

Okanagan Similkameen

SD#53

Interim Progress Report September 2026

In Review of Year Three of Strategic Plan, 2023-2033



Acknowledging with Gratitude the Ancestral and Unceded Territory of the Sukənaqin and Sməłqmix People, Traditional Keepers of the Land.

Approved by Board on September 29, 2026

Table of Contents

Intellectual Development	5
Educational Outcome 1: Literacy	5
Educational Outcome 2: Numeracy.....	8
Review Data and Evidence: Intellectual Development	13
Respond to Results: Intellectual Development	14
Human and Social Development	15
Educational Outcome 3: Feel Welcome, Safe, and Connected	15
Review Data and Evidence: Human and Social Development	17
Respond to Results: Human and Social Development.....	18
Career Development	19
Educational Outcome 4: Graduation	19
Educational Outcome 5: Life and Career Core Competencies	21
Review Data and Evidence: Career Development.....	22
Respond to Results: Career Development	23

Interim Progress Report for Enhancing Student Learning:

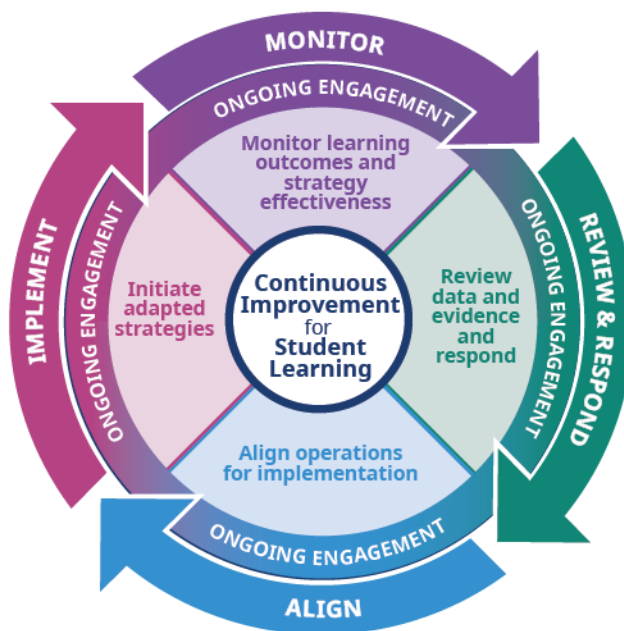
Ministry Note

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.

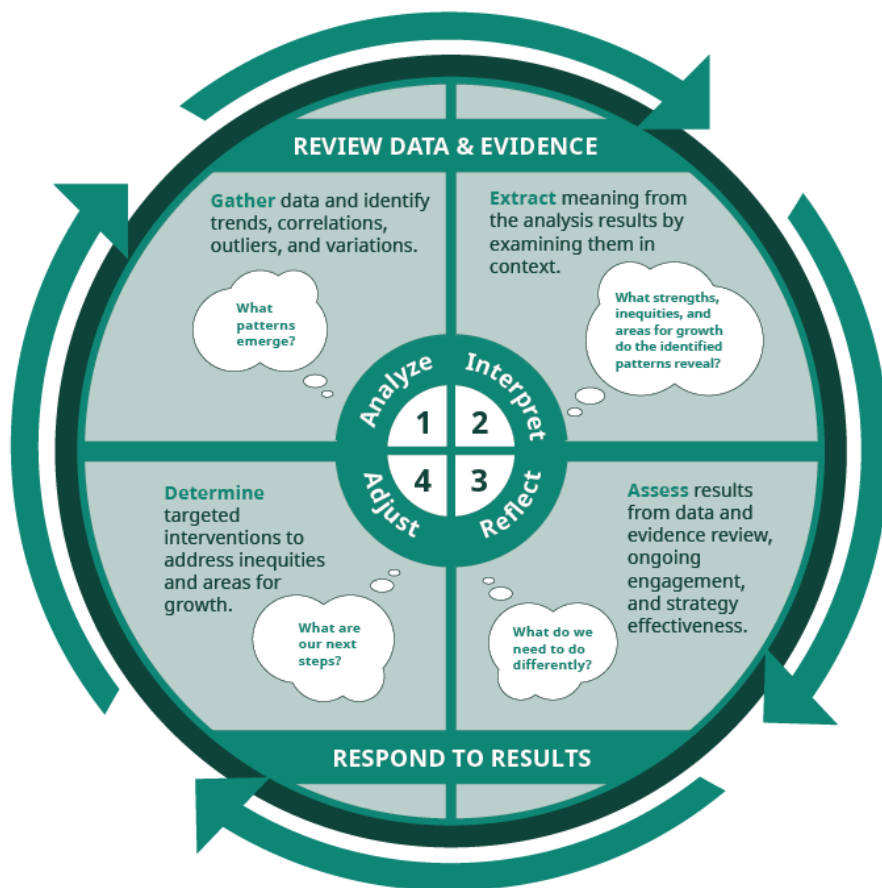
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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.

Intellectual Development

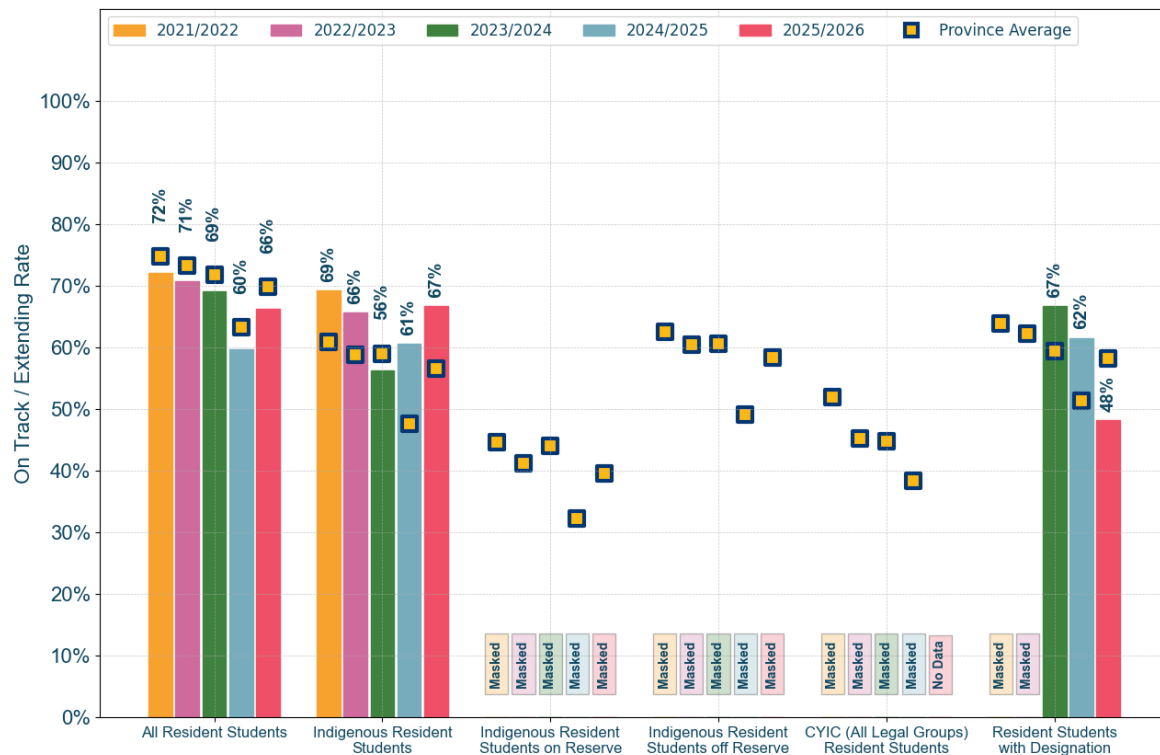
Educational Outcome 1: Literacy

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	169 93%	170 92%	199 91%	177 93%	165 95%
Indigenous Resident Students	28 93%	35 91%	40 80%	35 94%	39 92%
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	19 58%	25 68%	32 66%	33 79%	34 79%

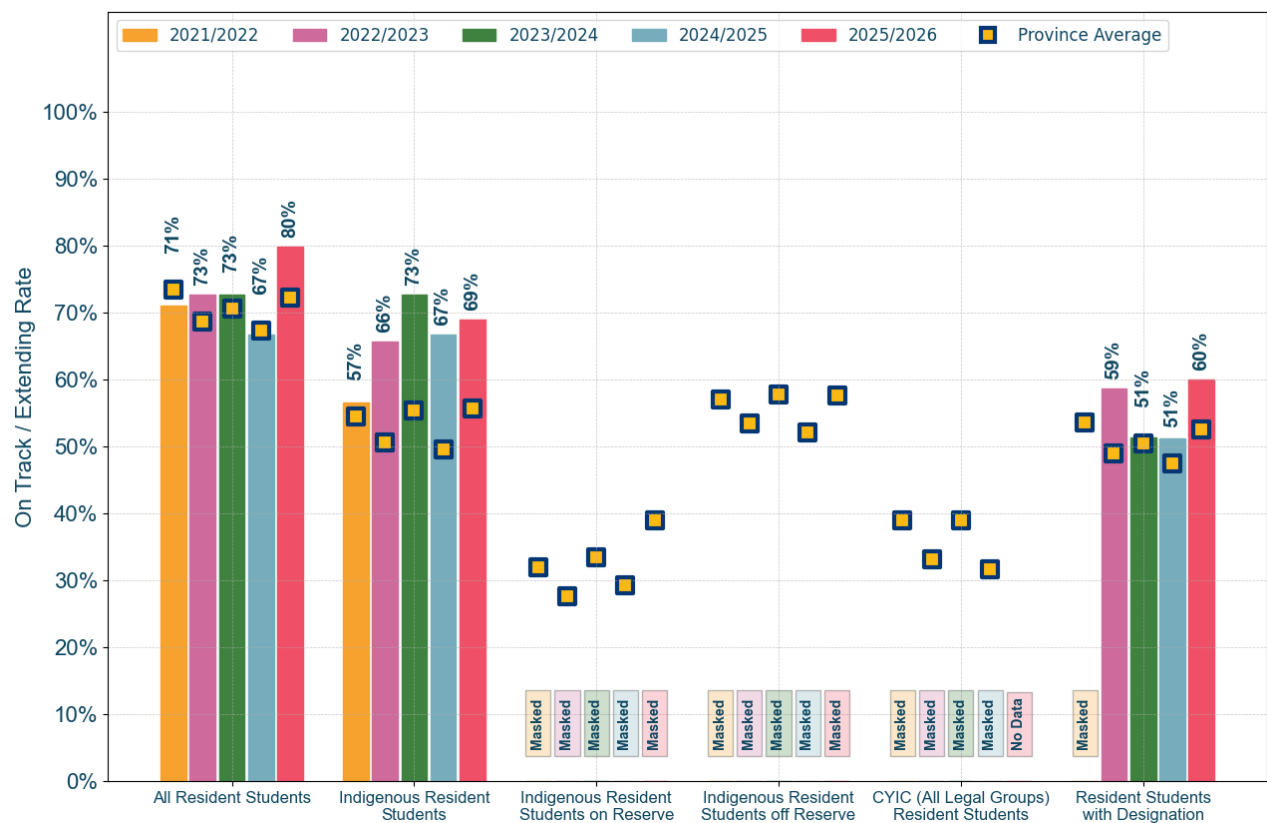
Grade 4 FSA Literacy - On Track / Extending Rate
Okanagan Similkameen



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	185 95%	168 92%	212 97%	182 94%	176 93%
Indigenous Resident Students	50 92%	38 92%	47 94%	36 92%	31 94%
Indigenous Resident Students on Reserve	16 81%	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	34 97%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	33 79%	37 78%	44 89%	49 88%	49 82%

Grade 7 FSA Literacy - On Track / Extending Rate Okanagan Similkameen

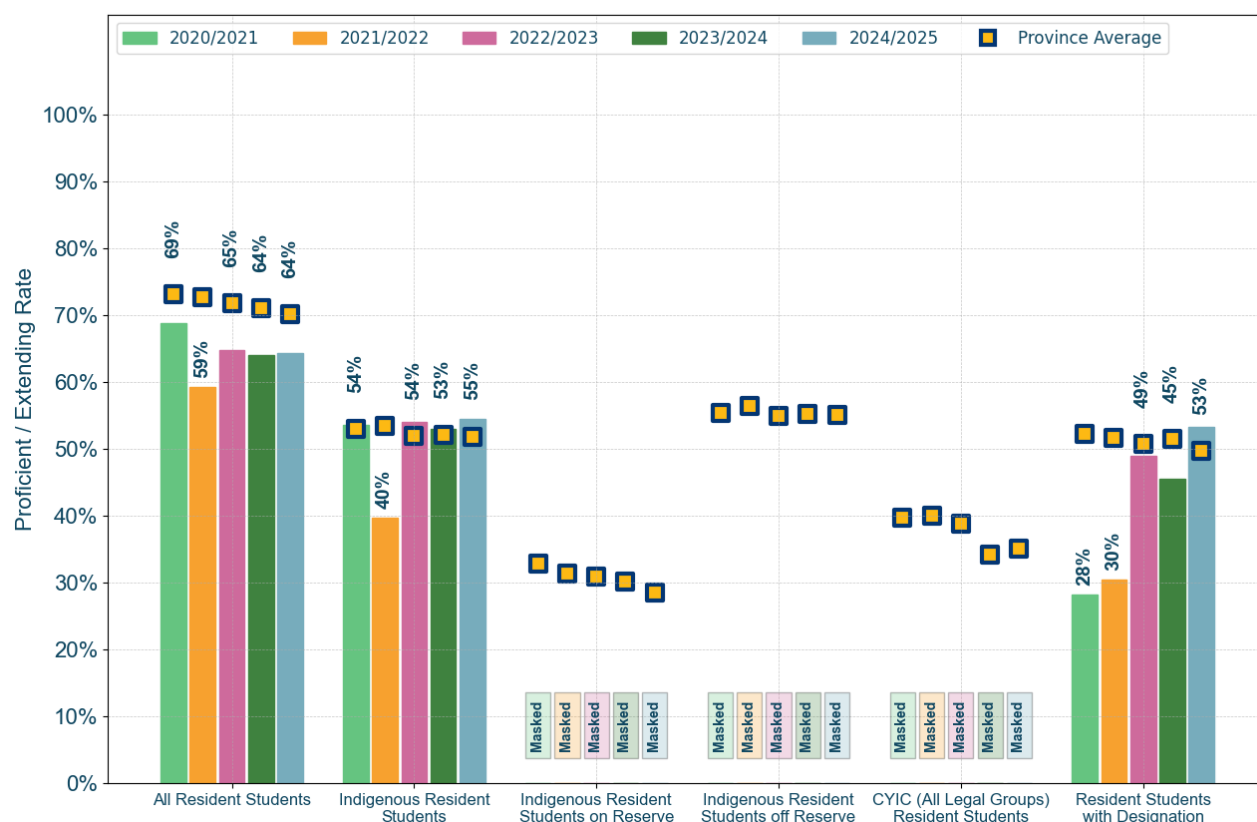


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	177 77%	197 89%	193 89%	202 92%	195 92%
Indigenous Resident Students	49 59%	55 80%	46 76%	56 79%	53 89%
Indigenous Resident Students on Reserve	17 59%	18 78%	Masked	Masked	13 77%
Indigenous Resident Students off Reserve	32 59%	37 81%	Masked	Masked	40 93%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37 49%	48 75%	52 79%	51 80%	49 84%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Okanagan Similkameen



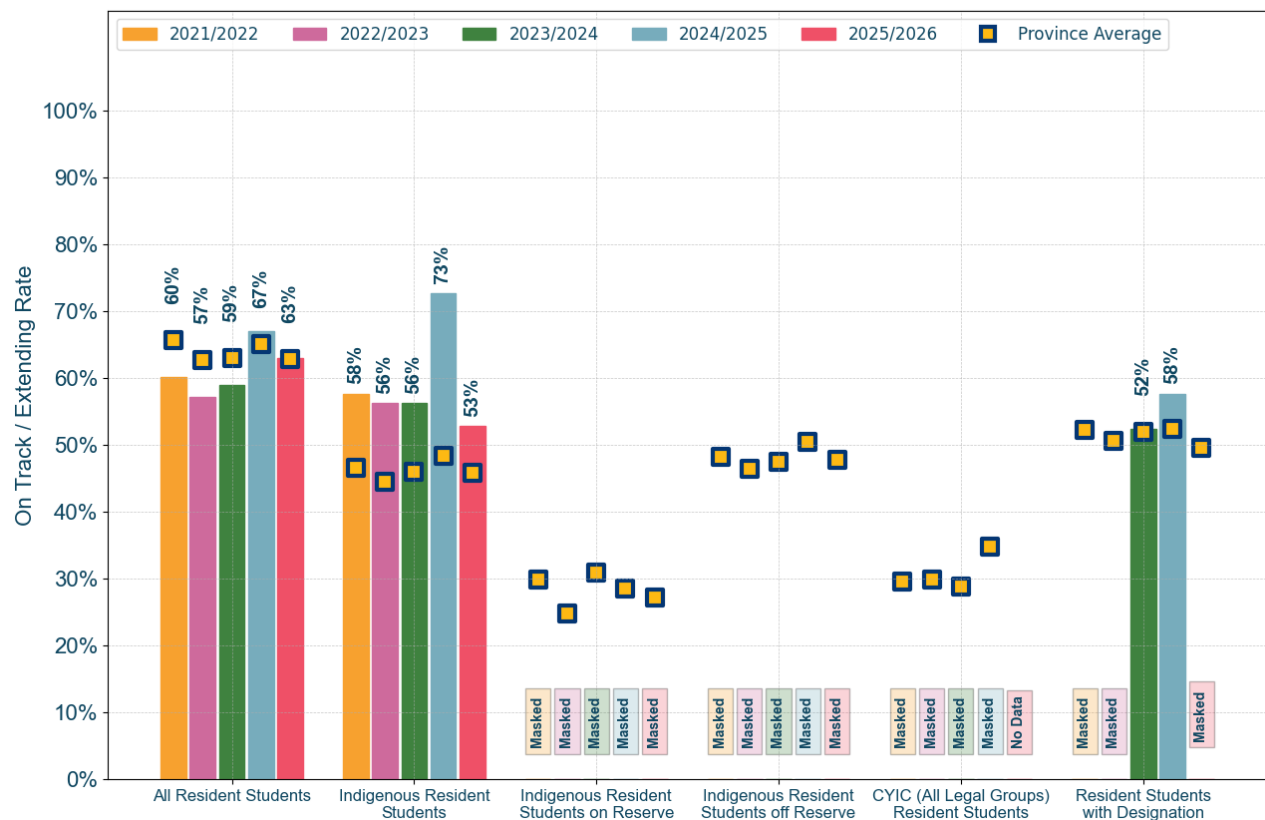
Educational Outcome 2: Numeracy

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	169 93%	170 94%	199 90%	177 93%	165 95%
Indigenous Resident Students	28 93%	35 91%	40 80%	35 94%	39 92%
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	19 58%	25 72%	32 66%	33 79%	34 79%

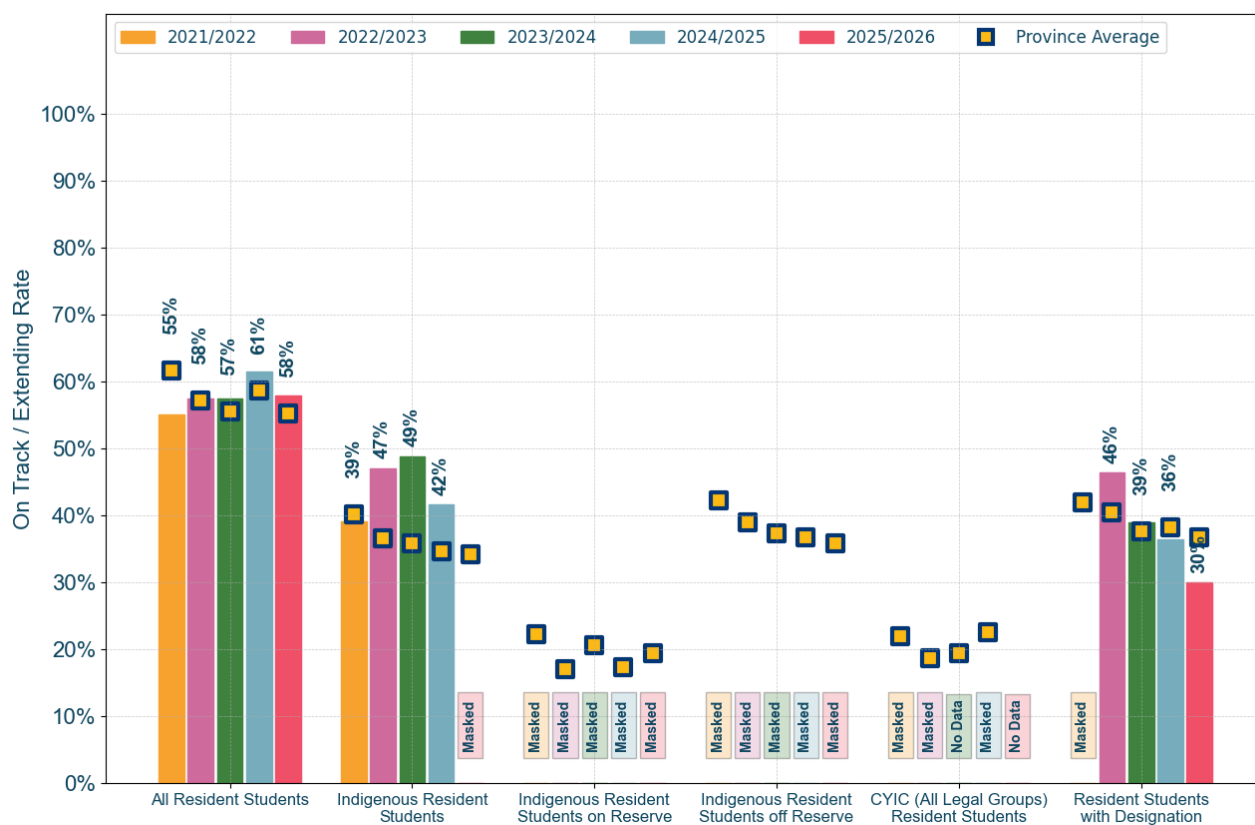
Grade 4 FSA Numeracy - On Track / Extending Rate Okanagan Similkameen



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	185 95%	168 91%	212 95%	182 96%	176 93%
Indigenous Resident Students	50 92%	38 89%	47 91%	36 100%	31 94%
Indigenous Resident Students on Reserve	16 81%	Masked	Masked	11 100%	Masked
Indigenous Resident Students off Reserve	34 97%	Masked	Masked	25 100%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	33 79%	37 76%	44 82%	49 90%	49 82%

Grade 7 FSA Numeracy - On Track / Extending Rate Okanagan Similkameen

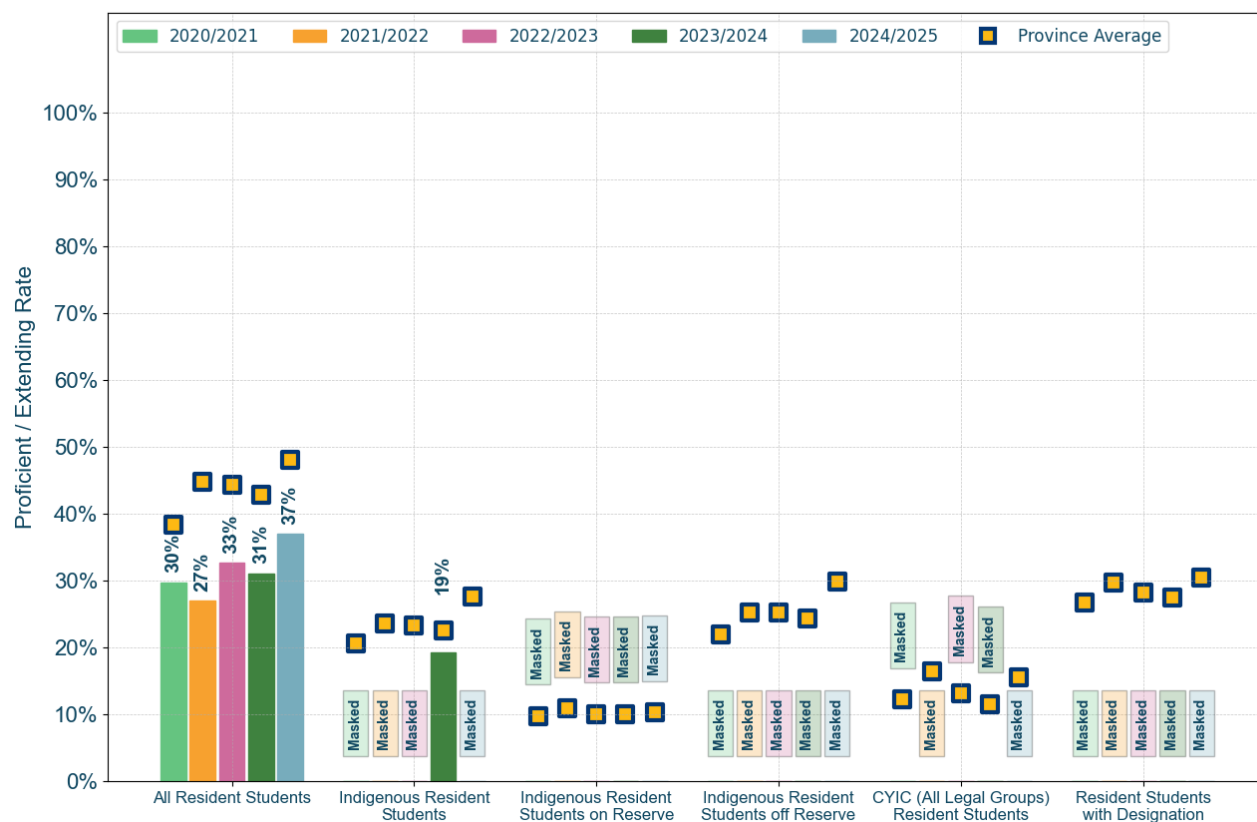


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	177 79%	201 85%	190 83%	202 90%	191 87%
Indigenous Resident Students	49 59%	57 72%	44 66%	56 80%	53 79%
Indigenous Resident Students on Reserve	16 63%	18 72%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	33 58%	39 72%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37 51%	51 65%	50 76%	51 82%	47 72%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Okanagan Similkameen

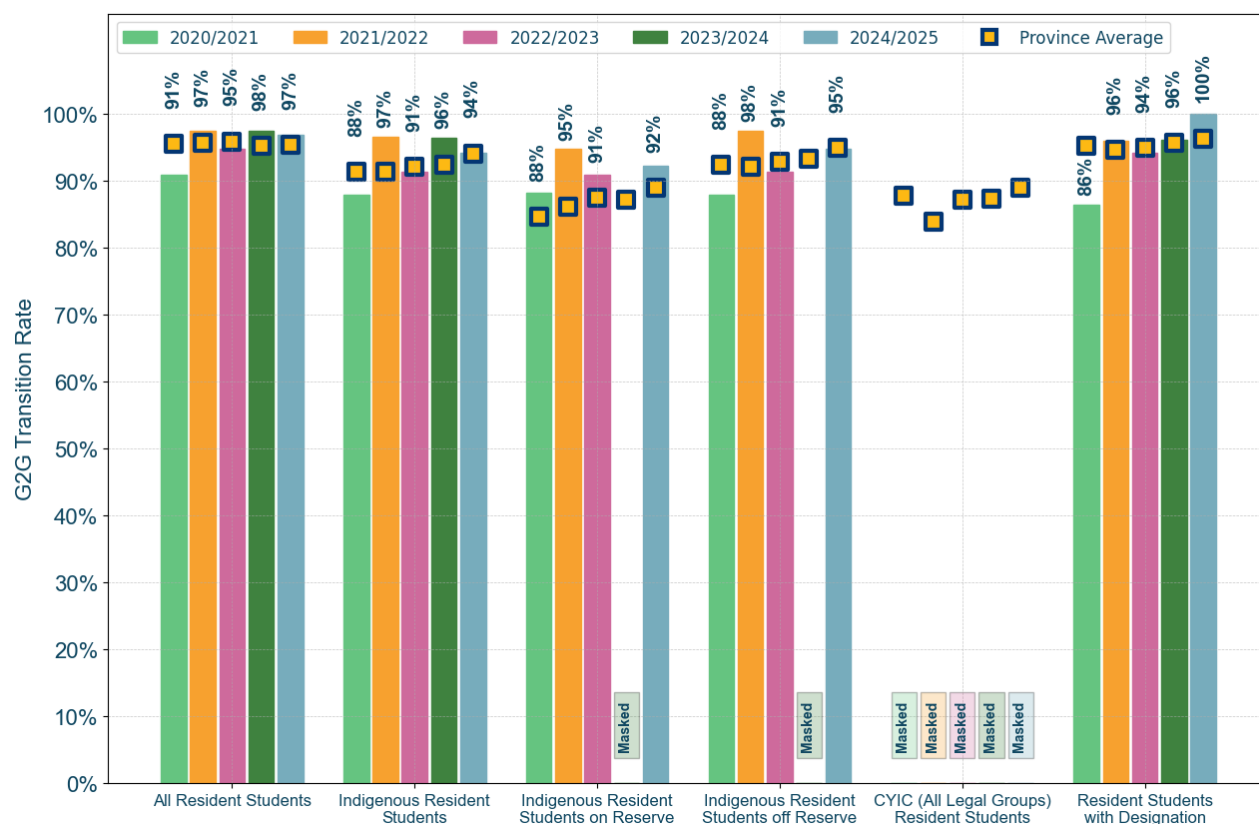


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	177	199	193	202	192
Indigenous Resident Students	50	60	46	56	52
Indigenous Resident Students on Reserve	17	19	11	Masked	13
Indigenous Resident Students off Reserve	33	41	35	Masked	39
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37	50	52	51	48

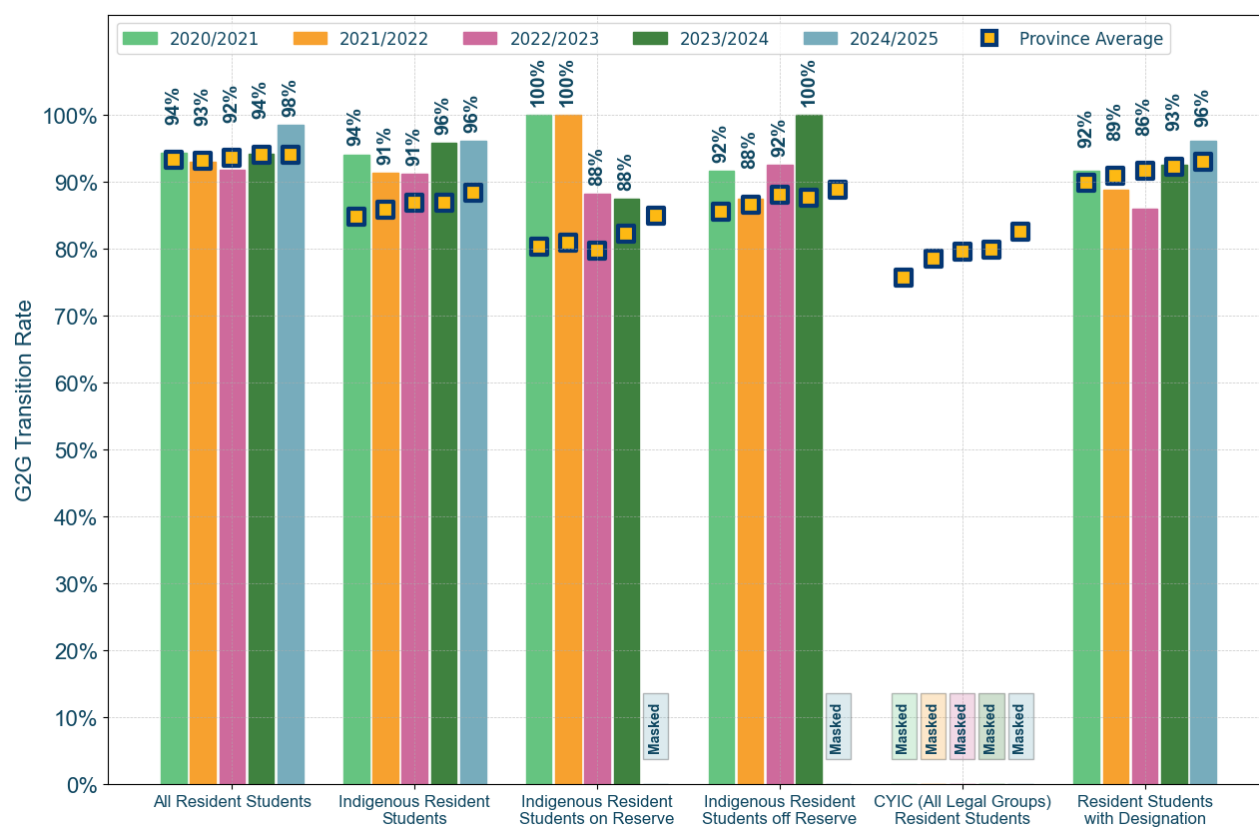
Grade 10 to 11 Transition Rate Okanagan Similkameen



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	195	170	208	192	198
Indigenous Resident Students	51	46	57	48	52
Indigenous Resident Students on Reserve	15	14	17	16	Masked
Indigenous Resident Students off Reserve	36	32	40	32	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	48	36	50	54	51

Grade 11 to 12 Transition Rate Okanagan Similkameen



Review Data and Evidence: Intellectual Development



- Numeracy outcomes for all students and especially priority learners remains an area of significant focus. 2025-26 Grade 7 FSA results show that while our students score above the provincial average, over 40% of all resident students are not on-track, Indigenous students have remained below 50% proficiency for the past five years, students with diverse abilities have shown a four-year downward trend, and on-reserve students have fallen below the provincial average for the first time in 5 years. Local classroom-based assessment data confirms that there is a consistent performance gap between students of Indigenous ancestry, students with diverse abilities/disabilities, and their peers in class-based assessments at every grade level from 1–10.
- Grade 10 numeracy assessments continue to demonstrate significant inequities in achievement and pathway participation. All resident students, Indigenous students, and students with diverse abilities, are performing below the provincial average on the Grade 10 numeracy assessment. Indigenous students and students with diverse abilities and disabilities also continue to be underrepresented in academic mathematics pathways and experience less success in academic mathematics courses than their peers. In addition, cohort analysis of class-based assessments over the past 4 years demonstrates that all groups (all resident, Indigenous, diverse abilities etc.) demonstrate a consistent decline in numeracy proficiency levels between Grades 7 and 8, and a further decline in grade 9, indicating a critical transition point for further investigation and intervention.
- Cohort data identifies a deterioration in numeracy outcomes for Indigenous students over time. When the Grade 4 numeracy FSA cohort from 2022/23 is followed to Grade 7 in 2025/26, resident students increased slightly in their performance; however, Indigenous students, who demonstrated equitable outcomes on the Grade 4 FSA, experienced a considerable decline in their Grade 7 scores. This suggests that existing supports may not be sufficiently addressing the factors influencing Indigenous students' numeracy achievement as they progress through the intermediate grades.
- While FSA 4 and 7 literacy scores in 2025-26 are trending in a positive direction, we have identified some proficiency gaps for priority groups and an important discrepancy between provincial and classroom-based evidence. Although overall results are trending upward on FSA 7 Literacy, a proficiency gap of between 10%-20% remains for Indigenous students, Indigenous students living on-reserve, and students with diverse abilities and disabilities.
- Across all student categories, class-based literacy assessments consistently show significantly lower performance than provincial assessments such as the FSAs and the Grade 10 Literacy Graduation Assessment, highlighting a need to better understand differences between demonstrated proficiency in classroom contexts and performance on provincial assessments. Grade 10 Literacy Graduation Assessment results also demonstrate lower proficiency rates for Indigenous students and students with designations (compared to all resident students), though these priority groups are performing above the provincial average.

Respond to Results: Intellectual Development



- The district began the development of a standard numeracy assessment tool for elementary students in 2024-25, and expanded the assessment in 2025-26. Teachers will continue to use this tool moving forward, and instructional support will continue to be provided to respond to the results. This is in response to the number of students who are not proficient in numeracy in elementary grades as well as the lower proficiency rates for priority populations.
- In 2026-27 we are beginning a 3-year collaboration with Janice Novakowski to support numeracy practices in K-7. Janice has expertise in supporting classroom instruction and assessment in mathematics as well as expertise in culturally responsive strategies and embedding Indigenous worldviews and perspectives into the mathematics curriculum. This initiative is a continuation of the work our district started in 2023-24 with Jen Carter (Learning Coordinator in SD22 and BC Association of Math Teachers (BCAMT) Vice-President). To support numeracy at the secondary level we will take what we learned from our 2025-26 inquiry focused on secondary math instruction, and will be working with the BCAMT to provide professional development opportunities for secondary teachers.
- In 2025-26 we created a full-time position for a K-7 literacy support teacher whose role is to build staff capacity in our highest priority schools. This position will continue in 2026-27. We also created a 0.2 FTE secondary literacy coordinator in 2025-26 to support targeted literacy interventions in classrooms in Grades 8,9, and English First Peoples classes. This position will also continue in 2026-27.
- In 2025-26 we revised our Non-Fiction Reading Assessment (NFRA) and expanded it to Grades 8 and 9. In 2026-27, we will continue to provide professional development opportunities to support teachers with instructional strategies to respond in a timely manner to this assessment. We also continue to train any new teachers each year on the NFRA to ensure consistency in the use of the assessment. The NFRA helps teachers identify and target core literacy skills that students need to independently access text across all curricular areas. At the primary level, teachers continue to use and respond instructionally to our district Kindergarten Screener and our Primary Reading Assessment, and we are piloting and field testing the Ministry's early literacy screening tool in kindergarten and Grade 1.
- We have purchased a data analytics program that will enable teachers and building administrators to quickly identify assessment trends, including those among priority groups, so they can provide targeted resources and adjust instruction accordingly. School staff cannot respond to discrepancies in proficiency levels for priority populations if they are not first aware that these discrepancies exist. As improving student attendance is also a district priority, in 2026-27 we will also use this program to analyze attendance trends and cross-reference this data with our literacy and numeracy proficiency levels to see if there is any correlation.

Human and Social Development

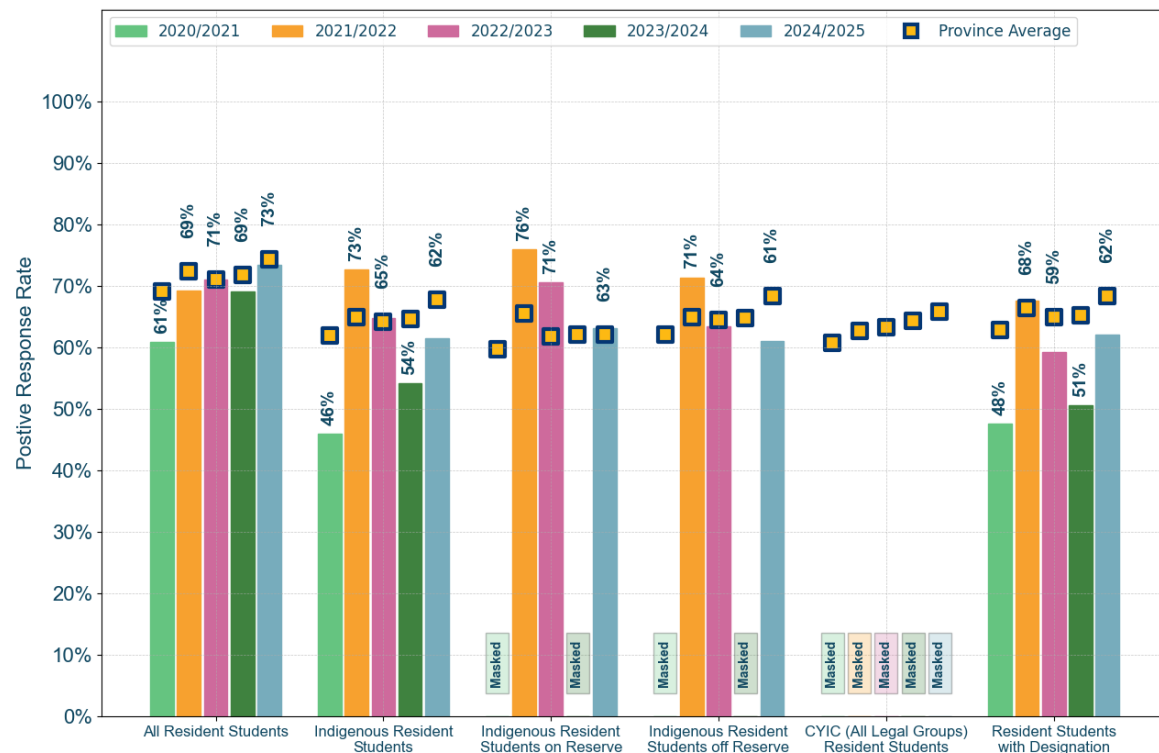
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

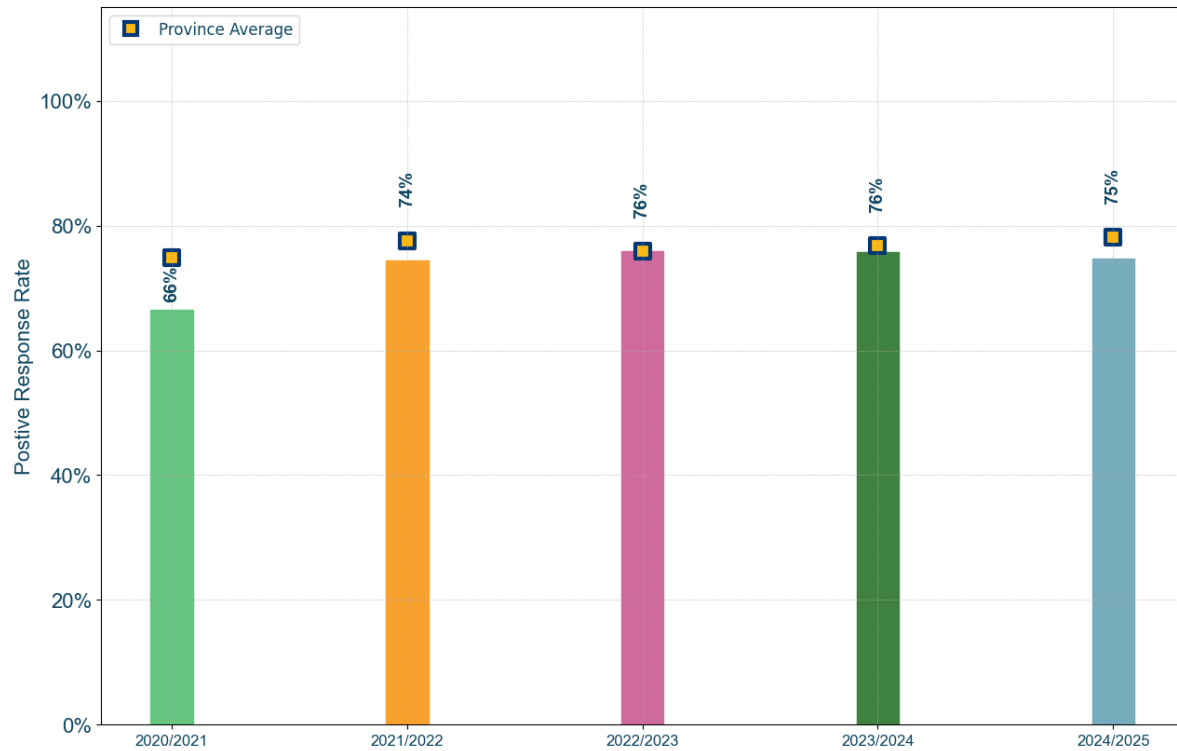
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	560 81%	534 82%	507 84%	602 84%	540 84%
Indigenous Resident Students	146 69%	129 71%	113 81%	134 72%	120 75%
Indigenous Resident Students on Reserve	21 62%	38 68%	26 69%	23 61%	28 68%
Indigenous Resident Students off Reserve	125 70%	91 71%	87 84%	111 74%	92 77%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	111 68%	93 67%	105 77%	122 75%	122 73%

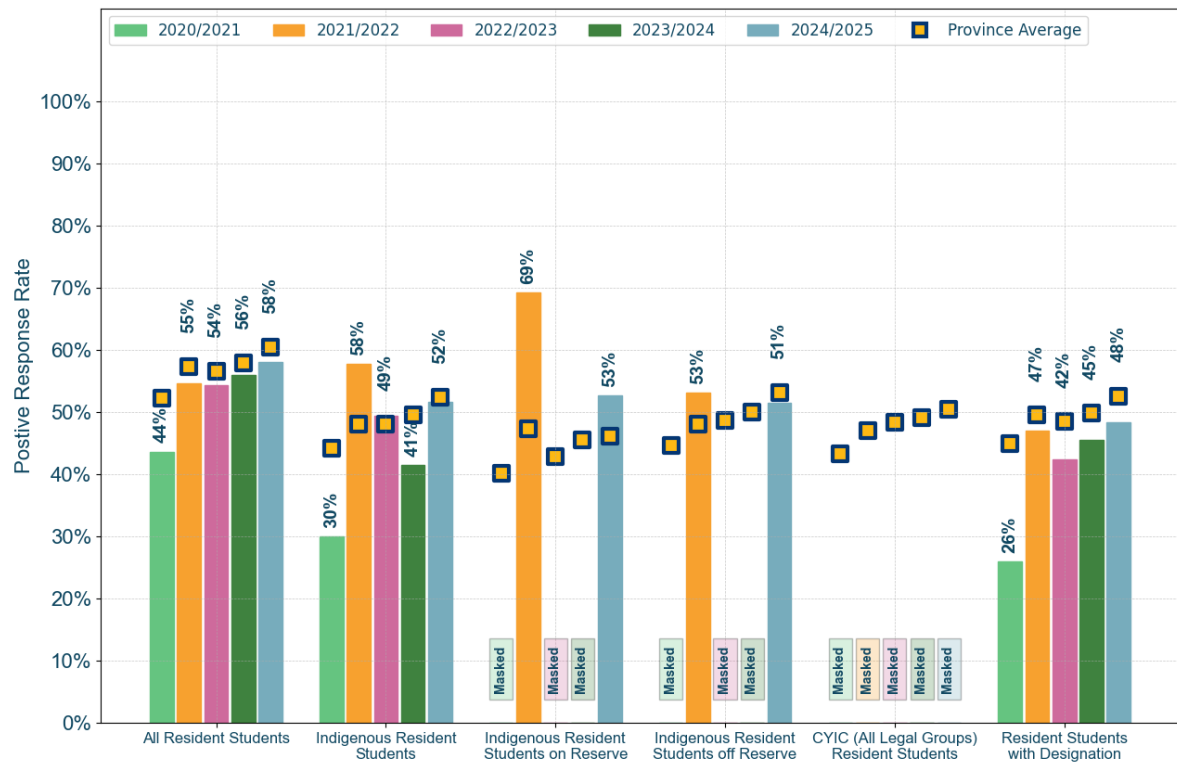
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Okanagan Similkameen



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

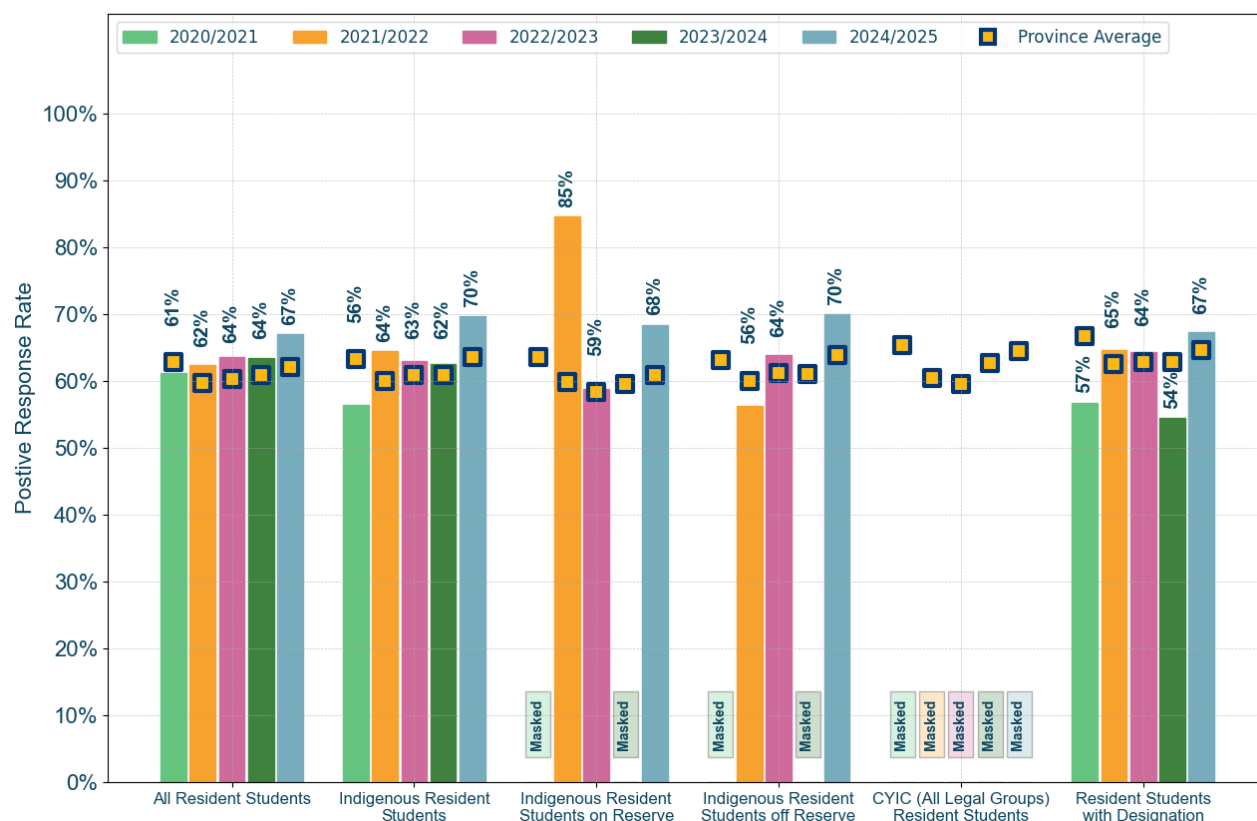


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Okanagan Similkameen



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 Okanagan Similkameen



Review Data and Evidence: Human and Social Development



- On the Student Learning Survey (SLS), the percentage of all-resident students feeling welcome has consistently been around 73% for the past 4 years but there is an identified gap (of about 10% in 2024-25) in students feeling welcome for Indigenous students and students with designations and the rest of the student population. There is a 4-year downward trend for Indigenous students on-reserve feeling welcome.
- The data on students feeling safe is not disaggregated by the SLS and has remained consistent for the past 4 years at 75%.
- While there is an upward trend on the SLS for student sense of belonging, this category is consistently lower than the other categories and even lower for priority groups. There is an approximate 10% gap between all resident students and students with diverse abilities and disabilities in this category.
- For the second year in a row we have identified a surprising contrast between students feeling safe, welcome, and that 2 or more adults care, (which are relatively high), and the lower numbers reported

by students about their sense of belonging. This could suggest that relationships with adults exist, but this does not always translate into cultural safety or inclusive school identity. This contrast is mirrored by our SD53 2025-26 MDI results where students reported much higher rates of connectedness with adults (94% of students in grade 6 reported positive relationships with adults, and 97% of students in grade 8) compared to students reporting positively on school culture and climate (78% for students in grade 6, and 70% for students in grade 8).

- While MDI results reflect similar trends to the Student Learning Survey in the areas of connectedness with adults, school culture/climate, and student sense of belonging they also highlight a slight drop in most areas between students in grade 6 and students in grade 8. For example, 78% of Grade 6 students feel there is a strong school climate compared to 70% of Grade 8 students, and 82% of grade 6 students report a sense of belonging, compared to 79% of grade 8 students. It should be noted that these gaps are closer than they have been in previous years.

Respond to Results: Human and Social Development



- Our Street Data Community of Practice will continue for its 3rd year and will support educators to respond to students' feelings of belonging, safety, and feeling welcome. The Street Data series is focused on students who are “on the margins” which includes students in priority populations and those who are not feeling safe or welcome in schools. Between the first and second years of the series, the number of staff and schools participating increased, and we anticipate that this trend will continue in 2026-27. Each year, schools include some form of street data as evidence to inform their school learning plans.
- In 2025–26, an Indigenous District Student Voice Committee was established to ensure that student perspectives are consistently shared with educators and incorporated into district decision-making. The students named their group the “Student Advisory Committee for Respectful Education and Development” (SACRED). The committee includes students from every school in the district. During its first year, SACRED focused on developing its purpose and building the skills and strategies needed to facilitate meaningful dialogue and gather input from their peers. These areas of focus will continue in 2026–27. In addition, the committee will provide student perspectives on key areas of growth for the district, such as inequities in numeracy proficiency rates and the declining trend in feelings of belonging among Indigenous students living on reserve.
- In 2025-26, the district implemented a new monitoring system for all CYIC. School teams complete individual plans for all identified CYIC, which are then reviewed with district leadership 3 times during the year. This allows school teams to identify student proficiency levels in literacy and numeracy, as well as what supports are currently in place or recommended for these students in relation to feeling welcome, safe, and connected to their school communities.
- In 2024-25, and 2025-26 our district increased the focus on school transitions as students move from elementary to secondary. Specific strategies involve collaboration between administration and staffs from elementary and secondary communities of schools, as well as more intentional collaboration with local First Nations to improve transitions for students from band schools to district schools

(particularly students transitioning from Grade 7 in a band school to Grade 8 in a district school). At the beginning of the 2026-27 school year, teachers and administrators from elementary schools received a tour of the band school in their community, which included an overview of the cultural and academic experiences of students. We have also once again purchased the MDI assessment for Grades 6 and 8 which provides insight into the experiences of students on both sides of the elementary-secondary transition and supplements information gathered by the Student Learning Survey.

- Since 2023–24, our district has participated in the Network of Inquiry and Indigenous Education (NOIIE)’s Indigenous Education Impact Initiative, which focuses on meeting the needs of Indigenous students through a school-wide inquiry process. Participation in this initiative provides our staff with opportunities to learn from Indigenous educational leaders across B.C. and collaborate with other districts who are striving to meet the needs of Indigenous learners. We will continue participating in the initiative during the 2026–27 school year. This work is closely connected to our ongoing collaboration with the district’s local Indigenous Education Council (IEC) and our work on Local Education Agreements (LEAs). Through these partnerships, areas of growth for students of Indigenous ancestry are identified, and solutions are jointly considered.

Career Development

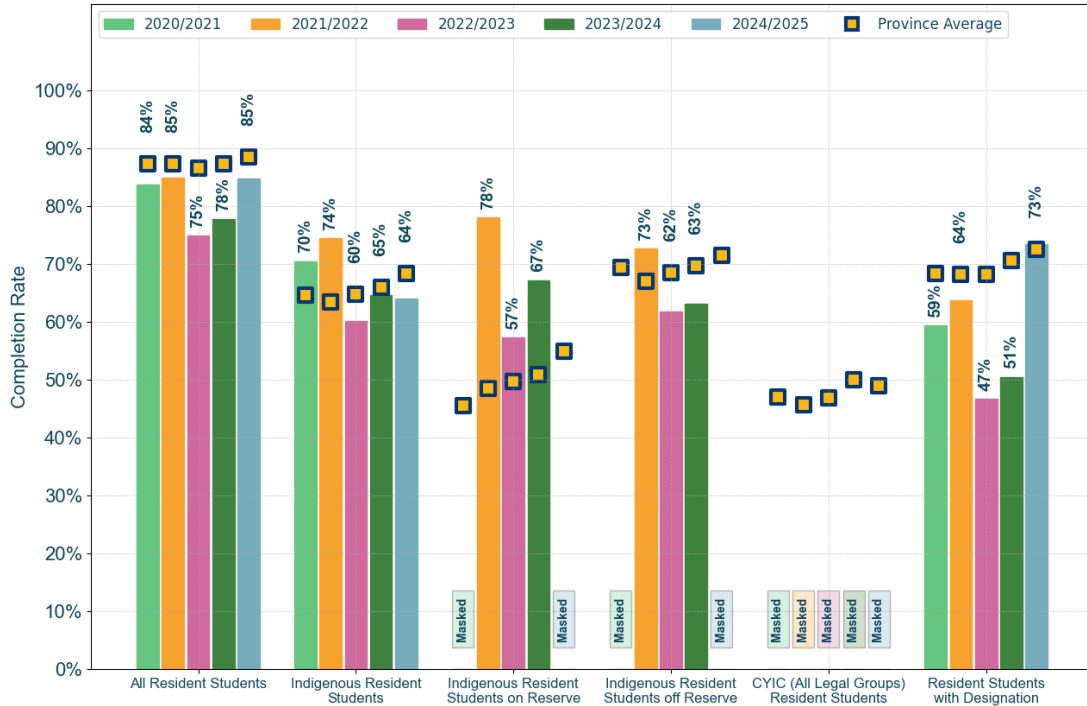
Educational Outcome 4: Graduation

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	179 13	213 19	194 14	223 19	213 20
Indigenous Resident Students	32 2	56 5	50 3	59 5	57 6
Indigenous Resident Students on Reserve	Masked	18 1	19 2	21 2	Masked
Indigenous Resident Students off Reserve	Masked	38 4	31 2	38 3	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	47 3	65 5	55 4	71 6	74 7

5-Year Completion Rate - Dogwood + Adult Dogwood Okanagan Similkameen



5-Year Completion Rate - Dogwood Okanagan Similkameen



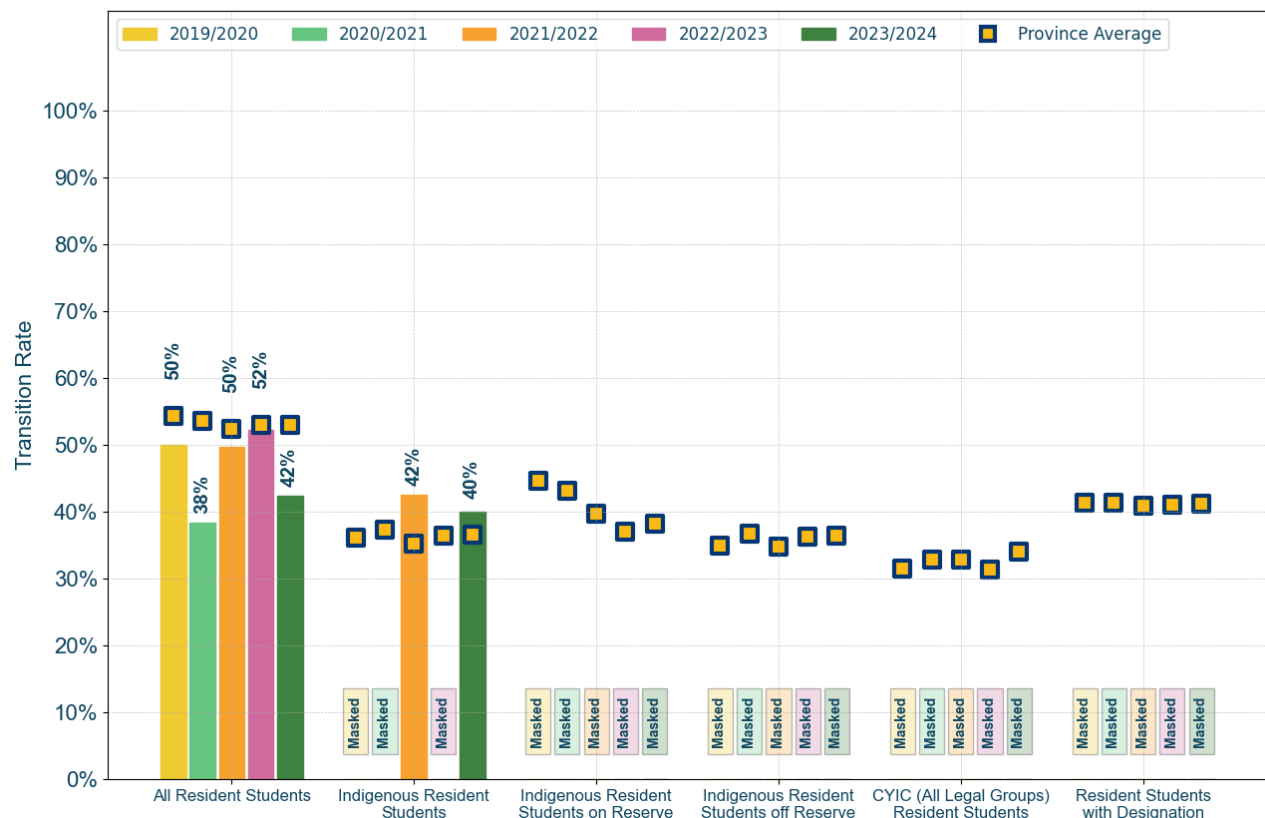
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

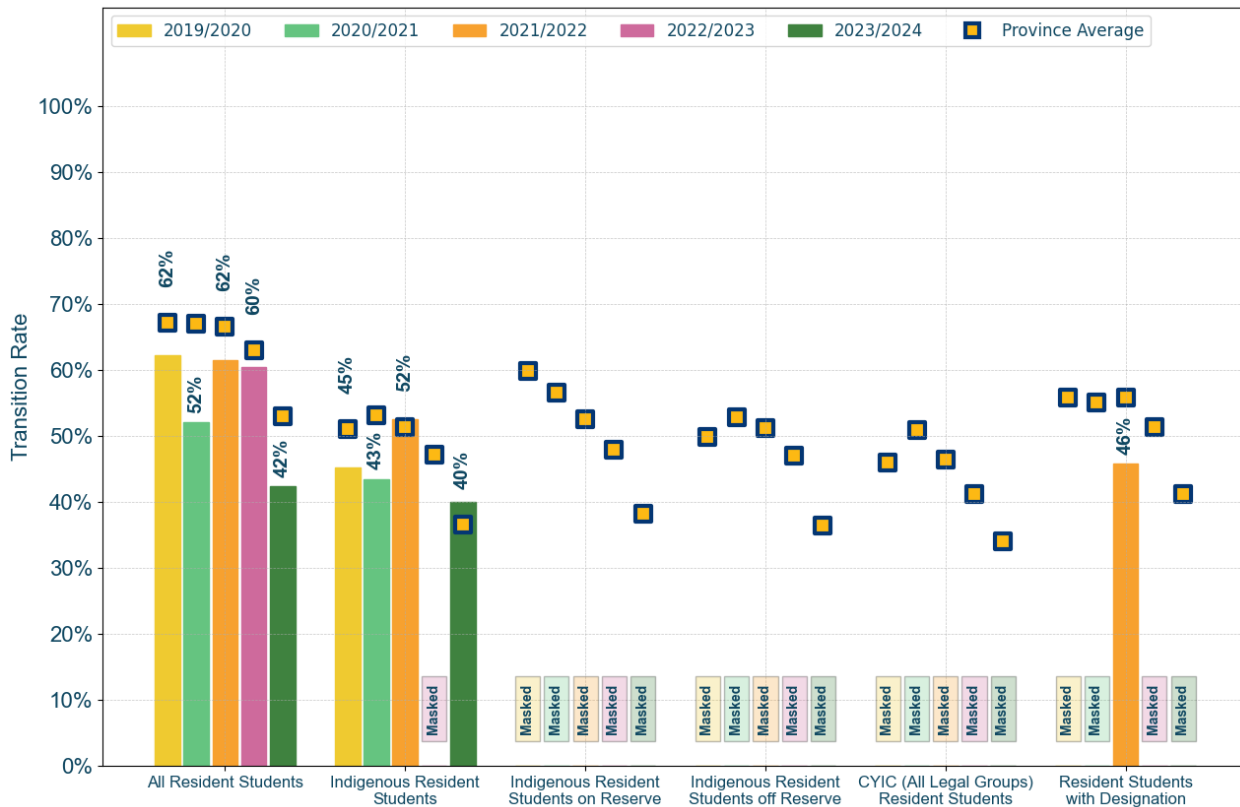
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	156	146	169	134	158
Indigenous Resident Students	Masked	Masked	40	Masked	35
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

Immediate Transition to Post-Secondary Okanagan Similkameen



Within 3 Years Transition to Post-Secondary Okanagan Similkameen



Review Data and Evidence: Career Development



- The 2024-25 5-year completion rate for all resident students is on a 3-year upward trend, but there is an equity gap in graduation rates for all priority groups. Indigenous students' completion rates have remained stable over the past 3 years but were 21% below all-resident students in 2024-25. Results for Indigenous students living on reserve and Children and Youth in Care are masked but are trending downwards and are below all-resident students and below the provincial average.
- After remaining consistent for the 2021-22 and 2022-23 school year, our Immediate Transition to post-secondary rate dropped approximately 10% for all-resident students in 2023-24, but the numbers for all resident and Indigenous students are at parity.
- All resident student rates for Transition Within 3-years to Post Secondary Institutions dropped about 20% in 2023-24 from the previous 2 years and is below the provincial average. Indigenous resident students are at parity with all resident students in 2023-24. Our district trends reflect provincial trends.

Respond to Results: Career Development



- The full-time Indigenous Graduation Coach position that was created in 2021-22 will continue in 2026-27. The graduation coach focuses on completion for all Indigenous students in the district in Grades 10-12. This position has been instrumental in supporting and improving completion rates and opportunities for post-secondary institutions for students of Indigenous ancestry.
- SD53 continues to offer Youth Work in Trades Programs, Youth Train in Trades Programs, sampler programs in areas such as technology, healthcare, and trades, as well as dual credit programs (including academic dual pathways) through partnerships with multiple post-secondary institutions. We have used our dual credit expansion grant to increase the FTE in the career and trades coordinator role to support career transitions. Our district consistently fills all program spots that are available, and programming continues to be creative and flexible by combining online and in-person delivery to support access for rural students. Part of this flexibility also involves providing work experience opportunities both in community and on reserve with First Nations sponsors.
- In 2025-26 SD53 received a grant to begin a Dual Credit Program for Indigenous students to pursue pathways in K-12 education. The application was jointly submitted with the Osoyoos Indian Band, the Upper Similkameen Indian Band and the Lower Similkameen Indian Band and will begin in January 2027. Participation and progress in this program will be monitored in 2026-27.
- Since 2020-21 and continuing in 2026-27 there are 3 scheduled meetings each year between school-based administrators and the District Principal of Indigenous Education to review the graduation progress of Indigenous students. New in 2025-26 and continuing in 2026-27 is the invitation to the Education Coordinators of the OIB, LSIB, and USIB to these meetings when Indigenous students who live on reserve are being discussed.
- Our district continues to strengthen coordination with the Indigenous Education Council and the three First Nations regarding data sharing and the development of strategies to most effectively support students of Indigenous ancestry. This work includes a shared commitment to supporting Indigenous students living on reserve through the ongoing implementation of the three Local Education Agreements. One example of this commitment is the creation of an Education Coach position by one of the local First Nations. The district will work closely with the community to integrate this new role into schools in order to provide the best possible support for students.