



Land Statement

The Pacific Rim School District 70 Board Office and Alberni Valley Schools are situated on the ɥaɥuuti of the c̓išaaʔaṭɥ and huupačasʔaṭɥ.

In commitment to reconciliation and learning, we acknowledge and show gratitude for the lands on which we are able to work on, live on, and gather. These lands, the ɥaɥuuti, of the c̓išaaʔaṭɥ and huupačasʔaṭɥ, continue to sustain, teach, and nurture us.

We also honour and recognize that the Pacific Rim School District 70 also operates schools in the ɥaɥaɥuuti of the ɥaʔuukwiʔaṭɥ, huuɥiiʔaṭɥ and yuutuʔiʔaṭɥ Government and we work alongside all nuučaanuṭ 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 nuučaanuṭ culture, history, and language in all Pacific Rim School District schools.

Enhancing Student Learning Report Interim Progress Report September 2026



In Review of
Pacific Rim
District
2023/24 –

Approved by
September

Year Four of
School
Strategic Plan
2027/28

Board on
29, 2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

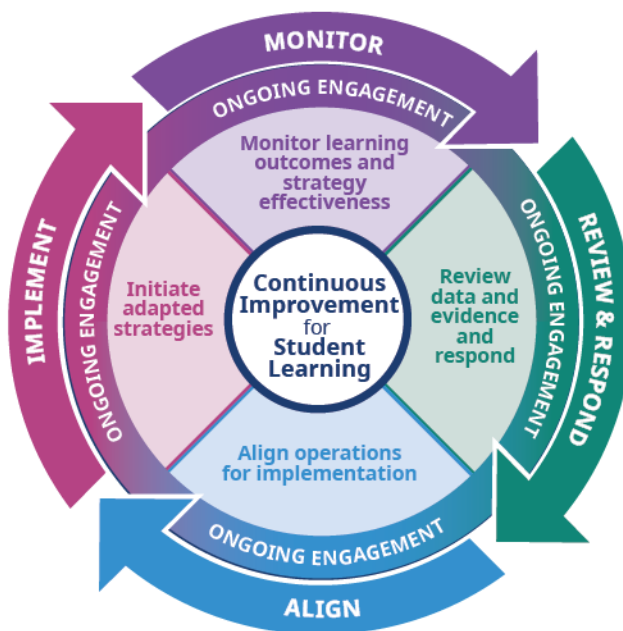
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

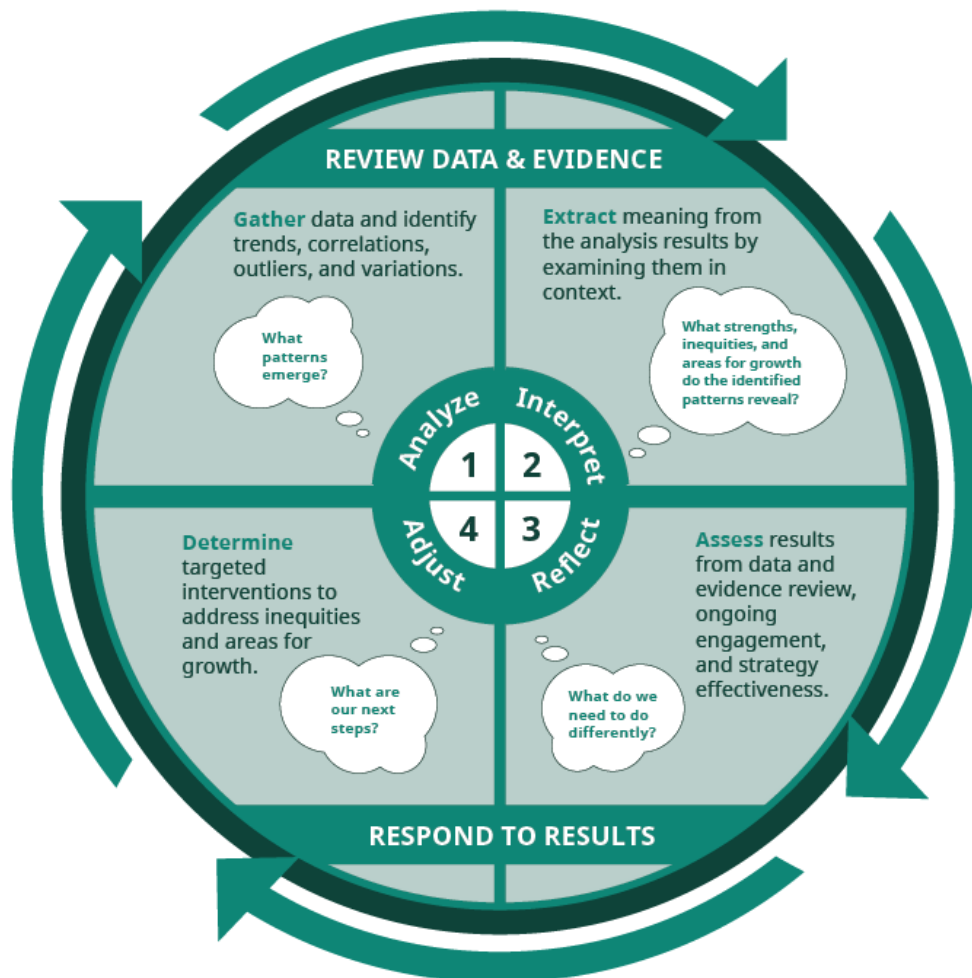
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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:



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.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

About this Report

Pacific Rim School District has prepared a more detailed analysis of each outcome, measure, and data source. While the Ministry requires submission of the Interim Progress Report, the full district report can be viewed here: [2026 ESLR Full Report SD70.docx](#) [update link to publicly viewable file when done].

The district's continuous improvement process is supported through the annual Operational Plan ([2026/2027 Operational Plan](#)), which translates evidence from the Enhancing Student Learning Report into specific actions and strategies designed to improve outcomes for students. The Operational Plan is reviewed and adjusted throughout the year through ongoing monitoring, district and school-based data reviews, and formal public updates to the Board of Education, including a [mid-year](#) and [year-end review](#). Together, the Enhancing Student Learning Report and Operational Plan support an evidence-informed cycle of reflection, action, monitoring, and continuous improvement focused on improving outcomes for all learners.

Intellectual Development

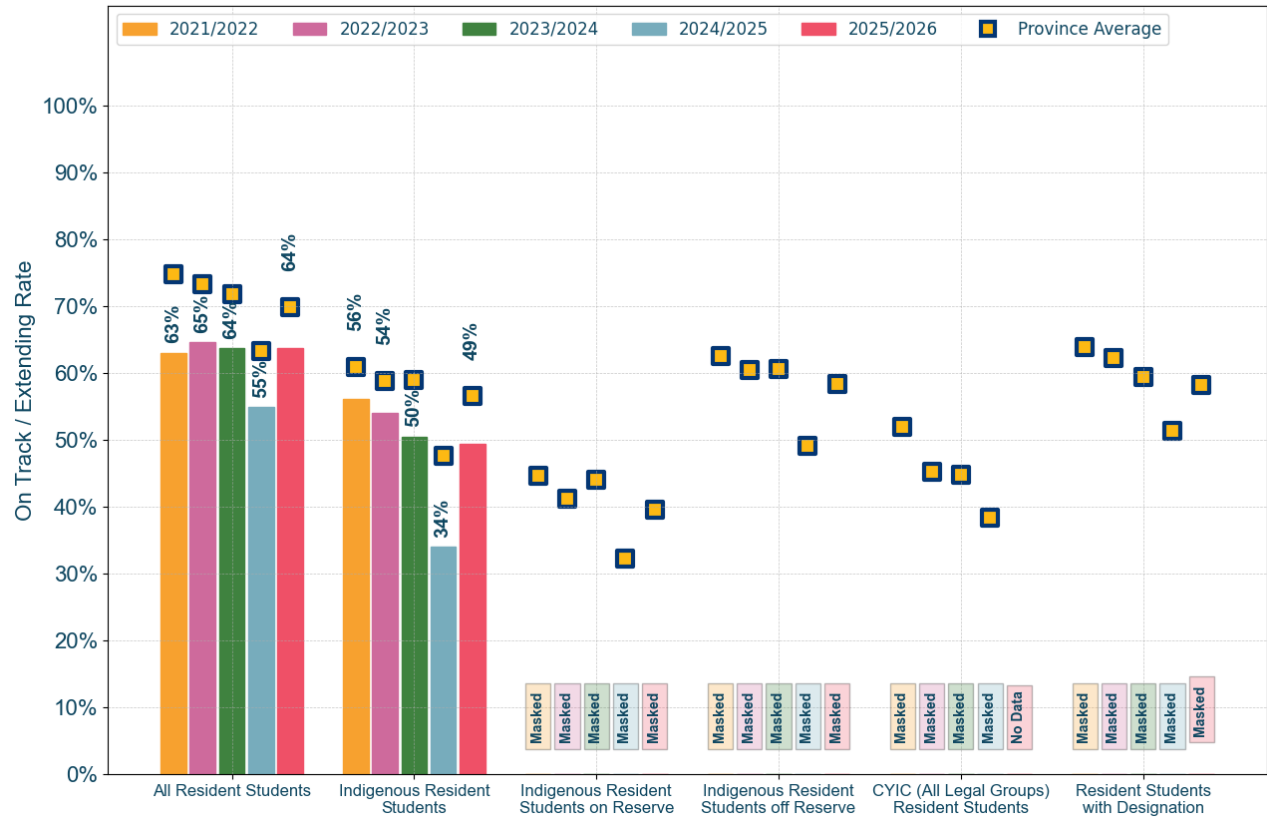
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	257 89%	277 96%	289 94%	297 96%	271 95%
Indigenous Resident Students	104 86%	106 94%	114 90%	101 93%	92 95%
Indigenous Resident Students on Reserve	20 75%	22 95%	24 92%	25 80%	16 100%
Indigenous Resident Students off Reserve	84 88%	84 94%	90 90%	76 97%	76 93%
CYIC (All Legal Groups) Resident Students	Masked	Masked	16 75%	Masked	0
Resident Students with Designation	25 72%	14 79%	26 65%	20 80%	28 61%

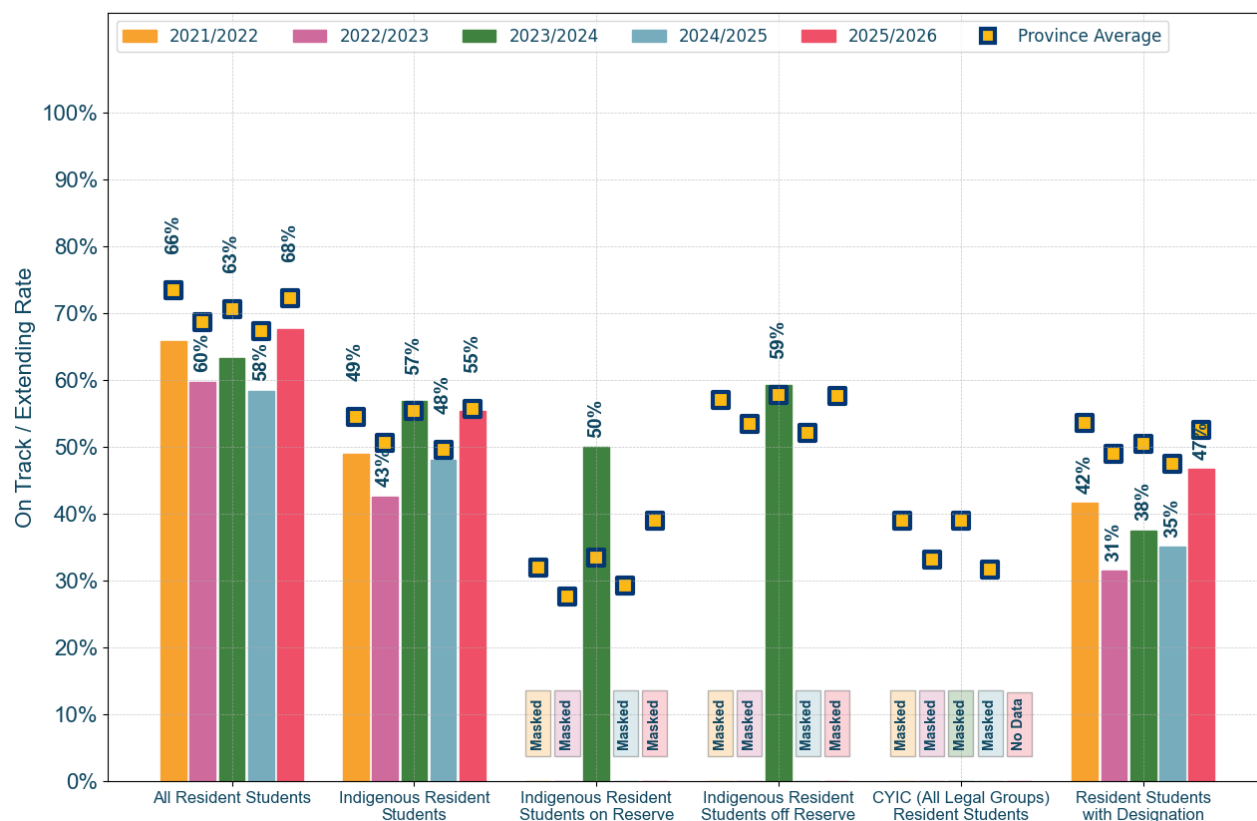
Grade 4 FSA Literacy - On Track / Extending Rate Pacific Rim



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	291 89%	301 92%	282 94%	294 95%	290 95%
Indigenous Resident Students	111 86%	125 86%	124 94%	110 91%	114 90%
Indigenous Resident Students on Reserve	17 82%	27 81%	33 91%	21 81%	21 100%
Indigenous Resident Students off Reserve	94 87%	98 88%	91 95%	89 93%	93 88%
CYIC (All Legal Groups) Resident Students	Masked	Masked	10 100%	14 79%	0
Resident Students with Designation	47 77%	45 78%	36 89%	46 87%	37 81%

Grade 7 FSA Literacy - On Track / Extending Rate Pacific Rim

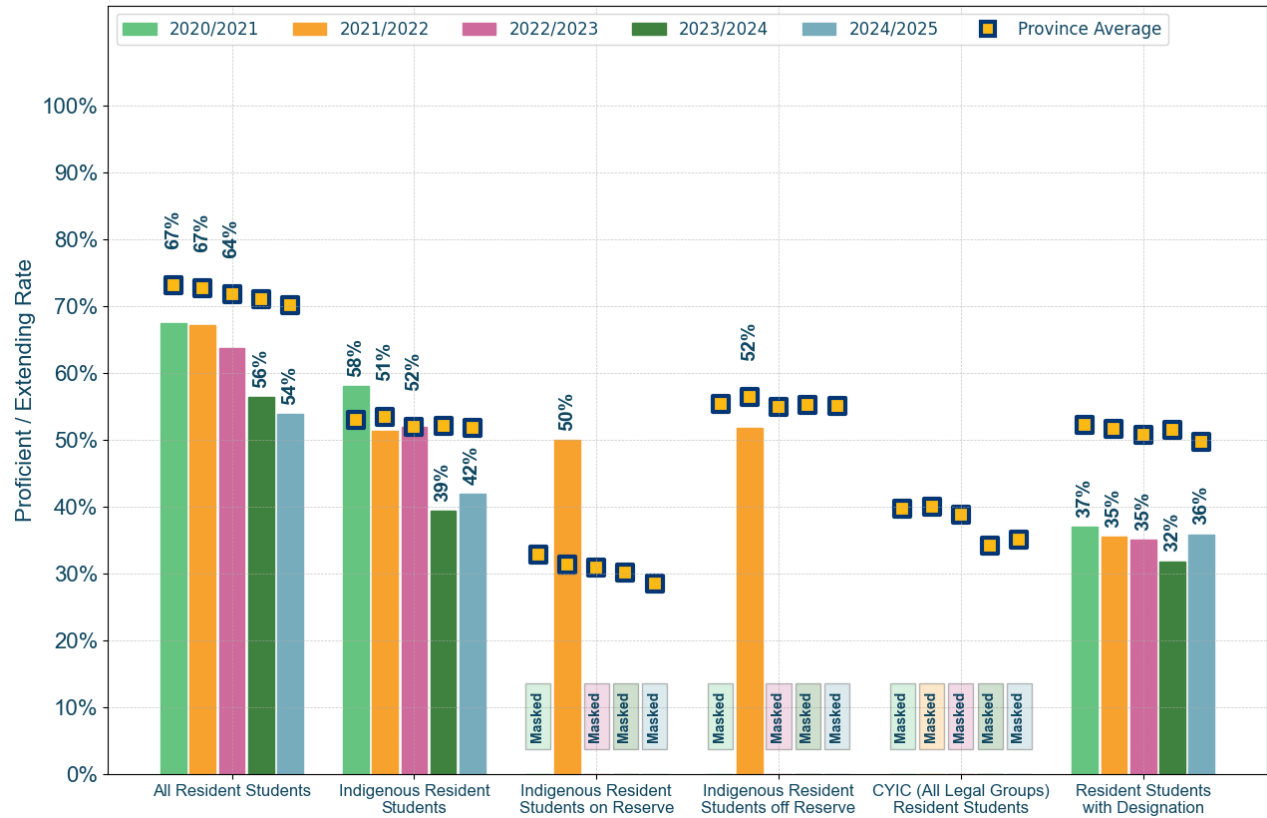


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	289 76%	309 72%	322 64%	326 80%	337 83%
Indigenous Resident Students	103 57%	103 60%	128 47%	140 74%	130 72%
Indigenous Resident Students on Reserve	12 83%	28 64%	30 57%	33 76%	26 81%
Indigenous Resident Students off Reserve	91 54%	75 59%	98 44%	107 74%	104 70%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	16 75%
Resident Students with Designation	58 55%	45 64%	65 49%	50 66%	63 70%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Pacific Rim



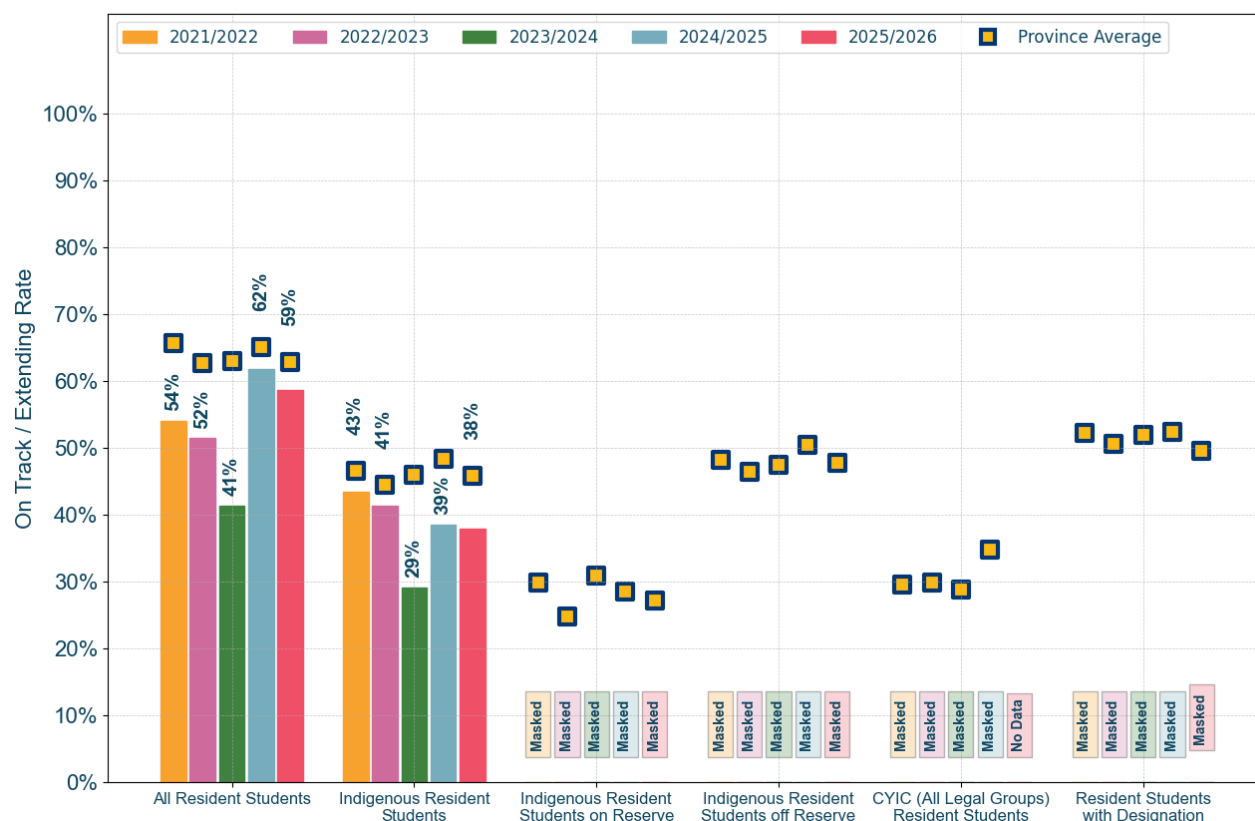
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	257 91%	277 96%	289 94%	297 97%	271 94%
Indigenous Resident Students	104 88%	106 93%	114 90%	101 95%	92 95%
Indigenous Resident Students on Reserve	20 75%	22 95%	24 88%	25 92%	16 100%
Indigenous Resident Students off Reserve	84 92%	84 93%	90 91%	76 96%	76 93%
CYIC (All Legal Groups) Resident Students	Masked	Masked	16 75%	Masked	0
Resident Students with Designation	25 68%	14 79%	26 65%	20 80%	28 57%

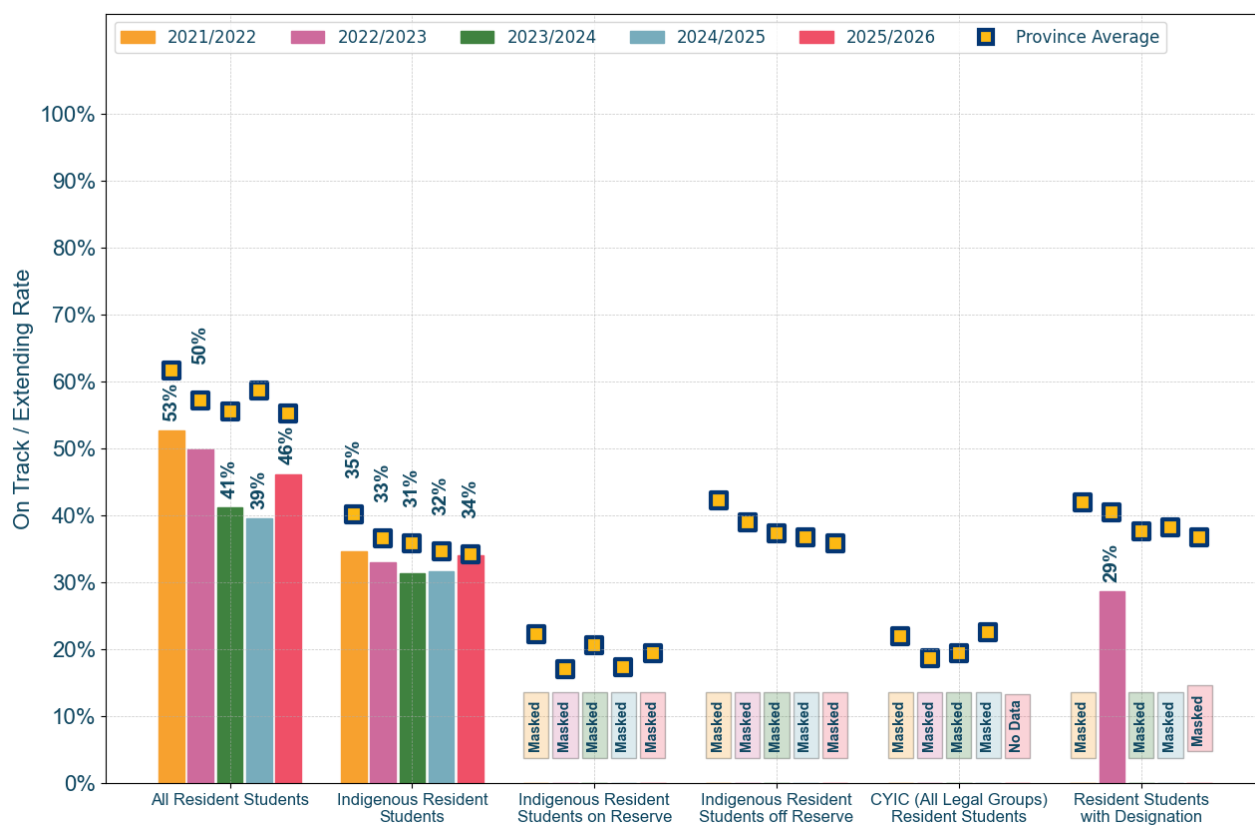
Grade 4 FSA Numeracy - On Track / Extending Rate Pacific Rim



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	291 91%	301 92%	282 93%	294 94%	290 95%
Indigenous Resident Students	111 88%	125 87%	124 93%	110 89%	114 90%
Indigenous Resident Students on Reserve	17 88%	27 85%	33 94%	21 76%	21 100%
Indigenous Resident Students off Reserve	94 88%	98 88%	91 92%	89 92%	93 88%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	47 77%	45 78%	36 81%	46 85%	37 81%

Grade 7 FSA Numeracy - On Track / Extending Rate Pacific Rim

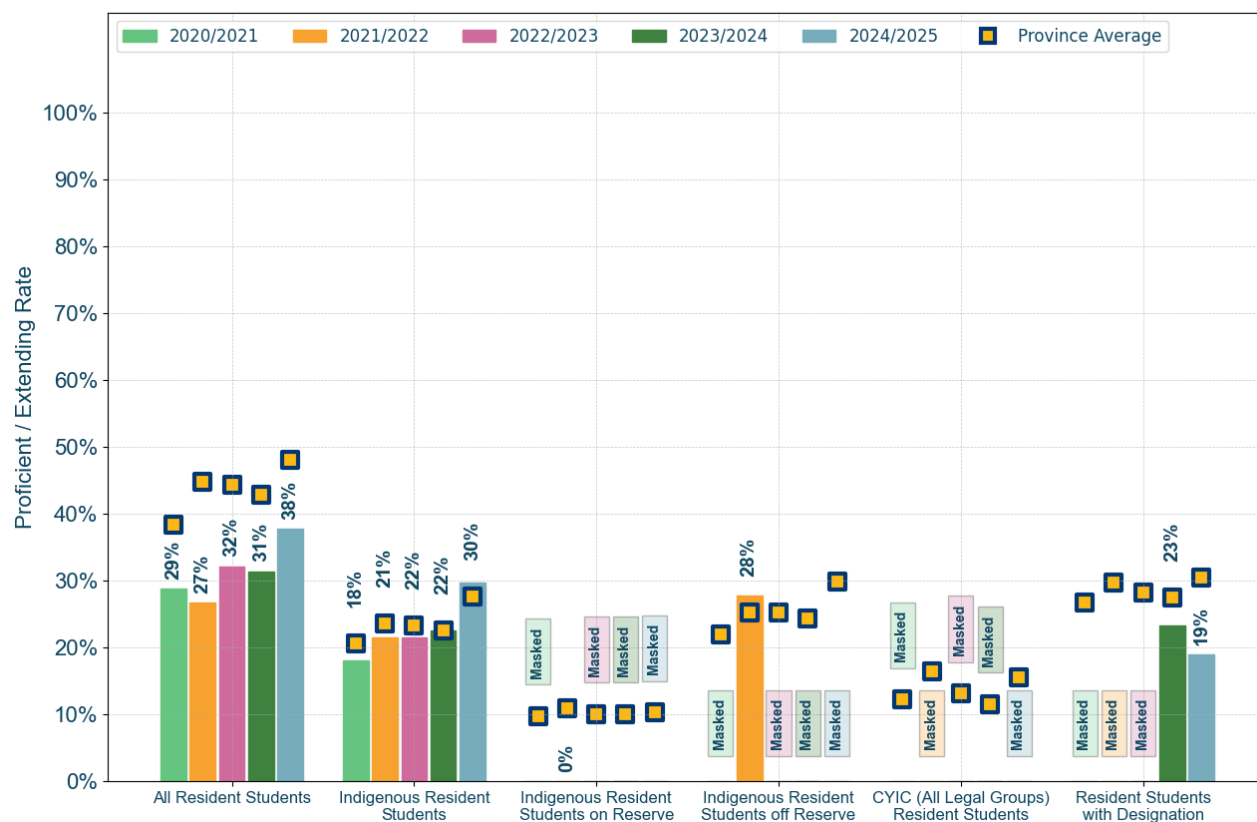


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	286 69%	308 68%	319 69%	325 74%	330 79%
Indigenous Resident Students	102 56%	103 54%	126 52%	140 64%	127 65%
Indigenous Resident Students on Reserve	12 83%	28 50%	30 60%	34 59%	26 77%
Indigenous Resident Students off Reserve	90 52%	75 56%	96 50%	106 66%	101 61%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	57 47%	45 60%	65 48%	50 64%	63 63%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Pacific Rim

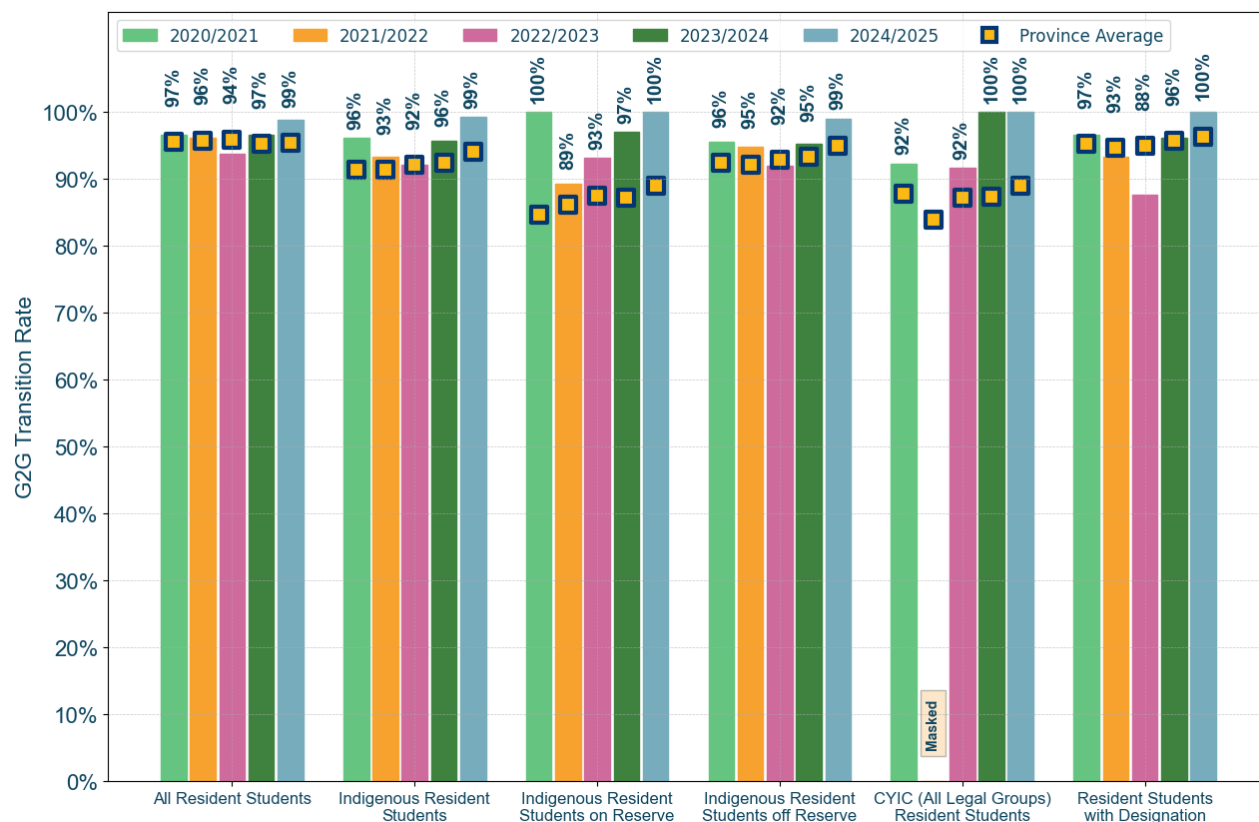


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	289	309	323	324	334
Indigenous Resident Students	104	104	128	138	129
Indigenous Resident Students on Reserve	13	28	29	34	26
Indigenous Resident Students off Reserve	91	76	99	104	103
CYIC (All Legal Groups) Resident Students	13	Masked	12	12	15
Resident Students with Designation	59	45	65	51	63

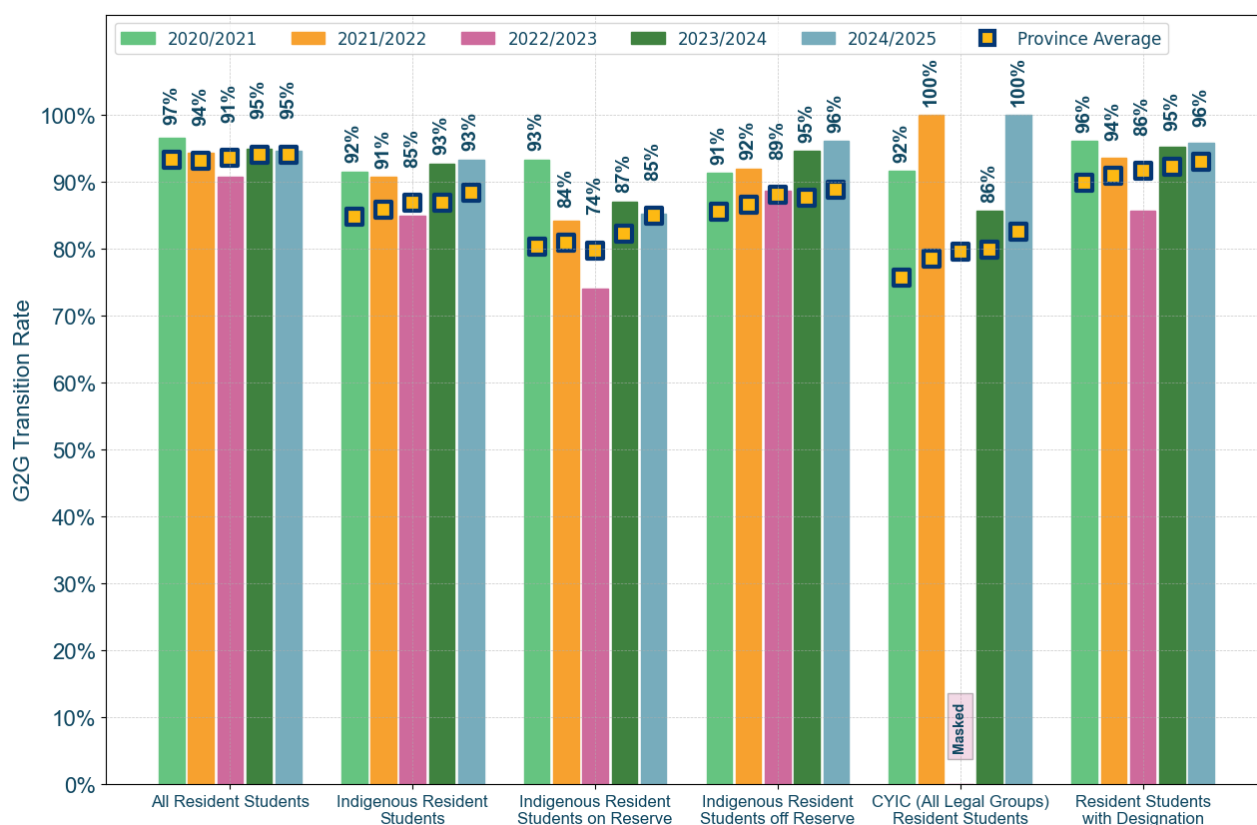
Grade 10 to 11 Transition Rate Pacific Rim



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	291	319	313	319	317
Indigenous Resident Students	107	119	106	124	136
Indigenous Resident Students on Reserve	15	19	27	31	34
Indigenous Resident Students off Reserve	92	100	79	93	102
CYIC (All Legal Groups) Resident Students	12	16	Masked	14	17
Resident Students with Designation	52	63	42	63	49

Grade 11 to 12 Transition Rate Pacific Rim



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Literacy achievement improved in Grades 4 and 7, reversing declines observed in the previous reporting cycle. Indigenous learner outcomes also improved, particularly in Grade 7. Despite these gains, overall literacy achievement remains below provincial averages and significant achievement gaps persist for Indigenous students living on reserve and students with designations.
- Numeracy results present a more mixed picture. Improvements were observed in Grades 7 and 10; however, achievement remains below provincial averages across all measures. Grade 4 numeracy declined from the previous year and continues to be an area of concern.
- District, school, and classroom-based evidence align with provincial assessment results, providing confidence in the overall trends and achievement patterns identified through the data.
- Persistent achievement gaps continue to exist between Indigenous students living on reserve and off reserve, as well as between students with designations and all students, indicating a need for continued targeted supports and distinctions-based approaches.
- Participation rates remain high across all literacy measures and student groups, supporting confidence in district results.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Continue implementation of Universal Design for Learning professional learning to improve access, engagement, and achievement for students with diverse learning needs.
- Continue focused conversations and data dives at the school and district level to strengthen instructional responses, improve assessment consistency, and support data-informed decision making.
- Support secondary Professional Learning Communities focused on competency-based instruction to strengthen student engagement, achievement, and graduation outcomes.
- Continue supporting early career teachers through mentorship and professional learning opportunities that strengthen instructional practice and inclusive learning environments.
- Implementation of supportive iPad technology with communication apps for primary grades (K-3) to support diverse learners presenting with communication difficulties to support language and communication acquisition

Human and Social Development

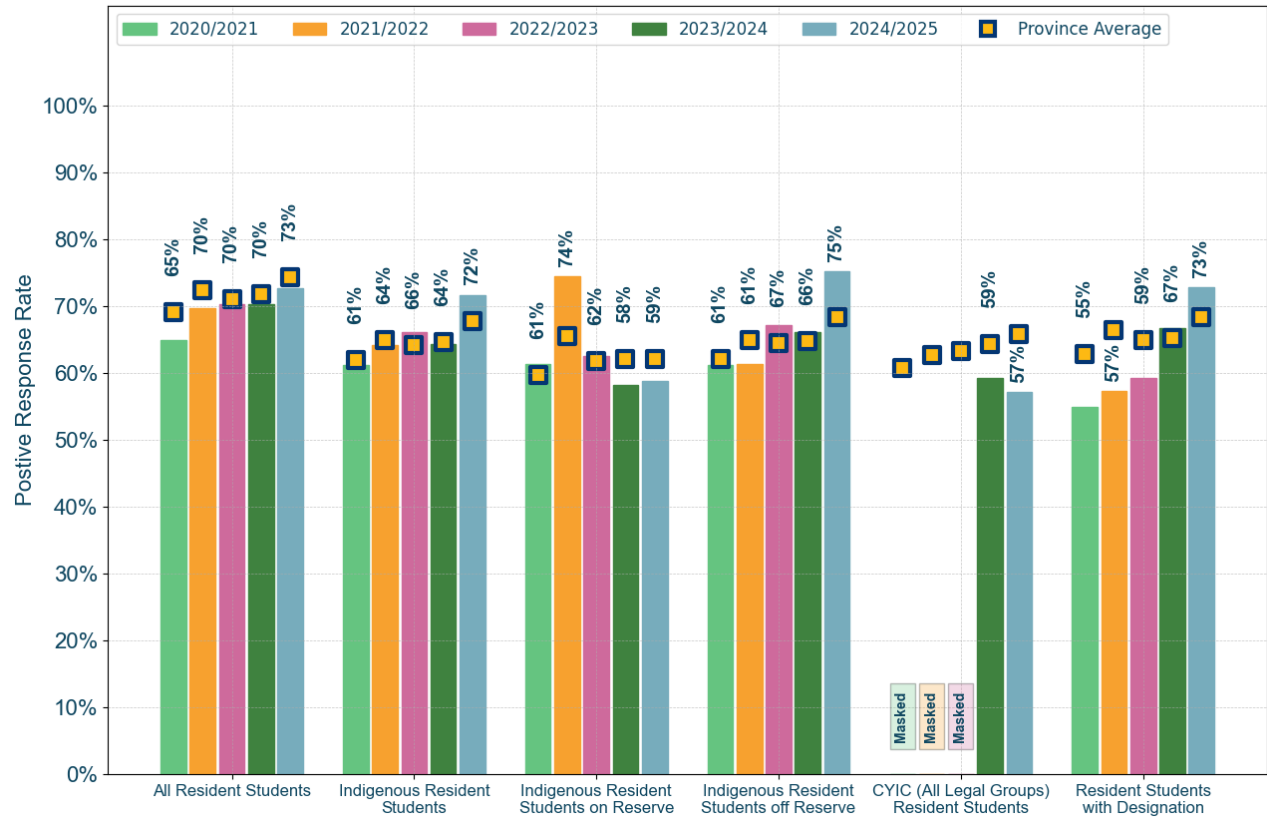
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

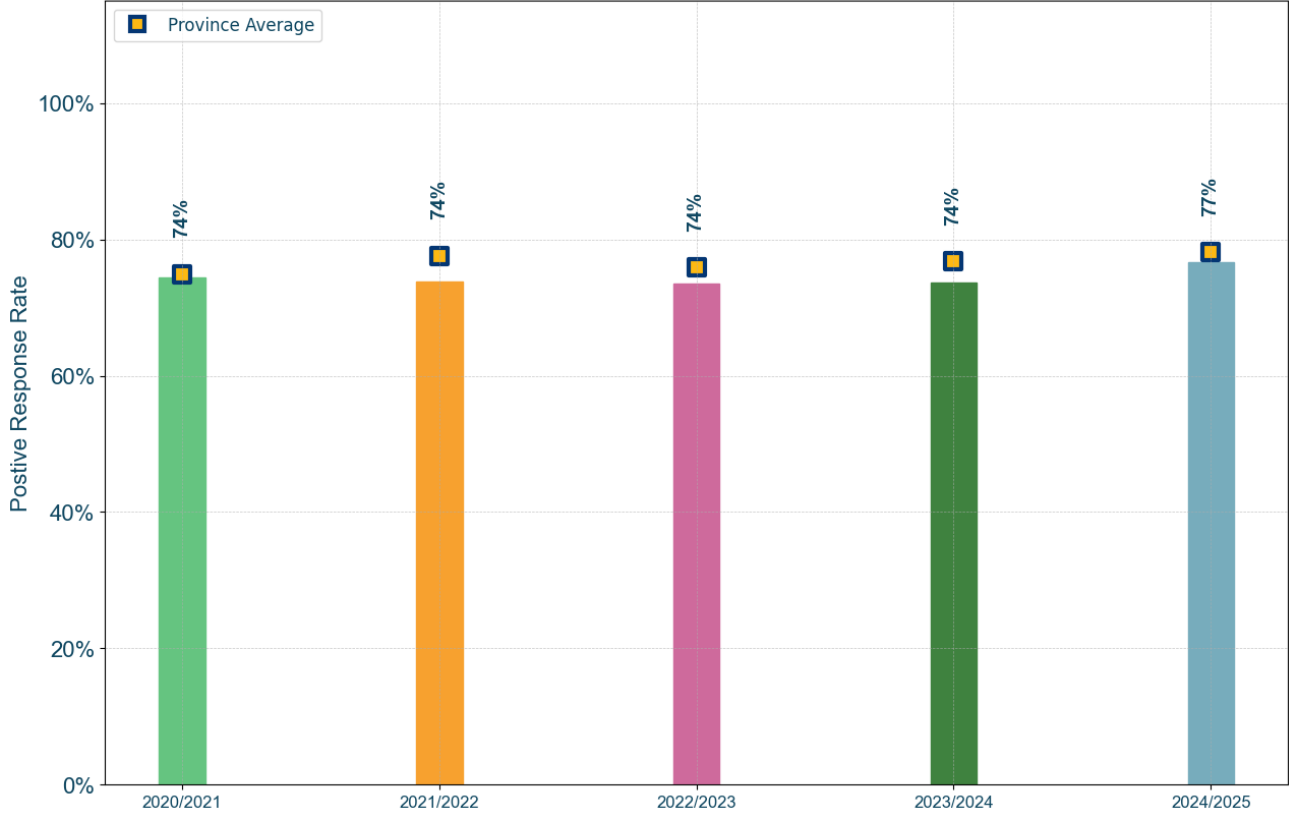
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	776 62%	840 74%	897 75%	885 81%	916 83%
Indigenous Resident Students	313 59%	312 63%	356 71%	373 76%	337 74%
Indigenous Resident Students on Reserve	65 71%	64 67%	78 76%	91 75%	71 79%
Indigenous Resident Students off Reserve	248 56%	248 63%	278 70%	282 76%	266 73%
CYIC (All Legal Groups) Resident Students	33 39%	20 60%	26 50%	38 71%	38 58%
Resident Students with Designation	102 49%	113 60%	124 59%	113 69%	125 70%

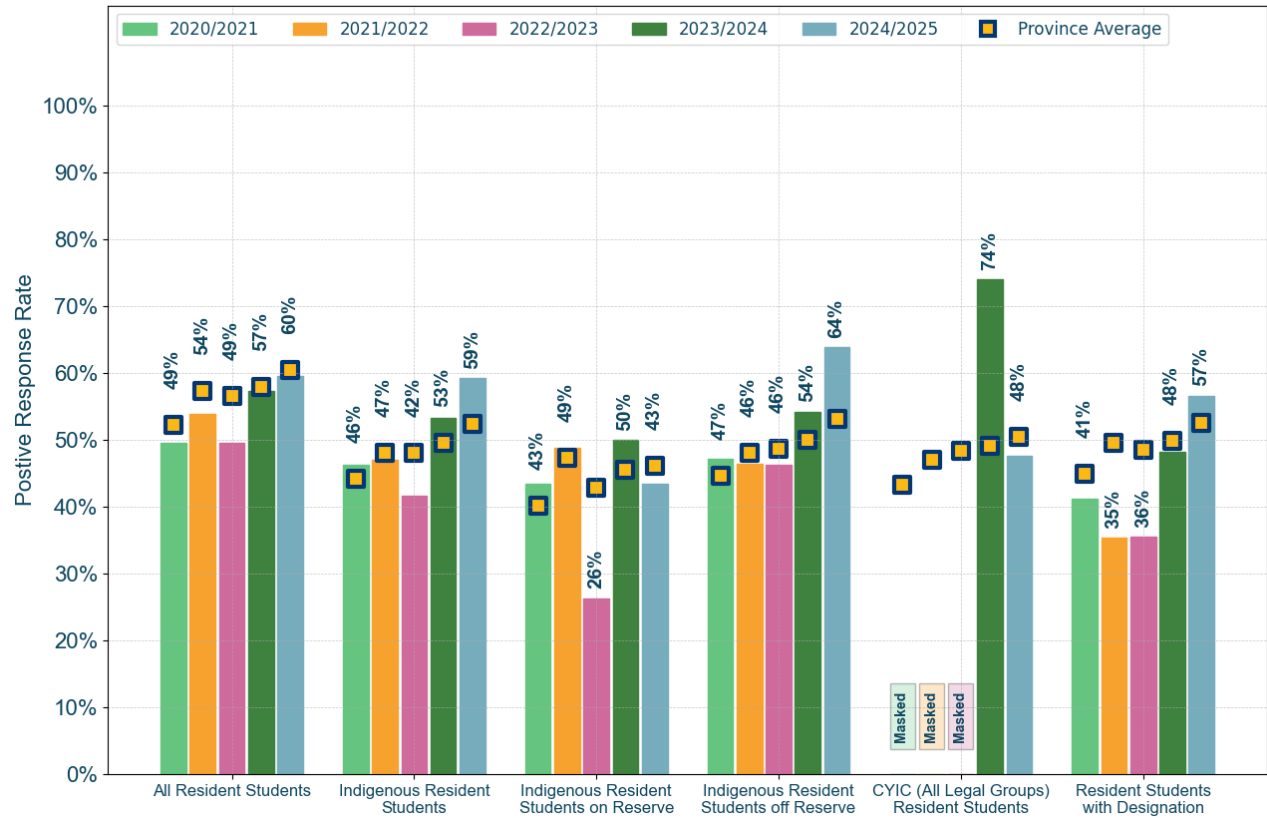
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Pacific Rim



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

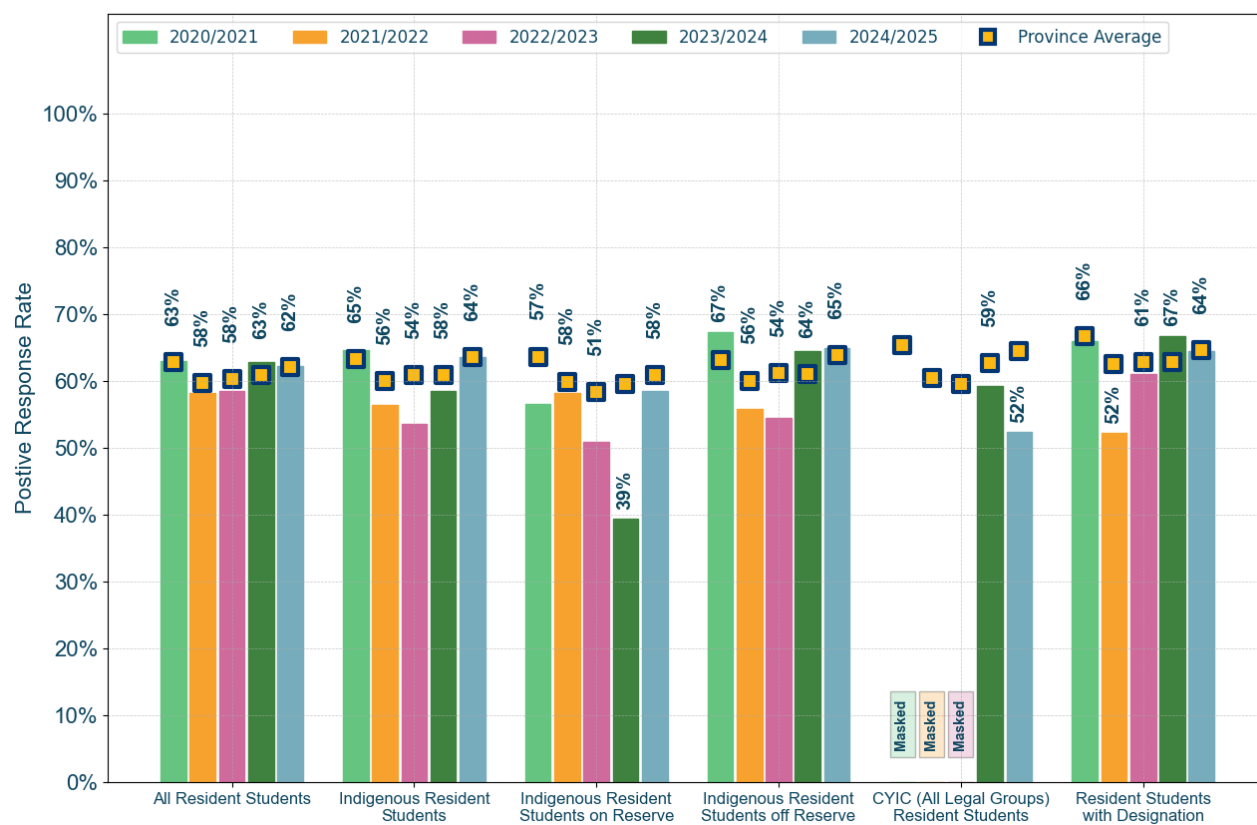


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Pacific Rim



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

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



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Student Learning Survey results indicate that students continue to report positive experiences related to feeling welcome, safe, connected, and supported at school. Results are generally comparable to or exceed provincial averages across most measures.
- Several priority populations reported levels of belonging and connection that were comparable to or higher than those reported by all students, suggesting that district efforts to create inclusive learning environments are having a positive impact.
- Student Learning Survey findings are consistent with evidence from the Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), Adolescent Health Survey, student voice initiatives, and school-based engagement data.
- Despite community risk factors identified through local and regional well-being data, students continue to report positive relationships with adults and strong connections to school.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Continue monitoring Student Learning Survey, YDI, Adolescent Health Survey, and student voice data to identify emerging trends and areas requiring additional support.
- Continue targeted supports for student groups reporting lower levels of belonging and connection, including Children and Youth in Care and Indigenous students living on reserve.
- Use student voice and engagement data to inform school planning, improvement efforts, and strategies that strengthen student belonging and well-being.
- Collaboration with community partners (MCFD & Usma) to gather student voice from CYIC priority population and identify what supports are helpful and what supports are needed but not currently provided.

Career Development

Educational Outcome 4: Graduation

Note Regarding Graduation and Completion Data

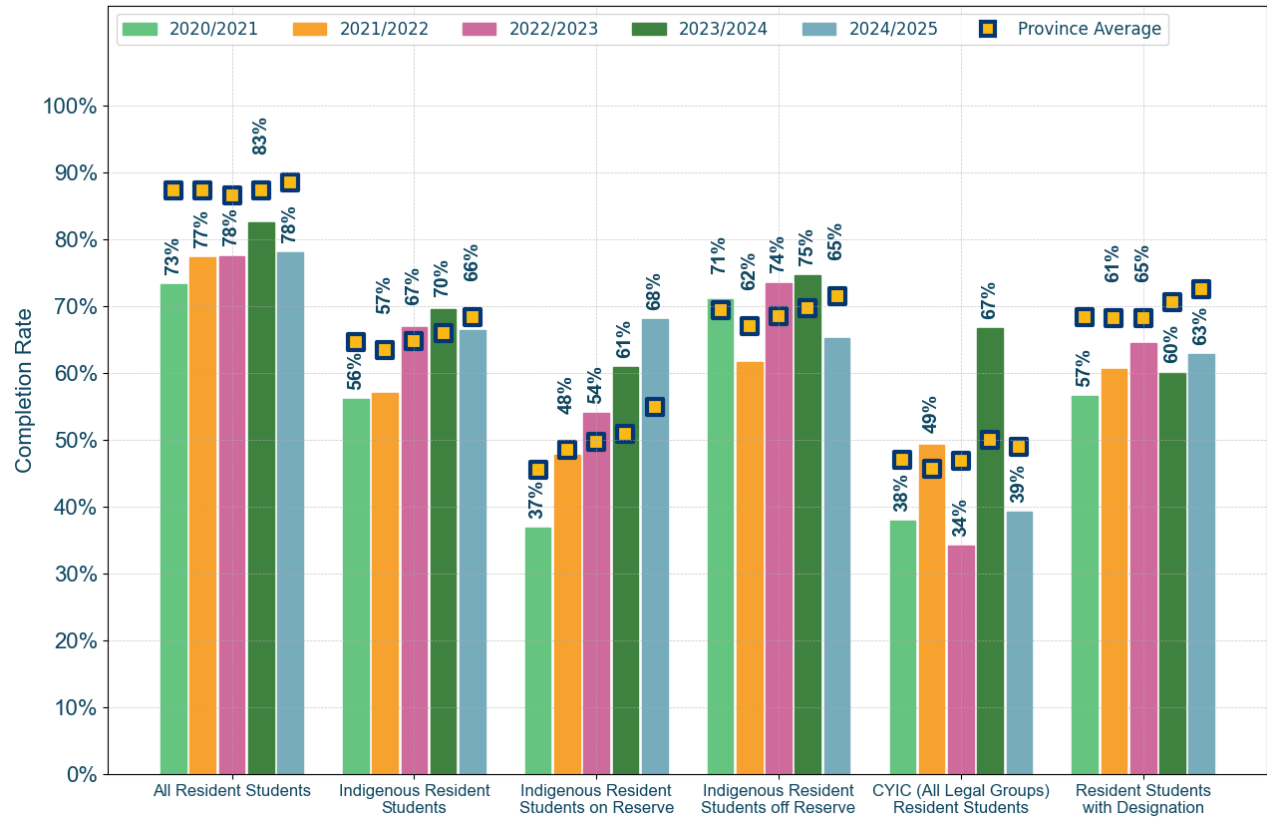
Pacific Rim School District regularly reviews student achievement data, including graduation and completion rates, with the Board of Education, Indigenous rightsholders, and partner groups. Some graduation and completion rates reported in this document differ from figures discussed earlier in the year through the How Are We Doing? Report and Ministry Graduation Dashboard. This difference reflects the Ministry's current Enhancing Student Learning Reporting methodology, which uses different cohort and residency calculations than some previously published reports and dashboards. While the numerical differences are relatively small, they are significant enough to affect the interpretation of recent trends. The Ministry has confirmed that the methodology used in this report is final for the current reporting cycle, and all analyses and interpretations are based on those data. While the revised methodology changes the interpretation of recent year-to-year results, the district's longer-term graduation and completion trends continue to show improvement over time.

Measure 4.1: Achieved Dogwood within 5 Years

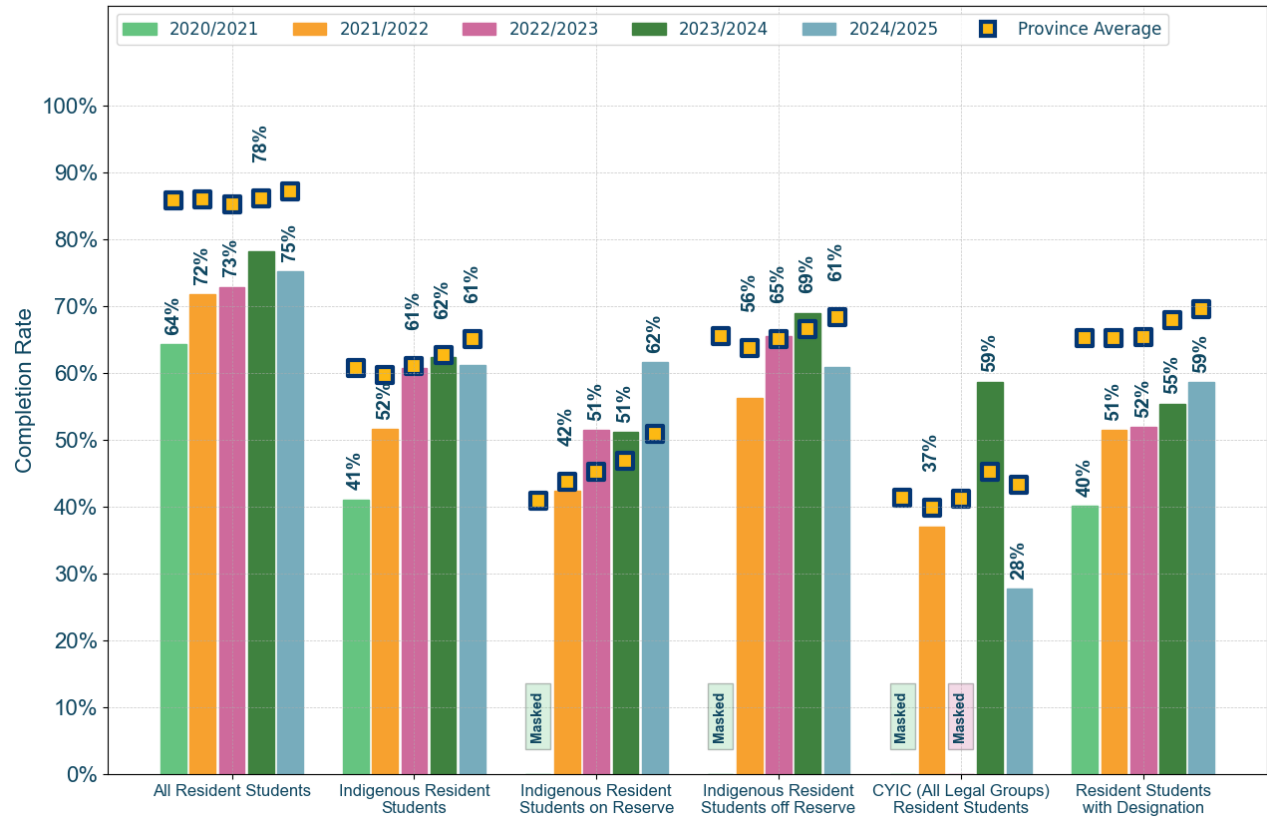
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	292 12	328 19	342 18	338 21	342 20
Indigenous Resident Students	104 4	119 7	120 6	118 7	125 7
Indigenous Resident Students on Reserve	45 2	40 2	41 2	44 3	50 3
Indigenous Resident Students off Reserve	59 3	79 4	79 4	74 4	75 4
CYIC (All Legal Groups) Resident Students	36 2	43 2	40 2	40 3	46 3
Resident Students with Designation	70 3	70 4	75 4	69 4	76 4

5-Year Completion Rate - Dogwood + Adult Dogwood Pacific Rim



5-Year Completion Rate - Dogwood Pacific Rim



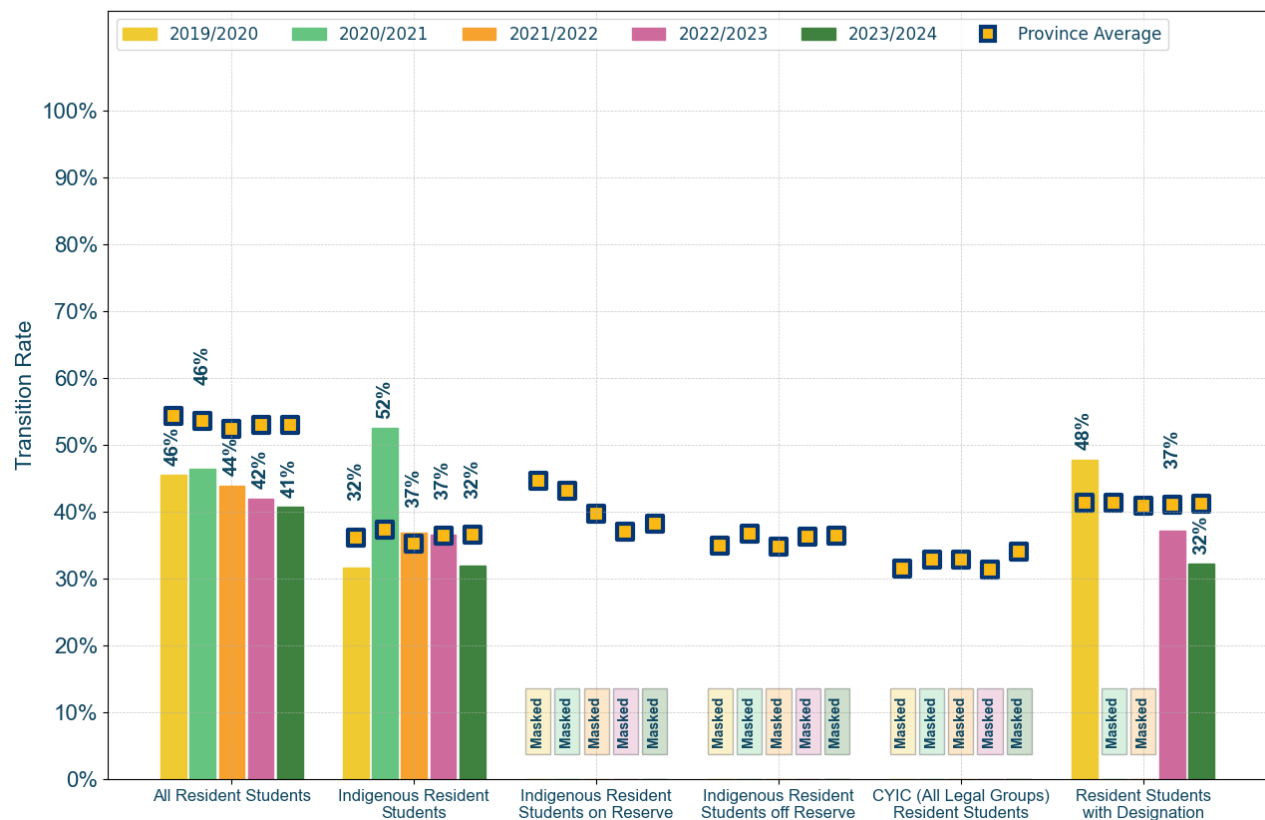
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

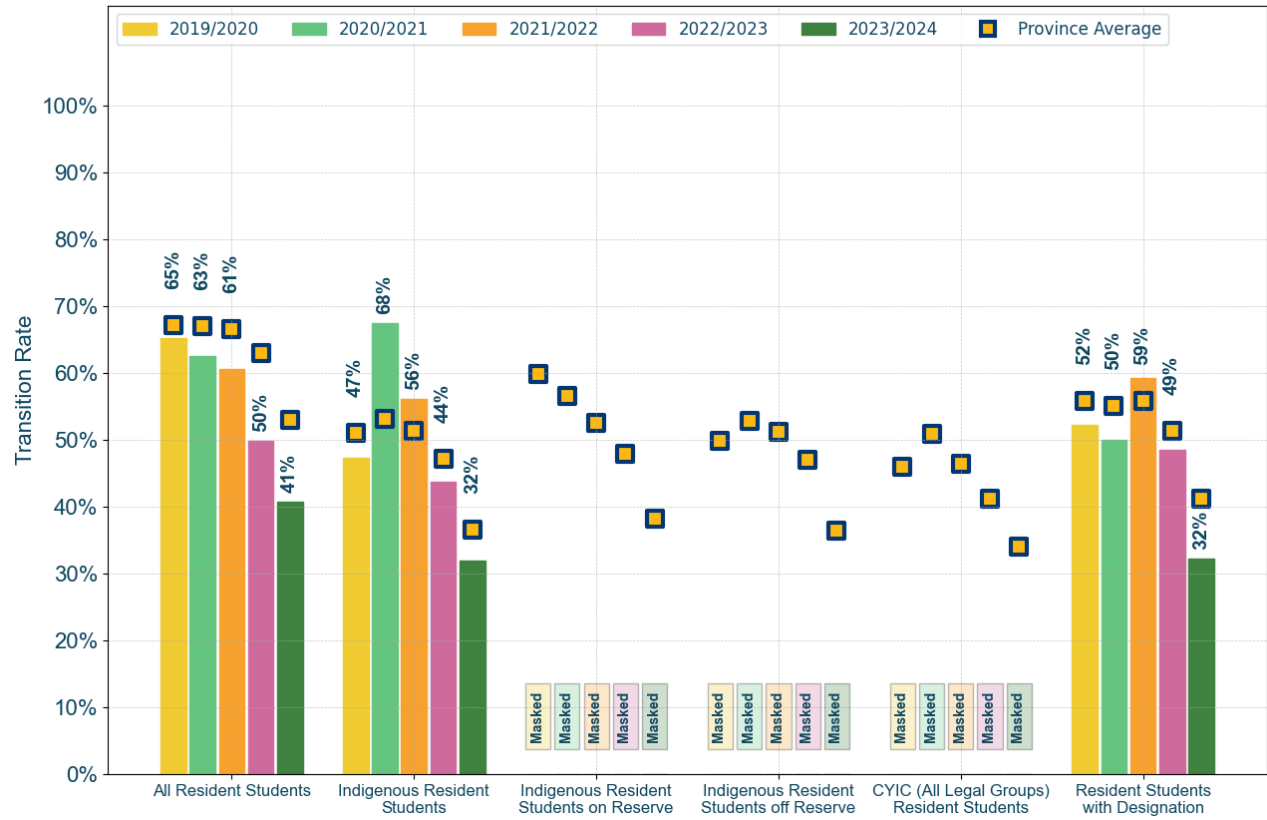
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	213	179	223	243	253
Indigenous Resident Students	57	40	57	71	69
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	23	Masked	Masked	35	31

Immediate Transition to Post-Secondary Pacific Rim



Within 3 Years Transition to Post-Secondary Pacific Rim



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Please respond using a maximum of three (3) to five (5) bullet points.

- Graduation outcomes vary across student groups. While several priority populations have demonstrated improvement over time, persistent equity gaps indicate that not all learners are experiencing the same level of success.
- Students with designations continue to graduate at lower rates than district and provincial averages, while differences between Indigenous students living on reserve and off reserve remain evident across graduation measures.
- Immediate and three-year transitions to BC public post-secondary institutions remain below provincial averages. However, these measures do not capture many meaningful pathways pursued by students, including employment, apprenticeships, private post-secondary institutions, military service, entrepreneurship, or out-of-province education.
- Local graduation, transition, and pathway data suggest that the provincial transition measure provides only a partial picture of student success following graduation.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Please respond using a maximum of three (3) to five (5) bullet points.

- Continue implementation of Universal Design for Learning (UDL) professional learning and recommendations emerging from the Cedar Review to strengthen inclusive practices, improve access to learning, and support improved graduation and transition outcomes for students with designations and diverse learning needs.
- Continue focused conversations related to course completion, graduation pathways, and post-secondary transitions to better understand barriers and opportunities for students.
- Continue district oversight of alternate program referrals and decisions related to Adult Dogwood pathways to ensure students are supported in accessing the most appropriate graduation pathway while maintaining high expectations for success.
- Continue to explore additional methods of tracking student destinations and post-secondary pathways while strengthening career education and transition planning supports to better reflect and support the diverse pathways pursued by graduates.
- Collaborative planning and consulting with community partners (MCFD and Usma) around transition planning to support improved graduation and transition outcomes for students identified CYIC priority population.