



Southeast Kootenay
SD005

Interim Progress Report

September 2026

In Review of Year Two of the Strategic Plan 2024—2028

Approved by the Board of Education
September 8, 2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

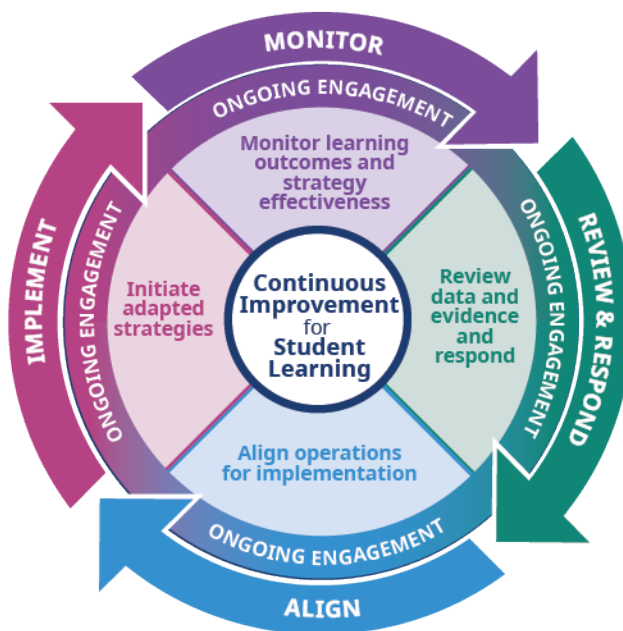
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

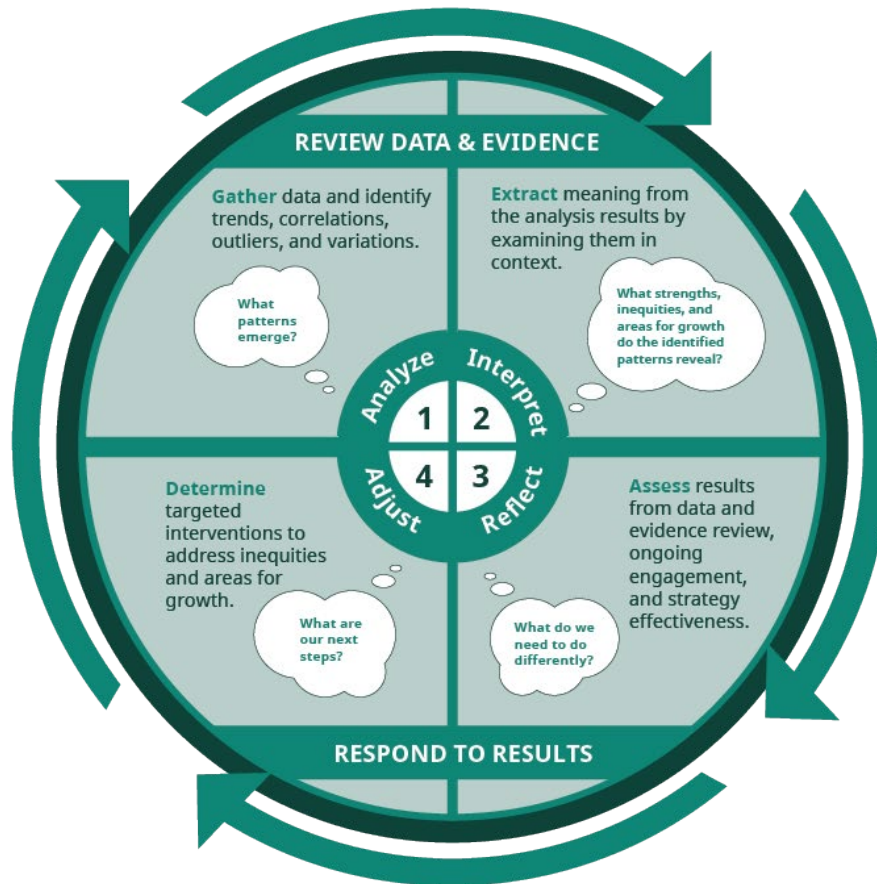
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

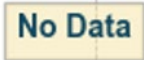
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

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

Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	413 79%	422 82%	467 77%	426 94%	450 81%
Indigenous Resident Students	94 84%	108 85%	104 76%	79 87%	82 72%
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	54 41%	58 60%	88 58%	74 89%	64 63%

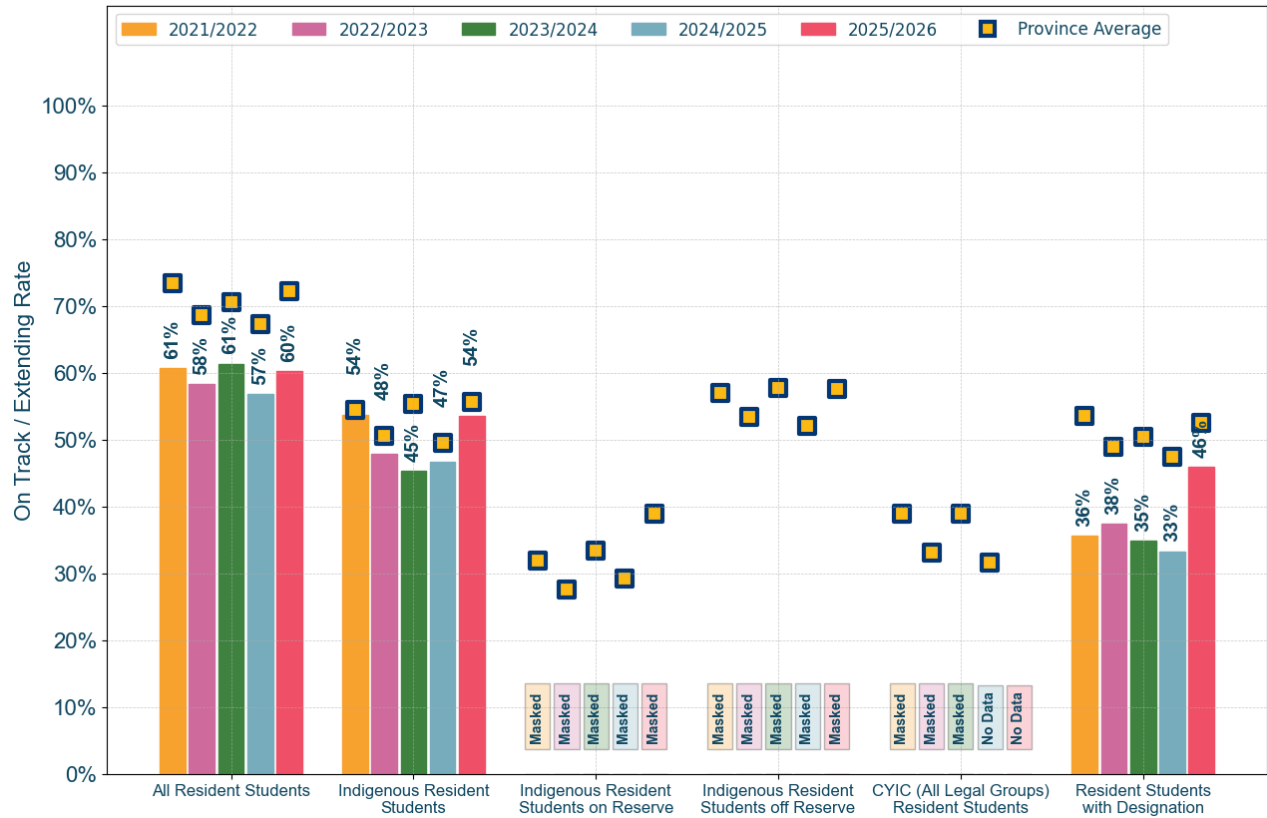
Grade 4 FSA Literacy - On Track / Extending Rate Southeast Kootenay



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	473 78%	506 88%	464 85%	464 95%	457 87%
Indigenous Resident Students	114 72%	130 90%	109 89%	98 92%	109 89%
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	82 51%	93 77%	95 69%	87 83%	70 71%

Grade 7 FSA Literacy - On Track / Extending Rate Southeast Kootenay

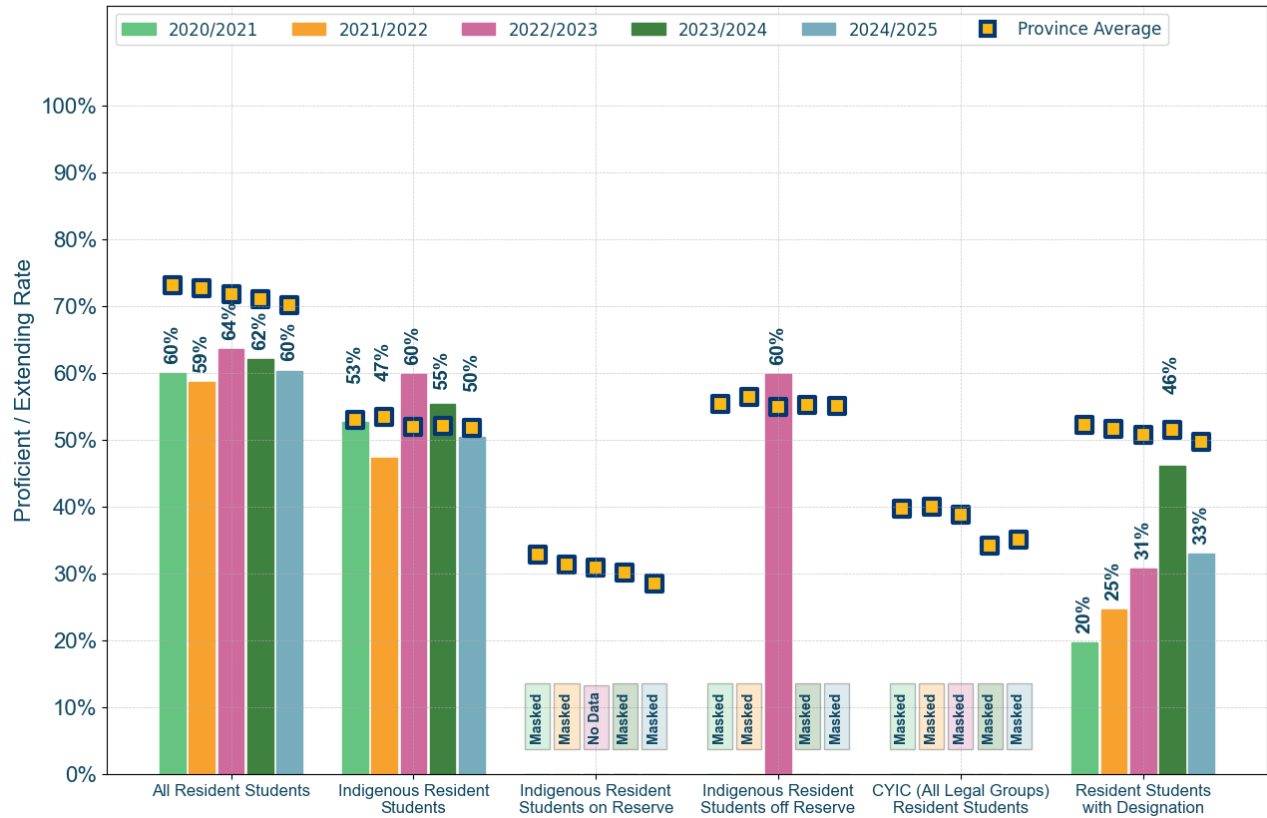


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	428 76%	462 82%	470 83%	503 84%	503 86%
Indigenous Resident Students	109 67%	112 70%	119 70%	111 73%	126 72%
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	78 63%	83 70%	87 67%	117 68%	111 77%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Southeast Kootenay



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	413 78%	422 82%	467 76%	426 93%	450 80%
Indigenous Resident Students	94 82%	108 86%	104 76%	79 86%	82 72%
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	54 39%	58 64%	88 58%	74 85%	64 59%

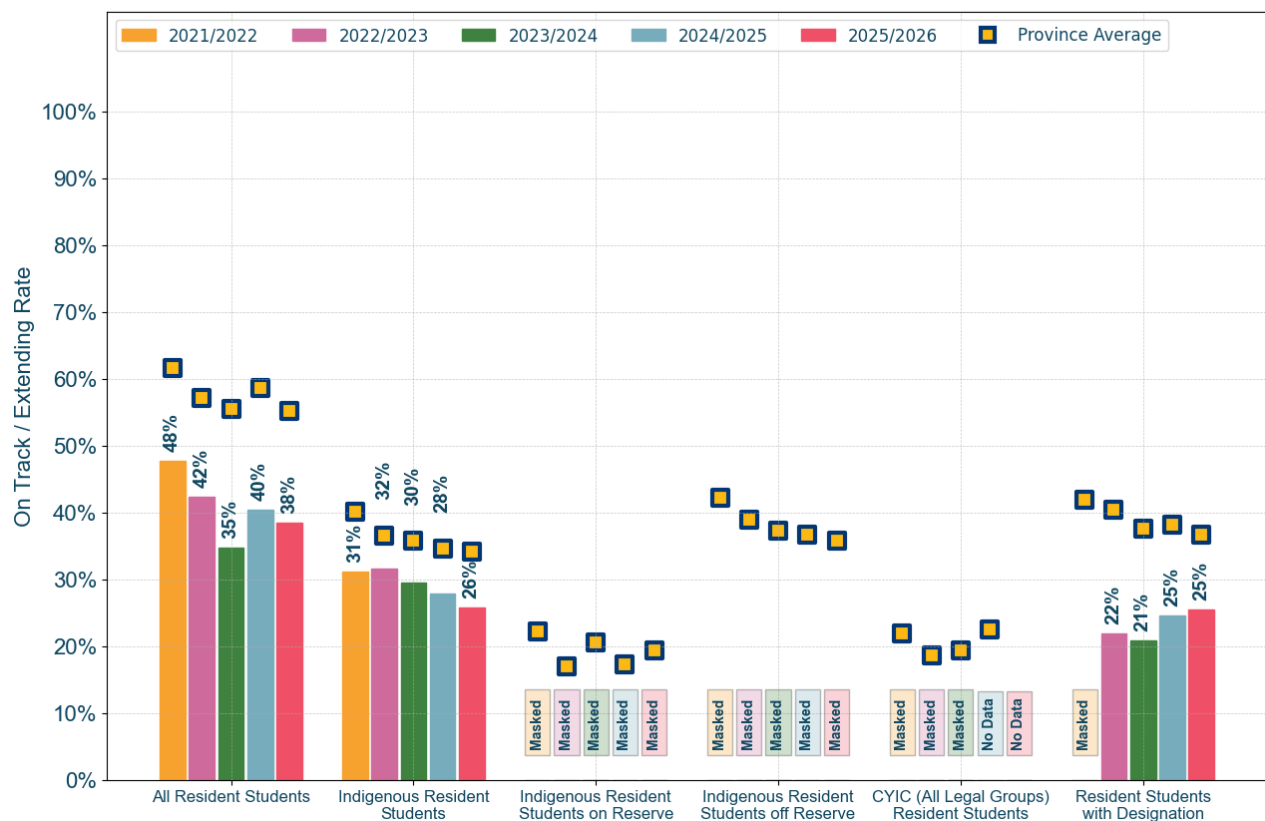
Grade 4 FSA Numeracy - On Track / Extending Rate Southeast Kootenay



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	473 75%	506 88%	464 86%	464 95%	457 87%
Indigenous Resident Students	114 68%	130 90%	109 90%	98 95%	109 89%
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	82 51%	93 78%	95 71%	87 84%	70 73%

Grade 7 FSA Numeracy - On Track / Extending Rate Southeast Kootenay

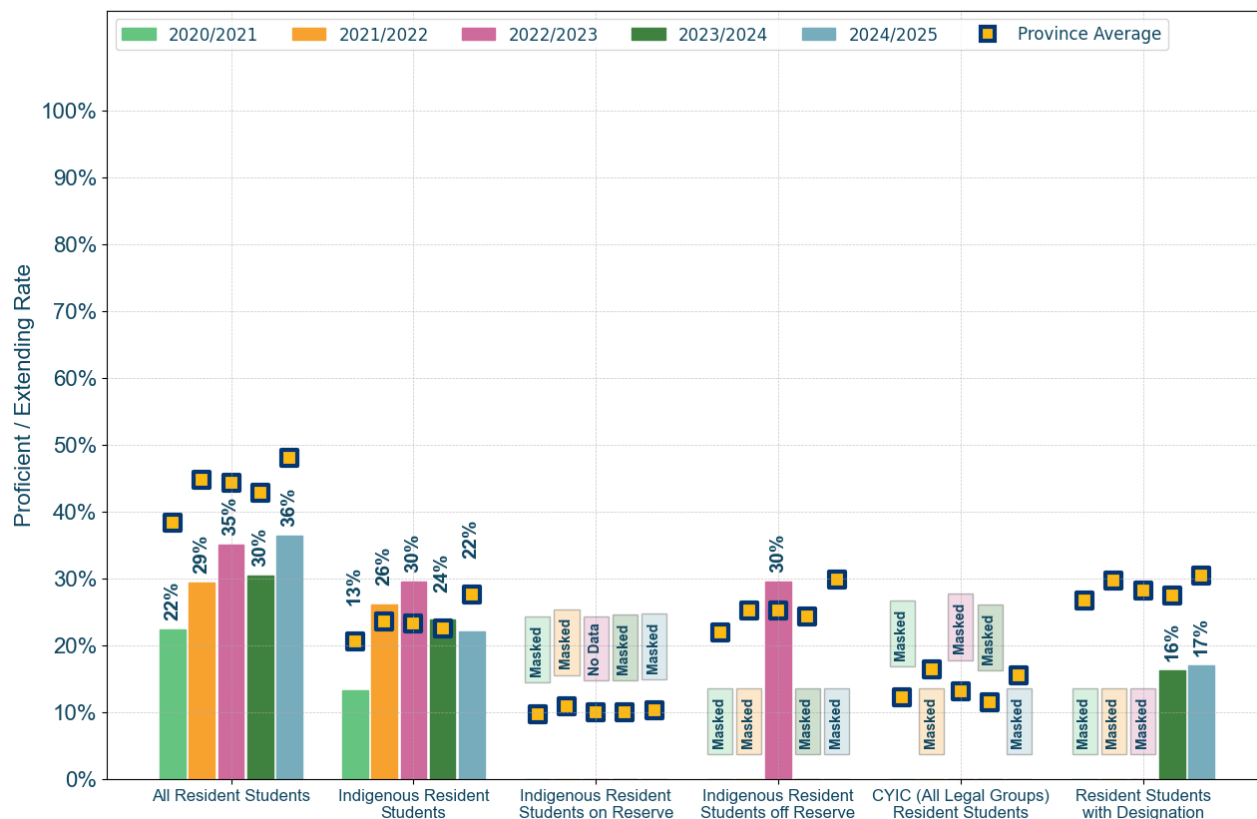


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	429 77%	463 81%	474 83%	503 81%	502 88%
Indigenous Resident Students	109 64%	112 68%	120 73%	111 69%	126 78%
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	77 55%	83 71%	88 65%	117 69%	111 78%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Southeast Kootenay

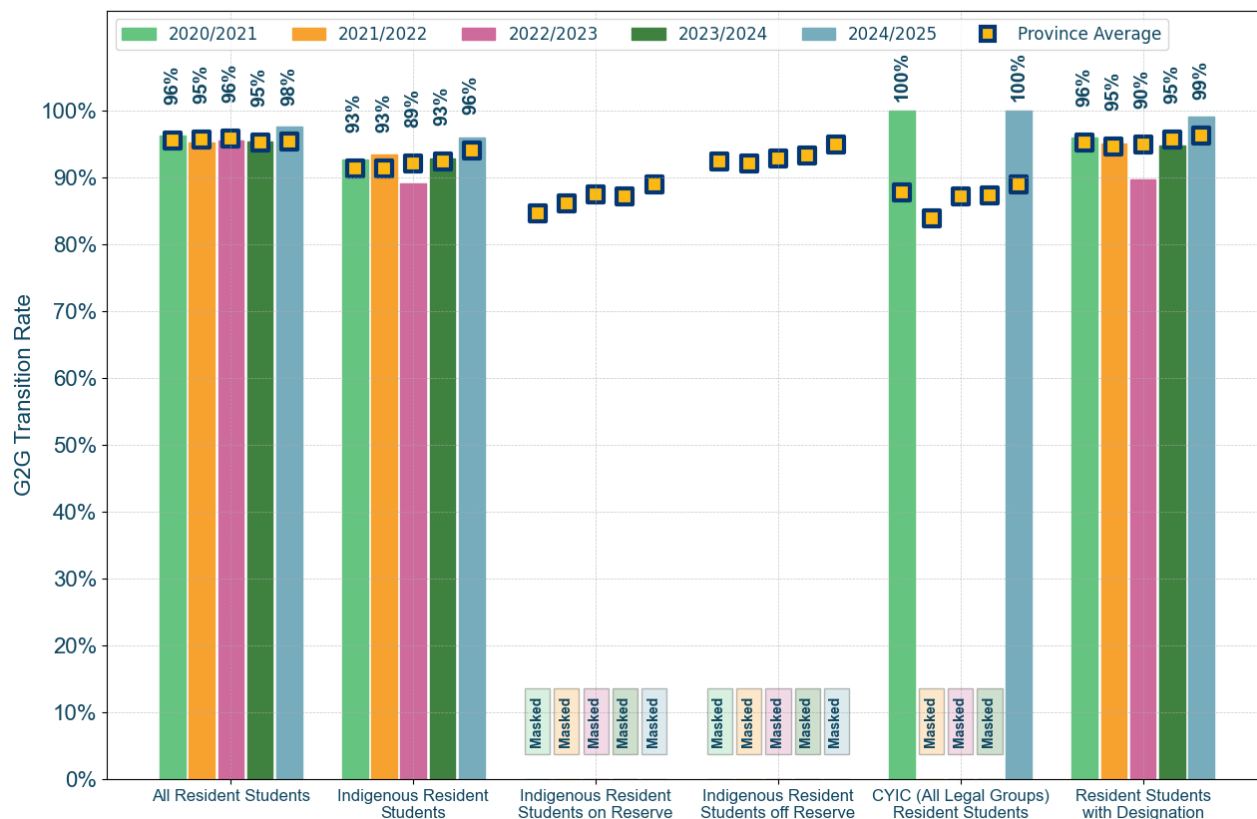


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	427	459	474	505	503
Indigenous Resident Students	109	107	120	111	126
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	10	Masked	Masked	Masked	10
Resident Students with Designation	76	81	88	117	111

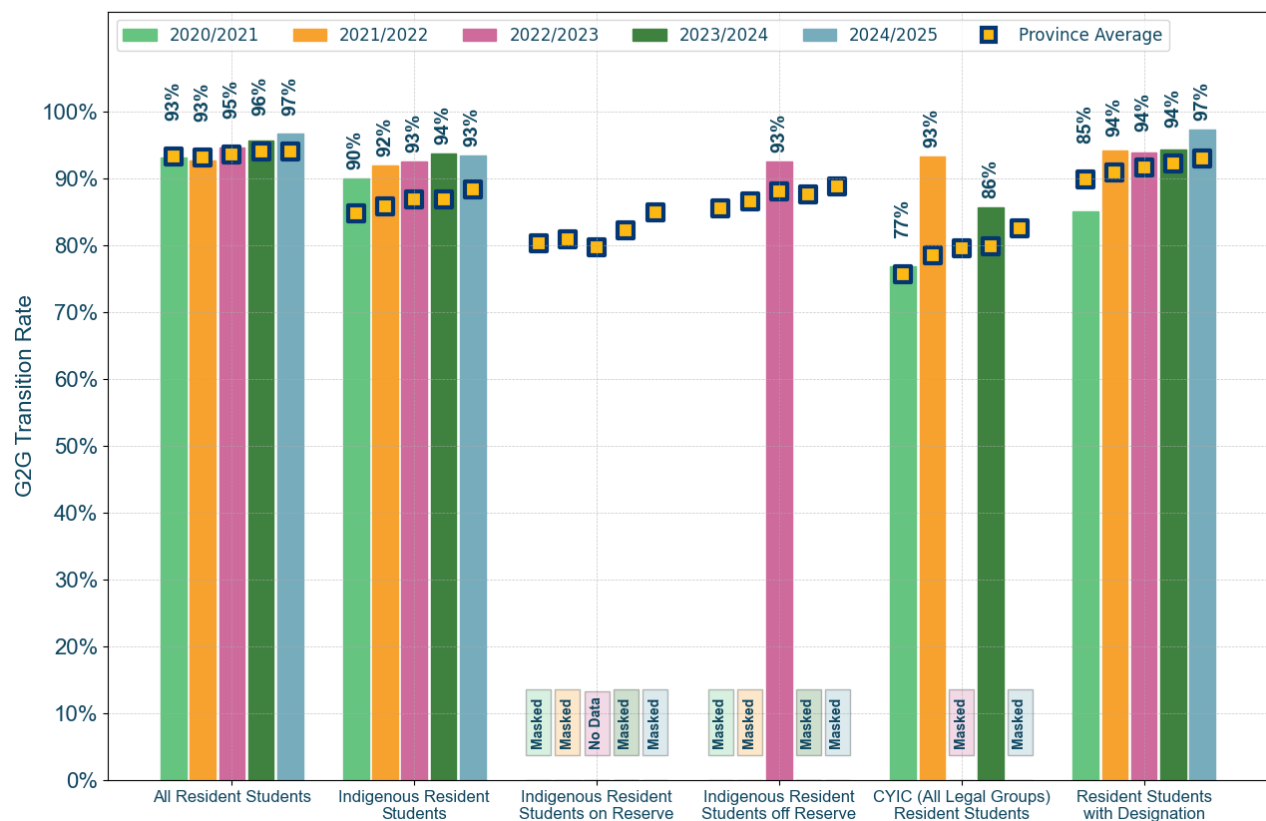
Grade 10 to 11 Transition Rate Southeast Kootenay



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	377	450	465	465	515
Indigenous Resident Students	90	112	108	111	107
Indigenous Resident Students on Reserve	Masked	Masked	0	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	108	Masked	Masked
CYIC (All Legal Groups) Resident Students	13	15	Masked	14	Masked
Resident Students with Designation	74	87	83	88	114

Grade 11 to 12 Transition Rate Southeast Kootenay



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.

-  Literacy outcomes improved in grades four and seven in 2025/26; however, overall achievement remains below provincial results and continued focus is needed to improve outcomes across grade levels and student populations.
-  Local early literacy data show gradual improvement, with grade three reading proficiency increasing from 43 percent in 2024 to 48 percent in 2026; however, considerable growth is still required to achieve the District target of 80 percent by spring 2027.
-  Persistent differences in literacy and numeracy outcomes for Indigenous students and students with disabilities or diverse abilities affirm the need for continued focus on improving equitable outcomes. The District's 2026 Indigenous Education FESL data review further identifies numeracy as a significant area for growth for Indigenous learners.
-  Numeracy continues to be a significant area for growth, with achievement remaining below provincial results and particularly low outcomes evident for priority populations. This finding is consistent with the District Numeracy Plan's continued emphasis on improving achievement and reducing disparities.
-  Changes in participation rates, particularly for Indigenous students, reinforce the need to consider participation and achievement together when interpreting results and identifying areas for improvement. The District's 2026 Indigenous Education FESL data review similarly identifies participation as an important consideration when interpreting current results.

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.

-  The District will continue its system-wide literacy strategy, maintaining its focus on prevention and early intervention in kindergarten to grade 3 while expanding screening, data review, and targeted supports into grades four to twelve. Local Acadience results show gradual improvement in grade three reading proficiency, supporting continued implementation and monitoring.
-  Tier One literacy instruction and targeted intervention will continue to be strengthened through universal screening, progress monitoring, evidence-informed instruction, and professional learning. Continued attention will be given to Indigenous students, students with disabilities or diverse abilities, and students experiencing persistent reading difficulties.
-  In response to continued numeracy challenges, the District will strengthen responsive instructional and assessment practices focused on conceptual understanding, mathematical discourse, student confidence, and culturally responsive approaches. Professional learning, coaching, and classroom-based collaboration will support implementation.
-  The District will strengthen its use of disaggregated evidence to identify students requiring timely literacy and numeracy support and to monitor whether strategies are reducing differences in outcomes for priority populations. Participation and proficiency will continue to be considered together when examining outcomes for Indigenous learners.

Human and Social Development

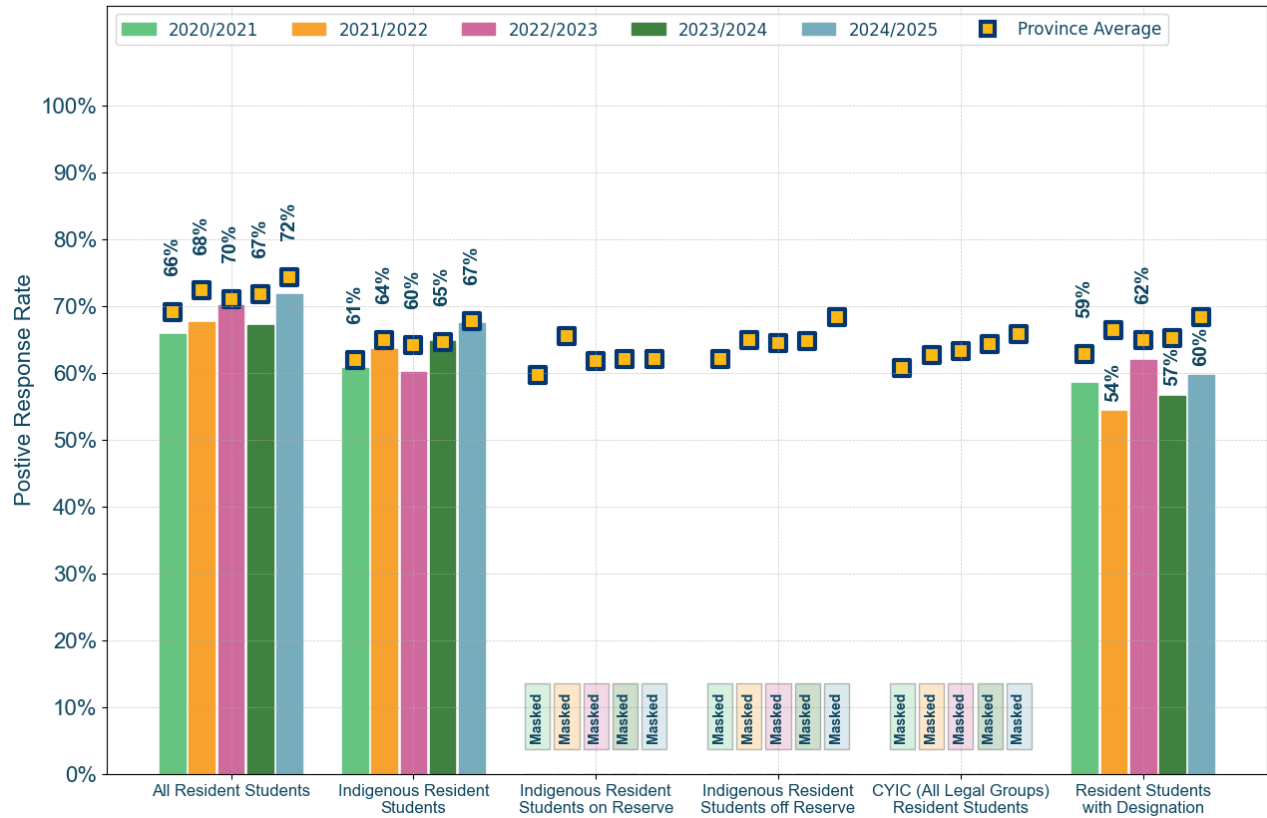
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

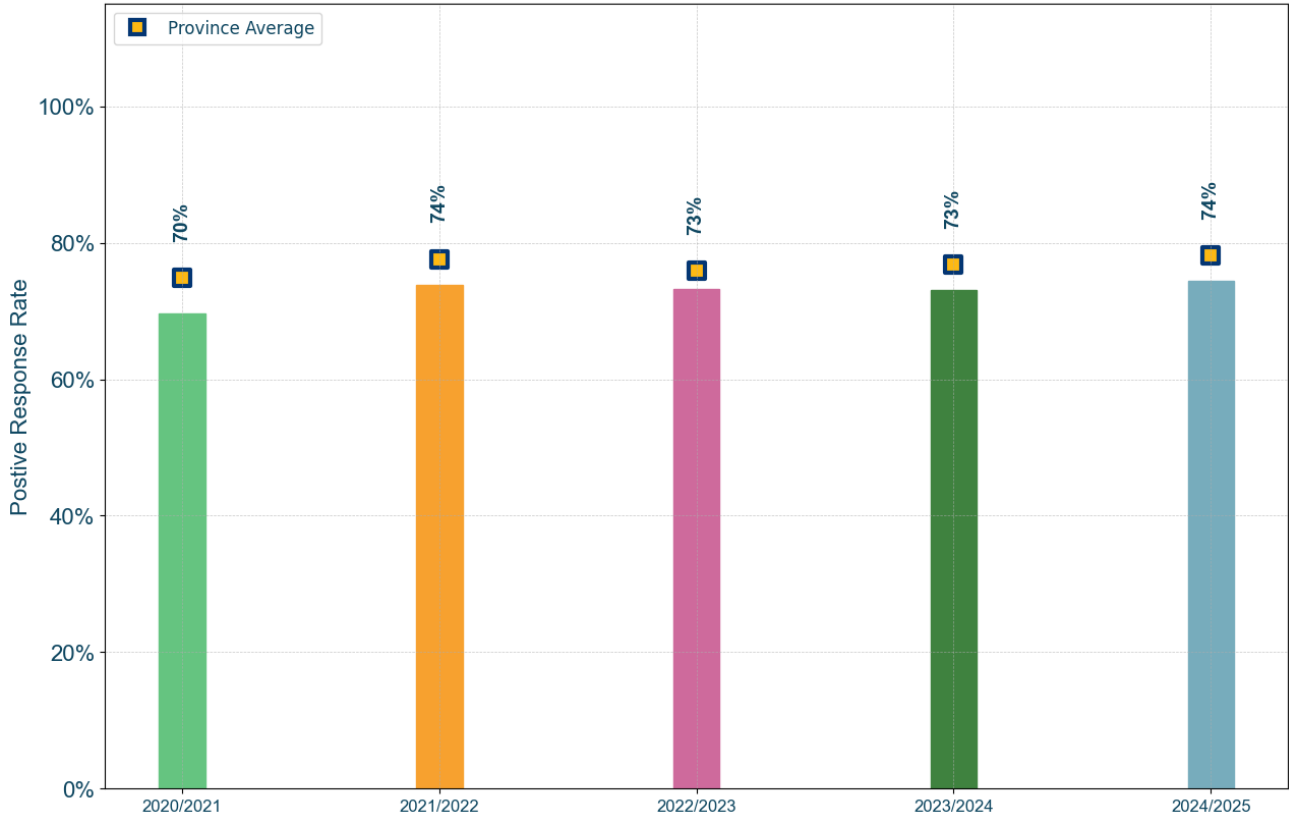
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1261 91%	1321 85%	1377 89%	1417 85%	1371 83%
Indigenous Resident Students	295 84%	313 77%	350 85%	319 83%	298 75%
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	15 67%	Masked	Masked	Masked	Masked
Resident Students with Designation	199 78%	213 76%	233 79%	295 76%	269 70%

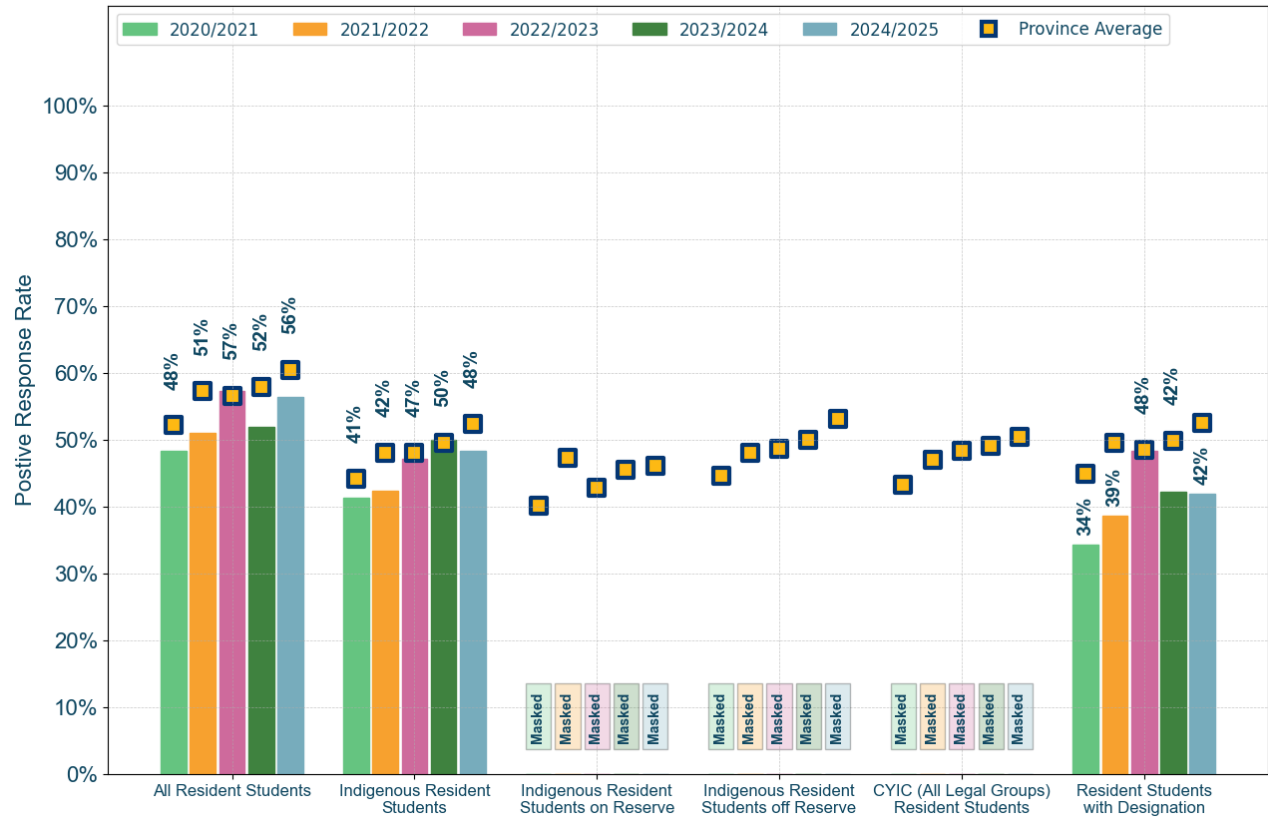
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Southeast Kootenay



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

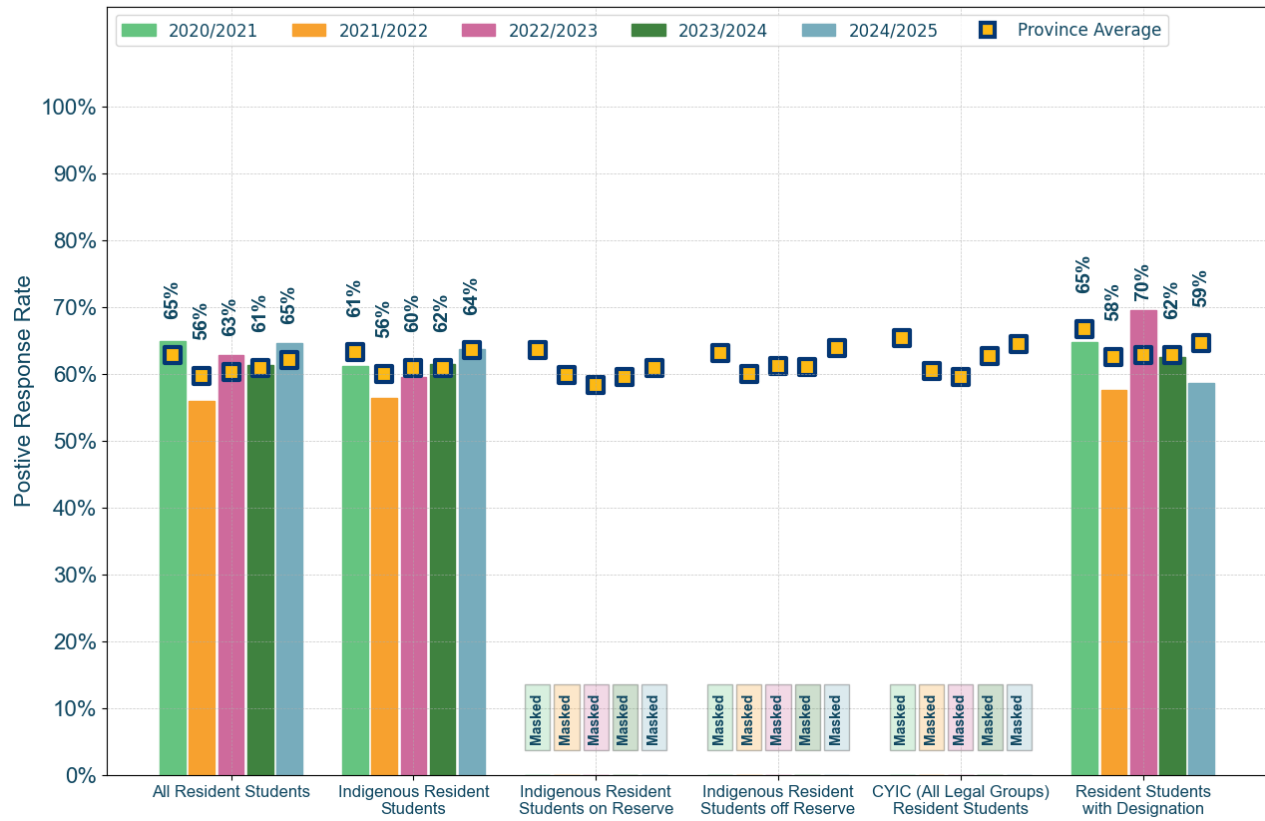


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Southeast Kootenay



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
Southeast Kootenay



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.

-  Students' sense of feeling welcome increased to 72 percent in 2024/25; however, results remain below the provincial average.
-  Sense of belonging improved to 59 percent overall and 49 percent for Indigenous students; however, both remain below provincial results.
-  Students with disabilities or diverse abilities continue to report lower results, particularly in belonging, which declined to 42 percent in 2024/25.
-  Students' sense of safety increased to 74 percent in 2024/25, while the proportion reporting that two or more adults care about them remained relatively stable at 64 percent.

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.

-  Targeted attention will continue to be given to improving belonging and connection, particularly for Indigenous students and students with disabilities or diverse abilities.
-  The District will continue to strengthen social emotional learning, regulation, and inclusive practices to support student safety, belonging, and participation in learning.
-  Culturally responsive supports and engagement with Indigenous students, families, communities, and Elders will continue to strengthen belonging and connection.
-  Disaggregated student experience data will continue to be monitored to assess the impact of current strategies and identify where further adjustments are needed.

Career Development



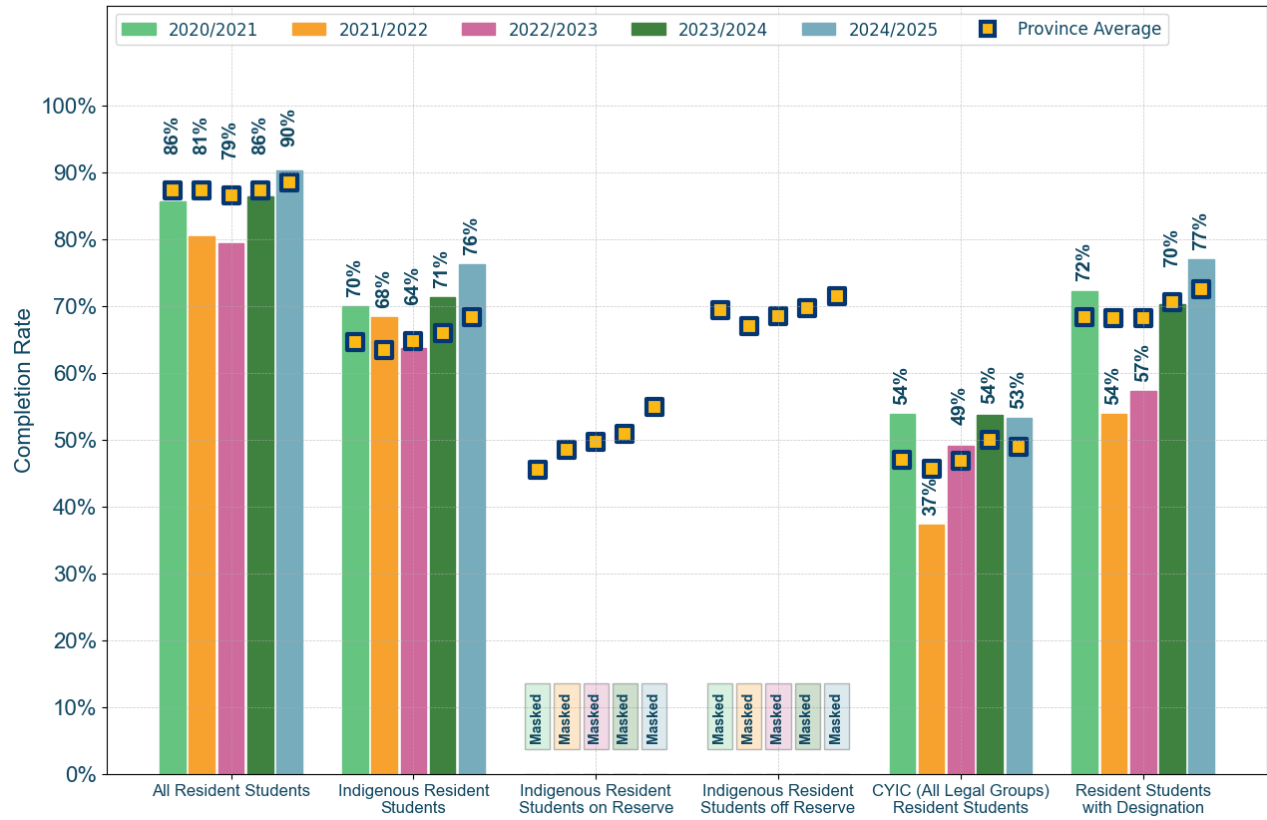
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

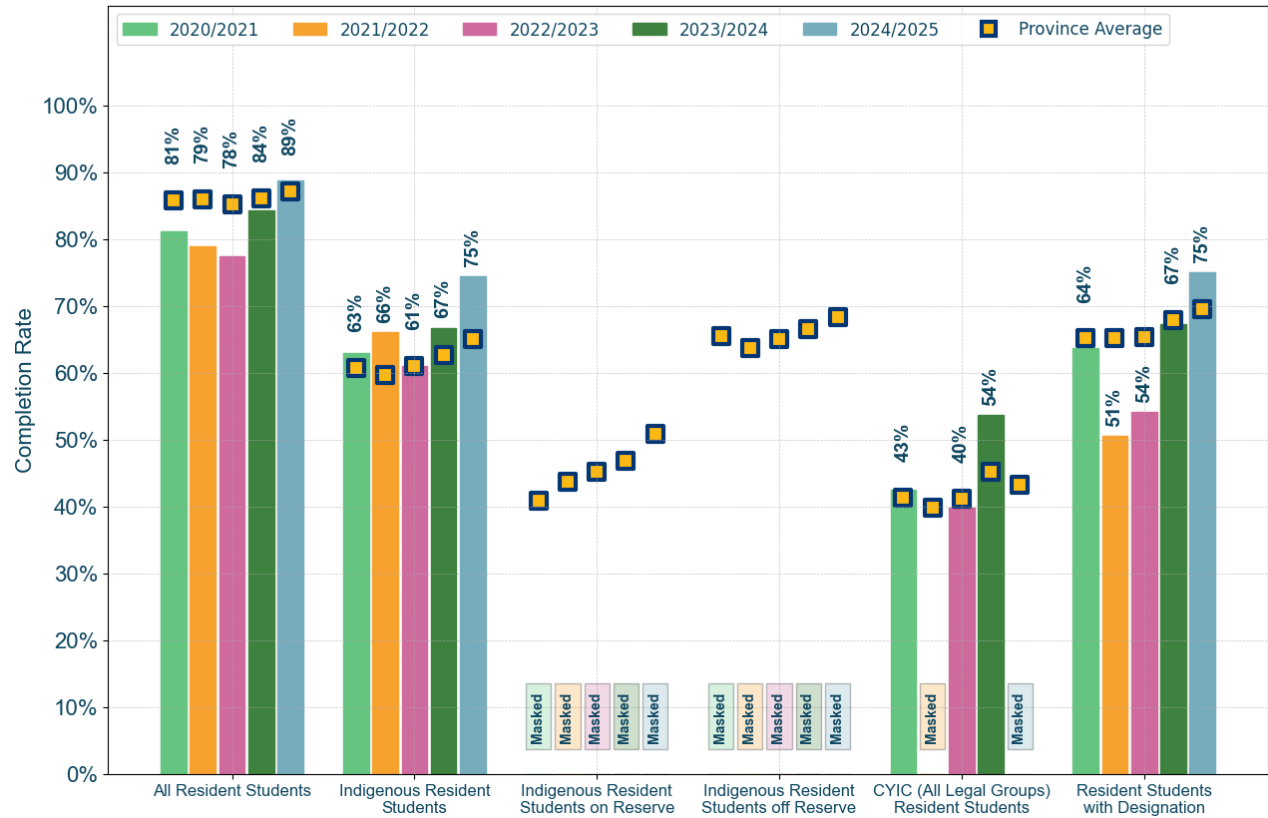
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	461 46	425 46	485 45	509 55	530 51
Indigenous Resident Students	111 11	100 11	123 12	122 13	126 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	39 4	30 3	36 3	25 3	23 2
Resident Students with Designation	92 9	104 11	108 10	113 12	113 10

5-Year Completion Rate - Dogwood + Adult Dogwood Southeast Kootenay



5-Year Completion Rate - Dogwood Southeast Kootenay



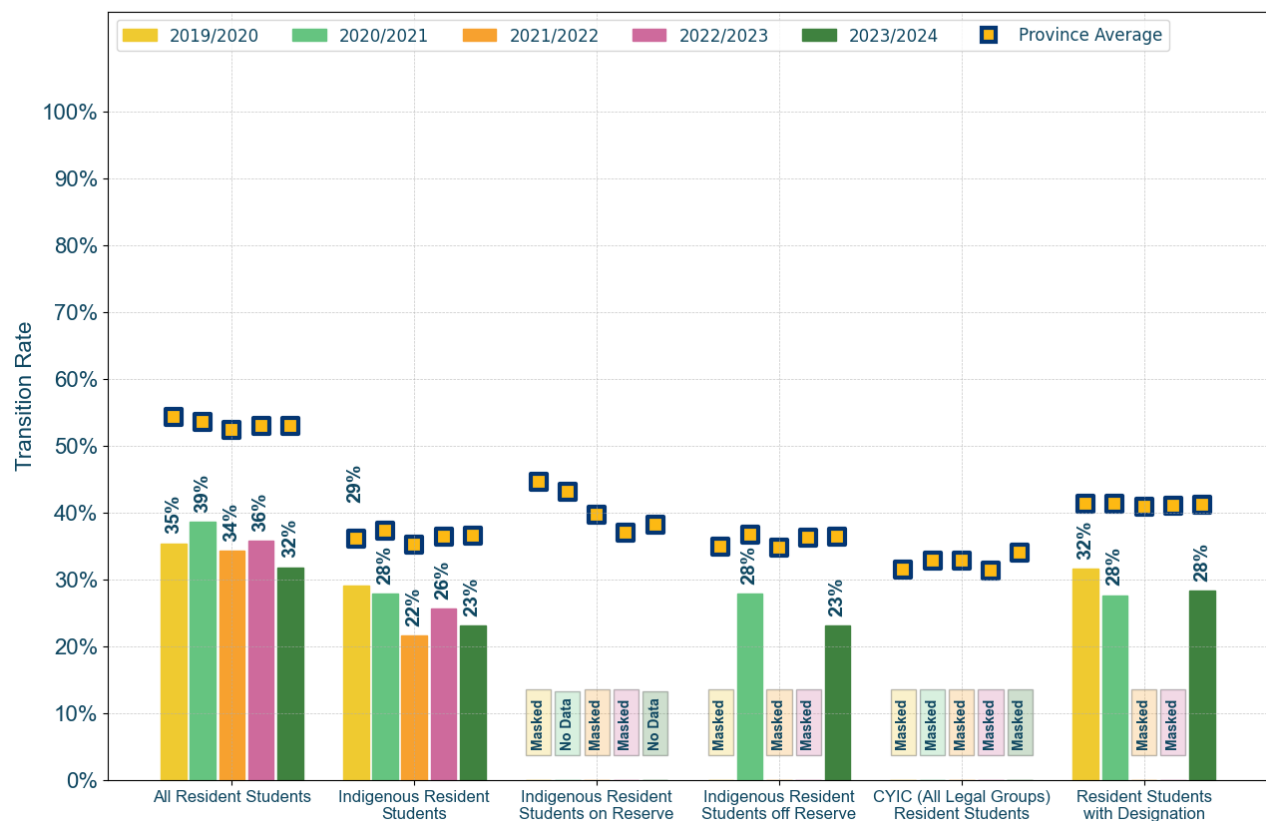
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

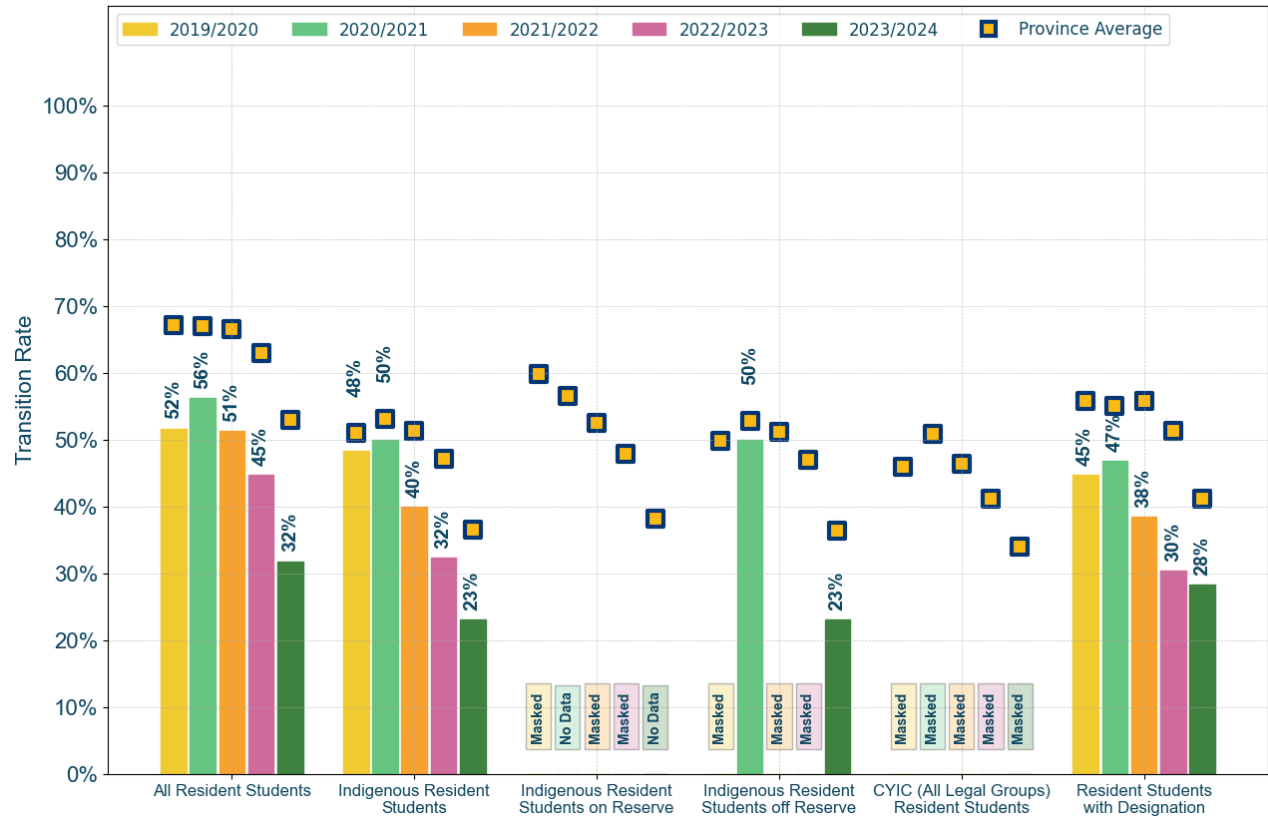
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	350	347	300	357	402
Indigenous Resident Students	62	68	60	74	78
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	68	Masked	Masked	78
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	38	47	Masked	Masked	60

Immediate Transition to Post-Secondary Southeast Kootenay



Within 3 Years Transition to Post-Secondary Southeast Kootenay



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.

-  Five-year completion rates improved in 2024/25, reaching 89 percent overall; however, completion gaps remain for Indigenous students and students with disabilities or diverse abilities.
-  Indigenous completion outcomes continue to improve but remain below overall District outcomes, affirming the need for continued attention to equitable graduation and transition pathways.
-  Post-secondary transition remains an area for continued examination. Historically, three-year transition rates for All Resident Students are approximately 15 percentage points higher than immediate transition rates across completed cohorts. Provincial measures do not capture students pursuing post-secondary education outside British Columbia; given the District's proximity to Alberta, reported rates may underrepresent graduates' actual post-secondary transitions.
-  The concentration of Indigenous students at Kootenay Educational Services warrants further examination of the systemic factors influencing referral, transition, and graduation pathways.

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.

-  Targeted attention will continue to be given to strengthening graduation and transition pathways for Indigenous students and students with disabilities or diverse abilities, with ongoing monitoring of disaggregated completion and transition data.
-  The District will examine immediate and within three-year post-secondary transition data as cohorts mature, alongside local evidence, to better understand graduates' pathways, including post-secondary education within and outside British Columbia, employment, trades, training, and other successful transitions not captured by provincial measures.
-  The District will continue to strengthen career development opportunities through work experience, dual credit, Youth Train in Trades, career education, and community partnerships to provide flexible and relevant pathways to graduation and beyond.
-  The District will examine the disproportionate representation of Indigenous students at Kootenay Educational Services to better understand referral patterns, barriers, and systemic factors influencing alternate education pathways.

Appendix A – Supporting Reports

	<u>Career Development</u> The District supports students in graduating with purpose and successfully transitioning to education, training, employment, and other meaningful pathways.
	<u>Early Learning and Child Care</u> The District strengthens early learning and child care through inclusive programming, equitable access, family engagement, and strong community partnerships.
	<u>Environmental and Outdoor Education</u> The District advances reconciliation, sustainability, student engagement, and well-being through experiential, environmental, and place-based learning.
	<u>Finance, Operations, Transportation and Information Technology</u> The District supports student success through responsible resource allocation and safe, sustainable, accessible, and effective learning environments and services.
	<u>French Immersion Literacy</u> The District strengthens French literacy and inclusive access to French Immersion through targeted instruction, professional learning, resources, and increased public awareness.
	<u>Human Resources</u> The District strengthens student learning through an inclusive, qualified, diverse, and well-supported workforce responsive to the needs of each learner.
	<u>Indigenous Education</u> The District strengthens belonging, achievement, attendance, and equitable pathways for Indigenous learners through relationships, shared governance, culturally responsive supports, and community partnerships.
	<u>Learning Services</u> The District strengthens inclusive education through early intervention, timely supports, accessibility, professional learning, and collaborative approaches that support student success and well-being.
	<u>Literacy</u> The District strengthens literacy from kindergarten through grade twelve through evidence-informed instruction, early intervention, targeted supports, and equitable access to learning.
	<u>Numeracy</u> The District advances equitable numeracy outcomes through culturally responsive, student-centred instruction and assessment that build mathematical thinking, confidence, and agency.

Transformative Learning – Digital Literacy



The District strengthens digital literacy through equitable access to technology, hands-on learning, responsible AI integration, and the development of confident and responsible digital citizens.



Feedback from Indigenous Education Council (IEC)

The Framework for Enhancing Student Learning has been shared with the Indigenous Education Council for review and consideration.