Peace River North
SD060

Interim Progress Report
September 2026

In Review of Year 3 of Board Strategic Plan 2024-2029

Approved by Board on September 21, 2026

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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:

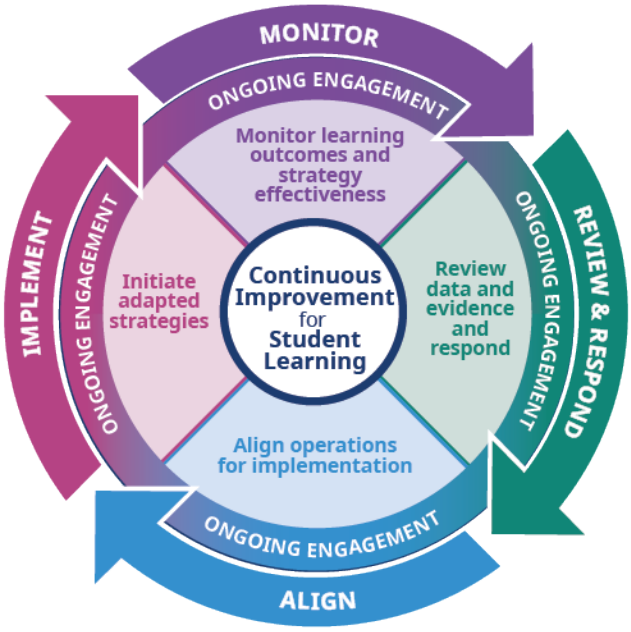
Ministry Note

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

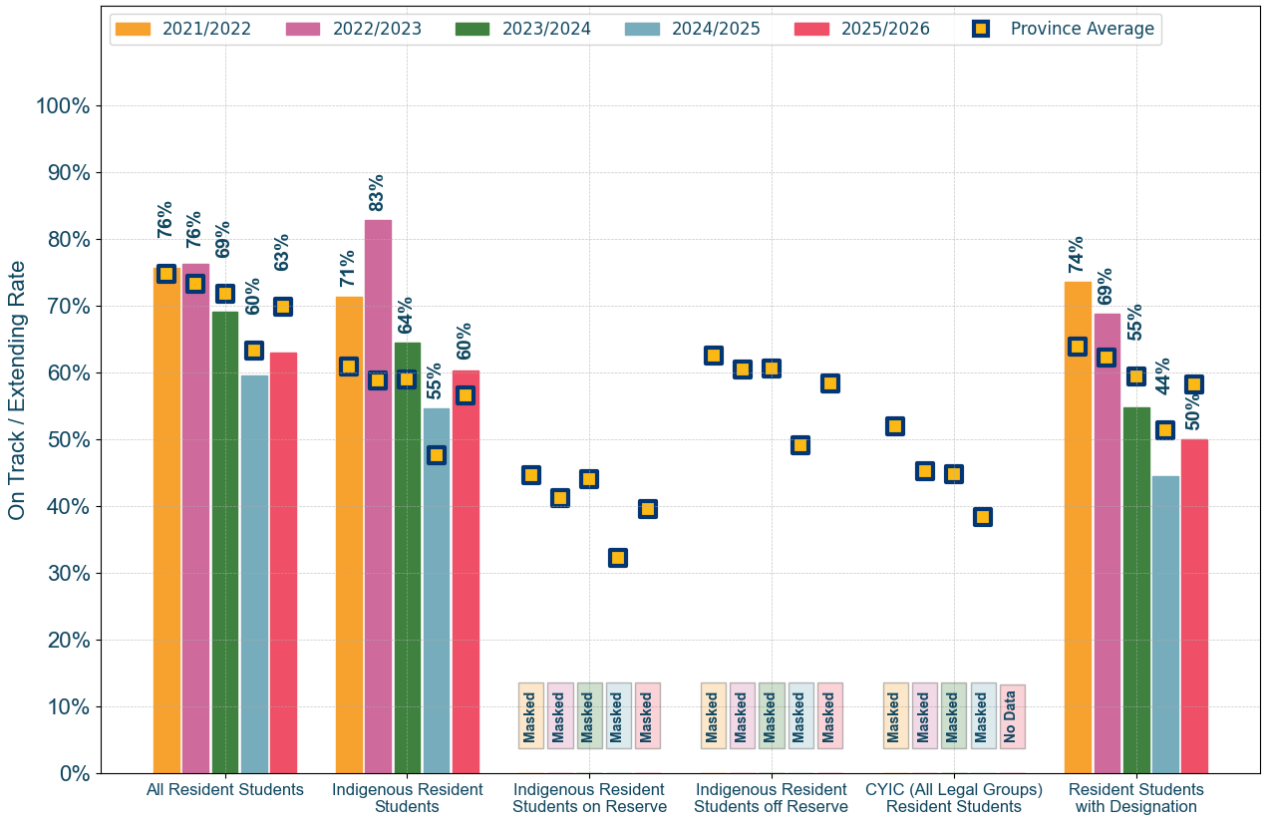
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

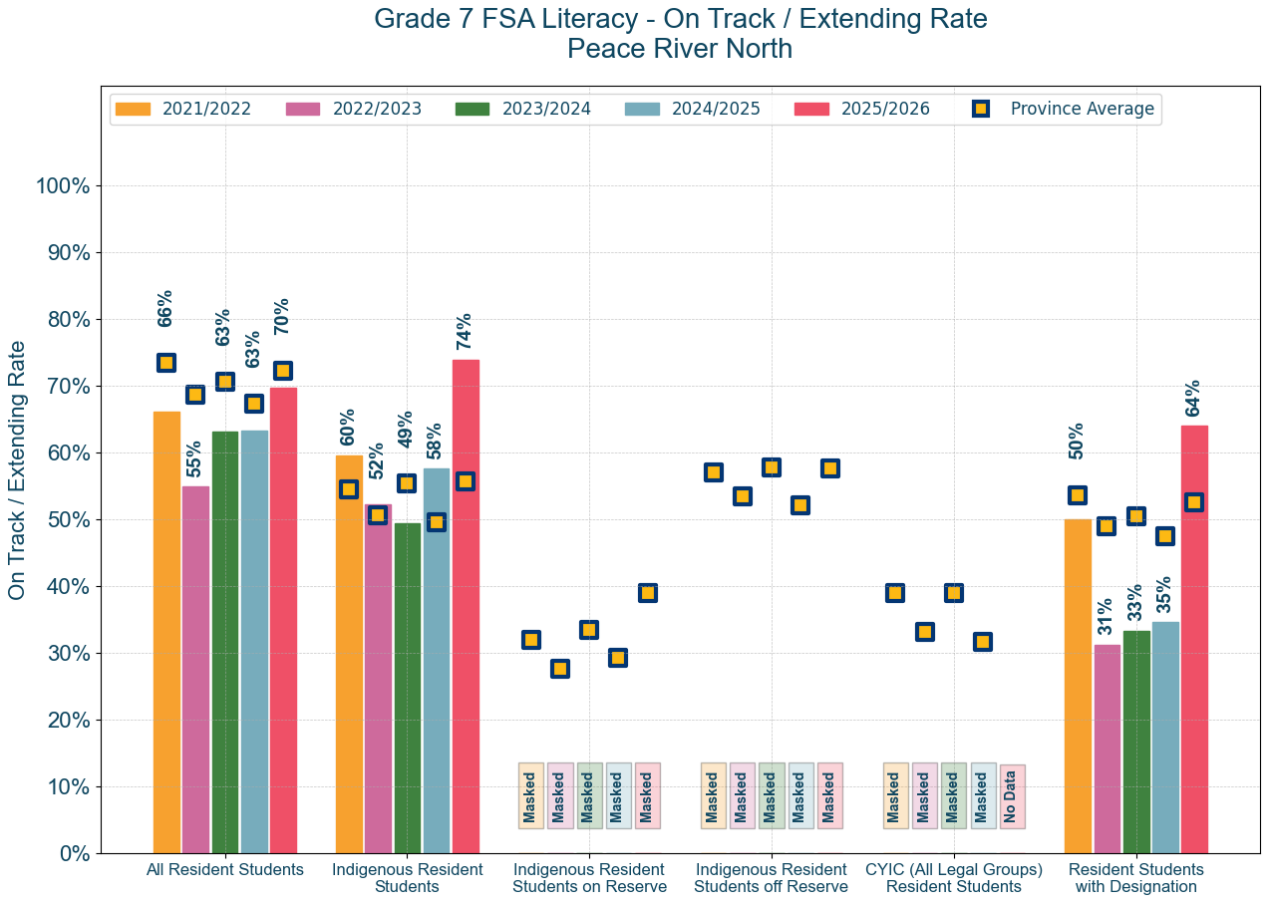
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	476 | 92%	481 | 93%	467 | 88%	472 | 92%	479 | 90%
Indigenous Resident Students	116 | 91%	118 | 89%	113 | 80%	121 | 89%	126 | 84%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	44 | 77%	60 | 80%	52 | 60%	51 | 71%	49 | 65%

Grade 4 FSA Literacy - On Track / Extending Rate
Peace River North



Grade 7 FSA Literacy - Expected Count | Participation Rate

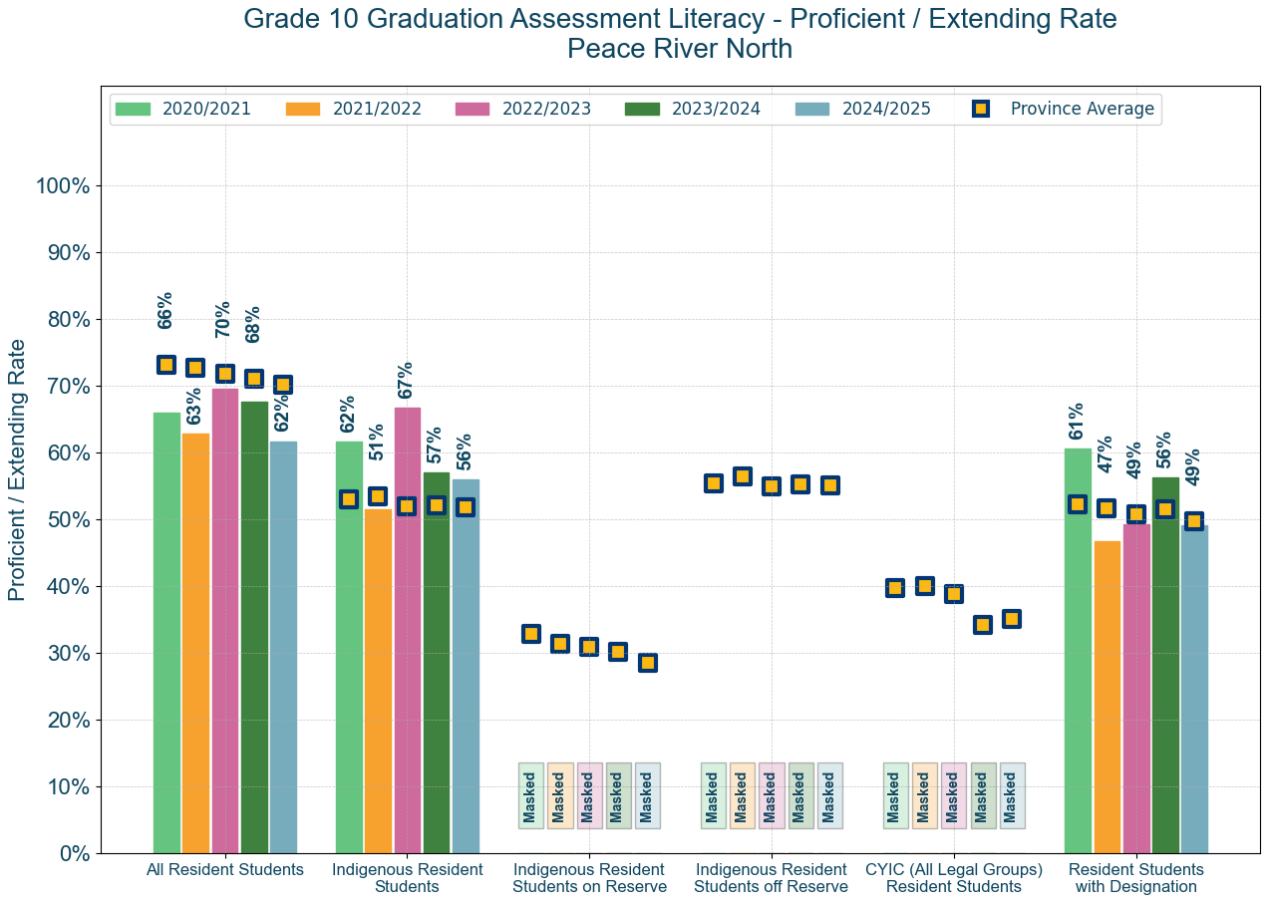
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	486 | 92%	427 | 92%	434 | 93%	460 | 93%	464 | 92%
Indigenous Resident Students	106 | 93%	126 | 88%	96 | 91%	108 | 92%	108 | 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	57 | 70%	61 | 79%	56 | 80%	62 | 84%	62 | 81%



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	410 | 88%	406 | 85%	502 | 83%	444 | 89%	489 | 86%
Indigenous Resident Students	94 | 81%	84 | 82%	116 | 75%	120 | 82%	115 | 78%
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	57 | 82%	53 | 72%	80 | 59%	78 | 71%	78 | 62%

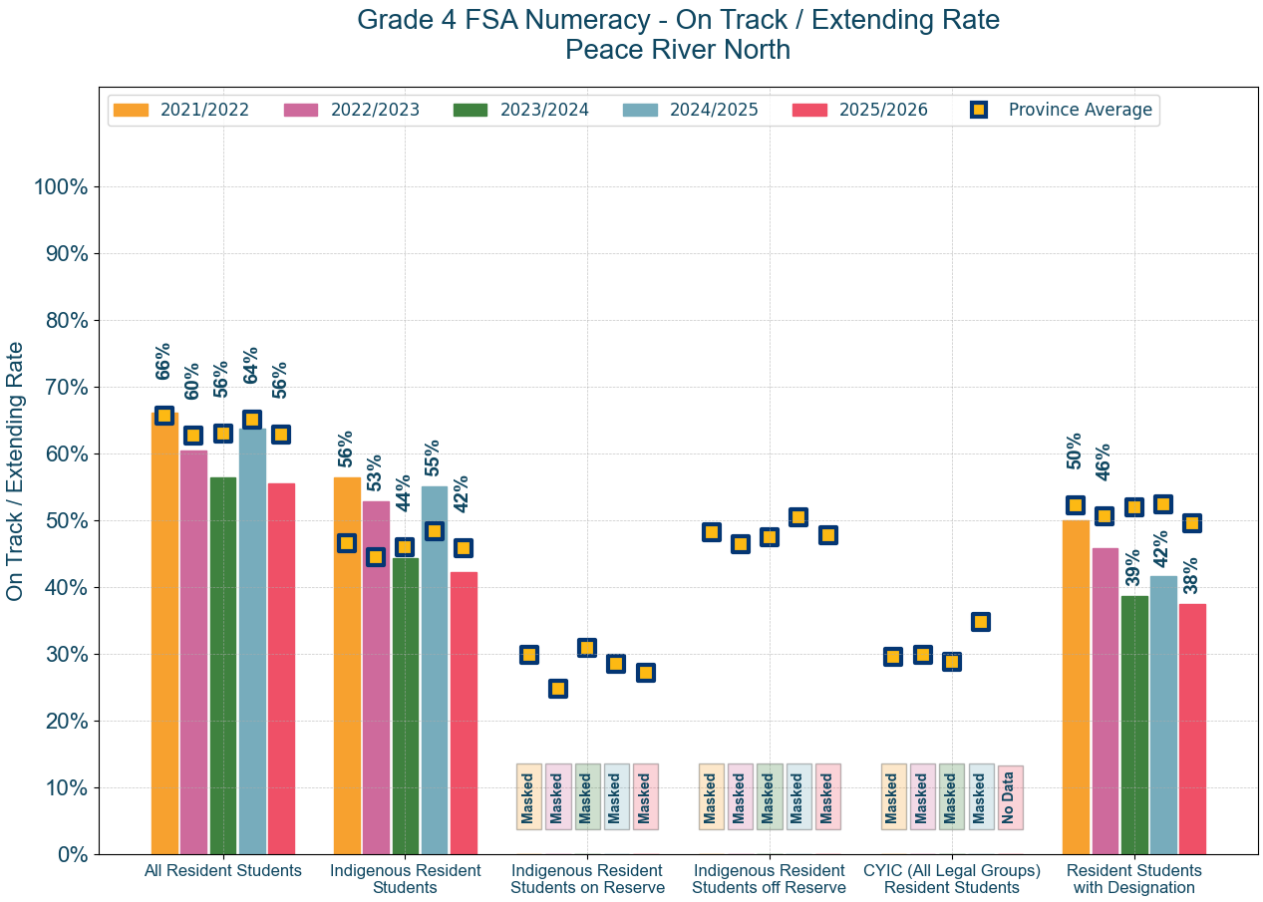

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Peace River North
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Proficient / Extending Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
66%
63%
70%
68%
62%
62%
51%
67%
57%
56%
Masked
61%
47%
49%
56%
49%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

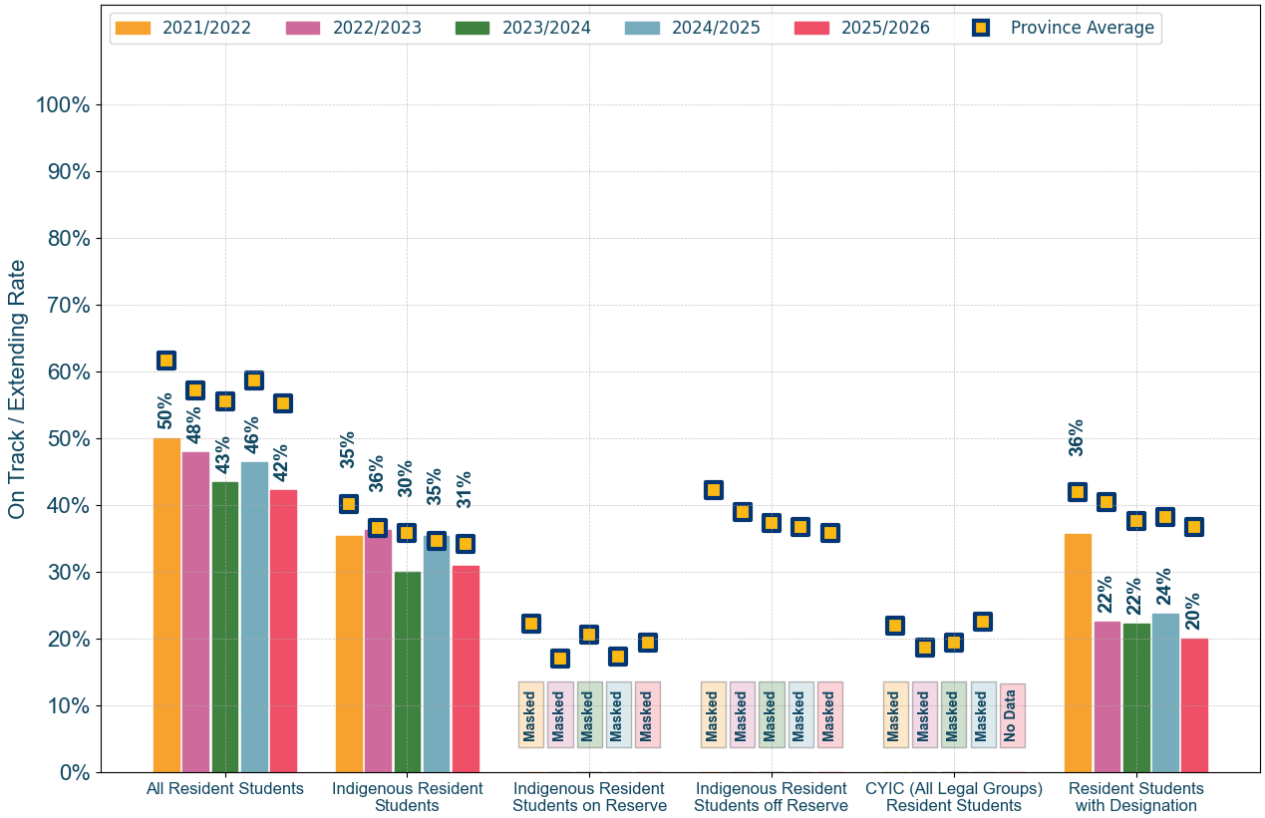
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	476 | 93%	481 | 93%	467 | 87%	472 | 92%	479 | 91%
Indigenous Resident Students	116 | 93%	118 | 88%	113 | 78%	121 | 88%	126 | 87%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	44 | 77%	60 | 80%	52 | 60%	51 | 71%	49 | 65%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	486 | 92%	427 | 93%	434 | 94%	460 | 94%	464 | 93%
Indigenous Resident Students	106 | 93%	126 | 90%	96 | 94%	108 | 94%	108 | 90%
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	0
Resident Students with Designation	57 | 74%	61 | 80%	56 | 80%	62 | 89%	62 | 81%

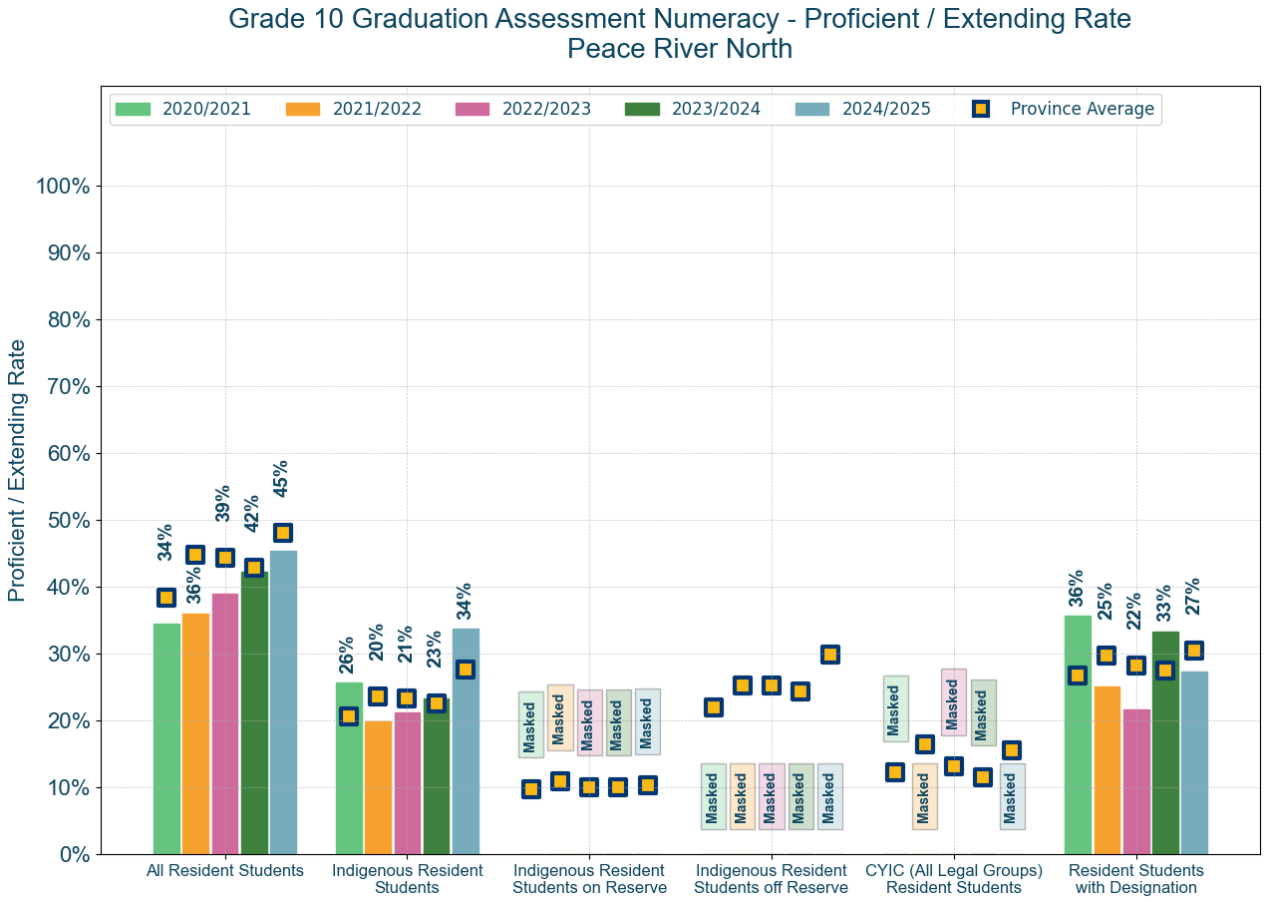
Grade 7 FSA Numeracy - On Track / Extending Rate
Peace River North



Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

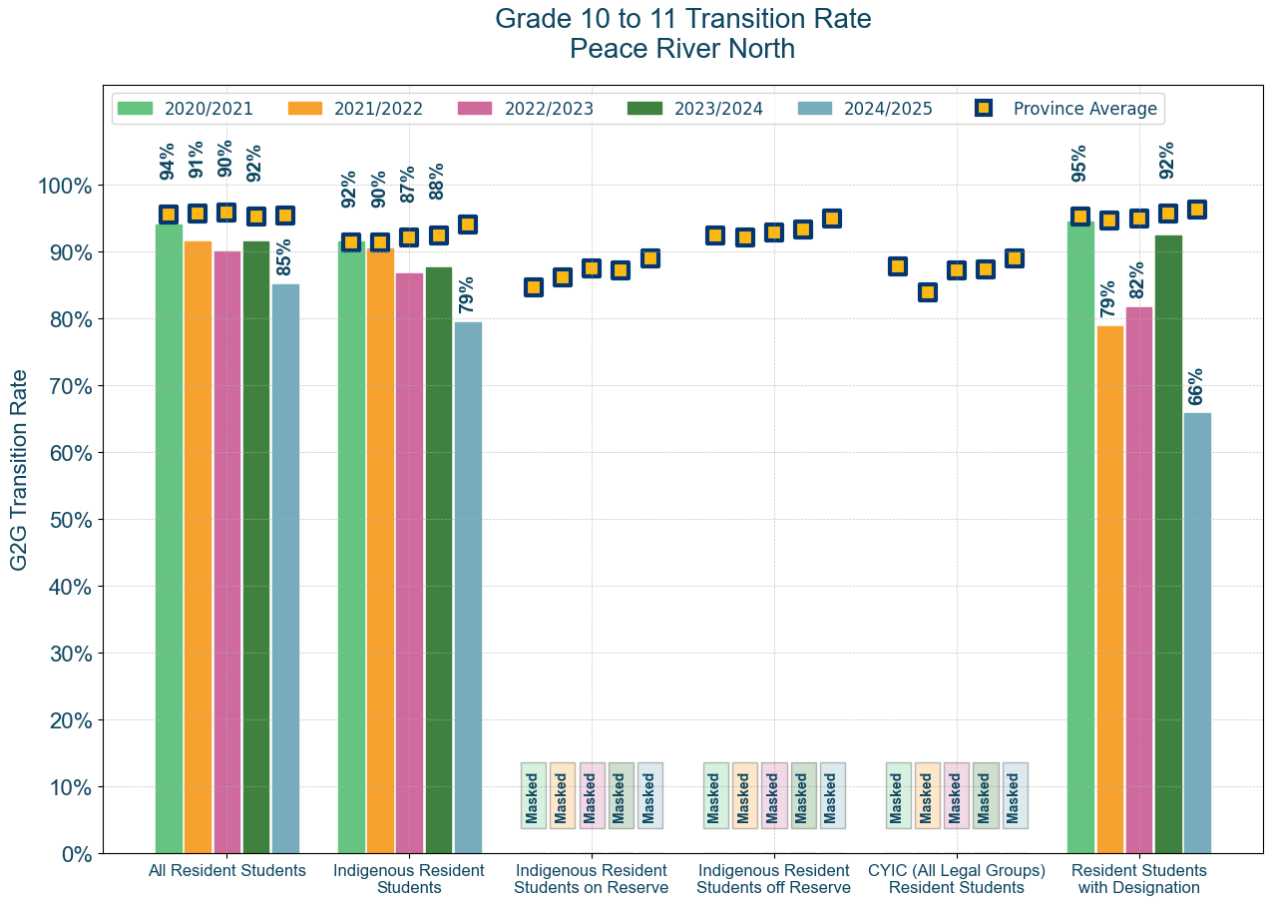
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	408 | 88%	403 | 85%	504 | 83%	448 | 88%	492 | 86%
Indigenous Resident Students	94 | 81%	84 | 81%	119 | 76%	122 | 80%	118 | 77%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	56 | 71%	53 | 66%	80 | 56%	80 | 69%	79 | 65%



Measure 2.3: Grade-to-Grade Transitions

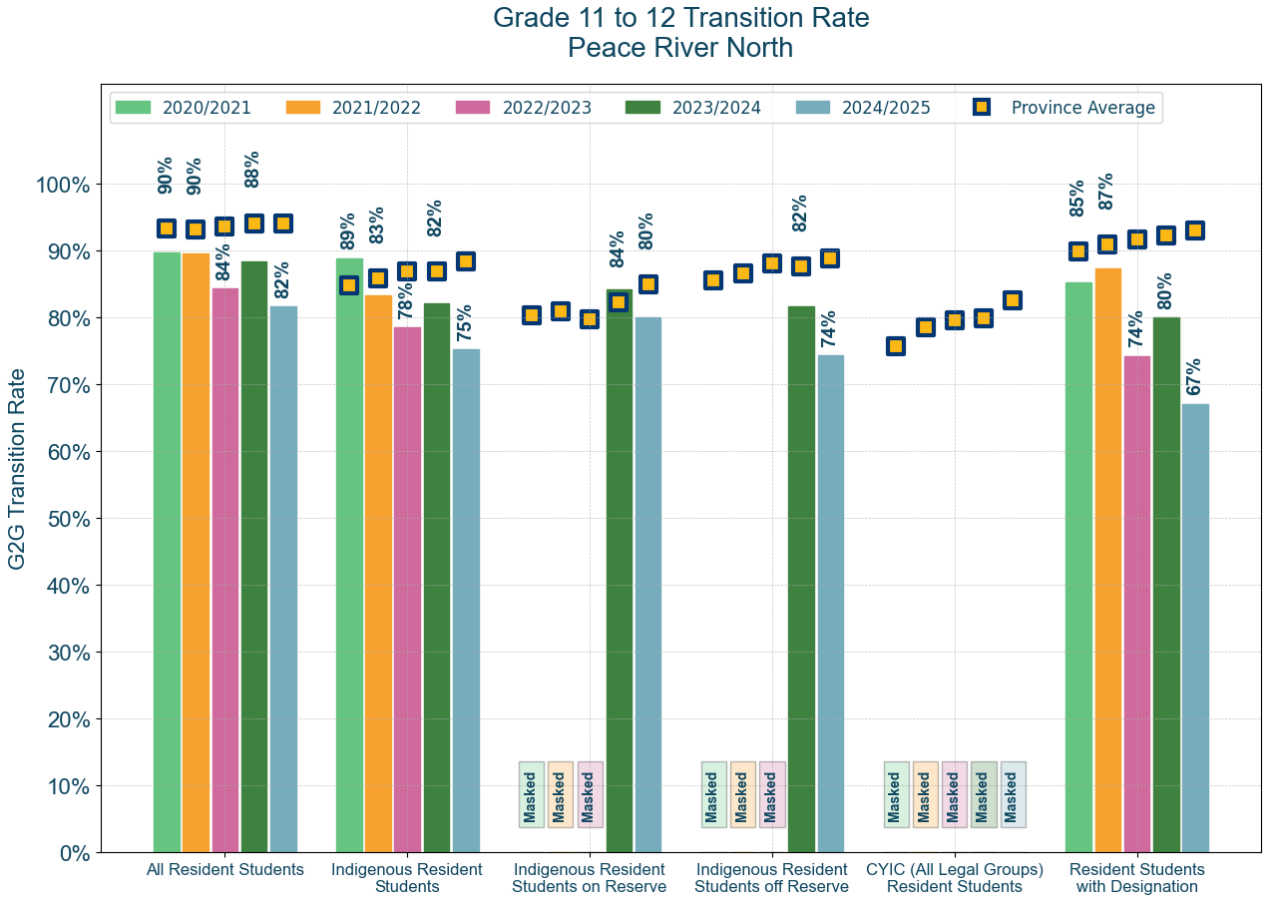
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	408	398	508	448	492
Indigenous Resident Students	95	84	120	122	117
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	55	52	82	79	79



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	417	430	409	511	478
Indigenous Resident Students	99	102	93	117	133
Indigenous Resident Students on Reserve	Masked	Masked	Masked	19	20
Indigenous Resident Students off Reserve	Masked	Masked	Masked	98	113
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	54	71	66	95	88



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?

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

- While literacy results show recent improvement (especially in Grades 6–9 comprehension and Grade 7 outcomes), overall achievement remains below earlier historical levels and continues to require sustained focus, particularly for specific student groups.
- Numeracy continues as a key system-wide area for growth, with declines across multiple measures over time and persistent gaps between student groups, despite some recent stabilization or improvement in select cohorts.
- A notable and concerning result is the decline in grade-to-grade transition rates (Grades 10–12), suggesting emerging barriers in sustaining student success through secondary years.
- Achievement gaps persist for students with diverse needs and, in some areas, Indigenous learners, particularly in numeracy and overall academic outcomes, indicating the continued need for targeted, responsive supports.
- A surprising finding is that some sub-populations (e.g., Indigenous students in literacy measures) are performing at or above provincial results, while overall district trends remain uneven, highlighting both areas of strength and inconsistency across the system.

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.

- Strengthening system-wide numeracy instruction through expanded use of vertical teacher teams, targeted middle years intervention, and sustained district coaching to address persistent declines and gaps across grades and student groups.
- Deepen targeted supports for priority populations (Indigenous learners, students with diverse needs, and ELL learners) by enhancing data-informed planning, early identification processes, and coordinated, team-based interventions to reduce achievement gaps.
- Enhance literacy outcomes through early and ongoing intervention, including full implementation of literacy screeners, strengthened foundational skills instruction, and continued investment in teacher capacity and evidence-based practices.
- Improve secondary transitions (Grades 10–12) by expanding proactive transition planning, monitoring, and re-engagement strategies to address recent declines and support sustained student progression toward completion.
- Increase use of qualitative data and student voice alongside quantitative measures to better understand learner experience, inform instructional adjustments, and ensure more responsive and equitable system practices.

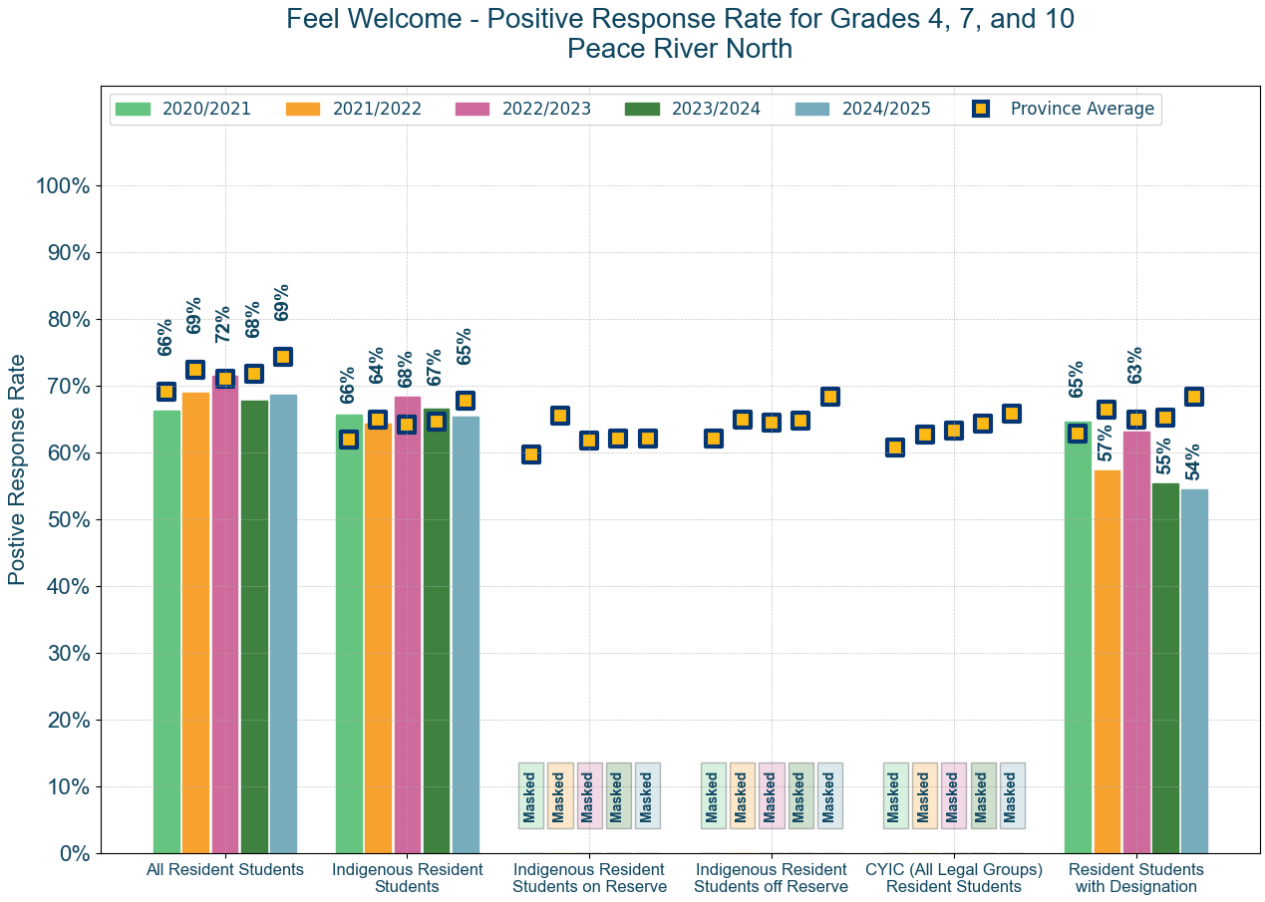
Human and Social Development

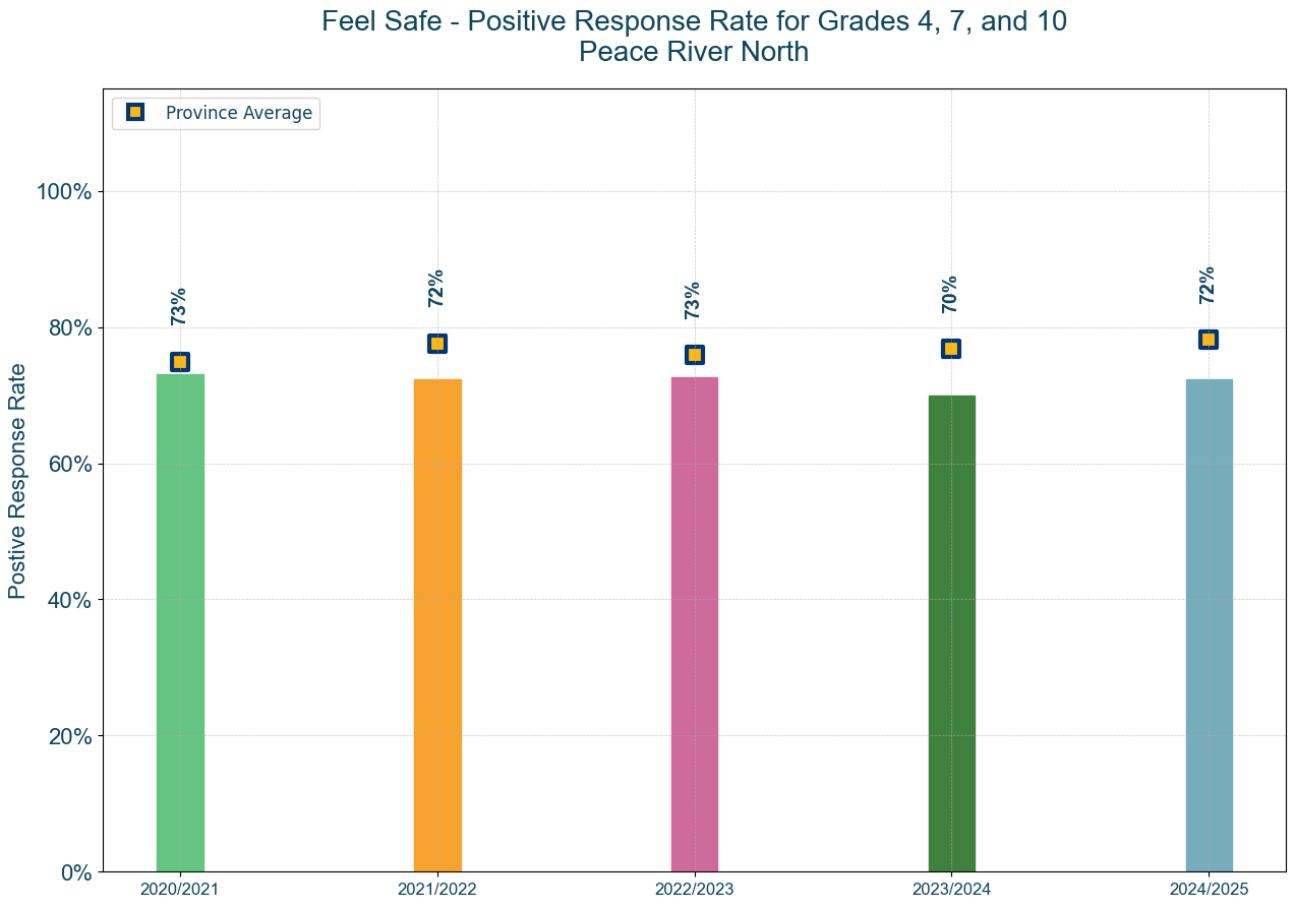
Educational Outcome 3: Feel Welcome, Safe, and Connected

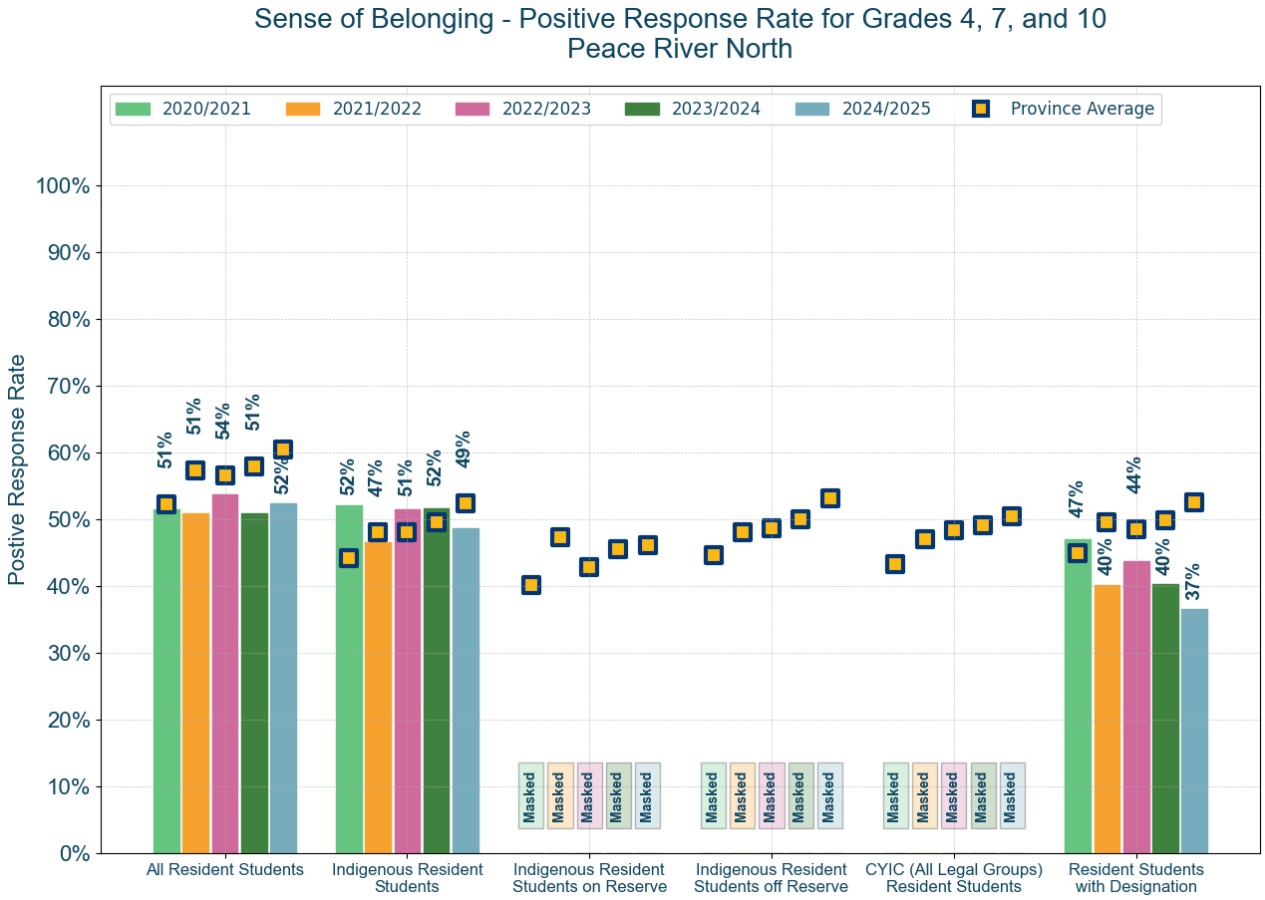
Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

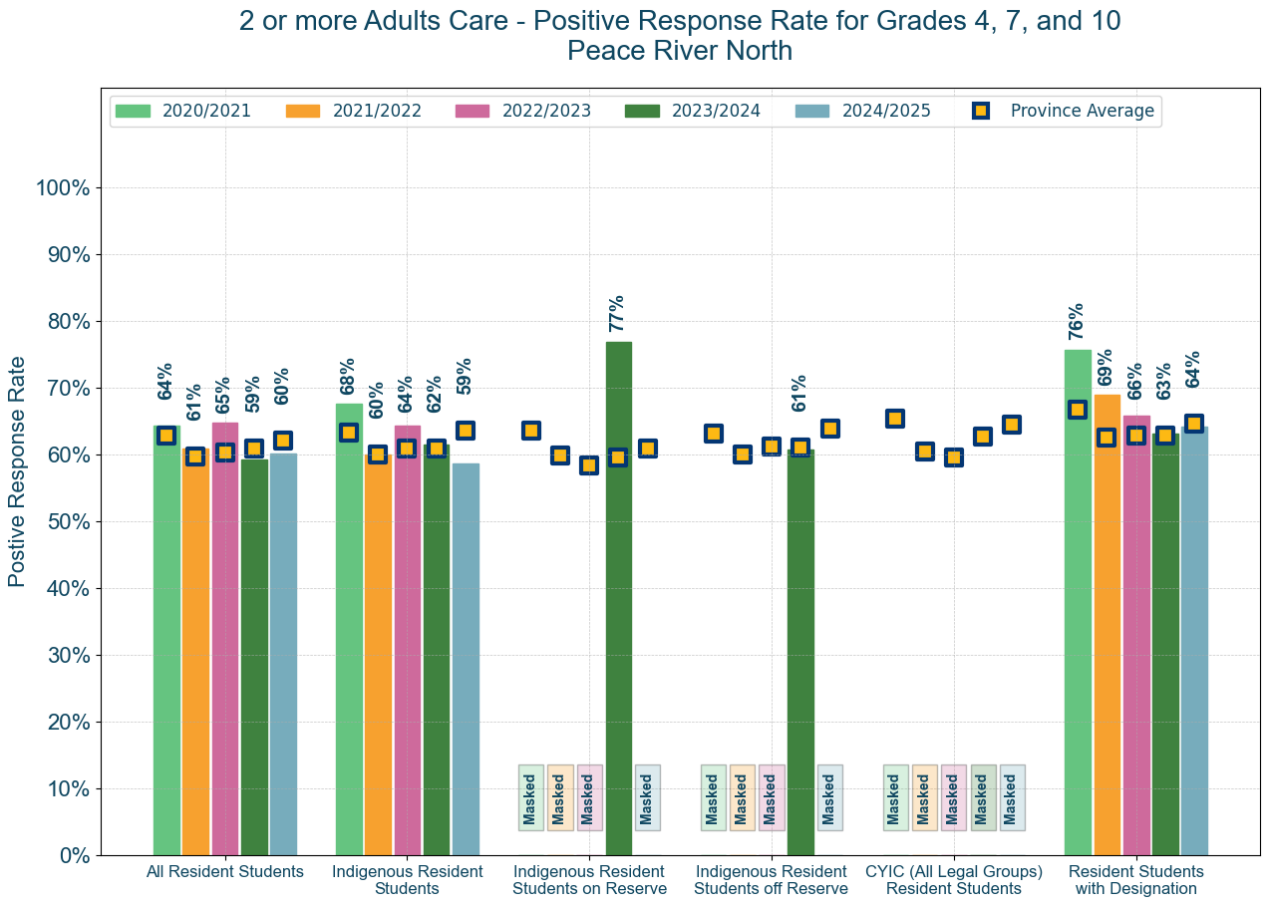
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1267 | 78%	1310 | 81%	1379 | 76%	1331 | 83%	1389 | 88%
Indigenous Resident Students	307 | 68%	297 | 75%	355 | 69%	326 | 76%	340 | 84%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	17 | 76%	22 | 45%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	309 | 76%	318 | 86%
CYIC (All Legal Groups) Resident Students	19 | 53%	Masked	Masked	21 | 52%	22 | 64%
Resident Students with Designation	139 | 66%	144 | 67%	197 | 60%	186 | 68%	189 | 69%


Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Peace River North
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
66%
69%
72%
68%
69%
66%
64%
68%
67%
65%
Masked
65%
57%
63%
55%
54%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation


Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Peace River North
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
73%
72%
73%
70%
72%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Peace River North
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
51%
51%
54%
51%
52%
52%
47%
51%
52%
49%
Masked
47%
40%
44%
40%
37%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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



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.

- Student well-being remains an area for growth, with a higher proportion of students reporting “low” well-being compared to the province, indicating a need for strengthened, consistent SEL supports across schools.
- Sense of belonging and school climate data show persistent gaps with provincial results, particularly in Grade 8, where fewer students report high levels of connection and importance within their school community.
- Students with diverse needs are experiencing a declining trend in belonging and connectedness, identifying an important equity-focused area for improvement in inclusive practices and support.
- A notable and somewhat surprising finding is that many students report having caring adult connections at school, with results comparable to or stronger than other groups, even as other indicators of belonging and well-being lag behind.
- There are emerging positive trends in some areas (e.g., gradual improvement in perceptions of school climate and academic self-concept), but progress remains uneven and below provincial results, reinforcing the need for deeper, more coordinated system responses.

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 and align Tier 1, 2, and 3 SEL supports across schools by refining the district's Response to Intervention (RTI) approach or Multi-Tiered System of Supports (MTSS) and ensuring consistent implementation of trauma-informed, co-regulation, and prevention-focused practices.
- Increase staff capacity in using SEL data (MDI, Student Learning Survey) through targeted professional learning and coaching, enabling more precise identification of needs and responsive school-based planning.
- Enhance student belonging and school connectedness, particularly at the middle years level, through intentional relationship-building practices, culturally responsive approaches, and increased opportunities for student voice and engagement.
- Expand inclusive, targeted supports for priority populations (students with diverse needs, Indigenous learners, and CYIC) by strengthening collaboration with families, community agencies, and Indigenous partners, and ensuring culturally safe, individualized approaches.
- Adapt professional learning delivery models to improve staff engagement and uptake, including more flexible, embedded, and school-based formats to increase participation and impact on classroom practice.

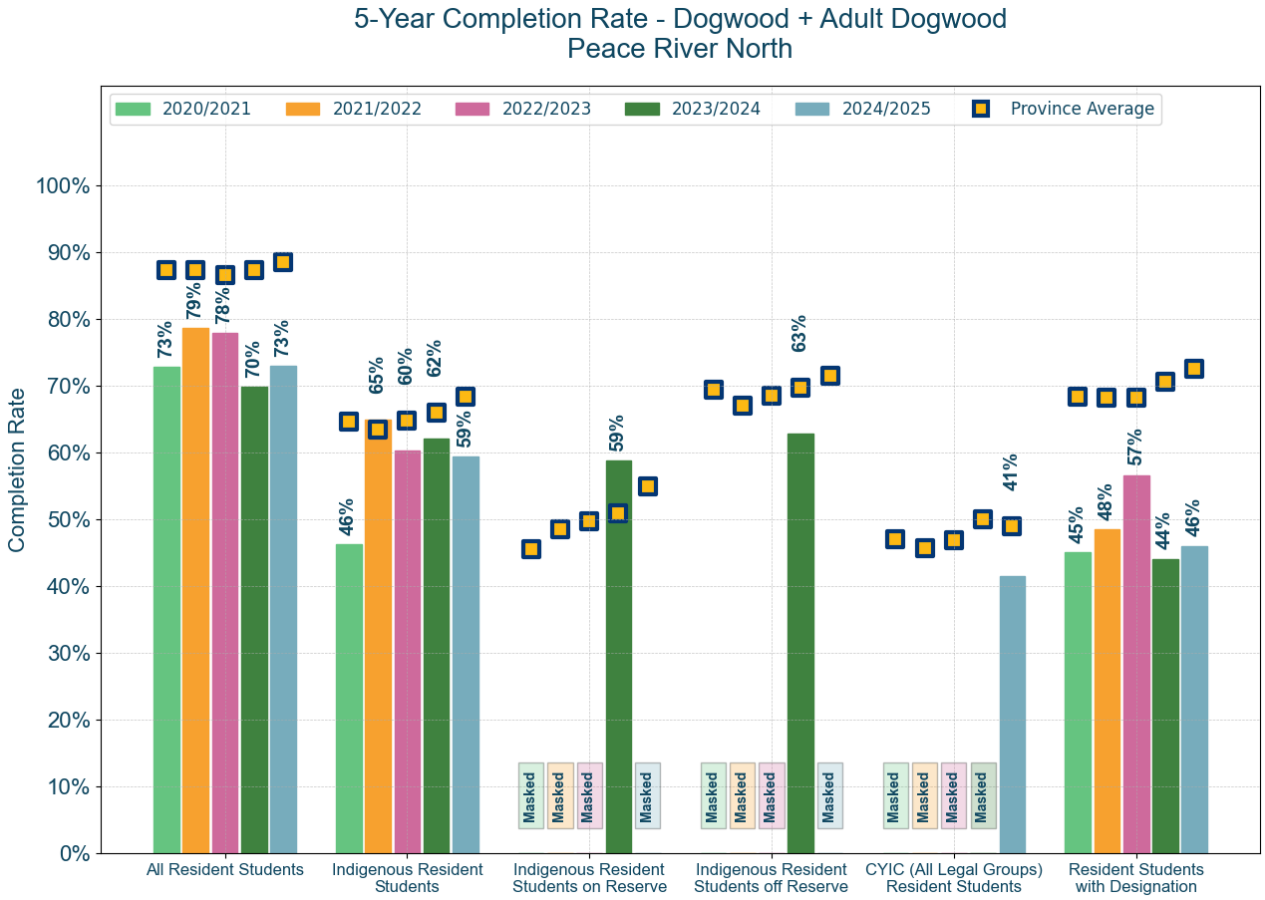
Career Development

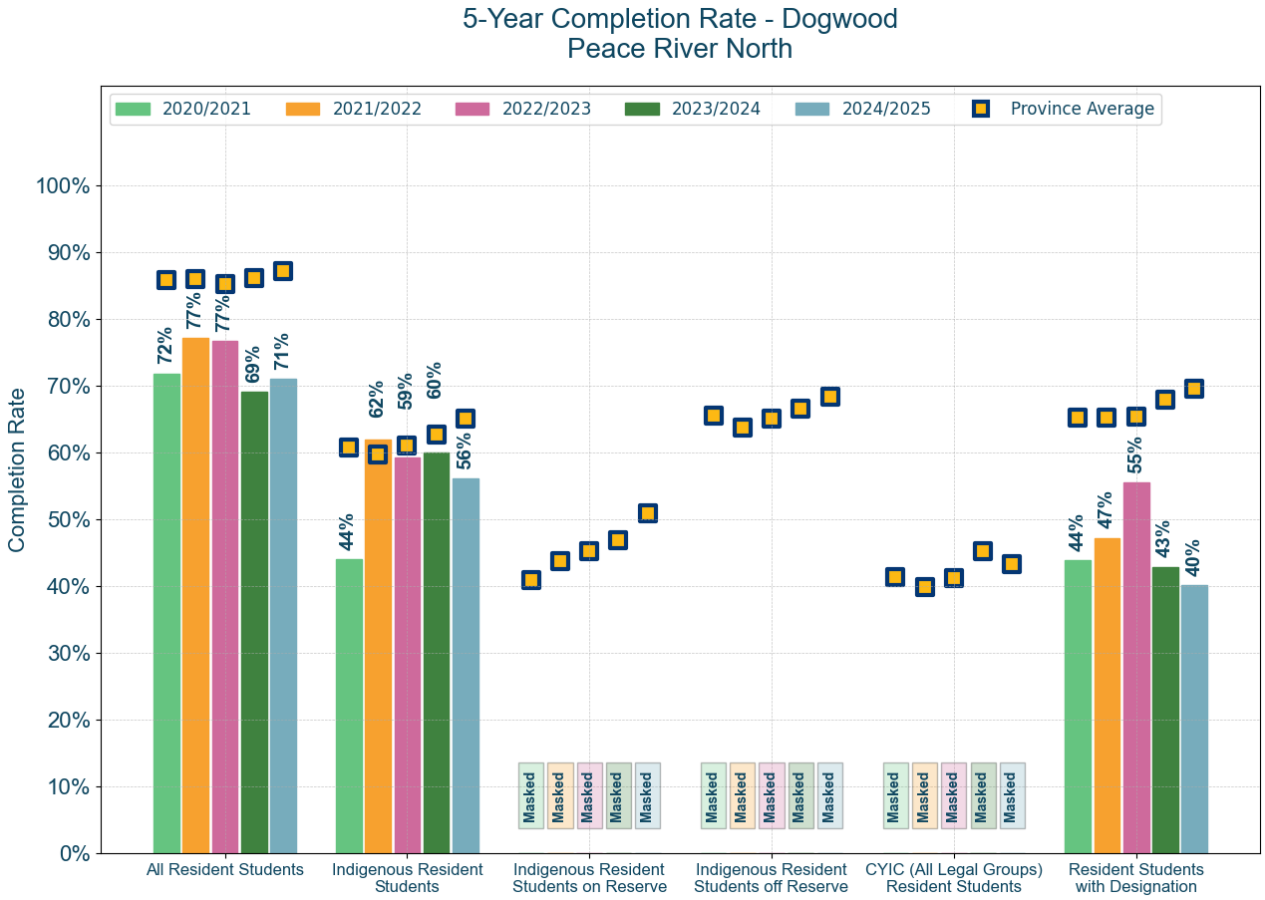
Educational Outcome 4: Graduation

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	481 | 54	468 | 59	485 | 67	460 | 58	575 | 66
Indigenous Resident Students	99 | 10	114 | 14	117 | 16	108 | 13	136 | 17
Indigenous Resident Students on Reserve	Masked	Masked	Masked	19 | 2	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	89 | 11	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	36 | 5
Resident Students with Designation	99 | 10	91 | 10	99 | 12	96 | 12	135 | 15


5-Year Completion Rate - Dogwood + Adult Dogwood
Peace River North
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
79%
78%
70%
73%
46%
65%
60%
62%
59%
Masked
59%
Masked
63%
Masked
41%
45%
48%
57%
44%
46%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

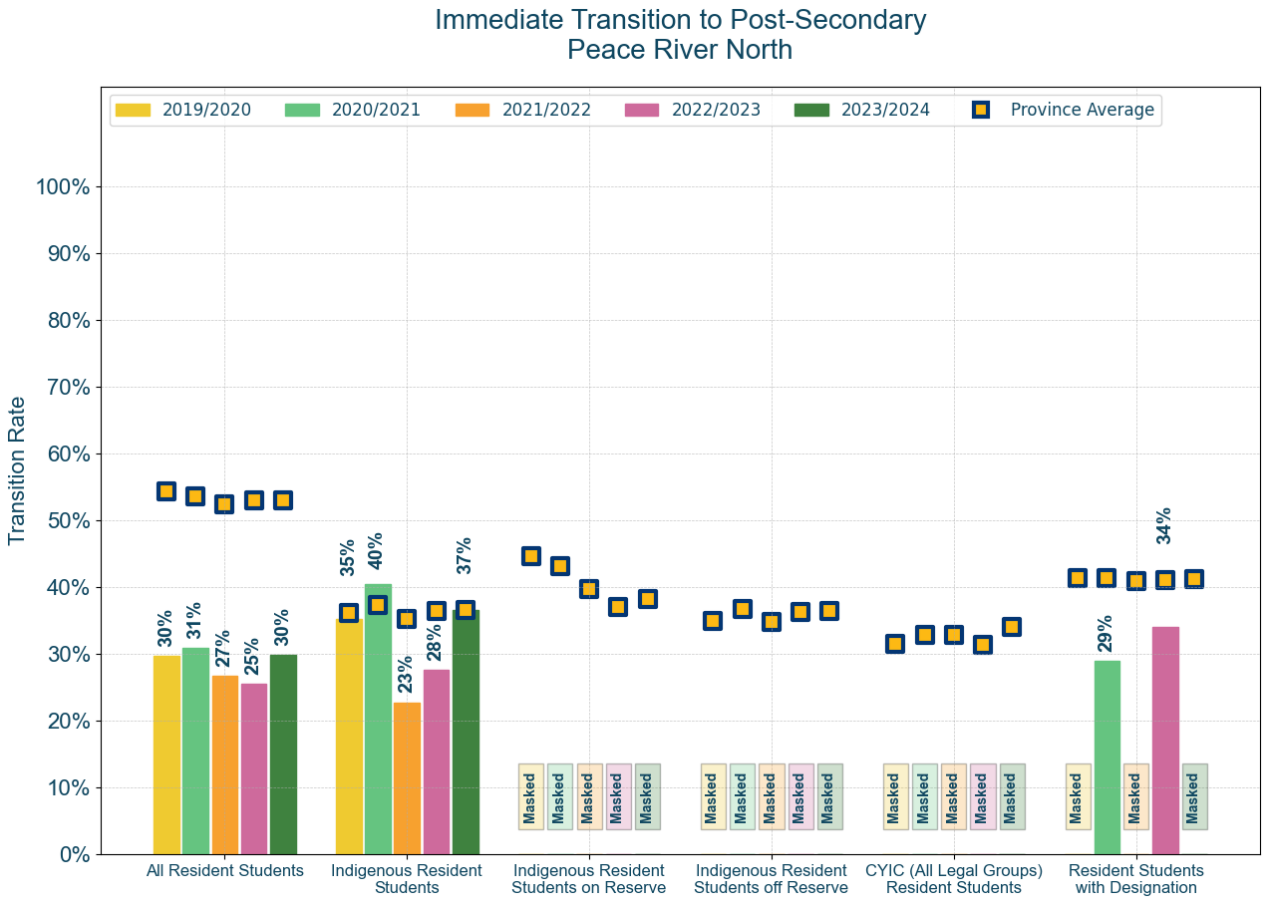

5-Year Completion Rate - Dogwood
Peace River North
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Completion Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
72%
77%
77%
69%
71%
44%
62%
59%
60%
56%
Masked
47%
55%
43%
40%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

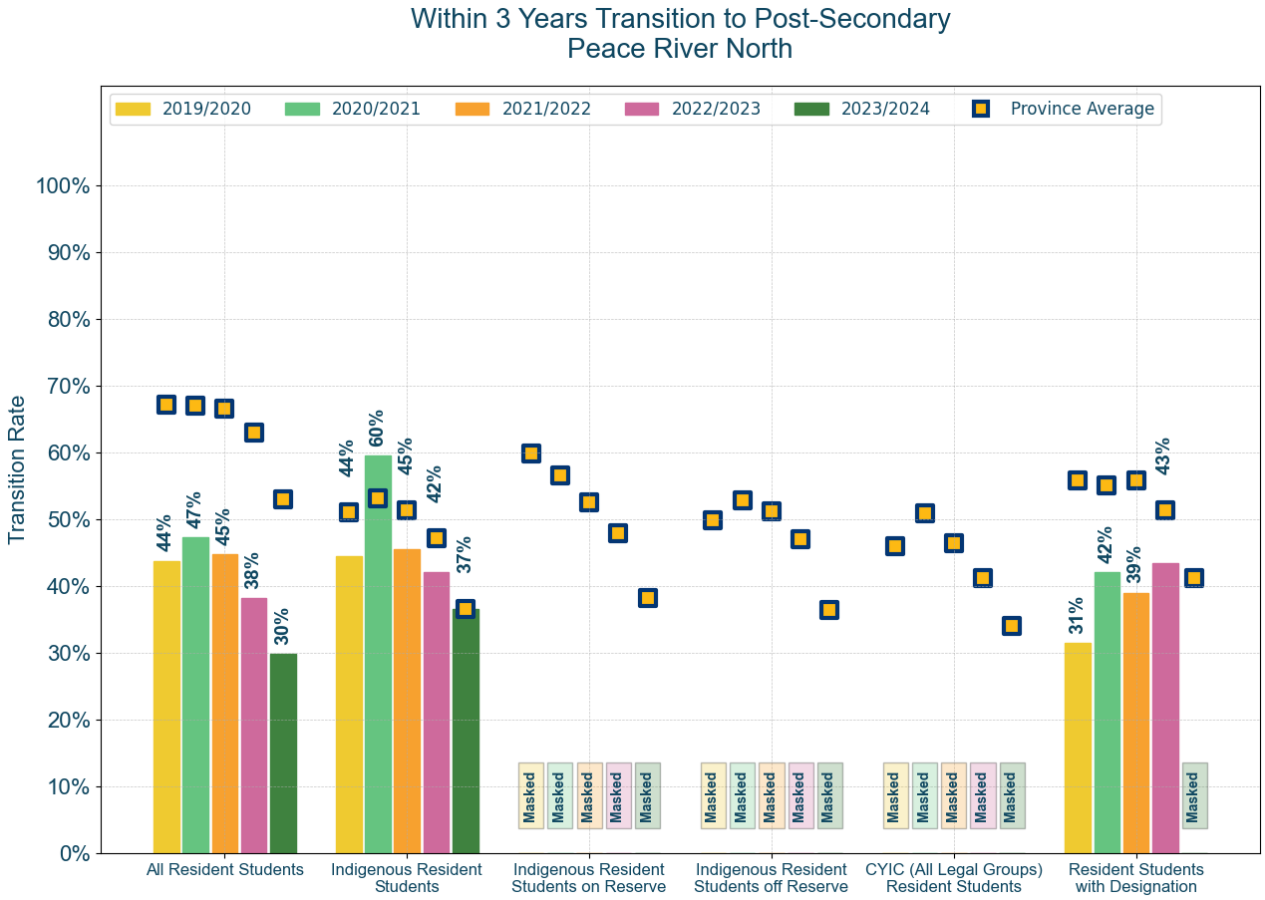
Educational Outcome 5: Life and Career Core Competencies

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	297	317	326	338	282
Indigenous Resident Students	54	42	66	69	52
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	38	Masked	53	Masked




Within 3 Years Transition to Post-Secondary
Peace River North
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
Province Average
Transition Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44%
47%
45%
38%
30%
44%
60%
45%
42%
37%
Masked
31%
42%
39%
43%
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

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?

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

- Student satisfaction with job and post-secondary preparation has declined in the most recent year, reversing previous gains and identifying a key area for renewed focus on career readiness programming.
- While Indigenous student completion rates and participation in career initiatives have shown positive long-term growth, the recent drop in satisfaction levels for both Indigenous and non-Indigenous students is notable and concerning.
- Variability in post-secondary transition data is influenced by students accessing opportunities outside the province, suggesting that traditional measures may not fully capture student success in this area.
- A persistent gap remains in completion rates between priority populations (e.g., Indigenous students, students with diverse needs) and the overall student population, indicating the need for continued targeted supports.
- Indigenous students have, in some instances, reported higher satisfaction or outcomes than overall student groups in prior years, highlighting both areas of strength and inconsistency across time.

Respond to Results: Career Development



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

- Re-focus on career readiness programming by strengthening the quality, consistency, and visibility of career education experiences (e.g., work experience, career exploration events, dual credit) to address declining student satisfaction with job and post-secondary preparation.

- Expand and better coordinate career pathway opportunities, particularly in high-interest sectors (e.g., trades, healthcare), ensuring more equitable access and sustained engagement across secondary grades.
- Increase targeted outreach and supports for priority populations (Indigenous learners, students with diverse needs, and CYIC) through individualized transition planning, community partnerships, and culturally responsive programming to improve participation and completion outcomes.

Our Framework for Enhancing Student Learning

For more information on our goals, data, reflection, and strategies please see our Framework for Enhancing Student Learning report found at https://www.prn.bc.ca/district/fesl/ .