

Enhancing Student Learning Report



NANAIMO LADYSMITH
PUBLIC SCHOOLS

Nanaimo Ladysmith Public Schools
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September 2023



APPROVED BY THE BOARD OF EDUCATION
ON SEPTEMBER 27, 2023



Context

What is the Enhancing Student Learning Report?

[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.

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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.




Introduction: District Context

Nanaimo Ladysmith Public Schools (NLPS) is the second largest School District on Vancouver Island and resides within the traditional territories of the Snuneymuxw, Snaw-Naw-As and Stz'uminus First Nations. In addition, NLPS is a proud community partner with the Tillicum Lelum Aboriginal Friendship Centre and the Mid Island Métis Nation.

NLPS has approximately 15,356 students, with approximately 2,511 students identifying as Indigenous and 1,320 students with diverse needs. NLPS offers a full range of programs from kindergarten to grade 12 with additional programs for pre-school and adult learners. There are: twenty-eight elementary schools, one of which is located on reserve and is co-governed with Snuneymuxw First Nation; eight secondary schools (including Learning Alternatives and Career Technical Centre); one distributed learning school – Island ConnectEd (K12); an International Student Education program; and approximately 2,200 employees.

NLPS encompasses the City of Nanaimo, the Towns of Ladysmith and Lantzville, Gabriola Island, North Oyster, Cedar and many other communities which represent a population of 170,367 (2021 Census). Our communities have a higher unemployment rate, higher percentage of lone parent families and a lower median income in relation to other School Districts in the Province, and these factors are important to consider when examining the District's results.

NLPS's amended annual consolidated budget for 2022/2023 was \$194 million.

Definitions

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. Administration takes place in November, each year and categorizes 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.

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.



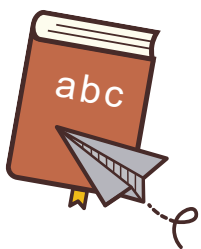
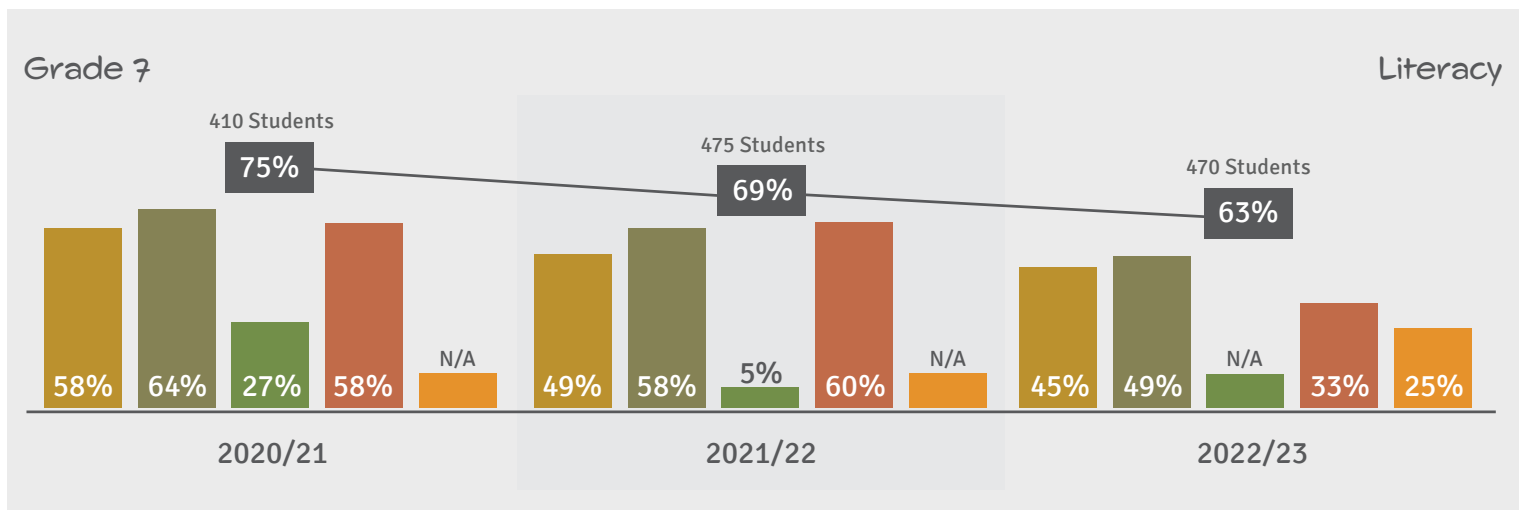
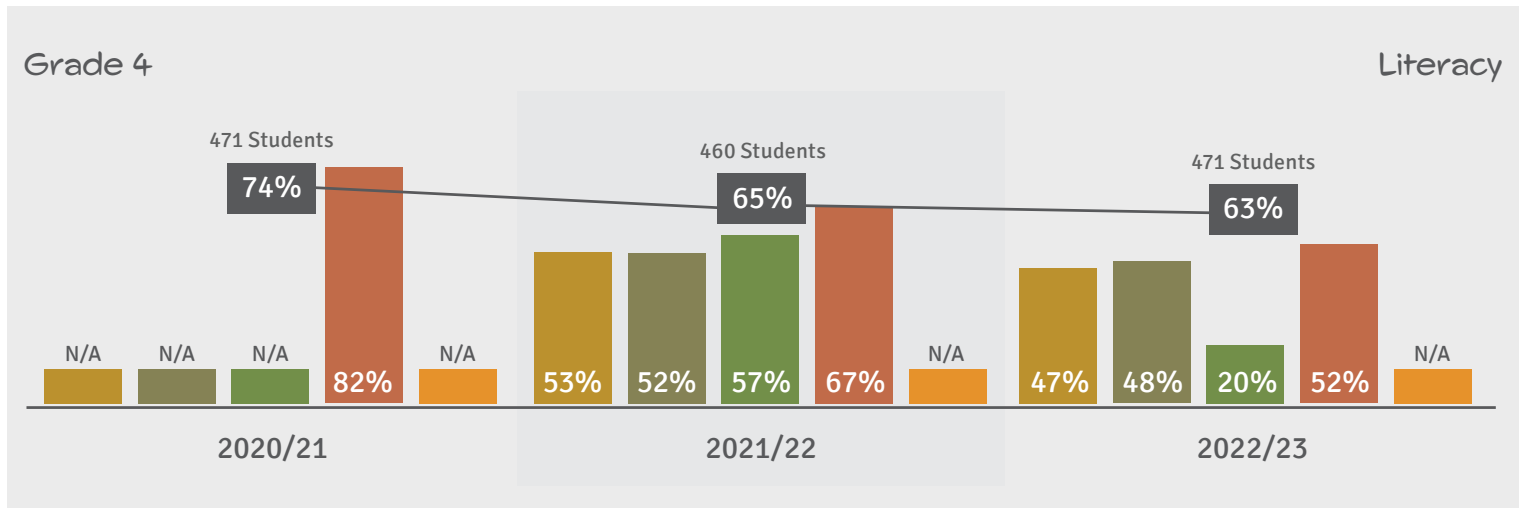
2022-23 Student Learning Outcomes

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

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.



All Students	All Indigenous	On Reserve
Students with disabilities or diverse abilities	Off Reserve	CYIC

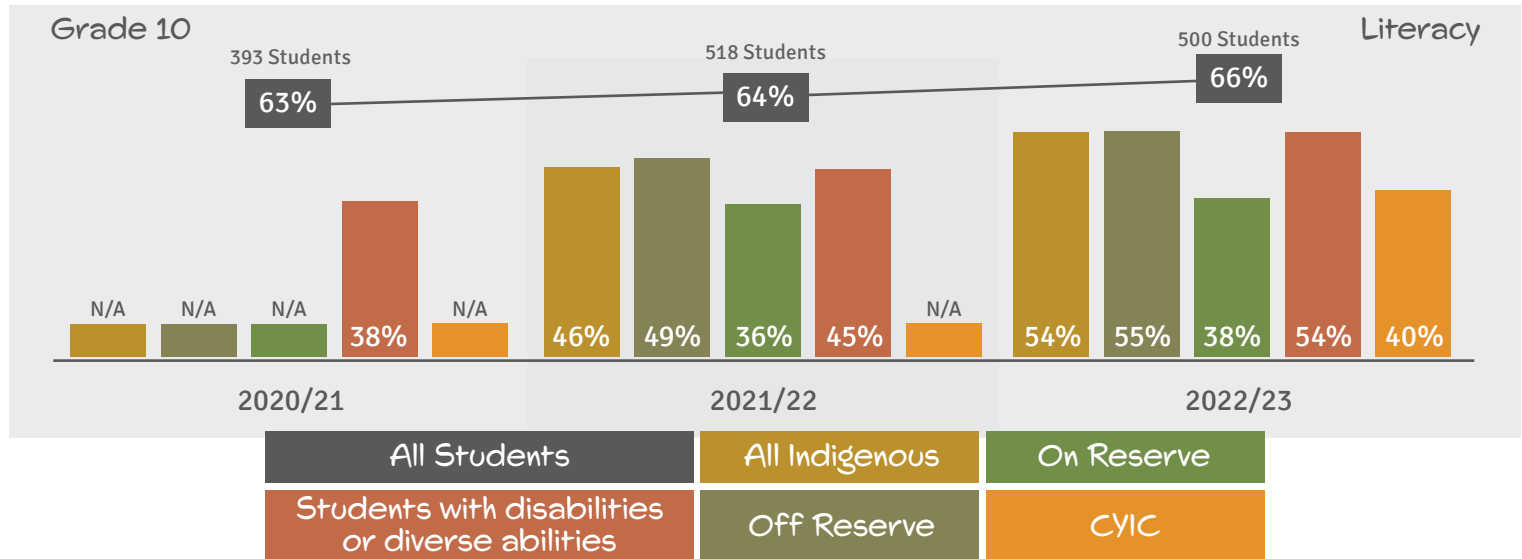


Educational Outcome 1: Literacy

Measure 1.2: Grade 10 Literacy Expectations

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](#).

Note: The measure is based on the first write of grade 10 students.



Analysis and Interpretation: What Does this Mean?

As per the changes to the assessment tool, we are only able to compare the 2021-22 results to the 2022-23 results to start to see trends and areas for support. FSA participation rates have increased this past year, meaning more students completed the assessment. However, the participation rates continue to be too low to make reliable conclusions. We will continue to use district formative assessments to guide instruction and support literacy practices. The NLPS Primary Assessment of Reading Screener (PARS) for kindergarten to grade 3 and the newly developed NLPS Intermediate Assessment of Reading Screener (IARS) for grade 4-7 are being used in every school, and district literacy coordinators are supporting teachers with changing practice.

There is a gap in achievement between provincial and district data; in addition, Indigenous learners and students with disabilities or diverse abilities are not achieving at the same levels as compared to other students. Over the course of the school year:

- We implemented tiered systems of supports with an explicit focus on our most vulnerable schools
- We continued to support the use of school data to guide literacy programming and practices within a school
- We continued to develop a shared literacy approach which includes supporting the NLPS foundational skills of reading in a more systematic manner
- We were aware that our students with diverse needs and high absenteeism required different support than some other learners and provided intensive outreach intervention, particularly to Indigenous students living on reserve.

We have seen a modest improvement in the grade 10 literacy graduation assessment results; however, the gap between all students, Indigenous students and students with diverse learning needs continues to exist. To improve the results and address the gaps, we will:

- Continue to use district-based formative assessments to guide practice
- Support the use of school data to guide literacy programming and practices within a school
- Develop and implement shared reading strategies in all curricular areas
- Continue to decolonize classroom practice and assessment, and support holistic approaches to teaching and learning. This includes the expansion of First Peoples' English courses.
- Continue to use the locally developed tracking system specific for Indigenous students to keep them on a path to graduation.

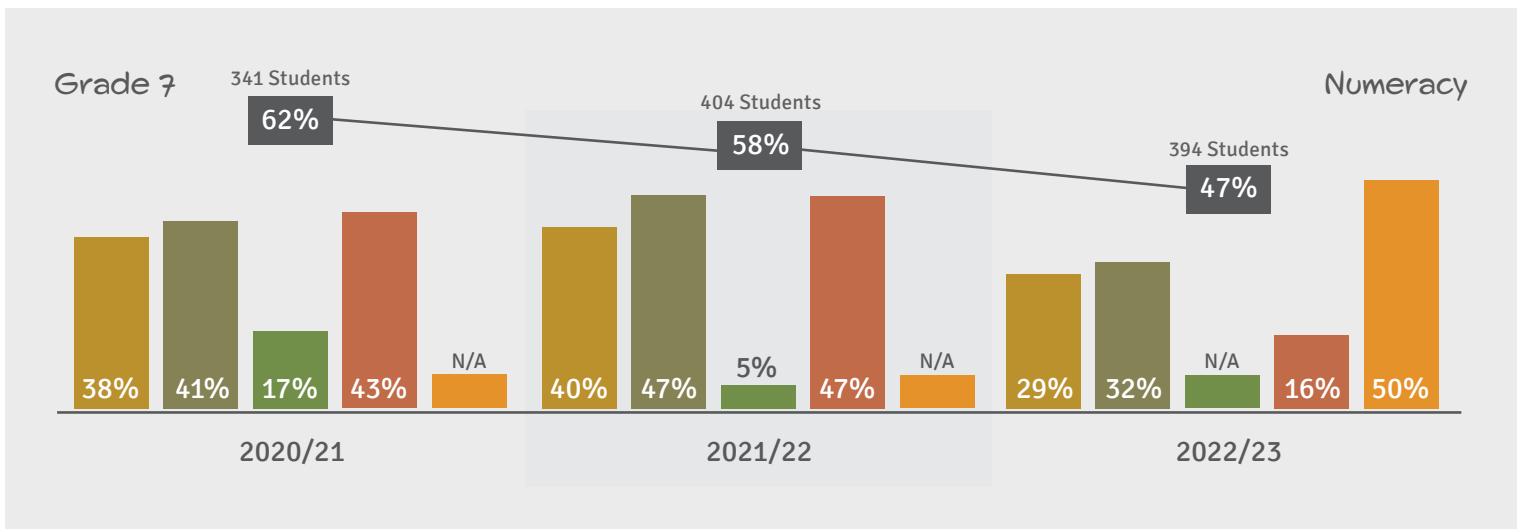
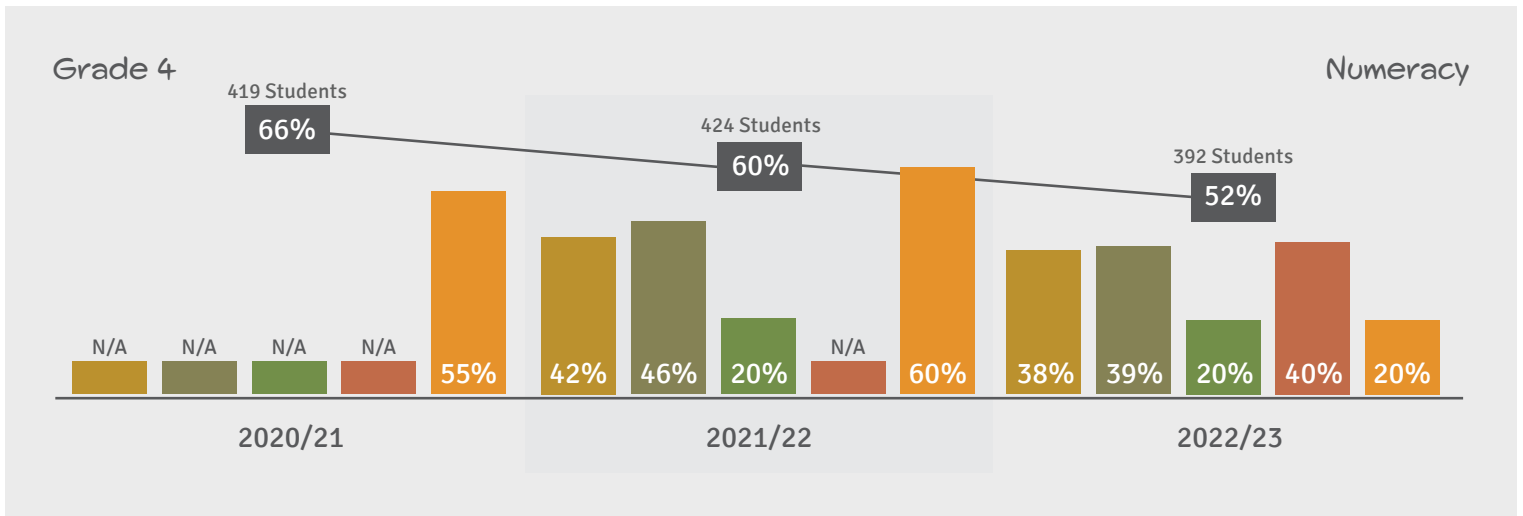
2022-23 Student Learning Outcomes

INTELLECTUAL DEVELOPMENT

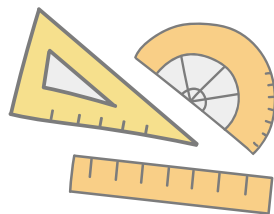
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

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.



All Students	All Indigenous	On Reserve
Students with disabilities or diverse abilities	Off Reserve	CYIC

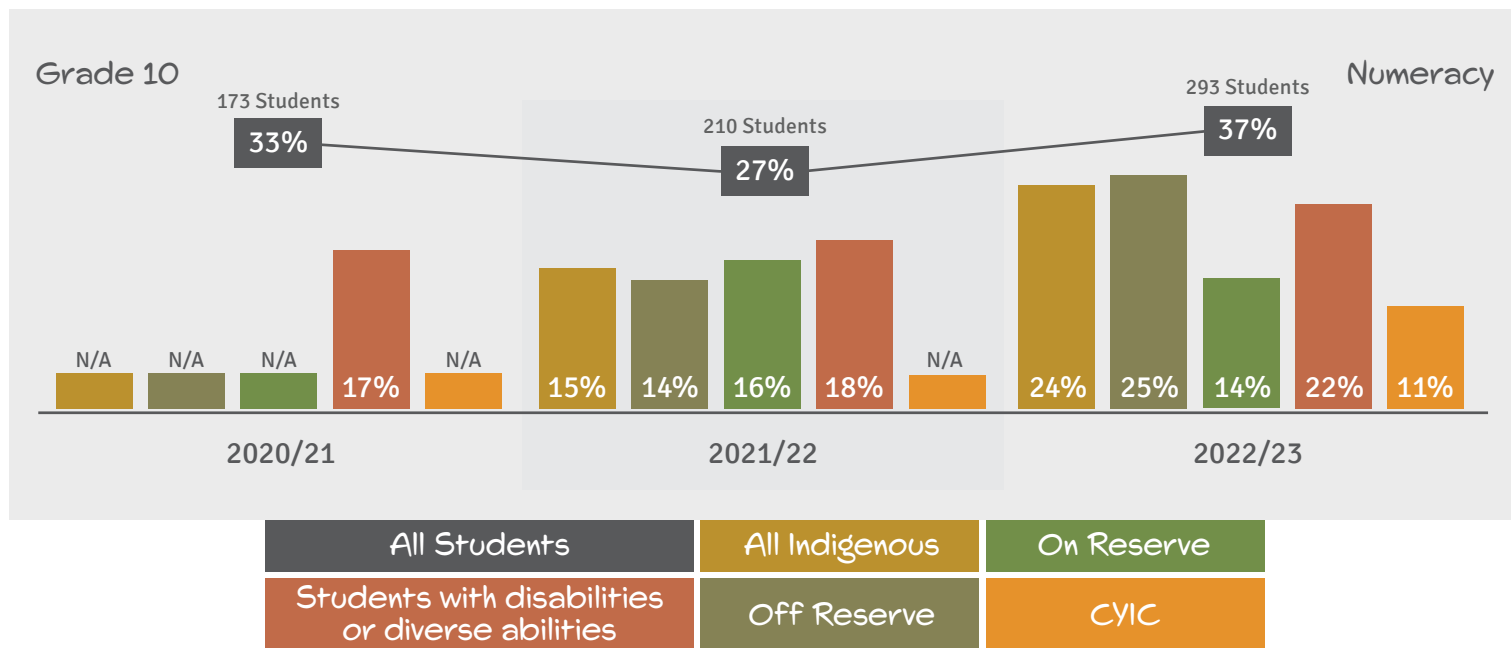


Educational Outcome 2: Numeracy

Measure 2.2: Grade 10 Numeracy Expectations

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](#).

Note: The measure is based on the first-time Grade 10 students who wrote the assessment.



Analysis and Interpretation: What Does this Mean?

The participation results of the FSA numeracy portion continue to be too low to make reliable conclusions. The results also indicate an achievement gap between all students, Indigenous learners, and learners with diverse abilities. To address this gap, we will:

- Support teachers with the use of the Math Indicators of Proficiency materials which provides resources and strategies to better reflect the competencies in the redesigned BC Curriculum
- Provide in-service numeracy professional learning to teachers that addresses the changes in the math curriculum, focusing on culturally responsive and hands on practices
- Build a continuum of numeracy understanding that includes implementing tier 1 supports

Specific to the Grade 10 assessment, numeracy is an area that continues to need district support to increase engagement and student achievement. The number

of students completing the Grade 10 assessment has increased significantly which will help provide more reliable data that can be used to plan in-service and professional learning for teachers. There is a gap between all students, Indigenous learners and learners with diverse abilities. To address the gap, we will:

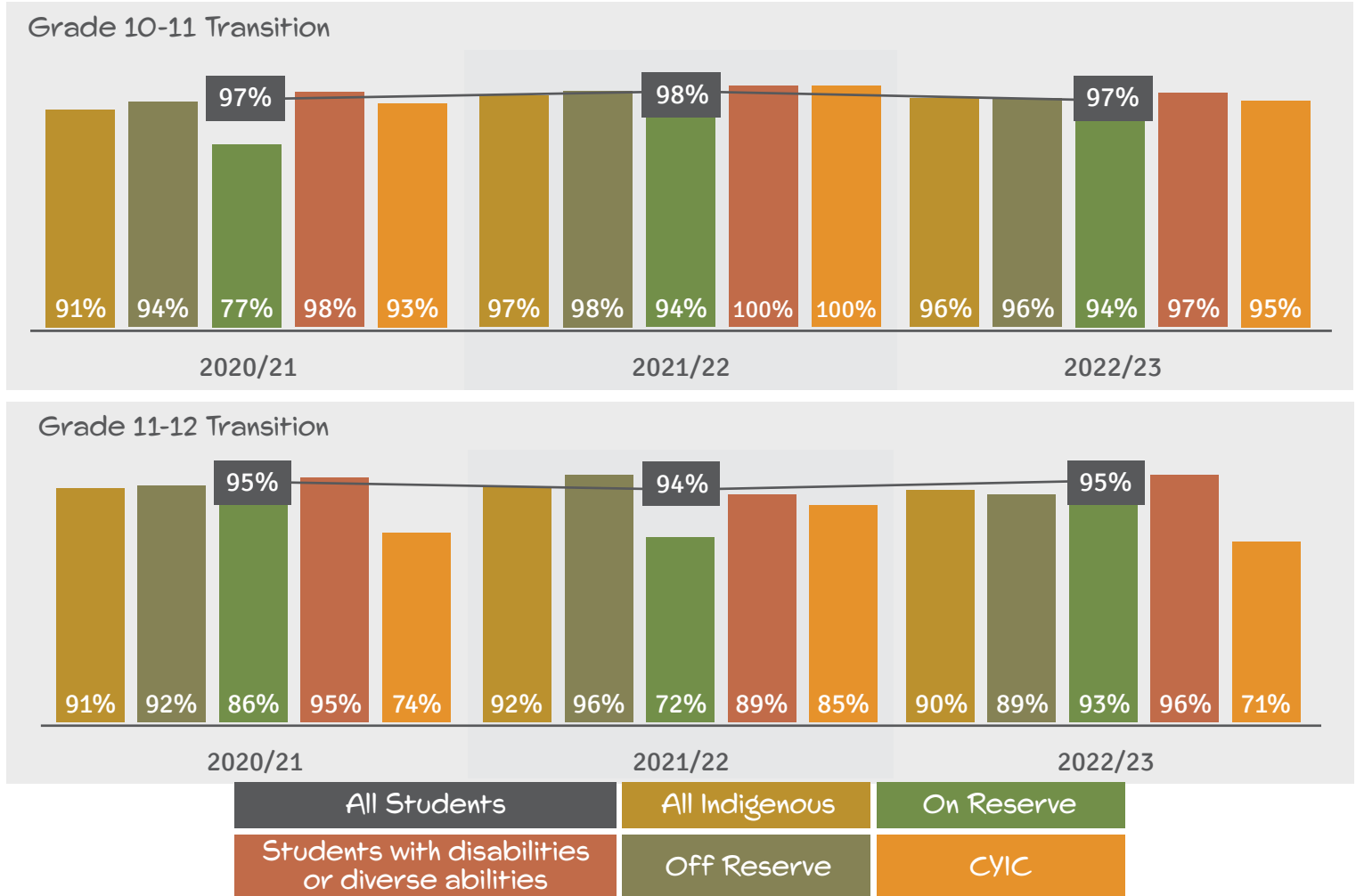
- Support the successful transition of students from elementary to secondary through collaborative networks and families of schools
- Implement the newly developed grade 7/8 formative assessment to gather data that can be used to guide practice
- Continue to focus on core numeracy strategies in Math 8 and Math 9 courses to ensure foundational numeracy skills are learned
- Provide professional learning opportunities for teachers to teach numeracy across the curriculum, focusing on culturally responsive practices and assessment

Educational Outcome 2: Numeracy

Measure 2.3: Grade-to-Grade Transitions

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.



Analysis and Interpretation: What Does this Mean?

We are encouraged by the consistent improvement in our results over the past two years, although we did observe a slight decline in the performance of the most recent cohort of Children and Youth in Care. This decline will require careful monitoring in the upcoming year.

Recognizing that student success and progress toward graduation hinge on their ability to enter the next grade level equipped with a strong skill set, we have implemented the following measures:

- Emphasizing proactive strategies for students in lower grades to facilitate smooth transitions from elementary to secondary
- Establishing an Inclusion Outreach Team to enhance capacity building and provide transition support for staff working with children in care and students with diverse needs and disabilities
- Encouraging school teams to review internal processes and identify opportunities for improvement. Additionally, we are intensifying our efforts within Families of Schools to aid school teams in collaborating with families across all grade levels
- Implementing a comprehensive tracking system for Indigenous students, spanning from Kindergarten through Grade 12. We offer interventions and support as needed
- Making a concerted effort to assess the needs and learning profiles of students transitioning into secondary settings, particularly those with additional needs



2022-23 Student Learning Outcomes
HUMAN & SOCIAL DEVELOPMENT

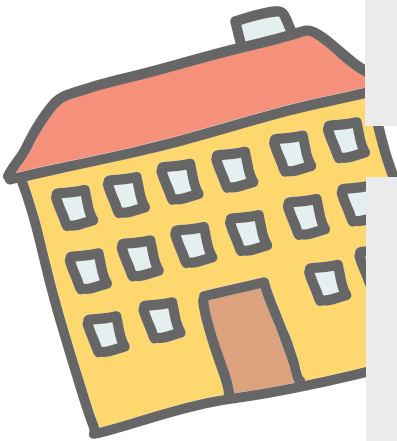
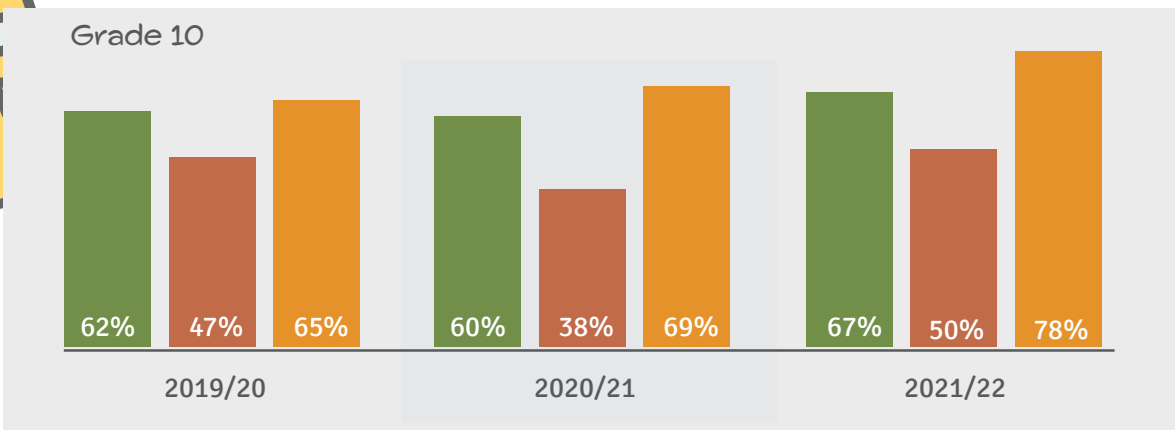
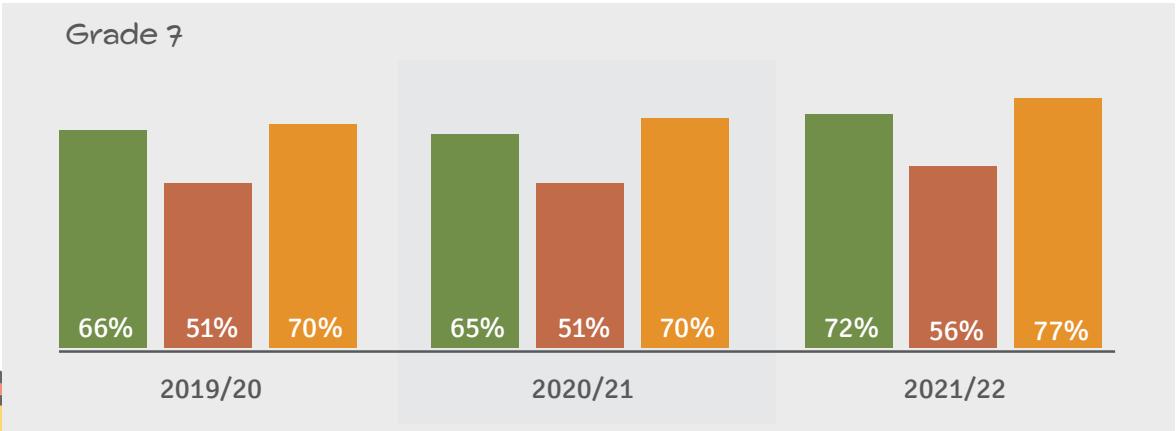
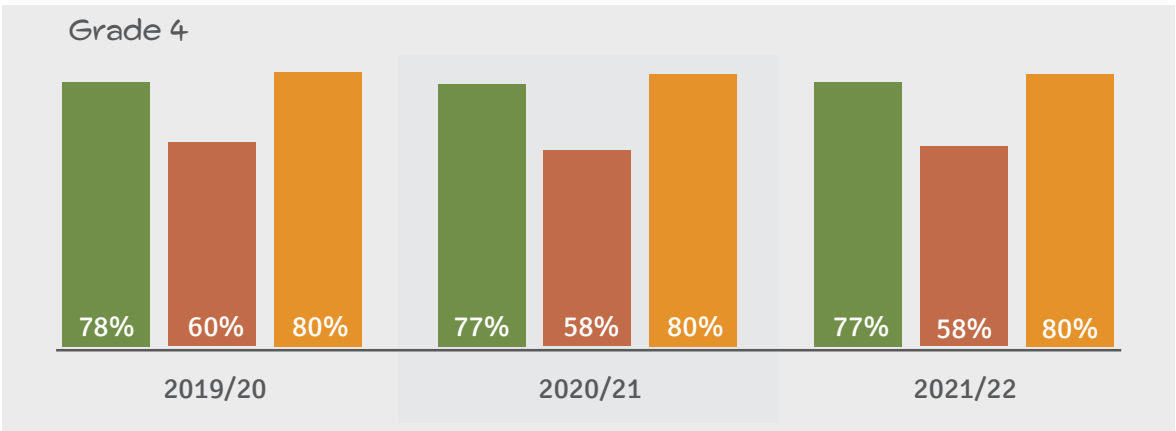
Educational Outcome 3: Students feel Welcome, Safe, and Connected

Measure 3.1: Student Sense of Belonging

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

Note: Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey.

- Do you feel welcome at your school?
- Is school a place where you feel you belong?
- Do you feel safe at school?



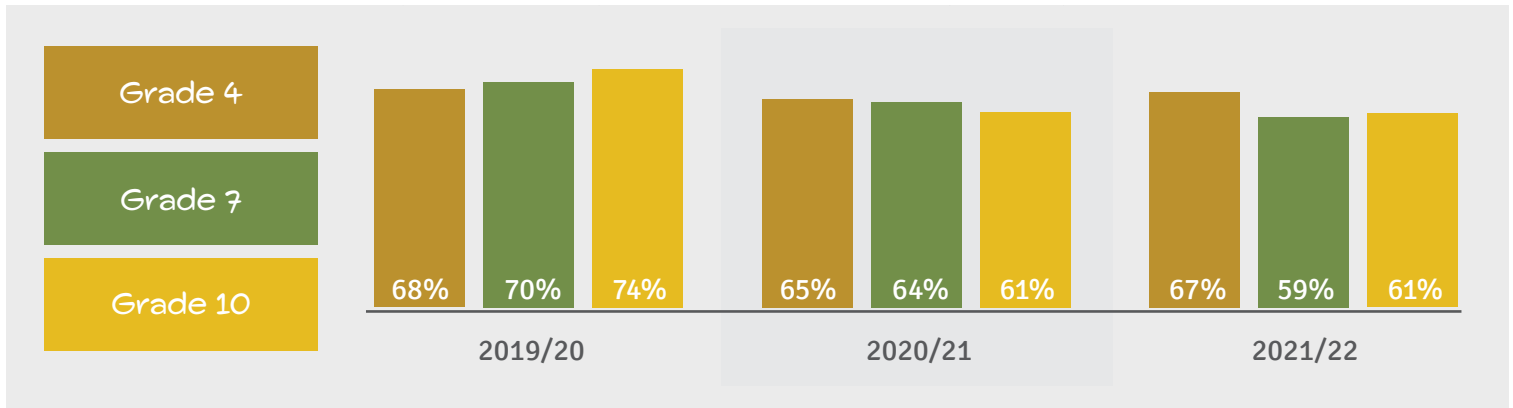
Educational Outcome 3: Students Feel Welcome, Safe, and Connected

Measure 3.2: Two or More Adults who Care About Them

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?'

Do you feel 2 or more adults care about you at your school?



Analysis and Interpretation: What Does this Mean?

Though our Grade 4 data shows a consistent result over the past three years it is still lower than what we would hope to see. Of greater concern is the decline in the response from our Grade 7 and Grade 10 students.

This year, we built upon the previous work regarding Compassionate Learning Systems to enhance supports related to mental health and well-being for both students and staff. We continue to rebuild connections and relationships interrupted by the Covid 19 Pandemic. To support this, we will continue our focus on Justice, Equity, Diversity, and Inclusion (JEDI). Initiatives supporting this work include:

- Enlisting the support from the Mental Health Coordinator to facilitate capacity building for elementary counsellors
- Building capacity around the implementation of the Open Parachute resources. These are mental health resources designed for both classroom use and intervention, across the grade levels
- Refining and enhancing the work being done for Children and Youth in Care; including collaboration across Ministries, data tracking and a newly enhanced mentorship initiative
- Continuing to provide intervention and support for students with significant social-emotional and self-regulation needs through the Inclusion Outreach Program
- Implementing the Integrated Child and Youth Teams; a new initiative which will bring together staff from the school district, Ministry of Children and Families, Ministry of Mental Health and Addictions, and Island Health
- Supporting secondary schools with the implementation of Transformative Reconciliation as this has an explicit connection to students' feelings of belonging
- Growing the district's capacity as a Sexual Orientation and Gender Identity (SOGI) Inclusive district, including the creation of a SOGI lead team
- Continuing to provide opportunities to surface student voice, including the creation of a district student advisory council



2022-23 Student Learning Outcomes

CAREER DEVELOPMENT



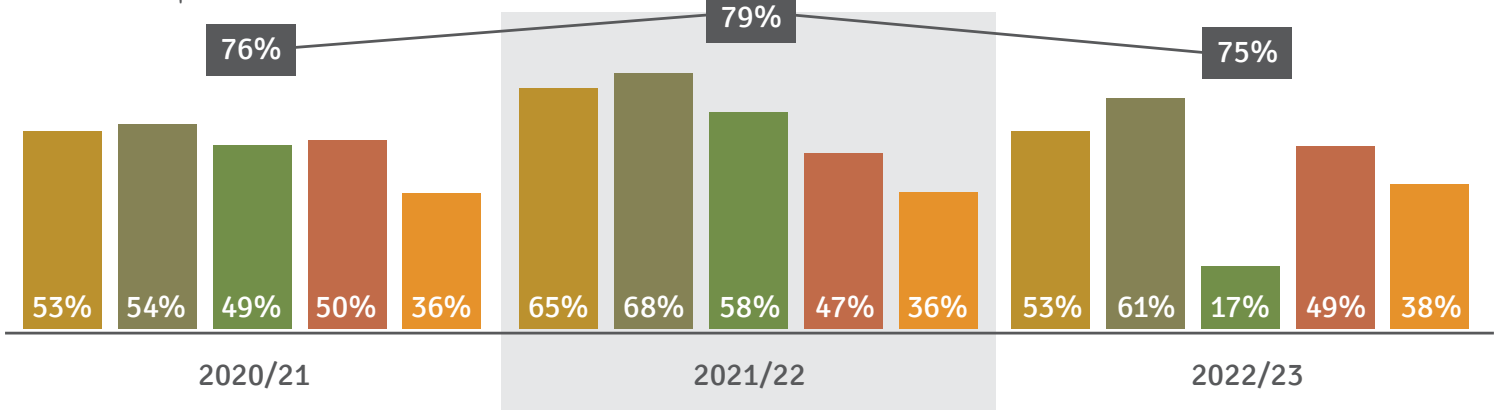
Educational Outcome 4: Students will Graduate

Measure 4.1: Achieved Dogwood Within 5 Years

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

Note: Based on a sub-model of the six-year completion rate process for resident students in BC public schools; therefore, 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).

5 Year Completion Rate



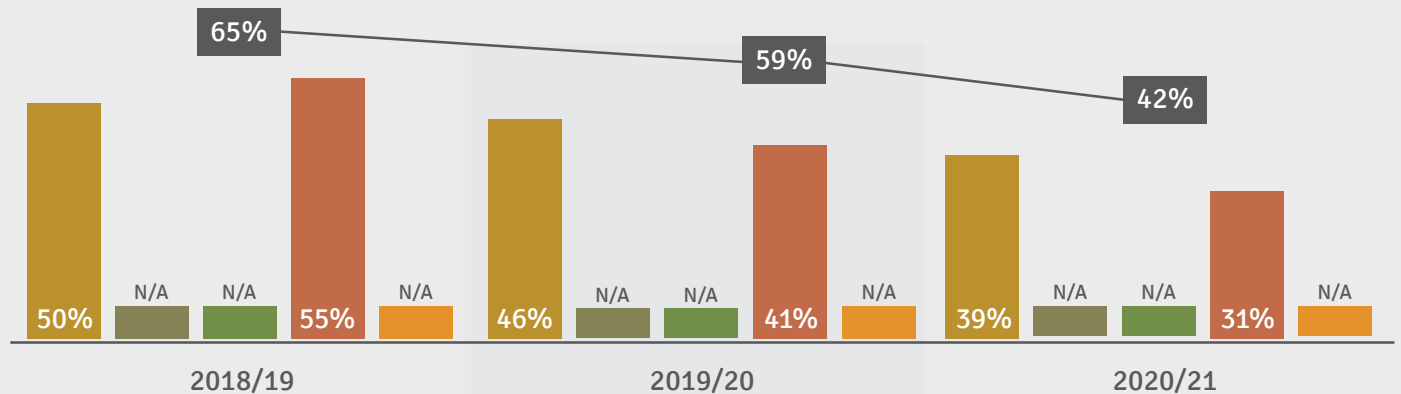
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Transitioning to Post-Secondary

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

Note: 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.

Transitioning to Post-Secondary in the year following graduation



All Students	All Indigenous	On Reserve
Students with disabilities or diverse abilities	Off Reserve	CYIC



Analysis and Interpretation: What Does this Mean?

Our overall graduation rates are slightly lower than previous years. This was to be expected as the impacts of the COVID pandemic continue to affect students and families. Of particular concern is the graduation rate of our Indigenous students living On-Reserve.

Transition rates to post-secondary are also down from previous years. This is consistent with lower post-secondary registration across the province and increased work opportunities for graduates. We continue to offer Career and Technical training programs for students to transition to post-secondary while still enrolled in our district, as well as encouraging students to apply directly to post-secondary upon graduation. We will continue to explore new programming opportunities to engage student populations that traditionally have not pursued post-secondary education.

This year we continued to monitor the progress of each Indigenous student and youth in care. Our focus on JEDI helped ensure that we focus our energy on meeting the needs of each learner as they work toward graduation. Each

school has a plan of action to support students who did not successfully meet the 5-year graduation program to help them be successful to meet graduation requirements in year six. We will continue to support learners through the following initiatives:

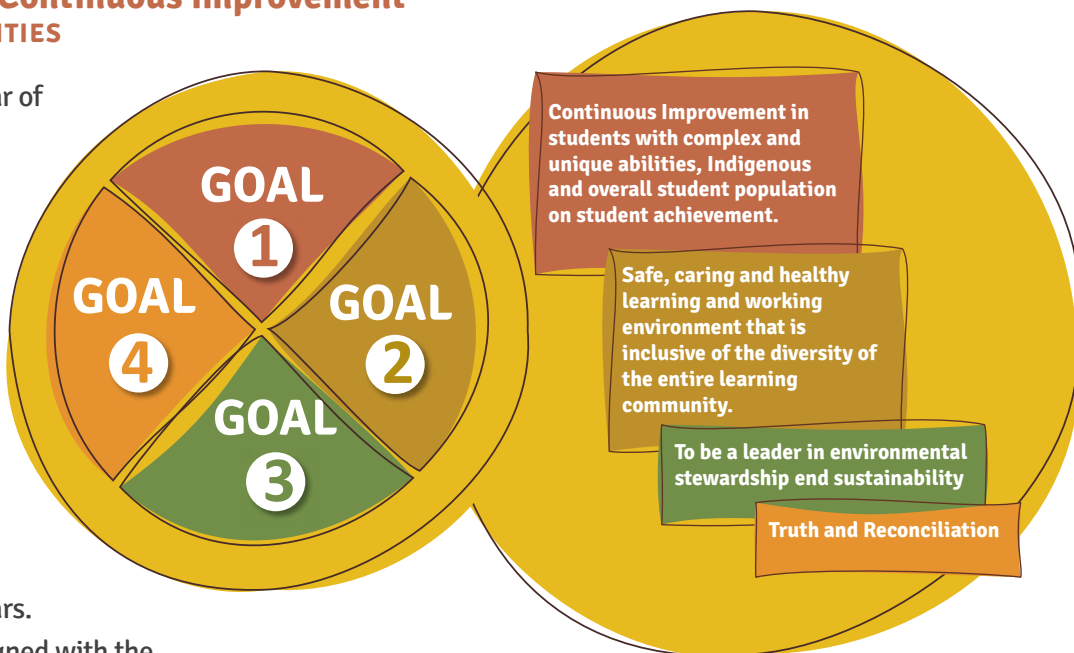
- Implementation of English First Peoples (EFP) 12 to meet the Indigenous-Focused Graduation requirement
- Work with secondary school leaders on Transformational Reconciliation
- Continue to monitor and support Children and Youth in Care
- Work with school leaders on JEDI initiatives to better meet the needs of our learners
- Continue Student Voice sessions to ensure student voice and agency in educational programming and supports

Moving Forward

Planning and Adjusting for Continuous Improvement CURRENT STRATEGIC PLAN PRIORITIES

NLPS has just completed the final year of a four-year [Strategic Plan](#) that was approved by the Board of Education in September 2019. The Strategic Plan was the result of a year of consultation with our educational partners and the NLPS community. The use of face-to-face meetings, committee meetings, web-based tools to elicit feedback and direct conversations with Indigenous educational representatives provided our guidance for the previous four years.

The resulting NLPS Strategic Plan aligned 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 identified four broad goals for the district:



The [Strategic Plan](#) and the accompanying Operational Plan was reviewed by the newly elected NLPS Board of Education in early spring 2023 with the intent to develop a new Strategic Plan in the fall of 2023. The Operational Plan with updates is embedded in the [District Review Story](#).

Celebrating Successes for 2022/2023

Many of our success have been included in the analysis provided. However, we wish to emphasize certain successes that we believe continue to exert a significant influence on our ongoing efforts in the realm of continuous improvement.

- The Numeracy Learning Series with Carole Fullerton saw every school participating in a minimum of three learning sessions over the year, dedicated to enhancing Tier 1 practices
- Three collaborative learning opportunities were established to support teachers with EFP 10 and 12, involving every secondary school
- Mentorship and support were extended for the implementation of the early learning framework in primary classes, encompassing every kindergarten classroom
- Both the Secondary and Elementary District Assessment Groups, which comprise principals, vice-principals, classroom teachers, and district support teachers, actively engaged with the new k-12 reporting policy
- After-school professional learning sessions covered a range of topics, including numeracy, literacy, inquiry, outdoor education, Indigenous understandings, EFP, social justice, and sexual health
- Our SOGI initiatives were strategically focused on fostering collaboration among principals, teachers, and students in the implementation of SOGI-inclusive strategies
- We revitalized our Violence Threat Risk Assessment (VTRA) Level 1 training and associated protocols
- The Children in Care mentorship initiative was reignited after the pandemic
- A universal emphasis was placed on JEDI, with the enlistment of an external consultant to conduct an Equity Scan
- Ongoing opportunities for Student Voice were facilitated through four student panels, each centered around themes such as JEDI, budget, belonging, and strategies to enhance equity within our system
- Dinner meetings were organized for counselors and EFP teachers, providing an opportunity to gain a deeper understanding of the Syeyutsus Policy Framework through interactions with our Syeyutsus Knowledge Keepers
- A day-long session was arranged for our Human Resources team at Wildwood Eco Forest, during which they collaborated with the Syeyutsus Knowledge Keepers to integrate Indigenous knowledge into HR processes
- In September 2023, the district finalized its 3-year Accessibility Plan, outlining the identification of system requirements, priorities, and strategies aimed at improving equity of access to both our programs and facilities. Complying with this plan will significantly enhance outcomes for all students.

Strategic Engagement

Our Strategic Plan was formulated through a comprehensive process that encompassed an environmental scan and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. This involved extensive discussions with Trustees and Senior Staff, including multiple strategic planning workshops held from January to April 2019 engaging both the Board of Education and the Senior District Leadership team. In February 2019, an Open House was organized, bringing together representatives from the district's partner groups and community members. The purpose was to exchange ideas regarding the district's strengths and opportunities for growth. Valuable insights were garnered from the community, with a particular emphasis on parents. Their input, collected through our ThoughtExchange online engagement process, played a pivotal role in helping the Board of Education determine they key strategic goals and objectives outlined in the plan.

Throughout the duration of this plan, we have navigated the challenges posed by a global pandemic while remaining steadfast in our commitment to collaborative endeavors. We have leveraged our established committee structures to seek guidance and ensure our community remains well-informed about our progress. In addition to our internal committees with CUPE, NDTA, Education and Business, we actively sought advice from and shared updates with various stakeholders, including Leaders for Learning (representatives from Indigenous Education), the Snuneymuxw Joint Education Committee, the Syeyutsus Committee (comprising Indigenous knowledge keepers), as well as the Ladysmith and Nanaimo Chambers of Commerce. We consider our efforts to be a testament to our collaborative spirit and commitment to actively participating in broader community initiatives aimed at fostering healthy communities. Moreover, we have consistently revised our goals and objectives to align with the evolving needs of our community. For additional details regarding our committee structure, please refer to the [Board Standing Committee Assignments](#).

Adjustment and Adaptations: Next Steps

Our students and families continue to teach us about being a learning organization, one that is focused on continuous improvement. Over the course of the past four years we have seen how focusing on improved results for Indigenous students, Children and Youth in Care, and students with diverse learning needs can help us develop strategies that help all students.

Under each Analysis and Interpretation we have shared some of the adjustments and adaptations we've implemented because of the data we have monitored. Also, in our [District Review Story](#) we share more information on what strategies are having an impact on student learning, strategies such as the creation of a data dashboard, multi-tiered systems of support and creating a District Principal of Early Years and Care position.

From research, we recognize that creating an environment where students are more likely to be successful takes commitment and time but also requires us to maintain a focus. We have spent resources (financial and human) on supporting leadership opportunities, teacher and staff practices, and understanding the [Syeyutsus Policy Framework](#) through various employee lenses. By creating these opportunities, we believe our staff are in a better position to serve our students and families.

Alignment for Successful Implementation

Each year the district provides a [District Review Story](#) to our Board and families with detailed progress on each of our goal areas. It updates our operational plan, noting any adjustments, and shows the progress we have made on each strategy. It accompanies our Framework report and provides more details about our efforts to align our actions across departments. Within the District Review Story you will find embedded links to Information Sheets from committee meetings on topics such as our Children and Youth in Care Framework, strategies we've implemented to support Indigenous Learning, meeting the diverse learning needs of students and Environmental Stewardship and Sustainability. We also provide data and analysis to elaborate on what we have shared in this ESL report.

Conclusion

The Strategic Plan and accompanying actions we have taken over the past years have provided us with confidence that, when we work together and focus our energies and resources on continually improving, we can make a difference in the lives of our students and families. As we move into the Fall and the development of a new Strategic Plan, we will take what we have learned and adjust our strategies accordingly. We know that Indigenous students, students with diverse learning needs, and children and youth in care deserve our increased attention and help us to understand how we can serve all students more effectively. We will continue to monitor our strategies and their impacts to ensure that no child is left behind and that we have success for all.

