

Coquitlam

SD043

Interim Progress Report September 2026

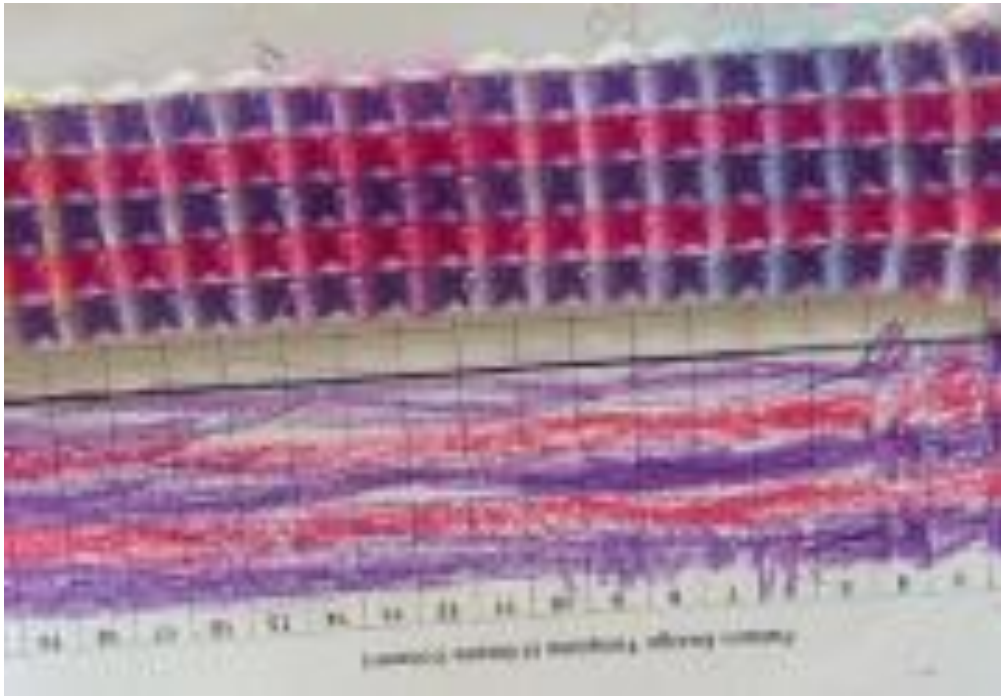


Photo credit: Chloe Rowat from Indigenous Summer Learning program - “Numeracy through beading”

In Review of Year 1 of Directions 2030

Approved by Board on [September 22, 2026]

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A Note on the Interim Progress Report

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

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

Interim Progress Report for Enhancing Student Learning:

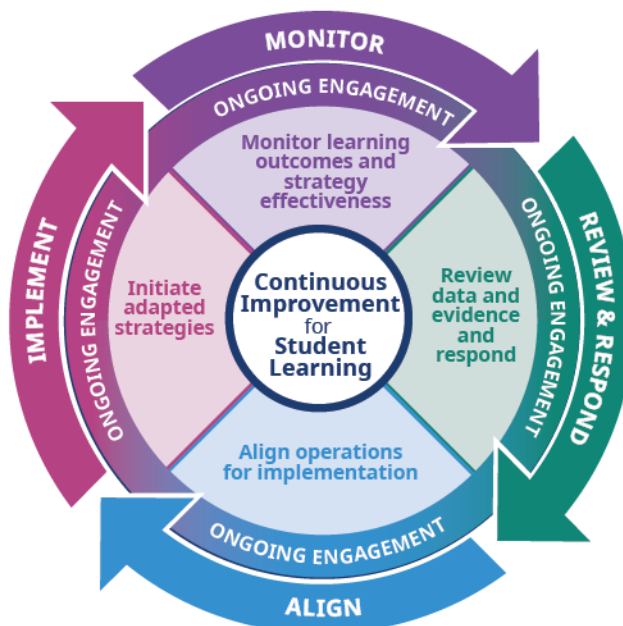
Ministry Note

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

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

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

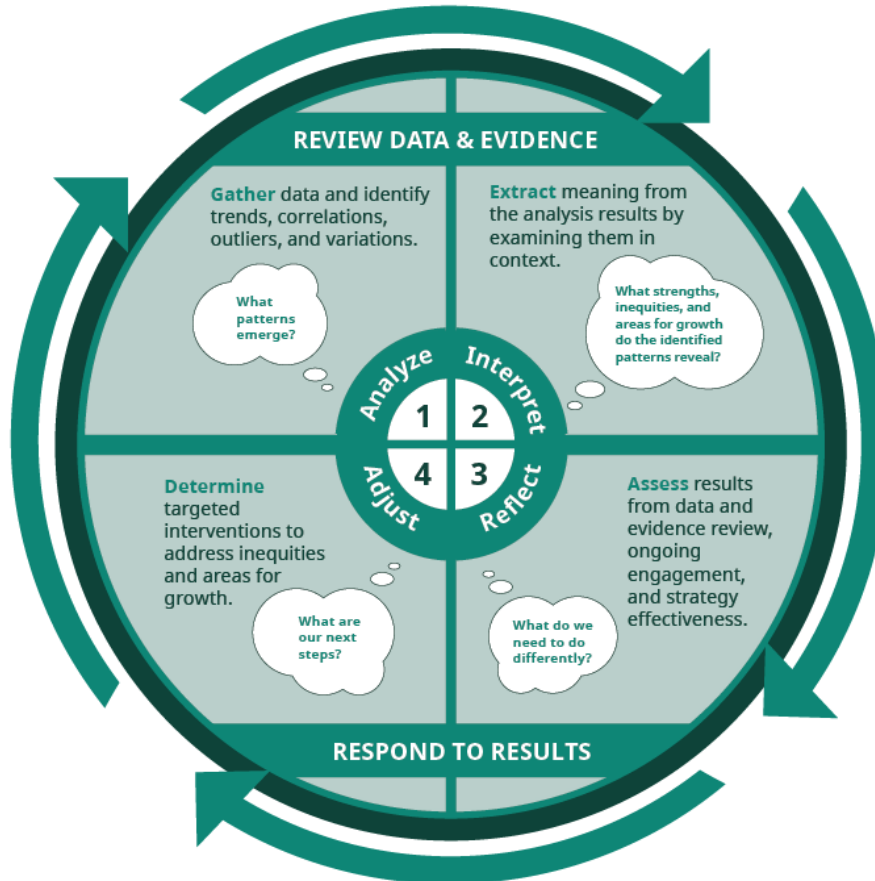
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

A note on provincial data provided in this template:

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

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

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

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

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

A note on children and youth in care data:

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

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

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

Interpreting the provincial data graphs

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

Intellectual Development

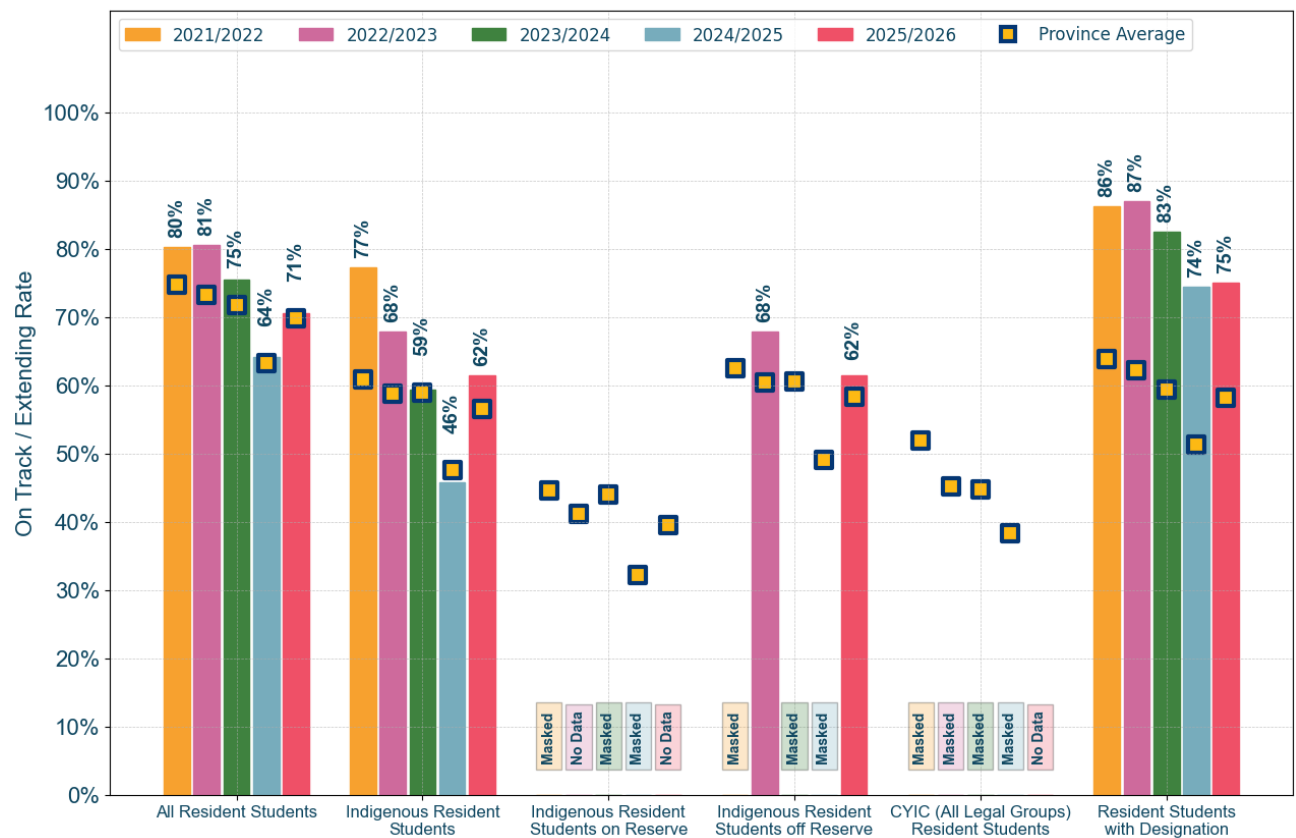
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	2247 76%	2179 74%	2390 74%	2474 88%	2409 80%
Indigenous Resident Students	106 62%	125 62%	106 60%	102 81%	100 65%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	125 62%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	17 71%	0
Resident Students with Designation	403 63%	364 57%	417 60%	503 74%	489 68%

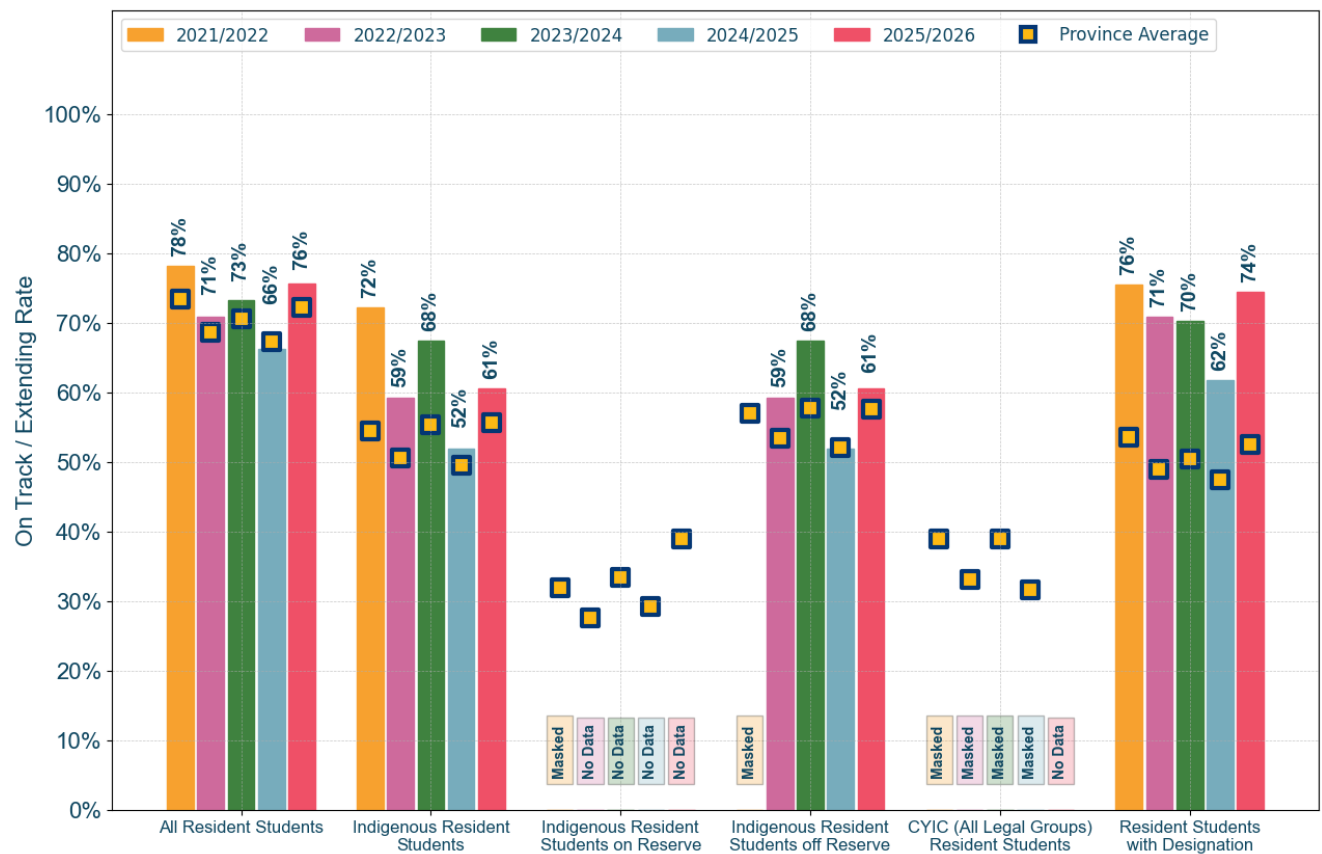
Grade 4 FSA Literacy - On Track / Extending Rate Coquitlam



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	2506 68%	2358 69%	2364 74%	2533 88%	2391 82%
Indigenous Resident Students	124 58%	109 54%	123 65%	99 78%	110 65%
Indigenous Resident Students on Reserve	Masked	Masked	0	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	123 65%	99 78%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	538 59%	593 60%	521 68%	532 80%	528 75%

Grade 7 FSA Literacy - On Track / Extending Rate Coquitlam

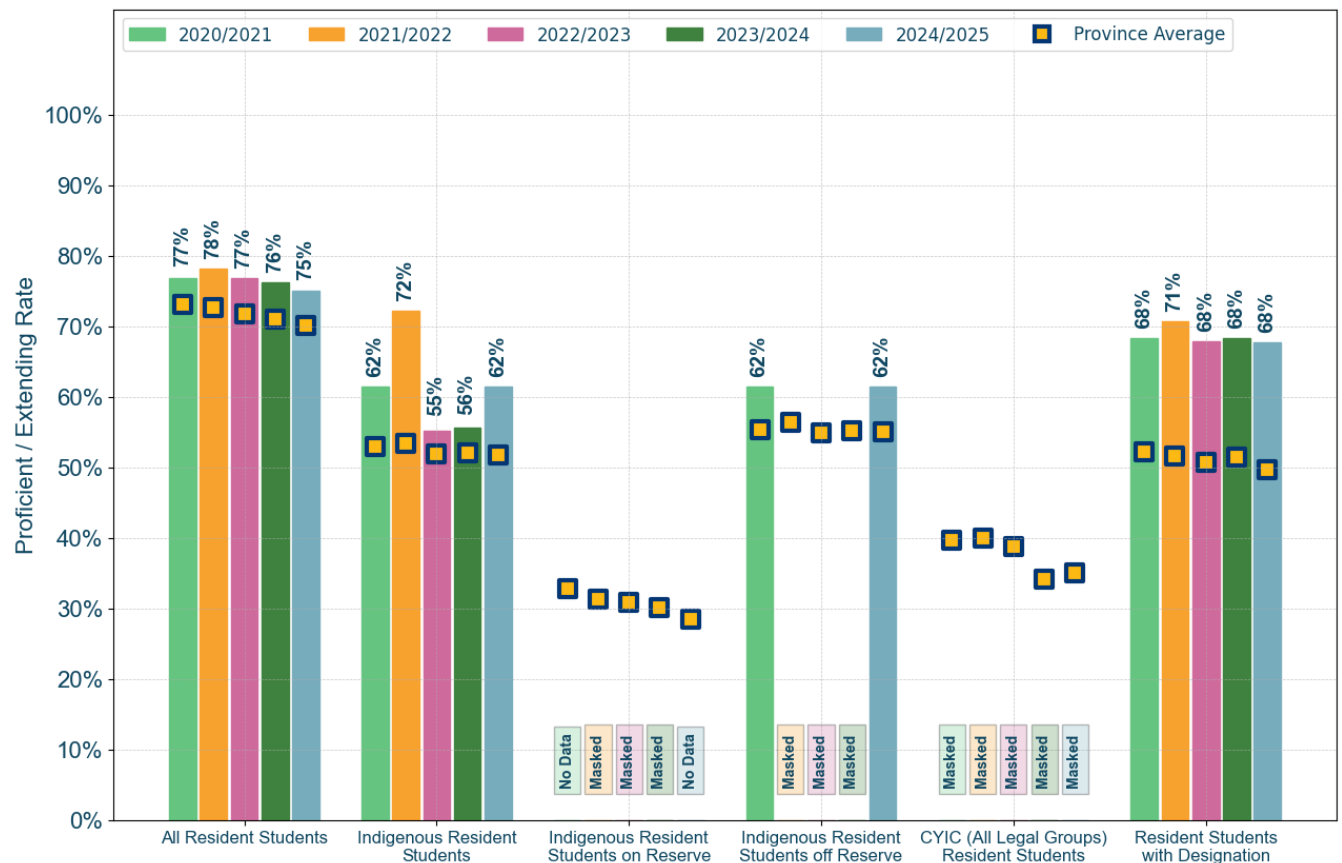


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2434 87%	2348 91%	2709 91%	2600 92%	2807 90%
Indigenous Resident Students	128 67%	107 79%	120 78%	115 78%	133 87%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	107 79%	Masked	Masked	133 87%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	15 67%
Resident Students with Designation	552 81%	540 84%	630 84%	555 87%	642 89%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Coquitlam



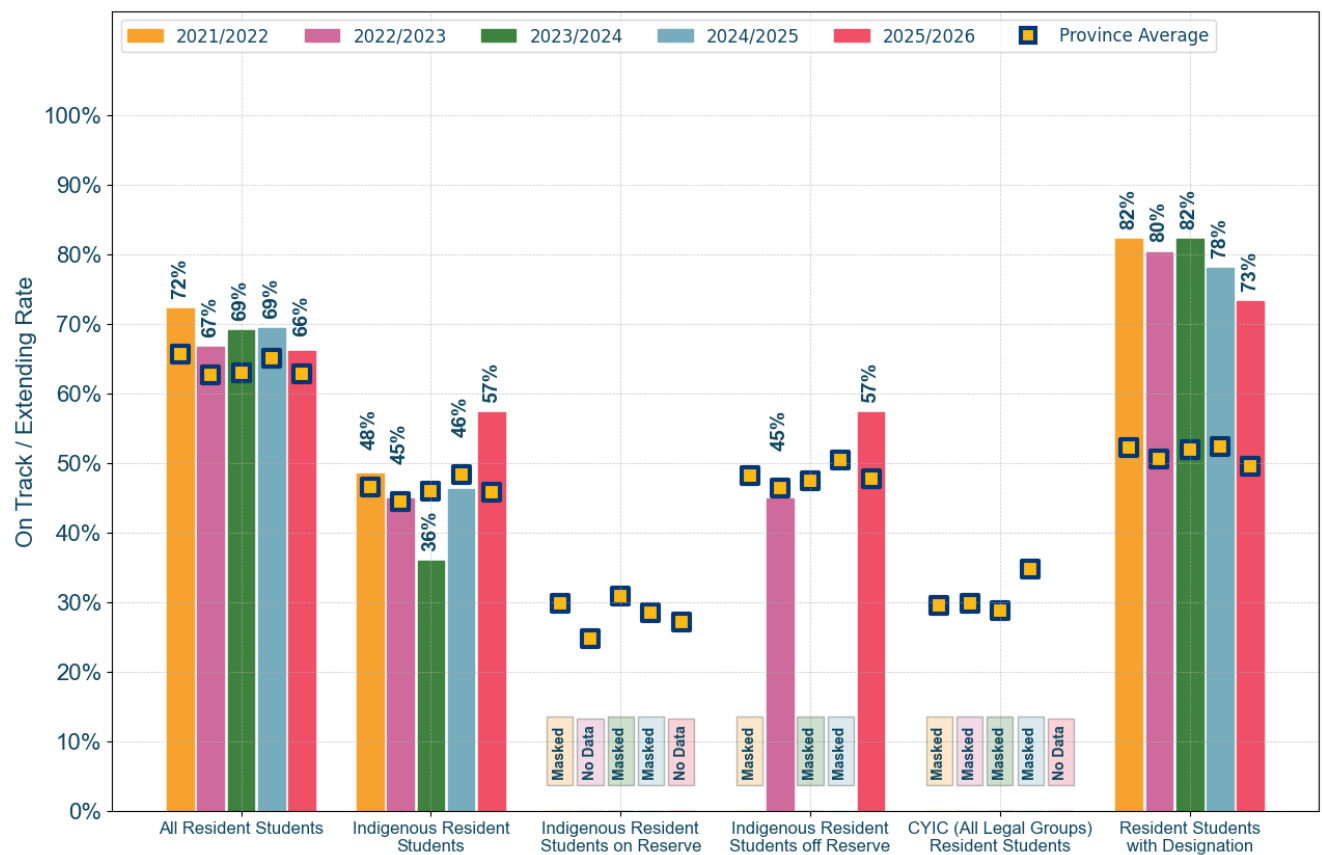
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	2247 76%	2179 74%	2390 74%	2474 89%	2409 80%
Indigenous Resident Students	106 60%	125 62%	106 60%	102 80%	100 68%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	125 62%	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	17 71%	0
Resident Students with Designation	403 63%	364 56%	417 61%	503 74%	489 69%

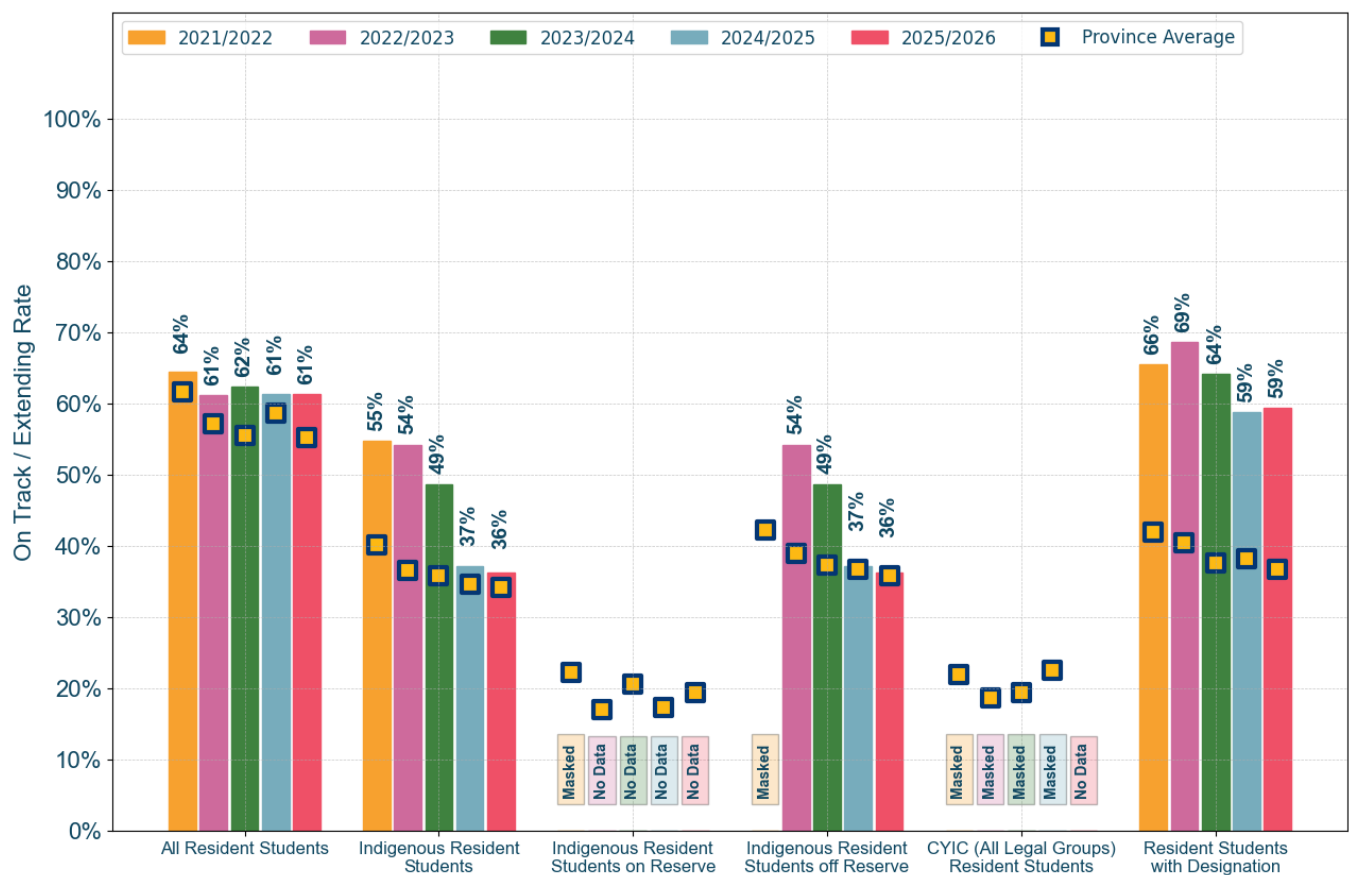
Grade 4 FSA Numeracy - On Track / Extending Rate Coquitlam



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	2506 67%	2358 69%	2364 74%	2533 89%	2391 82%
Indigenous Resident Students	124 59%	109 54%	123 63%	99 79%	110 63%
Indigenous Resident Students on Reserve	Masked	Masked	0	0	Masked
Indigenous Resident Students off Reserve	Masked	Masked	123 63%	99 79%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	538 59%	593 60%	521 69%	532 81%	528 77%

Grade 7 FSA Numeracy - On Track / Extending Rate Coquitlam

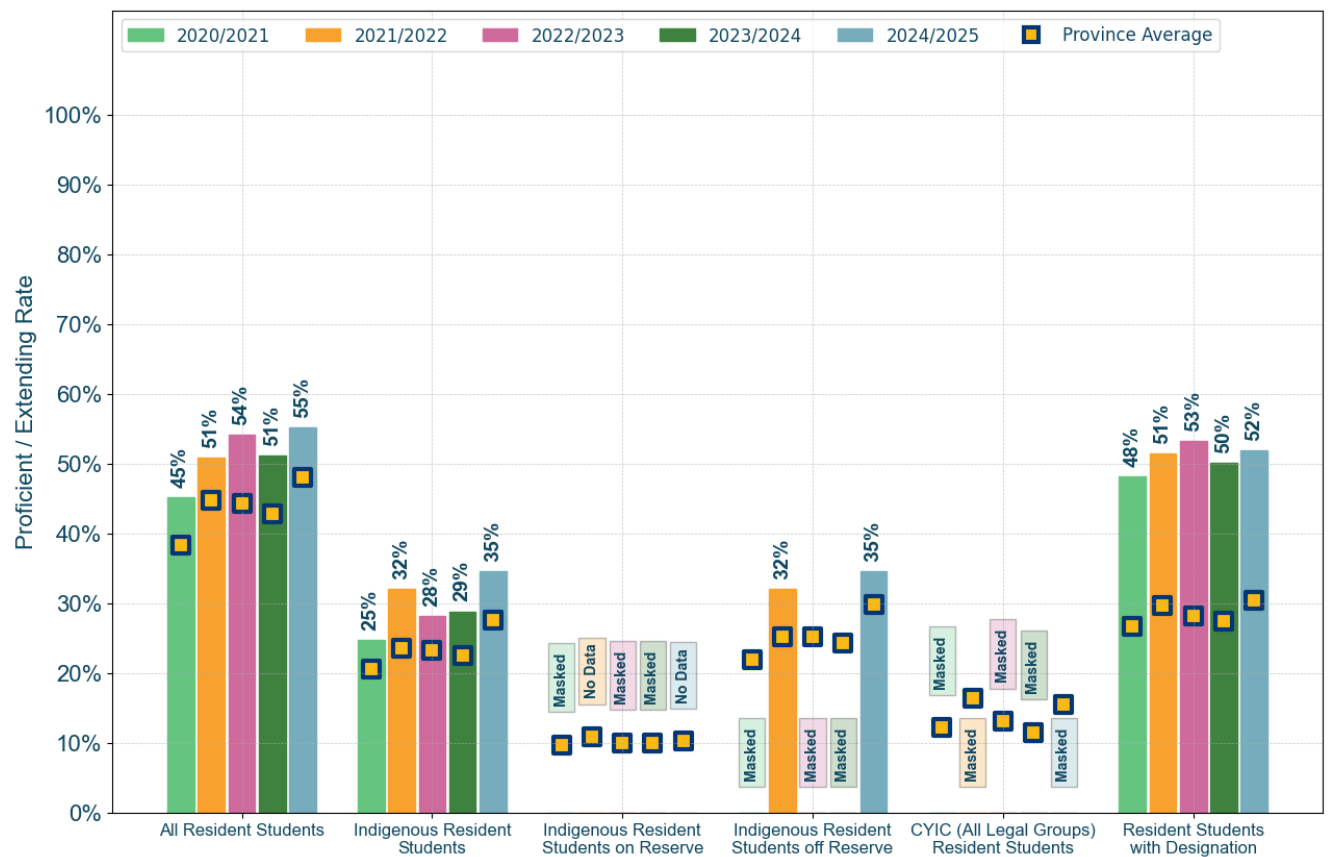


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2409 87%	2329 92%	2701 92%	2582 91%	2802 91%
Indigenous Resident Students	126 67%	109 75%	121 77%	114 80%	133 83%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	109 75%	Masked	Masked	133 83%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	543 78%	538 83%	633 85%	548 85%	638 86%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Coquitlam

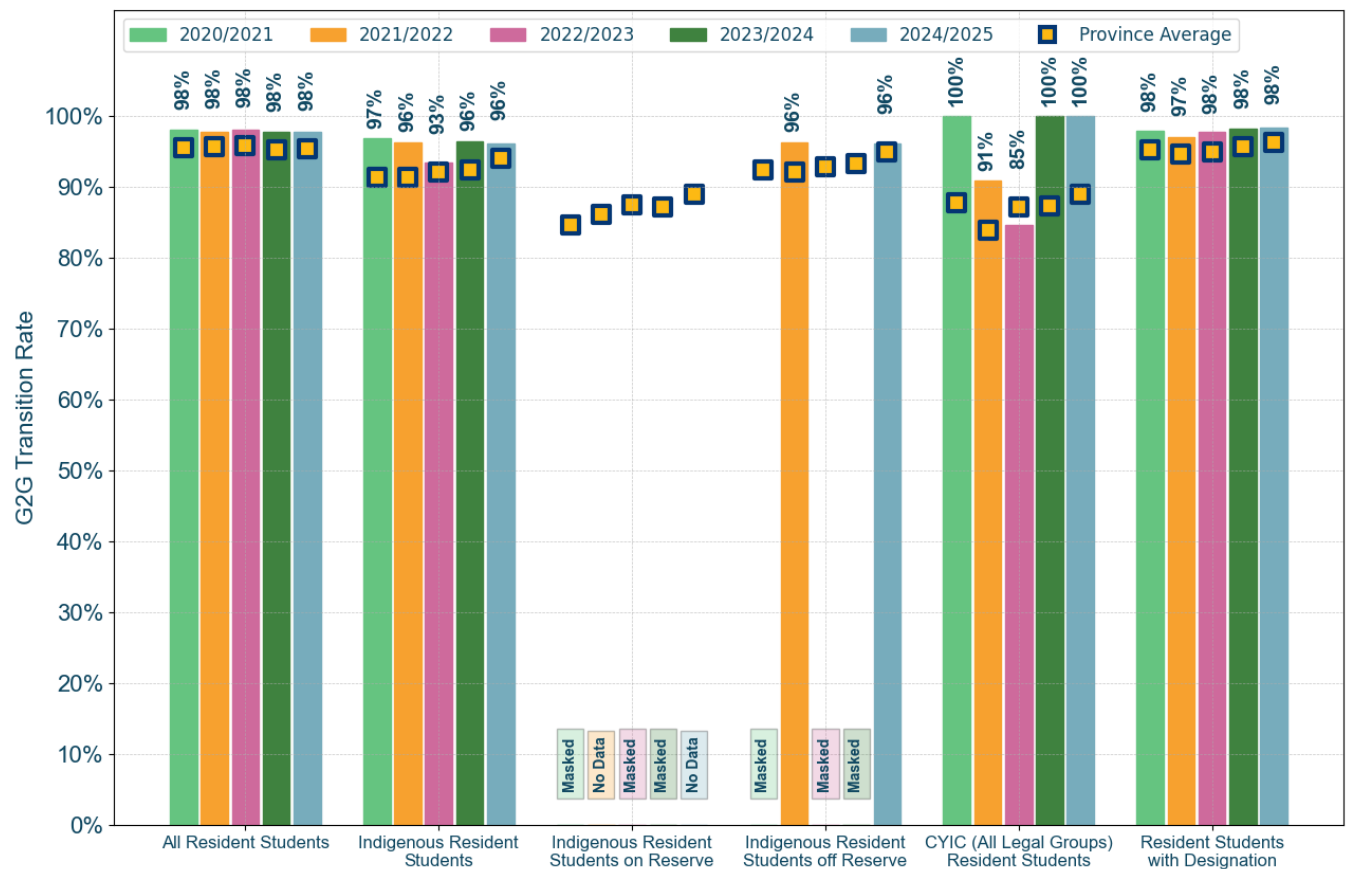


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2440	2361	2720	2610	2819
Indigenous Resident Students	127	110	121	114	132
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	110	Masked	Masked	132
CYIC (All Legal Groups) Resident Students	10	11	13	13	15
Resident Students with Designation	552	544	636	555	644

Grade 10 to 11 Transition Rate Coquitlam



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2527	2466	2495	2840	2774
Indigenous Resident Students	108	123	104	121	121
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	108	Masked	104	121	121
CYIC (All Legal Groups) Resident Students	Masked	16	13	15	13
Resident Students with Designation	576	559	556	654	558

Grade 11 to 12 Transition Rate Coquitlam



Review Data and Evidence: Intellectual Development



So what?

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

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

- While participation rates have improved across several measures over the past few years, achievement outcomes have remained relatively consistent. While often above the provincial average, this highlights the need to further develop instructional strategies to ensure overall gains and equitable learning opportunities for all students. This is one of the key objectives of SD43's Directions 2030.
- Grade 10 literacy and numeracy assessment results suggest that achievement levels have remained relatively stable and above provincial average, with numeracy continuing to represent an area for focused improvement
- In alignment with the district review of the 2024.25 HAWD report, persistent achievement gaps remain for Indigenous learners, indicating a continued need for targeted supports and culturally responsive instructional practices in both literacy and numeracy.
- Grade-to-grade transition rates through secondary school remain stable and high for all students, suggesting this is a strength.

Respond to Results: Intellectual Development



Now what?

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

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

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

- Continuing to develop strong foundational skills in literacy and numeracy through innovative instructional and assessment practices is a key component of SD43's Directions 2030 framework. Under the direction of the district's Learning Services Department, continue implementation of district literacy and numeracy improvement strategies, with increased emphasis on improving student proficiency and achievement outcomes.
- Continue Indigenous Student Learning Profiles (SLP) for each student of the 8 secondary schools in partnership with the Indigenous Education Department.
- Expanded targeted supports and culturally responsive interventions for Indigenous learners and students with disabilities/diverse abilities to address persistent achievement gaps and improve equity of outcomes. The introduction of a three-week, full day summer learning elementary program focusing on literacy and numeracy through a culturally responsive approach.
- With the district's newly implemented Direction 2030 framework, expand stakeholder's and partner group's responsibilities for monitoring achievement and transition data to evaluate the effectiveness of district initiatives and inform future planning and resource allocation. The eight advisory groups and two community partner groups meet multiple times during the school year and include: Learning Services Advisory, French Advisory, Montessori Advisory, Student Achievement Advisory, Student Wellness and Safety Advisory, Education Technology Advisory, Accessibility Advisory, Anti-racism Advisory, Student Leadership Council, District Parent Advisory, Student Leadership Council
- In preparation for the Fall 2026, the District Leadership Team has implemented an annual district report/ framework of activities to be reviewed twice a month by senior staff to coordinate district priorities, identify emerging needs, and align supports. This ongoing oversight will strengthen the focus on student learning outcomes as a standing agenda item at monthly meetings with principals, vice-principals and excluded managers, while guiding district offered professional learning opportunities for teachers and support staff. Strengthening literacy and numeracy instruction across the district will continue to be a central focus of professional learning and instructional support.

Human and Social Development

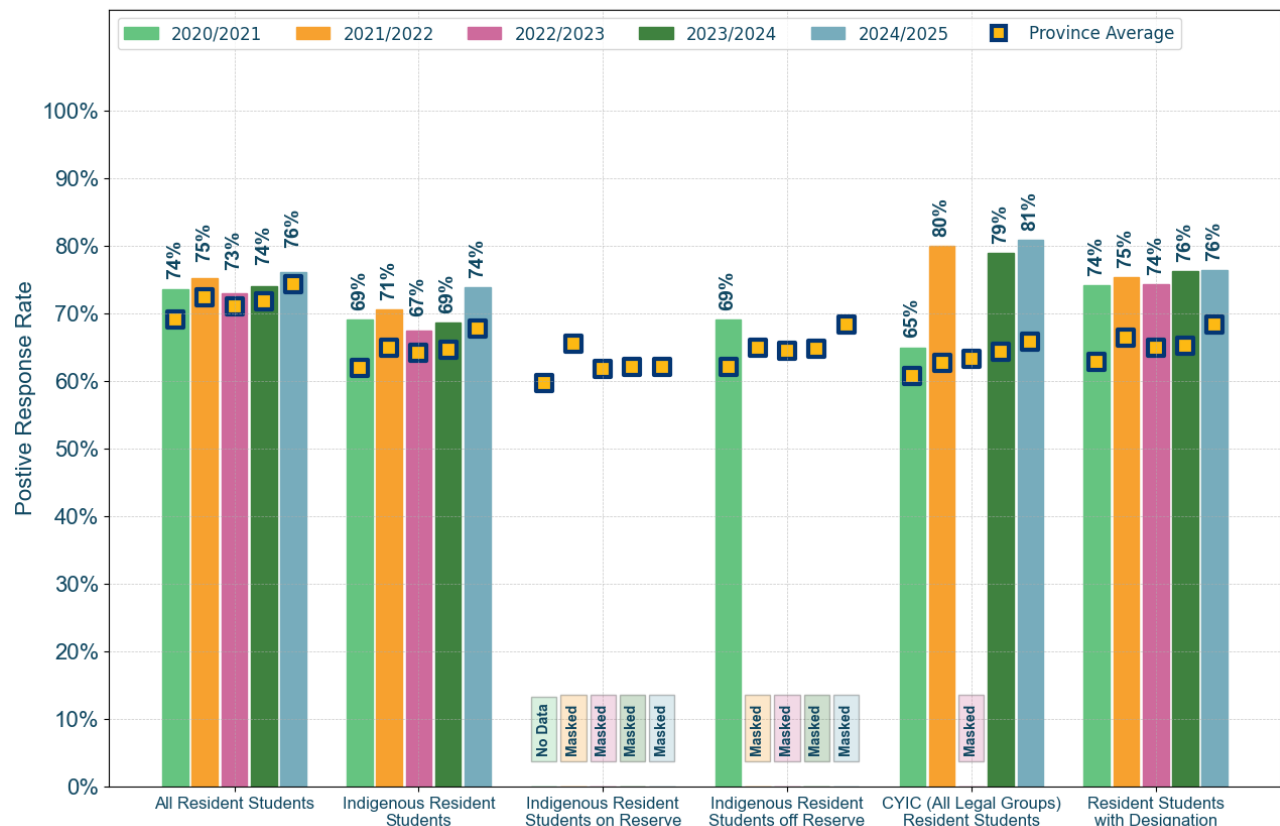
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

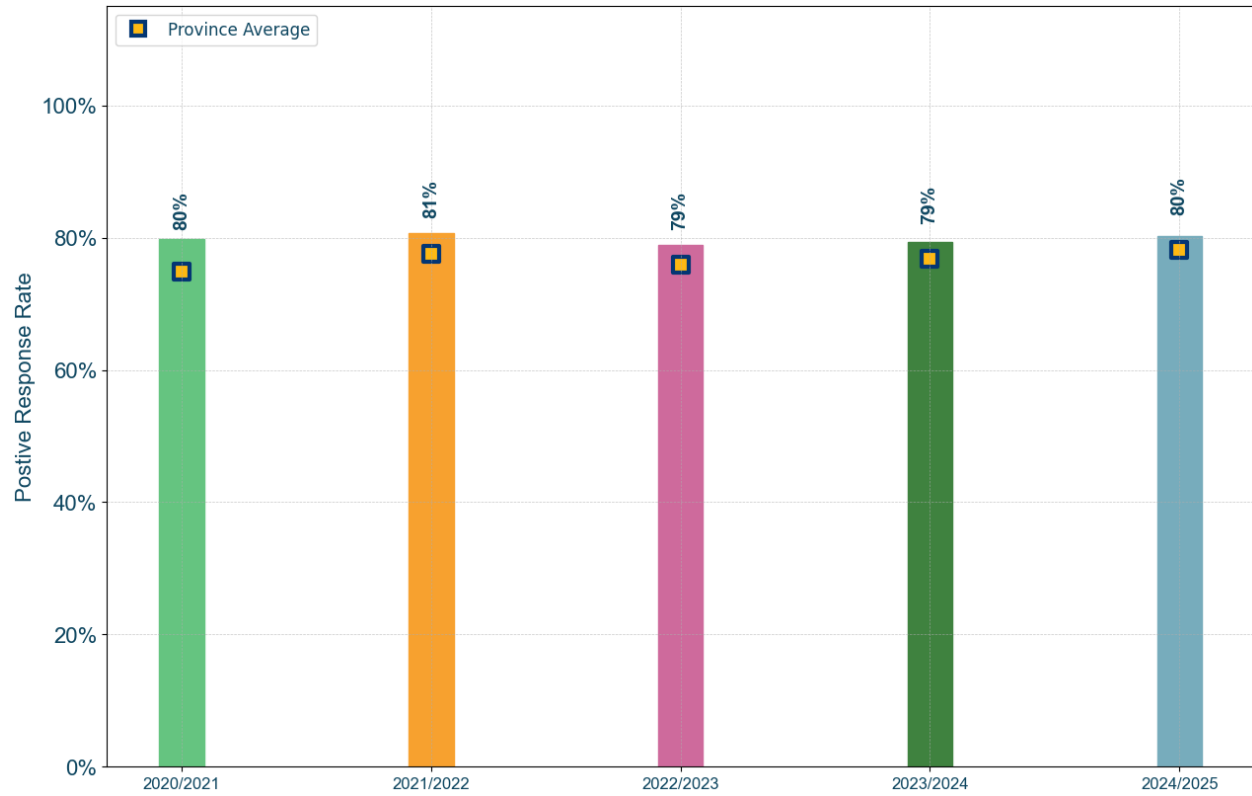
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	6942 72%	7063 77%	7217 79%	7319 77%	7788 84%
Indigenous Resident Students	365 57%	337 68%	352 70%	338 65%	332 74%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	41 49%	25 56%	27 52%	35 54%	37 62%
Resident Students with Designation	1278 64%	1475 71%	1585 72%	1488 71%	1676 77%

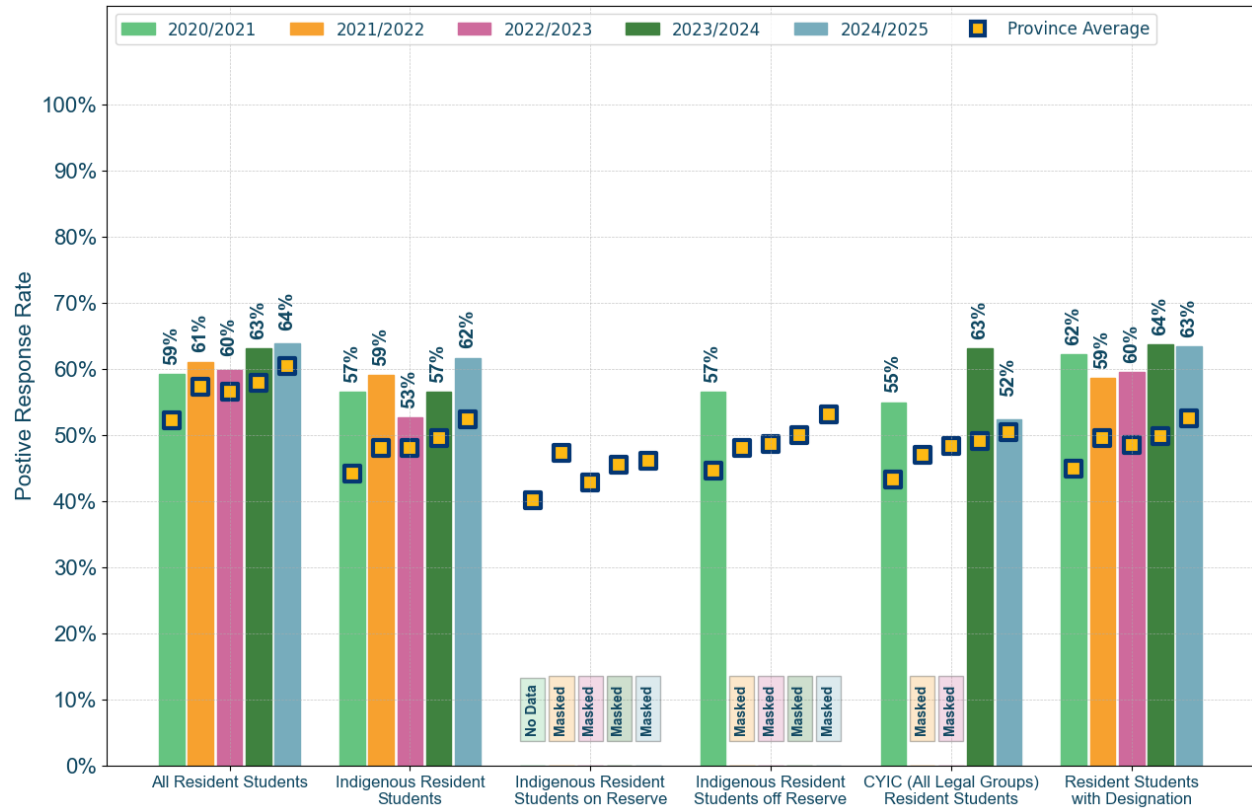
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Coquitlam



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

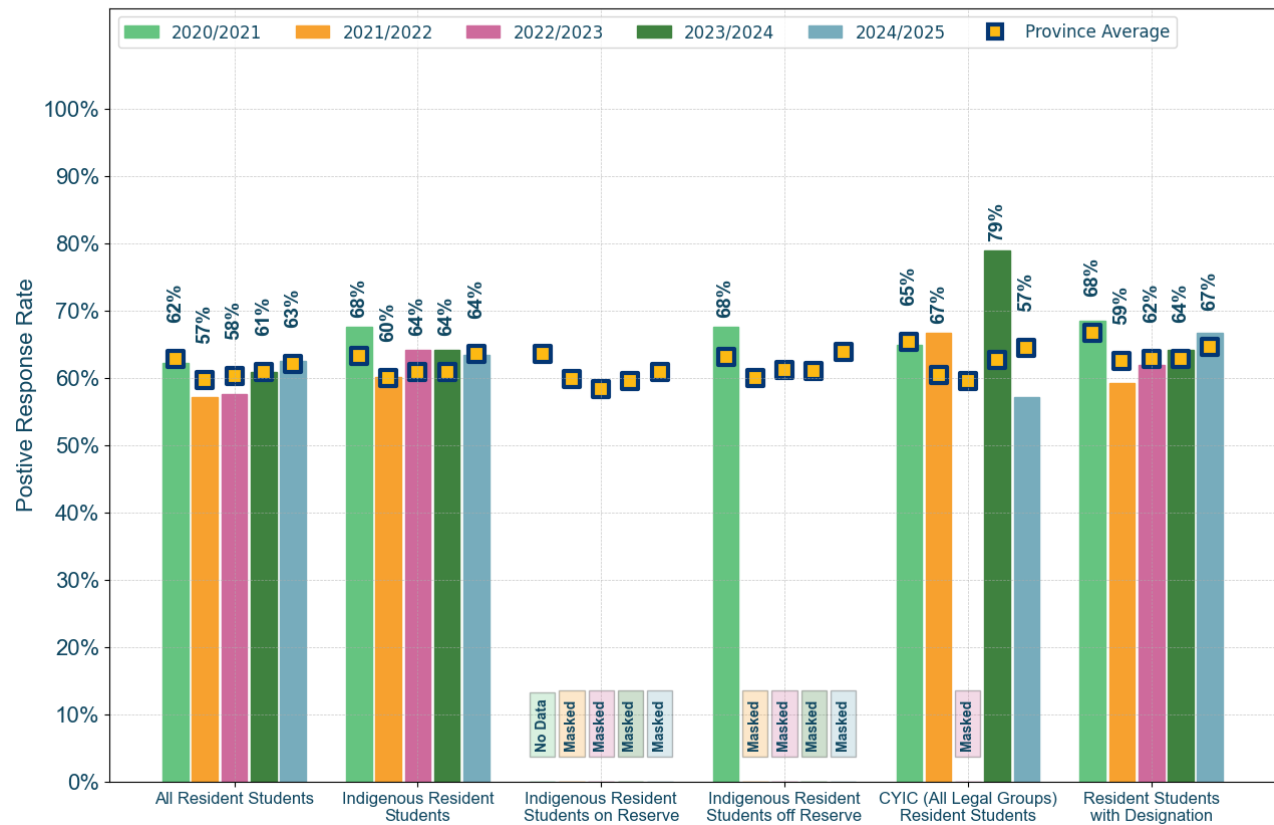


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Coquitlam



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 Coquitlam



Review Data and Evidence: Human and Social Development



So what?

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

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

- Student perceptions of belonging and feeling welcome at school have shown gradual improvement in the past two years, reflecting positive progress in the district focused strategies and interventions for fostering inclusive learning environments.
- Despite these improvements, a significant proportion of students do not yet report a strong sense of belonging, indicating an ongoing area for district focus.
- While consistent with the overall provincial response rate, the recent three-year trend indicates for grades 4,7, and 10, a regular and steady improvement in the positive responses to Adults who Care across all focus groups with the exception of CYIC which requires further examination.
- Students with disabilities or diverse abilities report greater connections to caring adults than their peers.
- Student Learning Survey participation has increased over time; when coupled with school information and other annual surveys (YDI, MDI) we are strengthening the quality of evidence available to understand student experiences and inform our decision-making.

Respond to Results: Human and Social Development



Now what?

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

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

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

- Continue at both the school and district level to gather student voice and qualitative feedback to better understand factors influencing belonging, safety, and connectedness. At a district level where student voice is represented this includes - Learning Services annual articulation (grade to grade transition) process; Student Leadership Council meetings; annual Indigenous Youth Summits (Secondary 2x per year); Anti-Racism Advisory Committee meetings; Student Achievement & Advisory Committee meetings; Learning Services Advisory Committee meetings; Accessibility Advisory Committee meetings; Student Wellness & Safety Advisory Committee meetings. In 2026-2027 a DPAC feedback group will be added.
- As part of the district leadership's meetings (two times per month) attended by administrators, schedule 3 facilitated sessions (fall, winter, spring) for school and district administrators to collectively review data to identify and share effective, culturally responsive and inclusive practices that shape student connectedness and their related well-being.
- Build on increased Student Learning Survey participation by highlighting to the adult community the benefits of broad and representative engagement across all groups able to submit feedback.
- Enhance tracking of school-wide attendance and develop district-wide intervention strategies for those students identified as chronically absent. For the year ahead, the district focus for diagnostic strategies and interventions will be at the primary and grade 9 levels. This is a continuation of the work and training provided in 2025-2026 to administrators during three targeted meeting agendas.
- Strengthen monitoring of priority learner groups to better understand equity gaps and inform targeted actions

Career Development

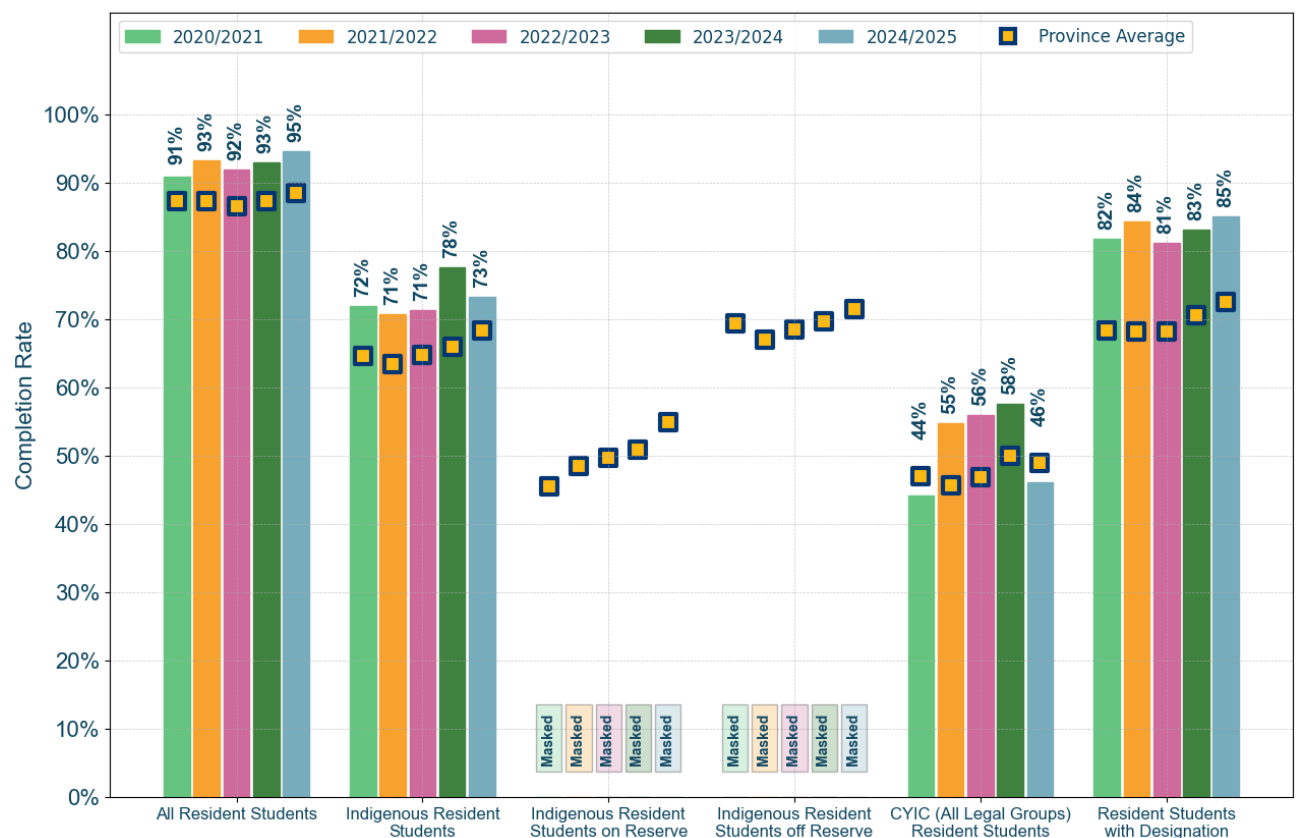
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

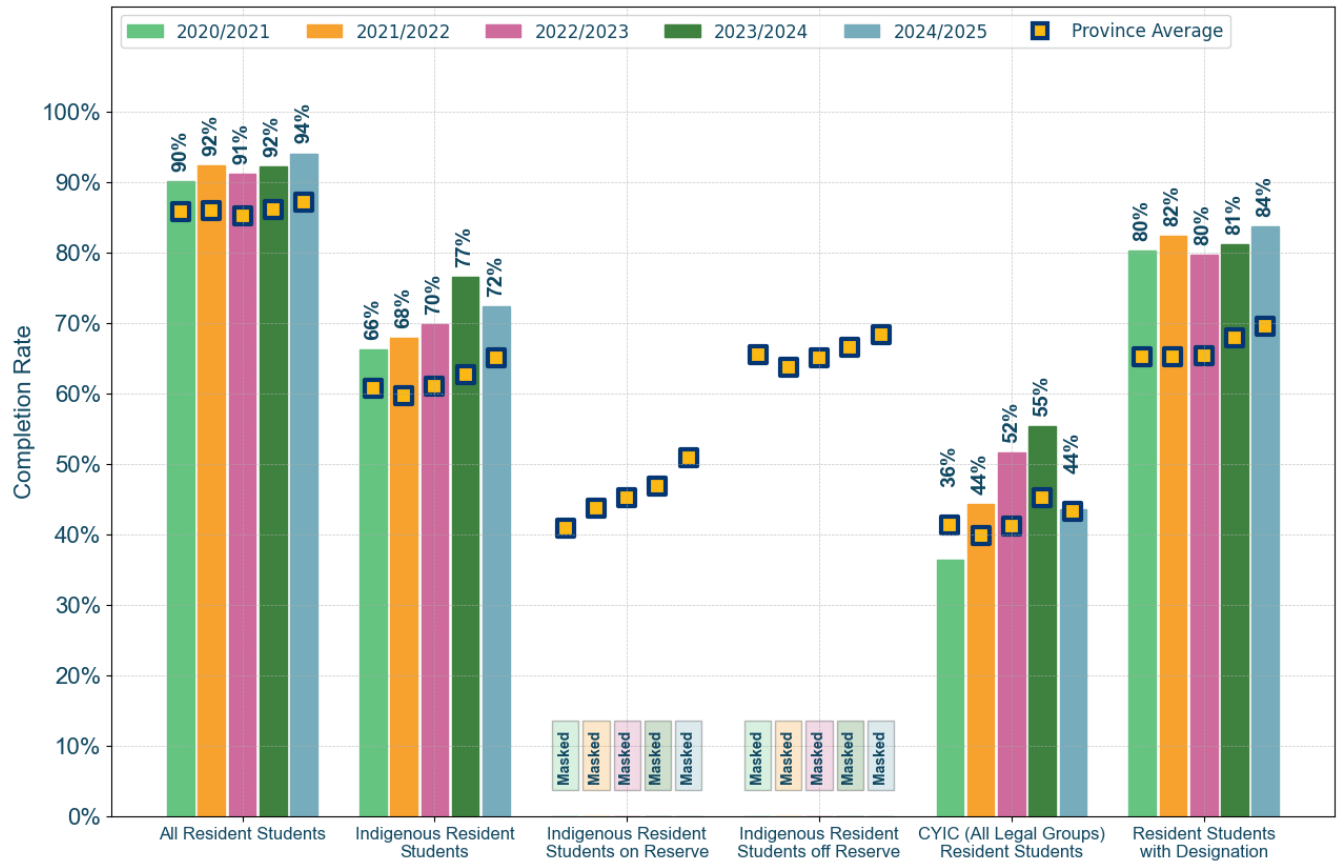
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2562 183	2617 222	2638 225	2663 227	2999 275
Indigenous Resident Students	114 8	117 10	136 11	111 9	133 11
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	57 5	52 5	51 5	49 4	43 4
Resident Students with Designation	655 43	653 51	655 51	657 49	735 60

5-Year Completion Rate - Dogwood + Adult Dogwood
Coquitlam



5-Year Completion Rate - Dogwood Coquitlam



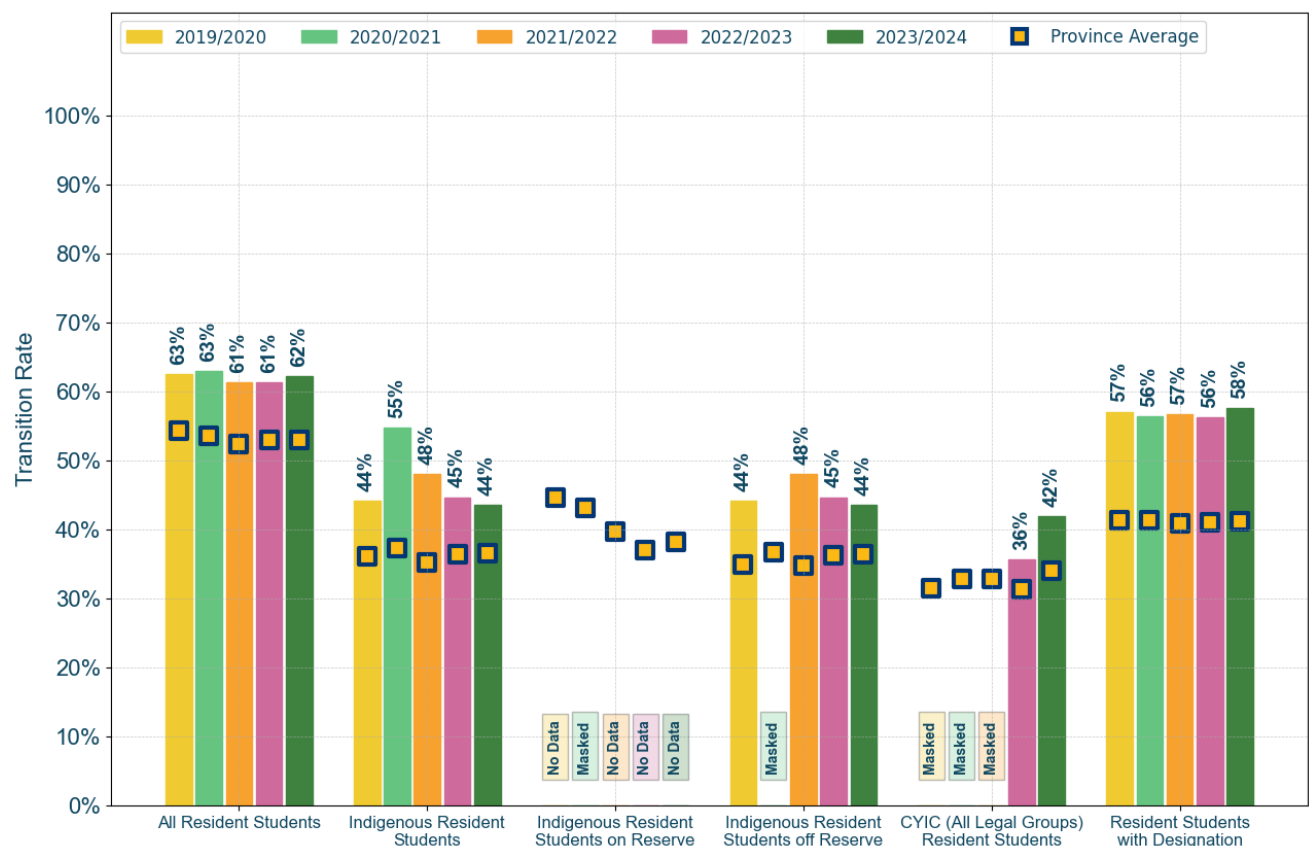
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

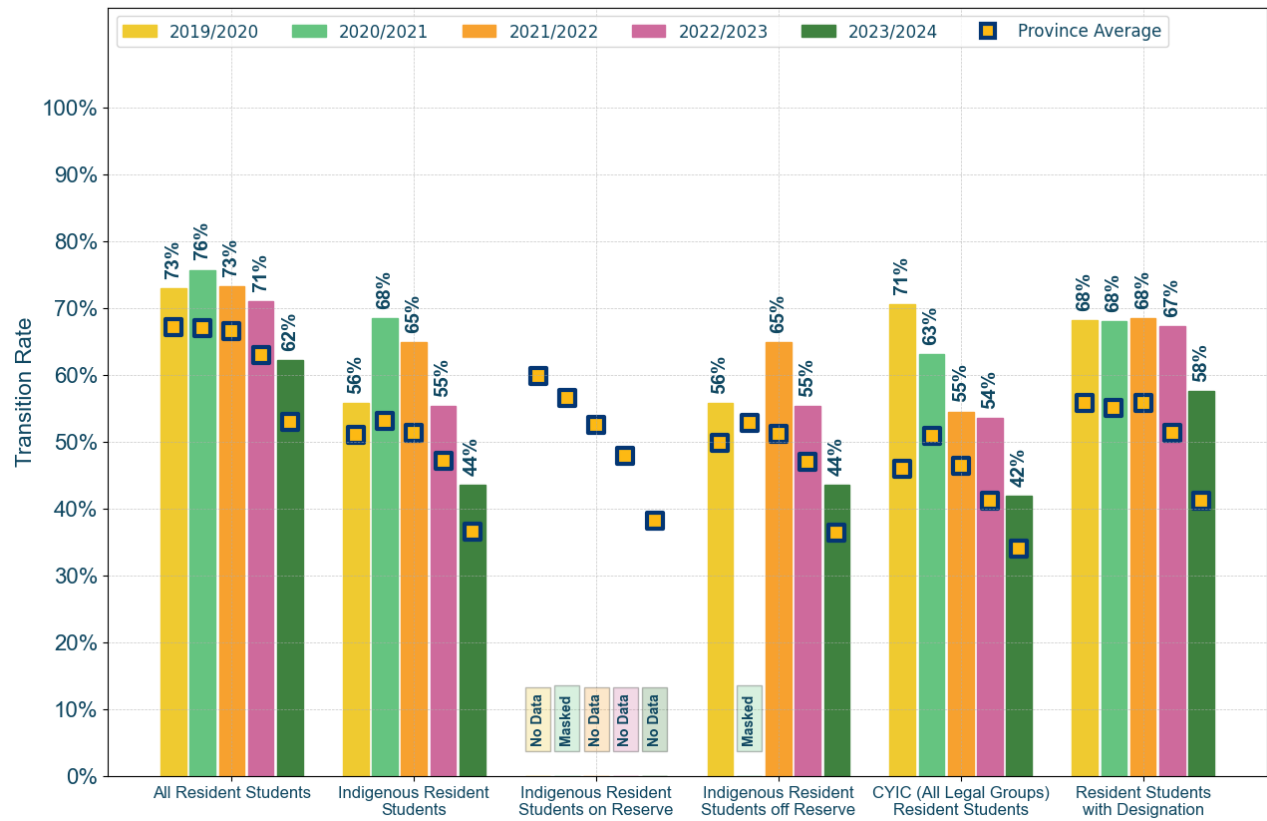
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	2238	2194	2278	2265	2304
Indigenous Resident Students	86	73	77	94	85
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	86	Masked	77	94	85
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	28	31
Resident Students with Designation	466	445	460	444	463

Immediate Transition to Post-Secondary Coquitlam



Within 3 Years Transition to Post-Secondary Coquitlam



Review Data and Evidence: Career Development



So what?

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

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

- Five-year Dogwood completion rates remain strong for resident students, demonstrating sustained success in supporting students toward graduation.
- While the completion rate for Indigenous learners is trending up with the support of an Indigenous Advocate teacher at each secondary school, a persistent gap remains between overall completion rates and outcomes for Indigenous learners, indicating a continued area for focused attention and support.
- Data limitations, whether masked or unmasked, for some priority learner groups reduce the district's ability to fully assess equity of outcomes and monitor progress over time.
- Immediate post-secondary transition rates have remained above the provincial average and relatively consistent over time, suggesting opportunities to enhance established pathways from graduation to further education and training options.

Respond to Results: Career Development



Now what?

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

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

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

- Expand collaboration among schools, counsellors, Indigenous Education, Learning Services, families, community partners, and post-secondary institutions to strengthen student pathway opportunities from grade 8 to graduation.
- In advance of the 2026-2027 school year, the district restructured staffing of the district level Career Programs department to: strengthen career education at the secondary level; develop pathway planning for students from middle school to graduation; increase exposure to Train in Trades for all learners with an expanded focus on opportunities for women, Indigenous and diverse learners; and increase post-secondary advising that includes even more vocational pathways.
- Leverage each high school's Career and Post Secondary Advisor as the lead, to further enhance school-based monitoring and reporting processes of graduating students to better capture transition results (both immediate and within three years of graduation) for all learner groups.