

# Student Achievement

Our progress and looking ahead

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# Learning Intentions – Student Achievement

- Explore some of our traditional evidence of achievement
- Consider implications and what is next for us

# Traditional measures of Achievement

- Foundation Skills Assessment
- Satisfaction Surveys
- Grade to Grade Transition
- Completion Rates
- Graduation Rates
- Post secondary transition

# Foundation Skills Assessment

- Annual assessments in grades 4 and 7
- Reading, Writing, Numeracy
- Legislation requires that this be completed but there are challenges

# Legislation

- School Act (168):
  - The minister may make orders:
    - Preparing a process for the effectiveness of educational programs...and require a board to cause its schools to participate...“for the purpose of comparison to standards”; and
    - Preparing a process for measuring individual student performance and requiring a board to cause its schools to participate.

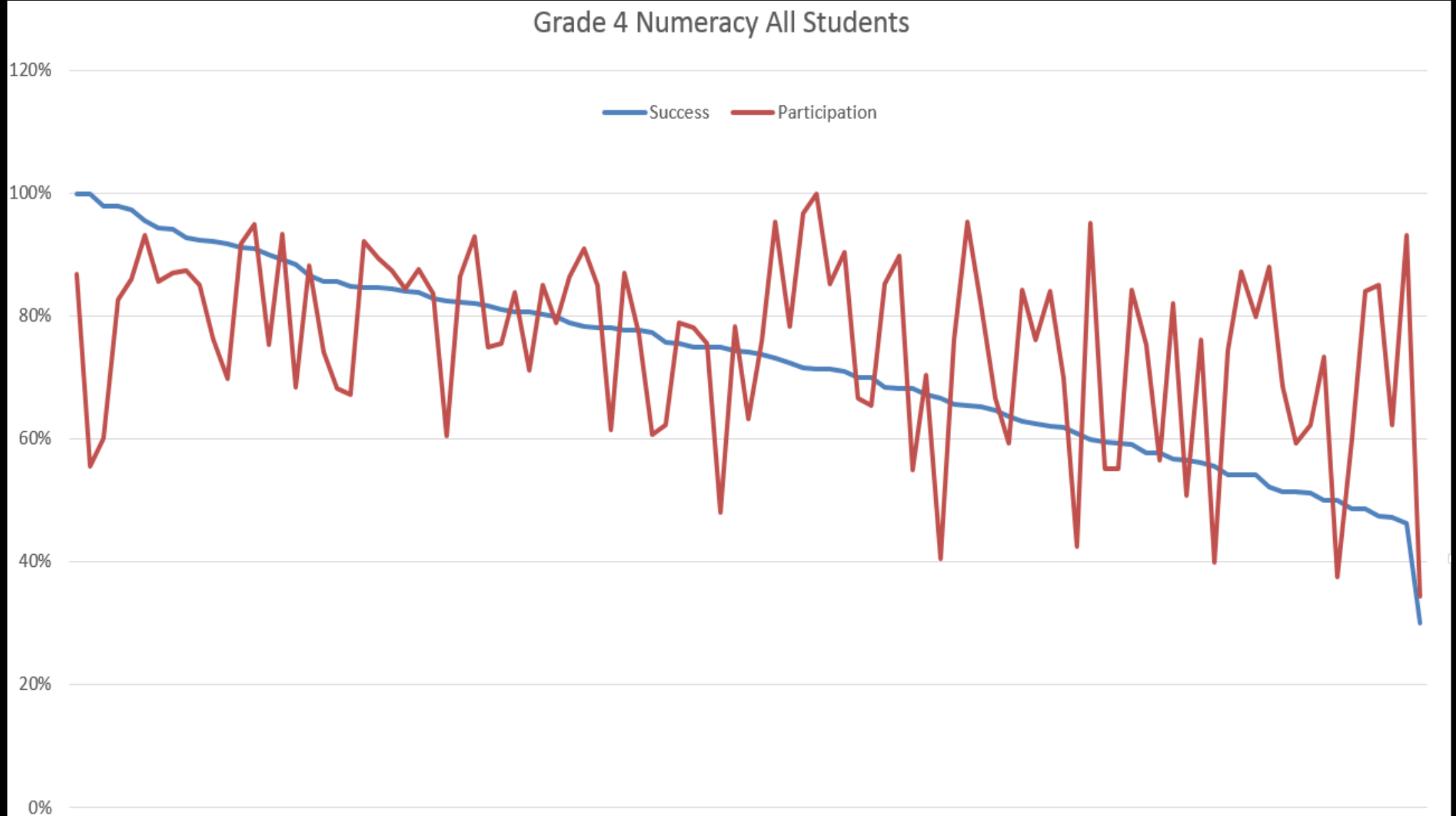
# Legislation part II

- Ministerial Order is M60/94 says:
  - A board must ensure that:
    - the assessments are administered and completed, and that the data collected from the assessments are transmitted to the minister, in accordance with the assessment protocols, instructions and invigilation procedures sent to the board
  - The protocols and instructions say that:
    - all students will write except those who have legitimate learning exclusions; or;
    - all those who have extenuating circumstances.

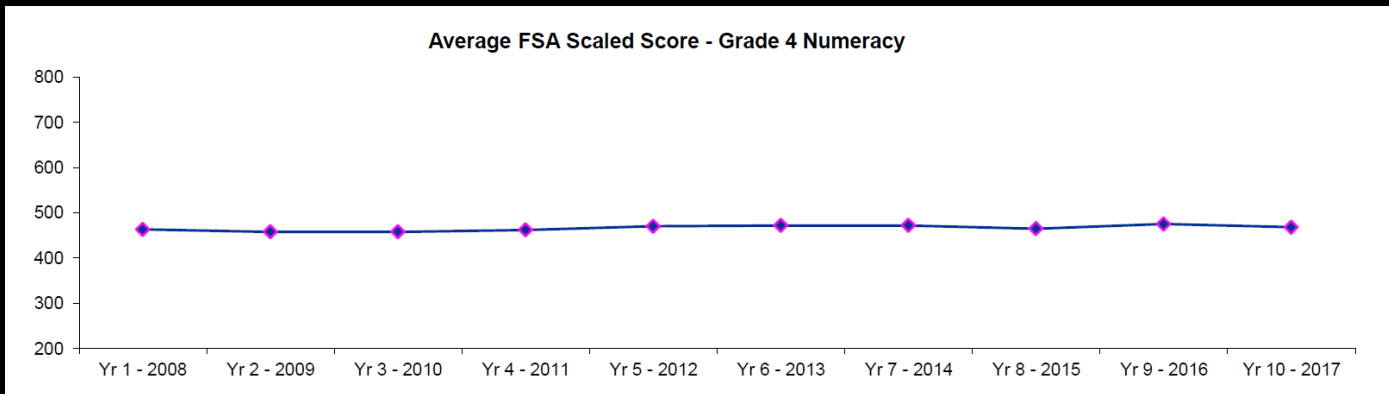
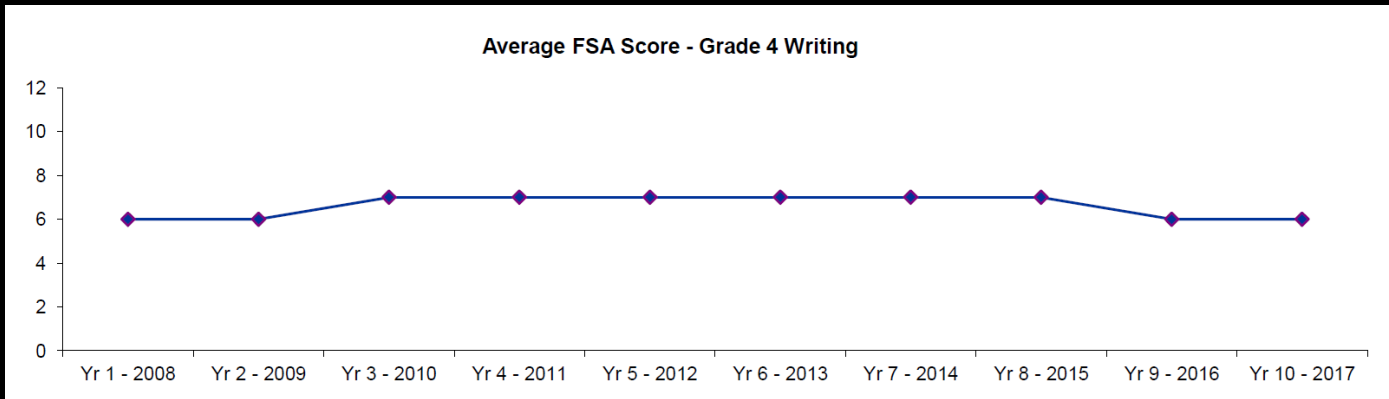
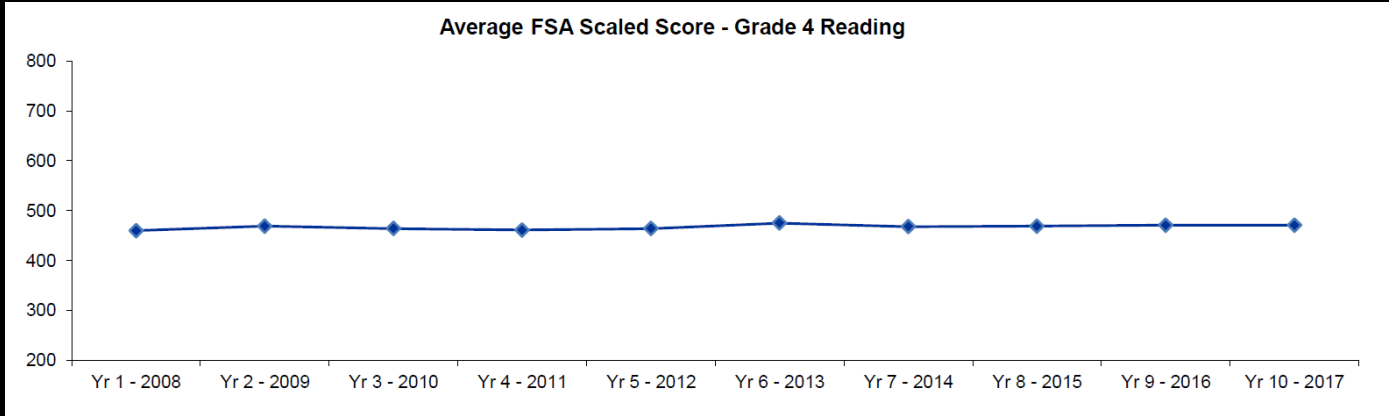
# But...

- Parents, for a number of reasons that we all know, simply say “excuse my child” and there are no extenuating circumstances; so
- Participation rates across the province as an average vary from 92% in 2001 to 74% in 2016.

# Comparison between participation and success



# Our FSA data trends

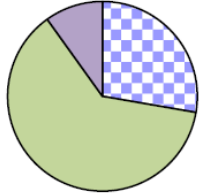


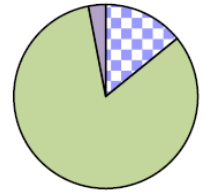
# What do we know?

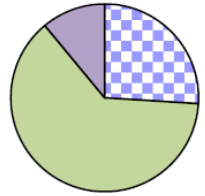
In 2016/17 of those students who wrote the FSA, 28% of grade 7 students were not meeting in reading and 14% not meeting in writing. In addition, 26% of students were not meeting in numeracy.


In 2017/18 in grade 8 – those very same students pass humanities (English and Social Studies) at a 95% rate and mathematics at 91%.


## Grade 7 - 2016/17


Reading		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	3900	74	1079	28	2438	63	383	10
	Female	1879	75	455	24	1200	64	224	12
	Male	2021	74	624	31	1238	61	159	8
	Aboriginal	162	63	67	41	89	55	6	4
	ELL	397	63	166	42	209	53	22	6
	Special Needs*	227	54	111	49	109	48	7	3

Writing		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	3815	73	544	14	3144	82	127	3
	Female	1845	73	154	8	1607	87	84	5
	Male	1970	72	390	20	1537	78	43	2
	Aboriginal	145	56	50	34	90	62	5	3
	ELL	388	62	87	22	295	76	6	2
	Special Needs*	209	49	86	41	123	59	0	0

Numeracy		Participation Rate		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	Writers Only	3881	74	1011	26	2452	63	418	11
	Female	1861	74	483	26	1209	65	169	9
	Male	2020	74	528	26	1243	62	249	12
	Aboriginal	153	59	78	51	72	47	3	2
	ELL	405	64	111	27	237	59	57	14
	Special Needs*	214	51	121	57	88	41	5	2

 Not Yet Meeting

 Meeting

 Exceeding

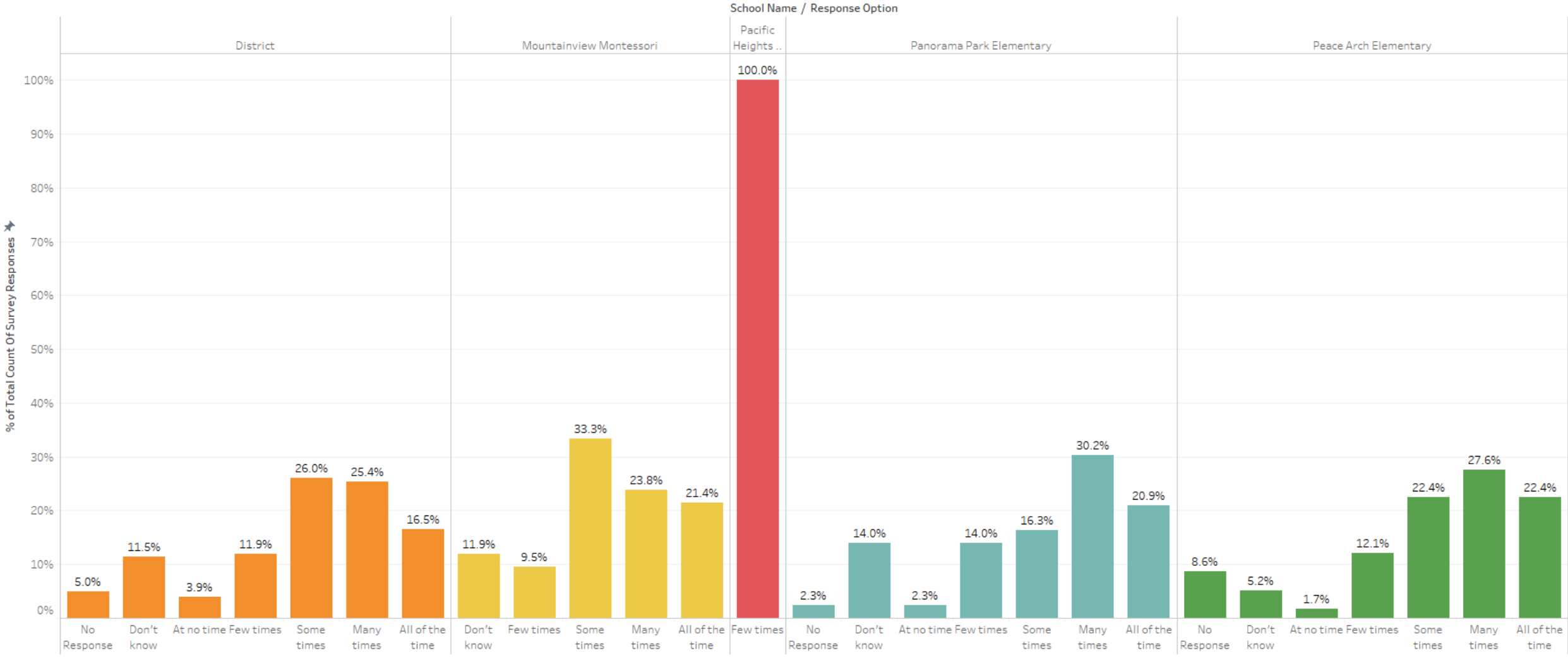
# Satisfaction Surveys

- Grades 4, 7, 10 and 12
- Difficult to interpret and also a challenge because of participation
- In 2015/16
  - 74% of grade 4's responded
  - 60% of grade 10's responded
  - 49% of grade 12's responded
  - 11% of elementary parents responded
  - 4% of secondary parents responded
  - We do not know how many teachers responded it is not reported

# Student Learning Survey

Topic: Accountability Framework - Intellectual Development

Question: At school, are you learning ways to become more creative? (for example, creating things on-the-spot without preparation, reusing things for entirely new purposes, unstructured exploration)



# FSA Summary

- The participation rate is low so the data is questionable
- As a result, FSA provides lots of data, but in its current form, it does not really help inform our practice
- We could attempt to change that, but that change would have to begin with a political and cultural shift and we would want provincial direction

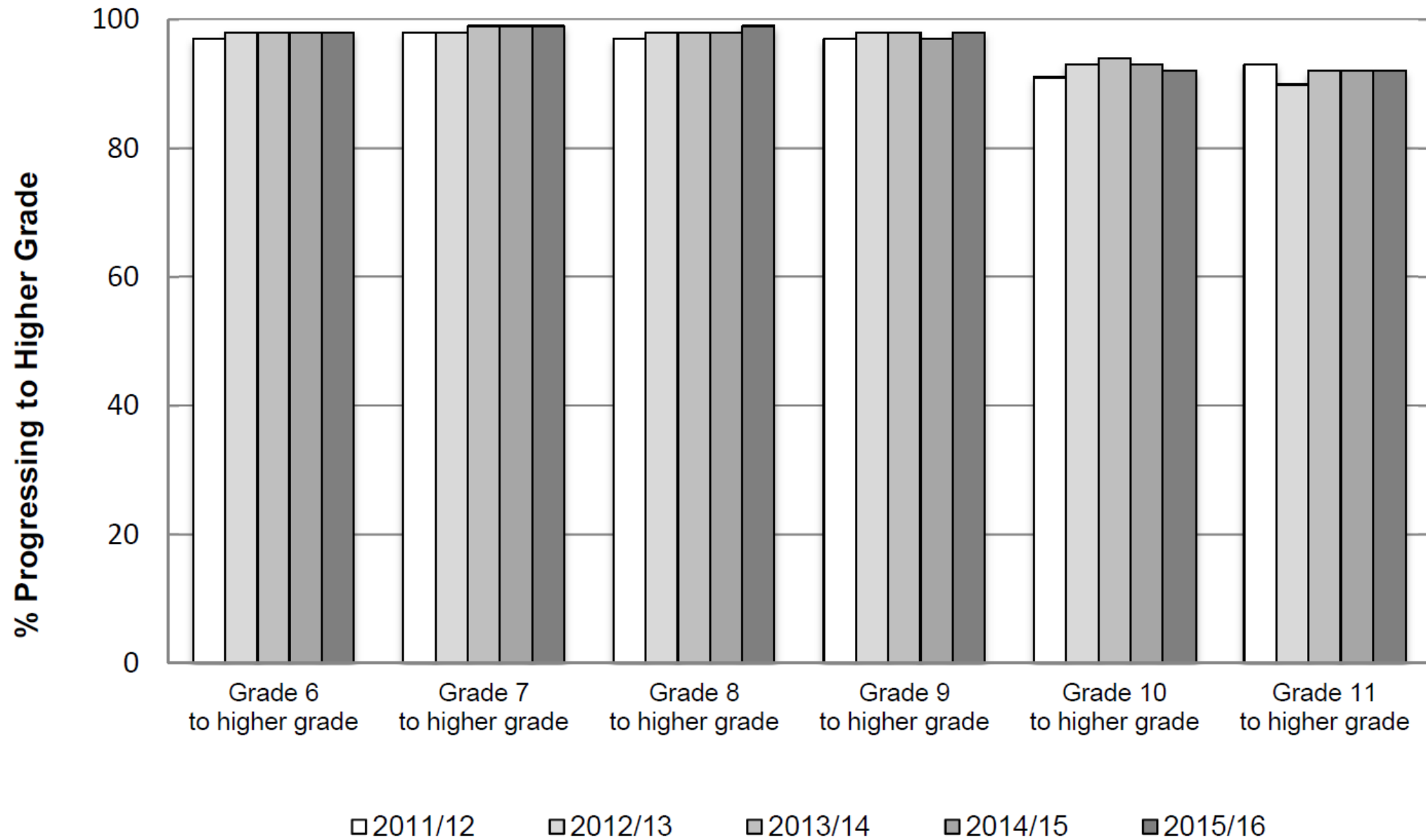
# But...

- As a result, we have very limited information about how our children are doing, system-wide, in the elementary years – information about academic achievement
- We have hundreds of thousands of individual student reports, but the way the information is presented varies greatly. Parents know how their individual child is doing, but it's difficult for the district to know how “grade 5's” are doing.
- This information is limited because it comes in multiple forms and is hard to collate into a coherent whole
- Let's look ahead to what we know about how our students move through the grades

# Grade to Grade Transition

- The percent of students who appeared in a specific grade and successful reported in the next grade in the succeeding year.
- Example, what percent of grade 8 students still were registered with us in grade 9 in the next school year?

## Grade-to-Grade Transition - All Students



## Percent of Students Making Successful Transitions to a Higher Grade

	School Year	Grade 6 Students (%)	Grade 7 Students (%)	Grade 8 Students (%)	Grade 9 Students (%)	Grade 10 Students (%)	Grade 11 Students (%)
All Students	2011/12	97	98	97	97	91	93
	2012/13	98	98	98	98	93	90
	2013/14	98	99	98	98	94	92
	2014/15	98	99	98	97	93	92
	2015/16	98	99	99	98	92	92

Reflects incoming growth.

Aboriginal	2011/12	97	98	93	89	82	76
	2012/13	98	99	94	93	82	78
	2013/14	98	97	97	93	83	78
	2014/15	97	98	95	93	82	78
	2015/16	97	99	96	95	80	75

100 students in grade 9 – 95 would appear in grade 10 but they would become 57 students by grade 12. A 43% drop in 3 years.

Special Needs	2011/12	98	98	95	92	83	85
	2012/13	98	98	95	93	84	86
	2013/14	99	99	97	96	87	83
	2014/15	98	99	96	94	86	81
	2015/16	99	100	97	98	86	83

A 30% drop in 3 years

# The path to Graduation

# Graduation and Completion Rates

- Completion Rate – the proportion of students who will receive a Graduation Certificate or Adult Diploma within 6 years of the first time that they enrolled in grade 8. Adjusted for migration in/out of BC.
- Eligible grade 12 graduation rate – the proportion of eligible to graduate students who graduate in that year. Eligible means enrolled in sufficient courses to meet graduation requirements.
- First time grade 12 graduation rate – proportion of students recorded as being in grade 12 for the first time who then graduate in that school year.

# By any measure we are doing well

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*	Total Gr 12	Graduates		Honours Graduates*
		#	%	#	#	%	%	#	%	%	%
All Students	2013/14	6452	88.8	5491	5062	92	53	6075	4865	80	48
	2014/15	6198	89.0	5330	5067	95	57	5823	4908	84	53
	2015/16	6207	89.2	5307	5062	95	59	5796	4942	85	54
	2016/17	6144	90.3	5156	4919	95	59	5648	4789	85	54
	2017/18	5974	91.0	5268	5021	95	61	5712	4877	85	55

\*Honours = B or higher average on best 76 credits toward graduation (80 credits)

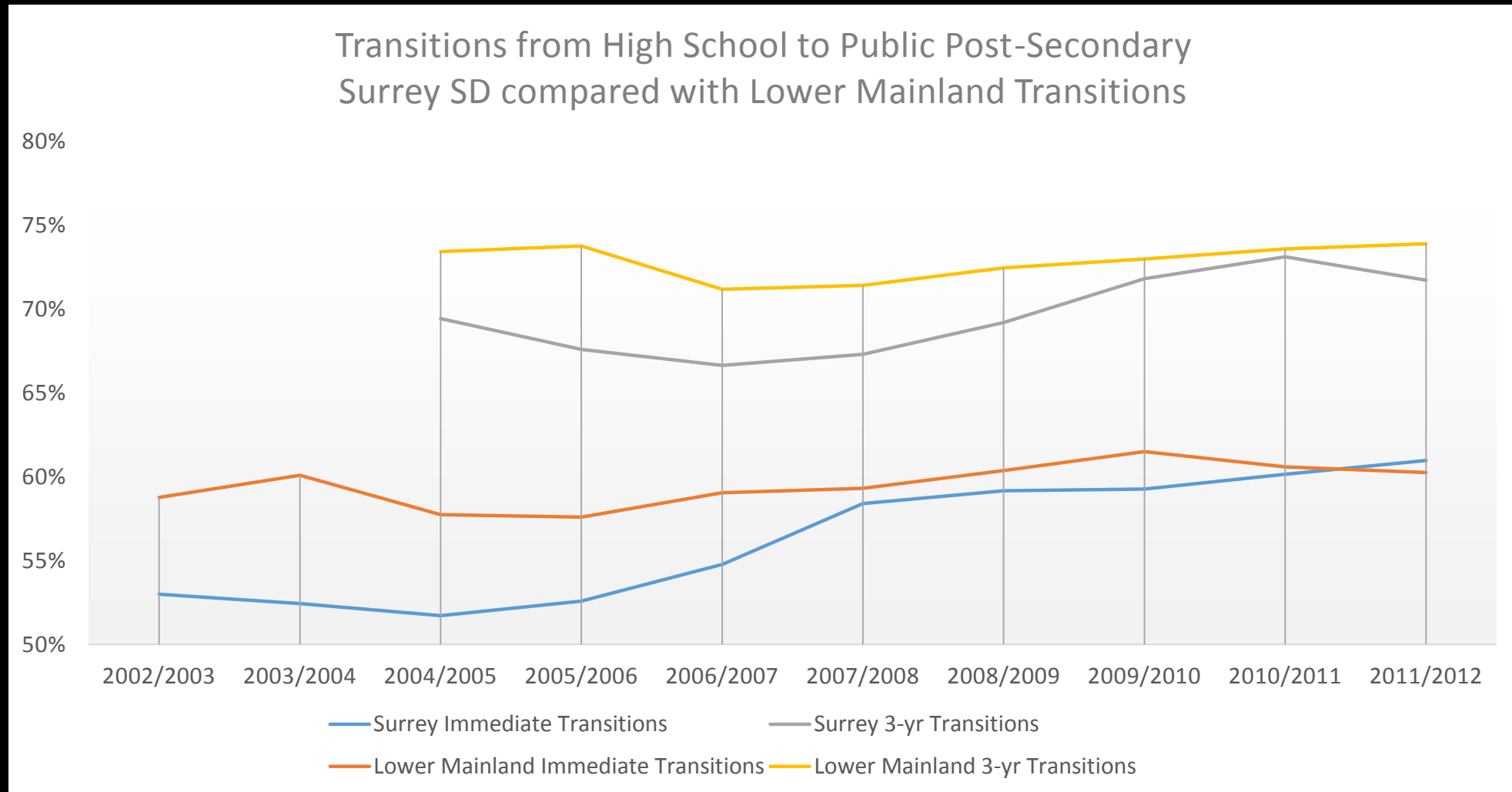
		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*	Total Gr 12	Graduates		Honours Graduates*
		#	%	#	#	%	%	#	%	%	
Female	2013/14	3103	91.4	2709	2517	93	60	2964	2432	82	55
	2014/15	3006	91.1	2678	2571	96	67	2865	2514	88	62
	2015/16	3027	93.3	2649	2546	96	69	2871	2502	87	64
	2016/17	2995	93.5	2542	2428	96	69	2719	2358	87	64
	2017/18	2863	93.2	2603	2493	96	70	2749	2421	88	66
Male	2013/14	3349	86.4	2782	2545	91	46	3111	2433	78	41
	2014/15	3192	87.0	2652	2496	94	48	2958	2394	81	43
	2015/16	3180	85.3	2658	2516	95	48	2925	2440	83	44
	2016/17	3149	87.3	2614	2491	95	50	2929	2431	83	44
	2017/18	3111	89.0	2665	2528	95	51	2963	2456	83	46

		Six-Year Completion		Eligible Grade 12 Graduation Rate				First-Time Grade 12 Graduation Rate			
		Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*	Total Gr 12	Graduates		Honours Graduates*
		#	%	#	#	%	%	#	%	%	
Aboriginal	2013/14	364	61.0	157	131	83	27	268	141	53	21
	2014/15	292	55.1	157	136	87	35	256	136	53	23
	2015/16	325	54.3	164	145	88	34	254	153	60	24
	2016/17	295	60.6	166	153	92	30	240	145	60	22
	2017/18	286	65.6	170	154	91	36	227	149	66	27
ELL	2013/14	3170	92.6	211	178	84	34	302	175	58	25
	2014/15	3102	92.0	241	226	94	43	317	215	68	33
	2015/16	3222	92.3	252	235	93	50	327	232	71	40
	2016/17	3230	92.4	212	190	90	42	305	191	63	29
	2017/18	3158	92.8	236	214	91	42	364	216	59	26
Special Needs	2013/14	694	60.6	268	245	91	20	378	240	63	15
	2014/15	670	65.8	268	245	91	21	372	242	65	16
	2015/16	693	66.9	286	265	93	24	408	278	68	18
	2016/17	701	68.1	272	255	94	24	382	248	65	19
	2017/18	678	73.7	278	260	94	24	375	255	68	17

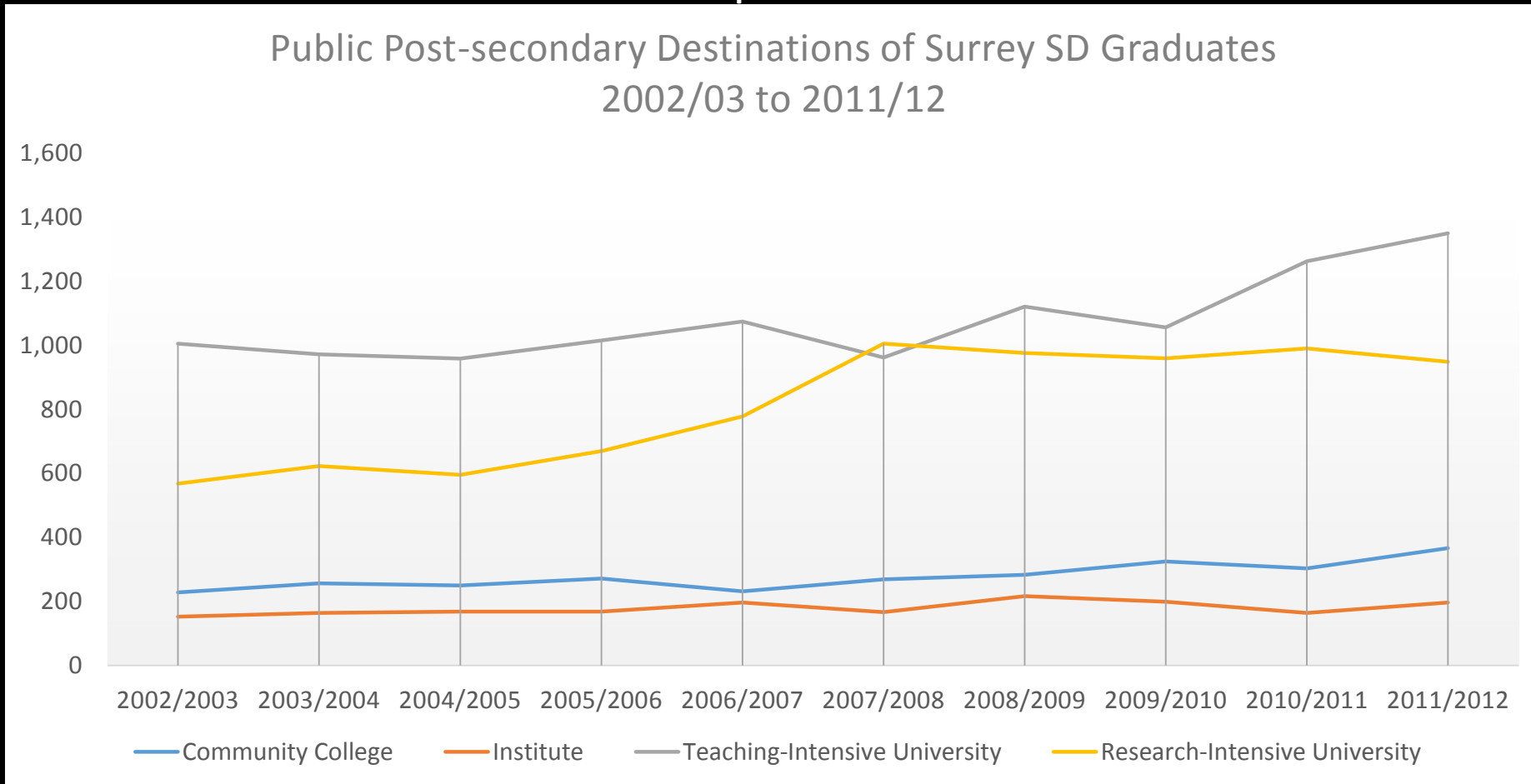
# Ok, so we're graduating 93% of our students

- Then what?
- What do we know about after graduation?
- With thanks to a post-secondary and ministry working group for their data.

# Post-Secondary Transition



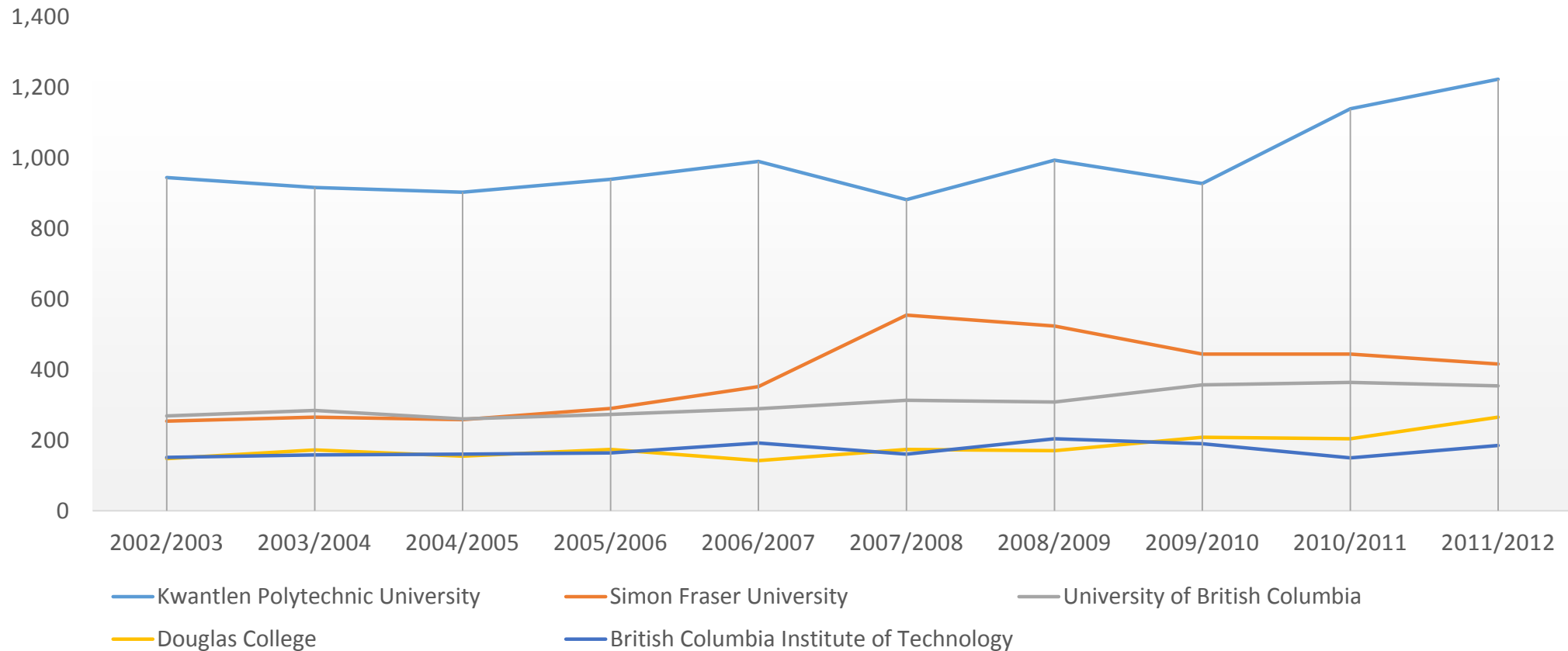
# What types of Post-Secondary do they pursue?



- Primarily universities, both teaching-intensive and research-intensive universities

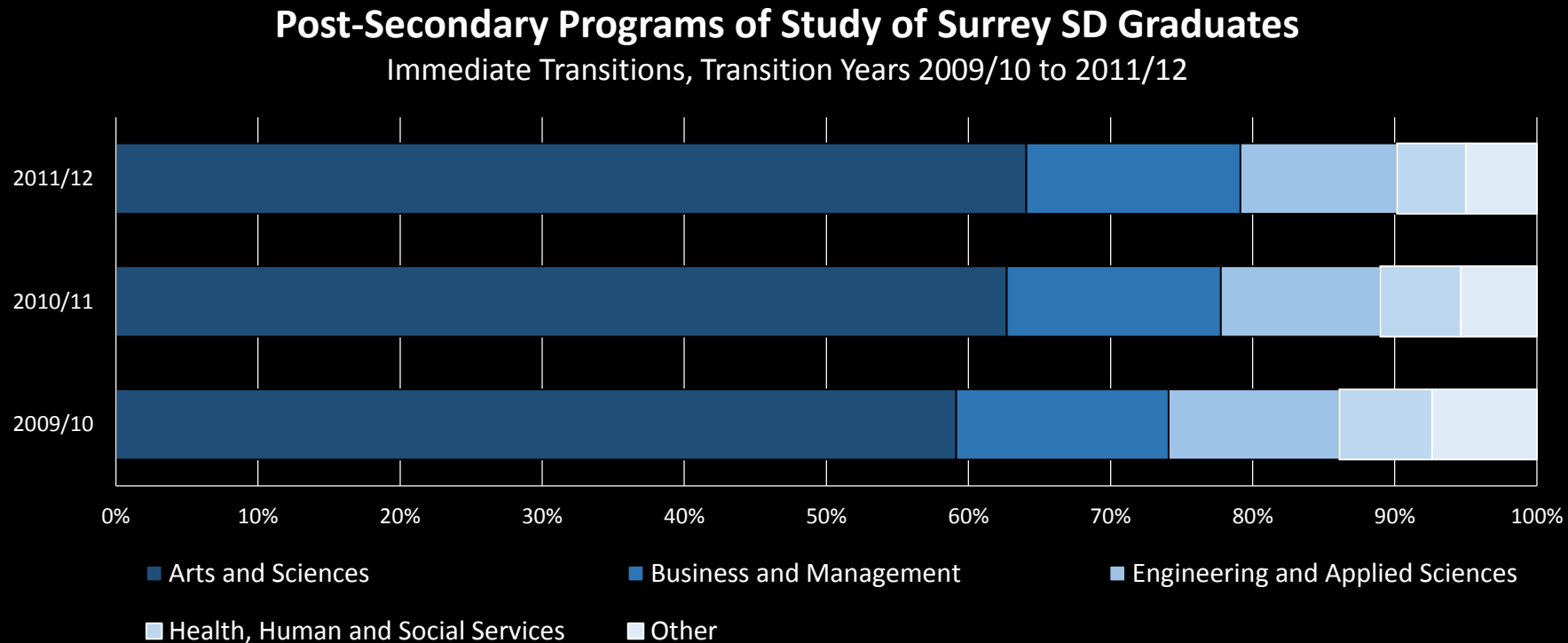
## Specifically, what institutions do they attend?

Top 5 Public Post-Secondary Institutions of Surrey SD Graduates



- Kwantlen Polytechnic University most frequent and increasing
- SFU, UBC, Douglas, BCIT

# What do they study?

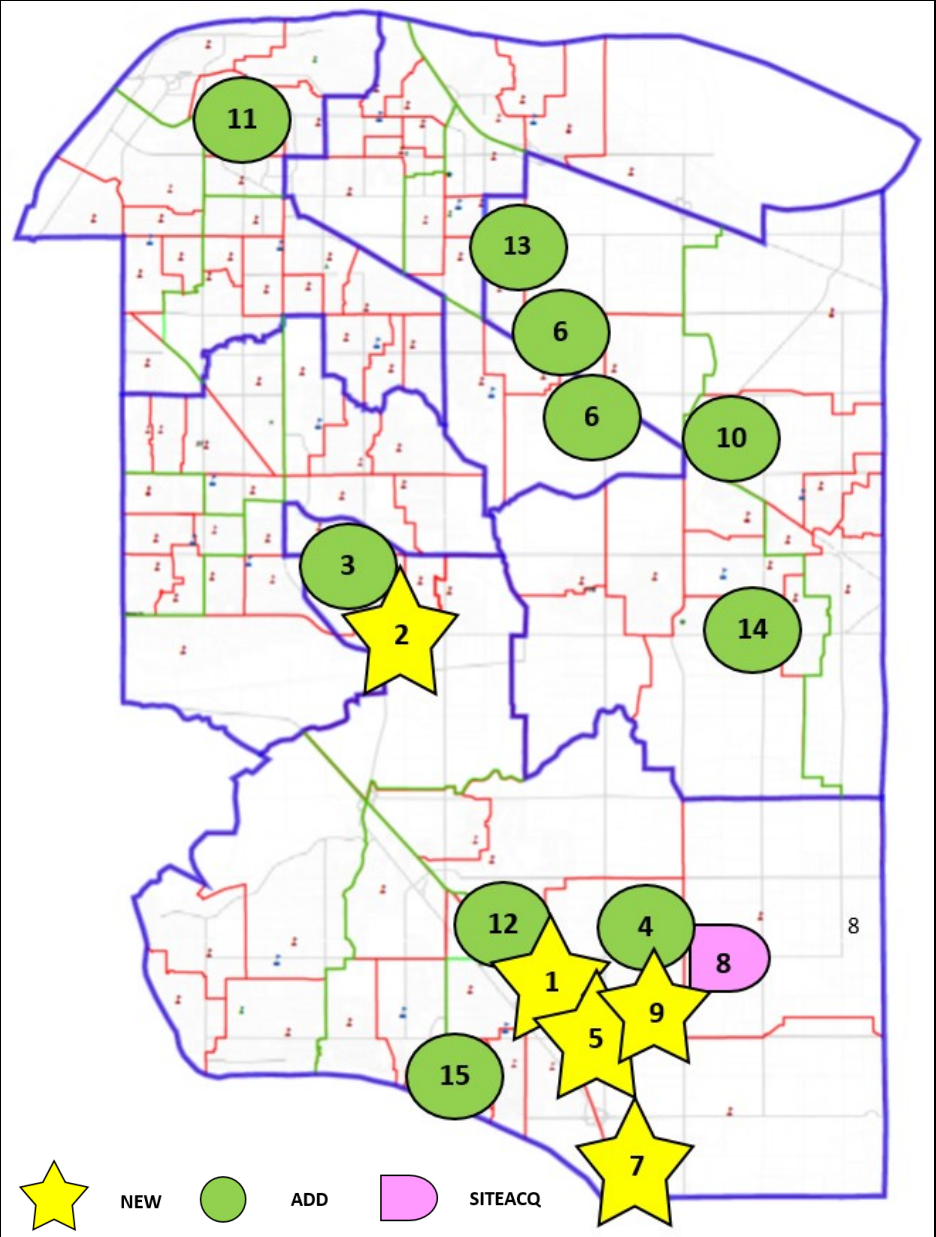


- In 2011/12, over half studied Arts and Sciences (61%), followed by Business and Management (14%), Engineering and Applied Sciences (11%), Health, Human and Social Services (5%), Trades (4%), and Other (5%).

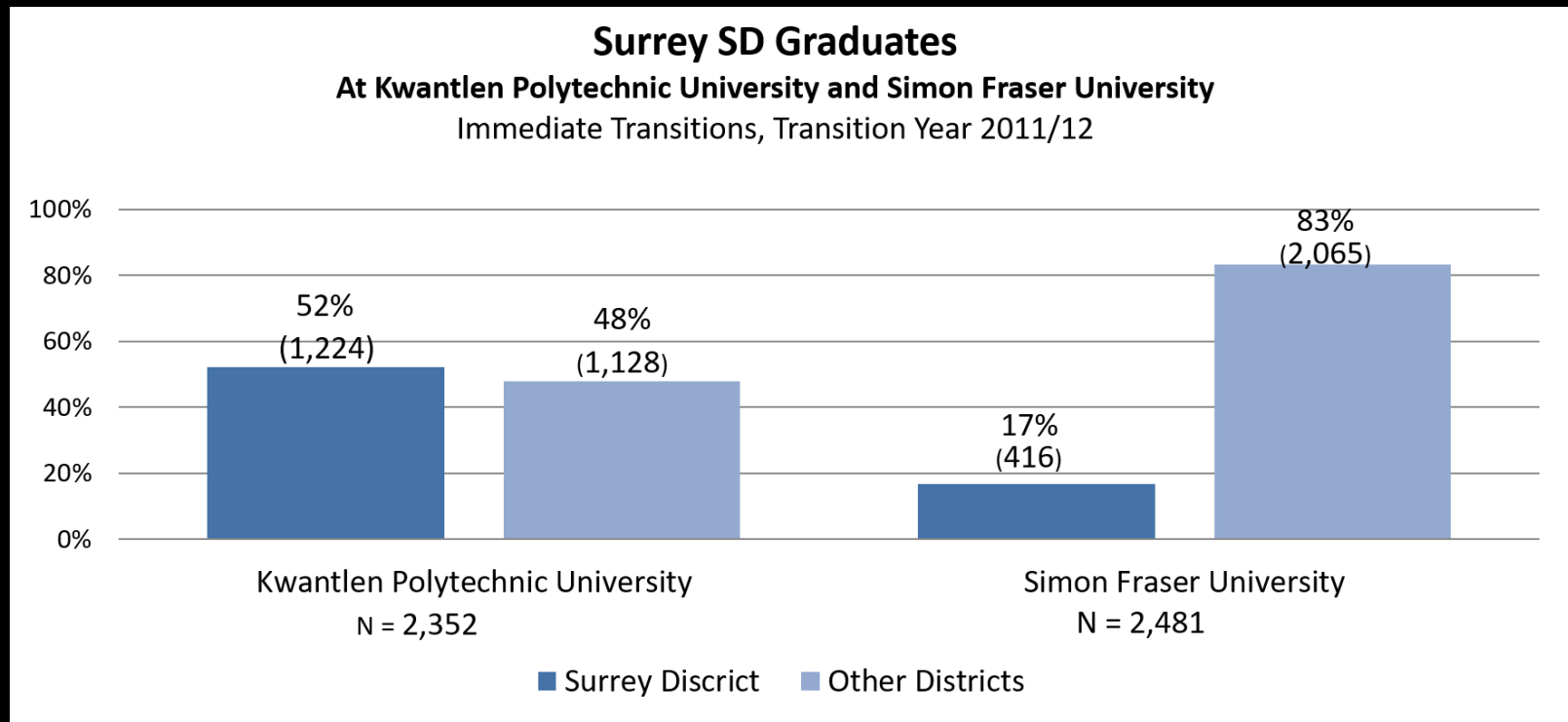
# Our challenge for post-secondary?

Where are we growing?

Project Priority	Facility Name	Project Code
1	GRANDVIEW: EDGEWOOD DRIVE AREA ELEMENTARY – SITE #206	NEW
2	SOUTH NEWTON AREA ELEMENTARY SITE & NEW SCHOOL - SITE #115	NEW
3	SULLIVAN HEIGHTS SECONDARY	ADD
4	PACIFIC HEIGHTS ELEMENTARY	ADD
5	GRANDVIEW: SW GRANDVIEW AREA ELEMENTARY SITE & NEW SCHOOL - SITE #207	NEW
6	FLEETWOOD AREA ELEMENTARY CAPACITY (WILLIAM WATSON & FROST ROAD ELEMENTARY)	ADD
7	NEW DOUGLAS AREA ELEMENTARY – SITE #180	NEW
8	GRANDVIEW: REDWOOD HEIGHTS AREA ELEMENTARY – SITE #208	SITEACQ
9	GRANDVIEW: DARTS HILL AREA ELEMENTARY – SITE #214	NEW
10	CLAYTON ELEMENTARY SITE EXPANSION (SITE #013) & ADDITION	ADD
11	KB WOODWARD ELEMENTARY	ADD
12	SUNNYSIDE ELEMENTARY	ADD
13	NORTH SURREY SECONDARY	ADD
14	MARTHA CURRIE ELEMENTARY	ADD
15	WHITE ROCK ELEMENTARY	ADD

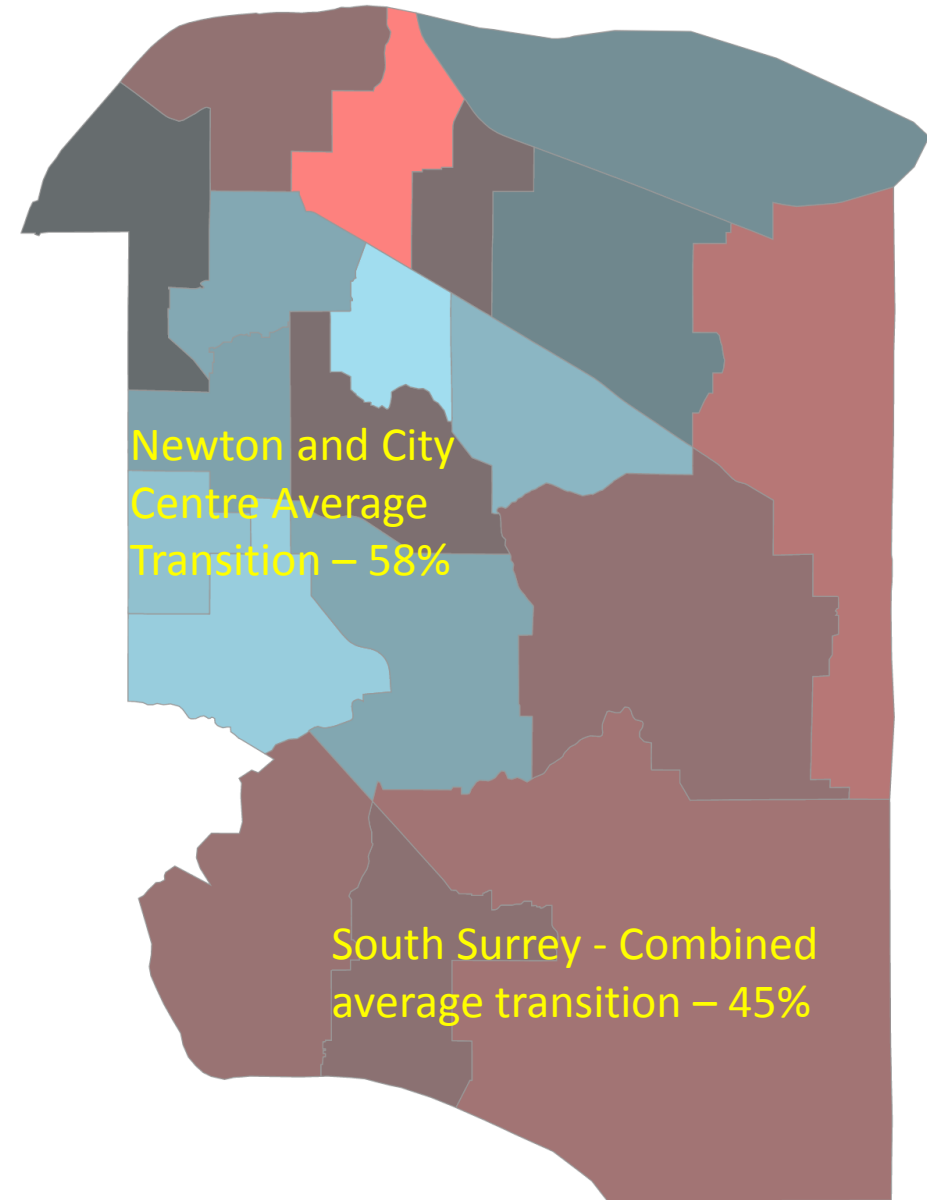


# And where are students attending post-sec?



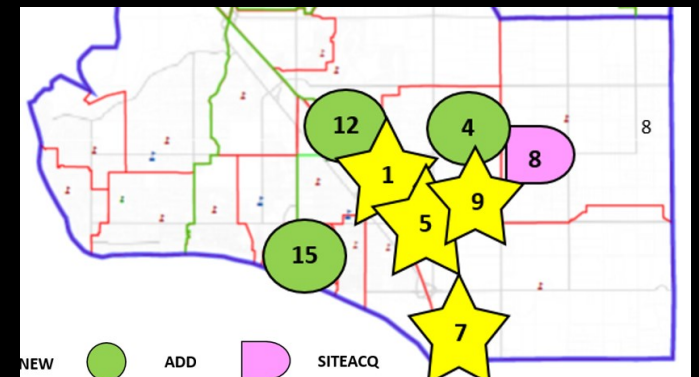
Of the 1640 students who transitioned immediately to a Surrey Post Secondary institution – only 25% attended SFU.

In our most rapidly growing areas, the fewest students are transitioning to post-secondary in British Columbia.



# Concluding thoughts for post-secondary

- Our market is exploding in the south. There is no post-secondary presence.
- The strong and deep relationships that exist between SD36 and SFU mean that opportunity awaits to build on the many supportive partnerships we have in place.
- SFU may be missing hundreds of highly talented graduates every year.
- We will build several new schools south of 64th, how do you brand SFU in the south starting with our teacher-base?



# Other thoughts

- What would be an indicator of a “healthy school?”
- What predictive indicators can we look for in grade 8 to establish new means of support in schools?
- In absence of FSA what indicators do we look to as a means to determine system performance and which schools need additional support?
- Particularly in our elementary years – what evidence do we have of how students are achieving in literacy and numeracy?

# Closing thoughts

- Our work continues...we have a strong and innovative district with a high level of success and we should be documenting our successes in multiple ways.
- We need to continually examine how we are communicating our success to the public.
- Next meeting – let's talk social and emotional learning and the health of our schools and community.