

Staff Report



September 26, 2023

To Board of Education (Public Meeting)

From Sean Nosek, Superintendent/CEO

Re Framework for Enhancing Student Learning (FESL) Report

RECOMMENDATION:

THAT the Board of Education approve the 2023 Framework for Enhancing Student Learning Report in compliance with the Ministry policy.

BACKGROUND:

The Framework for Enhancing Student Learning combines accountability with evidence-informed decision-making to support a system-wide program of continuous improvement. It formalizes the planning and reporting expectations for all school districts with a focus on improving equity of learning outcomes and enhancing the intellectual, social, and career development of all students in the K-12 public system. 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.

Under the Framework for Enhancing Student Learning Policy, the Ministry of Education and Child Care requires Boards to have a strategic plan and report publicly on student progress related to key Ministry goal areas:

- Literacy: Grades 4 and 7 Foundation Skills Assessment, Grade 10 numeracy Assessment
- Numeracy: Grades 4 and 7 Foundations Skills Assessment, Grade 10 Numeracy Assessment
- Student Well-being: Student Learning Survey
- Careers: Transitions to Post-secondary Transition Rates
- Graduation Rates: Six-Year Dogwood Completion Rates

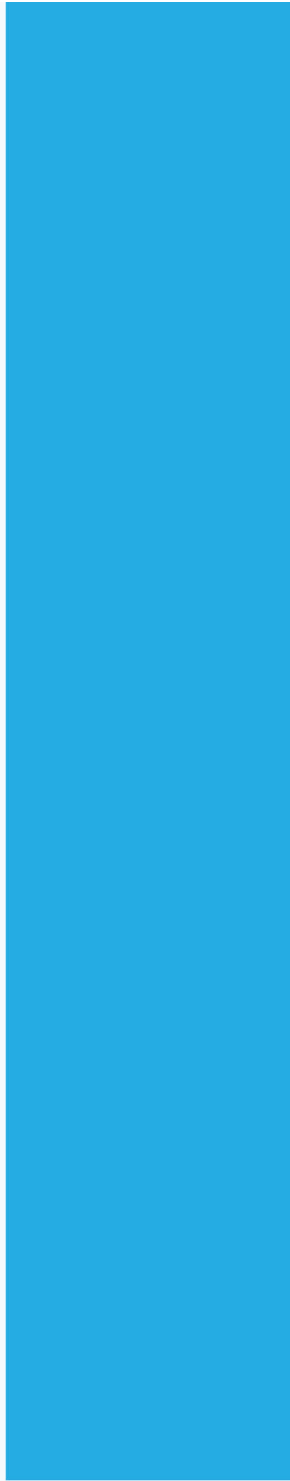
The attached *Measuring Up Report* highlights all of the progress on the goal areas above. Note: Data sources which come from the Ministry of Education and Child Care include:

- Foundation Skills Assessment from **2018/2019** to **2022/2023**
- Graduation Assessment from
 - Grade 10 Literacy from **2019/2020** to **2021/2022**
 - Grade 10 Numeracy from **2019/2020** to **2021/2022**
- Student Learning Survey from **2019/2020** to **2021/2022**
- 6 Year Dogwood Completion Rate from **2018/2019** to **2021/2022**
- Transition to Post-Secondary from **2017/2018** to **2020/2021**

In keeping with the Board’s Strategic Plan Governance Cycle, senior staff will attend upcoming public board meetings to report on progress made in the 2022-23 school year and the plans for 2023-24 in their respective departments.

++++
MEASURING UP
How are we doing?

2022 - 2023
SCHOOL YEAR



ÉY SWÁYEL

We acknowledge that the Abbotsford School District is located on the traditional and unceded territory of the Stó:lō people, the Semá:th and Mathxwí First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.

OUR COMMITMENT

We acknowledge historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public education institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching and community engagement.



A MESSAGE FROM THE

BOARD OF EDUCATION

The Abbotsford School District publishes our *Measuring Up* report, a vital means through which the Board of Education conveys our accomplishments from the previous school year to the broader community and articulates our commitment to support the Framework for Enhancing Student Learning, as issued by the Ministry of Education and Child Care.

The work of our organization's initiatives is guided by our Strategic Plan, underpinned by four fundamental pillars: Student Success, Optimized Resources, Engaging Opportunities, and a Progressive Workforce.

Last September, over 20,000 students entered our 46 schools – with over 2,600 employees on deck to support – where we were prepared and ready to meet each student's needs by delivering education in rich and inspiring ways.

We have a vision of providing each student with a world-class, innovative, and individualized educational experience. From transformational approaches to

learning to academic excellence and athletic skill-building, we saw our students succeed throughout schools and our employees thrive in their roles.

As we move forward, the Board of Education remains committed to our district's core values – Respect, Opportunity, and Innovation.

KORKY NEUFELD

CHAIR, ABBOTSFORD BOARD OF EDUCATION



Watch our 2022/23 Strategic Plan Achievements video!

www.youtube.com/abbotsfordsd

2022-26 Abbotsford Board of Education

KORKY NEUFELD, STAN PETERSEN, JARED WHITE, MIKE RAUCH, RUPI KANDA-RAJWAN, PREET RAI, and SHIRLEY WILSON

(pictured left to right)



A MESSAGE FROM THE SUPERINTENDENT

The Abbotsford School District has an incredible reputation across the province as a world-class, innovative district with a strong academic focus and a supportive and diverse community. As we reflect upon the 2022/23 school year, it is abundantly clear that every member of our organization has played a pivotal role in bringing the Board’s vision to life.

Our students come into our classrooms with different backgrounds and circumstances, and our first task is to make sure our spaces are safe and welcoming for everyone. We want our schools to be places where students feel seen, heard, and valued - and where their unique skills and interests are given every chance to flourish.

Education serves as the bridge to anywhere. Our achievements bear witness to our mission of preparing students for a lifetime of success, with our schools serving as the launchpad for their journey toward endless possibilities and triumphant feats.

There is a tremendous amount of work underway across the Abbotsford School District in support of our Strategic

Plan. The collaborative spirit that fuels our progress is a testament to the exceptional dedication of our progressive workforce - teachers, support staff, and administrators who pour their hearts into nurturing our students’ potential.

Our dedication, unwavering commitment, and shared vision have brought us this far. With renewed energy, we look ahead to paving the way for a future where our students not only realize but surpass their greatest dreams.

SEAN NOSEK
SUPERINTENDENT OF SCHOOLS / CEO



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Our *Measuring Up* report highlights progress on the following goal areas: literacy, numeracy, student well-being, careers and graduation. Data included in this report comes from the Ministry of Education and Child Care and includes:

- Foundation Skills Assessment from 2018/2019 to 2022/2023
- Graduation Assessment from:
 - Grade 10 Literacy from 2019/2020 to 2021/2022
 - Grade 10 Numeracy from 2019/2020 to 2021/2022
- Student Learning Survey from 2019/2020 to 2021/2022
- 6 Year Dogwood Completion Rate from 2018/2019 to 2021/2022
- Transition to Post-Secondary from 2017/2018 to 2020/2021

OUR STRATEGIC DIRECTION

In alignment with the B.C. Ministry of Education and Child Care’s *Framework for Enhancing Student Learning*, our district has developed a Strategic Plan to outline the steps we are taking to fulfill our vision.

Our 2020-24 Strategic Plan, developed in consultation with our stakeholders, sets the direction for every departmental and operational plan. The plan is comprised of four key pillars. Fundamentally the Board is committed to ensuring that each employee, regardless of where they serve in the organization, is clear about the important contributions they make towards student success. It is for this reason that this Strategic Plan is designed to create a clear “line of sight” to the district vision. Just as every student is important, every employee’s contribution is vital to student success.



STUDENT SUCCESS

Students are our top priority. Our students will be engaged, challenged, and prepared for a lifetime of success.



OPTIMIZED RESOURCES

Financial stewardship will guide our decision making. We will be creative and responsible in the management of our education resources.



ENGAGING OPPORTUNITIES

We’ll be listening and watching. We will provide engaging opportunities for every member of our organization to contribute to student success.



PROGRESSIVE WORKFORCE

The more we learn, the more we grow. We will provide a workplace that fosters creativity, inspires excellence and challenges everyone to embrace growth.

SPOTLIGHT ON CHILD CARE

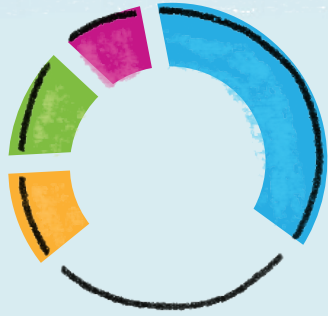
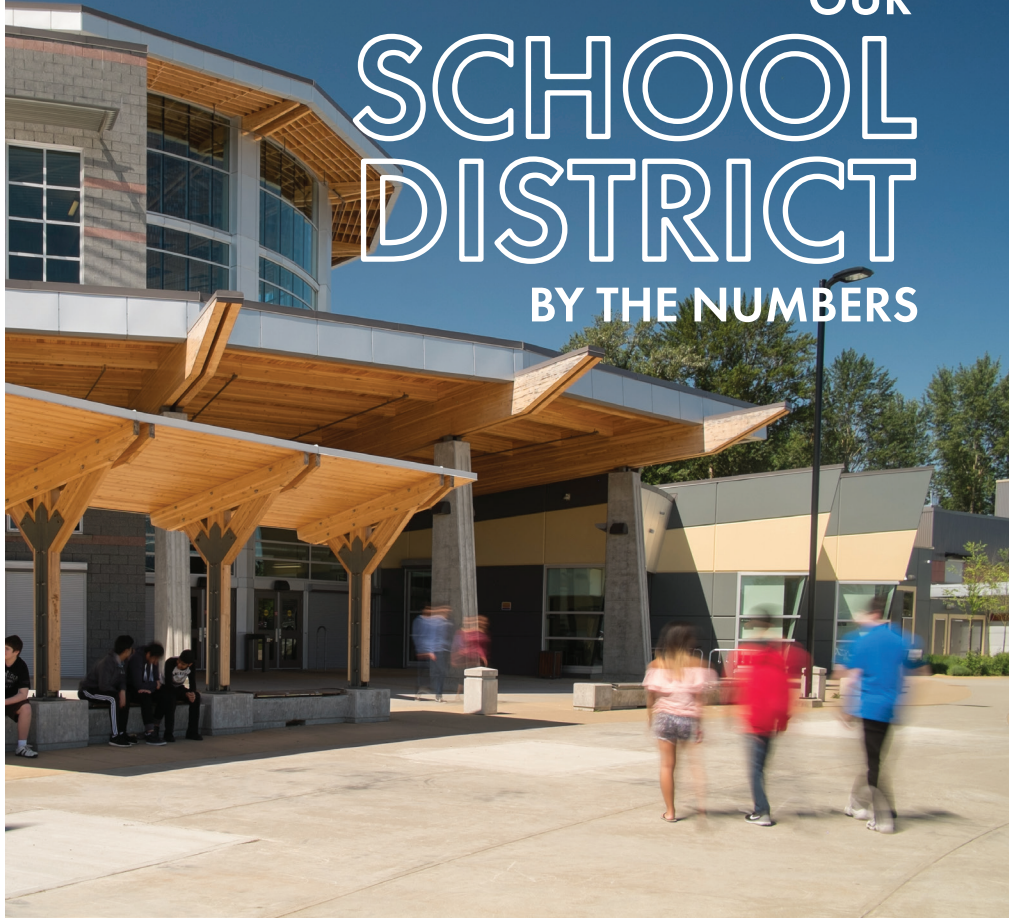
We have a long history of collaborating with community partners and non-profit agencies to provide high-quality child care services in our schools.

With the support of enabling Ministry of Education and Child Care policies, the 2022/2023 school year was a banner year for childcare expansions across the district. The opening of Irene Keleher Toti:Itawtxw was also the opening of the Eagle’s Nest, a place for both infant and toddler child care, right in their neighbourhood school. The district also opened its first employee-operated Child Care Center, with future plans for expansion.

Type of Child Care	2021/2022 Enrolment	2022/2023 Enrolment
For Infants	nil	44
For Toddlers	17	121
For Elementary Age Children	538	610

OUR SCHOOL DISTRICT

BY THE NUMBERS



- 10%** INDIGENOUS STUDENTS
- 13%** ENGLISH LANGUAGE LEARNERS
- 10%** DIVERSE LEARNERS
- 38%** VULNERABLE STUDENTS*

*Based on EDI Data



20,700+
STUDENTS

500 → STUDENTS ON SCHOOL MEAL PLANS

2,500 → MEALS PROVIDED EVERY WEEK



2,600+
EMPLOYEES



12
DISTRICT PROGRAMS



14 CAREER PROGRAMS



STUDENTS HAVE ACCESS TO:

5,000 IPADS

4,400 WINBOOKS

1,400 LAPTOPS + DESKTOPS

6TH LARGEST SCHOOL DISTRICT IN BRITISH COLUMBIA



31 ELEMENTARY SCHOOLS

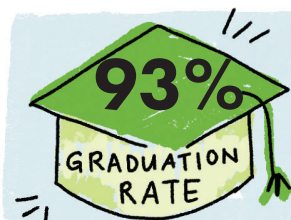
7 MIDDLE SCHOOLS

6 SECONDARY SCHOOLS

2 COMBINED MIDDLE-SECONDARY



93% GRADUATION RATE



PROGRESSIVE WORKFORCE

We continue to provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth. The 2022/23 school year saw several progressive achievements for our district, while navigating the ongoing national recruitment and retention challenges. The Human Resources department successfully expanded collaborative opportunities for support staff and completed stakeholder consultation for the employee engagement survey and equity scan which will be essential in building plans for the future.

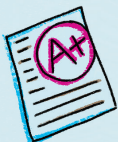
Some additional successes from 2022/2023:

- Increased the efficacy of leaders and teachers to embed Indigenous Worldviews and Perspective into the school and the classroom;
- Increased connection with practicum students, practicum hosts, and post-secondary institutions;
- Increased the effectiveness of the EA and Teacher mentorship programs;
- Expanded the Internal Coaching Program to empower leaders with their practice and implement operational ideas; and
- Increased the capacity of staff to implement SEL, mental health literacy and trauma informed practices.

BY THE NUMBERS



2,600+
EMPLOYEES



170+
NEW TEACHER HIRES



155+
NEW SUPPORT STAFF
HIRES



LARGEST EMPLOYER
IN THE CITY

Emerging Areas of Need:

- Equitable and inclusive work environments;
- Workforce planning to address national labour shortages, and employee health and resilience; and
- Acquisition of modern systems to support data analysis and reporting.

Future Plans:

- Completion of Employee Engagement Program, aimed at enhancing the overall job satisfaction and well-being of our employees;
- Implementation of an internal EA training program that will empower EA's to provide even more effective support to our students and teachers; and
- Implementation of school-based orientation and mentorship programs to support new teachers as they transition into the educational system.



ENGAGING OPPORTUNITIES

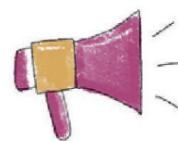
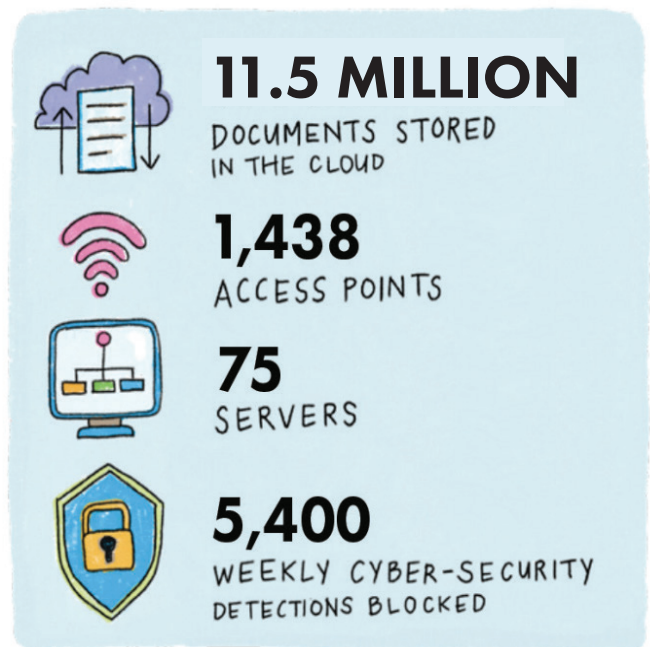
We continue to provide engaging opportunities for every member of our organization through our ethical and innovative use of technology, and by strengthening our communication efforts. During the 2022/2023 school year, we bore witness to a wave of technological innovations. We embarked on a comprehensive IT infrastructure upgrade across the district, modernized our digital ecosystem, and migrated external websites to a new content management system to provide a more robust online experience for all stakeholders, including students, staff, families, and the wider community. In addition, we expanded the use of our communication tools, incorporated more videos across our digital platforms to support with information sharing, and built a dedicated portal to lead system-level engagements.

Emerging Areas of Need:

- Application, Database, Cloud Architecture expertise;
- Developing communication strategies to combat the misinformation and disinformation appearing in digital spaces about the public education system; and
- Developing guidelines to support the effective use of digital tools based on communication protocols and privacy concerns.

Future Plans:

- Continued video development to support with storytelling strategies for public education system;
- Completion of IT's Zero Trust Infrastructure Project;
- Investigation of Artificial Intelligence into technology platforms; and
- Planning for the 2024 Summer Refresh of district technology.



**Share your voice.
Shape our school district.**

Our online consultation portal lets you see our latest projects, share ideas, discuss important topics, provide feedback on policy, planning and contribute to the future success of our district.

 engage.abbyschools.ca

ENGAGING OPPORTUNITIES

Ongoing Engagement with Indigenous Peoples & Education Stakeholders

Ongoing engagement with various stakeholders continues to take place in a variety of ways.

The district uses several processes to engage the two local Indigenous Nations, the local Métis Association, employee groups, families, students and broader community.

Some of our engagement strategies include active participation in regular District Advisory Councils, the Indigenous Education Council and Joint Committees (Indigenous Education, Inclusive Education, District Parent, Workplace Health and Safety, Modern Languages, Traditional Schools, District Planning Team, Student Voice and Leadership).

In 2019, after months of significant and dedicated consultation and dialogue, the 2019-2024 Education Enhancement Agreement for Indigenous Students was signed by Sumas First Nation, Matsqui First Nation, Fraser Valley Metis Association, an advisor from Stó:lō Nation,

the Abbotsford Board of Education and the Abbotsford School District. The agreement, which is a collection of the voice of the Indigenous community, sets the stage for our continued focus for Indigenous students for the next 5 years- Student Success, Cultural Identity, and Equity and Access.

Our district also focuses on ongoing public consultations around current issues or themes present in our community. A variety of electronic platforms are also used to capture feedback from stakeholders. School based processes reflect those utilized at the district, as well as thousands of one-on-one conversations.



OPTIMIZED RESOURCES

Through our optimized resources pillar, financial stewardship guided our decision-making. Our commitment to being creative and responsible in managing our educational assets has allowed our district to focus on improving fiscal transparency while enhancing school services.

In addition to passing our largest student-focused balanced budget this past spring, we began the multi-year project of updating the district's Enterprise Resource Planning system. We also opened the doors to Irene Kelleher Toti:ltawtxw in September 2022 and began the last phase of our Seismic Mitigation project at Abbotsford Traditional School.

Some additional successes from 2022/2023:

- Continued to build public awareness of the budget and encourage participation through the online engagement portal.;
- Improved Facilities Department's services to schools ensuring sites are safe, clean and properly maintained; and
- Reduced in the number of facilities and maintenance work orders due to a streamlined services process.

Emerging Areas of Need:

- Addressing aging white fleet of vehicles, facilities and equipment;
- Rising utility costs; and
- Recruitment and retention of trade professionals.

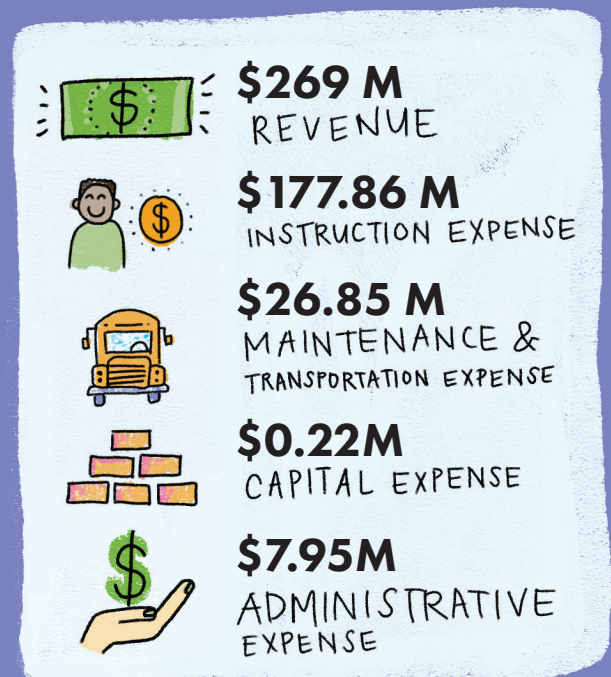
Future Plans:

- Implementation of new ERP system;
- Recruitment of management positions to support effective operations of the Facilities Department;
- Reinstate energy saving behavior program; and
- Improve service integration with the City of Abbotsford.

OUR BUDGET SNAPSHOT 2022/2023 REVENUE vs EXPENSES:

Guided by our overarching Strategic Plan, horizontal alignment has been established between all operational plans and finance to ensure we are responsible in the management of our educational resources and that this is reflected in a student-focused balanced budget.

Student enrolment accounts for approximately 98% of our revenues, and determines the level of spending required throughout the District. Our relatively stable enrolment has contributed to our successful operations and strong financial position.



BUILDING EQUITABLE & INCLUSIVE



We are committed to ensuring that every student receives the support they need to access the high-quality education they deserve. We value the intersections of identity that each student embodies and consider the diversity in our learning communities to be one of our greatest strengths. Equity is the state that would be achieved if success was not predictable by any social, cultural or economic factor. It involves celebrating the individual cultures, talents, abilities, languages, and interests of every student by ensuring they have the necessary opportunities to fulfill their aspirations. Our school district's Equity Framework captures how we must act in the service of our students, particularly those who are historically underserved.

STUDENT SUCCESS

Student success is our top priority. We want all students to be engaged, challenged and prepared for the future. District assessment results show that while we have some noteworthy accomplishments, we still have room for improvement in several areas that will guide us in our ongoing plans for student success.

Our plans for continued success include an ongoing focus to increase the success of Indigenous students in literacy; expand student engagement in inquiry, play, and place-based learning in the community; increase student reading comprehension and numeracy results in middle school; improve the well-being of our students; and develop flexible learning in all secondary schools that build on student voice and agency.



LITERACY ACHIEVEMENT

The Foundational Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, schools, school districts and the Ministry of Education and Child Care with important information about how well students are progressing in the foundation skills of reading, writing, and numeracy.

The following data shows the multi-year trend for Grade 4, 7 and 10 literacy assessments (proficient or better).

Category	2022-23	2021-22	2020-21	2019-20	2018-19
All	72%	65%	80%	74%	76%
Indigenous Students	64%	58%	82%	73%	67%
Diverse Learners	51%	59%	59%	64%	57%
Children in Care	50%	58%	78%	57%	77%

GRADE 4

Category	2022-23	2021-22	2020-21	2019-20	2018-19
All	72%	69%	82%	81%	78%
Indigenous Students	65%	49%	73%	63%	58%
Diverse Learners	46%	34%	57%	51%	43%
Children in Care	60%	25%	100%	67%	36%

GRADE 7

Category	2022-23	2021-22	2020-21	2019-20
All	--	75%	69%	71%
Indigenous Students	--	66%	59%	61%
Diverse Learners	--	47%	31%	54%
Children in Care	N/A	N/A	N/A	N/A

GRADE 10

Emerging Areas of Need:

- Access to books and resources that reflect the diversity of our students;
- Opportunities for inquiry-based strategies to improve student learning, engagement and achievement
- Improve the literacy achievement of our Indigenous learners; and
- Build the fluency and understanding of our educators and leaders for instructional leadership in literacy.

Future Plans:

- Refreshing early reading resources to reflect the rich personal and cultural identities in schools;
- Continue to personalize learning to ensure the success of all students;
- Implementation of competency-based literacy assessments in Grades 6-8; and
- Procurement and utilization of competency-based comprehension resources.

NUMERACY ACHIEVEMENT

FSA's are based on the provincial curriculum and are developed by classroom teachers. The main purpose of the assessment is to help the Ministry of Education and Child Care, school districts and schools track how well students are learning core academic skills. The information is used by the Ministry, the district and by schools in planning for improvement. Evidence demonstrates a continued need for numeracy supports.

The following data shows the multi-year trend for Grade 4, 7 and 10 numeracy assessments (proficient or better).

Category	2022-23	2021-22	2020-21	2019-20	2018-19
All	59%	52%	66%	67%	67%
Indigenous Students	45%	32%	65%	66%	53%
Diverse Learners	34%	38%	49%	50%	38%
Children in Care	50%	15%	44%	57%	46%

GRADE 4

Category	2022-23	2021-22	2020-21	2019-20	2018-19
All	56%	57%	69%	65%	71%
Indigenous Students	43%	40%	55%	42%	46%
Diverse Learners	32%	29%	35%	32%	37%
Children in Care	20%	25%	40%	17%	9%

GRADE 7

Category	2022-23	2021-22	2020-21	2019-20
All	--	38%	29%	32%
Indigenous Students	--	21%	18%	29%
Diverse Learners	--	14%	11%	25%
Children in Care	N/A	N/A	N/A	N/A

GRADE 10

Emerging Areas of Need:

- Focus on a competency-based approach to numeracy instruction and assessment; and
- Build the fluency and understanding of our leaders for instructional leadership in numeracy.

Future Plans:

- Implementation of assessment practices that focus on competencies and standards;
- Implementation of competency-based strategies to support numeracy instruction; and
- Resources to support competency-based numeracy instruction.

GRADUATION & TRANSITION TO POST-SECONDARY

Preparing our students for a lifetime of success is our ultimate goal.

Abbotsford students consistently graduate above the provincial rate, but we have to improve Indigenous student success. The six-year completion rate is the percent of students who graduated with a Certificate of Graduation or Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. School District-level results are adjusted for student migration in and out of British Columbia.

Six Year Dogwood Completion Rate				
Category	2021-22	2020-21	2019-20	2018-19
All	93%	93%	90%	91%
Indigenous Students	78%	86%	69%	80%
Diverse Learners	74%	81%	69%	66%
Children in Care	45%	63%	55%	43%

Transitioning to Post-Secondary				
Category	2020-21	2019-20	2018-19	2017-18
All	55%	62%	67%	67%
Indigenous Students	37%	31%	40%	45%
Diverse Learners	33%	37%	36%	43%

Emerging Areas of Need:

- Improving engagement in literacy and numeracy 10 assessments;
- Focus on student mental health and well-being;
- Increase connections for students with adults;
- Trauma-informed approaches to support the mental health and well-being of students and staff;
- Creating and sustaining connections with our vulnerable learners; and
- Continued need to focus on the First Peoples Principles of Learning and the Truth and Reconciliation Commission's Calls to Action for Education.

Future Plans:

- Implementation of inquiry-based and student-voice informed instructional practices;
- Develop a Grade 11 student-led community of practice engagement;
- Making social and emotional learning routine within the school day; and
- Continued district participation in the MDI and the YDI.



STUDENT WELL-BEING

The Student Learning Survey is a survey for students in grades 4, 7 and 10, their parents and staff. The results from our student responses show us that we still need to strengthen the overall well-being of our students, particularly with our Indigenous students.

The following data shows the multi-year trend for survey results.

Q1: Do you feel there are two or more adults who care about you at school?

Grade 3/4	2019-2020	2020-2021	2021-2022
All	70%	70%	68%
Indigenous Students	69%	67%	75%
Diverse Learners	75%	63%	62%

Grade 7	2019-2020	2020-2021	2021-2022
All	55%	63%	65%
Indigenous Students	50%	63%	64%
Diverse Learners	56%	67%	66%

Grade 10	2019-2020	2020-2021	2021-2022
All	57%	56%	68%
Indigenous Students	56%	57%	71%
Diverse Learners	61%	74%	64%

Grade 12	2019-2020	2020-2021	2021-2022
All	67%	67%	79%
Indigenous Students	71%	74%	82%
Diverse Learners	80%	71%	85%

Q3: Is school a place where you feel welcome?

Grade 3/4	2019-2020	2020-2021	2021-2022
All	77%	77%	75%
Indigenous Students	65%	64%	77%
Diverse Learners	66%	61%	68%

Grade 7	2019-2020	2020-2021	2021-2022
All	71%	64%	61%
Indigenous Students	52%	48%	42%
Diverse Learners	57%	55%	44%

Grade 10	2019-2020	2020-2021	2021-2022
All	68%	65%	57%
Indigenous Students	56%	65%	49%
Diverse Learners	53%	64%	45%

Grade 12	2019-2020	2020-2021	2021-2022
All	65%	60%	57%
Indigenous Students	59%	49%	49%
Diverse Learners	61%	59%	47%

Q2: Is school a place where you feel like you belong?

Grade 3/4	2019-2020	2020-2021	2021-2022
All	64%	59%	57%
Indigenous Students	48%	47%	53%
Diverse Learners	57%	43%	43%

Grade 7	2019-2020	2020-2021	2021-2022
All	56%	48%	51%
Indigenous Students	33%	29%	28%
Diverse Learners	35%	32%	33%

Grade 10	2019-2020	2020-2021	2021-2022
All	51%	45%	44%
Indigenous Students	35%	37%	34%
Diverse Learners	26%	29%	39%

Grade 12	2019-2020	2020-2021	2021-2022
All	51%	44%	45%
Indigenous Students	41%	37%	33%
Diverse Learners	43%	39%	44%

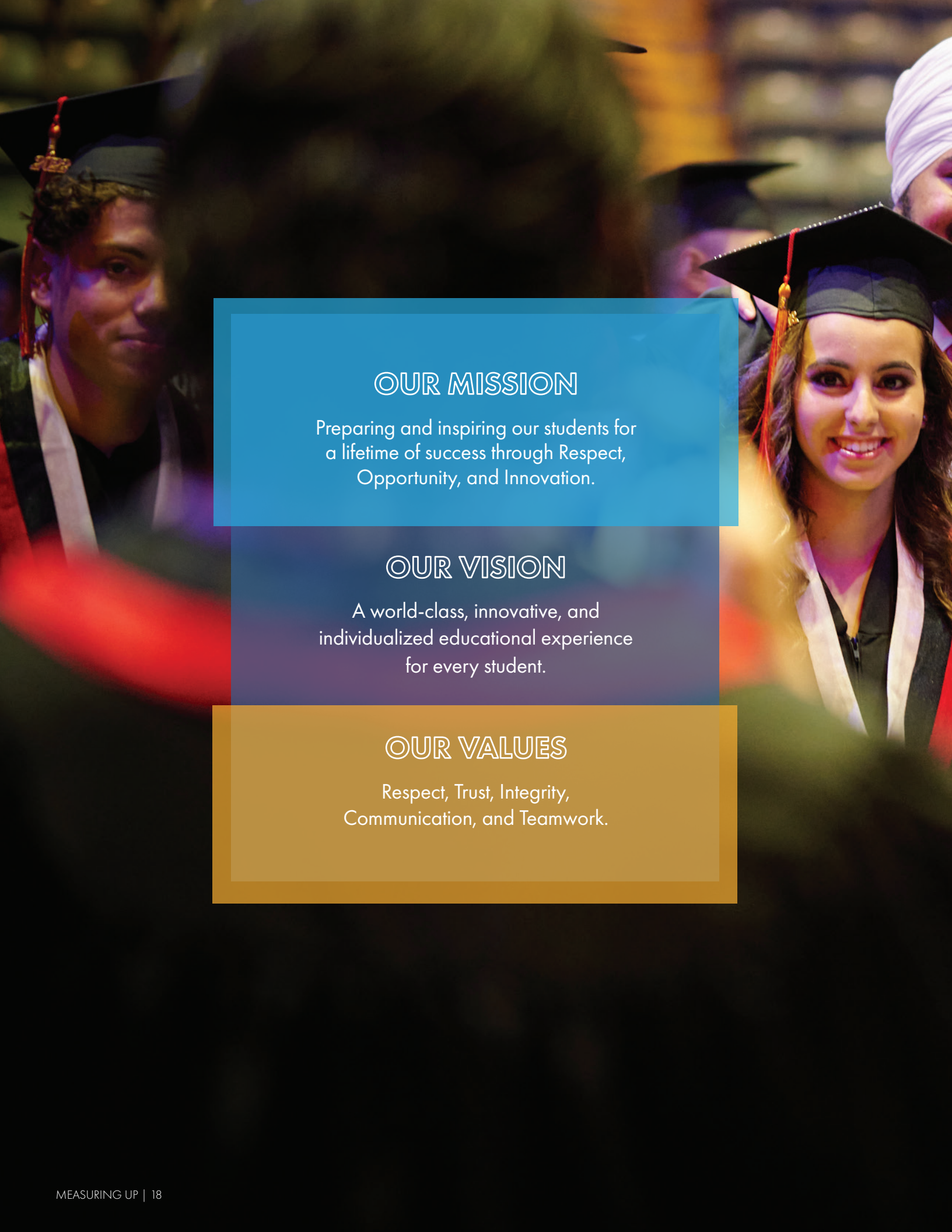
Q4: Do you feel safe at school?

Grade 10	2019-2020	2020-2021	2021-2022
All	79%	77%	77%

Grade 10	2019-2020	2020-2021	2021-2022
All	75%	69%	68%

Grade 10	2019-2020	2020-2021	2021-2022
All	74%	75%	71%

Grade 10	2019-2020	2020-2021	2021-2022
All	76%	76%	74%



OUR MISSION

Preparing and inspiring our students for a lifetime of success through Respect, Opportunity, and Innovation.

OUR VISION

A world-class, innovative, and individualized educational experience for every student.

OUR VALUES

Respect, Trust, Integrity, Communication, and Teamwork.



