



FEST REPORT

Framework For Enhancing Student Learning



**Chilliwack
School District**

SEPTEMBER 2022

AT IT'S SEPTEMBER 13, 2022 REGULAR MEETING, THE
CHILLIWACK BOARD OF EDUCATION APPROVED
MOTION 150.2 AS FOLLOWS:

"THAT the Board of Education approve the Framework
for Enhancing Student Learning Report to be submitted
to the Ministry by September 30, 2022."



Jared Mumford, Board Chair

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Part One: District Context

This document will discuss and analyze the educational performance of the Chilliwack School District (“the District”) for the academic year ending June 30, 2022.

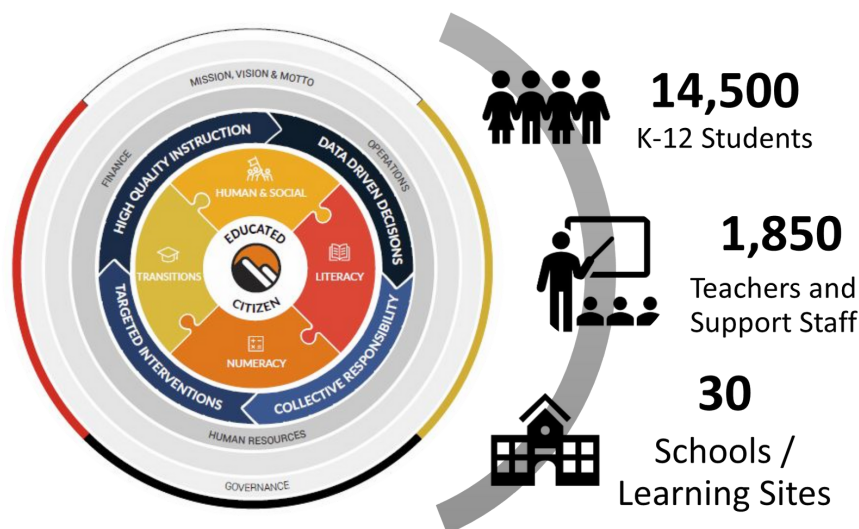
About Us

Chilliwack School District No.33 is located in the heart of the Stó:lo territory, People of the River. Surrounded by the Ts’elxwéyew, Sema:th and Pilalt communities, the Stó:lo refer to this as S’ólh Téméxw (our world). We honour and acknowledge our history, live in the present and look to the future to guide all teaching and learning.

As one of the fastest growing school districts in the province, the Chilliwack School District covers approximately 1,825 square kilometers including Chilliwack, Sardis, Vedder, and the surrounding areas of Yarrow, Cultus Lake, Rosedale and Greendale.

The district has nineteen elementary schools (kindergarten to grade 5), four middle schools (grades 6 to 8), two elementary/middle schools (grades k – 8), and five secondary schools (grades 9-12). In addition, we offer multiple programs including Alternate Education, Trades and Careers, Sports Academies, Summer Learning, Distributed Learning, French Immersion and Continuing Education.

Our facilities are attended by more than 14,500 full and part-time students and are served by approximately 1,850 teachers and support staff.



Part Two: Current Strategic Plan Priorities

The Chilliwack School District's Strategic Plan (2021 – 2025) was refreshed in the Spring of 2021 and kicked off the 2021/22 school year 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 are confident that our students will achieve high levels of success over the term of this plan as measured by provincial and district measures, and by community confidence as well.

Our Strategic Plan is displayed on our district website and can be found here: <https://stratplan.sd33.bc.ca>

Part Three: District Successes

A plan is only as strong as the process involved in implementation and revision. A challenge to improving district-wide achievement includes the fidelity in which the school district adopts the strategies and approaches contained within a strategic plan. Finding the correct balance between 'tight and loose' strategy implementation is the leadership artistry required to realize successful growth. Without fidelity, it is impossible to reflect on achievement/results to determine success or failure and move forward with new plans. Creating fidelity in the school district was an area of growth as the new Strategic Plan started in September 2021.

To ensure that our district is aligned in our approach to implement our Strategic Plan, we have implemented key strategies outlined below.

- All schools and departments create strategic plans that align with the district plan. See Appendix A for example templates for school sites. (Completed for 2021/22)
- We have created a self-reporting tool called 'Continuous School Improvement Alignment Assessment' that schools use to evaluate their alignment to the District's Strategic Plan. See Appendix B for a copy of the assessment tool. (Utilized by 70% of schools in 2021/22)
- Regular public reporting on Strategic Plan progress at Board of Education meetings. (Implemented in 2021/22)
- We have initiated a strategy for successfully achieving our goals and cultivating a commitment to action called the Responsibility Assignment Matrix (or RACI Matrix). (Piloted in 2021/22)
- Implement a 90-day assessment cycle with schools and district department to formally assess progress on the Strategic Plan. (New for 2022/23)
- A social media campaign that highlights examples of Strategic Plan actions that take place in our schools. Hashtags #literacySD33, #numeracySD33, #transitionsSD33 and #humansocialSD33 identify these tweets as authentic applications of our plan in schools. (Implemented in 2021/22)



Our district has implemented 'business plan' cases for all new initiatives so that we connect our budgets directly to strategic plan deliverables (see Appendix C for an example). Prior to moving forward with a new strategy, a work plan is presented to the District Executive Team for approval. These plans outline the rationale, connections to the strategic plan, deliverables/measurables, and connected costs. Each plan has published formal review dates ensuring that the Executive Team is aware that each plan is having the desired outcomes, or not. This process allows our District to adapt strategies and re-align resources as necessary. Similarly, all the initiatives in our renewed Strategic Plan have done, or will go through a similar rigorous process to ensure alignment and accountability prior to implementation.



Part Four: Strategic Engagement

Our District embarked on an extensive consultation process in Spring 2021 with staff, students, and parents as well as our Indigenous Advisory Committee to help shape our renewed Strategic Plan. Now that year one of the plan is implemented, we will involve school and local community in the feedback cycle through public reports to the Board of Education and through formal reports – such as this one. Informal lines of communication will continue to supplement and inform the work of the district as we have numerous communication avenues that we attend to, such as our Local Enhancement Agreements with First Nations, School PACs, DPAC, Committee Meetings, Labour Relations, Community Tables, our Student Engagement Initiative (where we met regularly with middle/secondary students), and many more. Additionally, we use "Let's Talk" as an online feedback/collaboration tool with good success.

Part Five: Student Performance Data Analysis & Interpretation

This section highlights the key achievement measures for our priority areas. These measures are a mix of provincial and local assessments. We will clearly define each measure below. Appendix D provides full documentation on all provincial measures.

Literacy

Our district looks at a variety of formal data sources for literacy achievement indicators. Tables 1 – 3 highlight local district assessments, and Tables 4 and 5 present provincial assessment results.

The PM Benchmark Reading Assessment (Table 1) is used extensively by classroom teachers in the primary years (k-3), and recently (2019) our district has expanded the use of this assessment up to the end of grade 8. Essentially a running record, this assessment is used by teachers to assess student fluency and word attack skills by listening (one on one) with a student while they read levelled passages of text. Students are also questioned on comprehension details from the text to check for understanding.

Our data from 2021/22 is congruent with expected achievement data, where students in grade 1 are beginning readers and exhibit lower proficiency until the middle of grade 2, where they start to take off – before leveling out in middle school.

Table 1 - PM Benchmark Reading Assessment (Applying & Extending Percentage)

2021/22	Fall %	Spring %	n(Spring)
Grade 1	62	55	980
Grade 2	57	72	973
Grade 3	71	75	1010
Grade 4	77	81	1017
Grade 5	78	78	976
Grade 6	79	87	730
Grade 7	82	86	766
Grade 8	93	94	764



The ACT (Assessment of Comprehension & Thinking) is our locally developed reading assessment that focuses on comprehension and thinking strategies. District results from our second year of implementation are shown in Table 2. Curricular competencies from the Language Arts Curriculum are highlighted in this assessment and support classroom teachers in assessment that is for, of, and as learning. Year one data showed that we have more than half of our students throughout our district who are not achieving at a proficient level, but this year we saw improvements at all grade levels, except for grade seven and eight – where results plateaued.

Table 2 - ACT Reading Assessment (Applying & Extending Percentage)		
2021/22	Spring %	n(Spring)
Grade 3	53	964
Grade 4	50	998
Grade 5	61	1024
Grade 6	51	1006
Grade 7	47	1010
Grade 8	50	916

The School Wide Write (Table 3) is a writing sample assessment that each school completes at least once a year. Student achievement is just over the 57% proficiency mark as an average score across the grades. Results are similar to 2021/22, with a slight improvement at grade 7 and 8.

Table 3 - School Wide Write (Applying & Extending Percentage)		
2021/22	Spring %	n(Spring)
Grade 3	53	1024
Grade 4	54	996
Grade 5	61	1029
Grade 6	55	940
Grade 7	60	966
Grade 8	60	840

The literacy results in our district (as shown in Table 4) are similar to provincial achievement. Notable differences include improved SD33 Indigenous student achievement when compared to the province, and overall lower performance from SD33 students in all demographics in Grade 10 Literacy.

Table 4a - Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2020/2021	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Literacy	80/82	71/72	75/67	65/73
Grade 7 Literacy	73/78	66/62	33/52	52/62
Grade 10 Literacy	59/73	45/53	60/39	42/52

Table 4b - Provincial Literacy Assessments (Percentage On-Track/Extending) SD33/Province				
2021/2022	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Literacy	72/75	66/60	TBD/TBD	52/52
Grade 7 Literacy	69/73	53/54		39/54
Grade 10 Literacy	TBD/TBD	TBD/TBD		TBD/TBD

**Note – TBD (to be determined). These data sets have not been released by the Ministry and will not be available until next year.*

Numeracy

Similar to our approach to literacy, we have a locally developed numeracy assessment that we use district-wide, as well as provincial measures.

Table 5 highlights our district achievement based on our locally developed Student Numeracy Assessment & Practice (SNAP). Completion of this assessment is required for all students from grades 2-7 and focuses on assessing curricular competencies in two foundational content areas (Number Sense and Operations). Teachers and students are encouraged to use SNAP throughout the year in a spiraled approach, however formal reporting is required twice a year – once in the fall and again in the spring. The results in Table 5 show student achievement from spring 2022. Students transitioning from elementary school to middle school appear to dip. Grade 6 is an area of concern with only 49% of students 'at or above' with Number Sense and 56% in Operations. These were the lowest results overall.

Table 5 - SNAP Numeracy Assessment (Proficiency Percentage)

2021/2022	Number Sense %	Operations %	n writers NS/Op
Grade 2	68	71	957/905
Grade 3	64	64	991/982
Grade 4	63	57	1011/986
Grade 5	60	61	1024/1015
Grade 6	49	56	963/939
Grade 7	55	60	1034/938



Table 6a highlights student achievement in SD33 from the 2020/21 school year and compares local data to provincial averages. Of note here is that the FSA (grades 4/7) was written in the spring of 2021 due to the COVID pandemic. This change is unusual as the FSA is typically written in the fall. As such, comparing student achievement from year to year is skewed. Regardless, the school district performs lower in numeracy at each grade level and demographic than provincial averages.

Table 6a - Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2020/2021	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Numeracy	72/72	58/56	75/45	59/60
Grade 7 Numeracy	57/68	40/46	17/29	32/50
Grade 10 Numeracy	36/38	20/20	nil/8	nil/28

**Note – Most students in SD33 write their Numeracy 10 assessment in their grade 11 year. The achievement of the students writing in grade 11 are not included in Ministry of Education Reporting. There were zero students who wrote Numeracy 10 in the subgrouping of Children in Care and Diverse Abilities.*

Table 6b highlights student achievement from the 2021/22 school year and compares data to provincial averages. Of note is that the numeracy results in FSA 4 dipped this year significantly. Of note is that our grade 4 & 7 achievement is on par with the province. Additionally, there does exist a significant gap in achievement between Indigenous and All students (15% for grade 4; 17% for grade 7).

Table 6b - Provincial Numeracy Assessments (Percentage On-Track/Extending SD33/Province)				
2021/2022	All	Indigenous	Children in Care	Diverse Ability
Grade 4 Numeracy	60/66	45/45	TBD/TBD	40/52
Grade 7 Numeracy	56/62	39/40		26/42
Grade 10 Numeracy*	TBD/TBD	TBD/TBD		TBD/TBD

**Note – TBD (to be determined). These data sets have not been released by the Ministry and will not be available until next year.*

Social & Human Development

Our district measures related to social and human development combine Student Learning Survey information as well as EDI, MDI, and YDI (Early, Middle, and Youth Development Index) measures.

Traditionally, our district has had only moderate participation in the Student Learning Survey, as shown in Table 7. We anticipated (and realized) a much better participation in the survey starting in the 2020/21 school year, as our district highlighted the importance of completing this assessment with improved fidelity, to align with our Strategic Plan.

Table 7 - Student Learning Survey Participation				
Year	Grade 3/4	Grade 7	Grade 10	Grade 12
2017/2018	660	788	279	311
2018/2019	948	876	571	417
2019/2020	491	737	465	363
2020/2021	838	824	613	486

Table 8 highlights examples of student responses from the Student Learning Survey. Percentages increased this year in all areas.

Table 8 - Student Learning Survey (all grades) percentage who...				
Student Response	All	Indigenous	Children in Care	Diverse Ability
Feel welcome	66	62	60	61
Feel safe	71	NA*	NA*	NA*
Feel belonging	48	45	47	40
Have adults who care	61	61	73	67

*NA - data was not available at time of publishing.



Our District uses the Development Index assessments created by the Human Early Learning Partnership (HELP) at the University of British Columbia (UBC) to assess how our students are doing developmentally at Kindergarten (EDI), Grades 4/5 & 7/8 (MDI) and in Grade 11 (YDI). The YDI is HELP's newest measure, and our District implemented it this year (2021/22). Table 9 provides an overview of these three assessments. The EDI is an assessment completed by the students' kindergarten teacher, whereas the MDI and YDI are completed by students themselves.

Table 9 - Early, Middle and Youth Development Index (EDI, MDI, YDI)

Assessment	Grade	Cohort Size	Participation %	Completed By
EDI (2017/2018)	K	878	X	Teacher
MDI (2020/2021)	5	841	82	Student
MDI (2020/2021)	8	841	77	Student
YDI (2021/2022)	11	596	54	Student

Detailed reports on each of these measures are included in the Appendix E, but the general theme from the developmental index is that the Chilliwack community is slightly more at risk than the provincial average. Chilliwack children, in general have a higher percentage of students who are not 'thriving' – partly due to lower measures of sleep, nutrition, and extra-curricular opportunities. This theme is consistent throughout the MDI measures at both grades five and eight. The EDI identified 301 out of 878 Kindergarten children (34%) as vulnerable based on this assessment.



Transitions

Our district utilizes multiple measures to inform student success in transitions. We use graduation data (as shown in Table 11) and break down the information into different sub-groups to provide more clarity. Our students (cohort size 1006) were below the province in graduation, and our Indigenous students performed better than the provincial average – particularly Indigenous students who live off-reserve. Students who were in care performed lower than the provincial average and students with diverse abilities performed on slightly lower as well. Both these areas are dips in achievement from 2019/20.

Table 10 - Graduation Data - 5 year Completion Rates

2020/2021	Province %	SD 33 %	n (cohort)
All Students	86	83	1006
Indigenous Students	63	66	195
Indigenous (on reserve)	67	68	145
Indigenous (off reserve)	50	60	50
Children in Care	33	26	29
Disabilities and Diverse Abilities	65	62	237



Part Six: Areas of Need

Literacy

Based on our results (local and provincial measures), we are seeing good achievement across our system in reading. Our blind spot in the past has been reading proficiency at the upper intermediate and middle school grades (5-8). Due to improved assessment use, we now know that at least 10% of our students transitioning to secondary school struggle to read fluently.

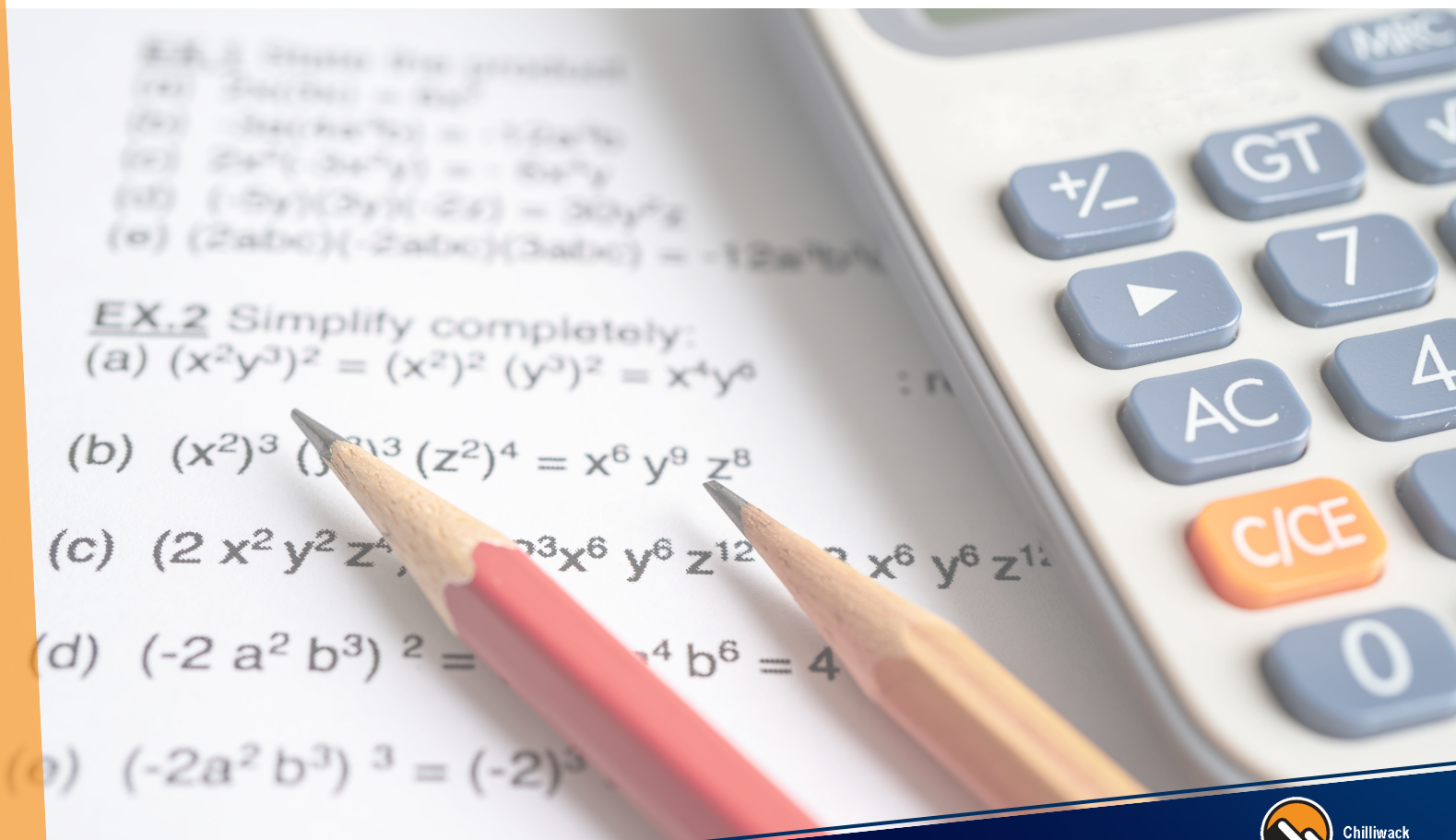
Additionally, the various assessments we use – PM Benchmarks, FSA 4/7, ACT, and the Provincial Literacy Grade 10 Assessment, all provide similar, overlapping evidence that we have work to do in thinking skills related to reading (curricular competencies). This gap in comprehension is noticeable when the assessments move from requiring students to only decode text to interacting with the text in more complex ways.

Our sub-groups of Indigenous Students, Children in Care, and Students with Diverse Needs and Abilities all perform lower than our district average in reading. This achievement gap is a concern and is an area where we need to focus our research and resources.

Numeracy

Our numeracy results are relatively strong based on provincially comparable grade 4 results on FSA, however our results fall off as students transition through the system with drops on grade 7 FSA and again on the Provincial Grade 10 Numeracy Assessment. Our local assessment SNAP, supports these results as only about 60% of our students are proficient in foundational understanding and application of number sense and operations. This lack of comprehension (again connected to curricular competencies) is what we believe is holding our students back from performing at or above the provincial average in numeracy achievement.

Our sub-groups of Indigenous Students, Children in Care, and Students with Diverse Needs and Abilities all perform lower than our district average in numeracy. This achievement gap is a concern, and similar to literacy, an area where we need to focus our research and resources.



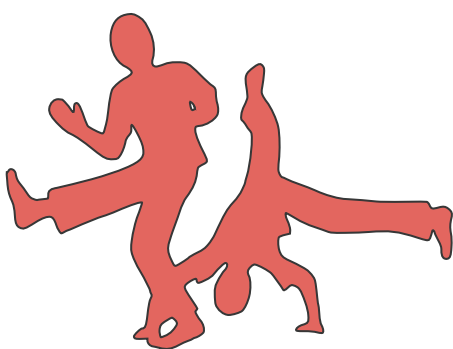
Human and Social Development

The Student Learning Survey (SLS) has been a traditionally under-utilized measure in the Chilliwack School District. Our renewed Strategic Plan has identified the SLS as an area of focus moving forward, and this year our participation rates improved. Most noteworthy is the level of participation of our grade 10 and 12 students as it has continued to increase despite COVID and natural disasters.

TABLE 8 highlights examples of student responses from the Student Learning Survey. As shown in the Table, this year's data reflects an increase in 3 of 4 criterion measured across all populations, with a notable 72% of Children in Care responding that they "have adults that care" within their schools.

Additionally, we rely on the EDI, MDI, and YDI assessments. These assessments identify 'hot spots' in the community where our students are at risk and help our district allocate resources (both human and physical) to the schools that serve these areas. For instance, our inner-city schools have enhanced staffing allocations to support student well-being and success.

The Youth Development Index (YDI) is a new measure for the 2021/22 school year and aligns with the BC Ministry of Education's Mental Health in Schools Strategy (MHIS). Data collected from the YDI offers insight into the health and well-being of our students through the survey's strengths-based approach and emphasis on developmental assets such as thriving, positive childhood experiences, and positive mental health. As shown in TABLE 9, our district had 596 students participate in the survey (54%). Chilliwack Grade 11 students are "thriving" slightly less well than their provincial counterparts, 48% compared to 46% provincially. In the areas that mirror those identified in the Student Learning Survey, the YDI responses demonstrate the following: 63% of all respondents indicated that they felt a high level of safety at school, 28% felt a high sense of belonging, and 39% felt that there was a high level of adult support within their schools. When reporting on bullying (cyber, physical, social, and verbal), percentages ranged for 63% to 88% of respondents stating, "not at all this school year".



Transitions

Our five-year graduation rates continue to be lower than the province by 3% and is an area of growth for the district. Even though our Indigenous students are graduating at a higher rate than the provincial average, there is still a gap (17%) between our Indigenous students and all students. Similarly concerning achievement gaps are evident in our students with diverse abilities and with children in care. Our completion rate for children in care dropped significantly (16%), however the cohort size is also smaller (29 students). Last year we noted that our on-reserve Indigenous graduation rate is higher than our off-reserve rate, and we didn't have information to explain this difference. This year, the opposite was true, with our off-reserve students achieving 10% better than our on-reserve students.

Part Seven: Adjustments and Adaptations

The refresh of the District's Strategic Plan is, in effect a formal adapted plan. The previous Strategic Plan (2016-2021) was very successful – in that the District identified and successfully completed dozens of strategic actions. We are proud of the work that we completed, and our new plan is the logical extension of the work, with a focus on fidelity and clarity throughout the entire district. This section of the report will provide a brief overview of how our district will attend to each priority area in the new Strategic Plan.

Literacy

After we did a preliminary implementation of the locally developed ACT (Assessment of Comprehension & Thinking) in 2020/21, we realized that many teachers were still at the beginning stages of teaching and assessing using curricular competencies during literacy instruction. As such, our priority focus remains the same for 2022/23 as we will continue to support this work through in-service and coaching our staff, particularly between grades 3-9. Our early learning literacy continues to enjoy a boost in staffing, where two more teachers will be supporting teachers in skills and strategies at the Kindergarten and Grade 1 levels. Secondary literacy support continues a focus on competency-based assessment in-service/coaching. We believe that renewed efforts in these three areas will help our students become more literate and achieve higher results on all our measures (PM Benchmarks, ACT, FSA, and Literacy 10).

Additional literacy supports for 2022/23 include:

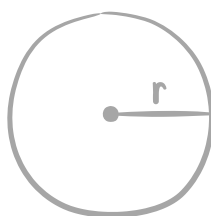
- Our Literacy Coordinators will be providing learning sessions in writing at Middle School Team time.
- Our Literacy Coordinators will be providing elementary school support in writing through the Residency Project.
- The curriculum department will update the writing learning continuum and performance standards to reflect current practice and assessment standards.

Numeracy

Similar to literacy, our system still needs more support in utilizing competency-based assessments in mathematics. We strive for a balance in teaching skills, fluency and comprehension in our schools, and we are not there yet. Renewed focus from our Strategic Plan will have us using our resources to help teachers design lessons and use assessments (like SNAP) to ensure that students not only have procedural fluency and skills, but can also apply their mathematic learnings to authentic, real life situations (Know/Do/Understand). A new strategy for 2021 included providing in-service for both learning assistance teachers and educational assistants in assessment (SNAP) and high yield teaching strategies; however, we did not complete this work as planned in 2021/22. Our adapted plan includes the following strategies:

- Our Numeracy Support Teachers in the Curriculum Department will be working at ALL schools to support teachers in analyzing the students' SNAP results and identifying strategies to strengthen students' understanding of Number Sense and Operations.
- Schools were provided with concrete materials in 2021-2022 to support early understanding of concepts in math. This has been successful in the early years and will be used to support learning of students in intermediate and middle school.
- Additional resources (ie Leaps and Bounds) were purchased for schools in 2021-2022 to help teachers screen and target instruction.
- Numeracy Leads from each school attended a retreat in Harrison to deepen understanding of teaching practices for enhancing student learning connected to "Thinking Classrooms" based on the work of Dr. Peter Liljedahl.

$$\frac{x}{a} + \frac{y}{b} = 1$$



$$A = \pi r^2$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Human and Social Development

The Chilliwack School District reconfigured in 2017/18 from a junior high middle school model to a 6-8 'exemplary' middle school approach – in large part as an intervention to improve the middle years experiences for our students. Both academic and social/emotional measures showed that Chilliwack lagged the rest of the province and the district saw this as an opportunity to re-culture the system. Our strategy to team teachers in teaching partnerships with a maximum of 60 students has brought us positive anecdotal feedback. The most recent MDI data has also supported this change. In 2018/19 our grade 7 students reported positive adult relationships 3% lower than the provincial average. In the most recent MDI, our grade 8 students reported relationships on par with the provincial average. Our strategy is working, and we plan to continue the work of improving relational capital in our schools, kindergarten to grade 12 through the implementation of our new Strategic Plan.

Of growing concern, as evidenced on the YDI, is the number of respondents who identified concerns with Depression (45%) and Generalized Anxiety (45%). While these scores are not significantly different than those reported across the province, they are worrisome. To address these concerns, the district is committed to ensuring the necessary supports are in place to continue to build on the District's Tier 1 Compassionate Classrooms Strategy (part of the Ministry's MHIS Strategy), our Tier 2 & Tier 3 supports through the Mental Health and Behaviour Team (MHBT) as well as implementation of inclusion teachers at the middle and secondary schools.

Transitions

A highlighted new strategy for the district in the new Strategic Plan includes improved tracking and intervention for students that 'fall through the cracks' in our system. These are students who, for a variety of reasons, stop attending school. Our goal is to identify these students and intervene early. We know that a high percentage of students that do not complete high school graduation have Indigenous ancestry – and our school district needs to walk alongside our students, ensuring support as needed, so that achievement gaps disappear.



Part Eight: Alignment for Successful Implementation

As described at the beginning of this report, our district has implemented six key strategies to continue to ensure that we are successful in realizing the goals set forward for our Strategic Plan.

1. All schools and departments are required to create strategic plans that align with the district plan. See Appendix A for example templates for school sites.
2. We have created a self-reporting tool called 'Continuous School Improvement Alignment Assessment' that schools use to evaluate their alignment to the District's Strategic Plan. See Appendix B for a copy of the assessment tool.
3. Regular public reporting on Strategic Plan progress at Board of Education meetings.
4. We have initiated a strategy for successfully achieving our goals and cultivating a commitment to action called the Responsibility Assignment Matrix (or RACI Matrix).
5. Implement a 90-day assessment cycle with schools and district department to formally assess progress on the Strategic Plan.
6. A social media campaign that highlights examples of Strategic Plan actions that take place in our schools. Hashtags #literacySD33, #numeracySD33, #transitionsSD33 and #humansocialSD33 will identify these tweets as authentic applications of our plan in schools.

Part Nine: Conclusion

We believe that these strategies will help to ensure that our goals are continuously worked upon, updated, and edited, as necessary. Systematic structures such as our RACI matrix and formal Program Reviews provide us with clarity regarding the work ahead and an acute sense of measuring the impact that specific strategies are having with respect to student achievement. These structures also ensure continuous improvement as we respond and change our strategies, as necessary.