

REVELSTOKE SD 19

Enhancing Student Learning Report

(Interim)

September 2025

**Part 1: Review Data and Evidence
Pre-Populated Provincial Template**

In Review of Year 2 of
Revelstoke Strategic Plan 2024-27

SCHOOL DISTRICT #19
(REVELSTOKE)



REVELSTOKE SECONDARY | BEGBIE VIEW
ELEMENTARY | ARROW HEIGHTS ELEMENTARY |
COLUMBIA PARK ELEMENTARY

Contents

Intellectual Development5

 Educational Outcome 1: Literacy5

 Educational Outcome 2: Numeracy..... 13

Human and Social Development23

 Educational Outcome 3: Feel Welcome, Safe, and Connected23

Career Development32

 Educational Outcome 4: Graduation32

 Educational Outcome 5: Life and Career Core Competencies.....39

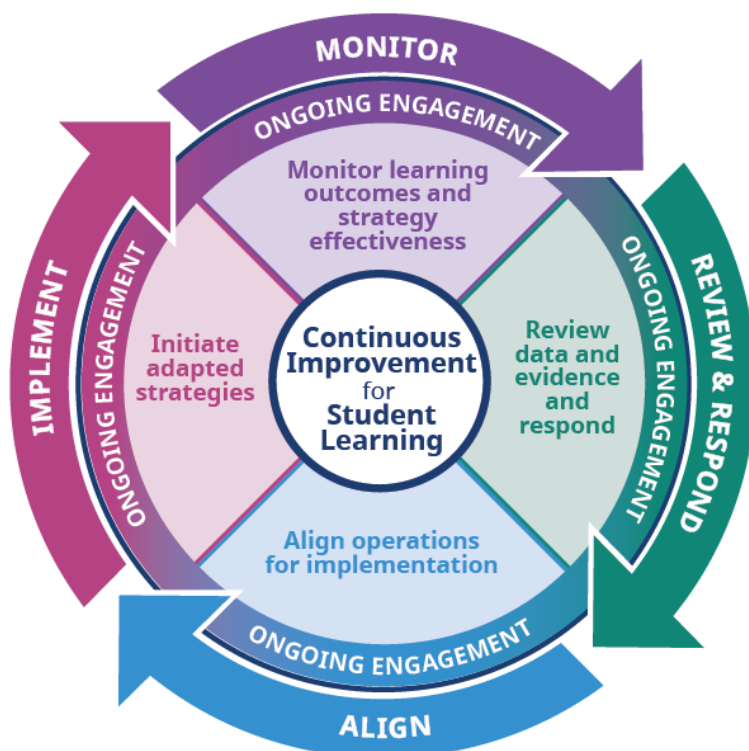
Part 2B:Respond to Results..... 45

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. 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.

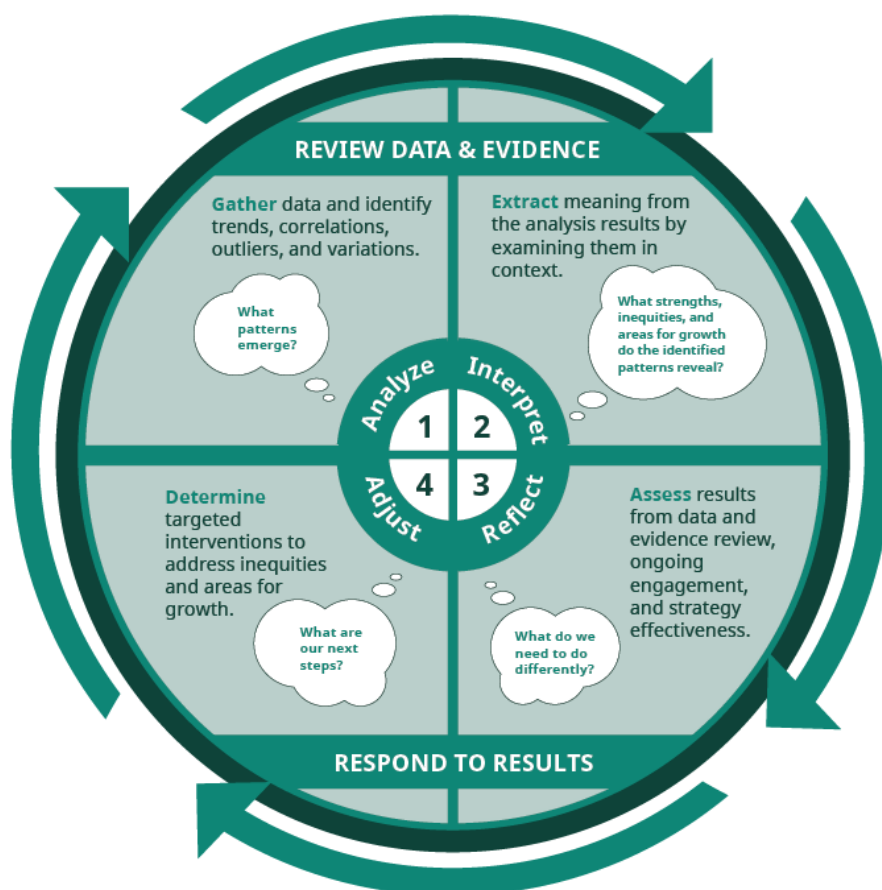
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle:**



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.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



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.

Intellectual Development

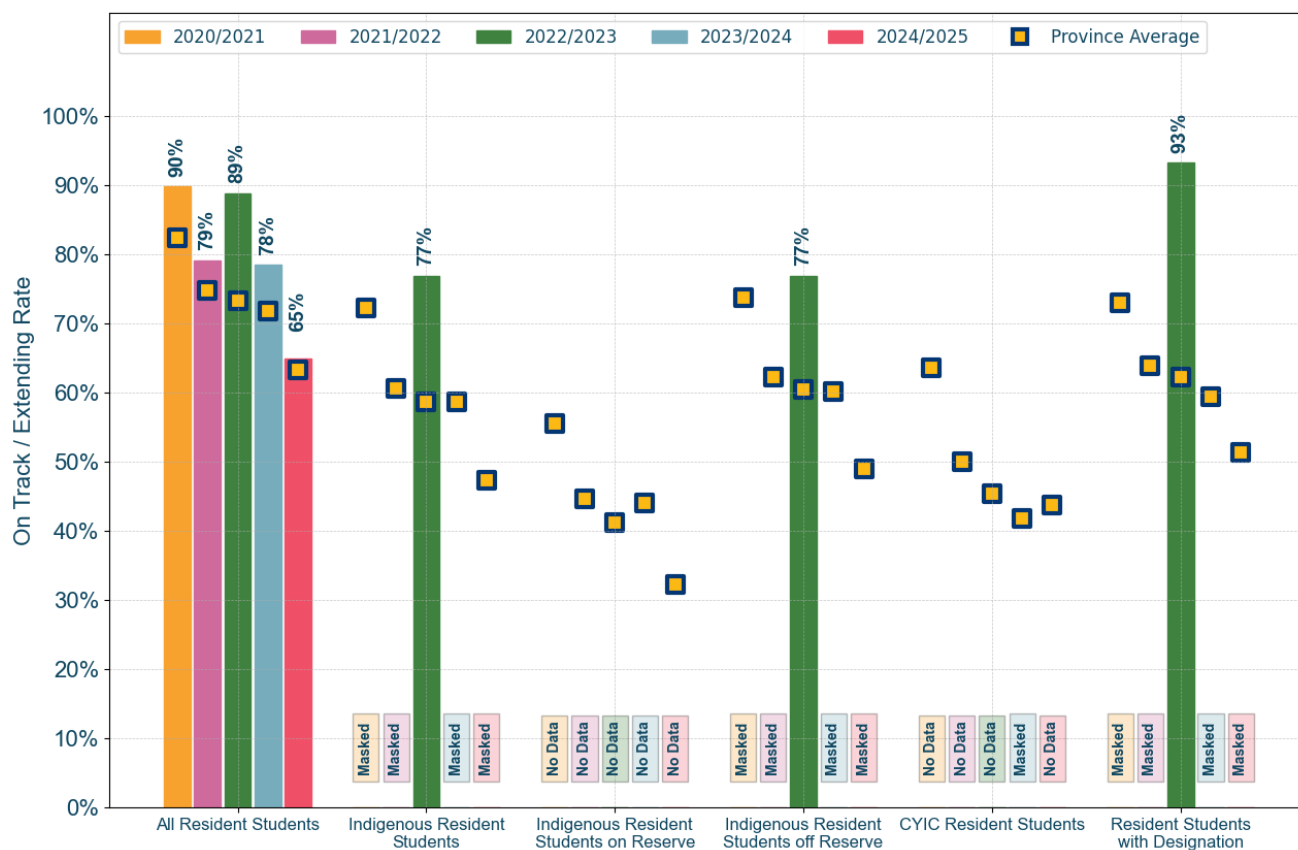
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD019 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	86 92%	72 100%	103 96%	93 100%	84 95%
Indigenous Resident Students	Masked	Masked	15 87%	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	15 87%	Masked	Masked
CYIC Resident Students	0	0	0	Masked	0
Resident Students with Designation	15 87%	10 100%	17 88%	12 100%	16 75%

SD019 - Grade 4 FSA Literacy - On Track / Extending Rate



SD019 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	62 89%	75 95%	81 96%	95 98%	84 96%
Indigenous Resident Students	Masked	11 100%	11 100%	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	11 100%	11 100%	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	17 82%	13 85%	22 95%	21 95%	16 94%

SD019 - Grade 7 FSA Literacy - On Track / Extending Rate

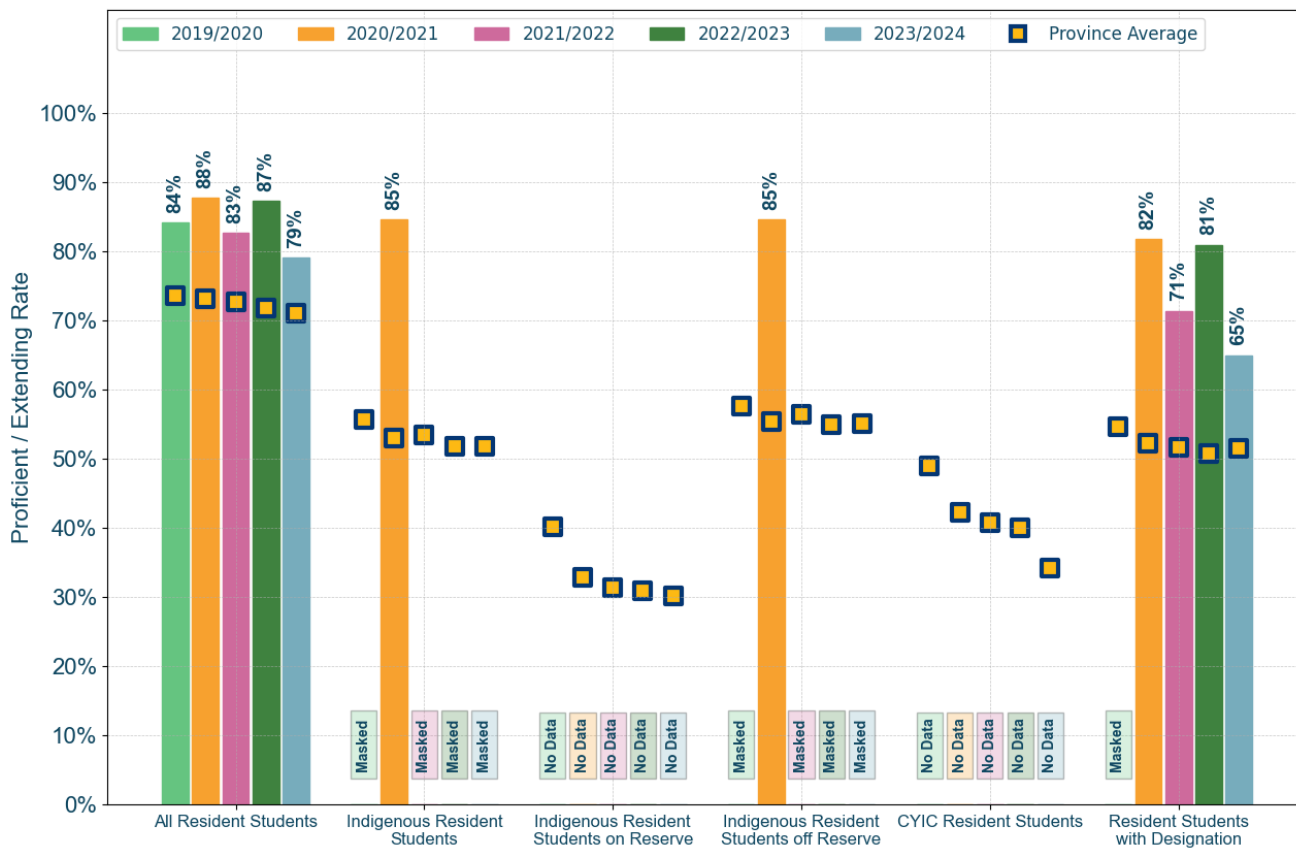


Measure 1.2: Grade 10 Literacy Expectations

SD019 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	61 30%	71 90%	72 81%	74 88%	63 89%
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 Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	Masked	25 92%	24 71%	25 72%	21 81%

SD019 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



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ANALYSIS SUMMARY REQUIREMENTS

Please provide a **brief** summary for this analysis section.

MAXIMUM 1 PAGE

Analyze Gather data and identify trends, correlations, outliers, and variations.

1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What
patterns
emerge?

2 Trends:

- **Brief overview of notable trends**, including:
 - Trends over three or more years
 - Trends for priority populations:
 - Indigenous students on and off reserve
 - Children and youth in care
 - Students with designations

3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
 - Provincial averages/typical range
 - Specific cohorts of students

Literacy Analysis Summary

Key Contexts

Participation rates for resident students in literacy assessments have consistently exceeded 90% over the past three years. The decline in the participation rate of students with designations at grade 4 can be attributed to a few students in a small cohort not participating.

No Children and Youth in Care were enrolled in the district in the 2024-2025 school year. There are no living on reserve students in the district.

Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.

Some students defer Grade 10 literacy assessments until Grade 11 or 12, which impacts participation data. Students on Evergreen plans or Adult Graduation programs may not participate, affecting reported rates.

Trends

Grade 4 literacy meeting or exceeding expectations rates for resident students have shown a decline in the past two years, while Grade 7 literacy rates have remained strong, with a slight dip in 2023/24 and 2024/25.

The 2023/24 Grade 10 cohort exhibited a slight dip in Proficient/Extending rate, while the 2022/23 cohort was notably strong, with many achieving dual Dogwood Graduation Diplomas and significant academic success.

Comparisons

Grade 4 results have consistently been above provincial rates. The 2024/25 saw a decrease in meeting or exceeding expectations students which brought our rate slightly above the provincial average. Grade 7 literacy results are generally strong, with a minor decrease in 2023/24 and an increase in 2024/25, consistently meeting or exceeding provincial averages. Grade 10 literacy achievement exceeds the provincial average for all resident and students with designation. Students receiving targeted supports consistently perform above the provincial average. District data typically indicate students outperform provincial averages across literacy assessments.

Interpretation:

Outcome 1 - Literacy

Grade 4, 7, and 10 Literacy Expectations



Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

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INTERPRETATION SUMMARY REQUIREMENTS

Please provide a **brief** summary for this interpretation section.

MAXIMUM 1 PAGE

Interpret Extract meaning from the analysis results by examining them in context.

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Literacy Interpretation Summary

What new information emerged when comparing provincial data with relevant local data?

Local data from K-3 showed that most students were on track. School teams and grade 3 teachers have started discussions and planning for better bridging this transition from oral to written comprehension assessments.

Strengths and Areas of Growth

Teachers use local data three times a year to inform instruction and interventions from K-3 and twice a year for 4-7. Grade 8 English teachers piloted a locally developed literacy assessment last year and are continuing to refine the assessment to support instructional planning and progress monitoring. Grade 10 teachers use the Literacy 10 assessment to identify strengths, areas for improvement, and program planning.

Ongoing mentorship, professional development, learning support teacher (Learning Support Teacher), and coaching opportunities for classroom and learning support teachers in one school contributed to the improvement of students achieving on track/extending literacy results increasing from 70% in grade 4 to over 90% in grade 7. These practices have been shared across the district.

Areas we are focused on for 2025-2026 include implementation of a literacy lead teacher, University of Florida Literacy Institute pilot projects, district wide Kindergarten screening tool, continued intervention for intermediate students, and investigating the correlation between Connection to School and our grade 7 literacy results.

The University of Florida Literacy Institute pilot project is expected to further support literacy growth and teachers' professional learning and practices in K-3, as well as providing intervention for students requiring additional time, support, and explicit instruction of phonological skills.

Ongoing supports include case managers, differentiation, accommodations, scheduled learning support blocks and Education Assistant support in core academic classes, especially Social Studies and English.

Equity for All Priority Populations

Literacy results have trended slightly downward over the last two years for all residents, students with designations, and Indigenous students. Indigenous students and students with designations frequently surpass provincial averages in academic achievement. The high ratios of Learning Support teachers and Education Assistants contribute to these results. Students with Status were offered free weekly tutoring through Jordan's Principle.

All resident students and students with designations for Grade 10 Literacy Proficiency score well above the provincial average. That said, the secondary school will focus on students with designation to increase rates that are equitable to all resident students.

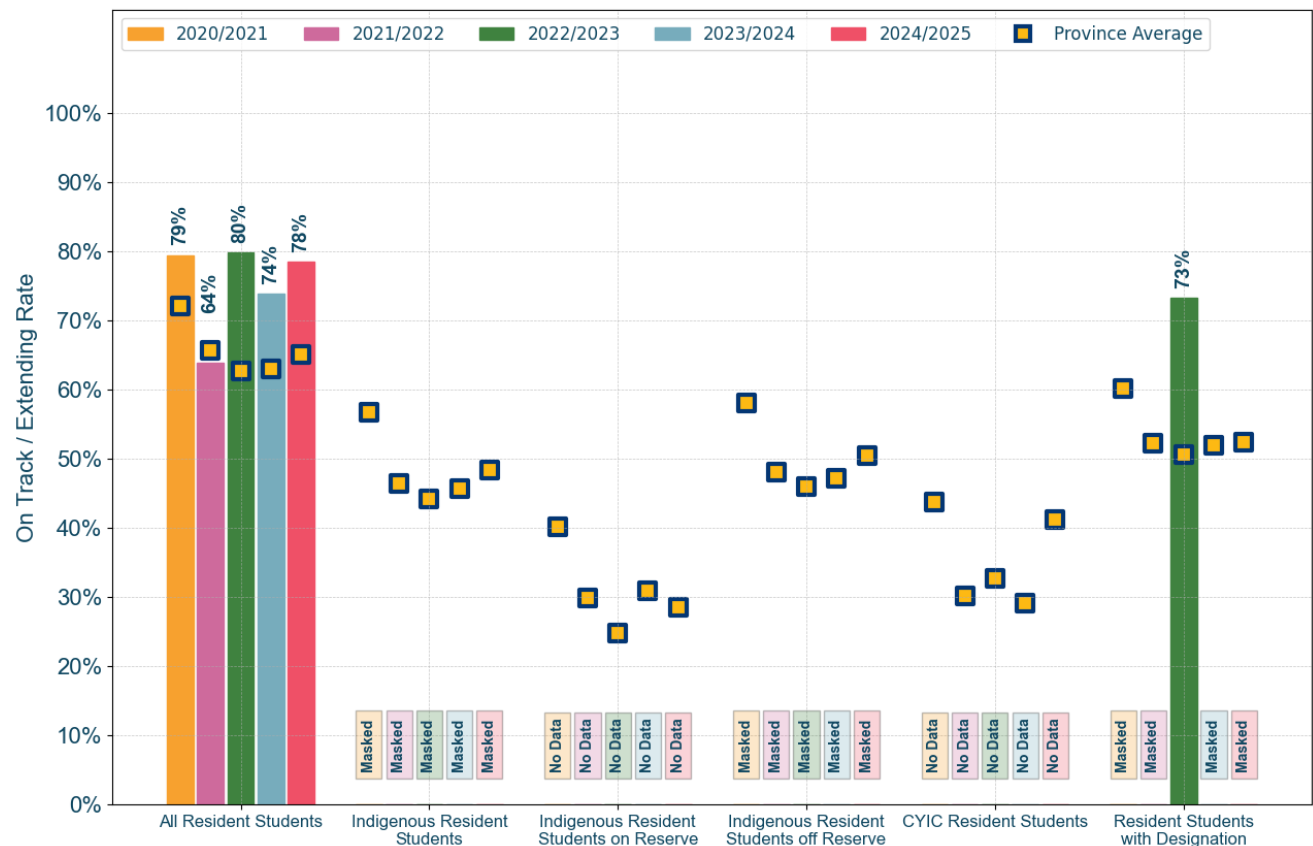
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD019 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	86 91%	72 100%	103 96%	93 99%	84 94%
Indigenous Resident Students	Masked	Masked	15 87%	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	15 87%	Masked	Masked
CYIC Resident Students	0	0	0	Masked	0
Resident Students with Designation	15 87%	10 100%	17 88%	12 100%	16 69%

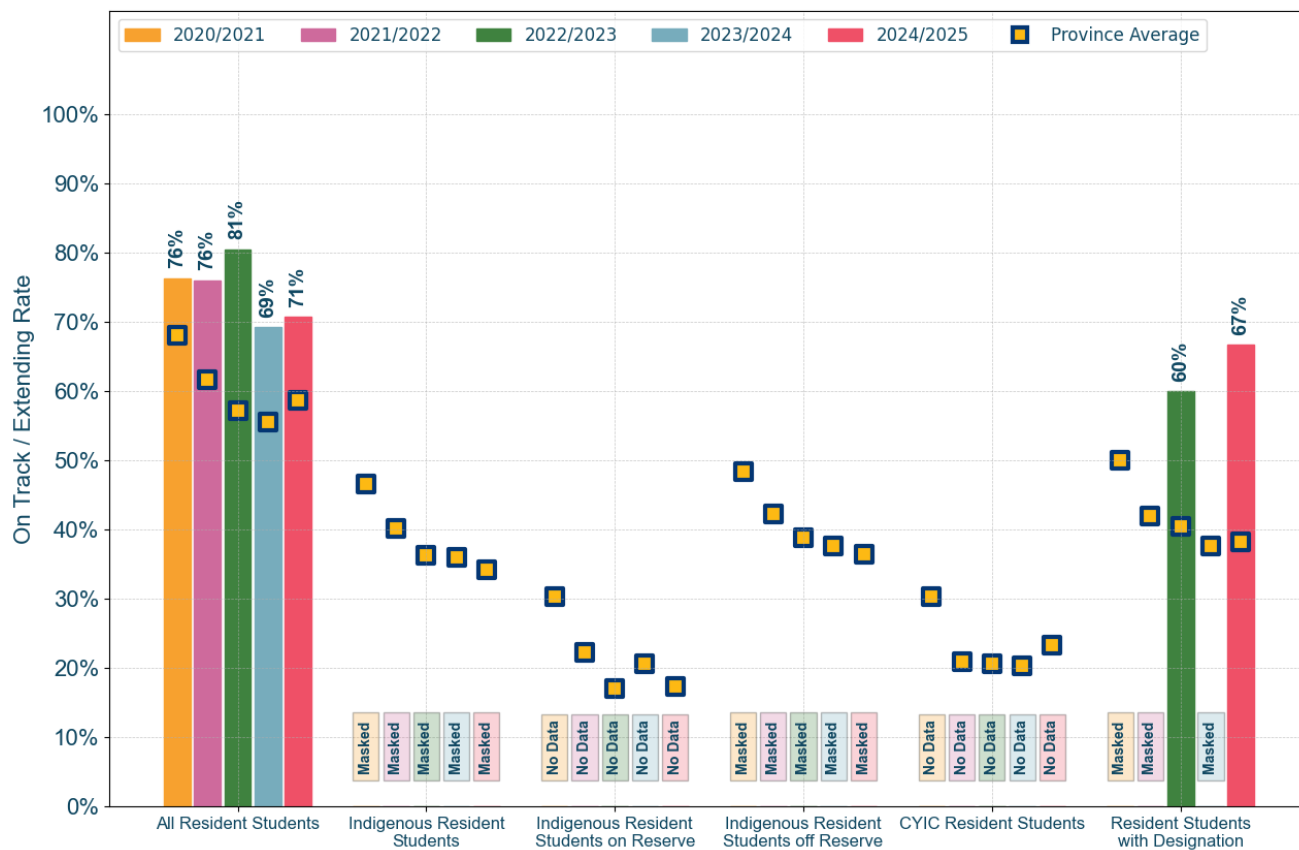
SD019 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD019 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	62 89%	75 95%	81 95%	95 96%	84 98%
Indigenous Resident Students	Masked	11 100%	11 100%	Masked	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	11 100%	11 100%	Masked	Masked
CYIC Resident Students	0	0	0	0	0
Resident Students with Designation	17 82%	13 85%	22 91%	21 86%	16 94%

SD019 - Grade 7 FSA Numeracy - On Track / Extending Rate

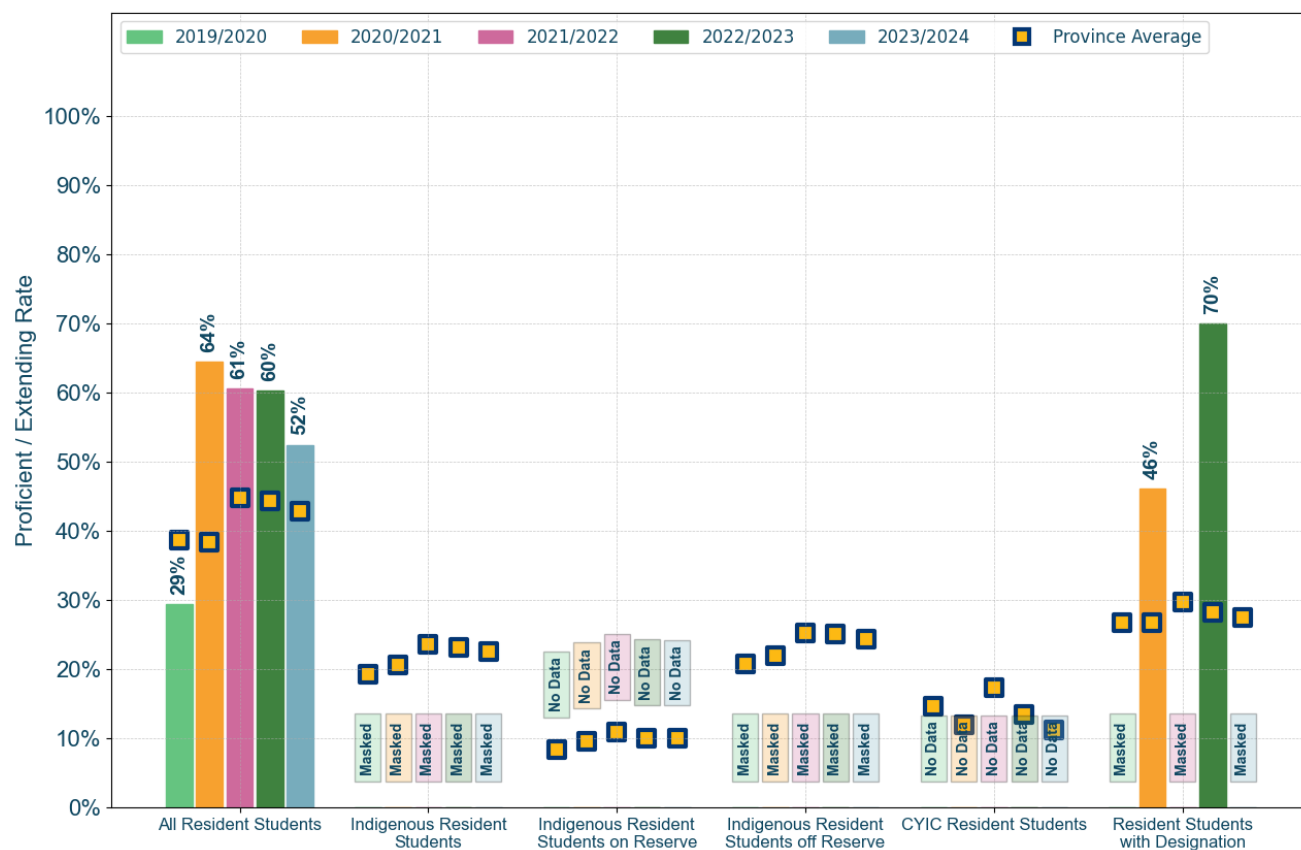


Measure 2.2: Grade 10 Numeracy Expectations

SD019 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	61 64%	71 92%	72 85%	74 88%	62 84%
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 Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	18 72%	25 80%	24 71%	25 72%	21 71%

SD019 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

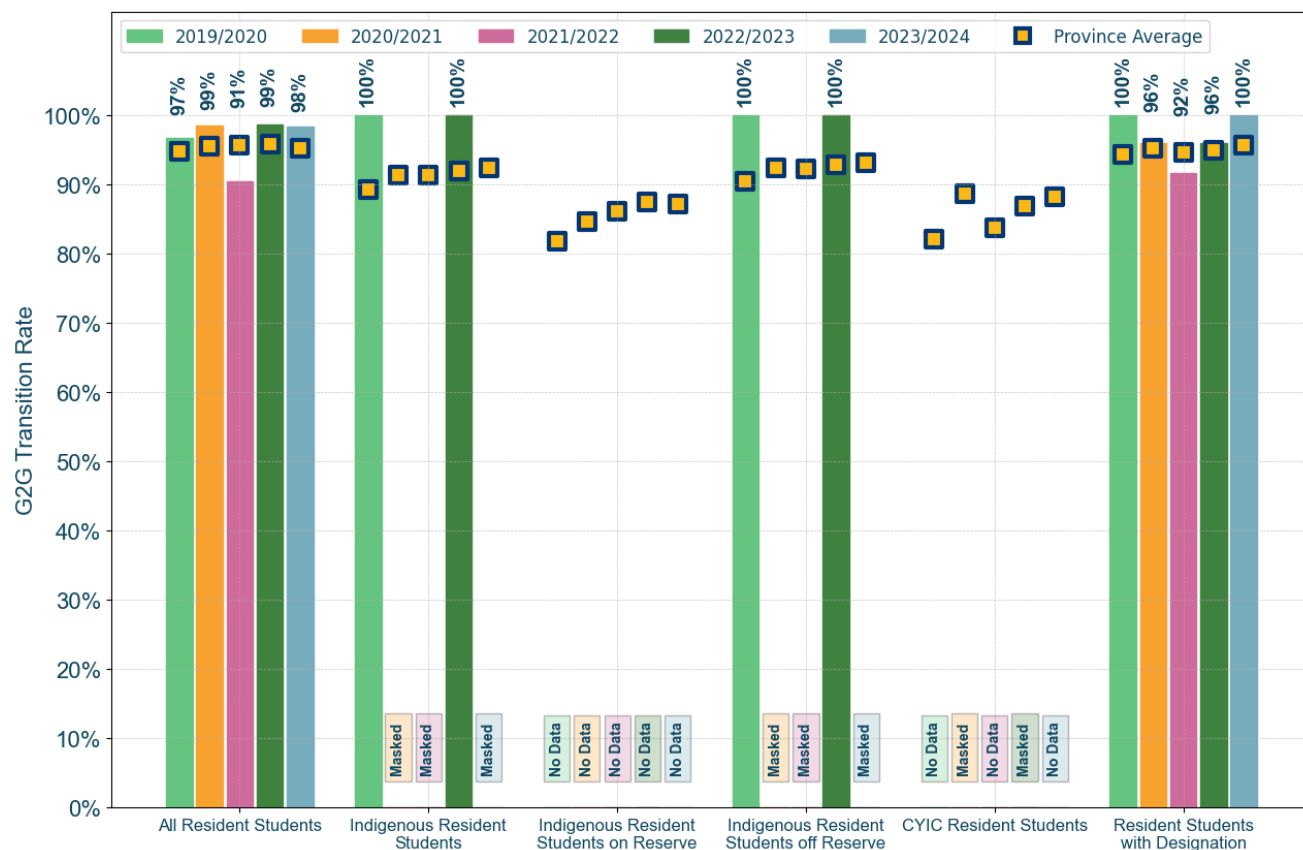


Measure 2.3: Grade-to-Grade Transitions

SD019 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	61	71	74	74	62
Indigenous Resident Students	10	Masked	Masked	11	Masked
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	10	Masked	Masked	11	Masked
CYIC Resident Students	0	Masked	0	Masked	0
Resident Students with Designation	18	25	24	25	21

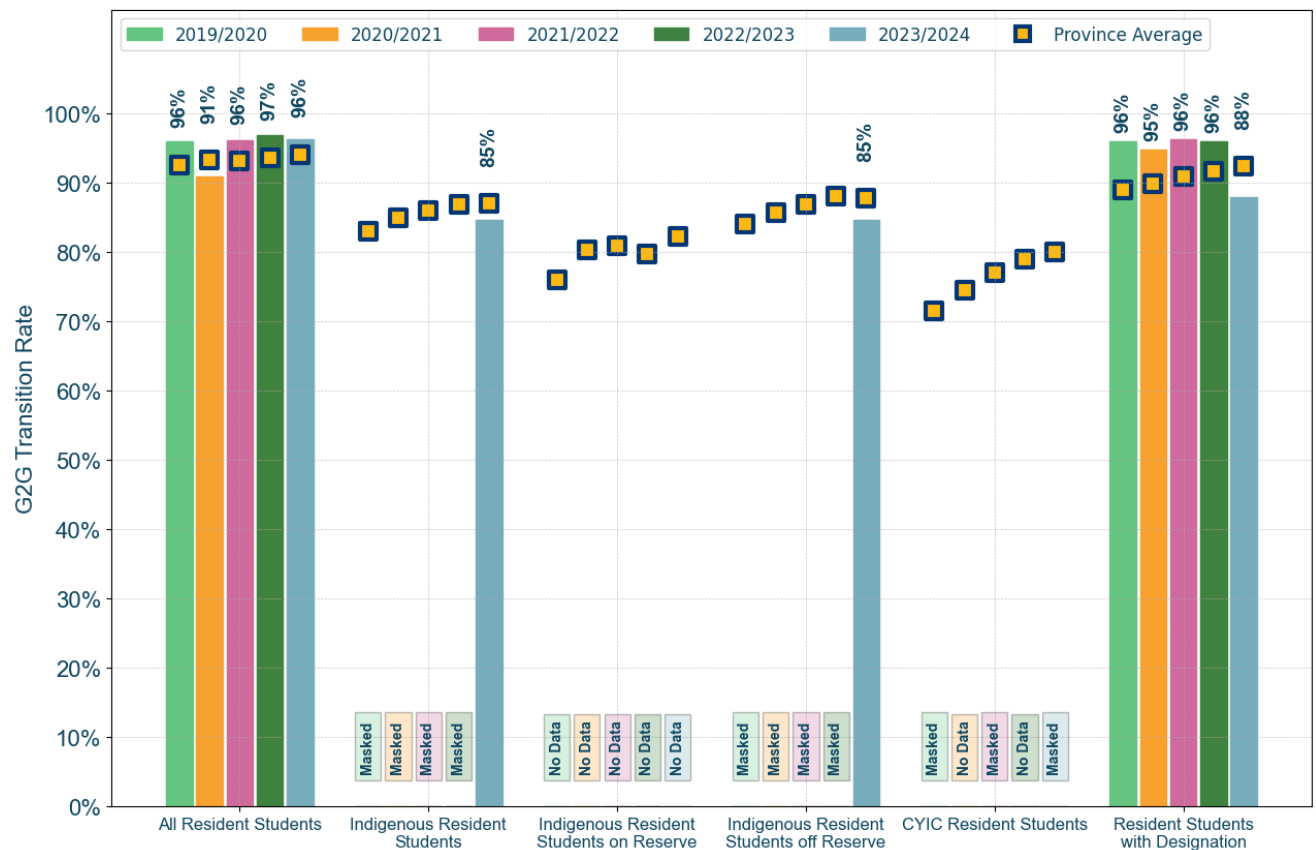
SD019 - Grade 10 to 11 Transition Rate



SD019 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	74	66	77	66	80
Indigenous Resident Students	Masked	Masked	Masked	Masked	13
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	13
CYIC Resident Students	Masked	0	Masked	0	Masked
Resident Students with Designation	25	19	27	25	25

SD019 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

ANALYSIS SUMMARY REQUIREMENTS

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What
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2 Trends:

- **Brief overview of notable trends**, including:
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 - Children and youth in care
 - Students with designations

3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
 - Provincial averages/typical range
 - Specific cohorts of students

Numeracy Analysis Summary

Key Contexts

Participation rates for all resident remains high for the provincial numeracy assessments. The decline in the participation rate of students with designations at grade 4 can be attributed to a few students in a small cohort not participating.

No Children and Youth in Care were enrolled in the district in the 2024-2025 school year. There is no living on reserve students in the district.

Due to a small population size, results were masked to maintain student privacy in Participation rates and Academic achievement when less than ten students are in a priority population cohort.

Trends

Students achieving on-track/extending in numeracy trended upwards in grade 4 and 7 and has decreased over the past four years in grade 10 numeracy.

Comparisons

Numeracy results for all resident students, Indigenous students, and students with designations continue to achieve above provincial averages. District data indicates that our students outperform provincial averages by 10-15 percent. Although above provincial average, the high school is focusing on strategies to improve the proficiency/ extending rates for all students. Numeracy mentoring, professional development, and coaching residencies will continue in 25-26.

Interpretation:

Outcome 2 - Numeracy



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

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

INTERPRETATION SUMMARY REQUIREMENTS

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- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Numeracy Interpretation Summary

What new information emerged when comparing provincial data with relevant local data?

Grade 4 & 7 local and provincial numeracy assessments showed an improvement in academic success. We attribute this to this to the district wide coaching, professional development, and residency models that have been implemented. Teachers are excited to participate in these initiatives.

Strengths and Areas of growth

The district numeracy focusses on elementary school has been a strength. Teachers are implementing new routines and resources, with focused collaboration and shared routines between the primary and intermediate grades-creating seamless transitions. Focused initiatives have led to marked improvements in all three elementary schools. These initiatives led to significant improvements for one of our elementary schools: Grade 4 on-track/ extending results increased from 60% to over 80%, and Grade 7 from 60% to 90% over three years.

In Grade 10, a focus on assessment preparation has been implemented to ensure students feel more confident in their ability to be successful. As well, extra support provided for priority students during the assessment provides a better opportunity for these students to demonstrate their knowledge and skills.

Equity for All Priority Populations

Priority populations at the secondary school score at or above provincial levels in academic assessments, with targeted supports and champions ensuring equity. While data cannot be made public, our internal review showed that Indigenous students and students with designations have shown improvement, especially in Grades 4 and 7. Priority populations score above the provincial average.

As a district, students with designations and Indigenous students for grade 4 score better than all resident students, slightly below for grade 7.

Grade to Grade Transitions and Grade 11 to 12

Transitions from Grades 10 through 12 are supported by use of the Grad Status Update report in My Ed BC, which is previewed bi-annually for every student and then published to the family portal as part of our communicating student learning process. This ensures that families are aware of student progress and pathway to graduation. It allows us to support students in meeting all graduation requirements.

RSS recognized early in the school year that many students would not meet graduation requirements due to lack of attendance and mental health concerns. We move students back to grade 11 status in the spring as a matter of course to provide a clear picture to parents, create a workable graduation plan and to ease the pressure of graduation on the student.

One thing to note about this chart is that there is an 8% drop in the transition rate for students with designations even though we are normally above provincial average. This again was the 2022-23 graduation cohort who needed the extra time to achieve graduation. For the Indigenous population, 2 of our students move out of province.

As is well documented, there is strong data that supports the mental health issues faced by growing numbers of youth. This has impacted the number of students who find it difficult to complete a five-year graduation path.

Human and Social Development

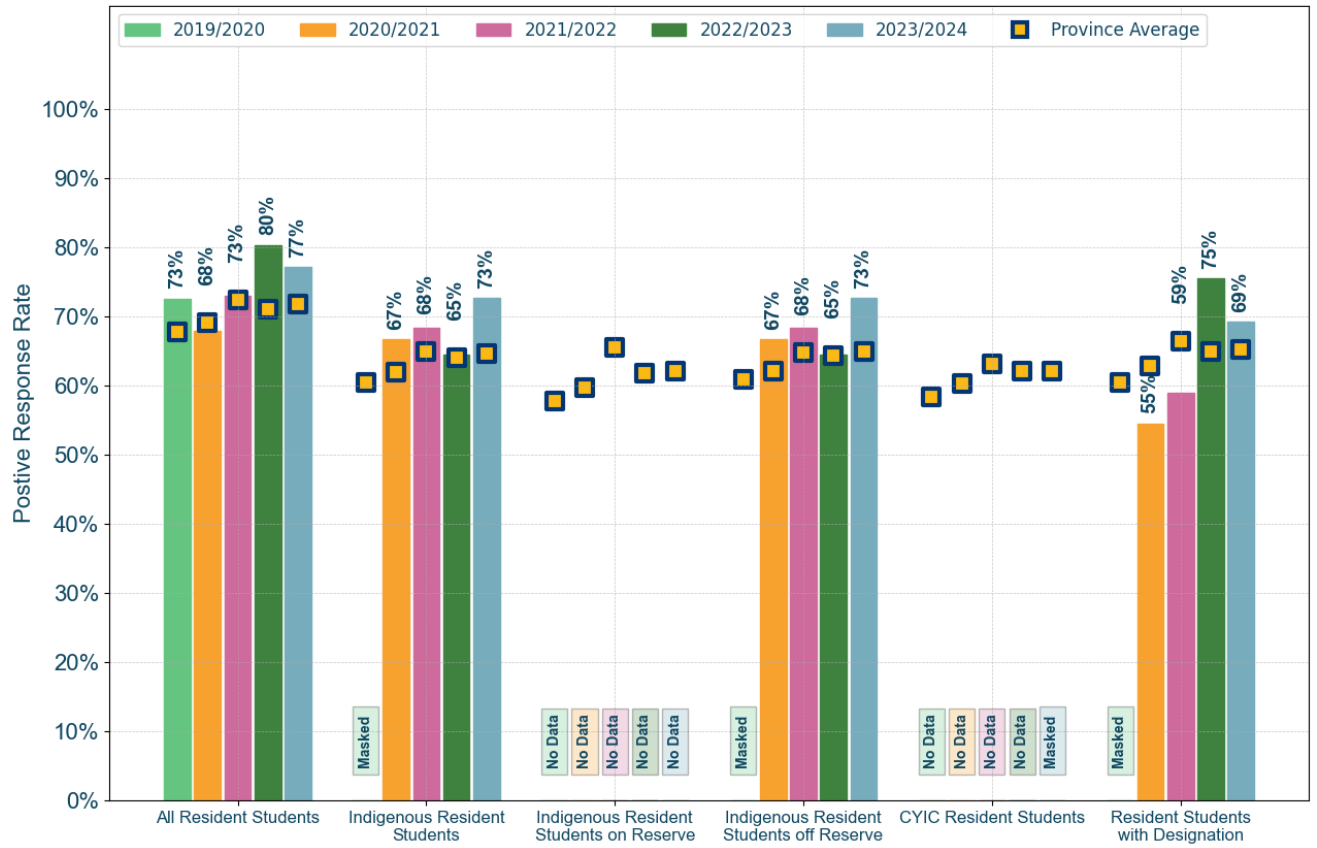
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

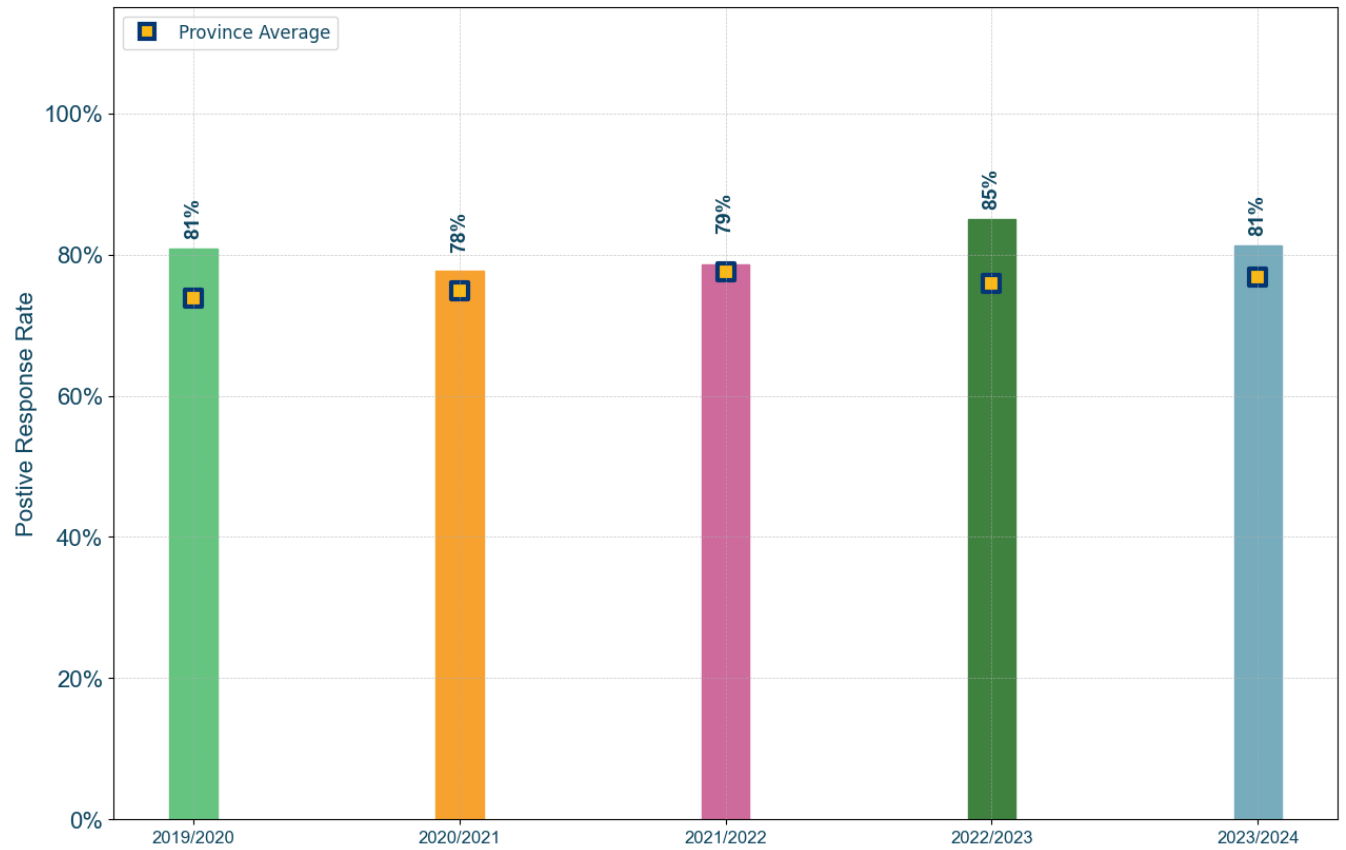
SD019 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	202 37%	218 89%	221 89%	258 87%	250 94%
Indigenous Resident Students	31 32%	28 75%	24 79%	37 84%	26 85%
Indigenous Resident Students on Reserve	0	0	0	0	0
Indigenous Resident Students off Reserve	31 32%	28 75%	24 79%	37 84%	26 85%
CYIC Resident Students	0	Masked	0	Masked	Masked
Resident Students with Designation	50 24%	53 79%	47 81%	64 81%	54 93%

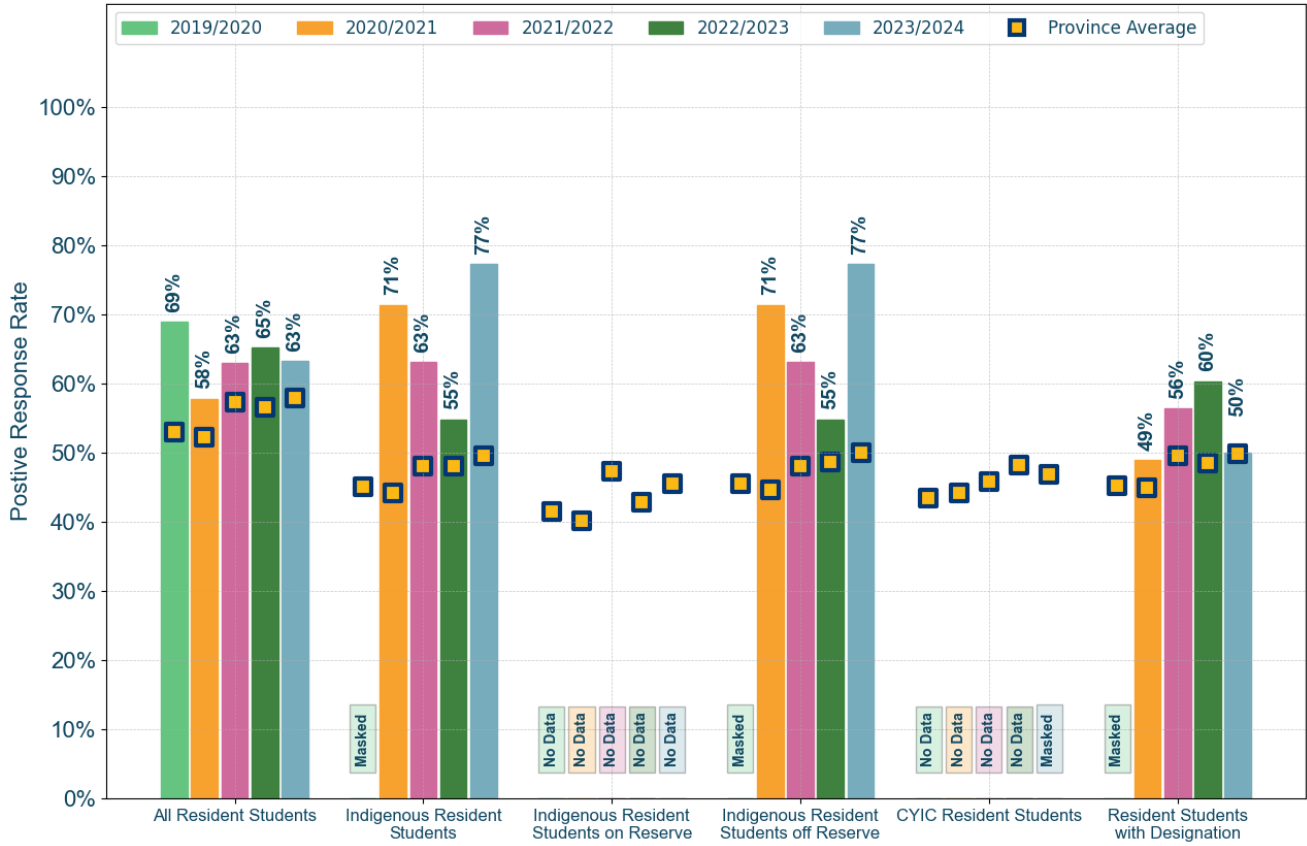
SD019 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD019 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10



SD019 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD019 - 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

Analyze
1

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ANALYSIS SUMMARY REQUIREMENTS

Please provide a **brief** summary for this analysis section.

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Analyze Gather data and identify trends, correlations, outliers, and variations.

1 Key Context:

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What
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2 Trends:

- **Brief overview of notable trends**, including:
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 - Trends for priority populations:
 - Indigenous students on and off reserve
 - Children and youth in care
 - Students with designations

3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
 - Provincial averages/typical range
 - Specific cohorts of students

Human and Social Development

Feel Welcome, Safe and Connected Analysis Summary Grade 4, 7 and 10

Key Contexts

Participation rates have been steadily increasing over the years with 94% of our students participating in the Student Learning Survey last year. High participation rates increase the validity of the data.

No Children and Youth in Care were enrolled in the district in the 2024-2025 school year. There are no living on reserve students in the district.

Due to a small population size, Student Learning Survey results were masked for Indigenous students and students with designations in 2019-2020 to maintain student privacy.

Trends

Most All Resident Students continue to feel welcome, safe, and have a sense of belonging in Revelstoke schools. Students indicated an increasing trend in feeling welcome over the past five years in priority groups as well as overall. Although sense of belonging continues to trend upwards, the largest increase was seen with Indigenous students and students with designations decreased last year.

Comparisons

Students in Revelstoke continue to indicate that they feel more welcome, safe, and connected than the provincial average, with Indigenous students significantly above provincial average in a sense of belonging and students with designations at the provincial average.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected

Feel Welcome, Feel Safe, Sense of Belonging



Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

INTERPRETATION SUMMARY REQUIREMENTS

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MAXIMUM 1 PAGE

Interpret Extract meaning from the analysis results by examining them in context .

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Feel Welcome, Safe and Connected: Interpretation Summary

What new information emerged when comparing provincial data with relevant local data?

Data from the Middle Years Development Instrument shows that more grade 5 and 8 students also felt an increased sense of belonging, although the grade 8 data is concerning. This is the year that students transition into a new school, and initiatives continue to support this transition. The high school staff have made this a key focus for the 25-26 school year.

Strengths and Areas of Growth

Continued initiatives aim to improve belonging and connectedness, with recent programs and increased support for priority populations. We continue to create space for community partners to work in schools to reduce barriers. The Indigenous Department has made it a focus to create opportunities to build a sense of community through family gatherings, Indigenous Leadership opportunities, and cultural events.

Elementary schools have set goals to enhance students' sense of belonging and connectedness in their school learning plans. The district is monitoring the impact of recent changes, such as the implementation of mental health and wellness program Open Parachute in classrooms and increased counsellor visits to elementary schools to support the transition to high school.

Equity for All Priority Populations

Priority populations at secondary schools score at or above provincial levels in school belonging with targeted supports and champions ensuring equity. In 23/24 students with designations indicated that they are feeling more welcome than they did a few years ago, although we noted a decrease in sense of belonging. Systemic changes in learning support teacher assignments have affected resident students with designations, and the district is observing the impact of recent interventions.

Indigenous students are feeling the most welcomed with the greatest sense of belonging we have seen in the past five years.

Career Development

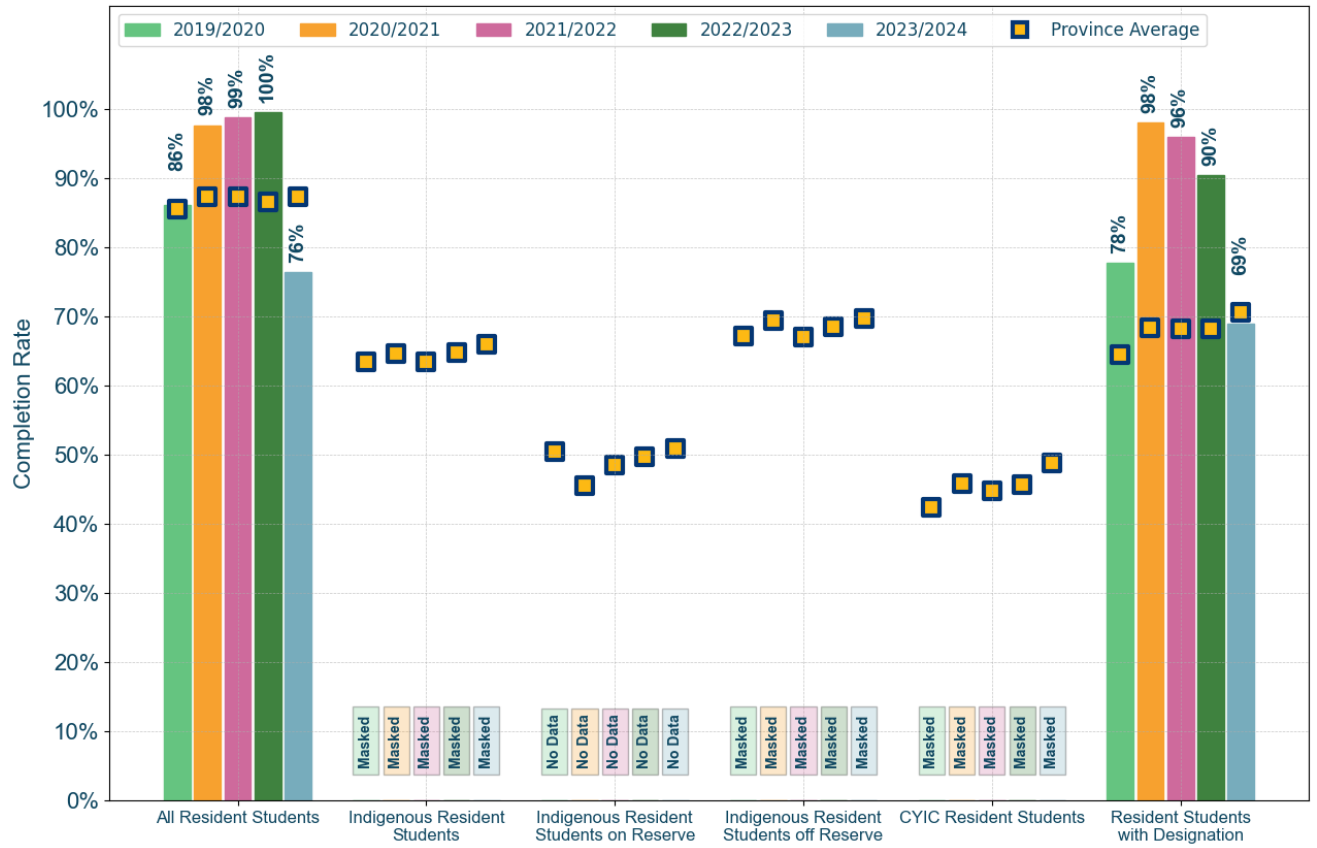
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

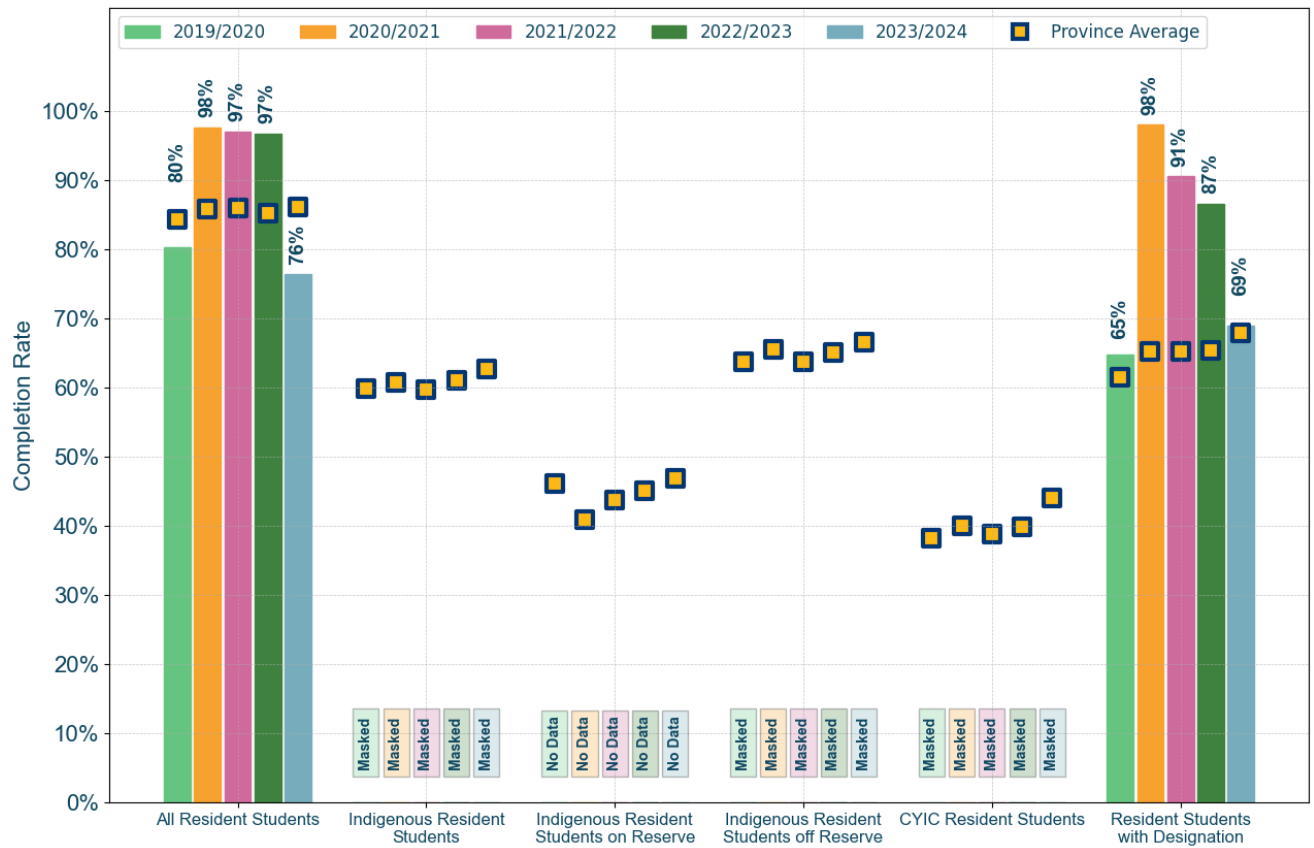
SD019 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	77 9	75 6	70 9	83 10	77 5
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 Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	25 2	30 2	22 3	30 3	34 2

SD019 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD019 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation

Achieved Dogwood Within 5 Years

Analyze
1

Delete Instructions
Before Publication

ANALYSIS SUMMARY REQUIREMENTS

Please provide a brief summary for this analysis section.

MAXIMUM 1 PAGE

Analyze Gather data and identify trends, correlations, outliers, and variations.

1 Key Context:

- **Brief overview of clarifying information** (i.e., what additional information does the reader need to know about the charts above?). For example:
 - Masked data acknowledgements
 - Participation rates/cohort size
 - Demographic notes
 - Provincial Online Learning School (POLS) enrollment

What
patterns
emerge?

2 Trends:

- **Brief overview of notable trends**, including:
 - Trends over three or more years
 - Trends for priority populations:
 - Indigenous students on and off reserve
 - Children and youth in care
 - Students with designations
 - Trends for Adult Dogwoods for priority learners

3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
 - Provincial averages/typical range
 - Specific cohorts of students

Graduation Analysis Summary

Key Contexts

No Children and Youth in Care were enrolled in the district in the 2024-2025 school year. There is no living on reserve students in the district.

Due to a small population size, results were masked for Indigenous students to maintain student privacy.

Ten students were put on a six-year graduation plan for academic and/or social emotional reasons. Counsellors, Learning Support Teachers, and community partners worked with students and their families when appropriate to support this plan. Four of the ten students completed their six-year graduation plan. The school support team continues to reach out to offer support.

Trends

The 5-year completion rate decreased significantly last year. The high school is recognizing that more students chose to extend the number of years needed to graduate.

Comparisons

The five-year graduation rate dropped below provincial average for All Resident Students for the first time in four years. Students with designations graduated at provincial average, and although data is masked, internal review shows that the Indigenous student graduation rate was above provincial average.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions
Before Publication

Please provide a **brief** summary for this interpretation section.

MAXIMUM 1 PAGE

Interpret Extract meaning from the analysis results by examining them in context.

- 1 What new information emerged when comparing the provincial data with **relevant local data**?
- 2 What **strengths and areas for growth** were uncovered?
- 3 How do the results from the analysis, including Adult Dogwood trends, inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Graduation Interpretation Summary

What new information emerged when comparing provincial data with relevant local data?

This anomaly in graduation rates has prompted an inquiry into the potential reasons for this decrease. We are wondering if this is a trend, or a consequence of the disruption in education during Covid for this cohort.

Strengths and Areas of Growth

Extended graduation plans and supports have enabled some students to complete graduation on a six-year plan. Efforts have been made to track and support non-graduates from this cohort. Outreach to families has been ongoing to facilitate graduation pathways and connect students to community supports when appropriate. A benefit to living in a small community is that school administrators, counsellors, and Learning Support teachers know each of ten students and their personal story.

Equity for All Priority Populations

The district is committed to supporting all priority populations, with targeted interventions and ongoing tracking to ensure equitable outcomes. Although the Indigenous student graduation rate is above provincial average, the three students who did not graduate within five years resulted in a small Indigenous Outreach position for the 2025-2026 school year. Many students with designations are intentionally enrolled in a six-year graduation plan to facilitate the transition to adult support in the community.

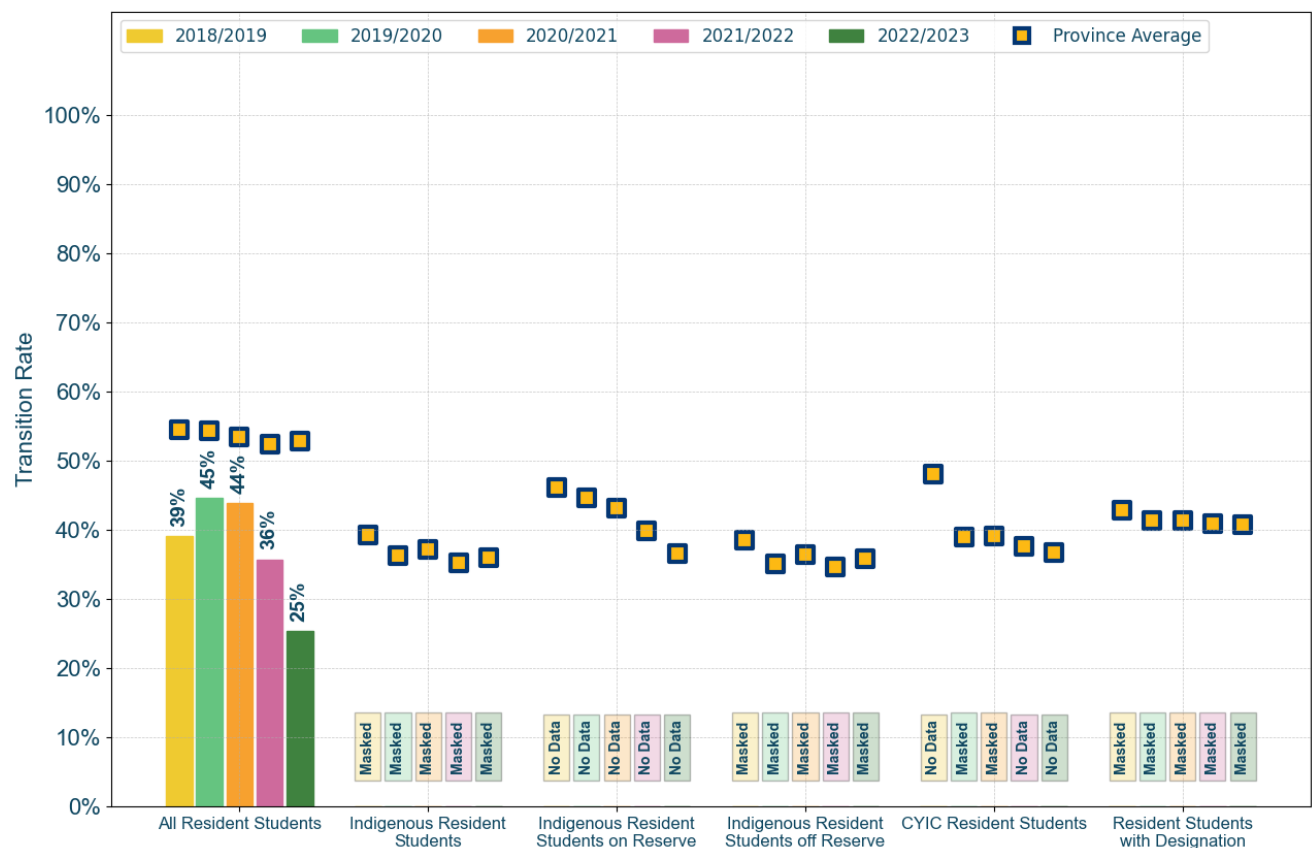
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

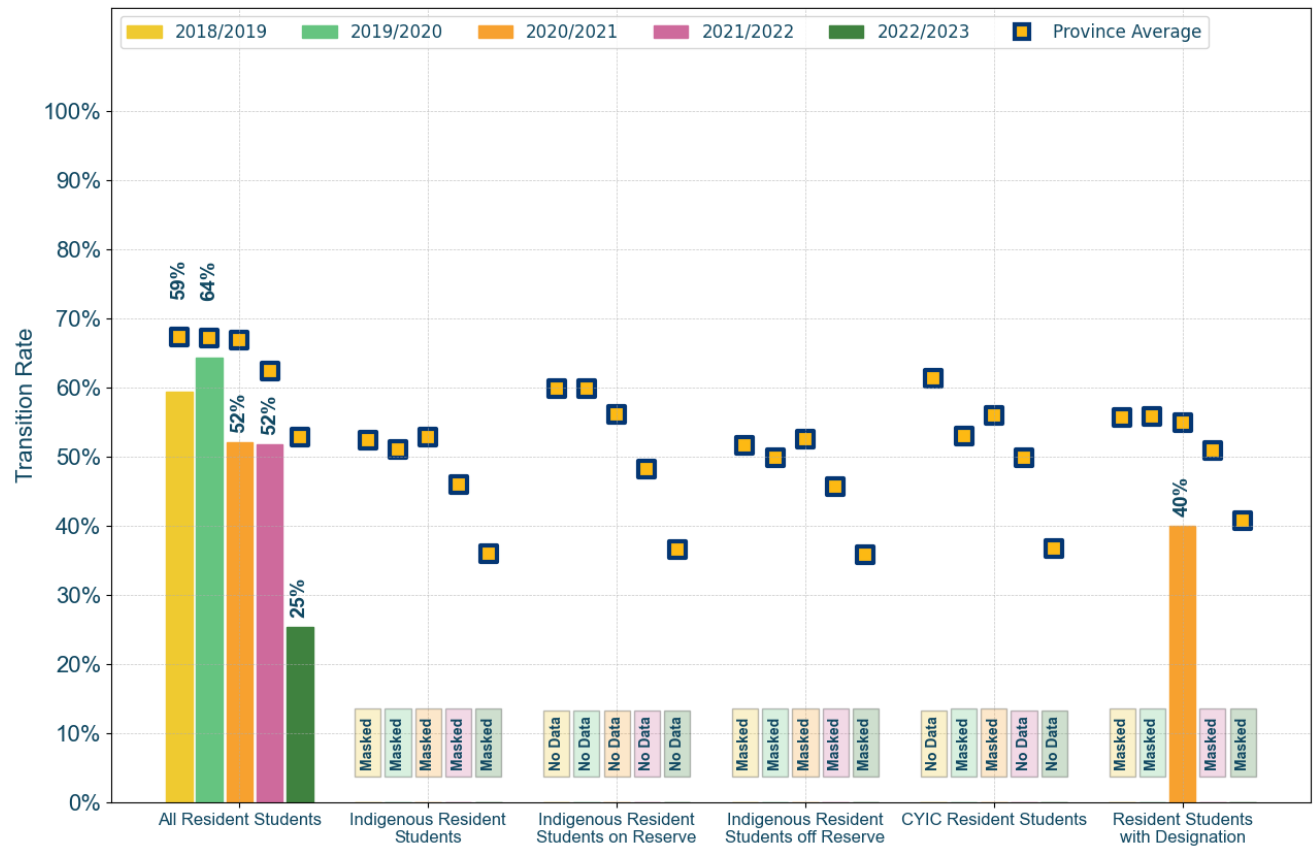
SD019 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	69	56	73	56	71
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 Resident Students	0	Masked	Masked	0	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD019 - Immediate Transition to Post-Secondary



SD019 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions

Analyze
1

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What
patterns
emerge?

2 Trends:

- **Brief overview of notable trends**, including:
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 - Indigenous students on and off reserve
 - Children and youth in care
 - Students with designations

3 Comparisons:

- **Brief overview of relevant comparisons.** For example:
 - Provincial averages/typical range
 - Specific cohorts of students

Life and Career Core Competencies: Analysis Summary

Post Secondary transitions and Within 3 years transition to Post Secondary

Key Contexts

No Children and Youth in Care were enrolled in the district in the 2024-2025 school year. There are no living on reserve students in the district.

Due to a small population size, data is masked for Indigenous students and students with designations to maintain student privacy.

Trends

The number of students from Revelstoke transitioning directly into post-secondary school has decreased over the past four years.

Comparisons

Students transitioning directly into post-secondary school after graduation are significantly lower than provincial averages.

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions



Please refer to the [Guidelines for Reporting on Masked Data](#) to ensure student privacy when referencing small populations.

INTERPRETATION SUMMARY REQUIREMENTS

Delete Instructions
Before Publication

Please provide a **brief** summary for this interpretation section.

MAXIMUM 1 PAGE

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- 3 How do the results from the analysis inform the district's commitments to improving **equity for all priority populations**?

What strengths, inequities, and areas for growth do the identified patterns reveal?

District teams will include their response to the data and evidence review (i.e., strategies and adjustments) in **Part 2: Respond to Results**.

Life and Career Core Competencies: Interpretation Summary

Key Contexts

No Children and Youth in Care were enrolled in the district in the 2024-2025 school year. There are no living on reserve students in the district.

Due to a small population size, data is masked for Indigenous students and students with designations to maintain student privacy.

Graduating students from Revelstoke must relocate to pursue post-secondary education, which can double to cost of schooling when accommodation is included. Many graduates opt to move to Alberta, particularly in Calgary, which is geographically closer than Vancouver. Some move further east due to cost of accommodation, proximity to extended family, or simply for the adventure since they need to move anyhow.

Trends

Analysis of the 2022–23 cohort revealed a notable decline in transitions to post-secondary education compared to previous years. This cohort saw an increased preference for gap years, with many students opting to gain valuable work experience through programs such as the Junior Fire Crew program, which offers employment opportunities extending into the fall. The continued trend in post-secondary education becoming more expensive for families in Revelstoke is very much in play here. To attend any post-secondary training, except for small certificate programs from a local campus of a vocational college, students must travel at least 200km. The associated costs of living away from home create situations where some students choose to work before attending post-secondary studies.

Strengths and Areas for Growth

Administration, counsellors, and career teachers coordinate a variety of presentations and activities to give students the opportunity to learn about post-secondary pathways. They work with neighbouring districts to offer Dual Credit options for students.

The local Revelstoke Community Foundations manages a scholarship and bursary fund so donors can give a scholarship or bursary that runs in perpetuity. This fund, added to other local scholarships, supports Revelstoke graduates with about \$80,000 per year.

Equity for All Priority Populations

Priority population students receive individual support in researching and applying for post-secondary opportunities. Indigenous students are guided towards financial support opportunities including grants, scholarships, and bursaries. Specific bursaries for Indigenous students are facilitated by the school district itself through the Indigenous Education Committee.

Interim Progress Report for Enhancing Student Learning:

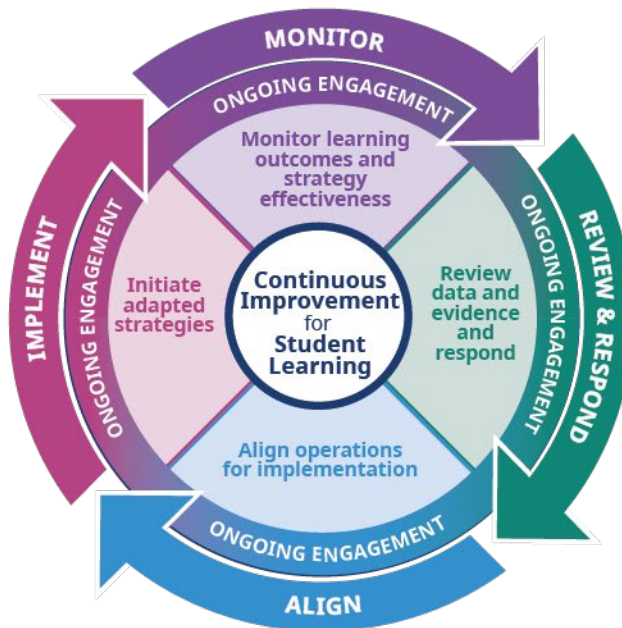
Ministry Note

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 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once 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.

Part 2B: Respond to Results

In Review of Year 2 of Revelstoke Strategic Plan 2024-2027



Interim Progress Report for Enhancing Student Learning:

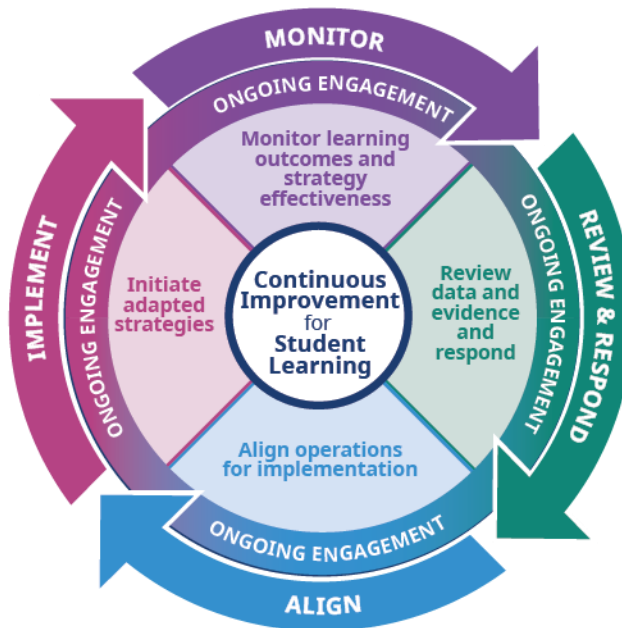
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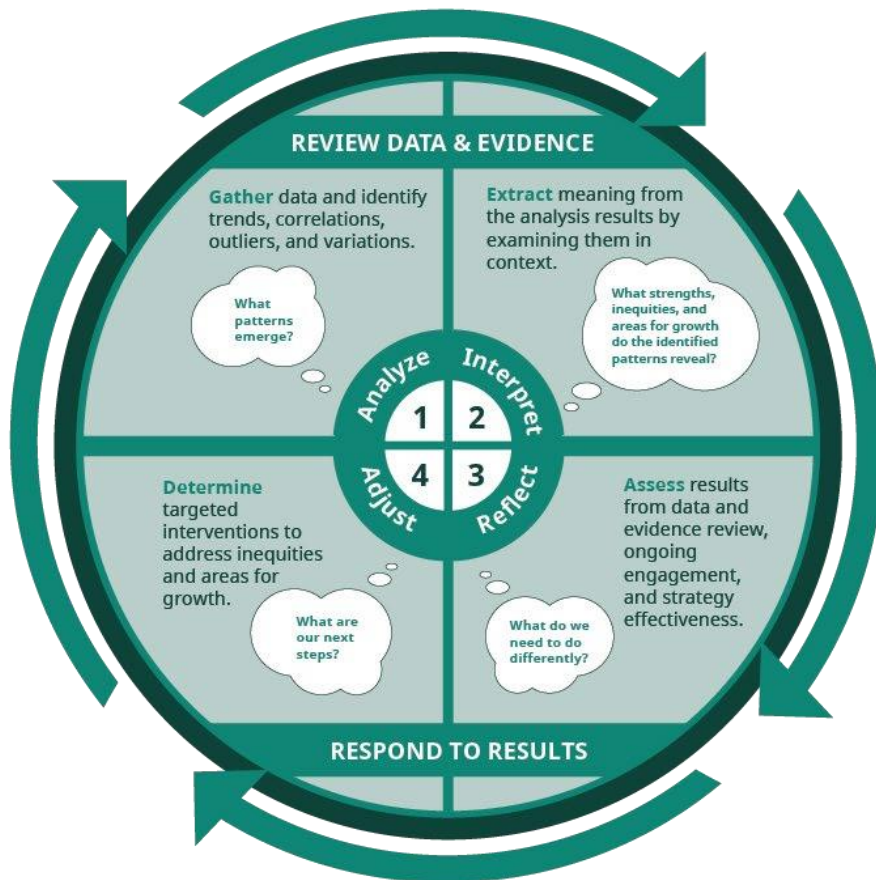
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District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation 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.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report

Respond to Results



Part 2b

Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b)**.

Interim Progress Report 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.

Reflect and Adjust Chart



Intellectual Development			
Literary			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
In-service POPEY sessions for professional learning and cross district professional development sessions.	Multiple in-service sessions to ensure participation. Focused on reading and writing instruction at the early primary level. Included a mixture of early-service and long-service teachers to support quality collaboration, building and expanding capacity and literacy instructional knowledge.	This strategy was effective. The teachers who attended provided positive feedback about the experience and were able to apply strategies and engage in recommended resources.	Expand into late primary and beyond. While release time is expensive, this model supported professional learning while avoiding low turnout in participants or contributing to overwhelm.
On-going cycles of collaborative coaching/mentorship opportunities across the district.	Pairing early teachers or teachers new to a teaching role with long-service teachers and supporting release time for observations, debriefing, and collaborative planning.	This strategy has been effective and supportive for both early teachers and long-service teachers. Strengthening relationships and professional collaboration across the district has positive and lasting outcomes including sharing of new resources, co-planning and increasing support networks and moral.	Continue to support and refine mentorship structures. Consider formalizing feedback mechanisms to track long-term impact.

Building relationships with larger districts.	A literacy specialist was appointed to support the Early Years district VP role, bringing strong training and experience to the portfolio. This role is now distinct and focused on literacy leadership.	Initial feedback indicates improved strategic alignment and access to broader literacy expertise.	Explore opportunities for inter-district collaboration, joint professional development, and shared literacy initiatives. Establish metrics to assess the impact of this leadership role on student outcomes and instructional practices.
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Intellectual Development			
Numeracy			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
District wide residency with numeracy expert/coach Kendra Jacobs	Delivered multiple demonstration lessons across elementary grades. Released classroom teachers to observe and participate in debrief sessions.	Highly effective. Staff provided positive feedback and demonstrated sustained engagement with modeled strategies and resources.	Expand the initiative to include secondary grades. Support smoother transitions from elementary to high school numeracy.

Purchase of updated resources (e.g., Rekenreks, rich tasks, Catherine Fosnot investigations, problem strings)	Organized resources in school libraries for easy access. One school created ready-to-use bins for investigations to streamline sharing and reduce prep time.	Widely appreciated and used. Lots of interest and momentum in trying new resources. Teachers and students responded positively, though uptake varied by grade level and familiarity.	Offer targeted professional development to enhance effective use. Replicate ready-to-use resource bins in other schools.
Simplified implementation of Counting Collections activities by organizing materials based on collection size. Having items easily accessible and ready to use.	This made implementing the Counting Collections resources more seamless. • Embeds the pedagogy of First Peoples Principles on Knowing in Being within the Numeracy circle and classroom activity. (centers/labs) • Embeds Restorative practice • Addresses the heart and mind of the child – looking at the whole child – creating a community of learners. • It offers various entry points for our young mathematicians to build confidence in themselves as a learner. • It has pre and post assessment. Similar to the assessments we currently use. • The class starts in circle then goes to math stations/labs and ends in a reflective circle. • It aligns with the BCTF Professional Standard 9, Calls to Truth and Reconciliation and DRIP	Well utilized across classrooms. High student engagement and improved number sense in primary grades.	Expand the trolley concept to include intermediate-level numeracy kits. Roll out across additional schools in the district.

Human and Social Development			
Students feel Welcome, Safe and Connected			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
We started working with a coaching team from BC Children's Hospital to create a District Mental Health Strategy and Action Plan.	Gathering information from Principals, counsellors, students, and staff to create a clear and focused District vision for Mental Health and Well-Being.	This has been highly effective in generating conversations to identify areas of strength and opportunity across the district and set priority areas and goals.	We are continuing to work with the coaching team from BC Children's Hospital to create a three-year Action Plan in each of the priority areas.
Create opportunities during transition years (incoming kindergarten, Grade 7 to 8, graduates) to encourage a sense of belonging. • SEY2K, Ready Set Learn, PreK Play, Childcare visits. • Counsellors visiting grade 7 classes at elementary schools to prepare for implementing PreVenture earlier in Gr 8 year. • Post –Secondary visits, Grade assemblies, Capstone presentations • Indigenous Milestone Ceremony and family gatherings.	Reduce anxiety for parents and students entering the school system, transitioning to a new school, or transitioning to post-secondary and improve the sense of belonging in the transition years.	These have been well received at all levels. Attendance for Pre-school children's initiatives has been high. The counsellors discovered some anxieties about high school that were unexpected and were able to add more school visits. Attendance at Indigenous family gatherings has been building.	We will continue to invest in pre-transition opportunities. Counsellors were able to do PreVenture screening at elementary schools in the Spring and will run PreVenture groups in the Fall of their grade 8 year rather than in the Spring.

Increasing parent and caregiver confidence through a Parent & Caregiver Learning Series and monthly Mental Health and Wellness Newsletters.	Improving parent and caregiver understanding and confidence increases support for students and reduces anxiety at home and at school and builds the relationships we have with families.	This has been well received by parents and caregivers, and we have had positive feedback. The Parent & Caregiver sessions were very well attended in the winter months. Offering in-person and virtual options gave choice to families to join however they felt the most comfortable.	We will continue sending home monthly newsletters with links to regional and provincial resources and webinars and we will reduce the number of Parent & Caregiver sessions to the winter months. We will also focus on updating resources on the school and district websites to make it easier to access information when needed.
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Career Development			
Graduation			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
The Career Life Connections course is organized off-timetable emphasizing mentorship, and flexible, ongoing interactions between students and teachers	Connecting with community mentorship opportunities.	It is responsive to student needs and allows for an inclusive approach with multiple access points. "Capstone" presentations to panels of community members are very efficacious in allowing students to share their post-secondary plans.	Inclusive approach to capstone presentations means that every single student has a presentation to an appropriate panel in a time and space that works for each. One-to-one consultation occurs with every graduate to ensure success.

Life and Career Core Competencies			
Strategy	Area for Growth	Strategy Effectiveness	Adjustments and Adaption
Grade 9 Career Education is done through experiential day long opportunities including “Take Our Kids to Work Day” and experiential days at Revelstoke Mountain Resort and Parks Canada.	Ensuring that the experiences are relevant to this cohort.	Very effective in exposing students to important curriculum and skills, as well as various local Career paths.	Finding relevant experiences in the local community. Financial literacy opportunities and approaches were explored this past year with the purchase of new resources to present the material in an engaging manner.
Grade 10 and 11 Career Education is focused on skill building, as well as investigating career paths. Preparation for a post-secondary life is introduced and expanded upon as students progress through grade 10 to grade 11.	It can be challenging to meet all career interests for all students.	The course has proven to be effective in skill building and in exposure to varied career meta-knowledge. Financial, academic and job-seeking skills are well developed, along with possible career path information.	There has been an addition of Social-Emotional Learning (SEL) to the skills learned in grades 10 and 11. This is an important aspect of well-being and a personal skill that is paramount in developing an effective career/life plan.