

# Superintendent's Report on Student Achievement 2011/12

## Student achievement: Successes and Challenges

1. In Surrey schools, areas of improvement include the six year school completion rate for all students including the Aboriginal student population as well as an increase in grade 7 student results.
  - The completion rate for all students in Surrey was the highest on record, increasing by 1.3% from 82.1% to 83.4% for 2010/11.
  - The Aboriginal six year completion rate in Surrey improved for the second year in a row, increasing by 2.6% from 51.8% to 54.4% for 2010/11. This improvement was twice as large as the improvement in the completion rate for all students, effectively moving success for Aboriginal students closer to the whole group.
  - The Surrey completion rate for males, which historically is lower than for females, improved by 2.9% over the past five years and at 80.8% climbed above the 80% ceiling for the first time in 2010/11.
  - 67% of grade 7 students were meeting or exceeding expectations in numeracy as measured by the FSA. This is 5% above the province. In 2007/08, Surrey grade 7 students were below the provincial rate and the annual results since then show continual improvement.
  - 70% of grade 7 students were meeting or exceeding expectations in reading as measured by the FSA. This is 4% above the province. In 2007/08, Surrey grade 7 students were below the provincial rate and the annual results since then show continual improvement.
2. Trends in student achievement that are of concern include an ongoing achievement gap (although decreasing) between Aboriginal students and all students as a group, and student academic success at the transition between intermediate and secondary school. Evidence of this includes:
  - Despite improvement in the Aboriginal completion rate For Math 10 Foundations and Pre-Calculus, the blended final C+ or better rate for Surrey Aboriginal students of 40% was 17% below that of all students and below the provincial Aboriginal C+ or better rate by 1% in 2010/11.
  - Despite improving numeracy results for all students as a group, Aboriginal student achievement results continue to decline at the elementary level based on the Grade 4 FSA results. 2010/11 sees the lowest result in four years (38%) meeting to exceeding, trending downward from a high of 47% in 2007/08.
  - The percent of students who achieve a mark of C- or F is 8% in Language Arts 7 and increases to 16% in English 8 and from 9% in Math 7 to 28% in Math 8 Foundations and Pre-Calculus.

## District-supported Initiatives

3. Interventions and programs that are having a positive effect include:
  - Links to Literacy and additional support from Early Literacy Teachers is impacting the acquisition of phonological skills for students in the 12 inner city schools. ELPATS scores indicate the number of Kindergarten students who experience difficulty in the acquisition of phonemic awareness skills is significantly reduced by May/June for all groups.
  - An innovative numeracy project is impacting the acquisition of numeracy for students at 57 elementary and 7 secondary schools. In addition, 28 elementary and 2 secondary schools are involved in a Math Intervention program. The focus is to provide scaffolding and direct instruction to maximize student success. Strategies include teaching through problem solving, undertaking a sense-making approach, differentiation and on-going assessment for learning, and curriculum specialist helping teachers working side by side with classroom teachers to execute lessons that will increase student understanding. Evidence for this project will be available at a later date.
  - A numeracy project targeting early learning in Numeracy for Aboriginal students is in development and is described later in this report.

## Achievement Contract Targets and Progress

4. Targets set out in the Achievement Contract include:
  - a. Literacy

Target: Improve reading results across the curriculum for all learners

Results: For the second year in a row, Grade 7 FSA results in reading were above the provincial meeting to exceeding rate of by 4%, 70% to 66% respectively.

Target: Improve the C+ or better rate in English 10 compared to the provincial results by 5% over the next three years.

Results: In 2010/11, the district C+ or better rate at 65% was 2% lower than the province. In 2006/07, the difference was 5%.

Target: Reduce the gap in English 10 and 12 for Aboriginal students compared to district results.

Results: In 2010/11, the Aboriginal C+ or better rate was 39% in English 10 and 56% in English 12. The gap between district Aboriginal students and all students was 26% at grade 10 and 13% at grade 12. There has been little real change in these results, but overall, at grade 10, the gap has widened.

b. Completion Rates

Target: Improve the overall six year completion rate by 4% over the next three years (base 2007/08; target to be revisited in 2012/12).

Results: 2.7% improvement

Target: Improve the six year completion rate for Aboriginal students by 15% over the next three years (base 2007/08; target to be revisited in 2012/13).

Results: 6.3% improvement

Target: Improve the grade to grade transition from grades 9 to 10 by 3% for all students and 10% for Aboriginal students over the next five years (base 2007/08; target to be revisited in 2012/13).

Results: 1% for all, 7% for Aboriginal

c. Aboriginal Education

The goal of advancing literacy achievement and academic success for all Aboriginal students is clearly outlined in the Aboriginal Enhancement Agreement. The District Achievement contract outlines strategies and structures to reach the goal of success for all Aboriginal learners. In addition, the District and Community Literacy Plan clearly emphasizes the combined commitment of the school district and community to support Aboriginal learners from the very youngest through adulthood.

Target: improve the Aboriginal student six year completion rate by 15% over the next three years (Base 2007/08).

Results: The Aboriginal six year completion rate in Surrey improved for the second year in a row, increasing by 2.6% from 51.8% to 54.4% for 2010/11. This improvement was twice as large as the improvement in the completion rate for all students, effectively moving success for Aboriginal students closer to the whole group. The Aboriginal completion rate for Surrey exceeded the provincial Aboriginal completion rate of 53.7% by 0.7% in 2010/11.

Target: improve the grade to grade transition from grades 9-10 by 10% for Aboriginal students.

Results: The grade to grade transition from grades 9-10 for aboriginal students improved by 9%, moving from 82% in 2008/09 to 91% in 2009/10. Note 2010/11 transition rates are not yet available.

## 5. Children in Care

- a. Summarize the work and your efforts in meeting the needs of Children in Care
  - MCFD and Surrey Schools have collaboratively developed an efficient and accurate process for identifying and monitoring Children in Care. MCFD and Surrey Schools have both identified a management liaison (MCFD-Community Services Manager; Surrey Schools-District Principal) to develop and coordinate the process within their respective systems.
  - Principals have been assigned the responsibility of monitoring all Children in Care in their respective schools.
  - Surrey Schools, MCFD, and the Childrens' Foundation have collaboratively developed an intensive, short-term intervention/school readiness centre, known as the Educational Transition Centre, that places a priority on providing wrap-around support to elementary-aged Children in Care who have struggled to engage with school in a meaningful way. The ETC's mission is to "stabilize, engage, and ready students for school".
  - Surrey Schools and MCFD have collaboratively developed and initiated a Social Worker Liaison pilot project at two secondary schools.
  
- b. What categories of Children in Care have been successfully identified and are being monitored? (i.e.) continuing custody orders, temporary custody orders,
  - As of November 30, 2011, just over 600 Children in Care, in both Continuing Custody Order and Temporary Custody Order situations, have been identified in Surrey. It is believed that this represents the complete list of school-aged Children in Care residing in the Surrey School District. All students attending a Surrey School will be monitored through the MCFD/Surrey Schools Joint Monitoring Process.
  
- c. What structures are in place to provide effective communications among MCFD offices, social workers, foster parents, and schools?
  - The District Principal and the MCFD Community Services Manager responsible for CIC monitoring meet formally at least three times per year to address any issues or concerns related to communication and/or the monitoring process.
  - Key clerical staff members in both organizations have been selected to manage the regular sharing and updating of Children in Care information.
  - Surrey Schools and MCFD have collaboratively developed a set of instructions and expectations, to be sent to all Surrey Schools and MCFD offices connected to Children in Care in Surrey, that should ensure effective, timely, and regular communication between social workers, foster parents, and schools.

- d. What results are being achieved by students within the identified categories?
- The district is in the early stages of the identification and monitoring process and achievement outcomes are not yet available.
  - MCFD and Surrey Schools have committed to conducting joint research to track the effectiveness of the process and its impact on student achievement.
  - A copy of all Children in Care monitoring plans and final report cards will be kept on file at Education Services and will be analyzed, with recommendations, on an annual basis.

6. The district's approach to early learning assessment in Kindergarten classes includes:

Assessments:

- Early Literacy Phonemic Awareness Test Surrey (ELPATS) is administered to all K students in January. Those children identified as at risk are reassessed in May and are tracked through Grade One.
- Early numeracy assessment, "What Do They Know", has been introduced in 10 elementary schools.

Strategies in place to address the needs identified:

- Targeted support based on January ELPATS results is provided through Links to Literacy in 12 inner city schools. This targeted phonemic awareness intervention program is designed to teach skills systematically and sequentially.
  - Early Literacy Teachers in 12 inner city schools, expanding to 16 in 2011/12, working collaboratively with classroom teachers to provide targeted and small group instruction. The focus is on additional and increased depth of instruction in specific areas of literacy.
  - Early Numeracy Teachers will be assigned to 6 inner city schools, working collaboratively with classroom teachers to provide targeted and small group instruction to Aboriginal learners. The focus is on additional and increased depth of instruction in specific areas of early numeracy.
7. A promising practice in development is an intervention for Aboriginal success in Numeracy.
- The Early Numeracy teacher for Aboriginal success project: A targeted Numeracy intervention is designed as a three year program to target Numeracy instruction to the most vulnerable Aboriginal learners at the K-3 level. The program will be delivered at eight elementary schools with the highest Aboriginal population (0.3 FTE at each school).