


2025/26 ENHANCING STUDENT LEARNING REPORT



PART 1: ANALYSIS AND INTERPRETATION OF DATA AND EVIDENCE

In review of Surrey School's Strategic Plan, 2023-2028 (Year 3 of 5)

Approved by the Board on October 1st, 2025: 

INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 and Grade 7 FSA Literacy

Table 1. SD36: Grade 4 FSA Literacy - Expected Count | Participation Rate, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5,477 40%	5,619 44%	5,621 45%	5,707 78%	5,844 86%
Indigenous Resident Students	297 29%	283 32%	279 33%	237 53%	202 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	27 44%	Masked
Resident Students with Disabilities and Diverse Abilities	625 21%	562 22%	591 22%	627 34%	604 50%

Figure 1. SD36: Grade 4 FSA Literacy - On-Track and Extending Rate, 2020/21 - 2024/25

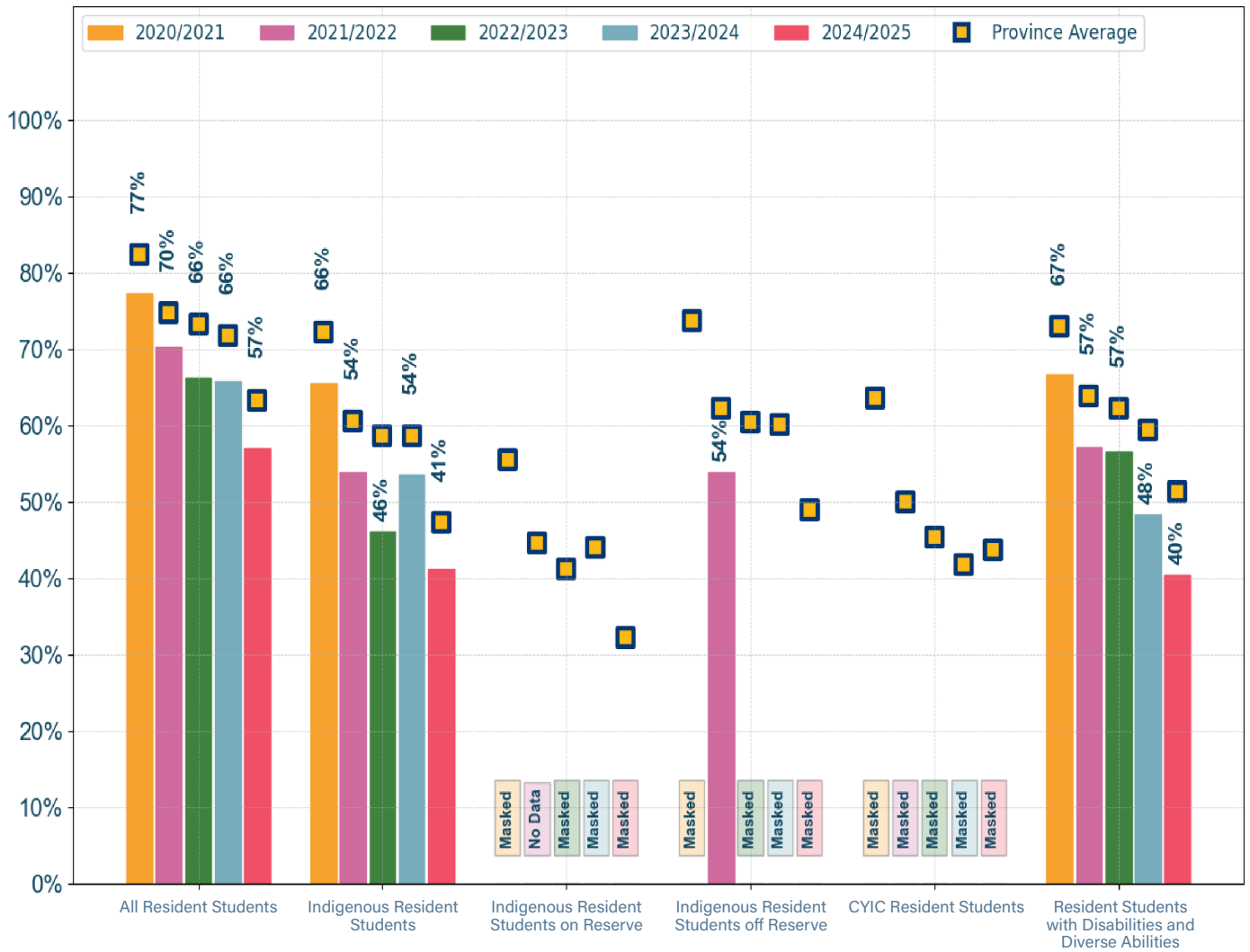
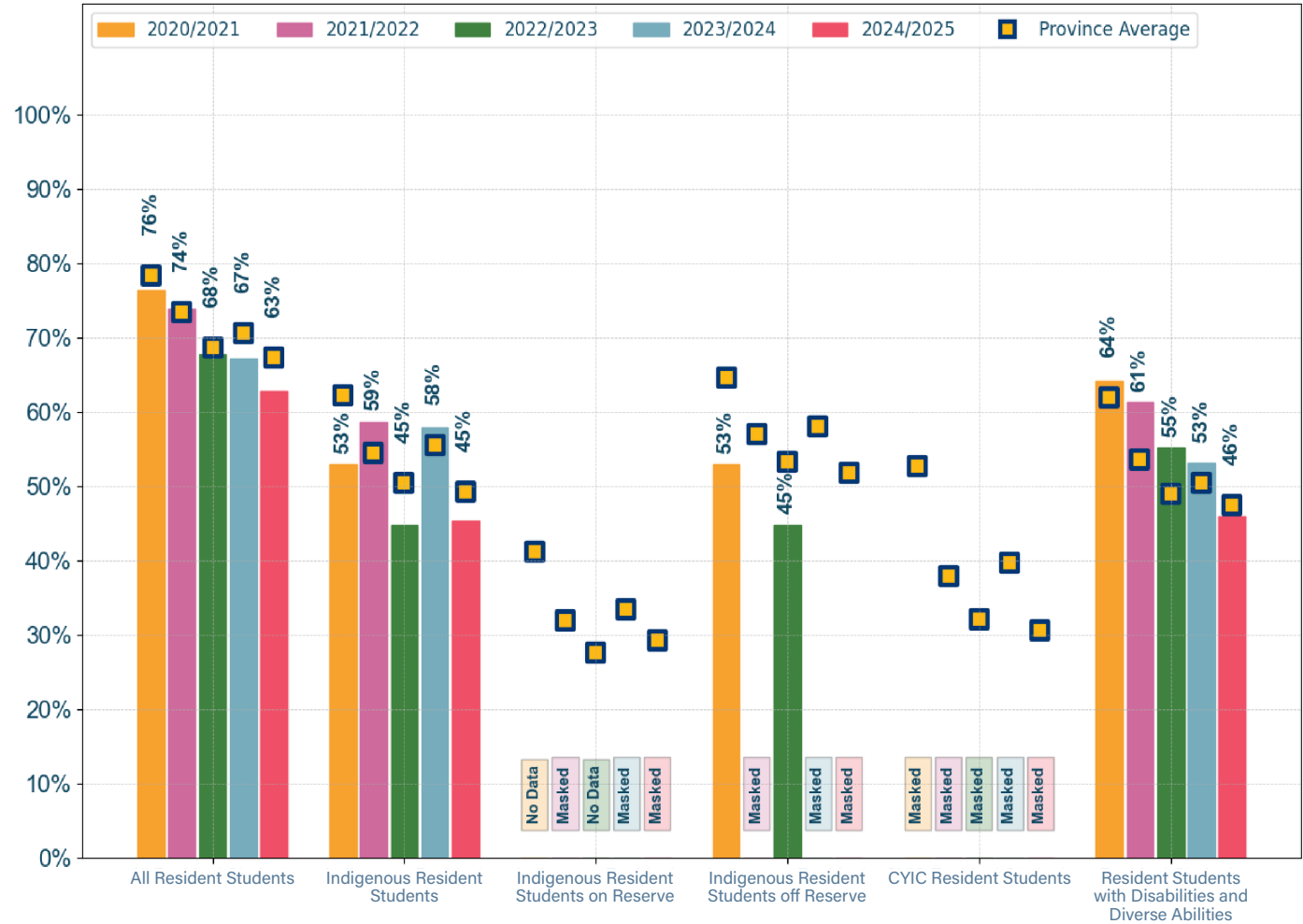


Table 2. SD36: Grade 7 FSA Literacy - Expected Count | Participation Rate, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5,997 40%	5,700 44%	5,797 44%	5,991 81%	6,305 88%
Indigenous Resident Students	311 27%	304 30%	273 32%	275 61%	248 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	28 43%	21 71%
Resident Students with Disabilities and Diverse Abilities	920 25%	836 28%	886 30%	870 46%	912 65%

Figure 2. SD36: Grade 7 FSA Literacy - On-Track and Extending Rate, 2020/21 - 2024/25

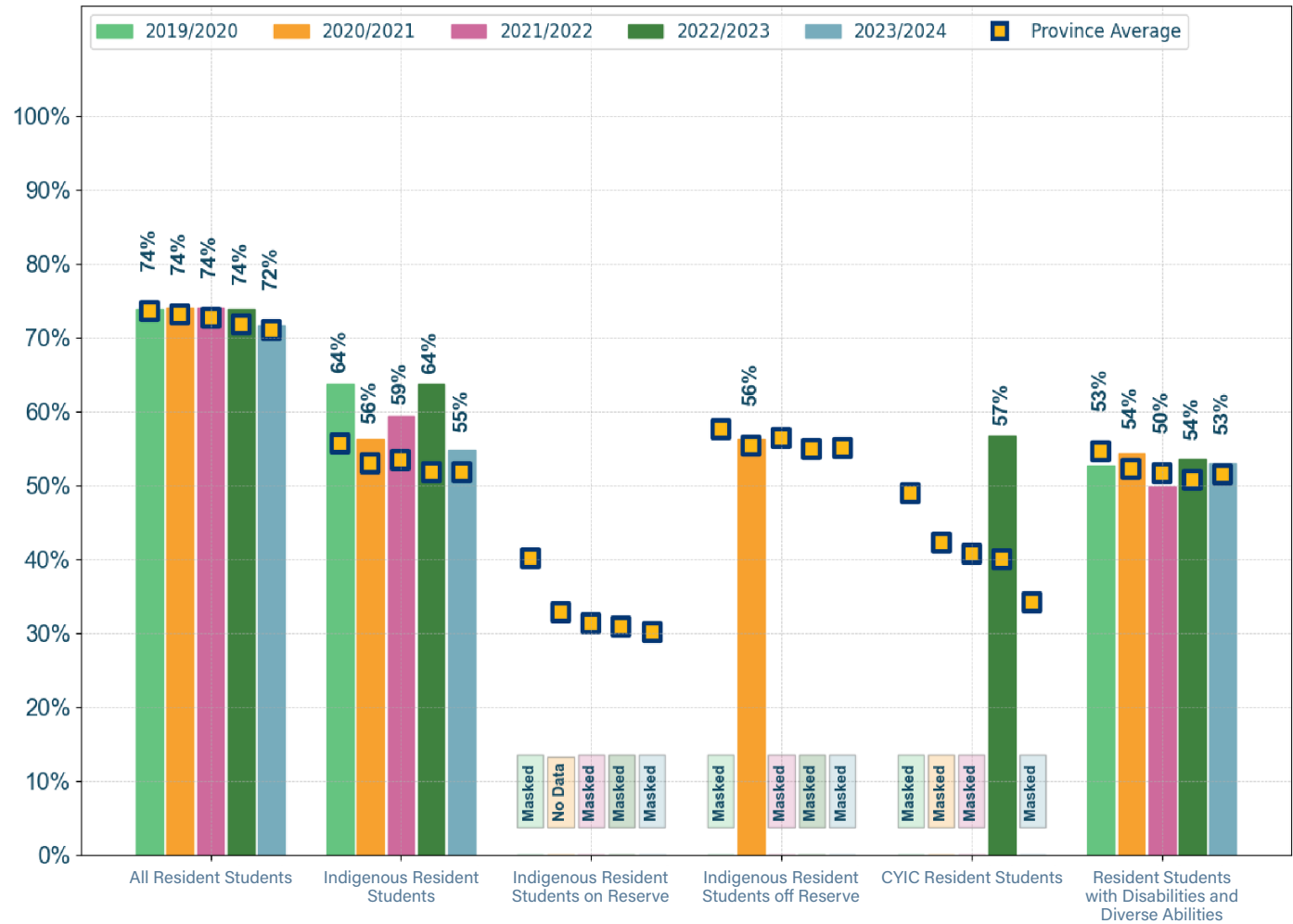


Measure 1.2: Grade 10 Literacy Expectations

Table 3. SD36: Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	6,019 60%	6,084 76%	6,122 77%	6,667 85%	7,484 77%
Indigenous Resident Students	279 44%	270 57%	272 59%	308 64%	278 67%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	269 62%	Masked	Masked	Masked
CYIC Resident Students	42 29%	41 32%	31 32%	49 41%	31 48%
Resident Students with Disabilities and Diverse Abilities	800 48%	839 65%	861 63%	926 71%	1,033 73%

Figure 3. SD36: Grade 10 Graduation Assessment Literacy - Proficient and Extending Rate, 2019/20 - 2023/24



Analysis: Literacy

Grade 4 and Grade 7 FSA Literacy

Participation rates on the literacy portion of the Foundation Skills Assessment (FSA) among all grade 4 and grade 7 Surrey students increased significantly in 2024/25, more than doubling since 2020/21, and exceeding the participation rates of students across all B.C. public schools for the last two years.

In 2024/25, eight in ten grade 4 (86%) and grade 7 (88%) students completed the literacy portion of the FSA, up from 78% and 81% respectively in 2023/24. In 2024/25, the percentage of grade 4 students who were *on-track* or *extending* dropped to 57%, lower than in 2023/24 (66%), and from a high reported in 2020/21 (77%). Last year we saw a decline in the percentage of grade 7 students who were *on-track* or *extending* (63%) compared to 2023/24 (67%), and down from a high in 2020/21 (76%).

Achievement levels on FSA Literacy among grade 4 and grade 7 students have declined for all population groups. Among Indigenous students in Surrey who completed the FSA Literacy in 2024/25, four in ten students in grade 4 (41%) and grade 7 (45%) were *on-track* or *extending*, down from the results reported for the grade 4 (54%) and grade 7 (58%) cohorts in 2023/24. In 2020/21, two-thirds (66%) of grade 4 Indigenous students and slightly more than half (53%) of grade 7 Indigenous students were *on-track* or *extending*. Results also demonstrate that the literacy achievement gap has widened, as fewer Indigenous students are *on-track* or *extending* when compared to non-Indigenous students in Surrey.

Due to small population sizes between 2020/21 and 2024/25, grade 4 and grade 7 FSA results for children and youth in care (CYIC) have been masked to maintain student privacy.

Four in ten grade 4 (40%) and grade 7 (46%) Surrey students with disabilities and diverse abilities were *on-track* or *extending*, down from 2023/24 for both grade 4 (48%) and grade 7 (53%) students who were *on-track* or *extending*. 2020/21 marked a five-year high in achievement for grade 4 (67%) and grade 7 (64%) students with disabilities and diverse abilities, declining in achievement each year thereafter.



Grade 10 Literacy Assessment

Grade 10 Literacy Assessment participation decreased in 2023/24 (77%) compared to 2022/23 (85%). Seven in ten (72%) Surrey students who completed the assessment were *proficient* or *extending*, marking the fifth straight year Surrey students exceeded the provincial percentage.

The performance disparity between grade 10 Indigenous students and non-Indigenous students who are *proficient* or *extending* on the Grade 10 Literacy Assessment had been trending positively between 2020/21 (56%) and 2022/23 (64%). However, among the two-thirds (67%) of Indigenous students in Surrey who completed the Grade 10 Literacy Assessment in 2023/24, only half (55%) achieved a score of *proficient* or *extending*. Since 2019/20, the percentage of Indigenous students in Surrey who were *proficient* or *extending* exceeded the percentage of Indigenous students across all B.C. public schools but fell below the provincial achievement of students who have not identified as Indigenous.

In 2022/23, more than half (57%) of students within the CYIC cohort achieved a level of *proficient* or *extending* on the Grade 10 Literacy Assessment, exceeding the provincial percentage. Due to small population sizes in four out of the last five academic years, CYIC results on the Grade 10 Literacy Assessment have been masked to maintain student privacy.

Seven in ten (73%) students with disabilities and diverse abilities in Surrey completed the Grade 10 Literacy Assessment in 2023/24, with half (53%) achieving *proficient* or *extending*, which matches 2019/20 and is similar to the results from 2020/21 and 2022/23 (54%). For the past two years, the percentage of Surrey students with disabilities and diverse abilities who were *proficient* or *extending* have exceeded the percentage of students with disabilities and diverse abilities across all B.C. public schools.

Ministry-created tables and figures on the previous three pages present the following data: (1) the expected count, participation rates, and percentage of grade 4 and grade 7 students who were *on-track* or *extending* on FSA Literacy and (2) the expected count, participation rates, and percentage of grade 10 students who were *proficient* or *extending* on the Grade 10 Literacy Assessment over a five-year period.



Interpretation: Literacy

Provincial and local data indicate the need for our district to continue building system-wide capacity that supports every child's literacy development—from the early years through to graduation. Equitable access to high quality literacy learning relies on fostering culturally relevant learning environments and ongoing implementation of evidence-informed, culturally responsive assessment, and instructional practices. The data also indicates that further planning and collaborative action are needed at both the elementary and secondary levels to fully realize these goals.

Looking at trends in literacy learning for our youngest learners, Early Development Index (EDI) data show both short-term and long-term meaningful increases in children's overall vulnerability. This increase is evident in basic and advanced literacy, communication skills, and general knowledge.

Between 2022 and 2025, Surrey's Early Literacy Phonemic Awareness Tool (ELPATS) tracked students' development in phonemic awareness. Initial assessments conducted each January showed consistent results with minimal year-over-year variation. However, year-end data in 2024/25 revealed a positive trajectory, with significant gains observed across all measured areas of phonemic awareness.

Notably, over the past three years, Indigenous students entering kindergarten have demonstrated increasing proficiency in phonemic awareness skills. Additionally, in 2024/25, a matched cohort of Indigenous learners achieved equal or greater mastery in half of the assessed skills compared to the general student population. This highlighted a promising area of strength and progress in early literacy development.

Questions and affirmations emerged when looking at five-year reporting trends for students within the range of *developing* to *extending* in English Language Arts (ELA) in relation to students considered *on-track* and *extending* in FSA Literacy.

In the 2023/24 school year, 89% of grade 4 students achieved a proficiency level in ELA ranging from *developing* to *extending*. Over the past five years, grade 4 achievement has remained consistently high, fluctuating between 88% and 92%. Over the same five-year period, more than 90% of grade 7 students consistently demonstrated final proficiency levels in ELA within the *developing* to *extending* range.

As literacy is developed, nurtured, and assessed throughout the curriculum, it cannot be directly correlated with the snapshot of foundational literacy measured in the FSA. The stability of student achievement in ELA over a five-year period, coupled with the district's review and evaluation of literacy initiatives

validate the progress we are making in implementing a comprehensive, coordinated, evidence-informed approach to literacy development. It is important, however, to continue rigorous investigation. Further triangulation of data is needed to gain greater insight into why there is a notable difference between FSA data and sources of local data that determine the number of students who are *on-track* and *extending* in their literacy learning. The substantial increase in student participation in FSAs over the past two years has resulted in a more diverse and representative sample of learners. While the implications of this broader participation are not yet fully understood, further analysis in collaboration with the Research and Evaluation Department is required.

In our review of the achievement of priority populations over the past five years, proficiency trends for Indigenous students in grade 4 ELA consistently reflect a 9% to 17% difference compared to their non-Indigenous peers, a difference that is similar in grade 7. This means that consistently, over 20% of Indigenous students in grade 4 and over 15% of Indigenous students in grade 7 continue to be *emerging* in their achievement.

For students with disabilities and diverse abilities, grade 4 ELA proficiency is typically 18% to 23% lower than their peers, with the gap decreasing in grade 7. Results for CYIC are difficult to ascertain from this data set given the small sample size. Nonetheless, there is consistent evidence of achievement disparity for this priority population which raises important questions and reinforces the need for continued and deeper inquiry into factors contributing to these disparities.

Inequitable literacy achievement for priority populations persists into grade 10. Looking at English 10 reporting data, in 2024/25, 68% of Indigenous students were *proficient* or *extending* compared to 84% of all students. Similarly, 68% of students with disabilities and diverse abilities were *proficient* or *extending*, with just over half (55%) of CYIC receiving the same summative evaluation.

Consistent educational inequity seen in both provincial and local data reinforces the need to critically assess the effectiveness of targeted strategies and structures currently in place. We remain committed to using data to guide planning and decision-making.

Our ongoing refinement of literacy tools and instructional practices is grounded in a deep understanding of our learners' identities and capacities – as listeners, speakers, viewers, readers, thinkers, and writers – across the district. Through collective, sustained, and intentional attention, we aim to uncover new pathways to improve outcomes for all children.



INTELLECTUAL DEVELOPMENT

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 and Grade 7 FSA Numeracy

Table 4. SD36: Grade 4 FSA Numeracy - Expected Count | Participation Rate, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5,477 40%	5,619 44%	5,621 45%	5,707 79%	5,844 86%
Indigenous Resident Students	297 29%	283 30%	279 32%	237 54%	202 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	27 44%	Masked
Resident Students with Disabilities and Diverse Abilities	625 20%	562 22%	591 22%	627 34%	604 51%

Figure 4. SD36: Grade 4 FSA Numeracy - On-Track and Extending Rate, 2020/21 - 2024/25

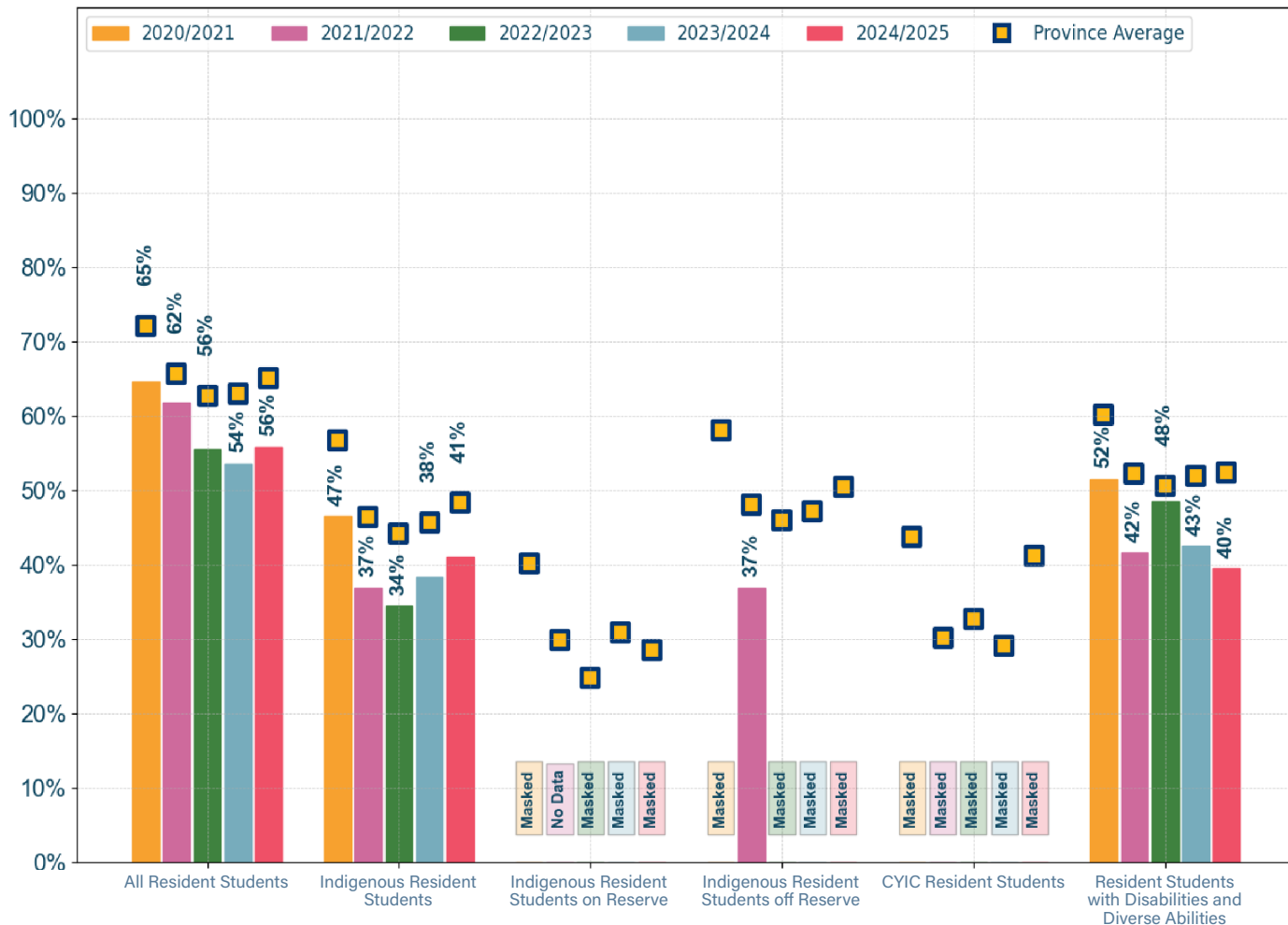
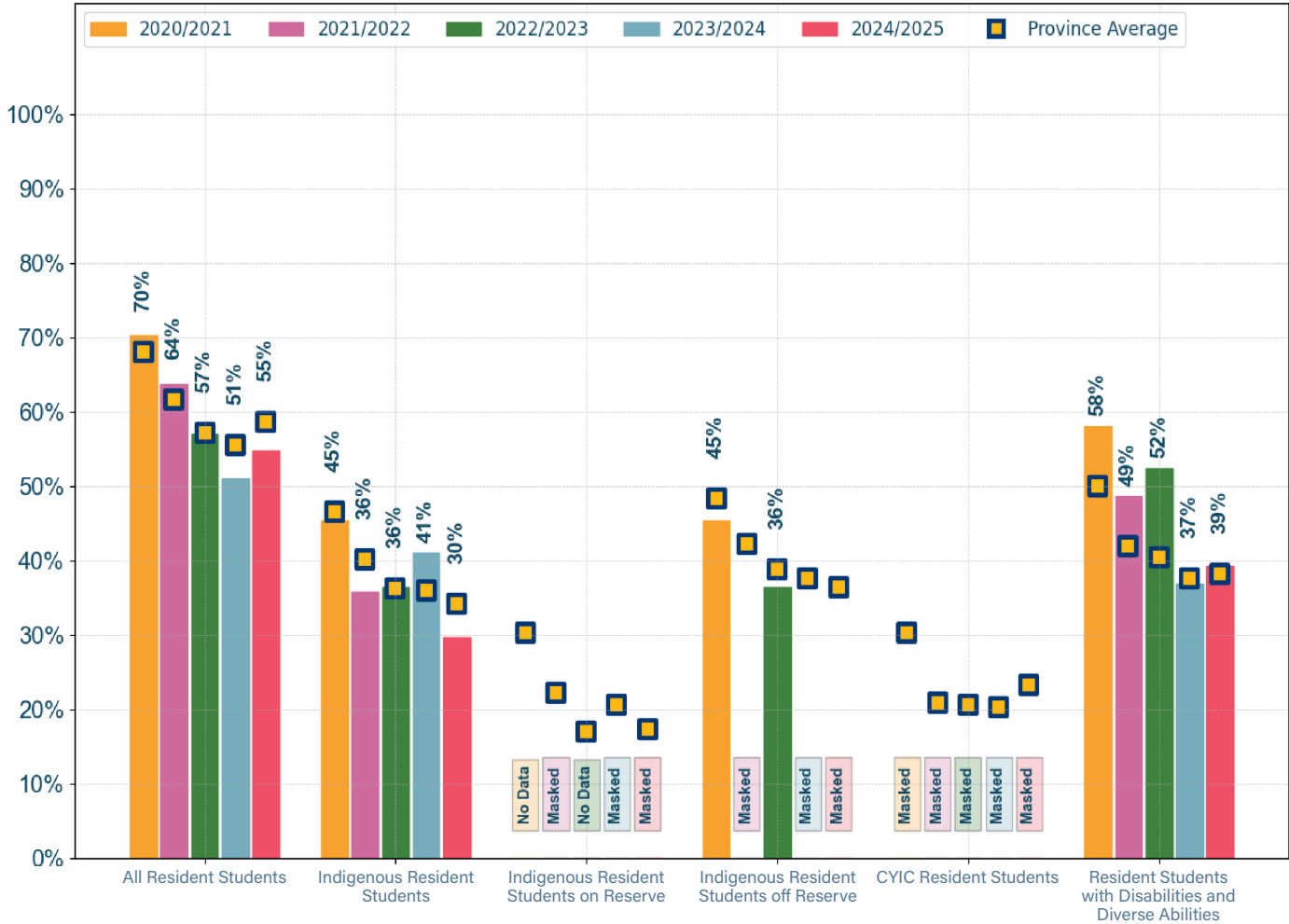


Table 5. SD36: Grade 7 FSA Numeracy - Expected Count | Participation Rate, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5,997 40%	5,700 44%	5,797 43%	5,991 81%	6,305 88%
Indigenous Resident Students	311 28%	304 30%	273 31%	275 63%	248 73%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	28 46%	21 81%
Resident Students with Disabilities and Diverse Abilities	920 25%	836 27%	886 29%	870 47%	912 64%

Figure 5. SD36: Grade 7 FSA Numeracy - On-Track and Extending Rate, 2020/21 - 2024/25

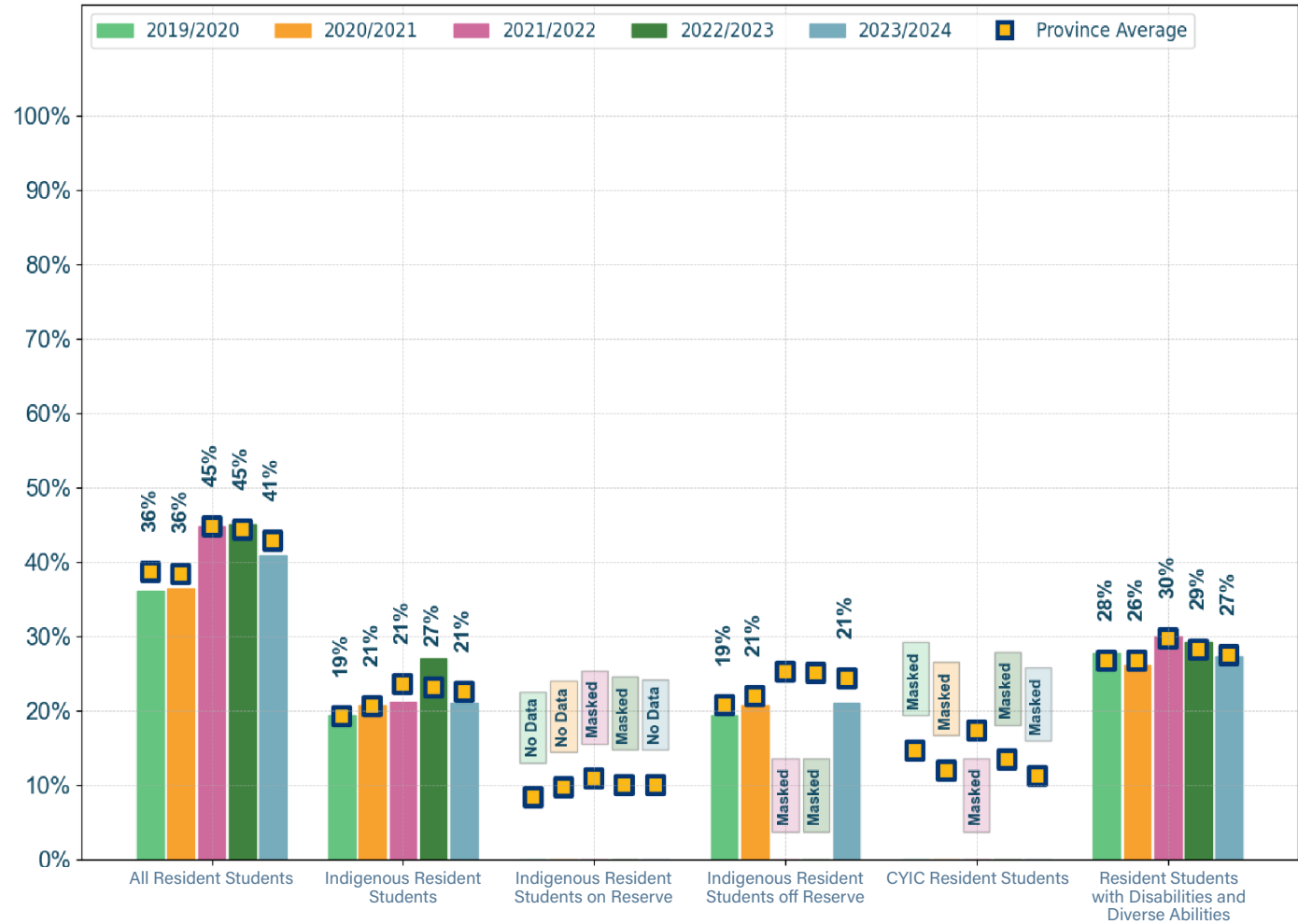


Measure 2.2: Grade 10 Numeracy Expectations

Table 6. SD36: Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	5,943 48%	6,084 79%	6,115 78%	6,625 80%	7,405 75%
Indigenous Resident Students	278 36%	269 62%	272 61%	305 58%	276 65%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	269 62%	Masked	Masked	Masked
CYIC Resident Students	Masked	41 27%	Masked	46 41%	30 40%
Resident Students with Disabilities and Diverse Abilities	786 37%	836 67%	863 66%	923 66%	1,018 69%

Figure 6. SD36: Grade 10 Graduation Assessment Numeracy - Proficient and Extending Rate, 2019/20 - 2023/24



Analysis: Numeracy

Grade 4 and Grade 7 FSA Numeracy

FSA Numeracy participation rates among all grade 4 and grade 7 Surrey students increased significantly in 2024/25, more than doubling since 2020/21, and exceeded the participation rates of students across all B.C. public schools for the last two years.

In 2024/25, eight in ten grade 4 (86%) and grade 7 (88%) students participated in FSA Numeracy, up from 79% and 81% respectively in 2023/24. In 2024/25, the percentage of grade 4 students who were *on-track* or *extending* increased to 56%, higher than the previous academic year (54%). There was an increase in the percentage of grade 7 Surrey students who were *on-track* or *extending* (55%) in 2024/25 compared to the previous year (51%).

Among Indigenous students in Surrey who completed the FSA Numeracy in 2024/25, four in ten grade 4 students (41%) were *on-track* or *extending*, a steady improvement over the past three academic years, but lower than the five-year high set in 2020/21 (47%). Three in ten (30%) grade 7 Indigenous students in Surrey were *on-track* or *extending* this past year, down from the results reported in 2023/24 (41%), and much lower from the five-year high set in 2020/21 (45%).

Due to small population sizes between 2020/21 and 2024/25, grade 4 and grade 7 FSA results for CYIC have been masked to maintain student privacy.

Four in ten (40%) grade 4 students with disabilities and diverse abilities who completed the FSA Numeracy in 2024/25 were *on-track* or *extending*, a decline from 2023/24 (43%), as well as the five-year high set in 2020/21 (52%). Similarly, four in ten (39%) grade 7 students with disabilities and diverse abilities were *on-track* or *extending* this past year, a slight improvement from the results reported in 2023/24 (37%), but lower than the five-year high set in 2020/21 (58%).



Grade 10 Numeracy Assessment

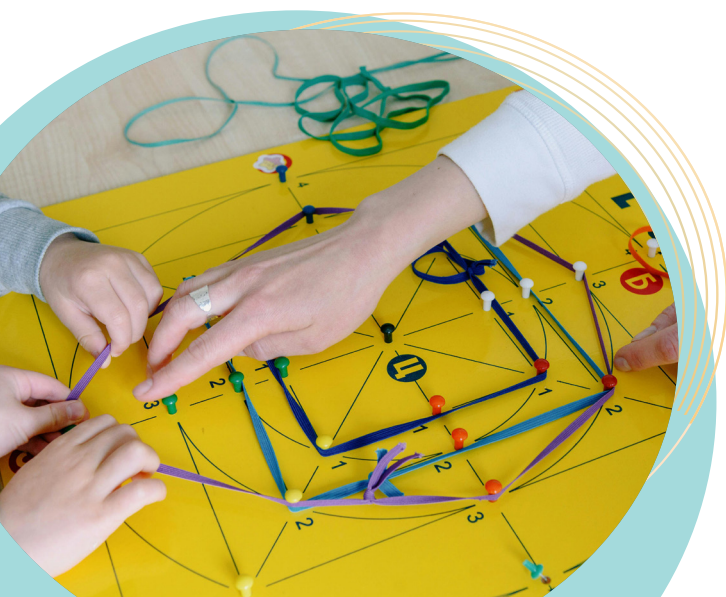
Grade 10 Numeracy Assessment participation decreased in 2023/24 (75%) compared to 2022/23 (80%), but an improvement from a low in 2019/20 (48%). Four in ten (41%) Surrey students who completed the Grade 10 Numeracy Assessment in 2023/24 were *proficient* or *extending*, a decline in achievement compared to the previous year's cohort (45%).

In 2023/24, six in ten (65%) Indigenous grade 10 students in Surrey completed the Numeracy Assessment, with two in ten (21%) achieving a score of *proficient* or *extending*, a drop from 2022/23 (27%).

Due to small population sizes between 2019/20 and 2023/24, Grade 10 Numeracy Assessment results for CYIC have been masked to maintain student privacy.

Seven in ten (69%) students with disabilities and diverse abilities in Surrey completed the Grade 10 Numeracy Assessment in 2023/24. More than one-quarter (27%) were *proficient* or *extending*, a slight drop from the year before (29%).

The tables and figures on the previous three pages present the following data: (1) the expected count, participation rates, and percentage of grade 4 and grade 7 students who were *on-track* or *extending* on FSA Numeracy and (2) the expected count, participation rates, and percentage of grade 10 students who were *proficient* or *extending* on the Grade 10 Numeracy Assessment over a five-year period.



Interpretation: Numeracy

Both provincial and local data consistently signal concern, albeit in different ways, regarding low numeracy achievement across grade levels where students in both overall and priority populations are impacted. These findings prompt important questions that underscore the need to gather and analyze data in ways that support equitable and meaningful change for student learning.

Looking at our youngest learners, over the past 20 years patterns in Early Development Index (EDI) data indicate stable levels of basic numeracy among kindergarten students in Surrey. Changes observed between each data collection cycle (conducted every three years) have been modest, with no significant upward or downward trends emerging over time.

Over the past five years, school-based year-end proficiency indicators in mathematics have shown that between 93% and 95% of kindergarten students were assessed within the *developing* to *extending* range. A similar trend was observed in grade 4 (93% to 94%) and grade 7 (92% to 94%), indicating consistently high levels of proficiency across these grade levels.

Over the same five-year period, year-end numeracy proficiency reporting for Indigenous students in grade 4 consistently reflected a 12% to 20% difference compared to their non-Indigenous peers—a pattern that persists in grade 7 (10% to 20%). For students with disabilities and diverse abilities, grade 4 year-end numeracy proficiency reporting was typically 14% to 22% lower than their peers, with the gap narrowing slightly in grade 7.

In 2024/25, year-end school-based assessment indicated over 90% of grades 4 and 7 students achieved *developing* to *extending* achievement in mathematics. FSA Numeracy results offer a different insight into student achievement.

FSA results in 2024/25 indicated 56% of the grade 4 student population who participated were considered *on-track* or *extending*. In the same year, there were lower FSA results among Indigenous students (41%), and those of students with disabilities and diverse abilities (40%). In grade 7, these numbers decline to 55%, 30%, and 39% respectively. Results for CYIC are not included given the small sample size.

The Grade 10 Numeracy Assessment revealed a further drop in achievement with 41% of the overall population, 21% of Indigenous students, and 27% of students with disabilities and diverse abilities *on-track* or *extending*.

While there is not an exact correlation among the different assessment scales, the discrepancy between local and provincial assessment invites deeper reflection on how numeracy proficiency is defined, assessed, and supported across grades.

Surrey acknowledges that enhancing local data collection will strengthen our ability to assess the impact of culturally responsive, universal and targeted numeracy initiatives, particularly for Indigenous students, CYIC, and students with disabilities and diverse abilities in our district.



INTELLECTUAL DEVELOPMENT

Educational Outcome 2: Numeracy (continued)

Measure 2.3: Grade-to-Grade Transitions

Table 7. SD36: Grade 10 to 11 Transition - Cohort Count, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	6,021	6,111	6,137	6,671	7,479
Indigenous Resident Students	281	272	277	306	276
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	272	Masked	Masked	Masked
CYIC Resident Students	42	42	28	47	30
Resident Students with Disabilities and Diverse Abilities	801	847	862	925	1,030

Figure 7. SD36: Grade 10 to 11 Transition Rate, 2019/20 - 2023/24

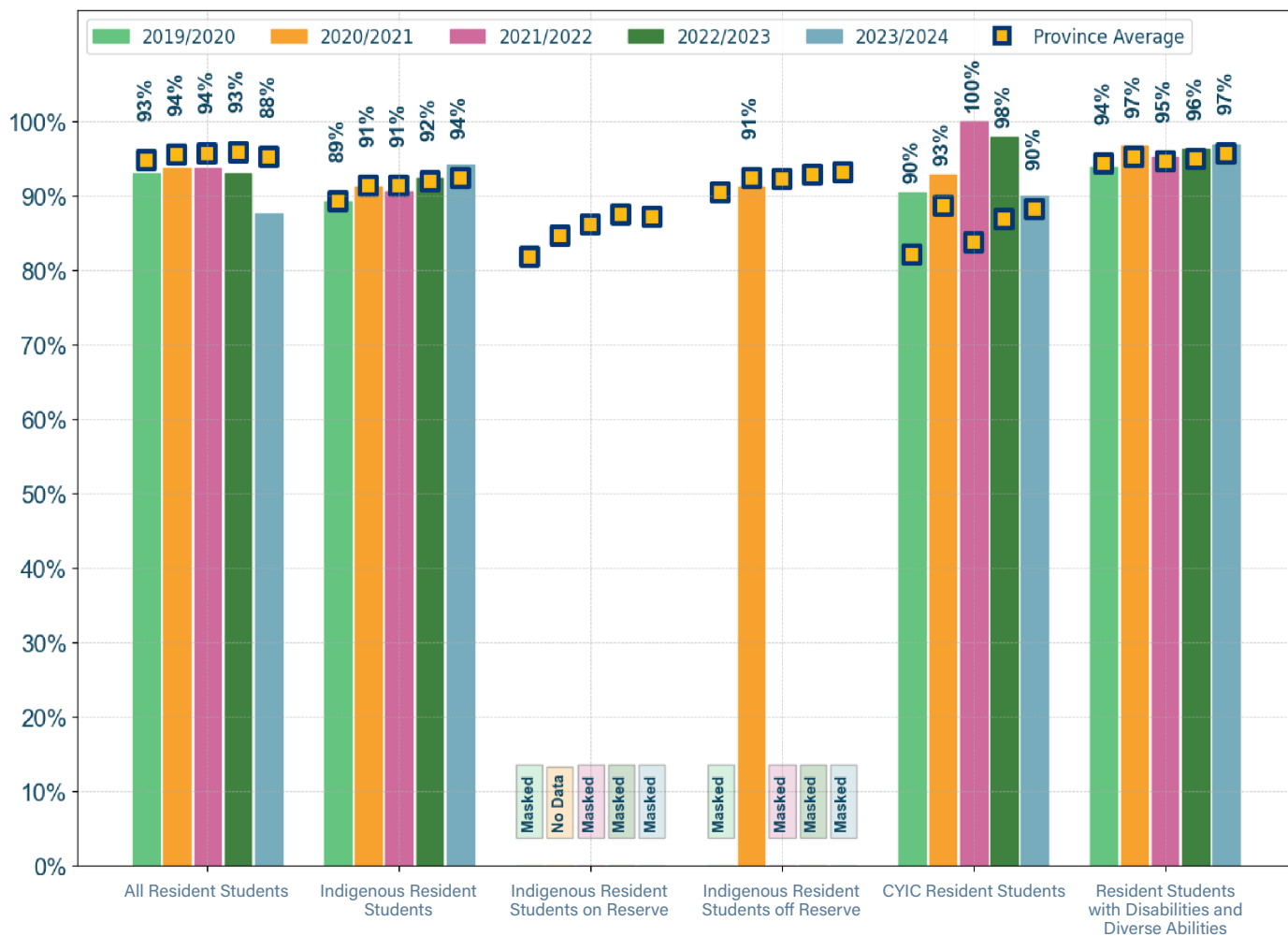
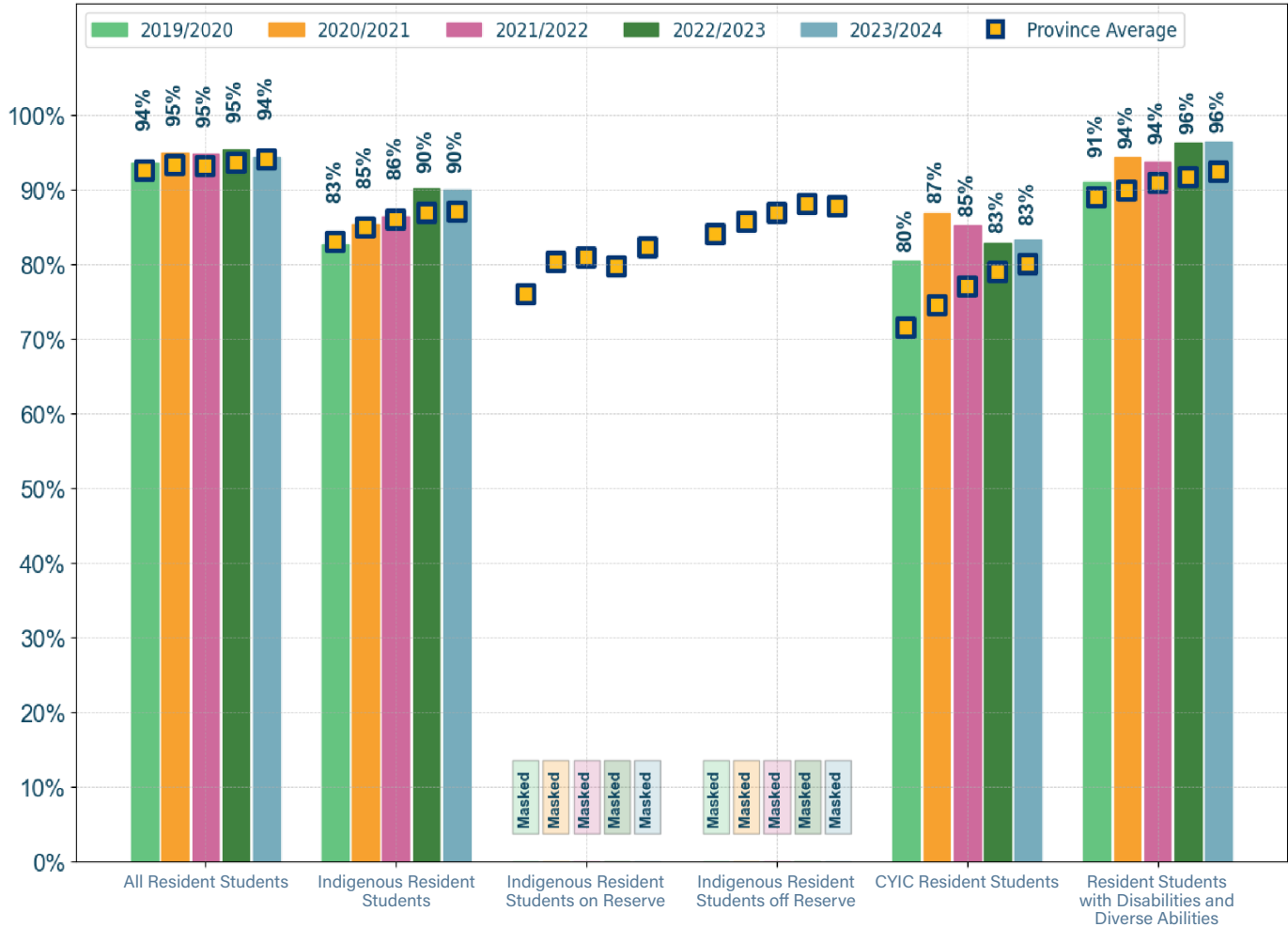


Table 8. SD36: Grade 11 to 12 Transition - Cohort Count, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	5,832	5,888	6,027	6,168	6,759
Indigenous Resident Students	300	273	281	256	301
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	46	46	61	35	60
Resident Students with Disabilities and Diverse Abilities	717	759	863	850	931

Figure 8. SD36: Grade 11 to 12 Transition Rate, 2019/20 - 2023/24



Analysis: Grade-to-Grade Transitions

Grade 10 to Grade 11 Transitions

Grade-to-grade transitions are marked by a student successfully transitioning to a higher grade the following year. In 2023/24, close to nine in ten (88%) students in Surrey successfully entered grade 11, which marks a decline from the percentage of Surrey students who successfully transitioned to grade 11 the year before (93%).

Nine in ten (94%) Indigenous students in Surrey successfully transitioned to grade 11 in 2023/24, and is higher than the general Surrey student population. Compared to Indigenous students across the province, Indigenous students in Surrey successfully transitioned to grade 11 at higher rates between 2022/23 and 2023/24.

Nine in ten (90%) Surrey youth in care successfully transitioned to grade 11 in 2023/24, a decline from 2022/23 (98%). For each of the past five years, between 90% and 100% of Surrey youth in care have successfully transitioned to grade 11, exceeding the percentage of youth in care across the province each of those years, and having a greater success rate than the general Surrey student population between 2021/22 and 2023/24.

Among Surrey students with disabilities and diverse abilities, nine in ten (97%) successfully transitioned to grade 11 in 2023/24, an improvement upon the previous year (96%). For the past five years, Surrey students with disabilities and diverse abilities have successfully transitioned to grade 11 at a higher rate than the general Surrey student population. Compared to the province, Surrey students with disabilities and diverse abilities have exceeded the provincial transition rates between 2020/21 and 2023/24.



Grade 11 to Grade 12 Transitions

Nine in ten (94%) students in Surrey entered grade 12 in 2023/24, which matches the provincial percentage, but slightly below the previous year (95%). Between 2019/20 and 2023/24, Surrey students have been successfully transitioning to grade 12 at a consistent rate (94% to 96%), exceeding the provincial transition rates for each of those years.

There has been growing improvement in the percentage of Indigenous students in Surrey who successfully entered grade 12. Between 2022/23 and 2023/24, nine in ten (90%) Indigenous students in Surrey successfully transitioned to grade 12, and both years marked the highest rate since 2019/20 (83%). Between 2020/21 and 2023/24, the percentage of Indigenous students in Surrey who transitioned to grade 12 was greater than the percentage of Indigenous students across the province.

Among Surrey youth in care, eight in ten (83%) have successfully transitioned to grade 12. Between 2019/20 and 2023/24, the transition rates have fluctuated between 80% and 87%. For each of the five years, a greater percentage of Surrey youth in care have successfully transitioned to grade 12 compared to youth in care across the province.

Since 2022/23, nine in ten (96%) Surrey students with disabilities and diverse abilities successfully transitioned to grade 12. Between 2019/20 and 2023/24, Surrey students with disabilities and diverse abilities have exceeded the provincial transition rates.

The tables and figures on the previous two pages present five-year data trends on the cohort counts and percentages of students who successfully transitioned to grade 11 and grade 12.



Interpretation: Grade-to-Grade Transitions

Analysis of provincial transitions data reveals mixed results. Overall, Surrey's Grade 10 to Grade 11 transition rates dropped in 2023/24 and consistently remain below the provincial percentage, while Grade 11 to Grade 12 transition rates are consistently higher than the provincial rates. Overall, Indigenous students, students with disabilities and diverse abilities, and youth in care have seen improvements, with rates exceeding provincial norms.

Turning to an analysis of local data from several targeted, ongoing district initiatives that support students' successful transitions from the early years to graduation is essential to understand and grow these upward trends.

Kindergarten entry experiences carry significant responsibility in shaping how children and families feel about school throughout a child's educational journey. We continue to recognize the importance of removing barriers and fostering early, meaningful connections with young children and families prior to school entry. Last year schools over 8,700 pre-school aged children and their caregivers were welcomed into schools across the district. These visits created reciprocal opportunities for children, families, and educators to learn about one another and begin building strong, trusting relationships before formal school entry. These early introductions signal the importance of connection and relationship in building a sense of belonging throughout a student's educational journey.

While there have been encouraging improvements in transition rates, the graduation rate for Indigenous students continues to lag behind that of non-Indigenous students. SLS data further reveals that Indigenous students in grade 10 report a lower sense of belonging at school compared to their peers. These findings highlight the critical importance of supporting the transition from elementary to secondary school.



In response, Sacred Ties launched as a targeted pilot program to support Indigenous youth in their transition from grade 7 to grade 8. The program was designed to foster cultural pride, safety, student voice, and a strong sense of belonging during this pivotal stage. In its first year, grade 7 Indigenous students from five elementary schools reported feeling increasingly comfortable in their new secondary school environment, supported by multiple opportunities to connect with student leaders and secondary staff.

For several years every secondary school in Surrey participated in the district-led Inclusion Working Group. Responding to concerns that arise in schools, the group addressed diversification of graduation pathways, implementation of strength-based programming and provision of targeted supports for transitions into post-secondary settings. It is reasonable to infer that transition outcomes from grade 10 to 11 and grade 11 to 12 for students with disabilities and diverse abilities remain above the provincial average due, in part, to responsive structures and collaborative efforts such as these.

It is noteworthy that the rate of youth in care who successfully transitioned from grade 10 to grade 11 surpassed that of all students but concurrently dropped for two consecutive years. The transition from grade 11 into grade 12 remained stable over the past two years, exceeding the provincial average. There has been greater focus throughout K-12 drawing attention to the successes as well as critical questions needed to ensure improved success for CYIC.

We remain committed to addressing persistent transition barriers for priority populations through a continued focus on targeted support initiatives. By fostering supportive and inclusive environments, we aim to ensure that all children and youth are equipped to thrive through every stage of their educational journey—from kindergarten entry through to graduation and beyond.



HUMAN & SOCIAL DEVELOPMENT

Educational Outcome 3: Feel Welcome, Safe, and Connected



Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Table 9. SD36: Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	16,884 36%	17,076 48%	17,132 58%	17,681 64%	18,214 59%
Indigenous Resident Students	911 28%	860 37%	856 44%	845 51%	783 45%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	101 20%	90 36%	78 29%	93 32%	84 39%
Resident Students with Disabilities and Diverse Abilities	2,190 27%	2,324 39%	2,254 45%	2,395 51%	2,517 45%

Figure 9. SD36: Feel Welcome - Positive Response Rate for Grades 4, 7, and 10, 2019/20 - 2023/24

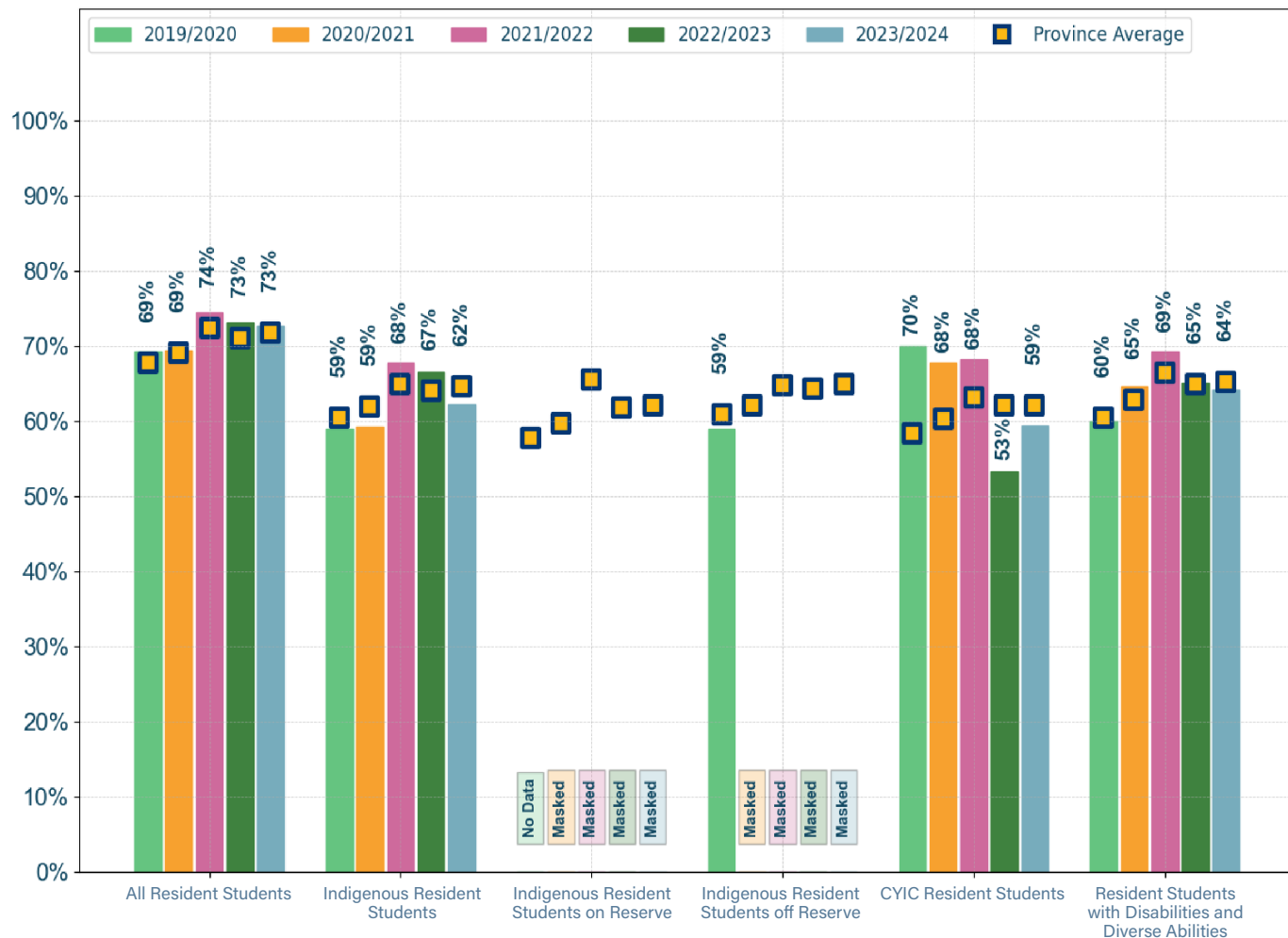


Figure 10. SD36: Feel Safe - Positive Response Rate for Grades 4, 7, and 10, 2019/20 - 2023/24

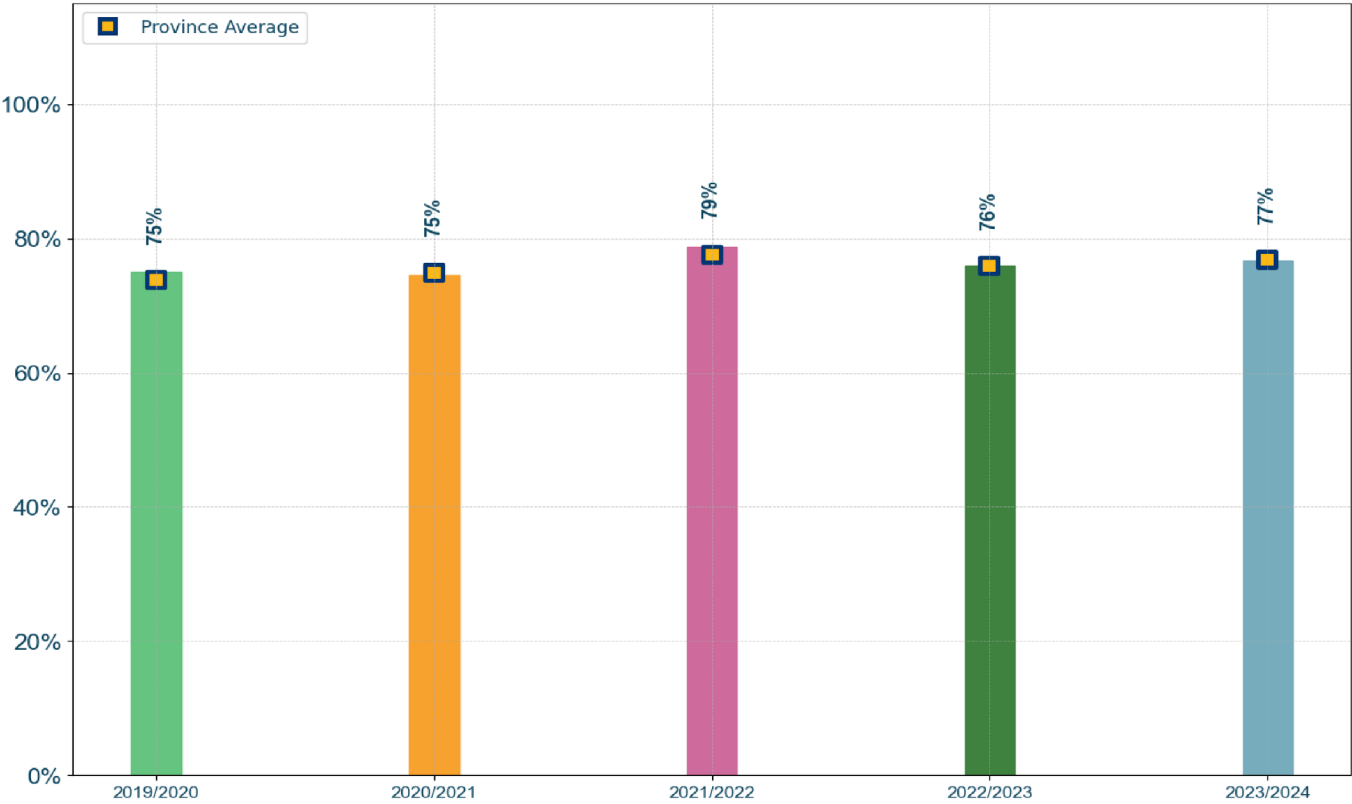
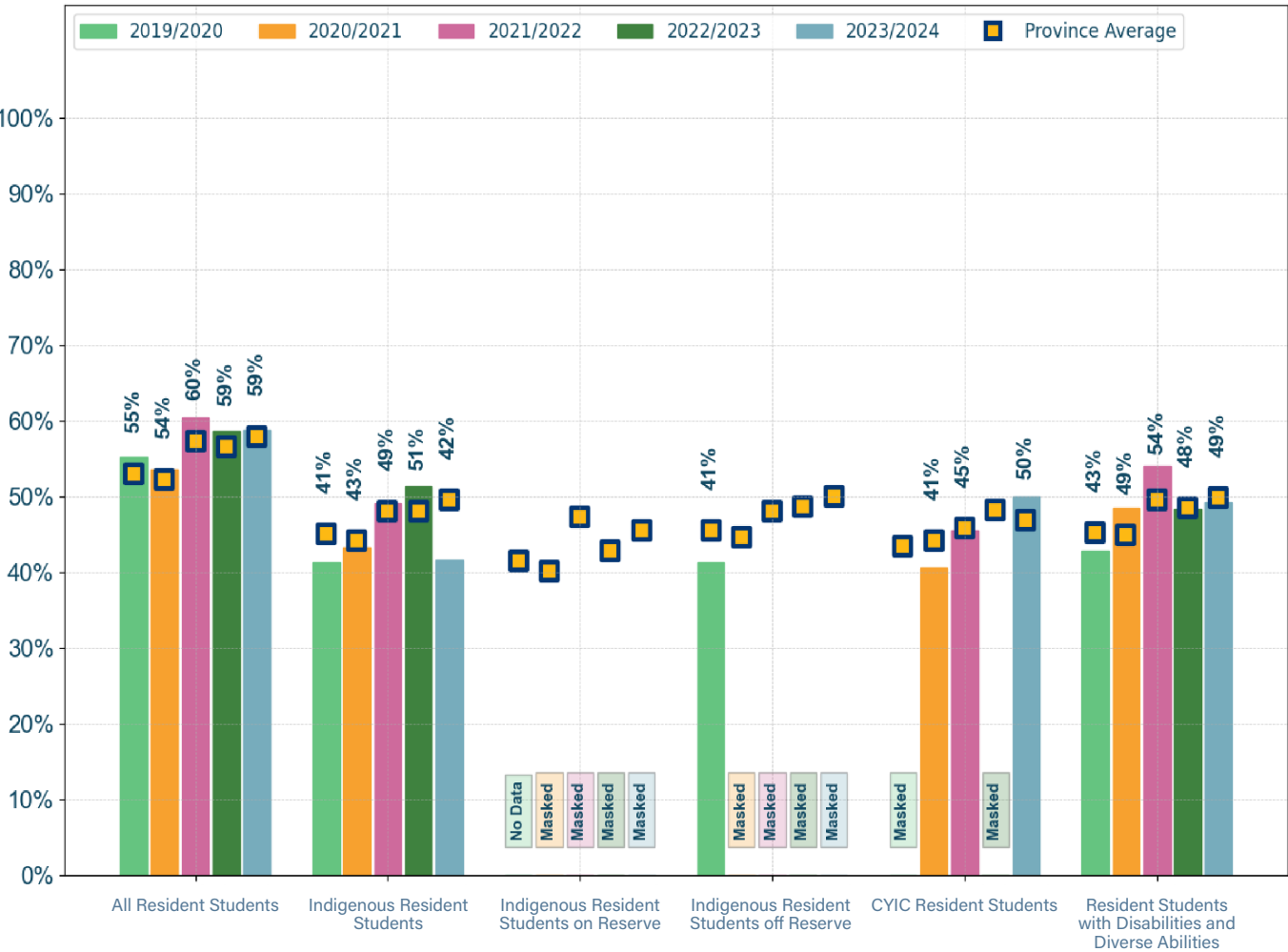


Figure 11. SD36: Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10, 2019/20 - 2023/24



Measure 3.2: Students Feel that Adults Care About Them at School

Figure 12. SD36: Two or Adults Care - Positive Response Rate for Grades 4, 7, and 10, 2019/20 - 2023/24



Analysis: Students Feel Welcome, Safe, and Connected

Students Feel Welcome at School

Over 10,000 grade 4, 7, and 10 students in Surrey completed the Student Learning Survey (SLS) in 2023/24 school year. Seven in ten (73%) Surrey students felt welcome at school, which has remained relatively stable the past three years. Since 2019/20, Surrey students reported feeling welcome at school at a higher rate than the provincial rate.

In 2023/24, six in ten (62%) Indigenous students in Surrey reported feeling welcome at school, higher than what was reported in 2019/20 and 2020/21 (59%). However, the percentage of Indigenous students who reported feeling welcome at school was lower in 2023/24 compared to 2022/23 (67%). Indigenous students in Surrey reported feeling welcome at school at a lower rate in four out of the five years between 2019/20 and 2023/24 compared to Indigenous students provincially.

More CYIC reported feeling welcome at school in 2023/24 (59%) compared to the previous year (53%). In both years, a smaller percentage of CYIC in Surrey reported feeling welcome at school compared to CYIC across the province. Moreover, 2022/23 and 2023/24 marks a significant drop in the percentage of CYIC reporting they feel welcome at school compared to 2019/20 (70%).

Six in ten (64%) students with disabilities and diverse abilities in our district reported feeling welcome at school in 2023/24, a small decline from the previous year (65%). In four out of five years between 2019/20 and 2023/24, the percentage of Surrey students with disabilities and diverse abilities who felt welcome at school matched or exceeded the provincial percentage.

Students Feel Safe at School

In 2023/24, more than three-quarters (77%) of Surrey students in grades 4, 7, and 10 indicated they felt safe at school. The percentage of Surrey students who felt safe at school this year marked an improvement from the previous year (76%), and has matched the provincial percentage the past two years. Between 2019/20 and 2023/24, the percentage of students reporting that they feel safe at school has remained consistent (75% to 79%) and has exceeded or nearly matched the provincial percentage.

Students Feel They Belong at School

Six in ten (59%) Surrey students felt a sense of school belonging in 2023/24, a consistent rate that has been reported the past three years. Four in ten (42%) Indigenous students in Surrey reported having a sense of belonging at school, a decline from the previous year (51%). In only one academic year between 2019/20 and 2023/24 did the percentage of Indigenous students in Surrey who reported a sense of belonging at school exceed 50%.

Half (50%) of Surrey's CYIC felt a sense of belonging at school in 2023/24, a higher percentage than CYIC across the province, and exceeding the Surrey CYIC cohorts in 2020/21 and 2021/22. Data from the 2019/20 and 2022/23 academic years have been masked due to small sample sizes.

In 2023/24, half (49%) of Surrey students with disabilities and diverse abilities felt they belong at school, slightly higher than 2022/23 (48%). Less than half of Surrey students with disabilities and diverse abilities felt they belong at school in four out of five years between 2019/20 and 2023/24.

Students Have Two or More Adults Who Care About Them

In 2023/24, close to six in ten (58%) Surrey students felt they had two or more adults at school who care about them, a slight decline from the previous year (59%). More Indigenous students in Surrey felt there were adults at school who cared about them in 2023/24 (62%) compared to both the provincial Indigenous student population and general Surrey student population.

Among the 2023/24 CYIC cohort in Surrey, seven in ten (70%) felt they had two or more adults at school who care about them, marking a five-year high. Close to six in ten (58%) Surrey students with disabilities and diverse abilities reported having two or more adults at school who cared about them in 2023/24, marking the fifth year in a row there has been a decline among students with disabilities and diverse abilities who felt they had two or more adults at school who care about them.

The table and figures on the three previous pages present five-year trends on the SLS expected counts and participation rates, as well as the percentage of Surrey students in grades 4, 7, and 10 who feel they are welcome and safe at school, who feel they belong at school, and have two or more adults at school who care about them.

Interpretation: Students Feel Welcome, Safe, and Connected

Provincial data reveals a mixed picture of student experiences related to feeling welcome, safe, and supported at school. While a greater percentage of students are reporting they feel safe in school, a lower percentage of students feel there are adults at school who care about them. Indigenous students, CYIC, and English Language Learners (ELL) were more likely to feel there were adults at school who care about them compared to the general student population.

Since 2021/22, student perceptions of feeling they are welcome at school have stayed consistent, while Indigenous students and students with disabilities and diverse abilities report feeling less welcome at school during the same time period. Elementary students across all student populations are more likely to report feeling welcome and having a sense of belonging at school compared to secondary students.

Interesting trends between grade levels were found, with Indigenous students and ELL students at the secondary level being much more likely to feel they had adults at school care about them compared to younger student cohorts. Digging deeper, grade 7 students were consistently less likely to feel adults care about them, with grade 4 and grade 12 students feeling the most cared for.

Feeling welcome and having a sense of school belonging were far less likely to be reported among grade 10 students across all population groups and by a wide margin.



There is a common thread running through many local initiatives - *student voice*. Providing intentional opportunities to talk with students provided powerful insights into their lived experiences in schools. Of critical importance is what we do with what we have learned. Our vision takes courage to ensure student voice is elevated; this is one of the critical pieces that will continue to drive future decisions and result in equitable learning environments and experiences for all students.

While there remains significant improvement to ensure all students feel welcome, safe, and connected to at least two adults during the school day, initiatives such as Skookum Windspeaker, SEL Leads, and Youth as Changemakers clearly demonstrate that when students feel seen, heard, and known, they will remain connected and engaged. When these fundamental human conditions are met, barriers to learning rapidly dissolve.

Looking closely at the SEL Leads initiative demonstrated how a consistent, intentional focus on evidence-informed strategies had a positive impact on student well being. This is, in part, measured by the extent to which students perceive themselves to be open-minded to different perspectives.

The likely relationship between a persistent, cohesive, and intentional instructional focus on SEL and the district's ongoing commitment to truth and reconciliation, culturally responsive pedagogy, and paying attention to student voice may help to explain students' growth in managing the complexity involved in perspective-taking.

Although data suggests that our most vulnerable students are positively impacted by these practices, further evidence is needed to specifically connect the impacts to Indigenous students, students with disabilities and diverse abilities, and CYIC populations.



CAREER DEVELOPMENT

Educational Outcome 4: Graduation

Measure 4.1 : Achieved Dogwood within 5 years

Table 10. SD36: Completion Rate - Cohort Count | Outmigration Estimation, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	6,008 439	5,888 474	6,068 537	6,366 627	6,655 688
Indigenous Resident Students	282 20	273 22	273 24	269 27	261 26
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	165 13	126 10	172 15	147 15	146 15
Resident Students with Disabilities and Diverse Abilities	876 59	841 63	906 77	1,009 95	1,036 101

Figure 13. SD36: 5-Year Completion Rate - Dogwood and Adult Dogwood, 2019/20 - 2023/24



Figure 14. SD36: 5-Year Completion Rate - Dogwood, 2019/20 - 2023/24



Analysis: Graduation

Nearly nine (87%) in ten Surrey students from the 2023/24 academic cohort graduated with a Dogwood within five years of starting grade 8, slightly higher than the provincial graduation rate (86%). When including Surrey students who graduated with an Adult Dogwood (88%), the district remains higher than the provincial percentage (87%). This continues a five-year trend where Surrey students consistently matched or exceeded provincial graduation rates.

Among the 2023/24 cohort of Indigenous students in Surrey, more than half (53%) graduated with a Dogwood within five years of starting grade 8, while the percentage increases to close to six in ten (58%) when including students who graduated with an Adult Dogwood. More Indigenous students in Surrey are graduating compared to 2019/20 (52%), but this remains lower than the general student population in Surrey and Indigenous students across the province.

Improvements in the graduation rates among youth in care were found among the 2023/24 cohort, with four in ten (42%) graduating with a Dogwood compared to the previous year (28%). The percentage of youth in care who graduated in 2023/24 increase when combining those youth in care who graduated with either a Dogwood or Adult Dogwood (44%), an improvement from 2022/23

(34%). The 2023/24 general student population in our district was twice as likely to graduate with a Dogwood within five years of starting grade 8 compared to Surrey youth in care. Since 2020/21, the graduation rates of Surrey youth in care have trailed the general student population, as well as youth in care across the province.

The percentage of Surrey students with disabilities and diverse abilities who graduated with a Dogwood in 2023/24 (68%) marked a five-year high, while also matching the provincial percentage of students with disabilities and diverse abilities who graduated with a Dogwood. When accounting for those students who graduated with an Adult Dogwood, the percentage of students with disabilities and diverse abilities who graduated in 2023/24 improved to seven in ten students (70%), closing the gap with the provincial graduation rate among students with disabilities and diverse abilities.

Table 10 provides the cohort count and outmigration estimation for Surrey School District. The figures on the previous pages include the percentage of students in Surrey and across the province who achieved a Dogwood and Adult Dogwood within five years of starting grade 8 between 2019/20 and 2023/24, as well as the percentage of students in Surrey and across the province who achieved only a Dogwood within five years of starting grade 8.



Interpretation: Graduation

Surrey's graduation rates at the end of the 2023/24 academic year have both successes to highlight as well as areas needing improvement. The overall graduation rate for Surrey students exceeded the provincial percentage, and this has been a consistent trend over the past five years. However, when looking at specific subgroups, disparities emerge.

Indigenous students in Surrey are graduating at higher rates than they were five years ago, but their outcomes still fall below both the general student population and Indigenous students provincially.

Youth in care show the most significant gap in graduation rates. Although their graduation rate has improved year over year, they are still graduating at half the rate of the overall 2023/24 graduating cohort.

Students with disabilities and diverse abilities are showing promising gains. Their graduation rate has reached a five-year high and is approaching the same level with the provincial average.

There was a small increase in the graduate rates of ELL students in 2023/24 (86%) compared to 2022/23 (85%). Additionally, a greater percentage of ELL students in Surrey have graduated every year since 2019/20 compared to the province.

Our interpretation of the district's graduation data is that progress has been made, evidenced by graduation percentages improving over the past five years among Indigenous students and students with disabilities and diverse abilities. Although these student populations have seen gains, including a significant increase in the number of youth in care who are graduating in Surrey, these students are graduating at a lower percentage compared to the general student population. This highlights an inequitable outcome that we continue to prioritize as it suggests current supports may not be sufficient for specific student populations on their journey to graduation.

A variety of programs support students on their path to graduation. For example, Indigenous Support Teams, Community-Schools Partnership, Continuous Learning, and Student Support all provide pathways to graduation by addressing different barriers and creating positive, inclusive, and safe learning environments for our learners.

Additionally, across all secondary schools in Surrey, a transition team composed of principals, vice principals and counsellors support grade-to-grade transitions for all students in grades 8 to 12. Teams meet regularly to ensure students are on track to move into the next grade

and ultimately graduate. Staff ensure all course credits are completed or on course for completion, and students have a consistent point of connection to check in, ask questions and receive guidance. This collective effort helps ensure students remain on a clear path toward graduation.

As students approach grades 11 and 12, school-based Career Development Facilitators (CDFs) work with school teams to ensure students are aware of district partnership program opportunities. These opportunities include Academic Dual Credit programs, Career Technical partnership programs, and Youth Explore Trades programs. Since 2022, there has been a 37% increase in applications for various partnership programs across the district. Despite increased demand there has been a slight increase in number of available seats in these same programs.

Recent initiatives supporting multiple pathways to graduation include post-secondary mentorship opportunities for historically marginalized students, such as Indigenous, Black, and other racialized youth. One notable example is the UBC Black Futures program. Surrey students accounted for 23% of all participants from the Coast Metro region. Impressively, all Grade 12 participants graduated and are now attending post-secondary institutions in British Columbia, with the exception of two students who plan to begin their studies in January.

Surrey's commitment to improving the graduation rate of Indigenous students includes expanding mentorship and career opportunities and pathways Indigenous students identified an area of interest. Drawing from 2021 census data, one of the top fields of study for Indigenous individuals with post-secondary education is business. The district Indigenous department organized "The Day of Indigenous Brilliance" – an event filled with cultural activities, speakers, artists and vendors. Celebrating the rich cultural heritage and contributions of Indigenous peoples, the day also featured young Indigenous entrepreneurs – an intentional response to students' interests.

The district's efforts to support students in graduating within a five-year period from grades 8 to 12 involved a multifaceted approach. Inclusive and supportive learning environments, mentorship, culturally responsive opportunities, and access to supports for students' well-being were essential elements that contributed to student success. By continuing to refine and expand our programs, the district aims to further close the disparity in graduation rates so that all students have the opportunity to achieve their full potential.

CAREER DEVELOPMENT

Educational Outcome 5: Life and Career Core Competencies

Measure 5.1 : Post-Secondary Transitions

Table 11. SD36: Transition to a B.C. Post-Secondary Institution - Cohort Count, 2018/19 - 2022/23

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	4,766	4,833	4,811	4,855	5,018
Indigenous Resident Students	141	134	140	131	139
Indigenous Resident Students on Reserve	Masked	0	Masked	0	0
Indigenous Resident Students off Reserve	Masked	134	Masked	131	139
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Disabilities and Diverse Abilities	406	378	390	418	517

Figure 15. SD36: Immediate Transition to a B.C. Post-Secondary Institution, 2018/19 - 2022/23

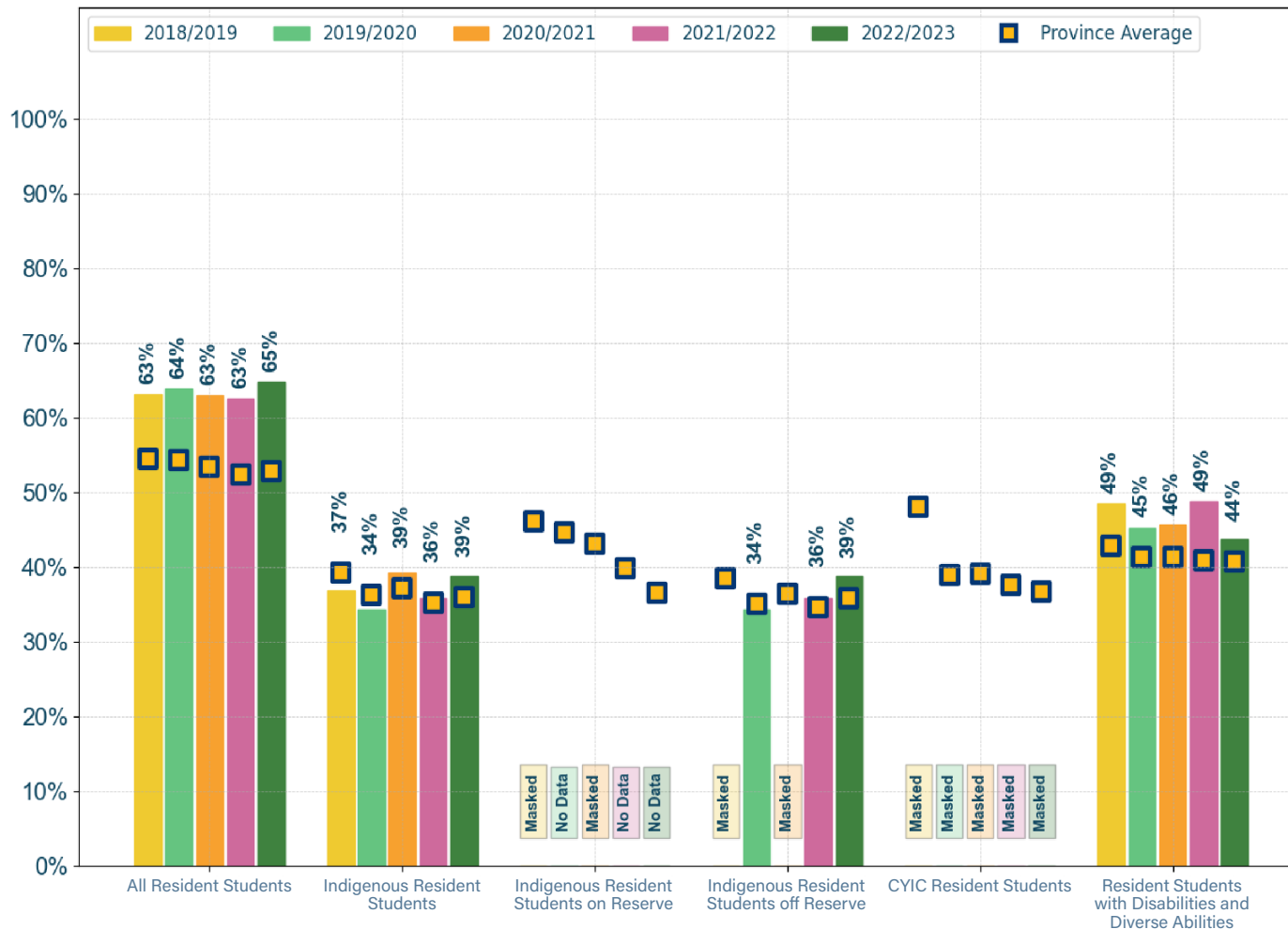
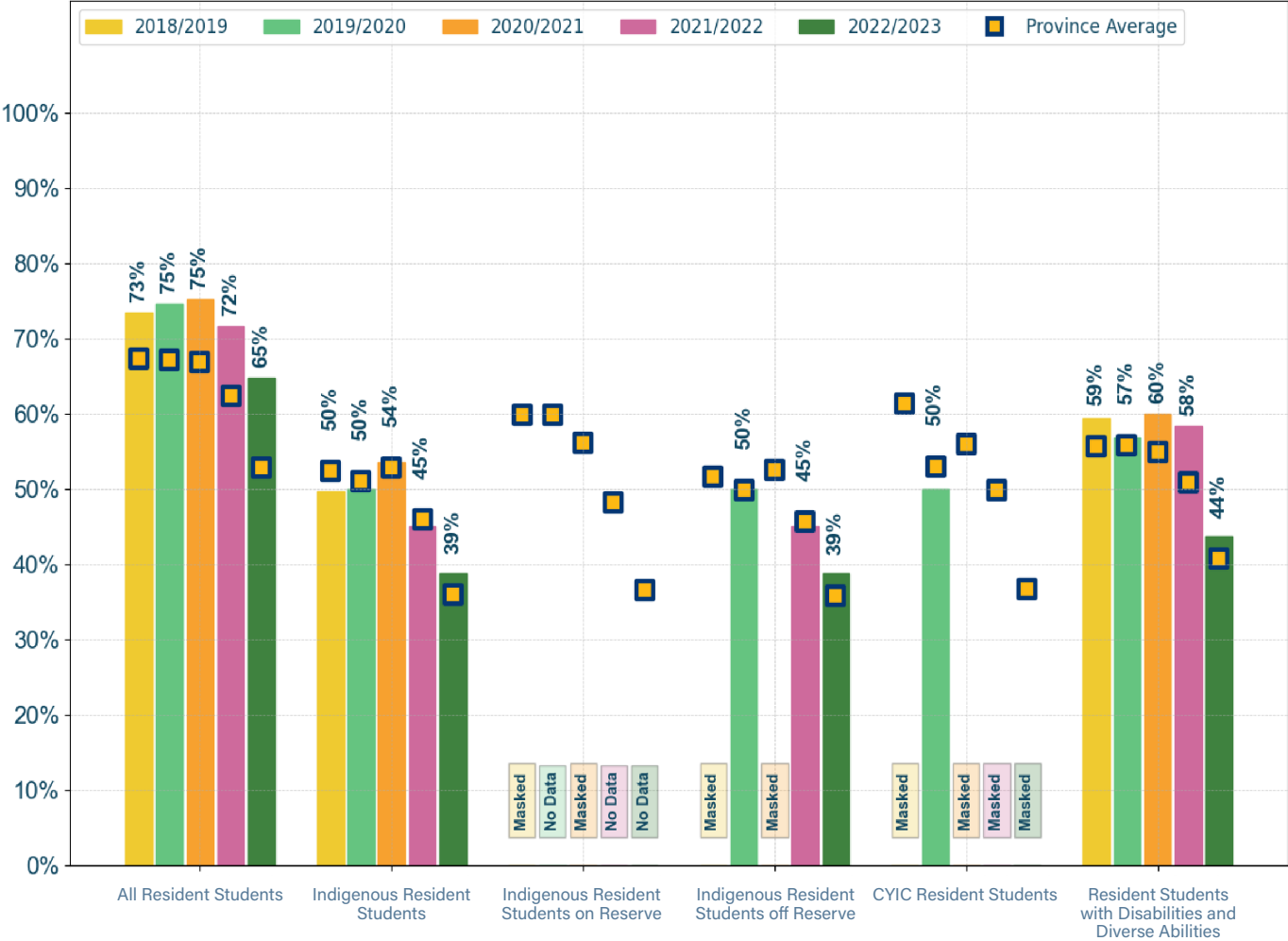


Figure 16. SD36: Within 3 Years Transition to a B.C. Post-Secondary Institution, 2018/19 - 2022/23



Analysis: Life and Career Core Competencies

Immediate Transitions to a B.C. Post-Secondary Institution

Among the 2022/23 cohort of Surrey students who had the opportunity to transition to a B.C. post-secondary institution (PSI) within one year of graduating grade 12, six in ten (65%) had done so, exceeding the percentage of students across the province (53%) and marking a five-year high.

There remains a significant gap in the percentage of Indigenous students in Surrey who make an immediate transition to a B.C. PSI compared to the general student population. Four in ten (39%) Indigenous students in Surrey made a similar transition to a B.C. PSI one year since graduating after the 2022/23 academic year, improving on the previous year's cohort (36%) and exceeding the percentage of Indigenous students across the province for the third straight year.

Due to small population sizes between 2018/19 and 2022/23, the percentage of youth in care who immediately transitioned to a B.C. PSI have been masked to maintain privacy.

The percentage of students with disabilities and diverse abilities in Surrey making an immediate transition to a PSI in B.C. decreased among the 2022/23 cohort (44%) compared to the 2021/22 cohort (49%). Over a five-year period between 2018/19 and 2022/23, the percentage of Surrey students with disabilities and diverse abilities making an immediate transition to a B.C. PSI has exceeded the provincial percentage for the same population group.



Transition to a B.C. Post-Secondary Institution Within Three Years

Between 2018/19 and 2021/22, three-quarters of graduated students had successfully transitioned to a B.C. PSI within three years of graduating. Each year since 2018/19, a greater percentage of Surrey students have transitioned to a B.C. PSI compared to the provincial percentage.

Within three years of graduating, half of Indigenous students in Surrey transitioned to a PSI in the province between 2018/19 and 2020/21. Compared to the general student population, Indigenous students in Surrey—as a percentage—are attending a PSI within the province at a lower percentage.

Half (50%) of Surrey youth in care who graduated in 2019/20 transitioned to a B.C. PSI within three years of their graduation. Due to small population sizes for all other academic years between 2018/19 and 2022/23, the percentage of youth in care who transitioned to a B.C. PSI have been masked to maintain privacy.

Among cohorts of Surrey students with disabilities and diverse abilities between 2018/19 and 2021/22, 57% to 60% have gone on to transition to a B.C. PSI within three years of graduating. In 2022/23, four in ten (44%) students with disabilities and diverse abilities transitioned to a PSI in the province within three years of their graduation.

Table 11 provides the cohort count of Surrey students between 2018/19 and 2022/23 who had the opportunity to transition to a B.C. PSI. The figures provided on the two previous pages present five-year data trends on the percentage of Surrey students and province-wide who made a transition to a public PSI in the province either one year (i.e., immediately) or within three years of graduating from grade 12. Please note that these results do not include those who enrolled in a private PSI in B.C. or a PSI outside of the province.



Interpretation: Life and Career Core Competencies

When comparing provincial and local data, several findings related to career education courses, career pathway programs, and post-secondary institutions underscore the need for Surrey to continue to build system-wide capacity that supports every child's passion and interests in career and life core competencies – from early years through to graduation. Both data sets reveal an upward trend in student requests and participation in career education programs and post-secondary transition in the first year after graduation.

Career Life Connections and Capstone teachers, along with Career Development Facilitators, provide all students the opportunity to explore their career and life passions in every secondary school in Surrey. In addition, creating spaces in partnership programs with post-secondary institutions for Surrey students allow students to build early connections, gain exposure to training and career pathways, and receive credit for post-secondary courses while in high school.

Beginning with our youngest learners to secondary school, all students reflect and explore opportunities, processes, and goals towards various career paths. Students in grades 11 and 12 begin to identify areas of interest and passion both within Career Education courses and through District Career Programs.

In Surrey, there are various delivery models for the Career Life Connections (CLC) course. This course provides students time for career life planning, including post-secondary planning, with teacher support during the school day. By intentionally designing various models of delivery, students are able to better align their transition to career life competencies and post-secondary career path with their final capstone project.



Through the guidance of Career Development Facilitators, both at the school and district level, students in grades 11 and 12 in Surrey are requesting career education programs at an increasing rate. In 2024/25, 962 students applied to district partnership programs. This marks a 24% increase from the 2023/24 school year.

In Career Technical programs, 437 students applied, which was a 38% increase from the 2023/24 school year. Of these students that applied, 223 students participated across 19 trades and technology programs. This represented an increase of 8% from the 2023/24 school year. The upward trend in students completing career partnership programs allows a greater percentage of students to transition into post-secondary following a career pathway they identified while in high school. Notably, there were 16 Indigenous students (7%) participating in Career Technical programs. This is a 23% increase from 2023/24.

Career Technical programs have been identified as areas of interest for Indigenous students and more opportunities and seats in programs are required to impact the number of Indigenous students transitioning to post-secondary institutions. Similarly, 19% of students participating in Career Technical programs were students with disabilities and diverse abilities. This represents 43 students - a 38% increase from the 2023/24 school year.

These findings reinforce the need to examine current strategies, structures, and opportunities aimed at providing career development and partnership programs. Further development of relationships and partnerships with post-secondary institutions is needed as well as an increase in available seats in programs. This will respond to the growing demand and allow additional opportunities for priority populations to see themselves in post-secondary and break barriers for successful transition beyond graduation.





14033 92nd Ave., Surrey, B.C., V3V 0B7
www.surreyschools.ca