

Vancouver Island West
SD084

Interim Progress Report September 2026

In Review of Year 1 of Strategic Plan 2025-2030

Approved by Board of Education for SD84 Sept 14, 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:

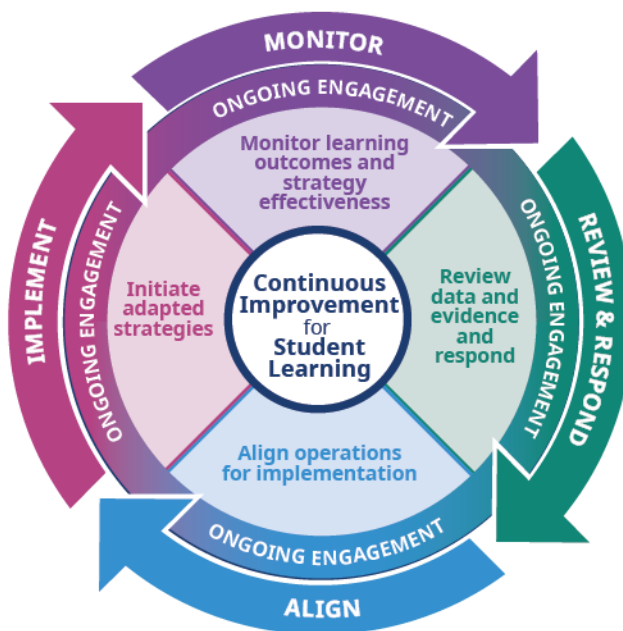
Ministry Note

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.

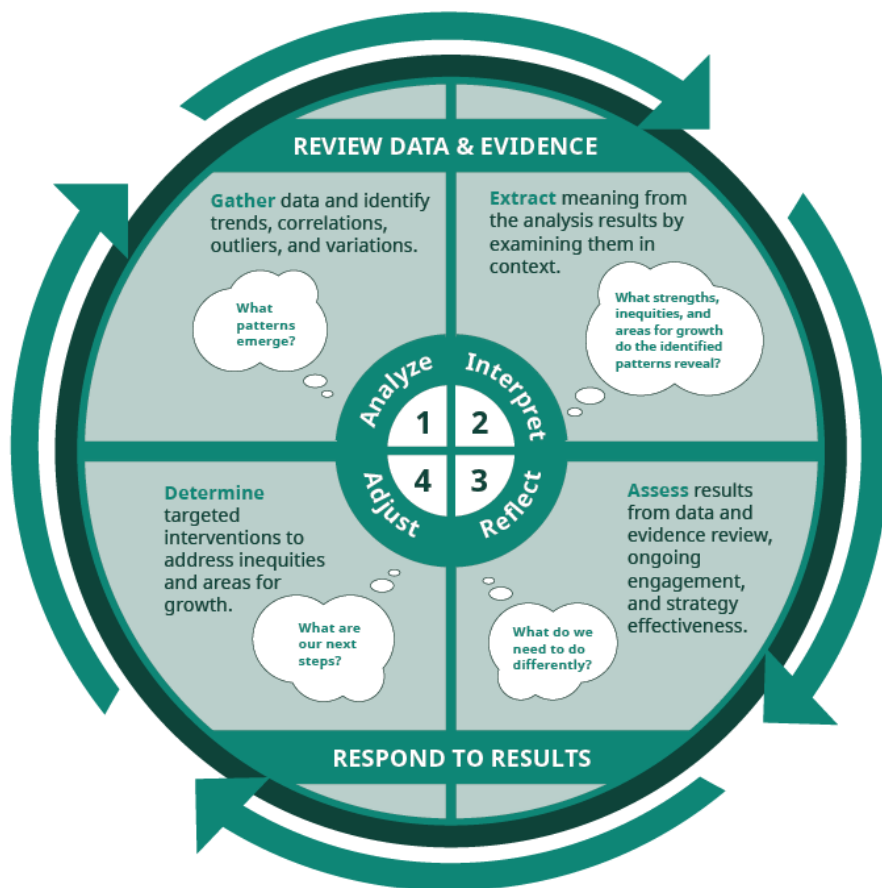
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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:



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.

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).

Intellectual Development

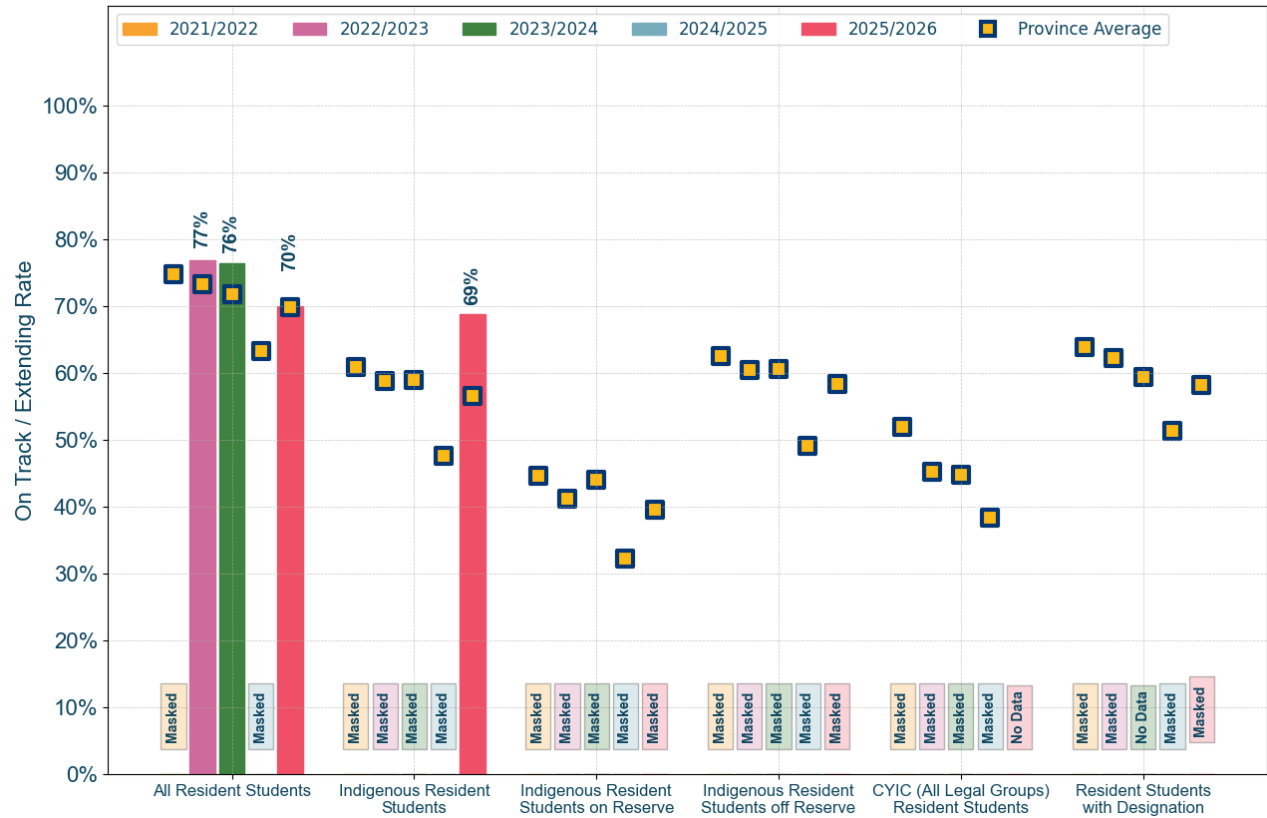
Educational Outcome 1: Literacy

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	23 70%	16 81%	18 94%	22 95%	24 83%
Indigenous Resident Students	Masked	Masked	Masked	14 100%	20 80%
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	0
Resident Students with Designation	Masked	Masked	0	Masked	Masked

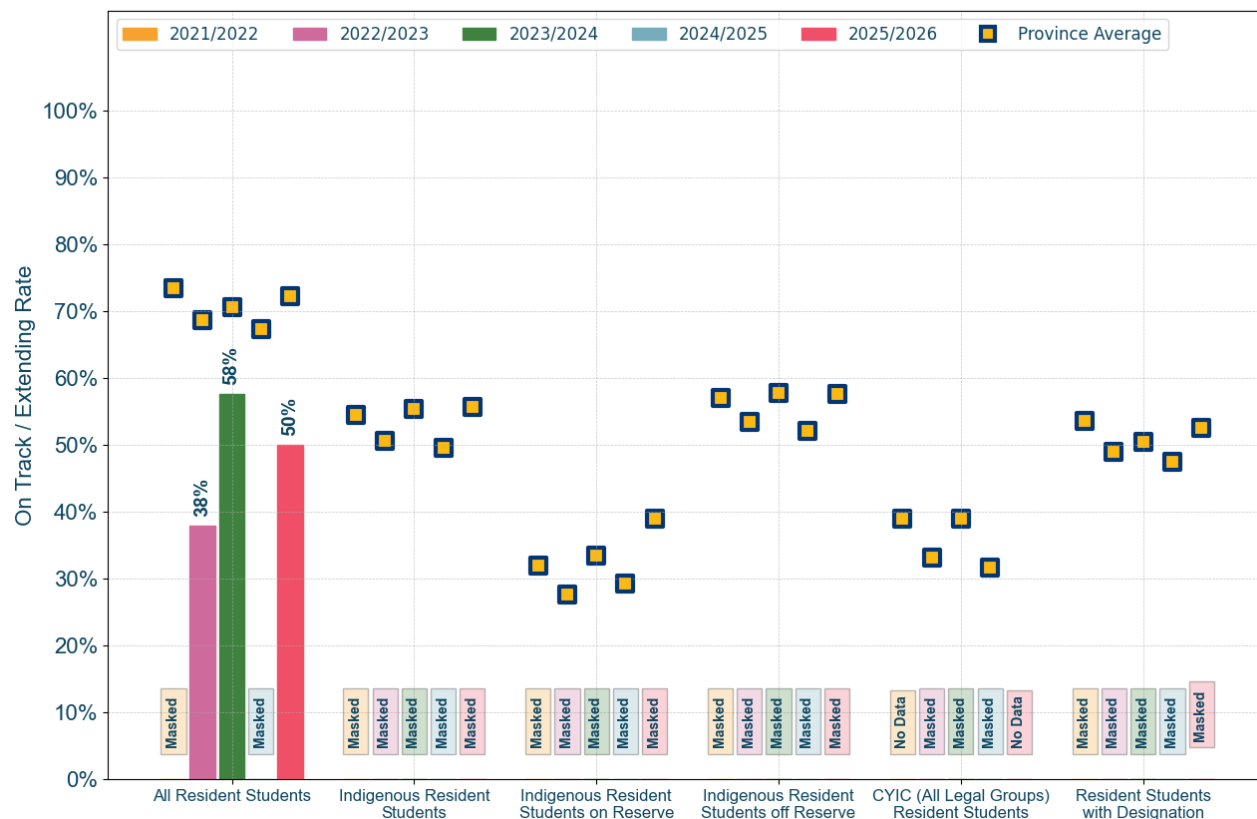
Grade 4 FSA Literacy - On Track / Extending Rate Vancouver Island West



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	18 67%	32 91%	36 92%	27 93%	22 91%
Indigenous Resident Students	15 67%	24 92%	16 81%	18 89%	Masked
Indigenous Resident Students on Reserve	Masked	13 92%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	11 91%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Vancouver Island West

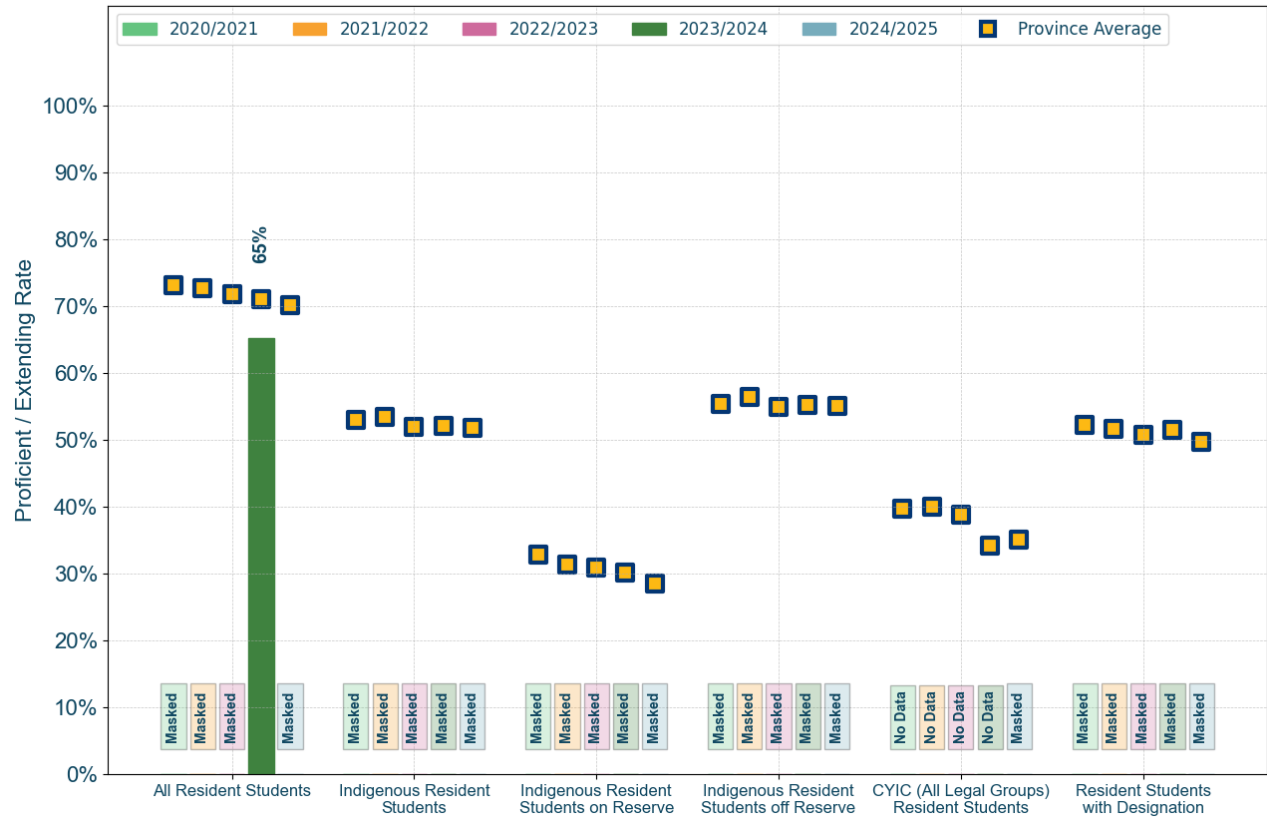


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	25 80%	25 40%	17 76%	23 57%	Masked
Indigenous Resident Students	17 76%	Masked	Masked	Masked	Masked
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	0	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Vancouver Island West



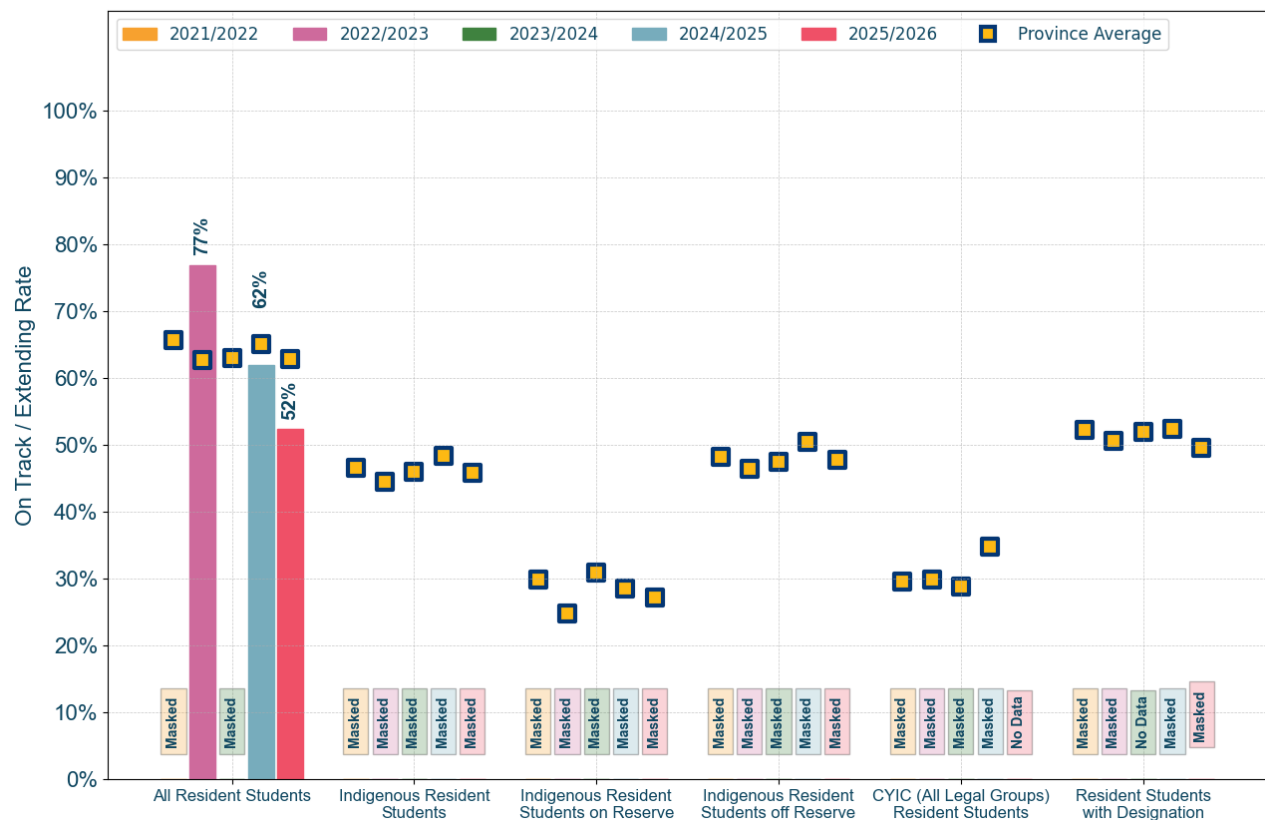
Educational Outcome 2: Numeracy

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	23 65%	16 81%	18 89%	22 95%	24 88%
Indigenous Resident Students	Masked	Masked	Masked	14 100%	20 85%
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	0
Resident Students with Designation	Masked	Masked	0	Masked	Masked

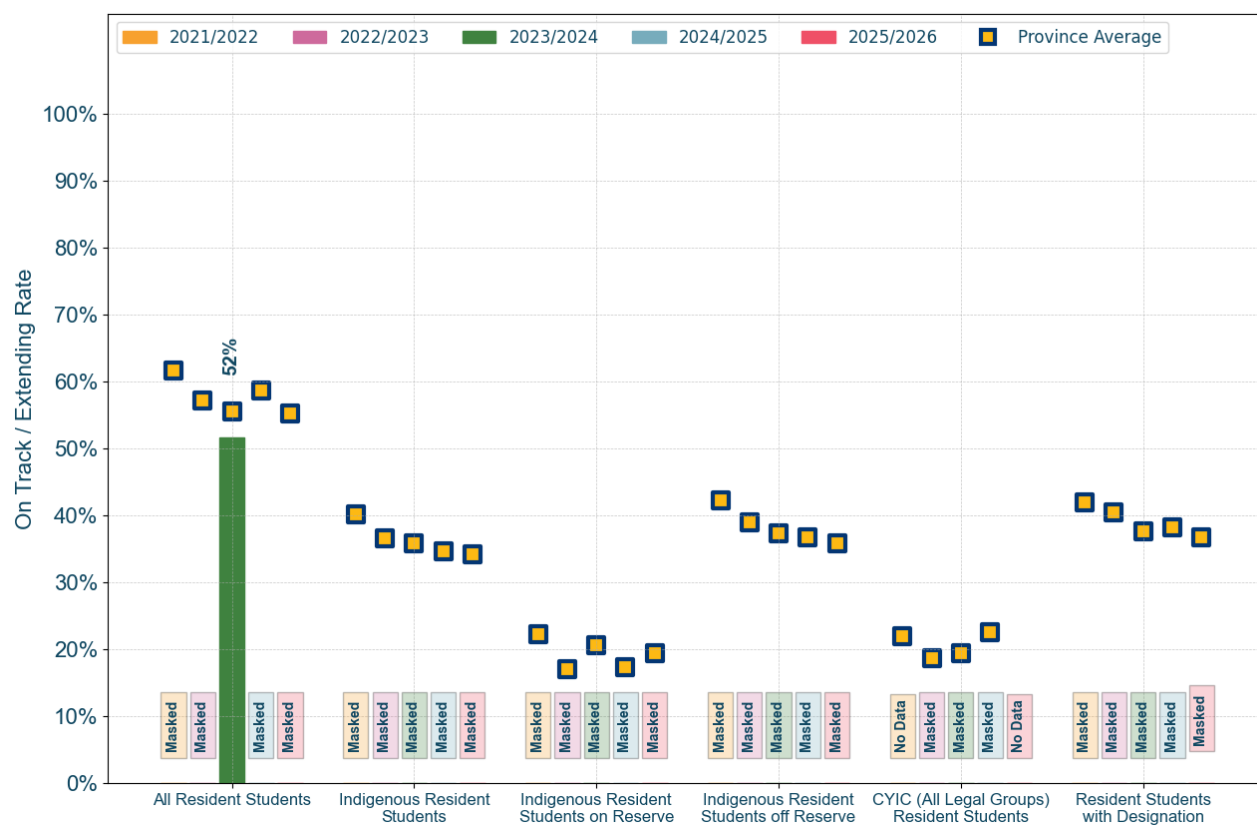
Grade 4 FSA Numeracy - On Track / Extending Rate Vancouver Island West



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	18 61%	32 91%	36 86%	27 93%	22 91%
Indigenous Resident Students	Masked	24 92%	16 81%	18 89%	Masked
Indigenous Resident Students on Reserve	Masked	13 92%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	11 91%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Numeracy - On Track / Extending Rate Vancouver Island West

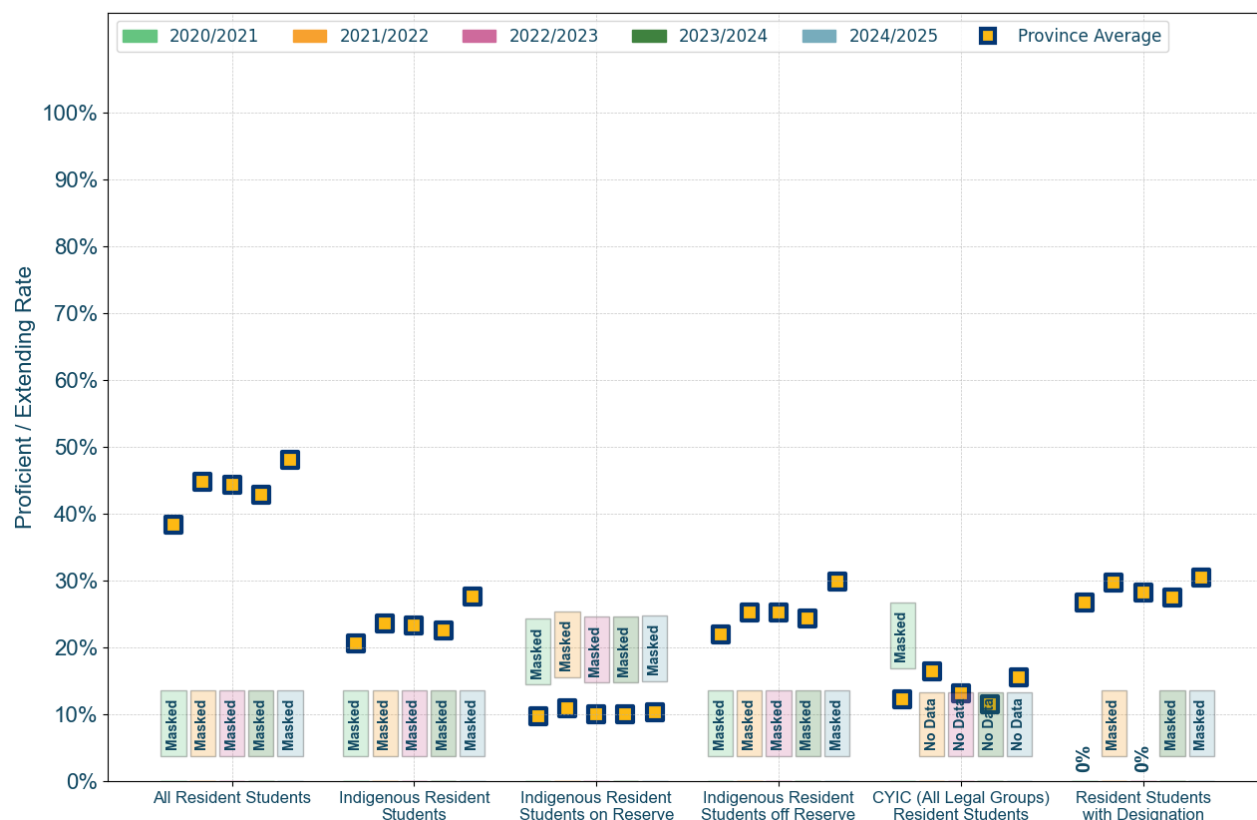


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	27 48%	25 40%	17 88%	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
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	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Vancouver Island West

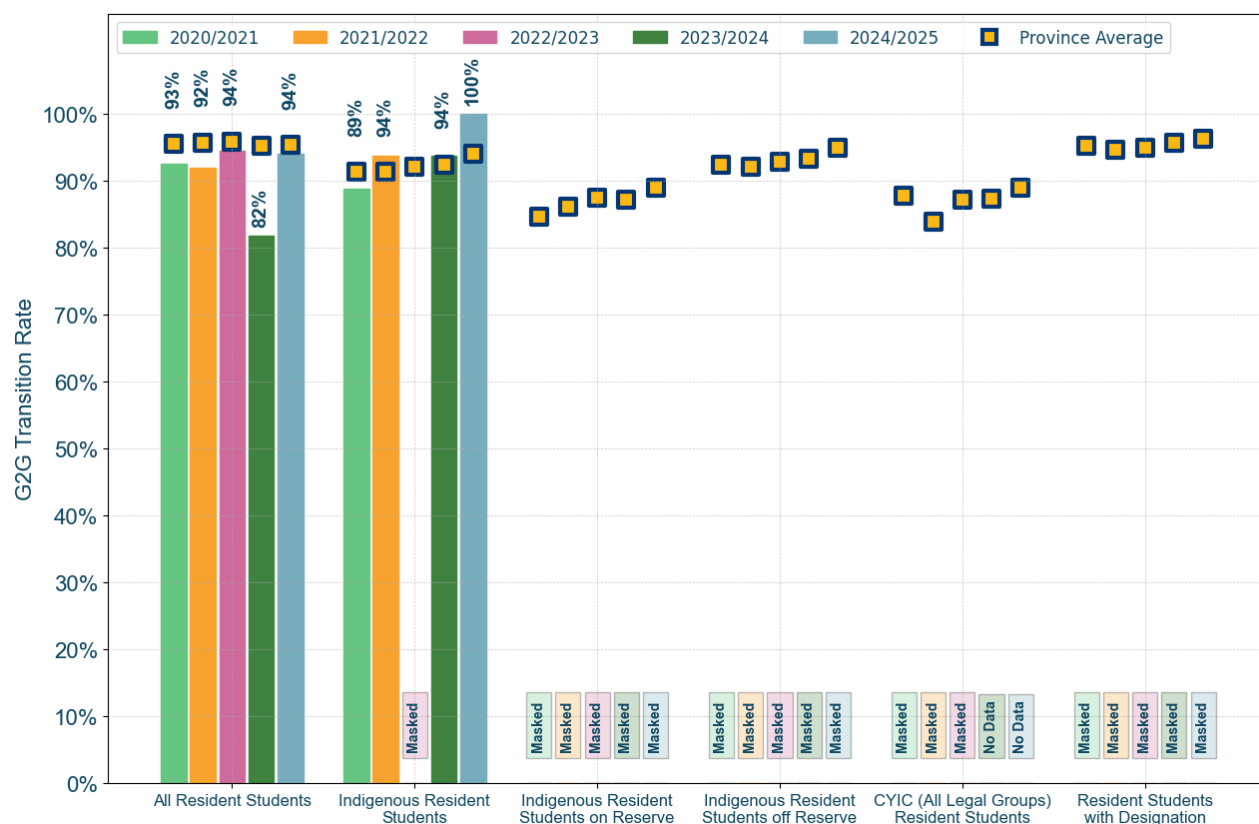


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	27	25	18	22	17
Indigenous Resident Students	18	16	Masked	16	13
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	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

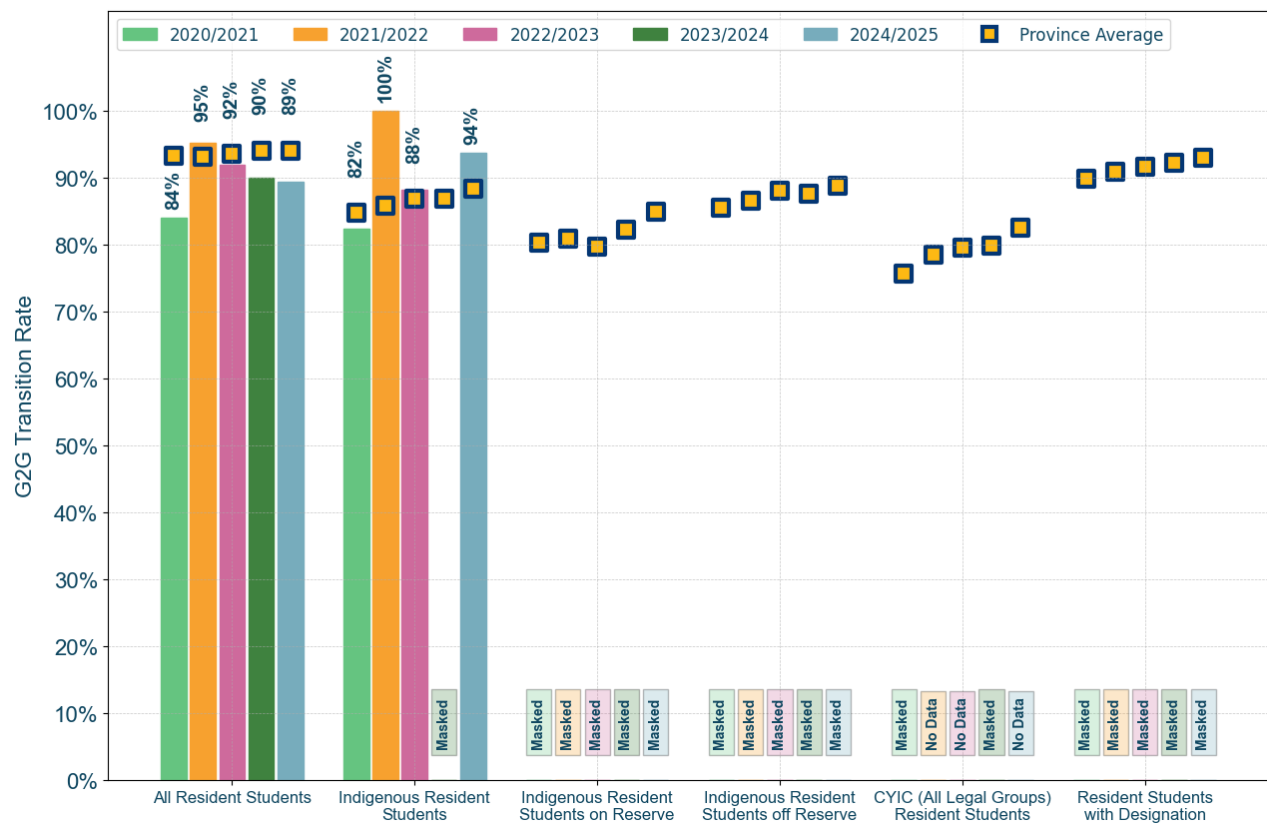
Grade 10 to 11 Transition Rate Vancouver Island West



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	25	21	25	20	19
Indigenous Resident Students	17	13	17	Masked	16
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	0	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 11 to 12 Transition Rate Vancouver Island West



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.

- In both literacy and numeracy, the district continues to see stronger achievement at the grade four level than the grade seven and grade ten levels. Proficiency rates in grade four are at or near provincial averages, but decline in grade seven and decline again in grade ten.
- Equity gaps in achievement for priority populations are not evident at the grade four level; in fact, priority populations in SD84 are achieving higher than provincial averages at the grade four level. However, equity gaps for Indigenous students become significant at the grade seven and ten levels in both literacy and numeracy.
- Literacy results improved in 2025-26, with no equity gaps for priority populations at the grade four level. At the grade seven level, while results improved in 2025-26, there continues to be an equity gap for Indigenous students, and particularly for Indigenous students not living on reserve.
- There is a slight downward trend for grade four numeracy, though there are no equity gaps at the grade four level for priority populations. There is some improvement in grade seven numeracy, with large equity gaps for Indigenous students, both those who live on and off reserve.
- Achievement remains very low on the graduation literacy and numeracy assessment, especially for priority populations. As students get older, proficiency rates drop and equity gaps increase on the provincial measures; this trend has persisted over multiple years. This indicates the need for increased focus in the intermediate and secondary grades on interventions for students requiring additional supports.

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.

- We will increase our focus on ensuring targeted literacy interventions are in place for students who require additional support. Internal district literacy data from 2025-26 show that 76% of students in grades K-5 made at least one year's growth in reading (PM Benchmarks). Of the students who started the year not-yet-proficient as readers, 57% made at least one year's progress - this indicates that the trajectory for more than half of our struggling readers was changed for the better. Efforts this year will narrow in on the remaining 25% of students who are not making significant annual progress, ensuring that they are engaged in regular supplemental, targeted support for reading, and that progress is regularly monitored in order to adjust instruction.
- The District Assessment Framework, which provides more nuanced achievement data for each student, will be adjusted to include a new locally administered numeracy assessment. Feedback from educators indicates that our current numeracy assessment (SNAP) does not provide the comprehensive view of numeracy necessary to identify lagging skills and design targeted interventions. In the 2026-27 year we will research options for numeracy assessment and select an assessment tool that provides teachers the information needed to inform classroom instruction and design additional supports.
- We will continue to provide ongoing professional learning and capacity building for administrators, teachers, and support staff in literacy and numeracy. The district literacy coordinator will continue to support classroom teachers to design and assess responsive literacy pedagogy. In 2026-27 Administrators will engage in a professional study of literacy interventions in the middle years and secondary levels. Additional literacy workshops designed for support staff and on-call staff will be offered on non-instructional days.

- We will work together with parent groups and local First Nations to build awareness of the importance of school attendance, as well as identify and address local and individual barriers to school attendance. Student absenteeism is a significant concern, with over two-thirds of students missing at least 10% of school days, and over a third of students missing over 20% of school days. These absences result in lost instructional time, and we believe that accumulated absences over years of school are a significant factor in the declining proficiency rates as students get older.
- For 2026-27 the district has added the position of Indigenous Education Lead, increasing our capacity to identify and provide the supports necessary for Indigenous students to be successful. This position, with its focus on the implementation of strategies from our Indigenous Education Enhancement Agreement and Local Education Agreements, will support schools in closing the equity gaps in achievement that we see for Indigenous students in the intermediate and secondary years.

Human and Social Development

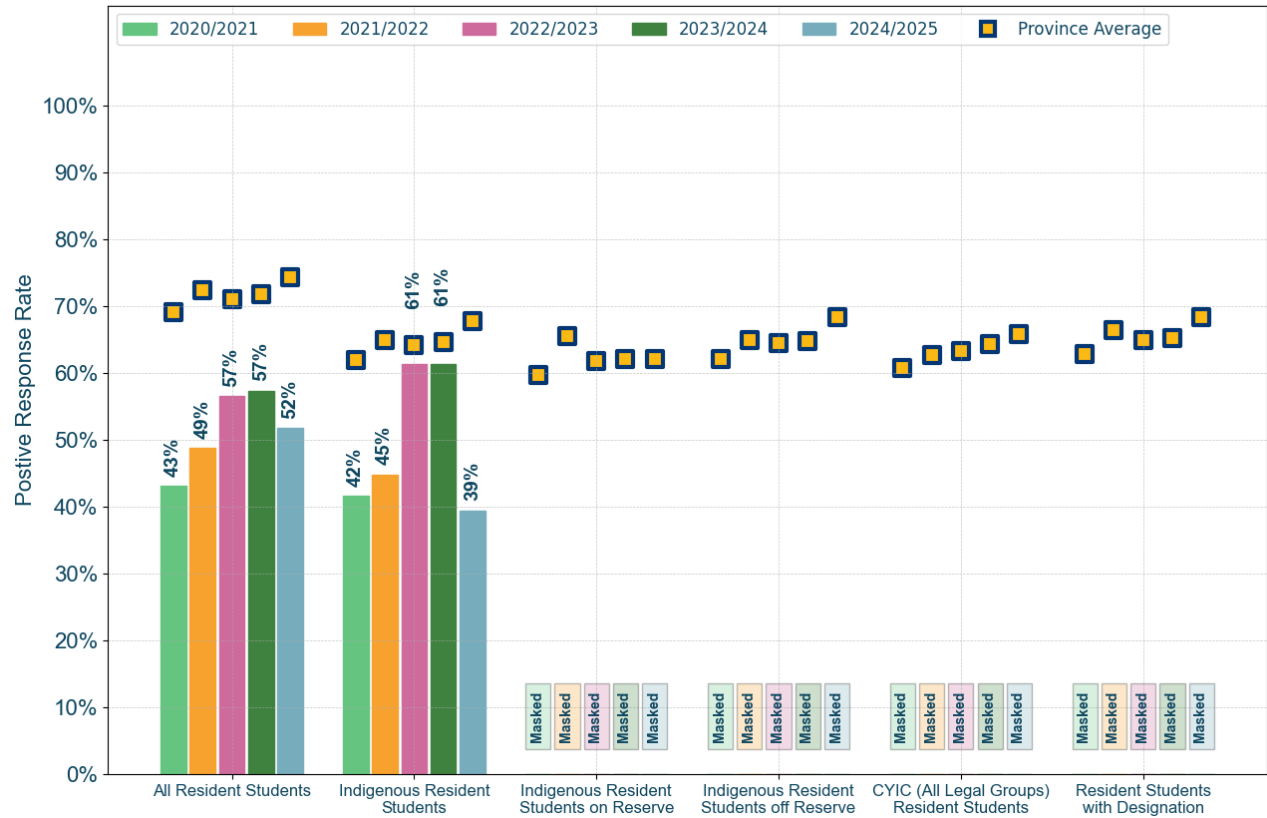
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

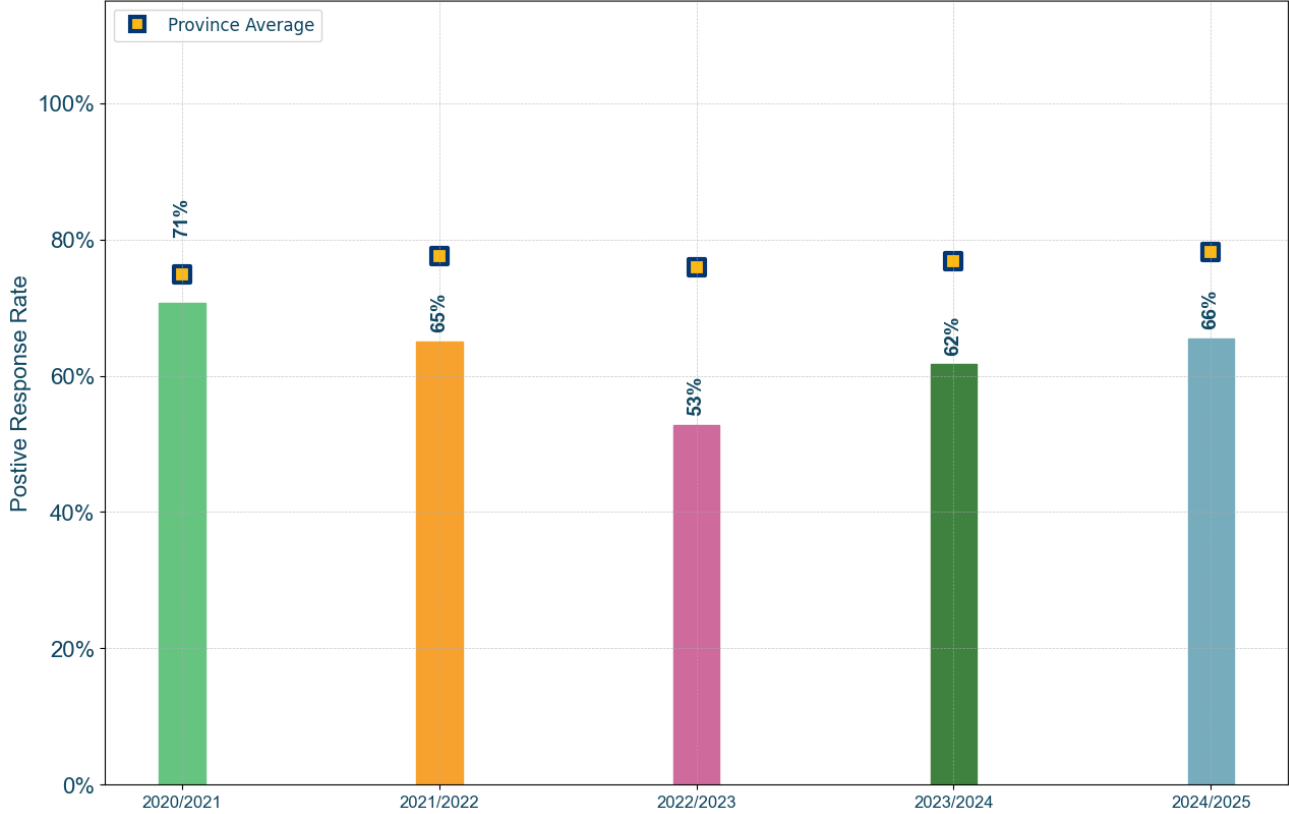
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	80 68%	65 63%	66 80%	76 79%	66 88%
Indigenous Resident Students	55 62%	47 62%	37 84%	40 75%	45 87%
Indigenous Resident Students on Reserve	39 62%	25 60%	21 90%	Masked	27 96%
Indigenous Resident Students off Reserve	16 63%	22 64%	16 75%	Masked	18 72%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	12 83%	17 59%	14 71%

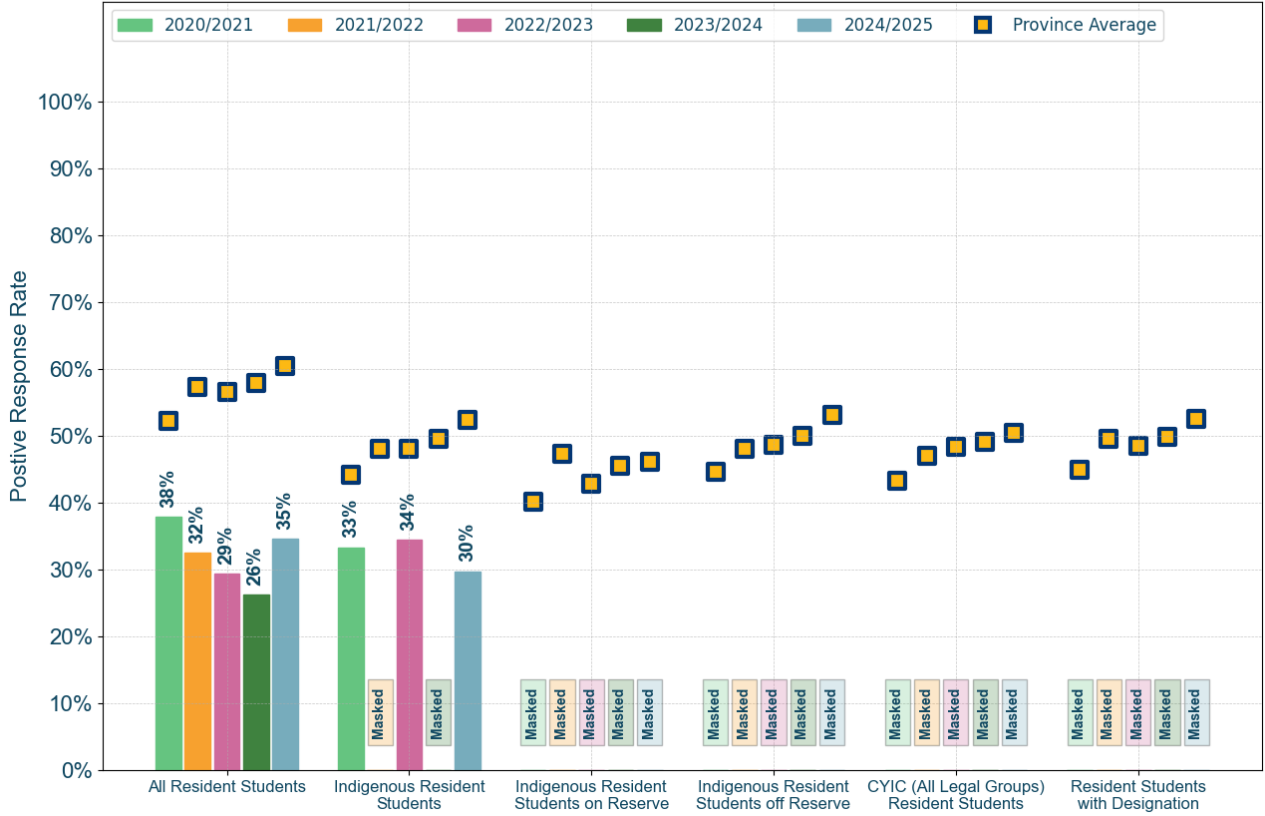
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Vancouver Island West



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Vancouver Island West

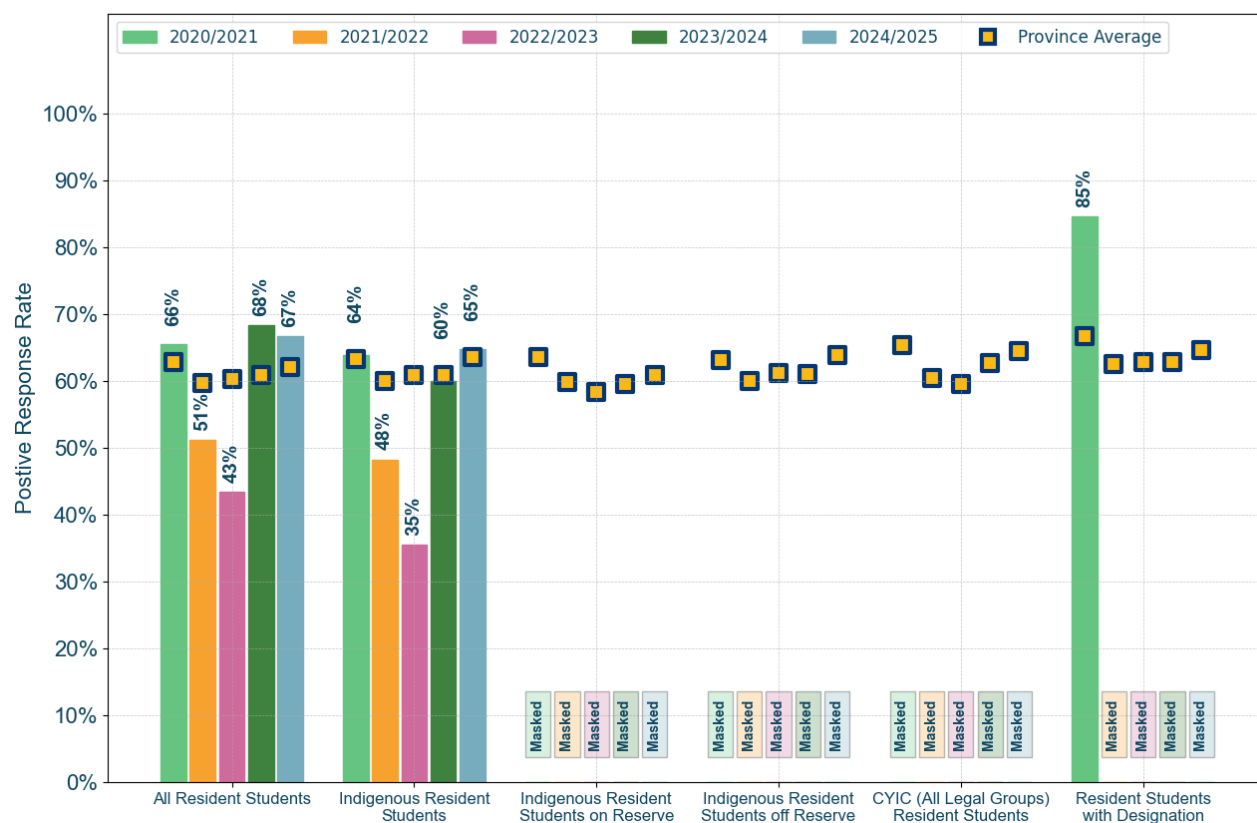


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Vancouver Island West



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
Vancouver Island West



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.

- We see positive trends of improving results across human and social development measures, particularly when local data from student Pathways interviews (annual one-on-one interview with every student in grades six through twelve) are considered alongside provincial data.
- There are not consistent significant equity gaps for priority populations in human and social development measures. Though the numbers of students are very small, we consistently see very high positive response rates from children and youth in care, indicating that school staff are making positive connections with vulnerable youth.
- Local measures of human and social development present a much more positive picture than provincial data, as there is a significant difference when comparing results for students' sense of belonging on the provincial Student Learning Survey and on local district Pathways interviews. Given recent low results in sense of belonging on the provincial learning survey, the district added a question about belonging to our annual student Pathways interviews. On the local measure, 79% of students responded positively (compared to only 35% on the provincial measure).
- Student absenteeism remains a significant challenge, with two-thirds of students missing at least 10% of school days, and over a third of students missing at least 20% of school days. Indigenous students in the district are more likely to be absent from school than non-Indigenous peers.

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.

- We will continue to conduct Pathways student interviews and utilize the results to inform local school decision-making. These interviews, conducted on a one-to-one basis with every student in grades 6-12, ask students about their connection to school, community, and culture. The interview format allows the interviewer to prompt and ask follow-up questions to gain richer information from each individual student than a survey would yield. Results from the Pathways interviews present a more positive picture of human and social development than the provincial learning survey measures, and the follow-up questions provide nuance and details that help guide the decisions of school teams.
- We will continue to build the capacity of our staff through our Collaborative Learning Teams, with a focus on incorporating Indigenous ways of knowing in the classroom. Collaborative Learning Teams are a district professional learning structure that engages teachers in an ongoing, collegial, and classroom-embedded examination of how to further incorporate Indigenous language and ways of knowing into their classrooms. By keeping the focus of Collaborative Learning Teams on Indigenous ways of knowing, we aim to increase students' sense of belonging, connection to school, and positive personal identity.
- In order to address the significant concerns with student attendance, we will work with local communities and First Nations to address attendance. School leadership will work collaboratively with local First Nations representatives to build student and parent awareness of the importance of school attendance, as well as to identify and address barriers to school attendance.

Career Development

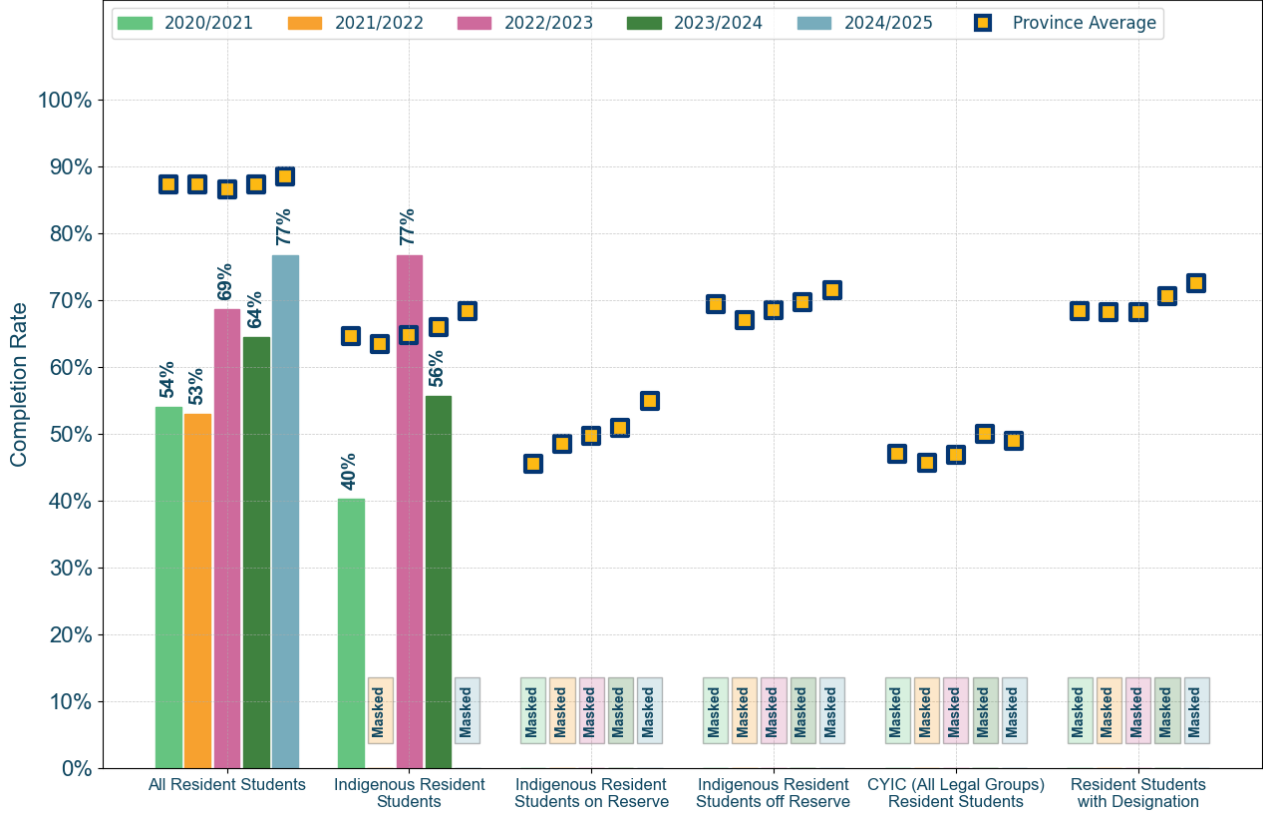
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

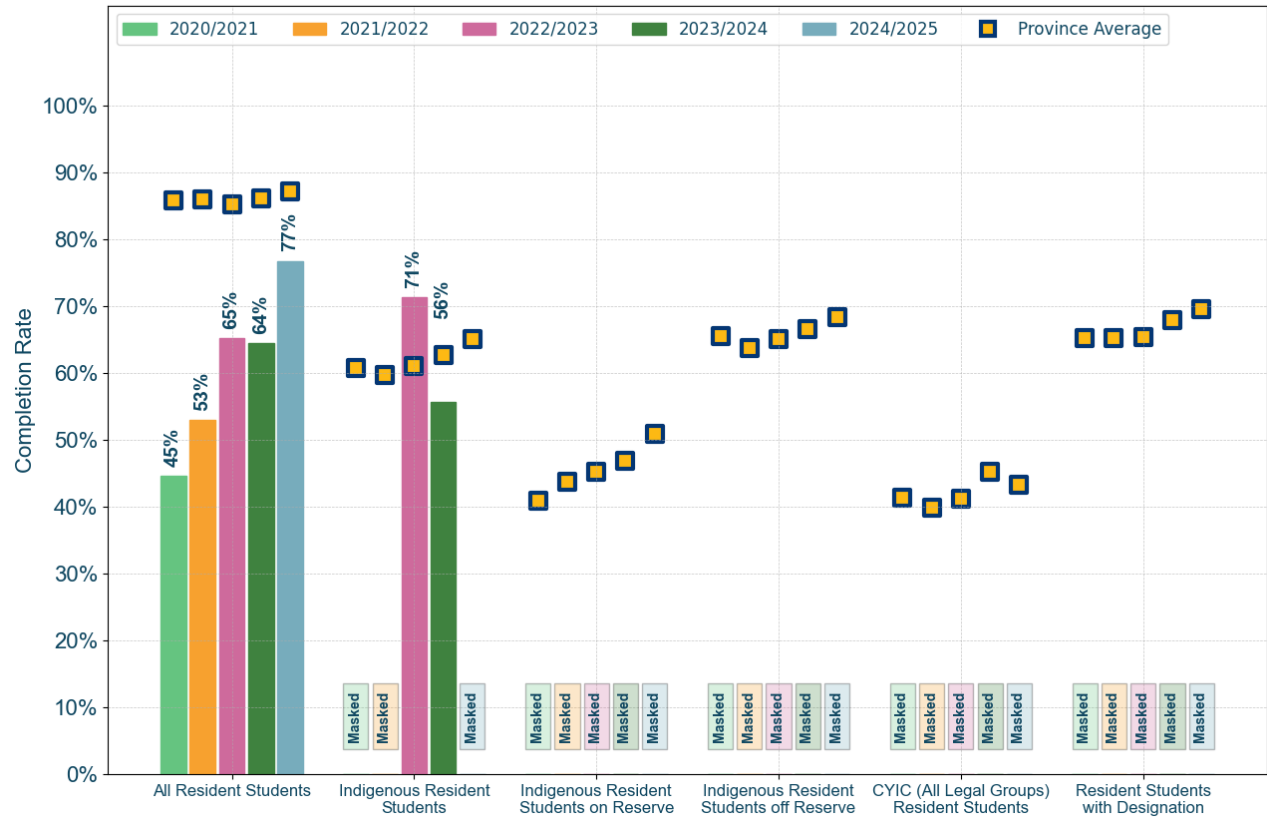
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	45 2	31 1	30 1	34 1	21 1
Indigenous Resident Students	29 2	Masked	19 1	19 1	Masked
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	Masked	Masked	Masked	Masked	Masked

5-Year Completion Rate - Dogwood + Adult Dogwood Vancouver Island West



5-Year Completion Rate - Dogwood Vancouver Island West



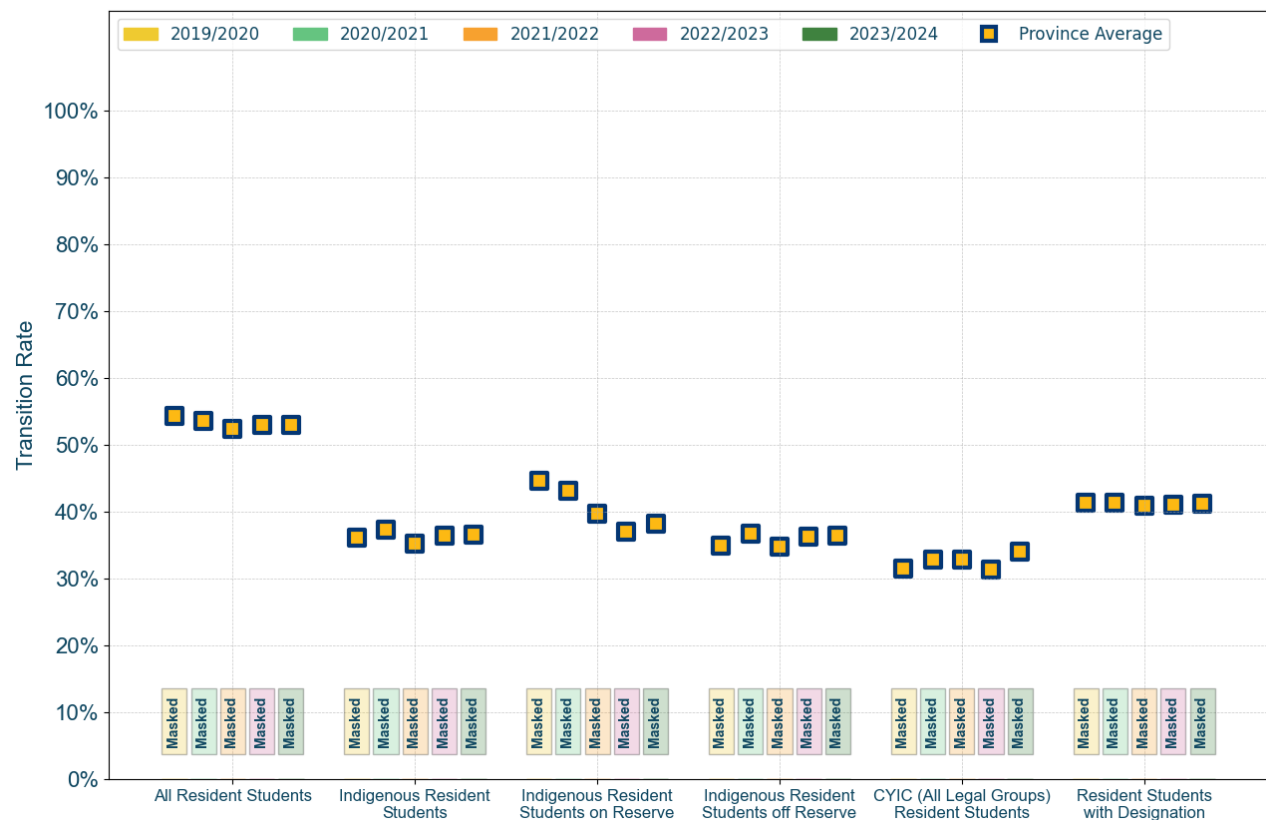
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

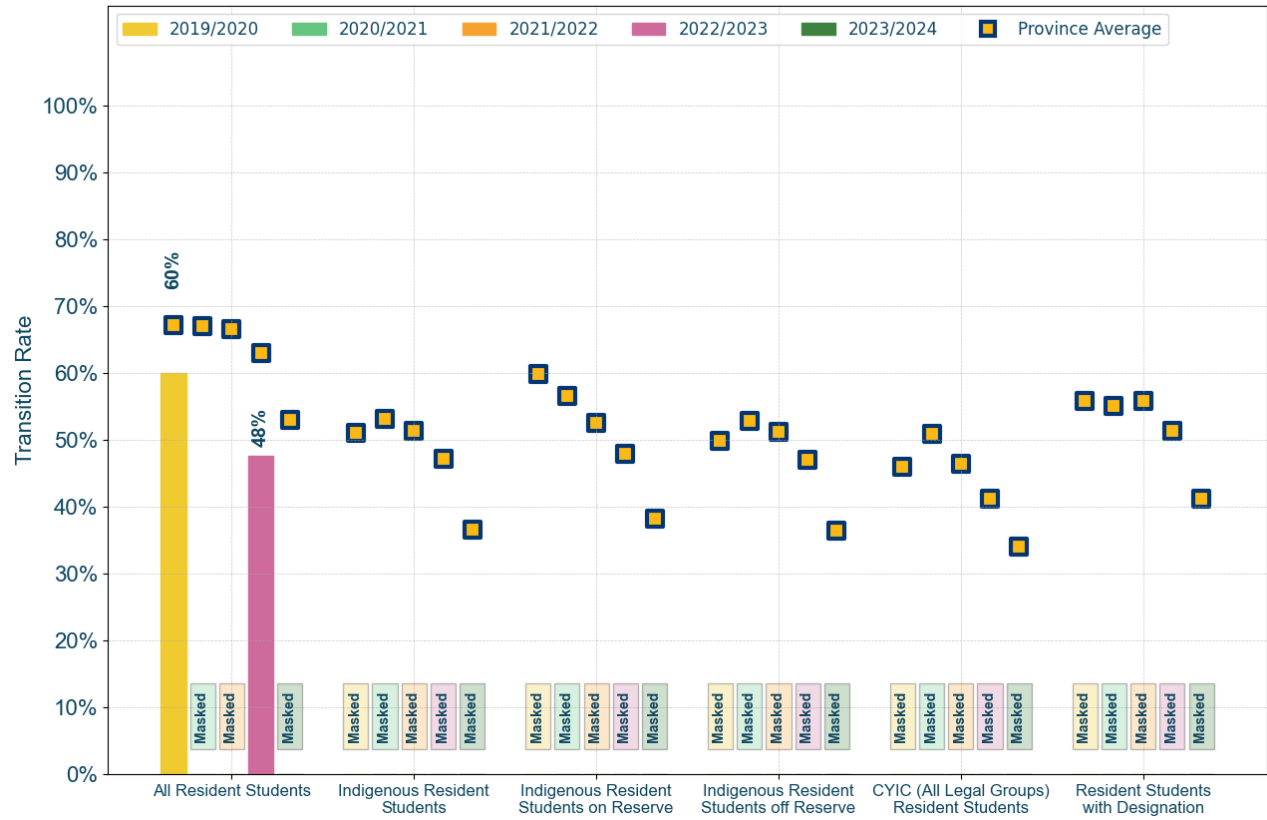
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
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	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Vancouver Island West



Within 3 Years Transition to Post-Secondary Vancouver Island West



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 rates (five-year Dogwood graduation) continued to improve in 2026, showing a solid and significant upward trajectory over multiple years. Though still below provincial average, the graduation rate has improved consistently and significantly over the past five years.
- There is no equity gap for priority populations regarding Dogwood graduation rates. In 2026, Indigenous students, children and youth in care, and students with disabilities in SD84 all graduated at a rate higher than their in-district peers, and higher than their provincial comparison groups.
- Adult dogwood diplomas have not been a significant factor for graduation rates in SD84 for the past two years; reported graduation rates reflect full Dogwood diplomas.
- Provincial data on post-secondary transitions is masked, and the most recent available data is more than three years out of date. Internal qualitative data, gathered from community consultations, indicates that parents and communities would like to see increased support for hands on learning, trades, and work experiences.

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.

- The district has created a new position - district trades and work experience coordinator - to help connect students to pathways for career development. This position is intended to support students connection to career pathways, trades, and work experience, and to support students in setting goals for their future (whether post-secondary or careers-oriented).
- We will continue our practice of tracking previous graduation cohorts and reaching out to any non-graduates from recent years to try to re-connect them to school. School principals attempt to make contact with any non-graduates from recent graduation cohorts in an attempt to rebuild a connection with them to school programs and graduation options.
- We will provide additional direction and training to school administration and learning support teachers to improve the function of our school-based teams. By increasing the capacity of our school-based teams to identify students in need of additional supports, implement targeted supports, and track progress, we will improve our ability to catch warning signs early and intervene promptly. Effective early interventions will prevent learning difficulties and keep more students on a pathway to graduation.
- We will engage in the exploration and creation of dual-credit pathways to post-secondary education programs in partnership with local First Nations. Dual credit programs will help students prepare and plan for post-secondary transition; in addition, the connection of dual credit courses to education career pathways will support the district's ongoing efforts to identify and train local candidates to work in our schools.