

SD22

ENHANCING STUDENT LEARNING REPORT

September 2025



Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

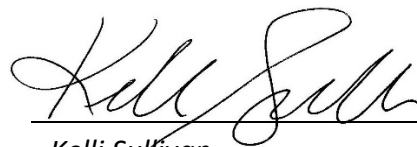
In Review of Year 2024-25 of the SD22 Strategic Plan, 2022-2027

Approved by the Board on September 17, 2025



Karla Mitchell

Superintendent of Schools



Kelli Sullivan

Chair, Board of Education

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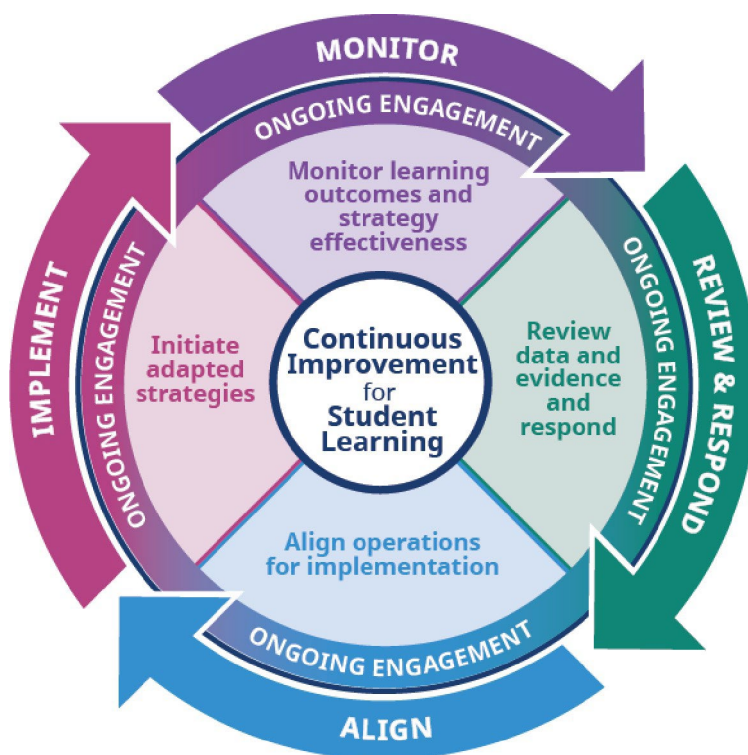
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

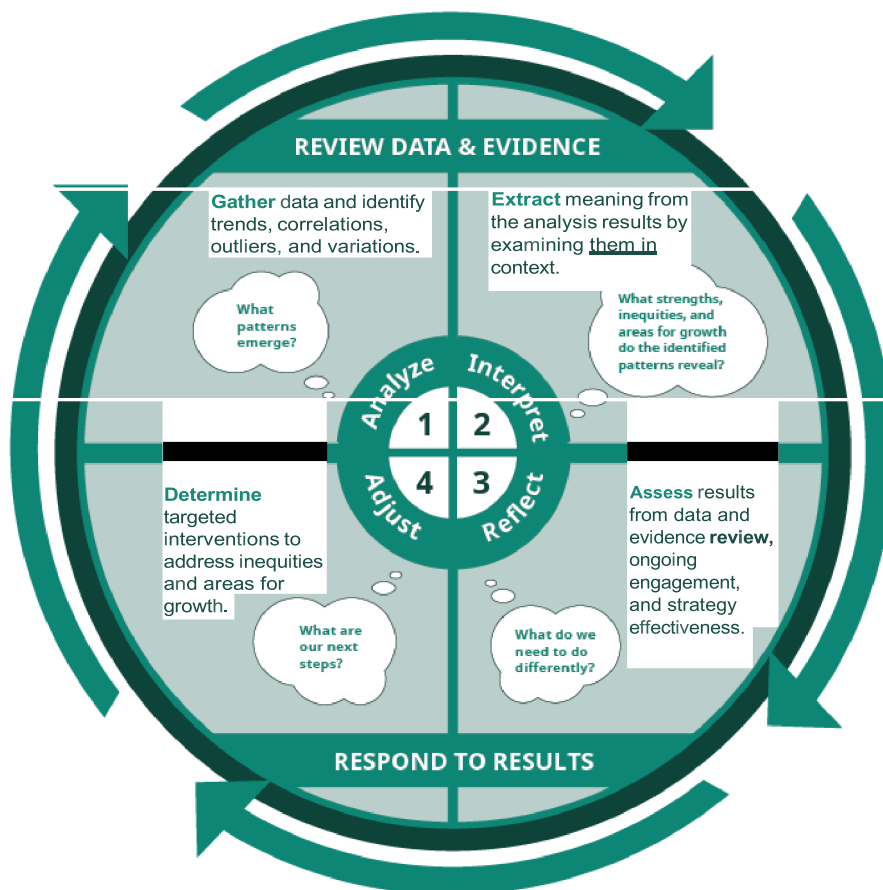
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

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.

Intellectual Development

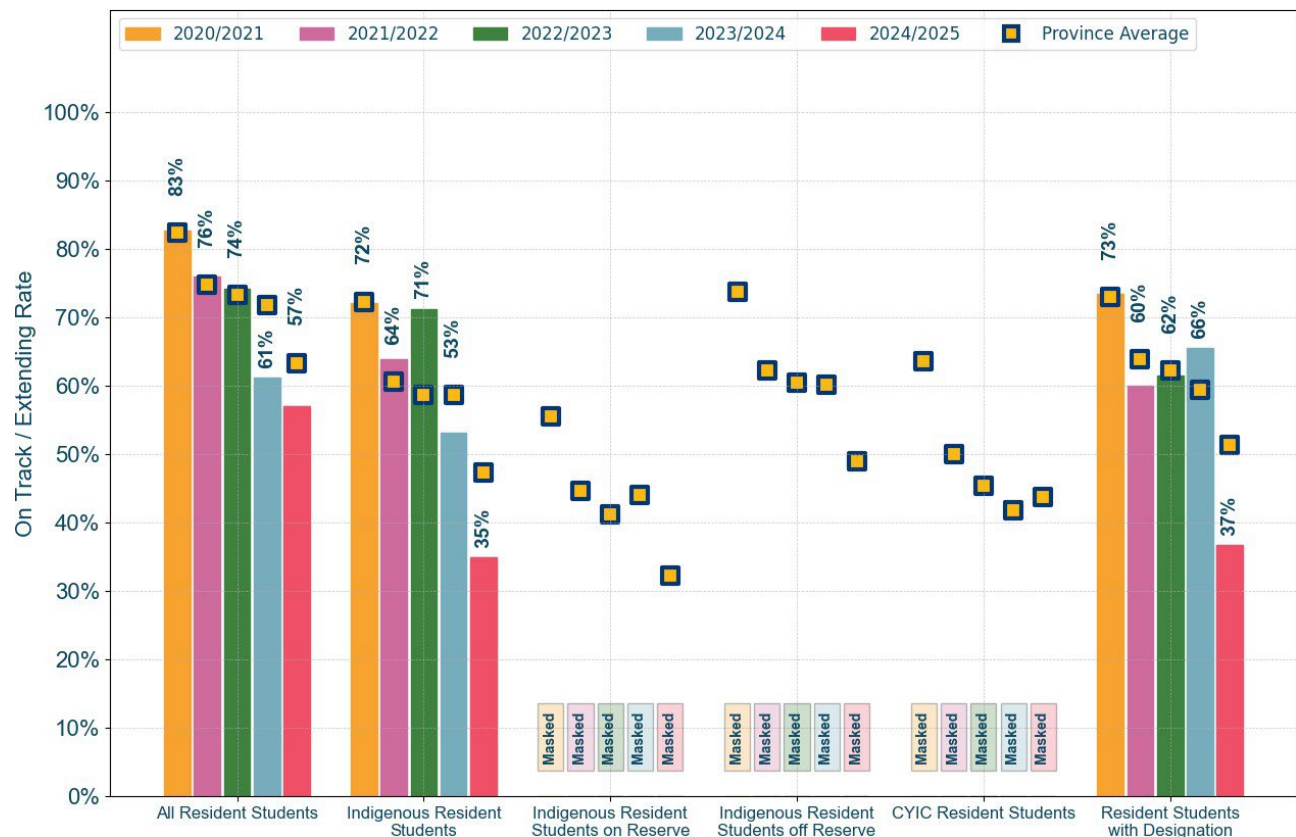
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD022 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	652 85%	643 92%	673 93%	662 92%	656 93%
Indigenous Resident Students	117 74%	108 90%	102 85%	103 91%	93 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	86 57%	60 67%	74 70%	78 74%	81 74%

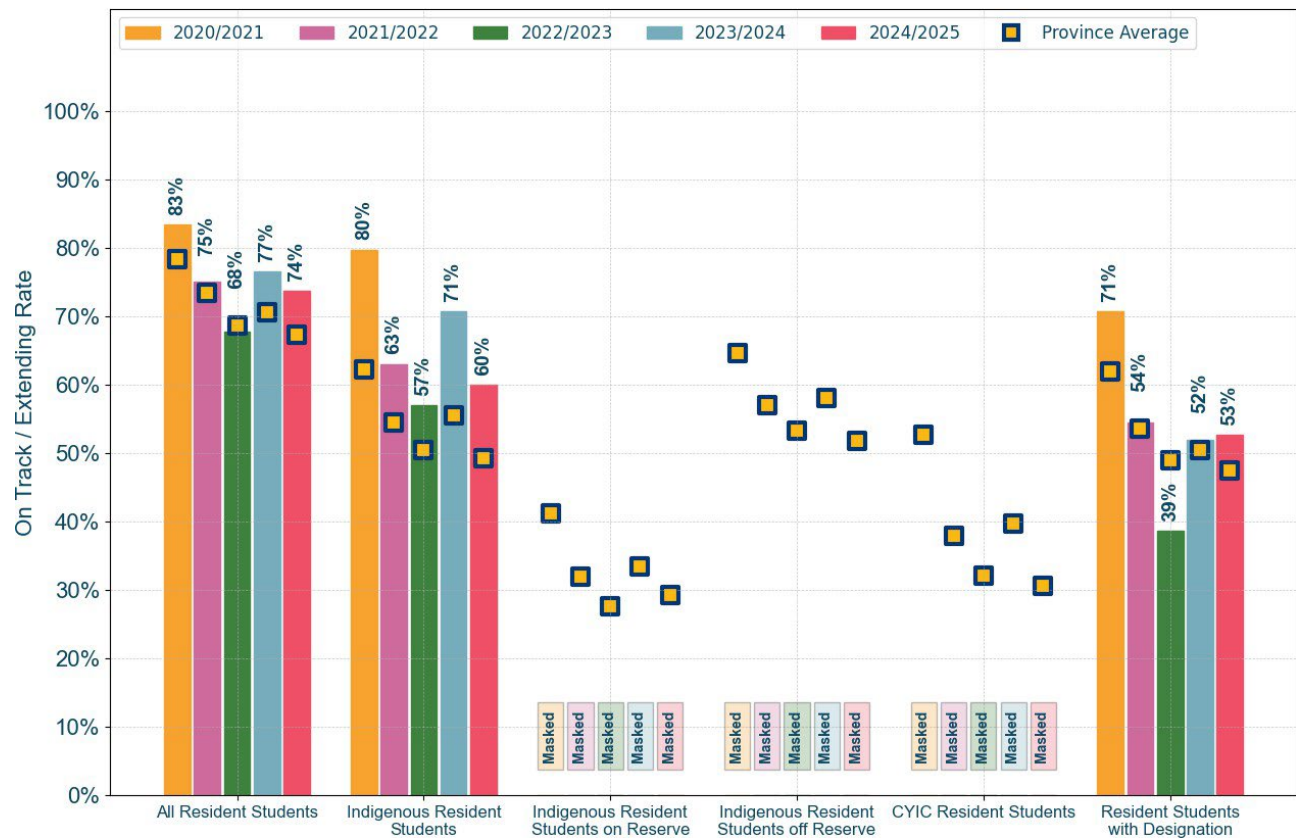
SD022 - Grade 4 FSA Literacy - On Track / Extending Rate



SD022 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	691 86%	714 92%	673 92%	676 93%	686 94%
Indigenous Resident Students	127 70%	136 88%	123 87%	110 90%	117 90%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	95 61%	102 67%	121 73%	133 75%	138 83%

SD022 - Grade 7 FSA Literacy - On Track / Extending Rate

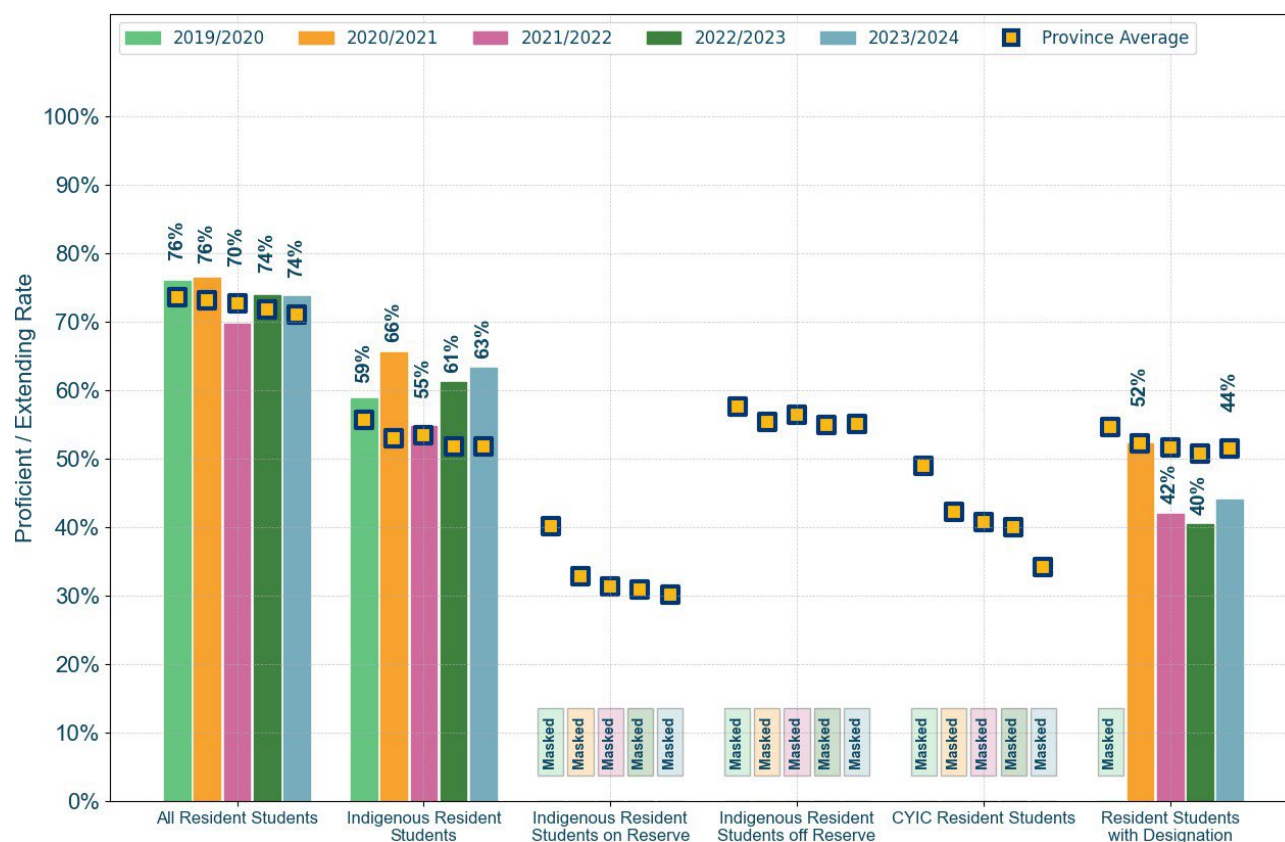


Measure 1.2: Grade 10 Literacy Expectations

SD022 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	690 40%	681 79%	670 73%	735 87%	754 85%
Indigenous Resident Students	121 26%	138 63%	121 69%	121 75%	134 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	16 88%	18 72%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	105 73%	116 75%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	80 23%	89 60%	103 49%	128 64%	157 61%

SD022 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

SD22 maintains above-average participation in provincial assessments, with strong efforts to ensure accessibility for students with diverse needs. This leads to a more accurate reflection of student performance and literacy development. Data for on-reserve and CYIC students is masked due to small population sizes. While results for Indigenous students on-reserve is masked, local literacy data for nominal roll students is shared with rights-holders, and significant attention is given to these students in accordance with our Local Education Agreement (LEA).

Grade 4 – FSA Literacy (2024/25)

- **Overall Performance:** Results continue a five-year downward trend and have been below the provincial average for the past two years.
- **Indigenous and Designated Students:** Both groups show similar patterns, with a sharper decline in 2024/25—20% lower than the overall student average.
- **Cohort Context:** These students began kindergarten during the 2020/21 pandemic year, which may have impacted foundational literacy development.

Grade 7 – FSA Literacy (2024/25)

- **Overall Performance:** Results dipped slightly from last year but remain higher than three years ago. SD22 continues to outperform the provincial average across all groups.
- **Indigenous and Designated Students:** Indigenous students score over 10% lower than the overall average, and designated students trail by approximately 20%. However, Grade 7 literacy results show that Indigenous students continue to exceed that of their provincial peers.
- **Cohort Context:** This cohort entered Grade 2 during the 2020/21 pandemic year, a critical time for literacy development.

Grade 10 – GLA Literacy (2023/24)

- **Overall Performance:** Results are stable compared to the previous year and remain above the provincial average. Results for 2024/25 will be available in Autumn 2025.
- **Indigenous and Designated Students:** Indigenous student performance is improving and remains above the Indigenous provincial average, though still 10% below the overall district average. Designated students remain 30% lower than all students and consistently below the provincial benchmark.
- **Cohort Context:** These students were in Grade 2 during the 2017/18 school year, and their learning trajectory spans pre- and post-pandemic periods.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Grade 4 – Local Assessment Insights

When comparing the 2023/24 end-of-year Grade 3 local assessments with the 2024/25 Grade 4 FSA results, similar performance trends are evident across the cohort:

- **Overall Student Performance:** *June PM Benchmark:* 64% of Grade 3 students were reading at grade level. *June MyEd Summary Report:* 56% of students achieved a proficient or extending level in literacy. These figures align closely with the Grade 4 FSA results, indicating consistency between local and provincial assessments and the district's continued focus on supporting early learning.
- **Indigenous Students and Students with Designations:** Only 31% of Indigenous students demonstrated proficient/extending on the *June MyEd Summary Report*. This reflects a 20% gap compared to the overall student population, mirroring the discrepancy seen in the FSA results. 22% of students with designations reached proficient/extending levels, highlighting a significant achievement gap and the need for targeted support.

Grade 7 – Local Assessment Insights

The 2023/24 Grade 6 *June MyEd Summary Report* provides a longitudinal view of literacy development leading into the 2024/25 Grade 7 FSA. These local results are notably lower than the Grade 7 FSA outcomes

- **Overall Student Performance:** *June MyEd Summary Report:* Literacy proficiency/extending has remained steady at around 58% over the past four years. This suggests a stable trend in foundational literacy skills at the intermediate level, but lower than FSA results
- **Indigenous Students and Students with Designations:** 36% of Indigenous students achieved proficient/extending on the *June MyEd Summary Report*, indicating a persistent gap of over 20% compared to all students while only 19% of students with designations reached proficiency/extending, underscoring the need for further professional learning on differentiation and inclusive practices.

Grade 10 – Local and Course-Based Assessment Insights

A combination of course grades and local assessments provides a comprehensive view of literacy achievement at the secondary level. These figures align with the 2023/24 Grade 10 GLA results, reinforcing the reliability of local assessments as predictors of provincial performance.

- **Overall Student Performance:** Over the past five years, approximately 73% of Grade 10 students have earned a C+ or higher in English, indicating consistent classroom performance. Comparing the 2023/24 grade 10 results with the *June MyEd Summary Report (2022/23)*: 63% of grade 9 students were proficient/extending in literacy
- **Indigenous and Students with Designations:** Grade 9 Indigenous student results were approximately 20% lower on the (2022/23) *MyEd June Summary Report* with 45% reaching proficient/extending while 42% of students with designations achieved proficient/extending

Areas of Strength and Growth

- **Strengths:**

- Despite some downward trends, SD22 continues to outperform the provincial average in Grade 7 and Grade 10 literacy assessments.
- Disaggregated data reveals that Indigenous students continue to outperform their provincial peers in the Grade 7 and Grade 10 literacy assessments. Grade 7 Indigenous students, in particular, show strong performance on the FSA, reflecting the impact of targeted supports and culturally responsive practices.

- **Ongoing Challenges:**

- Achievement gaps persist between all students and those who are Indigenous or designated, ranging from 10% to 30%. These disparities highlight the need for sustained focus on equity and inclusion.
- Grade 4 student results indicate a need to focus on foundations of early literacy and targeted K-3 professional learning on responsive instruction

- **Strategic Response:**

- The district implemented a K–3 literacy screener in the 2023/24 school year. This tool supports early learning teachers in identifying and addressing literacy needs promptly, enabling more responsive and effective instruction.
- The district remains committed to bridging the equity gap through strategic investments in programmes, personnel, and supports that enhance literacy outcomes for all learners including professional learning around the science of reading, culturally-responsive practice and building capacity in schools through Early Learning and Middle Years Learning Leads, residencies and communities of practice. There is a commitment to maintain an Indigenous Education Literacy Teacher in selected elementary schools with a particular focus on providing targeted literacy supports for Indigenous students in the intermediate grades and co-planning parent sessions to help Indigenous families to support their learners' reading growth in collaboration with the Indigenous Education Council.
- For students with disabilities and diverse needs, School Based Teams are committed to targeting interventions that meet the need of the specific student or group. Inclusion teams prioritize support within schools based on a response to intervention model within tier 1 (classroom based interventions), tier 2 (small group interventions) and tier 3 (one-to-one supports). Specific goal and strategic planning is reflected on the students IEP (Individualized Education Plan) or AIP (Annual Instructional Plan).

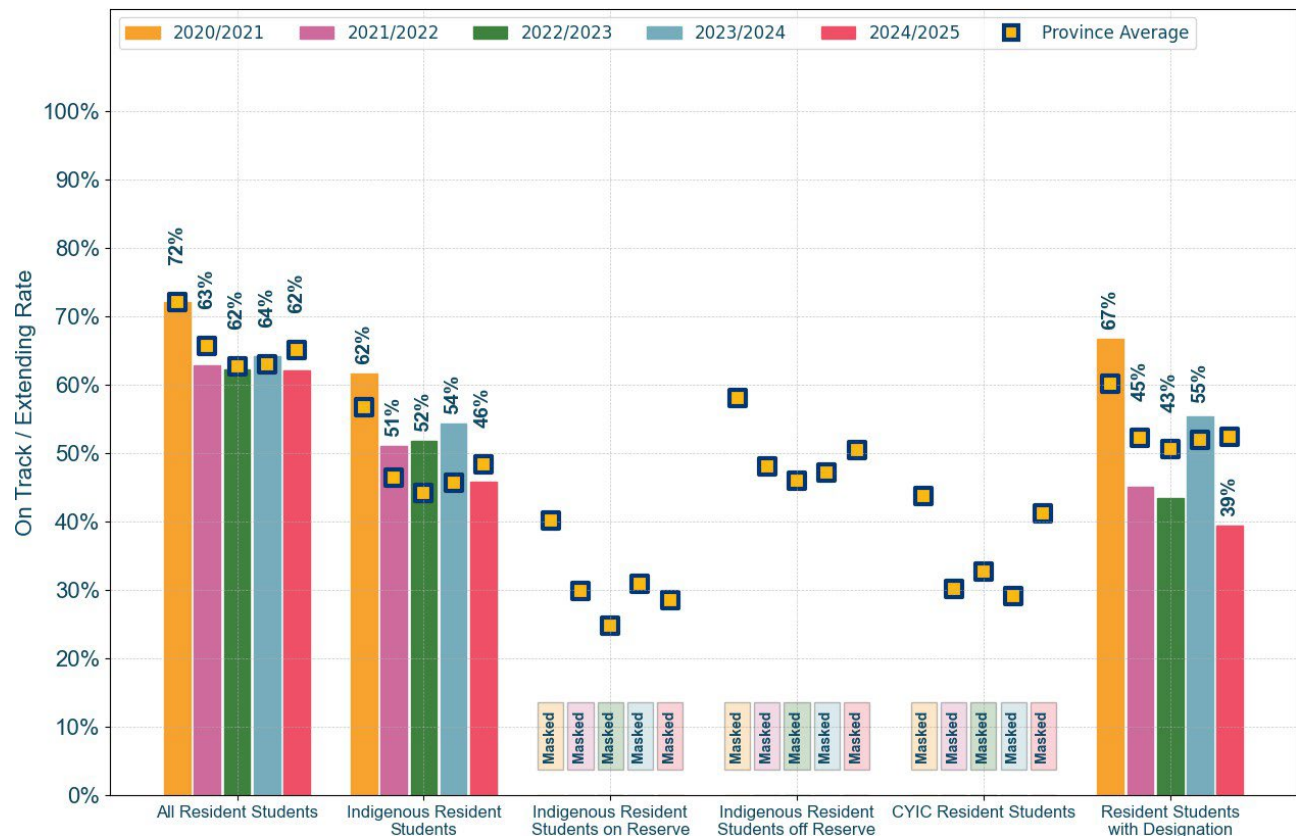
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD022 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	652 86%	643 92%	673 93%	662 92%	656 94%
Indigenous Resident Students	117 74%	108 89%	102 85%	103 91%	93 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	86 59%	60 67%	74 72%	78 72%	81 75%

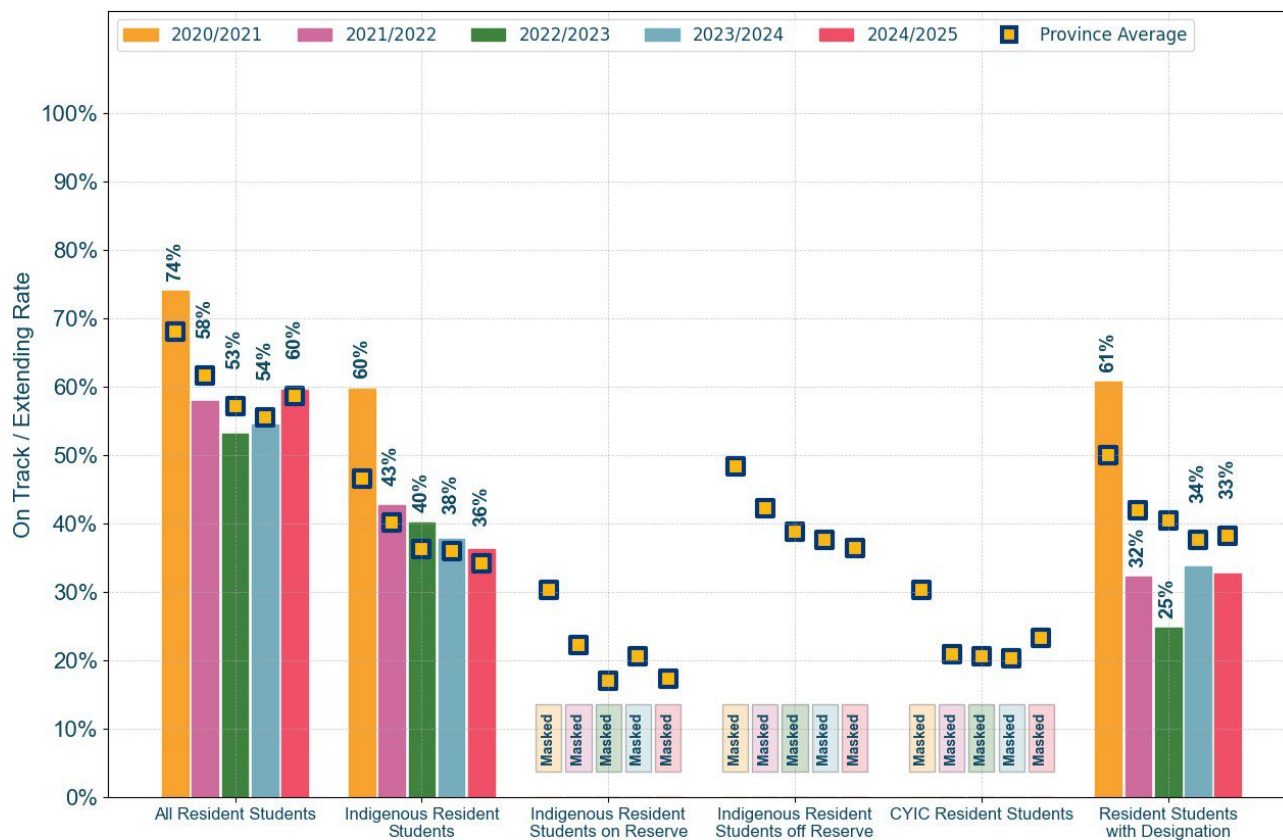
SD022 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD022 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	691 86%	714 91%	673 92%	676 92%	686 93%
Indigenous Resident Students	127 69%	136 86%	123 87%	110 89%	117 90%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	95 59%	102 61%	121 70%	133 74%	138 82%

SD022 - Grade 7 FSA Numeracy - On Track / Extending Rate

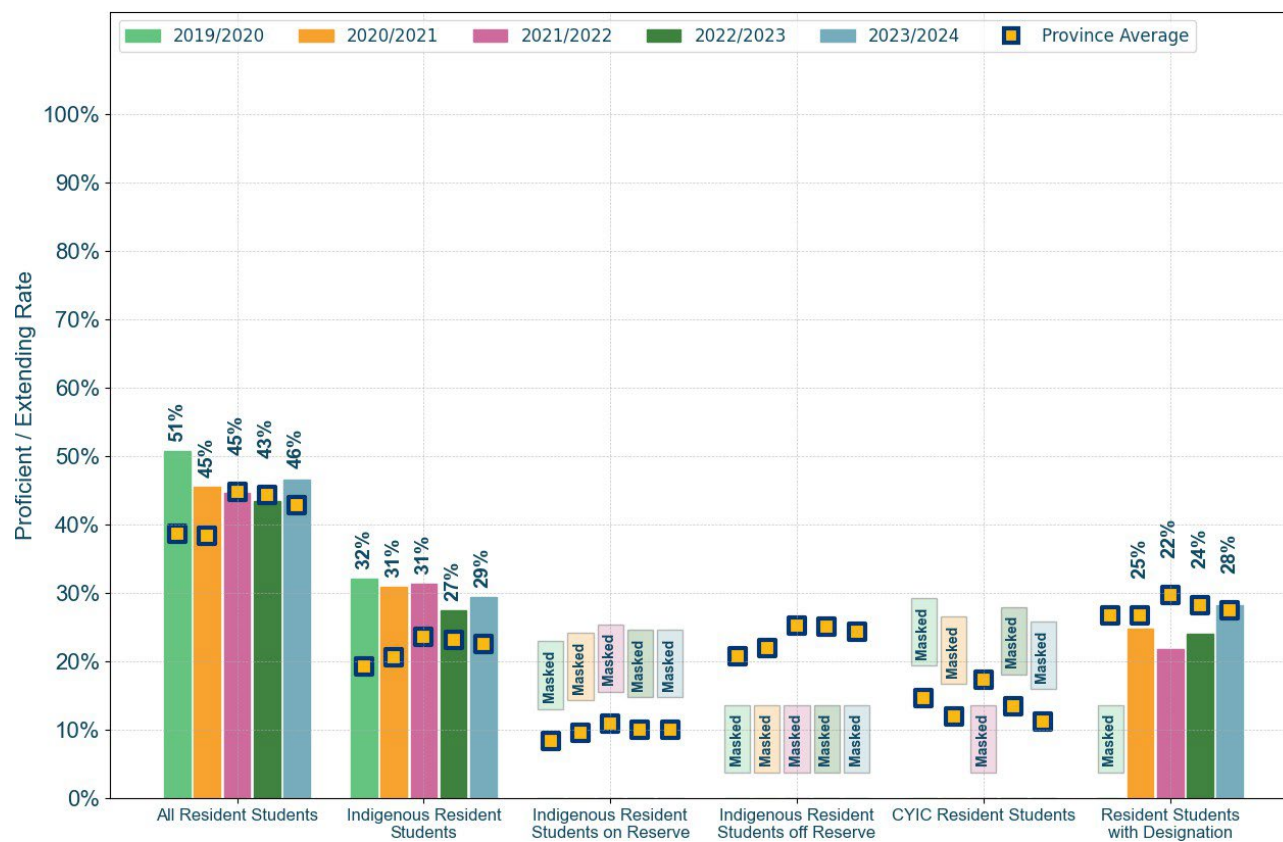


Measure 2.2: Grade 10 Numeracy Expectations

SD022 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	683 43%	676 79%	669 62%	728 70%	750 73%
Indigenous Resident Students	120 34%	134 63%	120 55%	119 71%	134 64%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	16 81%	18 61%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	103 70%	116 65%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	77 27%	89 55%	102 46%	128 54%	155 58%

SD022 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

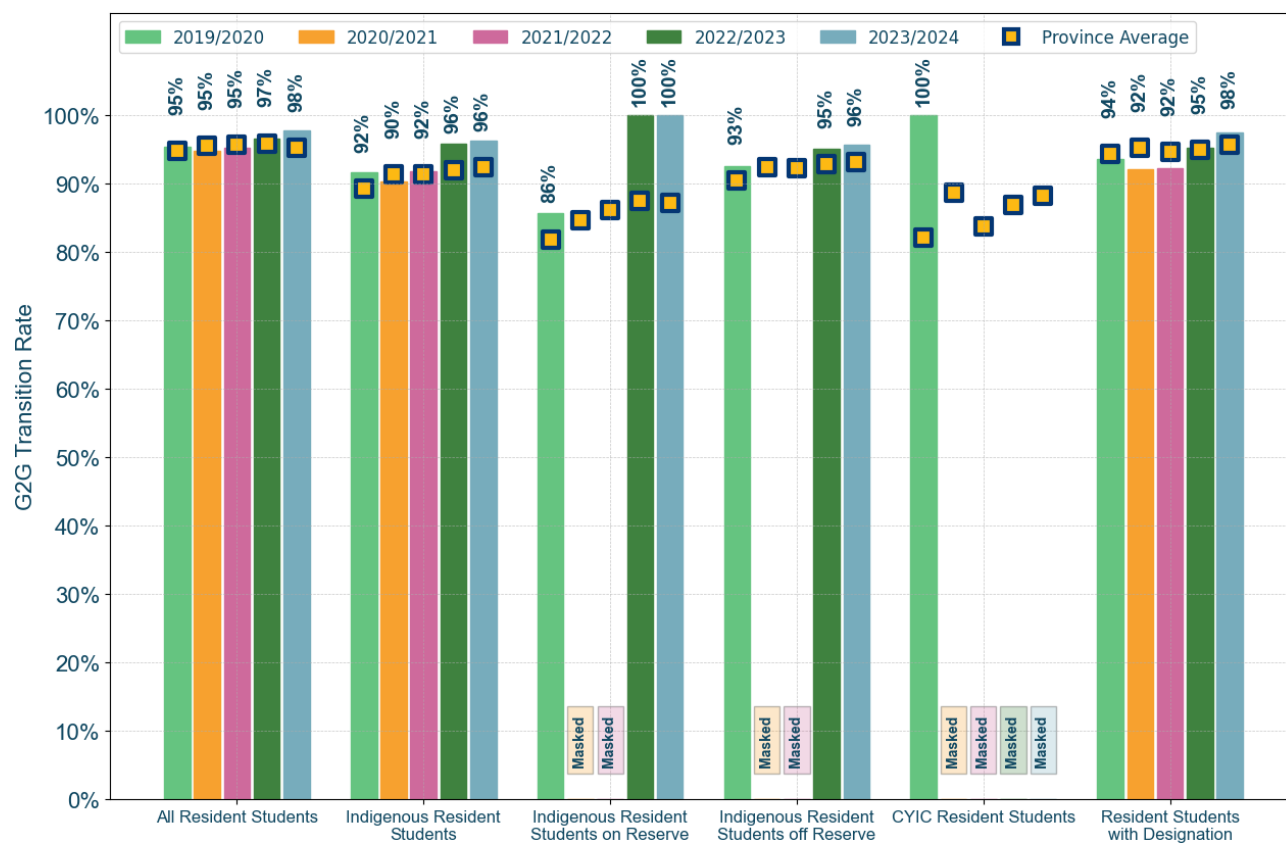


Measure 2.3: Grade-to-Grade Transitions

SD022 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	689	680	674	734	757
Indigenous Resident Students	121	135	123	119	136
Indigenous Resident Students on Reserve	14	Masked	Masked	16	18
Indigenous Resident Students off Reserve	107	Masked	Masked	103	118
CYIC Resident Students	11	Masked	Masked	Masked	Masked
Resident Students with Designation	79	88	104	127	160

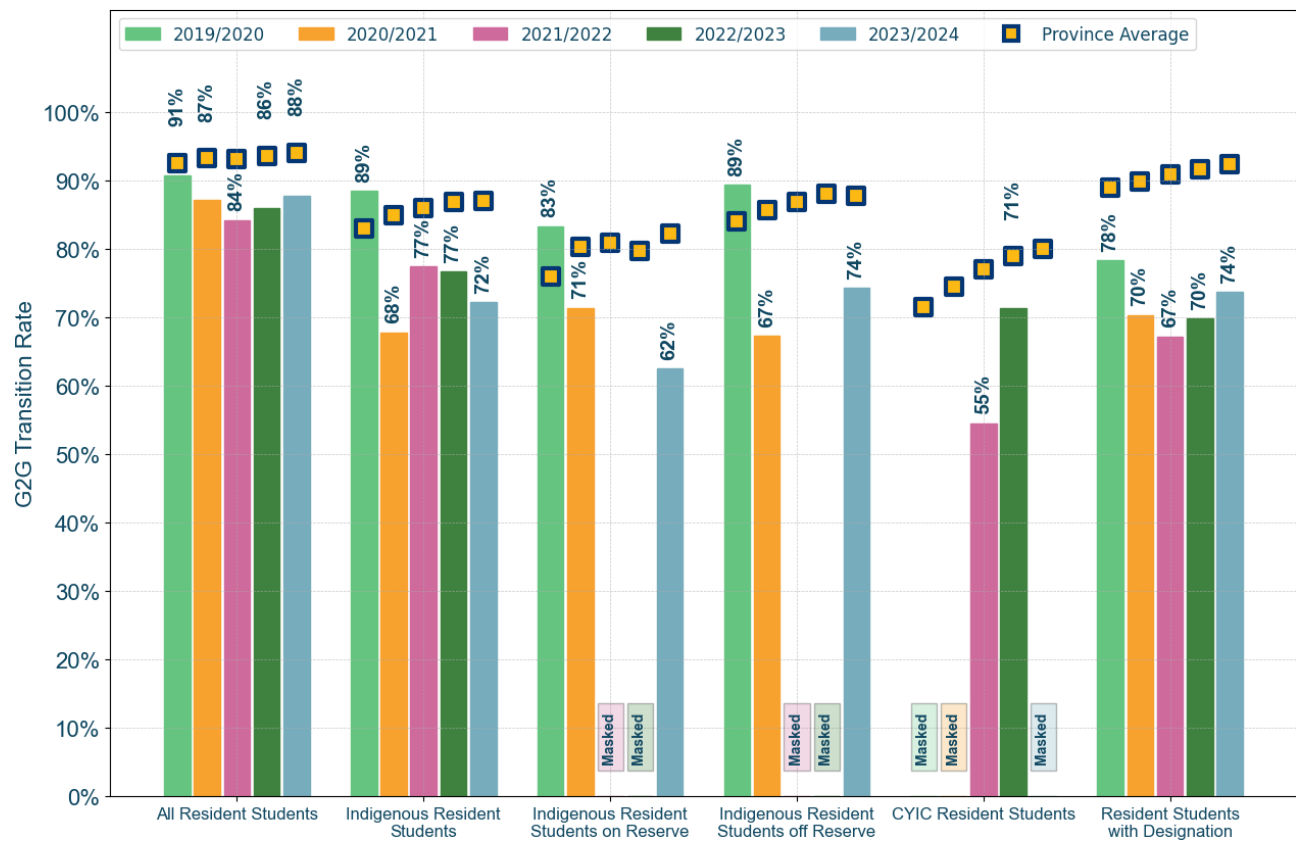
SD022 - Grade 10 to 11 Transition Rate



SD022 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	698	673	736	738	790
Indigenous Resident Students	122	118	155	133	133
Indigenous Resident Students on Reserve	18	14	Masked	Masked	24
Indigenous Resident Students off Reserve	104	104	Masked	Masked	109
CYIC Resident Students	Masked	Masked	22	14	Masked
Resident Students with Designation	74	91	125	159	171

SD022 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

SD22 maintains above-average participation in the FSA (Foundation Skills Assessment) and continues to show an upward trend in the Grade 10 Graduation Numeracy Assessment (GNA). The district prioritises accessibility for students with diverse needs, ensuring a more accurate reflection of student performance and numeracy development.

- **Data Masking:** Results for on-reserve and CYIC students are often masked due to small population sizes; however, the on-reserve and CYIC data for grade 10 to 11 transitions is not masked and indicate a 100% transition rate. While provincial numeracy achievement for Indigenous students on-reserve is masked, local numeracy data for nominal roll students is shared with rights-holders, and significant attention is given to these students in accordance with our Local Education Agreement (LEA).
- **Transition Rates:** Transitions from Grade 10 to 11 and Grade 11 to 12 are consistent year over year. However, despite improvements in some groups, the Grade 11 to 12 transition rate remains below the provincial average. However, it is important to compare this with district completion rates to get a more complete understanding of how the graduation pathways of students are supported.

Grade 4 – FSA Numeracy (2024/25)

- **Overall Performance:** Results have remained stable over the past four years but have now dipped below the provincial average.
- **Indigenous and Designated Students:** Both groups show more significant declines and are performing below provincial benchmarks.
- **Cohort Context:** These students began kindergarten during the 2020/21 pandemic year, which may have impacted foundational learning.

Grade 7 – FSA Numeracy (2024/25)

- **Overall Performance:** A slight upward trend brings results close to the provincial average.
- **Indigenous Student and Designated Students:** Although Indigenous students are trending downward, they still perform above the provincial average while the performance for designated students remains unchanged and continues to fall below provincial standards.

Grade 10 – GNA Numeracy (2023/24)

- **Overall Performance:** Results show a continued upward trend and exceed the provincial average.
- **Indigenous and Designated Students:** Both groups follow the positive trend but still show an achievement gap of approximately 18% compared to all students.

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Grade 4 – Numeracy Performance

End-of-year 2023/24 Grade 3 local assessments align closely with the 2024/25 Grade 4 FSA numeracy results:

- **Overall Performance:** The 2023/24 *MyEd Summary Report* shows that 67% of grade 3's achieved proficient/extending, consistent with the 2024/25 FSA results.
- **Indigenous and Students with Designations:** 53% of Indigenous students reached proficient/extending, mirroring FSA performance while only 29% of students with designations reached proficient/extending. This is 10% lower than FSA results and significantly below the provincial average. This highlights a persistent achievement gap requiring targeted support.

Grade 7 – Numeracy Performance

2023/24 Grade 6 local assessments show upward trends that align with 2024/25 Grade 7 FSA results:

- **Overall Performance:** 67% of grade 6 students received proficient/extending on their 2023/24 *June MyEd Summary Report*, continuing a positive trajectory.
- **Indigenous and Students with Designations:** 52% of Indigenous students reached proficient/extending which is higher than their FSA results and trending upward. 35% of students with designations were proficient/extending. This is also trending upward but still well below the overall average. These results reinforce the need for differentiated instruction and inclusive practices.

Grade 10 – Numeracy Performance

Course grades and local assessments provide a consistent picture of student achievement:

- **Overall Performance:** Over the past five years, 66% of students earned a C+ or higher in Grade 10 maths while 53% of grade 9 students in 2022/23 reached proficient/extending in numeracy on their *June MyEd Summary Report*.
- **Indigenous and Students with Designations:** Approximately 36% of Indigenous students and students with designations received proficient/extending in numeracy on their grade 9 2022/23 *June MyEd Summary Report*. This once again highlights the 10-20% gap in achievement compared with all students.

Areas of Strength and Growth

- **Strengths:**
 - Grade 7 and Grade 10 numeracy results show upward trends in both provincial and local assessments. Indigenous students in these grades are performing at or above provincial averages, reflecting the impact of targeted supports.
 - 10-11 transition rates continue to trend upwards and above provincial averages in all groups.
- **Challenges:**
 - Students with designations continue to perform significantly below their peers, especially in Grade 4. Achievement gaps of 10–30% persist across all grades for both Indigenous and designated students.

- **Strategic Response:**

- SD22 remains committed to equity through strategic investments in programmes, personnel, and supports. A Grades 4–7 Community of Practice for responsive numeracy instruction was launched in 2022/23 to support middle years teachers in addressing student needs more effectively as well as hosted the BC Association of Mathematics Teachers provincial conference for K-12 teachers in February 2025. There is a commitment to maintain Indigenous Education Success Teachers in selected secondary schools with a particular focus on providing targeted supports for Indigenous students in Math and Science courses in the graduation years.
- There has been a commitment from SD22 stakeholders to prioritize the funding for staffing available for continued and enhanced supports for students with disabilities and diverse needs. School Based Teams utilize the allocated staffing to target interventions that meet the need of the specific student or group.

Transitions and Completion Rates

- **Transition Rates:** Grade 10 to 11 and 11 to 12 transitions are stable, with some upward movement. However, the Grade 11 to 12 transition rate remains below the provincial average.
- **Completion Rates:** The district has seen an increase in overall completion rates. Indigenous completion rate continues to trend upward and is above provincial average. These trends are reviewed annually with schools to inform planning and support continuous improvement.

Human and Social Development

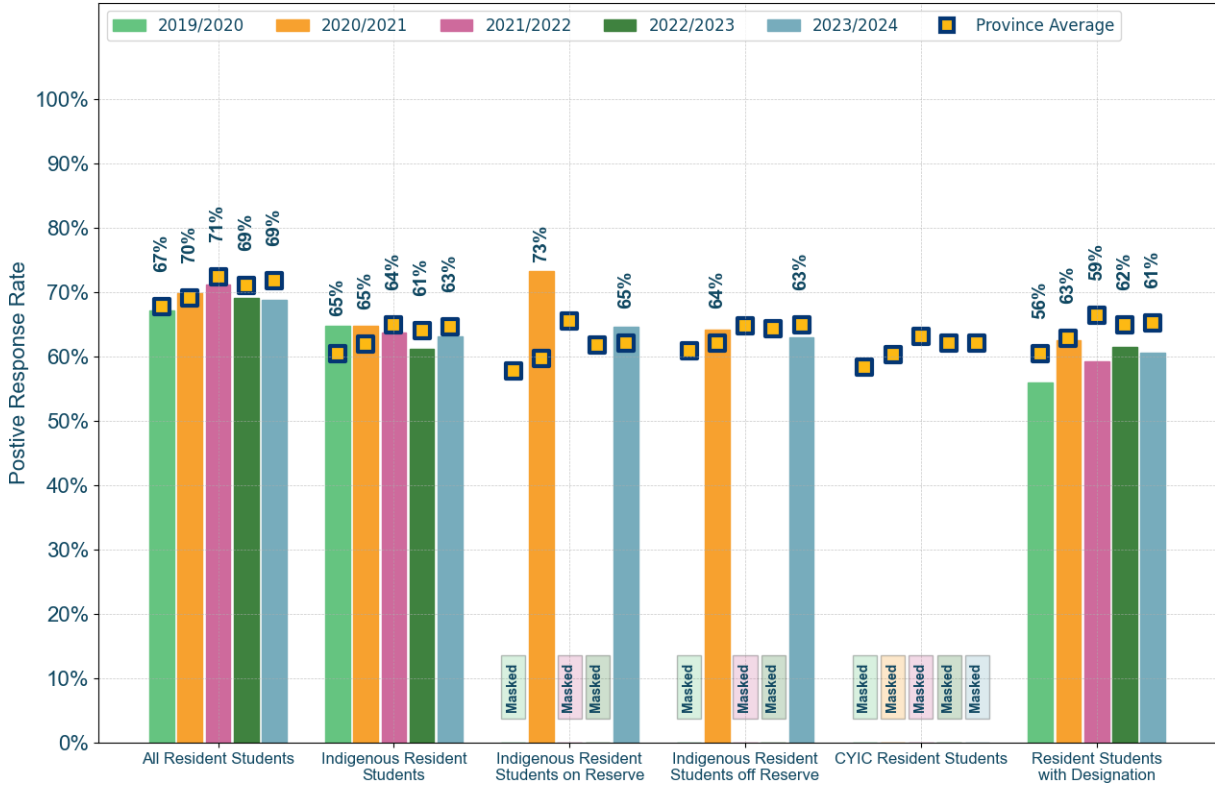
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

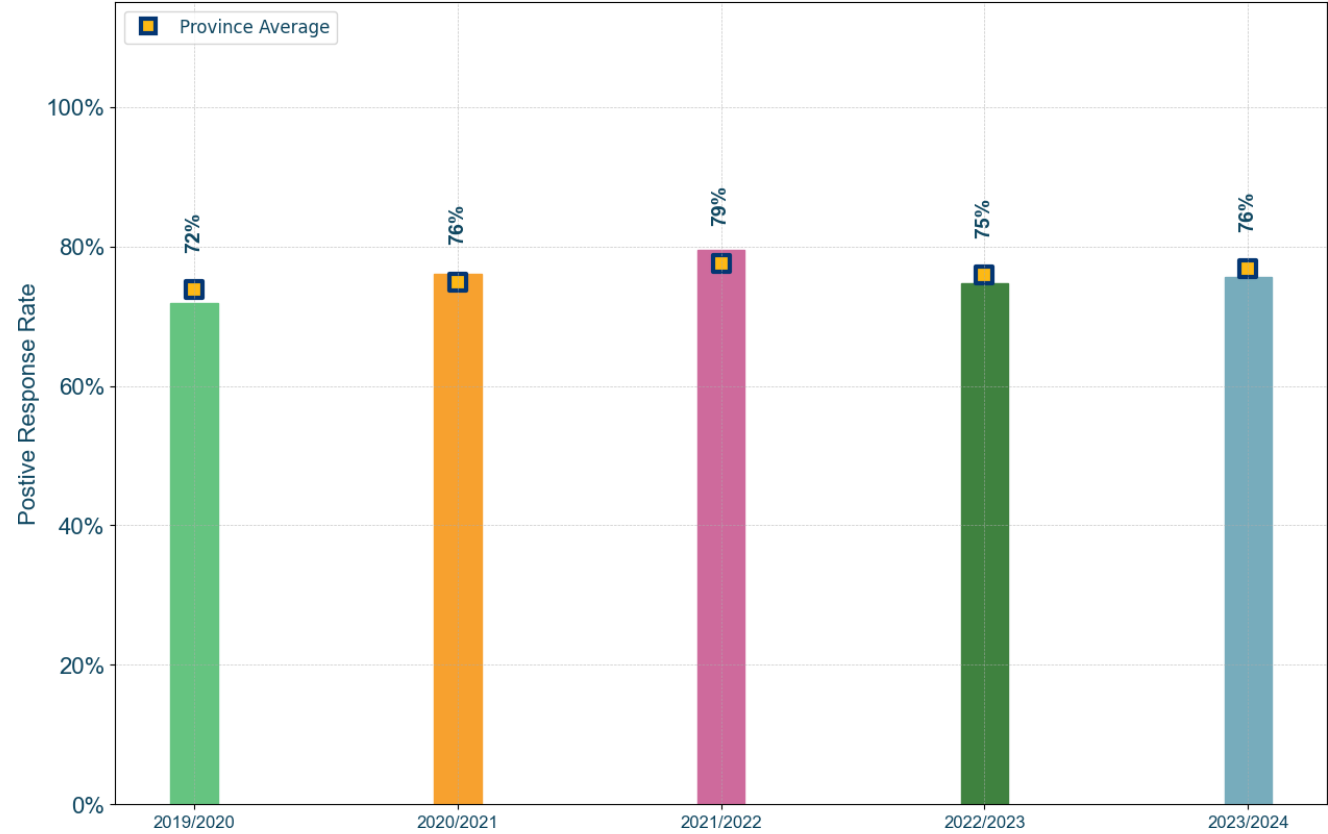
SD022 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1925 66%	1947 81%	1984 80%	2040 80%	2047 77%
Indigenous Resident Students	331 60%	360 68%	354 69%	337 71%	340 70%
Indigenous Resident Students on Reserve	23 61%	23 61%	18 61%	25 60%	31 58%
Indigenous Resident Students off Reserve	308 60%	337 69%	336 70%	312 72%	309 71%
CYIC Resident Students	22 45%	21 71%	Masked	Masked	16 69%
Resident Students with Designation	225 57%	242 65%	261 63%	314 65%	364 60%

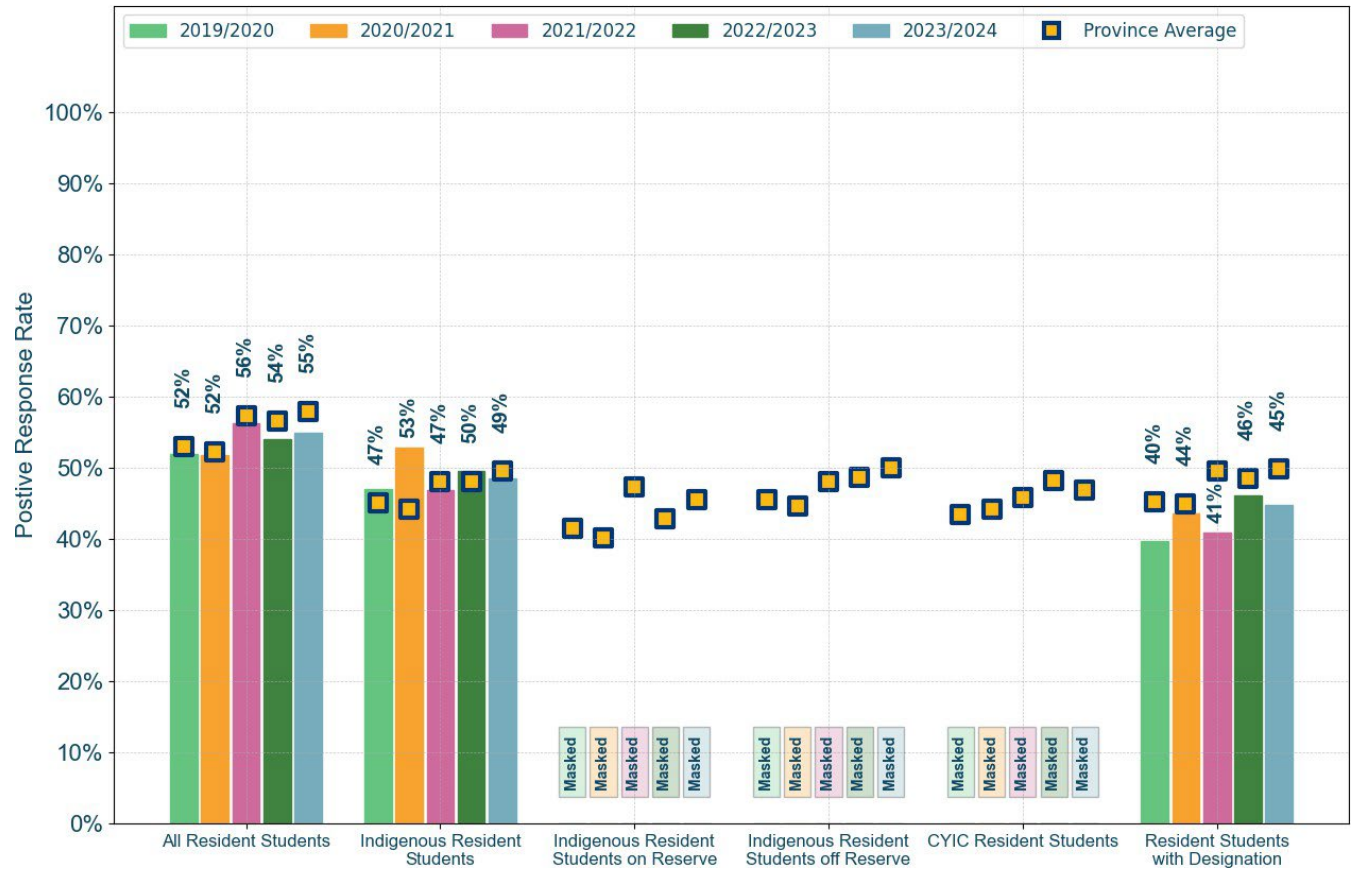
SD022 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



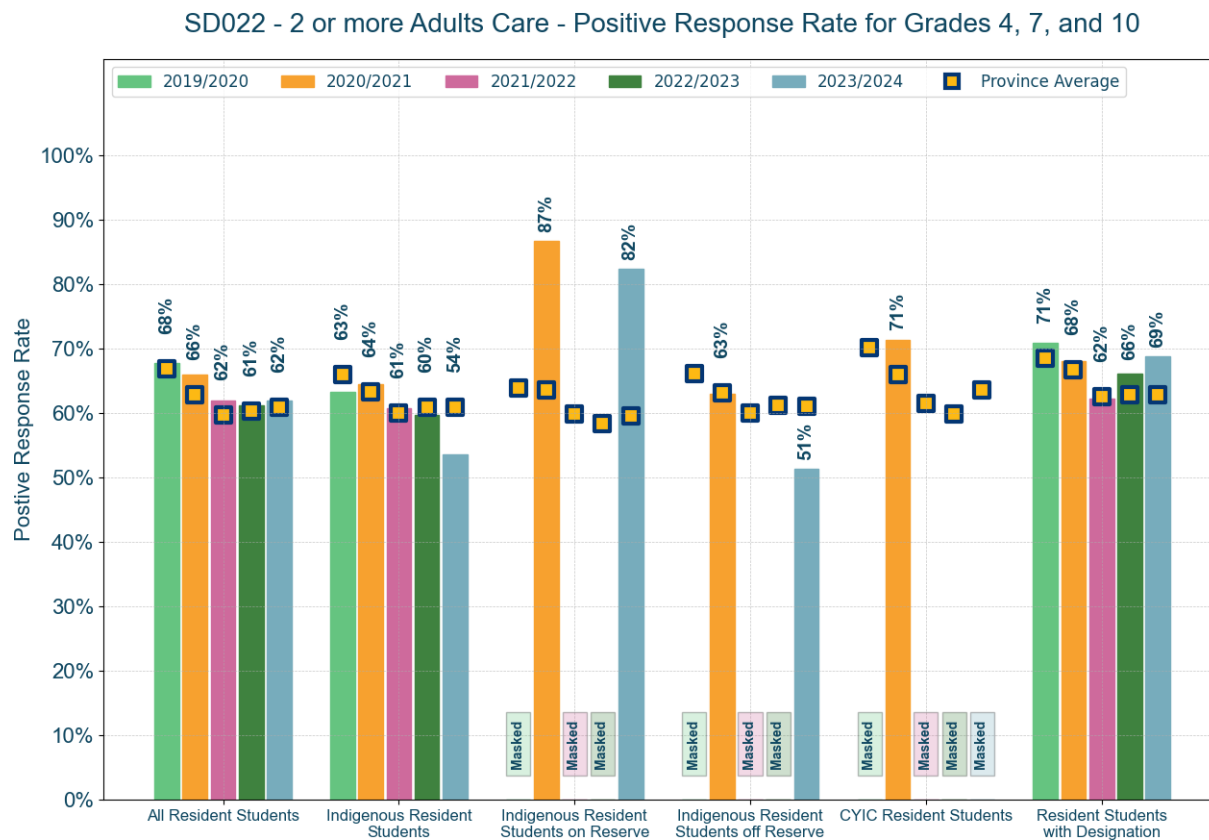
SD022 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



SD022 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Student Learning Survey Participation

SD22's participation in the Student Learning Survey is lower than in provincial assessments. The district aims for 80%+ participation, and while most elementary schools (Grades 4 & 7) meet or exceed this target, secondary schools (Grades 10 & 12) continue working toward it.

- **Participation Gap:**
 - Lower response rates at the secondary level contribute to the district's overall participation being below target.
 - Students enrolled in the Alternative Learning Program and full-time students in VLearn (online school) are excluded from survey results.

Survey Trends and Student Experience

Survey responses tend to fluctuate slightly year over year depending on the question. However, consistent patterns have emerged:

- **General Wellbeing:**
 - Around 70% of students annually report feeling welcome and safe at school
- **Sense of Belonging and Adult Support:**
 - Between 50-60% of students respond positively when students are asked about feeling a sense of belonging or having two or more adults who care about them.
 - Indigenous students and students with designations consistently report lower positive responses across these areas, with all groups currently below provincial averages. However, on-reserve students are significantly higher when looking at adult support results, while CYIC are significantly lower.

Grade-Level Insights – 2023/24 Data

A closer look at specific questions reveals nuanced trends by grade level:

- **Belonging:**
 - Responses to “Is school a place where you feel like you belong?” show a decline with age: Grade 4 students responded most positively, followed by Grade 7, then Grade 10.
- **Safety:**
 - Grade 10 students reported feeling safer than both Grade 4 and Grade 7 students in response to “Do you feel safe at school?”.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Student Well-being Data Collection – SD22 Overview

In addition to the **Student Learning Survey (SLS)**, SD22 gathers student well-being data through:

- **Middle Years Development Instrument (MDI)** – administered to Grade 5 students.
- **Locally Developed Grade 8 Survey** – designed to understand the transition from Grade 7 (elementary) to Grade 8 (secondary).
- **McCreary Adolescent Health Survey (AHS)** – completed by students in Grades 7–12 in 2023.

Adult Relationships

Positive adult relationships are a strength in SD22, consistently above provincial averages across multiple data sources:

- **MDI (2023/24):**
 - 84% of Grade 5 students reported positive adult relationships at school and in the community.
- **Grade 8 Local Survey:**
 - 68% of students indicated they have positive relationships with adults.
- **AHS (2023):**
 - Results aligned with SLS findings, confirming strong adult connections.
- **Equity Considerations:**
 - Indigenous students reported lower levels of positive adult relationships compared to all students, with a further decline relative to provincial averages on the SLS. However, on reserve students reported higher levels. This may be a result of the Welcome Room and Indigenous Support Workers established in each school.

Feeling Welcome and Sense of Belonging

This remains an area for growth across the district:

- **SLS (2023/24):** Student responses on feeling welcome and belonging were below provincial averages.
- **MDI and AHS:** Similar trends were observed among Grade 5 and Grades 7–12 students.
- **Grade 8 Local Survey:** Showed comparatively stronger results, with more students reporting a sense of belonging and feeling welcome.
- **Equity Considerations:** Indigenous students, students with designations, and CYIC students consistently reported lower levels of belonging and welcome.

Feeling Safe at School

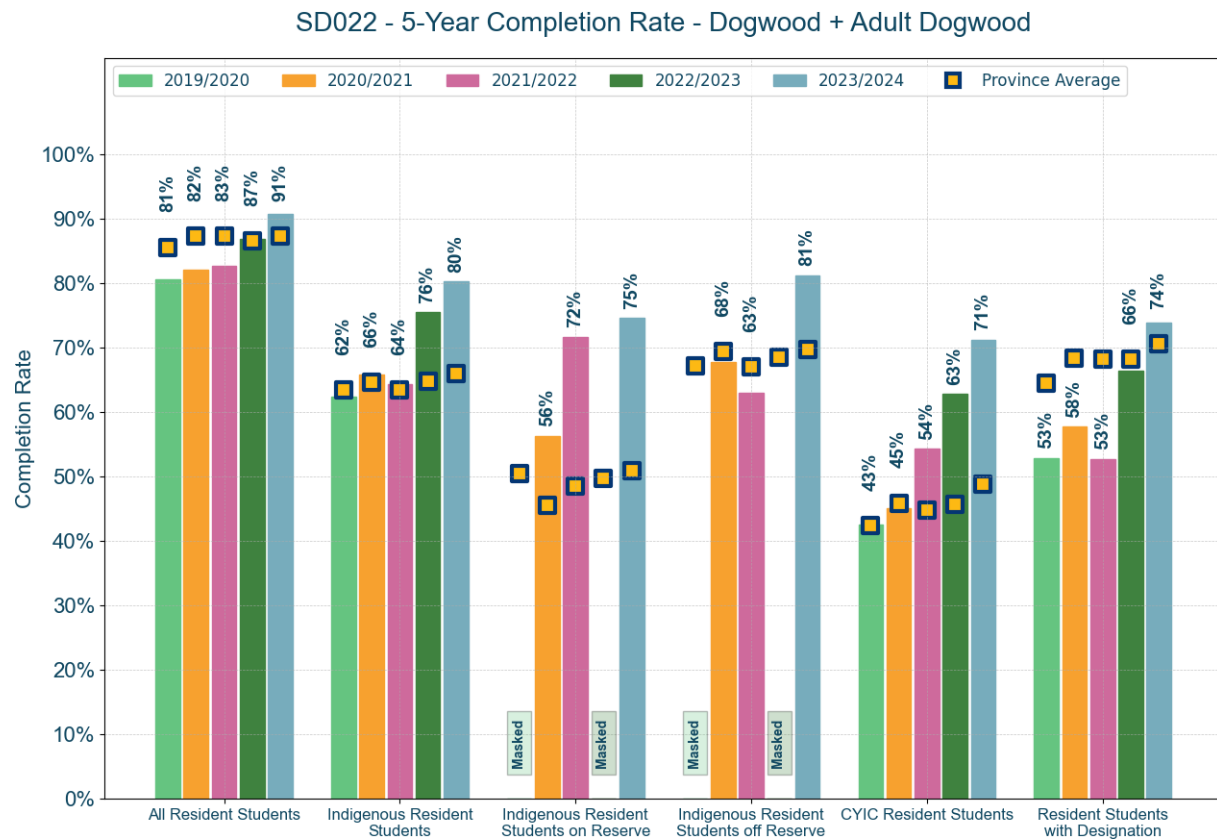
Safety perceptions are generally positive across all instruments:

- **Overall Trends:** Between 70–80% of students reported feeling safe at school.
- **Grade 8 Transition Survey:** 87% of students responded positively to the question: “Do you have a safe place to go at lunch?”

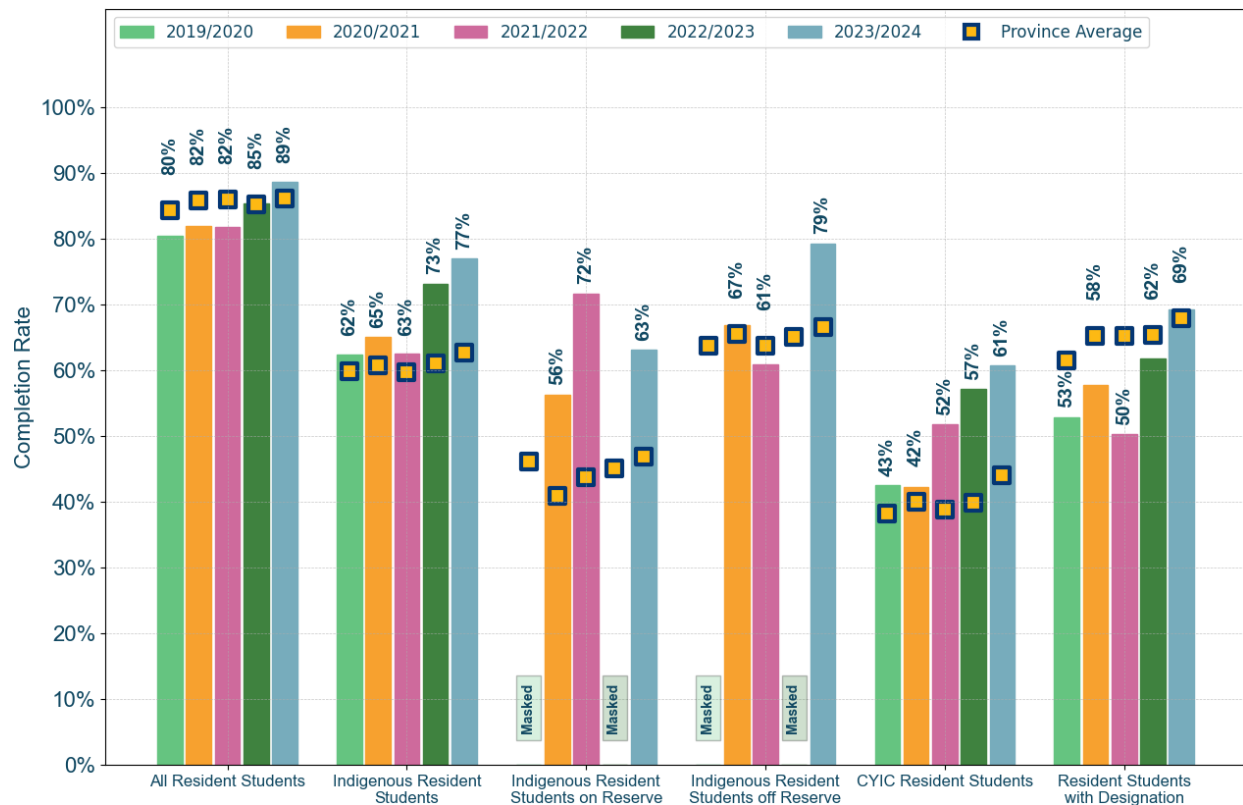
Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years



SD022 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years



SD22 continues to trend upwards in 5-year completion rates in all groups of students. Moreover, all students as well as priority populations are trending above provincial averages. However, there remains about a 10% difference when comparing overall results to Indigenous students and approximately a 20% difference when compared to students with designations. Overall, the data reveals areas of positive trends in completion rates for both Indigenous and students with designations, though a gap persists when comparing these results to all students.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Through SD22's academic review protocol, schools systematically review each student to ensure priority population learners are supported in meeting graduation requirements and pursuing their chosen pathways.

- The upward trend in completion rates reflects the effectiveness of this process, highlighting the strong communication and targeted interventions led by schools.
- These results demonstrate the intentional and collaborative efforts between schools and district departments to guide students successfully through their graduation plans.
- As grad rates continue to trend upwards in SD22, careful consideration on the quality of dogwood certificate needs to be considered and the relation this has to post-secondary transitions. As this data is not updated on an annual basis, determining ways for schools to track this more accurately would be helpful to analyze the quality of dogwood certificate in comparison with post-secondary transitions.

Strategic Response:

- Stronger connections between academic reviews and school learning plans will support schools' actions in finding ways help students complete their K-12 education with a quality graduation that allows them to pursue their chosen post-secondary pathway.
- As part of the SD22 assessment and reporting guidelines, all secondary students have a myBlueprint Education Planner account to complete Core Competency reflections and goal setting. One of the purposes behind using this technology is to align student reflections, goals, and course selections alongside career and postsecondary explorations and planning.
- Students are provided opportunities in a variety of dual credit pathways leading to certification in trades, health care services, technology, early childhood education, and credit for a variety of first year post-secondary courses. Hands-on experiences are provided in forestry, firefighting, RCMP and career exploration days. All students participating in career programs develop a 3-year graduation plan and post-secondary transition plan leading to successfully completing their dogwood certificate and post-secondary certification leading towards their chosen career pathway. SD22 is continually seeking to grow our Career Program offerings to students with a focus on supporting the StrongerBC Future Ready Action Plan.
- Indigenous Outreach Workers will continue to work with Indigenous students and families to improve school attendance and engagement, particularly in secondary, addressing any barriers in collaboration with district efforts and Indigenous community supports.
- The Inclusive Education Department offers specialized programs that provide alternative pathways for students with disabilities and diverse needs to achieve graduation. These programs and plans are based on the specific needs of a student and are monitored carefully to ensure that students are successful.

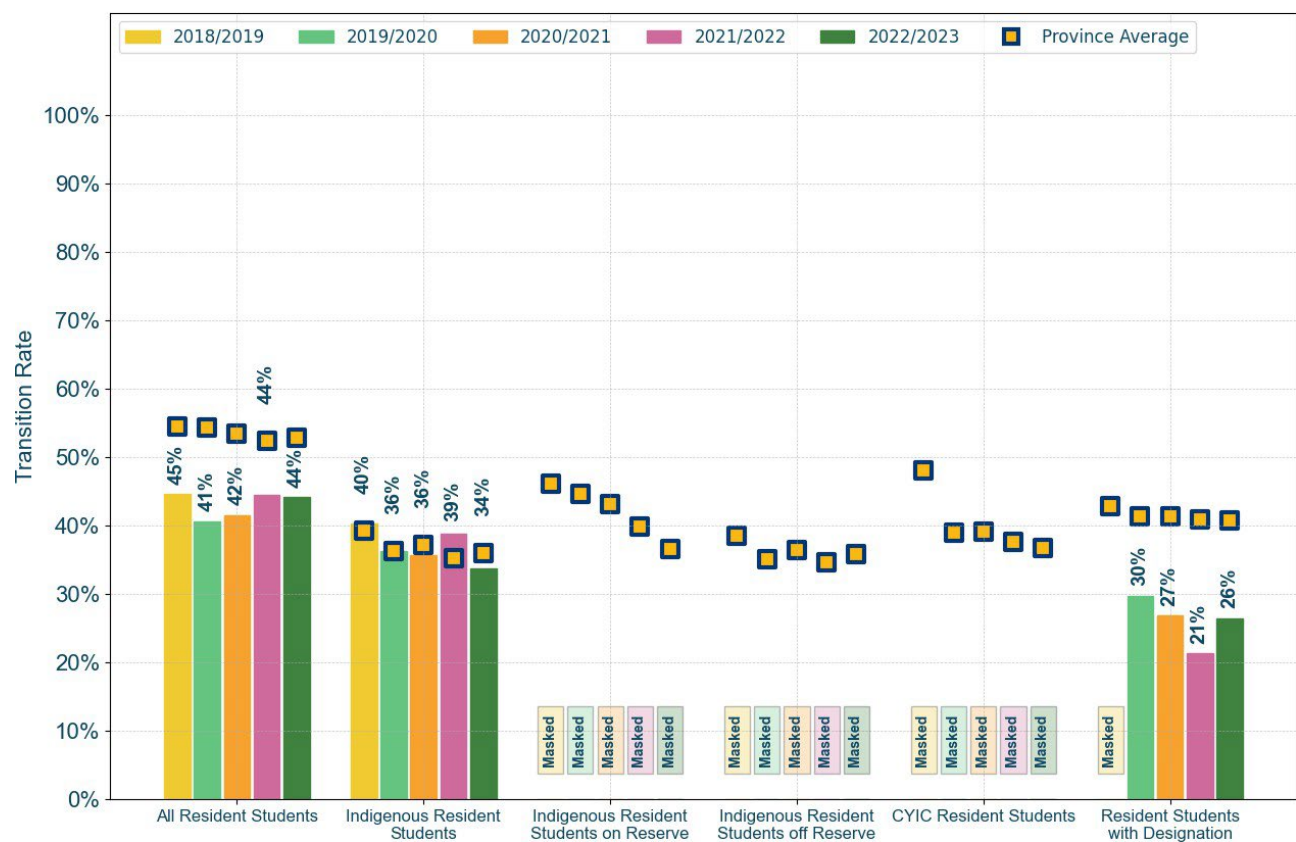
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

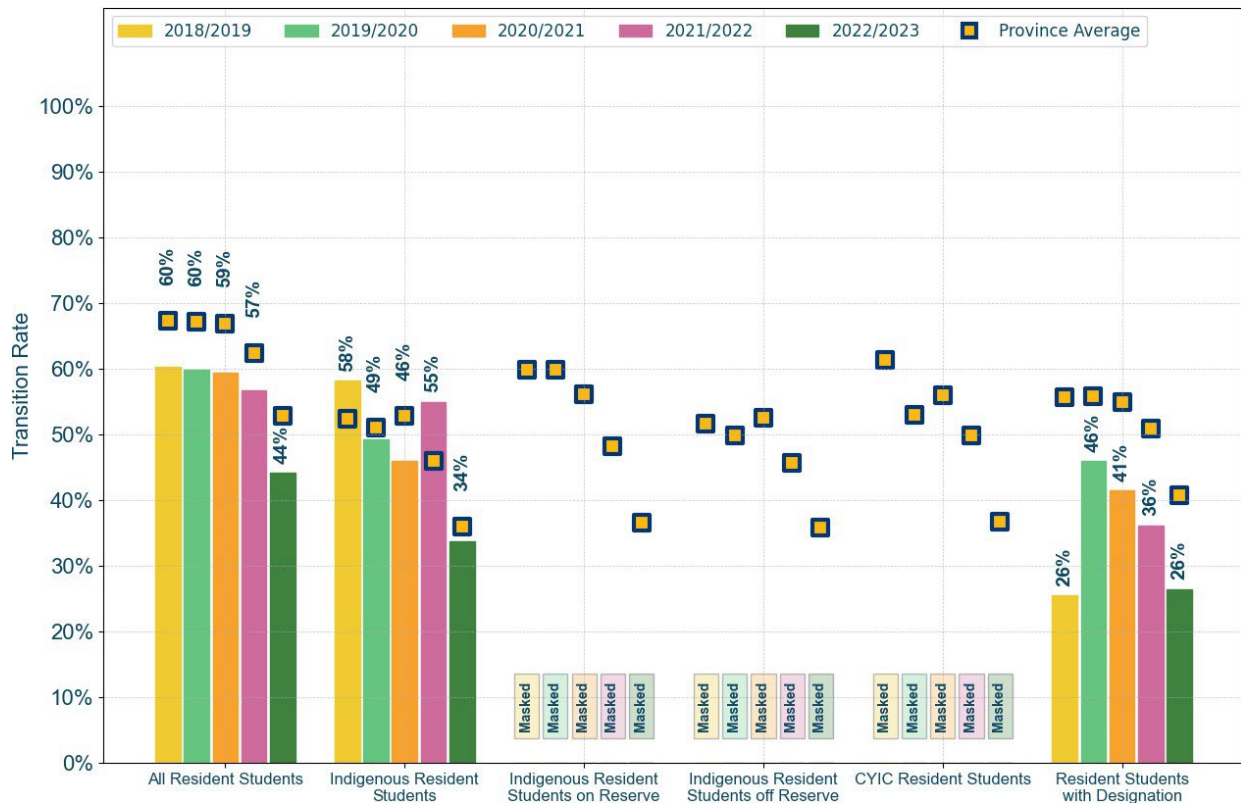
SD022 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	565	544	573	562	603
Indigenous Resident Students	67	69	87	80	98
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	37	41	47	87

SD022 - Immediate Transition to Post-Secondary



SD022 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Analyze
1

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Interpret
2

ANALYSIS AND INTERPRETATION

In 2022/23, approximately 44% of SD22 students transitioned directly to post-secondary institutions in British Columbia—10% below the provincial average. The gap is wider for Indigenous students at 20% below the provincial average and students with designations at 30% below the provincial average. However, school teams report that many graduates pursue post-secondary education outside British Columbia. Federal data from 2018/19 shows that 4.5% of SD22 graduates enrolled in institutions elsewhere in Canada. There is currently no data on students attending post-secondary institutions outside Canada.

Due to delays in transition data, schools may benefit from tracking recent graduates to gain a clearer understanding of post-secondary pathways.

Part 2b: Respond to Results

In Review of Year 2024-25 of the SD22 Strategic Plan 2022 – 2027

Interim Progress Report

Respond to Results

Part 2b



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



Please note: If the district’s current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Strategic Plan Priority: STUDENT SUCCESS			
Strategic Plan Objective: <i>Improve literacy and numeracy with a focus on closing the achievement gap</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Expanding the use of digital tools to promote inclusive numeracy and literacy practices, while developing teacher resources that support skill assessment and improve accessibility	EdPlan Insight supports literacy and numeracy by providing tools and data analytics that inform instructional practices and encourage responsive and personalized approaches to student learning	The targeted action has laid the infrastructure—screeners, dashboards/reporting, PLC structures, and targeted roles—needed for inclusive, data-driven practice	We will broaden the use of local and provincial data to inform evidence-based literacy and numeracy planning, use real-time analytics to identify learning gaps and set responsive targets, strengthen capacity in digital tools through professional learning, and explore AI applications to enhance data analysis and decision-making

Extend Indigenous Literacy Teacher support in targeted elementary schools to include family education on literacy strategies for Indigenous learners	The <i>2023/24 SD22 How Are We Doing? Report</i> reveals a concerning gap between Indigenous and non-Indigenous learners in achievement rates in literacy at the Grade 4 and 10 levels	The Indigenous Education Literacy Support Teacher in specific elementary schools has contributed to a positive impact on Indigenous student Grade 7 FSA literacy assessment which are approaching on par with peers	Indigenous Education Literacy Teacher will continue to support students in Grades 4-7 to improve literacy skills, and will also provide Indigenous parents and families with education and support to enhance their children's literacy growth
Enhance Indigenous Education Success Teacher support to provide targeted academic interventions in Math and Science for graduation credits, and to guide Indigenous students on post-secondary pathways	The <i>2023/24 SD22 How Are We Doing? Report</i> indicates that there continues to be a disparity in completion rates for Indigenous students and their non-Indigenous peers, as well as an equity gap in achievement in course marks at the Grades 10-12 levels	Indigenous Education Success Teachers within secondary schools have contributed to a positive impact on Indigenous student completion rates through their on-going academic support. In 2023/24, the Indigenous student 6 Year Completion rate increased to 84%	Indigenous Education Success Teacher will continue to support Indigenous students in achieving graduation credits with a new focus on Math and Science, and will additionally enhance planning for post-secondary pathways, including support for applications for Indigenous specific scholarships, bursaries and post-secondary programs
Continue expanding and applying the SD22 Responsive Literacy and Numeracy Framework to guide effective teaching and assessment in the early and middle years	This framework was created in alignment to curriculum documents to support teachers in shifting focus from content to competencies using data and a UDL approach to be responsive to the needs of students	The framework and planning document are embedded in all student-centred residencies and professional learning. Over 100 teachers have used it to support planning, with itinerant teachers noting its value in guiding discussions	This framework will continue to be used alongside the learning progressions and other curriculum documents. It is currently being revised to include a supplementary document that includes ideas and/scaffolds on ways to implement responsive instruction
Continue to grow and refine a student-centred coaching	Residencies provide embedded, on the job professional learning with a	Data from teacher feedback surveys, and both itinerant and principal testimonials	Residencies will continue to be offered as a professional learning opportunity and expand to include whole school residencies that

residency focused on literacy and numeracy, grounded in UDL and responsive teaching frameworks	student-centered coaching focus	have indicated high value in this program in supporting teachers with problems of practice to improve student learning	collaborate with departments across the district to support literacy/numeracy school goals An Early Learning and Middle Years Learning Leads program will be implemented alongside the residency program to support capacity building and instructional leadership at each school
Continue the expansion and implementation of the Early Literacy Essential Skills Profile (ELP) Assessment at the grades two and three level	This tool has been implemented across the district in response to providing a comprehensive tool that will inform responsive literacy instruction in grades K-3	Teacher feedback is positive overall, but there are some concerns with the time required to complete assessment. More learning and time is needed to embed the assessment within instruction. K-3 screener results and trends will be analyzed this year with the addition of grade 3	The K-3 screener will continue to be used with the addition of training the grade 3 teachers this year. Emphasis will be on using the screener to inform responsive instruction as well as used to support students in grades 4-7 who may be significantly struggling in reading
Expand professional learning on the science of reading through exploration of the Shifting the Balance resource	This professional learning option is in response to downward trends in literacy and building systemic coherence in understanding responsive pedagogy from K-7	Several schools have embraced this resource with staff through book studies. Both the Early Learning and Learning Depts have provided opportunities for staff to take the online course. Currently, there are 32 K-7 teachers across the district enrolled	Professional learning focused on building systemic coherence in literacy will continue through a Shifting the Balance community of practice to support those teachers who have participated in the online course as well through the Early and Middle Years School Learning Lead program
Continue strengthening Academic Reviews in	Academic reviews were originally in response to	Both 5 and 6-year completion rates have trended positively	Academic reviews will continue with a focus on:

all secondary and elementary schools, with a focus on school learning, support programs, and priority students	downward completion rate trends, but they continue to evolve as an opportunity for schools to share their learning stories and put faces on the data	since the implementation of this process and street data has been gathered informing district supports and initiatives to support student learning and well-being	• Completion rates • Priority students • NEW - Student Success goals evident in the School Learning Plan
Strategic Plan Priority: STUDENT SUCCESS			
Strategic Plan Objective: Support student wellness and ensuring our schools are welcoming, inclusive, and culturally responsive spaces			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Enhance Digital Wellness Sessions to promote healthy digital habits for students, staff, and parents	Digital Wellness Sessions address the challenge of unhealthy digital habits—like excessive screen time and online boundaries—among students. This strategy was chosen to give students, staff, and parents the knowledge and skills to use technology safely and responsibly, fostering	School wellness data suggests these sessions contributed to improved perceptions of safety and adult support, greater awareness of healthy digital habits, and stronger engagement with wellness programs—particularly among younger students. While they support inclusive	We will amplify supports for our community with digital wellness sessions that help us to navigate the ever-changing technology landscape. Some areas for development are: • Expanding digital wellness sessions to include more culturally responsive content and differentiated delivery for priority populations • Engage families and community partners to co-design some future sessions to ensure relevance and sustainability.

	healthier digital behaviors across the school community	environments, ongoing equity gaps highlight the need for continued targeted interventions	Integrate some Digital Wellness metrics to better assess how we are doing
Refine targeted, culturally responsive wellness programming for Indigenous girls in Middle Years	An analysis of the data from the <i>2023/24 SD22 How Are We Doing? Report</i> reveals that the transition rates for Indigenous girls, particularly from Grades 9 and 10, is a concern, in addition to a greater percentage of Indigenous females being referred to Alternate Programs	In 2024/25, 19 Indigenous girls in Grades 8 and 9 participated in group wellness programming using an Indigenous/sylx lens. The survey feedback from students and families was overwhelmingly positive	Indigenous Outreach Workers will continue to work with students and families to improve school attendance and engagement, and feedback will support targeted programming for Indigenous girls in the Middle Years
Grow Indigenous student leadership opportunities and voice for Indigenous students to include both secondary and elementary students	Data from the <i>2023/24 SD22 How Are We Doing? Student Learning Survey</i> results suggests that student feelings of belonging is an area of growth, with Indigenous students less likely to respond that school is a place of welcome and belonging than their non-Indigenous peers	In 2024/25, 24 Indigenous secondary students from SD22 shared their voices through the District Indigenous Student Leadership group and participated in two regional events: the Indigenous Youth Summit at Thompson Rivers University and the What Happens Upstream Youth Summit hosted by the OKIB Youth Council. Student survey feedback was overwhelmingly positive	Expand Indigenous student voice initiatives to include Middle Years Indigenous students at specific schools in addition to continuing with the District Indigenous Student Leadership group for secondary students. Additionally, secondary leadership students will have the opportunity to host, organize and facilitate this year's regional OMRIE Indigenous Youth Summit

Amplifying student voice through a Middle Years Student Voice Day	This event is part of the district's middle years program, designed to amplify student voice and build a teacher network. Each year, it explores a different aspect of middle years philosophy through empathy interviews, with findings informing district priorities for supporting middle years students	Over the past three years, all school families have contributed to planning and participation. Elementary and secondary students shared their perspectives, providing valuable insights that support responsive instruction and middle years programming	Move away from a centralized day and extend this event by each family of school planning their own middle years student voice day as part of their family of schools' middle years programming to support smooth transitions
Amplifying voices on the margins through the Voices of Vernon and IBPOC Youth Symposium events	Both of these events were in response to supporting the MECC K-12 Anti-Racism action plan and the districts commitment to equity	300 students attended the Voices of Vernon event and 33 students attended the IBPOC Youth Symposium. Feedback from students was positive expressing the need to continue to have opportunities and safe spaces to have these important discussions	These events will continue to be provided, but with Voices of Vernon being reduced to 1 day
Annually review and update school-based mental health plans in alignment with the District Mental Health Strategy, using local and provincial data to guide decisions	Align school mental health plans with the District Mental Health Strategy through collaboration with school teams and strengthened partnerships with community organizations. Initiatives are guided by data from the YDI,	Hold annual meetings with the SBT and Mental Health Liaison to develop school-based mental health plans. Promote awareness of district and community mental health supports and offer training in district-supported programs such as Open Parachute,	Closely align our School Based Mental Health Plans with the District Mental Health Strategy. Conduct an ongoing review of the programs and services that are effectively supporting student wellness and engagement. While moving our resources to an RTI model of intervention to maximize the resources that are available to us

	MDI, and Student Satisfaction Survey	Prevention, and Character Strengths. Strengthen Tier 1 and 2 interventions through targeted district support	
Strategic Plan Priority: STUDENT SUCCESS			
Strategic Plan Objective: <i>Support early years, middle years, graduation years, and post-secondary transition to enhance student success</i>			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: • Continue? • Discontinue? • Adapt? • Introduce and implement?
Implement myBlueprint across all secondary schools to support K–12 Student Reporting Policy requirements, including Core Competency reflections, goal setting, and 3-year graduation planning	Implementing myBlueprint in secondary schools helps students reflect on competencies, set goals, and plan for graduation in alignment with the K–12 Student Reporting Policy. The platform provides structured tools for self-assessment, academic tracking, and post-secondary planning, supporting lifelong learning	myBlueprint has proven effective by offering a structured platform for student reflection and planning, improving graduation outcomes, and aligning with provincial reporting guidelines	Strengthen the use of myBlueprint for core competency reflections, goal setting, and 3-year graduation planning. Provide targeted training to support effective use by students and educators. Implement myBlueprint+ to expand digital portfolio tools and enhance communication of student learning

	and updated reporting requirements		
Maintain culturally responsive transition supports for Indigenous students moving from elementary to secondary, including summer activities led by IOWs for priority learners	Data from the <i>2023/24 SD22 How Are We Doing?</i> indicated that Indigenous students were less successful in their progress from Grade 8 to 12 than their non-Indigenous peers	Over 100 Grade 7 Indigenous students had the opportunity to participate in 2-3 transition events organized by Indigenous Education staff, with priority Indigenous students being offered summer transition activities	Indigenous Education staff will continue to offer culturally responsive transition supports for Indigenous learners
Expand the focus on Middle Years programming and smooth transitions to secondary school	Refocusing on middle years student programming was in direct response to decreased student engagement, attendance and academic achievement communicated through academic reviews and data	Feedback from schools through academic reviews has indicated that by amplifying middle years programming and building family of school transition plans, they have noticed students are less anxious going from elementary to secondary school. This is also affirmed through the grade 8 survey data	Support for middle years programming will shift to a new structure, including a dedicated Middle Years Learning Lead and time for family-of-school connections. Schools have noted academic challenges during the transition from Year 9 to Year 10, highlighting the need for focused support as students move from middle years to graduation years.
Continue to provide a welcome to kindergarten program and gradual entry process	Welcome to Kindergarten (WTK) programs provide families with a warm introduction to their school community. WTK bags and Learning Through Play newsletters promote early	Based on feedback and engagement, the participation of families is high and events are welcoming environments for children to meet Educators, see their new school and provide a nurturing	The Welcome to Kindergarten program will continue, with feedback from teachers, staff, and families guiding a review of the current resource bags. There is interest in creating more place-based, play-based materials that reflect our local community. Consultation with families, children, educators, and childcare providers will assess

	learning through everyday activities. Resources are selected to ensure a consistent, district-wide approach. The Gradual Entry process has been revised to better support transitions from preschool and childcare, including on-site programs	event focused on supporting smooth transitions to school during the spring. We are currently in the gradual entry process and data will be collected and used to inform practice going forward.	the impact of changes introduced in September 2025
Continue to build family connections and supports through early learning programming and childcare on school grounds	Offering child care on school grounds addresses the gap in access to school age child care services in our community	The increase in licensed capacity and the introduction of new programs has improved access to licensed school age child care programs for many families. The expansion of 3 licensed programs at Kidston Elementary is supporting families in that neighborhood catchment	Enrollment in all school age child care programs is strong and the district will continue to monitor the financial feasibility of these programs across the 2025-2026 school year
Continue transition planning for students with disabilities and diverse needs as they enter Kindergarten, and support successful transitions from elementary to high school and from high	Ensuring appropriate resources and supports are in place for students as they transition through the school system. This involves close collaboration between school, the family, and community organizations. This collaborative planning occurs through the use of the School	Schools have identified a need for more information from community partners to support new Kindergarten students. Strengthening information-sharing pathways is essential as students with diverse needs transition between schools, especially	Continue building partnerships with community organizations to support transitions for students with disabilities and diverse needs, and strengthen communication among Inclusive Education staff to ensure effective knowledge transfer

school to community-based services	Based Team or Integrated Case Management Meetings	to prevent loss of key details during staff changes	
Create diversified pathways for student voice inclusive of priority students	Provide a range of specialized support programs within Inclusive Education, emphasizing differentiated instruction and response to intervention (RTI). Secondary students can access targeted options such as Summits, Vocations, Connections, and Alternative Learning. Monitor placement and progress of students with diverse needs in Grades 10–12 to ensure success in earning graduation credits	There is careful planning through the school-based team to the district team that approves placements in specialized programs. It is important to consider setting students up for success in opportunities that are the right fit and ongoing monitoring of student success toward graduation	Continue to grow learning opportunities in expanding instructional practices through ongoing professional learning in differentiated instruction and universal design for learning as barriers are identified within SD22. Continue to offer wrap around specialized programs that have proven to support student success
Increase dual credit opportunities for Indigenous students, students in care, and students with designations	Dual credit programs provide career-connected, cost-free access to post-secondary education. However, systemic barriers—such as limited access, awareness, and support—often exclude Indigenous learners, students in care, and those with designations. These groups face lower graduation and post-secondary transition rates, and traditional academic	Enrolment data shows rising participation among target cohorts in dual credit programs. Students and families report increased awareness and interest, alongside greater confidence, motivation, and belonging. Practice changes reflect a more inclusive approach	Continue building partnerships with community organizations to support transitions for students with disabilities and diverse needs, and strengthen communication among Inclusive Education staff to ensure effective knowledge transfer

	pathways may lack relevance. Without intentional design and wraparound supports, dual credit risks reinforcing inequities. It was selected as a strategy to promote equity and improve outcomes		
Continue expanding dual credit options in health and human services, including Indigenous Support Worker, Medical Device Reprocessing Technician, and the Grade 11/12 Health Care Sector Sampler course (20 students)	These programs are tailored to meet local labour market needs, ensuring students are prepared for in-demand roles within their communities. Culturally grounded programs, such as Indigenous Support Worker, help Indigenous students see themselves reflected in both the curriculum and career pathways	Families, Indigenous communities, and health sector partners strongly support these career pathways. Students value the Health Sampler's hands-on, career-focused approach. This strategy effectively connects education with workforce needs	Continue expanding Health and Human Services dual credit programs. The structure will be refined to offer more hands-on experiences, mentorship opportunities, and clearer career pathways