Students

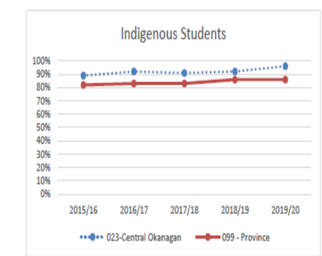


Figure 37: Transition Grade 11 to 12 - Indigenous Students

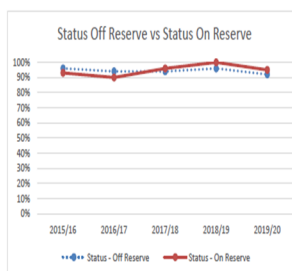


Figure 33: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

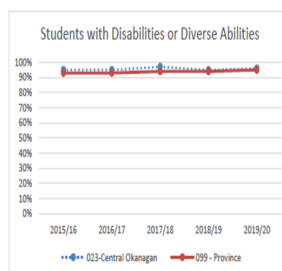


Figure 34: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

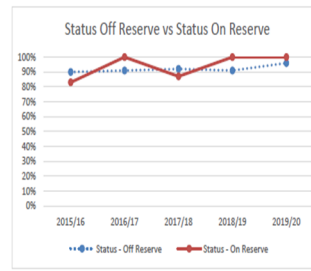


Figure 38: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

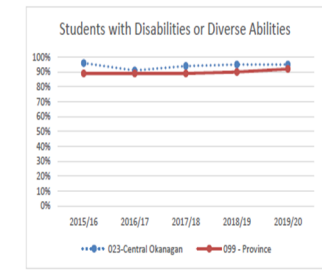


Figure 39: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

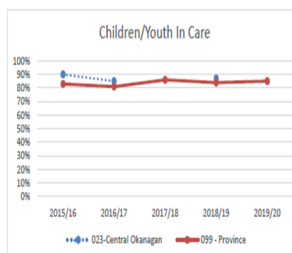


Figure 35: Transition Grade 10 to 11 - Children/Youth In Care

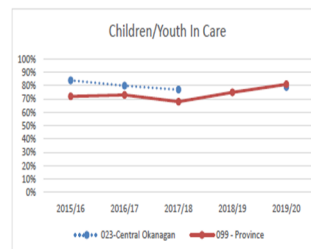


Figure 40: Transition Grade 11 to 12 - Children/Youth In Care

Human and Social Development

Central Okanagan Public Schools develops in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Educational Outcome 3: Students will feel welcome, safe and connected to their school.

Measure 3.1: Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

Student Learning Survey (SLS) - Feel Welcome

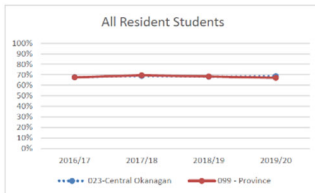


Figure 41: SLS - Feel Welcome - All Resident Students

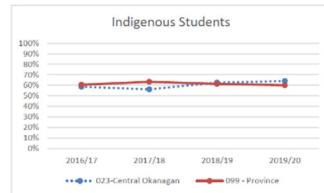


Figure 42: SLS - Feel Welcome - Indigenous Students

Student Learning Survey (SLS) - School Belong

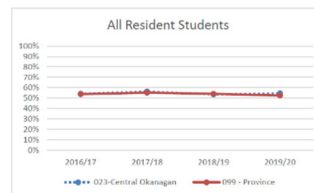


Figure 47: SLS - School Belong - All Resident Students

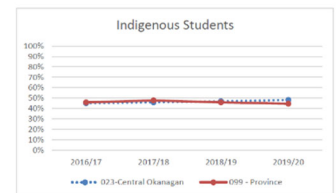


Figure 48: SLS - School Belong - Indigenous Students

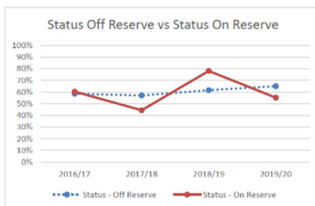


Figure 43: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

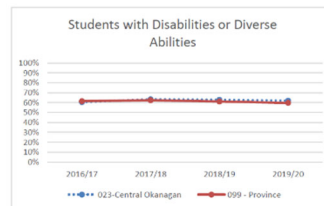


Figure 44: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

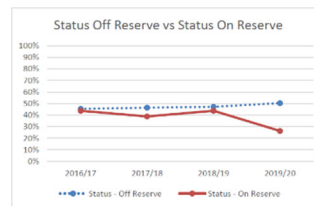


Figure 49: SLS - School Belong - Status - Off Reserve and Status - On Reserve

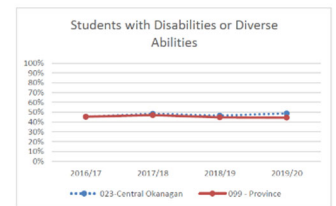


Figure 50: SLS - School Belong - Students with Disabilities or Diverse Abilities

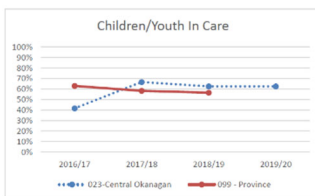


Figure 45: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

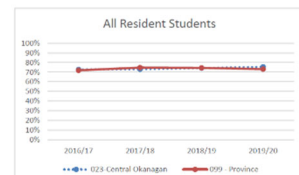


Figure 46: SLS - Feel Safe - All Resident Students

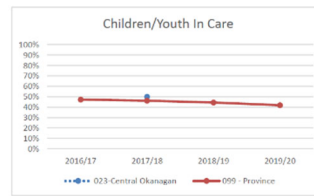


Figure 51: SLS - School Belong - Children/Youth In Care

Measure 3.2: Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

Student Learning Survey (SLS) - Adults Care

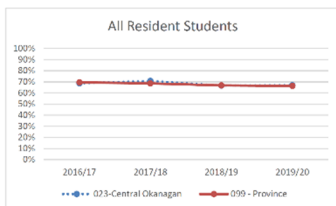


Figure 52: SLS - Adults Care - All Resident Students

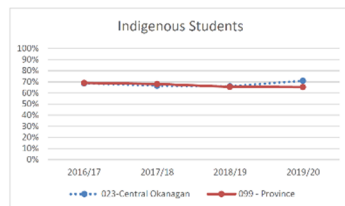


Figure 53: SLS - Adults Care - Indigenous Students

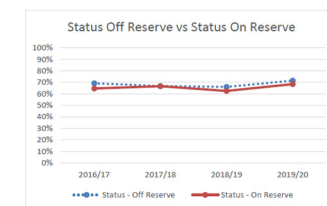


Figure 54: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

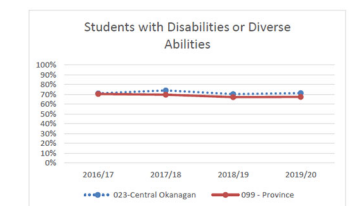


Figure 55: SLS - Adults Care - Students with Disabilities or Diverse Abilities

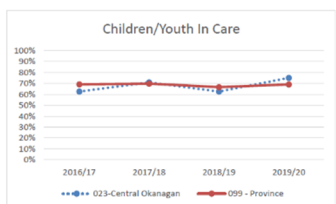


Figure 56: SLS - Adults Care - Children/Youth In Care

Career Development

Central Okanagan Public Schools prepares students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Educational Outcome 4: Students will graduate.

Measure 4.1: Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

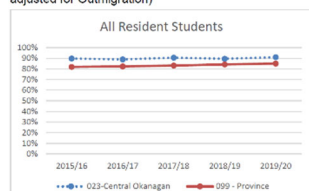


Figure 57: 5 Year Completion Rate - All Resident Students

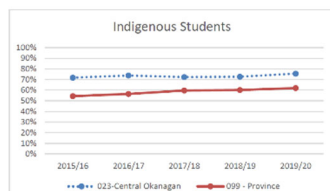


Figure 58: 5 Year Completion Rate - Indigenous Students

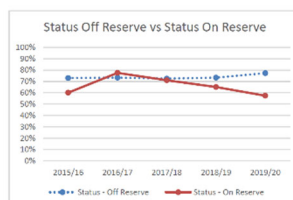


Figure 59: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

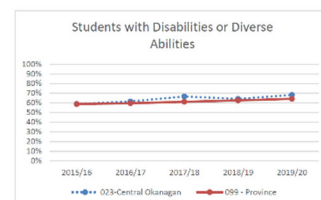


Figure 60: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

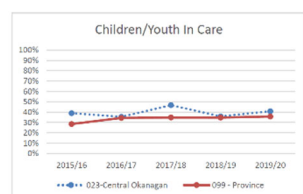


Figure 61: 5 Year Completion Rate - Children/Youth In Care

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

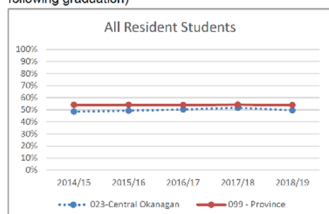


Figure 62: Post-Secondary Institute Transition - All Resident Students

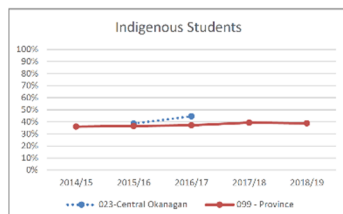


Figure 63: Post-Secondary Institute Transition - Indigenous Students

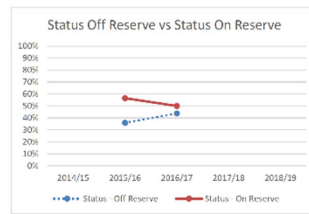


Figure 64: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

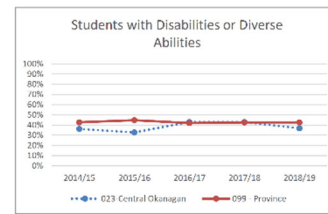


Figure 65: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

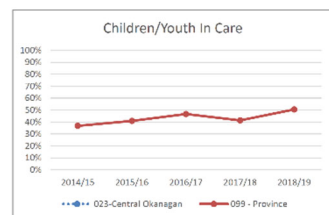


Figure 66: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate
(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

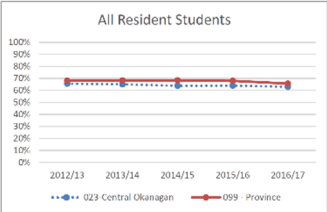


Figure 67: Post-Secondary Institute Transition - All Resident Students

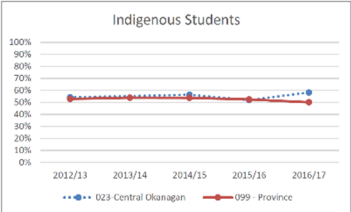


Figure 68: Post-Secondary Institute Transition - Indigenous Students

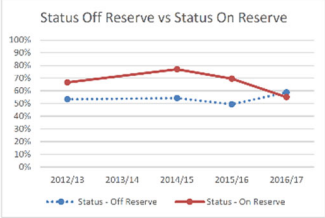


Figure 69: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

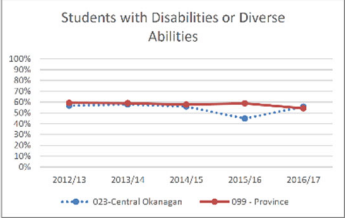


Figure 70: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

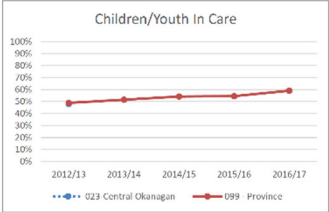


Figure 71: Post-Secondary Institute Transition - Children/Youth In Care

APPENDIX B

ENHANCING STUDENT LEARNING REPORTING ORDER

Authority: *School Act*, sections 81 and 168 (2) (t)

Ministerial Order 302/20 (M302/20)..... Effective September 1, 2020
Orders of the Minister of Education

Interpretation

- 1** In this order,
“**board**” includes a francophone education authority;
“**Indigenous peoples**” has the same meaning as “aboriginal peoples of Canada”, as defined in section 35 of the *Constitution Act, 1982*;
“**Indigenous student**” means an individual who self-identifies as a member of an Indigenous people, is of school age and meets the definition of student under section 1 of the *School Act*; and
“**reserve**” means a reserve as defined in the *Indian Act*, R.S.C. 1985, c. I-5.

Annual enhancing student learning report

- 2** Each year, a board must prepare and submit to the Minister a report completed in accordance with this order between June 30 and September 30, or a date otherwise determined by the Minister.
- 3** A report completed under section 2 must include the following information regarding student performance, including outcomes and measures as set out below:

(a) Intellectual Development

Educational Outcome 1	Students will meet or exceed literacy expectations for each grade level.
Measure 1.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.
Measure 1.2	Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments.
Educational Outcome 2	Students will meet or exceed numeracy expectations for each grade level.
Measure 2.1	Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.
Measure 2.2	Current year and 3-year trend for the number and percentage of students proficient or extending

ENHANCING STUDENT LEARNING REPORTING ORDER

	numeracy expectations as specified in the Grade 10 numeracy assessments.
Measure 2.3	Number and percentage of students who are completing grade to grade transitions on time

(b) Human and Social Development

Educational Outcome 3	Students will feel welcome, safe and connected to their school.
Measure 3.1	Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.
Measure 3.2	Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

(c) Career Development

Educational Outcome 4	Students will graduate.
Measure 4.1	Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
Educational Outcome 5	Students will have the core competencies to achieve their career and life goals.
Measure 5.1	Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

4 The report prepared in accordance with sections 2 and 3 must establish categories for each of the following student populations and report on those categories separately:

(a) Indigenous students

(i) living on reserve, and

(ii) living off reserve;

(b) children and youth in care; and

(c) students with disabilities or diverse abilities.

5 The report completed under section 2 will also include information relating to the board's approach to continuous improvement of student achievement.

6 The report completed under section 2 must not exceed 10 pages in length.