



Coast Mountains School District SD82

Interim Progress Report September 2026

In Review of Year 2025-2026 of Engage, Ignite, Empower



Approved by Coast Mountains Board
of Education on September 29, 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:

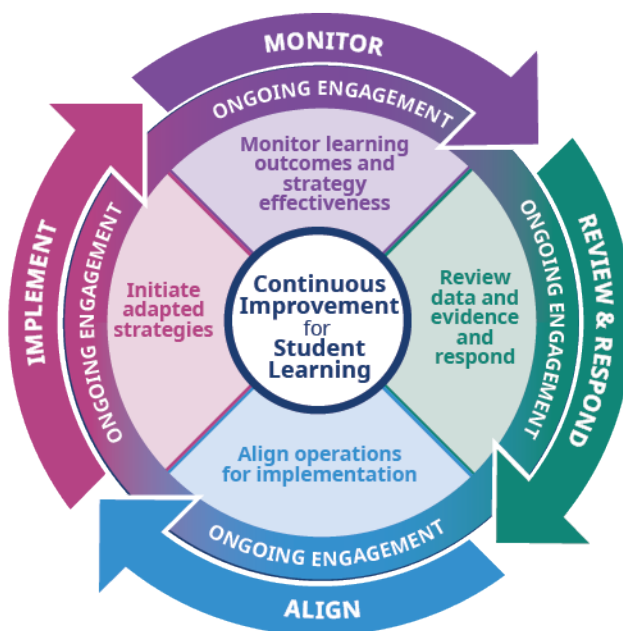
Ministry Note

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.

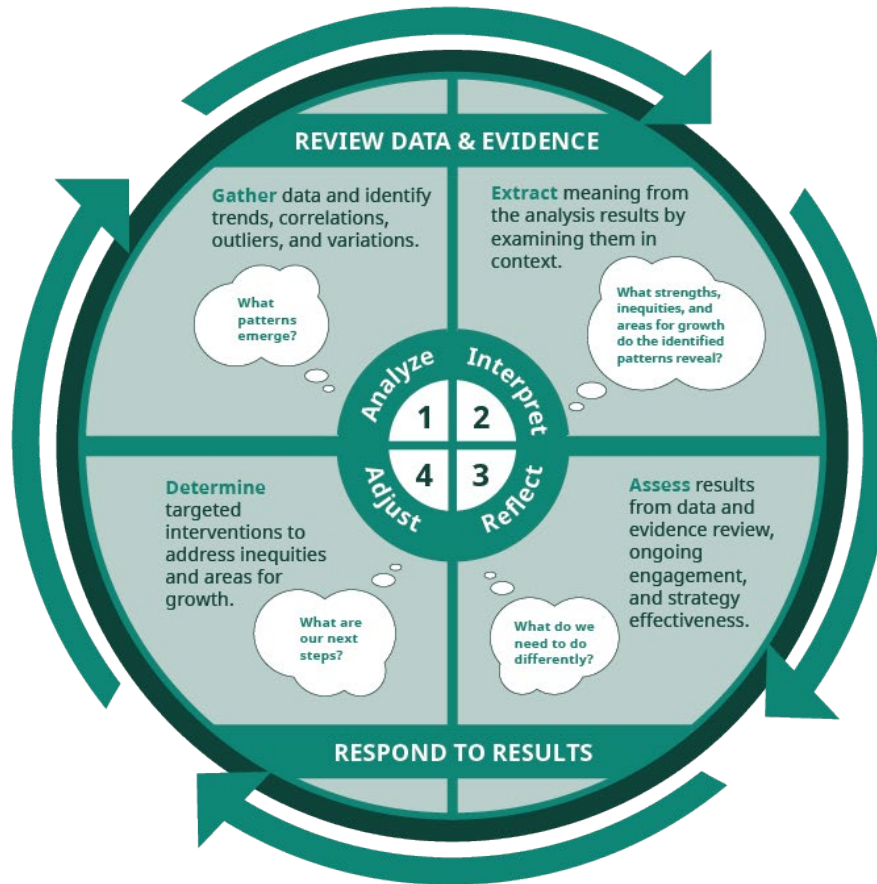
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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**.

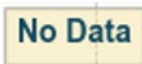
A note on children and youth in care data:

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

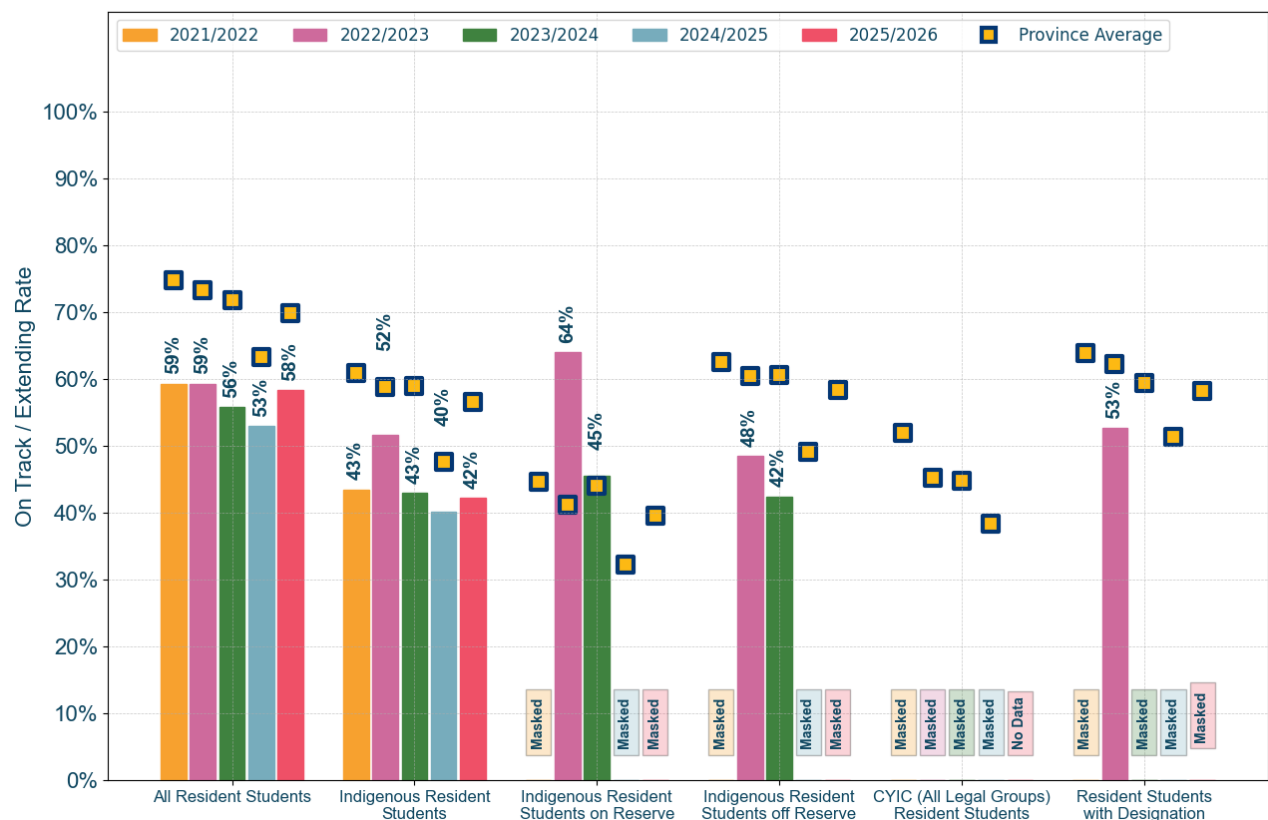
Educational Outcome 1: Literacy

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	292 79%	317 85%	311 88%	263 95%	319 90%
Indigenous Resident Students	153 75%	153 81%	144 84%	142 93%	165 86%
Indigenous Resident Students on Reserve	26 77%	33 76%	25 88%	26 96%	39 87%
Indigenous Resident Students off Reserve	127 75%	120 83%	119 83%	116 92%	126 86%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 85%	0
Resident Students with Designation	34 53%	36 53%	38 61%	31 74%	41 51%

Grade 4 FSA Literacy - On Track / Extending Rate Coast Mountains



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	324 77%	287 77%	290 92%	311 96%	339 94%
Indigenous Resident Students	164 76%	150 81%	156 92%	152 95%	165 92%
Indigenous Resident Students on Reserve	36 81%	41 98%	41 95%	31 100%	38 92%
Indigenous Resident Students off Reserve	128 75%	109 75%	115 90%	121 94%	127 91%
CYIC (All Legal Groups) Resident Students	Masked	11 91%	13 85%	12 92%	0
Resident Students with Designation	61 61%	46 65%	44 70%	61 89%	64 80%

Grade 7 FSA Literacy - On Track / Extending Rate Coast Mountains

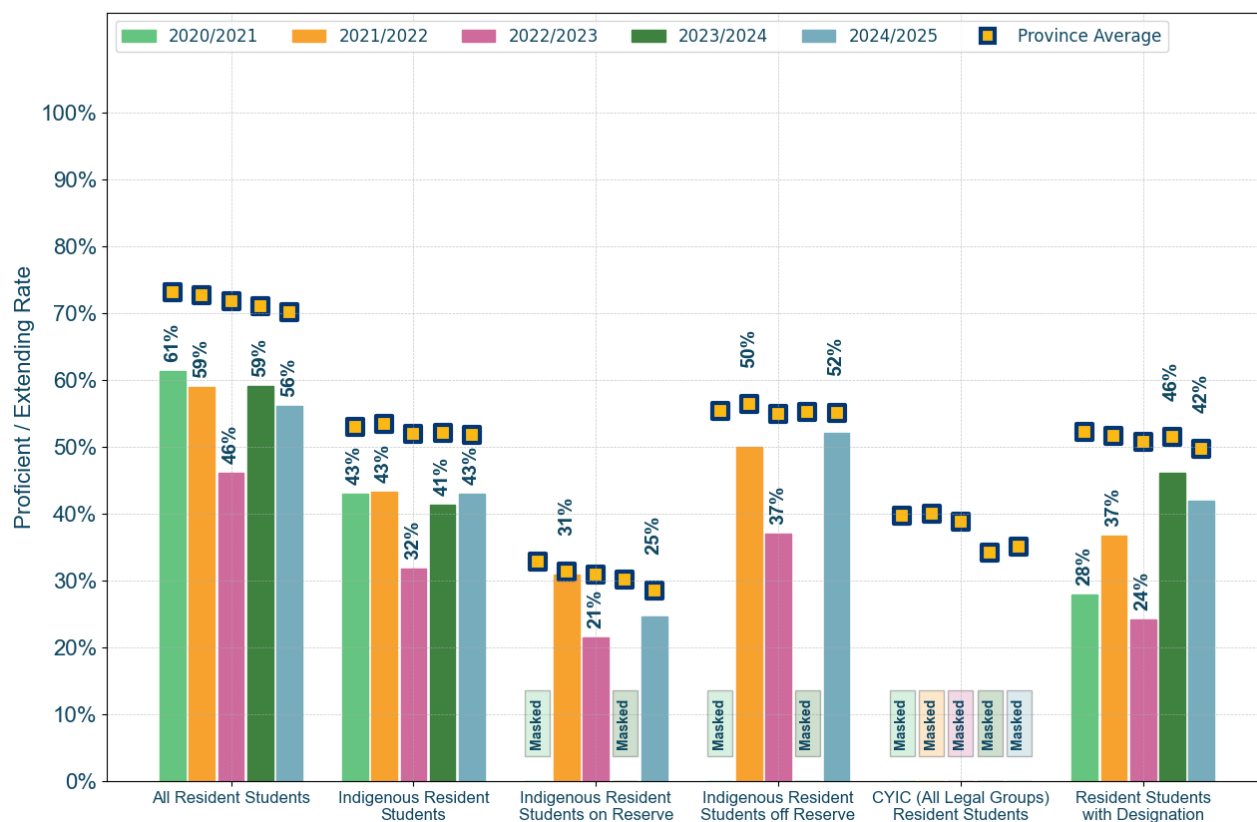


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	386 72%	385 74%	413 72%	394 73%	420 79%
Indigenous Resident Students	188 57%	173 56%	217 57%	211 60%	223 68%
Indigenous Resident Students on Reserve	62 50%	51 53%	83 55%	73 52%	88 60%
Indigenous Resident Students off Reserve	126 60%	122 57%	134 58%	138 64%	135 73%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	23 57%	Masked
Resident Students with Designation	77 44%	63 51%	88 57%	82 62%	72 69%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Coast Mountains



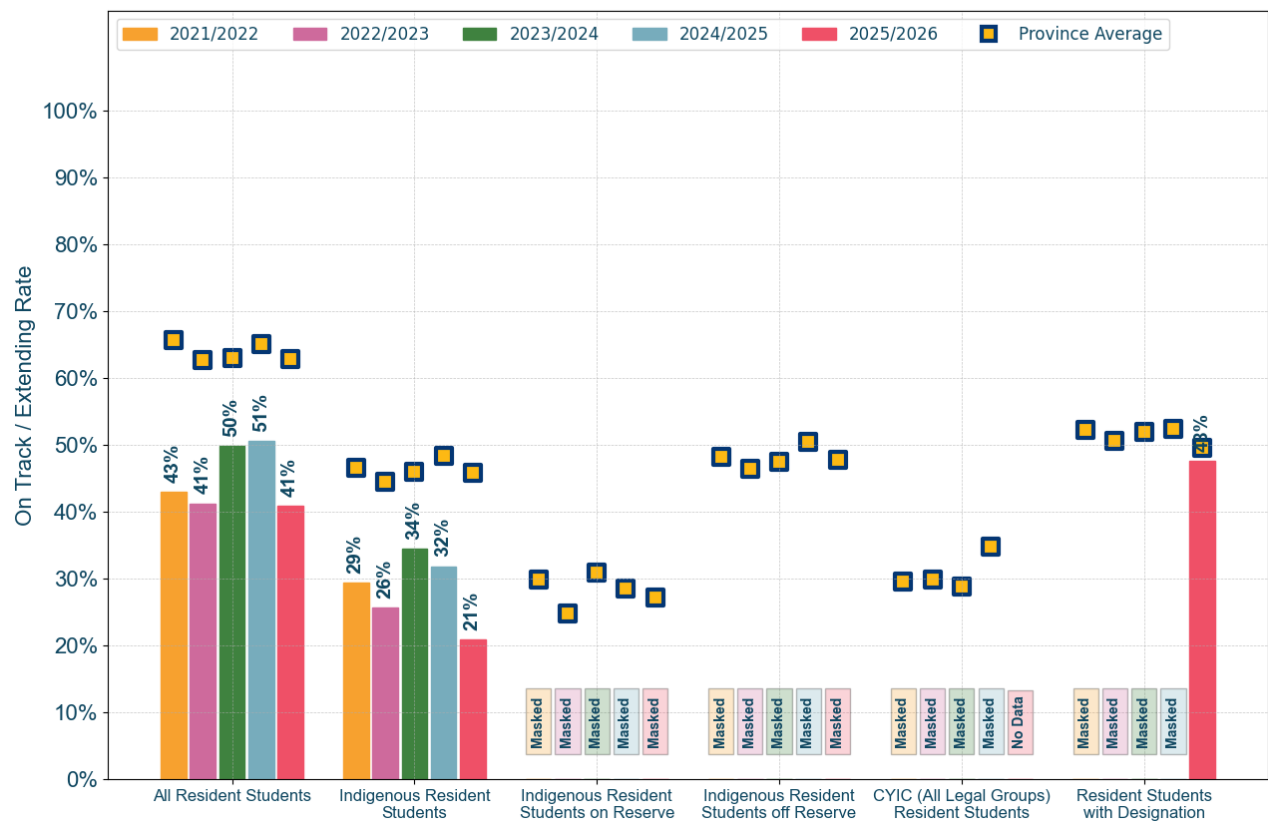
Educational Outcome 2: Numeracy

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	292 80%	317 85%	311 89%	263 95%	319 91%
Indigenous Resident Students	153 78%	153 82%	144 85%	142 93%	165 87%
Indigenous Resident Students on Reserve	26 77%	33 79%	25 92%	26 96%	39 90%
Indigenous Resident Students off Reserve	127 78%	120 83%	119 83%	116 92%	126 87%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	13 92%	0
Resident Students with Designation	34 53%	36 58%	38 66%	31 74%	41 51%

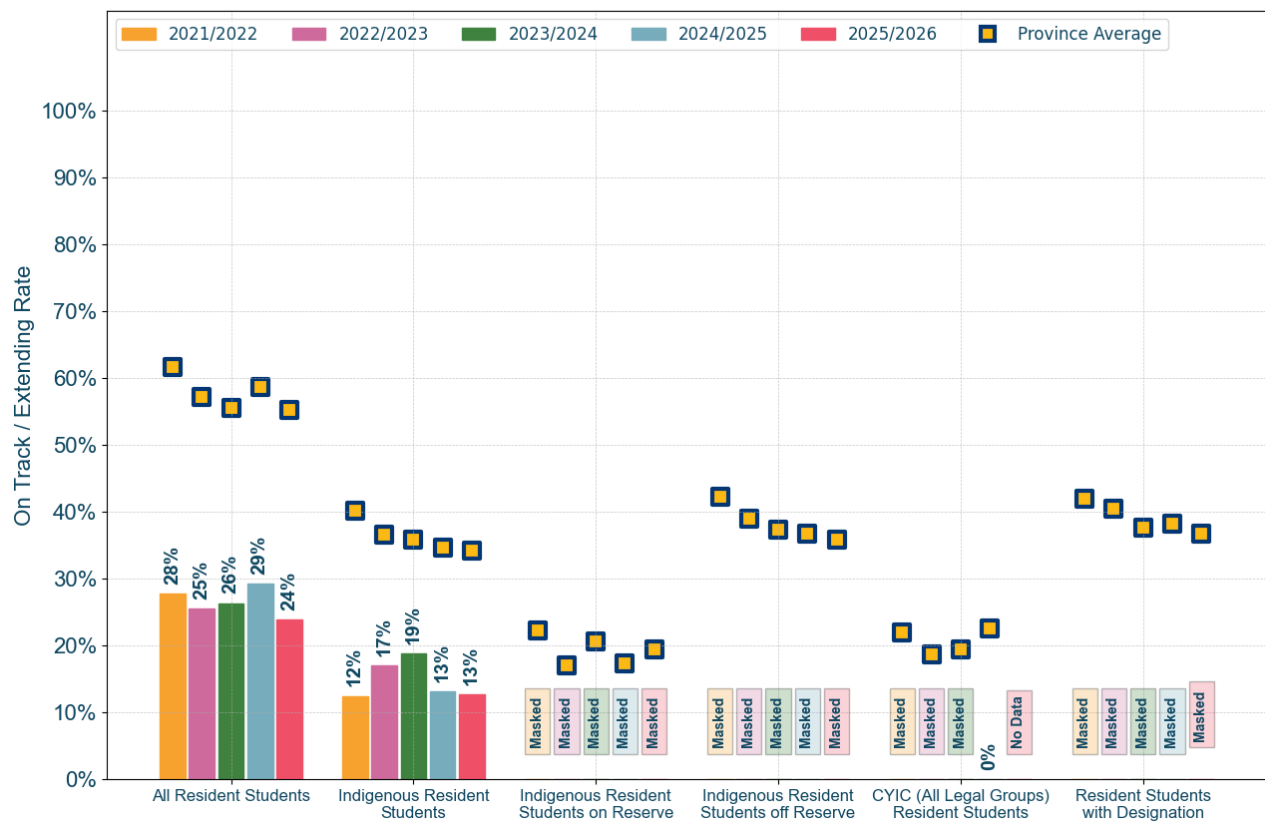
Grade 4 FSA Numeracy - On Track / Extending Rate Coast Mountains



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	324 76%	287 72%	290 93%	311 96%	339 94%
Indigenous Resident Students	164 74%	150 75%	156 92%	152 95%	165 91%
Indigenous Resident Students on Reserve	36 83%	41 95%	41 95%	31 100%	38 92%
Indigenous Resident Students off Reserve	128 71%	109 67%	115 91%	121 94%	127 91%
CYIC (All Legal Groups) Resident Students	Masked	Masked	13 85%	12 92%	0
Resident Students with Designation	61 54%	46 63%	44 73%	61 87%	64 78%

Grade 7 FSA Numeracy - On Track / Extending Rate Coast Mountains

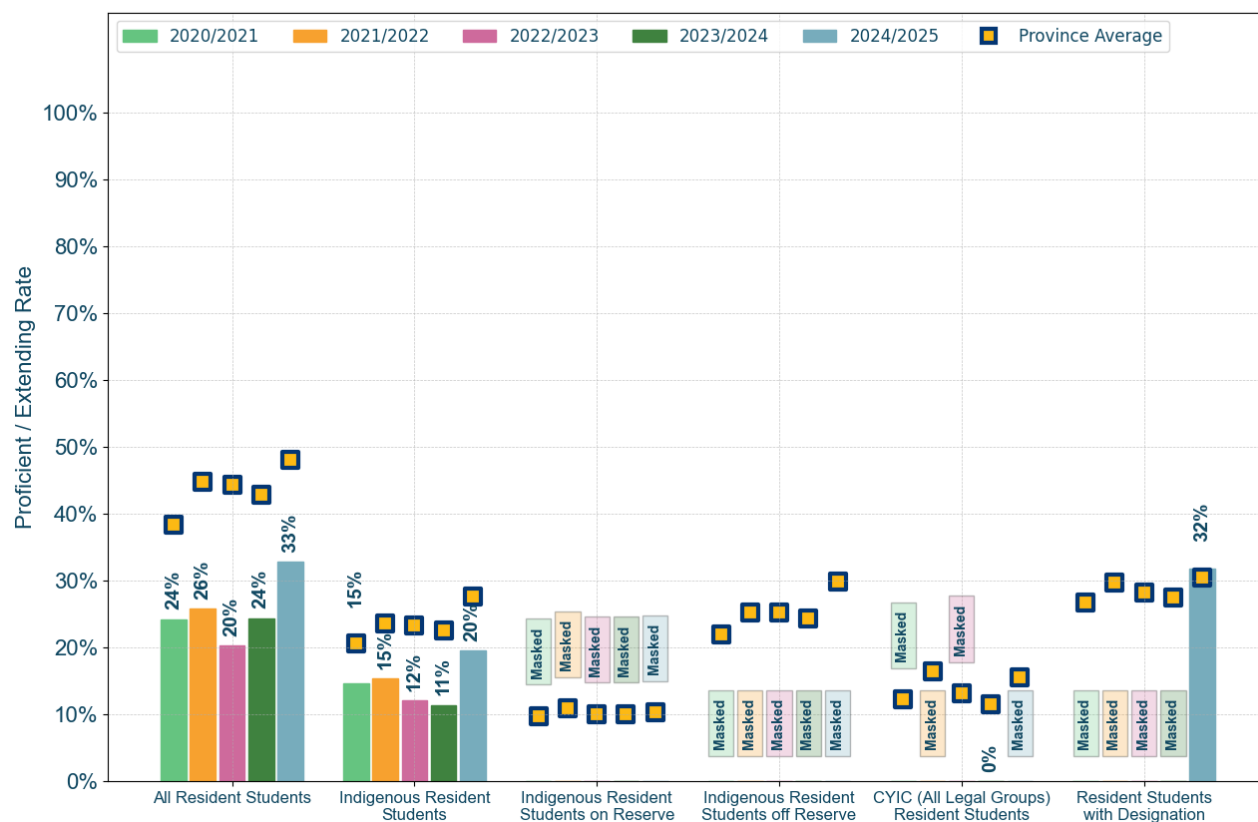


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	386 68%	387 75%	408 67%	396 68%	425 77%
Indigenous Resident Students	190 52%	176 60%	212 52%	214 57%	226 63%
Indigenous Resident Students on Reserve	62 39%	54 59%	79 51%	71 55%	86 55%
Indigenous Resident Students off Reserve	128 59%	122 60%	133 53%	143 57%	140 68%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	24 42%	Masked
Resident Students with Designation	77 40%	67 57%	87 47%	81 56%	71 62%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Coast Mountains

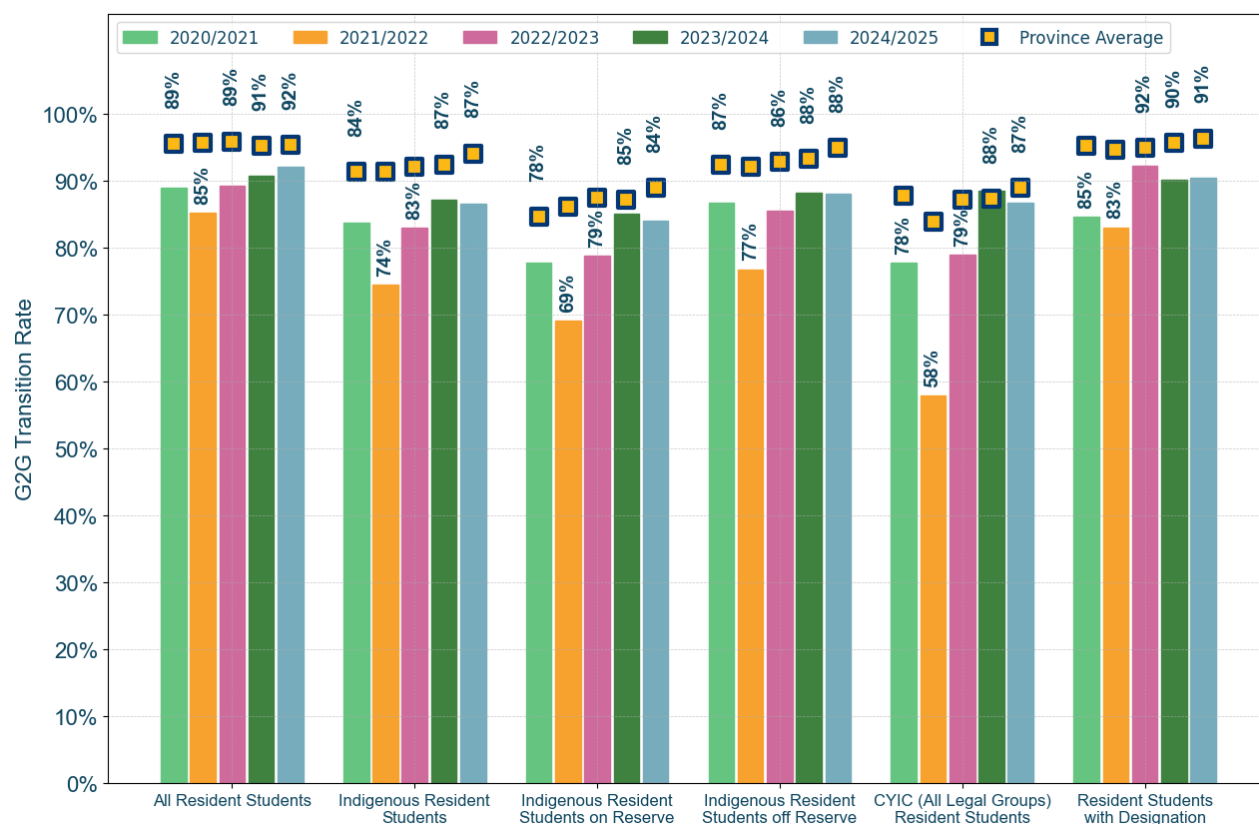


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	390	392	418	399	431
Indigenous Resident Students	191	180	223	218	231
Indigenous Resident Students on Reserve	63	55	85	74	88
Indigenous Resident Students off Reserve	128	125	138	144	143
CYIC (All Legal Groups) Resident Students	18	19	19	26	15
Resident Students with Designation	78	65	90	82	74

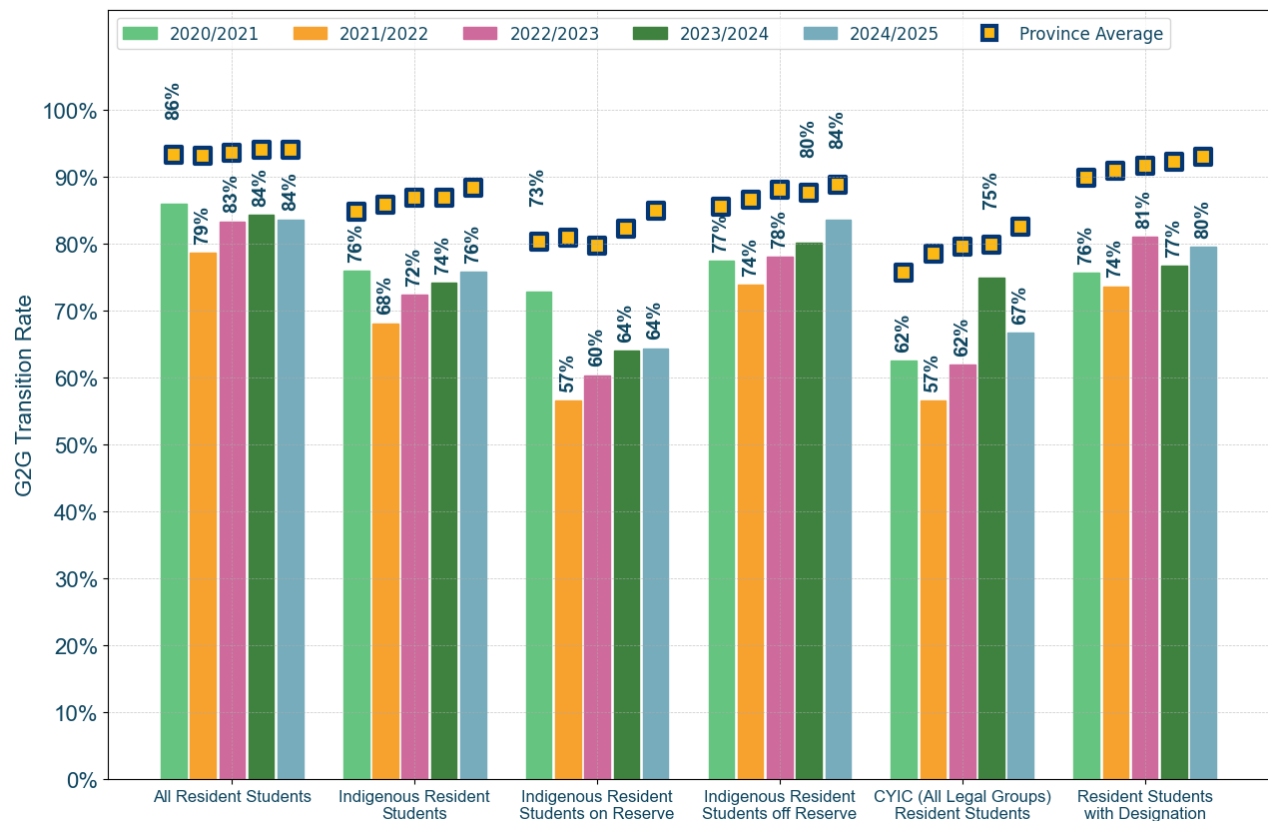
Grade 10 to 11 Transition Rate Coast Mountains



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	330	408	390	389	398
Indigenous Resident Students	150	207	181	201	215
Indigenous Resident Students on Reserve	48	69	58	75	87
Indigenous Resident Students off Reserve	102	138	123	126	128
CYIC (All Legal Groups) Resident Students	16	23	21	20	21
Resident Students with Designation	74	91	79	86	88

Grade 11 to 12 Transition Rate Coast Mountains



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?

Please respond using a maximum of three (3) to five (5) bullet points.

- Numeracy results have shown some improvement at the Grade 10 level, particularly for Indigenous learners and students with designations, suggesting that targeted supports and interventions may be having a positive impact. Grade 10 Numeracy proficiency for all students increased from 68% in 2023/24 to 77% participation in 2024/25, while Indigenous students and students with designations also demonstrated upward trends.
- Elementary and middle years numeracy results continue to fluctuate and remain an area for growth, particularly for Indigenous learners. Grade 4 and Grade 7 FSA Numeracy results have not demonstrated consistent year-over-year improvement, and achievement gaps between district and provincial performance remain evident. The data affirms the importance of the district's current work to strengthen foundational numeracy skills, establish consistent instructional approaches, and develop a district-wide Numeracy Framework.
- The transition data provides an encouraging point of reflection. Grade 10 to 11 transition rates are generally strong and closely aligned with provincial results, including for Indigenous learners and students with designations. At the same time, Grade 11 to 12 transition rates show greater variability and remain an important area to monitor, particularly for priority learners. This suggests that while many students are successfully moving through the earlier secondary transition, continued focused support is needed to help ensure students remain on track as they move toward graduation.
- Indigenous students off reserve demonstrated notable gains in Grade 10 literacy. Proficiency rates increased from 38% in 2022/23 to 52% in 2023/24 and 60% in 2024/25, indicating improved outcomes and narrowing achievement gaps for this learner group. Students with designations showed improvement in Grade 7 Literacy. Results increased from 11% in 2024/2025 to 27% in 2025/26, suggesting that targeted interventions and supports may be positively impacting student achievement.

- District literacy results reflect the positive impact of a coordinated K–9 literacy approach that includes evidence-based instruction, University of Florida Literacy Institute (UFLI) implementation, Acadience assessment practices, and a focus on Tier 1 classroom instruction. While growth is evident, achievement gaps remain for some priority learner groups and require continued attention. Grade 10 literacy participation and proficiency trends suggest that earlier investments in foundational literacy are creating stronger pathways for student success; however, continued emphasis on intervention and progress monitoring is needed to sustain gains through secondary school.

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.

Please respond using a maximum of three (3) to five (5) bullet points.

- The district will continue implementation of its K–9 Literacy Framework, with a focus on strong Tier 1 instruction, Universal Design for Learning (UDL), and Multi-Tiered Systems of Support (MTSS) to improve outcomes for all learners.
- UFLI, Acadience benchmark assessments, Self-Regulate Strategy Development (SRSD) writing, and targeted progress monitoring will continue to be used to identify student needs early and provide timely intervention, particularly for Indigenous learners and students with disabilities or diverse abilities.
- The district allocated more literacy support for 2026-2027 in our grade 7-12 schools to address reading difficulties and continue to provide Tier 2 support in our K-6 schools across the district.
- The district will expand professional learning and collaborative inquiry focused on evidence-based literacy and numeracy practices while continuing to use Empower and

other intervention supports to strengthen Tier 2 and Tier 3 programming. The district is building literacy capacity by introducing two targeted book studies this academic year (*Next Steps in Literacy Instruction* for K–6 educators and *Reading Isn't Optional* for Grades 7–12 educators), alongside SRSD writing training for teachers in every school, creating school-based expertise and supporting consistent, evidence-informed literacy instruction across the district.

- To support continued growth in numeracy achievement, the district has launched a coordinated, multi-year approach through the District Numeracy Working Group. This work includes developing a consistent K–3 scope and sequence, completing a comprehensive review of school-based resources and manipulatives, and implementing two district-supported mathematics pilot programs in elementary classrooms during the 2026–2027 school year. The district has also created a new Numeracy Lead Teacher position to provide direct support to educators and help build consistent instructional practices across schools. Participating teachers will receive materials, professional learning, and ongoing support from the Numeracy Lead Teacher while providing feedback throughout the year to inform future planning and resource decisions. Together, these efforts are intended to strengthen foundational numeracy instruction, increase consistency across schools, and build a sustainable, district-wide approach that supports improved outcomes for all learners.

Human and Social Development

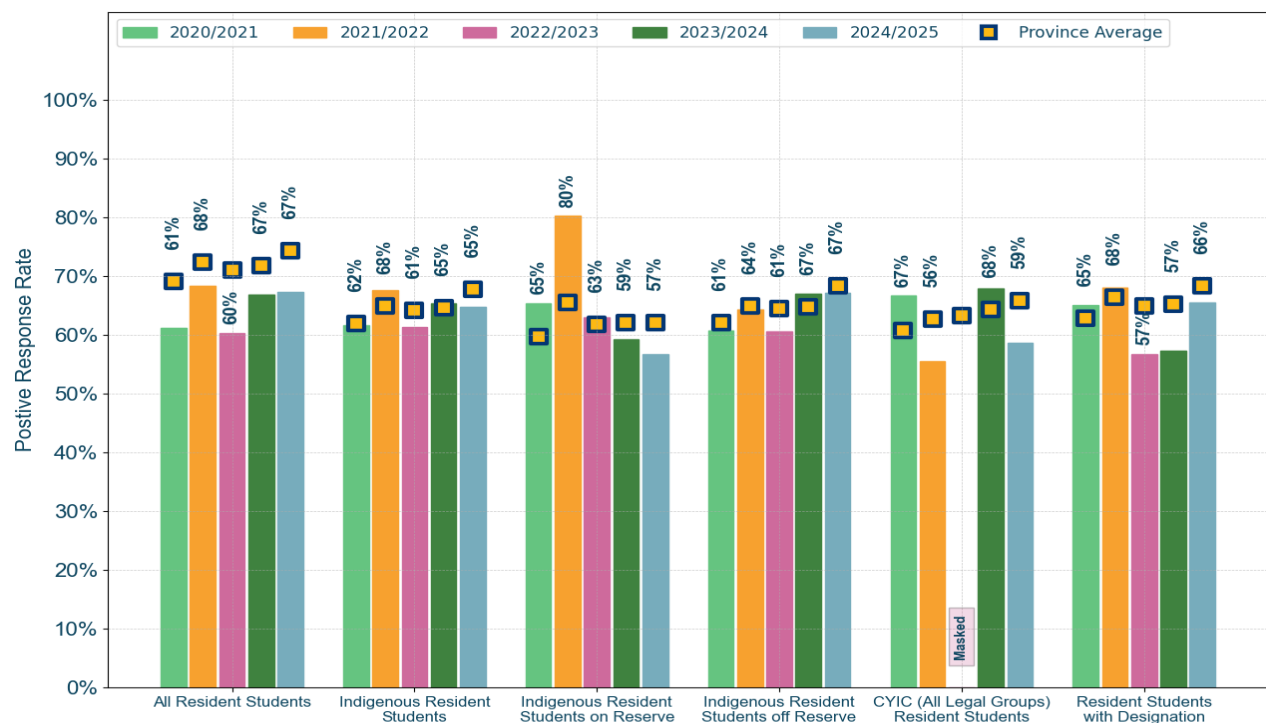
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

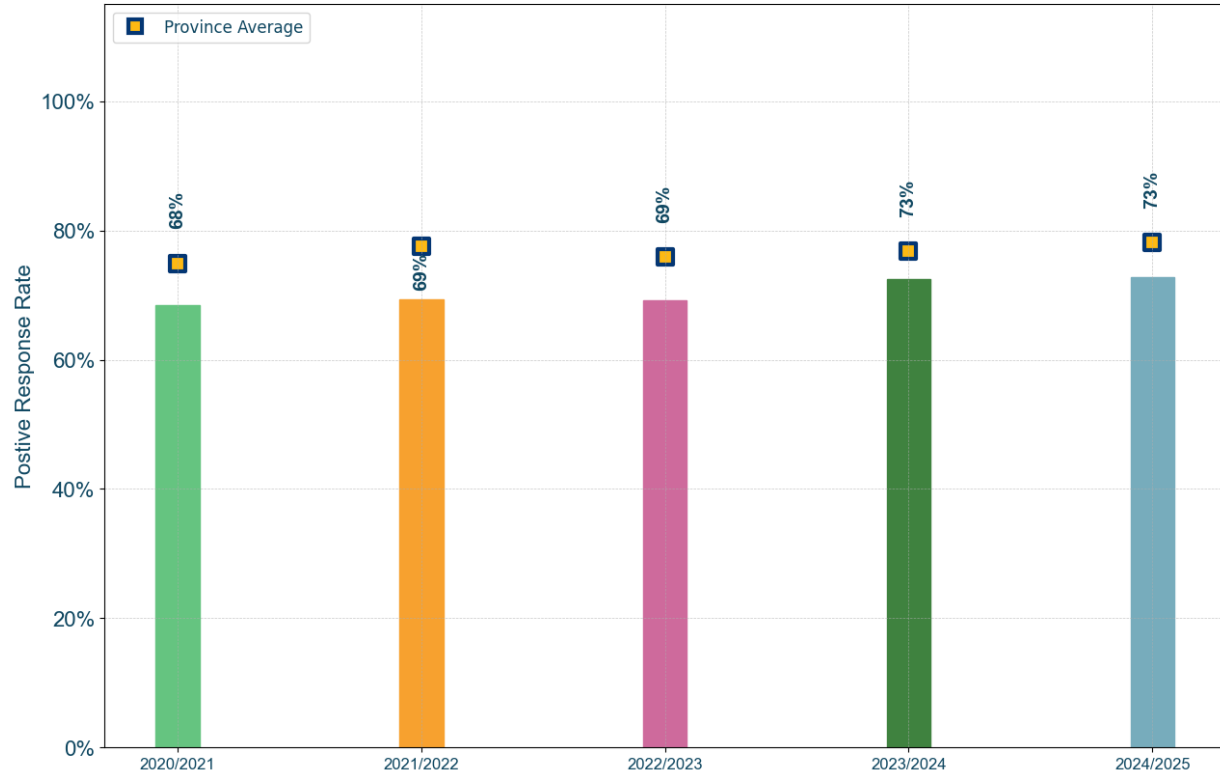
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	927 71%	1000 73%	1017 73%	999 78%	1004 82%
Indigenous Resident Students	469 60%	493 66%	523 65%	517 73%	524 81%
Indigenous Resident Students on Reserve	122 42%	116 58%	159 69%	139 59%	145 84%
Indigenous Resident Students off Reserve	347 66%	377 69%	364 63%	378 78%	379 80%
CYIC (All Legal Groups) Resident Students	43 49%	34 53%	38 47%	49 59%	40 80%
Resident Students with Designation	170 49%	160 59%	172 61%	164 67%	166 78%

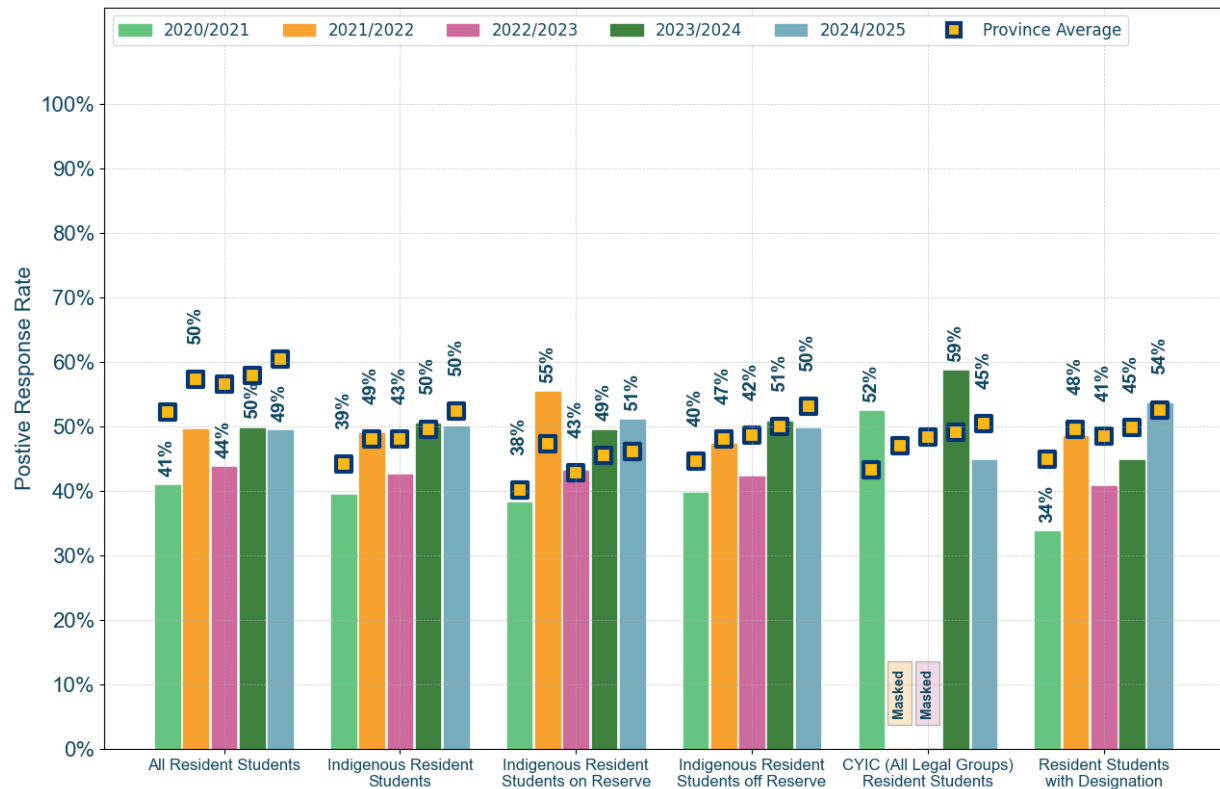
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Coast Mountains



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

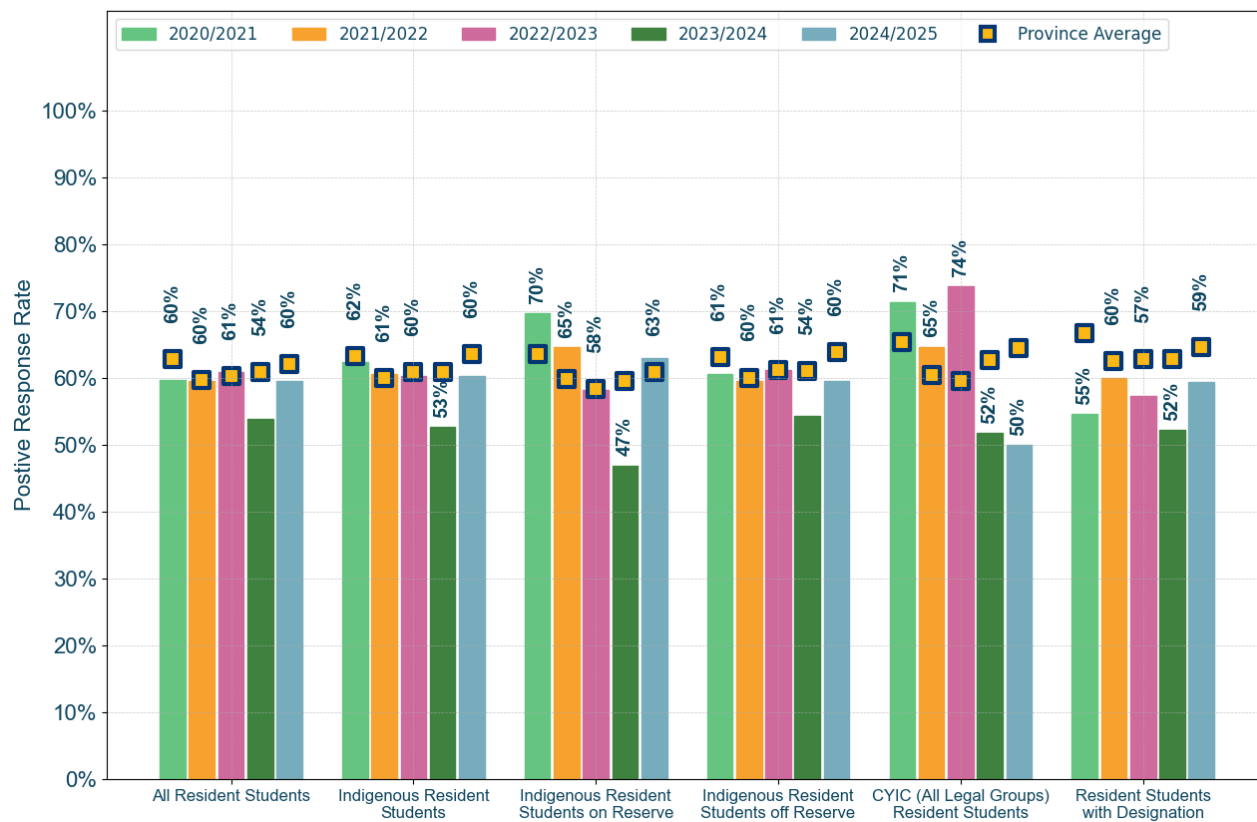


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10 Coast Mountains



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
Coast Mountains



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?

Please respond using a maximum of three (3) to five (5) bullet points.

- The percentage of students reporting that two or more adults care about them increased from 54% in 2023/24 to 60% in 2024/25, which is a positive shift. Similar improvements were reported by Indigenous students, including Indigenous students living on reserve.
- Sense of belonging remained relatively stable for all resident students at 49% in 2024/25, compared with 50% in 2023/24. Results continue to indicate that approximately half of students in Grades 4, 7, and 10 report a positive sense of belonging.
- Students with disabilities or diverse abilities reported notable improvements in 2024/25, with sense of belonging increasing from 45% to 54% and the percentage reporting that two or more adults care about them increasing from 52% to 59%.
- Results for children and youth in care continue to fluctuate significantly. In 2024/25, 50% reported that two or more adults care about them and 45% reported a positive sense of belonging, highlighting an area requiring continued attention.
- The percentage of students reporting that they feel safe increased from 68% in 2020/21 to 73% in 2024/25. While this sustained improvement is encouraging, the district result remains below the provincial average.

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.

Please respond using a maximum of three (3) to five (5) bullet points.

- The district will continue to prioritize belonging, safety, and positive relationships with caring adults through school growth planning, student voice opportunities, and relationship-based approaches, with continued attention to creating safe, welcoming, and inclusive school environments.
- School and district teams will review disaggregated Student Learning Survey results to identify differences among student populations and determine where targeted supports, additional inquiry, or adjustments are required.
- Survey data will be considered alongside direct feedback from students, families, staff, Indigenous partners, and community partners to better understand student experiences and inform responsive actions. This will include information from the Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), and Student Learning Survey, as well as engagement through Student Voice and Local Education Agreement meetings.
- Targeted attention will continue for children and youth in care and other students experiencing vulnerability, with an emphasis on strengthening connections to trusted adults, coordinated supports, and inclusive school environments through the district's new outreach program, including daily connection with priority youth and individualized support to strengthen attendance, engagement, and connection to school.
- Progress will be monitored through annual survey results, school-level evidence, student feedback, and other indicators of belonging, safety, engagement, and connection to caring adults. This evidence will be reviewed over time to assess the impact of strategies and inform ongoing adjustments at both the school and district levels.

Career Development

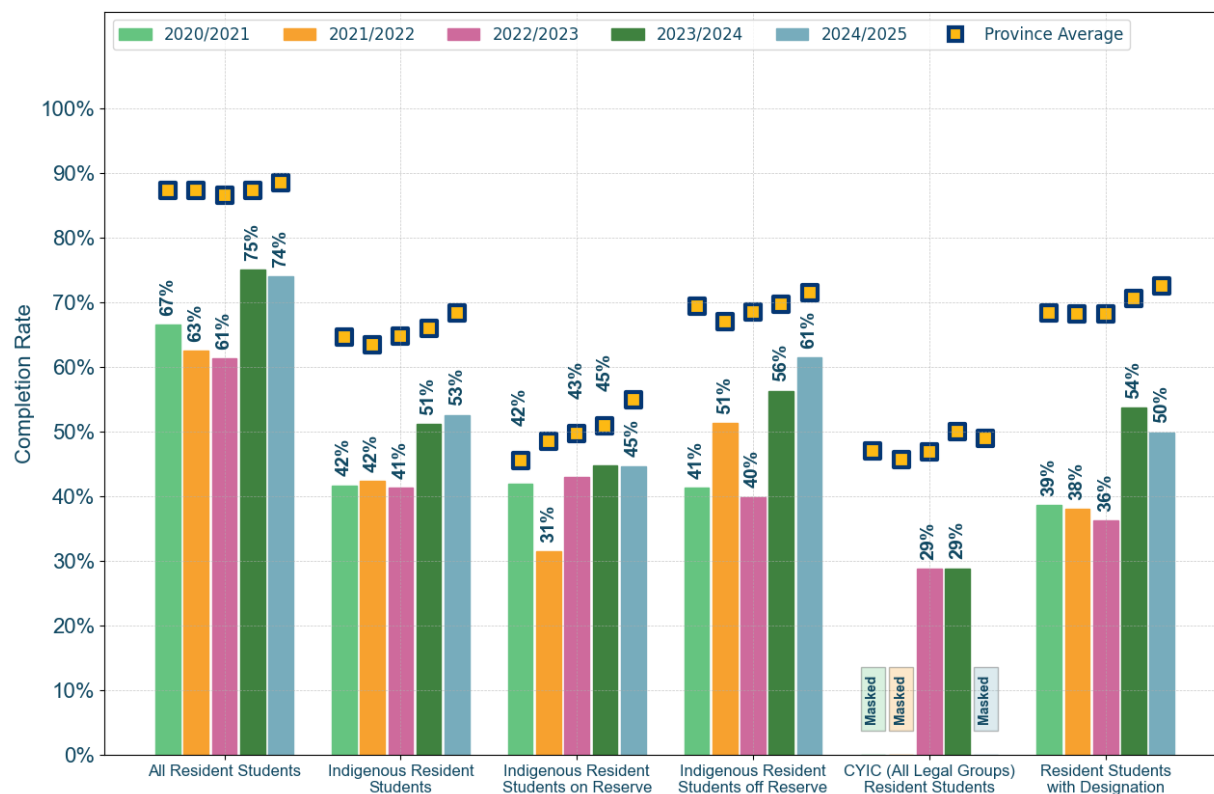
Educational Outcome 4: Graduation

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	348 28	382 33	428 40	407 45	390 52
Indigenous Resident Students	162 13	179 16	212 21	181 21	191 26
Indigenous Resident Students on Reserve	91 8	81 8	96 10	81 10	101 14
Indigenous Resident Students off Reserve	71 6	98 8	116 11	100 11	90 12
CYIC (All Legal Groups) Resident Students	Masked	Masked	58 6	47 5	Masked
Resident Students with Designation	79 6	98 9	110 11	84 9	95 13

5-Year Completion Rate - Dogwood + Adult Dogwood
Coast Mountains



5-Year Completion Rate - Dogwood Coast Mountains



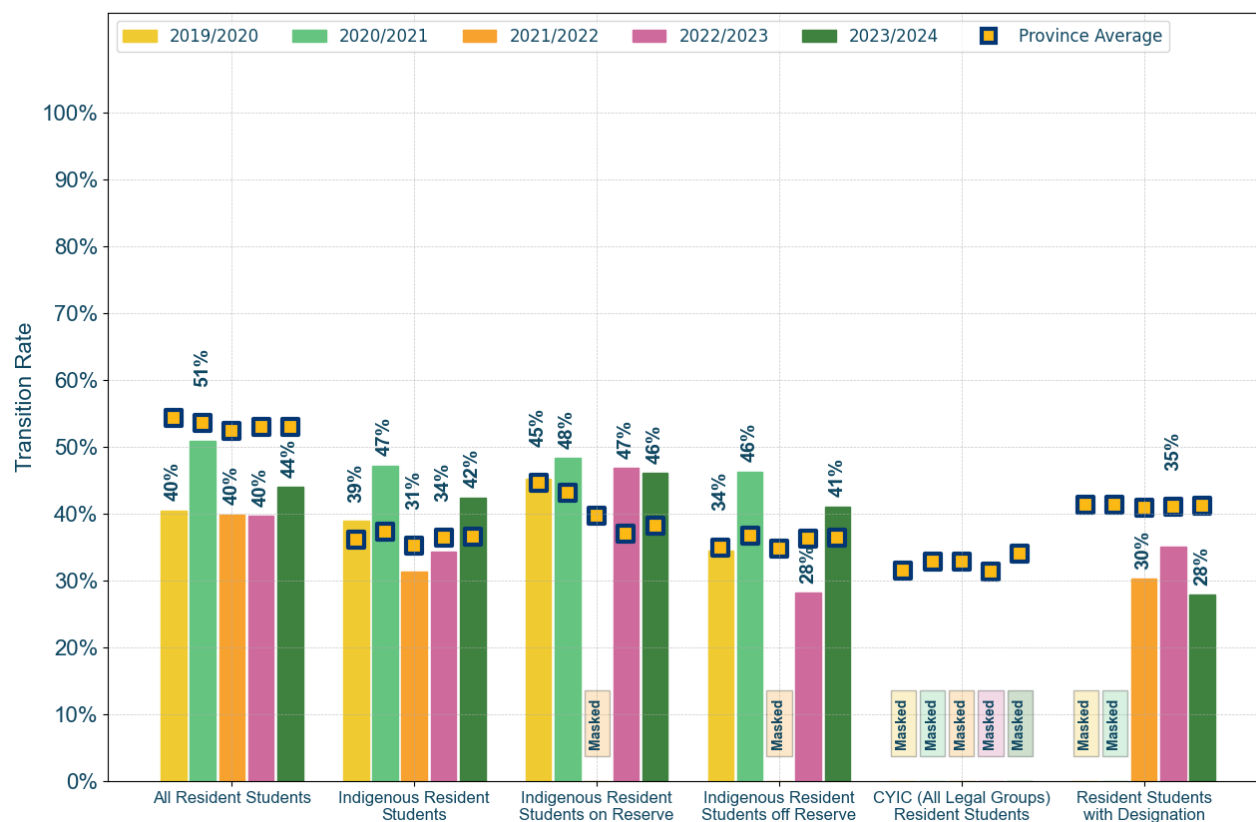
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

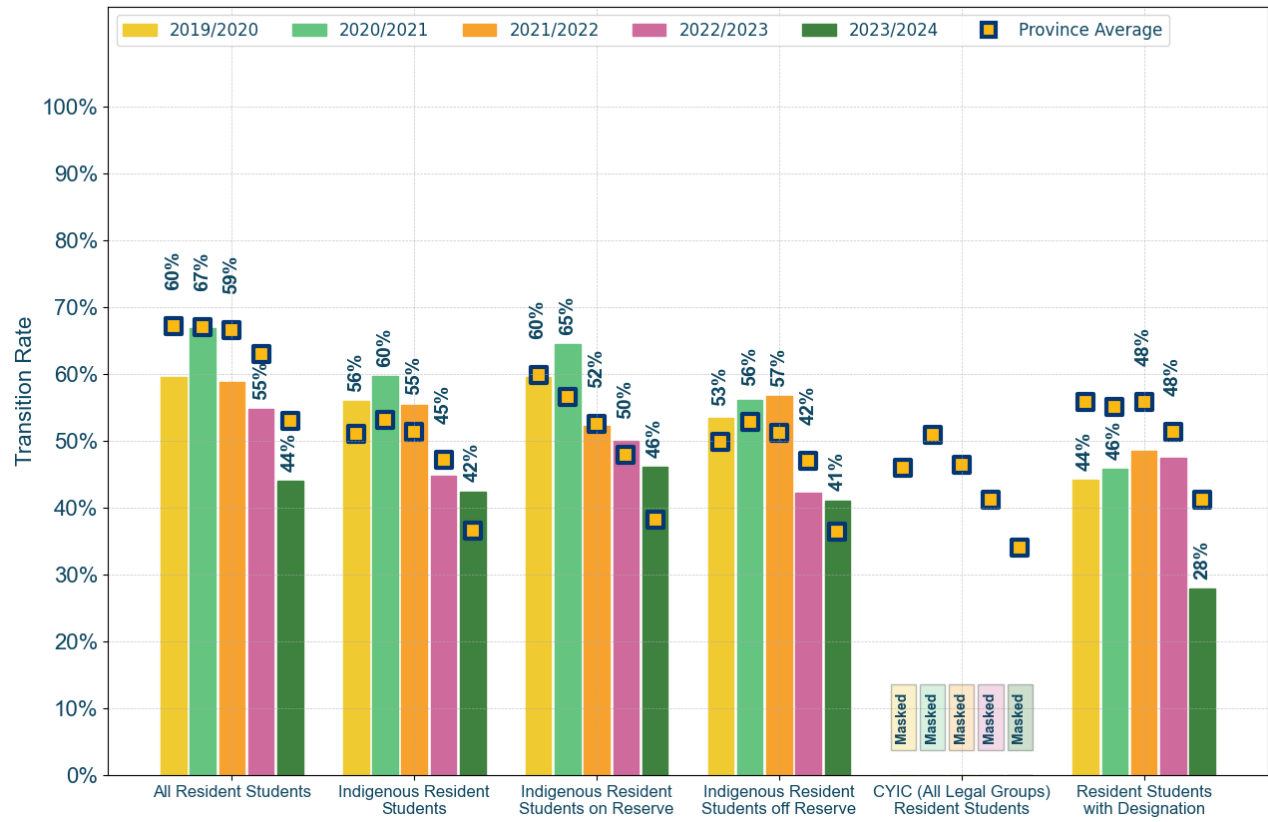
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	279	232	233	270	291
Indigenous Resident Students	100	72	83	96	99
Indigenous Resident Students on Reserve	42	31	Masked	32	26
Indigenous Resident Students off Reserve	58	41	Masked	64	73
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	33	40	43

Immediate Transition to Post-Secondary Coast Mountains



Within 3 Years Transition to Post-Secondary Coast Mountains



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?

Please respond using a maximum of three (3) to five (5) bullet points.

- Five-year Dogwood completion rates have increased for most student groups over the past three years, with all resident students improving from 60% to 73% and Indigenous students from 39% to 50%. This suggests that expanded career pathway programming, graduation supports, and flexible learning opportunities are positively impacting student success.
- Grade 10 to 11 transition rates remain strong across most student groups; however, Grade 11 to 12 transition rates continue to be lower than provincial averages. This suggests that barriers to credit completion and graduation persist during the final years of secondary school and warrant continued attention.
- Indigenous students living off reserve demonstrated significant gains in completion rates, increasing from 39% to 60%, while Indigenous students living on reserve remained at 40%. These differences highlight the importance of continuing targeted and culturally responsive supports to improve equity of outcomes.
- While immediate post-secondary transition rates have remained relatively stable, three-year post-secondary transition rates declined for all resident students (55% to 44%) and students with designations (48% to 28%). This may indicate that some graduates are delaying entry into post-secondary education, entering the workforce directly, or experiencing barriers to accessing post-secondary pathways.

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.

Please respond using a maximum of three (3) to five (5) bullet points.

- Continue expanding district career pathway programming, including Train in Trades, Work in Trades, dual-credit opportunities, Career Maker Days, and experiential learning opportunities that connect students with local industries, employers, and post-secondary institutions.
- Strengthen transition planning and graduation supports for Indigenous students, students with designations, and other priority learners through coordinated efforts involving school teams, career counsellors, Indigenous Education staff, and the Indigenous Graduation Success Outreach Coordinator. Local Education Agreement implementation remains a key focus, with continued collaboration between the District, First Nations, Education Coordinators, and schools. Beginning in 2026–27, monthly meetings will be held with Nation representatives and school administrators to strengthen communication, accountability, and data-informed planning. Meetings and follow-up actions will be documented to support ongoing monitoring, shared accountability, and improved outcomes for Indigenous students.
- Through strong, established partnerships with Coast Mountain College, University of Northern British Columbia (UNBC), SkilledTradesBC, LNG Canada, Northern Health, and community organizations, continue to expand access to post-secondary education, apprenticeships, and employment opportunities for students across all communities.
- Utilize the North Coast Distance Education School and Brightspace to further reduce barriers for students requiring flexible pathways, credit recovery, or alternative approaches to graduation and post-secondary preparation.

- Continue monitoring graduation and post-secondary transition data alongside participation in career development programs by reviewing outcomes across student groups, schools, and communities; identifying programs and supports associated with successful transitions; gathering student and family feedback; and using the findings to address equity gaps and guide future pathway and transition initiatives.