

SUCCESS: FIRST NATIONS, MÉTIS, AND INUIT STUDENT SUCCESS

Student growth and achievement

Student Growth and Achievement refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.

GOALS <i>Desired Result</i>	OUTCOMES <i>Measurable statements of what FSD seeks to achieve</i>	INDICATORS <i>Indicators of achieving outcomes</i>
Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<ul style="list-style-type: none"> First Nations, Métis and Inuit learners are successful. Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and Truth and Reconciliation. Learners advance Truth and Reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Enhance relationship-building between Indigenous communities and schools through community-based supports. Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students. Support partners to gather, analyze and share Indigenous education data to monitor student success. The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. 	<ul style="list-style-type: none"> Evidence of programs, services, and strategies that support First Nations, Métis, and Inuit student success. Measures indicate all learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. Measures indicate improvements in attendance, achievement, and high school completion. Learners share positive experiences and conditions for success. Learners experience respectful and reciprocal relationships with their school community.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

SOS-Q Student Survey (Student Orientation to School Questionnaire): First Nations, Métis, and Inuit Students

Above National Norm					
Performance Measure	Safe & Caring	External Resilience	Self Confidence	Internal Resilience	Peer Relations
2021-2022	100	100	100	100	100
2022-2023	100	100	75	75	100
2023-2024	50	50	0	100	50
2024-2025	100	100	50	100	100
Evaluation	Very High	Very High	Low	Very High	Very High

Common Numeracy Assessment: First Nations, Métis, and Inuit Students Grade 4-9 EICS Numeracy Assessment

Grade	4	5
2021-2024	n/a	n/a
2024-2025	0	100
Evaluation	n/a	Very High

Intellectual Engagement Survey: First Nations, Métis, and Inuit Students

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS
2021-2022	80%	85%	97%	100%	100%	90%	40%
2022-2023	89%	100%	73%	89%	67%	67%	33%
2023-2024	67%	81%	67%	89%	50%	67%	0%
2024-2025	100%	75%	50%	67%	50%	50%	100%
Evaluation	Very High	Intermediate	Low	Intermediate	Low	Low	Very High

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree																		
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2021-2022 Baseline	100%		33%		67%		100%		67%		67%		33%		33%		67%	
2022-2023	69%	100%	65%	100%	58%	100%	60%	100%	72%	100%	68%	100%	67%	100%	64%	100%	75%	67%
2023-2024	63%	67%	60%	33%	52%	67%	71%	33%	77%	33%	71%	67%	67%	67%	62%	33%	72%	67%
2024-2025	70%	100%	61%		70%		73%	50%	83%	50%	76%	50%	70%		83%	50%	82%	100%
Evaluation	H	VH	L	N/A	H	N/A	H	VL	H	VL	H	VL	H	N/A	H	VL	H	VH
VL – Very Low L – Low I – Intermediate H – High VH – Very High																		

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Students identifying as First Nations, Métis and Inuit are reporting that they feel safe at school
- Students also report feeling like they have strong sense of resiliency
- First Nations, Métis and Inuit students feel that there are high expectations and report high engagement in areas of CTF and Makerspace.
- All students feel that there are high levels of cultural belonging

Areas for Growth

- Students identifying as First Nations, Métis and Inuit are reporting that they have low levels of self-confidence
- Students identifying as First Nations, Métis and Inuit are reporting lower engagement in ELA, Social Studies and Math/Science.
- Students who self-identify as First Nations, Métis and Inuit feel that they are less comfortable sharing about their culture, and rate Truth and Reconciliation as less of an importance personally
- Discrepancy between all students and self-identified students who feel that the school is placing high importance on Truth and Reconciliation

Next Steps

- Working with families to effectively support families with Indigenous learners
- Access grant money and cultural funds to support school presentations each year to develop our collective foundational knowledge and appreciation of culture in a more intentional way
- Dedicate time on professional learning days to build land-based learning
- Apply foundational knowledge of Indigenous peoples, ways of knowing and unique worldviews within all curricular subjects. This may include the use of foundational concepts such as:
 - Explore Circle of Courage philosophy of resiliency
 - Explore Land-based learning opportunities
 - Indigenous arts and cultural experiences

