**Peace River South**

SD59

# **Interim Progress Report** September 2026

In Review of Year 3 of the 2024 to 2028 Strategic Plan

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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, this report will take longer to complete.

# Interim Progress Report for Enhancing Student Learning:

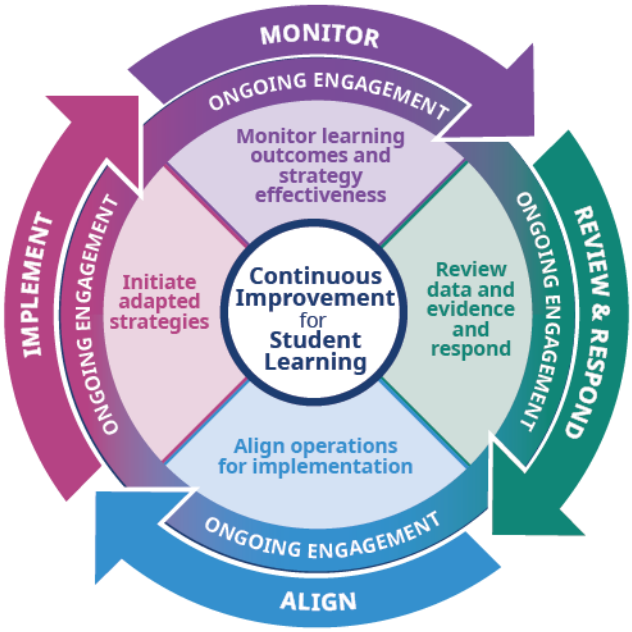
## Ministry Note

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

| | |
|---|---|
| Masked | This marker indicates that the data is masked according to the above policy to protect student privacy. |
| No Data | This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0). |

# Intellectual Development

Last year in School District 59 each school was challenged to increase their data by 10%. In a challenging year we were able to see a number of successes surpassing the 10% in different areas of our unmasked data. Significant gains were made in primary liteacy, Grade 4 FSA's for numeracy and literacy, and in our grade-to-grade transitions. In many areas we were above the provincial average for Indigenous students on and off reserve.

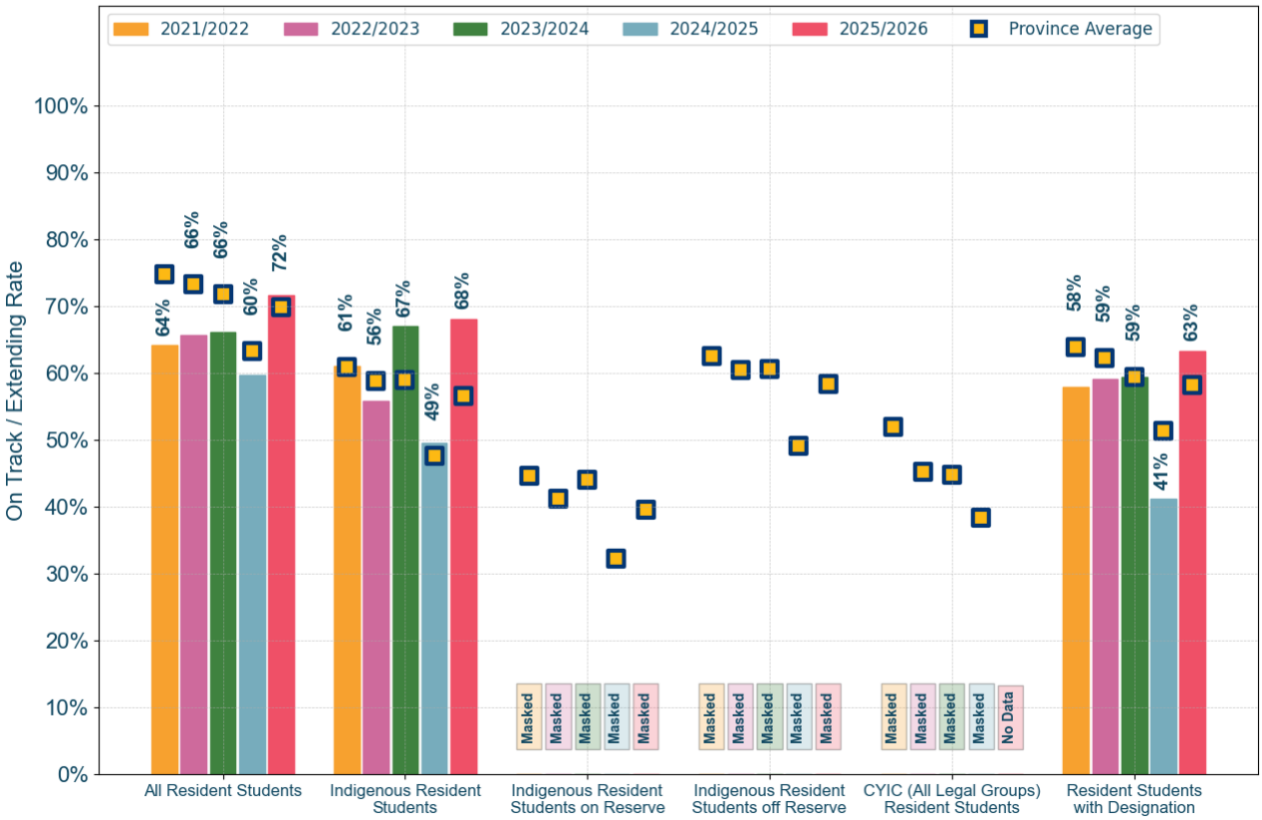
## Educational Outcome 1: Literacy

*Measure 1.1: Grade 4 & Grade 7 Literacy Expectations*

Grade 4 FSA Literacy - Expected Count | Participation Rate

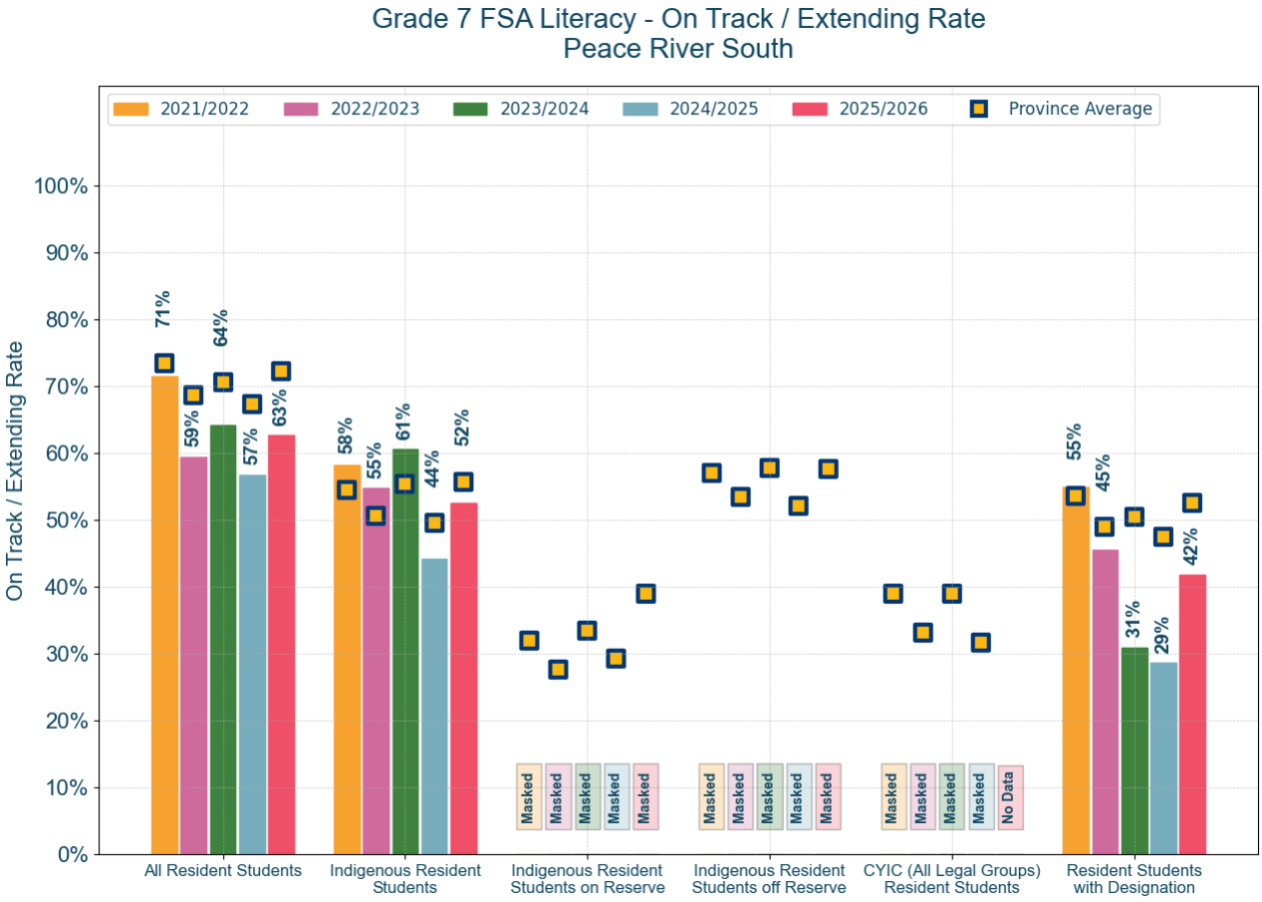
| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 263 \| 92% | 295 \| 97% | 293 \| 95% | 284 \| 97% | 275 \| 95% |
| Indigenous Resident Students | 102 \| 88% | 99 \| 96% | 91 \| 93% | 100 \| 97% | 96 \| 95% |
| Indigenous Resident Students 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 | 29 \| 66% | 27 \| 81% | 44 \| 84% | 38 \| 89% | 41 \| 73% |

## Grade 4 FSA Literacy - On Track / Extending Rate
## Peace River South




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

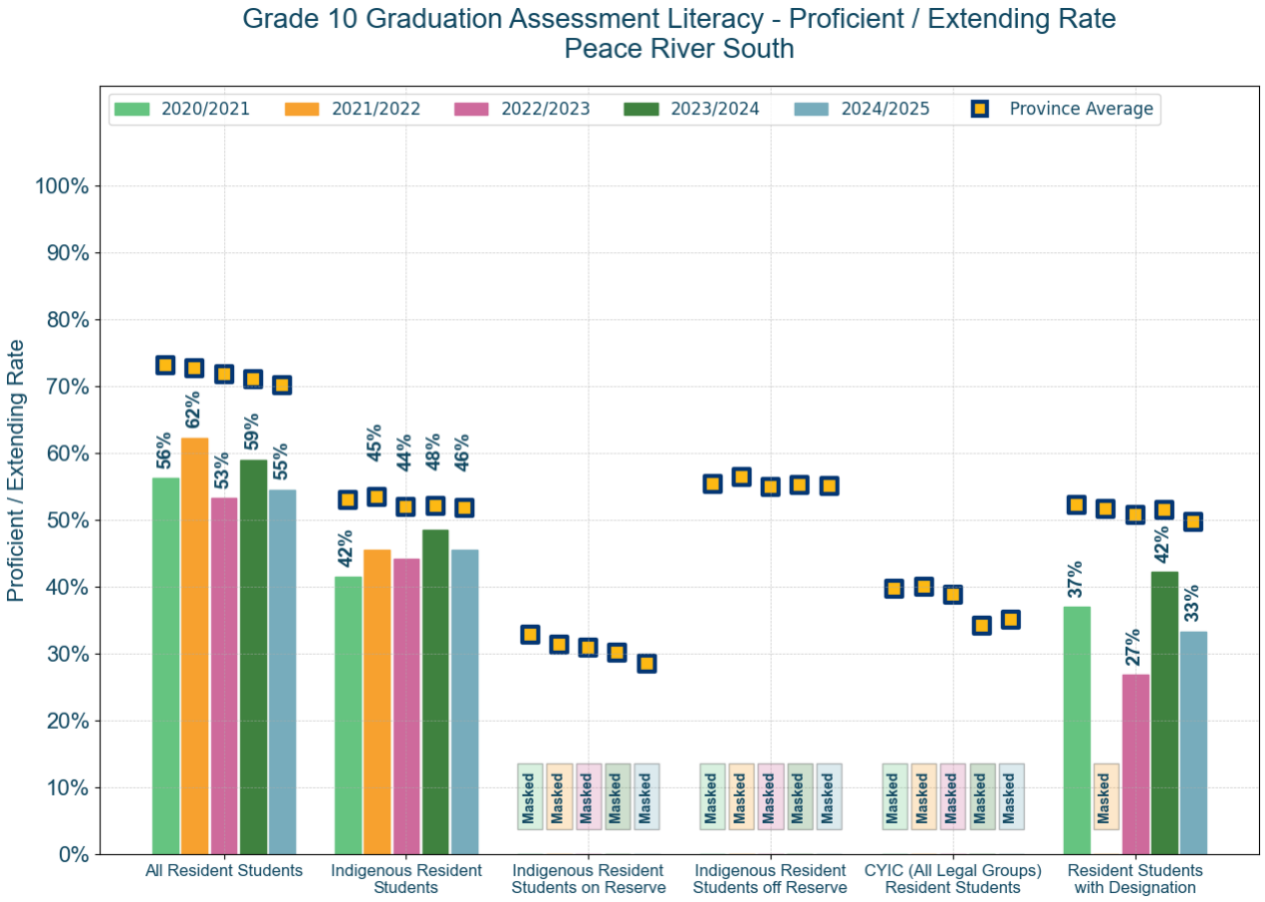
| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 249 \| 92% | 262 \| 97% | 318 \| 95% | 259 \| 91% | 302 \| 97% |
| Indigenous Resident Students | 98 \| 88% | 98 \| 97% | 118 \| 92% | 93 \| 83% | 106 \| 95% |
| Indigenous Resident Students on Reserve | 12 \| 83% | Masked | Masked | Masked | Masked |
| Indigenous Resident Students off Reserve | 86 \| 88% | Masked | Masked | Masked | Masked |
| CYIC (All Legal Groups) Resident Students | Masked | 11 \| 91% | Masked | Masked | 0 |
| Resident Students with Designation | 25 \| 80% | 35 \| 94% | 48 \| 88% | 48 \| 73% | 58 \| 95% |




*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 | 293 \| 76% | 266 \| 69% | 291 \| 77% | 318 \| 83% | 287 \| 82% |
| Indigenous Resident Students | 125 \| 66% | 113 \| 58% | 98 \| 65% | 114 \| 73% | 91 \| 77% |
| 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 | 61 \| 61% | 48 \| 50% | 54 \| 69% | 56 \| 64% | 39 \| 69% |

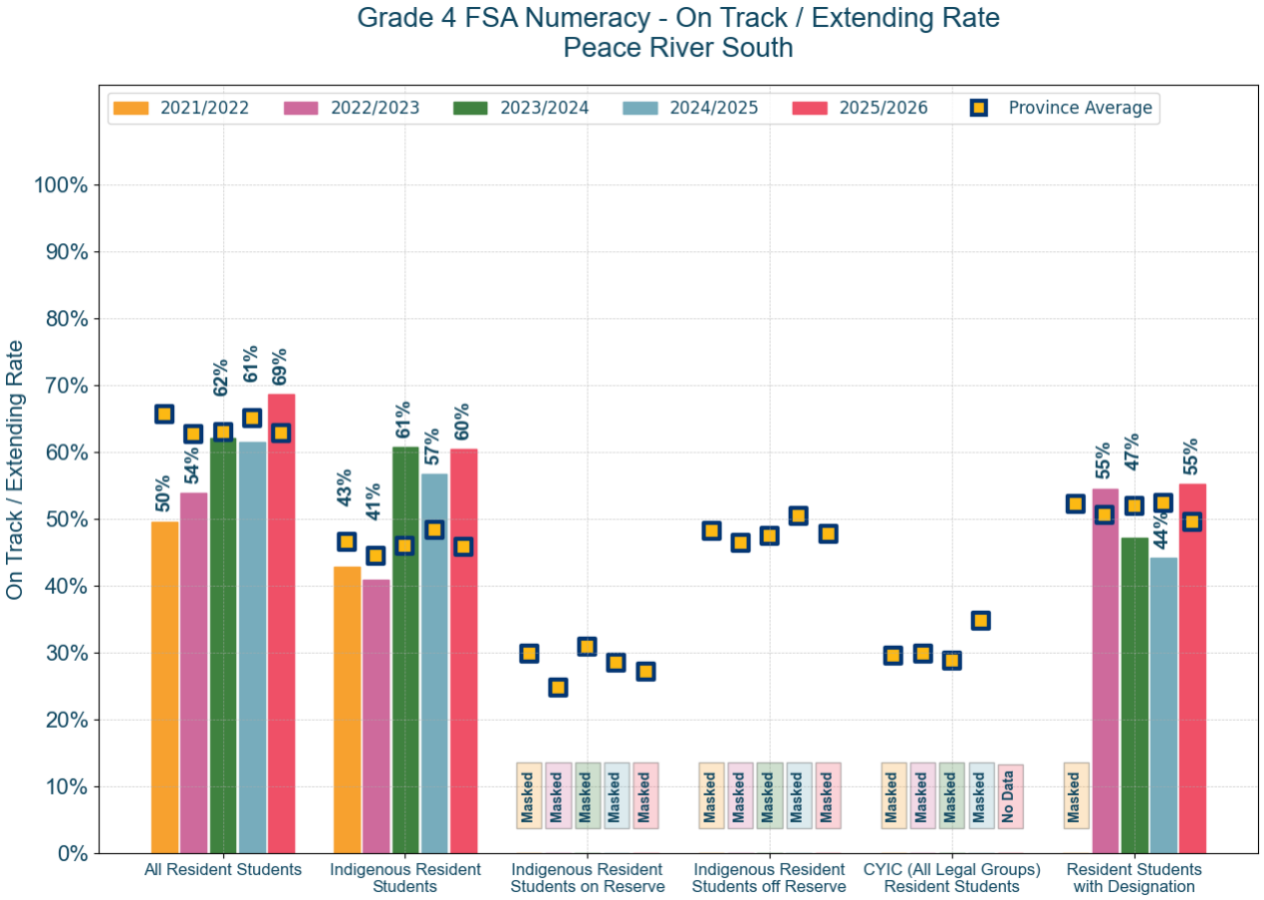

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Proficient / Extending Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
56%
62%
53%
59%
55%
42%
45%
44%
48%
46%
Masked
37%
27%
42%
33%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

## Educational Outcome 2: Numeracy

*Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations*

Grade 4 FSA Numeracy - Expected Count | Participation Rate

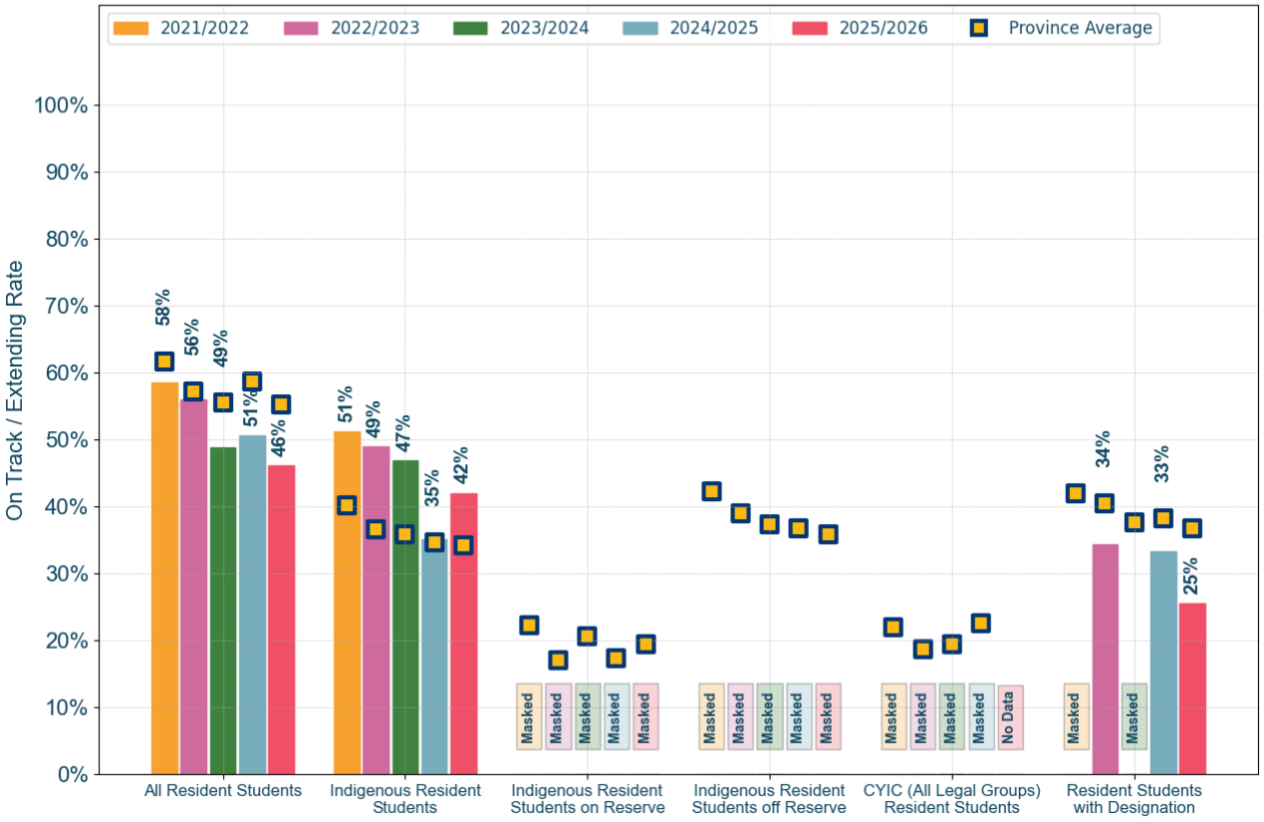
| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 263 \| 93% | 295 \| 96% | 293 \| 95% | 284 \| 97% | 275 \| 94% |
| Indigenous Resident Students | 102 \| 89% | 99 \| 94% | 91 \| 92% | 100 \| 97% | 96 \| 95% |
| Indigenous Resident Students 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 | 29 \| 66% | 27 \| 81% | 44 \| 82% | 38 \| 89% | 41 \| 71% |



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

| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 249 \| 93% | 262 \| 96% | 318 \| 95% | 259 \| 92% | 302 \| 96% |
| Indigenous Resident Students | 98 \| 90% | 98 \| 96% | 118 \| 92% | 93 \| 86% | 106 \| 94% |
| 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 | 11 \| 91% | Masked | Masked | 0 |
| Resident Students with Designation | 25 \| 88% | 35 \| 91% | 48 \| 90% | 48 \| 75% | 58 \| 95% |

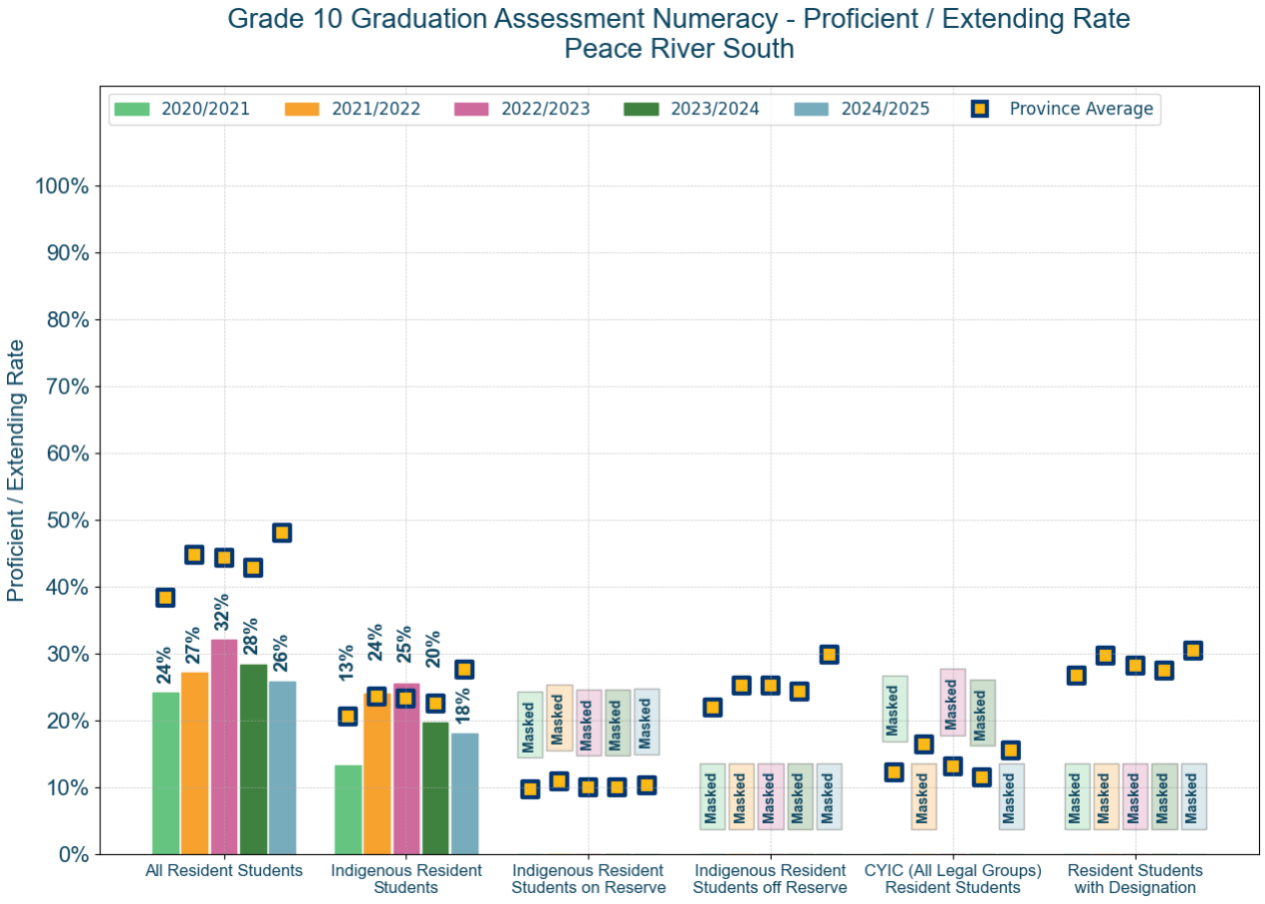
## Grade 7 FSA Numeracy - On Track / Extending Rate
## Peace River South



*Measure 2.2: Grade 10 Numeracy Expectations*

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

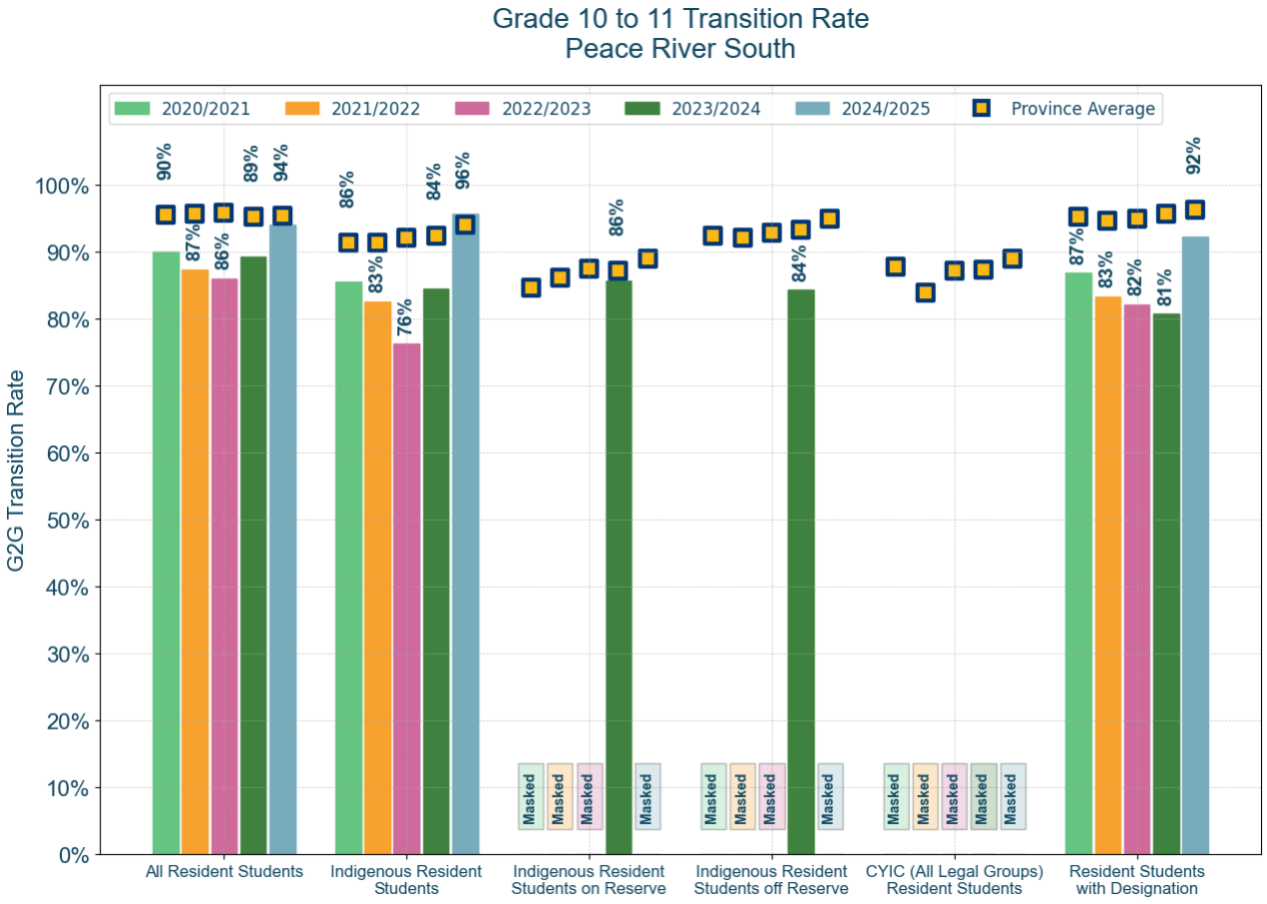
| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 292 \| 9% | 269 \| 6% | 296 \| 25% | 317 \| 29% | 288 \| 22% |
| Indigenous Resident Students | 125 \| 8% | Masked | 103 \| 34% | 114 \| 26% | 92 \| 30% |
| Indigenous Resident Students on Reserve | 11 \| 0% | Masked | Masked | Masked | Masked |
| Indigenous Resident Students off Reserve | 114 \| 9% | Masked | Masked | Masked | Masked |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | Masked |
| Resident Students with Designation | Masked | Masked | 56 \| 32% | Masked | Masked |



*Measure 2.3: Grade-to-Grade Transitions*

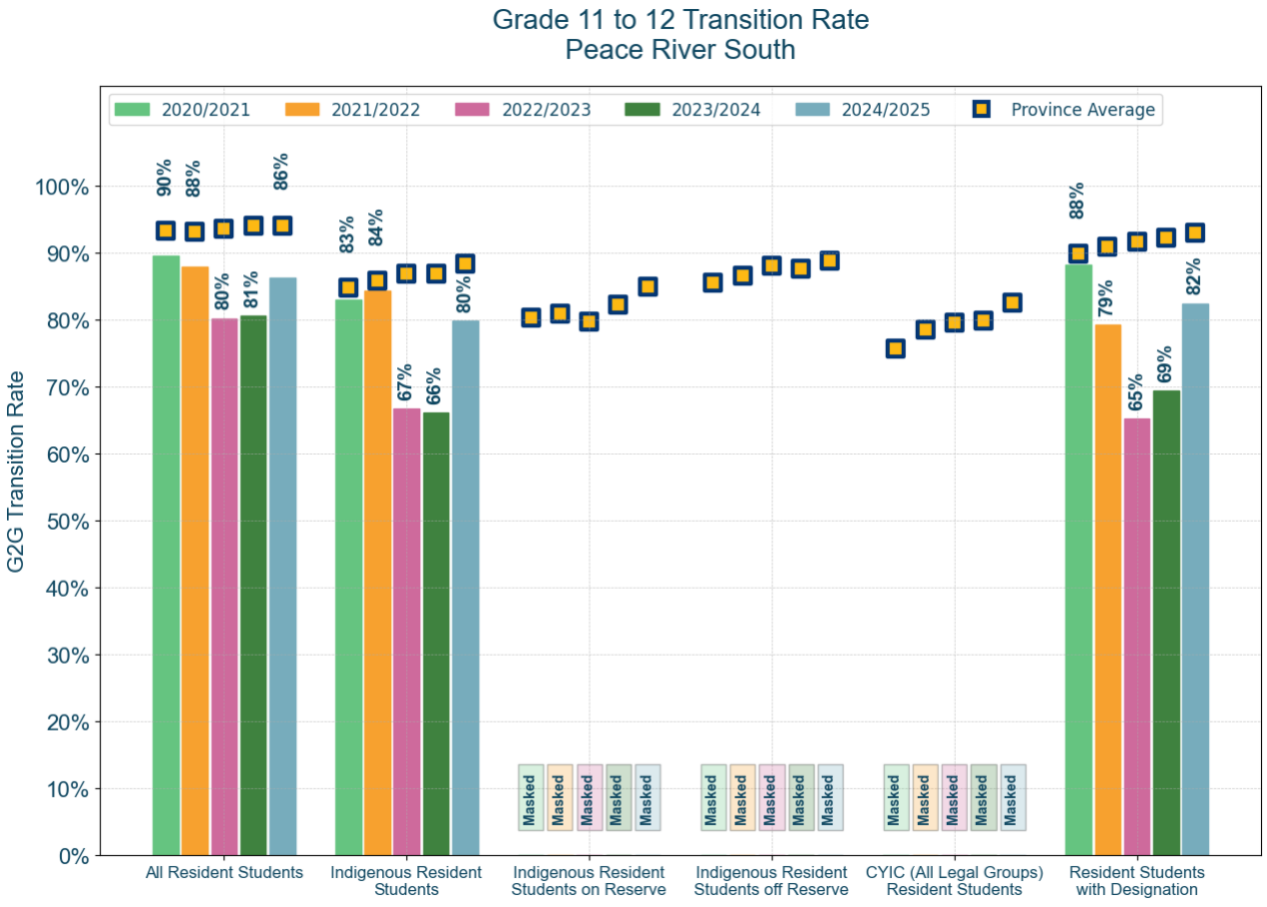
Grade 10 to 11 Transition - Cohort Count

| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 292 | 269 | 294 | 318 | 289 |
| Indigenous Resident Students | 125 | 115 | 101 | 116 | 93 |
| Indigenous Resident Students on Reserve | Masked | Masked | Masked | 14 | Masked |
| Indigenous Resident Students off Reserve | Masked | Masked | Masked | 102 | Masked |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | Masked |
| Resident Students with Designation | 61 | 48 | 56 | 57 | 39 |



## Grade 11 to 12 Transition - Cohort Count

| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 287 | 282 | 263 | 309 | 322 |
| Indigenous Resident Students | 118 | 115 | 108 | 109 | 119 |
| 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 | 34 | 53 | 46 | 62 | 57 |



# **Review Data and Evidence:** Intellectual Development




***So what?***

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

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

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

- The percentage of all resident students on track or extending in Grade 4 numeracy has shown an upward trend. Over the last two years, the district rate met or exceeded the provincial averages. Performance for Indigenous students have consistently outperformed the provincial average.
- For all resident students on track or extending in Grade 7 numeracy has shown a downward trend still performing below provincial average. Grade 7 Indigenous students in Numeracy have also shown a decline over the last 5 years but still outperform the provincial average for Indigenous students
- The district has made significant progress in Grade 4 Numeracy over the 5-year period, however, grade 7 Numeracy is an area for growth
- Children and Youth in Care (CYIC) data is masked due to the small sample size. When looking at the data available to the district, some key themes and areas of growth emerge. Most areas of achievement including grade 4, 7 and 10 Literacy, grade 7 numeracy and grade 11-12 transitions are improving and above the provincial average. Data for Grade 4 and 10 numeracy and Grade 10–11 transitions, however, identifies areas of focus and continued improvement for the district.
- Literacy and numeracy results for Students with Designations show a mix of positive progress and areas for continued focus. Grade 4 literacy and numeracy outcomes have improved significantly and are above the provincial average, while Grade 7 literacy has also improved but remains below the provincial average. Grade 7 numeracy has declined and remains below the provincial average, making it a key area for improvement. Grade 10 literacy and numeracy assessment results have declined, with participation also remaining a concern, particularly in numeracy. Transition rates from Grades 10–11 and 11–12 have improved and are approaching the provincial average, indicating positive progress in student 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.

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

- Our Grade 4 students significantly outperformed Grade 7 students on the FSAs, highlighting the need to examine our primary numeracy approach and sustain its success in the intermediate grades. Just as our district successfully aligns literacy across grade levels, we must now focus on cross-grade progression and foundational numeracy. By prioritizing clear learning outcomes, targeted independent practice, appropriate pacing, and rich classroom discussions, we can bridge this gap and maximize numeracy growth for all students.
- In 2024-2025, the district began reviewing its process for supporting Children and Youth in Care (CYIC) and providing targeted intervention based on learning needs. In 2025-2026, the district piloted a focused CYIC strategy which included ongoing tracking of literacy and numeracy skills and providing targeted interventions as needed. As this pilot expands to all schools in the 2026-2027 year, priorities include strengthening Grade 4 and 10 numeracy, continuing to support students who need additional help in literacy and numeracy, and improving the Grade 10–11 transition through stronger planning, communication, and supports. The district will also learn from the improving Grade 11–12 transition and share effective practices across grades and classrooms. Regular use of student achievement and transition data will help identify needs early, monitor progress, and adjust supports.
- The data for Students with Designations shows strong and sustained improvement in Grade 4 literacy and numeracy and encouraging improvement in secondary transition rates. Key areas requiring focused attention are Grade 7 numeracy, closing the Grade 7 literacy gap, and improving both participation and achievement on the Grade 10 Literacy

and Numeracy Graduation Assessments. Targeted literacy and numeracy interventions will continue at all grade levels, with specific, measurable literacy and numeracy goals embedded in Inclusive and Competency Based Individual Education Plan (ICBIEP) planning where appropriate. Individual planning will also be used to identify and address barriers to participation in Grade 10 Graduation Assessments, while student progress will be regularly monitored and ICBIEP goals adjusted as needed to support continued growth and successful outcomes.

- Grade and graduation coaches assist Indigenous students by setting personal goals throughout the school year. The coaches monitor attendance, grades, and course selection, offering extra support to keep students on track to graduation. If students struggle, wraparound services are provided based on individual needs, involving the coach mentor, grade/grad coach, family support worker, and administration. In high school, weekly meetings ensure students receive all necessary supports.

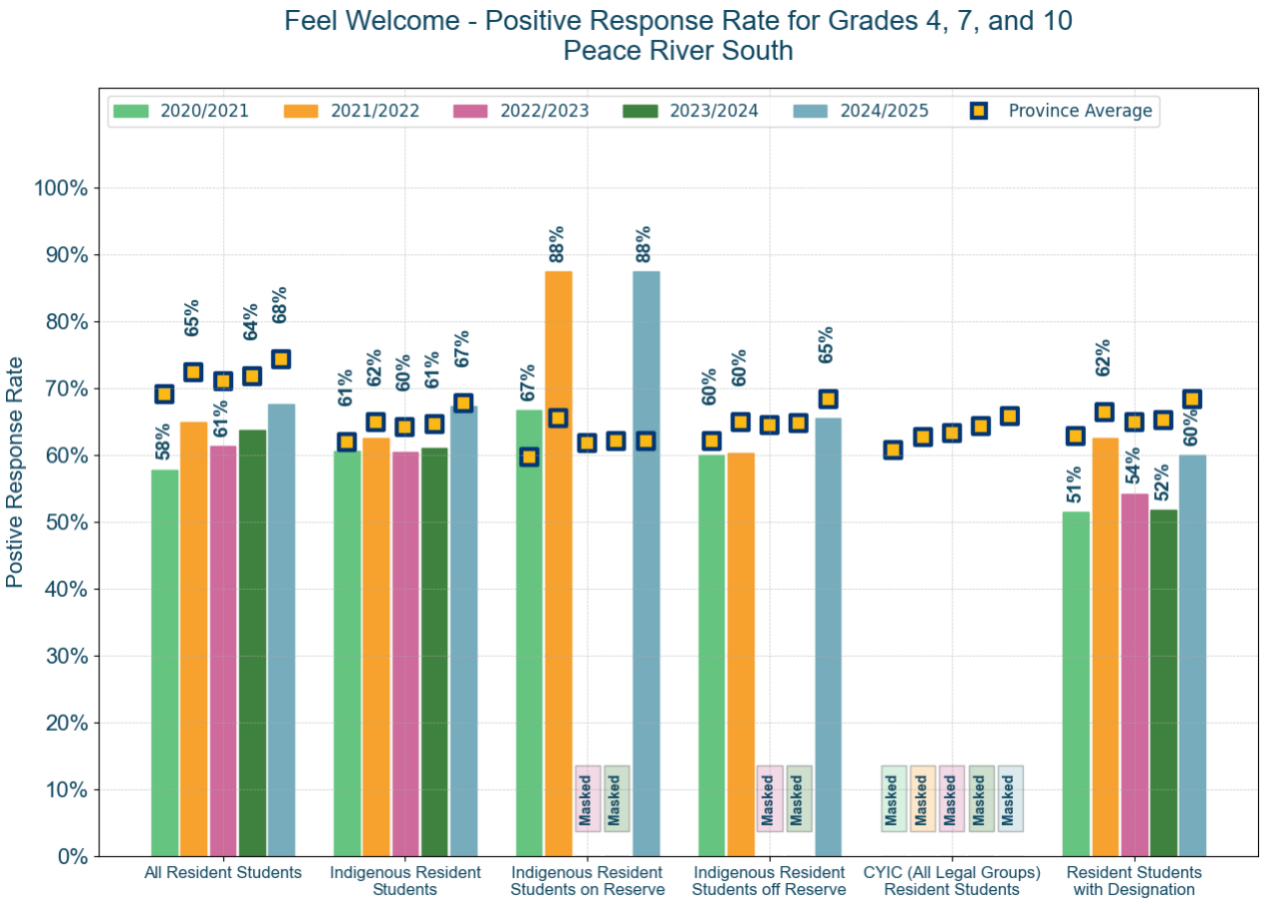
# Human and Social Development

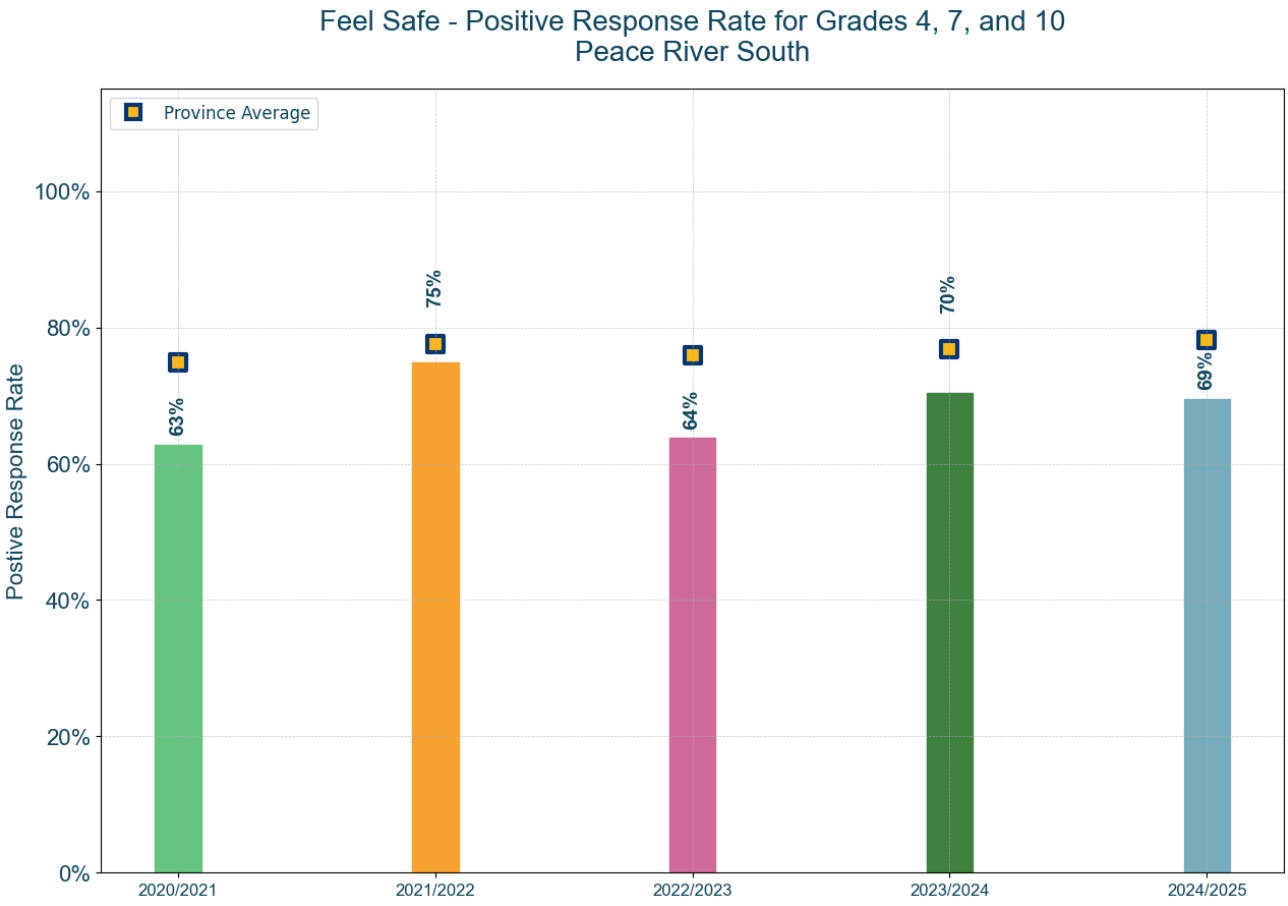
## Educational Outcome 3: Feel Welcome, Safe, and Connected

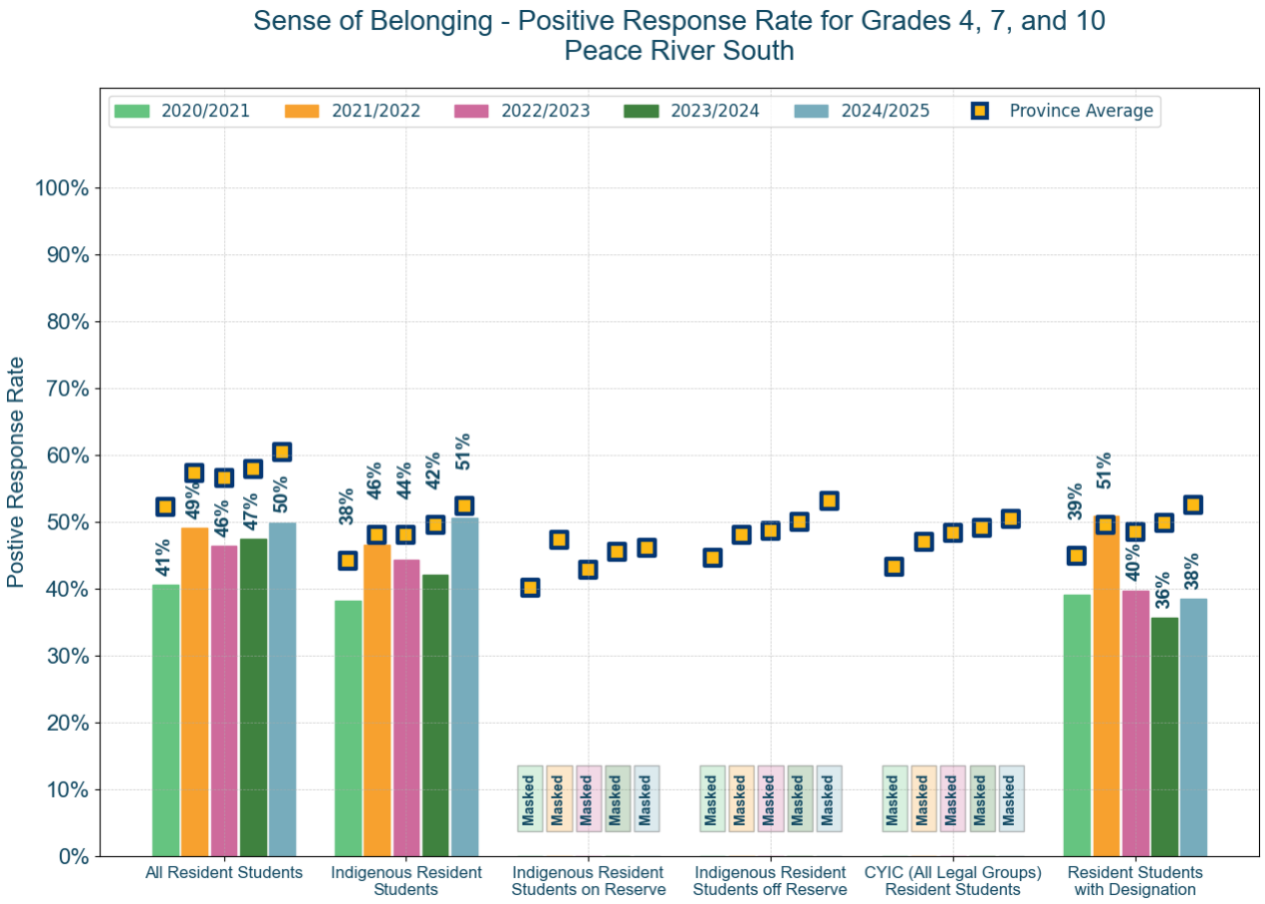
*Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*

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

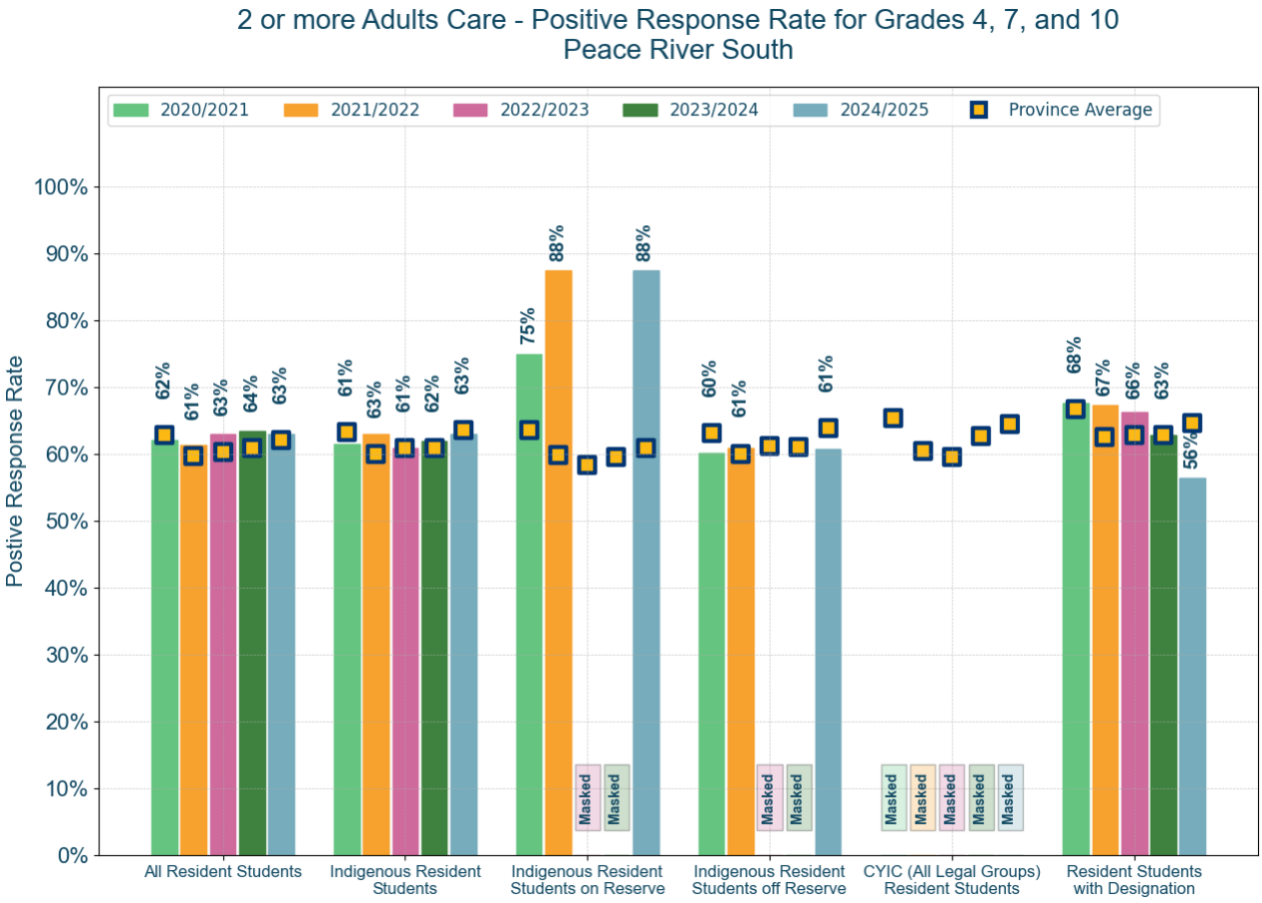
| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 842 \| 75% | 769 \| 69% | 845 \| 77% | 913 \| 73% | 822 \| 74% |
| Indigenous Resident Students | 343 \| 70% | 314 \| 64% | 296 \| 71% | 318 \| 66% | 280 \| 68% |
| Indigenous Resident Students on Reserve | 33 \| 64% | 27 \| 63% | 25 \| 56% | Masked | 28 \| 64% |
| Indigenous Resident Students off Reserve | 310 \| 71% | 287 \| 64% | 271 \| 73% | Masked | 252 \| 68% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | 20 \| 55% | Masked | Masked |
| Resident Students with Designation | 131 \| 53% | 101 \| 51% | 117 \| 68% | 147 \| 62% | 124 \| 64% |


Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
58%
65%
61%
64%
68%
61%
62%
60%
61%
67%
67%
88%
Masked
Masked
88%
60%
60%
Masked
Masked
65%
Masked
Masked
Masked
Masked
Masked
51%
62%
54%
52%
60%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation


Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Peace River South
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
63%
75%
64%
70%
69%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
41%
49%
46%
47%
50%
38%
46%
44%
42%
51%
Masked
39%
51%
40%
36%
38%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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



## **Review Data and Evidence:** Human and Social Development




***So what?***

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

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

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

- Children and Youth in Care (CYIC) data is masked due to the small sample size. When looking at the data available to the district, some key themes and areas of growth emerge. Positive response rates for feeling welcome are improving and have reached the provincial average, while sense of belonging continues to strengthen and remains above the provincial average, reflecting positive trends in inclusion and connection. Feeling safe responses are consistent but remain slightly below the provincial average, indicating an opportunity to further strengthen students' sense of safety and security at school. At the same time, the percentage of students reporting that two or more adults at school care about them has declined and is below the provincial average, highlighting an opportunity to strengthen trusted adult relationships and support systems.
- Student participation in the learning survey for Students with Designations increased, reflecting greater engagement and student voice. While students' feelings of being welcome and their sense of belonging have improved, results remain below the provincial average, indicating a need to strengthen inclusive practices, relationships, and connection. Feelings of safety have remained stable but are also below the provincial average, highlighting the continued importance of physical and emotional safety. The slight decline in students identifying two or more caring adults at school reinforces the need to intentionally build strong student-adult relationships and ensure every student has trusted adults they can turn to.
- Indigenous Students On Reserve report feeling welcome, significantly higher than the provincial average. While Indigenous Resident Students and non-Indigenous not on reserve report much lower.
- Indigenous Resident Students show below the provincial average for feeling a sense a belonging. Indigenous Students on reserve data is masked due to the small sample size
- 88% of Indigenous Students On Reserve feel two or more adults care about them while non-Indigenous and Indigenous Resident Students reported lower, only 66%.

## **Respond to Results:** Human and Social Development




***Now what?***

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

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

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

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

- The Children and Youth in Care (CYIC) data shows continued progress in students' sense of belonging and feeling welcome, with both measures at/or above the provincial average. The key areas for further attention are safety and trusted adult relationships, as both remain below the provincial average. To address these areas, schools will strengthen connections between students and trusted adults, provide regular check-ins for students who may need additional support, and continue to promote physical and emotional safety. These priorities align with the District's Children and Youth in Care strategy, which includes identifying a key staff adult to regularly connect with each youth and maintaining ongoing communication with caregivers and guardians. Student voice and school-based data will be used to monitor progress and ensure that supports continue to respond to students' needs.
- For Students with Designations the Individual and Competency Based Individual Education Plan process will continue to focus on strengthening student belonging, safety, connection, and voice through inclusive and welcoming environments, meaningful opportunities for student participation, and strong relationships with caring adults. Universal Design for Learning (UDL) will continue to be strengthened, particularly at the secondary level, to provide flexible and accessible ways for students to engage in learning, demonstrate their understanding, and experience success. Schools will use student feedback to identify barriers, set focused goals, and inform school planning and actions. Focused communication with students, families, and staff will support shared

understanding of priorities and ensure strategies are consistently implemented and monitored. Progress will be reviewed regularly to assess impact and guide ongoing improvements to student experiences.

- The information prioritizes the importance of ensuring intentionality is placed on increasing sense of belonging for Indigenous students and feeling cared for by adults. Additional steps are talking with students to find out to ensure student voice is part of the plan.
- Coach Mentors, Family Liaison's and Indigenous Education Education Assistant's will continue to work closely with students and families to identify barriers. Coach Mentors will also work with classroom teachers to help teachers create welcoming classrooms

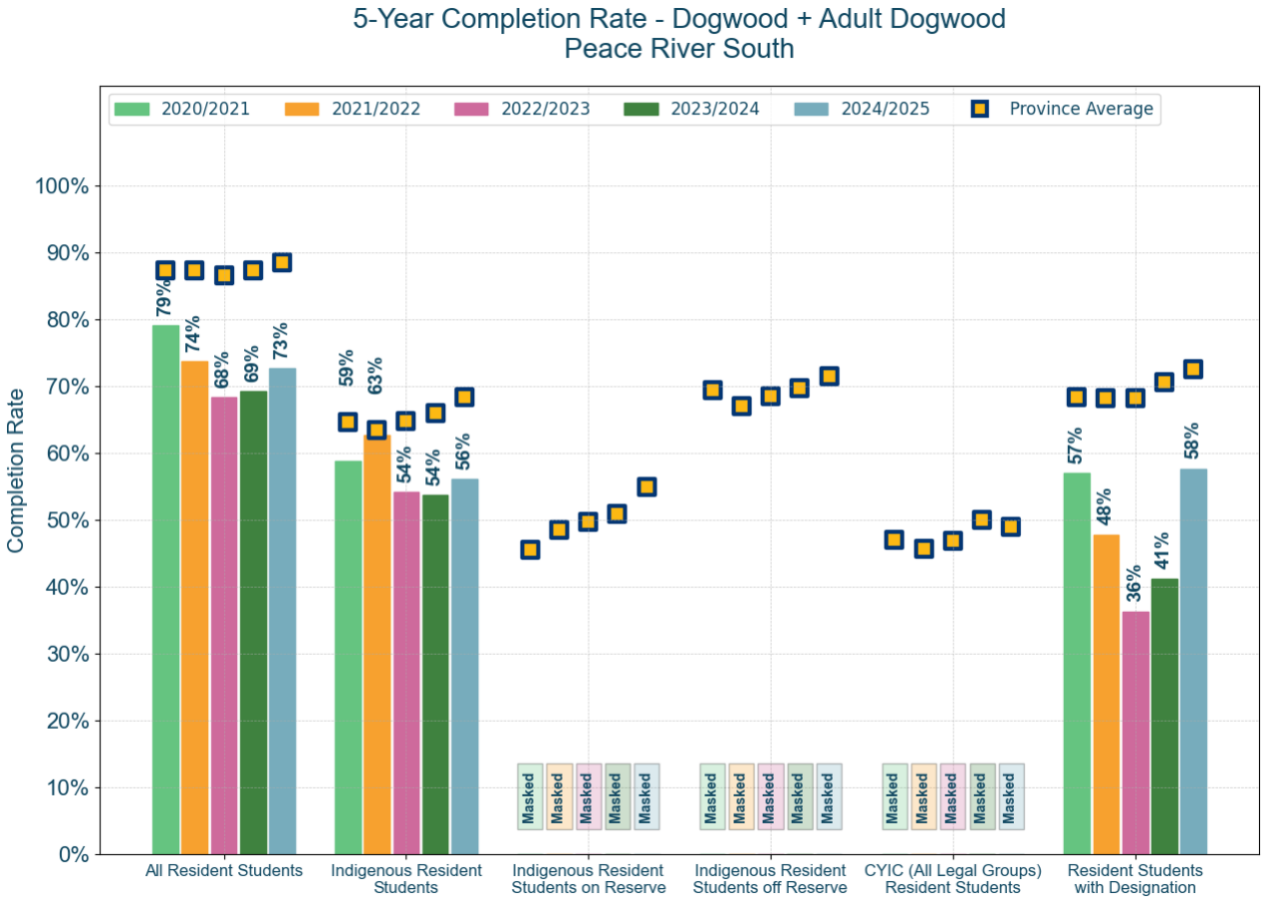
# Career Development

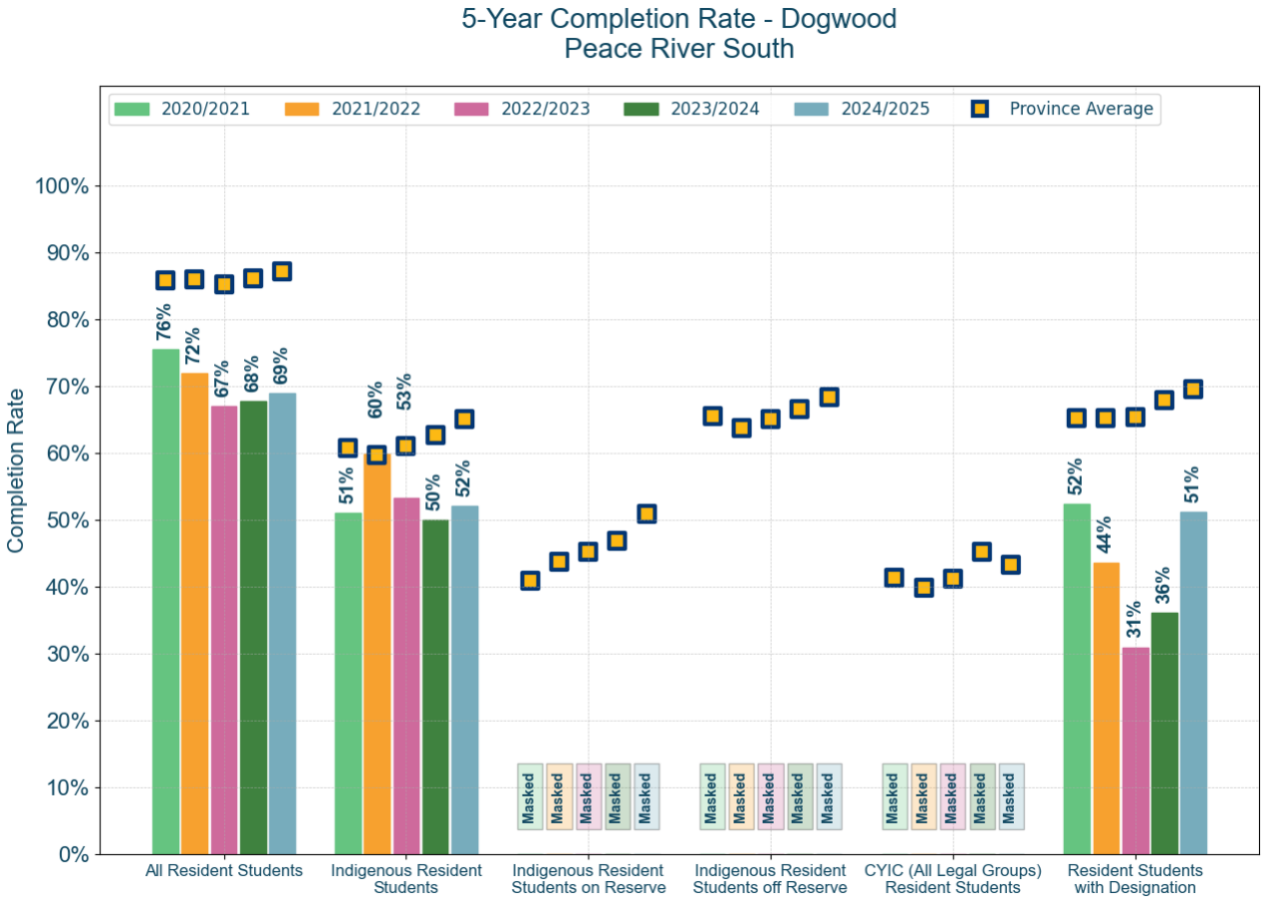
## Educational Outcome 4: Graduation

*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 | 295 \| 41 | 322 \| 41 | 322 \| 38 | 303 \| 36 | 355 \| 37 |
| Indigenous Resident Students | 104 \| 14 | 121 \| 16 | 132 \| 16 | 121 \| 15 | 114 \| 12 |
| 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 | 51 \| 7 | 55 \| 7 | 84 \| 10 | 66 \| 8 | 103 \| 11 |


5-Year Completion Rate - Dogwood + Adult Dogwood
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
79%
74%
68%
69%
73%
59%
63%
54%
54%
56%
Masked
57%
48%
36%
41%
58%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

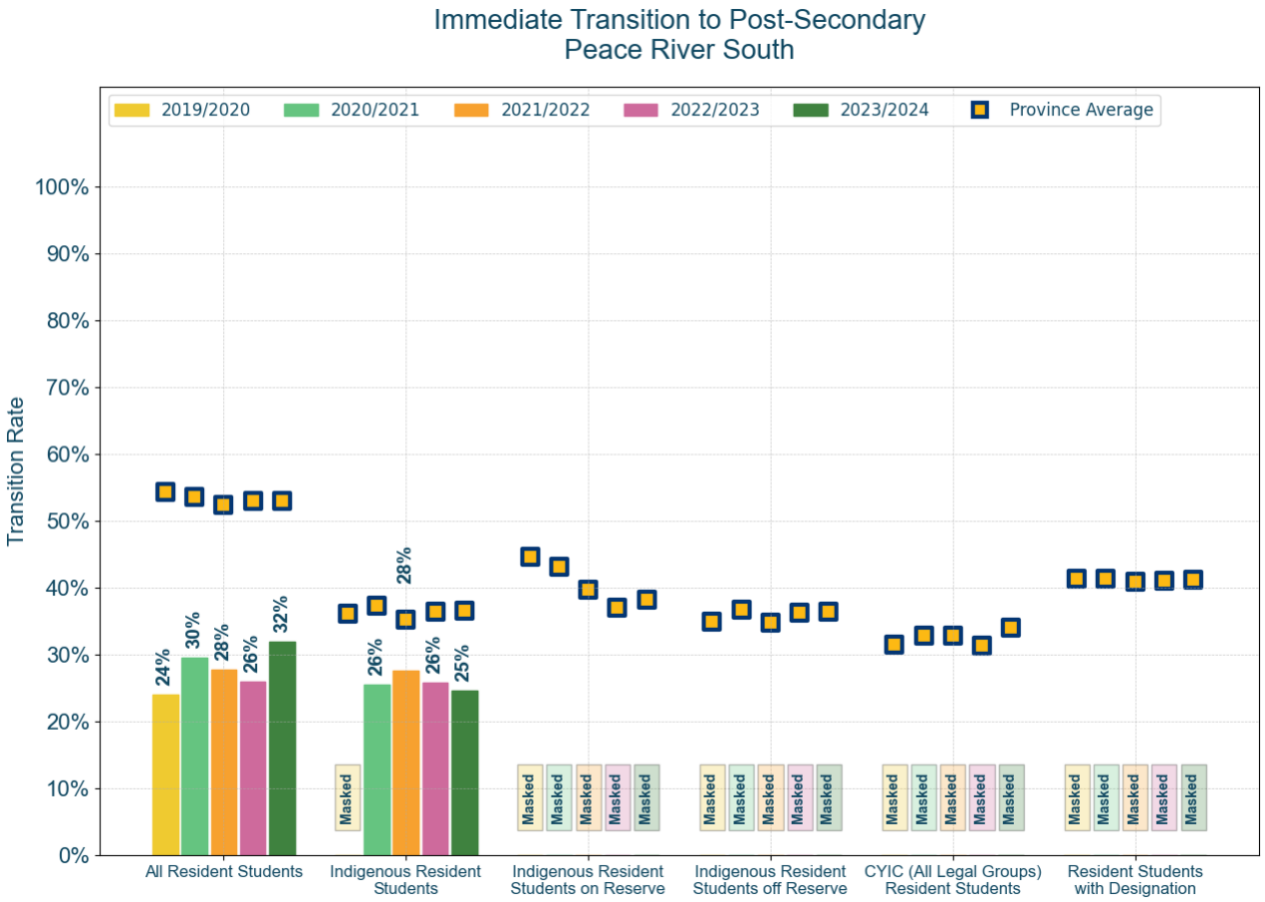

5-Year Completion Rate - Dogwood
Peace River South
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
76%
72%
67%
68%
69%
51%
60%
53%
50%
52%
Masked
52%
44%
31%
36%
51%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

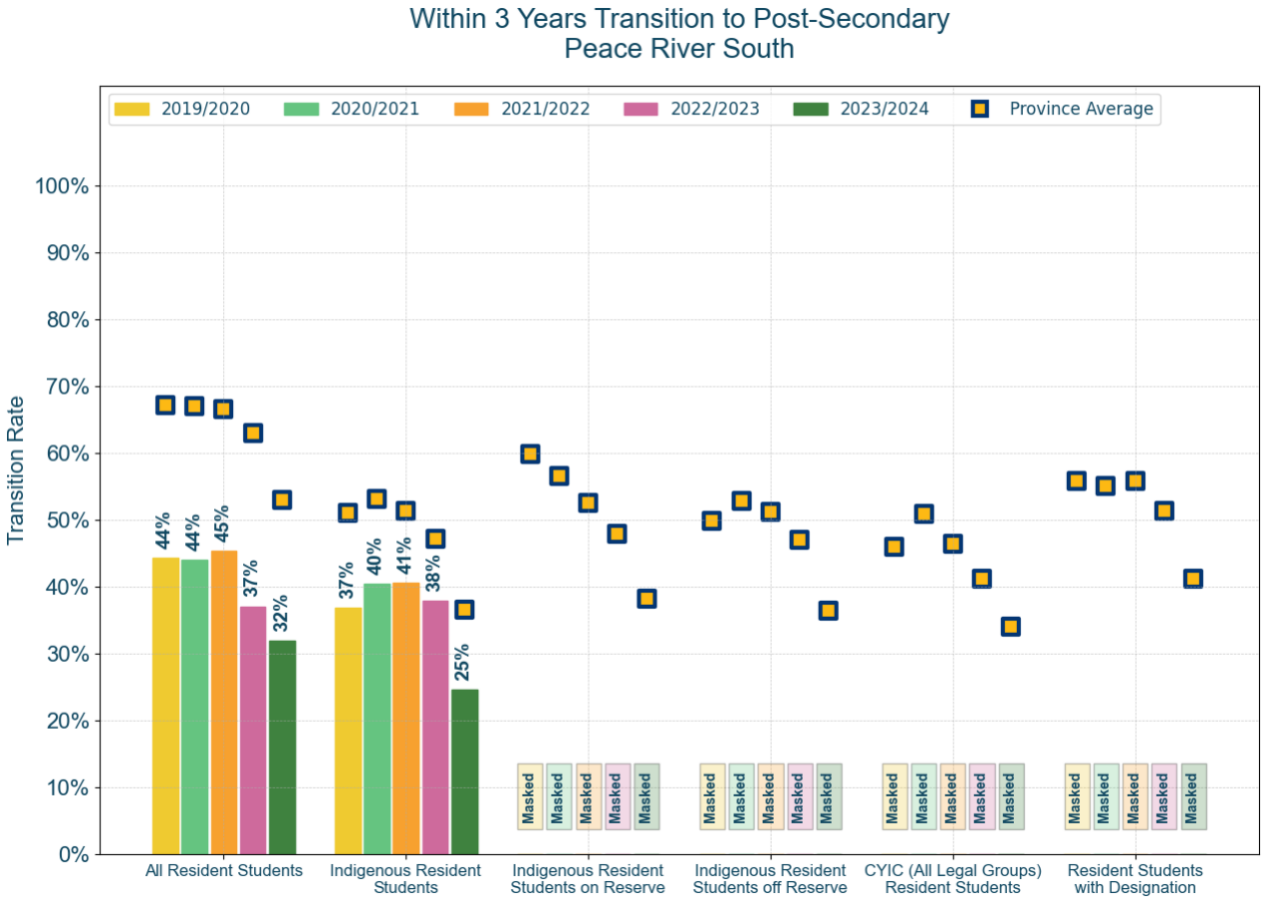
## Educational Outcome 5: Life and Career Core Competencies

*Measure 5.1: Post-Secondary Transitions*

Transition to Post-Secondary - Cohort Count

| | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|---|---|---|---|---|---|
| All Resident Students | 221 | 193 | 216 | 197 | 191 |
| Indigenous Resident Students | Masked | 47 | 69 | 66 | 61 |
| Indigenous Resident Students on Reserve | Masked | Masked | Masked | Masked | Masked |
| Indigenous Resident Students off Reserve | Masked | Masked | Masked | Masked | Masked |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | Masked |
| Resident Students with Designation | Masked | Masked | Masked | Masked | Masked |




Within 3 Years Transition to Post-Secondary
Peace River South
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44%
44%
45%
37%
32%
37%
40%
41%
38%
25%
Masked
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

## **Review Data and Evidence:** Career Development




***So what?***

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

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

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

- Children and Youth in Care (CYIC) data is masked due to the small sample size. Available district data shows gradual improvement in 5-year Dogwood and Adult Dogwood completion rates, while the 5-year Adult Dogwood-only rate remains stable but below the provincial average. This highlights an opportunity to strengthen support and pathways for adult learners and sustain progress toward graduation. District-level data on CYIC transitions to post-secondary education is currently limited to data tracked at the school level. Continued collection and monitoring of district-level data will help establish a clearer baseline, identify trends, and inform future planning and transition supports.
- Five-year completion rates for both Dogwood and Adult Dogwood and Dogwood-only for Students with Designations have increased for the third consecutive year, showing sustained improvement in graduation outcomes. While this progress is encouraging, completion rates remain below the average, highlighting the need for continued monitoring and targeted supports for students at risk of not completing within five years. There is currently no district-level data available on immediate or three-year transitions to post-secondary education, making it difficult to identify trends or compare outcomes. Individual schools collect information about the students they support, and continued collection and monitoring of transition data at both the school and district levels will help establish a clearer baseline and inform future planning and supports.
- Indigenous Students On Reserve data is masked due to the small sample size. Individual stories are tracked at the school level to let us know how we are doing and where we have to make changes. We are hoping the data from the 25/26 school year will show an increase.
- Five-year completion rates for both Dogwood and Adult Dogwood and Dogwood for Indigenous students have increased by 2%, yet still well below the provincial average. Commitments will be made to continue increasing school completion for Indigenous students.

## **Respond to Results:** Career Development




***Now what?***

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

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

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

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

- Through the Children and Youth in Care (CYIC) District strategy, schools will provide regular support from a key adult to monitor students' well-being, learning, attendance, graduation progress, and transition needs. School teams will identify barriers early and provide individualized supports such as flexible scheduling, academic and attendance assistance, and appropriate learning pathways. The district will strengthen post-secondary planning by helping students explore education, trades, training, careers, and financial supports, while providing additional support for students facing barriers. Transition and graduation data will be collected and reviewed annually to identify trends, track outcomes, and guide future planning and supports.
- Five-year completion rates for both Dogwood and Adult Dogwood and Dogwood-only for Students with Designations have increased for the third consecutive year, showing sustained improvement in graduation outcomes. While this progress is encouraging, completion rates remain below the average, highlighting the need for continued monitoring and targeted supports for students at risk of not completing within five years. There is currently no district-level data available on immediate or three-year transitions to post-secondary education, making it difficult to identify trends or compare outcomes. Individual schools collect information about the students they support, and continued collection and monitoring of transition data at both the school and district levels will help establish a clearer baseline and inform future planning and supports.
- Indigenous students benefit from personalized goal setting with the support of a Coach Mentor, Indigenous Educational Assistant or Family Liaison to help them explore and

define their career aspirations. Through this guidance, students gain clarity on academic and professional goals, receive tailored advice on achieving them, and uncover pathways that align with their interests and strengths. The team plays a crucial role in empowering Indigenous students to pursue meaningful careers by providing encouragement, resources, and strategic planning, thereby fostering a supportive environment for their success and growth. The team also supports post-secondary and scholarship applications.

- The district will continue to partner with Saulteau First Nations and Northern Lights College to attend Indigenous Career Fairs. Saulteau First Nations has a career fair each year for grade 10 to 12"s from Chetwynd Secondary. Local businesses are showcased, and career transitions are a focus, as well as post-secondary options.
- For grade 10's and 11's there is access to YETS (Youth Explore Trades) in partnership with Northern Lights College in Dawson Creek and Chetwynd.
- The district partners with Northern Lights College to provide dual credit opportunities for grade 12's in both trades and academic programs. Our enrollment in dual credit doubled last year. In addition, for career development we also provide opportunities such as: Try a Trade for grade 8's, Women in Trades event, and Adventures in Health Care.