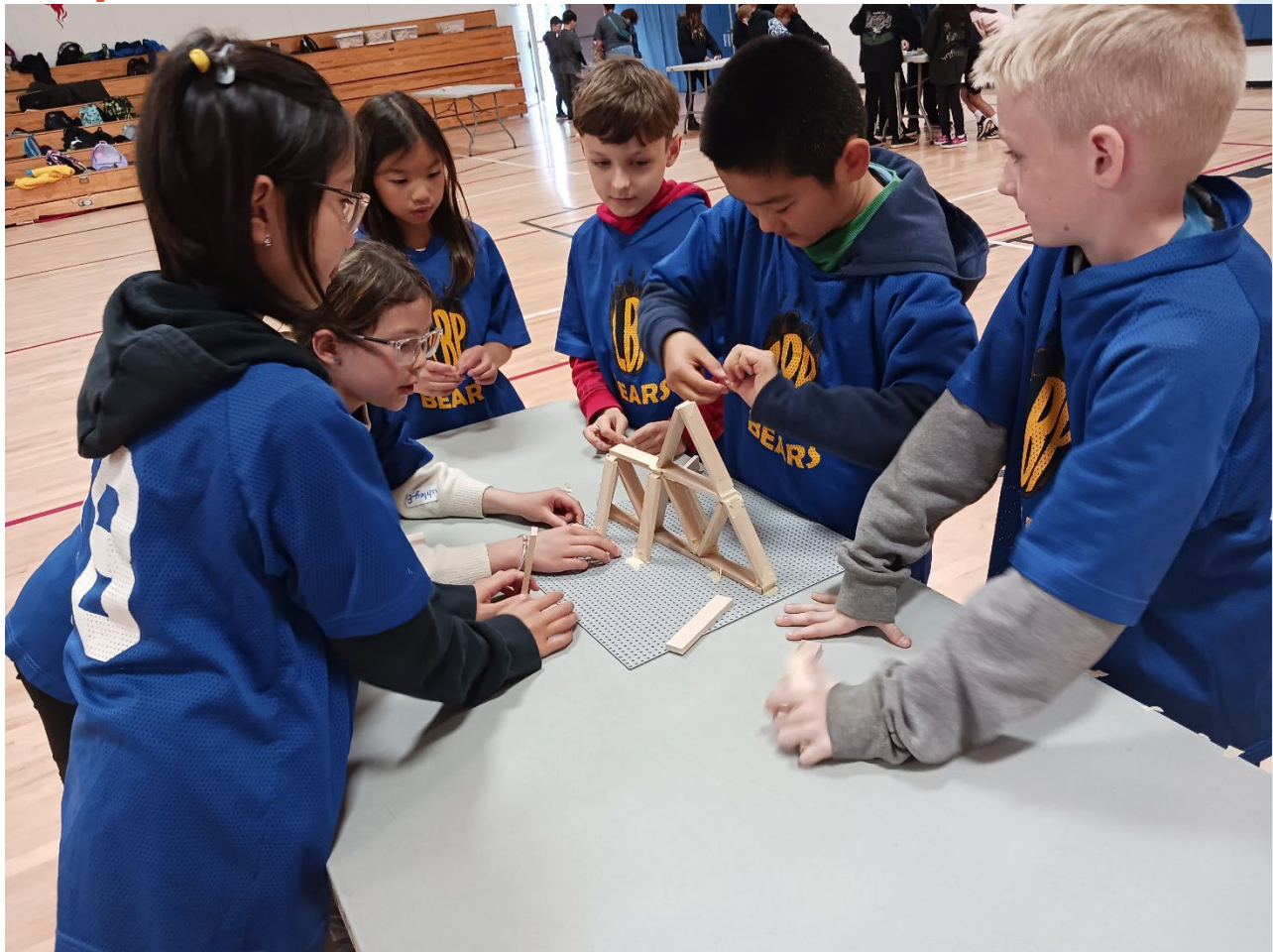


Section A: Reflecting on Student Outcomes

September 2024



Students from Lord Baden-Powell Elementary participate in the District STEAM Challenge Day.

Section A:

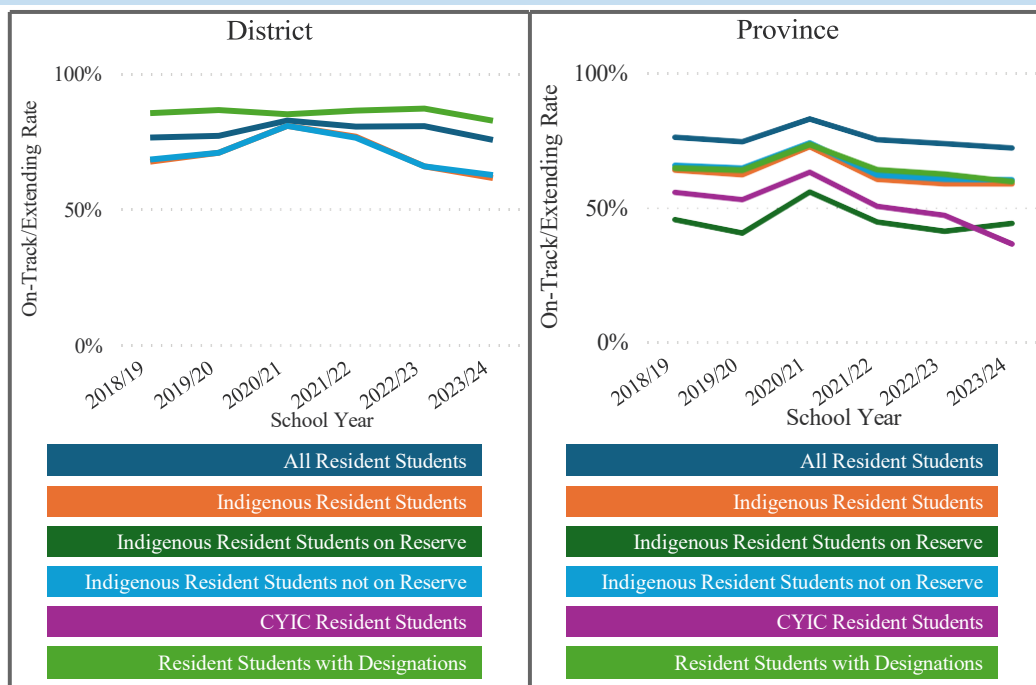
Reflecting on Student Learning Outcomes

Intellectual Development

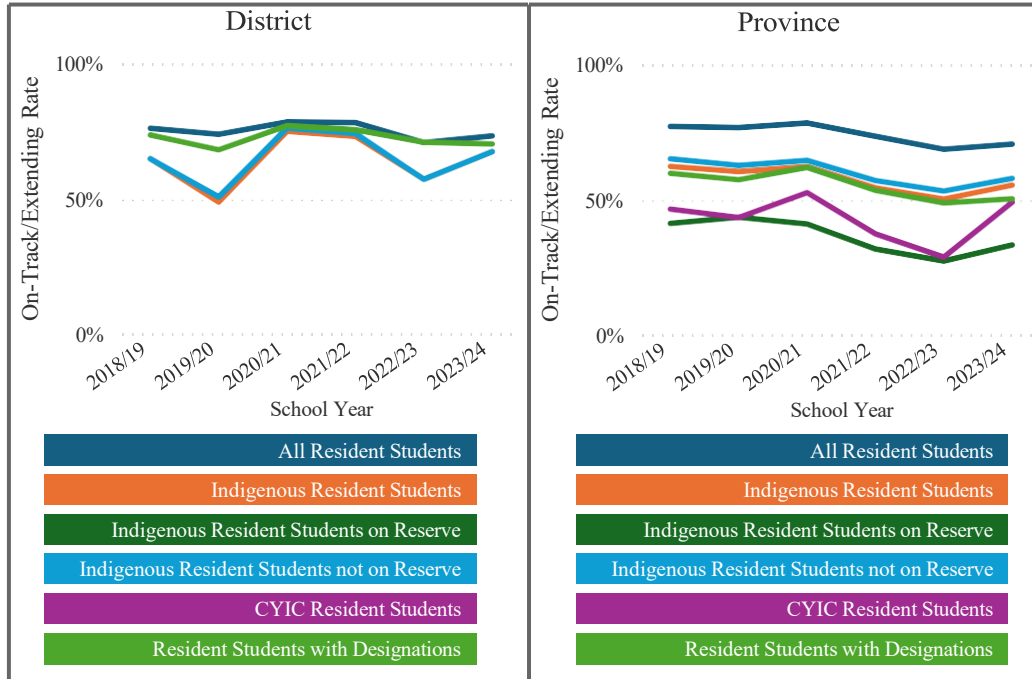
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy/Reading (On-Track / Extending Rate)

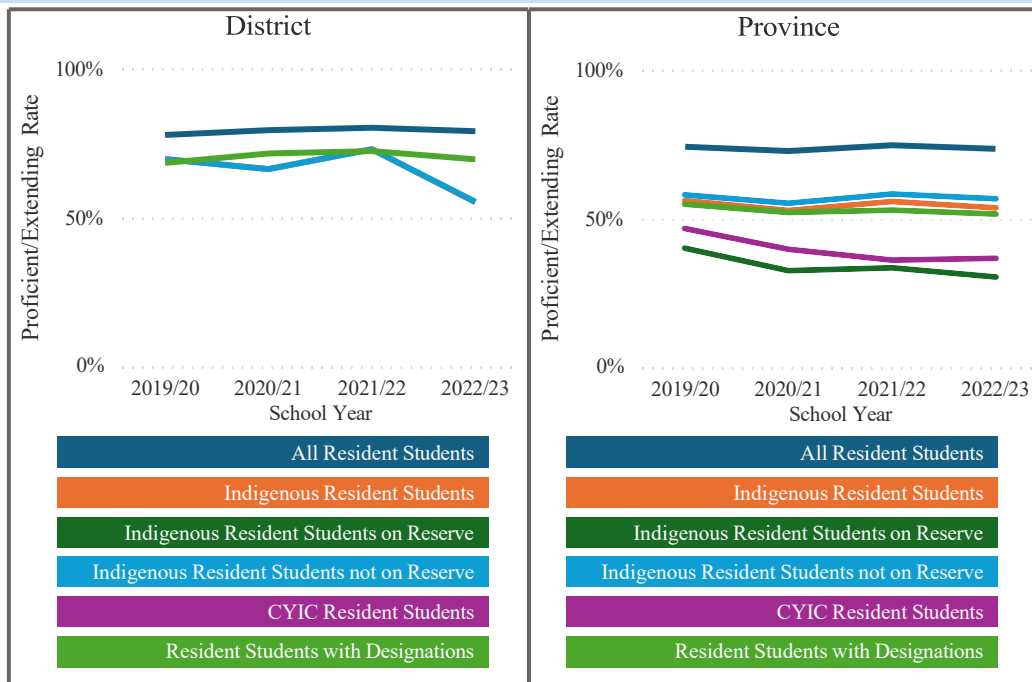


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Analysis was done by the **Student Achievement Advisory Committee** (October 2023) and **Indigenous Advisory Committee** (February 2024) using 2022-2023 FSA data supplied by the Ministry of Analytics and Outreach Team. Graphs in this report, released on May 30, 2024, also include 2023-2024 data.

All Students (Grade 4 Literacy)

- 1609 of 2179 students (74%) completed the literacy component of the Foundation Skills Assessment (FSA). The provincial average participate rate was 72%.
- 81% of those students' performance was on-track or extending. This is higher than the provincial rate (73%). The performance rate has consistently been over 80% over the past three years.
- A three-year trend can now be established with the new FSA literacy component. Participation is slightly down from the previous year (76%) but still higher than the first year of the new literacy component (69%).
- Learning Update data for Grade 4 shows 61% of students in the proficient to extending range in Language Arts. The Grade 4 report card marks are lower than the FSA performance range. The learning update data shows marks for all Grade 4 students. The FSA is not written by all students due to exclusions by parents or the school.
- The Student Achievement Advisory Committee recognized this measure and population as a promising trend.

All Students (Grade 7 Literacy)

- 1624 of 2358 students (69%) participated in the literacy component of the FSAs. This is slightly lower than the provincial participation rate of (70%).
- 71% of the students were on-track or extending. This performance rate is higher than the provincial average (69%).
- Although slightly lower than the provincial participation rate, the rate has continued to improve from previous years (64% in 2020/2021; 68% in 2021/2022 and 69% for 2022-2023).
- A three-year trend can now be established. Student performance dropped from the previous year (78% to 71%). This drop is also seen in the provincial rate (73% to 69%).
- Grade 7 second term report card data show that 64% of students were proficient or extending in English Language Arts. The Grade 7 report card marks are within the range of the FSA literacy rates.

Indigenous Students Living On Reserve (Grade 4 Literacy)

- There were no students in this population who participated in the Grade 4 FSA this year.

Indigenous Students Living On Reserve (Grade 7 Literacy)

- The number of students participating is too small to report on. However, the data that can be viewed shows some growth in on-track/extending performance.

Indigenous Students Living Off Reserve (Grade 4 Literacy)

- 65 of 109 (60%) students participated in this component of the FSAs. 65% of the students were on-track or extending. The participation level was below the provincial average (73%).
- The performance rate was higher than the provincial average (60%). When compared to the All Students population (81%), the Indigenous Students Living Off Reserve performance rate is not as high (65%).

- Grade 4 learning update data from Spring 2023 show that 44% of Indigenous students were proficient or extending in the area of literacy. This data represents all 109 Grade 4 Indigenous students marks. The FSA results only represent 60% of students with 65% on-track or extending.

Indigenous Students Living Off Reserve (Grade 7 Literacy)

- 53 of 100 (53%) students participated in the literacy component of the FSAs. The provincial average for participation is 73%.
- 57% of the students were on-track or extending. The provincial average performance rate was 53%.
- The district had a higher performance rate (57%) than the provincial averages, but the participation rate (53%) was lower than the provincial average (73%). The three-year trend shows a decline in performance from 75% in 2020/2021 to 57% in this recent year. This decline is also mirrored in the provincial data (64% to 53%).
- There is a sharp increase in student performance that it almost matches the Students with Disabilities or Diverse abilities population in 2024-2025.
- The performance rate is lower (57%) than the All Students population (71%).
- The Grade 7 report card data shows that Indigenous students (56%) were on-track or extending. This rate is similar to the FSA data. did not achieve same performance rate as the All Students population (64%).

Students with Disabilities or Diverse Abilities (Grade 4 Literacy)

- 208 of 364 students (57%) participated in the FSA reading component. The is higher than the provincial participation rate (49%).
- 87% of the students' performance was on-track or extending. This is significantly higher than the provincial rate (62%). The three-year trend has an average of 86%.
- When compared to the All Students population (81%), the Students with Disabilities or Diverse Abilities population performance is higher at (87%).

Students with Disabilities or Diverse Abilities (Grade 7 Literacy)

- 358 of 593 students (60%) participated in the FSA reading component. This is higher than the provincial (54%) participation rate.
- 71% of the Coquitlam District students' performance was on-track or extending. This is significantly higher than the provincial (49%) performance rate. The three-year trend in similar past responses shows consistency in both participation and performance for the district.
- The Students with Disabilities or Diverse Abilities performance rate matches the All Students population (71%).

Children and Youth in Care (Grade 4 Literacy)

- The number of students is fewer than 10 in this population, therefore there is no report on this population. However, the data that we were able to view shows good improvement from the previous two years. The Student Achievement Advisory Committee noted this growth as a promising trend.

Children and Youth in Care (Grade 7 Literacy)

- There is no data from this population.

Literacy 10 Assessment

All Students (Grade 10 Literacy)

- The data provided by the Ministry of Education now shows four years of data of the Grade 10 literacy assessments. 2452 of 2720 (90%) students wrote the Literacy 10 assessment. The district participation rate is higher than the provincial rate (86%).
- 79% of the students' performance was proficient or extending and higher than the provincial average of 73%. The three-year trend for performance is stable with an average of 79%. Participation has remained higher than 90% over the last two years.

Indigenous Students Living On Reserve (Grade 10 Literacy)

- The number of students living on reserve is too small to report on. The data that is viewable does show improved results for the students that participated in the Literacy 10 assessment.

Indigenous Students Living Off Reserve (Grade 10 Literacy)

- 84 of 111 (76%) students participated in the Grade 10 Literacy assessments. This is higher than the provincial (70%) participation rate.
- 55% of the students' performance was proficient or extending. Despite the decline from the previous year (72%), this remains slightly higher the provincial average of 52%. The three-year trend showed a slight decrease in 2020-2021 in both performance and participation and an improvement this year.
- When compared to the All Students performance rate (79%), the Indigenous Students Living Off Reserve data is lower (55%).
- A more stable picture of student performance can be found when the Grade 12 Literacy assessment data is examined. 73% (71 of 96) of the student's performance was proficient or extending. 82% (1918 of 2350 students) in the All Students population were proficient or extending.

Students with Disabilities or Diverse Abilities (Grade 10 Literacy)

- 458 of 544 students (84%) participated in the assessment with 72% of students' performance rate considered proficient or extending. The participation rate (84%) is above the provincial rate (68%).
- SD43 performance rate (72%) is higher than the provincial average (60%) average. When compared to the All Students performance rate (80%), the performance rate for Students with Disabilities or Diverse Abilities is lower (72%).

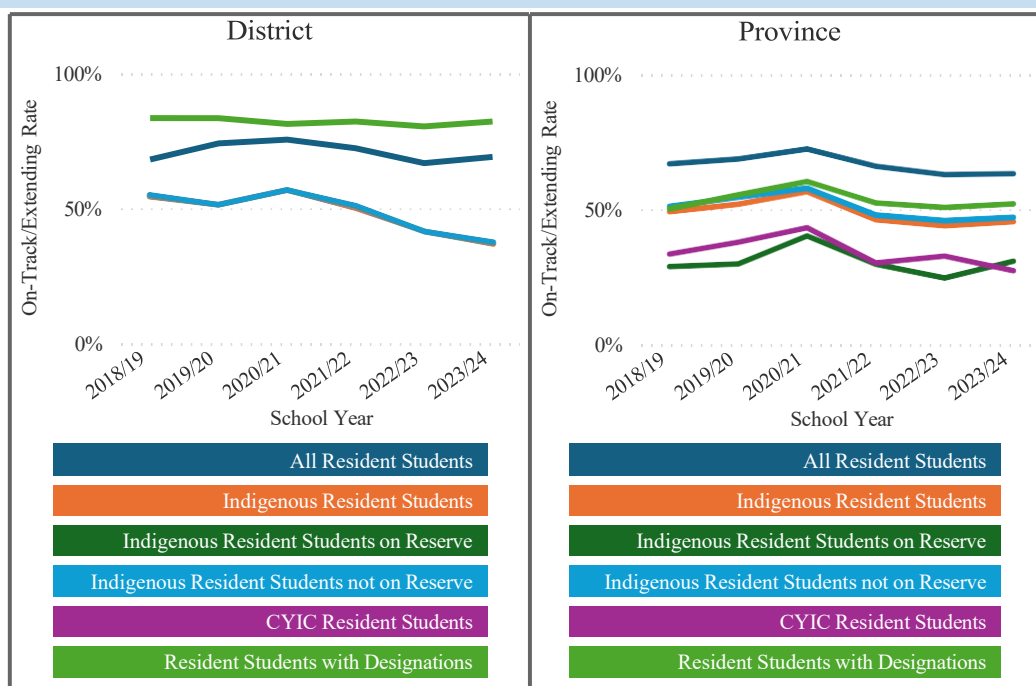
Children and Youth in Care (Grade 10 Literacy)

- The number of students is too small to report on. The data that we were able to view shows improvement from the previous year.

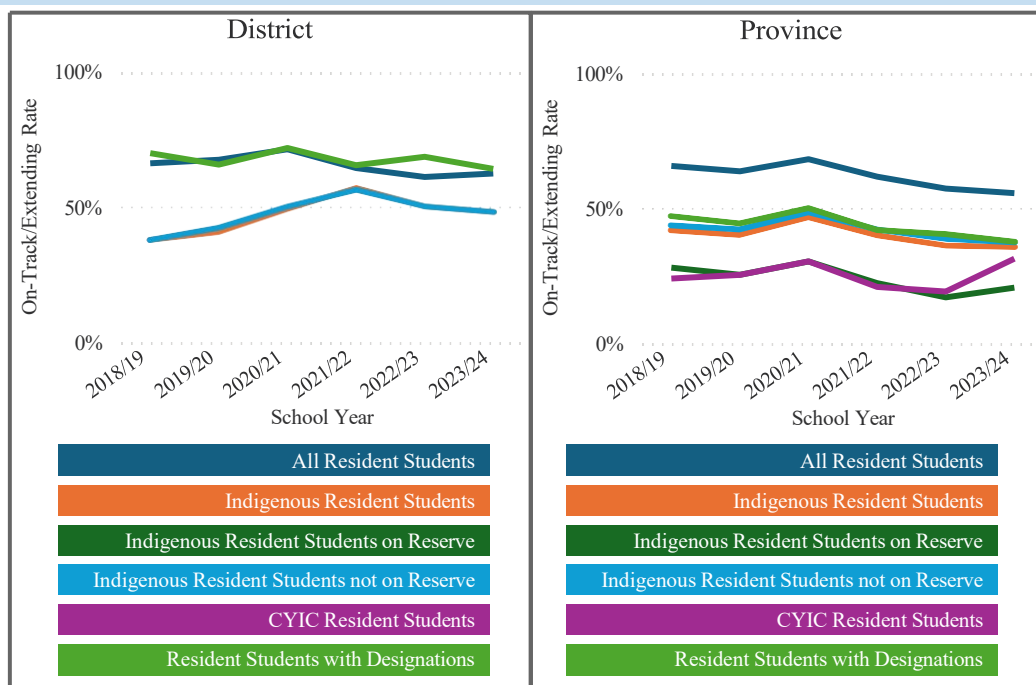
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

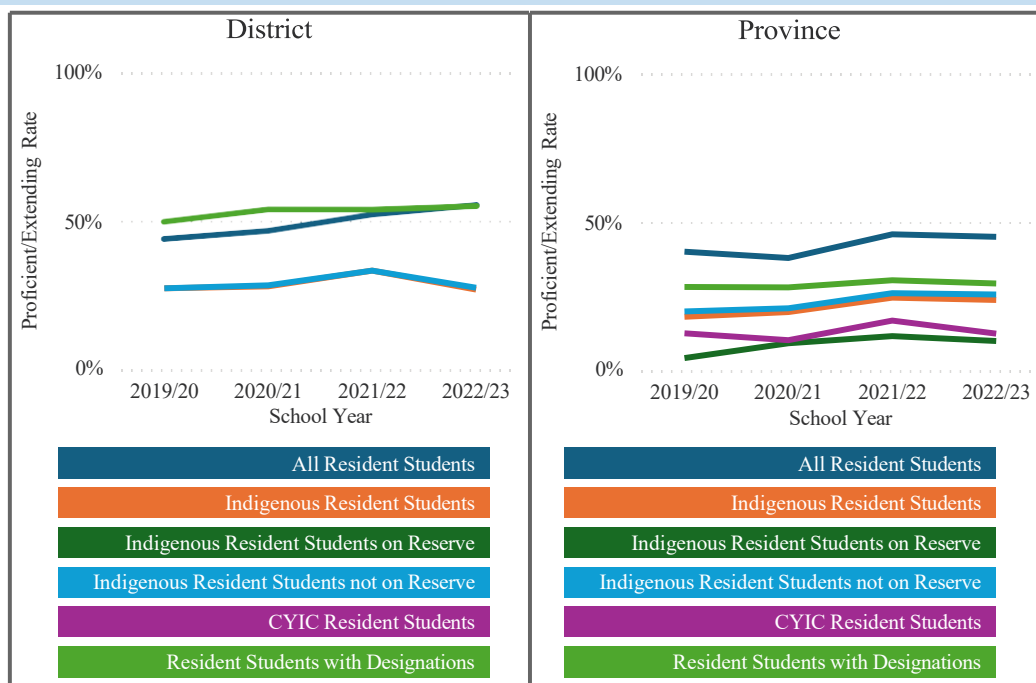


Grade 7 FSA Numeracy (On-Track / Extending Rate)



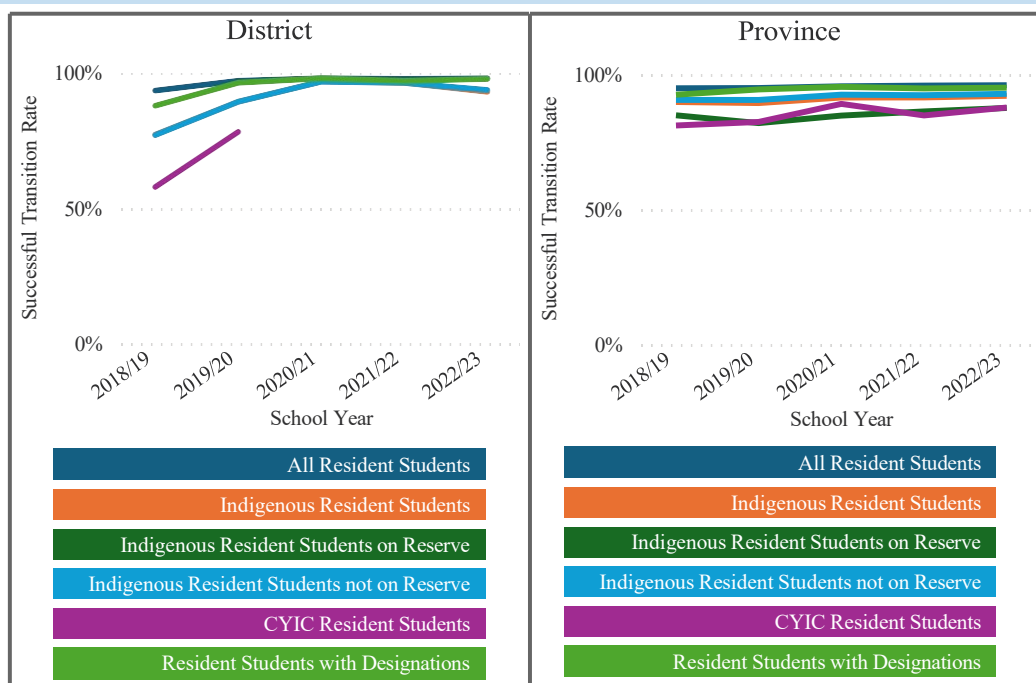
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

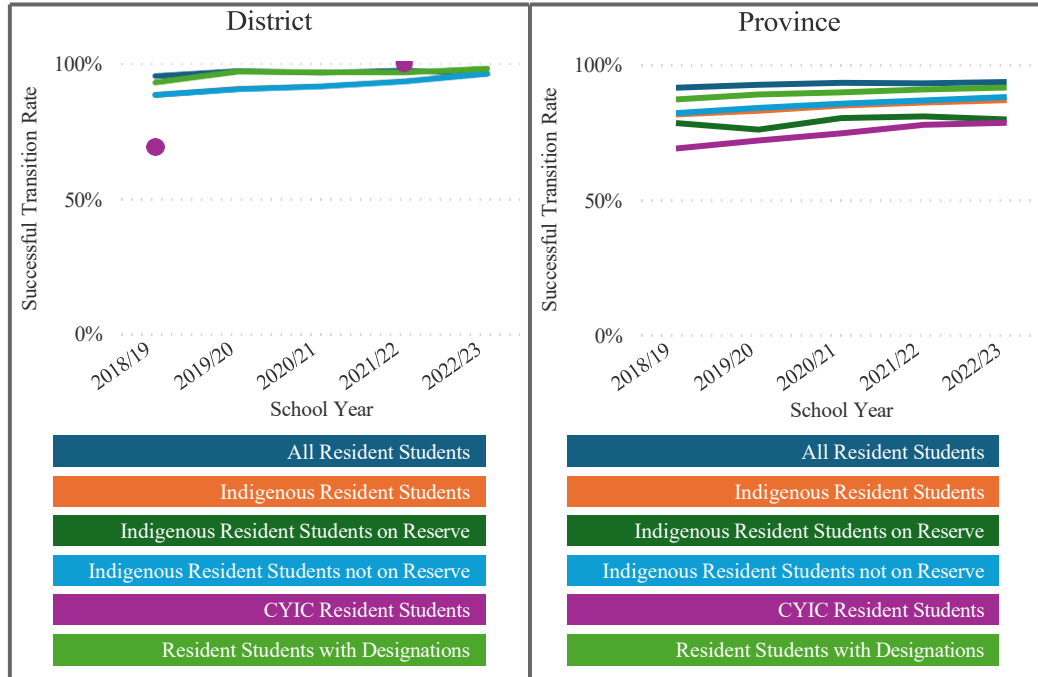


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

All Students (Grade 4 Numeracy)

- 1604 of 2179 students (74%) participated in the 2022-2023 Numeracy component of the FSA. 67% of the students were on-track or extending.
- The participation rate is higher than the provincial (72%) average.
- The SD43 performance data continues to be above the provincial average of 63%. The three year trend shows a slight decrease from 75% in 2020/2021 to 67% in this recent year. This decline is also seen in the provincial data (72% to 63%).
- Learning Update data from Spring 2023 show that 79% of the Grade 4s were proficient or extending in numeracy. The Grade 4 report card marks are higher than the FSA results.
- It is noted that the report card results are higher than the FSA scores for this population.

All Students (Grade 7 Numeracy)

- 1619 of 2358 students (69%) participated in the recent numeracy assessment. SD43 participation rate (69%) grew slightly from the previous year (67%) and now matches the provincial rate.
- 61% of the students' performance was on-track or extending. This remains higher than the provincial average (57%).
- The three-year trend for performance shows a decrease from 2020-2021 (71%) to this recent year of 61%. This decrease is also seen in the provincial data (68% in 2020/2021 to 57% in 2022-2023).
- 70% of Grade 7s were in the proficient or extending range on their Spring 2023 Learning Update. This number is higher than their FSA results (61% on-track/extending).
- It is noted that the report card results are higher than the FSA scores for this population.

Indigenous Students Living On Reserve (Grade 4 and 7 Numeracy)

- The number of Grade 4 and 7 students participating in the Numeracy FSAs is too small to report on. There is no data to report on. However, last year, the Grade 7 data did show some growth in performance.

Indigenous Students Living Off Reserve (Grade 4 Numeracy)

- 66 of 109 (61%) students participated in the 2022-2023 Numeracy component of the FSA. This is a slight increase from the previous year (60%) but remains lower than the provincial participation average of 74%.
- The student's performance rate, on-track or extending, is 41% which is lower than the provincial average of 46%. The three-year trend, like many measures in this report, show a slight decrease from 59% in 2020-2021 to 41% in this recent year. There is also a decrease in the provincial rate over three years.
- When compared to the All Students population performance rate (67%), the Indigenous Students Living Off Reserve rate is lower at 41%.
- Numeracy data from the Learning Updates show 47% of Indigenous students either proficient or extending range. This is a higher rate than the FSA results (41% on-track/extending).
- It is noted that the report card results are higher than the FSA scores for this population.

Indigenous Students Living Off Reserve (Grade 7 Numeracy)

- 53% of students (50 of 92) participated in the Numeracy component of the FSA. Compared to the province, the participation rates (53%) were lower than the provincial rate (72%).
- 49% of those students' performance were on-track or extending. The performance rate is higher than the provincial counterparts (39%). When compared to the All Students population performance rate (61%), the Indigenous Students Living Off Reserve rate is lower at 49%.
- The three-year trend for performance shows a peak at 58% in 2021-2022. This year's performance rate (49%) is very similar to the 2020-2021 rate of 50%.
- Grade 7 third term report card data show that 42% of students were proficient or extending in numeracy. The report card marks are lower than the All Students (70%).

Students with Disabilities or Diverse Abilities (Grade 4 Numeracy)

- 208 of 364 students (56%) in this population participated in the FSA Numeracy component. Participation is higher than the provincial rate (49%).
- The performance rate for this population is 80% students on-track or extending. This is significantly higher than the provincial rate (51%). The three-year trend average is 81%.
- When compared to the All Students population performance rate (63%), the Students with Disabilities or Diverse Abilities rate is higher at 80%.
- The Grade 4 report card marks are lower than the "All Students" population with 47% of students in the proficient or extending range.

Students with Disabilities or Diverse Abilities (Grade 7 Numeracy)

- 357 of 593 students (60%) participated in the Numeracy FSA component. The participation rate is higher than the provincial rate of 53%.
- The performance rate was 69% of students on-track or extending. This is higher than the provincial performance rate (40%). There is a slight increase in the three year trend.
- When compared to the All Students population performance rate (61%), the Students with Disabilities or Diverse Abilities rate is higher at 69%.
- The Grade 7 report card marks for this population are lower than the "All Students" group with 42% of the students in the proficient or extending range.

Children and Youth in Care (Grade 4 Numeracy)

- The number of students participating in the Grade 4 FSA Numeracy component is fewer than 10. We cannot report on this measure. However, based on the data that we can see, we do note some improvement from previous years.
- The Student Achievement Advisory Committee noted this population as having promising growth based on the viewable data.

Children and Youth in Care (Grade 7 Numeracy)

- It is not possible to report on this measure because the number of students is fewer than 10.

Numeracy 10 Assessment

All Students (Grade 10 Numeracy)

- The Grade 10 cohort in 2022-2023 was 2720 students. 90% (2460) students participated in the numeracy assessment. The participation rate is higher than the provincial rate of 81%.
- 55% of the students' performance was proficient or extending. This rate is higher than the provincial performance rate of 45%. There is steady growth at this rate compared to the previous three years.

Indigenous Students Living On Reserve (Grade 10 Numeracy)

- No data due to the small population size.

Indigenous Students Living Off Reserve (Grade 10 Numeracy)

- Both performance and participation for Indigenous Students Living Off Reserve are higher than the provincial average. 80 of 103 students (77%) wrote the 2022-2023 numeracy assessment. The participation rate is higher than the provincial average rate of 65%.
- 28% of the students' performance was proficient or extending. Although the performance rate of 28% is low, it is still higher when compared to the provincial rate of 26%. The five-year trend shows steady performance with the recent year seeing a slight decrease.
- The Indigenous Students Living Off Reserve performance rate (28%) is lower than the All Students population (55%).

Students with Disabilities or Diverse Abilities (Grade 10 Numeracy)

- 567 of 675 students (84%) wrote the Grade 10 Numeracy assessment in 2022-2023. This was higher than the provincial (67%) participation rate.
- 54% of the students' performance was proficient or extending. This is above the provincial average performance rates (31%). The three-year trend for Coquitlam has an average of 54%.
- The Students with Disabilities or Diverse Abilities performance rate (54%) almost matches the All Students population (55%).

Children and Youth in Care (Grade 10 Numeracy)

- The population for this measure was too small to report on. However, there does seem to be improvement in this measure based on the data viewed by the Student Achievement Advisory Committee.

Intellectual Development Summary

Literacy Summary

Data sources for literacy include the required provincial assessments (FSA and Graduation Assessments), report card marks (Spring 2023), and How Are We Doing? 2022/2023 report.

Foundation Skills Assessment for all populations in literacy continue to remain higher than the provincial averages.

Although masked in this report, the Student Achievement Advisory Committee was able to view some data for the Children and Youth in Care population. The committee was very encouraged by the Grade 4 Literacy FSA Children and Youth in Care data.

An examination of Grade 4 attendance in October and November reveals that non-Indigenous students attended school more frequently than Indigenous students. The FSAs are administered in this time period. Of the 90 Grade 4 Indigenous students, 90% were away one or more days. Of the 2026 non-Indigenous students, 83% were absent one or more days. This may explain why Indigenous participation rates were lower than non-Indigenous students. Monitoring attendance will be a priority for future years of the FSAs. The district continues to focus on the success of Indigenous students with the introduction of the Student Learning Profile outlined in “Adjustments and Adaptations: Next Steps” section of the FESL report.

Report card data was also examined. Every student receives a report card whereas not all students participate in the FSA. Students with Disabilities and Diverse Abilities see an increase in performance in the final report cards. The percentage of students in the proficient to extending range increases to 28%. The classroom based assessment process outlined in “Celebrating our Success for the Past Year” has helped students in this category. There is also a reduction in students in the Emerging category from 14% to 11% in the final learning update.

District Learning Services department is also supporting schools with the implementation of the science of reading to support teacher professional development. For the 2024-2025 school year, the district is inviting teachers to attend sessions hosted by Jan Richardson, Matt Glover and Robin Bright to support the science of reading.

Results for Grade 10 Literacy Assessment written by Indigenous students were lower than their provincial counterparts. However, a school-by-school analysis shows that Centennial Secondary, which piloted the Indigenous Support Blocks, had stronger results than other schools. The Indigenous support blocks have now been implemented at all secondary schools with the hope of improved results in future years.

Numeracy Summary

As with the Literacy section of the report, the small population sizes for Indigenous Students Living On Reserve and Children and Youth in Care data will be masked. The Student Achievement Advisory Committee was able to view some data. The committee was encouraged by the Grade 4 Children and Youth in Care data.

Report card data for numeracy for the Grade 4 and Grade 7 All Resident Student and the Indigenous Grade 7 populations are higher than FSA results. This is unlike the Literacy section where the students' FSA results are higher than report card results. The data will be shared with the District's Numeracy Integrated Team for further analysis. The Integrated team consists of a Numeracy Teacher Coordinator, mentor teachers and an Indigenous resource teacher.

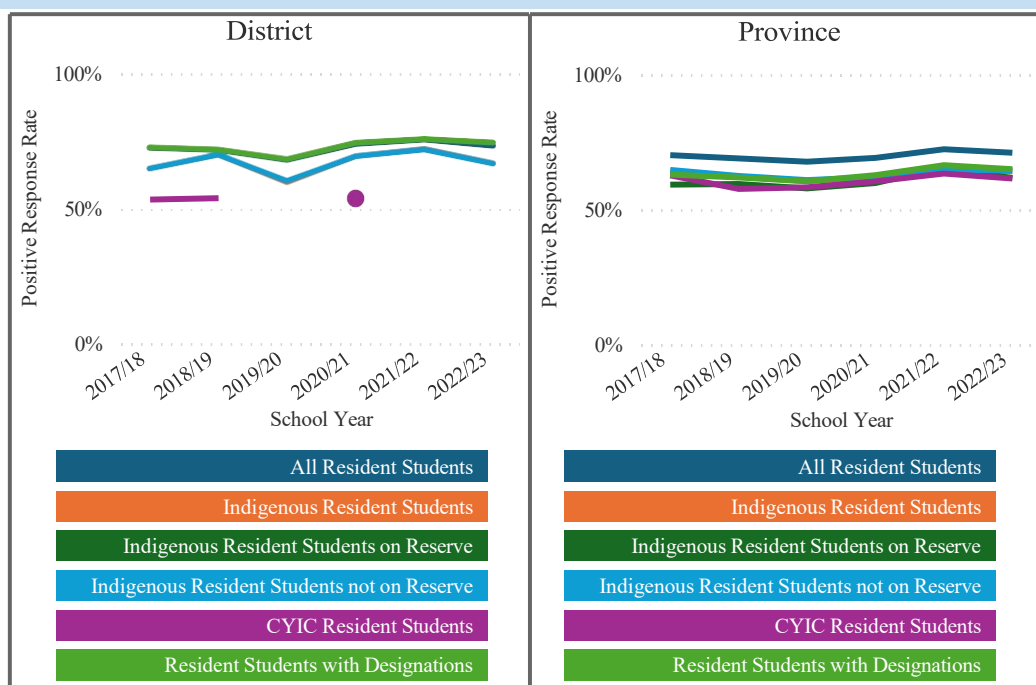
A theory regarding improved report card data lies in the work being done by the Numeracy Integrated Team with classroom teachers. Integrated Teams were introduced in 2022 to support schools with their alignment with Directions 2025. The Numeracy Team consists of a Numeracy Teacher Coordinator, two Numeracy Mentor Teachers, an Indigenous teacher, a STEAM teacher and the Early Learning Coordinator. The Numeracy Team works with individual teachers and whole staffs to improve numeracy instruction. The team has developed an assessment tool called the Collection Task. The Numeracy Team has worked directly with classroom teachers at the 25 schools that have a Numeracy goal to implement the assessment.

Human and Social Development

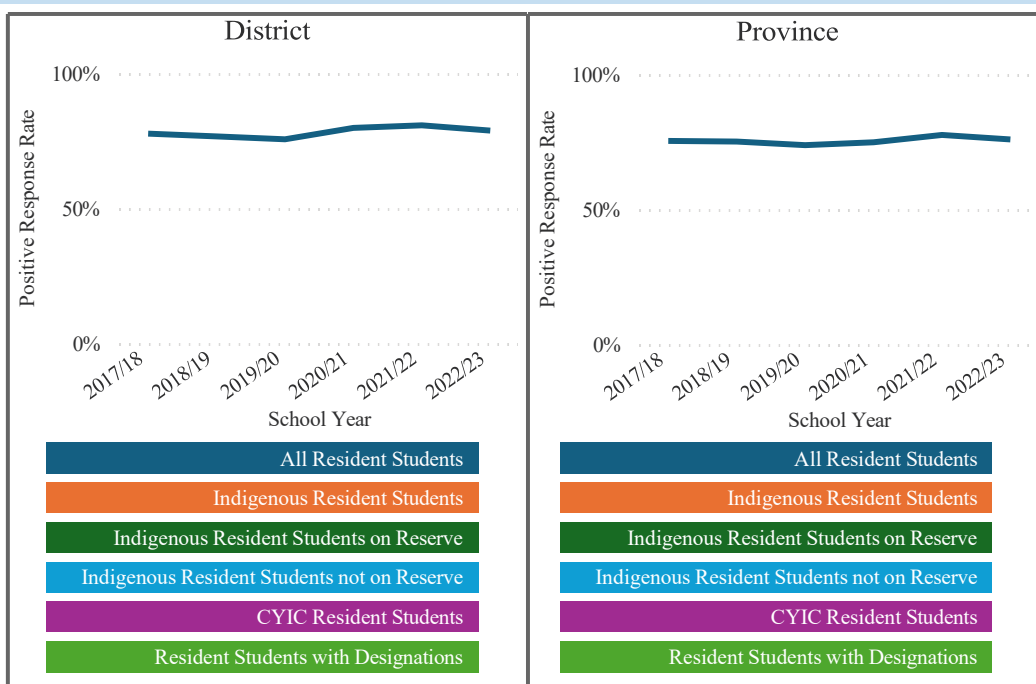
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

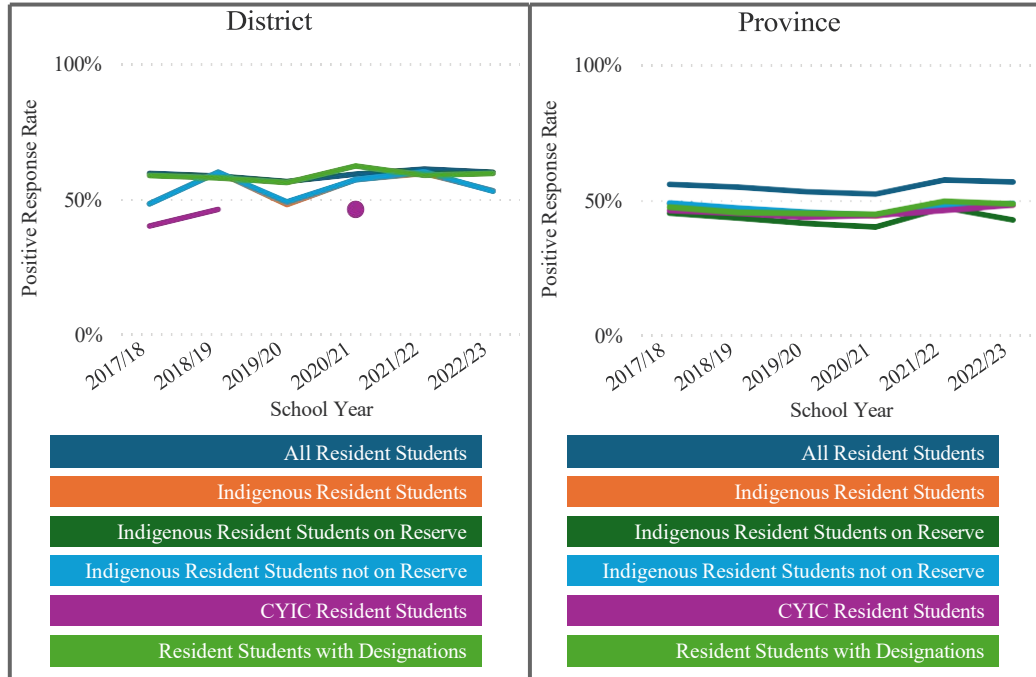
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

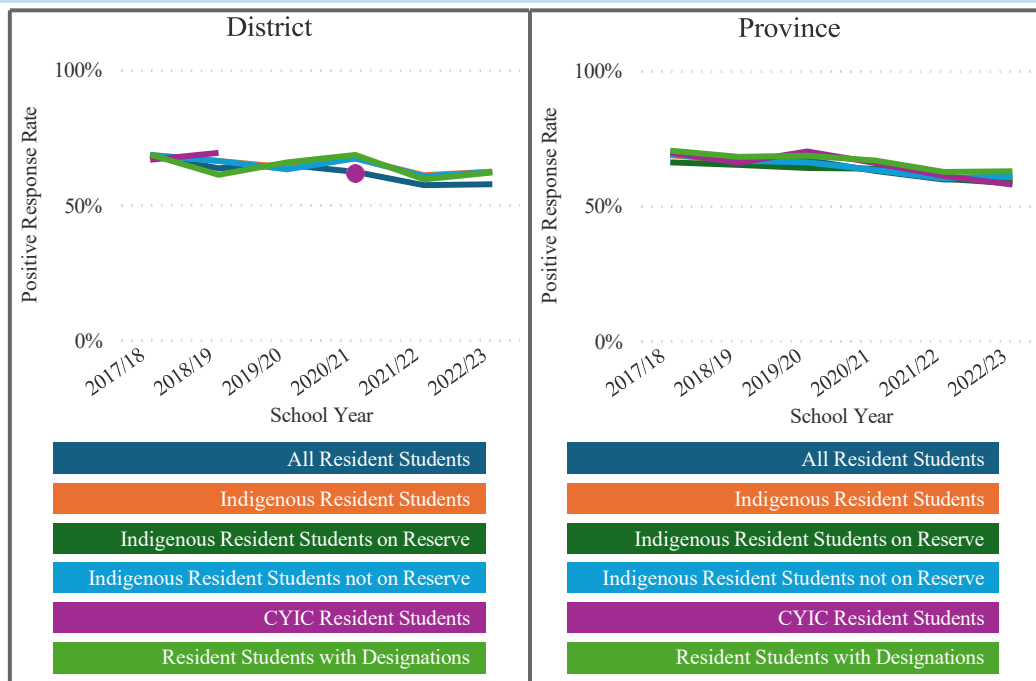


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Although the data was masked for the Indigenous Students Living On Reserve population, the Student Achievement Advisory Committee recognized the positive growth in their feeling a sense of belonging, feeling welcome and two or more adults that care.

Feeling Safe

- Students sense of safety is higher than that of their provincial counterparts with 81% compared to 77%. The data is similar to the responses in the MDI and YDI. 71% of Grade 11 students responded positively to the statement "I feel safe at my school."

Feeling Welcome and a Sense of Belonging

- The students sense of feeling welcome is higher than the provincial counterparts. When measured to the All Resident students positive responses, the Indigenous Students Living Off Reserve populations responses are lower (66% compared to 73%).
- Students with Disabilities or Diverse Abilities responses were slightly higher than the All Resident Student population. The responses also matched the All Resident students.
- Indigenous student responses (66%), although higher than their provincial counterparts yet remain lower than the SD43 All Resident Student population (73%). Qualitative data from the Indigenous Youth Summit has offered insight in what schools can do to address these matters.

Two or More Adults that Care

This measure has been a focus for the district because the data has been lower than the provincial average in the past three years. The district has focused on understanding why student responses have been less positive than other measures. There seems to be a slight improvement in student responses especially among priority populations such as Indigenous Students and Students with Disabilities or Diverse Abilities. An early preview of 2023-2024 SLS and MDI data shows very promising results.

- Data from the Middle Years Development Instrument and BC Adolescent Health Survey are higher than the Student Learning Survey data.
- The school experiences of Indigenous students continue to be tracked. The district added a custom question to the Student Learning Survey in 2022-2023, "Have you had negative experiences at school because of your race or cultural identity?" The responses show Indigenous students report more instances of negative experiences than the non-Indigenous counterparts.
- The How We are Doing report also shares data of school experiences. Indigenous students are less likely to like school than non-Indigenous students. There are some positive trends in the data.

Human and Social Development Summary

The Indigenous Youth Summit has produced qualitative data on what schools can do to increase the sense of belonging at school. On November 13, 2023, when asked "Who is in your support system that can help you deal with instances of racism?", the students overwhelmingly identified the Indigenous Youth Worker as part of their support system. As part of the operational plan, the district maintains 17 Indigenous Youth Workers. In addition, there is a teacher advocate at each secondary school to run the Indigenous Support Blocks. It is hoped these supports will increase the Indigenous students' sense of belonging and feeling welcome at school. Student positive responses to the question regarding caring adults increased an increase in both students living on and off reserve.

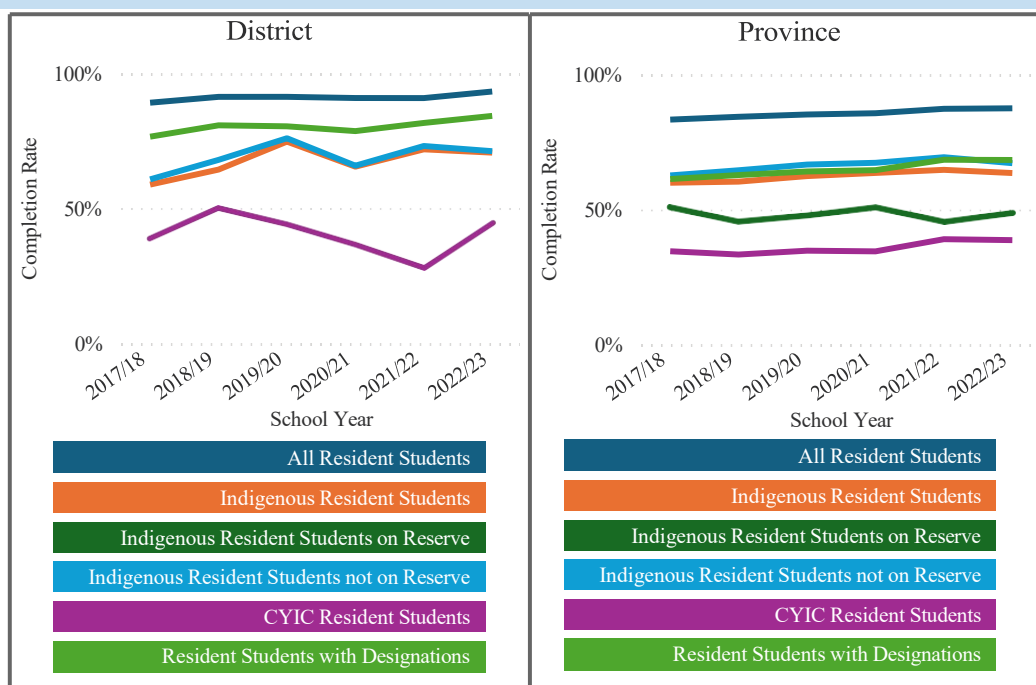
Data analysis from the 2019-2020 Framework for Enhancing Student Learning showed responses that required attention in the area of Human and Social Development. The district revised the school plans in 2020 to have schools report on Human and Social Development and Indigenous Learners.

Career Development

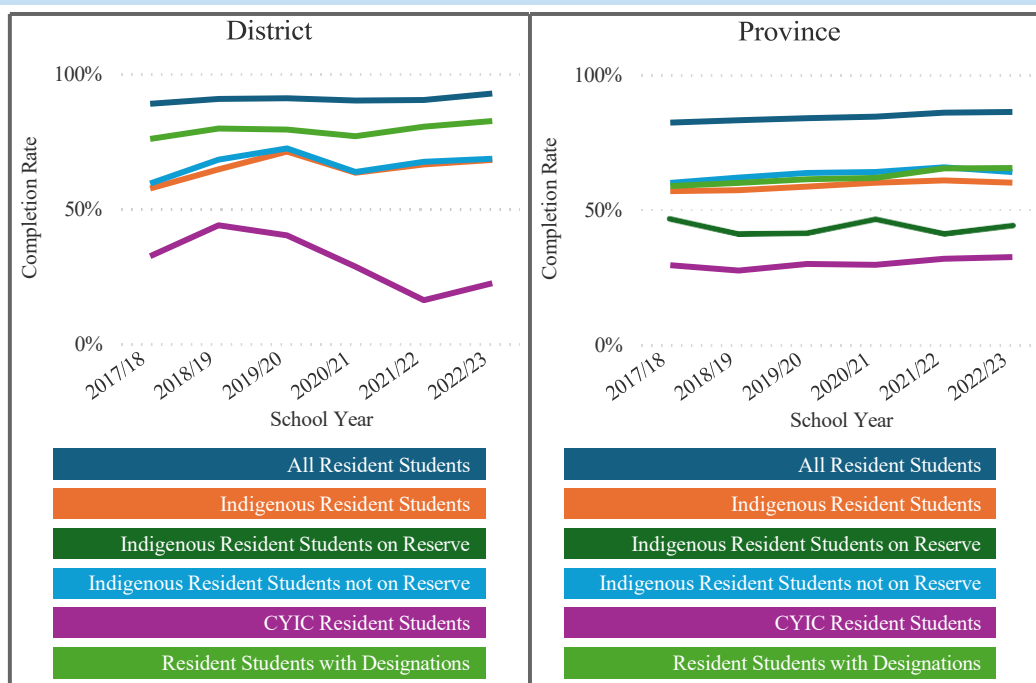
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

Completion rates remain higher than the provincial counterparts for all populations. Data for the Indigenous Students Living On Reserve is masked due to the small populations.

All Students (5 Year Completion Rate)

- The 5-year graduation rate for all resident students is above the provincial average. In 2022-2023, 2335 of 2617 (93%) eligible Grade 12 students graduated in Coquitlam. This is higher than the provincial average of 87%.
- The 6-year completion rate for resident students is 96.5% compared to the provincial rate of 91.8%. It should be noted that females measured in the 6-year completion rate graduate at a rate of 99%.

Indigenous Students Living On Reserve (5 Year Completion Rate)

- No data to report on due to the small size of the population. The data that can be viewed shows an improvement in the number of students who graduated in 2022-2023.

Indigenous Students Living Off Reserve (5 Year Completion Rate)

- 71% (74 of 113 students) of this population graduated within five years. This is higher than the provincial average of 67%. The three-year trend showed a slight decrease in 2020-2021 (66%) from 2019-2020 (76%). The recent year shows a slight decrease.
- When compared to the All Students graduation rate (93%), the Indigenous Students Living Off Reserve population graduation rate is lower at 71% but the gap appears to be closing. Attendance may be a factor in the graduation rates of the Indigenous students. The 6-year completion rate is 82.6%, compared to the province (77.1%).
- The Indigenous Advisory Committee reviewed completion rates and asked if there was a difference between populations within the Indigenous students. It was not possible to disaggregate the Inuit data due to the small population.

Students with Disabilities or Diverse Abilities (5 Year Completion Rate)

- 508 of 653 students (84.4%) in this population graduated in 2022-2023. This rate is slightly higher than the previous year (81.7%).
- When compared to the All-Students population graduation rate (93%), the Students with Disabilities or Diverse Abilities population graduation rate is lower at 84.4% but the gap appears to be closing.
- The 6-year completion rate is 89.0%, compared to the province (77.3%).

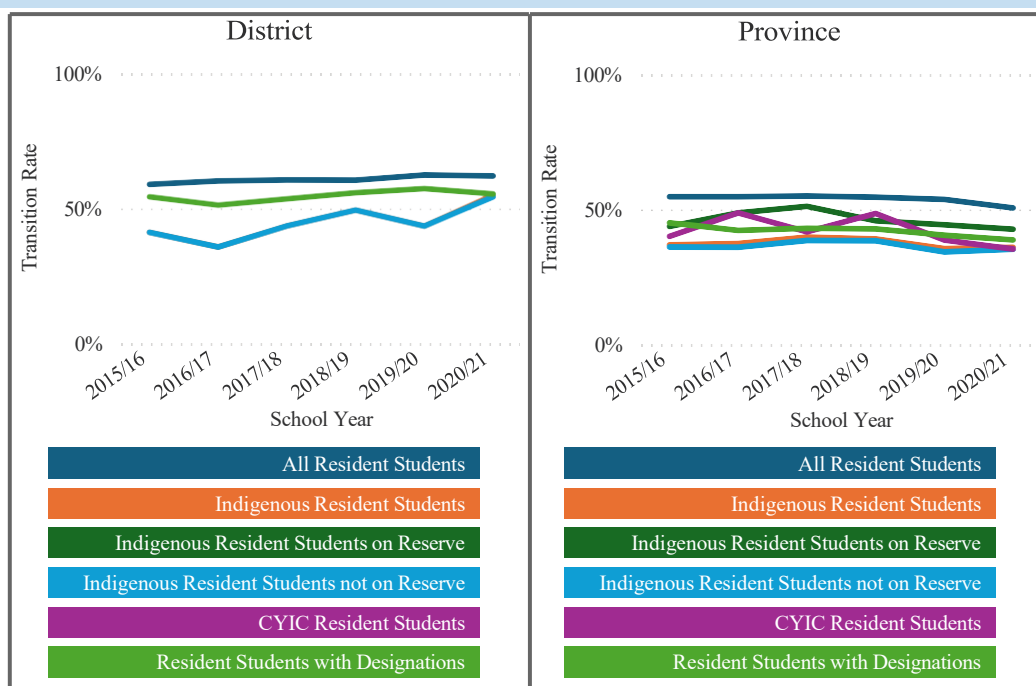
Children and Youth in Care (5 Year Completion Rate)

- With a cohort size of 20 students, 45% of the students graduated in 2022-2023. This is higher than the provincial average of 34%. Although still not at the same rate as other populations, it is a sharp increase from the previous year (28%).
- The 6 year completion rate reveals a slight improvement (46%) in graduation rates.

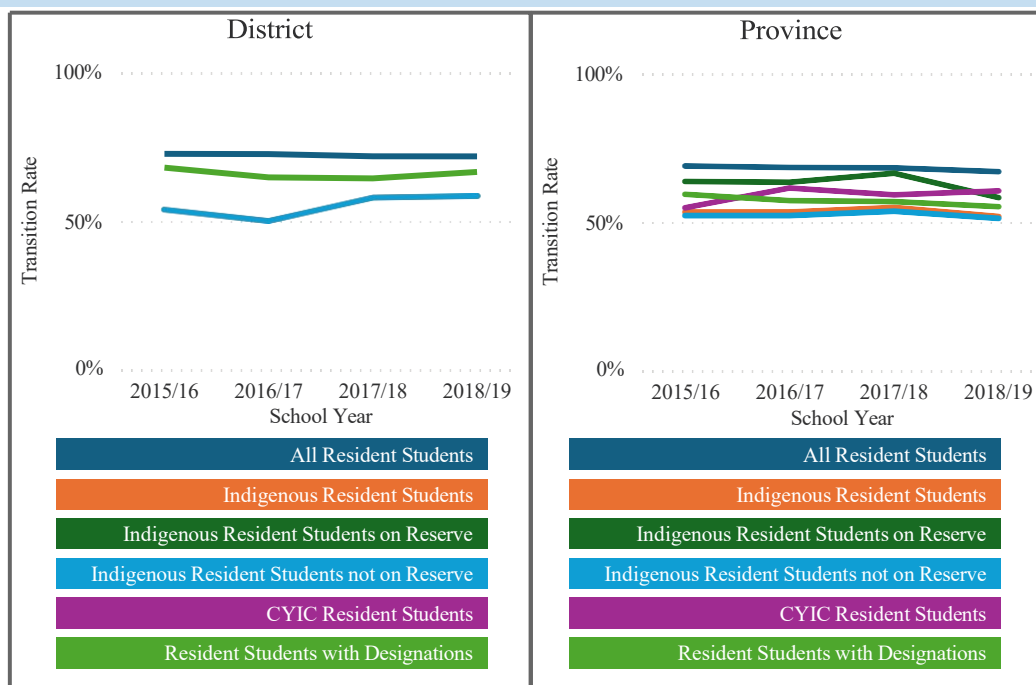
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

The data provided for this report only shows British Columbia post-secondary institutions at this time. Many of graduates of the school district attend elite universities outside of British Columbia, either across Canada, in the United States, or around the world. This is not reflected in the data for this report.

All Students (Post-Secondary Transfer)

- The most recent data available at the time of this report, 2020-2021, shows that 61% of Dogwood graduates transferred immediately to post-secondary institution.
- There is a slight decrease from the previous year (62%) but the Coquitlam District student rate remains higher than the provincial average (50%).
- 70% of students transferred within 3 years. This is higher than the provincial average of 65%.
- The effects of Covid-19 restrictions may be a reason for the reduction in transfer rates for all populations in this measure. This decrease is also seen in the provincial rate.

Indigenous Students Living On Reserve (Post-Secondary Transfer)

- There is no data available for this population.

Indigenous Students Living Off Reserve (Post-Secondary Transfer)

- Data shows 55% of Indigenous students transferred to post-secondary immediately after graduation. This rate is higher than the provincial rate of 36%.
- The data provided does show the three-year transfer data. However, if we look back to 2018-2019, we see that the SD43 rate (55%) remains higher than the provincial transfer rate (49%).
- Parents and guardians of Indigenous students were asked on the Equity Scan if they felt school was preparing their children for their future after Grade 12.
 - 91 of 159 (57%) parents and guardians agreed or strongly agreed with the statement.
 - 51 (32%) of the parents neither agreed nor disagreed.
 - 17 parents (10%) disagreed with the statement.

Students with Disabilities or Diverse Abilities (Post-Secondary Transfer)

- In the recent data from 2020-2021, 56% of students transferred to a post-secondary institution within one year of graduation. This is higher than the provincial transfer rate (43%).
- The one-year transition rate is similar to the Indigenous Students data, yet both remain lower than the All Students rate (61%).
- As with the previous populations, the 2018-2019 three-year transfer rate will be examined. 64% of Coquitlam District students transferred to post-secondary institution within three years of graduating. This rate is higher than the provincial rate of 52%.

Children and Youth in Care (Post-Secondary Transfer)

- There is no report on this measure because the number of students is fewer than 10.

Career Development Summary

Transfer to post-secondary data only reports on institutions within British Columbia. The data does not report on students who attend elite universities outside of British Columbia.

Data for Indigenous students from both Ministry sources and the Equity Scan is promising. One possible factor for the strong results is the District Train in Trades program led by a District Vice-Principal. There is a focus on supporting Indigenous students through the Indigenous Peoples in Trades Training Program which helps SD43 students interested in pursuing a Career, Education or Training in Trades.

School District No. 43 and the Career and Trades Programs provide equal access and opportunity for Indigenous students interested in trades. There are several programs and resources available for those interested in exploring or entering trades. In partnership with the Skilled Trades BC, ACCESS Futures, SkilledTradesBC, WORK BC, and other agencies, the district can support students with:

- Tuition-free Trades Training Programs
- Financial support for equipment and other supplies
- Transportation and Housing Allowances
- Access to child care
- Mentorship Programs
- Free tutoring and learning support
- Free upgrading programs

The Indigenous Education Department supported a Trade Sampler event to introduce Indigenous students to possible trades.

Kory Wilson and Tami Pierce from the British Columbia Institute of Technology (BCIT), were the facilitators for the Indigenous Youth Summit in November 2022. One of the outcomes was a working relationship between SD43 and BCIT. BCIT offered an Indigenous Focus Day to Indigenous students of SD43. This was a day for sixty students to learn about all the different programs and options available at BCIT. Currently the District Principal of Indigenous Education and District Vice-Principal of Career and Trades are examining how many students who attended these events signed up for Careers Programs.

In addition, Indigenous youth attended post-secondary exploration days at Simon Fraser University, University of British Columbia and Kwantlen Polytechnic University.

The Indigenous Support blocks at each secondary school is intended to support Indigenous students in their graduation rates. This structure is now in place at all secondary schools. It is hoped that this structure will improve completion rates so it closes the gap with non-Indigenous students.

Addendum: Relevant Additional Local Data and Evidence

Human and Social Development

Educational Outcome 3: Feel Welcome, Safe, and Connected BC Adolescent Health Survey, 2022-2023

SCHOOL EXPERIENCE

Students were asked how much they agreed with a series of statements about their school experience.

Students' feelings about their school experience			
	Disagreed/ Strongly disagreed	Neither agreed nor disagreed	Agreed/ Strongly agreed
Felt like a part of their school	13%	30%	57%
Happy to be at school	18%	29%	53%
Felt school staff treated them fairly	7%	24%	69%
Felt school staff expected them to do well	4%	22%	74%
Felt safe at school	10%	24%	66%
Felt teachers cared about them	10%	28%	63%
Felt other school staff cared about them	14%	39%	47%

Note: Percentages in each row may not total to 100% due to rounding.

Data from BC Adolescent Health Survey McCreary Report, 2023

Student Learning Survey, 2022-2023, Additional Questions added by SD43

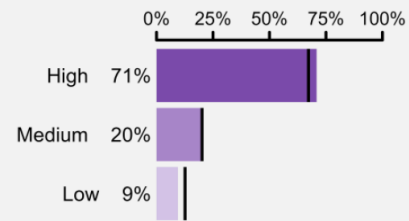
Have you had negative experiences at school because of your race or cultural identity? Student Learning Survey SD43 2022-2023				
	All Resident Grade 10 Students	Indigenous Grade 10 Students	All Resident Grade 12 Students	Indigenous Grade 12 Students
Never	50%	39%	53%	58%
Almost Never	27%	27%	24%	18%
Sometimes	13%	21%	14%	7%
Most of the Time	2%	2%	2%	9%
All of the Time	1%	4%	1%	5%
Don't Know	4%	4%	3%	1%
No Answer	0%	0%	0%	0%

Youth Development Instrument, 2022-2023

SCHOOL CLIMATE

SCHOOL SAFETY

Youth's level of agreement with the statement "I feel safe at my school"

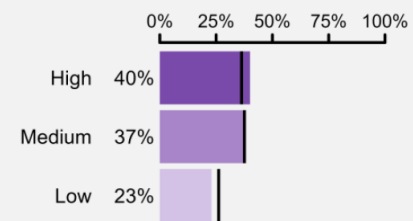


SCHOOL CONNECTION

SCHOOL BELONGING*

Youth's level of agreement with statements about their sense of belonging at school.

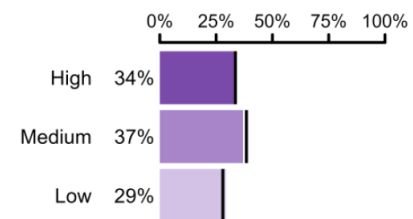
e.g., "I feel like I belong in this school"



SUPPORTIVE ADULTS AT SCHOOL*

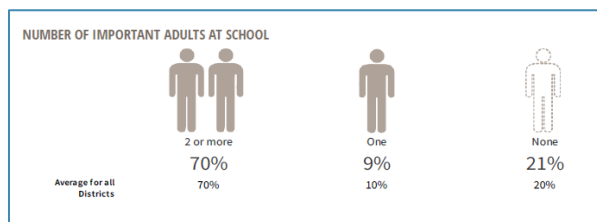
Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

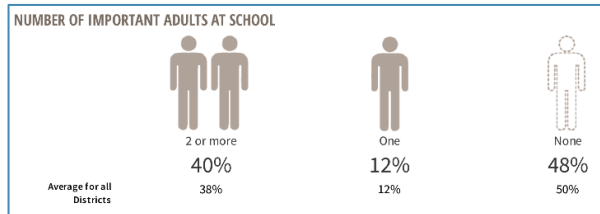


Middle Years Development Instrument, 2022-2023

Grade 4 MDI Responses

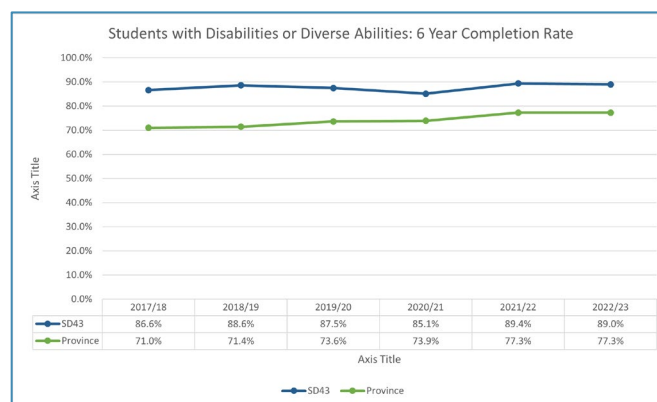
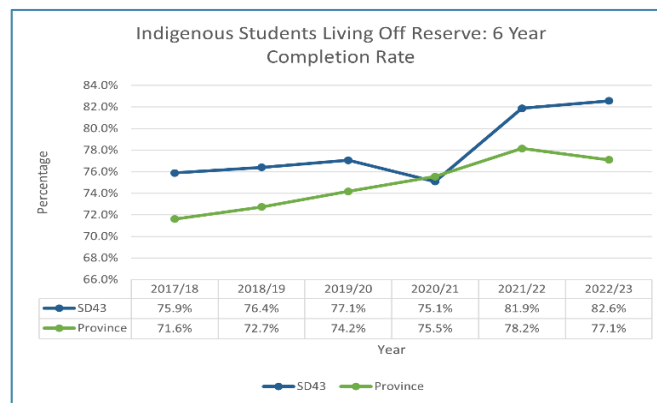
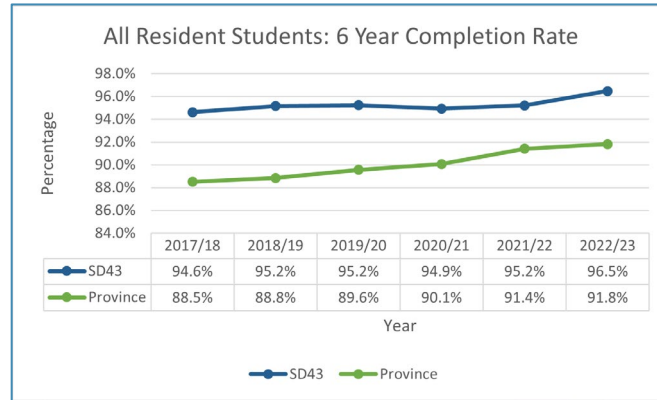


Grade 8 MDI Responses



Career Development

Educational Outcome 4: Graduation



Educational Outcome 5: Life and Career Core Competencies

Indigenous Parent Responses, Equity in Action Scan, 2022-2023

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	% of Agree or Strongly Agree
My child enjoys going to school	Mask	19	38	68	26	59%
My child's school is preparing them for the next academic year.	Mask	10	31	91	24	72%
My child has made good progress in their relationships with others during this school year.	16	18	25	85	15	63%
I am satisfied with the way learning is structured at my child's school right now.	Mask	18	28	93	16	69%
My child has found someone they can count on for help at school.	Mask	14	32	76	33	69%
My family's Indigenous heritage is respected at my child's school.	0	Mask	27	79	45	78%
The school community treats all students fairly.	Mask	21	49	60	26	54%
The school is preparing my child for a future after grade 12.	Mask	12	51	73	18	57%

Indigenous Youth Summit

