



Chilliwack
School District

Chilliwack School District Enhancing Student Learning Interim Report 2024/2025



The Chilliwack School District is located at the eastern end of the Fraser Valley within S'olh Temexw, the traditional territory of the Stó:lō people. We are privileged and grateful, to work, learn and live on the unceded traditional territory of Pilalt, Sema:th and Ts'elxwéyeqw.

AT ITS SEPTEMBER 23 REGULAR MEETING, THE CHILLIWACK BOARD OF EDUCATION
APPROVED MOTION 86.25 AS FOLLOWS:

Framework for Enhancing Student Learning (FESL) Report

86.25

Moved by: Trustee Westerby

Seconded by: Trustee Reichelt

THAT the Board of Education approve the Framework for Enhancing Student Learning Report to be submitted to the Ministry by September 30, 2025.

CARRIED



David Swankey, Board Chair

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NOTE: The Chilliwack School District refers to “Resident Students with Designation” as “Students with Diverse Abilities”.

Introduction

2024/2025 marked the final year of Chilliwack School District's 2021 - 2025 Strategic Plan. The upcoming school year opens with the roll-out of a renewed strategic plan that will build on the work reported in this Enhancing Student Learning Interim Report.

We are proud of our accomplishments over the past year, while recognizing that there is more work to do. In this report, we highlight strategies that we believe will improve outcomes for our priority learners. This includes students with Indigeneity, students with special designations, and students in care. These strategies are examples of the collective work of the Chilliwack School District.

Our “Why”

“We believe every learner deserves to feel safe, seen, and supported, and we are committed to building an education community rooted in equity, kindness, and belonging that empowers students to grow, achieve, and participate meaningfully in society.”

Strategic Plan Goals 2021 - 2025

The Chilliwack School District's Strategic Plan (2021 – 2025) was created in the spring of 2021 with a renewed focus on equity and ensuring student engagement via world-class educational experiences. With specific goals connected to literacy, numeracy, successful transitions, and human & social development, we've seen our students achieve success over the term of this plan as measured by provincial and district measures and by community confidence. In fact, this past year, our district had its best-ever six-year graduation result at 92%.

Our Strategic Plan is available on our district website:

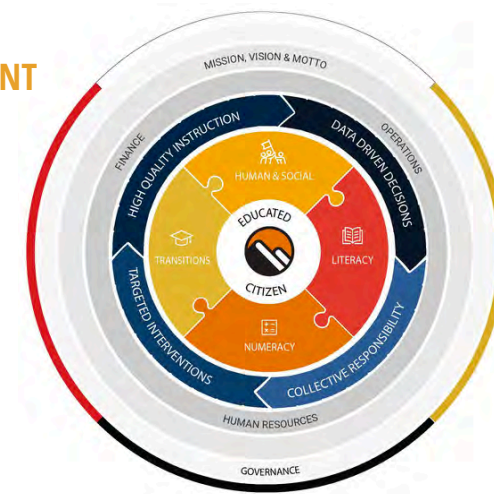
<https://stratplan.sd33.bc.ca>.

HUMAN AND SOCIAL DEVELOPMENT

HIGH QUALITY INSTRUCTION

TRANSITIONS

TARGETED INTERVENTIONS



LITERACY

DATA DRIVEN DECISIONS

NUMERACY

COLLECTIVE RESPONSIBILITY



FESL Learner Profiles Defined

Indigenous Students

Students who have self-identified as Indigenous on an enrollment collection.

Indigenous Students Living on Reserve

Based on enrolment records, students who have been identified as "Status On-Reserve".

Indigenous Students Living off Reserve

Based on enrolment records, students who have never been identified as "Status On-Reserve".

Students with Diverse Abilities

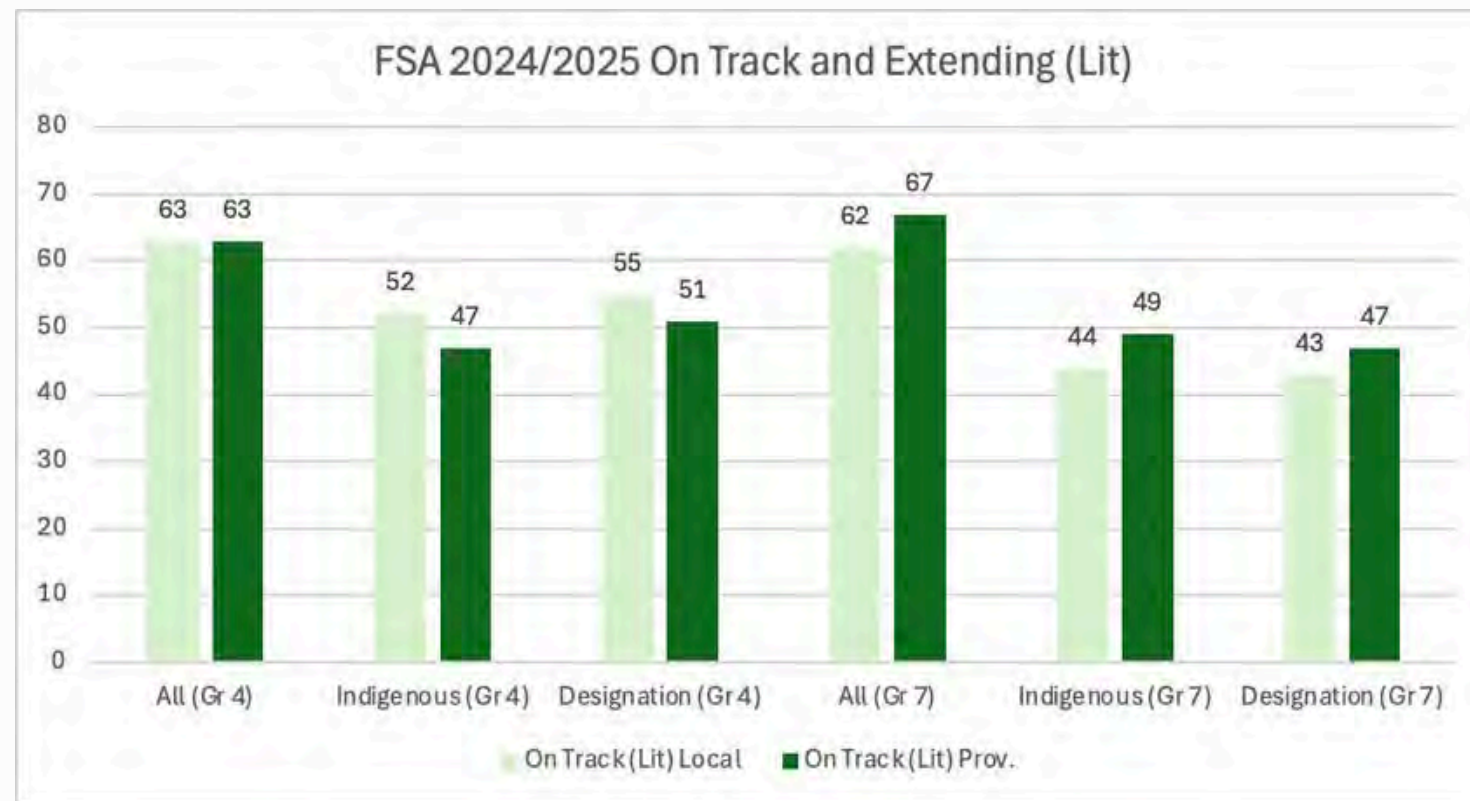
Including intellectual disability, learning disability, gifted, behavioral, physically dependent, deaf/blind, and autism.

Children and Youth in Care (CYIC)

Refers to all children up to 19 yrs where temporary or permanent custody is with the Ministry of Children and Family Development (MCFD) or with a Delegated Aboriginal Agency (DAA).

LITERACY: Provincial Data

Educational Outcome 1 - Literacy



SD033 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1047 86%	1043 90%	1077 89%	1062 91%	1147 93%
Indigenous Resident Students	214 75%	206 85%	227 84%	195 89%	206 93%
Indigenous Resident Students on Reserve	23 65%	29 86%	26 73%	21 86%	23 91%
Indigenous Resident Students off Reserve	191 76%	177 85%	201 85%	174 90%	183 93%
CYIC Resident Students	Masked	Masked	20 65%	16 81%	Masked
Resident Students with Designation	136 60%	141 72%	173 65%	137 74%	175 75%

Participation Rates

SD033 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1120 76%	1152 88%	1072 90%	1113 88%	1165 92%
Indigenous Resident Students	230 60%	208 81%	214 84%	238 81%	231 85%
Indigenous Resident Students on Reserve	25 44%	29 83%	24 83%	25 84%	30 90%
Indigenous Resident Students off Reserve	205 62%	179 81%	190 84%	213 81%	201 84%
CYIC Resident Students	Masked	18 72%	15 67%	Masked	Masked
Resident Students with Designation	198 58%	227 66%	209 72%	216 70%	234 78%

Summary

When comparing our district's provincial literacy assessment data to the rest of B.C., we continue to see encouraging results, especially in the early years:

- **Grade 4 literacy results in our district exceed provincial averages, indicating a strong foundation in early literacy development.**

However, longitudinal tracking from Grade 4 to Grade 7 reveals that sustaining literacy success over time remains a challenge for some students, particularly those who begin as "Emerging" in Grade 4.

Indigenous Student Participation and Achievement

Achievement data for Indigenous learners highlights an area of concern:

- While our overall On Track and better achievement rates hover around 63%, rates for **Indigenous students drop to 44 - 52%.**

Among Indigenous students:

- **93% participated in Grade 4**, but this drops to **84% in Grade 7** in one cohort and **70% by Grade 10.**

Lower participation rates raise questions about **attendance patterns** and **systemic barriers** and point to the need for **targeted engagement strategies** to ensure Indigenous learners are fully represented and supported in literacy development.



"Emerging" to "On Track"

32% of students who were "Emerging" in Grade 4, moved to "On Track" in Grade 7.



"On Track" in Grade 4 vs Grade 7

- 63% remained "On Track" in Grade 7
- 26% fell to "Emerging" in Grade 7
- 10% did not participate
- 1% moved to "Extending"



**Chilliwack
School District**

LITERACY: Local Data

Table 1a - PM Benchmark Reading Assessment: % On Track*

2024/2025	Spring %	n(Spring)
Grade 1 All	57	1034
Grade 1 Indigenous	46	175
Grade 1 Diverse Ability	29	104
Grade 1 CYIC	46	13
Grade 2 All	73	1087
Grade 2 Indigenous	65	202
Grade 2 Diverse Ability	39	114
Grade 2 CYIC	MSK	MSK
Grade 3 All	80	118
Grade 3 Indigenous	73	210
Grade 3 Diverse Ability	52	163
Grade 3 CYIC	88	MSK
Grade 4 All	75	1121
Grade 4 Indigenous	68	199
Grade 4 Diverse Ability	47	205
Grade 4 CYIC	45	11

Grades 5 - 8 PM Data available in Table 1b Appendix (pg 14)

* On Track: Developing, Proficient, Extending

PM Benchmark Scoring Rubric

GRADE	PERFORMANCE STANDARD	November	March	June
ONE	Emerging	1	1-5	1-10
	Developing	2-4	6-10	11-13
	Proficient	5-8+	11-13+	14-16+
TWO	Emerging	1-12	1-14	1-16
	Developing	13-14	15-16	17-18
	Proficient	15-16+	17-18+	19-20+
THREE	Emerging	1-18	1-19	1-21
	Developing	19-20	20-21	22
	Proficient	21-22+	22-23+	23-24+
FOUR	Emerging	23	24	25
	Developing	24	25	26
	Proficient	25	26	27
FIVE	Emerging	26	27	28
	Developing	27	28	29
	Proficient	28	29	30

Table 2 - PM Benchmarks (% On Track)

PM	June 2022	June 2023	June 2024	June 2025
Grade 1	55	54	59	57
Grade 2	72	70	73	73
Grade 3	75	79	76	80
Grade 4	81	73	75	75
Grade 5	78	70	80	83
Grade 6	87	83	90	88
Grade 7	86	90	92	90
Grade 8	94	89	91	92

Table 4 - ACT Reading Assessment (% Applying and Extending)

ACT	June 2022	June 2023	June 2024	June 2025
Grade 3	53	54	51	53
Grade 4	50	53	52	51
Grade 5	61	58	55	59
Grade 6	51	52	48	43
Grade 7	47	49	51	46
Grade 8	50	58	56	53

Table 3 - ACT Reading Assessment: % On Track*

2024/2025	Spring %	n(Spring)
Grade 3 All	53	1180
Grade 3 Indigenous	43	208
Grade 3 Diverse Abilities	28	158
Grade 3 CYIC	50	MSK
Grade 4 All	51	1141
Grade 4 Indigenous	44	199
Grade 4 Diverse Abilities	29	206
Grade 4 CYIC	27	11
Grade 5 All	59	1113
Grade 5 Indigenous	49	193
Grade 5 Diverse Abilities	34	229
Grade 5 CYIC	35	17
Grade 6 All	43	1086
Grade 6 Indigenous	28	218
Grade 6 Diverse Abilities	21	275
Grade 6 CYIC	MSK	13
Grade 7 All	46	1067
Grade 7 Indigenous	33	196
Grade 7 Diverse Abilities	20	216
Grade 7 CYIC	33	12
Grade 8 All	53	1059
Grade 8 Indigenous	32	196
Grade 8 Diverse Abilities	27	233
Grade 8 CYIC	38	13

More detailed information is available on the provincial Student Success website: [Student Success](#)

Overall, the percentage of students reading with proficiency increases each year. By the end of Grade 8, 92% of students are 'On Track'. Cohort tracking data consistently shows year-over-year improvement, suggesting that our literacy supports are making a positive difference. For example:

- 40% of Grade 5 students who are not yet reading at Level 30 are at Level 28 or 29, showing they are approaching proficiency. We stop assessing PM Benchmarks at Level 30.
- Last year's Grade 4 cohort showed a dip in ACT scores, but those same students performed well on the FSA and remain at 90% on track in reading.

However, a deeper look at the data reveals two persistent challenges: **chronic absenteeism** and **student complexity**.



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WRITING: Local Data

Table 5 - School Wide Write (% Applying & Extending)

2024/2025	Spring %	n(Spring)
Grade 1 All	56	1090
Grade 1 Indigenous	43	200
Grade 1 Diverse Abilities	29	85
Grade 1 CYIC	33	MSK
Grade 2 All	50	1163
Grade 2 Indigenous	36	206
Grade 2 Diverse Abilities	17	126
Grade 2 CYIC	MSK	MSK
Grade 3 All	52	1080
Grade 3 Indigenous	35	192
Grade 3 Diverse Abilities	28	141
Grade 3 CYIC	MSK	11
Grade 4 All	55	1035
Grade 4 Indigenous	39	182
Grade 4 Diverse Abilities	20	168
Grade 4 CYIC	30	10
Grade 5 All	52	1096
Grade 5 Indigenous	32	212
Grade 5 Diverse Abilities	22	262
Grade 5 CYIC	MSK	15
Grade 6 All	56	983
Grade 6 Indigenous	43	178
Grade 6 Diverse Abilities	27	195
Grade 6 CYIC	67	12
Grade 7 All	57	962
Grade 7 Indigenous	41	177
Grade 7 Diverse Abilities	21	180
Grade 7 CYIC	50	MSK
Grade 8 All	59	900
Grade 8 Indigenous	35	147
Grade 8 Diverse Abilities	28	190
Grade 8 CYIC	13	MSK

Table 6 - Writing Sample (% Applying and Extending)

Grade	June 2021	June 2022	June 2023	June 2024	June 2025
Grade 3	56	53	51	52	51
Grade 4	56	54	54	55	54
Grade 5	62	61	63	52	58
Grade 6	58	55	58	56	50
Grade 7	56	60	58	57	54
Grade 8	62	60	63	59	57

We continue to invest in building teacher capacity and student confidence in writing. While overall writing achievement in 2024 shows similar results to 2023, we are seeing steady growth over the course of the year, particularly in classrooms engaged in collaborative inquiry or professional learning.

A key focus this year has been strengthening our assessment practices and instructional strategies:

- Curriculum teachers partnered with a pilot group of K–5 teachers to review and provide feedback on two district writing rubrics.
- Based on this work, Grade 2–5 teachers will be asked to use one of the recommended rubrics when assessing writing samples this fall. This will support greater consistency in scoring and tracking writing development over time.
- A cohort of elementary teachers participated in a well-received after-school collaboration series with [Matt Glover](#), focused on developing the craft of writing in the early years.
- In response to strong interest, we booked Matt Glover to lead our Summer Institute, with over 40 participants, and have also secured him for the February Pro D Day.

Ongoing collaboration is taking place within school sites. Literacy Support Teachers are working with teacher cohorts to support classroom writing instruction in three key areas:

- Developing the craft of writing.
- Assessing student writing using developmental progressions.
- Building student confidence to see themselves as writers.

Across these initiatives, we are seeing positive momentum in teacher practice and student engagement with writing.

That said, we continue to face a noted challenge in middle school: carving out sustained, meaningful time for writing instruction. This remains an area for future focus as we seek to create more continuity in literacy development across grade levels.



REFLECT AND ADJUST



STRATEGIC PLAN PRIORITY: STUDENT SUCCESS		STRATEGIC PLAN OBJECTIVE: IMPROVE LITERACY RESULTS	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations
Foundational Literacy supports in elementary schools through the Elementary Literacy Collaboration (ELC) Project.	Elementary School: Good progress in this area, due to ELC work. This continues, with some resources moving to middle school.	The ELC initiative at elementary schools has been successful. Our data shows that students are learning to read effectively and that our interventions, in-service and teacher collaboration are working to enhance literacy teaching practices and support for students who traditionally struggle.	Elementary: Continue to focus on all 5 pillars (see Literacy Framework) with in-service, after-school workshops, and common resources (Heggerty, Shifting the Balance, Words Their Way, etc.)
Middle school supports through Leyton Schnellart lesson planning sessions, engaging adolescent learners, and Universal Design for Learning (UDL) practices. Reading interventionist assigned to middle school to support targeted small group instruction and help to build teacher capacity for literacy instruction.	Middle School: The primary focus for literacy support next year is on middle school. The training, both for classroom teachers and support teachers, will provide resources, coaching supports, and expertise to middle school educators. Although we provided support to middle school last year, the data still shows that we are not making the gains at middle school that we need to.	Middle School: We are rethinking our approach at middle school and implementing new strategies that we anticipate will have a stronger impact, as student achievement results have not improved to the level we expect.	Middle School: Focus on middle school support as the priority for the curriculum team. <ul style="list-style-type: none">• Provide training for targeted phonics instruction for middle school Learning Assistance Teachers.• Middle school focus on comprehension strategies using engaging texts with a diversity theme• Curriculum Teachers will support professional learning for UDL, assessment practices and engaging learners.
Secondary school creation of a competency-based literacy assessment.	Secondary School: We need to continue supporting secondary school teachers as we are still in the beginning stages of working together.	Secondary School: We initiated the development of a literacy assessment. Some Grade 9 classrooms have piloted the assessment and provided feedback. The assessment leads (representatives from each school) meet regularly to plan for school supports with a focus on assessment and reporting. This is work continues for the 2025/26 school year.	Secondary School: The curriculum department and Leyton Schnellert will continue to support competency-based assessments and building an understanding of UDL.



INITIATIVE OF INTEREST

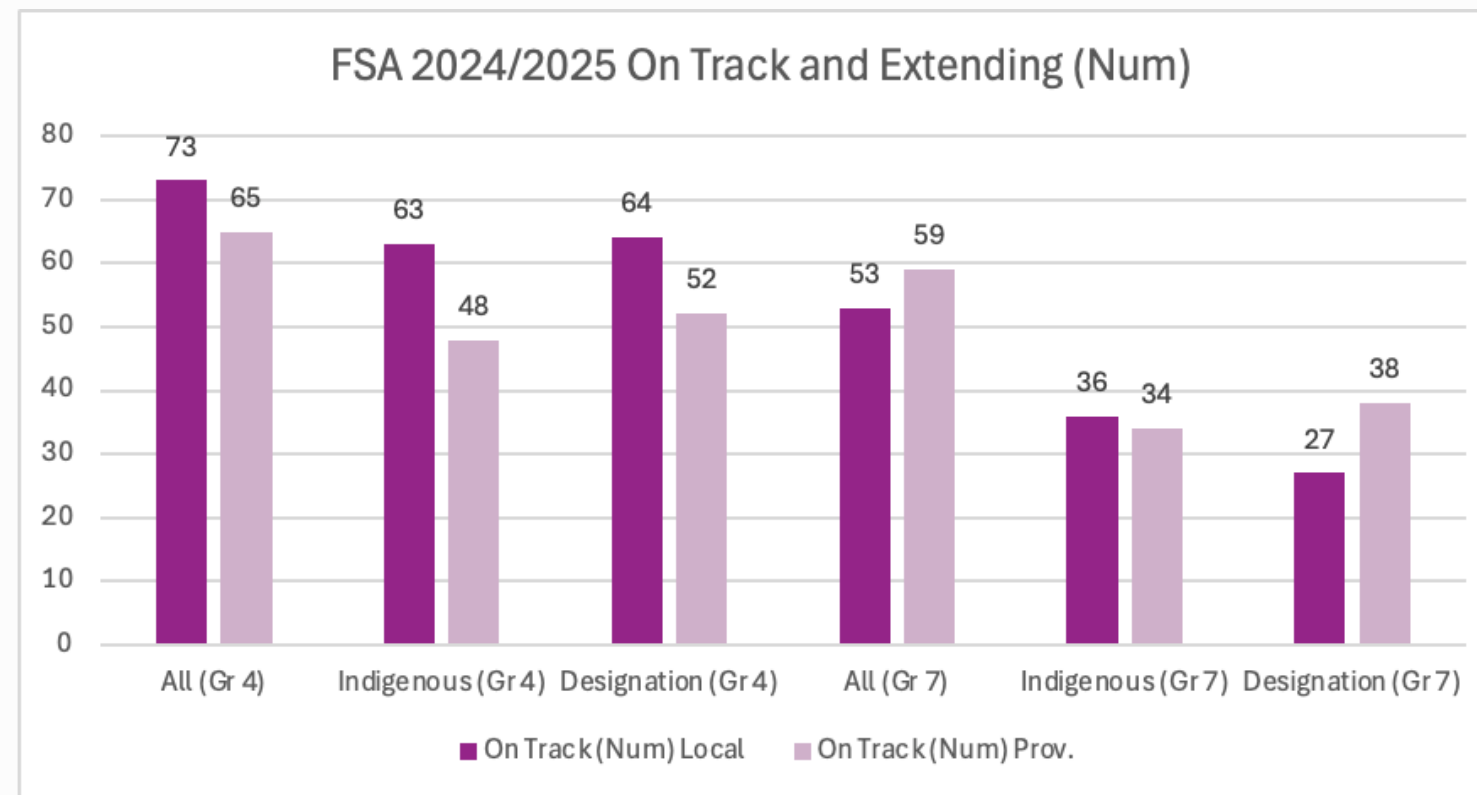


Targeted Grade 6 Literacy Intervention
During articulation with elementary feeder schools in 2023/2024 concerns were expressed about the number of students at risk with respect to literacy skills. The School Based Team identified an unusual high number of students with a significant literacy concern based on PM Benchmarks and anecdotal data. [What did we do...?](#)



NUMERACY: Provincial Data

Educational Outcome 2 - Numeracy



More detailed information is available on the provincial Student Success website: [Student Success](#)

SD033 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1047 85%	1043 90%	1077 90%	1062 91%	1147 93%
Indigenous Resident Students	214 75%	206 84%	227 84%	195 89%	206 93%
Indigenous Resident Students on Reserve	23 65%	29 86%	26 73%	21 86%	23 91%
Indigenous Resident Students off Reserve	191 76%	177 84%	201 86%	174 89%	183 93%
CYIC Resident Students	Masked	Masked	20 65%	16 81%	Masked
Resident Students with Designation	136 56%	141 70%	173 68%	137 77%	175 73%

Participation Rates

SD033 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1120 76%	1152 88%	1072 88%	1113 88%	1165 92%
Indigenous Resident Students	230 60%	208 83%	214 79%	238 80%	231 87%
Indigenous Resident Students on Reserve	25 44%	29 79%	24 79%	25 84%	30 97%
Indigenous Resident Students off Reserve	205 62%	179 83%	190 79%	213 80%	201 86%
CYIC Resident Students	Masked	18 72%	15 67%	Masked	Masked
Resident Students with Designation	198 57%	227 66%	209 67%	216 69%	234 79%

Summary

Provincial numeracy assessment data provides a broader context for understanding student achievement across the district. In 2024-25, we continue to see growth in student proficiency and strong participation rates across all demographic groups, with several encouraging trends at both Grade 4 and Grade 7 levels.

Grade 4 Highlights

- 73% of students are “On Track”, up from 70% the previous year.
- Students with diverse abilities demonstrated a remarkable increase in proficiency, with 64% On Track, up from 53% in 2023 and 40% in 2022.
- Achievement for Indigenous students remained consistent with 2023–2024 results.

These results suggest that early numeracy instruction and supports have a positive impact, especially for students with diverse learning needs.

Grade 7 Highlights

- 53% of students are “On Track”, up from 49% in the previous year, similar to the provincial average.
- Indigenous student achievement at Grade 7 is closely aligned with provincial results, and the percentage of students identified as “On Track” or “Extending” reflects similar patterns.
- Our district is committed to strengthening numeracy outcomes by deepening instructional practice, building teacher capacity, and focusing on equity of access and support—particularly for students with diverse abilities and those in middle school where gaps begin to widen.



NUMERACY: Local Data

Table 7 - SNAP Numeracy Assessment (Proficiency Percentage)

2024/2025	Number Sense %	Operations %	n writers NS/Op
Grade 2 All	65	68	1114/1091
Grade 2 Indigenous	55	56	205/200
Grade 2 Diverse Abilities	40	41	109/104
Grade 2 CYIC	13	MSK	MSK
Grade 3 All	62	65	1198/1175
Grade 3 Indigenous	52	48	210/203
Grade 3 Diverse Abilities	42	44	153/145
Grade 3 CYIC	56	22	MSK
Grade 4 All	57	59	1139/1131
Grade 4 Indigenous	51	52	199/197
Grade 4 Diverse Abilities	30	35	201/198
Grade 4 CYIC	50	40	10/10
Grade 5 All	61	60	1117/1099
Grade 5 Indigenous	47	46	193/189
Grade 5 Diverse Abilities	36	37	233/228
Grade 5 CYIC	53	47	17/17
Grade 6 All	45	53	1113/1108
Grade 6 Indigenous	30	31	216/213
Grade 6 Diverse Abilities	26	30	274/274
Grade 6 CYIC	15	23	13/13
Grade 7 All	55	52	1120/1114
Grade 7 Indigenous	45	38	194/192
Grade 7 Diverse Abilities	30	20	215/209
Grade 7 CYIC	50	50	MSK

Our district continues to place a strong emphasis on numeracy as a foundational skill, with assessment participation rates that remain exceptionally high:

99% participation in Number Sense (NS)
98% participation in Operations (OP)

These high rates ensure we capture a comprehensive and representative picture of student learning across our system

When reviewing overall student achievement in numeracy, we see proficiency levels similar to those in 2023 and 2024. However, one important distinction this year is that many students who were not previously reflected in our data are now included, and their inclusion is helping to tell a more positive and accurate story of student achievement.

There are several key trends in our local numeracy data:

- A widening achievement gap is evident for Indigenous students in middle school and warrants further attention and culturally responsive intervention.
- The current Grade 6 cohort is being closely monitored. Across all demographic groups—All Students, Indigenous, Children and Youth in Care (CYIC), and students with Diverse Abilities—this cohort is showing lower proficiency district-wide.
 - This group was in Grade 1 during the height of COVID, and we believe pandemic-related disruptions may have impacted their foundational numeracy development. Their performance may have downstream implications for our Grade 7 “On Track” FSA results in November 2025.
- We remain committed to tracking student progress closely and tailoring supports for cohorts and groups that require additional attention. Our next steps include deepening instructional strategies, supporting teacher capacity, and addressing the unique needs of students who continue to demonstrate lower achievement in numeracy.

Table 8a - SNAP Number Sense (% Applying and Extending)

Grade	June 2021	June 2022	June 2023	June 2024	June 2025
Grade 2	65	68	63	63	65
Grade 3	62	64	65	59	62
Grade 4	59	63	59	62	57
Grade 5	62	60	61	52	61
Grade 6	52	49	49	45	45
Grade 7	49	55	45	54	55

Table 8b - SNAP Operations (% Applying and Extending)

Grade	June 2021	June 2022	June 2023	June 2024	June 2025
Grade 2	64	71	71	69	68
Grade 3	62	64	62	61	65
Grade 4	60	57	56	60	59
Grade 5	59	61	63	57	60
Grade 6	57	56	56	57	53
Grade 7	57	60	53	54	52



REFLECT AND ADJUST



STRATEGIC PLAN PRIORITY: STUDENT SUCCESS		STRATEGIC PLAN OBJECTIVE: IMPROVE NUMERACY RESULTS	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations
<ul style="list-style-type: none">• Training for SNAP assessment and intervention (K-8)• FSA with Care to improve participation and preparation• Inservice and pro-d supporting the five pillars of numeracy	<ul style="list-style-type: none">• Elementary/Middle: Computational fluency and mental math strategies (ie. times tables)• Middle School: Middle school achievement on FSA and SNAP• Secondary School: Grade 10 Provincial Numeracy Assessment	<p>Elementary: Our strategies at elementary schools are very effective. Local and provincial data show that our students are doing very well in elementary, except in the area of computational fluency.</p> <p>Middle/Secondary: Middle and secondary school results are not as strong, and are our focus next year.</p>	<p>Our District will:</p> <ul style="list-style-type: none">• Continue to support FSA with Care and SNAP at both elementary and middle levels.• Introduce Computational Fluency Assessment at elementary and middle levels.• Focus on middle school training with enhanced support and resource allocation for the upcoming year.• Introduce a secondary research project to study opportunities to support numeracy teaching across the curriculum.

INITIATIVE OF INTEREST



Forest SNAP

The Forest SNAP kit is an educational resource that provides students with a comprehensive, interactive learning experience about number sense competencies for Grade 1. Aligned with the **First Peoples Principles of Learning**, the kit has a strong oral language focus that honours the power of story and is situated in the Sto:lo Territory.

[Learn more...](#)



HUMAN AND SOCIAL: Provincial Data

Educational Outcome 3 - Feel Welcome, Safe and Connected

Summary

Student Well-Being: Current Trends and Strategic Planning

Student well-being continues to be a focus in our district, and recent results from the Student Learning Survey show encouraging progress, particularly in three key areas: belonging, mental health, and mental health education.

Belonging: Feelings of belonging have improved across all groups.

Elementary students: 56% feel they belong (up from 50%)

Secondary students: 54% (up from 49%)

Elementary Indigenous students: 50% (up from 49%)

Secondary Indigenous students: 50% (a significant increase from 43%)

Mental Health (Self-Reported): More students are reporting positive mental health.

Elementary students: 62% describe their mental health as good/very good/excellent (up from 53%)

Secondary students: 47% (up from 44%)

Note: Mental health data for Indigenous students was not available this year.

Mental Health Education: More students are learning how to care for their mental health.

Elementary students: 40% (up from 39%)

Secondary students: 31% (up from 26%)

Elementary Indigenous students: 38% (down from 40%)

Secondary Indigenous students: 31% (up significantly from 20%)

Areas of Concern

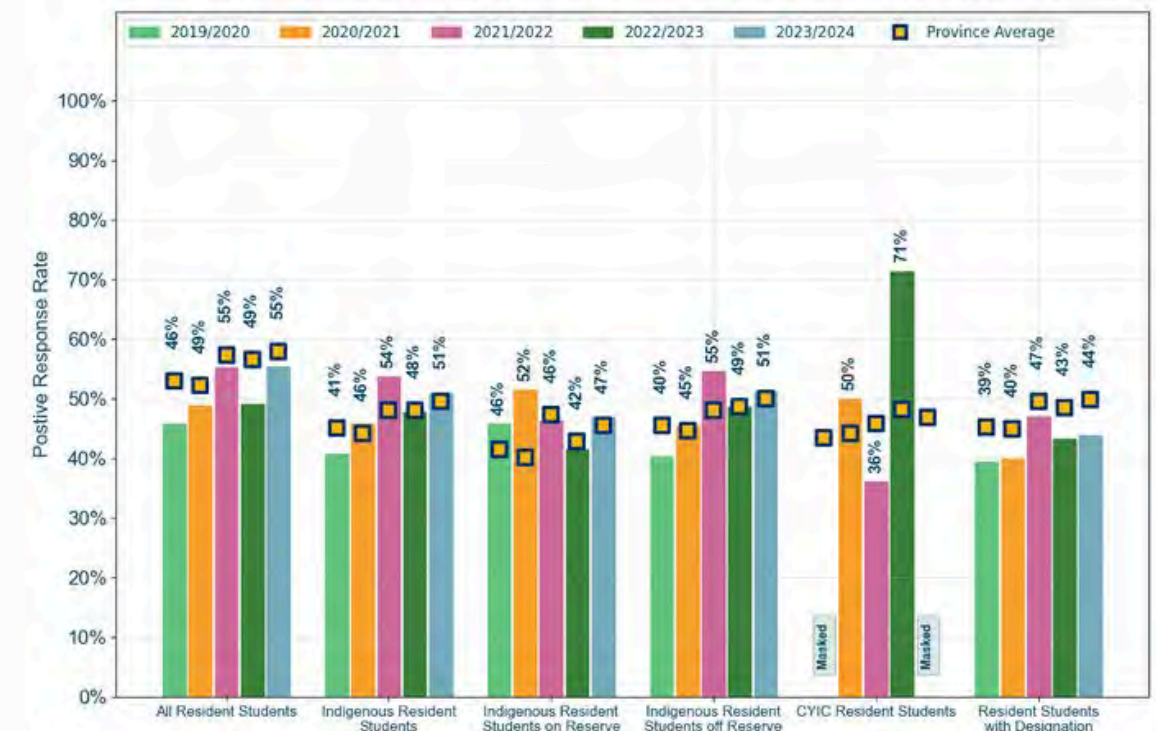
Despite gains, the number of students—particularly Indigenous learners—who feel they are learning how to care for their mental health remains low. Secondary student mental health ratings, though improving, are still concerningly below the levels reported in elementary.

More detailed information is available on the provincial Student Success website: [Student Success](#)

SD033 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	3083 55%	3124 73%	3301 75%	3316 72%	3351 70%
Indigenous Resident Students	600 47%	650 59%	617 64%	681 59%	671 60%
Indigenous Resident Students on Reserve	79 34%	69 49%	90 51%	86 60%	81 41%
Indigenous Resident Students off Reserve	521 49%	581 60%	527 66%	595 59%	590 63%
CYIC Resident Students	36 36%	46 43%	57 65%	57 37%	50 46%
Resident Students with Designation	473 47%	474 59%	602 64%	630 60%	581 56%

SD033 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



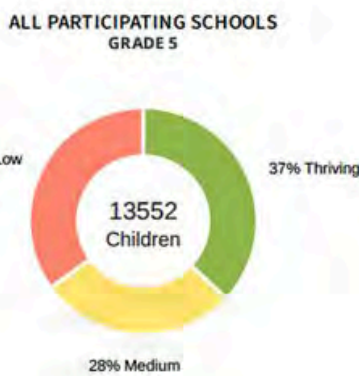
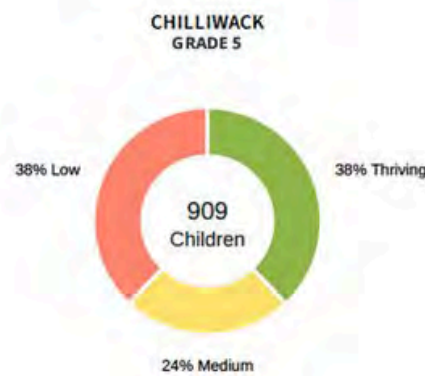
Overall, the data shows a positive trend in student well-being, with most indicators showing improvement in Belonging, in some cases, meeting and exceeding provincial averages. **The greatest gains are seen in secondary Indigenous students' sense of belonging and understanding of mental health.**



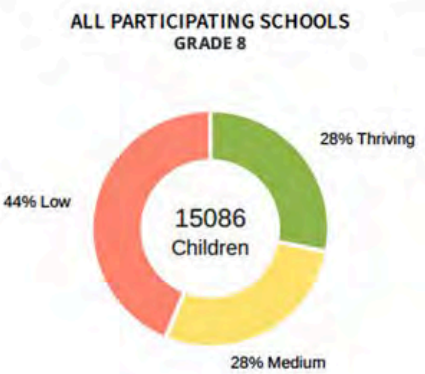
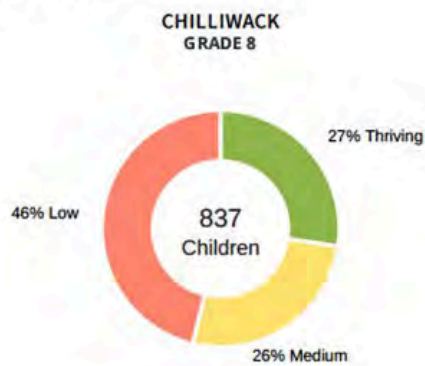
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HUMAN AND SOCIAL: Local Data

Grade 5
2025 MDI



Grade 8
2024 MDI



Summary

Our district participates in the [Middle Years Development Index](#) (MDI), this year at grades 5 and 8, which is the same cohort surveyed last year. The general theme from the MDI is that the Chilliwack community is slightly more at risk than the provincial average, however, there have been small improvements in several measures. For example, Chilliwack generally has a higher percentage of students who are not ‘thriving’, but this year’s measures show that grade 5 students are slightly above provincial average, and grade 8s just below.

Middle Years Development Instrument (MDI) – Grade 8 Analysis

In 2025, 837 Grade 8 students completed the Middle Years Development Instrument (MDI), representing the same student cohort surveyed in 2024. The results show a mixed picture, with some areas of growth and others of concern.



Supportive Adult at School:

- Remained unchanged, with **54% of students identifying a supportive adult** in both 2024 and 2025.



Self-Esteem:

- Declined slightly, from 58% in 2024 to 55% in 2025.

Sense of Belonging at School:

- Increased marginally, from 35% in 2024 to 36% in 2025.



School Climate:

- This area continues to show a concerning trend. Only 22% of Grade 8 students reported experiencing a positive school climate in 2025—down from 25% in 2024 and 31% in 2023.

This marks the second consecutive year of decline and highlights a need for focused attention on improving the school experience for middle years learners.



Chilliwack
School District

REFLECT AND ADJUST



STRATEGIC PLAN PRIORITY: HUMAN AND SOCIAL		STRATEGIC PLAN OBJECTIVE: IMPROVE MENTAL HEALTH	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations
District Resource Team - Bridge Team Integration: The Bridge Program supported 145 students with attendance at a district level. This included home visits, community resource navigation, and school re-entry support.	Bridge: This strategy was effective, but under resourced and overwhelmed with need from the system. Attendance and engagement are serious issues in our school district.	Bridge: Of the students discharged from Bridge this year (29), 10 graduated and 9 are attending school. The other 10 either left school for work, or connected with other schools (Squiala).	<p>Our District will:</p> <ul style="list-style-type: none">• Continue to support the Bridge Program by bringing students to the District Resource Team for further intervention and assistance.• Introduce a new storefront space in Chilliwack’s downtown retail area where the Bridge Team will be based. This new space will allow us to support more students and will also provide space for community partners to provide timely student supports.• Introduce a new space for IC through a partnership with a community agency. This space will improve access for students and staff for this important intervention.• Introduce a MHIS Strategic Plan to guide the work in our schools.
Integrated Care (IC): A Tier 3 support for students who require some targeted supports within a smaller, calmer space in order to develop the self-regulation skills they require to manage a full school environment.	IC: Similar to Bridge, the program was under resourced, and did not have the space or staffing to keep up with demand.	IC: The program was very effective in supporting students who could not function in a typical classroom, especially considering that we did not have a full complement of trained, expert staff.	
Mental Health in Schools (MHIS) Plan: In response to these trends, a cross-departmental team has collaborated with the BC Children’s Hospital coaching team to develop a Mental Health in Schools Strategic Plan, launching in the 2025–2026 school year.	MHIS: A need to improve communication and access to tiered supports for student well-being at the school, district, and community levels. A need to foster safe, inclusive, and supportive school environments that promote connection and well-being through classroom practices.	MHIS: This strategy is pedagogical shift that is needed in our schools, and is difficult to measure and state effectiveness. Morally and intuitively, we know this is important work, but we don’t know how effective it has been to this point.	



INITIATIVE OF INTEREST



Supporting Priority Learners with Complex Needs

A Board Certified Behaviour Analyst (BCBA) is a professional with a graduate-level certification through the Behaviour Analyst Certification Board (BACB). BCBAs assess, analyze, and develop interventions for behaviour-related challenges, often working with individuals who have developmental disabilities or behavioural disorders in various settings. Our district has moved from one BCBA in 2021 to 3 in 2024/25, and this has had a significant positive impact on available supports for students in our district.

[Learn more...](#)



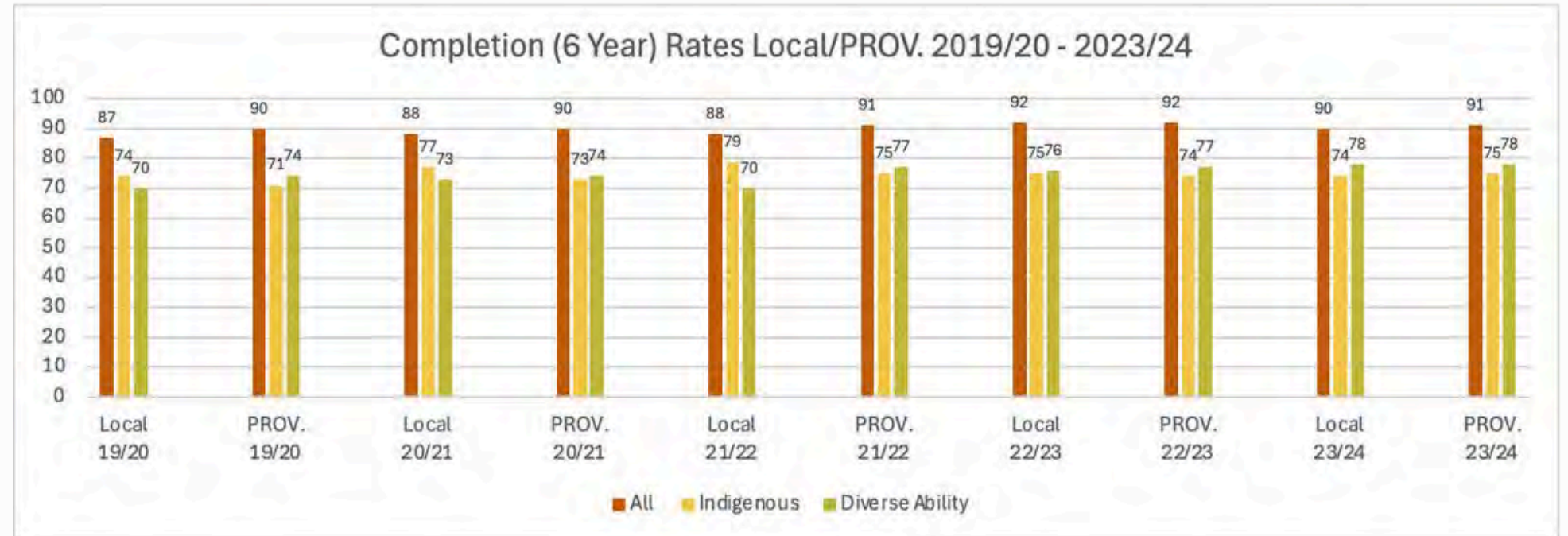
Chilliwack
School District

CAREER DEVELOPMENT (TRANSITIONS): Provincial Data

Educational Outcome 4 - Graduation

We see a slight drop in graduation rates for All Students (2%). We see a slight increase from 2022/23 to 2023/24 for students with Diverse Abilities (2%).

Our graduation rates for Indigenous students dipped slightly in 2023/24 to 74% (provincial rate is 75%) from 75% in 2022/23. This continues to be a focus area for us, which we are attending to with our Indigenous Graduation Coaches at Secondary, and other district initiatives such as School Based Teams and Student Support Teams k – 12.



Summary

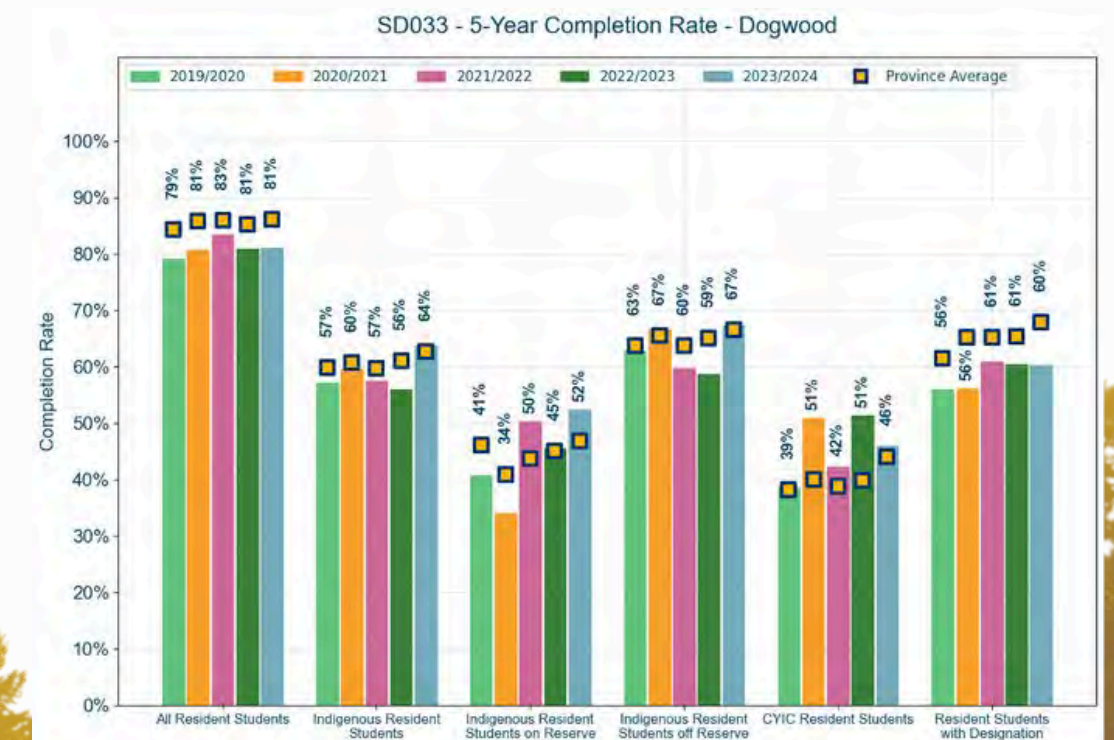
Overall, our graduation rates continue to show positive growth. However, this year's data highlights a concerning trend: the graduation rate for Indigenous students has declined, widening the gap between Indigenous and non-Indigenous learners compared to previous years.

Several initiatives are underway to better support Indigenous student success, including:

- Implementation of Indigenous Graduation Coaches in 2023–24. While the full impact of this role will take time to materialize, efforts are ongoing to clarify responsibilities and align the position with student needs.
- Increased focus on at-risk students through the collaborative work of School-Based Teams and Student Support Teams, identifying barriers and building individualized pathways to graduation.
- The ongoing development of alternative and flexible programming, including:
 - Programs that meet students where they are in their learning journeys (e.g., alternate education models),
 - Passion- and skill-based opportunities that re-engage students in meaningful learning.
 - A growing emphasis on recognizing cultural learning experiences—such as those taking place in the Longhouse—and ensuring that they are acknowledged through appropriate credit toward graduation.

These actions reflect our belief that every student deserves a pathway to success that honors their identity, strengths, and lived experience. While challenges remain, we are confident that our focused efforts will lead to improved outcomes in the years ahead.

Note: Ministry reports include both a five year and [six year completion rate](#). The five year rate disaggregates CYIC and Indigenous On and Off Reserve results. These data can be found in the Appendix (pg 18).



More detailed information is available on the provincial Student Success website: [Student Success](#)

REFLECT AND ADJUST



STRATEGIC PLAN PRIORITY: TRANSITIONS (CAREER DEVELOPMENT)		STRATEGIC PLAN OBJECTIVE: INCREASE GRADUATION RATES FOR PRIORITY LEARNERS	
Strategy	Area for Growth	Strategy Effectiveness	Adjustment and Adaptations
Grad Coaches for Indigenous Students: Dedicated staff to support and coach students in their graduation years (10 - 12).	Grad Coaches: We have a gap in achievement and graduation success between all students and students with Indigenous ancestry. We believe that hiring Grad Coaches to support our students through secondary school is a strategy that can help close the gap.	Grad Coaches: A review of our Grad Coach strategy impact shows positive results. An area that has been identified as not working as well is how we staff the position. For instance, we have twice as many students with Indigeneity at Chilliwack Secondary School compared to our other large secondary schools, but the staffing levels are currently equal.	Grad Coaches: More training to be provided for grad coaches, as well as a staffing review to improve equity of access for our students.
New Storefront Learning Centre: A new space located near the downtown retail core area of Chilliwack that will allow for school district staff to support and reintegrate disengaged youth in school.	Learning Centre: We have too many students in our district who are not attending school, negatively impacting their ability to graduate on time, or at all. We anticipate that the creation of this new facility will help us intervene with more students.	Learning Centre: This initiative is new, but will house a number of programs that have shown promise. For instance, the Bridge Team will be based out of the Storefront. This team made good strides last year with reconnecting students who were not attending school. The Storefront allows for increased effectiveness by being able to reach more at risk students. It is centrally located, on a bus route, and has flexible hours.	Learning Centre: We are just getting this initiative off the ground. We will be reviewing for improved services to students who otherwise were not being effectively supported.
Summer Learning for Indigenous Students: This initiative is to engage students in high school summer learning in a way that makes the experience enticing, fruitful and culturally sensitive for all participants.	Summer Learning: Prior to the Sto:lo site-based summer school offering, Indigenous student registrations and pass rate was not acceptable. We believe that the Sto:lo site based option gives students more chance for success when there are smaller classes to connect in relationship, with Indigenous place, community and Indigenous curriculum content from local knowledge keepers.	Summer Learning: The number of students who registered (47) indicated an interest like never before. Forty-one students attended the first week and 36 students successfully their completed their programs. In total fifty-eight courses were completed. Parent and student feedback is an indication of the positive impact on student learning and graduation credits completion.	Summer Learning: Further review and keeping an eye on what the course challenges and barriers are for students at each high school is ongoing. The three-credit offerings (course recovery (50%), full course credit (4 credits) and the combo Science 10/Active Living (8 credit) are beneficial for students personal graduation planning and credit acquisition. The goal is to have students from all secondary schools access the options. This year, not all secondary schools were represented.

INITIATIVE OF INTEREST



Youth Train in Trades: Professional Cook 1 Culinary Program

Skilled Trades BC Youth TRAIN in Trades is an industry certification program for BC secondary school students. The program enables students to earn both graduation credits and credit for the first level of technical training associated with a Skilled Trades BC program or apprenticeship. The Program is new to Imagine High for the 2024/25 school year and is open to students from across the district.

“Our biggest strength is the way people love to come together over food and drink. We have created a place where we are able to gather and interact with one another in an ultra-inclusive and engaging environment.”

~ Chef Bedford

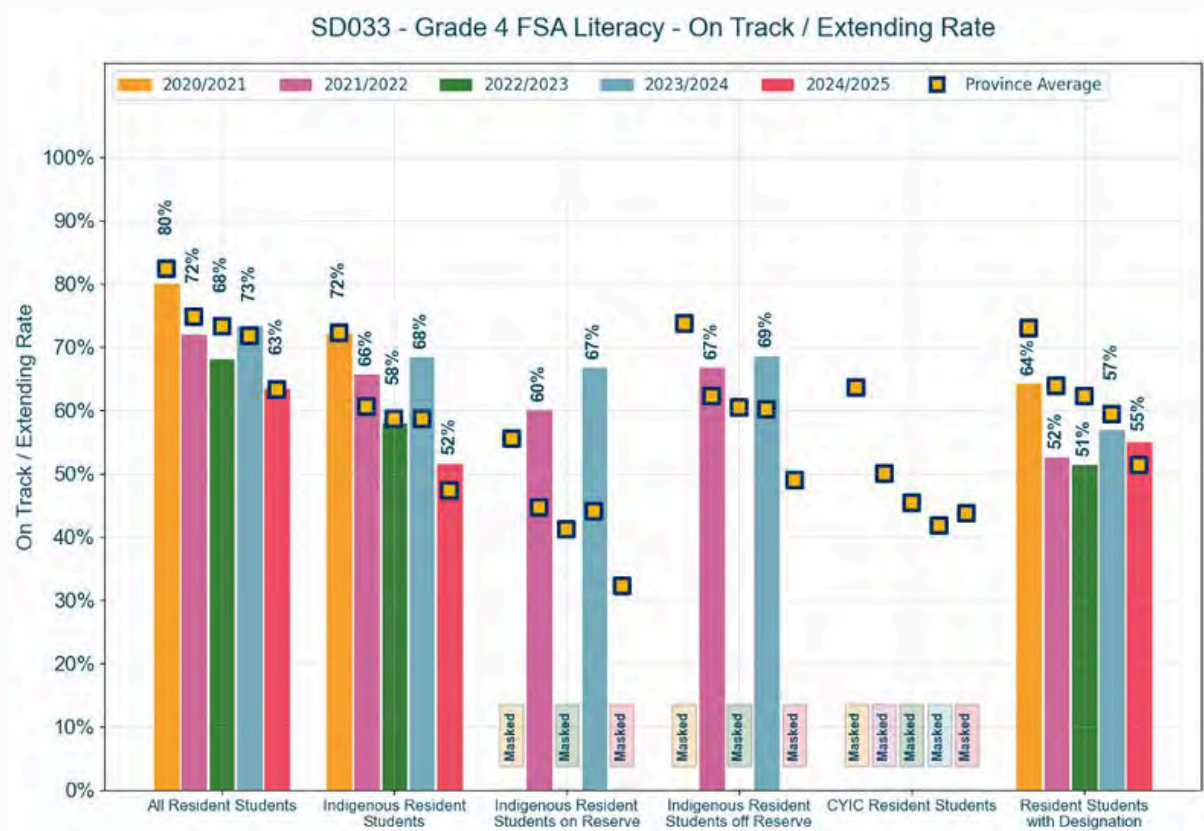
[Learn more...](#)



Chilliwack
School District

APPENDIX

Literacy: Grade 4



Numeracy: Grade 4

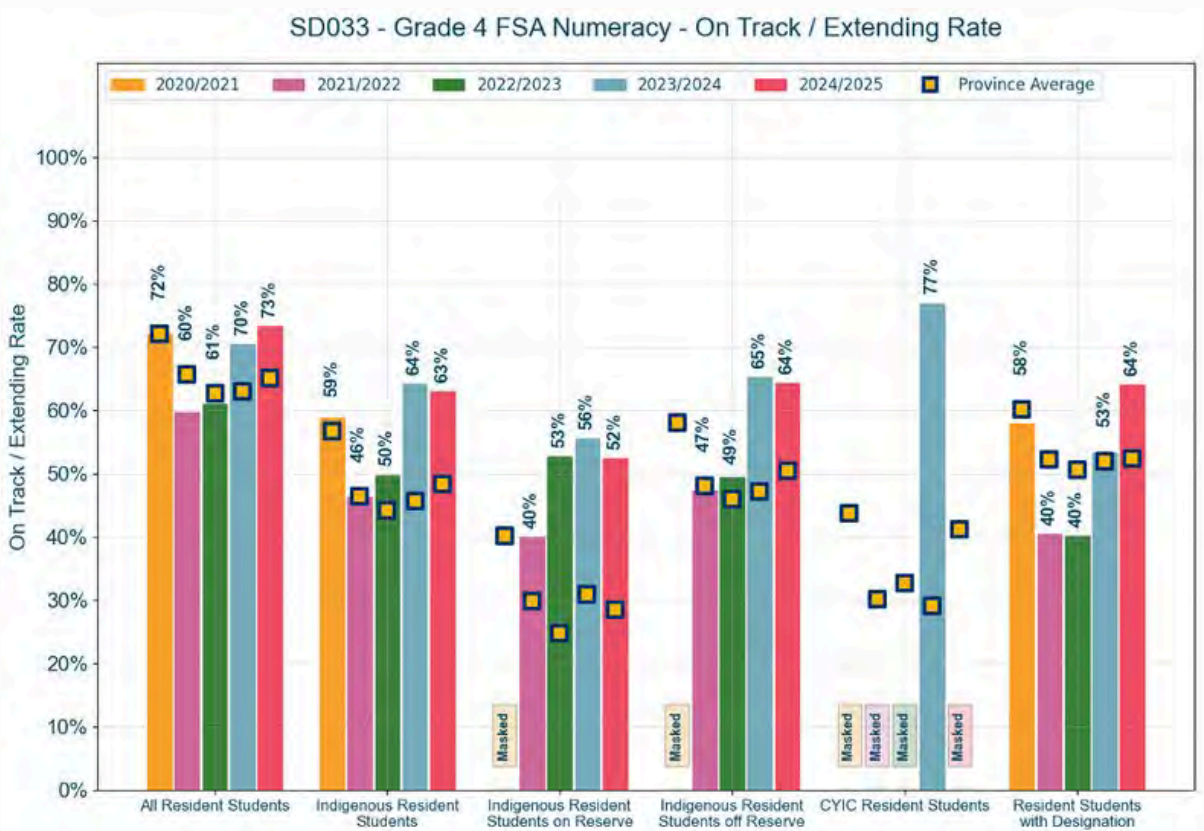
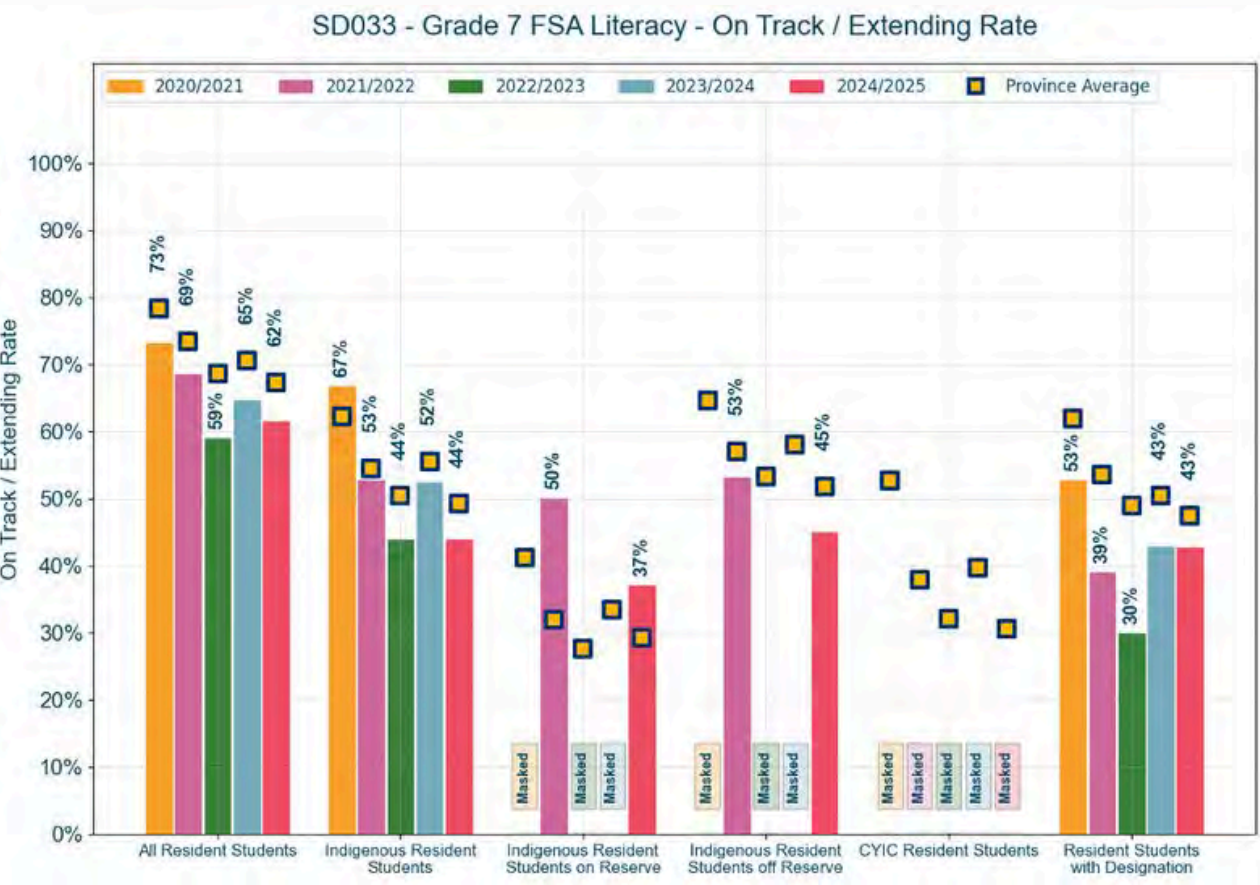


Table 1b - PM Benchmark Reading Assessment: % On Track*

2024/2025	Spring %	n(Spring)
Grade 5 All	83	1107
Grade 5 Indigenous	76	195
Grade 5 Diverse Ability	54	233
Grade 5 CYIC	41	17
Grade 6 All	88	1068
Grade 6 Indigenous	79	215
Grade 6 Diverse Ability	68	270
Grade 6 CYIC	58	12
Grade 7 All	90	974
Grade 7 Indigenous	84	189
Grade 7 Diverse Ability	67	210
Grade 7 CYIC	73	11
Grade 8 All	92	884
Grade 8 Indigenous	88	172
Grade 8 Diverse Ability	74	214
Grade 8 CYIC	73	11

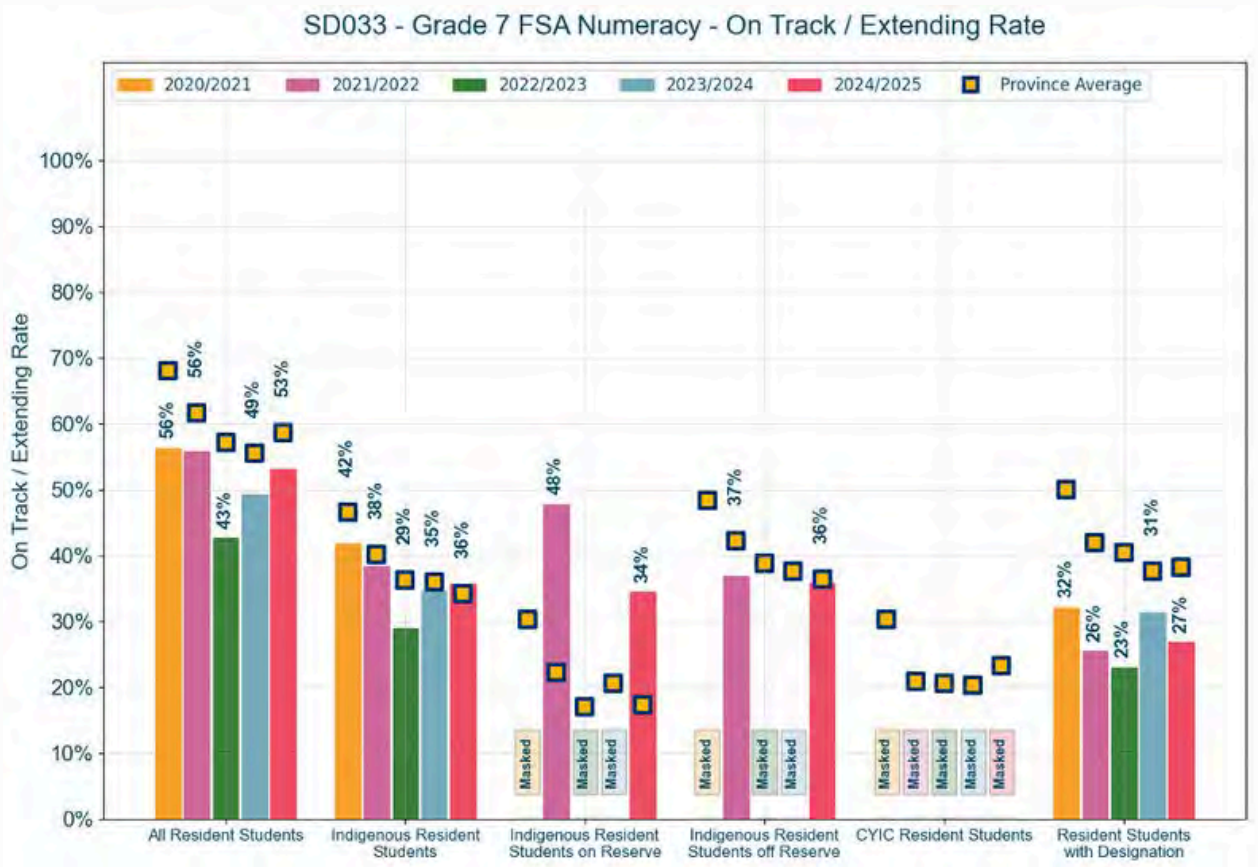
APPENDIX

Literacy: Grade 7



Provincial Literacy Assessments % On-Track/Extending ALL STUDENTS				
Grade	June 2022	June 2023	June 2024	June 2025
Grade 4 Literacy	72	68	73	63
Grade 7 Literacy	69	59	65	62
Grade 10 Literacy	67	67	65	TBD

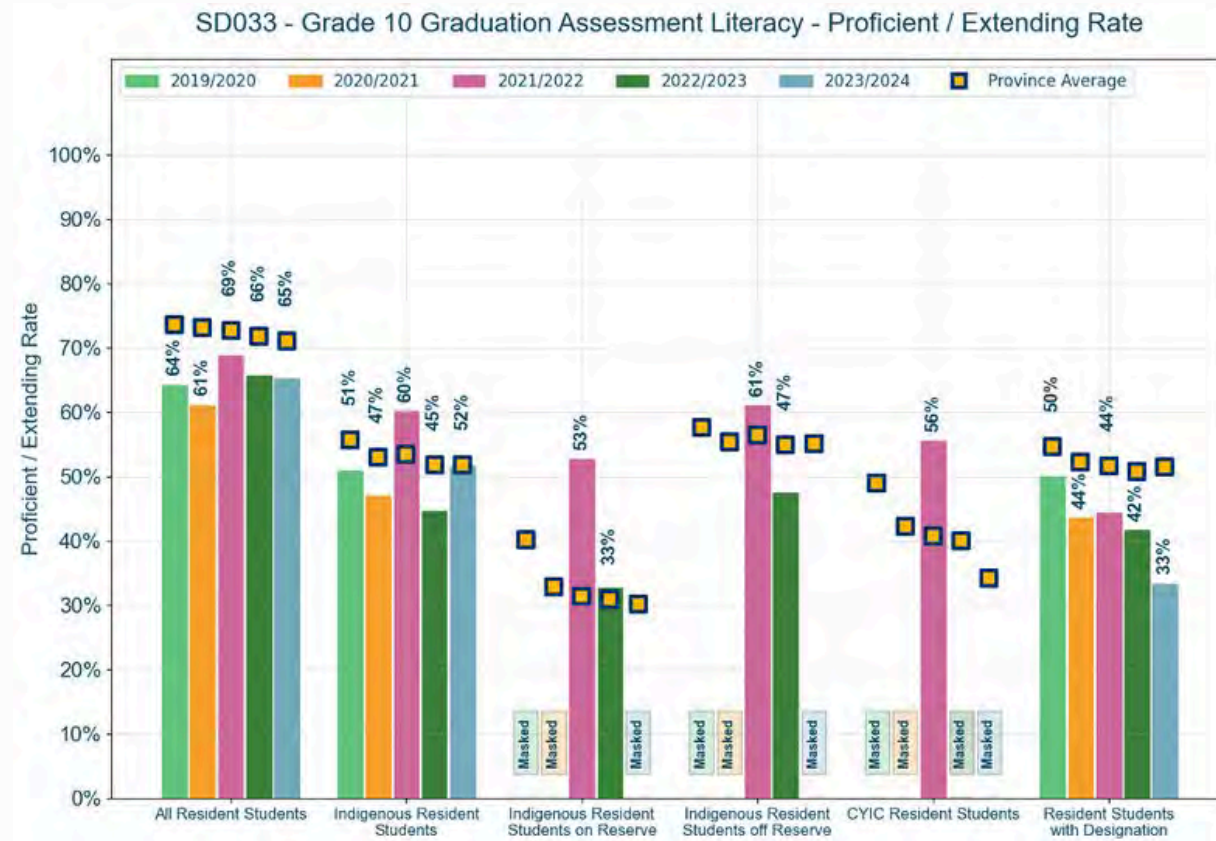
Numeracy: Grade 7



Provincial Numeracy Assessments % On-Track/Extending ALL STUDENTS				
Grade	June 2022	June 2023	June 2024	June 2025
Grade 4 Numeracy	60	61	70	73
Grade 7 Numeracy	56	43	49	53
Grade 10 Numeracy	40	35	31	TBD

APPENDIX

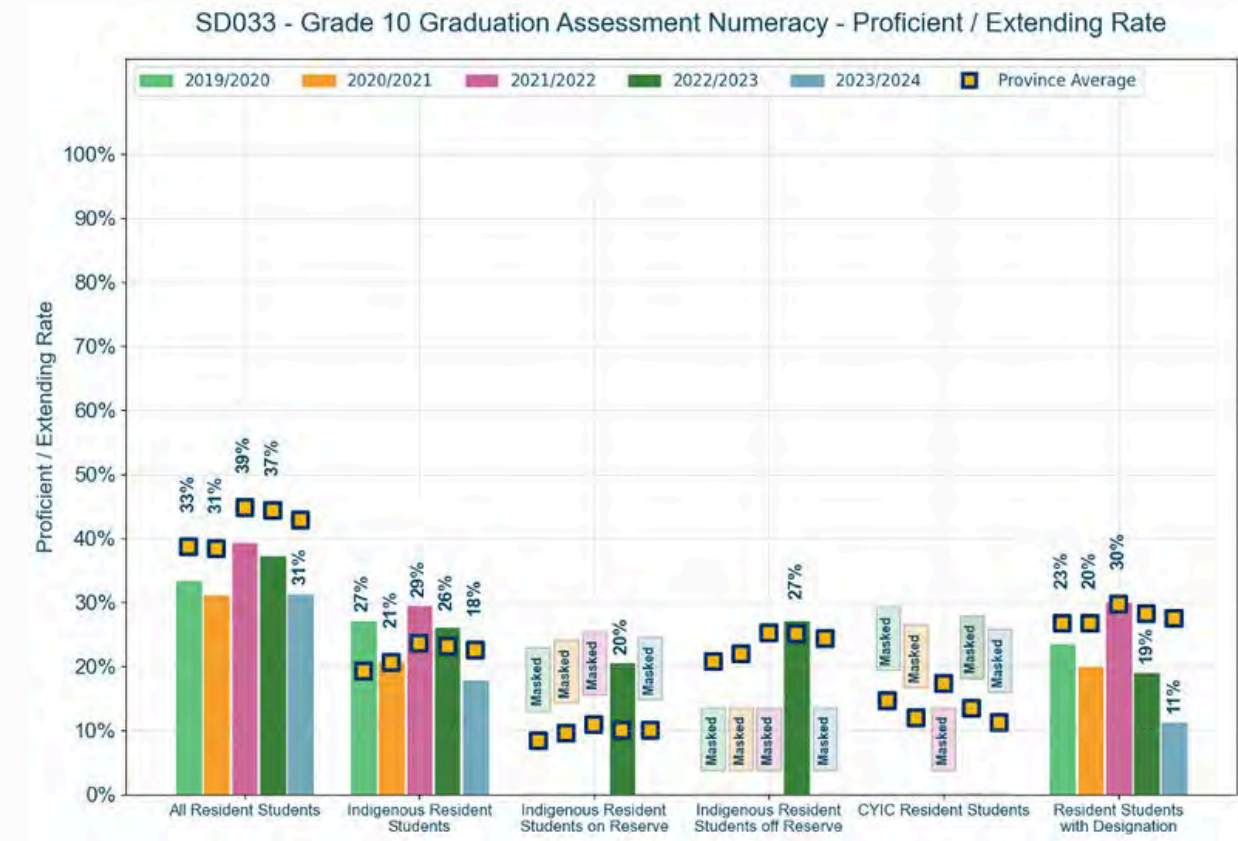
Literacy: Grade 10



SD033 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1020 38%	1010 58%	1105 63%	1169 84%	1179 82%
Indigenous Resident Students	170 31%	209 50%	204 48%	247 69%	239 70%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	37 59%	35 69%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	210 70%	204 70%
CYIC Resident Students	Masked	21 48%	29 45%	Masked	Masked
Resident Students with Designation	167 37%	178 51%	228 43%	249 73%	228 71%

Numeracy: Grade 10

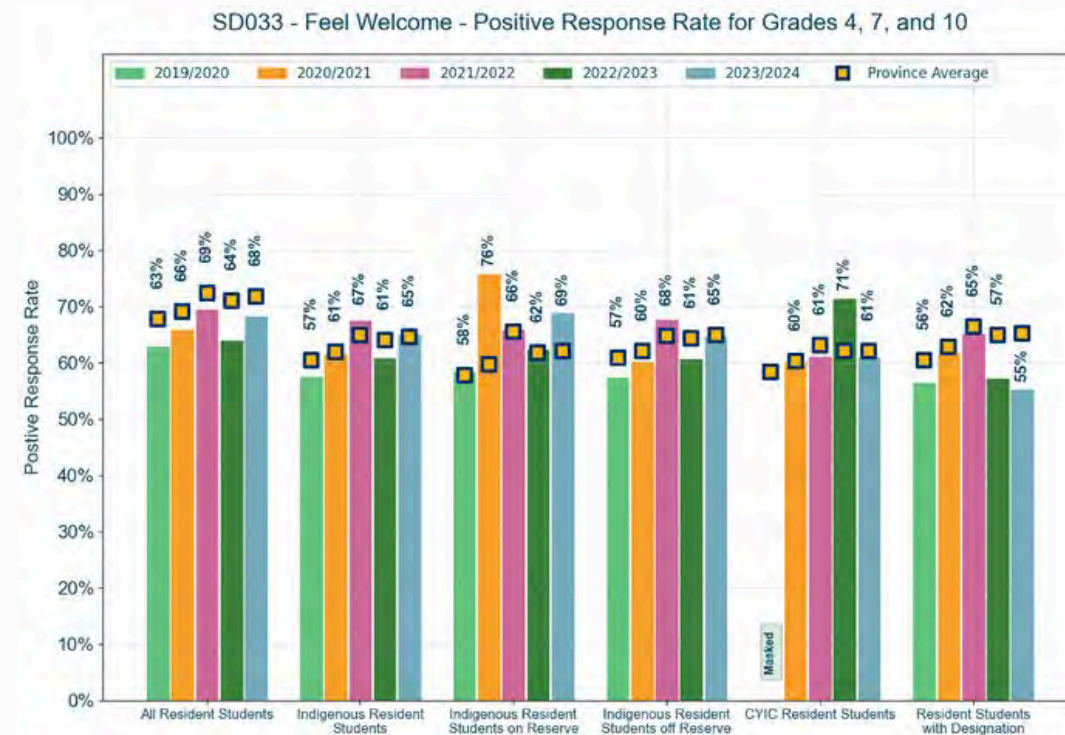


SD033 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1018 3%	1005 4%	1113 8%	1172 81%	1145 82%
Indigenous Resident Students	Masked	Masked	206 9%	245 62%	237 70%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	38 58%	34 68%
Indigenous Resident Students off Reserve	Masked	Masked	Masked	207 62%	203 70%
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	231 5%	249 70%	223 70%

APPENDIX

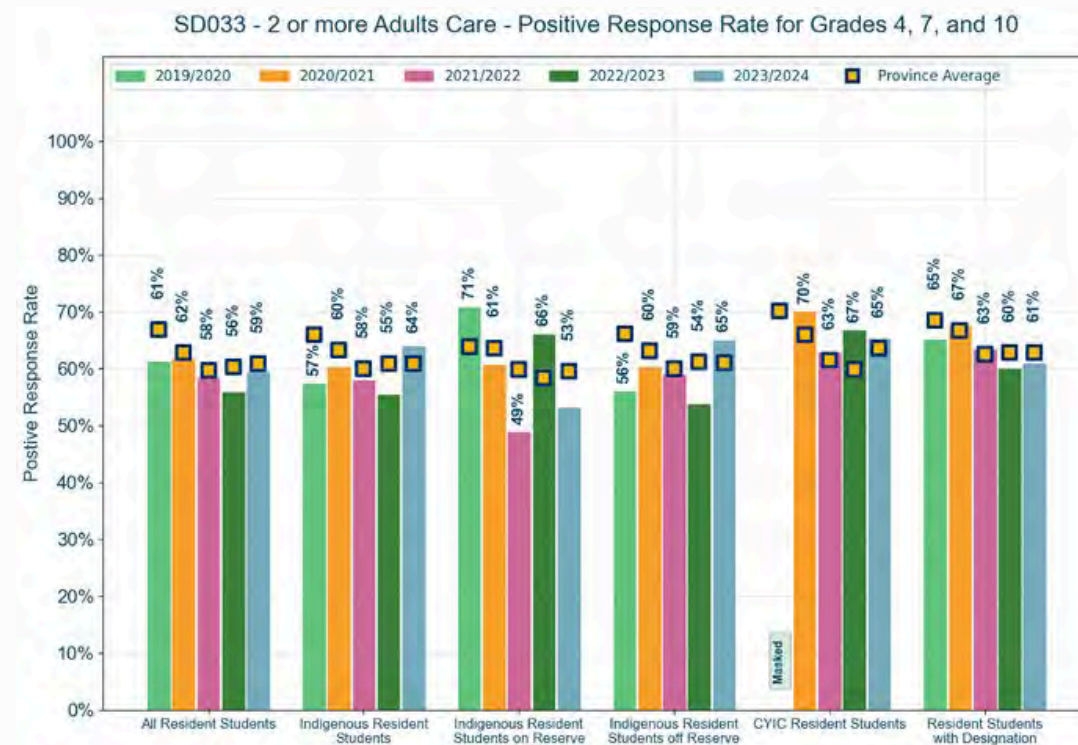
Human Social: Welcome



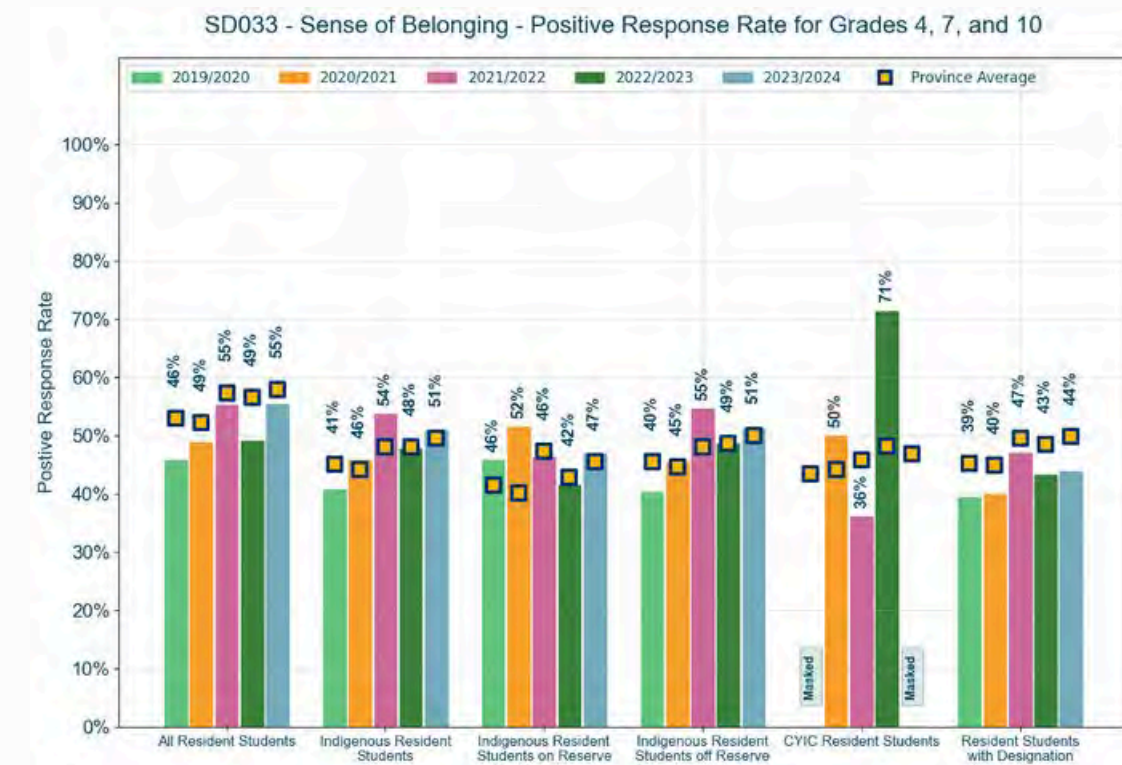
Human Social: Safe



Human Social: Care



Human Social: Belonging



Middle Years Development Index (MDI): [Results](#)

APPENDIX

Career Development:

