

Boundary

SD051

Interim Progress Report September 2026

In Review of Year 5 of SD 51's Strategic Plan 2021-2027

Approved by Board on September 22, 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:

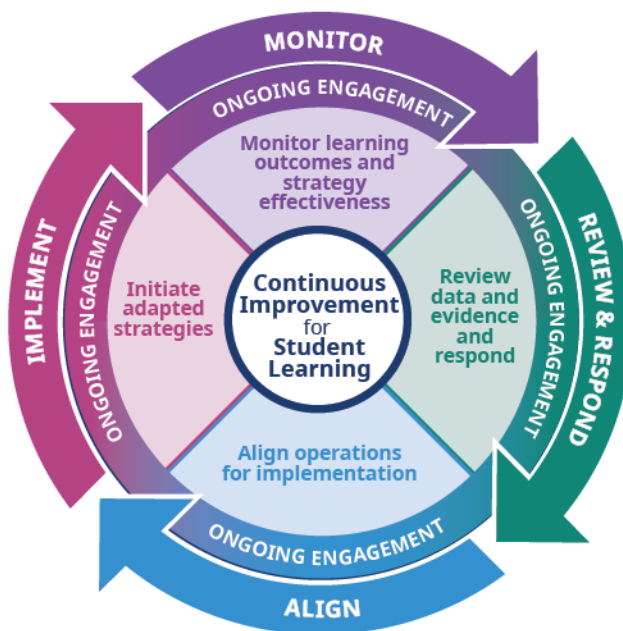
Ministry Note

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.

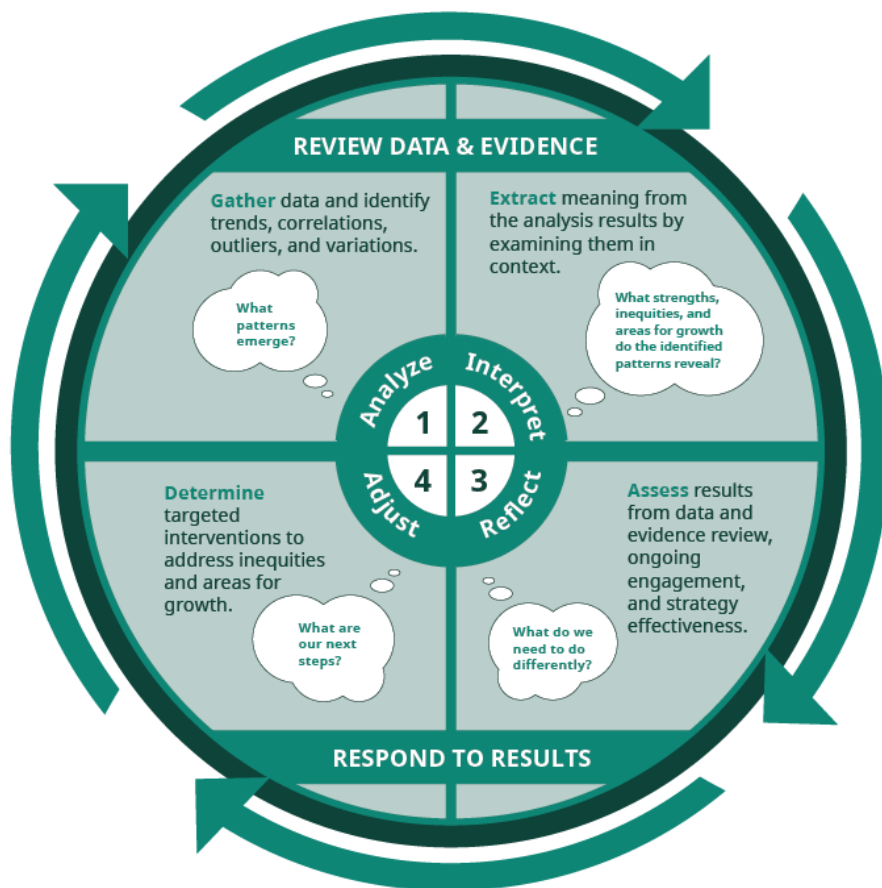
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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**.

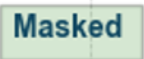
A note on children and youth in care data:

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	99 94%	96 96%	103 84%	97 95%	98 93%
Indigenous Resident Students	37 92%	35 94%	31 90%	32 91%	38 92%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	37 92%	35 94%	31 90%	32 91%	38 92%
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	0
Resident Students with Designation	15 87%	Masked	13 77%	Masked	13 85%

Grade 4 FSA Literacy - On Track / Extending Rate Boundary



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	91 93%	114 96%	102 87%	104 96%	102 91%
Indigenous Resident Students	36 92%	44 93%	35 91%	41 90%	35 91%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	36 92%	44 93%	35 91%	41 90%	35 91%
CYIC (All Legal Groups) Resident Students	0	Masked	0	0	0
Resident Students with Designation	14 71%	21 86%	Masked	14 93%	19 68%

Grade 7 FSA Literacy - On Track / Extending Rate Boundary

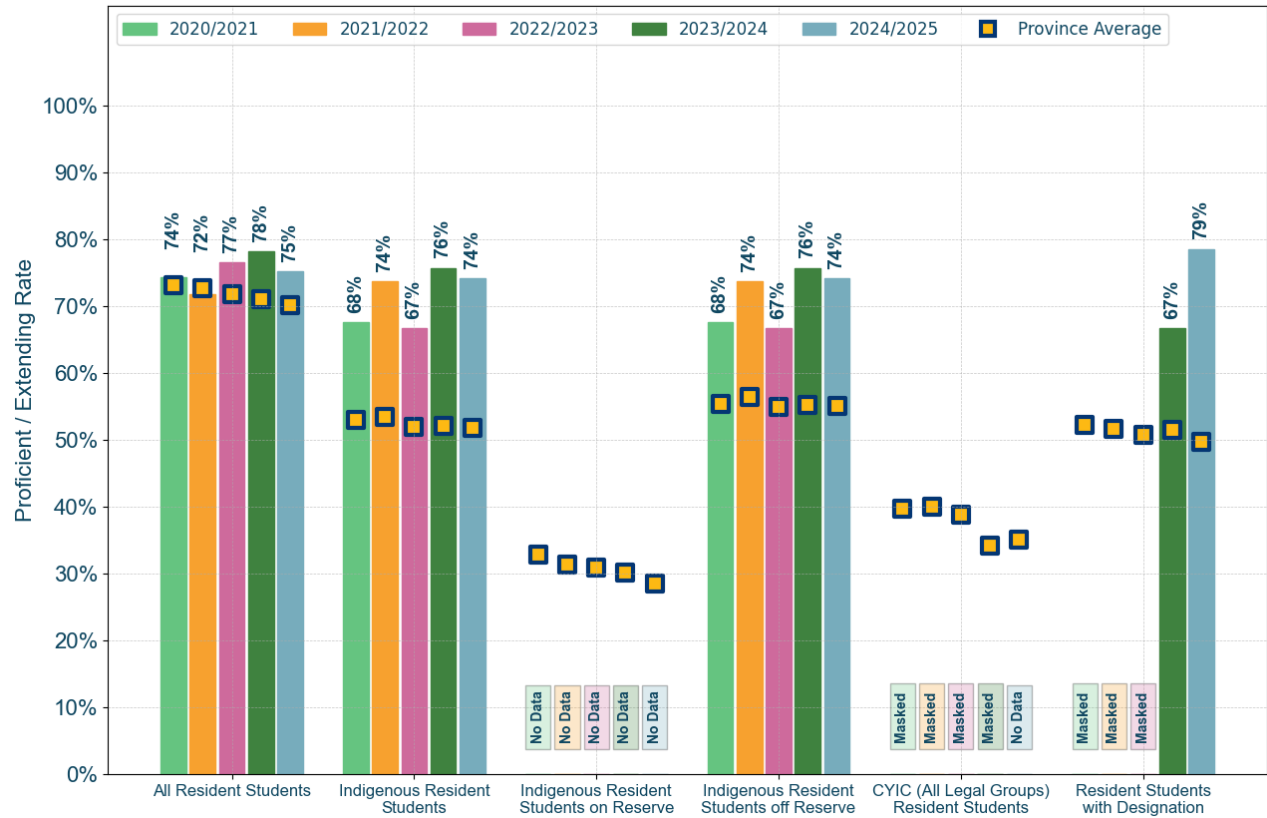


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

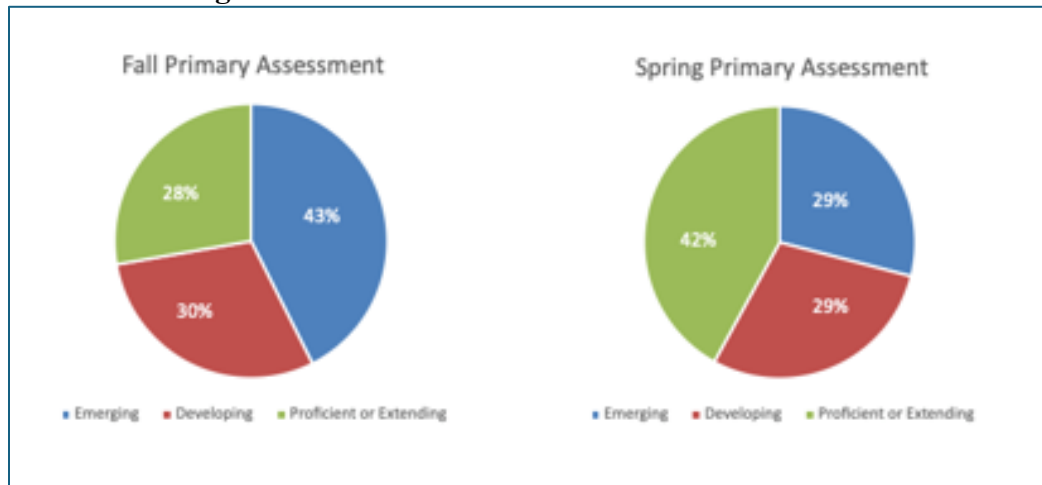
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	105 87%	107 83%	119 80%	108 89%	97 90%
Indigenous Resident Students	36 75%	40 73%	38 63%	31 74%	33 82%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	36 75%	40 73%	38 63%	31 74%	33 82%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	13 85%	21 71%	28 57%	26 69%	15 67%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Boundary



Relevant Additional/Local Data and Evidence

District Reading Assessments



District Co-hort Tracking

Percentage of All Students Proficient or Extending

	2022/23	2023/24	2024/25	2025/26	2026/27
Kindergarten	50	64	37	48	
Grade 1	28	48	31	27	
Grade 2	40	43	50	40	
Grade 3	37	61	54	52	
Grade 4	54	51	56	62	
FSA Grade 4	74	68	57.6	62.6	
Grade 5	45	69	49	63	
Grade 6	47	59	55	51	
Grade 7	43	65	65	78	
FSA Grade 7	67	78	64	79.5	
Cohort	Grad 29	Grad 30	Grad 31	Grad 32	Grad 33

Percentage of Indigenous Students Proficient or Extending

	2022/23	2023/24	2024/25	2025/26	2026/27
Kindergarten	62	54	17	42	
Grade 1	29	30	15	28	
Grade 2	25	32	27	32	
Grade 3	36	54	49	34	
Grade 4	58	46	41	60	
FSA Grade 4	79	59	48.3	69	
Grade 5	45	62	50	59	
Grade 6	51	53	48	43	
Grade 7	41	76	58	69	
FSA Grade 7	64	81	55.6	79.5	
Cohort	Grad 29	Grad 30	Grad 31	Grad 32	Grad 33

Percentage of Students with Designations Proficient or Extending

	2022/23	2023/24	2024/25	2025/26	2026/27
Kindergarten	50	40	20	0	
Grade 1	60	50	0	14	
Grade 2	0	17	0	17	
Grade 3	14	17	0	28	
Grade 4	20	30	0	10	
FSA Grade 4	67	70	50	45	
Grade 5	34	23	7	31	
Grade 6	0	28	8	27	
Grade 7	12	26	20	41	
FSA Grade 7	44	40	38.5	54	
Cohort	Grad 29	Grad 30	Grad 31	Grad 32	Grad 33

Kindergarten Screening

All Students

Emerging	Developing	Proficient	Extending
39%	35%	20%	5%

Indigenous Students

Emerging	Developing	Proficient	Extending
38%	38%	19%	5%

Aboriginal “How Are We Doing?” Report 2024/25

Literacy 10 Participation Rate

- Aboriginal 82%
- Non-Aboriginal 94%

Literacy 12 Participation Rates

- Aboriginal 74%
- Non-Aboriginal 94%
- 69%

English 10 Course Mark

- C+ or better
 - Aboriginal 71%
 - Non-Aboriginal 81%
- B+ or better
 - Aboriginal 46%
 - Non-Aboriginal 69%

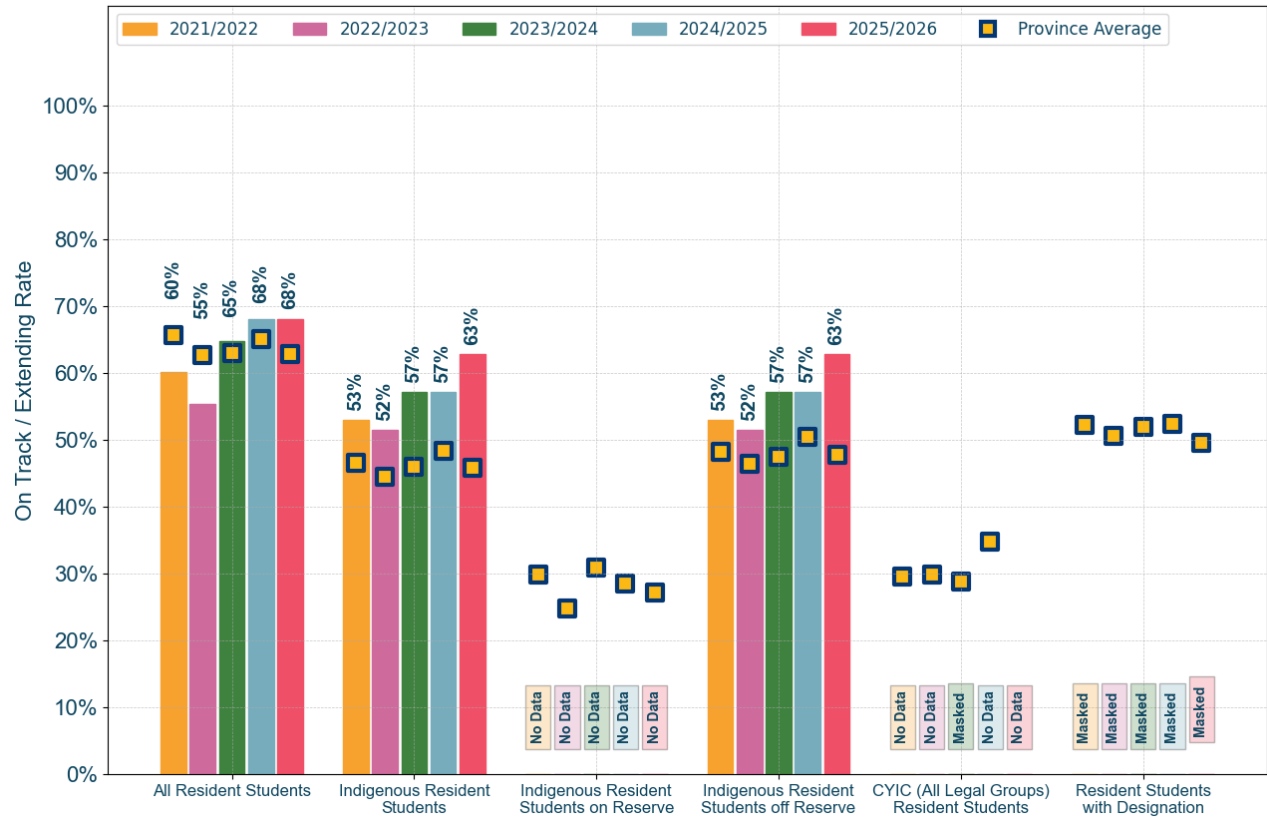
Educational Outcome 2: Numeracy

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	99 94%	96 96%	103 85%	97 94%	98 93%
Indigenous Resident Students	37 92%	35 94%	31 90%	32 88%	38 92%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	37 92%	35 94%	31 90%	32 88%	38 92%
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	0
Resident Students with Designation	15 87%	Masked	13 77%	Masked	13 85%

Grade 4 FSA Numeracy - On Track / Extending Rate Boundary



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	91 95%	114 94%	102 88%	104 96%	102 91%
Indigenous Resident Students	36 94%	44 91%	35 94%	41 90%	35 91%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	36 94%	44 91%	35 94%	41 90%	35 91%
CYIC (All Legal Groups) Resident Students	0	Masked	0	0	0
Resident Students with Designation	14 71%	21 81%	Masked	14 93%	19 68%

Grade 7 FSA Numeracy - On Track / Extending Rate Boundary

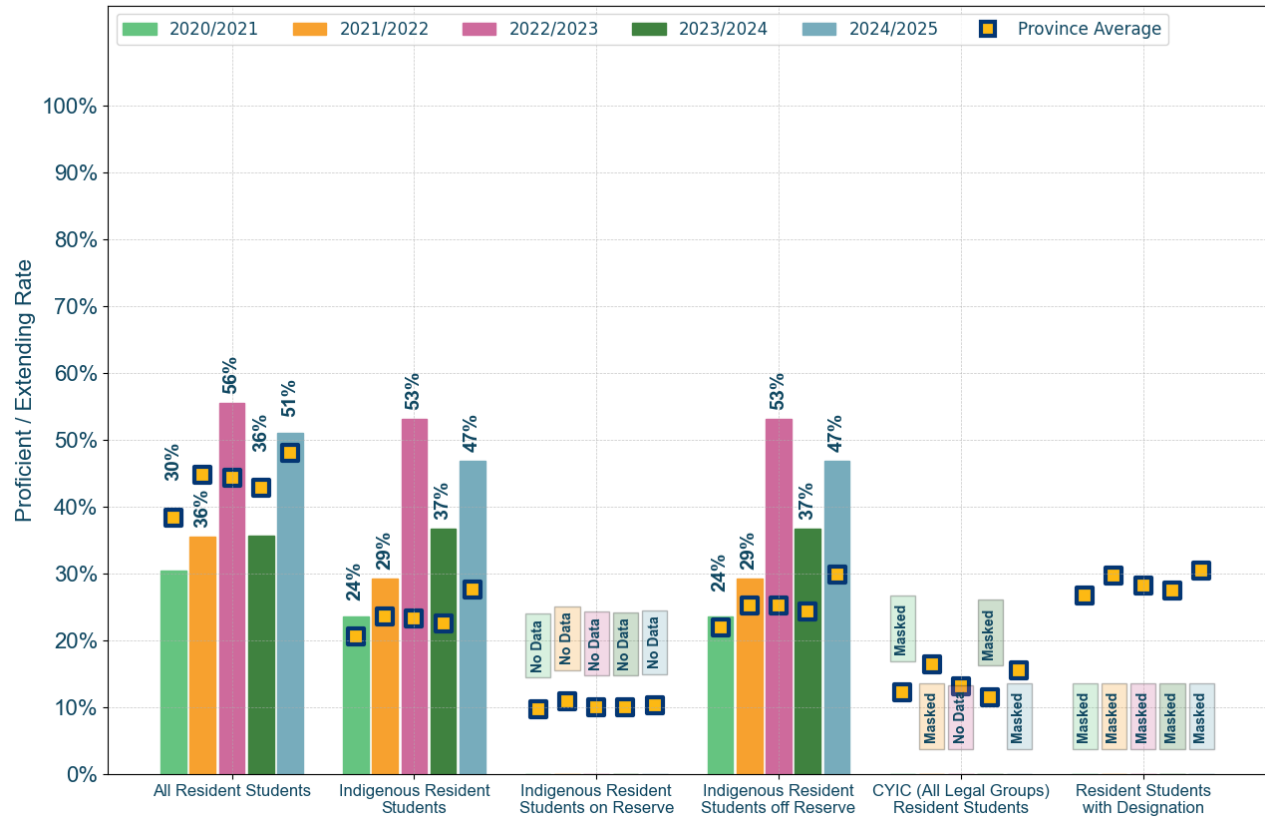


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	107 88%	110 86%	117 89%	108 86%	98 93%
Indigenous Resident Students	37 78%	40 83%	37 76%	31 74%	34 85%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	37 78%	40 83%	37 76%	31 74%	34 85%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	14 86%	21 81%	28 75%	26 69%	16 75%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Boundary

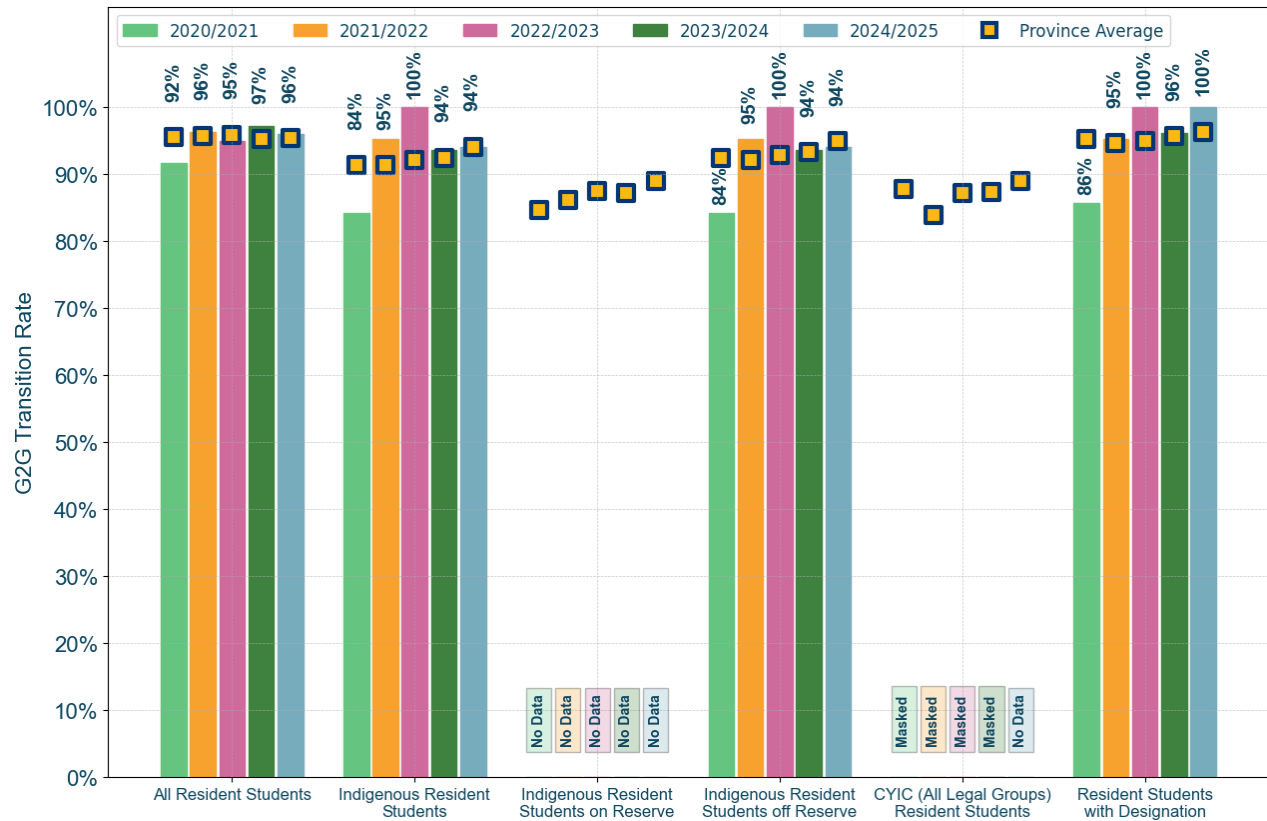


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	108	109	120	108	99
Indigenous Resident Students	38	42	38	31	34
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	38	42	38	31	34
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	14	21	28	26	16

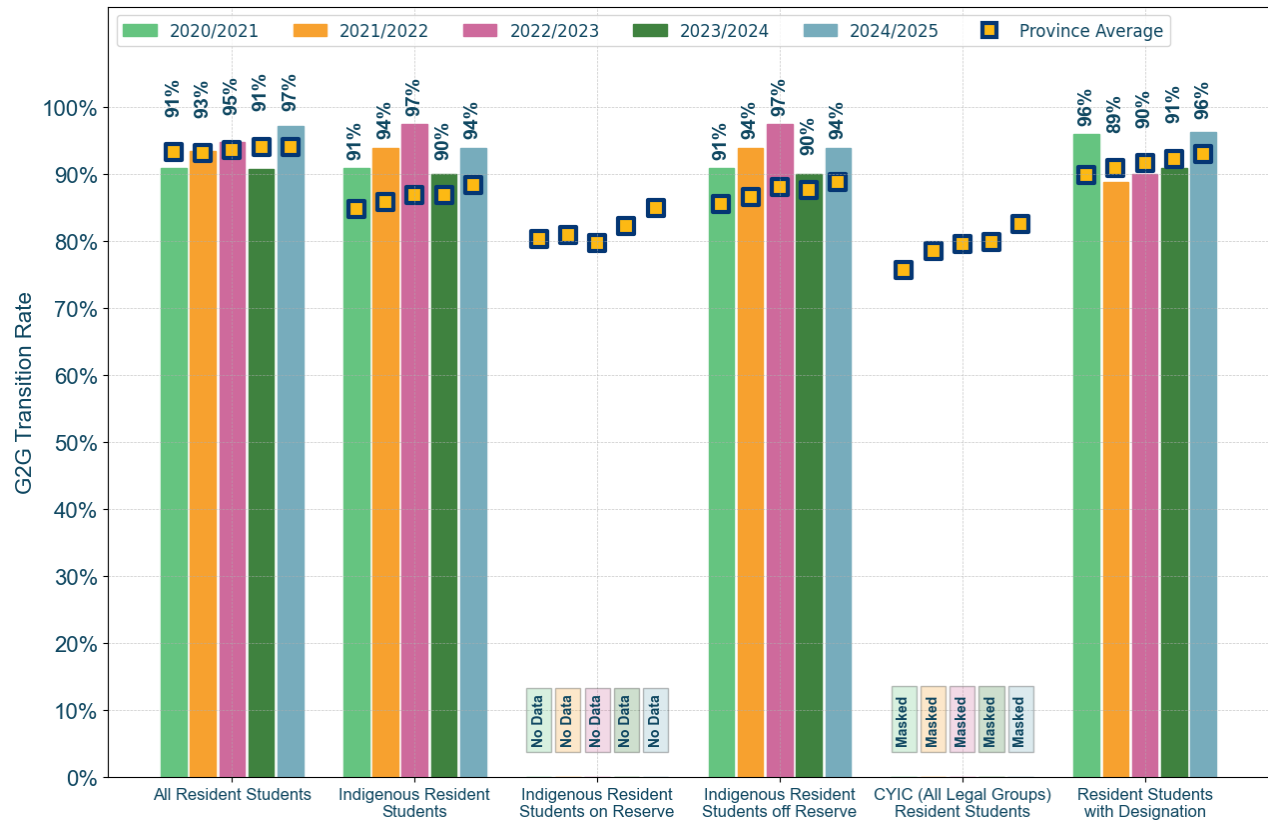
Grade 10 to 11 Transition Rate Boundary



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	121	106	114	130	108
Indigenous Resident Students	44	33	39	40	33
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	44	33	39	40	33
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	25	18	20	33	27

Grade 11 to 12 Transition Rate Boundary



Relevant Additional/Local Data and Evidence

Aboriginal “How Are We Doing” Report 2024/25

Numeracy 10 Participation Rate

- Aboriginal 85%
- Non-Aboriginal 97%

Foundations of Math/Pre-Calculus 11 Course Mark

- C+ or better
 - Aboriginal 67%
 - Non-Aboriginal 70%
- B+ or better
 - Aboriginal 48%
 - Non-Aboriginal 62%

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.

- Since 2021, there has been a decline in literacy achievement for grade 4 students; continued focus on reading in primary must continue to support students.
- Indigenous students in grades 4 and 7 do better in literacy than non-Indigenous students. This is not the case with numeracy however, where an achievement gap exists. Participation and achievement gaps still apparent for Indigenous students in grades 10, 11 and 12, however.
- The achievement and participation gap for students with designations continues to be a concern; continued targeted supports for these students are needed.



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.

- With the professional literacy grant, the district placed a Learning Support teacher in a helping role to support other LSTs with implementing interventions for struggling students in the 2025/26 and the 2026/27 school year. The focus is on targeted small-group interventions with progress monitoring to ensure impact. The Support LST also guides LSTs to provide more intensive individualized intervention.

- Primary teachers participated in POPEY in-service sessions and a voluntary community of practice to strengthen literacy practices throughout the 2025-26 school year. Intermediate teachers will follow the same format for the 2026-27 school year.
- Whole-day literacy professional development in August 2026 for elementary teachers with a focus on literacy practices that improve literacy and incite joy.
- School teams have used, and will continue to use, non-instructional days to strengthen numeracy practices as part of their school growth plans. Learning sessions regarding numeracy are offered at annual August professional day.

Human and Social Development

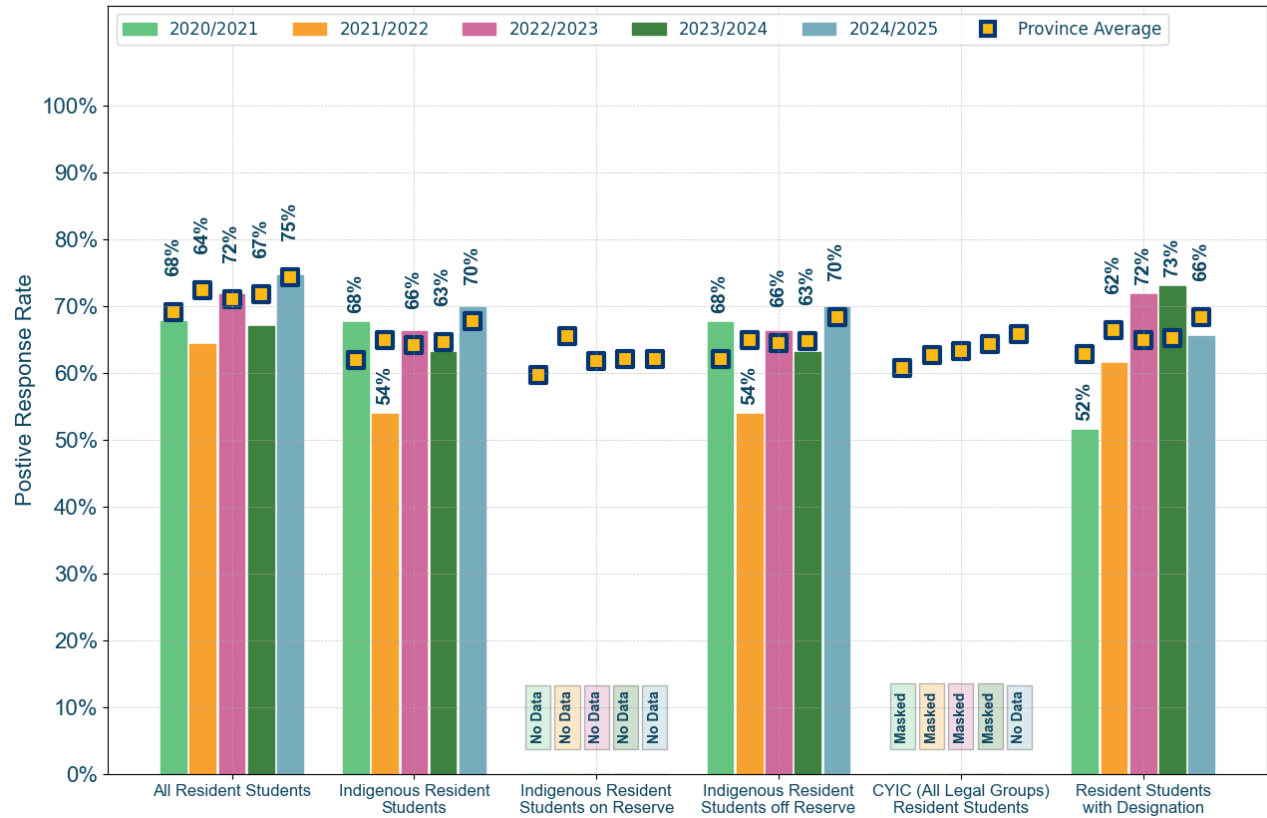
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

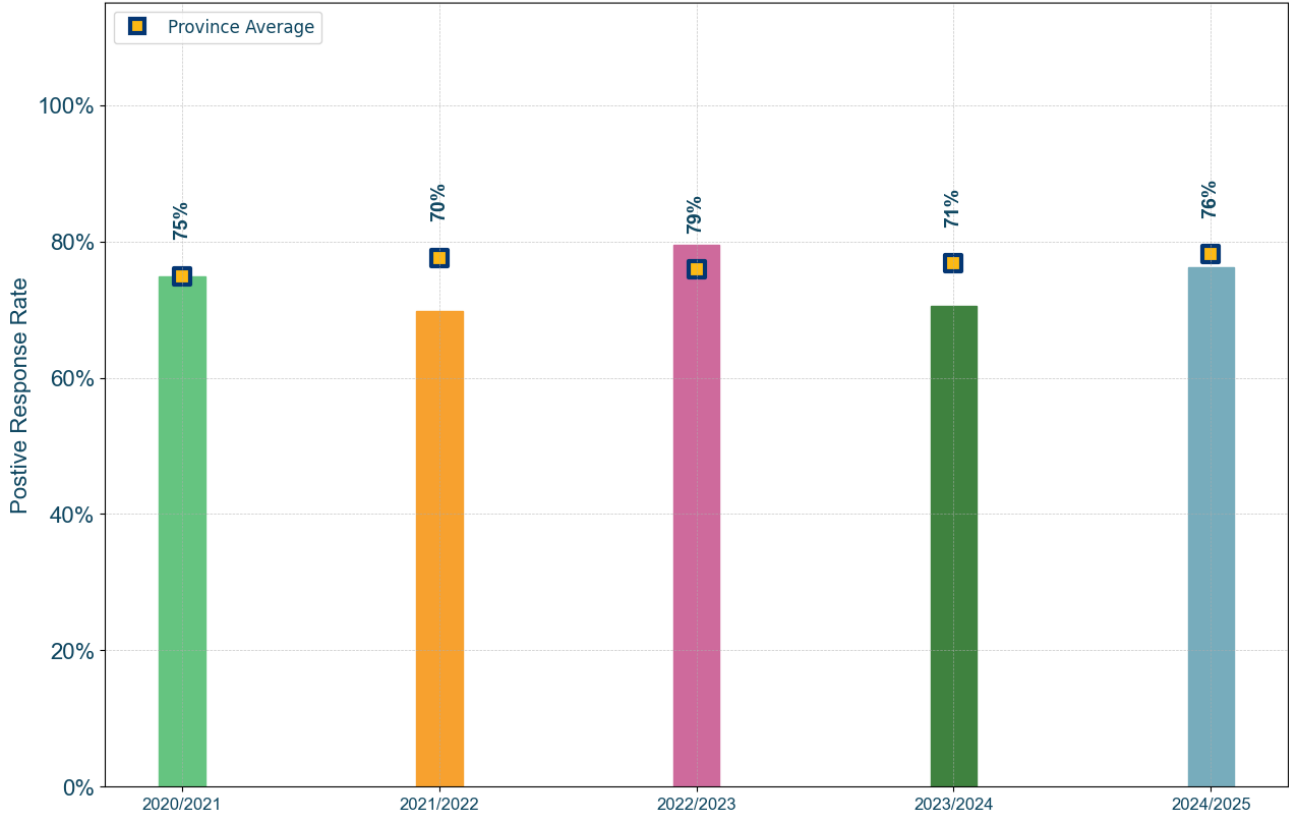
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	293 78%	299 85%	328 86%	313 81%	300 87%
Indigenous Resident Students	103 71%	115 81%	116 82%	97 76%	107 83%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	103 71%	115 81%	116 82%	97 76%	107 83%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	49 63%	50 80%	60 72%	52 63%	41 68%

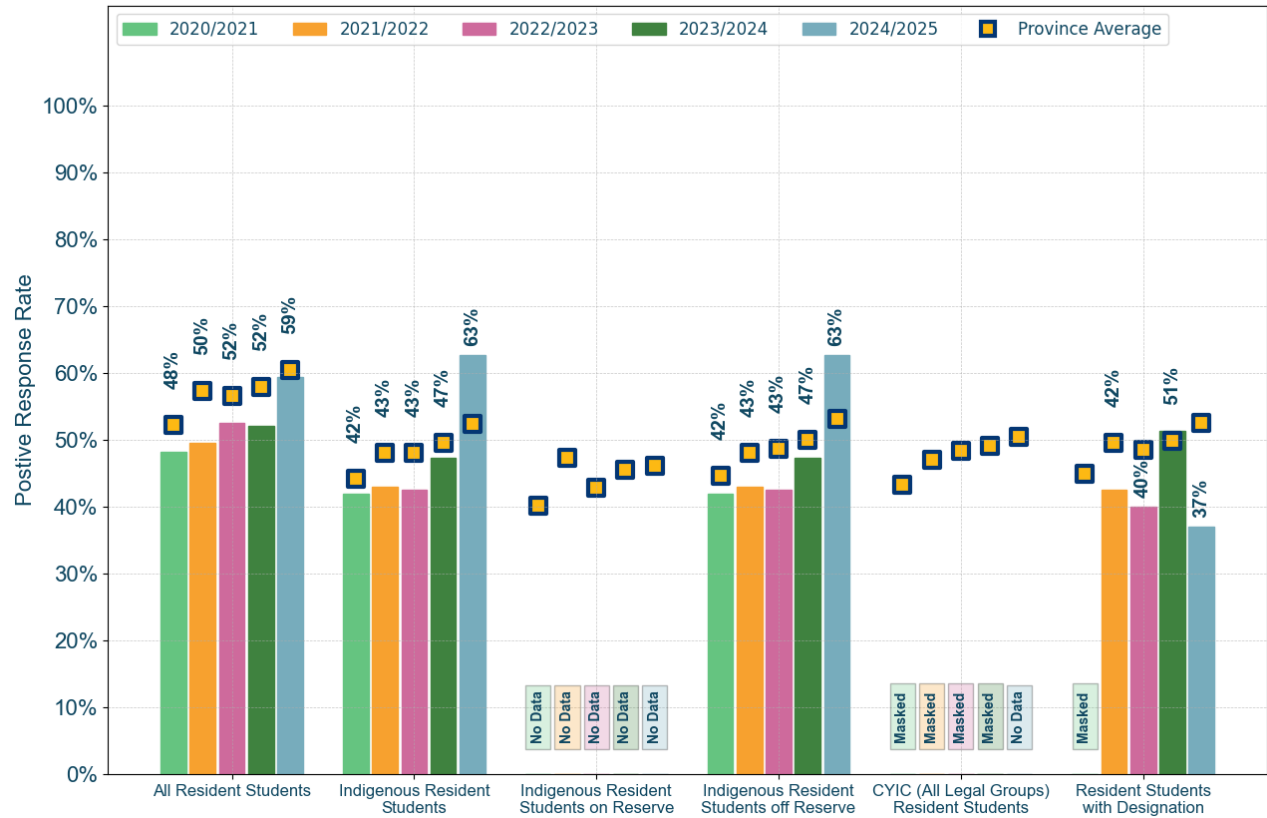
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Boundary



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

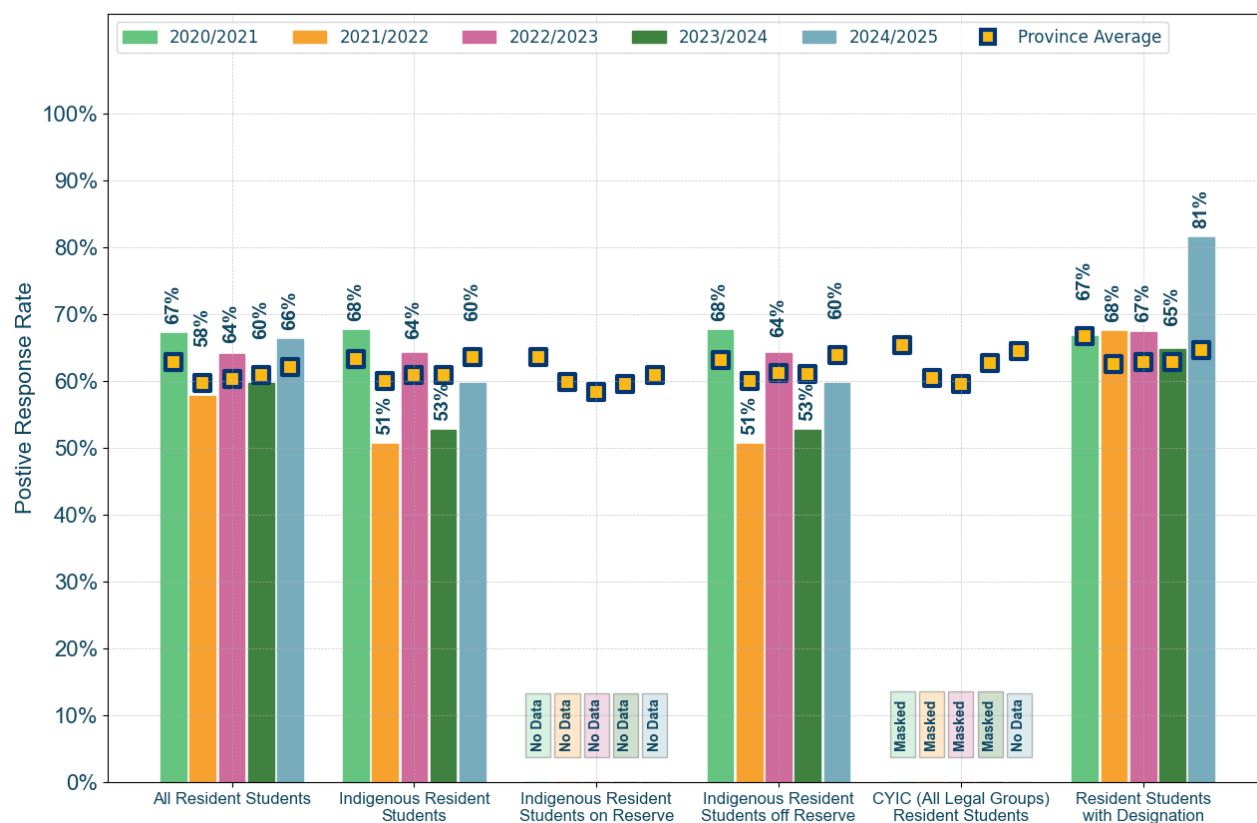


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Boundary



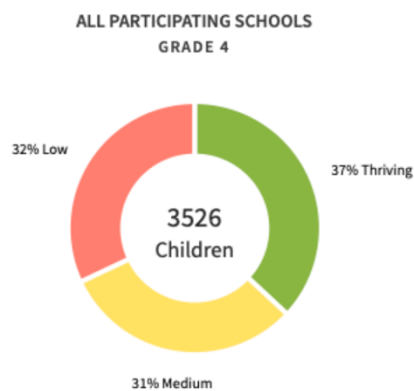
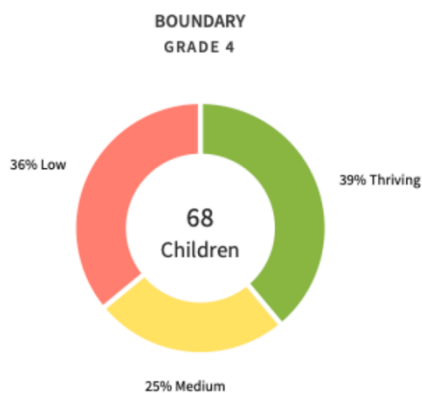
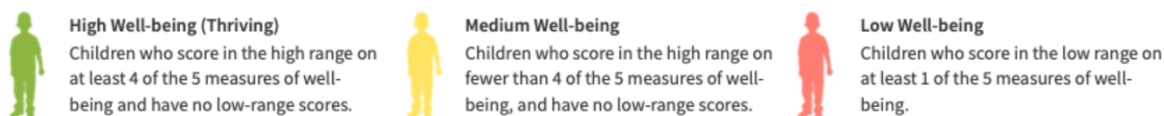
Measure 3.2: Students Feel that Adults Care About Them at School

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



Relevant Additional/Local Data and Evidence

Middle Years Development Index





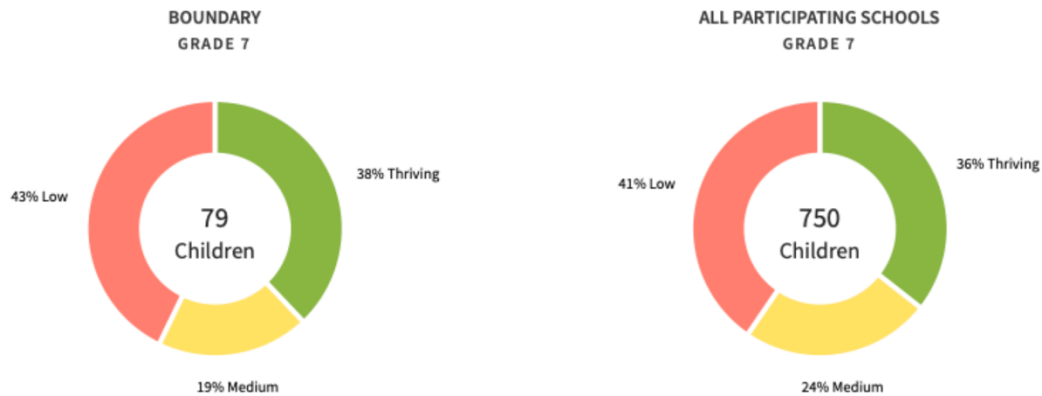
High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.



Trends over past 5 years

- Decrease in optimism, self-esteem, and happiness from grade 4 to 7
- Increase in sadness and worry between grades 4 and 7
- 17% of grade 4s and 22% of grade 7s report a low sense of belonging at school

Student Empathy Interviews

Students at secondary schools were asked the following question: ***What leads to feelings of not belonging in school?***

Overall, students suggested that belonging is weakened when students feel judged, treated unfairly, talked about rather than listened to, or denied meaningful relationships with trusted adults. Conversely, belonging is strengthened when adults are approachable, respectful, fair, confidential, and genuinely interested in students as individuals

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.

- In 2024/25, there was an increase for all students in feeling welcome at school; however, students with designations had a decrease.
- In 2024/25, more students reported feeling a sense of belonging at school; students with designations did not have an increase though.
- As a percentage, students with designations felt that adults cared about them at school than all students as a whole.
- As shown in student empathy interviews, students identify several factors as contributing to feeling a sense of belonging or welcome at school: adults who are approachable, friendly, respectful and fair.

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 with empathy interviews with a diverse group of students such as students with designations and Indigenous learners.
- Work with District Youth Advisory Council on building action plan to improve sense of belonging, safety, welcome in schools.
- Integrate relationship-building as part of non-instructional days; share results of empathy interviews with school teams

- Continue with Circle of Courage SEL program as piloted at Perley Elementary. Learning session on Circle of Courage offered at August professional learning day.

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

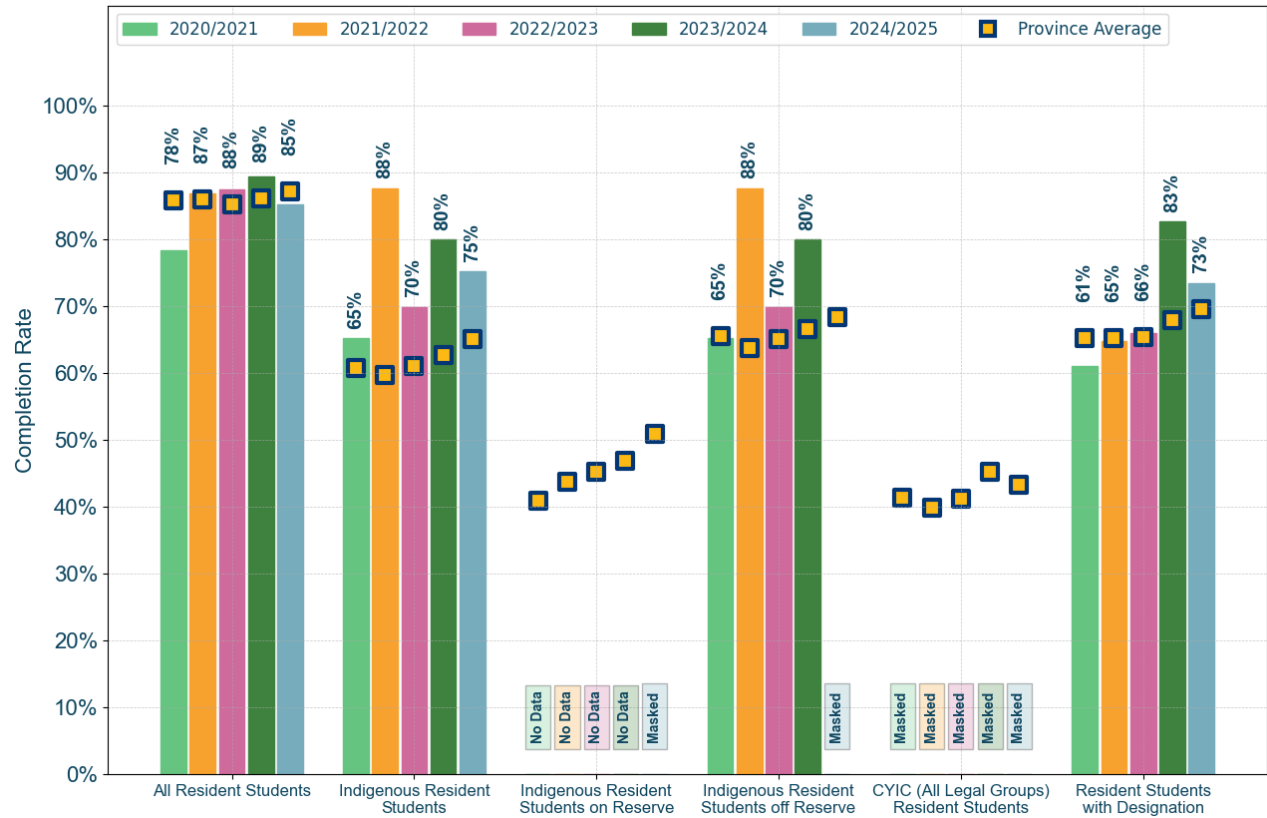
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	110 10	119 10	113 9	113 9	136 12
Indigenous Resident Students	39 4	41 3	34 3	38 3	36 3
Indigenous Resident Students on Reserve	0	0	0	0	Masked
Indigenous Resident Students off Reserve	39 4	41 3	34 3	38 3	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	25 2	25 2	23 2	29 2	34 3

5-Year Completion Rate - Dogwood + Adult Dogwood Boundary



5-Year Completion Rate - Dogwood Boundary



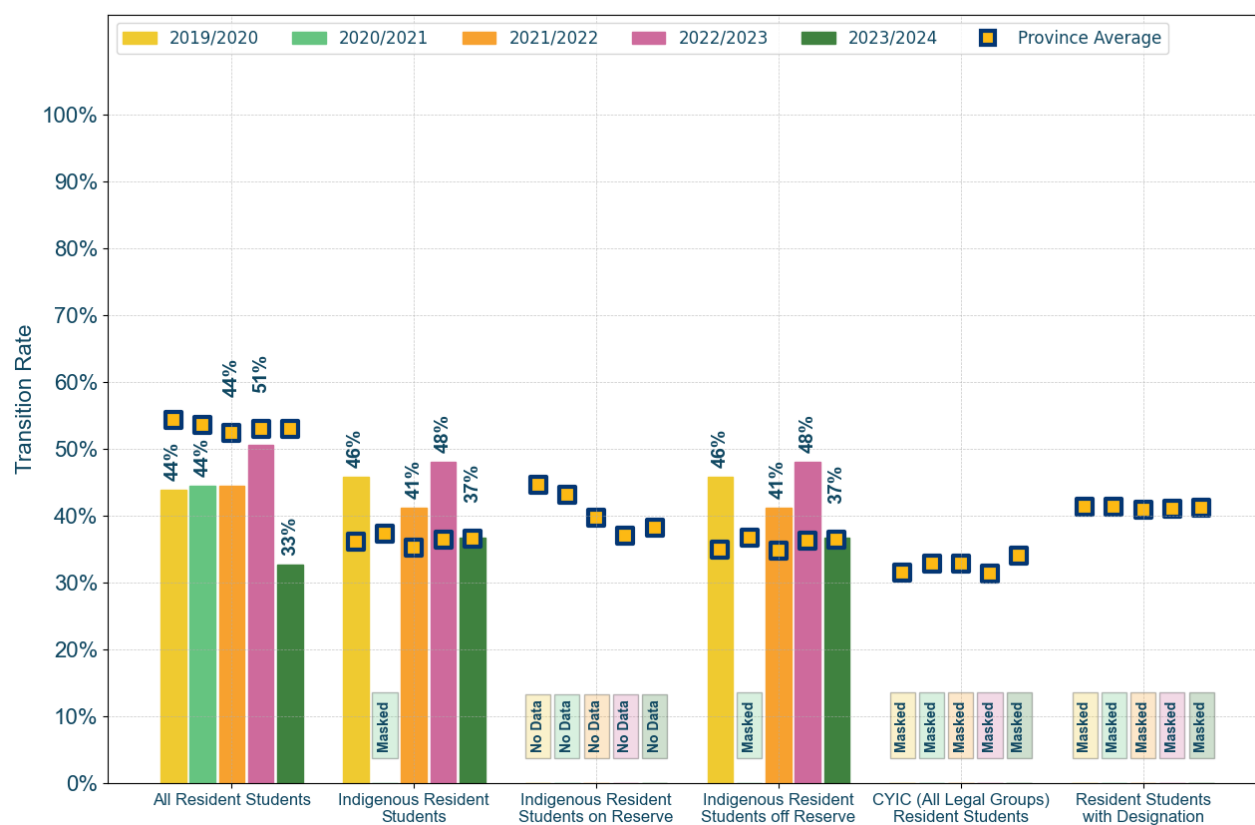
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

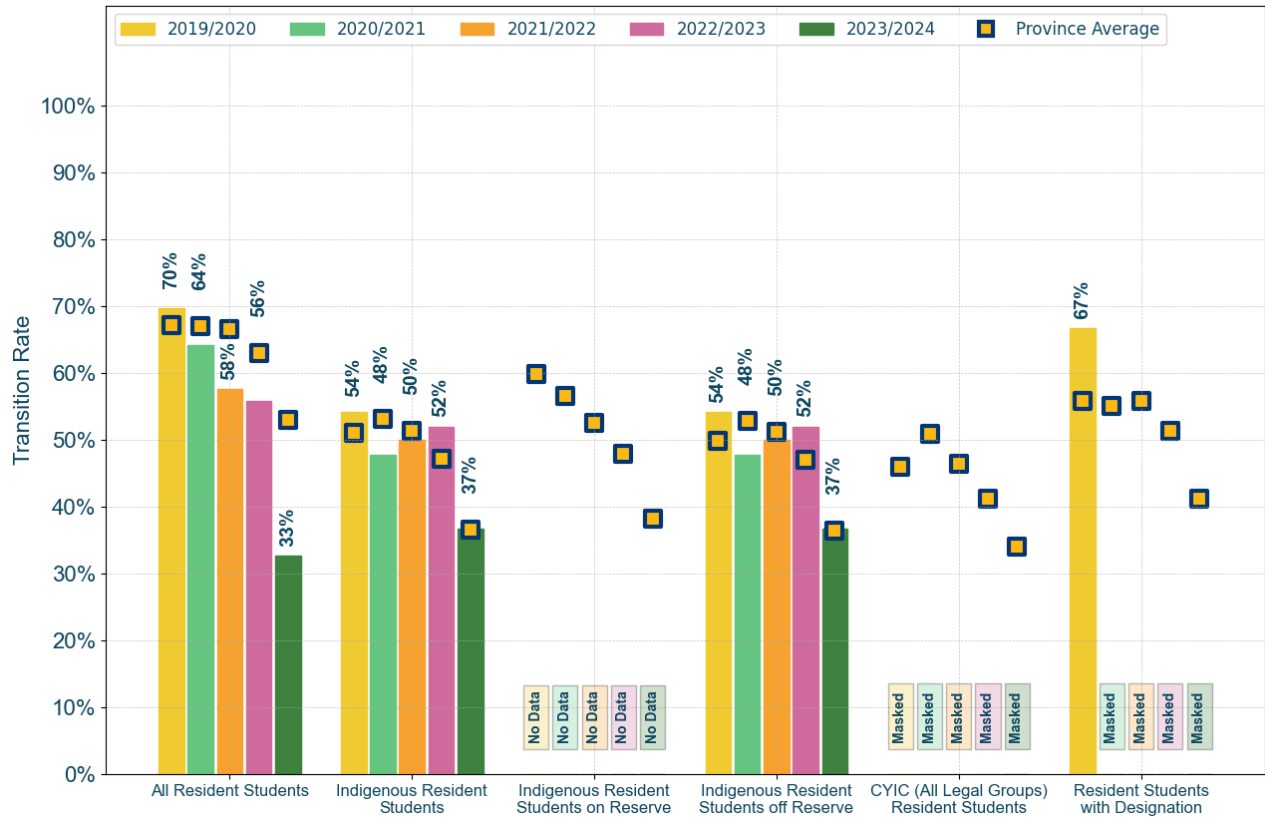
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	89	81	99	95	101
Indigenous Resident Students	24	Masked	34	25	30
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	24	Masked	34	25	30
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 Boundary

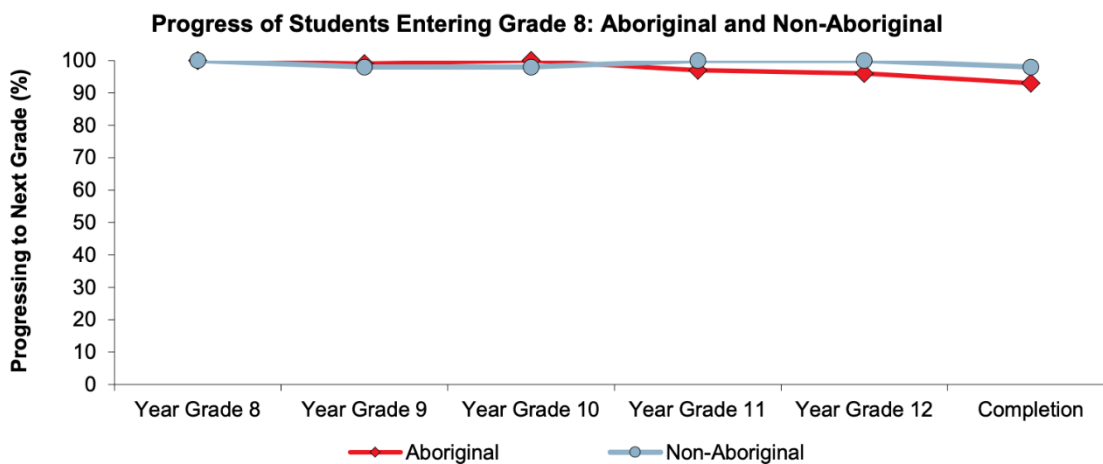


Within 3 Years Transition to Post-Secondary Boundary



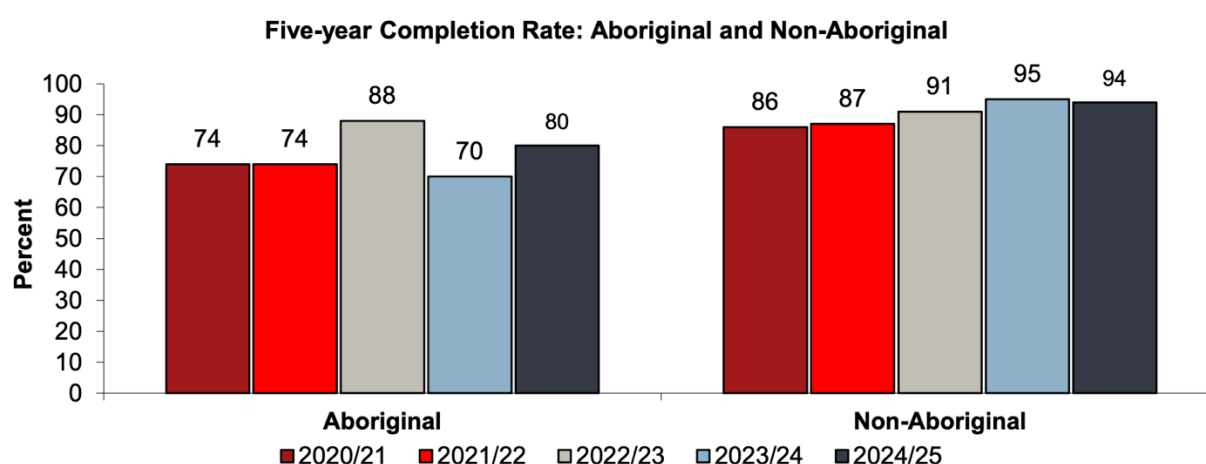
Relevant Additional/Local Data and Evidence

Aboriginal “How Are We Doing?” Report 2024 25



FIVE-YEAR COMPLETION RATE (Dogwood only)

School Year	Aboriginal			Non-Aboriginal		
	Total %	Woman/Girl %	Man/Boy %	Total %	Woman/Girl %	Man/Boy %
2020/21	74	69	80	86	84	89
2021/22	65	72	58	85	90	77
2022/23	88	97	81	86	90	82
2023/24	70	60	81	95	97	93
2024/25	80	80	80	94	100	85



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.

- Five-year completion rates for all students declined in 2024/25. There is a gap for Indigenous learners and students with designations as well.
- A higher percentage of Indigenous students, children and youth in care, and students with designations do not graduate within 5 years and are more likely to have Adult Dogwoods.
- Transition (immediate and within 3 years) to post-secondary continue to be trending down with a significant drop in 2023/24.

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 offering LINKS program at largest secondary school to provide flexibility for students who may traditionally quit school.
- Continue focus on youth in trades programming at both secondary schools
- Professional learning for staff on Universal Design for Learning – access to learning for all students.