



Land Statement

Pacific Rim School District is situated on the ?haah?uuli of the c̓šaa?ath, hupačasath, tla-o-qui-aht, Yuułu?ił?ath, and Huu-ay-aht and we acknowledge that we work alongside all Nuu- chah-nulth nations as well as the Métis Nation of British Columbia to serve the children and youth of the Alberni-Clayoquot region.

The district strives to increase awareness, understanding and integration of Nuu-chah-nulth culture, history and language in all SD70 schools. It is part of our ongoing commitment to Truth and Reconciliation.

Enhancing Student Learning Report

Section A - September 2024

In Review of Year Two of Pacific Rim School District Strategic Plan 2023/24 -2027/28



Approved by Board on September 24, 2024

Signature: Pam Craig
Pam Craig, Board Chair

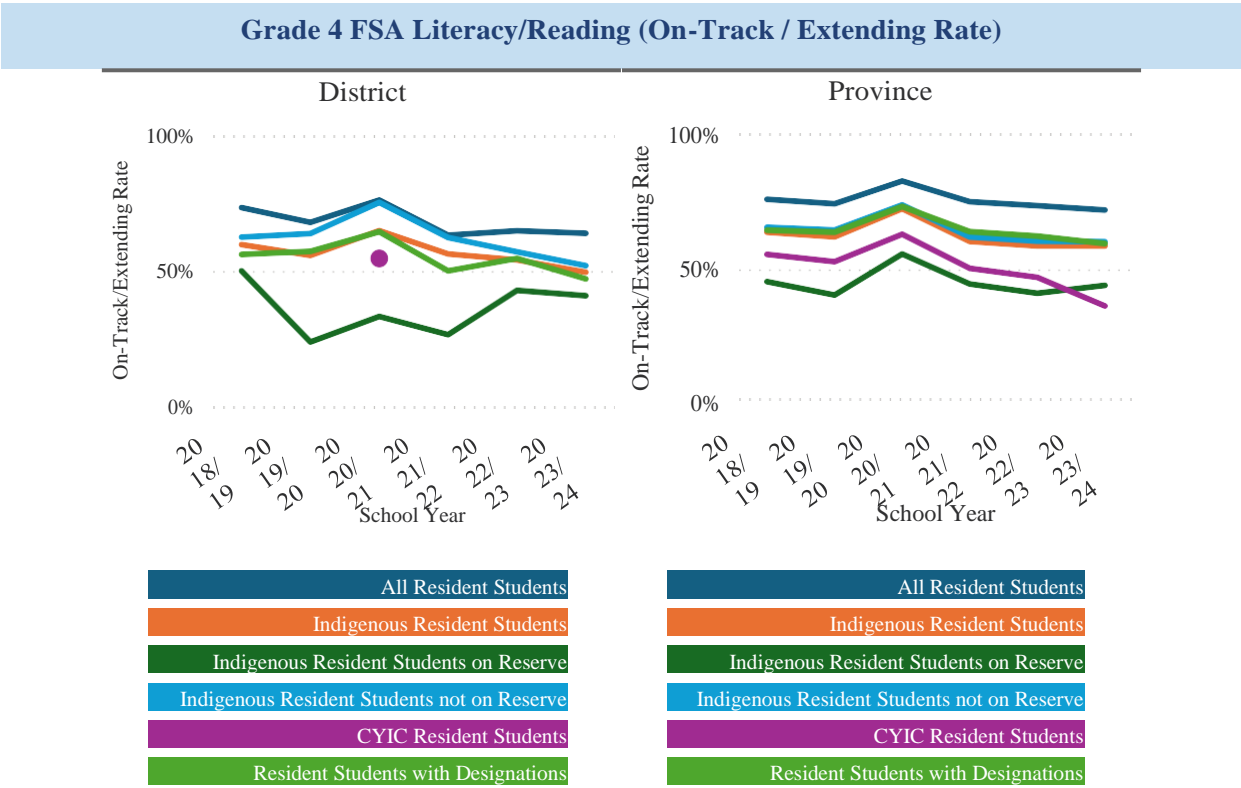
Section A:

Reflecting on Student Learning Outcomes

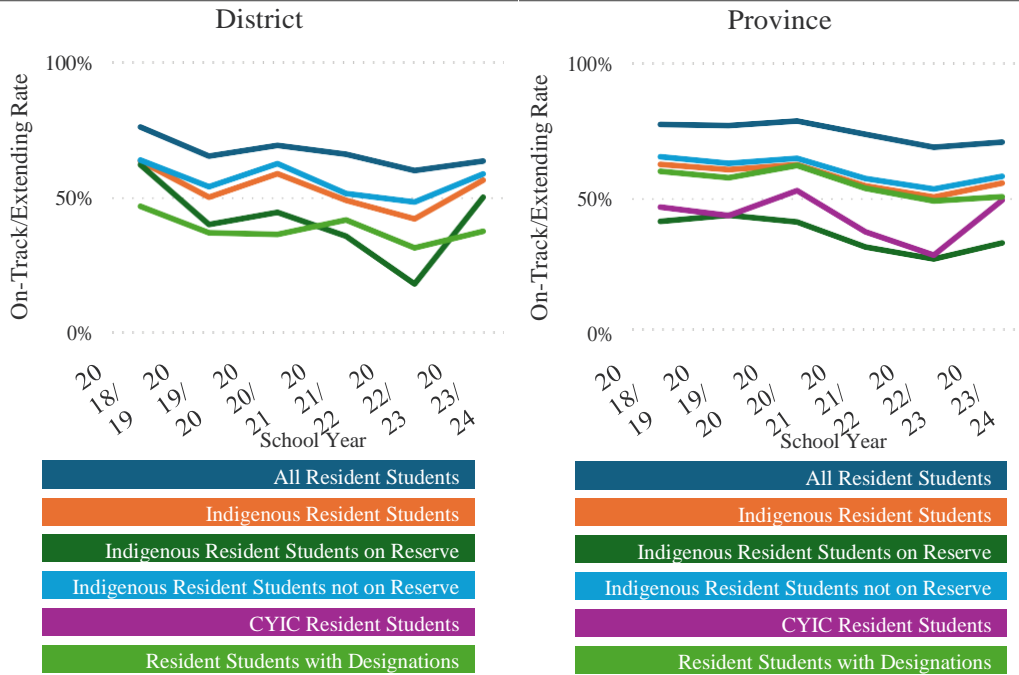
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

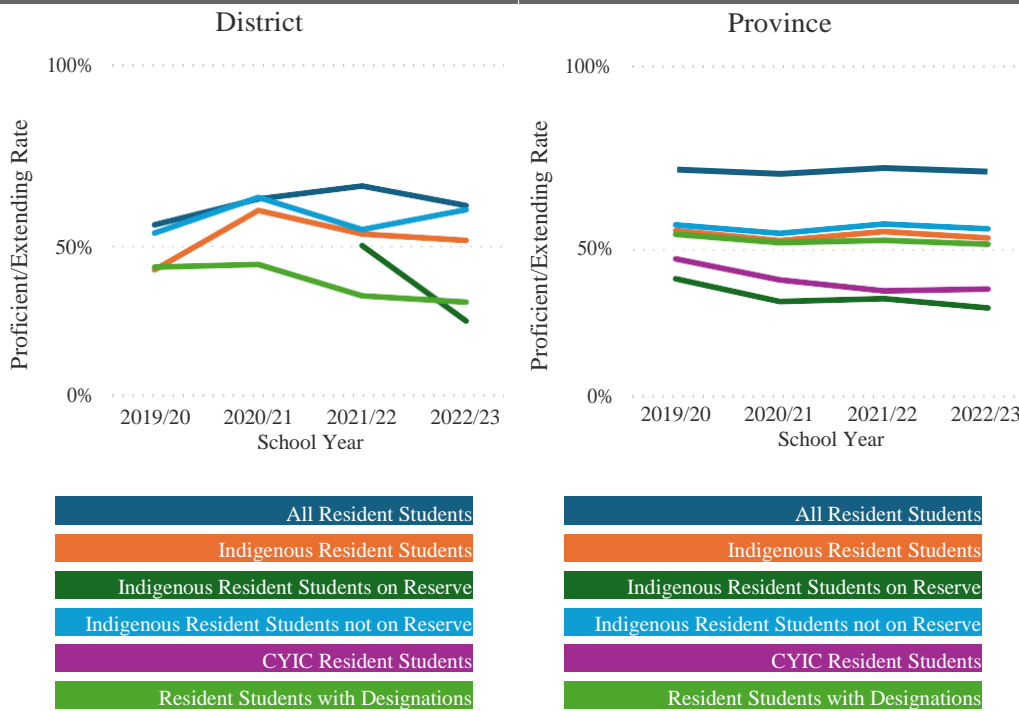


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Missing or Masked Data Points and Considerations:

Masked Data for Children and Youth in Care (CYIC):

- **Data Point:** Due to the small population size in the district, data for the CYIC priority population is largely masked.
- **Consideration:** Despite the lack of detailed data, it is understood that CYIC is performing at a rate lower than “all students” across most measures. To address this, the district incorporates specific strategies within the school planning process to provide targeted supports to CYIC students. Schools are required to track CYIC and provide individual interventions and supports.

It is important to highlight that the Pacific Rim School District's [Aboriginal Report - How Are We Doing?](#) reveals that 80% of the CYIC student population is Indigenous. This disproportionate representation underscores the need for targeted strategies aimed at improving outcomes for Indigenous students, which will also indirectly benefit the majority of students within the CYIC population.

CHILDREN AND YOUTH IN CARE (EVER)

School Year	All CYICs #	Aboriginal CYICs		Non-Aboriginal CYICs	
		#	%	#	%
2017/18	364	261	72	103	28
2018/19	357	265	74	92	26
2019/20	370	283	76	87	24
2020/21	358	279	78	79	22
2021/22	351	282	80	69	20

Strategies to Address Missing Data and Support CYIC:

- **Identification and Tracking:**
 - Schools are asked to identify Children and Youth in Care and track their academic progress closely.
- **Targeted Supports and Interventions:**
 - Schools provide tailored supports and interventions to CYIC to help improve their academic outcomes.
- **Commitment to Equity:**
 - By focusing on CYIC within the school planning process, the district demonstrates its commitment to continuous improvement and ensuring equitable outcomes for all learners.

Trends Identified from the Analysis and Their Implications for the District:

- **High FSA Participation Rates:**
 - **Trend:** The district has high participation rates in the Foundation Skills Assessment (FSA).
 - **Implication:** This high participation rate provides confidence that FSA measures are accurate and representative of district-wide performance.
- **Improvement in Grade 7 Literacy Results:**
 - **Trend:** There is an improvement in the 2023/2024 Grade 7 District Literacy results for “all students.”
 - **Implication:** This indicates progress in literacy education for Grade 7 students and suggests that current literacy initiatives and teaching strategies may be effective.
- **Narrowing Achievement Gap:**
 - **Trend:** The achievement gap between “all students” and Indigenous students is decreasing in the 2023/2024 Grade 7 & 10 Literacy results.
 - **Implication:** Efforts to support Indigenous students are yielding positive outcomes, highlighting the importance of continued focus on equity and targeted support for these students.
- **District Literacy Results Below Provincial Average:**
 - **Trend:** The 2023/2024 District Literacy results for “all students” are below the Provincial Average across all measures.
 - **Implication:** There is a need for the district to investigate and address the factors contributing to this lower performance to bring district results up to or above the provincial average.
- **Performance of Indigenous Students Living on Reserve:**
 - **Trend:** Indigenous students living off-reserve perform noticeably better than those living on-reserve, mirroring a provincial trend.
 - **Implication:** This highlights the need for targeted interventions and resources to support Indigenous students living on-reserve to bridge the performance gap.
- **Performance Disparities Across Student Groups:**
 - **Trend:** Indigenous students, children and youth in care, and students with disabilities or diverse abilities perform at lower rates compared to “all students” across all literacy measures.
 - **Implication:** There is a critical need to address the disparities and provide additional support to these vulnerable groups to ensure they have equal opportunities for success.
- **Decline in Grade 4 Literacy Results:**
 - **Trend:** There is a drop in performance in the 2023/2024 Grade 4 FSA Literacy results, with a more pronounced decline for Indigenous students, children and youth in care, and students with disabilities or diverse abilities.
 - **Implication:** The decline may be linked to the impact of COVID-19 and increased absences during foundational literacy instruction years. The district should prioritize literacy intervention strategies and data-driven interventions at the school level to mitigate this decline and support foundational literacy skills.

Overall Implications for the District:

- Address the achievement gap and improve equity of learning outcomes for our priority populations of Indigenous Students, Children and Youth in Care; and Students with Disabilities or Diverse Abilities continues to require targeted strategies and resources.
- Maintain high participation rates to ensure the accuracy of performance measures.
- Continue to enhance support for Indigenous students, particularly those living on-reserve.
- Improve early literacy foundational skills and early intervention programs (impacted by COVID-19).
- Focus on the cohort of students who will be in Grade 5 during 2024/2025. Dig deeper into the interventions and monitor supports provided especially given their performance results on the 2023/2024 FSA Literacy.
- Continue to investigate the factors contributing to the district's below-average performance compared to provincial averages.

Stories Revealed by Literacy Data and Evidence about the District's Approaches to Equity of Learning:

The literacy data for Indigenous students, children and youth in care, and students with disabilities or diverse abilities highlights significant performance gaps compared to "all students." This underscores ongoing inequities in educational outcomes. As we have just completed year one of our five-year strategic plan, much of our initial focus was on establishing the relationships and systems necessary to address these inequities. Developing trust and collaboration with groups that have often been marginalized and excluded from decision-making processes takes time. Consequently, these efforts may not yet be evident in student achievement data. Nonetheless, the anecdotal evidence collected thus far is very positive. We are building a strong foundation for future improvements and will continue to gather data and evidence to assess our progress. Our commitment to improving equity of outcomes for all learners remains strong, and we anticipate overall improvements in student achievement over time.

In response to these challenges, the district demonstrates a commitment to transparency, collaboration, and targeted action to address existing disparities. This includes:

Key Approaches and Initiatives:

- **Strategic, Operational and School Plans:**
 - The Pacific Rim School District Board of Education's Strategic Plan, the District Operational Plan and individual School Plans are aligned and include clear goals, action plans, and metrics aimed at addressing educational inequities.
- **Indigenous Education Council:**
- **West Coast and Port Alberni Culture Council:**
- **Truth and Reconciliation Advisory Committee:**
 - This committee, which includes representatives from local Indigenous Rights Holders, the Nuu-Chah-Nulth Tribal Council, and the Alberni-Clayoquot Métis Nation, advises on meeting educational Calls to Action from the Truth and

Reconciliation Commission and declarations from the BC Declaration on the Rights for Indigenous Peoples' Act (DRIPA).

- **Co-Governance and Allyship:**
 - The district is working towards co-governance, allyship, and reconciliation by connecting with Nations and supporting the Board of Education in these processes.
- **Enhancement and Local Education Agreements:**
 - Collaborative work with the Nuu-Chah-Nulth Tribal Council, Nuu-Chah-Nulth Nations, and the Métis Nation of BC focuses on the creation, implementation, and monitoring of Enhancement Agreements and Local Education Agreements.
- **Cultural and Language Programs:**
 - Strengthening Indigenous language and culture programs aims to foster a sense of belonging and connectedness in schools. Plans include developing a purpose-built Indigenous gathering place.
- **Targeted Educational Outcomes:**
 - Significant efforts and resources are being dedicated to address the disproportionate representation of Indigenous students in alternative programs and to increase the dogwood graduation rates for these students.
- **Early Childhood and Improved Kindergarten Transitions:**
 - Focused strategies on improving kindergarten transitions for Indigenous families, including the involvement of Early Years Manager for Indigenous Children/Early Years Navigator with an aim to ensure a strong foundation for young learners.
 - StrongStart Outreach working with elders and knowledge keepers to incorporate storytelling and cultural literacy focused activities.
 - Collaborative work with Strengthening Early Years to Kindergarten Transitions (SEY2K) team to continue to offer Pop Up Play programming in community on and off reserve with literacy focused activities that incorporate Nuu-chah-nulth and Metis traditional teachings, languages and stories.
- **Resource Allocation:**
 - Resources are aligned based on need, with distinction-based allocations targeting specific focus areas such as on-reserve learners.
- **Network of Inquiry and Indigenous Education:**
 - District involvement supports school inquiry projects, promotes progress, and celebrates achievements throughout the year.
- **Multi-Tiered Support Models:**
 - A district-wide, multi-tiered model of support, incorporating Response to Intervention (RTI) and Universal Design for Learning (UDL), is being enhanced and communicated.
- **Adult Well-Being:**
 - Recognizing the importance of adult well-being, the district is increasing opportunities for adults to reflect, connect, and collaborate to support positive mental health.
- **Support for Vulnerable Students:**
 - Initiatives like Integrated Child & Youth teams, a Manager of Youth Outreach, and Youth Outreach Workers target the district's most vulnerable and at-risk students, addressing systemic barriers and promoting equity.

- **Collaboration with Child and Family Services:**
 - Increased collaboration and communication with USMA and the Ministry of Children and Family Development (MCFD) focus on supporting children in care.
- **Policy Review:**
 - Administrative procedures and policies are reviewed to ensure consistency with Inclusion, Diversity, Equity, and Accessibility (IDEA) standards.

Summary:

The literacy data and evidence reveal that the district is aware of the existing inequities and is actively implementing numerous initiatives to address them. By focusing on strategic planning, collaboration with Indigenous communities, targeted support programs, and systemic changes, the district is working towards creating equitable learning environments for all students, especially those from marginalized and vulnerable groups.

Local Data and Evidence

In addition to the Ministry-provided data, our District has implemented and utilizes additional data and evidence to inform our decision-making processes. Specifically, we have instituted common reading and writing assessments in the Fall and Spring for students in grades K-7. These District assessments serve several important purposes:

- **Comprehensive Understanding of Student Performance:** By combining district and ministry assessments, we gain multiple data points that offer a more comprehensive picture of student learning and progress.
- **Alignment with Regular Classroom Practice:** District assessments are administered as part of regular classroom practice. As a result, teachers are often more comfortable and confident using these assessments to inform their instructional planning.
- **Immediate Feedback for Students:** Teachers can provide immediate feedback to students, which is critical for reinforcing learning and addressing misconceptions promptly.

Integrating district assessments with ministry-provided data enables us to better understand student needs, tailor instruction, and improve educational outcomes across the district.

As part of their school planning processes school principals are to review the data for each class collected through student performance indicators on learning updates, district assessments and Ministry assessment data. Through our school planning processes, we ask our principals to lead teachers through an analysis and comparison of District Assessments with the Ministry provided data. Performance Indicators from learning updates are also used as a third point of comparison. We do know from this data analysis that the results and inequities are generally comparable and follow similar trends and patterns as the Ministry provided data.

District Reading Assessment - Spring 2024 PM Benchmarks Grades 1-3	Population: All Students
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	EMG	DEV	PRF	EXT
Grand Total	39.9%	8.26%	17.6%	34.2%

District Reading Assessment - Spring 2024 Benchmarks Grades 1-3	Population: Indigenous Students
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	EMG	DEV	PRF	EXT
Grand Total	56.5%	7.87%	15.3%	20.4%

District Reading Assessment - Spring 2024 PM Benchmarks Grades 1-3	Population: Students with Disabilities or Diverse Abilities
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	EMG	DEV	PRF	EXT
Grand Total	69.0%	0%	14.3%	16.7%

District Reading Assessment - Spring 2024 PM Benchmarks Grades 1-3	Population: Children and Youth in Care
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Although the data is masked due to the small population size, we can confirm that these students have been identified and their performance is actively tracked. Their performance levels are currently below those of the overall student population.

District Reading Assessment - Spring 2024 Grade 4-7 Reading Assessment	Population: All Students
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	EMG	DEV	PRF	EXT
Grand Total	20.9%	43.8%	32.8%	2.5%

District Reading Assessment - Spring 2024 Grade 4-7 Reading Assessment	Population: Indigenous Students
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	EMG	DEV	PRF	EXT
Grand Total	35.1%	41.6%	21.2%	2.0%

District Reading Assessment - Spring 2024 Grade 4-7 Reading Assessment	Population: Students with Disabilities or Diverse Abilities
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	EMG	DEV	PRF
Grand Total	45.2%	44.4%	10.3%

District Reading Assessment - Spring 2024 Grade 4-7 Reading Assessment	Population: Children and Youth in Care
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Although the data is masked due to the small population size, we can confirm that these students have been identified and their performance is actively tracked. Their performance levels are currently below those of the overall student population.

District Writing Assessment - Spring 2024 Grade 1 -7	Population: All Students			
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	21.3%	43.7%	30.5%	4.5%

District Writing Assessment - Spring 2024 Grade 1 -7	Population: Indigenous Students			
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	33.5%	44.3%	20.0%	2.3%

District Writing Assessment - Spring 2024 Grade 1 -7	Population: Students with Disabilities or Diverse Abilities			
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Grade Level	EMG	DEV	PRF
Grand Total	52.2%	35.5%	12.4%

District Writing Assessment - Spring 2024 Grade 1 -7	Population: Children and Youth in Care			
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Although the data is masked due to the small population size, we can confirm that these students have been identified and their performance is actively tracked. Their performance levels are currently below those of the overall student population.

Summary of Learning Performance Indicator – English/LA June 2024 Grade K-7	Population: All Students
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	18%	36%	40%	6%

Summary of Learning Performance Indicator – English/LA June 2024 Grade K-7	Population: Indigenous Students
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	29%	40%	28%	3%

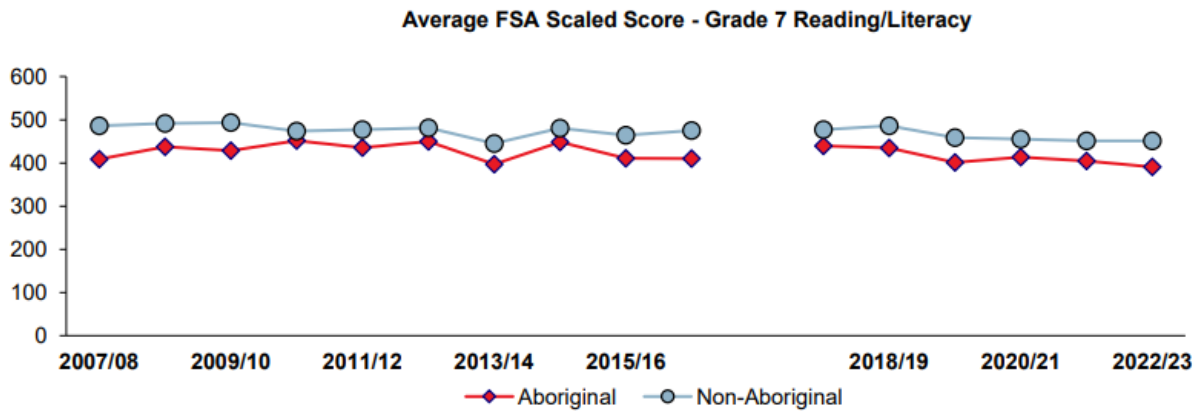
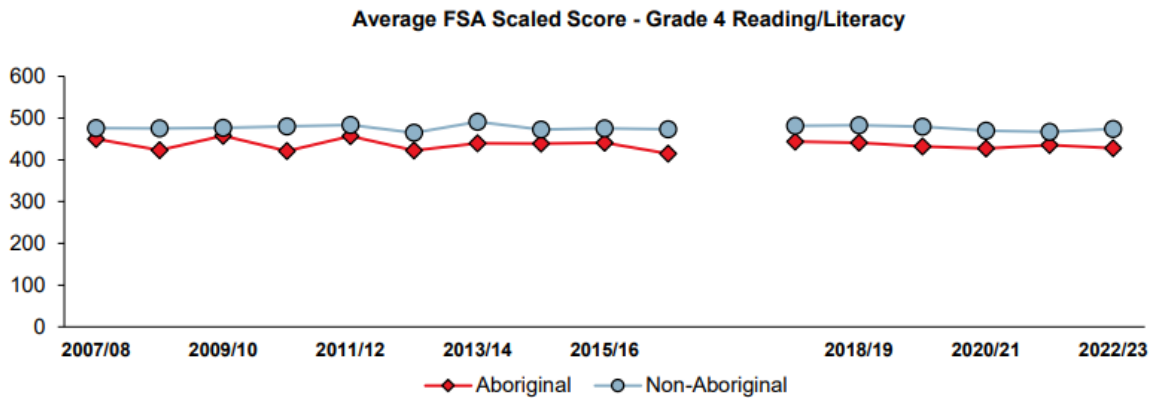
Summary of Learning Performance Indicator – English/LA June 2024 Grade K-7	Population: Students with Disabilities or Diverse Abilities
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	44%	39%	16%	1%

Summary of Learning Performance Indicator – English/LA June 2024 Grade K-7	Population: Children and Youth in Care
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Although the data is masked due to the small population size, we can confirm that these students have been identified and their performance is actively tracked. Their performance levels are currently below those of the overall student population.

Pacific Rim School District's [Aboriginal Report - How Are We Doing?](#) also clearly demonstrates the inequity of outcomes that exist for our Indigenous Students. For example:



Course	Aboriginal				Non-Aboriginal					
	Mark Count #	C+ or Better #	%	B or Better #	%	Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	185	77	42	58	31	376	254	68	218	58
English First Peoples 10 (combined)*	-	-	-	-	-	-	-	-	-	-
Foundations of Math and Pre-calculus 10	45	17	38	13	29	135	85	63	70	52
Workplace Math 10	55	27	49	17	31	72	56	78	44	61
Science 10	88	29	33	18	20	189	120	63	103	54
Life Sciences 11	33	21	64	16	48	76	45	59	37	49
Pre-calculus 11	22	12	55	11	50	117	83	71	70	60
Science for Citizens 11	15	Msk	Msk	Msk	Msk	15	10	67	10	67
BC First Peoples 12	30	17	57	14	47	33	25	76	20	61
English 12 (combined)*	79	41	52	27	34	136	92	68	68	50
English First Peoples 12	52	19	37	11	21	93	52	56	38	41
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	13	Msk	Msk	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	48	37	77	32	67
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Our Quarterly Indicators of Success assessments and meetings serve as pivotal tools in aligning the efforts within our schools with the broader priorities of the district. This commitment to addressing achievement disparities and implementing a responsive, distinctions-based approach to resource allocation and interventions has been endorsed both by rightsholders and our Board of Education.

On a quarterly basis, school staff, in collaboration with the school's Indigenous Achievement Team, rigorously monitor the academic performance, social-emotional well-being, and attendance of every Indigenous student. This process involves categorizing students into red, yellow, or green indicators for each area. Following this assessment, the principal engages in discussions with the Education Manager from each Nation to review the data and jointly devise appropriate interventions. These conversations serve as invaluable sources of qualitative data, enriching our understanding and guiding our collective efforts to support Indigenous student success.

We are data rich. In fact, many feel we have an over abundance of data and our challenge is not having the data to identify the inequity trends and gaps in achievement but rather having the right data and giving the time needed to identify and evaluate the specific strategies to address those inequities. We recognize the need to allocate more time for reflection through deep data dives with our PVPA and District Resource Teachers, as we feel this will have significant impact at the school and classroom level. We have also shifted our focus to collecting more "street data" this is evidenced by our District's commitment and involvement in the MoECC's Data and Evidence Community of Practice.

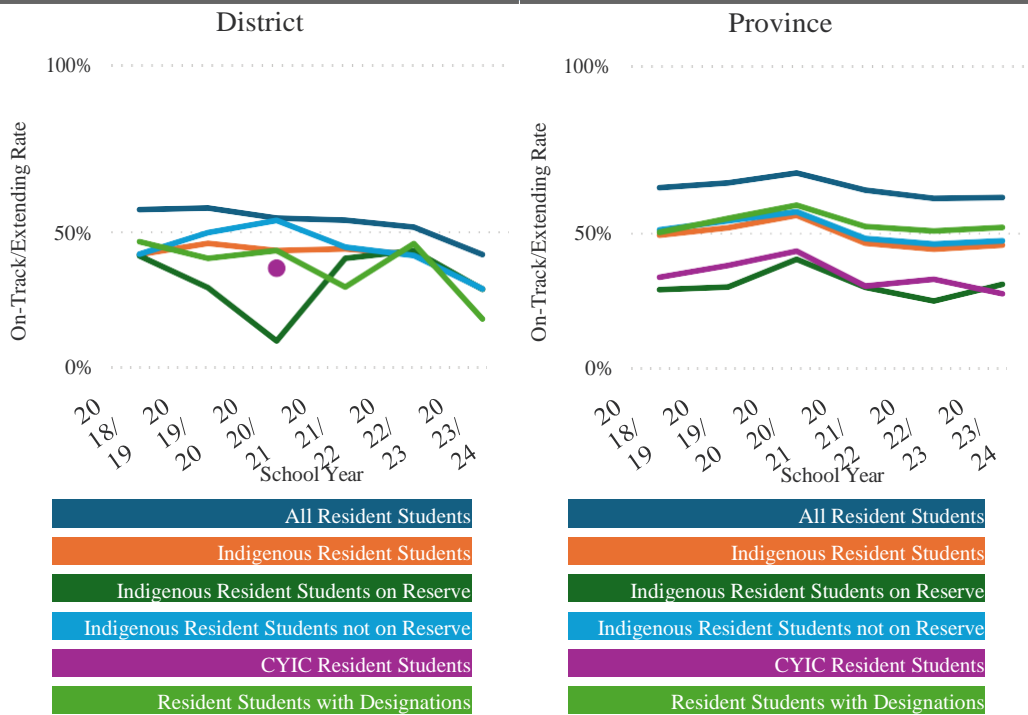
To truly understand the intricacies of student performance, it is crucial to delve into street-level data: detailed, granular information about individual students. This approach allows educators to identify discrepancies and inequities that may be hidden in aggregated data. For instance, while a district might show overall improvement in reading scores, a closer examination might reveal significant gaps between different schools, or even within the same school, among various student demographics such as socioeconomic status, ethnicity, or special education needs. By analyzing this detailed data, educators can pinpoint where disparities exist and understand the specific challenges faced by different student groups.

We want to expand upon our student voice and street data projects throughout our District, Engaging students directly can uncover the underlying causes of performance gaps and highlight the effectiveness of instructional strategies and interventions from their perspective. This participatory approach ensures that the measures taken to address inequities are informed by those most affected, leading to more equitable and responsive educational practices. By combining district-level data with detailed individual assessments and actively listening to students, educators can create a more comprehensive and just educational environment.

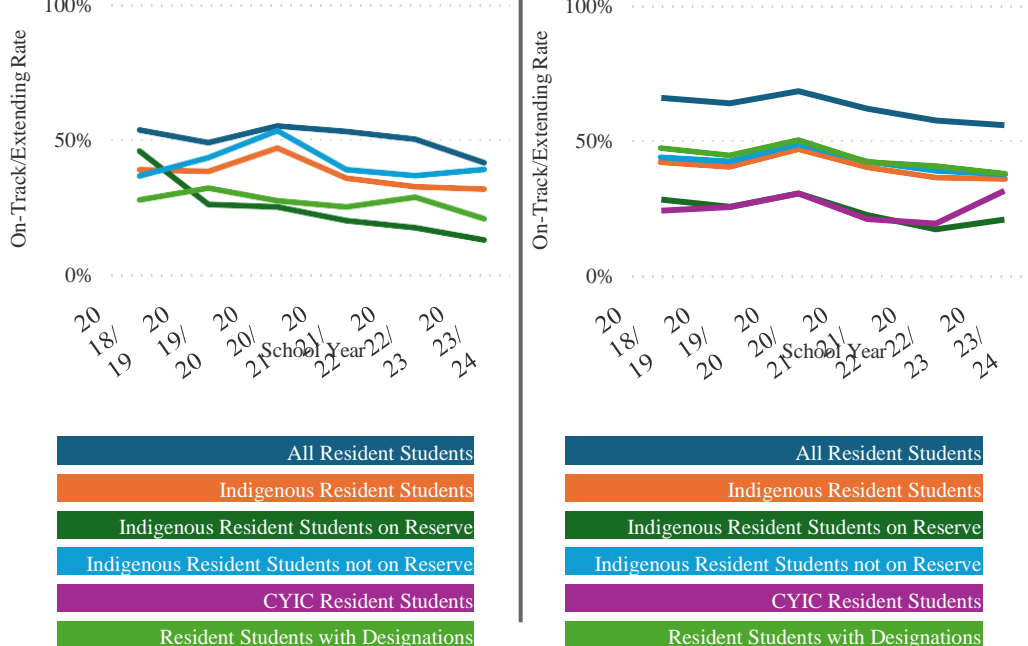
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

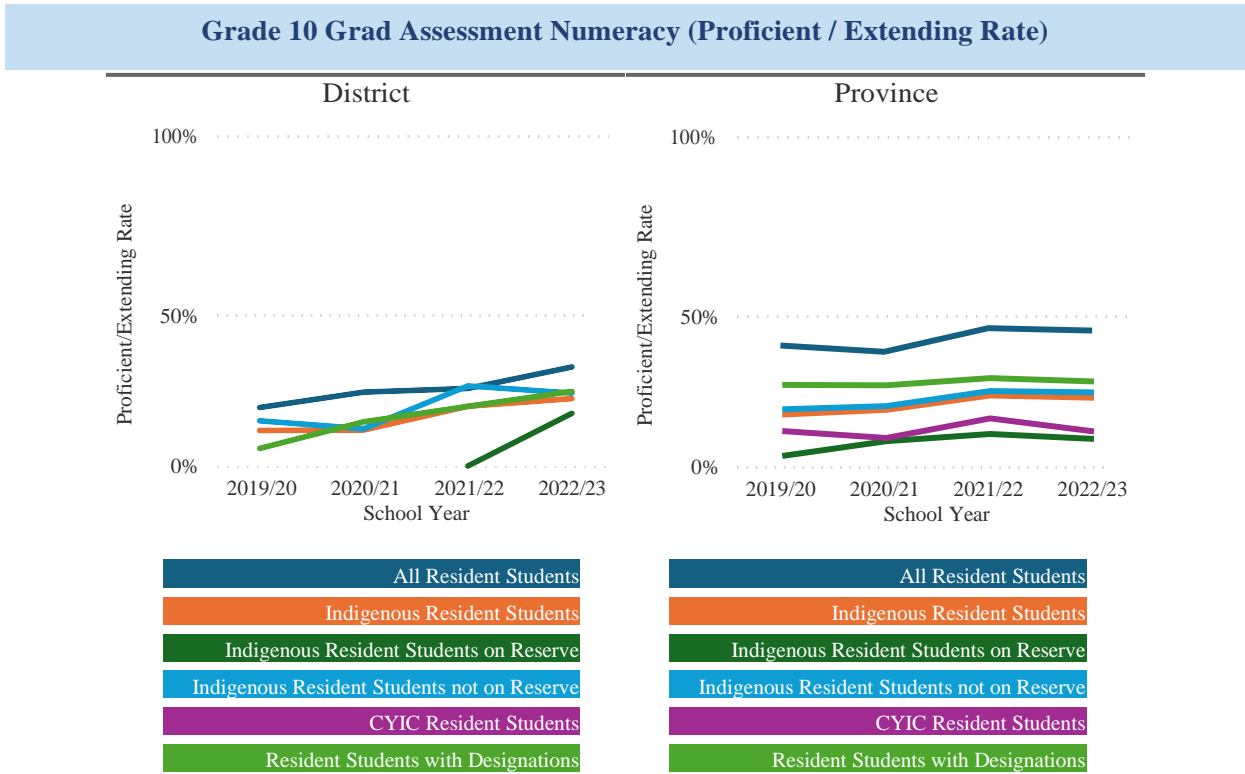
Grade 4 FSA Numeracy (On-Track / Extending Rate)



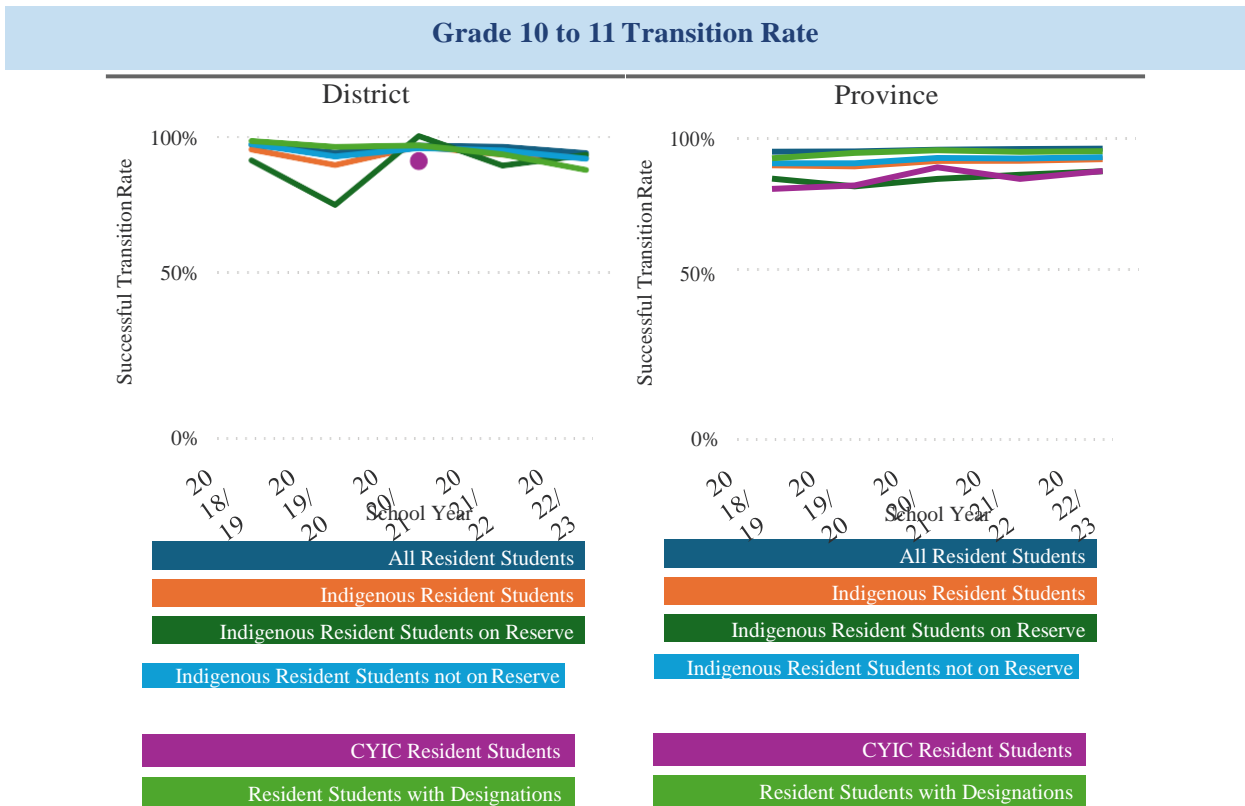
Grade 7 FSA Numeracy (On-Track / Extending Rate)



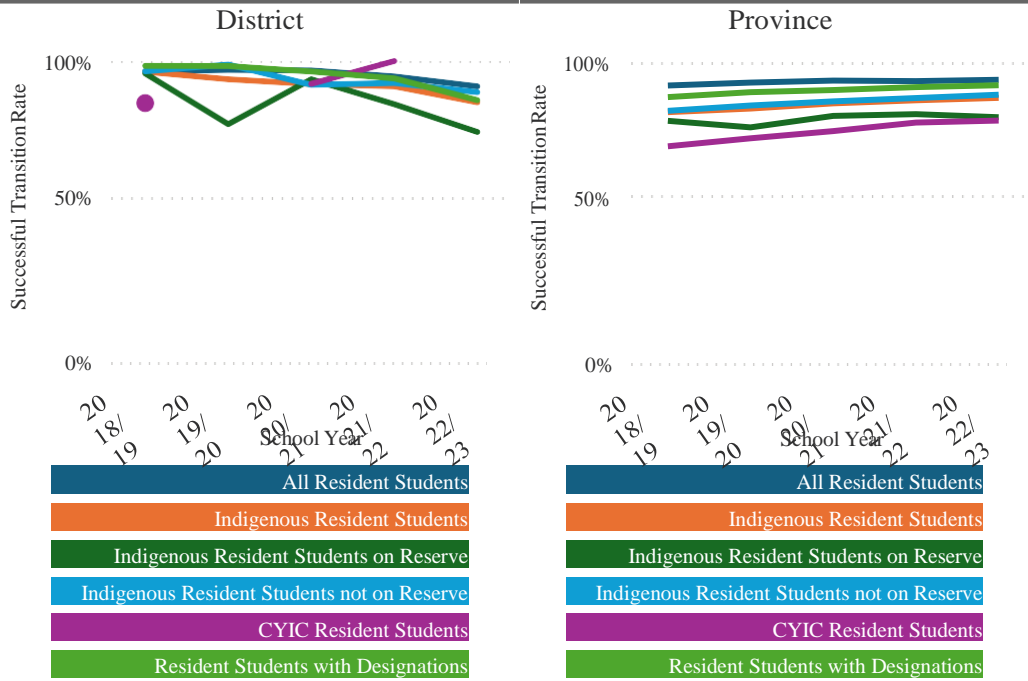
Measure 2.2: Grade 10 Numeracy Expectations



Measure 2.3: Grade-to-Grade Transitions



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Missing or Masked Data Points and Considerations:

Masked Data for Children and Youth in Care (CYIC):

- **Data Point:** Due to the small population size in the district, data for the CYIC priority population is largely masked.
- **Consideration:** Despite the lack of detailed data, it is understood that CYIC is performing at a rate lower than “all students” across most measures. To address this, the district incorporates specific strategies within the school planning process to provide targeted supports to CYIC students.

Strategies to Address Missing Data and Support CYIC:

- **Identification and Tracking:**
 - Schools are asked to identify Children and Youth in Care and track their academic progress closely.
- **Targeted Supports and Interventions:**
 - Schools provide tailored supports and interventions to CYIC to help improve their academic outcomes.
- **Commitment to Equity:**
 - By focusing on CYIC within the school planning process, the district demonstrates its commitment to continuous improvement and ensuring equitable outcomes for all learners.

Trends Identified from the Analysis and Their Implications for the District:

- **High FSA Participation Rates:**
 - **Trend:** The district has high participation rates in the Foundation Skills Assessment (FSA).
 - **Implication:** This high participation rate provides confidence that FSA measures are accurate and representative of district-wide performance.
- **Grade to Grade Transition Rate High:**
 - **Trend:** Grade to grade transition rate is high with an overall percentage of 95%.
 - **Implication:** The overall rate is so high it provides little indication of an area to target or focus interventions.
- **Improvement in Grade 10 Numeracy Results:**
 - **Trend:** There is an improvement in the 2022/2023 Grade 10 Grade Assessment Numeracy results for “all students.”
 - **Implication:** This indicates progress in numeracy education for Grade 10 students. We remain concerned that this overall rate is below the Provincial average and at a rate lower than we would hope.
- **District Numeracy Results Below Provincial Average:**

- **Trend:** The 2023/2024 District Numeracy results for “all students” are below the Provincial Average across all measures.
- **Implication:** There is a need for the district to investigate and address the factors contributing to this lower performance to bring district results up to or above the provincial average.
- **Performance Disparities Across Student Groups:**
 - **Trend:** Indigenous students, children and youth in care, and students with disabilities or diverse abilities perform at lower rates compared to “all students” across all numeracy measures.
 - **Implication:** There is a critical need to address the disparities and provide additional support to these vulnerable groups to ensure they have equal opportunities for success.
- **Performance of Indigenous Students Living on Reserve:**
 - **Trend:** Indigenous students living off-reserve perform noticeably better than those living on-reserve, mirroring a provincial trend.
 - **Implication:** This highlights the need for targeted interventions and resources to support Indigenous students living on-reserve to bridge the performance gap.
- **Decline in Grade 4 & 7 Numeracy Results:**
 - **Trend:** There is a drop in performance in the 2023/2024 Grade 4 & 7 FSA Numeracy results. The rate for “all students” is at the lowest rate in the last 6 years.
 - **Implication:** The decline may be linked to the impact of COVID-19 and increased absences during key instructional years. The district should continue to prioritize numeracy intervention strategies and professional learning.

Overall Implications for the District:

- Addressing the achievement gap and improving equity of learning outcomes for our priority populations of Indigenous Students, Children and Youth in Care; and Students with Disabilities or Diverse Abilities continues to require targeted strategies and resources.
- The district should maintain high participation rates to ensure the accuracy of performance measures.
- Continued and enhanced support for Indigenous students, particularly those living on-reserve, is necessary.
- Efforts to improve early numeracy, especially post-COVID-19, should be intensified, with a focus on foundational skills and early intervention programs.
- A comprehensive review of the factors contributing to the district's below-average performance compared to provincial averages should be conducted, with action plans developed to address identified issues.

Stories Revealed by Numeracy Data and Evidence about the District’s Approaches to Equity of Learning:

The numeracy data for Indigenous students, children and youth in care, and students with disabilities or diverse abilities highlights significant performance gaps compared to "all

students." This underscores ongoing inequities in educational outcomes. Much like our efforts in literacy, our work in numeracy has focused on establishing relationships and systems essential for addressing these inequities as part of the first year of our five-year strategic plan. Developing trust and fostering collaboration with historically marginalized groups requires time, which is why these efforts may not yet be reflected in student achievement data. However, anecdotal evidence collected so far is encouraging. We believe that the foundational work being done will lead to substantial improvements in the future. We remain committed to continuously gathering data and evidence to evaluate our progress, and we firmly believe that we are on the right path to enhancing equity and overall student achievement.

Key points:

- **Overlapping Initiatives:** (See Analysis and Interpretation Outcome 1 Literacy) Many of our approaches to addressing equity of learning concerns are not distinctly divided into numeracy or literacy initiatives, as establishing foundational systems and relationships has been a priority across all performance measures.
- **Focus on Relationships and Systems:** Year one of our strategic plan concentrated on building relationships and systems necessary for long-term improvements in educational equity.
- **Anecdotal Evidence:** Initial anecdotal evidence is positive. Our rightsholders have articulated improvements in the collaborative way we approach our work. This indicates that our foundational work is setting the stage for future success.
- **Commitment to Equity:** Our dedication to improving equity of outcomes for all learners remains steadfast, and we anticipate overall improvements in student achievement over time.

In response to these challenges, the district demonstrates a commitment to transparency, collaboration, and targeted action to address existing disparities. We will continue to implement and refine our strategies, ensuring that all students have the support they need to succeed in numeracy.

Local Data and Evidence

In addition to the Ministry-provided data, our District has implemented and utilizes additional data and evidence to inform our decision-making processes. Specifically, we have worked with Numeracy Leader Carole Fullerton and instituted common numeracy assessments in the Fall and Spring for students in grades K-9. These District assessments serve several important purposes:

- **Comprehensive Understanding of Student Performance:** By combining district and ministry assessments, we gain multiple data points that offer a more comprehensive picture of student learning and progress.
- **Alignment with Regular Classroom Practice:** District assessments are administered as part of regular classroom practice. As a result, teachers are often more comfortable and confident using these assessments to inform their instructional planning.
- **Immediate Feedback for Students:** Teachers can provide immediate feedback to students, which is critical for reinforcing learning and addressing misconceptions promptly.

Integrating district assessments with ministry-provided data enables us to better understand student needs, tailor instruction, and improve educational outcomes across the district.

As part of their school planning processes school principals are to review the data for each class collected through student performance indicators on learning updates, district assessments and Ministry assessment data.

Through our school planning processes, we ask our principals to lead teachers through an analysis and comparison of District Assessments with the Ministry provided data. Performance Indicators from learning updates are also used as a third point of comparison. We do know from this data analysis that the results and inequities are generally comparable and follow similar trends and patterns as the Ministry provided data.

District Numeracy Assessment - Spring 2024 Grade 1-9	Population: All Students
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Grade	EMG	DEV	PRF	EXT
1	30%	31%	38%	1.8%
2	35%	36%	24%	4.3%
3	33%	33%	30%	4.6%
4	39%	37%	20%	4.7%
5	40%	35%	20%	5.2%
6	47%	32%	16%	4.2%
7	35%	36%	26%	2.9%
8	36%	27%	36%	0.8%
9	43%	25%	32%	0.5%
AVERAGE	37%	32%	27%	3%

District Numeracy Assessment - Spring 2024 Grade 1-9	Population: Indigenous Students
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Grade	EMG	DEV	PRF	EXT
1	28%	33%	36%	2.8%
2	52%	27%	20%	0.7%
3	44%	29%	23%	3.5%
4	56%	29%	12%	3.0%
5	55%	29%	13%	4.0%
6	62%	26%	9%	3.0%
7	47%	29%	20%	3.7%
8	52%	21%	27%	0%
9	52%	22%	26%	0.0%
AVERAGE	50%	27%	21%	2%

District Numeracy Assessment - Spring 2024 Grade 1-9	Population: Students with Disabilities or Diverse Abilities
---	--

Grade	EMG	DEV	PRF	EXT
1	64%	18%	18%	0%
2	63%	28%	9%	0%
3	67%	17%	17%	0%
4	65%	24%	10%	0.8%
5	57%	26%	11%	6.3%
6	71%	25%	4%	0.7%
7	55%	31%	13%	1.1%
8	64%	25%	11%	0%
9	61%	22%	17%	0.0%
AVERAGE	63%	24%	12%	1%

District Numeracy Assessment - Spring 2024 Grade 1-9	Population: Children and Youth in Care
---	---

Although the data is masked due to the small population size, we can confirm that these students have been identified and their performance is actively tracked. Their performance levels are currently below those of the overall student population.

Summary of Learning Performance Indicator – Math June 2024 Grade K-7	Population: All Students
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	14%	30%	48%	8%

Summary of Learning Performance Indicator – Math June 2024 Grade K-7	Population: Indigenous Students
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	25%	35%	36%	4%

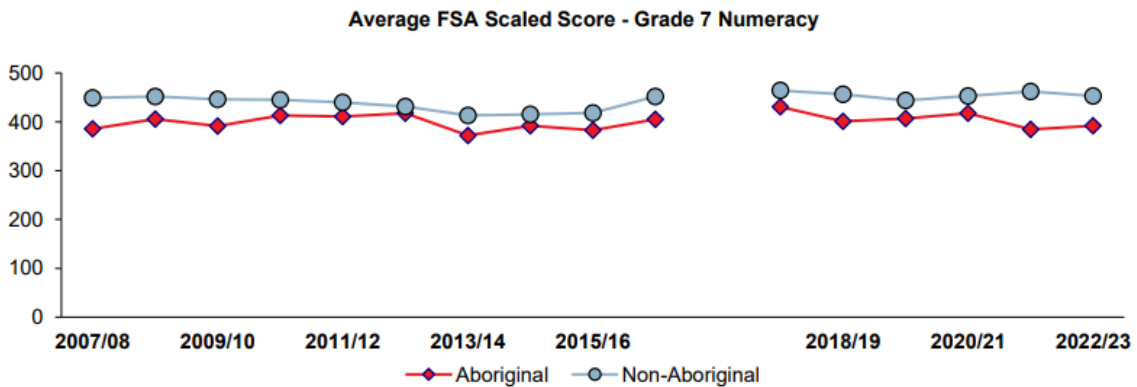
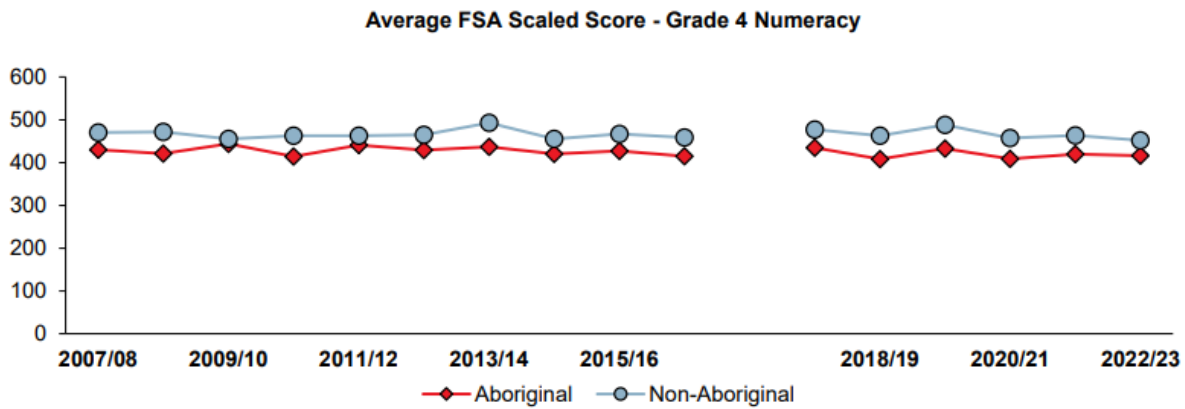
Summary of Learning Performance Indicator – Math June 2024 Grade K-7	Population: Students with Disabilities or Diverse Abilities
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Grade Level	EMG	DEV	PRF	EXT
Grand Total	44%	39%	16%	1%
Grand Total	38%	38%	23%	1%

Summary of Learning Performance Indicator – Math June 2024 Grade K-7	Population: Children and Youth in Care
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Although the data is masked due to the small population size, we can confirm that these students have been identified and their performance is actively tracked. Their performance levels are currently below those of the overall student population.

Pacific Rim School District's [Aboriginal Report - How Are We Doing?](#) also clearly demonstrates the inequity of outcomes that exist for our Indigenous Students in the area of Numeracy. For example:



	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better #	%	B or Better #	%	Course Mark Count #	C+ or Better #	%	B or Better #	%
English 10 (combined)*	185	77	42	58	31	376	254	68	218	58
English First Peoples 10 (combined)*	-	-	-	-	-	-	-	-	-	-
Foundations of Math and Pre-calculus 10	45	17	38	13	29	135	85	63	70	52
Workplace Math 10	55	27	49	17	31	72	56	78	44	61
Science 10	88	29	33	18	20	189	120	63	103	54
Life Sciences 11	33	21	64	16	48	76	45	59	37	49
Pre-calculus 11	22	12	55	11	50	117	83	71	70	60
Science for Citizens 11	15	Msk	Msk	Msk	Msk	15	10	67	10	67
BC First Peoples 12	30	17	57	14	47	33	25	76	20	61
English 12 (combined)*	79	41	52	27	34	136	92	68	68	50
English First Peoples 12	52	19	37	11	21	93	52	56	38	41
Apprenticeship Math 12	-	-	-	-	-	-	-	-	-	-
Calculus 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	13	Msk	Msk	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	48	37	77	32	67
Contemporary Indigenous Studies 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Our Quarterly Indicators of Success assessments and meetings serve as pivotal tools in aligning the efforts within our schools with the broader priorities of the district. This commitment to addressing achievement disparities and implementing a responsive, distinctions-based approach to resource allocation and interventions has been endorsed both by rightsholders and our Board of Education.

On a quarterly basis, school staff, in collaboration with the school’s Indigenous Achievement Team, rigorously monitor the academic performance, social-emotional well-being, and attendance of every Indigenous student. This process involves categorizing students into red, yellow, or green indicators for each area. Following this assessment, the principal engages in discussions with the Education Manager from each Nation to review the data and jointly devise appropriate interventions. These conversations serve as invaluable sources of qualitative data, enriching our understanding and guiding our collective efforts to support Indigenous student success.

We are data rich. In fact, many feel we have an over abundance of data and our challenge is not having the data to identify the inequity trends and gaps in achievement but rather having the right data and giving the time needed to identify and evaluate the specific strategies to address those inequities. We recognize the need to allocate more time for reflection through deep data dives with our PVPA and District Resource Teachers, as we feel this will have significant impact at the school and classroom level. We have also shifted our focus to collecting more “street data” this is evidenced by our District’s commitment and involvement in the MoECC’s Data and Evidence Community of Practice.

To truly understand the intricacies of student performance, it is crucial to delve into street-level data—detailed, granular information about individual students. This approach allows educators to identify discrepancies and inequities that may be hidden in aggregated data. For instance, while a district might show overall improvement in reading scores, a closer examination might reveal significant gaps between different schools, or even within the same school, among various

student demographics such as socioeconomic status, ethnicity, or special education needs. By analyzing this detailed data, educators can pinpoint where disparities exist and understand the specific challenges faced by different student groups.

Ucluelet Secondary School's (USS) "Street Data" project through the Community of Practice was particularly revealing and could provide insight into changes we can make to improve student achievement across our District. Math 10 and Science 10 are two courses that often prevent students from graduating. Data in the *Aboriginal How Are We Doing Report?* indicates that this is particularly true for Indigenous students. Through empathy interviews with students, it was uncovered that the Numeracy skills particularly those required for the Chemistry portion of the Science 10 along with the pacing were significant barriers to successful completion. The school adjusted how the course was delivered. Early indications are that these adjustments made a difference. It is this type of deeper look into the root cause of inequities that can provide powerful insights into what we can do to address them.

This project also underscored the importance of focusing on improving our students' numeracy skills early on as this can have a direct impact on improving graduation results.

We want to expand upon our student voice and street data projects throughout our District, Engaging students directly can uncover the underlying causes of performance gaps and highlight the effectiveness of instructional strategies and interventions from their perspective. This participatory approach ensures that the measures taken to address inequities are informed by those most affected, leading to more equitable and responsive educational practices. By combining district-level data with detailed individual assessments and actively listening to students, educators can create a more comprehensive and just educational environment.

Intellectual Development Summary

Key Takeaways from Analyzing and Interpreting Intellectual Development Data and Evidence

Overall Trends and Learnings

- **Achievement Gaps:**
 - Indigenous students are consistently performing lower than "all students."
 - Indigenous students living off reserve are achieving better than those living on reserve.
 - Children and Youth in Care (CYIC) are performing lower than "all students."
 - Students with disabilities or diverse abilities are performing lower than "all students."
- **Provincial Comparisons:**
 - Across nearly all measures of student achievement, our district is performing below the provincial average.

New Areas for Growth

- **Street Data and Student Voice:**
 - Expanding opportunities to collect and utilize street data and student voice to inform our work and guide decision-making.
- **Professional Learning Alignment:**
 - Creating more opportunities to align professional learning with identified areas for growth, ensuring that staff development directly supports student achievement.
- **Enhanced School Planning Processes:**
 - Improving school planning processes through more frequent data dives and focused conversations to identify and address areas of need promptly.

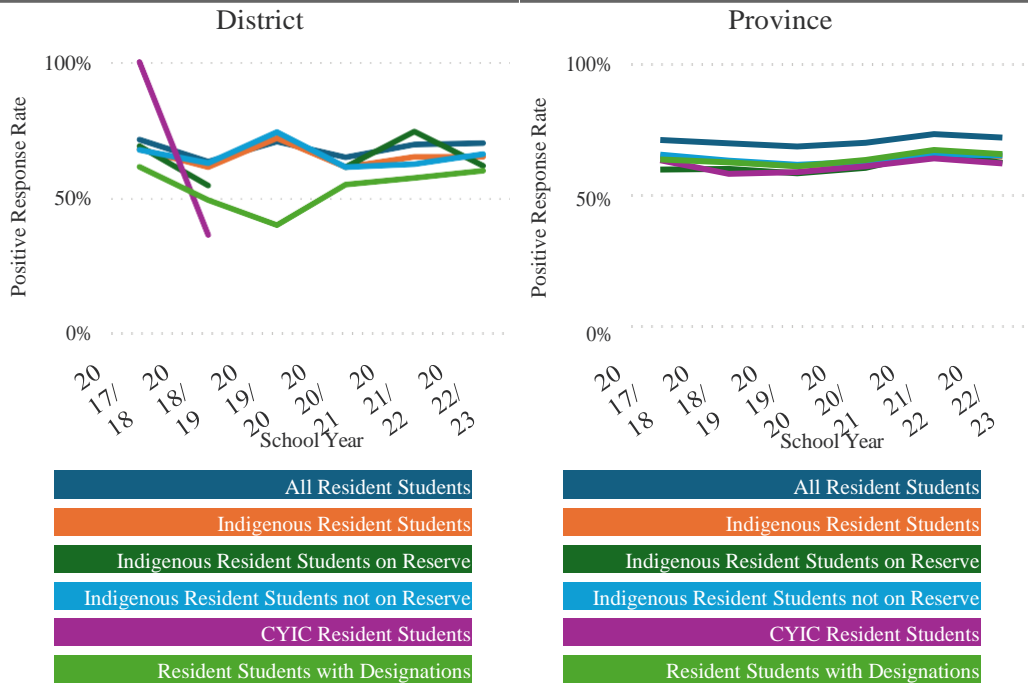
Existing Areas for Growth

- **Detailed Data Analysis:**
 - Continuing to perform detailed analysis of Ministry-provided data to identify trends and target interventions effectively.
- **District Assessment Data:**
 - Utilizing district assessment data from Fall and Spring for reading, writing, and numeracy to monitor progress and inform instructional strategies.
- **Quarterly Indicators of Success:**
 - Maintaining our quarterly indicators of success assessments and meetings to track progress and make timely adjustments to our strategies.

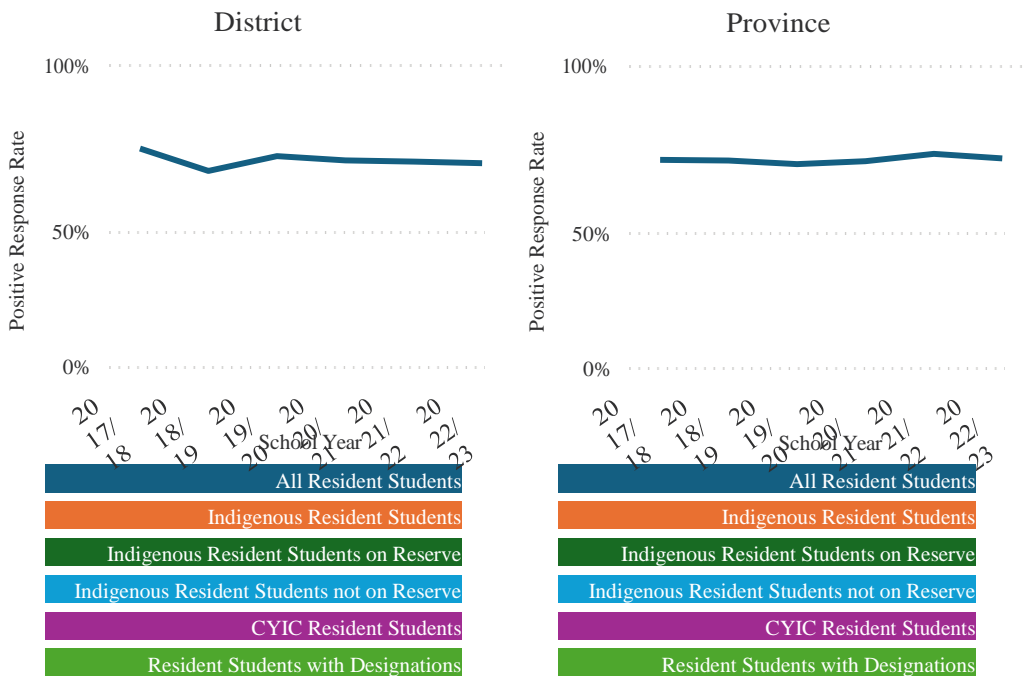
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

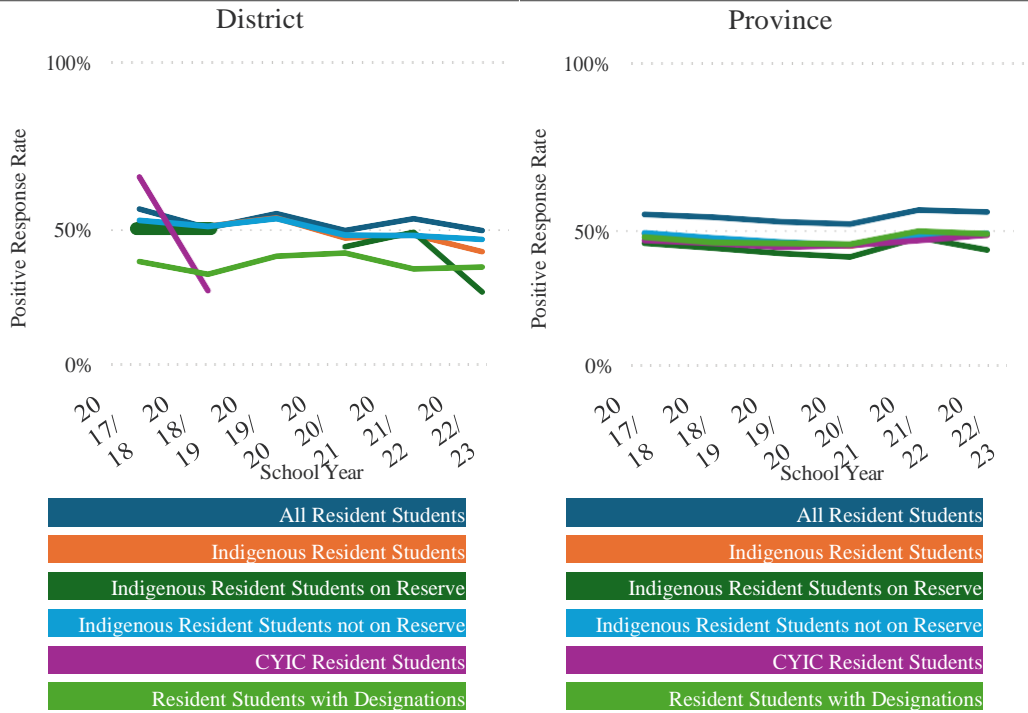
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



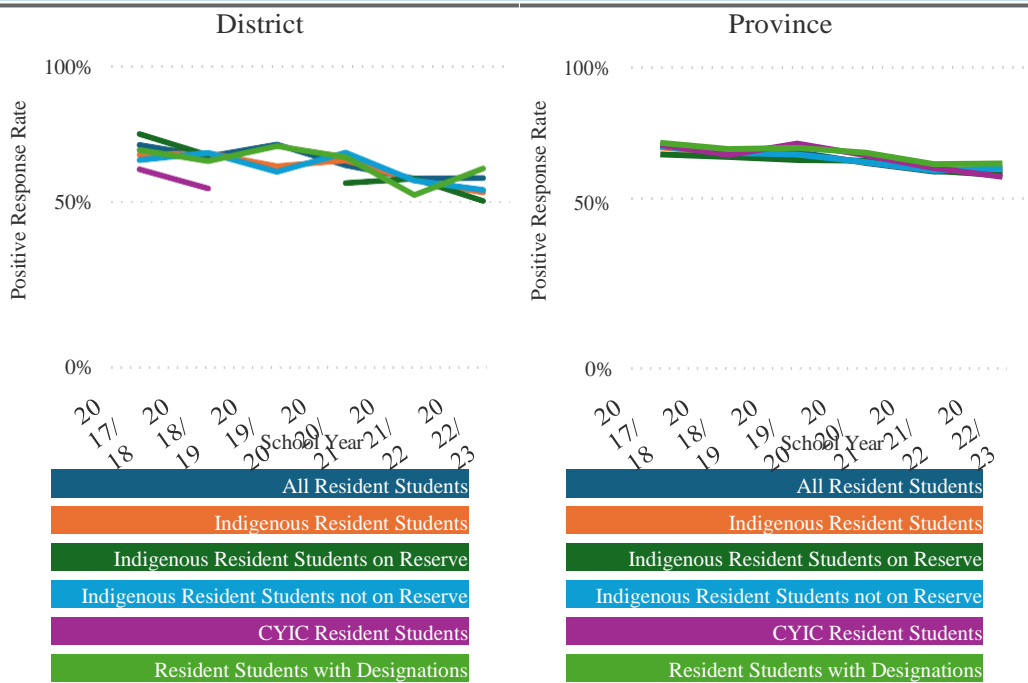
Feel Safe (Positive Response Rate for Grades 4, 7, and 10)



Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)

- CYIC is masked
- District results are generally comparable to Province
- Although the gap is relatively small. All priority populations reporting rate lower than “all students.”
- Positive to see the increasing trend with students with designations.
- Concerning to see a decrease in the positive response rate for on reserve learners. Important to note that this population was above “all students” last year and is a relatively small sample size.

Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

- Data does not disaggregate between subpopulations.
- District results are generally comparable to Province
- Trend indicates reported rate is relatively stable.

Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)

- CYIC is masked
- District results are slightly lower but generally comparable to Province
- Although the gap is relatively small. All priority populations reporting rate lower than “all students.”
- Concerning to see a decrease in the positive response rate for on reserve learners. It is a relatively small population size which makes it prone to more fluctuation.

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)

- CYIC is masked.
- Positive to see students with designations above “all students” (note small population size).
- District results are generally comparable to Province
- Although the gap is relatively small. Indigenous Students, On Reserve are below “all students.”
- Concerning to see a decrease in the positive response rate for Indigenous Students and on Reserve Students.

General Notes:

- Masked Data: Due to the small population size in the district, data for the CYIC priority population is largely masked. Despite the lack of detailed data, it is understood that CYIC is performing at a rate lower than “all students” across most measures. To address this,

the district incorporates specific strategies within the school planning process to provide targeted supports to CYIC students.

- While our communities have a number of socio-economic risk factors, data indicates our schools are working hard to combat how this impacts school climate.
- The inequities are not as pronounced as with intellectual development but there are instances of inequities present for Indigenous students, children and youth in care, and students with disabilities or diverse abilities when compared to “all students.”
- This has been a priority and focus for our district and school plans for the past decade.
- While we want to see an overall upward trend and strive for higher positive response rates the overall strength of responses on SLS supports ongoing efforts to create conditions where students feel welcome, safe, and connected in our schools.

Local Data and Evidence

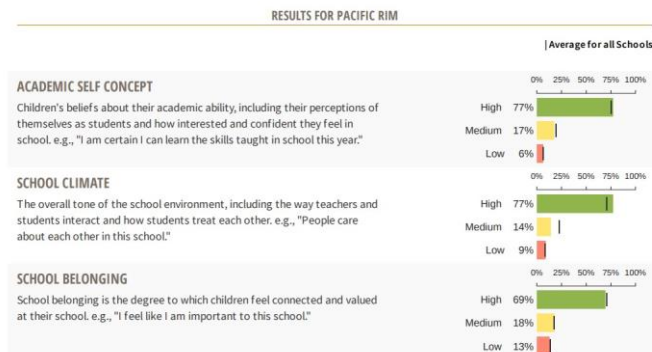
Human Early Partnership

The district relies heavily on data contained in reports released by the Human Early Learning Partnership and its collaborative partners. Comprehensive data sourced from the Child Development Monitoring System, features school district-level reports for CHEQ, EDI and MDI. Our schools have used these survey results extensively in school planning to gain deeper insight into student well-being, identify areas of growth, and engage staff, students, and communities in strategies to improve outcomes for learners.

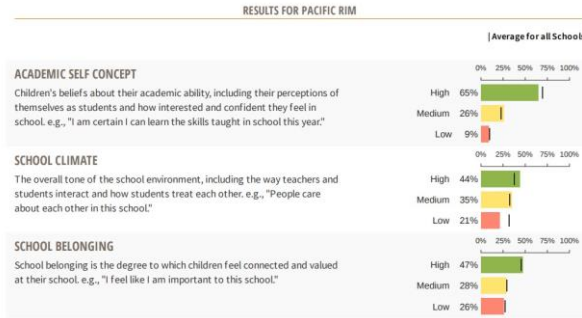
[Pacific Rim School District Human Early Learning Partnership Reports](#)

The data reflected in these reports is comparable to the data provided by the Ministry. For instance:

MDI – Grade 4



MDI – Grade 7

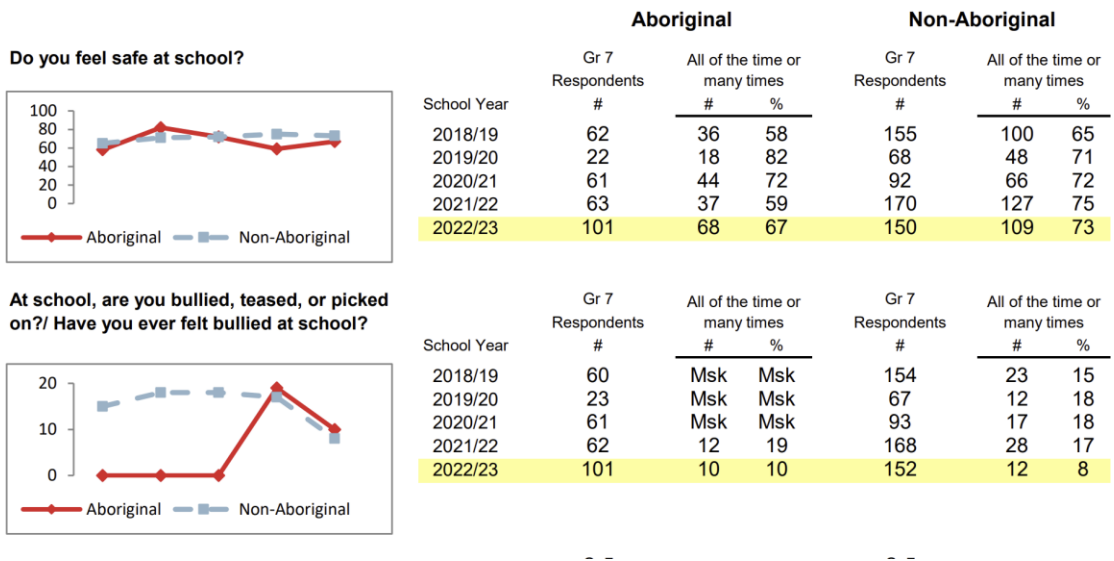


The data in the MDI reports is disaggregated by school and for the first time this year disaggregated by students who self-identify as Indigenous. Disaggregating the MDI data for students who identify as Indigenous was something that came from the request of our Indigenous Education Council. This disaggregated data is valuable for schools to use when assessing the impact of strategies and interventions to improve student wellbeing.

Aboriginal Report - How Are We Doing?

Pacific Rim School District's [Aboriginal Report - How Are We Doing?](#) also contains data that highlights differences in performance between Indigenous students and Non-Indigenous students. The comparison of responses to the Student Learning Survey on pages 48 – 56 provides a more detailed comparison between the two populations. The image copied below is just one example of how this report can be used to compare responses between these two populations.

STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued



BC Adolescent Health Survey

The [BC Adolescent Health Survey](#) (BC AHS) provided us with another source of data to look at student wellbeing measures. The BC AHS is a province-wide survey administered to youth in Grade 7 to 12 since 1992. The survey gives an evidence base of youth health trends, emerging issues, and risk and protective factors for healthy development. 2023 BC Adolescent Health Survey provided

Around 38,500 young people aged 12–19 in 59 of BC’s 60 school districts completed the 2023 BC AHS. The survey was developed in consultation with young people, parents, and other experts in youth health. It was pilot tested with diverse young people in communities across BC before being administered by Public Health Nurses and allied health professionals to students in mainstream public schools in the spring of 2023.

Our Manager of Mental Health & Wellness reviewed the 2023 report and [presented](#) the findings during various stakeholder engagement sessions. Key trends and excerpts from the presentation are included below as examples.

To further support student wellbeing and guide our next steps, our Inclusive Education team has partnered with the McCreary Society to host two youth engagement workshops this fall. Students from across the district will be invited to participate in these sessions.

School Experience

School Connectedness & Sense of Safety

Student's agreed or strongly agreed that...	SD70 2018	SD70 2023	B.C. 2018	B.C. 2023
Felt like part of their school	57%	47%	60%	54%
Happy to be at school	47%	50%	60%	52%
Felt school staff treated them fairly	65%	68%	71%	67%
Felt school staff expected them to do well	78%	72%	79%	75%
Felt safe at school	73%	65%	73%	63%
Felt teachers cared about them	58%	57%	66%	61%
Felt other school staff cared about them	47%	50%	52%	48%

- Area of concern locally
- Pacific Rim showing increases, not a decline
- Area of concern BC wide
- Pacific Rim showing increases, not a decline

School Experience – Absences



Trends in missing 3 or more days per month

Reason for missing 3 or more days per month	SD70 2018	SD70 2023	B.C. 2023
Illness	16%	22%	17%
Skipping	9%	14%	10%
Appointments	4%	7%	7%
Family Responsibilities	5%	7%	4%
Sleeping In	7%	9%	6%
Own Mental Health (i.e., anxiety, depression)	7%	10%	8%

Pacific Rim students are struggling with absenteeism more significantly, compared to students on average across the province.

Types of Care Experienced



In Pacific Rim, the most common types of care that students had experienced were

- Foster home (7%)
- Extended Family Program or Out of Care Order (6%).

Provincial Data

Types of care youth had experienced	Types of care youth had experienced	
	In the past year	Ever
Extended Family Program or Out of Care Order	1%	3%
Foster home	1%	2%
Group home	1%	2%
Youth Agreement	1%	1%
Custody centre/ detention centre	1%	1%

Unstable Housing in Pacific Rim

In the past 12 months,

- 6% of students in this school district ran away from home,
- 4% were kicked out, and
- 3% were homeless.
- 21% of students had moved at least once in the past year.



Significant Trends in Home Life

- Parents of local youth are monitoring their kid's free time (online and out of the home) more often than provincially.
- Caretaking responsibilities (of a family member or pet) for youth across B.C. has increased. This increase is magnified for youth in Pacific Rim; i.e., 19% of youth were caretaking for a family member in 2018, compared to 28% in 2023.
- More Pacific Rim youth are in care agreements than provincially.



A key area for further exploration is understanding why the district's student well-being measures are comparable to provincial averages while student achievement measures are lower.

Human and Social Development Summary

Key Takeaways from Analyzing and Interpreting Human and Social Development Data and Evidence

Overall Trends and Learnings

- We are performing close to the Provincial Average.
- Persistent but smaller achievement gaps.
- Local data and evidence is useful for planning supports and interventions at the school and individual student level.

New Areas for Growth

- **Street Data and Student Voice:**
 - Expanding opportunities to collect and utilize street data and student voice to inform our work and guide decision-making.
- **Enhanced School Planning Processes:**
 - Improving school planning processes through more frequent data dives and focused conversations to identify and address areas of need promptly.
 - A key area for further exploration is understanding why student well-being measures are comparable to provincial averages while student achievement measures are lower.

Existing Areas for Growth

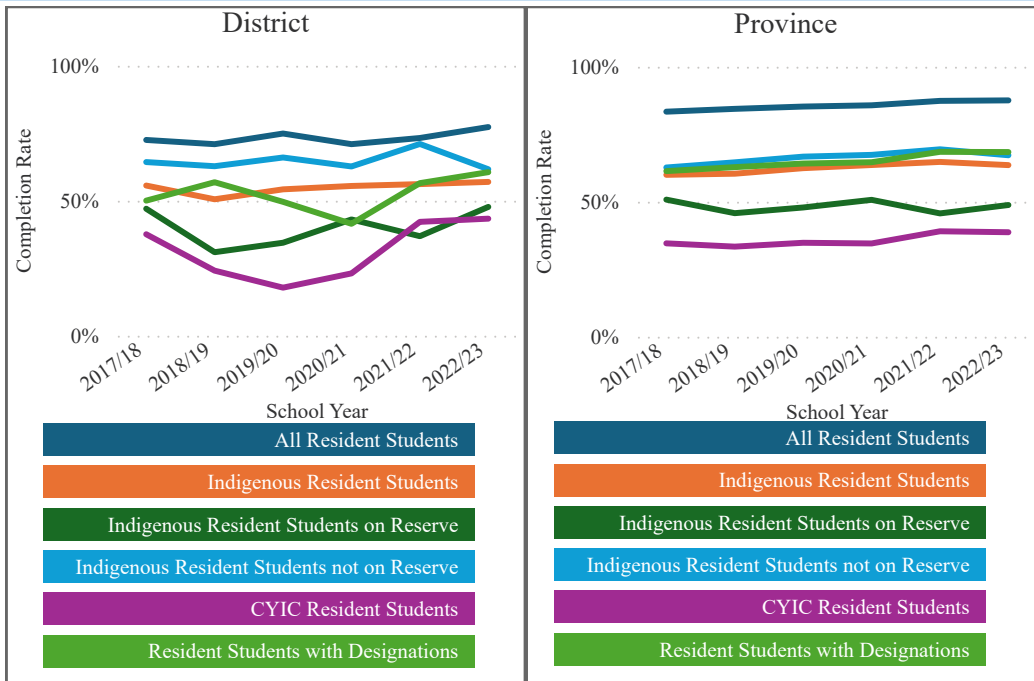
- **Detailed Data Analysis:**
 - Continuing to perform detailed analysis of Ministry-provided data to identify trends and target interventions effectively.
- **Quarterly Indicators of Success:**
 - Maintaining our quarterly indicators of success assessments and meetings to track progress and make timely adjustments to our strategies.
 - Attendance interventions is a reported area for development.
- **Support Existing Initiatives:**
 - Maintain ongoing efforts to create conditions where students feel welcome, safe, and connected in our schools.

Career Development

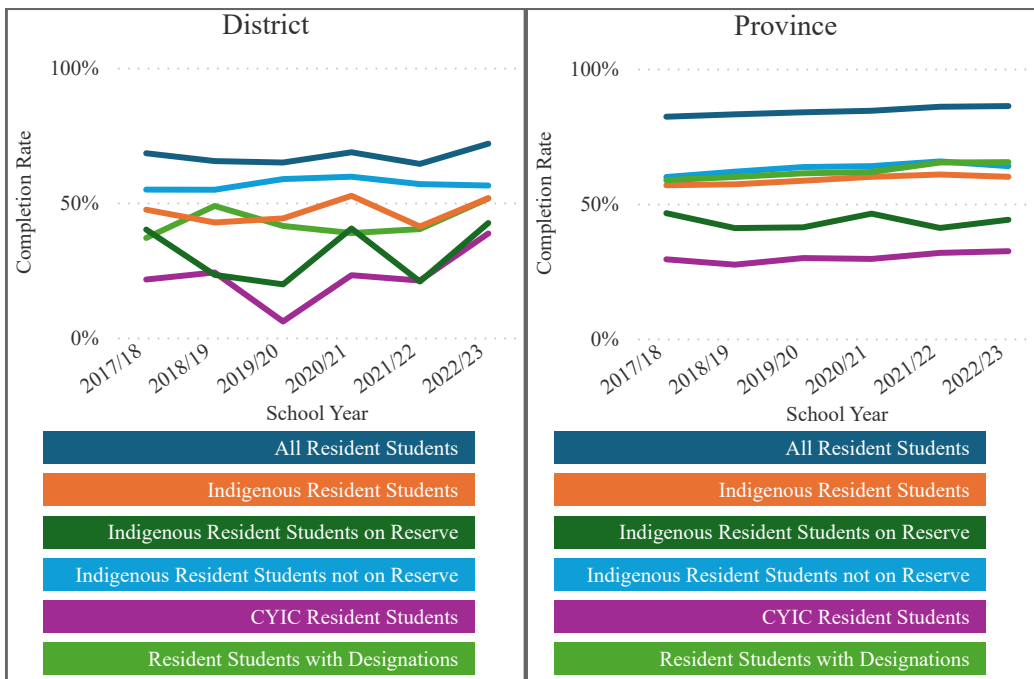
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

2023/2024 Data Not Captured

It is important to note that the data included in this report does not encompass the 2023/2024 Graduation Rates. Over the past two years, we have implemented targeted and measurable strategies to address the disproportionate representation of Indigenous students in alternative programs and to increase Dogwood graduation rates for Indigenous students. These actions' impacts will not be reflected in the current report, but we anticipate continued positive effects on our graduation rates.

No Masked Data

We are fortunate that the graduation rate data in this report is fully visible and not masked.

Trends Identified from the Analysis and Their Implications for the District

- **Upwards Trend in Graduation Rates (2022/2023)**
 - **Trend:** Graduation results show a positive increase for “All Students,” Indigenous Students, Students with Designations, and Students on Reserve.
 - **Implication:** Further investigation is needed to understand the factors contributing to this positive trajectory.
- **CYIC Graduation Results Above Provincial Average**
 - **Trend:** CYIC students are performing above the provincial average, though still below the “all students” rate.
 - **Implication:** We should continue and expand our efforts to support CYIC students through to graduation.
- **Lower Dogwood Only Graduation Rates**
 - **Trend:** There is a concern regarding lower Dogwood-only graduation rates compared to combined rates.
 - **Implication:** Investigate how students are placed on the Adult Dogwood path and why some populations are disproportionately represented in these numbers.
- **District Graduation Results Below Provincial Average**
 - **Trend:** The graduation results for “all students” in the district are below the provincial average.
 - **Implication:** The district needs to investigate and address the factors contributing to this lower performance to achieve or exceed the provincial average.
- **Performance Disparities Across Student Groups**
 - **Trend:** Indigenous students, Children and Youth in Care (CYIC), and students with disabilities or diverse abilities perform at lower rates compared to “all students.”
 - **Implication:** There is a critical need for targeted support to address these disparities and ensure equal opportunities for success.
- **Indigenous Students Living on Reserve**
 - **Trend:** Indigenous students living off-reserve perform notably better than those living on-reserve, reflecting a provincial trend.

- **Implication:** Targeted interventions and resources are necessary to support Indigenous students living on-reserve and close the performance gap.
- **Decline in Off-Reserve Graduation Rates**
 - **Trend:** There is a noted decline in graduation rates for off-reserve students in 2022/2023.
 - **Implication:** This trend warrants further investigation to understand and address the underlying causes.

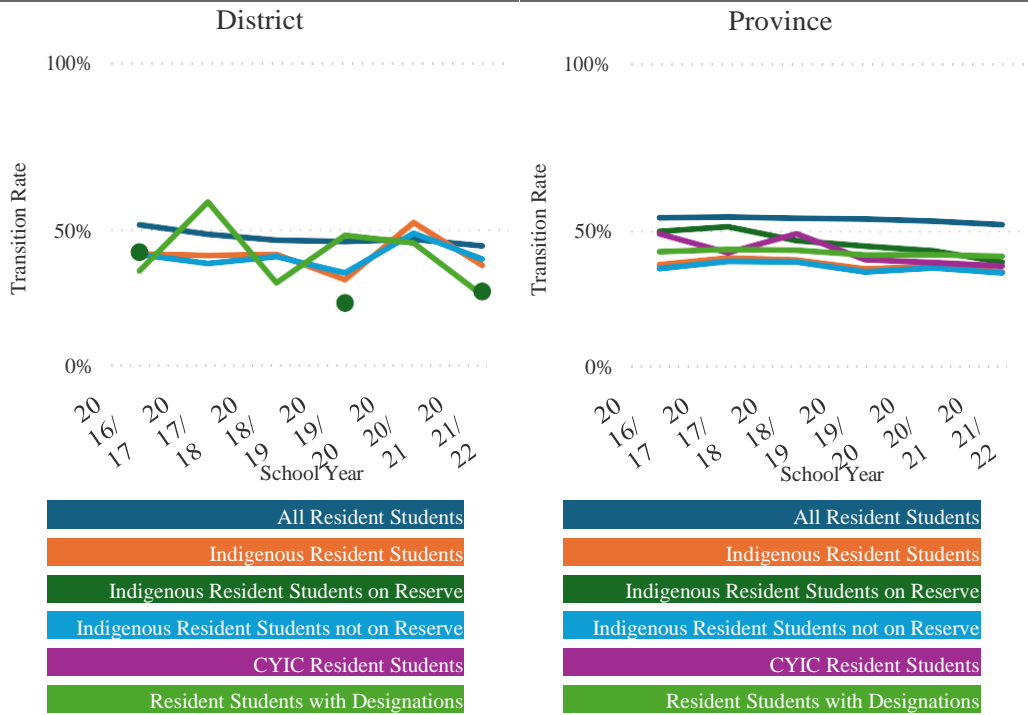
Overall Implications for the District

- Addressing achievement gaps and improving equity of learning outcomes for priority populations—Indigenous Students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities—requires continued targeted strategies and resources.
- Enhanced support for Indigenous students, particularly those living on-reserve, is essential.
- Continued investigation into factors contributing to the district's below-average performance compared to provincial averages is needed.
- Focused and measurable steps must be taken to address the disproportionate representation of Indigenous students in alternative programs and to increase Dogwood graduation rates for Indigenous students. We have taken specific actions to address these inequities in 2023/2024. We have more actions in place for the 2024/2025 school year that have been planned in thoughtful collaboration with our Indigenous Education Council. We will continue to examine how we might further explore and capture evidence of this great work in future reports.

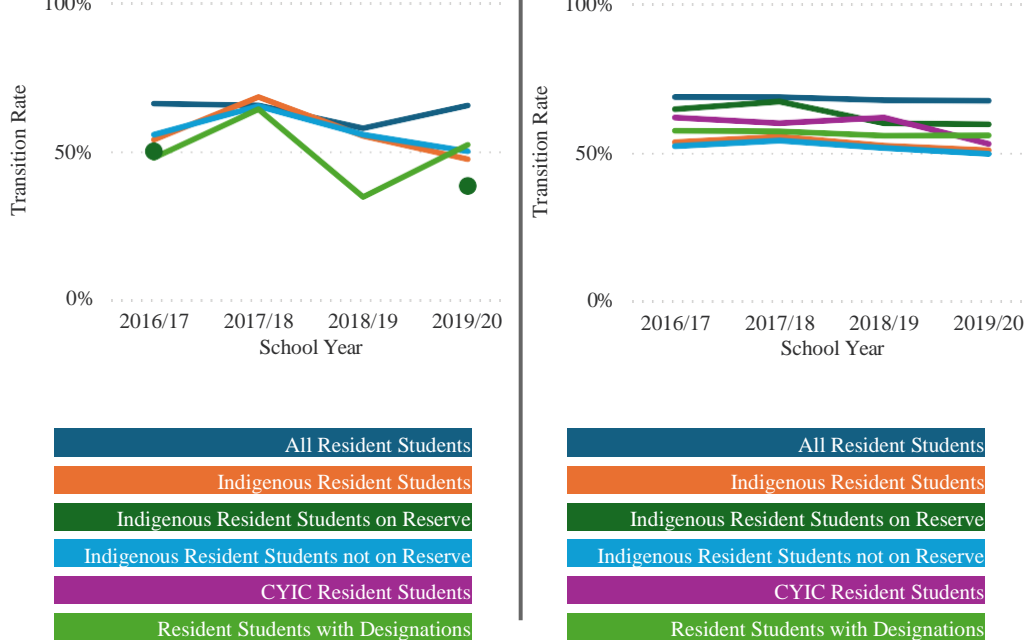
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

To Note:

It should be noted that this measure only captures those students who enroll in BC Public Post-Secondary Institutions and does not capture those transitioning to other institutions. There is considerable debate within our rightsholder and stakeholder groups about the merit of this measure as it does not account for all post-secondary transitions or other viable career paths.

Missing or Masked Data Points and Considerations:

Masked Data for Children and Youth in Care (CYIC) and some years of Indigenous on Reserve:

- **Data Point:** Due to the small population size in the district, data for the CYIC and On Reserve priority populations is often masked.
- **Consideration:** Despite the lack of detailed data, it is understood that CYIC and Indigenous on Reserve are performing at a rate lower than “all students” across most measures. To address this, the district incorporates specific strategies within the school planning process to provide targeted supports to CYIC and On Reserve students.

Trends Identified from the Analysis and Their Implications for the District

- **District 3 Year Transition Rate Comparable to Province**
 - **Trend:** The greater consistency with three-year transition rates resonates with the narrative of many graduates who defer entering post-secondary largely for financial reasons associated with having to leave home communities to attend post-secondary.
 - **Implication:** The district needs to investigate and address the factors contributing to this lower performance to achieve or exceed the provincial average.
- **Performance Disparities Across Student Groups**
 - **Trend:** Indigenous students, Children and Youth in Care (CYIC), and students with disabilities or diverse abilities perform at lower rates compared to “all students.”
 - **Implication:** There is a critical need for targeted support to address these disparities and ensure equal opportunities for success.
- **Indigenous Students Living on Reserve**
 - **Trend:** Indigenous students living off-reserve perform notably better than those living on-reserve, reflecting a provincial trend.
 - **Implication:** Targeted interventions and resources are necessary to support Indigenous students living on-reserve and close the performance gap.

Overall Implications for the District

- Addressing achievement gaps and improving equity of learning outcomes for priority populations—Indigenous Students, Children and Youth in Care, and Students with Disabilities or Diverse Abilities—requires continued targeted strategies and resources.
- Enhanced support for Indigenous students, particularly those living on-reserve, is essential.
- Our District Career Education Center has many success stories of connecting and matching students with positive career opportunities prior to graduation.

Career Development Summary

Key Takeaways from Analyzing and Interpreting Career Development Data and Evidence

Overall Trends and Learnings

- **Achievement Gaps:**
 - Indigenous students are consistently performing lower than "all students."
 - Indigenous students living off reserve are achieving better than those living on reserve.
 - Children and Youth in Care (CYIC) are performing lower than "all students."
 - Students with disabilities or diverse abilities are performing lower than "all students."
- **Provincial Comparisons:**
 - Our district is performing below the provincial average for graduation rates.

New Areas for Growth

- **Street Data and Student Voice:**
 - Expanding opportunities to collect and utilize street data and student voice to inform our work and guide decision-making.

Existing Areas for Growth

- **Communicate Different Graduation Pathways**
 - Continue to promote, communicate and encourage a better understanding of the different pathways to graduation and different opportunities to earn credits for graduation. Providing a clearer understanding for students, educators and families will help ensure student success.
- **Alternate Referral Process:**
 - Continuing to refine and provide oversight to students referred to alternate program.
- **Adult Graduation Referral Process**
 - Continuing to refine and provide oversight to all students referred to the adult graduation program.
- **Communicate and Promote Different Career Life Opportunities**
 - Continue to promote, communicate and encourage a better understanding of the different career life pathways that exist for students.
 - Improve monitoring and tracking of different pathways to help evaluate success
- **Quarterly Indicators of Success:**

- Maintaining our quarterly indicators of success assessments and meetings to track progress and make timely adjustments to our strategies.