

ENHANCING STUDENT LEARNING REPORT

Interim Progress Report

September 2026



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

In Review of Year 4 of the School District No. 73 (Kamloops-Thompson)
2022-2027 Strategic Plan

Approved by Board of Education on September 21, 2026

Kamloops-Thompson

SD073

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In Review of Year 4 of the School District No. 73 (Kamloops-Thompson) Strategic Plan 2022-2027

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Interim Progress Report for Enhancing Student Learning:

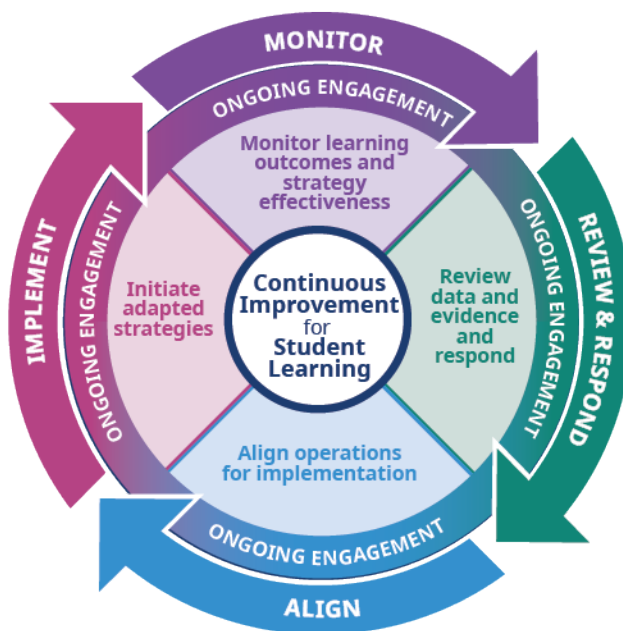
Ministry Note

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.

Intellectual Development

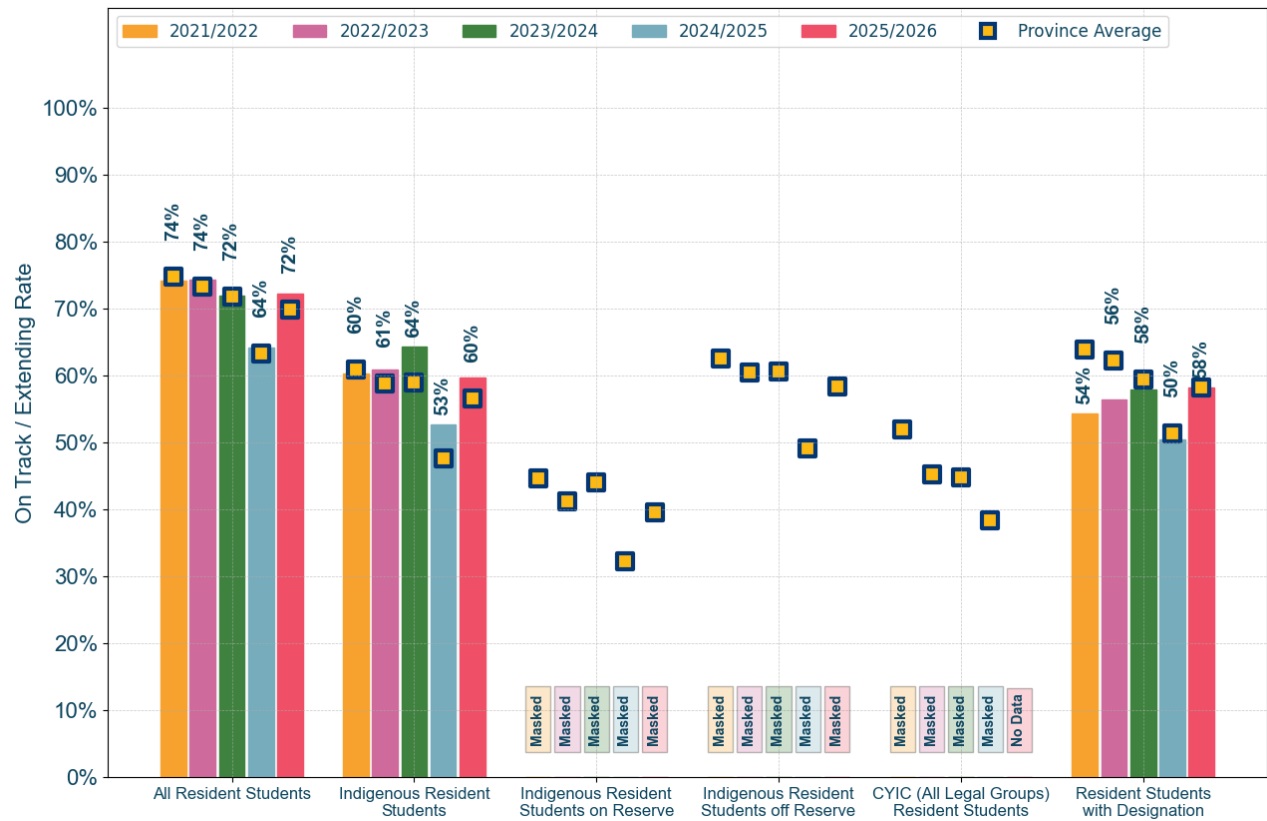
Educational Outcome 1: Literacy

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	1156 93%	1123 94%	1227 95%	1230 95%	1246 94%
Indigenous Resident Students	250 90%	256 95%	271 90%	259 93%	245 91%
Indigenous Resident Students on Reserve	17 76%	16 81%	13 85%	Masked	Masked
Indigenous Resident Students off Reserve	233 91%	240 96%	258 90%	Masked	Masked
CYIC (All Legal Groups) Resident Students	19 74%	15 80%	19 95%	15 87%	0
Resident Students with Designation	112 72%	118 72%	122 72%	138 76%	163 67%

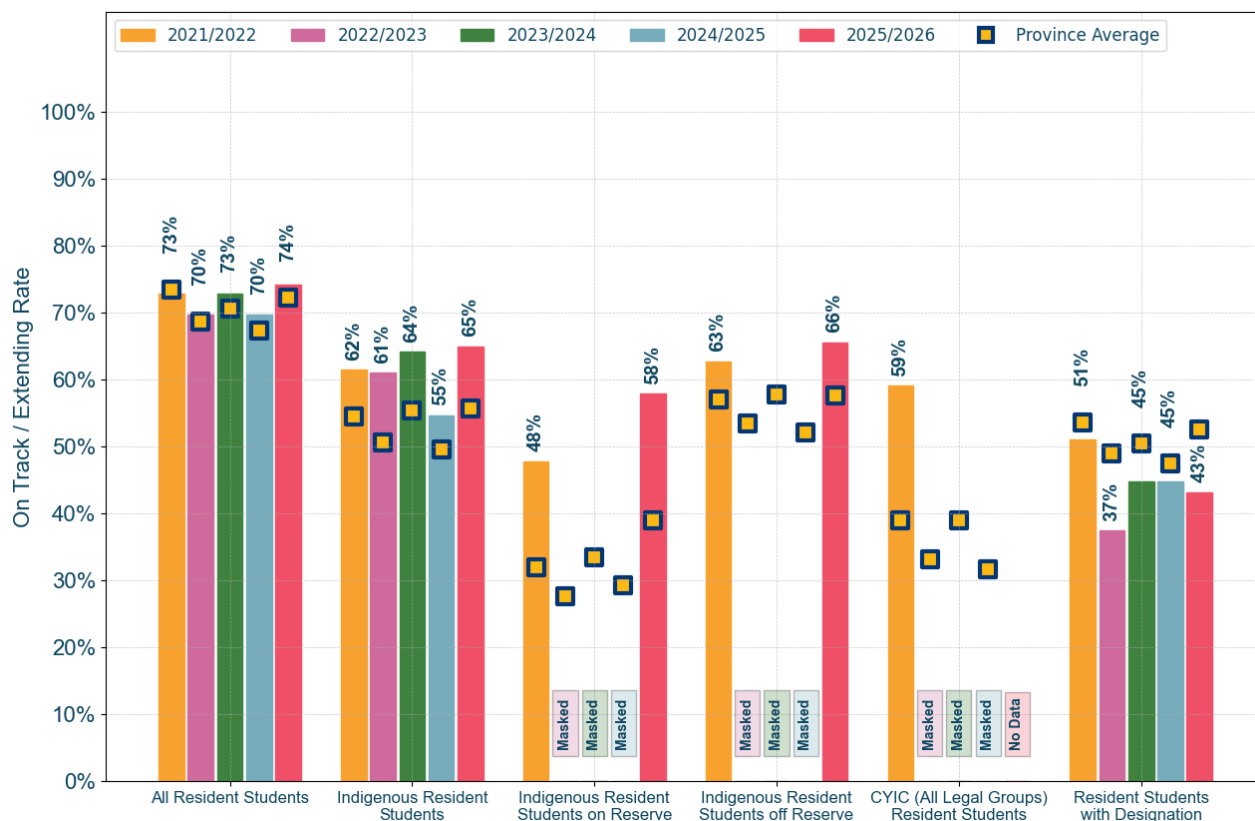
Grade 4 FSA Literacy - On Track / Extending Rate Kamloops-Thompson



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1272 89%	1142 93%	1228 93%	1219 95%	1209 94%
Indigenous Resident Students	328 85%	250 89%	293 91%	246 91%	262 90%
Indigenous Resident Students on Reserve	30 77%	17 82%	14 86%	19 95%	25 76%
Indigenous Resident Students off Reserve	298 86%	233 90%	279 92%	227 91%	237 92%
CYIC (All Legal Groups) Resident Students	29 76%	13 85%	18 56%	27 67%	0
Resident Students with Designation	213 72%	173 76%	201 77%	201 85%	208 81%

Grade 7 FSA Literacy - On Track / Extending Rate Kamloops-Thompson

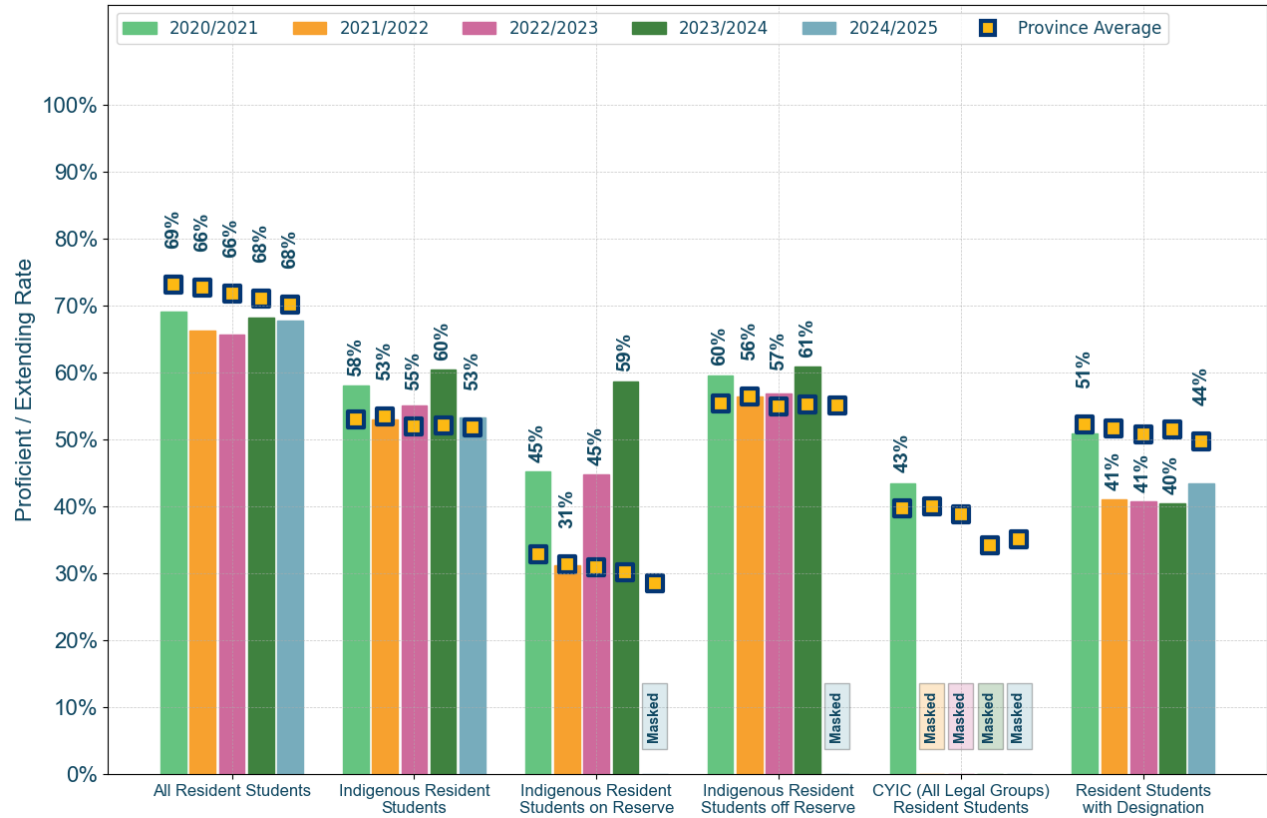


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1105 87%	1145 85%	1293 86%	1251 85%	1334 85%
Indigenous Resident Students	240 77%	280 72%	311 75%	303 75%	344 73%
Indigenous Resident Students on Reserve	23 65%	34 68%	41 68%	48 79%	43 65%
Indigenous Resident Students off Reserve	217 78%	246 72%	270 76%	255 74%	301 74%
CYIC (All Legal Groups) Resident Students	29 52%	26 38%	38 55%	32 53%	39 46%
Resident Students with Designation	163 67%	192 66%	218 69%	221 66%	236 67%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Kamloops-Thompson



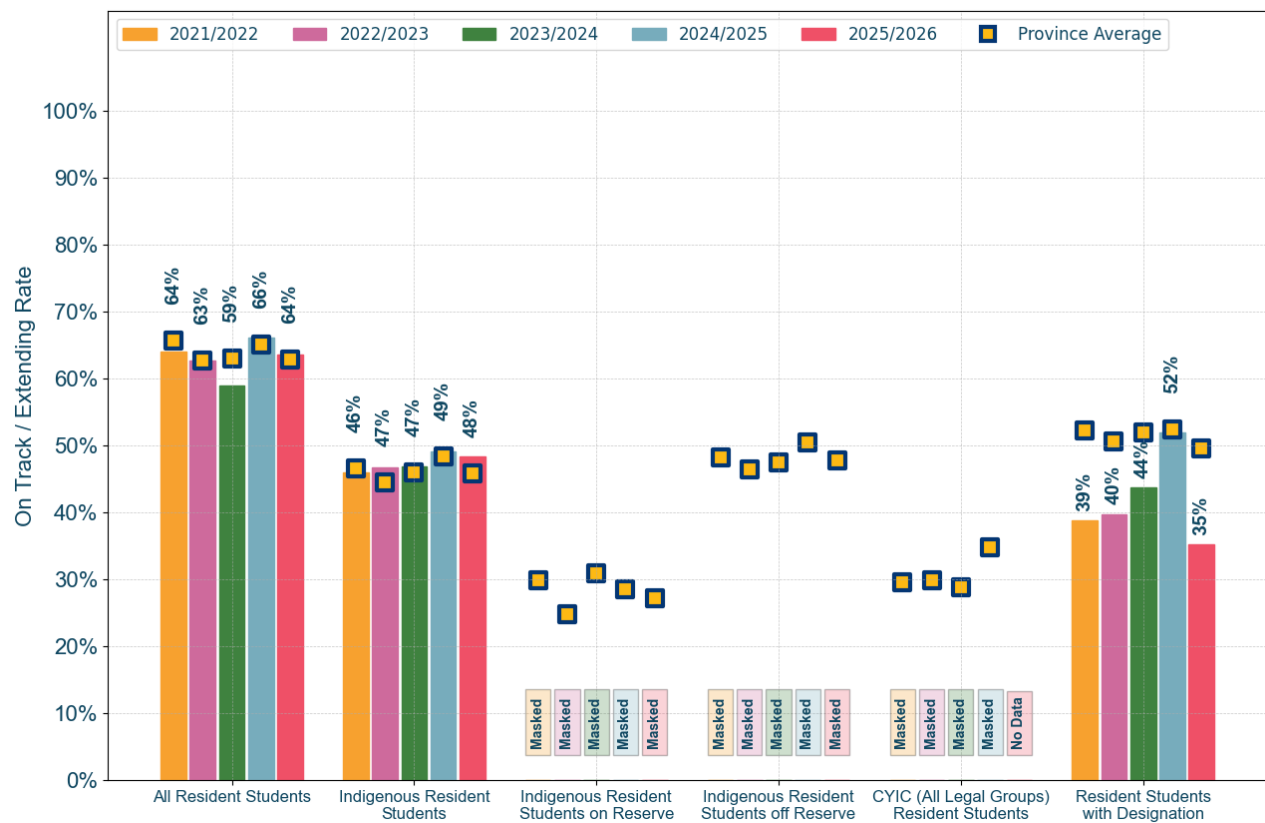
Educational Outcome 2: Numeracy

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	1156 93%	1123 94%	1227 95%	1230 95%	1246 94%
Indigenous Resident Students	250 90%	256 94%	271 90%	259 93%	245 91%
Indigenous Resident Students on Reserve	17 76%	16 81%	13 85%	Masked	Masked
Indigenous Resident Students off Reserve	233 91%	240 95%	258 90%	Masked	Masked
CYIC (All Legal Groups) Resident Students	19 74%	15 73%	19 89%	15 87%	0
Resident Students with Designation	112 71%	118 70%	122 71%	138 77%	163 68%

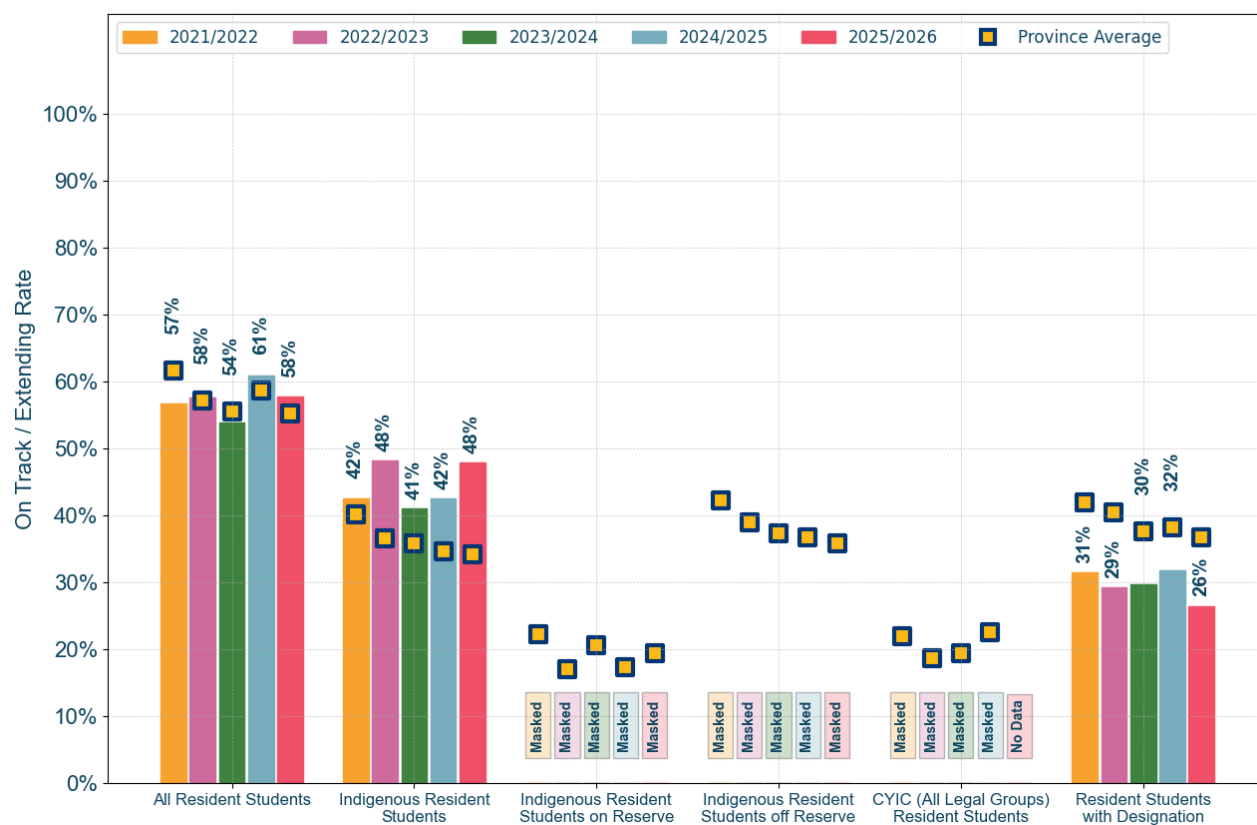
Grade 4 FSA Numeracy - On Track / Extending Rate Kamloops-Thompson



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1272 89%	1142 93%	1228 93%	1219 95%	1209 94%
Indigenous Resident Students	328 85%	250 89%	293 91%	246 92%	262 91%
Indigenous Resident Students on Reserve	30 83%	17 88%	14 86%	19 95%	25 84%
Indigenous Resident Students off Reserve	298 86%	233 89%	279 92%	227 92%	237 92%
CYIC (All Legal Groups) Resident Students	29 76%	13 85%	18 56%	27 67%	0
Resident Students with Designation	213 73%	173 75%	201 77%	201 85%	208 82%

Grade 7 FSA Numeracy - On Track / Extending Rate Kamloops-Thompson

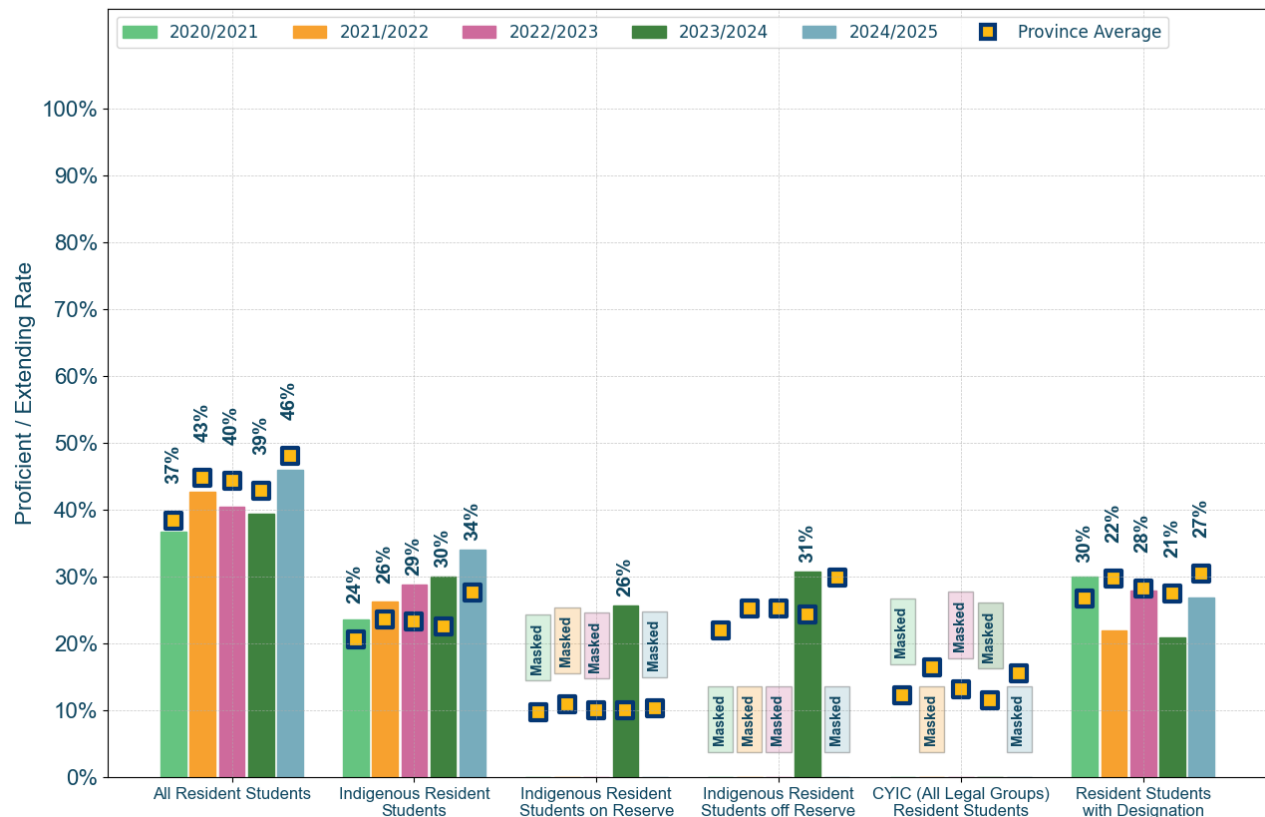


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1108 70%	1150 64%	1292 66%	1251 70%	1333 70%
Indigenous Resident Students	241 57%	280 52%	312 58%	303 60%	342 62%
Indigenous Resident Students on Reserve	23 61%	35 63%	41 76%	49 71%	44 68%
Indigenous Resident Students off Reserve	218 56%	245 50%	271 55%	254 58%	298 61%
CYIC (All Legal Groups) Resident Students	29 48%	Masked	38 29%	Masked	39 38%
Resident Students with Designation	162 49%	193 41%	217 45%	220 51%	236 56%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Kamloops-Thompson

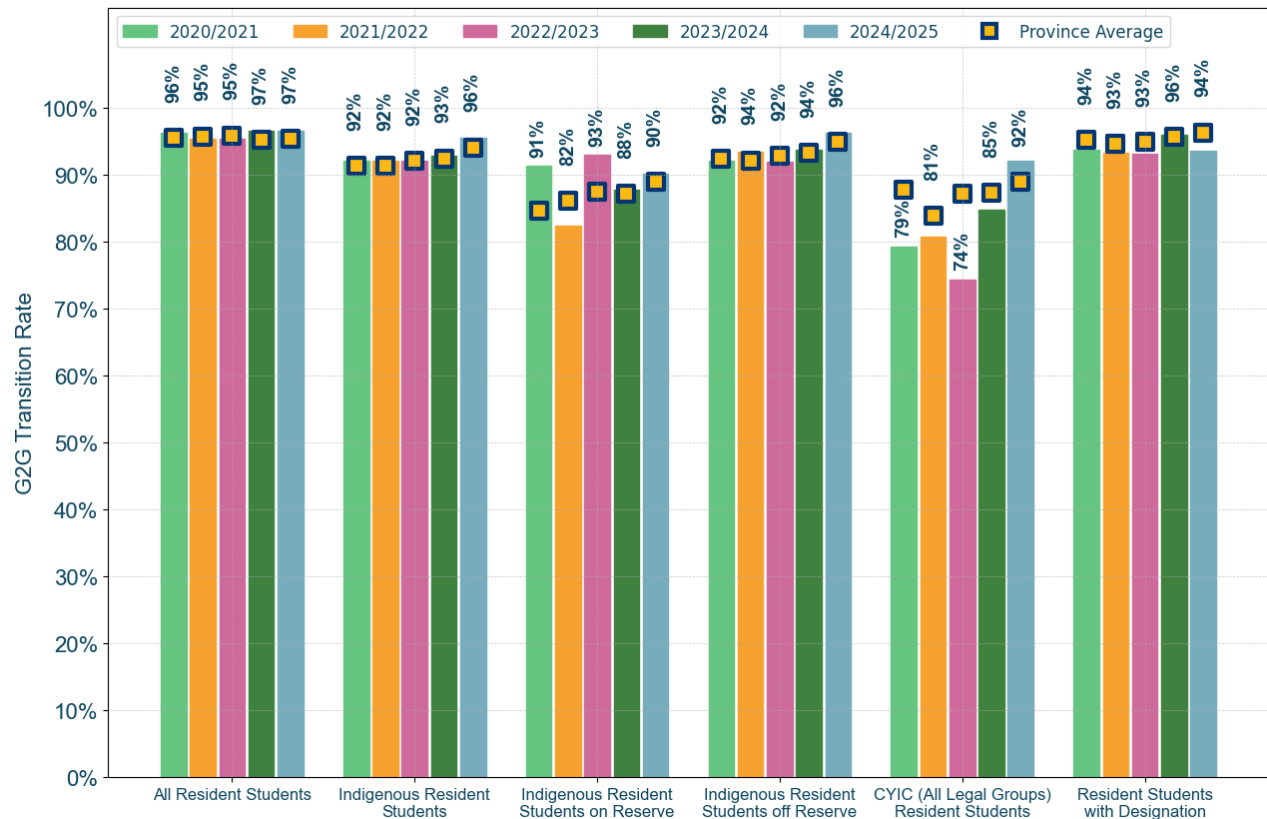


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1103	1150	1302	1255	1334
Indigenous Resident Students	240	281	318	306	341
Indigenous Resident Students on Reserve	23	34	43	49	41
Indigenous Resident Students off Reserve	217	247	275	257	300
CYIC (All Legal Groups) Resident Students	29	26	39	33	38
Resident Students with Designation	160	193	217	221	236

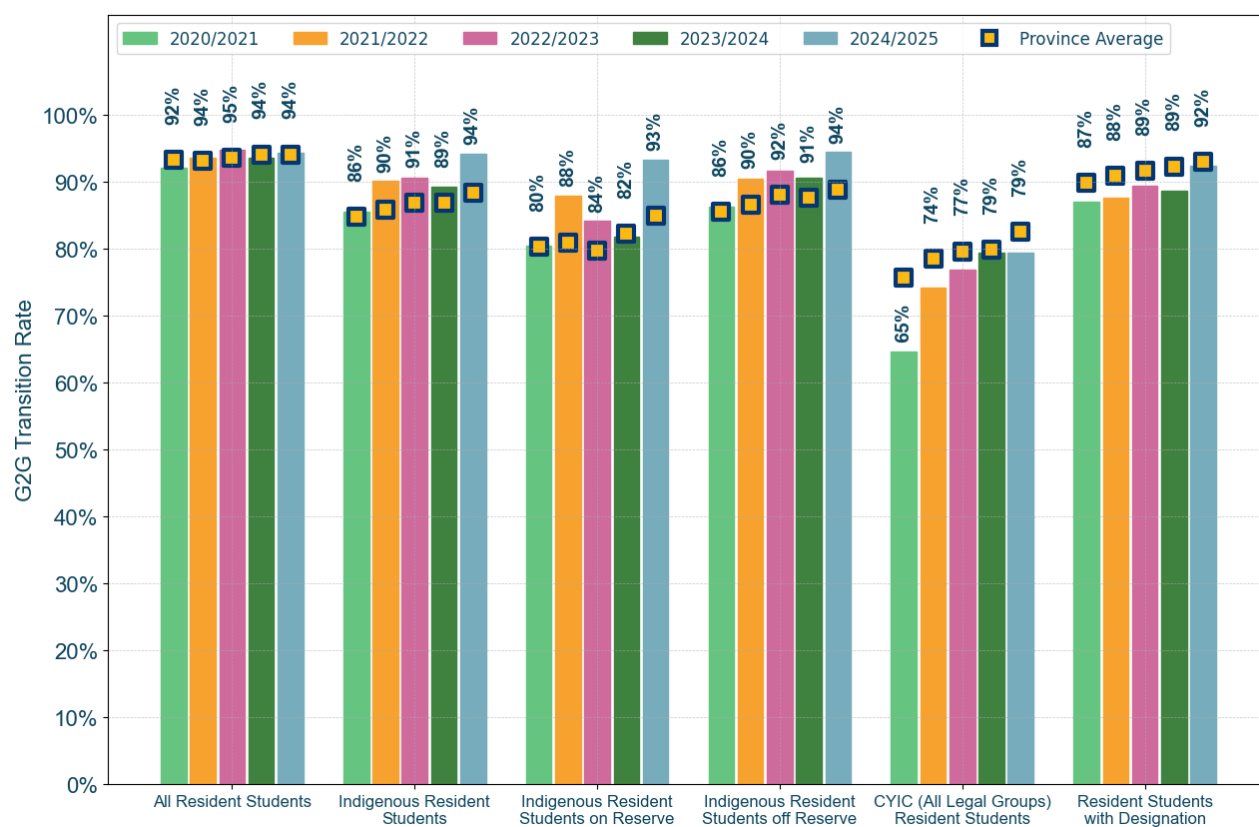
Grade 10 to 11 Transition Rate Kamloops-Thompson



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1164	1155	1158	1299	1280
Indigenous Resident Students	283	244	278	309	297
Indigenous Resident Students on Reserve	41	25	38	44	45
Indigenous Resident Students off Reserve	242	219	240	265	252
CYIC (All Legal Groups) Resident Students	34	31	39	34	39
Resident Students with Designation	170	161	189	221	224

Grade 11 to 12 Transition Rate Kamloops-Thompson



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?

- **Grade 4 Indigenous students continue to outperform** their provincial peers in literacy over the last four years. While this cohort of Indigenous students continues outperforming provincial peers, **there is a noticeable 12% gap in the achievement of Indigenous learners** when compared to all learners in grade 4 literacy.
- **Both all students and all Indigenous students showed the greatest achievement** in grade 7 literacy in 2025-2026 as compared to the previous four years. Despite this improvement, **grade 7 students with designations continue to achieve below their provincial peers** and well below the cohort of all students.
- On both the Grade 4 and Grade 7 Numeracy assessments, **Indigenous students in SD73 achieve above their provincial peers**. While this achievement is recognized, **gaps remain between the achievement of Indigenous learners and all learners**. This gap is more profound for learners with designations, especially the 2025-2026 grade 4 and 7 cohorts.
- **There has been a 9% growth over five years** in all students achieving proficient or extending on the Grade 10 Graduation Numeracy Assessment. Despite this growth, **less than half (46%) of all students are achieving proficient or extending**, and SD73 learners are consistently achieving lower than their provincial peers.
- Between 2021 and 2025, **the district experienced consistently high and stable Transition Rates** across all student groups aligned with or slightly above provincial rates. Over the past 2 years, **Indigenous students have experienced a positive upward trend**, especially from Grade 11 to Grade 12. **Despite gains, performance gaps remain for Children in Youth and Care**.

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.

- ***Indigenous literacy blocks** will be provided to schools to **provide more focused literacy intervention for Indigenous students**. The teachers enrolled in these literacy blocks will undergo training in research-based reading instruction and cultural sensitivity to ensure learning interventions are best suited to each individual Indigenous student's need.*
- *Continue using **early intervention literacy assessments** (screeners) to both **prioritize support for students most in need** and to provide instruction that addresses each student's specific growth areas.*
- *Continue using SD73's **Number Sense Assessment** for students in grades K-3 to determine each student's specific growth area. Provide **ongoing professional development** to teachers to strengthen the use of provided lessons and resources **to intervene effectively with precise instruction**.*
- *Use district, school, and classroom data to **identify priority classrooms** in the district. **Focus literacy and numeracy support** by employing a **residency model** of resource teachers spending time alongside teachers in priority classrooms.*
- *The district will continue to focus upon **early support in grades 8-10 for at-risk learners**, on **supporting Indigenous students on and off reserve** through **Outreach***

Workers and culturally relevant curriculum, and to enhance cross-agency coordination.

Human and Social Development

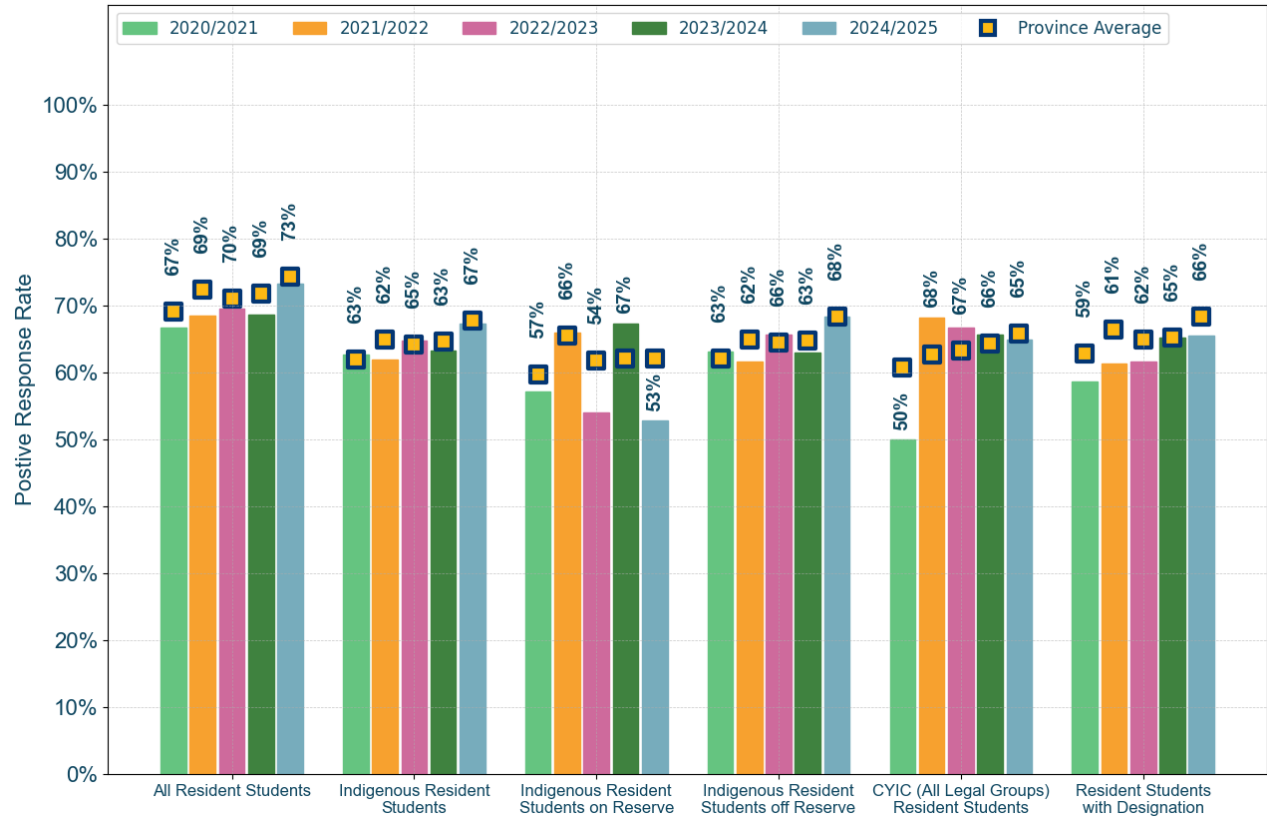
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

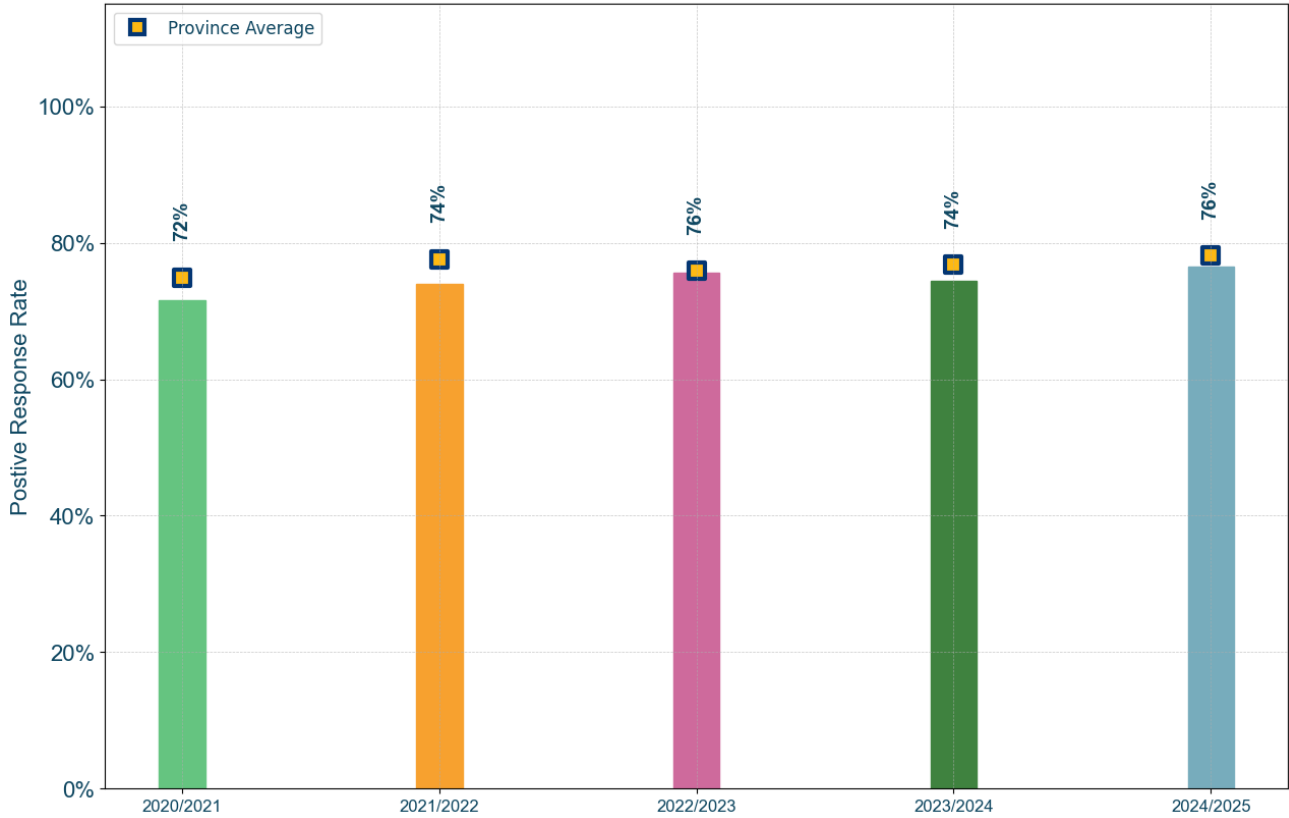
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3167 85%	3490 82%	3491 84%	3635 82%	3686 83%
Indigenous Resident Students	720 76%	835 76%	797 78%	855 76%	812 77%
Indigenous Resident Students on Reserve	64 56%	80 55%	75 67%	76 61%	64 64%
Indigenous Resident Students off Reserve	656 78%	755 78%	722 79%	779 77%	748 78%
CYIC (All Legal Groups) Resident Students	59 58%	68 60%	62 55%	69 51%	74 57%
Resident Students with Designation	411 71%	485 69%	474 72%	515 68%	544 70%

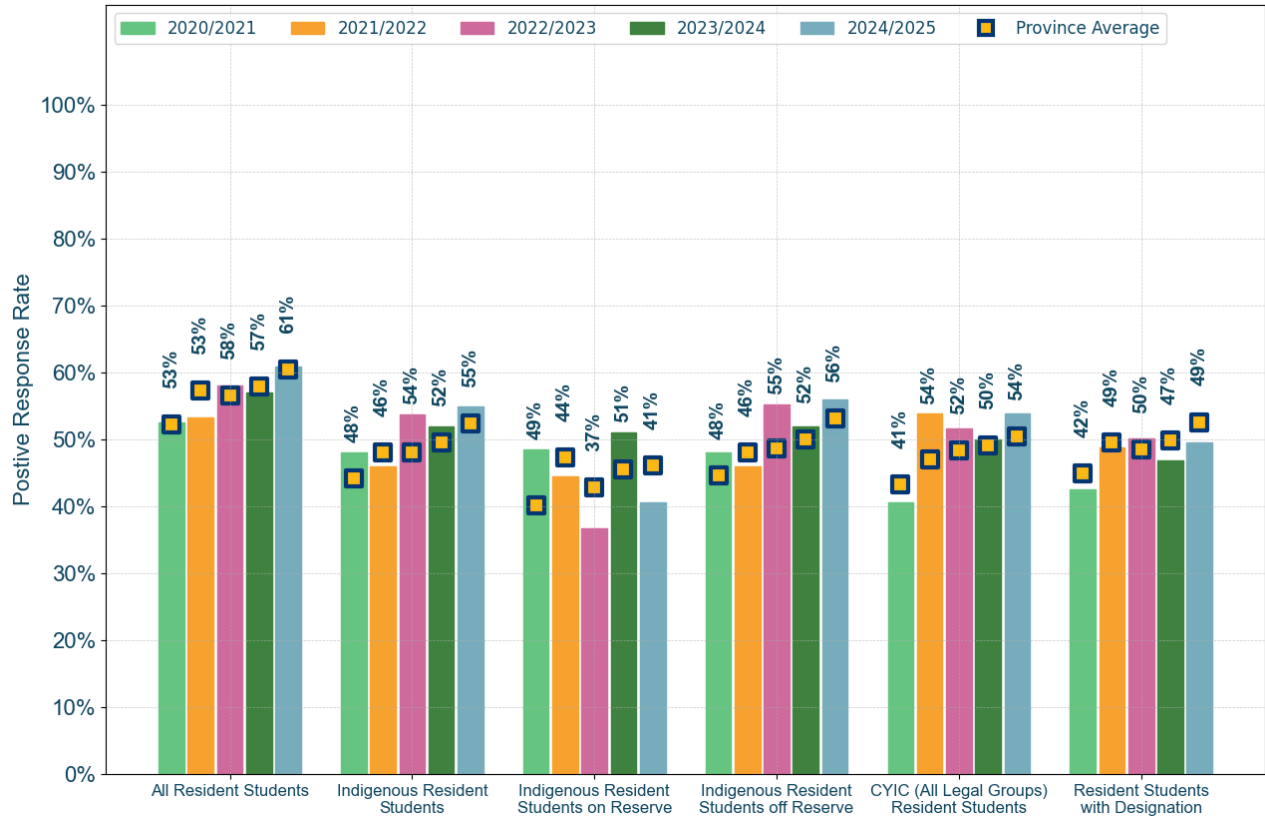
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Kamloops-Thompson



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

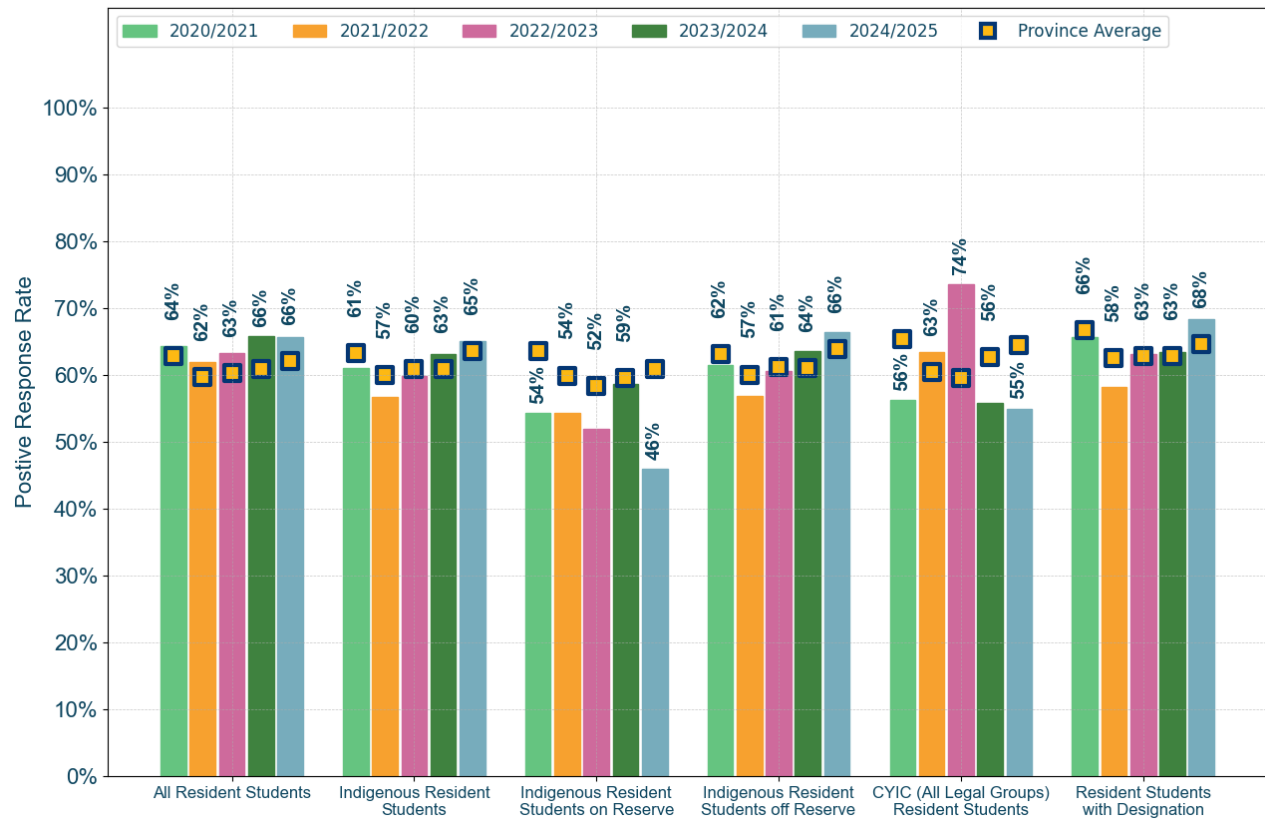


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Kamloops-Thompson



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
Kamloops-Thompson



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.

- **Positive trend (6% gain over five years)** for all students feeling welcome. Despite this positive movement, there is an inconsistent trend and gaps for how Indigenous students on reserve feel welcome in school.
- Since 2021, there has been **steady growth in feeling welcome** for students with designations. While this growth is promising, **students with designations in SD73 continue to feel less welcome** when compared to their provincial peers.
- There is a **positive trend in all students feeling safe** over the last five years. While this data is encouraging, students in SD73 identify feeling safe slightly less than their provincial peers.
- A positive trend is evident for CYIC students who feel a positive sense of belonging at school over the last five years. **CYIC students in SD73** report feeling a **positive sense of belonging greater than their provincial peers but less than all students in SD73**.
- Students in SD73 continue to have a **higher positive response to 2 or more adults who care** as compared to the provincial average. While this data is promising, there is a **notable downward trend for Indigenous students on reserve** who identify 2 or more adults who care.

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.

- ***Strengthen connection and engagement with Indigenous students and families, particularly students living on reserve, through Indigenous Education Worker and Outreach Worker supports. focused check-ins, and ongoing relationship-building with families and local First Nations.***
- ***Continue to strengthen partnerships with local First Nations through Local Education Agreements (LEAs) and with community partners to support coordinated, culturally responsive services for students and families.***
- ***Continue with flexible programming model in elementary schools to better support students with designations. An increase in the allocation of teachers who work directly with students who require additional supports and stronger adult connections to be successful. Focusing resources to provide responsive programming for students with designations.***
- ***Establish a framework for responding to concerning student behaviour to ensure consistency in maintaining safe learning environments. Continuing to provide focused anti-racism education for students and staff. Reinforcing the supports available to students to address unsafe environments.***
- ***Changing the intentionality of the Indigenous support blocks in secondary schools to focus on programming that strengthens belonging, connection and relationships for Indigenous students, and particularly, Indigenous students on reserve with caring adults. Continue ongoing Indigenous Education Worker (IEW) support and connection for Indigenous students.***

Career Development

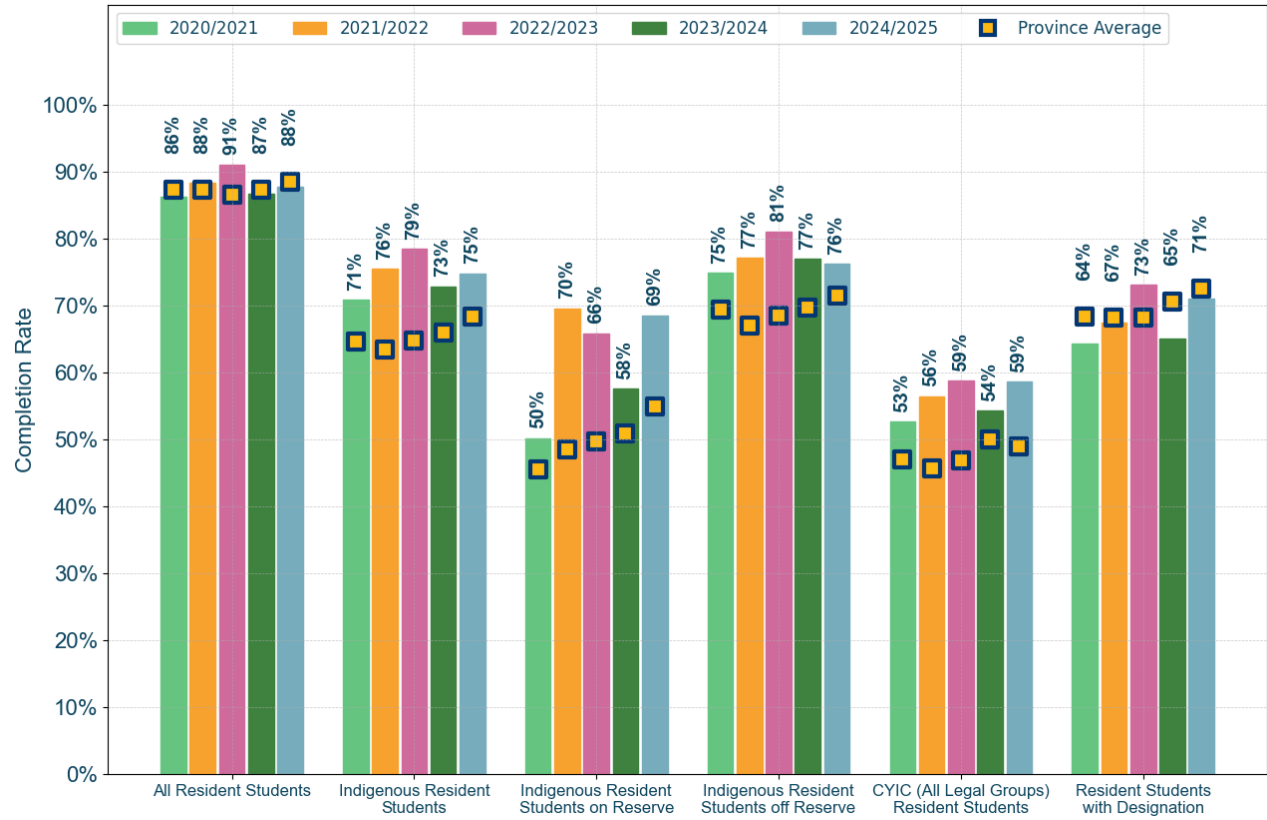
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

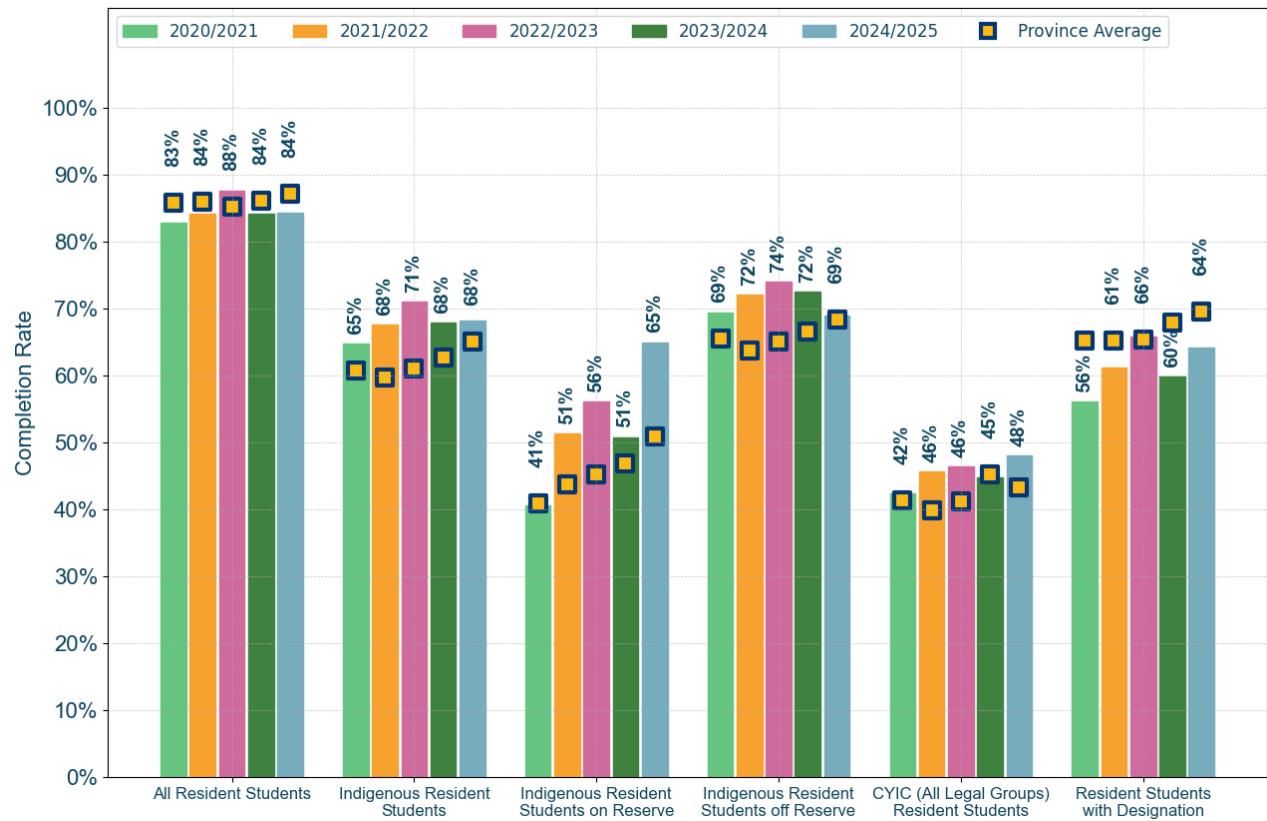
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1178 95	1227 102	1240 105	1272 102	1398 108
Indigenous Resident Students	281 23	276 24	262 23	304 26	329 26
Indigenous Resident Students on Reserve	46 4	61 6	46 5	65 6	60 5
Indigenous Resident Students off Reserve	235 19	215 18	216 18	239 20	269 21
CYIC (All Legal Groups) Resident Students	95 8	92 9	97 9	103 9	93 8
Resident Students with Designation	236 18	241 20	240 20	252 20	320 24

5-Year Completion Rate - Dogwood + Adult Dogwood Kamloops-Thompson



5-Year Completion Rate - Dogwood Kamloops-Thompson



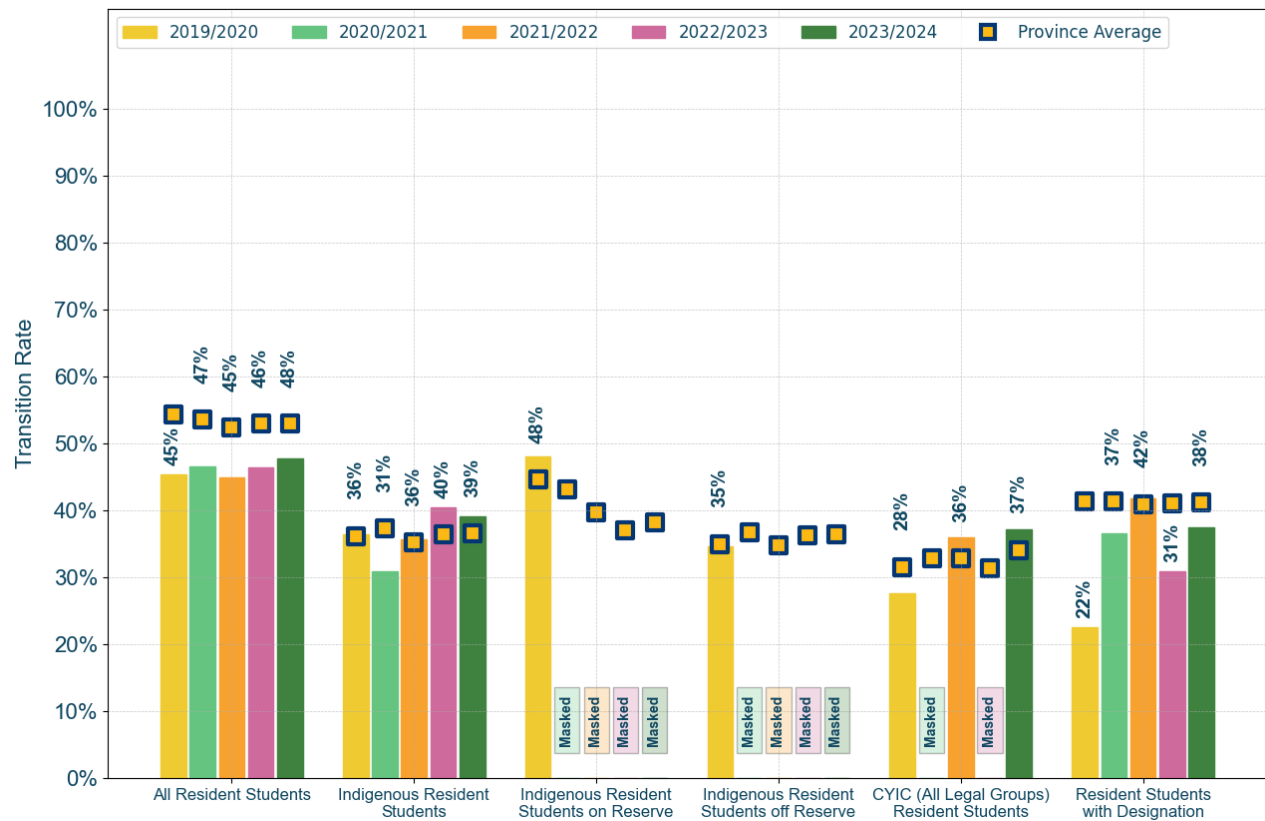
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

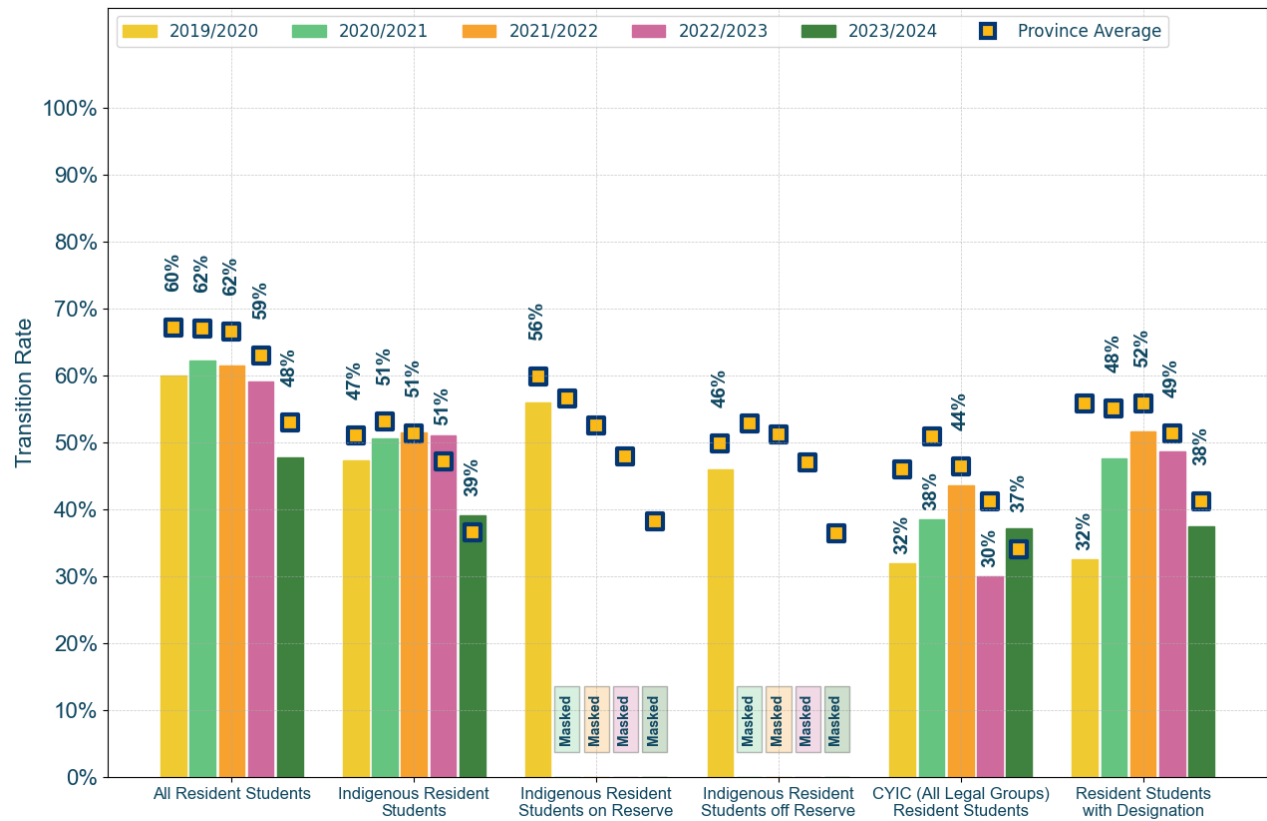
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	967	894	961	1021	1004
Indigenous Resident Students	184	172	171	178	202
Indigenous Resident Students on Reserve	25	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	159	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	47	Masked	39	Masked	43
Resident Students with Designation	80	82	91	107	112

Immediate Transition to Post-Secondary Kamloops-Thompson



Within 3 Years Transition to Post-Secondary Kamloops-Thompson



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?

- **Strong completion rates for All Students**, consistently in the mid-to-high 80% range and at or above provincial averages, reflect strong district-wide graduation outcomes.
- **Indigenous student completion rates continue to improve**, with the achievement gap gradually narrowing and performance remaining close to provincial benchmarks.
- While targeted supports are contributing to improved school completion outcomes, **Indigenous students on reserve and Children & Youth in Care continue to experience the lowest completion rates, highlighting the need for sustained supports.**
- While **not included in the data** presented, **SD73 continues annually to transition over 6% of Grade 12 students to post-secondary** through dual credit programs.
- **Immediate post-secondary transition rates** are generally stable, but recent declines and persistent gaps for Indigenous students, Children and Youth in Care, and students with designations indicate **ongoing equity challenges**.

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.

- *The district has structurally responded to the needs of at-risk student populations by adding a **second Indigenous Graduation Support Teacher** and a **District Coordinator, Graduation and Career Pathways**.*
- *The district will continue to **strengthen early, coordinated supports** for Indigenous students, Children and Youth in Care, and students with designations through enhanced partnerships, transition planning, inclusive practices, real-time monitoring, and flexible pathways to improve graduation outcomes.*
- *The district will **increase system-wide consistency** and on-time completion by standardizing graduation tracking, expanding equitable access to supports and flexible programming, and using early warning indicators to identify and respond to student needs before graduation is at risk.*