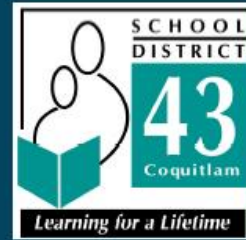


SEPTEMBER 2023



**FRAMEWORK FOR ENHANCING
STUDENT LEARNING
SCHOOL DISTRICT NO. 43 (COQUITLAM)**

Results Review

Intellectual Development

Literacy

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.¹

All Students (Grade 4 Literacy)

1702 of 2231 students (76%) completed the literacy component of the Foundation Skills Assessment (FSA). 81% of those students’ achievement were on-track or extending. Both rates were higher than the provincial participation (70%) and performance rate (75%). A three-year trend cannot be accurately established due to the introduction of the new literacy component to the FSAs. However, the performance rate does seem to be consistent with previous year’s achievement on the reading component. Participation has increased from last year (69%) and seems to have returned to pre-pandemic averages (76%).

043-Coquitlam

School year	District No	District Name	Expected count	Writer count	Participation Rate	Ontrack Extending Rate
2021/22	043	Coquitlam	2,231	1,702	76%	81%
2021/22	099	Province	41,623	29,238	70%	75%

All Students (Grade 7 Literacy)

1679 of 2484 students (68%) participated in the literacy component of the FSAs. This slightly lower than the provincial participation rate of (69%). 78% of the students were on-track or extending. This performance rate is higher than the provincial average (73%).

Although slightly lower than the provincial participation rate, the rate has improved since last year (65%). However, this number has not returned to pre-pandemic participation rates (80%) for the district.

It is not possible to produce a three-year trend since the literacy component is new. The performance rate for SD43 students is similar to the achievement on last year’s reading component of the FSAs. (78%)

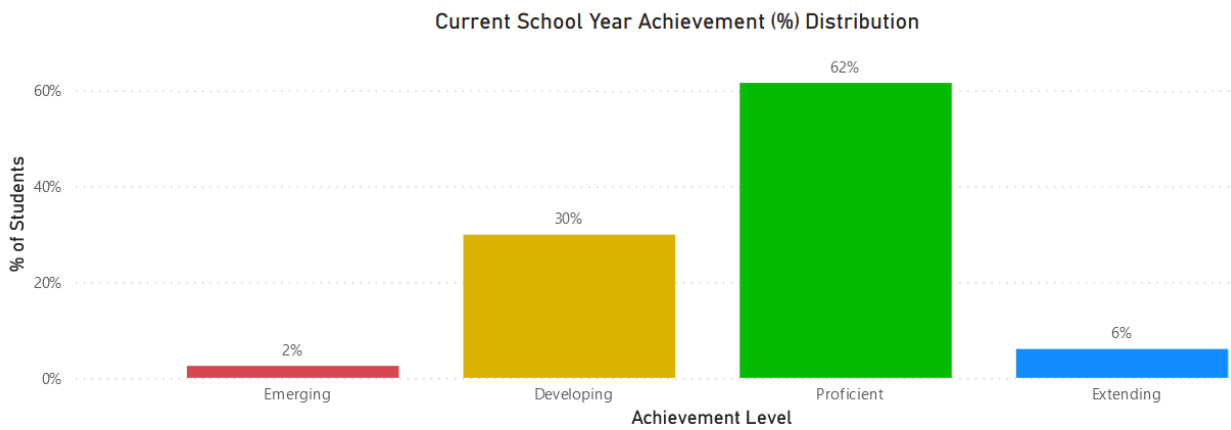
043-Coquitlam

School year	District No	District Name	Expected count	Writer count	Participation Rate	Ontrack Extending Rate
2021/22	043	Coquitlam	2,484	1,679	68%	78%
2021/22	099	Province	43,171	29,697	69%	73%

¹ Due to the change in the FSA Literacy assessment, an accurate three year trend cannot be established for this year’s report.

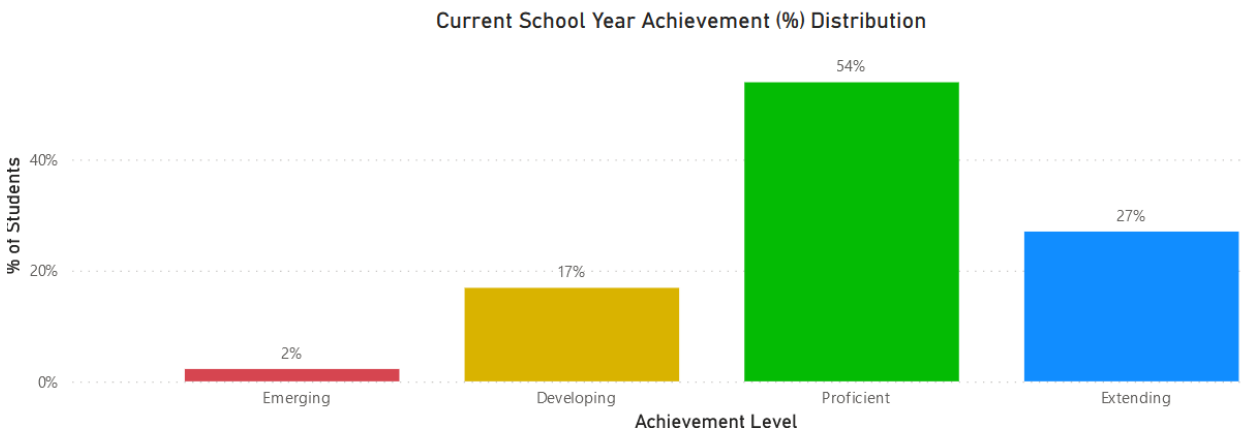
Report card data from Spring of 2022 show that 68% of Grade 4s were proficient or extending in Language Arts. The Grade 4 report card marks are lower than the FSA performance range. The report card data shows marks for the total students. The FSA is not written by all students due to exclusions by the school or parents.

All Students: Grade 4 Language Arts Report Card Marks (Spring 2022)



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 literacy rates.

All Students: Grade 7 Language Arts Report Card Marks (Spring 2022)



Indigenous Students Living On Reserve (Grade 4 Literacy)

The number of students participating in this measure is too small to report on. However, the data that we can view is shows improvement from previous years.

Indigenous Students Living On Reserve (Grade 7 Literacy)

The number of students participating is too small to report on. The data indicates that the intermediate students were not thriving at the same level as their Grade 4 counterparts.

Indigenous Students Living Off Reserve (Grade 4 Literacy)

48 of 82 (59%) students participated in this component of the FSAs. 75% of the students were on-track or extending. The participation level was below the provincial average (71%) but higher than the previous year (50%). The pre-pandemic average was

64% participation for students. The performance rate was higher than the provincial average (62%). When compared to the All Students population (81%), the Indigenous Students Living Off Reserve performance rate is not as high (75%).

043-Coquitlam

School year	District No	District Name	Expected count	Writer count	Participation Rate	Ontrack Extending Rate
2021/22	043	Coquitlam	82	48	59%	75%
2021/22	099	Province	4,089	2,919	71%	62%

Indigenous Students Living Off Reserve (Grade 7 Literacy)

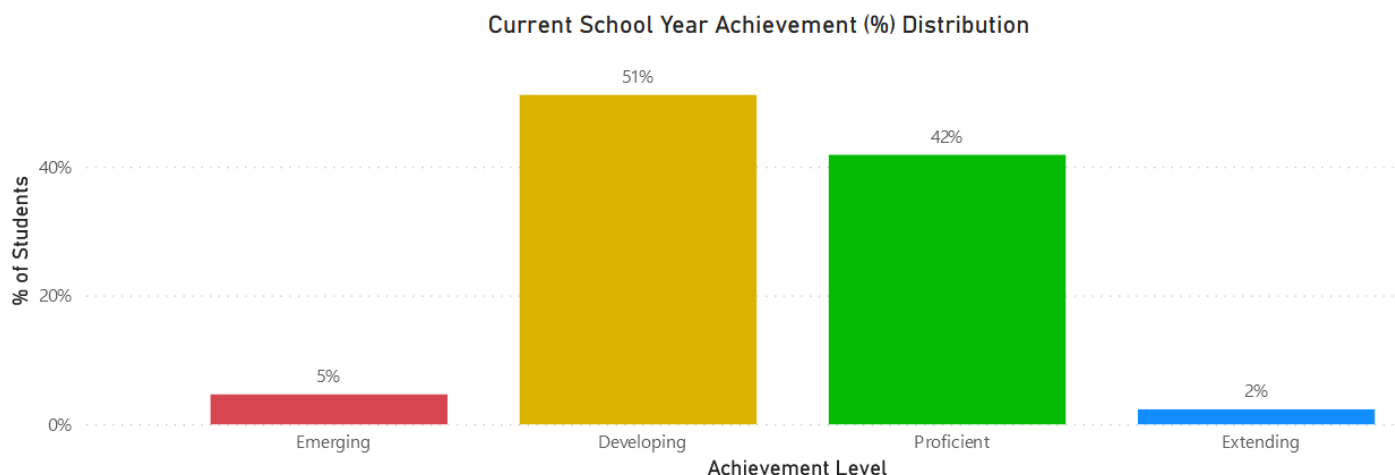
55 of 99 (56%) students participated in the literacy component of the FSAs. 75% of the students were on-track or extending. The provincial average for participation is 71% and the performance rate was 62%. The district had a higher performance rate (75%) than the provincial averages, but the participation rate (59%) was lower than the provincial average (71%). The three-year trend shows performance rate peak of 81% in the most recent year. The performance rate is slightly lower (75%) than the All Students population (78%).

Participation is higher than the previous year (50%) but has not returned to the pre-pandemic rate of 78%.

043-Coquitlam

School year	District No	District Name	Expected count	Writer count	Participation Rate	Ontrack Extending Rate
2021/22	043	Coquitlam	99	55	56%	75%
2021/22	099	Province	4,648	3,287	71%	58%

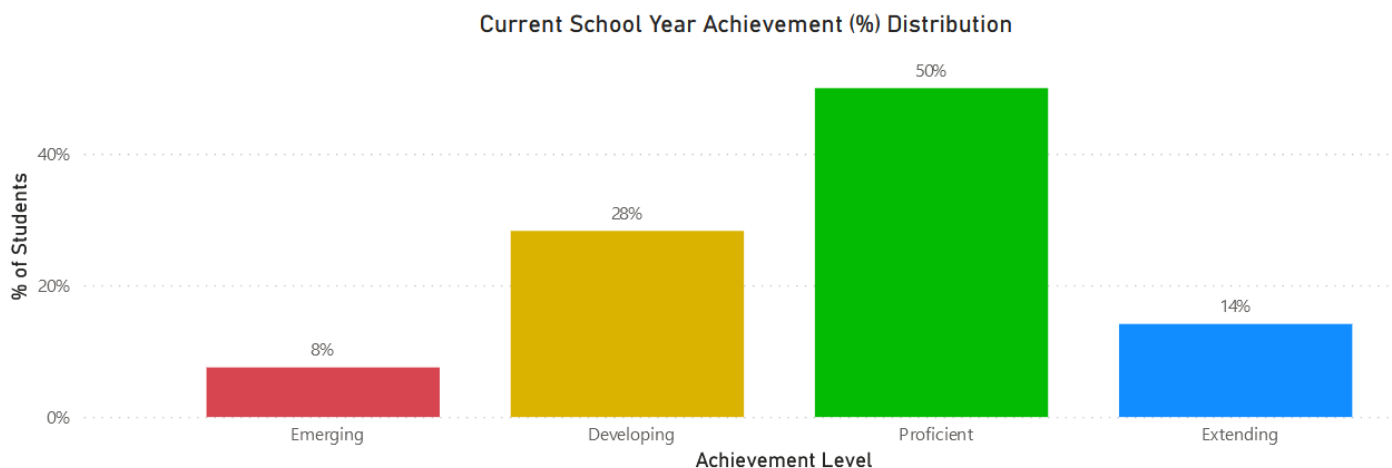
Indigenous Students: Grade 4 Language Arts Report Card Marks (Spring 2022)



Report card marks show that the Indigenous students rate of performance was stronger on their FSAs. 44% of Grade 4s were proficient or extending on their report card marks. This is in comparison to 75% on-track or extending performance rate on the FSAs.

When compared to non-Indigenous students’ report card marks, the Indigenous students do not perform as well. The All Students population had an average of 68% compared to the Indigenous students for Language Arts report card marks (44%).

Indigenous Students: Grade 7 Language Arts Report Card Marks (Spring 2022)



The Grade 7 report card data shows that Indigenous students (64%) did not achieve same performance rate as the All Students population (81%). This difference is also seen in the FSA results with Indigenous and non-Indigenous students achieving similar rates in reading.

Students with Disabilities or Diverse Abilities (Grade 4 Literacy)

252 of 400 students (63%) participated in the FSA reading component. The is higher than the provincial participation rate (46%). 86% of the students’ performance was on-track or extending. This is significantly higher than the provincial rate (64%). Coquitlam District’s three-year trend in a similar response shows a slight improvement from previous year. When compared to the All Students population (81%), the Students with Disabilities or Diverse Abilities population is higher at (86%).

043-Coquitlam

School year	District No	District Name	Expected Count	Writer Count	Participation Rate	Ontrack Extending Rate
2021/22	043	Coquitlam	400	252	63%	86%
2021/22	099	Province	4,480	2,061	46%	64%

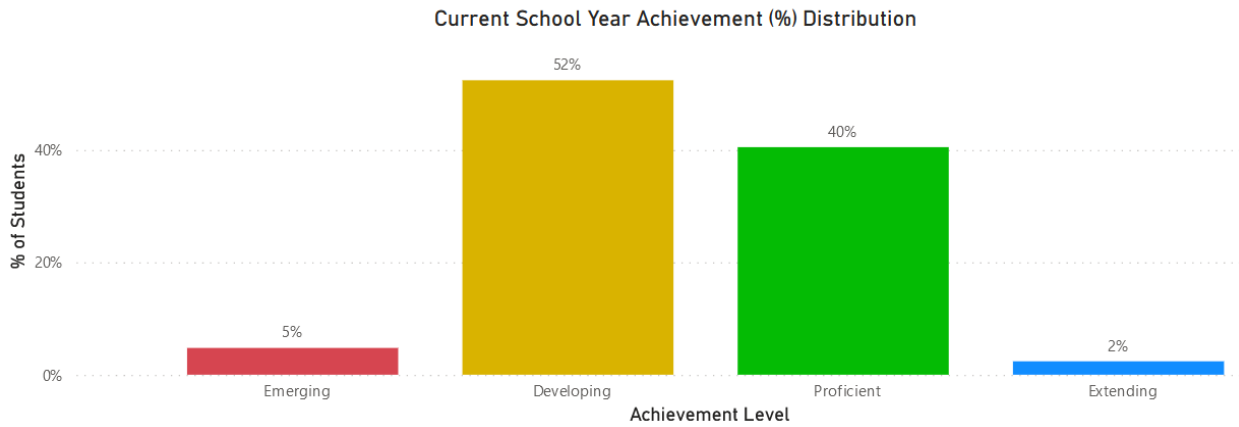
Students with Disabilities or Diverse Abilities (Grade 7 Literacy)

319 of 538 students (76%) participated in the FSA reading component. This is higher than the provincial (53%) participation rate. 76% of the Coquitlam District students’ performance was on-track or extending. This is significantly higher than the provincial (54%) performance rate. The three-year trend in similar past responses shows consistency in both participation and performance for the district. When compared to the All Students population (78%), the Students with Disabilities or Diverse Abilities rate is similar at 76%.

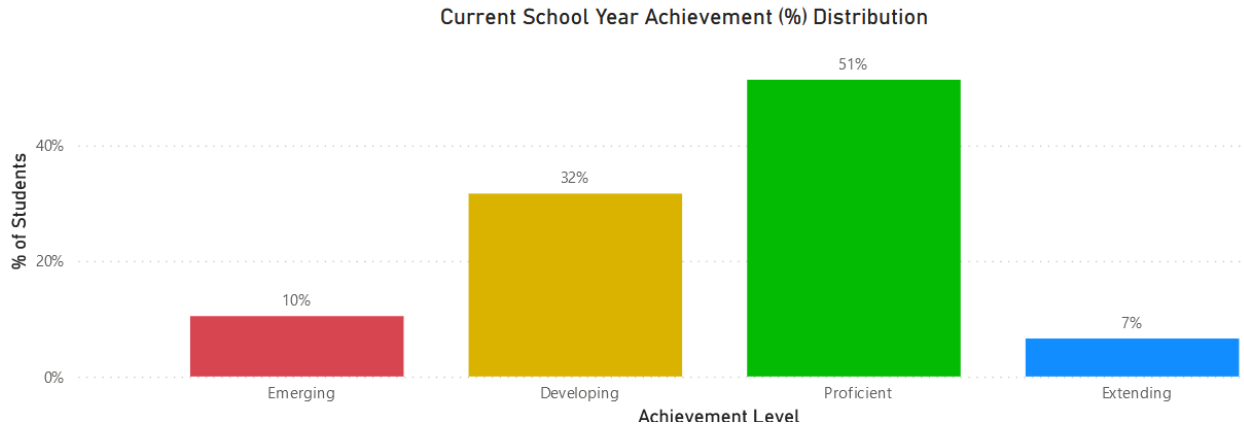
043-Coquitlam

School year	District No	District Name	Expected Count	Writer Count	Participation Rate	Ontrack Extending Rate
2021/22	043	Coquitlam	538	319	59%	76%
2021/22	099	Province	7,171	3,765	53%	54%

Students with Disabilities or Diverse Abilities: Grade 4 Language Arts Mark



Students with Disabilities or Diverse Abilities: Grade 7 Language Arts Mark



Children and Youth in Care

The number of students is fewer than 10 in this population, therefore there is no report on this population. However, the data that we are able to view show that there has been improvement from the previous year.

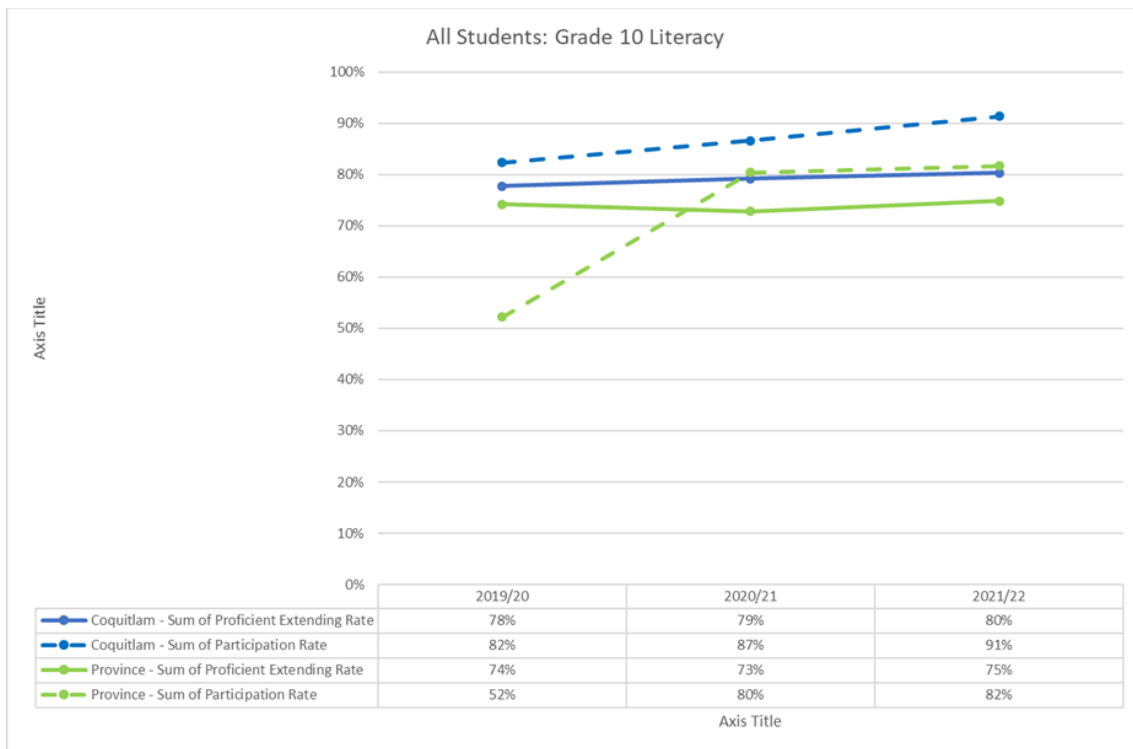
Literacy 10 Assessment

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 (Grade 10 Literacy)

The data provided by the Ministry of Education now shows three years of data of the Grade 10 literacy assessments. The participation rate (91%) is higher than the provincial rate (82%). 80% of the students' performance was proficient or extending and higher than the provincial average of 75%. The three-year trend shows steady improvement in the performance rate, from 78% in 2019-2020 to 80% in 2021-2022. The participation rate has greatly improved over the past three years, from 82% in 2019-2020 to 91% in the most recent year.

Report card data for English 10 courses shows the average mark was 77% (letter grade B). This information complements the data from the Literacy 10 assessments.



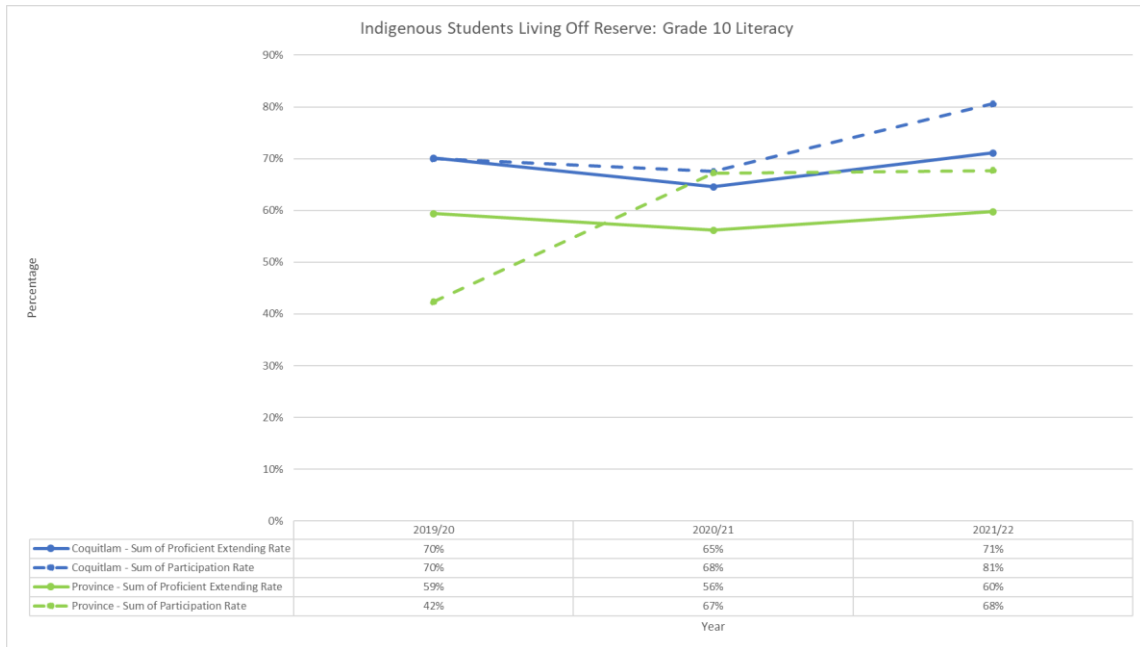
Indigenous Students Living On Reserve (Grade 10 Literacy)

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)

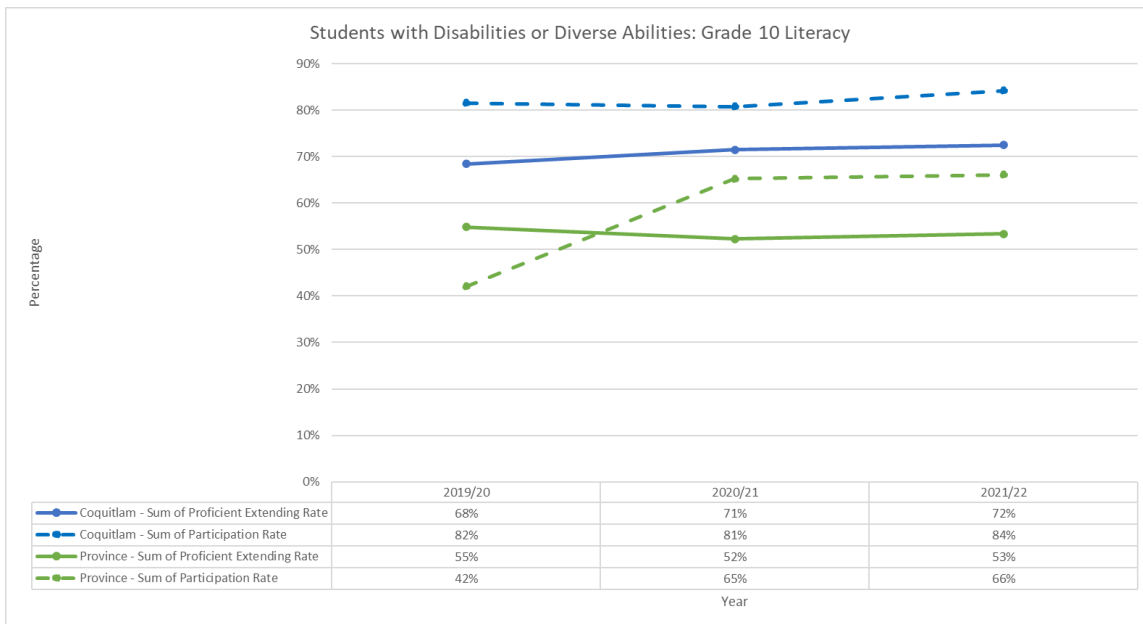
59 of 83 (81%) students participated in the Grade 10 Literacy assessments. This is higher than the provincial (68%) participation rate. 71% of the students' performance was proficient or extending. This is higher than the provincial average of 60%. The district and province showed improvement in performance since last year. 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 (80%), the Indigenous Students Living Off Reserve data is lower (71%) but the gap between the two cohorts appear to be closing.



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.

Numeracy

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.”

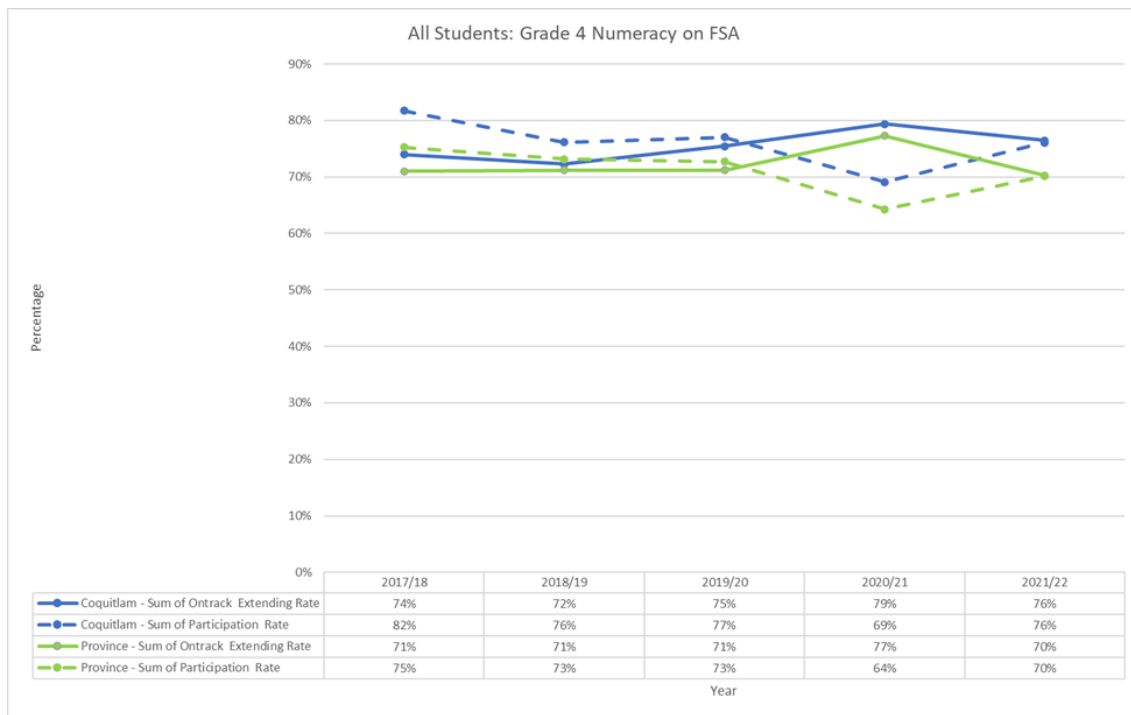
All Students

For the purpose of this report, the Grade 4 and Grade 7 data is separated. This will provide a more accurate idea of the students’ participation and performance given that the district uses a middle school model.

All Students (Grade 4 Numeracy)

1691 of 2231 students (76%) participated in the 2021-2022 Numeracy component of the FSA. 72% of the students were on-track or extending.

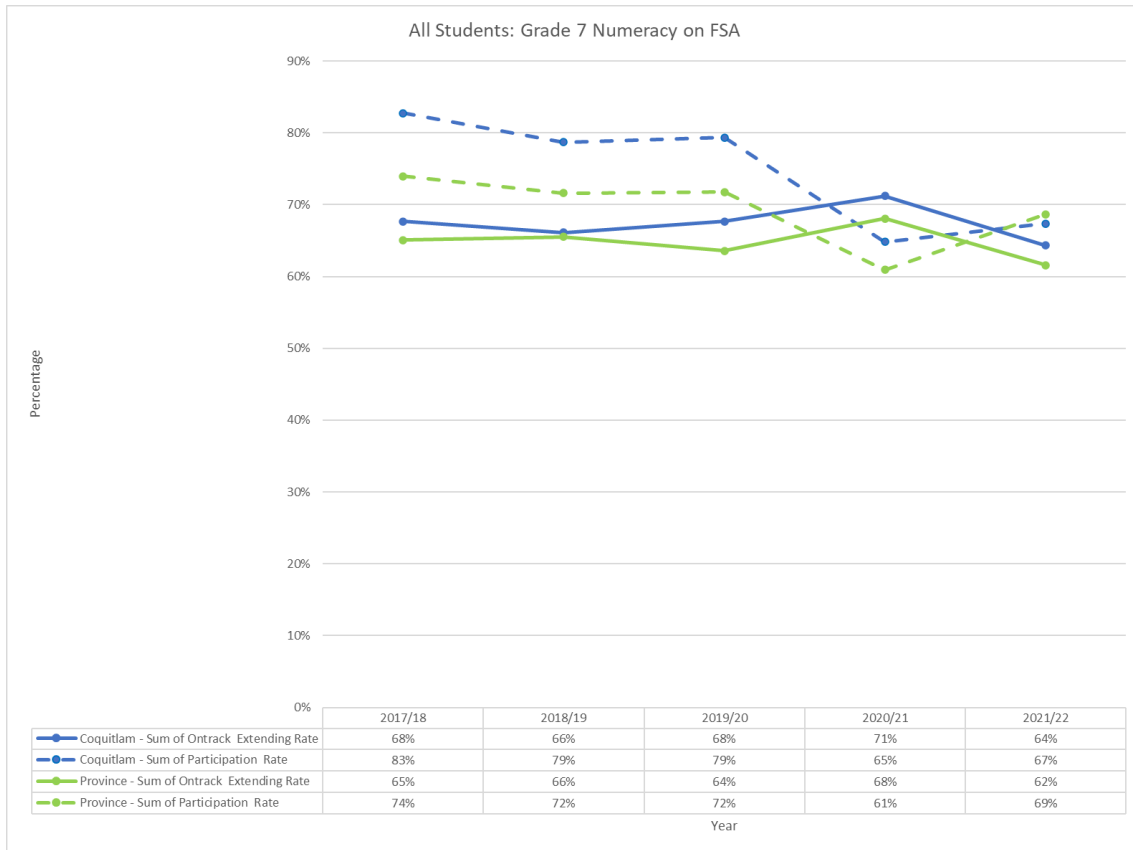
The SD43 performance data continues to be above the provincial average of 70%. There was a slight decrease in district performance from the previous year (79%). The participation is higher than the provincial (70%) average. As with many measures, there appears to be a rebound in participation rates in the most recent year. However, the three year trend shows a slight drop from the previous year. As with other measures, the rate drop seems to be connected with the increase in participation.



All Students (Grade 7 Numeracy)

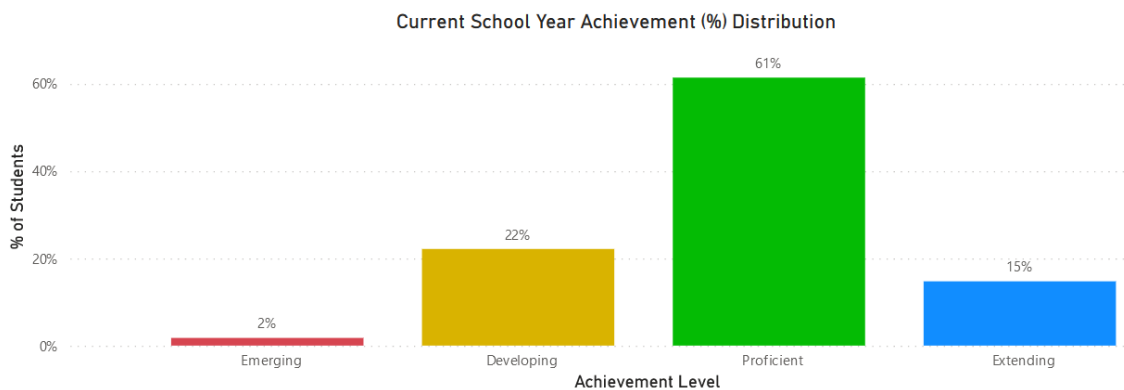
1674 of 2484 students (67%) participated in the recent numeracy assessment. 64% of the students’ performance was on-track or extending. This remains higher than the provincial average (62%). SD43 participation rate (67%) grew slightly from the previous year (65%) yet is slightly lower than the provincial rate (69%).

The three-year trend for performance shows a climb between 2019-2020 (68%) and 2020-2021 (71%) with a drop in the recent year (64%). As with the Grade 4 numeracy assessment, the rate drop coincides with an increase in the participation rate.

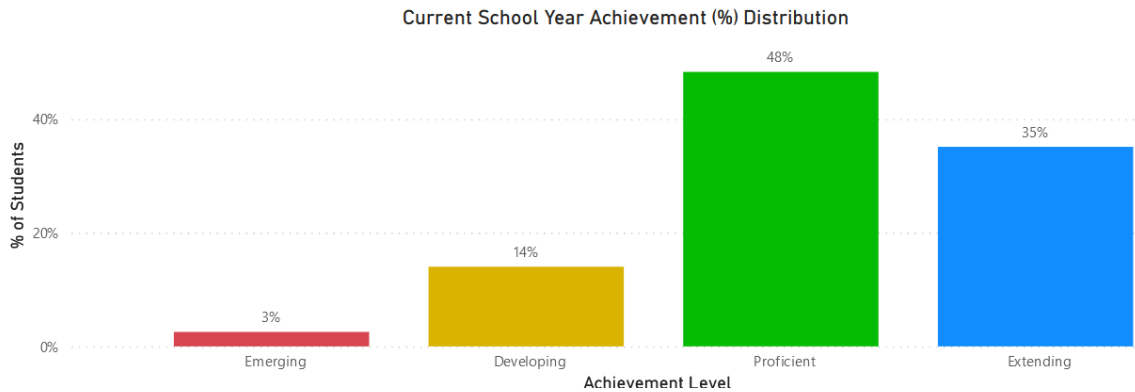


Report card data from Spring 2022 show that 76% of the Grade 4s were proficient or extending in numeracy. Grade 7 third term report card data show that 83% of students were proficient or extending in English Language Arts. The Grade 7 report card marks are higher than the FSA numeracy rates. The Grade 4 report card marks are like the FSA results. The average Grade 10 Math mark is 75% (Letter Grade B).

All Students: Grade 4 Numeracy Report Card Marks



All Students: Grade 7 Numeracy Report Card Marks



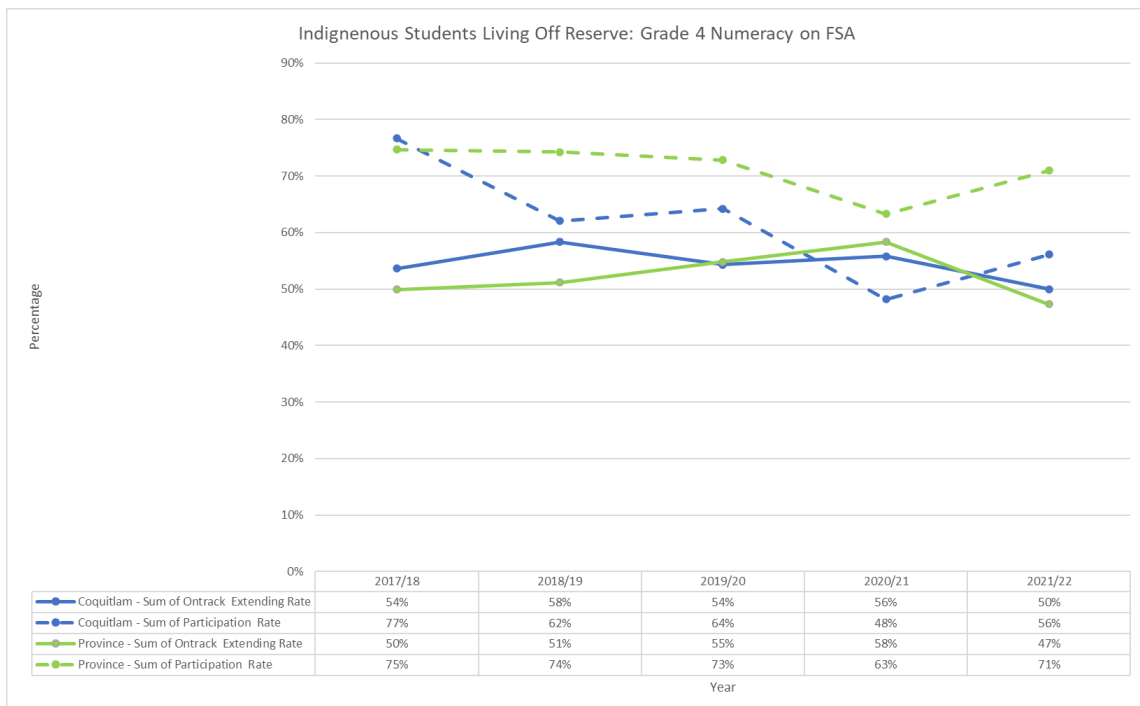
Indigenous Students Living On Reserve (Grade 4 and 7 Numeracy)

The number of Grade 4 and 7 students participating in the Numeracy FSAs is too small to report on.

Indigenous Students Living Off Reserve (Grade 4 Numeracy)

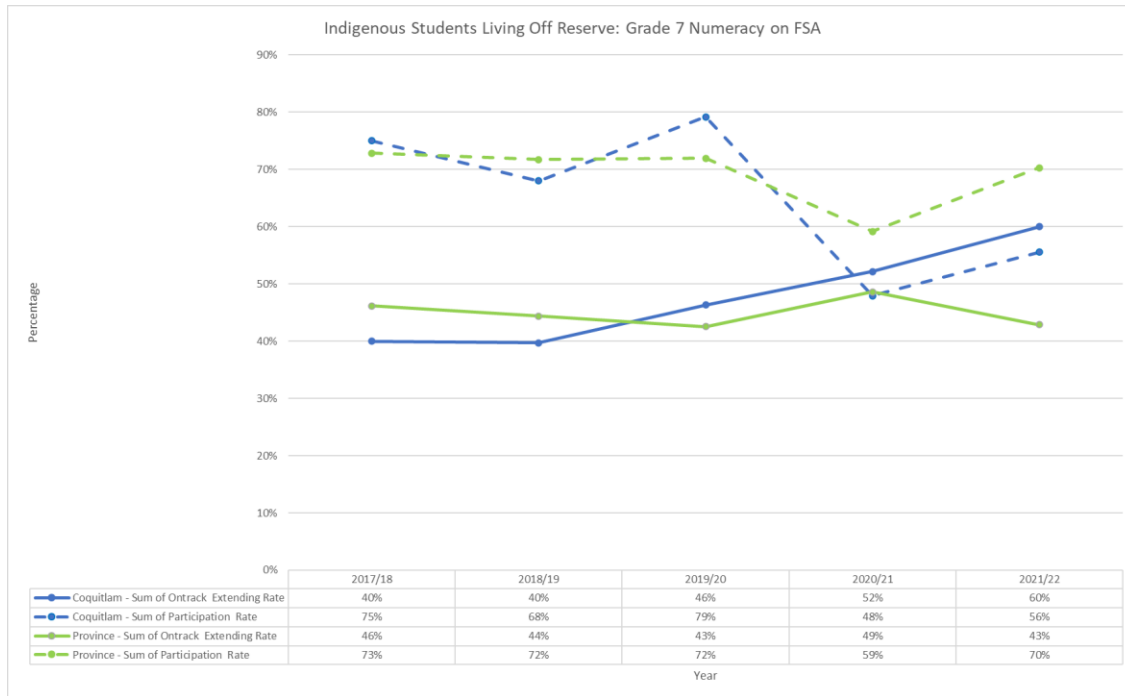
46 of 82 (56%) students participated in the 2021-2022 Numeracy component of the FSA. This is an increase from the previous year (49%) but still remains lower than the provincial average of 71%. The student’s performance rate is 50% which is now higher than the provincial average of 47%. The three-year trend, like many measures in this report, show a slight increase in 2020-2021 (56%), and a return to a slightly lower rates in this recent year (50%).

When compared to the All Students population performance rate (72%), the Indigenous Students Living Off Reserve rate is lower at 50%.



Indigenous Students Living Off Reserve (Grade 7 Numeracy)

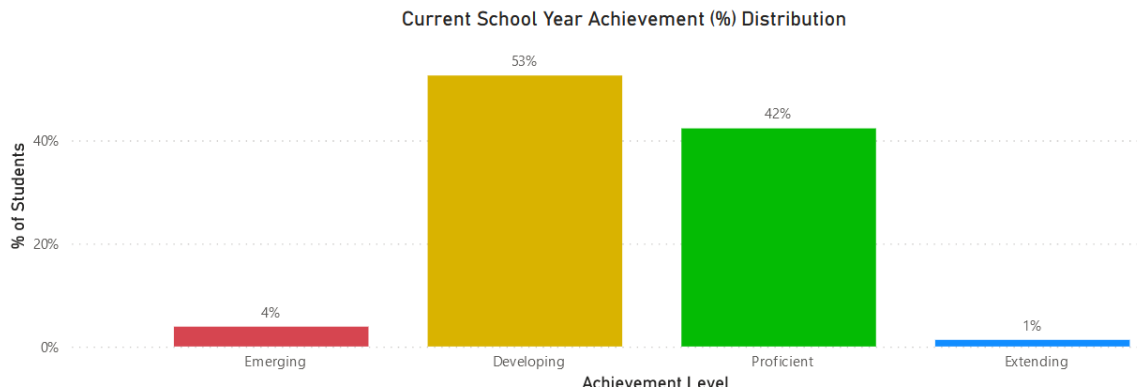
56% of students (55 of 99) participated in the Numeracy component of the FSA. 60% of those students’ performance were on-track or extending. Compared to the province, the rates were lower for participation (70%) and but higher than the performance rate (43%). When compared to the All Students population performance rate (64%), the Indigenous Students Living Off Reserve rate is lower at 60%. The three-year trend shows a steady improvement from 46% in 2019-2020 to 60% in the most recent year. The performance rate gap is closing between the All Student population and this cohort.



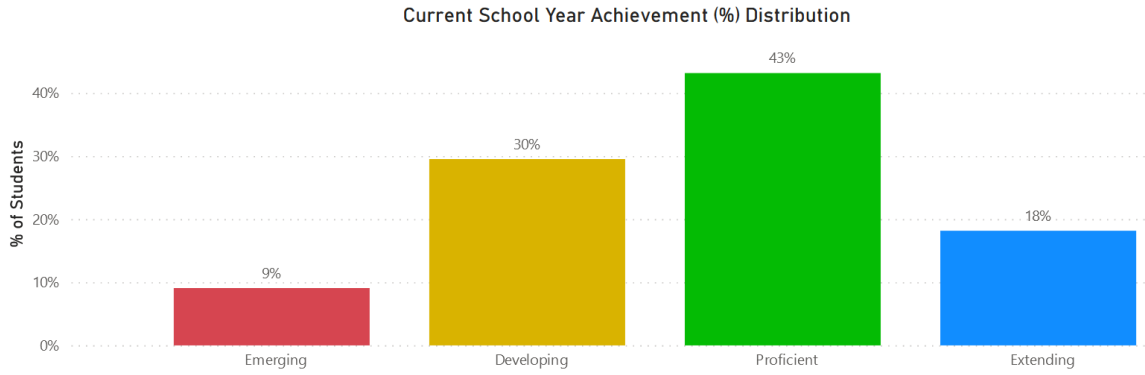
Report card marks show that the Indigenous Students Living Off Reserve marks were lower than the non-Indigenous students in Grades 4 and 7. There were fewer students in the proficient and extending ranges.

Report card data for Indigenous Students Living Off Reserve show that 43% of the Grade 4s were proficient or extending in numeracy. Grade 7 third term report card data show that 61% of students were proficient or extending in numeracy. The report card marks are lower than the All Students population rates with Grade 4s at 76% and Grade 7s at 83%. The Grade 7 report card marks are higher than the FSA numeracy rates. The Grade 4 report card marks lower than the FSA results.

Indigenous Students: Grade 4 Numeracy Report Card Marks



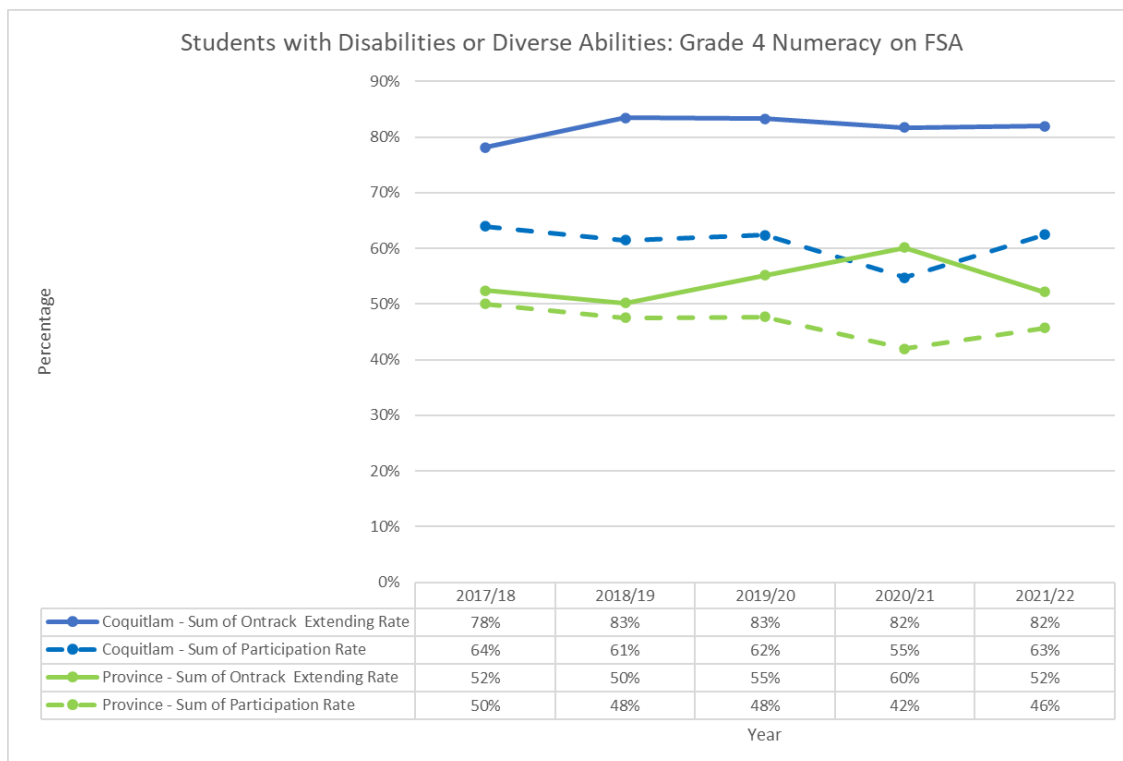
Indigenous Students: Grade 7 Numeracy Report Card Marks



Students with Disabilities or Diverse Abilities (Grade 4 Numeracy)

250 of 400 students (63%) in this population participated in the FSA Numeracy component. Participation is higher than the provincial rate (46%). The performance rate for this population is 82% students on-track or extending. This is higher than the provincial (52%) rate. The three-year trend appears steady with an average 82.5% performance rate.

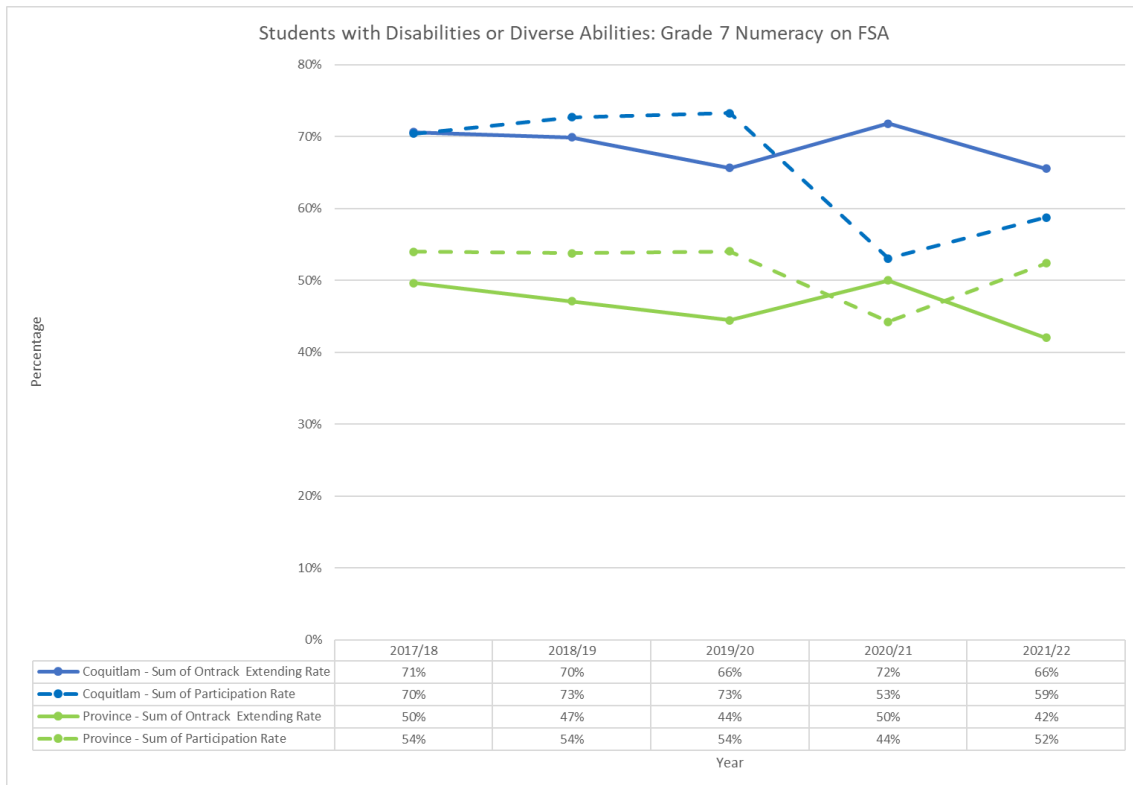
When compared to the All Students population performance rate (72%), the Students with Disabilities or Diverse Abilities rate is higher at 82%.



Students with Disabilities or Diverse Abilities (Grade 7 Numeracy)

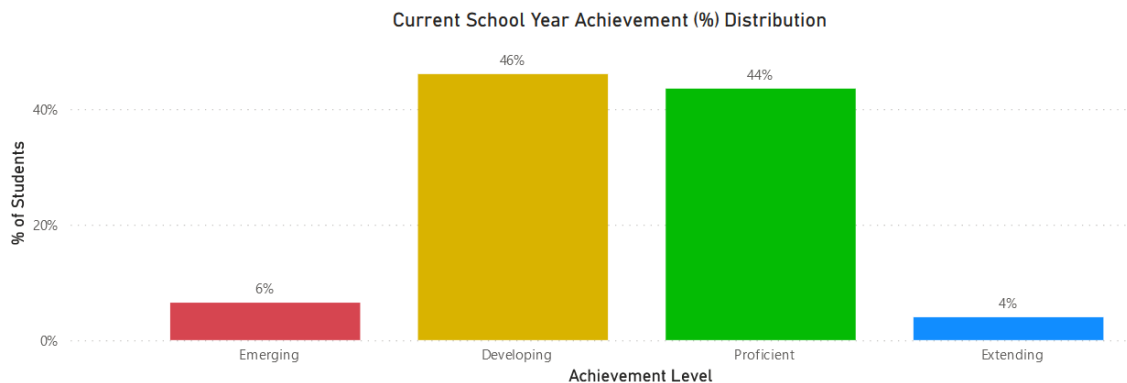
316 of 538 students (59%) participated in the Numeracy FSA component. The participation rate is higher than the provincial rate of 52%. The performance rate was 72% of students on-track or extending. This is higher than the provincial performance rate (50%). There is a slight decline in the recent year when examining the past three years for the district, but this decrease is also seen in the provincial rate.

When compared to the All Students population performance rate (64%), the Students with Disabilities or Diverse Abilities rate is slightly higher at 66%.

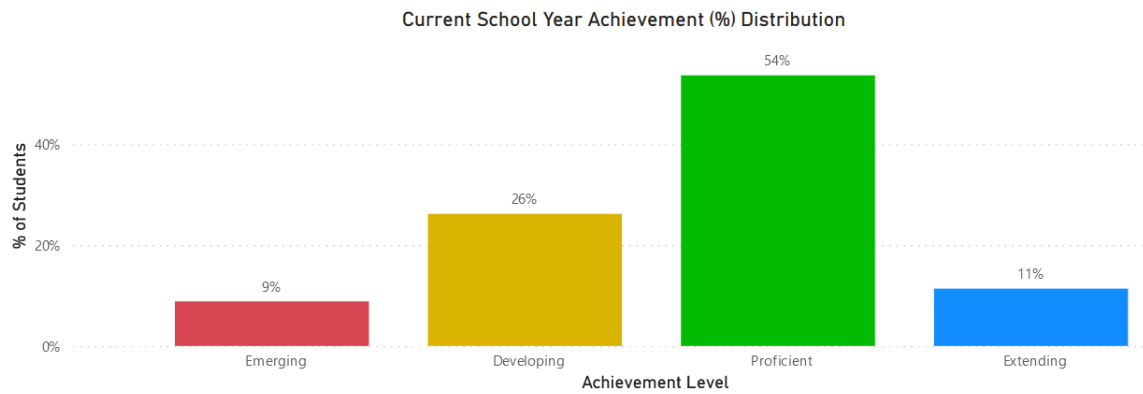


The Grade 4 report card marks are lower than the “All Students” population with 46% of students in the proficient or extending range compared to 68%. The Grade 7 report card marks for this population is lower than the “All Students” group with 65% of the students in the proficient or extending range compared to 81%.

Students with Disabilities or Diverse Abilities: Grade 4 Numeracy Report Card Marks



Students with Disabilities or Diverse Abilities: Grade 7 Numeracy Report Card Marks



Children and Youth in Care (Grade 4 and 7 Numeracy)

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

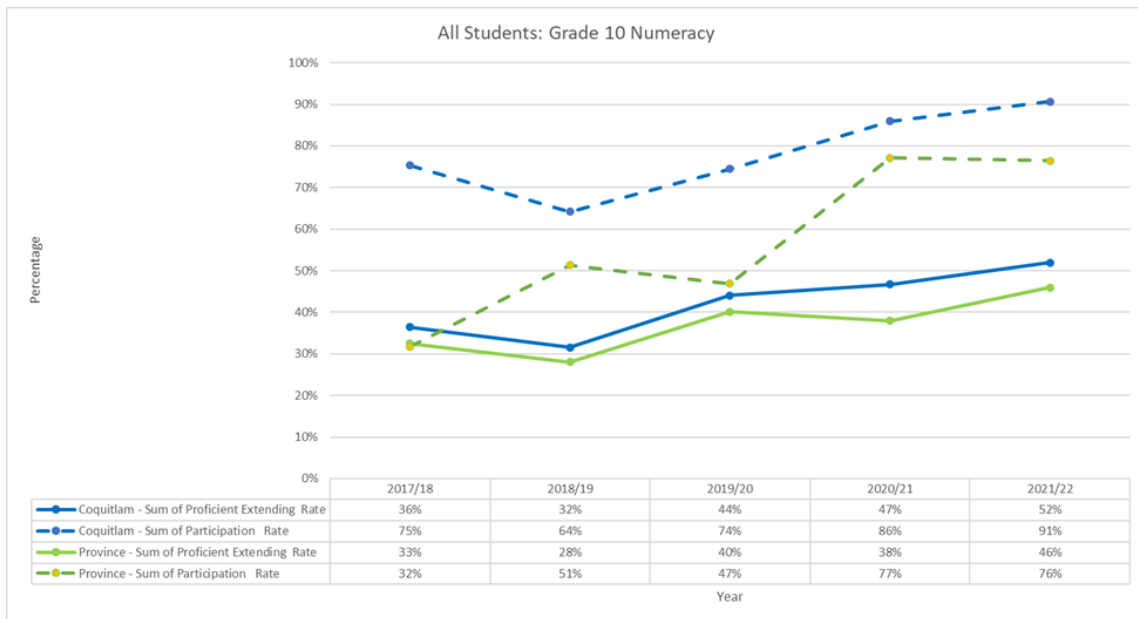
Numeracy 10 Assessment

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 (Grade 10 Numeracy)

The Grade 10 cohort in 2020-2021 was 2359 students. 91% (1110) students participated in the numeracy assessment. The participation rate is higher than the provincial rate of 76%. 52% of the students' performance was proficient or extending. This rate is higher than the provincial performance rate of 46%. There is steady growth at this rate compared to the previous three years.

The three-year trend shows growth in the most recent year when compared to the provincial rate.



Indigenous Students Living On Reserve (Grade 10 Numeracy)

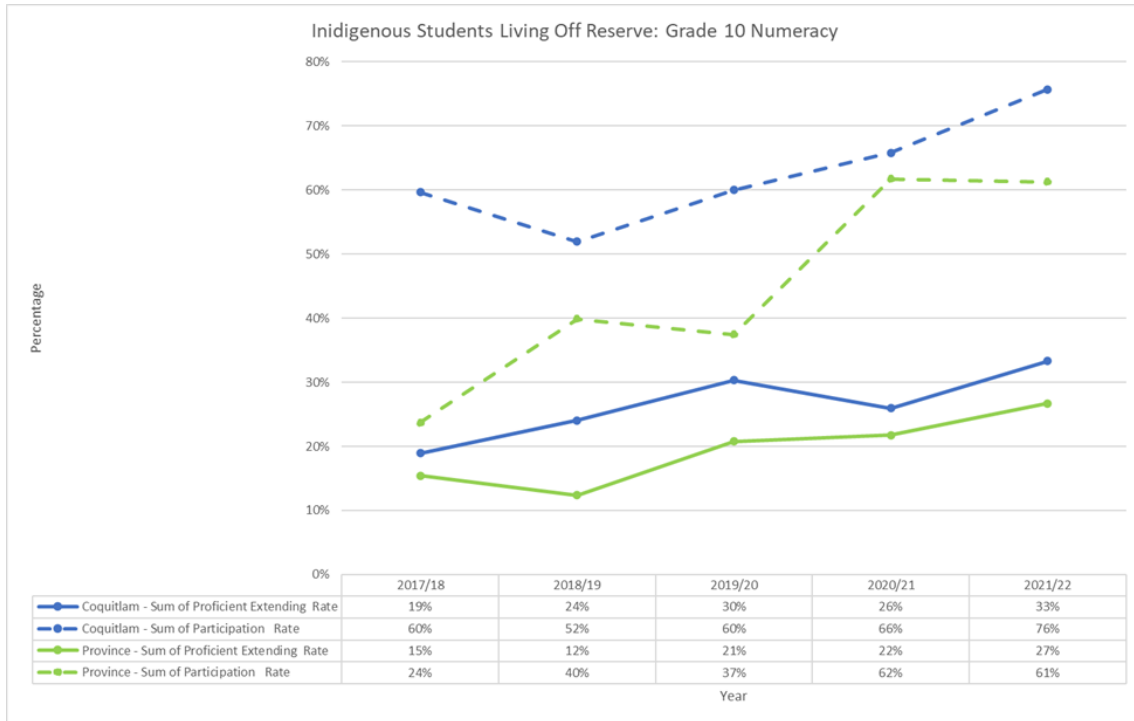
The number of Indigenous Students Living On Reserve is too small to report on reliably. However, the students who did write the assessment were not meeting expectations.

Indigenous Students Living Off Reserve (Grade 10 Numeracy)

Both performance and participation for Indigenous Students Living Off Reserve are higher than the provincial average. 78 of 103 students (76%) wrote the 2021-2022 numeracy assessment. The participation rate is higher than the provincial average rate of 61%.

33% of the students’ performance was proficient or extending. Although the performance rate of 33% is low, it is still higher when compared to the provincial rate of 27%. The five-year trend shows steady performance with this recent year having the highest results.

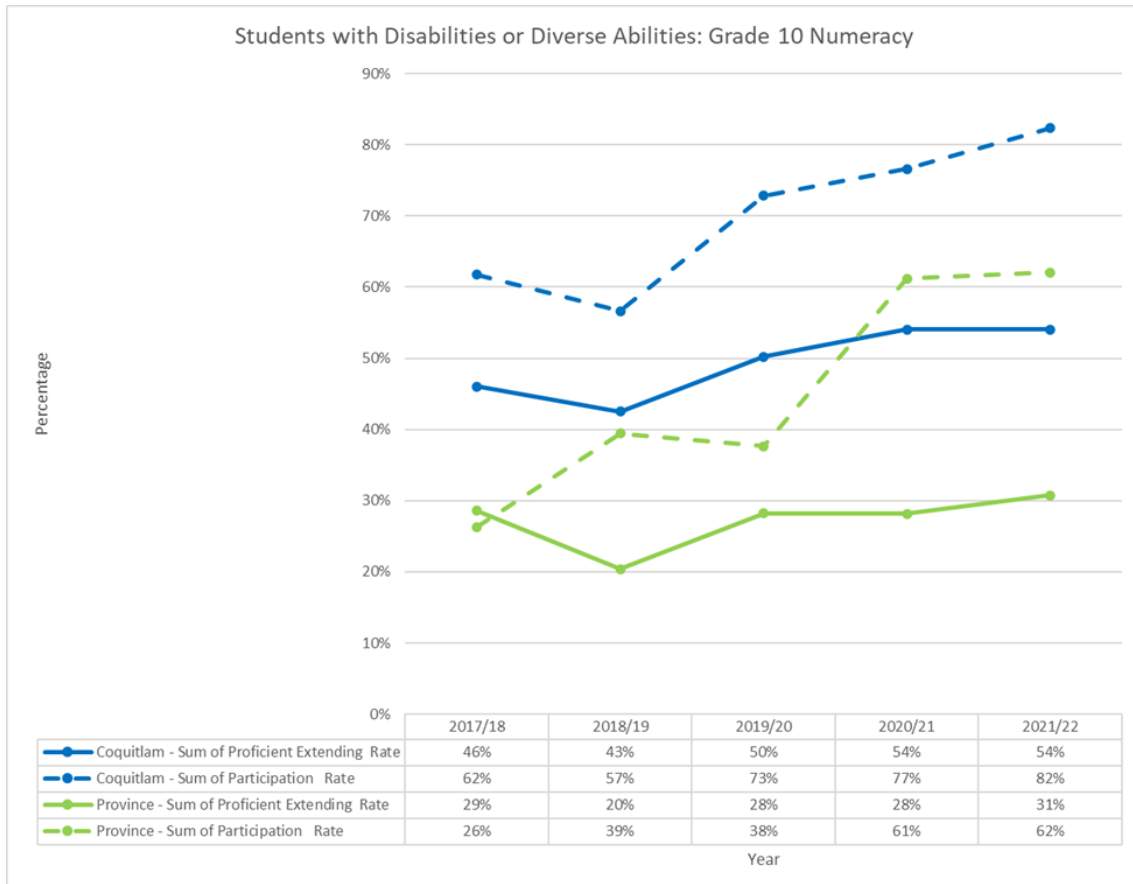
The Indigenous Students Living Off Reserve performance rate (33%) is lower than the All Students population (52%).



Students with Disabilities or Diverse Abilities (Grade 10 Numeracy)

445 of 544 students (82%) wrote the Grade 10 Numeracy assessment in 2021-2022. This was higher than the provincial (62%) 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 shows steady growth from 2019/2020 (50%), 2020/2021 (54%) and the recent year (54%).

The Students with Disabilities or Diverse Abilities performance rate (54%) is higher than the All Students population (52%).



Children and Youth in Care (Grade 10 Numeracy)

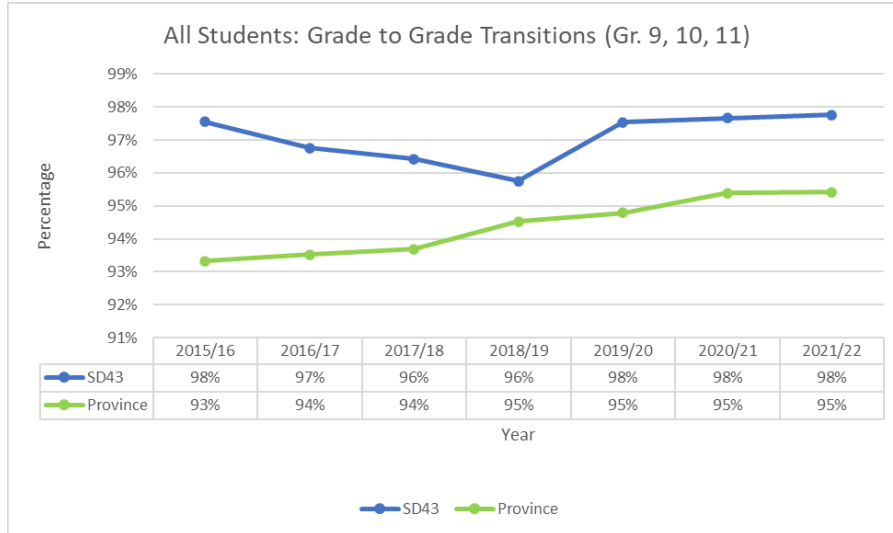
The population for this measure was too small to report on. However, there does seem to be improvement in this measure.

Grade to Grade Transitions

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

All Students (Grade to Grade Transitions)

For this year’s report, Grade to Grade Transitions will be reported as single group comprising of all Grade 9, 10 and 11 in their respective populations. This will allow us to better see trends. 7431 students were part of the All Students cohort. 98% successfully completed their transition to the next grade. The provincial average is 95%. The three year trend has been consistent at 98%. It appears that migration may explain the reason why a small percentage of students are not moving to the next grade.

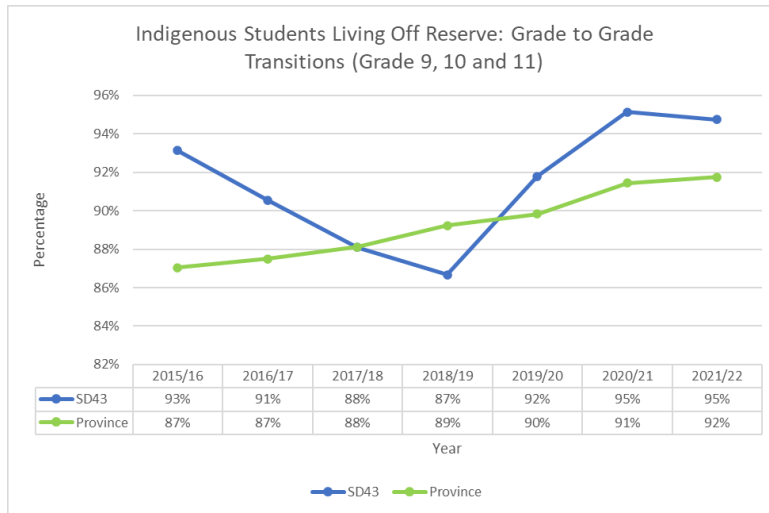


Indigenous Students Living On Reserve (Grade to Grade Transitions)

There is no report on this population due to the small numbers. However, the data seems to indicate the students are successfully transitioning to the next grade. The rate that we can view is higher than the provincial average.

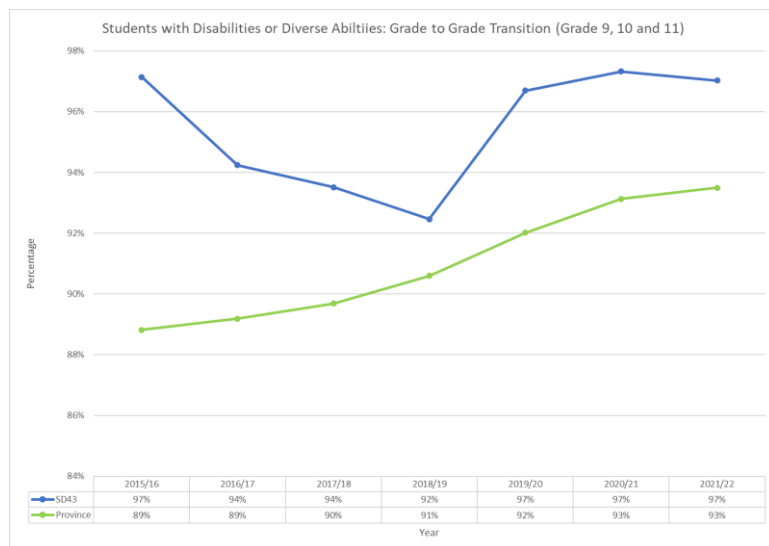
Indigenous Students Living Off Reserve (Grade to Grade Transitions)

The cohort data set includes 307 of 324 (95%) students in Grades 9, 10 and 11 who successfully transitioned to the next grade. The results are higher than the provincial rates (92%). It appears that migration may explain the reason why a small percentage of students is not moving to the next grade. The three-year trend shows steady improvement from 92% in 2019-2020 to 95% this year. The rate for this cohort is slightly below the All Students rate 98%. It is noted that the rate for SD43 Indigenous Students Living Off Reserve matches the All Students Provincial rate (95%).



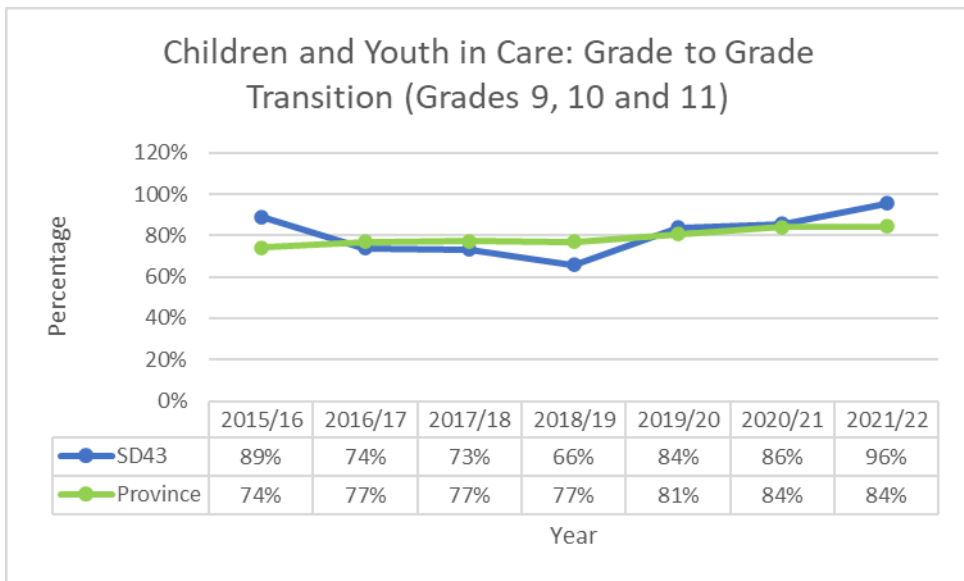
Students with Disabilities or Diverse Abilities (Grade to Grade Transitions)

97% of the students in this population (1795 of 1850) successfully completed their grade transition. This is higher than the province rate of 93%. The five-year trend mirrors the pattern seen in the All Students and Indigenous Students Living Off Reserve populations. There has been steady growth in students completing grade transitions. The data for students in this cohort (95%) is slightly below the All Students population (98%) rate.



Children and Youth in Care (Grade to Grade Transitions)

By combining Grade 9, 10 and 11 students for this measure, we are able to report on Grade to Grade Transitions for Children and Youth in Care. 22 of 23 (96%) students successfully completed their transition to the next grade. This is higher than the provincial average of 84%. There has been steady growth in for students in this cohort over the past four years. This rate is now close to the SD43 All Students population (98%).



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.”

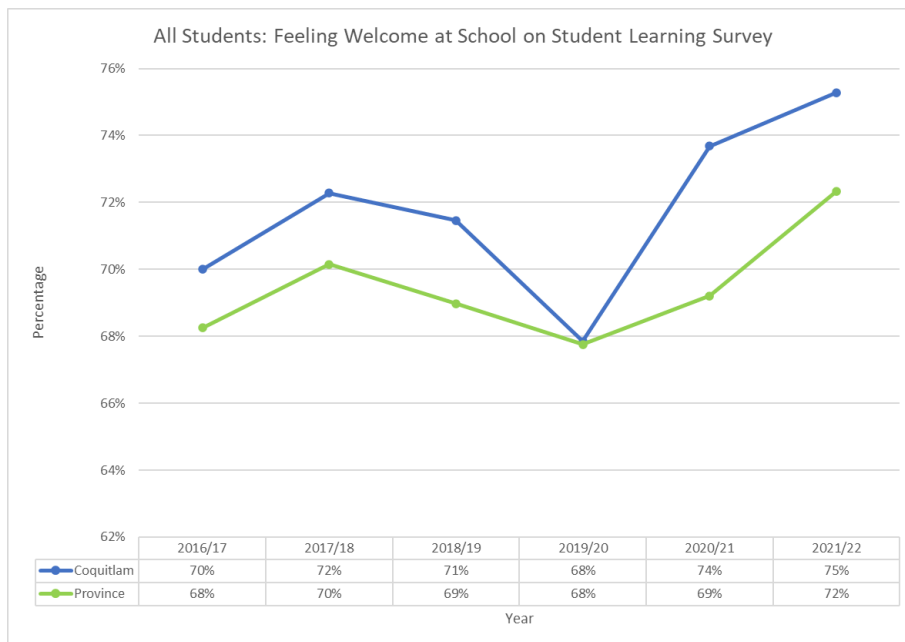
Measure 3.1 Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school.

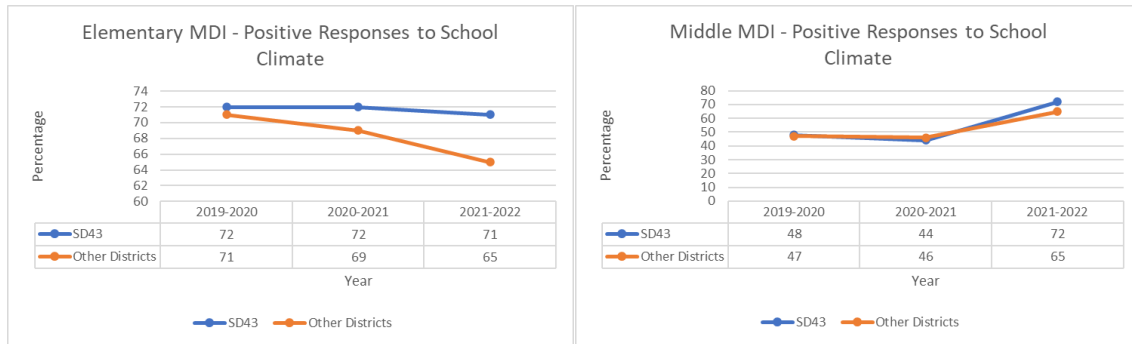
During the Covid-19 pandemic, the district prioritized the need for staff to support students during on-line learning and the transition back to in-person learning. Human and Social Development has become part of each school’s Action Plan for Learning to support all students in this area.

Feeling Welcome at School

All Students (Feeling Welcome at School)

5421 students in Grades 4, 7 and 10 responded to this question, with 4081 (75%) positive responses. This is higher than the province average positive response rate of 66%. The recent three year trend shows growth. When we compare this data to the Grade 7 Middle Years Development Instrument (MDI), (72%) there is an increase in positive responses. The Youth Development Instrument (YDI) also shows that the Grade 11 positive responses (high, 41% and medium, 37%) to a similar question is higher than other district averages.





Youth Development Instrument, (Grade 11), 2021-2022

SCHOOL ENVIRONMENT*
 Youth’s level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

e.g., “Teachers and students treat each other with respect in this school”

Level	Percentage
High	41%
Medium	37%
Low	21%

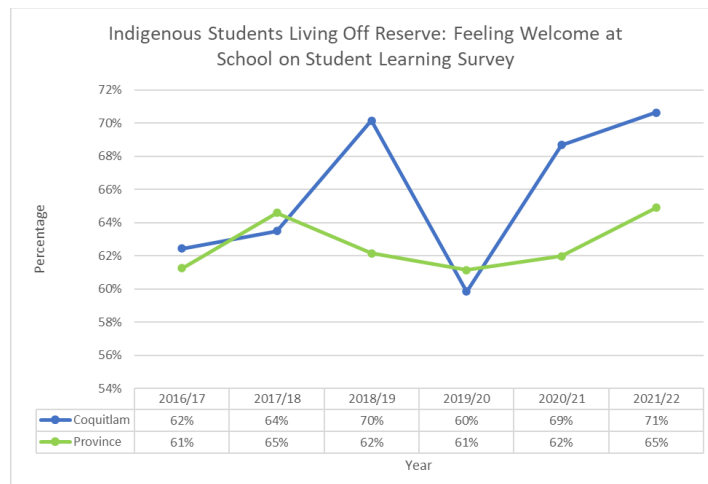
*called School Climate on the MDI

Indigenous Students Living On Reserve (Feeling Welcome at School)

The number of students responding to the student learning survey is small and cannot be reported on. However, the responses from the students are more positive, compared to other years.

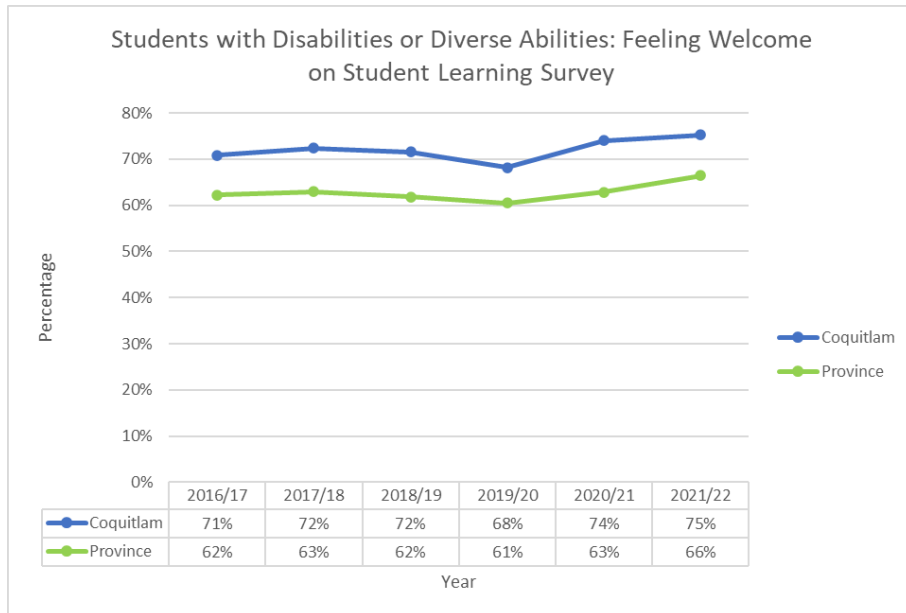
Indigenous Students Living Off Reserve (Feeling Welcome at School)

130 of 184 students (71%) responded positively to feeling welcome at school. This is higher than the provincial average positive response rate (65%). This rate shows strong improvement since 2019. This trend mirrors the All Students population. The results this year are nearing the All Students positive response rate (75%). The 2021-2022 Equity Scan asked 72 students to respond to this statement, “My Indigenous heritage is respected at my school.” 70% of the students agreed or strongly agreed with the statement.



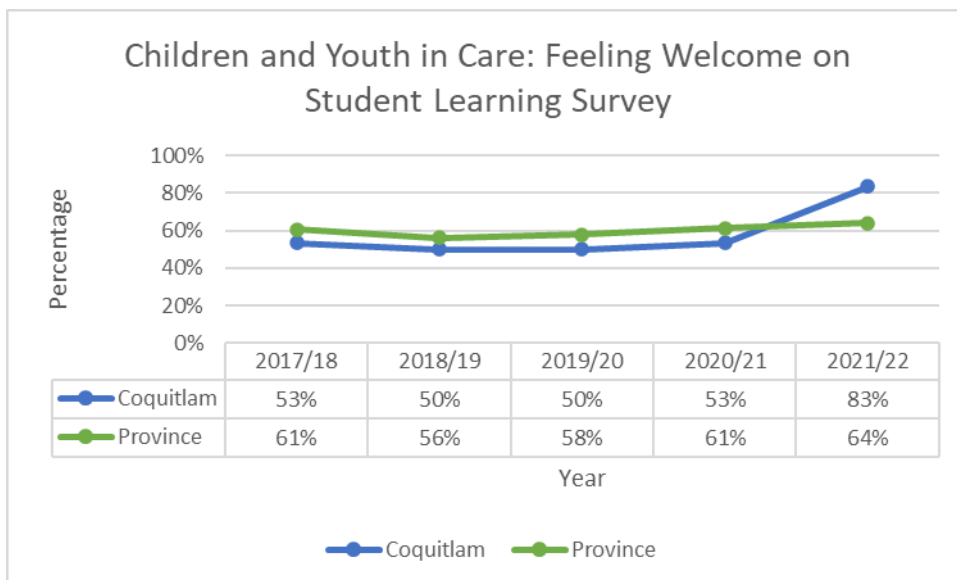
Students with Disabilities or Diverse Abilities (Feeling Welcome)

809 of 1075 (75%) of students responded positively to feeling welcome at school. This rate is above the provincial average positive response rate (66%) but also matches the SD43 All Students rate (75%). The recent three year also shows a steady improvement.



Children and Youth In Care (Feeling Welcome at School)

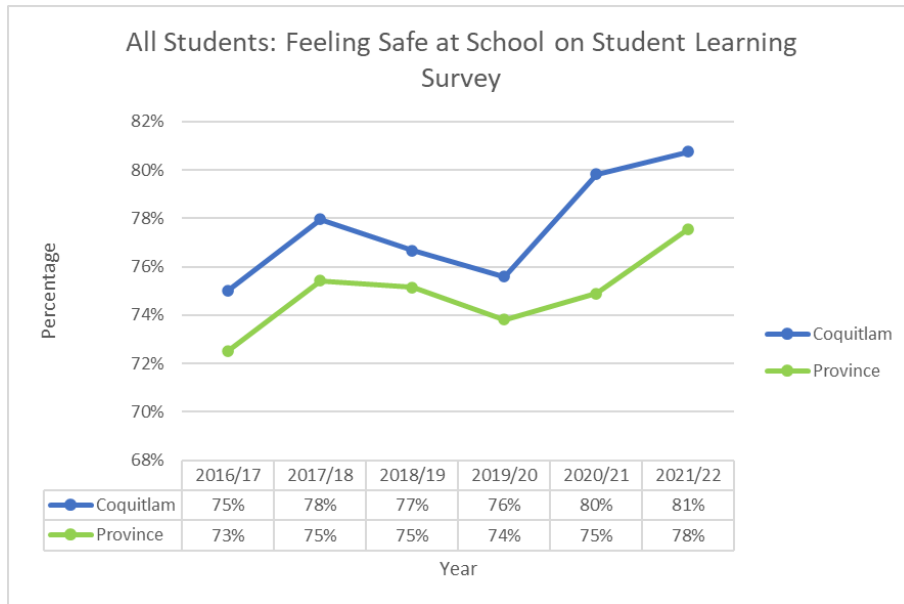
10 of 12 students (83%) responded positively to feeling welcome at school. This is higher than the provincial average of 64%. This response rate is higher than the other SD43 populations.



Feeling Safe at School

All Students (Feeling Safe at School)

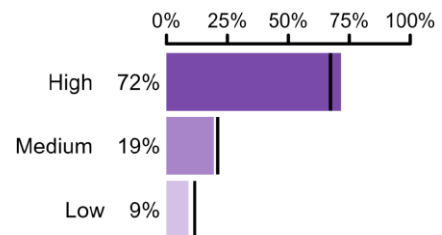
4488 of 5557 (81%) students in Grades 4, 7 and 10 responded positively to feeling safe at school. This is above the provincial average response rate of 78%. There has been a noticeable improvement in the recent three years. The data for Feeling Safe at School is not disaggregated for each population on the Student Learning Survey. The YDI data for Grade 11s also show a stronger response (72% high and 19% medium) for Coquitlam students compared to other districts.



Youth Development Instrument (Grade 11), 2021-2022

SCHOOL SAFETY

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

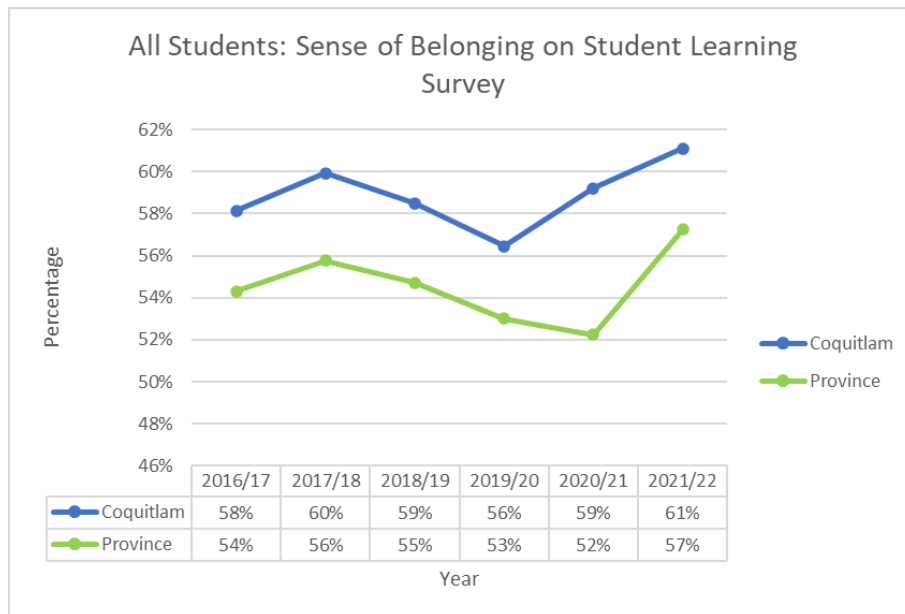


Sense of School Belonging

All Students (Sense of School Belonging)

3308 of 5413 (61%) students responded positively to feeling a sense of belonging at school. This is higher than the provincial cohort who responded positively at 57%. There has been improvement over the recent three years.

The MDI data shows a slight decline to a similar question, for both Grade 4s and 7s. However, the Grade 11s responses were a similar rate to the data seen in the Student Learning Survey with 32% high and 39% medium responses.



Indigenous Students Living On Reserve (Sense of School Belonging)

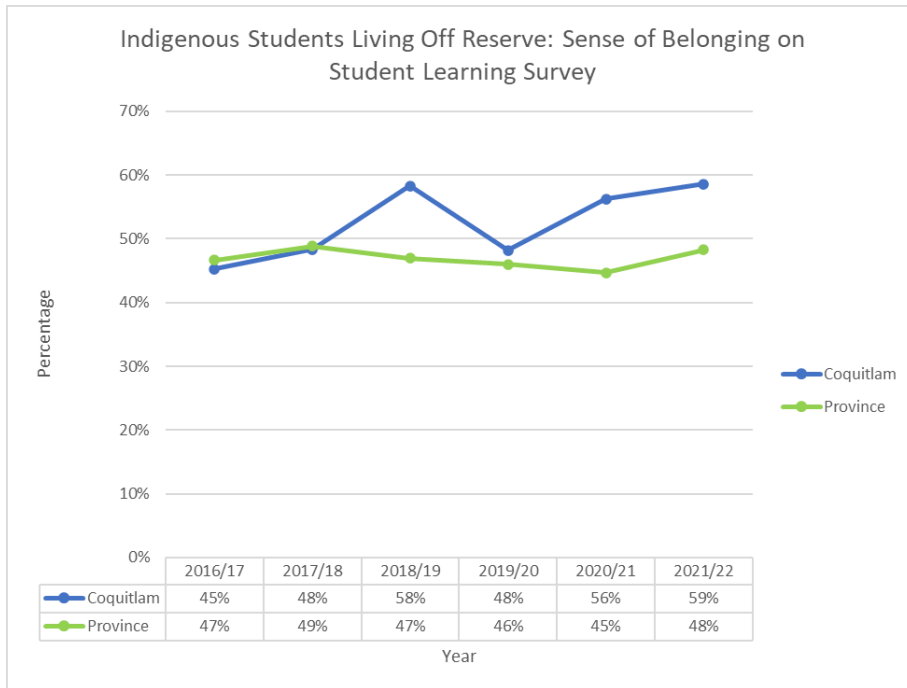
The data for this measure is masked as the number of students responding is below 10. The data that we are able to view shows some growth over the recent three years.

Indigenous Students Living Off Reserve (Sense of School Belonging)

109 of 186 (59%) of students responded positively to this question on the Student Learning Survey. This is higher than the provincial rate of 48%. The rate is slightly lower than the SD43 All Students positive responses of 61%. There is a steady improvement in this data in the most recent three years.

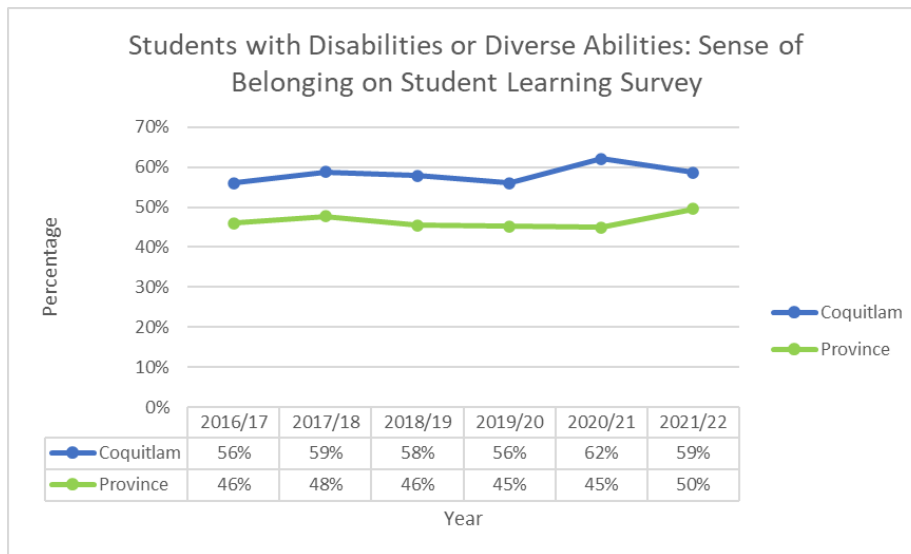
The 2021-2022 Equity Scan asked 72 Indigenous students to respond to this statement, “I enjoy going to school.” 34 of 72 students (47%) students agreed or strongly agreed with the statement. This rate is slightly lower than last year’s response of 51%.

The Equity Scan also asked the students to respond to this statement, “I was happy with my classroom and/or online this year.” 43 of 72 (60%) students agreed or strongly agreed with the statement. This rate is the same as the previous year.



Students with Disabilities or Diverse Abilities (Sense of School Belonging)

631 of 1076 (59%) responded positively to feeling a sense of belong at school. This is higher than the provincial average rate of 48%. There was a slight drop in the response from the previous year (62%) and is now below the SD43 All Students population rate (61%).



Children and Youth in Care

The population that responded to this measure is too small. The data that we are able to see shows good improvement in this measure.

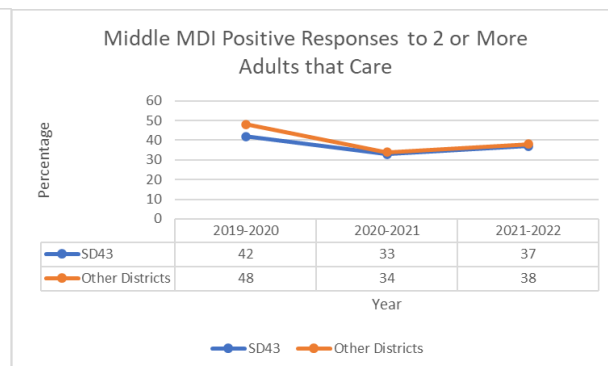
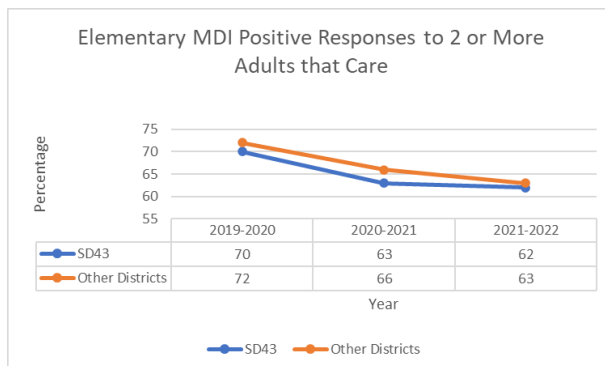
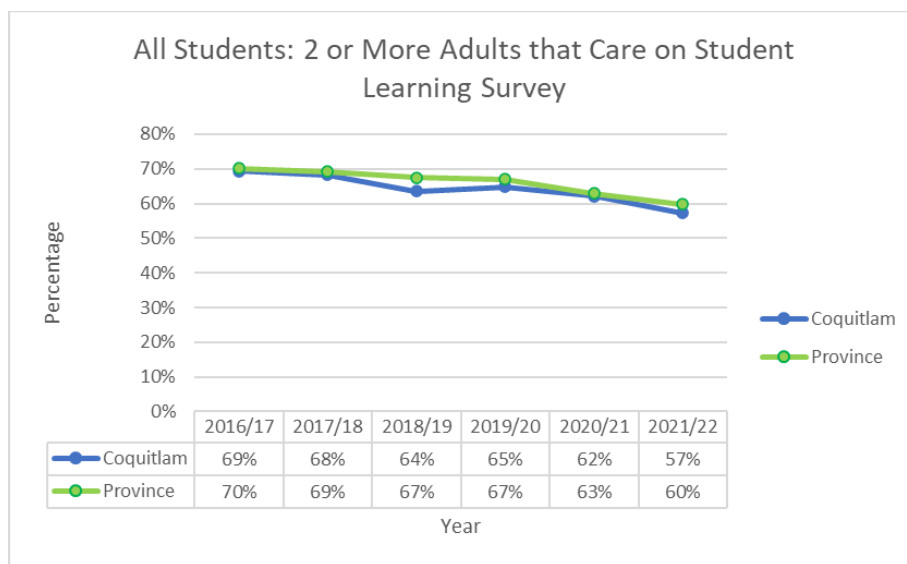
Two or More Adults at School that Care About Them

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 (Two or More Adults at School that Care About Them)

3105 of 5421 students (57%) indicated they feel there are two more adults at school who care about them. This is just below the provincial positive response rate (60%). The three-year trend shows a decline from 65% in 2019-2020, to 62% in 2020-2021 and 57% in the recent year. The trend for the province also saw a decline over the three years.

The MDI features a question which asks the students who have two or more important adults at school. The Grade 8s responded positively with 37% response rate. The average for other districts is 38%. The Grade 5s responded positively with 62% response rate. The average for other districts is 66%. The drop for Grade 5s mirror the results from the Student Learning Survey. The Grade 8s do show an improvement from the previous year. In both cases, the district results are slightly below other districts.



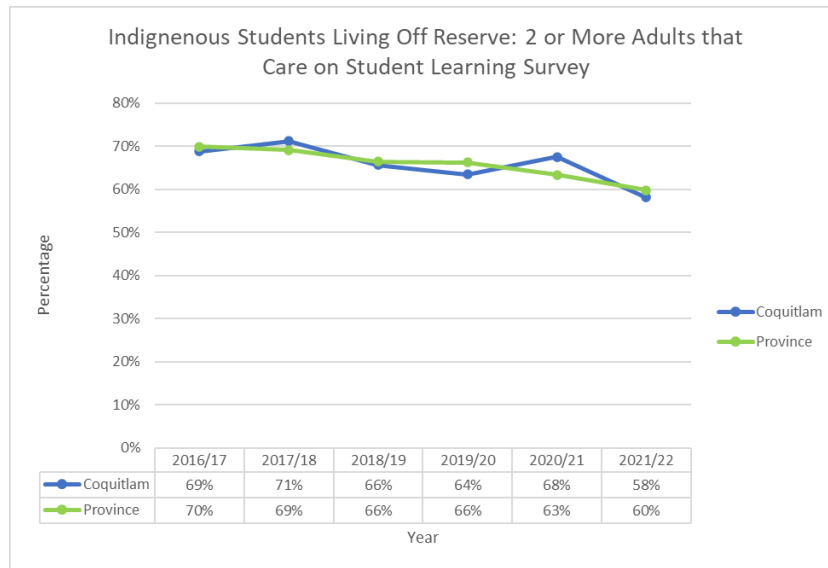
Indigenous Students Living On Reserve (Two or More Adults at School that Care About Them)

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 (Two or More Adults at School that Care About Them)

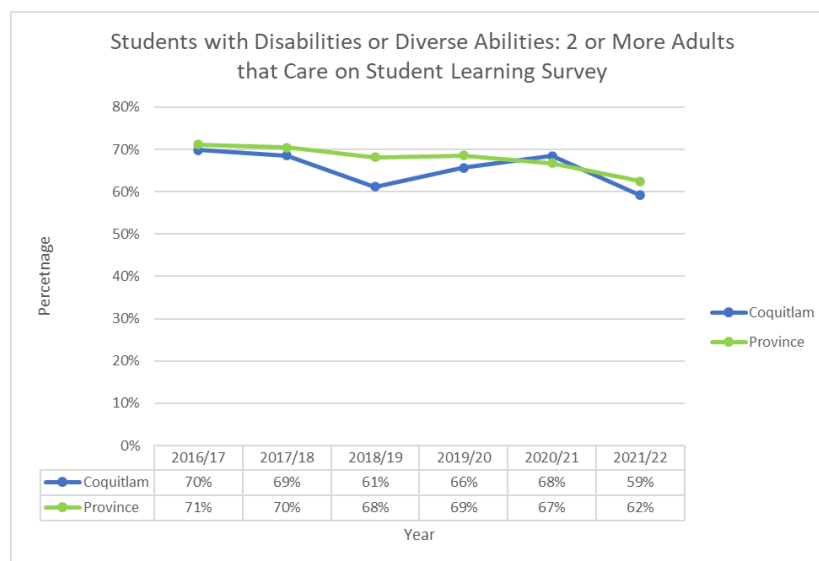
184 students responded to the survey with 107 providing a positive response (58%). This is a decrease from the previous year (68%). This result is also lower than the provincial rate of 60%. The 2021-2022 Equity Scan asked students to respond to this statement, “I have at least two adults I can count on for help at my school.” 54 of 72 students (75%) of the students either agreed or strongly agreed with the statement.

When compared to the SD43 All Students positive responses (57%), the Indigenous Students Living Off Reserve population responded with a slightly higher rate at 58%.



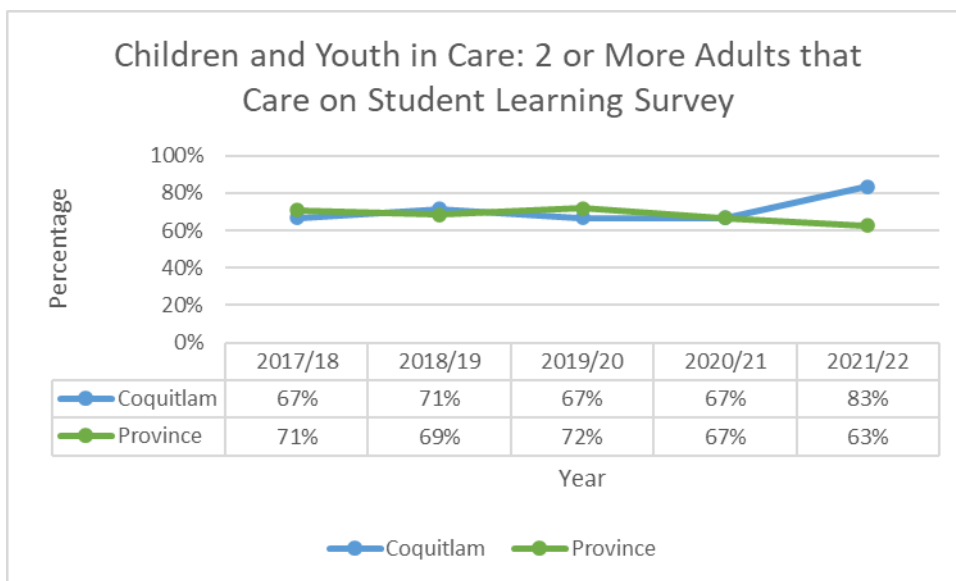
Students with Disabilities or Diverse Abilities (Two or More Adults at School that Care About Them)

637 of 1076 students (59%) responded positively to this survey question. This is a decrease from the previous year (68%) and falls just below the provincial rate (62%). Despite the decrease, the result for this population remains above the SD43 All Students rate of 57%.



Children and Youth in Care (Two or More Adults at School that Care About Them)

We did have sufficient data to report on this measure. 10 of 12 (83%) students responded positively this question compared to the province average of 63%. This rate is also higher than the other SD43 populations measured in this year’s report.



A Deeper Dive: Why are students not responding as strongly to the question of “2 or more adults that care”?

Results in Measure 3.2 raises many questions as there is a distinct contrast with the positive responses in Measure 3.1. The data for this measure was disaggregated to reveal how each population and grade responded to the question regarding two or more adults that care. The data shows that Grade 4 students responded more positively than the other grades. Of note is the Grade 4 Indigenous Students Living Off Reserve, whose response rate (73%) was higher than their provincial counterparts (66%) and the SD43 All Students population (66%). The response rate for Grade 4 and 7 Indigenous Students Living On Reserve, despite being masked due to the small number of students, shows a positive response.

	All Students		Indigenous Students Living On-Reserve		Indigenous Students Living Off-Reserve		Students with Disabilities or Diverse Abilities		Children and Youth in Care	
	SD43	Province	SD43	Province	SD43	Province	SD43	Province	SD43	Province
Grade 4	66%	66%	Msk	68%	73%	66%	67%	68%	Msk	73%
Grade 7	52%	56%	Msk	57%	51%	52%	54%	60%	Msk	62%
Grade 10	53%	57%	Msk	58%	55%	58%	59%	61%	Msk	65%

An Even Deeper Dive: How do Indigenous parents and guardians perceive their child’s experience?

Parents of Indigenous students at middle and secondary schools have an optimistic view of their children’s preparation for the next academic year and how their Indigenous heritage is respected. 69% of the responses agreed or strongly agreed with the statement, “My child has found someone they can count on for help at school.” Responses are from the 2021-2022 Equity Scan.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	% of Agree or Strongly Agree
My child enjoys going to school	Msk	19	38	68	26	59%
My child's school is preparing them for the next academic year.	Msk	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.	Msk	18	28	93	16	69%
My child has found someone they can count on for help at school.	Msk	14	32	76	33	69%
My family’s Indigenous heritage is respected at my child’s school.	0	Msk	27	79	45	78%
The school community treats all students fairly.	Msk	21	49	60	26	54%
The school is preparing my child for a future after grade 12.	Msk	12	51	73	18	57%

Career Development

Five Year Completion Rate

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.

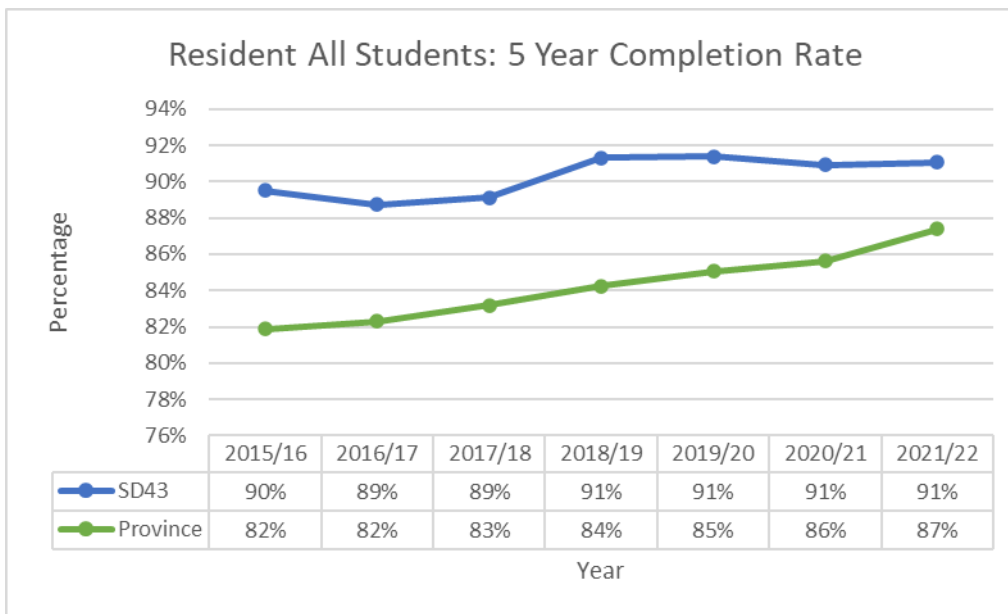
5-Year Graduation Rate Comparison Summary					
School Year	All Students	Indigenous Students Living On Reserve	Indigenous Students Living Off Reserve	Students with Disabilities or Diverse Abilities	Children and Youth in Care
2021-2022	91%	n/a*	72%	82%	29%
2020-2021	91%	n/a*	66%	79%	37%
2019-2020	91%	n/a*	76%	81%	42%
2018-2019	91%	n/a*	68%	81%	48%
2017-2018	89%	n/a*	60%	77%	41%
2016-2017	89%	n/a*	60%	77%	23%

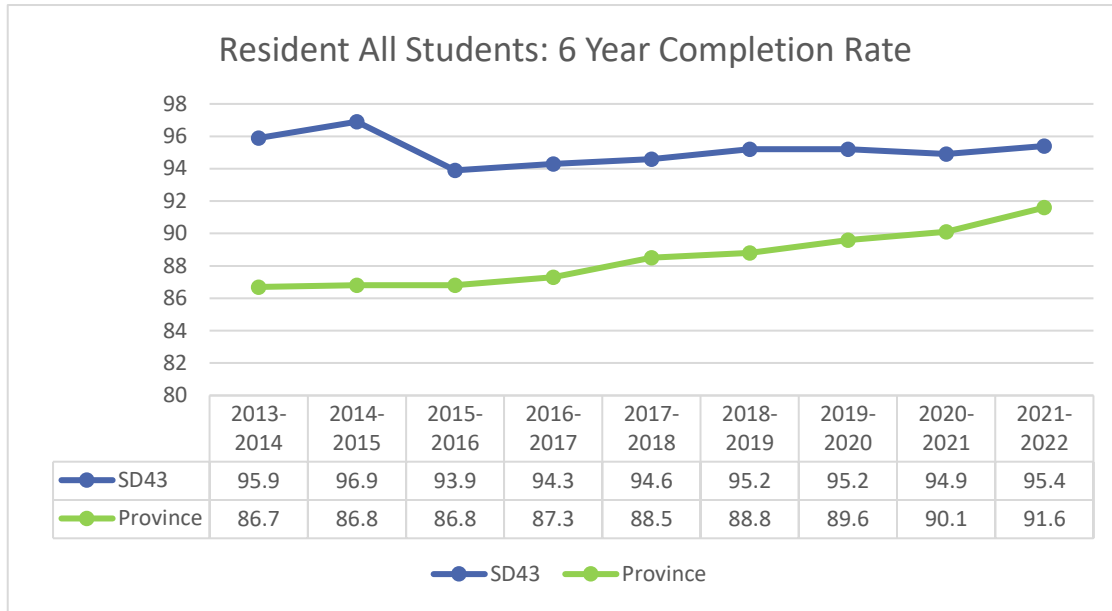
*The population is too small to report.

All Students (5 Year Completion Rate)

The 5-year graduation rate for all resident students is above the provincial average. In 2021-2022, 2556 students (91%) of the cohort of graduated in Coquitlam. This is higher than the provincial average of 87%. The Coquitlam graduation rate remains higher than the province for the past seven years. The average district completion rate measured over five years is 91% compared to the provincial rate of 85%.

The 6-year completion rate for resident students is 95.4% compared to the provincial rate of 91.6%.



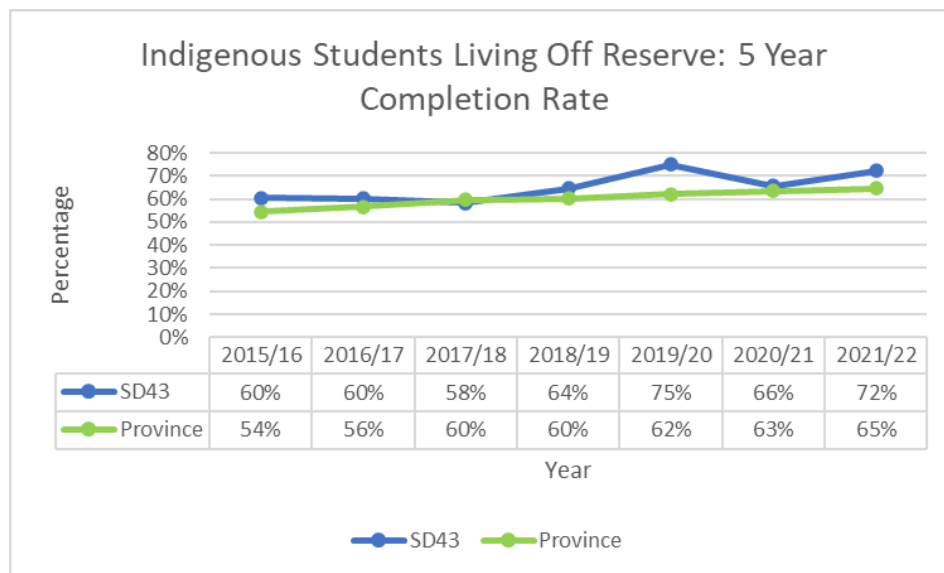


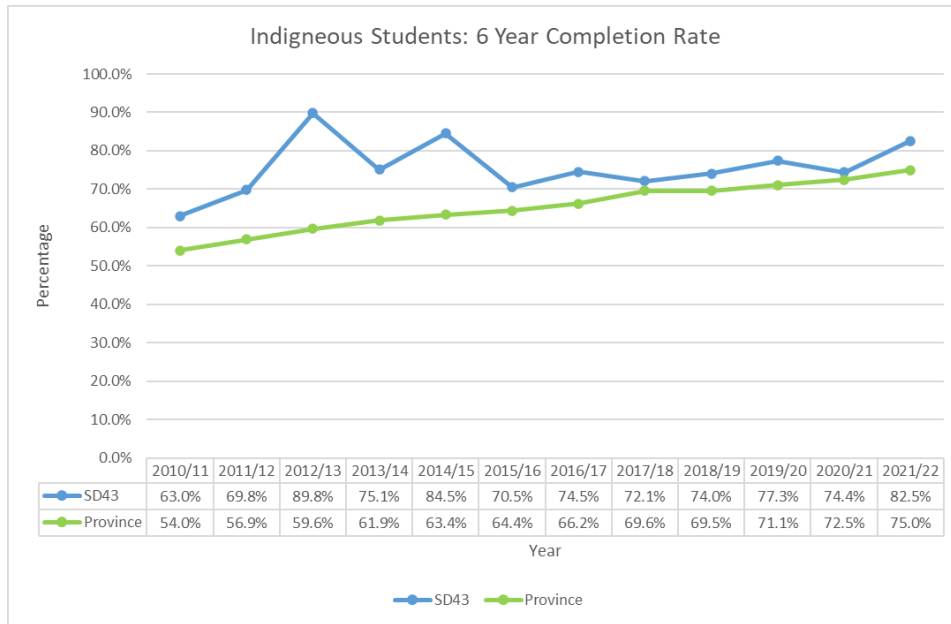
Indigenous Students Living On Reserve (5 Year Completion Rate)

No data to report on due to the small size of the population.

Indigenous Students Living Off Reserve (5 Year Completion Rate)

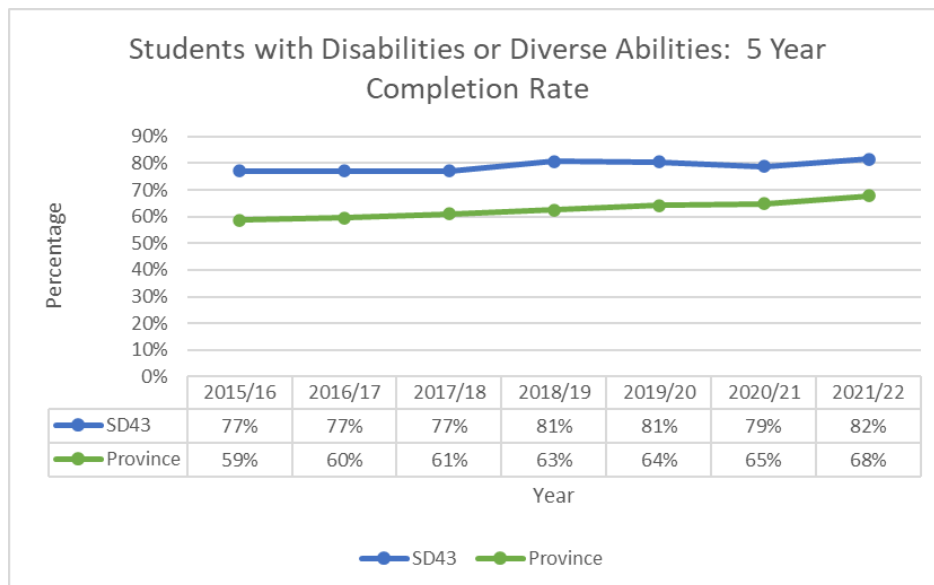
72% of this population graduated within five years. This is higher than the provincial average of 65%. The three-year trend showed a slight decrease in 2020-2021 (66%) from 2019-2020 (75%). The recent year shows an increase again. When compared to the All Students graduation rate (91%), the Indigenous Students Living Off Reserve population graduation rate is lower at 72% but the gap appears to be closing. Attendance may be a factor in the graduation rates of the Indigenous students. There appears to be improved attendance from the previous year. This data can be found in the ten-page Framework for Enhancing Student Learning report. The 6-year completion rate is 83.1%, compared to the province (75.1%).

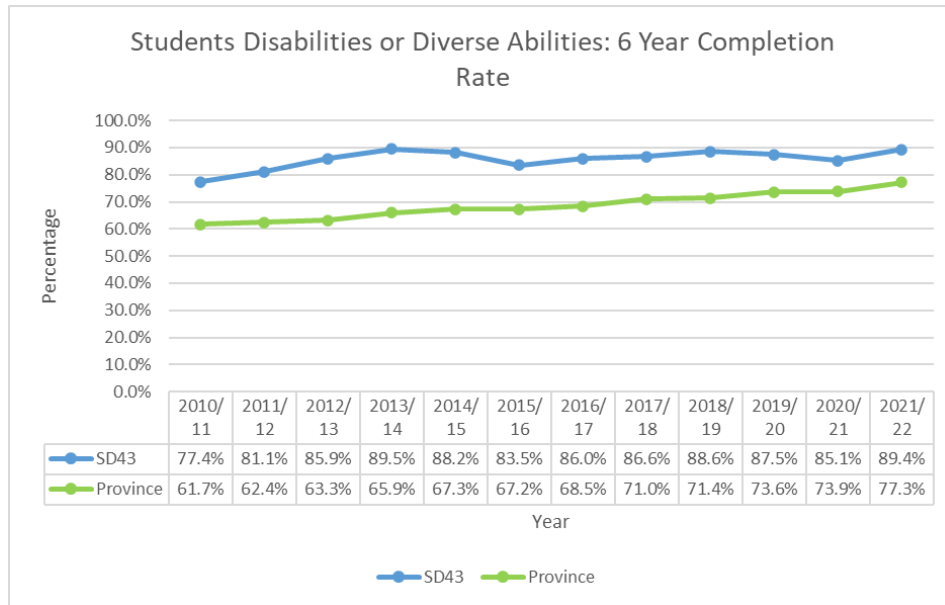




Students with Disabilities or Diverse Abilities (5 Year Completion Rate)

655 of the cohort (82%) in this population graduated in 2021-2022. This rate is slightly higher than the previous year (79%). When compared to the provincial counterparts (68%), the rate remains higher (82%). Similar to the Indigenous Students Living Off Reserve population, there was a slight decrease the previous year. When compared to the All-Students population graduation rate (91%), the Students with Disabilities or Diverse Abilities population graduation rate is lower at 82% but the gap appears to be closing. The 6-year completion rate is 89.4%, compared to the province (77.3%).

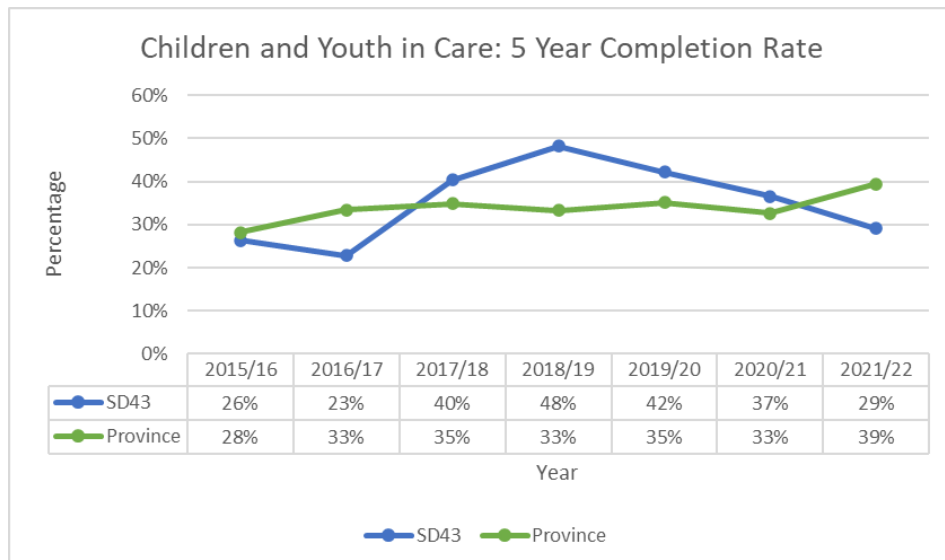




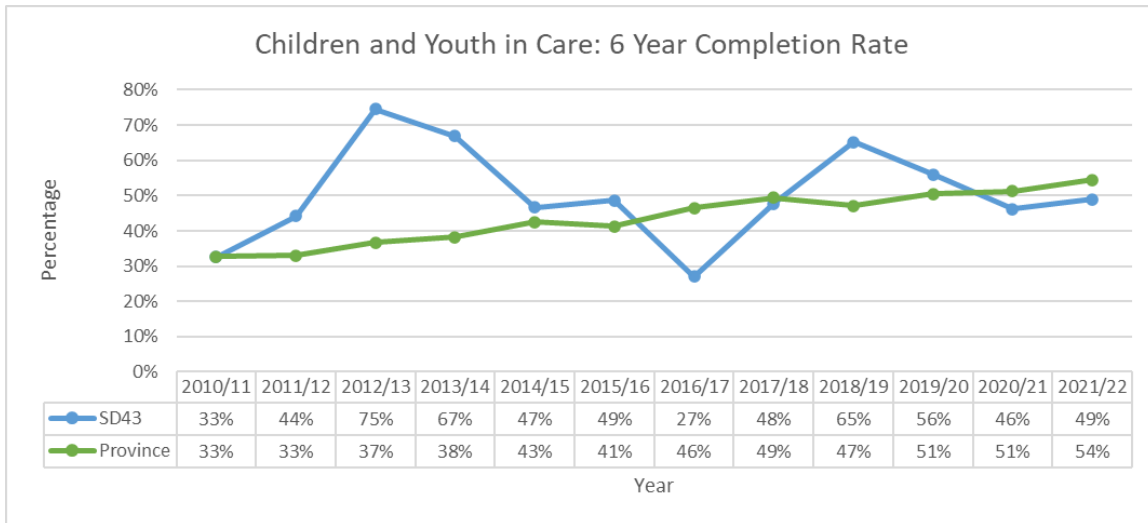
Children and Youth in Care (5 Year Completion Rate)

29% of the 2021-2022 cohort of 27 students graduated within five years. The SD43 rate is lower than the provincial rate (39%). The trend over the past four years shows a decrease in graduation rates from 48% in 2018-2019 to the recent year (29%). The Children and Youth in Care data shows that students are not thriving at the same level as the All Students rate (91%), Indigenous Students Living Off Reserve rate (72%) or Students with Disabilities or Diverse Abilities rate (82%).

The small population size accounts for the variability of the data.

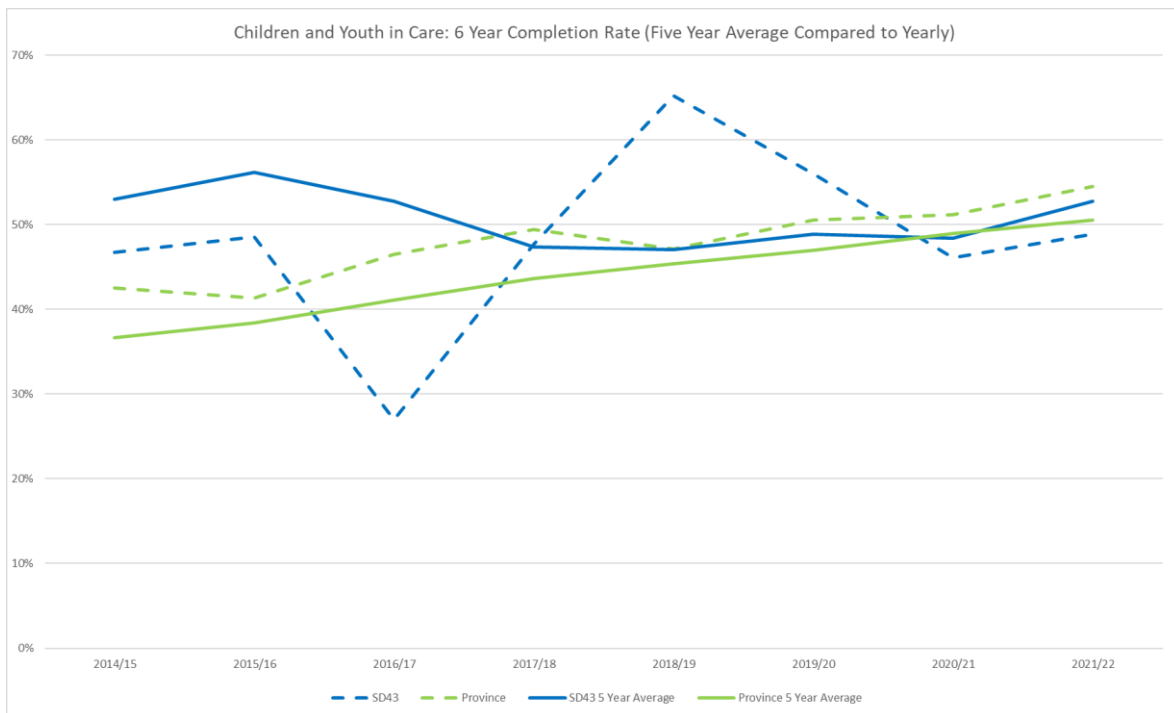


The 6 Year Completion rate was checked to see if the Children and Youth in Care data improved with another year of school. It appears that the 2020-2021 5-Year Completion rate of 37% improved to 49% in the 6-Year Completion rate in 2021-2022.



A Deeper Dive:

The variability of the Children and Youth in Care data can be explained by the small size of the population. An examination was done of the five-year average to show more reliable data on completion rate trends for Children and Youth in Care. The five-year average shows steady improvement in recent years.



Transfer to Post Secondary Institution

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.”

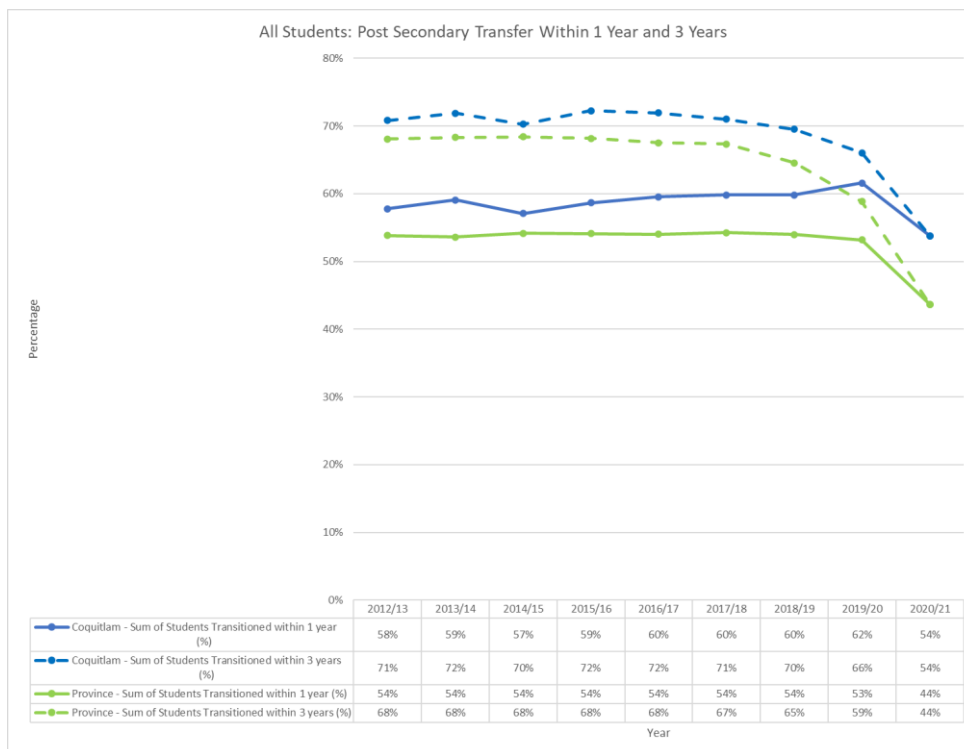
Measure 5.1 Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years.*

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

All Students (Post-Secondary Transfer)

In both the immediate and three-year transfer periods to post-secondary, Coquitlam student data remained above the provincial average. The most recent data available at the time of this report, 2020-2021, shows that 54% (1189 students) of graduates transferred immediately to post-secondary institution. There is a decrease from the previous year (62%) but the Coquitlam District student rate remains higher than the provincial average (44%). We are unable to determine the data for students who transferred to post-secondary within three years at this time. This explains why the data is merged with the one year transfer data. However, by looking at data from 2018-2019 years ago, the SD43 student three-year transfer rate (70%) remain higher than the provincial rate (65%), as represented by the dashed lines on the graph below.

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.



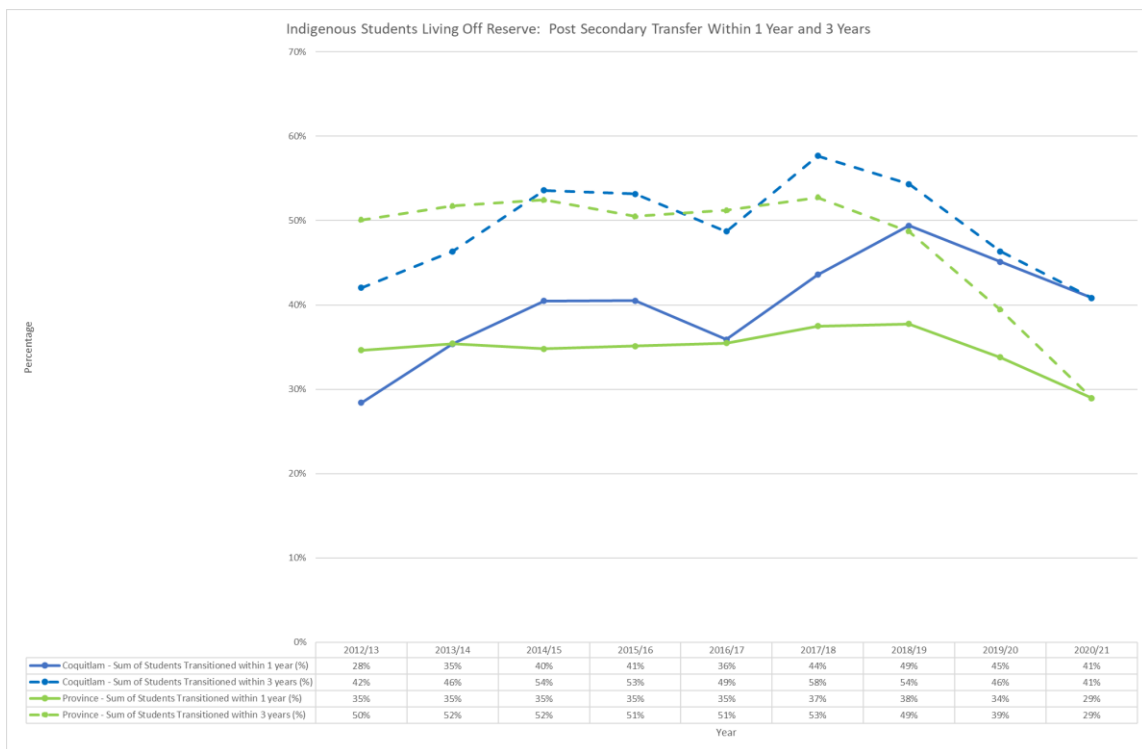
Indigenous Students Living On Reserve (Post-Secondary Transfer)

Data for this measure was masked due to the small population number.

Indigenous Students Living Off Reserve (Post-Secondary Transfer)

Data shows 41% (29 of 71 students) transferred to post-secondary immediately after graduation. The data provided does show the three-year transfer data. However, if we look back to 2018-2019, we see that the SD43 rate (54%) remains higher than the provincial transfer rate (49%). The one-year transfer rate (41%) is not as high as the district All Students population (44%) in the recent year.

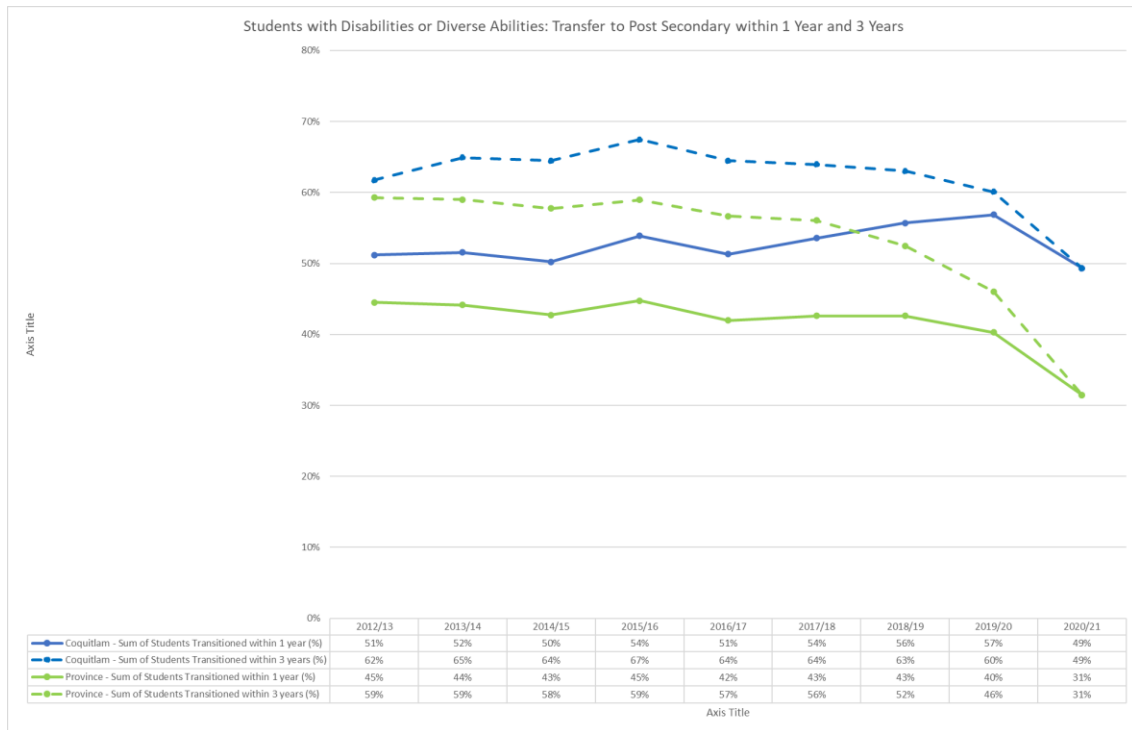
Parents and guardians of Indigenous students were asked on the Equity Scan if they felt school was preparing their children for their future after Grade 12. 91 of 159 (57%) parents and guardians agreed or strongly agreed with the statement. 51 (32%) of the parents neither agreed nor disagreed. 17 parents (10%) disagreed with the statement.



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

In the recent data from 2020-2021, 218 of 442 (49%) students transferred to a post-secondary institution within one year of graduation. This is higher than the provincial transfer rate (31%). The rate is lower than the SD43 All Students rate of 54%.

As with the previous populations, the 2018-2019 three-year transfer rate will be examined. 63% 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)

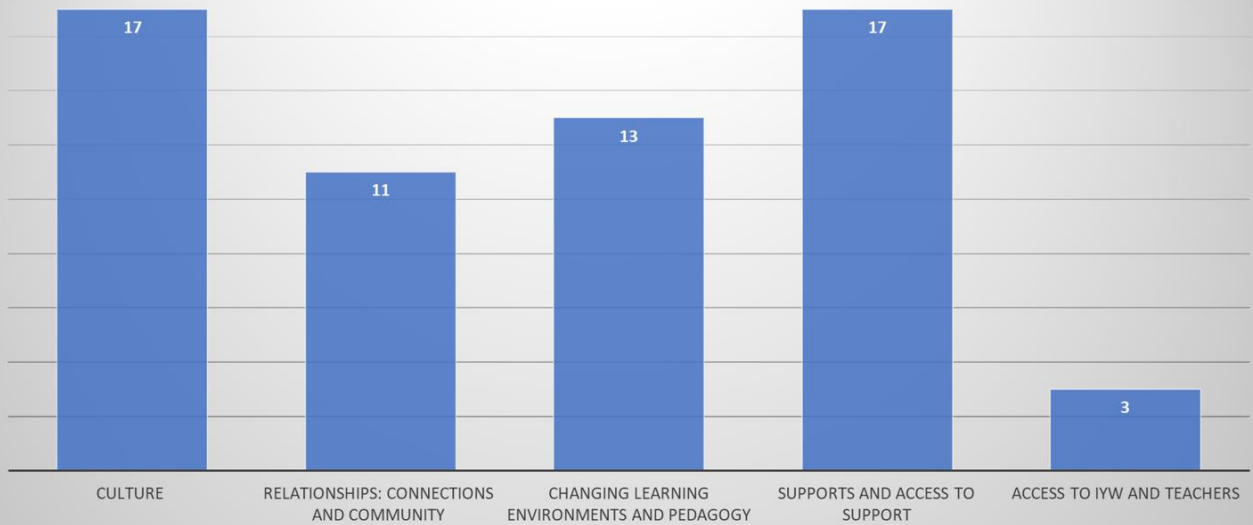
There is no report on this measure because the number of students is fewer than 10.

Indigenous Youth Summit Data: What did the students tell us?

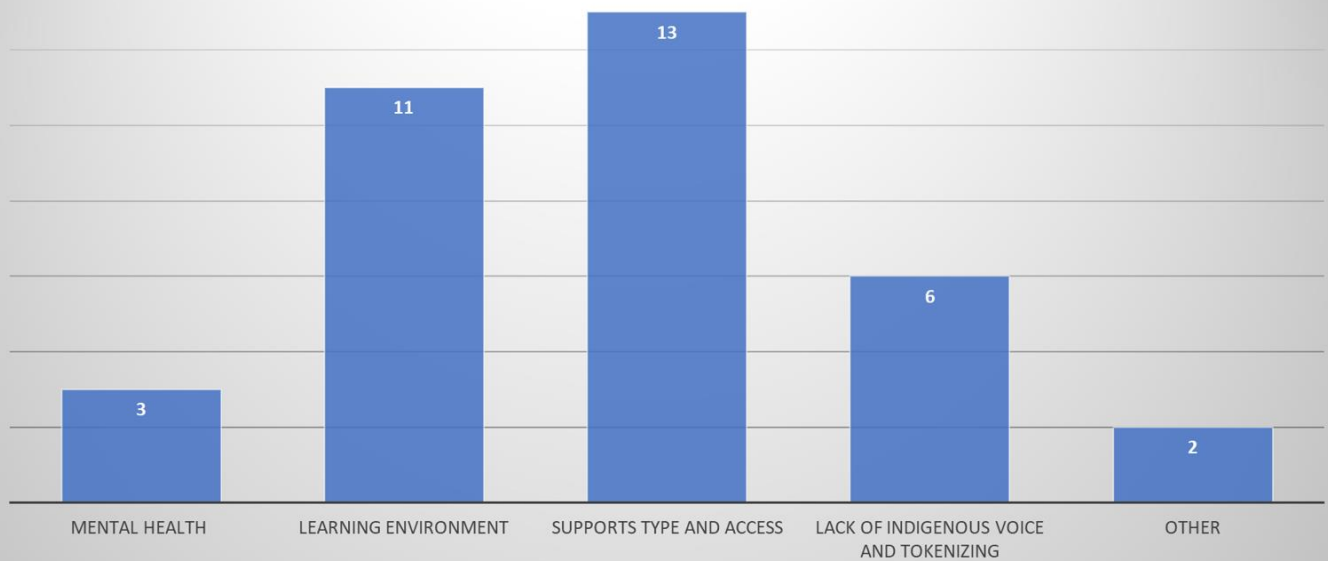
Sixty Indigenous students from all district secondary schools gathered for the second Indigenous Youth Summit on November 15, 2022. The data below represents responses from cohorts, not individual students. These were group responses to questions that were facilitated by Tami Pearce and Kory Wilson.

Supports and access to supports was identified as an item that would help the students succeed, but the lack of supports was identified as a barrier. Education was identified as a method to address racism and privilege in a positive way.

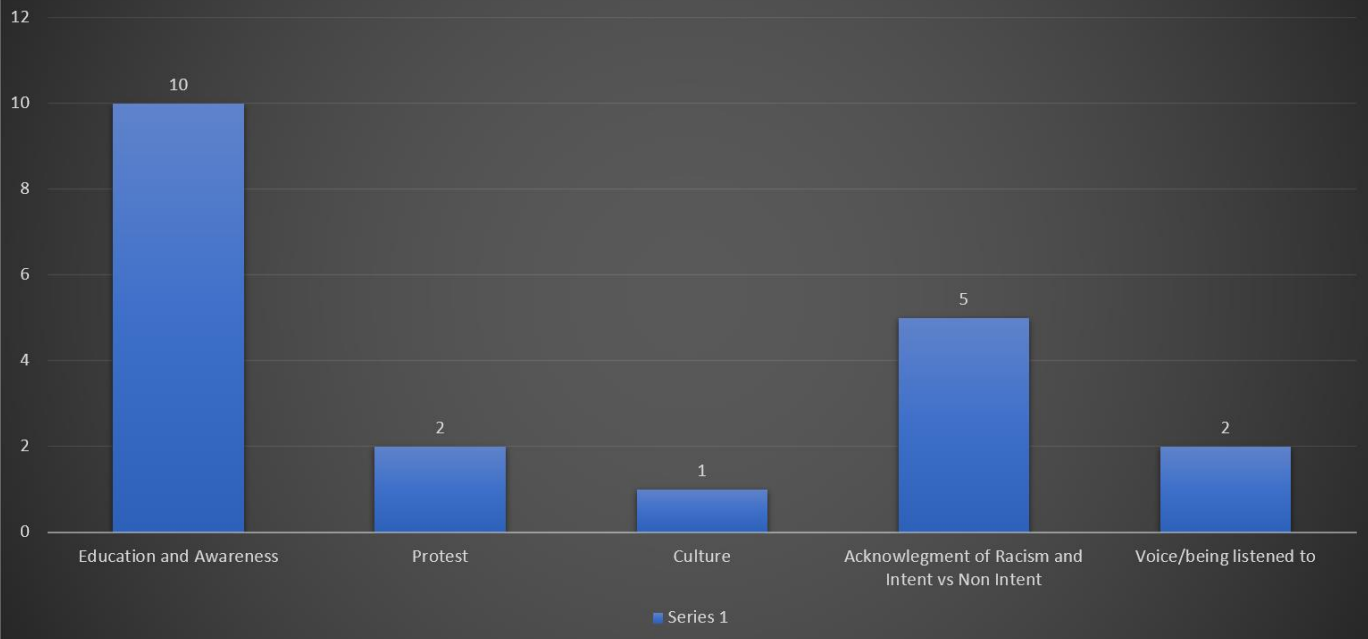
What would help you succeed as an Indigenous student?



What are the barriers?



How can we address racism in a positive way?



How Can We Address Privilege In a Positive Way?

