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 *Desired Result*	**OUTCOMES** *Measurable statements of what FSD seeks to achieve*	**INDICATORS** *Indicators of achieving outcomes*
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.	• 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.	• 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.

First Nations, Métis, and Inuit Student Success Reporting Criteria

Activities that support the implementation of the Truth and Reconciliation Commission recommendations	
Strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures on First Nations, Métis, and Inuit Students' education outcomes and results).	

SOS-Q Student Survey (**S**tudent **O**rientation to **S**chool **Q**uestionnaire): **First Nations, Métis, and Inuit Students**

Above National Norm					
Performance Measure	**Safe & Caring**	**External Resilience**	**Self Confidence**	**Internal Resilience**	**Peer Relations**
2022-2023	100%	100%	100%	100%	100%
2023-2024	100%	80%	80%	60%	100%
2024-2025	89%	67%	89%	67%	89%
2025-2026	100%	100%	100%	100%	100%
Evaluation	**Very High**	**Very High**	**Very High**	**Very High**	**Very High**

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

Grade	**4**	**5**	**6**
2021-2024	N/A	N/A	N/A
2024-2025	100%	0%	67%
2025-2026	100%	75%	100%
Evaluation	**Very High**	**High**	**Very High**

Common Literacy Assessment: Grade 4 – 9 RCAT Meeting Standard **First Nations, Métis, and Inuit Students**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 9**
2022-2025	New Assessment (Baseline)					
2025-2026	100%	100%	100%	N/A	N/A	N/A
Evaluation	**Very High**	**Very High**	**Very High**	N/A	N/A	N/A

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**

2022-2023	100%	80%	97%	93%	90%	100%	40%
2023-2024	89%	81%	81%	89%	33%	58%	50%
2024-2025	93%	58%	60%	73%	30%	50%	80%
2025-2026	81%	100%	71%	93%	71%	64%	29%
Evaluation	**High**	**Very High**	**High**	**Very High**	**High**	**Intermediate**	**Very Low**

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	**English Language Arts**		**Math**		**Social Studies**		**Science**		**French Language Arts**	
Achievement (%)	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**	**Acc**	**Exc**
2022-23 (FSD)	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
2022-23 (Prov)	n/a	n/a	n/a	n/a	59.8	8.6	n/a	n/a	n/a	n/a
2023-24 (FSD)	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
2023-24 (Prov)	n/a	n/a	n/a	n/a	60.9	9.1	n/a	n/a	n/a	n/a
2024-25 (FSD)	*	*	*	*	*	*	n/a	n/a	n/a	n/a
2024-25 (Prov)	65.6	6.7	38.3	6.0	56.3	10.2	n/a	n/a	n/a	n/a
2025-26 (FSD)	*	*	*	*	n/a	n/a	*	*	*	*
2025-26 (Prov)	69.8	4.3	37.3	8.5	59.8	9.7	58.3	12.3	76.3	6.2
Evaluation (Achievement)	*	*	*	*	n/a	n/a	*	*	*	*
Evaluation (Improvement)	*	*	*	*	n/a	n/a	*	*	*	*

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**
2022-2023	78%	100%	73%	100%	70%	100%	83%	100%	91%	100%	74%	100%	79%	100%	87%	100%	85%	100%
2023-2024	71%	100%	56%	83%	59%	100%	75%	83%	85%	100%	73%	83%	78%	100%	86%	100%	82%	67%
2024-2025	64%	60%	56%	20%	55%	80%	64%	40%	78%	80%	66%	60%	76%	60%	71%	60%	82%	60%
2025-2026	70%	71%	82%	86%	74%	86%	68%	71%	81%	100%	72%	57%	58%	86%	55%	71%	69%	86%
Evaluation	H	H	H	VH	H	VH	I	H	H	VH	H	I	I	VH	I	H	I	VH

VL – Very Low **L – Low** **I – Intermediate** **H – High** **VH – Very High**

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- **Well-being and relationships:** In the SOS-Q, 100% of respondents were above the national norm in all five reported areas: safe and caring, external resilience, self-confidence, internal resilience, and peer relations. Each measure improved from 2024–2025.
- **Numeracy:** The proportion meeting the common assessment measure rose from 0% to 75% in Grade 5 and from 67% to 100% in Grade 6; Grade 4 remained at 100%.
- **Relevance and effort:** On the Intellectual Engagement Survey, relevance increased from 58% to 100%, and effort from 73% to 93%.
- **Sharing culture:** Among self-identified Indigenous respondents, 86% reported feeling comfortable sharing their culture, up from 20%, and 86% felt encouraged and accepted when doing so, up from 80%

Areas for Growth

- **Deep engagement varies by subject:** The share reporting that they often "lose track of time" while learning was 71% in ELA/social studies, 64% in math/science, and 29% in CTS. The CTS result fell from 80% the previous year and is the lowest engagement measure reported.
- **Rigor and high expectations:** Rigor improved from 60% to 71%, but remains below relevance and effort. High expectations declined from 93% to 81%.
- **Consistent cultural learning for all students**: In the Cultural Perspectives Survey, 55% of all students agreed that they understand Truth and Reconciliation, 58% that they understand multiple perspectives, and 69% that teachers share Indigenous perspectives. Among self-identified Indigenous respondents, 57% agreed that culture is infused across subject areas.

Next Steps

- Use PLC inquiry to examine learning experiences. Compare tasks in areas with strong relevance and effort against those with lower reported deep engagement; test ways to increase student choice, authentic application, and appropriate challenge.
- Plan Indigenous perspectives across subjects, not only in isolated activities. Review where they appear in current learning plans, identify gaps, and work with Indigenous students, families, and community partners on respectful approaches.
- Monitor both experience and achievement. Revisit the survey measures alongside classroom evidence and numeracy results to see whether changes are improving students' experiences as well as outcomes.