

INTELLECTUAL DEVELOPMENT

FOUNDATION SKILLS ASSESSMENT – READING

Grade 4 FSA Reading

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

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

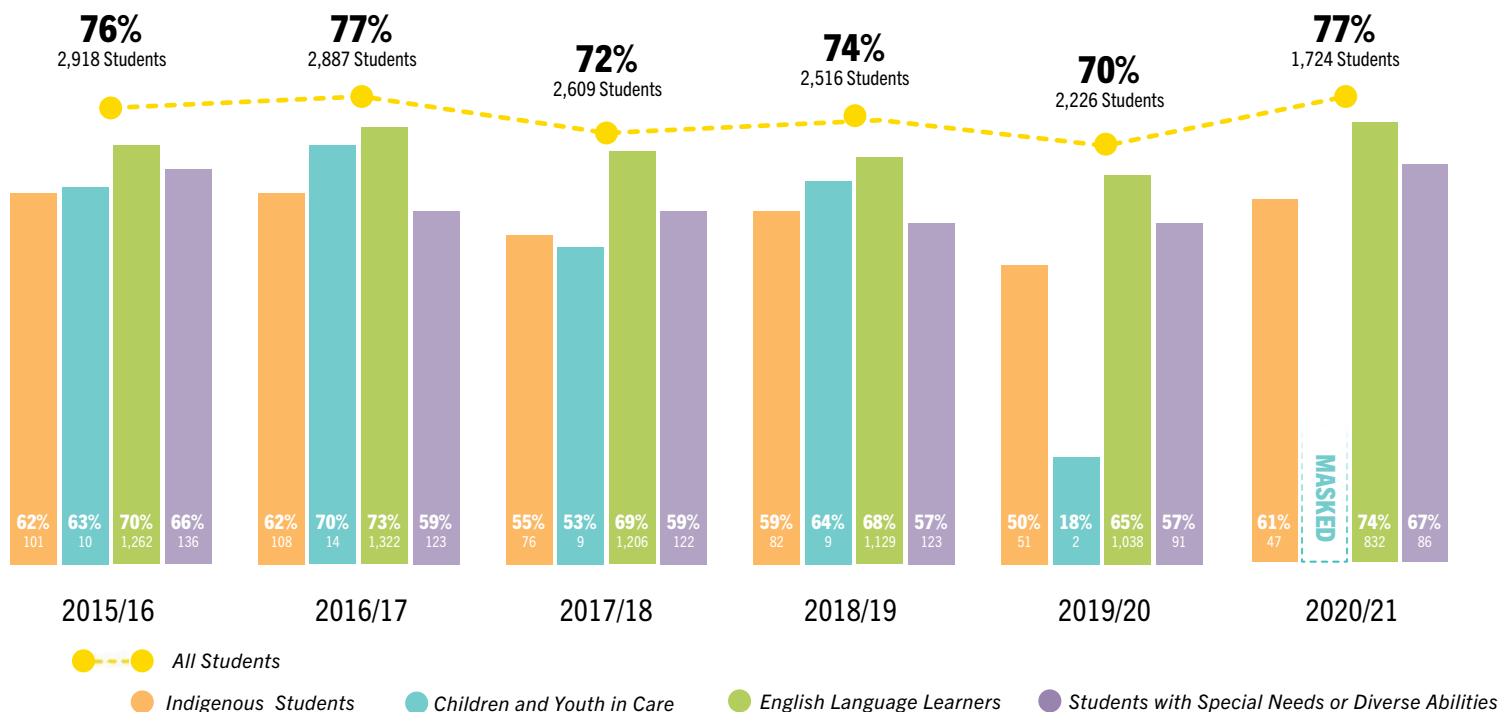
Among Grade 4 **Children and Youth in Care** who participated in FSA Reading, the percentage of students who were on-track or extending followed a wave-like pattern of increases and decreases. In the 2015/16 academic year, 63% of students in this sub-group were on-track or extending, followed

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

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

The percentage of **Students with Special Needs or Diverse Abilities** participating in FSA Reading who were on-track or extending steadily declined over a five-year span, starting at 66% in 2015/16 and 57% in both the 2018/19 and 2019/20 academic years. However, results improved to a high of 67% in 2020/21. FSA participation rates among this group went from 42% in 2015/16 to 21% in 2020/21. Figure 1 provides the five-year trends of the percentage and number of students who are on-track or extending on the Grade 4 FSA Reading.

Figure 1. Percentage and number of Surrey students who are on-track or extending in Grade 4 FSA Reading, 2015/16–2020/21



Grade 7 Reading

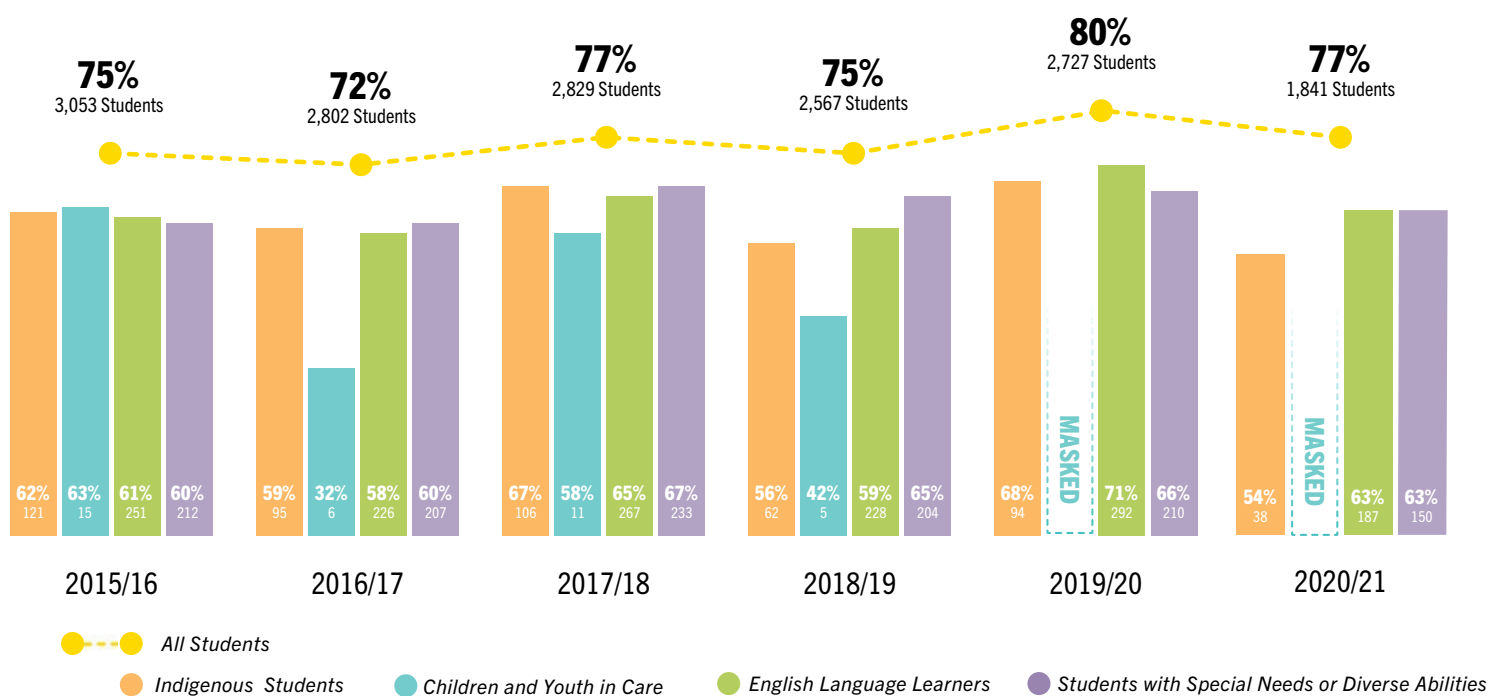
Grade 7 Surrey students who participated in FSA Reading has seen an overall increase in the proportion of students who were on-track or extending over the past five years, including 75% in the 2015/16 academic year. The percentage has fluctuated since the 2016/17 academic year, increasing to 80% in 2019/20,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

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

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

The proportion of **English Language Learners** who were on-track or extending on their Grade 7 Reading FSA, had similar increases and decreases over the six-year span. Starting with 61% of students who were on-track or extending in 2015/16, the percentage then decreased to 58% in 2016/17, increased to 65% in 2017/18, and decreased again to 59% in 2018/19. In the 2019/20 academic year, 71% of Grade 7 **English Language Learners** were on-track or extending, which declined to 63% the following year. Figure 2 provides the 6-year trends of the percentage and number of students who are on-track or extending on Grade 7 FSA Reading.

Figure 2. Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Reading, 2015/16–2020/21



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

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

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

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