

ENHANCING STUDENT LEARNING REPORT

September 2025

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



SCHOOL DISTRICT NO. 73
(Kamloops-Thompson)

In Review of Year 3 of the School District No. 73 (Kamloops-Thompson)
2022-2027 Strategic Plan

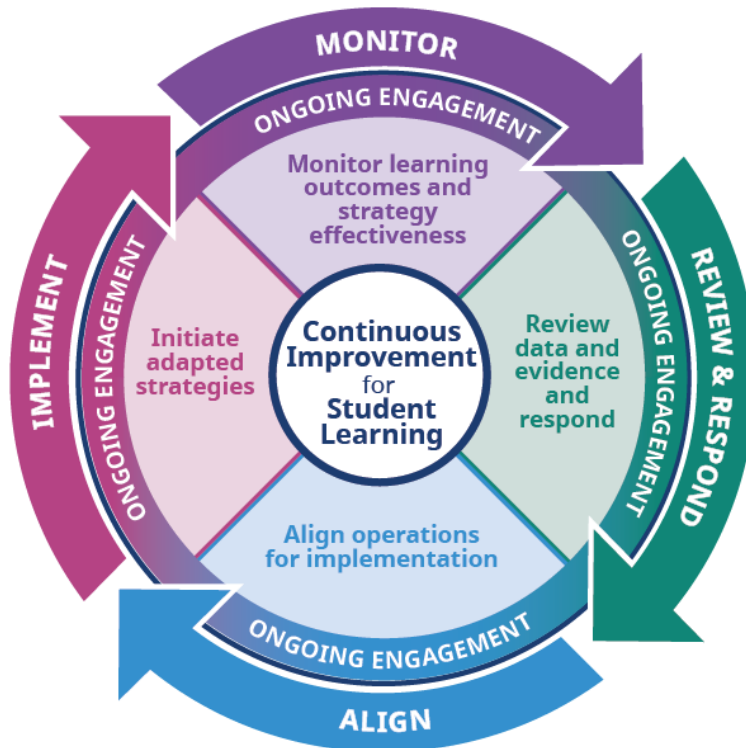
Approved by Board of Education on September 22, 2025

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district’s work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district’s ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The 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.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

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.

Intellectual Development

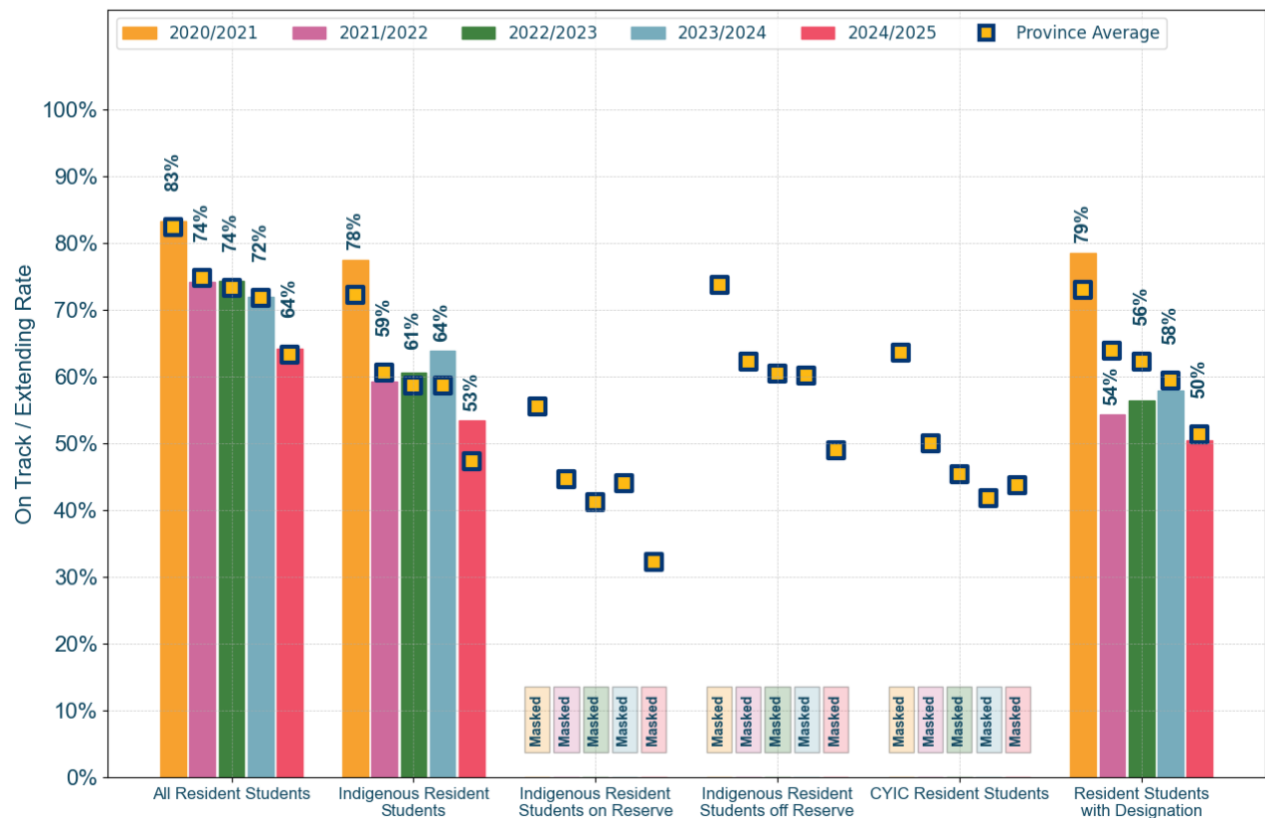
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD073 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1145 87%	1156 93%	1123 94%	1227 95%	1229 95%
Indigenous Resident Students	273 80%	237 89%	244 95%	257 89%	234 94%
Indigenous Resident Students on Reserve	Masked	17 76%	16 81%	13 85%	Masked
Indigenous Resident Students off Reserve	Masked	220 90%	228 96%	244 90%	Masked
CYIC Resident Students	14 71%	Masked	Masked	16 94%	10 100%
Resident Students with Designation	114 61%	112 72%	118 72%	122 72%	138 76%

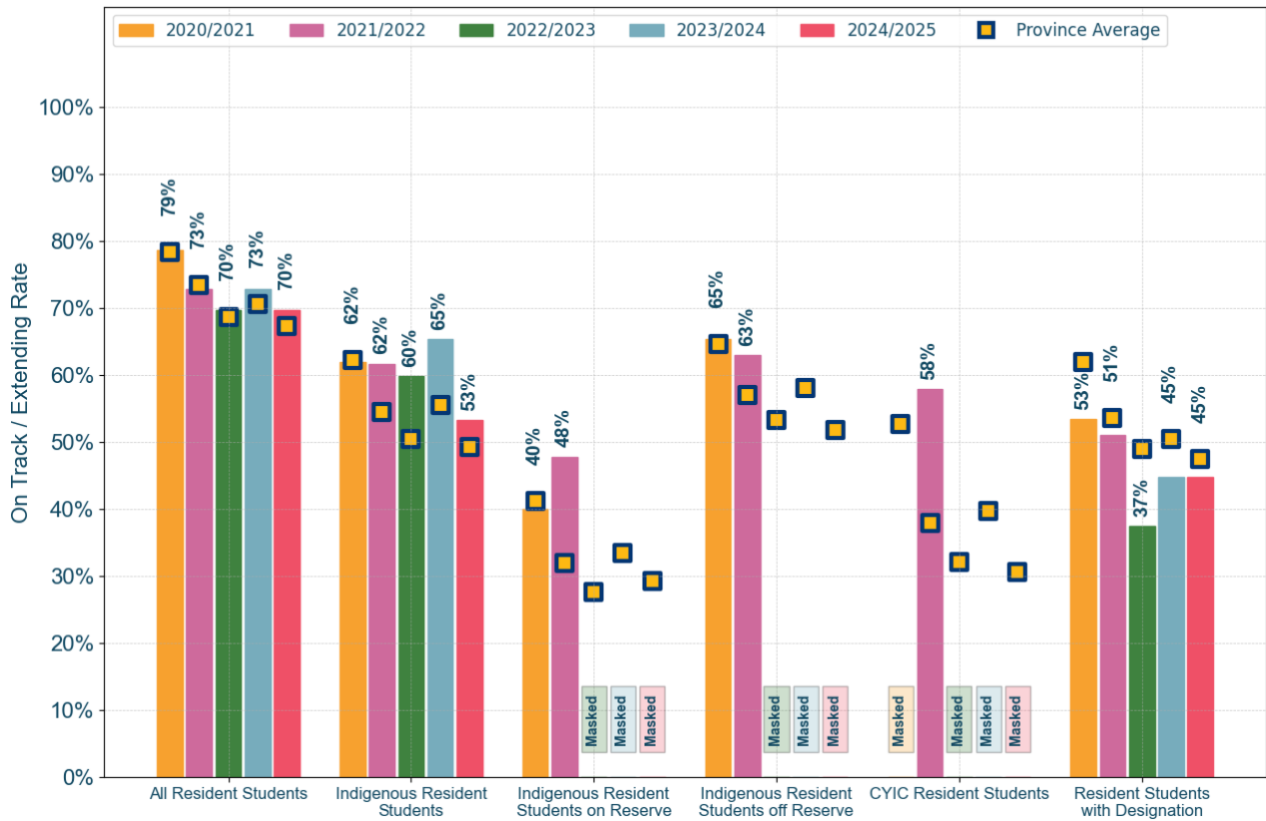
SD073 - Grade 4 FSA Literacy - On Track / Extending Rate



SD073 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1143 77%	1272 89%	1142 93%	1228 93%	1221 95%
Indigenous Resident Students	263 70%	318 85%	240 89%	285 91%	237 90%
Indigenous Resident Students on Reserve	34 74%	30 77%	17 82%	14 86%	20 90%
Indigenous Resident Students off Reserve	229 69%	288 85%	223 90%	271 92%	217 90%
CYIC Resident Students	Masked	26 73%	Masked	Masked	14 71%
Resident Students with Designation	193 61%	213 72%	173 76%	201 77%	202 84%

SD073 - Grade 7 FSA Literacy - On Track / Extending Rate

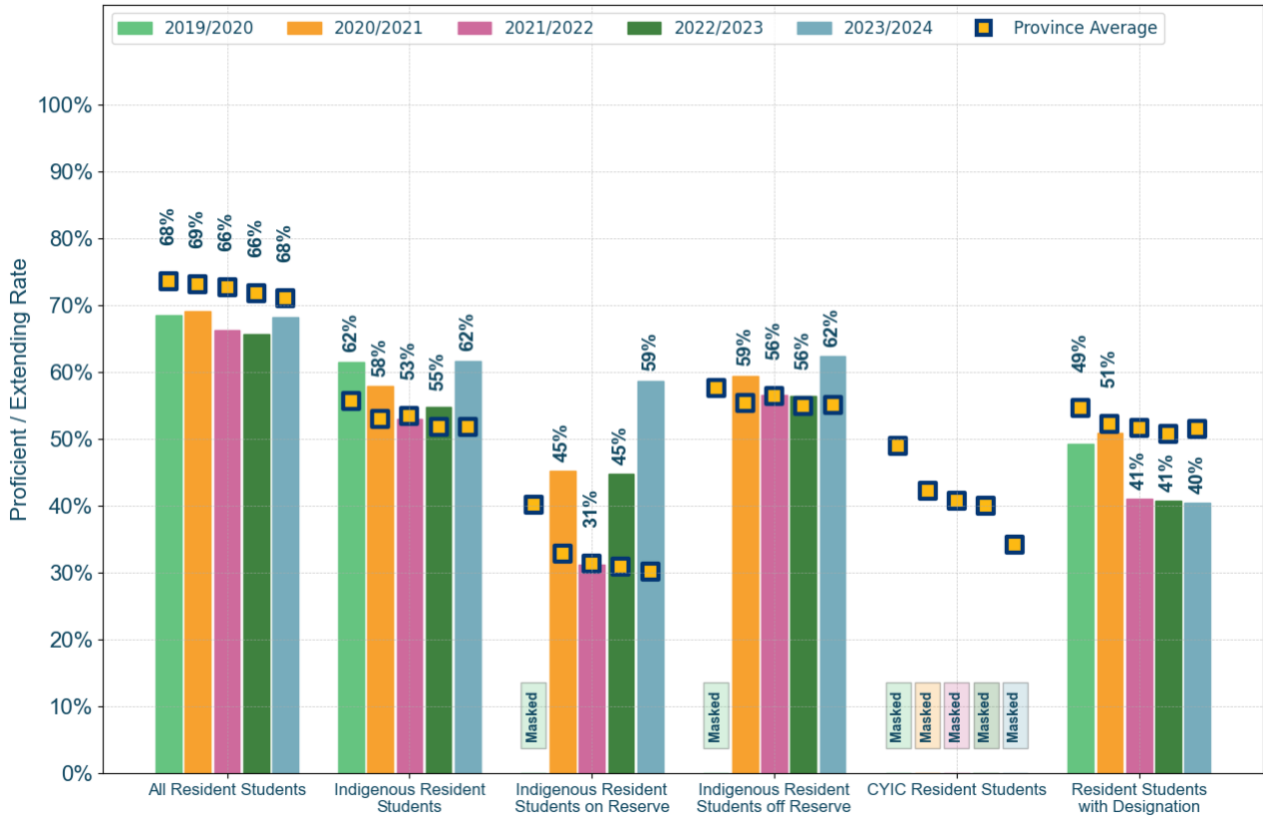


Measure 1.2: Grade 10 Literacy Expectations

SD073 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1151 39%	1105 87%	1145 85%	1294 86%	1250 85%
Indigenous Resident Students	263 38%	240 77%	278 72%	309 75%	289 75%
Indigenous Resident Students on Reserve	39 38%	23 65%	34 68%	41 68%	48 79%
Indigenous Resident Students off Reserve	224 38%	217 78%	244 72%	268 76%	241 74%
CYIC Resident Students	Masked	25 52%	Masked	33 52%	26 50%
Resident Students with Designation	170 38%	163 67%	192 66%	218 69%	221 66%

SD073 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Key Context

Participation Rate

- 95% for Grade 4 and Grade 7 students
- 94% for Grade 4 and 90% for Grade 7 Indigenous students
- Decreased participation for Grade 4 and Grade 7 diverse learners

Masked Data

- Indigenous students living on reserve
- Students identified as Child Youth in Care

Literacy Trends

- **Grades 4 and 7: higher than provincial peers over 3 years**
- Grades 4 and 7: decreased over 5 years
- **Grade 10: achieve less than provincial peers in literacy over 3 years**
- Grade 10: achievement maintained at the same percentage over 5 years

Literacy Comparisons

- **Indigenous Grades 4, 7, and 10: outperform provincial peers over 3 years**
- Indigenous Grades 4, 7, and 10: perform below non-Indigenous students
- **Grades 4, 7, and 10 diverse learners: achieve less than provincial peers over 3 years**
- Grades 4 and 7 Indigenous students living on-reserve: achieve less compared to Indigenous students living off-reserve
- Grade 7 Children and Youth in Care: outperformed provincial peers

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Relevant local data

The District's Primary Reading Assessment administered to students in Grades 1 – 3 indicates:

- **Significant improvement in reading over 3 years**
- **Indigenous students improved the most**
- Indigenous Grade 3 students: fewer achieve proficiency in reading compared to non-Indigenous students
- **Grade 3 students with diverse abilities: fewer achieve proficiency in reading compared to students without diagnoses diverse abilities**

Strengths and areas for growth

Strengths:

- Use of primary literacy assessment tools to guide teacher practice and support student learning
- Use of a professional learning residency model in priority (high needs) schools
- Evidence-based reading practices and strategies are achieving results in primary classrooms

Areas for Growth:

- Use of intermediate and secondary District assessments to guide student learning
- Develop and support use of interventive resources through professional learning at all grade levels
- Prioritize teachers for intensive professional learning to ensure targeted support
- Collaborate with Indigenous Education and Inclusive Education departments to activate culturally responsive professional learning

Equity for all priority populations

The following strategies focus on improving literacy proficiency for Indigenous learners.

- Collaborate with Indigenous Education department to provide culturally relevant resources and strategies for teachers
- Ensure Indigenous content is evident throughout District assessments
- Include Indigenous resources that honour Indigenous knowledge and identity in all classrooms
- Implement evidence-based literacy screener for all Kindergarten students

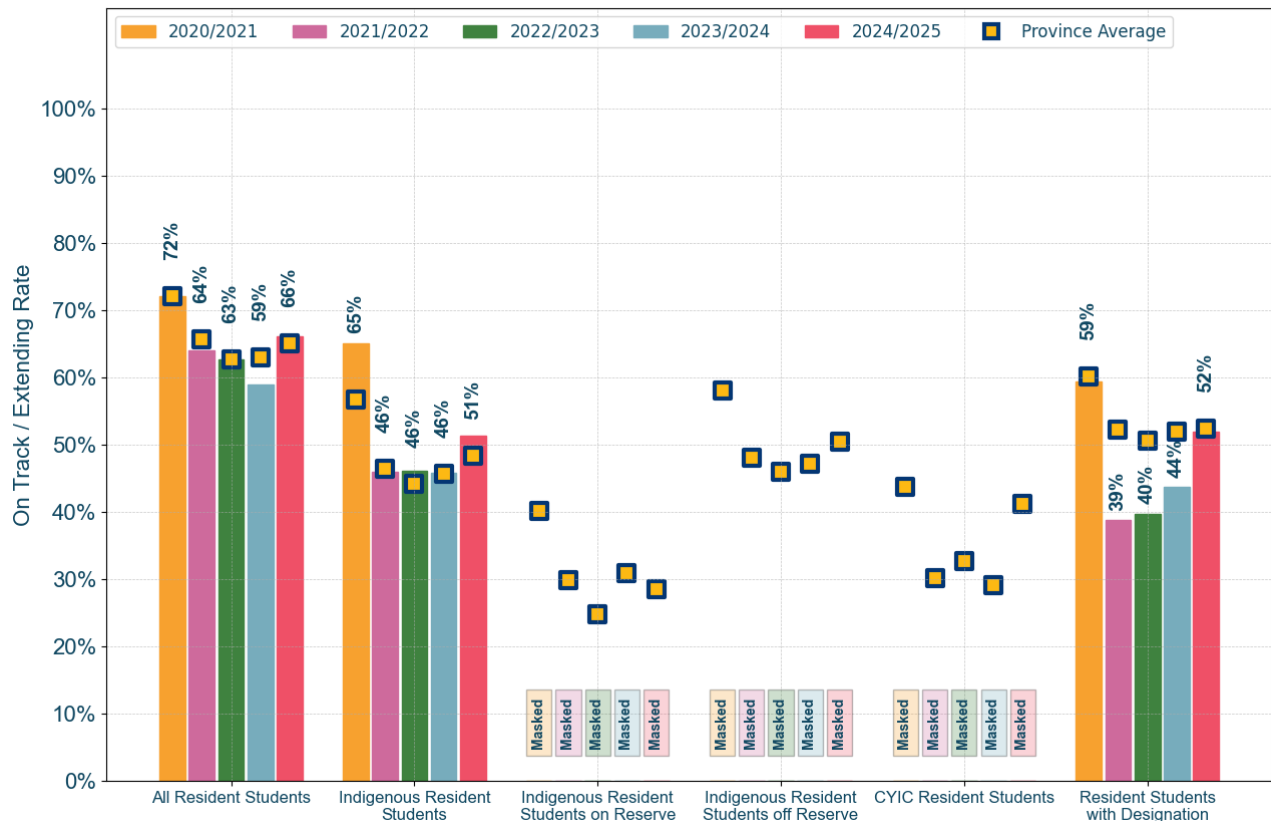
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD073 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1145 87%	1156 93%	1123 94%	1227 95%	1229 95%
Indigenous Resident Students	273 80%	237 89%	244 93%	257 89%	234 94%
Indigenous Resident Students on Reserve	Masked	17 76%	16 81%	13 85%	Masked
Indigenous Resident Students off Reserve	Masked	220 90%	228 94%	244 89%	Masked
CYIC Resident Students	14 71%	Masked	Masked	16 88%	10 100%
Resident Students with Designation	114 61%	112 71%	118 70%	122 71%	138 77%

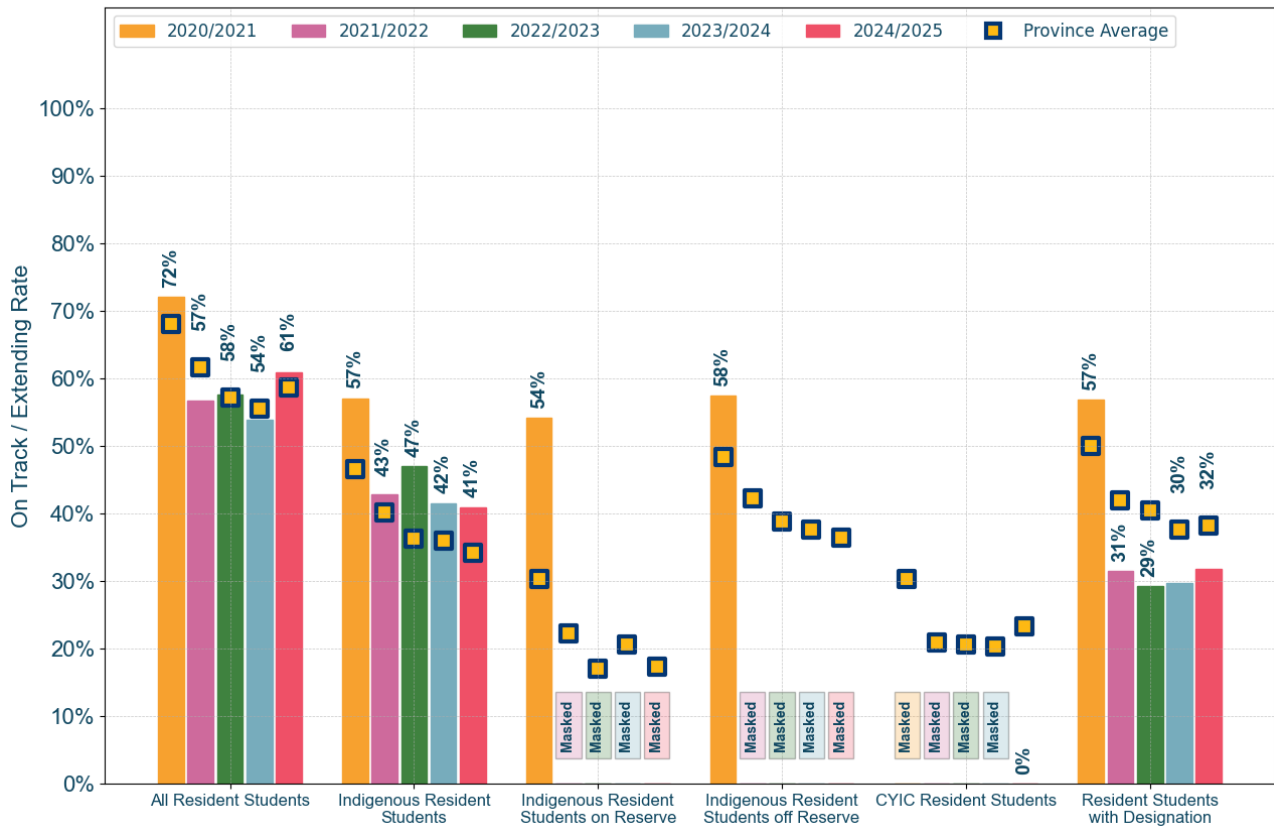
SD073 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD073 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1143 77%	1272 89%	1142 93%	1228 93%	1221 95%
Indigenous Resident Students	263 70%	318 85%	240 89%	285 91%	237 91%
Indigenous Resident Students on Reserve	34 71%	30 83%	17 88%	14 86%	20 90%
Indigenous Resident Students off Reserve	229 70%	288 85%	223 89%	271 92%	217 91%
CYIC Resident Students	Masked	26 73%	Masked	Masked	14 71%
Resident Students with Designation	193 60%	213 73%	173 75%	201 77%	202 84%

SD073 - Grade 7 FSA Numeracy - On Track / Extending Rate

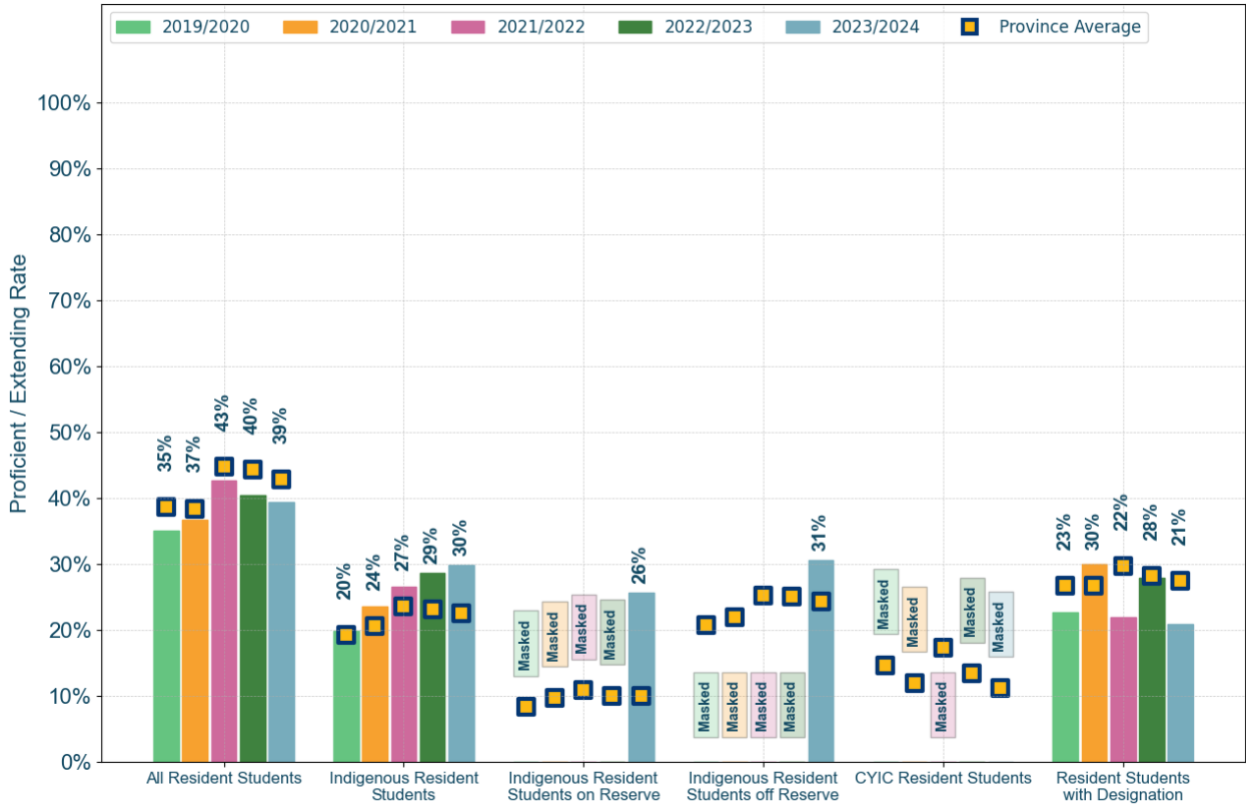


Measure 2.2: Grade 10 Numeracy Expectations

SD073 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1142 35%	1108 70%	1150 64%	1292 66%	1250 70%
Indigenous Resident Students	260 25%	241 57%	278 51%	310 58%	289 60%
Indigenous Resident Students on Reserve	39 31%	23 61%	35 63%	41 76%	49 71%
Indigenous Resident Students off Reserve	221 24%	218 56%	243 50%	269 55%	240 58%
CYIC Resident Students	Masked	25 52%	Masked	Masked	Masked
Resident Students with Designation	167 21%	162 49%	193 41%	217 45%	220 51%

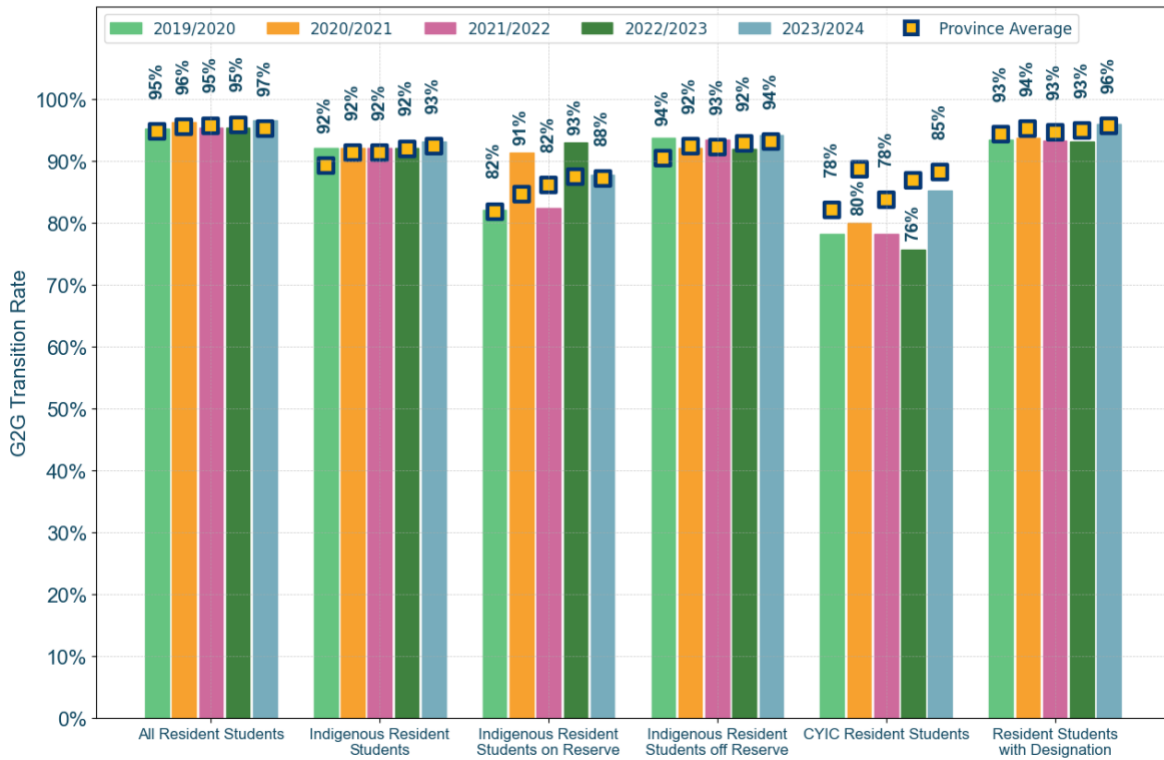
SD073 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate



SD073 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1150	1103	1150	1302	1255
Indigenous Resident Students	264	240	279	316	293
Indigenous Resident Students on Reserve	39	23	34	43	49
Indigenous Resident Students off Reserve	225	217	245	273	244
CYIC Resident Students	23	25	23	33	27
Resident Students with Designation	168	160	193	217	221

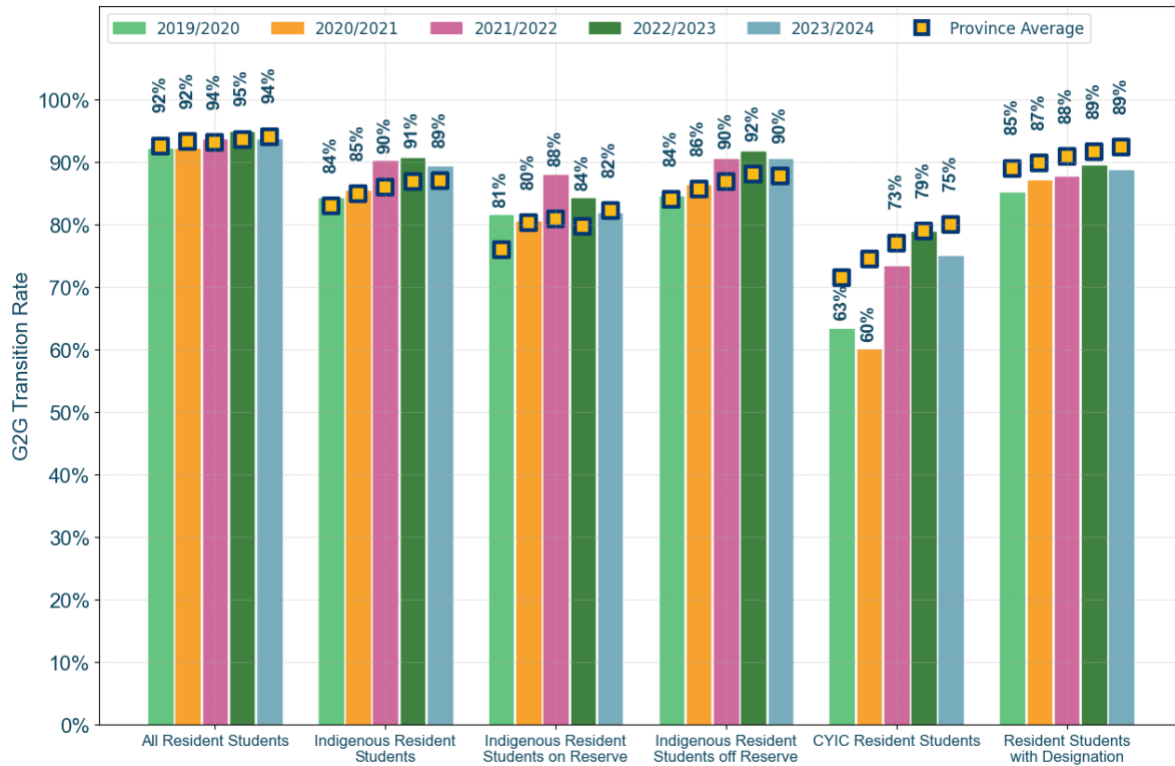
SD073 - Grade 10 to 11 Transition Rate



SD073 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1090	1164	1155	1158	1299
Indigenous Resident Students	259	281	244	276	307
Indigenous Resident Students on Reserve	27	41	25	38	44
Indigenous Resident Students off Reserve	232	240	219	238	263
CYIC Resident Students	30	30	30	33	28
Resident Students with Designation	154	170	161	189	221

SD073 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Key Context

Participation Rate

- 95% for Grade 4 and Grade 7 students
- 94% for Grade 4 and 91% for Grade 7 Indigenous students
- Decreased participation for Grades 4, 7 and 10 diverse learners
- Decreased participation in Grade 10 Numeracy compared to Grade 10 Literacy

Masked Data

- Indigenous students living on reserve
- Students identified as Child Youth in Care

Trends

Numeracy

- **Grade 4: achieve lower than provincial peers over 3 years**
- **Grade 7: achieve higher than provincial peers over 3 years**
- Grade 10: achieve lower than provincial peers over 3 years
- Indigenous Grade 10: achievement improved every year over the last 5 years

Grade to Grade Transitions – 3 Year Trend

- **Grade 10 to Grade 11: transition at a higher rate than students provincially**
- Grade 10 to Grade 11 Indigenous and Diverse: transition at the same rate as provincial peers
- **Grade 10 to Grade 11 Children in Youth and Care: transition rate increased**

Comparisons

Numeracy

- **Indigenous Grades 4, 7, and 10: outperform provincial peers over 3 years**
- Indigenous Grades 4, 7, and 10: perform below non-Indigenous students
- **Diverse learners Grades 4, 7, and 10: achieve less than provincial peers over 3 years**
- Diverse learners Grade 4: achievement improved over the last 4 years

Grade to Grade Transitions – 3 Year Trend

- **Grade 11 to Grade 12: transition at a higher rate than provincial peers**
- **Grade 11 to Grade 12 Indigenous: transition at a higher rate than provincial peers**

Interpretation:

Outcome 2 - Numeracy



Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

Relevant local data

Numeracy

- Diverse learners in Grade 4: steady improvement over four years, performing better than provincial cohort in 2024-2025

Grade-to-Grade Transitions

- **Transitions for students with designations has steadily increased over the past 5 years.**

Strengths and areas for growth

Numeracy

Strengths:

- Number Sense Assessment (NSA) implemented for all Grade 1 – 3 students
- Use of a professional learning residency model in priority schools
- Increase in educators seeking professional development
- Increase in schools with a numeracy goal

Areas for Growth:

- Develop and support with interventive resources through professional learning at all grade levels
- Computational fluency and number sense in intermediate

Grade-to-Grade Transitions

Strength Areas:

- Identifying and re-engaging struggling students through targeted data, personalized support, and flexible learning options
- Culturally grounded strategies, co-developed with Indigenous partners, enhanced engagement
- Identifying and implementing high-impact practices for CYIC learners to support meaningful engagement and successful transitions

Areas for Growth:

- **Transition gaps exist for on-reserve Indigenous students and CYIC due to ongoing barriers to school connection and engagement**
- Strengthen culturally affirming pathways through land-based learning, mentorship, and Indigenous knowledge, language, and identity.
- Provide CYIC and underserved students consistent access to opportunities that build strengths, spark passions, and link learning to future pathways.
- Collaborate with families, Bands, and community partners to co-create transition supports for academic readiness and emotional belonging.

Equity for all priority populations

Numeracy

The following strategies focus on improving numeracy proficiency for Indigenous learners:

- Culturally responsive pedagogy such as learning on the land and place-based math instruction
- Implement evidence-based Kindergarten numeracy screener for all students

Grade-to-Grade Transitions

- **Transition rates remain strong, with Indigenous and Diverse learners progressing near or above provincial averages, particularly in Grades 10 to 11.**

Human and Social Development

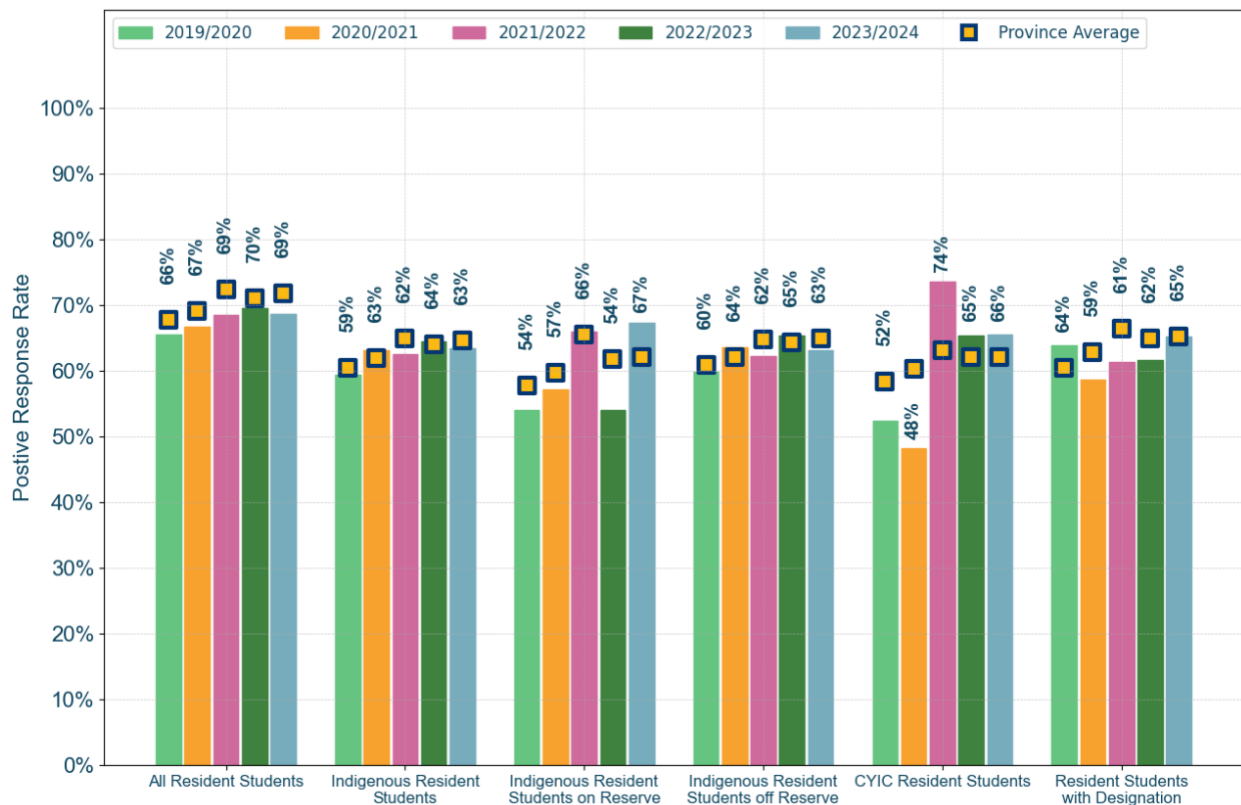
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

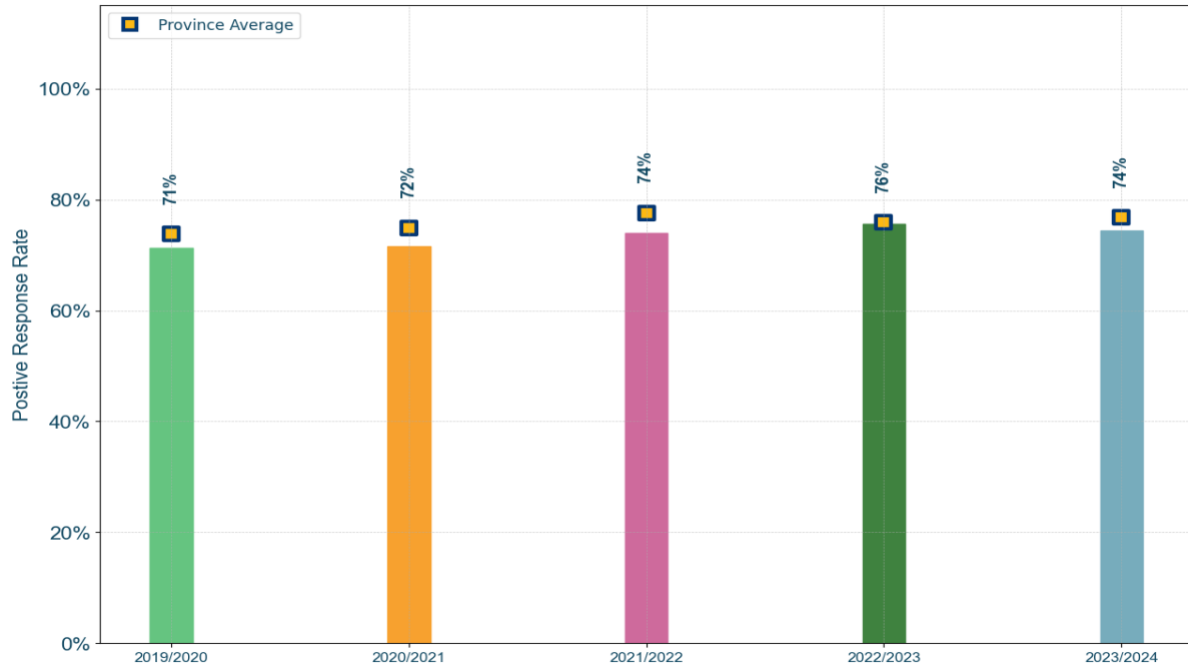
SD073 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3374 78%	3167 85%	3490 82%	3491 84%	3635 82%
Indigenous Resident Students	745 70%	702 75%	811 75%	774 77%	821 76%
Indigenous Resident Students on Reserve	78 49%	64 56%	80 55%	75 67%	76 61%
Indigenous Resident Students off Reserve	667 72%	638 77%	731 77%	699 78%	745 77%
CYIC Resident Students	45 47%	48 60%	56 59%	52 50%	56 52%
Resident Students with Designation	444 71%	411 71%	485 69%	474 72%	515 68%

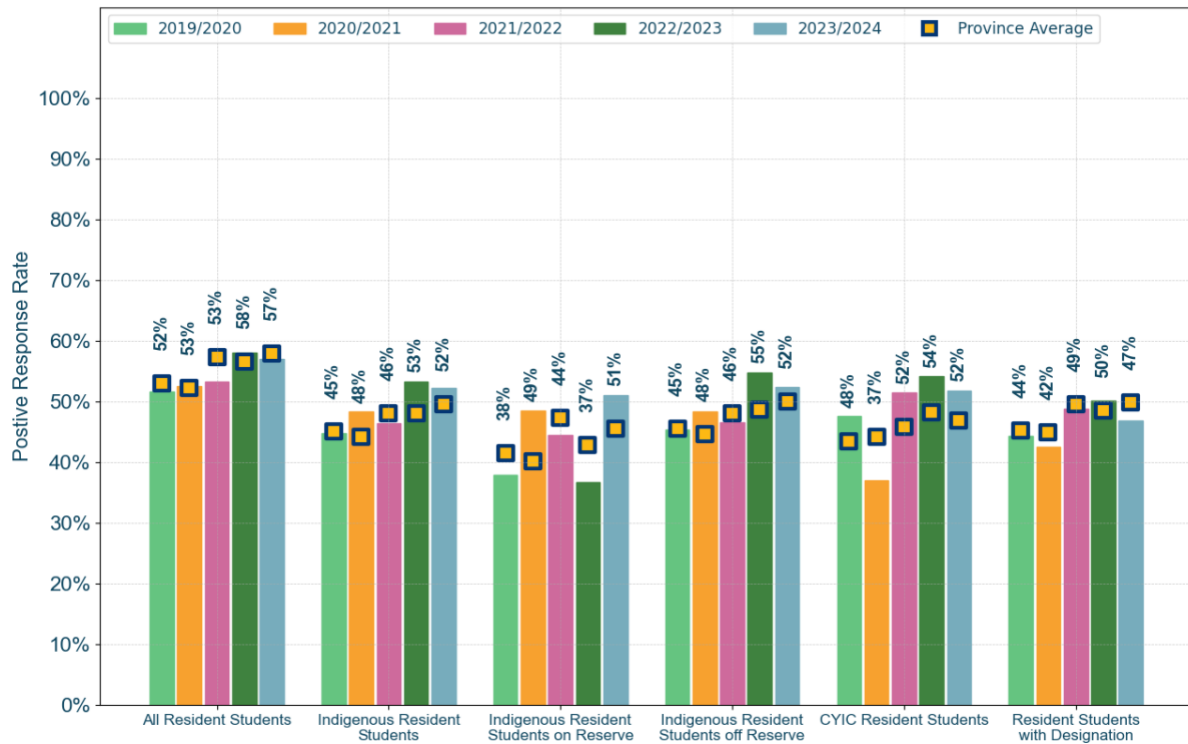
SD073 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD073 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

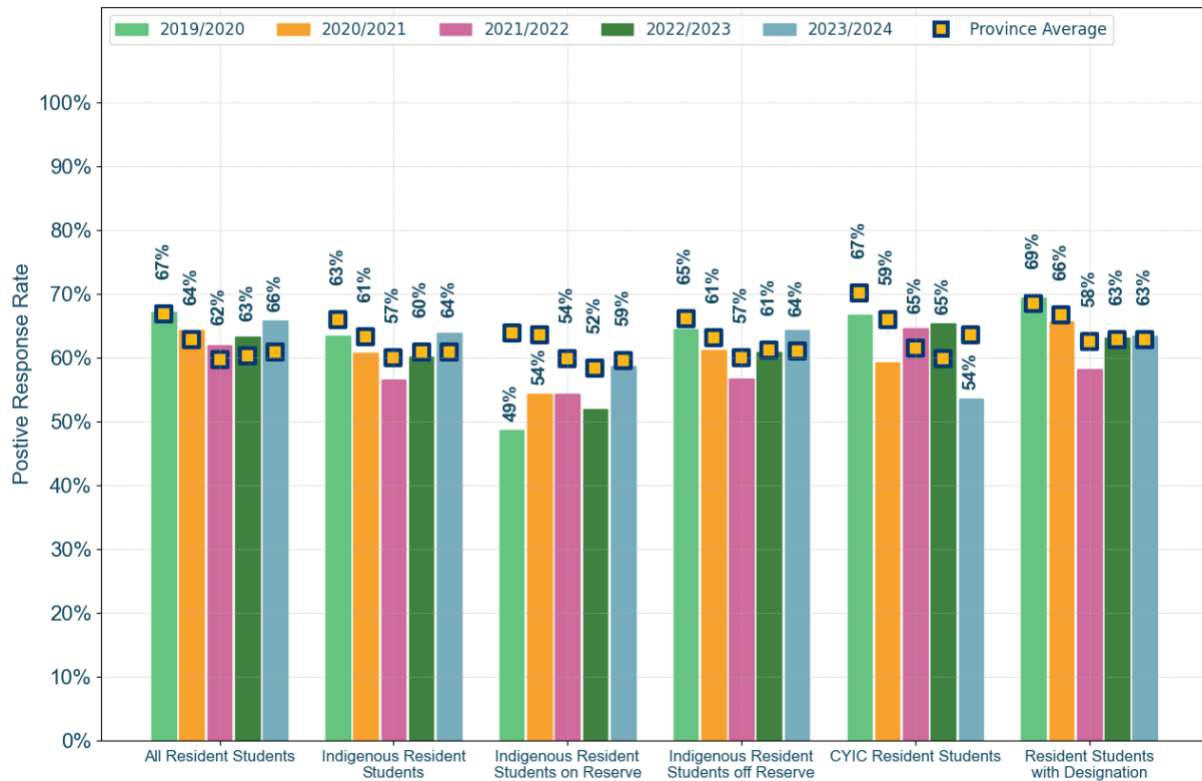


SD073 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD073 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging



Key Context

- Participation rates:
 - All resident students: 83%
 - Indigenous resident students: 76% responded (67% on reserve, 77% off reserve)
 - Students with designations: 69%
 - CYIC: 55%

District Three-Year Trends

- **Feel Safe:**
 - **All students:** remained **consistent; 0% change**
- **Feel Welcome:**
 - All students: **+1%**
 - **CYIC: +5%**
 - **Students with designations: +2%**
 - **Indigenous students: +5%, on reserve (+6%) and off-reserve (-1%)**

- *Sense of Belonging:*
 - All students: **+1%**
 - **CYIC students:** reported an **increase (+8%)**
 - **Students with designations:** reported an **increase (+1%)**
 - **Indigenous students: +1%, on reserve +4%, off reserve 0%**

- *Adults care:*
 - All students: **(+1%)**
 - **CYIC students:** reported a **decrease (-4%)**
 - **Students with designations:** reported **decrease (-1%)**
 - **Indigenous students: consistent at 0%, on reserve (+3%), off reserve (+3%)**

Comparisons: District vs Provincial Three-Year Trends

- *Feel Safe:*
 - **All SD73 students:** 75%, reported **below the provincial average**

- *Feel welcome:*
 - **All SD73 students:** 70%, reported **below provincial average**
 - **CYIC students:** rate **improved** to 68%, reported **above provincial average**
 - **Students with designations:** rate **improved** to 63%, reported **below provincial average**
 - **Indigenous students:** rate **improved to 63%, consistent with provincial average**

- *Sense of Belonging:*
 - **All SD73 students:** 57%, reported **below provincial average**
 - **CYIC students:** rate **improved** to 53%, **above provincial average**
 - **Students with designations:** **stable at 49%, matching provincial average**
 - **Indigenous students:** rate **improved** to 51%, **above provincial average**

- *Adults care:*
 - **All SD73 students:** rate **improved** to 64%, reported **above provincial average**
 - **CYIC students:** rate **declined** to 60%, reported **below provincial average**
 - **Students with designations:** rate **consistent** at 61%, reported **below provincial average**
 - **Indigenous students:** rate **improved** to 60%, **matching the provincial rate**

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Relevant local data

- Increased Indigenous student leadership has strengthened relational and cultural safety in schools. These efforts align with slight improvements in Indigenous students' belonging scores in SD73 versus provincial averages.
- Cultural programming, land-based learning, and Elder involvement support gains in belonging and adult-student connection.

Strengths and areas for growth

Strength Areas

- **Expanded support planning** and IST-led **Tier 3 interventions** for better support of complex student needs.
- **Increased staff capacity** through well-attended training in trauma-informed, behavior, and inclusive practices.
- **Piloted a co-developed equity and human rights survey**, laying the foundation for more inclusive, student-informed school environments.
- **Enhanced student wellness and student leadership** through daily nutrition, land-based learning, and culturally relevant wellness initiatives.

Areas for Growth

- **Exploring residency-based coaching and flexible programs** to build sustainable, school-based support and strengthen staff capacity.
- **Expanding staff professional development** in trauma-informed, inclusive, and behavior intervention practices
- **Advance equity** by implementing the District Anti-Racism Action Plan and expanding staff training in cultural safety, Indigenous worldviews, and relational accountability.
- **Support educators** in using disaggregated data and integrating land-based, Indigenous-informed learning into school practices.

Equity for all priority populations

- **Develop adaptable support systems and expand district-wide training** in de-escalation and crisis response to enhance staff capacity.
- **Implement SEL modules and partner with community agencies** to support student wellness in mental health, SOGI, substance use, food security, and safe spaces.
- **Advance equity through the Equity Transformation Cycle** and integrate Indigenous worldviews, trauma-informed care, and land-based learning into school culture and curriculum.
- **Increase Indigenous student leadership, expand mentorship for Indigenous Education Workers, and strengthen family engagement grounded in Indigenous protocols.**

Career Development

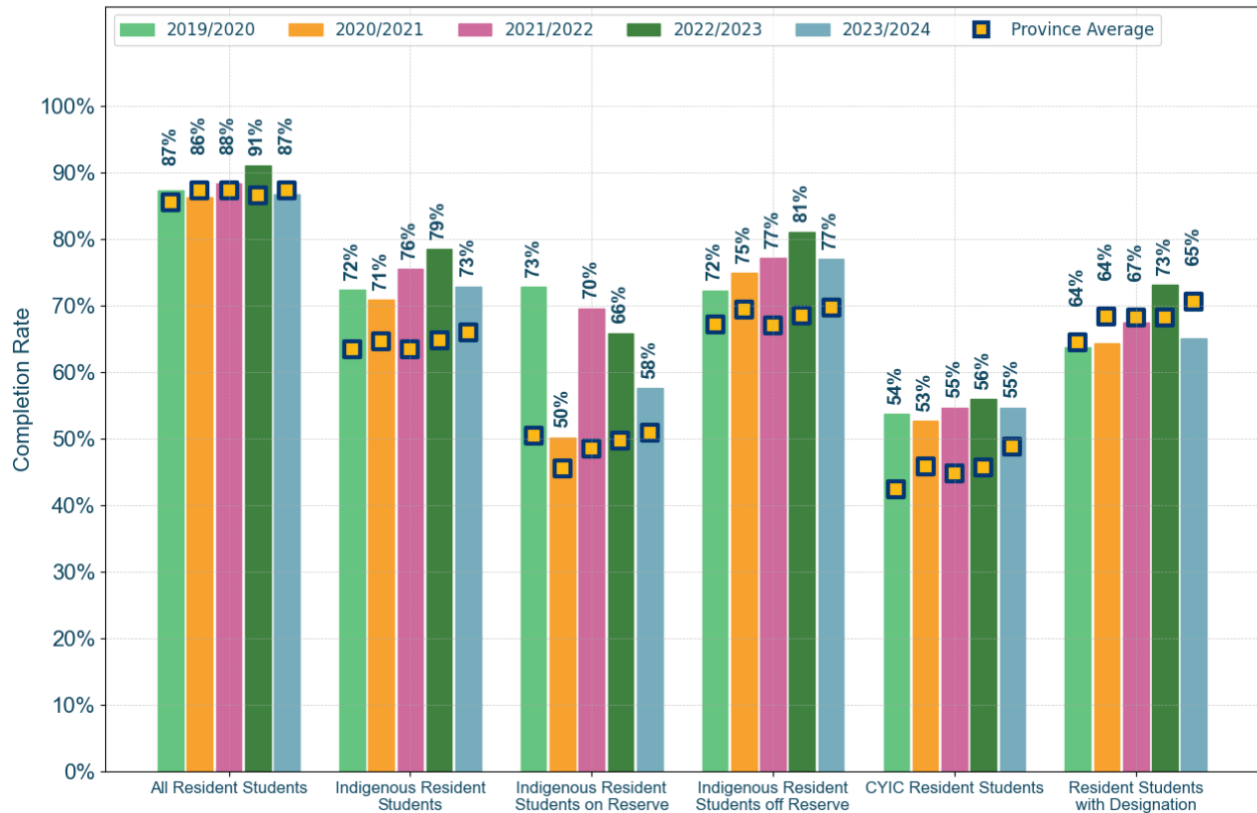
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

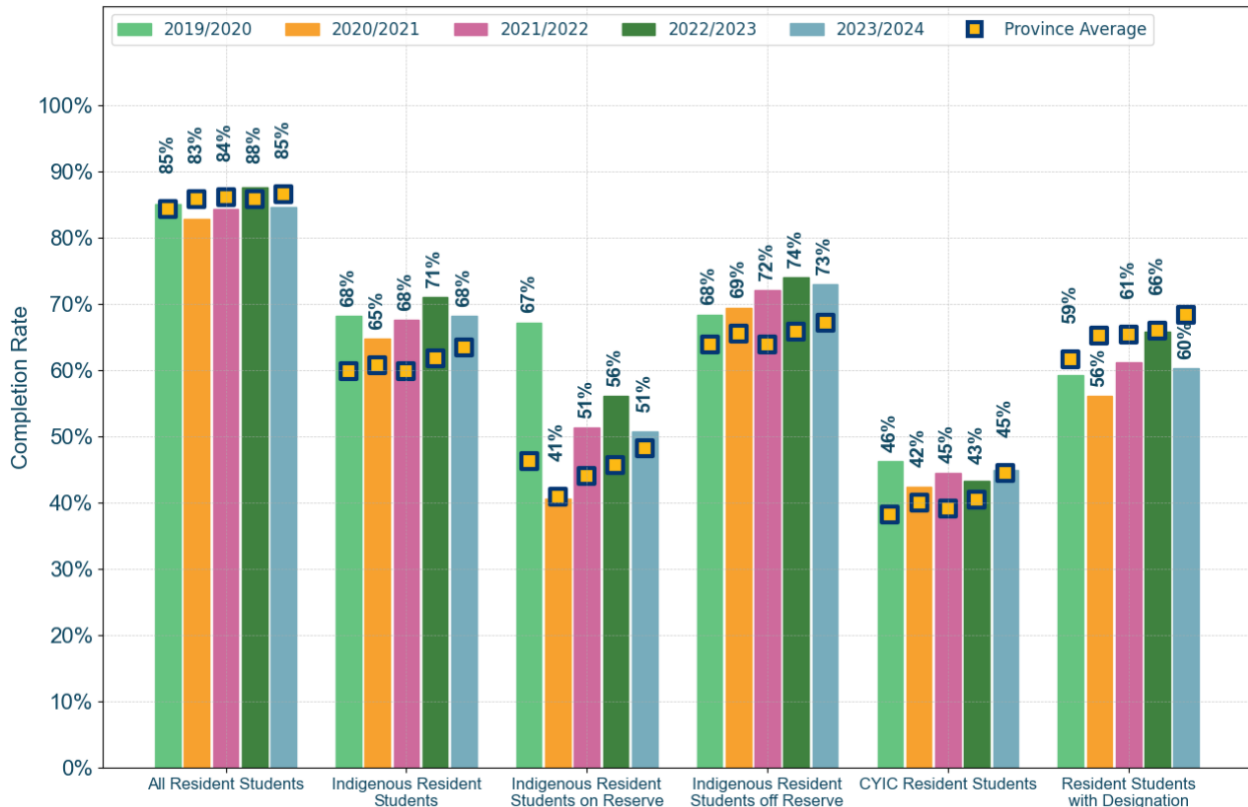
SD073 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1208 90	1178 95	1227 102	1240 105	1272 102
Indigenous Resident Students	282 22	281 23	276 24	262 23	304 26
Indigenous Resident Students on Reserve	59 5	46 4	61 6	46 5	65 6
Indigenous Resident Students off Reserve	223 17	235 19	215 18	216 18	239 20
CYIC Resident Students	101 8	95 8	87 8	86 7	90 8
Resident Students with Designation	235 17	236 18	241 20	240 20	252 20

SD073 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD073 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years



Key Context

- There is a difference between the 2023-2024 school completion data provided in the graphs above (June 2025) and the 2023-2024 school completion data which was released in December 2024.
- December 2024 (excluding Adult Graduates): Resident Students = 91%, Indigenous Students = 79%, Diverse Students = 73%.
- June 2025 (excluding Adult Graduates): Resident Students = 85%, Indigenous Students = 68%, Diverse Students = 60%

Trends

- **SD73's 5-Year completion rate exceeds provincial levels, with rising rates and a narrowing gap between Indigenous/non-Indigenous and diverse/non-diverse learners.**

Comparisons

- **Over three years, Grade 12, Indigenous, diverse needs, and Children and Youth in Care students all increased completion rates, with CYIC rates matching the provincial level.**

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Relevant local data

- **As released in December 2024, SD73 achieved record 6-Year completion rates:** 95% (Resident, +1%), 88% (Indigenous, +6%), and 81% (Diverse Abilities, +1%) over previous cohorts.

Strengths and areas for growth

- Despite steady improvement, **Indigenous, Diverse Abilities, and Children in Youth in Care students still graduate at lower rates** than other SD73 students.

Equity for all priority populations

- SD73's 3-year rolling average shows the **5-year completion gap narrowed by 3% for both Indigenous vs. non-Indigenous and Diverse Abilities vs. non-Diverse Abilities students** between 2019–20/2021–22 and 2021–22/2023–24.

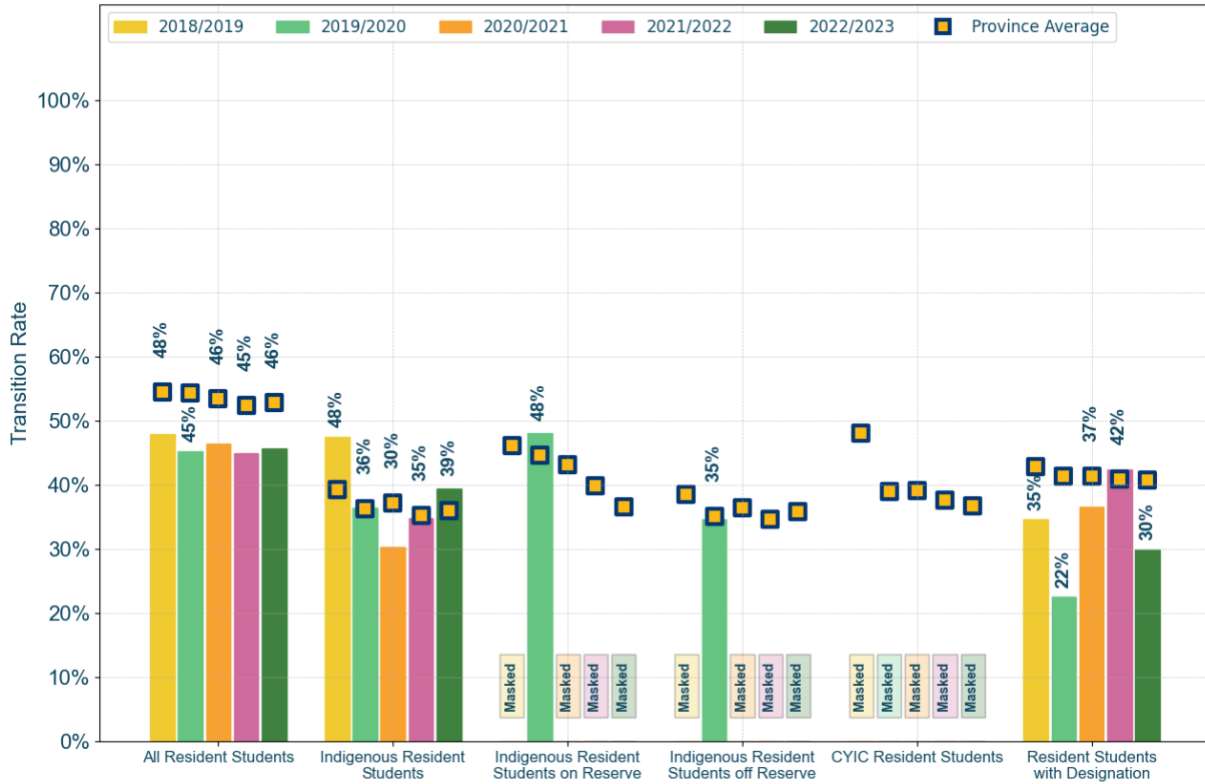
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

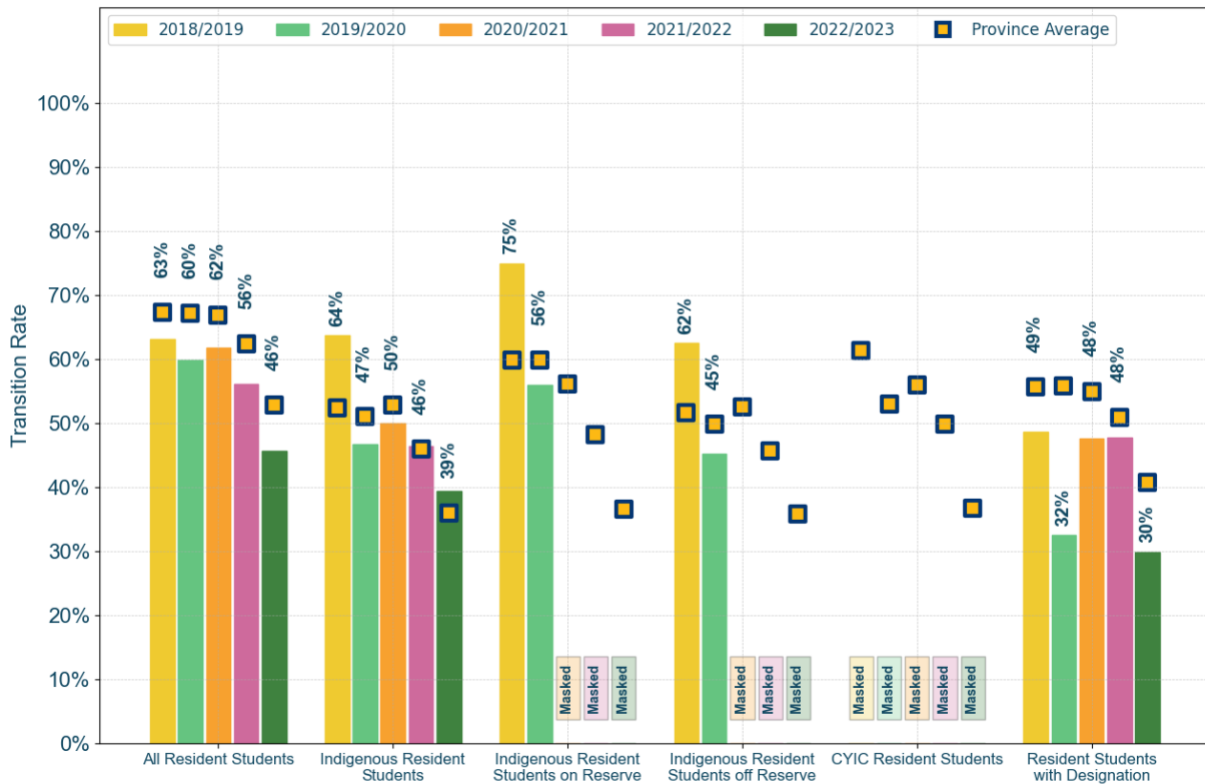
SD073 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	897	967	894	961	1021
Indigenous Resident Students	160	184	172	170	178
Indigenous Resident Students on Reserve	Masked	25	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	159	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	78	80	82	92	107

SD073 - Immediate Transition to Post-Secondary



SD073 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Key Context

- **Through successful dual credit programs**, SD73 maintains **high transition rates** to BC post-secondary institutions **while students are still in high school**, despite this not being reflected in MECC transition data.

Trends

- **Non-Indigenous and non-Diverse Abilities students** have maintained consistent outcomes but **continue to perform well above their equity-deserving peers**.

Comparisons

- **Provincially, transition rates remain higher than SD73's in all categories**, underscoring the opportunity for system-level improvement.

Interpretation:

Outcome 5 - Life and Career Core Competencies



Post-Secondary Transitions

Relevant local data

- In 2022-2023, 67 Grade 12 students (6%), in 2023-2024, 73 Grade 12 students (7%) and in 2024-2025, 72 Grade 12 students (6%) **transitioned to TRU post-secondary certification programs while in high school (dual credit)**.

Strengths and areas for growth

- **Many Grade 12 students transition to TRU certification programs in secondary school**, but SD73's immediate and 3-year **post-secondary transition rates remain below the provincial average**.

Equity for all priority populations

- **Indigenous students in SD73 have shown a 5% improvement** in immediate post-secondary transition rates over the last three years, a positive trend that outpaces the provincial average.

INTERIM PROGRESS REPORT FOR THE ENHANCING STUDENT LEARNING REPORT

September 2025

Part 2b: Respond to Results



SCHOOL DISTRICT NO. 73
(Kamloops -Thompson)

In Review of Year 3 of the School District No. 73 (Kamloops-Thompson)
2022-2027 Strategic Plan

Approved by Board of Education on September 22, 2025

Interim Progress Report for Enhancing Student Learning:

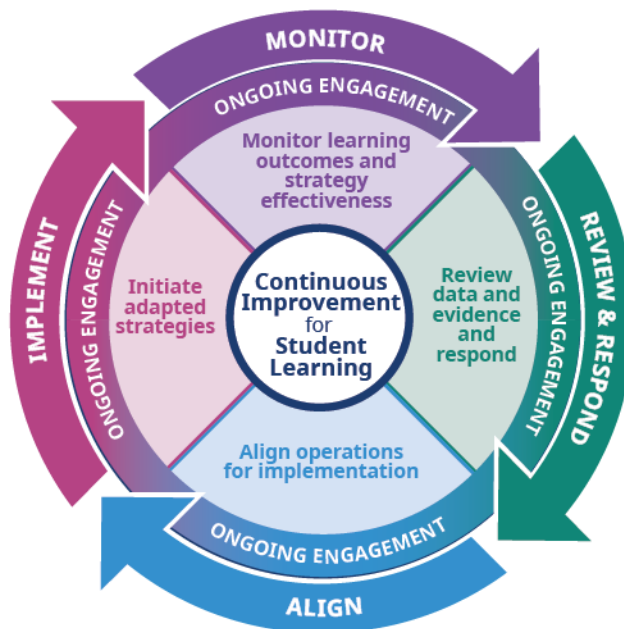
Ministry Note

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 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once 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.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report

Respond to Results



Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report Provides:

- **Continuous improvement information.** As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



Please note: If the district’s current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Career Development.

Strategic Plan Priority: Intellectual Development – Literacy			
Objective: Every learner will develop competencies and skills to succeed academically.			
Goal: Students will meet or exceed literacy expectations for each level.			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
What targeted actions are being taken?	What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Based on the review of data and evidence and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Based on their effectiveness, which strategies will the district team: <ul style="list-style-type: none"> • Continue? • Discontinue? • Adapt? • Introduce and implement?
Improve instructional leadership capacity for principals and vice-principals.	Effective use of student assessment practices and data to guide student learning.	Significant progress in schools when principals lead the effective use of student assessment to guide learning. More support is needed for school principals still developing this capacity.	Continue: Family of Schools structure for school leaders – with a focus on instructional leadership (using data effectively to guide sophisticated instruction and intervention practices).

Incorporate Indigenous ways of learning in literacy instructional design.	Achievement deficit between Indigenous learners and non-Indigenous learners.	Indigenous primary students are succeeding as this cohort is experiencing the greatest growth in reading District wide.	Continue: Collaborating with Indigenous and Inclusive departments to provide teachers with culturally responsive strategies and resources.
Strengthen formative assessment pedagogy with District assessments.	Effective use of District assessment data to guide learning and make instructional adjustments in real time	Significantly improved student achievement when their classroom teacher uses assessment data to guide their learning.	Continue: Professional development for teachers in using intervention instructional strategies to address student learning needs as identified in District assessments.
Prioritize additional resources and professional development for teachers at schools with lower student achievement.	Addresses equity by providing enhanced support for teachers with complex student populations to improve student proficiency.	Priority schools with added resources and professional development show literacy programming gains, but limited impact on student proficiency so far.	Continue: A residency model of resource teachers spending time in priority classrooms with teachers.

Strategic Plan Priority: Intellectual Development – Numeracy

Objective: Every learner will develop competencies and skills to succeed academically.

Goal: Students will meet or exceed numeracy expectations for each level.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
Improve instructional leadership capacity for principals and vice-principals.	Effective use of student assessment data to guide student learning.	Significant progress in schools when principals lead the effective use of student assessment to guide learning. More support is needed for school leaders who are still developing this capacity.	Continue: Family of Schools structure for school leaders – with a focus on instructional leadership (using data effectively to guide sophisticated instruction and intervention).
Develop intervention resources to complement Number Sense Assessment.	Numeracy resources available for primary students who require intensive intervention.	Resources that are responsive to students’ learning needs are effective and efficient pedagogy.	Introduce: Implement numeracy resources that complement the tasks included in the District’s Number Sense Assessment.
Prioritize additional resources and professional development for teachers at schools with lower student achievement.	Addresses equity by prioritizing support for teachers with complex student populations to improve student proficiency.	Priority schools with added resources and professional development show literacy programming gains, but limited impact on student proficiency so far.	Continue: A residency model of resource teachers spending time in priority classrooms with teachers.

Strategic Plan Priority: Intellectual Development – Grade-To-Grade Transitions

Objective: Every learner will develop competencies and skills to succeed academically.

Goal: Students will progress through grades on time.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Collaborate with Band Education Coordinators to identify disengaged students early and co-create plans with land-based, mentorship, and career opportunities.</p> <p>Connect district leaders, school administrators, and Indigenous communities to align efforts supporting academic and cultural engagement, especially for learners on reserve.</p> <p>Center student voice, especially Indigenous learners and CYIC, to identify barriers and improve belonging, relevance, and flexibility.</p> <p>Provide targeted professional learning to build staff capacity to</p>	<p>Practices often misalign with the realities of Indigenous students and CYIC, especially on reserve, where systemic barriers limit engagement and progression.</p> <p>Limited use of student engagement and learning data to identify silently disengaged or at-risk students.</p> <p>Limited culturally affirming and career-connected opportunities leave many diverse and underrepresented students without pathways reflecting their strengths or aspirations.</p> <p>Inconsistent staff capacity to address cultural, socio-emotional, and structural barriers creates gaps in</p>	<p>Student Learning Survey shows Grade 10 and 12 students feel well-supported in transitions, exceeding provincial averages by 4% and 2%.</p> <p>A 2024–2025 rural school data analytics pilot improved targeted interventions, boosting student and family engagement and showing the value of localized data use.</p> <p>Ongoing evaluation triangulates input from administrators, students, families, and Band Coordinators to assess re-engagement strategies and guide system learning.</p> <p>Staff capacity-building is confirmed when student outcome improves resulting in disengaged students reconnecting with meaningful, culturally relevant pathways.</p>	<p>Continue: Enhance culturally relevant transition pathways with Band Education Coordinators and school teams, guided by Circle of Courage values.</p> <p>Adapt: Scale up the data analytics pilot to more schools, enhancing collaborative planning and data use to support student transitions and re-engagement.</p> <p>Introduce: A district-wide transition planning framework to guide educators, counsellors, and partners in co-designing student support strategies and processes</p> <p>Continue: Collect diverse student, family, and community voices (“Street Data”) to guide transition planning and assess impacts of scaling strategies.</p> <p>Continue: Support CYIC and on-reserve Indigenous students by building on promising practices that foster connection, belonging, and purpose.</p>

<p>reduce systemic barriers, ensure cultural safety, and support identity-affirming transitions.</p>	<p>early intervention and inclusive transition planning.</p>		<p>Adapt: Tailor professional development to connect data and engagement insights for greater responsiveness to school and cultural contexts.</p> <p>Implement: Create tools and protocols to identify disengaged students early, integrating academic, social-emotional, and cultural data for timely support.</p>
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Strategic Plan Priority: Human and Social Development

Objective: To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Expand flexible supports and culturally responsive programming.</p> <p>Deepen Social-Emotional Learning (SEL) through Indigenous and inclusive practices.</p> <p>Enhance staff capacity in trauma-informed, restorative, and equity-focused practice.</p> <p>Center student voice and diverse partnerships in school culture.</p>	<p>Persistent equity gaps in student outcomes and sense of belonging.</p> <p>Marginalization of Indigenous knowledge and cultural identity.</p> <p>Insufficient relational feedback and accountability structures.</p> <p>Ongoing impacts of historical trauma and systemic mistrust.</p>	<p>Effectiveness measured through both standard and relational tools.</p> <p>Ongoing community engagement to inform assessment of impact.</p> <p>Early indicators point to positive shifts in belonging and cultural safety.</p> <p>Success is shown when Indigenous students see themselves reflected in curriculum, leadership, and culture, and their feedback drives visible, culturally relevant improvements.</p>	<p>Continue: Embed culturally grounded SEL modules, centered on Indigenous teachings, emotional regulation, empathy, and relationships.</p> <p>Continue: Professional development in trauma-informed and de-escalation practices</p> <p>Continue: Elevating student voice and Indigenous partnerships.</p> <p>Continue: Flexible and residency-based support models</p> <p>Discontinue: (None-will reduce duplication): Consolidate overlapping initiatives under broader themes (e.g., SEL + behavior + cultural safety = holistic wellness supports).</p> <p>Discontinue: (None-will reduce duplication): Streamline data collection tools and evaluation timelines to avoid</p>

			<p>overburdening schools, while still ensuring accountability to equity goals.</p> <p>Adapt: Expand inclusive practices training beyond LARTs to school administrators.</p> <p>Adapt: School climate tools and referral processes to be identity-based and trauma-informed, enabling earlier, more inclusive interventions.</p> <p>Adapt: Enhance professional learning with culturally safe anti-racism training for front-line staff.</p> <p>Implement: Intersectional flex programs for diverse learners.</p> <p>Implement: Relational Indigenous family engagement frameworks for Indigenous families.</p> <p>Implement: Expand culturally responsive mentorship models.</p>
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Strategic Plan Priority: Cultural and Identity Development

Objective: To develop a sense of identity in individuals and cultural safety and humility in communities.

Goal: Every learner will feel safe and thrive personally and culturally.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Launch and refine the IEW Learning Series and Handbook.</p> <p>Deliver Indigenous-Led Sessions and mentorship for staff and leaders to strengthen culturally responsive practices.</p> <p>Apply the Equity Transformation Cycle in practice.</p> <p>Support Indigenous student leadership.</p>	<p>Persistent gaps in cultural identity support for Indigenous learners.</p> <p>Systemic barriers for equity-seeking student cohorts</p> <p>Insufficient mental health and wellness support grounded in culture.</p> <p>“Beyond awareness”: Need for staff capacity and system accountability to close cultural identity and belonging gaps.</p>	<p>Staff capacity for inclusive, culturally responsive teaching has increased through targeted resources and training, boosting confidence in embedding diverse cultural perspectives.</p> <p>Schools are becoming safer and more affirming through culturally grounded mental health supports, Indigenous wellness spaces, and collaboration with GSAs and SOGI Leads, guided by student voice.</p> <p>Indigenous leadership and student voice grow through advisory councils, empowering culturally connected student leaders.</p> <p>Commitment to ongoing, relational evaluation and improvement</p>	<p>Continue: Embed inclusive, identity-affirming teaching strategies district-wide to enhance belonging, engagement, and outcomes, especially for Indigenous, neurodiverse, and marginalized learners.</p> <p>Continue: Establish permanent Indigenous wellness spaces and mental health supports rooted in Indigenous knowledge, addressing student calls to action and trauma-informed healing.</p> <p>Discontinue (None- will reduce duplication): Consolidate overlapping initiatives into streamlined, school-based action plans to use capacity efficiently and align with district equity goals.</p> <p>Adapt: Enhance leadership development with mentorship, case-based learning, and collaborative change-making to empower administrators in driving lasting decolonizing reforms. Formalize culturally safe, consistent student-led feedback mechanisms to ensure</p>

			<p>sustained influence on school and district decisions.</p> <p>Implement: Implement district-wide, relational feedback tools to evaluate professional learning, inclusion, and student identity outcomes, emphasizing growth over compliance. Honour and implement Indigenous methods.</p> <p>Implement: Expand inclusion efforts to support intersecting identities by aligning resources, training, and policies for multiple equity-seeking groups.</p>
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Strategic Plan Priority: Career Development

Objective: To prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Goal: Every learner will graduate, know who they are, and have plans for who they aim to become through their career pathway.

Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
<p>Build capacity to identify and intervene to support disengaged students, share insights with staff, create meaningful learning opportunities, and collaborate to remove access barriers.</p> <p>Support counsellors, career education teachers, CEAs and Trades/Transitions Advisors in student transition planning.</p> <p>Support parents / guardians / caregivers to provide guidance to students' transition planning.</p> <p>Connect Post-Secondary Transitions Advisors with Grade 12 students in each school.</p>	<p>These strategies address equity and inclusion gaps in school completion and post-secondary transitions for Indigenous, neurodiverse, and children/youth in care.</p>	<p>Since 2020, the 5-Year Completion Rate equity gap has decreased by 3% for Indigenous students and students with diverse abilities, with SD73's gap now narrower than the provincial average.</p> <p>In 2024, Grade 10 and 12 students reporting feeling well-supported in grade transitions exceeded the provincial average by 4% and 2%, respectively (Student Learning Survey).</p> <p>For Indigenous students, there has been a steady increase in the immediate post-secondary transition rate.</p>	<p>Continue: All strategies will continue, with collaboration shifting to the District Principal of Information Management and Analytics and the District Vice-Principal of Indigenous Education following the elimination of the District School Completion Coordinator role.</p> <p>Adapt: Targeted professional learning to support transition planning will shift to Secondary School Counsellors from Career Education teachers.</p> <p>Implement: Before Semester 2, Grade 12 students will be surveyed on post-secondary plans and support needs to identify potential access barriers at the district level.</p> <p>Implement: At the time of application, the need for equity access support will be identified for students enrolling in district career programs.</p>