



Cariboo-Chilcotin
SD027

Interim Progress Report

September 2026

In Review of Year 2 of 3 of District Plan for Student Success 2024-2027



billy

Approved by Board on September 28, 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:

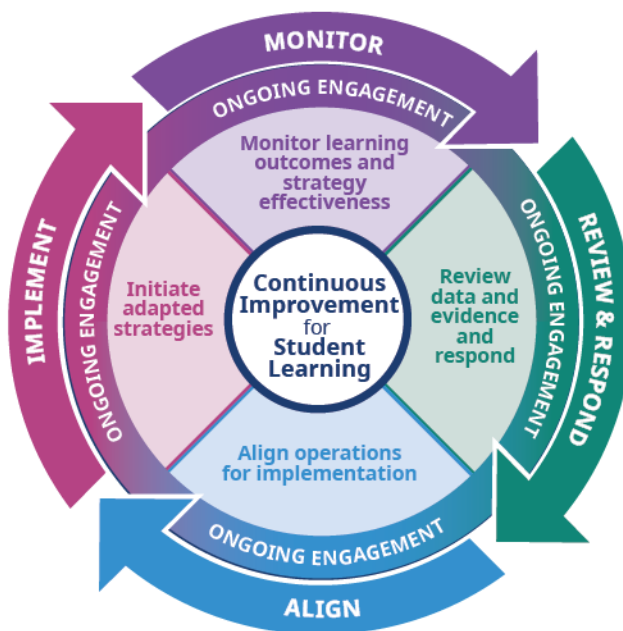
Ministry Note

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.

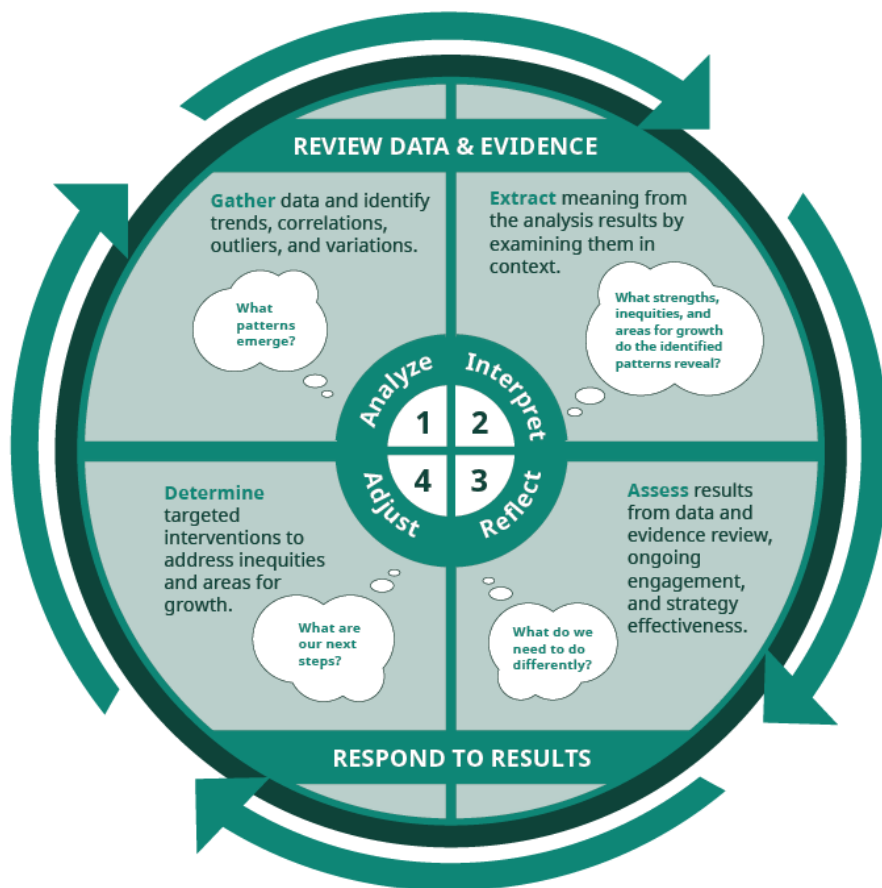
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

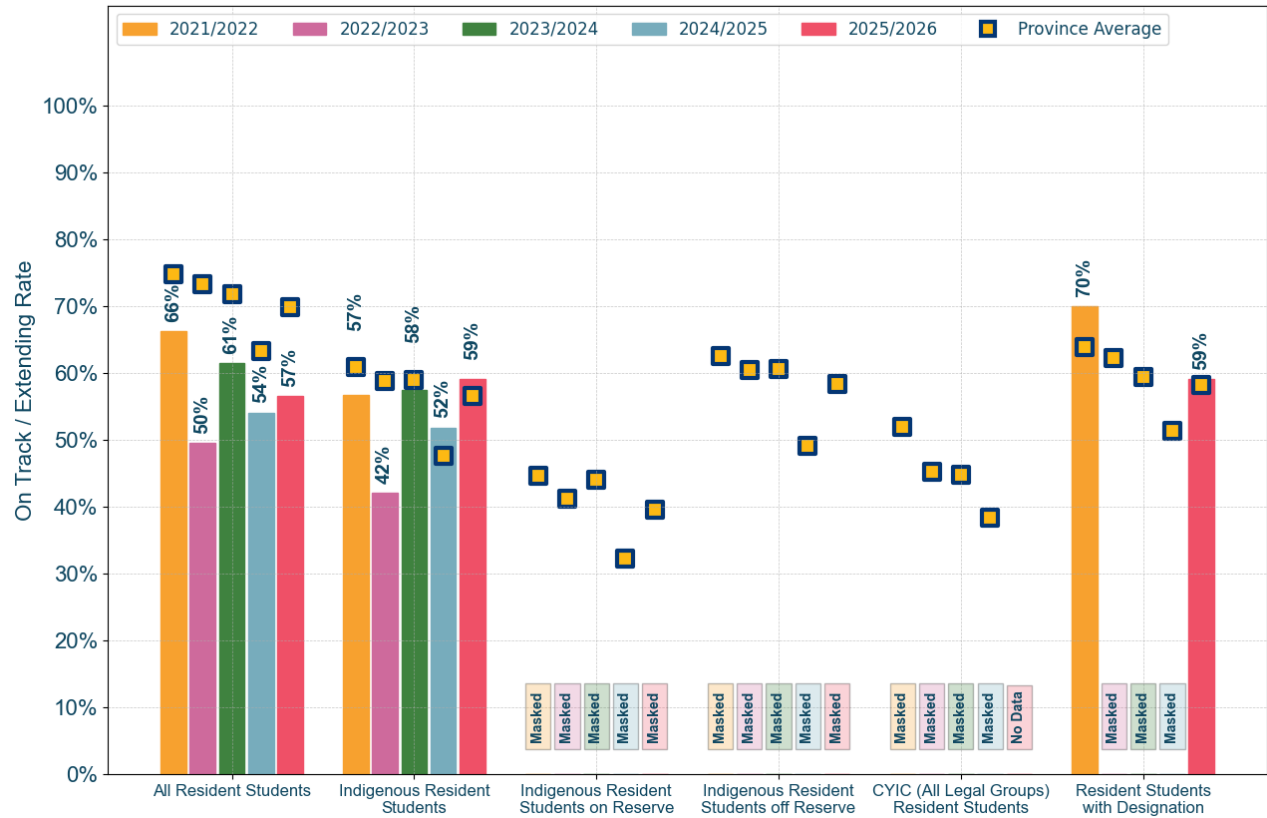
Educational Outcome 1: Literacy

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	363 92%	354 96%	347 92%	324 94%	325 96%
Indigenous Resident Students	135 89%	115 93%	121 93%	114 95%	114 96%
Indigenous Resident Students on Reserve	Masked	Masked	13 85%	14 93%	11 100%
Indigenous Resident Students off Reserve	Masked	Masked	108 94%	100 95%	103 96%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	28 71%	19 68%	21 76%	16 75%	29 76%

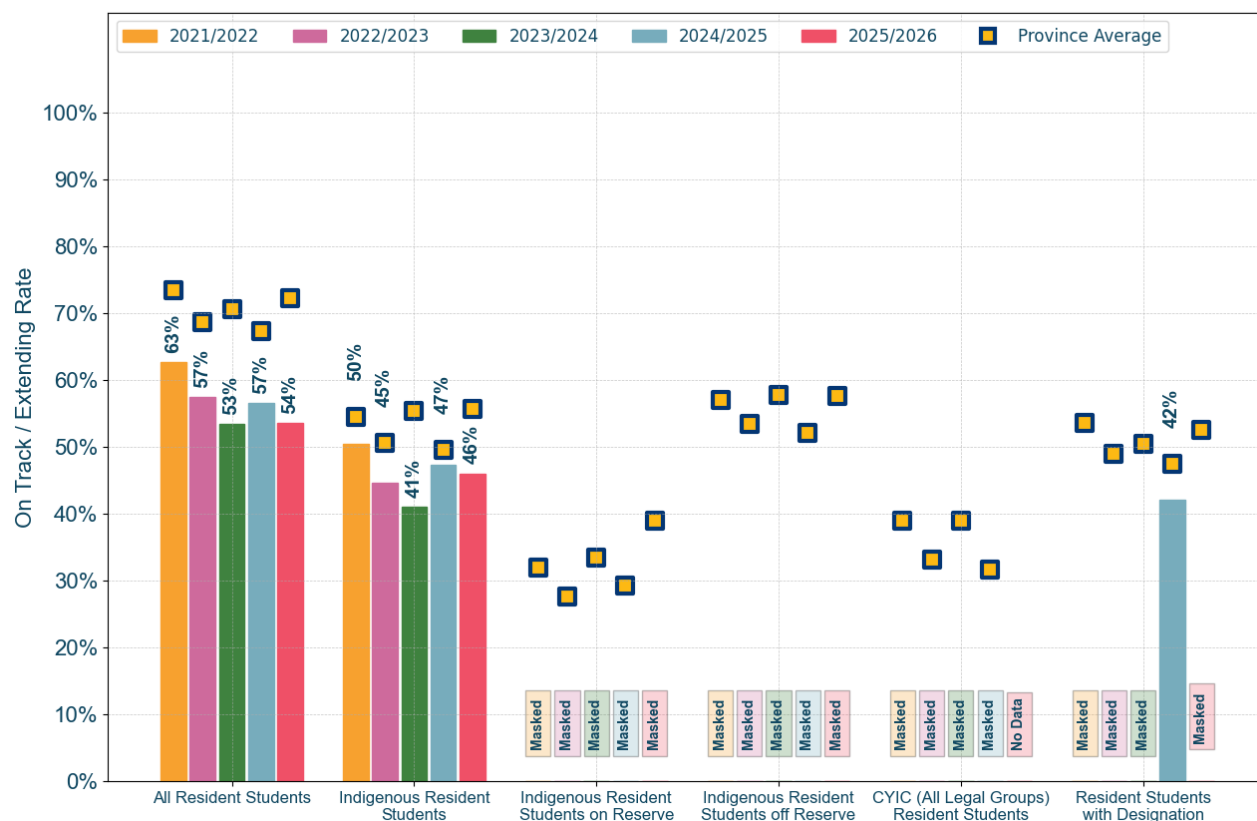
Grade 4 FSA Literacy - On Track / Extending Rate Cariboo-Chilcotin



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	400 96%	350 93%	352 95%	381 95%	385 95%
Indigenous Resident Students	122 96%	121 91%	117 96%	136 93%	124 91%
Indigenous Resident Students on Reserve	25 100%	17 76%	13 92%	20 95%	17 82%
Indigenous Resident Students off Reserve	97 95%	104 93%	104 96%	116 93%	107 93%
CYIC (All Legal Groups) Resident Students	10 100%	Masked	Masked	Masked	0
Resident Students with Designation	37 81%	33 79%	39 87%	47 81%	47 83%

Grade 7 FSA Literacy - On Track / Extending Rate Cariboo-Chilcotin

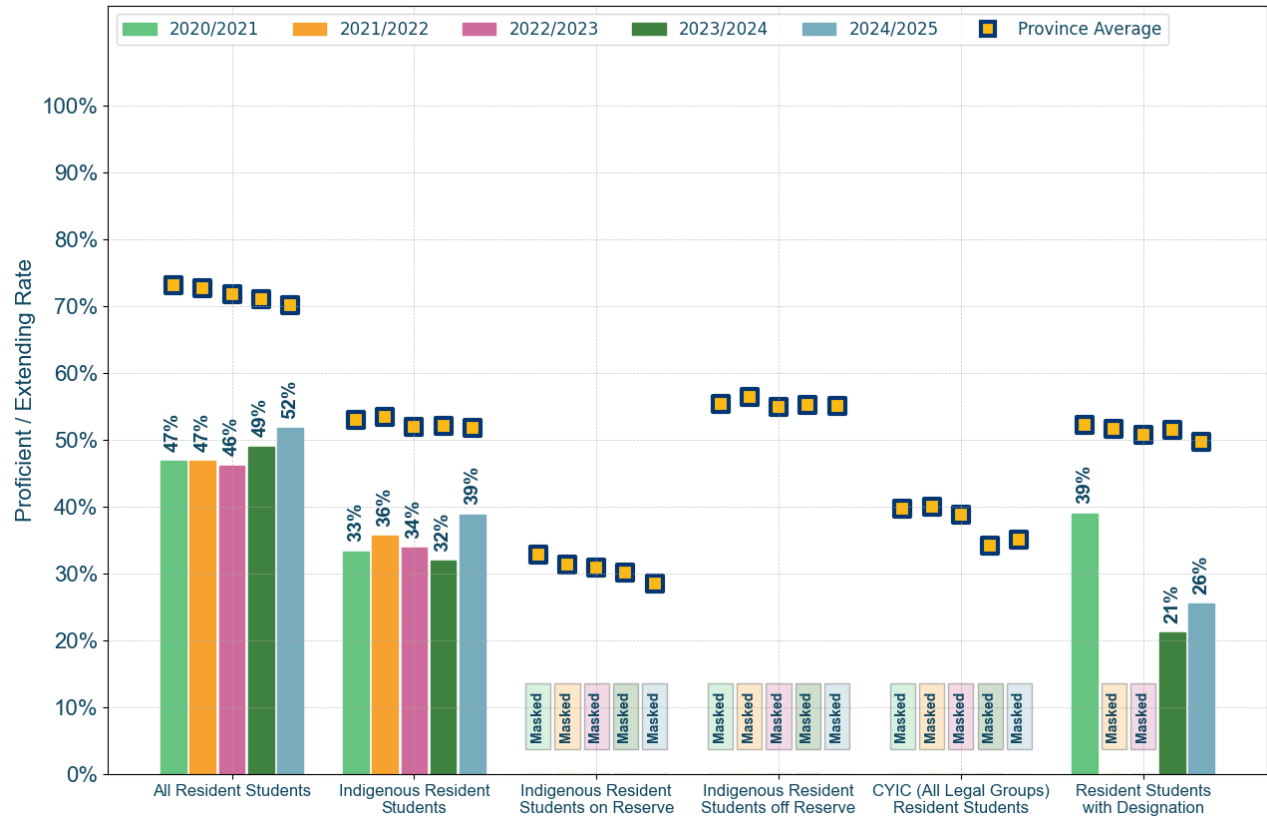


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	349 77%	374 72%	421 81%	398 85%	392 85%
Indigenous Resident Students	125 59%	149 61%	139 71%	143 76%	127 78%
Indigenous Resident Students on Reserve	42 38%	45 44%	42 60%	49 67%	38 68%
Indigenous Resident Students off Reserve	83 70%	104 68%	97 75%	94 81%	89 82%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	43 65%	30 70%	42 67%	57 79%	53 77%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Cariboo-Chilcotin



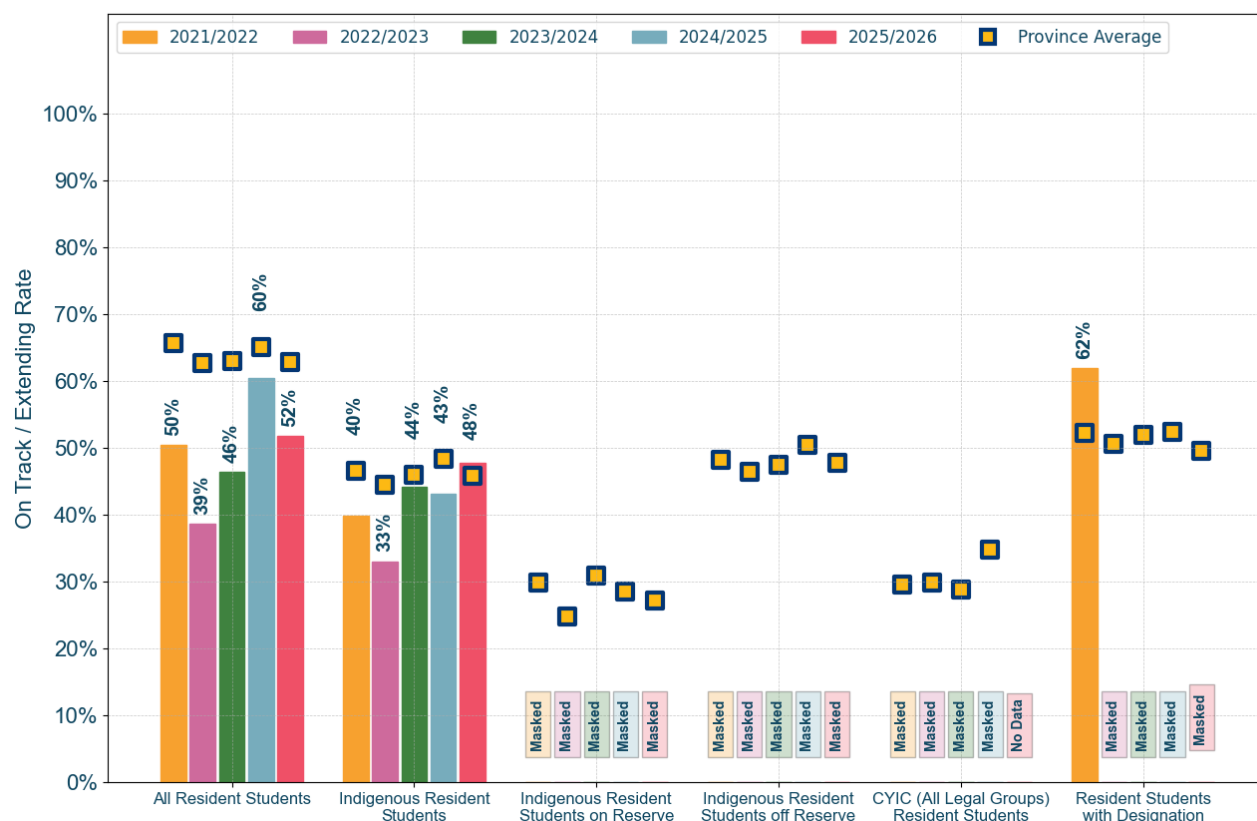
Educational Outcome 2: Numeracy

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	363 93%	354 96%	347 93%	324 94%	325 96%
Indigenous Resident Students	135 91%	115 92%	121 92%	114 96%	114 97%
Indigenous Resident Students on Reserve	Masked	Masked	13 85%	14 100%	11 100%
Indigenous Resident Students off Reserve	Masked	Masked	108 93%	100 95%	103 97%
CYIC (All Legal Groups) Resident Students	10 100%	Masked	Masked	Masked	0
Resident Students with Designation	28 75%	19 79%	21 67%	16 75%	29 76%

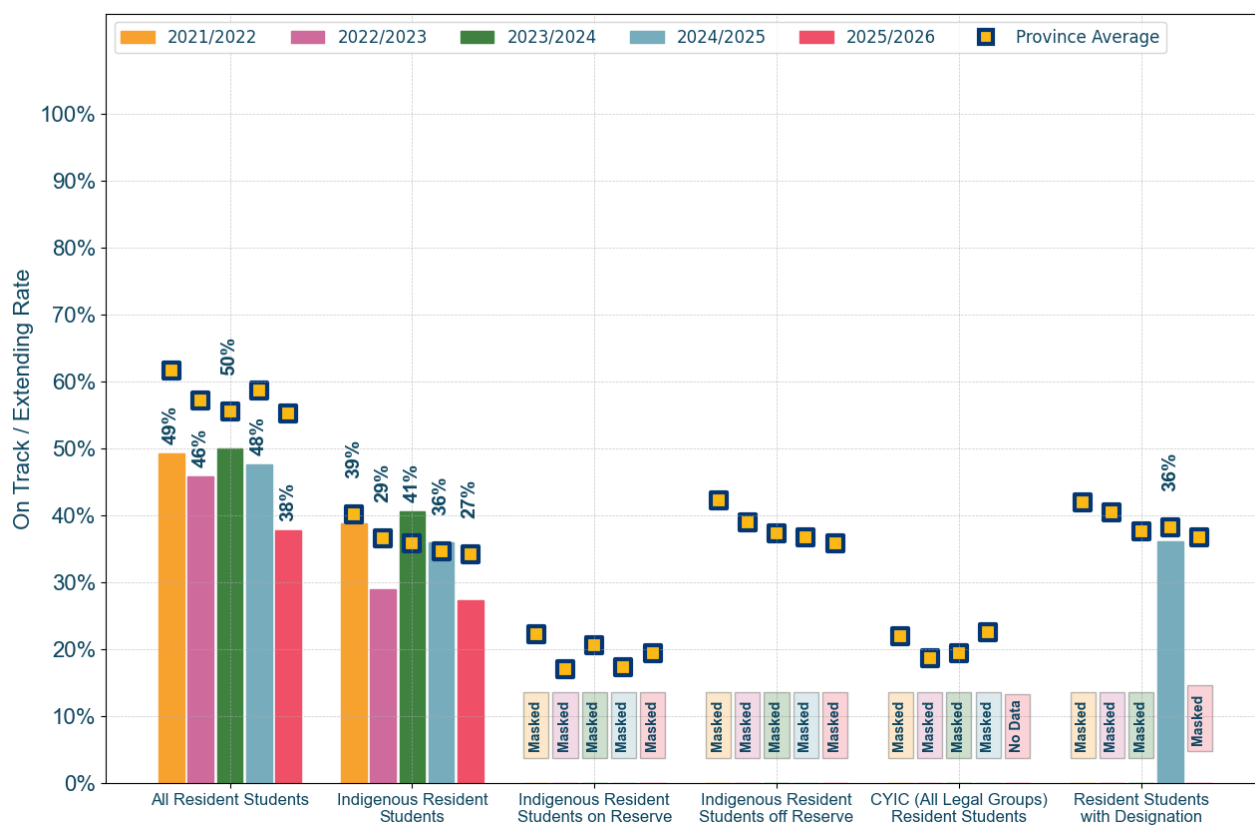
Grade 4 FSA Numeracy - On Track / Extending Rate Cariboo-Chilcotin



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	400 96%	350 92%	352 95%	381 94%	385 92%
Indigenous Resident Students	122 95%	121 88%	117 95%	136 94%	124 89%
Indigenous Resident Students on Reserve	25 96%	17 65%	13 85%	20 95%	17 82%
Indigenous Resident Students off Reserve	97 95%	104 92%	104 96%	116 94%	107 90%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	37 81%	33 79%	39 85%	47 77%	47 77%

Grade 7 FSA Numeracy - On Track / Extending Rate Cariboo-Chilcotin

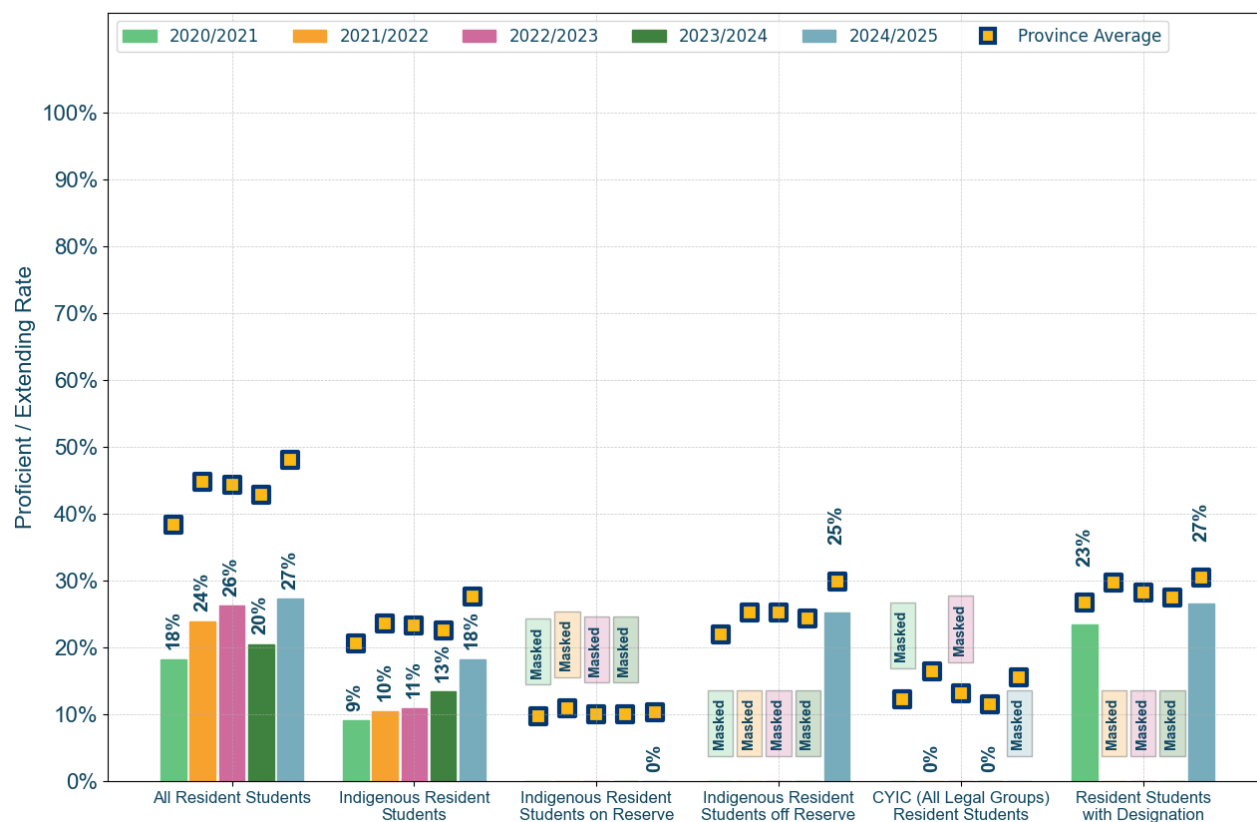


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	351 77%	366 78%	433 82%	398 82%	395 85%
Indigenous Resident Students	128 62%	149 68%	146 70%	144 70%	131 76%
Indigenous Resident Students on Reserve	44 41%	44 55%	43 60%	49 55%	39 64%
Indigenous Resident Students off Reserve	84 73%	105 74%	103 74%	95 78%	92 82%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 85%	Masked
Resident Students with Designation	45 49%	30 70%	42 67%	57 75%	54 80%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Cariboo-Chilcotin

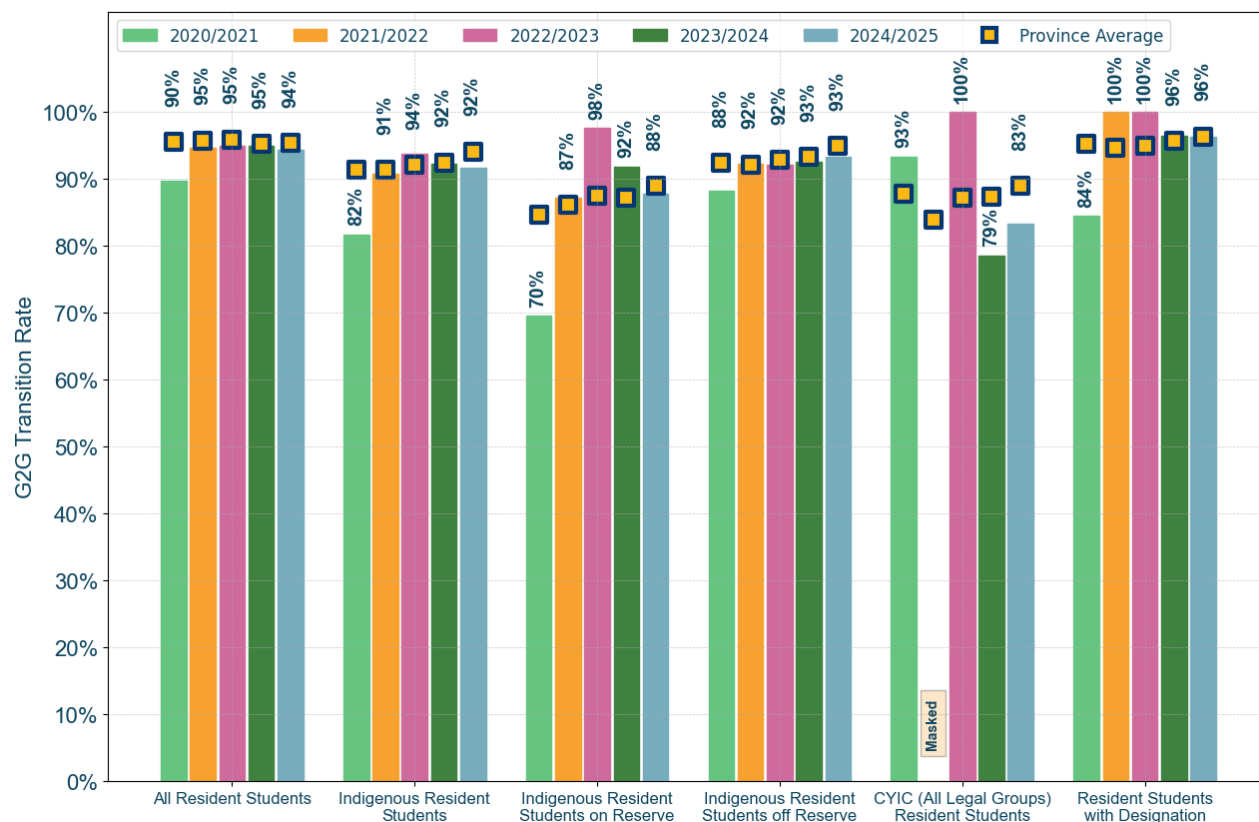


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	361	374	431	401	394
Indigenous Resident Students	131	151	143	143	131
Indigenous Resident Students on Reserve	46	47	42	49	41
Indigenous Resident Students off Reserve	85	104	101	94	90
CYIC (All Legal Groups) Resident Students	15	Masked	11	14	12
Resident Students with Designation	45	31	43	57	53

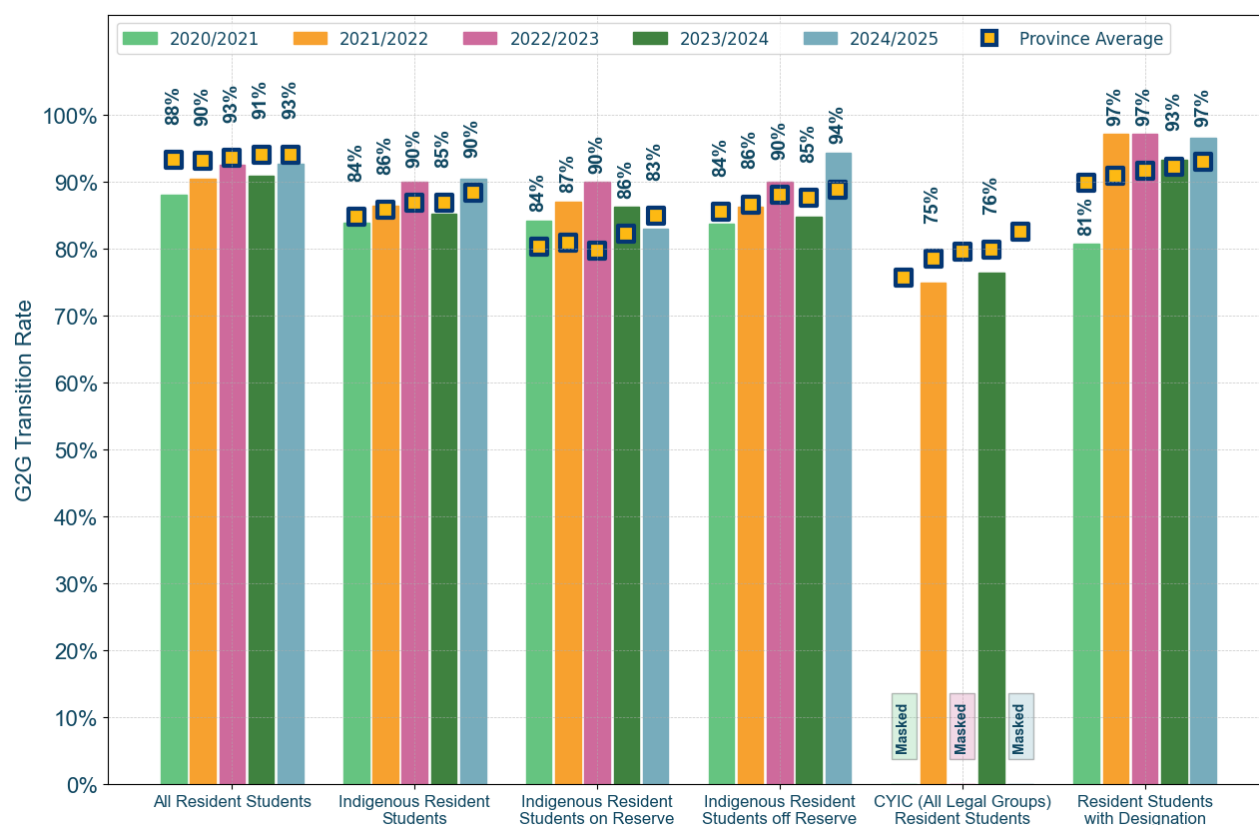
Grade 10 to 11 Transition Rate Cariboo-Chilcotin



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	362	347	378	426	374
Indigenous Resident Students	118	111	151	143	136
Indigenous Resident Students on Reserve	38	31	50	51	47
Indigenous Resident Students off Reserve	80	80	101	92	89
CYIC (All Legal Groups) Resident Students	Masked	16	Masked	17	Masked
Resident Students with Designation	52	35	35	45	58

Grade 11 to 12 Transition Rate Cariboo-Chilcotin



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?

- **Participation in provincial assessments continues to strengthen.** FSA participation rates for all students in 2025-2026 were 96% in both Grade 4 Literacy and Numeracy, and 95% and 92% respectively in Grade 7 Literacy and Numeracy. Indigenous student participation in Grade 4 Literacy increased from 89% to 96%, with 100% of Indigenous students living in community completing the assessment. Participation among Indigenous students in community was lower in Grade 7 Literacy at 82%. Participation in the Grade 10 Graduation Literacy and Numeracy Assessments, at 85%, has not yet reached the district's expectation but has steadily improved from 72% and 77% respectively in 2021-2022. Ensuring broad participation is an important equity measure, as representative results provide a clearer picture of student achievement and areas requiring support. As participation has increased, the district has seen several areas of growth alongside continuing opportunities for improvement.
- **Literacy results show gradual improvement, although achievement remains below provincial levels in several areas.** Grade 4 Literacy FSA results for all students have fluctuated over the past five years, increasing to 57% meeting expectations in 2025-2026 from 54% the



[Grounding Our Primary Literacy Instruction](#)

previous year. While still below the provincial average overall, Indigenous students achieved 59%, exceeding the provincial average for that group. Grade 7 Literacy results have remained relatively stable, ranging between 53% and 57% for all students since 2022-2023, with Indigenous students achieving 46% in the most recent year. Results on the Grade 10 Graduation Literacy Assessment have improved modestly while provincial results have declined slightly; however,

district performance remains below the provincial average. Indigenous students meeting expectations increased to 39%, up from 32% the previous year. These results indicate gradual progress while highlighting the need for continued focus on literacy achievement across all grade levels.

- **Numeracy results demonstrate encouraging progress over time.** Grade 4 Numeracy FSA results have varied from year to year but show an overall gradual upward trend. Results for

Indigenous students increased by five percentage points from the previous year, slightly above the provincial average. Grade 7 Numeracy FSA results declined in 2024-2025, consistent with a provincial decline, although the decrease was greater in the district than BC. Results on the Grade 10 Graduation Numeracy Assessment have shown improvement over time, including five percentage point gains for both all students and Indigenous students in 2024-2025, the most recent year for which results are available. Results are improving but have significant room for growth.

- **Grade-to-grade transition rates remain strong and continue to improve overall.** Transition to Grade 12 for Indigenous students as a whole, Indigenous students living out of community, and students with designations exceeds the provincial average. Strong transition rates indicate that students are remaining engaged in the school system, providing ongoing opportunities to support learning, well-being, and successful completion. Further attention is needed to support Indigenous students living in community and the small cohort of children and youth in care during the graduation years, where transition rates indicate opportunities for additional focus and support.

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.

- **School planning processes have again been strengthened** through the identification of universal, targeted, and intensive literacy and numeracy interventions aligned with the specific needs of student groups and individual learners. The district's data warehouse and dashboards are available to principals and teachers, providing access to common student data sets that support evidence-informed decision-making, monitoring of progress, and enhanced collaboration across schools. Enhanced school plan templates are now pre-populated with data to support principal time spent engaging staff in professional conversation about the information. Principals will meet with senior staff mid year to review plan progress.
- **Assessment practices continue to expand and improve.** Literacy screening has been extended to Grade 3 aligned with provincial expectations, and additional fluency and comprehension assessments will be introduced this year for students in Grades 4 to 7. These tools will strengthen schools' ability to identify student needs early, select appropriate interventions, and monitor their effectiveness as part of the school improvement planning

cycle. A dedicated district helping teacher will support classroom teachers with implementation and planning from results.

- **Numeracy learning rounds will continue to build instructional capacity across the district.** This year, learning rounds with numeracy specialist Carol Fullerton will focus more on Grades 4 to 7, building on the positive progress achieved in the primary years. The learning rounds will support consistent implementation of the Coast Mountain Numeracy Assessment, which has seen increased use over the past two years, and will help educators plan responsive instructional next steps based on assessment results.



Grade 7 Numeracy Team [Making It Count](#)

- **Improving participation and achievement on the Grade 10 Graduation Literacy and Numeracy Assessments remains a district priority.** Schools will be provided with a new tracking system to monitor student participation in both the Fall and Spring assessment session to ensure no one is missed. In addition, cross-curricular and cross-grade literacy and numeracy teams at each secondary school will support greater alignment between classroom instruction and assessment expectations, helping to improve both participation rates and student outcomes.

See our [Instructional Capacity](#) and [Place-Based Learning](#) Key Focus Area Success Stories

Human and Social Development

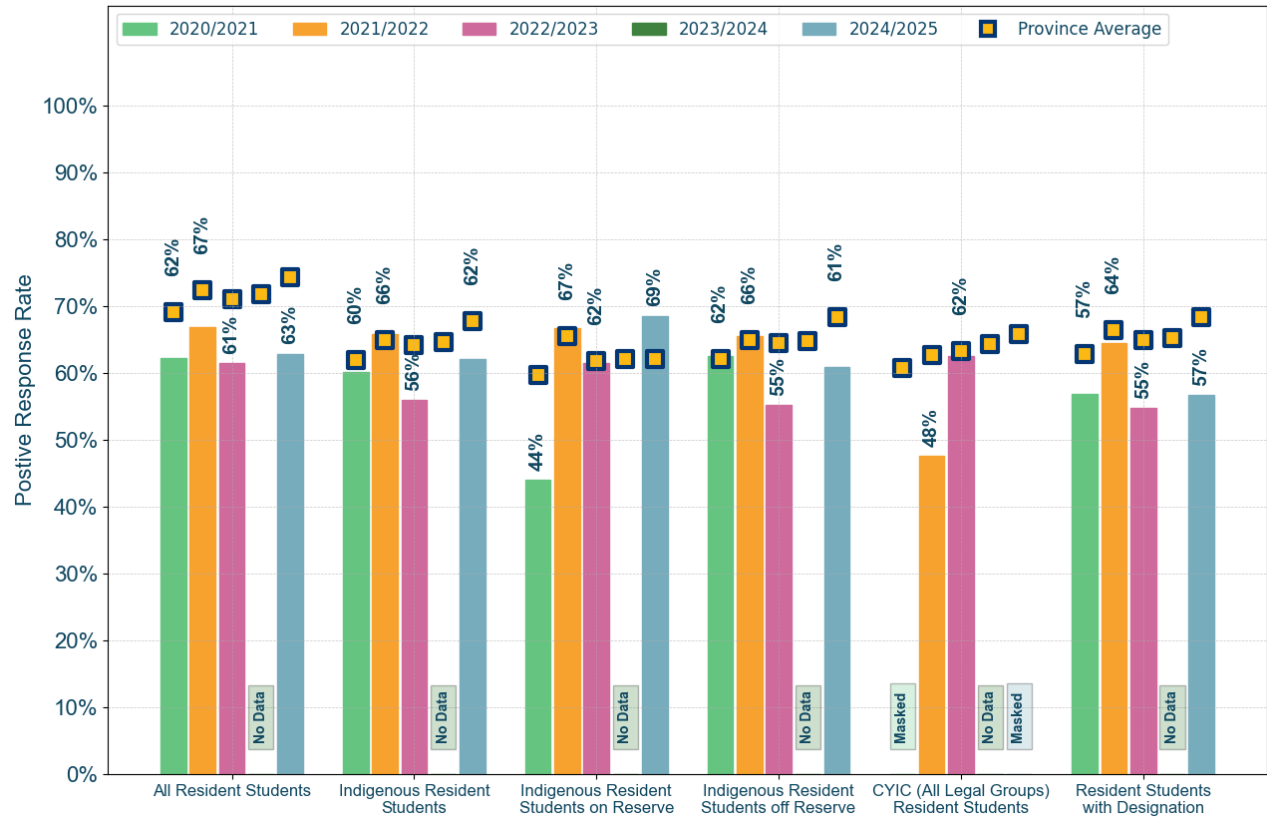
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

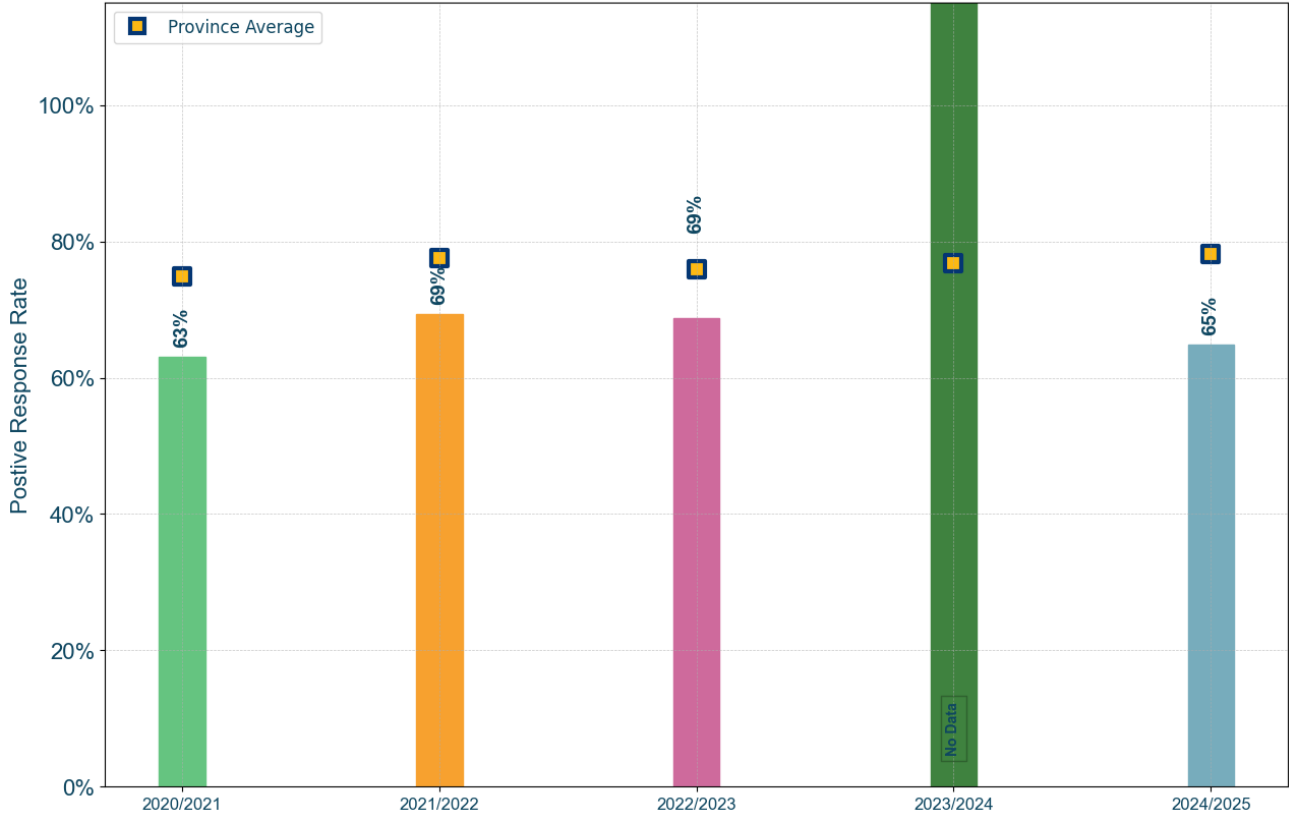
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1008 69%	1119 84%	1122 78%	Masked	1087 62%
Indigenous Resident Students	343 56%	403 78%	376 70%	Masked	381 60%
Indigenous Resident Students on Reserve	75 36%	83 70%	65 55%	Masked	76 47%
Indigenous Resident Students off Reserve	268 62%	320 80%	311 74%	Masked	305 63%
CYIC (All Legal Groups) Resident Students	28 54%	30 73%	26 65%	34 0%	27 44%
Resident Students with Designation	105 55%	96 73%	95 72%	Masked	115 57%

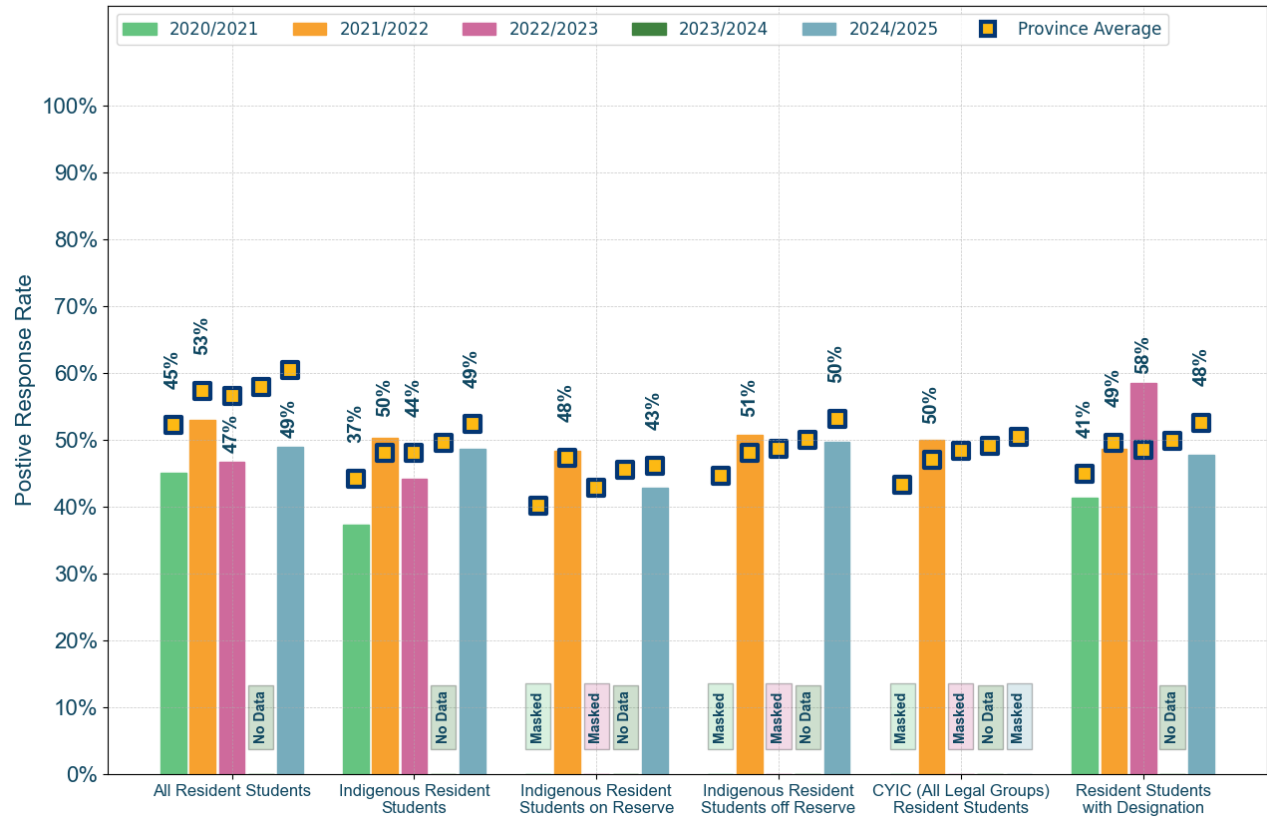
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Cariboo-Chilcotin



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

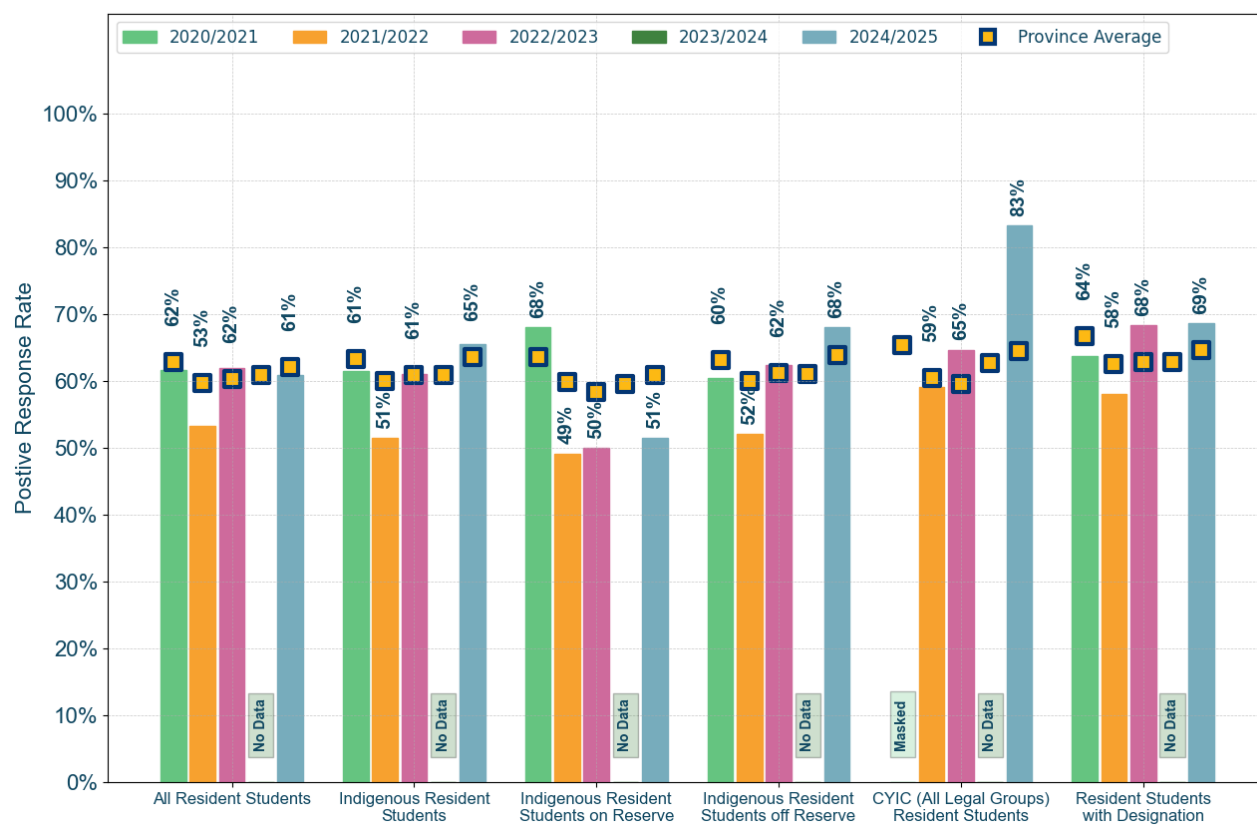


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Cariboo-Chilcotin



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
Cariboo-Chilcotin



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?

- **The Human and Social Development data requires careful interpretation.** Trend analysis is limited by a missing year of district data and the masking of several data points due to small student populations in the BC Student Learning Survey. Despite these limitations, several notable results emerged in 2024-2025. The percentage of students reporting that they feel welcome at school remained stable at 63%, consistent with the district average across the four years of available data. Indigenous students living in community reported a higher sense of feeling welcome at 69%, exceeding both the district and provincial averages. Sense of belonging results were below provincial levels overall. Positive responses related to having two or more adults at school who care about students were at or above the provincial average for all groups except Indigenous students living in community.
- **Local student voice data provides encouraging evidence of strong relationships between students and staff.** In the 2025-2026 district student self-reflection survey for Grades 3 to 12, 94% of students reported that at least one adult at school cares about them, 85% reported having two or more caring adults, and 49% reported having four or more. Among the 26 students identified as children and youth in care (CYIC), 85% also reported having two or more caring adults at school; however, this group also had a higher percentage of students reporting no caring adult connections at school (11%). First Nations students living in community reported strong connections, with 88% indicating they have two or more caring adults at school; 90% of students with designations responded positively on the same measure.
- **Student perceptions of safety remain an area for continued attention.** In 2024-2025, the percentage of students reporting on the BC Student Learning Survey that they feel safe at school declined by four percentage points from the previous available survey cycle to 65%. At the same time, the 2024-2025 Cariboo-Chilcotin School Community and Climate Review conducted by Safer Schools found that 70% of students in Grades 6 to 12 reported feeling safe at school frequently or extremely often, while an additional 21% reported feeling somewhat safe. The positive responses of all and most of the time for feeling safe at school were 77% on the District Student Self-Reflection Survey for Grades 3 to 12 in 2024-2025. These findings provide important insight into student experiences. The recommendations arising from the



Morning Welcome

review inform a comprehensive district action plan that includes more than 60 strategies to strengthen school safety, belonging, and well-being.

- **Attendance continues to be one of the district's most important indicators of student connection and engagement and necessary condition for success.** In 2024-2025, 38% of students attended school for 90% or more of the year. While this remains far below desired levels, it represents an improvement of three percentage points from 2023-2024 and eight percentage points from 2022-2023. Sustained improvements in attendance are critical, as regular school participation is foundational to students benefiting from enhanced instruction, intervention supports, and services that are being implemented across the district.



Now what?

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

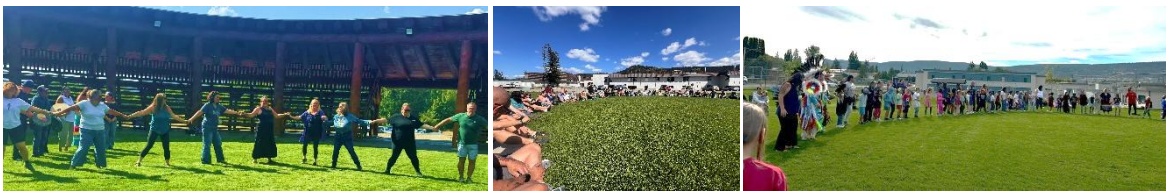
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

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.

- **The district has implemented a local student self-reflection survey for students in Grades 3 to 12, providing valuable and timely insight into student well-being, belonging, and engagement.** Schools have immediate access to results through interactive dashboards that allow staff to disaggregate and filter data by student groups and individual learners. This enables more targeted supports, personalized planning, and evidence-informed decision-making. The survey provides schools with actionable information that directly informs Human and Social Development goals within School Plans for Student Success. Principals are using this information and this year school-based teams (SBT) will be supported to use it in their work with individual students and families.
- **Strengthening supports for Children and Youth in Care remains a district priority.** District leadership will continue to seek provincial support to establish a level of collaboration with the Ministry of Children and Family Development (MCFD) that has not yet been achieved. Key priorities include secure data-sharing processes, coordinated information exchange, and collaborative monitoring and planning for individual children and youth in care between schools and MCFD to ensure timely and responsive supports.
- **The district will continue to deepen collaboration with local First Nations communities.** District leadership will work directly with First Nation Communities with Local Education Agreements to establish more of the working relationship and processes that have been successful in recent years (data sharing and ongoing district supported meetings with

school principals and First Nation Education Coordinators to review and support individual students.)

- **Professional learning and leadership development will continue to model the educational experiences we aim to provide for students.** Principal meetings, staff learning opportunities, district protocols, and professional development sessions are intentionally designed around the values and practices we seek to foster throughout the system. Ongoing adult learning in the First Peoples Principles of Learning through local Indigenous-led teachings, Compassionate Systems approaches, and outdoor experiential learning is embedded across district activities. The expectation is that these approaches will be reflected in classrooms and schools so that students experience the same sense of connection, belonging, and engagement that educators are developing through their own learning.



Symmetry: Starting the Year in a Good Way with [Leadership](#) and [Staff](#) and [Students and Families](#)

- **Improving attendance remains a key district focus.** Schools have been implementing strategies from the FNEsc Attendance Toolkit, and attendance has been identified as a specific target area within School Plans for Student Success. Attendance dashboards support ongoing monitoring and planning at both the school and district levels. In addition, the district's [Super Attendance recognition program](#) celebrates students who achieve 90% or better attendance each month and year to date or improve their attendance by 10% or more from the previous month. To further support these efforts, the district will launch a public attendance campaign aimed at building family and community awareness of the importance of regular school attendance and encouraging collective support for student success.

See our [Safe, Caring, and Inclusive Learning Communities](#) and [Indigenous Learning and Culture](#)
Key Focus Area Success Stories

Career Development

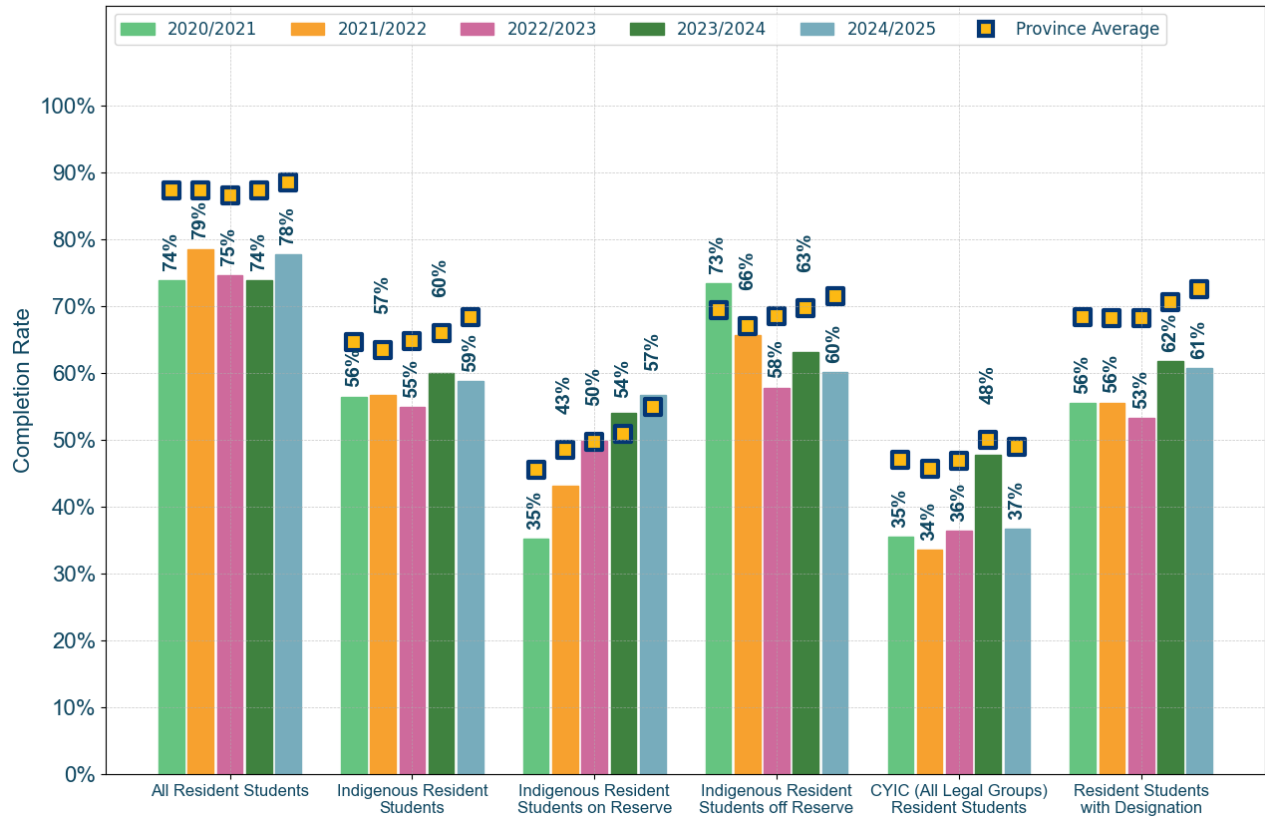
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

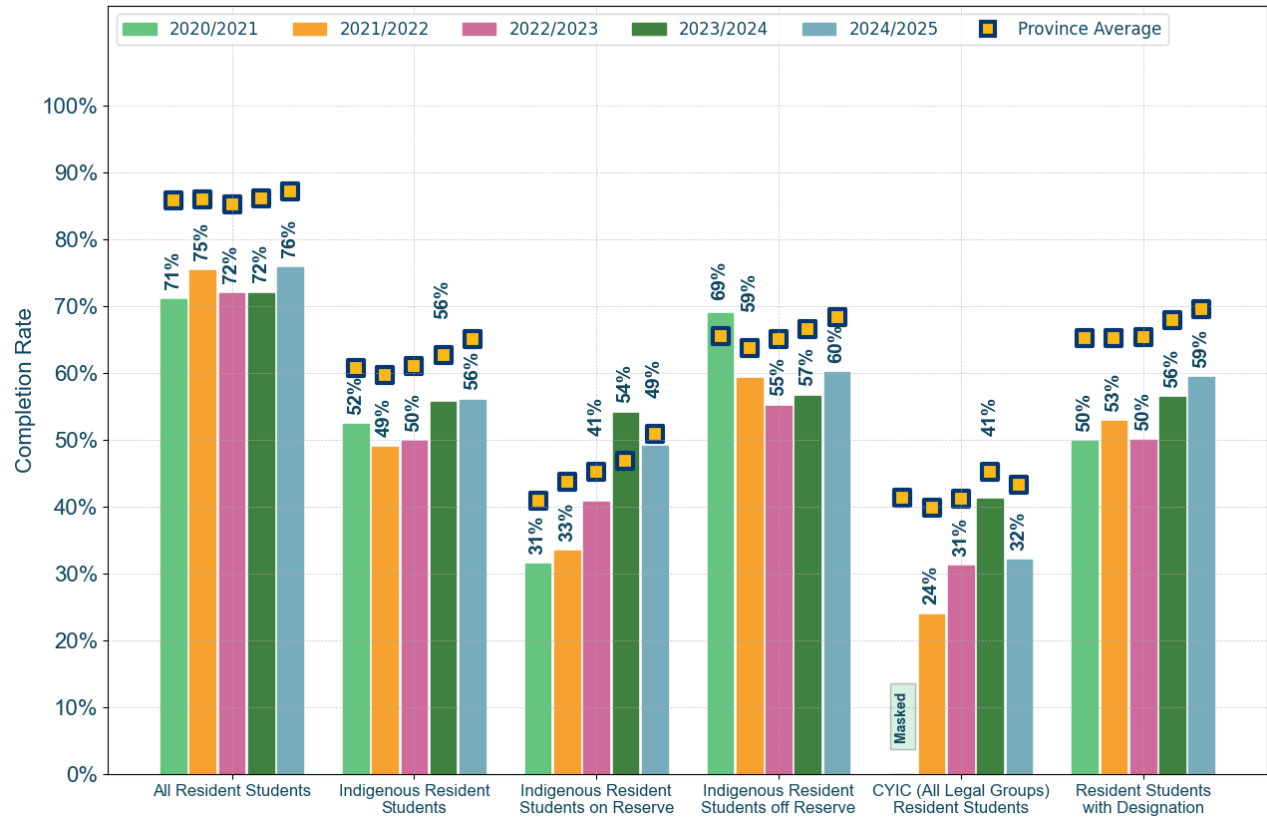
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	384 32	417 42	376 34	411 40	457 42
Indigenous Resident Students	134 12	144 15	132 14	159 17	157 16
Indigenous Resident Students on Reserve	60 6	58 7	50 6	57 7	60 7
Indigenous Resident Students off Reserve	74 6	86 8	82 8	102 10	97 9
CYIC (All Legal Groups) Resident Students	31 3	47 5	43 5	52 6	49 5
Resident Students with Designation	57 5	80 8	66 6	63 6	84 8

5-Year Completion Rate - Dogwood + Adult Dogwood Cariboo-Chilcotin



5-Year Completion Rate - Dogwood Cariboo-Chilcotin



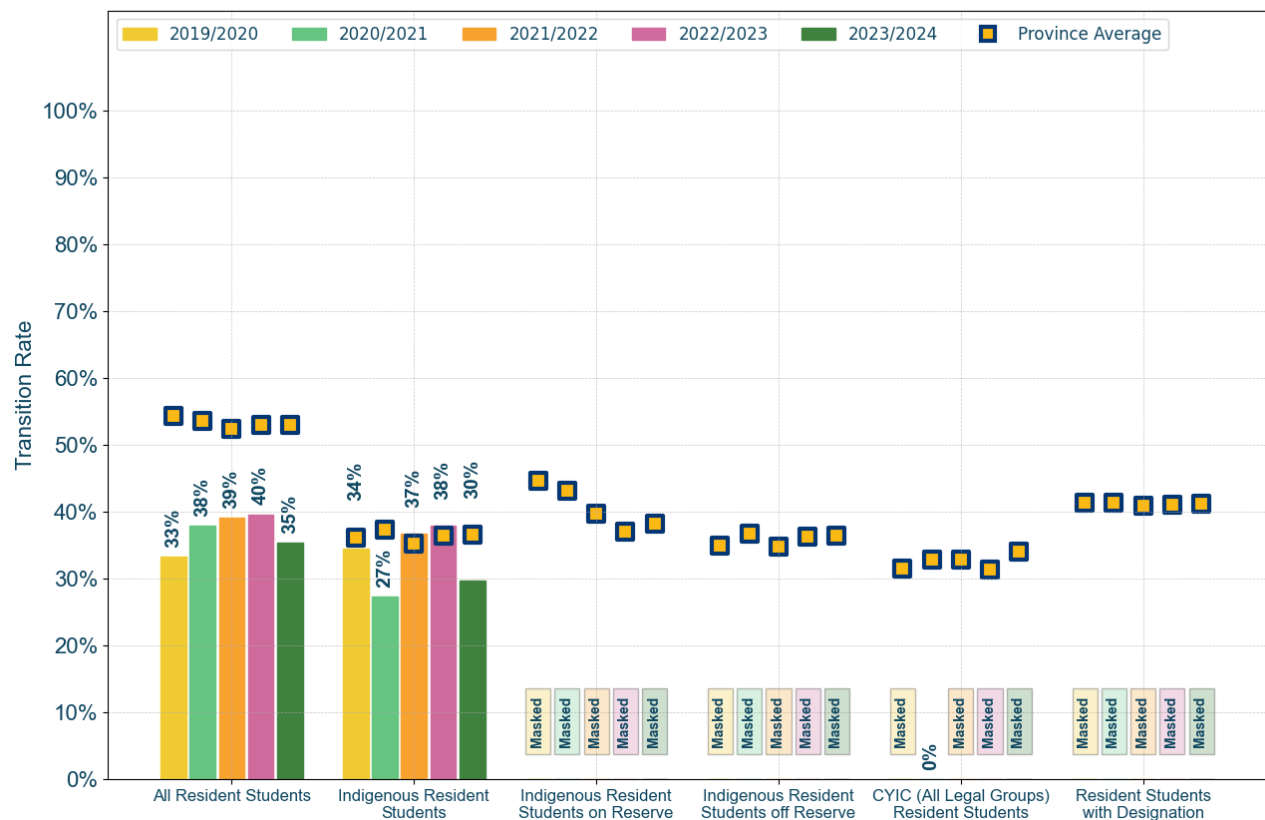
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

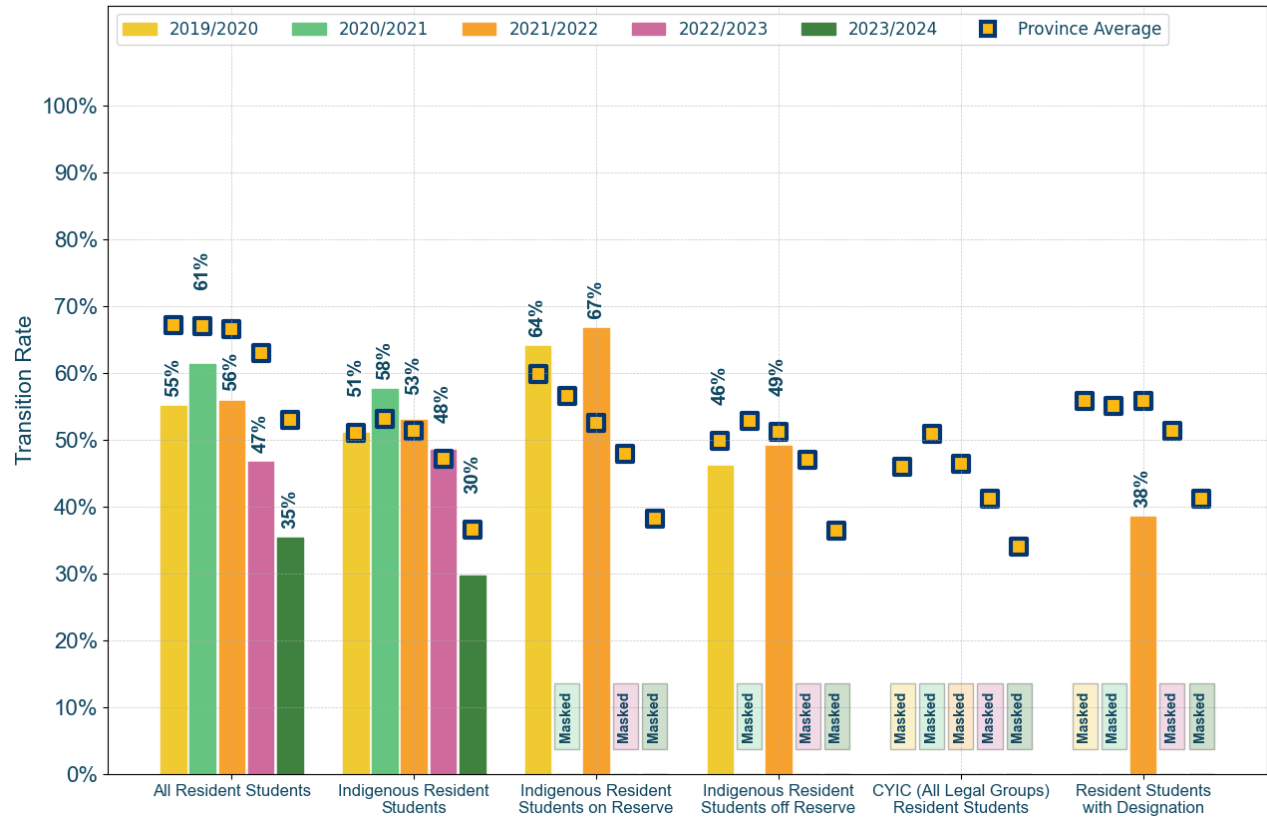
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	256	267	297	255	283
Indigenous Resident Students	90	66	68	66	84
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	10	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Cariboo-Chilcotin



Within 3 Years Transition to Post-Secondary Cariboo-Chilcotin



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?

- **Five-year completion rates have remained relatively stable while demonstrating an overall positive trend.** Although results have fluctuated from year to year, the district's five-year completion rate increased from 74% to 78% over the reporting period. Indigenous students have shown modest improvement overall, while Indigenous students living in community have demonstrated significant gains, increasing by 22 percentage points to 59%, slightly above the provincial average. Results for Indigenous students living outside community have declined during the same period. Children and youth in care (CYIC) continue to have the lowest completion rates among student groups, highlighting the need for continued targeted support. Students with designations have shown encouraging progress, with graduation rates improving in each of the past two years.
- **When Adult Dogwood graduates are excluded, completion results indicate broader improvement across student groups.** Adjusted results show positive trends over time for all students, Indigenous students, Indigenous students living in community, Children and Youth in Care, and students with designations. Indigenous students living outside community demonstrate a slight overall improvement when viewed across the five-year period, despite a significant spike in results during 2021-2022 that impacts the trend line. There was a larger number of Indigenous students living in community in 2024-2025 who graduated in the adult program due to their individual circumstances, but overall there has been a reduction in the difference between the Dogwood and Adult Dogwood to 2% for all students as the district is intentional about pathways with the greatest opportunities for students. .
- **Post-secondary transition data is more difficult to interpret due to extensive masking of results.** Nineteen of the thirty data points related to immediate transition to post-secondary education are masked because of small student populations. Among the available data, the district shows a slight increase in immediate transition rates over the five-year period despite a decline in the most recent year. However, district results remain well below the provincial



Class of 2026

average. Approximately half of the data points for transition to post-secondary within three years are also masked. Available results indicate a notable decline over time in both district and provincial transition rates, suggesting a broader trend that warrants continued monitoring and further exploration.



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.

- **Improving completion rates remains a key district priority.** During the coming year, senior district leadership will meet quarterly with each secondary school to review the graduation status of every Grade 12 student. These reviews will focus on identifying students and student groups at risk of not completing graduation requirements and ensuring that targeted supports, interventions, and plans are in place to improve successful completion.
- **The district is strengthening monitoring and communication processes to support student success in the graduation program.** Automated alerts have been established to notify district staff and the First Nation Education Coordinator where appropriate whenever a student's graduation program status changes. In addition, the district is developing a formal process to ensure written informed consent is obtained for any program changes that would result in a student pursuing an Adult Dogwood pathway.
- **Understanding students' post-secondary pathways will be a focus for continuous improvement.** This year, the district will establish a baseline of exit-plan data for graduating students as they leave Grade 12. Collecting and analyzing this information will provide a clearer picture of post-secondary destinations and transitions, supporting future planning, targeted interventions, and strategies to increase successful transitions to post-secondary education, training, and employment.



See our [Collective Responsibility](#) Key Focus Area Success Stories

[Career Exploration](#)