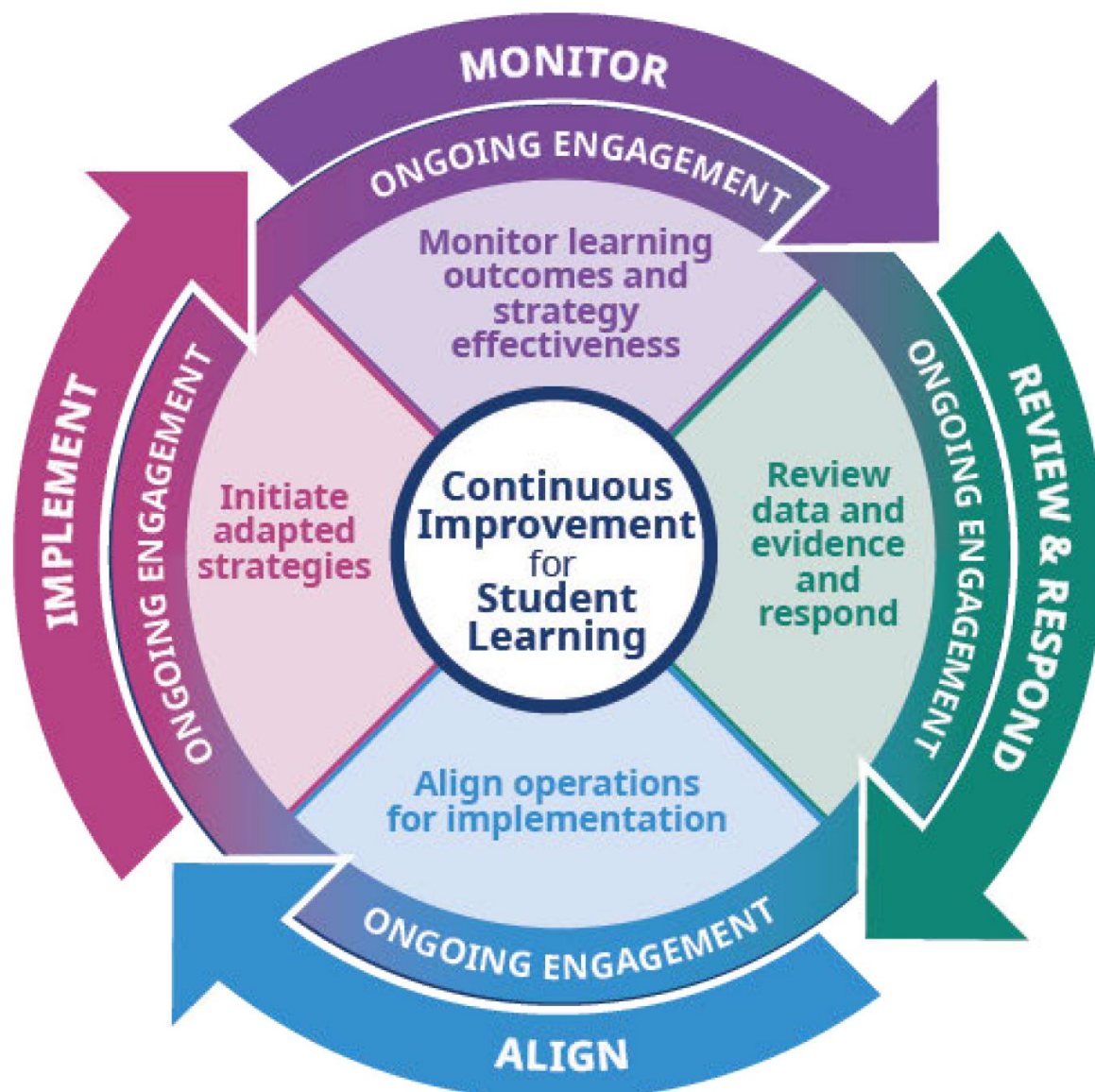




ENHANCING STUDENT LEARNING REPORT

September 2026



Vernon

SD022

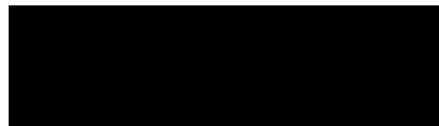
Interim Progress Report September 2026

In Review of Year 2025-26 of the SD22 Strategic Plan, 2022-2027

Approved by the Board of Education on September 16, 2026



Karla Mitchell
Superintendent of Schools



Kelli Sullivan
Chair, Board of Education

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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:

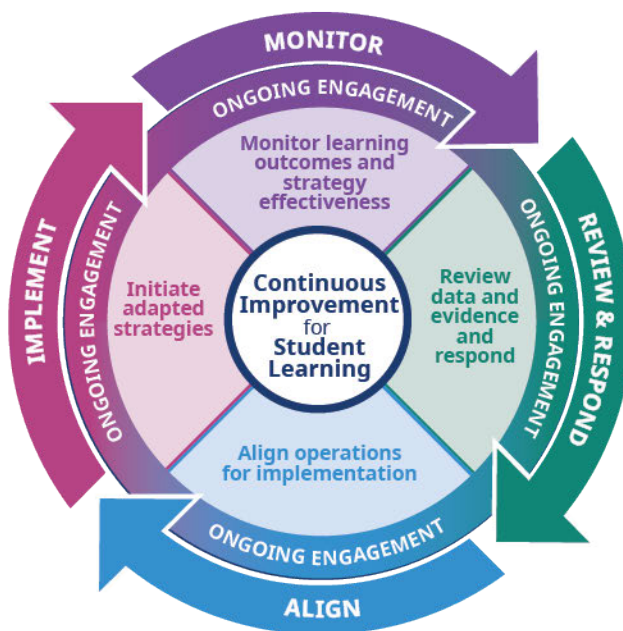
Ministry Note

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.

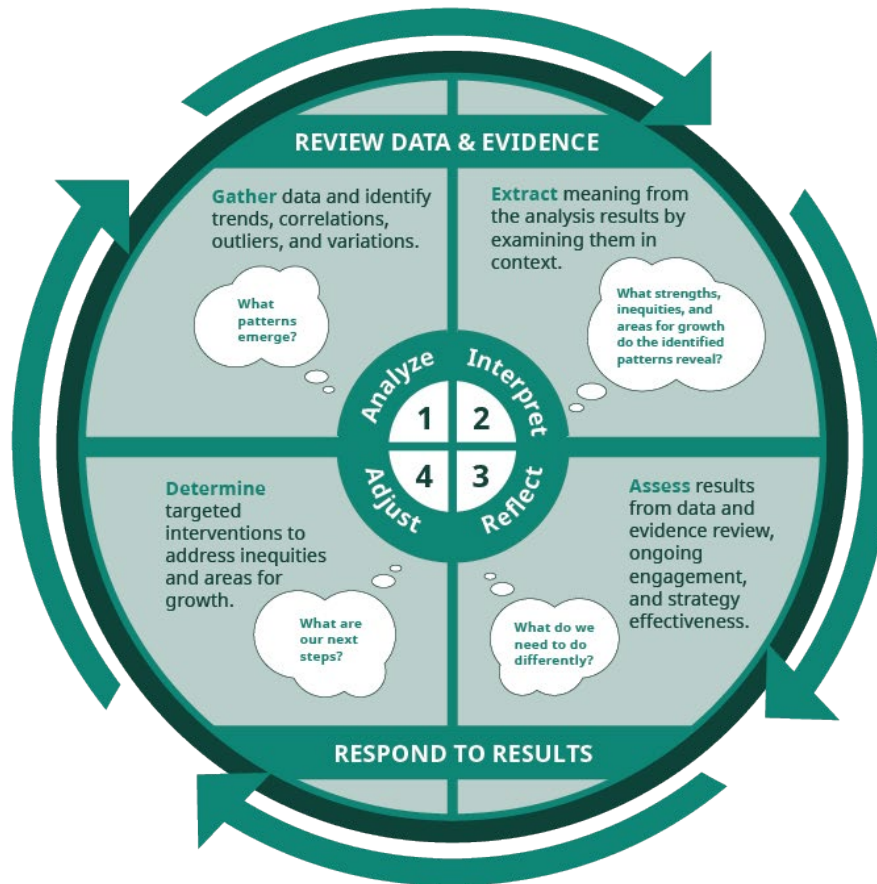
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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**.

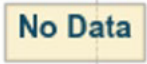
A note on children and youth in care data:

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

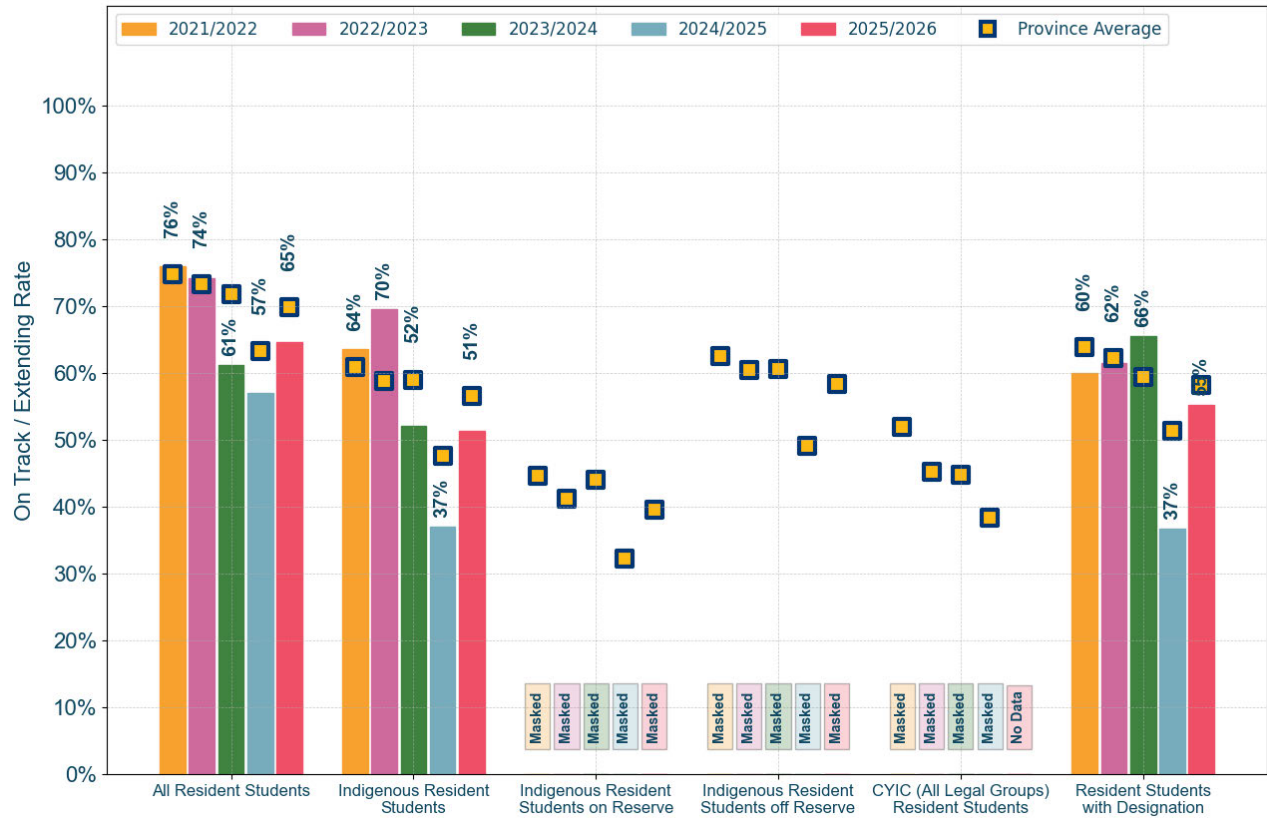
Educational Outcome 1: Literacy

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	643 92%	673 93%	662 92%	659 93%	680 94%
Indigenous Resident Students	110 90%	107 86%	108 91%	102 90%	119 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	60 67%	74 70%	78 74%	81 74%	113 85%

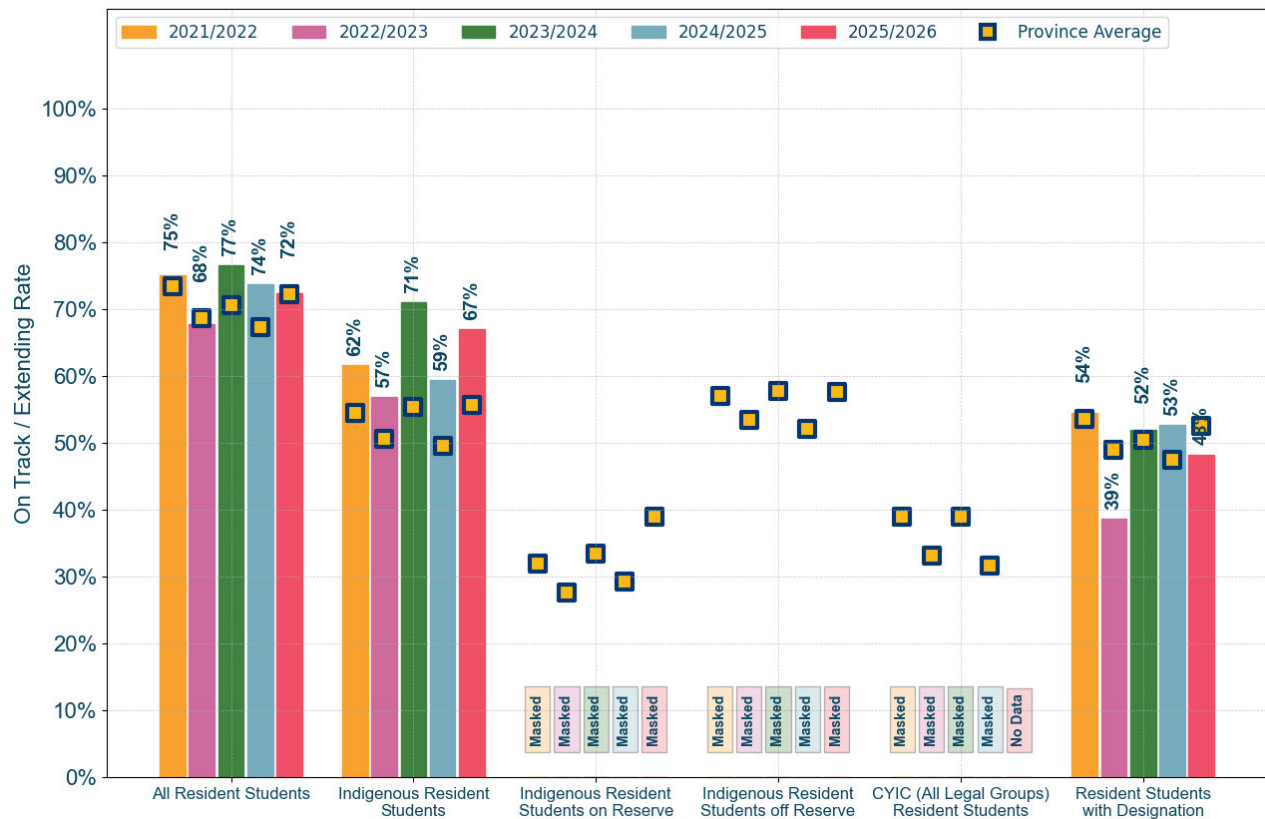
Grade 4 FSA Literacy - On Track / Extending Rate Vernon



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	714 92%	673 92%	676 93%	679 95%	722 95%
Indigenous Resident Students	142 88%	125 87%	111 90%	114 93%	113 88%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 67%	121 73%	133 75%	134 85%	136 84%

Grade 7 FSA Literacy - On Track / Extending Rate Vernon

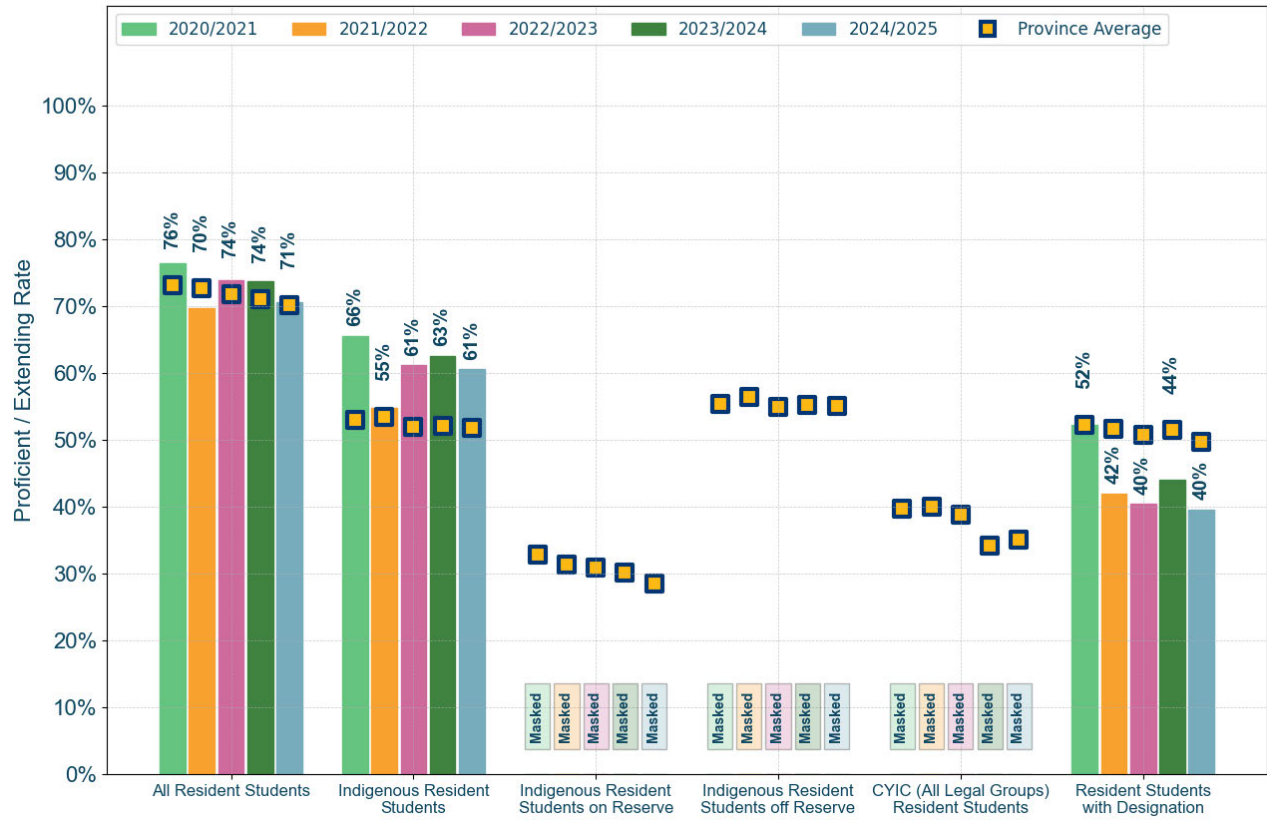


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	681 79%	670 73%	735 87%	755 85%	792 89%
Indigenous Resident Students	138 63%	121 69%	121 75%	142 74%	140 76%
Indigenous Resident Students on Reserve	Masked	Masked	16 88%	18 72%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	105 73%	124 74%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	89 60%	103 49%	128 64%	158 61%	156 71%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Vernon



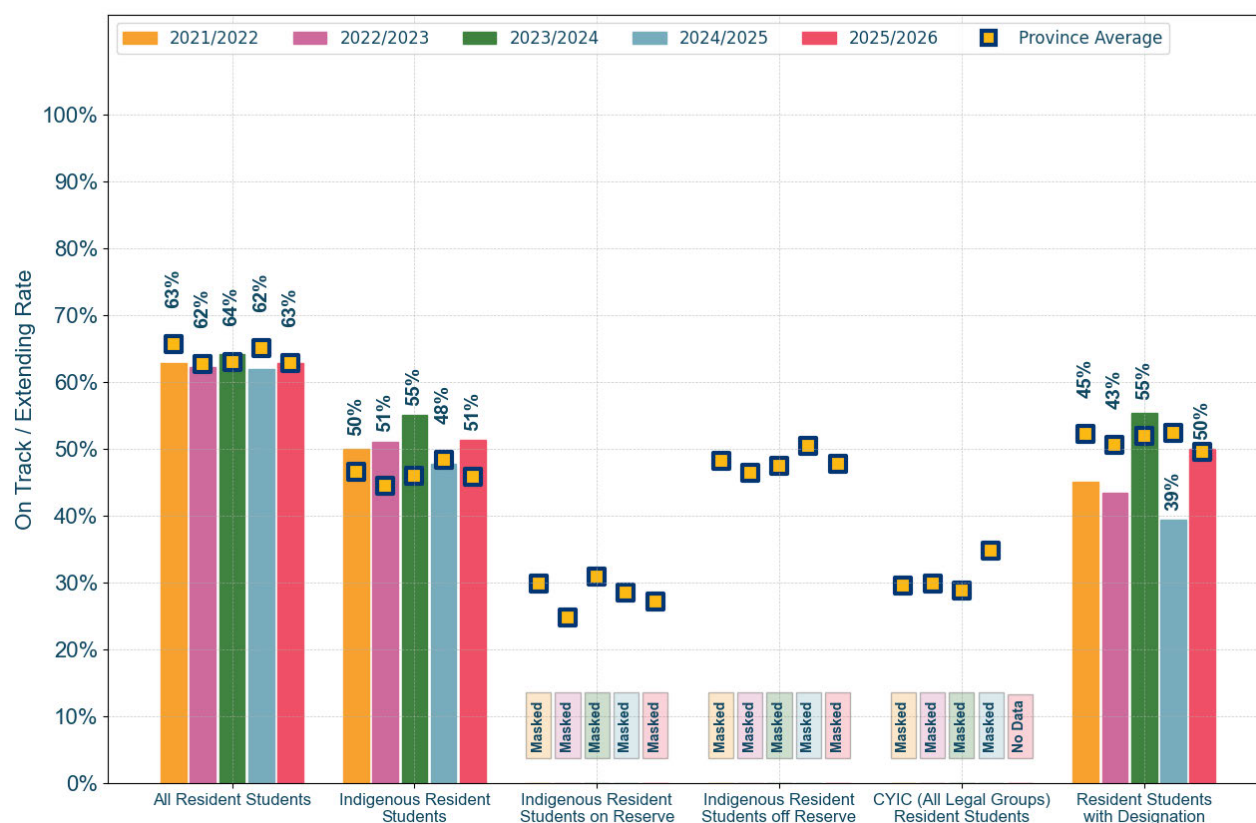
Educational Outcome 2: Numeracy

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	643 92%	673 93%	662 92%	659 94%	680 95%
Indigenous Resident Students	110 89%	107 86%	108 91%	102 90%	119 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	60 67%	74 72%	78 72%	81 75%	113 87%

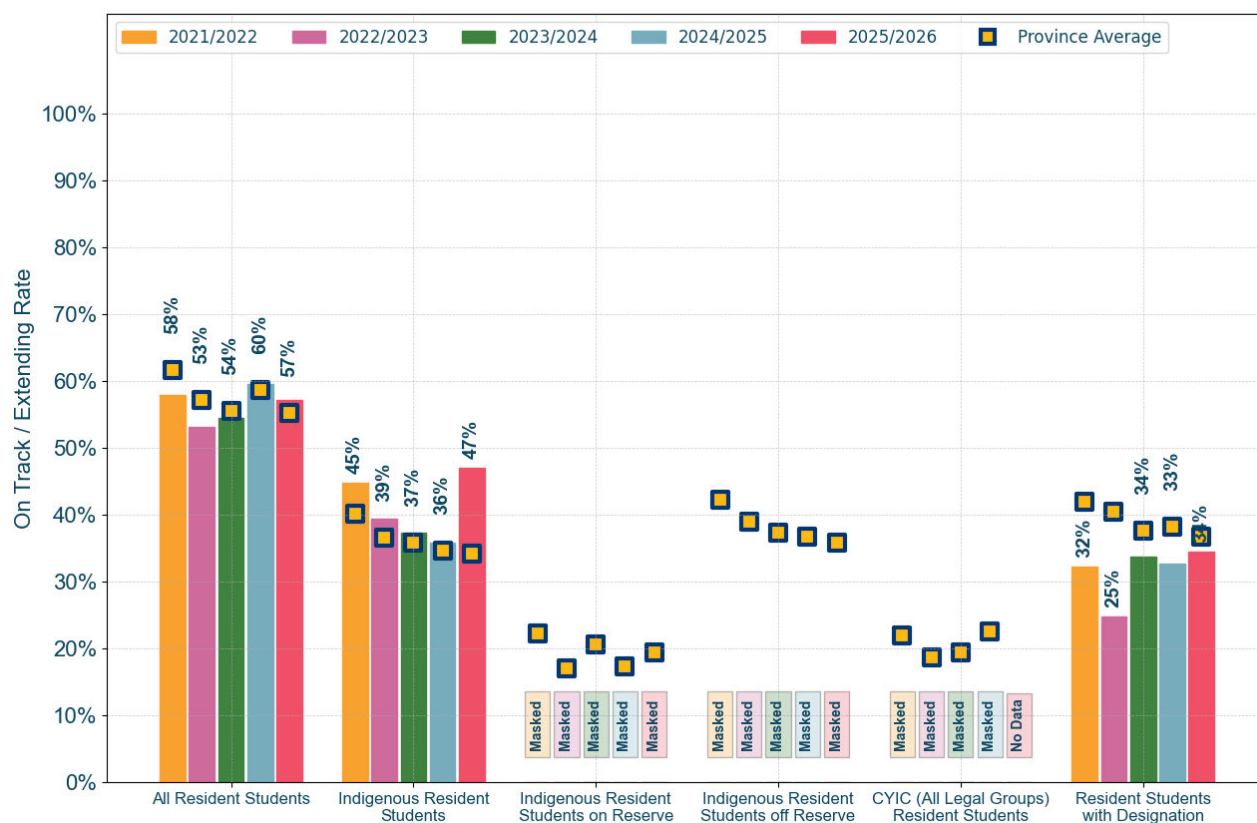
Grade 4 FSA Numeracy - On Track / Extending Rate Vernon



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	714 91%	673 92%	676 92%	679 94%	722 95%
Indigenous Resident Students	142 87%	125 87%	111 89%	114 93%	113 88%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	102 61%	121 70%	133 74%	134 84%	136 85%

Grade 7 FSA Numeracy - On Track / Extending Rate Vernon

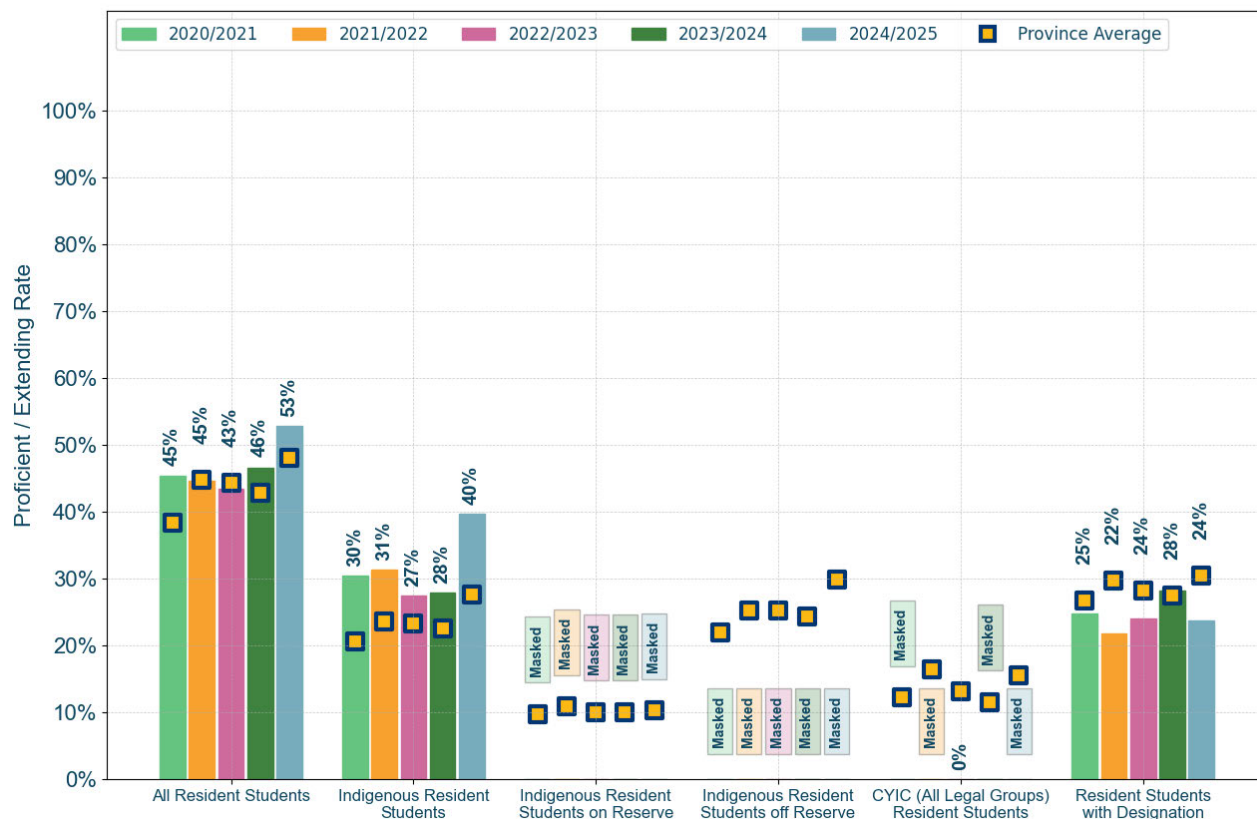


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	676 79%	669 62%	728 70%	751 73%	785 70%
Indigenous Resident Students	134 63%	120 55%	119 71%	142 64%	139 69%
Indigenous Resident Students on Reserve	Masked	Masked	16 81%	18 61%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	103 70%	124 65%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	89 55%	102 46%	128 54%	156 58%	154 54%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Vernon

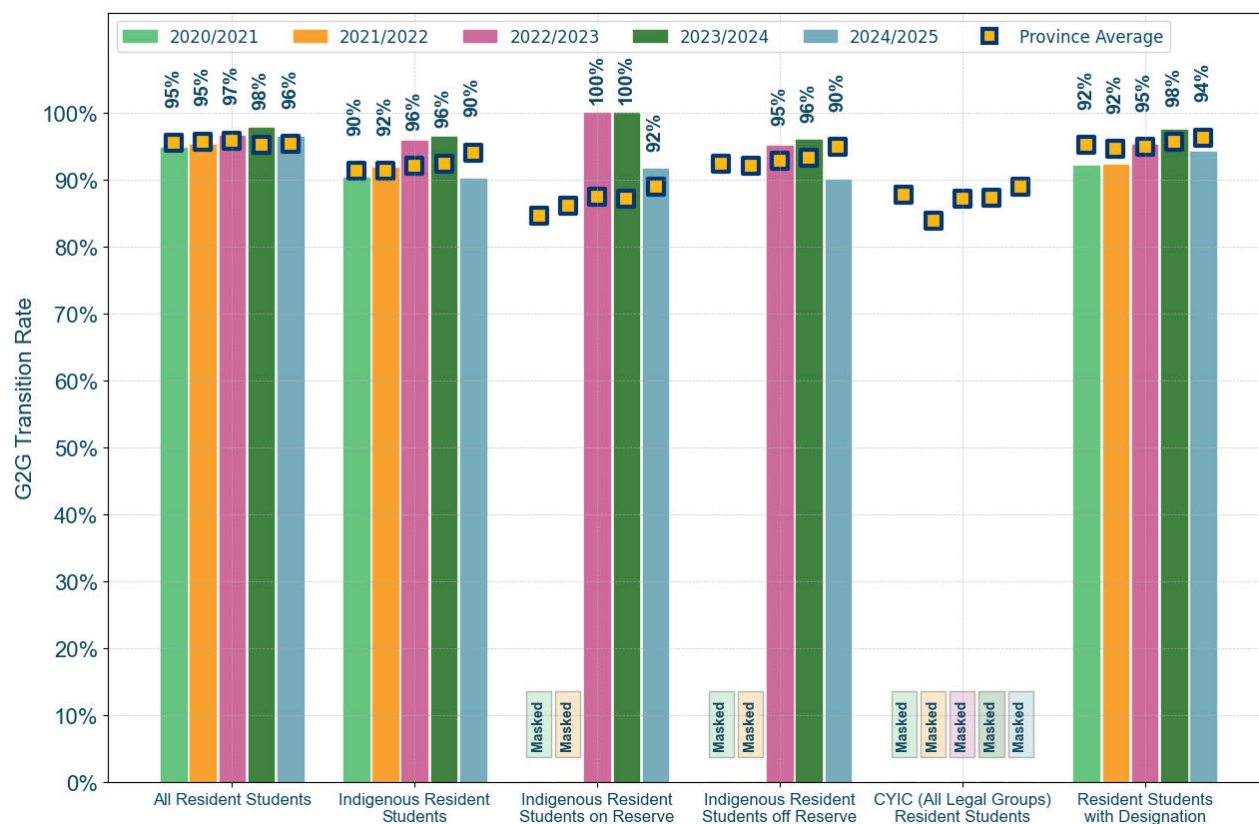


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	680	674	734	757	795
Indigenous Resident Students	135	123	119	143	142
Indigenous Resident Students on Reserve	Masked	Masked	16	18	12
Indigenous Resident Students off Reserve	Masked	Masked	103	125	130
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	88	104	127	160	156

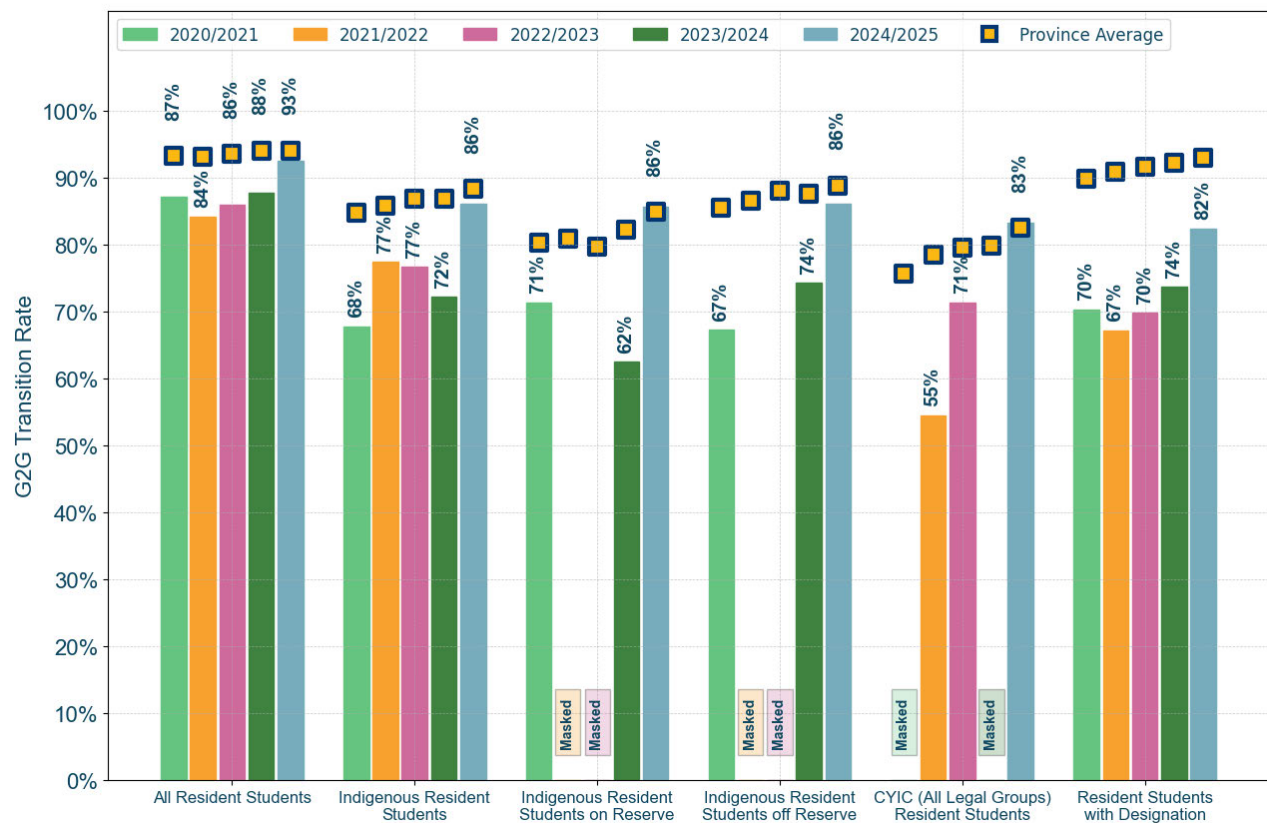
Grade 10 to 11 Transition Rate Vernon



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	673	736	738	790	789
Indigenous Resident Students	118	155	133	133	151
Indigenous Resident Students on Reserve	14	Masked	Masked	24	21
Indigenous Resident Students off Reserve	104	Masked	Masked	109	130
CYIC (All Legal Groups) Resident Students	Masked	22	14	Masked	18
Resident Students with Designation	91	125	159	171	194

Grade 11 to 12 Transition Rate Vernon



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?

Example response: (Please delete this example before finalizing the report)

- *Between 2020 and 2023, the district experienced a consistent decline in numeracy scores across all student groups. While scores stabilized in the 2023/2024 school year; continued focus is needed to improve outcomes.*

Please respond using a maximum of three (3) to five (5) bullet points.

- The district continues to have strong participation in provincial assessments, resulting in data that reflects a broad cross-section of the student population and may be a contributing factor in why students with diverse needs are lower than provincial averages. Schools work to ensure assessments are accessible and that appropriate accommodations are available for students with diverse needs. Ongoing efforts should focus on strengthening the implementation of accommodations and responsive literacy and numeracy instruction.
- Over the past five years, provincial assessment results in literacy have generally remained below provincial averages, consistent with trends identified through annual school academic reviews and local measures. Recent data, however, indicates a positive shift, with Grade 4 students demonstrating improved outcomes across both provincial and local literacy assessments. Sustained efforts to strengthen foundational literacy skills in Kindergarten through Grade 3 will be critical to maintaining this momentum. Continued monitoring of literacy achievement at Grades 7 and 10 is also warranted as cohorts impacted by earlier declines in literacy proficiency continue to advance through the grade levels.
- District numeracy results on both provincial and local assessments have remained relatively stable over the past five years, with students consistently performing at or above provincial averages. Despite these positive outcomes, secondary schools have identified concerns regarding the numeracy proficiency of some students transitioning from Grade 7 to Grade 8. Continued monitoring of student achievement and targeted

support for learners entering secondary school with lower levels of numeracy proficiency will be important to ensure successful transitions and sustained achievement in mathematics as they progress towards the graduation years.

- Overall, Indigenous students continue to perform above provincial averages for Indigenous learners in both literacy and numeracy. While this is encouraging, achievement levels remain approximately 10 percentage points below those of the overall student population. Students with designations are generally performing below provincial averages for designated students across most grade levels, with some grades demonstrating achievement gaps exceeding 20 percentage points when compared to all students. Reducing these disparities remains a key priority. Continued focus on targeted supports, evidence-informed instructional practices, and inclusive learning environments will be essential to improving literacy and numeracy outcomes and narrowing achievement gaps for these student groups.
- Grade-to-grade transition rates from Grade 10 to Grade 11 and from Grade 11 to Grade 12 remain slightly below provincial averages. For all students, the Grade 10 to Grade 11 transition rate has remained relatively stable over time, while the Grade 11 to Grade 12 transition rate has shown a positive upward trend over the past four years. Transition rates for Indigenous students and students with designations are lower than those of the overall student population; however, these groups have also demonstrated improvement in the Grade 11 to Grade 12 transition. Continued monitoring and further investigation of transition rates, alongside completion rate data, will be important to better understand student pathways and support successful graduation and post-secondary transitions.

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.

Example response: (Please delete this example before finalizing the report)

- *The district implemented a new instructional framework for math in January 2023. Initial feedback from teachers and students has been positive, and this may have contributed to numeracy scores beginning to stabilize in the 2023/2024 school year. Further evaluation of the program's impacts will be conducted, and implementation will continue into the next school year.*

Please respond using a maximum of three (3) to five (5) bullet points.

- **Early Literacy and Responsive Instruction**

The district has successfully implemented the K–3 Early Literacy Profile (ELP) screening tool, with positive feedback from educators regarding its effectiveness and usability. The next phase of this work will focus on strengthening the use of assessment data to inform responsive classroom instruction, including the implementation of protocols, accommodations, and practices that promote equitable access to learning for all priority student populations. To support this work, a K–3 Literacy and Numeracy Responsive Instruction Guide is being developed, providing educators with high-yield instructional routines, intervention protocols, and practical implementation strategies. In addition, the Indigenous Education Department will provide opportunities for parents of Indigenous students to participate in Family Literacy events.

- **Strengthening Foundational Numeracy Assessment**

The district is reviewing and revising its current numeracy screener to better align with the foundational numeracy skills outlined in the curriculum. The revised tool will establish a K–9 continuum, enabling earlier identification of specific skill gaps and more targeted support for students requiring additional intervention. The renewed screener will enhance the district's ability to implement evidence-informed, culturally responsive instructional practices and strengthen the monitoring of academic interventions.

- **Supporting Student Transitions and Graduation Success**

While completion rates remain strong, transition data highlights opportunities for earlier intervention to improve long-term student success. District efforts will continue to focus on supporting key transitions, particularly from Grade 7 to Grade 8, through targeted supports for Indigenous learners, students with designations, and children and youth in care. Additional literacy and numeracy interventions in Grades 8 and 9 will help strengthen readiness for the graduation years. This work includes a new pilot initiative providing Tier 1 and Tier 2 supports for Grade 8 and 9 Category Q students, alongside the expanded use of digital tools to enhance inclusive literacy and numeracy practices. This work also includes enhanced supports for Indigenous students in math and science courses at selected secondary schools.

- **Whole-School Residency Program**

The district is developing a Whole-School Residency Program as a key strategy for advancing school literacy and numeracy goals. The program will engage multiple district departments in coordinated support of school-based improvement efforts, fostering greater system coherence and shared responsibility for student learning. Through sustained, collaborative engagement, the residency model is intended to strengthen instructional practices, build capacity in responsible and purposeful technology use, and improve literacy and numeracy outcomes for all students.

- **Aligning School Learning Plans**

School Learning Plans across the district have been renewed to reflect the three pillars of the District Strategic Plan: Student Success, Leadership Excellence, and Community Connections. Using data trends and multiple sources of evidence, schools have identified priority areas and actions to support ongoing improvement in literacy, numeracy, and social-emotional well-being for all groups of students. This work will be ongoing and supports systemic coherence as well as careful attention on priority populations

Human and Social Development

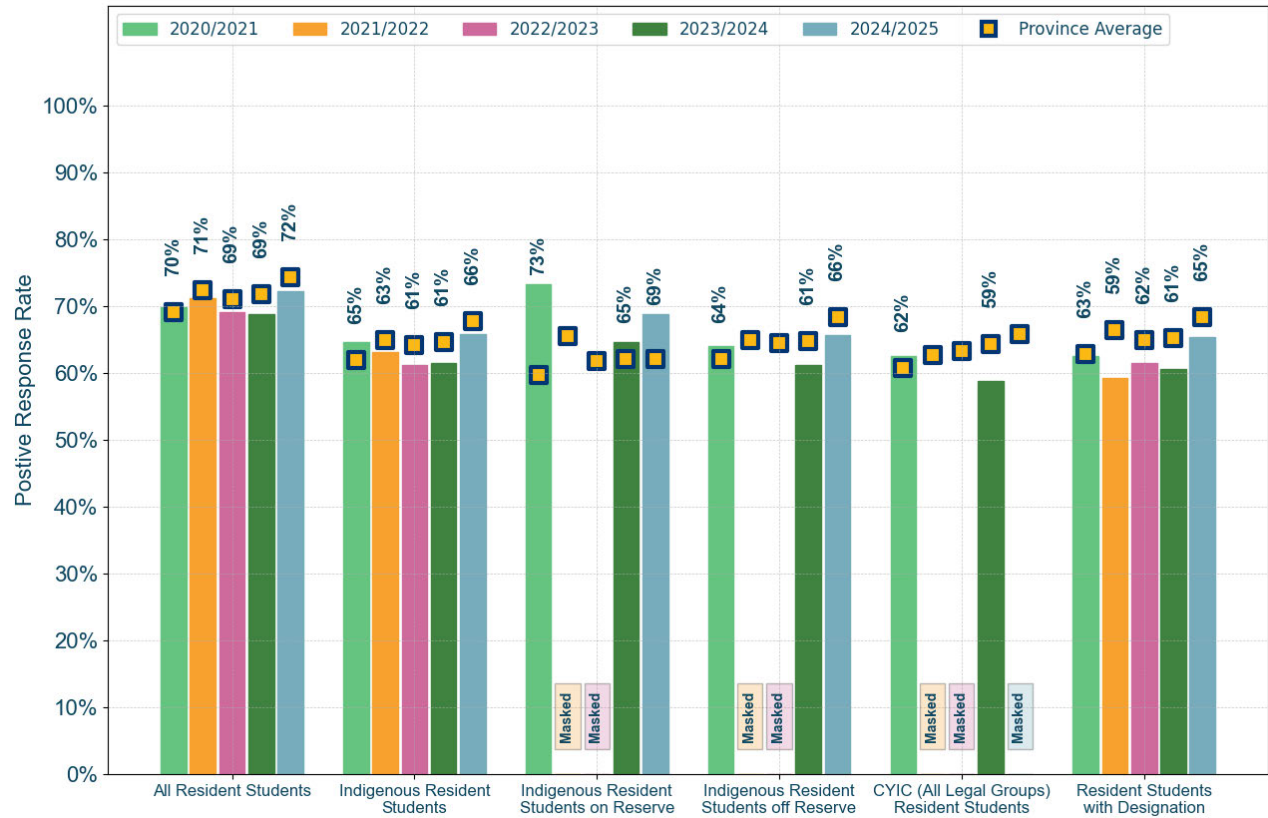
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

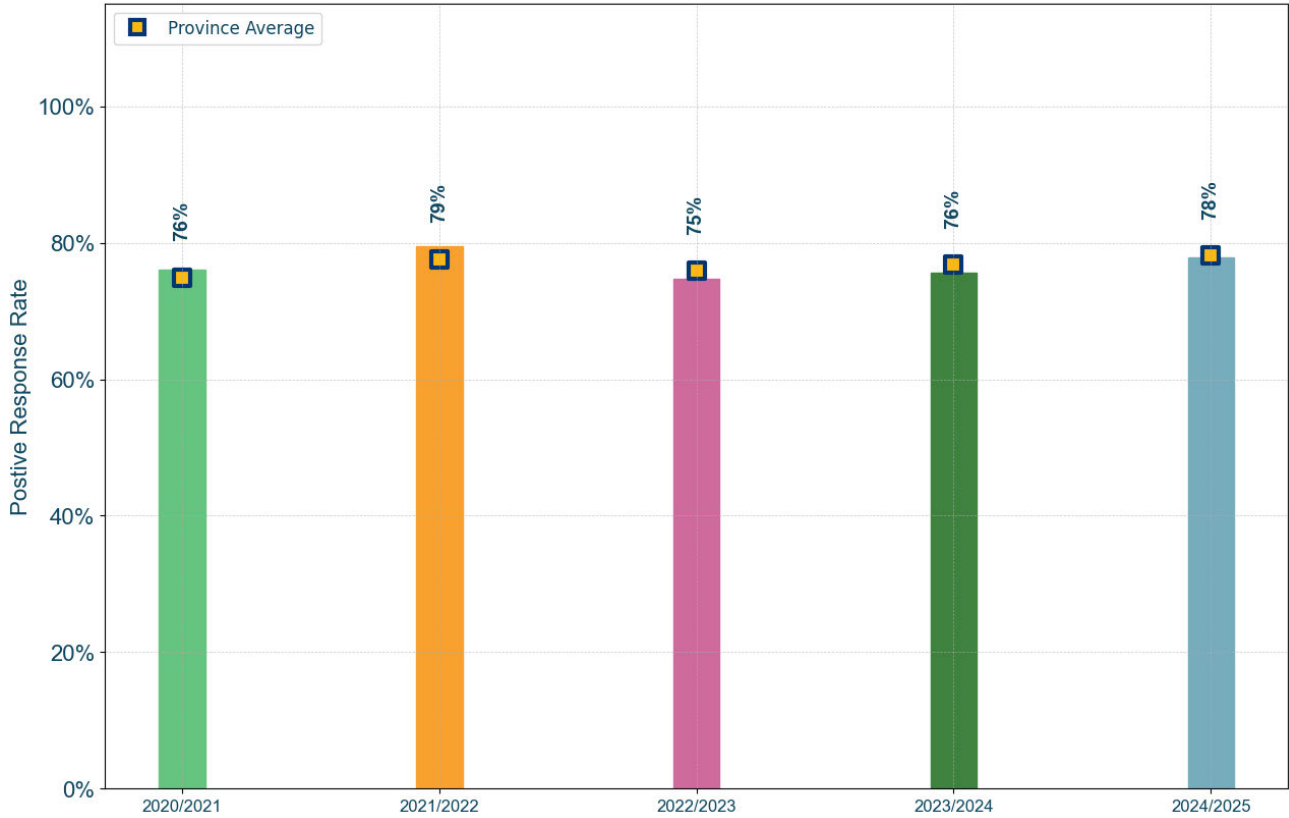
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1947 81%	1984 80%	2040 80%	2047 77%	2113 84%
Indigenous Resident Students	369 69%	362 70%	344 71%	353 70%	357 79%
Indigenous Resident Students on Reserve	23 61%	18 61%	25 60%	31 58%	25 72%
Indigenous Resident Students off Reserve	346 69%	344 70%	319 72%	322 71%	332 80%
CYIC (All Legal Groups) Resident Students	24 75%	22 55%	Masked	24 71%	17 76%
Resident Students with Designation	242 65%	261 63%	314 65%	364 60%	372 71%

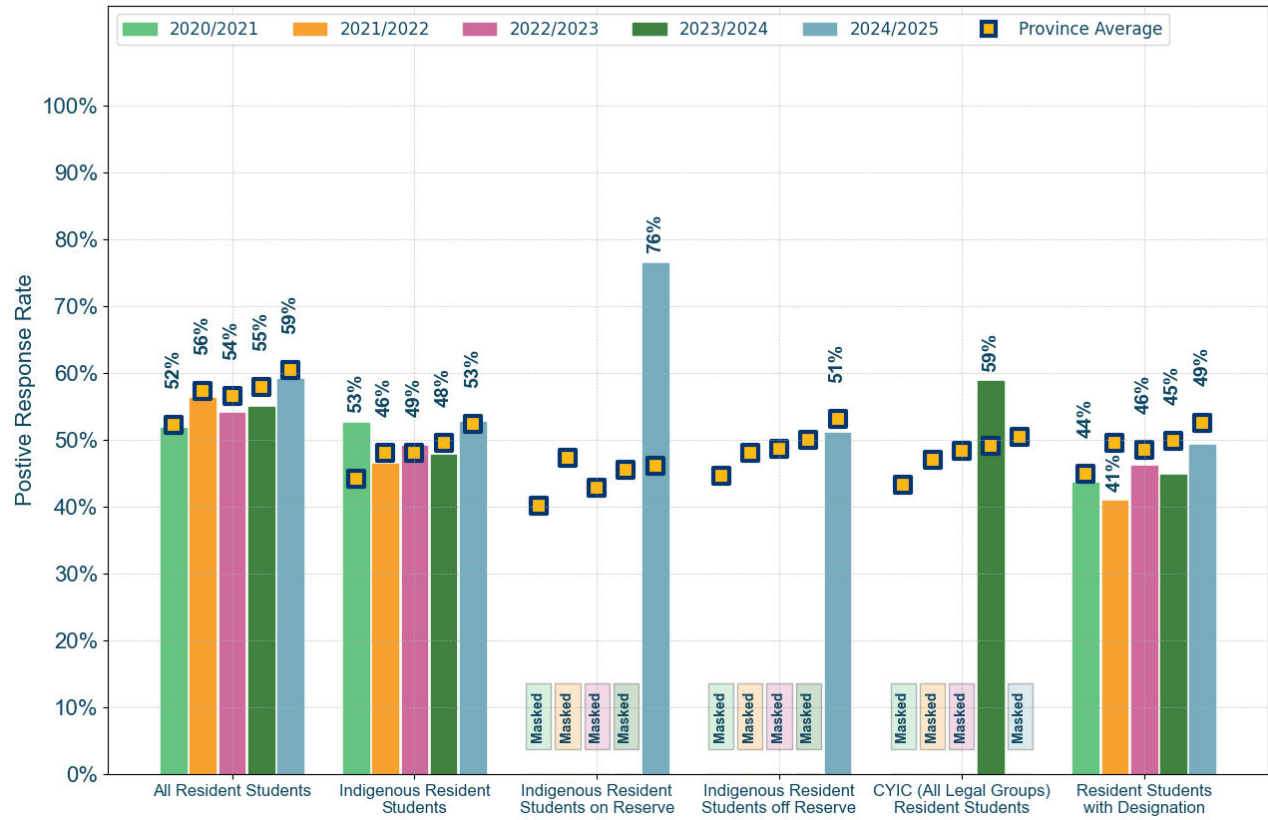
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Vernon



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

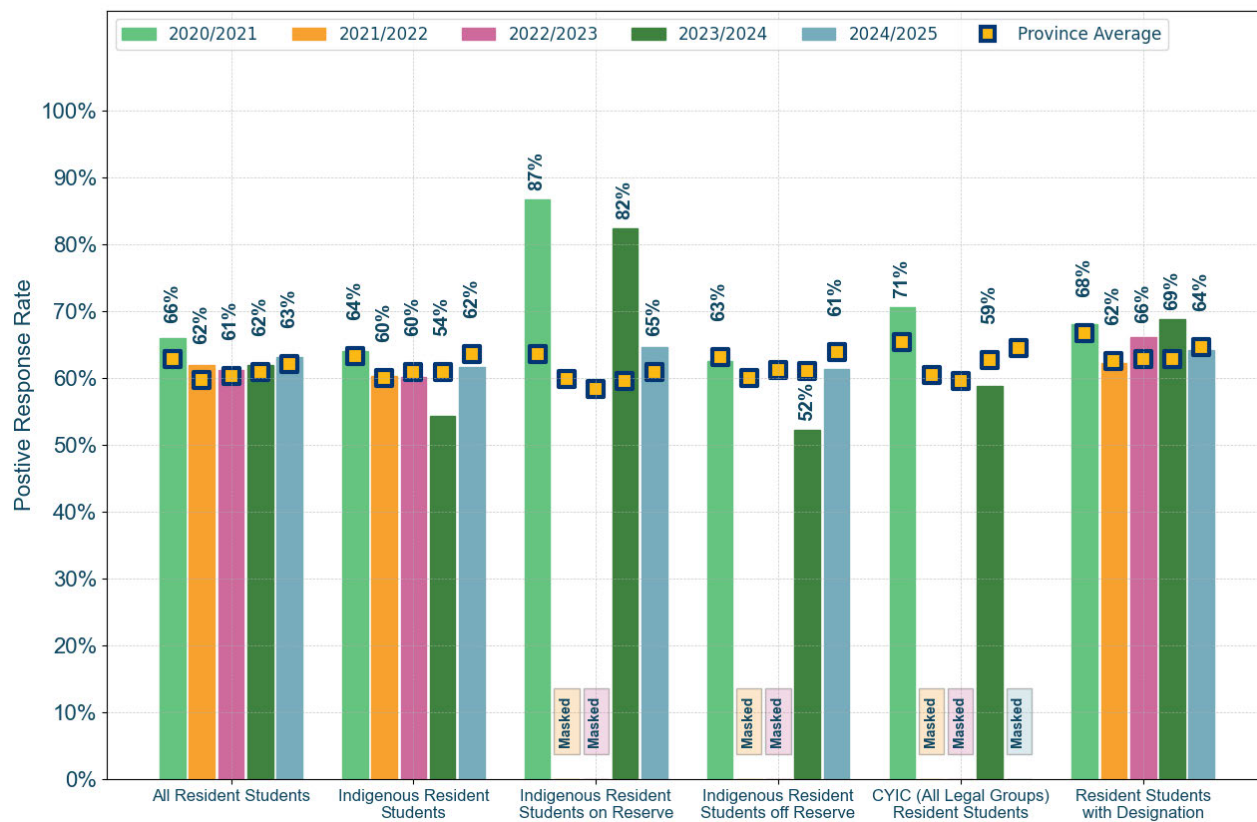


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Vernon



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
Vernon



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?

Example response: (Please delete this example before finalizing the report)

- *The Student Learning Survey (SLS) indicates an increased sense of belonging for all students in 2023/24. While this increase is promising, a continued focus to improve results is important after several years of stagnation.*

Please respond using a maximum of three (3) to five (5) bullet points.

- While schools continue to identify student absenteeism as a concern, district attendance data shows a positive trend, with gradual year-over-year declines in the number of students experiencing chronic absenteeism. This suggests that current efforts to support student engagement and attendance are having a positive impact. Continued monitoring of attendance patterns, along with the implementation of targeted and evidence-informed attendance strategies, will be important to further reduce absenteeism and support improved student outcomes across the district.
- The 2024/25 Student Learning Survey achieved the highest participation rates of the past five years across all student groups. As a result, the survey data provides a more comprehensive and representative picture of student experiences, perceptions, and learning across the district. Maintaining strong participation rates remains important to ensuring the reliability and usefulness of this data for informing school and district planning. Continued monitoring of participation trends and responsive strategies to support engagement across schools and grade levels will help ensure diversity is reflected in student voice.
- While the district has remained below provincial averages on the Student Learning Survey indicators identified in the FESL data, results have shown a positive upward trend over the past five years. In addition, Grade 5 MDI data and Grade 8 transition survey results reflect higher percentages of positive student responses on similar indicators and are also trending positively year over year. Continued monitoring across these surveys,

along with exploring additional ways to gather student voice, will be important to developing a more comprehensive understanding of students' experiences at school.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:
What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Example response: (Please delete this example before finalizing the report)

- *In response to the increased sense of belonging results, the district has begun collecting additional qualitative data from students and staff to inform next steps.*

Please respond using a maximum of three (3) to five (5) bullet points.

- **Addressing Student Attendance and Engagement**

While overall student attendance continues to improve, academic reviews consistently identify chronic absenteeism as a significant barrier to student achievement, sense of belonging, access to interventions, and successful school transitions. To better understand attendance patterns and the factors influencing student engagement, the district will continue to gather student voice through a variety of mechanisms beyond annual surveys (e.g. Student Voice groups, Student Trustees). Particular attention will be given to perspectives from IBPOC students, students with designations, and children and youth in care to inform responsive strategies aimed at reducing chronic absenteeism and strengthening student success. The district is working closely with Okanagan Indian Band representatives to co-develop culturally responsive attendance protocols and strategies in alignment with our Local Education Agreement.

- **Strengthening Belonging, Connection, and Student Agency**

Results from the Student Learning Survey indicate continued opportunities to improve students' sense of welcome, belonging, safety, and connection to caring adults. In response, the district will continue to monitor and strengthen initiatives that promote student agency, engagement, and connection. Key areas of focus include middle years

programming and transitions, leadership opportunities for Indigenous students, self-advocacy development for students with designations and children and youth in care, and the expansion of career education and pathway programs. As students increasingly engage with digital and AI-enabled tools, continued attention to digital citizenship, responsible use, and student agency will support safe, inclusive, and meaningful participation in learning. Together, these efforts are intended to create more personalized and meaningful learning experiences that promote student engagement, well-being, and success.

Career Development

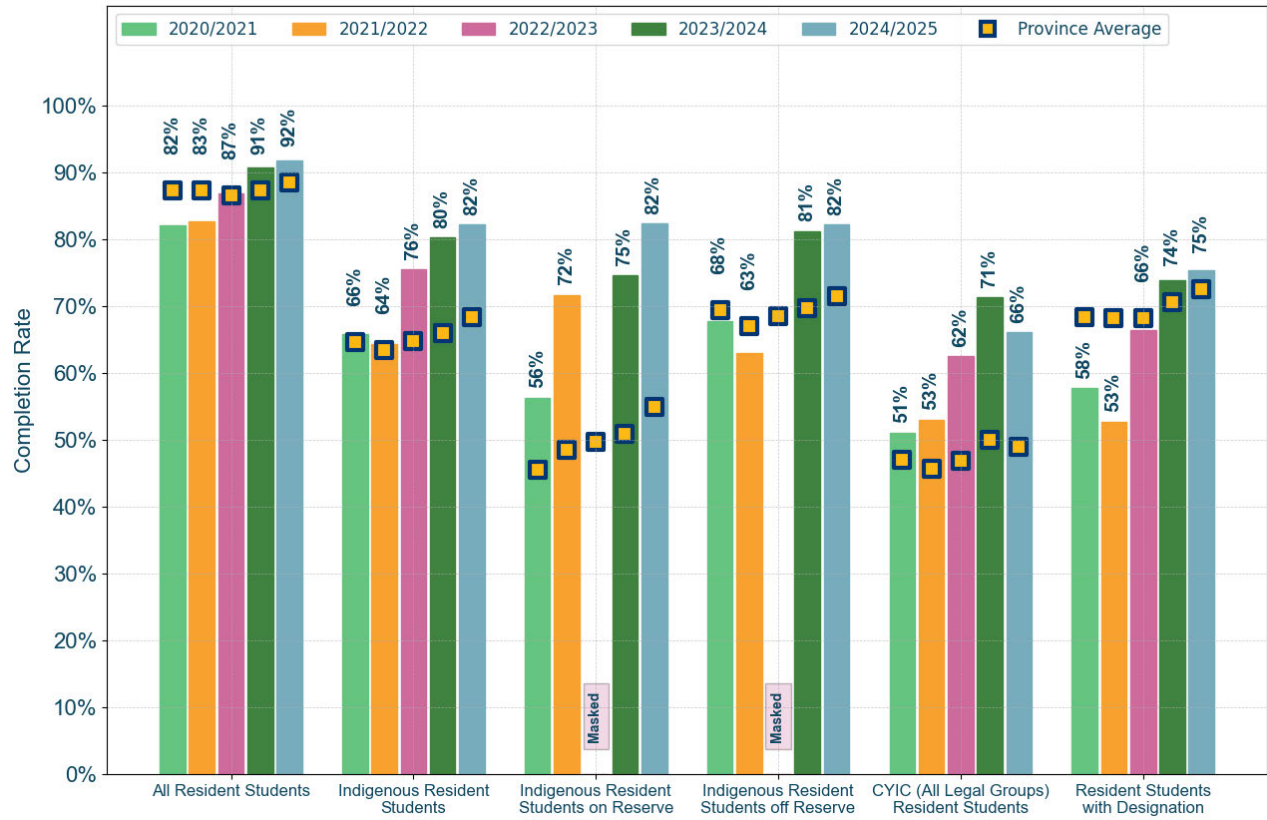
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

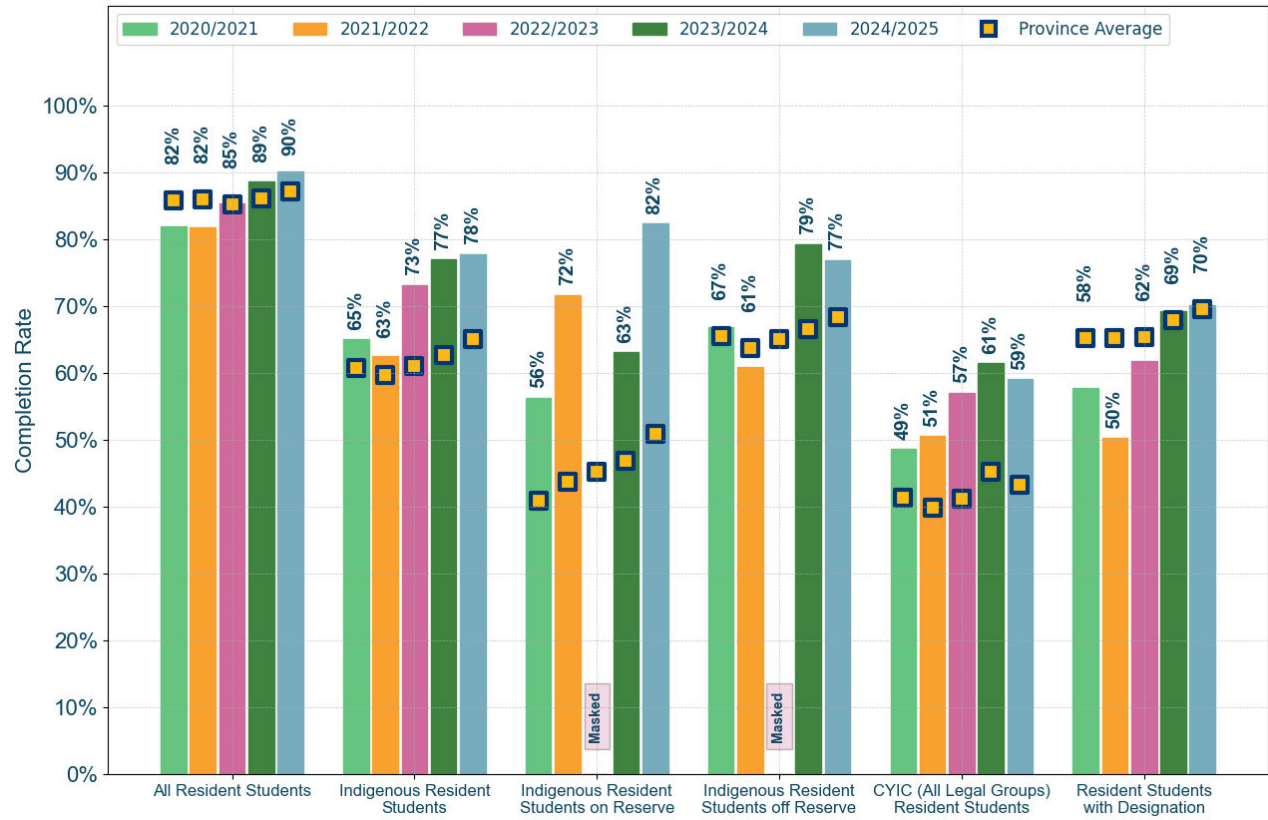
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	729 50	720 55	735 60	733 59	789 63
Indigenous Resident Students	139 10	127 10	140 12	130 10	123 10
Indigenous Resident Students on Reserve	23 2	20 2	Masked	19 2	20 2
Indigenous Resident Students off Reserve	116 8	107 9	Masked	111 9	103 8
CYIC (All Legal Groups) Resident Students	44 3	45 4	40 3	44 3	46 4
Resident Students with Designation	125 9	131 10	167 13	165 14	186 15

5-Year Completion Rate - Dogwood + Adult Dogwood Vernon



5-Year Completion Rate - Dogwood Vernon



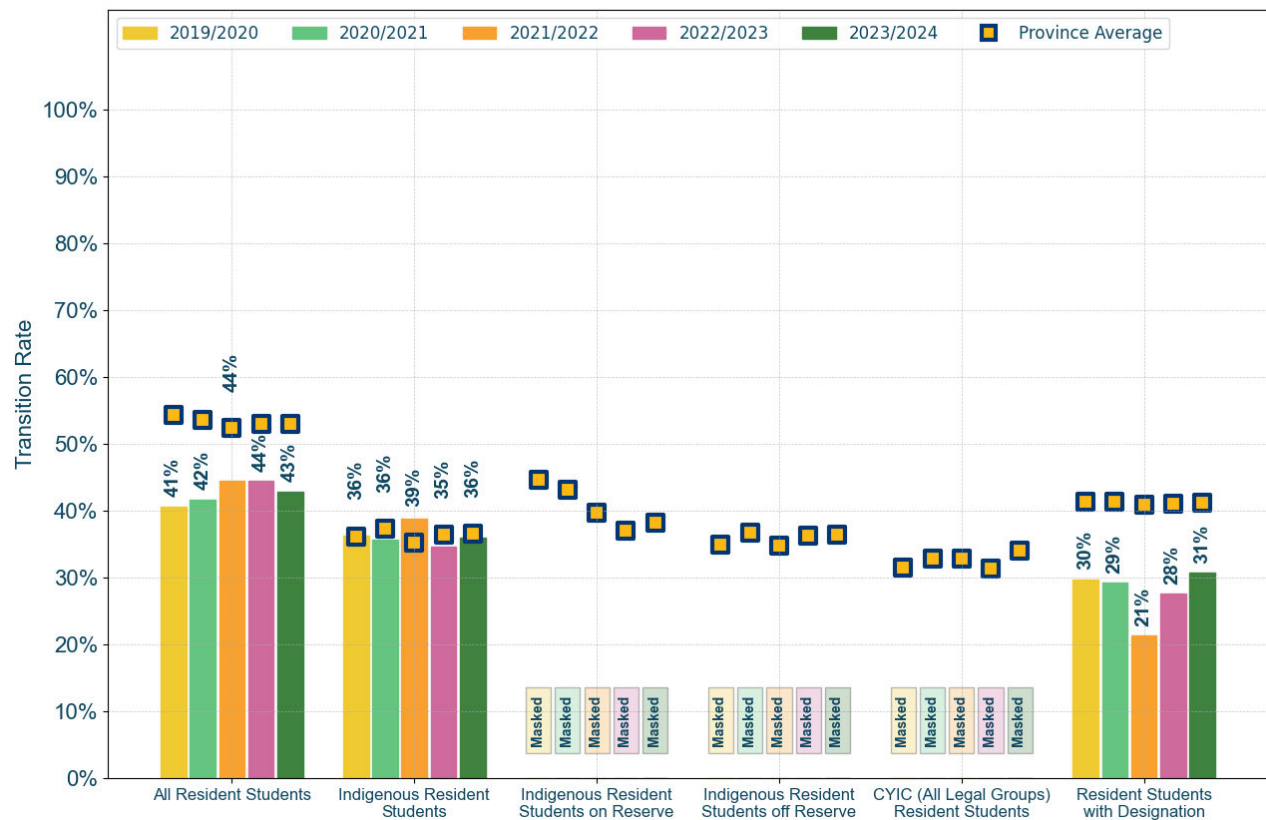
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

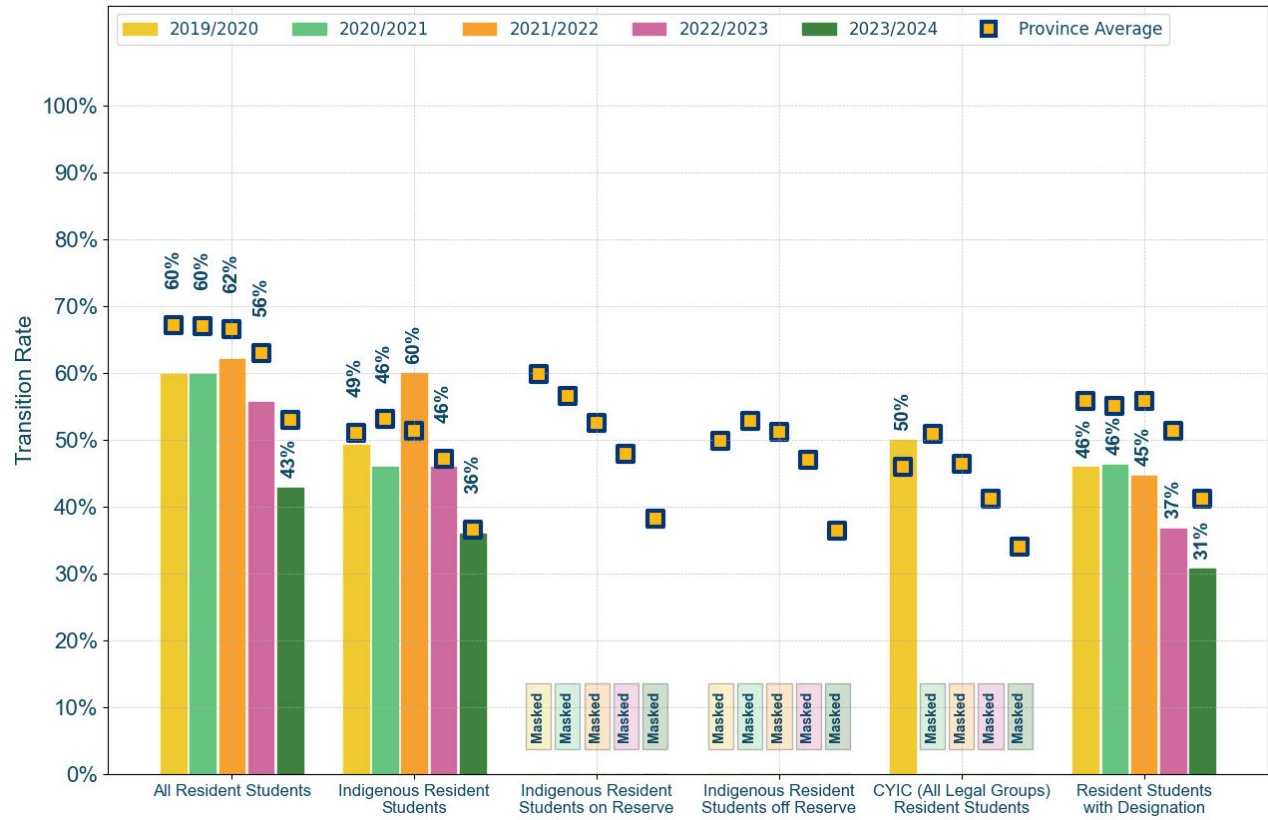
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	544	573	562	603	627
Indigenous Resident Students	69	87	80	98	100
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37	41	47	87	101

Immediate Transition to Post-Secondary Vernon



Within 3 Years Transition to Post-Secondary Vernon



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?

Example response: (Please delete this example before finalizing the report)

- *Completion rates for students with disabilities or diverse abilities indicate a declining trend from 2020/19 to 2023/24. Low grade 11 to 12 transition rates suggest barriers to course completion. This warrants further investigation and may represent a new area for growth.*

Please respond using a maximum of three (3) to five (5) bullet points.

- District five-year completion rates continue to exceed provincial averages across all student groups and have demonstrated consistent year-over-year improvement. These results reflect the effectiveness of district and school efforts to support student success and graduation. Continued monitoring through school academic reviews, combined with responsive programming and targeted supports, will be important to ensuring continued improvement in completion outcomes for all learners.
- Immediate and three-year post-secondary transition rates remain below provincial averages. Immediate transition rates have remained relatively stable over time, while three-year transition rates have shown a gradual decline, consistent with provincial trends. These results highlight the importance of further investigation to better understand the factors influencing students' post-secondary pathways and decision-making. Continued analysis of transition data, combined with engagement of students, families, and schools, will help inform strategies to support successful post-secondary transitions and improve long-term outcomes for learners.

Respond to Results: Career Development



Now what?

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

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

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

Example response: (Please delete this example before finalizing the report)

- *Targeted attention will be given to improving transition-focused interventions (i.e., tutoring, flexible pathways) to strengthen transition rates and increase outcomes for cohorts of students with disabilities or diverse abilities.*

Please respond using a maximum of three (3) to five (5) bullet points.

- **Academic Reviews and Student Pathway**

The district's academic review process occurs twice annually at secondary schools and once annually at elementary schools. These reviews provide an opportunity to move beyond monitoring achievement, completion, and transition data toward a deeper understanding of student pathways and the factors influencing success. Through collaborative dialogue with schools, the process supports the identification of strengths, challenges, and responsive actions aimed at improving outcomes for all learners. Ongoing review of individual program plans for Indigenous students, students with designations, and children and youth in care further supports schools in sharing learning stories, monitoring progress, and developing targeted strategies to meet the unique needs of priority learners.

- **Strengthening Pathways Beyond Graduation**

District completion rates remain strong, indicating that students are successfully earning graduation credentials. The next area of focus is ensuring that graduates transition into post-secondary, career, and community pathways that align with their interests, goals, and aspirations. To support this work, the district will continue to strengthen career exploration and experiential learning opportunities throughout the middle and secondary years, helping students make meaningful connections between classroom learning and future pathways in post-secondary education, trades, apprenticeships, employment, and community engagement. Graduation planning processes and the use of *myBlueprint+* will increasingly emphasize post-secondary readiness and pathway planning in addition to course completion requirements.

- **Enhancing Understanding of Post-Secondary Transitions**

Current post-secondary transition data does not capture students who choose to attend institutions outside of British Columbia, resulting in an incomplete picture of graduate destinations. To improve the accuracy of transition data, the district will explore opportunities at the local level to collect additional information regarding graduates' intended post-secondary pathways, including enrolment at out-of-province institutions. This information will support a more comprehensive understanding of post-secondary transitions and help inform future pathway planning initiatives.