Central Okanagan Public Schools
School District No. 23

Enhancing Student Learning Report
September 2026

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

Central Okanagan
Public Schools

Together We Learn

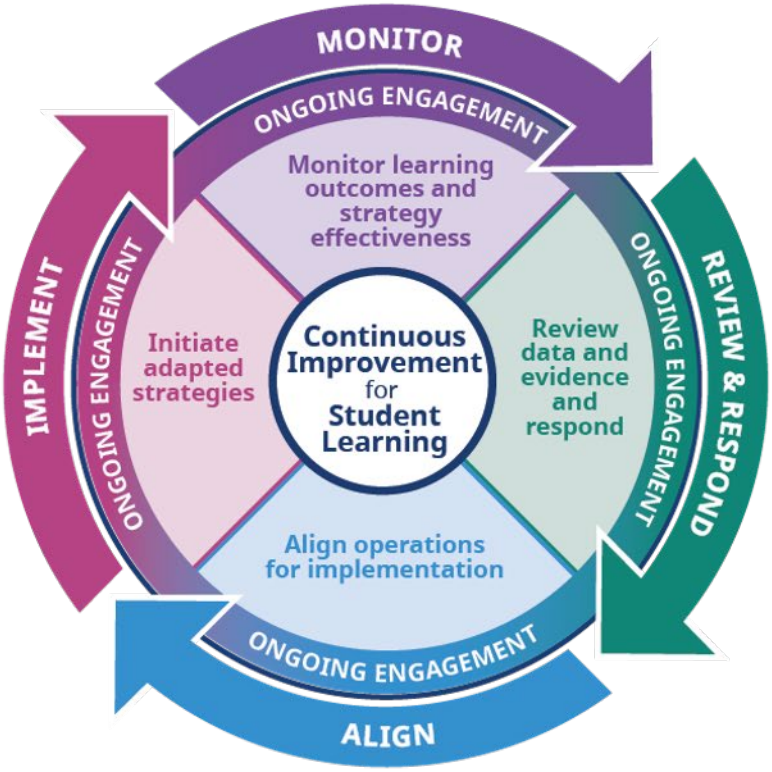
Prepared for Board approval September 23, 2026.

Enhancing Student Learning Report:

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. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

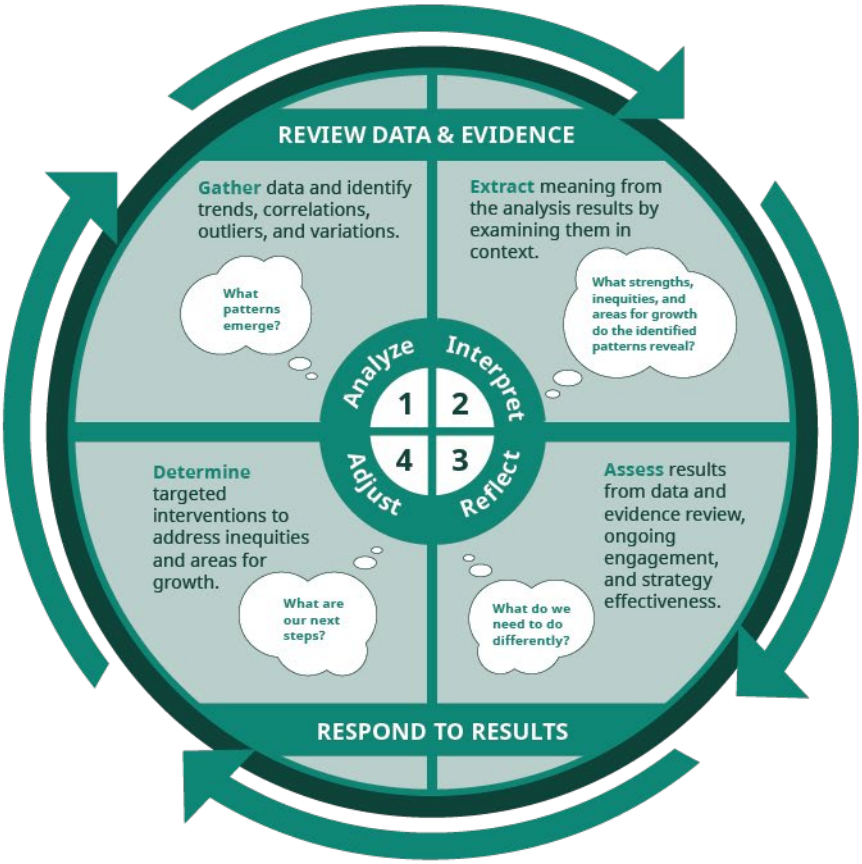
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

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Review Data and Evidence

Review Data and Evidence Provides:

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

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

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	
Masked	This marker indicates that the data is masked according to the above policy to protect student privacy.
No Data	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).

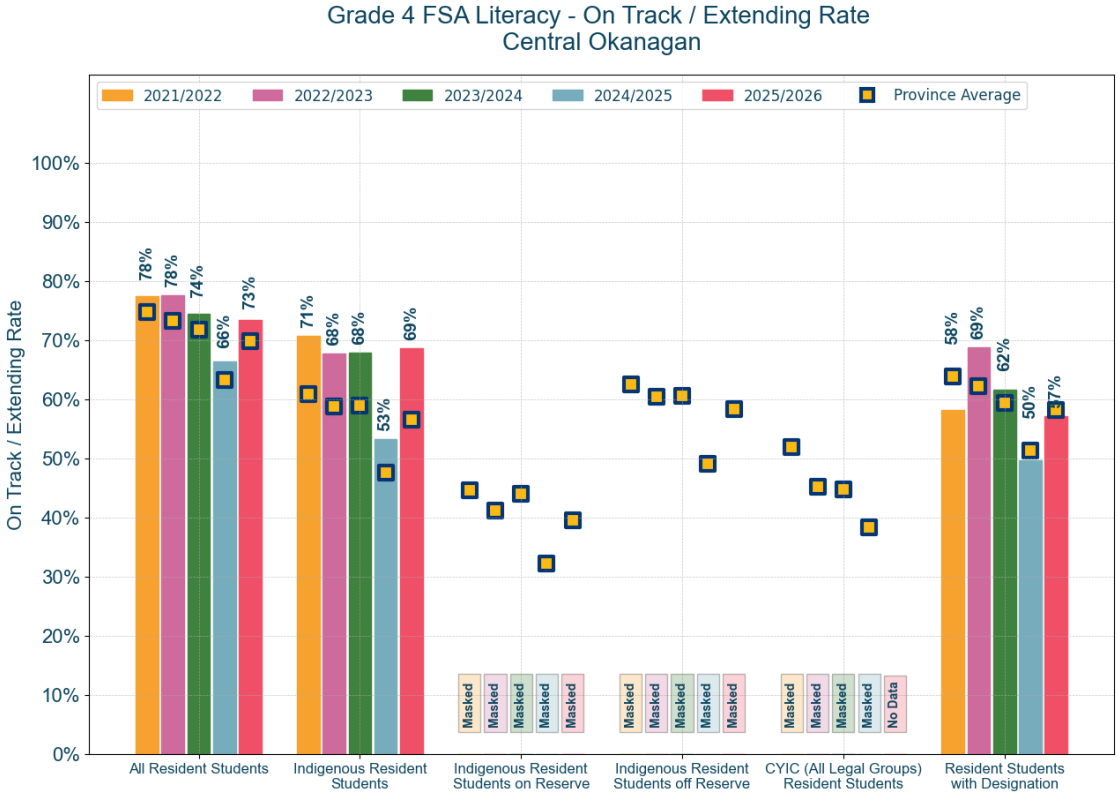
Intellectual Development

Educational Outcome 1 Literacy

Measure 1.1 - Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

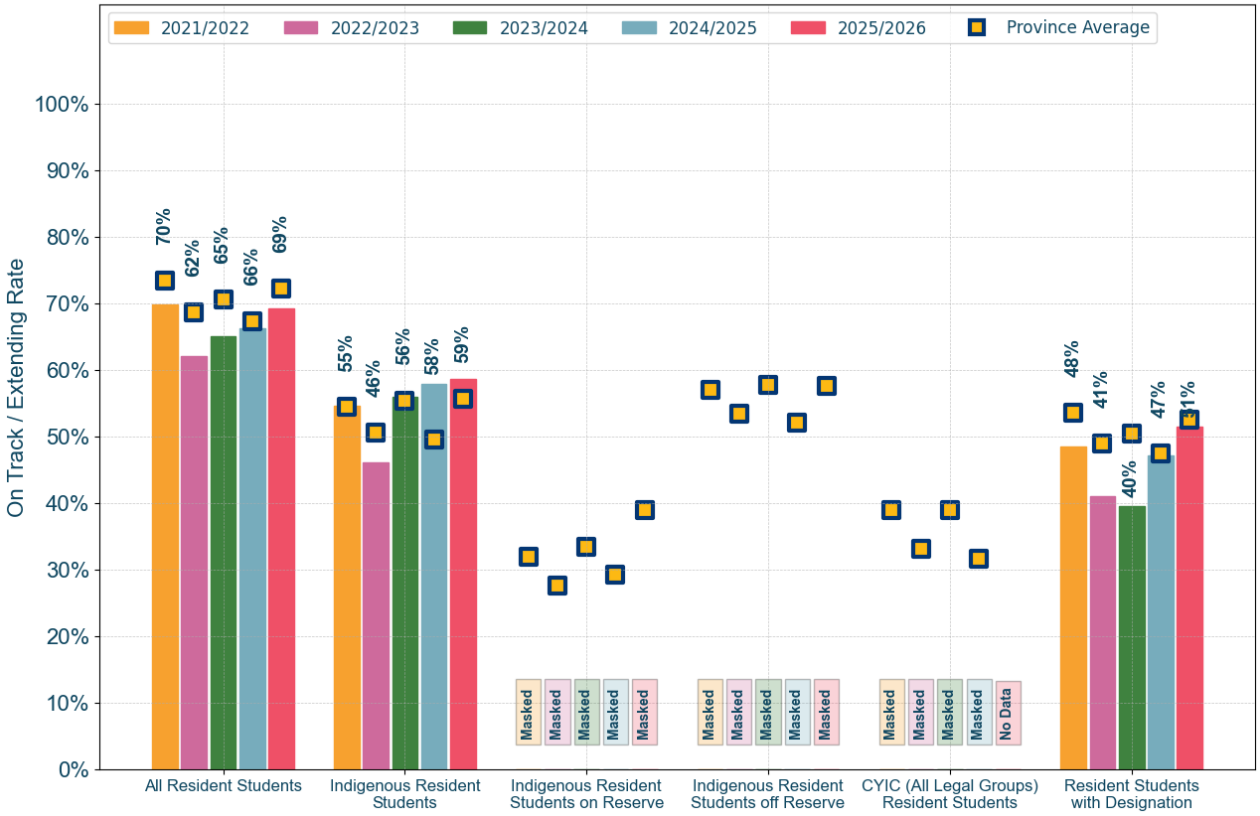
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1699 | 80%	1844 | 81%	1885 | 80%	1936 | 92%	1885 | 86%
Indigenous Resident Students	234 | 73%	280 | 75%	285 | 73%	254 | 90%	258 | 80%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	167 | 47%	217 | 50%	203 | 49%	218 | 66%	216 | 68%



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1887 | 78%	1825 | 81%	1925 | 77%	1820 | 91%	1978 | 79%
Indigenous Resident Students	324 | 73%	268 | 71%	316 | 72%	233 | 84%	292 | 69%
Indigenous Resident Students on Reserve	Masked	14 | 86%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	254 | 70%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	325 | 62%	305 | 66%	340 | 60%	295 | 76%	360 | 58%

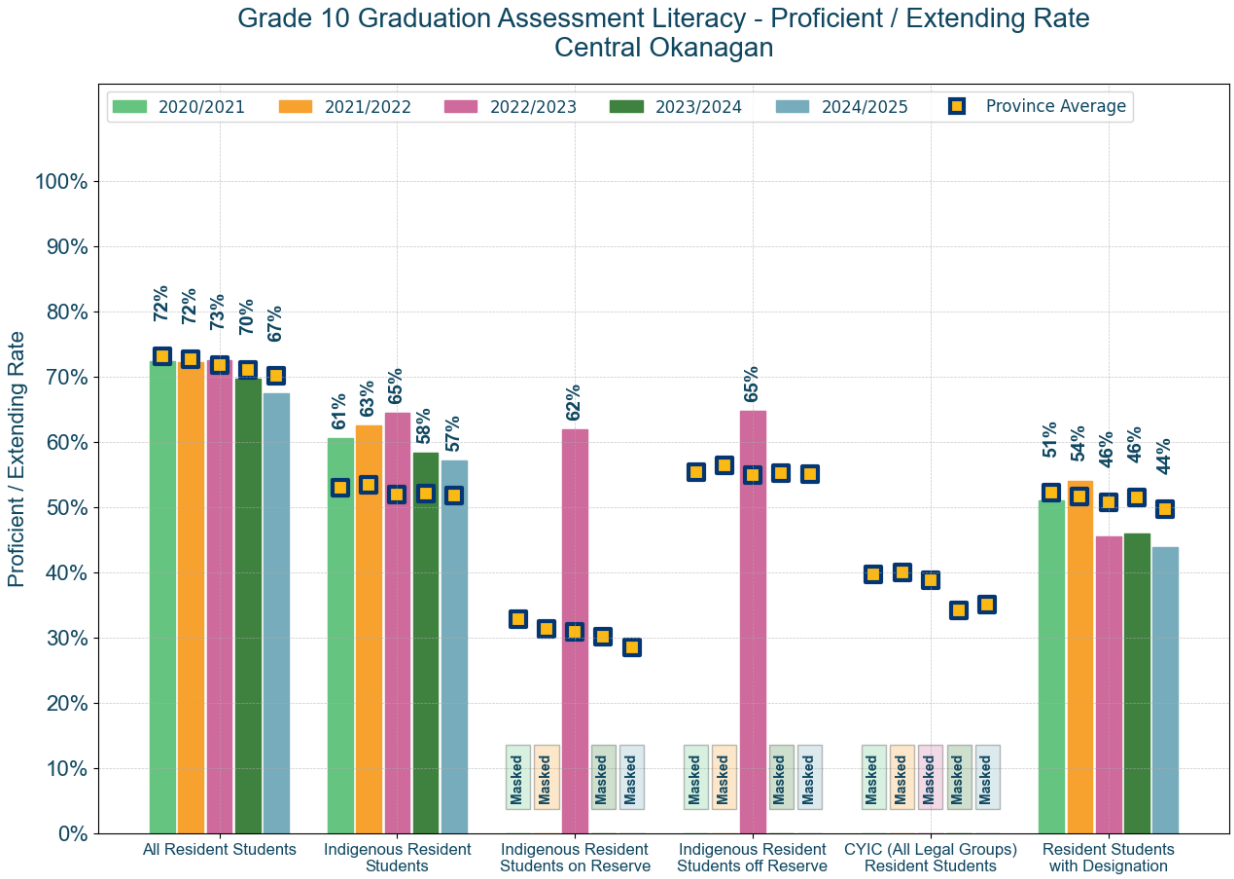
Grade 7 FSA Literacy - On Track / Extending Rate
Central Okanagan



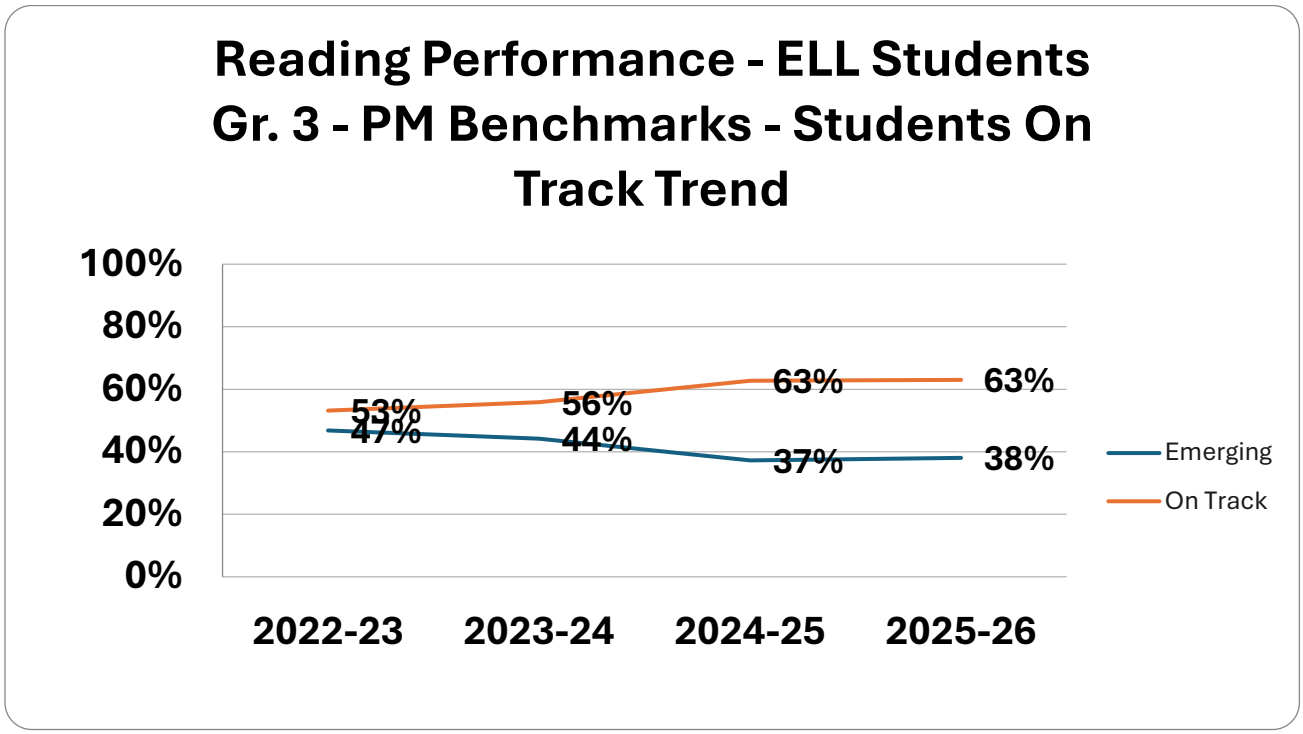
Measure 1.2 - Grade 10 Literacy Expectations

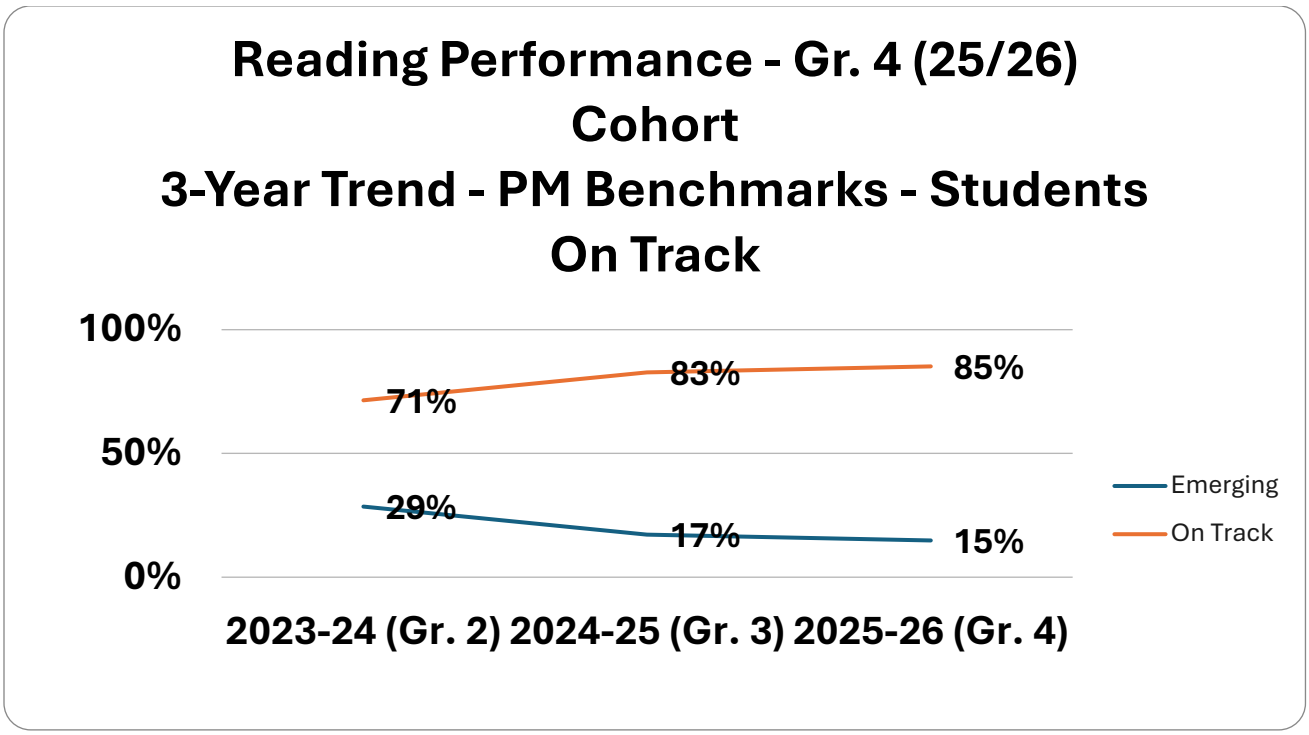
Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

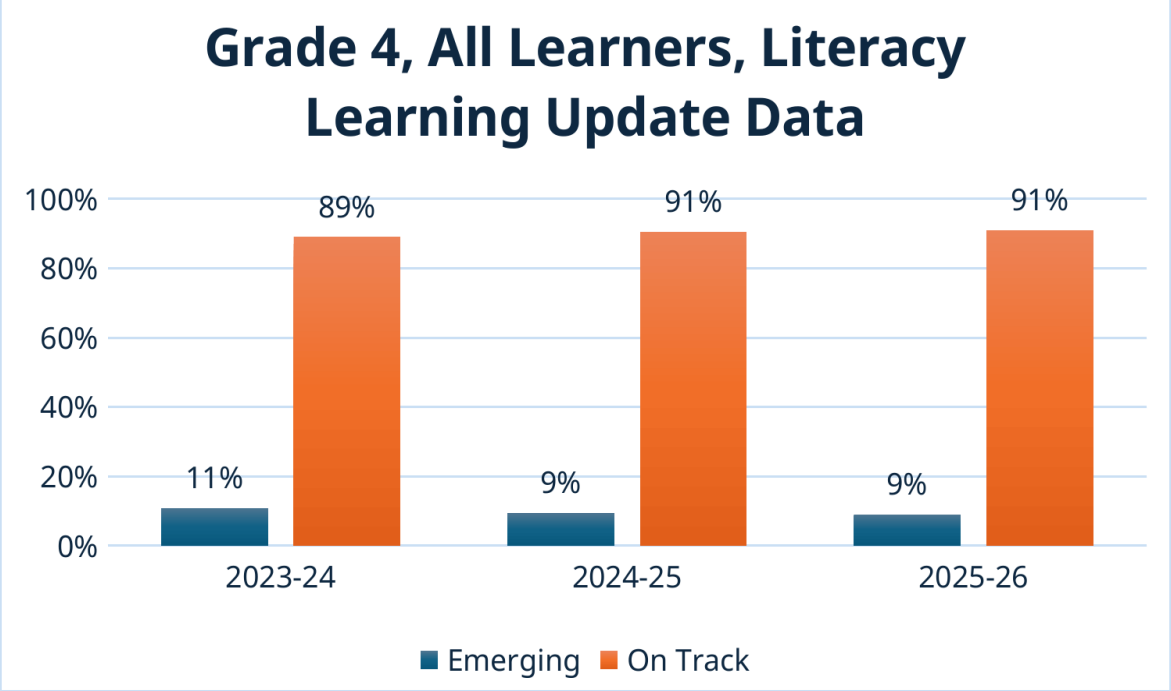
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1794 | 85%	1853 | 88%	1993 | 85%	2065 | 88%	2086 | 86%
Indigenous Resident Students	284 | 71%	292 | 76%	340 | 74%	316 | 71%	336 | 78%
Indigenous Resident Students on Reserve	Masked	Masked	23 | 74%	Masked	15 | 73%
Indigenous Resident Students off Reserve	Masked	Masked	317 | 74%	Masked	321 | 78%
CYIC (All Legal Groups) Resident Students	28 | 39%	Masked	Masked	Masked	19 | 53%
Resident Students with Designation	274 | 66%	351 | 77%	341 | 72%	371 | 78%	402 | 75%

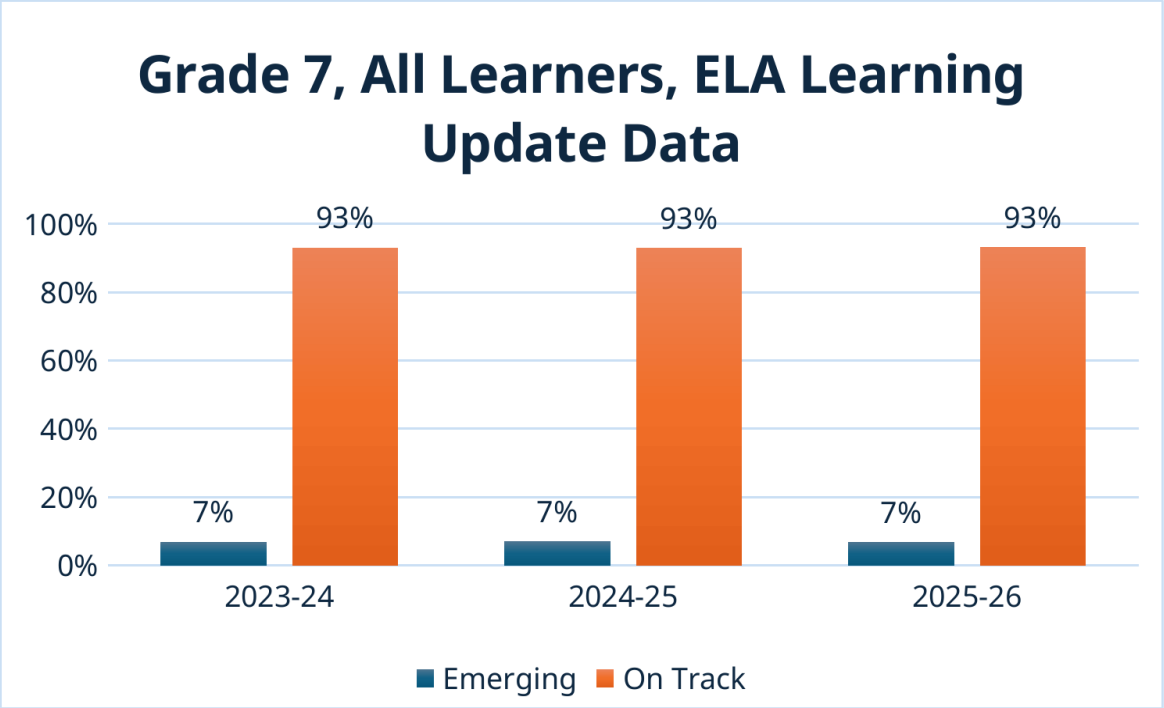


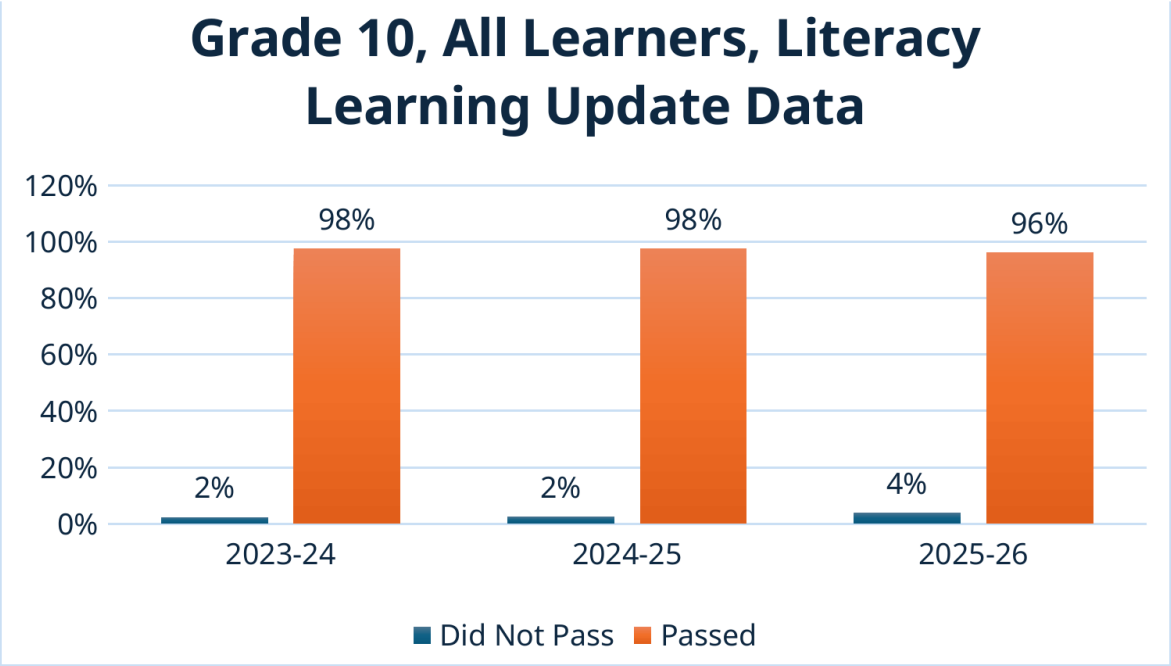
Relevant Local Evidence






Grade 4, All Learners, Literacy Learning Update Data
100%
80%
60%
40%
20%
0%
11%
89%
9%
91%
9%
91%
2023-24
2024-25
2025-26
Emerging
On Track


Grade 7, All Learners, ELA Learning Update Data
100%
80%
60%
40%
20%
0%
7%
93%
7%
93%
7%
93%
2023-24
2024-25
2025-26
Emerging
On Track



Analysis and Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations

Key context

- Participation remained high in 2025-26. Grade 4 participation increased from 80% to 86% over five years, while Grade 7 and Grade 10 participation remained consistent.
- Data for children and youth in care and Indigenous students on reserve were masked because of small cohort sizes. Other cohorts were sufficiently stable to support year-to-year analysis.
- The number of English language learners increased from 440 in 2018-19 to 2,226 in 2025-26, changing the linguistic profile of classrooms and the supports required for literacy development.

New information from provincial and local evidence

- Provincial assessments show stable performance near provincial averages, while the Early Literacy Profile shows stronger local growth. One cohort increased from 71% on track in Grade 2 in 2023-24 to 85% in Grade 4 in 2025-26.
- Local Grade 4 reading assessments show 85% of students on track. Grade 3 English language learners increased from 53% on track in 2022-23 to 63% in 2025-26.
- Student Learning Updates show 91% of Grade 4 and 93% of Grade 7 students on track in English Language Arts; 96% of Grade 10 students earned course credit. The difference from provincial assessment results warrants continued examination of task demands, participation, and instructional response.

Strengths

- Results for all resident students remain near or above provincial averages in Grades 4, 7, and 10, with improvement in Grades 4 and 7 from the previous year.
- Indigenous learners in Central Okanagan Public Schools outperform Indigenous learners provincially in Grades 4, 7, and 10.
- The Early Literacy Profile, EdPlan Insight, and the Indigenous Information Management System support cohort monitoring and timely instructional response.
- System-wide responsive literacy practices provide educators with shared, evidence-informed and culturally responsive approaches.

Areas for growth

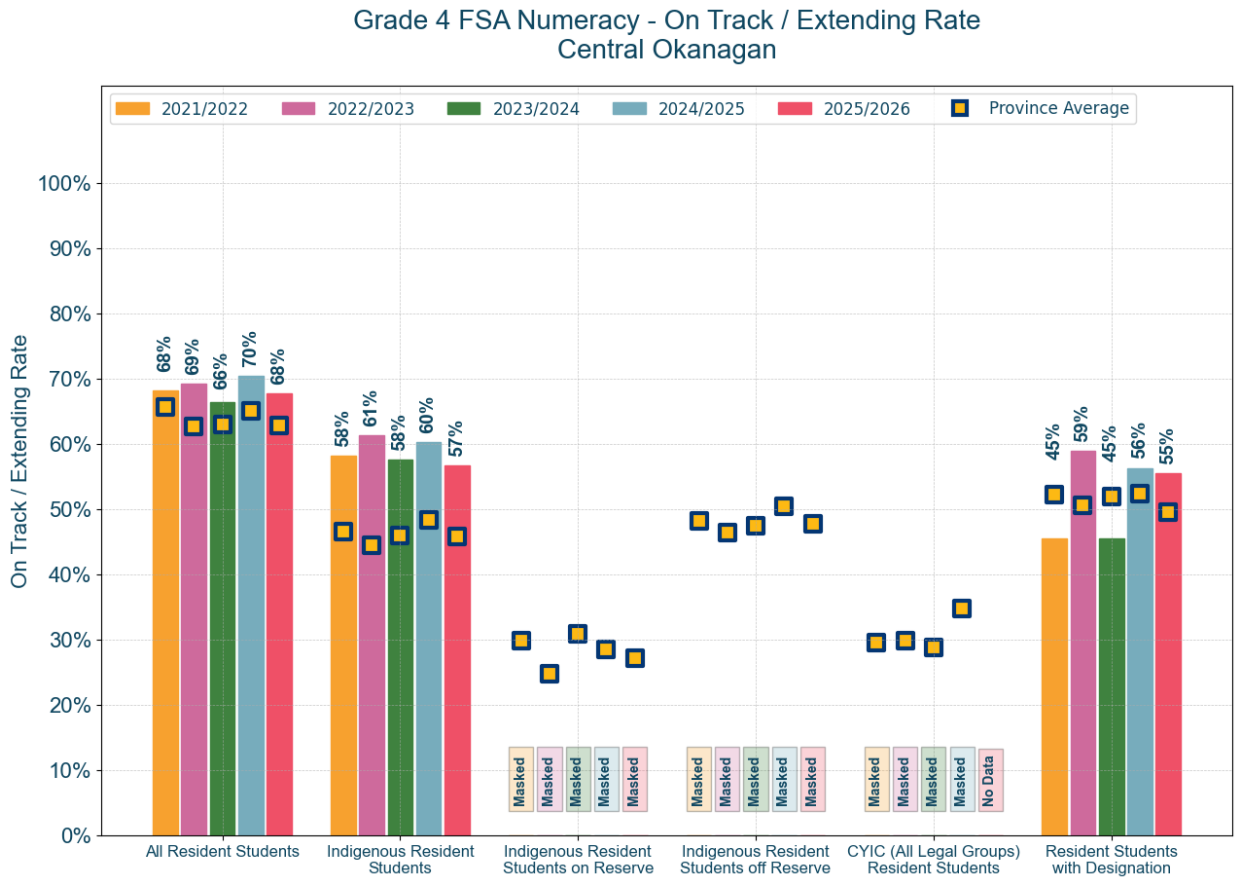
- **All students:** Sustain secondary literacy improvement in response to the slight decline in Grade 10 provincial results and continue the gains made in Grade 7.
- **Indigenous learners:** Close the remaining gap between Indigenous learners and non-priority peers in SD23 while building on results that exceed provincial Indigenous averages.
- **Children and youth in care:** Use protected local and student-level evidence to monitor literacy, attendance, engagement, and interventions where provincial results are masked.
- **Students with disabilities or diverse abilities:** Address the persistent gap from non-designated peers, with particular attention to Grade 10 results, which have remained below the provincial comparison group for three years.

Educational Outcome 2 Numeracy

Measure 2.1 - Grade 4 & Grade 7 Numeracy Expectations

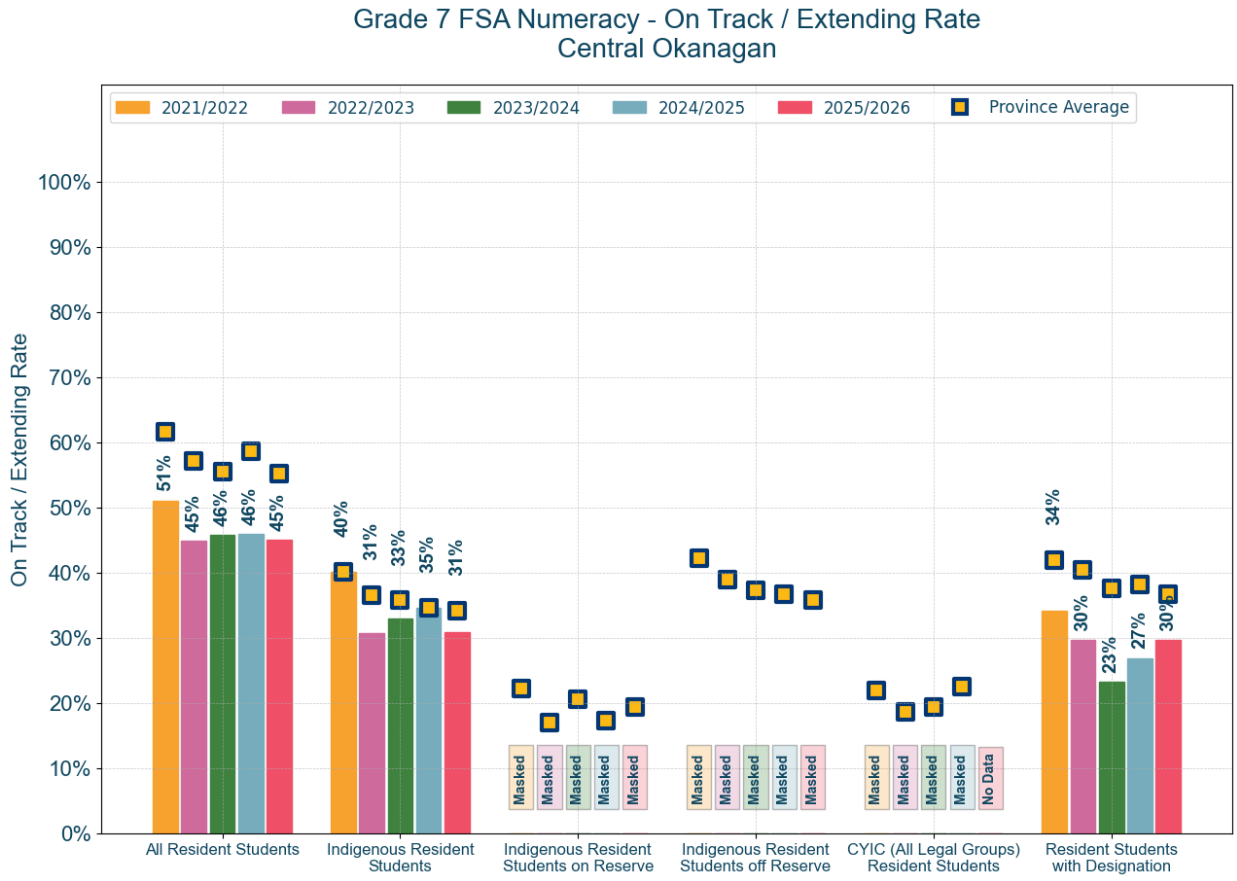
Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1699 | 79%	1844 | 82%	1885 | 80%	1936 | 92%	1885 | 86%
Indigenous Resident Students	234 | 74%	280 | 76%	285 | 72%	254 | 89%	258 | 81%
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	167 | 46%	217 | 52%	203 | 49%	218 | 65%	216 | 68%



Grade 7 FSA Numeracy - Expected Count | Participation Rate

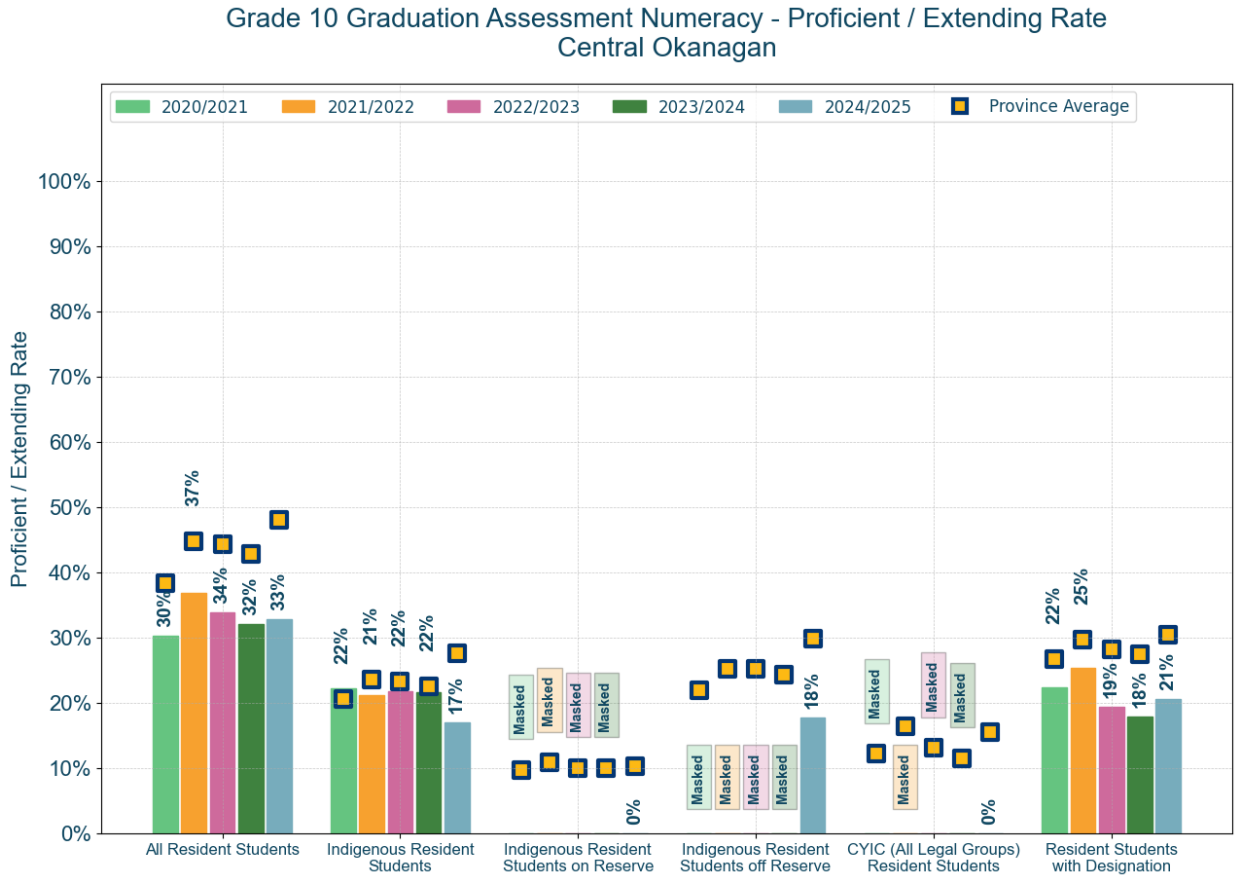
	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1887 | 78%	1825 | 81%	1925 | 76%	1820 | 91%	1978 | 80%
Indigenous Resident Students	324 | 72%	268 | 73%	316 | 72%	233 | 85%	292 | 70%
Indigenous Resident Students on Reserve	Masked	14 | 93%	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	254 | 72%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	325 | 63%	305 | 64%	340 | 57%	295 | 76%	360 | 61%



Measure 2.2 - Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

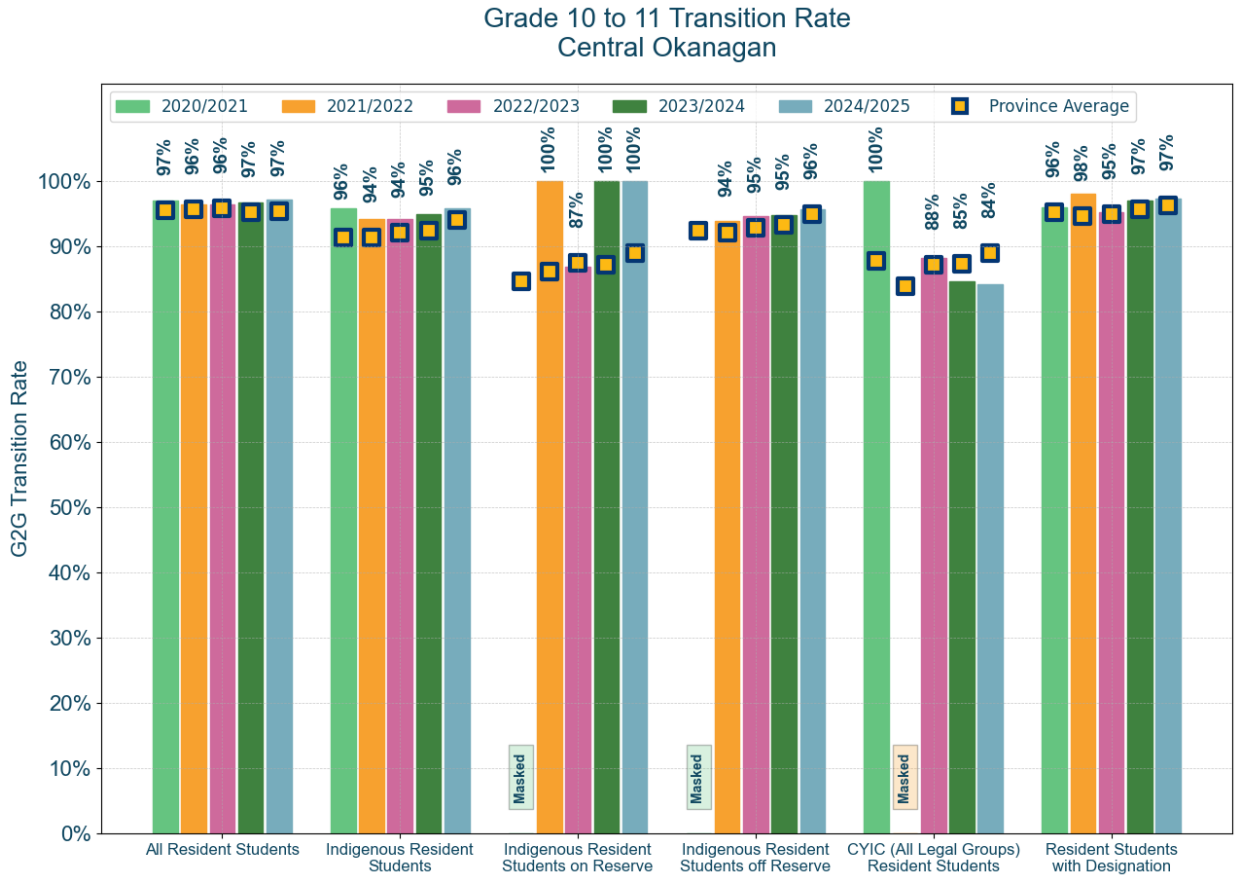
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1793 | 85%	1838 | 86%	2001 | 85%	2062 | 87%	2089 | 88%
Indigenous Resident Students	284 | 69%	292 | 77%	344 | 76%	316 | 70%	335 | 79%
Indigenous Resident Students on Reserve	Masked	Masked	23 | 78%	Masked	14 | 79%
Indigenous Resident Students off Reserve	Masked	Masked	321 | 75%	Masked	321 | 79%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	274 | 66%	346 | 74%	340 | 73%	370 | 74%	404 | 75%



Measure 2.3 - Grade-to-Grade Transitions

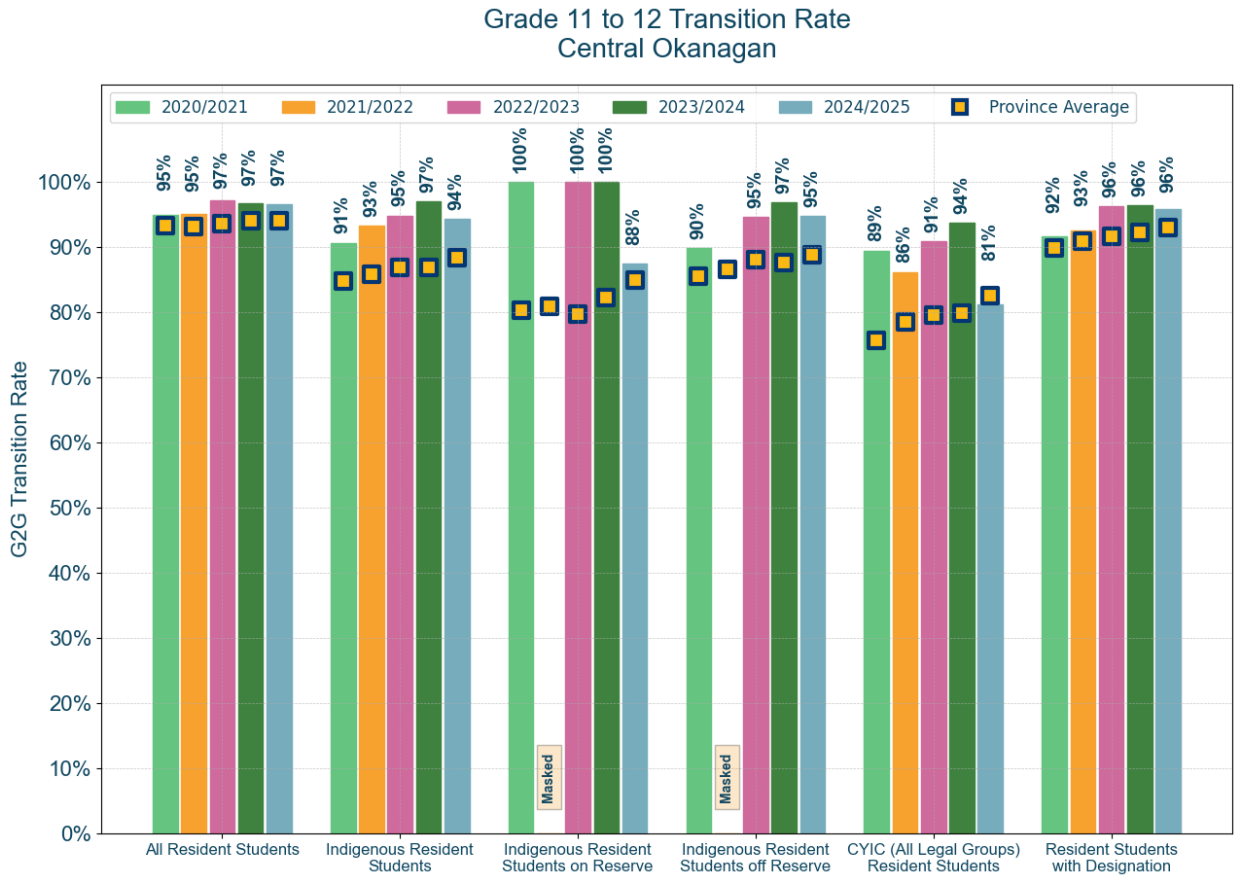
Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1797	1857	1995	2070	2093
Indigenous Resident Students	286	292	342	320	335
Indigenous Resident Students on Reserve	Masked	11	23	16	14
Indigenous Resident Students off Reserve	Masked	281	319	304	321
CYIC (All Legal Groups) Resident Students	28	Masked	17	13	19
Resident Students with Designation	275	353	341	373	403

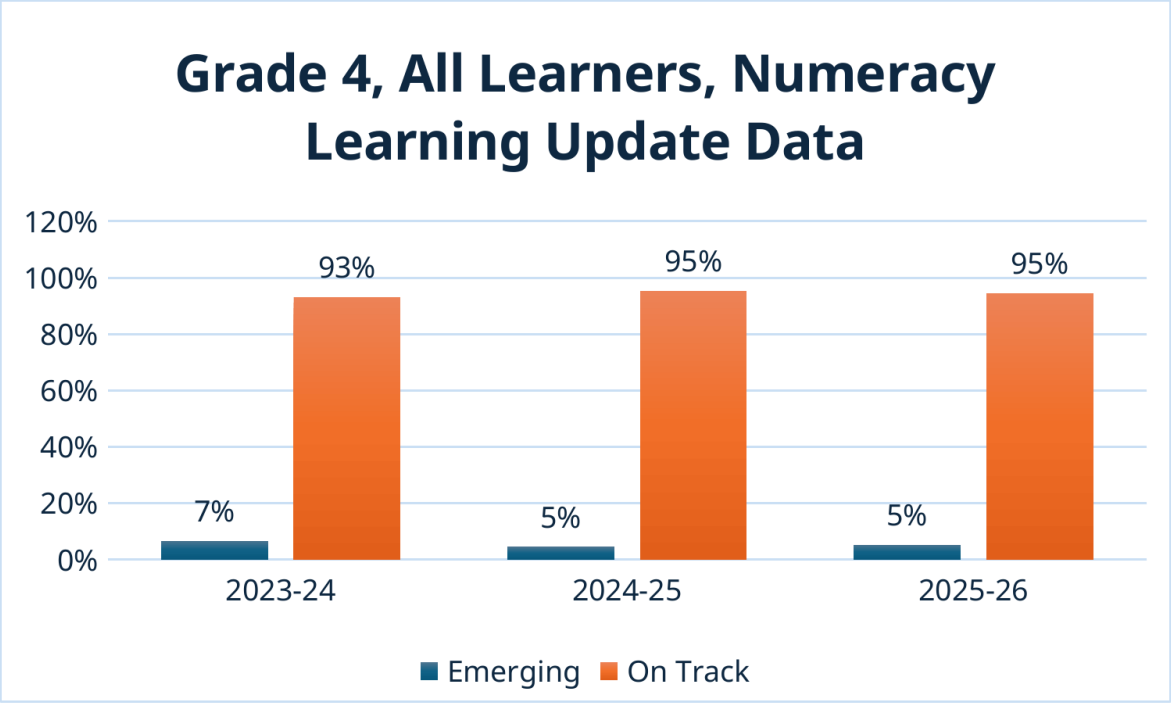


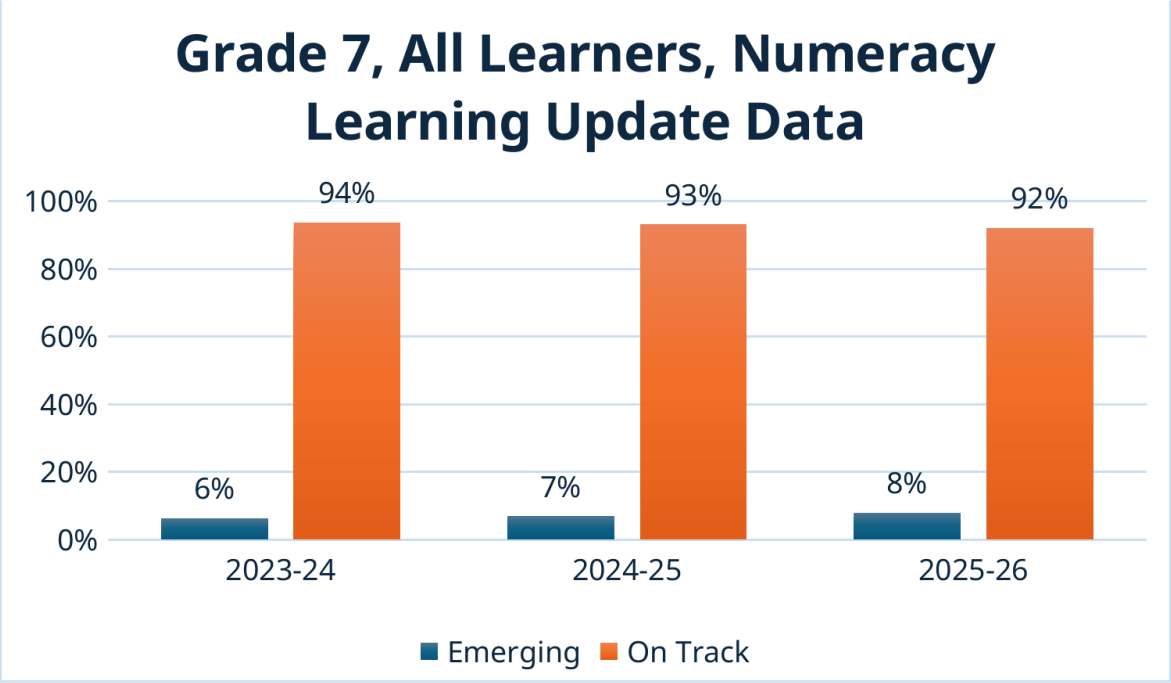
Grade 11 to 12 Transition - Cohort Count

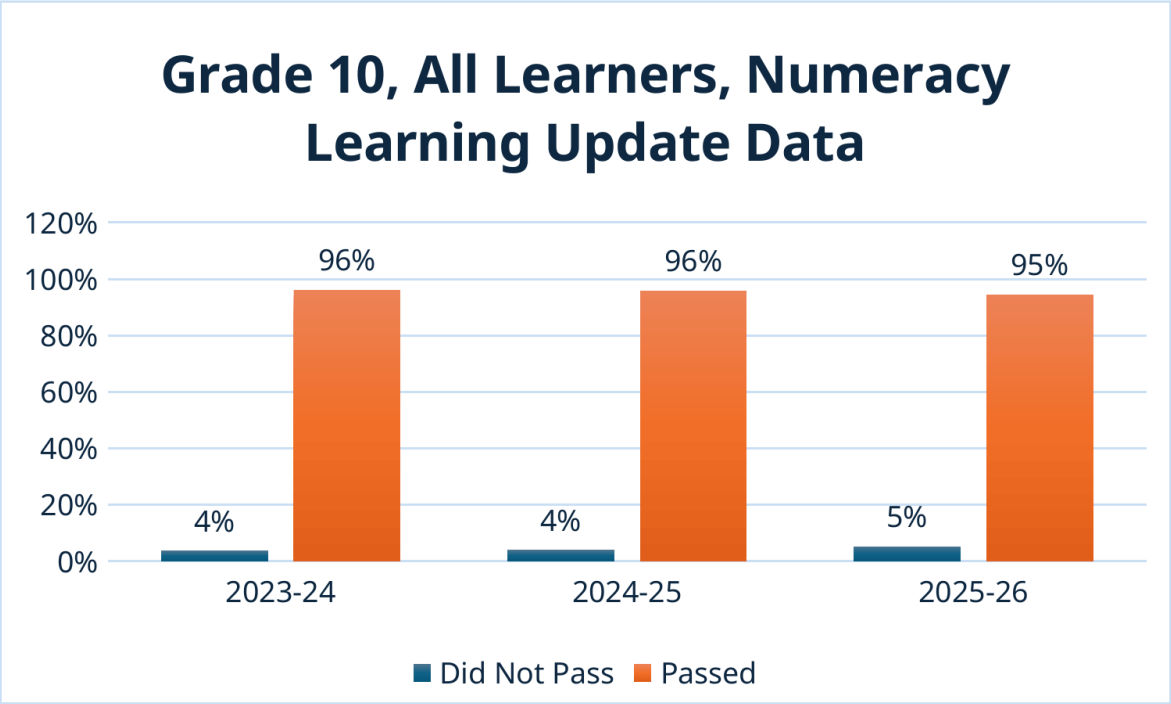
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1806	1885	1890	2082	2092
Indigenous Resident Students	225	298	293	339	301
Indigenous Resident Students on Reserve	17	Masked	13	23	16
Indigenous Resident Students off Reserve	208	Masked	280	316	285
CYIC (All Legal Groups) Resident Students	19	29	22	16	16
Resident Students with Designation	290	308	371	369	388



Relevant Local Evidence







Analysis and Interpretation:

Outcome 2 - Numeracy

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

Key context

- Participation in 2025-26 decreased from 92% to 86% in Grade 4 and from 91% to 80% in Grade 7; Grade 10 participation increased from 87% to 88%. Participation must be considered when interpreting year-to-year variation.
- Data for children and youth in care and Indigenous students on reserve were masked because of small cohort sizes. Other cohort sizes remained stable.
- Local Student Learning Updates and District assessment evidence supplement provincial results and allow school teams to examine learner progress during the year.

New information from provincial and local evidence

- Student Learning Updates show 94% of Grade 4 and 92% of Grade 7 students on track in numeracy; 95% of Grade 10 students earned course credit. Provincial assessment results remain lower, especially in Grades 7 and 10.
- In Grade 4, 57% of Indigenous learners were on track or extending, 11 percentage points above the provincial Indigenous result. Grade 7 Indigenous proficiency was 31% and Grade 10 was 17%, both below provincial comparison groups.
- Learning Updates for Indigenous learners show 90% on track in Grade 4, 82% in Grade 7, and 91% successfully completing Grade 10 numeracy courses. This divergence calls for closer analysis of assessment conditions and transfer of learning.

Strengths

- Grade 4 provincial results for all students, Indigenous learners, and students with designations are above provincial comparison results.
- Five-year participation trends have improved overall, supporting more representative evidence despite the 2025-26 decline in Grades 4 and 7.
- Grade 7 results for all students and students with designations narrowed the difference from the provincial average compared with 2024-25.

Areas for growth

- **All students:** Improve Grade 7 and Grade 10 provincial proficiency and investigate the difference between provincial assessment results and consistently high course-based evidence.
- **Indigenous learners:** Address Grade 7 proficiency of 31% and Grade 10 proficiency of 17%, and close the persistent gap from other SD23 learners.
- **Children and youth in care:** Use protected local evidence to identify numeracy needs and monitor targeted support where public provincial data are masked.
- **Students with disabilities or diverse abilities:** Improve Grade 7 proficiency of 30% and Grade 10 proficiency of 21%, both below provincial comparison results.

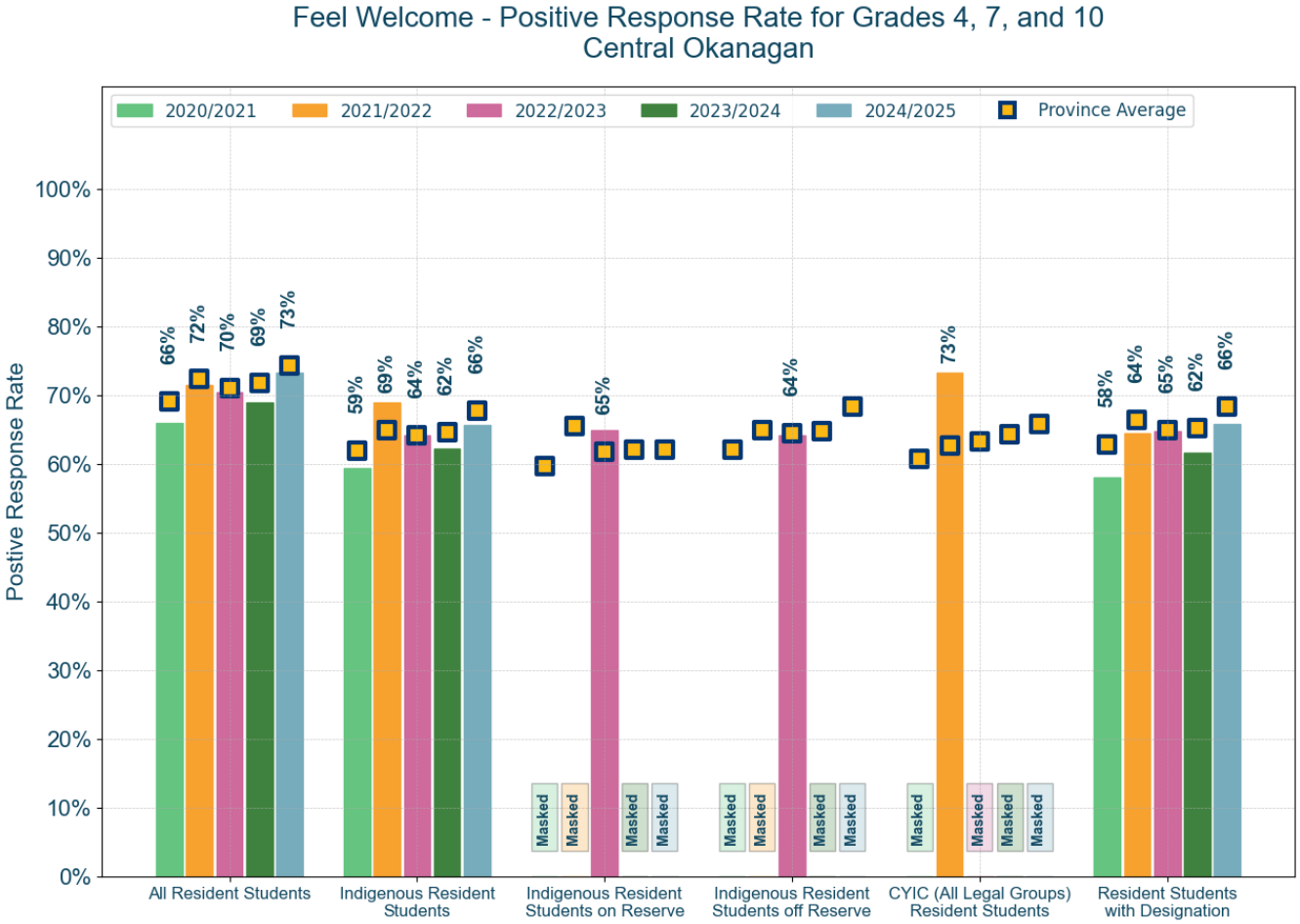
Human and Social Development

Educational Outcome 3 Feel Welcome Safe and Connected

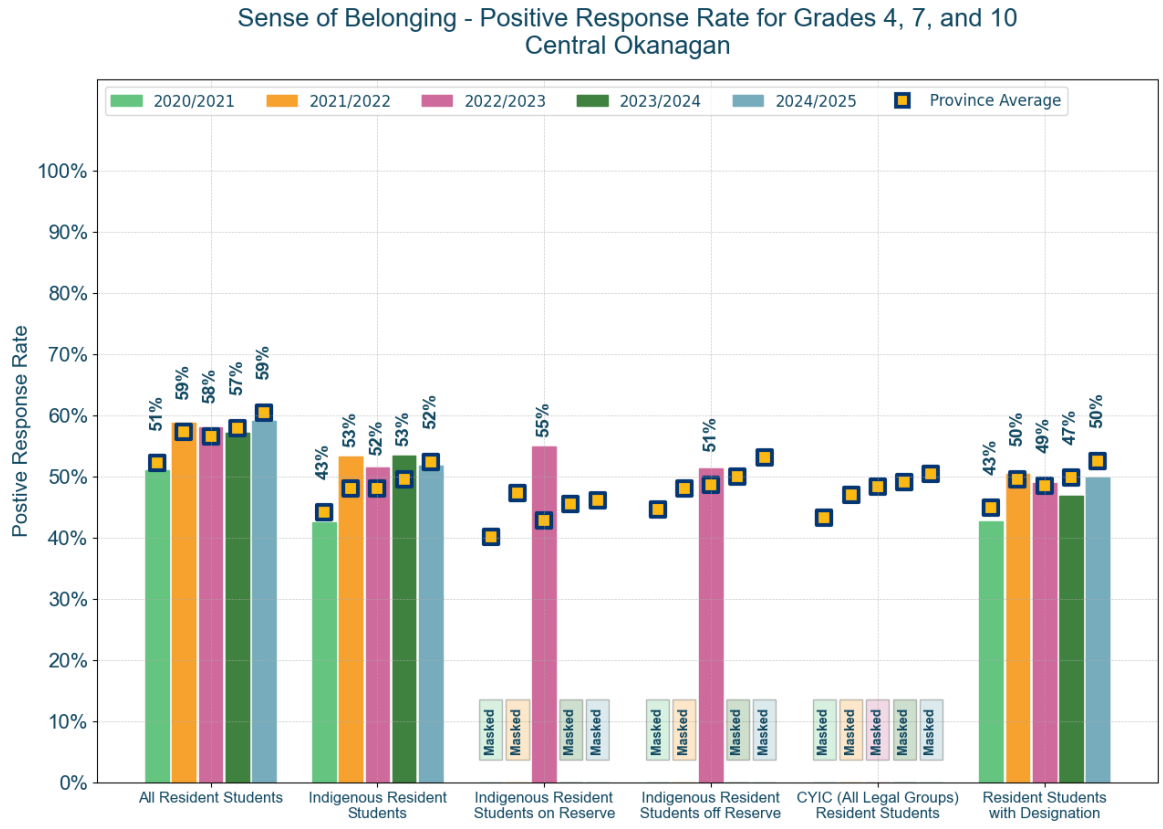
Measure 3.1 - Students Feel Welcome and Safe, and Have a Sense of Belonging at School

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

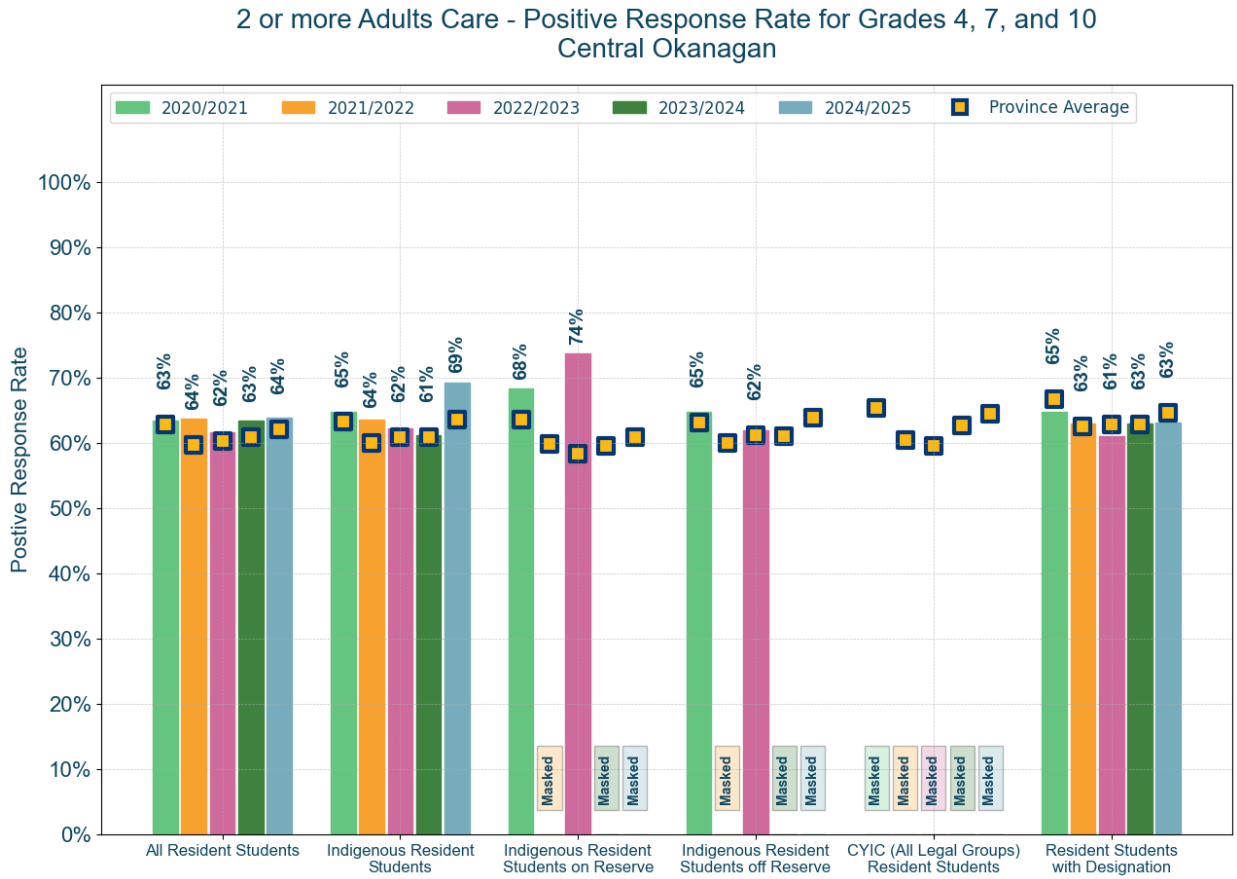
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5379 | 67%	5371 | 67%	5609 | 75%	5829 | 67%	5813 | 73%
Indigenous Resident Students	898 | 59%	835 | 59%	879 | 64%	911 | 58%	817 | 66%
Indigenous Resident Students on Reserve	33 | 61%	31 | 39%	45 | 44%	Masked	23 | 61%
Indigenous Resident Students off Reserve	865 | 59%	804 | 60%	834 | 65%	Masked	794 | 66%
CYIC (All Legal Groups) Resident Students	48 | 29%	27 | 56%	35 | 34%	28 | 36%	32 | 38%
Resident Students with Designation	770 | 56%	834 | 57%	857 | 62%	909 | 55%	910 | 63%



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Central Okanagan
Province Average
Postive Response Rate
100%
80%
60%
40%
20%
0%
73%
75%
75%
74%
77%
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Central Okanagan
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
Province Average
Postive Response Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
51%
59%
58%
57%
59%
43%
53%
52%
53%
52%
55%
51%
43%
50%
49%
47%
50%
Masked
All Resident Students
Indigenous Resident Students
Indigenous Resident Students on Reserve
Indigenous Resident Students off Reserve
CYIC (All Legal Groups) Resident Students
Resident Students with Designation

Measure 3.2 Students Feel that Adults Care About Them at School



Analysis and Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging

Key context

- Student Learning Survey participation increased from 67% to 73% for all resident students and from 58% to 66% for Indigenous resident students in 2024-25. Participation for students with designations increased from 55% to 63%.
- Results for Indigenous students on reserve, Indigenous students off reserve, and children and youth in care were masked in parts of the public data. Participation and protected local evidence remain essential for understanding their experiences.
- Twenty-eight of 47 schools identified belonging, connection, inclusion, social-emotional learning, student voice, equity, diversity, or positive school culture as explicit learning priorities.
- The District triangulates the Student Learning Survey with the Middle Years Development Instrument (MDI), Youth Development Index (YDI), the BC Adolescent Health Survey, attendance, school surveys, student voice, empathy interviews, observations, and parent feedback.

New information from provincial and local evidence

- The MDI found that 83% of Grade 5 students reported a positive sense of belonging and 87% reported positive perceptions of their school environment, both stronger than comparable District Student Learning Survey results.
- Local school evidence reported belonging and connectedness between 91% and 100% in several schools, compared with 59% for all resident students on the Student Learning Survey. Differences in instrument, cohort, and context require careful interpretation.
- Student Learning Survey results show that 64% of all resident students and 69% of Indigenous resident students identified two or more caring adults. Local school evidence ranged from 86% to 100%.
- Student voice and empathy interviews link feeling known, respected, represented, and supported with stronger attendance, participation, help-seeking, and willingness to take academic risks.

Strengths

- Feeling welcome reached a five-year high of 73% for all resident students, 66% for Indigenous resident students, and 66% for students with designations.
- Feeling safe reached 77% for all resident students, the highest result in five years and three percentage points above 2023-24.
- Belonging improved over five years to 59% for all resident students, 52% for Indigenous resident students, and 50% for students with designations.
- Caring adult relationships are a District strength. The 69% result for Indigenous resident students exceeded both the District result for all students and the provincial Indigenous comparison.

Areas for growth

- **All students:** Improve belonging and safety, which remain below provincial comparison results despite five-year gains, and scale relationship-centered practices across schools.
- **Indigenous learners:** Close the seven-point belonging gap from all resident students while preserving strong caring-adult relationships and culturally responsive supports.
- **Children and youth in care:** Increase survey participation and combine protected local evidence with student voice so their experiences inform District action despite masked public data.
- **Students with disabilities or diverse abilities:** Close the nine-point belonging gap and strengthen access to caring adults; the caring-adult result has shown little change over five years.

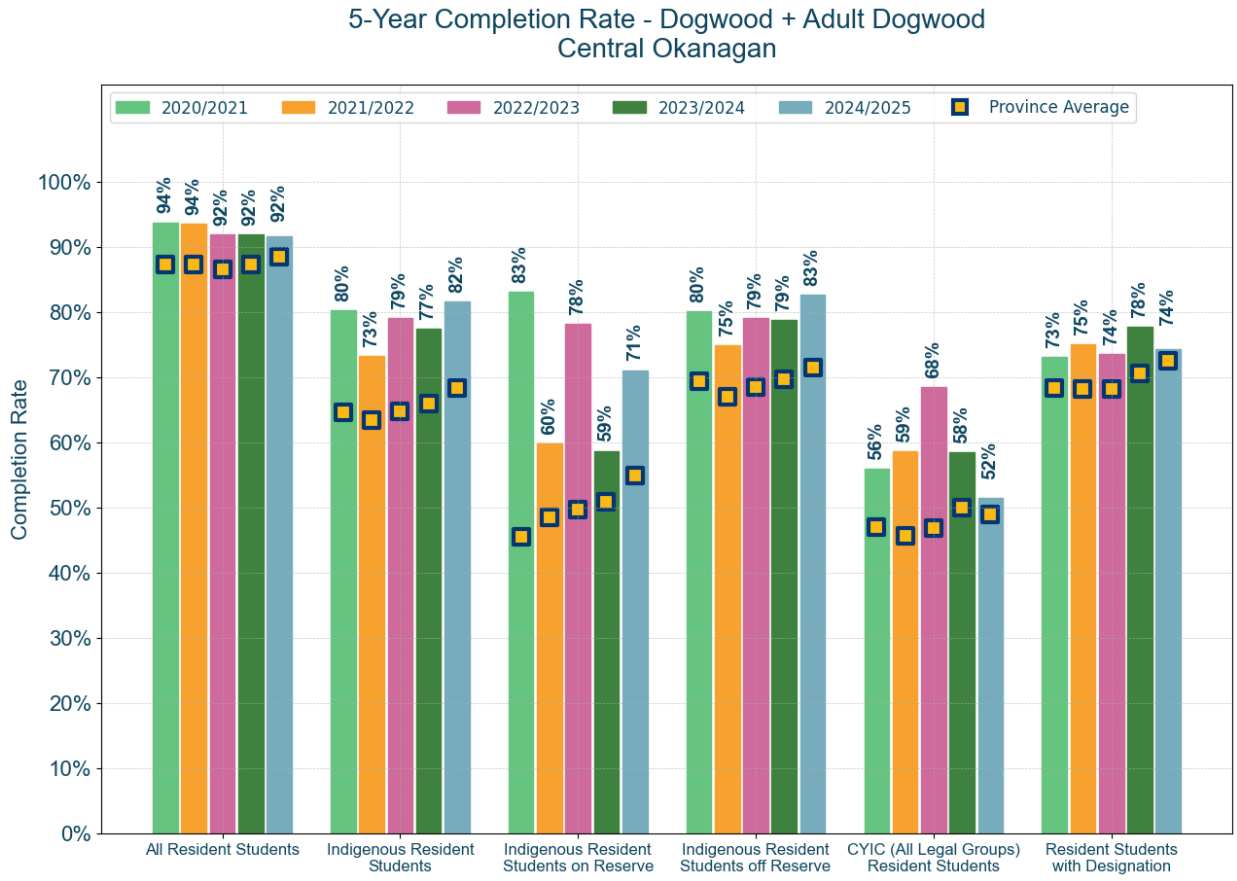
Career Development

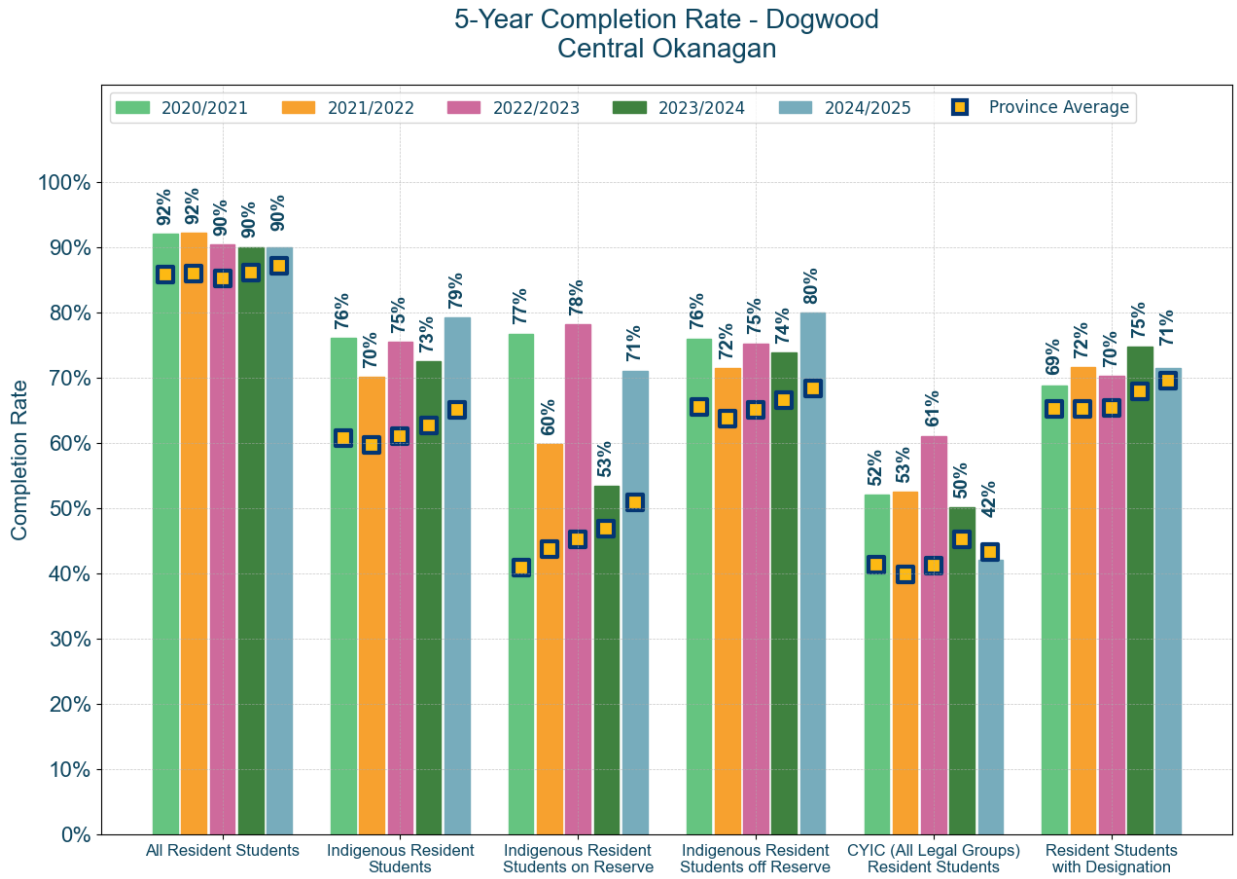
Educational Outcome 4 Graduation

Measure 4.1 Achieved Dogwood within 5 Years

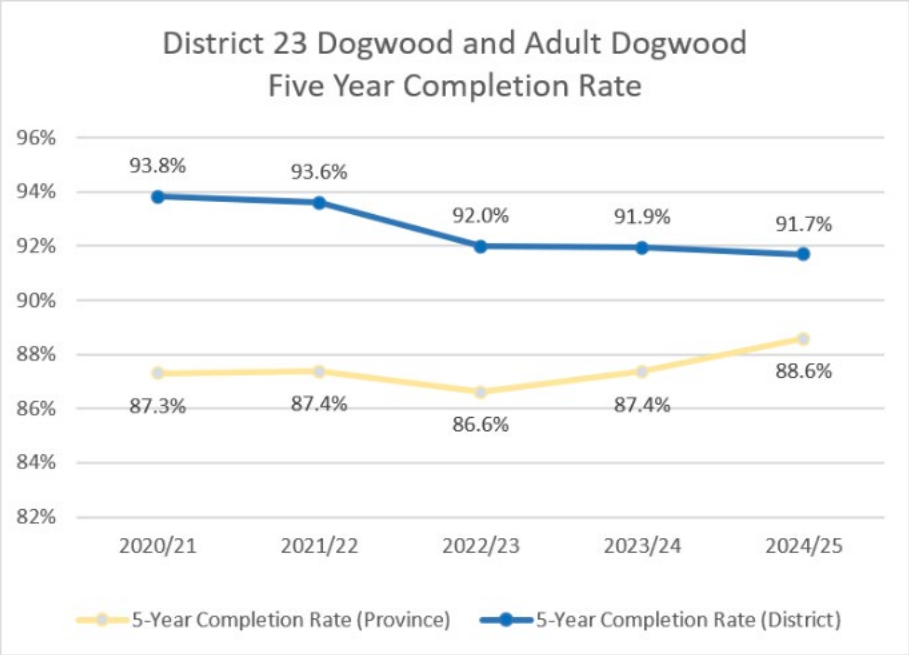
Completion Rate - Cohort Count | Outmigration Estimation

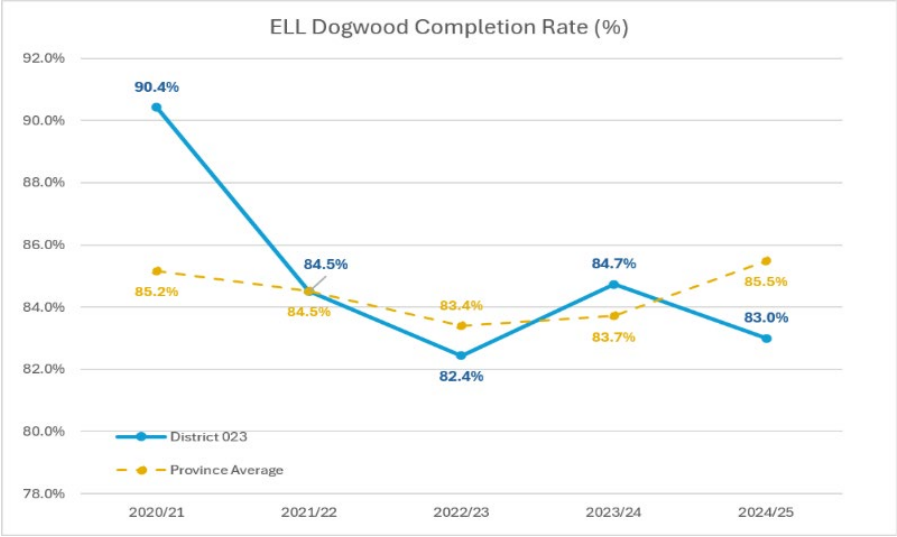
	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1859 | 153	1956 | 207	2021 | 198	2055 | 195	2248 | 220
Indigenous Resident Students	259 | 21	257 | 26	309 | 31	314 | 30	370 | 36
Indigenous Resident Students on Reserve	17 | 1	30 | 3	17 | 2	21 | 2	33 | 3
Indigenous Resident Students off Reserve	242 | 20	227 | 23	292 | 29	293 | 28	337 | 32
CYIC (All Legal Groups) Resident Students	84 | 7	91 | 9	91 | 9	80 | 8	82 | 8
Resident Students with Designation	321 | 26	363 | 38	370 | 36	432 | 40	436 | 42

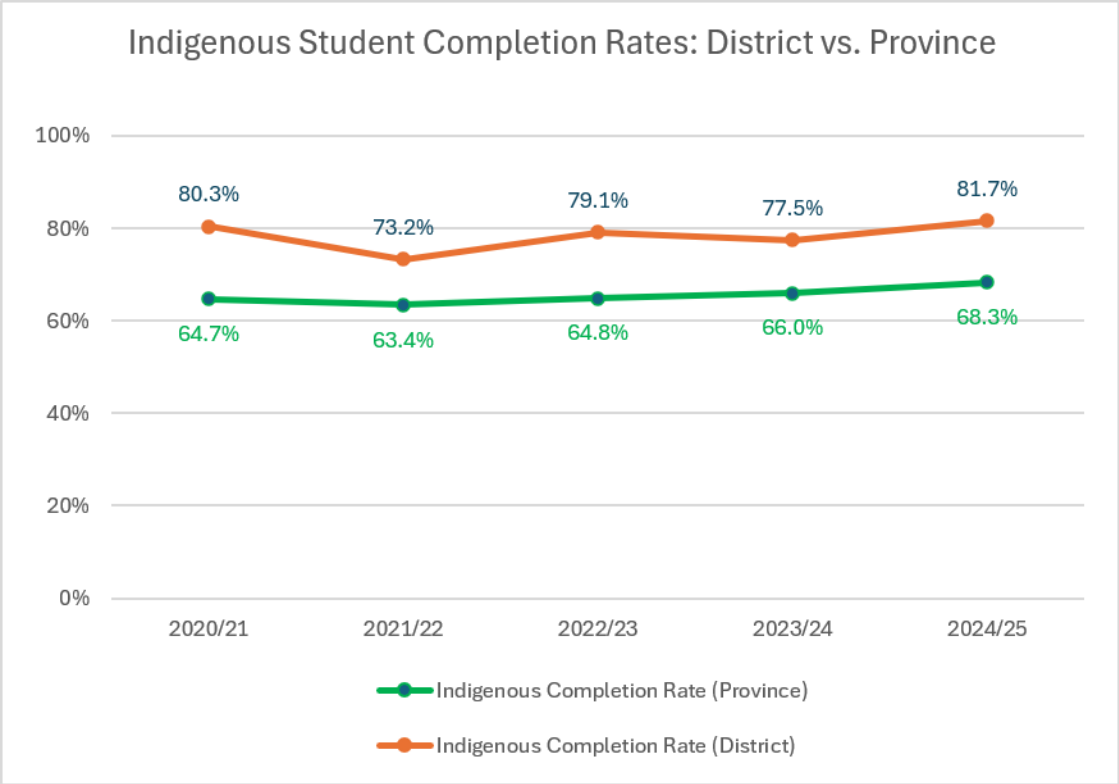


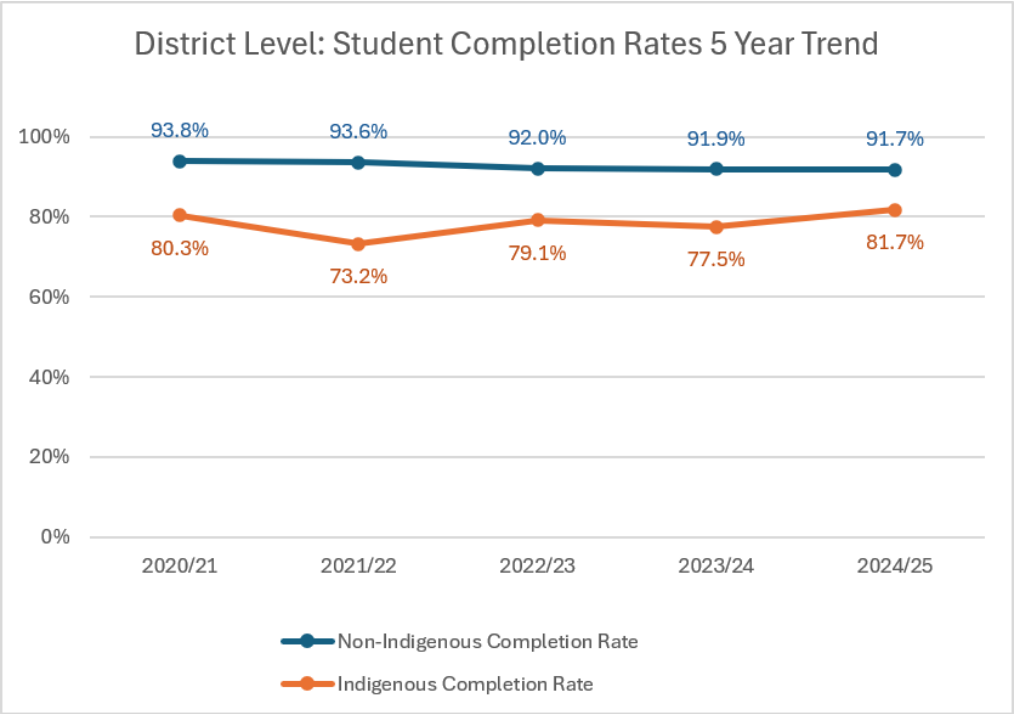


Relevant Local Evidence




ELL Dogwood Completion Rate (%)
92.0%
90.0%
88.0%
86.0%
84.0%
82.0%
80.0%
78.0%
90.4%
84.5%
82.4%
84.7%
83.0%
85.2%
84.5%
83.4%
83.7%
85.5%
District 023
Province Average
2020/21
2021/22
2022/23
2023/24
2024/25


Indigenous Student Completion Rates: District vs. Province
100%
80%
60%
40%
20%
0%
80.3%
73.2%
79.1%
77.5%
81.7%
64.7%
63.4%
64.8%
66.0%
68.3%
2020/21
2021/22
2022/23
2023/24
2024/25
Indigenous Completion Rate (Province)
Indigenous Completion Rate (District)



Analysis and Interpretation:

Outcome 4 - Graduation

Analyze 1 | Interpret 2

Achieved Dogwood Within 5 Years

Key context

- The Grade 12 cohort grew 20.9% over five years, compared with 14.3% provincially. Growth is increasingly shaped by newcomer, multilingual, and Indigenous learner populations.
- The District serves newcomers from 107 countries across 47 schools. English language learner enrolment and online course participation have increased, creating more varied graduation pathways.
- The five-year completion rate was 91.7% in 2024-25, above the provincial rate of 88.6%, but below the District result of 93.8% in 2020-21.
- The English language learner Grade 12 cohort increased from 159 to 274, a 73% increase compared with 21% provincially.

New information from provincial and local evidence

- The District continues to outperform the province overall, but the difference narrowed from 6.5 percentage points in 2020-21 to 3.1 points in 2024-25.
- English language learner completion declined to 83.0% and is now 2.5 points below the provincial result, while cohort growth far exceeded provincial growth.
- Indigenous learner completion increased from 80.3% to 81.7% and remained above the provincial Indigenous result despite 42.9% cohort growth. A local gap from non-Indigenous learners remains.
- District and provincial completion results for children and youth in care are now closely aligned. Small annual cohorts of 34 to 48 students mean that individual outcomes can materially affect yearly percentages.

Strengths

- Overall five-year completion remains high at 91.7%, 3.1 percentage points above the provincial rate, despite faster growth and greater linguistic and cultural diversity.
- Indigenous learner results remain above provincial comparison results. Indigenous learners with designations completed at 61.8%, compared with 52.2% provincially.
- Indigenous Advocates, Cultural Wellness Workers, school teams, families, and community partners provide coordinated support within the Equity in Action framework.
- Partnerships with Okanagan College, UBC Okanagan, BCIT, and community organizations expand academic, trades, work experience, and dual-credit pathways.

Areas for growth

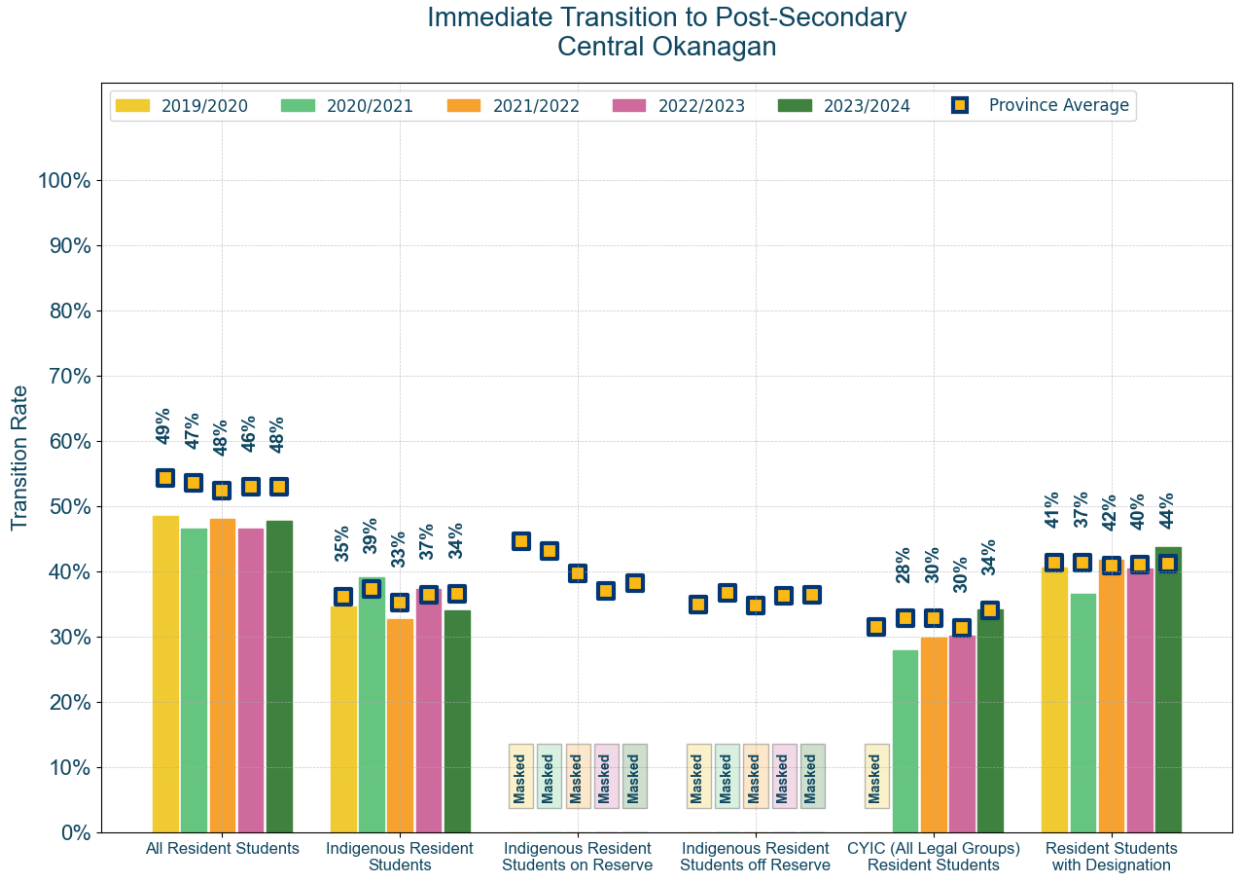
- **All students:** Begin individualized pathway planning earlier, monitor the effect of rapid cohort growth, and expand access to Career Life, work experience, dual credit, and flexible graduation options.
- **Indigenous learners:** Close the local completion gap and strengthen culturally responsive pathways that connect academic success, identity, wellness, belonging, and transitions.
- **Children and youth in care:** Address the 2024-25 completion rate of 58.2%, 33.5 percentage points below the District result, through coordinated and individually monitored support.
- **Students with disabilities or diverse abilities:** Close the 15.2-point gap between non-Indigenous students with and without designations and the 19.9-point gap between Indigenous students with designations and Indigenous learners overall.

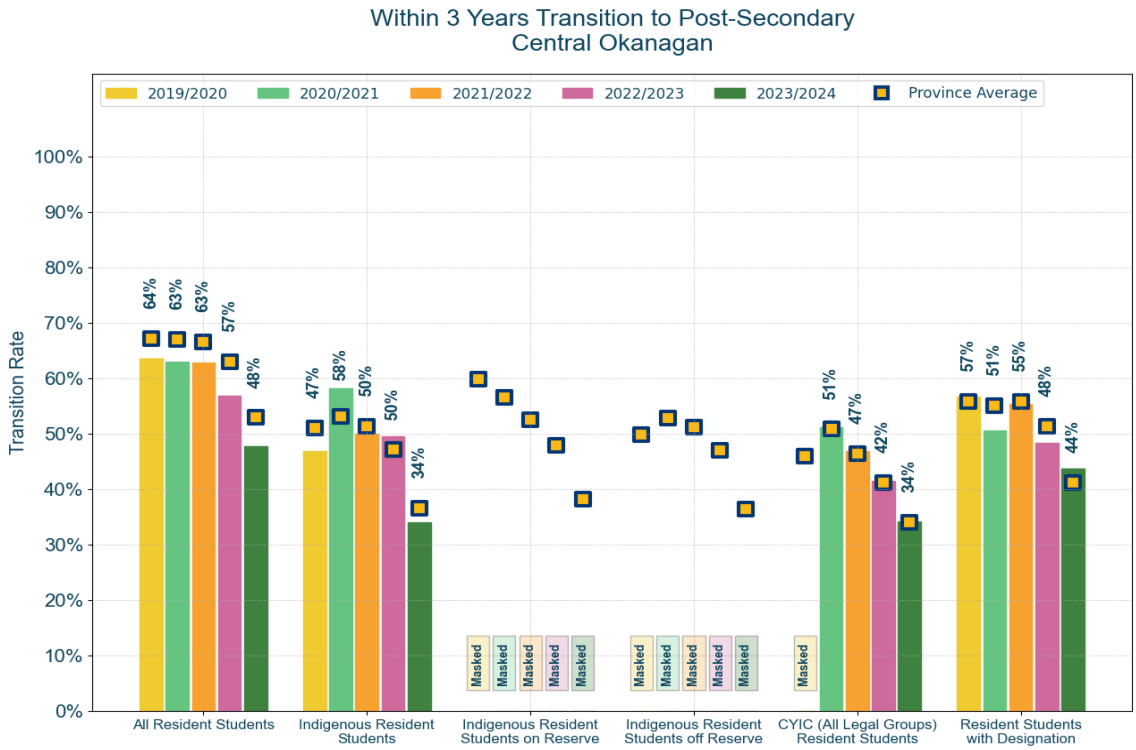
Educational Outcome 5 Life and Career Core Competencies

Measure 5.1 Post-Secondary Transitions

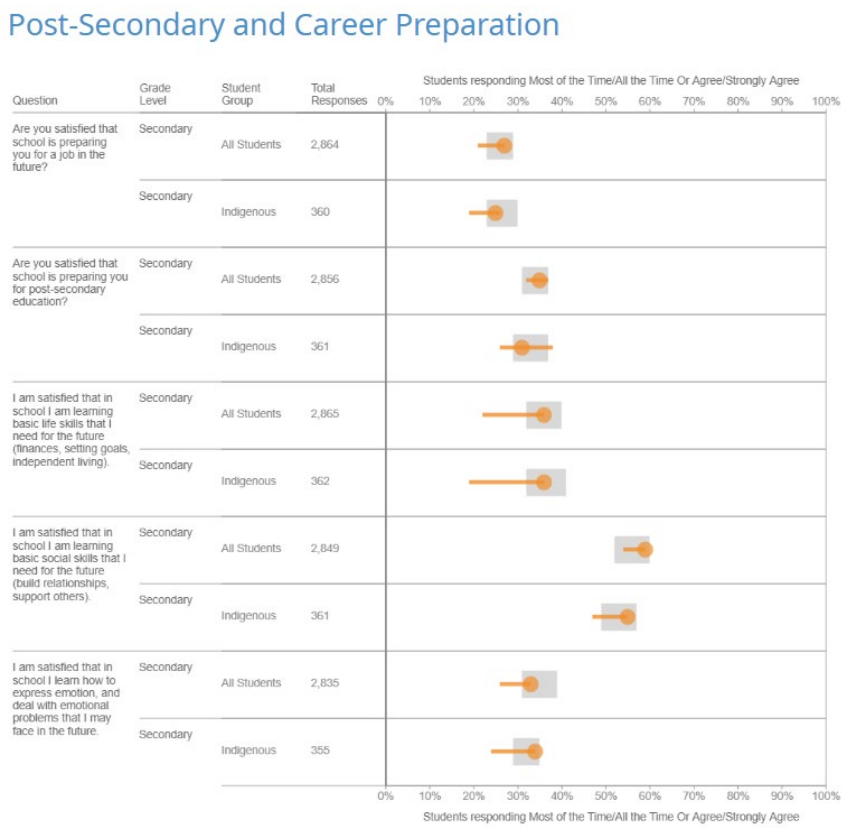
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1597	1591	1626	1656	1701
Indigenous Resident Students	179	189	168	214	212
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	43	47	53	38
Resident Students with Designation	148	172	206	205	263





Relevant Local Evidence



Analysis and Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Key context

- In 2023-24, 47.7% of District graduates transitioned immediately to a BC public post-secondary institution, compared with 52.9% provincially.
- The measure does not capture transitions outside British Columbia or Canada, and the District does not yet have complete local data on those pathways.
- The District offers 38 industry-certified dual-credit and pathway programs through partnerships with BCIT, Okanagan College, UBC Okanagan, and other partners.
- Data for Indigenous students on reserve and off reserve were masked to protect privacy.

New information from provincial and local evidence

- The immediate transition rate remained stable between 46.5% and 48.5% over five years, while the provincial range was 52.4% to 54.3%. The persistent gap is approximately four to seven percentage points.
- The English language learner transition rate increased from 31.3% in 2022-23 to 51.9% in 2023-24, above the provincial result of 47.2%. Small cohorts and masked years require continued monitoring.
- In 2024-25, approximately 35% of all students and 31% of Indigenous students reported feeling prepared for post-secondary education; 27% and 25%, respectively, felt prepared for a future job.

Strengths

- English language learners transitioned at 51.9%, compared with 47.2% provincially, and students with designations transitioned at 43.7%, compared with 41.2% provincially.
- The transition rate for children and youth in care increased 6.3 percentage points to 34.2%, 4.9 points above the provincial comparison result.
- Campus visits, career spotlights, post-secondary presentations, work experience, application support, and dual-credit programs create multiple entry points for pathway exploration.
- Indigenous learner transition results are generally close to provincial Indigenous results and exceeded them in 2020-21 and 2022-23.

Areas for growth

- **All students:** Begin visible and intentional pathway planning by Grade 8 and increase awareness and participation in existing Career Life opportunities.
- **Indigenous learners:** Expand culturally responsive planning, mentorship, and post-secondary connections, including exploration of Indigenous education, teaching, and nsyilxcen language dual-credit pathways.
- **Children and youth in care:** Build on the positive five-year trend through individualized transition plans, stable adult support, and direct connections to training and post-secondary partners.
- **Students with disabilities or diverse abilities:** Continue individualized and inclusive transition planning and collect student voice and local evidence to assess the impact of supports.

Respond to Results

Respond to Results

Continuous Improvement

Respond to Results Provides:

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

District Context

Central Okanagan Public Schools serves learners on the unceded, traditional territory of the Syilx Okanagan People. The District serves a growing and increasingly diverse population across Kelowna, West Kelowna, Lake Country, Peachland, Westbank First Nation, and the Regional District of Central Okanagan.

The District operates 31 elementary schools, 8 middle schools, 5 secondary schools, 1 alternate school, 3 learning centers, an online school, 48 childcare programs and several specialized programs. Newcomer learners represent 107 countries.

English language learner enrolment increased from 440 students in 2018-19 to 2,226 in 2025-26, and the Grade 12 cohort grew 20.9% over five years compared with 14.3% provincially. Indigenous learner enrolment also grew substantially faster than the provincial cohort.

These changes create new opportunities and increased complexity. Learners enter with varied linguistic, cultural, educational, accessibility, and pathway needs. Some students combine school-based and online courses. District planning therefore uses both universal design and targeted support, with attention to Indigenous learners, children and youth in care, students with disabilities or diverse abilities, English language learners, and other learners whose evidence identifies barriers.

The 2025-26 school year concluded Year 5 of the Board of Education Strategic Plan 2021-2026. This report reviews that final year. The District will carry forward effective strategies and address the areas for growth identified here as it transitions to the Strategic Plan 2026-2031 and develop its first implementation plan and Evidence and Progress Monitoring Schedule.

Reflect and Adjust

The data and evidence review identifies four system priorities for adjustment:

1. secondary literacy;
2. Grade 7 and Grade 10 numeracy;
3. equitable belonging and safety; and
4. completion and transition pathways for priority populations.

The strategy tables connect these areas directly to the learner goals of the 2021-2026 Strategic Plan, identify universal and targeted action, summarize current impact evidence, and state the required adjustment for 2026-27. Where a strategy is new or early in implementation, the report identifies the evidence as preliminary and establishes the need for further monitoring

Link to Central Okanagan Public Schools Strategic Plan 2021 - 2026

Strategic Plan Priority: Equity and Excellence in Learning

Board of Education Strategic Plan 2021-2026 Goal: Develop Foundational Skills - Literacy				
Area for Growth	**Strategy**	**Targeted Learners**	**Strategy Impact**	**Adjustment**
Grade 10 provincial literacy declined slightly, and gaps persist for Indigenous learners and students with disabilities or diverse abilities.	Continue responsive literacy professional learning and the K-3 Early Literacy Profile. Use common progressions, culturally responsive instruction, and Tier 1 classroom response, with targeted intervention where evidence identifies need.	All learners; targeted support for Indigenous learners, English language learners, children and youth in care, and students with disabilities or diverse abilities.	Local evidence shows 85% of Grade 4 students on track in reading, 91% of Grade 4 and 93% of Grade 7 students on track in English Language Arts, and 96% Grade 10 course completion. Indigenous results exceed provincial Indigenous comparisons, while local equity gaps remain.	**Continue and adapt**
Teachers and leaders need timely, coherent evidence to identify learners requiring support and to monitor progress across transitions.	Strengthen use of EdPlan Insight, the Early Literacy Profile, and the Indigenous Information Management System for collaborative inquiry, instructional response, and cohort monitoring.	All learners, with disaggregation and protected monitoring for priority populations.	Cohort tracking identified a 14-point increase from 71% on track in Grade 2 to 85% in Grade 4. Increased English language learner achievement also became visible through longitudinal local data.	**Continue and strengthen**
Students with disabilities or diverse abilities remain below non-designated peers; Grade 10 results have remained below the provincial comparison for three years.	Deepen competency-based IEP implementation and integrate inclusive education, Indigenous advocacy, tutoring, and classroom literacy intervention through school-based teams.	Students with disabilities or diverse abilities; Indigenous learners with designations; children and youth in care as identified through protected local evidence.	Grade 4 and Grade 7 students with designations are at the provincial comparison result, but secondary outcomes show that targeted response must be strengthened. Early implementation evidence supports clearer competency-linked goals.	**Adapt and intensify**

Strategic Plan Priority: Equity and Excellence in Learning

Board of Education Strategic Plan 2021-2026 Goal: Develop Foundational Skills - Numeracy				
Area for Growth	**Strategy**	**Targeted Learners**	**Strategy Impact**	**Adjustment**
Grade 7 and Grade 10 provincial numeracy proficiency remains below provincial results and differs substantially from course-based evidence.	Continue responsive numeracy professional learning and expand the District K-9 numeracy assessment resource, including rich tasks, shared instructional guidance, and Tier 1 classroom response.	All learners, with targeted intervention for learners identified through classroom, District, and provincial evidence.	Student Learning Updates show 94% on track in Grade 4, 92% in Grade 7, and 95% Grade 10 course completion. Grade 4 provincial results exceed comparisons; the Grade 7 and 10 divergence confirms the need for further inquiry.	**Continue and adapt**
Numeracy evidence has not been consistently accessible or used across schools to support timely response.	Use EdPlan Insight and common District assessments to monitor learning, compare evidence sources, and support collaborative planning by teachers, leaders, and school-based teams.	All learners, with disaggregation and protected cohort monitoring for priority populations.	The assessment resource has moved from co-development and prototyping into broader use. Teacher feedback confirms curriculum alignment and usefulness; outcome impact will be monitored during implementation.	**Continue and monitor**
Indigenous learners and students with designations have persistent Grade 7 and Grade 10 gaps.	Coordinate advocates, tutors, inclusive education, classroom teachers, and school-based teams around learner-specific numeracy goals and timely Tier 2 and Tier 3 support.	Indigenous learners; students with disabilities or diverse abilities; children and youth in	Grade 4 Indigenous proficiency was 57%, 11 points above the provincial Indigenous result. Grade 7 and 10 results remain below provincial	**Adapt and intensify**

		care based on protected local evidence.	comparisons, showing that supports require adaptation across transitions.	

Strategic Plan Priority: Equity and Excellence in Learning

Board of Education Strategic Plan 2021-2026 Goal: Develop Resilient and Engaged Global Citizens

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustment
Belonging is 59% for all students, 52% for Indigenous students, and 50% for students with designations; safety remains below the provincial result.	Scale relationship-centered, culturally responsive, and inclusive school practices, including advisory structures, mentorship, social-emotional learning, student leadership, and family engagement.	All learners, with intentional focus on Indigenous learners and students with disabilities or diverse abilities.	Welcome, safety, and belonging improved over five years. Twenty-eight of 47 schools identify related priorities, and local school evidence reports 91% to 100% belonging in several settings.	**Continue and scale**
YDI and health evidence identifies lower belonging and safety for 2SLGBTQIA+ students and students with pre-existing mental health conditions.	Strengthen Tier 1 wellness and social-emotional learning, early intervention, and Tier 2 and Tier 3 wraparound support with community partners including Foundry, Child and Youth Mental Health, and other agencies.	All learners; targeted support for vulnerable youth, 2SLGBTQIA+ students, and students experiencing mental-health barriers.	The BC Adolescent Health Survey associates stronger school connectedness with better mental health, hopefulness, and lower stress. Referral patterns reinforce the need for early relational support; causal impact will continue to be monitored.	**Continue and strengthen**
Priority-population survey results are sometimes masked, and local experience varies across schools.	Expand student voice, empathy interviews, mentorship, and protected cohort review. Use common questions and evidence routines so feedback informs school plans and District decisions.	Indigenous students on and off reserve; children and youth in care; students with disabilities or diverse abilities; all students.	Survey participation increased for all reported groups. Local evidence shows 86% to 100% of students in several schools identify two or more caring adults, compared with 64% District-wide.	**Adapt and expand**

Strategic Plan Priority: Equity and Excellence in Learning

Board of Education Strategic Plan 2021-2026 Goal: Empower Students to Follow Their Passions and Strengths and Thrive Holistically

Area for Growth	Strategy	Targeted Learners	Strategy Impact	Adjustment
Overall completion remains high, but English language learner completion fell to 83% and children and youth in care completed at 58.2%.	Begin individualized graduation and transition planning earlier, identify one coordinating adult, and address course placement, graduation requirements, language access, family understanding, attendance, and pathway choice.	All learners; targeted support for English language learners, children and youth in care, and students at risk of not completing.	The District completion rate is 91.7%, above the provincial rate. The narrowing overall advantage and the 33.5-point gap for children and youth in care show where support must be strengthened.	**Adapt and intensify**
A local completion gap remains for Indigenous learners, particularly Indigenous learners with disabilities or diverse abilities.	Coordinate Indigenous Advocates, Cultural Wellness Workers, school teams, families, Elders, and community partners through the Equity in Action framework and the Local Education Agreement.	Indigenous learners; Indigenous students with disabilities or diverse abilities; Indigenous children and youth in care.	Indigenous completion reached 81.7% and remains above the provincial Indigenous result despite rapid cohort growth. A 19.9-point gap for Indigenous students with designations requires more targeted action.	**Continue and strengthen**

Immediate BC public post-secondary transition is 47.7%, compared with 52.9% provincially, and students report limited confidence about next steps.	Expand Grade 8-12 pathway exploration, campus experiences, application and financial-aid support, work experience, and 38 dual-credit/pathway programs. Explore Indigenous education, teaching, and nsyilxcen language pathways.	All learners; targeted support for Indigenous learners, English language learners, children and youth in care, and students with disabilities or diverse abilities.	English language learners and students with designations exceeded provincial transition comparisons; children and youth in care improved to 34.2%. The overall District gap and student preparedness results support earlier, repeated exposure.	**Continue and expand**

District Continuous Improvement Overview

Central Okanagan Public Schools uses the Central Okanagan Framework to Enhance Student Learning to connect the Board Strategic Plan, District implementation planning, School Community Student Learning Plans, professional learning, resource decisions, and public reporting. The cycle is grounded in the Spirals of Inquiry and draws on the First Peoples Principles of Learning and evidence about effective learning environments.

Review and respond. District and school teams review provincial measures with local assessments, Student Learning Updates, attendance, MDI, YDI, Early Development Instrument (EDI), student voice, empathy interviews, program evaluations, and school-level evidence. Teams identify patterns, differences between evidence sources, priority-population outcomes, and questions requiring deeper inquiry. Protected student-level evidence is used when public results are masked.

Plan and implement. Identified areas for growth inform District implementation and operational plans, professional learning, school-based team response, and School Community Student Learning Plans. Universal Tier 1 strategies are combined with targeted Tier 2 and Tier 3 supports. The Superintendent assigns District leaders and their teams to areas of identified growth. District teams develop implementation milestones, evidence sources, and review points through operational planning processes.

Monitor and adjust. During 2026-27, the Superintendent will establish an Evidence and Progress Monitoring Schedule aligned with the 2026-2031 Strategic Plan. The Schedule will combine required Ministry of Education and Child Care measures with a broader range of observable evidence, identify review frequency and disaggregation, and clarify when evidence will be presented publicly. School and District teams will continue, adapt, intensify, or discontinue strategies based on implementation evidence and student impact.

Report and assure. The Superintendent reports progress to the Board through public presentations, student learning reports, program evaluations, School Community Student Learning Plan reviews, and the Annual Enhancing Student Learning Report. This creates a documented line from evidence to action, resource alignment, and Board oversight.

Ongoing Strategic Engagement

The District engages the Indigenous Education Council, local First Nations, Indigenous parents and caregivers, Indigenous students, students and families, employee groups, the Central Okanagan Parent Advisory Council, school teams, trustees, and community partners throughout the improvement cycle. Engagement is linked to the decisions under review rather than treated as a single annual event.

The Indigenous Education Council and local First Nations inform priorities, culturally responsive strategies, the implementation of the Local Education Agreement, and the continuing development of the Equity in Action for Truth and Reconciliation Agreement. Indigenous Advocates, Cultural Wellness Workers, students, families, Elders, and community partners provide local evidence that complements provincial measures and supports learner-specific response.

Each school develops and annually reflects on a School Community Student Learning Plan through engagement with students, staff, and parents or caregivers. Assistant Superintendents facilitate the annual reflection and approval process. School Community Student Learning Conversations bring trustees, District staff, families, students, and community members into a deeper review on a rotating three-year cycle. District Student Council, parent, employee, education, finance, human rights, health-promoting schools, early years, inclusive education, and safe schools structures contribute additional feedback throughout the year.

Feedback from the previous review led the District to retain strong school-based engagement, increase the use of student voice and empathy interviews, and strengthen the connection between engagement evidence and strategy decisions. The 2026-27 transition will use these structures to test the relevance and impact of new implementation commitments and to refine the Evidence and Progress Monitoring Schedule.

Create Alignment to Enhancing Student Learning

Vertical alignment. The Board Strategic Plan establishes District direction. The District implementation plan identifies strategies, responsible leaders, resources, evidence, and review points. Each School Community Student Learning Plan uses a common inquiry process to connect school priorities to District educational objectives and to respond to inequities identified in school and District evidence. Assistant Superintendents review school plans annually, and the Board approves them through a public process.

Current school plans and school information are accessible through the SD23 School Directory. Schools publish their current plans through their school websites and use annual reflection evidence to revise priorities and strategies.

Horizontal alignment. Educational Leadership, Indigenous Education, Inclusive Education, English Language Learning, Career Life Programs, mental health and well-being, human resources, finance, technology, communications, operations, and facilities align their annual work and resource decisions to the strategies in the District implementation plan. Cross-department teams use common evidence and implementation checkpoints so that professional learning, staffing, programs, digital systems, facilities, and community partnerships support the same learner priorities.

Monitoring alignment. The Superintendent and the senior leadership team review implementation evidence during the year; Assistant Superintendents review school plan progress with principals; and evidence is reported to the Board on a planned schedule. Where school, department, or District evidence shows limited impact or unintended inequity, plans and resource allocations are adjusted.

Improve Equity of Outcomes for Priority Populations

District and school teams disaggregate provincial and local evidence for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities. When public data are masked, authorized teams use protected student-level evidence, case review, attendance, course progress, local assessments, student voice, and service information to ensure that small cohorts remain visible in planning without compromising privacy.

Targeted strategies include Indigenous Advocates, tutors, Cultural Wellness Workers, Local Education Agreement actions, culturally responsive transition planning, competency-based IEPs, school-based teams, English language learner services, Settlement Workers in Schools, early literacy and numeracy interventions, mental-health supports, coordinated plans for children and youth in care, and individualized graduation and

post-secondary transition planning. These targeted supports operate alongside universal responsive instruction and inclusive school culture.

Teams monitor impact through provincial measures, local assessments, Student Learning Updates, completion and transition data, attendance, service records, IEP progress, surveys, and direct student and family feedback. The Indigenous Education Council, education partners, students, parents and caregivers, and staff contribute to interpretation and decisions. The strategy tables identify where current evidence supports continuation and where persistent gaps require adaptation or intensified support.

Strategic Plan 2026 – 2031: First Year Transition and Implementation

- Translate the 2026-2031 Strategic Plan into a District implementation plan with clear owners, milestones, resources, and evidence for each priority and focus area.
- Develop and publish an Evidence and Progress Monitoring Schedule that integrates Ministry measures, local evidence, implementation indicators, student voice, and public reporting dates.
- Align School Community Student Learning Plans and department operational plans to the new strategic priorities while maintaining effective supports during the transition.
- Use the 2026 evidence in this report as the baseline for reviewing early implementation, with particular attention to priority-population outcomes and the differences between provincial and local evidence.

Approval by the Board of Education and Signature

The Annual Enhancing Student Learning Report 2026 for Central Okanagan Public Schools was presented for acceptance and approval by the Board of Education at a public Board Meeting on September 23, 2026.

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Chairperson of the Board of Education
School District No. 23 (Central Okanagan)

Board approval date: September 23, 2026