

# Enhancing Student Learning Report – Interim Progress Report

## Interim Progress Report Criteria

May 2025

The Interim Progress Report is an annual opportunity for district teams to reflect on the progress made toward achieving the district strategic plan priorities in the previous school year. After a review of data and evidence, district teams can adjust strategies based on evidence-informed decisions to address areas for growth and improve student learning outcomes.

***Please note:** The Review Team recognizes that operational methods and systems differ between districts depending on student population, rurality, and district staff numbers. The Review Team acknowledges that evidence of proficiency may differ based on district enrollment and community context and will take this into account during the review process.*

### Part 1: Review Data and Evidence (Pre-Populated Provincial Data Template)

#### Review Data and Evidence



District teams must show evidence of analysis and interpretation by having gathered data and identified trends, correlations, outliers, and variations. They will have extracted meaning from the analysis results by examining them in context.

The Interim Progress Report should include:

- Visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous students on and off reserve, children and youth in care, and students with disabilities or diverse abilities, as provided in the Part 1: Review Data and Evidence (Pre-Populated Provincial Data Template). To reflect the [Educated Citizen](#), provincial data is organized into three pillars:
  - Intellectual Development,
  - Human and Social Development, and
  - Career Development.

- Concise, reflective analyses of all presented data for each measure, including a brief overview of:
  - Clarifying information (i.e., masked data acknowledgements, participation rates/cohort sizes, demographic notes, and/or Provincial Online Learning School enrollment)
  - Notable trends (i.e., trends over three or more years, trends for the priority populations)
  - Relevant comparison (i.e., provincial averages/typical range, specific cohorts of students)
- Concise, reflective interpretation of presented data for each measure, including:
  - What new information emerged when comparing the provincial data with relevant local data?
  - What strengths and areas for growth were uncovered?
  - How the analysis results inform the district team’s commitments to improving equity of outcomes for all priority populations?
- As needed, inclusion of interpreted supplemental relevant local and contextual sources of information that the district teams triangulate with provincial data. (Where district teams are faced with lower FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps.)
  - Additional student performance data (e.g.: How Are We Doing Reports, attendance data, report card data, results from local assessments);
  - Middle Years Development Instrument (MDI)/ Youth Development Instrument (YDI)/Early Development Instrument (EDI);
  - BC Adolescent Health Survey (from McCreary Centre Society);
  - “Tell Them from Me” survey; and
  - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).



## Part 2b: Respond to Results (Interim Progress Report)

### Reflect and Adjust



District teams will show evidence of reflection and adjustment by assessing results from the data and evidence review, ongoing engagement, and strategy effectiveness. District teams will have determined targeted interventions to address inequities and areas for growth.

The Interim Progress Report should show evidence of the following for each identified strategy:

#### Strategy Selection and Effectiveness

- An explicit connection of the selected strategy to the identified objective/priority in the district's Strategic Plan.
- An explicit connection between the outcome of the data review and the identified new and/or existing targeted strategies.
- An explicit connection between the selected strategy and the targeted area(s) for growth.
- An explicit description of how effectively the strategy addresses the identified gap to improve student learning outcomes (qualitative and quantitative evidence). Including:

What do we need to do differently?

- Specific examples of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (e.g., what actions were taken based on the received feedback?); and
- Results from an assessment that show the impact of the strategy on the targeted gap or area(s) for growth.

#### Adjustments or Adaptations

- An explicit description of the district team's next steps and targeted interventions to address inequities, including determining which strategies the district team will:
  - Continue,
  - Discontinue,
  - Adapt, and/or
  - Introduce and implement.

What are our next steps?