

DATE: June 14, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Success for Every Student—First Nations, Métis, and Inuit Students

ORIGINATOR: Dr. Sandra Stoddard, Executive Director Governance, Strategic Services and Support for Schools

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REFERENCE: [HAA.BP Aboriginal Education](#)
[HAA.AR Aboriginal Education](#)
[Truth and Reconciliation Commission of Canada: Calls to Action](#)

ISSUE

As part of Administration's commitment to providing the Board of Trustees with ongoing updates on work aligned with the District Strategic Plan, a presentation will be provided outlining the supports, services and planning in place to assist school communities in eliminating the achievement gap for First Nations, Métis, and Inuit students.

BACKGROUND

Edmonton Public Schools endeavours to improve the education experience for First Nations, Métis, and Inuit students throughout the District and is committed to eliminating the achievement gap. The District believes that First Nations, Métis, and Inuit student success is a collective responsibility and requires the efforts of all staff, students, parents, and stakeholders working together to build a holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories, and current realities. This is accomplished through the following:

- Collaborating with stakeholders to facilitate, implement and influence initiatives and programs that support First Nations, Métis, and Inuit student engagement and high school completion.
- Fostering and strengthening alliances with post-secondary institutions to support transitions, engage staff in accessing and using research to build capacity in First Nations, Métis, and Inuit education in a manner that informs instruction, assessment practices and promotes educational achievement of each First Nations, Métis, and Inuit student.
- Developing and fostering authentic learning opportunities for school communities to be engaged in First Nations, Métis, and Inuit education that weaves culture and curriculum.
- Supporting school communities throughout the District with cultural resources, professional learning opportunities, programming recommendations, responding to emergent requests for student support, transition support, recommendations regarding differential budget allocations, support and training for school based liaisons, and assistance and recommendations to support schools in the development of a First Nations, Métis, and Inuit strategic school plan.
- Collectively working to address recommendations outlined in the Truth and Reconciliation Commission (TRC) of Canada: Calls to Action.

As of April 30, 2016, there were 7,846 self-identifying First Nations, Métis, and Inuit students in the District (Attachment I). Twenty-five schools in the District have 24 per cent or more of their students which have self-identified. Sixty-nine schools have between 10 and 23 per cent of their student population self-identifying as First Nations, Métis, and Inuit and 113 schools have less than 10 per cent of their student population that has self-identified. Four schools have no students self-identifying as First Nations, Métis, and Inuit.

Each year our Grades 6 and 9 students write the [Provincial Achievement Test \(PAT\)](#). The 2014-2015 results from these tests provide the District with a snapshot of our students' progress towards achieving the desired student learning outcomes of a K-12 education. Our five year data trends (Attachment II) for our First Nations Métis and Inuit students reveal 52.1 per cent of Self-Identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 49.1 per cent in 2011) and 8.7 per cent achieved the standard of excellence (an increase from 6.9 per cent in 2011).

Additionally, in 2014–2015 five year trend data on diploma exams reveal that 75.8 per cent of Self-Identified First Nations Métis and Inuit students achieved the acceptable standard (an increase from 73.8 per cent in 2012) and 10.0 per cent achieved the standard of excellence (an increase from 7.1 per cent in 2012).

Literacy and numeracy are foundations of successful learning and living, and help students reach their full potential in school and experience a better quality of life in future years. These skills are also essential in the workplace. To discover and make meaning of the world, students need the ability to acquire, create, connect, and communicate information in a variety of situations that go beyond the foundational basics of reading, writing, and solving simple arithmetic problems. Attachment III highlights a breakdown of the five year trend data in these two subject areas and Attachment IV highlights the HLAT results over the past three years. Of particular concern are the Grade 9 PAT Mathematics results for both the District and the Province. This will be an area of focus moving forward.

Data also indicates that the District continues to trend positively in the area of high school completion for First Nations, Metis, and Inuit students. The three year completion rates increased from 30.3 per cent in 2011 to 38.4 per cent in 2014. The four year rates saw an increase of 2.4 per cent from 32.4 per cent in 2011 to 34.8 per cent in 2014. The five-year completion rate went from 36.8 per cent in 2011 to 40.2 per cent in 2014. Also showing positive direction is a decrease in the percentage of First Nations, Metis, and Inuit students dropping out from school early, with a 10.7 per cent drop out rate in 2011 down to 7.0 per cent in 2014. While these numbers are encouraging, they also present a sense of urgency and the District is committed to continuous improvement efforts in support of high school completion for our First Nations, Metis, and Inuit students.

Results from our District Feedback survey indicate that 68 per cent of our teachers feel they have the knowledge, skills and resources to program for our First Nations, Métis and Inuit students. To build capacity in this area, a lead teacher model has been incorporated. A teacher from each District school learns to embed culture throughout the school using curriculum as the vehicle. Lead teachers are also made aware of historical and contemporary realities and resources that will help them to develop a holistic environment in classrooms, schools, and the community. Teachers are provided with support and suggestions for facilitating professional learning back in their schools.

CURRENT SITUATION

The information outlined in this report highlights collaborative initiatives and efforts of school communities and District leadership staff in support of advancing the goal outlined in the First Nations,

Métis and Inuit Guiding Document: *Students will succeed within a supportive and inclusive learning environment that is respectful and responsive to individual narratives where learning ultimately supports the well-being of self, family and community to become engaged thinkers, and ethical citizens with entrepreneurial spirits in an interconnected world.*

To achieve the goal, the following core principles of Leadership, Quality Teaching, and Family, Community and Government Partnerships guide the work of each school community in supporting First Nations, Métis, and Inuit students. These core principles align with our shared beliefs and understandings to support First Nations, Métis, and Inuit students. Outlined below is a summary of District practices aligned with the District Strategic Plan, that have been implemented to support the elimination of the achievement gap between First Nations, Métis, and Inuit students and the rest of the student population.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One: An Early Start to Learning

Outcome: More children enter Grade One reaching emotional, social intellectual and physical developmental milestones.

- Developed a First Nations, Métis, and Inuit Early Learning Edukit to support kindergarten readiness in literacy and numeracy in collaboration with educators and community members, such as Elders, Knowledge Keepers and Cultural Advisors.
- Supported and provided First Nations, Métis, and Inuit resources for Welcome to Kindergarten events at District schools.
- Developing an Early Years Guide for families that provides culturally responsive information, supports and resources available schools and community agencies throughout Edmonton that supports the early years.
- EYE-TA results for 2014-15 indicated that approximately 39 per cent of children entering Kindergarten were assessed as meeting all developmental milestones in the spring. A post assessment for the EYE-TA was conducted to determine the impact the targeted supports and services had on student growth. The post test results revealed that 64 percent of students leaving Kindergarten met all five developmental milestones which was an increase of 25 per cent.

Goal Two: Success for Every Student

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

- First Nations, Métis, and Inuit staff continue to develop and share literacy and numeracy resources and review resources for use on the First Nations, Métis, and Inuit website and District book reviews website. The unit is building an annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature and resources. They have provided access to First Nations, Métis, and Inuit Edukits (Edukits were duplicated this year to meet increased demand).
- Professional learning sessions were offered at catchments, schools, District Literacy and Numeracy Days and share strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports with curriculum.
- The First Nations, Métis, and Inuit staff worked with District staff and jurisdictions across the province to utilize online resources. Additionally, they collaborated with Frontier College (a national literacy organization, to provide Summer Literacy Camps for elementary and junior high students from two District schools). A new Métis Edukit, First Nations Early Learning Edukit, and amiskwaciy wâskahikan EduSite were also developed in collaboration with educators and community members,

including Elders, Knowledge Keepers and Cultural Advisers. Frontier College continues to provide tutoring support (a fee for service) in 18 District schools.

Goal Three: Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

- High school principals are regularly provided with data that shows the number of First Nations, Métis and Inuit students on track to graduate based on the number of credits earned. The data is used to encourage students to increase their credits through engagement in summer programs, special projects, and the Alberta Distance Learning Centre. There is still much work to be done, but some schools are making significant gains in the number of students that they are able to support to complete high school. As an example:
 - Three years ago, 47.6 per cent of First Nations, Metis, and Inuit students at M. E. LaZerte School graduated after three years of high school. This year 91 per cent are on track to graduate provided they complete their current courses.
 - Three years ago, 23.5 per cent of their First Nations, Metis, and Inuit students at Eastglen School graduated after three years of high school. This year 77 per cent are on track to graduate provided they complete their current courses.
 - Three years ago, 36.5 per cent of First Nations, Métis, and Inuit students at Jasper Place School graduated after three years of high school. This year 72 per cent are on track to graduate at provided they complete their current courses.
- The 9th Annual First Nations, Métis, and Inuit Honouring Celebration was held at J. Percy Page High School on Wednesday, June 8, 2016. It recognized the educational pathways of District First Nations, Métis, and Inuit graduates. Currently there are 472 students on target to graduate within three years, compared to 412 students last school year.
- Work continues with First Nations communities, Métis and Inuit organizations, post-secondary institutes, and the Career Pathways sub-councils to enhance mentorship opportunities. Programs include:
 - Post-secondary summer transition programs (i.e., Norquest First Nations, Métis, and Inuit Student Leadership Program, trades “bootcamps” and CALM 20: Career and Life Management—An Indigenous Experiential Journey).
 - Student Lunch and Learn sessions for First Nations, Métis, and Inuit students.
 - A First Nations, Métis, and Inuit Mentorship database (including key contacts from Edmonton and surrounding areas, who are available to support Lunch and Learn sessions for junior high and high school students).
 - Oskayak Police Academy which was held at amiskwacyi Academy for First Nations, Métis, and Inuit junior high and high school students. Policing practices, cultural protocols and crime prevention initiatives were shared throughout the two week summer program. Students were provided the option to receive Leadership credits. The program was held in partnership with the Edmonton Police Service, Bent Arrow Traditional Healing Society, Métis Child and Family Services, REACH Edmonton, Ben Calf Robe Society and Boyle Street Education Centre.
 - A dual credit course for Aboriginal Studies 30 was developed by amiskwacyi Academy and MacEwan University. It is a five year contract agreement in which MacEwan University provides a Professor to amiskwacyi Academy for a minimum of 39 teaching hours (MacEwan pays for professor costs). amiskwacyi Academy students receive MacEwan ID cards and are registered at MacEwan. Upon completion of the course, it is recorded as a three credit option course which is transferable to other Universities if they do not attend MacEwan University.

- The First Nations, Métis, and Inuit [Career Pathways Guide](#) was developed to provide supports, resources and information for high school students and families. The guide provides information related to
 - program planning
 - high school completion
 - upgrading opportunities
 - employment and training resources
 - information pertaining to post-secondary funding supports
- Currently there are nine high school liaisons that continue to support First Nations, Métis, and Inuit student success and achievement by increasing their sense of belonging through leadership opportunities, cultural inclusion and creating a gathering space for students.

Priority 2: Provide welcoming and high quality learning and working environments.

Goal One: A Focus on Well-being and Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

- In collaboration with the Centre for Global Education a virtual town hall was facilitated, and a joint position paper is currently being written on the future of education in light of the need to promote reconciliation. In the paper, 300 students from six districts across the province, including Edmonton Public Schools, will communicate their vision for an action plan encouraging their peers, schools and educational leaders in the province to promote ReconciliACTION in our schools. Once completed, the paper will be presented, on behalf of the youth of Alberta to educational leadership throughout the province including the Minister of Education.
- Three Edmonton Public Schools high schools hosted Traditional First Nations Games Days for elementary students. High school students learned how to build Traditional Games equipment and facilitate the games. Overall, 390 students attended from 17 elementary schools.
- As part of New Staff Orientation for the District the First Nations, Metis, and Inuit Education unit continues to facilitate a professional learning session entitled, Changing the Conversation (offered in collaboration with Diversity Education, Comprehensive School Health and English Language Learning). All staff new to the District learn about First Nations, Métis, and Inuit demographics within the District and explore strategies to further their understanding of history and culture.
- Approximately 50 high school students and 10 teachers from District schools participated in the Jack.org Satellite Summit. Jack.org is a national network of young leaders transforming the way society thinks about mental health. Students participated in brainstorm sessions, group discussions, listened to presenters and viewed a live stream of summit speakers. The day's events were organized and led by three students from Old Scona High School with support from First Nations, Métis, and Inuit Education.
- Twenty-two junior high students from District schools attended a three day art workshop, We REPRESENT, with a First Nations, Métis, and Inuit Consultant. The artwork is currently being displayed at the Stanley Milner Library.
- Fourteen educators from District Schools attended a one day workshop with a First Nations, Métis, and Inuit Consultant on March 18, 2016. Students and educators explored modern and traditional techniques to create a self-portrait using themes such as identity and reconciliation.
- Youth attended workshops focused on promoting a holistic approach to well-being. They participated in a variety of activities to help foster a strong sense of identity while gaining resources and tools to promote personal growth and lifelong attitudes toward well-being. The workshops culminated with students preparing a traditional feast for their support systems.

- Additionally the District offers programming at amiskwacy Academy which was designed to offer programming for Grades 7–12 students that takes a communal approach to learning with Elders in a holistic learning environment. Students come from across Edmonton and surrounding areas as well as from First Nations communities and Metis settlements. Extensive wrap around supports are available to support these students and their families if required. For example, amiskwacy Academy has partnerships established to offers a free lunch and breakfast program and provide healthy snacks during breaks for its students.
- The Awasis program at Prince Charles School provides programming that allows students to increase their knowledge of Aboriginal cultures and traditions and develop language skills in Cree. Access to community services and Aboriginal supports for students and their families is also provided.
- Westmount Junior High offers a Cree Language class and has integrated cultural aspects into the Career and Technology Foundations program.

Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

- Each school within Edmonton Public Schools has an identified First Nations, Métis, and Inuit Lead Teacher. The First Nations, Métis, and Inuit Education unit provided Lead Teachers with ongoing professional learning including one full day session. Items discussed included:
 - information regarding the TRC of Canada: Calls to Action
 - facts associated with Treaty Education
 - an introduction to recently developed culturally responsive resources such as the Early Learning Edukit and Métis Edukit
 - information regarding Residential School education
 - suggestions for facilitating professional learning within their school environment
 - techniques for weaving culture into classrooms and school environments
- Lead teachers indicated that the professional learning provided a clearer understanding of their role and practical ways to engage with the knowledge shared and. assisted them in developing a deeper, richer understanding of the work.
- amiskwacy Academy continues to offer professional learning and culturally responsive resources to support schools in meeting the needs of their students.
- First Nations, Métis, and Inuit Education also continue to provide additional professional learning opportunities to increase capacity. Sessions included:
 - amiskwacy wâskahikan
 - reconciliation through Education
 - Myths vs. Realities: Untangling Historical (Mis)conceptions of First Nations, Métis, and Inuit Education
 - monthly Land-Based Well-Being lunch and learn opportunities for District staff (topics have included Cree Language Introduction, traditional foods, and beading techniques)
 - the Blanket Exercise (1,085 students and 946 educators have participated in the Blanket Exercise this school year, this included 37 school and external organizations)
- Fostering First Nations, Métis, and Inuit Culturally Responsive Schools: A Guide for Educators is currently being developed to assist educators with community protocols when requesting cultural assistance and/or participating in cultural activities.
- Cultural engagement opportunities for students provided in District schools continue to demonstrate strength-based ways to weave culture and curriculum together for students and staff and help our First Nations, Métis, and Inuit students develop a sense of belonging and connection to school.

Goal Four: A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

- In January 2016, First Nations, Métis and Inuit consultants, began accompanying assistant superintendents on their regular visits to District schools with the intention of providing support in a variety of ways including the development and realization of First Nations, Métis and Inuit strategic school plans. They have now completed 120 on-site visits. As a result, school communities have become increasingly aware of the First Nations, Métis, and Inuit supports, resources, and information available to support student success and achievement. Requests for service from First Nations, Métis, and Inuit education have increased as a result.
- The foundational, comprehensive [First Nations, Métis, and Inuit Guiding Document](#) in support of student achievement and high school completion, was launched at District leadership meetings last school year. (The document supports Board Policy HAA.BP—Aboriginal Education and Administrative Regulation HAA.AR—Aboriginal Education and First Nations, Métis, and Inuit School Plan Resource Tool). The document is intended to:
 - provide strategic direction and guidance for stakeholders
 - build staff capacity and cultural competency in First Nations, Métis, and Inuit Education
 - provide supports, resources and recommendations for effective programming and instruction (following the core principles of Leadership; Quality Teaching; and Family, Community and Government Partnerships).
- The Aboriginal Education administrative regulations are currently being revised. Feedback and input is being gathered from educators, families and community members.
- Collaboration on a First Nations, Métis, and Inuit Professional Learning Strategy, three year implementation pilot is ongoing. This work is being done in partnership with Workforce Planning and Development and Alberta Regional Professional Development Consortia (ARPD). District staff provided a presentation at the ARPD Spring Gathering to provincial school districts.
- Consultants from First Nations, Métis, and Inuit Education and all principals from across the District attended a half-day catchment professional learning session last school year focusing on evidence-based decision making. This was done in collaboration with the District Student Assessment team. The new First Nations, Métis, and Inuit [School Plan Resource Tool](#) was launched at this time.

Priority 3: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

- The First Nations, Métis, and Inuit [Family Guide](#) provides culturally responsive information, supports and resources to schools and community agencies throughout Edmonton from early learning to high school and beyond.
- A quarterly First Nations, Métis, and Inuit newsletter entitled [Honouring Our Voices](#) has been developed and distributed to school communities. The newsletter highlights supports, services and programs, and showcases achievements of First Nations, Métis, and Inuit students as well as wise practices occurring in the District.
- The First Nations, Métis, and Inuit team collaborated with ERLC, community members and educators throughout the District to develop a video to support family and community engagement and the implementation of First Nations, Métis, and Inuit family nights.
- The First Nations, Métis, and Inuit team continues to provide support and guidance for schools hosting First Nations, Métis, and Inuit Family Nights at various schools in the District:

- Wicihitowin Family Nights; Aboriginal Family Nights in Millwoods and Northern Lights Family Nights supported seven Family Nights and continue to support Millwoods Interagency meetings.
- Connecting Through Identity: Family Engagement and Reaching Into the Circle; Connecting with First Nations, Metis, and Inuit families presentations were provided at three District schools, one parent council meeting and two provincial conferences.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

Collaboration with First Nations, Métis, and Inuit community partners, organizations and post-secondary institutions, through the First Nations, Métis, and Inuit External Advisory Committee continues to contribute to the enhancement of supports, services, and resources for students, parents/guardians and District staff. Partners include but are not limited to:

- Canadian Native Friendship Centre
- Edmonton Catholic Schools
- City of Edmonton
- Creating Hope Society
- Homeward Trust
- Edmonton Regional Learning Consortium (ERLC)
- Idea Factory
- The Bent Arrow Traditional Healing Society;
- The Family Centre
- YouCan Youth Services
- Step Up and Step in Program

Examples of projects include:

- The PhotoVoice Project with First Nations, Métis, and Inuit high school students in collaboration with ERLC and Idea Factory is a culturally responsive resource which is being developed by the students to share their perspectives on health and well-being and will be made available for educators to use.
- The Bent Arrow Traditional Healing Society offers a number of supports and programs such as Wicihitowin Family Nights, Coyote Kids and Coyote Pride programs currently supporting eight schools in the District. In addition they offer New In Town, an aboriginal welcome service that assists new residents in Edmonton.
- The Family Centre delivers numerous Community Initiative Programs that support students and families in 39 schools in the District.
- YouCan Youth Services, Step UP and Step in Programs focus on youth empowerment and leadership, mentoring, and programming for students in 13 schools in the District.
- The District continues to collaborate with Indigenous Relations, City of Edmonton and Aboriginal Learning Services, Edmonton Catholic Schools on numerous initiatives, including the Summer Literacy Camps, and Journey to Reconciliation student conference.

Goal Three: Engaged and Effective Governance

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

- The District continues to collaborate with ERLC on projects, initiatives, and professional learning opportunities to support First Nations, Métis, and Inuit education and culture. Educators from surrounding districts attended the two-part professional learning session, Building the Foundation of First Nations, Métis, and Inuit Success: Practical Applications for Educators. Collaboration will continue with ERLC to support educators through further professional learning.

- Edmonton Public Schools, Aboriginal Learning Services, Edmonton Catholic Schools and Indigenous Relations, City of Edmonton are continuing to collectively demonstrate an ongoing commitment towards reconciliation and healing by acknowledging the TRC of Canada: Calls to Action (Appendix VI). The City of Edmonton declared Monday, May 30–Friday, June 3, 2016, Reconciliation in Education Week. Edmonton Public Schools, Edmonton Catholic Schools and the City of Edmonton collaborated to host a series of Reconciliation in Education Celebrations on June 3, 2016, the anniversary of the TRC closing ceremony at Rideau Hall.
- Elders and community members from across the province collaborated with the District to create the Project of Heart: Illuminating the Hidden History of Indian Residential Schools in Alberta—an ebook that will provide a historical timeline of Residential Schools in Alberta, including multiple perspectives from First Nations and Métis Residential School survivors, allies, students and educators. Many useful links for resources and videos will be embedded within the ebook.

KEY POINTS

- Edmonton Public schools is committed to eliminating the achievement gap.
- The District believes that First Nations, Métis, and Inuit student success is a collective responsibility and requires the efforts of all staff, students, parents, and stakeholders who work together to build a holistic understanding of First Nations, Métis, and Inuit cultures, worldviews, histories, and current realities.
- First Nations, Métis, and Inuit Education and amiskwaciy Academy continue to support and facilitate professional learning opportunities and weave culture and curriculum that will support the elimination of the achievement gap between First Nations, Métis, and Inuit and non-First Nations, Métis, and Inuit students.
- Each school continues to identify a First Nations, Métis, and Inuit Lead Teacher to participate in professional learning opportunities and build capacity across the District.
- First Nations, Métis, and Inuit consultants who are assigned to Assistant Superintendent leadership groups support principals and assistant superintendents directly with on-site visits and provide programming assistance, supports and consultations. Schools utilize resources to strategically plan for First Nations, Métis, and Inuit student success and achievement.
- Ongoing supports are being provided at individual schools. Some examples of school based supports for First Nations, Métis, and Inuit students are provided in Attachment V.

ATTACHMENTS

ATTACHMENT I	First Nations, Métis, and Inuit Enrolment Data 2007 - 2015
ATTACHMENT II	First Nations, Métis, and Inuit Accountability Pillar Results 2014-15
ATTACHMENT III	First Nations, Métis, and Inuit Literacy and Numeracy Results
ATTACHMENT IV	HLAT Results for FNMI Students – 3 Years
ATTACHMENT V	Samples of School Based Supports for First Nations, Métis, and Inuit Students

FNMI ENROLMENT DATA 2007 - 2015 (Based on Sep 30th data)*

School Year	Grade														Total
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08	56	393	475	478	504	495	523	524	517	536	494	524	369	419	6307
2008-09	66	412	458	505	504	531	541	535	566	585	538	570	512	524	6847
2009-10	72	395	437	453	497	491	526	530	546	568	609	601	547	702	6974
2010-11	64	377	435	448	459	501	507	533	549	572	601	623	561	759	6989
2011-12	59	387	430	464	516	469	505	502	557	581	602	619	616	838	7145
2012-13	88	462	495	503	495	539	507	508	547	595	608	593	567	897	7404
2013-14	125	465	515	536	541	504	546	511	535	554	647	631	547	965	7622
2014-15	100	519	562	608	574	567	533	573	525	550	591	659	600	944	7905
2015-16	52	360	577	588	609	599	571	571	577	566	566	594	633	960	7823

*Each year is based on the September 30th Budget Allocation Frozen File.

Source: Student Information - June 8, 2016 - cb

1. First Nations, Metis and Inuit Students							
Performance Measure	Results (in percentages)					Evaluation	
	2011	2012	2013	2014	2015	District Performance	Improvement
STUDENT LEARNING OUTCOME							
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (overall cohort results) (Source: Accountability Pillar)	49.1	51.0	55.0	52.6	52.1	Very Low	Acceptable -
	6.9	5.8	6.3	6.2	8.7	Very Low	Excellence +
Overall percentage of self-identified FNMI students who achieved the acceptable standard and the standard of excellence on diploma examinations (overall results) (Source: Accountability Pillar)	77.2	73.8	74.1	75.9	75.8	Low	Acceptable -
	8.2	7.1	8.5	9.2	10.0	Low	Excellence +

First Nations, Metis and Inuit Students									
Performance Measure		Results (in percentages)					Evaluation		
		2010	2011	2012	2013	2014	2015	District Performance	Improvement
HIGH SCHOOL COMPLETION									
Percentage of self-identified FNMI students who completed high school within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	26.6	30.3	30.3	27.0	38.4		Very Low	+
	4-yr	29.9	32.4	36.3	36.0	34.8		n/a	-
	5-yr	36.3	36.8	36.9	41.7	40.2		n/a	-
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship (Source: Accountability Pillar)		31.6	35.4	32.6	33.0	31.0		Very Low	-
Annual dropout rate of self-identified FNMI students aged 14 to 18 (Source: Accountability Pillar)		11.3	10.7	9.4	9.7	7.0		Low	+
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)		16.9	14.3	19.9	16.4	19.1		Very Low	+

First Nations, Métis, and Inuit Literacy and Numeracy Results**Grade 6 Provincial Achievement Test – English Language Arts**

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
66.6	66.3	70.3	69.1	64.8	66.4	67.2	68.3	67.2	69.0

Grade 6 Provincial Achievement Test – Mathematics

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
50.4	54.6	55.9	50.6	51.4	49.1	51.8	51.9	49.4	51.3

Grade 9 Provincial Achievement Test – English Language Arts

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
51.8	49.2	57.1	54.7	56.4	55.0	51.5	58.5	54.8	54.6

Grade 9 Provincial Achievement Test – Mathematics

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
31.2	34.3	39.2	39.9	39.8	33.8	36.8	42.8	39.7	37.9

English Language Arts 30-1 Diploma Exam Results –

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
77.2	71.9	72.4	75.5	76.4	79.4	75.1	74.6	79.6	79.5

English Language Arts 30-2 Diploma Exam Results

Edmonton Public Schools					Alberta				
2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
85.1	89.4	86.7	85.7	80.8	88.5	88.3	87.7	88.2	87.5

Mathematics 30-1 Diploma Exam Results

Edmonton Public Schools				Alberta			
Per 3 year average			2015	Per 3 year average			2015
62.9			60.7	63.3			64.0

Mathematics 30-2 Diploma Exam Results

Edmonton Public Schools				Alberta			
Per 3 year average			2015	Per 3 year average			2015
64.6			71.7	63.6			69.3

Student Learning Achievement (Grades K-9)



PAT Results By Course

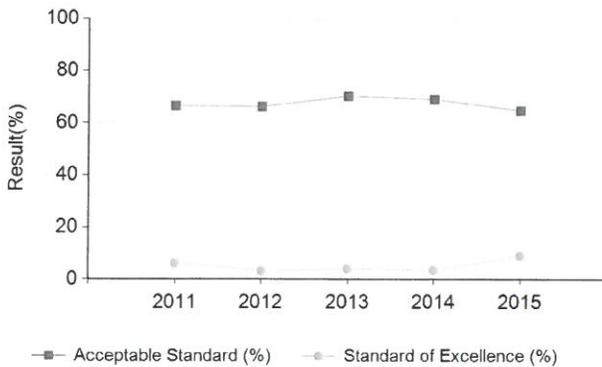
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

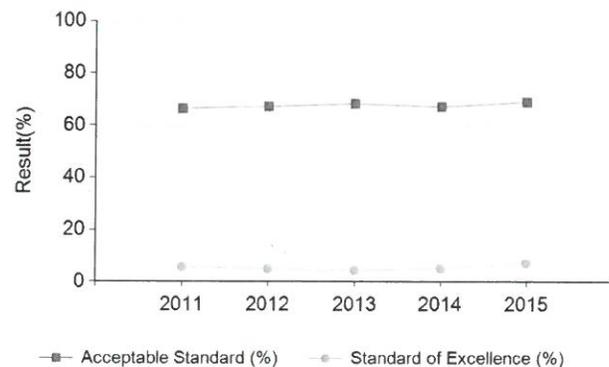
English Language Arts 6

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	506	493	481	482	542	2,883	3,056	3,098	3,084	3,425
	Students Writing	436	425	427	431	469	2,473	2,656	2,695	2,655	2,969
	Students Writing (%)	86.2	86.2	88.8	89.4	86.5	85.8	86.9	87.0	86.1	86.7
Results Based on Number Enrolled	Acceptable Standard (%)	66.6	66.3	70.3	69.1	64.8	66.4	67.2	68.3	67.2	69.0
	Standard of Excellence (%)	6.3	3.4	4.2	3.7	9.2	5.8	5.0	4.5	5.2	7.2
	Below Acceptable Standard (%)	19.6	19.9	18.5	20.3	21.8	19.4	19.7	18.7	18.9	17.7
Results Based on Number Writing	Acceptable Standard (%)	77.3	76.9	79.2	77.3	74.8	77.4	77.4	78.5	78.0	79.6
	Standard of Excellence (%)	7.3	4.0	4.7	4.2	10.7	6.7	5.8	5.1	6.0	8.4
	Below Acceptable Standard (%)	22.7	23.1	20.8	22.7	25.2	22.6	22.6	21.5	22.0	20.4

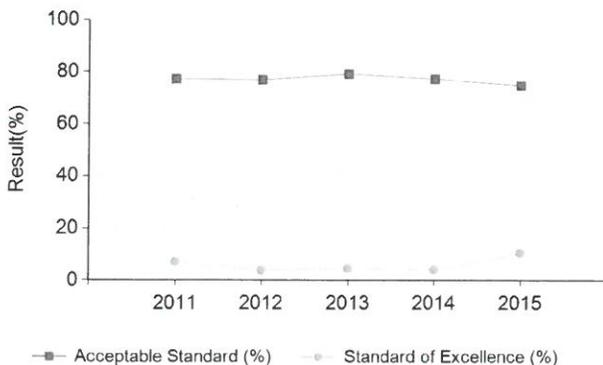
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



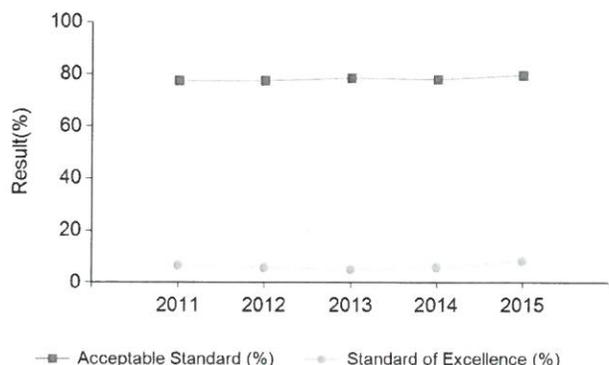
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Student Learning Achievement (Grades K-9)



PAT Results By Course

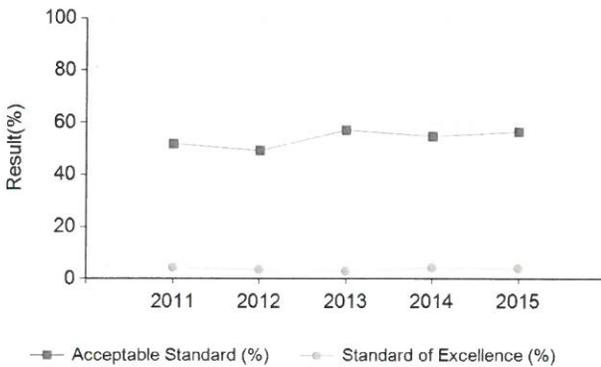
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

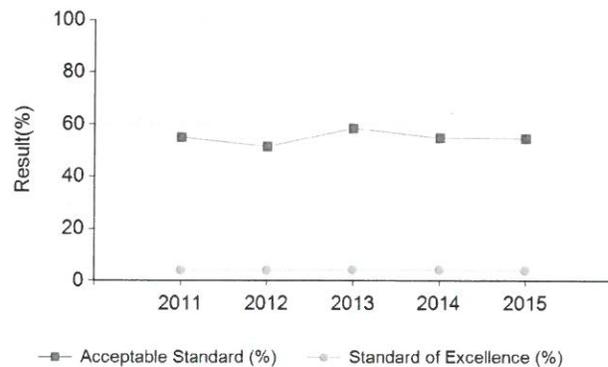
English Language Arts 9

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	469	478	518	517	489	2,573	2,719	2,331	2,897	2,952
	Students Writing	341	340	390	399	393	1,954	2,064	1,837	2,281	2,366
	Students Writing (%)	72.7	71.1	75.3	77.2	80.4	75.9	75.9	78.8	78.7	80.1
Results Based on Number Enrolled	Acceptable Standard (%)	51.8	49.2	57.1	54.7	56.4	55.0	51.5	58.5	54.8	54.6
	Standard of Excellence (%)	4.5	3.6	3.1	4.4	4.1	4.2	4.1	4.3	4.3	4.1
	Below Acceptable Standard (%)	20.9	22.0	18.1	22.4	23.9	20.9	24.4	20.3	23.9	25.6
Results Based on Number Writing	Acceptable Standard (%)	71.3	69.1	75.9	70.9	70.2	72.5	67.8	74.3	69.6	68.1
	Standard of Excellence (%)	6.2	5.0	4.1	5.8	5.1	5.5	5.4	5.4	5.5	5.1
	Below Acceptable Standard (%)	28.7	30.9	24.1	29.1	29.8	27.5	32.2	25.7	30.4	31.9

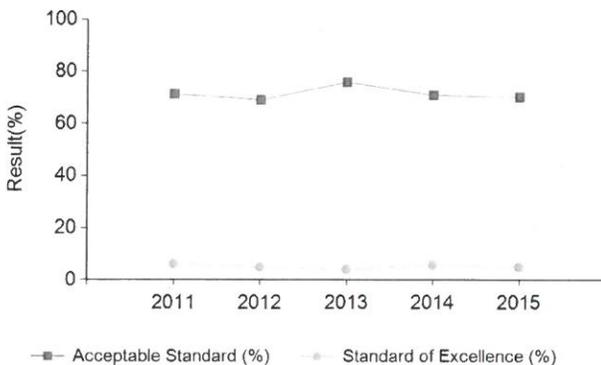
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



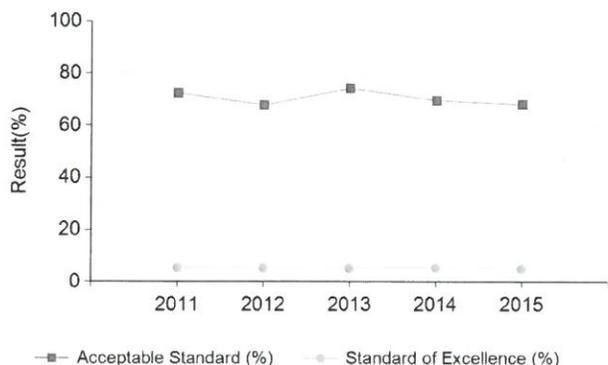
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades K-9)



PAT Results By Course

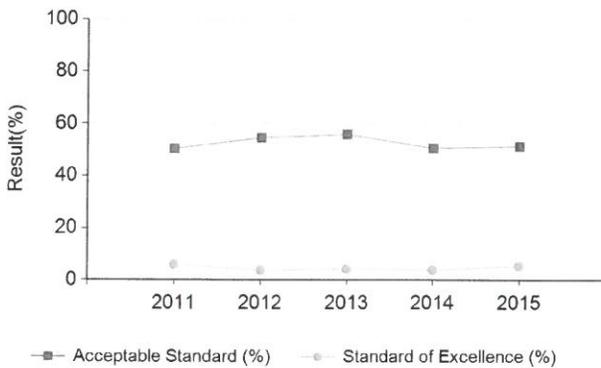
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

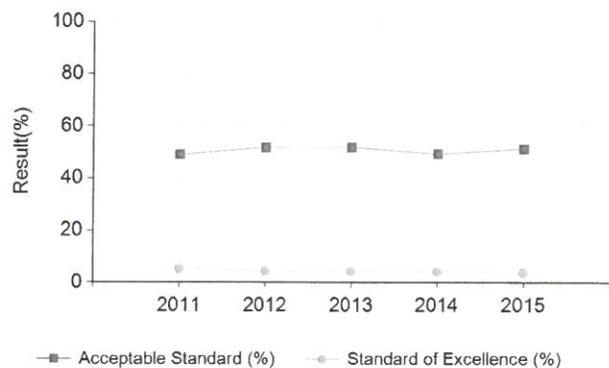
Mathematics 6

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	506	493	478	480	541	2,911	3,056	3,094	3,078	3,411
	Students Writing	431	431	422	422	464	2,453	2,638	2,691	2,637	2,935
	Students Writing (%)	85.2	87.4	88.3	87.9	85.8	84.3	86.3	87.0	85.7	86.0
Results Based on Number Enrolled	Acceptable Standard (%)	50.4	54.6	55.9	50.6	51.4	49.1	51.8	51.9	49.4	51.3
	Standard of Excellence (%)	6.1	3.9	4.4	4.0	5.5	5.3	4.4	4.5	4.3	3.9
	Below Acceptable Standard (%)	34.8	32.9	32.4	37.3	34.4	35.2	34.5	35.1	36.3	34.7
Results Based on Number Writing	Acceptable Standard (%)	59.2	62.4	63.3	57.6	59.9	58.3	60.0	59.6	57.6	59.7
	Standard of Excellence (%)	7.2	4.4	5.0	4.5	6.5	6.2	5.1	5.2	5.0	4.5
	Below Acceptable Standard (%)	40.8	37.6	36.7	42.4	40.1	41.7	40.0	40.4	42.4	40.3

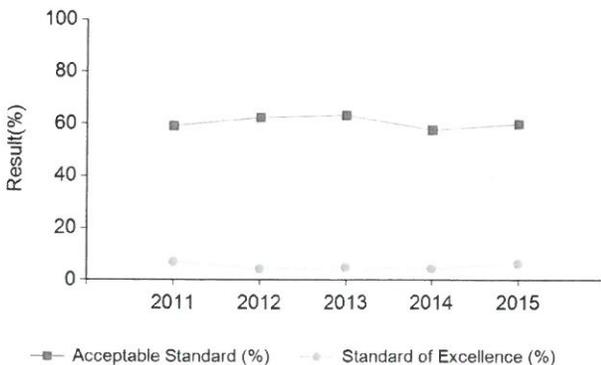
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



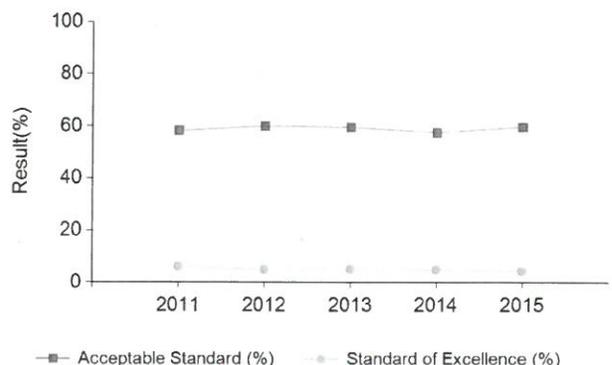
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Student Learning Achievement (Grades K-9)



PAT Results By Course

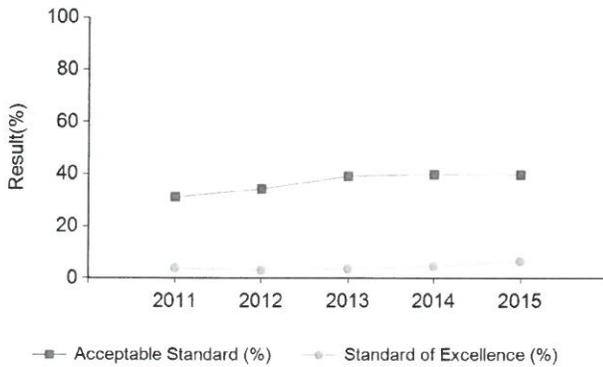
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

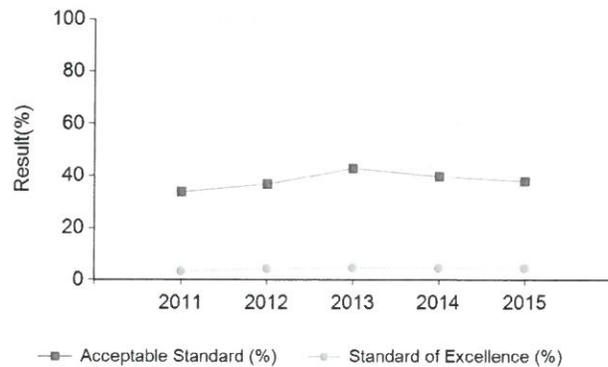
Mathematics 9

		Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Participation	Students Enrolled	455	467	508	511	483	2,486	2,641	2,300	2,800	2,867
	Students Writing	342	352	424	415	404	1,895	2,038	1,866	2,232	2,335
	Students Writing (%)	75.2	75.4	83.5	81.2	83.6	76.2	77.2	81.1	79.7	81.4
Results Based on Number Enrolled	Acceptable Standard (%)	31.2	34.3	39.2	39.9	39.8	33.8	36.8	42.8	39.7	37.9
	Standard of Excellence (%)	4.0	3.2	3.7	4.7	6.6	3.5	4.4	4.8	4.7	4.7
	Below Acceptable Standard (%)	44.0	41.1	44.3	41.3	43.9	42.4	40.4	38.3	40.0	43.5
Results Based on Number Writing	Acceptable Standard (%)	41.5	45.5	46.9	49.2	47.5	44.3	47.7	52.8	49.8	46.6
	Standard of Excellence (%)	5.3	4.3	4.5	5.8	7.9	4.6	5.7	5.9	5.9	5.8
	Below Acceptable Standard (%)	58.5	54.5	53.1	50.8	52.5	55.7	52.3	47.2	50.2	53.4

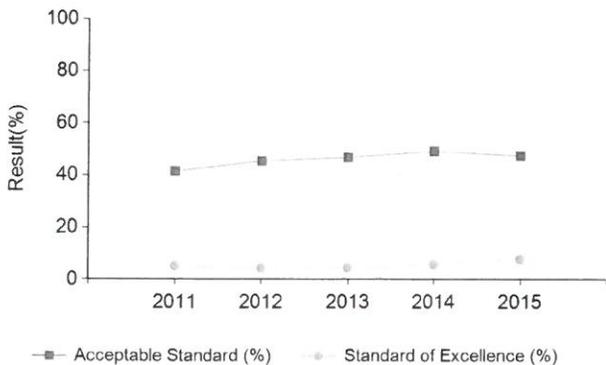
Results Based on Number Enrolled
Edmonton School District No. 7 (FNMI)



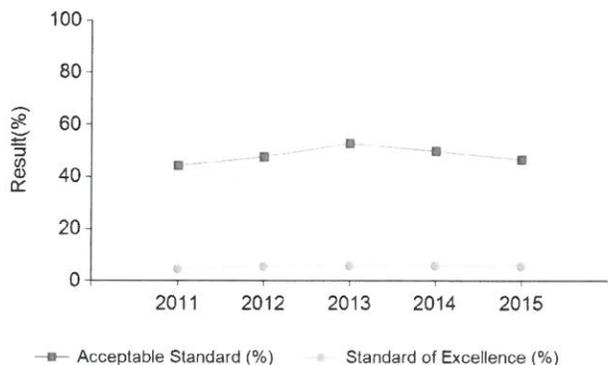
Results Based on Number Enrolled
Alberta (FNMI)



Results Based on Number Writing
Edmonton School District No. 7 (FNMI)



Results Based on Number Writing
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results By Course

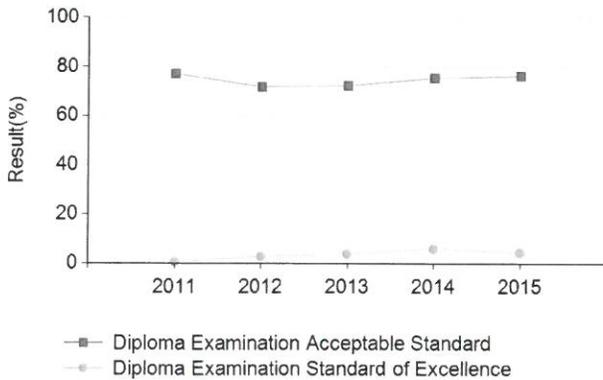
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

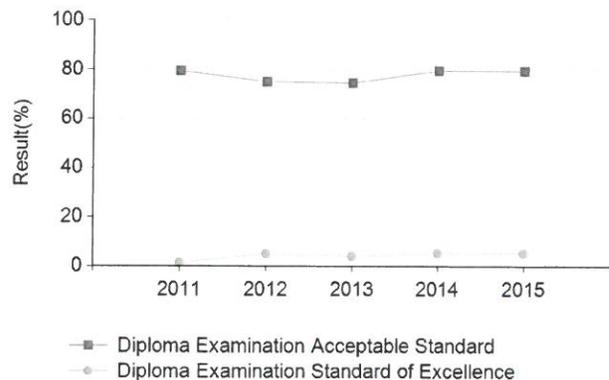
English Lang Arts 30-1

	Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Students Writing	149	171	181	196	178	786	878	895	893	937
Diploma Examination Acceptable Standard (%)	77.2	71.9	72.4	75.5	76.4	79.4	75.1	74.6	79.6	79.5
Diploma Examination Standard of Excellence (%)	0.7	2.9	3.9	6.1	4.5	1.4	5.1	4.1	5.4	5.4
School Awarded Acceptable Standard (%)	96.0	97.7	96.1	94.9	98.9	94.5	95.7	95.6	94.2	96.3
School Awarded Standard of Excellence (%)	21.5	15.2	15.5	21.9	25.3	15.9	17.2	17.4	18.8	21.3

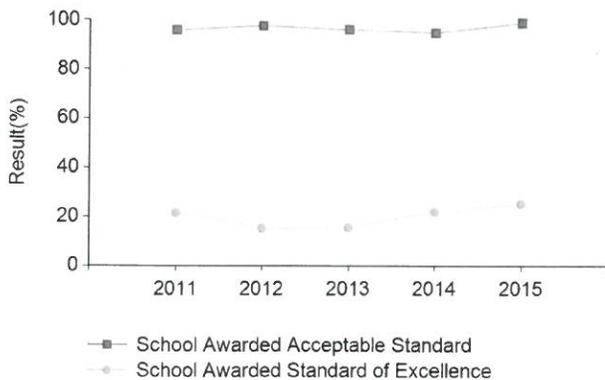
Diploma Examination
Edmonton School District No. 7 (FNMI)



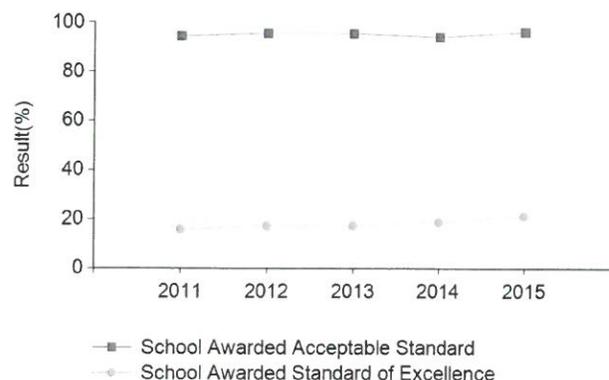
Diploma Examination
Alberta (FNMI)



School Awarded
Edmonton School District No. 7 (FNMI)



School Awarded
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results By Course

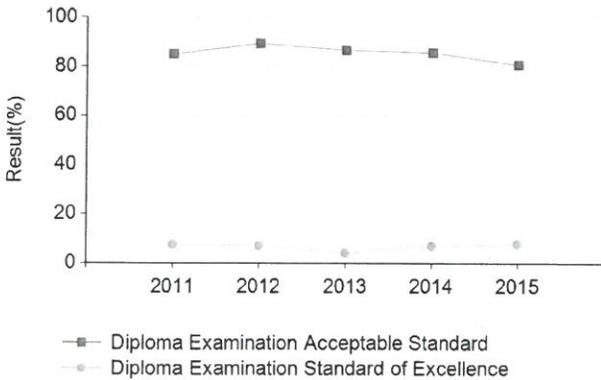
Authority: 3020 Edmonton School District No. 7 (FNMI)

Province: Alberta (FNMI)

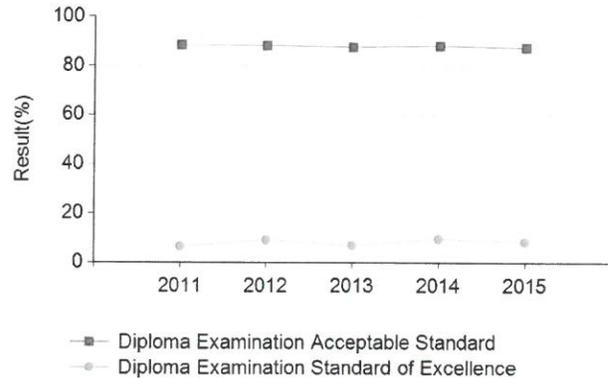
English Lang Arts 30-2

	Edmonton School District No. 7 (FNMI)					Alberta (FNMI)				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Students Writing	195	208	240	237	203	1,128	1,225	1,272	1,337	1,403
Diploma Examination Acceptable Standard (%)	85.1	89.4	86.7	85.7	80.8	88.5	88.3	87.7	88.2	87.5
Diploma Examination Standard of Excellence (%)	7.7	7.2	4.2	7.2	7.9	6.7	9.3	7.1	9.7	8.5
School Awarded Acceptable Standard (%)	91.8	93.3	94.6	96.2	95.1	90.1	90.9	91.9	92.7	92.4
School Awarded Standard of Excellence (%)	9.2	12.0	12.1	14.8	14.3	7.0	7.8	9.6	10.8	10.9

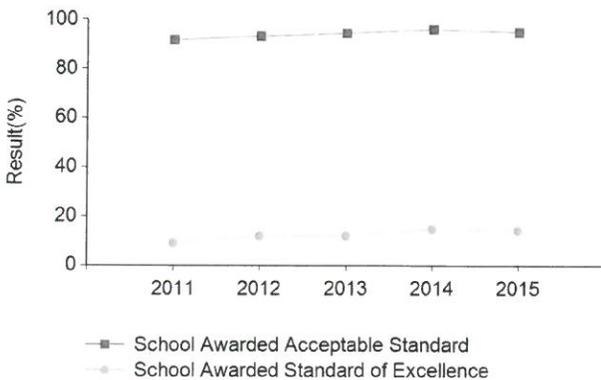
Diploma Examination
Edmonton School District No. 7 (FNMI)



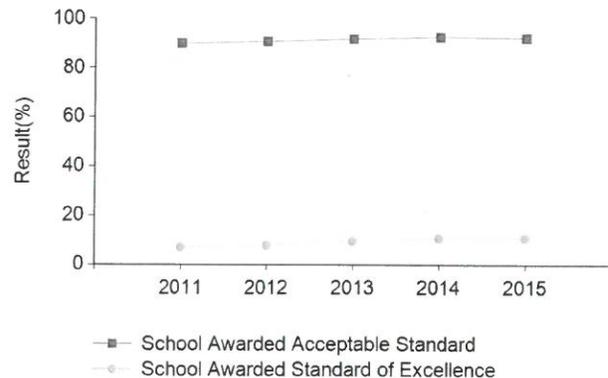
Diploma Examination
Alberta (FNMI)



School Awarded
Edmonton School District No. 7 (FNMI)



School Awarded
Alberta (FNMI)



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7 (FNMI)

Course	Measure	Edmonton School District No. 7 (FNMI)						Alberta (FNMI)				
		Achievement	Improvement	Overall	2015		Prev 3 Year Average		2015		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	178	76.4	183	73.3	937	79.5	889	76.4
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	178	4.5	183	4.3	937	5.4	889	4.9
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	203	80.8	228	87.2	1,403	87.5	1,278	88.1
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	203	7.9	228	6.2	1,403	8.5	1,278	8.7
French Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	32	93.8	24	92.8
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	32	3.1	24	4.1
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	70	65.7	n/a	n/a	467	70.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	70	11.4	n/a	n/a	467	11.8
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	101	72.3	n/a	n/a	477	72.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	101	5.9	n/a	n/a	477	7.3
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	89	60.7	94	62.9	450	64.0	443	63.3
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	89	14.6	94	19.3	450	16.4	443	17.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Improved	n/a	99	71.7	93	64.6	522	69.3	462	63.6
	Diploma Examination Standard of Excellence	n/a	Improved	n/a	99	13.1	93	6.9	522	10.3	462	9.8
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Improved	Acceptable	131	79.4	127	70.3	712	77.5	680	73.4
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	131	3.8	127	4.6	712	6.5	680	5.5
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Declined	Concern	231	64.5	230	71.1	1,542	72.6	1,368	74.2
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	231	3.9	230	5.3	1,542	5.9	1,368	7.7
Biology 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	125	80.8	125	70.5	699	76.1	657	71.7
	Diploma Examination Standard of Excellence	Intermediate	Improved Significantly	Good	125	24.0	125	12.5	699	17.5	657	13.4
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	76	75.0	80	63.4	461	71.8	411	64.2
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	76	15.8	80	12.9	461	16.5	411	14.3
Physics 30	Diploma Examination Acceptable Standard	High	Improved Significantly	Good	39	87.2	33	64.4	198	78.3	192	67.9
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	39	30.8	33	17.5	198	20.7	192	15.9
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	87	78.2	75	81.8	322	76.1	253	79.4
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	87	24.1	75	23.1	322	16.8	253	17.8

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Current and historical results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Student Learning Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

Authority: 3020 Edmonton School District No. 7 (FNMI)

Course	Measure	Edmonton School District No. 7						Alberta				
		Achievement	Improvement	Overall	2014		Prev 3 Yr Avg		2014		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	189	76.2	155	74.3	767	78.6	732	75.9
	Diploma Examination Standard of Excellence	Low	Improved	Acceptable	189	6.9	155	2.5	767	5.5	732	3.4
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	234	85.5	194	87.0	1,149	87.6	1,021	87.8
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	234	6.8	194	6.4	1,149	9.8	1,021	7.5
French Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	24	91.7	21	95.1
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	24	8.3	21	3.3
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	67	70.2	n/a	n/a	374	70.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	67	11.2	n/a	n/a	374	11.4
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	97	70.4	n/a	n/a	410	72.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	97	7.3	n/a	n/a	410	7.9
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	87	63.2	78	66.7	397	58.9	388	66.0
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	87	17.2	78	19.2	397	15.1	388	18.0
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	Maintained	n/a	97	63.9	81	65.4	412	64.1	389	63.0
	Diploma Examination Standard of Excellence	n/a	Maintained	n/a	97	8.2	81	4.9	412	10.2	389	7.5
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	Maintained	Issue	135	68.1	109	70.1	585	73.3	564	72.8
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	135	3.7	109	4.3	585	5.5	564	5.0
Social Studies 30-2	Diploma Examination Acceptable Standard	Low	Maintained	Issue	247	74.9	183	72.6	1,267	74.6	1,042	74.8
	Diploma Examination Standard of Excellence	Low	Declined	Issue	247	4.0	183	6.7	1,267	9.3	1,042	7.9
Biology 30	Diploma Examination Acceptable Standard	Low	Maintained	Issue	128	72.7	107	73.1	538	76.2	548	70.2
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	128	14.1	107	11.3	538	15.1	548	12.1
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Improved	Good	85	69.4	70	56.7	372	71.2	339	57.7
	Diploma Examination Standard of Excellence	Intermediate	Improved	Good	85	21.2	70	11.0	372	16.4	339	12.0
Physics 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	40	72.5	27	66.6	172	69.2	158	65.6
	Diploma Examination Standard of Excellence	High	Improved	Good	40	27.5	27	14.4	172	19.8	158	14.0
Science 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	69	84.1	69	78.0	248	83.1	203	77.5
	Diploma Examination Standard of Excellence	High	Maintained	Good	69	23.2	69	22.3	248	19.4	203	15.7

Notes: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

HLAT Results for FNMI Students

Enrolment Grade	Year	Percentage of Students				Total Number of students
		Below Grade Level	At Grade Level	Above Grade Level	Exempt	
All Grades	2013	26.8	73.1	0.1	1.3	4387
All Grades	2014	34.0	65.7	0.3	0.6	4309
All Grades	2015	39.4	60.4	0.2	1.8	4674

The five year trend (2013 – 2015) for HLAT Writing indicates:

- The percentage of students writing below grade level has increased from 29.3 per cent in 2010 to 34.0 per cent in 2014 (+4.7 per cent). It should be noted however that in 2014, there was a change to the marking scale which eliminated the “Limited” category. As a result, the number of students judged as writing below grade level increased across the District cohort.
- The percentage of students writing at grade level has decreased from 70.6 per cent in 2010 to 65.7 per cent in 2014 (+4.9 per cent)
- There are no noticeable trends in the percentage of student writing above grade level.
- 93.4% of First Nations, Métis, and Inuit students wrote HLAT exams compared to 96.5% of non-First Nations, Métis and Inuit students in 2015.
- Exemption from writing HLATs is based on teacher evidence that a student is not yet writing at the Grade 1 level.

Samples of School Based Supports for First Nations, Métis and Inuit Students

Ormsby School

A dark haired woman with smiling eyes is standing in the hall of Ormsby Elementary School greeting children by name. Her body language effortlessly signals her pleasure at being in the school. She is a keen observer of people and a natural storyteller. Children are intuitively drawn to her. She was hired in the fall of 2015 to fill a temporary position but, in January of 2016, based on her ability to connect with children and her talent as a cultural bridge builder, she officially became the school's First Nations, Métis, and Inuit Support Teacher.

Sensitivity to First Nations, Métis, and Inuit cultural gifts was already in place in the school. Ormsby had been active in their ongoing assessment of the needs of students, they had arranged for First Nations, Métis and Inuit guest speakers, used culturally appropriate literature, and shared EduKits with students and their families. However, staff felt an important but unidentified piece was missing. In an attempt to identify the missing piece they created a staff [survey](#) and discovered a strong desire for an individual who could connect one-on-one with students social and emotional needs. Students like a grade five girl with poor attendance, antisocial body language who demonstrated a lack of emotion, or a grade four boy with self-regulation issues in terms of physical behaviour who was reluctant to verbally express himself.

In order to identify students, a [referral form](#) was circulated amongst teachers asking them to list the names of students who might benefit from support. The emphasis, at least in the beginning, would be on social and emotional concerns rather than academics. Even though the students may have had needs in both areas, the goal was to work with students to increase their attendance, sense of identity, and their engagement with school activities in the belief that this would ultimately have a positive impact on their academic achievement.

Returning to the woman in the hallway, we discover the importance of one-on-one connections and to the powerful change that can be made by one individual who has the support of a whole team behind her. Focusing on the whole child, this teacher has had a phenomenal impact on Ormsby's First Nations, Métis, and Inuit students. Overall they are participating more and taking the opportunity to make themselves more "known" in the classroom. Engagement in school has increased as evidenced by body language such as holding their heads up versus looking at the floor and in responding to teacher inquiries with full descriptive sentences rather than with one word answers.

How does this one teacher make such a difference? She listens well, she relates one-on-one, she shares stories about her Métis background, she participates in small group work with students where she uses games and drawing to engage students while modelling positive social interactions. She has welcoming, non-judgemental conversations with parents that focus on relationship building, and she talks to students about their home routines, suggesting ones that will enable greater success in school.

The grade five girl mentioned above feels that school is easier now that she comes more often, she makes eye contact, and responds to teacher queries with more elaborate dialogue, she is thinking about continuing on to grade nine and beyond. She would be the first in her family to do so. The grade four boy has come a long way too. He can express himself better and has learned other ways to cope with

stressors (i.e. walk away). He has also moved from being self-conscious about his identity as a First Nations person to wanting to share some things about himself with his class.

They are not the only children who have been influenced by the nurturing teacher. Students are buoyed by the fact that their cultures are recognized and that the school provides a safe space to talk about their feelings.

A thoughtful, evolving action plan on the part of Ormsby School leadership and staff has resulted in community building and the creation of many new positive relationships, all of which ultimately lead to greater student success.

Highlands School

Light, warmth, colour, and a sense of belonging embrace students as they enter Highlands Junior High. Painted in the entry are the words,

We acknowledge that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

On any given day it would not be a surprise for students to find artist-in-residence, Linus Woods, (a Dakota/Ojibway artist from the Long Plain First Nation in Southern Manitoba) at work transforming the interior of the stately old red brick school through his art work. The visible transformations that have taken place at Highlands in the last three years are but the tip of the iceberg, a visible indicator of a much deeper and dramatic transformation.

Highlands, once slated for closure but saved due to a board moratorium on school closures, has undergone a renaissance in the past three years. The students are living examples of their motto, *learning with respect, responsibility, and pride*. Highlands School has embraced its cultural diversity and is the first Arts Core Junior High School in Edmonton. This designation signals a commitment to seeing students articulate their knowledge of curricular outcomes in a variety of creative languages. Each student is given the opportunity to increase their skills in a number of art disciplines and in turn use those skills to enhance their understandings of core curricular outcomes. Highlands is working hard to ensure that pride of identity and a sense of belonging are at the heart of each student's school journey. As a way of honouring the forty-five percent of the student population who are either First Nations, Métis or Inuit many of the shifts that have taken place are centred on Indigenous culture. Native Studies are now included in curriculum, a partnership with Métis Child & Family Services is in place to provide breakfast and lunch and perhaps most significantly a student leadership group has formed based on the Truth and Reconciliation Commission's Calls to Action. Leadership students have facilitated other groups in experiencing the Blanket Exercise, an activity which illustrates the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. Their efforts so impressed a preservice teacher from the University of Alberta that she remarked that she would not feel comfortable leading the exercise at her age (in her 20s) and yet these students did so effortlessly.

Two students in particular have experienced a profound turnaround since they joined the leadership group. Both had negative attitudes to school initially but as a result of being leaders in the school community they have made positive shifts in their attendance, deportment, and have increased their

engagement both with academic subject matter and with school staff. As a result of the changes both students now have post-secondary aspirations.

On a broader scale, enrolment has increased from 97 students in 2013-2014 to approximately 210 students next year in 2016-2017, midyear transfers have declined from 41% to 15%, the Accountability Pillar data has increased, and Alberta Education's SES Index and Gap Score data show that the school is delivering additional value to student achievement.

Highlands Junior High's renewal has reaffirmed the school's place as an essential element in a culturally rich and diverse inner city community.

Queen Elizabeth High School

Does making bannock, cooking stew, making traditional clothing, watching movies, helping elementary students with Aboriginal games, and going on field trips sound like a recipe for learning about Aboriginal culture and history? Well, the leadership and teaching staff at Queen Elizabeth High School thought it was good content for an inaugural Aboriginal Studies class.

After hearing about a highly successful Aboriginal Studies class at Centre High, Queen Elizabeth staff decided they would like to offer something similar. The challenge was that there were no First Nations, Métis or Inuit teachers on staff that could teach it, but that didn't stop the process because a non-indigenous teacher volunteered to model the concept of lifelong learning and teacher as co-learner. Enrolment for the first session was 16 to begin with and then rose to 20 students.

In addition to the fun activities listed above much of the class material was heavy and deep and so there was a need to strike a balance between the content and encouraging hope. One of the essential questions addressed in the class was, "How do you keep hope alive for kids while learning about what is a dark history?" The teacher focused conversations on reconciliation and what society needs to do to prevent the tragedy of residential schools from happening to anyone ever again.

In a multi-cultural school like Queen Elizabeth, with students representing almost fifty different cultures, a school where many students are immigrants and a large number of immigrant students are refugees, the course centred on honouring each other and learning about universal issues by focusing on the particular through exploring issues of Indigenous culture and history, a truly Canadian course.

It did not take long for special things to start happening! The students who enrolled in the Aboriginal Studies class became very engaged. Their individual attendance improved, they became much more visible in the school, they connected with the teacher and some students even chose to take Fashion classes instructed by the teacher (in turn she introduced beading and moccasin making in her Fashions class).

One student who had struggled in junior high and his first year of high school (lack of any connection and sporadic attendance) was purposively placed in this class in his second year. He became 100% engaged and did not miss a single class. He went from poor attendance at school generally to only missing 10 classes altogether last semester - a huge change for this student. The same student chose to take a Fashions class with the teacher and demonstrated the same level of engagement as in the Aboriginal Studies class. Currently he is passing all of his classes and is on the cusp of finishing his first full year of school since elementary. The principal attributes all of this to the Aboriginal Studies class,

the teacher and the student having success in the work. “Previously, he didn’t know what it was to be successful in school, and now he does.”

This year was an experiment that worked. The principal and the teacher want to continue offering the course. They plan on incorporating a holistic approach to the content, so that it becomes “more than just a class” moving beyond a superficial engagement with reconciliation. The Aboriginal Studies class will be offered again next year in the both semesters. Twenty-five students have already signed up.

Eastglen High School

Two hundred and sixty-two faces, two hundred and sixty-two stories, two hundred and sixty-two different paths. The principal of Eastglen High School has a picture of each one of the two hundred and sixty-two grade twelves on the wall of his office. Each student has a story and each student and their details are known. The pictures are divided into two groups; those on track to graduate and those not yet ready to graduate. Seventy-two percent (31/43) of the First Nations, Métis and Inuit grade twelves are on track to graduate. What a formidable difference a year or two makes. Prior to 2014-2015 only 33% graduated! Many students will be the first to graduate in their families. The metamorphosis is the result of deliberate planning and a decision to make First Nations, Métis and Inuit success a school priority.

The floor of the gymnasium is covered with blankets; there is a staff member on each blanket.

These blankets represent the northern part of Turtle Island, or what we now know as Canada, before the arrival of Europeans. You represent the Indigenous peoples, the people who have been here for at least 10,000 years. Long before the arrival of Europeans, Turtle Island was your home, and home to millions of people like you. You lived in hundreds of nations, each with its own language, culture, traditions, laws and governments.

This is the beginning of a one hour participatory workshop designed to help staff understand how colonization of the land we now know as Canada has impacted the people who lived here long before settlers arrived. Through this exercise participants explore the nation-to-nation relationship between Indigenous and non-Indigenous peoples in Canada, how this relationship has been damaged over the years, and how they can work toward reconciliation.

The leadership decision to make First Nations, Métis and Inuit success an Eastglen priority started with engaging staff by introducing them to Indigenous perspectives through professional learning workshops such as the blanket exercise, designating a lead teacher, embedding a First Nations, Métis and Inuit liaison into the school culture and brainstorming essential questions. Questions like: “what is our plan for each student?” and “what is the plan for staff to move forward?” Hearing student voices has had a profound impact on staff. At one meeting, the liaison brought three students from the beading club to speak about “what motivates you to come to school to be successful?” The students became very emotional (“grateful tears”) when conveying how much the school meant to them.

A key element for students was the creation of a welcoming, inclusive, safe and healthy environment. The First Nations, Métis and Inuit liaison focused her work on building relationships first and foremost which resulted in successes with students who were at risk. She made connections with students and in some cases, parents. She acted as a true liaison between staff and students in communicating the perspectives of the students and getting feedback from staff on what resources they need to support students.

The approaches to making First Nations, Métis and Inuit success a priority have been rich and varied, tailored to a wide range of student needs and interests. For example a student Indigenous leadership group was formed. The group is supported by an Elder and has a partnership with the Institute for the Advancement of Aboriginal Women (IAAW). The leadership group helped coordinate an entirely student led "Spirit Wolves" panel with the school's Pride Club. Additionally, the school held a four day Aboriginal Week this year from May 24 – 27th with a variety of events centring on aspects of First Nations, Métis and Inuit culture and the school is now offering Aboriginal Studies 10, 20 and 30.

At Eastglen, each story and each person counts and every effort is being made to support and assist all First Nations, Métis and Inuit students in being successful on their own terms.