

HOW ARE WE DOING?

SEPTEMBER 2019


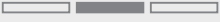



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INTRODUCTION

This document is a synthesis of findings related to student achievement and connectedness in Surrey schools. It draws upon a range of reports and information gathered from various sources. As summarized below, this report explores student success rates using indicators of achievement and school connectedness throughout the primary, intermediate and secondary grades.

 EARLY YEARS GRADES K-3	 MIDDLE YEARS GRADES 4-7	 SECONDARY YEARS GRADES 8-12
Early Literacy Phonemic Awareness Test – Surrey (ELPATS) Literacy – Kindergarten What Do They Know? (WDTK) Numeracy – Kindergarten	Foundation Skills Assessment (FSA) Literacy – Grades 4 & 7 Numeracy – Grades 4 & 7 Middle Years Development Instrument (MDI) Grades 4	Provincial Assessment Numeracy – Grade 10 Provincial Exam English – Grade 12 School Completion Rate English – Grades 8-12

EARLY YEARS

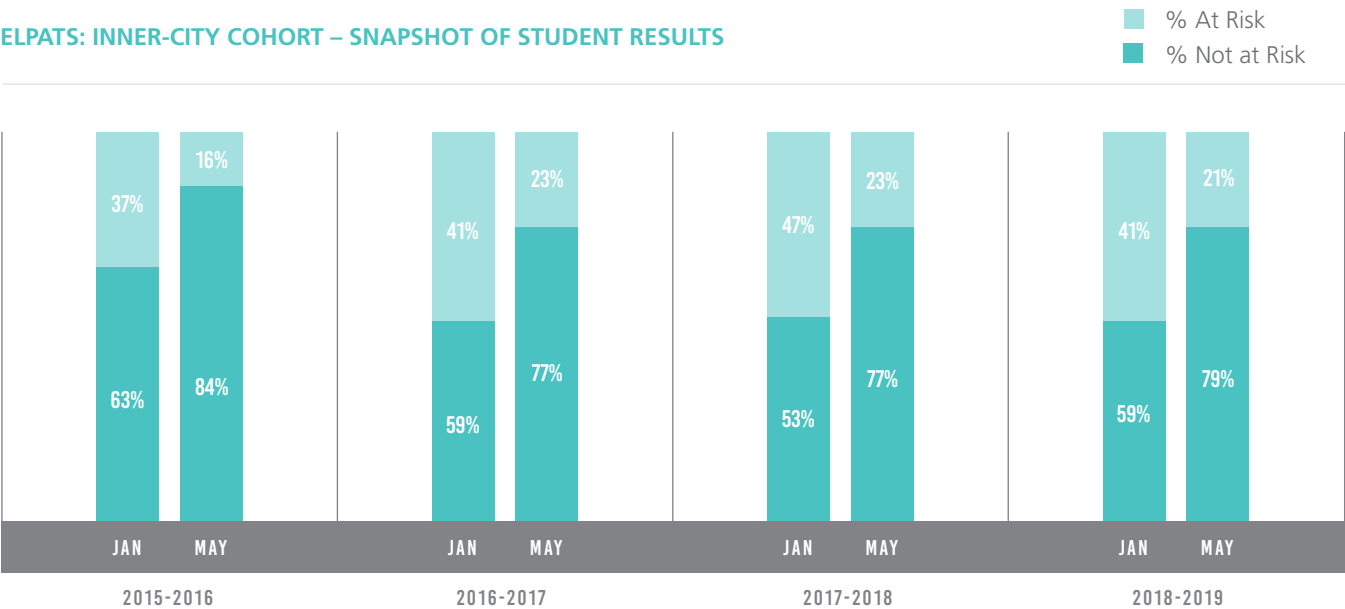
With the district’s ongoing focus on developing early literacy and numeracy skills, we continue to monitor progress through two assessments that provide evidence of student learning: Early Literacy Phonemic Awareness Test – Surrey (ELPATS) and What Do They Know? (WDTK, Numeracy).



EARLY LITERACY PHONEMIC AWARENESS TEST SURREY (ELPATS)

ELPATS is a district-based oral assessment of phonemic awareness: the ability to hear and identify individual sounds (phonemes) in spoken words. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of reading instruction.

ELPATS: INNER-CITY COHORT – SNAPSHOT OF STUDENT RESULTS



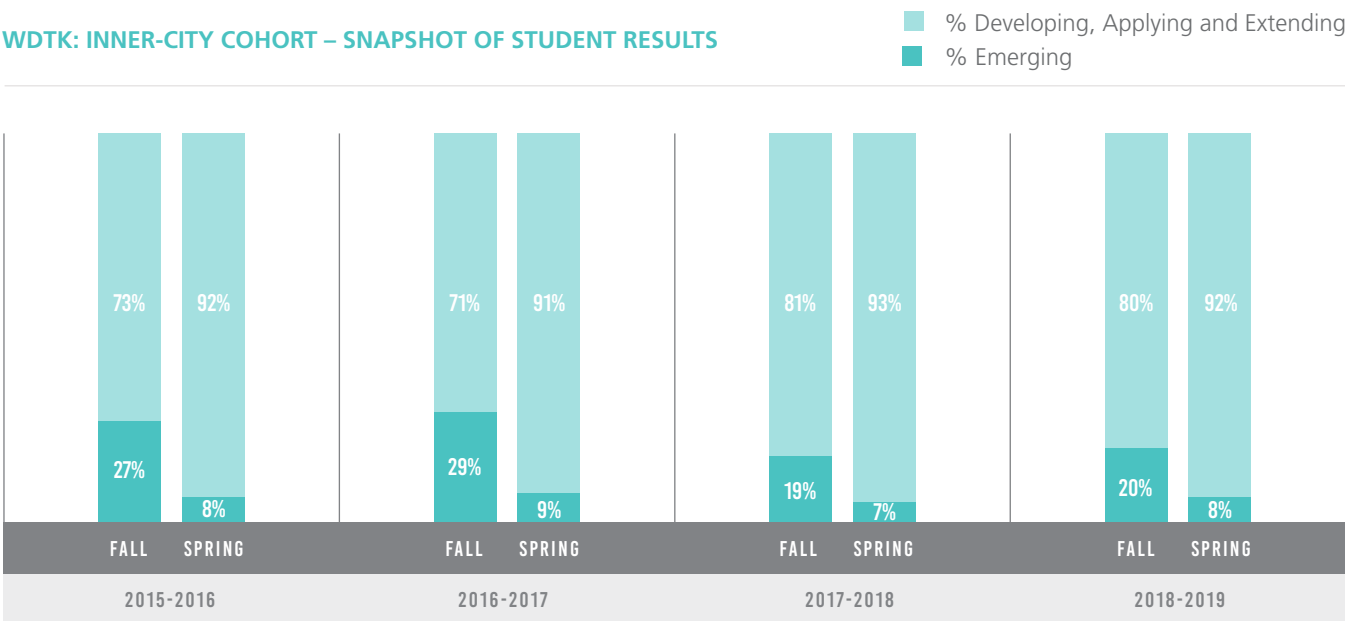
Used by kindergarten teachers in January and May, results demonstrate that instructional support from classroom teachers, the district’s Early Literacy Teachers, and other school-based staff continues to reduce the number of children experiencing difficulty with phonemic awareness (understanding and applying the alphabetic principle, rhyming, blending, segmenting and syllabication).

NUMERACY

WHAT DO THEY KNOW? (WDTK)

Similar to ELPATS, WDTK is used by kindergarten teachers in January and May each year in a small number of our inner-city schools. The assessment captures what learners know and have learned about foundations in numeracy (subitizing and patterning). Subitizing is the ability to tell the number of objects in a set quickly, without counting. Patterning refers to the ability to recognize and create a repeated design or recurring sequence of numbers, shapes or other objects. Both the capacity to subitize and pattern are essential skills that help prepare children for learning complex number concepts and mathematical operations.

WDTK: INNER-CITY COHORT – SNAPSHOT OF STUDENT RESULTS



BUILDING FOUNDATIONAL SKILL IN THE EARLY YEARS HELPS PREPARE CHILDREN FOR LEARNING COMPLEX NUMBER CONCEPTS AND MATHEMATICAL OPERATIONS.

WDTK findings demonstrate that instructional support provided by classroom teachers, the Early Numeracy Teachers, and other school-based staff in inner-city schools continues to reduce the percentage of students who are at risk in numeracy (i.e., experiencing difficulty in acquiring the necessary mathematical skills for success in school). Overall, the proportion of at-risk students who recognize the number of objects in a small set without counting has increased. Similarly, more children can identify, create and recreate patterns.

MIDDLE YEARS



FOUNDATION SKILLS ASSESSMENT (FSA)

The Foundation Skills Assessment is an annual province-wide assessment of all BC students in grades 4 and 7. It provides information on how students are progressing in the foundation skills of reading, writing and numeracy. The FSA results below show the district's range from the 2017/18 and 2018/19 school years.

GRADE 4 AND 7: READING, WRITING AND NUMERACY RANGE OF RESULTS

- Typical range across B.C. (middle 50% of school district)
- Surrey's most recent results (2018/19)
- Range of Surrey's results over time (2017/18 - 2018/19)

Grd.	Skill	Student Group	Total Writers	Participation Rate	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
4	Reading	All Students	3439	64%											
		Indigenous	130	51%											
		Special Needs	137	48%											
	Writing	All Students	3288	61%											
		Indigenous	118	46%											
		Special Needs	120	42%											
	Numeracy	All Students	3440	64%											
		Indigenous	130	51%											
		Special Needs	136	48%											
7	Reading	All Students	3437	63%											
		Indigenous	109	43%											
		Special Needs	180	41%											
	Writing	All Students	3244	59%											
		Indigenous	92	36%											
		Special Needs	152	35%											
	Numeracy	All Students	3435	63%											
		Indigenous	111	43%											
		Special Needs	179	41%											

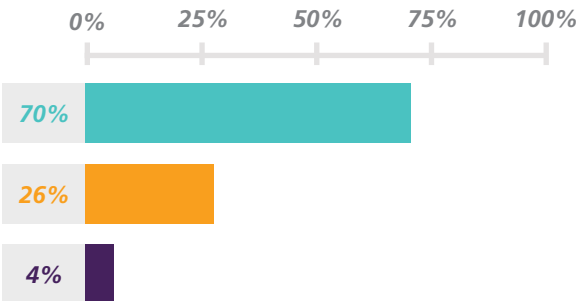
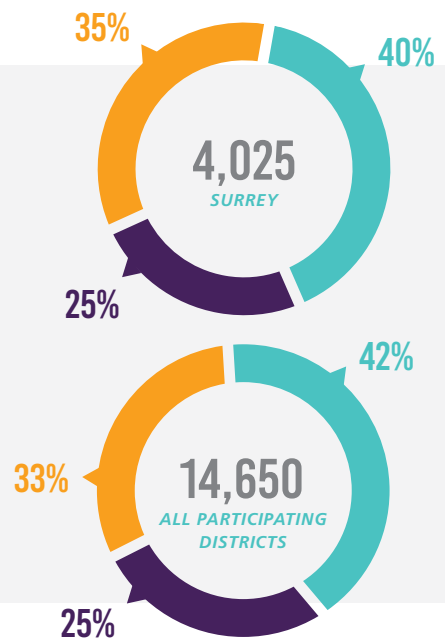
Over the last two years, the overall participation rate for grade 4 students in Surrey has been 63%, while the provincial average has been 73%. FSA results show improved achievement for Grade 4 Surrey students in the areas of Reading, Writing and Numeracy. The provincial average shows a similar trend. The overall participation rate for Grade 7 students in Surrey has been 62%; the provincial average has been 70%. All three aspects of the assessment (Reading, Writing and Numeracy) for Grade 7 students show either no change or a decrease in achievement. The provincial average shows a similar trend.

MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in grade 4 about their thoughts, feelings and experiences in school and in the community. Surrey administered the MDI for the first time in 2017-18 to over 4000 fourth grade students (73% of all grade 4s). The MDI research focuses on areas of development that are strongly linked to children’s well-being and academic achievement (Physical Health and Well-Being; Connectedness; Social and Emotional Development; School Experiences; and Use of After School Time).

GRADE 4 WELL-BEING INDEX (2017 – 2018)

The Well-Being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years (Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health). The Well-Being Index for Surrey students shows results similar to provincial averages. Overall, 65% are reporting no negative responses; they are either thriving (40%) or have medium to high well-being (25%).



GRADE 4 CONNECTEDNESS WITH ADULTS (2017 -2018)

Children’s connections to adults in their schools and communities play a central role in their growth and development. These connections promote mental health and can act as protective factors against risks experienced during this period. The majority of Surrey’s grade 4 students report strong connectedness with adults at school (96%). In addition, many (90%) feel a sense of belonging and connectedness with peers. Other indexes also show positive overall results for adult and peer relationships and after school activities.

SECONDARY



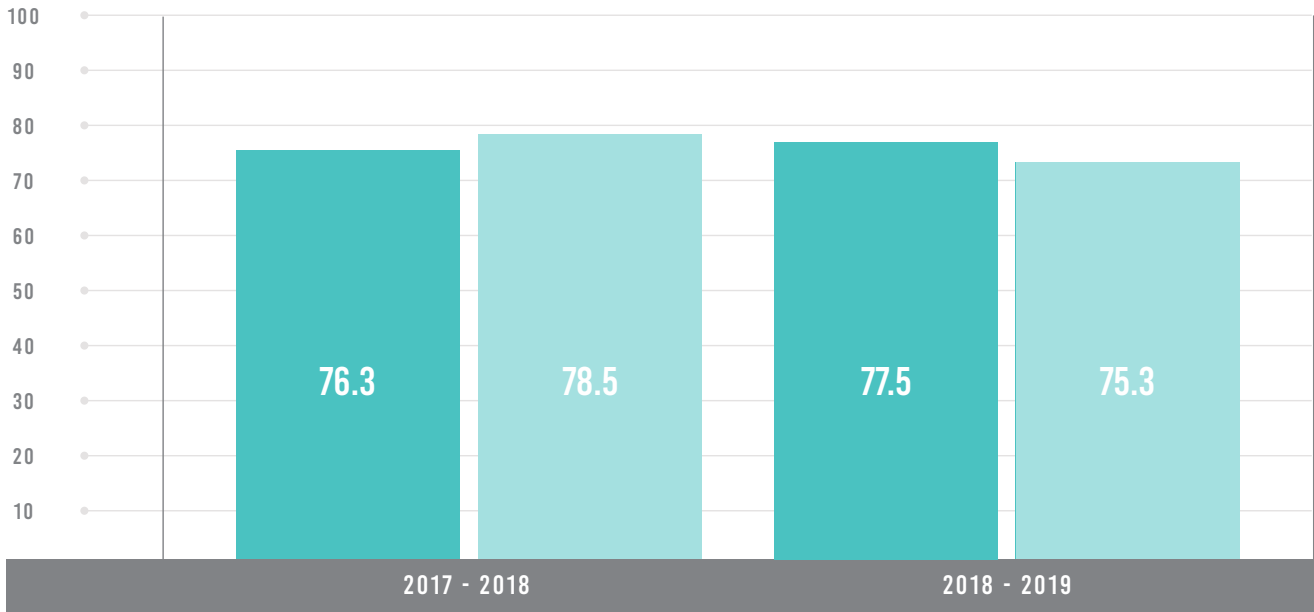
GRADE 10 GRADUATION NUMERACY ASSESSMENT

The Graduation Numeracy Assessment is a new provincial assessment and a graduation requirement for all students. It requires students to solve problems by using five numeracy processes (interpreting, applying, solving, analyzing and communicating).

GRADE 10 GRADUATION NUMERACY ASSESSMENT

Snapshot of Student Results: Developing, Proficient & Extending Levels (Combined)

- Surrey
- All Public



Since the Numeracy Assessment was first written, the combined percentage of results for Surrey students whose skill levels are either Developing, Proficient or Extending has increased from 76.3% to 77.5%. Additionally, the percentage of Surrey students with emerging skills has decreased. Both sets of results demonstrate that Surrey students are on a positive trajectory and showing increased numeracy skills and processes.

ENGLISH 12

PROVINCIAL EXAM

The English 12 provincial exam requires students to demonstrate skills in written expression, as well as skills in interpreting, analyzing and synthesizing informational and literary text.

ENGLISH 12 PROVINCIAL EXAM RESULTS

YEAR	SURREY EXAM RESULTS DISTRICT AVERAGE	ALL PUBLIC SCHOOLS EXAM RESULTS PROV. AVERAGE	DIFFERENCE
2008/09	66.6%	66.3%	0.20%
2009/10	67.5%	67.8%	0.30%
2010/11	66.6%	68.6%	0.70%
2011/12	67.9%	68.1%	0.10%
2012/13	69.5%	69.3%	0.20%
2013/14	68.7%	68.5%	0.20%
2014/15	69.6%	68.9%	0.70%
2015/16	68.5%	68.3%	0.20%
2016/17	67.6%	66.7%	0.90%
2017/18	70.3%	69.4%	0.90%
2018/19	67.2%	68.2%	-1.00%
AVERAGE	68.3%	68.2%	0.13%

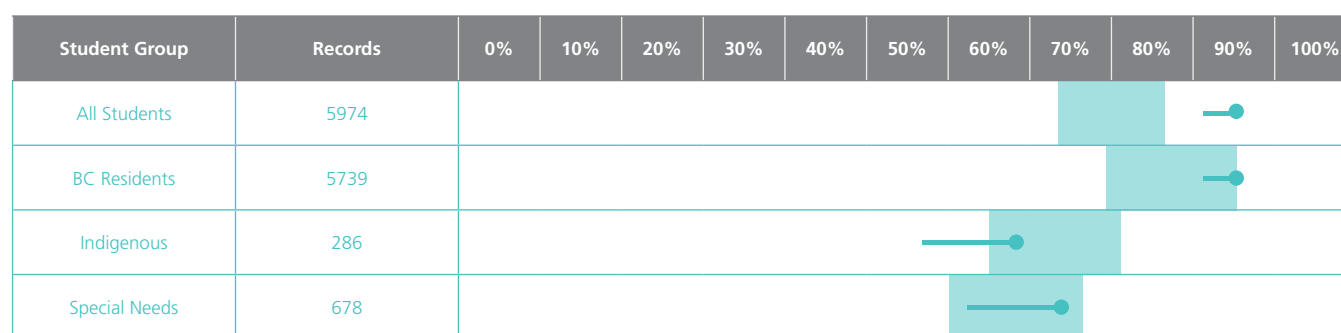
As demonstrated above, for the past 10 years Surrey's average has been within +/-1% of the provincial average. Surrey's ten-year average is 68.3%, while the provincial average is 68.2%.

SCHOOL COMPLETION RATES

The percentage of students who graduate within six years from the first time they enrol in Grade 8 has increased in Surrey. The six-year completion rate for all Surrey students has increased from 89% in 2013/14 to 91% in 2017/18. In addition, trends over time demonstrate that for the last 10 years, Surrey's completion rates have been higher than that of other districts. The most recent available data show that Surrey's completion rates are approximately 7% over provincial rates.

SIX-YEAR COMPLETION RATES FOR ALL SURREY STUDENTS

- Typical range across B.C. (middle 50% of school district)
- Surrey's most recent results (2017/18)
- Range of Surrey's results over time (2013/14-2017/18)



CONCLUSION

The indicators of success outlined in this document provide the school district with information aimed at helping determine specific areas for continued student support. Our data shows that our interventions are making a difference, and it also identifies areas requiring further attention. The district remains committed to supporting the educational outcomes for all our learners, and through our concerted and strategic efforts, we look forward to continuing to build on our students' learning successes across all grades.