



Framework for Enhancing Student Learning

School District No. 43 (Coquitlam)



Introduction: Local Context

School District 43 (Coquitlam) serves approximately 33000 students living in the communities of Coquitlam, Port Coquitlam, Port Moody, Belcarra and Anmore. The district features forty-five elementary schools, fourteen middle schools and nine secondary schools. In addition, students are also served by distributed learning programs called Apex and COL 10-12. Alternate programs include Suwa'lkh and CAFE). Coquitlam is a diverse school district. English (56%), Mandarin (8%), Korean (6%), Persian (5%), Cantonese (3%), Spanish (2%), Russian (2%), Arabic (2%) and Tagalog (1%) are among the most common home languages reported in 2020-2021. There were 5124 English Language Learners in the school district.

Education in the Tri-Cities region has a rich history dating back well over a century. In 1891 the official boundaries for the school district, known as "Junction" at that time, were established. In the mid-1940s the B.C. Provincial Government standardized school district names and this district became known as School District No. 43 (Coquitlam), and remains so to this day, although it is often abbreviated to SD43.

School District No. 43 (Coquitlam) is on the core territory of the k^wik^wə^łəm (Kwikwetlem)(Kwee-kwetlem) First Nation and lies within the shared traditional territories of the Tsleil-Waututh (Slay-wa-tuth), Katzie (Kate-zee), x^mməθk^wəyəm (Musqueam), S^kwxwú7mesh Úxwumixw (Squamish), and Quay Quayt (Key-Kite) First Nation. There are 12 students living on the Kwikwetlem Nation who attended SD43 schools in the 2020-2021 school year. There are a total of 1269 students who have identified as having Indigenous ancestry. The Indigenous Education department works with *Freshroots* to operate a garden program. The district also works with *Spirit of the Children* to support Indigenous families. SD43 recently received a provincial grant from the Civil Forfeiture Crime Prevention and Remediation grant program of \$28 000 to support the "Food Security at the Earth Spirit Healing Forest and Medicine Garden Good Food for All" initiative. This program will support 1000 Indigenous and non-Indigenous youth.

A contributing factor to the success of SD43 students is the trusting relationships the Board of Education has with its partner groups that include the Coquitlam Teachers' Association, Coquitlam Principals and Vice Principals Association, CUPE 561 and the District Parent Advisory Council. Student voice is provided by the Student Leadership Council.

Coquitlam's International Education Program, a dynamic and global education system for international students, is the most successful program in Canada with students from 45 different countries. The major goal for all students studying abroad is to be able to experience the highest levels of academic and personal achievement while enjoying the Canadian west coast culture - "Guiding Global Citizens Becoming Tomorrow's Leaders". The International Education Program facilitates the integration of an international, intercultural, and global dimension into the purpose, functions, and delivery of education in the school district. Coquitlam's International Education Program aligns with the Board of Education's main goal: "To achieve respect for diversity", and the strategies: "to foster international perspectives and build linkages with the community and around the world; to increase intercultural communication and understanding within our community and around the world; to achieve inclusive learning environments."

Coquitlam School District works to support the needs of students holistically. The district utilizes CommunityLINK to provide food security and activity supports afterschool programs. The district has a dedicated Community Connection and Health Living Coordinator that works with community schools

and supports the implementation of CommunityLINK. The program is accessible to families across the district and is supported by multiple community partners, in both retail and agency partners.

The Coquitlam School District published Directions 2025 in December 2020. Currently in Year One, the strategic, five-year plan was designed with community feedback through consultation with partner groups, public board meetings, district surveys and independent program reviews supported by educational research. The mission is to ensure quality learning opportunities for all students of all ages. The district's firm belief is that the operation of the district is more effective with a clear vision and purpose that is aligned and integrated through all areas of the organization.

Directions 2025 outlines three strategic goals. These goals will be considered throughout the Framework for Enhancing Student Learning Report. The goals are:

- *Strategic Goal #1: Intellectual Development/Achieve Student Success.* Objectives include:
 - Developing students as numerate citizens, fostering life-long learning behaviors through the promotion of literacy and the core competencies.
 - Equipping students for a world that request practical scientific, technical and innovation skills through STEAM and Career Education.
 - Instill understanding of First Peoples Principles of Learning and Indigenous History.

- *Strategic Goal #2: Human and Social Development/Develop the Educated Citizen.* Objectives include:
 - Supporting vulnerable learners through early identification and strategies to reduce barriers to success.
 - Cultivate social emotional well-being through personal and social awareness and responsibility, empathy and resilience.
 - Emphasize success, well-being and equitable opportunities for Indigenous Learners.
 - Ensure success for all learners through the development of inclusive learning environments.

- *Strategic Goal #3: Organizational Capacity/Foster a Sustainable Educational Organization.* Objectives include:
 - Modeling of a professional and leadership culture.
 - Create innovative and sustainable facilities that support emerging learning needs.
 - Support continuous improvement and operational efficiencies throughout the organization.
 - Implement strategies to ensure international education programs maintain their leadership position.
 - Ensure a financially stable organization through progressive practices and multi-year financial planning.

The Framework for Enhancing Student Learning has a focus on five populations of students: All Students, Indigenous Students Living On Reserve, Indigenous Students Living Off Reserve, Students with Disabilities or Diverse Abilities, and Children and Youth in Care. Each of these populations will be considered during this report.

[Involvement: Our Framework for Enhancing Student Learning Journey](#)

The data used for this report was collated into a working document in October 2020. The primary data sources were provided by the Ministry of Education Student Outcomes, Reporting and Analytics team. The team was able to provide data for provincial assessments, graduation rates, student learning surveys and post-secondary transfers. Also considered was local data from the Middle Years Development Instrument, Equity Scan and student report card data.

An initial review of the data was done by a small group of district level principals in November 2020. The Equity Scan developed by District Principal of Indigenous Education Gayle Bedard was a central influence for this report.

The basic concept and initial data for the Framework for Enhancing Student Learning was introduced to the Board of Education on January 19, 2021.

A Directions 2025 Learning Group, consisting of 30 school-based administrators was established in Spring of 2021 and worked with Dean Shareski to foster:

1. Considering key objectives through a local lens.
2. Including cross-cutting themes in school-based goals.
3. The role of data in informing our practice.
4. Ensuring goals translate to action.

A Framework for Enhancing Student Learning Working Group composed of representatives from the District Leadership Team, Student Leadership Council, Coquitlam Teachers Association, and the Coquitlam Principals and Vice-Principals Association was created to review the data and provide feedback. Members of CUPE 561 and the District Parent Advisory Council were also invited to participate. The group reviewed the data and provided feedback on February 22, 2021 and April 21, 2021. A draft of this report was shared with the committee on June 14, 2021.

The Student Achievement Advisory Committee, composed of members of the District Parent Advisory Council, Student Leadership Committee, Coquitlam Principal and Vice-Principals Association and the District Leadership Team, reviewed the Framework for Enhancing Student Learning working document and provided feedback on February 17, 2021 and, March 10, 2021 and May 17, 2021.

SD43 staff also participated in the Strategic Planning for Student Success Virtual Learning Series hosted by the Ministry of Education to support the Framework for Enhancing Student Learning.

Presentation of the Framework for Enhancing Student Learning was done for the District Parent Advisory Council on April 7, 2021.

The district's Indigenous Education Advisory Committee was consulted on May 25, 2021. Members of the Kwikwetlem First Nation were also invited to attend this meeting.

Presentations on participation and achievement data for all school principals was completed between January to May 2021.

A final presentation was done for the Board of Education on September 14, 2021.

The Framework for Enhancing Student Learning will be part of the ongoing engagement process with the Student Achievement Advisory Committee, District Parent Advisory Committee, school administrators and Indigenous communities going forward.

Results Review

Overall, the student learning results show strong performance for all students when compared to provincial and metro districts. Participation rates were consistently high. Feedback was provided by the Framework for Enhancing Student Learning Working Group and the Student Achievement Advisory Committee. Please note that the number of students considered Indigenous Students Living On Reserve and Children and Youth in Care is small and data for certain measures are not available due to the Ministry of Education data masking policy.

This report also considers student performance compared to the aggregate data of other metro districts (Vancouver, Surrey, Richmond, North Vancouver, West Vancouver, Sea to Sky, Burnaby, Sunshine Coast, New Westminster, Delta and Conseil scolaire francophone) as well as provincial averages.

In summary, based on 2019-2020 data:

- The participation and performance rates of the All Students population were consistently higher than the provincial and metro averages in most measures.
- The Indigenous Students Living On Reserve subpopulation, although much of the data was masked, did not thrive in comparison to the other SD43 subpopulations and also when compared to the provincial and metro counterparts.
- The Indigenous Students Living Off Reserve subpopulation rates were not as high as the SD43 “All Students” subpopulation rates in almost every measure. This was noted when compared to the 5 Year Completion rate measure.
- The Students with Disabilities or Diverse Abilities subpopulation performance was consistently higher than the provincial and metro averages in most measures.
- Children and Youth in Care, although much of the data was masked, did not thrive in comparison to other subpopulations within our district and when compared to the provincial and metro counterparts.

For a detailed analysis of each measure please refer to the appendix section of this report.

Results Review Analysis: What Explains Our Success?

The data for all students shows that SD43 (Coquitlam) is above the provincial average in most measures. Participation rates for Measures 1 and 2 are high for All Students, Indigenous Students Living Off Reserve (Grade 7s) and Students with Disabilities and Diverse Abilities and were consistently higher compared to the provincial and metro rates. Participation rates for Indigenous Students Living On Reserve, despite the small number of students, is still an area in need of focus for the district.

Strategic Goal #2 of Directions 2025 cites that support for vulnerable learners through early identification and ensuring success for all learners through the development of inclusive learning environments. The strength of the district and school-based Learning Services departments was brought up by both committees who examined this data. The Mentor Support Teachers (MST) and Technical Support Teachers (TST) were identified as two structures that have been supportive of teachers. In addition, the move to the competency-based Individual Education Plan has also been cited as being supportive of vulnerable learners.

Technology has been identified as a cross-cutting theme in Directions 2025. The school district rapidly pivoted to remote learning in April 2020 as the Covid-19 pandemic was emerging. The district had already created a solid foundation of digital literacy so the adoption of digital strategies to support the continuity of learning was relatively smooth. Staff made the transition to remote learning with relative ease due to the technology infrastructure that had been developed in Directions 2020. School and district computing devices were loaned to families to provide equitable access to remote learning opportunities. Parent surveys were used to assess each family’s technology needs, including access to wifi.

The conditions within the classroom also need to be considered. District class size averages for Kindergarten is 18. The class size limit is 20. The Grades 1-3 average is 19.9 and the limit is 22. For Grades 4-7, the district average is 24.7, but the limit is 28. For Grades 8-12, class size average is 24.2. School district class size averages are well below the class size limits. SD43 averages are above provincial averages but considering the size of the district, we have been able to keep most classes below the maximum allowable sizes.

The strong performance of Students with Disabilities or Diverse Abilities subpopulation in areas of Intellectual and Career Development was identified by committees to be an area of strength as it is consistently higher than the provincial average and metro averages. Participation and performance were both notably higher than comparative averages. The strong performance can be attributed to the inclusion of Category P (Gifted) students in the data. The district has a robust service plan for these students. In September 2020, there were 1998 students in Category P. They make up 38% of students who have a ministry designation. The October 2020 issue of GECCO (Gifted Education Contacts’ Communicator) outlined the strength of the gifted program in Coquitlam School District.

“Screening all students is one of the hallmarks of SD43 Gifted Education. Very few, if any other districts in BC, have that level of commitment to identifying Gifted learners. Universal screening allows us to identify students that otherwise would not be put forth for testing in a nomination system. This may include, but is not limited to, students who are introverted or shy, English Language Learners, ‘teacher pleasers’ who would never ask for more challenge, and students who underachieve.”

Gifted programming is offered at elementary, middle and secondary schools for children identified as Category P (Gifted). All grade threes are screened using the CCAT7 assessment.

Human and Social Development is systematically consistent in the school district. Schools that had social emotion learning, self-regulation or wellness as a primary or secondary goal were examined. The MDI data shows that middle schools that chose social emotional learning as a goal experienced the greatest positive change in the area of students feeling a sense of belonging.

Each school has developed a school plan called the Action Plan for Learning (APL). The following table shows the general themes of the school’s 2019-2020 APL goals.

| Level | Literacy (Primary Goal) | Numeracy (Primary Goal) | Self-Regulation or Social Emotional Learning (Primary Goal) | Other (Curriculum or Assessment) |
|------------|----------------------------|----------------------------|---|--|
| Elementary | 22 | 8 | 14 | 2 |
| Middle | 0 | 4 | 8 | 2 |
| Secondary | 1 | 0 | 5 | 5 |

The strength of performance in literacy, especially in Grade 4 writing is noteworthy and may be connected to the number of schools who have a literacy goal.

The previous Directions 2020 strategic plan outlined the goal of ensuring that the human, financial and physical resources are sustainable. Strategic Goal #3 of Directions 2025 continues the goal of sustaining an educational organization. The district is undergoing a budget consultation process that is aligned with Directions 2025. The budget process is a consultative model that coordinates budget planning and resource allocation activities with inclusive stakeholder consultation and feedback based on the vision, goals and objectives of Directions 2025. The budget presentation on April 13, 2021 highlighted the support for achieving student success by “Aligning available resources and Action Plans for Learning with student achievement, educational outcomes and understanding of First Peoples principles.”

The Indigenous Education department strives to ensure success for all Indigenous students. The Equity Scan has provided a coordinated opportunity for school staffs to engage in the work of supporting Indigenous Learners. The Equity Scan was reviewed by principals at a Learning Without Boundaries meeting on January 14, 2021.

Graduation rates for the All Students population, both the 5 year and 6 year completion rates for Coquitlam remain among the highest in the province. Board Chair Kerri Palmer Isaak summarized her thoughts on the district’s success as, “I am extremely proud to congratulate the students and staff of SD43 once again for their outstanding efforts that have consistently resulted in exceptional graduation rates above the provincial average. This accomplishment is a testimony to the dedication of our staff, the support of families in our community and the superb work of our students”. Superintendent Patricia Gartland commented that, “It’s incredibly important that students are prepared for the challenges they may face while in school and for the rest of their lives. The district has expended considerable effort in developing inclusive learning environments and supporting students for success – I believe attaining a Dogwood diploma is a critical step for young people entering into adulthood.”

[Adaptation of Our Strategies for Emerging Areas of Focus](#)

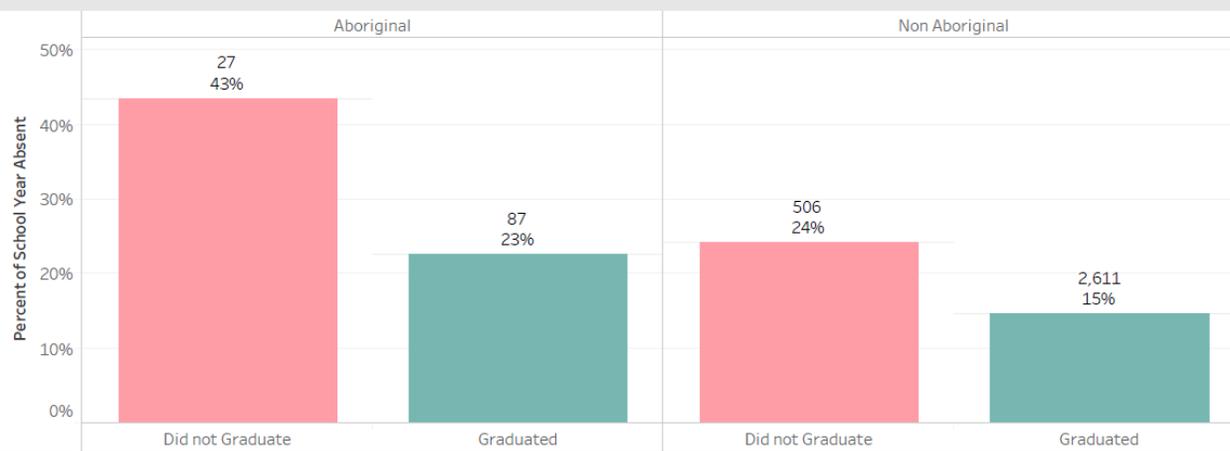
Directions 2025 prioritizes this work as objectives in Strategic Goal #1 (Instill understanding of First Peoples Principles of Learning and Indigenous History) and Strategic Goal #2 (Emphasize success, well-being and equitable opportunities for Indigenous Learners).

Indigenous students, both living on and off reserve, continue to be an area that requires focus and attention for support. It is evident that the data for Indigenous Students Living On Reserve is not aligned with the data in the other subpopulations. The population is represented by a small number of students but the overall percentage regarding participation and performance is lower compared to the other metro district cohorts and provincial averages. Each data point represents a human life. Attendance at school is not as consistent with the other populations measured in this report. There is a connection between Indigenous Learners, Students with Disabilities or Diverse Abilities and Children and Youth in Care given the significant number of students are in the three categories.

There seems to be a connection between attendance and graduation rates. The chart below shows Grade 12 attendance and graduation rate data from 2019-2020 school year. Twenty Seven Indigenous students, who did not graduate, were absent 43% of the year. Compare that information with non-Indigenous students in which 506 students who did not graduate were absent for 24% of the year. More telling is the number of students who graduated. Eighty seven Indigenous students who

graduated were absent an average of 23% of the year. Their non-Indigenous student counterparts were absent an average of 15% of the year.

Attendance: Overall



An improvement in the five- and six-year completion rates over the past three years (72.4% in 2018; 73.4% in 2019 and 78% in 2020) is evident. However, the rates are still below the All Students population which average 95% over the recent three years.

Participation rates for Grade 4s in Numeracy, Reading, and Writing for Indigenous Students Living Off Reserve were not as high when compared to one or both the provincial and metro rates.

The district works with the Kwikwetlem First Nation for education services. Students are provided with bus transportation to and from their catchment school. The Covid-19 pandemic has curtailed the students' attendance at school. The Equity Scan outlined actions that the district needs to consider. Strategic Goals #1 (Instill understanding of First Peoples Principles of Learning and Indigenous History) and #2 (Emphasize success, well-being, and equitable opportunities for Indigenous Learners) mandate that Indigenous Learners continue to be an area of focus for the work of the district. Members of the Student Leadership Council commented on how they would have liked to have learned more about Indigenous Ways of Learning when they were younger.

The number of students in Children and Youth in Care is fewer than 102 in the district for the 2020-2021 school year. Sixty-five of these students have a Ministry designation. Fifty-seven of these students have Indigenous ancestry. Forty four of the 102 Children and Youth in Care are Indigenous learners with a Ministry designation. Although the number of students in some of the measures are not reportable, due to the small numbers, what data we do have indicates these students are not thriving when compared to the other subpopulations within the district.

Continuous Improvement Cycle: Monitoring and Communicating Progress

SD43 is committed to continuous improvement in student learning. The Framework for Enhancing Student Learning coincides with the introduction of the strategic plan. This year marks the beginning of Year One of Directions 2025. The steps that support Directions 2025 and the Framework for Enhancing Student Learning have been identified. The goal is to increase success for all students in all measures, as outlined in the Framework for Enhancing Student Learning, with particular attention to the Indigenous learners and Children and Youth in Care. The timing, data and analysis from the Framework for Enhancing Student Learning supports the goals and objectives of Directions 2025.

As this is Year One of the strategic plan, the data presented in this report is considered the baseline. We will review the data in one year and make adjustments to the actions outlined in this report.

The data and subsequent conversations generated by the analysis from the Framework for Enhancing Learning has guided us towards these actions:

1. Align each school's Action Plan for Learning with the strategic goals and objectives outlined in Directions 2025:
 - a. Each school must have a goal aligned with a literacy, numeracy, STEAM or Career Education objective in Strategic Goal #1.
 - b. Schools will report on Human and Social Development (The Educated Citizen) as outlined in Strategic Goal #2. This may include social emotional learning, self-regulation, school climate, core competencies and inclusive learning environments.
 - c. Action Plans for Learning will consider Indigenous learners and Indigenous Ways of Learning as outlined in Strategic Goals #1 and #2.
 - d. Use data from a variety of sources that include local and provincial assessments to tell the story of SD43 learners. This will include support for principals and school teams to use provincial and local data to make evidence-based decisions about the learning needs of their students.
 - e. Ensure data is accessible to schools to support them in making the best educational decisions for their learners.
 - f. Action Plans for Learning should consider marginalized student populations as outlined in Strategic Goal #2.
 - g. Action Plans for Learning will be reviewed annually by a Curriculum Coordinator and Assistant Superintendent. Plans will be posted on each school website and communicated to their respective communities by June 30th, 2022
2. Continue implementing the recommendations from the Equity Scan. As stated in Directions 2025, the district needs to emphasize success, well-being and equitable opportunities for Indigenous Learners. The data for this report reveals that more work needs to be done to make Indigenous students feel more safe, welcome, and develop a stronger sense of belonging at their schools.
 - a. Each school continue with a vulnerable learner support team.
 - b. Ensuring timely and relevant data access for educators.
 - c. Strengthen connections that Indigenous learners have with their school community. This could include extracurricular activities and other learning opportunities. We will examine the barriers that need to be removed to provide more opportunities.
 - d. By increasing the Indigenous students' sense of belonging, feeling welcome and feeling safe, we can anticipate improved data.
 - e. Share the story of the Coast Salish peoples and Kwikwetlem First Nation with schools to build a sense of pride for the students.
3. Re-align district resources to support Directions 2025
 - a. Restructure learning services coordinators to support the goals and objectives of Directions 2025 and work with each school in their aligned Action Plan for Learning.
 - b. Design professional development opportunities that align with Directions 2025. Schools will declare their goals and rationales (Intellectual Development, Human and Social Development and Indigenous Learners and Indigenous Ways of Learning) by January

2022. This will allow learning services to design professional development opportunities that support schools.

- c. Bi-Weekly Learning Without Boundaries administrator meetings will be designed to support the goals and objectives of Directions 2025 and schools’ Action Plans for Learning.

Timeline: Directions 2025

- 2020-2021 Year 1: Implement new strategic plan. Introduce Framework for Enhancing Student Learning. Alignment of resources to support Direction 2025.
- 2021-2022 Year 2: Continued implementation. School communities will choose a goal that is aligned with Directions 2025 based on evidence. Schools will share their aligned Action Plan for Learning by June 2022 with their community.
- 2022-2023 Year 3: Continued implementation
- 2023-2024 Year 4: Continued implementation
- 2024-2025 Year 5: Final year of implementation. Strategic stakeholder engagement and new plan development with board of education.

Board Approval

Signature: Original Signed by
Kerri Palmer Isaak, Board Chair

Signature: Original Signed by
Patricia Gartland, Superintendent

Date: September 15, 2021

Date: September 15, 2021

Acknowledgements

Framework for Enhancing Student Learning Working Group

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Craig Mah, District Principal

Student Achievement Advisory Committee

Maya Tharp, Student Leadership Council

Amar Shergill, Student Leadership Council

Rosey Manhas, District Parent Advisory Council

Nipa Bhalla, District Parent Advisory Council

Michael Chan, Vice-Principal, Gleneagle Secondary

Manjit Rai, Vice-Principal, Heritage Woods Secondary

Reno Cioffi, Assistant Superintendent

Craig Mah, District Principal

APPENDIX

RESULTS REVIEW



Appendix
[Directions 2025](#)

[Budget Presentation \(April 2021\)](#)

Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

An objective in Strategic Goal #1 of Directions 2025 is to “Foster life-long learning behaviors through the promotion of literacy and the core competencies across the curriculum.”

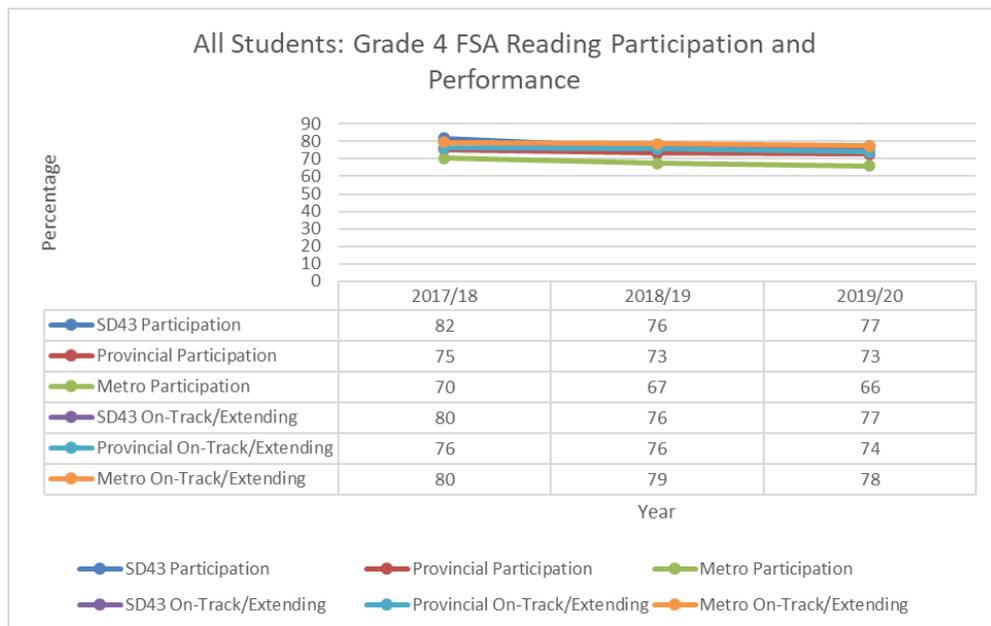
Measure 1.1 Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments.

All Students

For the purposes of accuracy, we will examine Grade 4 and Grade 7 reading and writing as separate literacy components.

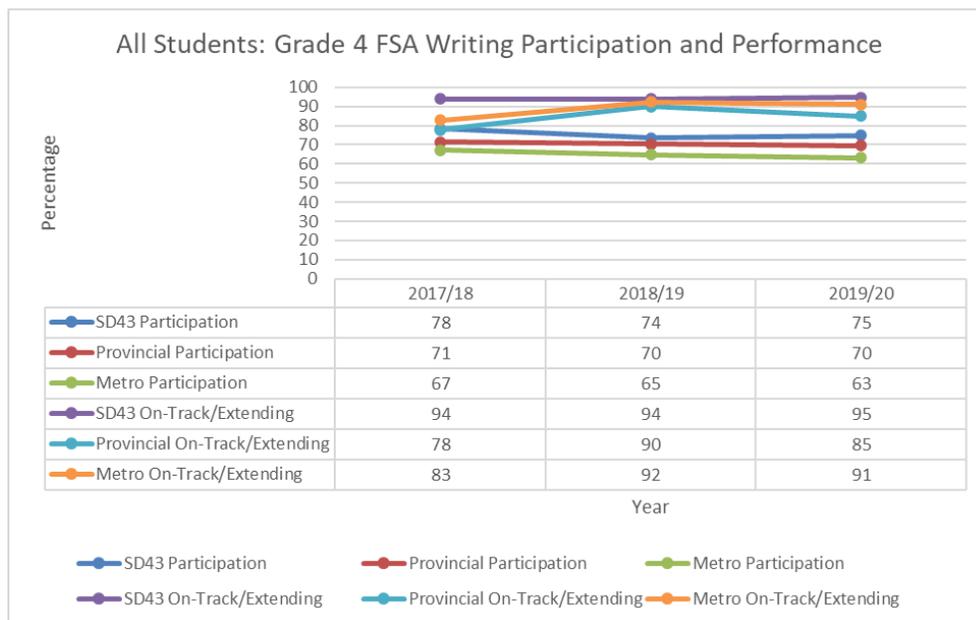
Grade 4 Reading

1689 of 2185 students (77%) completed the reading component of the FSA. 77% of those students’ achievement were on-track or extending. Both rates are higher than the provincial participation (73%) and performance rate (74%). The metro average performance rate (78%) was slightly higher than SD43 rate. The metro participation rate (66%) is notably lower than SD43. The three-year trends show strong performance in 2017-2018 (80%) performance, a slight drop in 2018-2019 (76%) and then a slight increase in the current year.



Grade 4 Writing

1636 of 2185 students (75%) completed the writing component of the FSA. 95% of those students' performance was on-track or extending. This is higher than the provincial average of 70% participation rate and 85% achievement rate. In this measure, the district's performance was higher than the metro average (91%). The metro participation rate (63%) is notably lower than SD43. The three-year Coquitlam trend is steady with an average of 94.5% achievement rate.

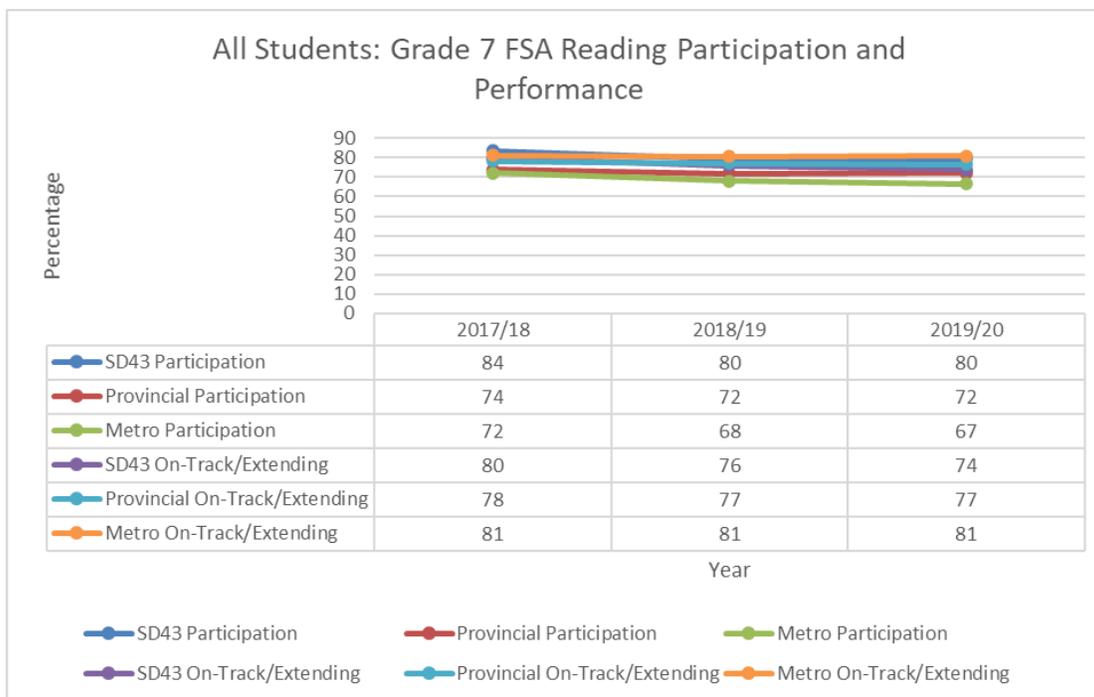


Grade 7 Reading

This is the only performance measure for the “All Students” population that falls below the provincial average. 1977 of 2482 (80%) participated in the reading component of the FSAs. 74% of the students' performance was on-track or extending. This is below the provincial performance average of 77% and below the metro district performance average of 81%.

SD43 participation rate (80%) for this measure is significantly higher than the provincial (72%) and metro (67%) averages.

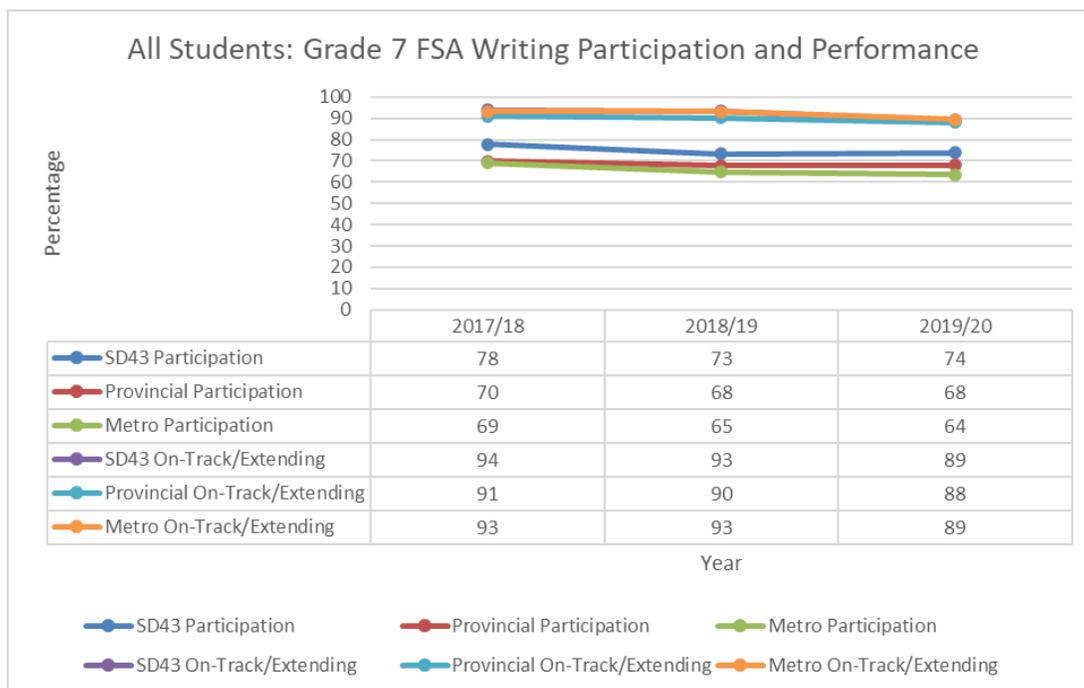
The three-year trend shows a decline in Grade 7 performance. It's noted that the district performance was higher than the provincial average in 2017-2018 (80%). The provincial trend has been steady at 77% over the past three years.



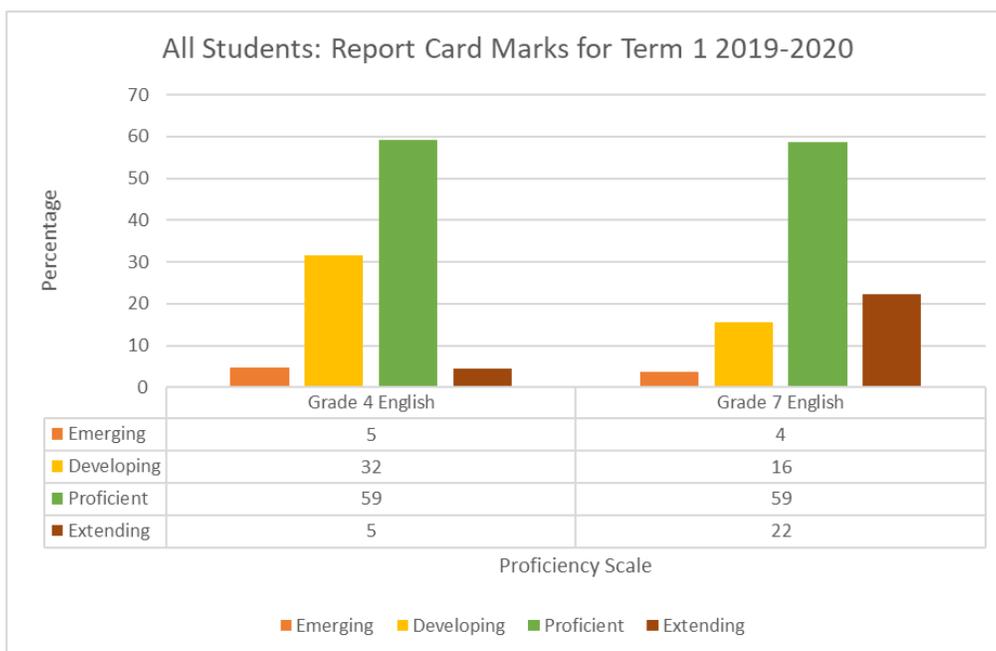
Grade 7 Writing

1829 of 2482 students (74%) completed the writing component of the FSAs. 89% of these students’ performance was on-track or extending. This is slightly higher than the provincial average (88%) and matches the metro average (89%). The three-year trend shows a slight decline from 94% in 2017-2018.

Participation was higher when compared to the provincial (68%) and metro (64%) averages.



Report card data from Fall 2019, the same time as the FSAs were completed, show that 64% of Grade 4s were proficient or extending in Language Arts. Grade 7 first term report card data show that 81% of students were proficient or extending in English Language Arts. The Grade 7 report card marks are within the range of the FSA reading and writing rates. The Grade 4 report card marks are below the FSA range. The report card data shows marks for the total students. The FSA is not written by all students due to exclusions by the school or parents.



Indigenous Students Living On Reserve

The number of students participating in this measure is too small to report on. It is interesting to note that in the area of Grade 4 Writing, the performance of this small group of students mirror the success of the “All Students” populations.

Grade 4 Reading

Data from the small amount of students who did participate show that this is an area in which they are not thriving. The students were not meeting expectations in this measure.

Grade 4 Writing

The number of students participating in this measure is too small to report on. However, the data from the students who did participate showed 100% were on-track or extending.

Grade 7 Reading

The data shows that this is an area in which students are not thriving.

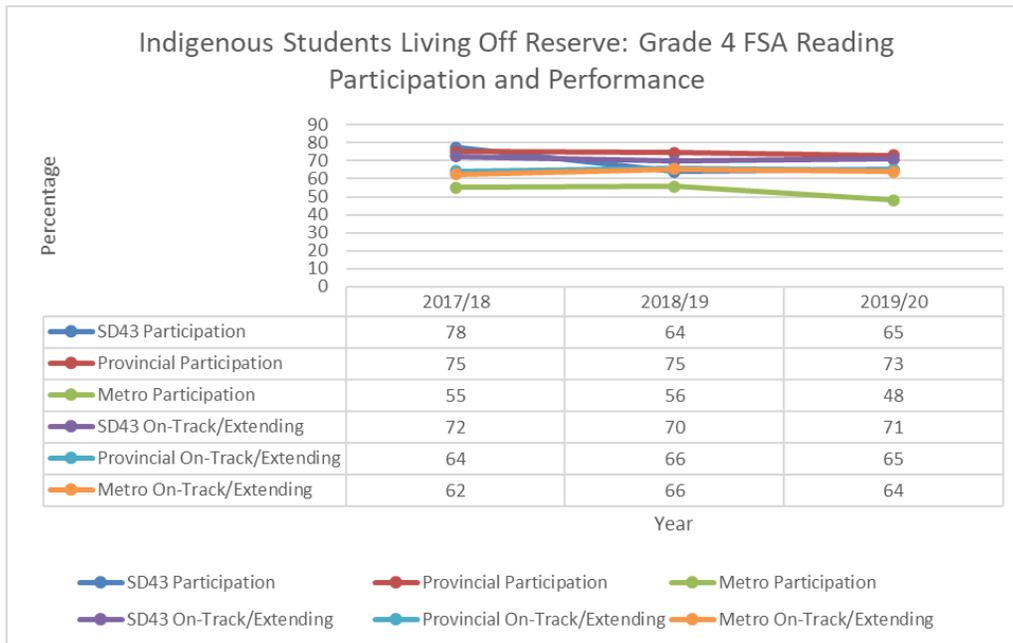
Grade 7 Writing

The data shows that 80% of the students who did participate in writing were on-track or extending.

Indigenous Students Living Off Reserve

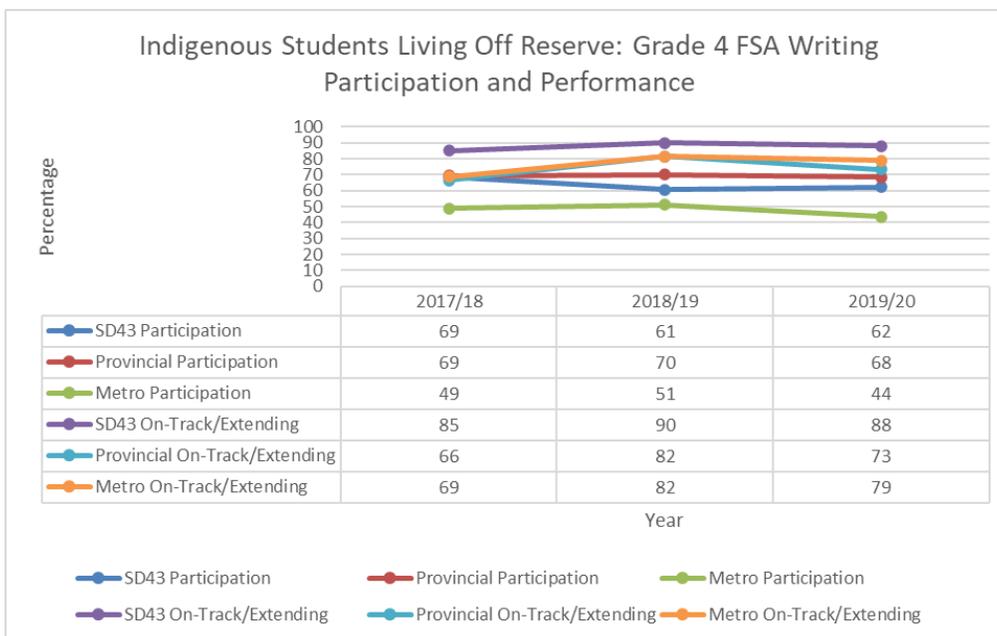
Grade 4 Reading

65 of 100 (65%) students participated in this component of the FSAs. 71% of the students were on-track or extending. The participation level was below the provincial average (73%) but significantly higher than the metro average (48%). The performance rate was higher than the provincial average (65%) and the metro average (64%). The three-year trend for this population shows steady performance.



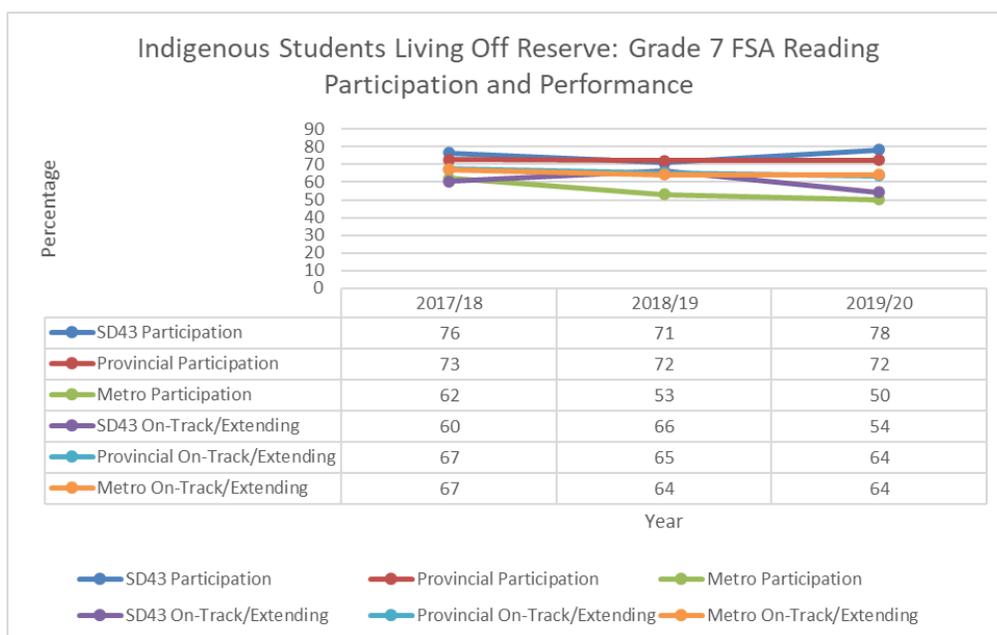
Grade 4 Writing

62 of 100 (62%) students participated in the writing component of the FSAs. 88% of the students were on-track or extending. Although the participation rate is lower than the provincial average (68%), the performance rate is higher when compared to the metro average (79%) and province (73%). Similar to the performance of the “All Students” population, the Indigenous Students Living Off Reserve seem to be thriving in this measure. The three-year trend shows an average performance rate of 88%.



Grade 7 Reading

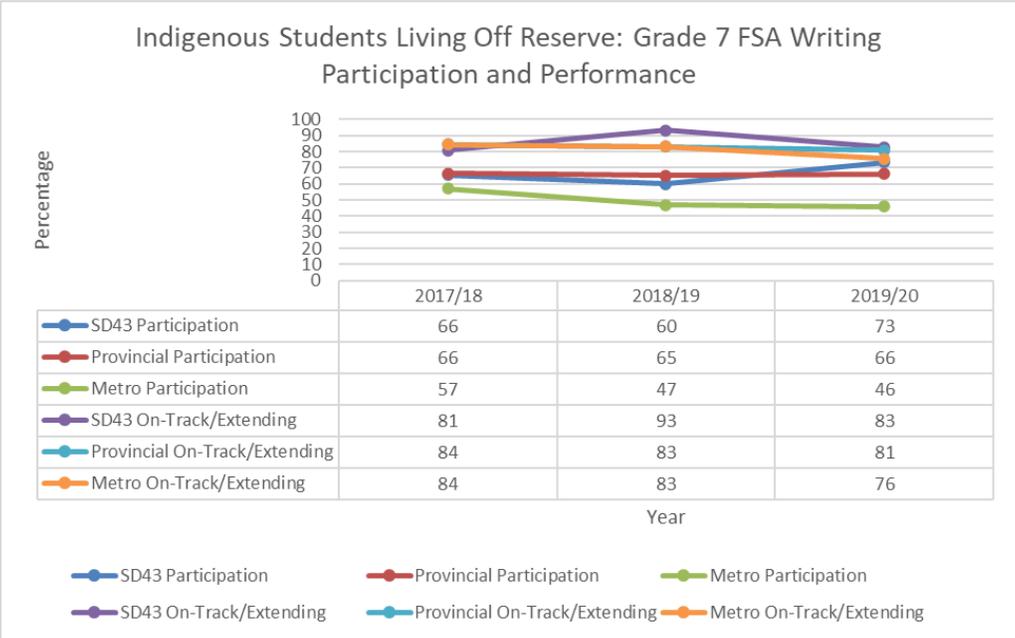
90 of 116 (78%) students participated in the reading component of the FSAs. 54% of the students were on-track or extending. The provincial average for participation is 72% and the performance rate is 64%. The metro averages for participation was 50% and performance was 64%. The district had a higher participation rate than both the provincial and metro averages, but the performance rate was lower. The three-year trend shows performance rate peak of 66% in the previous year.



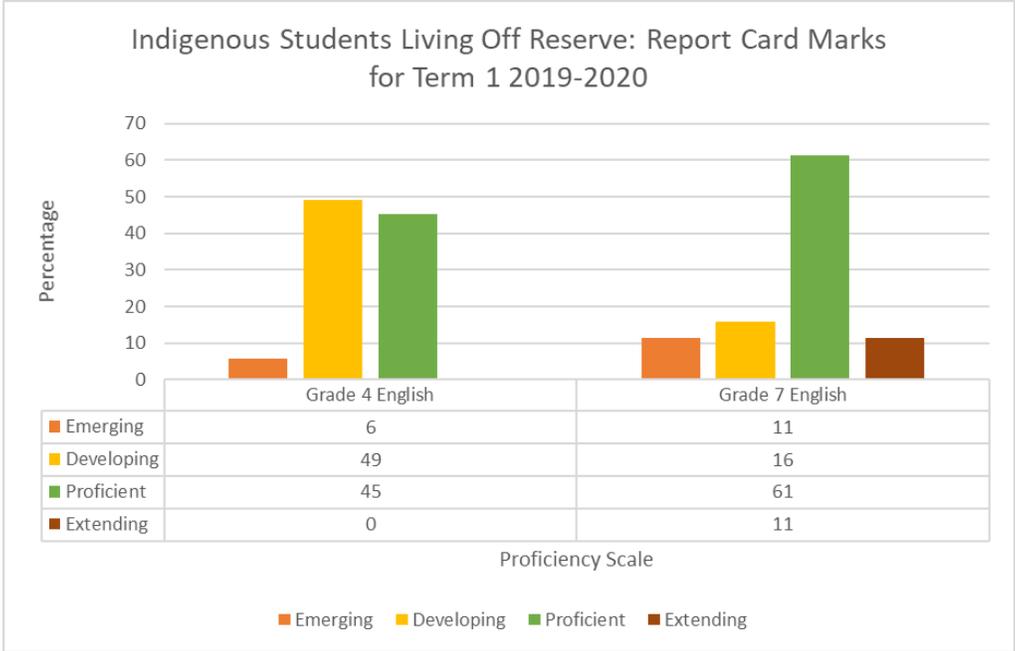
Grade 7 Writing

88 of 120 students (73%) students participated in the writing component of the FSAs. 83% of the students were on-track or extending. The provincial average for participation was 66% and the

performance rate was 81%. The metro participation average was 46% and performance average was 76%. The district participation and performance rates were higher than the provincial and metro average data. The three-year trend peaked in 2018-2019 with a 93% performance rate.



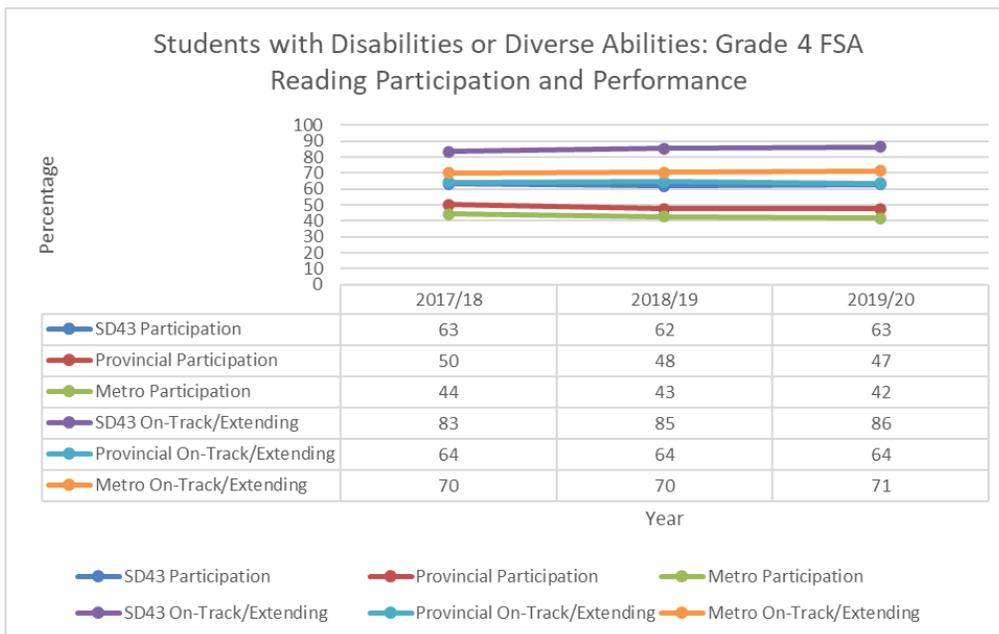
Report card marks show that the Indigenous students rate of performance was stronger on their FSAs. The report data captures the same time frame from when the students wrote the FSAs. It is noted that the Grade 4 participation rate was not as strong as their Grade 7 counterparts. When compared to non-Indigenous students’ report card marks, the Indigenous students do not perform as well. No Grade 4s Indigenous students were “extending” in their report card marks, compared to 5% of the non-Indigenous population.



Students with Disabilities or Diverse Abilities

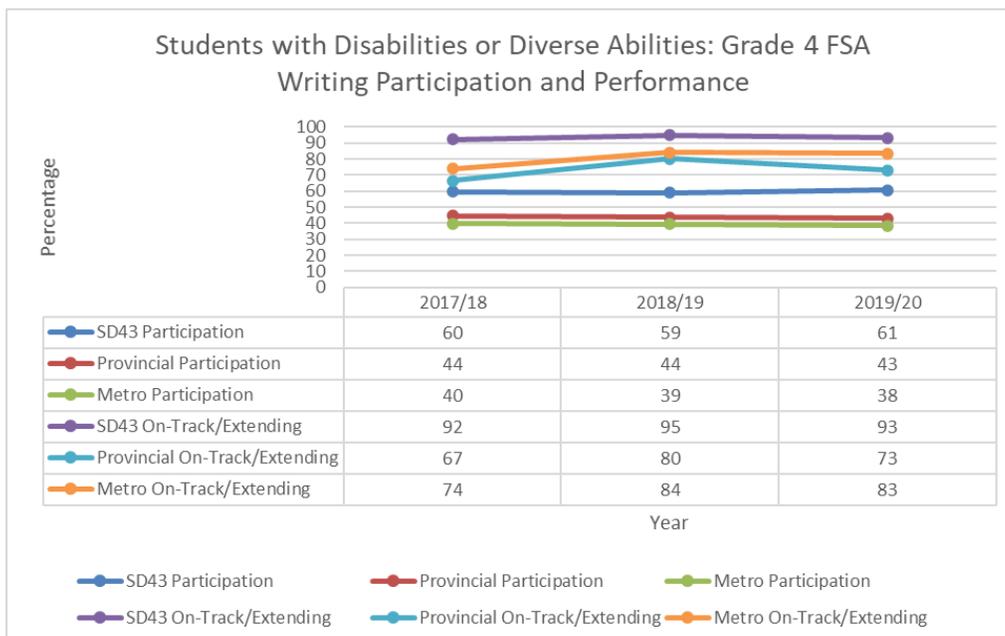
Grade 4 Reading

278 of 441 students (63%) participated in the FSA reading component. This is higher than the provincial (47%) and metro (42%) participation rates. 86% of the students' performance was on-track or extending. This is higher than the provincial (64%) and metro (71%) performance rates. Coquitlam District's three-year trend shows a slight increase from 83% in 2017-2018 to the recent year.



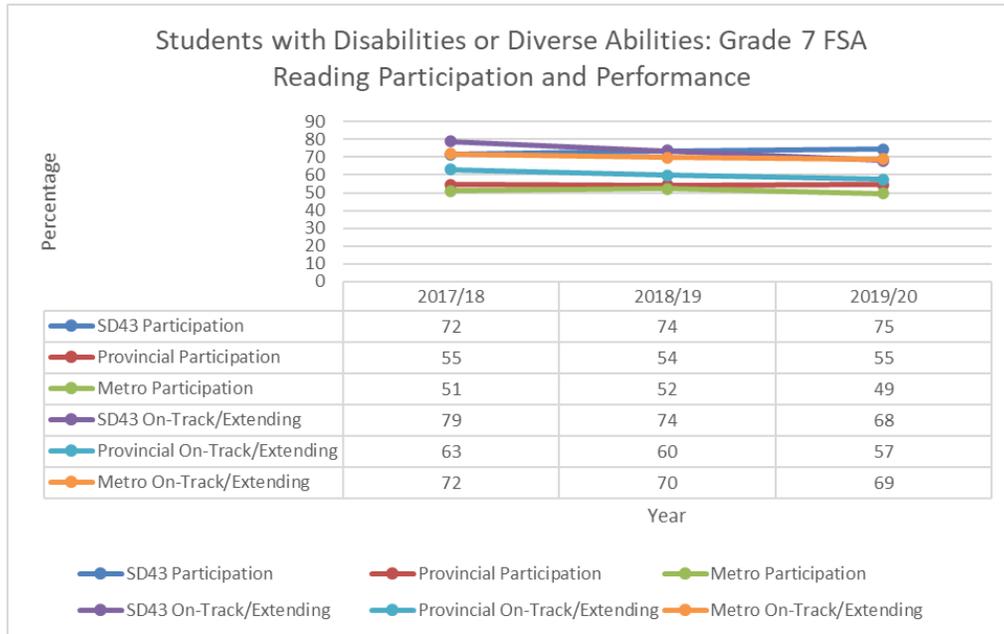
Grade 4 Writing

268 of 441 students (61%) participated in the FSA writing component. This is higher than the provincial (43%) and metro (38%) participation rates. 93% of the Coquitlam District's students' performance was on-track or extending. This is higher than the provincial (73%) and metro (83%) performance rates. The three-year trend is steady with an average of 94% performance for the district.



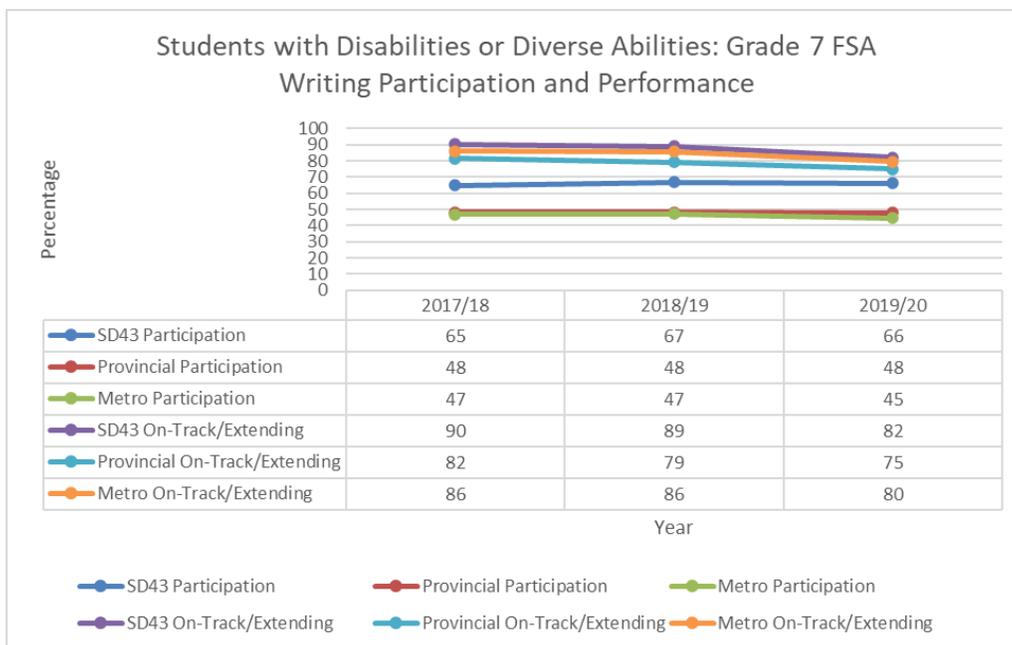
Grade 7 Reading

433 of 580 students (75%) participated in the FSA reading component. This is higher than the provincial (55%) and metro (49%) participation rates. 68% of the Coquitlam District students’ performance was on-track or extending. This is higher than the provincial (57%) and slightly lower than the metro (69%) performance rates. There is a decline in the three-year trend from 79% in 2017-2018 to the recent year.

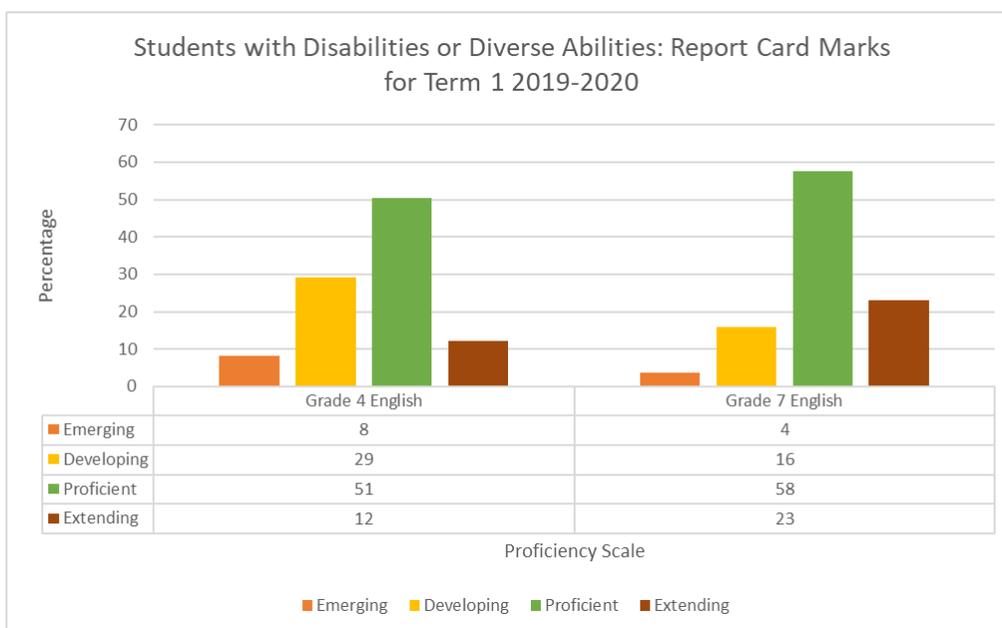


Grade 7 Writing

384 of 580 students (66%) participated in the FSA writing component. This is higher than the provincial (48%) and metro (45%) participation rates. 82% of the Coquitlam District students’ performance was on-track or extending. This is higher than the provincial (75%) and the metro (80%) performance rates. We note a slight decline over the three-year trend for the on-track/extending performance for SD43 students. This provincial and metro averages also experienced a similar decline.



Report card marks show that the Students with Disabilities or Diverse Abilities rate of performance was stronger on their FSAs. The report data captures the same time frame from when the students wrote the FSAs. The report card marks are very similar to the “All Students” data.



Children and Youth in Care

The number of students is fewer than 10 in this subpopulation, therefore we cannot report on this subpopulation. Report card data shows that the small number of students are in the developing range.

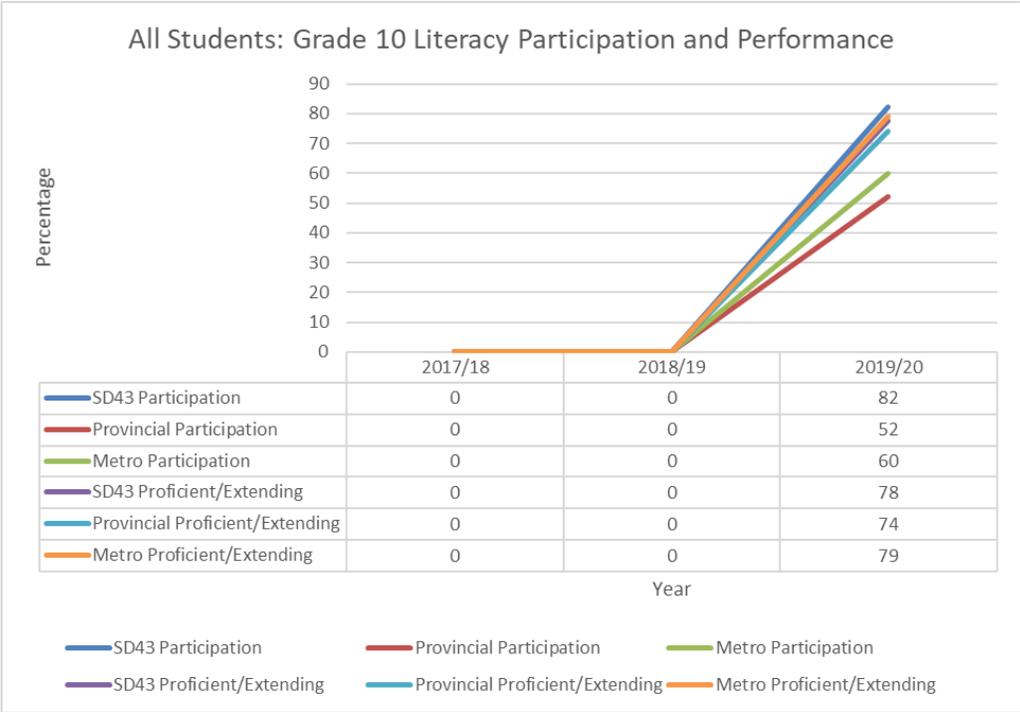
Measure 1.2 Current year and 3-year trend for the number and percentage of students proficient or extending literacy expectations as specified in the grade 10 literacy assessments.

All Students

The data provided by the Ministry of Education only shows a one year of data of the Grade 10 literacy assessments. The participation data is higher at 82% (2040 of 2483) when compared to the provincial (52%) and metro (60%) averages. 78% of the students’ performance was proficient or extending. This is also above the provincial average of 74%. Coquitlam district performance is similar to the metro average performance rate of 79%.

A three-year trend analysis is not available as there is only one year of data available.

The data is like report card marks with 83% of the students achieving a C+, B or A in Grade 10 literacy courses.

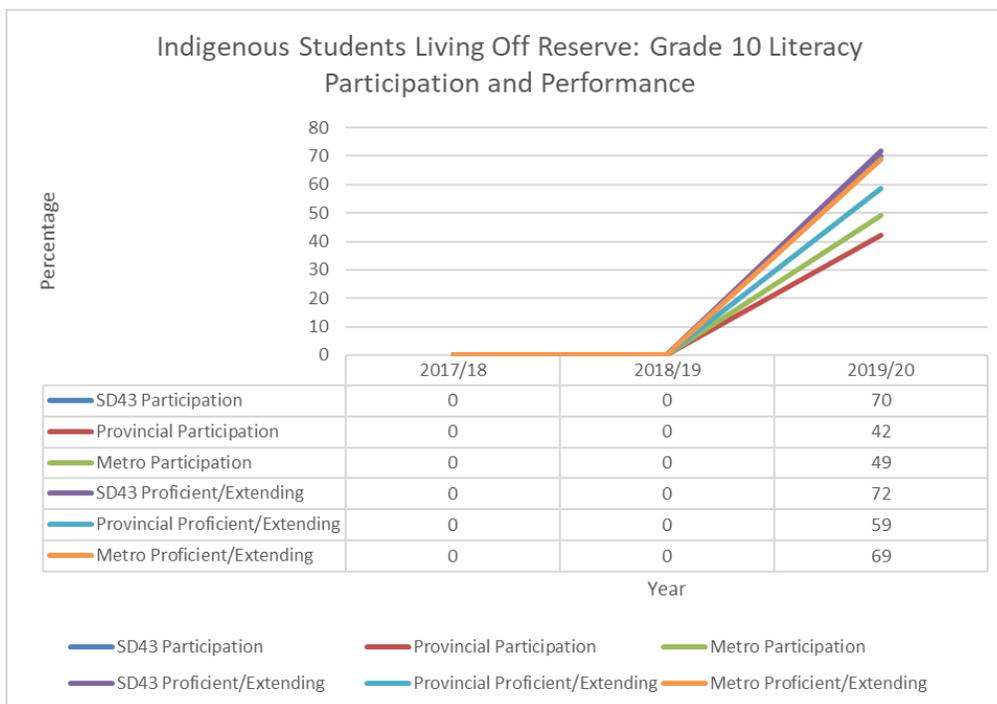


Indigenous Students Living On Reserve

The number of students living on reserve is too small to report on.

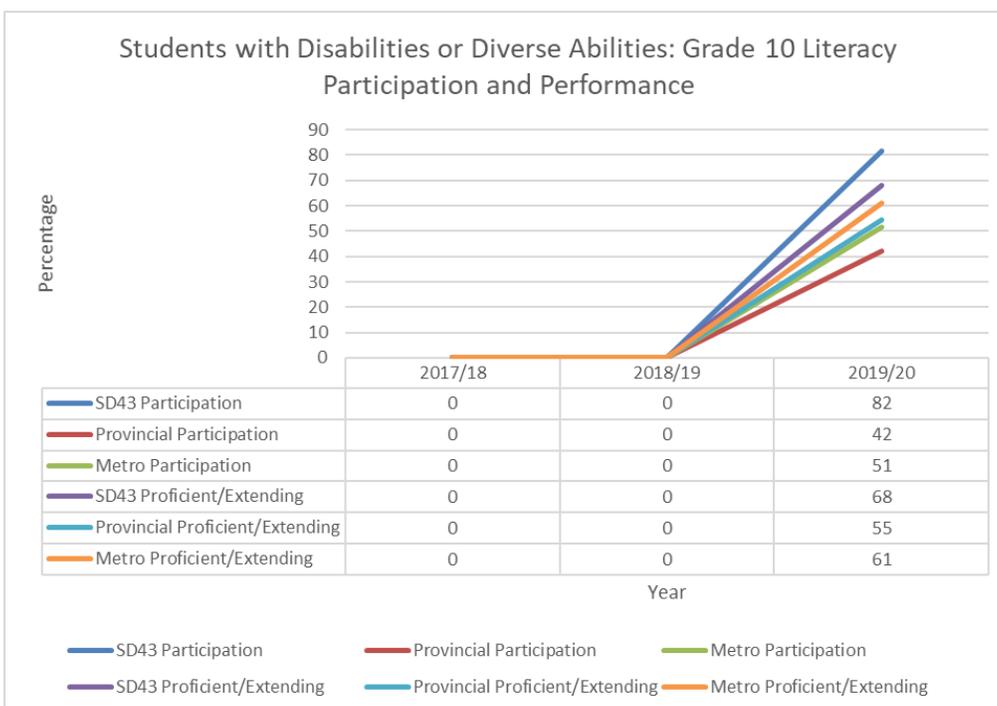
Indigenous Students Living Off Reserve

72 of 104 (70%) students participated in the Grade 10 Literacy assessments. This is higher than the provincial (42%) and metro (49%) participation averages. 72% of the students’ performance was proficient or extending. This is higher than the provincial average of 59%. The performance of this population of students is also higher than the metro average rate of 69%.



Students with Disabilities or Diverse Abilities

448 of 552 students (82%) participated in the assessment with 68% of students’ proficient or extending. The data is above the provincial (42%) and metro (51%) participation rates. SD43 performance rate is higher than the provincial average (55%) and metro (61%) averages.



Children and Youth in Care

The number of students is too small to report on, but the available report card data shows the students' report card marks were in the C+ to B range for literacy courses.

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1 Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments.

An objective in Strategic Goal #1 of Directions 2025 is to “Develop students as numerate citizens who practice mathematical habits of mind.”

All Students

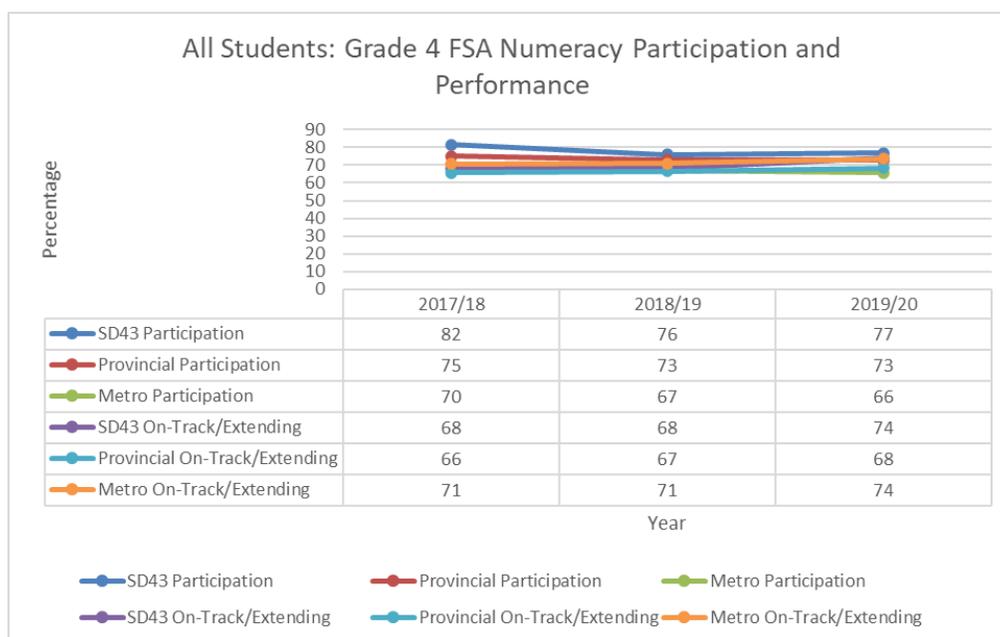
For the purpose of this report, we have kept the Grade 4 and Grade 7 data separate. This will provide a more accurate idea of the students' participation and performance given that the district uses a middle school model.

Grade 4

1678 of 2185 students (77%) participated in the 2019-2020 Numeracy component of the FSAs. 74% of the students were on-track or extending.

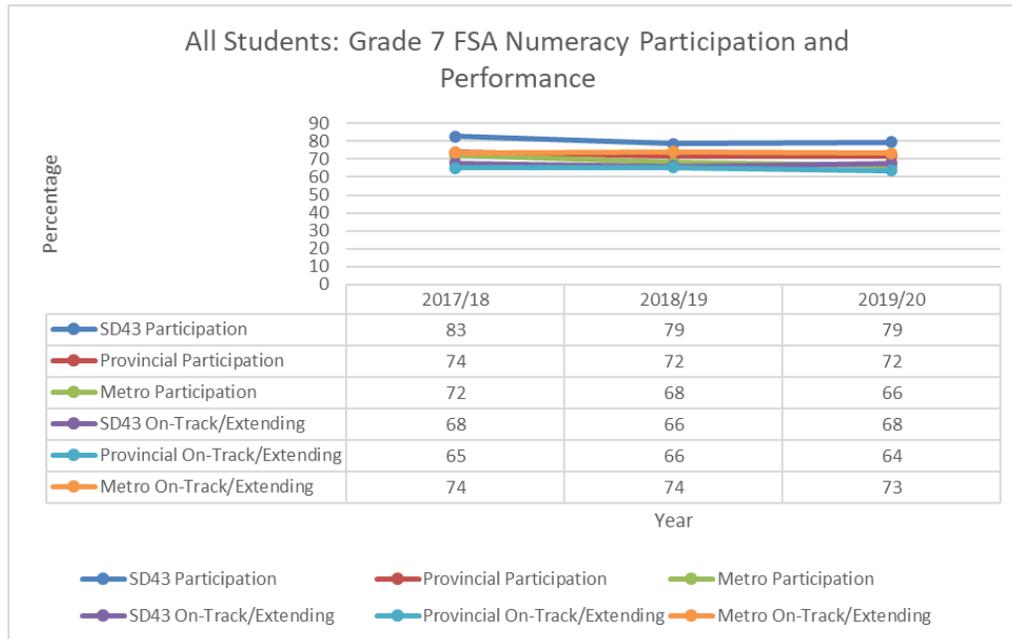
The SD43 performance data is above the provincial average of 68% and matches the metro average of 74%. The participation is higher than both the provincial (73%) the metro (66%) averages. The three-year trend is relatively stable for this age group with a slight increase in performance in the most recent year.

Report card data shows 75% of the students as achieving proficient or extending in numeracy. The report card data comes from first term reports which were produced in the same timeframe that FSAs were administered.

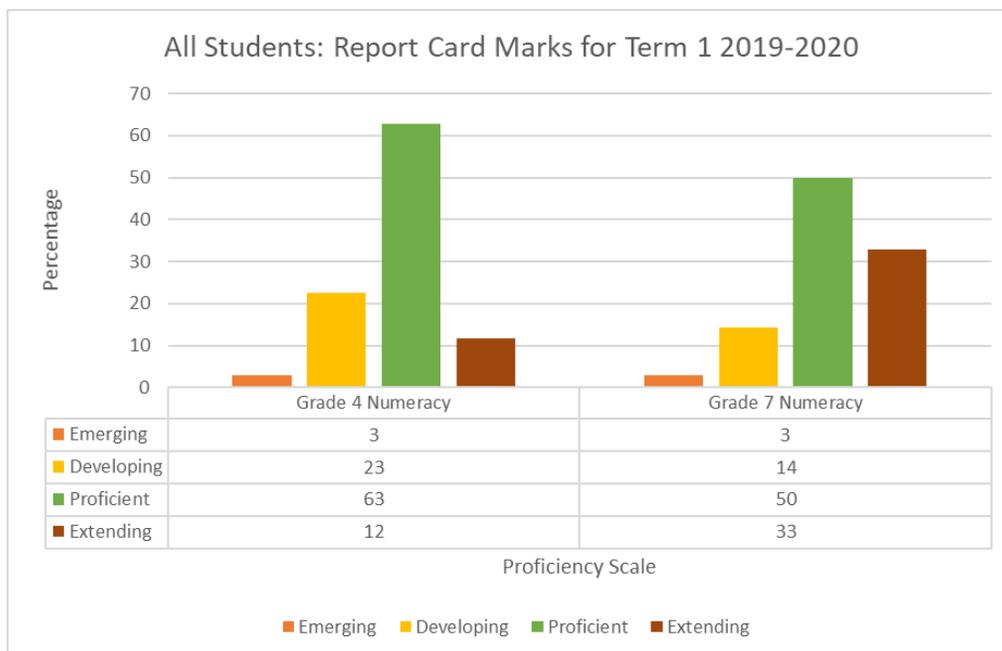


Grade 7

1970 of 2482 students (79%) participated in the recent numeracy assessment. 68% of the students' performance was on-track or extending. The three-year performance trend is very steady with an average of 67.5%. This remains higher than the provincial (64%) average but lower than the metro average (73%). SD43 participation remained higher than both provincial (72%) and metro (66%) averages.



Report card data from Fall 2019 show that 75% of the Grade 4s were proficient or extending in numeracy. Grade 7 first term report card data show that 83% of students were proficient or extending in English Language Arts. The Grade 7 report card marks are higher than the FSA numeracy rates. The Grade 4 report card marks are like the FSA results. The report card data shows marks for the total students. The FSA is not written by all students due to exclusions by the school or parents. The difference could also be attributed to the concepts assessed by the teacher not matching the content of the FSAs.



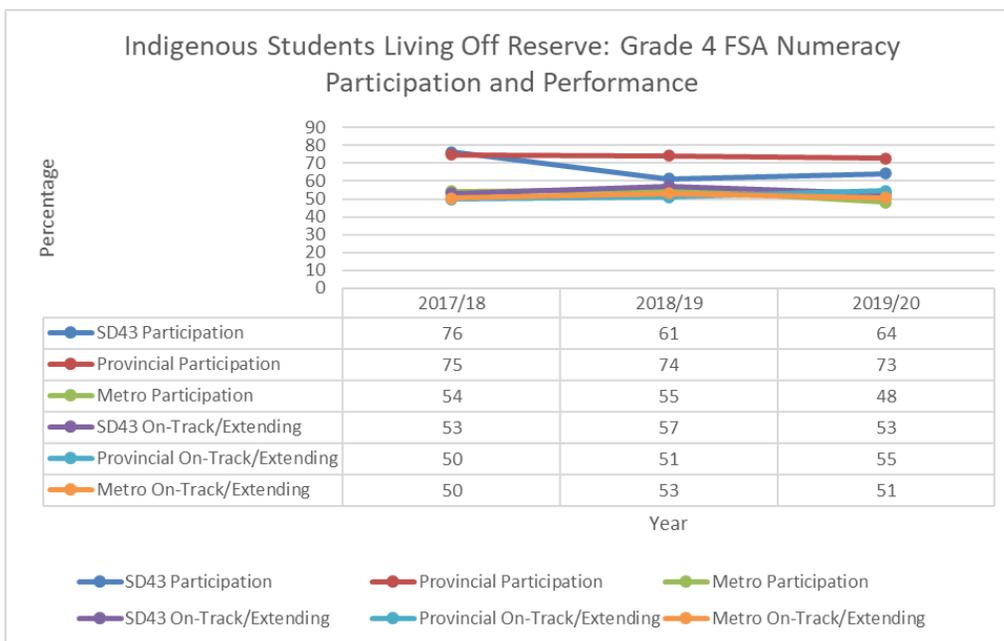
Indigenous Students Living On Reserve

The number of Grade 4 and 7 students participating in the Numeracy FSAs is too small to report on. However, it is noted that the performance of the students is not as strong as other subpopulations in this report.

Indigenous Students Living Off Reserve

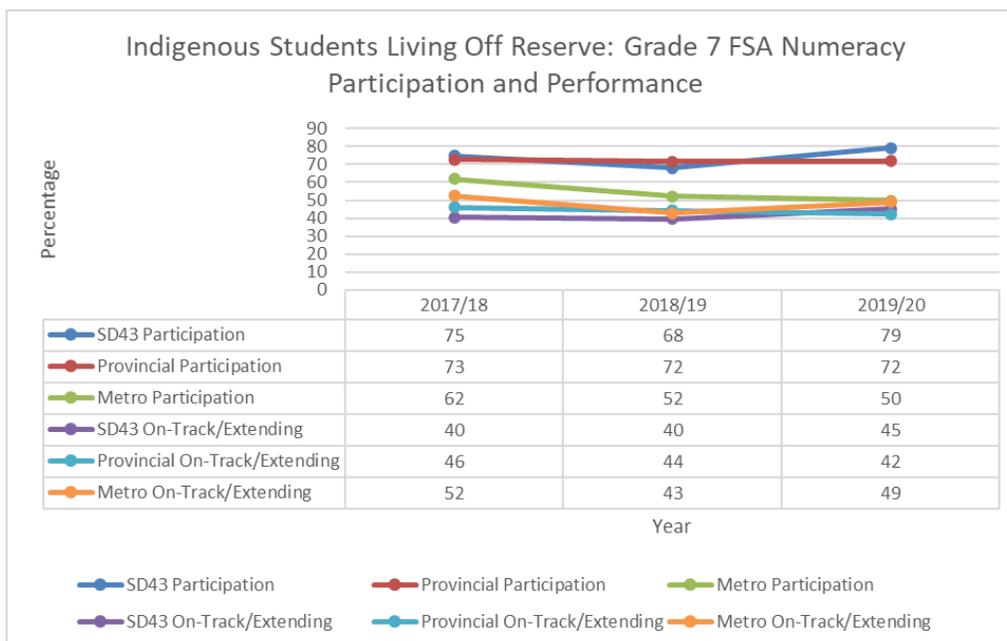
Grade 4

65 of 100 students participated in the 2019-2020 Numeracy component of the FSAs. This is 65% which is lower than the provincial average of 73% but higher than the metro average rate of 48%. The student's performance was 53% who were on-track or extending. This rate is slightly lower than the provincial average of 55% but higher than the metro performance average of 51%. The three-year trend is relatively steady with a slight increase in the previous year.

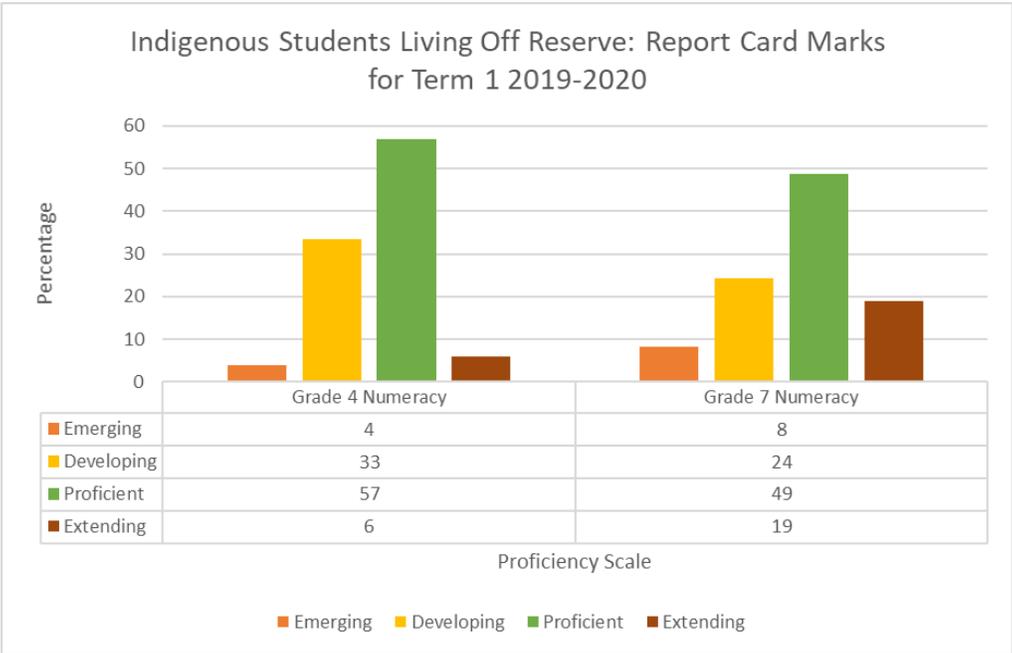


Grade 7

79% of students (95 out of 120) participated in the FSAs. 45% of those students’ performance were on-track or extending. Compared to the province, the rates were higher for participation (72%) and performance (42%). When looking at the metro average performance rate (49%), we noted that the performance was lower. At 50% for participation rate, the district was higher than the metro rate. The three-year trend, however, shows an increase in both the district’s participation and performance rates from the previous year.



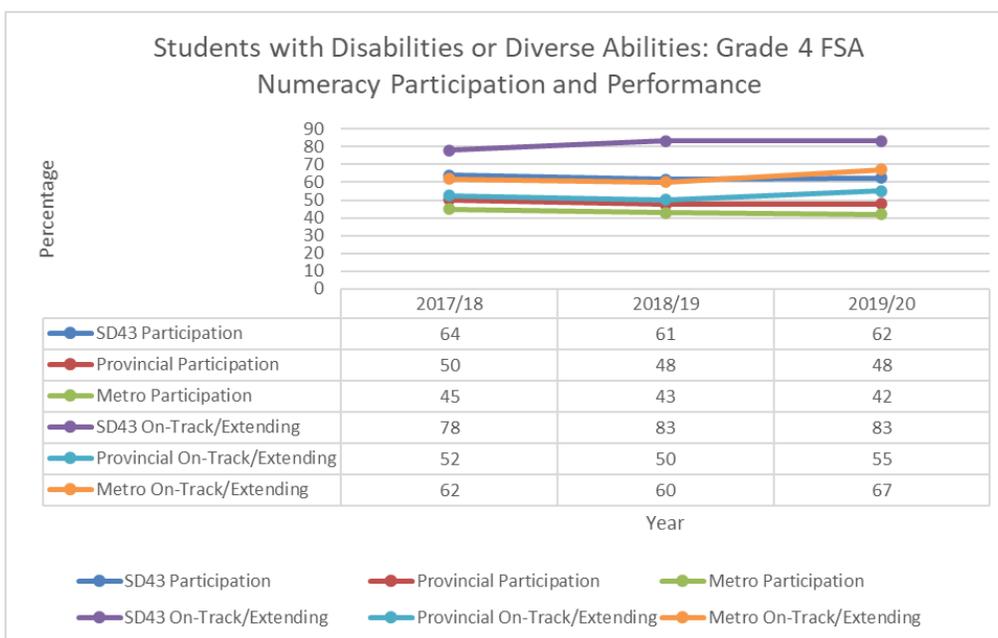
Report card marks show that the Indigenous Students Living Off Reserve marks were lower than the non-Indigenous students in Grades 4 and 7. There were fewer students in the proficient and extending ranges.



Students with Disabilities or Diverse Abilities

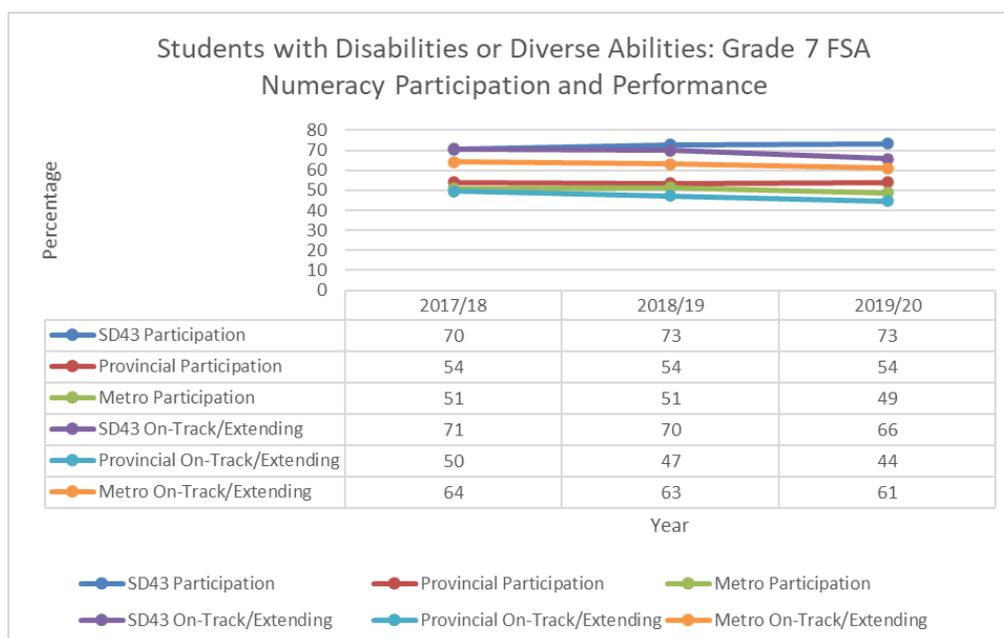
Grade 4

275 of 441 students (62%) in this subpopulation participated in the FSA Numeracy component. Participation is higher than the provincial (48%) and metro average rates (42%). The performance rate for this population is 83%. This is higher than both the provincial (55%) and Metro average (67%). The three-year trend appears steady with the previous two years showing an 83% performance rate.

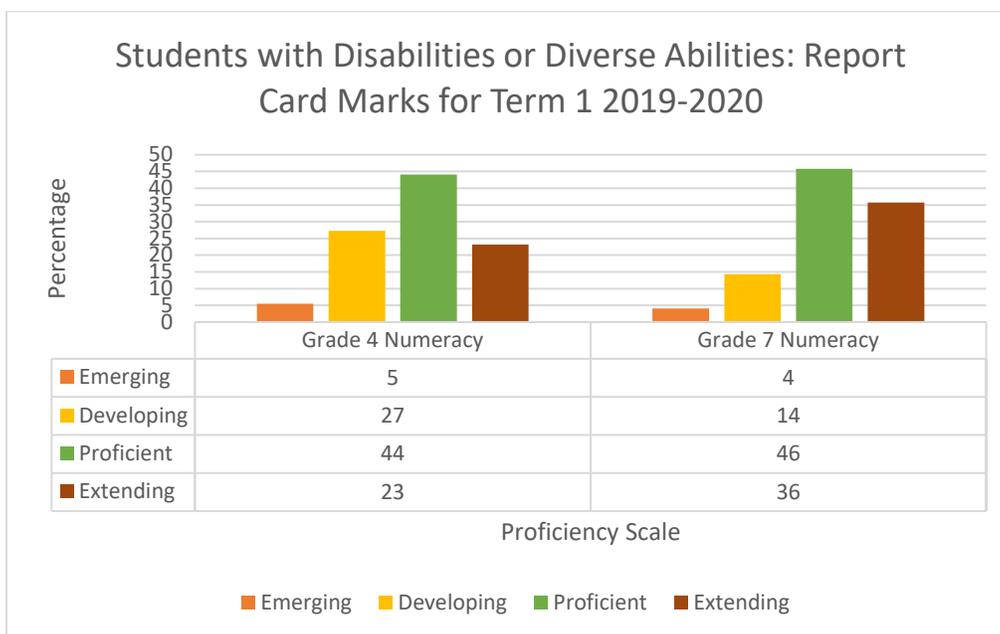


Grade 7

425 of 580 students (73%) participated in the Numeracy FSA component. The participation rate is higher than the provincial (54%) and metro (49%). The performance rate was 66% of students on-track or extending. This is higher than the provincial performance rate (44%) and metro average rate (61%). There is a slight downward trend over the past three years for the district, but also seen in the other comparative measures.



The Grade 7 report card marks for this subpopulation is similar to the achievement of the “All Students” group. The Grade 4 marks are lower than the “All Students” population with 67% of students in the proficient or extending range while the “All Students” marks are in the 75% range.



Children and Youth in Care

We need to look at report card data to gather information. We cannot report on this measure because the number of students is fewer than 10.

Measure 2.2 Current year and 3-year trend for the number and percentage of students proficient or extending numeracy expectations as specified in the grade 10 numeracy assessments.

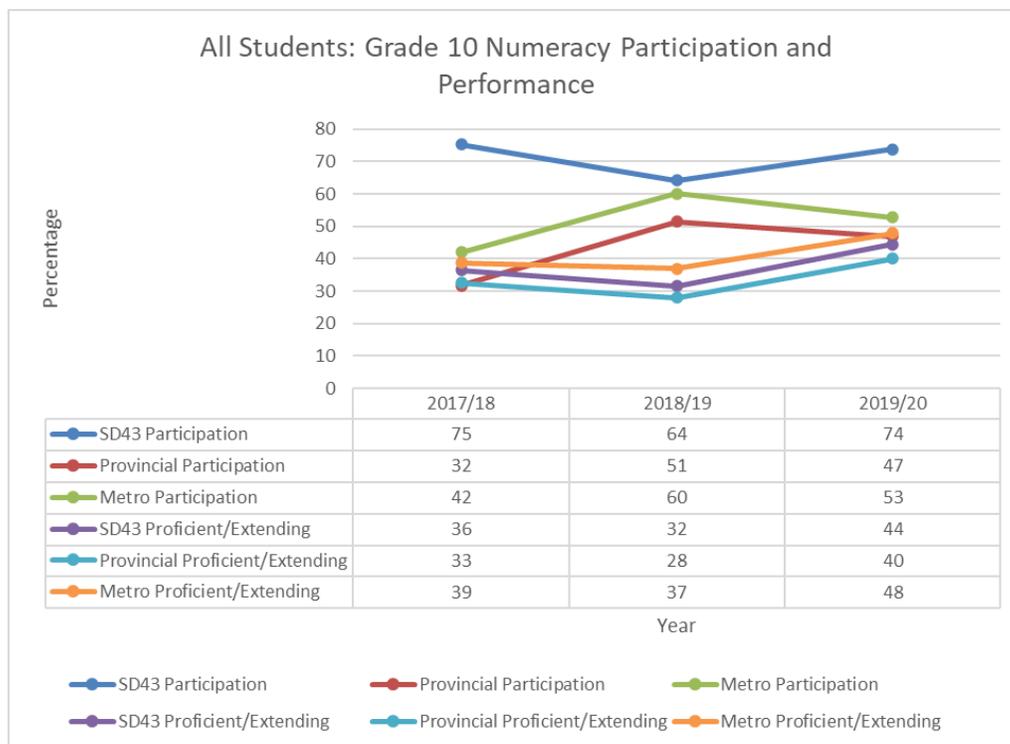
All Students

The Grade 10 cohort in 2019-2020 was 2483 students. 74% (1832) students participated in the numeracy assessment. The participation rate is higher when compared to the provincial (47%) and metro (53%) averages.

44% (813) students' performance was proficient or extending. Although this number is low, it is still above the provincial average of 40% but lower than the metro (48%) average performance.

The three-year trend mirrors the provincial average with growth in the most recent year.

An examination of Term 2 report card marks from 2019-2020 show that 73% of Grade 10 students achieved a C+, B or A letter grade. The snapshot from MyEd showed data for 1224 students.

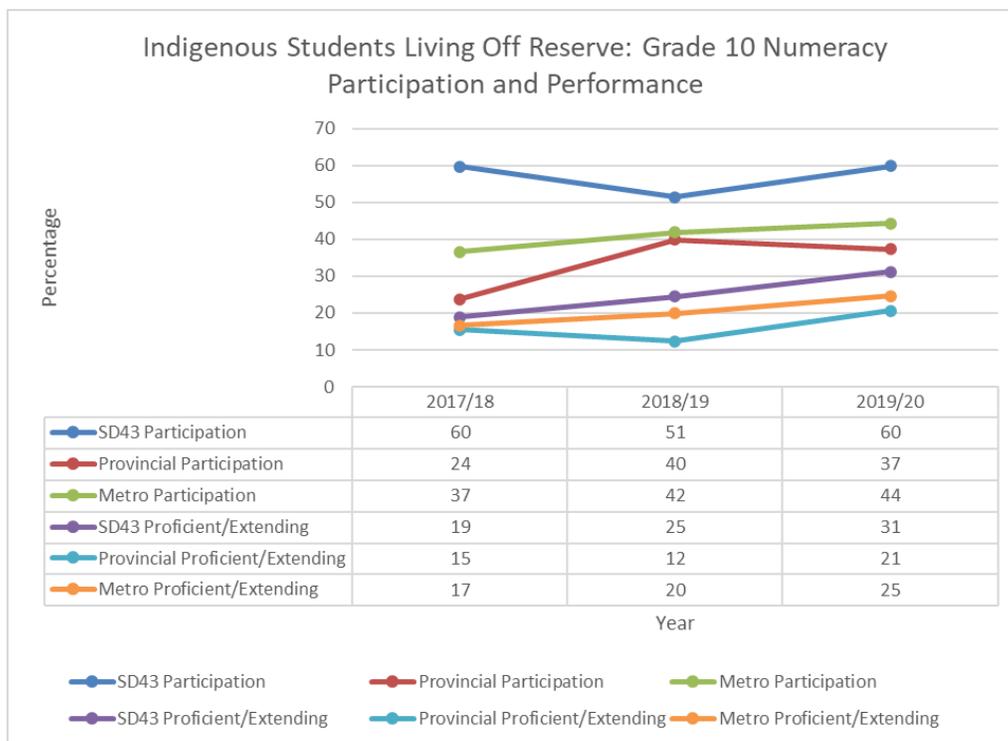


Indigenous Students Living On Reserve

The number of Indigenous Students Living On Reserve is too small to report on reliably. However, the students who did write the assessment were not meeting expectations over the past three years.

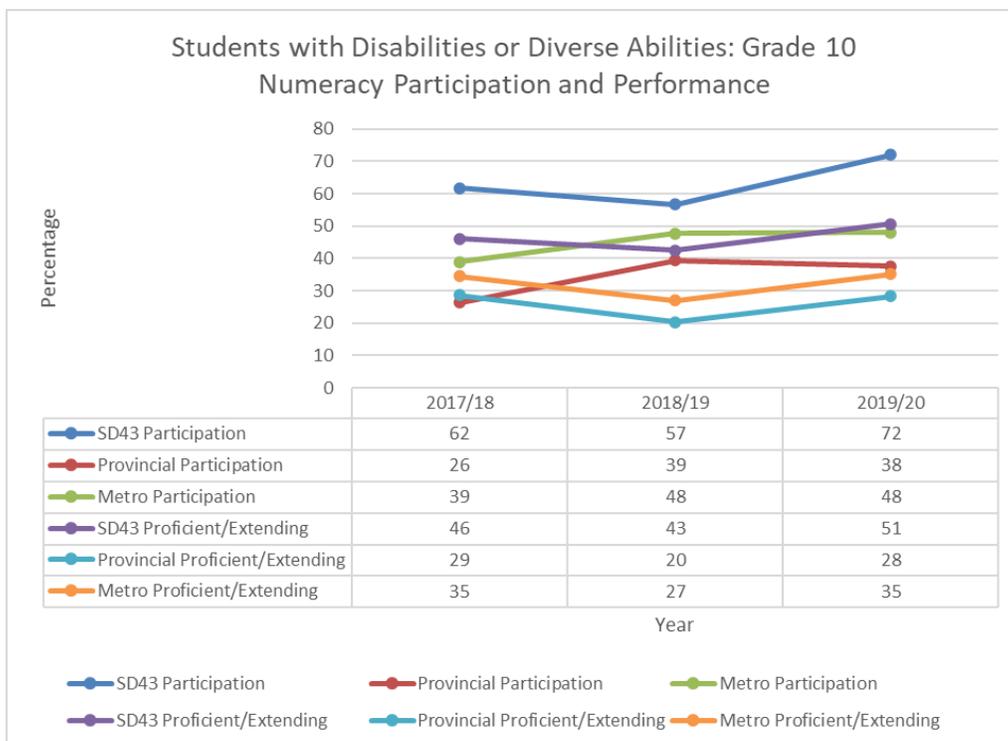
Indigenous Students Living Off Reserve

Both performance and participation for the students living off reserve are higher than the provincial and metro averages. 60 of 100 students (60%) wrote the 2019-2020 numeracy assessment. 31% (19 of 61) of the students’ performance was proficient or extending. The participation rate is higher than the provincial (37%) and metro (44%) average rates. Although the performance rate of 31% is low, it is still higher when measured to the provincial (21%) and metro (25%) averages. The three-year trend shows steady growth in performance.



Students with Disabilities or Diverse Abilities

301 of 397 students (72%) wrote the Grade 10 Numeracy assessment in 2019-2020. This was higher than the provincial (38%) and metro (48%) average participation rates. 51% (201) of the students’ performance was proficient or extending. This is above the provincial (28%) and metro (35%) average performance rates. The three-year trend for Coquitlam shows steady growth from 2018 (46%), 2019 (43%) and the recent year. (51%).



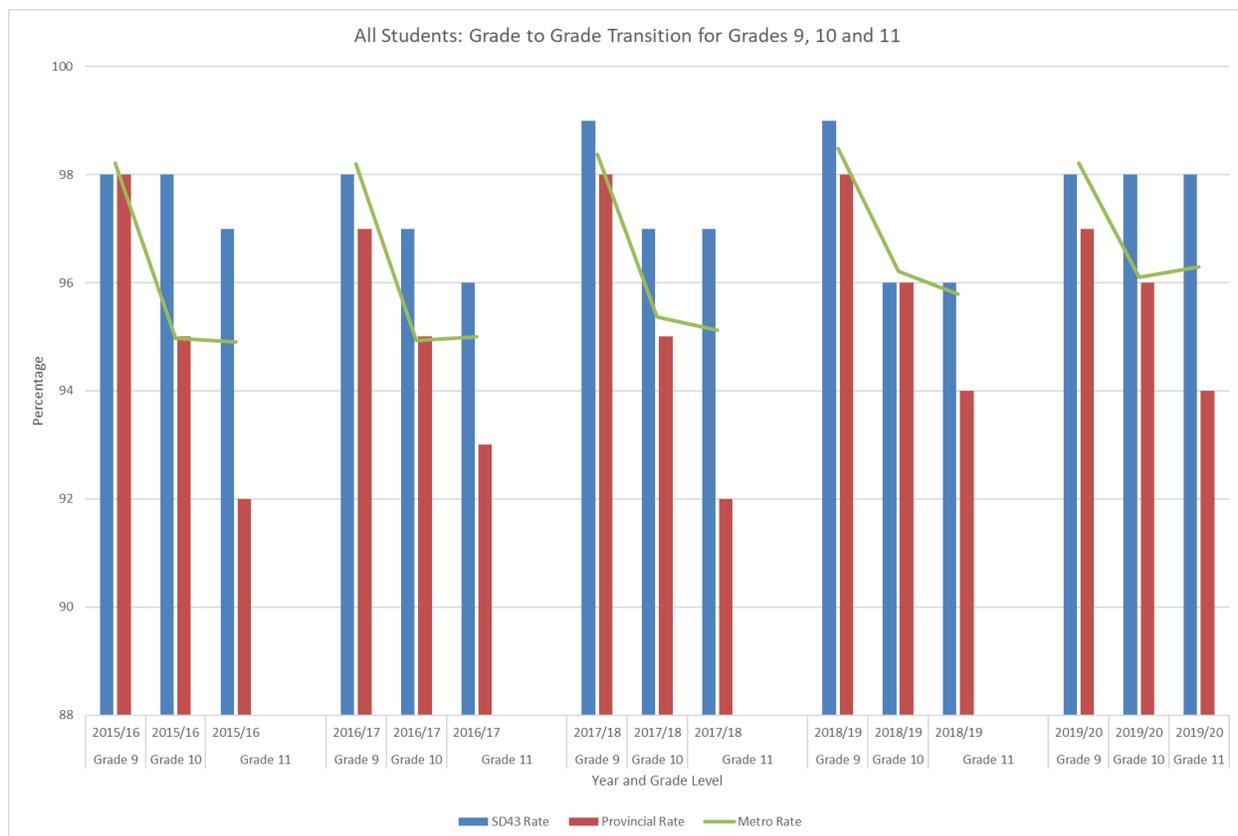
Children and Youth in Care

Numeracy 10 assessment data was not available at the time of this report. We referenced report card data for Children and Youth in Care. The number of students is too small to report on, but the students’ marks were in the C+ and B range.

Measure 2.3 Number and percentage of students who are completing grade to grade transitions on time.

All Students

The 2019-2020 data shows that there were 2392 Grade 9s, 2403 Grade 10s and 2361 Grade 11s. 98% of the Grade 9s (2353 students); 98% of the Grade 10s (2403 students); and 98% of the Grade 11s (2303 students) transitioned to the subsequent grade. The rates are higher than both the provincial and metro averages for grade to grade transition. The exception is the Grade 9 cohort which matches the metro data. It appears that migration may explain the reason why a small percentage of students is not moving to the next grade.

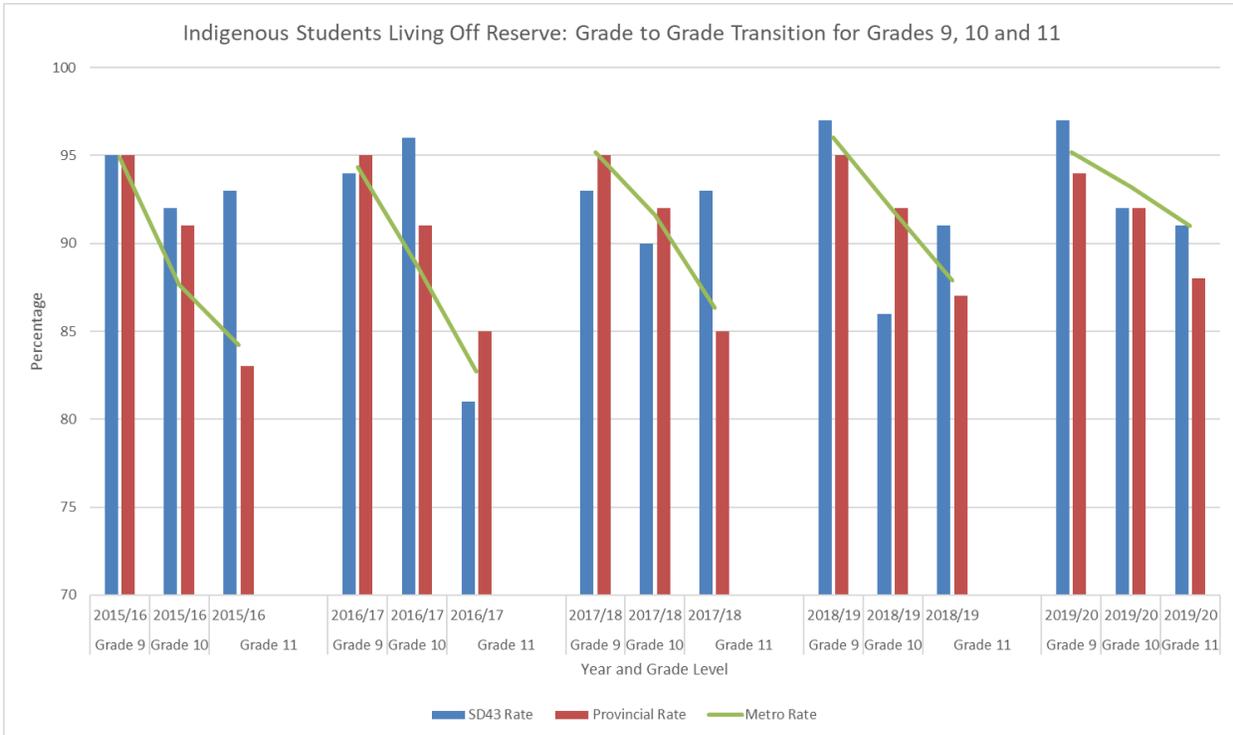


Indigenous Students Living On Reserve

We are not able to report on this population due to the small numbers. However, the data seems to indicate the students are transitioning to the subsequent grades.

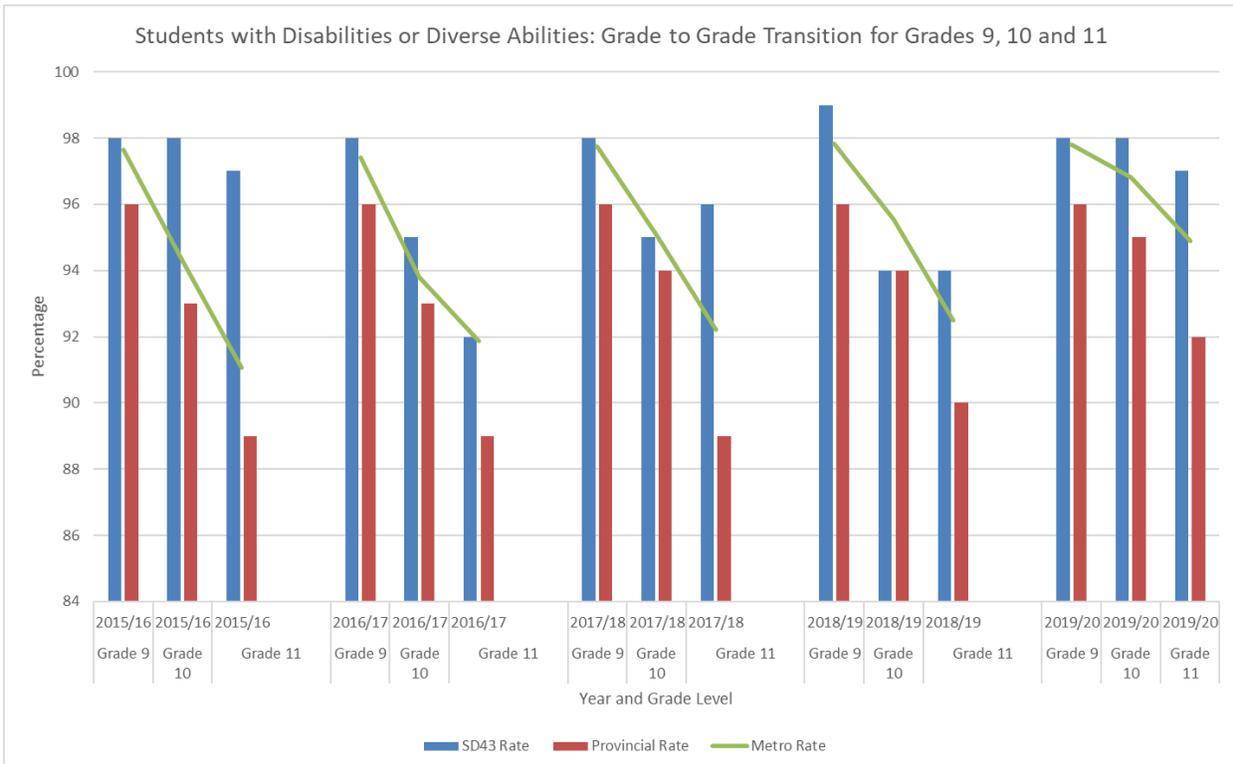
Indigenous Students Living Off Reserve

The cohort data set includes 549 Grade 9s, 552 Grade 10s and 540 Grade 11s. 98% of Grade 9s (114 students); 98% of Grade 10s (98 students) and 97% of Grade 11s (82 students) transitioned to the next grade. The results are very similar to the metro averages, but higher than the provincial rates. It appears that migration may explain the reason why a small percentage of students is not moving to the next grade.



Students with Disabilities or Diverse Abilities

Students in this population also mirrored the other populations. The cohort size for Grade 9s was 536; Grade 10s was 538 and Grade 11s were 573. The Grade 10s matched the provincial average at 94%. The Grade 9s (99%) and Grade 11s (94%) were above the provincial average.



Children and Youth in Care

SD43 data is not available for the 2018-2019 and 2019-2020 school year due to the small number of students.

Human and Social Development

Educational Outcome 3: Students feel welcome, safe, and connected to their school.

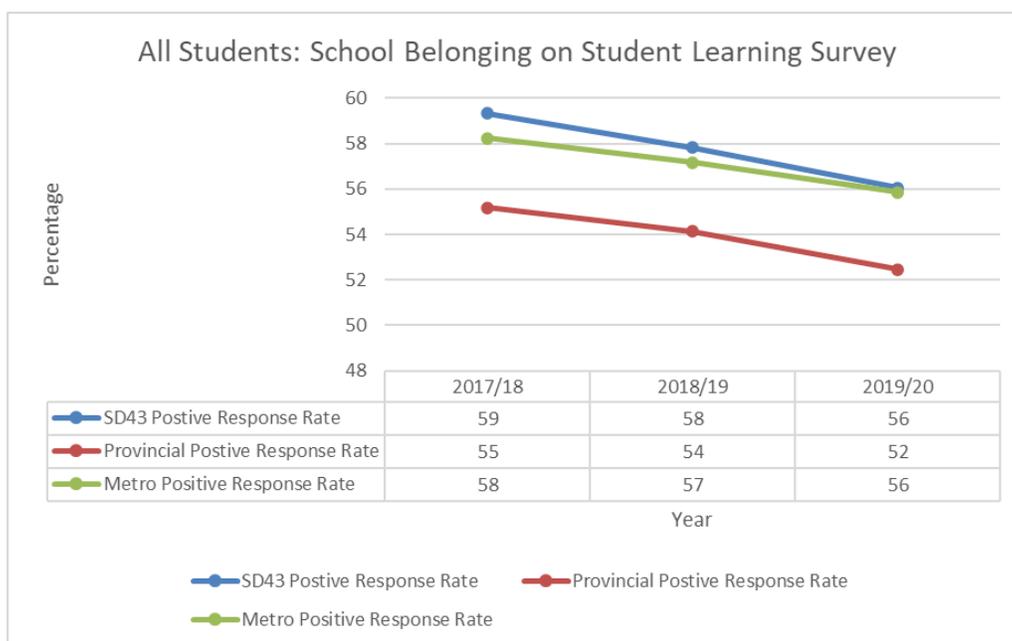
An objective in Strategic Goal #2 of Directions 2025 is to “cultivate social-emotional well-being through personal and social awareness and responsibility, empathy and resilience.”

Measure 3.1 Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

All Students

2909 students in Grades 4, 7 and 10 participated in the Student Learning Survey in 2019-2020. An examination of the three-year trend shows a mirror to the provincial average. Although the district averages are above the province’s, the data shows a downward trend. This is also seen in the provincial data. However, the students’ positive responses were consistent (75%) over the three years in the category of feeling safe and mirrored the provincial and metro average data. The responses to feeling welcome at school was not as strong with only 67% of the students responding positively to this question. This data matches the province but is lower than the metro average response of 70%. At 56% positive responses for students feeling a sense of belonging represented the weakest response in the group. We see a similar trend in the province and metro averages.

However, we examined MDI data to check this trend. The Grade 7 data shows a strong growth for students who feel a sense of belonging. All fourteen middle schools showed an increase from the previous year with 80% of the students responding “High” and “Medium” to their sense of belonging in school. 88% of Grade 4s responded “High” and “Medium” to the same question.



Indigenous Students Living On Reserve

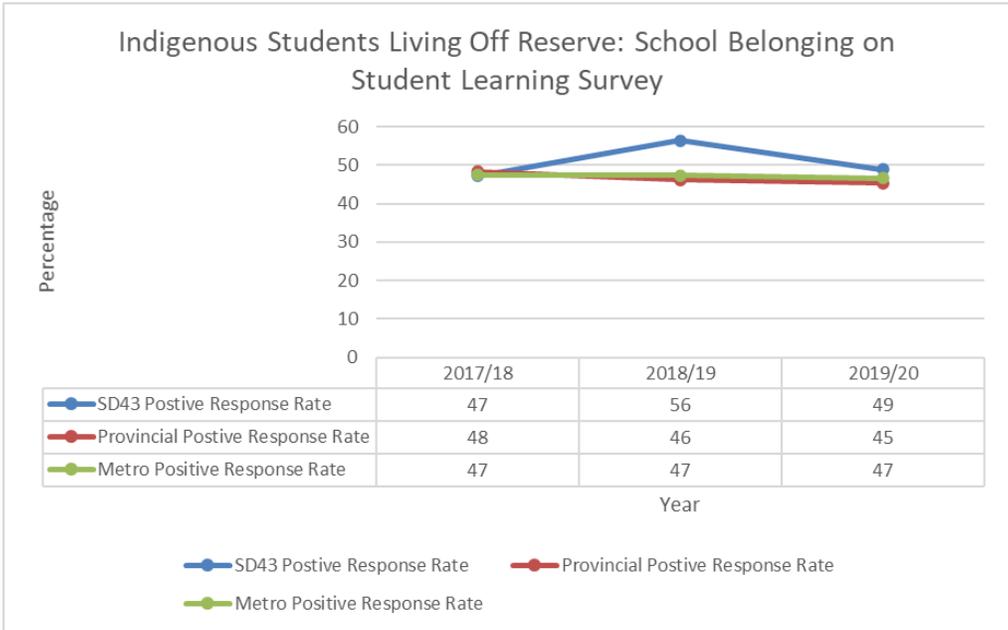
The number of students responding to the student learning survey is small and cannot be reported on. However, the responses from the students are not positive to the questions of feeling safe, welcome or belonging at their schools.

Indigenous Students Living Off Reserve

Approximately 97 students living off reserve responded to the Student Learning Survey. 61% of the students had a positive response to feeling ‘welcome’ at school. This is slightly higher than the provincial data (60%) but lower than the metro average (64%).

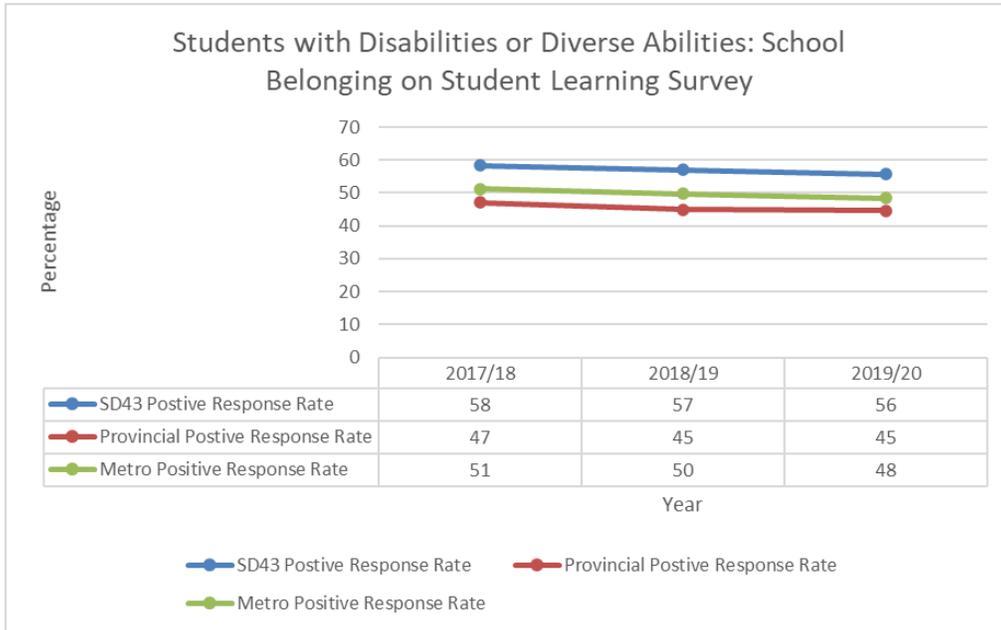
49% of the students reported positively to feeling a sense of belonging at school. This is higher than the provincial (45%) and metro (47%) rates.

The results from Measure 3.1 and 3.2 show that the Indigenous students’ overall feelings at school are not positive when compared to the other populations. This data is verified when we examine the 2019-2020 Equity Scan. In February 2019, 46 students between Grades 7 to 12 responded to a survey. It reports that 51% of the Indigenous students like school. 20% felt that teachers treated students fairly. There was no Student Learning Survey data for Indigenous Students regarding feeling safe at school. We referred to the Equity Scan to compare the data from the Student Learning Survey. 36% of the students felt safe at school. When asked, “Is your cultural identity an important part of who you are?”, 93% of the students responded positively.



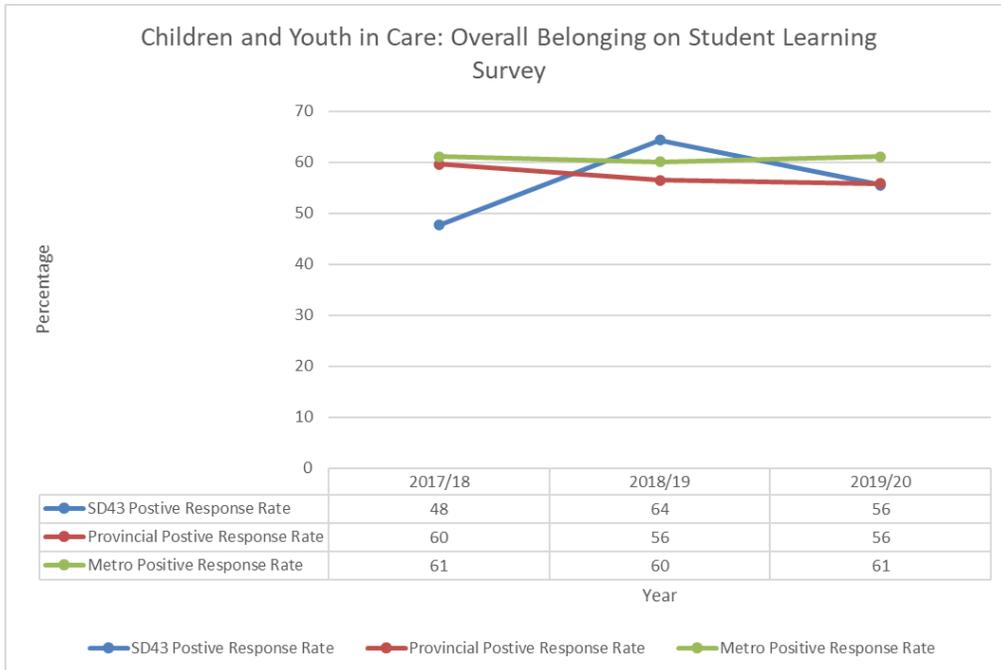
Students with Disabilities or Diverse Abilities

486 students responded to the student learning survey. The rate of positive responses (56%) to the question of belonging at school is higher than the provincial (45%) and metro (48%) average rates. 67% of the students gave positive responses for feeling welcome at school which is higher than the provincial and metro average results.



Children and Youth in Care

The only data that was available at the time of the report regarded students’ feelings of overall belonging at school. 18 students responded to the student learning survey. The rate of positive responses (56%) to the question of belonging at school matches the provincial (56%) but lower than the metro (61%) average rates.

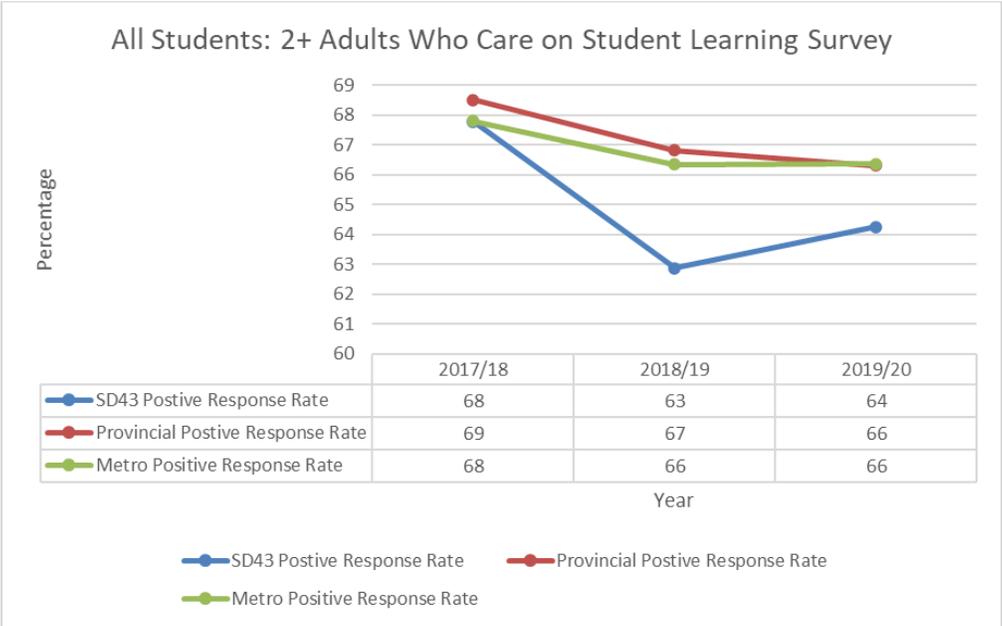


Measure 3.2 Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them.

All Students

2906 students responded to the Student Learning Survey in 2019-2020. The students’ positive responses (64%) is slightly below the provincial (66%) and metro (66%) averages. It is interesting to note that the pattern is very similar to the Students with Disabilities subpopulation. There was a “dip” in positive responses in 2018-2019 and then a climb back to match the provincial average in 2019-2020.

The MDI report for the same year show a higher response to a parallel question at the Grade 4 level. 70% of Grade 4s indicated there were two or more adults that cared about them at school. 43% of Grade 7s responded positively to the same question.



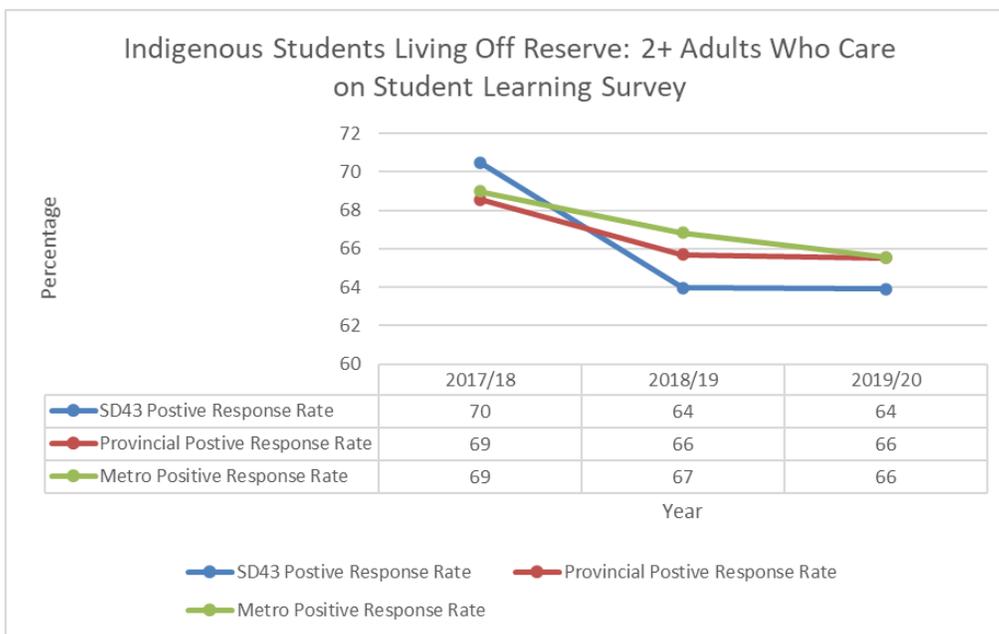
Indigenous Students Living On Reserve

This was an area of noticeable difference than Measure 3.1. The data shows an increase in positive responses. Again, the number of students participating in the survey is small but it is encouraging to see a more positive response than in other measures.

Indigenous Students Living Off Reserve

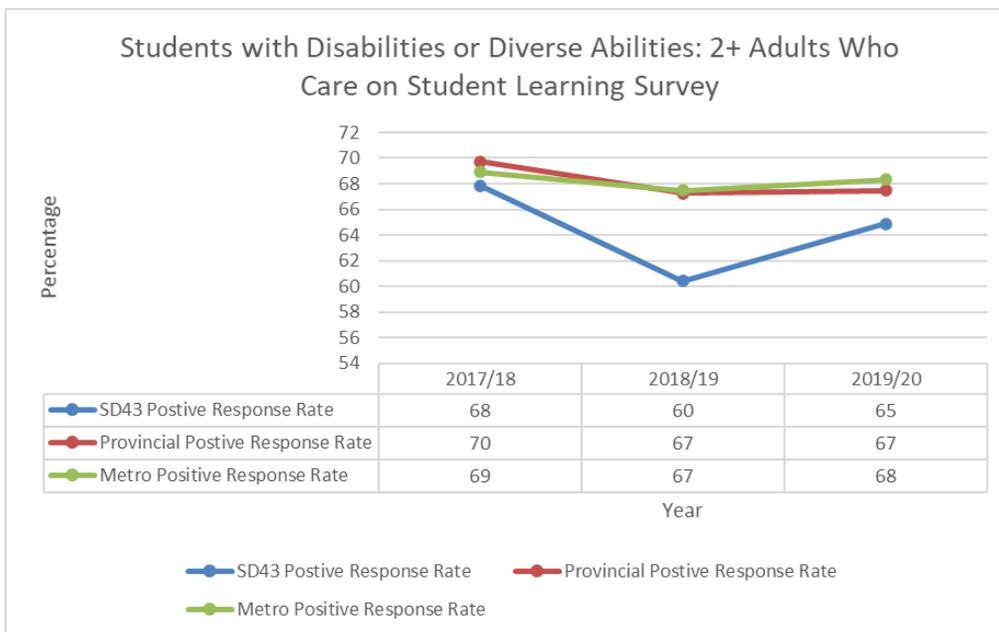
104 students responded to the survey. 64% of the students responded positively to this question. The result is slightly below the provincial (66%) and metro (66%) averages. The student responses mirror the provincial average over the three-year trend that show a downward trend.

The 2019-2020 Equity Scan asked, “Do you feel there is enough support for you at school?”, 39% of the students responded, “Yes,” and “When you are having challenges at school, do you go to someone for help?”, 39% responded “Yes,” to both questions.



Students with Disabilities or Diverse Abilities

598 students responded to the survey with 65% positive responses. There was a drop in positive responses in 2018-2019 but it rebounded in the following year. Provincial (67%) and metro (68%) averages remain higher in this measure.



Children and Youth in Care

We cannot report on this measure because the number of students is fewer than 10.

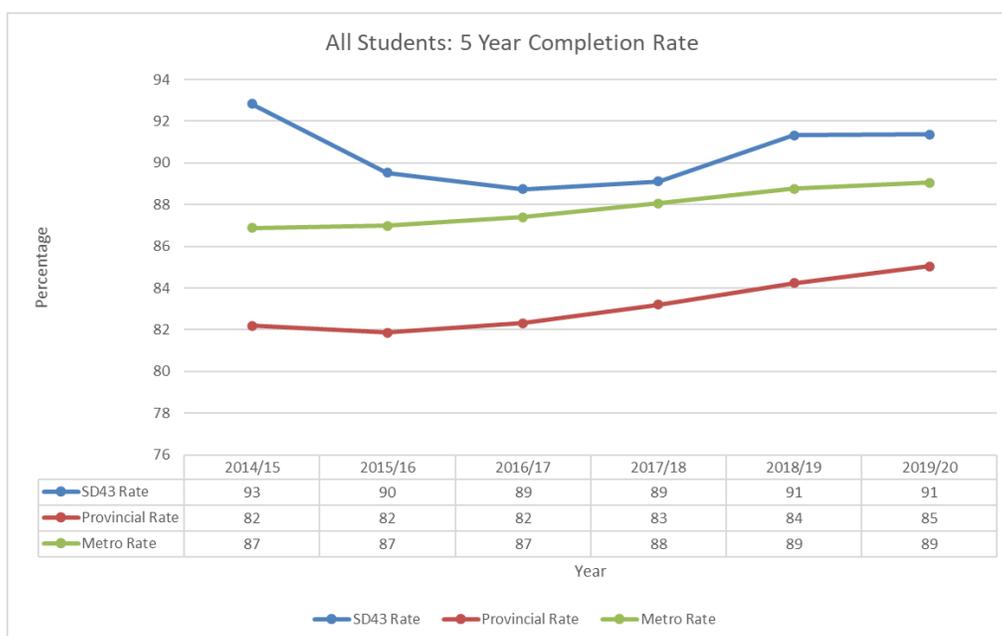
Career Development

Educational Outcome 4: Students will graduate.

Measure 4.1 Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

All Students

The 5-year graduation rate for all students is above the provincial average. In 2019-2020, 2389 students (91%) of the cohort of 2614 students graduated in Coquitlam. The provincial average is 85% and the metro average is 89%. The Coquitlam graduation rate remains higher than the province and other metro districts over the past five years.



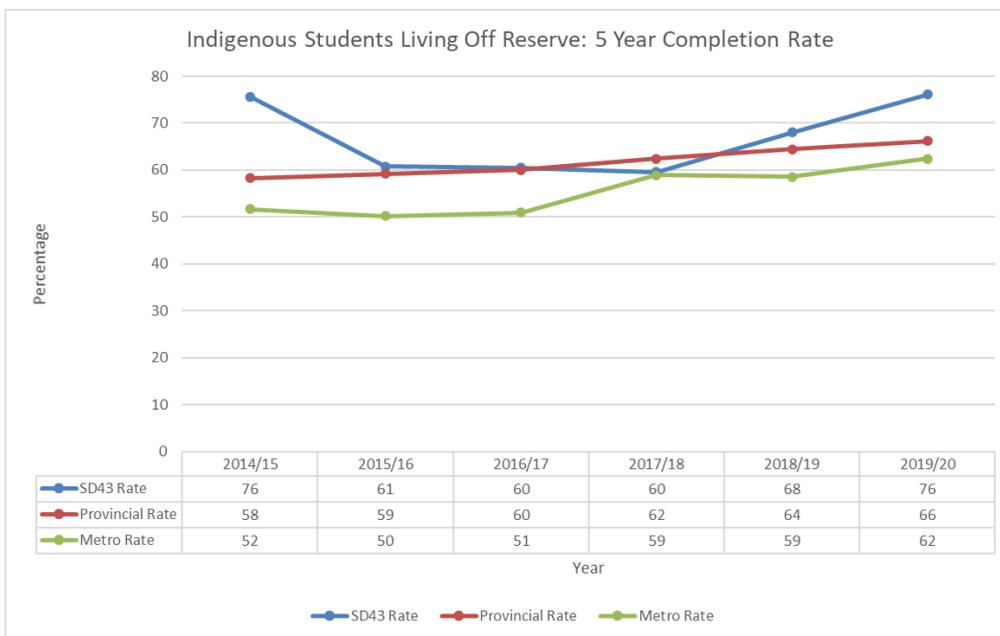
Indigenous Students Living On Reserve

The number of students living on reserve remains too small to report on. However, no students graduated in the previous two years.

Indigenous Students Living Off Reserve

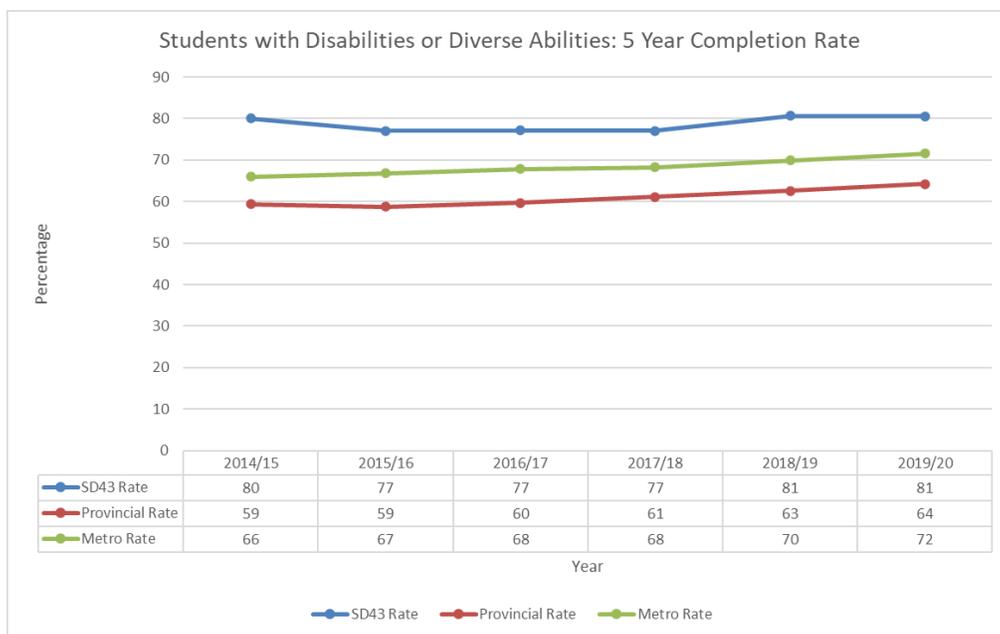
We see an increase in students graduating. 84 students (76%) of the cohort of 111 students graduated in 2019-2020. This is an increase from 68% in the previous year. The data shows that Coquitlam has been above the provincial average (66%) and the metro average (62%) for three of the past five years.

Attendance may be a factor in the graduation rates of the Indigenous students. Data shows that over the past three years, 105 Indigenous students did not graduate. Their absences were significantly higher than the Non-Indigenous populations.



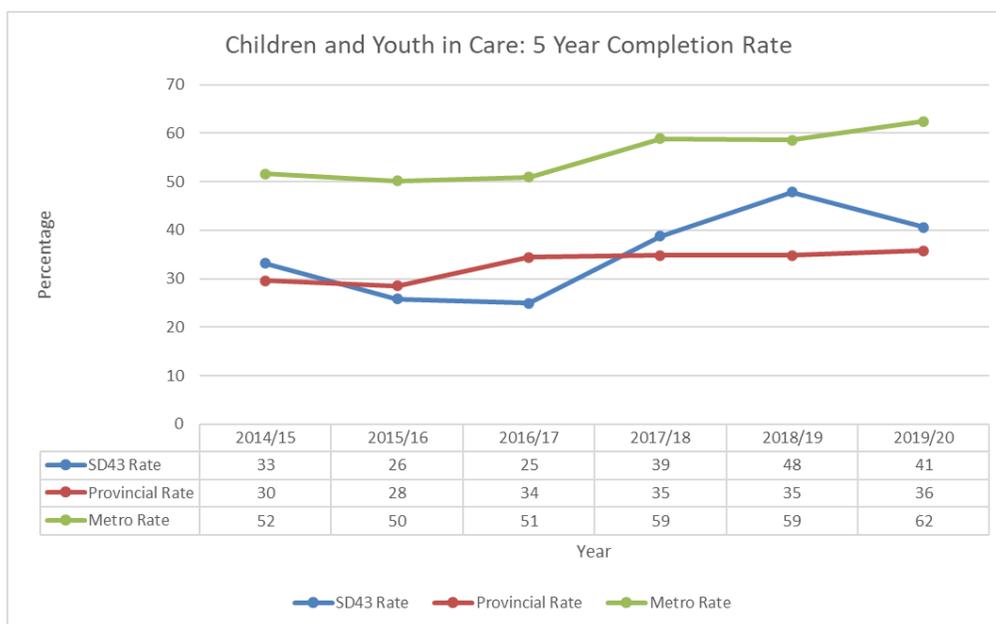
Students with Disabilities or Diverse Abilities

530 students (81%) of the cohort of 657 students in this category graduated in 2019-2020. This is consistent with the previous year (81%). SD43 data shows that students graduation rates have been higher than the provincial average and metro averages over the past five years.



Children and Youth in Care

41% of the cohort of 24 students graduated within five years. The SD43 rate is higher than the provincial rate (35%) but lower than the metro rate (62%).



Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

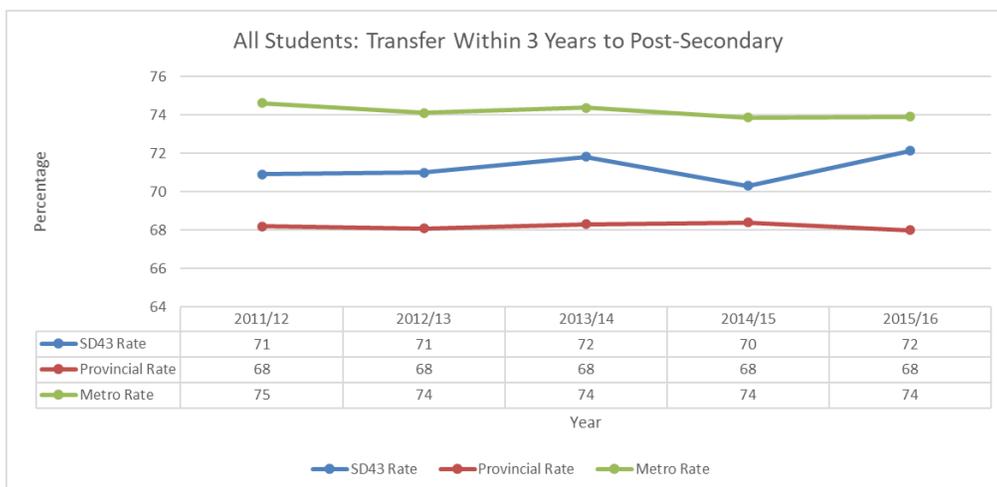
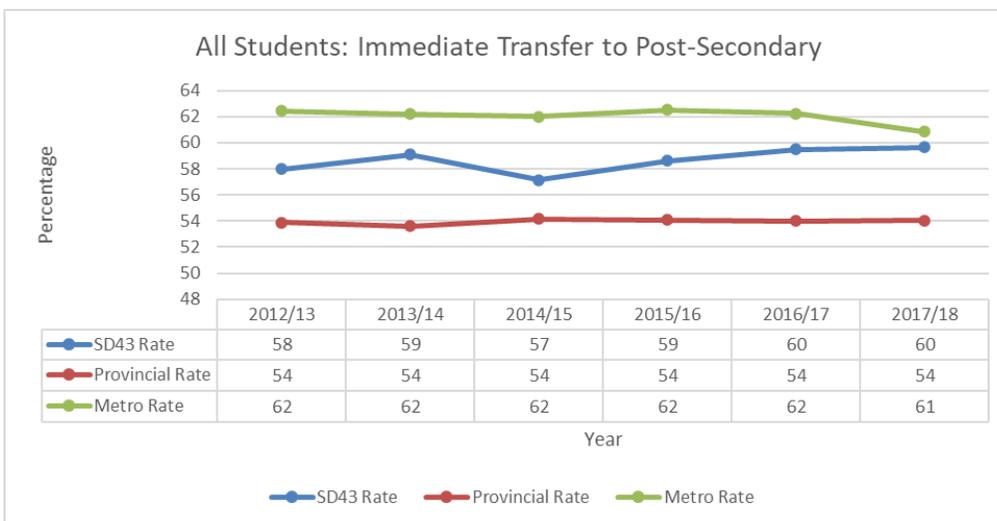
An objective in Strategic Goal #1 of Directions 2025 is to “Equip students for a world that requires practical scientific, technical and innovation skills through STEAM and Career Education.”

Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.*

*The data provided for this report indicates British Columbia post-secondary institutions at this time.

All Students

In both the immediate and three-year transfer periods to post-secondary, Coquitlam student data remained above the provincial average. The most recent data, 2017-2018 shows that 60% of graduates transferred immediately to post-secondary institution. If we examine the 2015-2016 data, we see that there is a cohort of 2214 students who graduated. 1298 (59%) of the students transferred immediately to a post-secondary institution. Within three years, 1597 (72%) of the students had transferred to post-secondary. The rates remain higher than the provincial averages, but below the metro averages.



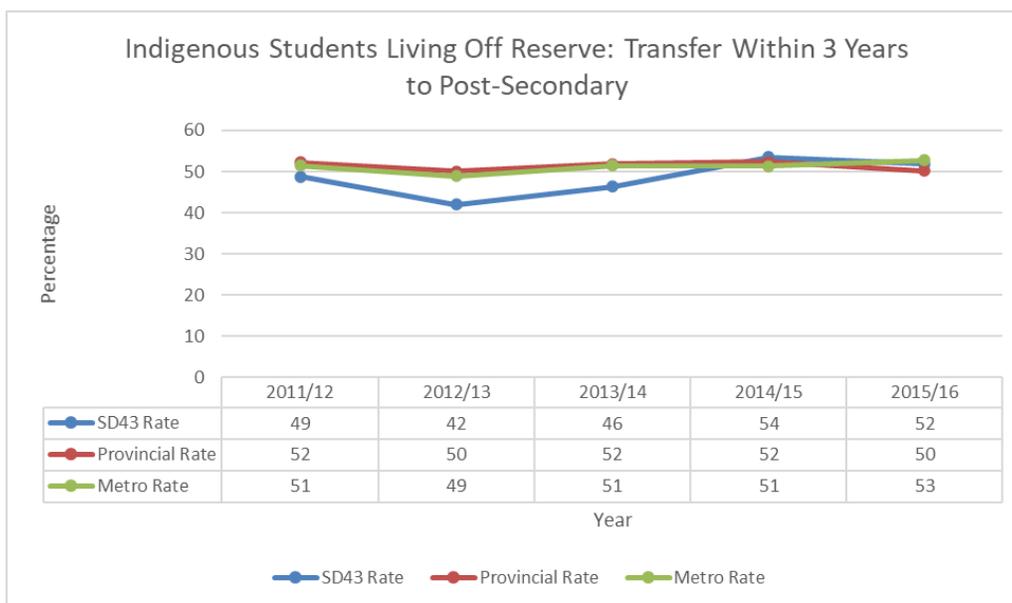
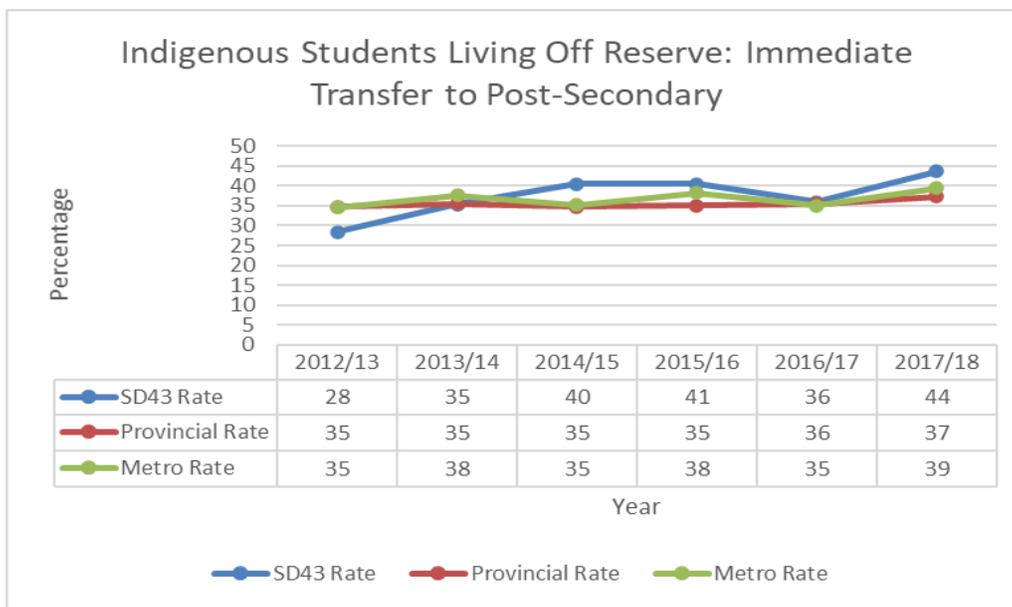
Indigenous Students Living On Reserve

The number of students remains small. However, the trend shows that the students are not transferring to post-secondary, either immediately or within three years.

Indigenous Students Living Off Reserve

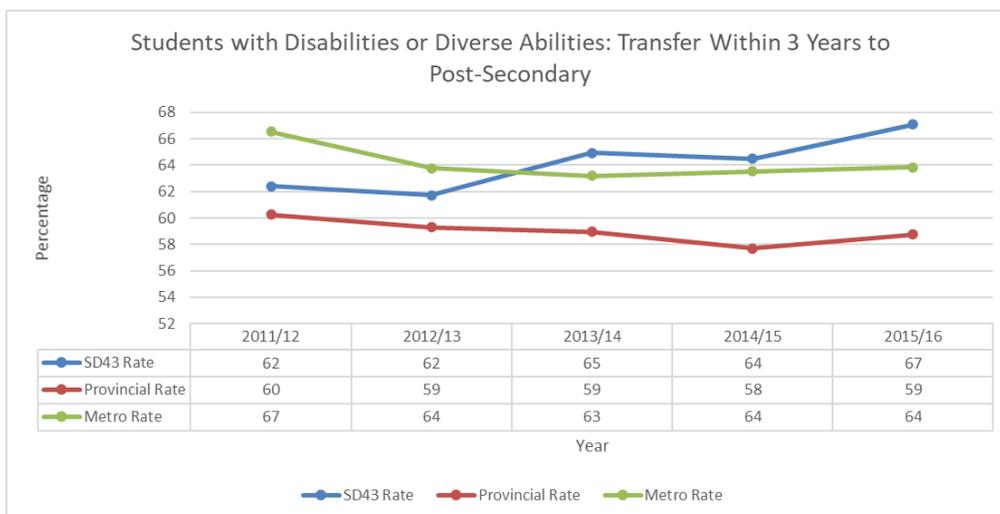
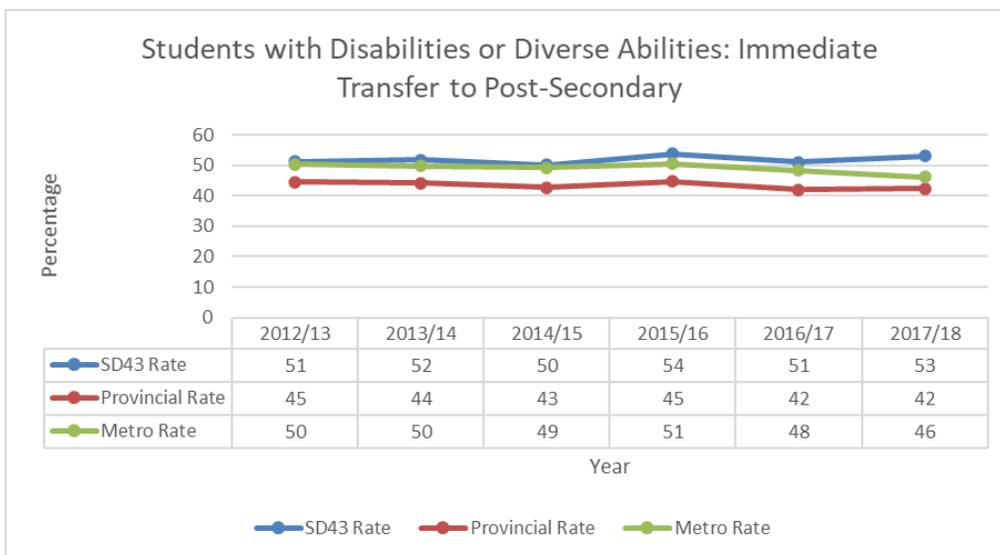
Data shows that in 2015-2016, 41% (32 out of 79 students) transferred to post-secondary immediately after graduation. Within three years, the rate increased to 52% (41 out of 79 students) had transferred post-secondary. The data is above the provincial average. SD43 rate is higher than the provincial and metro averages in the recent year.

The Equity Scan asked the students, “Do you feel school is preparing you for your future after Grade 12?” 41% responded “Yes”.



Students with Disabilities or Diverse Abilities

In 2015-2016, there were 383 students in the cohort that graduated. Immediately upon leaving secondary school, 206 (54%) went on to attend a post-secondary institution. Within three years, 257 (67%) students were attending post-secondary. The SD43 rates are higher than both the provincial and metro averages for the last three years of provided data.



Children and Youth in Care

We cannot report on this measure because the number of students is fewer than 10.