

Nanaimo Ladysmith Public Schools Enhancing Student Learning Report

September 2022





At NLPS, we acknowledge that we live, work, learn and play on the unceded and traditional territories of the Snuneymuxw, Snaw-Naw-As, and Stz'uminus Nations.

At the September 25, 2022 Regular Meeting, the Nanaimo Ladysmith Public Schools Board of Education approved the following motion:

“That the Board of Education of School District No. 68 (Nanaimo-Ladysmith) approve the 2021/2022 Enhancing Student Learning Report to be submitted to the Ministry by September 30, 2022.”

Charlene McKay
Board Chair

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Definitions

Subpopulations

- All Resident Students**
Students identified as residents through the annual enrolment collections in September and February.
- Indigenous Students**
Students who have ever self-identified as Indigenous on a enrolment collection.
- Indigenous students living on reserve**
Based on enrolment records, students who have been identified as ‘STATUS INDIAN ON RESERVE’.
- Indigenous students living off reserve**
Based on enrolment records, students who have never been identified as ‘STATUS INDIAN ON RESERVE’.
- Children/Youth in Care**
Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities
Students who have been identified in any of the 12 categories: Physically Dependent; Deaf-blind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

Grade 4 and Grade 7 Participation
Participation is calculated as the number of writers of the assessment divided by the number of expected writers.

Grade 4 and Grade 7 Achievement
Achievement is calculated as the number of writers at or above standard divided by the number of writers.
Note: These charts combine two different administrations of the FSA. The 2015/2016 and 2016/2017 administration took place in February and categorized students as Not Yet Meeting Expectations, Meeting Expectations, or Exceeding Expectations. Later administrations took place in November and categorized students as Emerging, On Track, or Extending.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging
This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the “All Resident Students” chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging
This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome
This measure is a specific question on the survey where the response is connected to a student.

Feel Safe
The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.

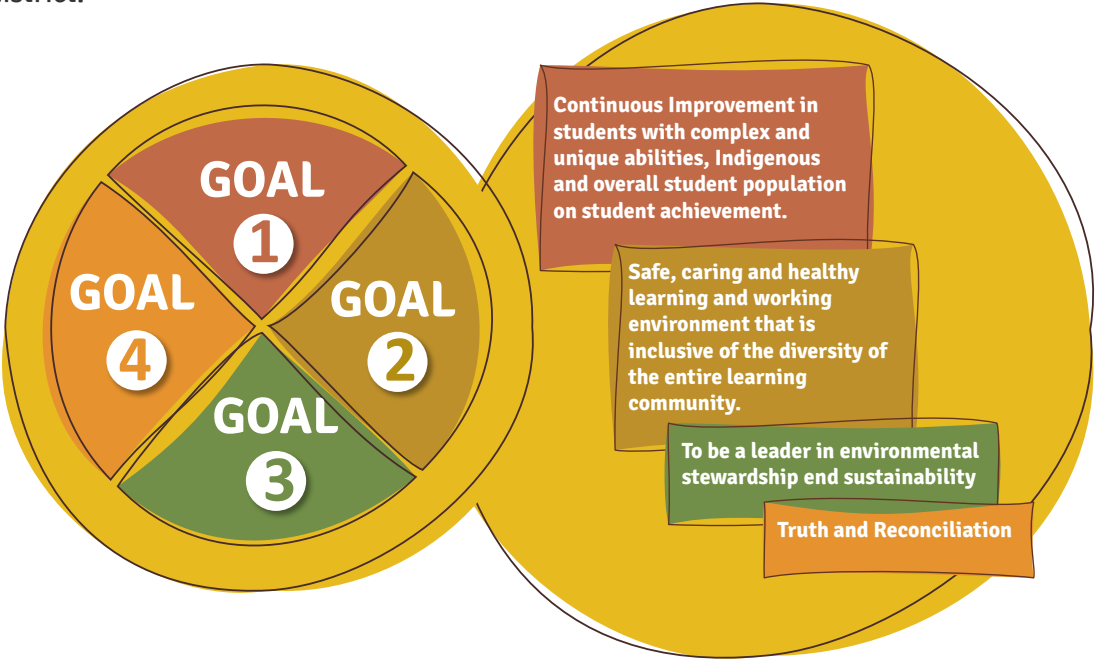
About

Nanaimo Ladysmith Public Schools (NLPS) is located on the east coast of Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. The district services 15,226 students from the communities of Lantzville, Nanaimo, Gabriola Island, Cedar and Ladysmith.

NLPS has 28 elementary schools, 6 secondary schools, a Learning Alternatives School, and Distributed Learning Centre. French Immersion programs are offered at 4 elementary schools and 2 secondary schools. In addition to the provincial government curriculum, the district has several special programs, including the Career Technical Centre, music and fine arts programs, a variety of sports academies, work experience, advanced placement and enrichment programs. The school district is one of the largest employers in the region, employing approximately 2,300 staff with an annual operating budget of approximately \$171 million. [The Early Developmental Instrument \(EDI\)](#) indicates that many students in Nanaimo are entering Kindergarten with a number of vulnerabilities.

Current Strategic Priorities

Nanaimo Ladysmith Public Schools is in the final year of a four-year strategic plan that was adopted by the Board of Education in November 2018. The NLPS Strategic Plan aligns with the Ministry of Education and Child Care’s Framework for Enhancing Student Learning and the goals reflected in the [2022/23 – 2024/25 Ministry of Education and Child Care’s Service Plan](#). The NLPS Strategic Plan identifies four broad goals for the district:



The Strategic Plan and the accompanying [Operational Plan](#) will be reviewed by the newly elected NLPS Board of Education in early spring 2023.

Context

What is the Framework for Enhancing Student Learning?

[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, most notably Indigenous students, children in care, and students with diverse needs.

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.

The Enhancing Student Learning Reporting Order requires Boards to submit to the Ministry of Education and Child Care an annual report in accordance with the requirements 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 or indicators of success cover 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 continual improvement.

The policy for FESL states that for the purpose of improving educational outcomes for all students “Boards of education will 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.”








Purpose

The purpose of this report is to provide a summary of the Ministry of Education and Child Care data related to the Enhancing Student Learning Reporting Order (M302/20).

The 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 \(FSA\)](#) and the [BC Student Learning Survey](#).

The student populations specified in this report are:

Indigenous students		Students who have ever self-identified as Indigenous on an enrolment collection.
Indigenous students living on reserve		Based on enrolment records, students who have been identified as ‘STATUS INDIAN ON RESERVE’.
Indigenous students living off reserve		Based on enrolment records, students who have never been identified as ‘STATUS INDIAN ON RESERVE’.
Students with disabilities or diverse abilities		All 12 categories including Gifted are used in identifying these students. Click here for more information on students with disabilities and diverse abilities.
Children and youth in care (CYIC)		Students who have been identified as Children/ Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development. Click here for more information on CYIC.



The Measures specified in this Report are:

MEASURES	NOTES	PAGE(S)
 Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	7
 Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments	As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students.	8
 Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations	Five years of resident student data in BC Public schools across different FSA administrations between Meeting and On Track/Exceeding and Extending.	8-9
 Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments	Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment.	9
 Number and percentage of students who are completing grade to grade transitions on time	This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade.	10
 Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school	Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available.	12
 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	Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?.'	13
 Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8	Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, <ul style="list-style-type: none">Data is not available until one year after the students have graduated ; and Data tables refers to year 6 (i.e. one year after the students have graduated).	14
 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years	Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions.	15

Note: This report is masked according to the [Protection of Personal Information when Reporting on Small Populations policy](#) so it can be shared with the public. Numbers that are masked will not appear on the charts.

See [page 2](#) for further information about sub-populations and measures captured in this document

A. Intellectual Development

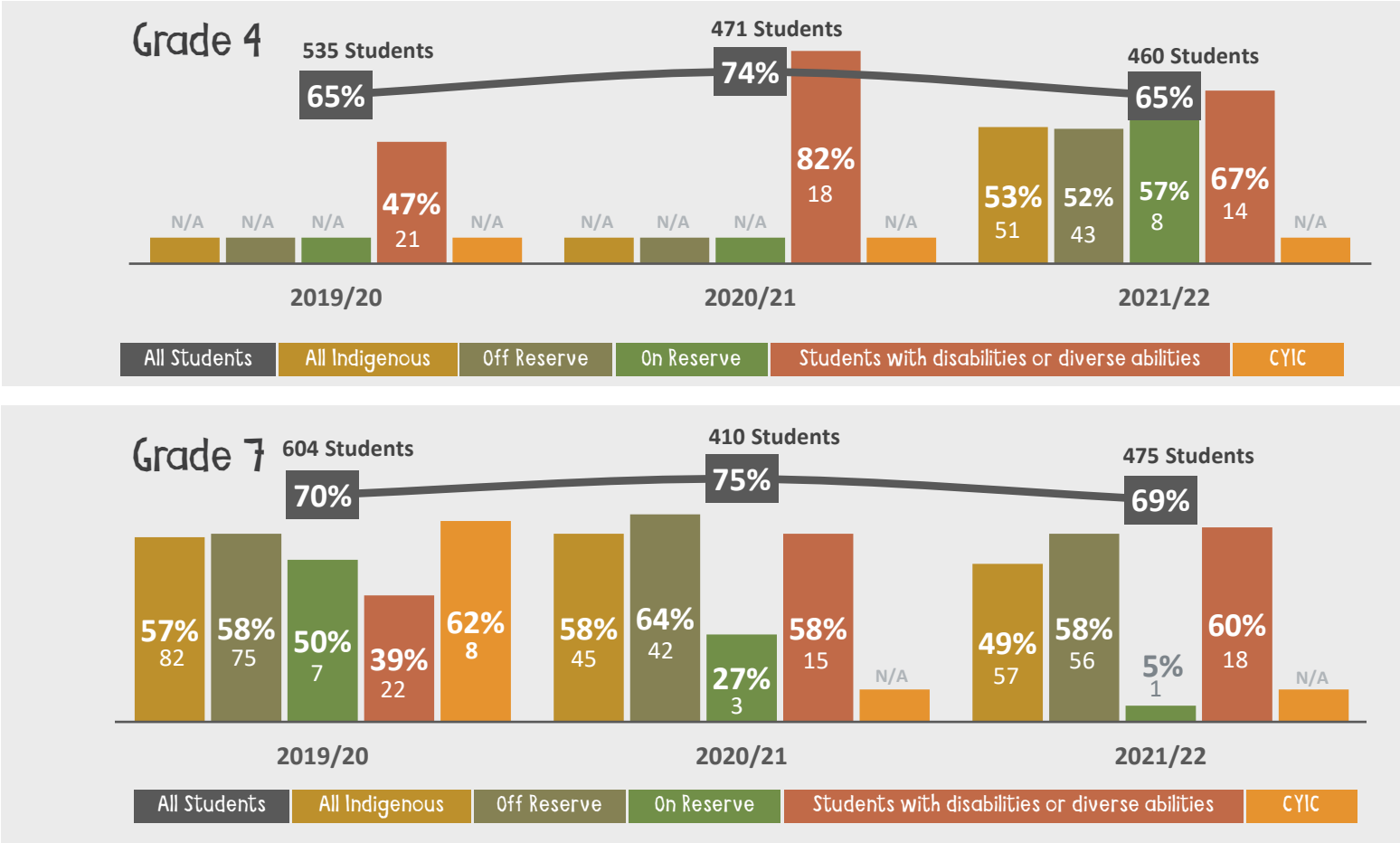
Educational Outcome 1

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.



Analysis, adjustments and adaptations

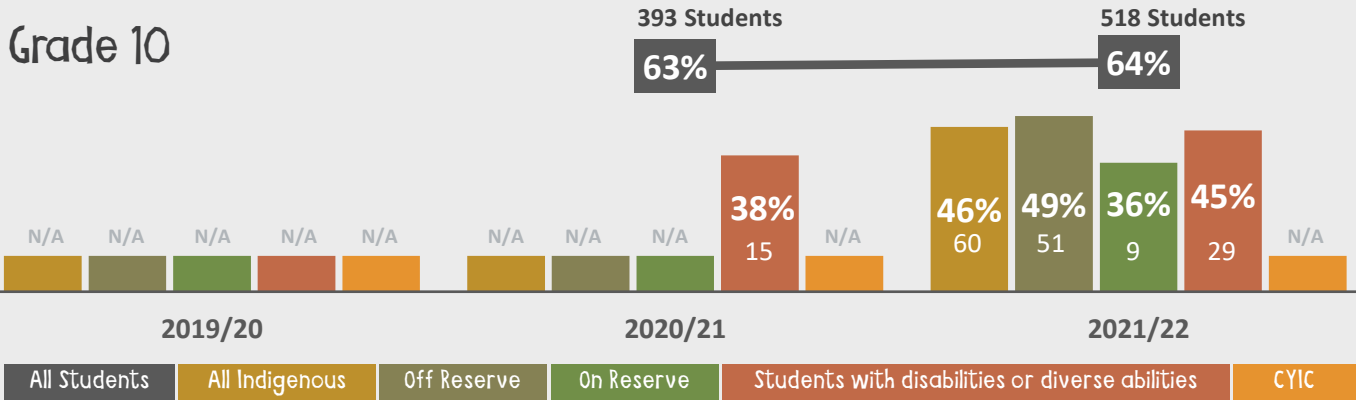
Given low [FSA participation rates](#) it is difficult to make reliable conclusions. We will continue to use district based formative assessment tools to guide instruction and supports in our schools. The [NLPS Primary Assessment of Reading Screener](#) for Kindergarten to grade 3 students and the [Early Literacy Intermediate Screener](#) for students in grades 4-7. The grade 4 – 7 reading assessment in process of being revised.

We will continue to address the gap between the provincial and district data by:

- Shifting classroom practice to a structured literacy approach to support the NLPS foundational skills of reading in a more systematic manner.
- Continuing Early Years Literacy Intervention is in place in our most vulnerable elementary schools with a focus on Tier 1 inclusive practices.
- Tier 2 & 3 reading interventions at the intermediate level are focusing on a systemic approach to reading acquisition.
- Continue to support our students with high absenteeism by providing intensive outreach intervention.



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](#)



Analysis, adjustments and adaptations

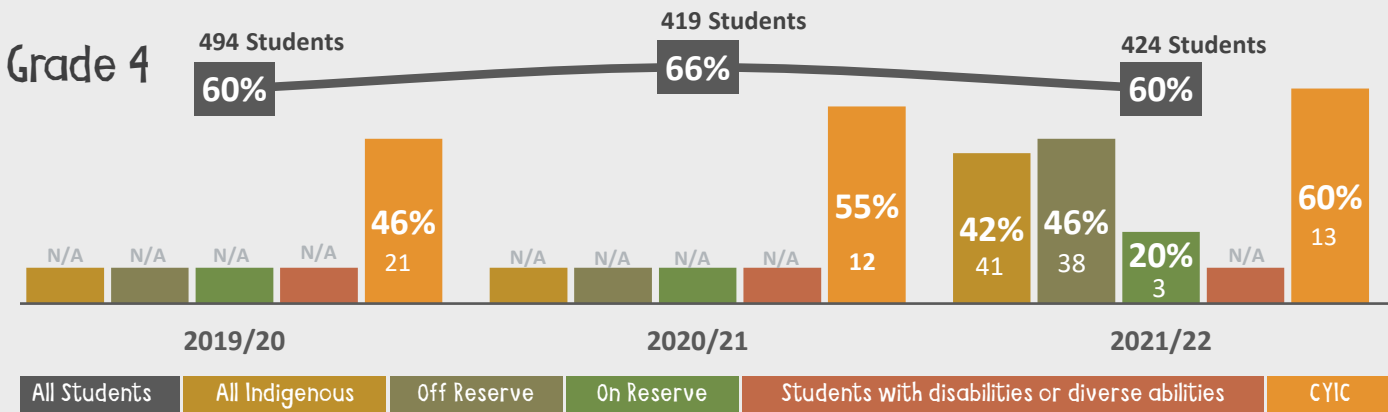
- With only two years of data, we continue to use additional district-based assessments to guide our interventions.
- With Children and Youth in Care being consistently masked, we are beginning to utilize the MyEdBC component that highlights Children and Youth in Care.
- Using current district-wide reading assessment data in grade 8 and 9, implement strategies to address reading comprehension across all subject areas in grades 8, 9, and 10.
- Tier 2 & 3 reading interventions at the secondary level are focusing on a systemic approach to reading acquisition.

Educational Outcome 2

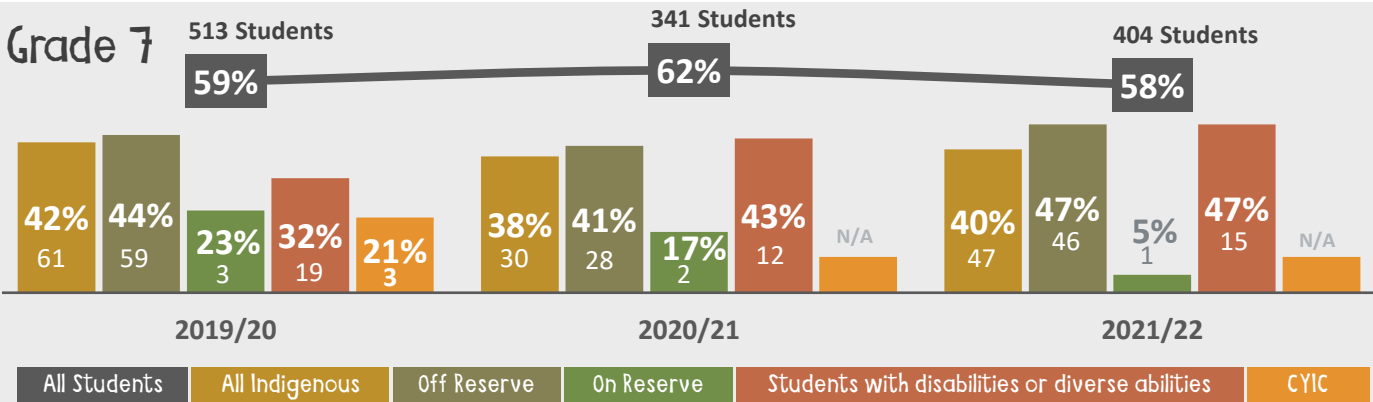
Students will meet or exceed numeracy expectations for each grade level.



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.



Grade 7

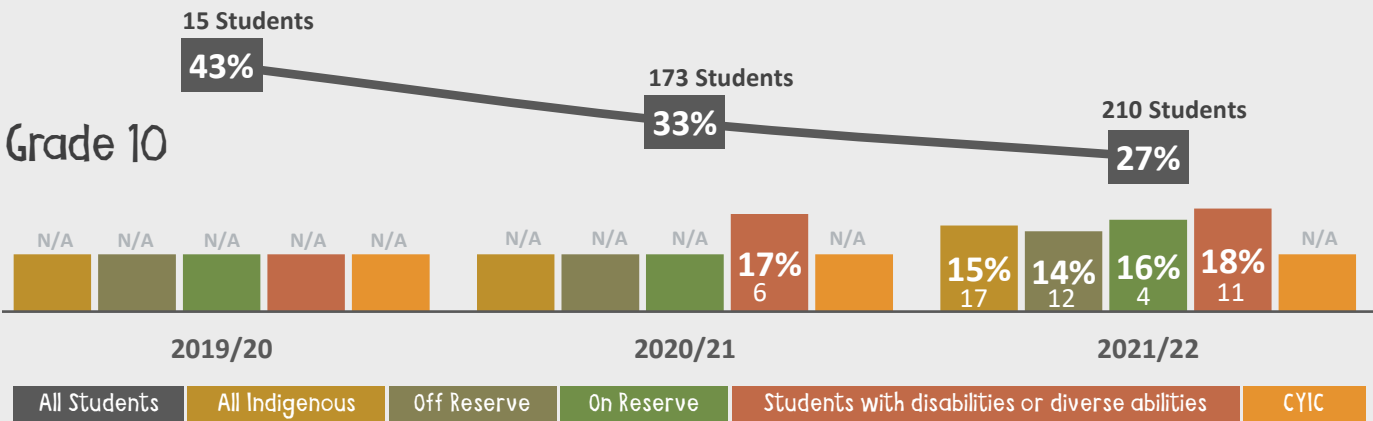


Analysis and Interventions

- Participation rates on the Numeracy portion of the FSA are low.
- We are in the process of creating math indicators of proficiency documents that will be accompanied by resources and in-service opportunities to support the approach to teaching math in the coming years that better reflects competencies understanding reflected in the renewed BC Curriculum.
- Building a continuum of numeracy understanding that moves from the concrete to pictorial to numeric/abstract.
- Building a continuum of numeracy understanding through play based approach and using hands on manipulatives.
- Ongoing professional learning, ensure numeracy is taught across the curriculum rather than only during math instruction.



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](#).



Analysis, adjustments and adaptations

- The grade 10 numeracy assessment is new so we need to continue to analyze this data alongside other local data from Numeracy 7 and 8 assessments.
- From local assessment data, focus on core numeracy strategies in Math 8 and Math 9 courses to ensure foundational numeracy skills are learned

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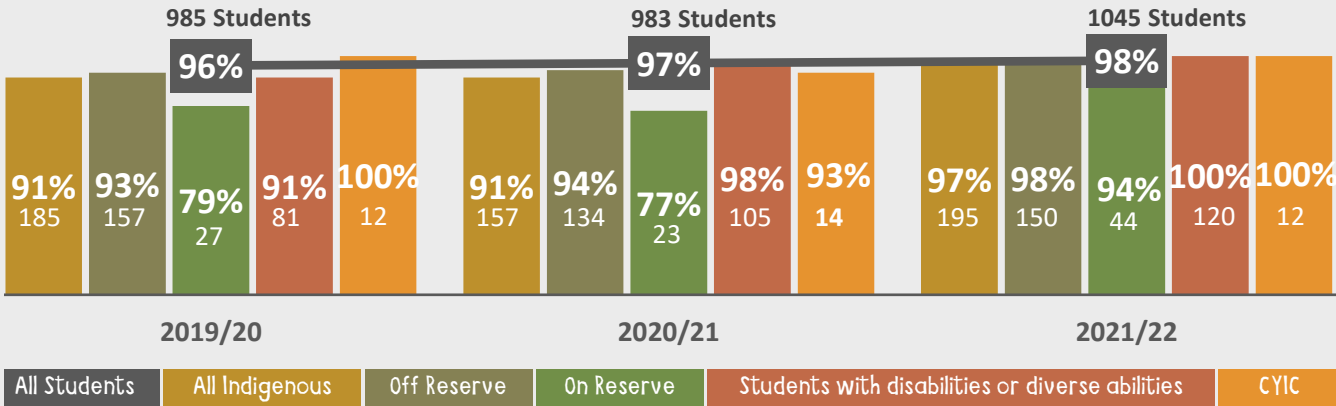
- We are continuing to explore ways to teach numeracy across the curriculum and increase student engagement in these provincial assessments.
 - Provide professional learning opportunities for teachers to teach numeracy across the curriculum
- Curriculum mapping/prioritization of the numeracy skills:
 - To ensure a mastery of the core numeracy essentials
 - To ensure consistency across the district
- Support successful elementary to secondary transition.
 - Building Grade 7 (elementary) and Grade 8 (secondary) collaborative networks
 - To ensure consistency across a family of schools



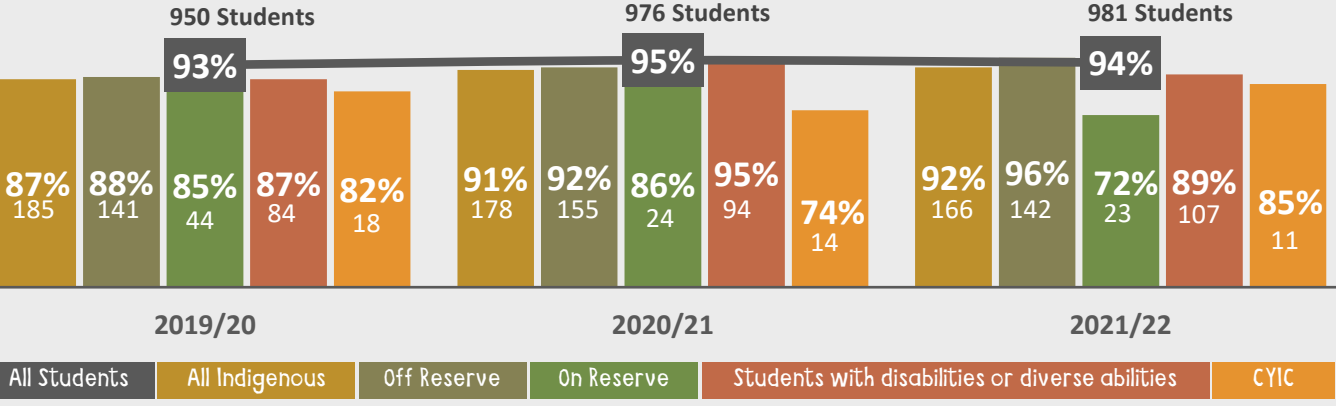
Measure 2.3

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

Grade 10 to Grade 11 Transition



Grade 11 to Grade 12 Transition



Analysis, adjustments and adaptations

- Grade to grade transition rate is lowest for grade 11 to grade 12, indicating that some students are not earning enough credits during grade 10 and 11 to move to grade 12 with the possibility of completing graduation requirements in their first year of eligibility.
 - Focus at grade 8 and 9 on strategies to ensure “graduation readiness”
 - Emphasis on key literacy foundational skills
 - Emphasis on key numeracy foundational skills
 - Emphasis on school connectedness
 - Establish structures in each secondary schools that remove common barriers to earning credits in grade 10, including bridging opportunities from semester to semester to allow students extended time to complete courses
 - Summer Outreach opportunities for students to continue studies beyond end of school year and earn credits
- Deepen understanding of and change in approach to greater personalization of the pathway to graduation. Emphasis on ensuring each students earn a full 32 credits during their first year in the graduation program.
- Our most vulnerable populations were disproportionally impacted by the pandemic, therefore, we have dedicated a significant proportion of our resources to these learners: outreach blocks, learning alternatives, summer outreach, food programs, dedicated Child, Youth, Family Support Worker hours.
- To support our Indigenous learners:
 - Next year, an Indigenous Trades Sampler will provide an opportunity for students to engage in a program during grade 12 that may lead to further career training or work experience
 - In partnership with Snuneymuxw First Nation, an on-reserve Learning Academy is being created to allow students to continue to earn credits when they are not able to attend school regularly
 - Introduction of an Indigenous-focused Outreach Coordinator position to build program supports that address gaps in learning



B. Human and Social Development

Social and emotional wellbeing are fundamental to learning. When students feel welcome, safe and connected to the adults in their school as well as feel a sense of belonging they will be successful in educational pursuits.

Educational Outcome 3

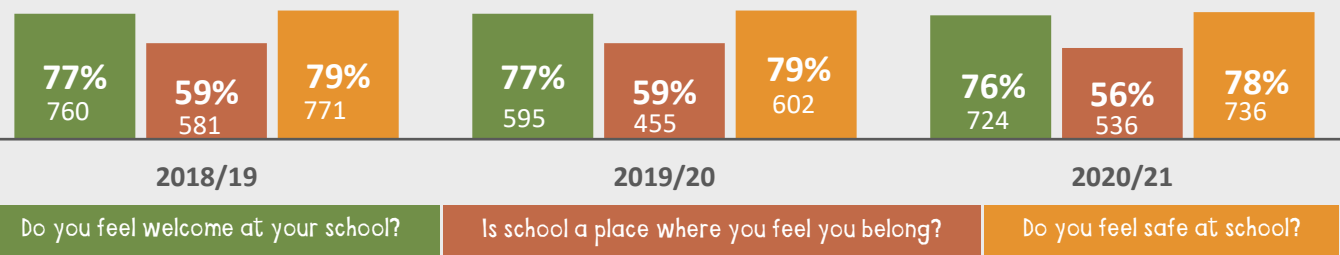
Students will feel welcome, safe and connected to their school.



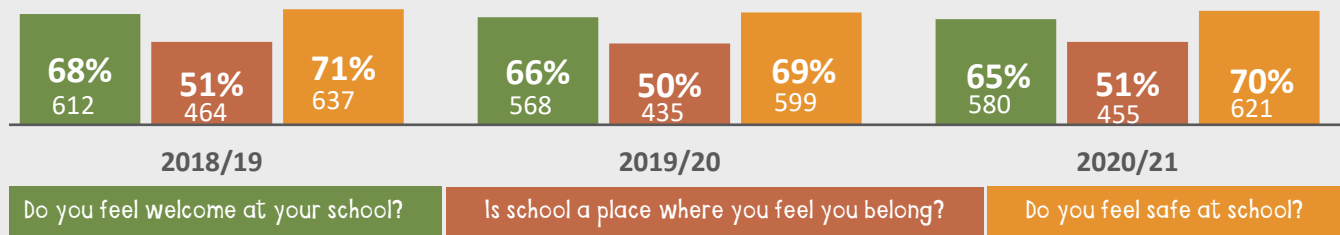
Measure 3.1

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

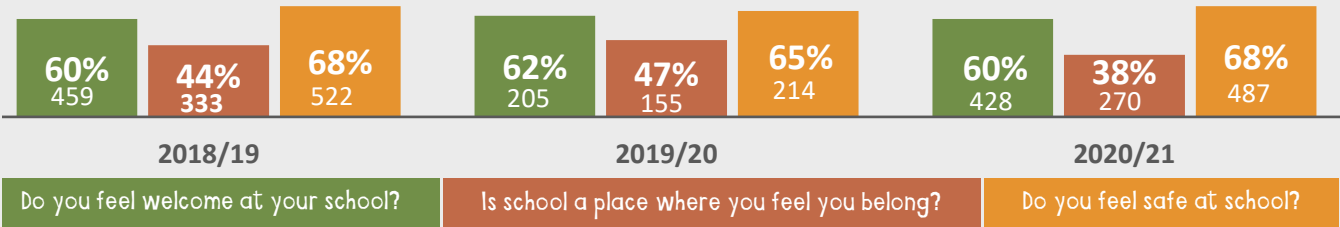
Grade 4



Grade 7



Grade 10



Analysis, adjustments and adaptations

- Students’ sense of belonging and safety at school are similar to provincial averages for each grade level.
- Schools will continue to enhance the work of their [social/emotional learning](#) to increase a sense of belonging and safety for students.

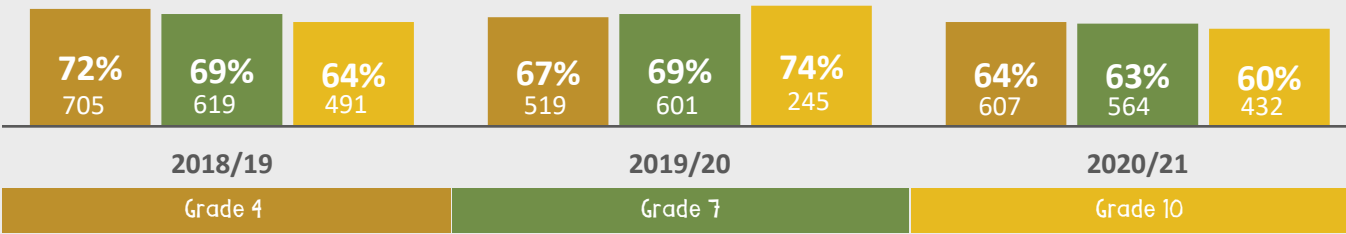
- Ensure teachers are greeting students, positively, when entering the classroom
- Intentional /visible representation of Indigenous language and culture in every school
- The district placed a new and impactful emphasis on justice, equity, diversity, and inclusion in order to make intentional choices to create a continuum of opportunities that lead to *Success for All*.
- Monthly PVP meetings to build capacity among school leaders to create more welcome and supportive school communities



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.

How many adults do you think care about you at your school?



Analysis, adjustments and adaptations

- Schools’ social, emotional and academic learning teams are intentionally focused on developing strategies to increase the connections between adults and students.
- We continue to make efforts to strengthen relationships with parents and caregivers in a post pandemic world.
- Create structures to identify students who do not feel they have 2 or more adults who support them, and strategies to ensure stronger relationships are built for each student.
 - Formal pairings of students with a staff member to ensure regular positive interactions and oversight
 - School clubs/extracurricular activities intentionally designed to strengthened relationships between adults and students

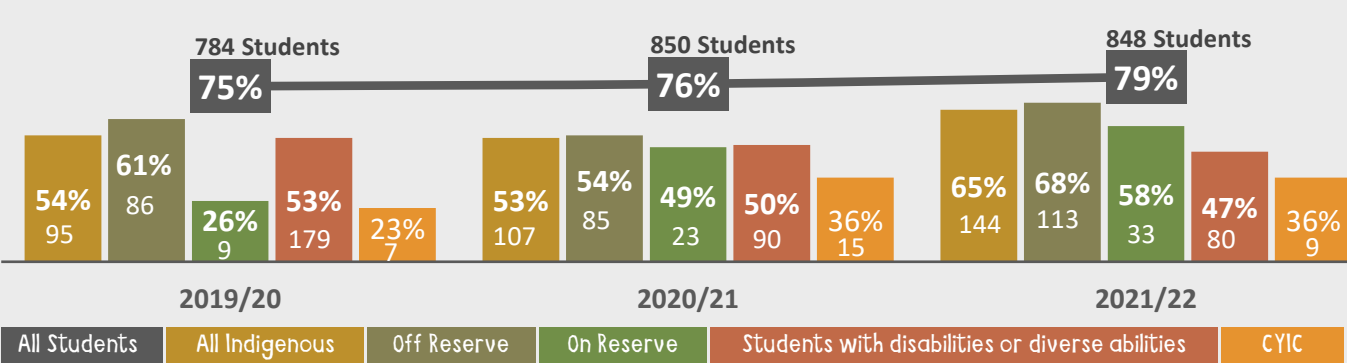


C. Career Development

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.



Analysis, adjustments and adaptations

- While slightly below the provincial average, our completion rates are improving and we have narrowed the gap between the province and the district from 10% to 6% over the last five years.
- All district efforts, K-12, are focused on all students achieving a BC Certificate of Graduation/Completion and can be examined in the [2021/2022 District Review Story](#).
 - Implementation of English First Peoples 10 for all students
 - Create Indigenous-focused BAA courses to provide additional options for students to pursue courses that they are interested in
 - Continue to expand outdoor education opportunities through professional development and certification for teachers
 - Goal of having 100% of grade 10 students earn a full 32 credits during their first year in the graduation program. This will ensure more students enter grade 11 and 12 on a solid pathway to graduation.
 - Focus on successful key transitions: Pre-K Program, Welcome to Kindergarten, Grade 3 to Grade 4 reading, Grade 7 to Grade 8, Grade 9 to Graduation Program.
 - Continue to work with focus schools and the early years reading intervention.

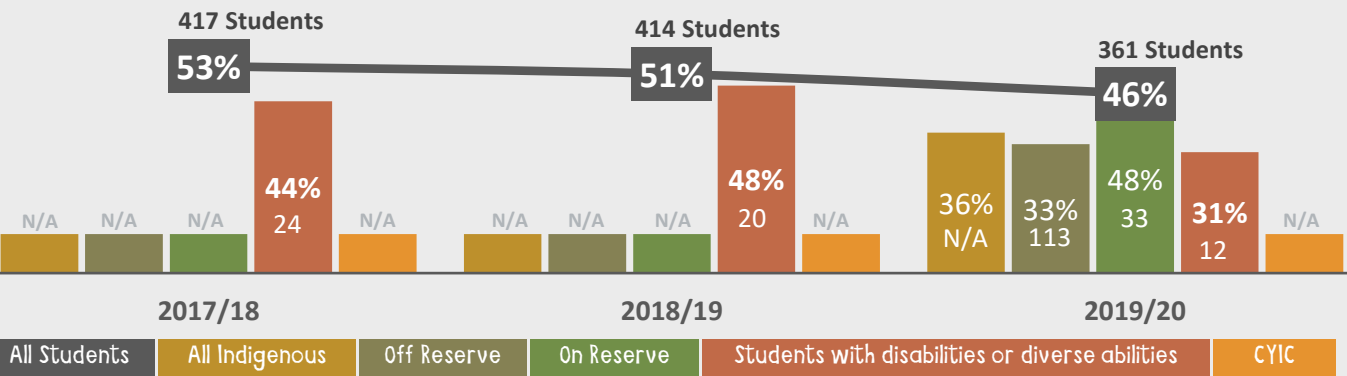
Educational Outcome 5

Students will have the core competencies to achieve their career and life goals.

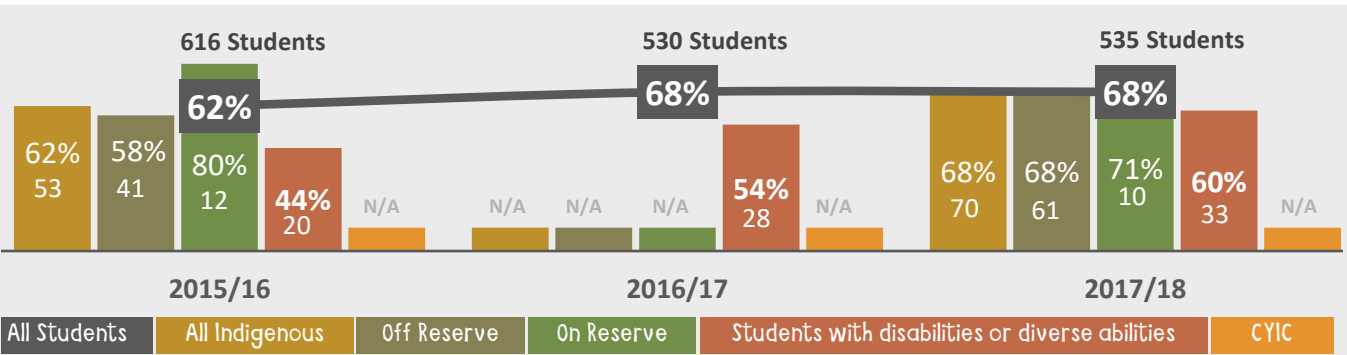


Measure 5.1
Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.

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.



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.



Analysis, adjustments and adaptations

- Transition rates are on par with provincial averages for cohorts who have transitioned to BC public post-secondary programs in the three years following graduation.
- Transition rates for Indigenous students who transitioned within 3 years of graduation are higher than the provincial average.
- Three-year transition rates for students with disabilities or diverse abilities is improving over the past 5 years and is now above the provincial average.
- Continue to work with local post-secondary institutions to develop additional dual-credit opportunities for students.
- Continue to work collaboratively with post-secondary institutions at post-secondary education fairs, symposiums and post-secondary summer camps.