

Stikine

SD087

Interim Progress Report September 2026

In Review of Year 2026/27 of SD87 Strategic Plan 2026 - 2030

Approved by Board on September 22, 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:

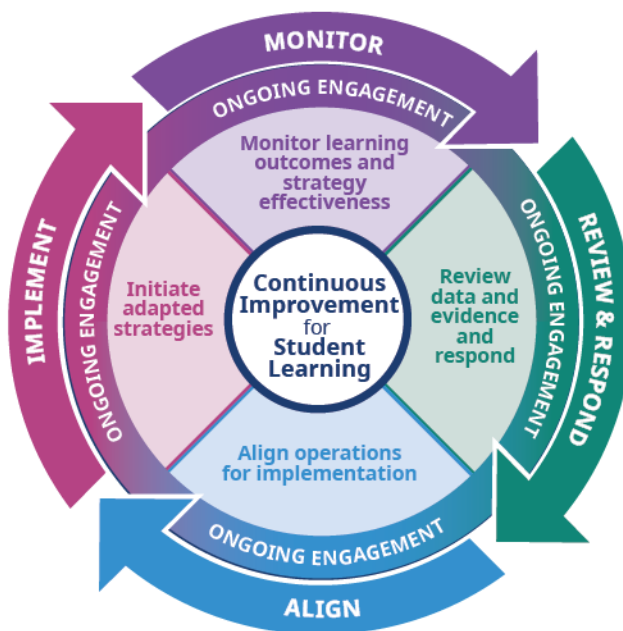
Ministry Note

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.

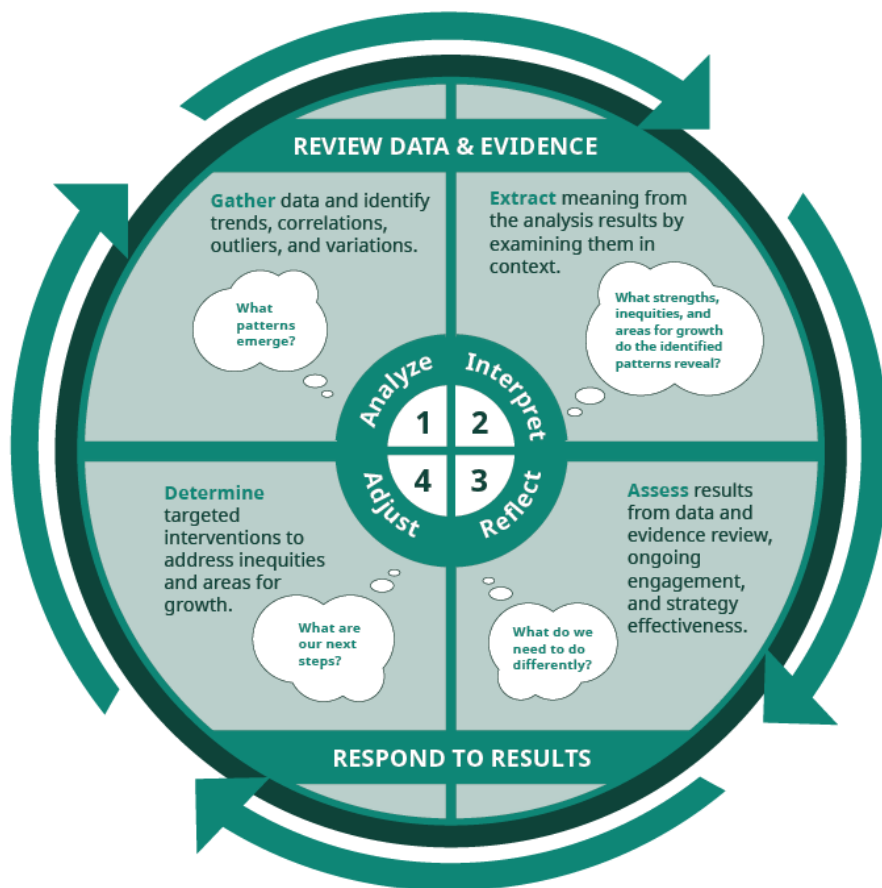
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

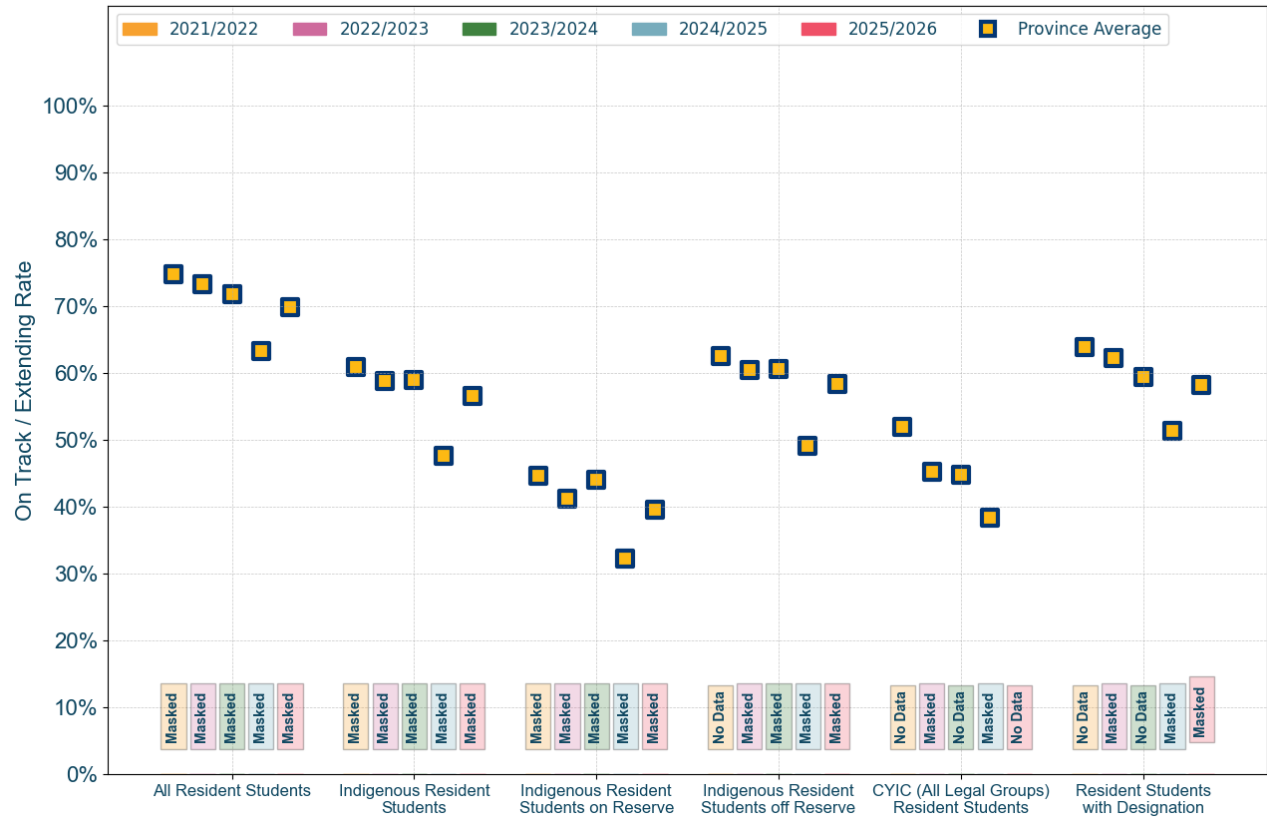
Educational Outcome 1: Literacy

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	Masked	12 83%	Masked	Masked	17 76%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
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	Masked	Masked	0	Masked	Masked

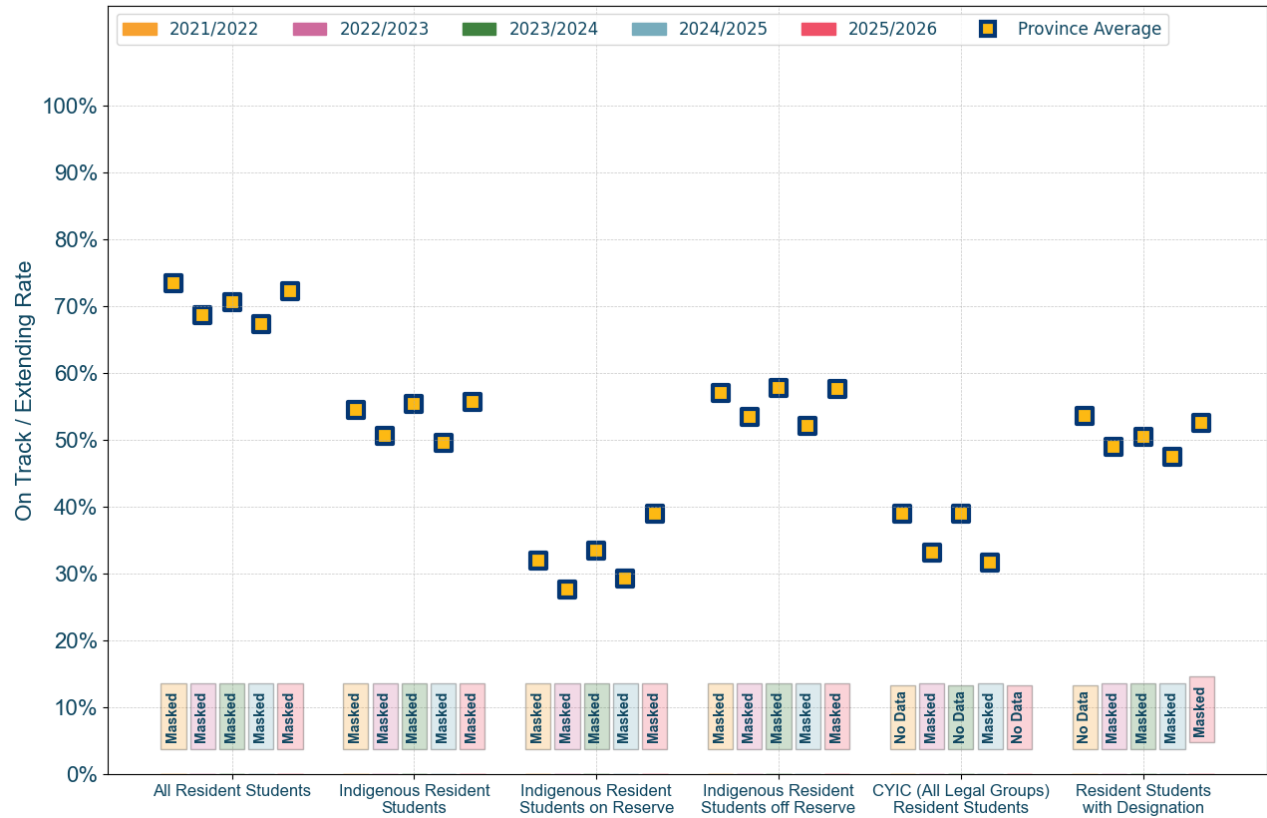
Grade 4 FSA Literacy - On Track / Extending Rate Stikine



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	Masked	15 87%	10 100%	Masked	Masked
Indigenous Resident Students	Masked	13 85%	Masked	Masked	Masked
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	0	Masked	0	Masked	0
Resident Students with Designation	0	Masked	Masked	Masked	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Stikine

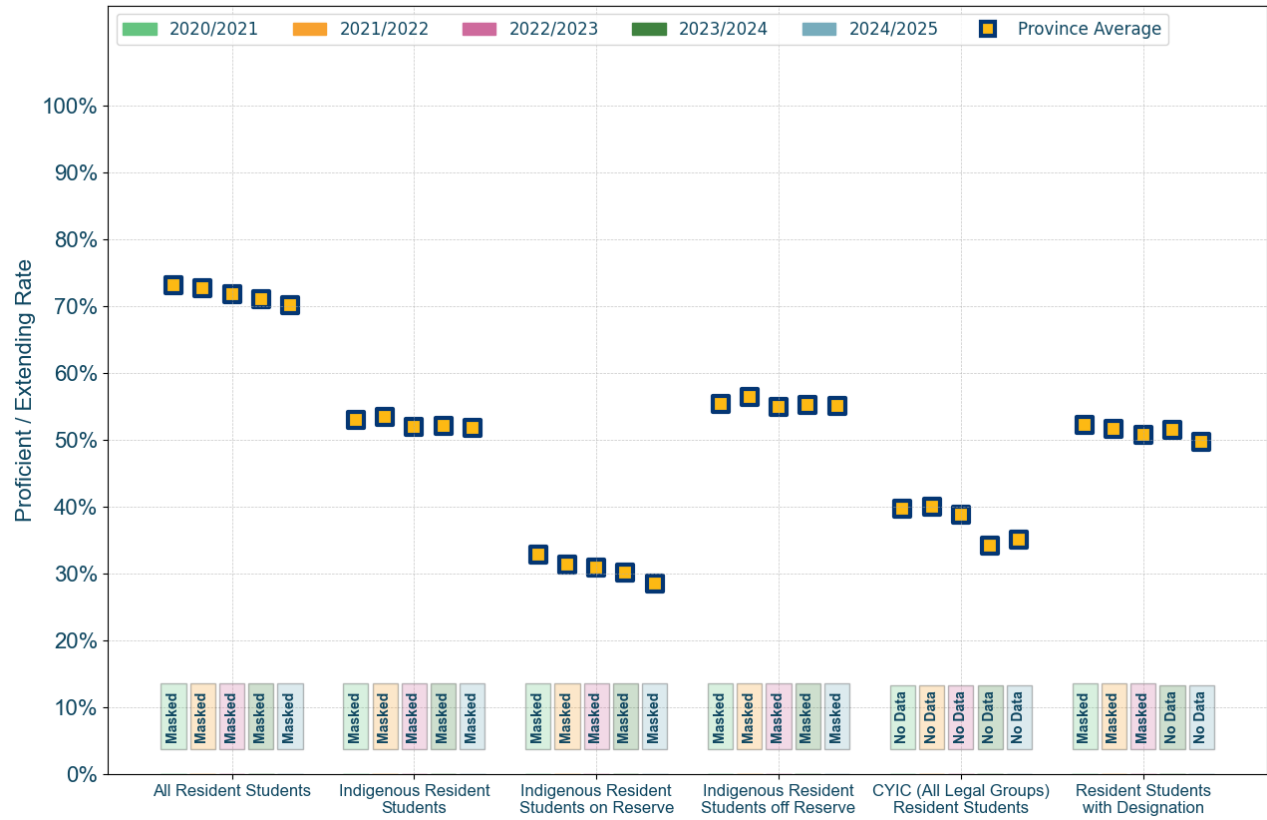


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	18 78%	18 61%	20 65%	Masked
Indigenous Resident Students	Masked	14 86%	Masked	16 75%	Masked
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	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	0

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Stikine



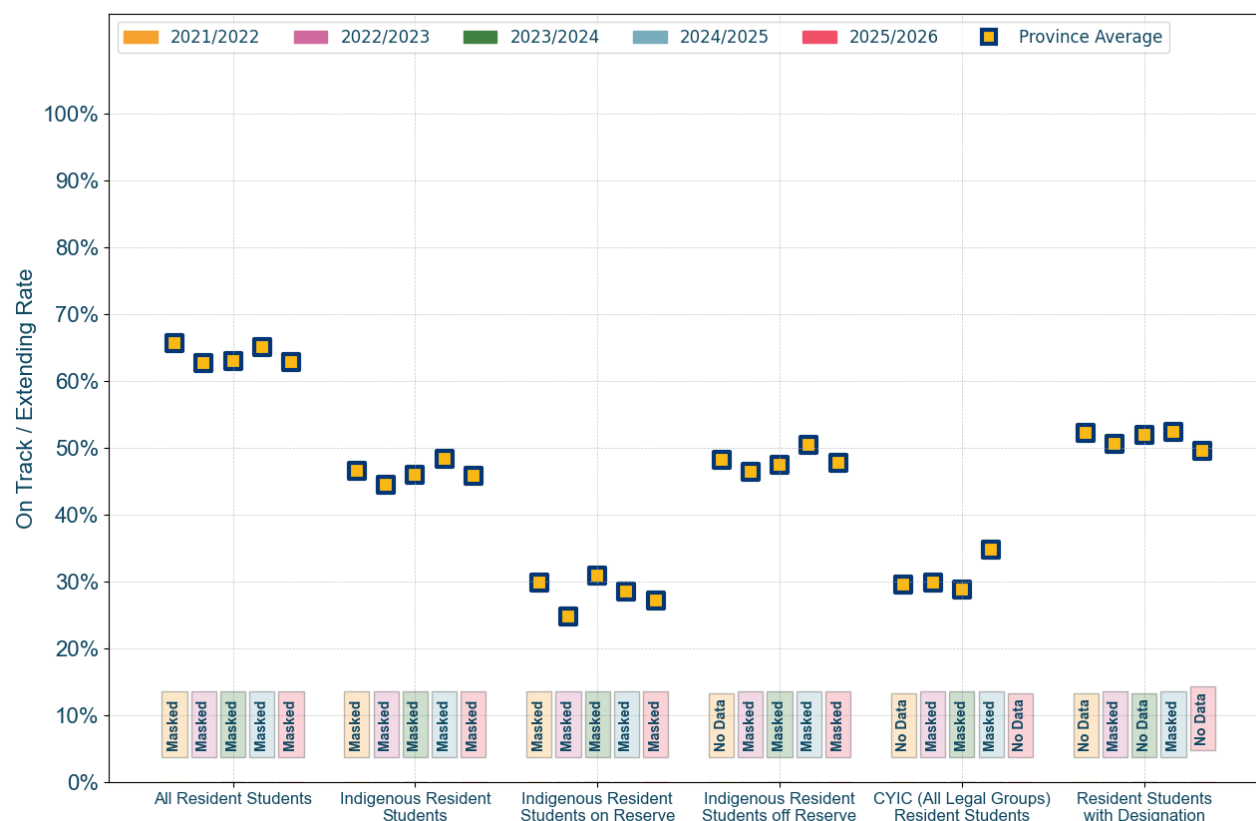
Educational Outcome 2: Numeracy

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	Masked	12 83%	12 92%	Masked	17 65%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
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	Masked	Masked	0	Masked	Masked

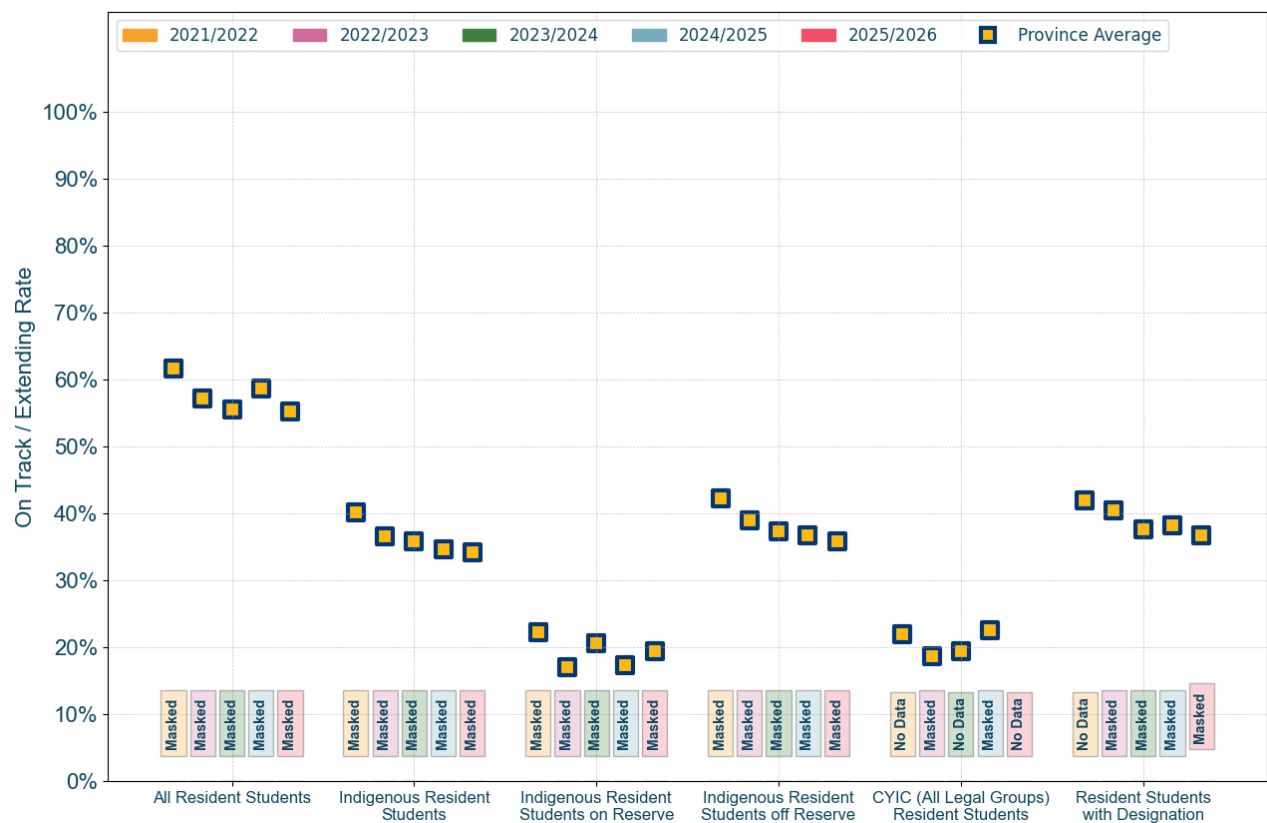
Grade 4 FSA Numeracy - On Track / Extending Rate Stikine



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	Masked	15 87%	10 100%	Masked	Masked
Indigenous Resident Students	Masked	13 85%	Masked	Masked	Masked
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	0	Masked	0	Masked	0
Resident Students with Designation	0	Masked	Masked	Masked	Masked

Grade 7 FSA Numeracy - On Track / Extending Rate
Stikine

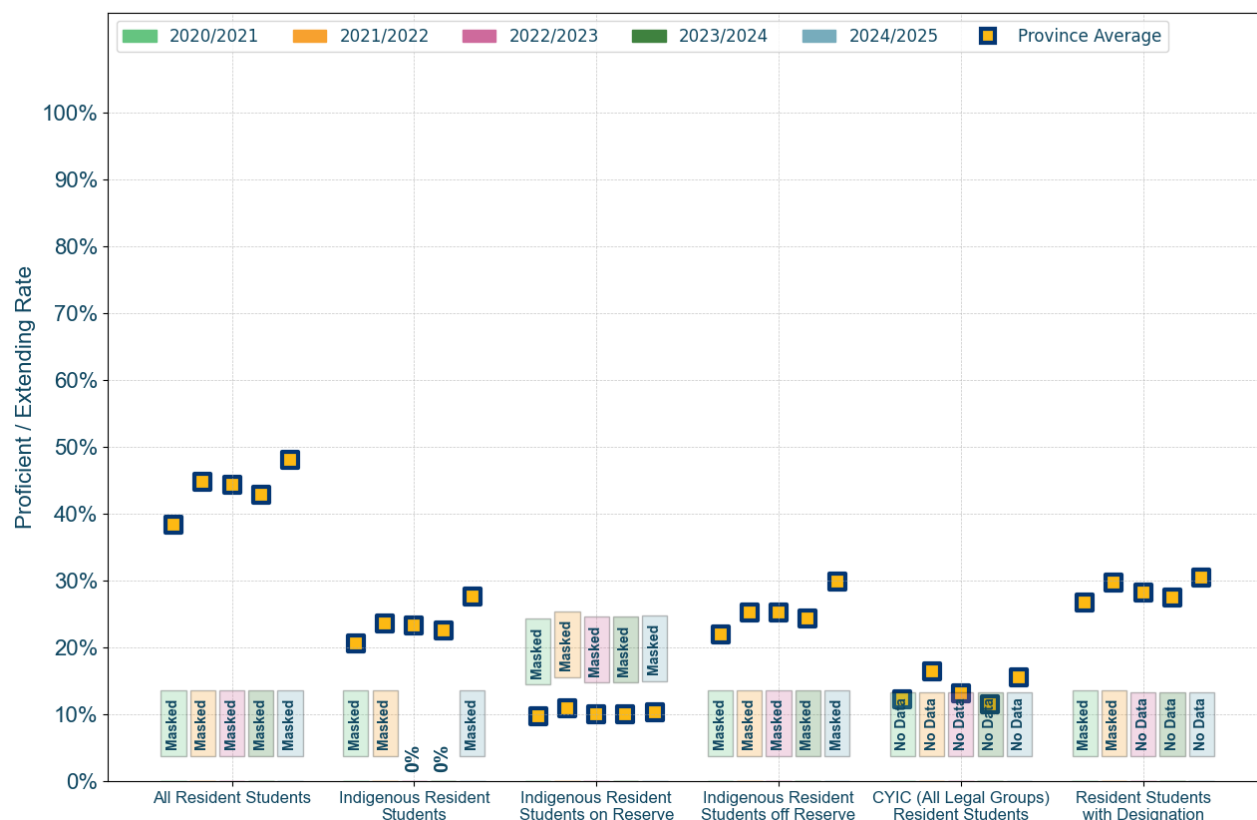


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	19 79%	18 56%	18 72%	Masked
Indigenous Resident Students	Masked	15 87%	Masked	16 75%	Masked
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	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	0

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Stikine

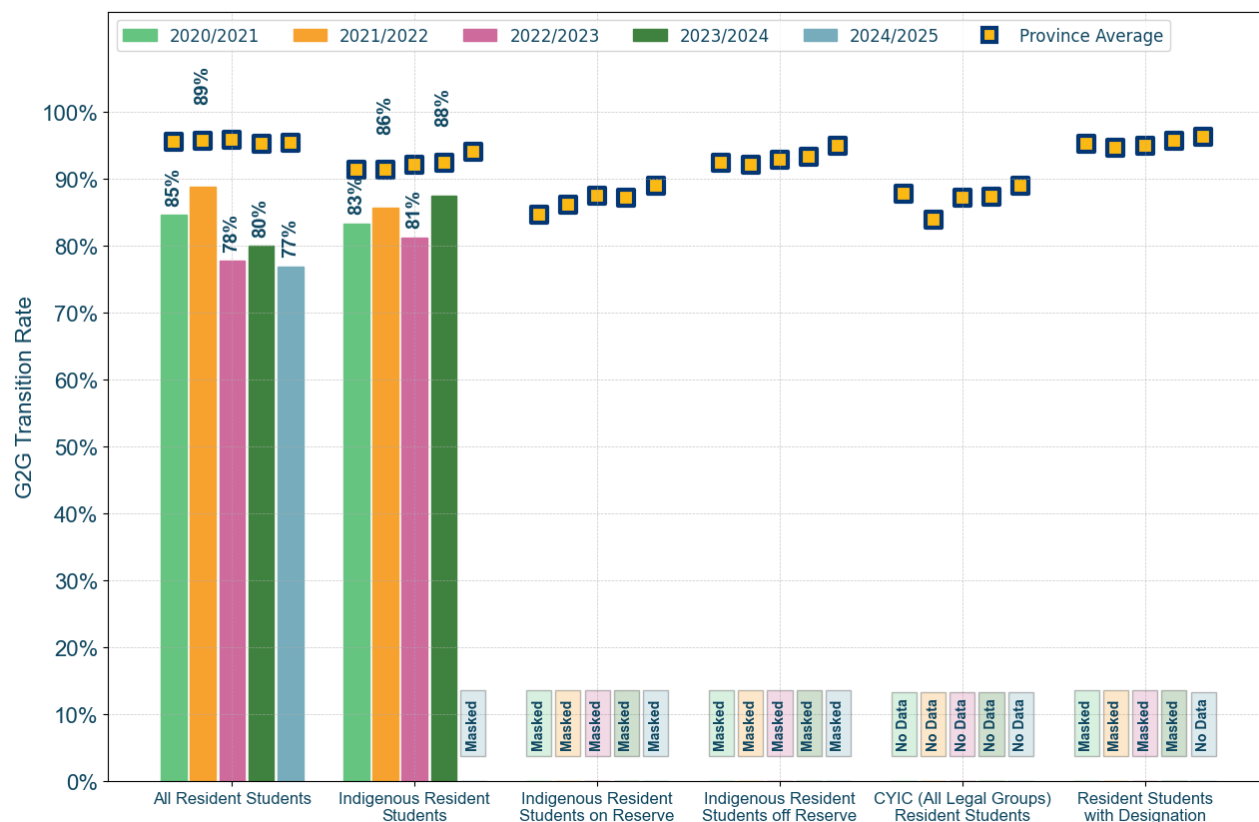


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	13	18	18	20	13
Indigenous Resident Students	12	14	16	16	Masked
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	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	0

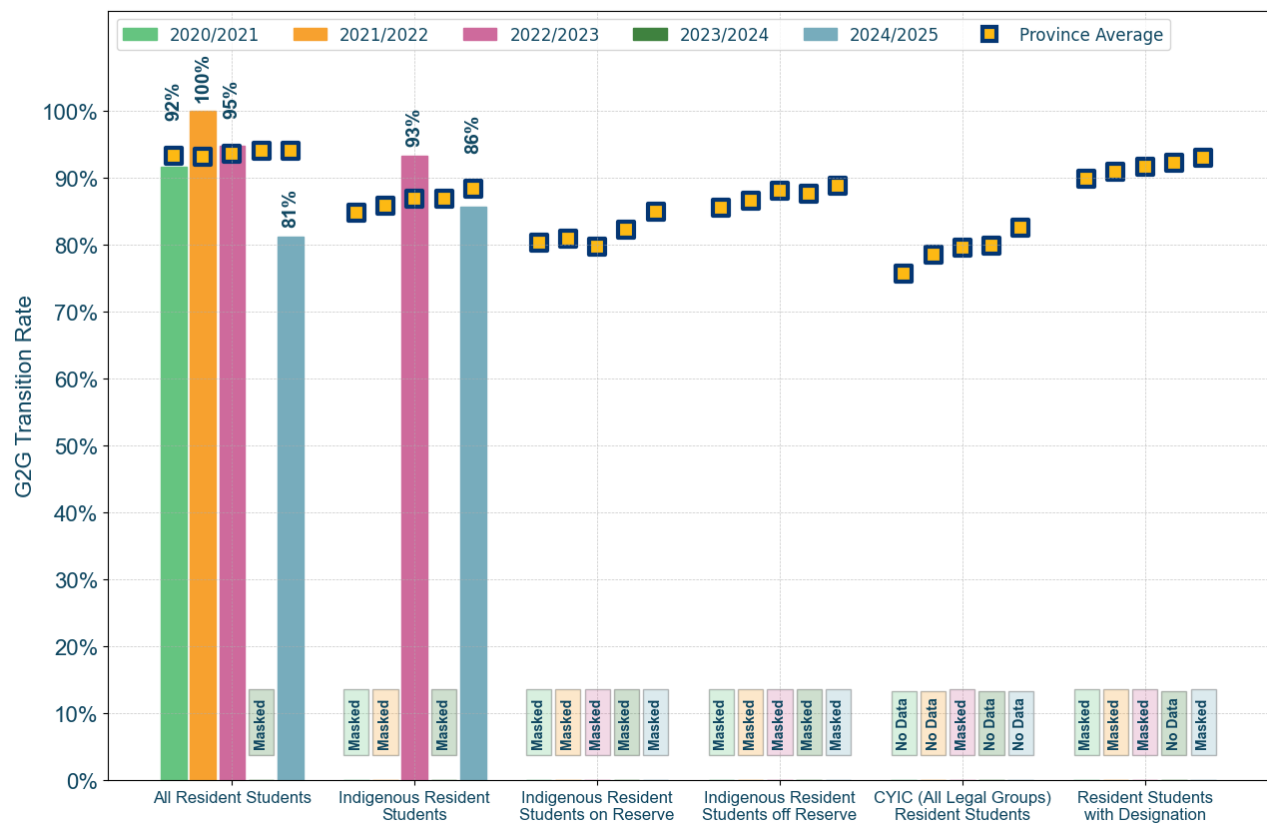
Grade 10 to 11 Transition Rate Stikine



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	12	10	19	Masked	16
Indigenous Resident Students	Masked	Masked	15	Masked	14
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	0	0	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	0	Masked

Grade 11 to 12 Transition Rate Stikine



Review Data and Evidence: Intellectual Development



- Consistent with Ministry of Education and Child Care (Ministry) requirements the above data is included in the SD87 FESL Interim Progress Report. However, owing to the small student population most relevant information regarding the results of provincial literacy and numeracy assessments is masked, which limits the extent that meaningful conclusions regarding the progress of SD87 can be drawn. Further, owing to the small cohort sizes in each grade pronounced fluctuations in year over year results can result from the performance of individual students.
- To increase transparency, accountability, and usability additional data has been compiled using 3-year combined averages for FSA and Graduation Assessment results. This information is included in Appendix A (page 31). In some cases, masking thresholds were still not met. The use of 3-year combined average allows for data to be publicly reported and provides a more stable description of results; however, it also limits the extent that improvements to results can be reflected annually.
- Internal review indicates a general trend over the past several years where SD87 students have performed below their provincial counterparts in all areas reported with two exceptions. In select years, Grade 11 to 12 transition rates were determined to be above provincial averages. Also, Indigenous students performed significantly lower than their provincial peers, with the noted exception of the 2023 to 2026 3-year average for literacy, which indicates that over this period Indigenous Students Resident on Reserve performed better than provincial average.
- 3-year averages of combined grade 4 and 7 literacy results indicate an upward trend in the of students who are On Track or Extending. A similar trend is found within the averages for FSA numeracy results.
- Graduation assessment results are significantly below provincial averages for both literacy and numeracy.

Respond to Results: Intellectual Development



- The district is entering into its first year of a new strategic plan. Progress toward strategic goals will continue to be monitored.
- Due to inconsistent data, it has been challenging to track trends in academic achievement, especially for Indigenous students. More consistent assessment and data

practices at the district and school levels are needed to draw more meaningful conclusions on the effectiveness of district initiatives and to better respond to the learning needs of students.

- Chronic absenteeism is a significant challenge for SD87. Academic progress is unlikely to be made until attendance is addressed. Moving forward, the district plans to implement an improvement strategy. Attendance data is included in Appendix B (page 33).

Human and Social Development

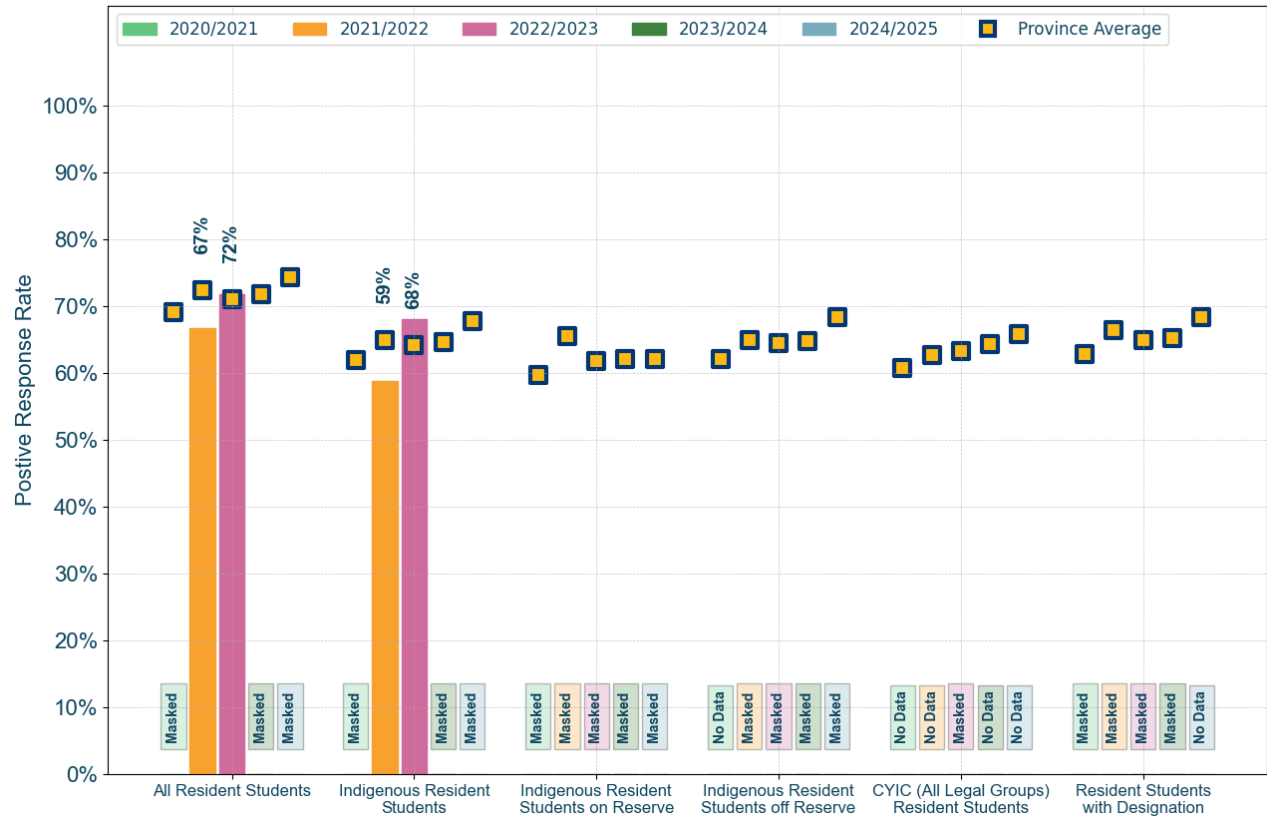
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

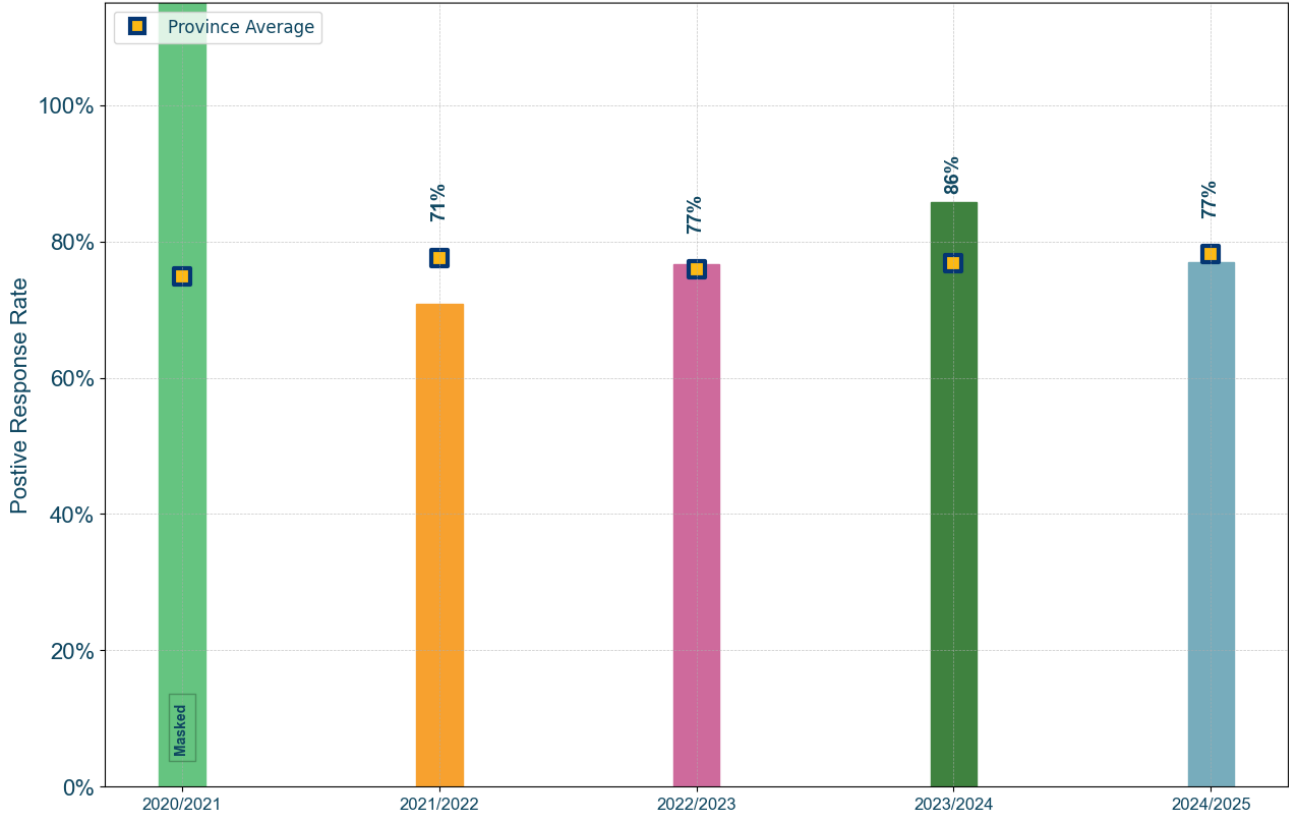
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	34 38%	38 63%	48 67%	42 29%	34 41%
Indigenous Resident Students	29 34%	27 63%	41 61%	32 31%	Masked
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	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

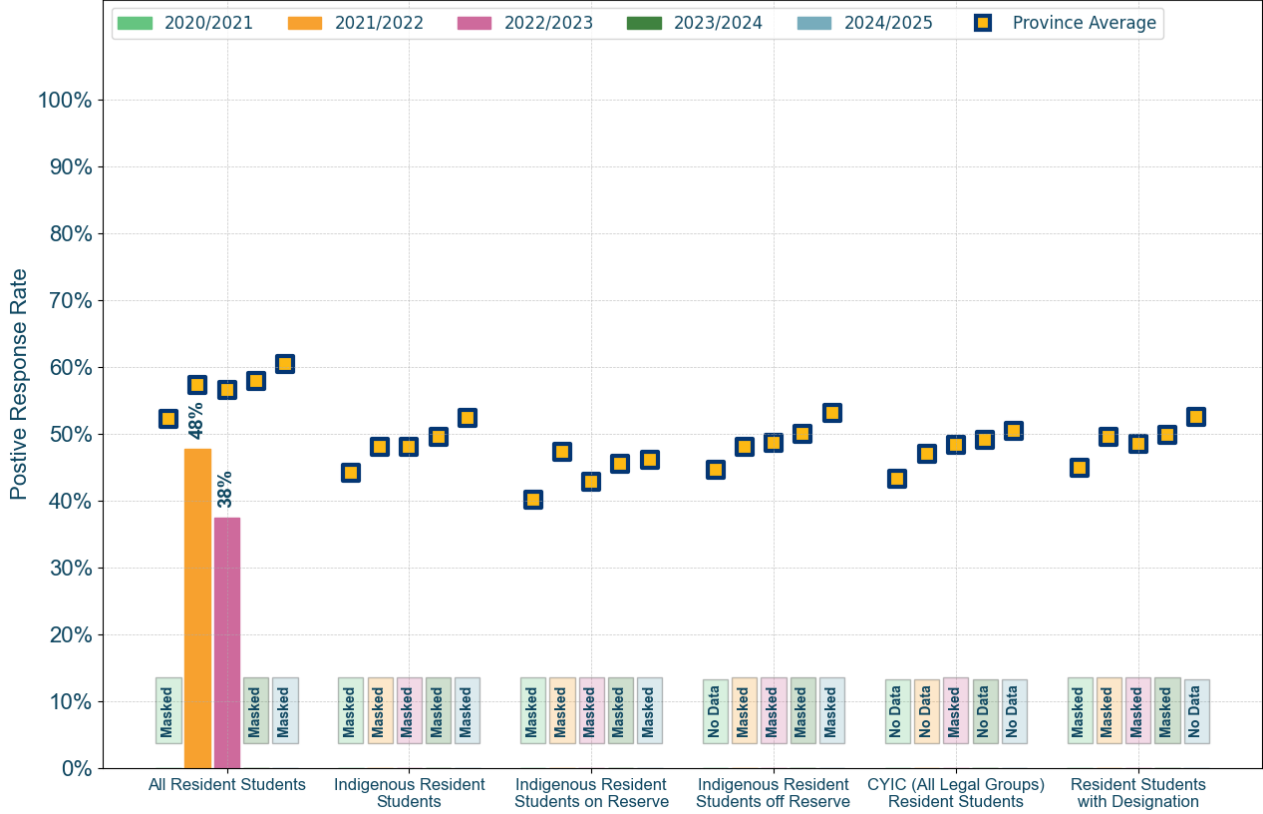
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Stikine



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

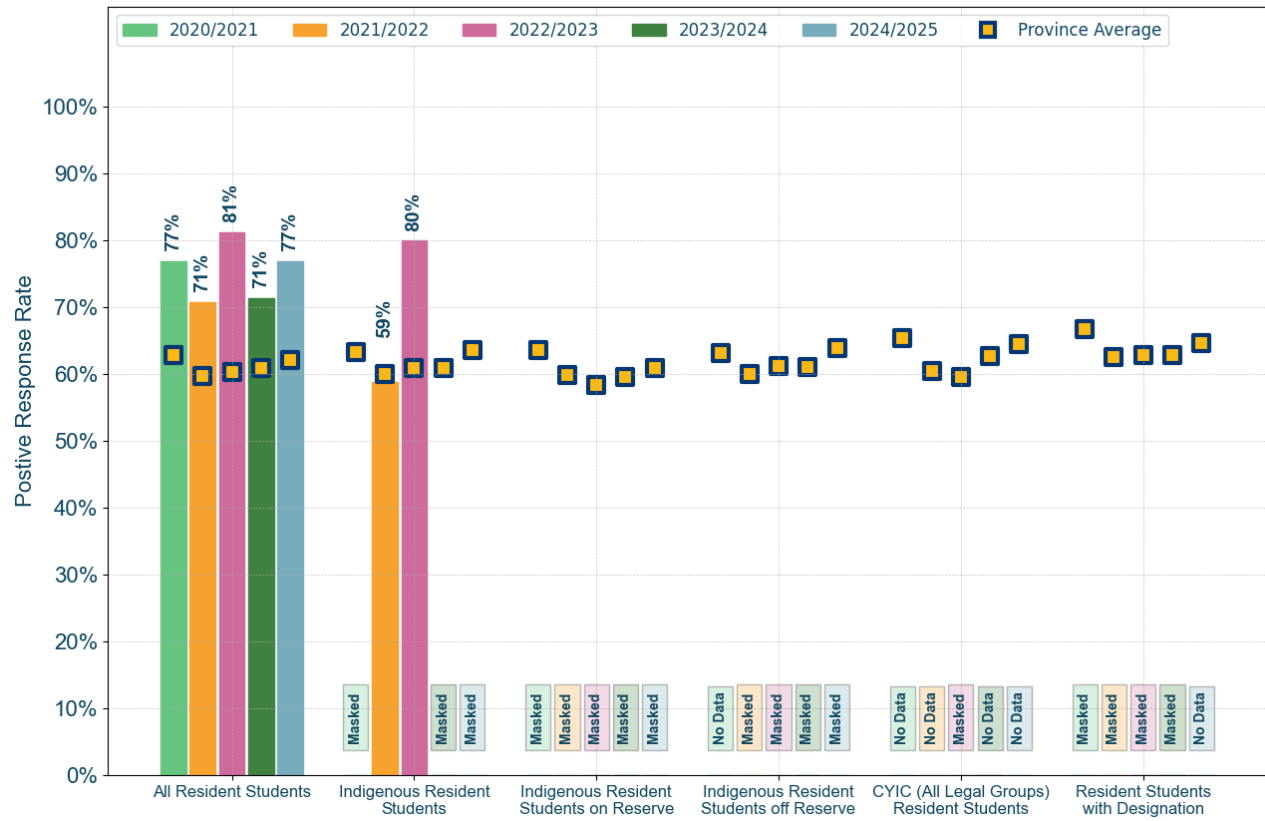


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Stikine



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
Stikine



Review Data and Evidence: Human and Social Development



- Consistent with data reported within the Intellectual Development section, SD87's small student population limits the extent that meaningful trends and conclusions can be drawn from Ministry provided data. 3-year averages related to Human and Social Development are included in Appendix C (page 35).
- Based on the interpretable data provided above; over the past several years a greater percentage of SD87 students reported a positive response rate for feeling that adults care about them at school than provincial average.
- 3-year averages indicate that SD87 students reported a slightly less positive response rate for feeling welcomed at school. A notable exception to this is Indigenous students who reside on reserve, which reported positive response rates above provincial average.
- Regarding response rates for the percentage of students who reported a positive feeling of belonging, SD87 students reported less positive responses than provincial averages with a concerning downward trend found within the All Resident Students and Indigenous Resident Students cohorts.
- Available data suggests that an increasing number of students report feeling safe at school, with the most recent 3-year average indicating student response rates slightly higher than the provincial average.

Respond to Results: Human and Social Development



- SD87 has identified the Mental Health and Wellness of students as Strategic Plan Priority 1. A renewed emphasis will be placed on the overall wellbeing of students, this will include a greater emphasis on Indigenous culture and language, land-based learning, and community engagement.
- Similar to Intellectual Development, SD87 will implement strategies to obtain more precise data on the wellbeing of students. This will include the addition of alternative sources of information on student human and social development such as additional surveys, student voice, and parent/community voice. The collection of more precise data will allow more meaningful and responsive decisions to be made to best meet student needs.

- SD87 will bolster its preventative practice as it relates to social/emotional/behavioural functioning through the expansion of socioemotional learning programs, land-based learning, staff capacity building, and cultural practices.

Career Development



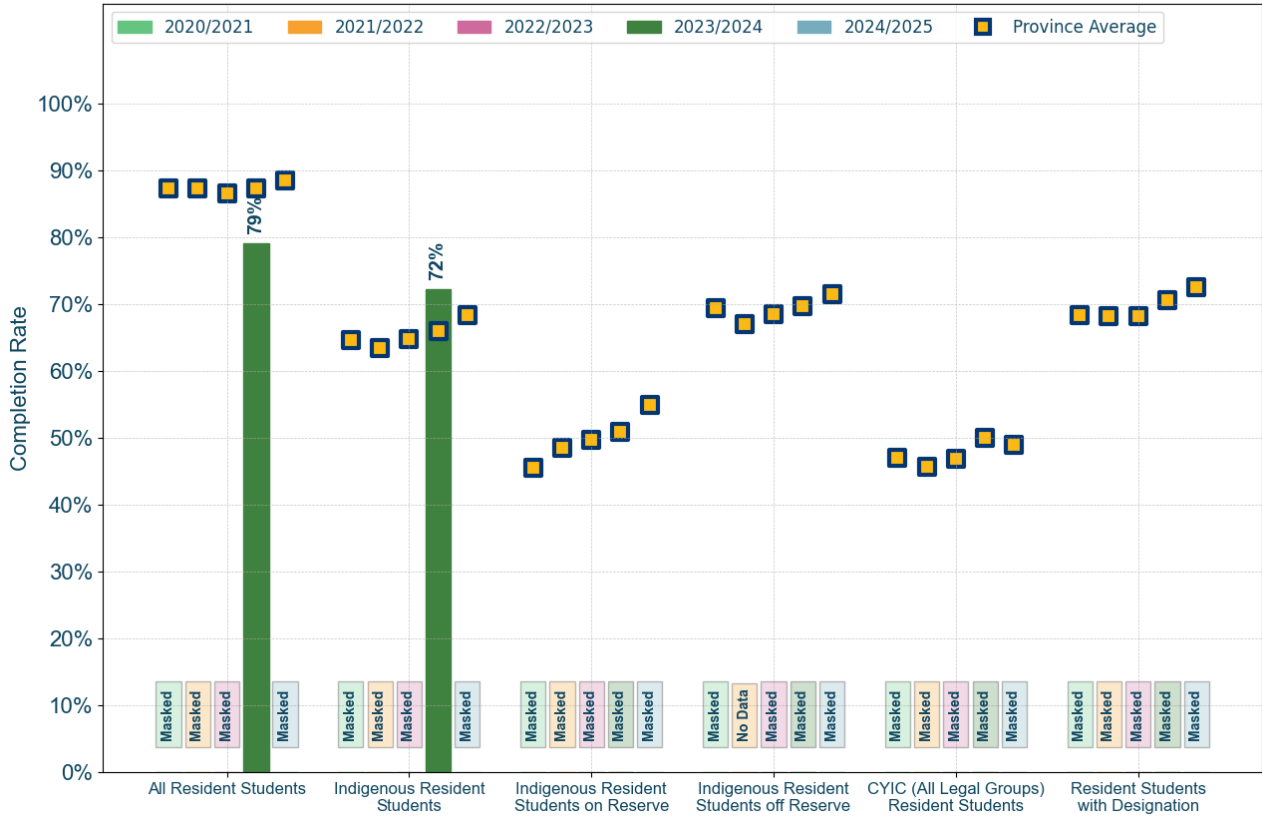
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

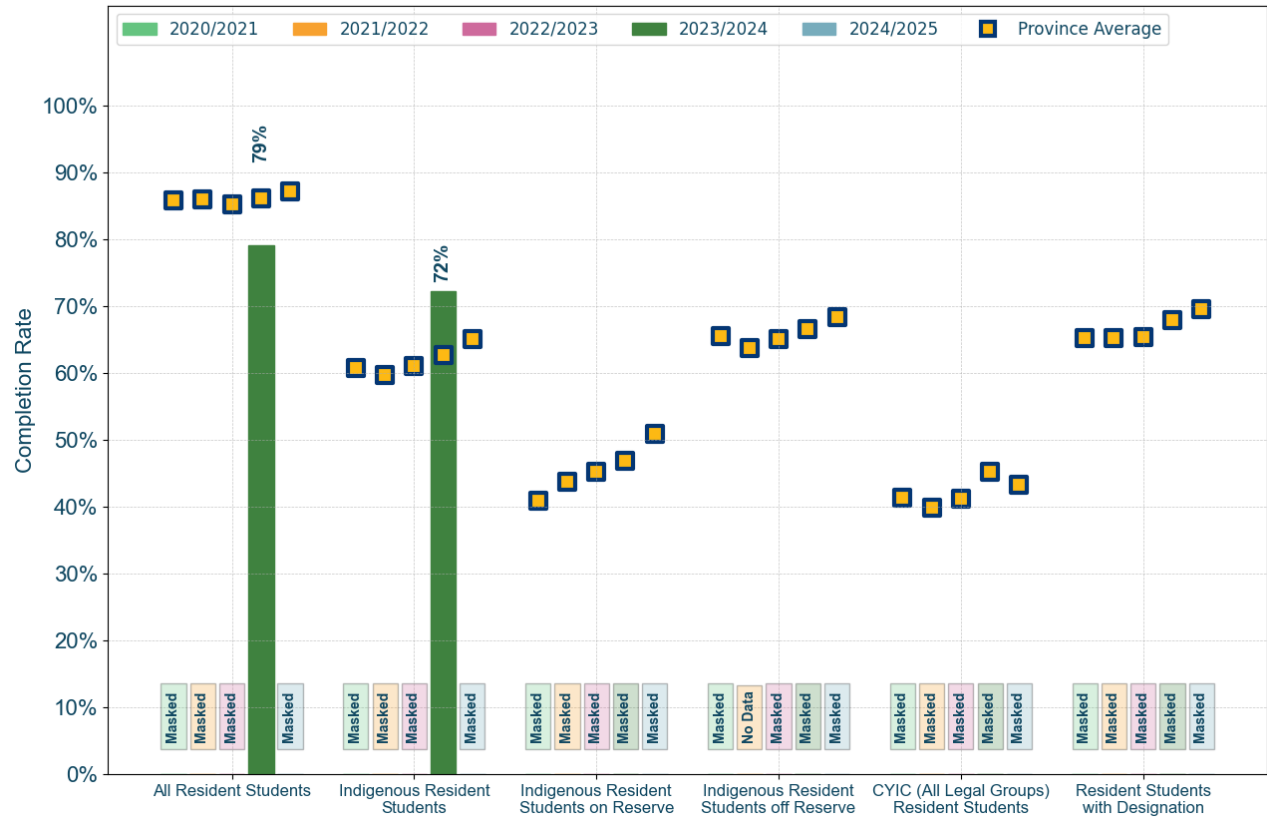
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	Masked	Masked	Masked	26 2	Masked
Indigenous Resident Students	Masked	Masked	Masked	21 2	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	0	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

5-Year Completion Rate - Dogwood + Adult Dogwood
Stikine



5-Year Completion Rate - Dogwood Stikine



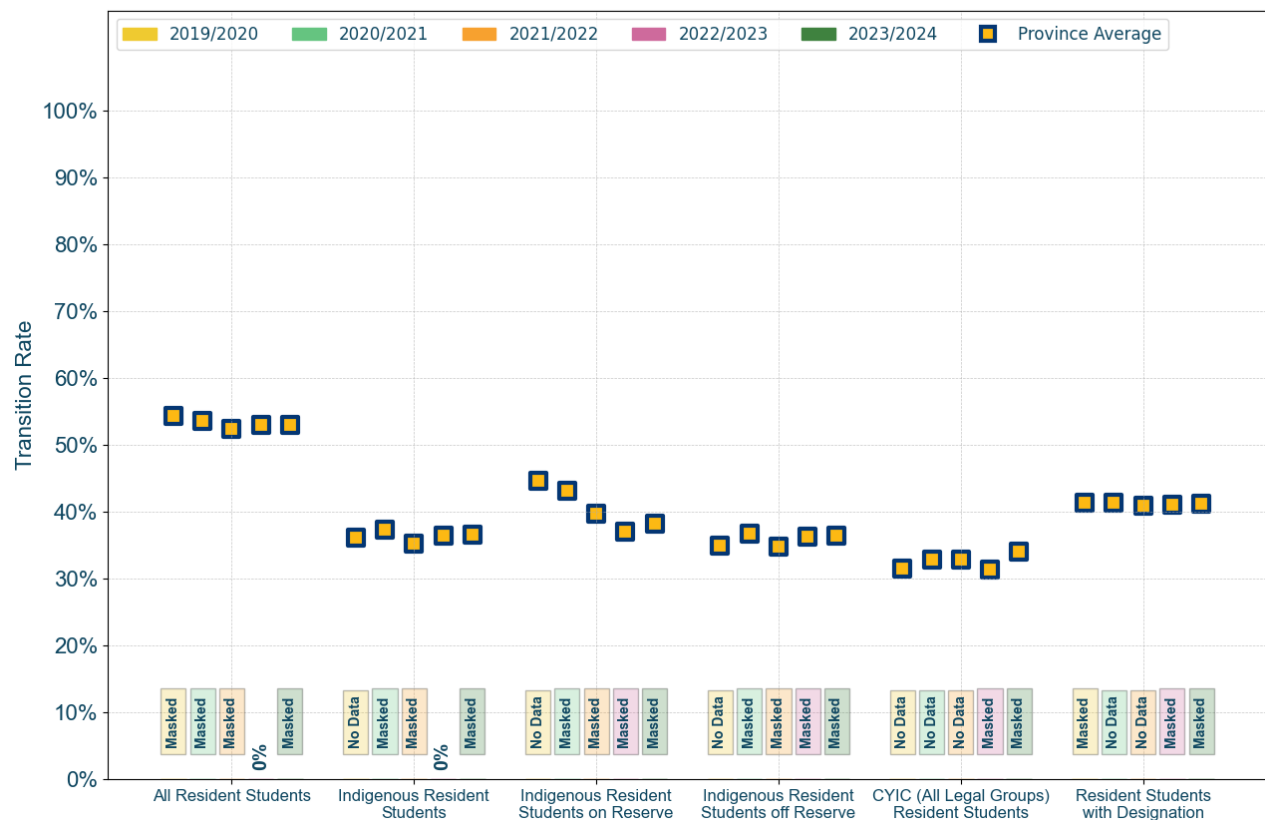
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

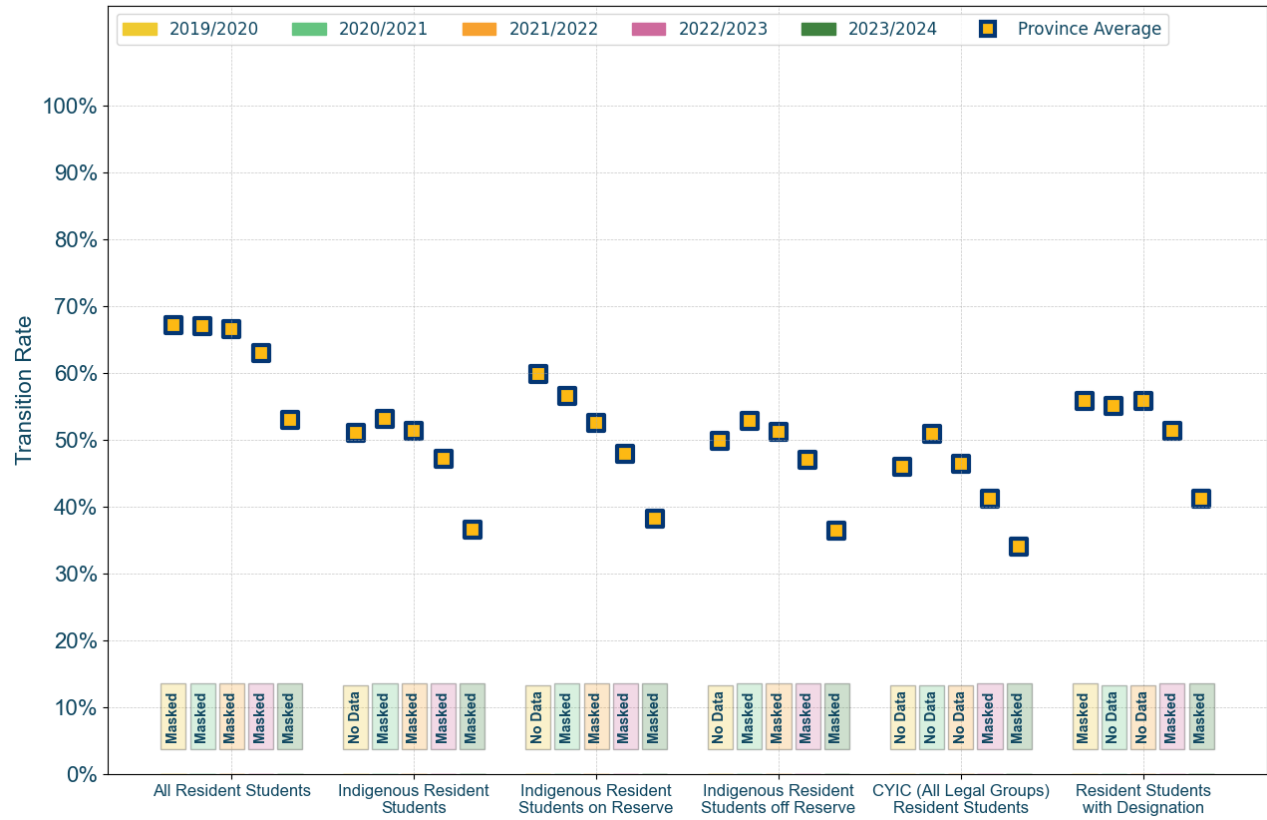
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	Masked	Masked	10	Masked
Indigenous Resident Students	0	Masked	Masked	10	Masked
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	0	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	0	Masked	Masked
Resident Students with Designation	Masked	0	0	Masked	Masked

Immediate Transition to Post-Secondary Stikine



Within 3 Years Transition to Post-Secondary Stikine



Review Data and Evidence: Career Development



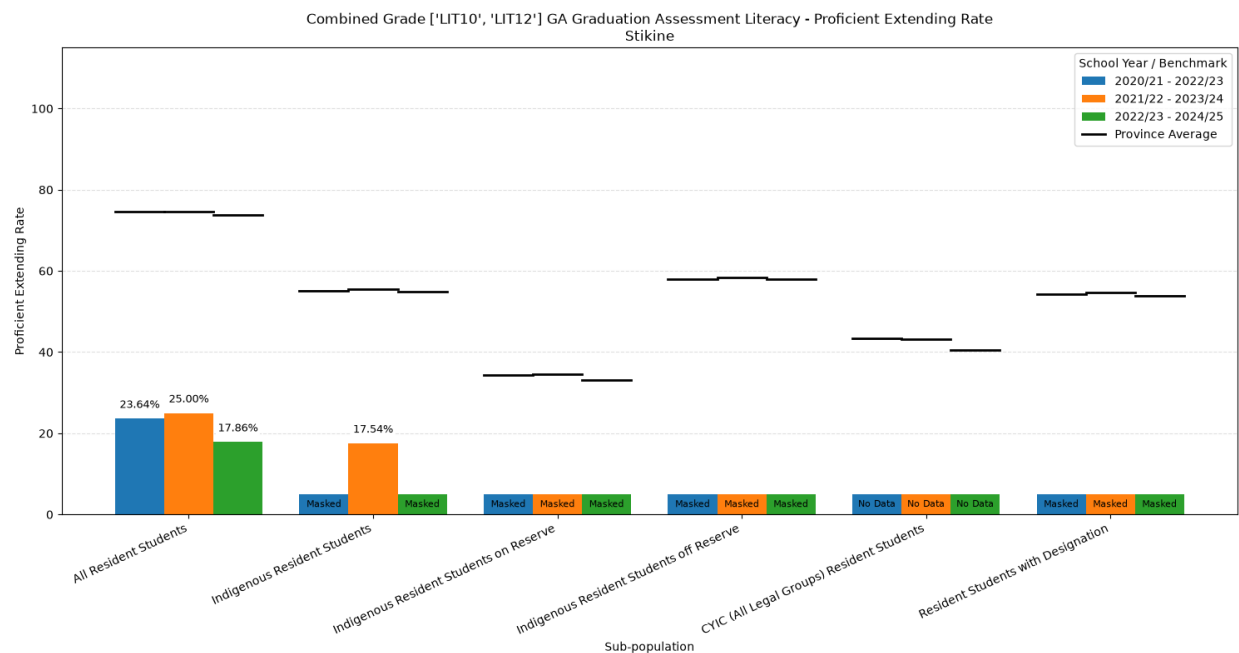
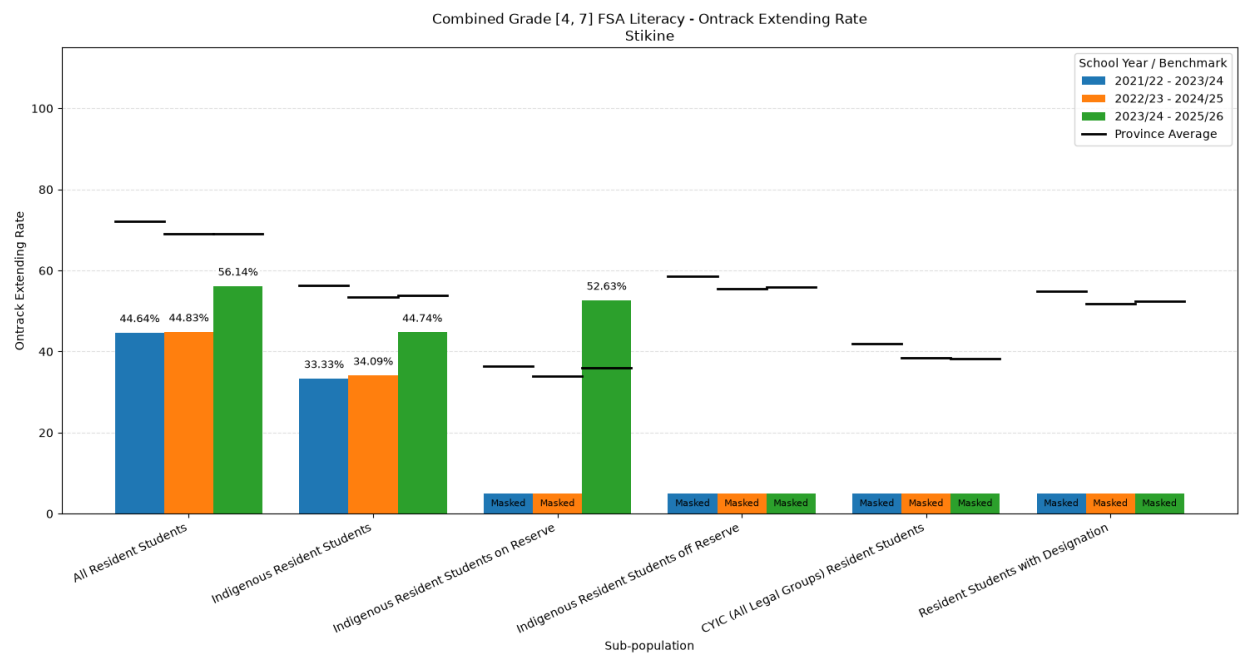
- While completion rate data cannot be made public owing to masking rules, our internal review indicates a general trend of increased student completion rates over the past 5 years. This trend is particularly notable amongst Indigenous students.
- 3-year rolling averages of completion rates are included in Appendix D (page 37). Most recent results indicate that completion rate averages for Indigenous Resident Students and Indigenous Resident Students on Reserve are above provincial averages.

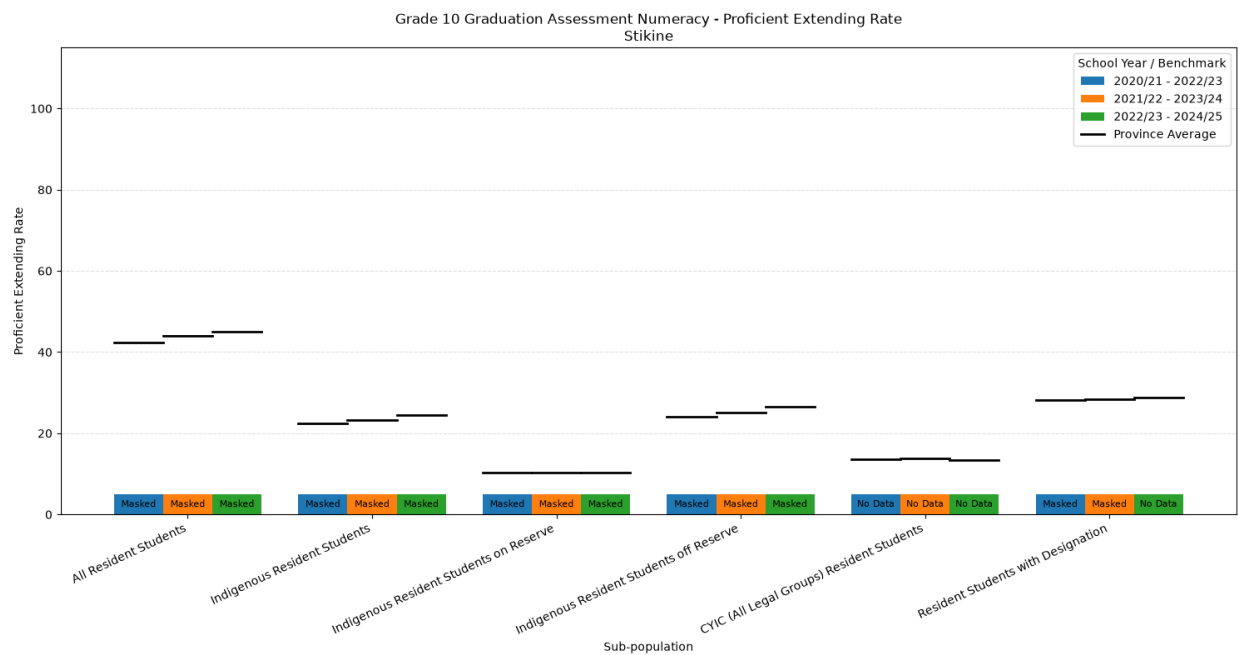
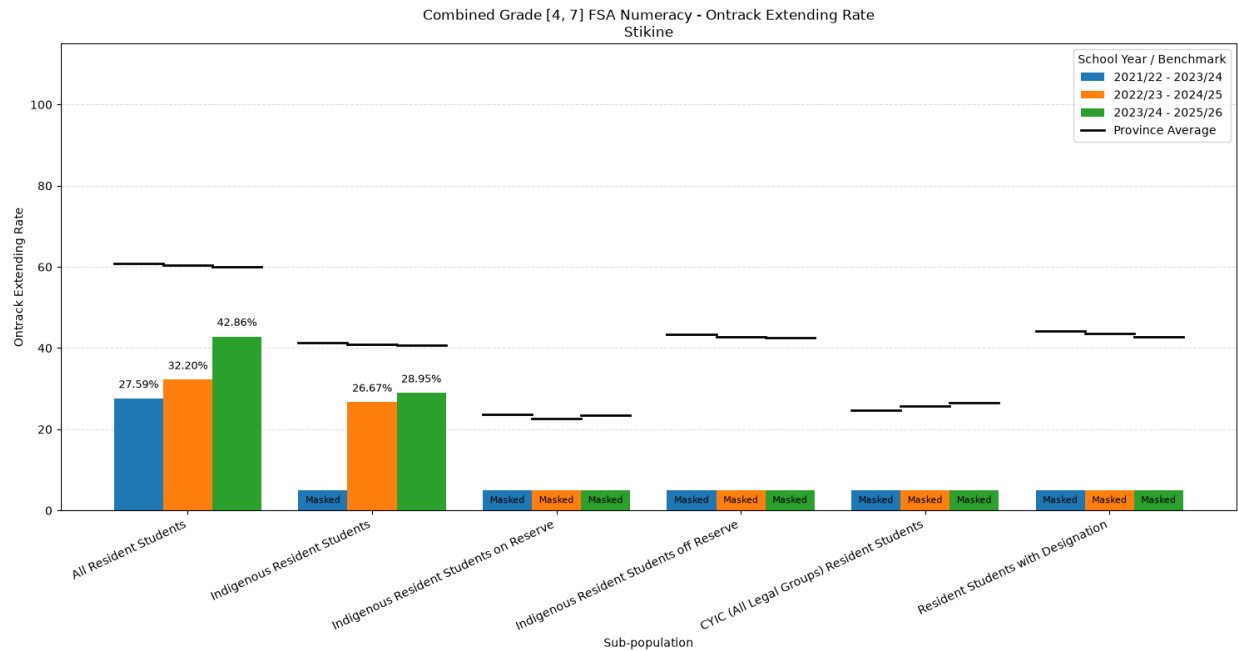
Respond to Results: Career Development



- More information on student transition to post-secondary and the extent to SD87 student leave our schools and are prepared to pursue their academic or vocational goals is needed.
- Moving forward, SD87 plans to expand its variety of course offerings through the development of BAA courses and the expansion of distance education within the district.
- SD87 is seeking to collaborate with community and industry partners to expand its vocational courses and pathways to graduation for students.

Appendix A – Intellectual Development – Locally Complied Data



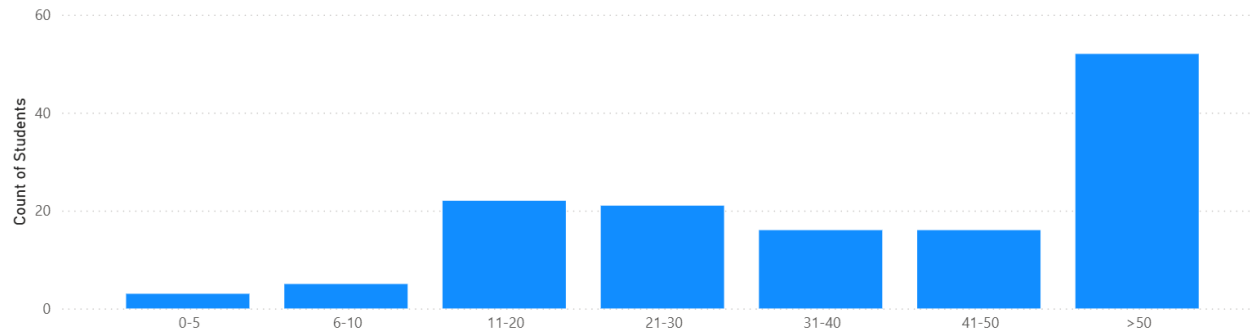


Appendix B – Attendance Data

087 - Stikine - Number of Absences

All Schools

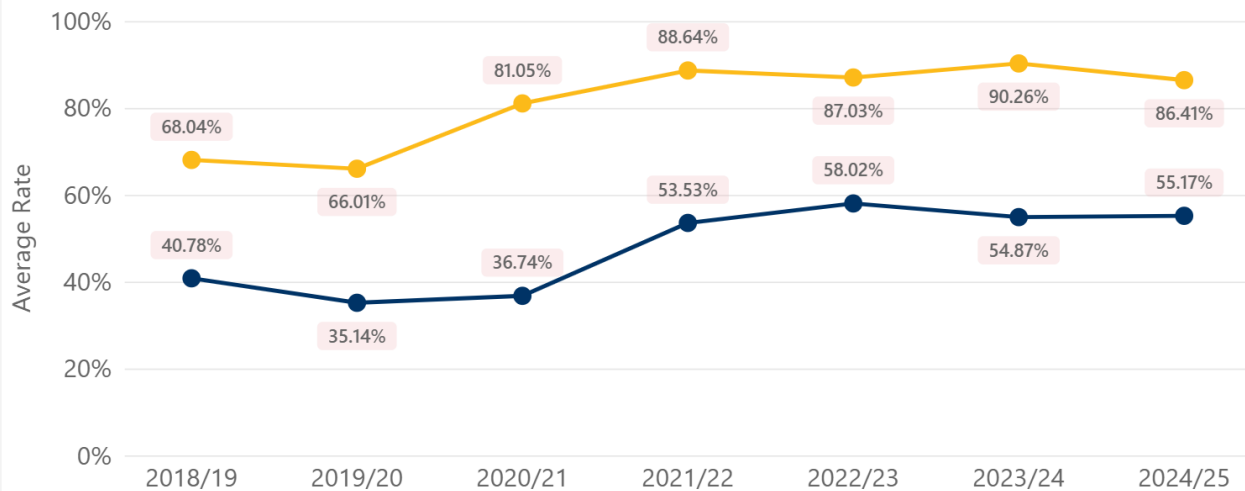
School Year ● 2025-2026



087 - Stikine - Full Day Chronically Absent Student Rates

All Schools

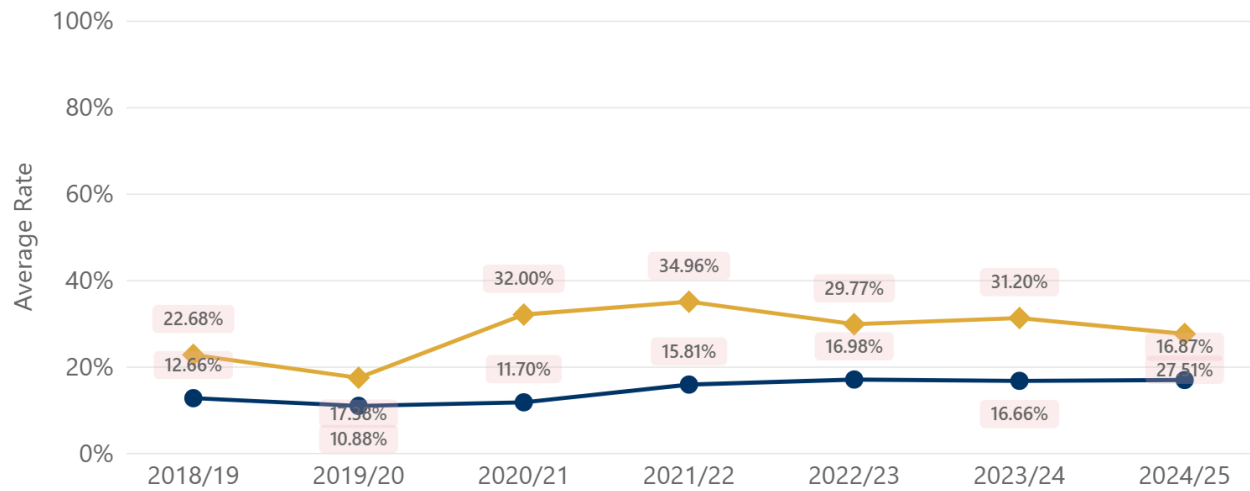
● Province ● District ▲ School



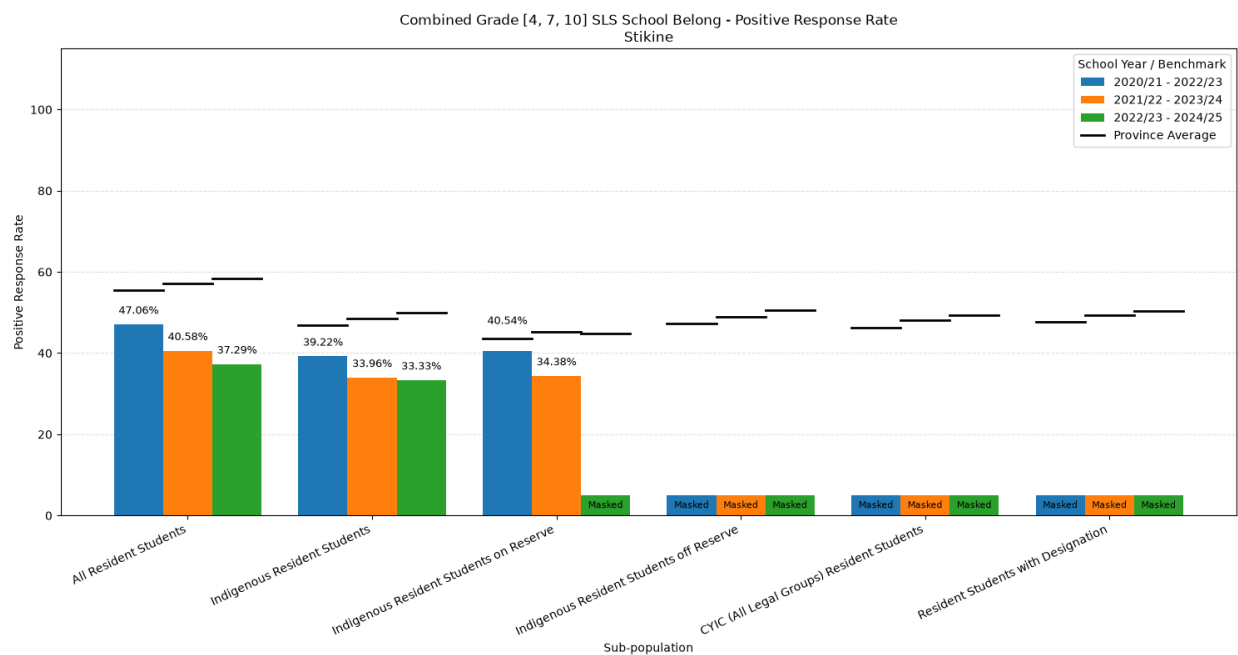
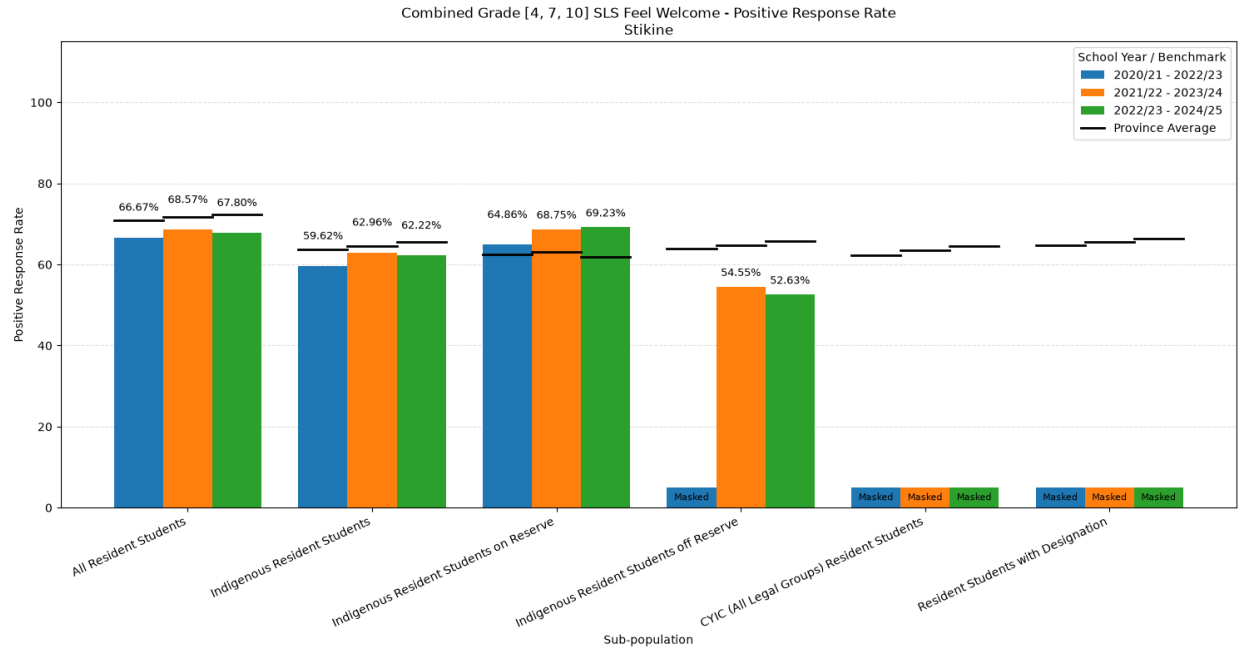
087 - Stikine - Average Full Day Absent Rates

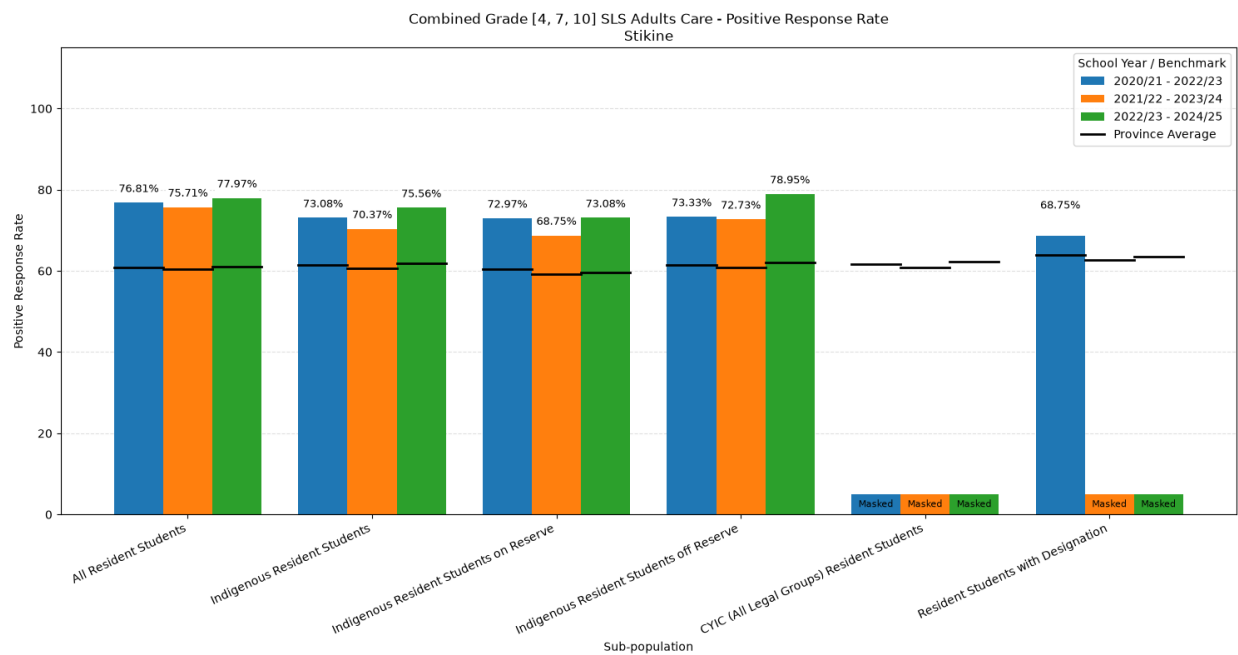
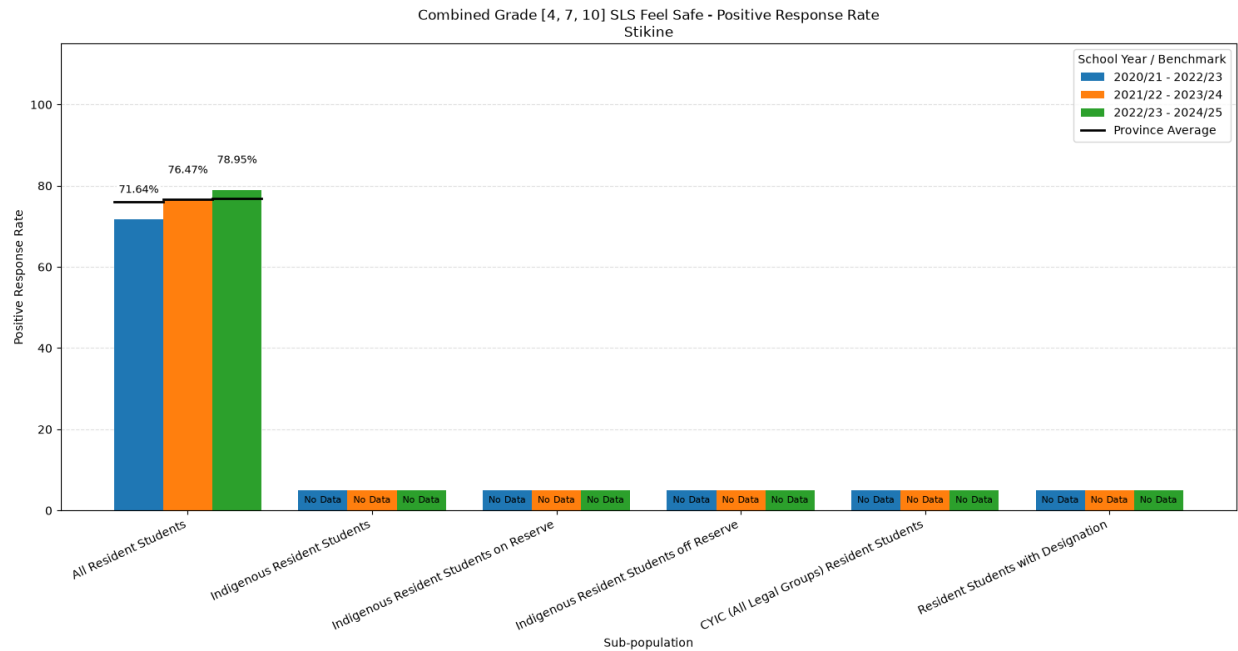
All Schools

● Province ◆ District ▲ School



Appendix C – Human and Social Development – Locally Compiled





Appendix D – Career Development – Locally Compiled

