

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	n/a	n/a	n/a	n/a	n/a
2022-2023	50	100	100	50	50
2023-2024	78	89	67	56	100
2024-2025	83	83	60	60	100
Evaluation	High	High	Intermediate	Intermediate	Very High

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

Grade	9
2021-2024	n/a
2024-2025	100
Evaluation	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%	69%	92%	100%	50%	75%	50%
2022-2023	94%	50%	78%	72%	75%	67%	50%
2023-2024	100%	58%	80%	100%	75%	75%	50%
2024-2025	98%	59%	83%	91%	50%	75%	50%
Evaluation	High	Intermediate	High	High	Intermediate	High	Intermediate

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	85.7	*	*	*	*	*
2021-2022	100.0	*	*	*	*	*
2022-2023	*	91.6	*	*	*	*

2023-2024	*	100.0	*	*	*	*
2024-2025 (FSD)			*	*	*	*
2024-2025 (Prov)	59.8	69.7	*	*	*	*
Achievement	Very High	Very High	*	*	*	*
Improvement	Maintained	Maintained	*	*	*	*



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	48%		57%		51%		61%		79%		59%		89%		79%		59%	
2022-2023	46%	50%	43%	50%	49%	100%	58%	50%	70%	50%	53%	50%	75%	50%	76%	50%	53%	100%
2023-2024	44%	33%	40%	33%	38%	33%	59%	67%	68%	50%	52%	33%	72%	50%	74%	83%	55%	50%
2024-2025	46%	50%	40%	50%	41%	50%	59%	100%	72%	50%	47%	50%	75%	50%	76%	50%	49%	50%
Evaluation	L	L	L	L	L	L	I	VH	H	L	L	L	H	L	H	L	L	L
VL – Very Low L – Low I – Intermediate H – High VH – Very High																		

KEY INSIGHTS FROM RESULTS ANALYSIS

Areas of Strength

- Strengthen relationships with Indigenous families and communities.
- Increase opportunities for Indigenous voice, participation, and guidance.
- Embed cultural events and teachings across all subject areas.
- Utilize the FSD Truth and Reconciliation Toolkit to support student success.
- FMNI student High school completion is exceptional and sustained.
- Student Peer Relations are consistently strong.
- Classroom expectations and effort are high.

Areas for Growth

- Deepen understanding of Truth and Reconciliation
- Strengthen reciprocal relationships with Indigenous communities.
- Adopt whole-School, collaborative approaches: Embed FNMI education across all subject areas and school activities rather than isolated initiatives.
- Increase perceived relevance of learning by connecting curriculum to students' lives and cultural contexts.
- Rebuild student self-confidence and internal resilience. focus on strategies that foster personal efficacy and coping skills.

Next Steps

- Use success criteria consistently across grades and subjects.
- Foster cross-disciplinary collaboration focused on learning competencies.
- Co-design relevant, cross-curricular lessons that connect learning to cultural contexts.
- Partner with Elders/Knowledge Keepers for land-based, inquiry projects in core subjects to show the "why" behind learning.

