

Enhancing Student Learning Report - Pacific Rim School District



Land Statement

Pacific Rim School District is situated on the ha-houlthees of the c̓išaaʔat̓h, hupačasath, tla-o-qui-aht, Yuułuʔiłʔat̓h, and Huu-ay-aht First Nations and 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 27, 2022

Reviewing the 2018/2019 – 2022/2023 Strategic Education Plan

Signature: 
Pam Craig, Board Chair



Contents

The Enhancing Student Learning Report consists of four 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 the [Ministry of Education and Child Care FESL data for SD70](#).

Part 4 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. Our school plan template is being updated and school plans will be posted publicly to the web in the Fall of 2022.

Together, parts 1-4 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 2022 update of our District's 2018/2019 – 2022/2023 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. We will move into the development of a new Board Strategic Plan following the election of the Board in the Fall of 2022.

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 ha-houlthees of the c̓šaaʔaṭḥ, hupačasath, tla-o-qui-aht, Yuułuʔiłʔatḥ, and Huu-ay-aht First Nations 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%.

Current Strategic Plan Priorities

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

1. Numeracy skills for all students
2. Literacy skills for all students
3. Social and emotional wellbeing for all students

Setting Our Targets

Prior to the 2019/2020 school year some of our key data measures demonstrated a positive five-year trend. The COVID-19 pandemic has greatly impacted our local communities in many ways and negatively impacted our learners. As such, one would expect to see a greater negative impact on student performance results. Although we have not hit the targets, we set in September 2021 what we see are relatively stable results over the last three years.

In our 2021/2022 Strategic Plan we set targets to achieve growth across all measures. While we were successful in implementing the majority of the strategies outlined, they did not result in the growth we had hoped. Our target

setting represents an effort to get learners back on track and to show continuous, sustainable growth over time. Further, closing the gap between Indigenous and non-Indigenous learners suggests bolder achievement targets are needed for Indigenous learner growth since quicker rates of growth for Indigenous learners will also hasten a quicker rate of growth for all learners.

We have also given consideration to the performance of other specific subpopulations. We note a significant gap in performance between Indigenous students living on reserve and off reserve, as off reserve Indigenous students perform significantly higher than those living on reserve. This gap is noted across the majority of measures. Due to privacy and confidentiality requirements performance results for Children and Youth in Care are often masked. However, we note that these students are performing significantly below our “all student” category. We also question the accuracy of data related to this subpopulation. By definition this measure only includes those students identified by Ministry of Children and Families while 36% of our population is Indigenous and would fall under the care of USMA Child and Family Services. We do not believe they are captured in this data. Regardless, we know that being a child or youth in care presents a significant risk factor which impacts student achievement.

It is also noted that students with disabilities or diverse abilities are performing below the “all students” category across all measures. This is a provincial trend for this subpopulation. For most measures they are also performing below the provincial average for this subpopulation. We are aware of this achievement gap and individualized plans and interventions are put in place in partnership with our Inclusive Education Team.

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 also considers 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 *2022 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. Noting the scheduled review and revision of current Strategic Priorities in the 2018/2019-2022/2023 Strategic Plan, staff also reminded the Board of Education that ‘new’ FESL requirements were consistent with familiar practices relating to identifying learning goals, developing and monitoring improvement plans, and engaging in rightsholder and partner consultation.

Board of Education

Although staff regularly share status reports related to the Strategic Plan and Enhancing Student Learning Report, district staff reviewed with trustees data and measures related to the Enhancing Student Learning Report in Spring 2022. 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 of the Whole

The mandate of the Education Committee of the Whole 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 reviewed and discussed learner outcomes contained in the Enhancing Student Learning Report. Arising from this discussion was the renewed commitment to a focus on numeracy, literacy, and student well-being both as discrete goals unto themselves and as large-scale strategies to improve school completion and transition rates.

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 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 Nuuchah-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.

School Principals and Vice Principals

As school leaders in the district, principals and vice principals were also consulted in the development of the Enhancing Student Learning Report. Principals and vice principals noted the consistency in trends between K-7 provincial and local data, yet secondary administrators remained 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 2022, highlighting similarities and differences from previous processes and involvement in district and school planning. Specific to this report, DPAC was consulted in June 2022 as part of the Education Committee of the Whole, with ongoing discussion to take place during regularly scheduled Education Committee and DPAC meetings during the 2022/23 school year.

Alignment with Strategies in District's Strategic Education Plan

As evidenced in our [District Strategic Education 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, 11 and 12 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 90%, 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 2021/2022 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.”
- 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 school-based Literacy leaders at every school 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 13 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 above the 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 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.

- 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 school-based literacy leads 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 14 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 90%, 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 2021/2022 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. Tracking student performance and interventions as well as the re-emergence of a District Numeracy Network and establishing Numeracy Leader positions at every school are foundational elements in improving our performance.
- Literacy has been the focus of our District for a number of years and remains a focus within our schools. However, professional learning in the area of Numeracy instruction and assessment is the priority focus for the District Education team working with school staffs.

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 15 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 Numeracy teacher leads at the secondary level have been assigned for the 2022/2023 school year.

Measure 2.3

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

Refer to pages 6 and 16 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 97%. 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 17 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 MDI 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 sub-populations and reflects a concerted effort to address feedback observed in early MDI results and supported by research.
- Indigenous responses are closely aligned with 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.
- 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 18 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- It is encouraging to see the graduation rate for on reserve learners improve by 10% in 2020/2021.
- The graduation rate for “all students” showed a slight decline 2020/2021.
- The district gap between Indigenous and “all students” mirrors the gap between the district overall and the province, yet the gap between district Indigenous and province indigenous is much smaller.
- 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.
- Initiatives and focus are being put in place to closely follow those students being referred to our district alternate programs. For most students, transitioning to alternate takes them off the path to a Dogwood Certificate. A disproportionate number of these students are Indigenous.

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, 19 and 20 of [Enhancing Student Learning Report Data](#) Power Bi Report.

Analysis, adjustments and adaptations

- District 3-year PSI rates for “all students” in 2017/2018 are equal to the provincial average.
- 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.
- 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.
- Our District Career Education Center has many success stories of connecting and matching students with positive career opportunities prior to graduation.

Alignment for Successful Implementation

We will move into the development of a new long range Board Strategic Plan following the election of the Board in the Fall of 2022 including an annual review. This Strategic Plan will guide the development of the District’s other key planning documents such as the Board’s annual work plan, operational plan, and the long range facilities plan; planning documents that will be completed in parallel with the Strategic Plan and will reflect government direction.

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

Conclusion

In response to evidence collected in both this report and our [District Strategic Education 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.