

Enhancing Student Learning Report - Pacific Rim School District



Land Statement

Pacific Rim School District is situated on the ?haah?uuli of the cīšaa?atḥ, hupačasath, tla-o-qui-aht, Yuułu?iif?atḥ, 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.



Approved by the Board September 26th, 2023

Signature: Pam Craig
Pam Craig, Board Chair

Aligned with the [Pacific Rim School District's 2023/2024 – 2027/2028 Strategic Plan](#)



Contents

The Enhancing Student Learning Report consists of three parts.

Part 1 is this written report that describes the Board of Education’s commitment to continuous improvement, FESL alignment with district priorities, consultation with partners and Rightsholders, and review and reflection on data contained in part 2 of the report. Part 1 provides a context, rationale and priority areas for the District’s Strategic Plan but does not include the Strategic Plan as this document is submitted separate from the Enhancing Student Learning Report.

Part 2 is a link to an [Interactive Power Bi Data Report](#) posted to our website that brings together required student performance measures for all learners as well as for required subpopulations of students. Performance of all learners and specified categories of students can be reviewed simply by selecting the group from the list of options in the report view. Graphs adjust automatically for each group selected and moving back and forth between groups helps identify similarities and differences between populations of learners.

Part 3 is a link to a [sample school plan](#) provided as an example of the district’s commitment to continuous improvement. The sample plan highlights the linkage between school goals and district goals and describes the evidence, processes, and strategies considered in developing school improvement plans. Updated school plans will be posted publicly to the web in the Fall of 2024.

Together, parts 1-3 comprise the District’s Report to the Minister required under Ministerial Order 302/20. The Report guides the district’s improvement plan, provided separately as the [Pacific Rim School District’s Strategic Education Plan](#).

The Enhancing Student Learning Report and associated documents and the Strategic Plan are posted to the [Pacific Rim SD70 website](#).

Introduction

The Board of Education for School District 70 Pacific Rim is pleased to provide to its communities and to the Ministry of Education the September 2023 *Enhancing Student Learning Report* which is aligned with our [District's 2023/2024-2027/2028 Strategic Plan](#). The Board is committed to ongoing improvement, transparency and to evidence-based decision making. This plan guides our decisions and the actions of staff in support of student success now and in the future.

District Context

The Pacific Rim School District covers much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000 residing on the ʔhaahʔuuli of the c̓išaaʔath, hupačasath, tla-o-qui-aht, Yuuʔuʔiʔath, and Huu-ay-aht within the communities Port Alberni, Tofino, Ucluelet and Bamfield. Our district respectfully acknowledges that we work alongside all Nuu-chah-nulth Nations as well as the Nuu Chah Nulth Tribal Council, the Alberni Clayoquot Metis Society and the Port Alberni Friendship Center to serve the children and youth of the Alberni-Clayoquot region.

Our district learning facilities include eight K-7 elementary schools, two 8-12 secondary schools, one K-12 school, one Alternate Education Learning Centre and one Continuing Education Centre serving approximately 4200 students including school aged and adult learners. In addition, our district's Pacific Rim Children and Families programs include a family hub, four StrongStart programs, and growing childcare programs. The school district employs close to 500 employees and has a 2022/2023 overall budget of nearly \$45 million.

Relative to provincial and regional socio-economic indicators, risk factors that impact our communities include a higher unemployment rate, lower levels of education, lower median income, and higher rates of lone parent families. Thus, the social, emotional, and economic impact on families and learners presents itself daily in schools across the district. Our Indigenous student population is approximately 36%.

Strategic Plan Focus Areas

While there are many areas of success and individual accomplishments, school district staff, representatives of Indigenous Rights Holders, partner groups and community members identified five priority areas for growth. These are:

- Indigenous Learner Success and Relationships with First Nations and Métis
- Student Achievement
- Mental Health and Social-Emotional Well-being
- Safe, Welcoming and Modern Learning Environments
- Environmental Stewardship and Global Citizenship

District Successes

The 2022/2023 school year brought a new Superintendent and a new Board of Education to the Pacific Rim School District. In this first year, a considerable amount of focus and energy has been dedicated to engaging in a rich consultative process to develop a new strategic plan. The district takes pride in the work accomplished through the strategic planning process and the opportunities it has provided to strengthen and build relationships.

In addition to the strategic planning process, a significant amount of work has been guided by the motions passed at the inaugural meeting of the Board of Education on November 8, 2022. The detailed motions can be found in the [meeting minutes](#) but can be summarized as follows:

- Beginning collaborative work towards a district framework for Truth and Reconciliation.
- Researching and presenting recommended models of Co-Governance.
- Establishing an Elder's Council within the West Coast communities to support the already established Elder's Council in the Alberni Valley.
- Addressing the gap in overall achievement rates for Indigenous learners.
- Developing a Board Work Plan.
- Initiating the development of an Enhancement Agreement.

As we reflect on the past 10 months, our District takes pride in reporting specific and observable progress made towards each of these directives. There has been considerable and ongoing collaboration with the 10 Indigenous Nations our District serves. Both the Board and staff firmly believe that this work provides the foundation needed to improve outcomes for all students and to address the gaps and inequities that exist in student achievement. This ongoing work will continue to guide continuous improvement efforts at all levels as we move into the 2023/2024 school year and year one of our five-year strategic plan.

Strategic Engagement

Alignment and Consultation

The alignment between District goals and Provincial goals is further reflected in each of the district's three Local Education Agreements (LEA), through discussions and sharing at the Indigenous Education Advisory Committee, and in work with local nations regarding the academic performance of Indigenous learners. For example, LEA's specifically note attention to "overall academic performance, literacy and numeracy performance, grade-to-grade transitions, Dogwood graduation rates, and transitions to post-secondary education" for on-reserve learners, while ongoing discussions regarding a revised Enhancement Agreement and an Education Agreement with the local Metis Association also consider a similar focus on academic performance measures for all Indigenous learners. These goals are reinforced through the district's Equity Scan that strives to eliminate gaps in performance between Indigenous and non-Indigenous learners.

In developing the *2023 Enhancing Student Learning Report*, the Board of Education considered the requirements outlined in the *Framework for Enhancing Student Learning* (FESL) and Ministerial Order M302/20 in the context of the Board's Strategic Priorities and ongoing improvement plans.

Board of Education

As part of our commitment to continuous improvement staff provided regular reports and updates related to the [Strategic Plan](#) and *Enhancing Student Learning Report*. New data and performance measures were shared with the Board as they became available. An overview of strengths and challenges emerging from the data and where data aligned/did not align with corresponding local or classroom data.

Education Committee

The mandate of the Education Committee is to discuss and make recommendations to the Board of Education on matters related to general education directions and to provide regular reports to the Board on education programs, services and learning outcomes. Comprised of trustees, district staff, and representatives from District Parent Advisory Council, Indigenous Education Advisory Committee, Principals and Vice Principals Association, Alberni

District Teachers Union and CUPE Local 727, the Committee regularly reviewed and discussed learner outcomes contained in the *Enhancing Student Learning Report*. Arising from these discussions was a strong commitment to focus on the goals set out in the new strategic plan and a continued focus on equity, diversity, inclusion, and accessibility.

Executive Committee

The Board delegates to the Executive Committee, within the terms of applicable legislation, Board policy and/or specific Board direction, the day-to-day management of the District. A representative of the ADTU, CUPE and Principals' & Vice Principals' Association will be invited to attend regular meetings of the Executive Committee in order to facilitate management/employee consultation. At biweekly meetings members of the committee have opportunities to receive updates and ask questions related to the strategic objectives, district operations, and progress related to student achievement measures.

Indigenous Education Advisory Committee

The District Indigenous Education Advisory Committee (IEAC) also regularly reviewed and discussed learner outcomes contained in the *Enhancing Student Learning Report* with a focus on Indigenous learner performance, looking at both on reserve and off reserve learners. Representation on the IEAC includes Nuu-chah-nulth Tribal Council, local nation's Education Managers, Metis Association, teachers' association, trustees, district staff and principals/vice principals. Both Nation and Tribal Council representatives are familiar with achievement data such as the *How Are We Doing Report* and the locally adopted *Indicators for Success* assessment and noted the disparity of outcomes between Indigenous and non-Indigenous learners, as well as between on reserve and off reserve learners. The IEAC noted the correlation between raising the district's overall performance through a concerted effort to improve Indigenous learner outcomes, and strongly supports a District Plan that focuses on Indigenous learner success with a particular emphasis on outcomes for on reserve learners. Ongoing discussions around disproportionate representation in alternate programs, improving attendance rates, and offering more place based and rich cultural learning were part of a regular analysis of evidence and strategies.

School Principals and Vice Principals

As school leaders in the district, principals and vice principals have been provided regular updates related to data and were also consulted in the development of the *2023 Enhancing Student Learning Report*. Principals and vice principals noted the consistency in trends between K-7 provincial and local data, yet secondary administrators remain concerned about performance on provincial assessments that did not align with school or classroom-based assessments. All commented on the need to have a range of evidence of student learning to consistently triangulate results, to identify areas in need of improvement, and to develop strategies and/or interventions.

District Parent Advisory Council

Discussion with the District Parent Advisory Council (DPAC) about the Framework for Enhancing Student Learning occurred in the Spring of 2023, highlighting similarities and differences from previous processes and involvement in district and school planning. Specific to this report, DPAC as a whole was consulted with in June 2023 and through their regular involvement in the Education Committee during the the 2022/23 school year.

Alignment with Strategies in District's Strategic Education Plan

As evidenced in our [District Strategic Plan](#) our District has developed strategies for addressing areas for growth and achievement gaps noted in our performance data. District wide strategies are noted on pages 7 and 8 of the plan.

A. Intellectual Development

Educational Outcome 1

Students will meet or exceed the literacy expectations for each grade level.

Measure 1.1

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

Refer to pages 1, 2, 14 and 15 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- Participation rates across our district are high with an overall participation rate of 94%, giving us confidence FSA measures accurately represent district wide performance.
- Generally, the trends in terms of successes as well as gaps in achievement noted in FSA results reflect those observed in other literacy measures like our district assessment data and report card indicators.
- Performance results from 2022/2023 for “all students” in the district saw a small decline and are performing below the provincial average.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.” Small sample sizes particularly for CYIC can make comparisons challenging.
- Like the provincial trend Indigenous students living off reserve are performing noticeably better than Indigenous students living on reserve.
- Across our District we have shown a strong commitment to strategies for improving literacy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Literacy Network and establishing a learning services team are foundational elements in improving our performance.

Measure 1.2

Current year and 3-year trend for the percentage of students proficient or extending literacy expectations as specified in the Grade 10 Literacy Assessment.

Refer to pages 3 and 16 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- We are pleased to see a positive trend in the performance of “all students” on the Literacy 10 assessments over the last three years.
- District performance of Indigenous students is at same rate as provincial average.
- While we have worked to improve them, participation rates for the Grade 10 Literacy Assessment remain low at 39%. In 2021/2022 this was further complicated by the cancellation of the January exam session.
- Secondary schools continue to focus on improving participation rates to establish a more reliable, valid baseline upon which future targets can be established.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.” This continues to demand attention. Small sample sizes particularly for CYIC can make comparisons challenging.

- Like the provincial trend Indigenous students living off reserve are performing noticeably better than Indigenous students living on reserve.
- Across our district we have shown a strong commitment to the key strategies for improving literacy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Literacy Network and establishing a learning services team are foundational elements in improving our performance.
- Continue to support our students with high absenteeism by providing intensive outreach intervention with the support of mental health workers, Indigenous Support Teachers, and Nuuh Chah Nulth Education Workers.

Educational Outcome 2

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

Measure 2.1

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

Refer to pages 4 and 17 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- Participation rates across our district are high with an overall participation rate of 94%, giving us confidence FSA measures accurately represent district wide performance.
- Generally, the trends in terms of successes as well as gaps in achievement noted in FSA results reflect those observed in other numeracy measures like our district assessment data and report card indicators.
- Performance results from 2022/2023 for “all students” in district saw a small decline and are performing below the provincial average.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.”
- Like the provincial trend Indigenous students living off reserve are performing noticeably better than Indigenous students living on reserve.
- Across our District we have shown a strong commitment to the key strategies for improving numeracy skills for all students and addressing achievement gaps. There have been significant investments made in terms of professional learning and developing numeracy assessment practices. Tracking student performance and interventions as well as the re-emergence of a District Numeracy Network and establishing a learning services team are foundational elements in improving our performance.
- Literacy has historically been the focus of our District and remains a focus within our schools. However, professional learning in the area of Numeracy instruction and assessment is a priority focus for the District’s professional learning opportunities and the Learning Services Team.

Measure 2.2

Current year and 3-year trend for the percentage of students proficient or extending numeracy expectations as specified in the Grade 10 Numeracy Assessment.

Refer to pages 5 and 18 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- We are pleased to see a positive trend in the performance of “all students” on the Numeracy 10 assessments over the last three years but overall results remain low.
- While we have worked to improve them, participation rates for the Grade 10 Numeracy Assessment are low. In 2021/2022 this was further complicated by the cancellation of the January exam session.
- Secondary schools will continue to focus on improving participation rates to establish a more reliable, valid baseline upon which future targets can be established.
- Like the provincial trend there is a noticeable gap in achievement in how subpopulations (Indigenous, CYIC and students with disabilities or diverse abilities) are performing relative to the performance of “all students.” This continues to demand attention.
- Across our district we have shown a strong commitment to the key strategies for improving numeracy skills for all students and addressing achievement gaps. Tracking student performance and interventions as well as the re-emergence of a District Numeracy Network and Numeracy Lead positions for all schools are foundational elements in improving our performance.
- We continue to support our students with high absenteeism by providing intensive outreach intervention.
- A District Numeracy Network has been created and professional learning activities focused on secondary teachers continues to be a strategy.

Measure 2.3

Percentage of students who are completing grade to grade transitions on time.

Refer to pages 6 and 19 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- Grade to grade transition rate is high with an overall percentage of 95%. The overall rate is so high it provides little indication of an area to target or focus interventions.
- There is a small gap in the “all students” transition rate and the Indigenous students transition rate.
- Indigenous students living on reserve are transitioning at a higher rate than the provincial average.
- Consideration should be given as to why our students perform at a lower rate on provincial assessments but are successfully transitioning grade to grade.

B. Human and Social Development

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

Educational Outcome 3

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

Measure 3.1 and 3.2

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

3.2 - Percentage of students in grade 4, 7 and 10 who feel there are two or more adults at their school who care about them.

Refer to pages 7 and 20 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- This has been a priority and focus for our district and school plans for the past decade.
- While we want to see an overall trend and strive for higher positive response rate the overall strength of responses on SLS supports ongoing efforts to create conditions where students feel welcome, safe, and connected in our schools. The District relies heavily on data contained in Early Years Development Instrument (EDI), Middle Years Development Instrument (MDI), and Youth Development Instrument (YDI) assessments, and has 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.
- Overall, trends for all learners are consistent with provincial responses, yet, while consistent with provincial results, it is worth noting that student’s sense of belonging is significantly lower than other measures relating to caring, safety and feeling welcome. Caring adults is strong among responses from all but CYIC sub-populations and reflects a concerted effort to address feedback observed in early MDI results and supported by research.
- Indigenous responses are performing closely to all learners in the district. While Indigenous learner performance in literacy, numeracy and school completion continues to demand our attention, it is heartening to know that Indigenous learners generally feel safe, welcome, and cared for at school – a necessary condition to support learners’ intellectual development. Finally, unlike other measures in this report, there is little difference in results according to on reserve and off reserve learners.
- Students reporting a positive sense of belonging is lower than feeling safe, welcome or having caring adults at school. This is an area of focus for our District at all levels. Most schools have plans to address this directly in their school plans. Planning is underway to increase opportunities to collect more qualitative “street data” through student voice related to a sense of belonging.
- There is a historical downward trend across most measures including human and social wellbeing that is observed as students move into the late intermediate and early secondary grades. We believe this is an opportunity for focused intervention.
- 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.

C. Career Development

Educational Outcome 4

Students will graduate.

Measure 4.1

Percentage of students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

Refer to pages 8 and 21 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- The graduation rate for “all students” showed an improvement from 2020/2021.
- There is a 20% gap between Indigenous and “all students” in the 5 year completion rates.
- The adjusted graduation rate identified in the *Aboriginal How Are We Doing Report* stands out. Our Indigenous students are disproportionately represented in our alternate programs and also our adult graduation rate. Our

district paying considerable attention to our alternate referral process and increasing engagement by offering more place-based learning opportunities as alternatives to this graduation path.

- The district is shifting emphasis to a 5-year school completion rate yet retains the 6-year data set as the additional year has played an important role in the historical increase in graduation rates and acknowledges the considerable time and effort invested in and by learners who have previously struggled or progressed at a slower pace yet have persevered to earn high school graduation.

Educational Outcome 5

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

Measure 5.1

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

Refer to pages 9, 10, 22 and 23 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- It is 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 about the merit of this measure as it does not account for all post-secondary transitions or other viable career paths.
- District 3-year PSI rates for “all students” declined in 2018/2019 and dropped below the provincial average. This is something that merits further investigation as we do not have a rationale for why this occurred.
- 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.
- Due to small cohort size and confidentiality requirements much of the subpopulation (Indigenous, students with disabilities or diverse abilities, CYIC etc.) data is masked. However, they are performing at a rate above the Provincial average and the achievement gap between subpopulations and “all students” is narrow in comparison to other measures.
- Our District Career Education Center has many success stories of connecting and matching students with positive career opportunities prior to graduation.

Overarching Adaptive Strategies

In addition to the adaptations noted in previous sections the District has identified and implemented a number of adaptive strategies in response to the student achievement data referenced in this report and through our consultative feedback processes. The District believes these adaptive strategies will improve outcomes for students in all areas. These include:

- Learning services delivery model adjusted to model collective responsibility for Indigenous Education and equitable access.
- District wide professional learning series focused on numeracy instruction.
- Increased opportunities to listen to student and community voice.
- Focus on readiness for school and readiness for grad program.
- System wide commitment to truth and reconciliation.
- Creation of a West Coast Culture Council.
- Strategic planning process and community engagement efforts.
- Careful review and oversight of alternate school referral process.
- Responsive mental health strategies (elders in schools, mental health workers, professional learning).

- Full transparency and collaboration in budgeting process and the allocation of targeted funds.
- Aligning resources based on need. Distinction-based resource allocation specific to areas of focus (e.g. on reserve learners).
- District involvement and support of Network of Inquiry and Indigenous Education.
- Indicators of Success Meeting Format adjusted to strengthen relationship between Nations and community schools.
- Commitment to develop courses and programs that offer learning on the land opportunities to better engage students and improve sense of belonging.
- New Manager Mental Health, Wellness and Addictions

Alignment for Successful Implementation

The Board's consultative strategic planning work within the communities making up the Pacific Rim School District creates a vision that is reflective of the input of parents, students, Indigenous Rights Holders, stakeholder groups and other members of the community.

The District's new Strategic Plan will guide the development of its annual work plan, operational plan, and the long range facilities plan. These documents will align with the Strategic Plan and government direction.

Conclusion

In response to evidence collected in both this report and our [District Strategic Plan](#) we are adjusting our operational plans to meet the needs of our students by considering adequate resource levels as noted in our strategies section.