Surrey Schools
LEADERSHIP IN LEARNING

ADDENDA TO THE ENHANCING STUDENT LEARNING REPORT

SEPTEMBER 2021

CONTENTS

INTELLECTUAL DEVELOPMENT

EARLY LITERACY PHONEMIC AWARENESS TEST–SURREY (ELPATS)

The Early Literacy Phonemic Awareness Test-Surrey (ELPATS) is a district-based oral assessment of phonemic awareness consisting of 45 items across nine domains:

1. Phonemic Rhyme–identifying words,

2. Rhyme–generating rhyme,

3. Syllables–segmenting words into syllables,

4. Syllables–blending syllables into words,

5. Segmenting Sounds–first sounds,

6. Segmenting Sounds–last sounds,

7. Segmenting Sounds–words with two sounds,

8. Blending Sounds–blending first sound with rest of word, and

9. Blending Sounds–blending sounds into words.

During the 2020/21 school year, 528 Kindergarten students were assessed in 26 inner-city schools using the ELPATS (January, 2021). Of those, three- quarters (74%) were identified as *at-promise* as determined by the cut-off score on the ELPATS (26 and below) or by the professional judgment made by the teacher assessing the student. Three- quarters of **Indigenous students** were identified as at-promise while nine in ten (91%) **Students with Special Needs or Diverse Abilities** were identified as at-promise. In May when students were re-assessed, one-third (34%) of students were identified as at-promise, reflecting a 54% decrease since January. There was a decrease in the percentage and number of students identified as at-promise across all sub-groups. Table 1 provides a breakdown of the changes in ELPATS scores between the two timepoints.

Table 1. Percentage and number of Surrey Kindergarten students identified as at-promise by ELPATS scores and teacher assessments, 2020/21[1]

ELPATS Test Date	Number of Students	Identified as *at-promise* (scoring 0–26)	Identified as *at-promise* by a teacher (scoring 27–33)	Total *at-promise*
JANUARY	**528**	**64%** (336)	**10%** (55)[1]	**74%** (391)
ELPATS Re-Test Date	Number of Students Re-Tested	Identified as *at-promise* (scoring 0–26)	Identified as *at-promise* by a teacher (scoring 27–33)	Total remains *at-promise*
MAY	**528**[2]	**29%** (153)	**5%** (26)	**34%** (179)

[1] ELPATS scores for the four sub-groups have been masked to ensure confidentiality.

[2] Includes only students with a January ELPATS score.

Kindergarten students identified as at-promise in January were re-assessed in May. The average score achieved on the ELPATS in January was 18, which increased to an average score of 28 in May—reflecting a 56% increase and improvement of 10 points. A breakdown of the average score achieved by all students, as well as the change scores across the nine domains of the ELPATS are provided in Table 2.

Table 2. Surrey Kindergarten students' average ELPATS scores, point increases, and overall change between assessment dates, 2020/21

	AVERAGE JANUARY ELPATS SCORE	AVERAGE MAY ELPATS SCORE	AVERAGE POINTS INCREASE	OVERALL % CHANGE
Rhyme—identifying words	3.35	4.26	0.91	27%
Rhyme—generating rhyme	1	2.25	1.25	125%
Syllables—segmenting words into syllables	3.6	4.36	0.76	21%
Syllables—blending syllables into words	4	4.69	0.69	17%
Segmenting Sounds—first sounds	2.52	3.91	1.39	55%
Segmenting Sounds—last sounds	1.05	2.77	1.72	164%
Segmenting Sounds—words with two sounds	0.52	2	1.48	285%
Blending Sounds—blending first sound with rest of word	2.21	3.53	1.32	60%
Blending Sounds—blending sounds into words	1.22	2.74	1.52	125%
TOTAL	**18.25**	**28.47**	**10.21**	**56%**

The average score achieved on the ELPATS by Indigenous students who were assessed in January was 16, which increased to a score of 24 in May—reflecting a 51% increase and improvement of 8 points. A breakdown of the average score achieved by Indigenous students, as well as the change scores for all nine domains of the ELPATS are provided in Table 3.

Table 3. Surrey Kindergarten students' average ELPATS scores, point increases, and overall change between assessment dates, 2020/21

	AVERAGE JANUARY ELPATS SCORE	AVERAGE MAY ELPATS SCORE	AVERAGE POINTS INCREASE	OVERALL % CHANGE
Rhyme—identifying words	2.63	4.12	1.49	57%
Rhyme—generating rhyme	0.63	1.62	0.99	157%
Syllables—segmenting words into syllables	2.81	4	1.19	42%
Syllables—blending syllables into words	3.45	4.25	0.8	23%
Segmenting Sounds—first sounds	1.81	3.62	1.81	100%
Segmenting Sounds—last sounds	0.27	3.12	2.85	1056%
Segmenting Sounds—words with two sounds	0.18	2.25	2.07	1150%
Blending Sounds—blending first sound with rest of word	2.72	3	0.28	10%
Blending Sounds—blending sounds into words	1.81	2.5	0.69	38%
TOTAL	**15.91**	**24.09**	**8.18**	**51%**

The average score achieved on the ELPATS by English Language Learners in January was 17, which increased to 28 points in May— reflecting a 58% increase and improvement of 10 points. A breakdown of the average score achieved by English Language Learners, as well as the change scores for the nine domains of the ELPATS are provided in Table 4.

Table 4. Surrey Kindergarten English Language Learners average ELPATS scores, point increases, and overall change between assessment dates, 2020/21

	AVERAGE JANUARY ELPATS SCORE	AVERAGE MAY ELPATS SCORE	AVERAGE POINTS INCREASE	OVERALL % CHANGE
Rhyme—identifying words	3.26	4.15	0.89	27%
Rhyme—generating rhyme	0.97	2.33	1.36	140%
Syllables—segmenting words into syllables	3.55	4.25	0.7	20%
Syllables—blending syllables into words	3.89	4.58	0.69	18%
Segmenting Sounds—first sounds	2.58	3.86	1.28	50%
Segmenting Sounds—last sounds	1.04	2.77	1.73	166%
Segmenting Sounds—words with two sounds	0.53	2.11	1.58	298%
Blending Sounds—blending first sound with rest of word	2.08	3.42	1.34	64%
Blending Sounds—blending sounds into words	1.18	2.77	1.59	135%
TOTAL	17.49	27.68	10.19	58%

The average score achieved on the ELPATS by Students with Special Needs or Diverse Abilities who were assessed in January was 14.5, which decreased to a score of 9.6 in May—reflecting a 35% increase and improvement of 5 points. A breakdown of the average score achieved by the Students with Special Needs or Diverse Abilities who were as well as the change scores for all nine domains of the ELPATS are provided in Table 5.

Table 5. Surrey Kindergarten Students with Special Needs or Diverse Abilities' average ELPATS scores, point increases, and overall change between assessment dates, 2020/21

	AVERAGE JANUARY ELPATS SCORE	AVERAGE MAY ELPATS SCORE	AVERAGE POINTS INCREASE	OVERALL % CHANGE
Rhyme—identifying words	2.58	3.6	1.02	40%
Rhyme—generating rhyme	1.0	2.0	1.00	100%
Syllables—segmenting words into syllables	3.11	4.1	0.99	32%
Syllables—blending syllables into words	3.17	4.2	1.03	32%
Segmenting Sounds—first sounds	1.35	3.4	2.05	152%
Segmenting Sounds—last sounds	0.82	2.2	1.38	168%
Segmenting Sounds—words with two sounds	0.17	1.4	1.23	724%
Blending Sounds—blending first sound with rest of word	2.0	3.0	1.00	50%
Blending Sounds—blending sounds into words	1.29	2.1	0.81	63%
TOTAL	14.5	19.6	5.1	35%

INTELLECTUAL DEVELOPMENT

INNER CITY EARLY LEARNING INITIATIVE (ICEL)

Early Literacy and Numeracy Teachers

As part of Surrey School's Inner City Early Learning (ICEL) Initiative, Early Literacy Teachers (ELTs) and Early Numeracy Teachers (ENTs) work collaboratively with Kindergarten and Grade 1 classroom teachers in 26 inner city schools to provide additional, strategic, in-class support for *at-promise* students.

Yearly evaluations of the ICEL initiative are conducted. During the 2019/20 academic year, ELTs, ENTs, and classroom teachers completed reflectionnaires—a 20-item survey—that measured the effectiveness of the initiative activities with regard to:

- Establishing positive relationships, including with at-promise students;

- Collaborating to co-plan and co-teach to support at-promise students' literacy and numeracy development;

- Effectively problem solving in a collaborative way to support at-promise students' literacy and numeracy development;

- Effectively planning, assessing, and building competencies;

- Meeting the needs of at-promise students; and

- Improving the literacy and numeracy skills and outcomes of at-promise students.

Results of the evaluation found the majority of ELTs, ENTs, and classroom teachers had observed at-promise students making improvements in their understanding, application, and communication of literacy and numeracy skills as a result of participating in the ICEL Initiative.

For the 2019/20 academic year, at least 88% of classroom teachers and ELTs who completed a survey indicated they had observed impacts from the ICEL Initiative, including early learning support improving at-promise students' understanding, communication, and application of literacy skills. For the 2020/21 academic year evaluation of ICEL, 100% of classroom teachers and ELTs indicated they had observed the impacts identified in a series of impact statements, including students being more engaged in literacy activities.

Figure 1 provides a breakdown of responses provided by ELTs and classroom teachers for the 2019/20 and 2020/21 academic years regarding their observations of the impacts of the ICEL initiative on at-promise students' literacy development.

At least 80% of the responses from classroom teachers and ENTs who completed a survey indicated they had observed impacts from the ICEL Initiative, including early learning support improving at-promise students' understanding, communication, and application of numeracy skills.

Figure 1. Surrey teachers' observations of at-promise students' improved literacy skills, 2019/20–2020/21

	2019/20	2020/21
Understanding of literacy skills	92% / 8%	100%
Better able to communicate their understanding of literacy skills	92% / 8%	100%
Better able to apply their literacy skills (e.g., process, analyze, problem solve)	88% / 12%	100%
More engaged in literacy activities	92% / 8%	100%
Better positioned to reach their full potential in their literacy skills	88% / 8%	100%

■ Observed · ■ Unsure
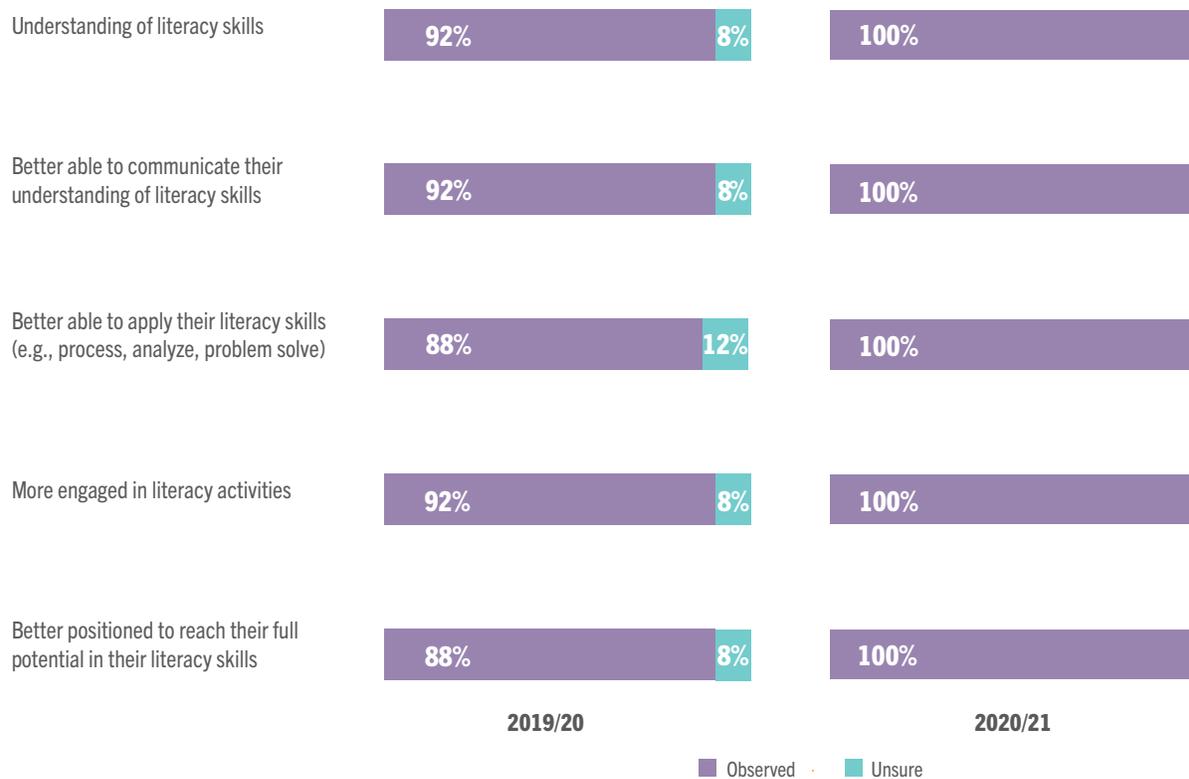
Figure 2 provides a series of impact statements and the percentage of ENTs and classroom teachers who observed these impacts from the ICEL Initiative on at-promise students' numeracy development.

Figure 2. Surrey teachers' observations of "at-promise" students' improved numeracy development, 2019/20

Impact Statement	Observed	Not Yet Observed
Better positioned to reach their full potential in their numeracy skills	80%	20%
More engaged in numeracy activities	89%	11%
Better able to apply their numeracy skills (e.g., process, analyze, problem solve)	80%	20%
Better able to communicate their understanding of numeracy skills	80%	20%
Understanding of numeracy skills	80%	20%

Legend: ■ Observed ■ Not Yet Observed

INTELLECTUAL DEVELOPMENT

LITERACY INITIATIVES

Overview Of Literacy Initiatives

District staff partner and work with teachers to explore evidence-based literacy instruction and assessment practices. This year, evaluations were conducted on 13 district-led initiatives that supported literacy instruction and learning of approximately 1,600 Surrey students. Teachers who participated in the literacy initiatives were surveyed about the initiative's impacts. In Table 6 below, we provide an overview of the 13 literacy initiatives evaluated.

Table 6. Surrey School District Literacy Initiatives

	LITERACY INITIATIVE	DESCRIPTION
1.	A Balanced Approach to Literacy for Early Career Teachers Series	Early Career teachers explore considerations of Gradual Release of Responsibility model in facets of their literacy instruction.
2.	Changing Results for Young Readers Inquiry Series: Surrey Blended Focus	Teachers delve deeper into their literacy practices in the area of reading, teaching, and learning, through a supported inquiry process.
3.	Credentialing Workshop for Literacy 10 Assessment	Teachers are oriented to the cross-curricular provincial Graduation Assessment and have the opportunity to become familiar with scoring rubrics and scoring guides.
4.	Exploring New Book Club Titles for Grades 6 through 9	Teachers explore and consider new novels, each with opportunities to tackle complex ideas and better reflect identities and lived realities of their learners, to potentially refresh Book Club selections offered to their learners.
5—6.	Exploring Book Clubs in Intermediate: Picture Books Focus Series and Novels Focus Series	Teachers explore Book Club instructional frameworks and thinking routines to support deeper interactions with text, critical understandings and the cultivation of dialogue.
7.	Guiding Students in Authentic Research	Teachers explore how to create interdisciplinary essential questions, guide students through the research process as well as present their findings effectively and authentically, avoiding plagiarism.
8—9.	Leveraging the Power of Conferencing Series: Reader's Cohort and Writer's Cohort	Teachers explore ways to sustainably embed responsive conferencing routines into existing and reimagined literacy instructional and assessment practices.
10.	Literacy Essentials Series in Grades 6—9	Teachers explore cross-curricular inquiry opportunities to foster authentic opportunities for learners to develop essential literacy skills.
11.	Literacy K-12 Professional Book Club Series	Teachers explore opportunities and share their thinking about the impact of Read Alouds for their Face-to-Face and Surrey Blended class communities.
12.	Picture Books Inquiry Series	Teachers continue their inquiry work that began the previous year, into a variety of powerful uses for picture books in intermediate classrooms.
13.	Powerful Read Alouds Inquiry Series: K—3 Focus	Teachers deepen their existing understandings and explore new possibilities of how Read Alouds can powerfully support their young readers and writers.

Evaluation Methodology

The eleven-item Surrey Schools Literacy Initiative Reflectionnaire was completed by a portion of Surrey teachers who took part in one of the 13 literacy initiatives during the 2020/21 academic year. The reflectionnaire includes three closed-ended rating-scale questions and six open-ended questions. The rating scale questions ask teachers to rate their level of agreement with various impacts the literacy initiatives had on teaching practices and student learning. The open-ended questions ask teachers to reflect on how they contextualised and applied their professional learning through a series of six sentence starters about initial observations, wonders, actions, and outcomes. These are supplemented with introductory questions asking teachers to provide details about their teaching assignments this year and to select which initiatives they participated in.

Quantitative data from close-ended reflectionnaire items were described and represented in figures that provide counts and percentages of responses. Qualitative data was analyzed using thematic analysis techniques.[1] This began with a line-by-line analysis of responses to open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with findings of the quantitative analysis.

[1] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101. URL: https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa

Summary Of Results

Most teachers who responded to the reflectionnaire taught primary or intermediate students; a handful taught secondary students. Most teachers had face to face classes for the full year. Some taught Blended, and a few taught in both or were non-enrolling. Many teachers took part in multiple initiatives throughout the academic year. Some of the most-attended initiatives by survey respondents include Intermediate Picture Book Inquiry, Powerful Read Alouds Inquiry, and Changing Results for Young Readers (Blended).

Critical Thinking and Comprehension Skills

Teachers who took part in the literacy initiatives discussed the strategies they implemented, changes to their instruction, and the opportunities they created to support critical thinking and conversation skills. Some strategies were meant to encourage and build confidence among students so they participate in discussions. Other teachers found that they needed to select more diverse and interesting texts to help stimulate rich discussions and for students to make more meaningful connections with what they are reading.

One teacher, who taught intermediate students face-to-face for the full year, and took part in one of the book club initiatives, noticed students "were sharing more surface level ideas and not able to go deep with their thinking." The teacher wondered if their students were "thinking deeply while reading," and chose to take action by providing and using "a range of thoughtfully chosen texts to help facilitate more authentic, deep discussion." As a result, the teacher found that "participation and quality of ideas increased." By taking part in the literacy initiatives this year, the teacher learned "the value of picture books and encouraging students to think while reading" and plans to continue "looking for texts that students can connect to and dig deep into." This was reflected in the experiences of other teachers who observed greater connections with texts, which led to improved quality in the ideas students were discussing.

Writing Skills

Many teachers who focused on improving their students' writing skills observed that their students struggled with motivation, confidence, or engagement with their writing.

One teacher in particular said their students "did not see themselves as writers," while others said students "were reluctant to write about things they actually cared about" or commonly asked how much they have to write. Teachers wondered if frequent writing conferences, writers' workshops, or offering "different types of writing experiences" would motivate their students and help them find joy in writing.

Teachers took action to engage students in writing by creating opportunities for students to take ownership of their work, or by providing more direct support in the form of small group and one-on-one writing conferences. One intermediate teacher who taught face-to-face for the full year took action by "giving [students] lots of choices on the topics they could write on," and found that their students "actually started looking forward to

writing workshops," were able to "set their own goals," and "were in charge of their writing." This teacher learned "about the importance of empowering children to take charge of their learning." Additionally, the teachers plans to continue with their own learning process.

Another teacher, who taught in Blended for the full year, took action by "implementing small group writing conferences." The teacher noticed their students "enjoyed learning about their own writing and implementing strategies to improve their writing in relation to how it is received by the reader/audience." The teacher planned to "further curate a library of mentor texts and continue writing conferences with my students."

Vocabulary and Reading Skills

Many primary teachers focused on individual or small groups of readers. One primary school teacher who taught in Blended for the full year initially observed that their students had low confidence, were unmotivated to read, and "had difficulties decoding and would sound out letters one at a time while reading." The teacher wondered if "a focus on common CVC word families and re-reading familiar passages would help the students be able to recognize and decode more words as well as increase reading confidence," and took action by "reading books with lots of rhyme during class," and assigning "weekly poems that focused on CVC word families."[1]

The same teacher noticed that their students required "lots of repetition and guided practice," and that it could take several days of "reading and working with a poem before students felt confident enough to read it by themselves." However, the teacher noticed that "by the end of the week, students would be confident enough

to read the poems." Through this process, the teacher learned that "having frequent sessions with the students and having lots of guided practiced allowed them to slowly feel more confident and more capable of practicing on their own," and using a "short decodable passage" allowed their students to have success. The teacher planned "to continue to use this strategy with future students," and "continue to work with these students using word families to increase students' ability to decode and read independently."

Oral Language, Listening, and Conversational Skills

Teachers who focused on their students' communication, listening and oral language skills took part in a variety of initiatives. Teachers confirmed and explained that reading aloud is a powerful way to engage children in the literacy process. Teachers explained that read alouds increased student participation and motivation before, during, and 1 CVC word families include words made up of a consonant, vowel, and consonant sound. after the read aloud experience. This practice of reading aloud to children helped support their listening and speaking abilities.

One primary teacher who took part in the Powerful Read Alouds Inquiry initiative observed that the students "were very engaged in read alouds" and wondered what strategies could be used to "support this engagement and excitement to share their ideas and connections." The teacher wanted to support students' engagement and enthusiasm to share ideas, so the teacher took action by "allowing students to do their own read alouds to the class where they can stop and explain and give a connection."

An intermediate teacher who took part in one of the book club initiatives observed that their students "needed guidance in sharing their ideas with the rest of the class." The teacher wondered if their students "felt safe sharing with others or not, or if they were shy." After ensuring "students knew that all perspectives are welcomed," the teacher outlined behaviours and strategies that promoted motivation, and thereby fostered increased safety, interest, and learning. As a result of the strategies, the teacher had mentioned that "slowly students started sharing their perspectives, even the ones that were shy, or had anxiety…".

Qualitative Results

Teachers began with the sentence starter "Initially I observed…" Approximately half of the mentions (53%) were related to students' need to improve literacy skills, and nearly three in ten mentions were related to observations of student disengagement and a need to adjust assessment and teaching practices. For example, many teachers noted that students "lacked confidence in their writing", "needed help understanding texts," or struggled with "going deep with their thinking" and "making meaning." Some teachers also observed that they needed to learn more about how to support students with specific skills, or about using strategies such as read alouds.

Table 7 provides the themes and sub-themes generated from the responses of teachers regarding what they initially observed in the literacy initiative.

Table 7. "Initially I observed…" Themes and Sub-Themes

THEME	%	SUB-THEME	%
1. Students Need Additional Literacy Skills	53%	a. Students Need to Improve Critical Thinking and Comprehension Skills	18%
		b. Students Need to Improve Writing Skills	4%
		c. Students Need to Improve Reading Skills	18%
		d. Students Need to Improve Oral Language and Conversational Skills	13%
2. Student Disengagement and Need for Alternative Activities and Teaching Strategies	36%	a. Students Have Limited Confidence	8%
		b. Students Have Limited Engagement and Motivation	15%
		c. Need to Adjust Assessment, Teaching, and Literacy Activities	13%
3. Student Benefits from Activities and Teaching Approaches	11%	a. Students Were Motivated and Engaged	3%
		b. Effective Activities and Improved Student Performance	3%
		c. Students Have Some Already Developed Literacy Skills	5%
THEME TOTAL	**100%**	**SUB-THEME TOTAL**	**100%**

For the sentence starter "then I wondered…", most mentions (57%) were related to addressing students' limited engagement and the need to adjust teaching and assessment practices. Teachers wondered how to access all readers while teaching online, whether students have enough time on their assessments, or how to make time to meet with students individually. In addition, nearly four in ten mentions (37%) involved wondering about strategies that targeted specific literacy skills, how to implement them, or what their outcomes would be. For example, wondering if students would benefit from "more focus on phonemic awareness" or "using picture books and versatile strategies."

Table 8 provides the themes and sub-themes generated from the responses of teachers regarding what they wondered after making their initial observation.

Table 8. "Then I wondered…" Themes and Sub-Themes

THEME	%		SUB-THEME	%
1. About Outcomes of and Ways to Implement Strategies that Target Specific Literacy Skills	37%	a.	About Activities and Strategies for Building Critical Thinking and Comprehension Skills	11%
		b.	About Activities and Strategies for Building Writing Skills	4%
		c.	About Activities and Strategies for Building Vocabulary and Reading Skills	17%
		d.	About Activities and Strategies for Building Oral Language and Conversational Skills	5%
2. How to Address Student Disengagement and Need for Alternative Activities and Teaching Strategies	57%	a.	How to Address Students' Limited Confidence	3%
		b.	How to Address Students' Limited Engagement, Motivation, and Ownership of Learning	19%
		c.	Ways to Adjust and Develop Assessment, Feedback, Scheduling and Teaching Practices	22%
		d.	About Selecting and Integrating Effective Texts	13%
3. About Students' Existing Literacy Skills, Abilities and Challenges	6%	a.	About Students' Existing Literacy Skills, Abilities and Challenges	6%
THEME TOTAL	**100%**		**SUB-THEME TOTAL**	**100%**

Teachers then answered the prompt "I then took action by…". The highest percentage of mentions were related to implementing specific strategies and activities focused on students' critical thinking and comprehension skills (11%), and on students' reading and vocabulary skills (13%). Another 9% of mentions were also related to selecting appropriate and effective texts for working on students' critical thinking and comprehension skills.

Table 9 provides the themes and sub-themes generated from the responses of teachers regarding what action they took after making their observations.

Table 9. "I then took action by…" Themes and Sub-Themes

THEME	%		SUB-THEME	%
1. Working on Students' Critical Thinking and Comprehension Skills	32%	a.	Implementing Strategies, Teaching, and Creating Opportunities for Students to Practice Literacy and Critical Thinking Skills	11%
		b.	Using Strategies that Encourage Confidence, Enjoyment, Ownership, and Personal Connection to Text	6%
		c.	Preparing, Planning and Adjusting Assessments, Schedules, Teaching, and Literacy Activities	5%
		d.	Selecting and Incorporating Appropriate, Effective, and Diverse Texts	9%
		e.	Providing One-to-One, Small Group, and Direct Support	1%
2. Working on Students' Writing Skills	14%	a.	Implementing Activities and Teaching Focused on Literacy Strategies and Writing Skills	4%
		b.	Using Strategies that Encourage Confidence, Motivation, Ownership and Working Independently	2%
		c.	Adjusting Assessment, Teaching, and Literacy Practices	1%
		d.	Selecting and Incorporating Appropriate, Effective, and Diverse Texts	3%
		e.	Providing One-to-One, Small Group, and Direct Support	3%

THEME	%		SUB-THEME	%
3. Working on Students' Vocabulary and Reading Skills	30%	a.	Teaching, Reviewing, and Practicing Specific Literacy, Reading and Vocabulary Skills with Students	13%
		b.	Using Strategies that Encourage Enjoyment, Interests, and Engagement with Ideas and Peers	3%
		c.	Adjusting, Improving, Testing, and Developing Schedules, Activities, and Teaching Practices	6%
		d.	Selecting and Incorporating Appropriate, Effective, and Diverse Texts	4%
		e.	Providing One-to-One, Small Group, and Direct Support	4%
4. Working on Students' Oral Language, Listening, and Conversational Skills	16%	a.	Teaching Specific Oral Language, Sharing, and Literacy Skills and Strategies	4%
		b.	Using Strategies and Activities that Encourage Confidence, Enjoyment, Connection to Ideas, and Engagement in Discussion and Texts	6%
		c.	Preparing Material, Adjusting and Trying Different Teaching Practices	4%
		d.	Selecting and Incorporating Appropriate, Effective, and Diverse Texts	3%
5. Developing or Improving Teaching Approaches	8%	a.	Implementing Specific Strategies and Activities for Teaching and Engaging Students	2%
		b.	Learning About and Making Improvements to Assessments and Teaching Practices, and Professional Development	2%
		c.	Selecting and Incorporating Appropriate, Effective, and Diverse Texts	4%
THEME TOTAL	**100%**	**SUB-THEME TOTAL**		**100%**

As a result of these actions, teachers noticed that students were improving the quality of their ideas and understanding (34% of mentions) and their abilities to apply specific skills and strategies (38%). Teachers noticed students could "organically make connections" or that students began "engaging on a deeper level after trying out strategies and conferencing." However, 29% of mentions also noted further challenges or conditions with implementing and adjusting teaching practices, and with students' confidence and literacy skills.

Table 10 provides the themes and sub-themes generated from the responses of teachers regarding what they noticed after they took action.

Table 10. "I noticed that…" Themes and Sub-Themes

THEME	%		SUB-THEME	%
1. Students Improved the Quality of Their Ideas, Meaningful Connections, and Understanding of Text	34%	a.	Students Improved Critical Thinking and Comprehension Skills	12%
		b.	Sttudents Were Making Real-World, Meaningful Connections	10%
		c.	Students Were Engaged	12%
2. Students Were Improving and Applying Skills and Strategies	37%	a.	Students Increased their Confidence and Ability to Discuss and Share Thoughts	17%
		b.	Students Enjoyed Using New Strategies	10%
		c.	Students Were Learning, Improving, and Applying Reading and Writing Skills and Strategies	10%
3. There Was Room to Adjust Approaches and Implementation of Strategies and Address Students' Challenges	29%	a.	Students had Difficulties with Confidence and Specific Literacy Skills	16.5%
		b.	There Were Conditions for Successfully Approaching, Implementing and Adjusting Teaching Strategies	12.5%
THEME TOTAL	**100%**	**SUB-THEME TOTAL**		**100%**

In response to the sentence starter "I learned…", the highest percentage of mentions (37%) were about student capacities and limitations. Teachers learned about the tools, conditions, time, and environments that students need to learn effectively (14% of mentions). Teachers also learned to recognize students' need for additional guidance and provide it (14.5% of mentions). A small number of teachers also found that students are more capable and engaged than what they had expected (9% of mentions).

Table 11 provides the themes and sub-themes generated from the responses of teachers regarding what they learned after having taken action.

Table 11. "I learned…" Themes and Sub-Themes

THEME	%	SUB-THEME	%
1. Effective Use of Strategies for Teaching Literacy	33%	a. Effective Use of Group Activities, Discussion, Read-Alouds, Mentor Texts, and Books	11%
		b. Effective Use of Conferencing, Direct Teaching, Modelling, and Learning Goals	9%
		c. General Ideas and Strategies for Teaching Literacy	6%
		d. Challenges and Capabilities in Implementing Literacy Strategies	7%
2. About Student Capacities and Limitations	37.5%	a. Students are More Capable Than Expected and are Excited to Improve Literacy Skills	9%
		b. About Time, Tools, and Supportive Environment Students Need to Learn and Apply Literacy Skills	14%
		c. To Provide and Recognize Student Need for Additional Support and Guidance	14.5%
3. The Value, Importance or Benefits of Specific Literacy Strategies and Teaching Practices	29.5%	a. Value or Benefits of Read-Alouds, Re-Reading, Direct Teaching, and Modelling	13%
		b. Value of Personal Connection and Supporting Students' Ownership of Learning	6%
		c. Value or Benefits of Reading and Studying Diverse Texts	10.5%
THEME TOTAL	**100%**	**SUB-THEME TOTAL**	**100%**

The last sentence starter was "I plan to…" Almost two-thirds of mentions (64%) were related to continuing to use specific strategies, practices, and activities that teachers had learned or been implementing. Within this theme, most mentions were related to using strategies and activities focused on discussion, conversation and thinking (17%), and on reading, writing, and comprehension (15.5%). One teacher said they would "continue using the inquiry process," "continue using picture books," and "continue to encourage peer collaboration and reflection."

Table 12 provides the themes and sub-themes generated from the responses of teachers regarding what they plan to do based on what learned.

Table 12. "I plan to…" Themes and Sub-Themes

THEME	%	SUB-THEME	%
1. Continue Using Specific Strategies, Practices, and Activities with Students	64%	a. Continue Using Strategies and Activities for Teaching and Practicing Discussion, Conversation, Inquiry and Thinking Skills	17%
		b. Continue to Teach and Incorporate Specific Reading, Writing, and Comprehension Strategies and Skills	15.5%
		c. Continue Using Strategies That Build and Encourage Student Interest, Engagement, and Ownership of Learning	10.5%
		d. Continue Use of Picture Books	10.5%
		e. Continue to Support Students Individually with Conferences, Direct Instruction and Teaching Tailored to Their Needs and Class Goals	10.5%
2. Continue Learning and Improving Literacy Teaching Practices	36%	a. Try Out, Explore, or Experiment with Using Strategies and Implementing Them in Classrooms Without COVID Restrictions	8%
		b. Improve and Implementation of Strategies, Assessment, or Classroom Practices	9%
		c. Continue With Teacher Resource Books, Professional Development, or Own Learning Process	12%
		d. Curate, Collect, and Look For Effective Picture Books, Mentor Texts, and Best Friend Books	7%
THEME TOTAL	100%	SUB-THEME TOTAL	100%

INTELLECTUAL DEVELOPMENT

GRADE-TO-GRADE TRANSITIONS

Transitions are changes or movement from one stage to another, at significant points in our students' lives. Transitions can be disruptive at times, and as a result, require the provision of extra care and attention to student needs, which in turn further informs our practices and our supports.

Indigenous students, English Language Learners, and Students with Special Needs or Diverse Abilities had a higher transition rate than the provincial averages of their respective sub-groups. Figure 3 provides a five-year period of transition data for all students and four sub-groups who successfully transitioned between Grade 9 and Grade 10.

Figure 3. Percentage and number of Surrey students who successfully transitioned from Grade 9 to Grade 10, 2015/16–2019/20

Legend:
- All Students
- Indigenous Students
- Children and Youth in Care
- English Language Learners
- Students with Special Needs or Diverse Abilities
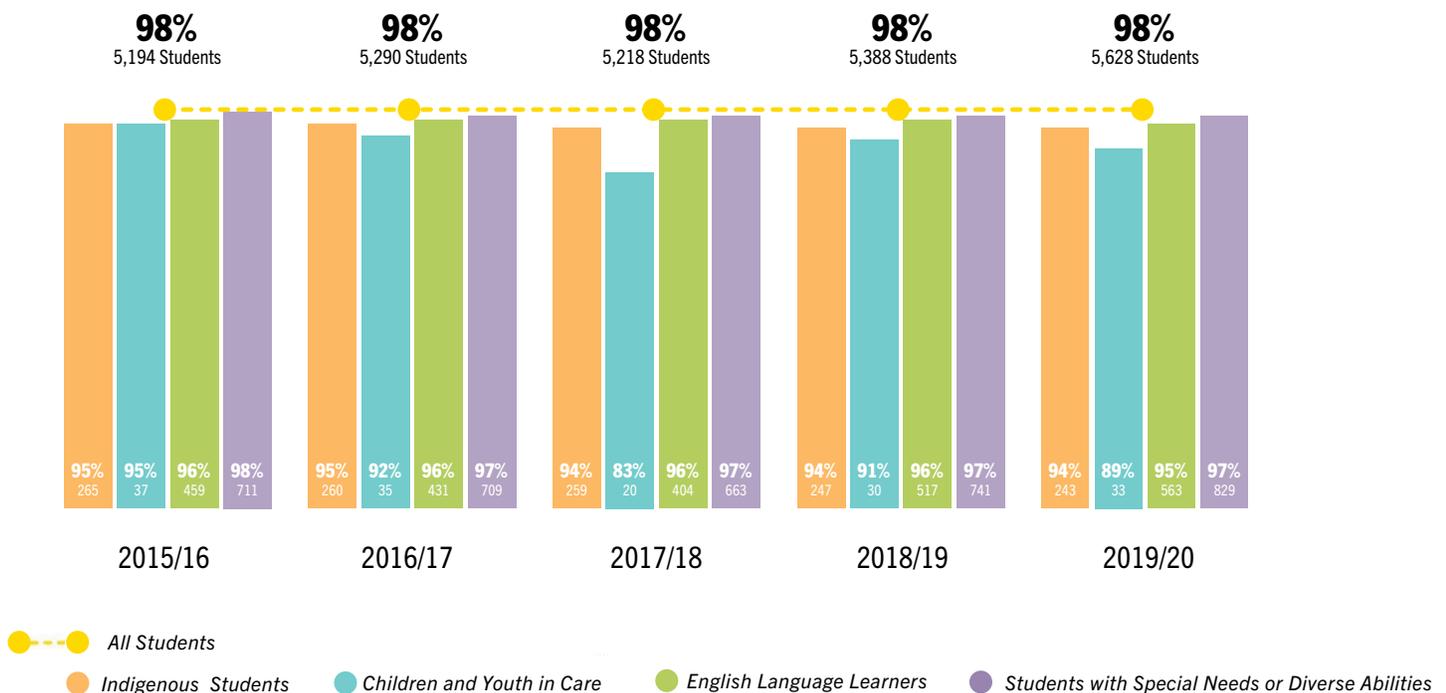
Indigenous students with off-reserve status have had a slight decrease in the percentage of students successfully transitioning between Grade 9 and Grade 10 year-over-year. This group of students have transitioned at lower rates than provincial averages by 1%. Indigenous students with on-reserve status have successfully transitioned to Grade 10 in three of the last five years, each exceeding the percentage of the province. See Table 13 for a breakdown of the percentage and number of Indigenous students living on and off-reserve who successfully transitioned between Grade 9 and Grade 10.

Table 13. Percentage and number of Indigenous students in Surrey [by reserve status] who successfully transitioned from Grade 9 to Grade 10, 2015/16–2019/20

ACADEMIC YEAR	SUCCESSFUL TRANSITION RATES (ON-RESERVE STATUS)[1]		SUCCESSFUL TRANSITION RATES (OFF-RESERVE STATUS)	
2015/16	100%	19	95%	246
2016/17	45%	16	94%	244
2017/18	87%	13	94%	246
2018/19	88%	7	94%	238
2019/20	100%	15	93%	226

[1] Small population sizes increases the variability in transition rates, which result in significant drops and increases in percentages

Over a five-year period, the transition rates between Grade 10 and Grade 11 among students have increased year-over-year. Students transitioned into Grade 11 at a lower rate (95%) than the provincial average (96%) at the end of the 2019/20 school year. Though Indigenous students successfully transitioning to Grade 11 was 10% lower than the provincial average for the 2015/16 and 2016/17 academic years, for the past three years, Indigenous students are now successfully transitioning to Grade 11 at similar rates as the provincial average (91%).

Children and Youth in Care, however, transitioned from Grade 10 to Grade 11 at a much greater rate (97%) than the provincial average (85%). English Language Learners have exceeded provincial averages in each of the past five years by 1%–2%. The transition rates for the Students with Special Needs or Diverse Abilities have improved the last two academic years and are on par with the provincial averages of 94% (2018/19) and 95% (2019/20). Figure 4 provides a five-year period of transition data for all students and four sub- groups who successfully transitioned to Grade 11.

Figure 4. Percentage and number of Surrey students who successfully transitioned from Grade 10 to Grade 11, 2015/16–2019/20
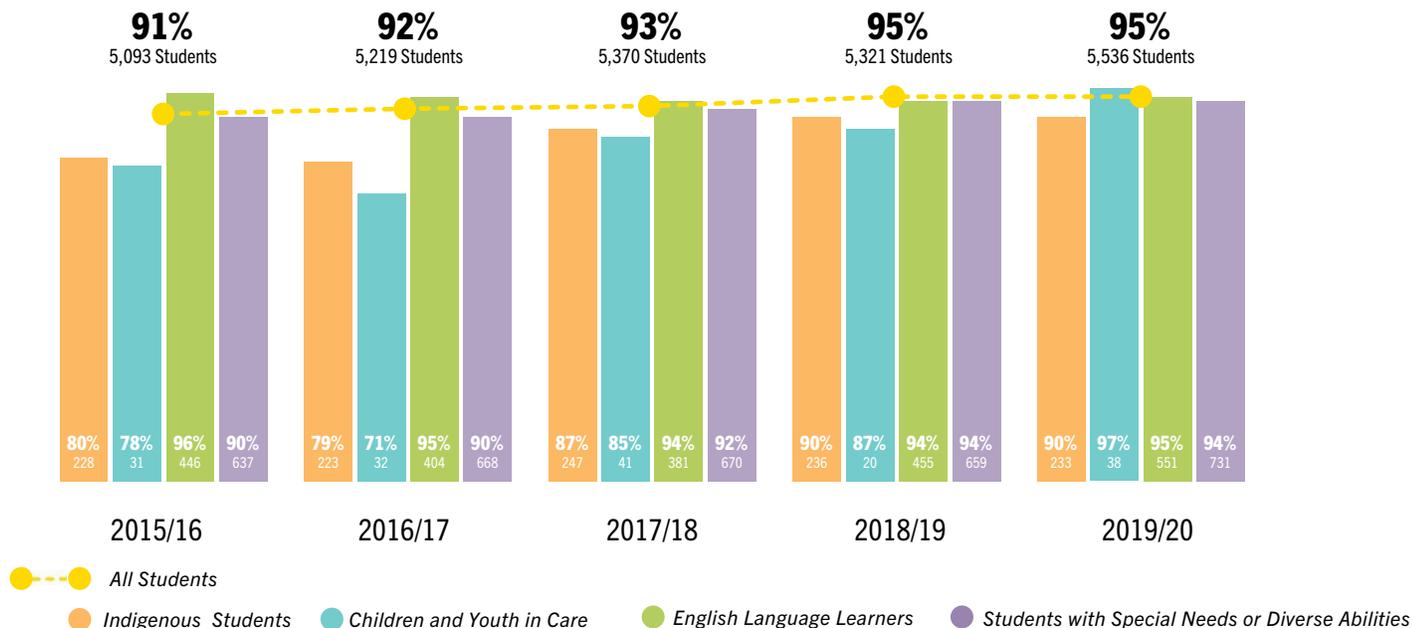
Indigenous students with off-reserve status have successfully transitioned to Grade 11 at greater rates each year between the 2016/17 and 2018/19 academic years. The group of students have transitioned at lower rates than provincial averages. The gap has closed in the past two years when the percentage of Indigenous students with off-reserve status who have successfully transitioned to Grade 11 was under the provincial average of 92% in 2018/19 and 2019/20 by 1% and 2% respectively.

The percentage of Indigenous students with on-reserve status that have successfully transitioned between Grade 10 and Grade 11 since 2018/19 has increased. See Table 14 for a breakdown of the percentage and number of Indigenous students living on and off-reserve who successfully transitioned between Grade 10 and Grade 11.

Table 14. Percentage and number of Indigenous students in Surrey [by reserve status] who successfully transitioned from Grade 10 to Grade 11, 2015/16–2019/20

ACADEMIC YEAR	SUCCESSFUL TRANSITION RATES (ON-RESERVE STATUS)[1]		SUCCESSFUL TRANSITION RATES (OFF-RESERVE STATUS)[2]	
2015/16	80%	12	80%	216
2016/17	64%	14	80%	209
2017/18	85%	17	87%	230
2018/19	69%	9	91%	227
2019/20	88%	7	90%	226

[2] *Small population sizes increases the variability in transition rates, which result in significant drops and increases in percentages*

Over a five-year period, the transition rates between Grade 11 and Grade 12 students have increased year-over-year and has remained at or above provincial averages each year. Students transitioned into Grade 12 at a similar rate (95%) as the province (96%) at the end of the 2019/20 school year. Each year since the 2015/16, Indigenous students have successfully transitioned to Grade 12 at higher rates than the previous year. Though Indigenous students were successfully transitioning to Grade 12 at similar or lower rates than the province, the 2019/20 academic year resulted in similar transition success as the province (86%).

The number of Children and Youth in Care who have successfully transitioned to Grade 12 has consistently been higher than provincial averages, with exception to the 2016/17 academic year when the provincial (73%) exceeded the percentage of this sub-group (70%). In the last academic year, this group of students had a significantly greater percentage (94%) who successfully transitioned to Grade 12 compared to the province (81%). In all but one academic year (2016/17), Children and Youth in Care had a much greater percentage of students transitioning to Grade 12 (97%) than the province (85%).

English Language Learners have exceeded provincial averages in four of the past five years by 1% to 4%. Only in 2016/17 did this group of student successfully transition to Grade 12 at the same rate as the province (87%), while being on par with all Surrey students in two of the last three years.

In 2019/20, Students with Special Needs or Diverse Abilities successfully transitioned to Grade 12 at a higher rate (93%) than the previous year. Since 2016/17, this group of students in our district have successfully transitioned to Grade 12 at similar or better rates than the province by 1% to 2%. Figure 5 provides a five-year period of transition data for all students and four sub-groups who successfully transitioned to Grade 12.

Figure 5. Percentage and number of Surrey students who successfully transitioned from Grade 11 to Grade 12, 2015/16–2019/20
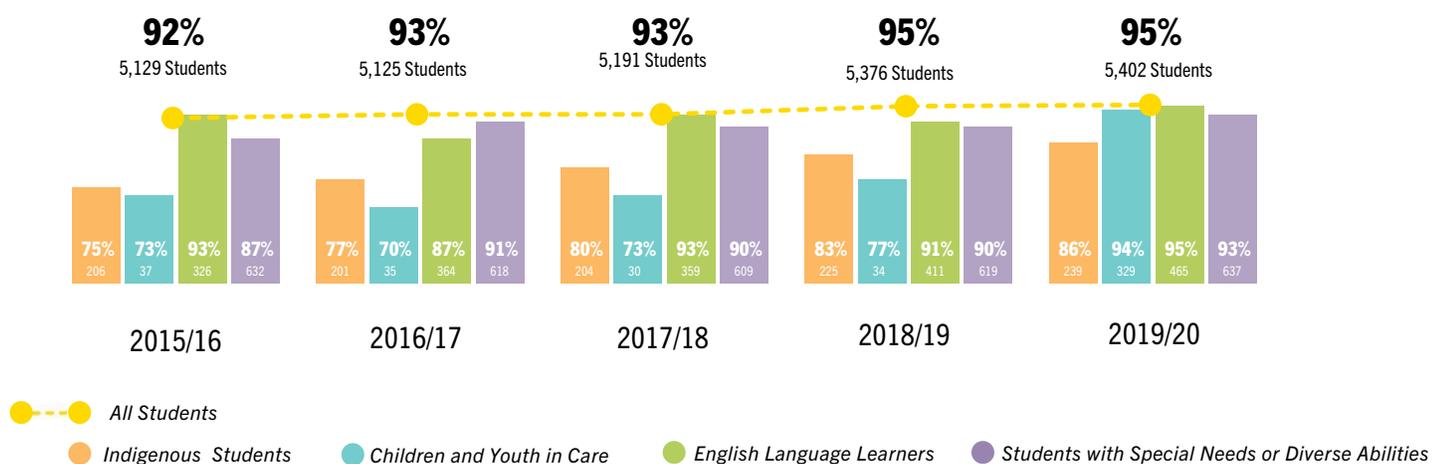
Indigenous students with off-reserve status have successfully transitioned to Grade 12 at greater rates each year since the 2015/16 academic year. The group of students have transitioned at lower rates than provincial averages; however, in the most recent academic year, the gap has closed as the percentage of students is under the provincial average (88%) by 2%.

Indigenous students with on-reserve status have also seen an increase in the percentage of the group successfully transitioning between Grade 11 and Grade 12. See Table 15 for a breakdown of the percentage and number of Indigenous students living on and off reserve who successfully transitioned between Grade 11 and Grade 12.

Table 15. Percentage and number of Indigenous students in Surrey [by reserve status] who successfully transitioned from Grade 11 to Grade 12, 2015/16–2019/20

ACADEMIC YEAR	SUCCESSFUL TRANSITION RATES (ON-RESERVE STATUS)[3]		SUCCESSFUL TRANSITION RATES (OFF-RESERVE STATUS)	
2015/16	63%	16	75%	196
2016/17	75%	16	76%	189
2017/18	69%	16	81%	193
2018/19	94%	18	82%	208
2019/20	83%	12	86%	229

[3] *Small population sizes increases the variability in transition rates, which result in significant drops and increases in percentages*

INTELLECTUAL DEVELOPMENT

FOUNDATION SKILLS ASSESSMENT–WRITING

Grade 4 FSA Writing

Grade 4 students in Surrey who participated in FSA Writing had a greater percentage of students who were on-track or extending compared to all sub-groups across years, with two exceptions. **Children and Youth in Care** had a higher percentage of its population (80%) who were on-track or extending in 2017/18 compared to all Grade 4 students in Surrey. **English Language Learners** had the same percentage of its population (89%) who were on-track or extending in 2018/19 as all Grade 4 students.

Grade 4 students in Surrey who were on-track or extending on FSA Writing results in 2017/18 was 79%. The following two academic years saw improvements, with 89% in 2018/19 and 88% in 2019/20—representing a growth of 13% and 11% respectively.

The percentage of participating Grade 4 **Children and Youth in Care** who were on-track or extending on FSA Writing in 2018/19 decreased by 5% from the previous year.

For the 2019/20 academic year, participating **Children and Youth in Care** who were on-track or extending was 80%, reflecting a 5% increase from the previous year. The growth in this student group has not kept pace with the 10% increase among all Grade 4 students who are on-track or extending.

There was a 16% difference between the percentage of **Indigenous students** and the percentage of all Grade 4 students who were on-track or extending on FSA Writing in 2017/18. In 2018/19, the gap decreased by one-third (33%), with 10% separating **Indigenous students** and all Grade 4 students. For the 2019/20 FSA Writing results, the gap did increase but the difference in percentages of **Indigenous students** and all Grade 4 students in Surrey being on-track or extending was narrower than the differences noted for the 2017/18 academic year. See Figure 6 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Writing since the 2015/16 school year.

Figure 6. Percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Writing, 2015/16–2020/21

87%
3,290 Students

86%
3,147 Students

79%
2,675 Students

89%
2,912 Students

88%
2,650 Students

84%
1,733 Students

| 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |

2015/16: 52% 83 | 63% 10 | 86% 1,537 | 66% 130
2016/17: 49% 84 | 67% 12 | 87% 1,528 | 65% 128
2017/18: 63% 71 | 80% 12 | 78% 1,311 | 67% 118
2018/19: 79% 99 | 75% 9 | 89% 1,433 | 71% 134
2019/20: 74% 67 | 80% 8 | 87% 1,323 | 71% 100
2020/21: 63% 43 | MASKED | 82% 856 | 66% 71

- ●--● **All Students**
- ● *Indigenous Students*
- ● *Children and Youth in Care*
- ● *English Language Learners*
- ● *Students with Special Needs or Diverse Abilities*

Grade 7 FSA Writing

The Surrey Grade 7 student population who participated in the provincial assessments has seen an overall decrease in the proportion of students who were on-track or extending on FSA Writing over the past five years. Students were on-track or extending at a rate of 90% and 91% in the 2015/16 and 2017/18 academic years respectively and dropped to 83% in the 2019/20 academic year. Overall FSA participation rate steadily decreased from 80% in the 2015/16 academic year to 57% in the 2019/20 academic year.

The percentage of participating Grade 7 **Indigenous students** who were on-track or extending on FSA Writing went from 77% in the 2015/16 academic year to 66% in 2016/17. Writing FSA outcomes for participating students in this sub-group increased to 79% in 2017/18, then decreased to 70% and 69% in the 2018/19 and 2019/20 academic years respectively. FSA participation among **Indigenous students** saw a steady decline

from 67% in the 2015/16 academic year to 35% in the 2018/19 academic year.

Students with Special Needs or Diverse Abilities had a drop in the percentage of students who were on-track or extending on their Grade 7 FSA Writing between 2015/16 (77%) and 2016/17 (66%). The percentage who were on-track or extending increased to 81% in 2017/18, then declining to 78% and 69% in the 2018/19 and 2019/20 academic years respectively. Grade 7 **Students with Special Needs or Diverse Abilities** had a steady decline in FSA participation rates for FSA Reading, with 52% participating rates for the Grade 7 FSA Reading, with 52% participating in 2015/16 academic year to 34% in the 2019/20 academic year. See Figure 7 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 7 Writing since the 2015/16 academic year.

Figure 7. Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Writing, 2015/16–2020/21

90%
3,642 Students

86%
3,245 Students

91%
3,219 Students

89%
2,853 Students

83%
2,701 Students

89%
1,987 Students

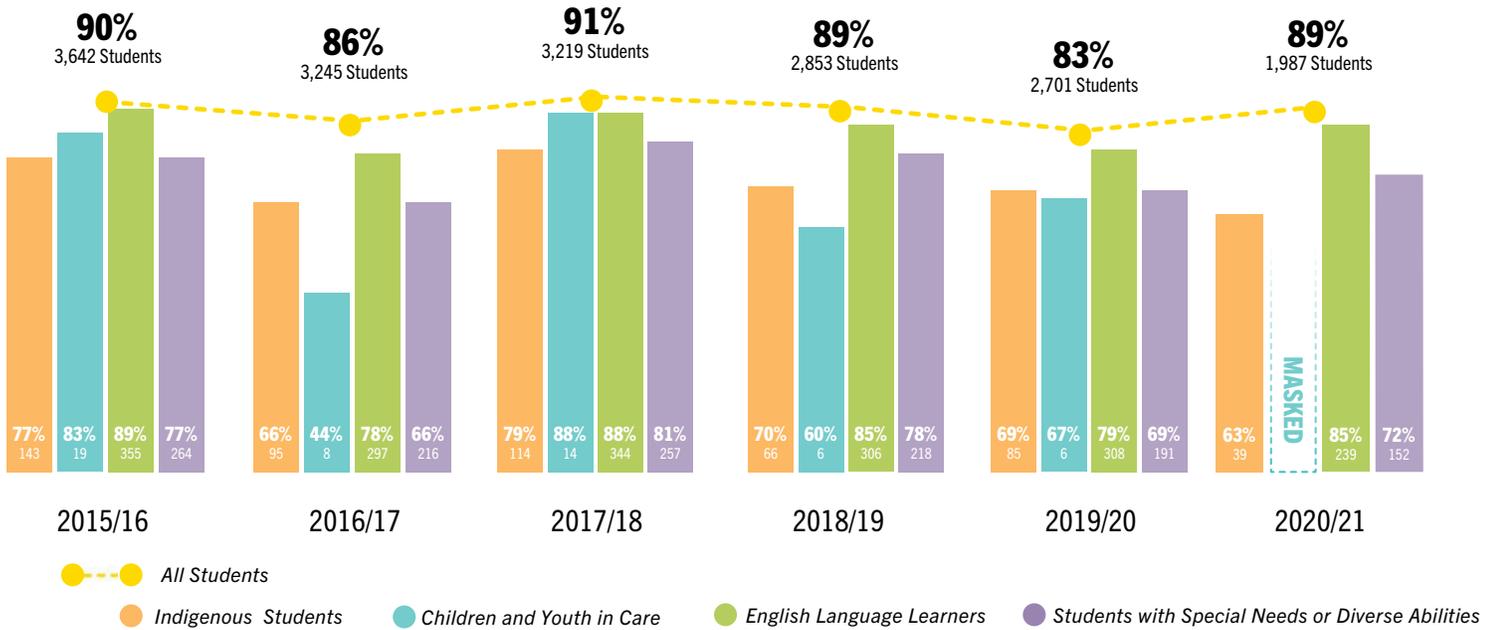|	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Indigenous Students	77% / 143	66% / 95	79% / 114	70% / 66	69% / 85	63% / 39
Children and Youth in Care	83% / 19	44% / 8	88% / 14	60% / 6	67% / 6	MASKED
English Language Learners	89% / 355	78% / 297	88% / 344	85% / 306	79% / 308	85% / 239
Students with Special Needs or Diverse Abilities	77% / 264	66% / 216	81% / 257	78% / 218	69% / 191	72% / 152

- - - ○ *All Students*

● *Indigenous Students*   ● *Children and Youth in Care*   ● *English Language Learners*   ● *Students with Special Needs or Diverse Abilities*

Children and Youth in Care had a wide variance in the proportion of students who were on-track or extending on their Grade 7 FSA Writing. Results in 2015/16 was 83% of the student group being on-track or extending, decreasing to 44% in 2016/17, only to double to 88% in 2017/18. Results for this sub-group dropped to 60% in the 2018/19 academic year, then increased to 67%. **Children and Youth in Care** had a consistent decrease in FSA participation rates between the 2015/16 (72%) and 2019/20 (30%) school years.

English Language Learners who participated in the FSA followed a similar pattern, going from 89% who were on-track or extending on their FSA Writing in the 2015/16 academic year, declining to 78% in 2016/17. Results increased the next year for this student sub-group, only to decline to 85% and 79% in the 2018/19 and 2019/20 school years, respectively. **English Language Learners** had a consistent decrease in FSA participation rates between 2015/16 (69%) and 2019/20 (49%).

INTELLECTUAL DEVELOPMENT

FOUNDATION SKILLS ASSESSMENT–READING

Grade 4 FSA Reading

Among Grade 4 students in Surrey who participated in the Reading portion of the 2015/16 FSA, 76% were on-track or extending. This percentage increased to 77% in 2016/17, fluctuating between 72% and 77% between the 2017/18 and 2020/21 school years. FSA participation Grade 4 students in Surrey decreased steadily from 76% in 2015/16 to 59% in both the 2019/20 and 2020/21 academic years.

For both 2015/16 and 2016/17 academic years, 62% of **Indigenous students** participating in the FSA were on-track or extending. This percentage decreased to a low of 50% in the 2019/20 academic year, but increased to 61% in 2020/21. FSA participation rates for this sub-group fluctuated, with 60% participating in 2015/16, 64% in 2016/17, and 30% in 2020/21. For the 2016/17 school year, 63% of **Indigenous students** with off-reserve status were on-track or extending while the results for **Indigenous students** with on-reserve status was 45%.

Among Grade 4 **Children and Youth in Care** who participated in FSA Reading, the percentage of students who were on-track or extending followed a wave-like pattern of increases and decreases. In the 2015/16 academic year, 63% of students in this sub-group were on-track or extending, followed

by 70%, 53%, and 64% in the 2016/17, 2017/18, and 2018/19 school years, respectively. In 2019/20, 1results dropped to 8%, but due to the small population in this sub-group, it is not unusual to see wide variance in percentages year-over-year. FSA participation rates also fluctuated greatly over the same five-year span. In 2015/16, 44% of students in this sub-group participated in FSA Reading, which increased to 51% in 2016/17, and then decreasing to 39% a few academic years later in 2019/20.

The percentage of participating Grade 4 **English Language Learners** who were on-track or extending in 2015/16 was 70%, followed by 73%, 69%, and then 68% in the 2016/17, 2017/18, and 2018/19 academic years respectively. In 2019/20, the percentage decreased to 65%, but increased to a high of 74% in 2020/21. FSA Reading participation rates among Grade 4 **English Language Learners** steadily declined from 74% in 2015/16 to 48% in the 2020/21 academic year.

The percentage of **Students with Special Needs or Diverse Abilities** participating in FSA Reading who were on-track or extending steadily declined over a five-year span, starting at 66% in 2015/16 and 57% in both the 2018/19 and 2019/20 academic years. However, results improved to a high of 67% in 2020/21. FSA participation rates among this group went from 42% in 2015/16 to 21% in 2020/21. Figure 8 provides the five-year trends of the percentage and number of students who are on-track or extending on the Grade 4 FSA Reading.

Figure 8. Percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Reading, 2015/16–2020/21
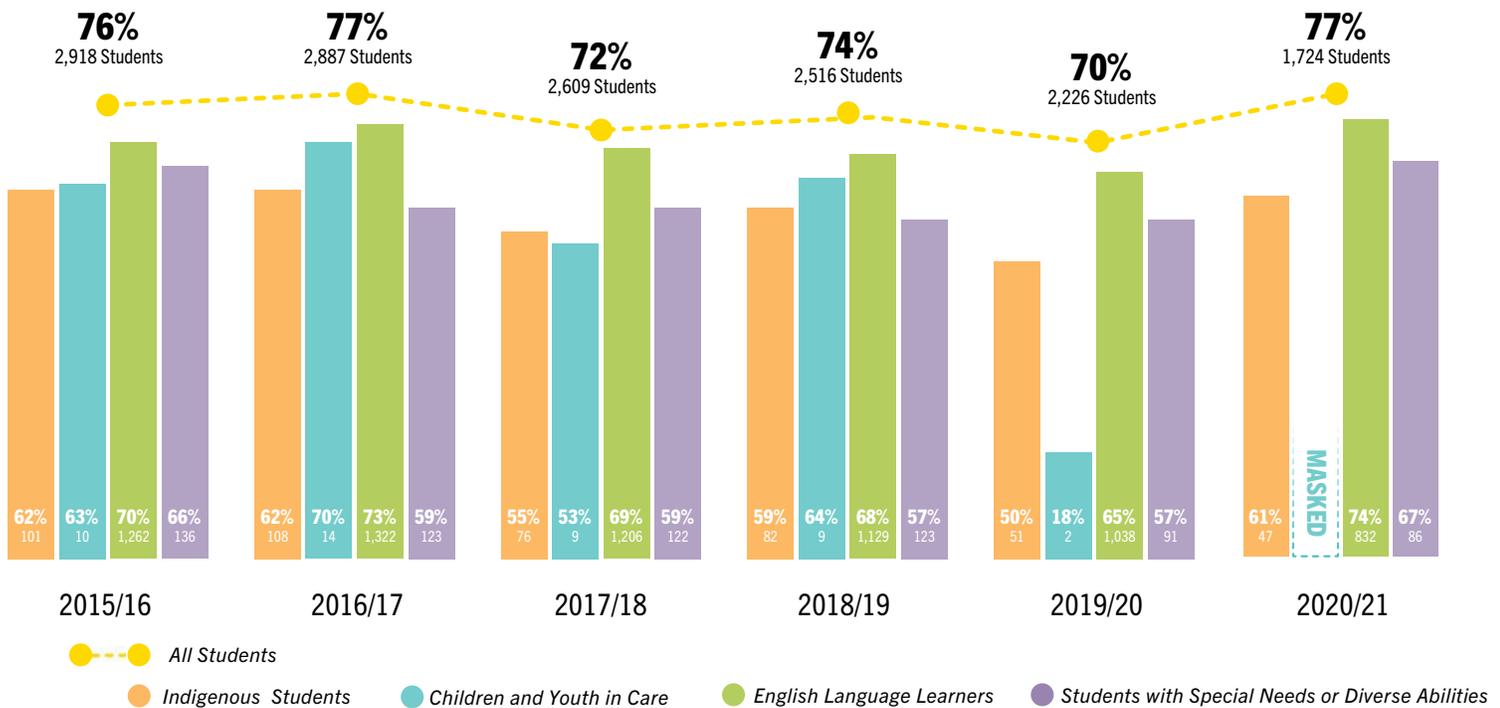
Grade 7 Reading

Grade 7 Surrey students who participated in FSA Reading has seen an overall increase in the proportion of students who were on-track or extending over the past five years, including 75% in the 2015/16 academic year. The percentage has fluctuated since the 2016/17 academic year, increasing to 80% in 2019/20, dropping to 77% the following year. This wave-like pattern is seen in most student sub-groups for the Grade 7 Reading FSA and is similar to patterns seen in the Grade 4 Reading FSA— only with the increases and decreases inverted. Overall participation rates in the Grade 7 FSA Reading saw a steady decline, decreasing from 81% in the 2015/16 academic year to 41% in the 2020/21 academic year.

The percentage of Grade 7 **Indigenous students** who participated in FSA Reading and were on-track or extending fluctuated between 62% in 2015/16, 56% in 2018/19, to a peak of 68% the following year, dipping to 54% in 2020/21. Participation rates for this sub-group

of students followed a pattern similar to their Grade 7 Writing FSA participation rates. In 2015/16, 70% participated in FSA Reading, which decreased to 42% in 2018/19, then increasing to 47% in the 2019/20 academic year. In 2020/21, one-quarter (26%) of the sub-group had participated in the Reading portion of the FSA.

The proportion of **English Language Learners** who were on-track or extending on their Grade 7 Reading FSA, had similar increases and decreases over the six-year span. Starting with 61% of students who were on-track or extending in 2015/16, the percentage then decreased to 58% in 2016/17, increased to 65% in 2017/18, and decreased again to 59% in 2018/19. In the 2019/20 academic year, 71% of Grade 7 **English Language Learners** were on-track or extending, which declined to 63% the following year. Figure 9 provides the 6-year trends of the percentage and number of students who are on-track or extending on Grade 7 FSA Reading.

Figure 9. Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Reading, 2015/16–2020/21

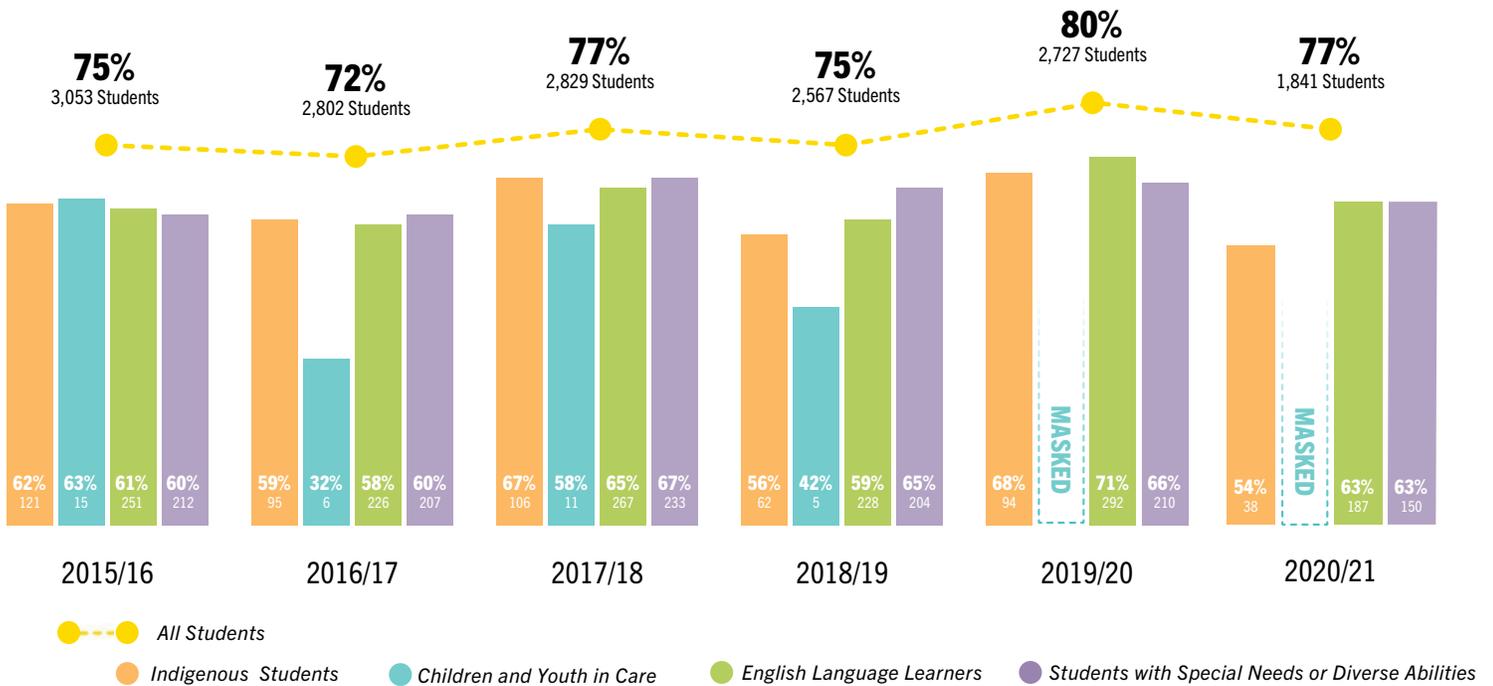were on-track or extending. In the most recent year, 63% of students in this sub-group were on-track or extending. FSA participation rates among Grade 7 **English Language Learners** saw a downward trend, falling from 72% in the 2015/16 academic year to 52% and 36% in the 2019/20 and 2020/21 academic years, respectively.

The proportion of Grade 7 **Children and Youth in Care** that were on-track or extending on their Reading FSA followed both the high variance pattern attributed to the low overall population of **Children and Youth in Care**, as well as the wave-like pattern seen in most student sub-groups. Among Grade 7 **Children and Youth in Care** who participated in the FSA Reading in 2015/16, 63% were on-track or extending, followed by 32%,

58%, and 42% in the 2016/17, 2017/18, and 2018/19 school years, respectively. **Children and Youth in Care** participation in FSA Reading went from 75% in 2015/16 to 30% in 2019/20.

Among Grade 7 **Students with Special Needs or Diverse Abilities** who participated in FSA Reading in 2015/16 and 2016/17, revealed that 60% of the students were on-track or extending. Results from this sub-group of students increased the following year and has stayed between 65% and 67% since 2017/18. FSA participation rates among **Students with Special Needs or Diverse Abilities** went from 54% in 2015/16 to 39% and 26% in the 2019/20 and 2020/21 academic years, respectively.

INTELLECTUAL DEVELOPMENT

NUMERACY INITIATIVES

Surrey Schools partners with teachers to explore evidence-based numeracy instruction and assessment practices. Teachers participated in district-led sessions to: (1) improve their articulation of math goals and competencies, (2) deepen student learning of provincial learning standards, (3) design proficiency scales to communicate growth and concepts, (4) gather evidence of student learning, and (5) broaden their understanding of what constitutes student learning in mathematics.

In Table 16 below, we provide an overview of select numeracy initiatives our district has implemented and evaluated this year.

Table 16. Surrey School District Numeracy Initiatives

NUMERACY INITIATIVE	DESCRIPTION
1. Building Thinking Classrooms in Mathematics	Through reading then discussing the professional learning resource, *Building Thinking Classrooms in Mathematics* at facilitated webinars, teachers learned about and attempted to implement fourteen research-based practices to engage students in deep mathematical thinking.
2. Assessment in Secondary Mathematics	In collaborative inquiry teams, teachers explored ways to change their assessment practices (e.g., creating new summative assessments together; designing standards-based grading systems, rubrics, and learning progressions; determining letter grades/percentages; portfolios; looking at sample student work and other evidence of learning; etc.) to better assess and evaluate what students know and can do within secondary mathematics.
3. Assessment in Elementary Mathematics	In collaborative inquiry teams, teachers implemented standards-based assessment practices (i.e., designing rubrics and learning progressions that communicate quality and growth with respect to learning standards; analyzing sample student work and other evidence of learning through the lens of these rubrics/progressions; etc.) to better assess and evaluate what students know and can do within elementary mathematics.

Classroom teachers were provided a survey with a series of teaching and assessment practices. Teachers were asked to read each statement and indicate whether they had observed the impact on students' numeracy development as described in the statements. Across all impact statements, at least 90% of the responses from classroom teachers indicated they had observed initiative impacts, with the exception to 1) constructing proficiency scales that communicate growth in their students' capacity to engage in curricular competencies and 2) support with centering assessment practices around gathering evidence of learning rather than gathering points on tasks. Figure 10 provides a breakdown of the impacts the numeracy initiatives had on their teaching and assessment practices.

Figure 10. Percentage of classroom teachers who observed impacts from the Surrey School District Numeracy Initiatives on their assessment and teaching practices, 2020/21

	Observed	Not Yet Observed
Developing strength-based language and criteria that clearly describes what my students know and can do at each proficiency level	91%	9%
Constructing Proficiency Scales that communicate growth in my students' capacity to engage in curricular competencies	82%	18%
Constructing Proficiency Scales that communicate a developmental progression of concepts and/or a depth of understanding of content	91%	9%
Understanding the meaning of the different Proficiency Scale Levels (i.e., emerging, developing, proficient, and extending) and how these differ from the Expectation Levels (i.e., not yet meeting, minimally meeting, meeting, exceeding) of previous curriculam	91%	9%
Determining and writing clear Learning Goals that address content and competencies (either separately or integrated)	91%	9%
Support in gathering evidence of student learning from these experiences	91%	9%
Support in planning learning experiences that engaged students in curricular competencies	91%	9%
Deepened understanding of the learning standards (content and/or competencies)	91%	9%
Considered many sources of evidence (i.e., conversations, observations, products) when evaluating student learning	91%	9%
Support with centering assessment practices around gathering evidence of learning rather than gathering points on tasks	82%	18%

● *Observed*   ● *Not Yet Observed*

INTELLECTUAL DEVELOPMENT

FOUNDATION SKILLS ASSESSMENT–NUMERACY

Grade 4 FSA Numeracy

B.C.'s Ministry of Education defines numeracy skills as "the ability to understand and apply mathematical concepts, processes, and skills to solve problems and make decisions in a variety of situations, including real-life scenarios."
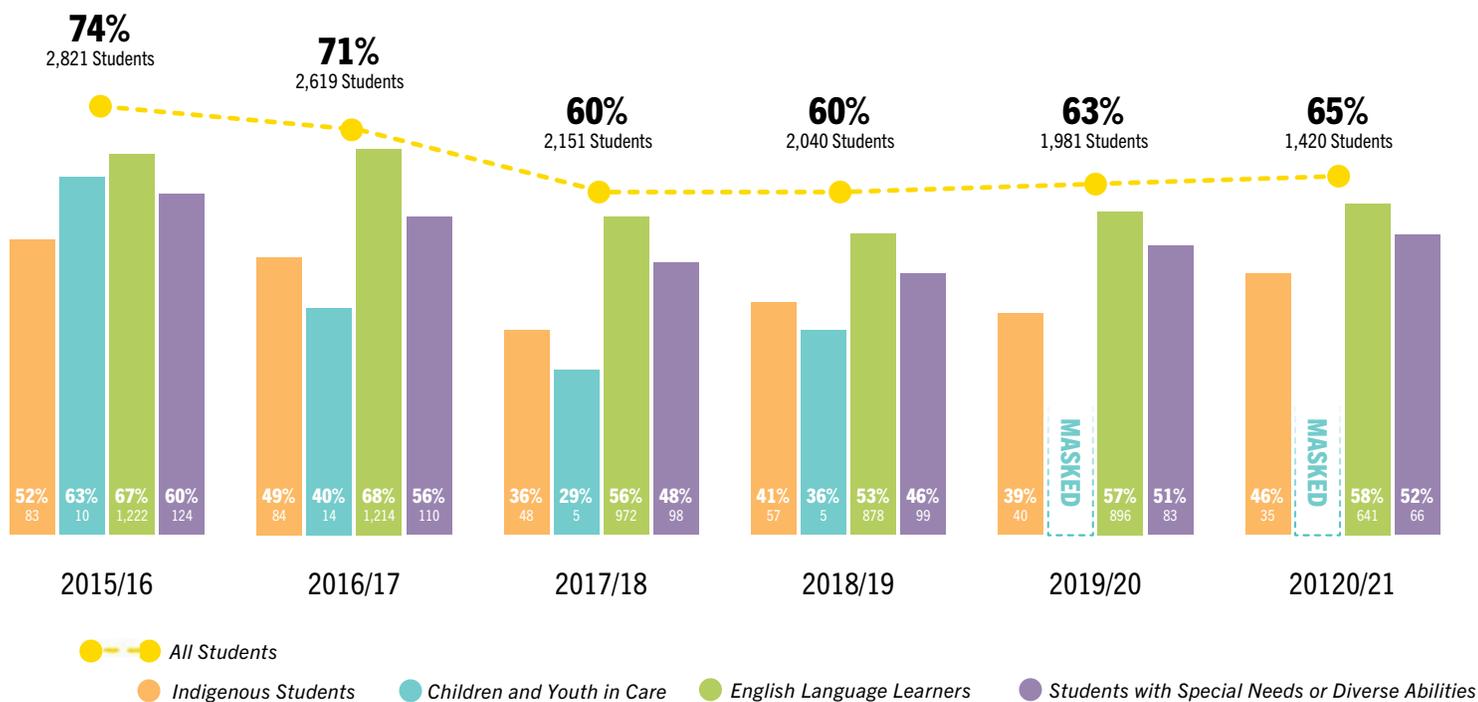
Grade 4 students in Surrey who participated in the FSA and are on-track or extending on the Numeracy portion of the provincial assessments dropped from 74% in the 2015/16 academic year to a low of 60% in 2017/18 and 2018/19. The percentage of students who are on-track or extending rose to 63% in the 2019/20 academic year and again increased to 65% in the 2020/21 academic year. What may account for the decline are the lower participation rates year-over-year. Since the high of 76% in 2015/16, participation rates have dropped by nearly half (47%) when the 2020/21 academic year resulted in a participation rate of 40%.

Similarly, each sub-group has had a decline in the percentage of students who are on-track or extending since the 2015/16 and 2016/17 academic years. Indigenous students have seen a decline in the percentage who are on-track or extending, with a high of 52% in the 2015/16 school year and dipping to 36% in 2017/18. It should be noted that FSA

participation rates among Indigenous students went from 59% in the 2015/16 and 2016/17 academic years, to 40% in both 2017/18 and 2019/20. Indigenous students have had an improvement in the last school year, when the percentage who are on-track or extending increased to 46%—representing an 18% improvement between 2019/20 and 2020/21.

For the 2016/17 school year, nearly half (49%) of Indigenous students with off-reserve status were on-track or extending while 40% of Indigenous students with on-reserve status were on-track or extending. English Language Learners and Students with Special Needs or Diverse Abilities saw an increase in the proportion of their population that were on-track or extending as well, with English Language Learners increasing from 56% and 53% in 2017/18 and 2018/19 respectively to 58% in 2020/21; FSA Numeracy results for Students with Special Needs or Diverse Abilities rose from 48% and 46% in 2017/18 and 2018/19 to 52% in 2020/21. See Figure 11 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Numeracy since the 2015/16 academic year.

Figure 11. Percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Numeracy, 2015/16–2020/21

Grade 7 FSA Numeracy

Grade 7 Surrey students who participated in the FSA and are on-track or extending on FSA Numeracy dropped from 72% and 74% in the 2015/16 and 2016/17 academic years respectively. Results from the last school year has improved to 70%. FSA participation rates have been on a steady decline throughout the six-year span, dropping from a high of 81% in 2015/16 to 40% in 2020/21.

Students with Special Needs or Diverse Abilities who completed the assessment have had an upward trend in students who are on-track or extending from 51% in the 2015/16 academic year to 57% in 2017/18, and 2020/21. Likewise, **Indigenous students** improved to 53% in 2019/20, which is up from from 37% in 2018/19.

Participation among **Students with Special Needs or Diverse Abilities** decreased from 54% in the 2015/16 academic year to 26% in 2020/21,while Indigenous students saw a decrease in participation from 70% in 2015/16 to 27% in 2020/21.

For the 2017/18 school year, nearly half (47%) of **Indigenous students** with off-reserve status were on-track or extending compared to 30% of students in the same sub-group with on-reserve status.

Children and Youth in Care saw more fluctuation in the proportion of students achieving on-track or extending in their Grade 7 FSA Numeracy scores than other student sub-groups, changing by at least 8% each year.

English Language Learners saw a drop from 68% and 72% in the 2015/16 and 2016/17 academic years to 60% in 2017/18, where it remained between 59% and 62% for the next four academic years. FSA participation rates among this group of students went from 74% in 2015/16 to 36% in 2020/21. See Figure 12 for a breakdown of the percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Numeracy since the 2015/16 academic year.

Figure 12. Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Numeracy, 2015/16–2020/21

Legend:
- All Students
- Indigenous Students
- Children and Youth in Care
- English Language Learners
- Students with Special Needs or Diverse Abilities
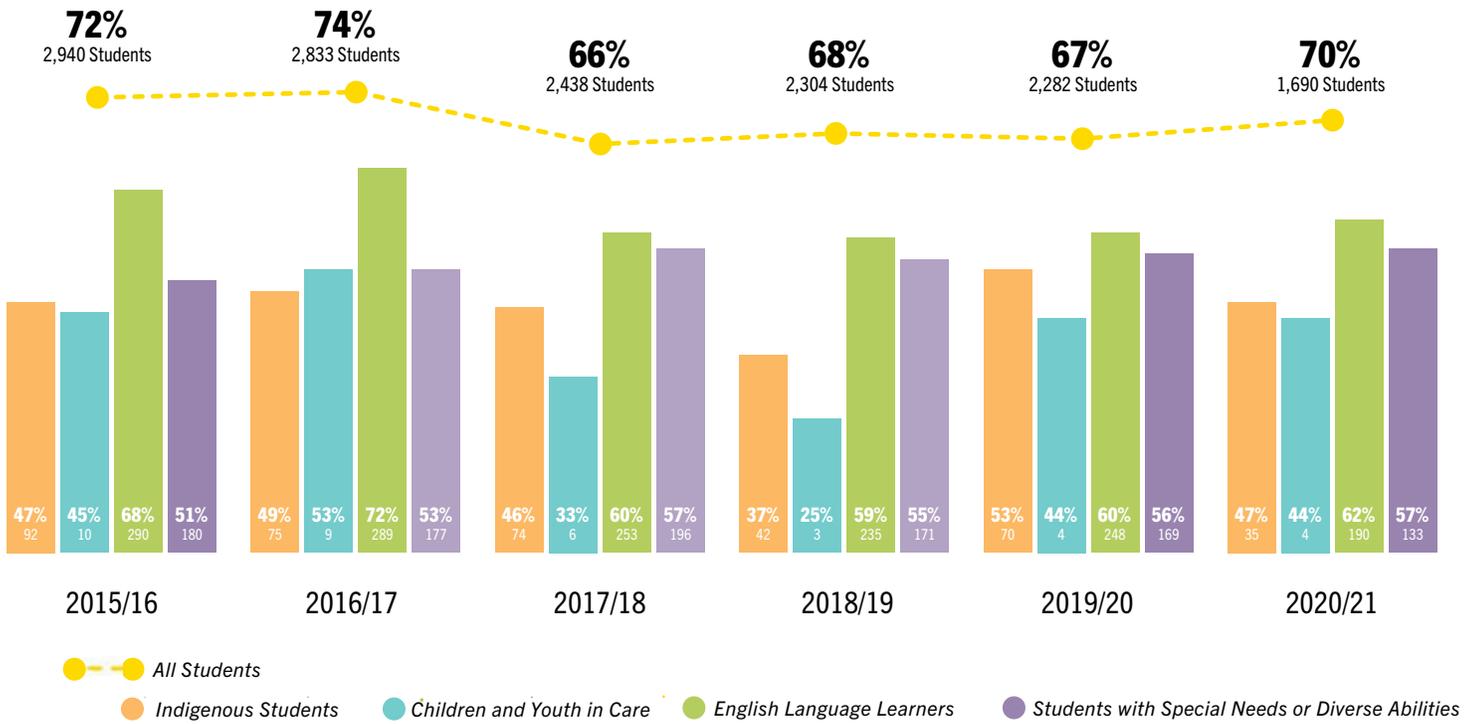
HUMAN AND SOCIAL DEVELOPMENT

EDI, MDI AND SLS DATA

Early Development Instrument (EDI)

The Early Development Instrument (EDI) is a questionnaire completed by Kindergarten teachers from across BC, measuring five core areas of early child development: these areas are good predictors of adult health, education and social outcomes.

1) physical health and wellbeing,

2) social competence,

3) emotional maturity,

4) language and cognitive development, and

5) communication skills.

Wave 7 data collection for the EDI took place over three school years, beginning with 2016/17 and ending in 2018/19. The 2018/19 school year included 4,872 Kindergarten students who were assessed using the EDI, the largest student population of the three years, and representing 96% of the total 5,105 Kindergarten students assessed in Surrey during that span. Results of the EDI revealed that among the total of 5,105 students assessed over the 3-year period of Wave 7, two-thirds (65%) of Surrey's Kindergarten students are not vulnerable on any EDI measure (see Figure 13).

Figure 13. Percentage and number of students identified as vulnerable on the EDI, 2016/17–2018/19


65% (3,334) Not Vulnerable on any EDI measure

35% (1,771) Vulnerable on one or more measure

5,105 Children
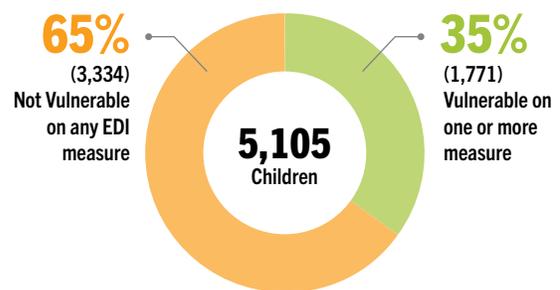
On three of the five domains—Physical Health and Wellbeing, Social Competence, and Emotional Maturity —a lower percentage of Surrey Kindergarten students were reported as being vulnerable than the provincial average. The percentage of Kindergarten students in Surrey reported as vulnerable in the domains of Language and Cognitive Development and Communication Skills and General Knowledge was greater than the provincial average.[1]

Middle Years Development Instrument (MDI)

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 to 8 about their thoughts, feelings, and experiences in school and in the community.

The MDI includes the Well-Being Index, which combines measures relating to children's physical health and social and emotional development that are of critical importance during the middle years.

Figure 2. MDI Well-Being Index for Grade 4 students in Surrey Schools, 2019/20

37% Low

37% Thriving

3,322 Children

26% Medium to High
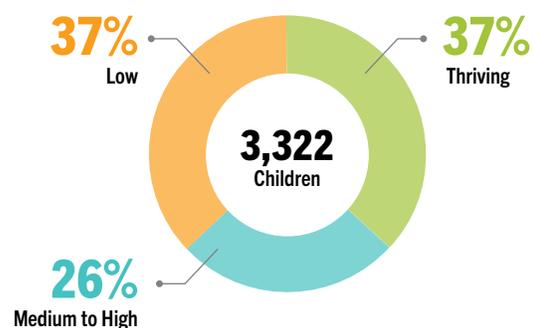
[1] Human Early Learning Partnership. Early Development Instrument [EDI] report. Wave 7 Community Profile, 2019. Surrey School District (SD36). Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health; February 2020. Available from: http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_36.pdf

Based on students' scores on these measures, students are assigned to three categories of well-being: Low, Medium to High and Thriving. In the 2019/20 school year, the Surrey School District had 5,478 Grade 4 students. Among the 3,322 Grade 4 students who completed the MDI, six in ten (63%) students had a Medium to High to Thriving level of Well-Being; students in these categories had no low scores on any dimension of well-being measured (see Figure 2).

The Surrey School District had 5,798 Grade 7 students during the 2019/20 school year. Among the 4,123 students who completed the MDI, just over half (53%) of Grade 7 Surrey School District students had a Medium to High to Thriving level of Well-Being; students in these categories had no low scores on any dimension of well-being measured (see Figure 14).
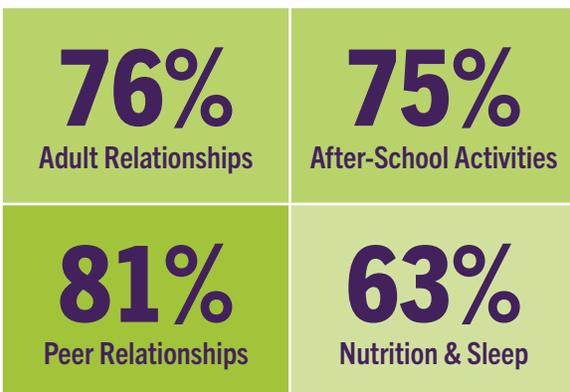
Figure 14. MDI Well-Being Index for Grade 7 students in Surrey Schools, 2019/20

47% Low

27% Thriving
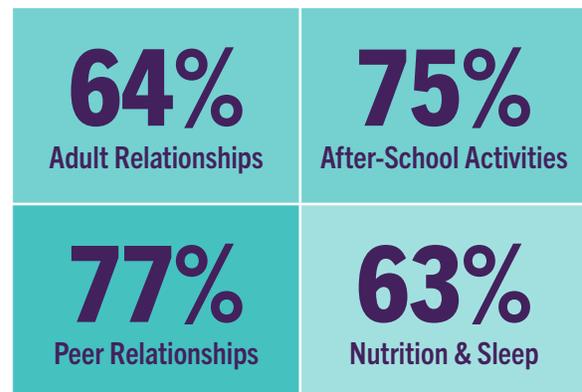
4,123 Children

26% Medium to High
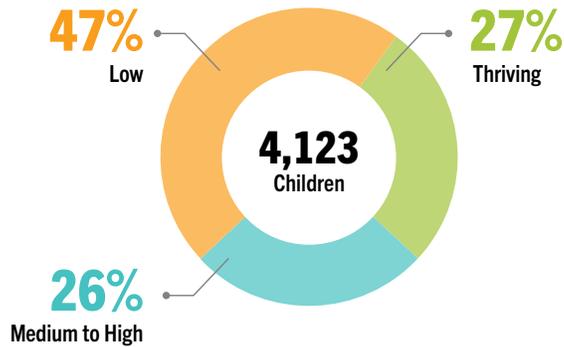
Experiences in the middle years, especially between the ages of 10 to 13, have critical and long-lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

Peer Relationships were identified as the single greatest asset present in the lives of Grade 4 students (81%) and Grade 7 students (77%), reflecting students' sense of belonging and close friends. The asset with the lowest presence, as indicated by six in ten Grade 4 and Grade 7 students (63%) was Nutrition and Sleep, suggesting that having meals with families, eating breakfast, and sleeping well on a regular basis is not as prevalent in the lives of these students relative to other assets they rated. Tables 17 and 18 provide the percentages of Grade 4 and Grade 7 students who indicated that an asset was present in their lives.

Table 17. MDI Assets Index for Grade 4 students in Surrey Schools, 2019/20

| 76% Adult Relationships | 75% After-School Activities |
| 81% Peer Relationships | 63% Nutrition & Sleep |

Table 18. MDI Assets Index for Grade 7 students in Surrey Schools, 2019/20

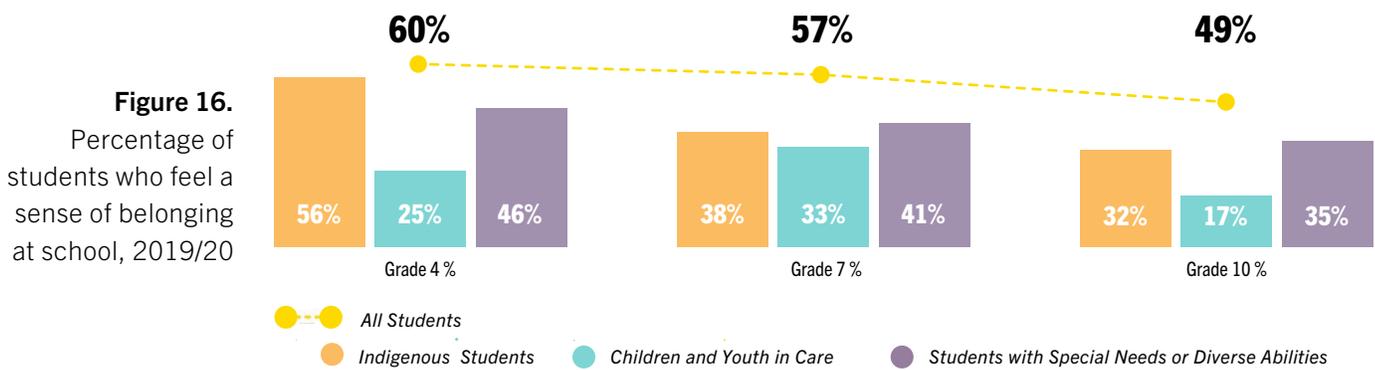| 64% Adult Relationships | 75% After-School Activities |
| 77% Peer Relationships | 63% Nutrition & Sleep |

Student Learning Survey (SLS)

Belonging is a fundamental need for everyone. Feeling a sense of connectedness to family, peers, school, and community is one of the most important assets for a child's well-being, health, and success in life.

In the 2019/20 school year, 69% of Surrey students indicated they felt welcomed at school. The number of **Indigenous students** who have indicated they feel welcomed in school has fluctuated between 60% and 65% over the past three years (see Figure 15).

Figure 15.
Percentage of students who feel welcomed at school, 2019/20

77%   69%   63%

Grade 4%: Indigenous Students 73%, Children and Youth in Care 75%, Students with Special Needs or Diverse Abilities 66%

Grade 7%: Indigenous Students 56%, Children and Youth in Care 67%, Students with Special Needs or Diverse Abilities 56%

Grade 10%: Indigenous Students 51%, Children and Youth in Care 33%, Students with Special Needs or Diverse Abilities 51%

All Students
Indigenous Students   *Children and Youth in Care*   *Students with Special Needs or Diverse Abilities*
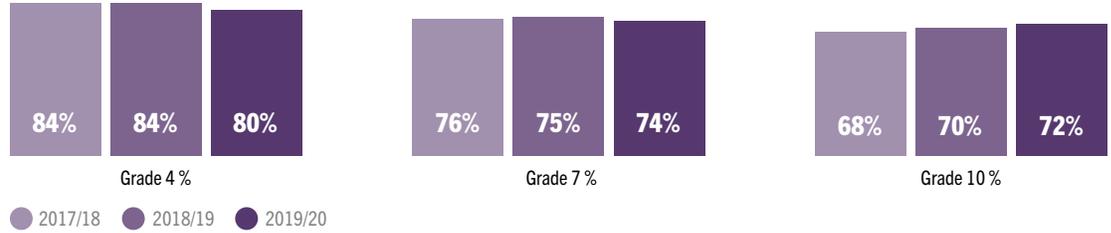
Research shows that children with positive peer relationships feel better about themselves, experience greater mental health, are more pro-social, and perform better academically. A single caring adult, whether they are a family member, coach, teacher, an elder, or a neighbour, can positively influence a child's life and promote resilience.

Results indicate that Surrey students' sense of belonging at school is higher in lower grades and declines as students move up grade levels (see Figure 16). This is not surprising given the evidence from educational research that as students progress through school grades, students can feel less connected and have a reduced sense of belonging as their time to form meaningful classroom bonds are spread out to many classrooms rather than just one. Moreover, teachers in upper grades have the obstacle of forming a strong sense of community across several cohorts of students compared to lower grade levels where often one cohort is assigned to one teacher.

Figure 16.
Percentage of students who feel a sense of belonging at school, 2019/20

60%   57%   49%

Grade 4%: Indigenous Students 56%, Children and Youth in Care 25%, Students with Special Needs or Diverse Abilities 46%

Grade 7%: Indigenous Students 38%, Children and Youth in Care 33%, Students with Special Needs or Diverse Abilities 41%

Grade 10%: Indigenous Students 32%, Children and Youth in Care 17%, Students with Special Needs or Diverse Abilities 35%

All Students
Indigenous Students   *Children and Youth in Care*   *Students with Special Needs or Diverse Abilities*

Figure 17.
Percentage of students who feel safe at school, 2017/18–2019/20

84%	84%	80%

Grade 4 %

76%	75%	74%

Grade 7 %

68%	70%	72%

Grade 10 %

● 2017/18　● 2018/19　● 2019/20

Figure 18.
Percentage of students who feel they have at least two adults who care about them at school, 2017/18–2019/20

75%	74%	68%

Grade 4 %

68%	69%	74%

Grade 7 %

68%	70%	72%

Grade 10 %

● 2017/18　● 2018/19　● 2019/20

Results from the last three years find that 84% of Grade 4 students feel safe at school. Similar to the findings regarding student' sense of belonging, the number of students who indicate they feel safe at school follows a downward trajectory as students transition between grade levels (see Figure 17). 68% of Grade 4 students, 66% of Grade 7 students, and 62% of Grade 10 students feel that they have at least two adults at school who care about them (see Figure 18).

CAREER DEVELOPMENT

CAREER EDUCATION

Enrollment in Career Education by Course Type

Between the 2017/18 and 2020/21 academic years, 6,607 Surrey students were enrolled in Career Education courses. Between the 2017/18 and 2020/21 academic years, more than one-half of students (54%) enrolled in a Career Education course were in a CO-OP.

See Table 19 for a breakdown of the four-year trends of student enrollment in career education courses.

Table 19. Percentage and number of student enrollment in career education courses, 2017/18–2020/21

CAREER EDUCATION COURSES*	2017/18 ENROLLMENT	2018/19 ENROLLMENT	2019/20 ENROLLMENT	2020/21 ENROLLMENT	TOTAL ENROLLMENT
1. Career Prep (e.g., Business & Applied Business, Health & Human Services)	64% (1,312)	58% (886)	45% (625)	43% (580)	**54% (3,403)**
2. Career Technical (Trades & Technology)	8% (159)	10% (147)	11% (150)	10% (138)	**9% (594)**
3. COOP (e.g., Science & Applied Science; Liberal Arts & Humanities, etc.)	18% (358)	26% (395)	36% (503)	37% (500)	**28% (1,756)**
4. Academic Dual Credit	10% (213)	7% (109)	9% (120)	9% (118)	**9% (560)**
TOTAL	**2,042**	**1,537**	**1,398**	**1,336**	**6,313**

*Not included in these counts: (1) Additional students that enrolled in these programs after September 30, (2) courses that fall outside of the four core areas of Surrey School's Career Education

Continuing Education Centres & Inter-Agency Support Programs

Surrey School District includes two learning centres where academic and elective classes are offered to students and adults who are pursuing a pathway to graduation. Queen Elizabeth Continuing Education Centre, for example, provides several courses specific to core subject areas (e.g., Math, English Studies, Chemistry, Physics, etc.) and career development (Automotive

Technology, Trades Exploration, Work Experience, etc.). Since the 2018/19 academic year, the Centre has had nearly 200 students who completed culinary arts, automotive technology or trades exploration course. During this same timespan, there has been a minimum of 60 students enrolled in the Centre's Work Experience course.

Invergarry Adult Education Centre offers courses in core subject areas (e.g., English, Math, Chemistry, Physics, etc.). Additionally, Invergarry provides students with a list of approximately 140 community, employment, and English language development programs, program descriptions, and contact information. Students are encouraged to seek out these resources in addition to completing their courses at Invergarry.

Through Inter-Agency Support Programs, the district collaborates with community agencies to provide appropriate community resources and supports to students who are in need of intensive interventions due to: (1) significant behavioural concerns (2) significant emotional/mental health concerns, (3) FASD or related neurological disorders, and/or (4) multiple barriers to learning. Table 20 provides an overview of a select few Inter-Agency Support Programs intended to meet a range of students' educational, social, behavioural and emotional ne

Table 20. Inter-Agency Behaviour/Emotional Support Programs[1]

| PROGRAM	DESCRIPTION
Lee School	In partnership with Options BC, Lee School provides individualized programming and support for secondary students who have been diagnosed with any one or combination of the following: 1) anxiety disorder, 2) depression, and 3) students with an H designation (i.e., students with serious mental health illness or who require intensive behaviour intervention. For more information, click on the following link: **Lee School Program**
PLEA — Waypoint (boys) / Daughters and Sisters (girls)	In partnership with PLEA, these provincially operated residential treatment programs are for youth who are referred by probation officers when a court order has been issued, directing the youth to attend school and a treatment program. For more information, click on the following link: **PLEA Programs**
TREES — Teen Recreation and Educational Enhancement School	In partnership with MCFD and operated by PCRS, the TREES program provides individualized and group support for students with significant behavioural needs and who meet the criteria required for receiving an H designation. This program includes both academic courses as well as a range of physical activities and outdoor education. For more information, click on the following link: **TREES Program**

[1]   Source: *Inter-Agency Behaviour/Emotional Support — Program Descriptions*

SCHOOL COMPLETION AND ENTRANCE TO POST-SECONDARY SCHOOL

Grade 12 students in Surrey graduated from secondary schooling at the end of the 2019/20 school year at rate of 87%—marginally greater than the average rate over the past 6 years of 86%, but slightly lower than the 87% observed in the 2018/19 school year. On average, at least half of Indigenous students in Surrey graduated between 2016/17 and 2019/20, including at least half with off-reserve status during the same time span.

Students with Special Needs or Diverse Abilities graduated in the 2019/20 school year at a rate of 64%, which is the largest proportion seen for this sub-group in the past 6 years. See Figure 19 for the 6-year data trends of the percentage and number of all Surrey students, as well as the four student sub-groups who graduated within 5 years of starting Grade 8. Table 21 provides a breakdown of these trends by on/off-reserve status among Indigenous students.

Figure 19. Percentage and number of Surrey students graduating within 5 years of starting Grade 8, 2014/15–2019/20

Legend:
- All Students
- Indigenous Students
- Children and Youth in Care
- English Language Learners
- Students with Special Needs or Diverse Abilities
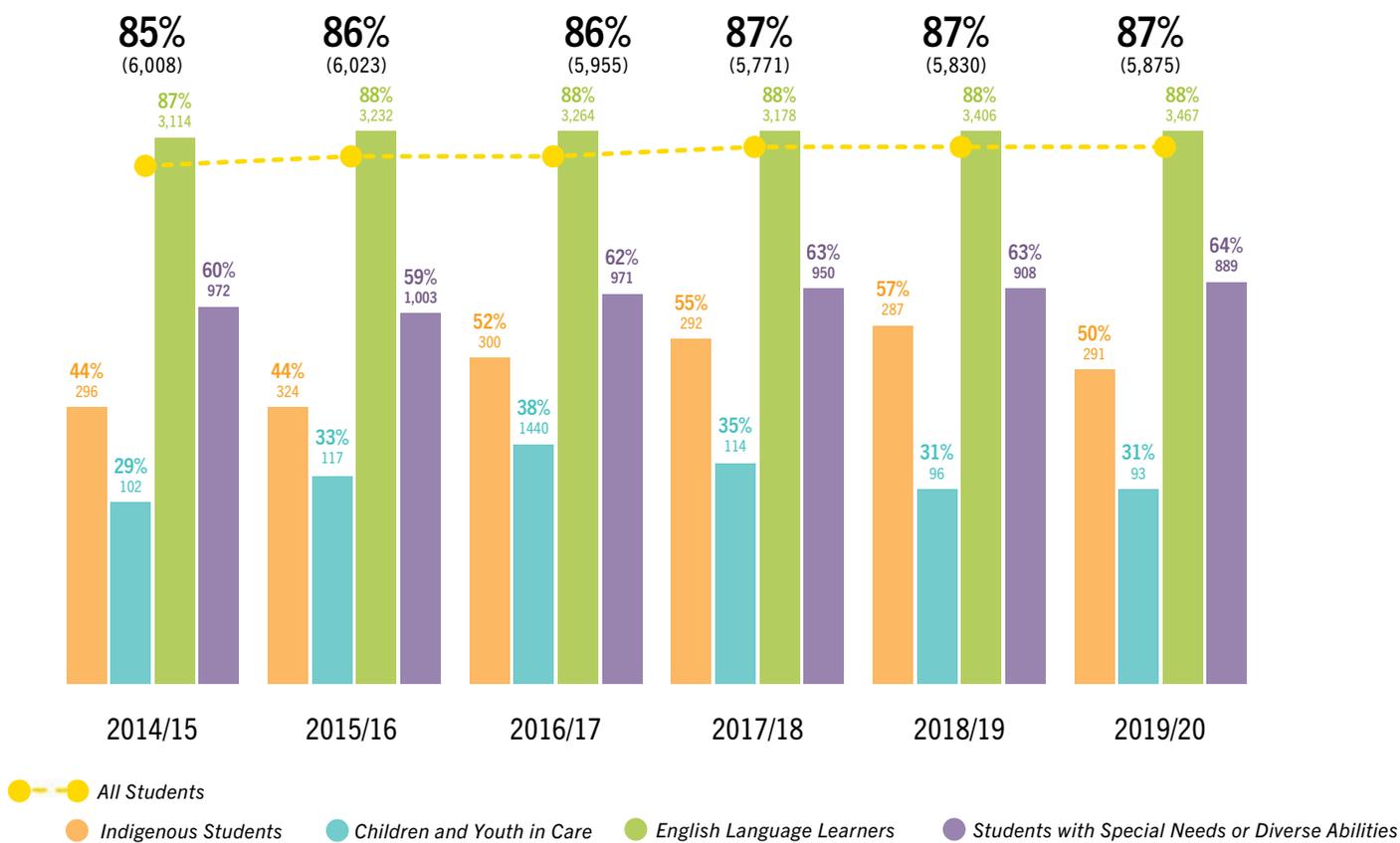
Table 21. Percentage and number of Indigenous students in Surrey [by reserve status] graduating within 5 years of starting Grade 8, 2014/15–2019/20

| ACADEMIC YEAR	ON-RESERVE STATUS GRADUATION PERCENTAGE AND COHORT COUNT		OFF-RESERVE STATUS GRADUATION PERCENTAGE AND COHORT COUNT	
2014/15	10%	11	46%	286
2015/16	7%	17	45%	310
2016/17	14%	16	54%	287
2017/18	33%	20	57%	274
2018/19	52%	15	57%	272
2019/20	47%	21	50%	272

The Surrey student population has been transitioning into a B.C. public post-secondary institution immediately after graduating at a consistent rate, ranging from 61% to 64% between 2013/14 and 2015/16. Most recently, 62% of students transitioned to a B.C. public post-secondary institution immediately following the 2018/19 academic year.

All student sub-groups saw B.C. public post-secondary institution transition rates following the 2018/19 academic year that were greater than their respective 6-year average, with the exception of **English Language Learners**. Among this group of students, 44% transitioned into a B.C. public post- secondary institution following the 2018/19 school year, compared to their 6-year average of 48%.

See Figure 20 for additional 6-year data trends for all Surrey students and four sub-groups transitioning immediately to a B.C. public post-secondary institution.

Figure 20. Percentage and number of Surrey students who graduated and transitioned immediately to a B.C. public post-secondary institution, 2013/14–2018/19
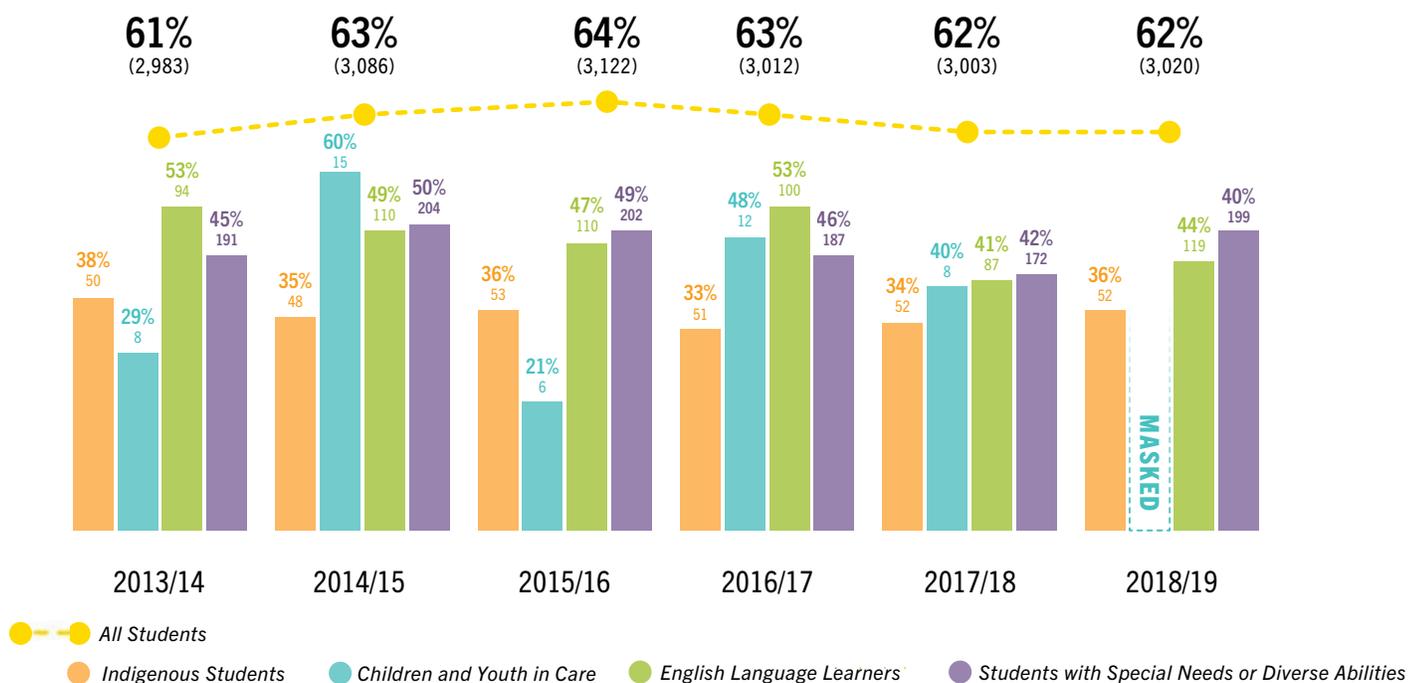
Surrey students transitioned into a B.C. public post-secondary institution within three years after graduating following the 2016/17 school year at a comparable, but slightly higher rate (74%) than the average 6-year span (74%).

English Language Learners students (68%) and Children and Youth in Care (60%) both transitioned into a B.C. public post-secondary institution at a greater rate than their averages over the 6-year span (66% and 48% respectively).

See Figure 21 for additional 6-year data trends regarding the rates of Surrey students and four sub-groups transitioning to a B.C. public post-secondary institution within three years of graduation.

Figure 21. Percentage and number of Surrey students who transition to a B.C. public post-secondary institutions within 3 years of graduation, 2011/12–2016/17