

Please note:

This version of the Review Data and Evidence section does not include visual representation of provincial data and **is for reference only.**

Reference

[School District Name]

[SD#]

Interim Progress Report

September 2026

In Review of Year [#] of [Strategic Plan Title, year range]

Approved by Board on [date]

Table of Contents

- Intellectual Development**.....7
 - Educational Outcome 1: Literacy7
 - Educational Outcome 2: Numeracy.....7
 - Review Data and Evidence: Intellectual Development.....8
 - Respond to Results: Intellectual Development8
- Human and Social Development**.....10
 - Educational Outcome 3: Feel Welcome, Safe, and Connected10
 - Review Data and Evidence: Human and Social Development11
 - Respond to Results: Human and Social Development.....11
- Career Development**13
 - Educational Outcome 4: Graduation13
 - Educational Outcome 5: Life and Career Core Competencies13
 - Review Data and Evidence: Career Development.....14
 - Respond to Results: Career Development14

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:

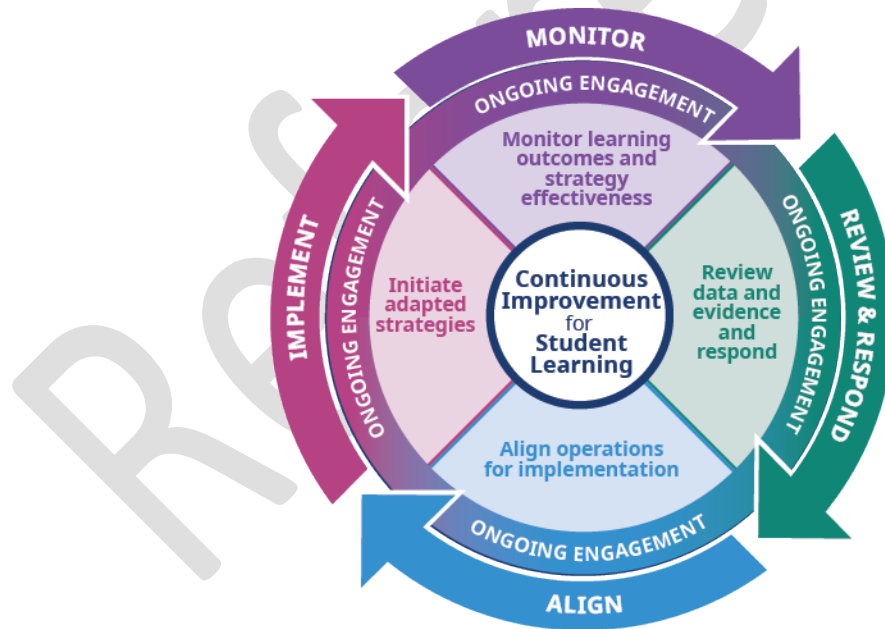
Ministry Note

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.

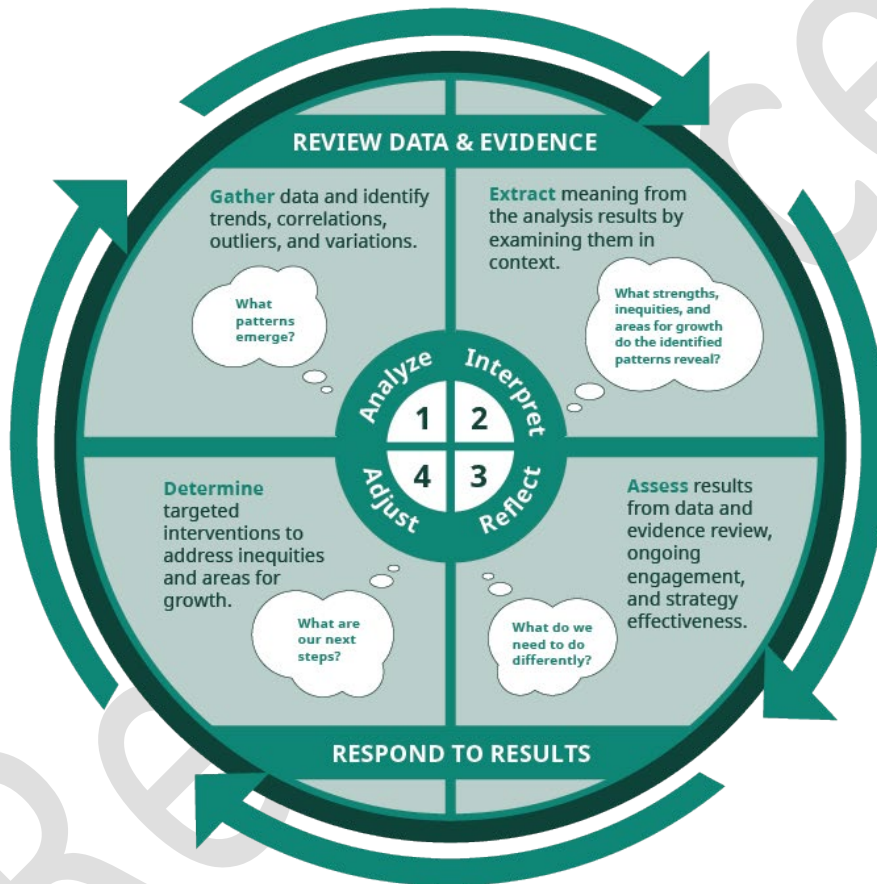
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

Measure 1.2: Grade 10 Literacy Expectations

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Measure 2.2: Grade 10 Numeracy Expectations

Measure 2.3: Grade-to-Grade Transitions

Reference

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?

Example response: *(Please delete this example before finalizing the report)*

- *Between 2020 and 2023, the district experienced a consistent decline in numeracy scores across all student groups. While scores stabilized in the 2023/2024 school year; continued focus is needed to improve outcomes.*

Please respond using a maximum of three (3) to five (5) bullet points.

- [Insert key points]
- [Insert key points]
- [Insert key points]

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.

Example response: *(Please delete this example before finalizing the report)*

- *The district implemented a new instructional framework for math in January 2023. Initial feedback from teachers and students has been positive, and this may have contributed to numeracy scores beginning to stabilize in the 2023/2024 school year. Further evaluation of the program's impacts will be conducted, and implementation will continue into the next school year.*

Please respond using a maximum of three (3) to five (5) bullet points.

- [Insert key points]
- [Insert key points]
- [Insert key points]

Reference

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

Measure 3.2: Students Feel that Adults Care About Them at School

Reference

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?

Example response: *(Please delete this example before finalizing the report)*

- *The Student Learning Survey (SLS) indicates an increased sense of belonging for all students in 2023/24. While this increase is promising, a continued focus to improve results is important after several years of stagnation.*

Please respond using a maximum of three (3) to five (5) bullet points.

- [Insert key points]
- [Insert key points]
- [Insert key points]

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.

Example response: *(Please delete this example before finalizing the report)*

- *In response to the increased sense of belonging results, the district has begun collecting additional qualitative data from students and staff to inform next steps.*

Please respond using a maximum of three (3) to five (5) bullet points.

- [Insert key points]
- [Insert key points]

- [Insert key points]

Reference

Career Development

Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Reference

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?

Example response: *(Please delete this example before finalizing the report)*

- *Completion rates for students with disabilities or diverse abilities indicate a declining trend from 2020/19 to 2023/24. Low grade 11 to 12 transition rates suggest barriers to course completion. This warrants further investigation and may represent a new area for growth.*

Please respond using a maximum of three (3) to five (5) bullet points.

- [Insert key points]
- [Insert key points]
- [Insert key points]

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.

Example response: *(Please delete this example before finalizing the report)*

- *Targeted attention will be given to improving transition-focused interventions (i.e., tutoring, flexible pathways) to strengthen transition rates and increase outcomes for cohorts of students with disabilities or diverse abilities.*

Please respond using a maximum of three (3) to five (5) bullet points.

- [Insert key points]
- [Insert key points]
- [Insert key points]

Reference