Cowichan Valley School District
SD079

Interim Progress Report
September 2026

Year Two Review:

Our Story is Beyond Education- Strategic Plan 2025 – 2030

Approved by the Board of Education for the Cowichan Valley School District
September 22, 2026

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A Note on the Interim Progress Report

Every year, the Cowichan Valley School District's senior education team gathers, analyzes, interprets, and triangulates local and provincial student data to monitor outcomes and identify areas for continual growth. These findings are shared with the Indigenous Education Council (IEC), education partners, the public and the Ministry of Education and Child Care through the Enhancing Student Learning Report (ESLR) or the Interim Progress Report.

While the internal work of student data review remains the same each year, the Interim Progress Report is intended to ease the reporting burden for the district team by highlighting key areas for continual growth and strategic adjustments. Whereas the ELSR, completed every third year, provides a more comprehensive account of the district team's processes and, as such, requires a significant investment of staff time.

Interim Progress Report for Enhancing Student Learning:

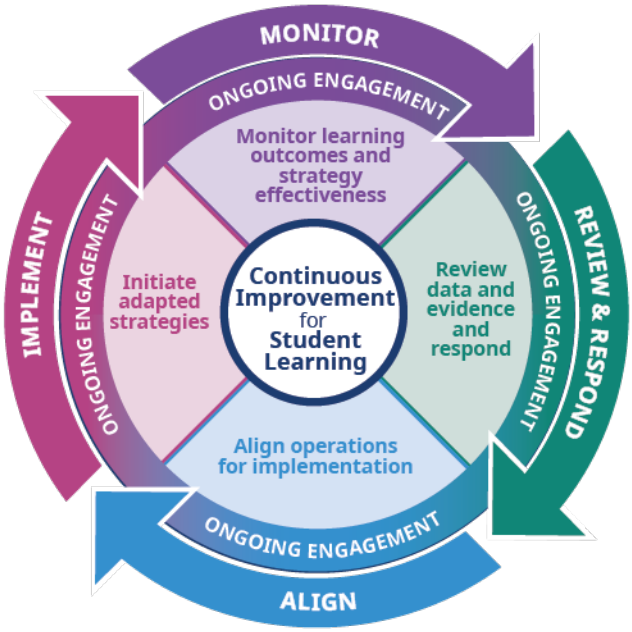
Ministry Note

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

Masked	This marker indicates that the data is masked according to the above policy to protect student privacy.
No Data	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).

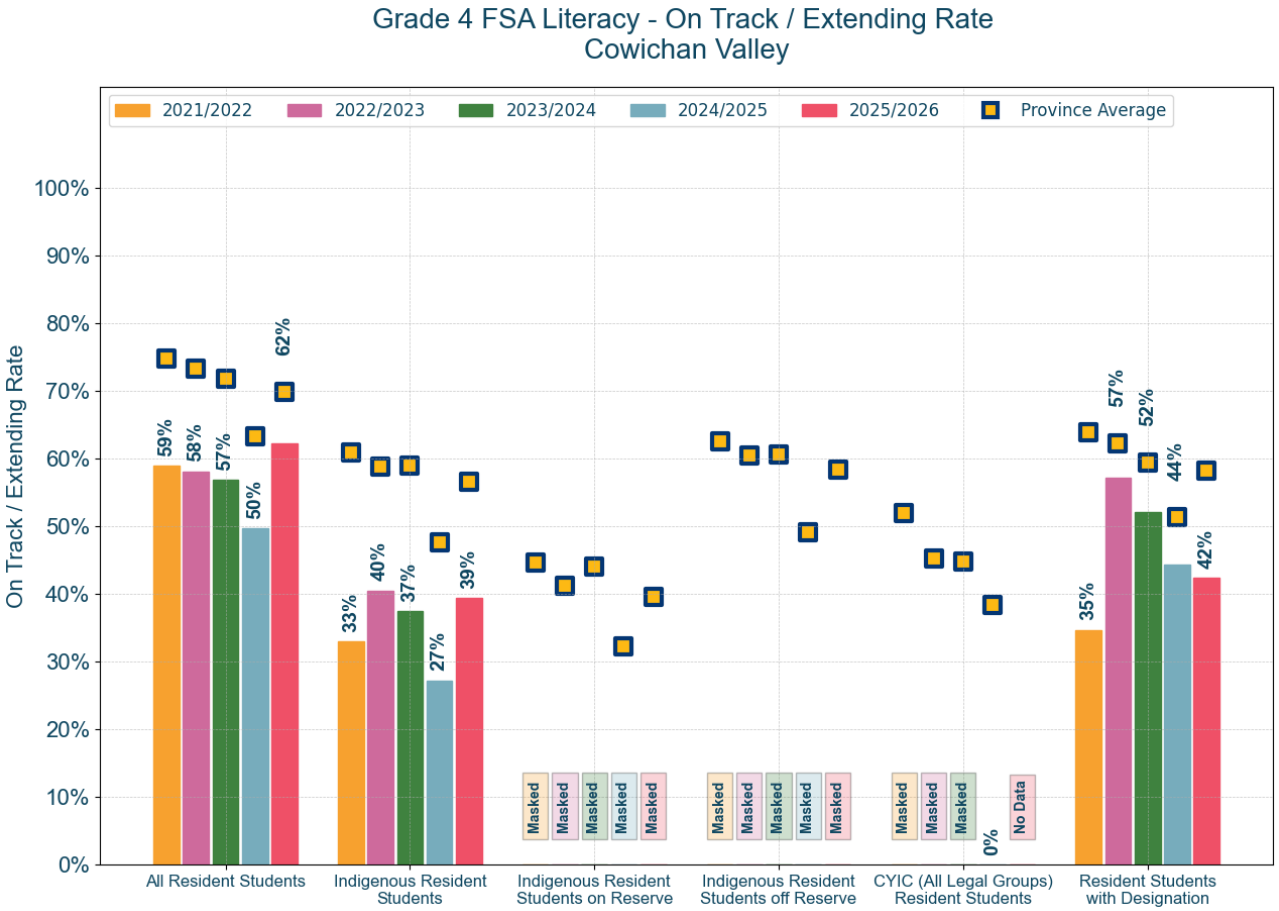
Intellectual Development

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	615 | 84%	678 | 87%	664 | 93%	632 | 95%	628 | 93%
Indigenous Resident Students	138 | 72%	148 | 82%	140 | 88%	128 | 89%	145 | 91%
Indigenous Resident Students on Reserve	38 | 68%	42 | 74%	33 | 79%	30 | 83%	43 | 91%
Indigenous Resident Students off Reserve	100 | 74%	106 | 85%	107 | 91%	98 | 91%	102 | 91%
CYIC (All Legal Groups) Resident Students	18 | 72%	14 | 79%	Masked	10 | 100%	0
Resident Students with Designation	74 | 66%	59 | 71%	63 | 76%	82 | 85%	70 | 84%



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	600 | 87%	629 | 89%	663 | 93%	629 | 92%	678 | 94%
Indigenous Resident Students	139 | 77%	161 | 82%	135 | 87%	149 | 83%	169 | 85%
Indigenous Resident Students on Reserve	36 | 58%	48 | 69%	40 | 78%	53 | 77%	51 | 75%
Indigenous Resident Students off Reserve	103 | 83%	113 | 88%	95 | 92%	96 | 85%	118 | 90%
CYIC (All Legal Groups) Resident Students	12 | 92%	14 | 79%	Masked	13 | 77%	0
Resident Students with Designation	99 | 74%	127 | 76%	111 | 82%	122 | 82%	105 | 83%

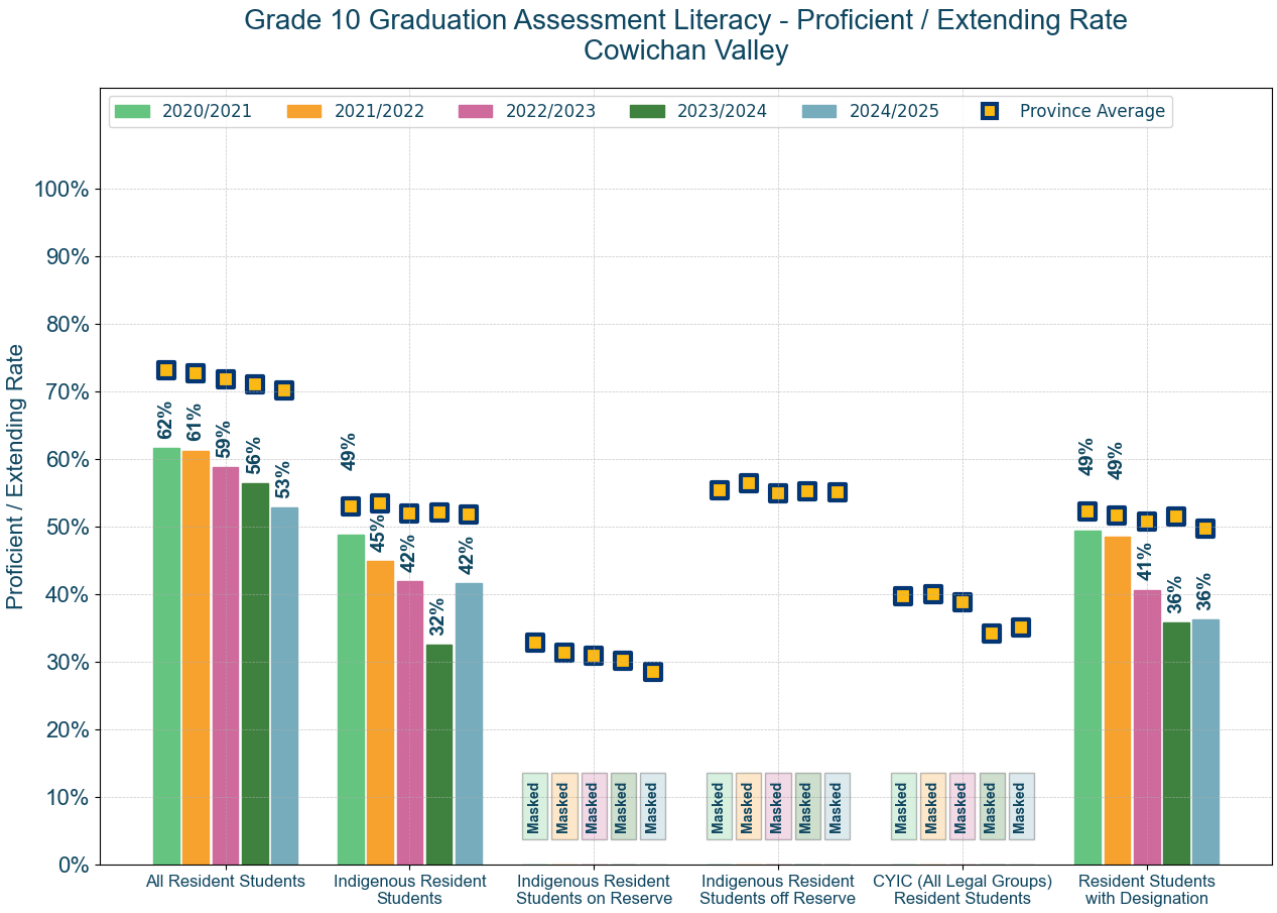
Grade 7 FSA Literacy - On Track / Extending Rate
Cowichan Valley



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	557 | 72%	612 | 72%	646 | 78%	625 | 76%	596 | 80%
Indigenous Resident Students	126 | 47%	162 | 43%	159 | 53%	166 | 54%	150 | 51%
Indigenous Resident Students on Reserve	46 | 24%	73 | 22%	63 | 37%	58 | 45%	55 | 24%
Indigenous Resident Students off Reserve	80 | 60%	89 | 60%	96 | 64%	108 | 59%	95 | 66%
CYIC (All Legal Groups) Resident Students	Masked	Masked	23 | 48%	26 | 42%	Masked
Resident Students with Designation	100 | 55%	130 | 62%	122 | 60%	142 | 63%	126 | 63%

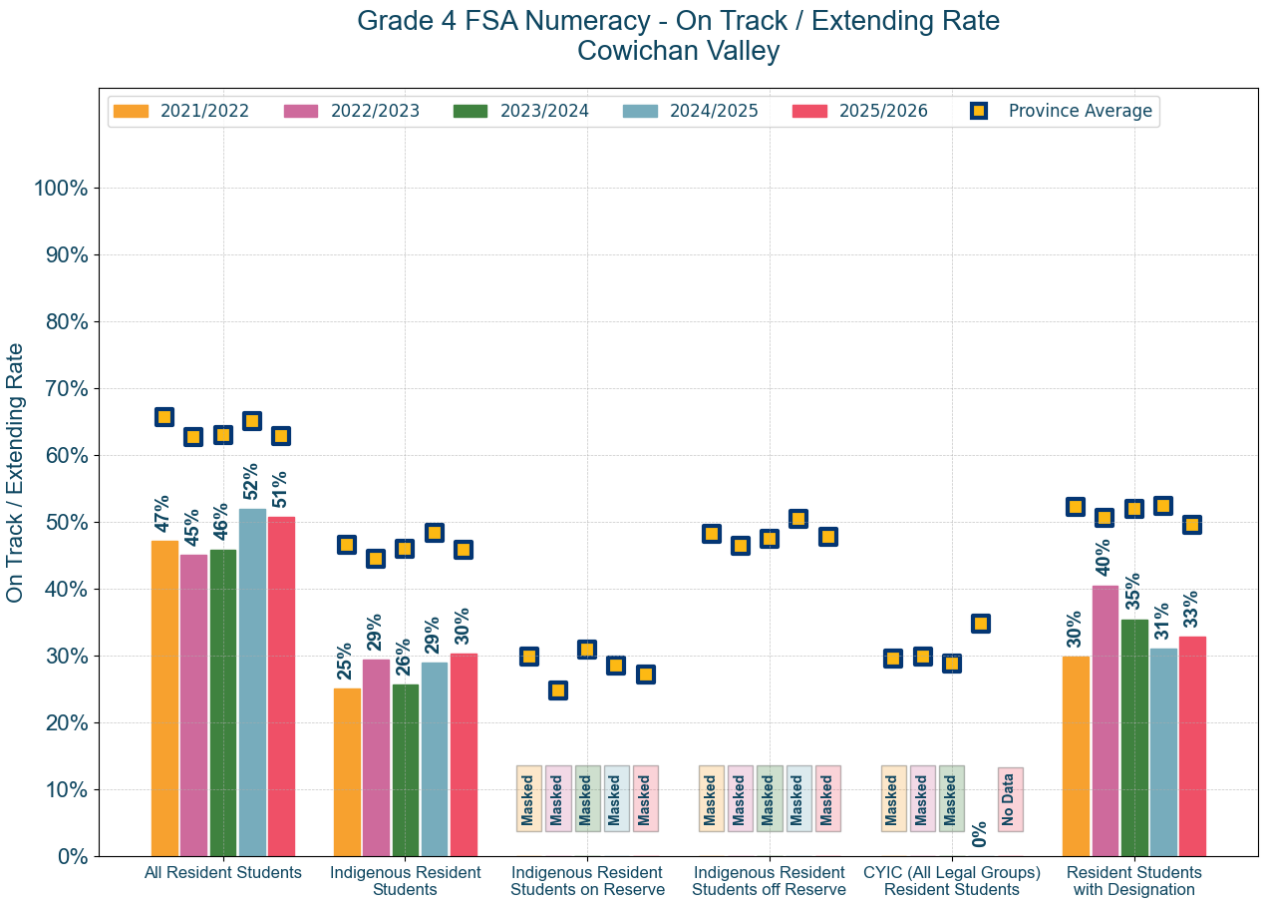


Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

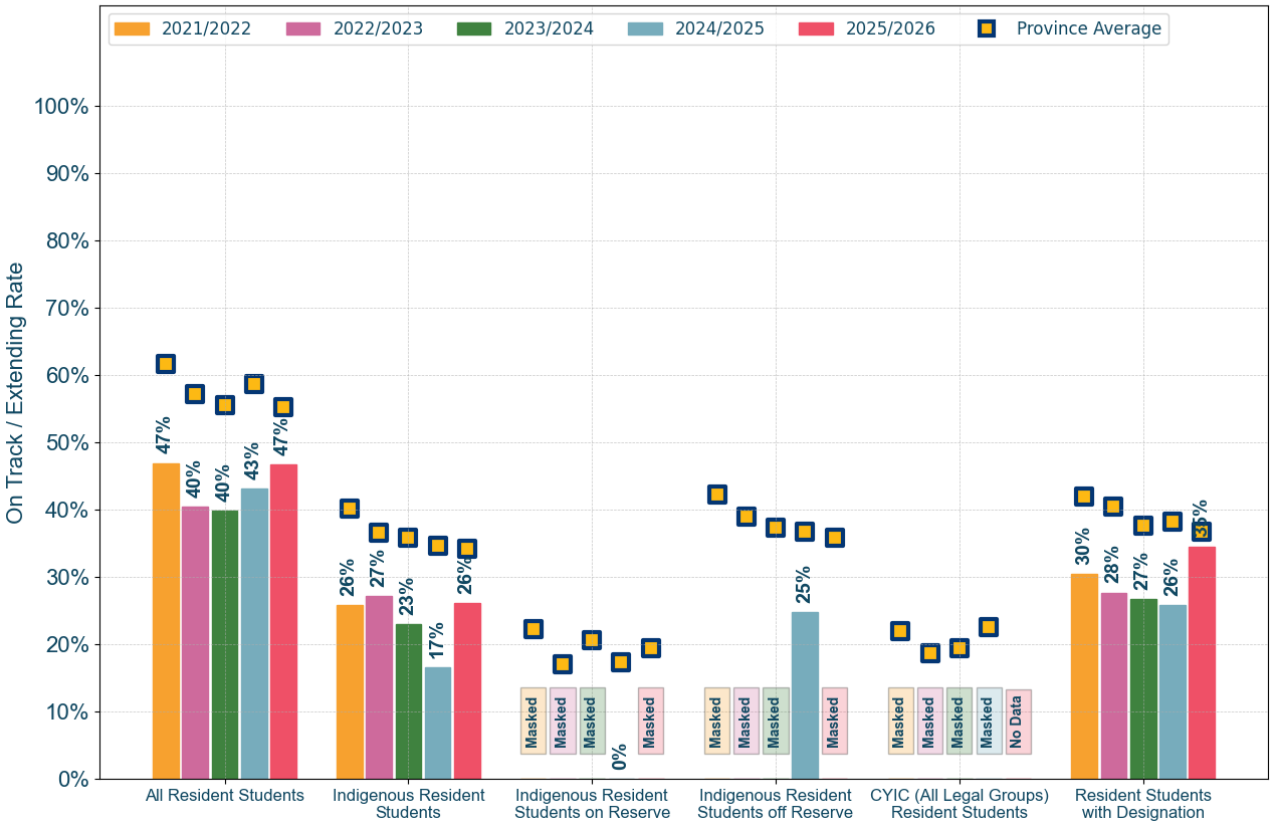
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	615 | 83%	678 | 87%	664 | 91%	632 | 95%	628 | 93%
Indigenous Resident Students	138 | 67%	148 | 80%	140 | 86%	128 | 89%	145 | 91%
Indigenous Resident Students on Reserve	38 | 61%	42 | 69%	33 | 76%	30 | 87%	43 | 91%
Indigenous Resident Students off Reserve	100 | 69%	106 | 85%	107 | 90%	98 | 90%	102 | 91%
CYIC (All Legal Groups) Resident Students	18 | 67%	14 | 79%	Masked	10 | 100%	0
Resident Students with Designation	74 | 64%	59 | 71%	63 | 76%	82 | 87%	70 | 83%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	600 | 86%	629 | 87%	663 | 94%	629 | 91%	678 | 92%
Indigenous Resident Students	139 | 70%	161 | 80%	135 | 90%	149 | 81%	169 | 82%
Indigenous Resident Students on Reserve	36 | 50%	48 | 67%	40 | 83%	53 | 75%	51 | 71%
Indigenous Resident Students off Reserve	103 | 77%	113 | 86%	95 | 94%	96 | 84%	118 | 86%
CYIC (All Legal Groups) Resident Students	Masked	14 | 86%	Masked	13 | 77%	0
Resident Students with Designation	99 | 70%	127 | 74%	111 | 81%	122 | 80%	105 | 80%

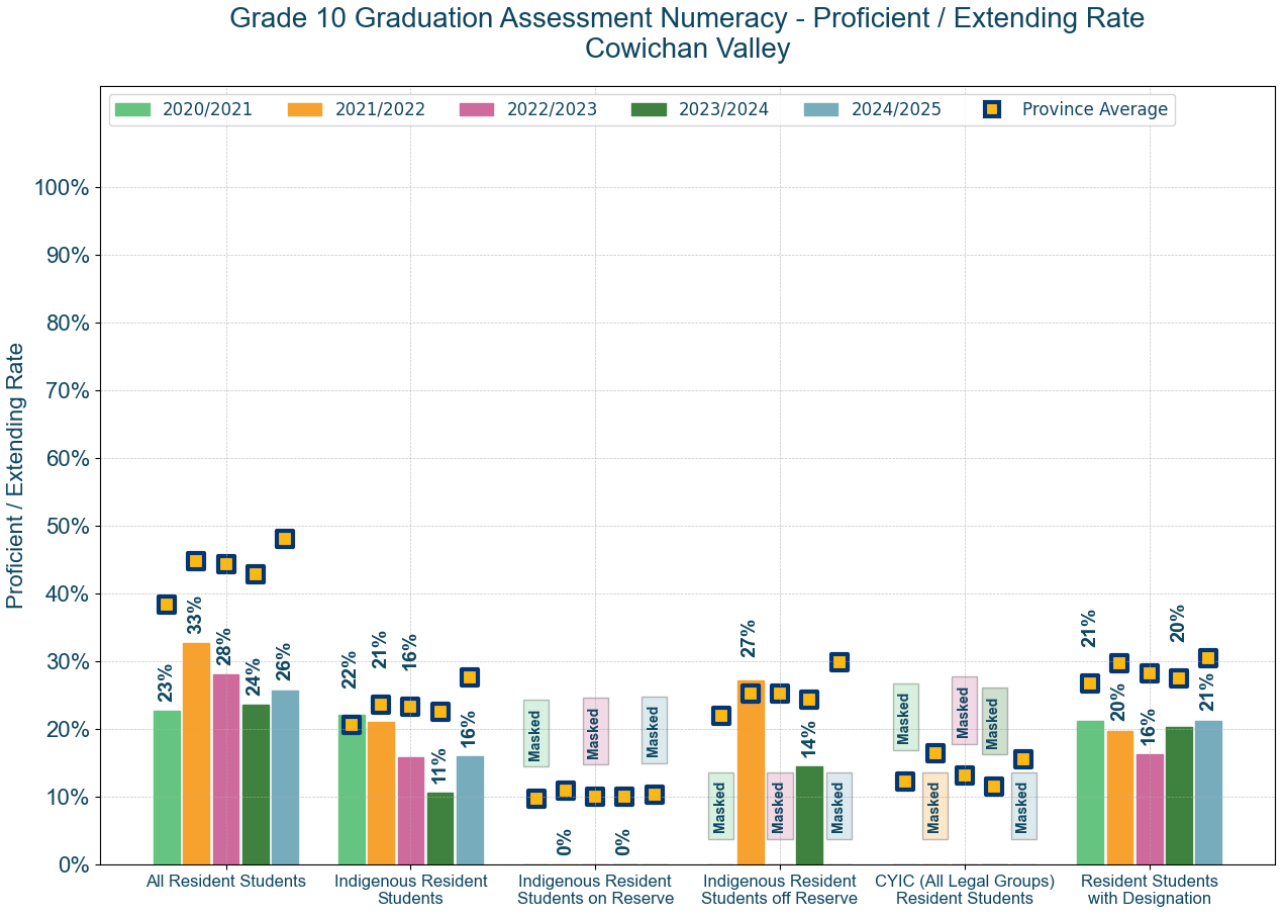
Grade 7 FSA Numeracy - On Track / Extending Rate
Cowichan Valley



Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

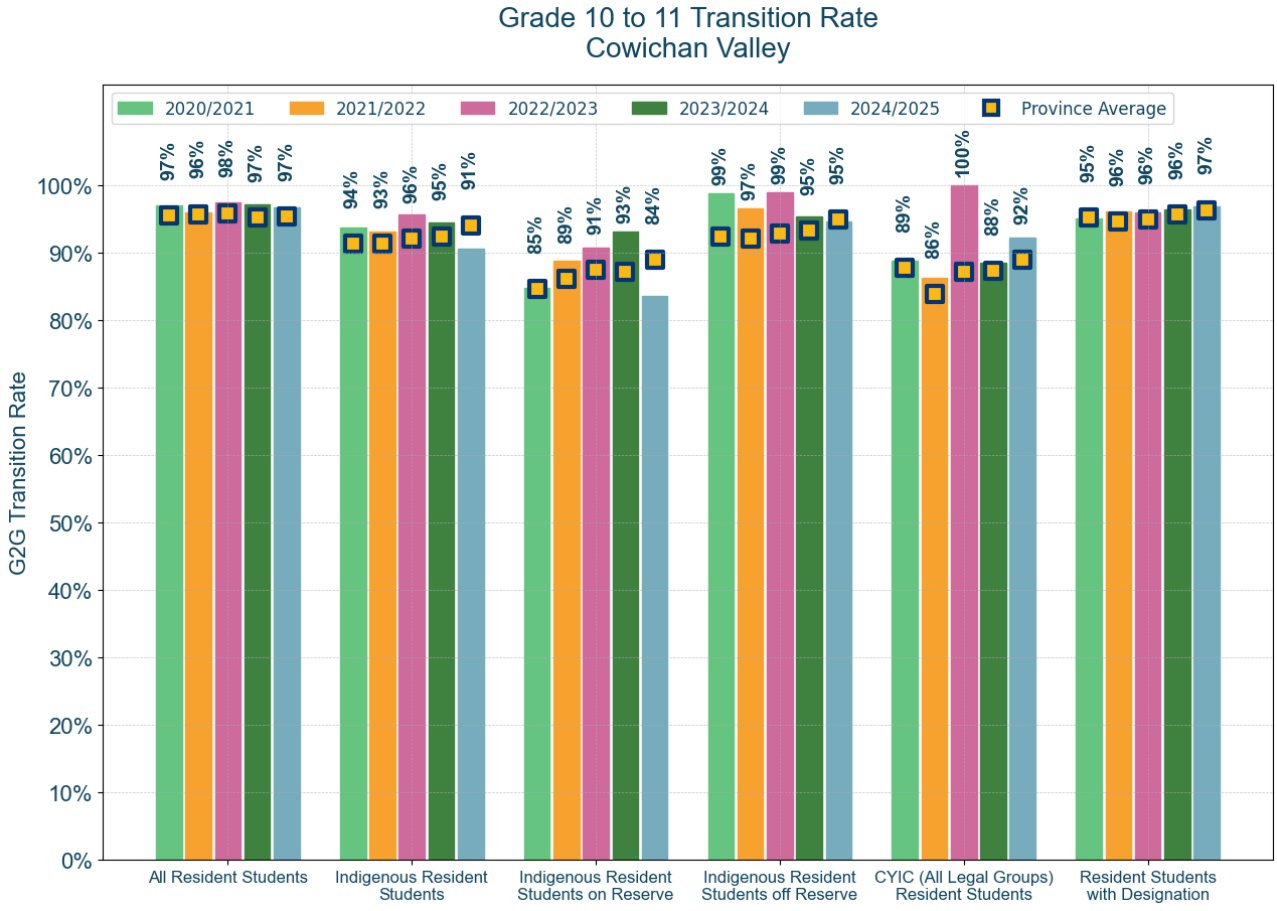
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	551 | 73%	607 | 46%	650 | 71%	624 | 73%	594 | 78%
Indigenous Resident Students	124 | 37%	160 | 33%	162 | 48%	163 | 52%	149 | 54%
Indigenous Resident Students on Reserve	Masked	72 | 17%	63 | 35%	56 | 39%	55 | 27%
Indigenous Resident Students off Reserve	Masked	88 | 47%	99 | 57%	107 | 59%	94 | 70%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	26 | 42%	Masked
Resident Students with Designation	100 | 48%	128 | 46%	125 | 53%	142 | 56%	126 | 63%



Measure 2.3: Grade-to-Grade Transitions

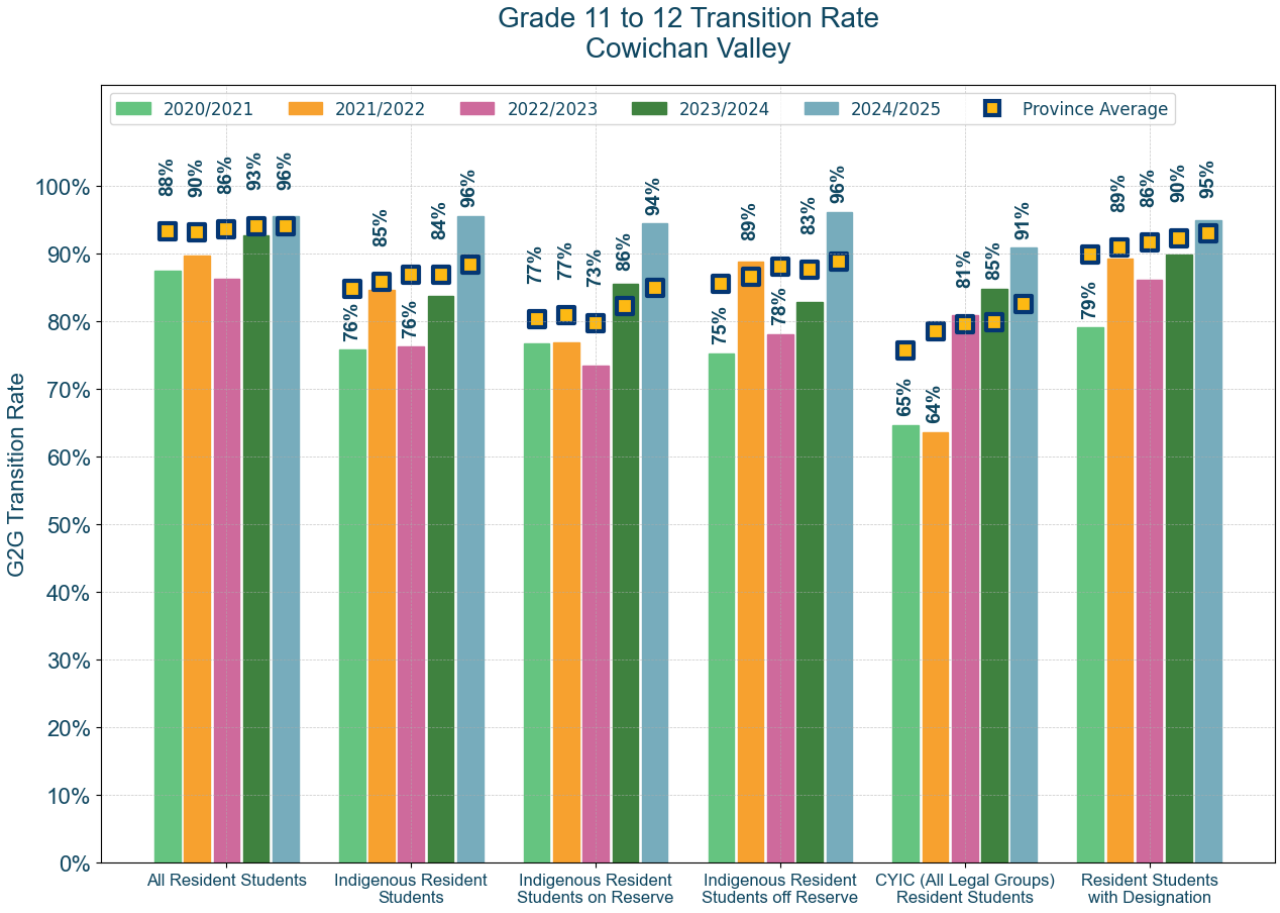
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	554	607	652	630	592
Indigenous Resident Students	127	160	165	166	149
Indigenous Resident Students on Reserve	46	72	65	58	55
Indigenous Resident Students off Reserve	81	88	100	108	94
CYIC (All Legal Groups) Resident Students	18	22	24	26	13
Resident Students with Designation	101	128	123	142	126



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	570	641	616	724	625
Indigenous Resident Students	128	150	160	197	159
Indigenous Resident Students on Reserve	43	52	64	69	54
Indigenous Resident Students off Reserve	85	98	96	128	105
CYIC (All Legal Groups) Resident Students	17	22	21	33	22
Resident Students with Designation	105	131	137	149	158



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?

- Since 2020/2021, the district has seen consistent improvement in FSA participation rates across all groups including priority learners. Specifically, Indigenous students living on reserve participation has increased 17% in that time (58% in 2020/2021 to 75% in 2025/2026). The team noted numeracy as an area for growth that was identified and verified by the data review. The district has developed the structural elements to support this work including universal screeners, real time data dashboards for teachers and a numeracy framework that provides vertically aligned evidence-based instruction and resources that parallel the literacy work of the past three years. The careful implementation of these elements will provide the needed supports for numeracy while continually improving our literacy results.

- The data review indicates the following areas to investigate for secondary programming:
    - Do we change the practice of rolling all grade 11 students to grade 12 if graduation is not achievable?
        - This inquiry is reflective of conversations with our Indigenous Education Council that requests increased transparency and communication with families regarding graduation path and student achievement.
    - While elementary schools have significantly enhanced literacy instruction and intervention over the past three years, there is recognition for the need for screeners for secondary students to ensure their foundational skills support the complex learning experiences of secondary programming and future life goals. Screeners empower school teams to identify the literacy and numeracy instructional needs of students and ensure access to age-appropriate learning. Concerns emerged regarding priority learners' progress towards graduation requirements and achievement on graduation assessments. There is also an awareness that graduation assessments are not currently viewed as a high priority as a demonstration of knowledge.

- The data review, in addition to the ‘How Are We Doing?’ report showed that Indigenous students and students with designated are overrepresented in alternate learning programs. The review also showed below expectation completion rates for graduation requirements for this cohort. In addition, street data indicates a disconnect between students in satellite alternate programs and a sense of connection to home schools.

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.

- Staffing was adjusted to include a .5 FTE Student Achievement Coordinator focused on Secondary Literacy needs. This position was created in response to identified areas of growth and in alignment with our Board's strategic plan goal for Learning. This coordinator supports secondary schools with implementing universal screeners and diagnostic assessments to inform instruction and intervention in literacy. This change ensures that secondary students continue to have access to foundational skill instruction. An additional staffing adjustment includes a .5 Student Achievement Coordinator who focuses on moving the district's numeracy structures forward to enhance educators' access to evidence-based instructional practices and resources. The district will review local data to monitor progress as this data often shows changes in achievement trends prior to broader data sets such as graduation rates and provincial assessments. It is important to note that priority learner data has influenced the allocation of staffing and levels of support provided to school teams. Schools that have a high percentage of priority learners have enhanced staffing levels to address equity of outcomes.

- As the district continues to reflect on data and student outcomes, especially for priority learners, it has realigned the senior leadership team to provide more consistent support for schools in the areas of literacy, numeracy and social emotional well-being. The new structure reduced the number of assistant superintendents that were elementary and secondary focused in isolation, and reallocated resources to three Directors of Instruction. New job descriptions for these roles focus on ensuring equitable outcomes for priority learners and implementing the Board's Strategic Plan goals in all schools. Each director will work with a network of schools to focus on outcomes in the following three key areas: literacy, numeracy, and social emotional learning. Indigenous ways of being and knowledge are foundational to all areas of learning.

- While the district's current trajectory for intellectual development areas is positive, and achievement of priority learners is improving, the gap between the two remains and the district is committed to the work that is having positive impact. In order to ensure alignment with these key goals, all school FESLs will have literacy, numeracy and social emotional goals with reflection of achievement gaps for priority learners.

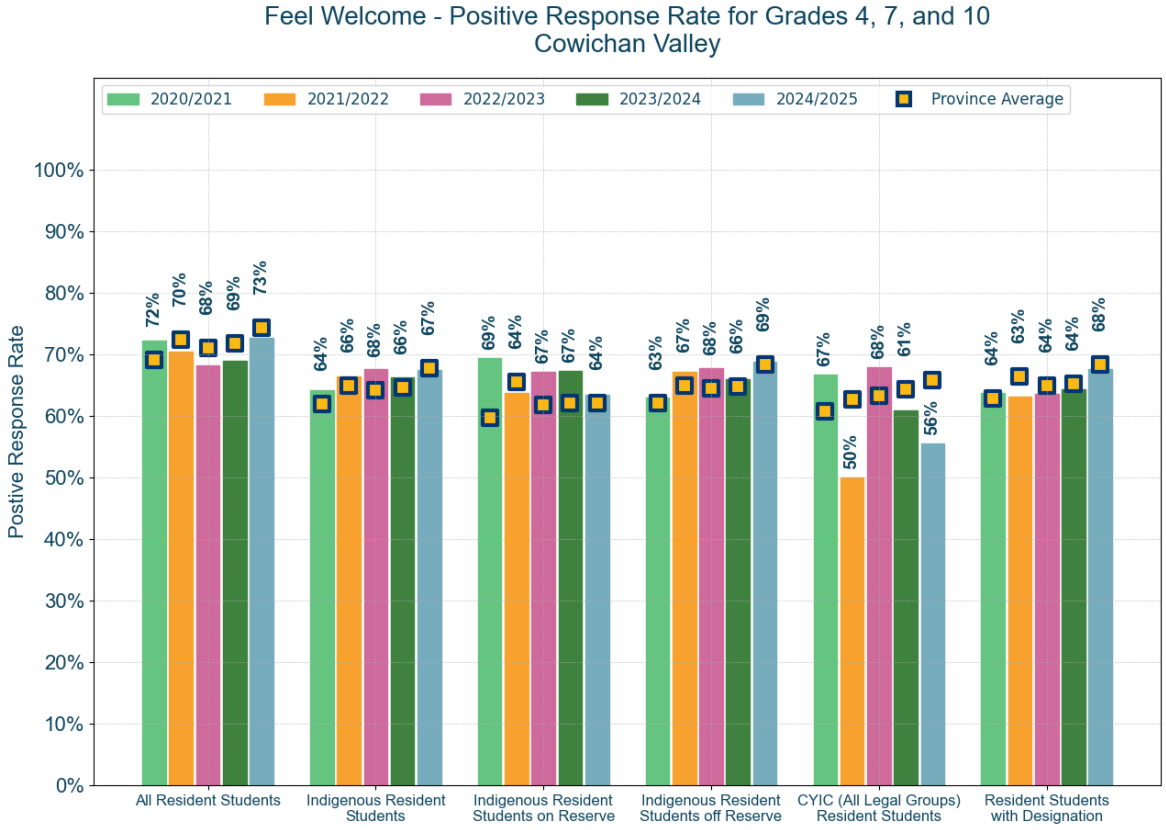
Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

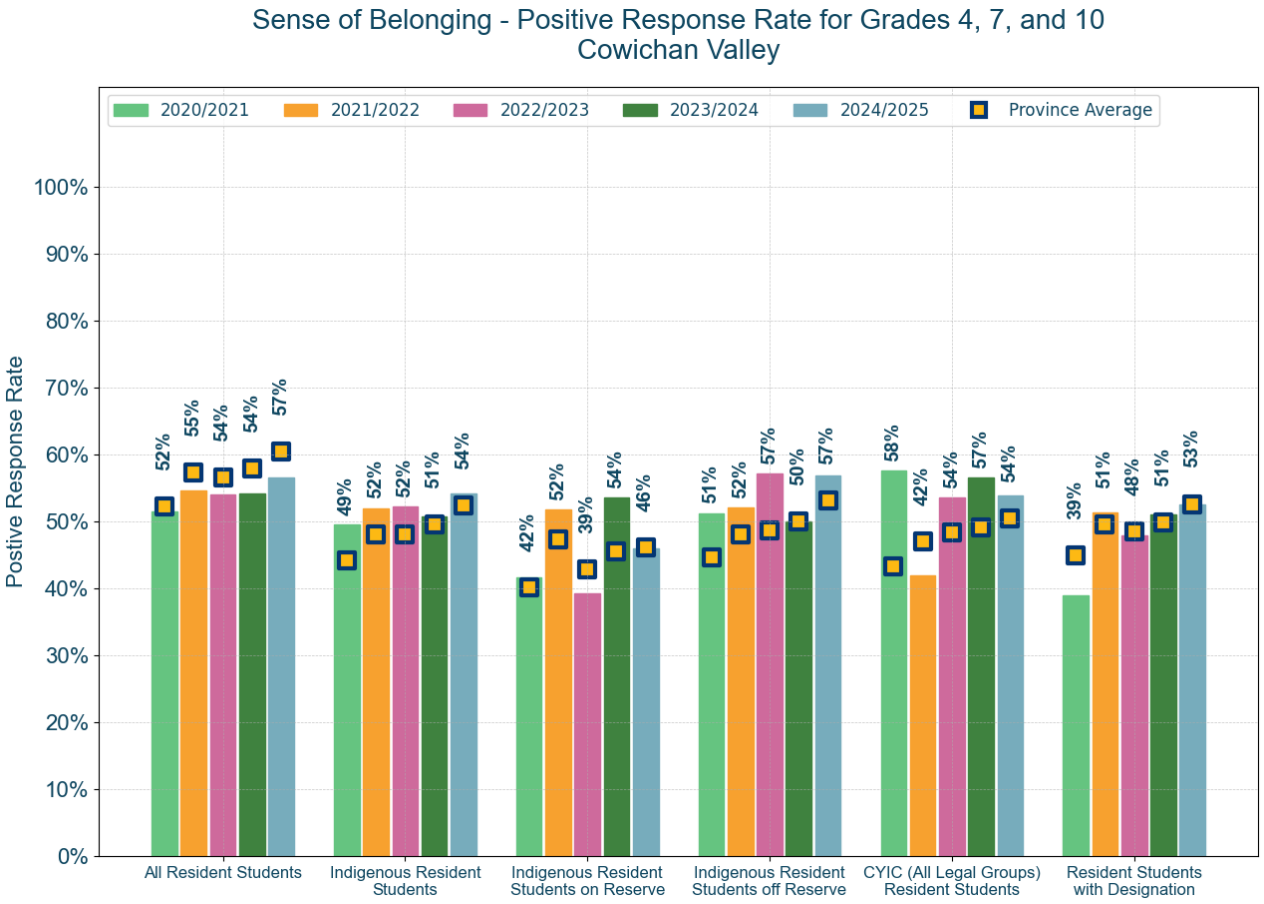
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

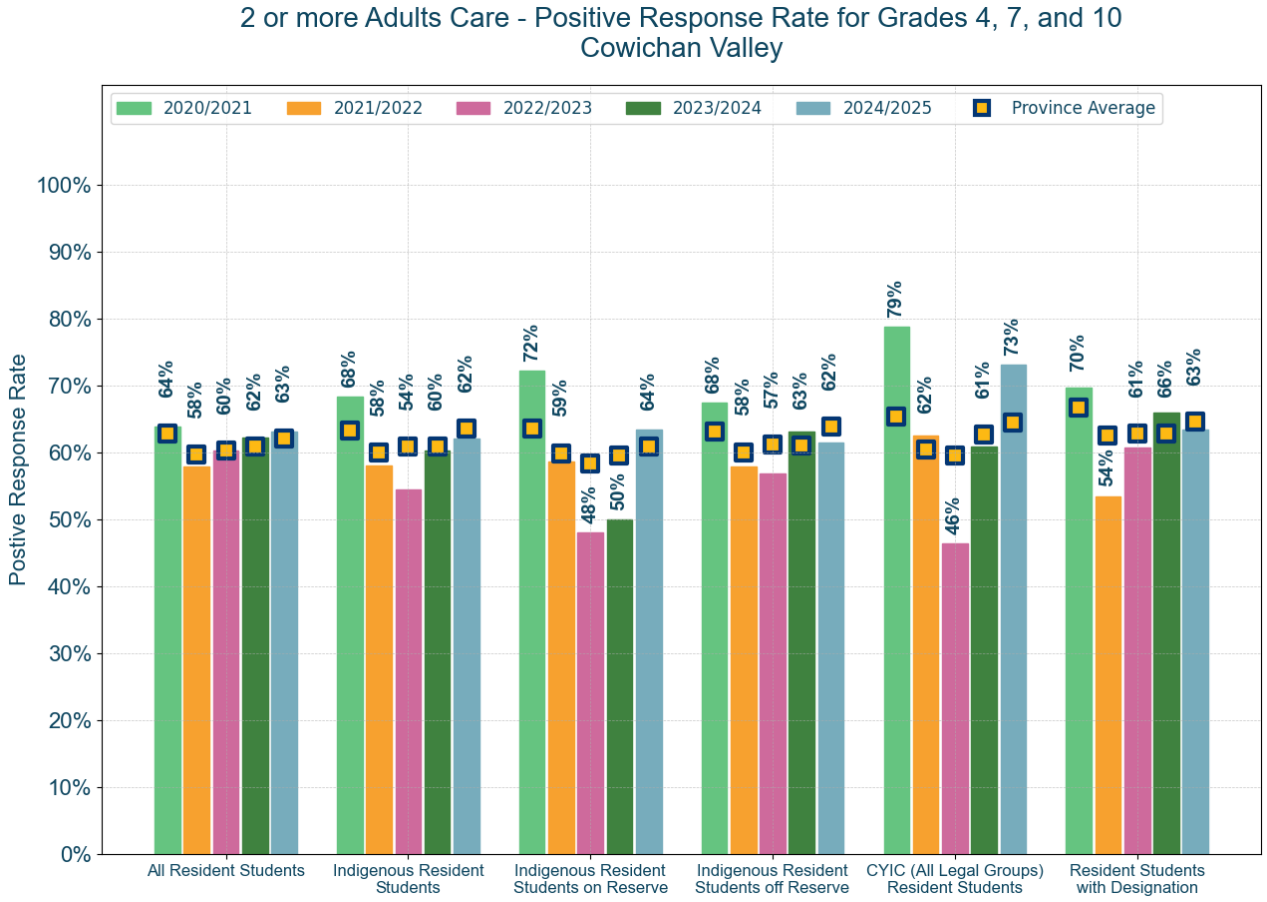
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1747 | 72%	1775 | 78%	1915 | 75%	1921 | 75%	1819 | 87%
Indigenous Resident Students	397 | 51%	427 | 60%	464 | 60%	435 | 61%	416 | 72%
Indigenous Resident Students on Reserve	120 | 29%	144 | 40%	152 | 48%	130 | 47%	135 | 54%
Indigenous Resident Students off Reserve	277 | 60%	283 | 70%	312 | 66%	305 | 67%	281 | 80%
CYIC (All Legal Groups) Resident Students	61 | 54%	52 | 60%	51 | 55%	49 | 47%	36 | 75%
Resident Students with Designation	276 | 60%	299 | 66%	305 | 61%	312 | 62%	328 | 80%




Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Cowichan Valley
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
74%
75%
72%
72%
75%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Cowichan Valley
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
52% 55% 54% 54% 57%
49% 52% 52% 51% 54%
42% 52% 39% 54% 46%
51% 52% 57% 50% 57%
58% 42% 54% 57% 54%
39% 51% 48% 51% 53%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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



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?

- Our district continues to celebrate the sense of safety, belonging, welcoming and care our students consistently express in the student learning survey. Over the past five years our data has shown that we maintain or exceed provincial averages in these areas. In addition, as the district has increased academic expectations and achievement, educators continue to maintain their commitment to providing a safe, caring learning environment that reflects First Nation and Indigenous ways of being. We continue to deepen our learning and commitment to Truth and Reconciliation and Indigenous ways of knowing as reflected in the Board's strategic plan.

- As part of the district's commitment to Truth and Reconciliation, we have encouraged priority learners' participation in provincial assessments and student learning survey. Increasing student participation has helped us more authentically identify areas of need and provided increased transparency with our school communities and partner groups.

- As our district also reviews attendance data, we recognize that the voice of students that have significant absences is likely missing from the Student Learning Survey data. All schools have participated in reflections and initiatives to address absenteeism and we have closely aligned with our work with FNESC Attendance Toolkit.

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.

- While the sense of safety, belonging, welcoming and care our students express consistently in the student learning survey is an area of celebration for our district, we also recognize the need to continue to reflect and adjust based upon current context and student needs. Attendance can reflect students not feeling connected to the learning environment and as such, we are developing strategies to improve student attendance, connection with school community and addressing barriers to learning. This includes open dialogue with our IEC members and Indigenous Education Department. We continue our work to ensure we reflect local First Nations and Indigenous ways of being in our schools, provide the care and support needed by Children Youth in Care, and strengthen our inclusive learning practices. Attention to these areas is reflected in the new Directors of Instruction job descriptions and the inclusion of social and emotional goals in every school's FESLs. We have adjusted our *Indicators of Success* data collection to be done three times per year. This data is also used to support CYIC and their progress in academic, attendance and social emotional well-being.

- We have revised our mental health survey to address barriers and increase meaningful data collection to ensure we have relevant local data to inform practices. This survey is a key component of schools' social emotional goals and the district's identification of needed resources.

- The Integrated Child and Youth Team (ICY) continues to work in schools to provide additional supports for students and families. Youth Peer Support Workers connect with students 12 years and older to connect them to their schools in meaningful ways by providing a variety of group sessions and individual support. This is done in conjunction with of a clinical counsellor. ICY staff also offer a variety of workshops and learning opportunities for staff and families in the community.

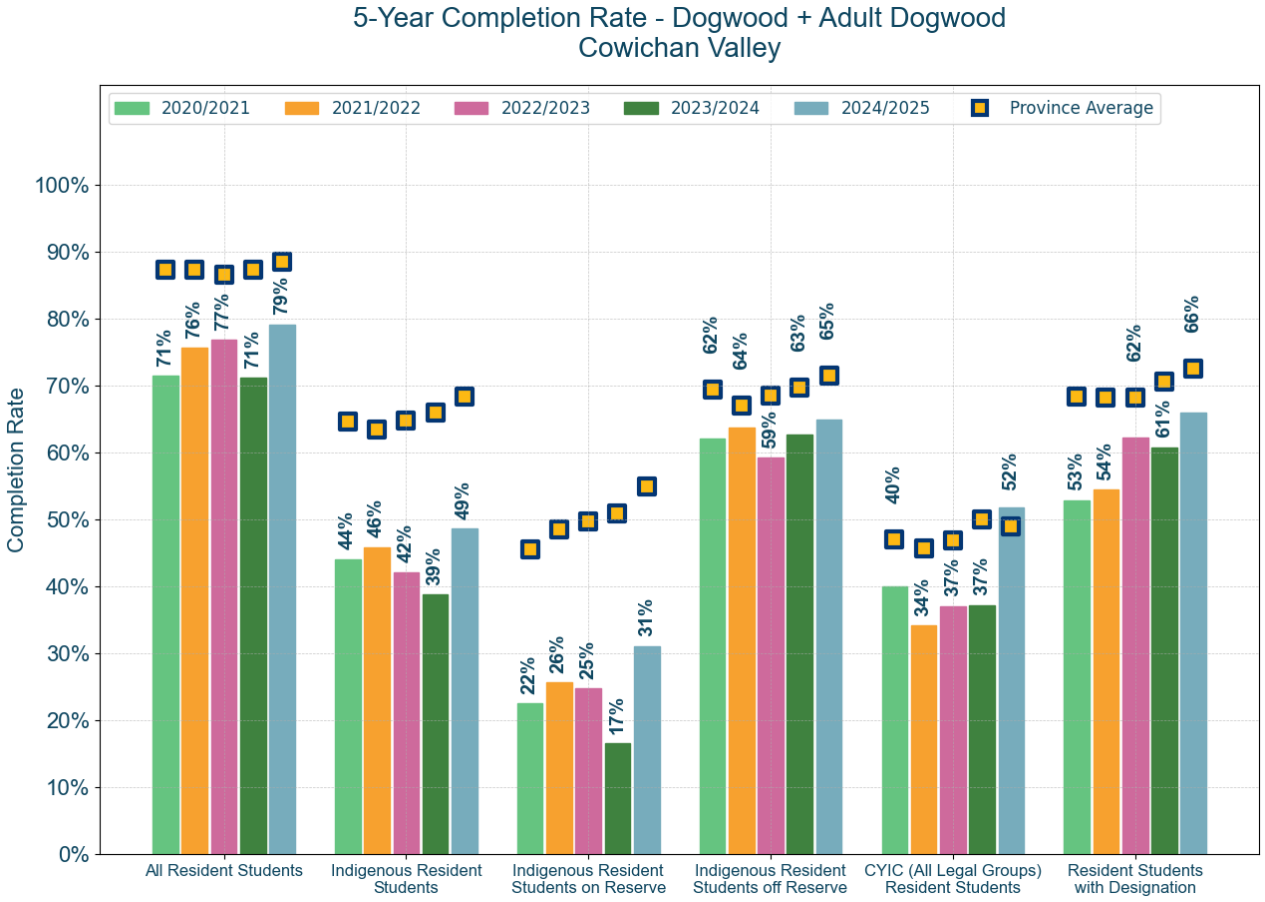
Career Development

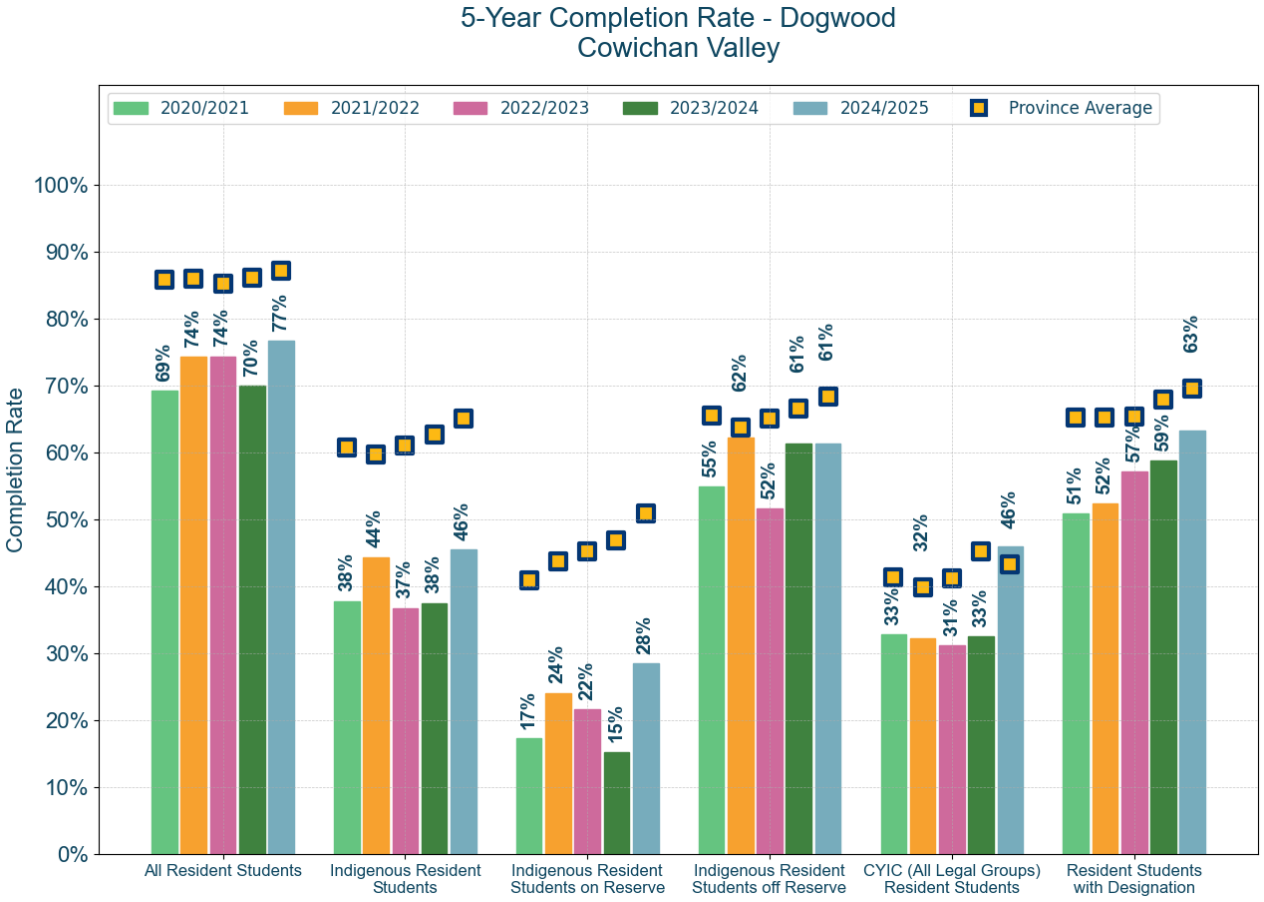
Educational Outcome 4: Graduation

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	592 | 39	633 | 54	613 | 48	651 | 44	707 | 50
Indigenous Resident Students	136 | 9	146 | 13	142 | 11	163 | 11	173 | 13
Indigenous Resident Students on Reserve	62 | 4	68 | 6	71 | 6	84 | 5	83 | 6
Indigenous Resident Students off Reserve	74 | 5	78 | 7	71 | 5	79 | 6	90 | 7
CYIC (All Legal Groups) Resident Students	59 | 4	58 | 5	56 | 5	69 | 4	75 | 5
Resident Students with Designation	156 | 10	157 | 14	148 | 11	162 | 11	166 | 11


5-Year Completion Rate - Dogwood + Adult Dogwood
Cowichan Valley
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
76%
77%
71%
79%
44%
46%
42%
39%
49%
22%
26%
25%
17%
31%
62%
64%
59%
63%
65%
40%
34%
37%
37%
52%
53%
54%
62%
61%
66%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

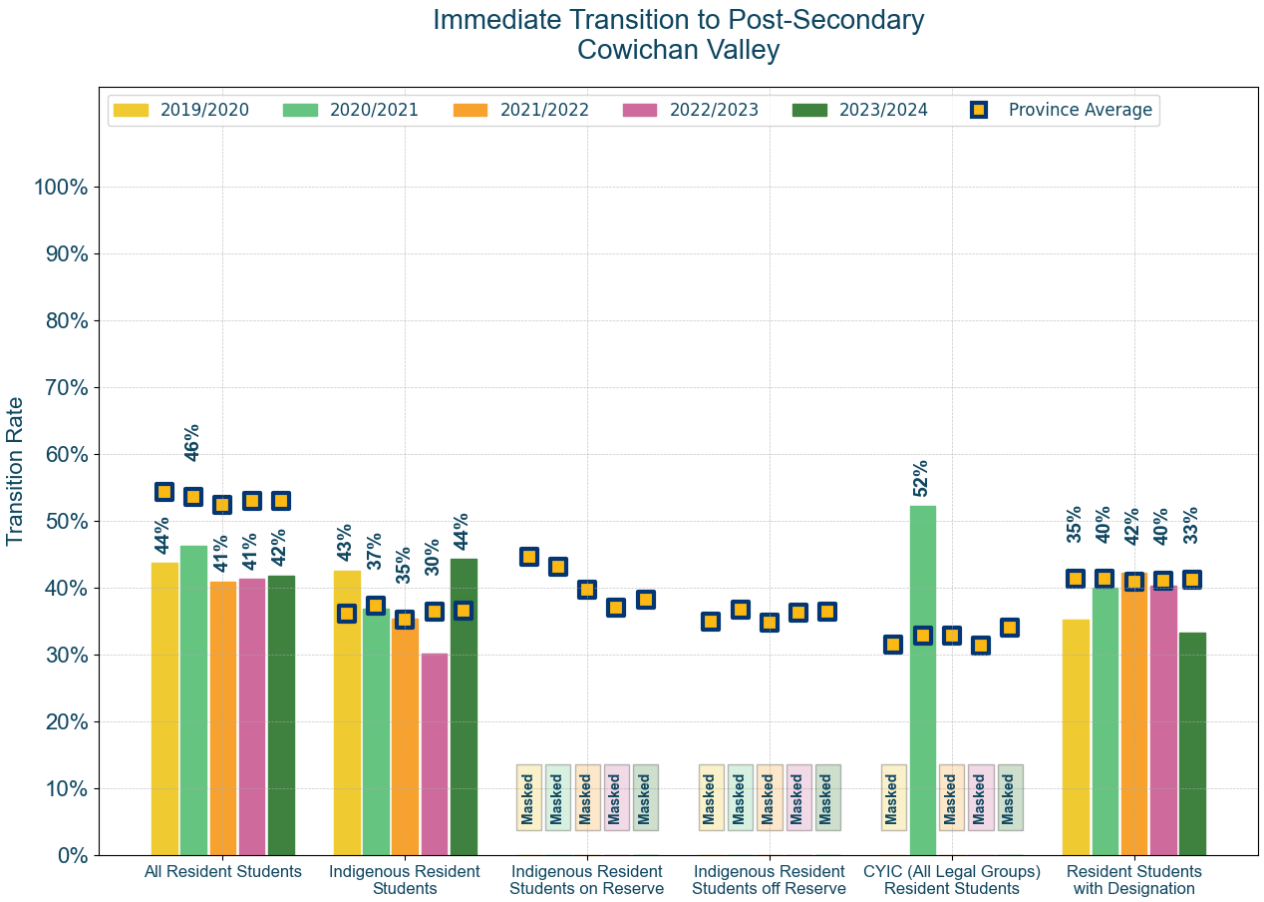

5-Year Completion Rate - Dogwood
Cowichan Valley
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
69%
74%
74%
70%
77%
38%
44%
37%
38%
46%
17%
24%
22%
15%
28%
55%
62%
52%
61%
61%
33%
32%
31%
33%
46%
51%
52%
57%
59%
63%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

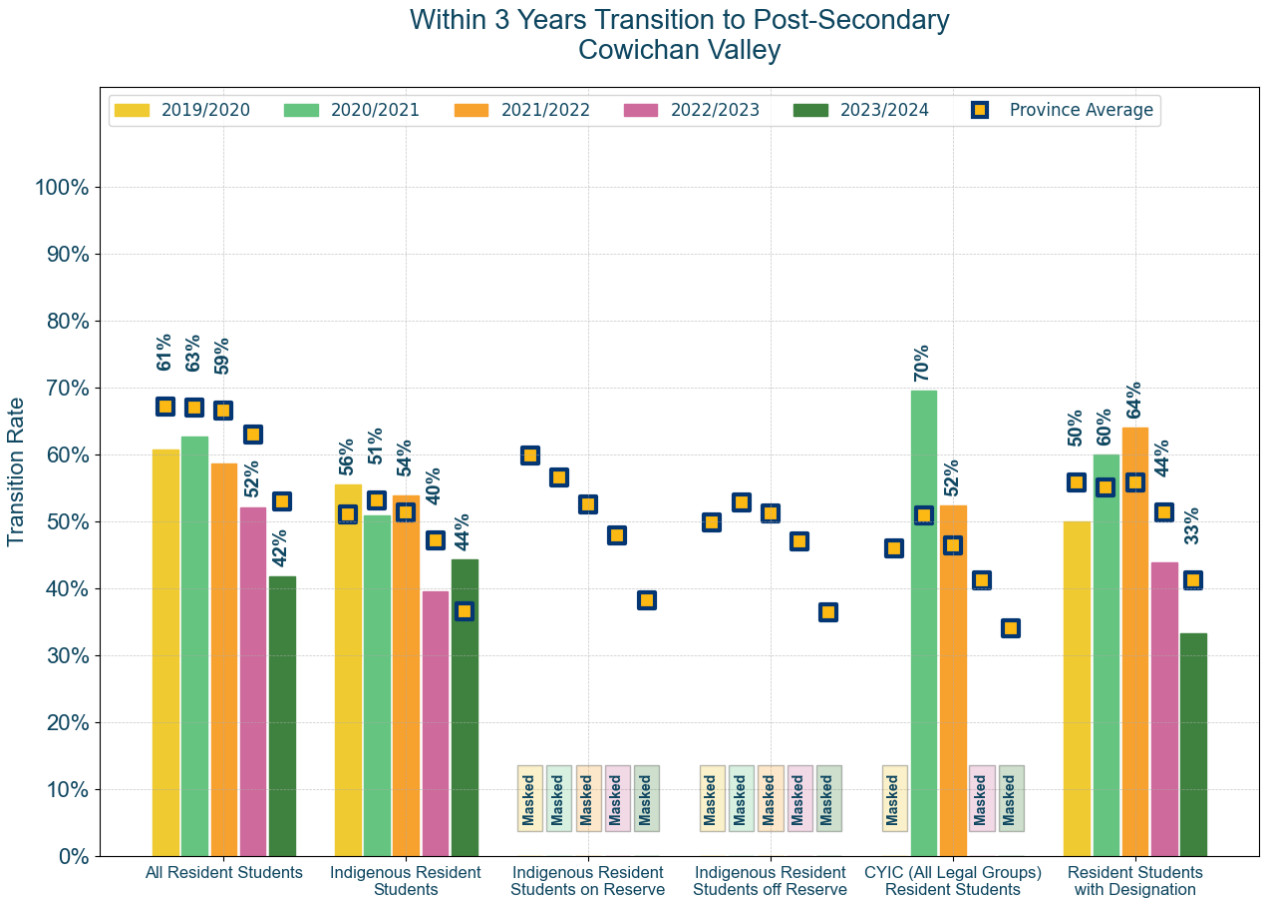
Educational Outcome 5: Life and Career Core Competencies

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	425	415	459	443	440
Indigenous Resident Students	54	57	65	53	61
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	23	Masked	Masked	Masked
Resident Students with Designation	54	65	64	57	78




Within 3 Years Transition to Post-Secondary
Cowichan Valley
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
63%
59%
52%
42%
56%
51%
54%
40%
44%
Masked
70%
50%
60%
64%
44%
33%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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?

- Data shows positive trends for all groups, including priority learners, for increased graduation rates, especially when reviewing available masked data.

- The improvements of our graduation rates have helped us identify initiatives we wish to maintain (Lhwulup Ts'uwtun) and initiatives we wish to enhance (*Indicators of Success* data collection increased to three times per year and inclusion of children and youth in care).

- Local data shows significant success in dual credit enrollment in trades programs with our priority learners, especially First Nation and Indigenous students.

- After conversations with our Indigenous Education Council regarding transparency in communicating student learning, we recognize transition data may not accurately reflect our current state of student transitions, especially the grade 11 to 12 cohort. Students in this cohort are assigned to the next grade regardless of credits earned.

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.

- As our trades program increases participation in micro-credentialling, we have seen a decline in provincial post-secondary transitions rates. We believe that as the need for skilled trades increases in our province, our students will experience more positive life outcomes. We are working with local post-secondary institutions to protect and enhance dual credit opportunities for skilled trade courses.

- With the reflection of inflated transition data from grade 11 to 12, the district leadership team in partnership with school-based administrators, will adjust the automatic cohort transition to more clearly reflect graduation credits earned. While this may create some disappointment with students and families, it provides a more transparent acknowledgement of progress towards graduation.

- As mentioned previously, the district has recognized the need for an in-depth review of current alternate learning programming with the goal to increase student engagement, achievement and authentic learning.