

Bulkley Valley

SD054

Interim Progress Report September 2026

In Review of Year 2016 of School District 54 (The Bulkley Valley)
Strategic Plan, 2024-2028

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:

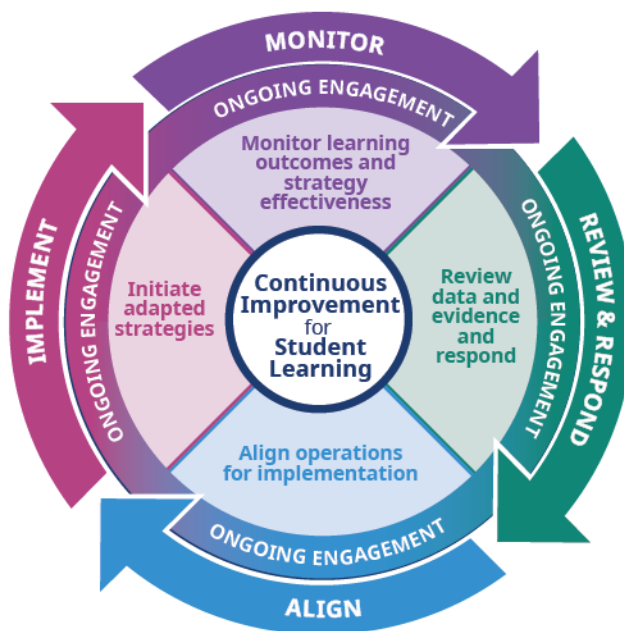
Ministry Note

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.

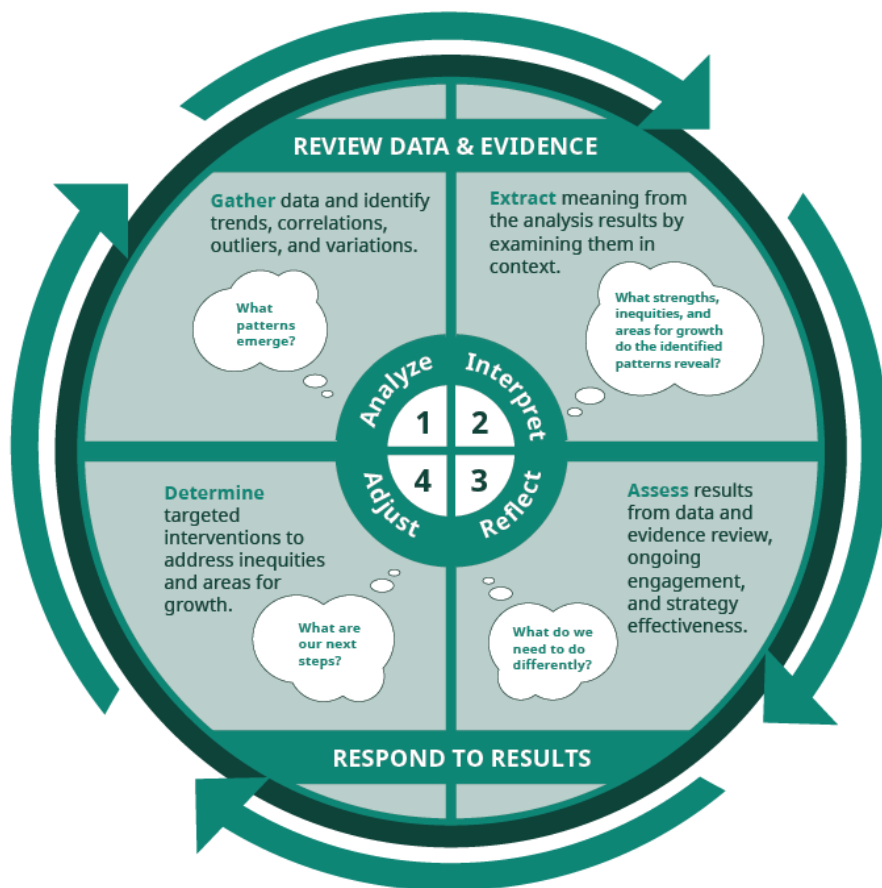
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

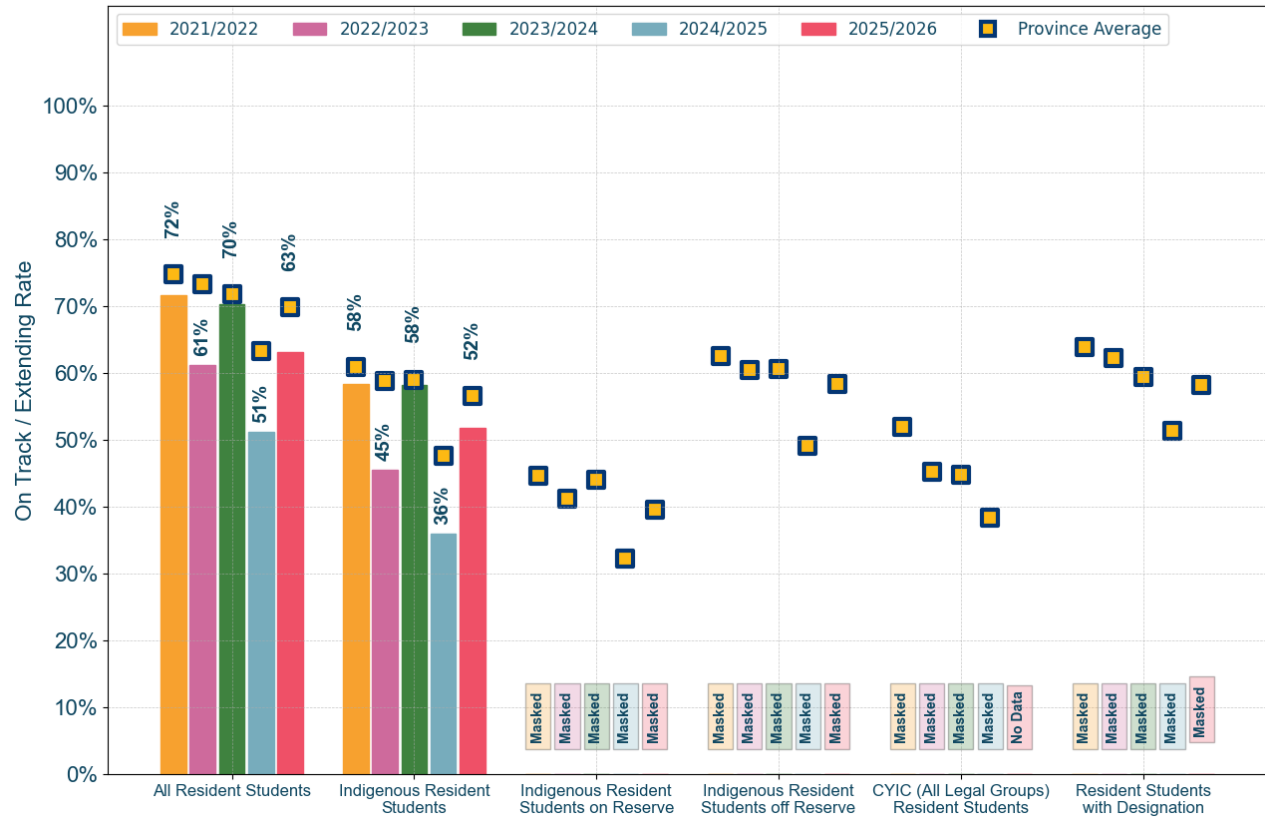
Educational Outcome 1: Literacy

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	130 98%	157 94%	141 96%	127 97%	113 84%
Indigenous Resident Students	38 95%	50 88%	45 96%	41 95%	37 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	0
Resident Students with Designation	Masked	12 83%	Masked	Masked	15 67%

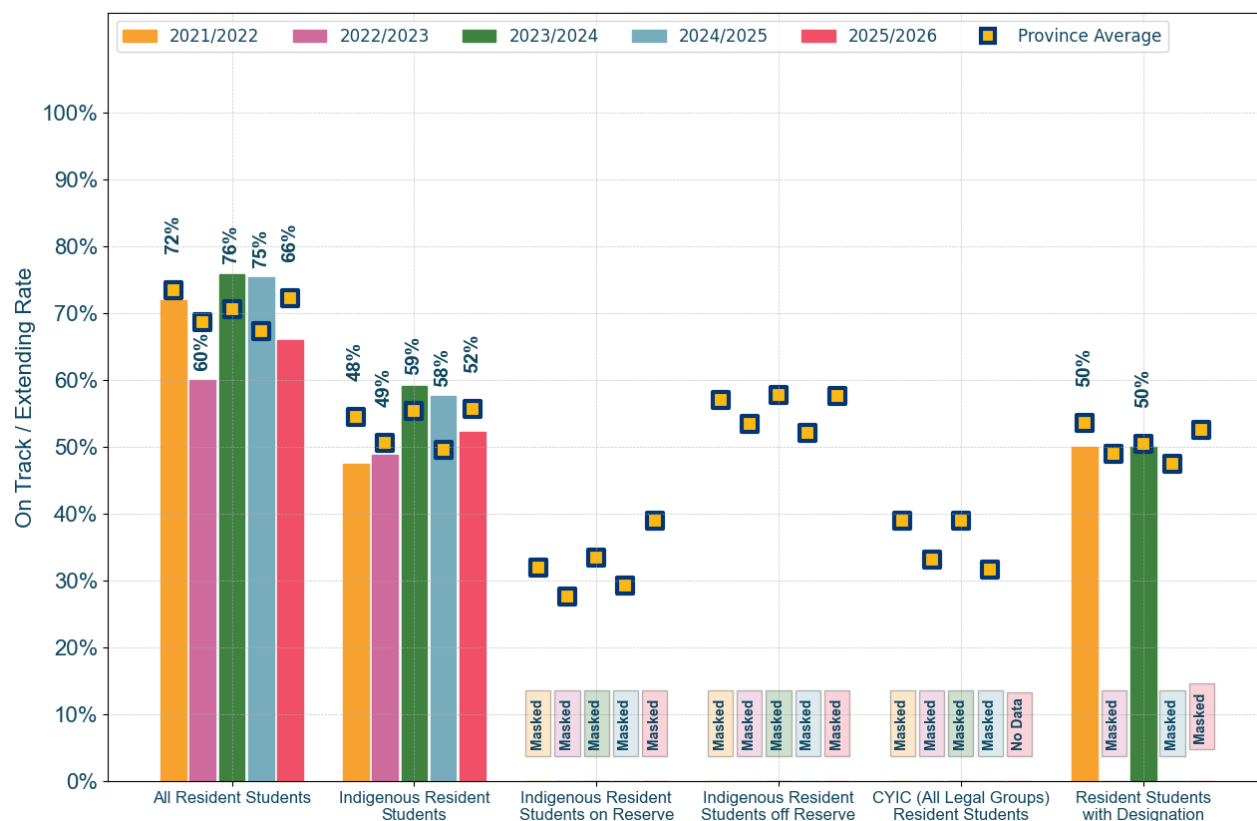
Grade 4 FSA Literacy - On Track / Extending Rate Bulkley Valley



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	160 94%	151 99%	145 97%	123 96%	145 91%
Indigenous Resident Students	46 87%	43 100%	44 100%	35 94%	50 88%
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	27 96%	28 96%	22 100%	16 94%	21 86%

Grade 7 FSA Literacy - On Track / Extending Rate Bulkley Valley

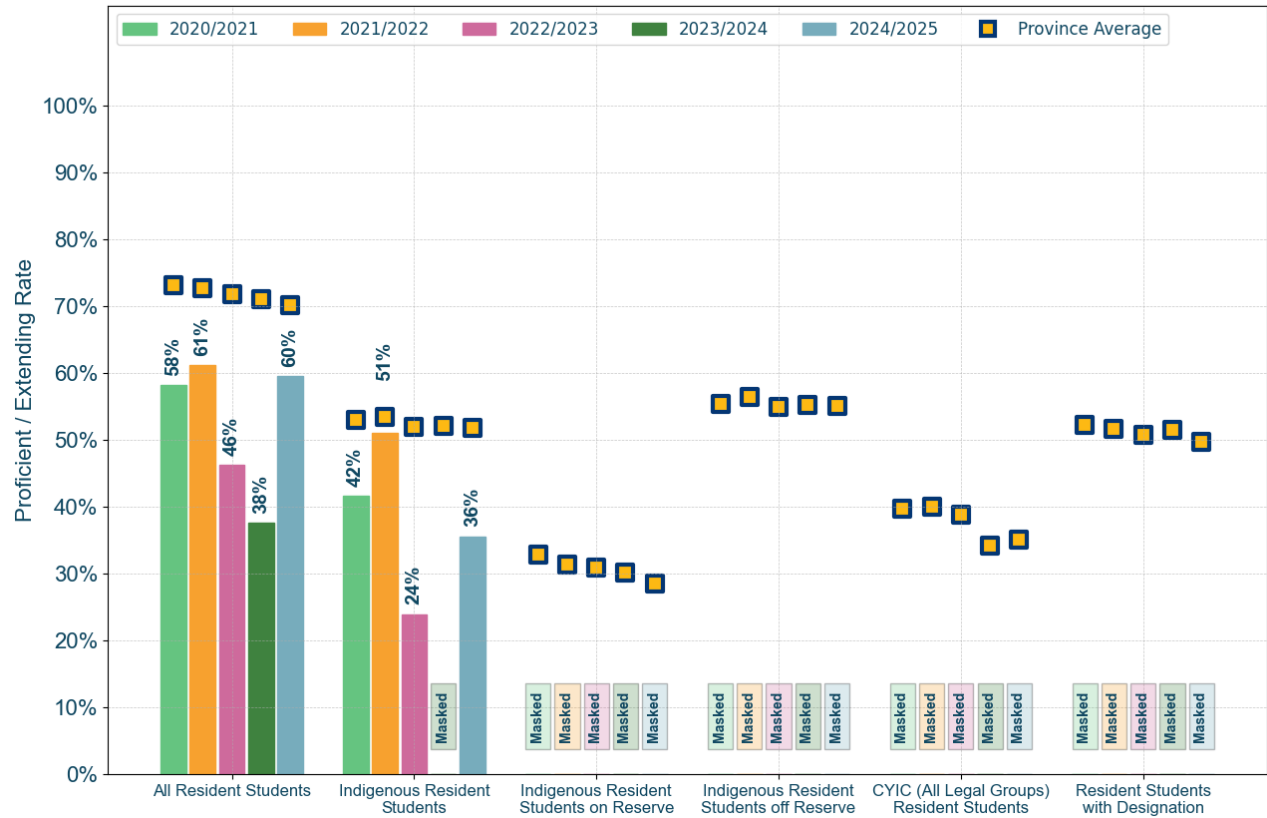


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	177 74%	166 81%	164 83%	178 75%	190 86%
Indigenous Resident Students	52 46%	61 62%	54 80%	53 58%	51 73%
Indigenous Resident Students on Reserve	Masked	Masked	10 100%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	44 75%	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	25 56%	23 57%	24 83%	12 83%	33 79%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Bulkley Valley



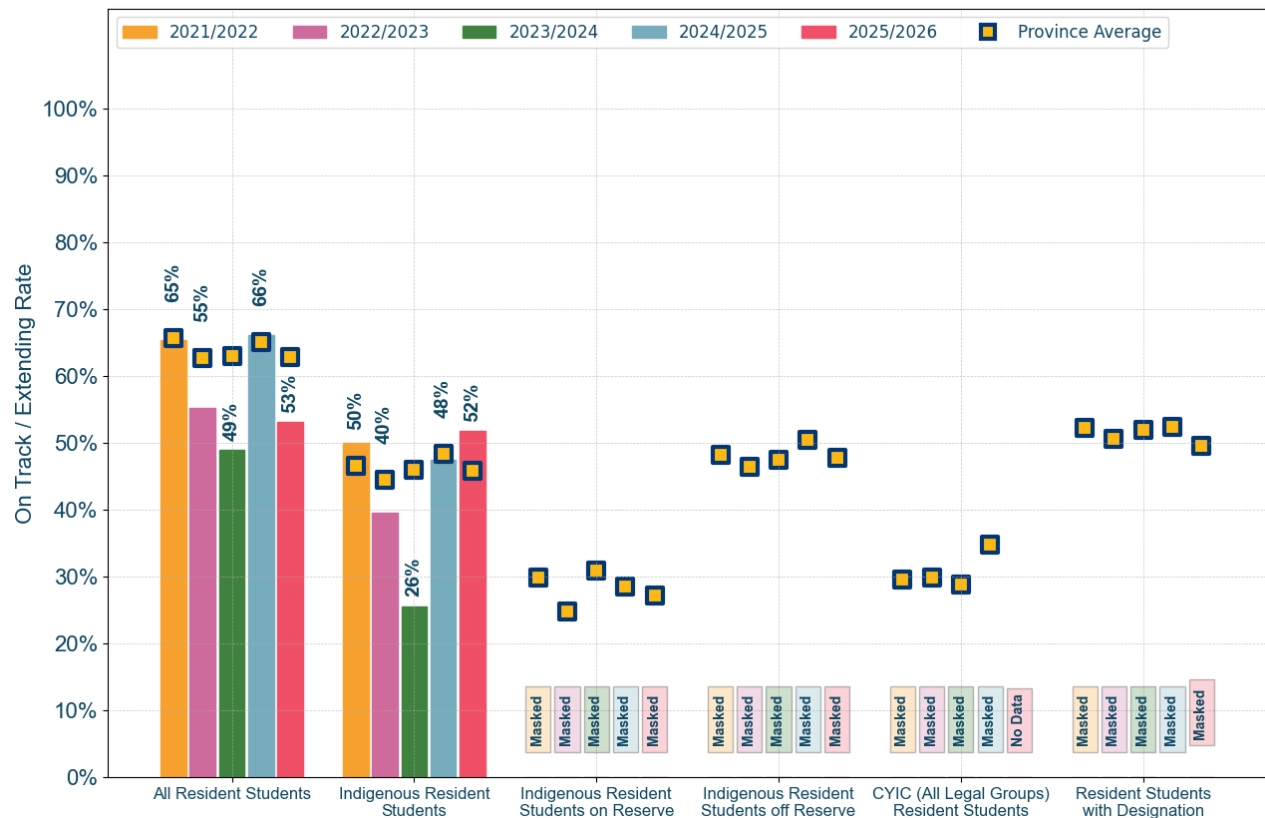
Educational Outcome 2: Numeracy

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	130 98%	157 92%	141 96%	127 98%	113 85%
Indigenous Resident Students	38 95%	50 86%	45 96%	41 98%	37 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	0
Resident Students with Designation	Masked	Masked	Masked	Masked	15 67%

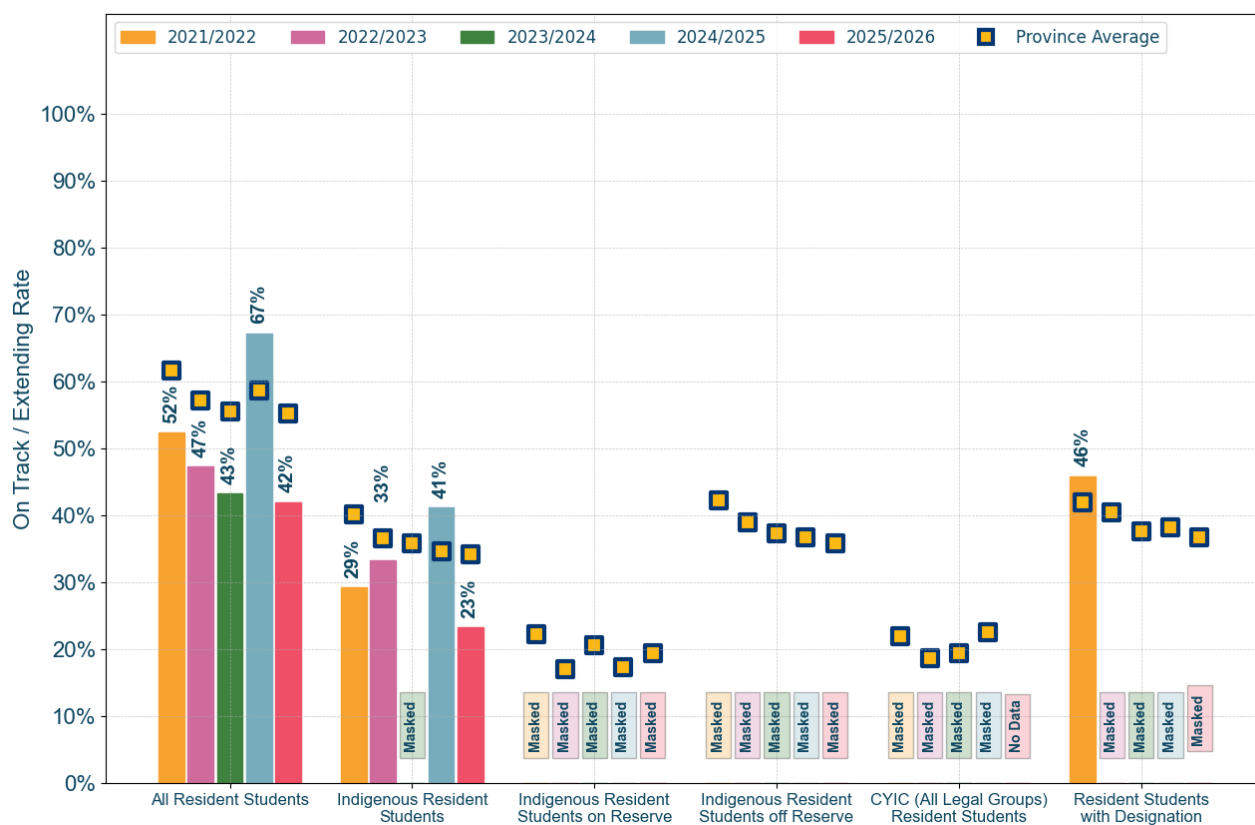
Grade 4 FSA Numeracy - On Track / Extending Rate Bulkley Valley



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	160 93%	151 98%	145 97%	123 97%	145 90%
Indigenous Resident Students	46 89%	43 98%	44 98%	35 97%	50 86%
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	27 89%	28 93%	22 100%	16 94%	21 86%

Grade 7 FSA Numeracy - On Track / Extending Rate Bulkley Valley

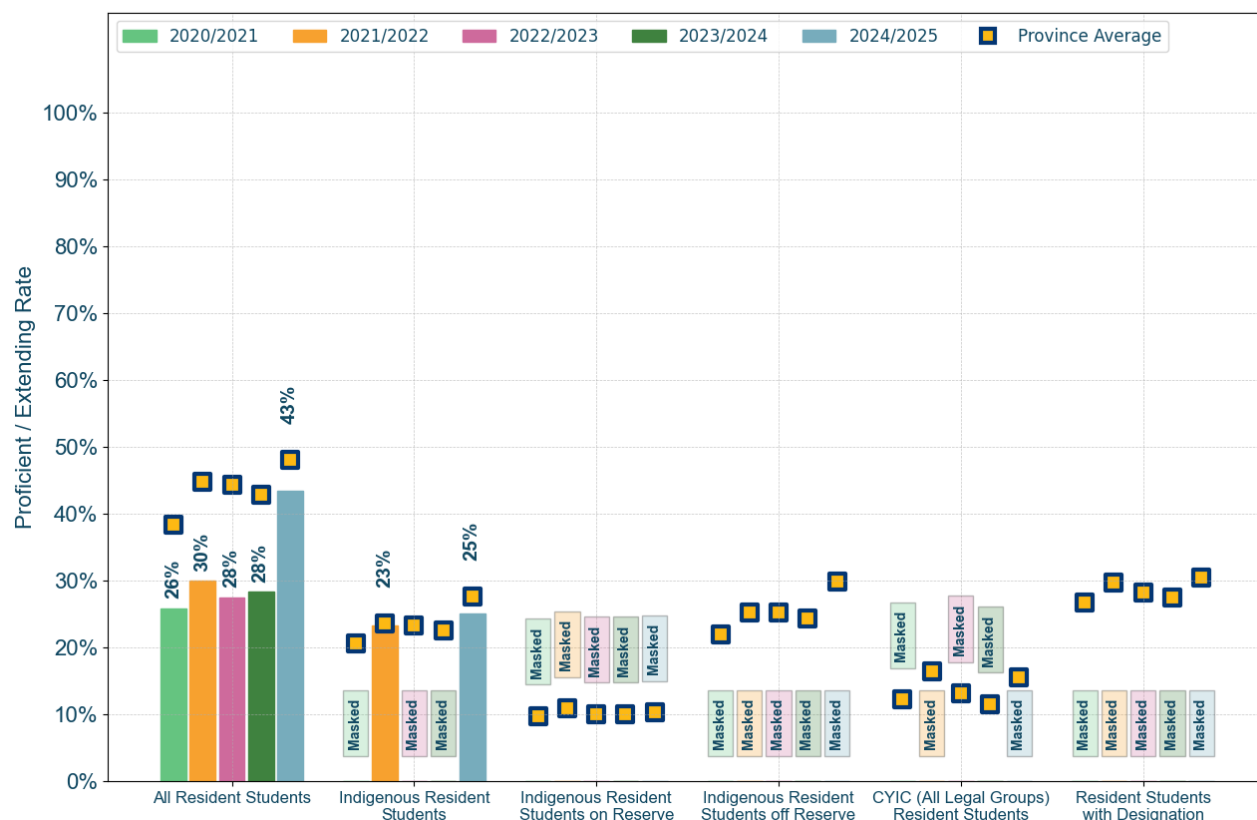


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	176 74%	163 81%	165 81%	178 76%	189 81%
Indigenous Resident Students	51 49%	61 62%	56 73%	53 62%	51 65%
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	23 52%	23 57%	24 58%	12 92%	33 70%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Bulkley Valley

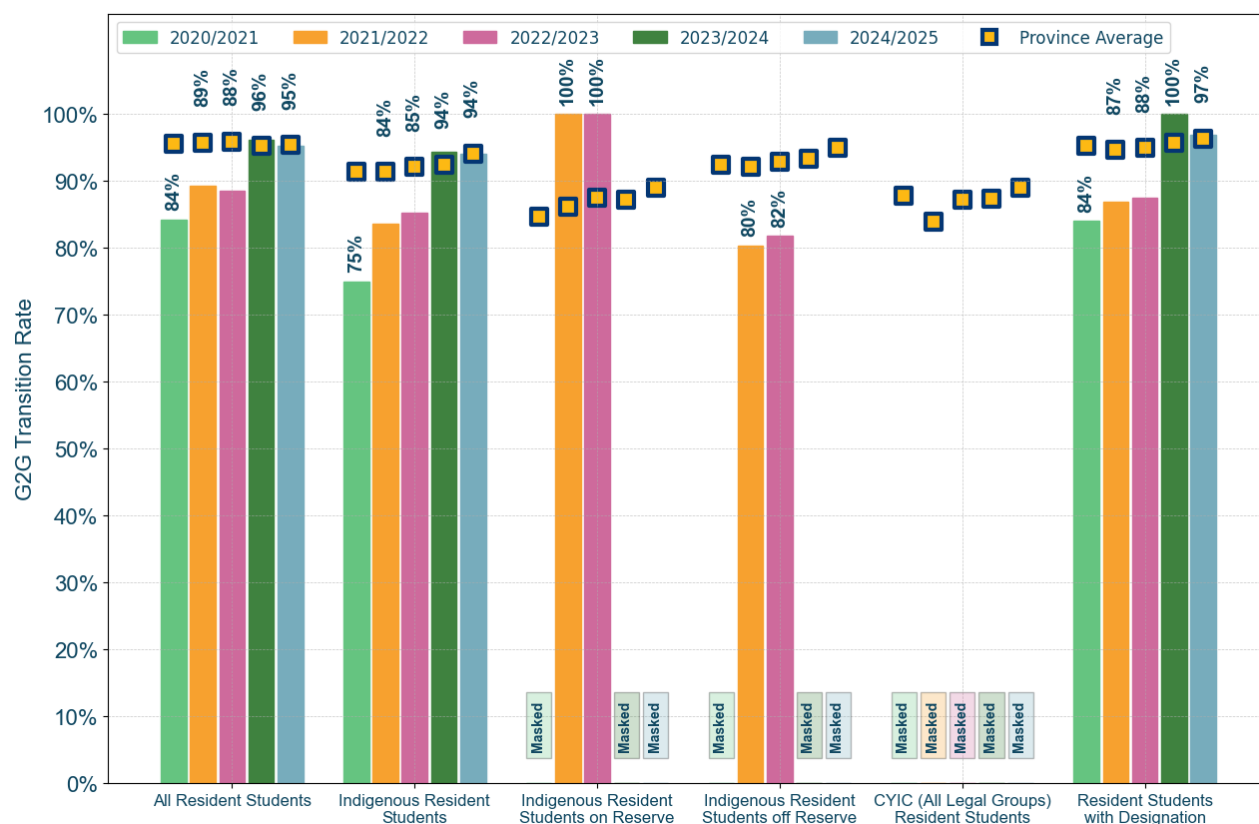


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	178	169	165	180	189
Indigenous Resident Students	52	61	54	53	51
Indigenous Resident Students on Reserve	Masked	10	10	Masked	Masked
Indigenous Resident Students off Reserve	Masked	51	44	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	25	23	24	12	33

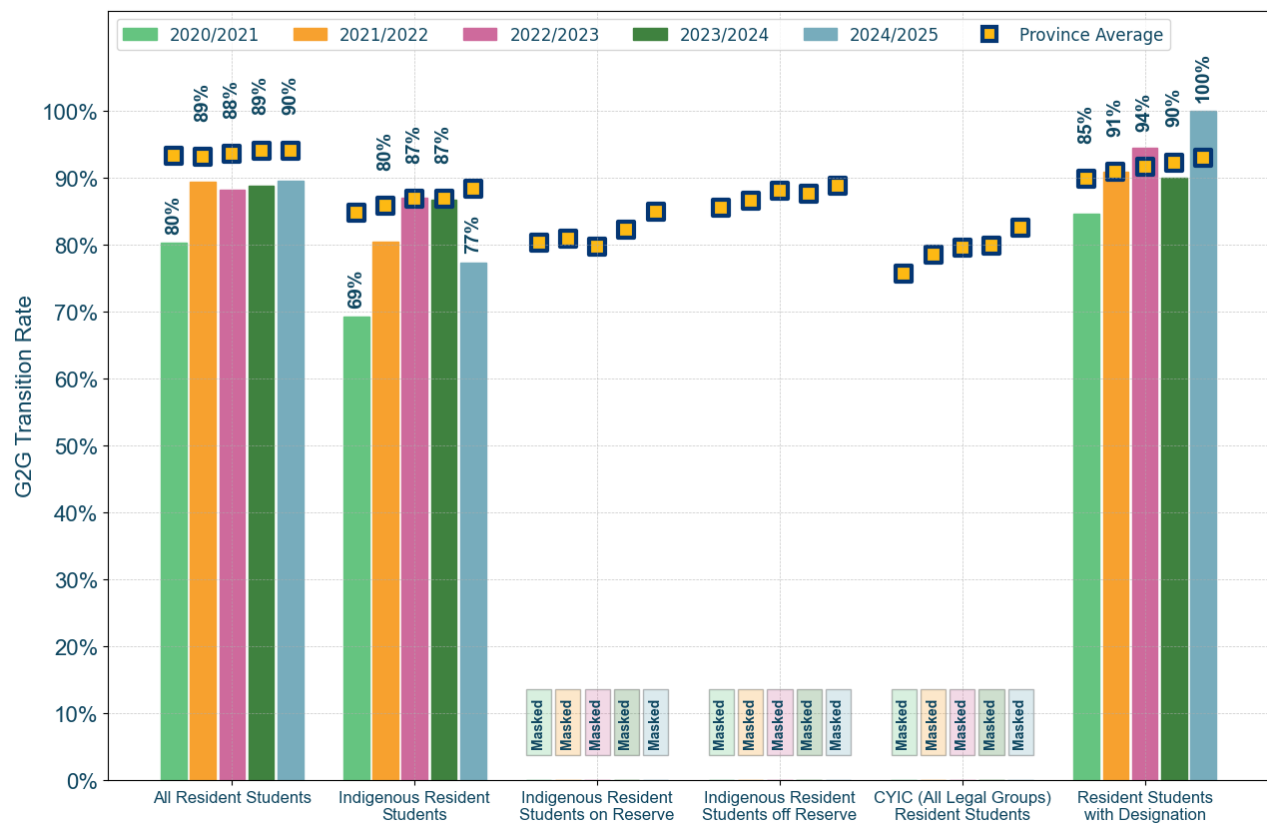
Grade 10 to 11 Transition Rate Bulkley Valley



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	157	160	162	162	183
Indigenous Resident Students	52	46	54	53	53
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	26	22	18	20	17

Grade 11 to 12 Transition Rate Bulkley Valley



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.

- Gr. 4 and 7 FSA participation rates in all categories are slightly lower than in previous years. One elementary school did not send in their results in time to be counted due to a clerical error.
- These missing results also negatively impact the on-track/extending results for the 2025/2026 year. Results in literacy and numeracy were expected to be higher than currently reported.
- While most recent results are not accurate, long-term trends do indicate a need for continued focus on literacy and numeracy instruction in order to improve outcomes.

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.

- Continue professional learning and collaboration to support student math and numeracy learning. Kindergarten to grade 7 educators will continue to administer the Coast Mountain Numeracy Assessment, which informs and improves instructional practice in ways that support competency-based learning and teaching, inclusive open-ended tasks, and formative assessment practices. The Spring summative assessment data will be shared with the District.
- Professional development to support numeracy instruction will continued to be offered throughout the year by the District Helping Teacher and lead classroom teachers, and supported by the District with release time for collaboration.
- While teacher recruitment has been a challenge for many years, currently staffing has stabilized and now there must be increased focus on professional learning for the many new and inexperienced staff.
- Continued professional development on using literacy screening measures to plan for teaching and intervention supported through the District Helping Teacher and other District Services

Human and Social Development

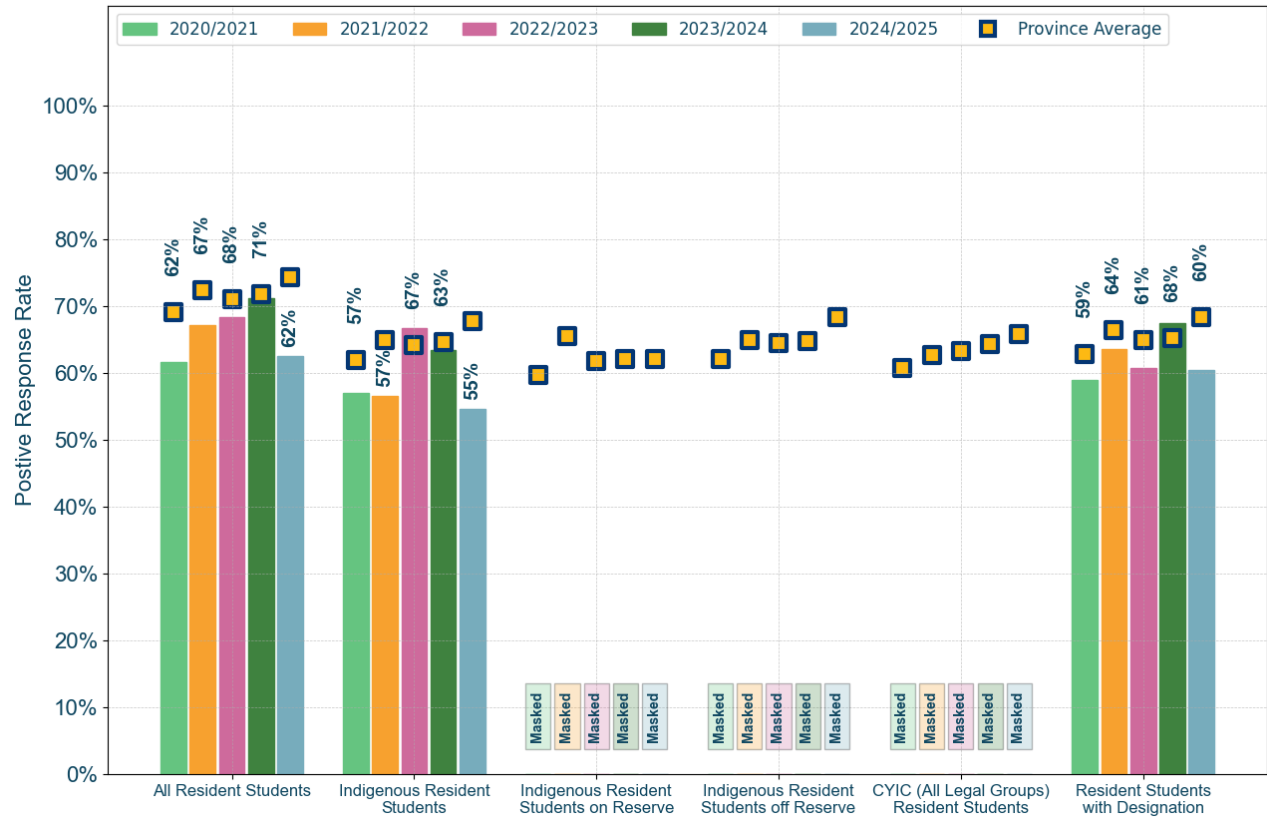
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

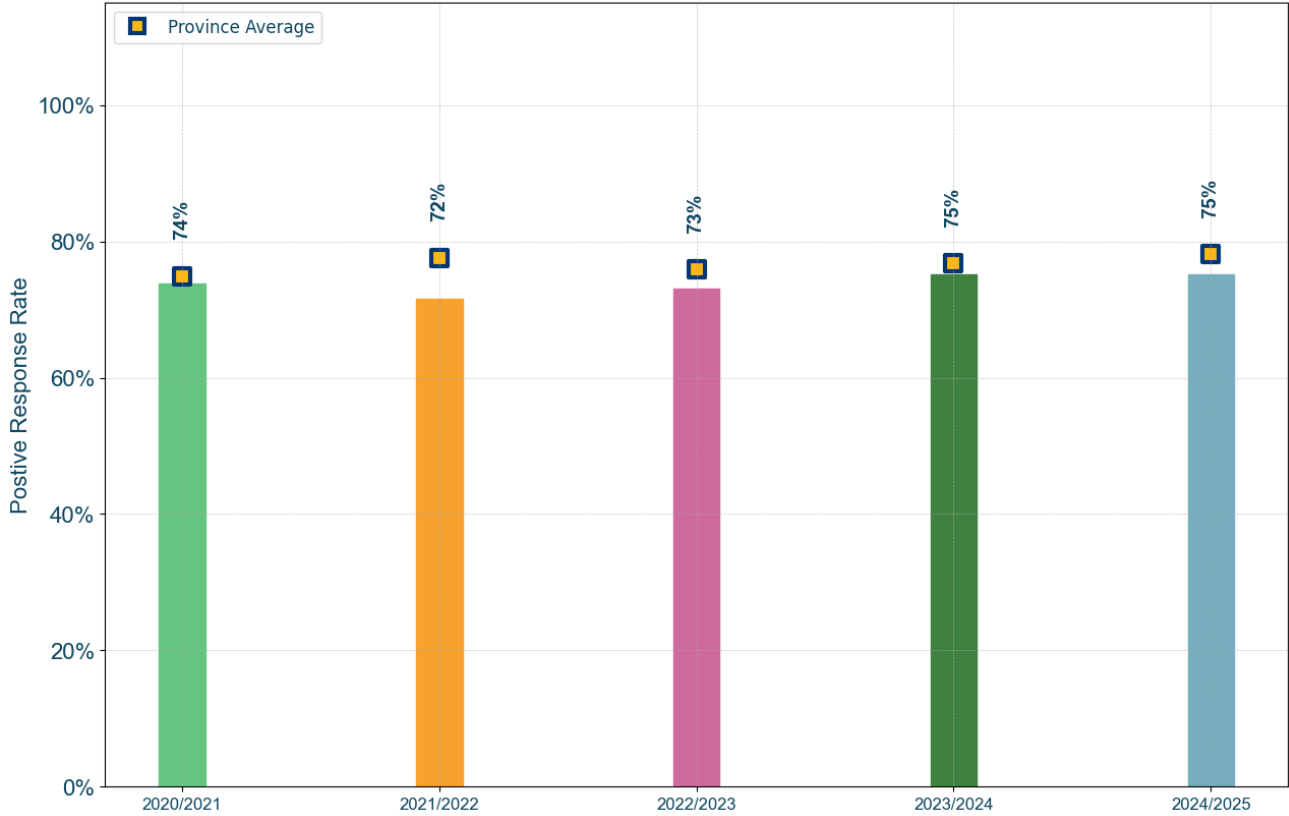
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	440 83%	457 81%	465 86%	463 79%	433 88%
Indigenous Resident Students	127 72%	145 69%	147 79%	142 71%	127 80%
Indigenous Resident Students on Reserve	15 80%	17 65%	18 72%	Masked	15 67%
Indigenous Resident Students off Reserve	112 71%	128 70%	129 80%	Masked	112 81%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	46 83%	60 68%	64 80%	41 88%	56 80%

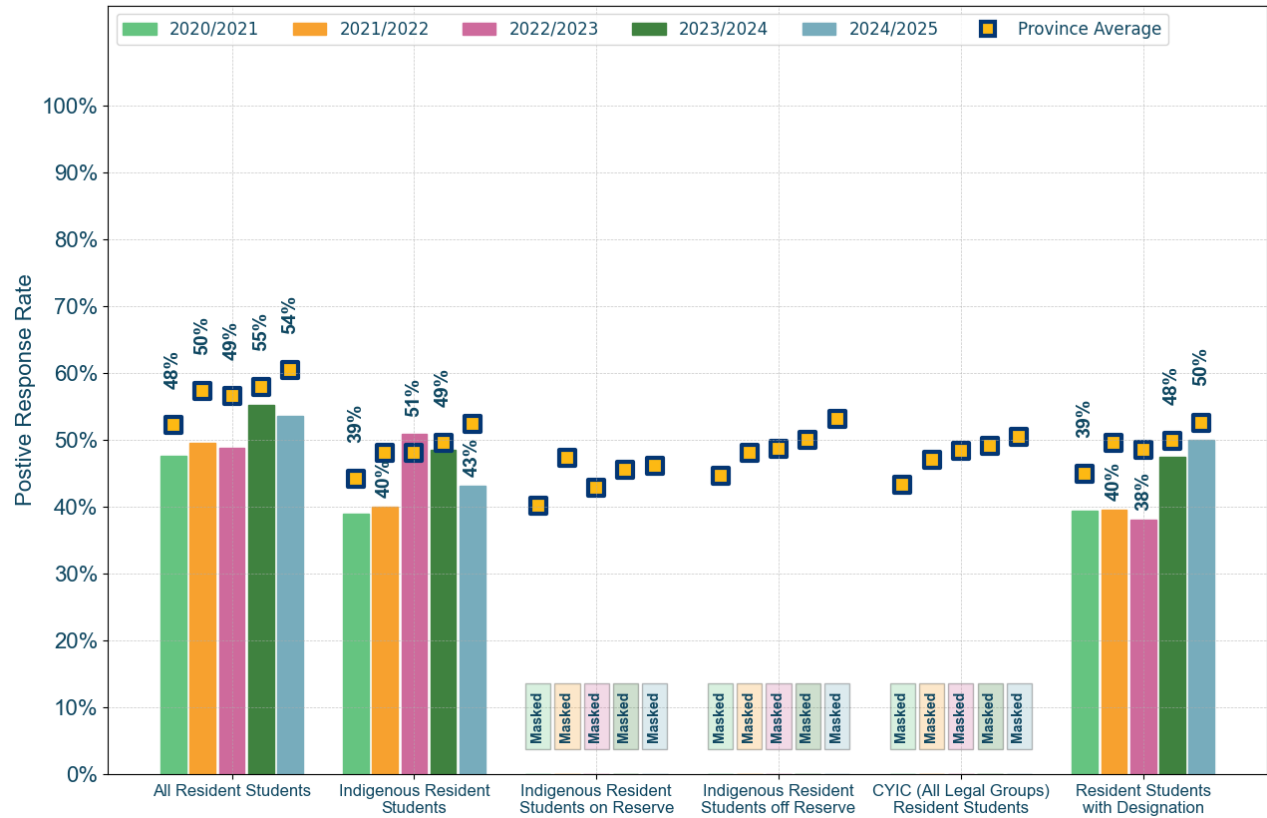
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Bulkley Valley



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

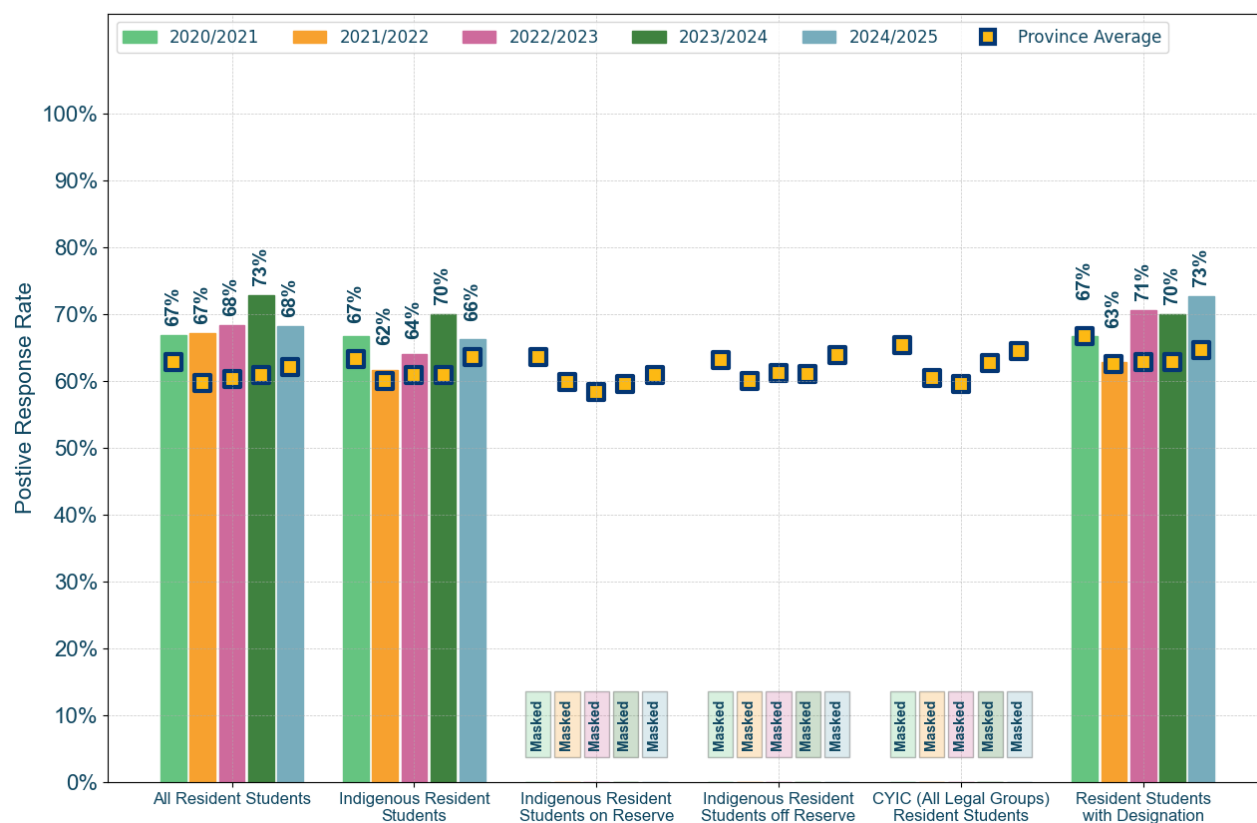


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Bulkley Valley



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
Bulkley Valley



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.

- Two or more adults that care continues to be a data set where results are consistently above Provincial rates. Despite meeting the target, this continues to be a priority area for schools.
- Feeling welcome and Sense of Belonging data continues to be below provincial norms for all students and Indigenous students. Both of these categories continue to be an area of focus for all schools in their planning.

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.

- Social- emotional learning for students continues to be a priority for all of our schools.
- There are site specific programs at each school to support belonging and social learning for all students.
- All administrators have taken compassionate systems training and that training is now being accessed by classroom teachers in an ongoing manner.
- A wide range of school level data is collected each year to inform school plans and goals around human and social development. There continues to be an emphasis on student voice to inform school planning.

Career Development

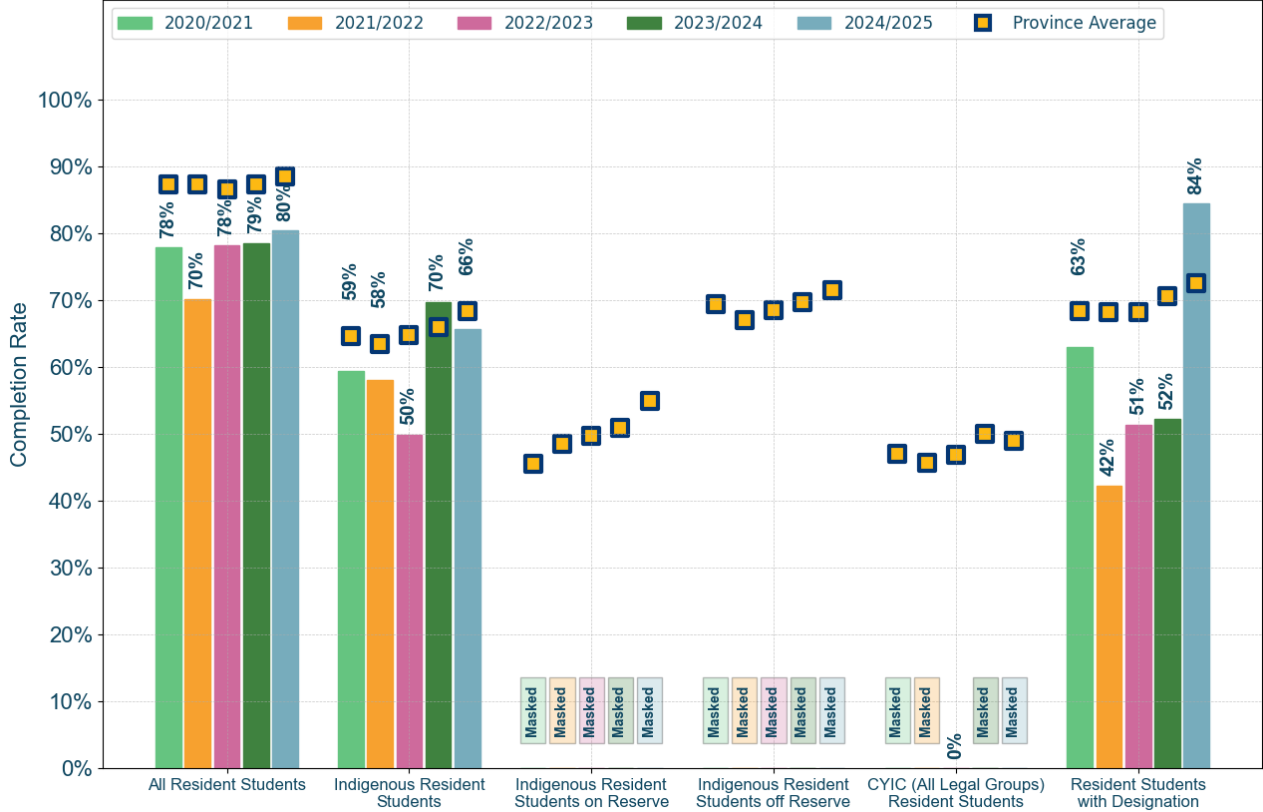
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

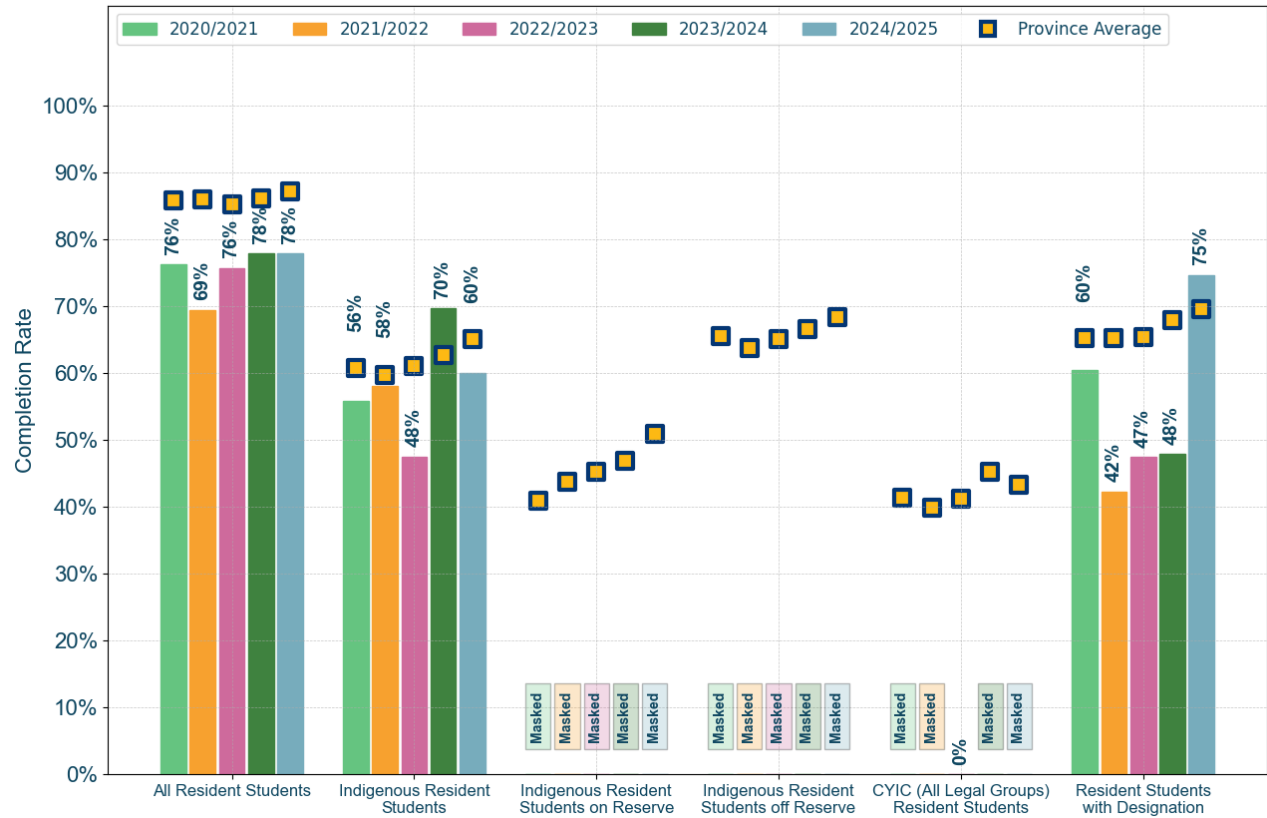
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	200 11	149 9	173 11	163 12	174 14
Indigenous Resident Students	59 4	46 3	45 3	51 4	56 4
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	13 1	Masked	Masked
Resident Students with Designation	42 2	38 3	27 2	25 2	33 2

5-Year Completion Rate - Dogwood + Adult Dogwood Bulkley Valley



5-Year Completion Rate - Dogwood Bulkley Valley



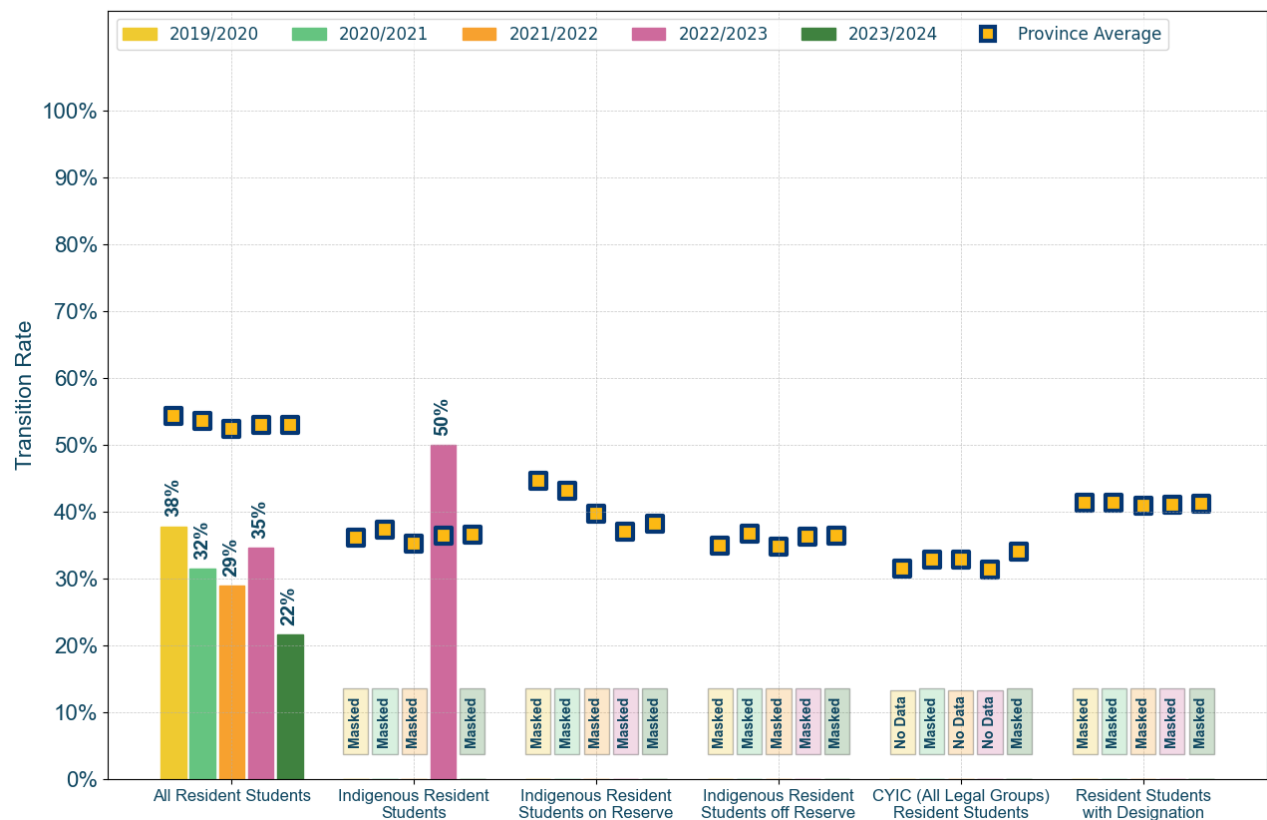
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

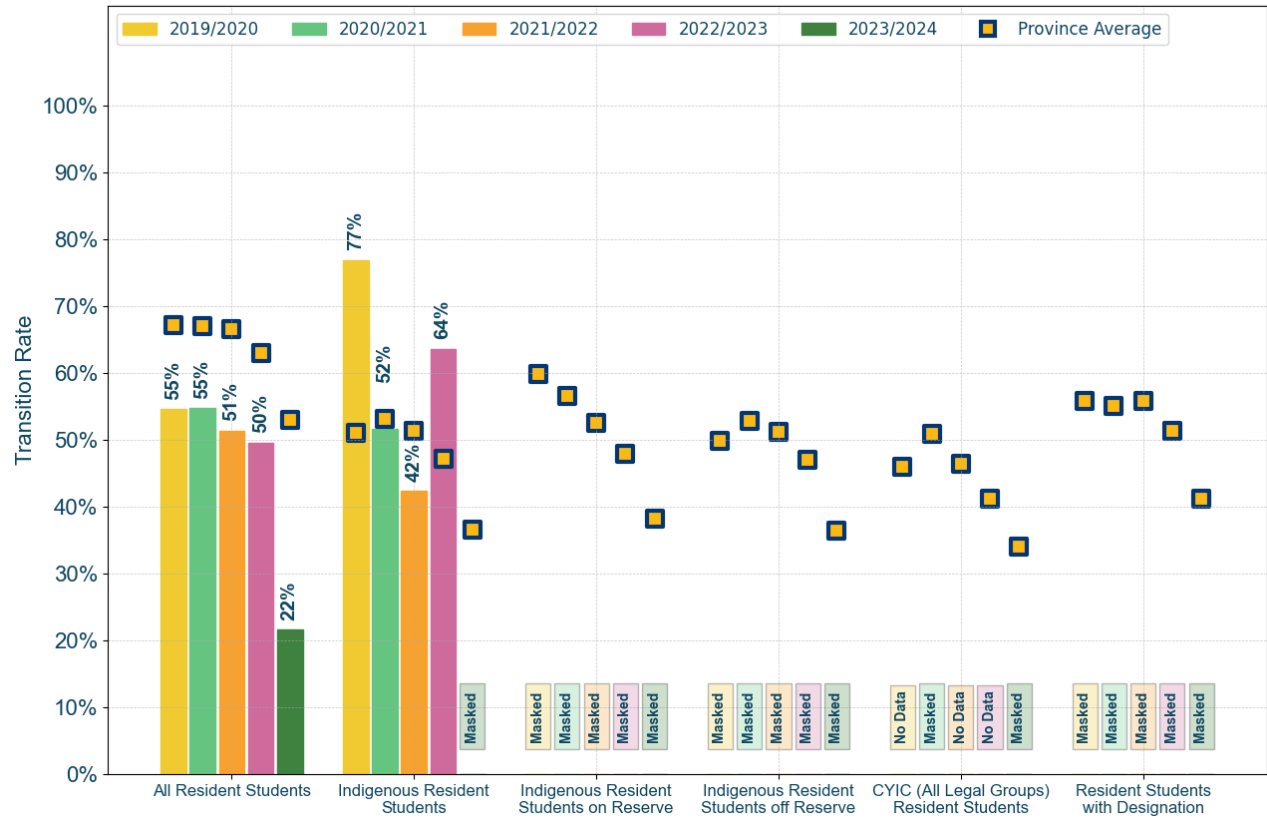
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	119	146	107	127	125
Indigenous Resident Students	Masked	Masked	Masked	22	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	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Bulkley Valley



Within 3 Years Transition to Post-Secondary Bulkley Valley



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.

- In a small school district individual Grade 12 students are tracked and students who do not complete are reported on. Most of these students will be completing at a later date or have significant reasons for not completing.
- Transition rates to post-secondary are not really utilized in planning in our school district. Many students in our region enter the workforce and into trades training programs and these student results are tracked more closely as a measure of success.
- Internal data shows graduation rates continue to be a challenge in our alternate programs and for highly vulnerable Indigenous youth.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

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

- Indigenous Council continues to support Grad Coaches at both secondary schools to support senior Indigenous students. Over time there should be continued improvements in the completion rate for Indigenous students.
- Supporting and transitioning of a new teacher to the senior alternate program at Smithers Secondary. The students in this program need significant support to get them to school completion.