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	**Longview school supports many activities that help support the implementation of Truth and Reconciliation including: orange shirt day, Metis week, Eden Valley family dinner, drumming, and including knowledge keepers in our school ceremonies.**
Strategies, activities, programs, and their corresponding impact (assessed by local and provincial measures on First Nations, Métis, and Inuit Students' education outcomes and results).	**We used programs such as UFLI to run reading groups to help support the academic needs of our First Nation, Metis, and Inuit learners. We used positive behavior supports and restorative practices to help build a school culture that safe, caring, and welcoming.**

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	80	60	60	67	50
2023-2024	50	0	0	50	50
2024-2025	100	86	71	86	86
2025-2026	64%	50%	43%	86%	64%
Evaluation	Intermediate	Low	Very Low	Very High	Intermediate

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	33	0
Evaluation	Very High	Intermediate	N/A

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	38%	50%	67%			
Evaluation	Very Low	Low	Intermediate			

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%	78%	92%	92%	50%	38%	0%
2023-2024	83%	88%	83%	83%	100%	100%	0%

2024-2025	66%	66%	57%	91%	57%	57%	43%
2025-2026	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

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	n/a	n/a	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	n/a	n/a	n/a	n/a
Evaluation (Improvement)	*	*	*	*	n/a	n/a	n/a	n/a	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	80%	100%	67%	100%	33%	75%	67%	75%	67%	75%	60%	75%	67%	100%	73%	75%	60%	75%
2023-2024	72%	50%	71%	50%	78%	100%	83%	100%	89%	100%	78%	100%	72%	50%	94%	100%	100%	100%
2024-2025	69%	57%	52%	71%	41%	29%	62%	71%	76%	86%	66%	71%	79%	86%	79%	86%	69%	57%
2025-2026	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- 100% of our self identified students feels safe, caring, and welcomed at school.
- Peer relations are strong amongst our self identified students.

Areas for Growth

- Only 29% of our self identified students felt that they could share their culture at school. Why are we so low? How can we encourage all of our students to feel that they share their culture with the rest of the school?

Next Steps

- Encourage staff to promote the sharing of cultural differences and include many different perspectives when studying across all subject areas.