

Arrow Lakes SD010

Interim Progress Report September 2026



In Review of Year #3 of SD10 Strategic Plan, 2023-2028

We acknowledge that we work, learn, and play on the traditional ancestral and unceded territory of the Sinixt, Sylix, Ktunaxa, and Secwepemc Peoples and honour their ongoing presence on the land.

Approved by the Board on September 22, 2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

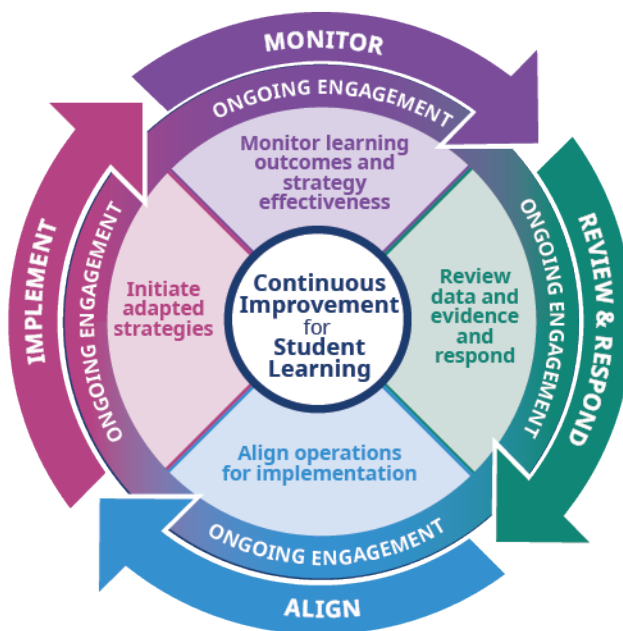
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

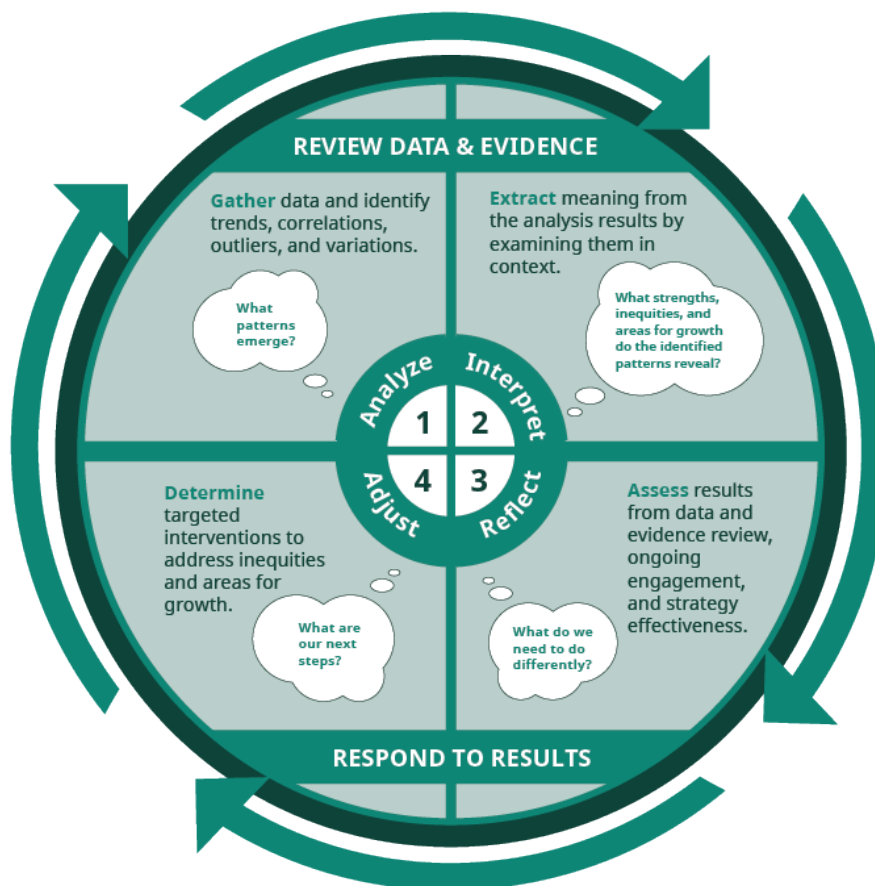
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

A note on provincial data provided in this template:

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

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

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

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

Data that is not displayed as per the above policy is **masked data**.

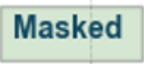
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? Report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

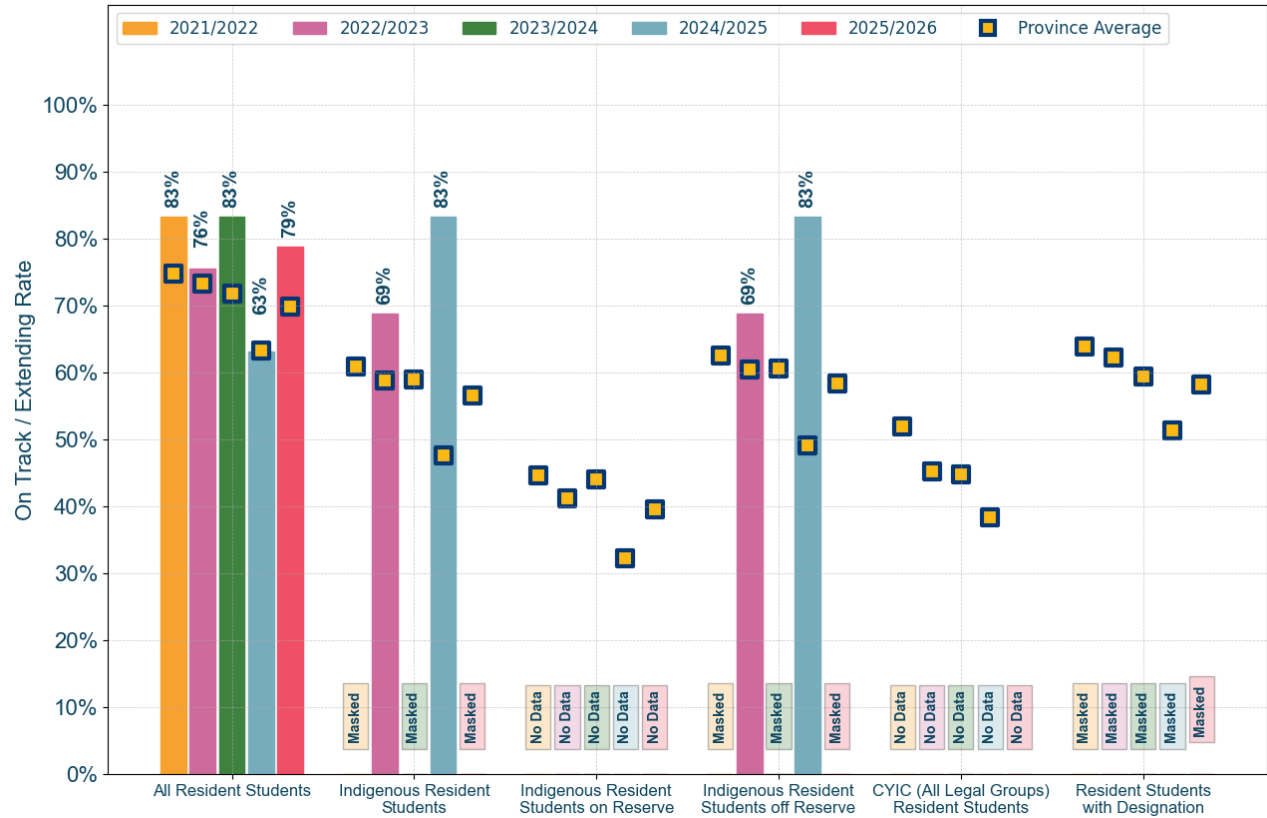
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	33 73%	48 85%	45 80%	45 84%	40 83%
Indigenous Resident Students	Masked	18 89%	Masked	16 75%	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	18 89%	Masked	16 75%	Masked
CYIC (All Legal Groups) Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

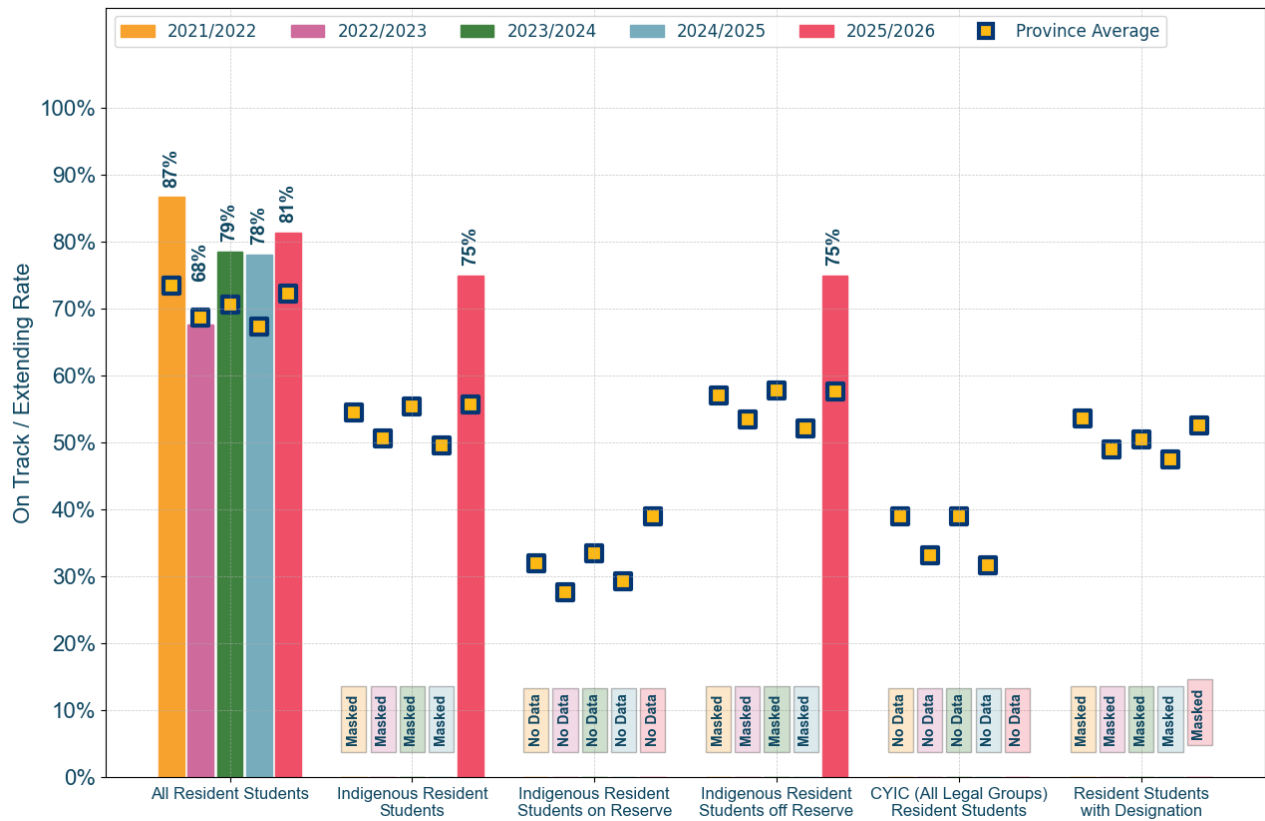
Grade 4 FSA Literacy - On Track / Extending Rate Arrow Lakes



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	39 77%	41 83%	37 76%	33 97%	49 88%
Indigenous Resident Students	Masked	Masked	14 71%	Masked	18 89%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	14 71%	Masked	18 89%
CYIC (All Legal Groups) Resident Students	Masked	Masked	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Literacy - On Track / Extending Rate Arrow Lakes

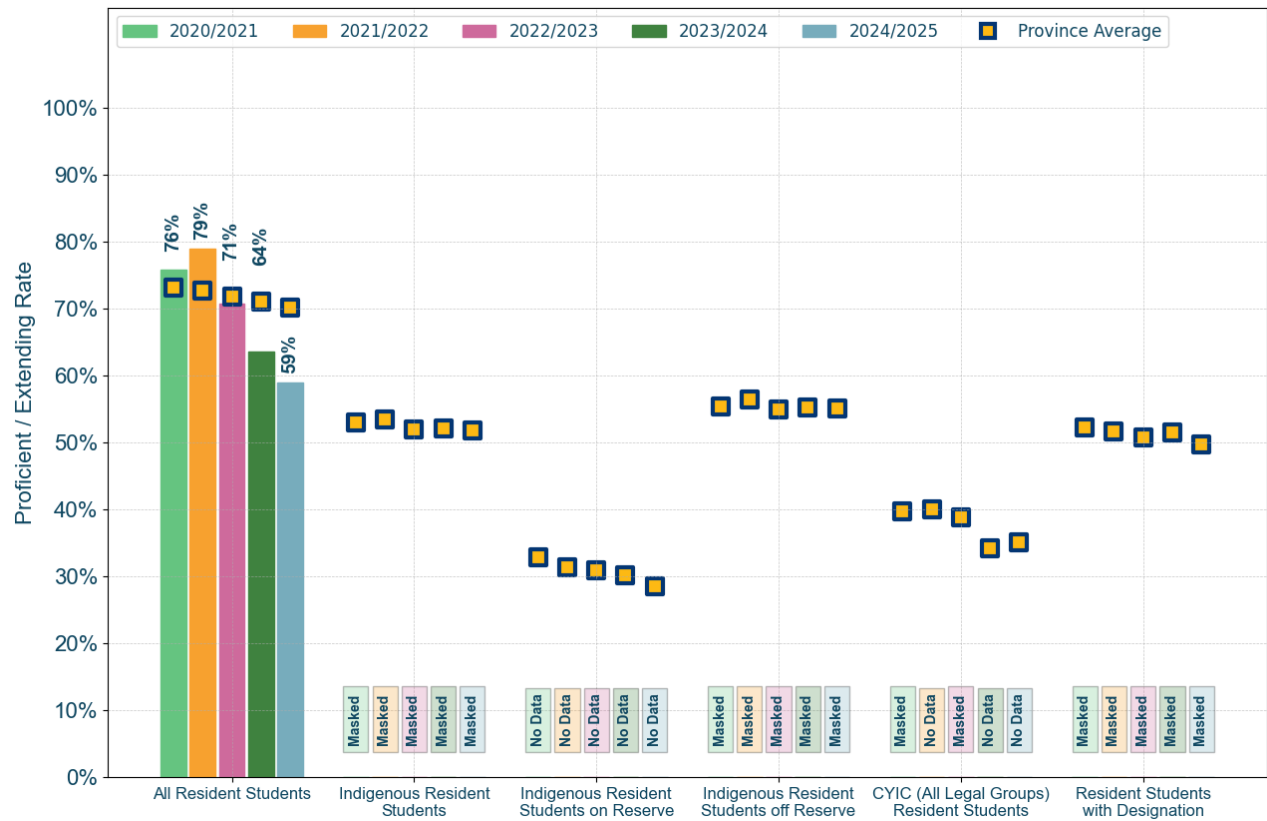


Measure 1.2: Grade 10 Literacy Expectations

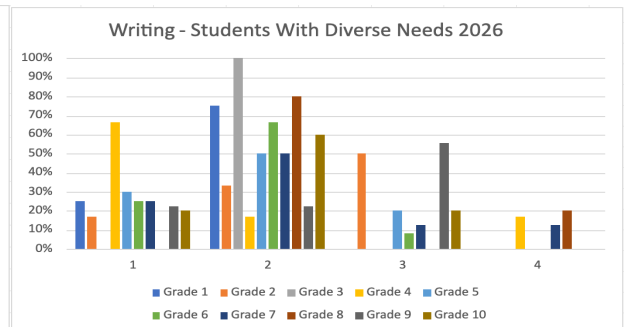
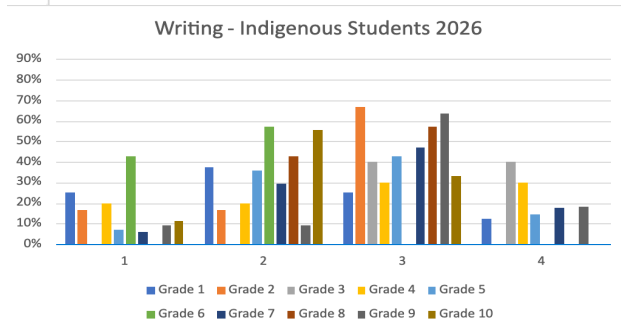
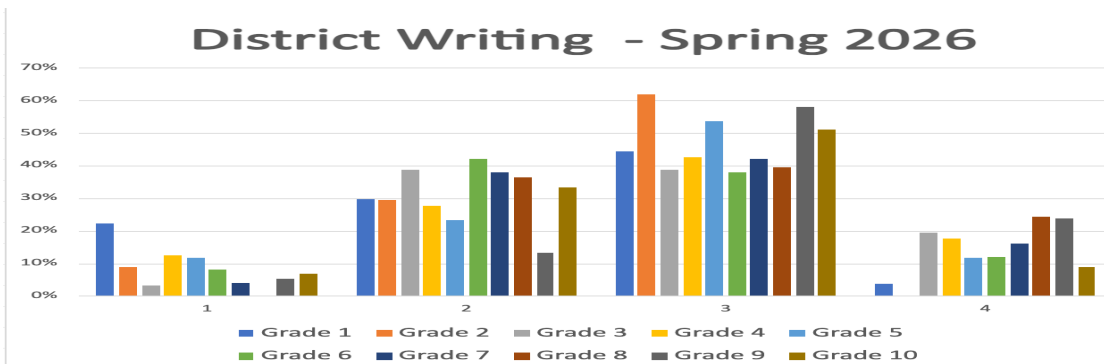
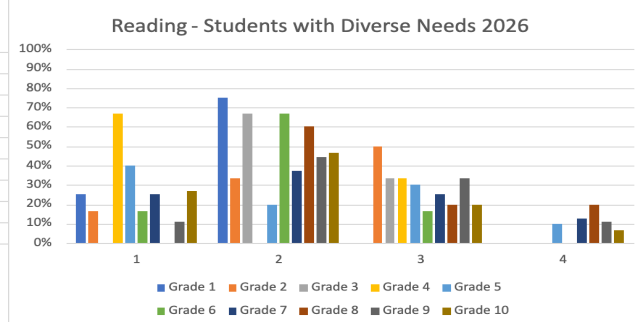
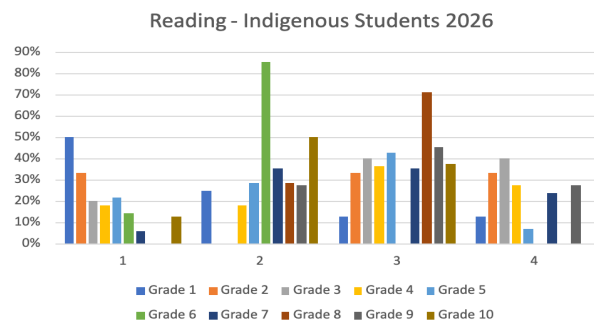
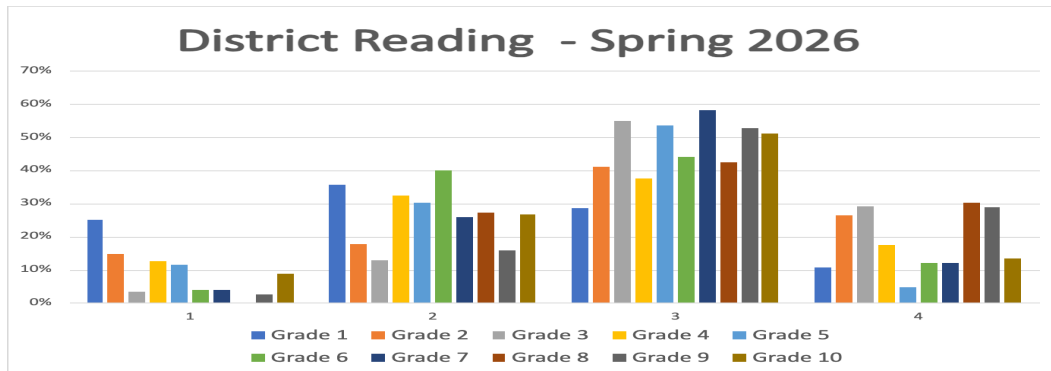
Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33 76%	39 79%	41 95%	33 85%	42 86%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	11 91%	Masked

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Arrow Lakes



District Data:



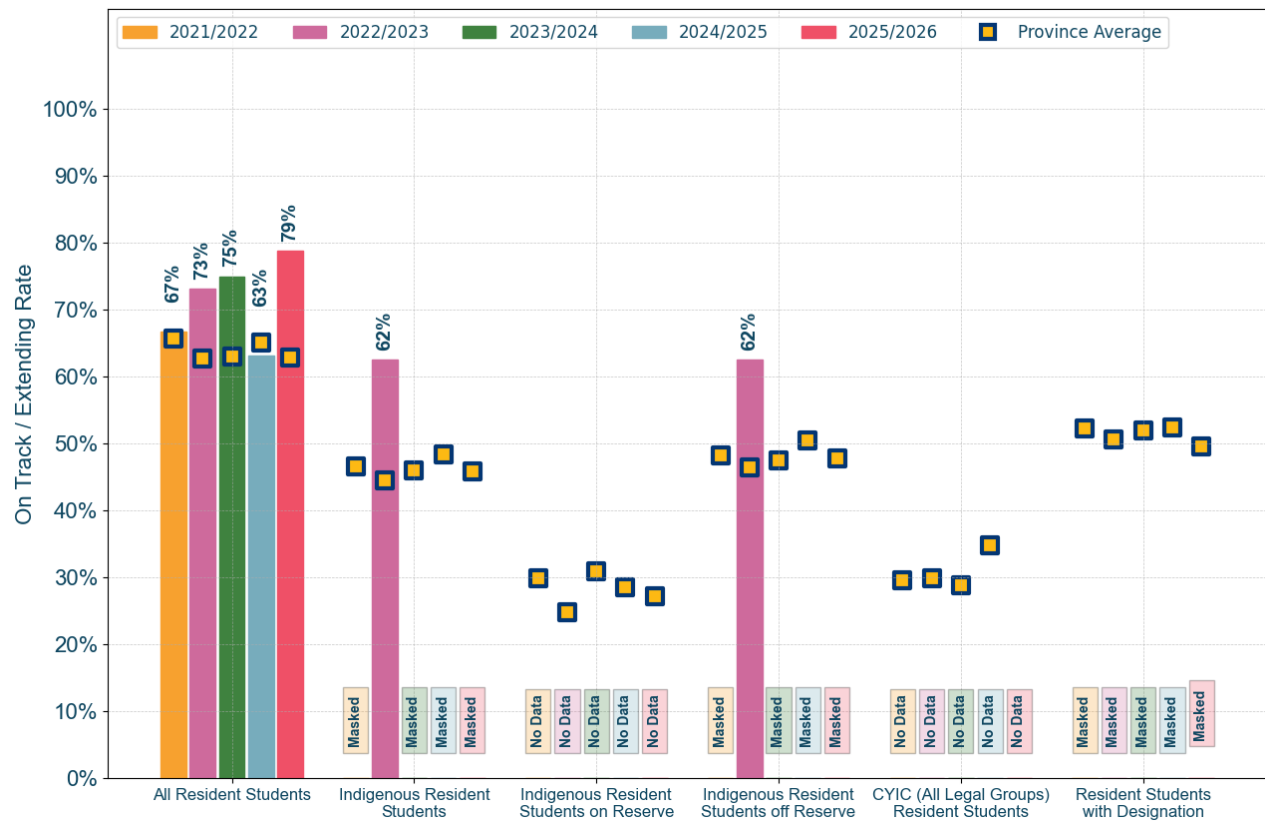
Educational Outcome 2: Numeracy

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	33 73%	48 85%	45 80%	45 84%	40 83%
Indigenous Resident Students	Masked	18 89%	Masked	16 75%	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	18 89%	Masked	16 75%	Masked
CYIC (All Legal Groups) Resident Students	0	0	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

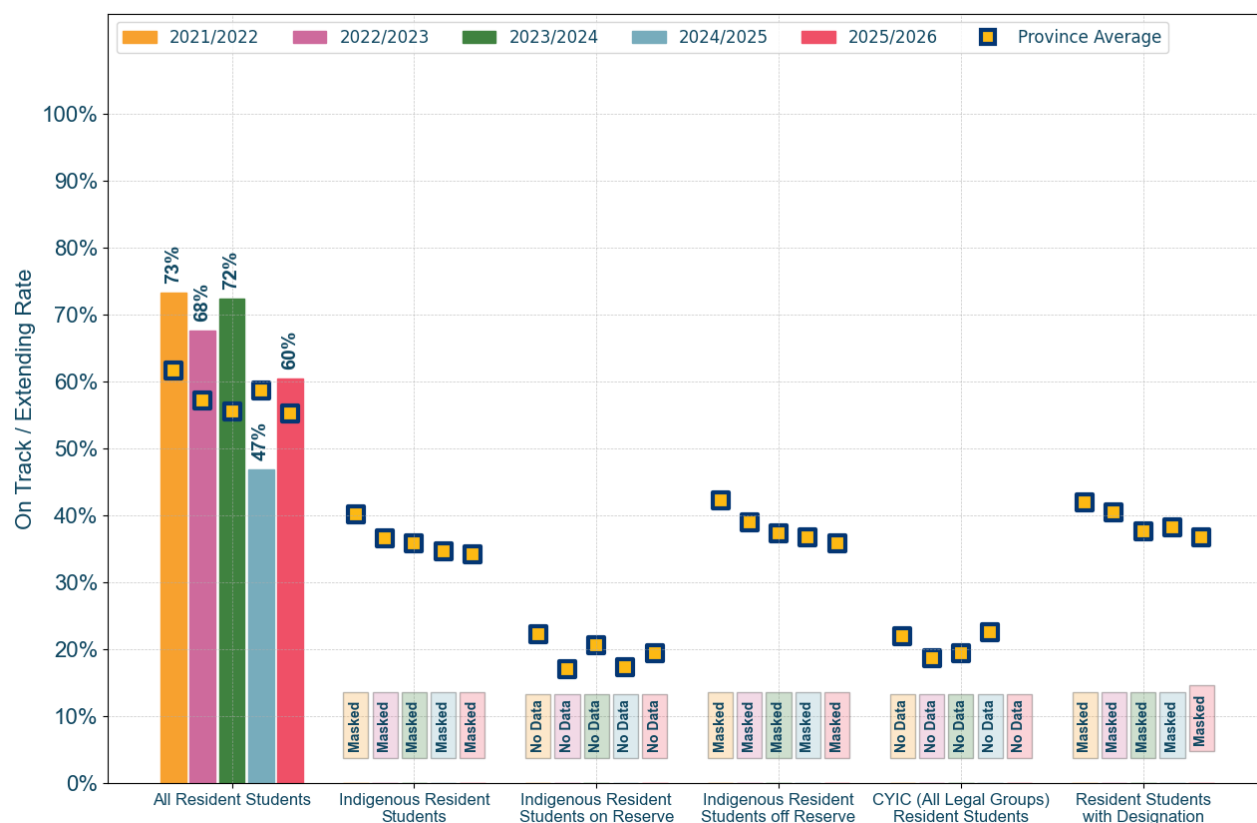
Grade 4 FSA Numeracy - On Track / Extending Rate Arrow Lakes



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	39 77%	41 83%	37 78%	33 97%	49 88%
Indigenous Resident Students	Masked	Masked	14 71%	Masked	18 89%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	14 71%	Masked	18 89%
CYIC (All Legal Groups) Resident Students	Masked	Masked	0	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 7 FSA Numeracy - On Track / Extending Rate Arrow Lakes

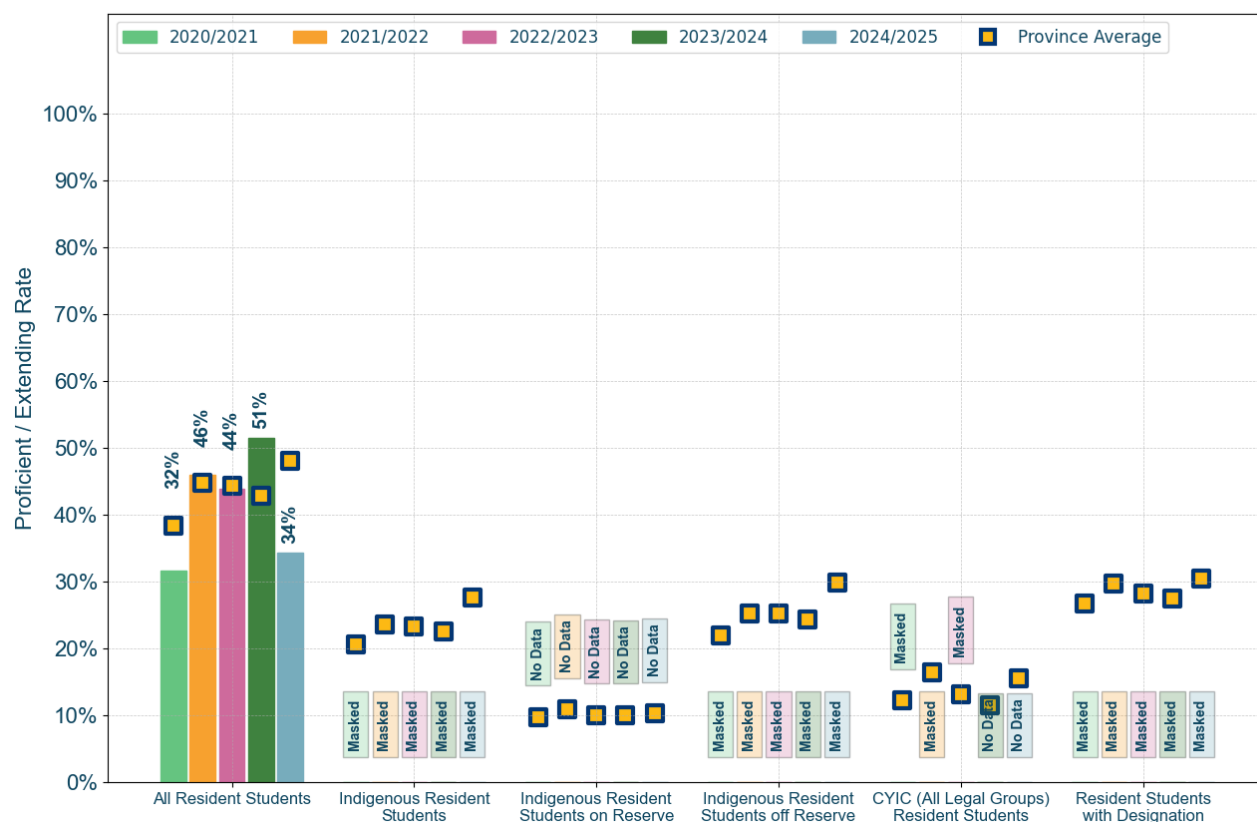


Measure 2.2: Grade 10 Numeracy Expectations

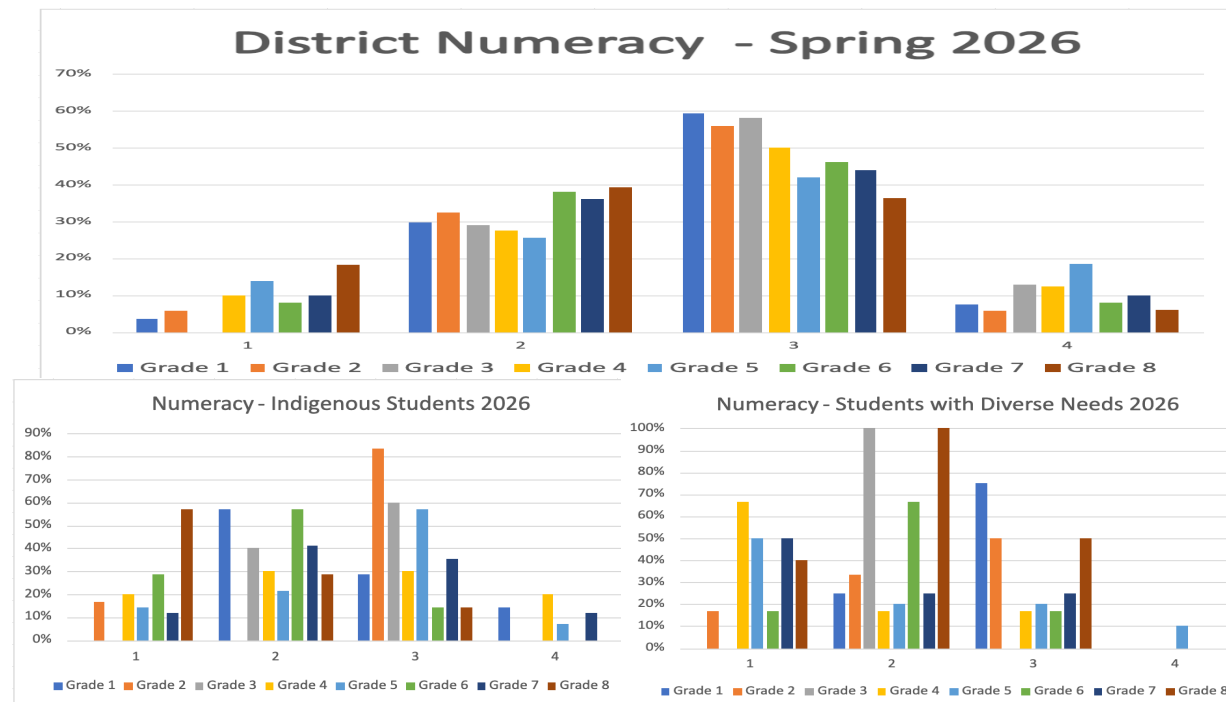
Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33 82%	39 77%	41 90%	33 79%	39 79%
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Arrow Lakes



District Data:

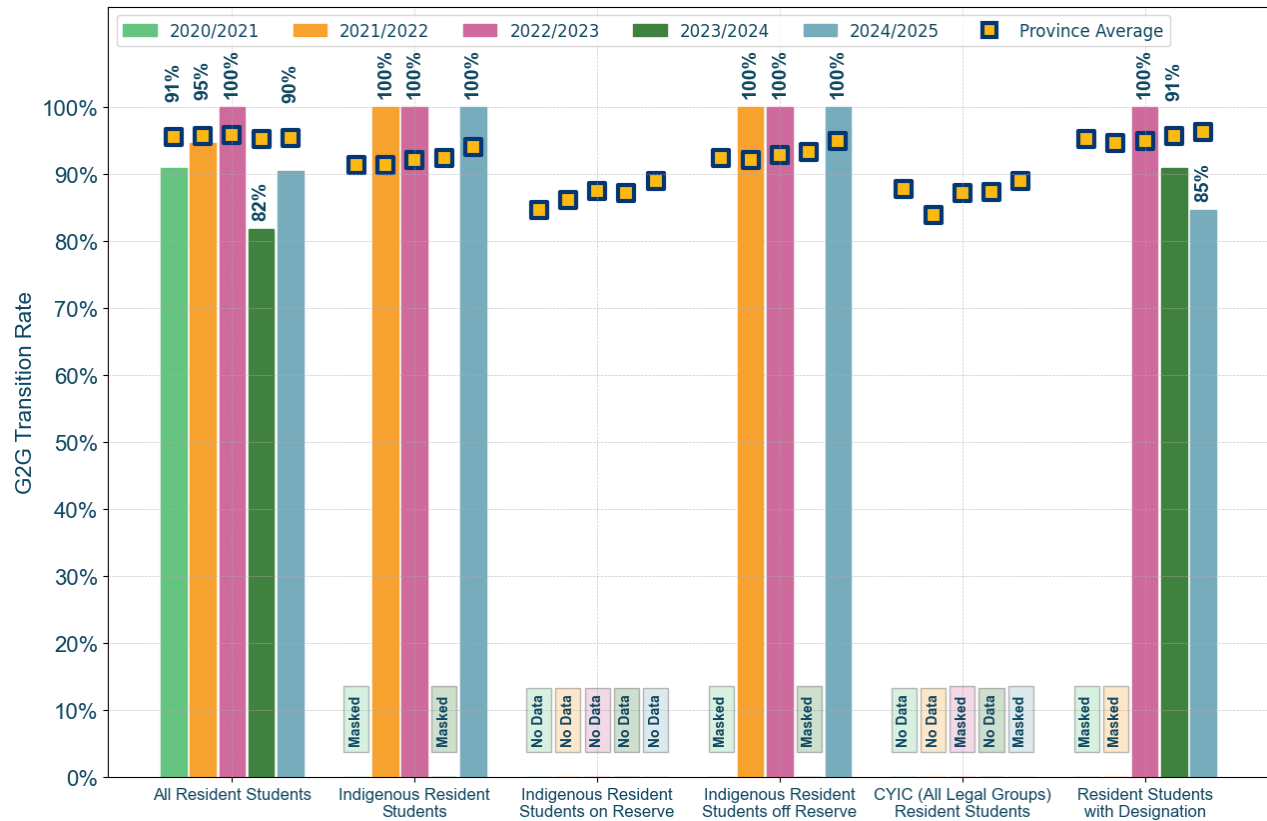


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	33	37	43	33	42
Indigenous Resident Students	Masked	10	10	Masked	12
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	10	10	Masked	12
CYIC (All Legal Groups) Resident Students	0	0	Masked	0	Masked
Resident Students with Designation	Masked	Masked	10	11	13

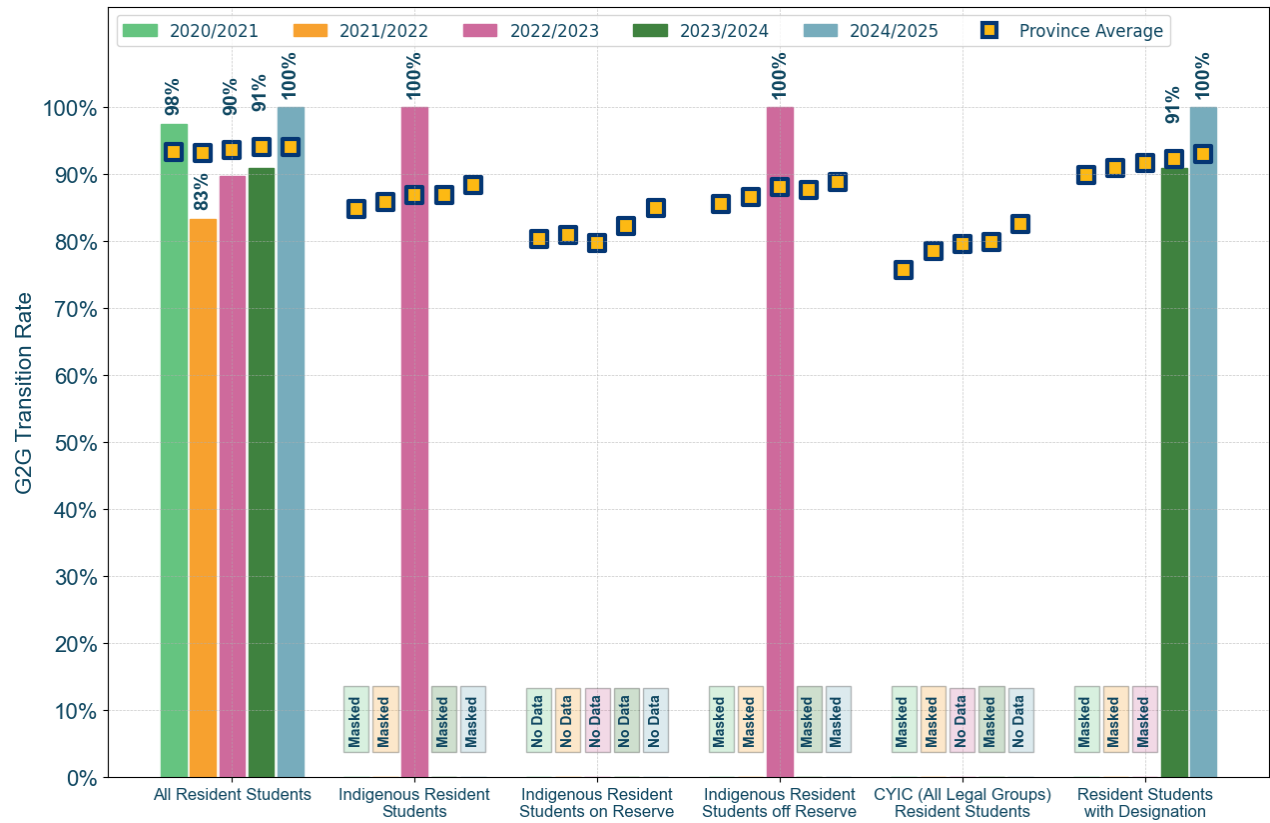
Grade 10 to 11 Transition Rate Arrow Lakes



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	41	30	39	44	29
Indigenous Resident Students	Masked	Masked	10	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	10	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	11	10

Grade 11 to 12 Transition Rate Arrow Lakes



Review Data and Evidence: Intellectual Development



So what?

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

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

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

- In the last two years, the district has seen numeracy scores decline in Grade 7 FSA and consistently low Grade 10 Graduation Numeracy Assessment scores; continued focus is needed to improve outcomes. There is a discrepancy between FSA/GNA/GLA scores and year-end district assessment data.
- 2024 Grade 4 numeracy and literacy FSA scores declined sharply from previous years; the district needs continued focus and tracking for this cohort.
- District data indicates a gap between all students and students with diverse needs and Indigenous students in numeracy and literacy. The district needs to pay closer attention to closing that gap.
- Although small cohort sizes can affect data, Grade 10 to 11 transitions have declined, and this transition year needs more focus.
- Overall literacy scores from FSA and District data are very positive; however, Grade 10 Graduation Literacy Assessment Scores have declined consistently since 2021-2022, and the incongruity with the data needs more attention.

Respond to Results: Intellectual Development



Now what?

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

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

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

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

- The district has implemented a community of practice in early literacy for the past three years and developed a new literacy framework. Last year, the district created Literacy Helping Teacher positions to build teacher capacity in literacy screening, diagnostic assessment, and assessment-for-learning practices. Feedback from teachers and students has been extremely positive, and this work has contributed to improved literacy scores. This year, the district will focus on middle school grades to improve outcomes. We will continue tracking data and including student voice.
- The district started a middle years numeracy community of practice last year to address the declining numeracy scores. We are collaborating with School District 6 to learn from them and implement a district numeracy assessment that better aligns with the numeracy learning progressions. The district is exploring a district-wide numeracy resource for grades K-9.
- Schools are working collaboratively with teachers, learning support teachers, Indigenous Support Teachers, the IEC, parents, and district staff to improve outcomes for students with diverse needs and Indigenous students in literacy and numeracy. Last year, the district placed greater emphasis on small-group instruction, guided reading, the Elder-in-Residence program, and other strategies that support small-cohort intervention, and will continue this year.
- The district implemented a new school growth plan process and template late last year while participating in a provincial community of practice. This learning and new process will better identify cohorts of students who need more direct intervention and support, and it will track progress using qualitative and quantitative data. This will support improvement in grade-to-grade transitions.

Human and Social Development

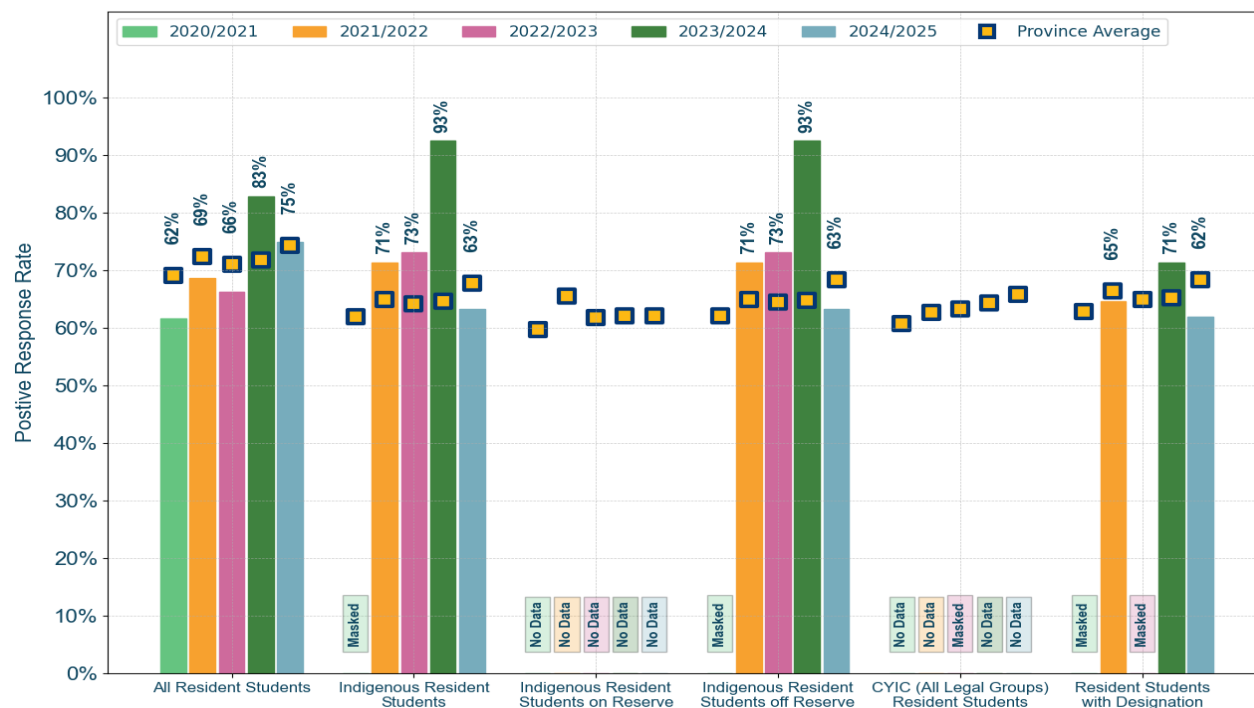
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

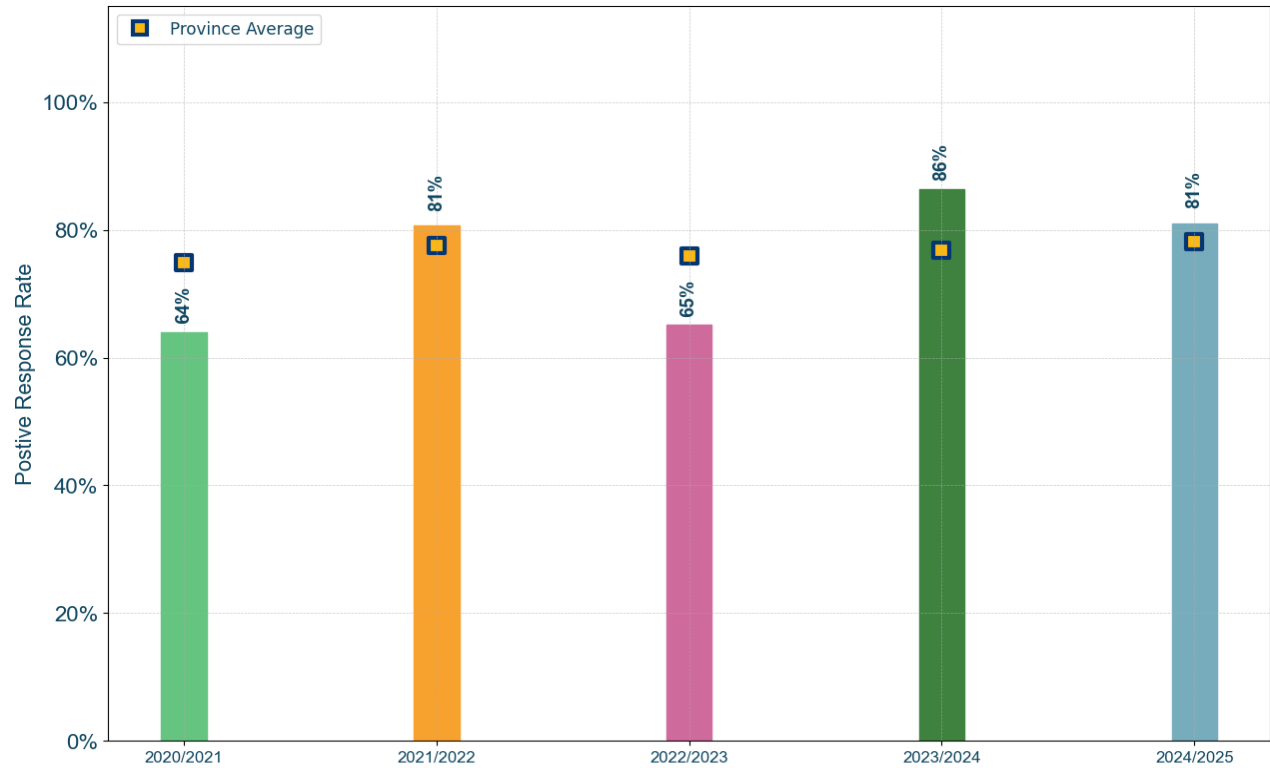
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	86 70%	103 82%	122 87%	101 80%	115 89%
Indigenous Resident Students	26 73%	31 71%	36 78%	31 84%	34 100%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	26 73%	31 71%	36 78%	31 84%	34 100%
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	0	Masked
Resident Students with Designation	Masked	20 80%	23 78%	22 64%	30 80%

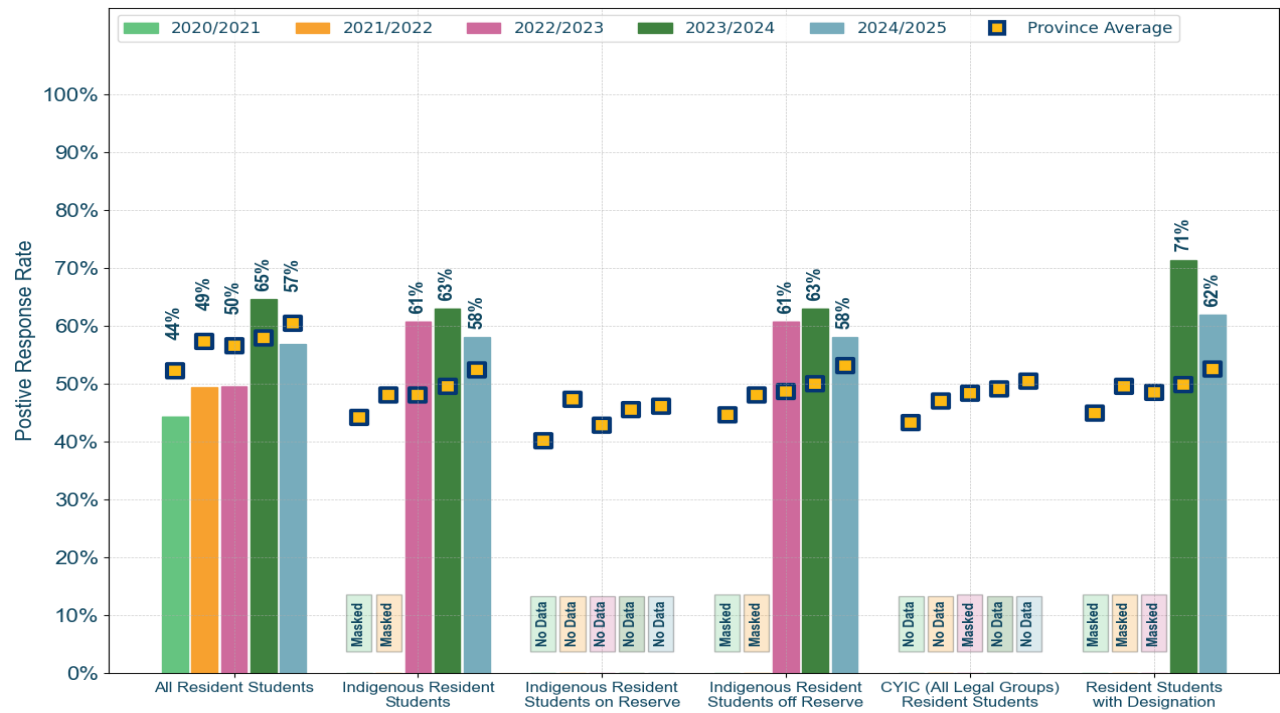
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Arrow Lakes



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

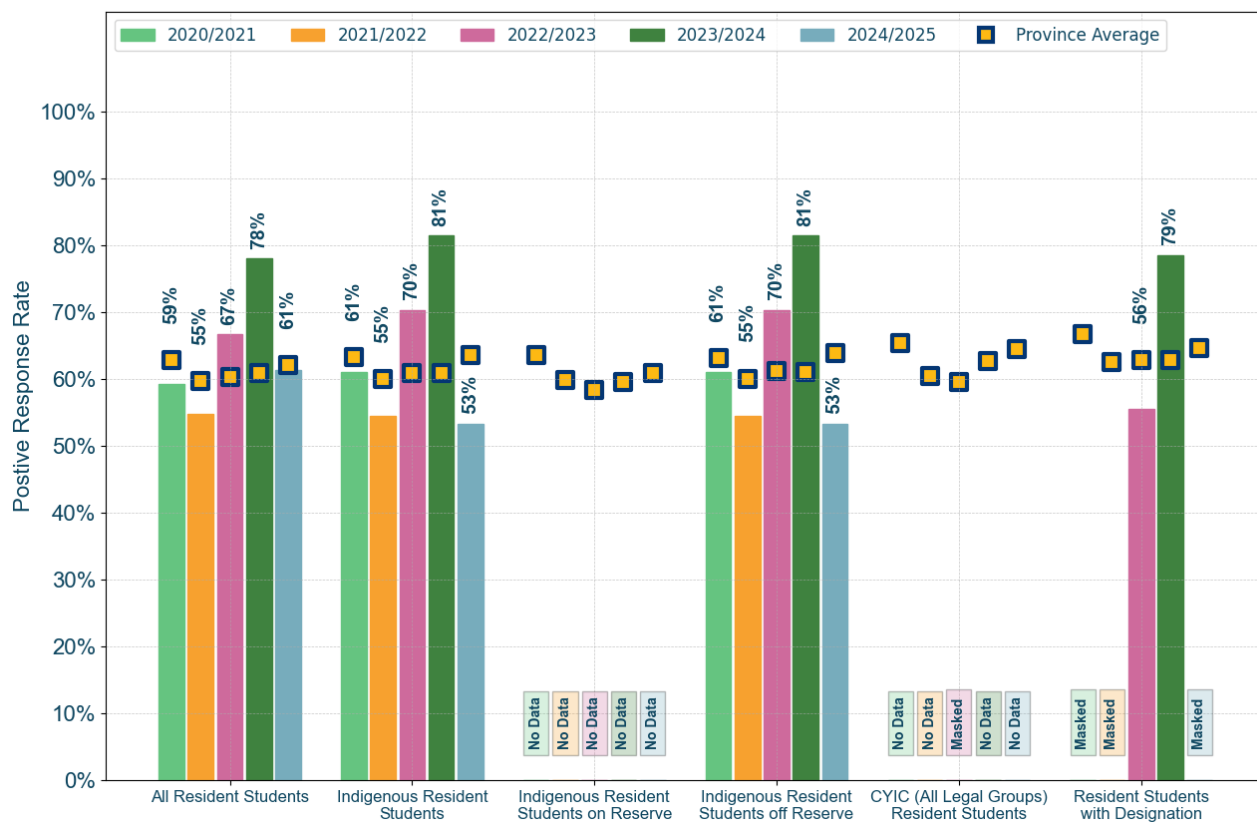


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Arrow Lakes



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

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10 Arrow Lakes



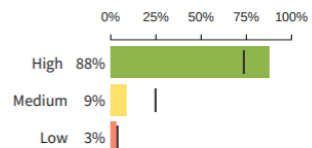
District Data:

2026 MDI Results

Grade 4:

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school.
e.g., "At my school there is an adult who believes I will be a success."



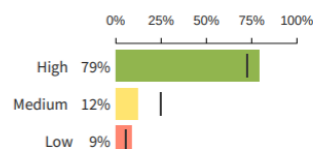
NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 5:

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school.
e.g., "At my school there is an adult who believes I will be a success."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



Average for all Schools:

63%

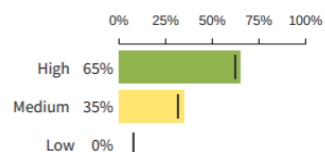
11%

26%

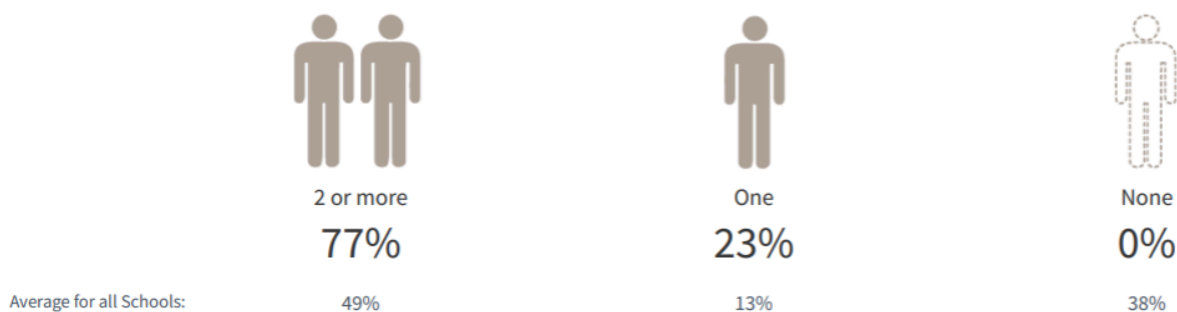
Grade 6:

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school.
e.g., "At my school there is an adult who believes I will be a success."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



Average for all Schools:

49%

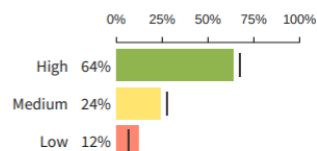
13%

38%

Grade 7:

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school.
e.g., "At my school there is an adult who believes I will be a success."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



Average for all Schools:

58%

13%

30%

Review Data and Evidence: Human and Social Development



So what?

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

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

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

- The Student Learning Survey (SLS) indicates an overall increase in feeling welcome at school over the past four years; however, it decreased in 2023/2024. Small cohort sizes can affect percentages; however, continued focus on this area is a priority.
- SLS indicates that 81% of students feel safe at school. This is consistent with the previous year and remains an important focus, as student safety is a priority.
- SLS data indicates a significant decline in Adults that Care in 2024/2025; however, MDI data from 2026 indicate a more positive response, except for Grade 7 students. This area needs more examination.
- Overall, MDI data suggest that students continue to display a positive attitude toward school; however, some grade cohorts, Indigenous students, and students with diverse needs require continued attention.

Respond to Results: Human and Social Development



Now what?

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

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

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

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

- Schools have adopted a health/well-being goal for this year and will incorporate student voice into data collection. The district needs to examine the discrepancy between SLS and MDI data more closely.
- Mental health supports and harm reduction strategies will continue to be used to support all students, including Indigenous students, students with diverse abilities, and children and youth in care.
- The district will continue the Elder-in-Residence program and, along with Indigenous Support Teachers, focus on well-being, belonging, and adult connections with Indigenous students. Equity scan feedback in 2025 indicated that students feel supported at school.
- Schools will continue to focus on inclusive student leadership opportunities to promote stronger school-to-community connections.
- The district mental health outreach coordinator will continue to focus on after-school programming for youth and encourage connection and healthy options.
- The 2027 district shared professional development day will focus on mental health and creating healthy learning environments at school.

Career Development

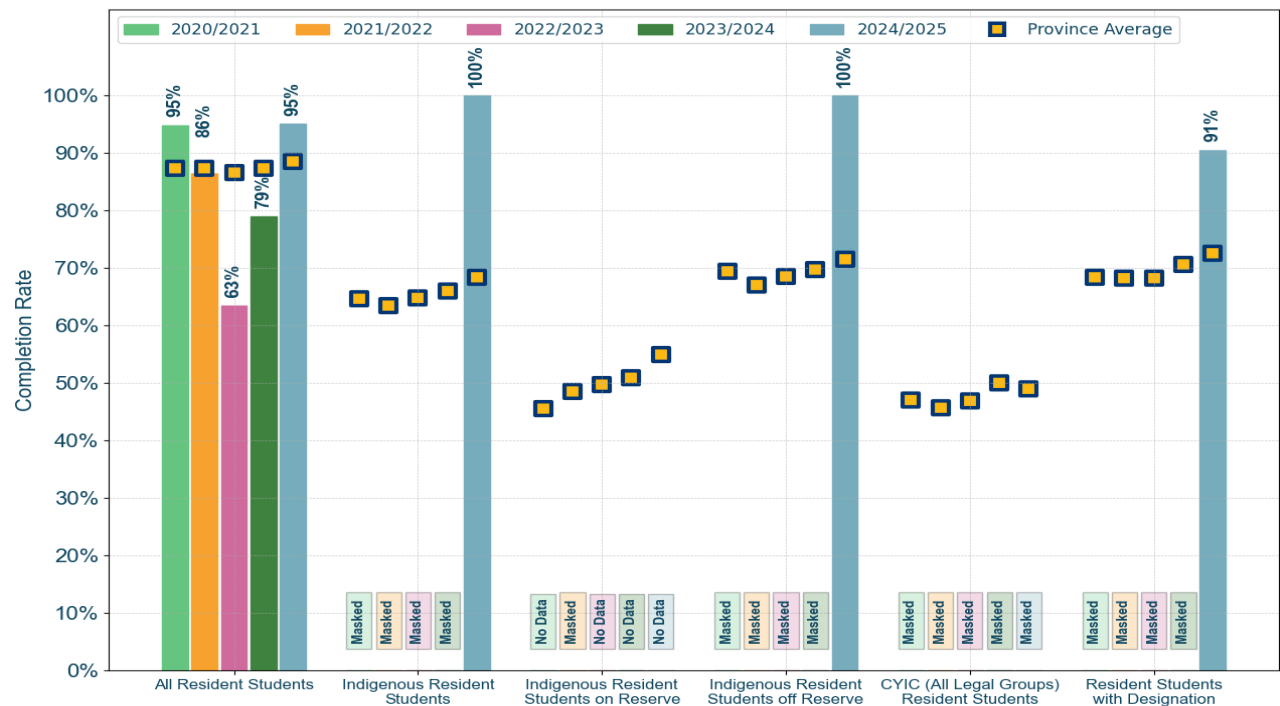
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

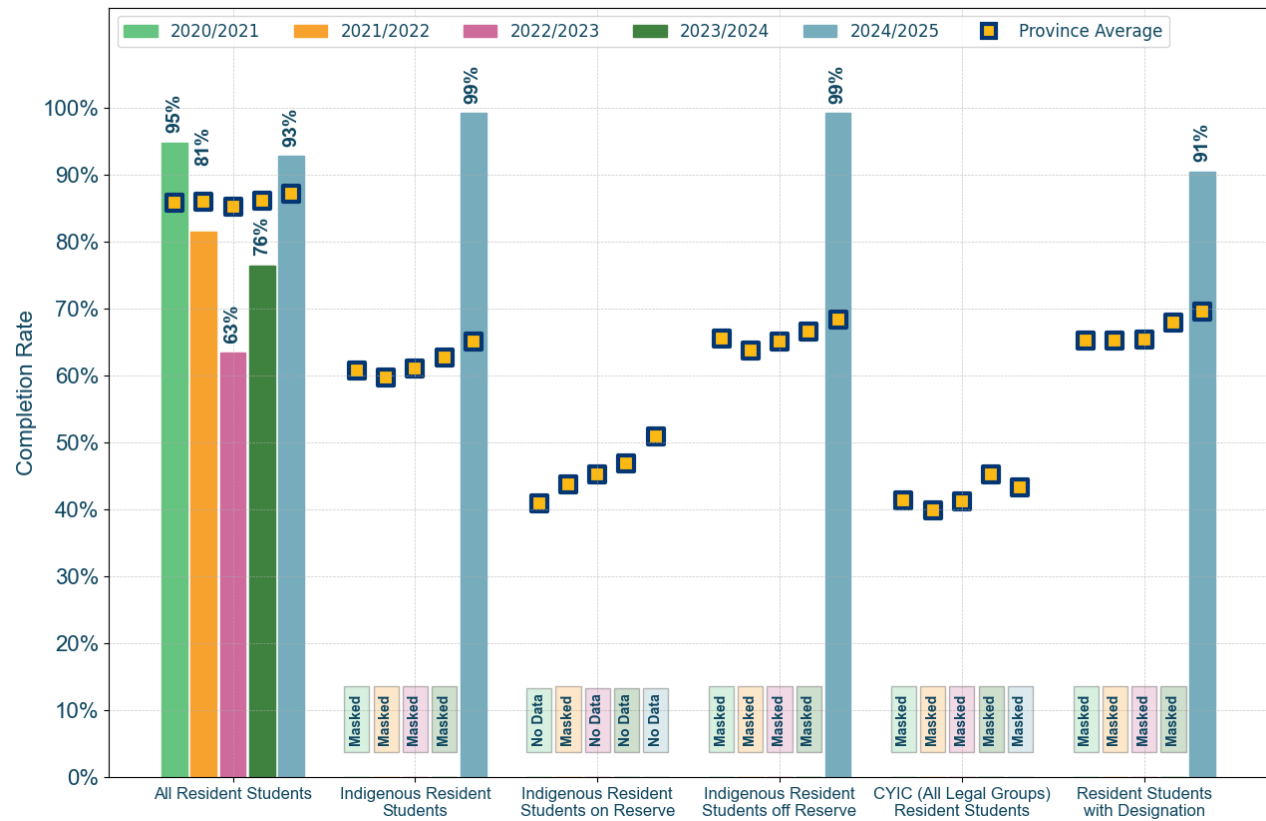
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	35 3	43 3	36 3	44 3	48 4
Indigenous Resident Students	Masked	Masked	Masked	Masked	11 1
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	11 1
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	12 1

5-Year Completion Rate - Dogwood + Adult Dogwood
Arrow Lakes



5-Year Completion Rate - Dogwood Arrow Lakes



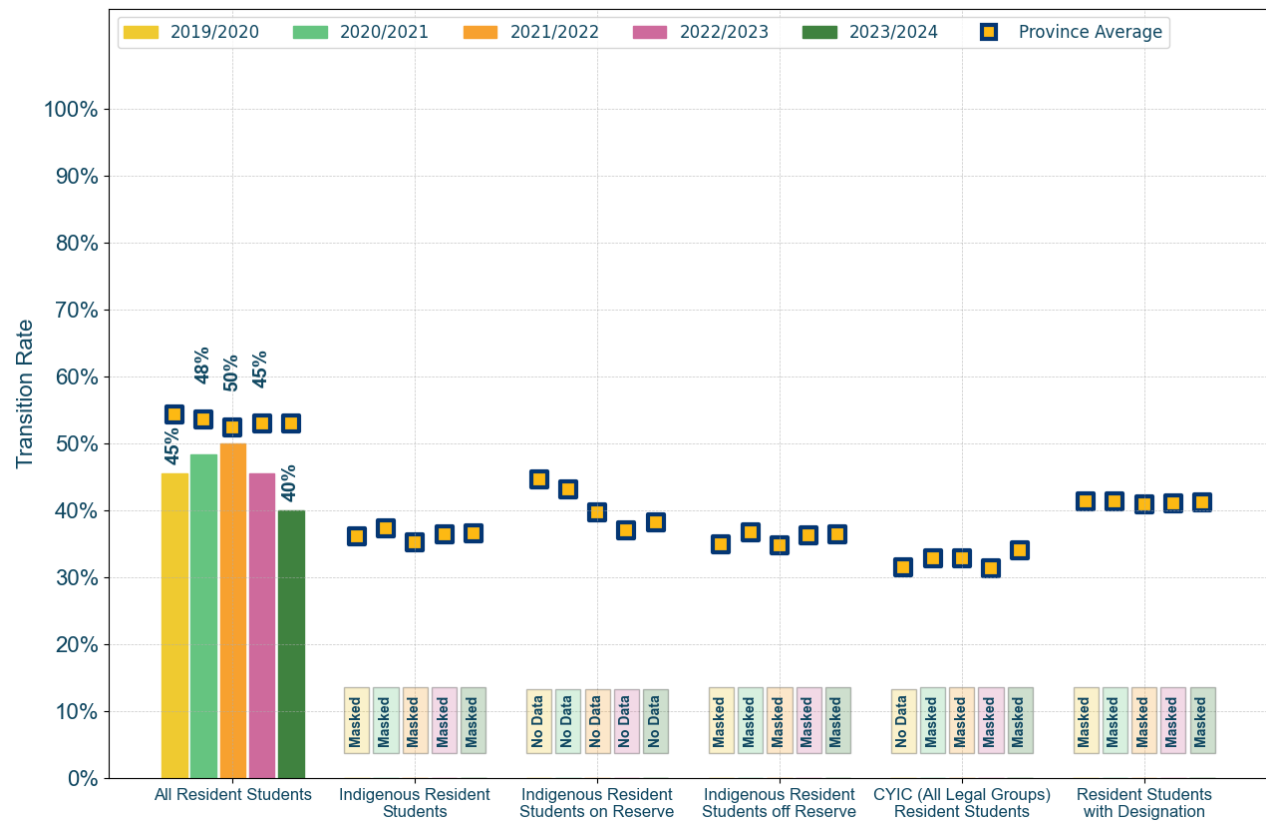
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

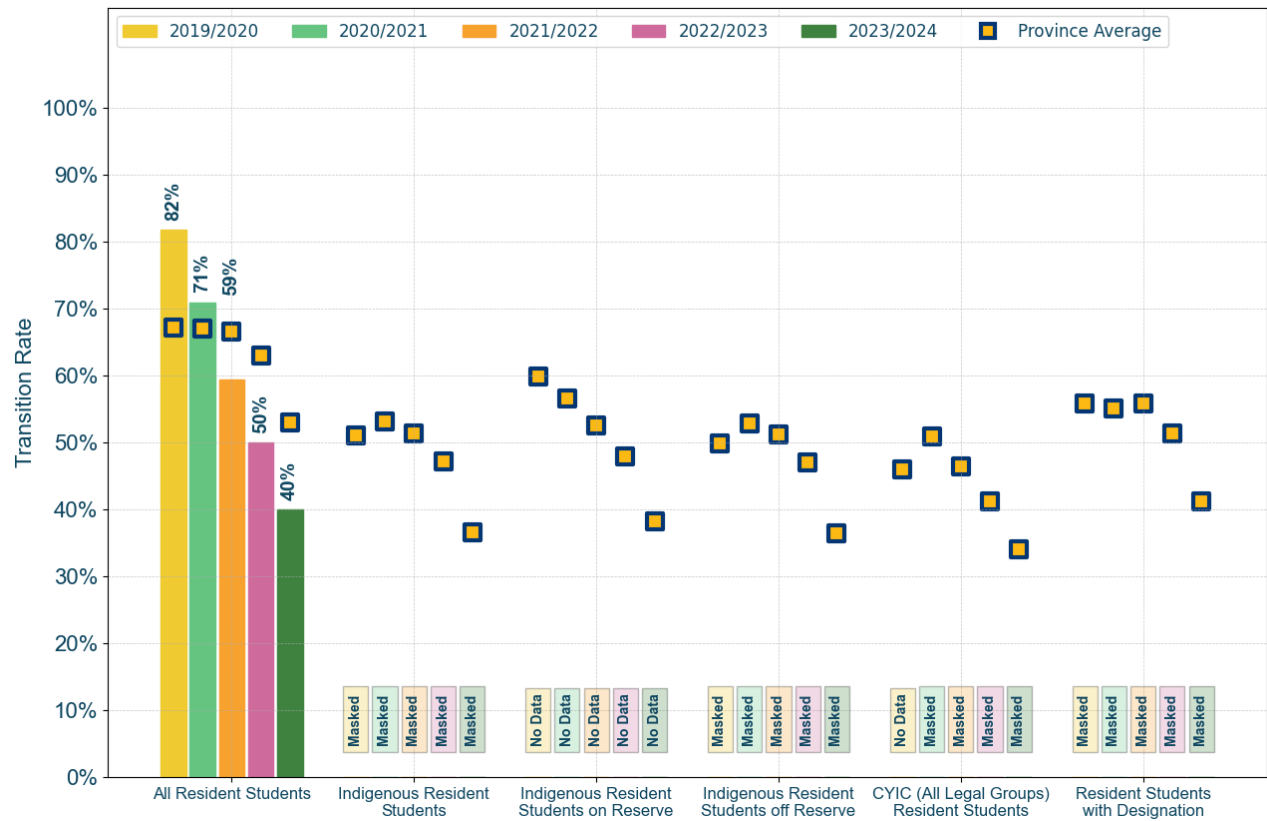
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	22	31	32	22	35
Indigenous Resident Students	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	0	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

Immediate Transition to Post-Secondary Arrow Lakes



Within 3 Years Transition to Post-Secondary Arrow Lakes



Review Data and Evidence: Career Development



So what?

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

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

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

- Overall completion rates have improved for all students over the past three years, including Indigenous students and students with diverse needs.
- Small cohort sizes can result in fluctuating percentages in grade-to-grade transitions and completion rates.
- The district has seen an increase in students transitioning from our Distributed/Online Learning School to brick-and-mortar schools, as well as more blended learning between the two. We anticipate this will improve school completion rates for students enrolled in the Distributed Learning School.
- Immediate and longer-term transitions to post-secondary have consistently declined and remain below provincial averages. Many factors contribute to this, including financial barriers, our remote location, and student interest.
- School completion rates for Indigenous students and students with diverse abilities show positive results in 2024/2025. We must continue to emphasize student success to keep completion rates high.

Respond to Results: Career Development



Now what?

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

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

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

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

- Continued attention to grade-to-grade transitions, with particular focus on students enrolled in our distributed learning school (greater collaboration with brick-and-mortar schools, flexible learning pathways through our REACH program, and outside supports)
- Increased enrolment in Dual Credit and Youth Train in Trades programs is leading to improved outcomes for students and school completion, and more interventions are needed to ensure students succeed in these programs.
- Continue building community connections with local businesses so students can work in their communities using skills gained through Dual Credit and Youth Train in Trades programs.
- Targeted attention will focus on improving interventions (academic support, career counselling, peer counselling) for students with diverse abilities related to school completion and post-graduation transition skills and options.
- Continued focus on grade-to-grade transitions and school completion for Indigenous students. Interventions (career counselling, instructional support) and ongoing support with Elders and Indigenous Support Teachers, focusing on success and future options.