

Central Okanagan Public Schools

School District No. 23

Enhancing Student Learning Report

September 2025

Part 1: Review Data and Evidence

In Review of Year 5 of the Board of Education Strategic Plan 2021-2026.



**Central Okanagan
Public Schools**

Together We Learn

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Intellectual Development

Educational Outcome 1: Literacy

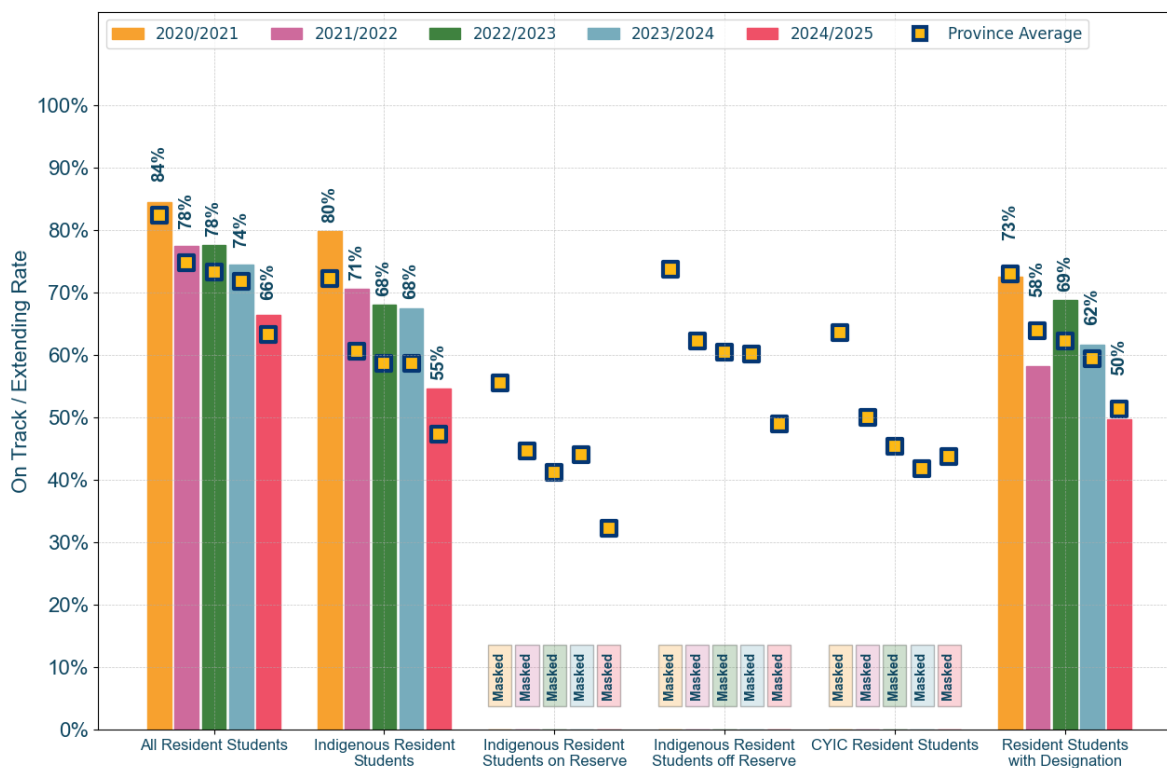
Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Students will meet or exceed literacy expectations for each grade level.

SD023 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1786 76%	1699 80%	1844 81%	1885 80%	1936 92%
Indigenous Resident Students	288 74%	226 72%	268 75%	265 73%	242 90%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	211 54%	167 47%	217 50%	203 49%	218 66%

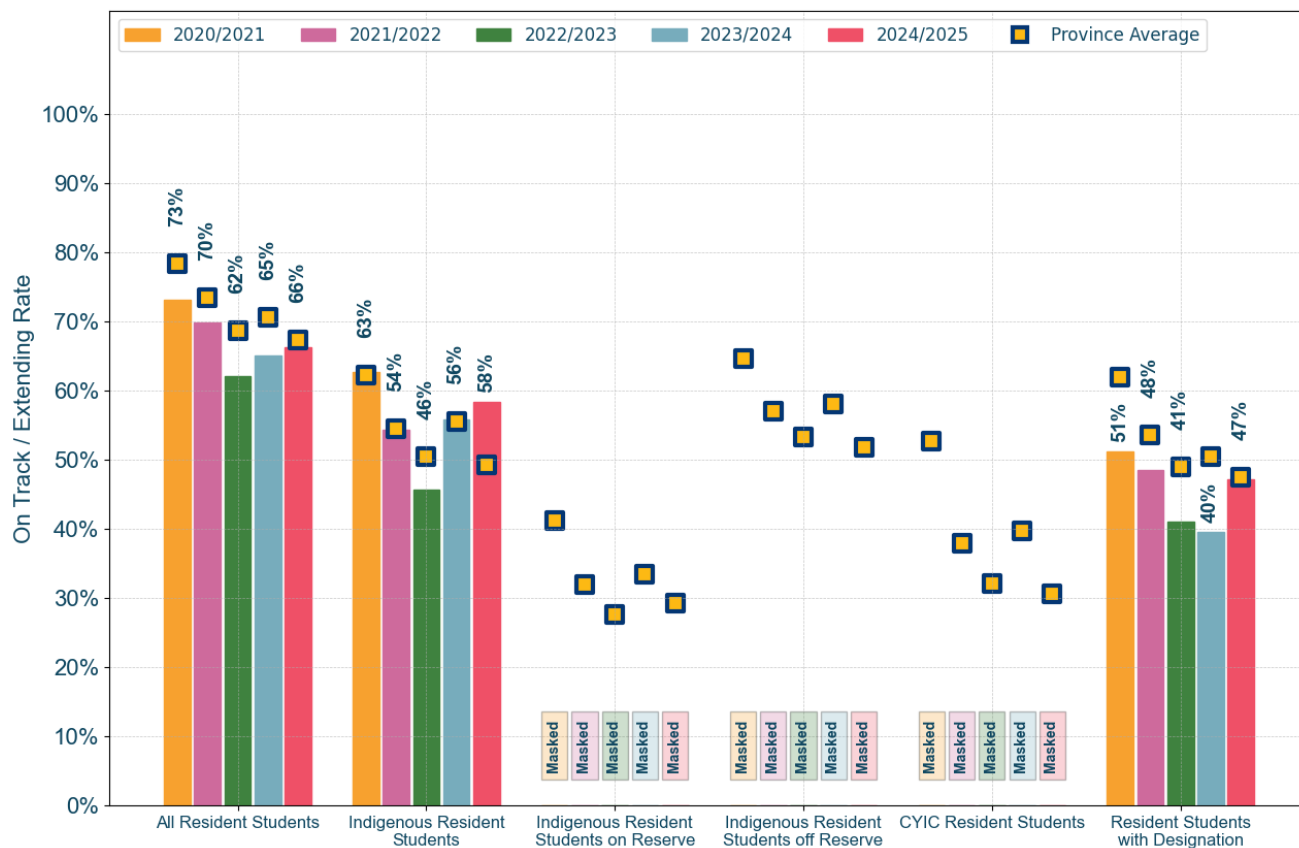
SD023 - Grade 4 FSA Literacy - On Track / Extending Rate



SD023 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1873 69%	1887 78%	1825 81%	1925 77%	1820 91%
Indigenous Resident Students	323 65%	320 73%	258 71%	303 72%	222 83%
Indigenous Resident Students on Reserve	Masked	Masked	14 86%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	244 70%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	322 52%	325 62%	305 66%	340 60%	295 76%

SD023 - Grade 7 FSA Literacy - On Track / Extending Rate

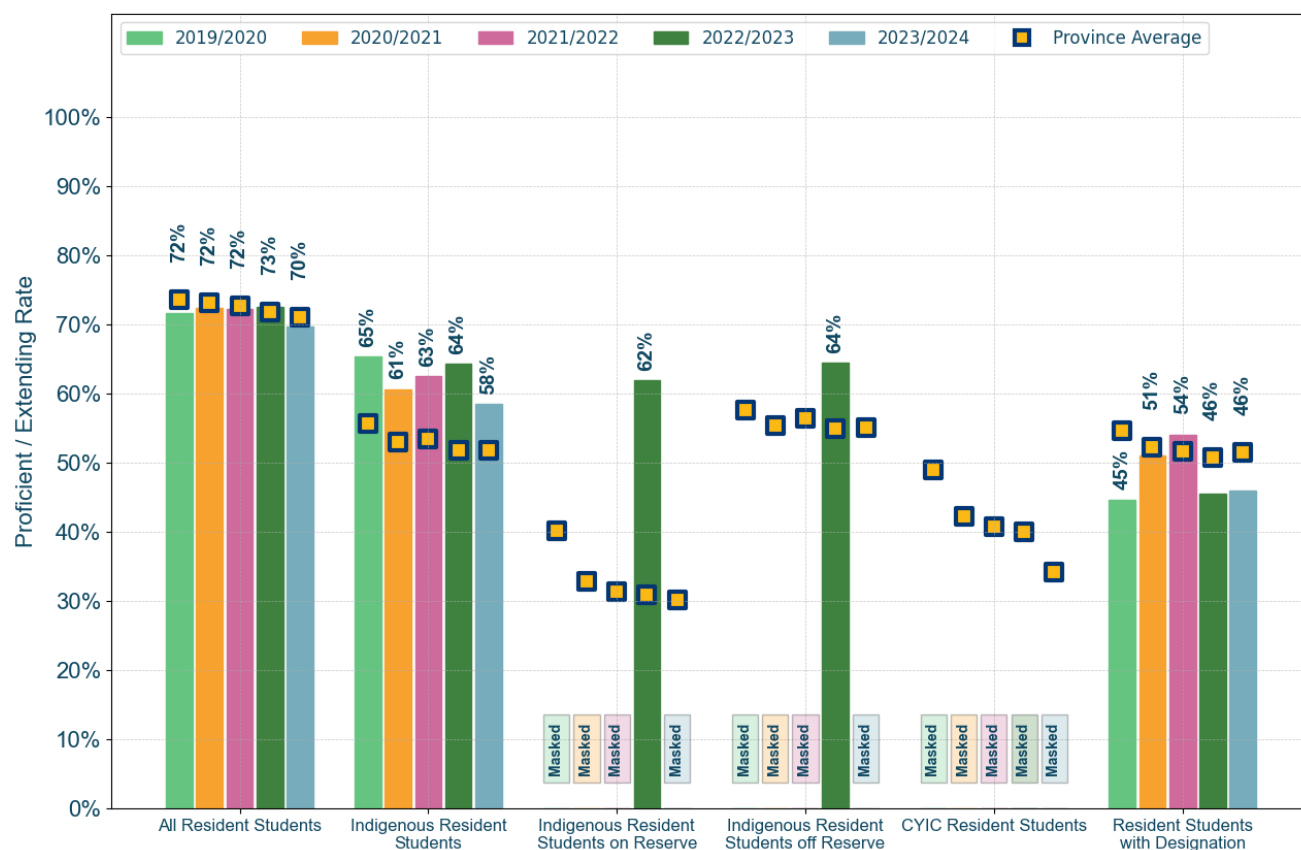


Measure 1.2: Grade 10 Literacy Expectations

SD023 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1783 41%	1794 85%	1853 88%	1994 85%	2066 88%
Indigenous Resident Students	240 41%	284 71%	292 76%	339 74%	308 70%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	23 74%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	316 74%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	285 31%	274 66%	351 77%	341 72%	371 78%

SD023 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis: Outcome 1 – Literacy

(Grade 4, 7 and 10 Literacy Expectations)

Key Context

Participation in provincial literacy assessments increased in 2024–25, providing stronger representation of student achievement. Grade 4 participation rose from 80% to 92%, Grade 7 from 77% to 91%, and Grade 10 from 85% to 88%. Data for children and youth in care (CYIC) and students on reserve were masked due to small cohort sizes. Cohort sizes were otherwise stable, supporting reliable year-over-year comparisons.

Trends

- Grade 4: The percentage of students On-Track/Extending declined compared to 2023–24, though this mirrored provincial results. District performance remained above provincial averages.
- Grade 7: The percentage of students On-Track/Extending rose (65% to 66%), moving the district from below the provincial average in 2023–24 to within the provincial range in 2024–25.
- Grade 10: Proficiency remained stable in the low 70% range, consistent with provincial averages.

Comparisons

- Indigenous Learners: In Grade 4, 55% of Indigenous students were On-Track/Extending, a decline from last year but still above the provincial Indigenous average. In Grade 7, Indigenous proficiency increased to 58%, 10% above the provincial Indigenous average. Grade 10 Indigenous results held at 58%, 8% above the provincial average.
- Students with Disabilities or Diverse Abilities: In Grade 4, 50% were On-Track/Extending, slightly below the provincial average. Grade 7 results (47%) were within the provincial range. At Grade 10, 46% achieved proficiency, 5% below the provincial average.
- Children and Youth in Care: Data were masked for all grades due to small sample sizes, though past results indicate variability year to year.

Interpretation: Outcome 1 – Literacy

(Grade 4, 7 And 10 Literacy Expectations)

1. What new information emerged when comparing provincial and local data?

Provincial assessments indicate stable performance aligned with provincial averages, while local data, particularly in early literacy, demonstrate stronger growth. Grade 4 local assessments show steady increases in On-Track rates, and cohort tracking through the Early Literacy Profile confirms consistent gains across grades, including a 10% increase in one cohort between Grade 1 (2020–21) and Grade 4 (2023–24).

Additional local evidence reinforces these trends. In 2024–25, 86% of Grade 4 students were On-Track in local reading assessments. Student Learning Updates in English Language Arts courses also highlight stronger achievement than provincial measures reflect: 91% of Grade 4 students and 93% of Grade 7 students were On-track and 98% of Grade 10 students earned course credit and successfully completed their English Language Arts courses. English Language Learners are also closing literacy gaps over time, a strength not fully captured in provincial measures.

2. What strengths and areas for growth were uncovered?

Strengths:

- District results at all grades remain at or above provincial averages, despite provincial declines.
- Indigenous students in Central Okanagan Public Schools outperform Indigenous peers provincially in Grades 7 and 10.
- Local assessments confirm strong early literacy outcomes, steady growth across cohorts, and high levels of achievement in English Language Arts courses.
- Participation rates rose sharply, providing more representative provincial data.

Areas for Growth:

- Declining Grade 4 provincial results highlight the need to sustain focus on early literacy transitions.
- Grade 7 literacy has shown continued improvement, moving into alignment with the provincial average, and a continued focus here will support further increases in provincial results.
- Students with disabilities or diverse abilities continue to perform below peers, with the largest gap evident at Grade 10.
- Persistent gaps remain between priority populations and non-priority peers.

3. How do the results inform the district's commitments to improving equity?

The analysis highlights both progress and inequities. Indigenous students in the district consistently outperform provincial Indigenous averages, yet differences persist relative to non-Indigenous peers. Students with designations continue to show gaps in achievement, particularly at the secondary level.

In response, Central Okanagan Public Schools is committed to:

- Responsive Literacy Practices: Expanding professional learning that equips educators with evidence-based, culturally-responsive literacy strategies informed by ongoing local assessment data (e.g., the Early Literacy Profile).
- Early Literacy Profile (K–3): Continuing to refine and embed this local tool to track and support foundational literacy development for all early learners.
- Student Achievement Data Systems: Strengthening use of EdPlan Insight to ensure teachers and administrators have timely, actionable literacy data to guide instruction and planning, with a focus on priority populations.
- Targeted Supports for Priority Populations: Advancing the Equity in Action Agreement for Truth and Reconciliation, annual equity reporting, and wraparound supports such as Indigenous Advocates and Tutors, the Indigenous Information Management System, English Language Learner services, and Inclusive Education supports.
- Competency-Based Individual Education Plans (IEPs): Embedding these across the system to ensure students with disabilities or diverse abilities are supported to achieve literacy growth.

Through these commitments, the district will continue to close persistent gaps, strengthen outcomes for priority populations, and ensure that provincial and local data are consistently used to inform responsive teaching and equitable practices.

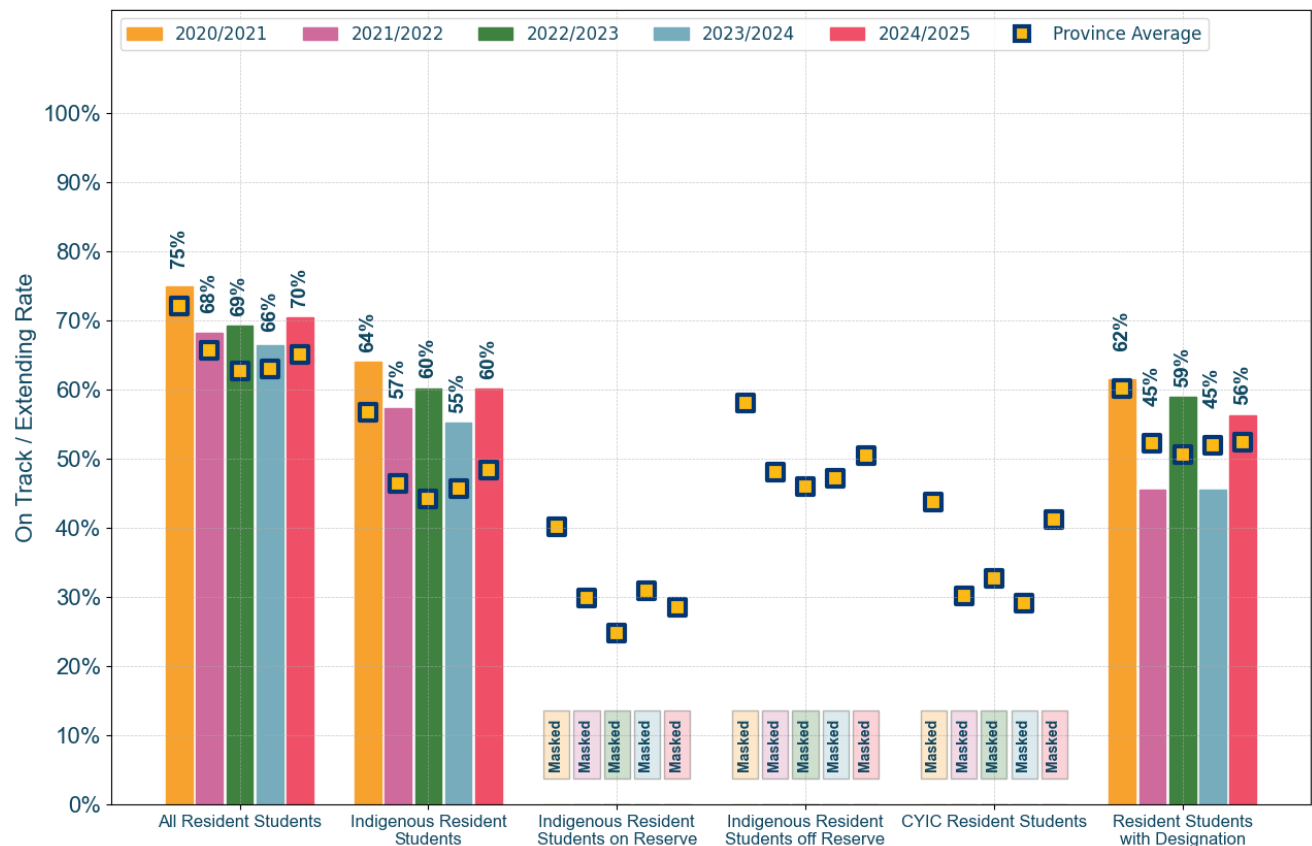
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD023 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1786 77%	1699 79%	1844 82%	1885 80%	1936 92%
Indigenous Resident Students	288 74%	226 73%	268 75%	265 72%	242 89%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	211 55%	167 46%	217 52%	203 49%	218 65%

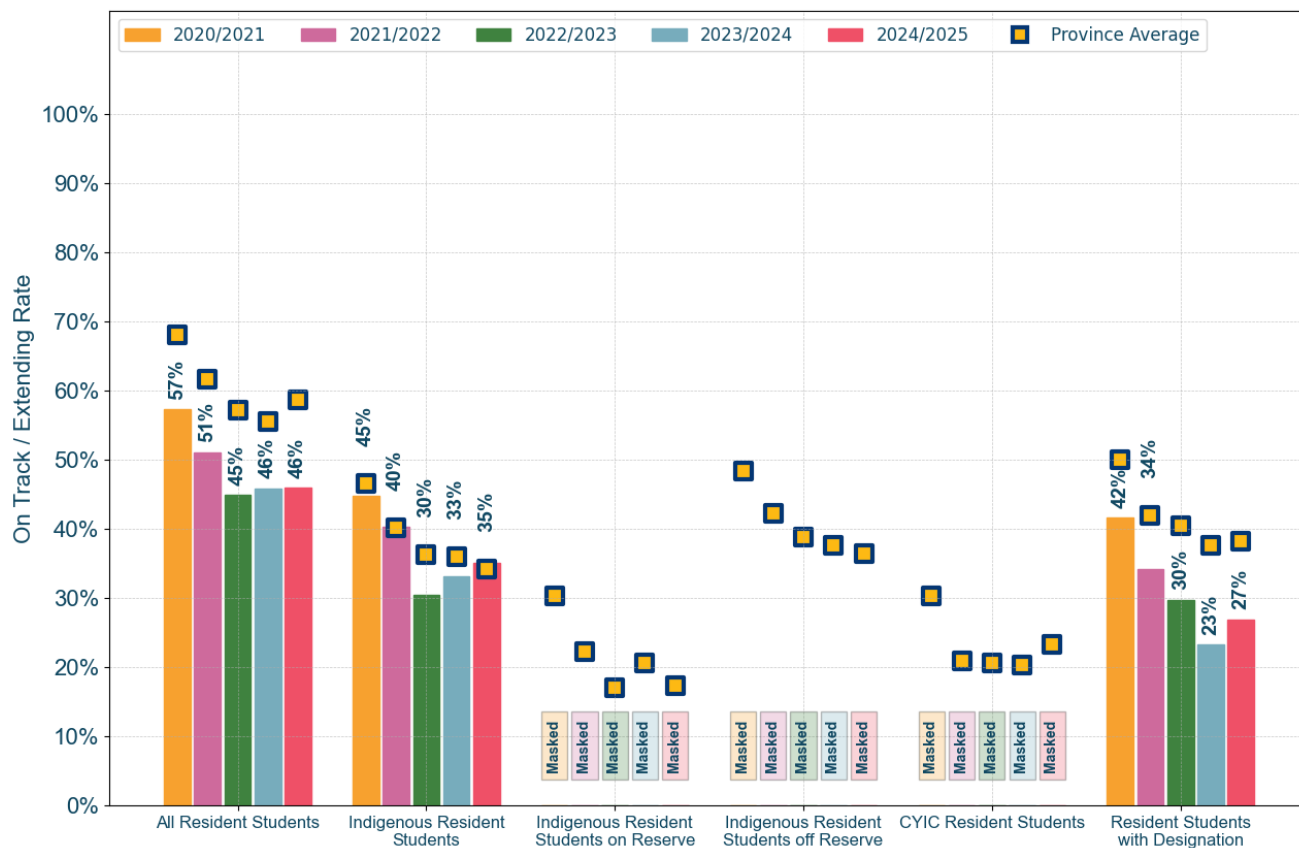
SD023 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD023 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1873 68%	1887 78%	1825 81%	1925 76%	1820 91%
Indigenous Resident Students	323 66%	320 71%	258 72%	303 72%	222 85%
Indigenous Resident Students on Reserve	Masked	Masked	14 93%	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	244 71%	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	322 52%	325 63%	305 64%	340 57%	295 76%

SD023 - Grade 7 FSA Numeracy - On Track / Extending Rate

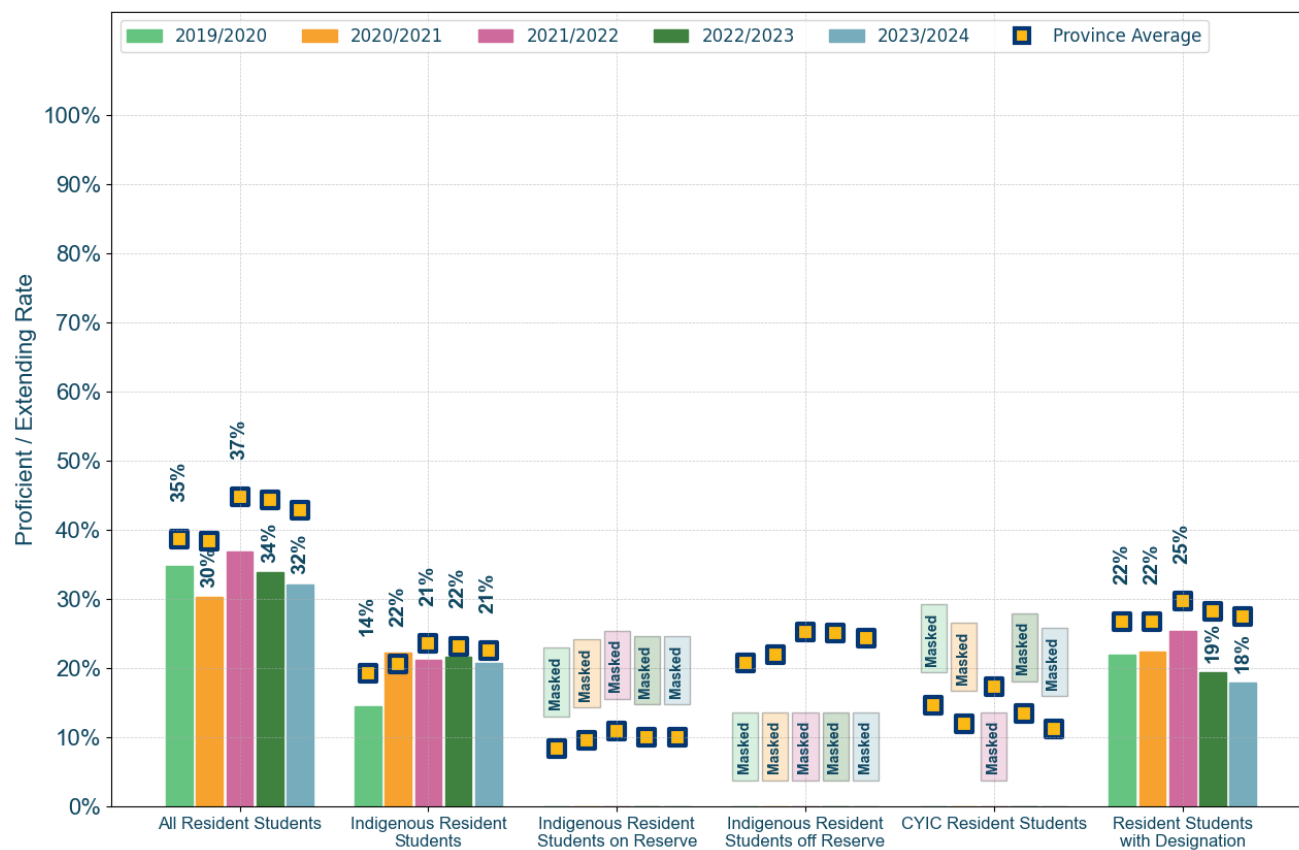


Measure 2.2: Grade 10 Numeracy Expectations

SD023 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1783 46%	1793 85%	1838 86%	2001 85%	2063 87%
Indigenous Resident Students	238 35%	284 69%	292 77%	342 75%	308 69%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	23 78%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	319 75%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	285 38%	274 66%	346 74%	340 73%	370 74%

SD023 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

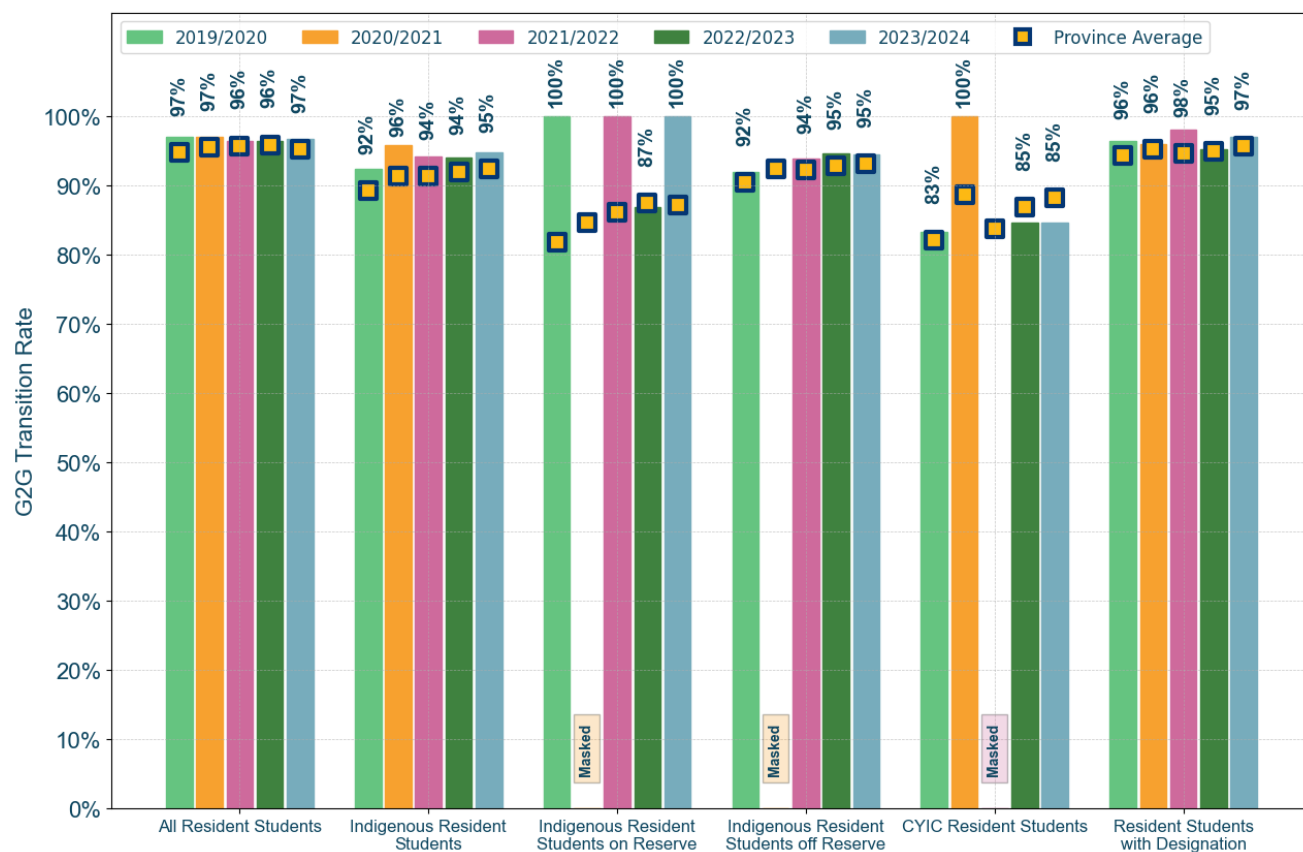


Measure 2.3: Grade-to-Grade Transitions

SD023 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1782	1797	1857	1995	2070
Indigenous Resident Students	238	286	292	340	311
Indigenous Resident Students on Reserve	14	Masked	11	23	16
Indigenous Resident Students off Reserve	224	Masked	281	317	295
CYIC Resident Students	12	25	Masked	13	13
Resident Students with Designation	285	275	353	341	373

SD023 - Grade 10 to 11 Transition Rate



SD023 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1763	1806	1885	1890	2082
Indigenous Resident Students	257	225	298	293	336
Indigenous Resident Students on Reserve	13	17	Masked	13	23
Indigenous Resident Students off Reserve	244	208	Masked	280	313
CYIC Resident Students	19	18	28	21	16
Resident Students with Designation	259	290	308	371	369

SD023 - 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 in provincial numeracy assessments increased in 2024–25, improving the reliability of year-over-year comparisons. Grade 4 participation rose from 80% to 92%, Grade 7 from 76% to 91%, and Grade 10 from 85% to 87%. Data for children and youth in care (CYIC) and students on reserve were masked due to small cohort sizes. Cohort sizes were otherwise stable, ensuring consistent analysis across years.

Trends

- Grade 4: The percentage of students On-Track/Extending increased from 66% in 2023–24 to 70% in 2024–25. While already slightly above the provincial average last year, the district moved further above provincial results this year.
- Grade 7: On-Track/Extending remained unchanged at 46%, continuing to fall below provincial averages.
- Grade 10: Proficient/Extending decreased slightly from 34% in 2023–24 to 32% in 2024–25, remaining below provincial averages.

Comparisons

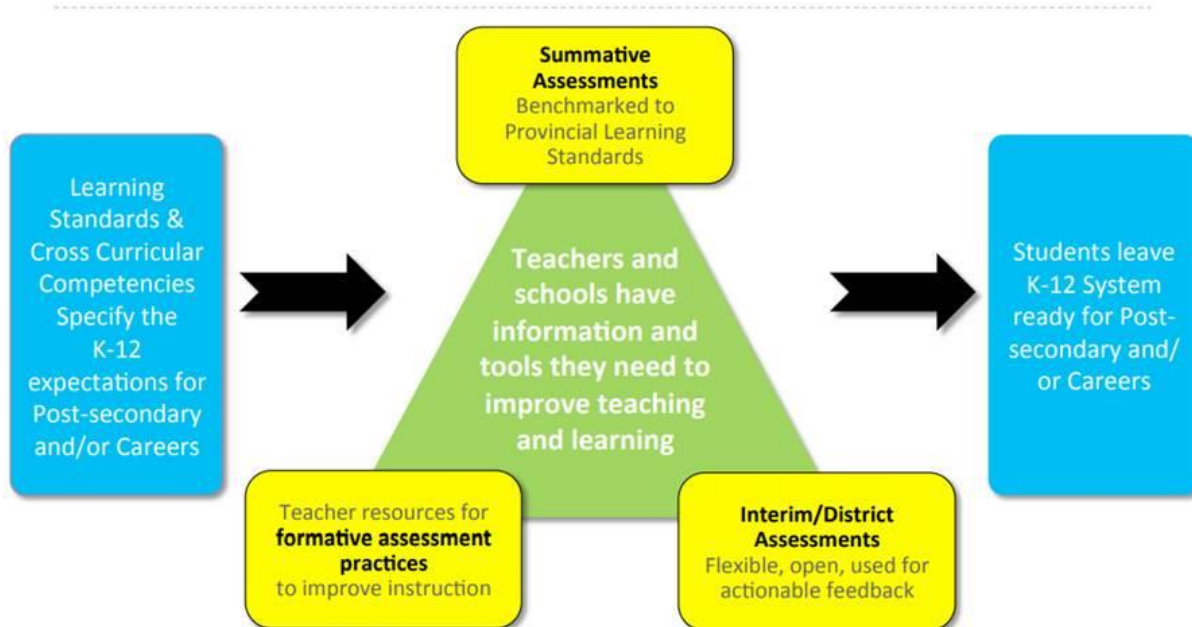
- Indigenous Learners: In Grade 4, 60% of Indigenous students were On-Track/Extending, up from 55% last year and 15% above the provincial Indigenous average. In Grade 7, Indigenous results rose from 33% to 35%, shifting from below to within the provincial range. Grade 10 Indigenous results were 21%, consistent with the provincial average.
- Students with Disabilities or Diverse Abilities: In Grade 4, proficiency improved from 45% to 56%, moving from below to above provincial averages. In Grade 7, results rose slightly from 23% to 27% but remained below the provincial average. Grade 10 results were 18%, below provincial peers.
- Children and Youth in Care: Data were masked for all grades due to small sample sizes, though historically these results fluctuate significantly year to year.

Interpretation: Outcome 2 – Numeracy

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

1. What new information emerged when comparing provincial and local data?

Provincial results in numeracy remain an important area of focus for Central Okanagan students, particularly in Grades 7 and 10. However, when comparing provincial data with local data, Mathematics Written Learning Updates suggest stronger achievement than provincial results capture. In 2024–25, 95% of Grade 4 students were On-Track in Mathematics, 93% of Grade 7 students were On-Track, and 96% of Grade 10 students successfully completed Mathematics 10 and earned course credit. This mirrors patterns seen in literacy, where local measures demonstrate higher rates of students meeting or exceeding expectations. The gap between provincial assessments and local performance highlights the importance of triangulating multiple measures to gain an accurate and comprehensive picture of numeracy learning.



2. What strengths and areas for growth were uncovered?

Strengths:

- Significant increase in Grade 4 provincial proficiency, with both overall and Indigenous learner results now well above provincial averages.
- Students with designations in Grade 4 demonstrated notable improvement, rising from below to above provincial averages.
- Participation rates increased at all grade levels, ensuring more representative provincial data.
- Local Student Learning Updates highlight much higher rates of students On-Track across Grades 4, 7, and 10 than provincial measures indicate.

Areas for Growth:

- Grade 7 provincial results are below provincial averages, and continue to be an important area of focus.
- Grade 10 provincial proficiency is below provincial average, with students with designations (18%) and Indigenous students (21%) also below the overall district average.
- Persistent gaps exist for students with disabilities or diverse abilities, particularly in secondary grades, where differences are most pronounced.

3. How do the results inform the district's commitments to improving equity?

The analysis underscores that while Grade 4 numeracy results are encouraging, sustained focus is required in the intermediate, middle, and secondary years. Equity gaps for students with designations and Indigenous learners remain, particularly at higher grade levels.

In response, Central Okanagan Public Schools is committed to:

- **Responsive Numeracy Practices:** Expanding professional learning focused on responsive mathematics instruction, guided by evidence from Mathematics Written Learning Updates and emerging tools such as the Gr. 3-9 District Numeracy Assessment Resource.
- **Student Achievement Data Systems:** Strengthening use of EdPlan Insight to give teachers and administrators timely access to numeracy achievement data for instructional planning.
- **Draft District K–9 Numeracy Assessments:** Launching new assessments that support teachers and support teams in making responsive instructional decisions in numeracy. These assessments include rich learning tasks for learners to engage in to develop their numeracy skills, along with coherent instructional guidance for educators and related professional learning.
- **Targeted Supports for Priority Populations:** Advancing the Equity in Action Agreement and wraparound supports, including Indigenous Advocates, Tutors, and the Indigenous Information Management System, to ensure equitable access to numeracy learning.
- **Inclusive Education Supports:** Embedding Competency-Based Individual Education Plans (IEPs) and providing targeted interventions to address persistent numeracy gaps for students with disabilities or diverse abilities.

Through these commitments, the district will strengthen numeracy outcomes, narrow persistent gaps for priority populations, and ensure that provincial and local data are consistently used to inform equitable and responsive teaching practices.

Human and Social Development

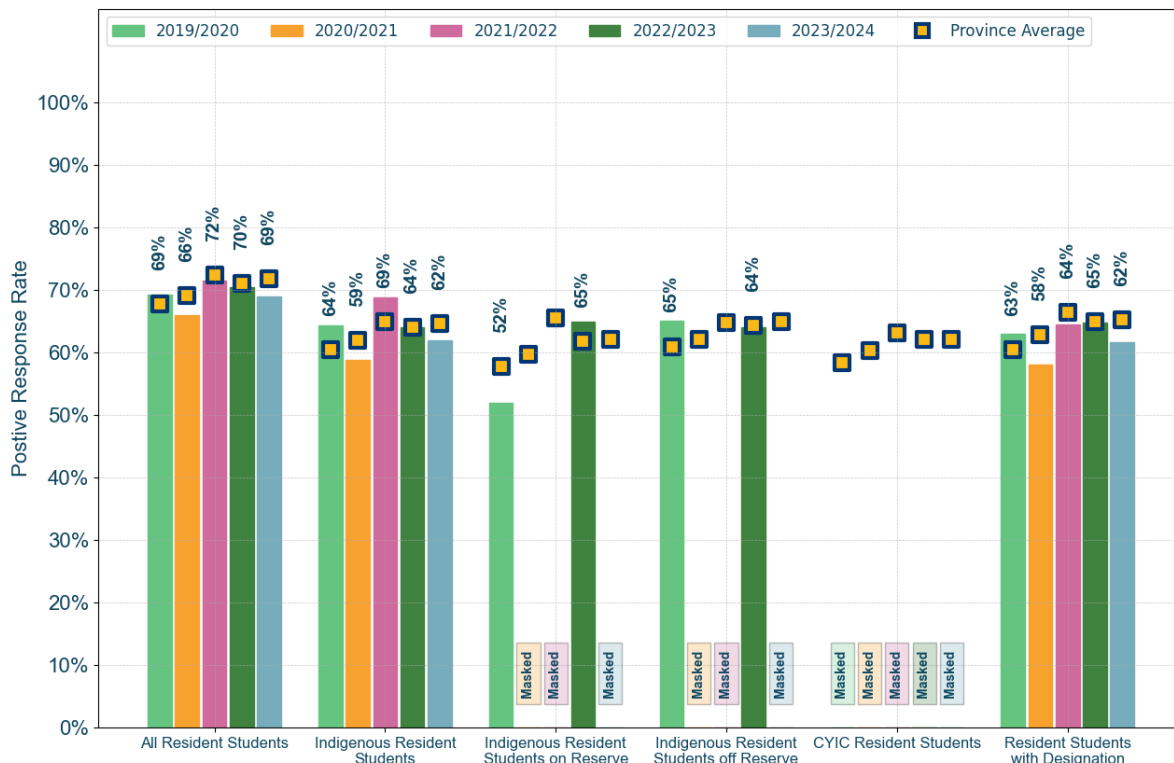
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

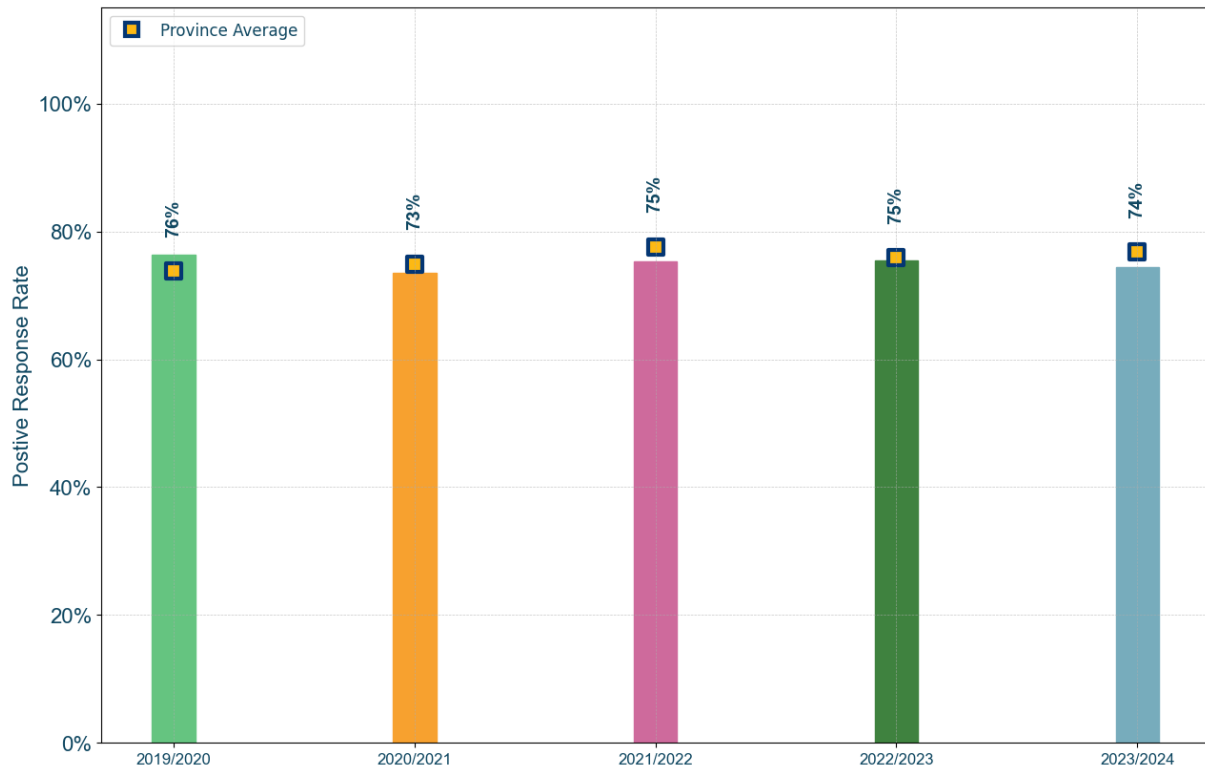
SD023 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	5249 59%	5379 67%	5371 67%	5609 75%	5829 67%
Indigenous Resident Students	819 57%	878 59%	823 59%	855 64%	869 58%
Indigenous Resident Students on Reserve	43 60%	33 61%	31 39%	45 44%	Masked
Indigenous Resident Students off Reserve	776 57%	845 59%	792 60%	810 65%	Masked
CYIC Resident Students	32 53%	43 23%	24 54%	Masked	Masked
Resident Students with Designation	774 50%	770 56%	834 57%	857 62%	909 55%

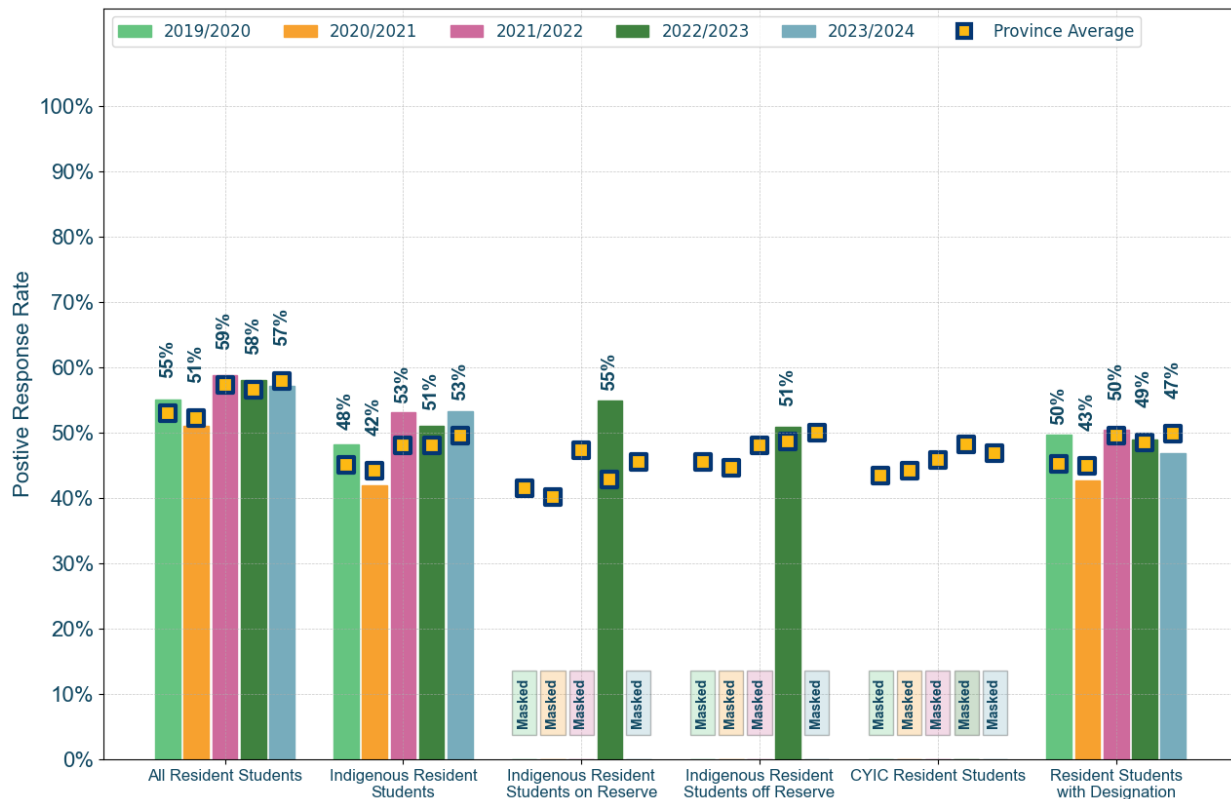
SD023 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD023 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

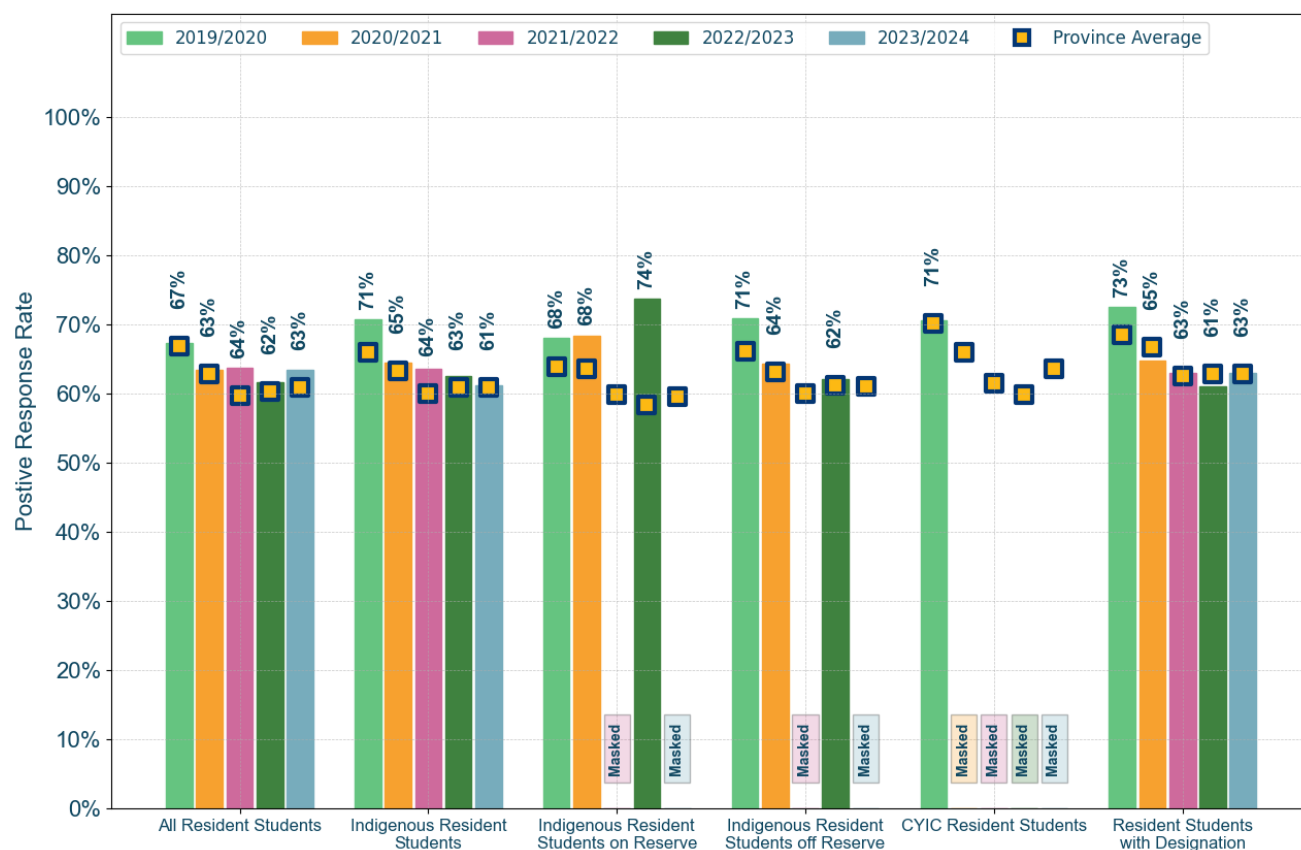


SD023 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD023 - 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

- The positive response rate for students feeling safe at school has fluctuated slightly over the years. The highest rate was 76% in the 2019/2020 school year, and the lowest was 73% in 2020/2021.
- The rates for subsequent years were 75% in both 2021/2022 and 2022/2023, and 74% in 2023/2024.

Trends

- While there are minor year-to-year variations, likely due to changes in respondent groups, the overall trend remains relatively stable and closely aligned with provincial data.
- Students' sense of feeling welcome has remained steady, though the most recent results show a slight decline, now just below the provincial average.
- Perceptions of safety have generally hovered around 75% over the past five years.
- The overall sense of belonging has consistently mirrored the provincial benchmark. Notably, Indigenous resident students have exceeded the provincial benchmark in four of the past

five years, whereas designated students have experienced a slight decline, now falling just below the provincial average.

- Student responses indicating that two or more adults care about them at school have consistently met or exceeded the provincial average across all priority groups.

Comparisons

- A review of provincial data reveals minimal variation between the general student population and identified priority groups.
- However, some differences persist in the reported sense of welcome and belonging among Indigenous students and those with designations, highlighting areas for targeted support and improvement.

Interpretation: Outcome 3 – Feel Welcome, Safe, and Connected

(Feel Welcome, Feel Safe, Sense of Belonging)

1. What new insights emerged from comparing provincial data with relevant local data?

- Local data sources, including the EDI (Early Development Instrument), MDI (Middle Years Development Instrument), and YDI (Youth Development Instrument), reveal important contextual differences and trends that complement the provincial findings.

2. What strengths and areas for growth were identified?

Strengths:

- A strong sense of safety and belonging among students, particularly among Indigenous learners, who consistently report above-average outcomes.
- Positive indicators of adult support, with students reporting that two or more adults care about them at school.

Areas for Growth:

- A slight decline in the sense of welcome and belonging among designated students, indicating a need for targeted support.
- Continued efforts are needed to ensure all priority populations experience equitable outcomes in school climate and connectedness.

3. How do the results inform the district's commitment to improving equity for all priority populations?

- The district is proud of the positive outcomes reported by Indigenous students, which reflect ongoing efforts to foster inclusive and culturally responsive environments.
- Significant work is underway to support students with designations, led by the Inclusion and Equity Team. Key initiatives include:
 - Enhanced staff training and professional development.
 - Strengthened School-Based Team (SBT) processes.
 - Implementation of a needs-based model of support.
 - Rollout of Competency Based Individual Education Plans (CBIEPs).
 - Increased emphasis on student agency and voice throughout the planning and implementation of Individual Education Plans (IEPs).

Career Development

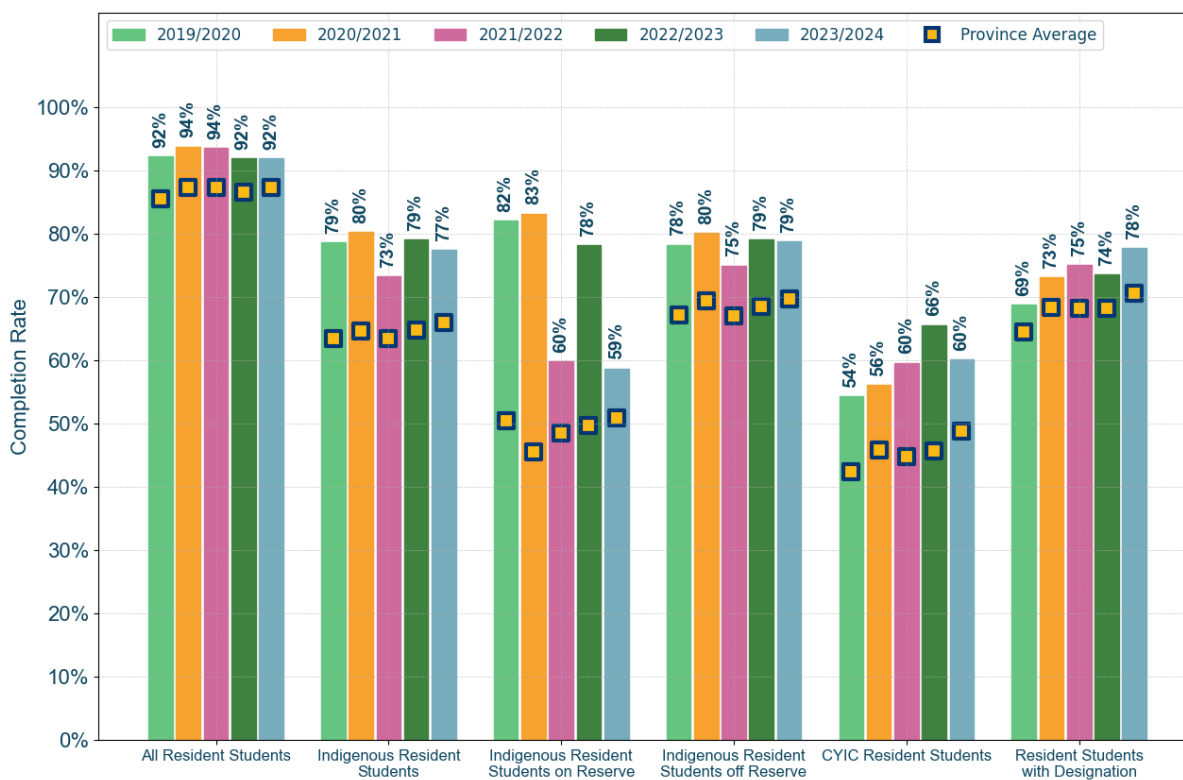
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

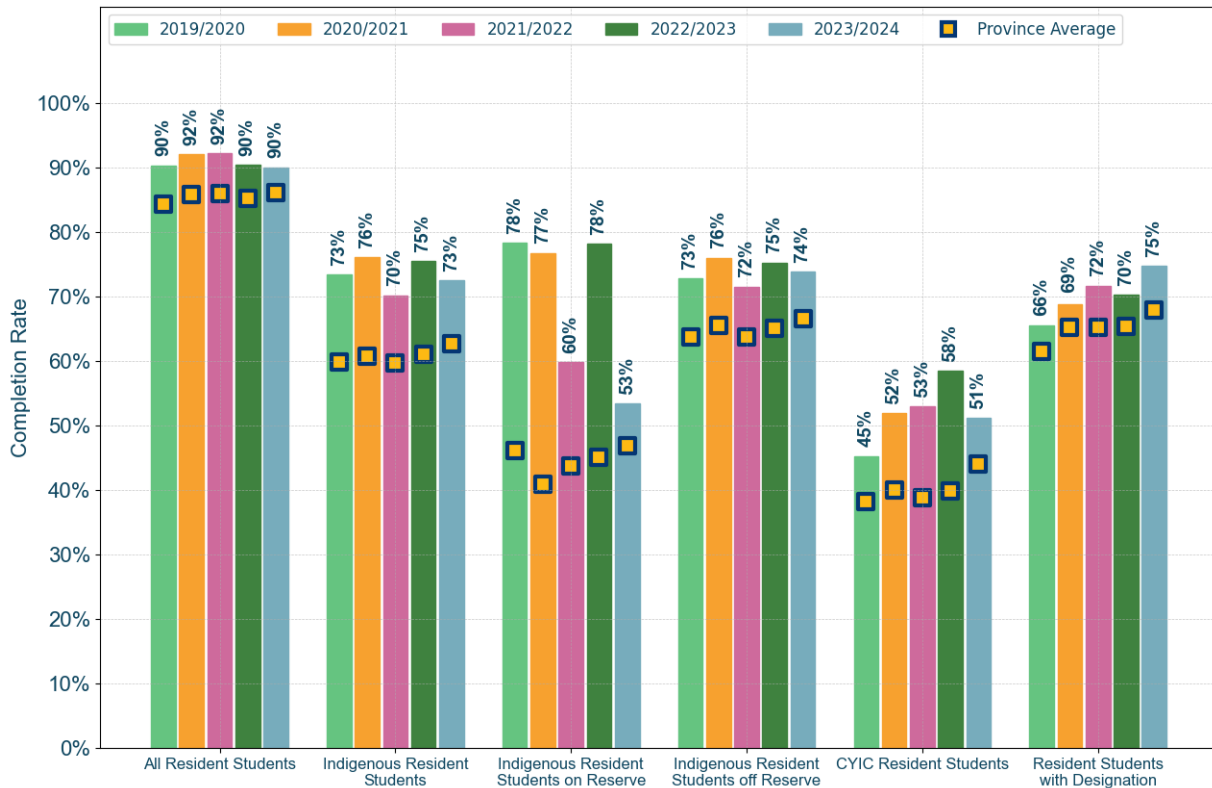
SD023 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1890 143	1859 153	1956 207	2021 198	2055 195
Indigenous Resident Students	269 21	259 21	257 26	309 31	314 30
Indigenous Resident Students on Reserve	29 2	17 1	30 3	17 2	21 2
Indigenous Resident Students off Reserve	240 19	242 20	227 23	292 29	293 28
CYIC Resident Students	72 6	80 7	84 9	78 8	74 8
Resident Students with Designation	297 22	321 26	363 38	370 36	432 40

SD023 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD023 - 5-Year Completion Rate - Dogwood



Analysis: Outcome 4 – Graduation

(Achieved Dogwood Within 5 Years)

Key Context

The 5-year graduation rate for resident students in Central Okanagan continues to trend upward, maintaining a high average of 91%, which remains above the provincial average. This consistent performance reflects the district's sustained commitment to student success through targeted supports and strategic programming.

The overall 6-year completion rate for all resident students has risen to 95.5%, and when including Evergreen Certificate recipients, the rate climbs to 96.9%, a testament to the district's comprehensive graduation pathways.

For Indigenous students, the 5-year completion rate remains strong at 74%, continuing to outperform the provincial average by 13%. However, the gap between Indigenous and non-Indigenous students within the district persists at 17%, indicating a continued need for focused equity initiatives.

The 6-year completion rate for Indigenous students has reached 86%, marking an 8.1% increase over five years and 11% above the provincial average.

The district celebrates the remarkable achievement of 100% graduation for Indigenous students living on reserve for four consecutive years.

Students with disabilities or diverse abilities show a 5-year completion rate of 70%, which is 5% above the provincial average but still 21% below the district average. This highlights the importance of inclusive education strategies and individualized support plans.

These upward trends reflect the district's strategic focus on equity, inclusion, and career readiness.

To further close the gaps for students with disabilities or diverse abilities, the district will continue to expand targeted supports through Inclusive Education Teams, strengthen transition planning and individualized learning pathways, focus on school based team enhancements, and monitor and refine strategies outlined in the Strategic Plan and the Equity in Action Agreement.

Deepening collaboration with families and community partners will also be essential to ensure wraparound support and sustained engagement.

The success of Indigenous students, particularly those on reserve, is supported by the effectiveness of the Equity in Action Agreement, Local Education Agreements, and the collaborative efforts of the Indigenous Education Department and local First Nations. These partnerships have fostered culturally grounded learning environments where Indigenous students feel seen, supported, and empowered to succeed.

Indigenous education is deeply embedded in district learning plans, supporting graduation success by fostering identity, belonging, and culturally responsive learning. Through inquiry that integrates Syilx storytelling, art, and environmental stewardship, students deepen their connection to Indigenous ways of knowing, land, and community. Secondary schools are prioritizing trauma-informed practices, inclusive spaces, and culturally grounded pedagogy that reflect Indigenous identity and history—strengthening relationships with Indigenous families and communities. The Equity in Action Agreement 2025–2030 reinforces this commitment by emphasizing co-constructed learning environments, Indigenous worldviews, and holistic student development. Through Truth and Reconciliation actions, inclusive pedagogy, and strong community partnerships, the district ensures Indigenous students graduate with dignity, purpose, and options, and are empowered to thrive.

Career Life Programs continue to be a cornerstone of graduation success. With 38 dual credit offerings and partnerships with institutions such as BCIT, Okanagan College, UBC Okanagan, and others, students are provided with diverse, meaningful pathways that connect learning to post-secondary opportunities, trades, and real-world experiences. These programs are designed to meet the evolving needs of learners and ensure that every student has access to options that reflect their interests, strengths, and future aspirations.

Career Life Programs at the secondary level continue to expand, offering students opportunities to connect learning with post-secondary pathways, trades, and real-world experiences. Schools are using learning profiles, student voice, and collaborative inquiry to ensure instruction is responsive and meaningful. These efforts are helping students develop a clear sense of purpose and direction, equipping them with the skills and confidence needed for lifelong success.

Graduation success begins well before high school. At the elementary level, schools across the district are laying the foundation by prioritizing literacy, numeracy, social-emotional learning (SEL), and student agency. Instruction is guided by consistent frameworks and assessment tools that support targeted interventions and inclusive practices. SEL is deeply embedded in school culture, promoting emotional regulation, resilience, and belonging through shared language and restorative approaches. Schools are also fostering identity and connection through Indigenous learning, community partnerships, and inclusive environments. Across the district, student voice and agency are central to instructional planning, ensuring that today's elementary learners are developing the confidence, skills, and mindset needed to become successful, empowered graduates in the years ahead.

Middle schools play a pivotal role in preparing students for graduation by bridging foundational learning with identity development, academic confidence, and learner agency. These formative years are critical for shaping habits, mindsets, and skills that influence long-term success. Schools are fostering metacognitive growth through strategies like goal setting, learner portfolios, and student-led conferences, helping students reflect on their progress and take ownership of their learning. Numeracy continues to be a key area of development, with increased student engagement and confidence supported by inclusive, inquiry-based instructional approaches. SEL is deeply embedded in school culture, with dedicated time, restorative practices, and student voice initiatives promoting emotional regulation, well-being, and belonging. Middle-level educators emphasize inclusive pedagogies that encourage students to take risks, embrace challenges, and contribute meaningfully to their learning environments. These efforts are cultivating resilient, reflective learners who are well-equipped to transition into secondary school and ultimately graduate with dignity, purpose, and options.

Secondary schools in Central Okanagan are focused on inclusive culture, personalized learning, mental health, and career readiness to support graduation pathways. Staff and student leaders are working together to create vibrant, student-centered environments where learners feel valued, empowered, and connected. Schools are redesigning learning spaces and integrating trauma-informed, culturally responsive, and equity-focused practices. Initiatives that recognize positive student actions have significantly improved school culture and reduced disciplinary incidents. High schools continue to emphasize student voice, relationship-building, and inclusive leadership structures, while actively advancing anti-racism, digital equity, and student agency through targeted staff inquiry and student-led initiatives. Mental health and SEL are prioritized through wellness spaces, peer mentorship, and staff training in equity and inclusion. Schools embed SEL into daily routines and use empathy interviews, advisory groups, and restorative practices to foster connection and belonging.

Looking ahead, Central Okanagan Public Schools remains committed to improving graduation outcomes for all learners. Continued investment in inclusive practices, culturally responsive teaching, and community engagement will be essential. By fostering belonging, amplifying student voice, and expanding flexible pathways, the district will continue to empower every learner to thrive, now and into their future.

Life and Career Core Competencies

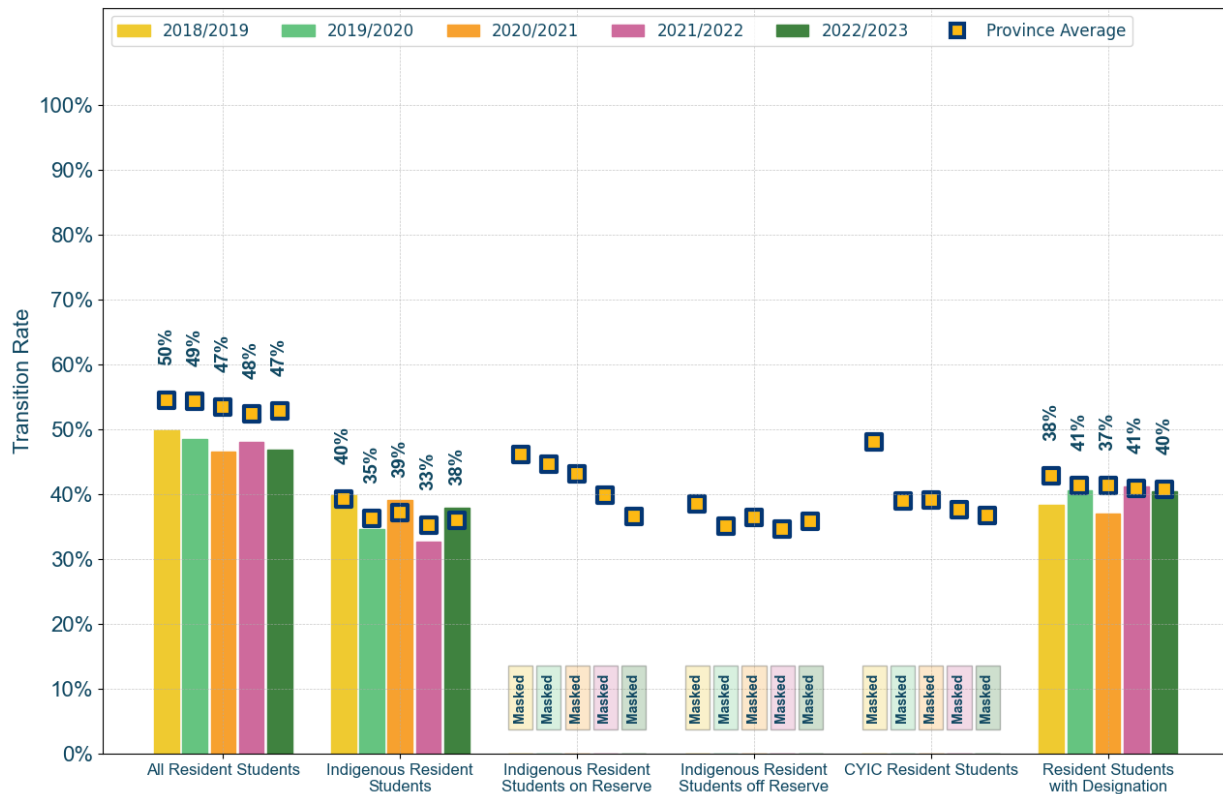
Educational Outcome 5: Life and Career Competencies

Measure 5.1: Post-Secondary Transitions

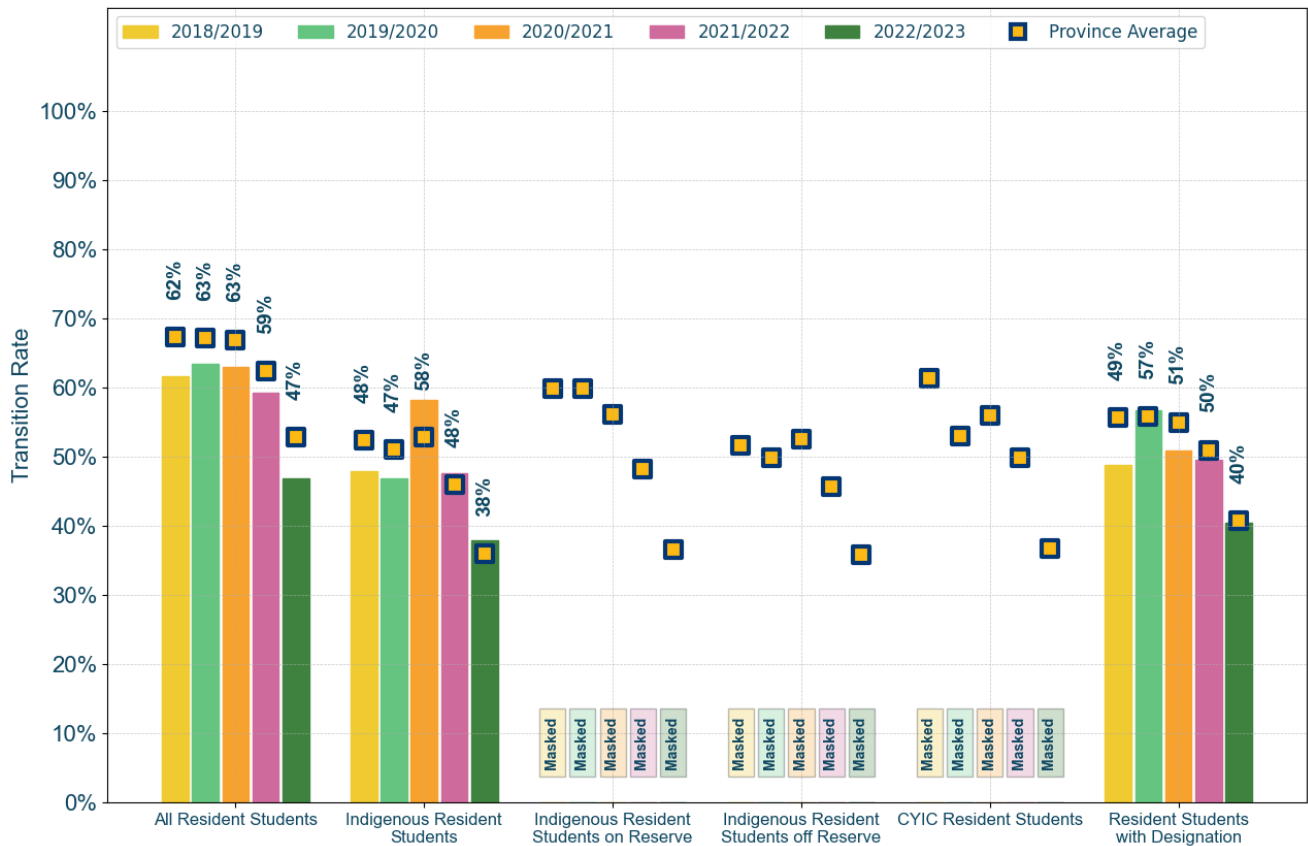
SD023 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	1579	1597	1591	1626	1656
Indigenous Resident Students	186	179	189	168	214
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	133	148	173	206	205

SD023 - Immediate Transition to Post-Secondary



SD023 - Within 3 Years Transition to Post-Secondary



Analysis: Outcome 5 – Life and Career Core Competencies

Key Context:

In School District No. 23 (Central Okanagan), we continue to see a growing number of students participating in programs featuring career exploration and preparation involving Post Secondary partnerships. In the past school year, we had 426 students representing all of our Secondary Schools, participating in approximately 40 Dual Credit, Sampler, or Apprenticeship programs. This number includes:

- 68 Indigenous students;
- 25 students who attend our School District's Alternative Education school; and
- 333 resident students.

Many of the students involved in these individual programs have their identifying data masked, as seats for many of our programs are limited by our Post Secondary partners.

Trends:

Recent trends show that an increasing number of Indigenous students and students from alternative education are becoming more interested in participating in our School District's career exploration and preparation programs. For the 2024-25 school year, approximately 16% of the 426 participating students identified themselves as Indigenous. This is an increase from

11% of students declaring themselves as Indigenous in the 2023-24 school year.

Comparisons:

Our School District is committed to expanding our programs, and to providing more opportunities for our students to follow their passions and to learn more about future career paths. We are currently looking at offering career exploratory programs for students who have diverse abilities, who are working towards an Evergreen or School Completion Certificate, or who are new to Canada and may not have the language skills to be successful in a Post Secondary program. At this point, our district is on par in regard to Career Transition data with the Provincial averages.

Interpretation: Outcome 5 – Life and Career Core Competencies

1. What new insights emerged from comparing provincial data with relevant local data?

When we compare our local data to provincial data, our District continues to do well in the area of Career Development. Presently, we have dedicated Career Programs Coordinators in each of our Secondary Schools, and we continue to emphasize the importance of Career Education & preparing our students for their futures. Also, we have assigned District Career Programs staff who assist our schools and our students to be provided with opportunities in career exploration, dual credit programs with post-secondary partners, and apprenticeships.

2. What strengths and areas for growth were identified?

Strengths:

As a district, we have a well-established system of support at each Secondary School, as each high school has a Career Centre with knowledgeable teaching and clerical staff, who have the expertise to assist students in discovering more about career opportunities and exploration possibilities that exist within our District.

Areas for Growth:

We need to continue to develop our programs that are designed to promote career exploration for students who work towards a School Leaving certificate. As well, as Kelowna is a designated hub' for newcomers to our country, we need to develop more programs that will assist newcomer students and their families in developing skills which will make them more attractive to be hired. We want to support newcomer students in developing necessary skills needed to compete for various employment opportunities, to actively participate in the workforce and to be contributing members of our community.

3. How do the results inform the district's commitment to improving equity for all priority populations?

We continue to strive to increase our participation rates in all areas of career development and exploration and are continuing to work with our post-secondary partners to increase the number of courses and programs that are available for our students. Furthermore, we are always looking at developing new programs that will support our priority students and that will give access to additional programs for designated or under-served student populations.

Central Okanagan Public Schools

School District No. 23

Enhancing Student Learning Report

September 2025

Part 2: Respond to Results

In Review of Year 5 of the Board of Education Strategic Plan 2021-2026.



**Central Okanagan
Public Schools**

Together We Learn

Part 2: Respond to Results

Strategic Plan Goal: Develop Foundational Skills - Literacy

Strategy	Area(s) for Growth	Strategy Effectiveness	Adjustments and Adaptations
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: Continue? Discontinue? Adapt? Introduce and implement?
Responsive Literacy Practices Expanding professional learning that equips educators with evidence-based, culturally responsive literacy strategies informed by ongoing local assessment data, including the Early Literacy Profile.	Persistent literacy gaps for Indigenous learners and students with designations highlight the need for instructional practices that are both responsive and inclusive. This strategy was chosen to build educator collective expertise so that literacy practices are responsive to the diversity of learners and advances equity.	Teacher feedback and assessment results show increased alignment of instruction to student needs, with more classrooms adopting strategies grounded in both evidence and cultural responsiveness. While progress is evident, ongoing learning opportunities will both sustain and scale impact.	Continue and adapt: professional learning will remain a central driver, with ongoing adaptation based on feedback from schools and assessment data. In 2025–26, all K–3 educators, support educators, and elementary principals and vice-principals will have flexible and supported options for learning on the Early Literacy Profile and responsive pedagogical literacy practices.
Early Literacy Profile (K-3) Refining and continuing to strengthen the locally developed Early Literacy Profile to track and support foundational literacy development for all early learners.	Early literacy outcomes vary, and without a consistent assessment, gaps can be difficult to identify and address across classrooms. The district’s Early Literacy Profile, now used by many other districts, provides common data and supports early and responsive literacy learning for all students.	District-wide adoption of the The Early Literacy Profile, implemented across all K–3 classrooms, has created a shared language for identifying student needs. As a result, early interventions are more targeted and timely. School-based teams continually make responsive support decisions using ELP data, and classroom teachers are	Continue and adapt: provide ongoing professional learning on responsive literacy practices, leveraging ELP assessment data to inform instruction for each learner, while continuing to explore the evolution of the ELP in response to emergent research.

		adopting responsive literacy practices informed by each learner's evolving ELP profile. Recent updates have further aligned the tool with the released provincial literacy progressions, strengthening its impact.	
Student Achievement Data Systems Strengthening use of ESGI and EdPlan Insight to provide teachers and administrators with timely, actionable literacy data to guide instruction and planning, with particular attention to priority populations.	Data silos and inconsistent access to student literacy information can hinder the ability to make timely instructional decisions. These strategic systems unify data access and ensure actionable insights are available across the system.	Through ESGI and EdPlan, educators are able to track student progress, identify priority learners, and collaborate using shared data. Evidence shows an increasing ability to make timely, responsive adjustments to instruction and supports across schools.	Continue and adapt: provide ongoing professional learning and support for using ESGI and EdPlan to inform responsive instructional and support decisions across schools.
Targeted Support for Priority Populations Advancing the Equity in Action Agreement for Truth & Reconciliation, annual equity reporting, and wraparound supports such as Indigenous Advocates and Tutors, the Indigenous Information Management System, English Language Learner services, and Inclusive Education supports.	Achievement gaps are present for Indigenous learners, English language learners, and students requiring inclusive education supports. This strategy was chosen to ensure both systemic commitments (e.g., Equity in Action) and that direct supports are in place for students who need them most.	Data indicates Indigenous students in SD23 outperform provincial Indigenous averages, and students accessing wraparound supports are showing improved engagement and achievement. Nonetheless, disparities relative to non-Indigenous and non-designated peers persist, underscoring the need for continued action.	Continue and strengthen: maintain commitments while deepening integration of supports with classroom pedagogy and enhancing equity monitoring.
Competency-Based Individual Education Plans (IEPs) Embedding competency-based IEPs across the system to ensure students with disabilities or diverse	Traditional IEPs often emphasized accommodations without sufficiently linking to curricular competencies, limiting their effectiveness in driving student growth. The shift to competency-	With competency-based IEPs, there is great alignment between IEP goals and classroom learning. Early evidence indicates stronger engagement from students when goals are competency-linked.	Continue and expand: support educators with ongoing learning to strengthen implementation and ensure consistent use across schools.

abilities are supported to achieve literacy growth.	based IEPs creates clearer, more actionable, and impactful learning goals.		
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Strategic Plan Goal: Develop Foundational Skills - Numeracy

Strategy	Area(s) for Growth	Strategy Effectiveness	Adjustments and Adaptations
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: Continue? Discontinue? Adapt? Introduce and implement?
Responsive Numeracy Practices Expanding professional learning focused on responsive mathematics instruction, guided by evidence from Mathematics Written Learning Updates and emerging tools such as the Gr. 3–9 District Numeracy Assessment Resource.	While Grade 4 results are encouraging, achievement gaps persist into the intermediate, middle, and secondary years. Students with designations and Indigenous learners experience disproportionate challenges. This strategy was chosen to build educator collective expertise to deliver responsive numeracy instruction that adapts to diverse learner needs.	Professional learning opportunities and new resources are equipping teachers to adjust instruction more responsively. Teacher feedback indicates a growing repertoire of strategies for differentiating instruction, and there is early evidence of stronger student engagement with numeracy tasks.	Continue and adapt: extend professional learning opportunities, deepen alignment with classroom practice across grades, and adapt based on assessment evidence and educator feedback.
Student Achievement Data Systems Strengthening use of EdPlan Insight to give teachers and administrators timely access to numeracy achievement data for instructional planning.	Previously, numeracy achievement data was not consistently accessible or actionable for teachers and leaders, limiting timely instructional adjustments and supports. This strategy was chosen to unify access to data and ensure equity in its use across schools.	The new K–9 Draft District Numeracy Assessments have just been introduced, and their impact will begin to emerge this year. Early indications suggest strong potential to support teachers in monitoring progress, identifying priority learners, and making responsive instructional decisions. Continued collaboration and consistency of use across schools will be key areas of focus moving forward.	Continue and adapt: enhance professional learning and supports for staff to strengthen data fluency, and expand consistent use of EdPlan to guide responsive numeracy instruction and interventions.

Draft District K-9 Numeracy Assessments Launching district-developed assessments that support teachers and support teams in making responsive instructional decisions. These include rich learning tasks to develop numeracy skills, coherent instructional guidance, and related professional learning.	The introduction of consistent, high-quality assessments beyond the early grades provides teachers with authentic tasks and shared tools to support evidence-based instructional decisions in later years. This strategy was chosen to strengthen coherence and responsiveness across the K–9 continuum.	Educators who co-developed and prototyped the new assessments provided positive feedback, noting their strong alignment with curriculum competencies and their usefulness for both assessing and supporting learning. With the formal introduction this fall, there is significant interest across schools, and the instructional guidance is helping teachers connect assessment evidence to responsive teaching practices.	Continue and adapt: expand implementation across grades, refine assessments based on teacher feedback, and provide additional professional learning to ensure consistent uptake and impact.
Targeted Supports for Priority Populations Advancing the Equity in Action Agreement and wraparound supports, including Indigenous Advocates, Tutors, and the Indigenous Information Management System, to ensure equitable access to numeracy learning.	Achievement gaps remain for Indigenous learners and students requiring additional supports, particularly at higher grade levels. This strategy was chosen to ensure both systemic commitments (e.g., Equity in Action) and direct supports are in place for priority learners.	Indigenous learners in the district continue to achieve above provincial averages, but gaps relative to non-Indigenous peers remain. Wraparound supports are improving student engagement and access, though disparities in secondary outcomes highlight the need for continued action.	Continue and strengthen: maintain and deepen existing supports, enhance integration of advocates and tutors with classroom instruction, and strengthen equity monitoring through annual reporting and engagement.
Inclusive Education Supports Embedding Competency-Based IEPs and providing targeted interventions to address persistent numeracy gaps for students with disabilities or diverse abilities.	Traditional IEPs often emphasized accommodations without sufficiently linking to numeracy competencies, limiting their effectiveness in driving student growth. The shift to competency-based IEPs creates clearer, more actionable, and impactful learning goals with targeted interventions.	With competency-based IEPs, there is stronger clarity of goals and better alignment with numeracy instruction. Early evidence indicates improved growth for students with diverse abilities when interventions are competency-linked.	Continue and expand: support educators with ongoing learning to strengthen implementation and ensure consistent use across schools.

Strategic Plan Goal: Develop Resilient and Engaged Global Citizens

Strategy	Area(s) for Growth	Strategy Effectiveness	Adjustments and Adaptations
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: Continue? Discontinue? Adapt? Introduce and implement?
Foster Inclusive School Cultures that Build Belonging and Mutual Respect Across All Grades	Only 30% of youth feel a sense of belonging at school (YDI) and just 23% agree that teachers and students treat each other with respect (YDI). Early years show 16.5% vulnerability in emotional maturity (EDI), and middle years show low thriving in self-regulation (41.8%) and worries (48%) (MDI).	Research and local data show strong adult and peer relationships in elementary (81% adult relationships, 79.7% peer relationships, Grade 5 MDI) a protective factor that can be leveraged. However, belonging and respect drop significantly in secondary (YDI), showing the need for continuity of supports.	Expand opportunities for mentorship and peer connections, building on successful elementary practices (e.g., buddy systems, morning meetings) and enhancing them at the middle and secondary levels. Introduce more student voice and agency structures- currently only 9% report strong student voice (YDI)- such as youth councils, co-designing classroom agreements, and student-led equity projects. Embed diversity, equity, and inclusion principles into professional learning, supporting staff in modeling respectful and inclusive communication practices that strengthen a culture of belonging.
Advance Student Mental Health, Resilience, and Well-Being	Youth data show 35% positive for generalized anxiety (YDI), 38% screened positive for depression	Grade 5 results show 51% thriving in optimism and 74% in self-esteem (MDI), which are strong	Strengthen tier 1 universal wellness programs (SEL, mindfulness,

	(YDI), and only 12–16% report very good mental health (YDI). In early years, 28.6% of K students are vulnerable on one or more scales (EDI), showing early signs of risk.	protective factors. Yet by secondary, optimism and happiness drop to 42–48% (YDI), showing resilience fades without intentional scaffolding.	outdoor learning, physical activity, nutrition education). Provide early interventions in K–5 for emotional maturity and self-regulation. Expand opportunities for students to build meaningful relationships with supportive adults in their school community. Partner with community agencies (Foundry, mental health supports, recreation services) to expand wraparound care.
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Strategic Plan Goal: Empower Students to Follow their Passions and Strengths and Thrive Holistically

Strategy	Area(s) for Growth	Strategy Effectiveness	Adjustments and Adaptations
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: Continue? Discontinue? Adapt? Introduce and implement?
Expand partnerships with post-secondary institutions, employers and community partners to broaden career opportunities for students.	Builds and strengthens existing partnerships. Continue to develop and implement programs in career exploration and skill development that directly address barriers and create pathways to student success.	Based on the review of data, this strategy has been effective. Collected evidence and feedback indicated increased student participation, smoother transition to post-secondary and greater confidence in pursuing long-term goals.	The district will continue to identify areas of student need and design effective implementation structures to support all learners. We will continue providing meaningful resources, opportunities, and support in every school so that students can develop career plans and pursue their future goals with confidence.
We are working to provide further meaningful opportunities for students who are identified as Indigenous, or who are designated or are new immigrants/refugees in our community. We are working with post-secondary institutions, employers, and community partners to identify areas where we can assist our students in the	As a District, we want to ensure that all students have an opportunity to view their futures positively and are equipped with multiple pathways and options to pursue their future career goals. We are committed to developing a more intentional and effective plan to support students, particularly those with additional	While we have identified several areas of growth, we are still working to implement effective plans to ensure that our students have the greatest possible chance of success in pursuing their goals. Our strategies are focused on translating identified areas of growth into concrete actionable plans by aligning resources, expanding	We will continue to try to develop strategies that identify areas of need, and then will work towards designing an implementation structure to support all students. In order to continue this work, we will make sure that students have meaningful resources,

areas of Career Exploration, skill development, and mentorship to assist them to pursue future goals. We are working to identify specific areas of interest of our students and specific areas of need within our community in order to determine the best way to enhance opportunities for our students to transition to employment or to do further career exploration.	barriers in exploring and pursuing future career goals. At present, we need to further implement a plan that will allow our under-served community to gain skills to develop a more optimistic approach to their future career opportunities.	partnerships, and building supports needed that allow students to have the <i>greatest chance to succeed</i>.	opportunities, and supports in every school to develop career plans and pursue their future career goals.
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