



Land Statement

Pacific Rim School District is situated on the ?haah?uuli of the c̓šaa?ath, hupačasath, tla-o-qui-aht, Yuu?u?it?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

Part 1 - September 2025

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



Approved by Board on September 23, 2025

Signature: Pam Craig
Pam Craig, Board Chair

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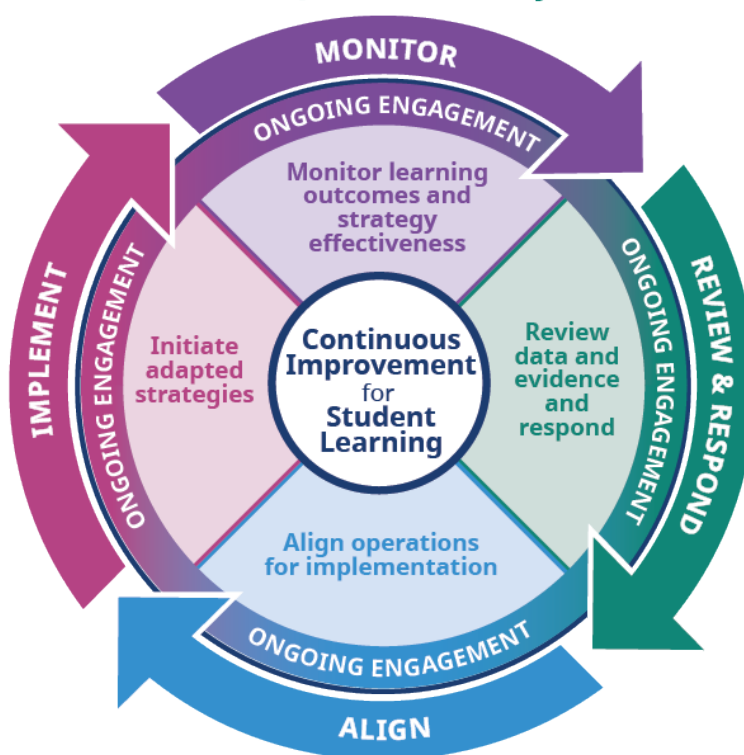
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 - 1. Analysis** (What patterns emerge?)
 - 2. Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Please Note:

To ensure clarity and brevity, this report uses abbreviated terms when referring to specific student subpopulations:

- **On-reserve** – Indigenous students living on reserve
- **Off-reserve** – Indigenous students living off reserve
- **CYIC** – Children and Youth in Care
- **Designated** – Students with disabilities or diverse abilities

These abbreviations are used solely to allow more space for focused analysis of each subpopulation's performance. Their use is intended for efficiency and in no way reflects a lack of respect.

Intellectual Development

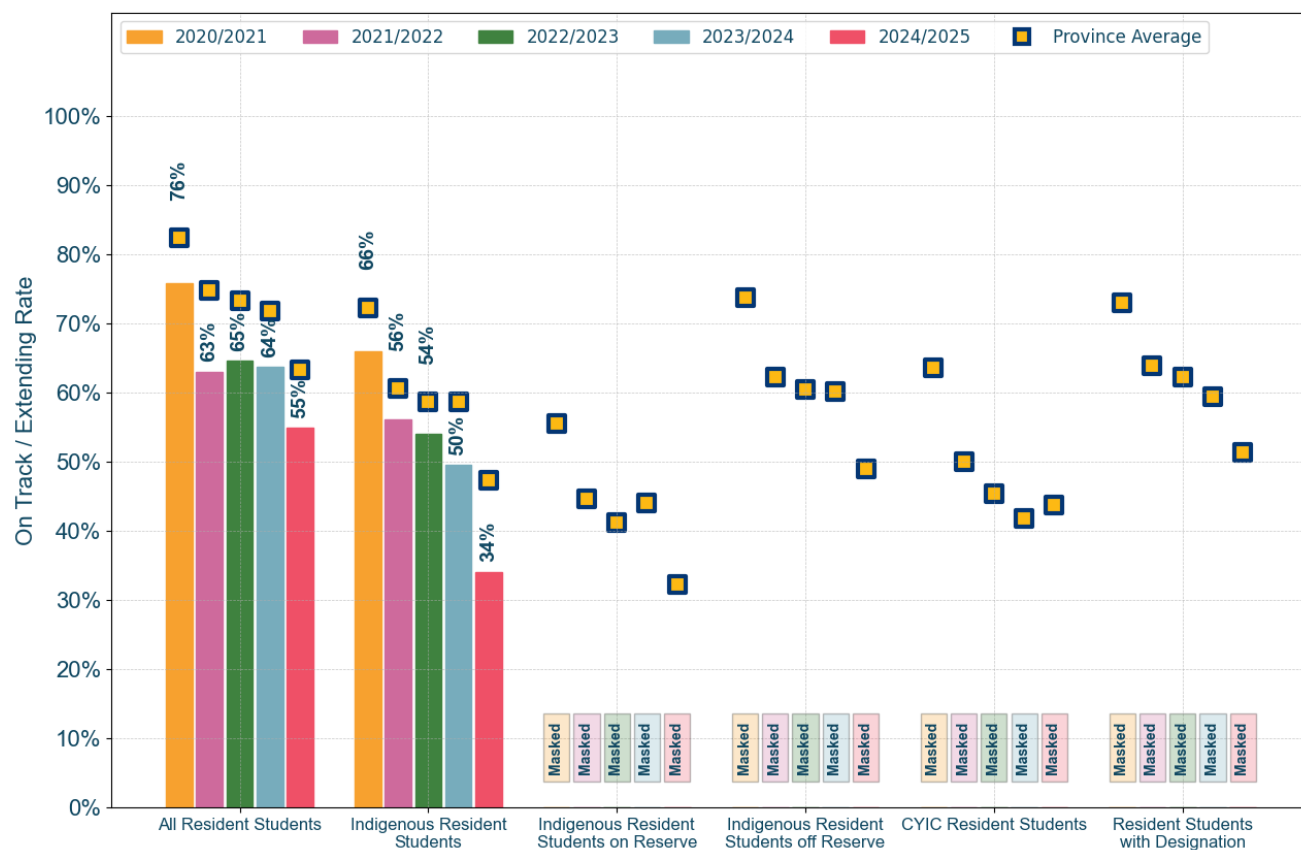
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD070 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	275 80%	257 89%	277 96%	289 94%	297 96%
Indigenous Resident Students	117 75%	104 86%	106 94%	112 90%	98 93%
Indigenous Resident Students on Reserve	28 75%	20 75%	22 95%	24 92%	25 80%
Indigenous Resident Students off Reserve	89 75%	84 88%	84 94%	88 90%	73 97%
CYIC Resident Students	12 92%	Masked	Masked	Masked	Masked
Resident Students with Designation	23 61%	25 72%	14 79%	26 65%	20 80%

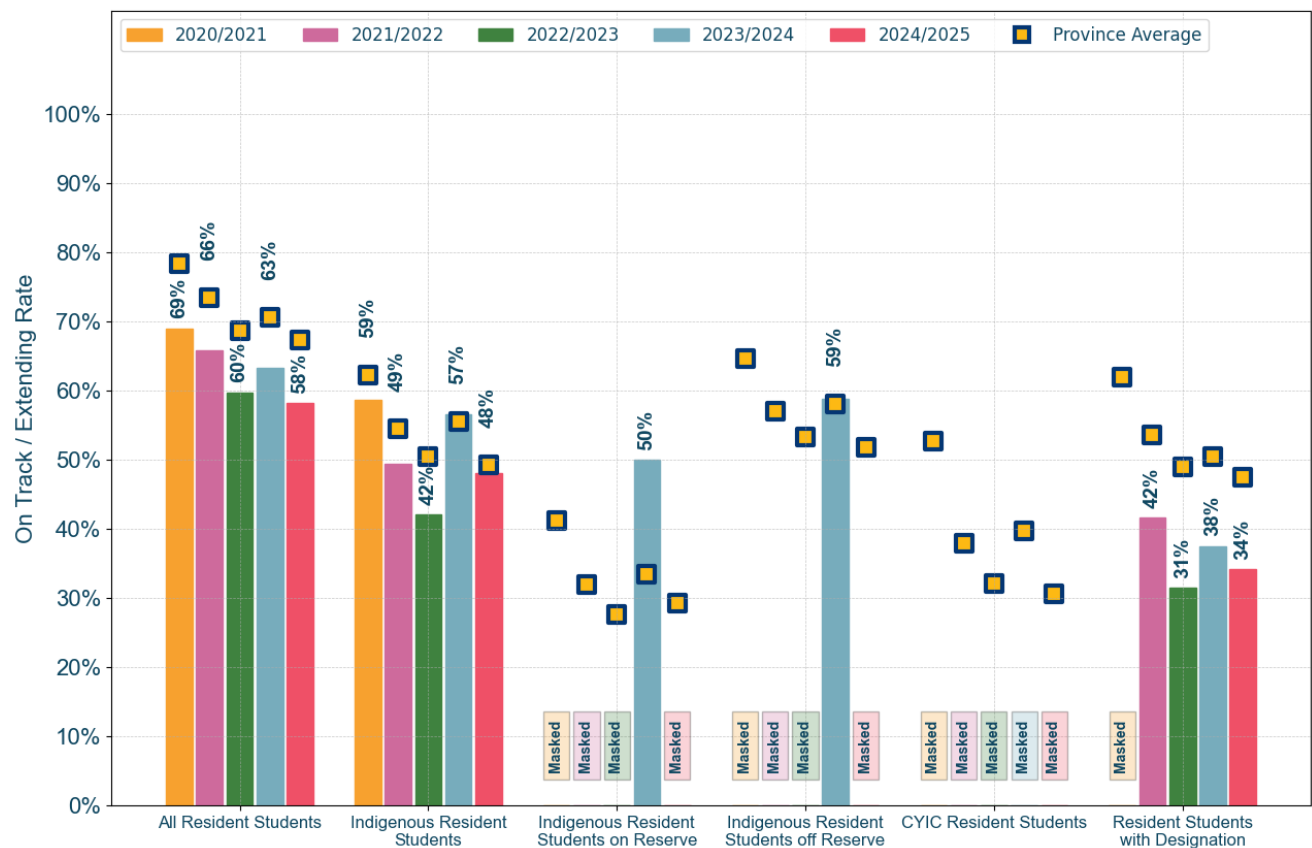
SD070 - Grade 4 FSA Literacy - On Track / Extending Rate



SD070 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	260 82%	291 89%	301 92%	282 94%	295 95%
Indigenous Resident Students	106 82%	108 86%	124 86%	123 93%	110 91%
Indigenous Resident Students on Reserve	24 75%	17 82%	27 81%	33 91%	21 81%
Indigenous Resident Students off Reserve	82 84%	91 87%	97 88%	90 94%	89 93%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	32 69%	47 77%	45 78%	36 89%	47 87%

SD070 - Grade 7 FSA Literacy - On Track / Extending Rate

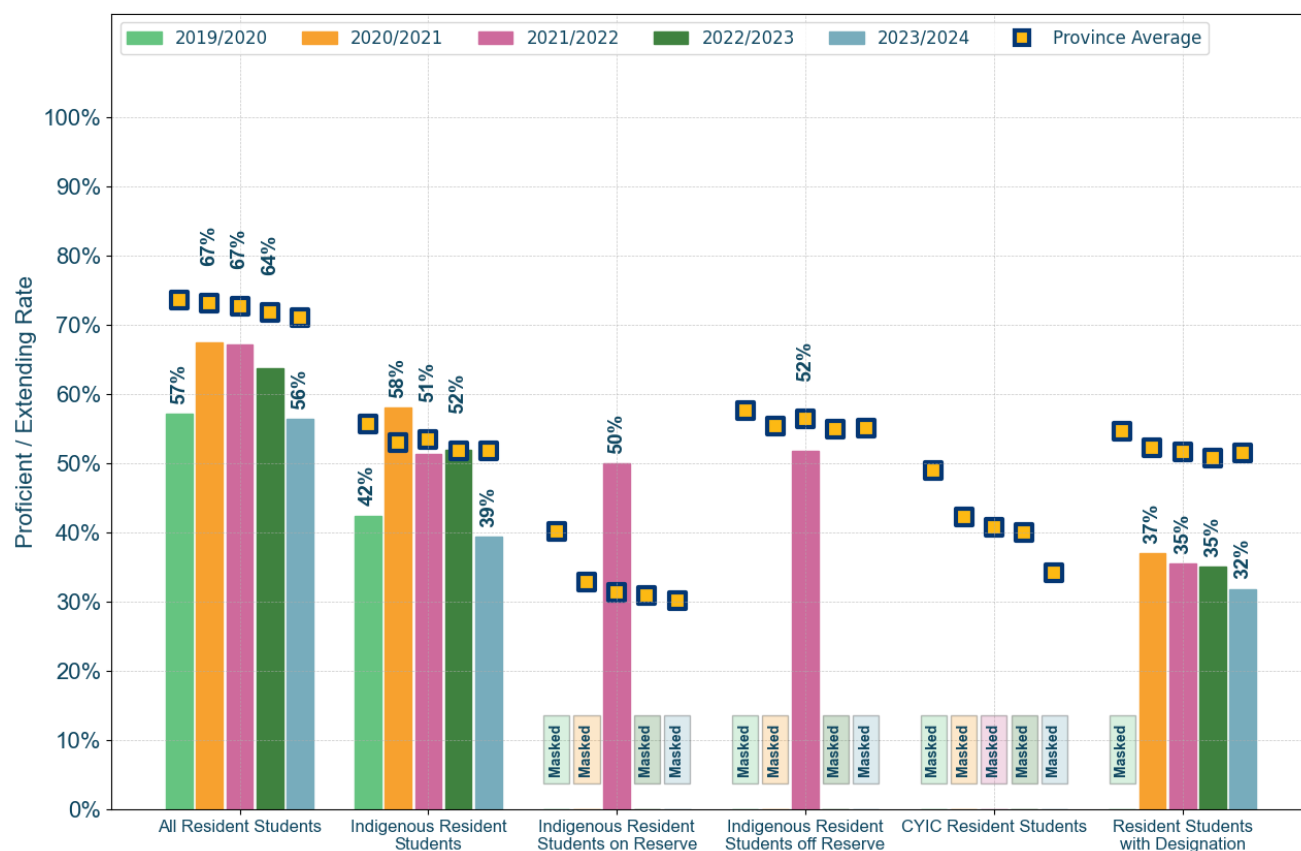


Measure 1.2: Grade 10 Literacy Expectations

SD070 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	299 39%	289 76%	309 72%	322 64%	326 80%
Indigenous Resident Students	114 27%	103 57%	103 60%	128 47%	139 75%
Indigenous Resident Students on Reserve	Masked	12 83%	28 64%	30 57%	33 76%
Indigenous Resident Students off Reserve	Masked	91 54%	75 59%	98 44%	106 75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	52 27%	58 55%	45 64%	65 49%	50 66%

SD070 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Key Context:

- **Masked Data – CYIC & On-/Off-Reserve Indigenous Learners:**
While masked in public reporting, internal analysis confirms CYIC students and Indigenous learners living on-reserve consistently underperform compared to other students. Notably, 76% of CYIC in SD70 are Indigenous, reinforcing the need for integrated, distinctions-based approaches.
- **High Participation Rates:**
The district maintains high FSA participation rates, increasing confidence in the accuracy and representativeness of performance data.
- **Aligned Local Data:**
Classroom-based and district assessments (e.g., K–7 reading/writing, Learning Updates, Indicators for Success) confirm provincial assessment trends, reinforcing the credibility of local instructional evidence. The district as well as each school planning team interprets and analyzes this data extensively.

Trends:

- **Overall Decline in Achievement:**
Across multiple measures (Grades 4, 7, 10), on-track/proficient rates have declined over time. Most concerning is Grade 4 FSA Literacy, dropping to 55% (all students) and 34% (Indigenous students) in 2024/25.
- **Grade 7 & 10 Literacy:**
Results for Grades 7 and 10 remain more stable but consistently below provincial averages, with equity groups underperforming.
- **Persistent Equity Gaps:**
Gaps persist for Indigenous, CYIC, and students with disabilities or diverse abilities across all grades. On-reserve students continue to perform well below off-reserve peers, echoing provincial patterns.

Comparisons:

- **Below Provincial Averages:**
District “all students” literacy rates lag behind the provincial average at all measured points (Grades 4, 7, 10).
- **Subgroup Performance:**
 - Indigenous learners—particularly off-reserve—are performing close to provincial averages for their respective population groupings.
 - Designated students and CYIC consistently underperform against provincial comparisons.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

What new information emerged when comparing the provincial data with relevant local data?

Triangulation of provincial, district, and classroom data confirms persistent literacy gaps for Indigenous learners, CYIC, and students with diverse abilities. Grade 4 literacy data highlights early learning as a key pressure point requiring urgent attention.

What strengths were uncovered?

- **High FSA Participation** strengthens trend reliability.
- **Local assessment data aligns** with Ministry trends, validating its use in planning.
- **Indigenous students off-reserve** are performing comparably to provincial peers, signaling progress in targeted supports.

What areas for growth were uncovered?

- **Significant decline in Grade 4 Literacy** (notably among priority groups).
- **The district average remains below provincial benchmarks** across all grades.
- **Persistent gaps** for students with designations, CYIC, and on-reserve Indigenous students.

Implications for Equity Planning

- Prioritize early literacy interventions and foundational instruction (K–3).
- Maintain focus on data-informed, distinctions-based planning.
- Ensure professional learning and resource allocation addresses high-impact equity gaps.
- Expand culturally responsive practices and early identification for struggling learners.

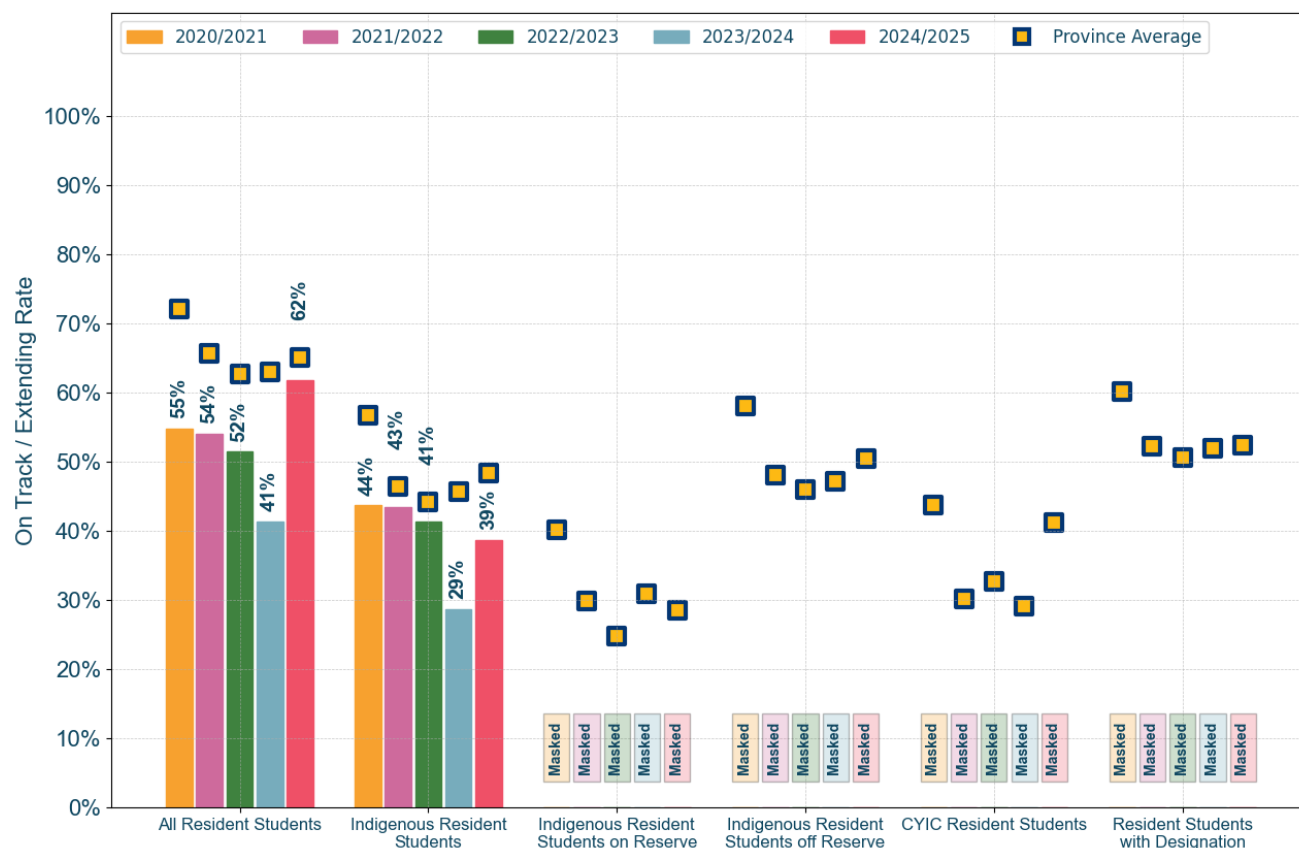
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD070 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	275 79%	257 91%	277 96%	289 94%	297 97%
Indigenous Resident Students	117 74%	104 88%	106 93%	112 90%	98 95%
Indigenous Resident Students on Reserve	28 75%	20 75%	22 95%	24 88%	25 92%
Indigenous Resident Students off Reserve	89 74%	84 92%	84 93%	88 91%	73 96%
CYIC Resident Students	12 92%	Masked	Masked	Masked	Masked
Resident Students with Designation	23 61%	25 68%	14 79%	26 65%	20 80%

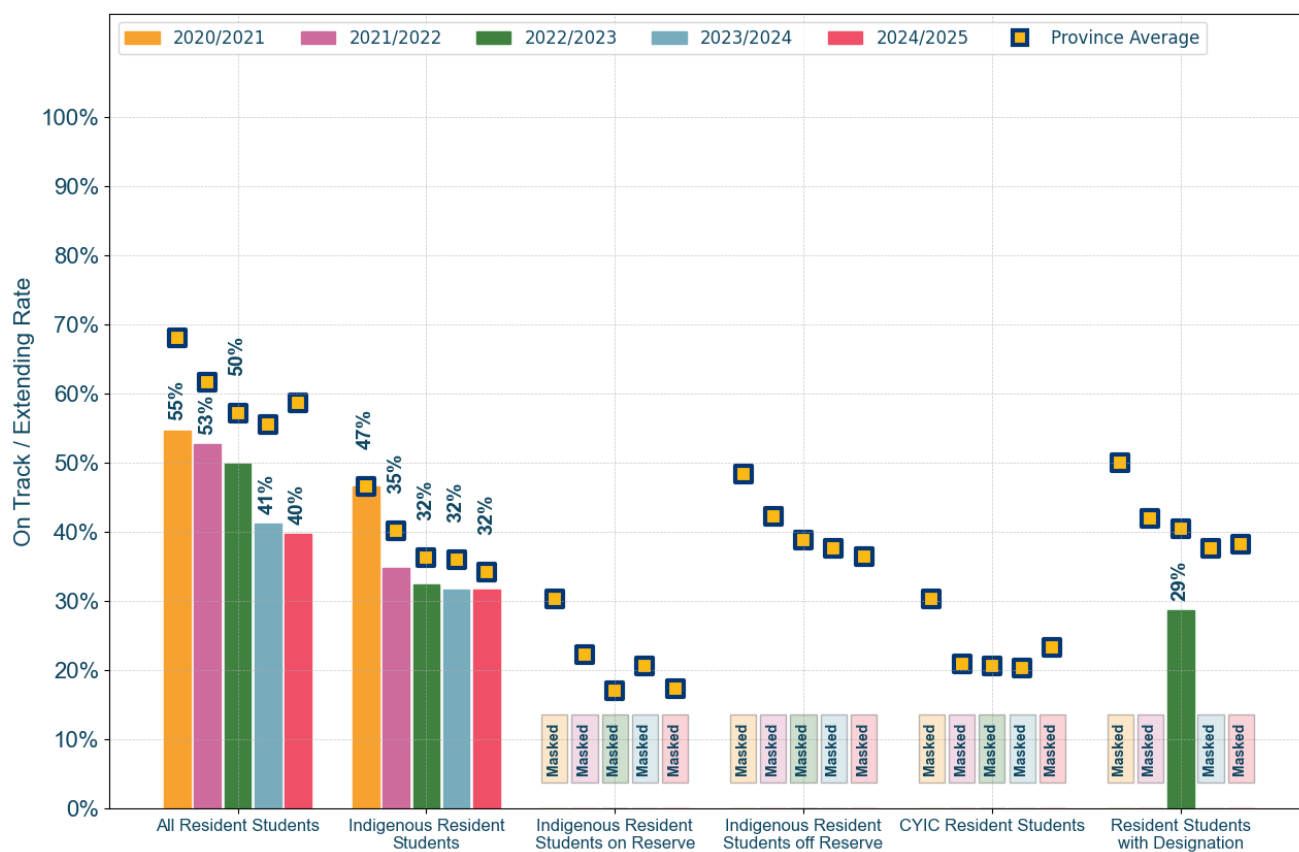
SD070 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD070 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	260 82%	291 91%	301 92%	282 93%	295 94%
Indigenous Resident Students	106 83%	108 88%	124 87%	123 93%	110 89%
Indigenous Resident Students on Reserve	24 83%	17 88%	27 85%	33 94%	21 76%
Indigenous Resident Students off Reserve	82 83%	91 88%	97 88%	90 92%	89 92%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	32 69%	47 77%	45 78%	36 81%	47 85%

SD070 - Grade 7 FSA Numeracy - On Track / Extending Rate

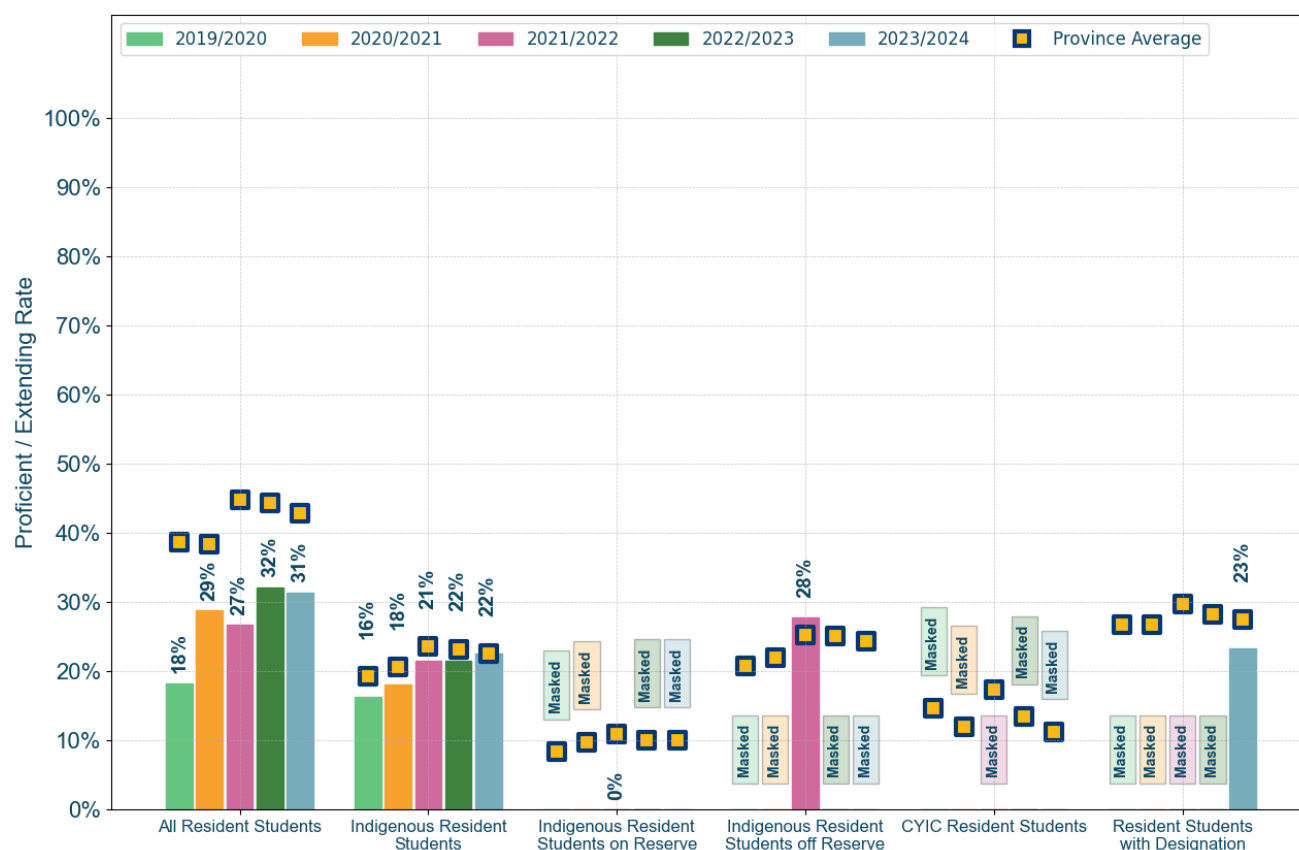


Measure 2.2: Grade 10 Numeracy Expectations

SD070 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	299 49%	286 69%	308 68%	319 69%	325 74%
Indigenous Resident Students	114 36%	102 56%	103 54%	126 52%	139 65%
Indigenous Resident Students on Reserve	Masked	12 83%	28 50%	30 60%	34 59%
Indigenous Resident Students off Reserve	Masked	90 52%	75 56%	96 50%	105 67%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	51 33%	57 47%	45 60%	65 48%	50 64%

SD070 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

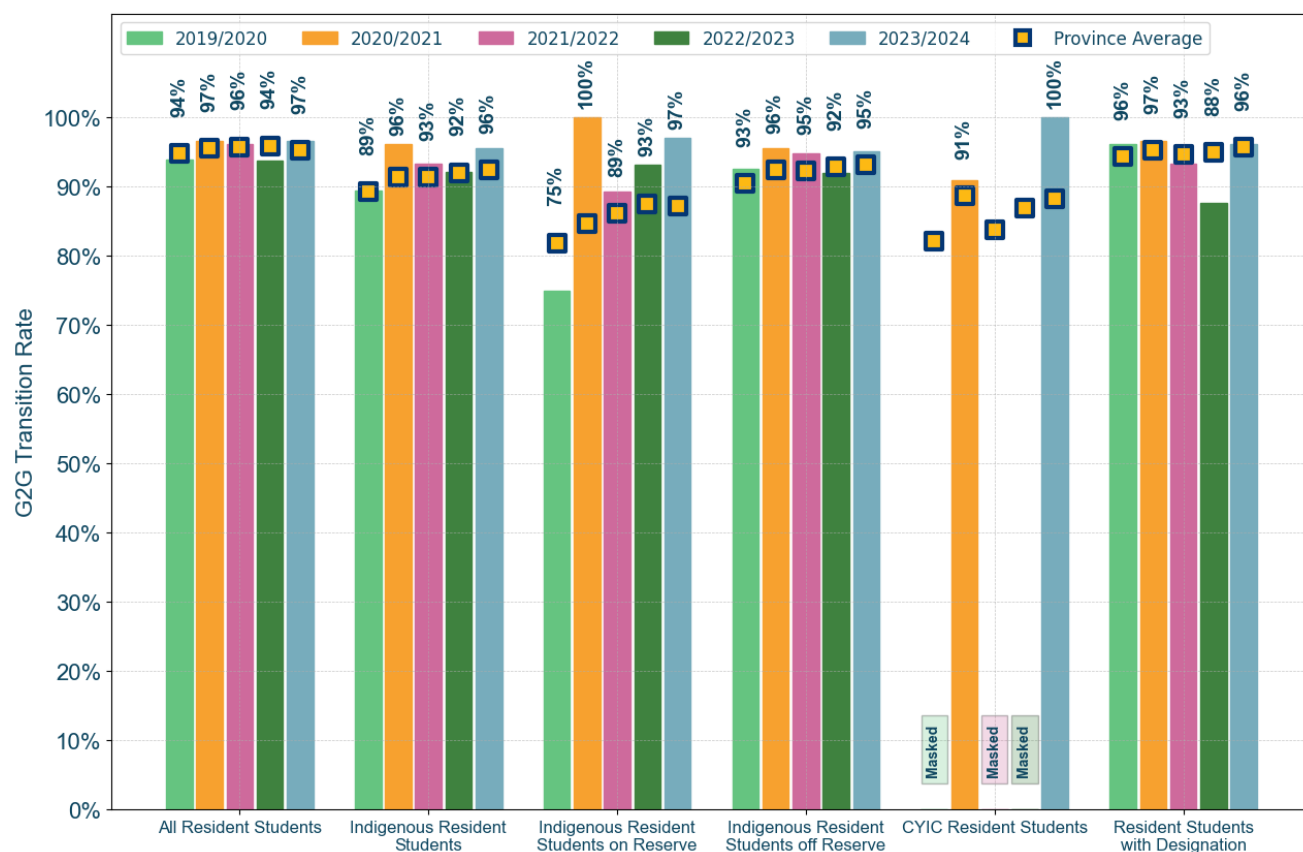


Measure 2.3: Grade-to-Grade Transitions

SD070 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	298	289	309	323	324
Indigenous Resident Students	114	104	104	128	137
Indigenous Resident Students on Reserve	20	13	28	29	34
Indigenous Resident Students off Reserve	94	91	76	99	103
CYIC Resident Students	Masked	11	Masked	Masked	12
Resident Students with Designation	51	59	45	65	51

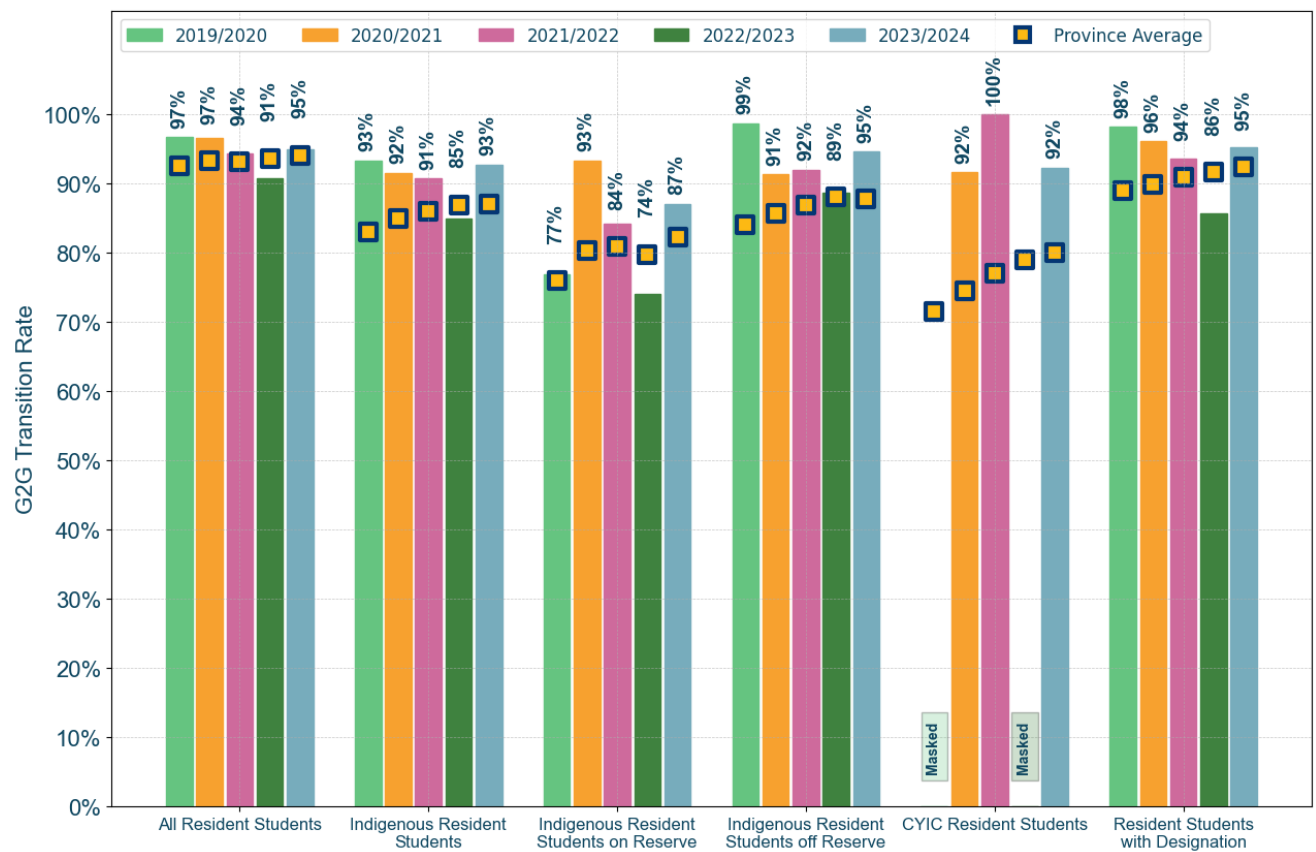
SD070 - Grade 10 to 11 Transition Rate



SD070 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	278	291	319	313	319
Indigenous Resident Students	105	107	119	106	124
Indigenous Resident Students on Reserve	26	15	19	27	31
Indigenous Resident Students off Reserve	79	92	100	79	93
CYIC Resident Students	Masked	12	14	Masked	13
Resident Students with Designation	55	52	63	42	63

SD070 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context:

- **Masked Data:**

While provincial reporting often masks data for on-reserve, off-reserve, CYIC, and students with disabilities or diverse abilities due to small population sizes, this information is known and actively used at the school and staff level. Educators are monitoring the progress of these priority populations and implementing targeted supports to address identified needs.

- **High Participation Rates:**

The district maintains high FSA participation rates, enhancing confidence in the accuracy and representativeness of data. Participation in Grade 10 Numeracy Assessments has also been steadily increasing.

Trends:

- **Grade 4 Numeracy:**

Notable improvement in 2024/25 results (62% for all students, up from 52–55% in prior years). Indigenous students rose from 29% (2023/24) to 39%.

- **Grade 7 Numeracy:**

Performance remains stable but low (40% for all students in 2024/25; Indigenous students at 32% for three consecutive years).

- **Grade 10 Numeracy:** Despite increased participation, proficiency rates remain low (31% for all students, 22% for Indigenous students in 2023/24), well below provincial averages.

- **Grade-to-Grade Transitions:** High rates, comparable to the provincial average.

- **Persistent Equity Gaps:** Despite ongoing efforts, significant achievement gaps remain for Indigenous learners, students living on-reserve, CYIC, and students with disabilities or diverse abilities when compared to all students.

Comparisons:

- **Below Provincial Average:**

“All resident students” in the Pacific Rim continue to perform below provincial averages across most outcomes.

- **Ongoing Gaps for Priority Populations:**

Disparities remain consistent across literacy measures particularly for Indigenous students, CYIC and those with designations in comparison to “all students.” On-reserve Indigenous students underperform compared to off-reserve peers—mirroring long-standing provincial trends.

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

What new information emerged when comparing the provincial data with relevant local data?

We continue to triangulate provincial, district, and classroom-level data to guide planning and improvement. Key local sources include our Quarterly Indicators for Success, common K–9 numeracy assessments (Fall and Spring), learning update performance indicators, and classroom-based assessments.

Triangulating provincial, district, and classroom data confirms that local trends mirror provincial patterns: steady performance in transitions, but significant equity gaps in numeracy, especially in Grades 7 and 10. Grade 4 gains indicate positive momentum, particularly for Indigenous students.

What strengths were uncovered?

- Increasing performance rates for Grade 4 Numeracy, including equity-deserving populations
- High FSA Participation Rates improving reliability
- Increasing participation rates for Numeracy 10
- Local assessment data aligned with provincial data
- Strong transitions (G10→11, G11→12) across all cohorts, including equity groups.

What areas for growth were uncovered?

- **Equity Gaps Across Student Groups**

Trend: Indigenous students, children and youth in care (CYIC), and students with disabilities or diverse abilities consistently perform below "all students" on numeracy measures.

Implication: Ongoing disparities reinforce the need for targeted, equity-focused supports and interventions.

- **District Results Below Provincial Average**

Trend: Numeracy results for "all students" remain below the provincial average across all numeracy measures.

Implication: Continued focus is needed on system-wide strategies to raise overall achievement.

- **On-Reserve vs. Off-Reserve Performance**

Trend: Indigenous students living on-reserve perform significantly lower than those off-reserve, consistent with provincial trends.

Implication: Dedicated supports and resources are needed to address the distinct challenges faced by on-reserve learners.

- **Grade-to-Grade Transitions**

Trend: Transition rates are high and align with provincial averages across all groups.

Implication: This is not currently an area requiring additional focus.

Human and Social Development

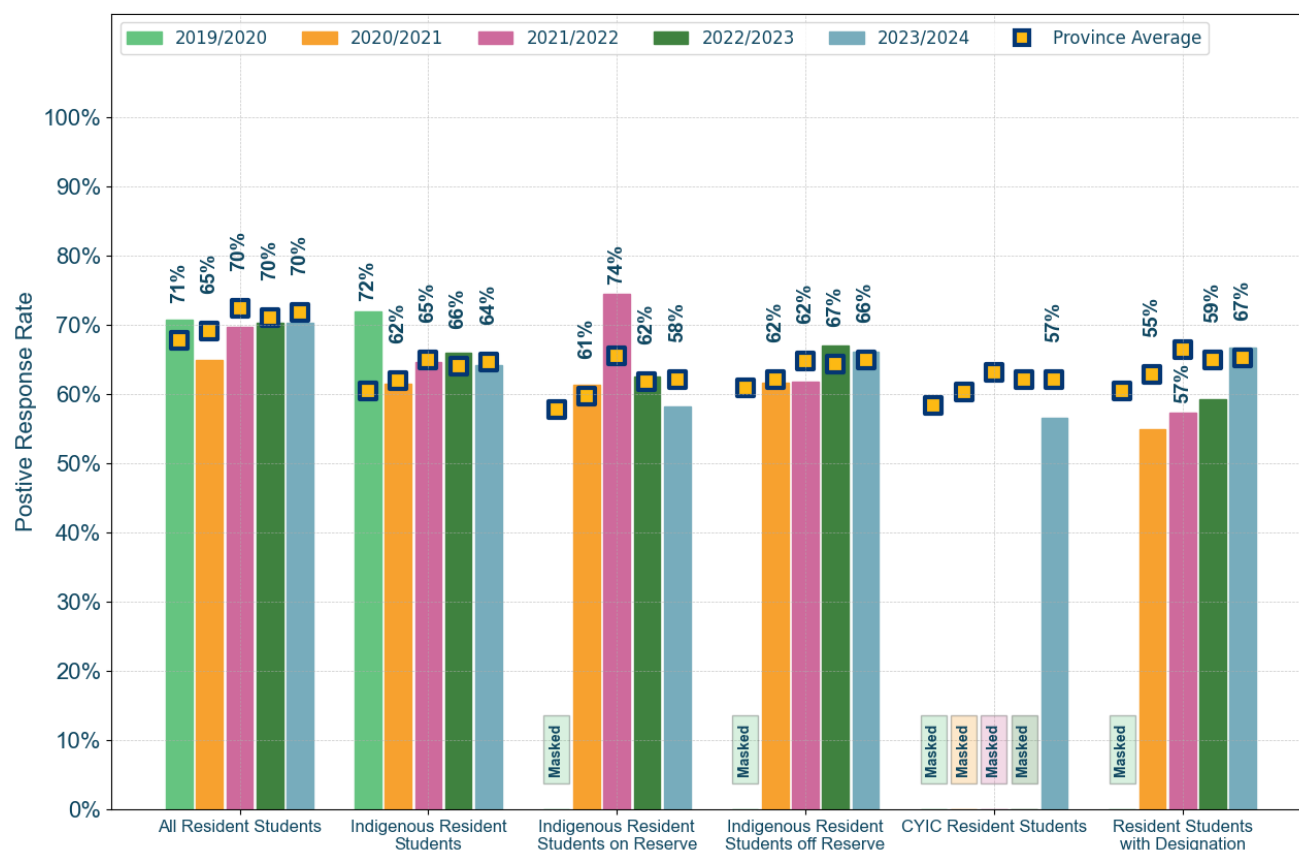
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

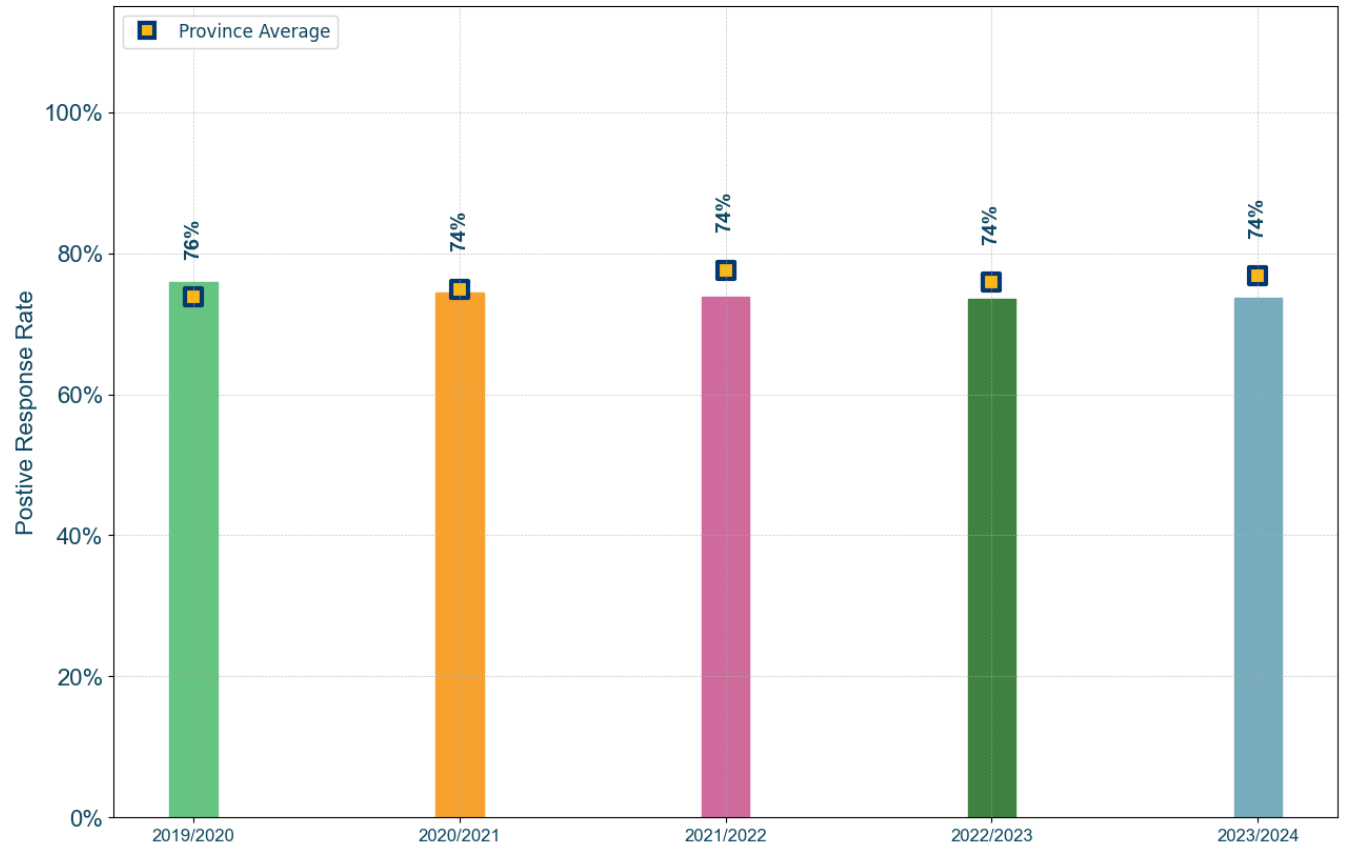
SD070 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	874 26%	776 62%	840 74%	897 75%	885 81%
Indigenous Resident Students	338 22%	311 59%	309 63%	355 71%	369 76%
Indigenous Resident Students on Reserve	Masked	65 71%	64 67%	78 76%	91 75%
Indigenous Resident Students off Reserve	Masked	246 56%	245 62%	277 70%	278 76%
CYIC Resident Students	Masked	Masked	19 53%	19 53%	33 70%
Resident Students with Designation	127 15%	102 49%	113 60%	124 59%	113 69%

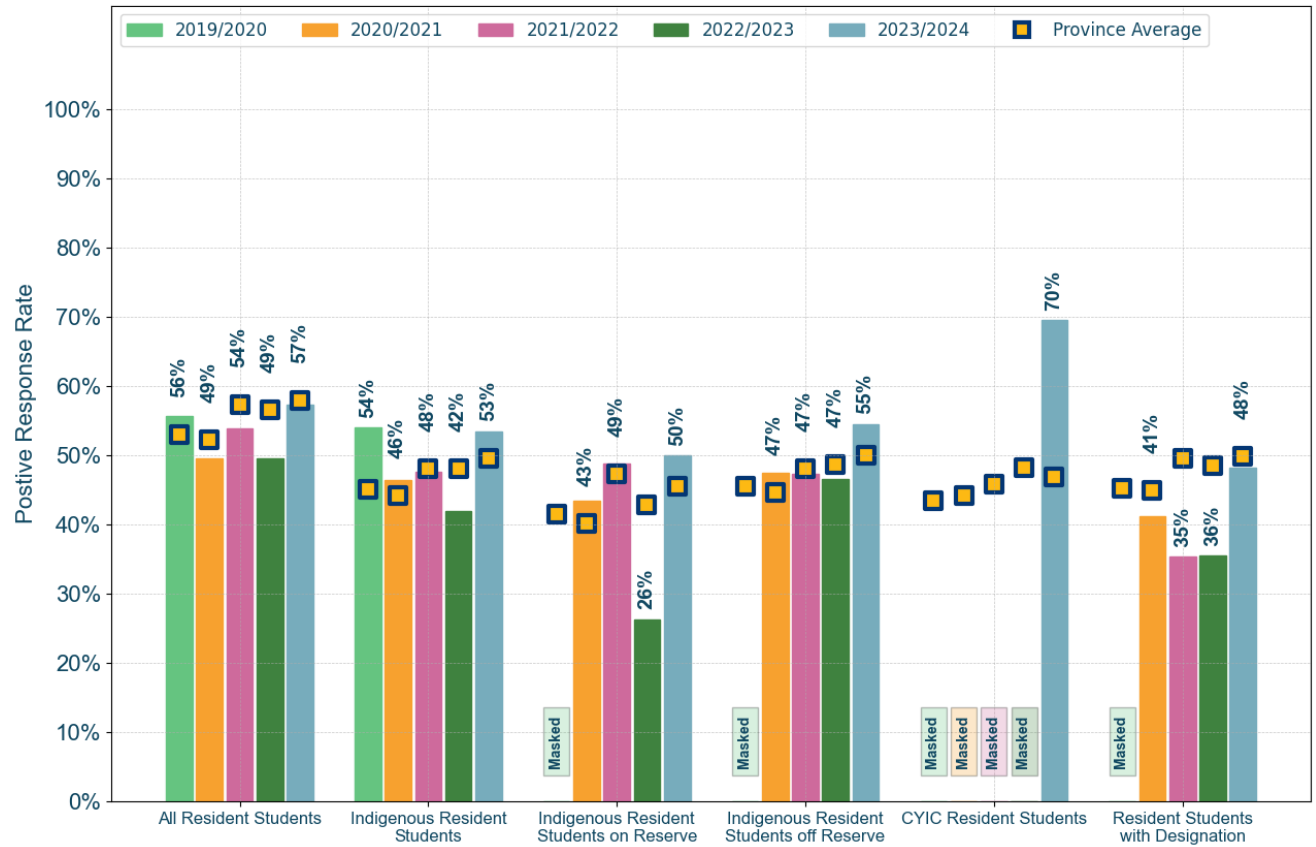
SD070 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD070 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

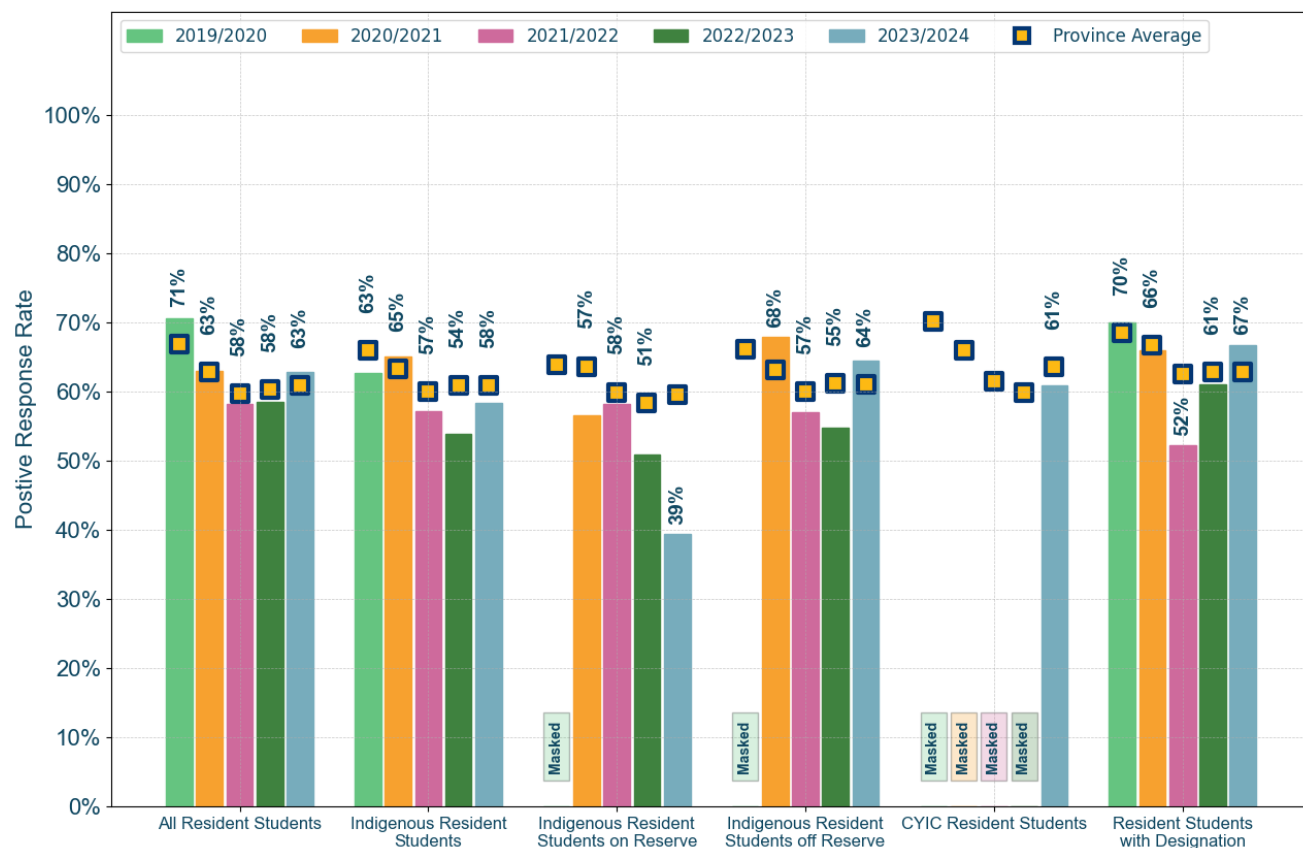


SD070 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD070 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context:

- **High Participation Rates:**
The district continues to demonstrate strong participation in the Student Learning Survey (SLS), allowing for public reporting of most subpopulation data.
- **Masked Data:**
All subpopulation data from the 2023/24 SLS is viewable. However, data for CYIC is masked in previous years due to small cohort sizes. This small population is also more susceptible to year-over-year fluctuations.
- **“Feel Safe” Data Limitations:** SLS results related to feelings of safety are not disaggregated by subpopulation, which limits the ability to identify group-specific trends or concerns.
- **Local reports highlight community-specific challenges:**
[Alberni Valley 2023 Vital Signs Report](#)
[West Coast Communities 2023 Vital Signs Report](#)
These contextual factors provide important background when interpreting student outcomes.

Trends and Comparisons:

- **Results Generally Aligned with Provincial Averages:**
Across all populations and indicators, district results are broadly comparable to provincial averages.
- **Improved Sense of Belonging:**
Positive response rates for "sense of belonging" increased in 2023/24. Among Indigenous students—including both on-reserve and off-reserve—as well as CYIC, results were above the provincial average.
- **Alignment Across Subpopulations:**
Positive response rates for all students, Indigenous learners, on-reserve and off-reserve students, and those with designations are closely aligned. Unlike academic achievement measures, social-emotional indicators such as belonging do not show the same equity gaps. While CYIC results were higher, this may reflect sampling variability given the small cohort size.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

What new information emerged when comparing the provincial data with relevant local data?

The district continues to use multiple sources of local data—including the Quarterly Indicators for Success, Youth Development Index (YDI), Middle Years Development Instrument (MDI), the Adolescent Health Survey and district-level assessments—to cross-reference and deepen insights from the Student Learning Survey (SLS). We have also expanded opportunities to gather student voice and “street data” to better understand individual student experiences and inform targeted strategies.

When viewed together, this data tells a promising story: despite socioeconomic risk factors present in many of our communities, Pacific Rim students generally report higher levels of well-being at school than might be expected. In fact, in several areas of social-emotional health and belonging, our students perform comparably—or even more positively—than those in districts with fewer systemic challenges.

What strengths were uncovered?

One notable strength is the continued improvement in students’ sense of belonging, with encouraging gains among Indigenous students and CYIC. Subpopulations such as students with designations report similarly positive outcomes to the general student population, suggesting that inclusive environments and strong relationships are fostering more equitable experiences of school connection. High participation rates in the SLS across subpopulations also strengthen the reliability of these insights.

What areas for growth were uncovered?

Although district results are generally aligned with provincial averages and subpopulations are showing comparable results, our aspiration remains high. We aim for 100% of students to feel welcome, experience a sense of belonging, and feel safe and supported by adults at school. In particular:

- We continue to strive for 100% participation in the SLS to ensure every voice is heard.
- While equity gaps are smaller in social-emotional domains than in academic achievement data, they still exist. For instance, students living on-reserve and CYIC report lower levels of school connection in some years, despite small sample sizes and masked data.
- We aim to provide more opportunities for student voice.

How do the results from the analysis inform the district’s commitments to improving equity for all priority populations?

These findings affirm the importance of continuing district efforts to foster inclusive, supportive school environments. The absence of equity gaps in “belonging” signals progress in social-emotional domains, suggesting that relationship-based approaches and targeted supports may be having a positive impact. At the same time, the lack of disaggregated data in certain areas (e.g., safety) and the volatility of small population data (e.g., CYIC) reinforce the need for more nuanced data collection, ongoing staff collaboration, and individualized planning at the school level to ensure sustained improvements for priority populations.

Career Development

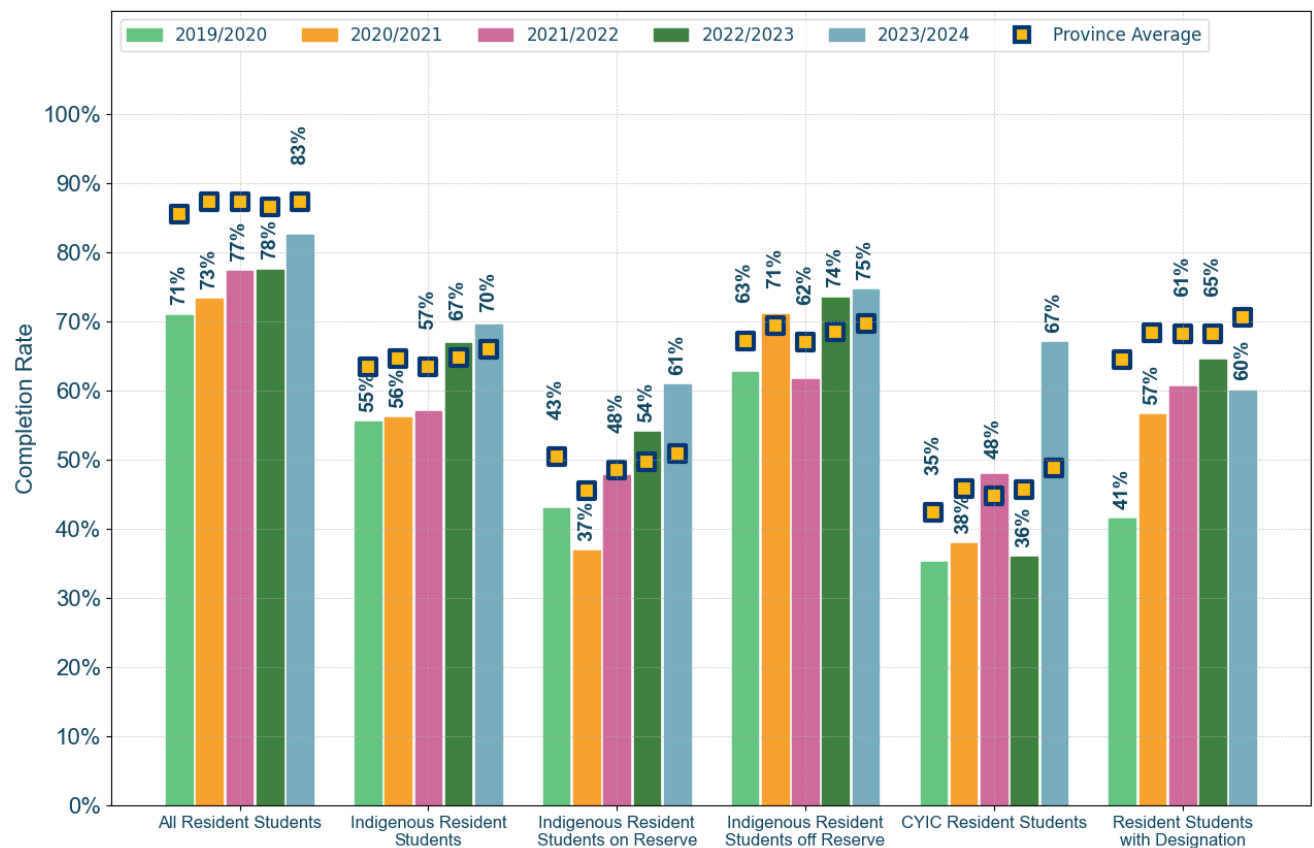
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

SD070 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	314 15	292 12	328 19	342 18	338 21
Indigenous Resident Students	106 5	104 4	119 7	120 6	118 7
Indigenous Resident Students on Reserve	39 2	45 2	40 2	41 2	44 3
Indigenous Resident Students off Reserve	67 3	59 3	79 4	79 4	74 4
CYIC Resident Students	42 2	36 2	42 2	38 2	35 2
Resident Students with Designation	76 4	70 3	70 4	75 4	69 4

SD070 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD070 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context:

- **Data Visibility:**
Most data is unmasked, enabling transparent reporting and meaningful evaluation of progress across nearly all priority populations.
- **Small Sample Consideration – CYIC:**
Children and Youth in Care (CYIC) represent a small population. Their results are prone to year-to-year variability and should be interpreted with caution.

Trends:

- **Upward Trend – 5-Year Completion Rate (Dogwood + Adult Dogwood):**
Graduation rates have increased for all students, Indigenous students, on-reserve, off-reserve, and CYIC populations.
 - *Note: A 5% decline was observed among students with designations.*
- **Improved or Stable – 5-Year Dogwood-Only Completion Rate:**
Positive gains were made for all students, Indigenous students, off-reserve, CYIC, and students with designations.
 - *On-reserve Indigenous student rates remained unchanged from the previous year.*
- **Persistent Equity Gaps:**
Despite improvement, graduation rates for Indigenous students, on-reserve learners, CYIC, and students with disabilities or diverse abilities continue to trail behind those of “all students.”

Comparisons:

- **Dogwood + Adult Dogwood (5-Year Completion Rate):**
District rates for Indigenous, on-reserve, off-reserve, and CYIC populations meet or exceed the provincial average for each respective group.
- **Dogwood-Only (5-Year Completion Rate):**
Similar positive comparison: Indigenous, on-reserve, off-reserve, and CYIC populations are performing at or above provincial averages.
- **Students with Designations:**
Graduation rates for this group remain below the provincial average on both measures.
- **On-Reserve vs. Off-Reserve Indigenous Students:**
As in previous years, off-reserve Indigenous students continue to outperform on-reserve peers, a trend that mirrors provincial patterns.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

What new information emerged when comparing the provincial data with relevant local data?

The district tracks both 5- and 6-year Dogwood completion rates, including Evergreen certificates, to capture meaningful outcomes for all learners. Local trends mirror provincial patterns:

6-Year Completion Rate (All Students): 89.9% (District) vs. 91.4% (Province)

→ Indicates equity-focused strategies are driving improvement.

What strengths were uncovered?

Overall Gains in Completion Rates

- Dogwood Only: Increased from 64% (2020/21) to 78% (2023/24)
 - Dogwood + Adult Dogwood: Increased from 73% to 83%
- Implication: System-wide efforts are improving student outcomes and retention.

Strong Growth for Indigenous Students (especially Off-Reserve)

- Indigenous (All):
 - Dogwood Only: Increased from 41% to 62%
 - Dogwood + Adult Dogwood: ↑ from 55% to 70%
 - Indigenous Off-Reserve:
 - Dogwood Only: Increased from 56% to 69%
 - Dogwood + Adult Dogwood: Increased from 62% to 75%
- Implication: Targeted supports are yielding measurable gains.

Reduction in Adult Dogwood Pathway Usage

- In alignment with feedback from rightsholders and partner groups, the district committed to reducing the number of students placed on the Adult Dogwood path before age 19.
- This number has decreased from 103 (2020/21) to 62 (2023/24), while graduation rates have continued to rise.

Implication: Strategic interventions are supporting more students to graduate with a standard Dogwood diploma, aligning with equity and completion goals.

What areas for growth were uncovered?

Students with Designations

- Dogwood Only: Slight increase (52% → 55%)
 - Dogwood + Adult Dogwood: Drop from 65% to 60%
- Implication: Below-average results call for renewed strategies tailored to this group.

Persistent Equity Gaps:

- Indigenous (on-reserve), CYIC, and students with disabilities/diverse abilities continue to trail behind.
- Sustained investment in inclusive, culturally responsive supports remains critical.

How do the results from the analysis inform the district's commitments to improving equity for all priority populations?

The data confirms that equity-driven strategies are producing results, especially for Indigenous and CYIC learners. Yet, persistent disparities call for deeper, more refined approaches. The district remains committed to this work and will continue to evaluate, adapt, and invest to ensure success for all priority populations.

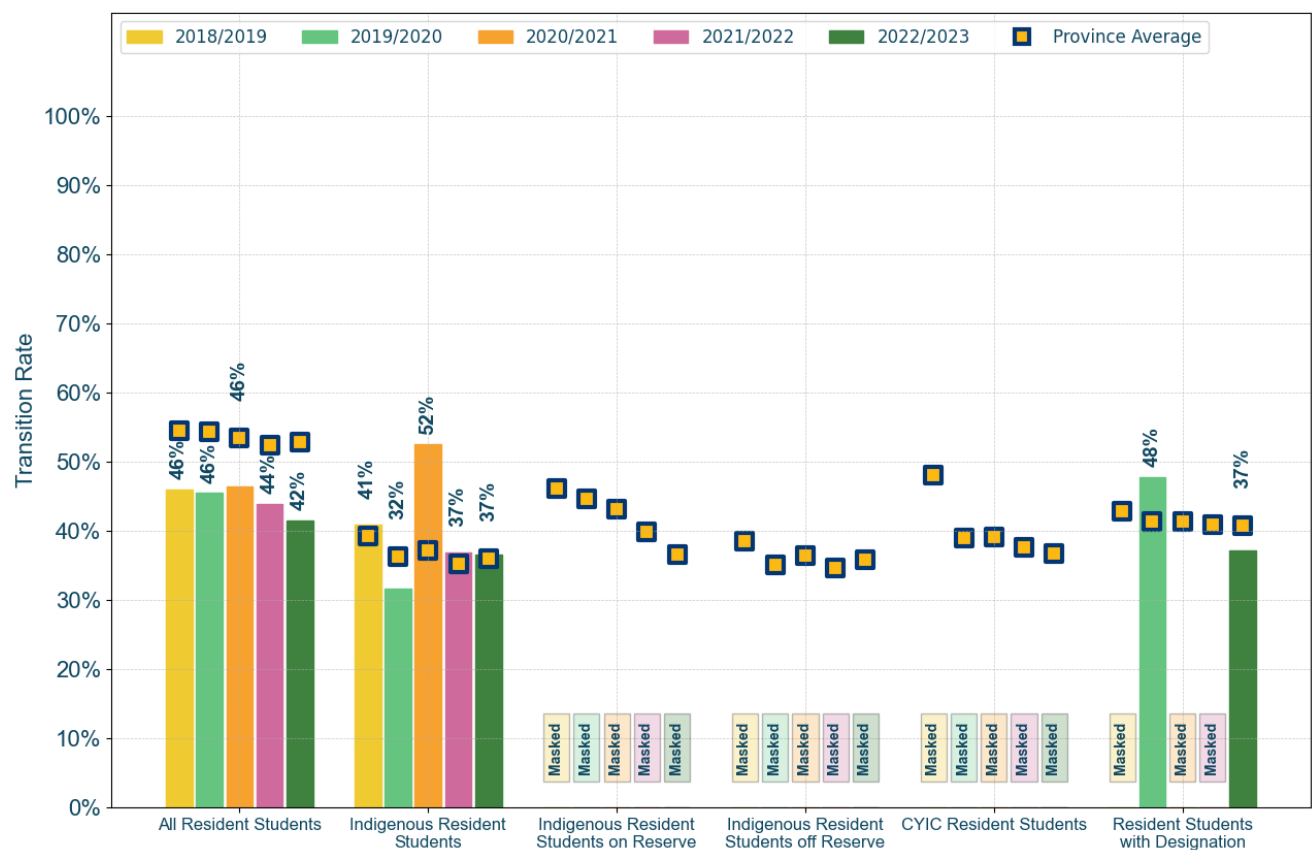
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

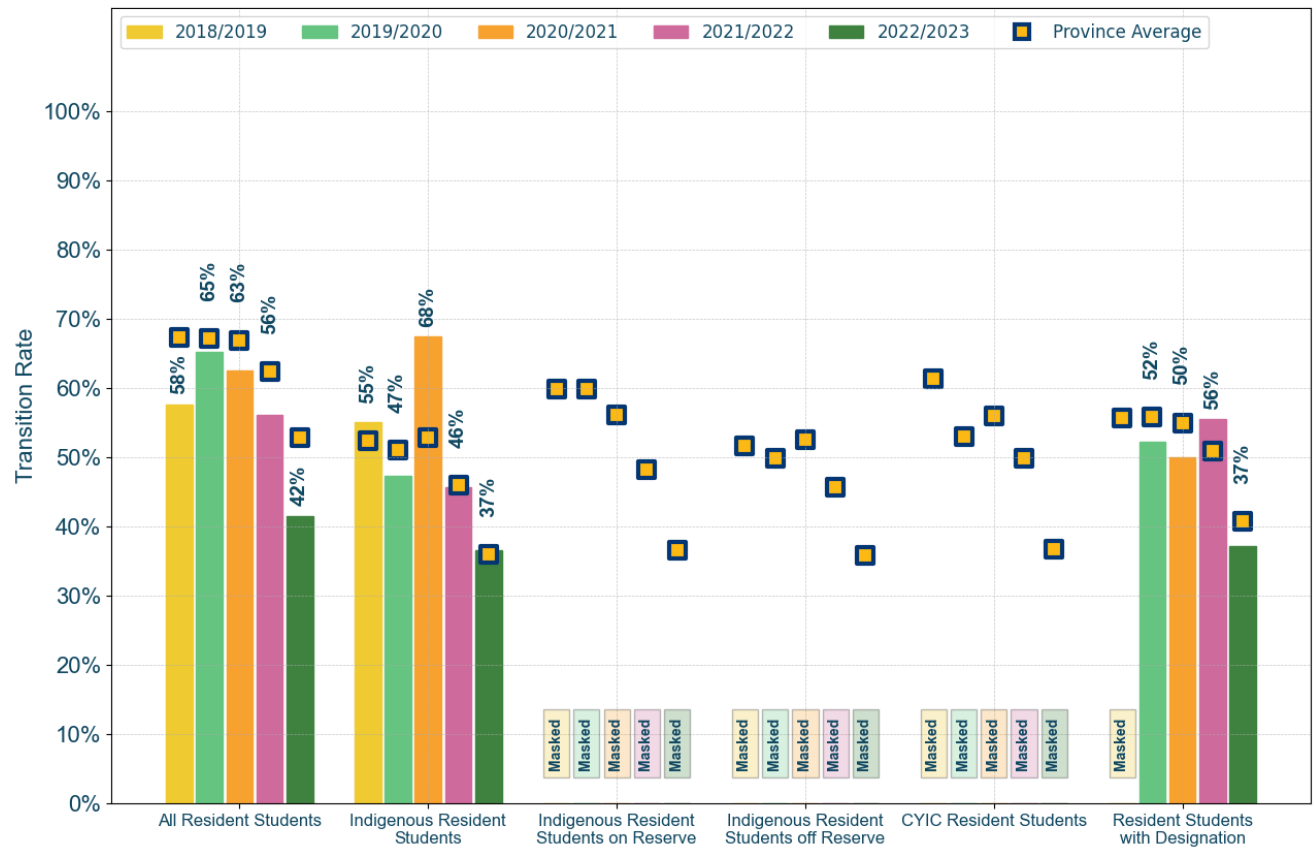
SD070 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	189	213	179	223	243
Indigenous Resident Students	49	57	40	57	71
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	23	Masked	Masked	35

SD070 - Immediate Transition to Post-Secondary



SD070 - Within 3 Years Transition to Post-Secondary



Post-Secondary Transitions

Key Context

- **Masked Data:** Most subgroup data (CYIC, on-reserve/off-reserve Indigenous, and some students with designations) is masked due to small sample sizes, limiting detailed year-over-year subgroup comparison.
- **Measure Definitions:**
 - Immediate Transition = transition to BC public post-secondary within 1 year of graduation
 - 3-Year Transition = transition within 3 years of graduation
- **Limitations of the Measure:**

This data only captures students who transition to BC public post-secondary institutions. It excludes those who pursue other pathways (private institutions, trades, employment, etc.). There is active discussion among rights-holders and partner groups about the limited scope of this measure and the need to recognize diverse and equally valid post-secondary transitions.

Trends

- **All Resident Students:**
 - Immediate Transition: Consistently 46% across recent years, below provincial average (~55%)
 - 3-Year Transition: Grew from 58% (2018/19) to 63–65% (2019/20–2020/21), then a slight dip to 56% (2022/23)
- **Indigenous Students (All):**
 - Immediate Transition: Fluctuated between 32–41%, lower than "all students" and the province
 - 3-Year Transition: Declined from 55% (2018/19) to 46% (2022/23)
- **Students with Designations:**
 - Immediate Transition: Dropped from 48% (2019/20) to 37% (2022/23)
 - 3-Year Transition: Declined from 52% (2019/20) to 37% (2022/23)

Comparisons

- **All Student Groups Lag Below Provincial Averages:**
 - Both immediate and 3-year transition rates for SD070 are consistently below provincial benchmarks across all visible groups.
- **Notable Decline for Students with Designations:**
 - This group once exceeded provincial averages in 2019/20 and now falls well below.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

What new information emerged?

The data confirms that SD070 students, especially those from priority populations, transition to post-secondary at lower rates than their provincial peers. The 3-year transition rate reveals more positive outcomes than the 1-year snapshot, suggesting delayed entry is common—possibly due to financial barriers or distance.

What strengths and areas for growth were uncovered?

- **Strength:** 3-year transition rates for all students peaked at 65%, showing long-term readiness.
- **Areas for Growth:** Persistent gaps remain for Indigenous learners and students with designations. Immediate transitions are particularly low for all groups.

How do these results inform equity commitments?

These results highlight the need to:

- Strengthen early career planning and flexible graduation pathways.
- Provide culturally and contextually responsive transition supports.
- Acknowledge and better track non-BC public post-secondary pathways along with other meaningful career pathways, especially in collaboration with rightsholders.