

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	67	67	100
2022-2023	33	67	33	67	100
2023-2024	50	100	0	100	50
2024-2025	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	7	8
2021-2024	n/a	n/a	n/a	n/a	n/a
2024-2025	n/a	n/a	n/a	100	100
Evaluation	n/a	n/a	n/a	Very High	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	100%	62%	95%	89%	84%	67%	33%
2022-2023	67%	37%	61%	89%	50%	50%	33%
2023-2024	100%	71%	83%	83%	75%	100%	100%
2024-2025	100%	78%	79%	100%	63%	75%	100%
Evaluation	Very High	Adequate	Adequate	Very High	Low	Adequate	Very High

AEA Measures for FNMI Students

Performance Measure	High School Completion		Diploma Examinations		Provincial Achievement Tests	
	3-year Completion	5-Year Completion	Acc	Exc	Acc	Exc
2020-2021						
2021-2022						
2022-2023						
2023-2024						

2024-2025 (FSD)						
2024-2025 (Prov)						
Achievement						
Improvement						

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	67%	33%	51%	33%	62%	100%	77%	33%	82%	33%	66%	67%	80%	100%	80%	100%	80%	67%
2022-2023	52%	50%	50%	50%	48%	100%	58%	50%	67%	50%	54%	50%	77%	100%	71%	100%	71%	50%
2023-2024	50%	25%	53%	50%	35%	50%	53%	75%	75%	100%	46%	75%	65%	50%	90%	100%	85%	100%
2024-2025	67%	33%	51%	33%	62%	100%	77%	33%	82%	33%	66%	67%	80%	100%	80%	100%	80%	67%
Evaluation	L	VL	L	VL	L	VH	I	VL	H	VL	L	L	H	VH	H	VH	H	L
VL – Very Low					L – Low			I – Intermediate			H – High			VH – Very High				

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Resilience and Peer Relations:** In 2024-2025, FNMI students scored 100% above the national norm in Safe & Caring, External Resilience, Self Confidence, Internal Resilience, and Peer Relations on the SOS-Q survey, indicating strong social-emotional well-being and supportive peer networks.
- Intellectual Engagement:** High levels of engagement are evident, with 100% of FNMI students agreeing or strongly agreeing to factors such as High Expectations, Effort, and Rigor in the Intellectual Engagement Survey.
- Cultural Perspectives:** FNMI students report high levels of comfort and acceptance in sharing culture, and schools prioritize Truth and Reconciliation, with 100% agreement in several related measures.

Areas for Growth

- Cultural Belonging:** While some measures are strong, the percentage of FNMI students reporting cultural belonging and comfort sharing culture remains lower than the general population, suggesting ongoing work is needed to foster inclusion.

Next Steps

- Strengthen Cultural Inclusion:** Continue to develop programs and initiatives that promote cultural belonging and comfort for FNMI students, ensuring all students feel valued and supported.
- Sustain Engagement:** Maintain high levels of intellectual and social engagement by leveraging successful practices and fostering strong relationships between Indigenous communities and schools.