

Enhancing Student Learning Report

September 2024-2025



Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Strategic Plan Year 2024-2025: Engage, Ignite, Empower

Approved by the Board on September 24, 2025

Contents

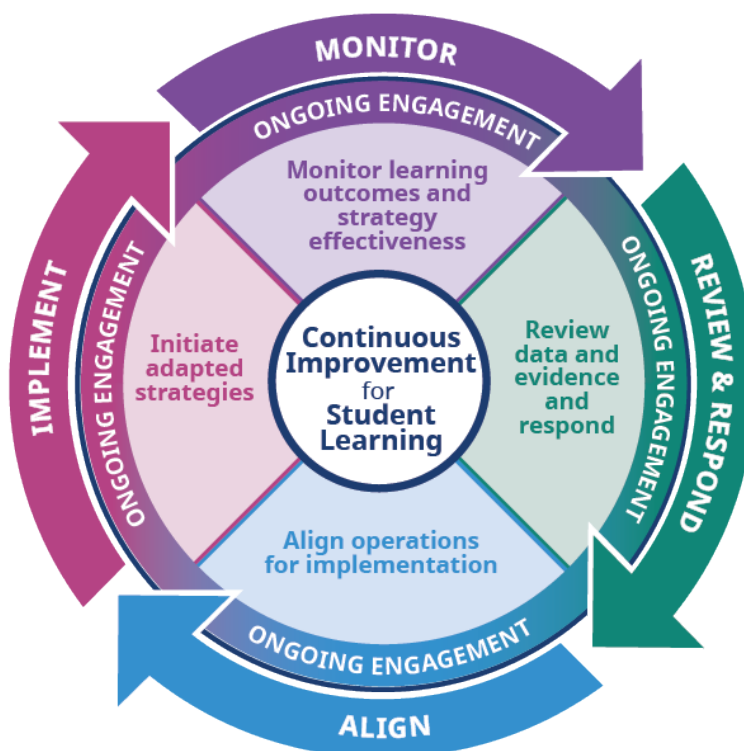
Intellectual Development	6
Educational Outcome 1: Literacy.....	6
Educational Outcome 2: Numeracy	11
Human and Social Development.....	18
Educational Outcome 3: Feel Welcome, Safe, and Connected	18
Career Development	23
Educational Outcome 4: Graduation.....	23
Educational Outcome 5: Life and Career Core Competencies.....	27

Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

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



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

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

Review and Respond Cycle:



For the purpose of this document, please note:

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

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

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

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
 1. **Analysis** (What patterns emerge?)
 2. **Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

A note on provincial data provided in this template:

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

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

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

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

Intellectual Development

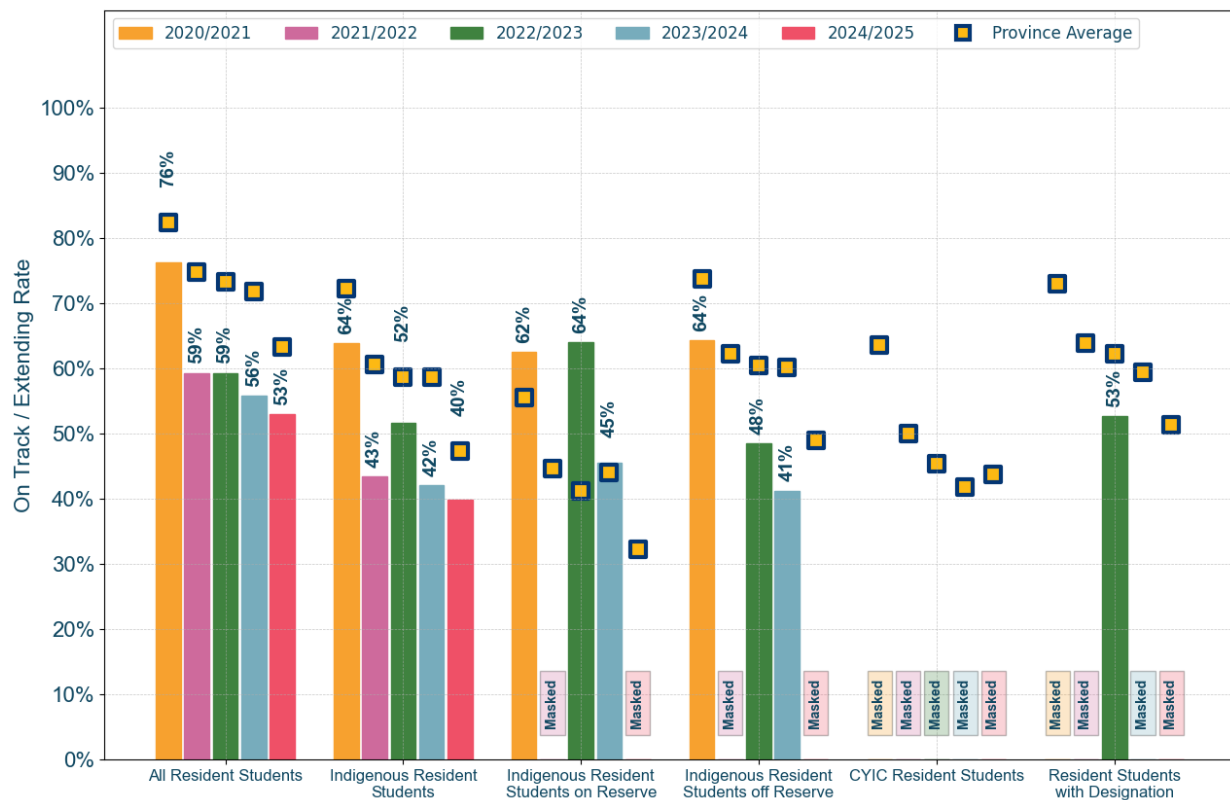
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

SD082 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	266 65%	292 79%	317 85%	311 88%	263 95%
Indigenous Resident Students	124 58%	151 75%	151 81%	142 84%	138 93%
Indigenous Resident Students on Reserve	27 59%	26 77%	33 76%	25 88%	26 96%
Indigenous Resident Students off Reserve	97 58%	125 74%	118 82%	117 83%	112 92%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 36%	34 53%	36 53%	38 61%	31 74%

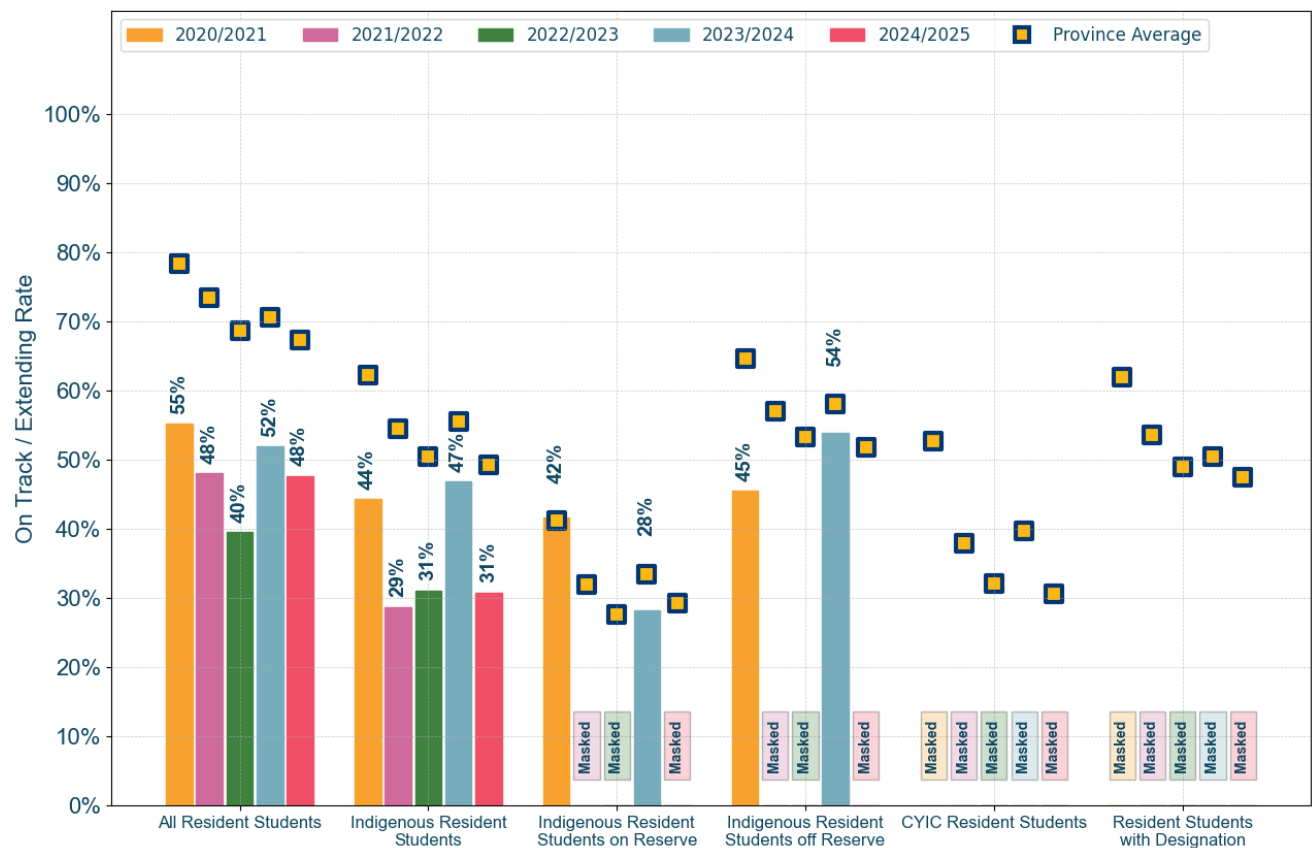
SD082 - Grade 4 FSA Literacy - On Track / Extending Rate



SD082 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	308 49%	324 77%	287 77%	290 92%	310 97%
Indigenous Resident Students	163 48%	159 77%	147 81%	154 92%	149 96%
Indigenous Resident Students on Reserve	41 59%	36 81%	41 98%	41 95%	31 100%
Indigenous Resident Students off Reserve	122 45%	123 76%	106 75%	113 90%	118 95%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 39%	61 61%	46 65%	44 70%	61 89%

SD082 - Grade 7 FSA Literacy - On Track / Extending Rate

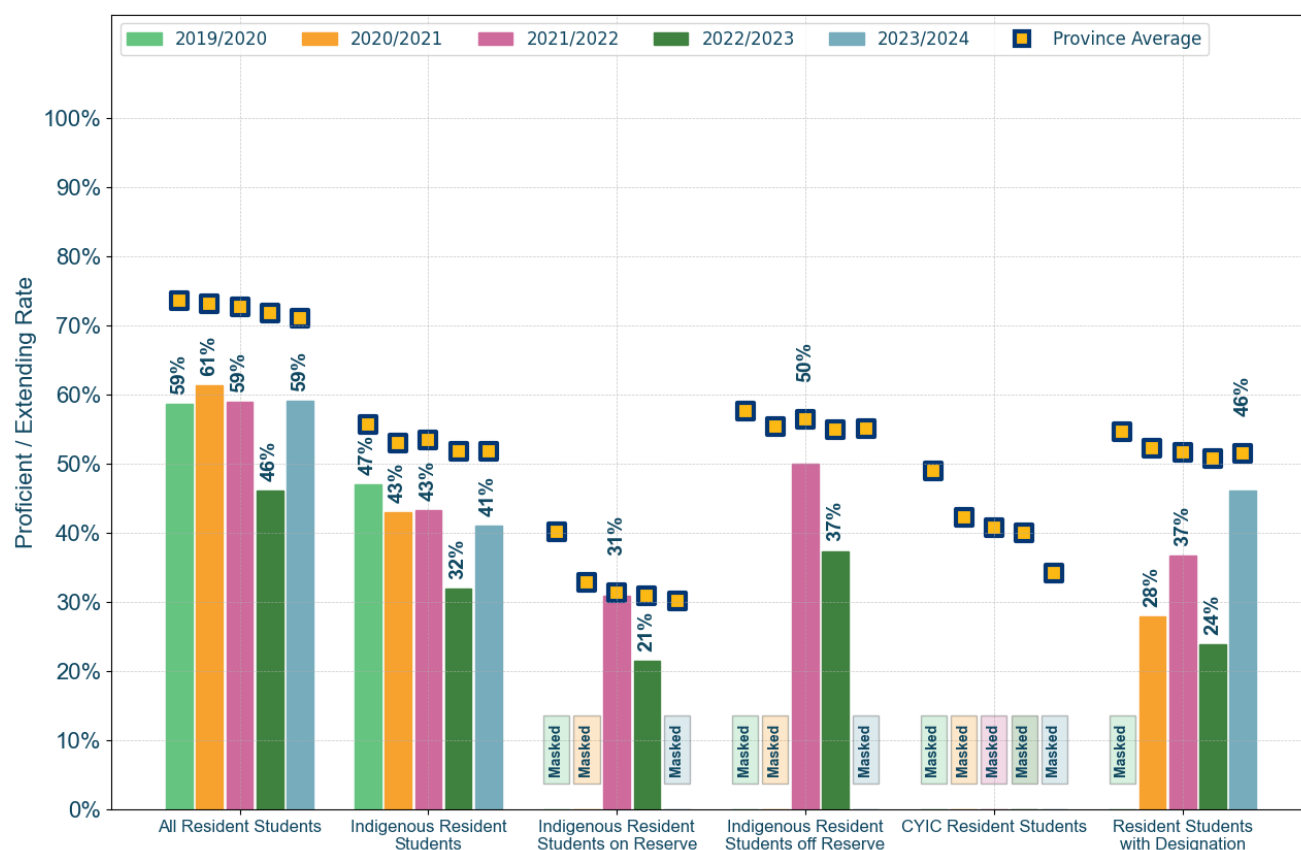


Measure 1.2: Grade 10 Literacy Expectations

SD082 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	385 36%	386 72%	385 74%	413 72%	394 73%
Indigenous Resident Students	196 30%	188 57%	173 56%	216 57%	208 61%
Indigenous Resident Students on Reserve	74 31%	62 50%	51 53%	83 55%	73 52%
Indigenous Resident Students off Reserve	122 30%	126 60%	122 57%	133 58%	135 65%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	78 22%	77 44%	63 51%	88 57%	82 62%

SD082 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Context:

- **All Resident Students:** Participation rose from 49-65% in 2020/2021 to 95-97% in 2024/2025, reflecting a strong upward trend in overall engagement. School district leadership prioritized working with school-based administrators to achieve this.
- **Indigenous Resident Students:** Participation improved significantly from 48-58% in 2020/2021 to 93-96% in 2024/2025, with both on-reserve and off-reserve students showing consistent gains.
- **Students with Designations:** Participation nearly doubled, from 36-39% in 2020/2021 to 74-89% in 2024/2025, indicating improved inclusion efforts for students with special educational needs.
- **CYIC Students:** Data remains masked due to privacy considerations, due to small sample sizes.

Trends (Current Year Data):

- With the Grade 10 literacy assessment, our students with designations have increased in proficiency from 24%-46%.
- With the Grade 4 & 7 FSAs the Indigenous students dropped in proficiency/extending. A much larger participation group may be attributed to this. Our grade 4's population is over 50% Indigenous and our grade 7's are represented by 48%.
- Indigenous Students on Reserve shows the sharpest decline in achievement among all groups.
- CYIC (Children and Youth in Care) performance remained low, between 41% and 48% in grade 4. Our district plans to address this with our school leaders through MTSS (Multi-Tiered Systems of Support) in the upcoming school year.
- While we recognize this area needs more attention, students with designation rates showed improvement, reaching 53%.
- Our students on reserve outperform the province in Grade 4 FSA over the 5-year span.
- A comprehensive analysis of the [Acadience Data](#) is linked. While our results are lower than the acceptable standard, improvements across K-6 have occurred within the 2024-2025 school year. With the support of a K-6 Literacy Framework, ongoing work with school leaders on MTSS, our district is hopeful to continue this upward trend.
- More than 50% of students receiving Tier 2 intervention in grade 3 improved in their overall Reading Composite Scores.

Comparisons:

The data reflects a **positive trajectory in student participation**, particularly among Indigenous and designated student populations. These improvements are attributed to targeted outreach, inclusive practices, and increased community engagement. We have had the highest rate of participation in FSAs in 5 years.

The 2024-2025 school year, the district implemented the Acadience screener in grades 4-6. With the use of progress monitoring, we are hopeful to see improved results in both grades 4 and 7 FSAs in 2025-2026. All schools are required to align their literacy goals with the district's strategic literacy goal within their school plans. District leaders will continue to support administrators with the interpretation of their data and to develop a plan to address learning needs across all priority areas.

School-based leaders will meet with their learning resource teams and district literacy leaders as needed to develop a structured approach to address the literacy gaps identified in their individual schools. Acadience provides schools with a tool to support multi-grade level groupings targeting specific skill development.

Interpretation:

Outcome 1 - Literacy



Grade 4, 7, and 10 Literacy Expectations

Relevant Local Data

Rural areas in northern BC face unique challenges compared to urban centers, including limited access to certified teachers, services, and support. Data on Children and Youth in Care (CYIC) is often incomplete, especially for those living with extended family. Geographic and financial barriers further restrict access to student services. Small sample sizes can result in masked reports, making it difficult to fully understand the needs of priority populations.

Strengths

- Developed and implemented a K–3 and 4–6 Literacy Frameworks.
- Adopted K–6 Acadience Online Learning screener, showing K–3 improvements after one year.
- Rolled out Empower Reading Program (Tier 3) for K–9.
- Provided UFLI (University of Florida Literacy Institute) Foundations training and mentorship for Tier 1 instruction in K–3.
- Launched pilot programs for:
 - SRSD (Self-Regulated Strategy Development) writing, Know Your Code (Grades 3–4), and Know Your Words (Grades 5–6)*(Data from pilots will be included in 2026–2027 literacy reports.)*

Areas for Growth

- Improve consistency in structured literacy across classrooms.
- Build administrator capacity to use literacy data for MTSS planning.
- Set clear expectations for Tier 1 instruction and differentiated teaching aligned with K–4 Learning Progressions.
- Implement regular progress monitoring for students below grade-level reading.

Equity for Priority Populations

Children and Youth in Care (CYIC):

- Provide tailored support and flexible timelines.
- Strengthen tracking and planning through MTSS.

Indigenous Students:

- Ensure equitable outcomes via Acadience tracking.
- Enhance collaboration with families and Indigenous support staff.
- Offer UFLI-based PD and literacy games; equip ISWs (Indigenous Support Workers) with targeted tools.
- Engage with Nations through renewed Local Education Agreements (LEAs, effective July 2025) and the Indigenous Education Council (IEC) to review literacy data, reflect on Nation feedback, and co-develop strategies with Education Coordinators, Principals, and Vice Principals.
- Coordinate literacy enhancements with Nations to embed culturally relevant resources, Nation-led supports, and targeted tools for Indigenous Support Workers (ISWs) into school programs.

Students with Designations:

- Expand Empower Reading Program to more schools.
- Support Tier 1 and 2 instructions using UDL (Universal Design for Learning) principles.
- Increase access to literacy technology through MTSS, with principals and LRTs coordinating support.

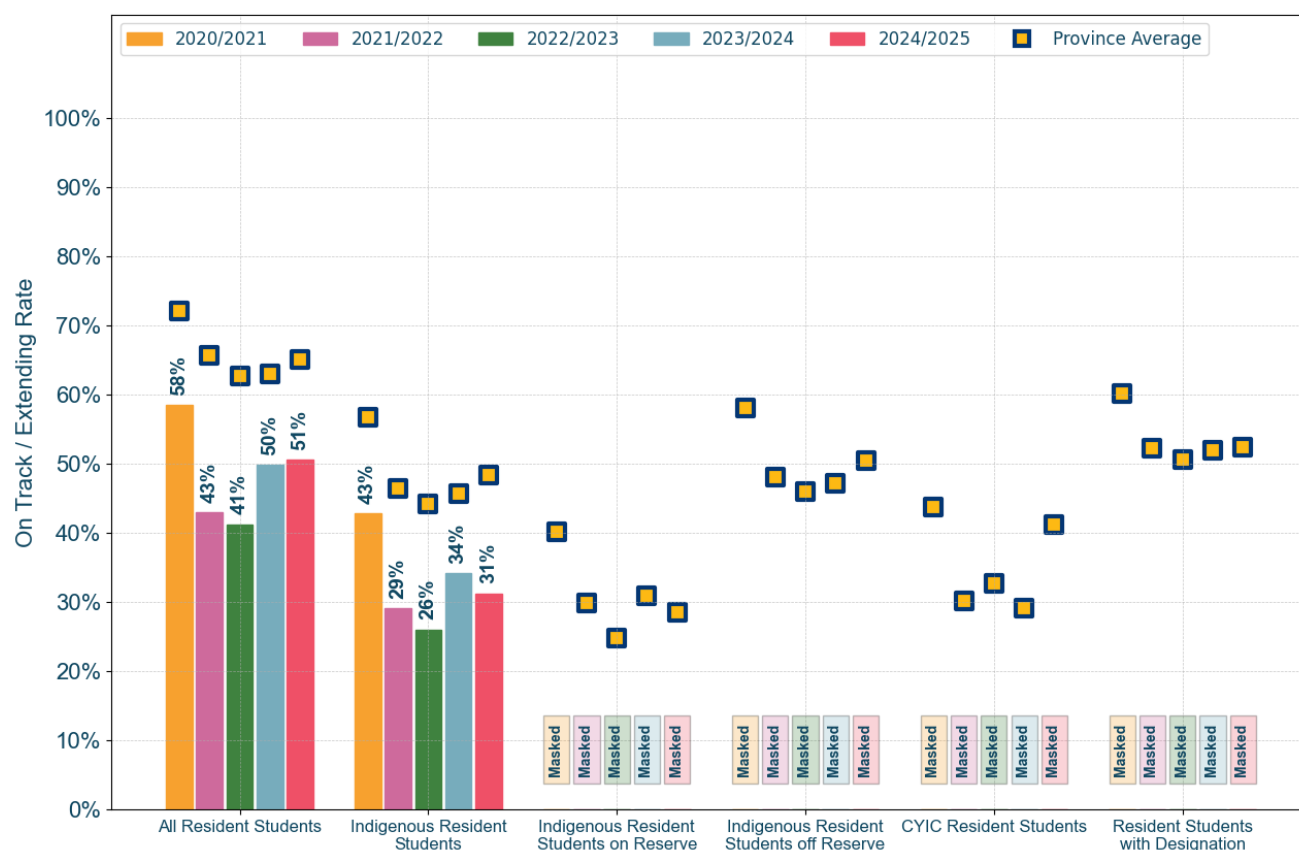
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD082 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	266 64%	292 80%	317 85%	311 89%	263 95%
Indigenous Resident Students	124 56%	151 77%	151 81%	142 85%	138 93%
Indigenous Resident Students on Reserve	27 59%	26 77%	33 79%	25 92%	26 96%
Indigenous Resident Students off Reserve	97 56%	125 78%	118 82%	117 83%	112 92%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28 36%	34 53%	36 58%	38 66%	31 74%

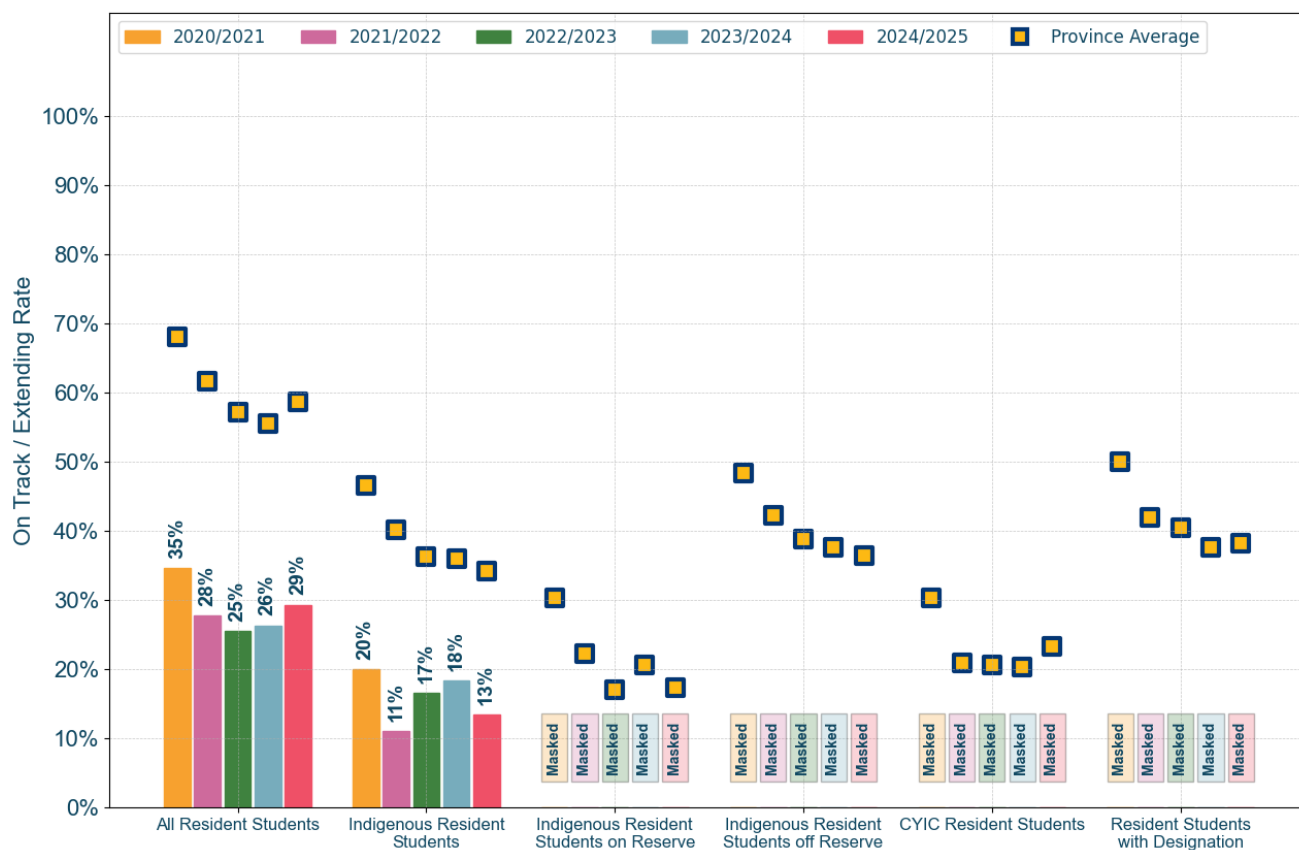
SD082 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD082 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	308 50%	324 76%	287 72%	290 93%	310 96%
Indigenous Resident Students	163 49%	159 74%	147 74%	154 92%	149 95%
Indigenous Resident Students on Reserve	41 59%	36 83%	41 95%	41 95%	31 100%
Indigenous Resident Students off Reserve	122 46%	123 72%	106 66%	113 91%	118 94%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	67 40%	61 54%	46 63%	44 73%	61 87%

SD082 - Grade 7 FSA Numeracy - On Track / Extending Rate

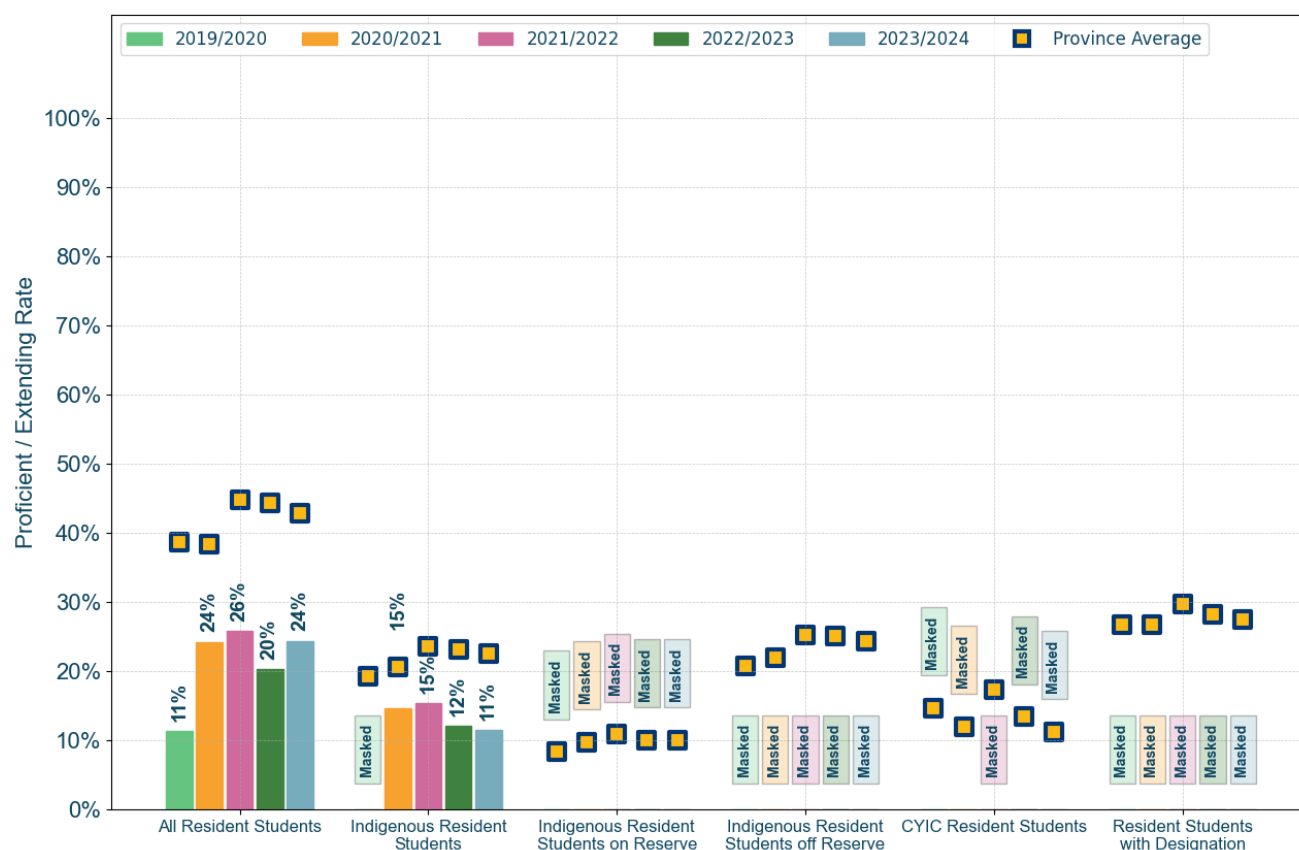


Measure 2.2: Grade 10 Numeracy Expectations

SD082 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	375 40%	386 68%	387 75%	408 67%	394 68%
Indigenous Resident Students	186 34%	190 52%	176 60%	211 52%	209 57%
Indigenous Resident Students on Reserve	70 43%	62 39%	54 59%	79 51%	71 55%
Indigenous Resident Students off Reserve	116 28%	128 59%	122 60%	132 53%	138 59%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	73 29%	77 40%	67 57%	87 47%	81 56%

SD082 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

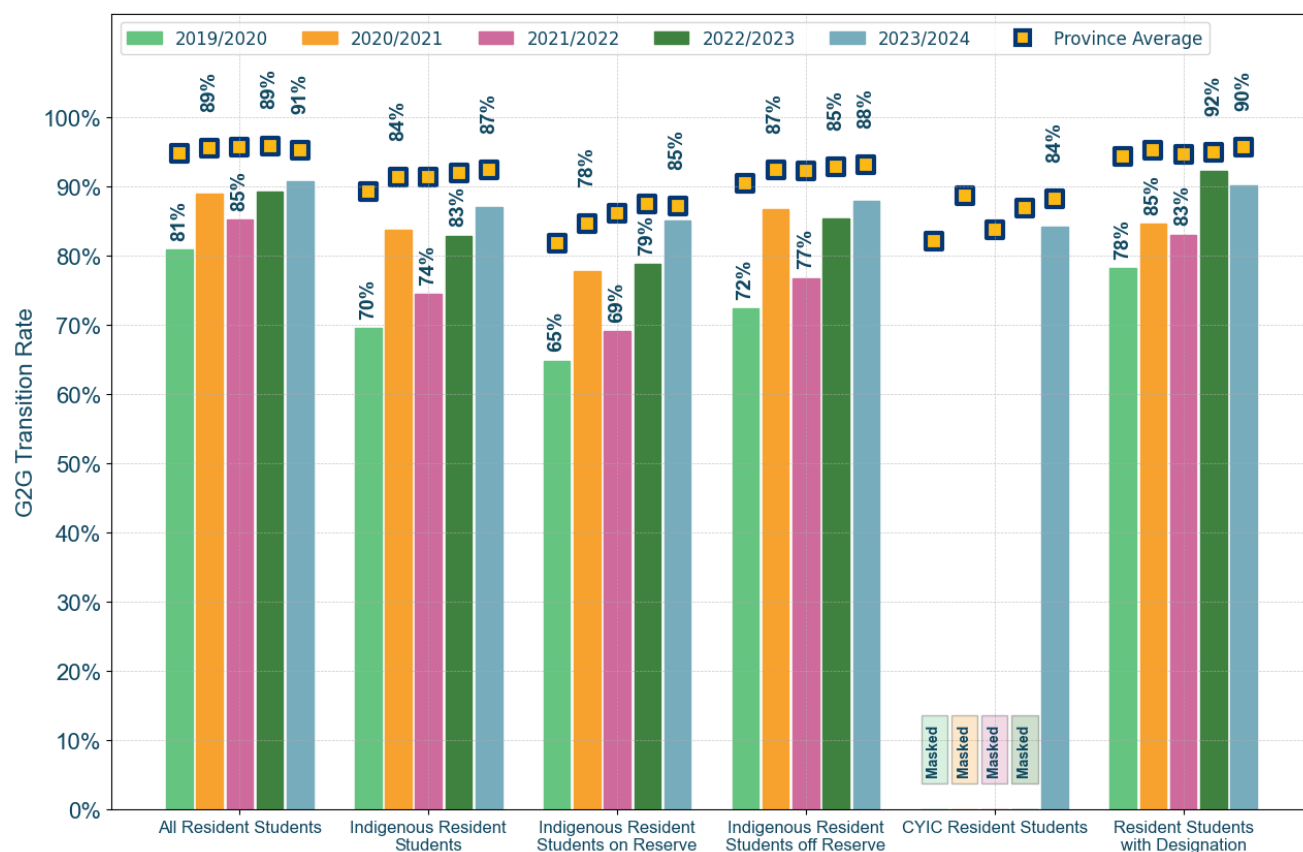


Measure 2.3: Grade-to-Grade Transitions

SD082 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	387	390	392	418	399
Indigenous Resident Students	197	191	180	222	215
Indigenous Resident Students on Reserve	74	63	55	85	74
Indigenous Resident Students off Reserve	123	128	125	137	141
CYIC Resident Students	Masked	Masked	Masked	Masked	19
Resident Students with Designation	78	78	65	90	82

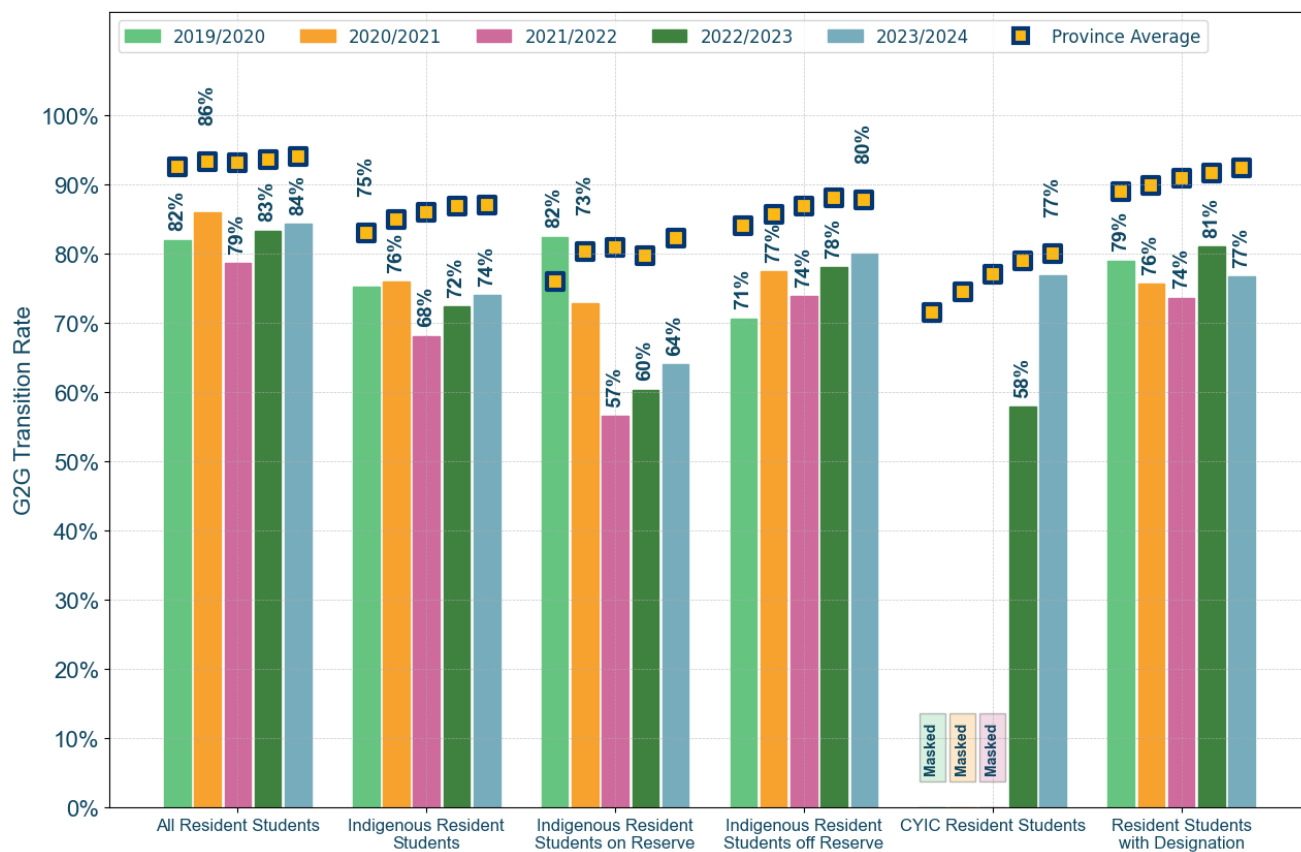
SD082 - Grade 10 to 11 Transition Rate



SD082 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	317	330	408	390	389
Indigenous Resident Students	149	150	207	181	200
Indigenous Resident Students on Reserve	57	48	69	58	75
Indigenous Resident Students off Reserve	92	102	138	123	125
CYIC Resident Students	Masked	Masked	Masked	19	13
Resident Students with Designation	62	74	91	79	86

SD082 - Grade 11 to 12 Transition Rate



Analysis:

Outcome 2 - Numeracy



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

Key Context:

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

<i>All Resident Students:</i>	CMSD82 saw a significant increase in participation rates from 50 - 64% in 2020/2021 to 95 - 96% in 2024/2025.
<i>Indigenous Resident Students:</i>	Participation also rose significantly from 49 - 56% in 2020/2021 to 93 - 95% in 2024/2025.
<i>CYIC Students:</i>	This data continues to be masked because of small sample sizes.
<i>Students with Designations:</i>	Participation more than doubled from 36 - 40% in 2020/2021 to between 74-87% in 2024/2025.

Concerted efforts were made by both district leadership and school leadership teams to increase student participation and engagement in the FSA. We aspire to continue on this upward trajectory.

Trends:

- The number of students in Grade 4 who are *on track or extending* increased by 10% over the last two years from 41% in 2022/2023 to 51% in 2024/2025. We are pleased to see this progress.
- The number of students in Grade 7 who are *on track or extending* has also increased over the last two years from 25% in 2022/2023 to 29% in 2024/2025. (In the “Developing a Numeracy Initiative” section, plans are in place to address the district’s results).
- With both the Grade 4 & 7 FSA, results for our Indigenous learners declined from 34% to 31% in grade 4 and from 18% to 13% in grade 7. In both cases, these results are below the provincial average. (In the “Developing a Numeracy Initiative” section, plans are in place to address the district’s results).
- With the Grade 10 Numeracy Assessment, the number of students who are proficient/extending also increased from 20% in 2023/2024 to 24% in 2024/2025. This remains well below the provincial average.
- Over the last 2 years, additional efforts have been made to increase the levels of engagement and participation in local and provincial assessments – as a result, we have experienced a significant increase in our participation rates for both the Grade 4 and 7 Foundational Skills Assessment (FSA) across all student groups.

Comparisons:

Participation rates across all student groups in CMSD82 have shown remarkable improvement, with overall, Indigenous, and designated students demonstrating steady gains since 2020/2021. These increases reflect the strong collaboration between district and school leadership teams to strengthen engagement with the FSA. While participation rates now reflect near-universal involvement, achievement outcomes present a more complex picture. Encouragingly, the proportion of students in Grade 4 and Grade 7 who are on track or extending has increased modestly, and Grade 10 numeracy results also improved slightly. However, outcomes for Indigenous learners remain an area of concern, with declines noted at both Grade 4 and Grade 7, and overall numeracy achievement still trailing provincial averages. Together, these results highlight both the district’s success in securing high levels of engagement and the ongoing need for targeted initiatives to ensure improved achievement for all learners.

Interpretation:

Outcome 2 - Numeracy



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

Relevant Local Data

Despite gains for many students in both Grade 4 and 7 FSA results, gaps persist in the level of achievement for all groups of learners in the district versus the province.

The provincial and local data for Numeracy reveals that we must remain steadfast in our commitment to supporting capacity building for educators and skills for learners. School growth plans are aligned to the priority of improving literacy and numeracy rates for all students.

We are seeing an upward trend in the data related to the Grade 10 Numeracy assessment. However, the overall results indicate that fewer than 25% of our students are proficient or extending in their numeracy skills and the results for Indigenous students and students with disabilities or diverse abilities are lower still. Grade 10 Numeracy results are of concern.

Strengths

- Every school has outlined a specific numeracy goal, aligned with the district's overarching commitment to strengthening mathematical understanding and confidence.
- The initiative emphasizes foundational skills, problem-solving, and real-world application, ensuring math is meaningful and relevant for learners from K–12.
- A strong focus on consultation and collaboration is embedded, with planned engagement of teachers, administrators, students, families, and Indigenous communities.
- Professional learning opportunities will support staff with research-based strategies such as inquiry-based learning, mathematical thinking routines, and the integration of technology.
- Student voice panels will ensure learners contribute to shaping how math is taught, highlighting interactive, hands-on learning and real-life applications.

Areas for Growth

- Assessment data highlights that numeracy achievement, particularly at Grades 4, 7, and 10, remains below the provincial average, requiring targeted and innovative instructional approaches.
- Indigenous student results show a decline in numeracy achievement, underscoring the need for intentional strategies to reverse this trend.
- Consistency in monitoring progress will be key—implementing common benchmarks and diagnostic tools will help track improvement and guide instruction.
- Continued emphasis is needed on building student confidence in math, as well as on equipping educators with time and resources to adapt instruction for diverse learning needs.

Equity for All Priority Learners

- The initiative explicitly addresses barriers faced by Indigenous, racialized, and marginalized learners by embedding equity-focused numeracy goals into school and district plans. Engagement with Nations through renewed Local Education Agreements (July 2025) and the Indigenous Education Council will ensure feedback from Indigenous communities informs strategies, data review, and planning at both the school and district levels.
- Culturally responsive teaching practices will be integrated to reflect the lived experiences of students and make learning more relevant. Partnerships with Nations will support the development of Nation-led numeracy supports, provide targeted tools for Indigenous Support Workers, and help ensure approaches are responsive to local contexts.
- Inclusive instructional practices will ensure students with designations, English language learners, and children and youth in care have equitable opportunities to succeed in math.
- The district's belief that all students can succeed in math, given the right support and environment, guides this work and reflects a commitment to equity, belonging, and empowerment for every learner.

Human and Social Development

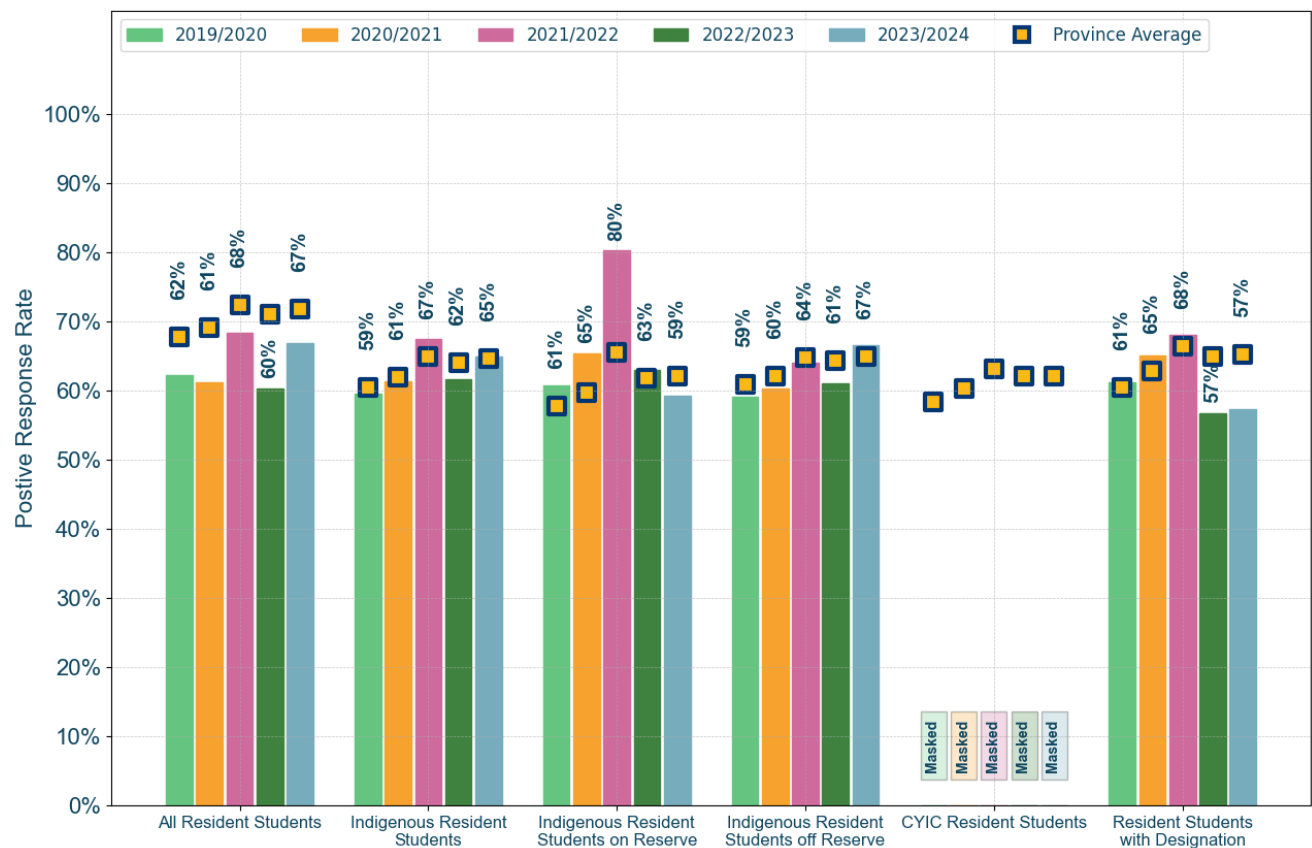
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

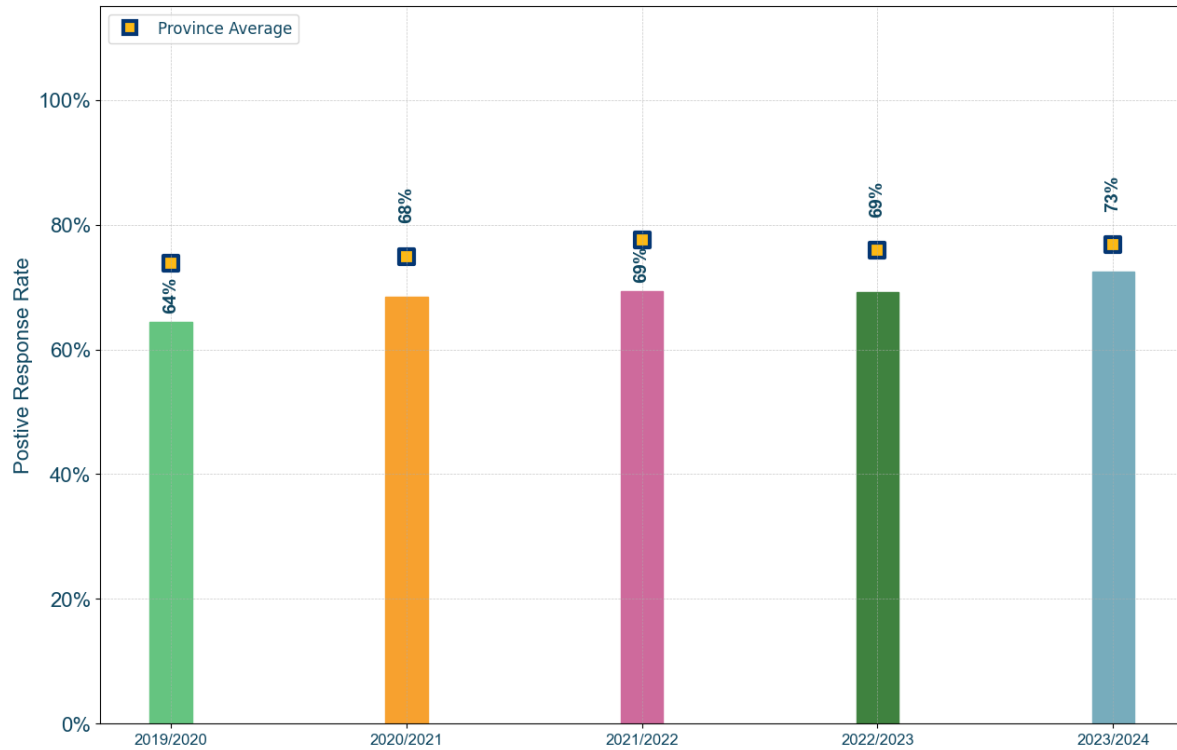
SD082 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	965 71%	927 71%	1000 73%	1017 73%	999 78%
Indigenous Resident Students	493 63%	467 60%	486 66%	517 65%	510 73%
Indigenous Resident Students on Reserve	157 52%	122 42%	116 58%	159 69%	139 59%
Indigenous Resident Students off Reserve	336 69%	345 66%	370 69%	358 63%	371 78%
CYIC Resident Students	19 58%	24 58%	22 59%	22 50%	31 42%
Resident Students with Designation	180 61%	170 49%	160 59%	172 61%	164 67%

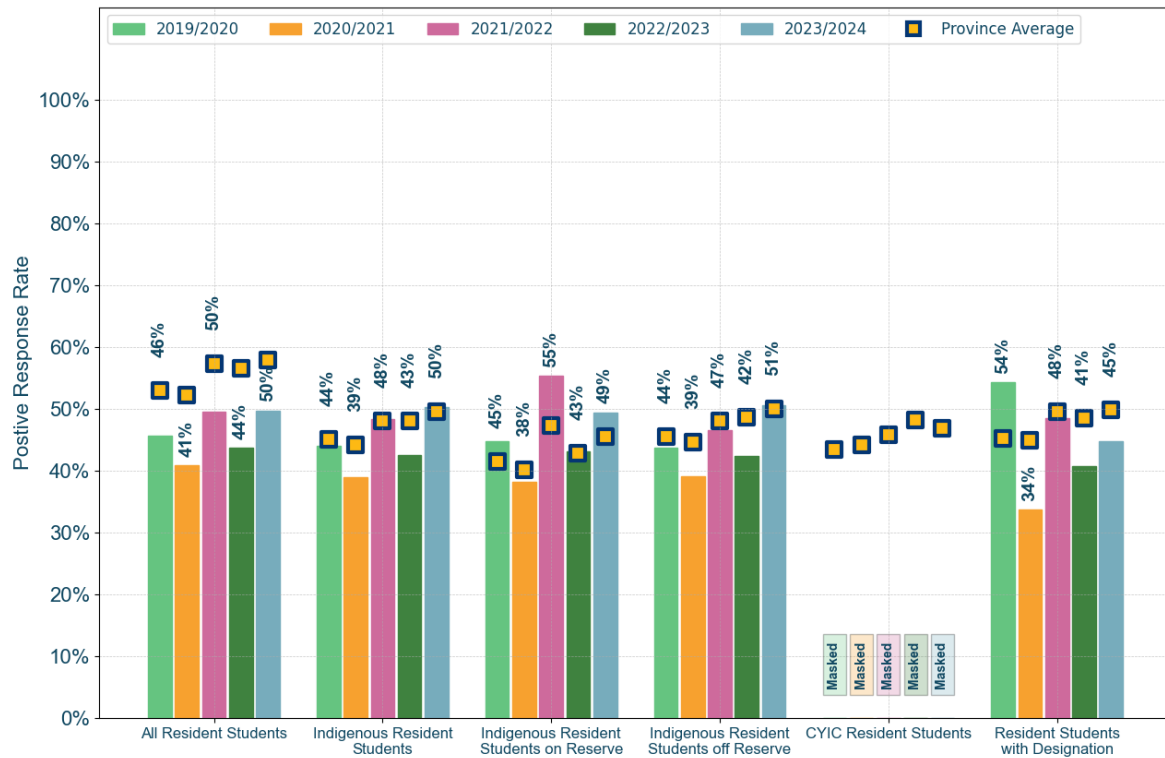
SD082 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD082 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

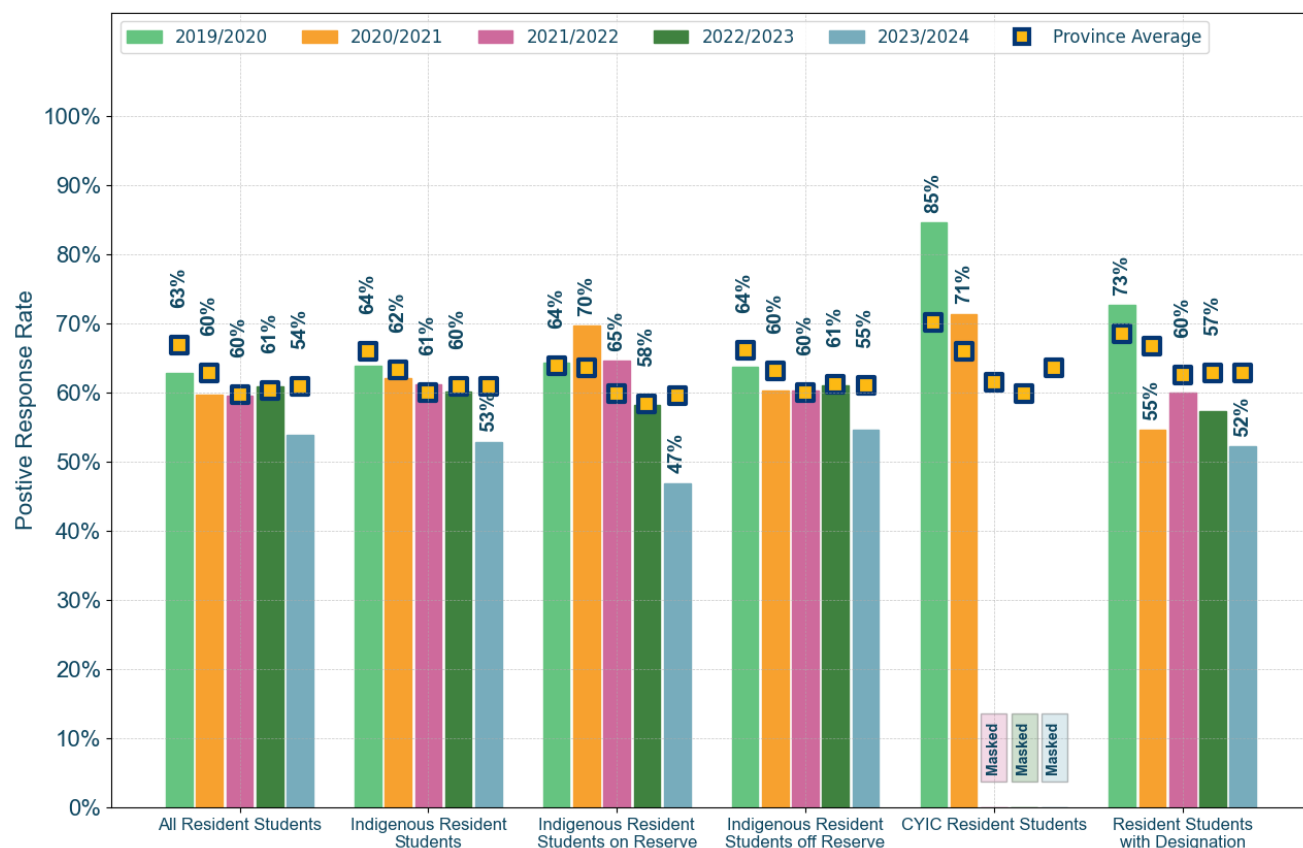


SD082 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



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

SD082 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Key Context:

Coast Mountains School District serves a diverse population of learners; many of whom have complex needs that affect their ability to engage with traditional methods of data collection. The participation rate in the Student Learning Survey across the district is 78%.

CYIC participation is 42%. The proportion of children and youth in care is relatively small and the data is masked. The district will explore why these students are under-represented and will review each student to determine the barrier to participating in the survey. Every year, the district does engage in individual reviews of CYIC data and collaborates with schools and outside agencies to determine the best to support students' path to graduation.

Resident students with designation participation is 67%. The district supports a significant number of students with autism, including many who are non-verbal and non-readers. As a result, these students were not included in the survey process. The district captures this data through street data and video.

Indigenous student participation on reserve is 59%. At Hazelton Secondary, where 98% of students identify as Indigenous and many live on reserve, engagement and attendance remain challenges. The data may not reflect all perspectives, and the district is working with local Nations to address this worrisome trend.

District leadership and school principals continue to promote survey participation through multiple initiatives and dedicated sessions at each school. The district also triangulates the SLS (Student Learning Survey) with data from the MDI (Middle Years Development), AHS (Adolescent Health Survey), and qualitative data gathered at student voice sessions. ([MDI results](#), [AHS results](#)). The district will be exploring ways to engage priority students who are underrepresented in the following year.

Trends:

Over the past three years, CMSD has seen a steady increase in student participation in the Student Learning Survey, rising from 71% in 2019 to 78% in 2023–24. Participation among Indigenous students living on reserve grew from 42% to 59% over the same period. Students with designations also showed improved participation, while responses from children and youth in care (CYIC) declined for reasons that remain unclear. The district will be working with MCFD in the following year to determine that our identified data sets are correct for youth in permanent guardianship and those in temporary care with family. MCFD consent to share has been an issue in the past.

Across all groups, more students report “Feeling Welcome” at school, with 80% of on-reserve students responding positively. Although CYIC data is often masked due to small sample sizes, available indicators suggest a positive trend. Reports of “Feeling Safe” at school increased from 64% in 2019 to 73% in 2023–24. Despite an outlier in 2021 affecting the “sense of belonging” metric, overall trends show consistent improvement. However, there is a concerning decline in the number of students who feel that “2 or more Adults Care,” a trend observed across all student groups and warranting further attention as CMSD indicates 54% compared to the provincial average of 60%. District staff will be meeting with school-based staff to highlight this data point and develop a plan.

Comparisons:

Student responses in CMSD regarding “Feeling Welcome” at school are generally aligned with provincial averages, including among Indigenous students. However, resident students with designations reported slightly lower rates of “Feeling Welcome” 57% compared to the provincial norm this year at 65%. The district will review the implementation of the MTSS model to see if this change affects this data point. The role of the ISW has been strengthened and reviews will be conducted to evaluate the impact.

In contrast, perceptions of “Feel Safe” at school remain slightly below provincial levels with CMSD at 70 % vs the Provincial Average of 73%. This may reflect broader socio-economic challenges unique to the region, such as high overdose rates (second only to Vancouver’s Downtown Eastside), visible homelessness, and rising concerns around gang activity and sex trafficking. These issues have directly and indirectly affected schools—particularly in communities like Hazelton, where many students have experienced traumatic losses due to overdose. The district has invested and engaged with multiple outside agencies, community support, provincial organizations, for example BC Coroners to provide an extensive wrap around service to youth. The district will be monitoring if these strategies maintain efficacy and further strengthen this work by formalizing inter-district data collection.

Interpretation:

Outcome 3 - Feel Welcome, Safe, and Connected



Feel Welcome, Feel Safe, Sense of Belonging

Relevant Local Data

Compared to provincial averages, students in CMSD report similar levels of connection and safety at school, reflecting the district's commitment to fostering supportive environments. A key development over the past year has been increased staff training in critical incident response and debriefing, likely contributing to a more consistent and prepared school climate.

However, broader community challenges—such as bomb threats, unauthorized individuals on school property, and nearby drug activity—may still influence students' sense of safety and belonging. These issues affect the wider student population, not just those directly involved. The district has been working closely with the RCMP special unit to mitigate the effects of Gangs and drugs. The district has been working closely with non for profit organizations to raise awareness and engage community in this work.

Encouragingly, there have been no reported Level 2 suspensions or major threats in the 2024–25 school year. Monitoring next year's data will be important to assess whether this increased stability reflects the positive impact of district-wide preventative and response strategies.

Areas of Strength

One of the district's strongest indicators is the students' sense of being welcome at school, which aligns with provincial averages and has steadily improved across most student groups. Increased participation—particularly among Indigenous students living on reserve and students with designations—also reflects growing engagement and trust in the process. Notably, perceptions of safety have improved significantly, rising from 64% in 2019 to 73% in 2023–24. These gains likely reflect the district's investments in trauma-informed practices, staff training, and critical incident response, contributing to stronger, more supportive school climates.

Areas for Growth

A key concern is the declining trend in students reporting that “two or more adults care about me,” with decreases across all groups. This highlights the need to strengthen adult-student relationships, particularly for vulnerable learners such as CYIC and non-verbal students with designations. Additionally, while safety perceptions have improved, they remain below provincial averages, likely influenced by ongoing community challenges such as visible homelessness, substance use, and trauma exposure. Enhancing wraparound supports and deepening community partnerships will be essential to closing this gap. The district has created a new Vice Principal position to help explore ways to connect with our highest priority youth. We will be measuring the efficacy of this strategy over the next 3 years.

Improving Equity for all priority populations

This analysis underscores CMSD's commitment to equity by emphasizing the importance of amplifying student voice—particularly among priority populations such as students with designations, Indigenous learners, and children and youth in care. While perceptions of safety and belonging are improving, the decline in students feeling that “two or more adults care about me” highlights the need for more intentional, student-informed strategies.

Building on the success of increased participation in after-school and lunchtime activities, the district is committed to expanding opportunities for connection and belonging. In the coming year, schools will establish youth committees to foster ongoing dialogue and co-create meaningful change. A key focus will be centering the voices of students with designations—whose experiences may be underrepresented in current data—to ensure they feel seen, heard, and supported. The student voice work in schools informs the district plans making sure that we meet the needs of youth this was very apparent in the development of the [Mental Health Plan](#). All schools will be developing their own individual MH goals in the [School Growth Plans](#).

These efforts reflect a broader goal: to deepen relationships and refine school practices, creating equitable, inclusive environments where every learner can thrive.

Career Development

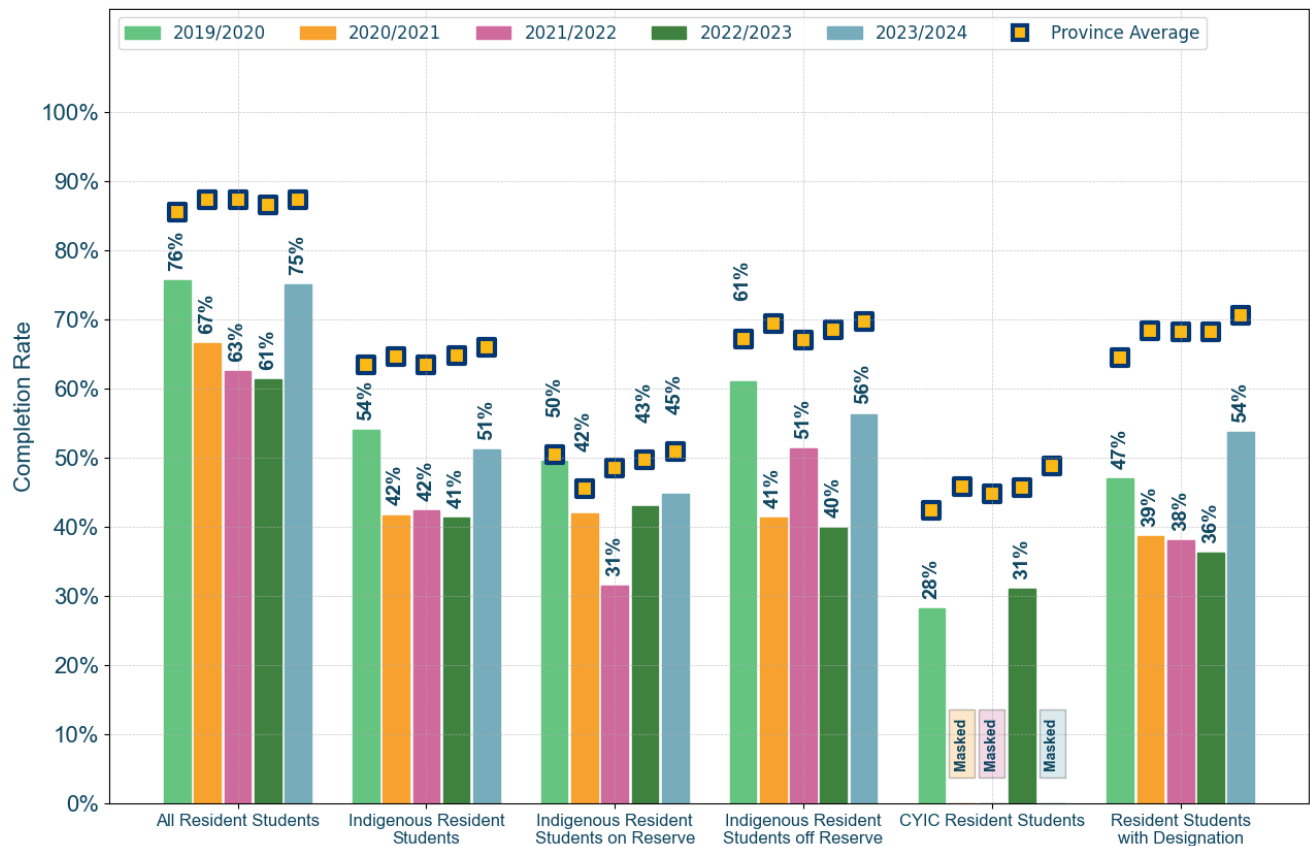
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

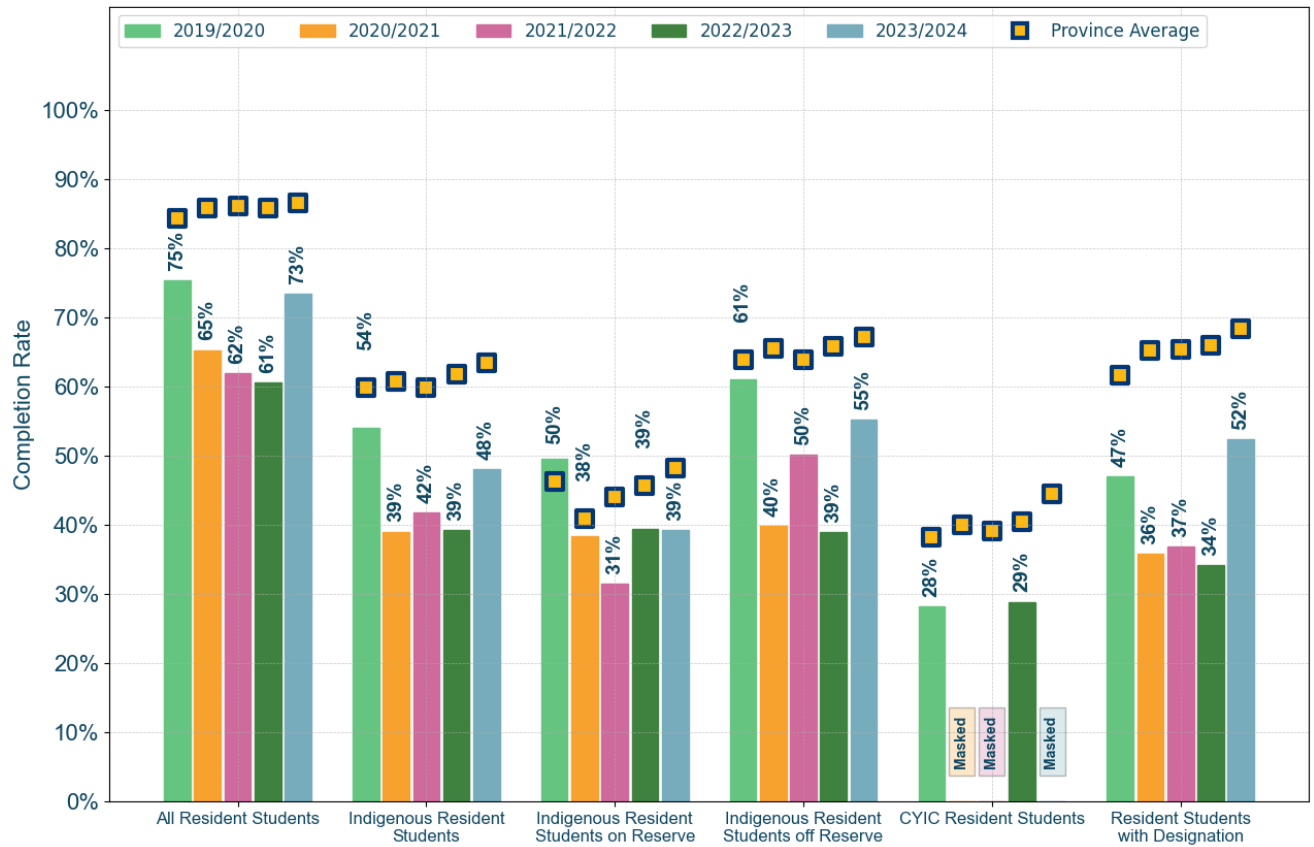
SD082 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	389 52	348 28	382 33	428 40	407 45
Indigenous Resident Students	176 24	162 13	179 16	212 21	181 21
Indigenous Resident Students on Reserve	108 15	91 8	81 8	96 10	81 10
Indigenous Resident Students off Reserve	68 9	71 6	98 8	116 11	100 11
CYIC Resident Students	41 6	Masked	Masked	50 5	Masked
Resident Students with Designation	93 12	79 6	98 9	110 11	84 9

SD082 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD082 - 5-Year Completion Rate - Dogwood



Analysis:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Key Context

Measure 4.1: Achieved Dogwood within 5 years

<i>All Resident Students:</i>	The 5-year graduation rate significantly increased for all students – from 61% in 2022/2023 to 75% in 2023/2024. This is a significant increase of 14%.
<i>Indigenous Resident Students:</i>	Indigenous students in CMSD also showed a marked increase of 10% from 41% in 2022/2023 to 51% in 2023/2024.
<i>Students with Designations:</i>	Our students with designations showed the most significant improvement in this area with an overall increase of 18% over the last year. The results in 2022/2023 were at 36% and jumped significantly to 54% in 2023/2024.
<i>CYIC Students:</i>	This data continues to be masked because of small sample sizes.

Analysis of Results

- The 5-year graduation rates have had some slight fluctuation from year to year with some steady improvement over the last year increasing from 61% to 75%.
- The 5-year graduation rates for learners in CMSD 82 continue to remain below provincial averages, however, we are pleased to see the gap is narrowing.
- The 5-year graduation rate for Status off Reserve Indigenous learners continue to trend higher than Status on Reserve Indigenous learners with an overall difference or gap of 10%.
- The number of learners who immediately transition into a BC public Post-Secondary Institution remained steady at 40%, with very little difference when comparing the overall student population to Indigenous learners.
- The number of learners who transition into a BC public Post-Secondary Institution within three years also remained steady at 40%.
- We also recognize that students make other choices after they graduate that demonstrate success in their community.

Interpretation:

Outcome 4 - Graduation



Achieved Dogwood Within 5 Years

Relevant Local Data

As a rural and remote school district, Coast Mountains School District faces unique challenges that impact staffing, budgeting, and the delivery of educational services. Attracting and retaining qualified teachers and specialists can be difficult due to geographic isolation (especially in our more remote communities), limited housing, and fewer professional development opportunities compared to urban centers.

Budget constraints are often amplified for us as smaller student populations do not always translate into lower operating costs such as transportation, facility maintenance, and the need for multi-grade or alternative programming can strain limited resources.

Additionally, access to mental health services, extracurricular opportunities, and technology infrastructure may be limited, creating disparities in student support and learning experiences. These challenges require creative, flexible approaches and strong community partnerships to ensure students in rural and remote areas receive equitable education.

Strengths

- *Personalized Learning Pathways* - Students have access to a variety of academic and career programs tailored to individual interests, strengths, and future goals; such as the District's 'Maker Day' Program where students can gain first-hand experience in various trades occupations.
- *Strong Career Education Programs* - Robust offerings in career-life education and career-life connections support informed decision-making and real-world readiness.
- *Dual Credit and Trades Programs* - Partnerships with post-secondary institutions, like Coast Mountains College, allow students to earn credits toward university, college, or trades certification while still in high school.
- *Support for Diverse Learners* - Inclusive practices and targeted supports ensure that Indigenous students, students with disabilities, and English language learners can succeed.
- *Skilled and Caring Educators* - Dedicated staff work closely with students and families to provide guidance, mentorship, and personalized academic planning such as by gaining access to the 'Adventures in Health Care' program.
- *Work Experience and Apprenticeships* - Opportunities for real-world job experience and hands-on learning help prepare students for direct entry into the workforce.
- *Data-Informed Decision Making* - Regular analysis of student achievement and engagement data guides program planning and resource allocation.
- *Community and Employer Partnerships* - Strong collaboration with local businesses, industries, and organizations enhances program relevance and student opportunity i.e. Aqua Plumbing, Terrace.
- *Focus on Equity and Access* - Programs and supports are designed to remove barriers and ensure that every student has the opportunity to succeed, regardless of background.

Areas for Growth

- Address barriers faced by Indigenous, racialized, and marginalized learners – embed equity goals into school and district improvement plans.
- Use data to identify gaps for all learners, track attendance, grades and engagement (e.g. for Indigenous, students with designations, ELL-English Language Learners), and target supports accordingly.
- Expand experiential learning, career exploration and culturally responsive curriculum to boost motivation and connection.
- Improve career and post-secondary advising beginning in middle school, including exposure to trades, college and university.
- Incorporate student voice into decision-making and school improvement planning.
- Increase access to career-life education (CLE) and career-life connections (CLC) experiences.
- Ensure students have access to a range of academic and vocational choices aligned with their goals.
- Actively involve families in learning plans, transition meetings and post-secondary preparation.



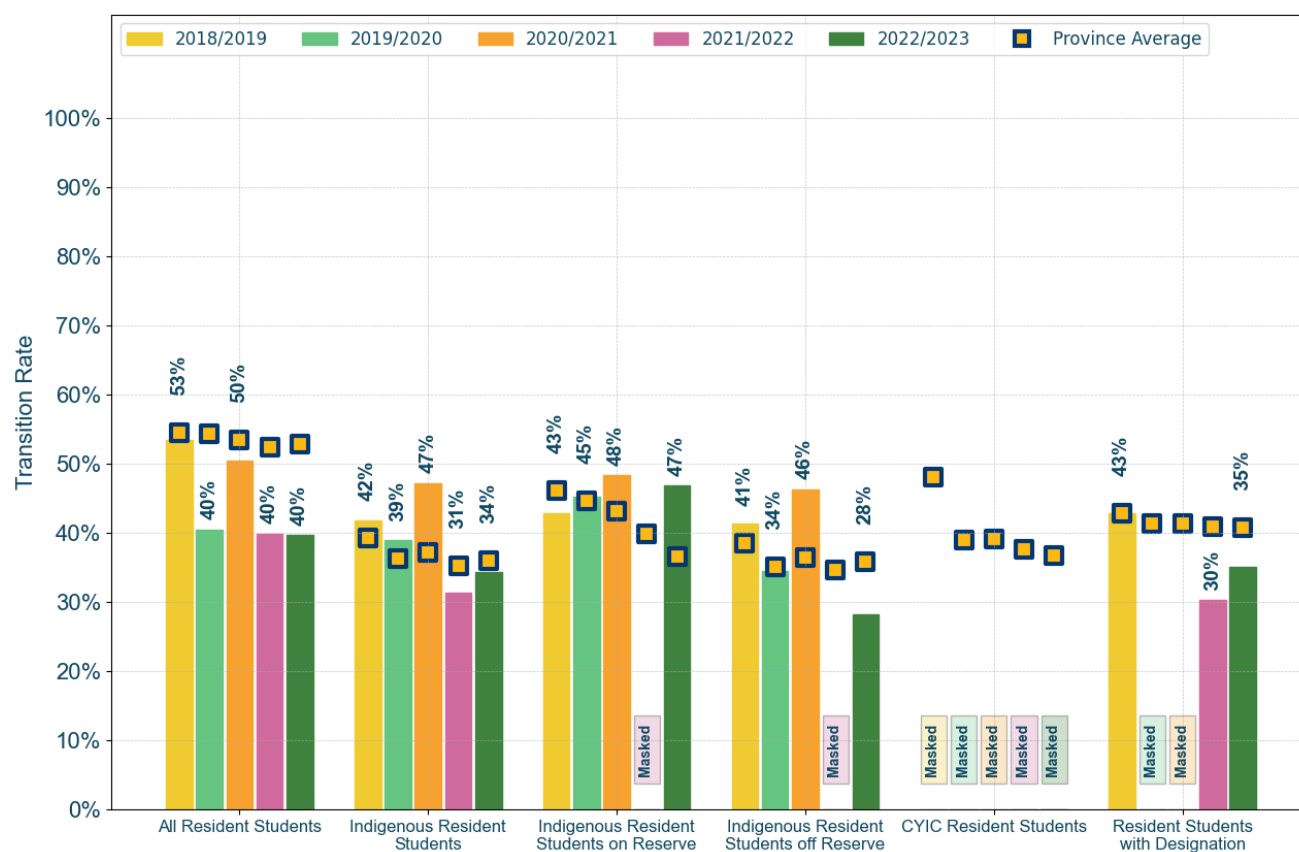
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

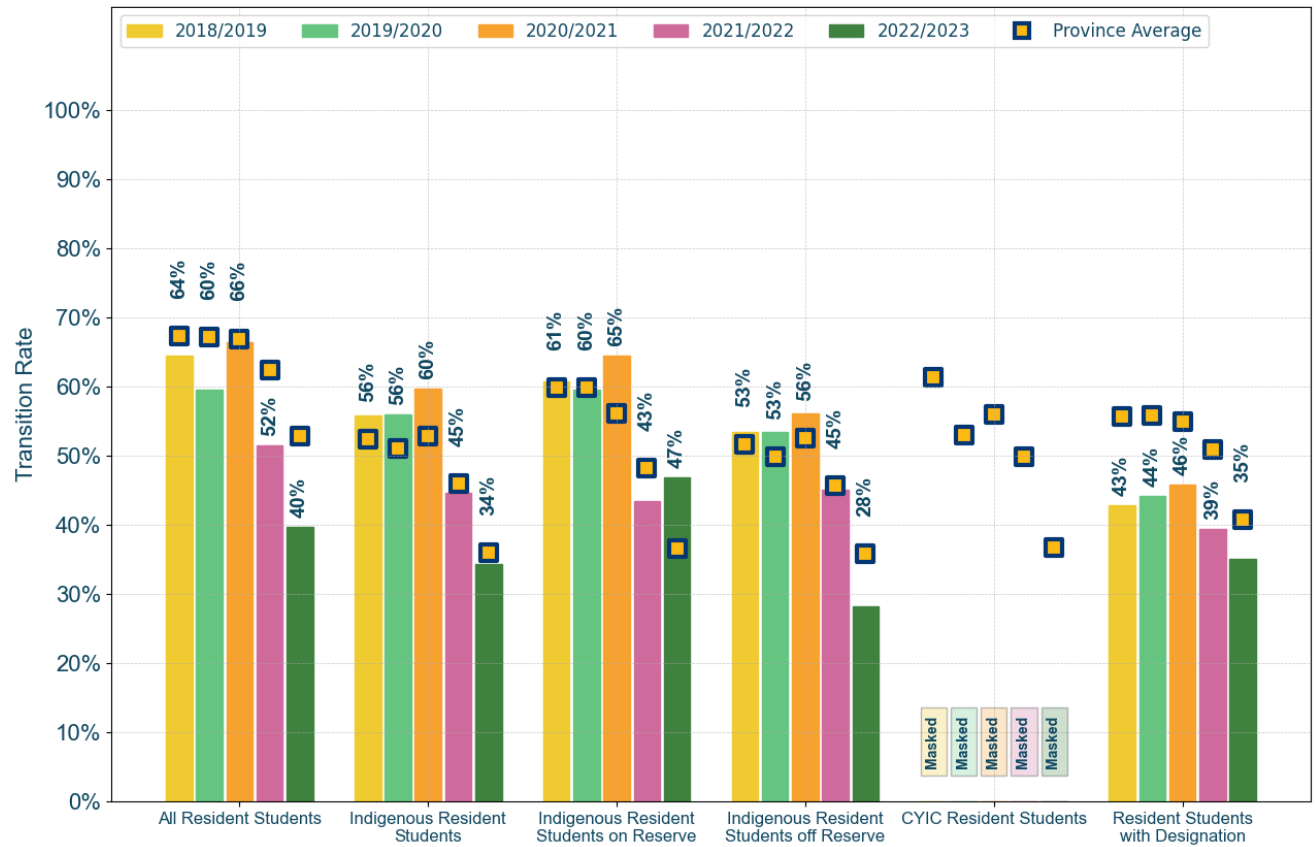
SD082 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	245	279	232	233	270
Indigenous Resident Students	86	100	72	83	96
Indigenous Resident Students on Reserve	28	42	31	Masked	32
Indigenous Resident Students off Reserve	58	58	41	Masked	64
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	Masked	Masked	33	40

SD082 - Immediate Transition to Post-Secondary



SD082 - Within 3 Years Transition to Post-Secondary



Analysis:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions



Key Context

Post-secondary transition data is provided by the Ministry through MyEducation BC and the Student Transitions Project, with the district analyzing results and supplementing them with local data to better understand the experiences of Indigenous learners, students with designations, and children/youth in care (CYIC).

- Cohort sizes vary year to year, and some groups are masked due to small sample sizes.
- Provincial averages provide an important benchmark, highlighting where Coast Mountains School District is aligned and where gaps remain.
- While graduation rates improved significantly in the past year (61% → 75% overall; +10% Indigenous; +18% students with designations), these gains have not yet translated into proportional increases in post-secondary transitions, underscoring persistent barriers beyond high school completion.

Trends

- **All Resident Students:** Transition rates remain consistently below the provincial average (40–50% compared to ~53%).
- **Indigenous Students:** Transition rates fluctuate but remain lower than both district overall and provincial levels, ranging from 31–42%.
- **On-Reserve vs Off-Reserve:** On-reserve Indigenous students transition at higher rates (43–48%) than off-reserve peers (28–41%).
- **Students with Designations:** Transition rates are lower (30–43%) but show signs of improvement in the most recent years.
- **CYIC Students:** Data remains masked across all years due to small numbers, but historically this group tends to experience significant barriers in transition outcomes.

Comparisons

- **District vs Province:** Across all years, CMSD lags behind the provincial average in immediate post-secondary transitions.
- **Equity Gaps:** Indigenous learners (particularly off-reserve) and students with designations have consistently lower transition rates compared to both all resident students and the provincial benchmark.
- **On-Reserve Advantage:** Indigenous students on reserve consistently transition at higher rates than their off-reserve peers, a unique pattern worth exploring further.
- **Improvement Areas:** While overall participation in assessments has increased (as seen in other reporting), successful transition to post-secondary remains a challenge, signaling a need for continued supports, culturally responsive approaches, and pathways planning

Interpretation:

Outcome 5 - Life and Career Core Competencies

Post-Secondary Transitions



Relevant Local Data

Coast Mountain's post-secondary transition data provides important insight into how well students are supported in moving from K–12 into further education. Cohort sizes vary, with some subgroups masked due to small numbers, yet consistent patterns emerge across years. When compared to the provincial average, the district's overall transition rates are lower, particularly for Indigenous learners and students with designations. Geographic isolation, financial pressures, and limited access to local post-secondary programs continue to create barriers for learners in remote and rural communities. The data also reveals a unique pattern: Indigenous students living on reserve transition at higher rates than their off-reserve peers.

Strengths

- **On-Reserve Indigenous Students:** Transition rates (43–48%) are relatively strong compared to off-reserve peers and approach provincial averages.
- **Students with Designations:** While rates are lower overall, recent years show improvement, suggesting that increased supports and inclusive practices are beginning to have a positive effect.
- **Increased Cohort Tracking:** The district's ability to disaggregate data by student groups ensures greater clarity in identifying equity gaps and planning targeted responses.
- **Nation-based Supports and Localized Programming:** These supports appear to act as protective factors, sustaining engagement for on-reserve Indigenous learners after graduation.

Areas for Growth

- **Overall Alignment with Province:** Transition rates for all resident students remain below provincial averages (40–50% vs. ~53%).
- **Indigenous Students Off-Reserve:** Transition rates are significantly lower (28–41%), representing a consistent gap that requires focused intervention.
- **Sustainability:** Improvements in some groups are inconsistent across years, pointing to the need for stable, systemic strategies to support transitions beyond graduation.
- **Post-Secondary Readiness:** While participation in assessments has risen significantly, translating this engagement into readiness for post-secondary pathways remains a challenge.

Equity for All Priority Populations

- **Indigenous Learners:** The persistent gap for off-reserve Indigenous students highlights systemic barriers that must be addressed through culturally responsive programming, stronger partnerships with families/communities, and targeted transition planning. The implementation of new Local Education Agreements (LEAs) with Nations beginning July 1, 2025, is expected to strengthen these efforts and provide more equitable supports for all Indigenous learners.
- **Students with Designations:** Additional supports and tailored pathways are needed to sustain recent improvements and ensure equitable opportunities for post-secondary success. For example, expanding dual credit and trades partnerships with Coast Mountain College; and the Piping Industry College helps create practical, career-oriented options for students with designations.
- **CYIC Students:** Although data is masked, research and local experience confirm that these students face considerable barriers; proactive strategies, wraparound supports, and inter-agency collaboration are essential. For example, the district conducts annual individual reviews of CYIC data and works closely with MCFD and community partners to create tailored graduation and transition plans, ensuring flexible timelines and coordinated supports to help students remain connected to school and post-secondary pathways.
- **District Commitment:** Addressing these gaps aligns with Coast Mountains' broader equity goals—ensuring that all learners, regardless of background or designation, have the tools, confidence, and opportunities to transition successfully into post-secondary education. For example, the District Education Team has updated its 2025–26 goals to explicitly include equity-focused actions in literacy, numeracy, and transition planning. At the school level, high schools are supporting transitions through initiatives such as career fairs, post-secondary presentations, and counsellors meeting individually with students. In addition, Student Success Coordinator positions in high schools provide one-on-one support for First Nations students, helping to strengthen culturally responsive pathways to graduation and post-secondary success.