



Aboriginal Enhancement Agreement

Langley Aboriginal Education Enhancement Agreement Framework

1. Preamble

The Aboriginal Advisory Committee includes representatives from School District No. 35 (Langley), the Kwantlen, Katzie, and Matsqui First Nations, as well as the off-reserve First Nations Community and the Metis Community. While this Committee respects and honours the special relationship that exists with the First Nations in whose traditional territories we reside, it acknowledges the collective responsibility for promoting the success of all Aboriginal students attending school in School District No. 35 (Langley).

2. Purpose

The purpose of the agreement is to enhance the education of Aboriginal learners and ensure the collection of data which measures student achievement in the selected performance areas.

3. Principles

The performance areas selected for enhancement are those where there is assurance that the data can be:

- tracked with integrity
- tracked over time
- effectively used to implement intervention
- related to the goals in the School District No. 35 (Langley) Accountably Agreement

4. Performance Goals

Langley School District has identified three major goals in its Accountability Plan. These are Literacy, Numeracy and Social Responsibility. The general intent of the Enhancement Agreement is to provide support to Aboriginal students as they, along with all other students in the District, seek to improve in the areas identified. This support will include a cultural component which the District acknowledges is essential for the success of Aboriginal students. Annual improvement in student performance is expected in:

- **Primary Literacy**
based on the District Reading Comprehension Assessment in Grades 1 and 2
- **Foundational Skills in Reading and Writing**
based on the FSA results in Grades 4, 7 and 10
- **Foundation Skills in Numeracy**
based on the FSA results in Grades 4, 7 and 10
- **Numeracy**
at Grades 3, 6, and 9, based on District-wide Numeracy Assessment
- **Mathematics**
at grades 11 and 12, based on school marks and Provincial Examinations
- **Increased Retention**
based on grade-to-grade transitions
- **Increased Graduation**
based on graduation rates, Dogwood and B.C. School Completion Certificate
- **Social Responsibility**
based on District surveys and District measures derived from the B.C. Performance Standards

5. **Define Stable Indicators of Performance Goals**

Primary Literacy (Reading)

For the past three years the District has assessed all grade one students for oral reading and comprehension using the PM Benchmark Kit (Nelson). The expectation is that most students will be reading at Level 16 or higher by the end of grade one, however our current District mean is only level 12.5. The PM Benchmark Assessments of Reading have been extended into grade two. Therefore, the District is able to track student progress over the two primary years.

Foundational Skills in Reading, Writing and Numeracy

The FSA results are stable measures of “critical skills that are part of the provincial curriculum”. The intent is to increase the percentage of students meeting or exceeding expectations.

Langley District Numeracy Assessment

In May of 2001, the District implemented Numeracy Assessment at Grades 3, 6 and 9. Questions were derived from the Provincial Curriculum. The format uses open-ended questions with respect to mathematics and the communications of mathematics. There was no Aboriginal data available from the first assessment, but the current (2002) assessment will have Aboriginal data available.

Mathematics 11 & 12

The performance indicators for Mathematics 12 are Pass Rates and Participation in the Provincial Examinations. The current indicator for Mathematics 11 is the report card mark, however the District is developing a cross-district assessment for use in Mathematics 11.

Increased Retention

or "staying in school" is based on grade-to-grade transitions as reported by the Ministry, but supplemented with specific in-district information on individual Aboriginal students.

Increased Graduation

based on "Dogwood" graduation rates as reported through Ministry TRAX data. However, our research indicates that this data needs to be adjusted to recognize those students who graduate with other forms of certification, and also to recognize those students who graduate given six or more years.

Social Responsibility

is measured through related questions on District-wide surveys of students and parents that are conducted every second year. Since the District has a history of conducting such surveys, longitudinal data is available and used by schools in setting growth targets. While surveys are perceptual indicators, they are not direct measures of student performance. It is the intent of the District as part of its Accountability Plan to create direct measures of social responsibility derived from the B.C. Performance Standards. Growth targets will be established from both survey and direct measures.