



ENHANCING STUDENT LEARNING REPORT

SEPTEMBER 2021

CONTENTS

INTELLECTUAL DEVELOPMENT 1

LITERACY

District Evidence

- Phonemic Awareness 1
- Inner City Early Learning Initiative 1

Provincial Evidence

- Foundation Skills Assessment—
Grade 4 and Grade 7 Writing and Reading 2
- Grade 10 Literacy Assessment 3

NUMERACY

District Evidence

- Numeracy Initiatives 3

Provincial Evidence

- Foundation Skills Assessment—
Grade 4 and Grade 7 Numeracy 4
- Grade 10 Numeracy Assessment 4

GRADE-TO-GRADE TRANSITIONS 5

HUMAN AND SOCIAL DEVELOPMENT 6

District Evidence

- Student Voice and Employee Well-Being
Survey 6
- SEL Leads Initiative 6

Provincial Evidence

- Student Learning Survey (SLS) 7

CAREER DEVELOPMENT 8

- Career Education 8
- School Completion and Entrance to
Post-Secondary School 9

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT 10



In addition to the results presented in this report, supplementary information can be reviewed by clicking on the links provided throughout this document.

In accordance with the B.C. Ministry of Education's Framework for Enhancing Student Learning, this report highlights the results of the provincial and district educational outcomes and measures for the Surrey School District. Through analyses of multiple sources of evidence, this document explores students' intellectual, human and social, and career development.



SURREY SCHOOLS BACKGROUND INFORMATION

Surrey Schools is located on the traditional, ancestral, and unceded territory of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth—mind, body and heart—a commitment captured in our welcome video, [Éy swayel / Bienvenue / Welcome to Surrey Schools](#).

Surrey Schools' priorities of inquiry, as outlined in our [Strategic Plan](#), are Literacy and Numeracy; Transitions; and Wellbeing.



Click to watch our welcome video, [Éy swayel / Bienvenue / Welcome to Surrey Schools](#).



Click to view Surrey School's [Strategic Plan](#).



INTELLECTUAL DEVELOPMENT

Intellectual development includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and knowledge. Drawing from a range of district and provincial data sources, the following summarizes Surrey students' performance in relation to literacy, numeracy, and grade-to-grade-transitions.

LITERACY

District Evidence

PHONEMIC AWARENESS

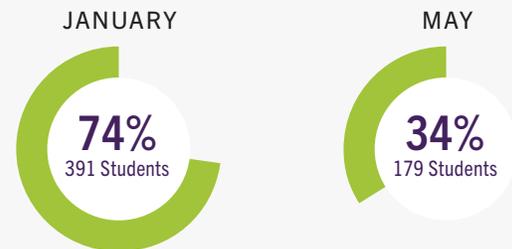
Early learning is critical to the growth and development of every child. What a child learns in these formative years impacts them over their lifetime. An important and foundational component to early learning, as well as a strong predictor of reading achievement, is the acquisition of phonemic awareness: the ability to manipulate individual sounds in spoken words.

The Early Learning Phonemic Awareness Test – Surrey (ELPATS) is a district-based oral assessment of phonemic awareness. It is administered twice each year (January and May) by teachers to identify Kindergarten students who are at-promise. At-promise refers to the potential that resides in every child who is demonstrating difficulties with phonemic awareness.



Additional analysis of ELPATS scores can be viewed by clicking on the following link: [Early Literacy Phonemic Awareness Test–Surrey](#).

Figure 1. Percentage and number of Surrey students identified as at-promise by ELPATS, 2020/21



INNER CITY EARLY LEARNING INITIATIVE

During the 2020/21 school year, 528 Kindergarten students from 26 inner-city schools were assessed by their classroom teachers using the ELPATS. Of those, three-quarters were identified as at-promise in January. When re-assessed in May, the number of students dropped to 34%, representing a cut in the number of students deemed at promise by more than half (see Figure 1).

To facilitate the success of our youngest learners, Surrey provides 26 inner-city schools with targeted, early literacy staffing. Through the district's Inner-City Early Learning (ICEL) initiative, Early Literacy Teachers (ELTs) work collaboratively with Kindergarten and Grade 1 classroom teachers to provide additional, strategic in-class support for at-promise students. Evaluation results from the 2019/20 and 2020/21 school years found that at least 88% of teachers indicated they had observed significant impacts from the ICEL initiative, including improving at-promise students' understanding, communication, and application of literacy skills (see Table 1).

Surrey provides additional early learning support during the Summer Learning session. Our "Little Eaglets" program focuses on literacy development for Indigenous students entering Kindergarten and for Indigenous students in the primary years. The goal of this program is to foster an early love of learning, culture, and connection to land by honouring the spirit of Indigenous peoples. Working alongside elders and knowledge keepers in the community, this program connects Indigenous Kindergarten learners and their families to school in their community.



Additional program description and analysis of the initiative can be viewed by clicking on the following link: [Inner-City Early Learning Initiative](#).

Table 1. Surrey teachers' observations of at-promise students' improved literacy skills (2-year trend)



LITERACY INITIATIVES

Quality literacy instruction spans all grades and all disciplines. It must be meaningful and requires explicit instruction in reading, writing and thinking that is specific to all subject areas. District staff partner and work with classroom teachers to explore evidence-based literacy instruction and assessment practices. Evaluations were conducted on 13 literacy-based initiatives that supported literacy instruction and learning of approximately 1,600 students. Teachers who participated in the literacy initiatives were asked to take part in a survey regarding the impacts of the initiatives.

Approximately nine in ten teachers observed an increase in their students' literacy skills. Between 86% and 89% of the teachers observed the literacy initiatives leading to students being more able to use reading strategies to increase comprehension and use higher order thinking processes to explore questions in text (see Table 2).

With respect to our Indigenous learners, we are also learning that our initiatives are having an impact. During the pandemic, a cohort of students from Katzie First Nation participated in a multi-grade experience that focused on outdoor learning and integrating Katzie First Nation world views and perspectives. This "pop-up school" allowed the students to make gains in both literacy and numeracy by two grade levels, thereby improving their confidence and identities as students and members of Katzie First Nation.

Provincial Evidence

FOUNDATION SKILLS ASSESSMENT—GRADE 4 AND GRADE 7 WRITING AND READING

The Foundation Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in Grades 4 and 7, and provides important information on how well students are progressing in the foundation skills of Writing, Reading, and Numeracy.

On the 2020/21 Grade 4 FSA Writing, Surrey had a higher proportion of students who were either on-track or extending (84%) than the percentage of students across all B.C. public schools (82%).

For the 2020/21 Grade 7 FSA Writing, a greater percentage of Surrey students were on-track or extending (89%) compared to the province (85%; see Figure 2). Results from the district's **English Language Learners** (85%) were greater than the province for the same sub-group (82%), as were our **Students with Special Needs or Diverse Abilities** whose results (72%) exceeded the provincial results (69%).

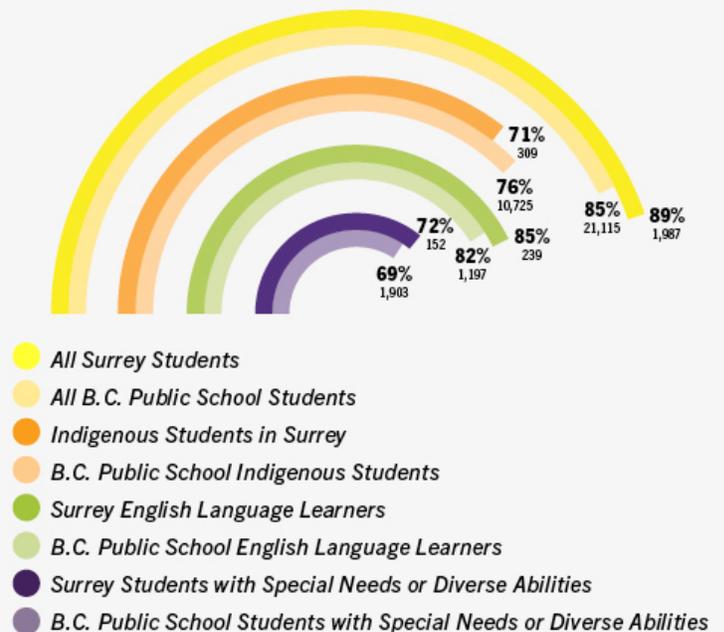
Additional analysis of Grade 4 and Grade 7 FSA Writing can be viewed by clicking on the following link: [Foundation Skills Assessment—Writing](#).

Table 2. Literacy Initiatives: Teachers' observations of students' improved literacy skills, 2020/21

92% <i>Making meaningful, well-developed, personal connections with ideas in text</i>	89% <i>Using higher order thinking processes to explore questions to explore questions with multiple possible responses (assessing, analyzing, etc.)</i>	87% <i>Communicating and expressing themselves in a variety of modes</i>	86% <i>Using reading strategies to increase comprehension</i>
---	--	--	---

Program descriptions and additional analysis have been provided in the addendum, [Literacy Initiatives](#).

Figure 2. Proportion of Surrey students who were on-track or extending on Grade 7 FSA Writing in relation to students across all B.C. public schools, 2020/21



Grade 4 students who are on-track or extending on FSA Reading improved to 77% in the 2020/21 school year from 70% the year before. **Indigenous students** in Surrey have seen the greatest gains on Grade 4 FSA Reading between the 2019/20 (50%) and 2020/21 (61%) school years with a 22% improvement, while **Surrey Students with Special Needs or Diverse Abilities** have improved by 18% between the 2019/20 (57%) and 2020/21 (67%) school years.

Surrey had a higher proportion of students who were on-track or extending (80%) on the 2019/20 FSA Grade 7 FSA Reading compared to the provincial percentage (77%). Even more, **Indigenous students**, **Children and Youth in Care**, **English Language Learners**, and **Students with Special Needs or Diverse Abilities** were observed to have better results on Grade 7 FSA Reading compared to the province for each respective sub-group.

Additional analyses of Grade 4 and Grade 7 FSA Reading can be read by clicking on the following link: [Foundation Skills Assessment—Reading](#).

GRADE 10 LITERACY ASSESSMENT

The Grade 10 Literacy Assessment assesses students' ability to use critical thinking and analysis to make sense of a diverse array of texts, as well as their ability to communicate ideas. The assessment is not based on a specific course, but on literacy learning across multiple subjects. As illustrated in their responses, 74% of grade 10 students demonstrated understanding of the readings and tasks outlined in the assessment (see Figure 3). This includes proficiently summarizing ideas, drawing conclusions, expressing judgments about ideas from the text, and clearly expressing written ideas in formats that are organized, straightforward, and supported with appropriate details.

To continue strengthening these broad literacy skills across all student sub-groups, with a focus on those groups that performed below district and provincial averages (**Indigenous Students**, **Children and Youth in Care**, **English Language Learners** and **Students with Special Needs or Diverse Abilities**), educators from all disciplines will collaborate to support developing students' cross-curricular literacy skills – including the ability to analyze and make meaning of a variety of texts, as well as communicate ideas in multiple ways.

NUMERACY

District Evidence

NUMERACY INITIATIVES

Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the capacities to use mathematical knowledge and skills purposefully.

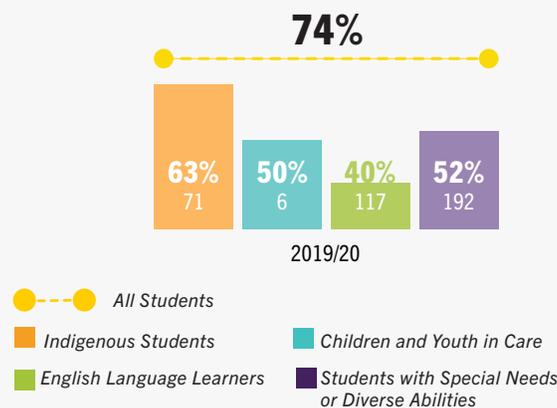
To support students in becoming numerate and using mathematics confidently at school and in their lives, elementary and secondary teachers participated in various numeracy initiatives to explore standard-based mathematics. While reflecting on their practice, teachers collaborated to:

- 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.

Evaluation of these district-led initiatives demonstrated positive impacts on students' numeracy competencies. Table 3 provides a select number of student outcomes impacted by teachers taking part in these district-led numeracy initiatives.

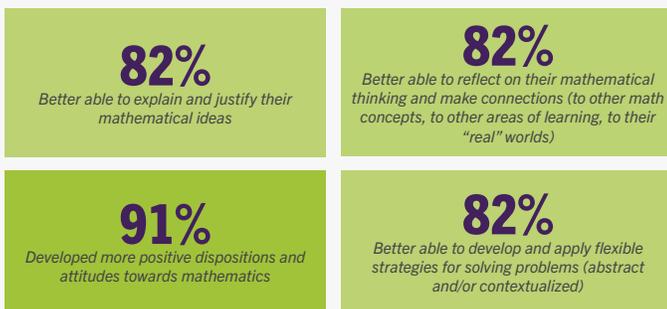
District-led initiatives also had a positive impact on our students' learning as evidenced by their Mathematics 10 success rates. Since the 2018/19 school year, at least 85% of our district's Grade 10 students have been successful in achieving Mathematics learning standards, as demonstrated in their report card grades (see Table 4).

Figure 3. Percentage and number of Surrey students who are on-track or extending in Grade 10 Literacy ¹



¹ To ensure confidentiality of student data is maintained, throughout this report, the categories for Indigenous students living on and off reserve have been combined because numbers are too low to report individually."

Table 3. Numeracy Initiatives: Teachers' observations of students' improved numeracy skills, 2020/21



Program descriptions and additional analysis have been provided in the addendum, [Numeracy Initiatives](#).

Table 4. Report card data: Rates of success in Mathematics 10 (3-year trends)

COURSE NAME	2018/19	2019/20	2020/21
Workplace Mathematics 10	85%	89%	88%
Foundations of Math and Pre-Calculus 10	91%	92%	89%
Maths: Fondements et Pre-Calcul 10	96%	100%	99%
Total	89%	92%	89%

Provincial Evidence

FOUNDATION SKILLS ASSESSMENT—GRADE 4 AND GRADE 7 NUMERACY

Results of the 2019/20 FSA Numeracy indicate that Grade 4 students in Surrey had a lower proportion of students who were on-track or extending (63%) compared to the province (68%). Similarly, all Grade 4 sub-groups in Surrey had results that were lower than the province for their respective sub-groups.

Conversely, not only did Grade 7 students in Surrey have a higher proportion of students who were on-track or extending (67%) than the province (64%), all Grade 7 student sub-groups in Surrey achieved better results than the province on FSA Numeracy.



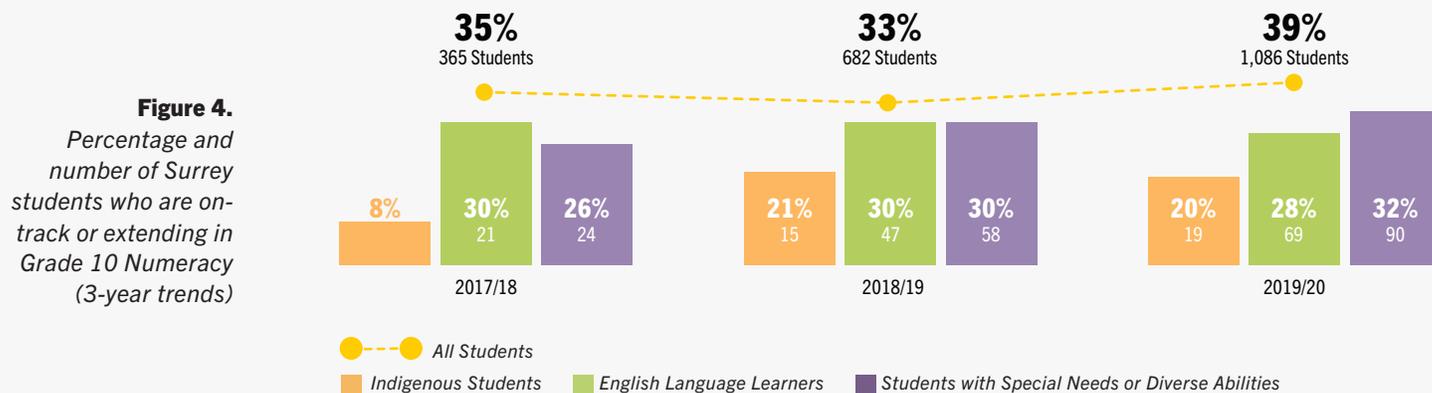
Additional data and analysis of Grade 4 and Grade 7 FSA Numeracy across multiple years for each subgroup are available in the addendum, [Foundation Skills Assessment—Numeracy](#).

GRADE 10 NUMERACY ASSESSMENT

The Grade 10 Numeracy Assessment is an assessment of students' proficiency in their ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in real-world situations. It is not a measure of students' basic mathematical skills of course-specific content.

In the 2019/20 school year, Grade 10 students in Surrey had a similar proportion of students who were on-track or extending on the Grade 10 Numeracy Assessment as the province (40%). Similarly, **Indigenous students** in Surrey had better results than the provincial average for the same student sub-group (18%). **English Language Learners** exceeded the provincial percentage for the same sub-group (27%), as did our **Students with Special Needs or Diverse Abilities** when compared to the provincial percentage of their respective sub-group (28%; see Figure 4).

The discrepancy between these results and Grade 10 report card marks reflects that these two data sets do not measure the same outcomes. This difference may be attributed to significant changes in how numeracy processes are assessed. These changes require shifts in instruction and assessment practices. By supporting all teachers in understanding and embedding numeracy processes in their teaching, regardless of subject area, we expect the results to improve in the years ahead.



To support students in understanding and applying numeracy processes in a variety of situations, the district has supported secondary math teachers in understanding and developing rich numeracy tasks that incorporate the numeracy process the assessment is structured around: Interpreting, Applying, Solving, Analyzing, and Communicating.

Moving forward, through participation in the Ministry's Numeracy Proficiency Project (K – 12), the district will offer and expand numeracy-related professional development to teachers, with a focus on identifying

numeracy applications across all curricular areas and giving students opportunities to transfer their mathematical knowledge and skills to context outside the mathematics classroom.

In addition, Surrey's Aboriginal Learning Department will offer a secondary numeracy program during Summer Learning, where students interact daily with math teachers and Aboriginal Cultural Facilitators who create an environment that is culturally responsive to the needs of Indigenous Learners. Students receive scholarships for their attendance and achievement in math.

GRADE-TO-GRADE TRANSITIONS

Students are set up for successful grade-to-grade transitions when students attend schools where they feel they are welcomed, feel they belong, can positively connect with their peers and staff, and can see themselves and their culture reflected in the school and staff.

When compared to provincial rates, Surrey students excel. Grade 9 students in Surrey transitioned into Grade 10 at the end of the 2019/20 school year at a greater rate (98%) than the province (97%). **Indigenous students** and **Students with Special Needs or Diverse Abilities** in Surrey have either met or exceeded the provincial transition rates of their respective sub-groups for the years between 2017/18 and 2019/20.

Grade 10 students in Surrey transitioned into Grade 11 at a similar rate as the province at the end of the 2018/19 and 2019/20 school years. During that same span, all four sub-groups either met or exceeded the provincial transition rates of their respective sub-groups.

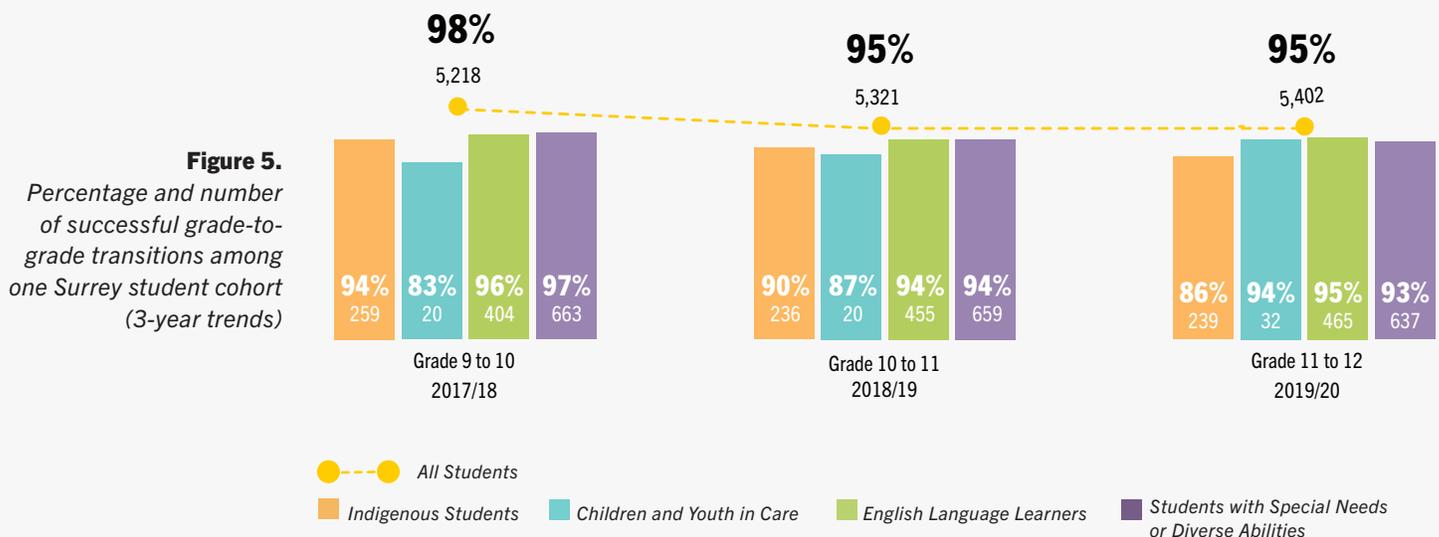
Grade 11 students in Surrey had better rates of transition to Grade 12 for the academic years between 2017/18 and 2019/20. Since the 2017/18 academic year, **Children and Youth in Care** exceeded the provincial rates, while **Students with Special Needs or Diverse Abilities** have had better results in transitioning to Grade 12 than the province since the 2018/19 academic year.

While our students have been successful in their grade-to-grade transitions relative to the province, with the exception of **Children and Youth in Care**, there have been declines in the transition percentages for Surrey students and several sub-groups. Below are the grade-to-grade transitions for one student cohort in Surrey (see Figure 5).

To support students who may be at-risk from successfully transitioning between grade levels, the district provided each secondary school with additional staffing to establish and implement a cohort model that utilizes a holistic wraparound response to serve our youth with complex needs. Schools tracked both student successes and the supports provided, with an intentional focus on **Indigenous** students, **Children and Youth in Care**, and **Students with Special Needs or Diverse Abilities**. School administrators and support staff reported that this model decreased absenteeism and truancy, while increasing student achievement of learning outcomes.



Additional analyses of sub-group comparisons to provincial averages can be read by clicking on the following link: [Grade-to-Grade Transitions](#).



HUMAN AND SOCIAL DEVELOPMENT

Human and social development is central to a student’s ability to learn. Building community and connection, as well as supporting educators in the development of their own social and emotional competencies, is critical to students’ wellbeing. The following highlights evidence gathered from district surveys and district-led initiatives that focus on social and emotional learning (SEL).

District Evidence

STUDENT VOICE AND EMPLOYEE WELL-BEING SURVEY

When student voices are heard, it can inspire and empower students to take charge of their education. The Student Voice Survey (SVS) is distributed to Surrey students in Grades 10 to 12 as part of a student leadership series on student voice in an effort to hear feedback on the benefits and challenges of their school experiences.

In 2020/21, the survey also explored student wellbeing during the pandemic. Completed by 2,421 students, the survey revealed that fewer students felt calm and safe (62%) compared to the prior year (84%). Each year, results are shared with principals and school leadership groups to determine next steps in improving issues facing school populations. Staff meet with student leaders to discuss ongoing ways student concerns can be addressed moving forward. A smaller group of student leadership representatives from many schools are continuing to meet with the superintendent to discuss the surveys, their school experiences, and next directions for the SVS.

Student outcomes are, in large part, related to positive student and teacher interactions and to cultivating wellbeing throughout our schools and classrooms. A healthier classroom climate, greater student social and emotional learning (SEL), and academic achievement are greatly improved when teacher-student relationships are positive.

With this understanding, the district developed the Surrey School District Employee Well-Being Survey. It has been distributed annually to all employees for the past three years. Of the 2,328 employees who completed the 2020/21 survey, 1,259 were teachers. Similar to student survey results, 46% of teachers felt calm and confident more than half of the time during the pandemic. This is a decrease from the 2019/20 school year, where 61% of the 1,035 teachers who responded felt calm and confident more than 50% of the time. We believe that such a significant drop in confidence, calmness and feelings of safety can be partially attributed to the anxiety and uncertainty that came with the pandemic.

 Additional information on SEL-related initiatives and how we seek to cultivate wellness throughout the district can be read by clicking on the following link: [Cultivating Wellbeing: A Systems Approach.](#)

Table 5. Percentage of students feeling calm and safe and teachers feeling calm and confident (2-year trend)

	2019/20	2020/21
Students Feeling Calm and Safe	84%	62%
Teachers Feeling Calm and Confident	61%	46%

SEL LEADS INITIATIVE

Social and emotional wellbeing are fundamental to learning. In more than two dozen of our schools, we have implemented a SEL Leads initiative which integrates academic, social, and emotional learning as a means to promote equitable outcomes for all students, while also promoting teacher wellness and resiliency.

In an effort to evaluate the importance of this initiative for students during the 2020/21 school year, 23 SEL School Leads provided feedback via surveys. The SEL Leads reported the meaningful impact that their work has had in their students’ lives. The initiative has helped to elevate student voices and identities that promote acceptance and positive peer relationships. Results of the initiative have also enabled students to receive strategies for practicing kindness, the language to think deeper, and the spaces to have deeper conversations that build school communities.

SEL Leads also reported that the initiative has led to a positive difference in their own development of SEL competencies, including use of SEL practices as a foundation to teaching and learning processes and the ability to foster a welcoming and inclusive classroom and school. Given the positive experiences for both teachers and students, we will continue to support and evaluate the SEL Lead initiative.

Provincial Evidence

STUDENT LEARNING SURVEY (SLS)

The Student Learning Survey (SLS) is an annual provincially administered survey that informs our district about students' educational experiences. The SLS includes several categories: Achievement, Human and Social Development, Safety, Future Preparation, School Environment, and Health. Among these categories are students' responses to their feelings of being welcome, safe and connected at school, as well as how many adults they think care about them at school.

Since the 2017/18 school year, three-quarters of students in Surrey have felt safe at school. There was a slight drop between the 2018/19 and 2019/20 academic years (see Figure 6).

Seven in ten Surrey students feel they are welcome in their school and this has been consistent since the 2017/18 academic year. We have seen some declines across sub-groups (see Figure 7).

Between 55% and 57% of Surrey students have indicated they feel a sense of belonging at school since the 2017/18 school year. The 2019/20 academic year has seen a significant decrease in the number of **Children and Youth in Care** who feel a sense of belonging at school (see Figure 8).

During the 2017/18 and 2019/20 academic years, between 65% and 68% of all Surrey students indicated they felt at least two adults care about them at school. Each sub-group has seen a decline over the same time period (see Figure 9). These results are similar to the MDI, which found that an average of 68% of Grade 4 students and 61% of Grade 7 students in the

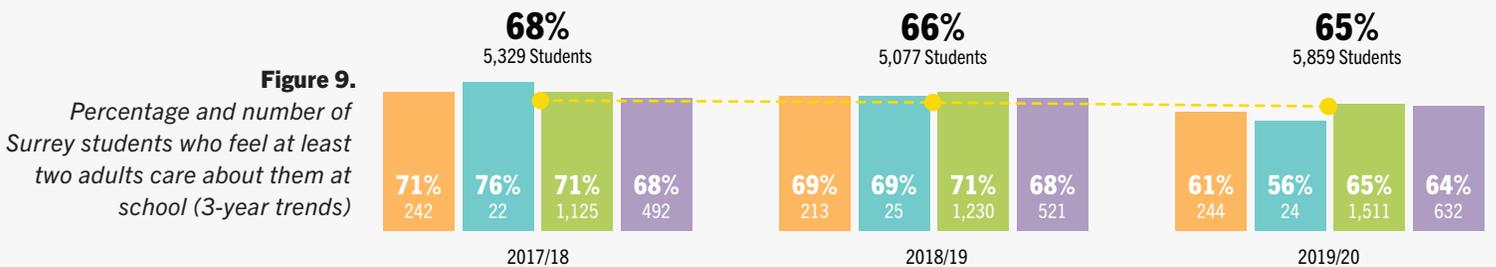
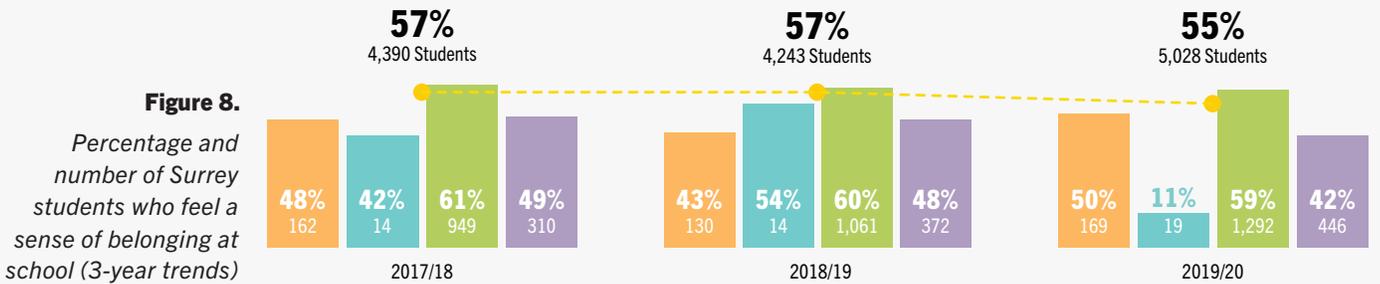
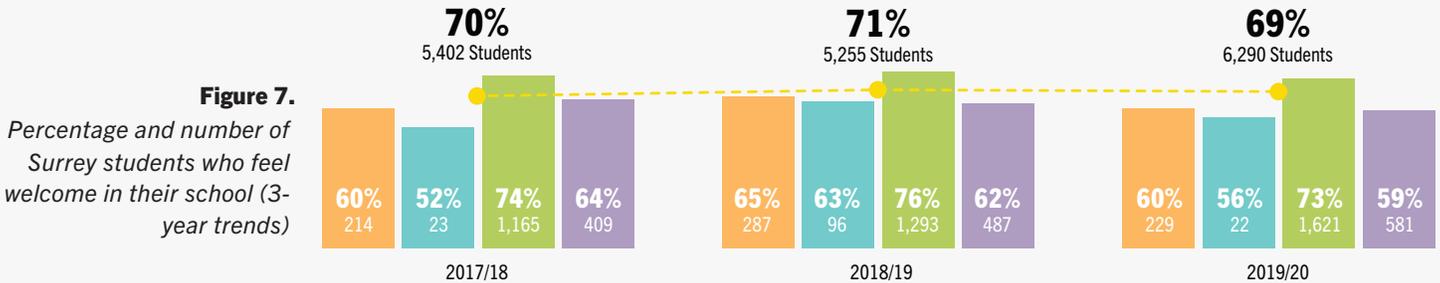
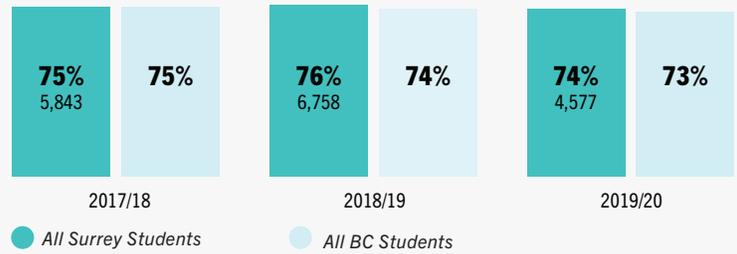


Results of the Early Development Instrument (EDI) and Middle Years Development Instrument (MDI) have also been analyzed and can be reviewed by clicking on the following link: [EDI MDI, and SLS Data](#).

district could identify at least one important adult at school they feel connected to.

We believe the disruption to normal schooling routines and interactions with peers and adults in school during the Covid era can help explain the declines in students' feelings of being welcome at school, their sense of school belonging, and having at least two adults they feel care about them at school. We will use the SLS data, in combination with other Surrey School evidence, to inform social-emotional learning practices, including the SEL Leads initiative to address these declines and improve students' social and emotional wellbeing.

Figure 6. Percentage and number of Surrey students who feel safe at school (3-year trends of all students)



CAREER DEVELOPMENT

Career development involves actualizing one's potential to be self-directed and responsible for setting and meeting career goals; knowing a range of career choices and actions needed to pursue those choices; and learning to work effectively and collaboratively. Multiple sources of evidence gathered in relation to career development focus on Surrey's graduation completion rates, transition rates to post-secondary institutions, and information from various Career Education courses and district programs.

CAREER EDUCATION

Career Education is designed to support students in becoming successful, contributing members of society by providing K-12 students with opportunities to explore and create individualized pathways for their own future. Beginning in kindergarten, students are guided through foundations in career-life development, in which they begin to develop a sense of self and explore the roles and responsibilities of family, school, and community. As they continue, they learn to recognize their evolving interests and strengths and explore career-life concepts such as leadership and transferrable skills. Later in their learning journey, students are encouraged to explore post-graduation possibilities by cultivating community connections and engaging in experiential learning. Combined, these experiences promote a holistic view of students by supporting them in exploring their identity, purpose, and wellbeing in diverse learning contexts. Between the 2018/19 and 2020/21 academic years, 4,271 Surrey students were enrolled in four core areas of career education: (1) Career Preparation, (2) Career Technical, (3) Co-Op, and (4) Academic Dual Credit (see Table 6).

To support Indigenous learners with achieving their career goals, the district's Career Education and Aboriginal Learning departments introduced the Tah-Ta-Lut program in 2020/21. A cohort of Indigenous students earned dual credit during their grade 12 year, acquiring the qualifications to work as Education Assistants (EA) through Surrey College. This pathway to post-secondary included one university level course from Simon Fraser that focuses on reflective practice in education to expose students to the possibility of teacher education. Surrey Schools hired several of the EA graduates, with some hired to the Aboriginal Learning department.



Additional analyses of enrollment by career course types as well as in programs offered through our learning centres can be read by clicking on the following link: [Career Development](#).

Table 6. Percentage and number of students enrolled in courses across four core areas of career education (3-year trends)

CAREER EDUCATION COURSES*	2018/19 ENROLLMENT	2019/20 ENROLLMENT	2020/21 ENROLLMENT	TOTAL ENROLLMENT
Career Prep (e.g., Business & Applied Business, Health & Human Services)	58% (886)	45% (625)	43% (580)	49% (2,091)
Career Technical (Trades & Technology)	10% (147)	11% (150)	10% (138)	10% (435)
CO-OP (e.g., Science & Applied Science; Liberal Arts & Humanities, etc.)	26% (395)	36% (503)	37% (500)	33% (1,398)
Academic Dual Credit	7% (109)	9% (120)	9% (118)	8% (347)
TOTAL	1,537	1,398	1,336	4,271

*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.

SCHOOL COMPLETION AND ENTRANCE TO POST-SECONDARY SCHOOL

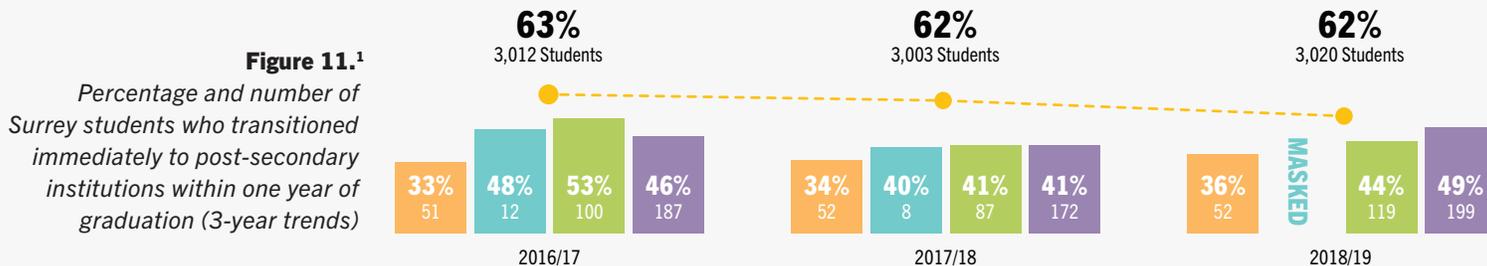
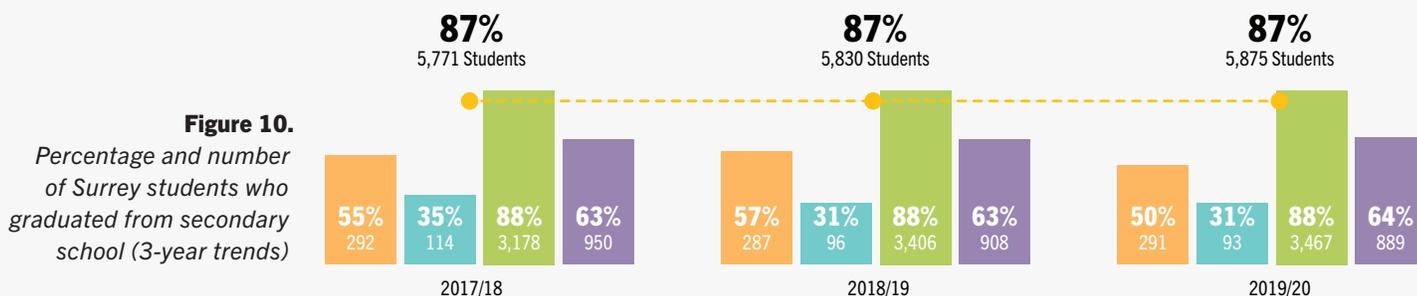
Grade 12 students in Surrey graduated at the end of the 2019/20 school year at a greater rate (87%) than the provincial percentage (85%). Similarly, **English Language Learners** had a greater proportion of Grade 12 students graduate (88%) compared to their sub-group's provincial average (84%). While our graduation numbers fare better than the province, we have consistently seen 87% of our students graduating from secondary school since the 2017/18 (see Figure 10). Concerning to the district is that 13% of our students are not graduating on a yearly basis. We are committed to increasing graduation rates through initiatives that focus on continuous improvement of student achievement across various district departments: Aboriginal Learning, Building Professional Capacity, Career Education, Community-School Partnerships, Continuous Learning, Priority Practices, Safe Schools, Research and Evaluation, and Student Support.

Surrey students transitioned to a B.C. public post-secondary institution immediately after graduating following the 2018/19 school year at a much greater rate (62%) than the province (see Figure 11). **Students with Special Needs or Diverse Abilities** transitioned into a post secondary institution following the 2018/19 school year at a greater rate (49%) than the percentage of students within their sub-group for the entire province (43%).

The percentage of students in Surrey who transitioned to a B.C. public post-secondary institution within three years after graduating at the end of 2016/17 was at a greater rate (74%) than the province (67%) (see Figure 12).



Additional analyses of sub-group comparisons to provincial averages can be read by clicking on the following link: [School Completion and Entrance to Post-Secondary School](#).

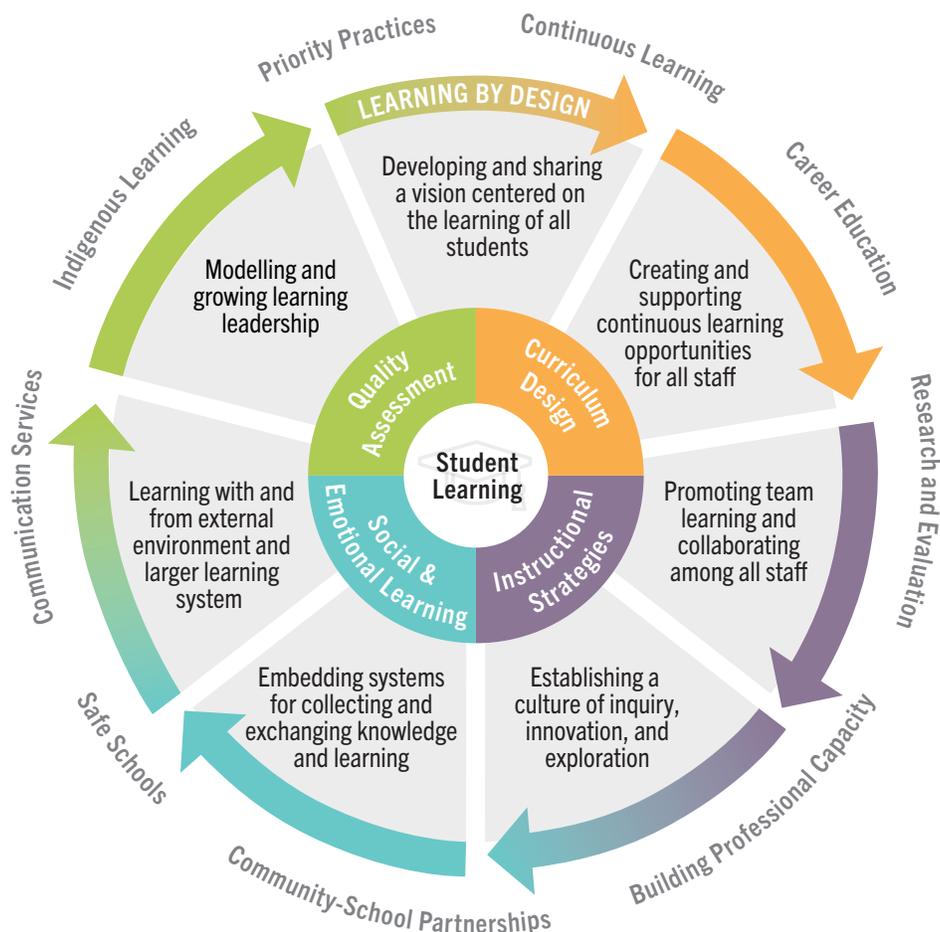


● All Students
■ Indigenous Students ■ Children and Youth in Care ■ English Language Learners ■ Students with Special Needs or Diverse Abilities

¹ Numbers and percentages of students in the **Child and Youth in Care** category are too low to report and have been masked to ensure confidentiality

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT

Figure 13.
Surrey Schools:
Systems by Design



To build school and system-wide capacity that supports student achievement and meets the immediate and ongoing needs of all learners, Surrey Schools anchors its work in three key areas that, as a whole, form our strategic foundation: [Learning by Design](#), [Priority Practices](#), and our [District Inquiries](#).

To this end, Surrey Schools combines research, innovation, and collaboration to design, implement, and evaluate initiatives directed towards student learning and the ongoing professional learning of staff throughout our schools. Aimed at enhancing student achievement, these district-led initiatives empower educators to create a continuous improvement culture in which teachers innovate and take risks in their daily practice, collaboratively reflect on how to address challenges, and share insights on student learning.

Grounded in the concept of “Schools as Learning Organizations”—where a learning culture is nurtured and where professional dialogue and collaboration are essential—our approach puts into action seven key dimensions aimed at improving the achievement of our learners (see Figure 13).

Surrey Schools is dedicated to the promotion of inclusive, equitable and meaningful educational experiences for all students. It is through our shared vision that our district departments work collaboratively with school teams to create supportive, inclusive, and caring learning communities where all children can reach their full potential.



For more information, visit: [Kools & Stoll, 2016](#); [OECD, 2016](#)

RESOURCES

In addition to data provided by the B.C. Ministry of Education, the research and evaluation reports below helped to inform and support the development of the *Enhancing Student Learning Report, September 2021*.

2021

- Evaluation of Surrey Schools Literacy Initiatives
- Evaluation of Surrey Schools Numeracy Initiatives
- Evaluation of Surrey Schools Social Emotional Learning Lead Initiative
- Surrey Schools 2021 Employee Well-Being Report

2020

- Evaluation of Surrey Schools Knowing Our Learners Initiative
- Evaluation of Surrey Schools Inner City Early Learning Initiative
- Surrey Schools 2020 Employee Well-Being Report
- Evaluation of Surrey Schools Social Emotional Learning for Educators Pilot Initiative

