

# Aboriginal Education Annual Report 2014-15

## School District No. 10 (Arrow Lakes)



“Education holds the key to making things better.  
It has the capacity to fix what is broken.”

Honourable Justice Murray Sinclair  
Chair of the Truth and Reconciliation Commission

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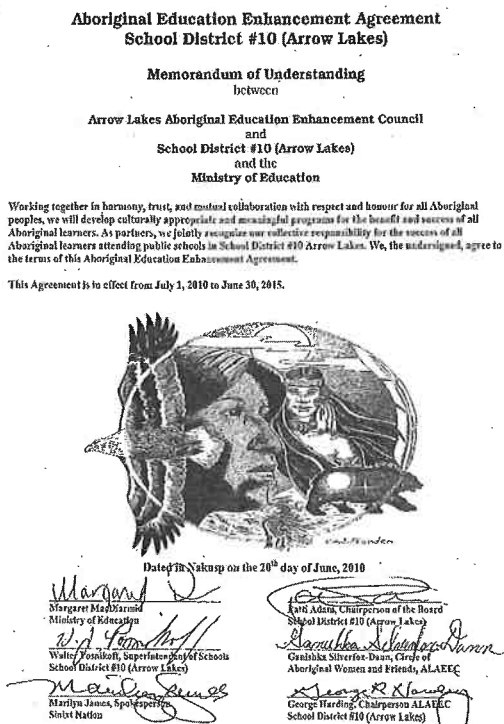
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## Introduction

This is the second **Annual Report on Aboriginal Education** for School District No. 10 Arrow Lakes. The purpose of this report is to review and assess the two goals as stated in the Arrow Lakes Aboriginal Enhancement Agreement. The SD 10 Aboriginal Education Advisory Council has been a long standing structure. On June 20, 2010 after three years of thoughtful and respectful work, our first **Aboriginal Education Enhancement Agreement** was completed and signed by the Ministry, School District, Sinixt Nation, and Circle of Aboriginal Women and Friends. Representatives of Aboriginal parents and elders, Community members, Nakusp and District Museum, Circle of Aboriginal Women & Friends, and School District No.10 share the collective responsibility for the Arrow Lakes Aboriginal Enhancement Agreement.

It is acknowledged that there is no defined First Nations Band within the Arrow Lakes School District boundaries. The land we are on is contested and we acknowledge the Ktnaxa to the east, the Shushwap to the north and the Okanagan to the west. The school district falls within the traditional territory of the Sinixt Nation. The ALAC (Arrow Lakes Advisory Council) acknowledges this relationship with the Sinixt heritage as well as a commitment to embrace other Aboriginal peoples since we have a diverse population of students with Aboriginal ancestry.

We feel that progress is being made in a number of areas:



### **Key Actions this year have included:**

- Continuing to develop the process for annual Individual Aboriginal student learning plans with student conferencing and goal setting
- Focus on parent signed consent for Aboriginal programming and support
- Aboriginal Education School Service Plans completed by each school site
- Expansion of cultural programming activities in all schools in the district
- Focus on individual student achievement, attendance and well-being tracking by Aboriginal Education Support Teachers
- Community and school consultations held for SD10 Enhancement Agreement

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The Report does not and cannot provide all of the data necessary to fully understand the achievement results and school experience of Aboriginal students; however, the Report does serve as a means to review relevant District-wide data, as well as providing a focus for continued discussion and action related to improving the overall achievement results for Aboriginal students in our District.

## Enrollment

Aboriginal peoples are recognized in the Canadian Constitution (1982) and include people of First Nations, Metis and Inuit ancestry. In British Columbia, for education funding purposes, an Aboriginal student is anyone who self-identifies (or is identified by a parent) as being of Aboriginal ancestry. The following student numbers are based on the headcount of self-identified students in School District No. 10 for each year according to the Ministry of Education. In 2014-15, all Aboriginal students in the Arrow Lakes are off reserve and non-status.

73 students self-identified as having Aboriginal ancestry in 2014-15 – 15.3% of our students. The percentage of students acknowledging their ancestry continues to increase as the district Aboriginal learning grows roots.

School District No. 10 Enrollment			
School Year	All Students	Aboriginal Students #	Aboriginal Students %
2002/03	708	22	3.1
2003/04	692	62	9.0
2004/05	678	73	10.8
2005/06	668	86	12.7
2006/07	625	81	13.0
2007/08	625	75	12.0
2008/09	601	71	11.8
2009/10	580	76	13.1
2010/11	562	73	13.0
2011/12	519	67	12.9
2012/13	504	67	13.3
2013/14	489	71	15.6
2014/15	477	73	15.3

## Aboriginal Enhancement Agreement Goals

### Goal #1: Enhance the Aboriginal student's sense of belonging and improve wellbeing

Rationale: We believe that increased awareness, knowledge, appreciation, and respect for Aboriginal culture, history and contemporary issues will improve students' sense of belonging and well-being

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**Indicators of success:**

- Increased participation of Aboriginal students in cultural and learning activities in school and community
- Increased participation of non-Aboriginal students in cultural and learning activities in school and community
- Increase in Aboriginal students taking a leadership role in their school and community
- Increased participation of Aboriginal students involved in extra-curricular activities, in school activities and in community activities
- Increase in the percent of Aboriginal student's positive responses to questions related to self-esteem on a district developed survey

**Evaluation**

- Teacher participation in Aboriginal Education Network (AESN) and Aboriginal Education inquiry projects which promote aboriginal cultural learning and increase understanding of Aboriginal issues, history and culture remains stable.
- Aboriginal cultural experience offered in all schools and communities for all students.
- Increasing number of students appreciating diversity as measured by the BC Performance Standards in Social Responsibility ([https://www.bced.gov.bc.ca/perf\\_stands/social\\_resp.html](https://www.bced.gov.bc.ca/perf_stands/social_resp.html)) shown in aboriginal education inquiries.
- Increase of Aboriginal understanding as measured by SD 68's rubric in inquiry projects.

## **Evidence of Aboriginal Student Sense of Belonging**

**District Student Survey (see Appendix I)**

Students of Aboriginal heritage in Grades 4, 7 and 10 completed an online survey in the fall of 2014 and the spring of 2015. Indicators measured included personal sense of belonging and safety, participation in school and community events and personal health choices.

Question	Fall 2014 (Usually, Always)	Spring 2015 (Usually, Always)
Sense of belonging in your school community?	80%	90%
Participation in community activities?	40%	60%
Participation in extra curricular	80%	80%
Feel safe at school	100%	100%
An adult you can go to at school for help	100%	100%

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How you feel about your heritage (pride, sometimes, little pride?	70%	80%
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**Provincial Satisfaction Survey 2015**

How many adults at your school care about you? (Percentage responding 2 adults or more.)		Gr 4			Gr 7		
		Respondents			Respondents		
		#			#	%	#
2009/10	10	10	100	24	24		100
2010/11	8	8	100	22	22		100
2011/12	-	-	-	-	-		-
2012/13	1	0	0	28	27		96
2013/14	7	6	86	21	19		90

**Comments:**

While student self-reports indicate a high level of pride in personal heritage and sense of belonging/safety in our schools and communities there is still continued focus required. Students report with confidence that they each have an adult at school that they can go to for help. There is a higher level of participation in extracurricular activities through school than in community organizations. All students report feeling safe at school. All students in SD10 participate in cultural programming activities; the district can improve communication to both Advisory Council members and our communities regarding ongoing scheduled programming. We have a commitment to increasing aboriginal understandings for all and will continue our focus on that aspect of Aboriginal programming and support. As a council and district staff we are committed to increasing Aboriginal understanding for both staff and students.

**Goal #2: To improve Aboriginal student achievement.**

Rationale: We believe that although our district achievement results for students with Aboriginal ancestry exceed many other districts in the province, we remain committed to doing all that we can to ensure success for all our students with Aboriginal ancestry.

**Indicators of success:**

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- Increase number of students meeting or exceeding expectations to B.C. Performance Standards in school-wide Reading and Writing assessments from Grade Two to Grade Ten.
- Increase the number of students meeting or exceeding expectations in grade 4 and 7 in Reading, Writing and Numeracy in the Foundation Skills Assessment (FSA) and on Ministry provincial exams.
- Improve parent and student satisfaction with student progress in Reading, Writing and Mathematics as measured by Provincial surveys in grade 4 and 7, or by a district developed survey.
- Number of students taking English 12 or First Peoples 12(vs. Communications 12) and Foundations and Pre-Calculus 11 in their graduation program.

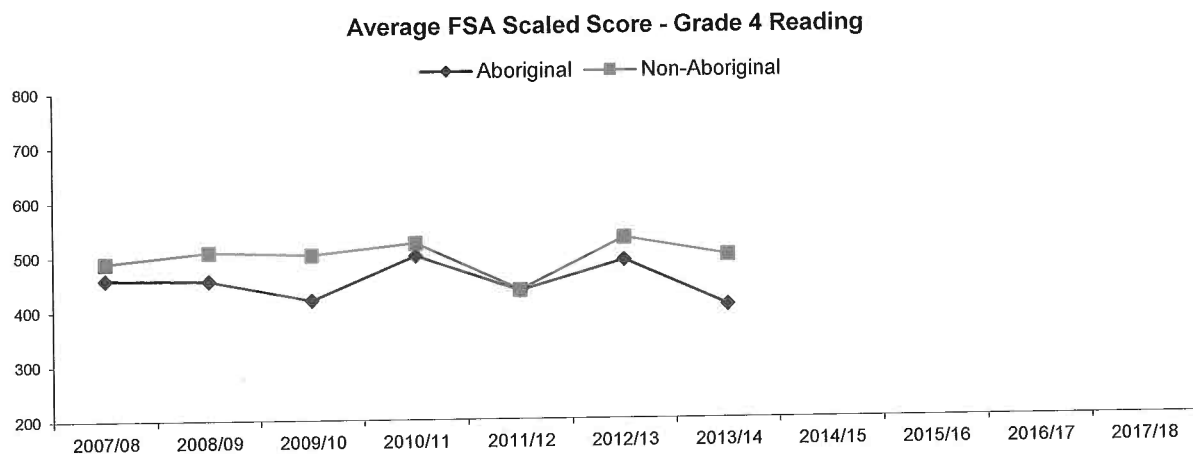
We will maintain the high rate of success enjoyed by Aboriginal students in SD 10 (Arrow Lakes).

### Evaluation

- Student achievement on district assessments, EDI, FSAs, provincial exams, graduation and school completion rates remains high.
- Tracking of individual Aboriginal students' learning over time to identify needs and challenges is effectively focusing our support for vulnerable learners.
- Appropriate and culturally sensitive support for Aboriginal students is provided in coordination with parents, ALAC, and Aboriginal Education Support teachers.
- Graduation transition plans to post-secondary and/or employment will be in place for all Aboriginal learners by 2012-13.
- Support and intervention for vulnerable Aboriginal students is congruent with the inclusion goals of our agreement.

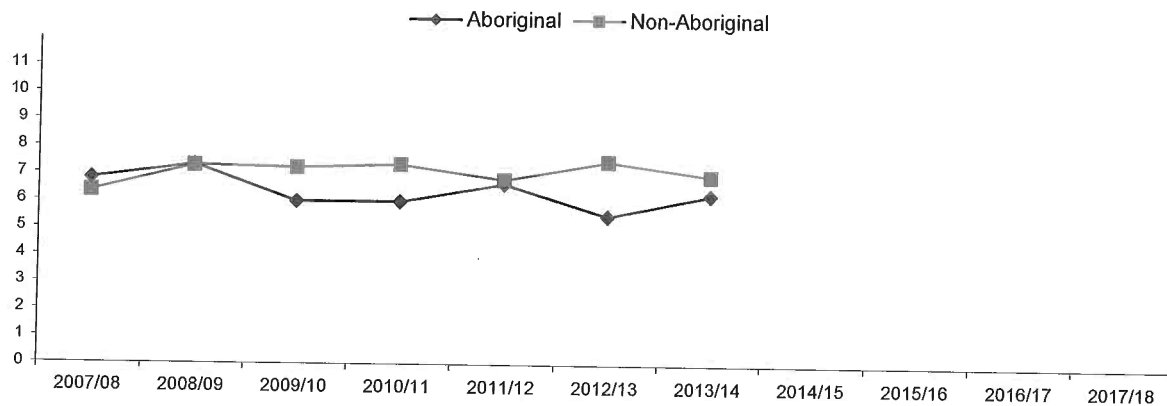
## Evidence of Aboriginal Student Achievement:

### Grade 4 Foundation Skills Assessment

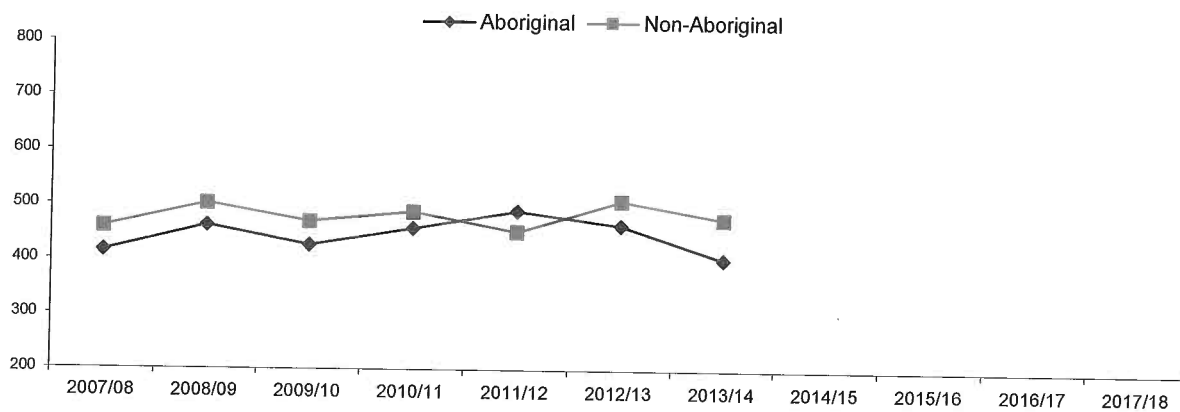


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Average FSA Scaled Score - Grade 4 Writing



Average FSA Scaled Score - Grade 4 Numeracy



**Comments:**

100% of Aboriginal students meet or exceed expectations in writing. While the numbers are small, 44% of Grade 4 Aboriginal students are not yet meeting expectations in reading and numeracy. Individual support and intervention in these areas is required in the 2015-16 school year.

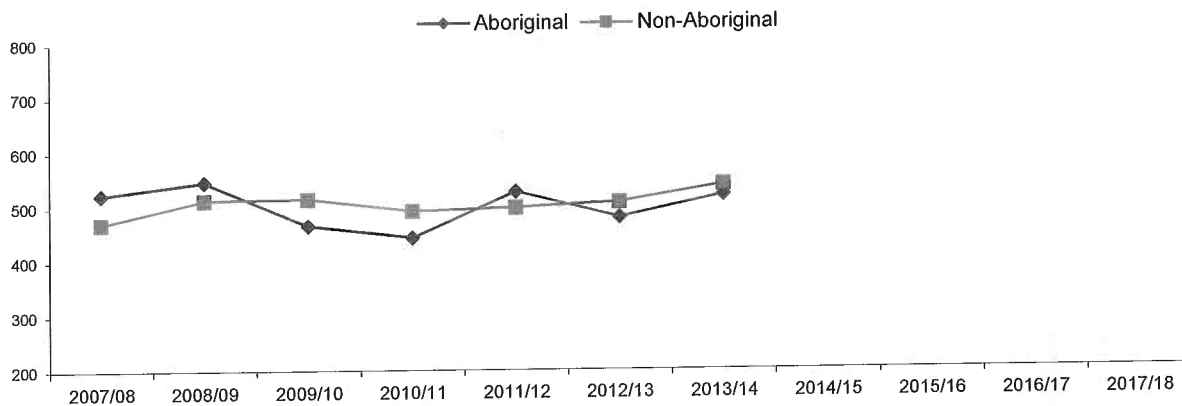


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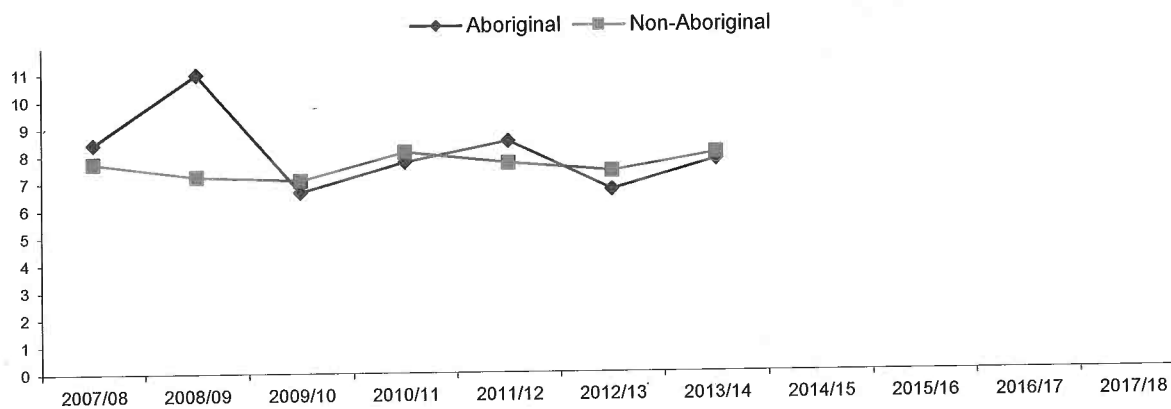
## Grade 7 Foundation Skills Assessment

### FSA Reading Writing and Numeracy – Grade 7

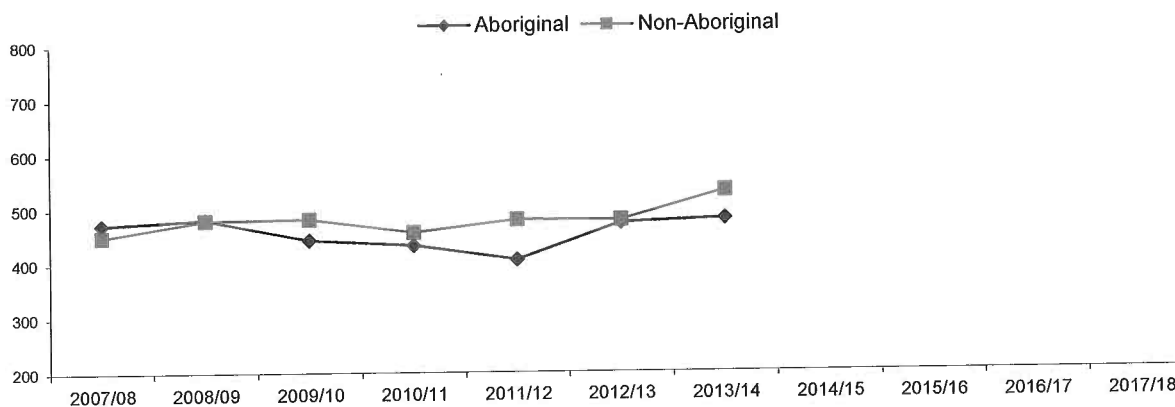
Average FSA Scaled Score - Grade 7 Reading



Average FSA Scaled Score - Grade 7 Writing



Average FSA Scaled Score - Grade 7 Numeracy



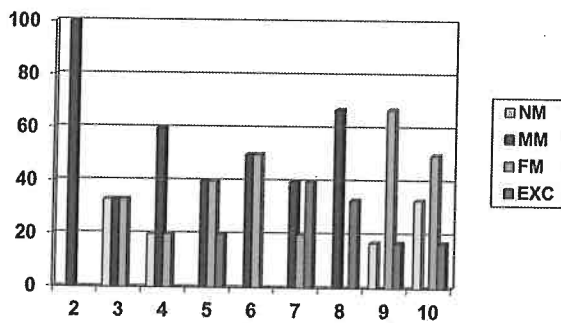
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**Comments:**

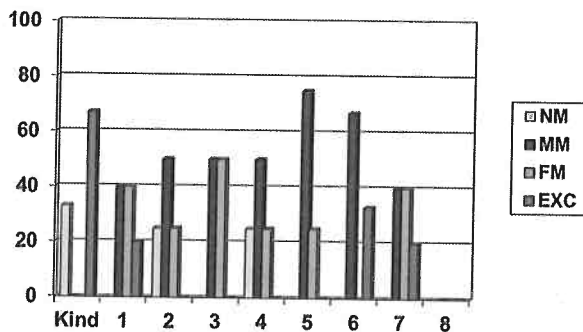
FSA results indicate that Grade 7 Aboriginal students performed better than non-Aboriginal in reading, writing and numeracy and 100% are meeting or exceeding expectations.

**District Writing, Reading and Numeracy Assessments**

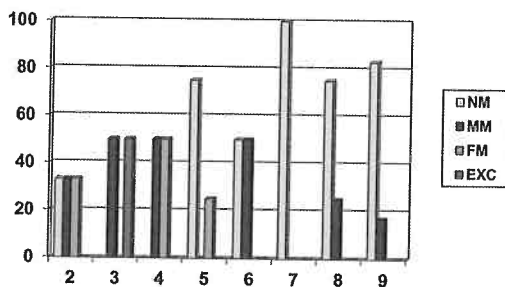
Writing Assessment Results  
Grades 2-10



Reading Assessment Results  
Grade K-7



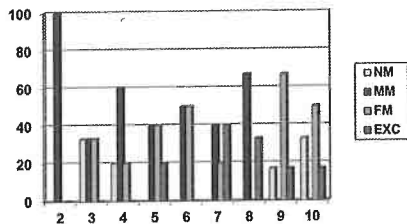
Numeracy Assessment Results  
Grade 2-9



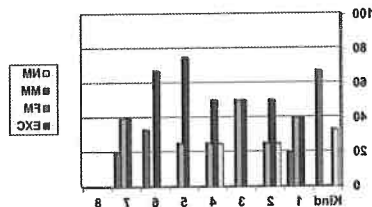
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## Aboriginal Student District Assessment Results

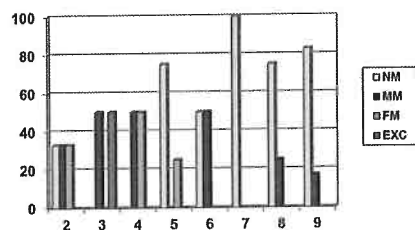
### Writing



### Reading



### Numeracy



### Comments:

Overall, district reading and writing assessments indicate good achievement results within our Aboriginal cohorts. Reading is a strength for many students and writing assessment results are also positive.

The district numeracy assessment yielded surprising results in our first year of the pilot. Reliability of results should be considered and weighed accordingly with this assessment tool. There are some discrepancies in current results and provincial assessment data that are noteworthy:

- Grade 4 DMA results indicate that 0% are not meeting expectations. FSA results state that 72% are meeting expectations.
- Grade 5 DMA indicates that 45% are not meeting expectations. On the Grade 4 FSA, 70% were meeting expectations.
- Grade 8 DMA results indicate that 52% of students are not meeting expectations. 74% were meeting expectations in Grade 4 FSA and 90% in Grade 7.
- Grade 9 DMA results indicate that 96% of students are not yet meeting expectations; in contrast, 74% were meeting expectations in Grade 4 on FSA and 90% by Grade 7.

There is also some potential correlations between DMA data and provincial FSA assessments:

- Grade 7 DMA results indicate that 44% are not meeting expectations. 60% were meeting expectations in Grade 4 FSA and 60% by Grade 7. These results are similar across assessments.

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Numeracy is an area of growth. To that end, one of SD10's professional learning opportunities includes numeracy support and learning for teachers which includes all schools and all grades. Individual learning plans for all Aboriginal learners will address individual areas of need.

**Report Card Data – All Reporting Terms 2014-15**

Grade	% Meeting/Exceeding Reading	% Meeting/Exceeding Numeracy
K	100%	100%
1	60%	100%
2	60%	80%
3	100%	100%
4	100%	100%
5	100%	100%
6	100%	80%
7	100%	75%
8	75%	75%
9	100%	100%
10	100%	100%
11	67%	83%
12	100%	100%

**Comments:**

Individual student achievement is monitored each reporting term and plans for support made with students and teachers. Students on a modified program are not included in these results.

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## Dogwood and School Completion Rates for School District No. 10 Arrow Lakes

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Grad	88	95	93	98	91	87	94	100	95	95	94	96
Aboriginal Grad Rate			100	n/a	100	88	100	100	100	100	100	61
Special Needs			83	100	100	83	100	100	100	100	75	MSK

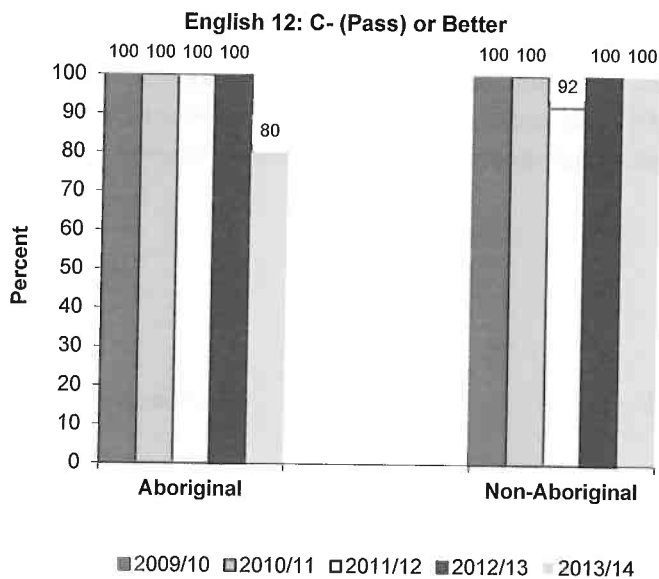
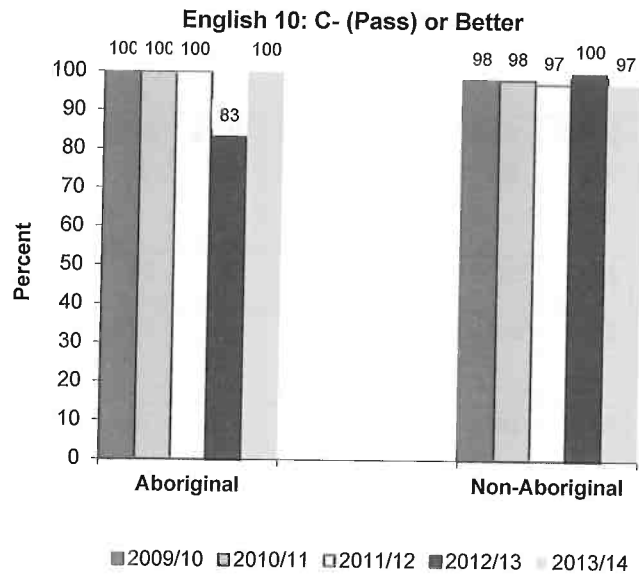
### Comments:

School District No. 10 Aboriginal graduation rates have remained consistently high for the last five years. Percentages are affected by the size of the cohort. For example, in 2013-14 one of three students did not achieve graduation status until September 2014 and results reported indicate a 61% graduation rate. The size of our district allows us to individually track, and plan supports, for both Aboriginal and non-Aboriginal student success.

## 2013-14 Provincial Exam Results

	Aboriginal				Non-Aboriginal			
	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	Students Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better
		#	%			#	%	
English 10	5	5	100	3	60	29	28	97
English 10: First Peoples	-	-	-	-	-	-	-	-
Foundations of Math 10	2	2	100	0	0	23	18	78
Apprenticeship Math 10	5	4	80	2	40	11	9	82
Science 10	8	6	75	5	63	24	24	100
Civic Studies 11	-	-	-	-	-	-	-	-
Social Studies 11	3	3	100	2	67	19	19	100
BC First Nations Studies 12	1	0	0	0	0	-	-	-
English 12: First Peoples	-	-	-	-	-	-	-	-
English 12	5	4	80	4	80	31	31	100
Communications 12	-	-	-	-	-	-	-	-

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**Comments:**

Given that student performance on the English 10 exam is a valid predictor of graduation, the district trends are very good over time. District averages for all students passing the English 10 exam with 50% or better range from 83% to 100% from 2008 to 2014.

Of concern regarding final blended marks for provincially examinable courses is that, although, 80% of our Aboriginal students passed the English 12 exam, one student did not. Also of note is that 25% of Aboriginal students did not pass Science 10 and Apprenticeship and Workplace Math 10. Though the numbers are small, these results have implications for interventions with individual students.

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**Teacher Learning:**

- There is an increasing amount of Aboriginal content being integrated into the curriculum. This is evident in the rising number of requests for cross-cultural programming, resources and support from teachers.
- Four collaborative inquiry projects led by teachers at Nakusp Secondary School included a focus on Aboriginal content in 2014-15

**2014/15 Cultural Programming:**

Bev Lambert  
Toni Appleby  
Ganishka SilverFox Dann  
Running Wolf  
David SevenDeers  
Eloise Charest  
Terry Jackson  
Al Richardson  
Sharon Montgomery  
National Aboriginal Day Celebration



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**Comments:**

School District No. 10 Arrow Lakes has a strong history of celebrating Aboriginal ancestry, culture and history

**Improving Aboriginal Learning:**

- Increase academic success for all Aboriginal students through inclusive and whole class strategies.
- Continue successful integration of Aboriginal cultural learning in all classrooms.
- Renewal of SD10 Enhancement Agreement.
- Expand membership on the Aboriginal Education Enhancement Council.
- Continue with the elders/grandmothers program in schools to further support Aboriginal students.



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- Expand pathways for graduation including a new Carpentry ACE-IT program and a new Outdoor Education program with a focus on Ground Search and Rescue (GSAR)
- Expand our database of scholarships and bursaries to share with Aboriginal students and their families, supporting transition to post-secondary.

### **Next Steps and/or Continue:**

- Targeted interventions and consistent tracking of Aboriginal students not yet meeting/ approaching expectations in any provincial or district assessment, fails a courses, receives an *Incomplete* report from any class, has less than 85% attendance, has an office discipline referral or is not enrolled in any Math 10 course.
- Complete Aboriginal Education Enhancement Agreement in 2015-16
- Provide homework and tutoring supports in and out of regular class time
- Focused support for transitions for any grade-to-grade transition, to post-secondary and/or employment
- Continue to deepen the understanding and learning amongst all students and staff regarding Aboriginal culture and history

### **Conclusion:**

The Annual Report on Aboriginal Education provides a focus and an accountability measure for our Enhancement Agreement goals and it provides a road map for how we are doing in meeting those goals. Although our achievement results are positive, the data still indicates that individual students require monitoring and intervention to achieve success K-12. Our work is to continue the student improvement strategies and interventions that have been implemented and refine our focus on individual student achievement.

## Appendix I

### Aboriginal Education Survey

#### Grades 4, 7 and 10

When you have a problem, question, or need help at school, do you have an adult you can go to?

- Always. There are lots of adults in the school who can help me.
- Yes. There are at least two adults in the school who can help.
- Yes. There is one person in the school I know who can help me.
- No. I can't think of any adults in the school I can go to for help.

Which best describes your sense of belonging in your school community?

- I am an active member of my school and community
- I usually feel like I am part of the school community
- I sometimes feel that I am part of this school community
- I do not feel like a part of my school community

Which best describes how you feel about yourself?

- I am confident and take a leadership role in my school community
- I feel a sense of pride in who I am and where I come from
- I usually feel good about myself
- I seldom feel good about myself

Which best describes how you feel about your Aboriginal heritage?

- I take pride in my heritage and proudly participate in and/or lead cultural activities
- I am interested in learning about who I am as a member of my Aboriginal people
- I am sometimes proud to be an Aboriginal person
- I have little pride in my heritage

Which best describes your participation in community activities?

- I take a leadership role in organizing and participating in community activities
- I regularly participate in community activities
- I usually participate in community activities
- I rarely participate in community activities

Which best describes your participation in extra-curricular activities (eg sports teams, clubs, etc)

- I am a leader
- Regularly participate
- Usually participate
- Rarely participate

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Which best describes how safe you feel at school?

- I know that I'm cared for and safe at school
- I feel safe at school
- I usually feel safe at school
- I do not feel safe at school

Which best describes your emotions?

- I am able to effectively manage my emotions
- I am learning to control myself and manage my emotions
- I try to control my anger but I am not successful
- I get angry easily

Which best describes your sports and physical activity lifestyle?

- I am physically active in a variety of ways
- I get involved in physical activities regularly
- I do very few physical activities; sometimes I play sports but I am not dedicated
- I am not active in any way

Which best describes your sleep habits?

- I know the importance of sleep and make sure I get enough sleep each night
- I understand the importance of sleep and I usually try to get enough sleep each night
- I go to bed when I want and don't care about getting up
- I don't know about the importance of sleep

Which best describes your eating habits?

- I live a very healthy lifestyle and always make healthy eating choices
- I usually make good healthy eating choices
- I know there is healthy food but don't have healthy eating habits
- I pay no attention to the food I eat

Which best describes your achievement as a student?

- I do very well in all subjects
- I do a little better than most students my age
- I do about as well as most students my age
- I do not do as well as most students my age

Which best describes your ability as a reader?

- I am an excellent reader
- I am a good reader
- I am an okay reader
- I have trouble reading

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Which best describes your ability in math?

- I am excellent in math
- I am good in math
- I am okay in math
- I have trouble with math

Which best describes your plans after you graduate?

- I will be going to university
- I will be going into trades training
- I will be going straight to a job
- I don't know what I want to do when I graduate