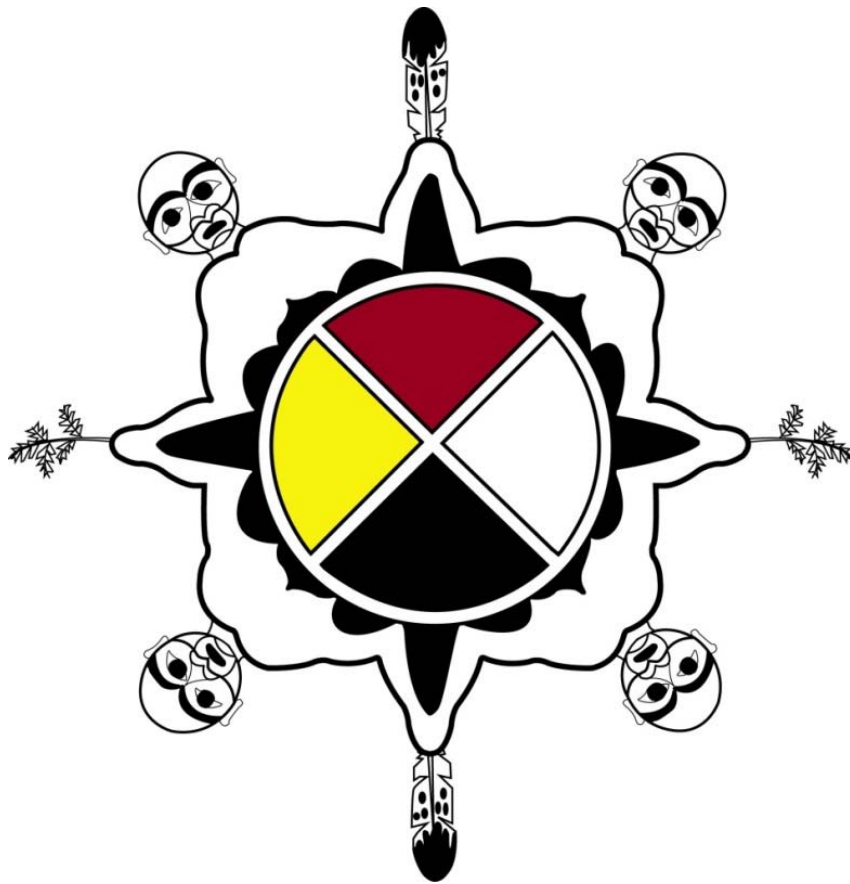


# Aboriginal Learning Plan



## Vision and Mission

**Vision:** Each student within our world class learning community has the opportunity to fulfill their potential and pursue their aspirations.

**Mission:** We nurture each students learning and well-being in a safe, responsive and inclusive learning community

## Aboriginal Enhancement Agreement Goals

**Goal 1:** To provide a **sense of place, caring, safety and belonging** for Aboriginal students in the Greater Victoria School District.

**Goal 2:** To **honour, nurture and support relationships** between the Greater Victoria School District, Local First Nations, Aboriginal Nations, families and community.

**Goal 3:** To continue **raising awareness and understanding** of Aboriginal history, traditions and culture for all staff and students in the Greater Victoria School District.

**Goal 4:** To increase success of all Aboriginal students



## First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations.

## How can we support all students to be 'on track' for graduation?

- ✓ Attendance
- ✓ Attachment
- ✓ Achievement

### Graduation Prediction Factor: Attendance

- "Student attendance impacts academic achievement." - Ginsburg, Jordan, Chang, 2014
- "Targeting absenteeism by positively partnering with students and families can turn things around." - Ginsburg, Jordan and Chang, 2014

Attendance is a powerful predictor of graduation. Students who are chronically absent in Kindergarten and Grade 1 are much less likely to read proficiently by Grade 3. ([Applied Survey Research and Attendance Works](#)\*, April, 2011.) The [National Center for Children in Poverty](#)\* reports that the long-term impact of chronic absence in Kindergarten is most troubling for poor children (ECLS-K data analysis by NCCP). The [California School Board Association](#)\* reports that "there is a clear and consistent relationship between early attendance and later achievement." (ECONorthwest analysis of Oregon Department of Education data, 2009-10.) In the 2008 California Dropout Research Report, detailed analysis of data indicated "...frequent absences usually indicate students' disengagement from school. As such, poor attendance can signal the probability of dropping out." ("What Factors Predict High School Graduation in the Los Angeles Unified School District?", California Dropout Research Project Report #14, June 2008.\*\*)

Tracking attendance allows us to support students who are at risk of not graduating due to chronic absenteeism, and help the district to develop and implement plans to support all students. Attendance data tracking became easier in 2015-2016 with the shift to MyEdBC, as this student information system allows us to establish new IT processes for flagging data for at risk students. Over time, the district will implement systems which facilitate tracking attendance for non-Aboriginal and Aboriginal students to help with long term planning and implementation of support systems.

#### Attendance Strategies

- Track attendance of all students at each school
- Identify students missing 3-5 days per month
- Establish a plan to work with family to address issues impacting attendance
- Connect at risk student with mentor

\*<http://webcache.googleusercontent.com/search?q=cache:aVDar1JwsFgJ:www.attendanceworks.org/wordpress/wp-content/uploads/2012/12/Student-Achievement-Starts-with-Attendance-CSBA-Nov-29-2012.pdf+&cd=1&hl=en&ct=clnk&gl=ca>

\*\*[www.hewlett.org/uploads/files/WhatFactorsPredict.pdf](http://www.hewlett.org/uploads/files/WhatFactorsPredict.pdf)

## Graduation Prediction Factor: Attachment

- “Students are more likely to succeed when they feel connected to school.”
- “Strong scientific evidence demonstrates increased student connection to school promotes educational motivation, classroom engagement, improved school attendance.... These three factors in turn increase academic achievement. The findings apply across racial, ethnic and income groups.”
- “Wingspread Declaration on School Connections”. Journal of School Health. September 2004: Vol. 74, No. 7.\*

Attachment can be assessed through information from:

- Satisfaction surveys, as this indicates how all learners and Aboriginal learners feel about learning and their school community
- Behavior designations, as this can be a measure of student ability to self-monitor and self-regulate based on the comfort within their school environment

### Satisfaction Survey Results for 2014-2015

**Grade 4:** majority of all students like school, feel safe at school and have at least 2 adults at school who care about them.

- 58-59% of all students like school
- 76-79% feel safe at school
- 94-96% report at least 2 adults at school care about them

**Grade 7:** majority of all students feel safe at school and have at least 2 adults at school who care about them, but only 47% of non-Aboriginal and 35% of Aboriginal students like school

- 47% of non-Aboriginal students like school, while only 35% of Aboriginal students like school
- 75-77% feel safe at school
- 86-87% report at least 2 adults at school care about them

**Grade 10:** 38-45% of Aboriginal and non-Aboriginal students like school and majority of all students feel safe at school and have at least 2 adults at school who care about them

- 45% of non-Aboriginal students like school, while only 38% of Aboriginal students like school
- 82% of non-Aboriginal students feel safe at school while 65% of Aboriginal students report feeling safe
- 74-76% report at least 2 adults at school care about them

\*[https://webcache.googleusercontent.com/search?q=cache:vJo6Os\\_Cct8J:https://www.umass.edu/schoolcounseling/NLC/page3/page20/assets/Wingspread%2520Declaration%2520on%2520School%2520Connections.pdf+%&cd=1&hl=en&ct=clnk&gl=ca](https://webcache.googleusercontent.com/search?q=cache:vJo6Os_Cct8J:https://www.umass.edu/schoolcounseling/NLC/page3/page20/assets/Wingspread%2520Declaration%2520on%2520School%2520Connections.pdf+%&cd=1&hl=en&ct=clnk&gl=ca)

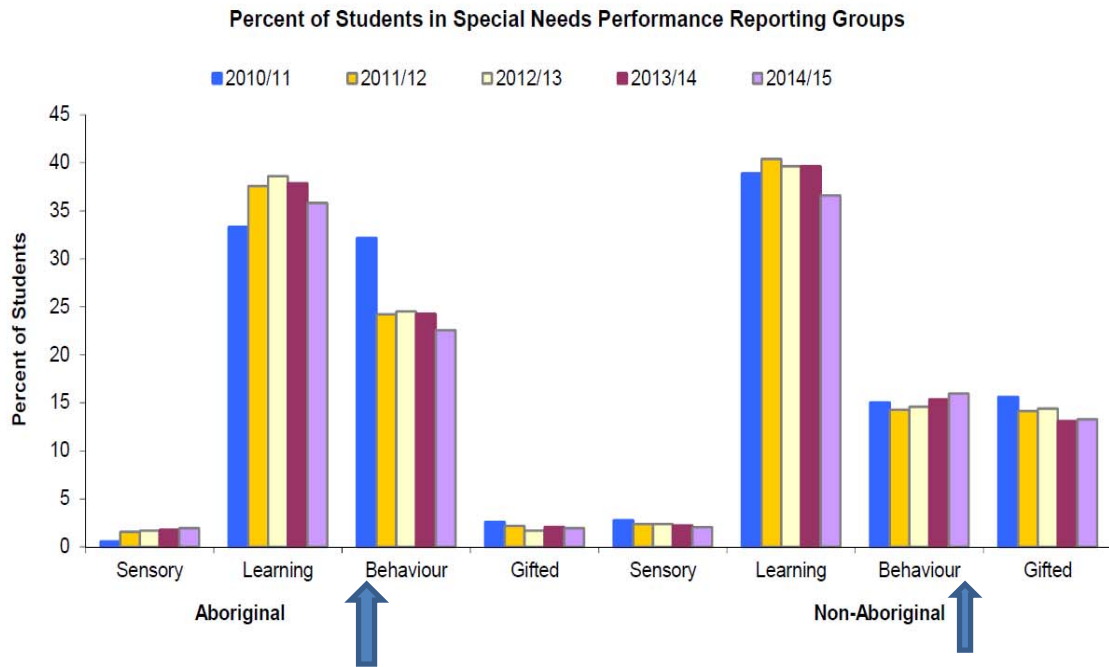
**Grade 12:** majority all students like school, feel safe at school and have at least 2 adults at school who care about them.

- Gr. 12: 52-54% of all students report liking school
- 82-87% of all students report feeling safe at school
- 86-89% report at least 2 adults at school care about them

Satisfaction surveys indicate:

- The majority of Grade 4 Aboriginal and non-Aboriginal students like school, feel safe at school and feel connected to at least two adults who care about them at school.
- All Gr. 7 students like school less at middle than elementary school. Grade 7 Aboriginal students like school less than non-Aboriginal students.
- By Gr. 10, Aboriginal students like school even less and they don't feel as safe at school as non-Aboriginal students.
- The majority of Grade 12 Aboriginal and non-Aboriginal Grade 12 students like school, feel safe at school and feel connected to at least two adults who care about them at school.

### Special Education Designations



**This data is comparable to 4 comparator districts**

**Sensory designations** – designation numbers are the same for both non-Aboriginal and Aboriginal

- Non-Aboriginal: 2%
- Aboriginal: 2%

**Learning Disabilities** – designation numbers are the same for both non-Aboriginal and Aboriginal

- Non-Aboriginal – 37%
- Aboriginal – 36%

**Behavior** - there is a variance between non-Aboriginal and Aboriginal designation numbers

- Non Aboriginal: 16%
- Aboriginal: 23%
- For Aboriginal students, 43% of B designations are in K – 3, 27% in Gr. 4-7, 17%=Gr. 8-10, 10%=Gr. 11-12
- For non-Aboriginal students, K-3=24%, 4-7=32%, 8-10=26%, 11-12=18%

**Gifted** - there is a variance between non-Aboriginal and Aboriginal designation numbers

- Non-Aboriginal: 13%
- Aboriginal: 2%

Special education designations indicate that a higher percentage of Aboriginal students are designated as needing behavior supports than non-Aboriginal students. Why? It is our challenge to determine who we can best meet the emotional, social and academic needs of all students.

**Attachment Strategies:**

- Track attendance and achievement of all students
- Continue to foster a **sense of place, caring, safety and belonging for all students**
- Track behavior designations of K – 3 Aboriginal students. What can be done to meet needs of all students?
- Target secondary at risk students with a mentor
- Continue to create student leadership opportunities
- **Continue to honour, nurture and support relationships** with families to promote family engagement in schools
- **Continue to raise awareness and understanding** of Aboriginal history, traditions and culture for all staff and students

## **Graduation Prediction Factor: Achievement**

“Education is a cumulative process in which high school academic success is informed by earlier academic experiences.... Researchers have shown that high school **graduation is the product of a student’s cumulative academic experiences** (Alexander, Entwisle & Kabbini, 2001). In particular, dropping out is often the concluding act of a long series of events that reveal disengagement such as course failures and absences.” (“What Factors Predict High School Graduation in the Los Angeles Unified School District?”, California Dropout Research Project Report #14, June 2008\*.

### **Factors that predict a student is ‘on track’ to graduate:**

- Reading achievement by end of Grade 3 – therefore we need to monitor Gr. 1-3 students
- Grade 4 and Grade 7 FSA
- 6 Year Completion Rates
- English 10 Completion rates
- English 12/English 12 First Peoples Completion rates
- Graduation Rates

### **Graduation Prediction Factor: Reading at Grade Level by End of Grade 3**

- “...Those who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers.”
- “While these struggling readers account for about a third of the students, they represent more than three-fifths of those who eventually drop out or fail to graduate on time.” Donald Hernandez. “Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation”. Anne E. Casey Foundation: 2011  
<http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

### **Achievement Strategies: Tracking Grade 3 Reading Ability**

- Track reading levels for Gr. 1-3 students
- Identify students not yet meeting or who are approaching expectations in reading
- In addition to differentiating instruction in class, implement intervention programs if necessary
- Connect at risk student with mentor

\*[www.hewlett.org/uploads/files/WhatFactorsPredict.pdf](http://www.hewlett.org/uploads/files/WhatFactorsPredict.pdf)

## Graduation Prediction Factor: Grade 4 and Grade 7 FSA Scores

Tracking FSA results allow us to identify and support at risk students.

In 2014/15:

- 28% of all GVSD Grade 4 students *did not* write FSA's.
- 46% of Aboriginal Grade 4 students *did not* write FSA's.
- 35% of all Grade 7 students *did not* write FSA's.
- 43% of Aboriginal Grade 7 students *did not* write FSA's.

### How did Grade 4 FSA Writers do in Reading?\*

#### FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 4

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

##### GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	90	75	34	38	51	57	5	6
2011/12	110	81	46	42	53	48	11	10
2012/13	93	70	27	29	56	60	10	11
2013/14	87	65	25	29	53	61	9	10
2014/15	64	55	27	42	33	52	4	6



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

##### GRADE 4: NON-ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	1,046	85	149	14	750	72	147	14
2011/12	1,027	86	149	15	729	71	149	15
2012/13	969	80	125	13	655	68	189	20
2013/14	967	79	131	14	640	66	196	20
2014/15	914	74	140	15	629	69	145	16



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

Meeting/exceeding expectations on FSA's indicate being on track to graduate.

In 2014/15, 83% of all GVSD Grade 4 FSA writers were meeting/exceeding expectations in reading. But...

- 17% of all Grade 4 FSA writers were **not meeting expectations** in reading
- 42% of Aboriginal Grade 4 FSA writers were **not yet meeting expectations** in reading
- Reading performance is unknown for 28% of all Grade 4's students and 46% of Aboriginal Grade 4's as they did not write FSA's.

\*Ministry of Education "How are we doing? Aboriginal Performance Data" <https://www.bced.gov.bc.ca/abed/performance.htm>



## How did Grade 7 FSA Writers do in Reading?\*

### FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING COMPREHENSION, GRADE 7

To provide a more accurate reflection of students' overall foundation skills levels, the percentages reported are relative to "writers only" (only those who wrote the assessment). This is a change from the years before 2014/15, when the reported percentages were relative to all students who were expected to write the assessment.

#### GRADE 7: ABORIGINAL

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2010/11	73	61	30	41	39	53	4	5		
2011/12	71	66	22	31	44	62	5	7		
2012/13	71	57	34	48	34	48	3	4		
2013/14	77	65	37	48	35	45	5	6		
2014/15	77	62	37	48	39	51	1	1		



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

#### GRADE 7: NON-ABORIGINAL

School Year	Writers Only		Participation		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%	#	%
2010/11	889	73	161	18	602	68	126	14		
2011/12	893	74	150	17	604	68	139	16		
2012/13	839	71	164	20	547	65	128	15		
2013/14	855	72	156	18	556	65	143	17		
2014/15	782	67	141	18	521	67	120	15		



■ Not Yet Meeting  
■ Meeting  
■ Exceeding

### Meeting/exceeding expectations on FSA's indicates being on track to graduate

In 2014/15, 79% of all Grade 7 FSA writers were meeting/exceeding expectations in reading. But...

- 21% of all Grade 7 FSA writers were **not yet meeting expectations** in reading
- 48% of Aboriginal Grade 7 FSA writers were **not yet meeting expectations** in reading
- Reading performance is unknown for 35% of all Grade 4's students and 43% of Aboriginal Grade 4's as they did not write FSA's.

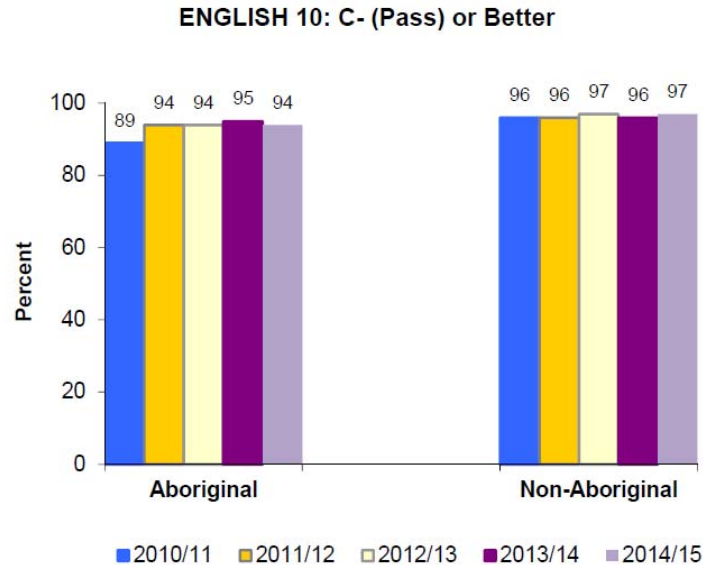
### Achievement Strategy: Increase FSA Participation and Tracking

- Increase FSA participation rates to improve our ability to track, identify and support at risk students
- Track FSA scores of all students at each school
- Identify students not yet meeting expectations in reading, writing and math in Grade 4 and 7
- In addition to differentiating instruction in class, implement intervention programs if necessary
- Connect at risk student with mentor

\*Ministry of Education "How are we doing? Aboriginal Performance Data" <https://www.bced.gov.bc.ca/abed/performance.htm>

### English 10 Completion Rates\*

English 10 completion indicates the number of registering English 10 students who complete the course. The data indicates that Aboriginal students complete English 10 at a 94% completion rate, which is the largely equivalent to non-Aboriginal students.



### Graduation Prediction Factor: English 10 Completion Rates

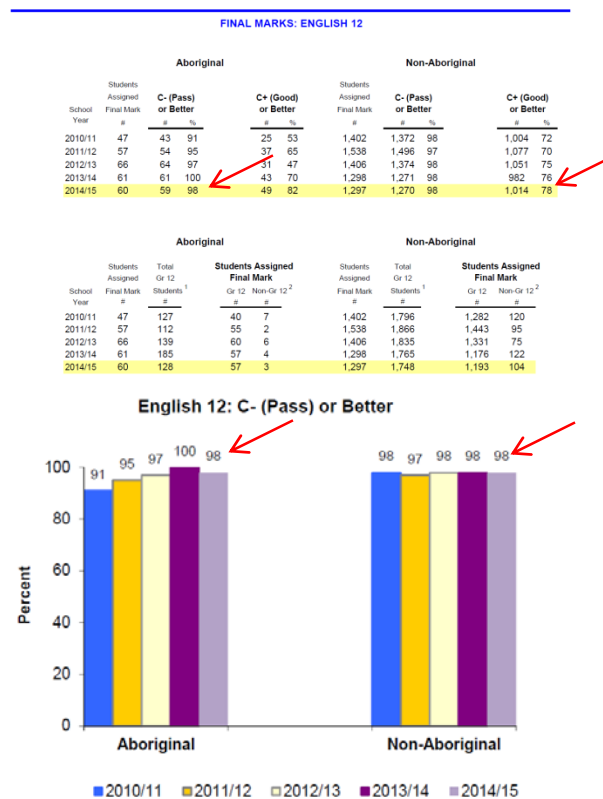
Completing English 10 is a prerequisite for completing English 12, which provides more post-secondary options than Communications 12. Both Aboriginal and non-Aboriginal students who take English 10 are passing at rates of 94-97%

### Achievement Strategy: Increase English 10 Completion Rates

- Monitor graduation data to refine programs for at risk students to improve their chances to complete English 10 as a prerequisite for English 12 thus improving their chances to graduate
- Promote English 10 completion to provide more options to post-secondary Aboriginal students
- Connect at risk student with mentor

## English 12 Completion Rates\*

English 12 completion indicates the number of registering English 12 students who complete the course. The data indicates that Aboriginal students complete English 12 at a 98% completion rate, which is the same as non-Aboriginal students.



\*Ministry of Education "How are we doing? Aboriginal Performance Data" <https://www.bced.gov.bc.ca/abed/performance.htm>

## Graduation Prediction Factor: English 12 Completion Rates

- Completing English 12 provides more post-secondary options than Communications 12.
  - 22% of Aboriginal students took Communications 12 instead of English 12
  - In 2014/15, 14% of non-Aboriginal students took Communications 12 instead of English 12

## Achievement Strategy: Increase English 12 Completion Rates

- Monitor graduation data to refine programs for at risk students to improve their chances to complete English 12 thus improving their chances to graduate
- Promote English 12 completion to provide more options to post-secondary Aboriginal students
- Connect at risk student with mentor

## Graduation Prediction Factor: 6 Year Completion Rate\*

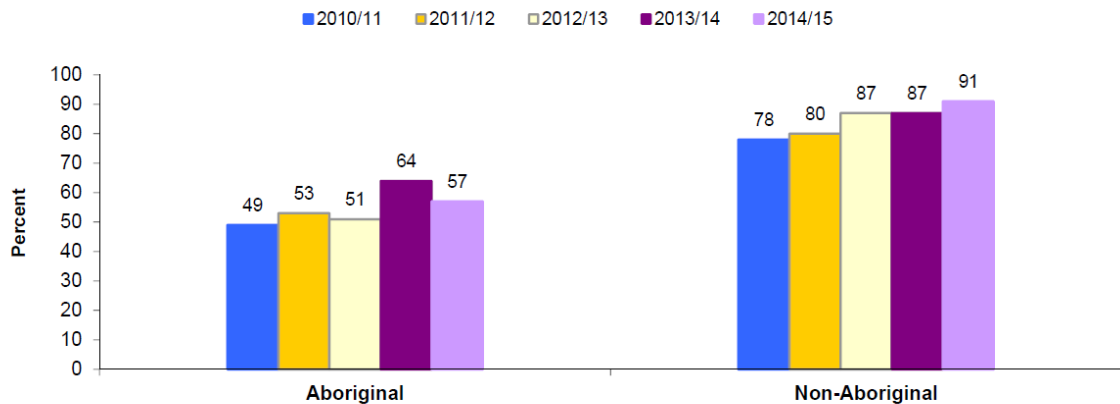
### BC SIX-YEAR COMPLETION RATE, 2010/11 - 2014/15

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

#### SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2010/11	49	54	44	78	78	78
2011/12	53	61	41	80	83	77
2012/13	51	57	47	87	90	85
2013/14	64	64	65	87	90	85
2014/15	57	60	55	91	90	91

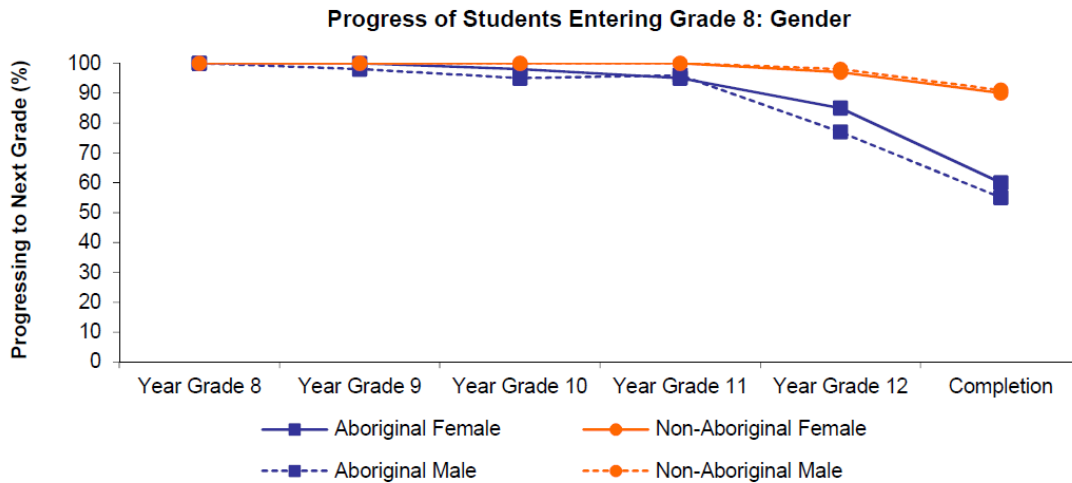
Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Monitoring 6 year completion rates are a good predictor of graduation. In 2014/15, 6 year completion rates indicated an increased drop-out rate for Aboriginal students compared to non-Aboriginal students in secondary schools, with the largest decline in population from Grade 11 to Grade 12.

\*Ministry of Education "How are we doing? Aboriginal Performance Data" <https://www.bced.gov.bc.ca/abed/performance.htm>

## What are 6 year completion rates by gender?\*



The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. There is little variation in completion rates between Aboriginal and non-Aboriginal students and by gender in Grades 8-9. A slight variation begins in Grade 10-11 between genders, but Aboriginal and non-Aboriginal students remain aligned. Significant variation occurs both between gender and between Aboriginal and non-Aboriginal students in Grade 12 with increasing variations by completion. Overall, there is marked difference by gender and Aboriginal/non-Aboriginal students by Grade 12 completion.

### Achievement Strategy: Monitor 6 Year Completion Rates and 6 Year Completion Rates by Gender

- Track FSA's to provide targeted support to at risk students to improve their chances
- Provide transition support to at risk Grade 8 students to improve 6 year completion rate
- Track Aboriginal male students as they transition to secondary school
- Provide mentor to at risk students
- Track English 10 completion rates to provide additional support for students not initially successful in completing the course to ensure they stay on track to graduate

\*Ministry of Education "How are we doing? Aboriginal Performance Data" <https://www.bced.gov.bc.ca/abed/performance.htm>

# Summary

## Targets to Help All Students Be On Track for Graduation

- Target #1: **Attendance**
  
- Target #2: **Attachment**
  
- Target #3: **Achievement:**
  - Increase reading at grade level by end of Grade 3
  - Monitor FSA participation and FSA tracking
  - Monitor 6 Year completion rates
  - Increase English 10 completion rates
  - Increase English 12 completion rates
  - Increase Dogwood Diplomas for Aboriginal Students