# Nechako Lakes

SD091



# Interim Progress Report

## September 2026

In Review of 2025/26 Implementation under the 2020-2026 Strategic Education Plan

Approved by Board on [date to be inserted following Board approval]

# Table of Contents

**Intellectual Development**.....6
Educational Outcome 1: Literacy .....6
Educational Outcome 2: Numeracy.....10
Review Data and Evidence: Intellectual Development.....15
Respond to Results: Intellectual Development .....15
**Human and Social Development**.....18
Educational Outcome 3: Feel Welcome, Safe, and Connected .....18
Review Data and Evidence: Human and Social Development .....23
Respond to Results: Human and Social Development.....24
**Career Development** .....25
Educational Outcome 4: Graduation .....25
Educational Outcome 5: Life and Career Core Competencies .....28
Review Data and Evidence: Career Development.....30
Respond to Results: Career Development .....31

## 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:

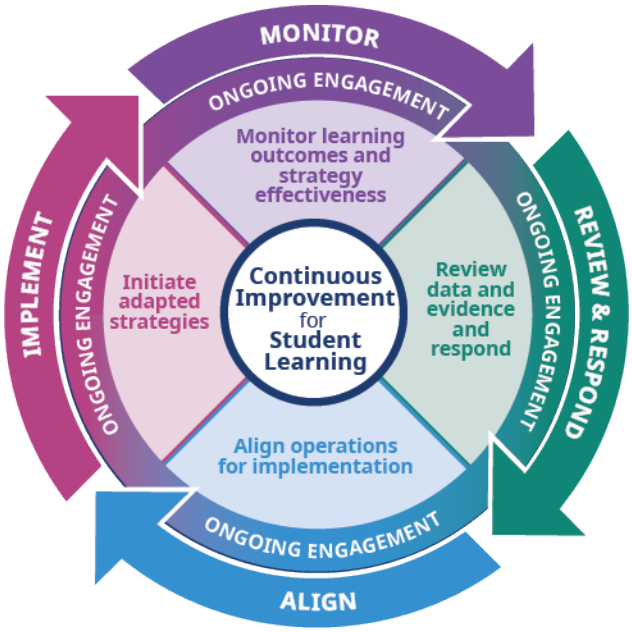
## Ministry Note

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.

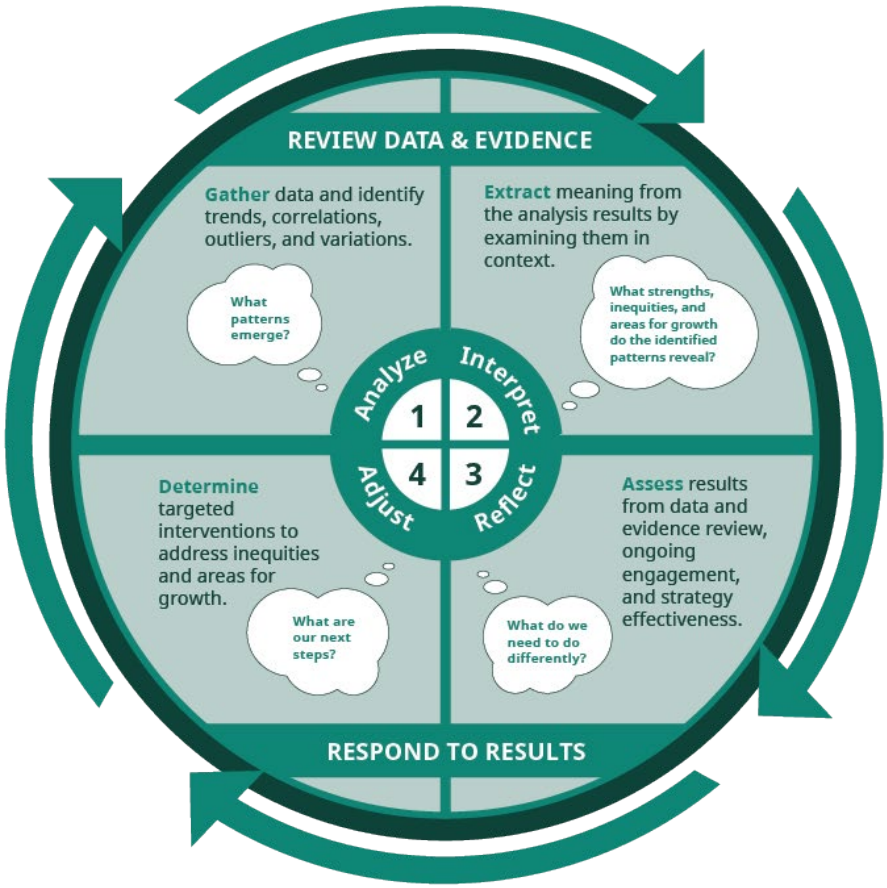
**The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:**




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

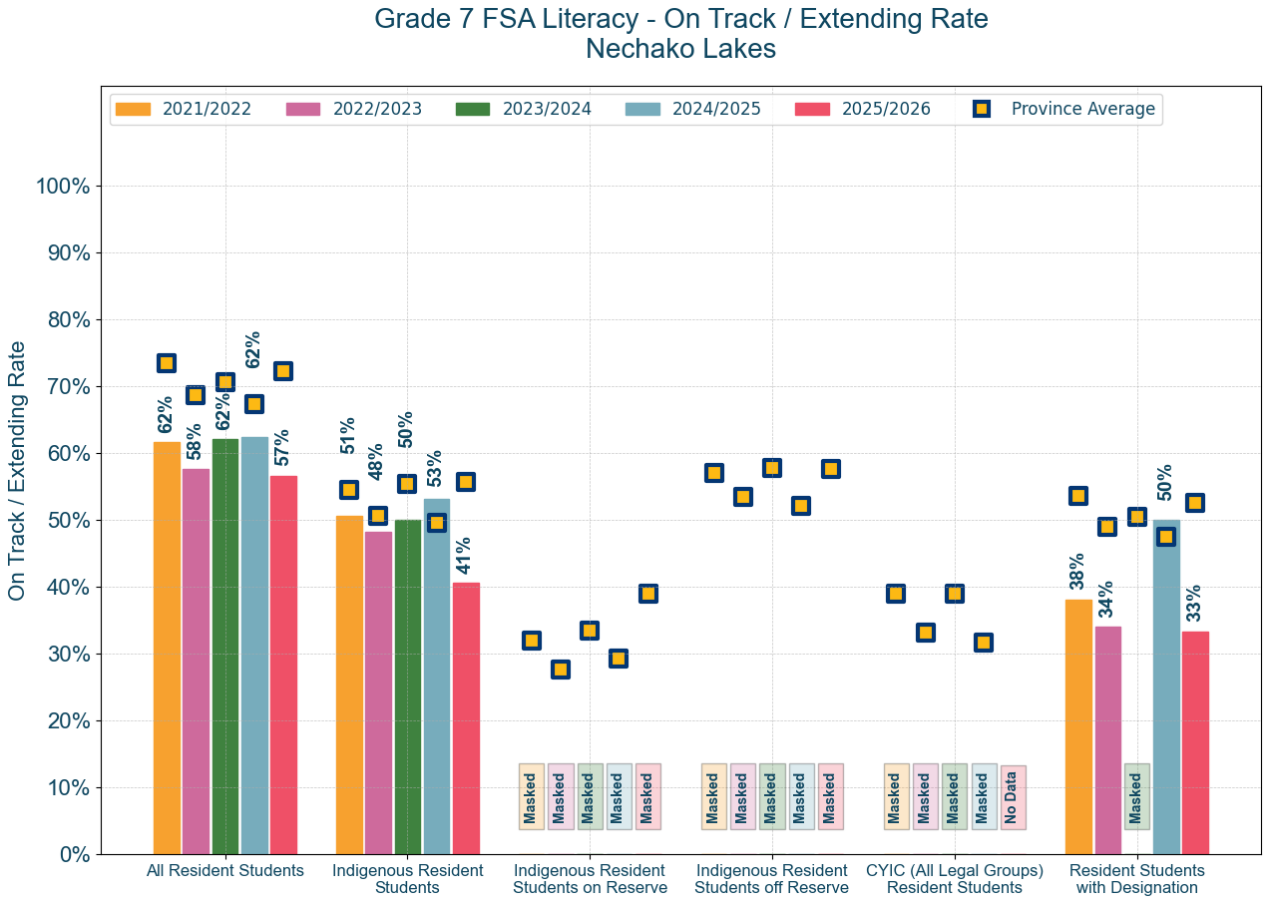
| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 229 \| 72% | 224 \| 80% | 237 \| 73% | 231 \| 80% | 219 \| 81% |
| Indigenous Resident Students | 98 \| 64% | 89 \| 71% | 100 \| 75% | 96 \| 85% | 94 \| 85% |
| Indigenous Resident Students on Reserve | 27 \| 59% | 27 \| 67% | 27 \| 63% | 30 \| 73% | 26 \| 81% |
| Indigenous Resident Students off Reserve | 71 \| 66% | 62 \| 73% | 73 \| 79% | 66 \| 91% | 68 \| 87% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | 0 |
| Resident Students with Designation | 35 \| 43% | 30 \| 43% | 32 \| 50% | 32 \| 50% | 35 \| 51% |

## Grade 4 FSA Literacy - On Track / Extending Rate
## Nechako Lakes




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

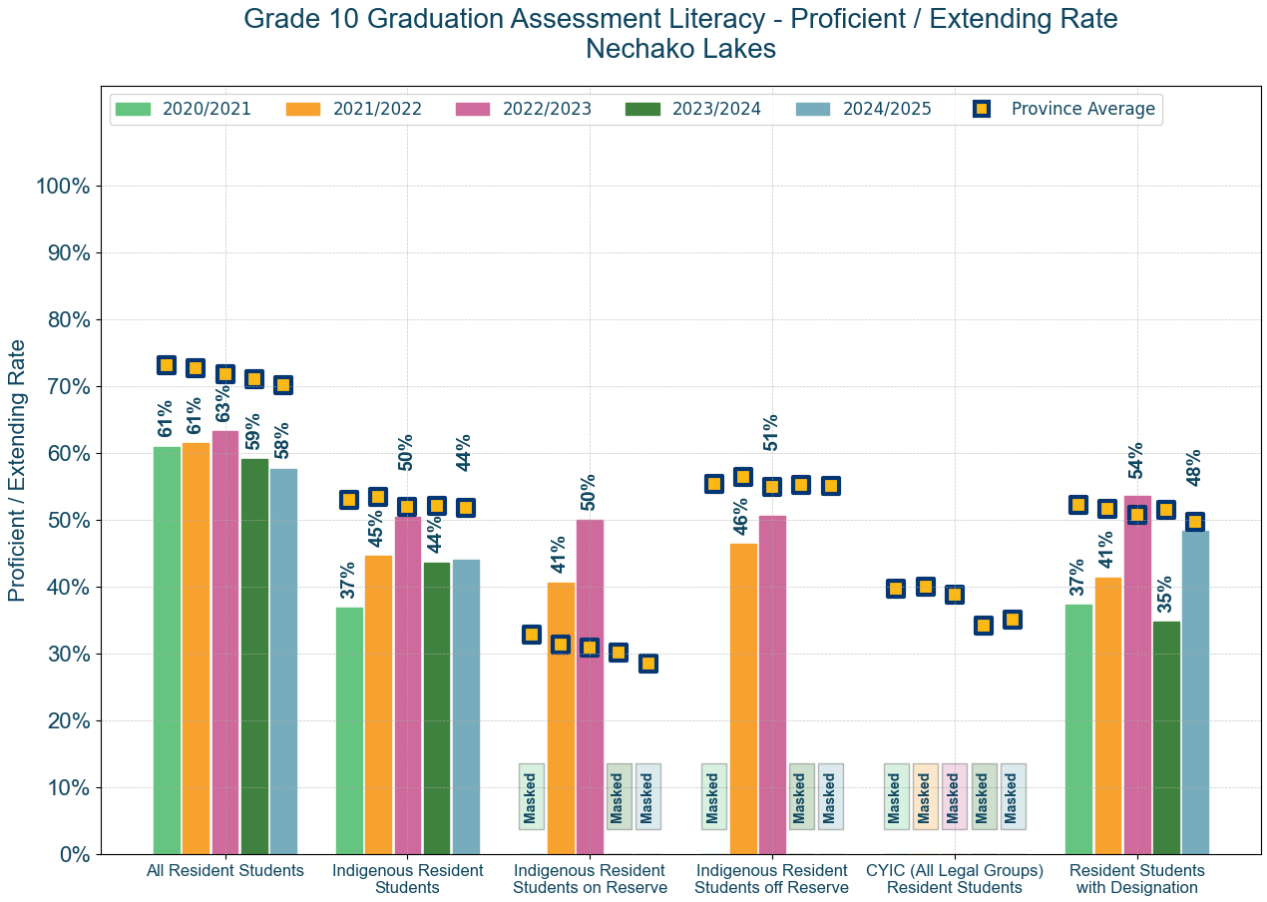
| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 283 \| 75% | 308 \| 77% | 270 \| 70% | 248 \| 79% | 248 \| 76% |
| Indigenous Resident Students | 118 \| 74% | 122 \| 70% | 101 \| 67% | 98 \| 83% | 100 \| 74% |
| Indigenous Resident Students on Reserve | 30 \| 63% | 38 \| 63% | 31 \| 74% | 29 \| 86% | 36 \| 81% |
| Indigenous Resident Students off Reserve | 88 \| 77% | 84 \| 73% | 70 \| 64% | 69 \| 81% | 64 \| 70% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | 12 \| 83% | 0 |
| Resident Students with Designation | 63 \| 67% | 80 \| 63% | 63 \| 38% | 56 \| 61% | 54 \| 56% |




## *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 | 360 \| 57% | 315 \| 64% | 365 \| 65% | 389 \| 60% | 331 \| 69% |
| Indigenous Resident Students | 136 \| 40% | 104 \| 58% | 157 \| 53% | 181 \| 48% | 152 \| 61% |
| Indigenous Resident Students on Reserve | 48 \| 29% | 40 \| 45% | 54 \| 37% | 62 \| 29% | 55 \| 45% |
| Indigenous Resident Students off Reserve | 88 \| 45% | 64 \| 66% | 103 \| 61% | 119 \| 58% | 97 \| 69% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | 22 \| 55% |
| Resident Students with Designation | 91 \| 36% | 69 \| 57% | 103 \| 49% | 117 \| 43% | 91 \| 48% |

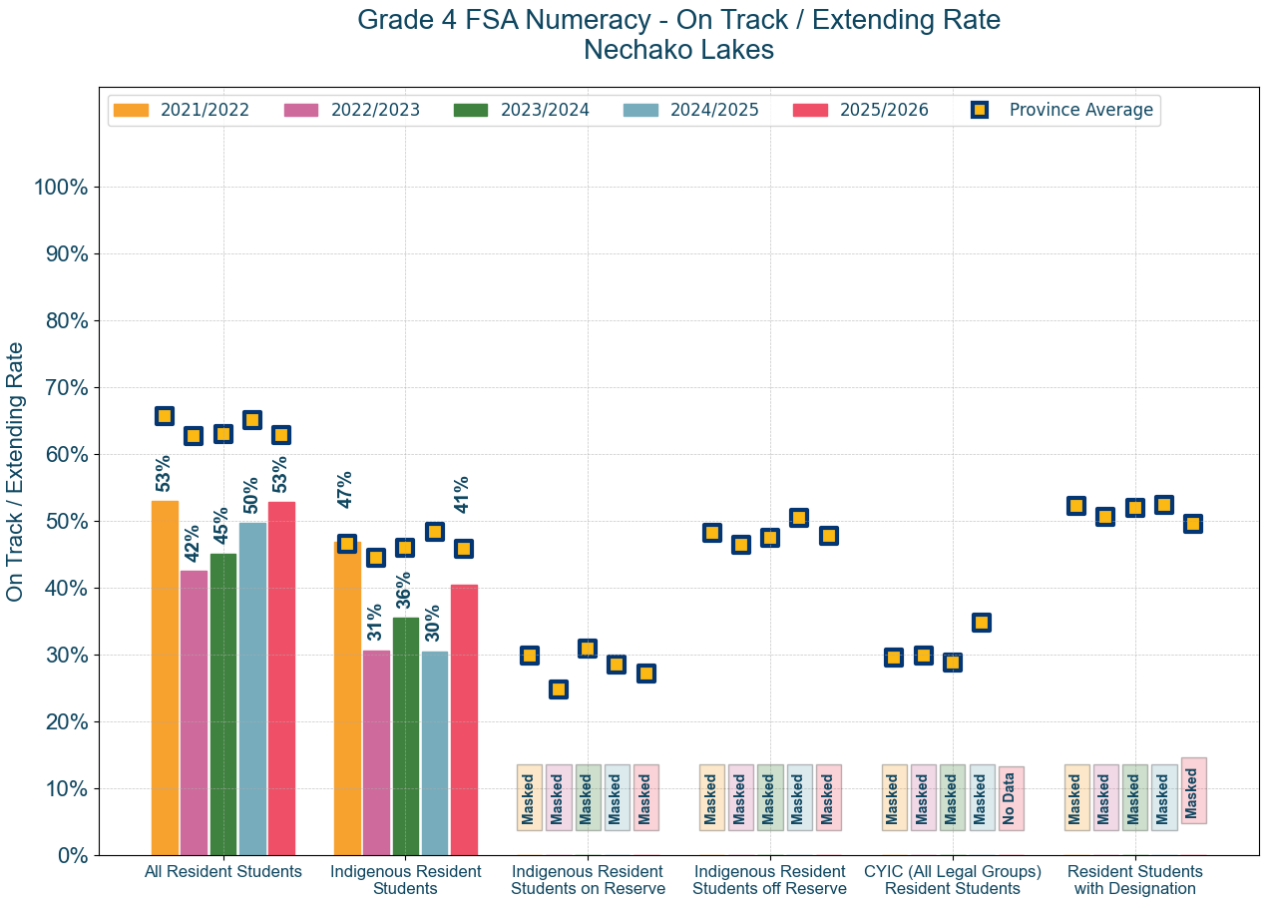

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Nechako Lakes
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Proficient / Extending Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
61%
61%
63%
59%
58%
37%
45%
50%
44%
44%
Masked
41%
50%
Masked
Masked
Masked
46%
51%
Masked
Masked
Masked
Masked
Masked
Masked
Masked
37%
41%
54%
35%
48%
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

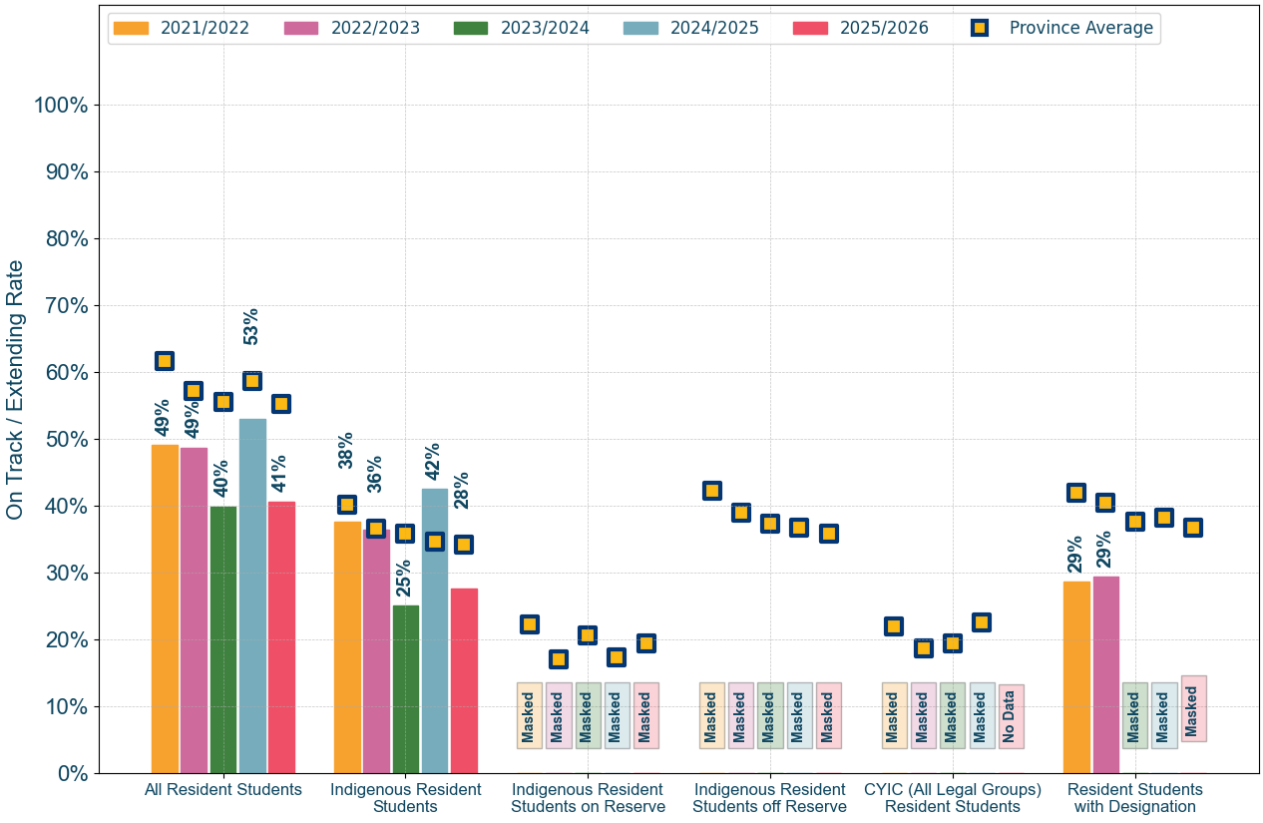
| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 229 \| 73% | 224 \| 80% | 237 \| 74% | 231 \| 79% | 219 \| 81% |
| Indigenous Resident Students | 98 \| 65% | 89 \| 70% | 100 \| 76% | 96 \| 85% | 94 \| 84% |
| Indigenous Resident Students on Reserve | 27 \| 59% | 27 \| 67% | 27 \| 67% | 30 \| 73% | 26 \| 81% |
| Indigenous Resident Students off Reserve | 71 \| 68% | 62 \| 71% | 73 \| 79% | 66 \| 91% | 68 \| 85% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | 0 |
| Resident Students with Designation | 35 \| 46% | 30 \| 43% | 32 \| 50% | 32 \| 47% | 35 \| 51% |



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

| | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 | 2025/2026 |
|---|---|---|---|---|---|
| All Resident Students | 283 \| 73% | 308 \| 75% | 270 \| 68% | 248 \| 79% | 248 \| 77% |
| Indigenous Resident Students | 118 \| 72% | 122 \| 70% | 101 \| 63% | 98 \| 82% | 100 \| 76% |
| Indigenous Resident Students on Reserve | 30 \| 70% | 38 \| 66% | 31 \| 71% | 29 \| 83% | 36 \| 83% |
| Indigenous Resident Students off Reserve | 88 \| 73% | 84 \| 71% | 70 \| 60% | 69 \| 81% | 64 \| 72% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | 12 \| 83% | 0 |
| Resident Students with Designation | 63 \| 67% | 80 \| 64% | 63 \| 35% | 56 \| 61% | 54 \| 56% |

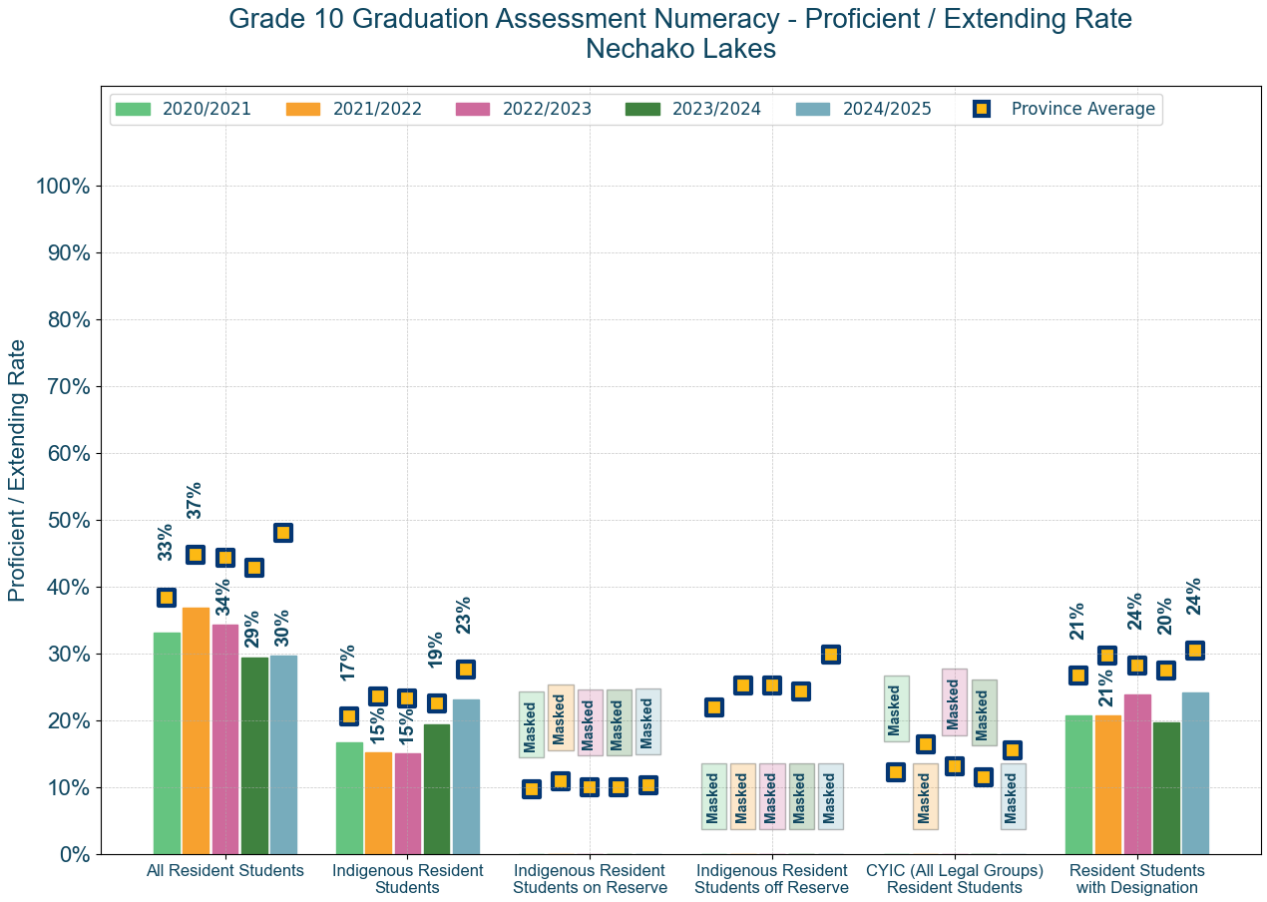
## Grade 7 FSA Numeracy - On Track / Extending Rate
## Nechako Lakes



*Measure 2.2: Grade 10 Numeracy Expectations*

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

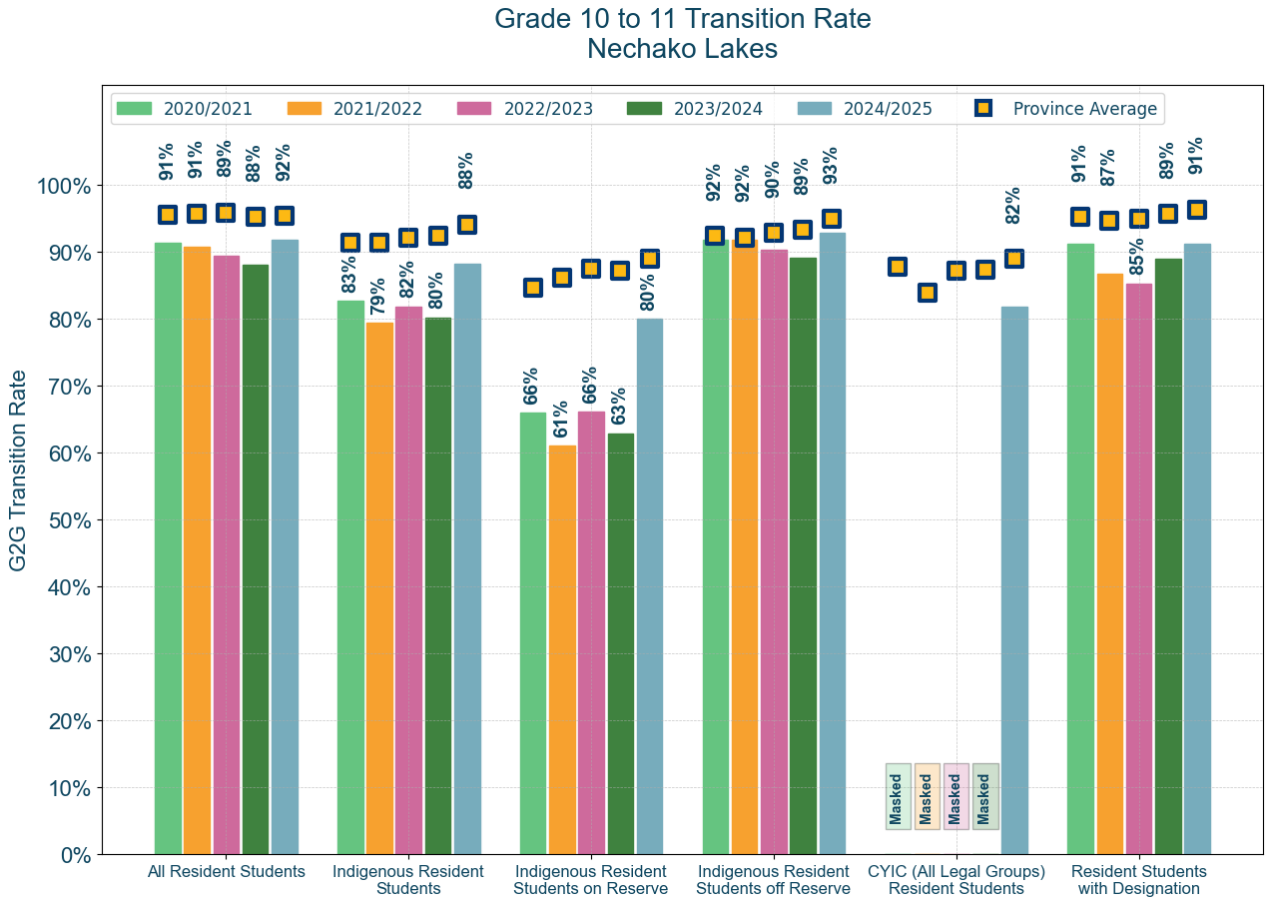
| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 360 \| 59% | 314 \| 63% | 366 \| 61% | 387 \| 57% | 332 \| 64% |
| Indigenous Resident Students | 136 \| 42% | 103 \| 51% | 159 \| 47% | 182 \| 43% | 152 \| 55% |
| Indigenous Resident Students on Reserve | 47 \| 28% | 40 \| 43% | 55 \| 29% | 62 \| 26% | 55 \| 36% |
| Indigenous Resident Students off Reserve | 89 \| 49% | 63 \| 57% | 104 \| 57% | 120 \| 53% | 97 \| 66% |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | 11 \| 0% | Masked | Masked |
| Resident Students with Designation | 91 \| 37% | 66 \| 55% | 104 \| 43% | 118 \| 37% | 92 \| 43% |



*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 | 357 | 313 | 358 | 385 | 328 |
| Indigenous Resident Students | 133 | 102 | 160 | 182 | 153 |
| Indigenous Resident Students on Reserve | 47 | 41 | 56 | 62 | 55 |
| Indigenous Resident Students off Reserve | 86 | 61 | 104 | 120 | 98 |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | 22 |
| Resident Students with Designation | 91 | 68 | 102 | 118 | 91 |



## Grade 11 to 12 Transition - Cohort Count

| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 370 | 377 | 323 | 355 | 380 |
| Indigenous Resident Students | 142 | 131 | 98 | 138 | 163 |
| Indigenous Resident Students on Reserve | 50 | 47 | 26 | 44 | 52 |
| Indigenous Resident Students off Reserve | 92 | 84 | 72 | 94 | 111 |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | Masked |
| Resident Students with Designation | 83 | 107 | 77 | 95 | 119 |

## Grade 11 to 12 Transition Rate
## Nechako Lakes



# **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?

- Literacy results show a mixed but important pattern. In 2025/26, 72% of participating Grade 4 students were on track or extending, while the Grade 7 rate was 57%. For Indigenous students, the corresponding rates were 62% and 40%. These results identify an ongoing need to improve literacy outcomes, particularly by the intermediate years and for Indigenous learners.
- Numeracy remains an area for growth. In 2025/26, 60% of participating Grade 4 students were on track or extending, compared with 41% of Indigenous students. The five-year trend in Grade 7 numeracy and the 2024/25 Grade 10 Numeracy Assessment results continue to indicate persistent gaps between Indigenous and non-Indigenous learners. Data correlates with our belief that many teachers are uncertain about how to use the current district numeracy assessment (SNAP) to inform and improve instruction.
- Local numeracy evidence provides an encouraging early indication of growth within targeted learning activities. During 2025/26, 434 learners from nine elementary schools completed 112,902 combined minutes of curriculum-aligned practice through Matific and showed average growth of 30% in targeted skill scores. This evidence does not replace provincial measures but adds an important source for understanding learners' progress and the potential impact of targeted practice.
- Across literacy and numeracy, provincial results must continue to be interpreted alongside district assessments, classroom evidence, participation rates, and school-based inquiry. Local evidence identifies a continued need for coherent support in phonics, phonological awareness, meaningful reading, comprehension, writing, number sense, conceptual understanding, foundational skills, and the transfer of learning.
- Grade 4 and 7 students with designations are not adequately supported in their completion of FSA’s and it may be an indicator that students with designations are not adequately supported academically overall.

# **Respond to Results:** Intellectual Development




***Now what?***

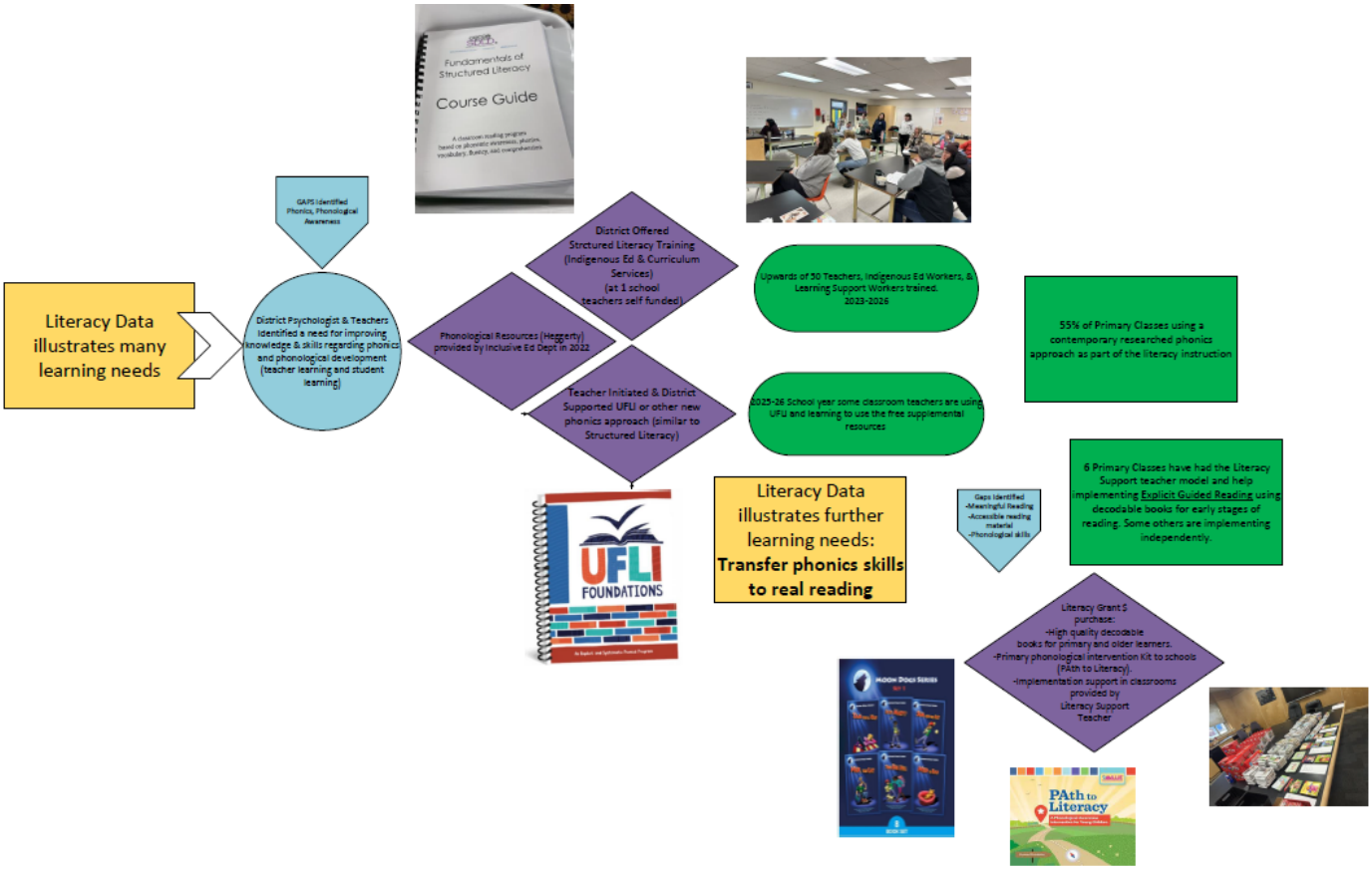
**Using a maximum of three to five bullet points, please respond to the question:**

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.

- Continue to deepen district literacy strategy through structured literacy, explicit guided reading, high-quality decodable and meaningful texts, revised common assessments and classroom-based coaching. Expand support for educators to learn new practices with phonics sequences & methods, while still including rich literature, relevant learning materials and coherence in their planning across curricular areas that is connected to place and our collective and Indigenous histories. Support will remain responsive to both early-career and experienced educations with targeted attention to Indigenous learners and students with disabilities or diverse abilities.
- Finalize the SD91 Numeracy Coherence Framework through stakeholder feedback and use it to guide a more consistent district approach to long-term objectives, instructional support, core values, and high-quality mathematics learning. Continue supporting balanced instruction that develops both conceptual understanding and foundational skills while fostering curiosity, confidence, and engagement in mathematics. Continue targeted numeracy support through co-planning, co-teaching, hands-on number-sense interventions, mathematical thinking, play- and land-based learning, and purposeful use of digital practice. Monitor participation and changes in targeted skill scores to determine whether promising local results are sustained and contribute to improved outcomes across learners and cohorts.
- Build on the 2025/26 numeracy resource refresh by expanding access to curriculum-aligned instructional resources, Numeracy Spotlights, cross-curricular infographic texts, and flexible professional learning. Eight of 11 elementary schools have added Scholastic Math Place resources; all elementary school libraries have received infographic book sets, and all SD91 staff have access to a virtual professional learning course through the EBUS online platform.
- Use EdPlan Insight and collaborative data review to strengthen timely analysis across provincial, district, school, and classroom measures. The district will monitor strategy impact by cohort, examine whether access to resources and learning opportunities is equitable, and adjust supports when evidence does not demonstrate improved learner outcomes.

- Reinforce through training materials and opportunities, the role and importance of reader, scribe, or assistive technology for our PAAs, LSWs, and other staff who may be working in a support capacity with learners who have designations.



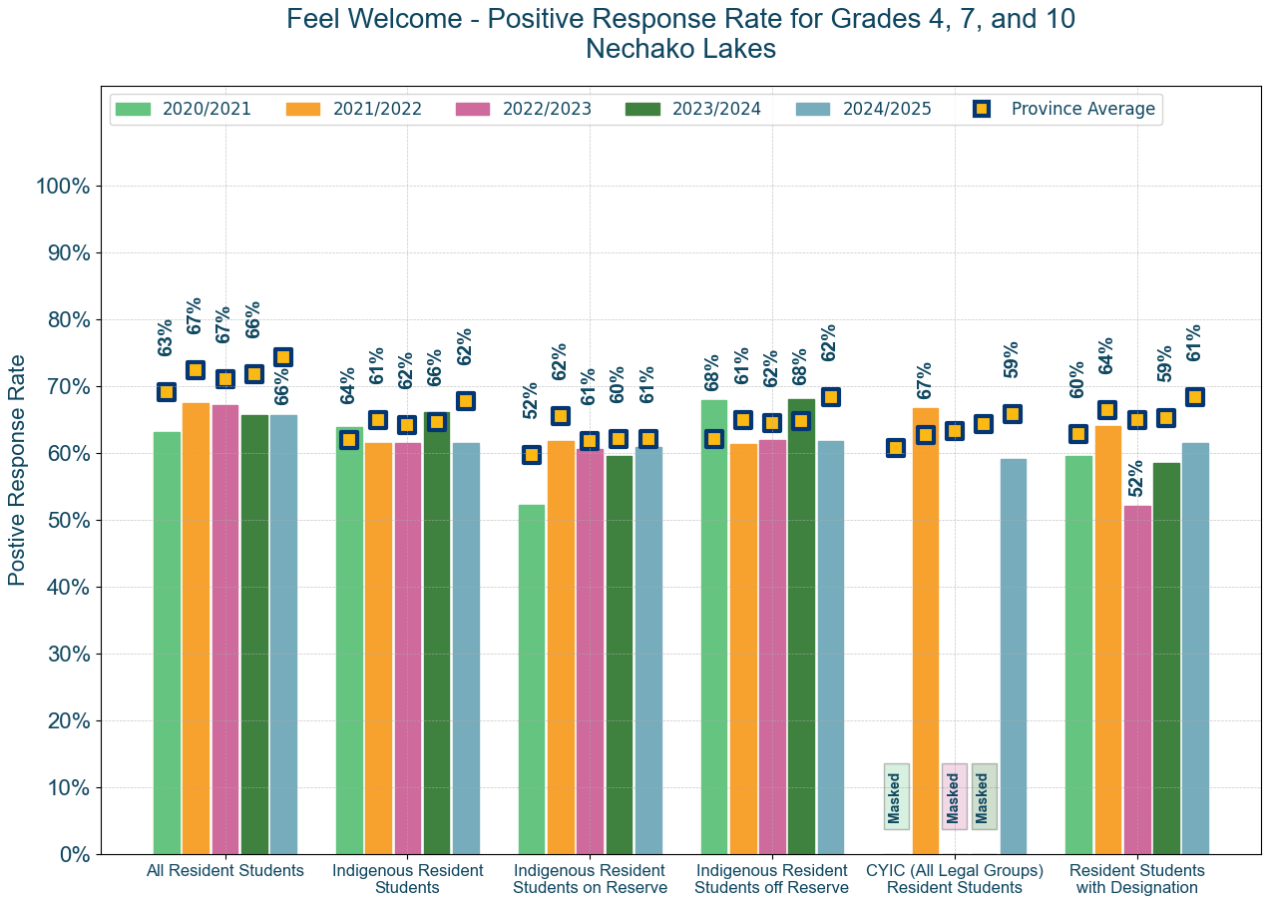
# Human and Social Development

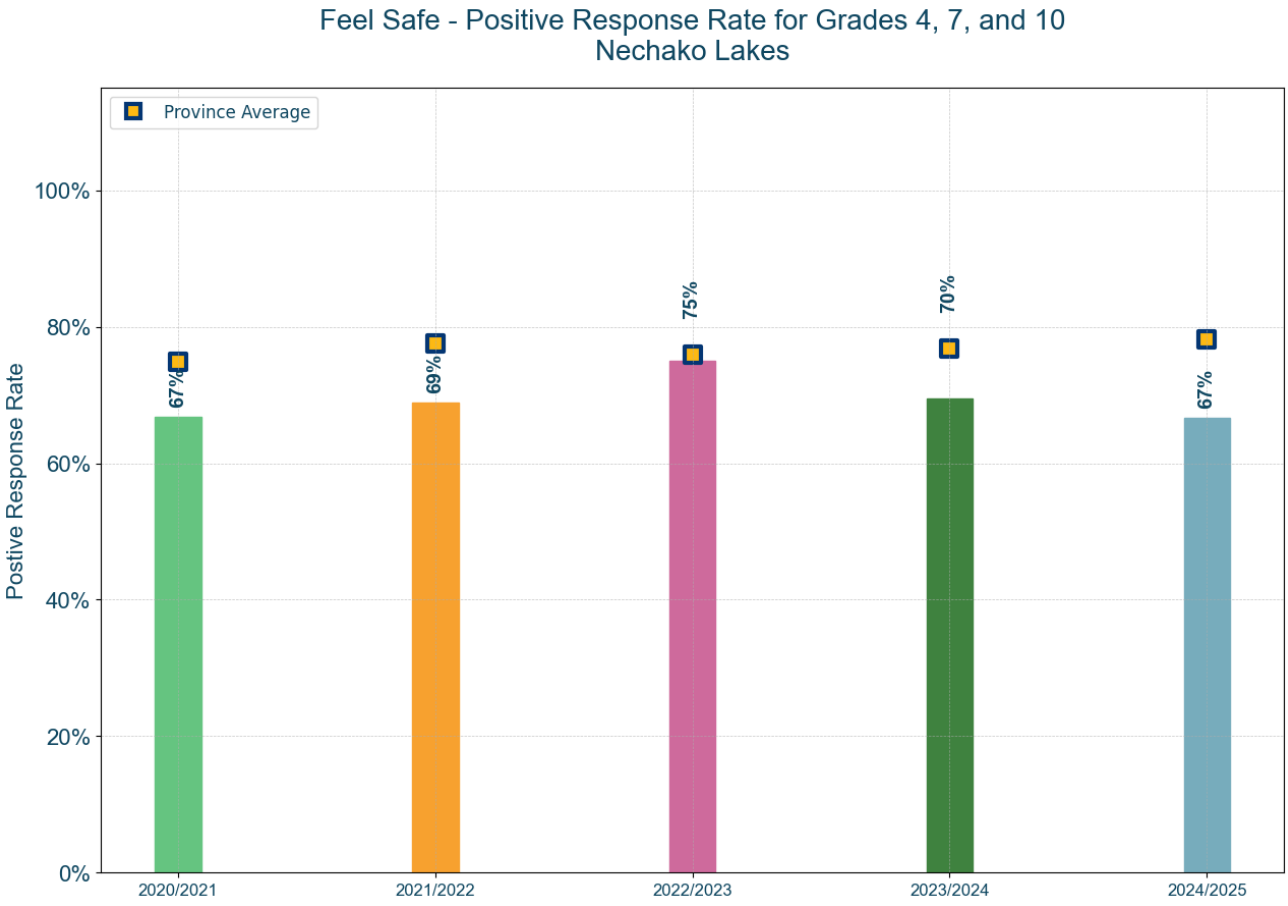
## Educational Outcome 3: Feel Welcome, Safe, and Connected

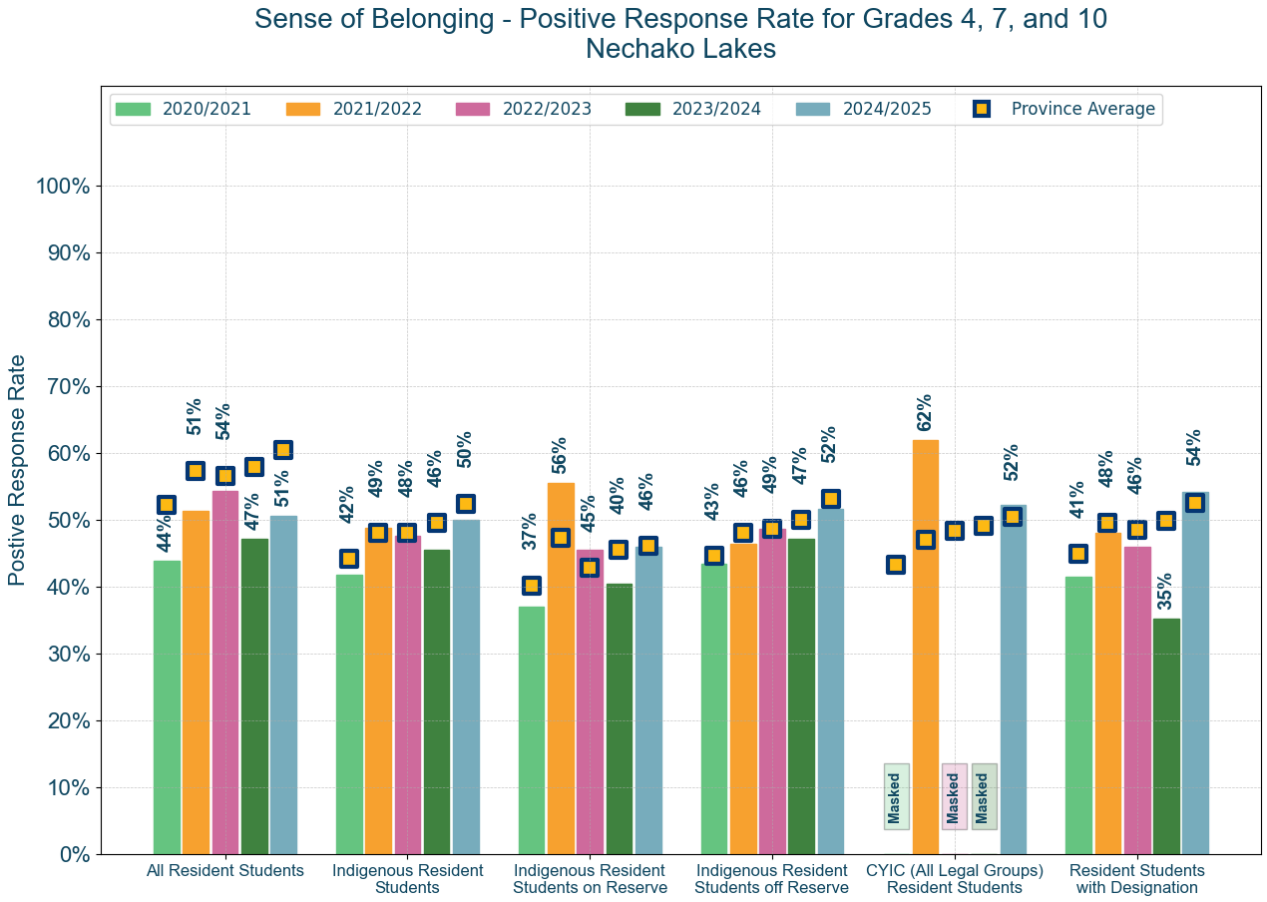
*Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School*

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

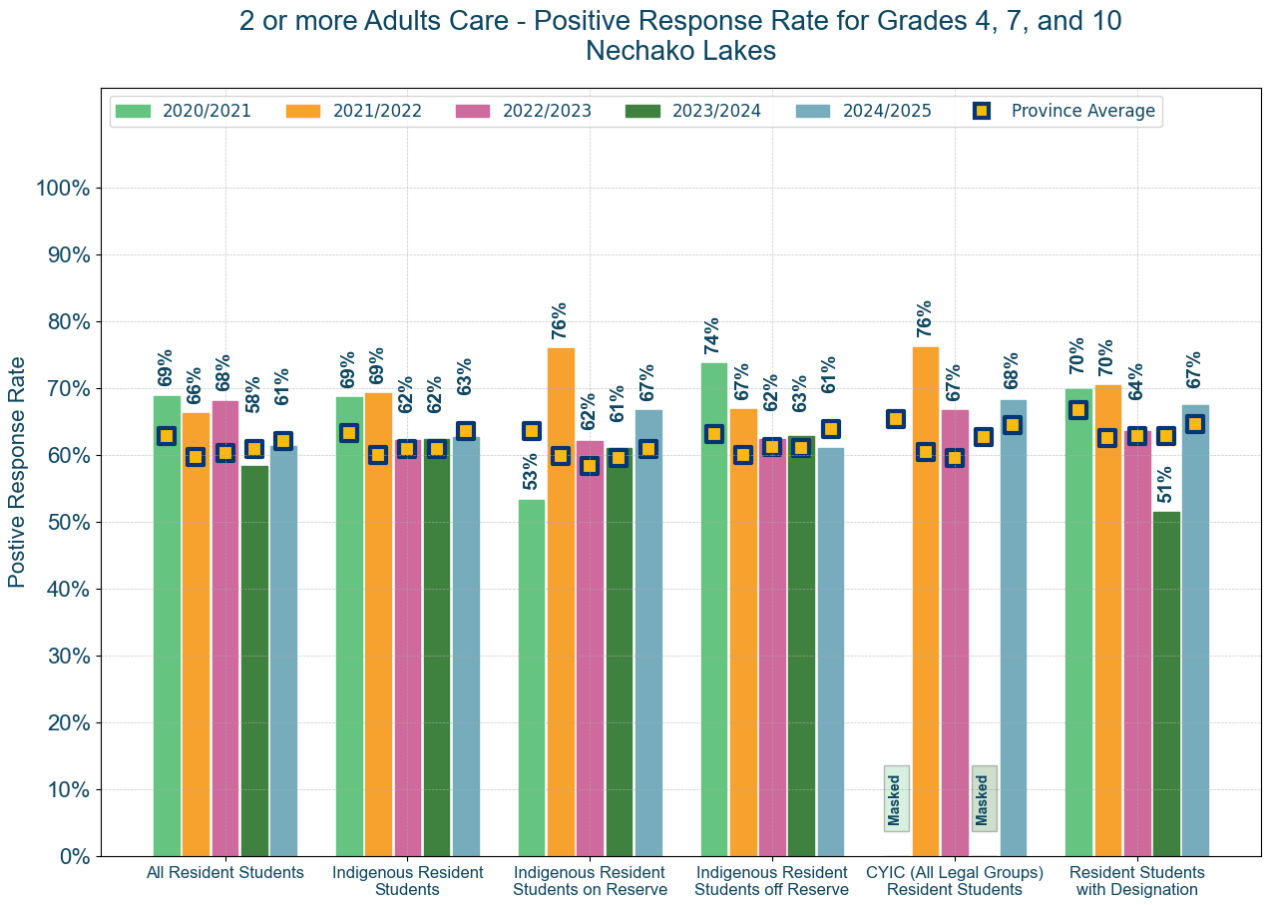
| | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|---|---|---|---|---|---|
| All Resident Students | 690 \| 75% | 664 \| 81% | 751 \| 72% | 699 \| 64% | 659 \| 78% |
| Indigenous Resident Students | 297 \| 62% | 287 \| 72% | 343 \| 63% | 332 \| 54% | 316 \| 72% |
| Indigenous Resident Students on Reserve | 94 \| 48% | 96 \| 56% | 120 \| 56% | 119 \| 35% | 113 \| 59% |
| Indigenous Resident Students off Reserve | 203 \| 69% | 191 \| 81% | 223 \| 66% | 213 \| 64% | 203 \| 79% |
| CYIC (All Legal Groups) Resident Students | 28 \| 43% | 29 \| 72% | 31 \| 48% | 28 \| 39% | 40 \| 63% |
| Resident Students with Designation | 152 \| 61% | 132 \| 73% | 160 \| 60% | 141 \| 50% | 134 \| 66% |


Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Nechako Lakes
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%
63%
67%
67%
66%
66%
64%
61%
62%
66%
62%
52%
62%
61%
60%
61%
68%
61%
62%
68%
62%
Masked
67%
Masked
Masked
59%
60%
64%
52%
59%
61%
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
Nechako Lakes
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
67%
69%
75%
70%
67%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Nechako Lakes
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%
44%
51%
54%
47%
51%
42%
49%
48%
46%
50%
37%
56%
45%
40%
46%
43%
46%
49%
47%
52%
Masked
62%
Masked
Masked
52%
41%
48%
46%
35%
54%
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?

- Most students reported feeling safe at school, although results differ across grades. Positive responses in 2025/26 were 78% in Grade 4, 69% in Grade 7, 68% in Grade 10, and 80% in Grade 12. Grade 12 safety improved from 73% to 80%, while Grade 7 declined from 75% to 69%. Reports of bullying were lowest in Grades 12 and 10, at 7% and 15%, but increased to 22% in Grade 7.
- Students' sense of welcome and belonging varies by grade and remains an important area for attention. In 2025/26, 77% of Grade 4 students, 66% of Grade 7 students, 62% of Grade 10 students, and 65% of Grade 12 students reported feeling welcome. The percentage reporting that school is a place where they belong was lower: 53% in Grade 4, 56% in Grade 7, 47% in Grade 10, and 41% in Grade 12. Belonging declined from the previous year in Grades 7 and 12. Student belonging was very high amongst Grade 12 Resident Students living on reserve. Local evidence, including student voice, school growth planning, attendance information, and EDI findings, supports continued attention to connection and belonging.
- Adult relationships continue to be a relative strength, particularly for older students. In 2025/26, 66% of Grade 4 students, 59% of Grade 7 students, 62% of Grade 10 students, and 78% of Grade 12 students reported that adults at school care about them. Teacher help was reported by 75% of Grade 7 students, 73% of Grade 10 students, and 81% of Grade 12 students. However, access to information, advice, extra help, and explanations students understand remains uneven across grades.
- Wellbeing data identify both progress and areas requiring sustained attention. Grade 10 and Grade 12 students reported improvement in several mental-health indicators, including feeling good about themselves and their overall mental health. Grade 7 results were less positive, with 37% reporting frequent school-related stress or anxiety, 49% describing their mental health positively, and 40% reporting a good night's sleep. Across grades, low results for sleep, physical health, food access, and learning how to care for mental health reinforce the need for coordinated, developmentally responsive supports. Wave 9 EDI data also show that 38.6% of SD91 children were vulnerable on one or more measures, compared with 37.3% provincially, with social readiness and language identified as prominent concerns.
- Affirmed areas for growth would include all areas in Human and Social Development. While a few data points are encouraging, the percentage of positive responses have room for improvement across the district and at all age groups.

# **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.

- Develop and implement the new district three-year Mental Health Plan and strengthen coordinated supports through interagency collaboration, grief support, prevention programming, food programs, trauma-informed practice, social-emotional learning in school plans, Open Parachute used in classrooms, and restorative practices training. Monitor impact using Student Learning Survey results, attendance, student voice, school-level evidence, and emerging social-emotional learning data.
- Prioritize belonging and peer relationships, particularly in Grades 7, 10, and 12, where fewer than six in ten students reported a sense of belonging even though students can consistently identify two adults who care about them. Schools will use student voice to identify what helps students feel welcome, safe, and connected, with particular attention to transitions, inclusive school culture, peaceful conflict resolution, and opportunities for students to build supportive relationships with peers and adults. PreVenture will be implemented in grade 7 which will also respond to the Grade 7 wellbeing pattern with targeted, age-appropriate supports for stress and anxiety, sleep, physical health, bullying prevention, and help-seeking. Continue to strengthen universal mental-health literacy and self-care learning across grades while ensuring students can readily access trusted adults, counselling, food supports, and additional help when needed.
- Expand meaningful student voice and culturally responsive opportunities that strengthen identity, leadership, connection, and belonging, with specific attention to Indigenous learners, children and youth in care, and students with disabilities or diverse abilities. School plans will continue to identify belonging as a key outcome and document the impact of selected strategies. With the guidance of our IEC, we will establish a Youth Indigenous Education Council.
- Continue collaboration with the Indigenous Education Council, Indigenous Rightsholder Nations, families, DPAC/PACs, community agencies, and students to identify barriers and refine interventions. The district will use the children and youth in care database, care planning, accessibility reviews, and competency-based IEPs to coordinate individualized support while protecting privacy for small cohorts.

- Triangulate provincial survey results with local evidence gathered through PreVenture, Open Parachute, the Pedagogies of Voice project with Shane Safir, and the UBC attendance research project with Dr. Dustin Louie. Use cohort and school-level review, while protecting privacy for small populations, to determine whether strategies are improving welcome, safety, belonging, adult connection, and wellbeing.

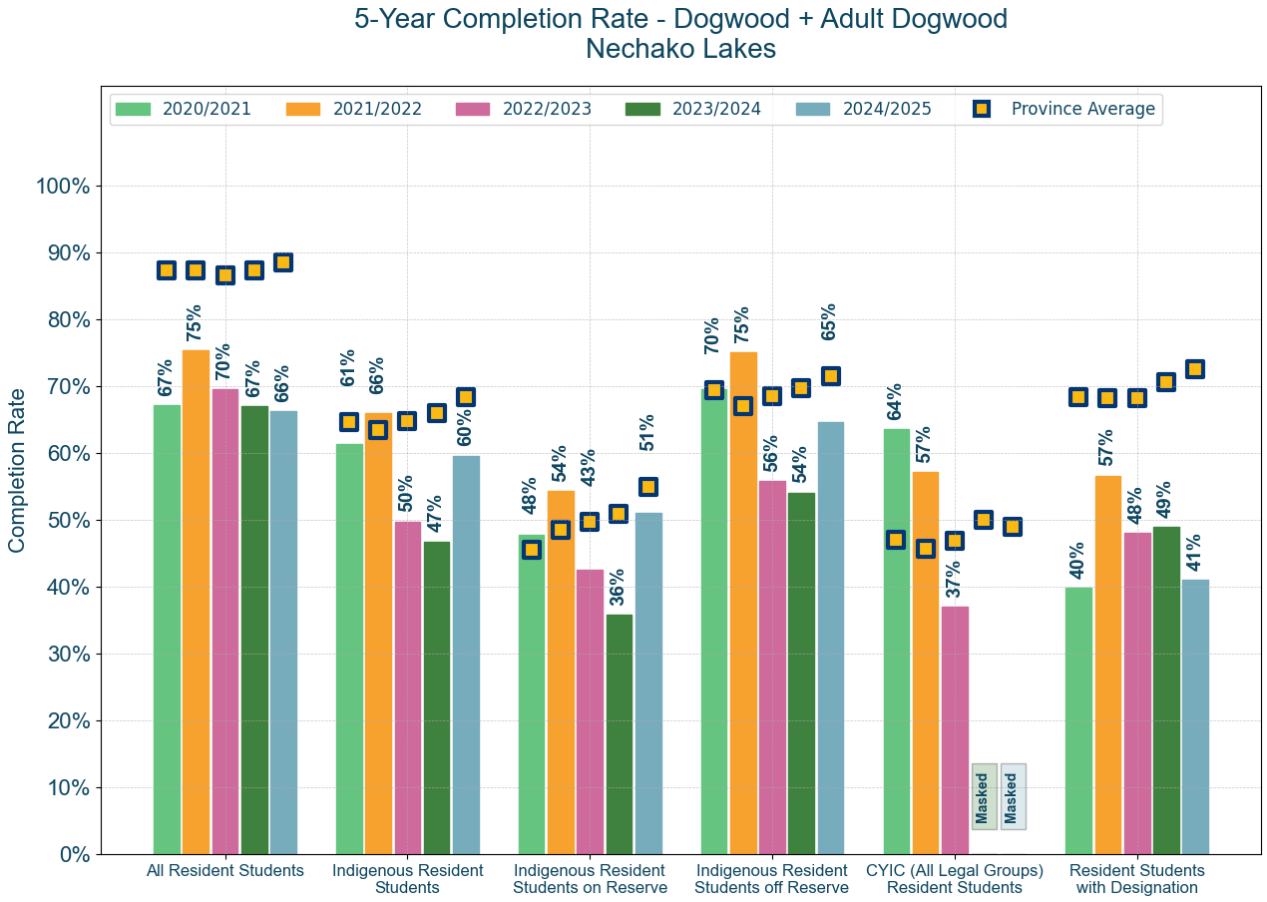
# Career Development

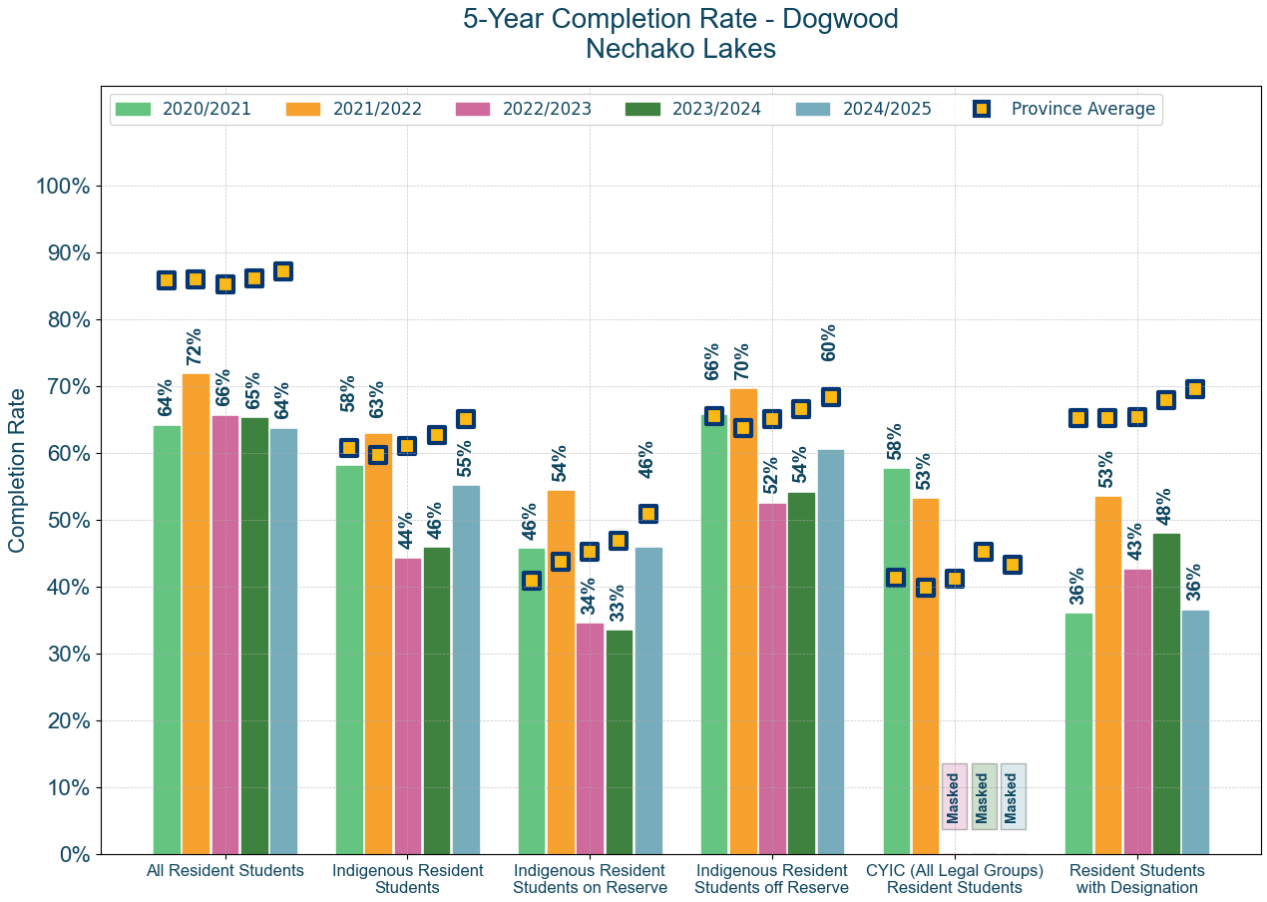
## Educational Outcome 4: Graduation

*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 | 394 \| 37 | 396 \| 37 | 372 \| 40 | 374 \| 37 | 423 \| 43 |
| Indigenous Resident Students | 134 \| 12 | 140 \| 13 | 122 \| 14 | 116 \| 11 | 172 \| 18 |
| Indigenous Resident Students on Reserve | 51 \| 5 | 61 \| 6 | 56 \| 7 | 47 \| 5 | 64 \| 7 |
| Indigenous Resident Students off Reserve | 83 \| 7 | 79 \| 7 | 66 \| 7 | 69 \| 6 | 108 \| 10 |
| CYIC (All Legal Groups) Resident Students | 36 \| 3 | 27 \| 3 | 30 \| 3 | Masked | Masked |
| Resident Students with Designation | 113 \| 10 | 103 \| 9 | 123 \| 13 | 108 \| 10 | 146 \| 14 |


5-Year Completion Rate - Dogwood + Adult Dogwood
Nechako Lakes
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%
67%
75%
70%
67%
66%
61%
66%
50%
47%
60%
48%
54%
43%
36%
51%
70%
75%
56%
54%
65%
64%
57%
37%
Masked
Masked
40%
57%
48%
49%
41%
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

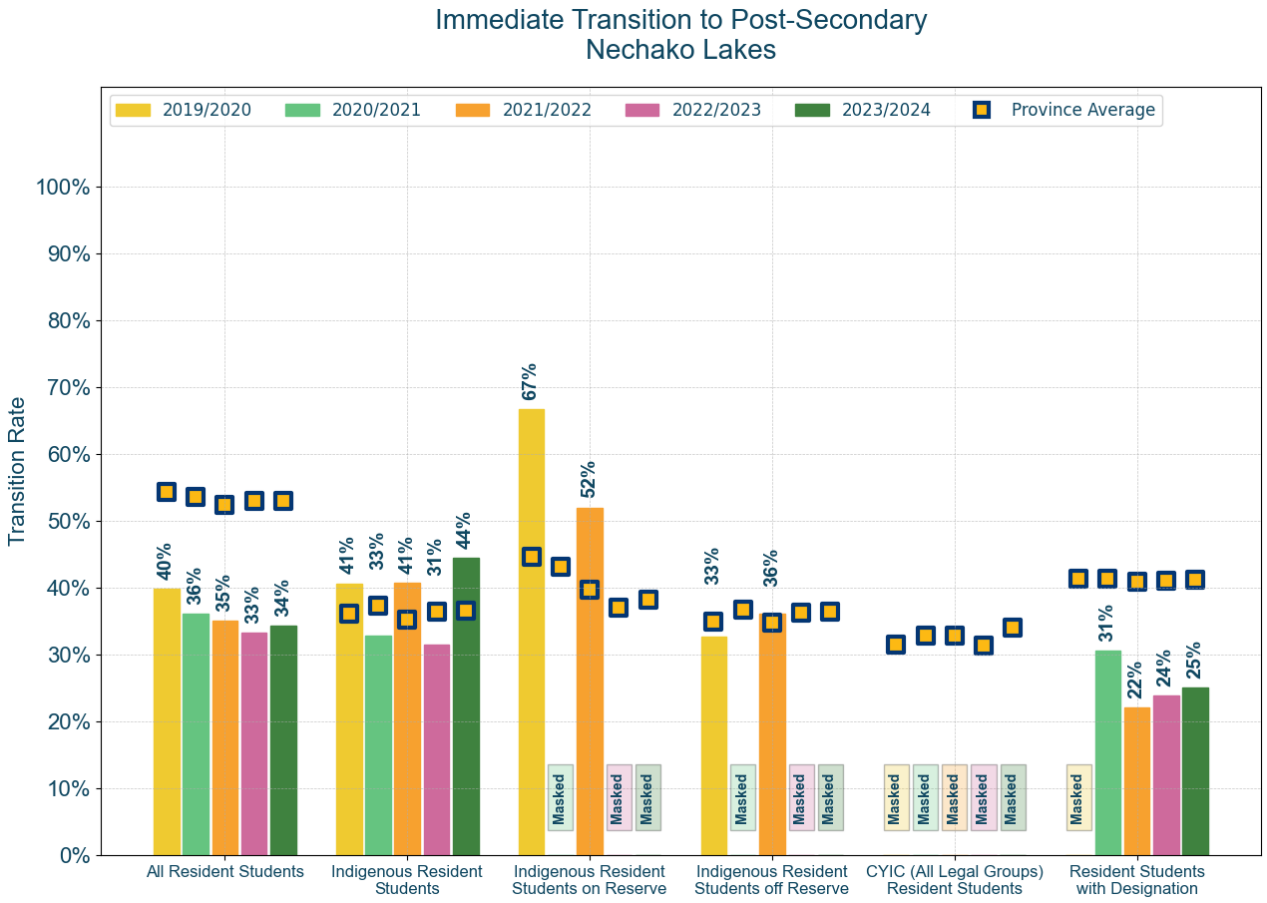

5-Year Completion Rate - Dogwood
Nechako Lakes
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
64%
72%
66%
65%
64%
58%
63%
44%
46%
55%
46%
54%
34%
33%
46%
66%
70%
52%
54%
60%
58%
53%
Masked
Masked
Masked
36%
53%
43%
48%
36%
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

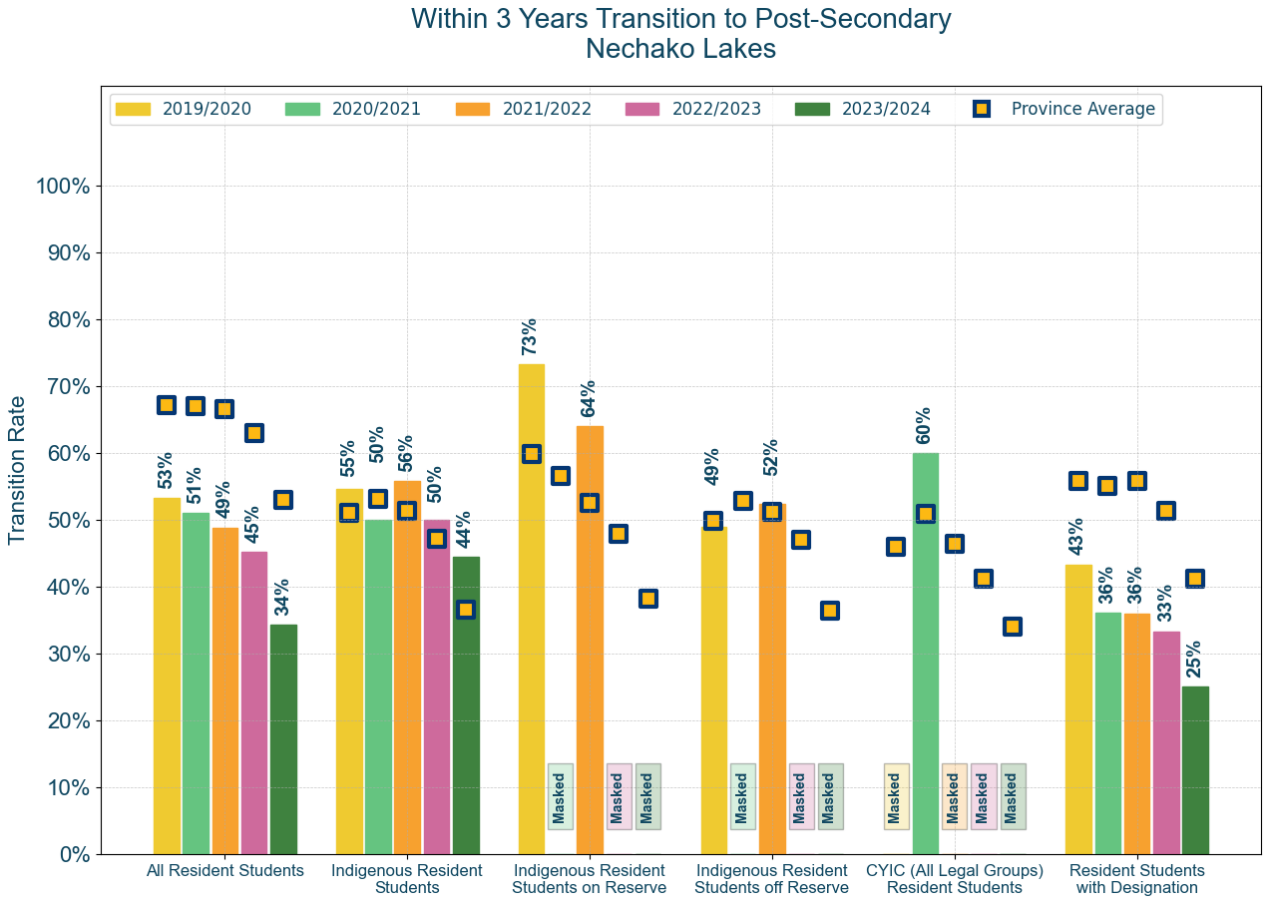
# Educational Outcome 5: Life and Career Core Competencies

*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 | 246 | 249 | 268 | 241 | 242 |
| Indigenous Resident Students | 64 | 76 | 86 | 54 | 54 |
| Indigenous Resident Students on Reserve | 15 | Masked | 25 | Masked | Masked |
| Indigenous Resident Students off Reserve | 49 | Masked | 61 | Masked | Masked |
| CYIC (All Legal Groups) Resident Students | Masked | Masked | Masked | Masked | Masked |
| Resident Students with Designation | Masked | 36 | 50 | 42 | 44 |




Within 3 Years Transition to Post-Secondary
Nechako Lakes
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%
53%
51%
49%
45%
34%
55%
50%
56%
50%
44%
73%
Masked
64%
Masked
Masked
49%
Masked
52%
Masked
Masked
Masked
60%
Masked
Masked
Masked
43%
36%
36%
33%
25%
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?

- Completion data identify a persistent equity gap. In 2024/25, the five-year Dogwood completion rate was 55% for Indigenous learners and 64% for non-Indigenous learners. Results fluctuate across years and cohort sizes, but the gap remains substantial. WE are cognizant that these results include our online school data which, if removed, would mostly likely show an even wider gap.
- Course and graduation-assessment evidence points to uneven readiness for successful transitions. In 2024/25, 63% of Indigenous English 10 course marks were C+ or better compared with 84% for non-Indigenous students, while Grade 10 literacy proficiency or extending results were 44% for Indigenous students and 68% for non-Indigenous students.
- Post-secondary transition data are frequently masked because of small cohorts. Available evidence shows our Indigenous students are more likely to transition to post-secondary than our non-Indigenous students. Our students with designations have a very low rate of transition to post-secondary.

# **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.

- Continue and expand flexible pathways, dual credit, early admission, trades, career exploration, and partnerships with post-secondary institutions. Participation and completion will be monitored by cohort to determine whether opportunities are improving graduation and transition outcomes for Indigenous learners and other priority populations.
- Strengthen proactive transition planning beginning before Grade 12, including regular review of credit accumulation, attendance, graduation assessments, course requirements, and individualized supports. Targeted interventions will be coordinated for learners who are off track, including children and youth in care and students with disabilities or diverse abilities.
- Use locally available pathways and destination evidence to supplement the masked provincial post-secondary data. The district will review which strategies improve successful transitions, continue those demonstrating impact, and adapt or introduce supports where participation, course completion, or graduation evidence identifies persistent inequities.