



SUPPORTING ALL LEARNERS: ENHANCING STUDENT LEARNING REPORT

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

SEPTEMBER 2026



Maple Ridge – Pitt Meadows School District No. 42 is located on the traditional territories of the Katzie First Nation and Kwantlen First Nation. We are grateful for the opportunity to live, learn, and work on these lands and acknowledge the enduring connection of Indigenous Peoples to this place since time immemorial. We are committed to advancing reconciliation through relationships, learning, and action while honouring Indigenous histories, cultures, knowledge systems, and ways of knowing.

Preface

Serving the communities of Maple Ridge and Pitt Meadows, School District No. 42 is a district shaped by relationships, where students, families, staff, Rights Holders, Indigenous partners, and community partners work together to support the success, well-being, and potential of every learner. Our schools reflect the strengths of diverse communities that value learning, inclusion, innovation, and strong connections between schools, families, and community partners. Today, the district serves approximately 17,000 learners across a wide range of educational settings and pathways, supported by dedicated employees who are committed to ensuring every learner is known, valued, and supported.

Our vision is for every individual to feel valued and for all learners to reach their potential. Guided by our mission to support all individuals in their development as successful learners and as respectful, caring, and responsible members of society, we strive to create learning environments where students experience belonging, develop confidence in their abilities, and are prepared to contribute meaningfully to an increasingly complex and interconnected world. Our work is grounded in a culture of care, inclusion, high expectations, and a deep belief in the potential of every learner.

The district's strategic priorities and goals focus on literacy and numeracy, equity, social-emotional learning, assessment, innovation, and sustainability. These priorities reflect our commitment to improving learning outcomes, fostering belonging and well-being, supporting responsive and evidence-informed practice, and ensuring the long-term sustainability of our school system. The evidence and actions outlined throughout this report provide an opportunity to reflect on our progress toward these priorities and identify areas requiring continued focus and improvement.

The Framework for Enhancing Student Learning (FESL) provides an important opportunity to reflect on our progress toward these commitments and to identify where continued attention and effort are required. Through annual reviews of provincial and local data, student voice, Indigenous perspectives, and evidence gathered across our schools, we are able to better understand the experiences and outcomes of learners and ensure that our actions remain responsive to their needs.

While this report highlights many strengths across our district, it also reinforces the importance of maintaining a relentless focus on equity and ensuring that every learner experiences success, belonging, and meaningful pathways for the future. Across all three areas of development – intellectual, human and social, and career – we see common themes emerge: the importance of strong relationships, responsive learning environments, and targeted supports for students whose experiences and outcomes do not yet reflect the success we aspire to for all learners.

The evidence presented in this report demonstrates encouraging progress in several areas. Early literacy outcomes continue to improve, many students report positive experiences of belonging and connection, and students increasingly describe themselves as developing the personal, social, and life skills needed to navigate a rapidly changing world. At the same time, the data reminds us that achievement, well-being, and belonging are not experienced equally by all learners. Continued attention is required to improve outcomes for priority learner groups and to strengthen student confidence in their preparation for post-secondary education, employment, and life beyond graduation.

The actions outlined throughout this report reflect our commitment to continuous improvement. Whether through strengthening literacy and numeracy instruction, expanding culturally responsive learning opportunities, enhancing student leadership and voice, supporting a culture of belonging, or creating more purposeful pathways to graduation and post-secondary success, our work remains focused on improving outcomes for students. We are grateful to our students, families, staff, the Indigenous Education Council, Rights Holders, Indigenous partners, and community partners whose contributions continue to inform and strengthen this work.

As we move forward, we remain committed to using evidence, student voice, Indigenous perspectives, and collaborative inquiry to guide our decisions and actions. This report reflects our ongoing commitment to assessment, reflection, and continuous improvement in service of our vision that every individual feels valued and all learners reach their potential. Appendix A outlines the processes and actions the district uses to monitor progress, evaluate impact, and adjust strategies to better support student success.

Maple Ridge-Pitt Meadows

SD042

Interim Progress Report

September 2026

In Review of Year 2024/25 of Strategic Plan 2022/23 to 2026/27

Approved by Board on September 23, 2026

Table of Contents

Intellectual Development	10
Educational Outcome 1: Literacy	10
Educational Outcome 2: Numeracy.....	13
Review Data and Evidence: Intellectual Development.....	18
Respond to Results: Intellectual Development.....	19
Human and Social Development	20
Educational Outcome 3: Feel Welcome, Safe, and Connected	20
Review Data and Evidence: Human and Social Development	23
Respond to Results: Human and Social Development.....	24
Career Development	25
Educational Outcome 4: Graduation.....	25
Review Data and Evidence: Career Development.....	28
Respond to Results: Career Development.....	29
Appendix A	30
Appendix B	39

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:

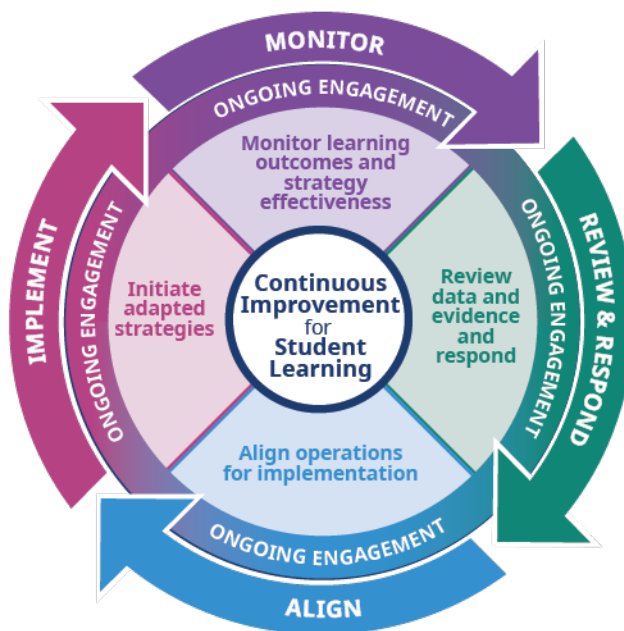
Ministry Note

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.

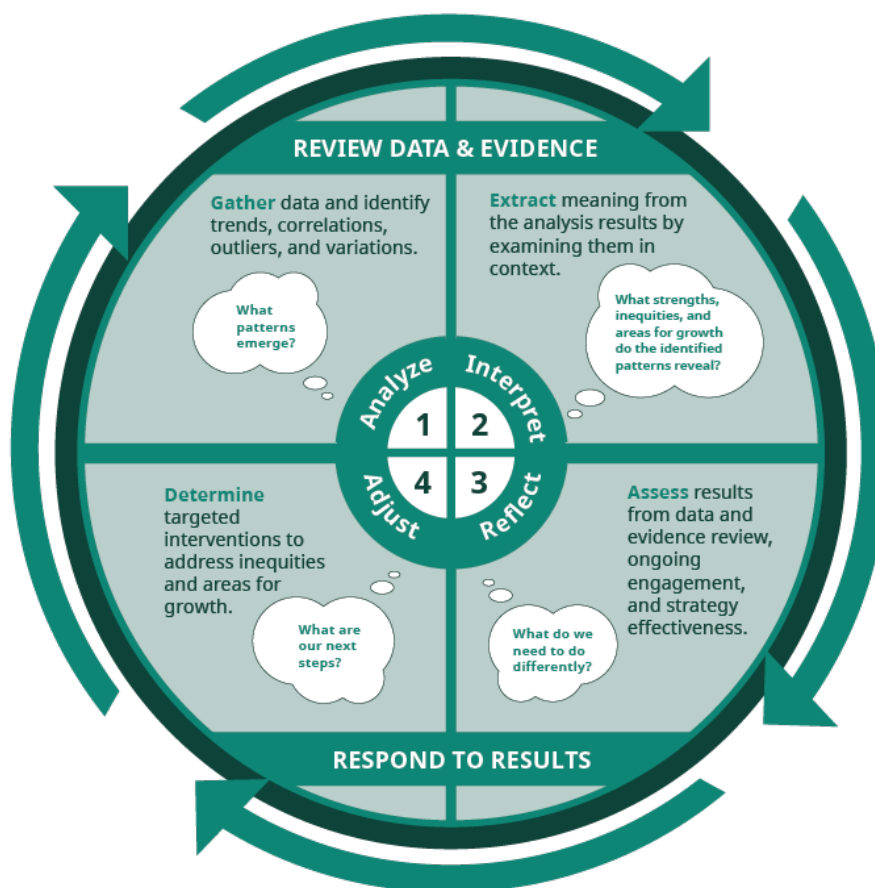
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



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**.

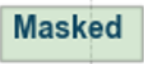
A note on children and youth in care data:

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

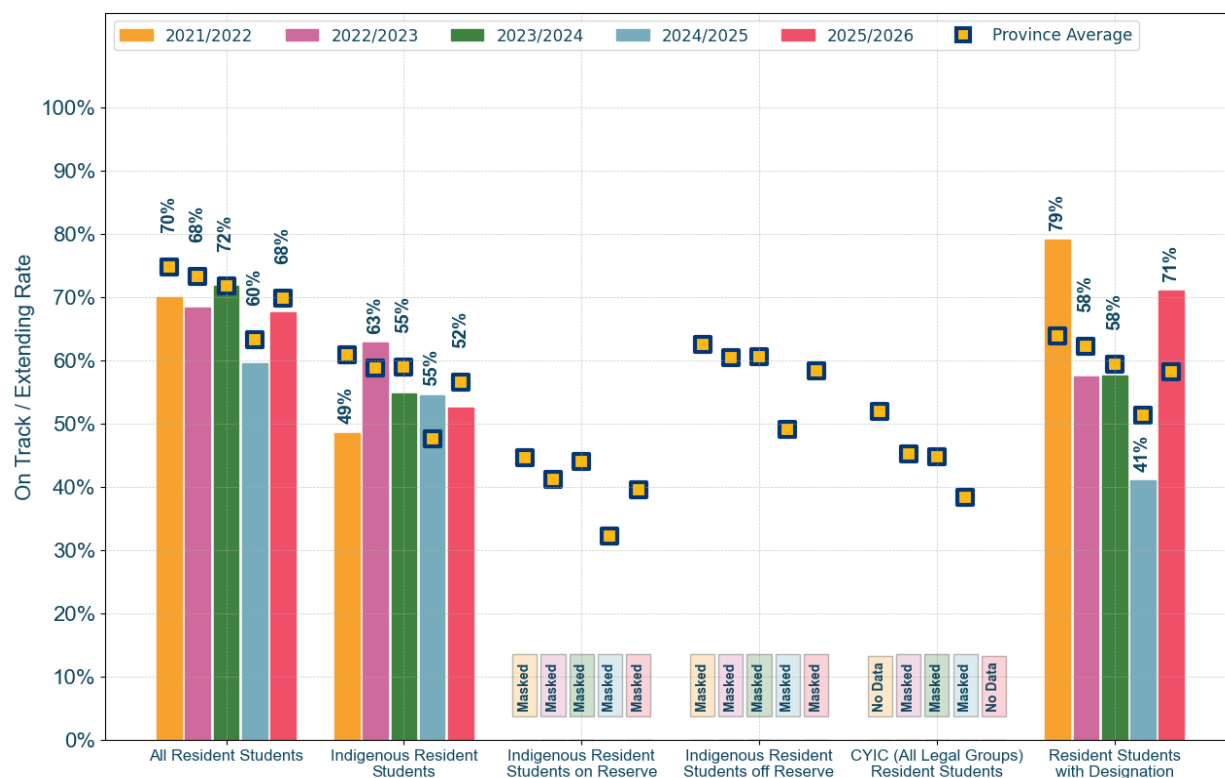
Educational Outcome 1: Literacy

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	1148 30%	1204 35%	1257 33%	1339 37%	1298 38%
Indigenous Resident Students	129 27%	105 33%	124 25%	129 26%	118 34%
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	Masked	Masked	Masked	Masked	0
Resident Students with Designation	156 15%	164 24%	184 14%	195 20%	206 22%

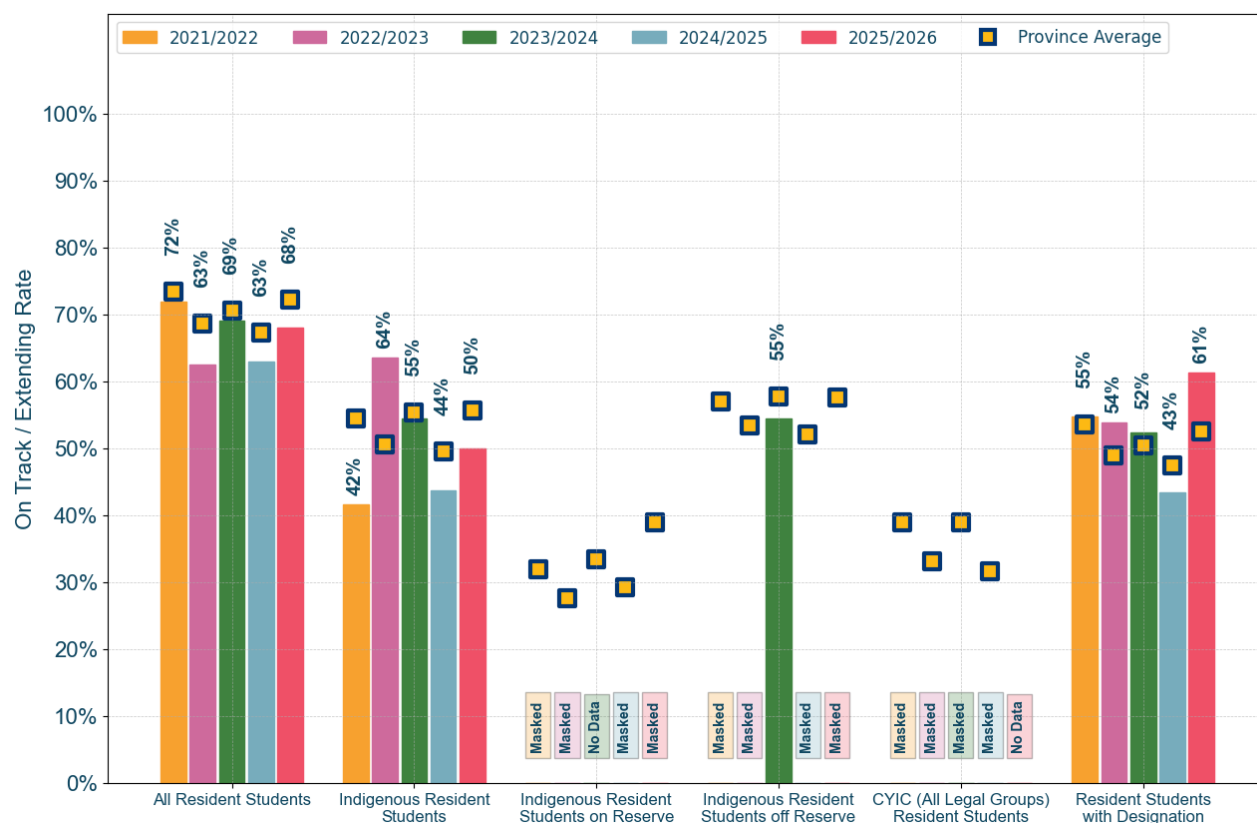
Grade 4 FSA Literacy - On Track / Extending Rate Maple Ridge-Pitt Meadows



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1192 20%	1207 23%	1164 26%	1214 29%	1256 27%
Indigenous Resident Students	140 17%	117 28%	132 25%	121 26%	108 24%
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	Masked	Masked	Masked	Masked	0
Resident Students with Designation	278 11%	279 19%	293 21%	271 25%	307 20%

Grade 7 FSA Literacy - On Track / Extending Rate Maple Ridge-Pitt Meadows

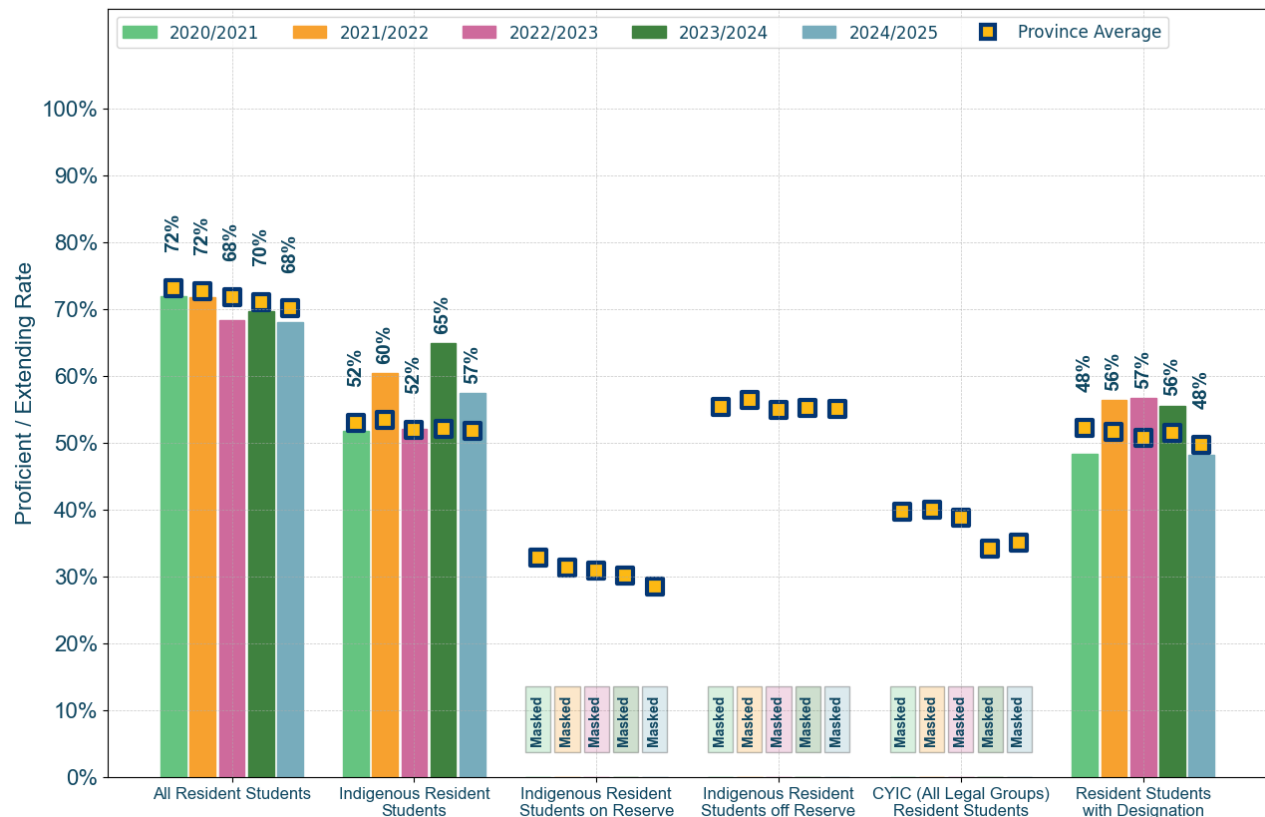


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1014 86%	1159 88%	1148 90%	1226 90%	1219 90%
Indigenous Resident Students	128 71%	142 77%	129 78%	156 76%	139 82%
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	20 65%	23 52%	15 67%	Masked	Masked
Resident Students with Designation	248 69%	280 75%	300 78%	312 76%	353 81%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Maple Ridge-Pitt Meadows



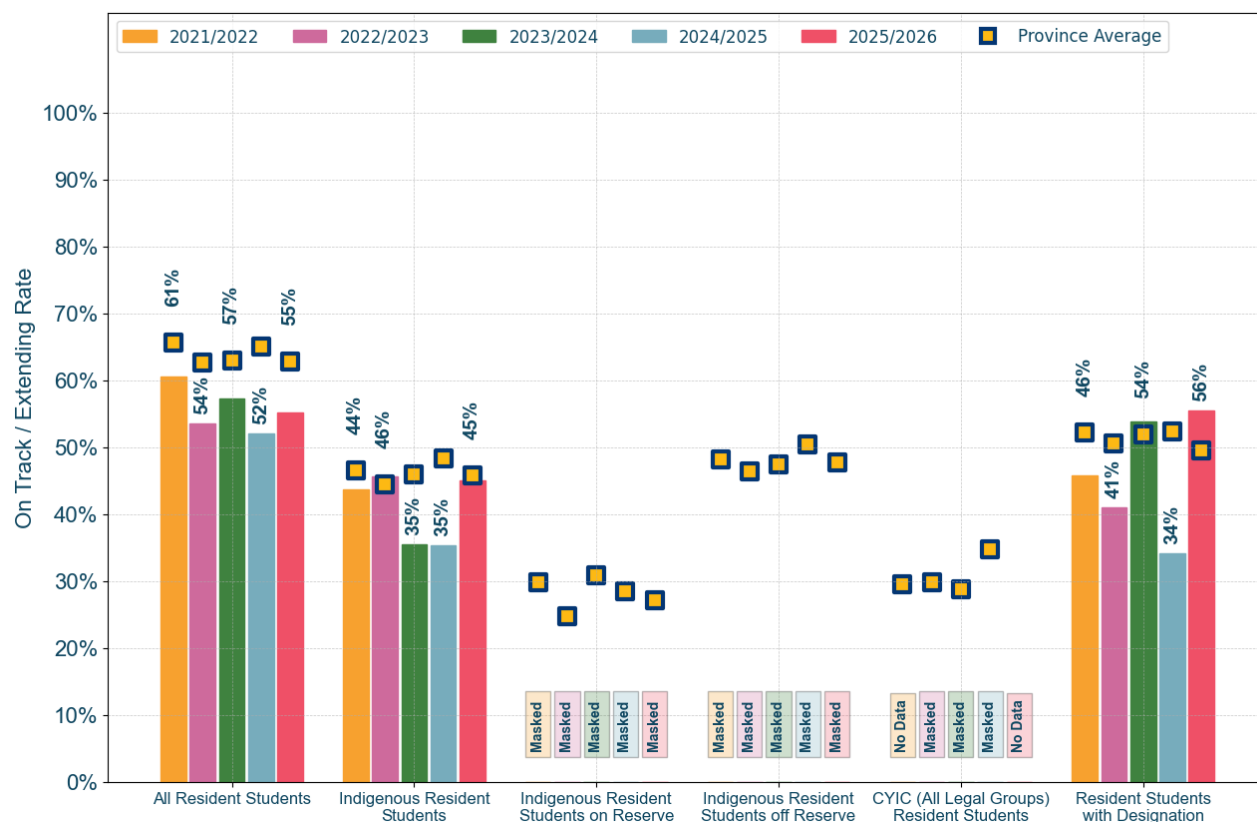
Educational Outcome 2: Numeracy

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	1148 30%	1204 35%	1257 33%	1339 37%	1298 38%
Indigenous Resident Students	129 25%	105 33%	124 25%	129 26%	118 34%
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	Masked	Masked	Masked	Masked	0
Resident Students with Designation	156 15%	164 24%	184 14%	195 19%	206 22%

Grade 4 FSA Numeracy - On Track / Extending Rate Maple Ridge-Pitt Meadows



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1192 20%	1207 22%	1164 26%	1214 30%	1256 28%
Indigenous Resident Students	140 19%	117 27%	132 24%	121 26%	108 22%
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	Masked	Masked	Masked	Masked	0
Resident Students with Designation	278 10%	279 19%	293 21%	271 26%	307 20%

Grade 7 FSA Numeracy - On Track / Extending Rate Maple Ridge-Pitt Meadows

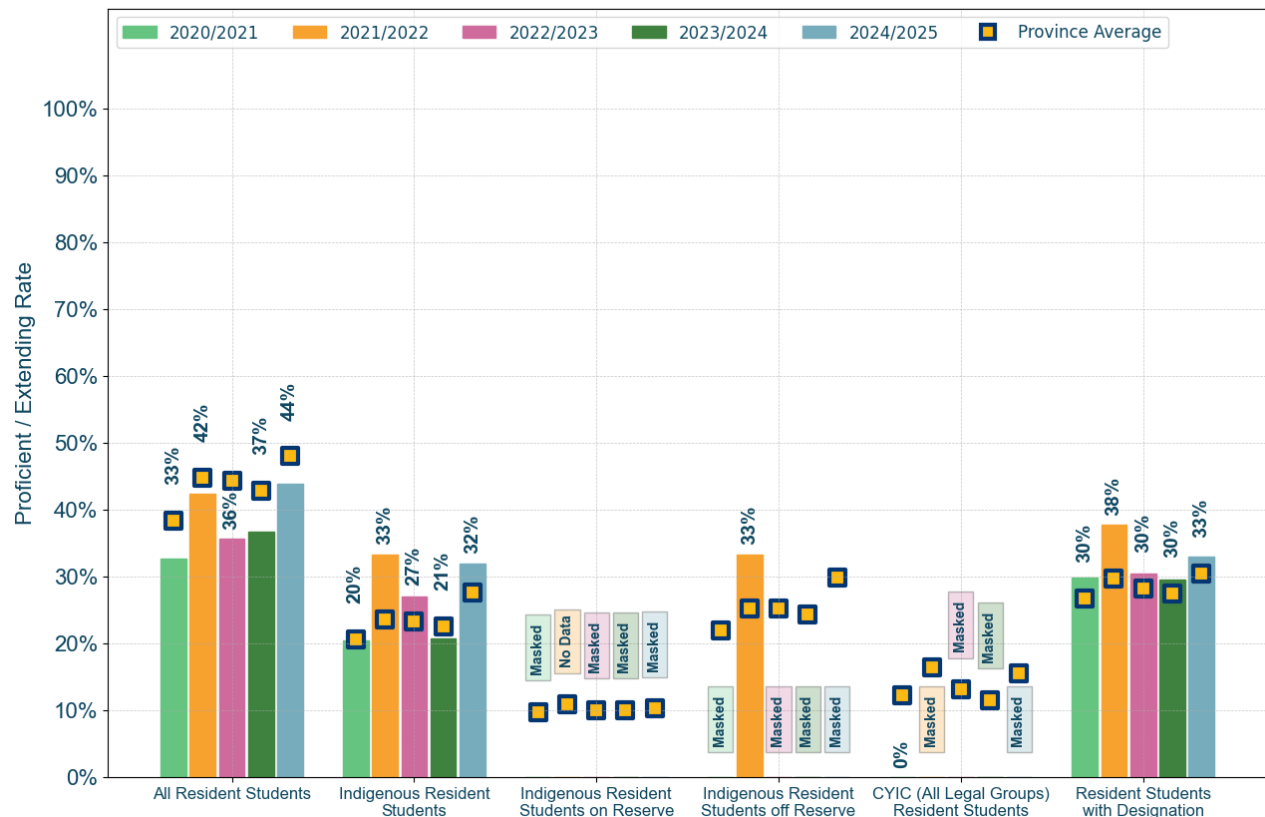


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1008 87%	1155 89%	1143 89%	1231 87%	1223 90%
Indigenous Resident Students	125 74%	141 78%	129 77%	155 72%	138 80%
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	Masked	23 57%	Masked	Masked	Masked
Resident Students with Designation	245 74%	279 77%	298 78%	314 74%	353 79%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Maple Ridge-Pitt Meadows

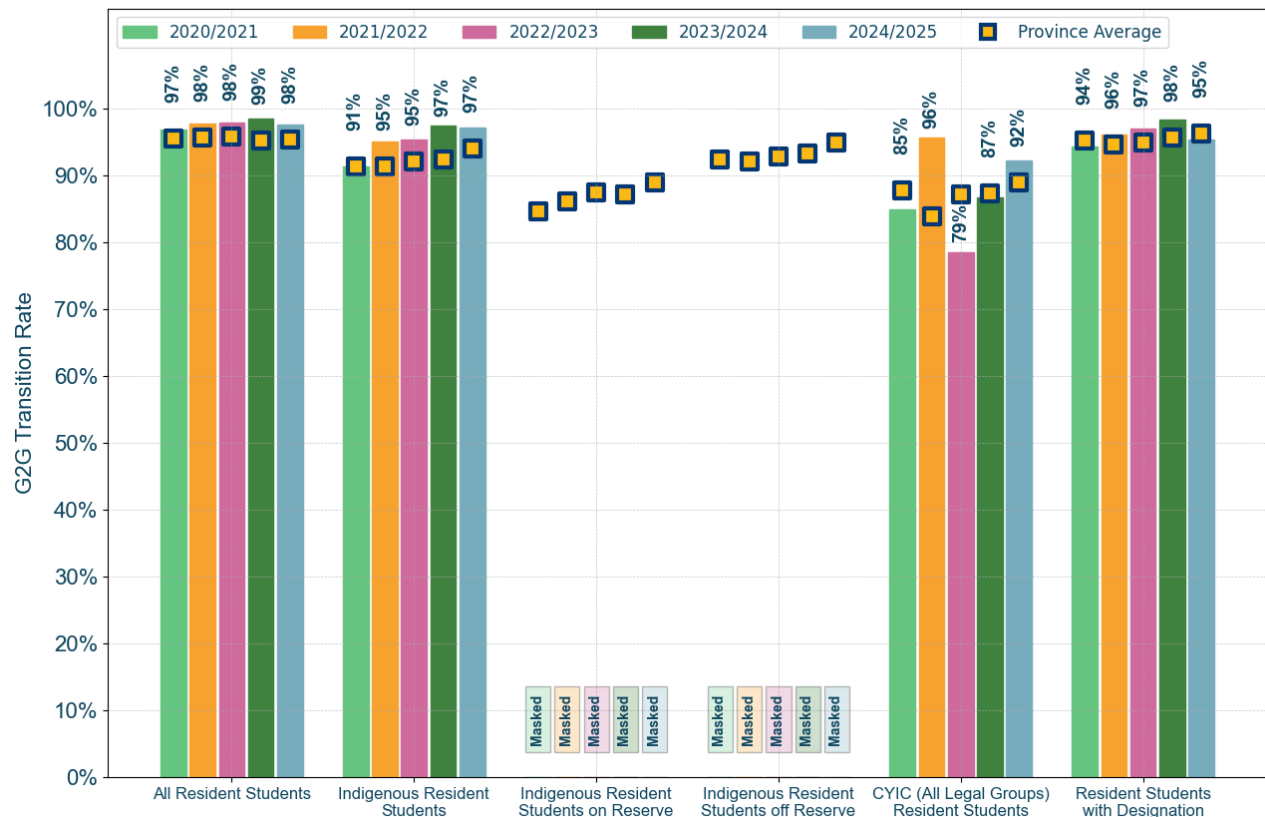


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1013	1161	1148	1227	1218
Indigenous Resident Students	128	142	130	155	140
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	20	23	14	15	13
Resident Students with Designation	247	281	304	314	353

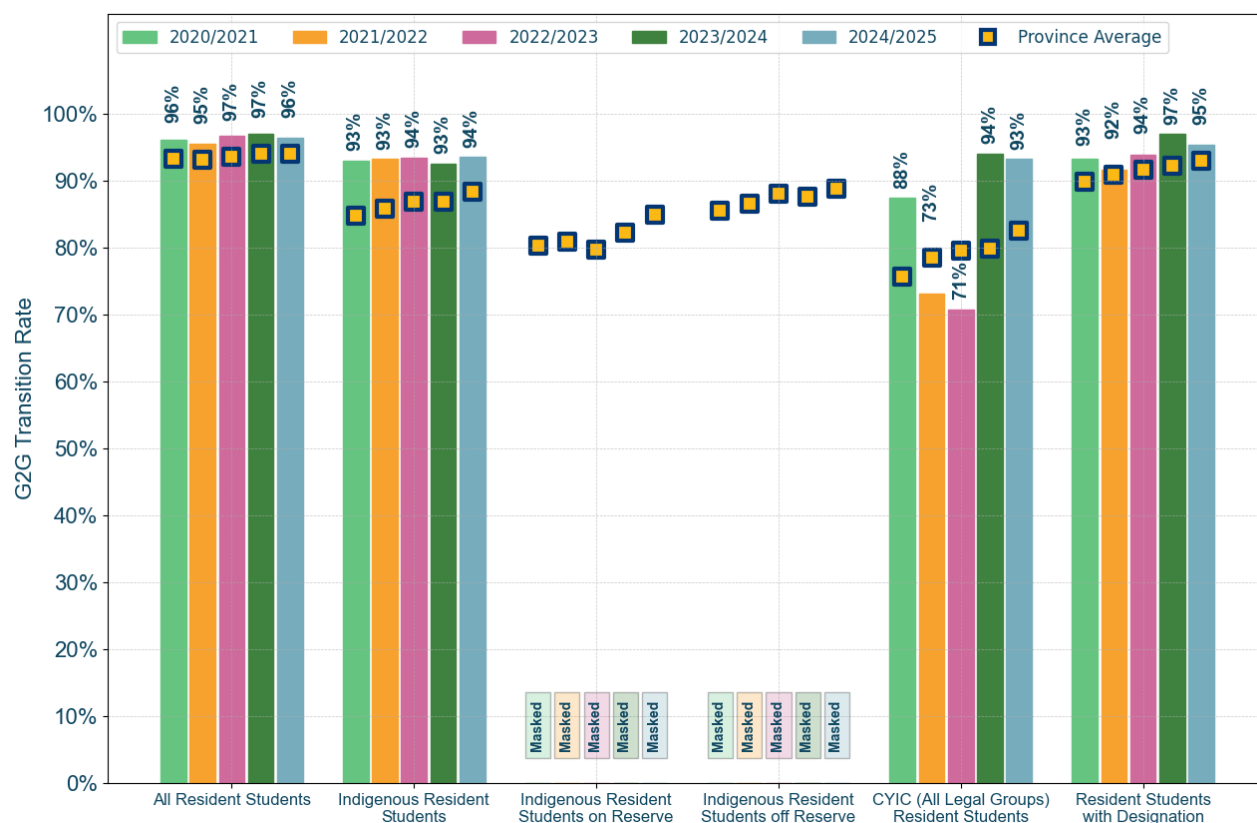
Grade 10 to 11 Transition Rate Maple Ridge-Pitt Meadows



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1147	1017	1174	1161	1244
Indigenous Resident Students	130	120	139	122	155
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	24	26	24	17	15
Resident Students with Designation	287	250	299	299	325

Grade 11 to 12 Transition Rate Maple Ridge-Pitt Meadows



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?

- **Early literacy evidence is encouraging, but system-level literacy gains need to be sustained through the grades.** Kindergarten screener results (Appendix B) show strong growth from January to June across foundational literacy skills, especially phonemic awareness. Cohort data also show sustained reductions in students not yet meeting expectations, suggesting that early literacy instruction, intervention, and district supports are having a positive effect.
- **FSA literacy outcomes are broadly aligned with provincial comparators.** Grade 4 and Grade 7 Foundation Skills Assessment (FSA) literacy results are close to provincial outcomes for participating students. However, low district participation means these results should be interpreted cautiously and triangulated with cohort, classroom, local screener, and secondary evidence before drawing system-wide conclusions.
- **Priority learners are making progress, but gaps remain persistent and most pronounced for students with disabilities and diverse abilities.** Indigenous learners and students with disabilities and diverse abilities show meaningful improvement in cohort data; however, they continue to have higher rates of students not yet meeting expectations than overall and remaining student groups. Across FSA, cohort, and secondary literacy measures, students with disabilities and diverse abilities experience the most persistent barriers.
- **Reading growth is stronger and more consistent than writing growth.** Reading data shows clearer improvement over time, while writing results are more variable, particularly for priority learners. This suggests the need for stronger coherence in writing instruction, assessment, intervention, and professional learning across the system.
- **Numeracy remains a significant area for improvement and requires stronger system coherence.** Numeracy results are flatter than literacy results, with less consistent growth over time and persistent disparities for priority populations. The evidence suggests that numeracy has not yet benefited from the same sustained district-wide focus, assessment alignment, or shared instructional framework as literacy.

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.

- **Deepen system coherence and instructional capacity in literacy and numeracy.** Continue to strengthen and scale core district structures, including the K–3 Literacy Guide, literacy liaisons, district recommended Grade 1 to Grade 9 numeracy resource, and Numeracy Exploration Teams, while intentionally building in-school expertise to sustain consistent, evidence-based practice across Tier 1, Tier 2, and Tier 3.
- **Strengthen data-informed decision-making and system monitoring.** Expand the use of formative and summative assessment evidence to guide instruction, professional learning, and resource allocation. Building on the Kindergarten Literacy Screener, strengthen early identification, classroom-based evidence collection, and system processes for tracking progress over time.
- **Scale and align numeracy resources, assessment practices, and professional learning.** Implementation of a curriculum-aligned Grade 1–9 numeracy resource for all teachers and continue refining proficiency-based assessment tools, numeracy descriptors, and progressions so instruction, assessment, and intervention are more coherent across classrooms and schools.
- **Advance equity through targeted, inclusive, and culturally responsive approaches.** Continue to focus intentionally on Indigenous students, students with disabilities and diverse abilities, and children and youth in care. Strengthen culturally responsive resources, family engagement, and monitoring processes to assess whether supports are improving engagement, attendance, achievement and learning outcomes.

Human and Social Development

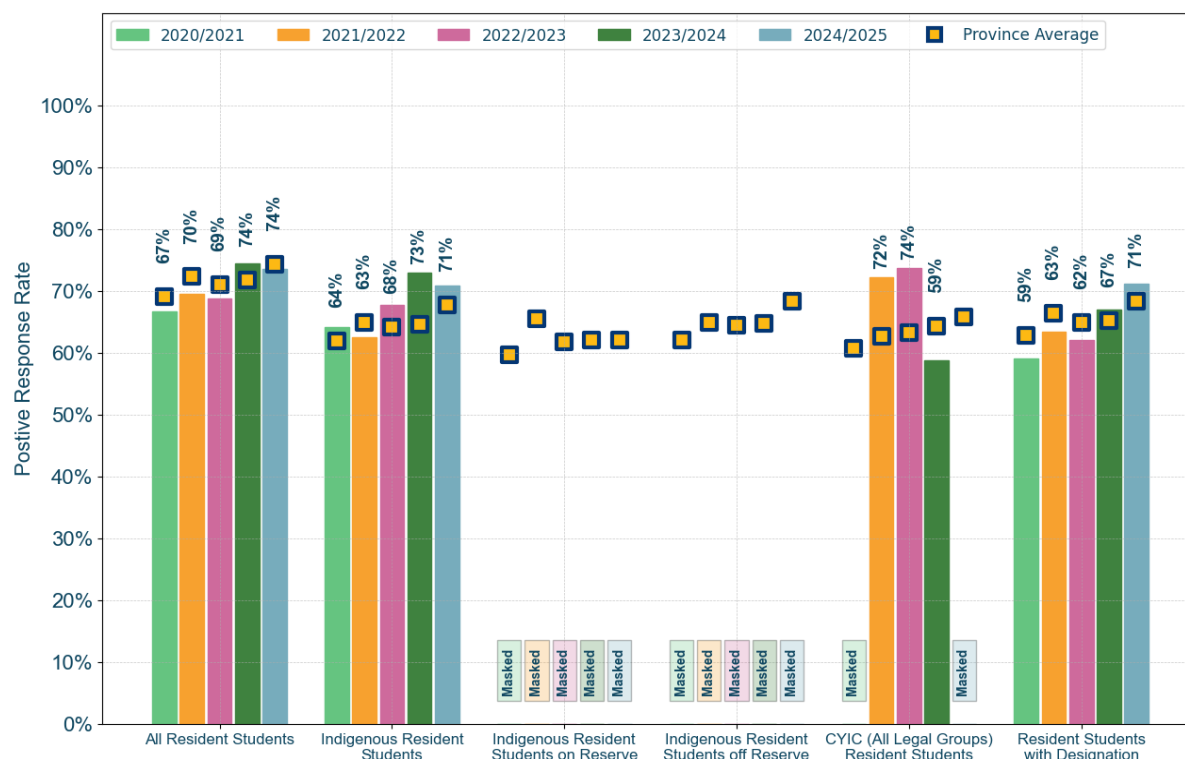
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

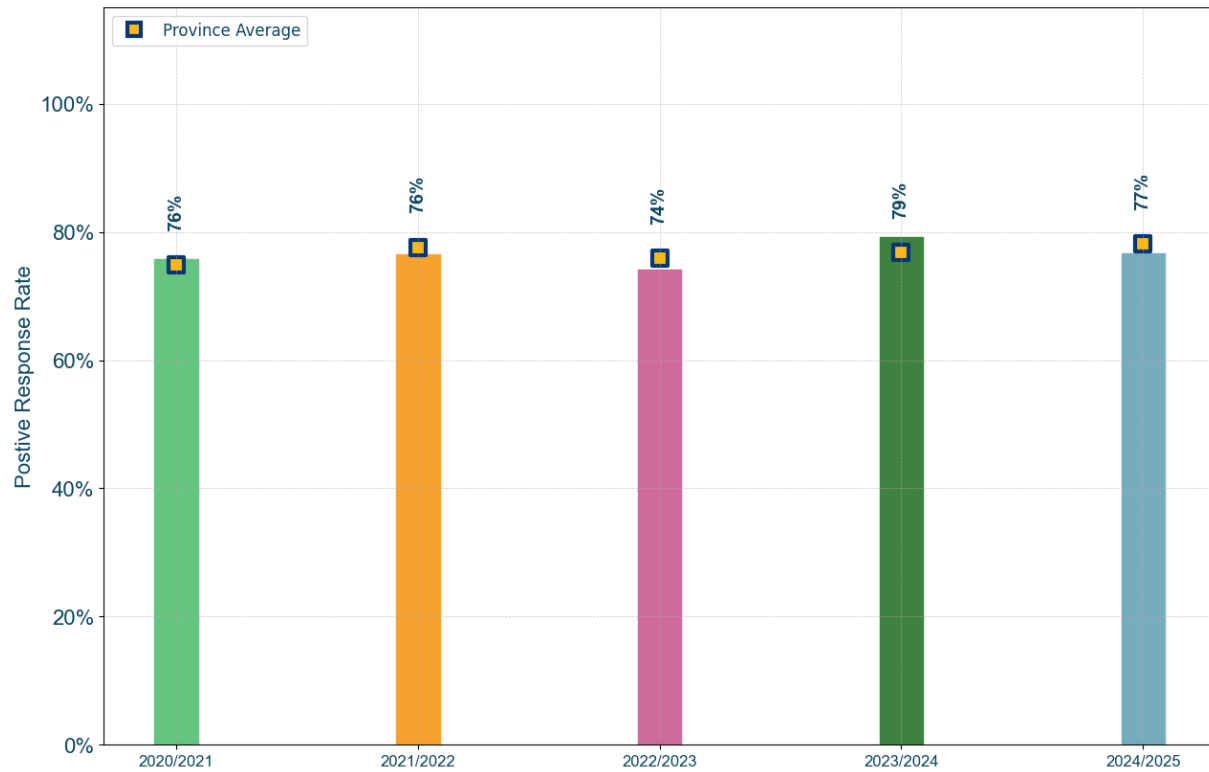
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	3250 76%	3497 80%	3556 80%	3648 78%	3770 77%
Indigenous Resident Students	423 63%	411 70%	352 71%	411 67%	390 66%
Indigenous Resident Students on Reserve	Masked	14 71%	Masked	Masked	17 59%
Indigenous Resident Students off Reserve	Masked	397 70%	Masked	Masked	373 67%
CYIC (All Legal Groups) Resident Students	Masked	35 51%	32 59%	33 52%	Masked
Resident Students with Designation	644 63%	714 67%	747 68%	792 67%	819 63%

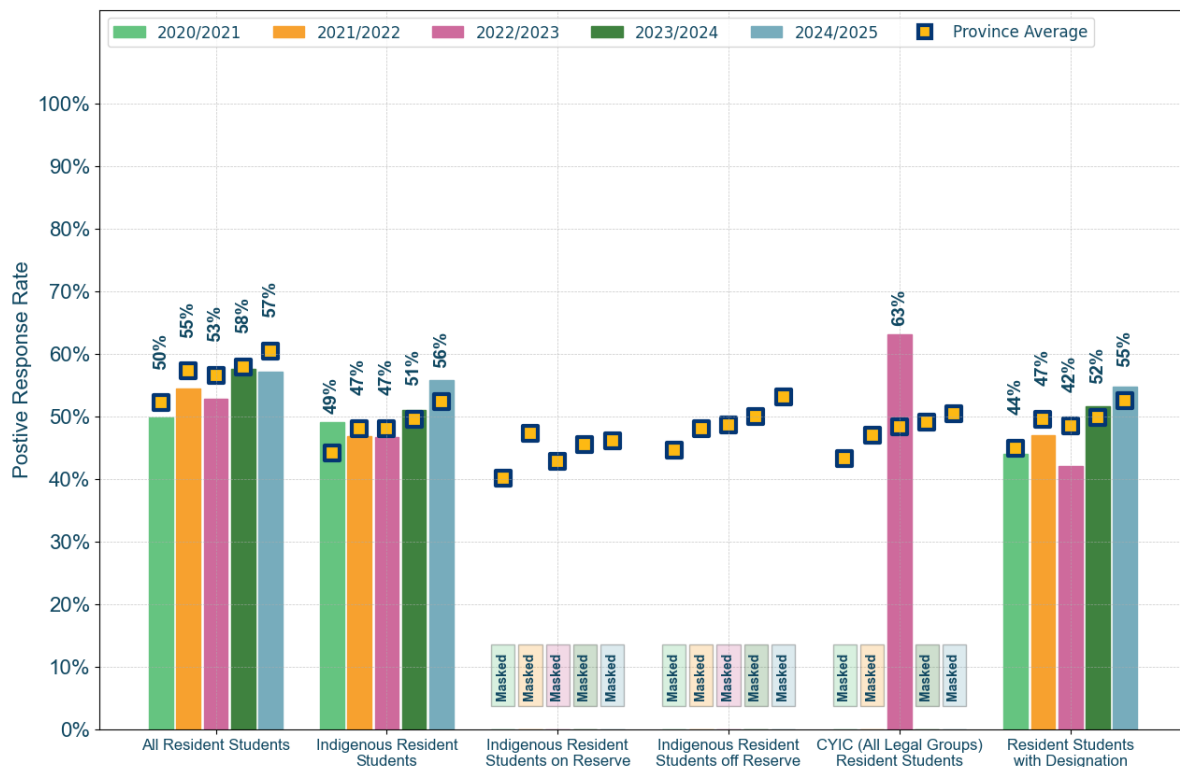
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Maple Ridge-Pitt Meadows



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Maple Ridge-Pitt Meadows

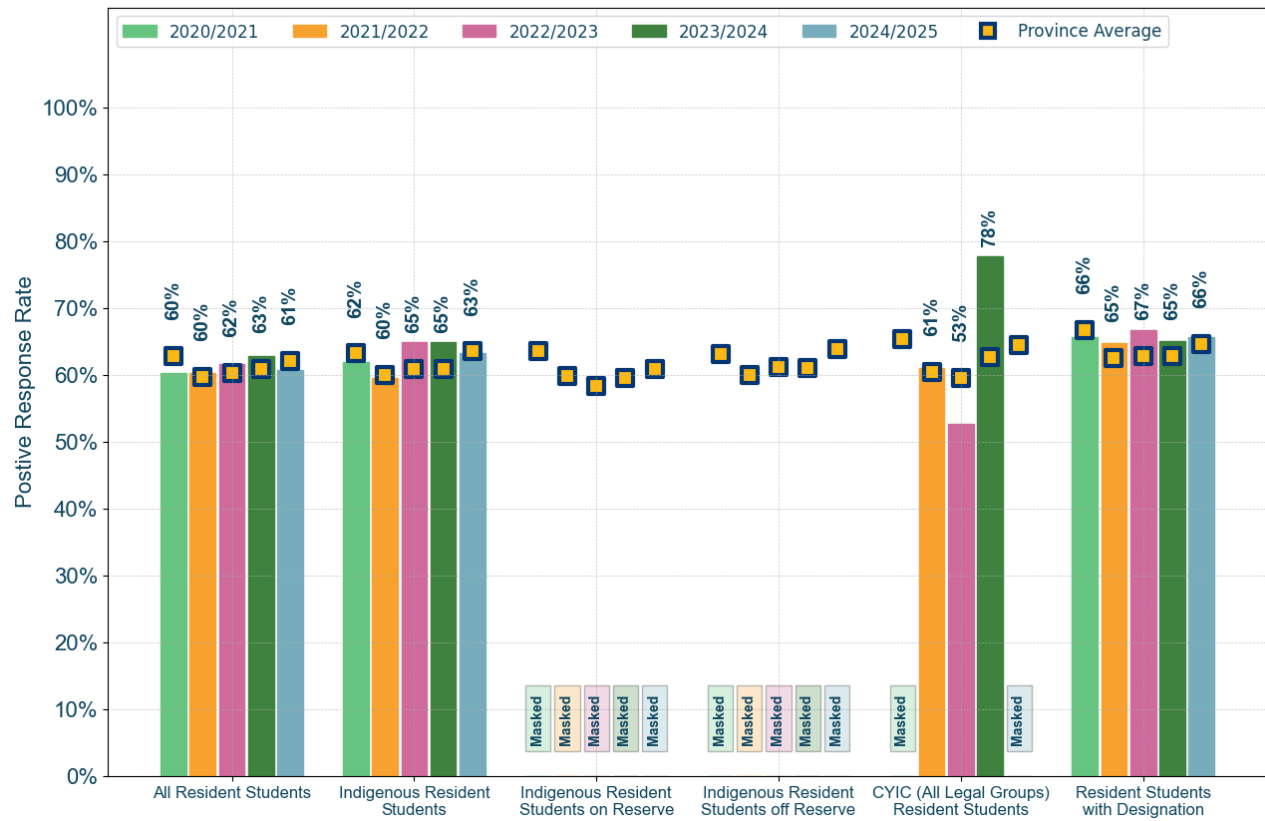


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Maple Ridge-Pitt Meadows



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 Maple Ridge-Pitt Meadows



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?

- **Belonging and adult connection remain central protective factors, with results showing both strengths and persistent equity gaps.** The evidence continues to affirm the importance of safe, welcoming, culturally responsive school communities and strong adult-student connections. Elementary belonging is a relative strength, including positive results for Indigenous elementary learners; however, masked subgroup data point to areas requiring closer attention, particularly decreases in responses related to adult connection for children and youth in care and Indigenous students living on reserve, alongside a decrease in belonging for Indigenous students living on reserve.
- **Student voice adds important context and points to practices that are strengthening belonging and identity.** Indigenous student voice identifies leadership opportunities, Indigenous-led learning beyond trauma, land stewardship, student gatherings, Knowledge Carrier connections, and increased cultural learning as approaches that support belonging, pride, and identity-affirming experiences. These qualitative signals help explain areas of improvement and should continue to shape the district's response.
- **Belonging results are not consistent across grade levels or student populations.** Local Middle Years Development Instrument (MDI) belonging data indicates that many students experience positive belonging, while a meaningful proportion do not yet feel a strong sense of belonging at school. Gains appear stronger in some elementary and Grade 7 results than in secondary results, where Indigenous students in grades 10 and 12 and students with disabilities and diverse abilities in Grade 12 require continued attention.
- **The data suggests the need to strengthen relationship-rich, culturally responsive approaches in secondary settings.** Current evidence points to the importance of sustaining culturally responsive and identity-affirming practices while developing more targeted strategies for students who may experience barriers to participation, belonging, or cultural safety, particularly in the secondary years and for priority populations.

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.

- **Scale and monitor school-wide social-emotional learning (SEL) with attention to impact.** Elementary schools have allocated funding toward SEL programs and initiatives. As implementation moves forward, the district will monitor effectiveness using student belonging, adult connection, and local school evidence so that implementation moves beyond program adoption to measurable improvement.
- **Keep student voice central to equity, diversity, inclusion, and belonging strategies.** Secondary and alternate school resources that reflect student identities and lived experiences should continue to be informed by student voice, including BIPOC student forums and Indigenous student voice, so initiatives remain responsive to students' changing needs.
- **Expand Indigenous student leadership, connection, and culturally responsive learning opportunities.** Continue targeted Indigenous student leadership initiatives, engagement with Elders, Living Library experiences, Knowledge Carrier sessions, land-based and experiential learning, and post-secondary pathway exploration, in alignment with student voice and Indigenous Education Council direction.
- **Use the new alternate/alternative referral process to strengthen timely, equitable access to supportive learning environments.** The centralized process provides a structure for monitoring patterns, reviewing outcomes, and improving access for students experiencing disengagement, vulnerability, or unmet social-emotional needs, while supporting coherent decision-making with schools, families, and district teams.

Career Development

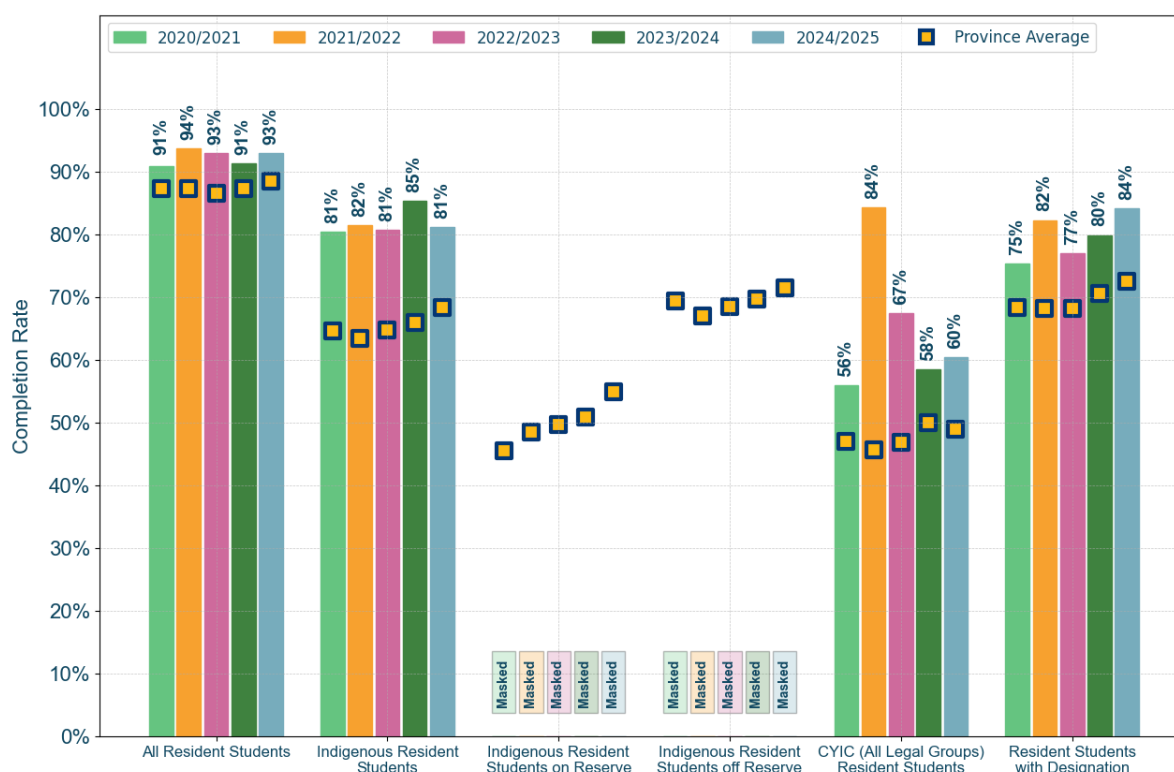
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

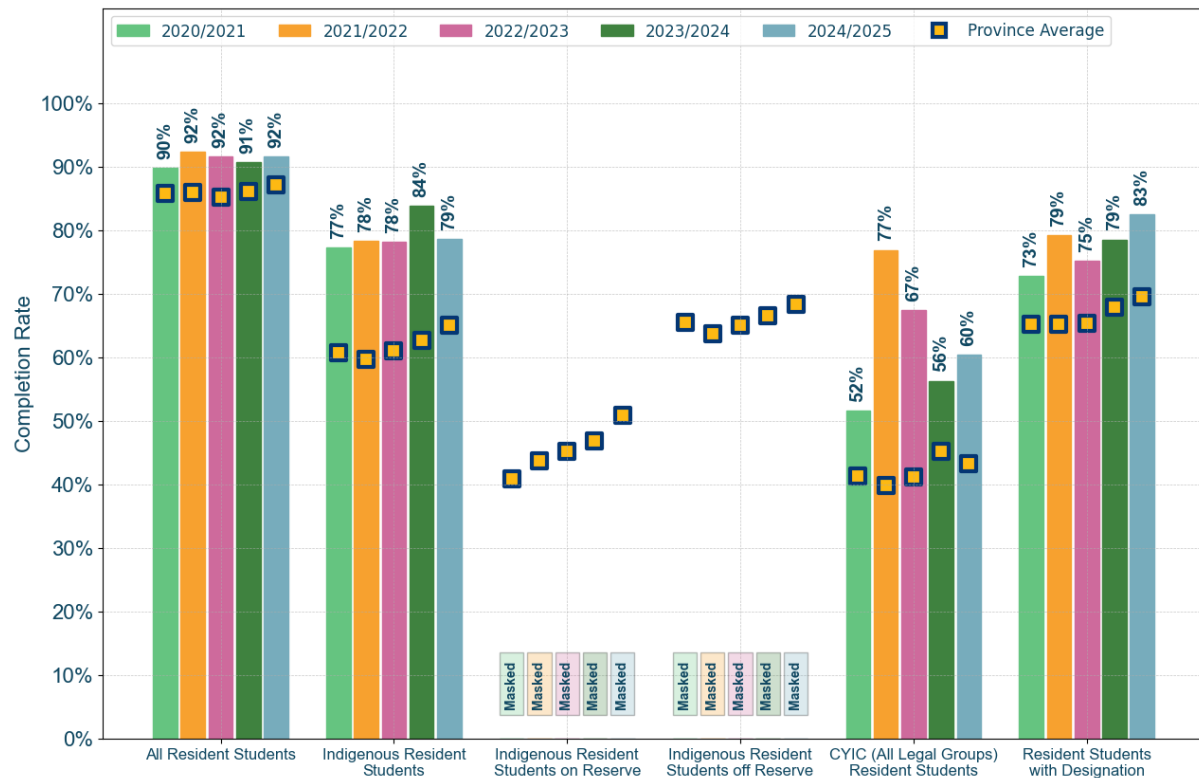
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1114 65	1159 72	1087 73	1218 86	1222 87
Indigenous Resident Students	132 8	133 8	124 8	136 10	127 9
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	50 4	43 3	49 3	50 4	43 3
Resident Students with Designation	291 17	313 19	290 19	321 22	335 24

5-Year Completion Rate - Dogwood + Adult Dogwood
Maple Ridge-Pitt Meadows



5-Year Completion Rate - Dogwood Maple Ridge-Pitt Meadows



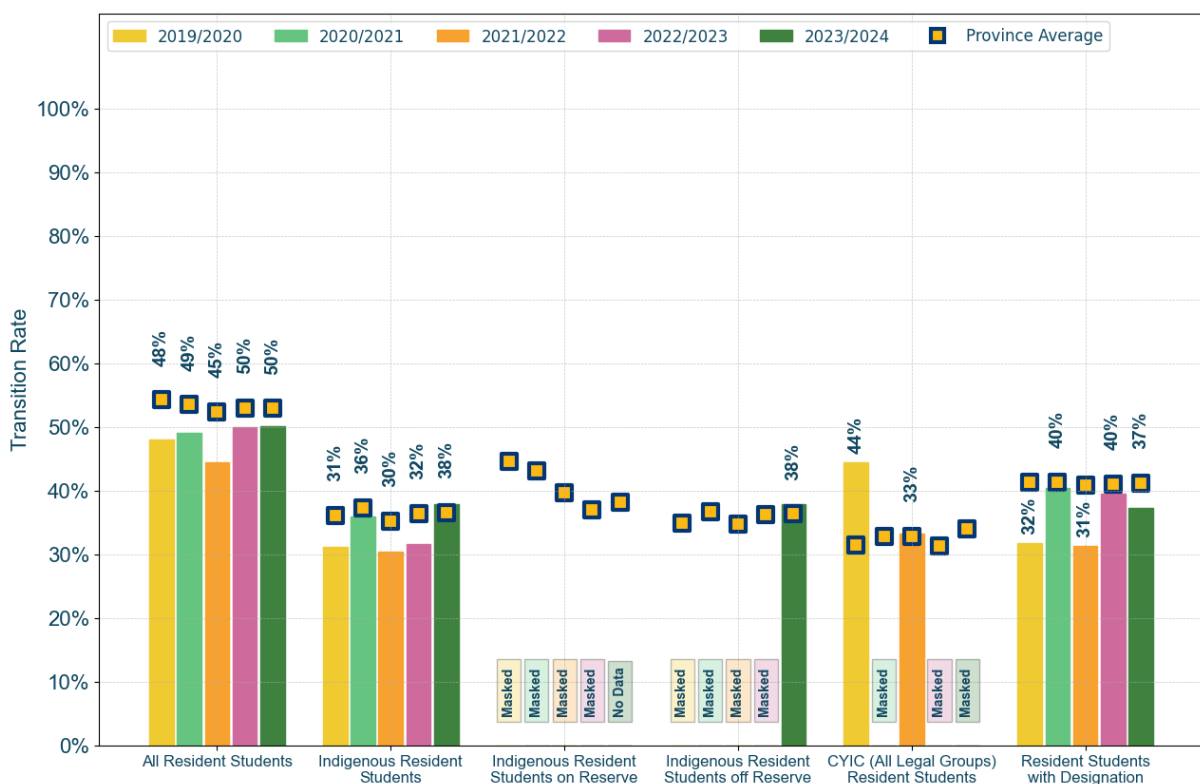
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

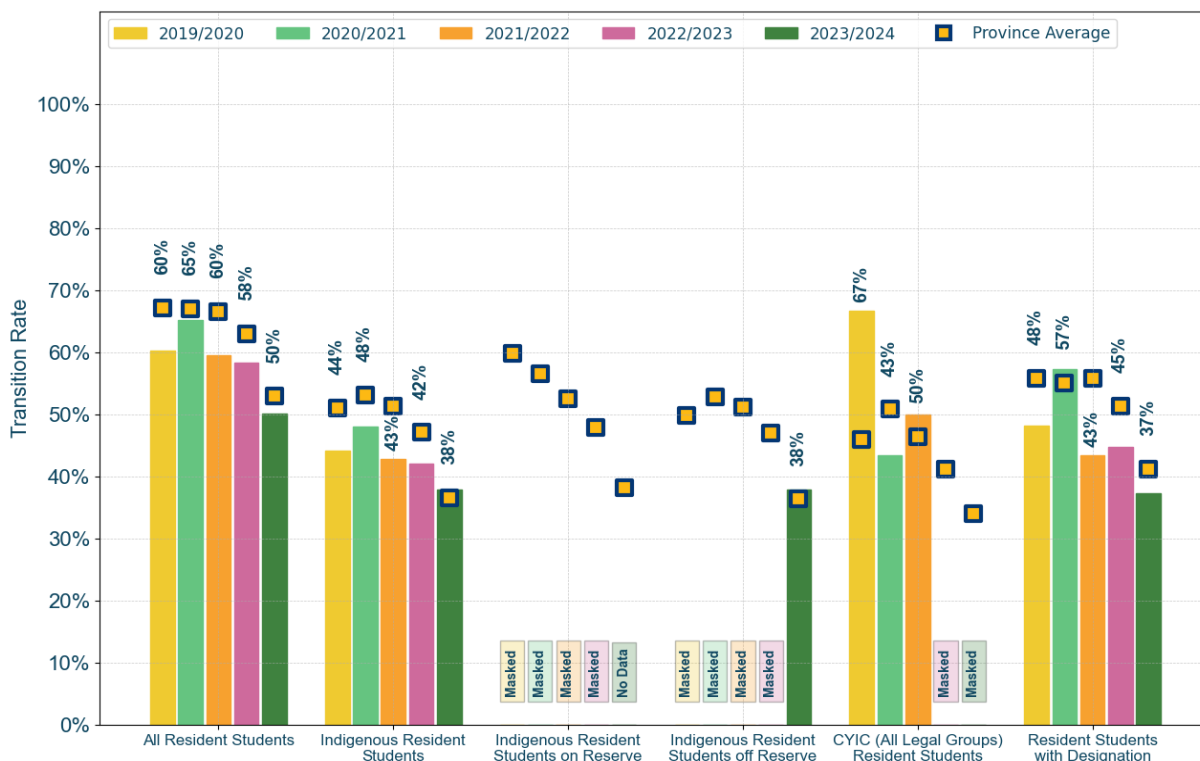
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	943	959	1040	952	1049
Indigenous Resident Students	77	100	105	95	108
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	108
CYIC (All Legal Groups) Resident Students	27	Masked	36	Masked	Masked
Resident Students with Designation	145	178	230	192	225

Immediate Transition to Post-Secondary Maple Ridge-Pitt Meadows



Within 3 Years Transition to Post-Secondary Maple Ridge-Pitt Meadows



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?

- **Completion rates are generally stable, but stability should not be interpreted as sufficient progress for all learner groups.** The five-year and six-year completion rates have remained stable for all resident students at 93% and 97% comparably, while resident students with designations are the only noted subgroup showing an increase. Indigenous students, living on reserve and living off reserve, show consistent local success over the five-year period, but provincial averages for these groups appear to be improving slightly over the same period.
- **Student confidence in preparation for post-secondary and careers is declining and should be highlighted as a system signal.** Student Learning Survey (SLS) results suggest students are less satisfied that school is preparing them for either employment or post-secondary education when compared with the five-year trend. This is a notable contrast to more positive trends in life skills, social skills, and emotional well-being.
- **Positive life, social, and emotional well-being trends provide an important foundation for career development work.** The 2024/25 SLS results for life skills, social skills, and emotional well-being are at or near the highest levels of satisfaction over the five-year period, suggesting that broader competency and well-being work can be leveraged to strengthen student confidence in future pathways.
- **Post-secondary transition data requires careful interpretation because the most current transition data is not new.** The most current immediate and within-three-years post-secondary transition data available for this report is still from the 2023/24 school year, which limits the ability to evaluate recent impact and should be explicitly noted in the narrative.
- **Career development strategies should connect graduation, engagement, and transitions for priority populations.** The evidence points to the need for targeted attention to Indigenous students, children and youth in care, and students with disabilities and diverse abilities, with a focus on participation, graduation, transitions, and student confidence in post-secondary and employment readiness.

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.

- **Continue targeted work with Katzie First Nation and Indigenous Education partners.** Sustain the collaborative work initiated with the Katzie First Nation Education liaison to support students and families living on reserve, with focused attention to participation, success, achievement, and culturally responsive pathway planning.
- **Use targeted Indigenous Education investments to strengthen engagement and transitions.** The 2026/27 Indigenous Education Council allocation for a Childcare Worker supporting Indigenous student engagement, alongside campus connections, post-secondary strengthening and connection programs, and Living Library events, will be positioned as part of a coherent strategy to strengthen pathway readiness.
- **Analyze CYIC exit interview data to inform focused next steps.** Exit interviews with children and youth in care graduating in June 2026 will be analyzed for themes that can inform adjustments to engagement, transition supports, and graduation-focused strategies for this subgroup.
- **Strengthen secondary pathway planning and school-based strategies for employment and post-secondary readiness.** Secondary educational leaders will continue working together to identify approaches that strengthen student confidence in how well school is preparing them for life after graduation, including clearer pathway planning, career learning, and transition supports.
- **Continue expanding dual credit and trades opportunities aligned with student interests and labour market pathways.** Maintain and strengthen dual credit offerings such as medical office assistant, emergency response, early childhood education, and the new nursing partnership with Kwantlen Polytechnic University as part of the district's broader strategy to expand relevant, accessible pathways.

APPENDIX A

Human and Social Development

SOCIAL-EMOTIONAL LEARNING: Cultivate resilience, self-awareness, and interpersonal skills to improve the social and emotional well-being of all learners.

Strategy What targeted actions are being taken?	Area for Growth What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Strategy Effectiveness Based on the review of data, evidence, and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Adjustments and Adaptations Based on their effectiveness, which strategies will the district team continue, discontinue, adapt, or introduce and implement?
Elementary schools allocated directed funding to implement social-emotional learning (SEL) programs.	While 61% of elementary students report a high sense of belonging, aligned with the provincial average, continued improvement is needed. Strengthening school-wide SEL practices was identified as a key strategy to enhance belonging.	Implementation is in its initial phase. Baseline data related to student belonging has been established to support future evaluation of program impact.	Continue - Implementation of selected SEL programs across elementary schools. Introduce and Implement - Ongoing evaluation processes to assess program effectiveness.
Secondary and alternate programs used targeted funding to procure culturally responsive resources informed by student voice.	Student voice data indicated that learning resources did not consistently reflect the identities and lived experiences of BIPOC students.	Student feedback indicates increased engagement, agency, and representation in learning environments where resources reflect diverse identities.	Continue - Student involvement in resource selection. Adapt - Expand student voice structures to inform broader decision-making processes.
Expanded leadership opportunities and culturally responsive learning experiences for Indigenous students, including engagement with Knowledge Carriers and participation in legacy projects.	Indigenous students identified a need for increased opportunities to engage with Elders and deepen connections to Indigenous knowledge and cultural learning.	Student feedback and participation data indicate strengthened connection, engagement, and sense of belonging among Indigenous learners.	Continue - Leadership initiatives and experiential learning opportunities. Adapt - Expand access to cultural learning opportunities across schools. Introduce and Implement - Enhanced Indigenous resource development. - Expanded supports for post-secondary pathway exploration.

Implemented a centralized district referral process for alternate programs.	Inconsistent referral practices previously limited equitable access to appropriate learning environments.	The centralized process has improved consistency, transparency, and collaboration in student placement decisions.	Continue - Centralized referral process and district working group. Adapt - Strengthen district monitoring of student outcomes following placement of a student in an alternate program. Introduce and Implement - Ongoing monitoring of referral data to inform system improvements.
---	---	---	---

Intellectual Development			
Foster consistent use of effective, evidence-based literacy and numeracy practices across K-12 to improve outcomes for all learners.			
Strategy What targeted actions are being taken?	Area for Growth What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Strategy Effectiveness Based on the review of data, evidence, and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Adjustments and Adaptations Based on their effectiveness, which strategies will the district team continue, discontinue, adapt, or introduce and implement?
- Developed a K-3 Literacy Guide to support classroom instruction in English and French. - Established literacy liaison teams at all 22 elementary schools to support implementation and communication of effective literacy practices. - Provided district-led professional learning to support shared understanding of	While effective literacy practices were present across schools, these approaches were chosen to strengthen alignment and shared understanding of evidence-based instruction across tiers of support. School growth plans identified a need for greater consistency in literacy language and practice, particularly to assist students requiring additional literacy support.	- Teachers reported positive use of the K-3 Literacy Guide and greater alignment of literacy practices within schools. - Participation in professional learning was high, with literacy liaisons actively engaged throughout the year. - School teams reported increased confidence in applying shared literacy practices.	Continue - The K-3 Literacy Guide. - Literacy liaison teams and ongoing professional learning. Adapt - Explore extending the literacy liaison model to intermediate grades. - Strengthen school-based capacity by identifying staff with expertise to support intervention programs. Introduce and Implement - Ongoing review of assessment data to inform

evidence-based literacy instruction across Tier 1, Tier 2, and Tier 3 supports.		• School growth plans showed evidence of a literacy focus and impact from use of the Literacy Guide and work with Literacy Helping Teachers. • Year-end reporting and assessment data will be used to further examine the impact on student literacy outcomes.	refinements to instructional supports and explore other data that can be used throughout the year to track the effectiveness of strategies.
• Developed and implemented a Kindergarten literacy screener. • Collected district-level data to support early identification and instructional planning.	Early identification of students who may require additional literacy support helps align Kindergarten literacy practices and supports timely instructional responses. This strategy was chosen to: • Provide consistent early literacy information across schools. • Support district-wide alignment of Kindergarten literacy instruction.	• The screener has supported greater alignment of Kindergarten literacy practices. • District data provides an initial baseline to inform next steps and indicates that Kindergarten students are showing improvements in the literacy areas identified through screener data.	Continue • Use of the Kindergarten literacy screener. Introduce and Implement • Review and analyze district-level data to inform professional learning and instructional adjustments. • Expand the literacy screener to other grades. • Increase training and resource supports related to literacy as a holistic, relational practice informed by Indigenous worldviews. • Strengthen communication with families about student learning and growth, including strategies to support literacy at home.
• Established Numeracy Exploration Teams (NET) across several school sites. • Supported instructional approaches emphasizing hands-on learning, inquiry-	There was variability in numeracy instructional approaches and assessment practices across classrooms. Schools identified a need for stronger alignment of instructional strategies, assessment, and shared	• Teacher feedback and classroom observations indicate increased teacher confidence with hands-on and inquiry-based numeracy approaches. • Numeracy Exploration Teams (NET) have	Continue • Numeracy Exploration Teams (NET) as a school-based professional learning focus, including in-class and district-wide supports for workshops and professional development.

based thinking, and multiple strategies to demonstrate learning. • Implemented common instructional routines, such as number talks and problem-based tasks. • Piloted proficiency-based assessment rubrics aligned with learning progressions. • Supported collaborative professional learning involving classroom and support staff. • Piloted a K-7 numeracy resource at one elementary school.	language to support conceptual understanding. This strategy was chosen to: • Strengthen consistency in numeracy instruction. • Support conceptual understanding alongside procedural fluency. • Build shared understanding of learning progressions. • Respond to teachers identifying the need for a common numeracy resource.	supported strong engagement and collaboration. • Teachers engaging with the pilot proficiency rubrics provided positive initial feedback. • Early evidence indicates increased student engagement and use of multiple strategies and representations. • Emerging shifts toward more conceptually focused instruction are evident in classrooms. • Ongoing collection of classroom-based evidence and district data will further monitor impact. • Regarding the numeracy resource pilot, teachers reported that the resources benefited student numeracy learning.	Expand • NET to additional school sites (currently implemented in 9 schools with 2 satellite schools). • District-wide implementation of the K-9 numeracy resource piloted at one school this year. Adapt • Establish a numeracy lead in each school to support ongoing professional learning and collaboration, similar to the literacy liaison model. Refine • Complete final revisions and proofing of proficiency-based assessment rubrics, with planned development of student work exemplars to support implementation across grade levels. Strengthen • Alignment between instruction and curriculum goals, using the BC Curriculum as the baseline for all and Foundational Learning Progressions for K-4.
• Indigenous Education Helping Teachers (IEHTs) provide direct supports in all schools, with a focus on students experiencing attendance gaps and those identified as priorities for additional services.	Some students and families require additional culturally responsive supports to strengthen engagement, attendance, and connection to learning in literacy and numeracy. Educators also identified a need for accessible, curriculum-aligned Indigenous	• IEHTs report improved alignment of supports through regular collaboration with classroom teachers. • Events have increased family and student engagement in literacy and numeracy in informal, community-centred settings.	Continue • IEHT supports focused on attendance, engagement, and priority learners. • Bannock & Books programming connecting students and families with Indigenous authors. • Ongoing expansion and use of Indigenous

• Attendance information is shared monthly with Indigenous education partners in response to requests, supporting collaborative planning. • Events are offered three times per year, bringing students and families together with local Indigenous authors to strengthen engagement in literacy and numeracy. • The Indigenous Education District Library continues to expand and update themed resource kits for all grade levels, including featured words in hən̓q̓əmiñəm and QR codes to support accessibility and instructional relevance. • IEHTs report regular collaboration with classroom teachers to align supports and integrate culturally responsive resources into classroom practice.	resources to support inclusive instructional practices across all grade levels. This strategy was chosen to: • Strengthen engagement and connection for Indigenous learners and families. • Support culturally responsive literacy and numeracy practices across classrooms. • Increase access to Indigenous perspectives through high-quality instructional resources. • Strengthen collaboration with Indigenous education partners.	• Use and circulation of Indigenous Education District Library resources have increased, indicating growing integration into classroom practice. • Educators report that updated kits and language resources enhance relevance and engagement for both students and teachers. • Overall, feedback suggests these strategies are supporting engagement, cultural relevance, and alignment with literacy and numeracy goals across schools.	Education District Library resources. Adapt • Continue refining and updating resource kits to align with curriculum and classroom needs. • Strengthen communication and awareness to support consistent school-wide use of resources. Introduce and Implement • Continued development of culturally responsive resources that support literacy and numeracy instruction across all grade levels. • Ongoing collaboration with Rights Holders and Indigenous partners to inform next steps.
--	--	---	---

Career Development

Eliminate variation in data between student subgroups when examining graduation rates, preparedness for life after graduation, and post-secondary engagement.

Strategy What targeted actions are being taken?	Area for Growth What gap or problem of practice does this strategy aim to address for a specific cohort of students? Why was this particular strategy chosen?	Strategy Effectiveness Based on the review of data, evidence, and feedback from engagement, how effectively has this strategy addressed the identified gap or problem of practice to improve student learning outcomes?	Adjustments and Adaptations Based on their effectiveness, which strategies will the district team continue, discontinue, adapt, or introduce and implement?
In 2025/26, district staff initiated collaborative work with the Katzie First Nation Education Liaison to support students and families living on reserve, including focused attention to school participation, success, and achievement.	- This work has been initiated for the purpose of reducing the discrepancy in graduation rates between on-reserve students and other student subgroups. - The CYIC student subgroup graduation rate is below the graduation rate of other student subgroups. Improving CYIC student success and achievement is the goal.	This work is anticipated to have a longitudinal impact and will be monitored for success annually.	Continue - This approach will continue into the 2026/27 school year. Introduce and Implement - For the 2026/27 school year, the Indigenous Education Council has allocated funding for a Child and Youth Care Worker designated to support Indigenous students and families who are experiencing disengagement from school and difficulty with school transition stages. - Use data from CYIC exit interviews to inform decision-making for the 2026/27 school year.
The Indigenous Education Department accesses targeted post-secondary campus connection opportunities offered for Indigenous students involving four local post-secondary schools: UBC, SFU, Douglas College, and Native Education College.	- The campus connection series is designed to support students in making informed decisions about their engagement with post-secondary education opportunities. - The Strengthening and Connection Series broadens students' understanding of potential life pathways.	- Student feedback regarding campus tour opportunities has been positive. 2025/26 was the inaugural year for the district to access the Strengthening and Connection Series. - Anecdotal student feedback collected regarding the Living Library event each year is very positive and	Continue - Post-secondary campus connection activities. - Planning for the return of the Strengthening and Connection Series in the 2026/27 school year. - District staff efforts to maximize the number and diversity of representatives hosted as speakers and participants in the Living Library event.

• In 2025/26, the district participated for the first time in the provincial post-secondary marketing program, Strengthening and Connection Series, creating opportunities for Indigenous students to increase their knowledge and awareness regarding potential life pathways beyond high school. • The Indigenous Education Department continues to offer the Living Library event annually to Indigenous students enrolled in secondary programs. • An Indigenous student voice forum was scheduled for May 2026.	• The Living Library event was developed in response to data collected at the last Indigenous student voice forum. • The student voice forum creates a safe space for students with ancestry to engage in meaningful dialogue about their educational experience and explore additional ways to maximize student sense of belonging, purpose, and achievement.	encouraging for continuation of this initiative.	
In the 2024/25 school year, dual credit programming was made available to Grade 12 students in the areas of Early Childhood Education (ECE), Emergency Medical Responder (EMR), and nursing.	Dual credit programming introduces secondary students to post-secondary educational opportunities that can connect directly to potential employment and/or careers.	• Student feedback from participants in individual dual credit programs is extremely positive. • Six of the original 13 ECE students continued ECE coursework beyond the dual credit program commitment. • After completing the EMR dual credit coursework, three of the original 12 students in the program went on to successfully	Continue • For the 2025/26 school year, dual credit programming will be offered to Grade 12 students in the areas of ECE, EMR, and Medical Office Assistant (MOA). Adapt • Based on ministry compliance feedback, the dual credit nursing program will not be available to students in 2025/26. The district will explore its ability to

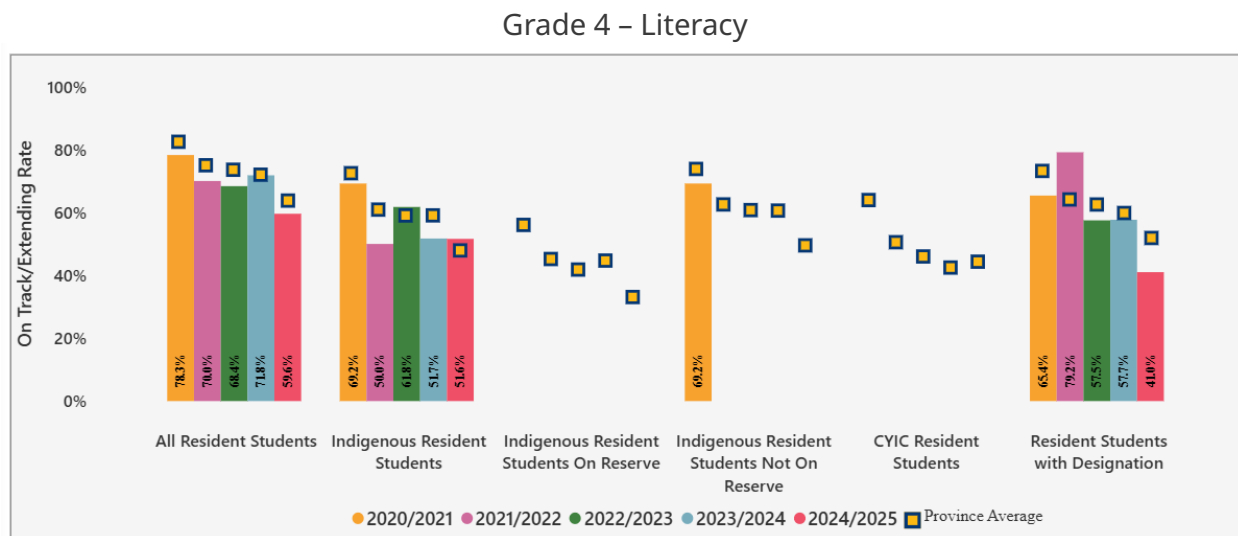
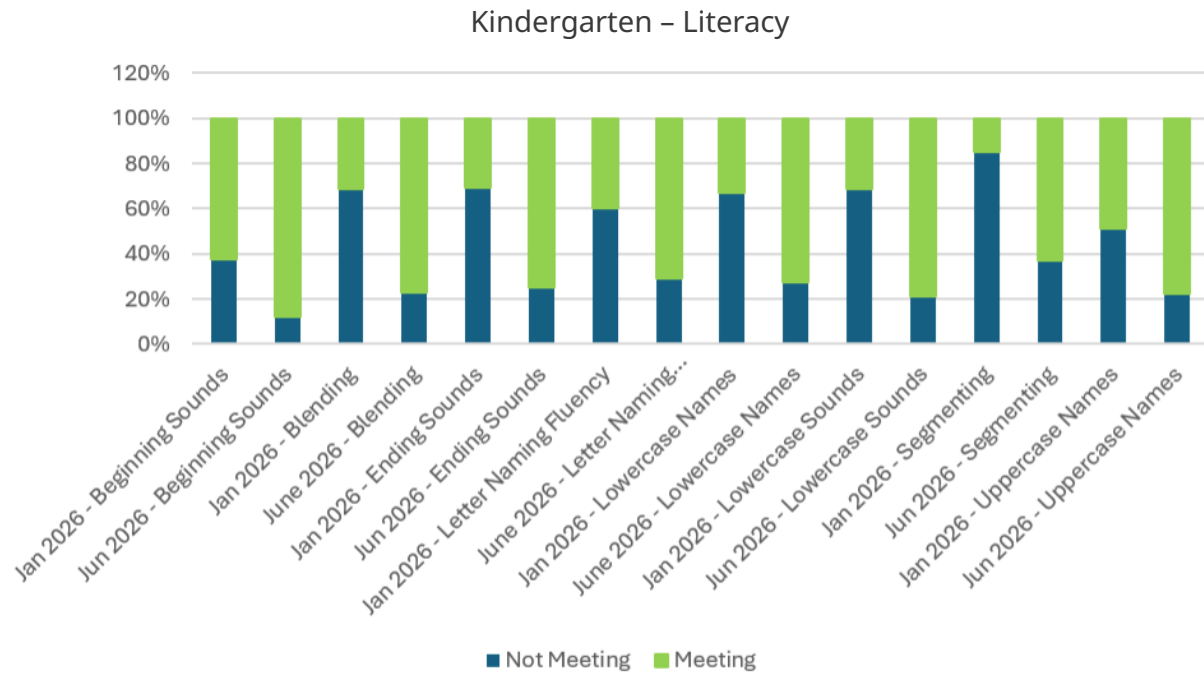
		complete the licensing assessments to earn their EMR certificate.	establish a post-secondary partnership that can offer a nursing program that meets ministry requirements, with the intention of offering nursing as a dual credit program in the 2026/27 school year.
--	--	---	---

APPENDIX B

Note: Graph scales vary throughout Appendix B. Please refer to the axis labels when interpreting data.

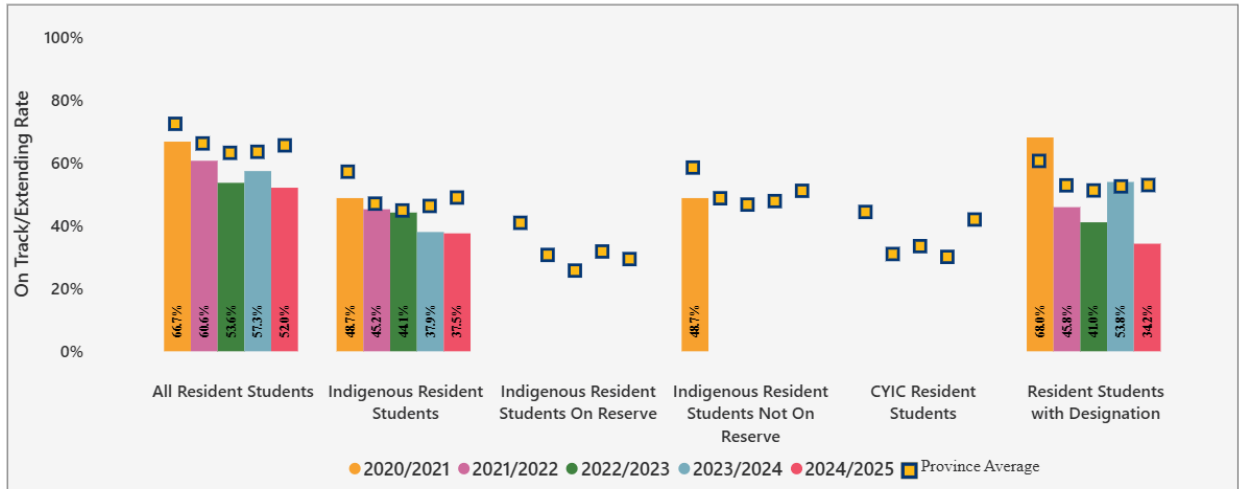
Intellectual Development

Literacy and Numeracy



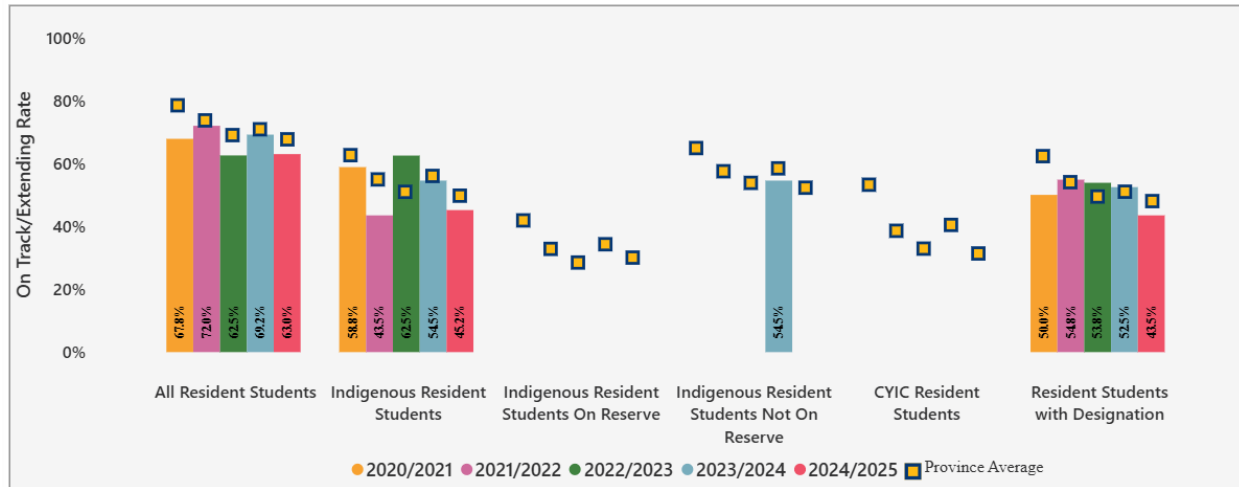
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 4 – Numeracy



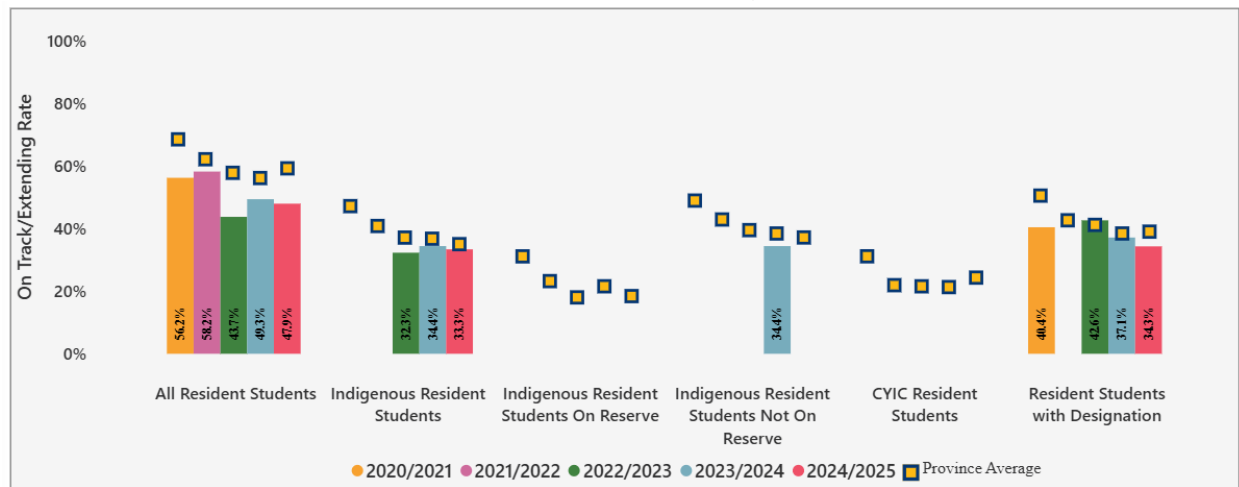
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 7 – Literacy



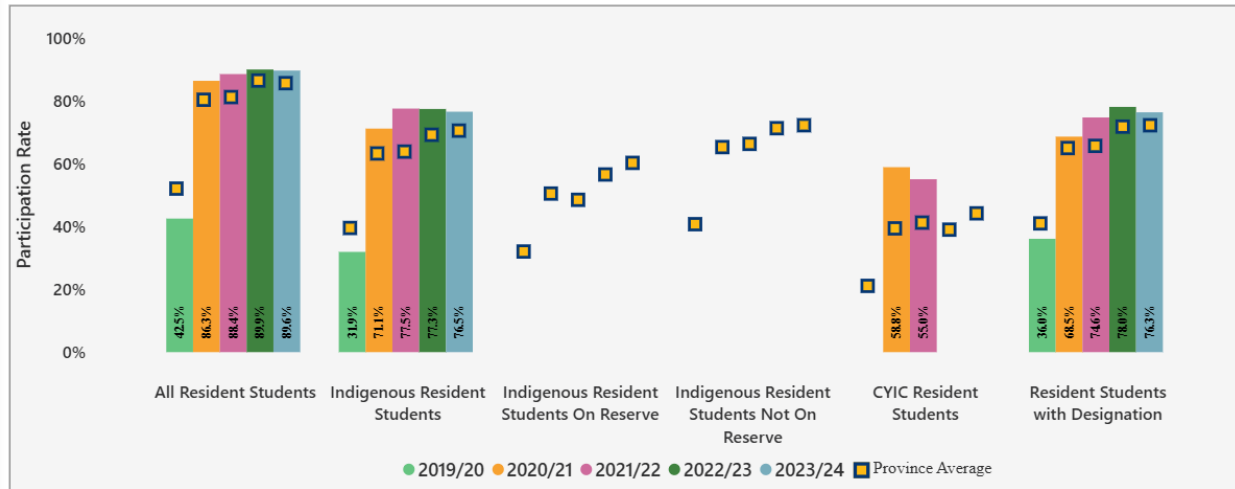
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 7 – Numeracy



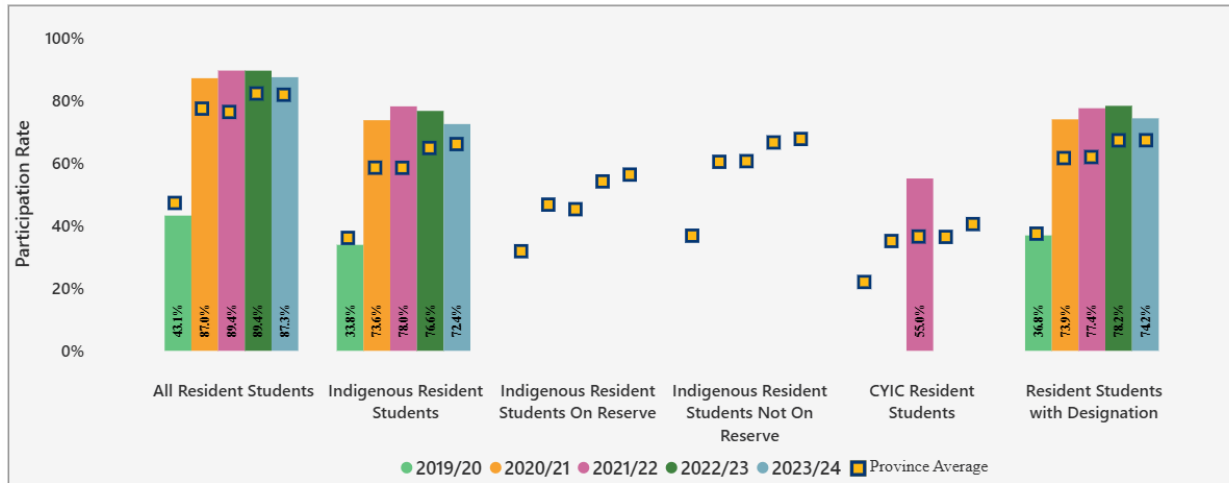
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 10 – Literacy



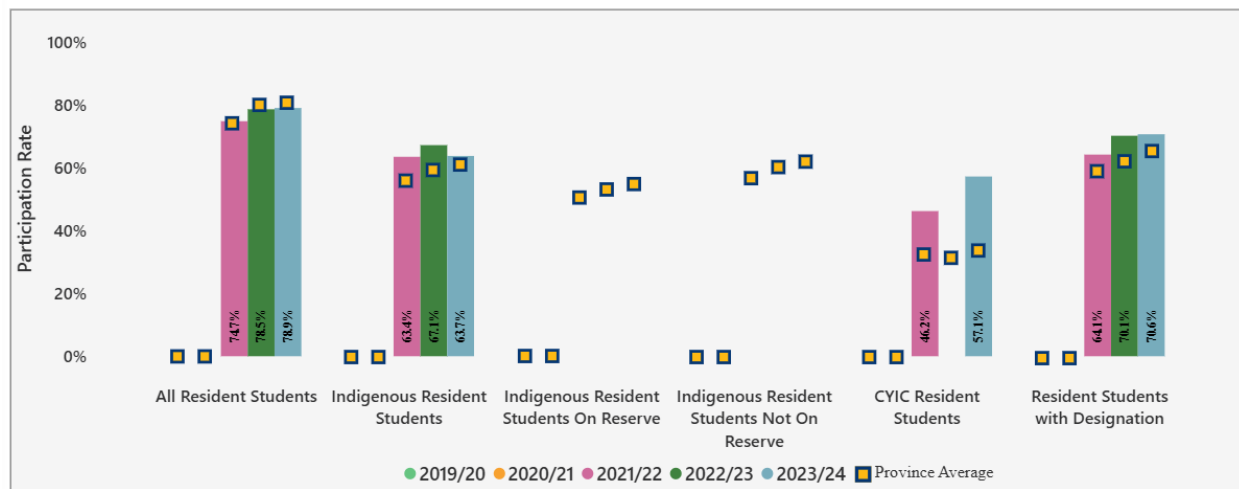
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 10 – Numeracy



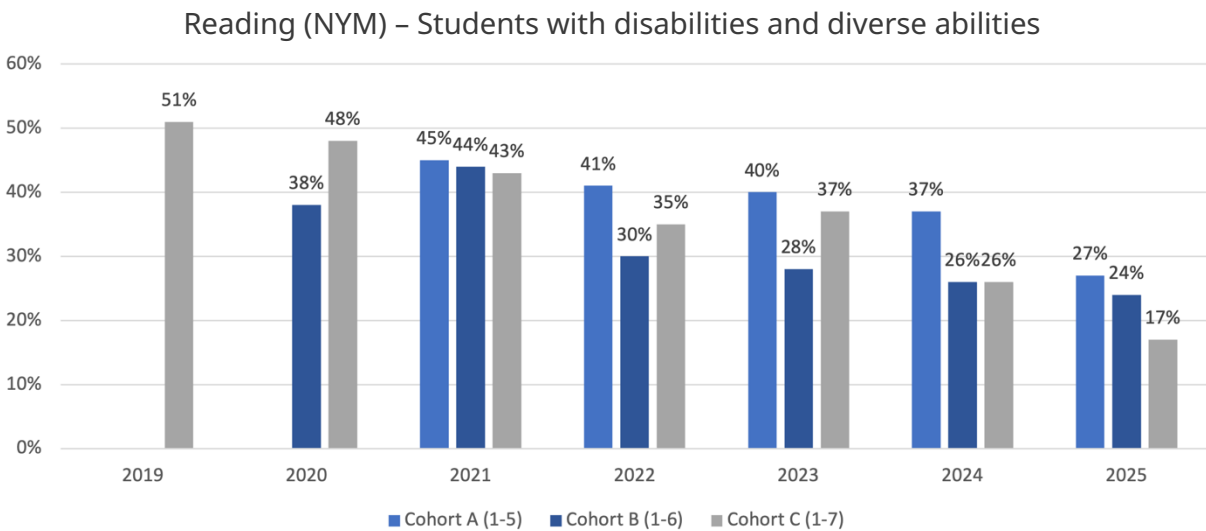
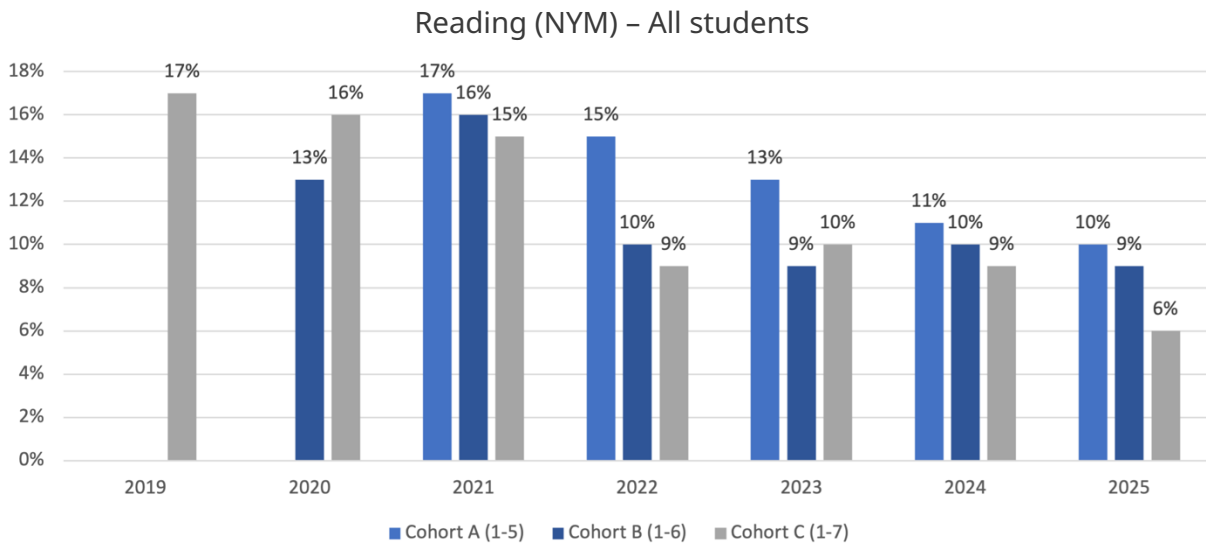
Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

Grade 12 – Literacy

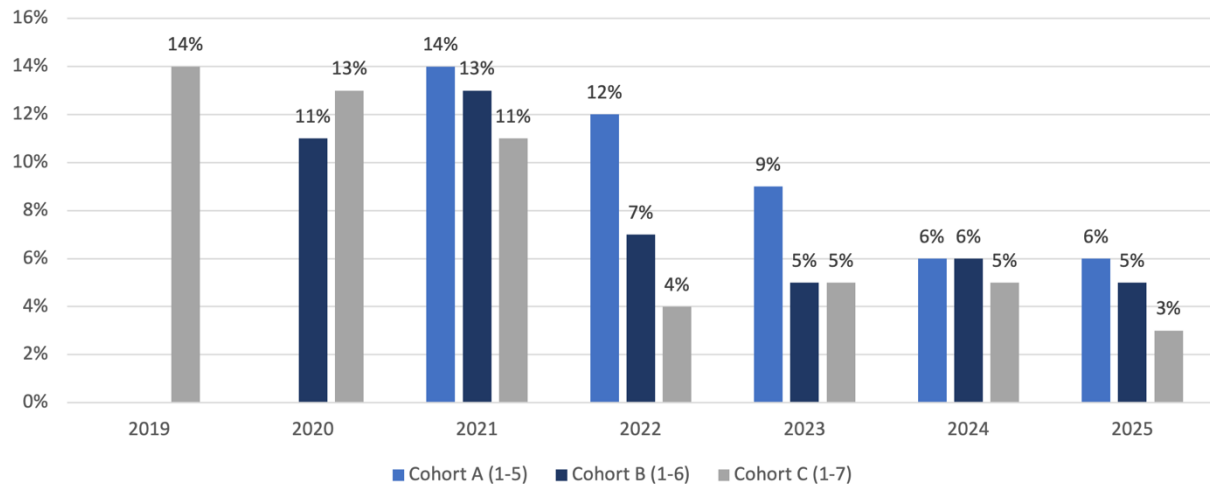


Note: This infographic is not affected by the ELL, Indigenous, Reserve Status, CYIC, Gender, or Designation filters.

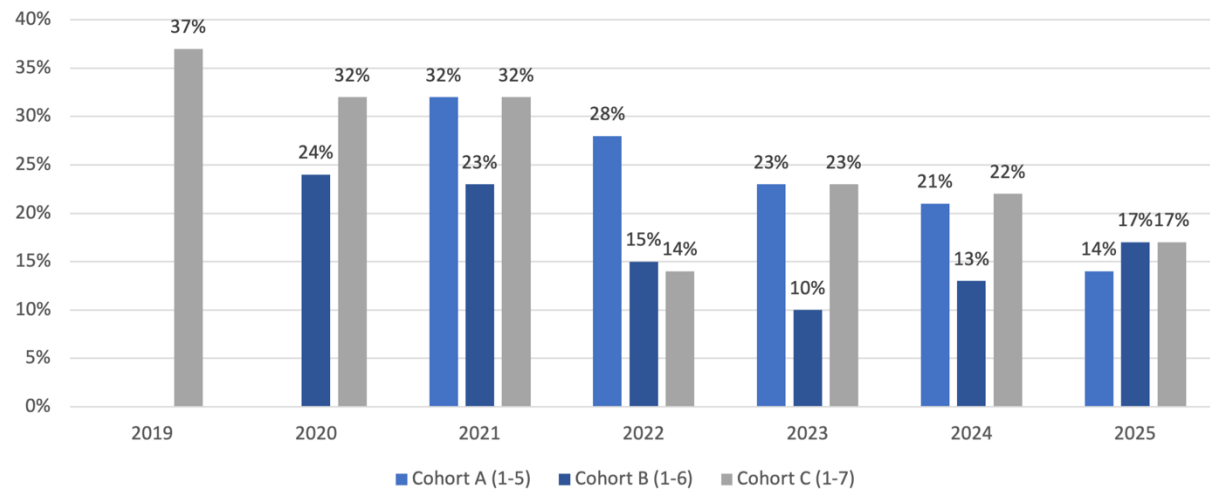
Not Yet Meeting (NYM): Reading, Writing, and Numeracy



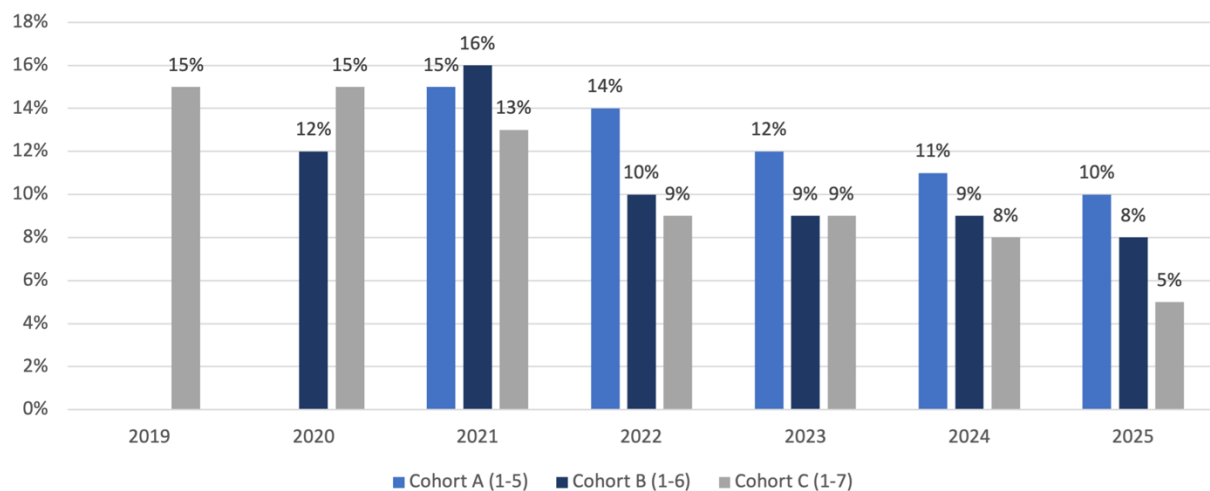
Reading (NYM) – Students not identified with a disability or diverse ability



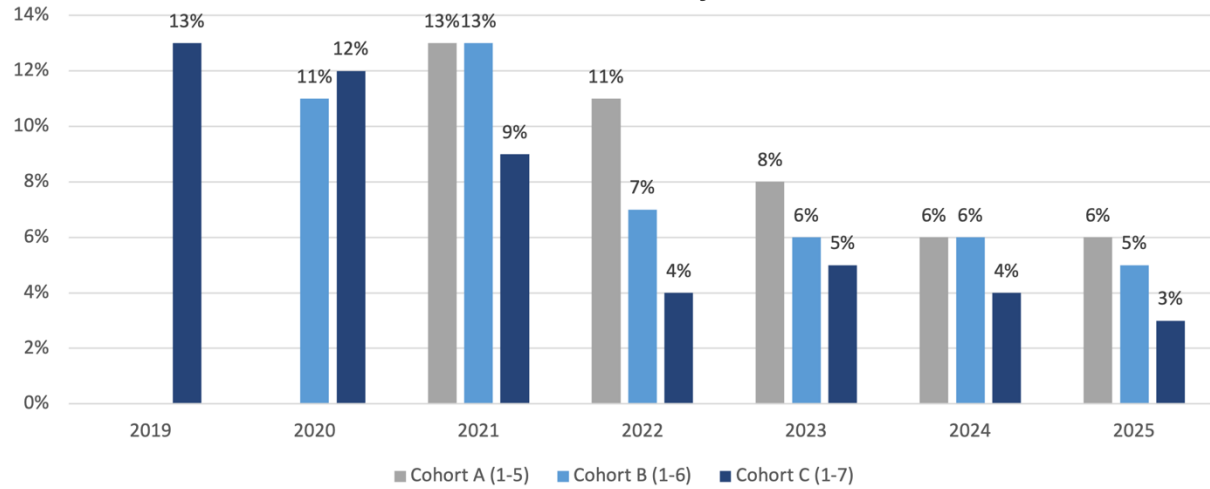
Reading (NYM) – Students identified with Indigenous ancestry



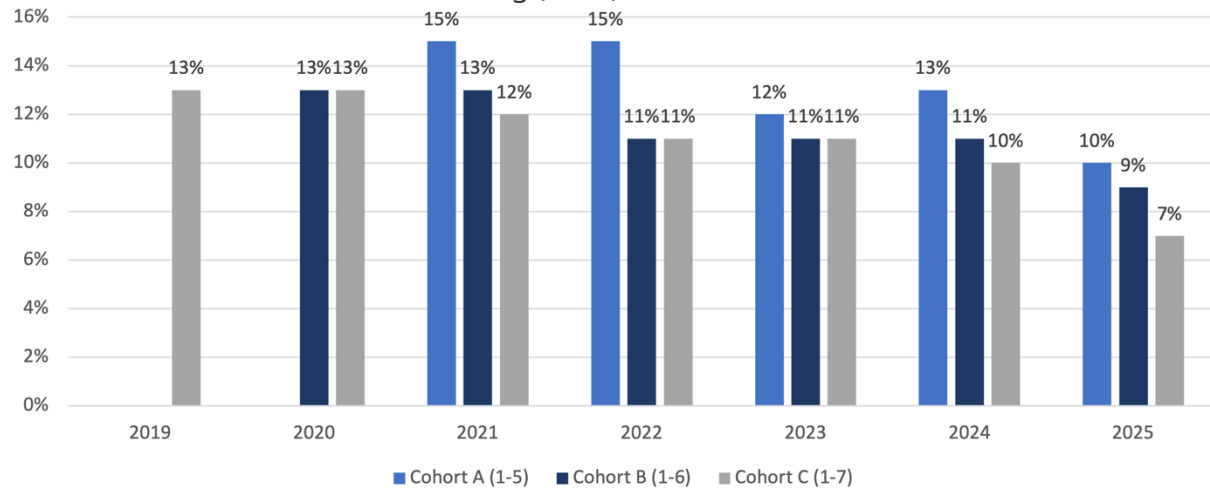
Reading (NYM) – Students not identified with Indigenous ancestry



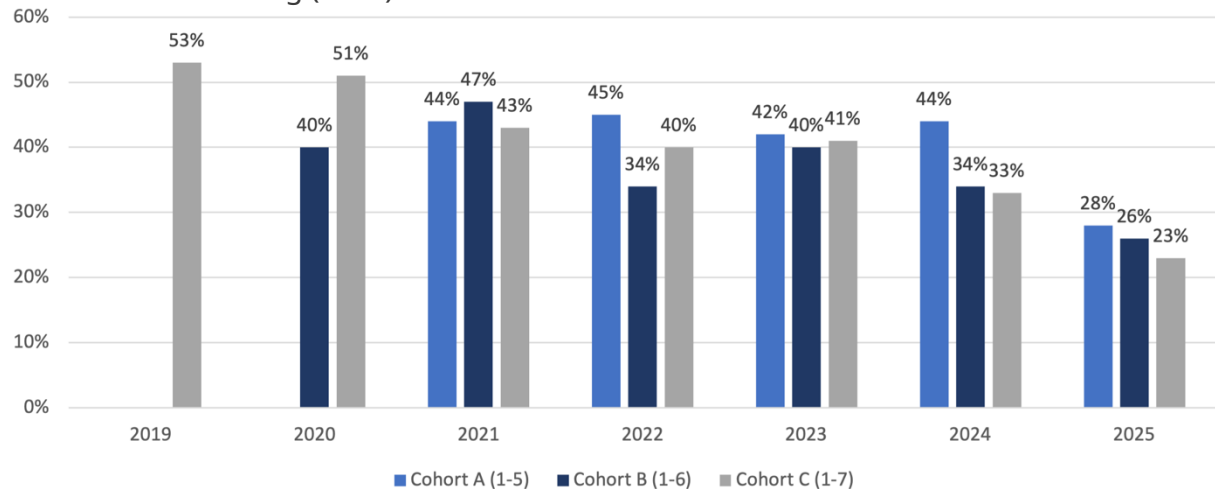
Reading (NYM) – Students not identified with Indigenous ancestry and/or disability and diverse ability



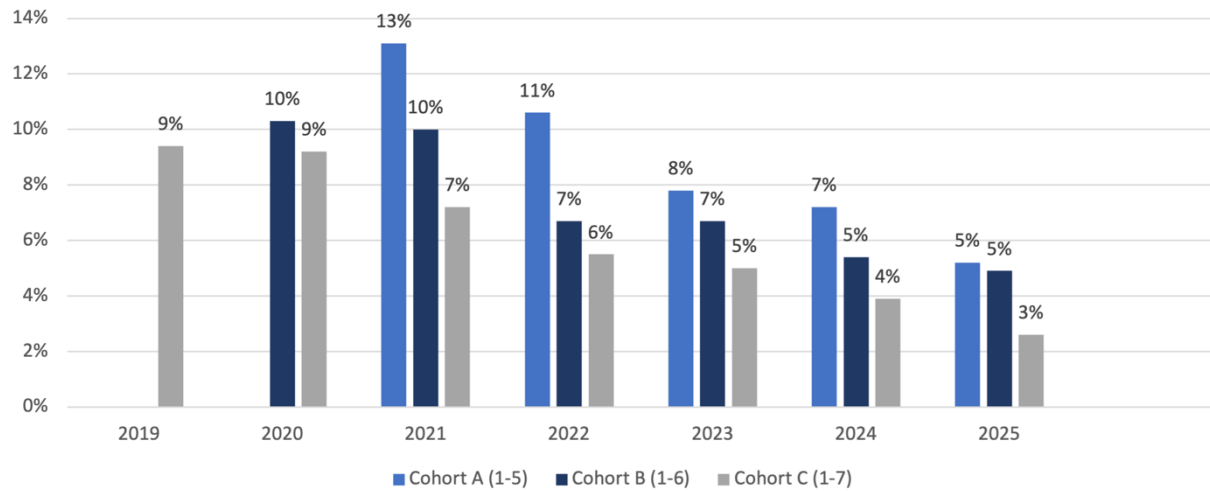
Writing (NYM) – All students



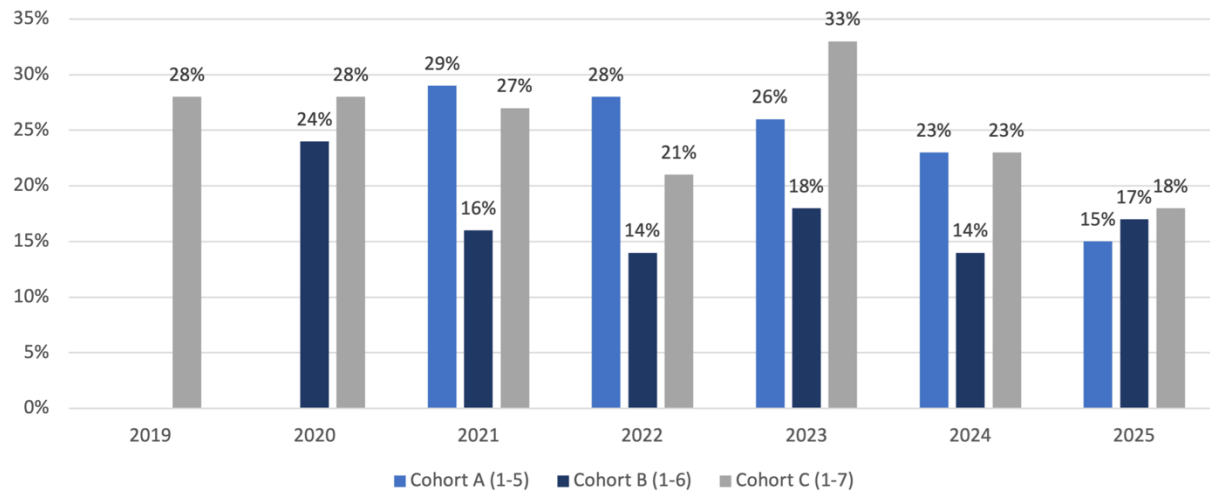
Writing (NYM) – Students with disabilities and diverse abilities



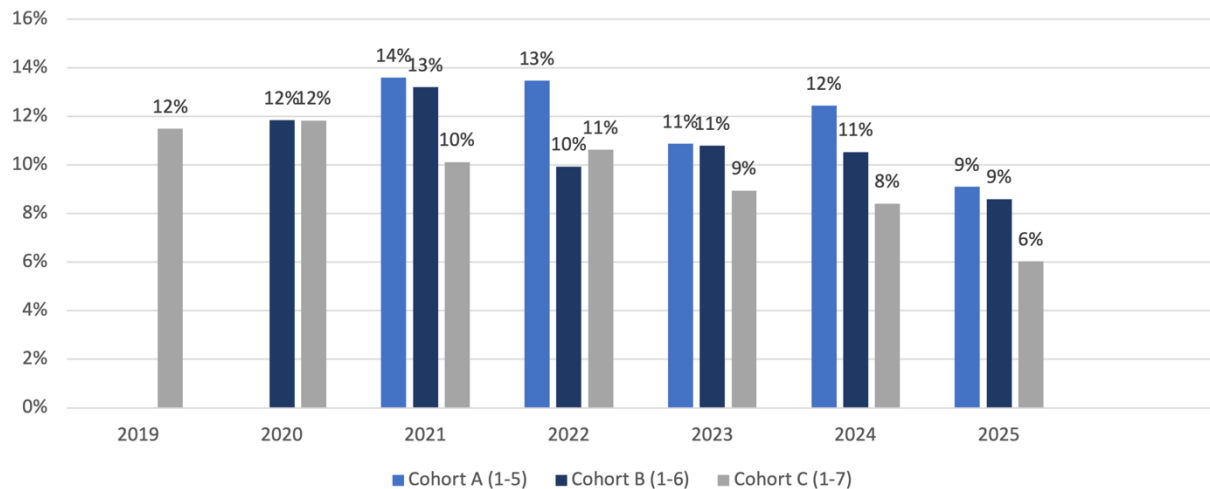
Writing (NYM) – Students not identified with a disability or diverse ability



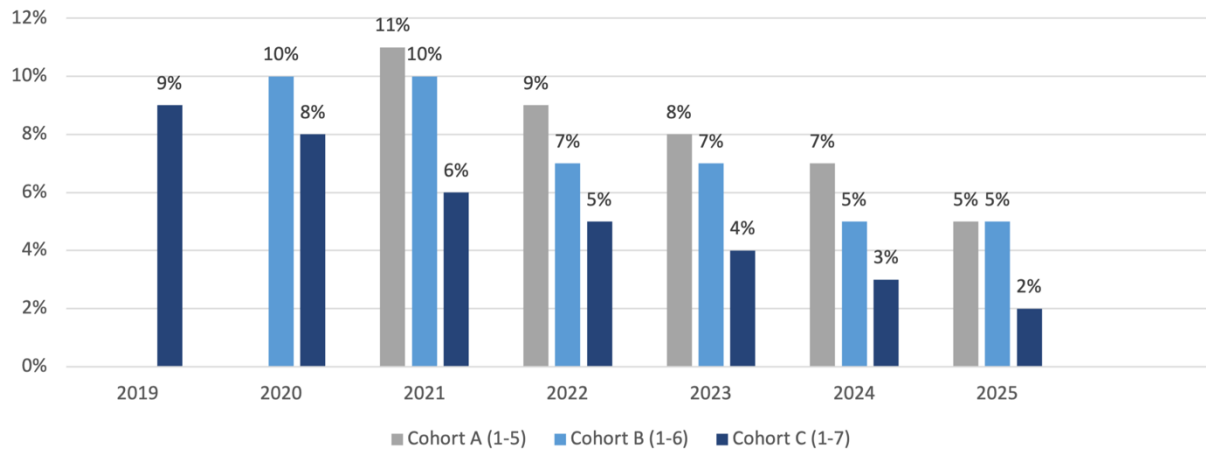
Writing (NYM) – Students identified with Indigenous ancestry



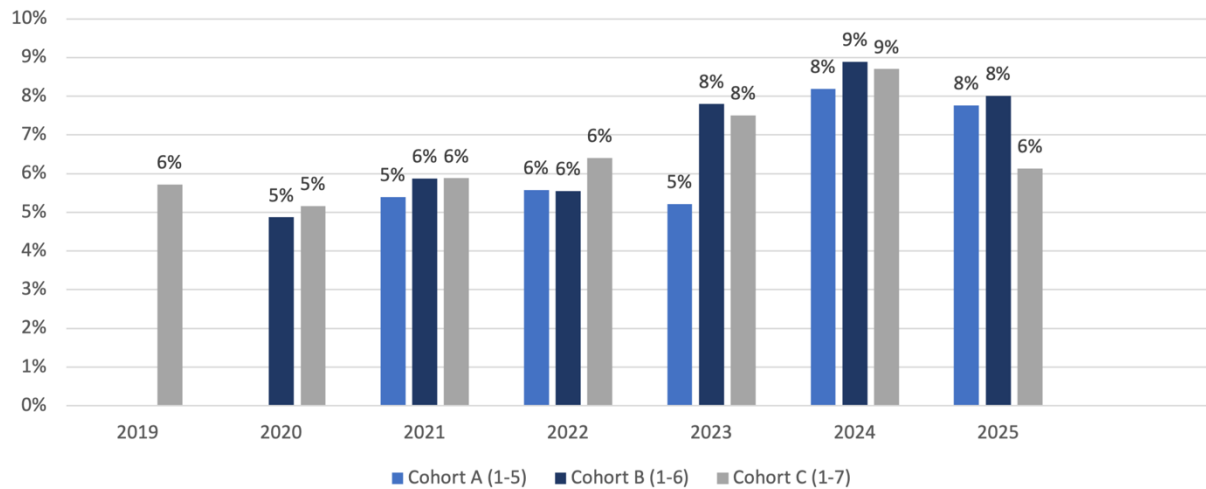
Writing (NYM) – Students not identified with Indigenous ancestry



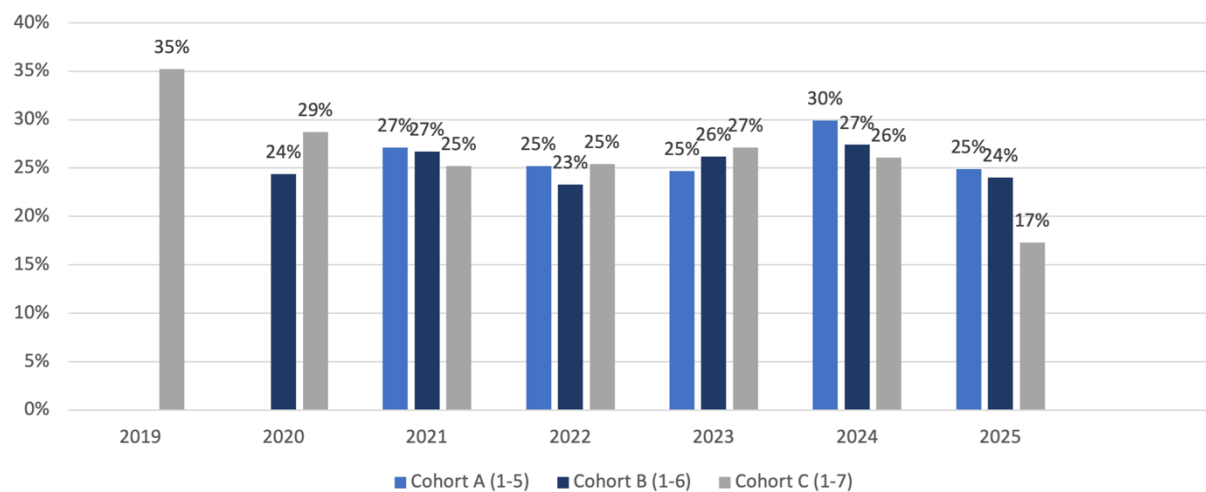
Writing (NYM) – Students not identified with Indigenous ancestry and/or disability and diverse ability



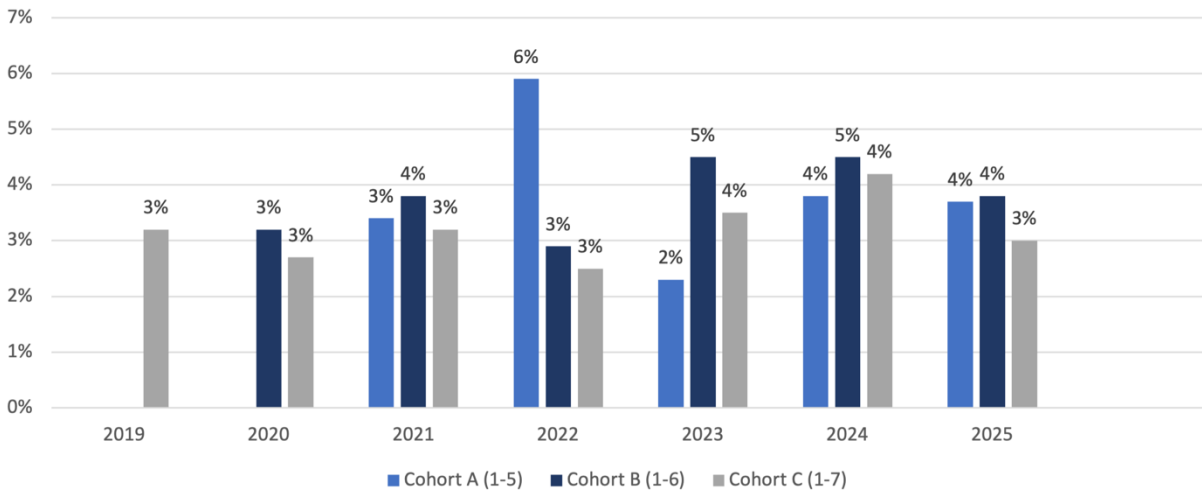
Numeracy (NYM) – All students



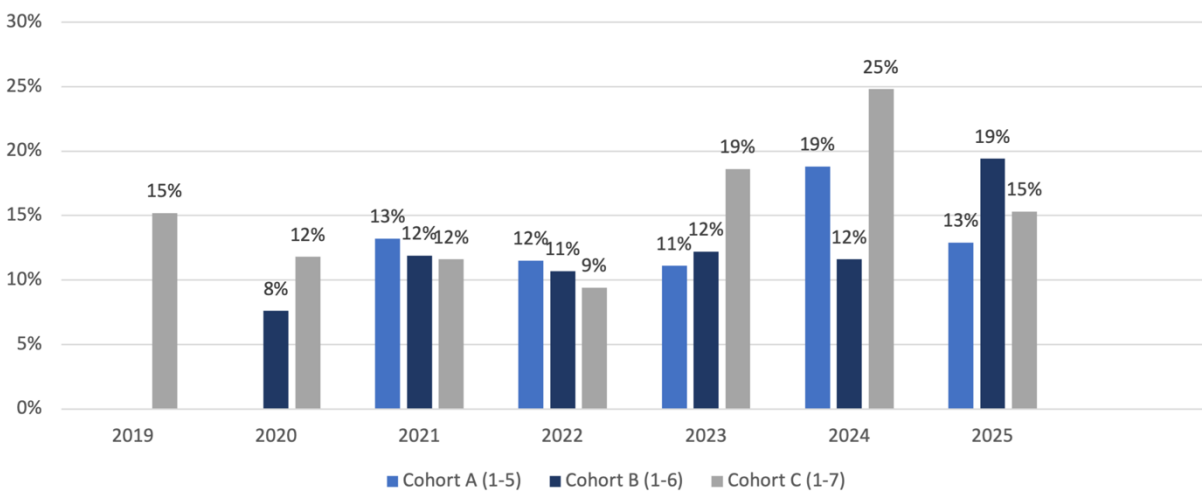
Numeracy (NYM) – Students with disabilities and diverse abilities



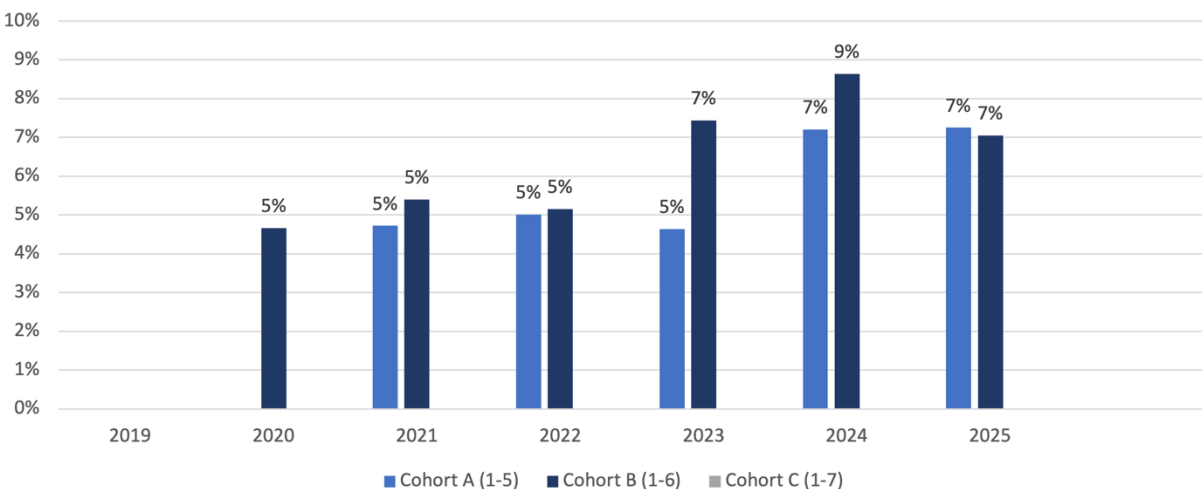
Numeracy (NYM) – Students not identified with a disability or diverse ability



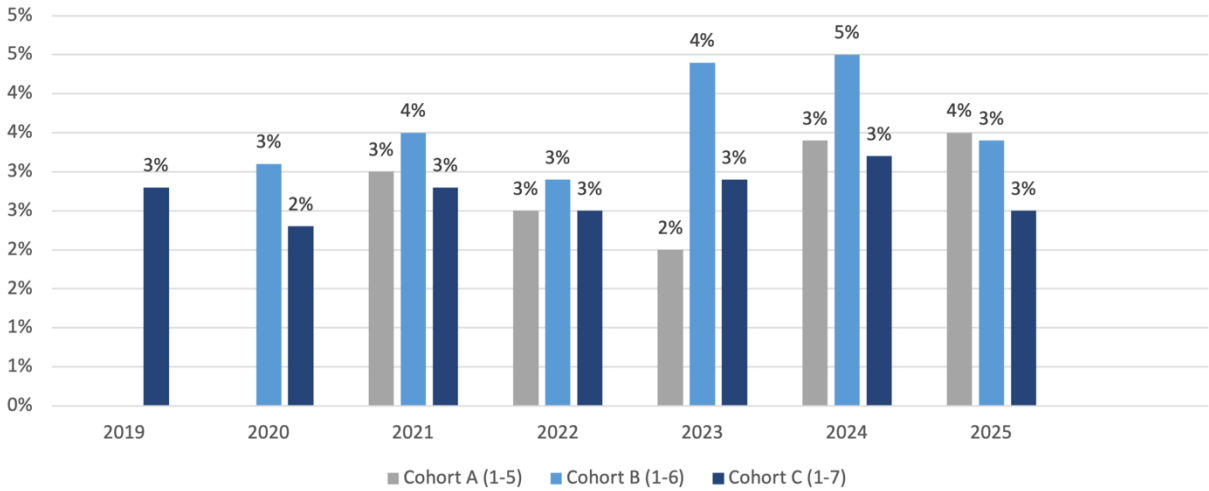
Numeracy (NYM) – Students identified with Indigenous ancestry



Numeracy (NYM) – Students not identified with Indigenous ancestry



Numeracy (NYM) – Students not identified with Indigenous ancestry and/or disability and diverse ability



Human and Social Development

2024/25 District MDI Data

Grade 5 2024/25 MDI Results: Number of Important Adults at School

NUMBER OF IMPORTANT ADULTS AT SCHOOL



Grade 5 2024/25 MDI Results: Well-Being (Thriving)



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

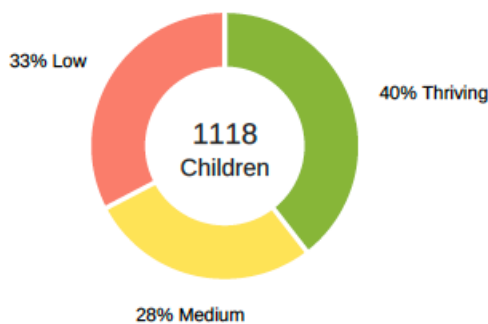


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

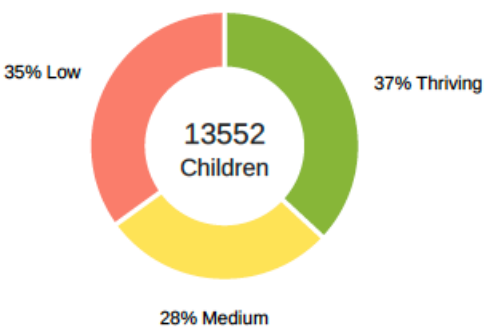


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

MAPLE RIDGE-PITT MEADOWS
GRADE 5



ALL PARTICIPATING SCHOOLS
GRADE 5

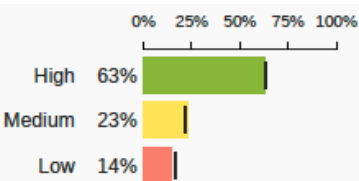


Grade 5 2024/25 MDI Results: School Belonging

Note: Black line is the provincial MDI average.

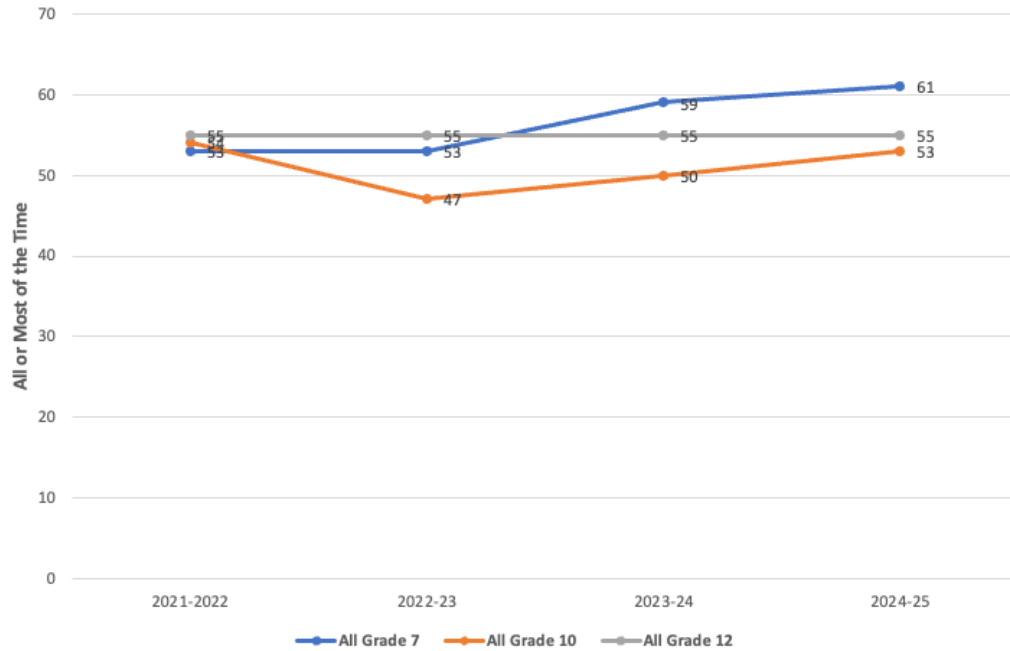
SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

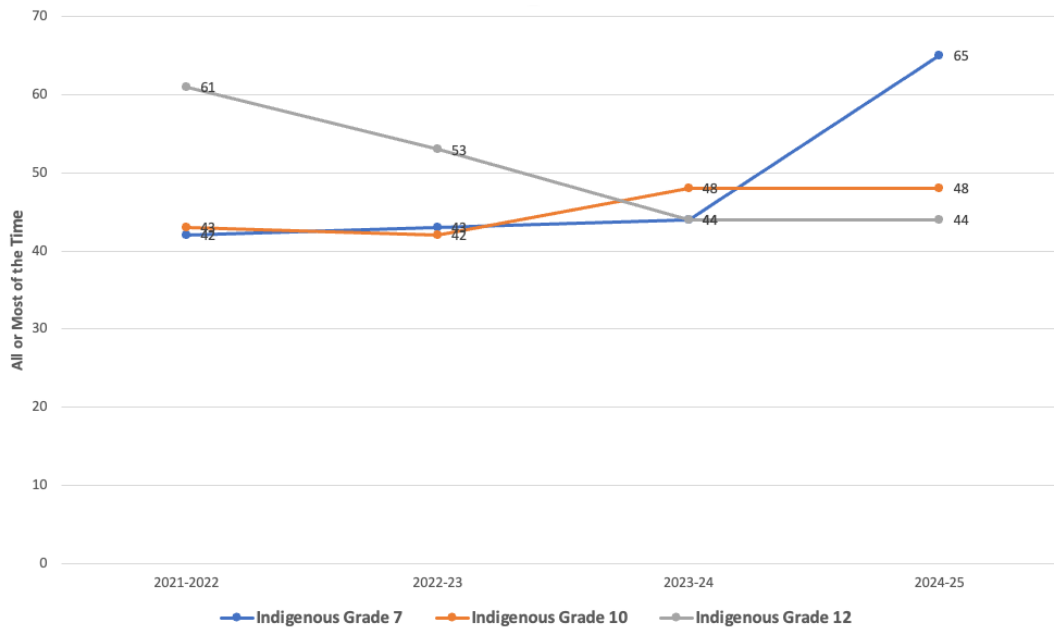


2024/25 Provincial Student Learning Survey Data

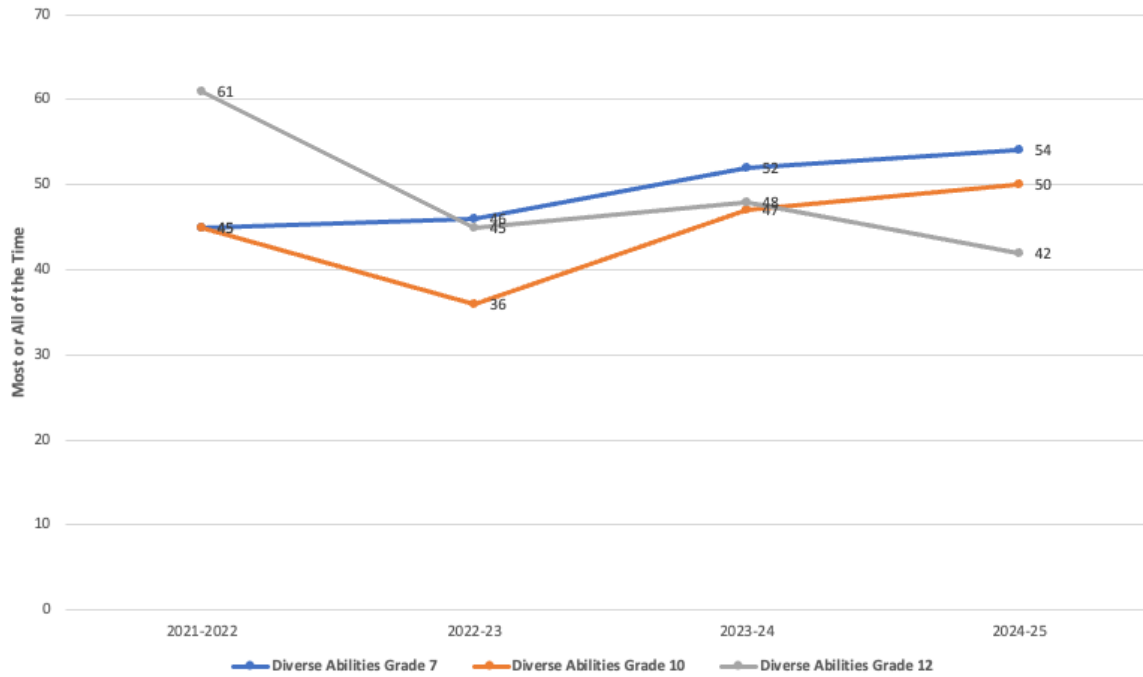
Is school a place where you feel like you belong? (% all or most of the time)
All students



Is school a place where you feel like you belong? (% all or most of the time)
Indigenous students



Is school a place where you feel like you belong? (% all or most of the time) Students with diverse abilities

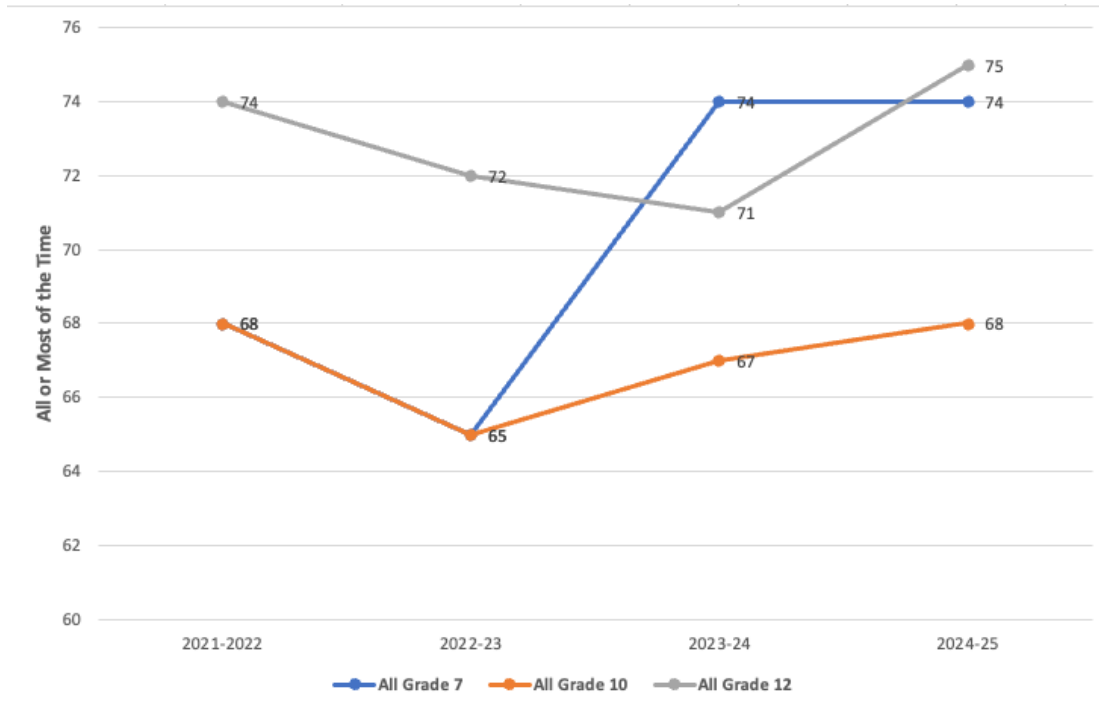


Student satisfaction and wellness (% all or most of the time)

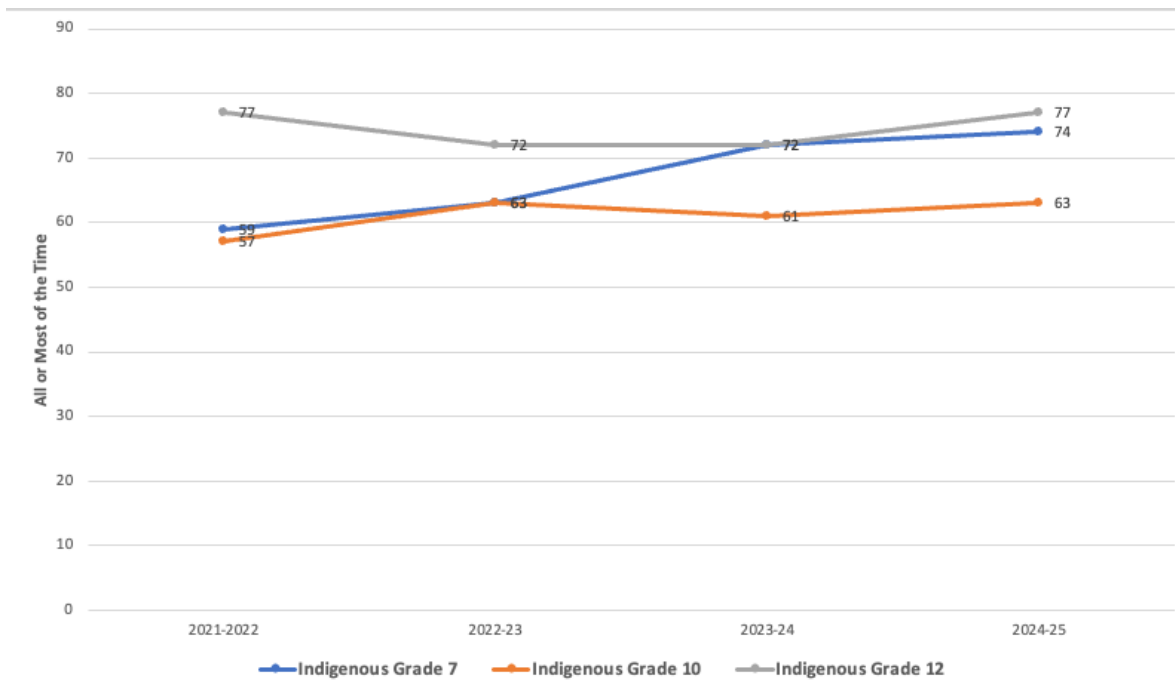
- Typical range across B.C. (middle 50% of school districts)
- Selected school district's most recent results (2024/2025)
- Range of school district's results over time (2020/2021 - 2024/2025)

Question	Grade Level	Student Group	Total Responses	Students responding Most of the Time/All the Time Or Agree/Strongly Agree															
				0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%					
Do you feel welcome at your school?	Elementary	All Students	2,088																
		Indigenous	180																
	Secondary	All Students	1,384																
		Indigenous	109																
Do you feel safe at school?	Elementary	All Students	2,137																
	Secondary	All Students	1,378																

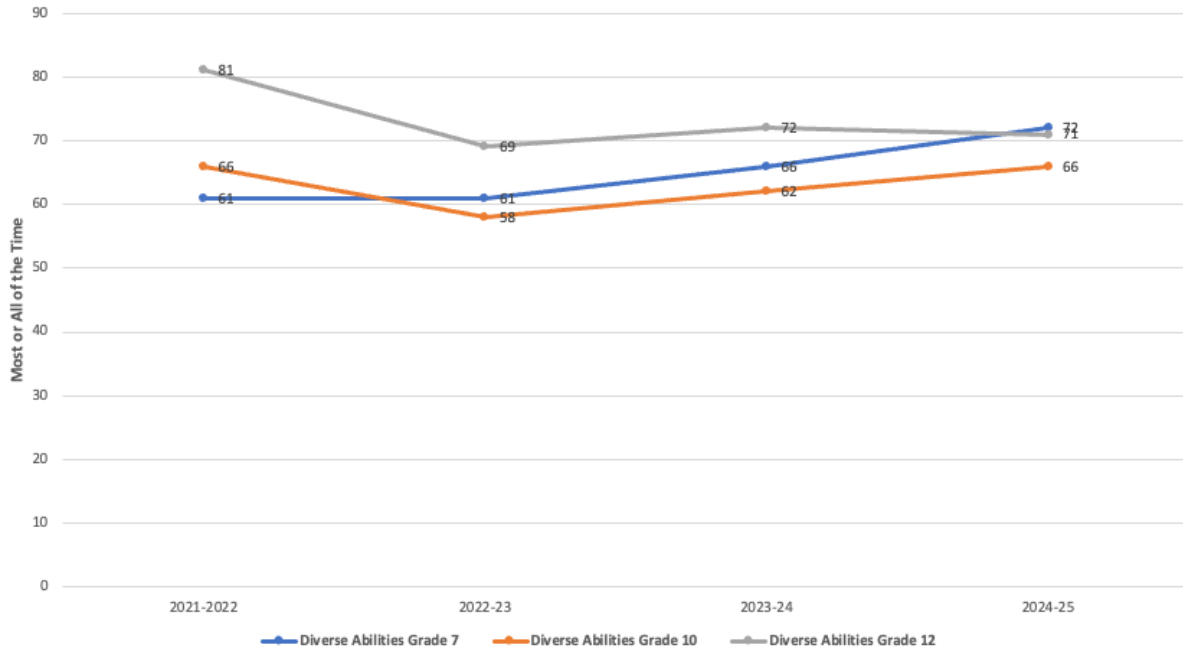
Feel welcome – Grades 4, 7 and 10 (% all or most of the time)
All students



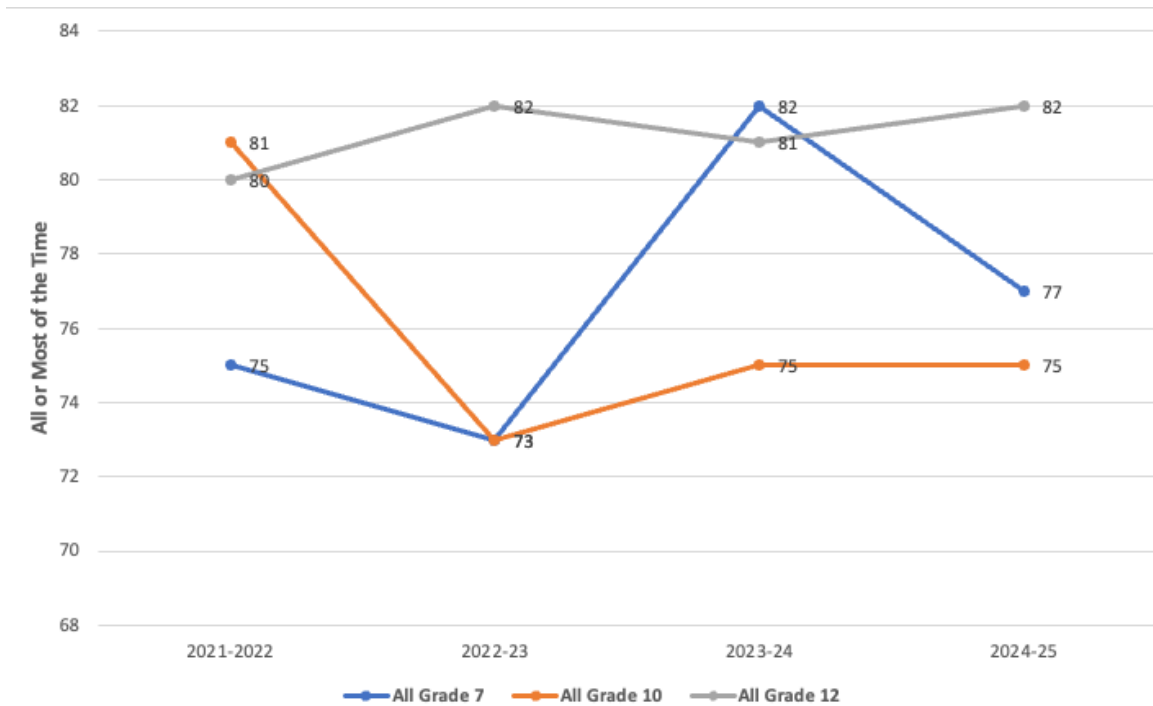
Feel welcome – Grades 4, 7 and 10 (% all or most of the time)
Indigenous students



Feel welcome – Grades 4, 7 and 10 (% all or most of the time)
Students with diverse abilities



Feel safe – Grades 4, 7 and 10 (% all or most of the time)
All students

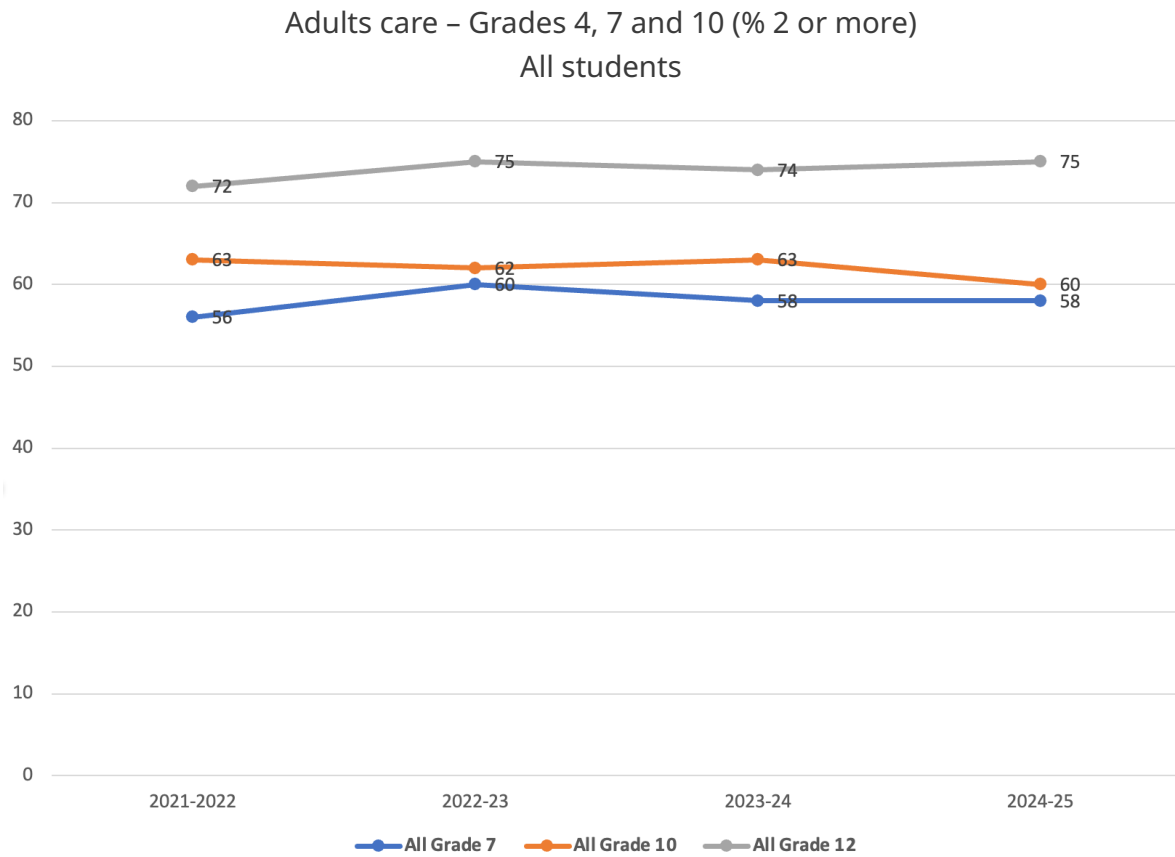


Feel safe – Grades 4, 7 and 10 (% all or most of the time)
Indigenous students

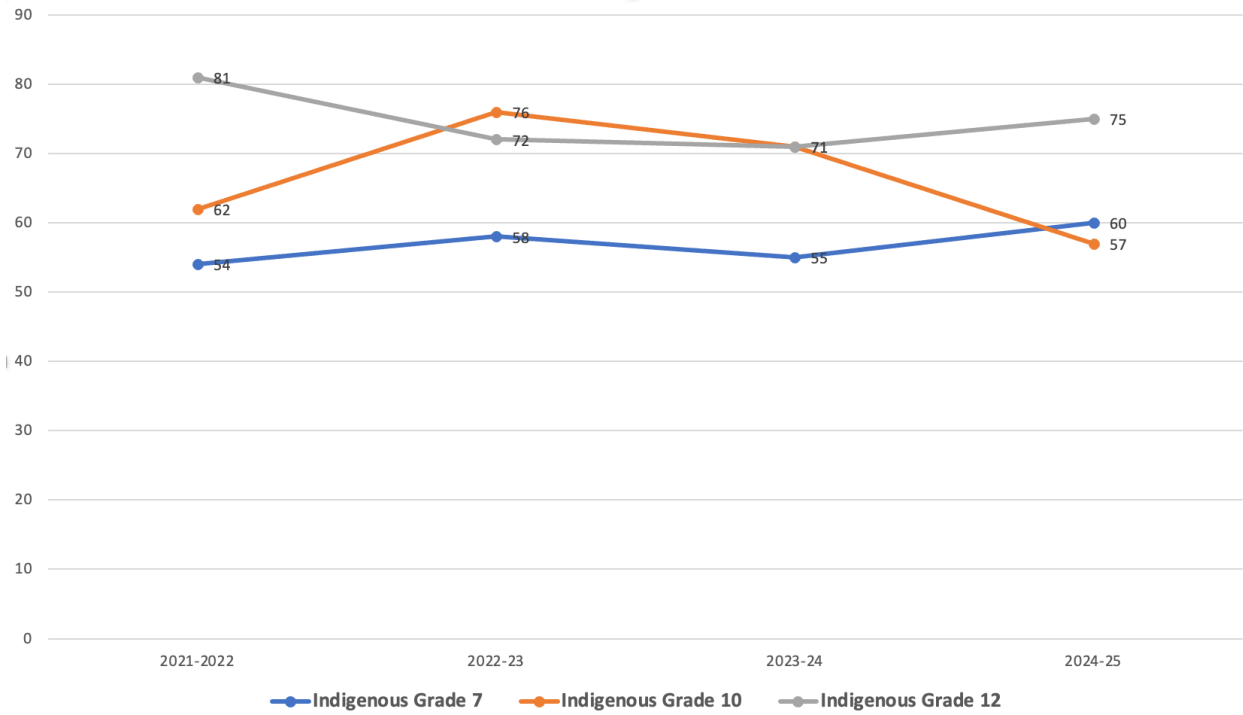
Masked

Feel safe – Grades 4, 7 and 10 (% all or most of the time)
Students with diverse abilities

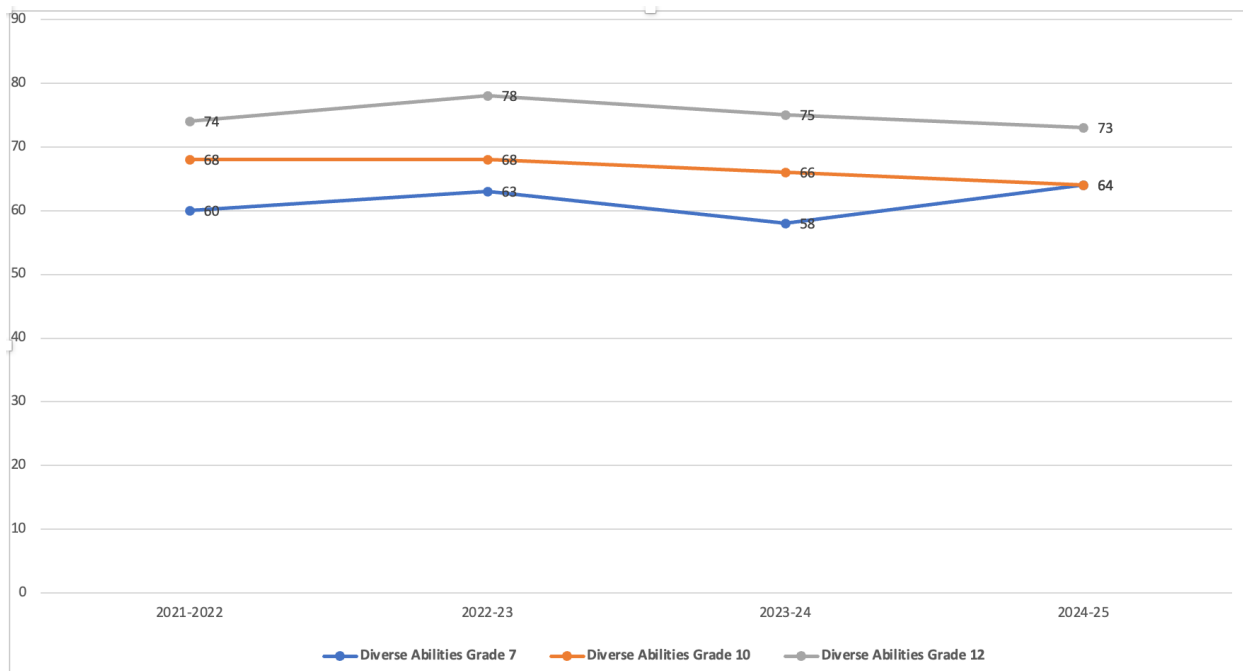
Masked



Adults care – Grades 4, 7 and 10 (% 2 or more)
Indigenous students

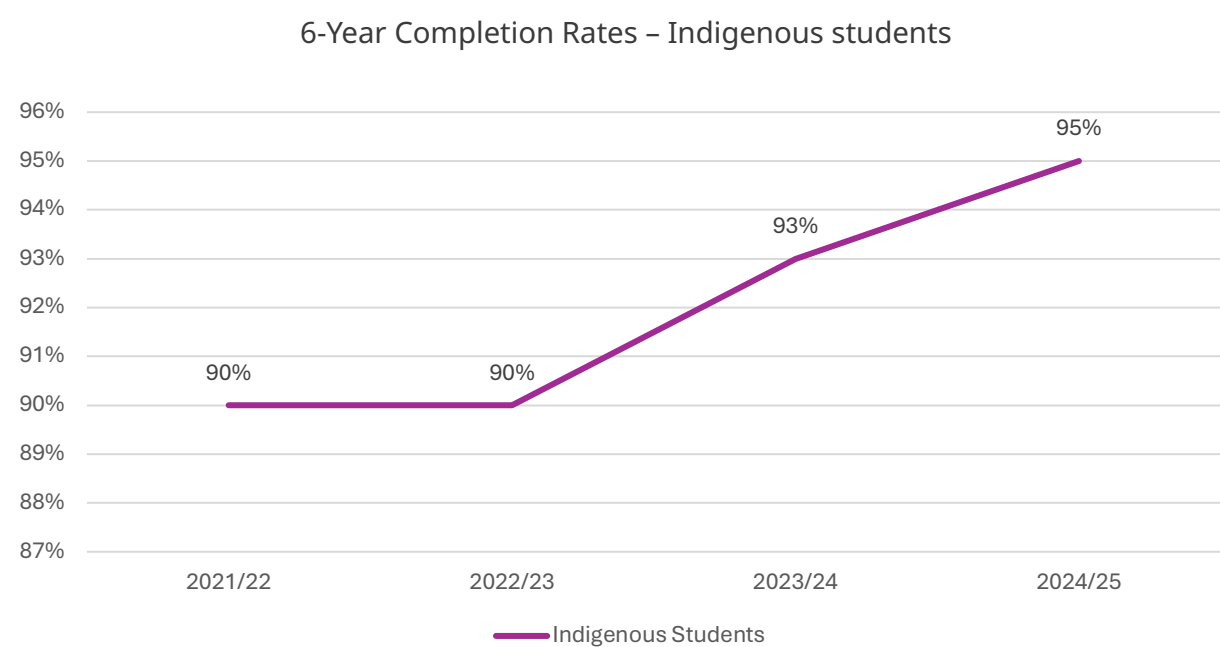
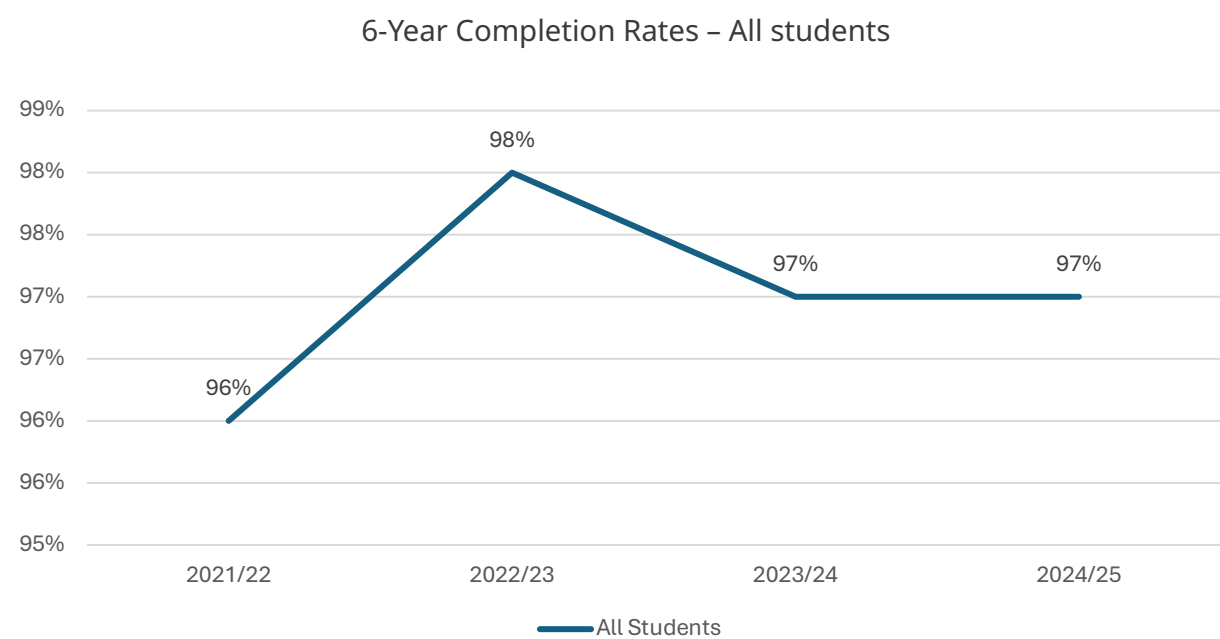


Adults care – Grades 4, 7 and 10 (% 2 or more)
Students with diverse abilities

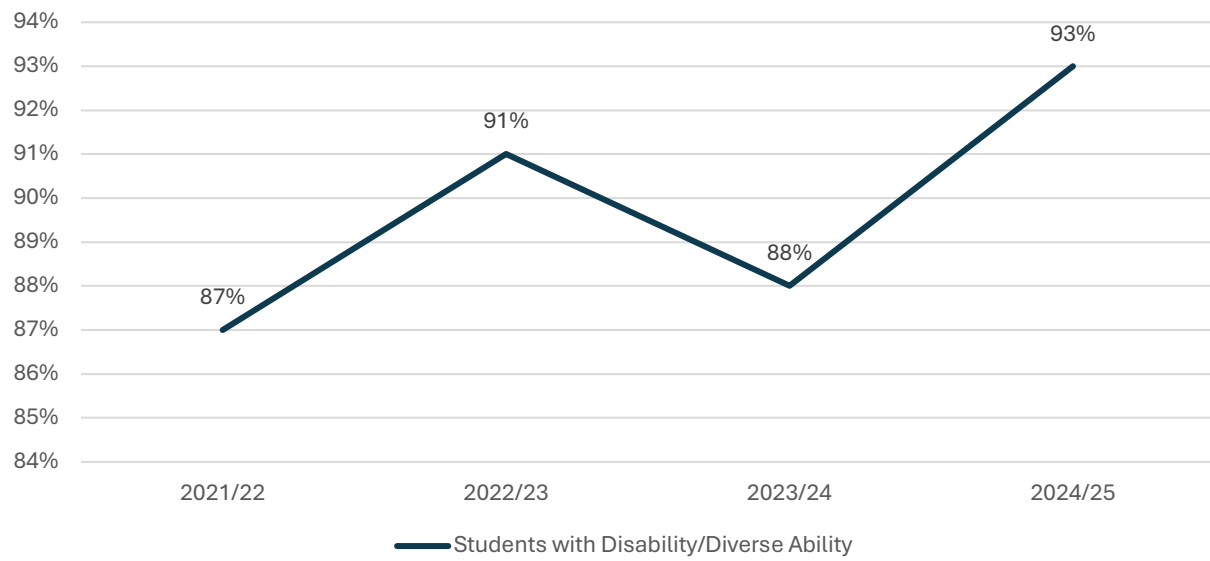


Career Development

Completion Rates



6-Year Completion Rates – Students with disabilities and diverse abilities



MAPLE RIDGE – PITT MEADOWS SCHOOL DISTRICT NO. 42

22225 Brown Avenue
Maple Ridge, BC
V2X 8N6