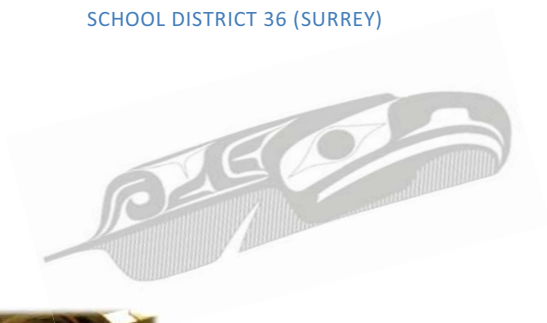


ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

THIRD ANNUAL REPORT 2010/11

SCHOOL DISTRICT 36 (SURREY)



Community Partners and
Signatories to the Surrey School
District Aboriginal Enhancement
Agreement

BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS

KATZIE FIRST NATION

SEMAHMOO FIRST NATION

KLA-HOW-EYA ABORIGINAL
CENTRE OF SACS

NOVA METIS HERITAGE
ASSOCIATION

MINISTRY OF EDUCATION

MEMBER OF LEGISLATIVE
ASSEMBLY

The Surrey School District and the First Nation Communities it serves work hard at building positive relationships which enhance achievement.

The Aboriginal Education Department works collaboratively with district staff to align services and support with a wrap-around philosophy on behalf of Aboriginal learners within their schools.

The percentage of Aboriginal students in the school district has risen steadily for the past eight years representing 4.9 percent of the total student population.

INTRODUCTION



ENHANCEMENT AGREEMENT GOALS

The goal of the Enhancement Agreement (EA) is to promote success by supporting the cultural, academic, and social needs of Aboriginal students. The Aboriginal Advisory Committee worked with the Surrey Board of Education, in collaboration with the region's First Nations people, the Métis Nation, and the Inuit people to acknowledge a collective responsibility for the success for all Aboriginal learners attending public schools.

The District is committed to increasing Aboriginal student achievement within four major goal areas:

- To advance the literacy achievement of Aboriginal learners from Kindergarten to Grade 12
- To increase awareness and understanding of Aboriginal history, traditions, and culture for **all** students
- To enhance Aboriginal students' sense of belonging so they can be successful
- To increase the transition rates and graduation rates for Aboriginal students

PURPOSE OF THE THIRD ANNUAL REPORT

The Third Annual Report of the Enhancement Agreement presents information about experiences and achievements of Aboriginal learners in the Surrey School District from September 2010 to June 2011. Information presented is from the Ministry of Education and district assessments and activities. The Enhancement Agreement was signed on June 20, 2008.



SUPPORTING THE ABORIGINAL LEARNER

Supporting the Aboriginal Learner

Changing Attitudes - Equitable vs. Equal

Position Statement

The Surrey School District recognizes and values the uniqueness of Aboriginal history, culture, and language. We believe that all Aboriginal learners can experience success within public schooling. The Aboriginal Education department works collaboratively with district and school staff to align services that support a “wrap-around” approach for Aboriginal learners. Success will be realized when all stakeholders share responsibility for the academic, social and emotional well-being of Aboriginal learners.

Necessary Understandings

- The Aboriginal Enhancement Agreement reflects the district’s commitment to supporting the unique needs of Aboriginal learners and their families.
- Establishing strong relationships between family (including extended family) and school/district staff is essential to success of the Aboriginal learner.
- Empowerment of the Aboriginal learner and family is vital to the development of personal resiliency and stronger community.
- Establishing positive relationships with the Aboriginal learner contributes to a sense of belonging and success.
- Collaboration between district and school personnel is necessary when identifying the needs of the Aboriginal learner.
- The classroom teacher is central to Aboriginal learner success.
- The classroom environment is foundational to engaging the Aboriginal learner

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ABORIGINAL EDUCATION DEPARTMENT

The Surrey School District believes in a well-rounded education. With support and direction from the District, the Aboriginal Education Department offered a rich diversity of learning experiences to the 3,060 First Nations, Métis, and Inuit students to enhance their educational experiences.

Table 1: Focus of support offered to Aboriginal students in 2010/11 (as reported by Aboriginal Support Workers)

Literacy Support	Culture and History	Sense of Belonging	Transition and Graduation	Leadership	Total
18%	31%	29%	12%	10%	100%

The Aboriginal Education Department actively supports student success:

- ensure Aboriginal students are included in district literacy interventions through collaboration with Curriculum and Instructional Services (CISC)
- support English as a Second Dialect (ESD) learners through collaboration with Learning Support Teachers
- work with District Helping Teachers
- support school based, Learning Support Teacher initiatives that enhance Aboriginal student learning

Targeted funds are used to provide enhanced levels of service for Aboriginal students and raise awareness of Aboriginal history, traditions and culture on behalf of all students.

- three Aboriginal Helping Teachers provide district support for integrating Aboriginal content into curricular areas K to 12
- 40 Aboriginal Child/Youth Care Workers, six Education Assistants, and nine District Cultural Facilitators provide in-school and after-school support
- 15 Secondary Teacher Advocates each at 0.25 FTE
- culturally relevant reading materials have been provided to schools to support Aboriginal learners
- the Elders in Residence Program (in nine schools) builds bridges between the school and the Aboriginal community, helps students gain respect for traditional knowledge and skills, and builds self-esteem in Aboriginal students struggling to connect at school
- provide support through technology (laptop computers, Co-Writer Kurzweil software, and in-service training) for teachers with a view to enhancing the quality and quantity of student writing
- in addition to the above, Surrey School District uses operational funds to provide:
 - six Aboriginal Youth Care Workers
 - one District Behavioural Specialist
 - one District Learner Support Helping Teacher
 - one School Based (Elementary) Learner Support Teacher



UNDERSTANDING DATA IN THE ENHANCEMENT AGREEMENT

The data within in this report presents key indicators on how well Aboriginal students are learning and progressing through school from Kindergarten to graduation and on to post secondary.

The following indicators illustrate progress made within the four goal areas during year three:

- phonemic awareness, English as a Second Dialect, reading and writing, as well as success in courses that prepare students for more than basic literacy in post-secondary education and work
- participation of all students in Aboriginal cultural presentations offered in the District and enrolment in BC First Nations 12 indicate the extent to which awareness of Aboriginal history is building in our schools
- good attendance, Elders in Residence, participation rates in extracurricular and leadership activities indicate the extent Aboriginal learners feel they belong
- transition and completion rates track the extent students are able to be successful in courses at school and to graduate within a reasonable time frame



GOAL 1: ADVANCE LITERACY ACHIEVEMENT OF ABORIGINAL LEARNERS FROM K TO GRADE 12

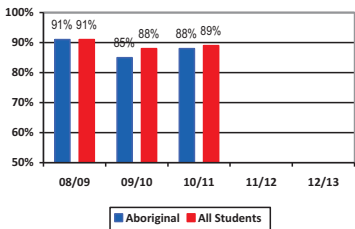
INDICATOR #1: INCREASE KINDERGARTEN READING READINESS SKILLS

Reading readiness is a complex set of skills and attitudes that prepare students for reading. It is supported through direct instruction in phonemic awareness and/or early literacy opportunities which reduce the need for support in later grades.

The district developed an Early Literacy Phonemic Awareness Test (ELPAT) consisting of 45 tasks measuring nine aspects of phonemic awareness. Tasks on the ELPAT include coming up with a rhyme for a simple word like “bat” and saying the first sound in a word like “stop”. Kindergarten students are considered ready to read if they achieve a minimum of 60% on the assessment.

TARGET: 90% OF ABORIGINAL STUDENTS WILL BE READY TO READ AS MEASURED BY THE ELPAT

Chart 1: % Successful on the ELPAT



Target not achieved, but within 3% of goal.

Attention to early learning has proven successful.



PALS (Parents as Literacy Supporters) acknowledges family connections, literacy skills and cultural awareness.

INDICATOR #2: INCREASE ORAL LANGUAGE FLUENCY FROM KINDERGARTEN TO GRADE 7

The English Language Development Program is provided to Aboriginal learners to strengthen skills in oral language, vocabulary, reading and writing.

In the Surrey School District approximately 24% of Aboriginal students enrolled in Kindergarten to Grade Seven benefited from the extra English Language Development support provided by Learning Support Team teachers.

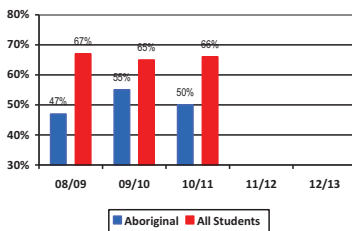
The district will continue to support English as a Second Dialect programs for Aboriginal students in order to improve their academic success as they transition to secondary school.

INDICATOR # 3: IMPROVE FSA RESULTS IN READING AND WRITING AT GRADES 4 AND 7.

The Foundation Skills Assessment (FSA) is an annual province-wide assessment which provides a snapshot of how well BC students are learning foundational skills in Reading Comprehension, Writing, and Numeracy (Numeracy is not currently a focus of the Enhancement Agreement).

TARGET: INCREASE BY 2% PER YEAR THE NUMBER MEETING OR EXCEEDING IN READING AND WRITING

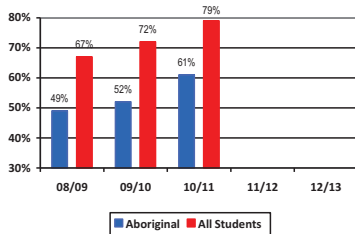
Chart 2: % Meeting to Exceeding FSA Reading Grade 4



Results for 2010/11 are 3% above 2008/09.

Target within 1% of desired result.

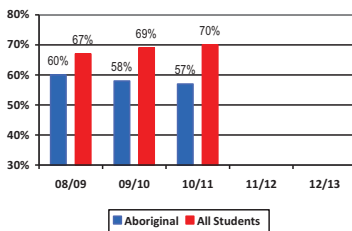
Chart 3: % Meeting to Exceeding FSA Writing Grade 4



Results for 2010/11 are 12% above 2008/09.

Target achieved.

Chart 4: % Meeting to Exceeding FSA Reading Grade 7

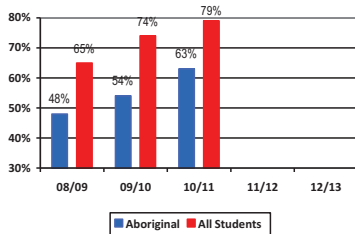


Results for 2010/11 are 3% below 2008/09.

Target not achieved.

FSA results are above the target in two of the four areas and within one percent for Grade 4 Reading. Target is not achieved at Grade 7 in Reading.

Chart 5: % Meeting to Exceeding FSA Writing Grade 7



Results for 2010/11 are 15% above 2008/09.

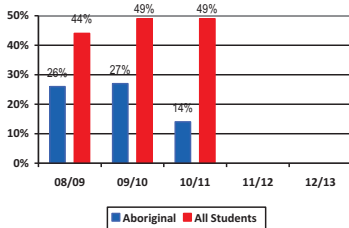
Target achieved.

INDICATOR #4: INCREASE THE READING SKILLS OF ABORIGINAL STUDENTS AT GRADE 7.

Reading is a core skill critical to student success across all subject areas and within work and post-secondary education. The district supports reading success through a locally developed reading assessment tool, RAD36.

TARGET: INCREASE BY 2% PER YEAR THE NUMBER OF ABORIGINAL STUDENTS WHO FULLY MEET TO EXCEED EXPECTATIONS ON THE RAD36.

Chart 6: % Fully Meeting to Exceeding RAD36 Overall Grade Seven



Results for 2010/11 are 12% below 2008/09.
Target not achieved.

Results for 2010/11 include only 36 Aboriginal students compared to 60 in the previous year, results should be interpreted with caution.

The RAD36 Reading Assessment also gives teachers information about how students are progressing in reading strategies, comprehension and story analysis.



Sample literacy initiative embedded within Aboriginal content/context.

Table 2: RAD36 Percent Fully Meeting to Exceeding on the component areas

Grade	Group	Number	Strategies	Comprehension	Analysis	Overall
7	Aboriginal	36	22%	14%	14%	14%
7	Non-Aboriginal	764	55%	50%	45%	49%

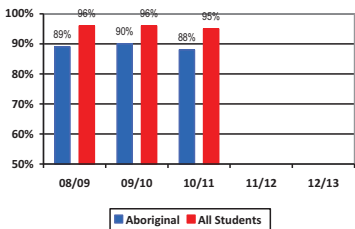
The percent of Aboriginal students who are successful in Reading Strategies is larger than in Comprehension or Analysis. The difference in the level of success suggests that classroom instruction which responds directly to individual learning gaps will be helpful in improving reading performance.

INDICATOR #5: INCREASE BY 2% THE NUMBER OF ABORIGINAL STUDENTS ACHIEVING A C- OR BETTER (PASS) IN ENGLISH 10 AND 12; COMMUNICATIONS AND LITERATURE 12

English is a provincially examinable subject at grade 10 and grade 12.

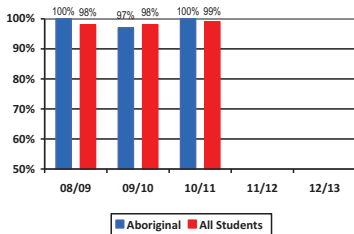
TARGET: INCREASE BY 2% PER YEAR THE NUMBER WHO ACHIEVE A PASS (C- OR BETTER) IN ENGLISH AT GRADE 10 AND 12

Chart 7: % Pass (C- or better) English 10



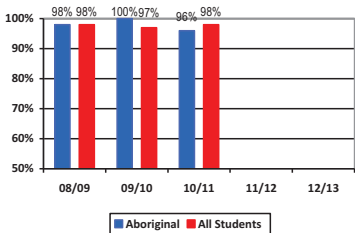
Results for 2010/11 are 1% below 2008/09. Target achieved

Chart 8: % Pass (C- or better) English 12



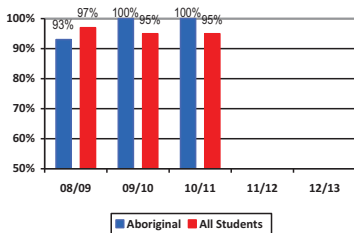
Results for 2010/11 are at 100%. Target achieved.

Chart 9: % Pass (C- or better) Communications 12



Results for 2010/11 are 2% below 2008/09. Target not achieved

Chart 10: % Pass (C- or better) English Literature 12



Results for 2010/11 are 7% above 2008/09. Target achieved.

English pass rates are very high for all students. It is noted that C+ or better rates for Aboriginal students are lower than for all students (39% and 65% respectively for English 10 and 56% and 69% for English 12 in 2010/11). Also, some students do not pass the required exams on the first attempt but are successful later. Supporting students to choose academic options like English rather than Communications 12 and to enroll in challenging courses like English Literature 12 will ensure that they are well prepared for post-secondary.

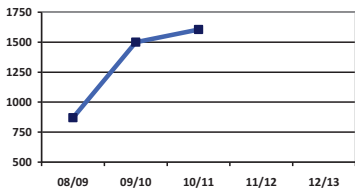
GOAL 2: INCREASE AWARENESS AND UNDERSTANDING OF ABORIGINAL HISTORY, TRADITIONS, AND CULTURE FOR ALL STUDENTS.

INDICATOR #6: INCREASE STUDENT PARTICIPATION IN ABORIGINAL CULTURAL PRESENTATIONS

Participation of **all** students in Aboriginal cultural presentations is important to promote awareness of Aboriginal history, traditions, and culture.

Over 45,000 students in Kindergarten to Grade 12 received more than 1,600 presentations; nearly double that of 2008/09 on Aboriginal culture and history from Aboriginal Education Department staff. These presentations help schools increase awareness and understanding by bringing topics of Aboriginal interest into the classroom.

Chart 11: Number of Aboriginal cultural presentations



All students in the district have opportunity to participate in Aboriginal presentations.

Aboriginal cultural activities in the Surrey School District

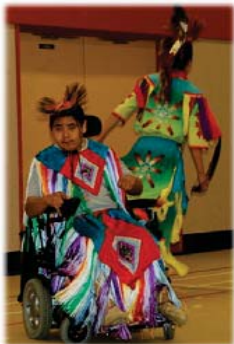
The District will continue to support this valuable work.

INDICATOR #7: INCREASE THE NUMBER OF STUDENT PARTICIPANTS IN BC FIRST NATIONS 12.

BC First Nations 12 introduces a significant learning opportunity for **all** students about First Nations culture and history.

Increasing the number of students who take BCFN 12 will make a significant contribution to a population that is knowledgeable about the history and culture of the First Nations in BC.

In the Surrey School District, 55 students received a final mark in BCFN12 in 2010/11, an increase of 17 over the previous years. Less than 5 of these were Aboriginal students. The district will continue to promote and support this course.



Dancers



Students receiving support in the Surrey School District

GOAL 3: ENHANCE ABORIGINAL STUDENTS' SENSE OF BELONGING

INDICATOR #8: INCREASE GOOD ATTENDANCE RATES AT GRADES 3, 7, AND 9.

Surrey School District supports interventions that improve Aboriginal student attendance.

Good attendance is recognized as a significant factor for success in school. Children who are late or absent from school miss learning opportunities, may feel disengaged and that they do not belong. Students may miss school for many reasons, some associated with poverty.

Staff are encouraged to celebrate Aboriginal student attendance in an effort to create a sense of belonging and connectedness.

School staffs are to be commended for their hard work in building positive rapport and relations with Aboriginal families. We will continue to celebrate good attendance.



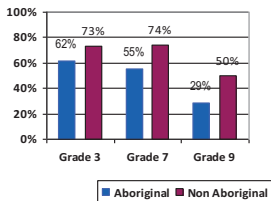
Where we came from – Métis Leader, Gabriel Dumont



Where we are headed – Future Métis Leaders

Attendance

Chart 12: Percent of Aboriginal students with good attendance in 2010/11. (missed less than 3 days per month)



Graduate

A majority of elementary students have good attendance.

Attendance:

- across the district, an average of 6.7% of secondary students are absent from school on any given day
- in general, elementary aged students have better attendance than secondary students, but being absent in elementary school means that student may not learn core skills
- the number of students late for school at secondary is similar to the percent absent
- what counts for successful learning is time spent in the classroom

Evidence suggests that Aboriginal students are absent from school more often in the higher grades. Improving Aboriginal student attendance will improve their sense of belonging and in turn the likelihood of their success in school.

INDICATOR #9: INCREASE STUDENT PARTICIPATION IN THE ELDERS IN RESIDENCE PROGRAM

Elders teach about responsibilities and relationships among family and community. This serves to reinforce inter-generational connections and identities as well as transmit culture through the sharing of stories, symbols, and lessons. Elders are instrumental in fostering culturally-affirming school environments that link students, staff, families and community to Aboriginal cultures and traditions.

Elders work directly with students in many different activities.





Elder reads with a student as part of the Elders in Residence Program.



Extra-curricular drumming and dance programs.

INDICATOR #10: INCREASE PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Aboriginal students participate in a wide variety of extra-curricular activities. Participating in sports, fine arts and clubs contributes to building a sense of belonging and promotes success.

Student participation is evidenced within the Aboriginal Education Agreement Survey administered to parents, staff and students in the spring of each year. Staff will continue to promote and support extra-curricular activities for Aboriginal students.

INDICATOR #11: INCREASE STUDENT LEADERSHIP PARTICIPATION RATES

Teachers and Aboriginal Education Department staff continue to foster a large number of student leadership initiatives throughout the district. There are a wide range of activities at both the elementary and secondary schools.

District staff will continue to support student leadership opportunities for Aboriginal students including:

- peer relations, for example: Boys and Girls groups, Me to We Day activities
- fine arts and culture, for example: dance groups, drumming and singing
- sports
- public service, for example: peer mentoring, elders as mentors, and attendance at leadership conferences
- community events, for example: Aboriginal Fun Nights and National Aboriginal Day

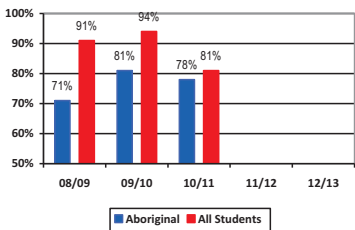


GOAL 4: INCREASE GRADE TRANSITION AND GRADUATION RATES FOR ABORIGINAL STUDENTS.
INDICATOR #12: INCREASE GRADE TO GRADE TRANSITION RATES

Transition Rates describe the number of students successfully progressing to the next grade level.

TARGET: INCREASE TRANSITION RATE BY 2% PER YEAR AT GRADE 10

Chart 13: % making a successful transition to a higher grade



Transition Rate:

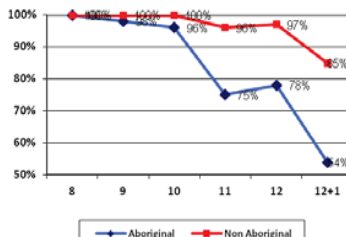
This chart shows the percent of students who make a successful transition from Grade 10 to a higher grade.

Results for 2010/11 are 7% above 2008/09. Target achieved.

Improving the transition rate at Grade 10 increases the likelihood that students will persist to grade 12. Aboriginal students who make it to Grade 12 will graduate at an equal rate to their non-Aboriginal peers.

Improving transition rates remains a priority.

Chart 14: Progress of a Grade 8 cohort through to Grade 12



Further Analysis:

This chart shows the progress of a cohort (group of students who move up together) that started Grade 8 in 2005/06. It is adjusted for students moving in and out of the Surrey School District and includes students that moved to any type of school, including Learning Centres.

No target is set for this evidence. See Indicator #13

What is important to note in this chart is the way students move through secondary school and the size of the gap between Aboriginal and non-Aboriginal learners.

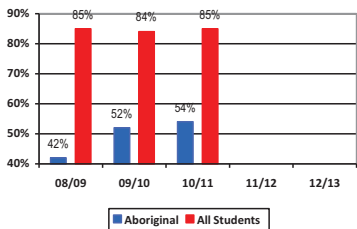
A portion of the decline at Grade 10 to 11 may be accounted for in the inclusion of adult learners. Adult learners may not progress through the grades due to the fact that they may choose to upgrade their education for a purpose other than graduation. The balance of the decline may be associated with low achievement results, poor school experiences and absenteeism.

INDICATOR #13: INCREASE THE SIX YEAR COMPLETION RATE

The six year completion rate is the percent of students who successfully complete secondary school within six years of starting grade eight for the first time and is a measure of student success. For those students who are not able to complete the requirements for graduation for a BC Certificate of Graduation or "Dogwood Diploma", the School Completion Certificate is a credential issued by the Ministry that formally recognizes the courses taken by students.

TARGET: INCREASE BY 2% PER YEAR THE NUMBER OF STUDENTS SUCCESSFULLY COMPLETING GRADE 12 WITHIN SIX YEARS OF BEGINNING GRADE EIGHT FOR THE FIRST TIME

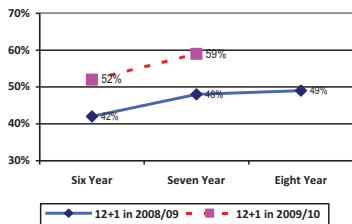
Chart 15: % completing within six years of beginning Grade 8 for the first time.



Six Year Completion Rate

Results for 2010/11 are 12% above 2008/09. Target achieved

Chart 16: % completing within six, seven, and eight years of beginning Grade 8 for the first time.



Six and Seven Year Completion Rates

This chart shows that six to seven percent of Aboriginal students complete **Grade 12** with an additional year (beyond year six) and that with an additional two years, the completion rate increases again.

A focus on getting students into the graduation program (Grade 10, 11, and 12) will improve the completion rate.

Aboriginal students complete at a lower rate than their non-Aboriginal peers, but some students are able to complete if given more time. Looking at the cohort for 2008/09, 42% completed in six years, with an additional 6% successful in seven years and another 1% successful in eight years. The six year completion rate rose in 2009/10 to 52%, with an additional 7% successful in seven years. These gains do not include those Aboriginal students who finish secondary school through upgrading opportunities at post-secondary institutions. As well, for those students who make it to grade 12, the graduation rate is over 90%.

SUMMARY

The purpose of this report is to communicate **the progress of Surrey School District's** Aboriginal learners through the 2010/2011 school year to all Enhancement Agreement **Partners.**

Literacy:

- in Kindergarten, 88% of Aboriginal students compared to 89% of all students are ready to read as measured by a test of phonemic awareness developed in the district (ELPAT)
- at **Grade Four**, 50% of Aboriginal students compared to 66% of all students are meeting or exceeding expectations on the FSA Reading Assessment. In Writing, this improves to 61% of Aboriginal students compared to 79% of all students
- at **Grade Seven**, 57% of Aboriginal students compared to 70% of all students are meeting or exceeding expectations on the FSA Reading Assessment. In Writing, this improves to 63% and 79% respectively
- at **Grade Seven**, 14% of Aboriginal students compared to 49% of all students are fully meeting or exceeding expectation in reading as measured by an assessment developed in the **district** (RAD36)

Sense of Belonging:

- over 62% of Aboriginal students had good attendance and missed less than three days in a month at grade three and 55% at **Grade Seven**, and 29% at **Grade Nine**.
- an Elders in Residence program was delivered in nine schools.
- **the** majority of Aboriginal students in the **Surrey School District** participated in extra-curricular and leadership activities.

History, Tradition, and Culture:

- more than 45,000 students participated in over 1,600 cultural presentations.
- 55 **Aboriginal and non-Aboriginal** students improved their knowledge by taking BC First Nations 12.

Transitions and Graduation:

- at **Grade Ten**, 88% of Aboriginal students compared to 95% of all students achieved a pass (C- or better) on the English provincial examination
- at **Grade 12**, 100% of Aboriginal students compared to 99% of all students achieved a pass (C- or better) on the English provincial examination. For Communications 12, this was 96% compared to 98% and for English Literature 12, 100% compared to 95% respectively
- at **Grade Ten**, 78% of Aboriginal students made a successful transition to Grade 11 compared to 81% of all students
- six years after beginning Grade 8 for the first time, 54% of Aboriginal students successfully completed compared to 85% of all students



RECOMMENDATIONS

The following recommendations are offered in response to the analysis of data gathered and our collective desire to improve student performance within the goal areas as defined by our Aboriginal Education Enhancement Agreement. Evidence may apply to several goal areas of the agreement.

Literacy:

- increase the use of existing District Aboriginal learning resources within schools
- promote Ministry direction for all schools to include a focus on Aboriginal learners within their yearly plans
- encourage teachers to embed Aboriginal content and context within instruction where appropriate
- investigate the use of technology in the delivery of a balanced enhancement program by all stakeholders in Aboriginal Education

Sense of Belonging:

- continue to strengthen communication avenues between the Surrey School District and Aboriginal communities
- articulate a wrap-around philosophy on behalf of Aboriginal students
- define “shared responsibility” within Aboriginal Education
- expand on the Elders in Residence Program

History, Tradition and Culture:

- continue to facilitate deeper understanding, knowledge and appreciation of Aboriginal culture, history and language

Transitions and Graduation:

- work with district staff and community support agencies to increase transition rates between home to Kindergarten, grade to grade, and secondary to post-secondary
- support schools in exploring how best to meet the needs, passions, and goals of every student
- provide professional development and in-service on successful transition strategies

Further recommendations:

- highlight numeracy within Year Four of the Enhancement Agreement

**COAST SALISH WELCOME POSTS CARVED BY
SEMIAMMOO NATION ARTIST, LEONARD WELLS.**

