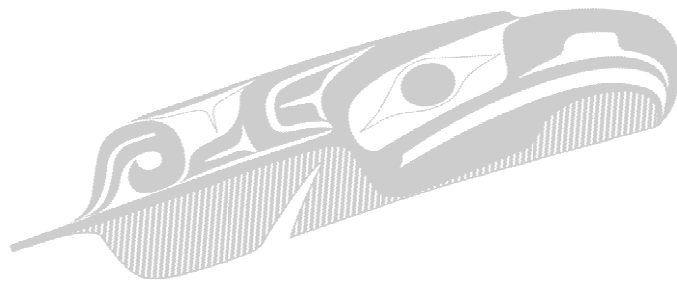


FIRST ANNUAL REPORT ON ABORIGINAL STUDENT SUCCESS 2008/09

# **ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT**

**SCHOOL DISTRICT 36 (SURREY)**



*The percentage of Aboriginal students in the school district has risen steadily for the past 6 years representing 4.5 percent of the student population.*

*The Surrey School District recognizes and values the uniqueness of Aboriginal history, culture and language and believes that all Aboriginal learners can experience success within public schooling.*

*The Aboriginal Education department works collaboratively with district staff to align services and supports towards a wrap-around approach for Aboriginal learners at their school.*

*Success can only be achieved when it is understood that all stakeholders share responsibility for the academic, social and emotional well-being of the Aboriginal student.*

The Aboriginal Advisory Committee works with the Board of Education of School District 36, Surrey and is currently in collaboration with the region's First Nations people, the Métis Nation, and the Inuit people who have students in our local public schools. The Enhancement Agreement is intended to promote Aboriginal student success by supporting their cultural, academic, and social needs. The District and the Aboriginal communities acknowledge a collective responsibility for the success for all Aboriginal learners attending public schools.

The District is committed to increasing Aboriginal student achievement with four major goals:

- 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 FIRST ANNUAL REPORT

The first Annual Report of the Enhancement Agreement partnership presents information about experiences and achievements of Aboriginal learners in the Surrey School District from September 2008 to June 2009 or 2007/08 if this is not available. Information presented here is from assessments and activities carried out in the district, from the Ministry of Education and others. This is the first year of baseline data since the Enhancement Agreement was signed on June 20, 2008.

The analysis presented here will help all partners understand how well Aboriginal students are succeeding on the goals identified in the Enhancement Agreement and how we can work together to enhance learners' success from Kindergarten to Grade 12.

COMMUNITY PARTNERS:  
SIGNATORIES TO THE  
SURREY SCHOOL DISTRICT  
ABORIGINAL ENHANCEMENT  
AGREEMENT:

The Surrey School District recognizes and values the uniqueness of Aboriginal history, culture, and language and believes that all Aboriginal learners can experience success within public schooling.

BOARD OF EDUCATION  
TRUSTEES

The Aboriginal Enhancement Agreement reflects the School District's foundational commitment to supporting the unique needs of Aboriginal learners and their families and incorporates the following necessary understandings:

SUPERINTENDENT OF SCHOOLS

- Building strong family relationships, inclusive of the extended family, is essential to the success of the Aboriginal learner.

KATZIE FIRST NATION

- Empowerment of the Aboriginal learner and family is required to develop personal resiliency and the creation of a stronger community.

SEMAIHMUO FIRST NATION

- Establishing positive relationships with the Aboriginal learner contributes to a sense of belonging and success.

KLA-HOW-EYA ABORIGINAL  
CENTRE OF SACS

- Role clarity, as well as district and school based structures, in support of a collaborative approach, is imperative when identifying the needs of the Aboriginal learner.

NOVA METIS HERITAGE  
ASSOCIATION

- The classroom teacher is integral in meeting the needs of the Aboriginal learner.

MINISTRY OF EDUCATION

- The classroom environment is fundamental to the promotion of student engagement and academic success.

MEMBER OF LEGISLATIVE  
ASSEMBLY

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## ABORIGINAL EDUCATION DEPARTMENT

The Surrey School District values and believes in a well-rounded education and offers a rich diversity of learning experiences to the 2,700 First Nations, Métis, and Inuit students enrolled in Surrey Schools in 2008/2009. Within this focus, the primary mandate of the Aboriginal Education Department is to promote student success by:

- Encouraging a sense of belonging and responsible citizenship
- Promoting an understanding of Aboriginal history, tradition, and culture for all learners
- Enhancing personal growth leading to a sense of empowerment in the classroom
- Enhancing academic excellence leading to improved transition and graduation rates

The Aboriginal Education Department actively supports the work of the Enhancement Agreement by:

- making presentations at schools throughout the district.

The Aboriginal Education Department actively supports student success by:

- Ensuring Aboriginal students are included in district literacy interventions through collaboration with Curriculum and Instructional Services (CISC)
- Supporting English as a Second Dialect (ESD) learners through collaboration with Equity and Diversity
- Providing Aboriginal Learner Support Team teachers (LST) for Aboriginal students identified as ESD at Bear Creek, Lena Shaw and Holly Elementary schools (3 FTE teachers in total)
- Offering Aboriginal full day Kindergarten programs at Bear Creek and Lena Shaw Elementary.

Targeted funds are used to provide enhanced levels of service for Aboriginal students.

- Three Aboriginal Helping Teachers provide district support for integrating Aboriginal content into curricular areas K to 12
- Eight elementary schools with significant Aboriginal student populations are provided with Aboriginal Enhancement Teacher support
- 24 Aboriginal Child/Youth Care Workers, 6 Education Assistants, 9 District Cultural Facilitators provide in-school and after-school support
- 3.5 FTE teacher advocates support provided for secondary students in 11 secondary schools and one Learning Centre
- After school programs in at least 15 sites provide academic support for Aboriginal students
- Culturally relevant reading materials have been provided to schools to support Aboriginal learners
- The Elder in Residence Program in more than 9 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, CoWriter Kurzweil software, in-service training) for teachers in the Aboriginal Education Department (ABED), with a view to enhancing the quality and quantity of student writing.

The Aboriginal Education Department works closely with the Mathematics Helping Teachers to:

- Ensure that the various Numeracy/Mathematics initiatives also meet the needs of Aboriginal students
- Develop new ways to connect Mathematics with other curricular areas.

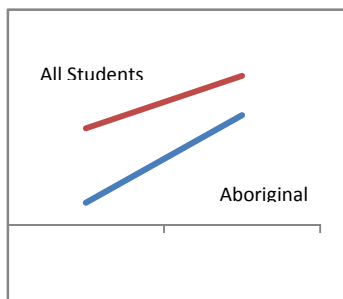
## UNDERSTANDING DATA IN THE ENHANCEMENT AGREEMENT

The education of children shapes their own development and how well they will do in life, as well as the economic and social well being of Surrey and British Columbia. This section presents key indicators of how well Aboriginal students are learning and progressing through school from kindergarten to graduation and on to post secondary.

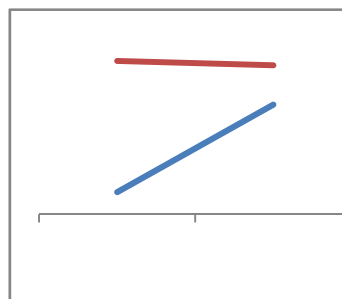
Scores on Ministry and district assessments for Aboriginal students are presented together with the scores for all students and because of this, the achievement gap between the two groups is part of the discussion.

It is acknowledged that a discussion of achievement gap carries with it several problems, primarily because group scores do not provide a consistent basis for comparison over time. The 3 charts below show what may happen to the achievement gap. In the first and second scenarios, the achievement gap narrows, but in the third, it does not.

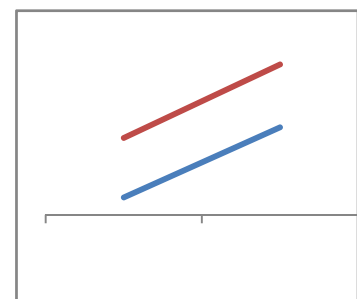
1) Gaps narrow



2) Gaps narrow



3) Gaps did not narrow



Since the goal is for Aboriginal students to experience the same level of success as the whole group, scenario 1 represents the best case, here both groups improve, but one group makes relatively stronger gains. Scenario 2 shows one group remaining static, while another improves. In scenario 3, both groups show improvement, but the gap is not narrowed.

A focus on success for Aboriginal students is covered in this report and a full reporting on the success of all students is found in the SD36 Achievement Contract available on the school district website, [www.sd36.bc.ca](http://www.sd36.bc.ca).

Other problems with the achievement gap include:

- May appear disrespectful of the success achieved by students and the work done by staff
- Gives the appearance of culturally biased standards
- Difference in scores between two groups can only be considered an achievement gap if the difference is statistically significant, meaning larger than the margin of error.

The achievement gap is included in this report because it may be useful in highlighting areas where resources and attention can most usefully be employed. The achievement gap should be interpreted with caution for the reasons listed above, but also because Aboriginal student results represent small numbers of students.

Data presented here can be used to identify where gaps exist and to look at trends in achievement over time but cannot offer an explanation for why these gaps exist or why they change. This responsibility falls to those who use this document to plan for improved success.

The 4 goals of the Enhancement Agreement are measured by 15 objectives. Indicators are presented for

- Phonemic awareness, English as a second dialect, reading and writing, as well as participation 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 which indicate the extent to which awareness of Aboriginal history is building in our schools.
- School attendance, and participation rates in extracurricular and leadership activities which indicate the extent to which Aboriginal learners feel they belong.
- Transition and completion rates track the extent to which students are able to be successful in courses at school and to graduate within a reasonable time frame. Areas of interest for Aboriginal students in post secondary education are included.
- Other information is included where it adds to the conversation, including graduation rates, provincial exam results, and other research results.

\*\*\*\*\*

## ADVANCE LITERACY ACHIEVEMENT OF ABORIGINAL LEARNERS FROM K TO GRADE 12

### INCREASE READING READINESS SKILLS OF STUDENTS IN KINDERGARTEN

Reading readiness is a complex set of skills and attitudes that prepare students for reading and may come about through direct instruction in phonemic awareness or in learning opportunities such as full day kindergarten.

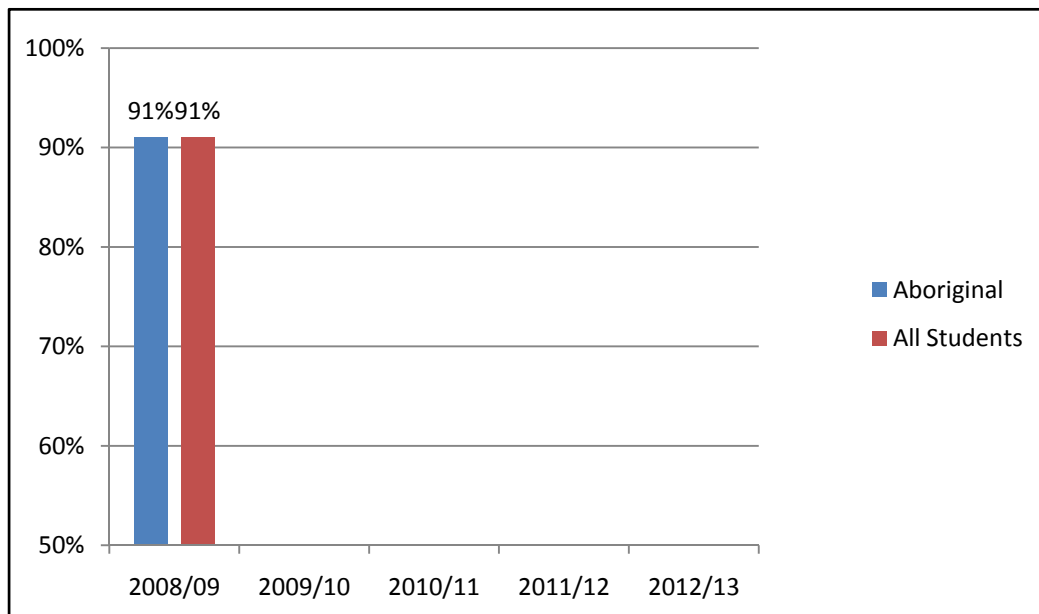
The successful acquisition of phonemic awareness is an example of a reading readiness skill that will reduce the likelihood that students will need learner support in later grades. The percent of students who are able to say that \b\ is the first sound in the word “ball” or blend two sounds into a word is a measure of the extent to which students are acquiring key reading readiness skills in Kindergarten.

The district developed ELPATS has 45 tasks covering 9 aspects of phonemic awareness. Students are considered to be not experiencing difficulties in the acquisition of phonemic awareness if they achieve 60% on the assessment.

**TARGET: INCREASE TO 90% THE PERCENT OF ABORIGINAL STUDENTS WHO ARE NOT EXPERIENCING DIFFICULTIES IN THE ACQUISITION OF PHONEMIC AWARENESS AS MEASURED BY ELPATS.**

Table 1-1 Percent not experiencing difficulties in the acquisition of phonemic awareness in 2008/09				
Grade	Group	Number of students tested	Pre test	Post test
Kindergarten	Aboriginal	79	52%	91%
	All Students	2606	68%	91%

Chart 1-1 Percent not experiencing difficulties in the acquisition of phonemic awareness



No achievement gap exists for Aboriginal students for acquiring phonemic awareness skills at the end of Kindergarten (May) compared to the whole group. Target achieved.



## FULL DAY KINDERGARTEN

Improved reading readiness is more likely when students receive more instructional minutes, as happens in a full day rather than half day Kindergarten program. The number of Aboriginal students in Full Day Kindergarten indirectly measures of the extent to which learners are well prepared to be successful in the primary grades in reading.

In 2008/09, 169 Aboriginal students attended Kindergarten, with 94 (56%) attending regular half day program and 75 (44%) attended full day.

Aboriginal parents are encouraged to enroll their children in a Full Day Kindergarten program to take advantage of the additional instructional time.

No target is set for participation in full day Kindergarten. District will continue to support the provision of Full Day Kindergarten for Aboriginal Students.

## INCREASE ORAL LANGUAGE FLUENCY FROM KINDERGARTEN TO GRADE 7

### English Language Development Program

Many Aboriginal students require extra support for language development in their primary years. This need for support may stem from historical influences of the residential schools and their ancestral language. The English Language Development Program assists students to strengthen their oral language skills, vocabulary, and reading and writing following the guidelines established by the Ministry of Education, Special Programs Branch. Twenty three per cent (23%) of students enrolled in Kindergarten to Grade Seven benefited from extra language support from the Learning Support Team teachers to increase their language proficiency. It is anticipated that the students participating in the ESD program will experience more academic success as they transition to secondary school.

No target is set for language fluency. District will continue to support ESD programs for Aboriginal students.

**IMPROVE THE FSA RESULTS IN READING AND WRITING AT GRADE 4 AND 7.**

The Foundation Skills Assessment (FSA) is an annual province-wide assessment of British Columbia students' academic skills, and provides a snapshot of how well BC students are learning foundation skills in Reading Comprehension, Writing, and Numeracy at Grade 4 and 7 (Numeracy is not a focus of the Enhancement Agreement).

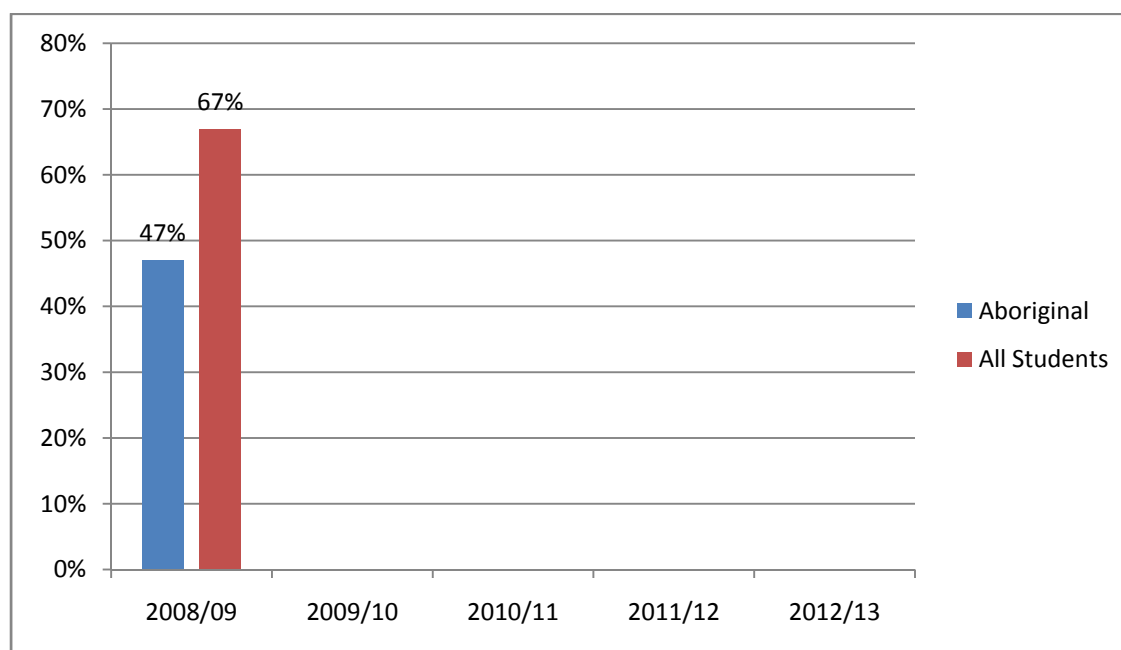
**TARGET: INCREASE BY 2% THE NUMBER OF STUDENTS IN GRADES 4 AND 7 WHO MEET OR EXCEED EXPECTATIONS IN READING AND WRITING.**

Table 1-2 Percent of students meeting or exceeding expectations on the FSA 2008/09

Grade	Group	Number of students	Reading	Number of students	Writing
4	Aboriginal	194	47%	194	49%
	All students	4710	67%	4710	67%
7	Aboriginal	234	60%	234	48%
	All students	5197	67%	5197	65%

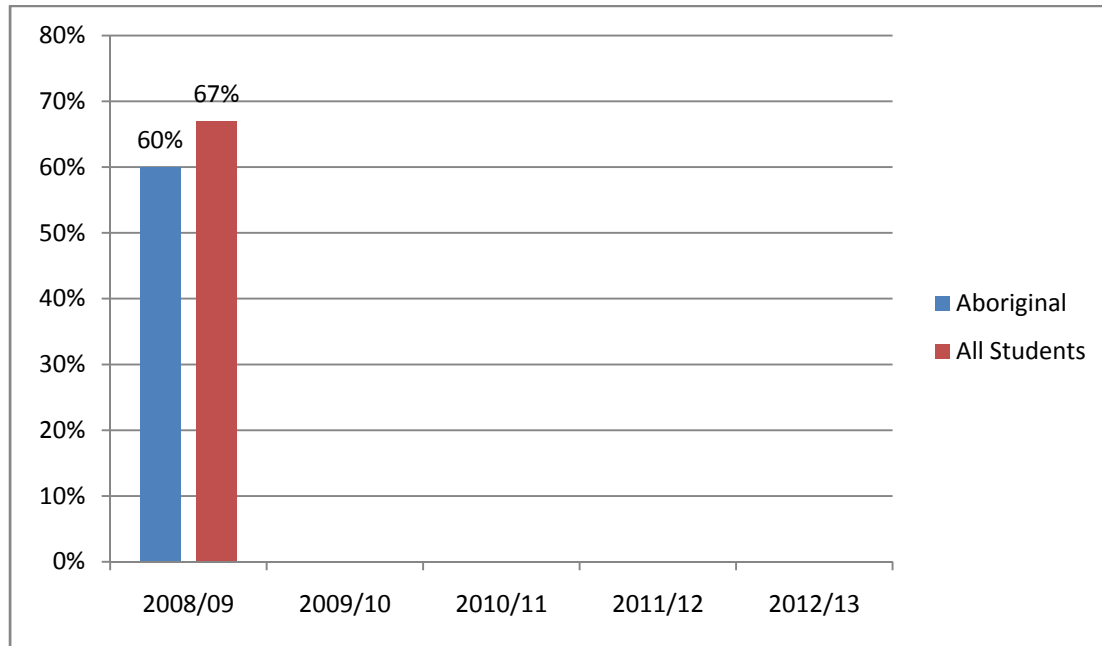
The achievement gap between Aboriginal students and the whole group is largest at grade 4 and declines by grade 7 for reading, but remains for writing. An achievement gap is also shown in results on the district assessments presented in the next sections.

Chart 1-2 Percent meeting to exceeding FSA Grade 4 Reading 2008/09



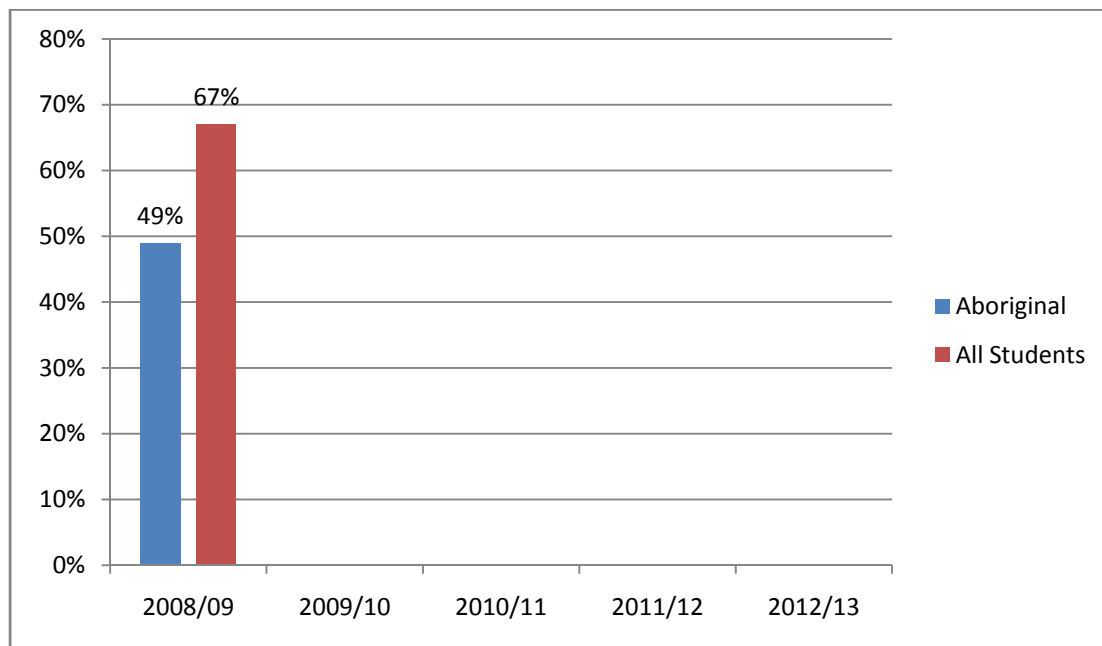
A lower proportion of Aboriginal students (20% fewer) meet or exceed expectations than the whole group in grade 4 reading.

Chart 1-3 Percent meeting to exceeding expectations FSA Grade 7 Reading



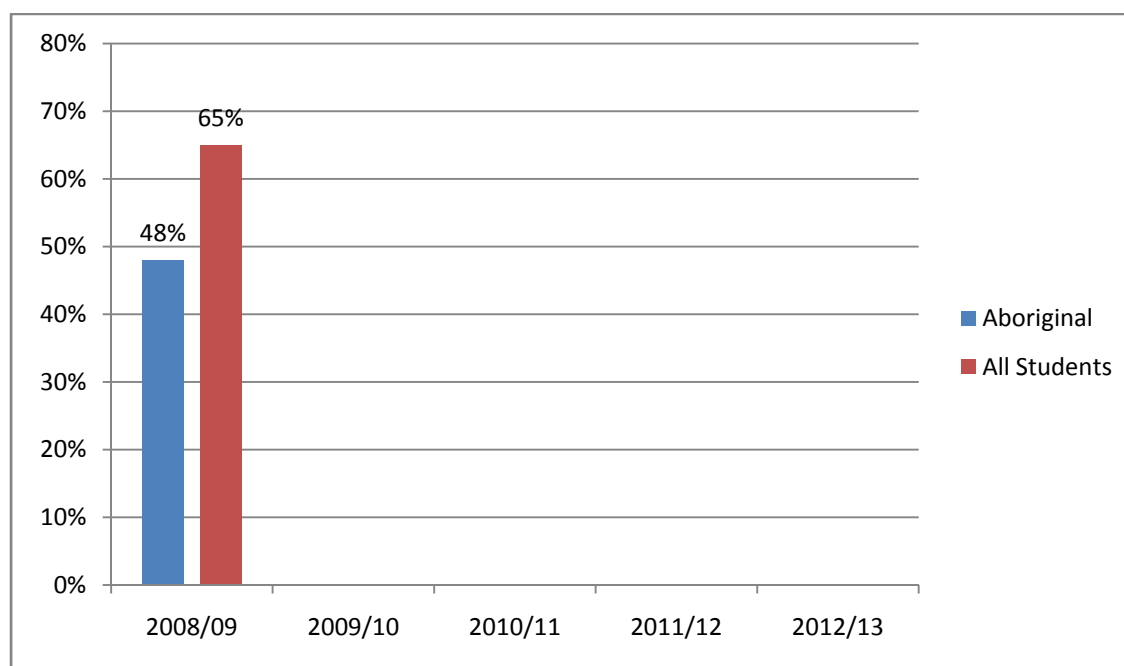
A lower proportion of Aboriginal students (7% fewer) meet or exceed expectations than the whole group in grade 7 reading.

Chart 1-4 Percent meeting to exceeding FSA Grade 4 Writing



A lower proportion of Aboriginal students (18% fewer) meet or exceed expectations than the whole group in grade 4 writing.

Chart 1-5 Percent meeting to exceeding expectations FSA Grade 7 Writing



A lower proportion of Aboriginal students (17% fewer) meet expectations than the whole group in grade 7 writing.

### INCREASE THE READING SKILLS OF ABORIGINAL STUDENTS IN GRADES 1 TO 9.

Reading is a core skill that is critical to student success across subject areas and in work and post secondary education.

The district supports reading success through a locally developed Reading assessment, RAD36.

### TARGET INCREASE BY 2% THE NUMBER OF STUDENTS WHO FULLY MEET EXPECTATIONS ON RAD36

Table 1-3 Percent of students fully meeting or exceeding expectations on the RAD36 Overall post test 2008/09

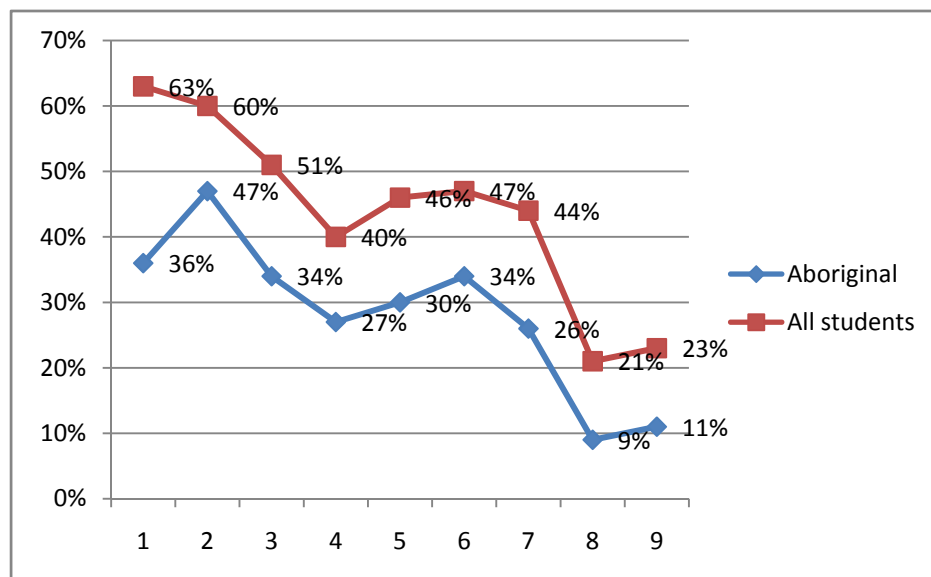
Grade	Group	Number of students	Percent fully meeting or exceeding
1	Aboriginal	36	36%
	All students	415	63%
2	Aboriginal	58	47%
	All students	752	60%
3	Aboriginal	66	34%
	All students	1051	51%

Table 1-3 Percent of students fully meeting or exceeding expectations on the RAD36 Overall post test 2008/09

Grade	Group	Number of students	Percent fully meeting or exceeding
4	Aboriginal	56	27%
	All students	1233	40%
5	Aboriginal	95	30%
	All students	1344	46%
6	Aboriginal	68	34%
	All students	1213	47%
7	Aboriginal	71	26%
	All students	1267	44%
8	Aboriginal	77	9%
	All students	1743	21%
9	Aboriginal	18	11%
	All students	717	23%

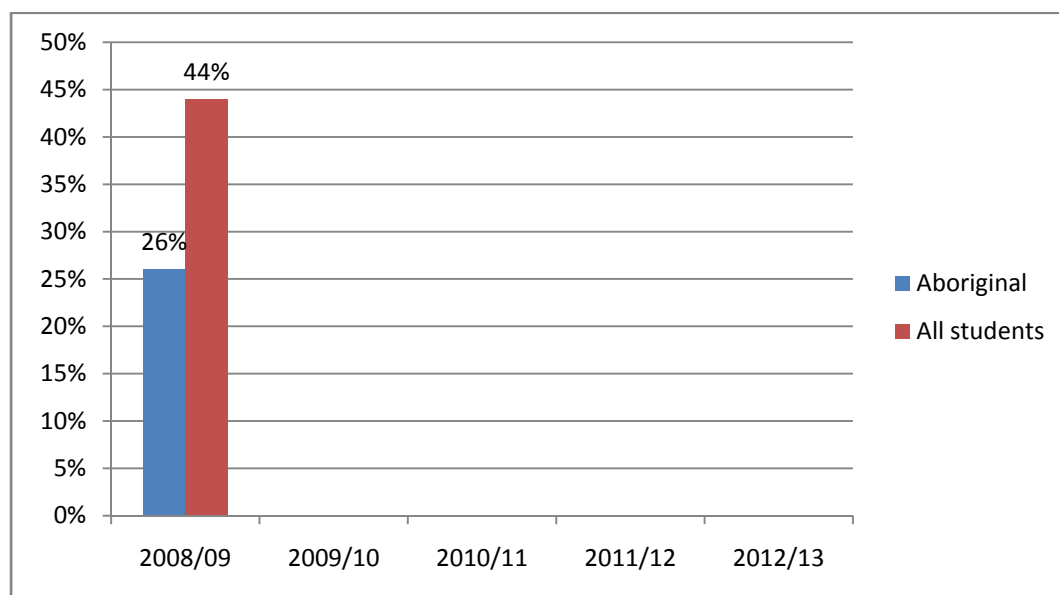
A lower proportion of Aboriginal students fully meet or exceed expectations in all of grades 1 to 9.

Chart 1-6 Percent fully meeting or exceeding expectations on the RAD36 Overall post test 2008/09 by grade



The percent of Aboriginal students fully meeting expectations, ranges from a low of 9% of the group to a high of 47% of the group. For all students the proportion ranges from a low of 21% of the group to a high of 63% of the group.

Chart 1-7 Percent fully meeting or exceeding expectations on the RAD36 Overall post test at grade 7



A lower proportion of Aboriginal students (18% fewer) meet expectations on the RAD36 Overall post test at grade 7.

## LOOKING AT THE ASPECTS OF READING

The performance of Aboriginal students is not necessarily the same for each aspect of reading. The aspects of reading covered by RAD36 are Strategies, Comprehension, and Analysis, as well as an Overall result described above. Of the three aspects, a larger proportion of Aboriginal students are fully meeting expectations in Analysis, than in Strategies or Comprehension.

Table 1-4 Percent of students fully meeting to exceeding expectations on RAD36 aspects post test 2008/09

Grade	Group	Number of students	Strategies	Comprehension	Analysis
7	Aboriginal	71	26%	28%	34%
	All students	1267	45%	43%	43%
9	Aboriginal	18	6%	6%	22%
	All students	717	30%	21%	30%

Differential success across aspects of Reading, Strategies, Comprehension, and Analysis for Aboriginal students suggests that students are capable when presented with opportunities to learn that met their individual needs.

## LOOKING AT READING GAINS OVER THE YEAR

The RAD36 is done as a pre and post test. Results from the pre test allow teachers to plan and to differentiate instruction (meeting individual learner needs while teaching to the whole class) to improve learning over the year.

As measured by RAD36, a slightly lower proportion of Aboriginal student group are making gains that are enough to move them into fully meeting expectations in Reading over the year compared to the whole group.

Table 1-5 Percent meeting to exceeding expectations on RAD36 overall post test 2008/09

Grade	Group	Number of students	Pre test	Number of students	Post test	Gain (Post – Pre)
7	Aboriginal	87	21%	71	26%	5%
	All students	1270	37%	1267	44%	7%
9	Aboriginal	42	7%	18	11%	4%
	All students	1249	13%	717	23%	10%

## LOOKING AT THE LINK BETWEEN HIGH SCHOOL COMPLETION AND READING PROFICIENCY

A Statistics Canada analysis of reading results from an reading literacy assessment (PISA) done in BC schools and other countries and a longitudinal (Canadian youth followed over several years) survey showed that reading proficiency at age 15 plays a significant role in both high school graduation and post secondary participation.

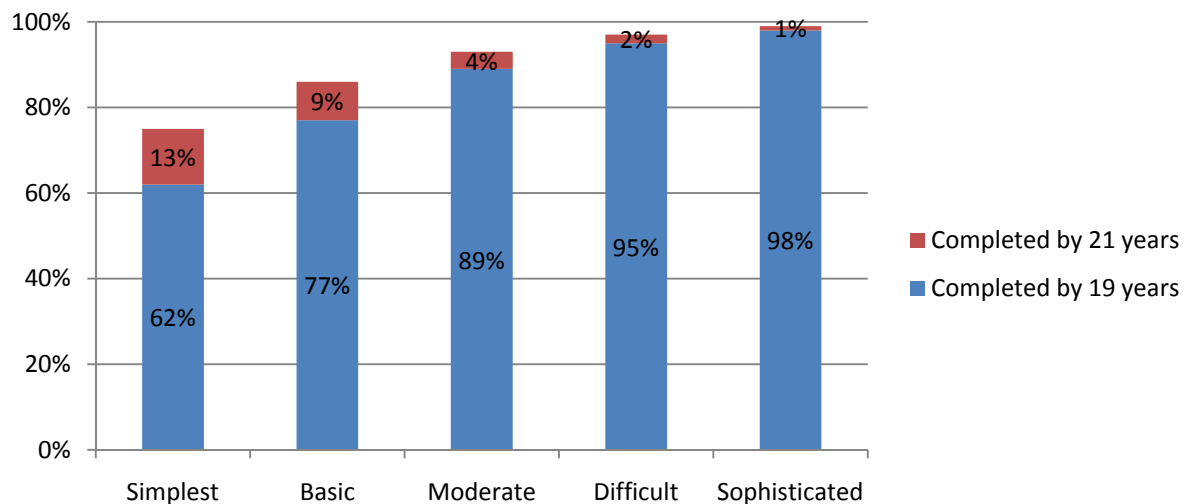
Even though this research looked at all student results, this finding suggests that Aboriginal learners who do not become proficient readers by age 15 are at a disadvantage. Although other factors such as family income or parental education are also associated with educational attainment, reading proficiency is the factor that is related to K to 12 schooling.

Table 1-6 High school completion status by age 19 and age 21

Group	Level on PISA	Students proficient at age 15	Complete by 19 years	by 21 years	Total Completion
All Canadian students	1 or below	Simplest reading tasks	62%	13%	75%
	2	Capable of basic reading tasks	77%	9%	86%
	3	Reading tasks moderate complexity	89%	4%	93%
	4	Capable of difficult reading tasks	95%	2%	97%
	5	Capable of sophisticated reading tasks	98%	1%	99%

Source: Statistics Canada, Youth in Transition Survey 2006

Chart 1-8 High school completion status at age 19 and age 21, by reading proficiency level at age 15



For Aboriginal students, raising the level of achievement as measured by RAD36 means that students will reach a level of literacy where they can achieve their own goals, reach their potential, and participate in society. To do this, Aboriginal students must make proportionally larger gains than their non Aboriginal peers in order to close the gap. Teachers and other professionals making a difference for each Aboriginal student, minute by minute, day by day will contribute to success for these students in our schools.

Improving reading results for Aboriginal students requires that attention be paid both to the achievement gap between the two groups and to changes in the amount of gain made pre to post test. Several questions arise from these results:

- Why do reading gains fall off for Aboriginal students at Grades 3 and 4, and at Grades 7, 8 and 9? Although this trend is mirrored in the whole group, the effect is greater for Aboriginal students.
- Why does the size of the Achievement gap change across the grades?
- How is the Achievement gap effected by the gain between pre and post test?

A consideration of these and other questions raised by the evidence presented here is important.



**BUILD UPON WRITING SKILLS OF STUDENTS IN GRADES 1, 2, 3, 5, AND 9**

Together with reading, writing is a skill that is integrated across the curriculum and used by students over their lifetime. The district supports writing success through a locally developed writing assessment.

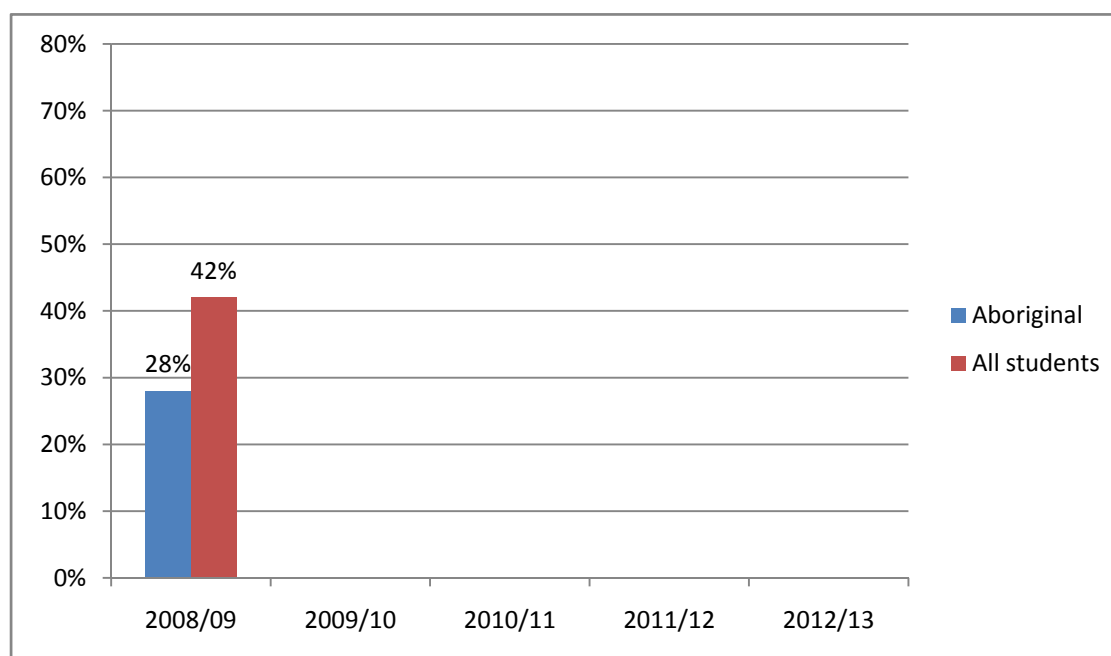
**TARGET INCREASE THE NUMBER OF STUDENTS IN GRADE, 1, 2, 3, 5 AND 9 WHO FULLY MEET EXPECTATIONS IN WRITING ON THE DISTRICT WRITING ASSESSMENT**

No results available in 2008/09, for grades 1,2, and 3 writing.

Table 1-7 Percent fully meeting expectations on the Writing Assessment Overall post test 2008/09

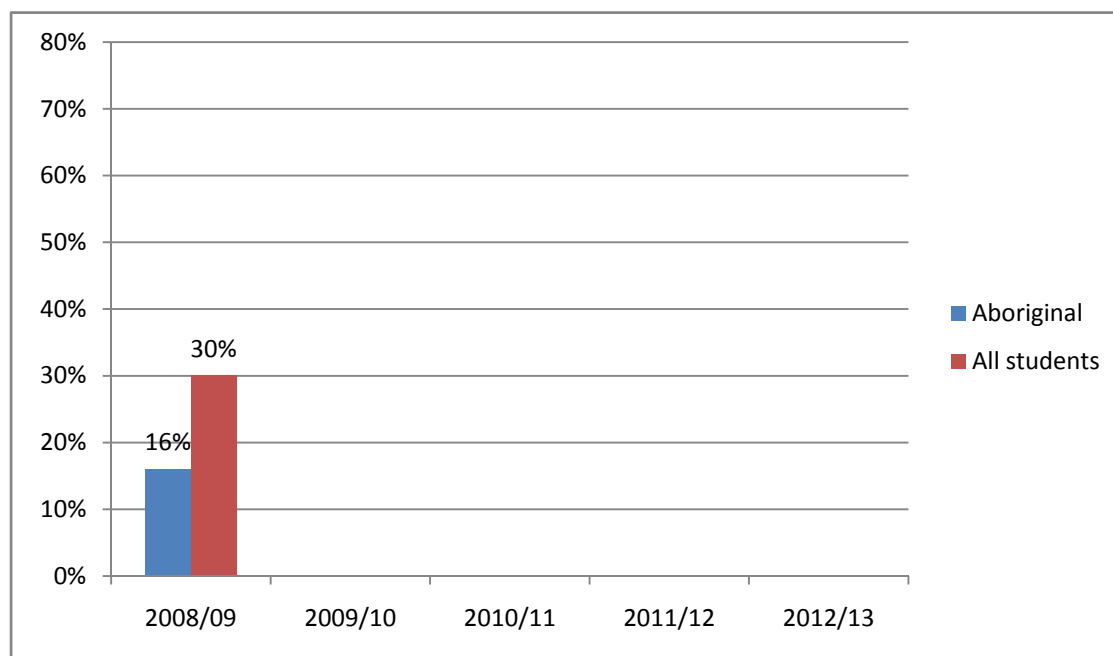
Grade	Group	Number of students	Percent fully meeting or exceeding expectations
5	Aboriginal	25	28%
	All students	385	42%
9	Aboriginal	30	16%
	All students	674	30%

Chart 1-9 Percent fully meeting or exceeding expectations on Writing assessment Overall post test grade 5



A lower proportion of Aboriginal students (14% fewer) are fully meeting or exceeding expectations on the Writing Assessment Overall post test than the whole group in grade 5.

Chart 1-10 Percent fully meeting or exceeding expectations on Writing Assessment Overall post test grade 9



A lower proportion of Aboriginal students (14% fewer) are fully meeting or exceeding expectations on the Writing Assessment Overall post test than the whole group in grade 9.

The percent of Aboriginal students fully meeting expectations falls from a high of 28% of the group at Grade 5 to 16% of the group at Grade 9. For all students, the proportion fully meeting expectations falls from a high of 42% of the group at Grade 5 to 30% of the group at Grade 9.

### LOOKING AT THE ASPECTS OF WRITING

The performance of Aboriginal students is not necessarily the same for each aspect of writing. The aspects of Writing covered by the District Writing Assessment are Meaning, Style, Form, and Conventions (Conventions are attributes that make writing easier to understand like, spelling, grammar, sentence structure), as well as an Overall result described above.

Of the four aspects, a larger proportion of Grade 5 Aboriginal students are meeting expectations in Conventions than in Meaning, Style, Form.

Table 1-8		Percent fully meeting to exceeding expectations on Writing aspects post test 2008/09				
Grade	Group	Number of students	Meaning	Style	Form	Conventions
5	Aboriginal	25	24%	28%	32%	46%
	All students	385	40%	43%	41%	56%

At grade 9, a larger proportion of Aboriginal students are meeting expectations in both Meaning and Conventions.

Table 1-9 Percent fully meeting to exceeding expectations on Writing aspects post test 2008/09

Grade	Group	Number of students	Meaning	Style	Form	Conventions
9	Aboriginal	30	26%	13%	16%	24%
	All students	674	34%	28%	25%	40%

Differential success across aspects of Writing , Meaning, Style, Form and Conventions for Aboriginal students suggests that students are capable when presented with opportunities to learn that meet their individual needs.

### LOOKING AT WRITING GAINS OVER THE YEAR

The Writing assessment is done as a pre and post test. Results from the pre test allow teachers to plan and to differentiate instruction (meeting individual learning needs while teaching to the whole class) to improve learning.

At grade 5, the proportion fully meeting expectations increases by 16% for all students and by 5% for the Aboriginal student group. Note however, that at the pre-test, the Aboriginal group and all students are similar sized.

Table 1-10 Percent meeting to exceeding expectations on Writing Assessment Overall 2008/09

Grade	Group	Number of students	Pre test	Number of students	Post test	Gain (Post – pre)
5	Aboriginal	30	23%	25	28%	5%
	All students	385	26%	385	42%	16%

At grade 9, the proportion fully meeting expectations increases by 9% for all students but does not change for Aboriginal students. Note however, that at the pre test, the Aboriginal group and all students are similar sized.

Table 1-11 Percent meeting to exceeding expectations on Writing Assessment Overall 2008/09

Grade	Group	Number of students	Pre test	Number of students	Post test	Gain (Post – pre)
9	Aboriginal	24	17%	30	16%	0%
	All students	667	21%	674	30%	9%

### INCREASE THE PARTICIPATION RATES OF ABORIGINAL STUDENTS IN ENGLISH 10, 12 AND LITERATURE 12

Students who enroll in English 12 and Literature 12 are better prepared for post secondary studies and employment than students who choose to take the less academically challenging Communications 12. However, some students are falling behind in English well before a decision is made to take English 12 rather than Communications 12 and this is shown by the percent of students in Grade 10, but who are not ready to take English 10.

**TARGET: INCREASE BY 2% THE NUMBER OF ABORIGINAL STUDENTS ENROLLED IN ENGLISH 10, 12 AND LITERATURE 12.**

Table 1-12 Participation rate in English 10, Communications 12, English 12 and Literature 12 in 2007/08

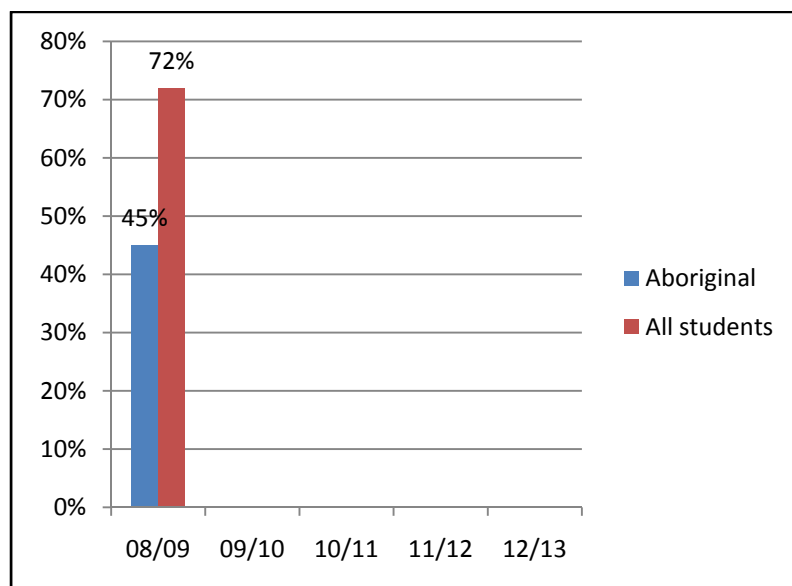
Group	Measure	Eng 10	Comm 12	Eng 12	Lit 12
Aboriginal	Number receiving a blended final mark	204	34	96	8
	Total students in the grade (Ministry)	373	215	215	215
	Participation Rate	55% *	16%**	45% **	4% ***
All students	Number receiving a final mark	5376	648	4584	422
	Total students in the grade (Ministry)	6043	6370	6370	6370
	Participation Rate	89%*	10%**	72%**	7%***

\*Participation in English 10 is mandatory for graduation. Participation less than 100% in this course reflects the proportion of students who are in Grade 10, but still completing grade 9 requirements.

\*\*Students may choose to complete English 12 or the less academically challenging Communications 12 for graduation. Increasing participation in English 12 will increase the number of post secondary opportunities available to graduates.

\*\*\*Students may choose to complete Literature 12 to increase their skills in English and expand their opportunities.

Chart 1-11 Percent of students participating in English 12 (as calculated from Ministry data)



A lower proportion of Aboriginal students (27% fewer) participate in English 12 than for the whole group.

## LOOKING AT STUDENT SUCCESS

Doing well in a subject will increase the likelihood that students will continue in their studies.

Table 1-13 Percent successful in English 10 2007/08

Grade	Group	Number assigned blended mark	Pass C- or better	A/B/C+	C-/C	F
10	Aboriginal	204	89%	40%	49%	11%
	All students	5376	95%	63%	32%	5%

Table 1-14 Percent successful in Communications 12 2007/08

Grade	Group	Number assigned blended mark	Pass C- or better	A/B/C+	C-/C	F
12	Aboriginal	34	97%	47%	50%	3%
	All students	648	98%	52%	46%	2%

Table 1-15 Percent successful in English 12 2007/08

Grade	Group	Number assigned blended mark	Pass C- or better	A/B/C+	C-/C	F
12	Aboriginal	96	95%	49%	46%	5%
	All students	4584	98%	68%	30%	2%

Table 1-16 Percent successful in English Literature 12 2007/08

Grade	Group	Number assigned blended mark	Pass C- or better	A/B/C+	C-/C	F
12	Aboriginal	8	88%	63%	25%	12%
	All students	422	98%	76%	22%	2%

The pass rate for Aboriginal students at Grade 10 is similar to the whole group, but this success should not obscure the proportion of Aboriginal students who are not progressing through grade 10 in a year, as shown in the previous section.

Note also, that Aboriginal students are more similar to the whole group for Communications 12, the least challenging subject, and English Literature 12, the most challenging subject, than for English 10 and 12, suggesting that the way students view themselves may be important.

## INCREASE AWARENESS AND UNDERSTANDING OF ABORIGINAL HISTORY, TRADITIONS, AND CULTURE FOR ALL STUDENTS.

The participation of **all** students in Aboriginal cultural presentations is important to promote awareness.

Over 21,000 students in Kindergarten to Grade 12 received 886 presentations on Aboriginal culture and history from Aboriginal Education Department staff. These lively presentations help schools meet the goal of increasing awareness and understanding by bringing topics of interest into the classroom. For example, one presentation, the traveling canoe, allowed all students to touch and see a carved canoe and to hear about the traditional knowledge that went into making it. Students were able to understand this traditional knowledge within a historical and modern context.

Some of these presentations were associated with the work done in the district in signing the Enhancement Agreement.

Table 2-1 Presentations made on Aboriginal Culture and history 2008/09

Month	Presentations	Number participating	Month	Presentations	Number participating
September	6	100	February	115	2875
October	90	2250	March	115	2875
November	115	2750	April	115	2875
December	60	1500	May	115	2875
January	115	2875	June	40	1000

No target is set for cultural presentations in schools. District will continue to support this valuable work.

## INCREASE THE NUMBER OF STUDENTS PARTICIPATING IN BC FIRST NATIONS 12.

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

Table 2-2 Number of students enrolled in BC First Nations 12 in 2007/08

Group	Surrey	Province
Aboriginal	11	731
All Students	47	2029

Increasing the number of students who choose to take BCFN 12 will make a significant contribution to a population that is knowledgeable about First Nations history for Aboriginal and non-Aboriginal students.

No target is set for participation in BC FN 12. District will continue to promote and support this course.

## ENHANCE ABORIGINAL STUDENTS' SENSE OF BELONGING

### INCREASE ATTENDANCE RATES

Poor attendance is well recognized as a risk factor for success in school. Students who miss school often, not only miss out on opportunities for learning, but also may become disengaged from school and feel that they do not belong. Looking at attendance rates is challenging because students may miss school for legitimate reasons such as extended illness, change of address, bereavement, or participation in cultural celebrations.

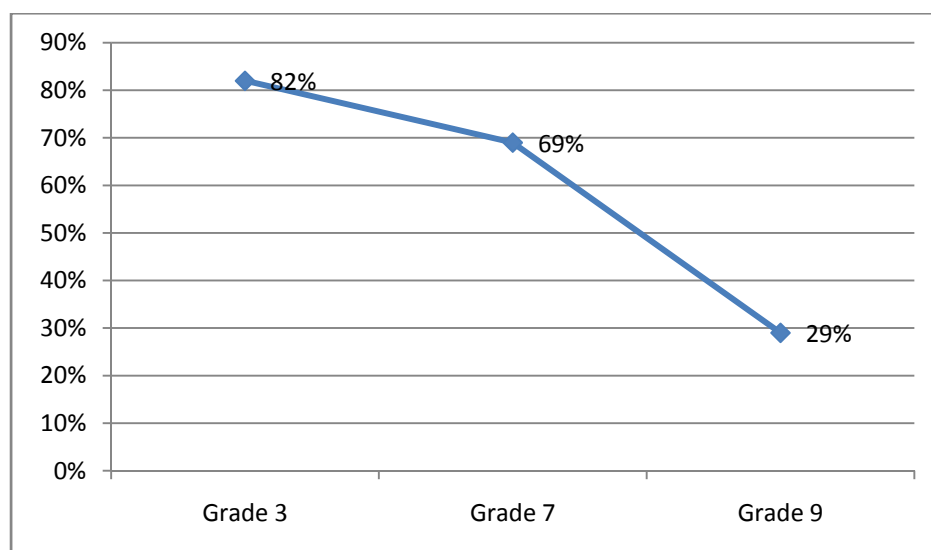
Table 3-1 Percent of Aboriginal students absent in Grades 3, 7, and 9 for 2008/09 (Sept to June) in all schools

Grade	Students	Unit	0 to 10 missed	11 to 20 missed	21 to 30 missed	31 to 40 missed	41 to 50 missed	Over 51 missed
3	176	Days	56%	26%	10%	5%	2%	2%
7	228	Days	45%	24%	9%	7%	4%	11%
9	165	Periods	15%	14%	14%	8%	10%	39%

No target is set for attendance. District will support interventions to improve attendance for Aboriginal students.

### GOOD ATTENDANCE

Chart 3-1 Percent of Aboriginal students missing 20 or fewer days (Elementary) or periods (Secondary)

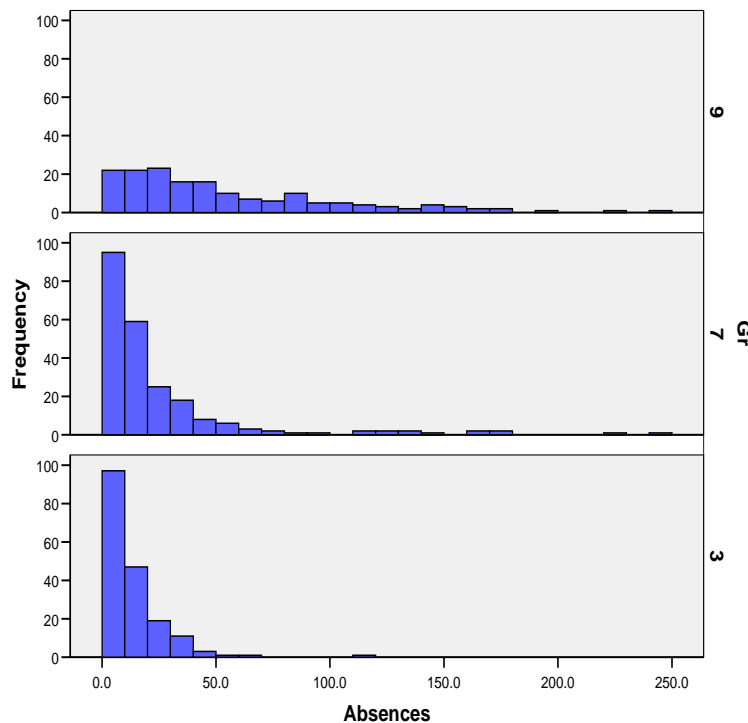


For 2008/09, good attendance (defined here as fewer than 20 missed days or periods over the year) declines in later grades. This evidence suggest that Aboriginal students are absent from school and are becoming disengaged from their

school community and learning more often in the higher grades. Improving attendance will improve the likelihood of success for Aboriginal students.

Another way to look at students absences is with a histogram, which is a chart where the frequencies (number of times absent for a day or a period) are represented in the form of bars. The 3 panels in the chart below show the absences for grade 3, 7 and 9. In the top panel, the flattened bars show more students are absent for the grade 9 Aboriginal group. The tall bars around the zero point shows good attendance for most of the elementary school Aboriginal group in grade 3 and 7.

Chart 3-2 Histogram of student absences



## INCREASE PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Students who participate in extra curricular activities feel more connected to their school and are more likely to be successful.

Across the district, Aboriginal students are choosing to participate in a wide variety of extra-curricular activities, including sports, fine arts, and other clubs. The link between participation in extra curricular activities and student success is well established.

No target is set for participation in extra-curricular activities. District will continue to promote and support extra curricular activities for Aboriginal students.



## INCREASE STUDENT LEADERSHIP PARTICIPATION RATES

Surrey School District educators 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 that include school-based Aboriginal Cultural events and community service where Aboriginal students were in leadership roles. Initiatives such as:

- ·Aboriginal Graduation ceremony and recognition
- Aboriginal Fun night
- National Aboriginal Day
- Fine Arts department hosted an art and culture week for all secondary students. Many Aboriginal students were on the planning committee, etc.
- Digital Story Telling
- ·Aboriginal Cultural Awareness celebrations for **all** students
- ·Cultural Connections Through Heritage
- ·Pow Wow Celebration
- ·Aboriginal Art Inspirations
  - Clay Tile Mural
  - Celebration of the Aboriginal Spirit
  - Creation of the Button Blanket Quilt bringing two cultures together
  - Circles of Success

No target is set for student leadership activities. District will continue to support student leadership opportunities for Aboriginal students.

**INCREASE THE TRANSITION AND GRADUATION RATES FOR ABORIGINAL STUDENTS.****INCREASE THE RETENTION RATE**

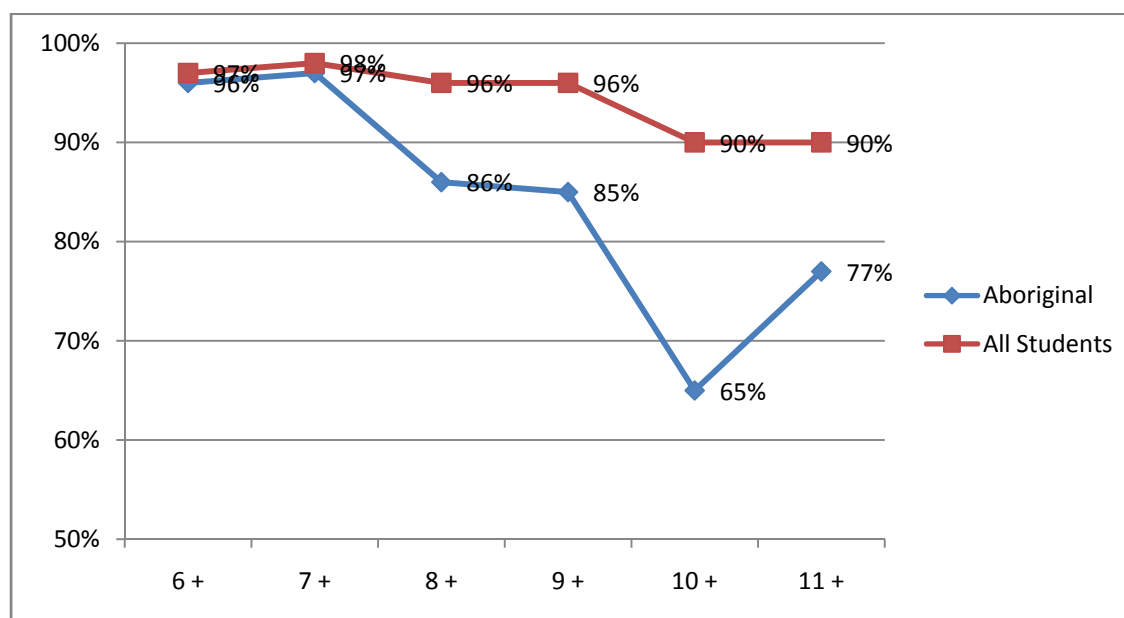
Retention or Transition Rates describe the number of students who make a transition to a higher grade. Although a small number of students move out of province or the country, the majority of students who do not transition are thought to be not continuing with their studies (dropping out).

Group differences between Aboriginal students and the whole group are apparent in the Retention rate.

Table 4-1 Transition Rates 2007/08

Group	Grade 6+	Grade 7+	Grade 8+	Grade 9+	Grade 10+	Grade 11+
Aboriginal	96%	97%	86%	85%	65%	77%
All Students	97%	98%	96%	96%	90%	90%

Chart 4-1 Percent of students who transition to a higher grade 2007/08



The proportion of Aboriginal students who transition to a higher grade decreases from grade 6 to 10, but increases in grade 11 as some students make the decision to leave school (drop out).

A lower proportion of Aboriginal student successfully transitions at each grade level in secondary school compared to the whole group.

## INCREASE THE TRANSITION RATES FROM GRADE 10 TO 11

The transition between grade 10 and 11 was chosen as a focus to improve the graduation rate for Aboriginal students because more students are lost at this grade than any other grade.

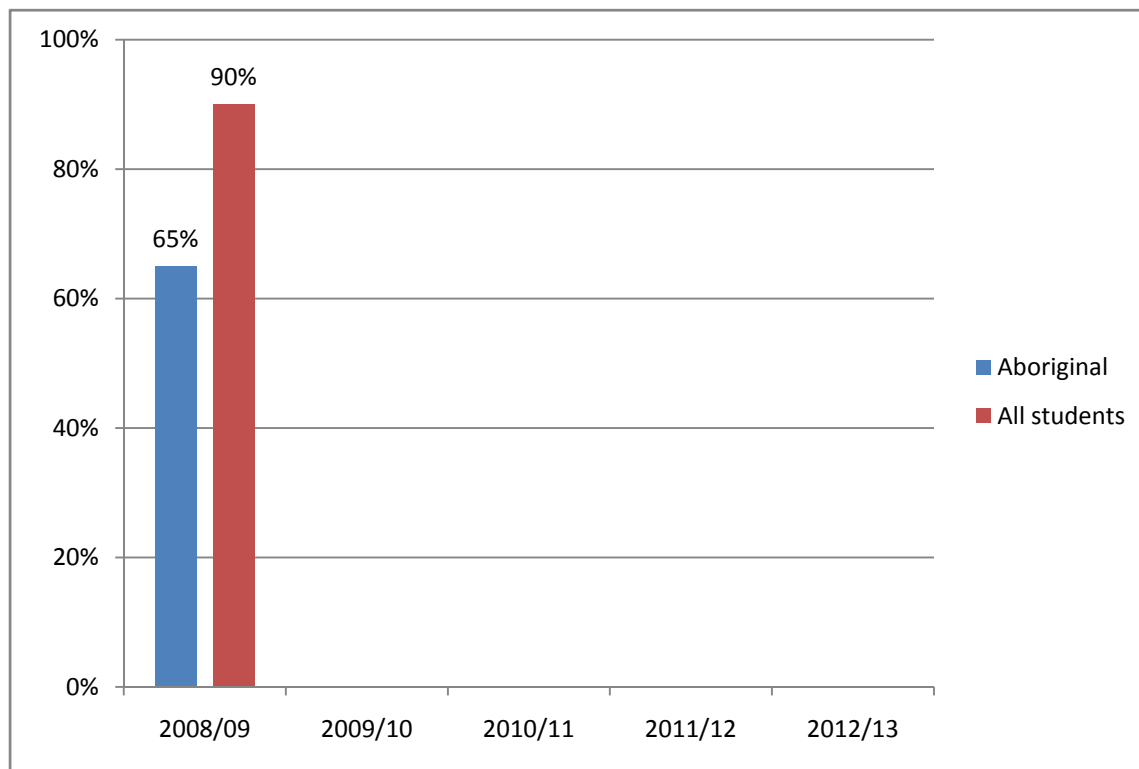
### INCREASE BY 2% THE NUMBER ABORIGINAL STUDENTS TRANSITIONING FROM GR 10 TO 11.

The rapid decline in retention from Grade 10 to Grade 11, appears to be associated with achievement results, school experiences and absenteeism. Improving transition rates is a priority that is intrinsically linked to other efforts within this Enhancement Agreement report.

Table 4-2 Transition rate 2007/08

Group	% transitioning from Grade 10 to 11
Aboriginal	65%
All students	90%

Chart 4-2 Percent of students transitioning from grade 10 to 11.



A lower proportion of Aboriginal students (25% fewer) transition from grade 10 to 11 compared to the whole group.

## INCREASE THE SIX YEAR COMPLETION RATE

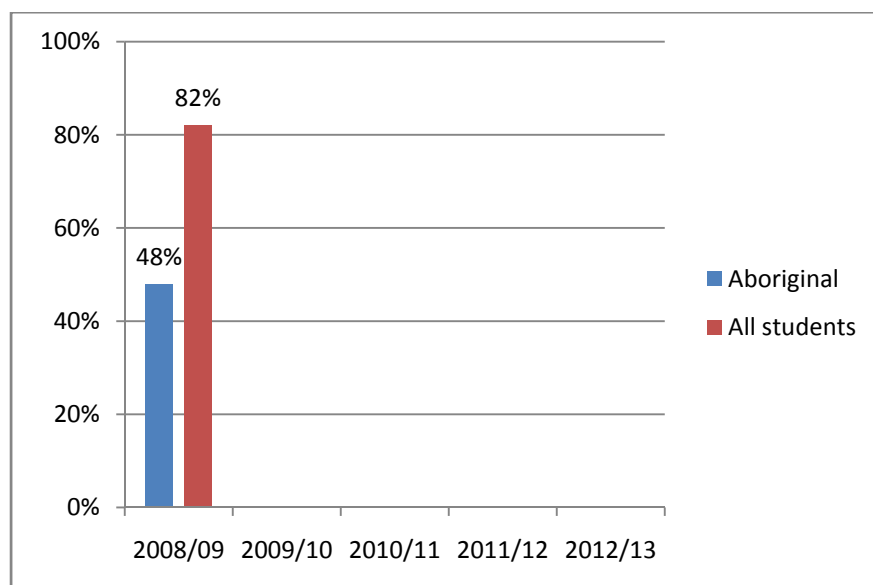
The six year completion rate is the percent of students who successfully complete secondary school within 6 years of starting grade 8 for the first time and is a measure of student success. For those students who are not able to complete the requirements for graduation for a BC Certificate of Graduation 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% THE NUMBER OF STUDENTS SUCCESSFULLY COMPLETING GRADE 12.**

Table 4-3 Six Year Completion Rate 2007/08

Group	% completing within 6 years of starting grade 8 for the 1 <sup>st</sup> time
Aboriginal	48%
All Students	82%

Chart 4-3 Percent completing within 6 years of beginning grade 8 for the first time



A lower proportion of Aboriginal students (34% fewer) complete within 6 years of starting grade 8 for the first time than the whole group.

Factors which contribute to Aboriginal students not successfully completing secondary school are only partially known, but research (StatCan 2006) suggests that getting along well with teachers and classmates, parent satisfaction with the school, family income, and participation in sports, arts and music are associated with high achievement in school, while absenteeism, diagnosis of Learning Disability or Attention deficit disorder and parents or grandparents who attended residential school are associated with lower achievement.

## LOOKING AT THE GRADE 12 GRADUATION RATES

Students who complete secondary school take varying amounts of time to graduate, although most will graduate in the year they enter grade 12 for the first time. There are two measures calculated, the First Time Grade 12 Graduation Rate is the percent in grade 12 for the first time who graduate in the same year and the Eligible to graduate Graduation Rate which is the percent who graduate if they pass all the courses they are registered in (All the first time plus those students who take more than a year in grade 12.)

Table 4-4 Successful completion of Secondary School 2007/08		
	First time Grade 12 Graduation Rate	Eligible to graduate Graduation Rate
Aboriginal	55%	92%
All Students	83%	95%

Attention to factors that support success for Aboriginal students is important as students move through the grades in terms of retaining students at every grade level and helping students to complete on time. A lower proportion of Aboriginal students (28%) fewer complete the first time in Grade 12 than the whole group.

## LOOKING AT SECOND CHANCE OPPORTUNITIES TO COMPLETE SECONDARY SCHOOL

Results from the Youth in Transitions Survey 2006 (Looker & Thiessen, 2008) show that, across Canada, a significant proportion of First Nations students return to complete secondary school after dropping out. The fact that Aboriginal students persist with schooling demonstrates the commitment of Aboriginal students and their families to education and highlights the depth of issues they face in the school system.

Looking at second chance opportunities, (opportunities to complete secondary school in different ways e.g. upgrading at college) fewer Aboriginal students (61%) than Canadian born students of European descent (83%) never drop out, but more Aboriginal students (26%) take advantage of second chance opportunities to complete secondary school by age 24 years compared to Canadian born of European descent (9%). The rate for drop outs who do not return to school differs by only 5%.

Supporting students who may become second chance grads within the K to 12 system is a positive move given the personal and economic opportunities lost by delaying graduation, both for the student and the community.

Table 4-5 Drop out status for First Nations students and Canadian born of European descent (across Canada)				
Ethnicity	Drop outs who do not return	Second chance youth (20-24 years old)	Youth who never drop out	Total
First Nations	13%	26%	61%	100%
Canadian born European descent	8%	9%	83%	100%

Source: Statistics Canada, Youth in Transition Survey 2006

## INCREASE THE NUMBER OF ABORIGINAL STUDENTS CONTINUING TO POST SECONDARY PROGRAMS

Aboriginal students are encouraged to set goals for themselves that include post secondary in order to increase the possibilities available to them after graduation. The link between educational attainment and employment prospects is well accepted (StatCan, 2005).

Increasing the number of Aboriginal students who continue on to post secondary programs is an outcome of the collective work done in support of the Enhancement agreement. Currently, an estimated 15 percent of Aboriginal graduates have intentions of enrolling in post secondary programs.

The students have expressed interest in the following career paths:

Table 4-6 Work and post secondary career paths of most interest to Aboriginal graduates 2008/09				
Automotive	Business	Computer technician	Education	Film Industry
Health Sciences	Journalism	Nursing	Social Work	Trades & Apprenticeship

No target is set for post secondary participation. District will continue to support the post secondary aspirations of Aboriginal students and to encourage students to make the most of their abilities.

## EPILOGUE

The publication and distribution of the first Aboriginal Education Annual report is essential for improving Aboriginal student success. The report contains valuable information in many performance areas. Analysis of the data greatly assists the Surrey School District and Aboriginal Education Department with restructuring and planning support services that will more effectively support the Aboriginal learners and assist in setting realistic targets for continued growth.

A consideration of Aboriginal student success must involve attention paid to the achievement gap between these students and the whole group. However, a focus on the achievement gap must not obscure the success that some Aboriginal students attain in our schools. For those Aboriginal students who persist to Grade 12, the 1st time graduation rate (2007/2008) is 55%, which is lower than the 83% achieved by the whole group. However, this statistic represents ninety-three (93) Aboriginal graduates who will move forward to become leaders and role models for others as they go on to post secondary and beyond. The contribution of these students to the success of their Aboriginal peers as well as to the schools they attended is acknowledged.

The Aboriginal Advisory Council and the District are collaboratively working together focusing on support services and how we can effectively work together to enhance the supports to better meet the needs of Aboriginal students academically, socially and emotionally. A 'Standing Committee' was established with leaders from: Equity & Diversity; Curriculum & Instruction; Student Services; and Aboriginal Education with a mandate to align Aboriginal Education with existing initiatives in the Surrey School District. It is with great anticipation that we look forward to the outcome of these decisions made for the benefit of Aboriginal learners as we collectively strive to improve Aboriginal student success.

## Appendix 1: Quick list of Aboriginal success on academic performance indicators and associated statistics

ASSESSMENT	Year	Grade	AB	ALL	MEASURE	AB	ALL	Difference between group size on the measure (All – AB)
ELPATS	08/09	K	38	2179	% no difficulty acquiring phonemic awareness skills	91%	91%	0
FSA READING	08/09	4	194	4710	% meeting to exceeding	47%	67%	20%
FSA READING	08/09	7	234	5197	% meeting to exceeding	60%	67%	7%
FSA Writing	08/09	4	194	4710	% meeting to exceeding	49%	67%	18%
FSA Writing	08/09	7	234	5197	% meeting to exceeding	48%	65%	17%
RAD36 OVERALL POST (READING)	08/09	1	36	415	% fully meeting to exceeding	36%	63%	27%
RAD36 OVERALL POST (READING)	08/09	2	58	752	% fully meeting to exceeding	47%	60%	13%
RAD36 OVERALL POST(READING)	08/09	3	66	1051	% fully meeting to exceeding	34%	51%	17%
RAD36 OVERALL POST (READING)	08/09	4	56	1233	% fully meeting to exceeding	27%	40%	13%
RAD36 OVERALL POST (READING)	08/09	5	95	1344	% fully meeting to exceeding	30%	46%	16%
RAD36 OVERALL POST (READING)	08/09	6	68	1213	% fully meeting to exceeding	34%	47%	13%
RAD36 OVERALL POST (READING)	08/09	7	71	1267	% fully meeting to exceeding	26%	44%	18%
RAD36 OVERALL POST (READING)	08/09	8	77	1743	% fully meeting to exceeding	9%	21%	12%
RAD36 OVERALL POST (READING)	08/09	9	18	717	% fully meeting to exceeding	11%	23%	12%

1<sup>st</sup> Annual Report on Aboriginal Student Success 2008/09 School District 36 (Surrey)

ASSESSMENT	Year	Grade	AB	ALL	MEASURE	AB	ALL	Difference between group size on the measure (All – AB)
WRITING ASSESSMENT OVERALL POST TEST	08/09	5	25	385	% fully meeting to exceeding	28%	42%	14%
WRITING ASSESSMENT OVERALL POST TEST	08/09	9	30	674	% fully meeting to exceeding	16%	30%	14%
English 10 participation rate	07/08	10	373	6043	Num receiving blended mark div by total students in grade (Min)	55%	89%	34%
Communications 12 participation rate	07/08	12	215	6370	Num receiving blended mark div by total students in grade (Min)	16%	10%	Minus 6% (Aboriginal over represented)
English 12 participation rate	07/08	12	215	6370	Num receiving blended mark div by total students in grade (Min)	45%	72%	27%
English Literature 12 participation rate	07/08	12	215	6370	Num receiving blended mark div by total students in grade (Min)	4%	7%	3%
Transition rate	07/08	N/A	N/A	N/A	TRANSITION FROM GR 10 TO 11	65%	90%	25%
Six year completion rate	07/08	N/A	N/A	N/A	COMPLETION WITHIN 6 YRS OF STARTING GR 8 FOR 1 <sup>ST</sup> TIME	48%	82%	34%
1 <sup>ST</sup> TIME GR 12 GRADUATION RATE	07/08	12	168	5031	1 <sup>ST</sup> TIME IN GR 12 AND GRADUATE	55%	83%	28%
ELIGIBLE TO GRADUATE GRADUATION RATE	07/08	12	100	4551	COMPLETE ALL GR 12 COURSES REGISTERED IN AND GRADUATE	92%	95%	3%
ENGLISH 10 PASS RATE	07/08	10	204	5376	C- OR BETTER	89%	95%	6%
ENGLISH 10 GOOD	07/08	10	204	5376	C+ OR BETTER	40%	63%	23%
ENGLISH 12 PASS RATE	07/08	12	96	4584	C- OR BETTER	95%	98%	3%
ENGLISH 12 GOOD	07/08	12	96	4584	C+ OR BETTER	49%	68%	19%
COMMUNICATIONS 12 PASS RATE	07/08	12	34	648	C- OR BETTER	97%	98%	1%



1<sup>st</sup> Annual Report on Aboriginal Student Success 2008/09 School District 36 (Surrey)

ASSESSMENT	Year	Grade	AB	ALL	MEASURE	AB	ALL	Difference between group size on the measure (All – AB)
COMMUNICATIONS 12 GOOD	07/08	12	34	648	% blended mark C+ or better	47%	52%	5%
ENGLISH LITERATURE PASS RATE	07/08	12	8	422	% blended mark C- or better	88%	98%	10%
ENGLISH LITERATURE 12 GOOD	07/08	12	8	422	% blended mark C+ or better	63%	76%	13%
Attendance –ALL SCHOOLS	08/09	3	176	N/A	% MISSING 20 DAYS OR LESS OVER THE YEAR	82%	N/A	CALCULATED FOR ABORIGINAL GROUP ONLY
ATTENDANCE –ALL SCHOOLS	08/09	7	228	N/A	% MISSING 20 DAYS OR LESS OVER THE YEAR	69%	N/A	CALCULATED FOR THE ABORIGINAL GROUP ONLY
ATTENDANCE – ALL SCHOOLS	08/09	9	165	N/A	%MISSING 20 PERIODS OR LESS OVER THE YEAER	29%	N/A	CALCULATED FOR THE ABORIGINAL GROUP ONLY
BC FIRST NATIONS 12	07/08	12	11	47	STUDENTS RECEIVING A FINAL MARK	N/A	N/A	NUMBERS PARTICIPATING ONLY

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