

Kamloops Aboriginal Education Improvement Agreement: Framework

1. Purpose

The purpose of the Improvement Agreement is to narrow the gap between First Nations students and the general school population until parity is reached in the six areas identified.

2. Principles

The performance areas selected for improvement are those where there is assurance that the data can be:

- tracked with integrity,
- tracked over time, and,
- effectively utilized to implement interventions.

The improvement targets initially will be on a 2 percent reduction in the size of the gap on an annual basis until parity is reached; the targets will be reassessed annually.

The data used for assessing the targets will be reported in the School District No. 73 (Kamloops/Thompson) Annual Report on First Nations Students.

3. Performance Goals

- Improvement in primary performance, based on District Benchmarks. (30%)
- Improvement in basic skills performance, Grades 4 -10. (30%)
- Reduction in the number of First Nations students in courses or programs designed for academically weak students. (10%)
- Improvement in Dogwood Completion Rate. (15%)
- Improvement in performance in meeting Dogwood requirements. (5%)
- Improvement in attendance. (10%)

4. Define stable indicators of Performance Goals

- **Primary.** The District will maintain the District benchmarks program, and report annually on this program. The program is a systematic, census reading assessment in the primary grades, which clearly identifies students requiring special assistance and supports improvement in those students learning.

- **Performance in basic skills.** Proportion of students meeting grade level expectations on the Provincial Learning Assessment Program (PLAP) in reading comprehension, writing and numeracy, Grades 4, 7 and 10. The Canadian Achievement Test (CAT) will replace the PLAP results, if required, using a similar selection of grade levels and skills.
- **Proportion of students in courses or programs designed for academically weak students.** Proportion of students on Individual Education Plans (IEP), in Locally Developed Work Experience courses specifically designed for academically weak students; and in Mathematics and English course streams (including locally developed and Career Program courses) which do not lead to provincial exams.
- **Dogwood Completion Rate.** The standard estimate as revised for 1997/98 school year, as computed by the Ministry of Education. The 1997/98 rate is an estimate of the percentage of first-time Grade 8 students from September 1992 who have received a Dogwood Diploma within six years.
- **Performance in meeting Dogwood requirements.** Ratio of Dogwood graduates with University eligibility, plus Dogwoods with English 12 (C or better on Exam), plus Dogwoods with Math 12 (C or better on Exam), to all Dogwood graduates.
- **Attendance.** The average attendance in Elementary and Secondary grades.

5. Establish Aboriginal performance targets for five years

- Establish Aboriginal and non-Aboriginal baselines, based on 1998/99 performance data, and establish the gap by subtraction.
- Set the target for 1999/00 performance at the Aboriginal baseline value plus 2 percent of the gap.
- To establish provisional targets for succeeding years, add an additional 2 percent each year, working from the original Aboriginal baseline and gap. This would lead to a provisional 2001/02 target of the original Aboriginal baseline plus 6 percent of the original gap.
- The provisional targets set by this process will be reassessed annually by the School District, recognized representatives of the Aboriginal Community, and the Ministry, to ensure that they are: reasonable and attainable, and, represent meaningful progress toward parity.

6. Funding will be based upon extent to which targets are met

- For each goal area:
 - Achieving the original baseline, or lower, would result in 90 percent funding.
 - Meeting the target would result in 110 percent funding.
 - Performance between the baseline and the target would be funded in proportion to the level of performance.
 - Performance in excess of the target will be funded in proportion to the performance, but limited to 120 percent funding in any goal area.
- Total funding would be restricted to the 90 percent to 110 percent range.

7. Implementation

The agreement will be in effect from July 1, 1999 until June 30, 2004.

The 1998/99 School Year will be the Baseline Year.

The 1999/00 School Year will be the first performance year. Funding for Aboriginal Programs will be set at 100 percent of the standard formula.

Funding for School Years 2000/01 through 2003/04 will be based on the performance during the preceding School Year.

The scope for enrolment auditing of Aboriginal Program funding during the course of the Agreement will be restricted to the identification of students as being Aboriginal.

8. Definition

For the purposes of this Agreement the terms "First Nations" and "Aboriginal" are interchangeable, and include all Aboriginal persons, including Métis persons.

May 21, 1999