



**In Review of Year Six of
“Our Strategic Plan: SD58” 2021-2026**

INTERIM PROGRESS REPORT **SEPTEMBER 2026**

Nicola Similkameen
SD058

Approved by Board on September 16, 2026



**Nicola Similkameen
School District**

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	16
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.....	23
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:

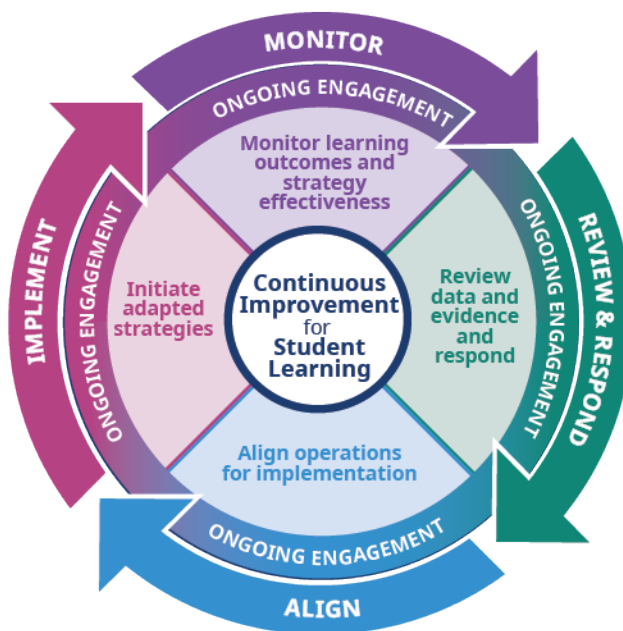
Ministry Note

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.

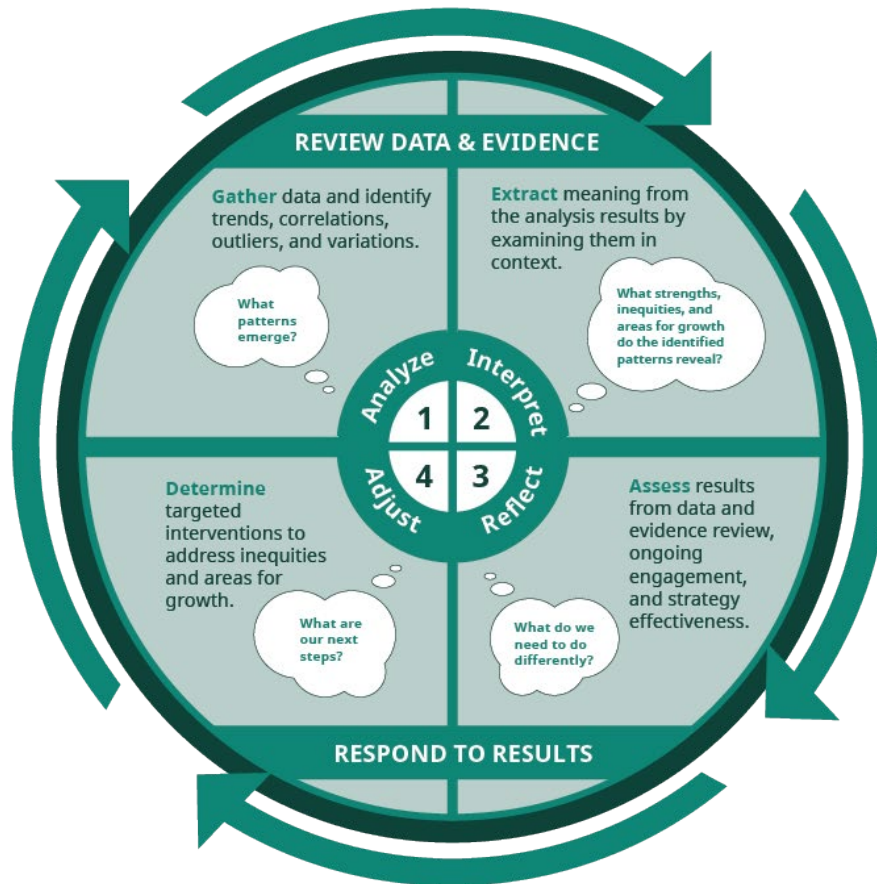
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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**.

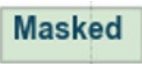
A note on children and youth in care data:

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

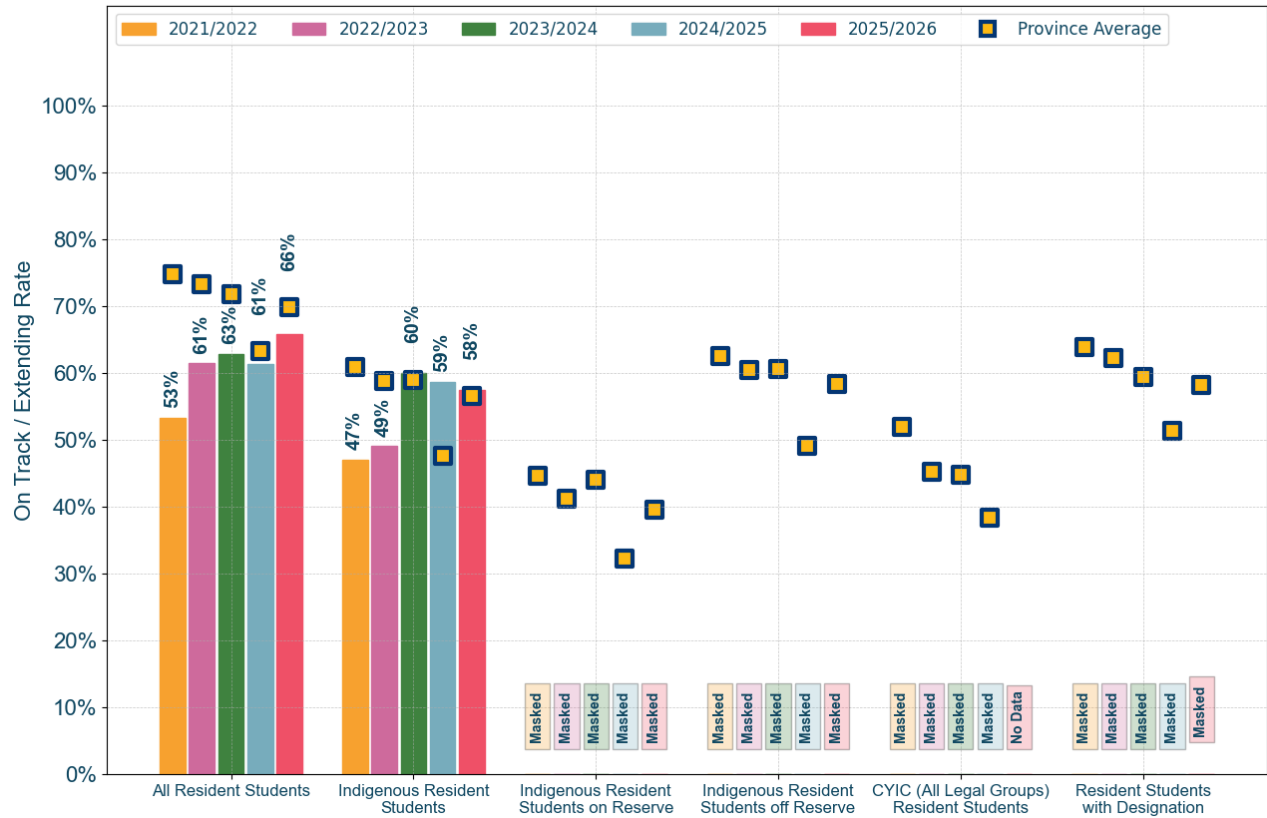
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	158 85%	138 88%	137 91%	132 86%	137 92%
Indigenous Resident Students	65 78%	65 85%	56 89%	54 85%	42 95%
Indigenous Resident Students on Reserve	12 83%	21 76%	Masked	Masked	12 92%
Indigenous Resident Students off Reserve	53 77%	44 89%	Masked	Masked	30 97%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	20 60%	24 58%	16 63%	13 77%



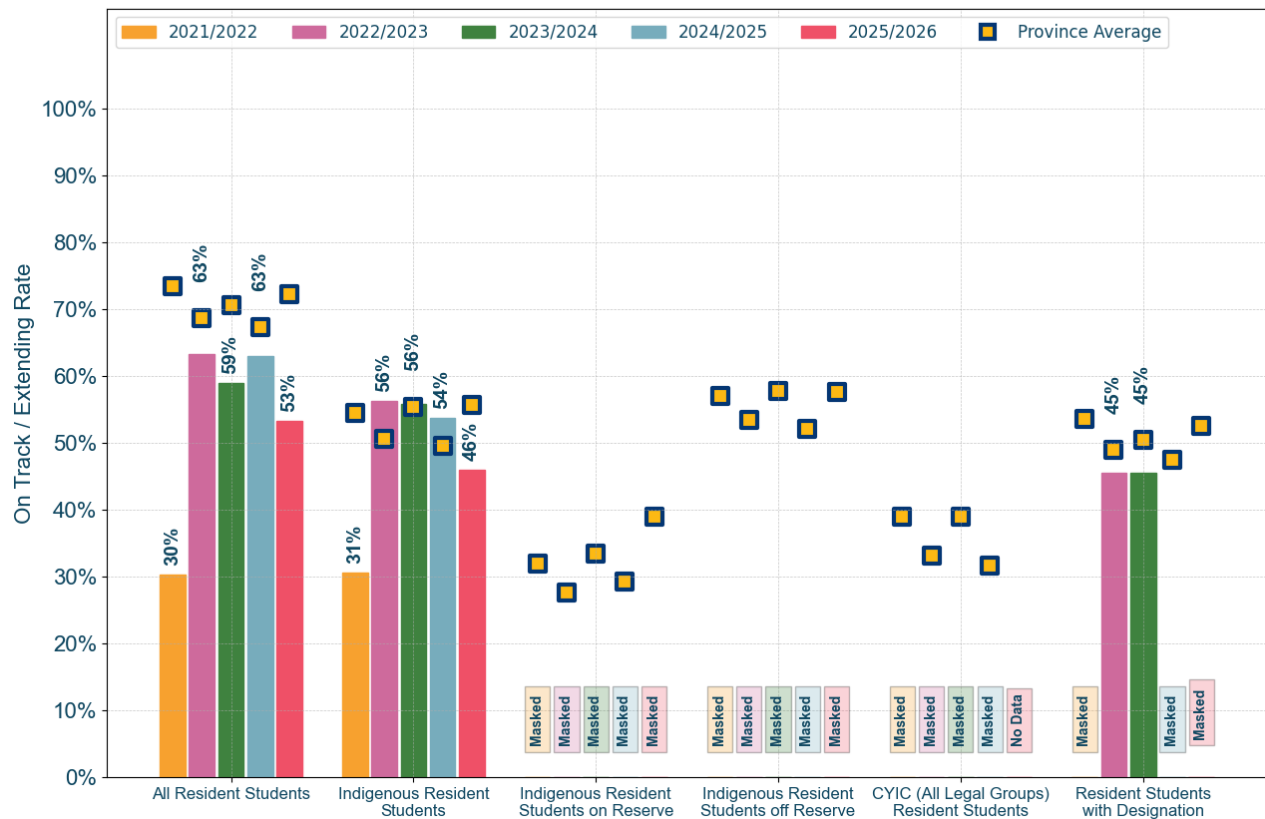
Grade 4 FSA Literacy - On Track / Extending Rate Nicola-Similkameen



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	149 87%	136 94%	171 91%	172 83%	163 85%
Indigenous Resident Students	59 83%	69 93%	82 94%	62 87%	65 94%
Indigenous Resident Students on Reserve	13 77%	12 83%	14 100%	17 88%	19 95%
Indigenous Resident Students off Reserve	46 85%	57 95%	68 93%	45 87%	46 93%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	33 70%	26 85%	39 85%	37 68%	41 76%

Grade 7 FSA Literacy - On Track / Extending Rate
Nicola-Similkameen

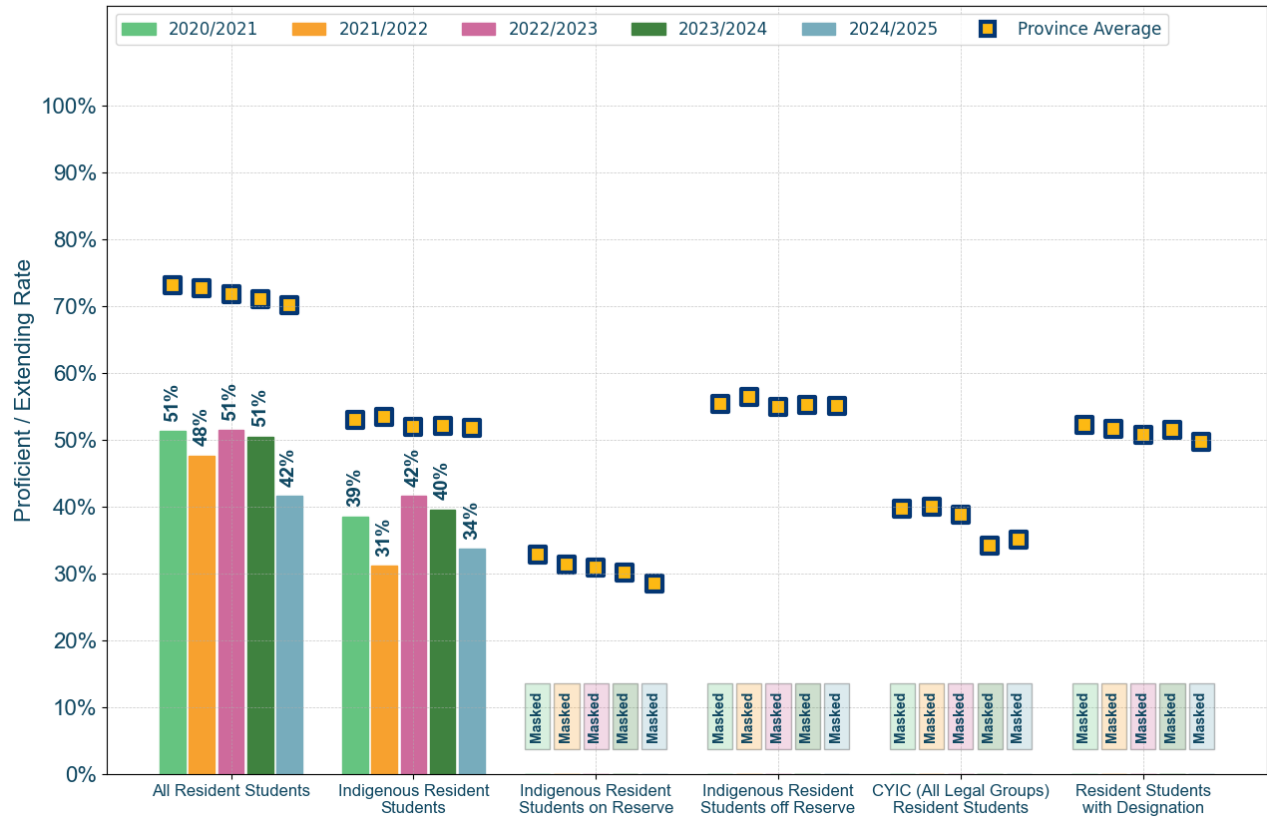


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	184 81%	175 82%	174 84%	188 89%	177 86%
Indigenous Resident Students	99 77%	90 76%	95 78%	102 87%	77 82%
Indigenous Resident Students on Reserve	30 73%	22 82%	33 73%	33 85%	22 91%
Indigenous Resident Students off Reserve	69 78%	68 74%	62 81%	69 88%	55 78%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	31 74%	31 68%	34 71%	27 89%	48 73%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Nicola-Similkameen



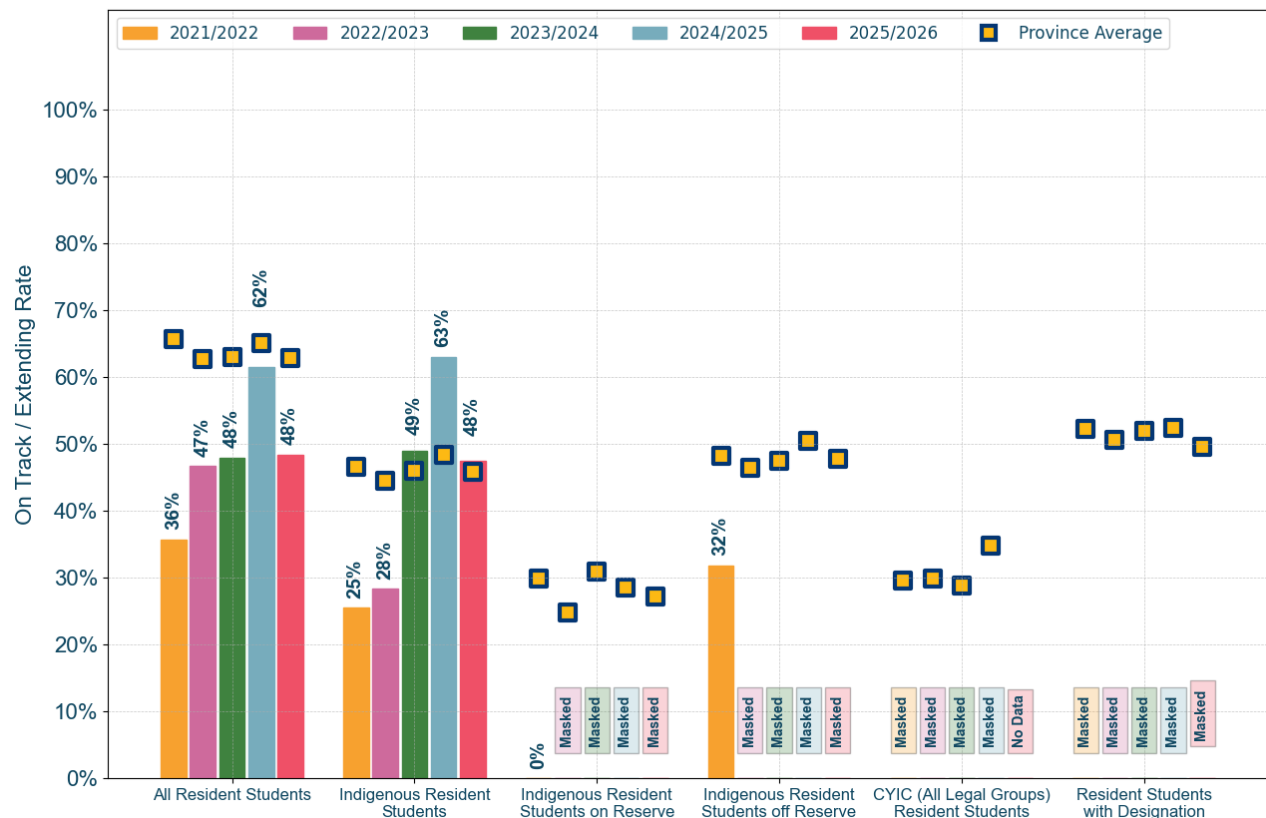
Educational Outcome 2: Numeracy

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	158 89%	138 87%	137 90%	132 89%	137 92%
Indigenous Resident Students	65 85%	65 82%	56 88%	54 85%	42 95%
Indigenous Resident Students on Reserve	12 92%	21 67%	Masked	Masked	12 92%
Indigenous Resident Students off Reserve	53 83%	44 89%	Masked	Masked	30 97%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	Masked	20 50%	24 54%	16 63%	13 77%

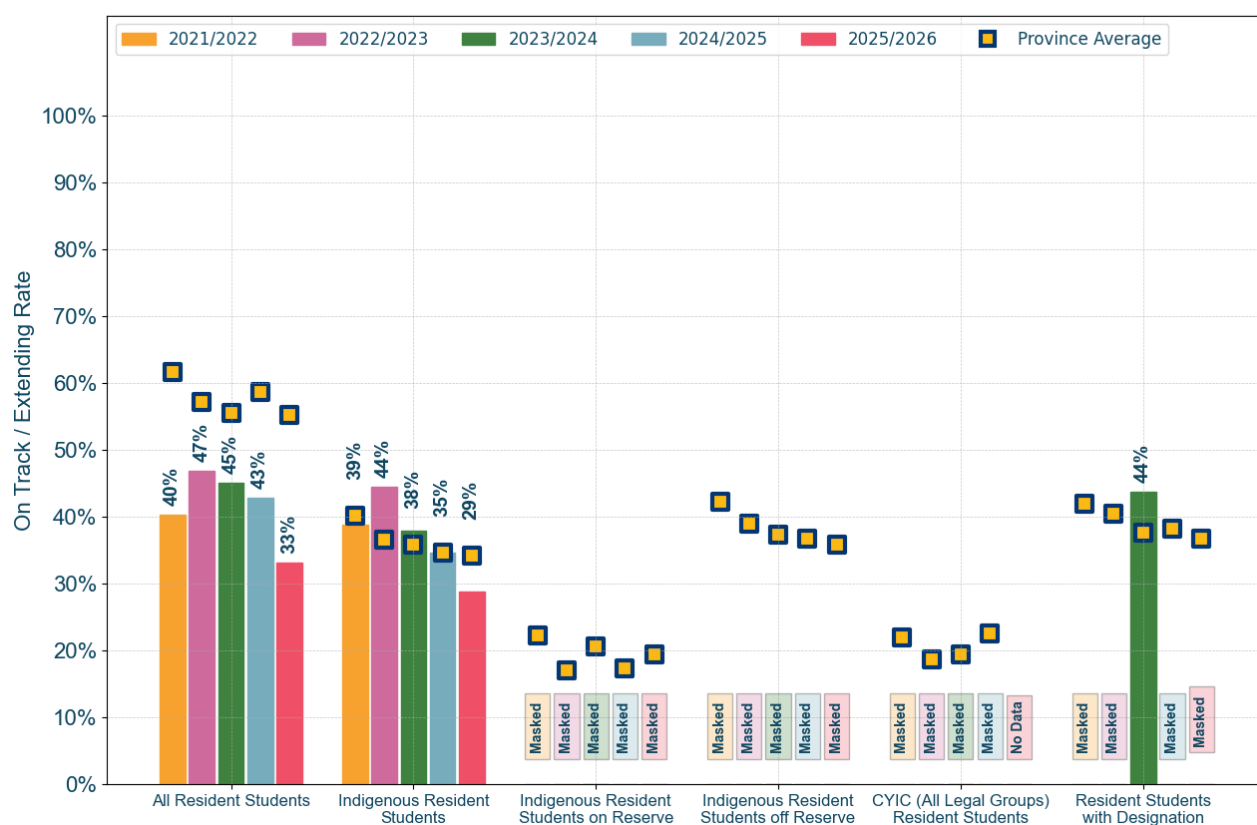
Grade 4 FSA Numeracy - On Track / Extending Rate Nicola-Similkameen



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	149 87%	136 93%	171 89%	172 84%	163 87%
Indigenous Resident Students	59 83%	69 91%	82 90%	62 89%	65 91%
Indigenous Resident Students on Reserve	13 77%	Masked	14 93%	17 88%	19 84%
Indigenous Resident Students off Reserve	46 85%	Masked	68 90%	45 89%	46 93%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	33 70%	26 81%	39 82%	37 70%	41 76%

Grade 7 FSA Numeracy - On Track / Extending Rate Nicola-Similkameen

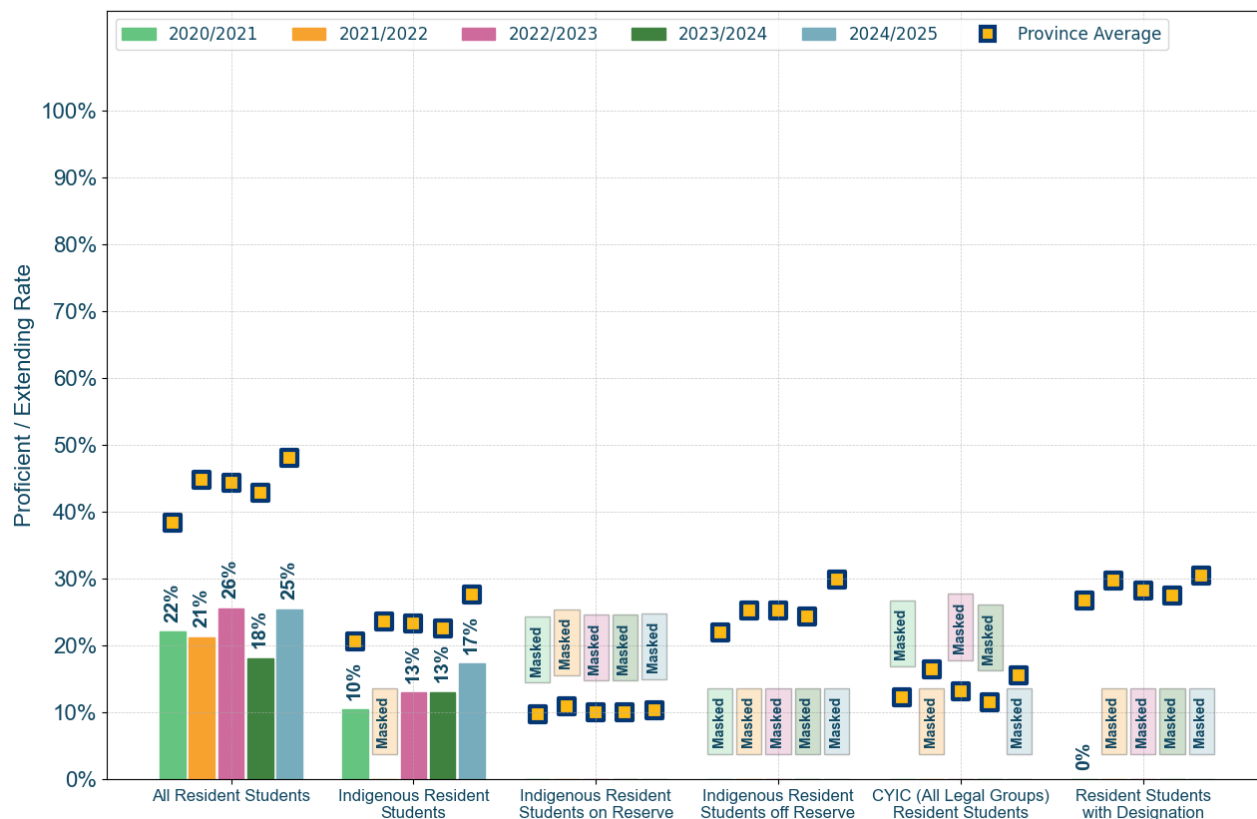


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	182 81%	171 75%	175 81%	185 85%	174 85%
Indigenous Resident Students	98 80%	87 68%	96 73%	100 83%	76 80%
Indigenous Resident Students on Reserve	30 73%	23 61%	33 73%	33 82%	22 82%
Indigenous Resident Students off Reserve	68 82%	64 70%	63 73%	67 84%	54 80%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	29 76%	32 66%	34 76%	25 80%	47 68%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Nicola-Similkameen

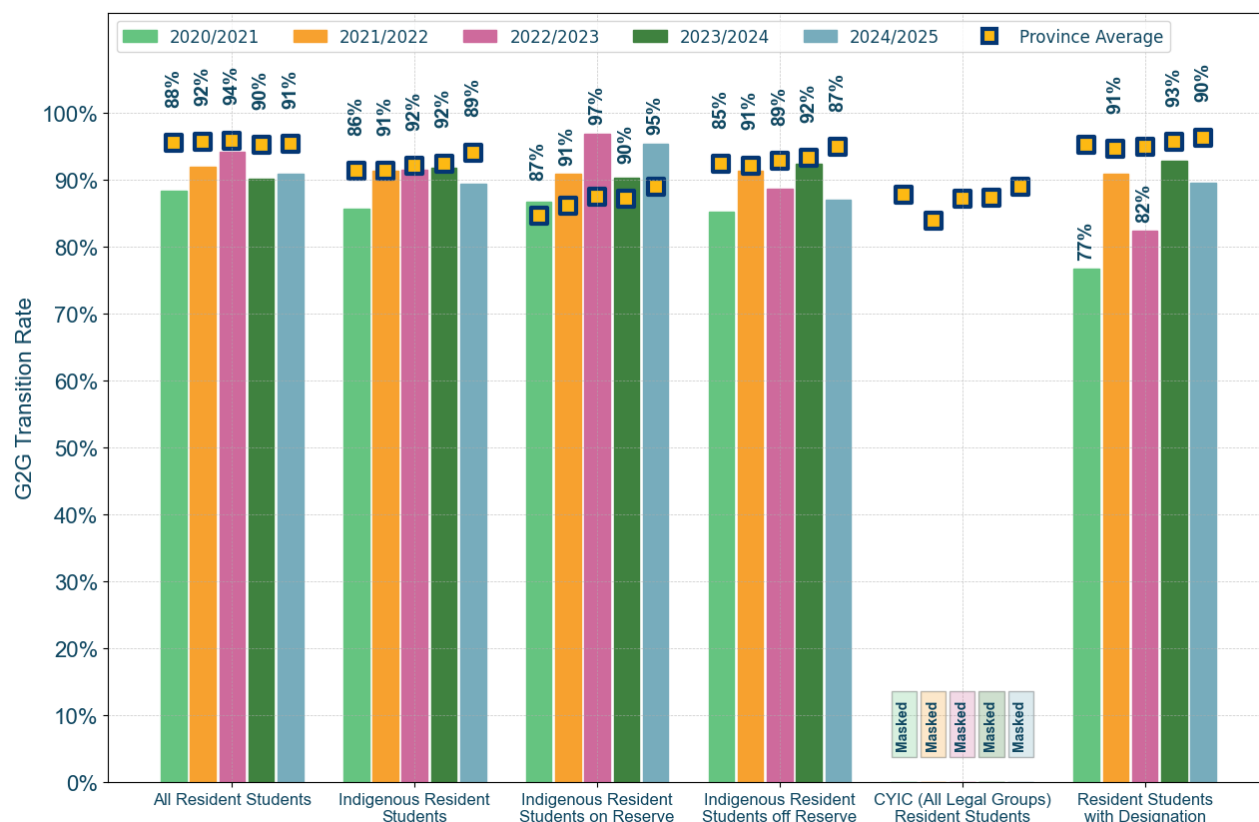


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	180	174	171	182	177
Indigenous Resident Students	98	92	95	97	76
Indigenous Resident Students on Reserve	30	22	33	31	22
Indigenous Resident Students off Reserve	68	70	62	66	54
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	30	33	34	28	48

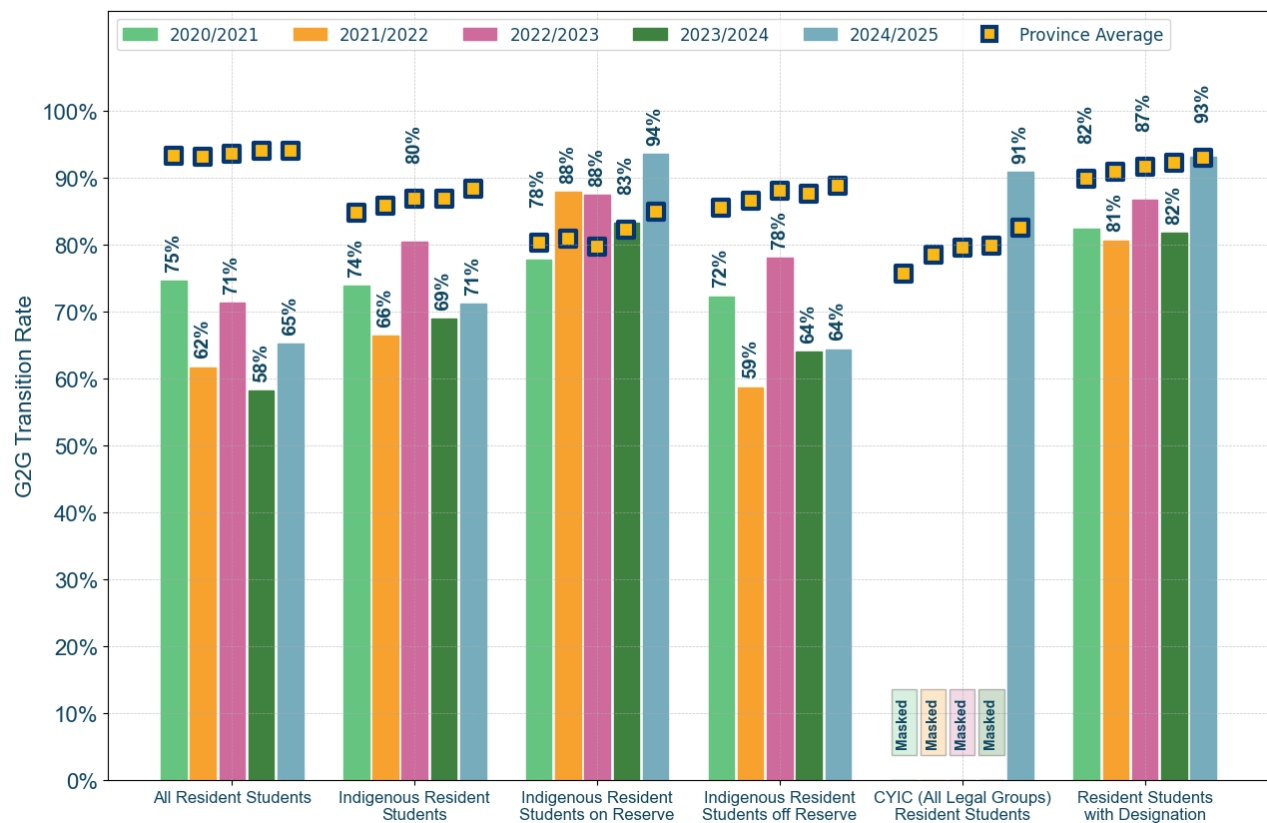
Grade 10 to 11 Transition Rate Nicola-Similkameen



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	197	274	230	280	299
Indigenous Resident Students	92	125	97	119	132
Indigenous Resident Students on Reserve	27	33	24	30	31
Indigenous Resident Students off Reserve	65	92	73	89	101
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	11
Resident Students with Designation	34	31	30	33	29

Grade 11 to 12 Transition Rate Nicola-Similkameen



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?

- Between the years of 2021 and 2026, Grade 4 literacy results have shown substantial increase of 13% for resident students and 11% for Indigenous Students. However, the District's results remain below provincial average. All other data is masked.
- Between the years of 2022-2024, literacy results for Grade 7 and 10 across all student groups had stabilized; however, 2024-2026 show a marked decline; continued focus is needed to improve outcomes as the District remains below provincial average.
- Between the years of 2021-2026, the District has experienced mixed results with numeracy with improvement followed by declines or vice versa; continued focus is needed to improve outcomes below the provincial average across all student populations.
- Data is masked in all areas for CYIC and in many areas other priority population groups, nevertheless, we continue to identify areas of strength with results for our Indigenous Learners often being higher than the provincial average. However, like our other results, we continue to see increases and declines for literacy and numeracy over the 2020-2025 period. Our Indigenous Education Council as well as the District have highlighted both numeracy and literacy as priority areas of focus and both allotted funding toward improvement efforts. While our Indigenous students often exceed provincial average, our IEC wants individual growth of our Indigenous learners within our own communities and the opportunities stronger achievement provides.
- Between 2020-2025, the District has seen stable results in transition rates from Grade 10-11 across all student population groups; however, we remain below provincial average. For 2024-2025, we saw significant increase transition rates from Grade 11-12 especially for Indigenous students on reserve and resident students with designations. While work remains, our Diploma Verification Report model of intervention as well as the work of our Indigenous Student Advocates are paying dividends.

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.

- After reviewing our data as well as working with rightsholders, our IEC, and parental concerns around numeracy, the District has implemented the Student Numeracy Assessment of Critical Concepts (SNACC) for Grades 1-9 to provide a baseline for numeracy levels across the district as well as identify concepts that need additional attention. We continue to see volatility in our FSA and graduation assessment results over the last 5 years.
- Numeracy and literacy coaching positions were put in place in 2025-2026 for Kindergarten to Grade 7. As a District, we also purchased licenses for *MathUp!* (instructional resource) to support Math instruction in the classrooms. Feedback from teachers has been positive and has contributed to the increase in results for Grade 4 FSA results. Coaching will expand to all grades for 2026-2027. In addition, our IEC and District recognize that direct intervention is needed at the secondary level for both resident and Indigenous Students. A 0.4 FTE coach will work one on one with teachers in the classroom to build capacity for continuous improvement.
- The District has invested \$300,000 for leveled literacy intervention kits to be used in 2026-2027 for K-12 as our Board, IEC, and parents continue to identify literacy and numeracy as major areas for growth and improvement, especially in Grades 7 and 10. The Board has also allotted another \$150,000 for additional resources as well as \$100,000 for coaching to successfully implement the levelled literacy intervention kits.
- Our Diploma Verification Report process, which brings school based teams as well as Education coordinators from our Bands together, will continue to track and intervene with high-priority students. Our Indigenous Student Learning Facilitator also does outreach into our communities to encourage and support better attendance for indigenous learners.

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected

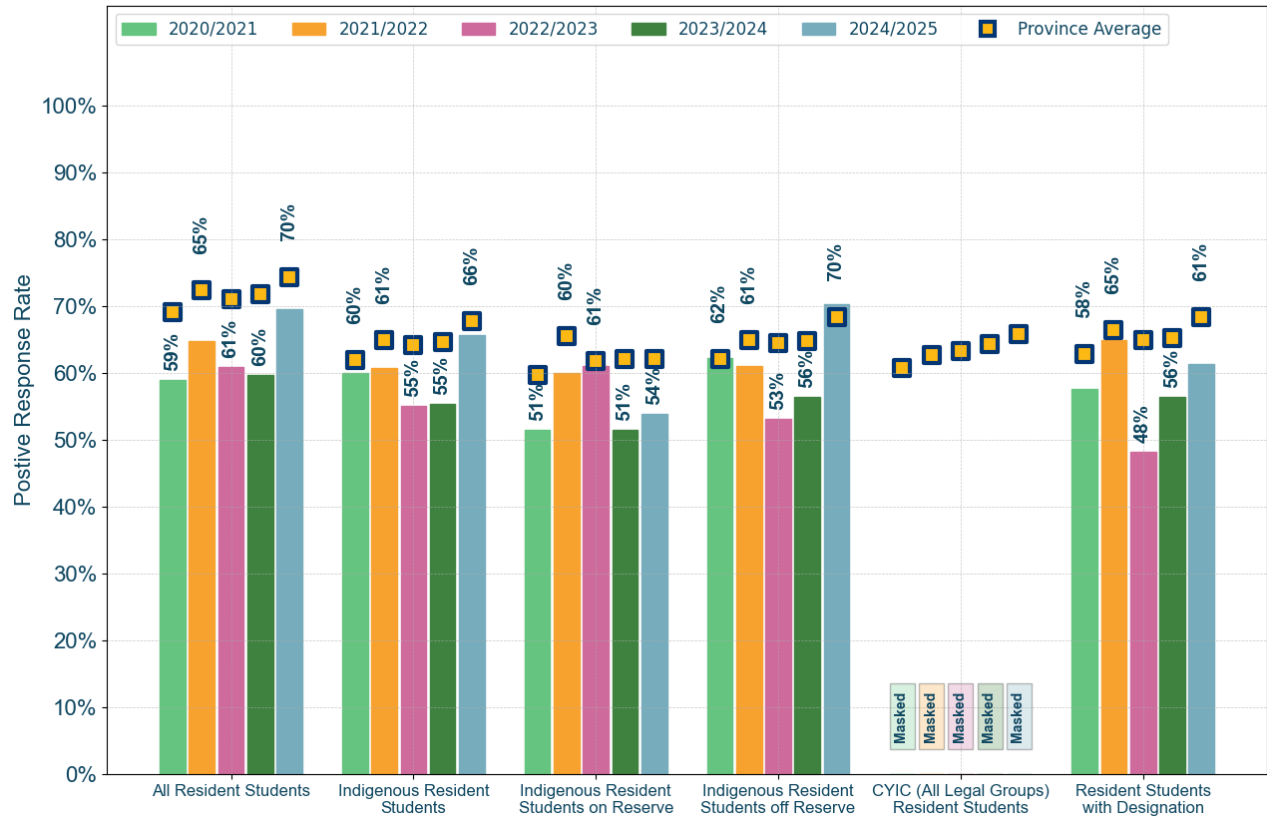
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

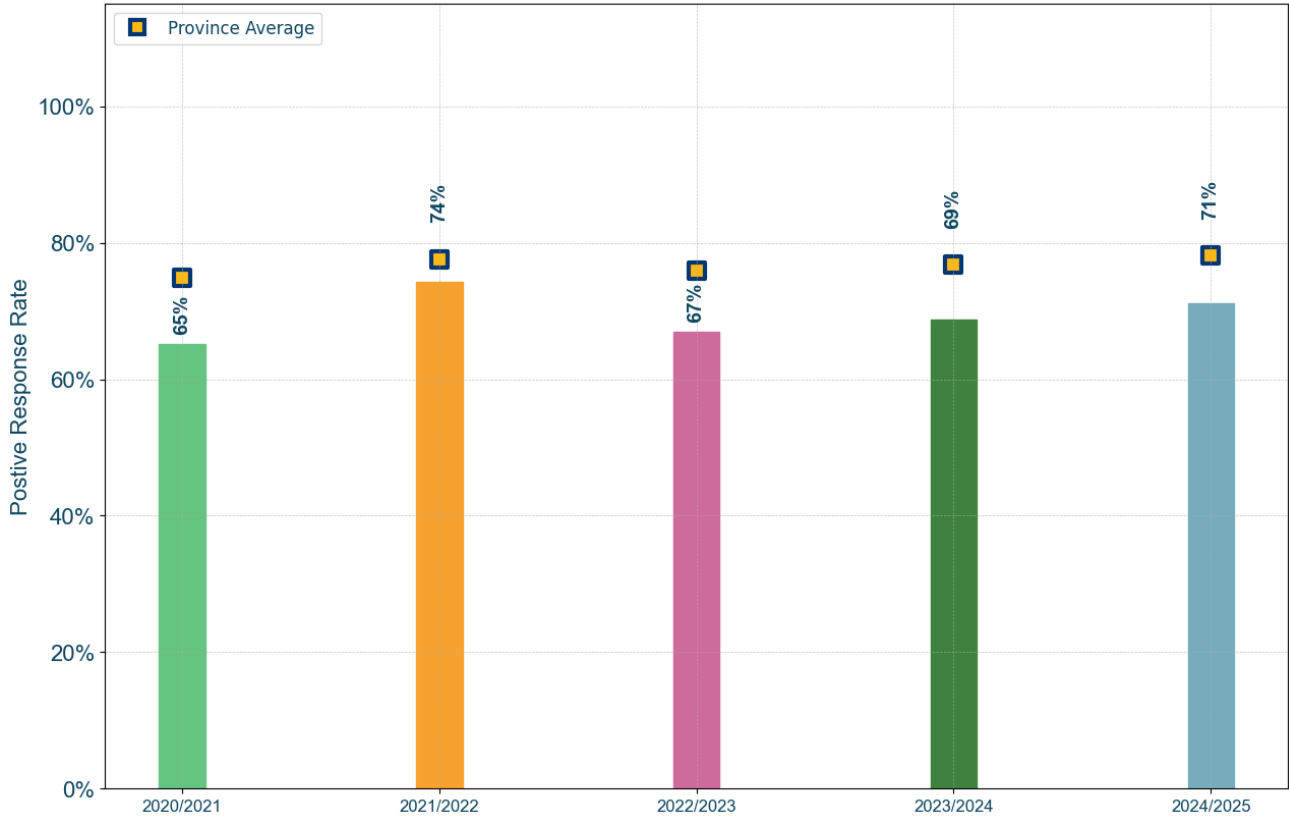
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	434 81%	459 79%	423 78%	467 72%	414 84%
Indigenous Resident Students	226 76%	210 71%	223 69%	232 68%	182 81%
Indigenous Resident Students on Reserve	56 64%	45 56%	66 56%	57 60%	50 80%
Indigenous Resident Students off Reserve	170 79%	165 75%	157 74%	175 71%	132 81%
CYIC (All Legal Groups) Resident Students	18 56%	Masked	Masked	Masked	Masked
Resident Students with Designation	65 74%	77 71%	76 71%	88 58%	88 70%



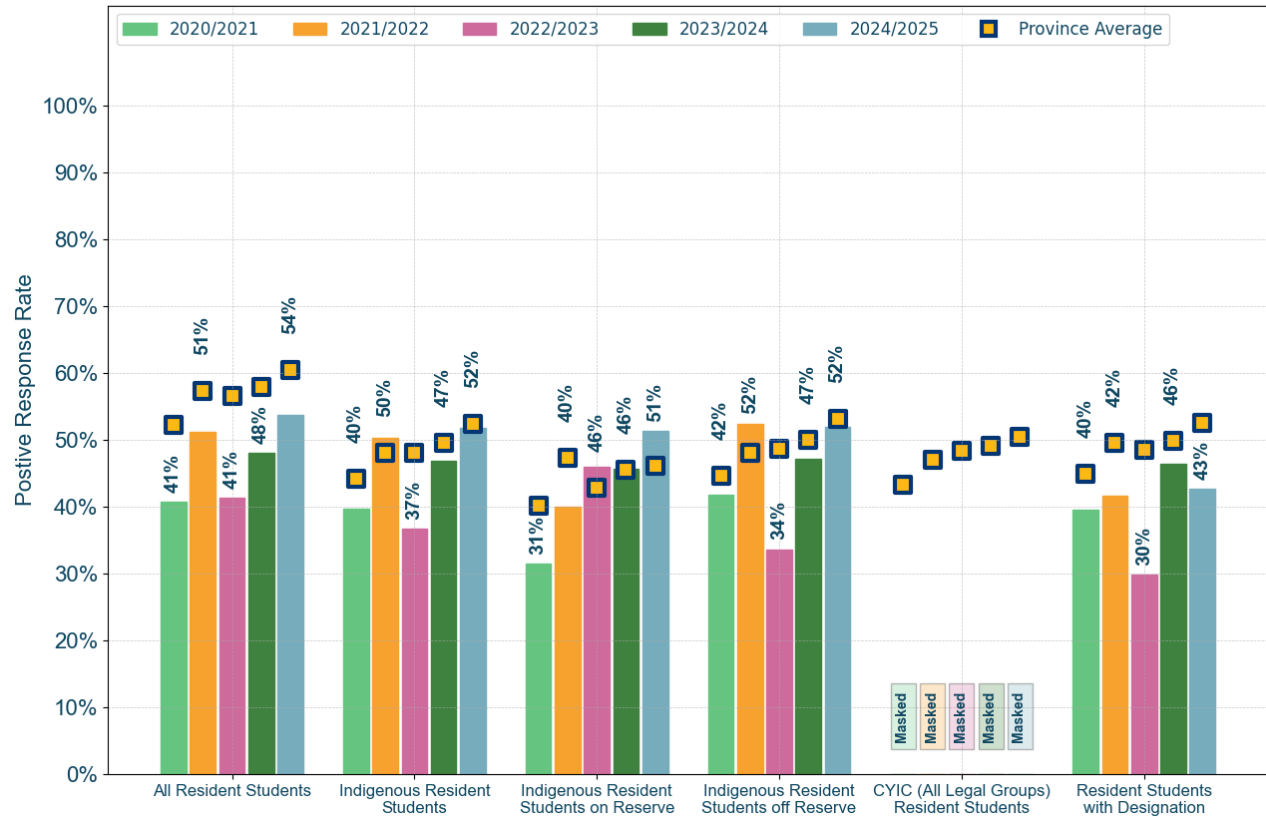
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Nicola-Similkameen



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

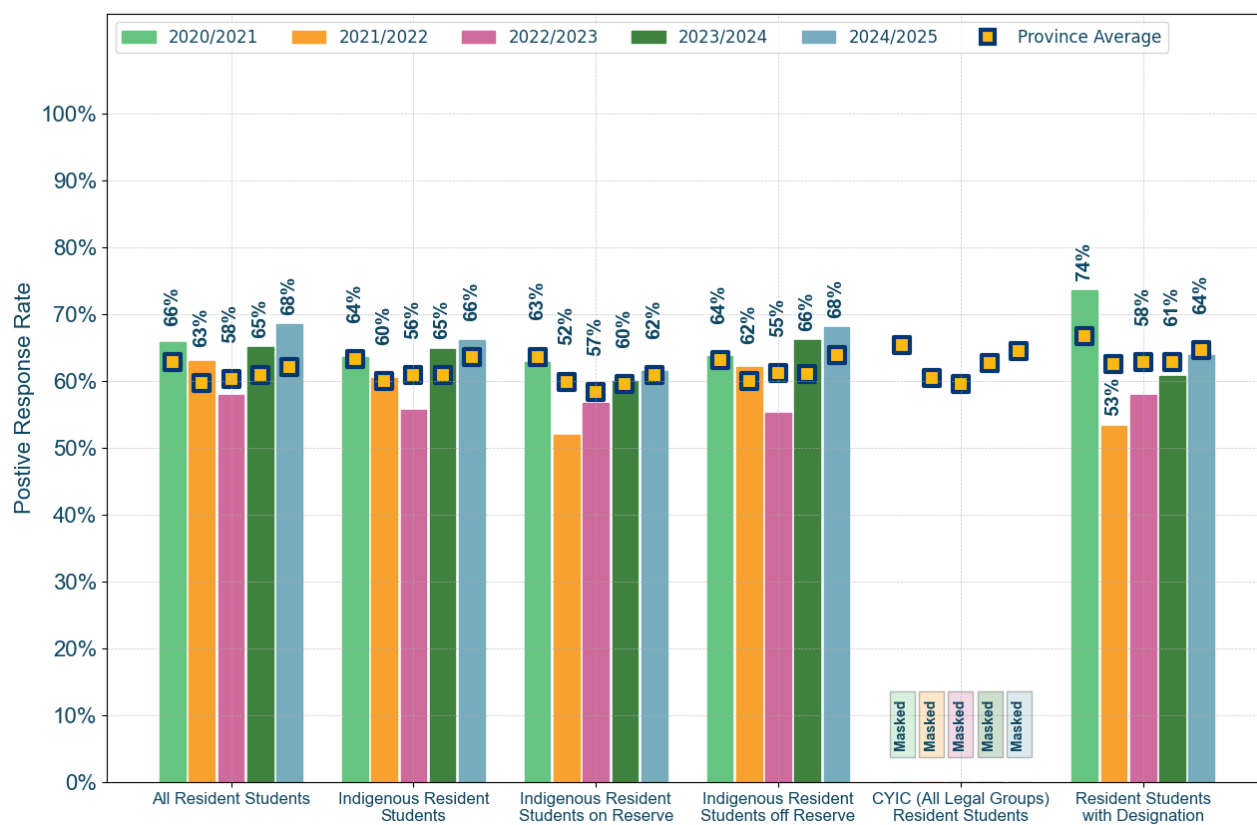


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Nicola-Similkameen



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
Nicola-Similkameen



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.

- The Student Learning Survey (SLS) indicates an increased rates of feeling welcome across the board for all student population groups (CYIC is masked) with the highest rates in five years (2020-2025). Notable increases in year-over-year results – 10% increase for Resident Students, 11% for Indigenous Students, and 14% for Indigenous Students Off Reserve. The District continues to work on social emotional outcomes within all of our classrooms and school with the goal of reaching and then exceeding provincial average.
- The Student Learning Survey (SLS) indicates that we continue to see improvement from a low of 65% in 2020/2021 to 71% in 2024-2025 for resident students in Grades 4, 7, and 10, but growth is slower for students reporting feeling safe. While these results are moving in the right direction, a continued focus to improve results remains a priority as we remain below provincial average and mental health has been identified as a priority area for the Board.
- The Student Learning Survey (SLS) indicates increased levels for sense of belonging also all population groups with the exception of students with designations 46% to 43% in year-over-year results. Results for resident students (48% to 54%), indigenous students (47% to 52%), On-Reserve (46% to 51%), and Off-Reserve (47% to 52%) continue to show significant increases over the past two years. These are also the highest rates in the five year period from 2020-2025. The district will continue to make sense of belonging a priority.
- The Student Learning Survey (SLS) indicates increased rates in the number of students who report that 2 or more Adults care about them for the second year in a row. 2024-2025 shows the highest rates for the five year period (2020-2025) period for resident students, Indigenous, and Indigenous Off-Reserve. While 64% is a 3% increase in year over year results and the highest rate in four years (2021-2025), we had a high of 74% in 2020 for students with designations. We will continue to engage with the data to determine the remaining gaps in our practices and procedures.

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.

- We will continue to implement the *Open Parachute* (builds social emotional skills) program in all of our schools. In addition, we have added an additional 0.2 FTE for counselling to support social emotional wellness. We will expand our student voice activities in our schools and at the District level to affirm which practices are having the most impact on feeling safe, feeling welcome and sense of belonging to maintain our growing momentum.
- Our IEC supports 14 Indigenous Student Advocate positions. These positions have provided outreach to both students and parents inside and outside of the school. These positions are meant to support social emotional well-being as well as academic achievement. These are highly valued positions which seek to remove barriers and increase engagement for our Indigenous students. Our increasing results show a strong correlation to these positions.
- Our Board has identified the need for more student voice in our district. As a result, students were interviewed as part of the process for creating the new Strategic Plan for 2026-2030. Our Strategic Plan Working Committee that included representatives from the Board, Rightsholders, IEC, Senior Admin, School Admin, Teachers, Support Staff and parents believed that student voice and a commitment to Truth and Reconciliation should be the underlying foundation of our new strategic plan. Smart goals have been identified with opportunities to collect qualitative and quantitative data to sustain our growth on the human and social development measures for the next four years. Our strategic plan goals will be updated on a yearly cycle with the best interests of students guiding the direction of the plan.

- In response to the increasing number of students who report that 2 or more adults care about them, the district has began collecting data about our current practices in schools to inform next steps. We will take a leveled approach with an overall goal for the District with the ability of schools to create structures that best serve their student population.
- Our Indigenous Education Council continues to support the Indigenous School Enhancement Facilitator position with targeted dollars. We are transitioning back to one facilitator from a shared position. This presents an opportunity to track whether one person or two people in the role makes a difference – either improvement or decline in connection.



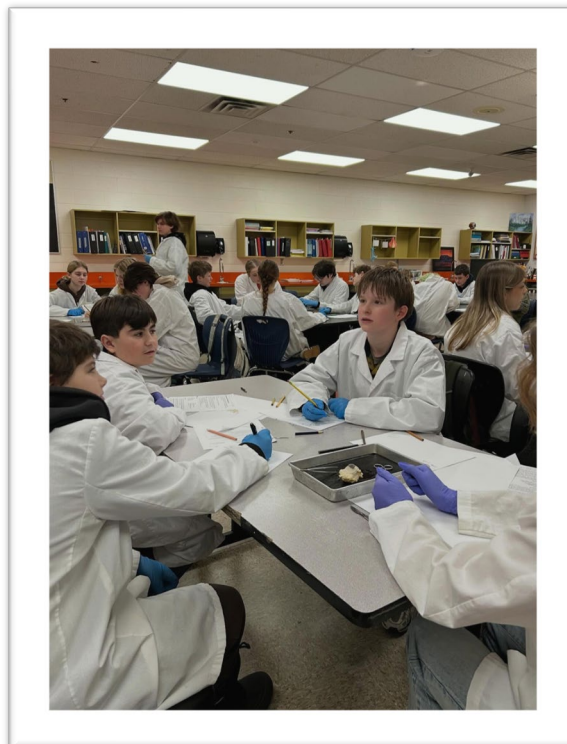
Career Development

Educational Outcome 4: Graduation

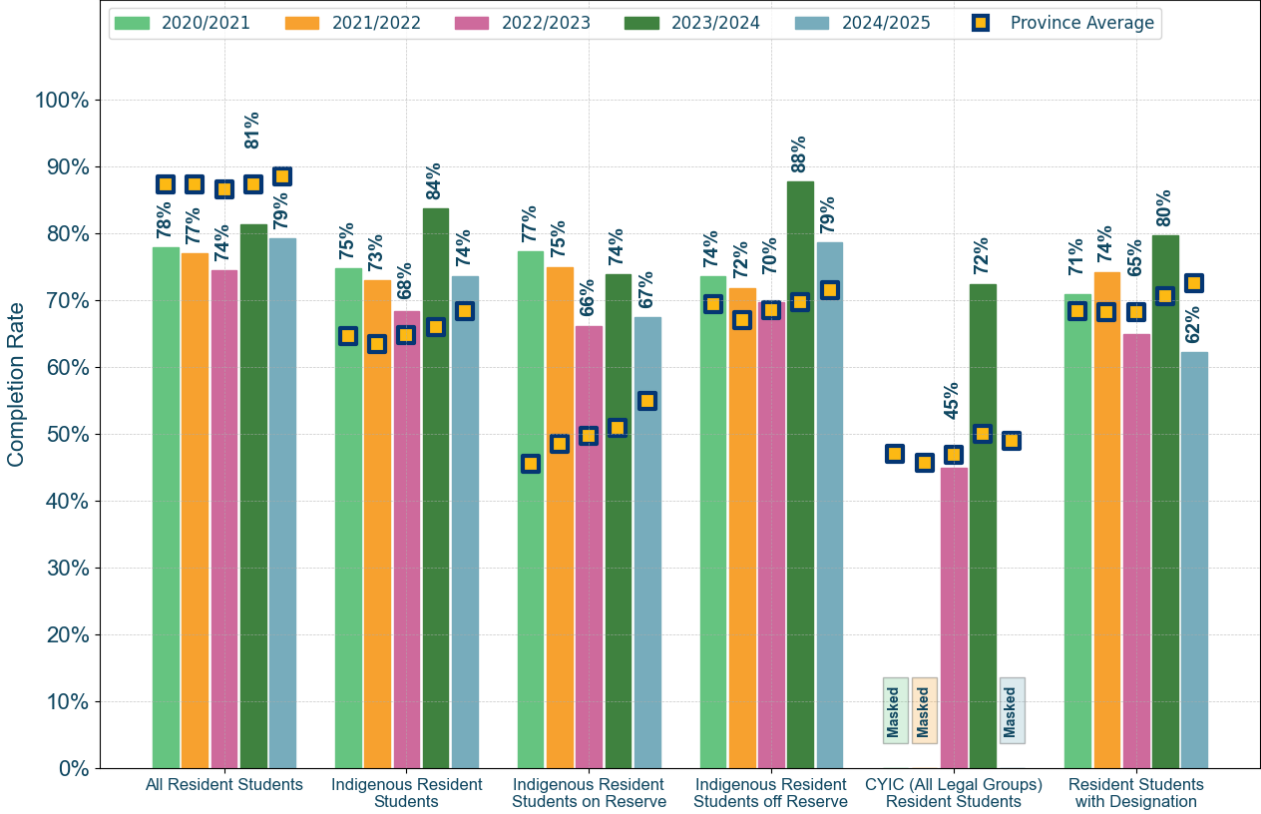
Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

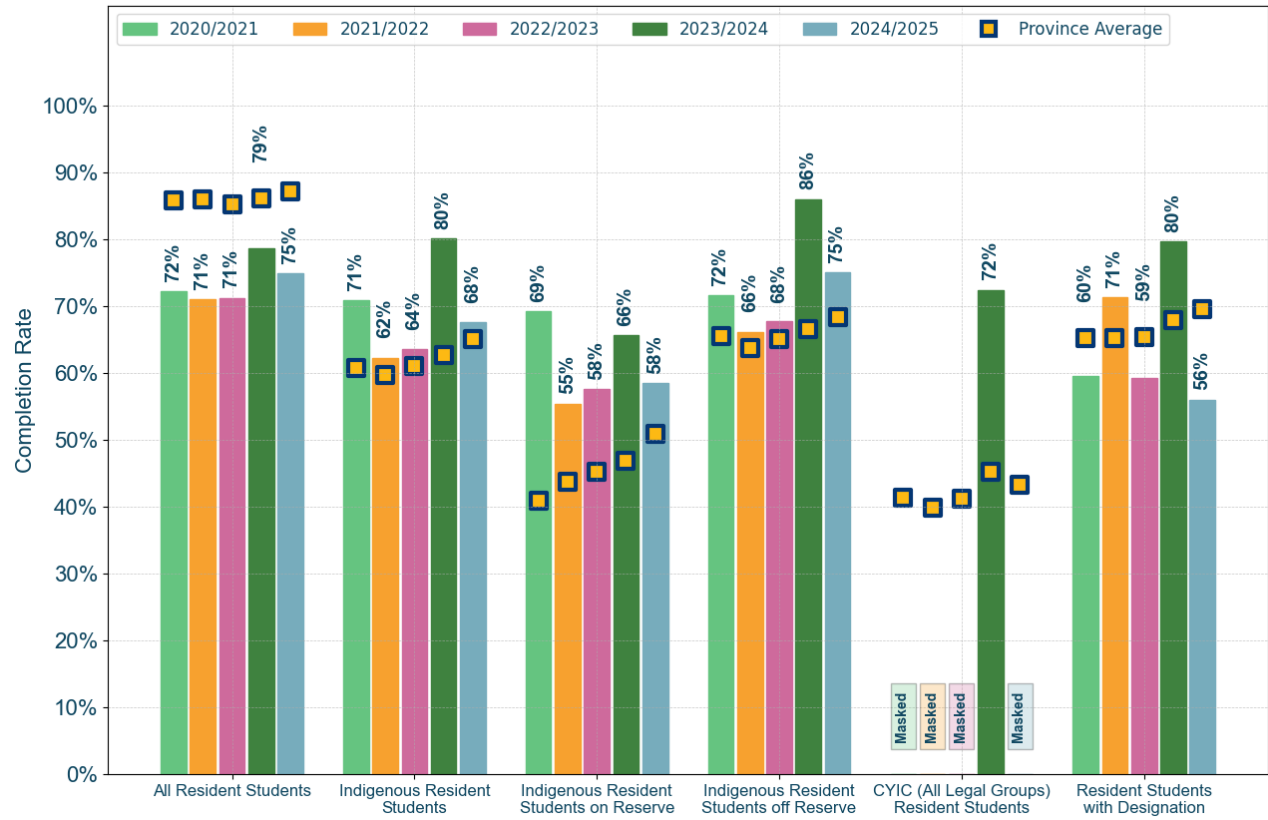
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	195 19	185 17	205 20	207 19	234 26
Indigenous Resident Students	84 8	92 8	93 8	92 8	111 12
Indigenous Resident Students on Reserve	27 2	34 3	38 3	27 3	50 6
Indigenous Resident Students off Reserve	57 5	58 5	55 5	65 6	61 6
CYIC (All Legal Groups) Resident Students	Masked	Masked	27 3	17 2	Masked
Resident Students with Designation	39 4	37 3	39 4	40 4	55 7



5-Year Completion Rate - Dogwood + Adult Dogwood Nicola-Similkameen



5-Year Completion Rate - Dogwood Nicola-Similkameen



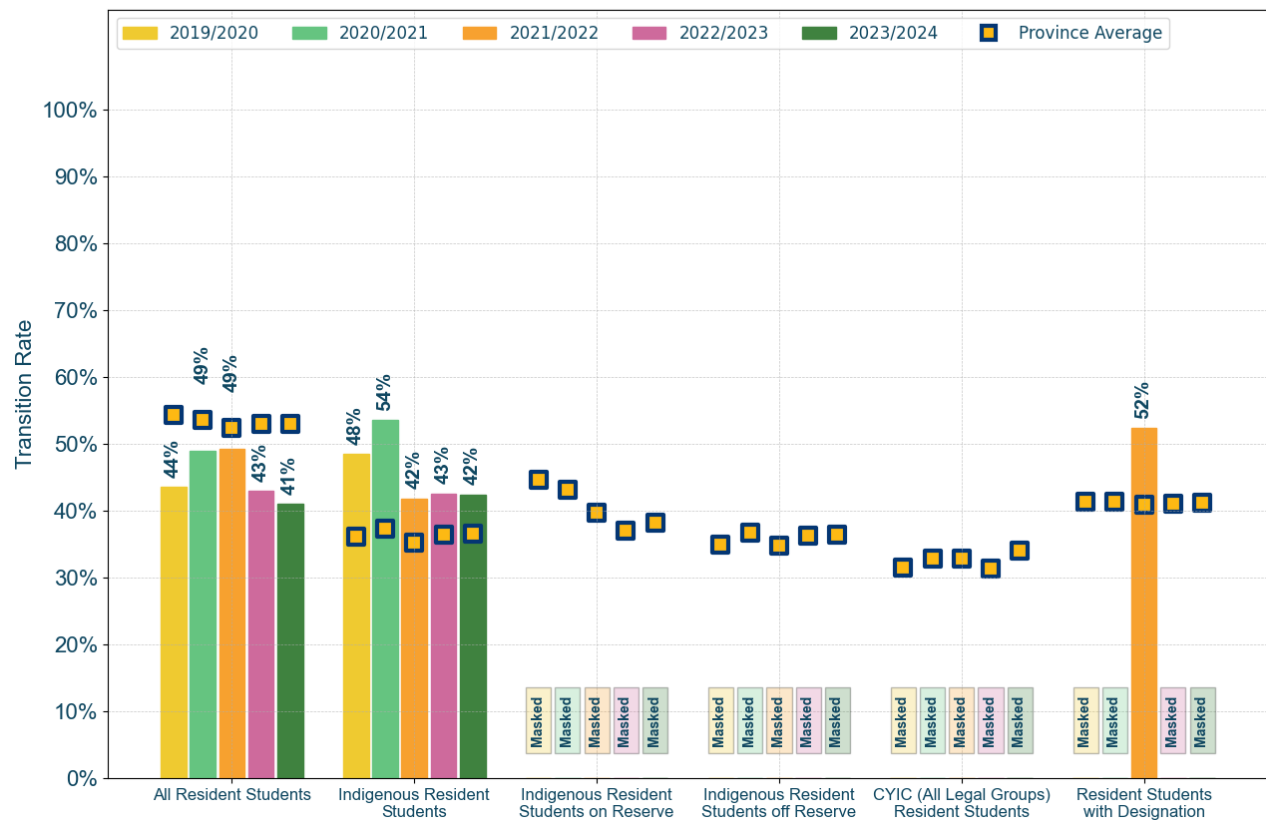
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

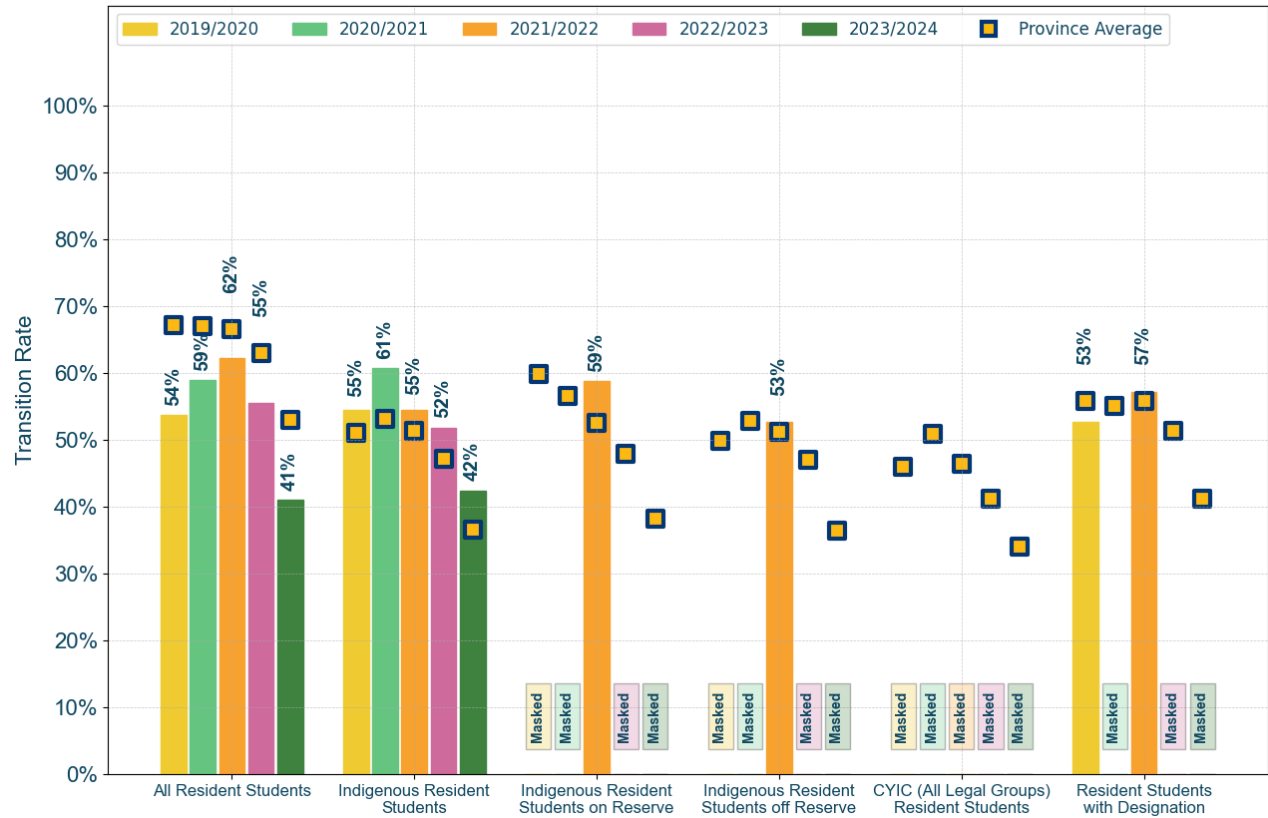
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	147	139	130	128	151
Indigenous Resident Students	66	56	55	54	66
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	21	Masked	Masked

Immediate Transition to Post-Secondary Nicola-Similkameen



Within 3 Years Transition to Post-Secondary Nicola-Similkameen



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 rates for Indigenous learners (resident, on-reserve, and off-reserve) have consistently been above provincial average from 2020/2021 to 2024/2025 and remain so. However, we have since seen a concerning drop in our completion rates for 2024-2025. Most notable is an 18% drop in year over year results for students with designations. This warrants further investigation. Data for all other student populations groups is masked.
- Immediate Transition rates have declined from 2020-2021 to 2023/2024 by 8% for resident students. Our Indigenous resident students continue to achieve higher than provincial average. The district results had previously been trending upward with focused initiatives, but these procedures and supports are no longer working in the same way. Further investigation is needed into the reasons for the change. Data for all other student population groups is masked.
- 3 Year transition rates are also mirror a similar trend with a decline of 21% from a high of 62% in 2021-2022 to a five year low of 41% in 2023-2024 for resident students. While Indigenous resident students remain above provincial average for all five years, there was a significant drop of 10% in year-over-year results. Further investigation and evaluation of the transitions program is needed. Data for all other student population groups is masked.



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.

- Targeted attention will be given to adapt and/or modify current transition-focused interventions (i.e. partnering with our local bands to provide tutoring on-reserve; meetings with a transitions coordinator) to strengthen immediate and 3-year transition rates.
- We use a Diploma Verification Report process to identify students who are at risk of not graduating and assign specific tasks to a key contact. In 2026-2027, we will work to engage parents more in this process. We will also partner with our local First Nations to provide support for Indigenous students at risk.
- Our District has a goal to reduce the number of Adult Dogwoods given out each year after consulting with our local rightsholders (LEA partners) and IEC. This aligns well with the changes coming provincially for Evergreen and Adult Dogwoods. We recognize that some students may require additional time to complete a Dogwood Certificate as a result. We are using screeners to identify students most at risk in Grade 7 and 8 to tailor individualized supports to help them reach high school graduation.

