



ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

REPORT: YEARS FOUR AND FIVE
2011-2013

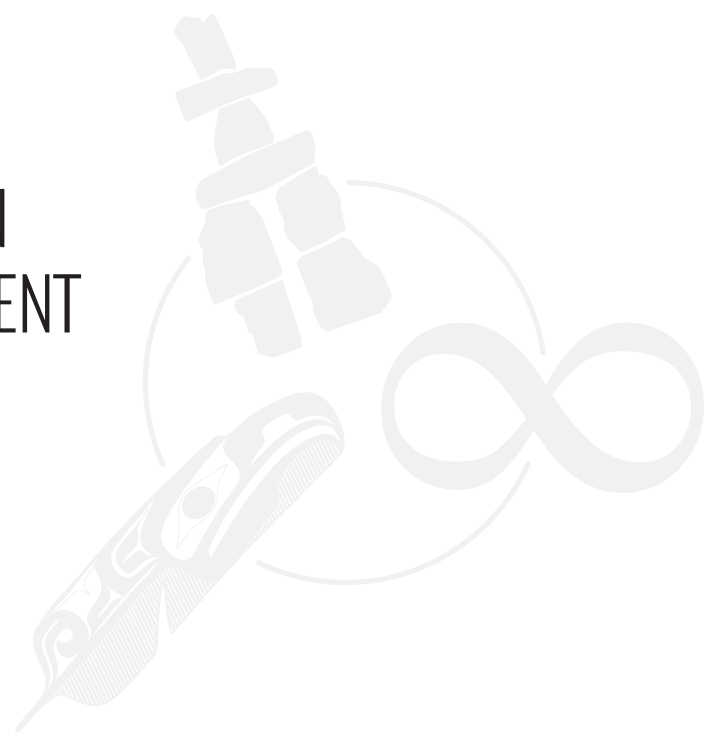


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INTRODUCTION

In charting the future of Aboriginal Education within the Surrey School District it is helpful to reflect upon where we have come from.

Aboriginal student progress through our Aboriginal Education Enhancement Agreement (AEEA) goals has been monitored annually using school, district and provincial data.

AEEA data has shown a modest increase in the six-year Dogwood completion rate and provide evidence that we are beginning to integrate authentic Aboriginal content within the classroom.

While we acknowledge the gains made, all AEEA partners share common concerns as to systemic and structural barriers facing Aboriginal learners within our District.

As our journey continues, Surrey’s teachers, students and parents will continue work together to ensure every Aboriginal student’s needs are met, passions explored and goals achieved.

Our journey will foster student-centered learning that focuses not only on the needs, but also on the strengths and aspirations of each and every Aboriginal student.

It is hoped that this report will help us move our story forward in choosing flexible, dynamic goals and performance targets that will inform the District’s second AEEA.

The Surrey School District and its partners in Aboriginal education serve to build and maintain positive relations that enhance Aboriginal student achievement.

PARTNERS:

Katzie First Nation

Semiahmoo First Nation

Nova Métis Heritage Association

Fraser Region Aboriginal Friendship Association

B.C. Ministry of Education

Surrey School District



Left: Elementary students show their hand-made cedar bracelets.

Right: Aboriginal leadership retreat on Gambier Island.

PURPOSE

This report shares student progress made through years four and five (September 2011 to June 2013) of Surrey School District's 2008-2013 Aboriginal Education Enhancement Agreement and will focus on performance growth and experiential opportunities afforded Surrey's Aboriginal students within the following four AEEA 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; and
- To increase the transition rates and graduation rates for Aboriginal students.

The AEEA promotes cultural, academic and social success on behalf of Aboriginal students. AEEA development, implementation, monitoring and reporting processes provide opportunities for representatives from local Aboriginal communities, Surrey Board of Education, District Education Services (Aboriginal Education), Aboriginal Education Council and Ministry of Education to work together, abiding by the following 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.
- 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.

Surrey currently enrolls 3,459 Aboriginal students in Kindergarten to grade 12.

"I like going to school because I have lots of friends and like to learn new things."

Aboriginal Elementary Student

"I love to read because you get to go to different places as if you are a traveler."

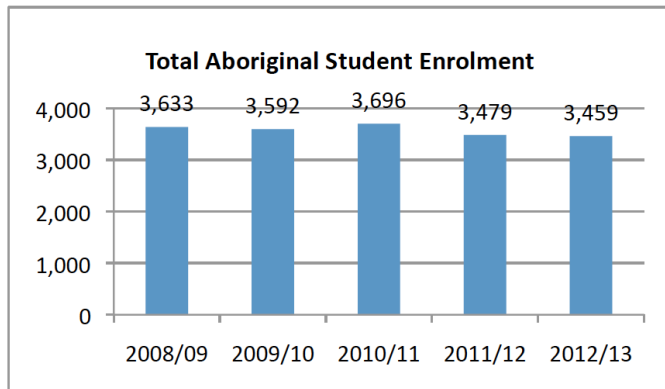
Aboriginal Secondary student

87% of Aboriginal students surveyed said that they love to read.

ABORIGINAL EDUCATION DEPARTMENT

Aboriginal Education Services enhance the achievement and success of Aboriginal learners.

Chart 1: Percent of students who self-identify as Aboriginal (2008/2013 BC Ministry of Education Aboriginal Report: How Are We Doing?)



From September 2011 to June 2013, Surrey’s Aboriginal Education Services included the following:

- 1 District Principal
- 3 FTE Office Support Staff
- 3 Aboriginal Helping Teachers to support the integration of Aboriginal content K-12
- 40 Aboriginal Child/Youth Care workers
- 8 Education Assistants
- 9 District Cultural Facilitators
- 1 District Behavioral Specialist
- 1 Transitions Facilitator
- 15 Secondary Teacher Advocates @ 0.2500 FTE each
- 2 Elders-In-Residence
- 3.5 Early Numeracy Teachers within 9 schools

“I am always proud of who I am, my family has been here for hundreds of years.”

Aboriginal Secondary Student

“I want to go to school. I want to reach my goal to go to post secondary.”

Aboriginal Student

“I am supported by my counselors, the Aboriginal Department, the YES program and LST”

Aboriginal Student

“We feel very fortunate to have the support we do for our children.”

Aboriginal Parent

“I was proud when the Winter Olympics opened with Natives on stage for all the world to see.”

Aboriginal Student

“Aboriginal students have greatly benefitted from the district resources I have used.”

Surrey Teacher

UNDERSTANDING DATA IN THE ENHANCEMENT AGREEMENT

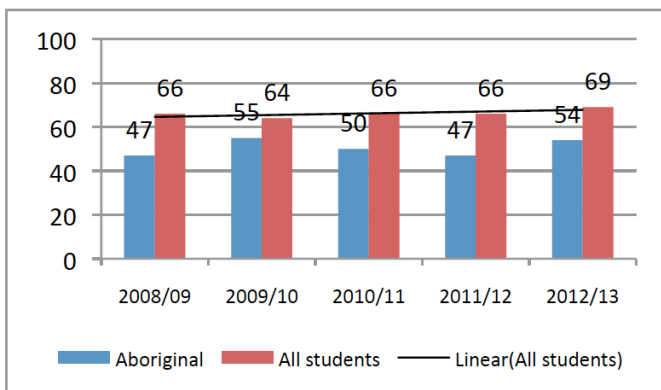
This report presents selected results for Aboriginal students over the five-year period covered by the first Aboriginal Education Enhancement Agreement in Surrey.

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

TARGET: Increase:

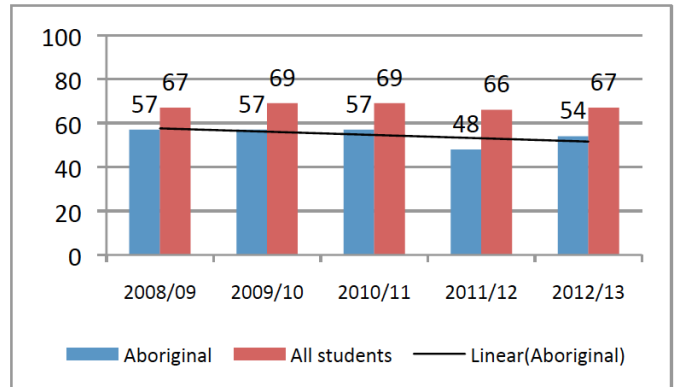
- By 2% the proportion of students achieving a pass (C- or better) in Language Arts per year
- By 2% the proportion of Aboriginal students meeting or exceeding expectations on the FSA reading and writing at Grade 4 and 7 per year.

Chart 2: Percent meeting to exceeding expectations FSA Reading Grade 4.



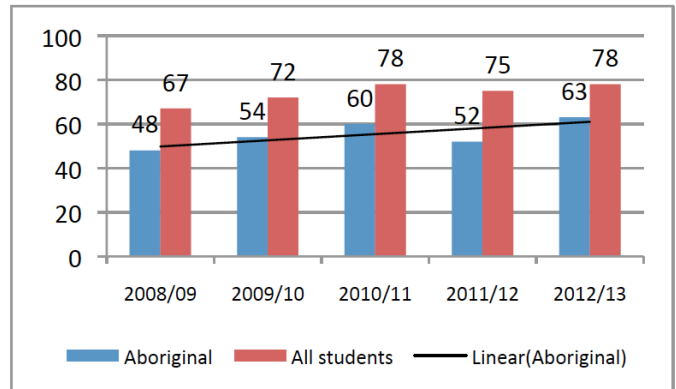
A gain in grade 4 reading (7%) is noted, but a gap of 15% remains between Aboriginal and all students.

Chart 3: Percent meeting to exceeding expectations FSA Reading Grade 7.



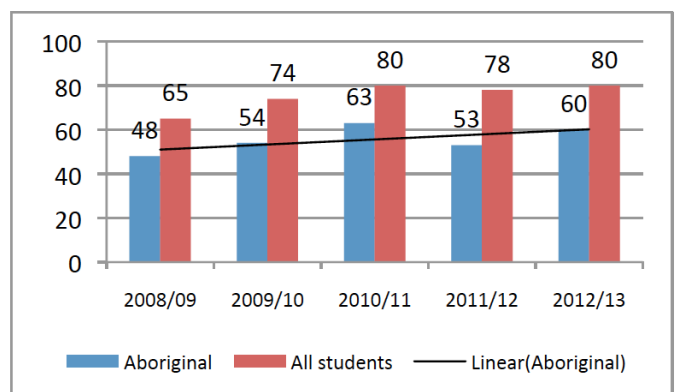
No gains were made in reading at grade 7 and a gap of 13% remains between Aboriginal and all students.

Chart 4: Percent meeting to exceeding expectations FSA Writing Grade 4.



A gain in grade 4 writing (15%) is noted, but a gap of 15% remains between Aboriginal and all students.

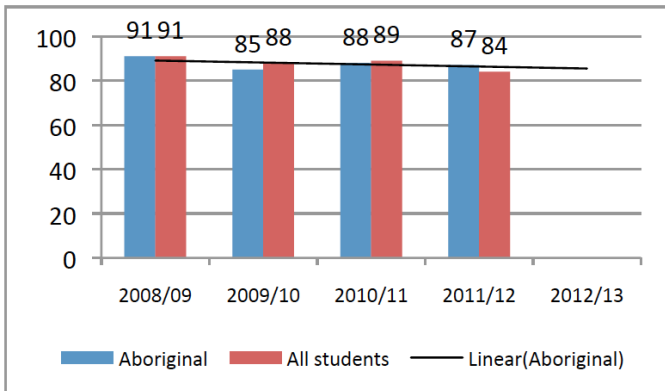
Chart 5: Percent meeting to exceeding expectations FSA Writing Grade 7.



A gain in grade 7 writing (12%) is noted, but a gap of 20% remains between Aboriginal and all students.

TARGET: 90% of Aboriginal students will be successful on the test of phonemic awareness (ELPATS)

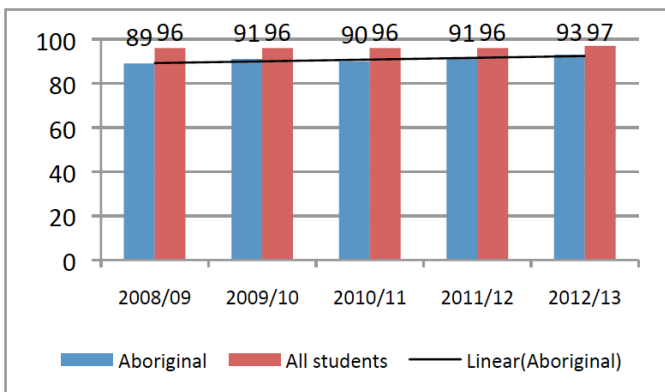
Chart 6: Percent successful on the ELPATS in Kindergarten.



Results at Kindergarten measured by the ELPATS (Early Literacy Phonemic Awareness Test - Surrey) continue to demonstrate that Aboriginal students make strong gains with targeted interventions. In 2012/13, the percent of Aboriginal students deemed “ready to read” on this measure improved from 62% in January to 87% in May of the Kindergarten year, compared to 68% and 84% of all students.

Aboriginal students achieve a pass on English 10 at a similar rate to all students.

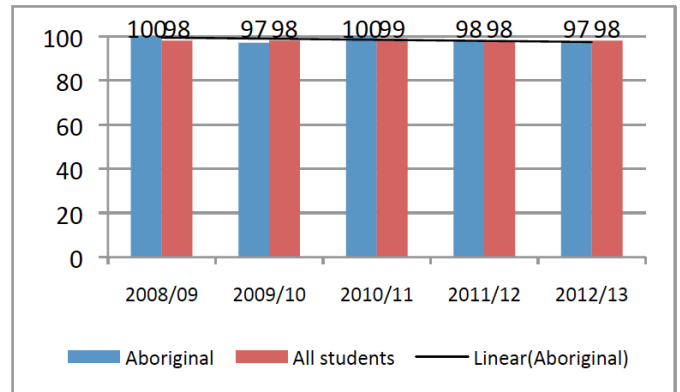
Chart 7: Percent achieving a pass (C- or better) on English 10.



A gain in English 10 (4%) is noted, but a gap of 4% remains between Aboriginal and all students. In 2012/13, half (54%) of Aboriginal students achieved a C+ or better in English 10 compared to all students (70%), a gap of 16%.

Aboriginal students achieve a pass on English 12 at a similar rate to all students.

Chart 8: Percent achieving a pass (C- or better) on English 12.



Results for Aboriginal students achieving a pass (C- or better) are consistently above 97% and at or above the rate for all students. It should be noted that in 2012/13, two thirds (64%) of Aboriginal students achieved a C+ or better in English 12 compared to all students (72%), a gap of 8%.

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

TARGET: No target established for this goal.

All students became more aware of the contributions of the Aboriginal communities through participation in a variety of presentations and/or experiences that reflected Aboriginal history, traditions and culture.

Many of the enhancement activities within this goal were facilitated through the shared responsibility of District partnerships.

Examples of initiatives that unfolded over Years Four and Five of the Surrey School District 2008-2013 AEEA included but were not exclusive to:

- Nine District Aboriginal Cultural Facilitators provided more than 1700 enhancement presentations to

Aboriginal and non-Aboriginal students. Students explored art, literacy and environmental issues through an Aboriginal lens. Some of the many topics offered included:

- Aboriginal Technology
 - Pictograph Stories
 - Artifacts
 - First Nations Government
 - Residential Schools
 - Trading
 - Métis Jigging
 - Seasons
 - Animals and Plants
 - Environmental Respect, Interconnections, and Sustainability
 - Cedar Twining/Technology
- Katie Longhouse visits afforded many Surrey students and teachers opportunity to connect with the Katie First Nation. Participants gained knowledge and understanding through Elders' stories of creation, place, customs and ways.
 - Métis presentations allowed Surrey students to gain knowledge of, and respect for, the unique aspects of Métis history, traditions, and culture. Students enjoyed Métis stories, music and dance.
 - Fifteen Aboriginal secondary students participated in the Windspeaker program where the theme of Aboriginal Leadership informed and inspired participants. Windspeaker served to affirm pride in being both Indigenous and independent.
 - Many hands on initiatives provided opportunities for students to see, hear, feel and even taste examples of Aboriginal customs and traditions in art, music, dance and food.
 - A number of Surrey schools displayed examples of Aboriginal culture, writing and/or art in their schools. More schools are acknowledging the territory upon which they reside at the opening of their general assemblies.
 - Aboriginal students, parents and staff all spoke highly of the Elders in Residence program now termed House of Elders program. This initiative saw positive role models deliver accurate cultural knowledge within school settings.
- Many Surrey secondary Aboriginal students and teacher advocates attended the West Coast session of the Canadian Truth and Reconciliation Commission. Students bore witness to personal stories of pain and abuse suffered within Indian Residential Schools. They gained an understanding of what happened, and the ability to share that knowledge with future generations. Fifteen Aboriginal students participated in the TRC Canoe Journey. Hundreds of elementary Surrey students created hand decorated tiles with positive messages for TRC Walk participants.
 - Fifty Aboriginal learners attended a Leadership Conference in Langley. Students learned about taking leadership roles and promoting positive life style choices in health, sport, music, and family based on traditional teachings.
 - Aboriginal authors and artists visited ten schools as a part of Aboriginal Voices. This program served 366 Aboriginal elementary and secondary students. Students listened to these powerful Aboriginal role models and learned about storytelling, art, Aboriginal humour and keeping their dreams alive. In addition they learned about plays, poetry, and blogs.
 - Five schools participated in Bannock and Books. This initiative saw 163 Aboriginal pre-Kindergarten to grade 7 students and 97 Aboriginal parents listen to an Aboriginal author, and learn about sensory language development, creating personal board games, building with blocks, and picture frame construction using natural elements. All student participants received learning bags containing books, puppets, crayons, and science booklets.
 - Through an initiative called Share the Wealth, more than 2,000 Aboriginal resources were dispersed from the District Resource Collection directly into Surrey schools and classrooms improving accessibility to Aboriginal resources for teachers and students.
 - Classroom sets of Aboriginal literacy resources were provided to 64 Surrey schools. These resources included teacher guides and class sets of "leveled" readers all with an Aboriginal focus.

Research evidence suggests increased awareness and understanding of Aboriginal history, traditions, and culture has a positive effect on educational outcomes for all students. Students who have a positive personal cultural identity are more likely to be confident, able to self regulate, and to succeed academically.

GOAL 3: ENHANCE ABORIGINAL STUDENTS SENSE OF BELONGING

TARGET: No target established for this goal.

A) Results from surveys done in the district in support of the Enhancement Agreement goals.

For the purposes of this report, a sense of belonging is defined as a feeling of connection to one's school community. Student growth within this goal area was also facilitated through the many enhancement activities as described within Goal 2.

In January 2013, Aboriginal elementary (350) and secondary students (500) participated in a district wide survey on Aboriginal education. Results showed:

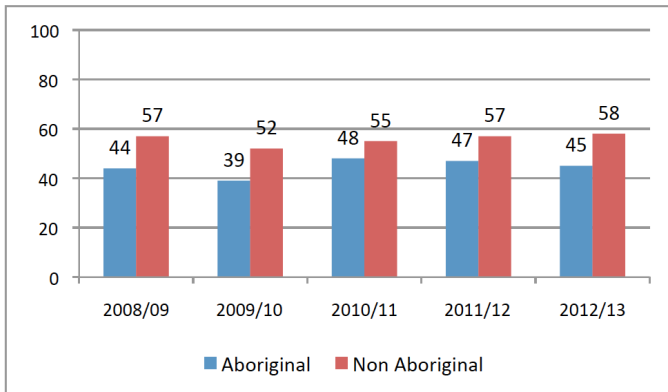
- 90% were proud of their Aboriginal culture all or most of the time.
- 68% liked going to school all or most of the time.
- Examples of positive student comments included:
 - "I like going to school because I have lots of friends and like to learn new things"
 - "I felt like I mattered to others and was supported."
 - "Learning about my culture made me feel special and good about myself."
 - "I push myself to succeed. I have drive."
 - "I want to get an education and go on to post secondary school."



Top: Secondary students learn about cooking and creating a sense of community.
Middle: Secondary school drumming presentation.
Bottom: Brothers in arms.

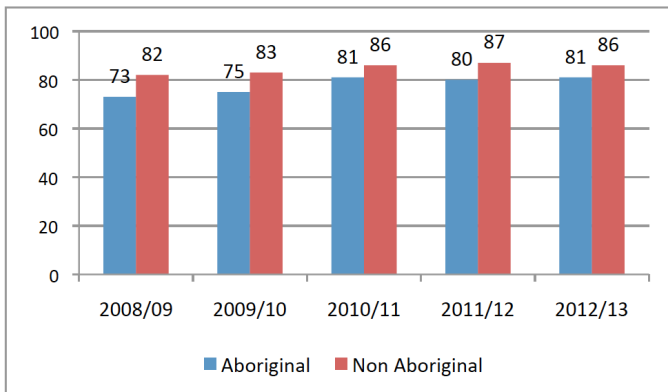
B) Results from the Provincial Satisfaction Survey:

Chart 9: Percent of Grade 7s answering all of the time or many times to “do you like school?” (Ministry Satisfaction Survey).



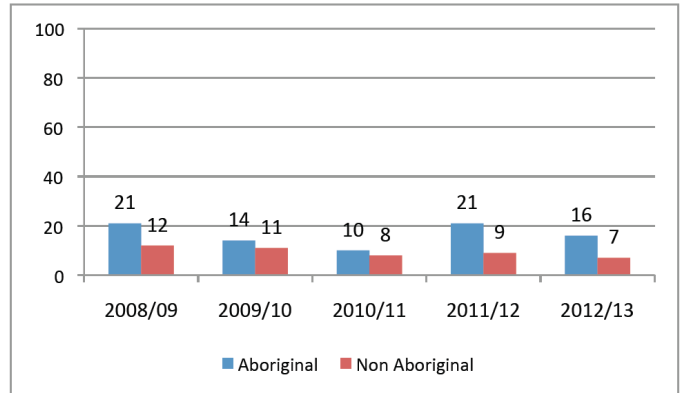
Less than half of Aboriginal students (45%) said that they liked school all or many times compared to all students (58%), a gap of 13%.

Chart 10: Percent at Grade 7 answering all of the time or many times to “do you feel safe at school?” (Ministry Satisfaction Survey).



Most Aboriginal students (81%) compared to all students (86%), said that they felt safe at school all of the time or many times, a gap of 5%.

Chart 11: Percent at Grade 7 answering all of the time or many times to “I would like to go to a different school.” (Ministry Satisfaction Survey).



More Aboriginal students (16%) compared to all students (7%) said they would like to change schools all or most of the time, a gap of 9%.

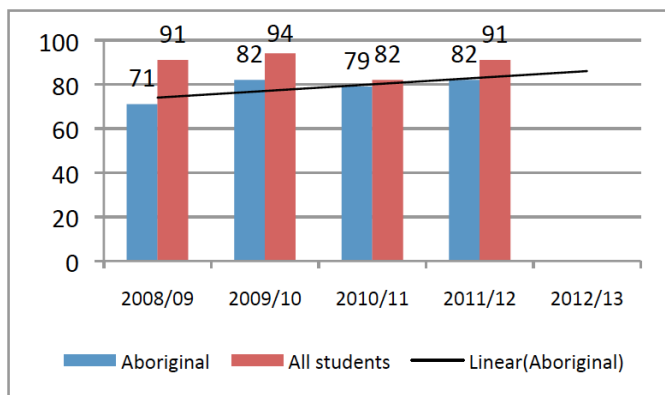


Top: Weaving on a Katzie loom.
Bottom: Cedar weaving.

GOAL 4: INCREASE GRADE TO GRADE TRANSITION RATES FOR ABORIGINAL STUDENTS

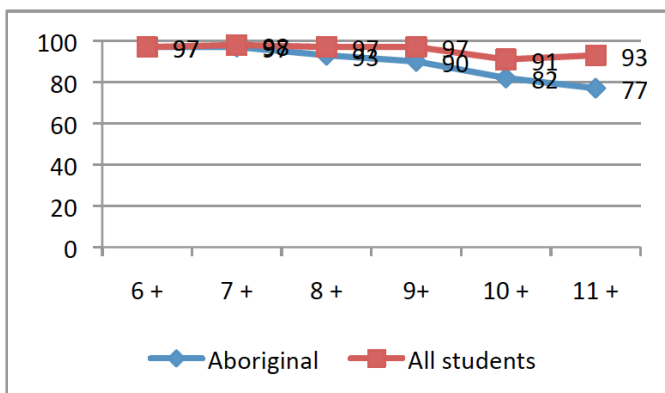
TARGET: Increase by 2% the proportion of students making a successful transition from grade 10 and above per year.

Chart 12: Percent making a successful transition from grade 10 to a higher grade.



The transition rate has improved by 9% over the first four years of the AEEA, but a gap of 9% remains between Aboriginal and all students.

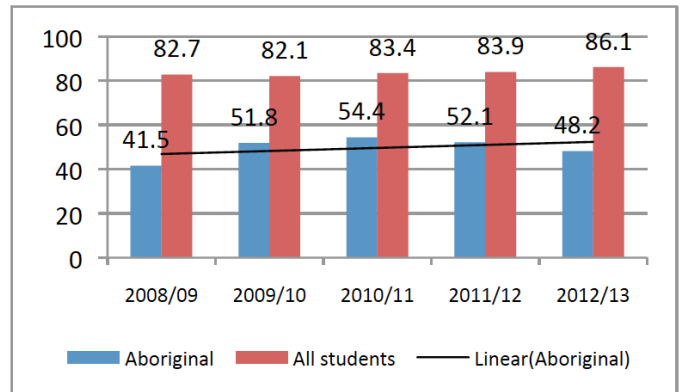
Chart 13: Percent of students successfully transitioning to a higher grade in 2012/13.



Despite a gain in the transition rate for Aboriginal students at grade 10 (considered a vulnerable time), by the end of grade 11, a significant gap (16%) exists between those Aboriginal and all students who successfully progress to grade 12.

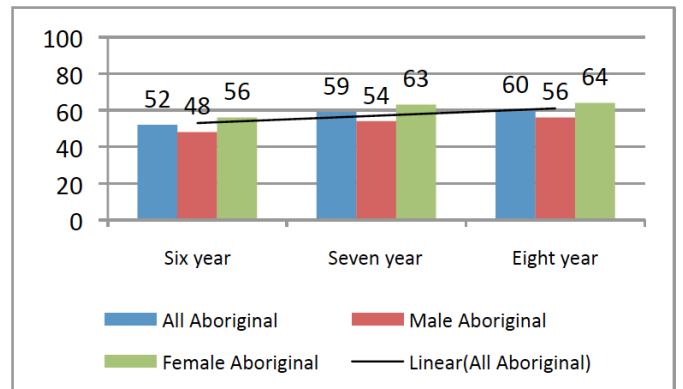
TARGET: Increase by 2% the proportion of students successfully completing grade 12 within six years of beginning grade eight for the first time per year.

Chart 14: Percent successfully completing within six years of beginning grade eight for the first time.



The six-year completion rate improved by 6.7% over five years, but a gap of 38% remains between Aboriginal and all students. Despite low completion rates, for those Aboriginal students who persist to grade 12, the graduation rates are similar to all students (91%, 92%), but the percent of Aboriginal Honours Graduates (21%) is half the rate of all students (45%).

Chart 15: Percent successfully completing in six, seven and eight years after grade eight, 2009/10, 2010/11, and 2011/12.



An increase of 8% for Aboriginal completion rates with additional time improves the likelihood that students will continue to post-secondary, but the rate for boys is 8% lower than for girls in year eight.

DATA HIGHLIGHTS

- FSA results for Aboriginal learners show growth in Reading
 - At grade 7, 54% meet or exceed expectations, an increase of 7% over 5 years
 - However, a gap of 15% remains between Aboriginal and non-Aboriginal students on this measure
- The number of Aboriginal Kindergarten students reported to have achieved “ready-to-read” status is on par with non-Aboriginal Kindergarten students.
 - Over 85% of Aboriginal and non-Aboriginal students were not at risk on the ELPATS
- The number of Aboriginal students “passing” English 12 has been above 97% for five years
 - Over 97% of Aboriginal and non-Aboriginal students achieved a C- or better (pass) on English 12
 - However, 64% of Aboriginal and 72% of all students achieved a C+ or better
- The percent of Aboriginal students making a successful progression to a higher grade declined by 7% from grade seven to grade nine.
- Aboriginal students are receiving enhanced services through all goal areas within curricula and extra-curricular time.
 - More than 25,000 Aboriginal and non-Aboriginal students participated in over 1,700 cultural presentations.
- Provincial Satisfaction Survey results show fewer Aboriginal students feel safe at school than their non-Aboriginal peers. More Aboriginal than non-Aboriginal students would like to change schools.
 - In 2012/13, fewer Aboriginal students (81%) felt safe at school always or many times than non-Aboriginal students (86%), a difference of 5%.
 - In 2012/13, more Aboriginal students (16%) said that they wanted to go to a different school always or many times than non-Aboriginal students (7%), a difference of 9%.
- A gain in transition rate for Aboriginal students entering Grade 10 is noted, but a gap remains between Aboriginal and non-Aboriginal students. The gap widens through Grades 11 and 12.
 - Over the past five years, there was a 16% increase in the number of Aboriginal students successfully progressing from grade 10 to 11, but a gap of 9% remains between Aboriginal (82%) and non-Aboriginal (91%).
- A slight gain in the six-year completion rate on behalf of Aboriginal students is noted.
 - Over the past five years, there was a 7% increase in the completion rate from 41.5% to 48.2%, however, the rate was above 50% in only three of the last five years.
- A large gap remains between Aboriginal and non-Aboriginal learners completing within six years of starting grade 8 for the first time.
 - There was a 38% gap between the percent of Aboriginal students completing (48.2%) compared to all students completing (86.1%).
- There is a significant disparity between Aboriginal to non-Aboriginal honours graduates.
 - There was a 24% gap between Aboriginal (21%) and non-Aboriginal graduates (45%) who achieved honours.
- Aboriginal student completion rates climb with additional time.
 - 64% of Aboriginal students and 81% of non-Aboriginal students graduate the first time they are in grade 12, but with more time, Aboriginal students and their non-Aboriginal peers graduate at the same rate. 91% of Aboriginal students compared to 92% of non-Aboriginal students who are eligible to graduate do graduate.

MOVING FORWARD

- Align District Aboriginal Education services with its vision to have every Aboriginal learner graduate with dignity, purpose and options.
- Employ inquiry processes that support Aboriginal education. Examples may include:
 - District Inquiry
 - School Based Inquiry
 - Student Led Inquiry
- Expand the House of Elders program.
- Continue initiatives that strengthen Aboriginal positive identity, sense of belonging, and achievement.
- Continue to provide cultural enhancement for all students, and increase Aboriginal content across all curricular areas
- Continue early intervention strategies.
- Identify strength-based approaches that support literacy and numeracy
- Identify strength-based approaches that support the development of core competencies
- Inform our work through the exploration of cohort groups.



Left: What's next?
 Top: Graduation!
 Middle: Taking a closer look at what's around us.
 Bottom: Hands-on numeracy lesson.