

Interim Progress Report

September 2026

*In Review of Year 4 of the
2022-2025 Strategic Plan*

Approved by Board
on September 16, 2026



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	17
Educational Outcome 3: Feel Welcome, Safe, and Connected	17
Review Data and Evidence: Human and Social Development	22
Respond to Results: Human and Social Development	22
Career Development	24
Educational Outcome 4: Graduation.....	24
Educational Outcome 5: Life and Career Core Competencies	27
Review Data and Evidence: Career Development.....	29
Respond to Results: Career Development	29

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:

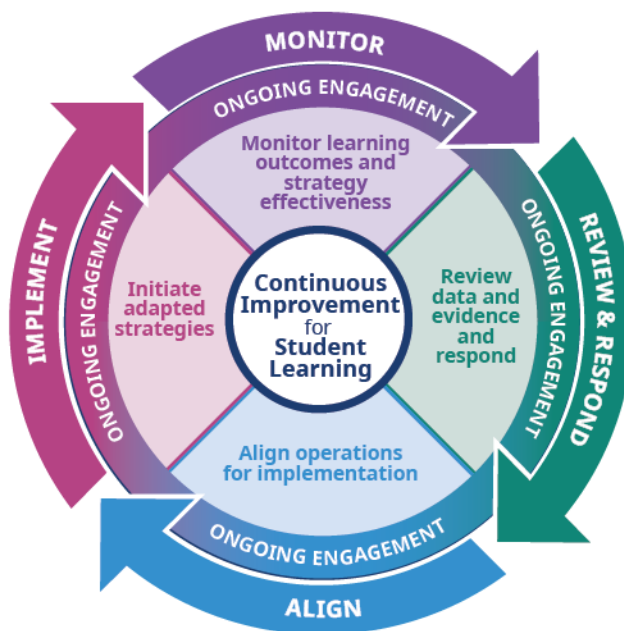
Ministry Note

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.

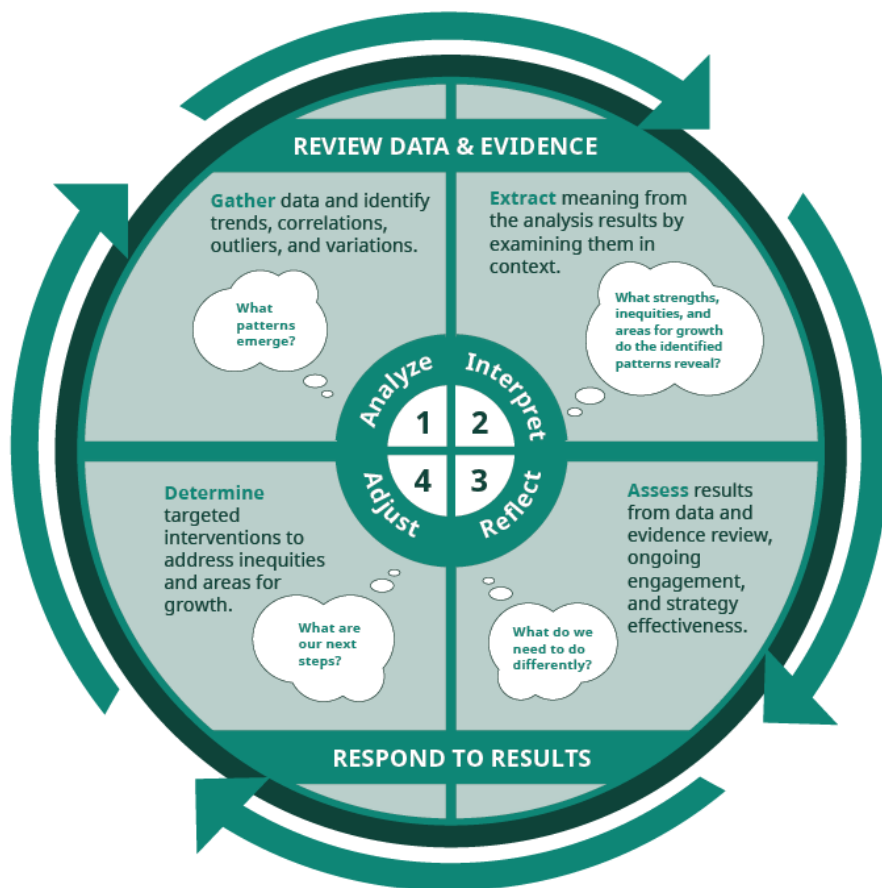
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

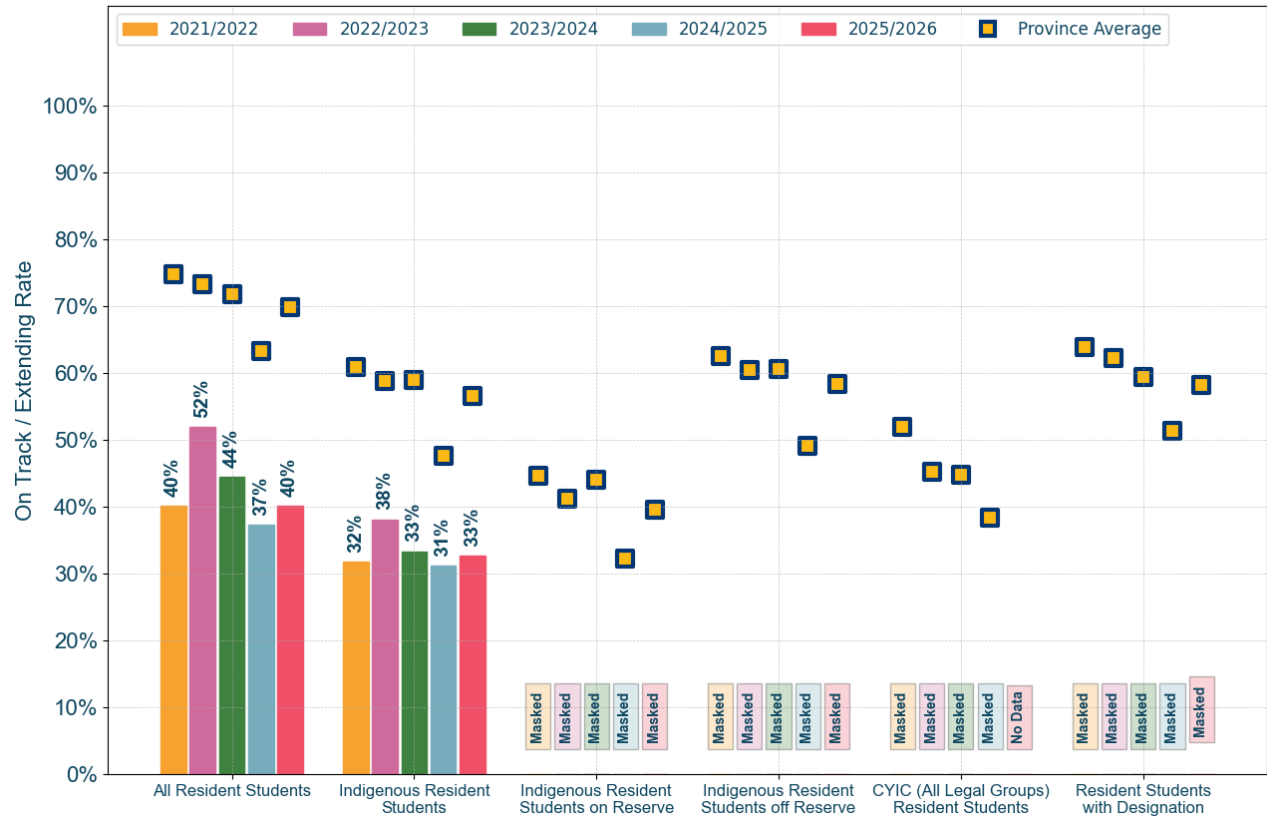
Educational Outcome 1: Literacy

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	203 72%	197 64%	230 67%	203 74%	212 76%
Indigenous Resident Students	64 64%	67 63%	87 59%	75 81%	75 69%
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	Masked	31 39%	31 52%	Masked	28 50%

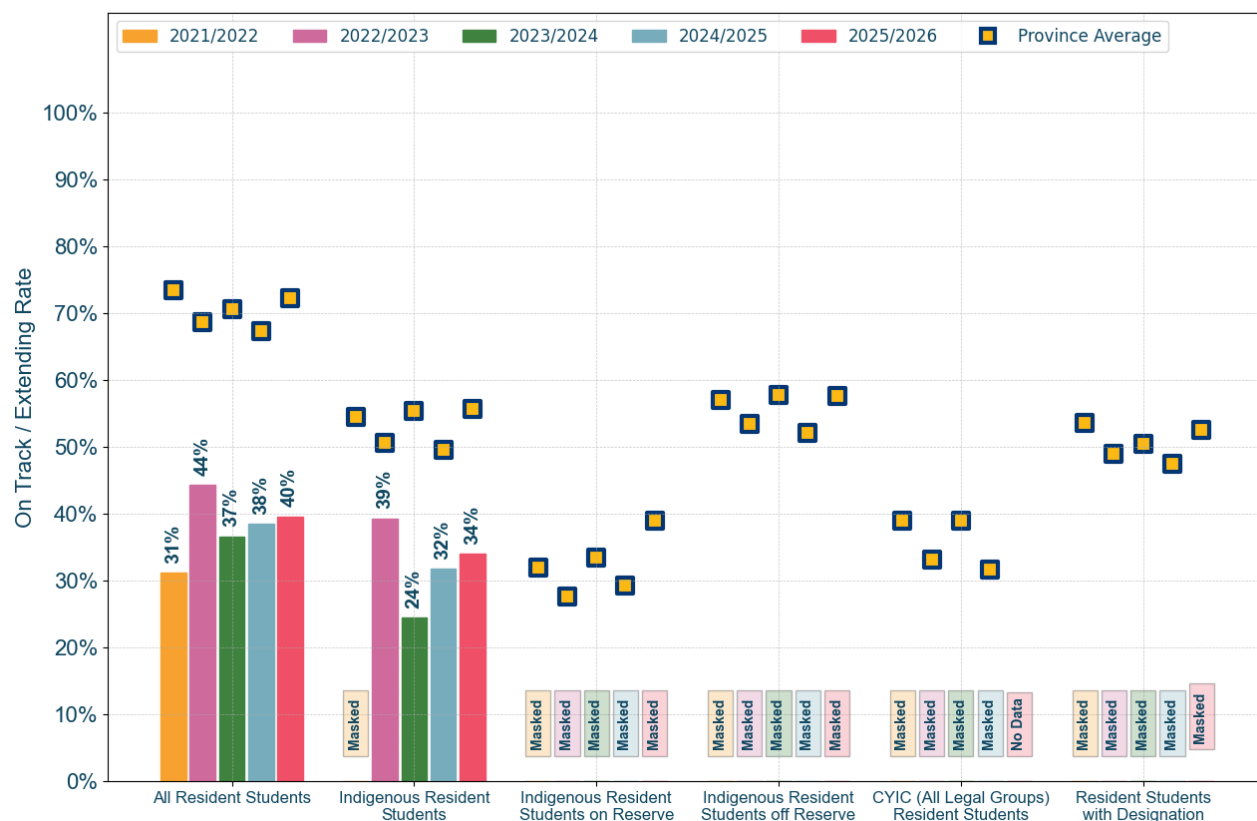
Grade 4 FSA Literacy - On Track / Extending Rate Quesnel



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	251 42%	236 37%	215 52%	206 69%	204 73%
Indigenous Resident Students	92 39%	80 35%	82 50%	63 65%	69 77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	Masked	38 37%	49 55%	45 71%

Grade 7 FSA Literacy - On Track / Extending Rate Quesnel

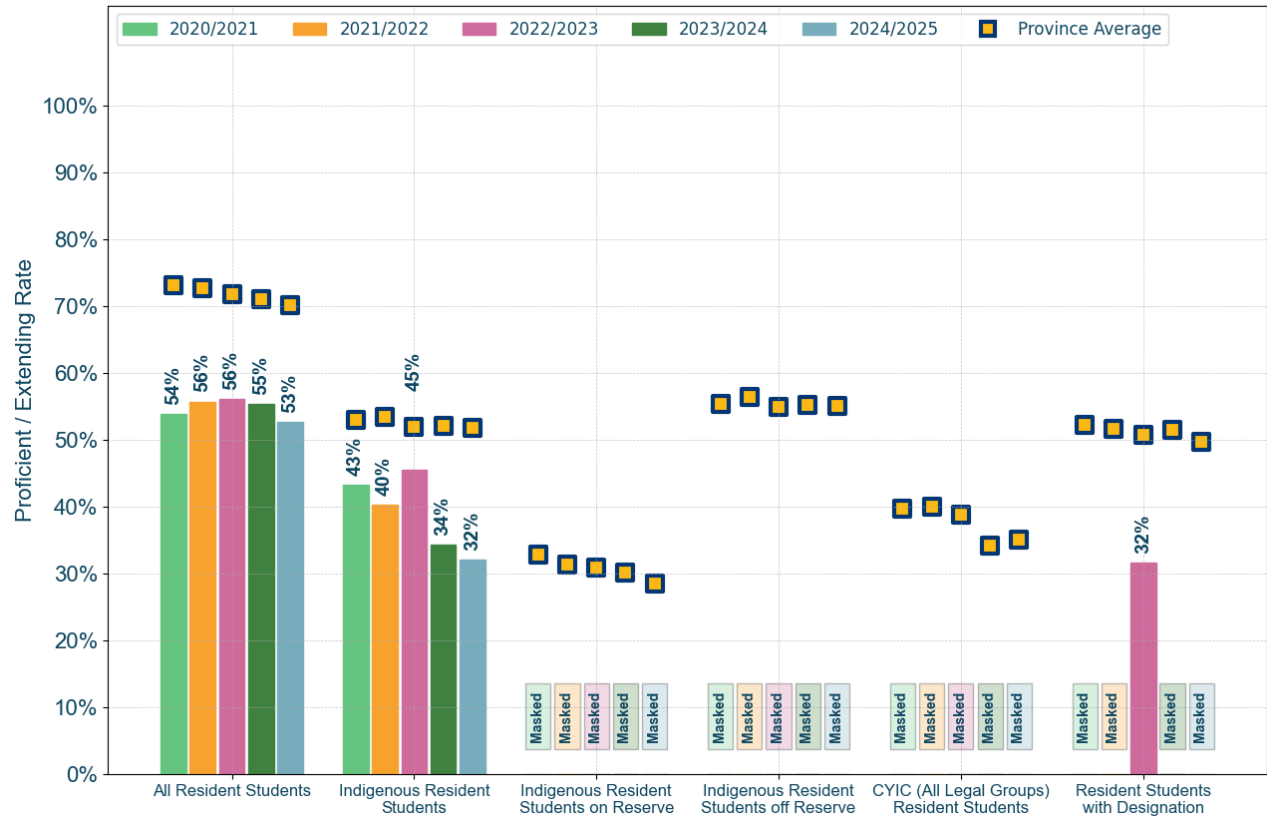


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	227 72%	263 73%	253 80%	262 79%	270 76%
Indigenous Resident Students	68 66%	90 58%	82 72%	89 67%	94 68%
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	29 52%	52 46%	37 68%	53 57%	54 50%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Quesnel



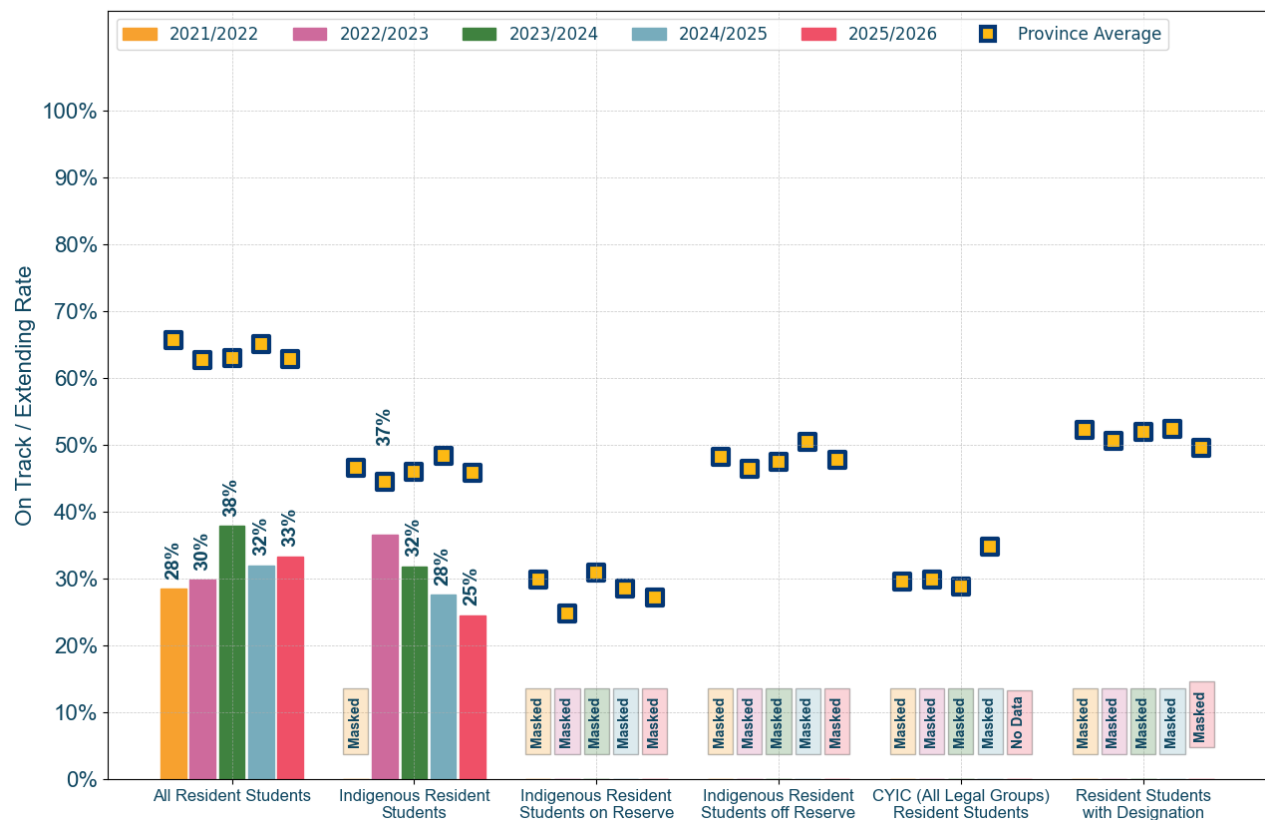
Educational Outcome 2: Numeracy

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	203 67%	197 68%	230 63%	203 72%	212 75%
Indigenous Resident Students	64 55%	67 61%	87 51%	75 77%	75 71%
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	Masked	Masked	31 45%	Masked	28 43%

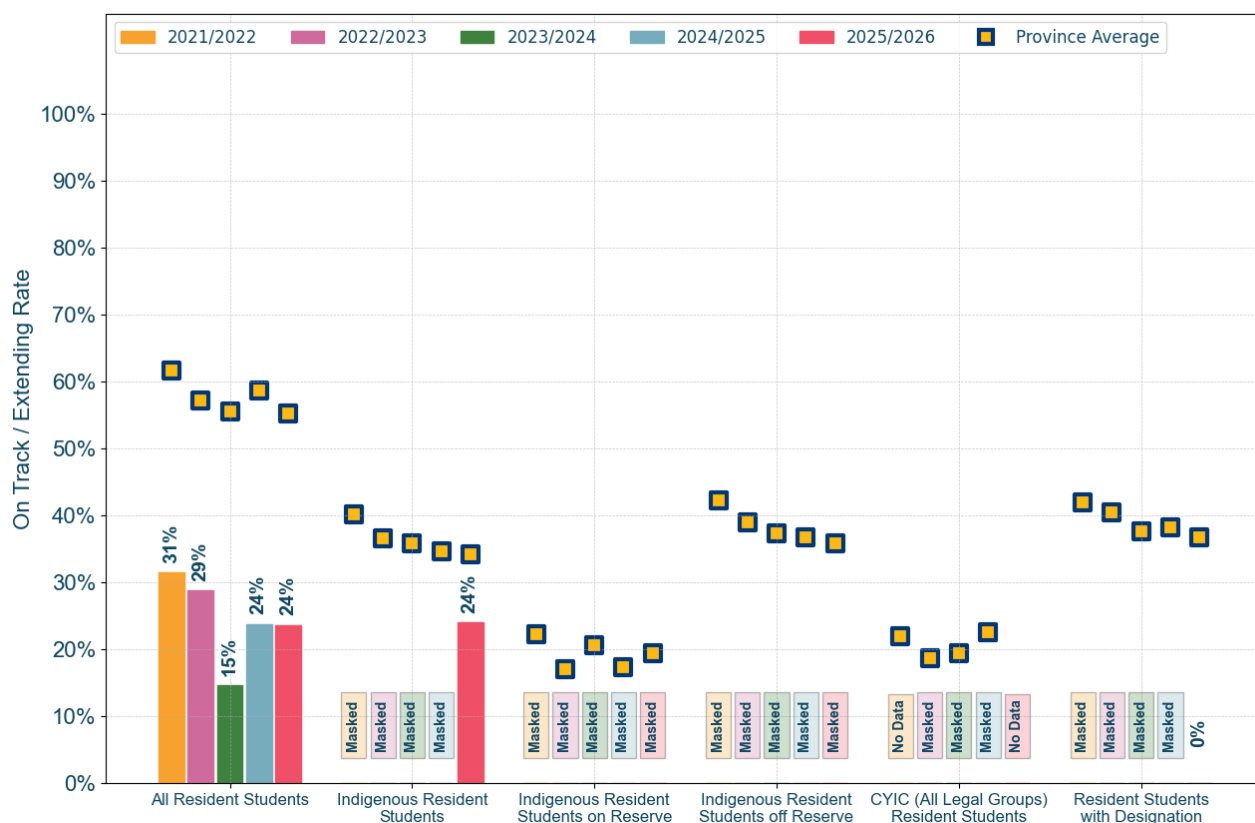
Grade 4 FSA Numeracy - On Track / Extending Rate Quesnel



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	251 35%	236 40%	215 54%	206 69%	204 71%
Indigenous Resident Students	92 34%	80 36%	82 57%	63 62%	69 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	Masked	Masked	38 34%	49 51%	45 64%

Grade 7 FSA Numeracy - On Track / Extending Rate Quesnel

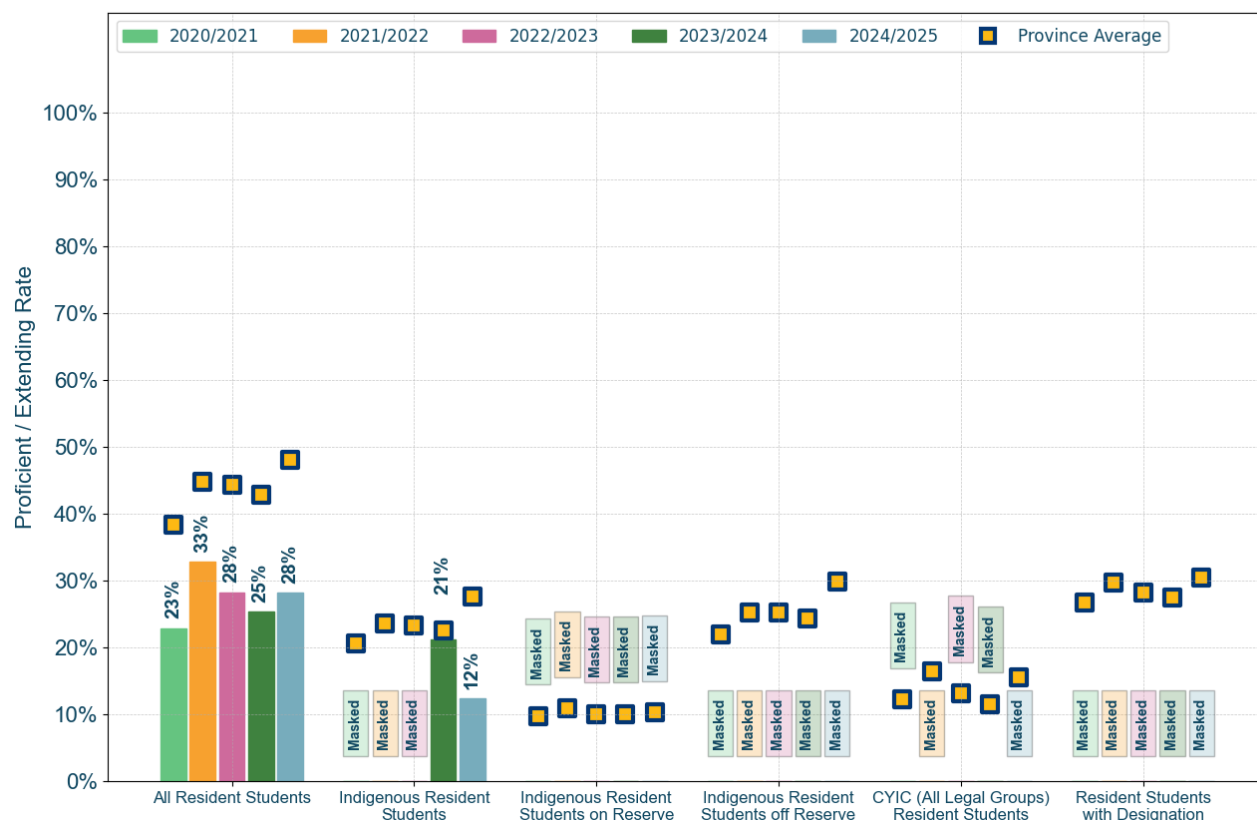


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	227 24%	Masked	Masked	262 79%	268 74%
Indigenous Resident Students	67 22%	Masked	80 0%	88 72%	93 68%
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	37 0%	53 60%	53 53%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Quesnel

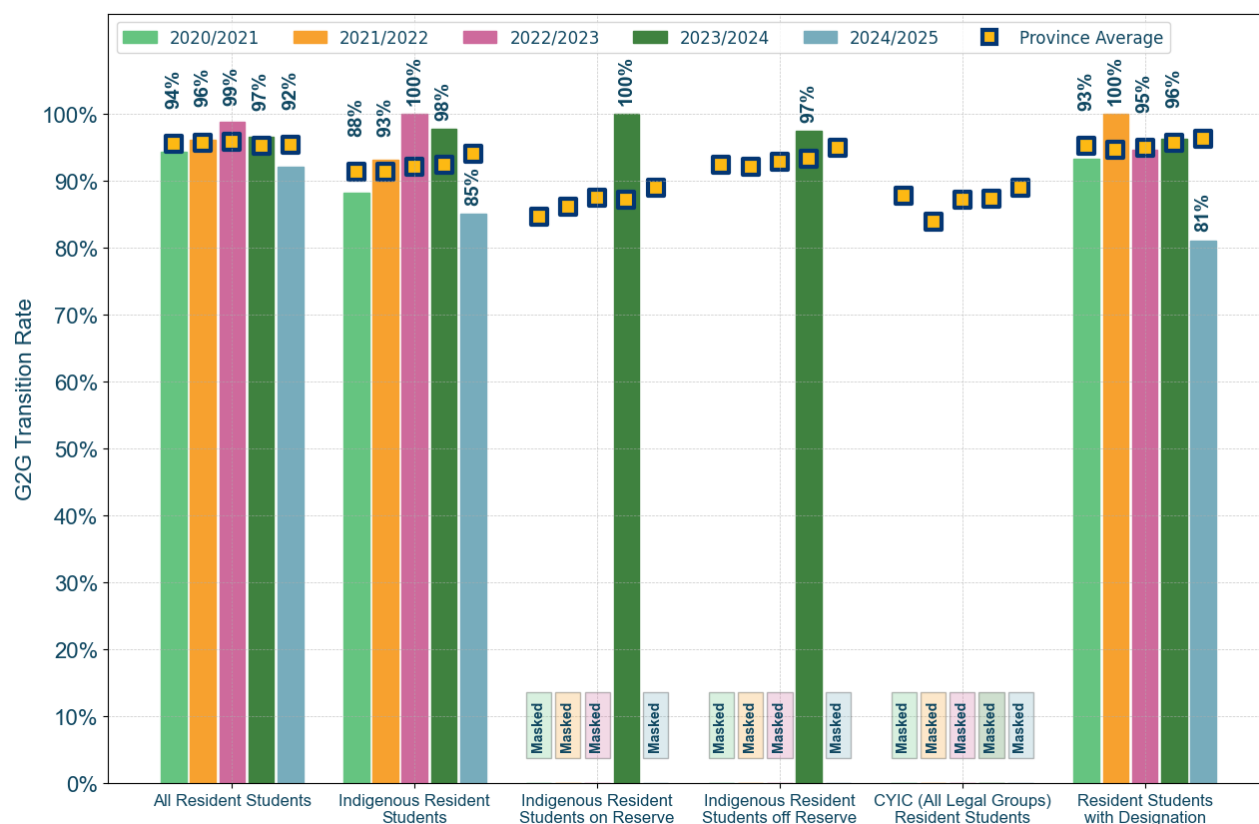


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	231	262	251	262	269
Indigenous Resident Students	68	88	81	88	94
Indigenous Resident Students on Reserve	Masked	Masked	Masked	10	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	78	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	30	51	37	53	53

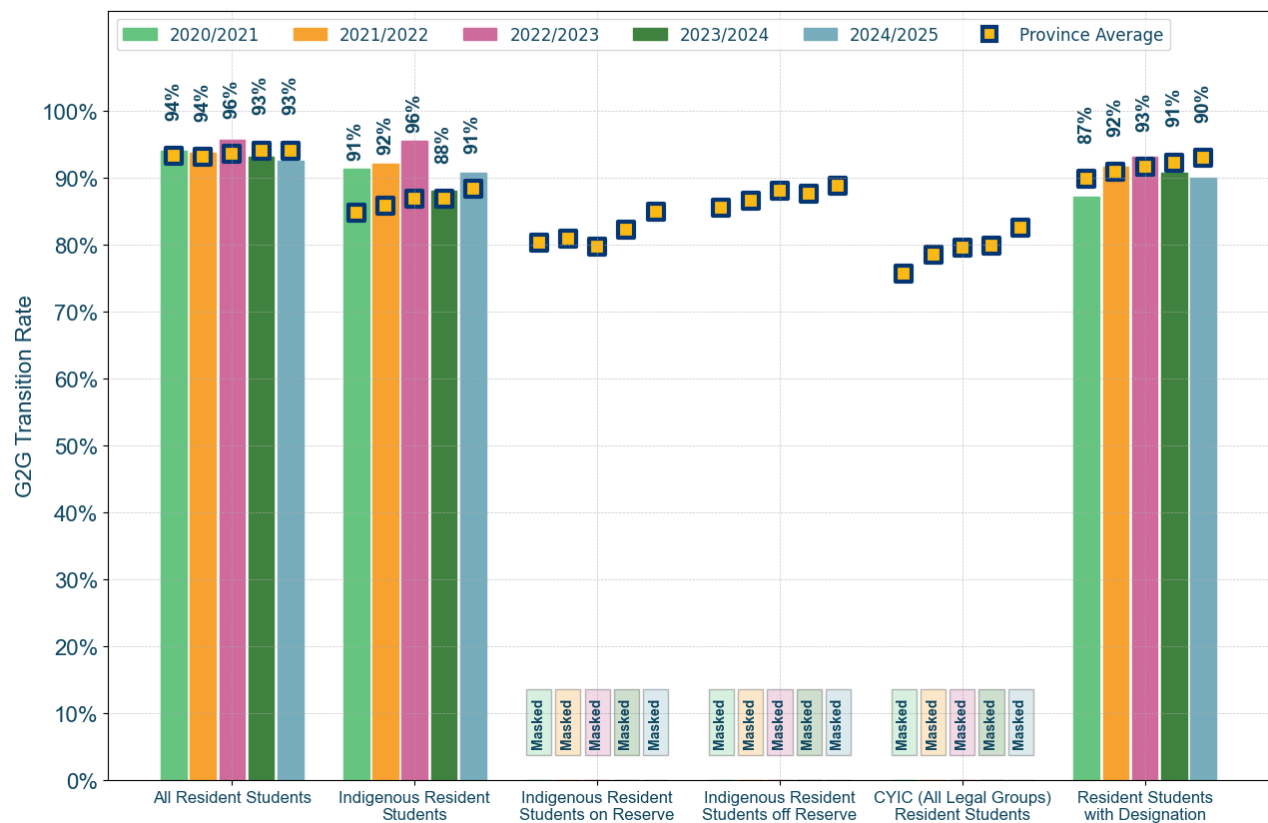
Grade 10 to 11 Transition Rate Quesnel



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	253	227	260	264	255
Indigenous Resident Students	81	64	89	84	86
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	39	36	58	43	50

Grade 11 to 12 Transition Rate Quesnel



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.

- Our district has historically maintained strong grade-to-grade transition rates between Grades 10 and 11. However, in 2024/25, we experienced an uncharacteristic decline in transition rates for all priority populations moving from Grade 10 to Grade 1. In contrast, targeted interventions and focused supports have further strengthened transition rates from Grade 11 to Grade 12 across our high schools, particularly for Indigenous students both on and off reserve.
- Through an increased district-wide focus on numeracy, we have seen improvements in Foundation Skills Assessment (FSA) Numeracy results. Notably, gains were observed among Grade 7 Indigenous resident students, Indigenous students living off reserve, and Indigenous students living on reserve.
- While Grade 4 FSA Literacy results for resident students with designations have shown year-over-year improvement, similar gains have not been observed among other priority populations or the student population as a whole. Local data supports this finding and highlights literacy achievement as an area of continued focus and need moving forward.

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.

- Grade-to-grade transitions from Grade 9 to Grade 10 are an area of concern for our district. We are prioritizing targeted interventions to better understand and address the barriers that may be affecting student success during this critical transition. As we move into the 2026/27 school year, improving Grade 9 to Grade 10 transition rates for identified priority populations will be a key focus of our student success and transition planning.
- Primary literacy has long been a focus area for SD28. As we have observed stagnant growth in literacy outcomes during the primary years, we are implementing a revised approach to elementary literacy instruction and intervention. This recalibrated approach will align instructional practices with consistent assessment measures and be supported by strengthened professional learning and mentorship.
- As part of our ongoing commitment to improving numeracy outcomes across the district, we will expand the focus of our district-wide assessment process in the coming school year. We continue to strengthen our capacity as a district with the data we collect, but also build instructional capacity and understanding as we build toward a sound understanding of number sense and operations for all students.

Human and Social Development

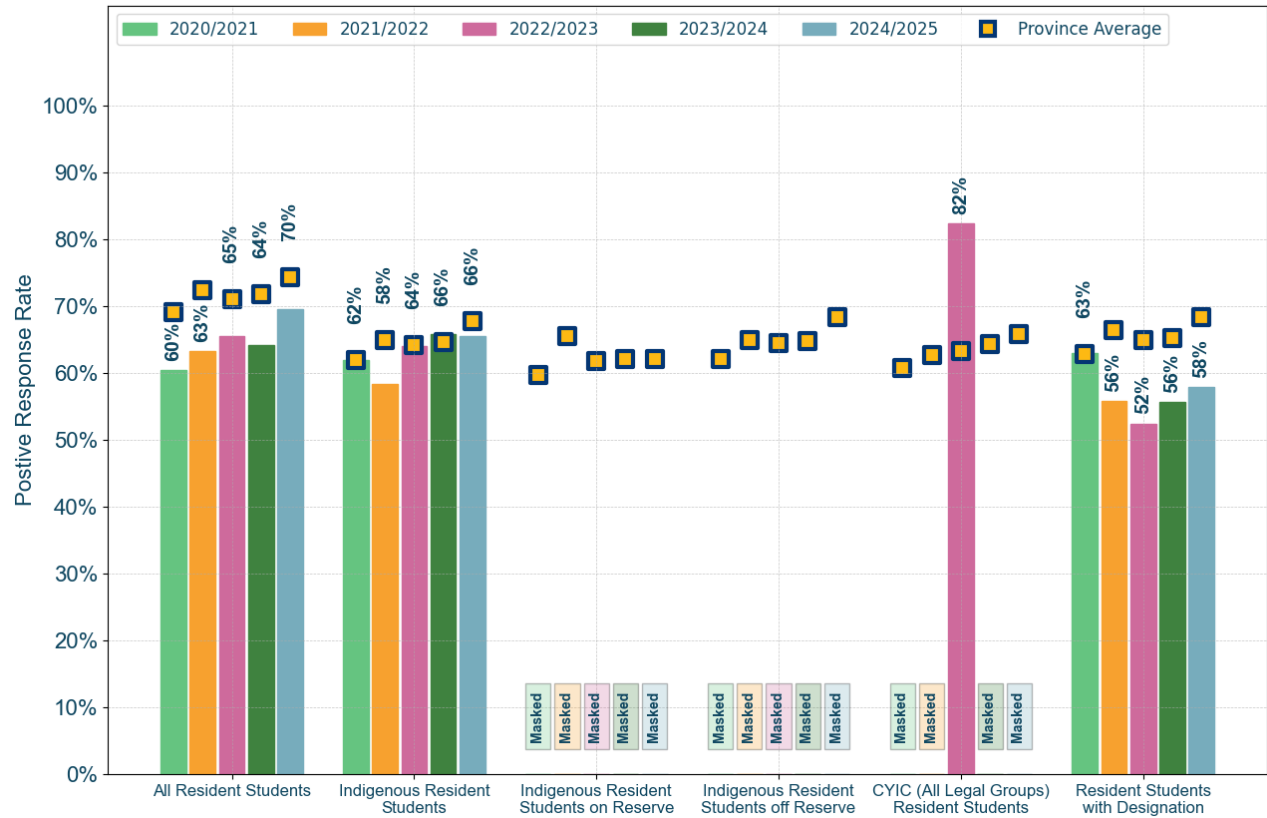
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

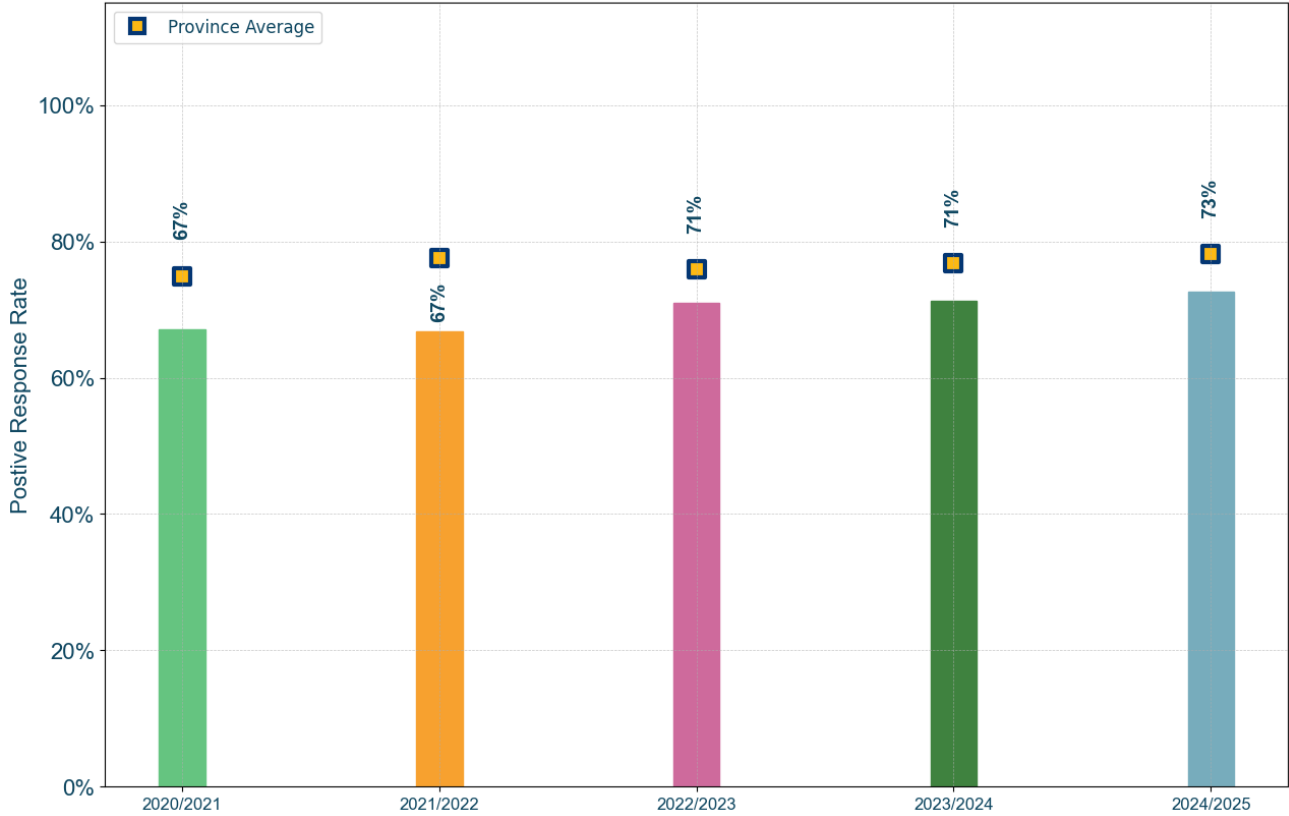
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	632 74%	709 65%	682 71%	705 78%	673 75%
Indigenous Resident Students	217 68%	242 61%	228 64%	256 72%	230 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	22 50%	22 50%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	234 74%	208 74%
CYIC (All Legal Groups) Resident Students	17 76%	Masked	27 59%	24 58%	Masked
Resident Students with Designation	79 62%	109 46%	107 54%	120 66%	119 65%

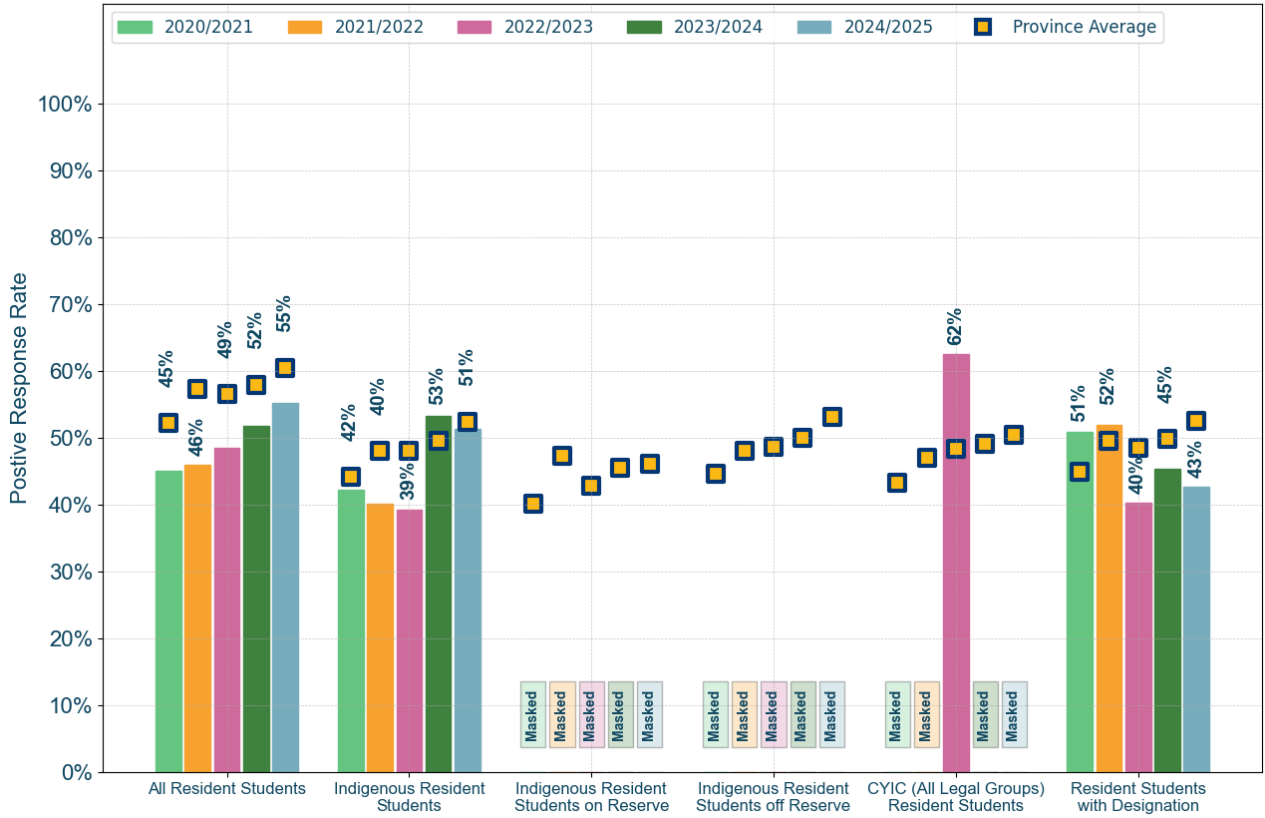
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Quesnel



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

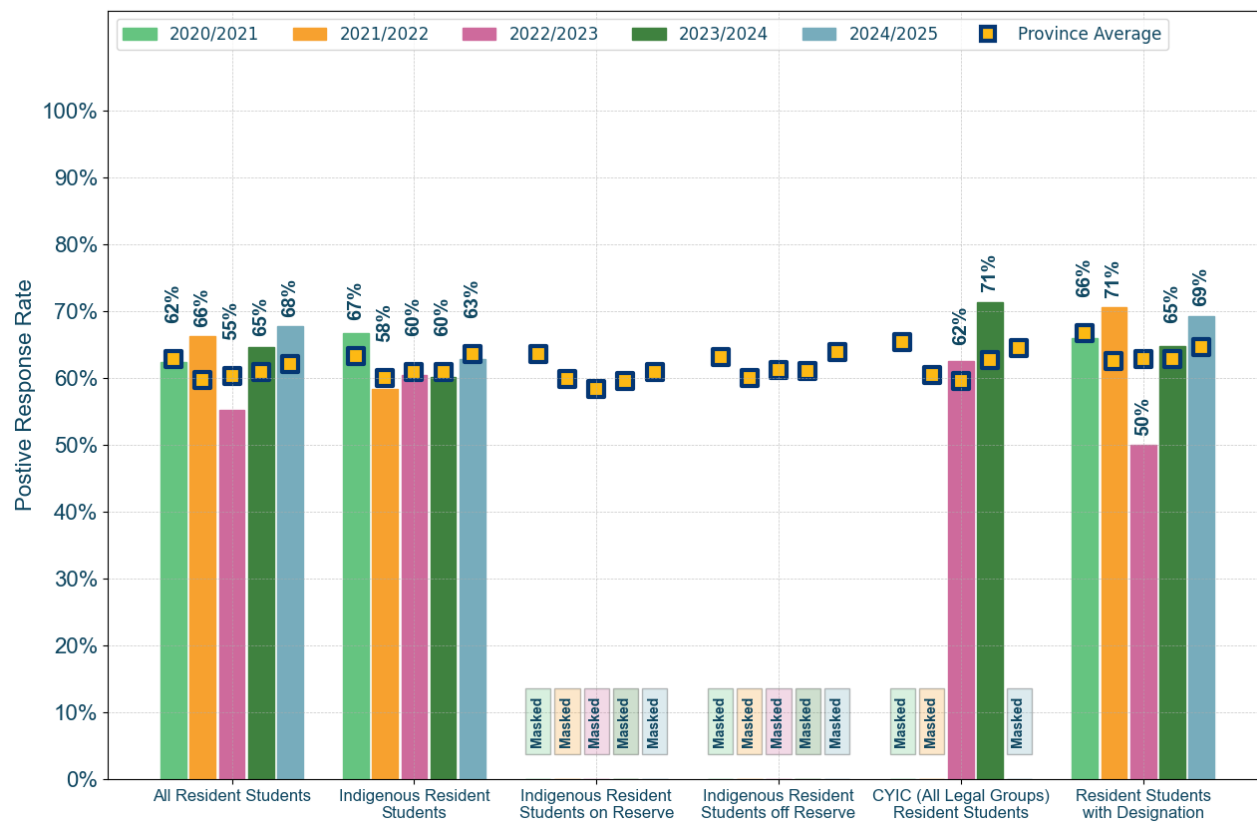


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Quesnel



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
Quesnel



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.

- We continue to see positive trends in students' reported Sense of Belonging, Feeling Welcome, Feeling Safe, and Adults Care About Me measures in the Student Learning Survey (SLS). It is encouraging to see that the considerable efforts made across the district to foster meaningful connections between students, their schools, and the adults who support them are having a sustained and positive impact.
- The reported decrease in Sense of Belonging among Resident Students with a Designation is unexpected. Local data sources, including school-based measures and HELP data, suggest a stronger sense of belonging for this priority population. In addition, Student Learning Survey results for other indicators related to students with designations continue to reflect relative strengths.
- The Student Learning Survey data related to Children and Youth in Care (CYIC) and their sense of belonging during the 2024/25 school year is also unexpected. In response, we will continue our work with Ministry of Children and Family Development (MCFD) partners to strengthen communication and collaboration, supporting a coordinated approach to ensuring that children and youth in care feel safe, connected, and supported within our schools.

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.

- In response to historically low participation rates on the Student Learning Survey, we have intensified our efforts to improve engagement and participation. As a result, participation rates have steadily increased across all student groups, providing more representative and meaningful data to inform our understanding of student experiences and guide improvement efforts.
- The district is currently undertaking a significant catchment realignment that may influence measures of student connection and belonging. Intentional supports and transition strategies are in place to help students establish strong connections within their new school communities. As this work continues, student engagement and belonging data will be important indicators to monitor over the coming years.
- During the 2025/26 school year, the district renewed its K-12 focus on school-wide routines and rituals. We believe that clear, consistent routines and rituals in classrooms, on school buses, and across school environments contribute to a greater sense of predictability, safety, and belonging for students. This work is intended to strengthen students' overall sense of connection and well-being throughout their school experience.
- Student sense of belonging has been a required measure within all School Growth Plans since 2022. We believe that a strong sense of belonging is a key indicator of student success and well-being. Schools use a variety of school-based measures to monitor students' perceptions of belonging and connection. In many cases, school teams continue to examine the data more deeply to identify effective strategies for continuous improvement. Recent trends indicate an increased focus on student sleep and well-being as factors that may influence students' ability to feel safe, connected, and engaged within their school communities.

Career Development

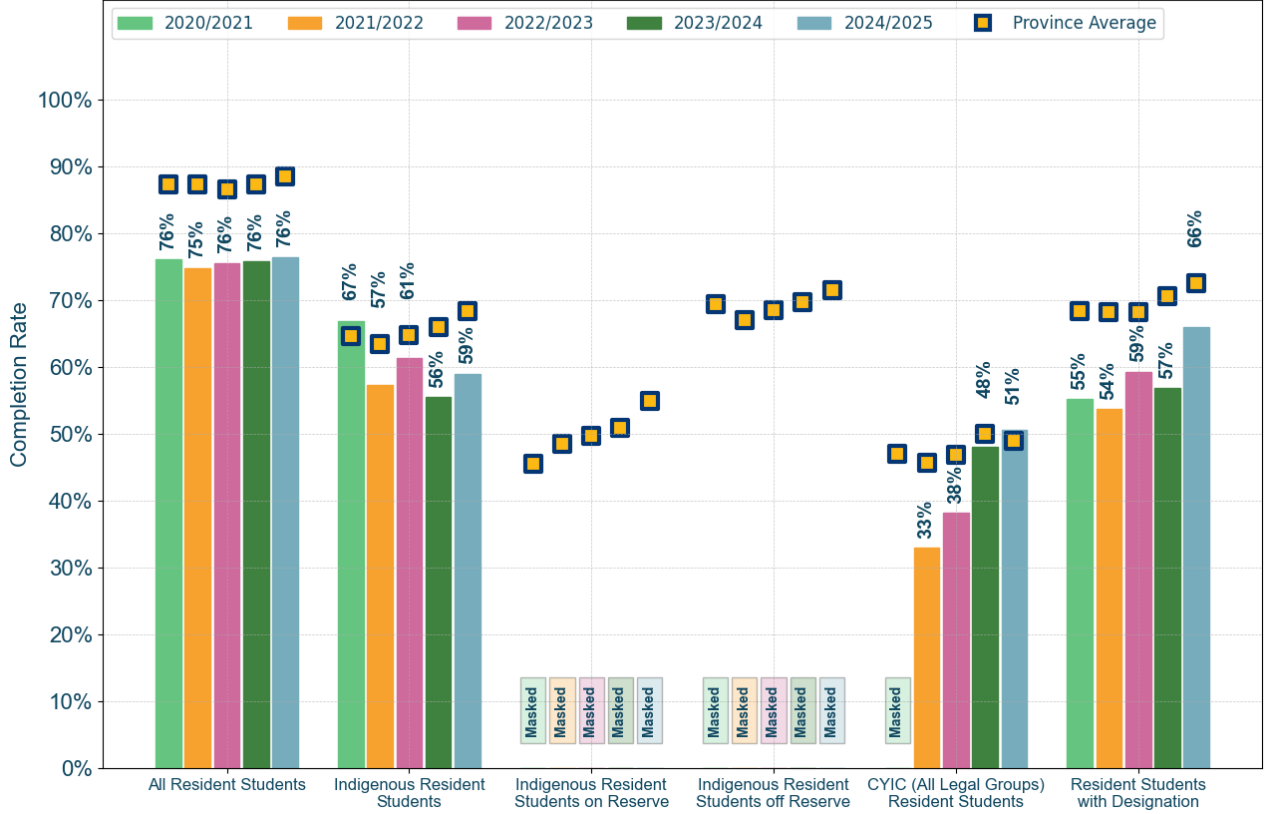
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

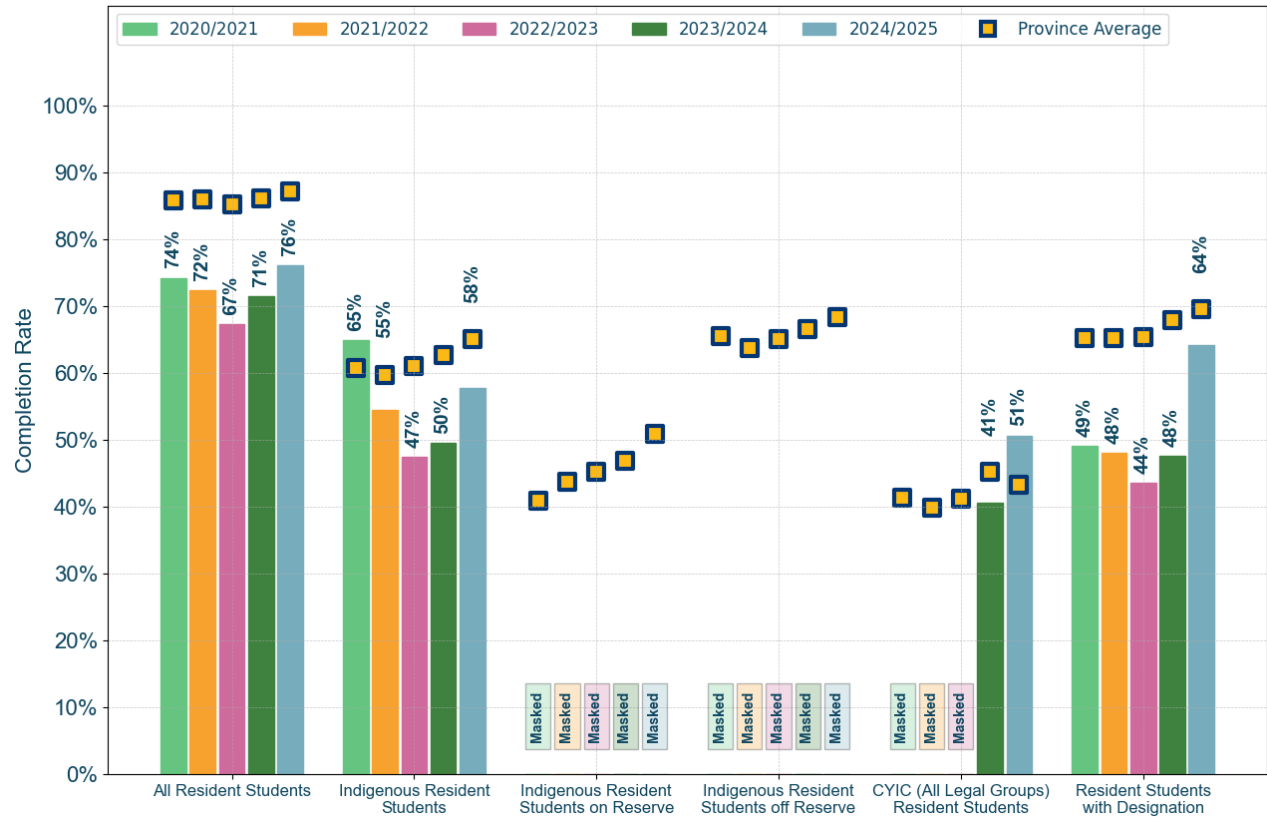
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	236 18	259 18	246 16	270 24	276 22
Indigenous Resident Students	55 4	79 6	77 5	91 8	83 7
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	33 3	28 2	30 3	28 2
Resident Students with Designation	53 4	56 4	54 3	83 7	61 5

5-Year Completion Rate - Dogwood + Adult Dogwood
Quesnel



5-Year Completion Rate - Dogwood Quesnel



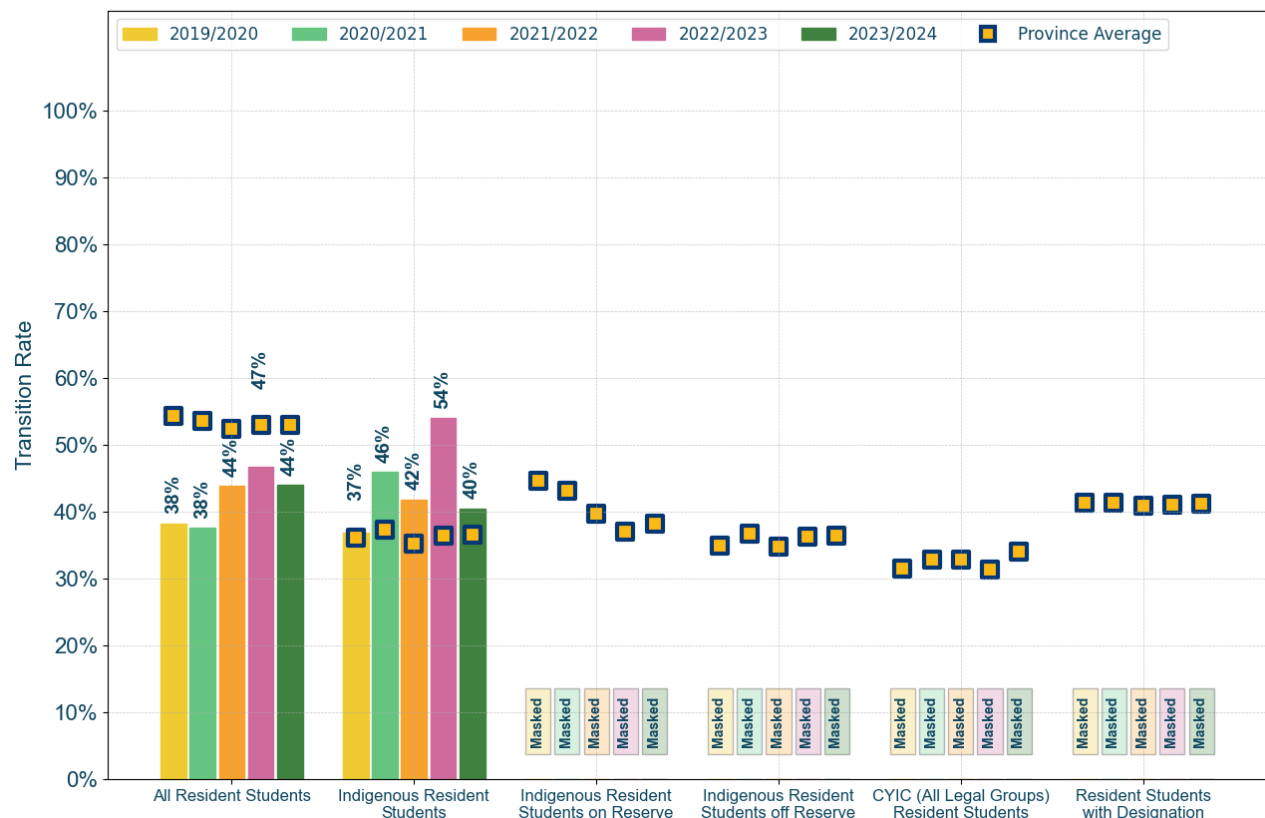
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

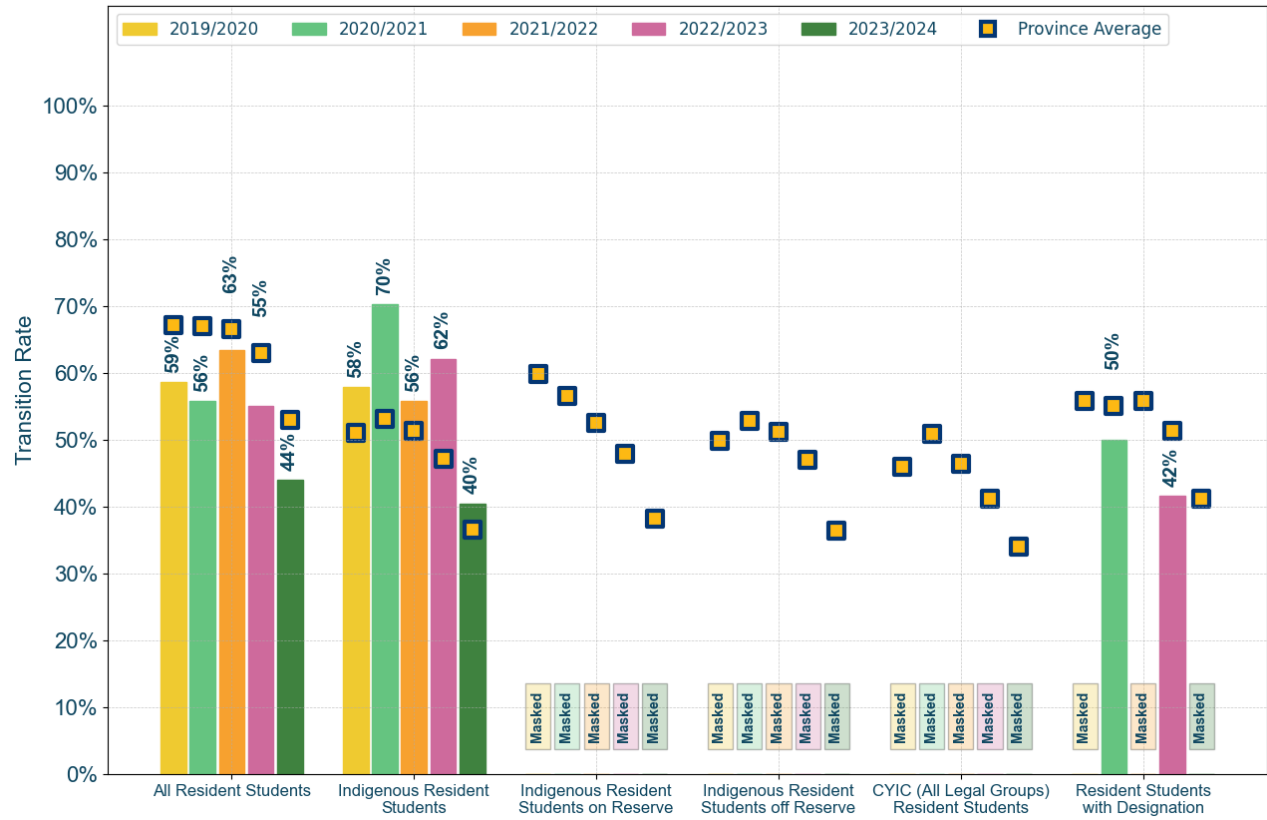
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	162	165	178	165	182
Indigenous Resident Students	38	37	43	37	47
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 Quesnel



Within 3 Years Transition to Post-Secondary Quesnel



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.

- Since 2023, our district has implemented targeted practices intended to significantly reduce the number of students graduating with an Adult Dogwood credential. Our philosophy is to provide students with the highest-quality educational experience possible and to support the strongest post-secondary and career pathways available to them. Current data indicates that this goal is being realized. Supported by findings in the How Are We Doing? report, SD28 is seeing positive outcomes in ensuring students are achieving the most appropriate completion credentials, including both Dogwood and Evergreen certificates.
- Both the five-year and six-year completion rates for all students continue to show positive trends. More notable improvements are evident within certain priority populations, although these vary by year. Given the relatively small size of our graduation cohorts, even minor changes in student outcomes can result in significant shifts in reported data. While these results are encouraging and worthy of recognition, we remain focused on further improving completion rates and ensuring successful outcomes for all learners.
- Immediate transition to post-secondary education, as well as transition within three years of graduation, continues to be an area of strength for Indigenous students in SD28. Current data indicates that outcomes for this priority population remain well above the provincial average.

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.

- As students with disabilities and diverse abilities transition from the K-12 system in Quesnel, post-secondary, employment, and community-based opportunities can be limited. Continued efforts to strengthen connections between SD28, post-secondary institutions, local employers, and community agencies are essential to supporting successful transitions and helping students envision meaningful pathways beyond graduation. We will continue to expand and enhance these opportunities to improve outcomes for students with disabilities and diverse abilities.
- We are continuing to implement initiatives that increase students' awareness of and access to post-secondary education and career pathways. The expansion of dual credit opportunities, along with experiential learning programs such as Adventures in Healthcare, is intended to broaden students' understanding of the opportunities available to them. Through these experiences, we aim to increase student engagement in post-secondary planning and support stronger transitions to post-secondary education, training, and employment.