

**DATE:** February 20, 2018

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Strategic Plan Update Report: First Nations, Métis, and Inuit Students

**ORIGINATOR:** Nancy Petersen, Managing Director, Strategic District Supports

**RESOURCE**

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**REFERENCE:** [2016-2017 Annual Education Results Report and Three-Year Education Plan, Promising Practices in Supporting Success for Indigenous Students](#)

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**ISSUE**

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of our First Nations, Métis and Inuit students and what the District is doing to support their academic achievement.

**BACKGROUND**

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014–2018 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District’s commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017, as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

**CURRENT SITUATION**

This Strategic Plan Update report reflects the work of schools and central services in support of the success of our First Nations, Métis and Inuit students related to academic achievement.

The success of our self-identified First Nations, Métis and Inuit students is a priority area for the District. As we move forward in these efforts, the District is framing its work around evidence-based approaches, with a key focus on the Organization for Economic Co-operation and Development (OECD) report, *Promising Practices in Supporting Success for Indigenous Students*. A review of the OECD report reveals an alignment between the study's findings and the District's course of action in support of First Nations, Métis and Inuit student success.

## KEY POINTS

Strategic Plan Update reports, introduced in 2016–2017, provide an extension of the AERR.

The attached report is focused on the District's work in support of our self-identified First Nations, Métis and Inuit students.

ATTACHMENT I Strategic Plan Update: First Nations, Métis and Inuit Students

NP:np

# Strategic Plan Update:

## First Nations, Métis and Inuit Students

February 20, 2018

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## Introduction

Edmonton Public Schools is dedicated to supporting the success of every student in their journey from early learning through high school completion and beyond. The District serves a growing and diverse student population of almost 100,000 students, including almost 8,900 self-identified First Nations, Métis, and Inuit students. Working with our students, their families, caregivers, Elders, Knowledge Keepers, Cultural Advisors and members of the broader community, the District is committed to closing the achievement gap between our self-identified First Nations, Métis, and Inuit students and all other students.

In November 2017, the District released its 2016-2017 [Annual Education Results Report and Three-Year Education Plan](#) (AERR/3YEP). The AERR/3YEP included an overview of our self-identified First Nations, Métis, and Inuit students' academic achievement results and what the District is doing to support continuous growth and success. The results indicate that we are moving in the direction of positive improvement, while also demonstrating that there remains important work to be done. The success of our self-identified First Nations, Métis, and Inuit students is a priority for the District.

As we move forward in these efforts, the District is framing its work around evidence-based approaches, with a focus on the [Organization for Economic Co-operation and Development \(OECD\) report, \*Promising Practices in Supporting Success for Indigenous Students\*](#). A review of the OECD report reveals an alignment between the study's findings and the District's current course of action in support of First Nations, Métis, and Inuit student success and confirms we are moving in the right direction.

This Strategic Plan Update report begins with an overview of selected data pertinent to our self-identified First Nations, Métis, and Inuit students, including enrolment and academic achievement trends, information drawn from District data and the Alberta Education Accountability Pillar. Following this look at data, there is a summary of the OECD report including an overview of each of the six policies and practices identified to improve achievement for Indigenous students. The Strategic Plan Update report then provides a closer look at what the District is doing around each of the six OECD priority areas. This section has been written to highlight both the work of Central supports and the work of schools. Finally, there is a brief conclusion to the report emphasizing our priority focus on the academic success and achievement of First Nations, Métis, and Inuit students and our efforts towards the closing of the achievement gap within a generation.



## A profile of the District's Self-Identified First Nations, Métis, and Inuit Students

On pages five and six of this report is an overview of data sets relevant to our self-identified First Nations, Métis, and Inuit students. The data\* highlighted provides a snapshot of enrolment trends, key data sets and academic achievement demonstrating that:

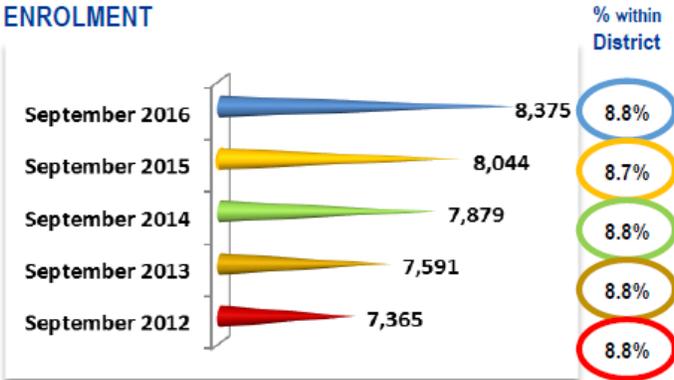
- Our self-identified First Nations, Métis, and Inuit students represent almost nine per cent of the District's overall student population.
- The number of self-identified First Nations, Métis, and Inuit students within the District is growing proportionately to the overall growth trends of the District's student population.
- District Reading Level and Highest Level of Achievement (HLAT) data demonstrate room for significant growth; however, there is also the opportunity to recognize and celebrate the success of our self-identified First Nations, Métis, and Inuit students who are achieving above grade level.
- Our cohort of self-identified First Nations, Métis, and Inuit children entering Kindergarten benefit from early learning programming and early intervention, with 28 per cent more of the cohort leaving Kindergarten in June meeting the overall developmental milestones compared to when they entered Kindergarten in the fall.
- The Early Years Evaluation-Teacher Assessment (EYE-TA) fall baseline data for self-identified First Nations, Métis, and Inuit children demonstrates the importance of access to early learning programming prior to Kindergarten.
- Five-year Provincial Achievement Test (PATs) data indicates fewer students are meeting the acceptable standard; however, the percentage achieving Standard of Excellence has remained relatively stable.
- Five-year high school completion rates for self-identified First Nations, Métis, and Inuit students are steadily improving, with a 12.9 per cent increase over the past five years.
- Drop-out rates are decreasing, as more self-identified First Nations, Métis, and Inuit students are staying in school longer and an increasing number of self-identified First Nations, Métis, and Inuit students are challenging Diploma exams.

Overall, the data confirms the importance and direction of our focus to close the achievement gap for First Nations, Métis, and Inuit students. We still have much work to do, the benefits resulting from Pre-Kindergarten and the increasing high school completion rates are signs we are headed in the right direction. It is critical that we build upon these successes with high expectations for achievement as we strive towards significant system-wide improvement.

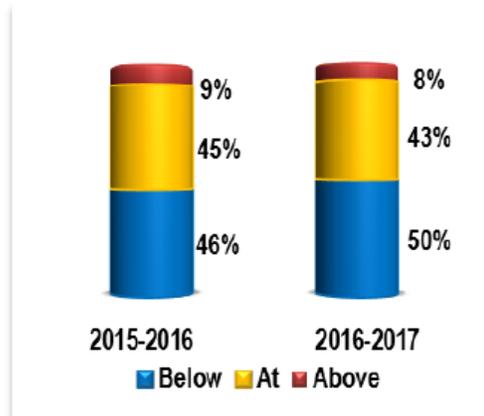
\*Additional achievement data for self-identified First Nations, Métis, and Inuit students that was brought forward previously in the AERR/3YEP and the December 18, 2017 Strategic Plan Update report on literacy and numeracy has been included in Appendix A of this report.

## Self-Identified First Nations, Métis and Inuit Students

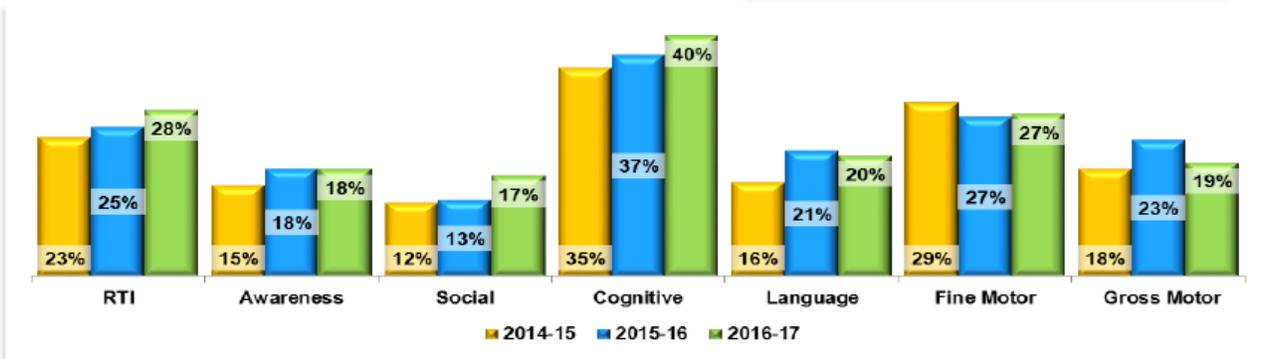
### ENROLMENT



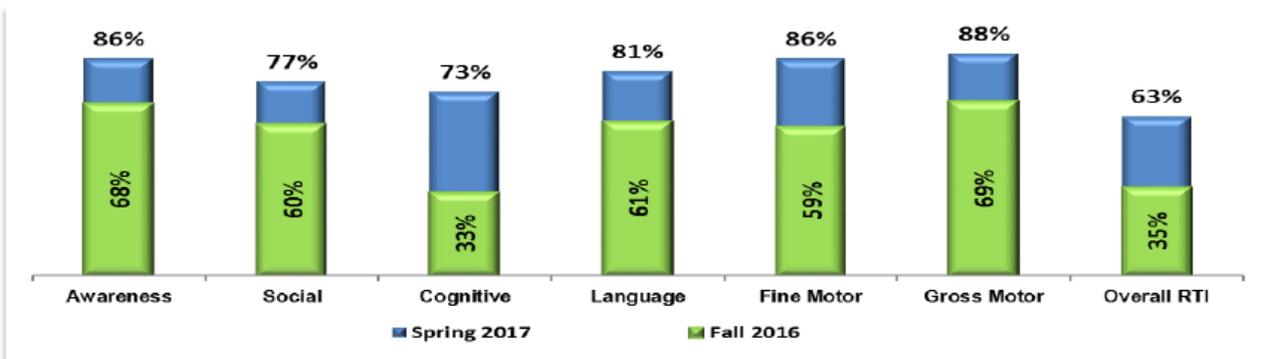
### DISTRICT READING LEVELS - Grades 1-6



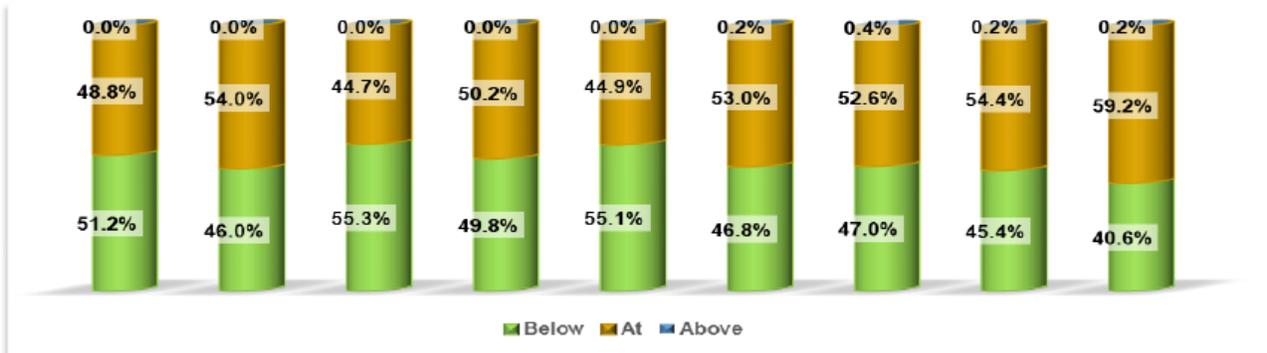
### EYE-TA STUDENT GROWTH (3 YEAR TREND)



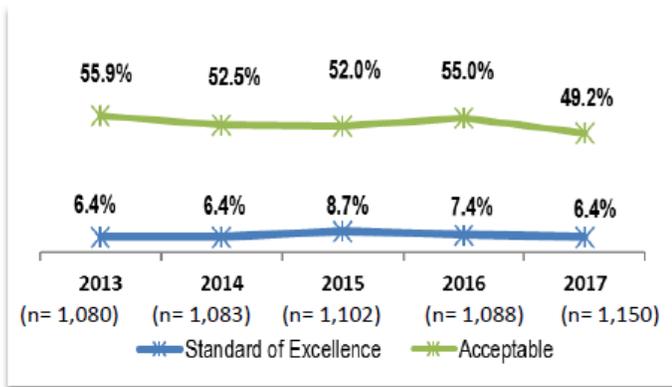
### EYE-TA SCORES (FALL TO SPRING)



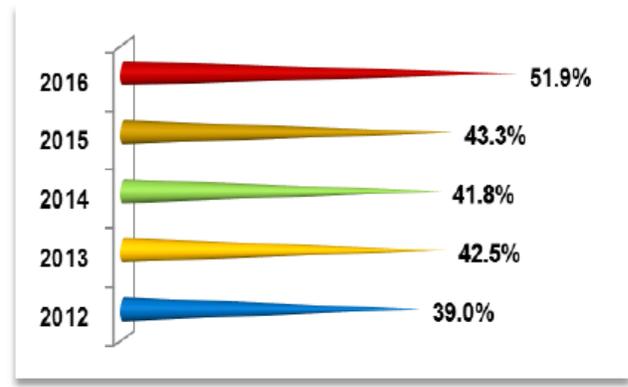
### HIGHEST LEVEL OF ACHIEVEMENT (HLAT) GRADES 1 - 9, 2016-2017



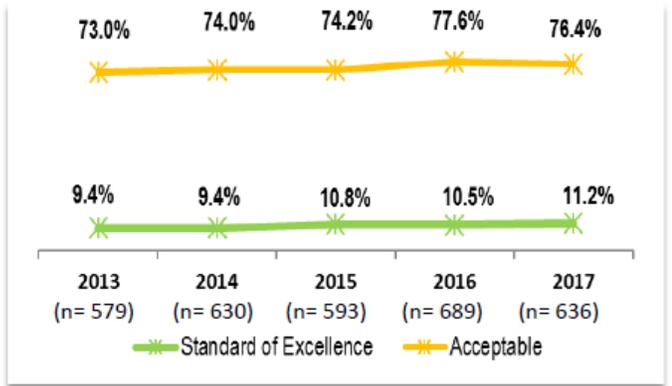
### PROVINCIAL ACHIEVEMENT TESTS (PATs)



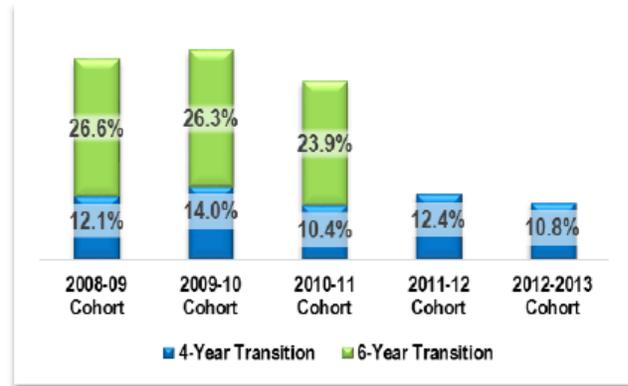
### HIGH SCHOOL COMPLETION - 5 year



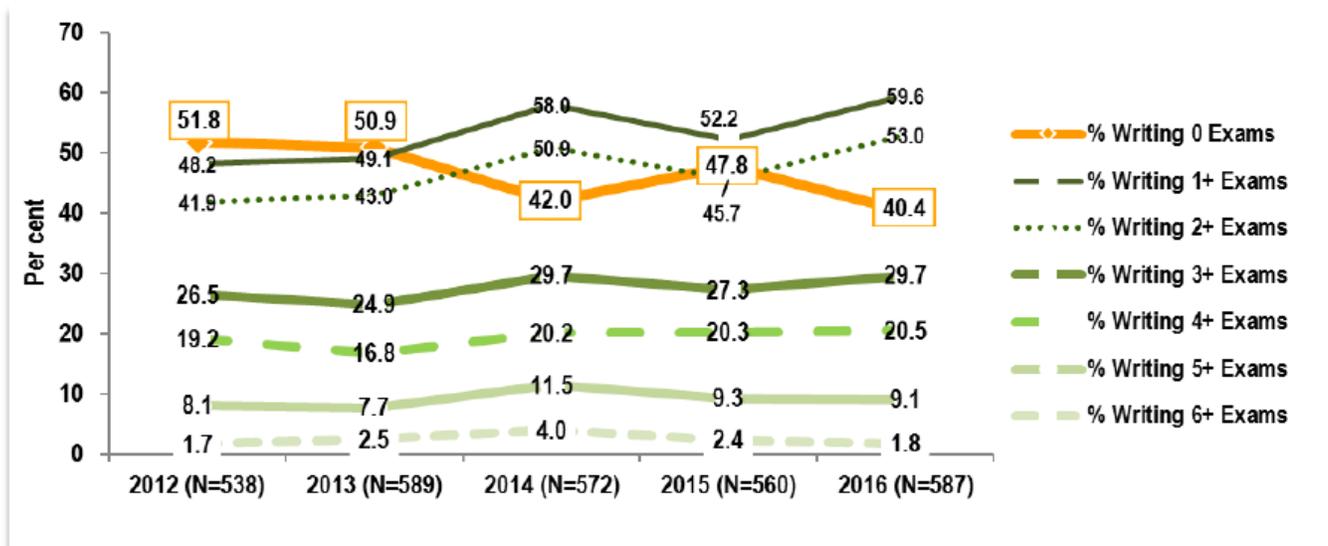
### DIPLOMA EXAMS



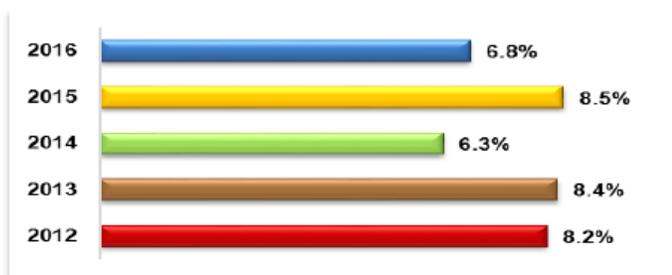
### TRANSITION RATE to POST-SECONDARY



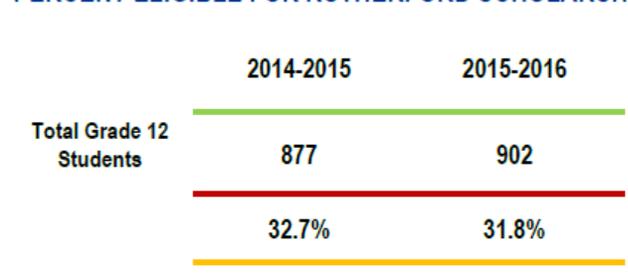
### DIPLOMA EXAM PARTICIPATION RATES



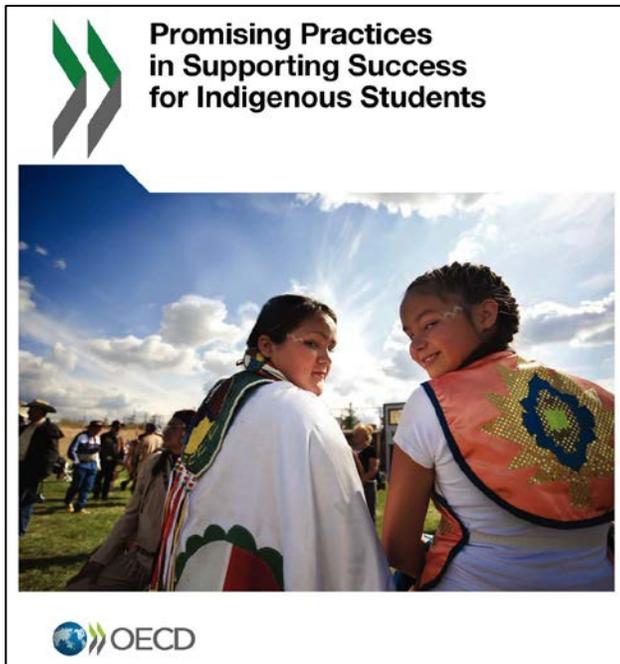
### DROP OUT RATE



### PERCENT ELIGIBLE FOR RUTHERFORD SCHOLARSHIP



# OECD Report: Promising Practices in Supporting Success for Indigenous Students



In 2015, Alberta Education initiated a project with the OECD to improve learning outcomes for Indigenous students. The report, released in August 2017, represents a partnership between the OECD, four Canadian provinces and two territories, and New Zealand and Australia in an effort to develop a stronger understanding of promising practices for improving Indigenous student outcomes. Leadership and steering of the project was provided by the Director of the Alberta Education Research Branch, Karen Andrews.

The work of the OECD project was framed around four components: student well-being, participation, engagement and achievement. The study focused primarily on the participating Canadian provinces and territories with New Zealand and Australia serving as peer support by providing an overview of their experiences, progress and insights. The work with the Canadian stakeholders included field visits to each of the participating provincial or territorial jurisdictions. The study did not include looking at federally sponsored Canadian education models.

The OECD Executive Summary brings attention to the following key findings:

- Officials and stakeholders at all levels of education share a will and commitment to improve outcomes for Indigenous students.
- Practices that benefit the educational achievement of Indigenous students are also of benefit to all students.
- Student success is greatest when Indigenous values, history and culture are mainstreamed into the school community versus when these elements are treated as an add-on and targeted only to Indigenous students.
- Accelerated change at the system level will require a deliberate, sustained effort and needs to include attention to early learning, student well-being and engagement, participation rates, support for teachers and leaders, and the importance of the role of both family and community.
- Working collaboratively and having high expectations for the achievement of Indigenous students are fundamental values critical to progress.
- Families and members of the Indigenous community play a critical role in Indigenous students experiencing school success.

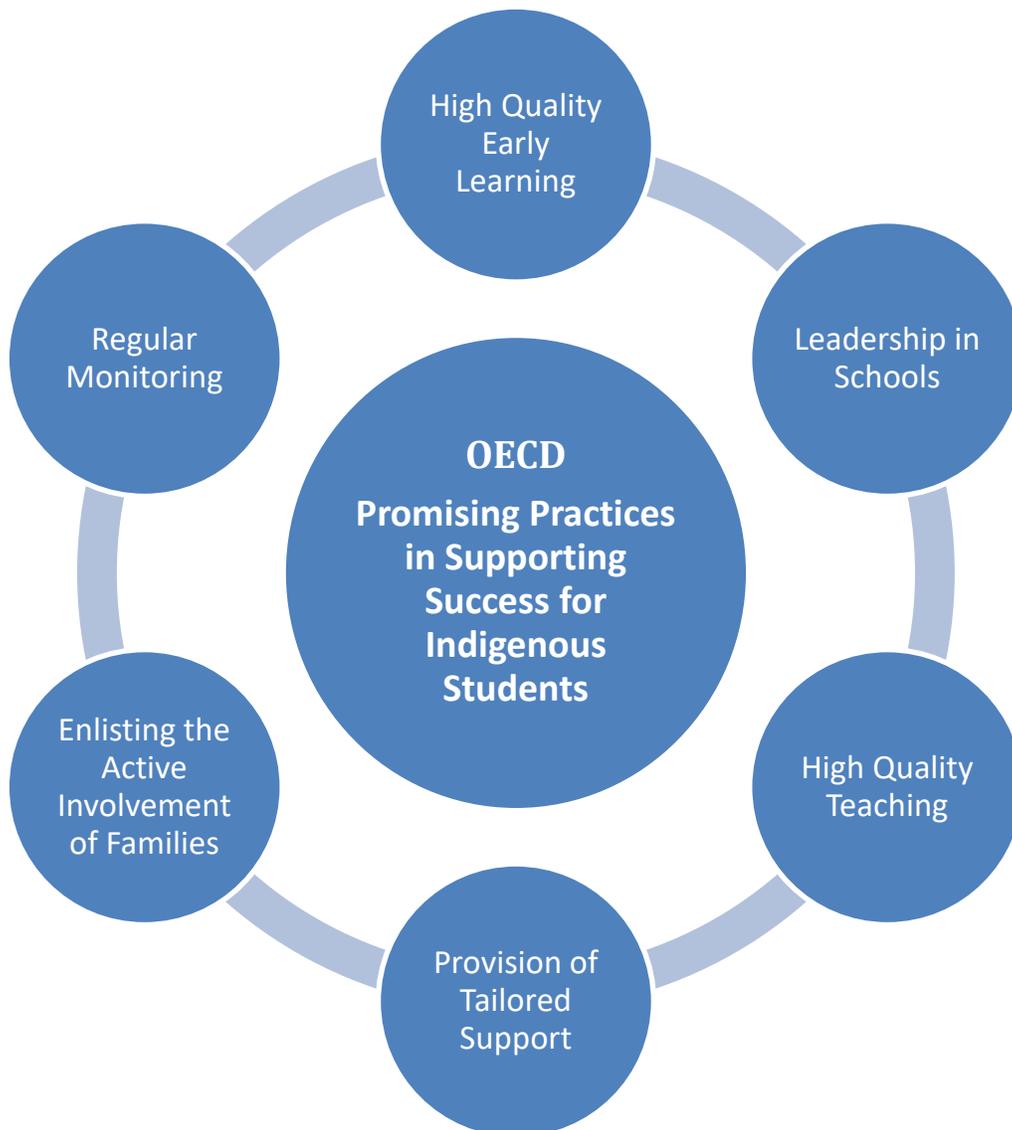
Chapters three and four of the OECD report address the impact of poverty and the history of education for Indigenous people. With this context established, the report looks at the importance of well-being for children and youth and the critical role that education plays in quality of life. Chapters five and six of the report examine how participation and engagement are critical to school success.

The report concludes with confidence around the work currently underway and the recognition that this is complex and long-term work. Within the Executive Summary it is acknowledged that despite this confidence, it may be challenging to achieve the Truth and Reconciliation Commission of Canada's recommendation that the education achievement gap be closed within one generation. With this in mind, the report further stresses the importance of system-wide efforts and access to quality and timely data around key indicators of success.

## Why is the OECD report important?

- It confirms that the District's current efforts are on track and moving in the right direction.
- It demonstrates where there is success and progress towards closing the achievement gap between First Nations, Métis, and Inuit students and all other students.
- It serves as a shared point of reference and knowledge between District leaders to help guide our strategic direction going forward.
- It highlights the importance of high expectations, learning that reflects rigour, the celebration of culture, monitoring for progress, welcoming and building relationships with families and collaboration.
- It articulates that practices that benefit Indigenous students benefit all students.
- It reinforces the importance of the District's shared strategic direction that shapes and informs all work across the organization, from the development of Board Policies to school level decisions around the best use of resources.

With this in mind, this Strategic Plan Update report highlights the work of District schools, catchments, central decision units and our Board of Trustees in support of our First Nations, Métis, and Inuit students' success. These efforts have been framed within the construct of the six areas of policies and practices identified by the OECD to improve achievement for Indigenous students (Ibid., p. 117). These areas are:



## OECD Policies and Practices to Improve Achievement

*High quality early learning, through working with families and the provision of tailored early childhood education.*

The OECD report indicates that, *high quality, tailored and responsive early childhood education can ensure Indigenous children develop the language skills and emotional stability needed to develop well and to be ready to start school on the same footing as other children* (Ibid., p. 118). Furthermore, the OECD report shares research that demonstrates children in targeted early years programs have positive outcomes throughout school and into adulthood, including in the areas of educational achievement, employment and earnings, and health and social outcomes. To be effective, the OECD report indicates that [early learning] programs should:

- Be located by where the families live.
- Engage with the whole family.
- Be provided to every child from at least two years of age.

*Leadership in schools that is actively focused on student outcomes, responsive to student needs and resourceful in putting in place the necessary educational provisions.*

The OECD report identifies the importance of leadership at the system and school levels. The report further expands on the importance and influence of the role of school principals, in providing whole-of-school sustained improvements for Indigenous students (Ibid., p. 120). The OECD report indicates that leaders effecting positive results:

- Have clear fundamental goals in support of achievement.
- Create alignment between goals and actions with staff, students, parents and community partners.
- Have high expectations for students and teachers.
- Provide positive and effective learning environments for students.
- Focus on learning and achievement.

High-quality teaching, *including high expectations for all students, respectful relationships with students and relevant and responsive curriculum delivery.*

The OECD report presents a set of guiding principles on the way education is planned and offered in the classroom, with a particular focus on equity. The learning environment needs to be learner centred; structured and well-designed; personalized; inclusive and social (Ibid., p. 122). In addition, the OECD report emphasizes:

- Teachers' expectations of disadvantaged students' capability and success are critical to whether students progress well or not.
- High expectations and professional development for teachers ensure more effective teaching and learning for Indigenous students.
- Professional learning needs to help teachers to better understand their students, families, communities, and the history of Indigenous people in their area.
- Initial teacher education programs need to prepare teachers for an evidence-based approach in order to meet the needs of a diverse range of students.
- Progress will be more effective and faster if school leaders and teachers can learn from one another.
- Recognition and integration of Indigenous values and approaches benefits all students.
- Engaging students in education is a necessary precondition for student learning.

*Provision of tailored support in needed areas, in addition to (not instead of) regular classroom instruction.*

Additional supports for students through extra assistance and coaching outside of regular classroom instruction is identified as helpful in the OECD report (Ibid, p.122). The report also identifies:

- The benefits of Indigenous support workers.
- The importance that tailored supports are in addition to participating in classroom instruction.
- Working with partners around the provision of supports beyond those of an academic nature that focus on overall student well-being (e.g., mental and emotional well-being, enrichment activities).

***Enlisting the active involvement of families in helping their children to learn.***

A way to accelerate student learning is to help families actively support their children's learning (Ibid., p. 124). The OECD report provides examples where student results improve when:

- Parents are actively involved at workshops and learn reading activities they can do with their children at home.
- There is ongoing communication and feedback between school staff and families.
- Student assessment results are shared with parents throughout their child's educational journey.
- Parents build confidence and pride in their child's ability to learn.
- Parents invest more time in interacting with both their child and the school.

***Regular monitoring of each child's progress and timely actions in response to this information.***

The OECD report indicates that all effective schools undertake early and ongoing assessment of individual student needs and progress. The report signals the importance to:

- Actively using this information to tailor educational responses to individual student needs (Ibid., p. 124).
- Monitoring progress at a system-level, to make adjustments to the suite of policies and other initiatives being implemented.
- Combining data collection and monitoring with education targets, creating an accountability mechanism for the performance of the system as a whole in relation to Indigenous students (Ibid., p. 20).



## District Focus on High Quality Early Learning

The District has taken deliberate steps in recent years to support a continuum of quality early learning programming that engages and readies children for Grade 1. This work has been informed through the Early Learning pilot, the development of the Early Years Program Expansion Strategy, the District Foundation's efforts to support Full-day Kindergarten, building teacher capacity in the area of play-based approaches to learning and the use of the EYE-TA in Kindergarten to assess school readiness and inform programming for individual children. These efforts have influenced early learning opportunities for children from 2 years/8 months old to 5 years old across our District and provide programming that supports the early engagement, growth and development of all children.

## Central Services Instructional Supports

- Pre-Kindergarten programming expanded for the fall of 2017 and is currently offered in 31 District schools. The September 30 enrolment data indicates that 128 self-identified First Nations, Métis, and Inuit children are participating in Pre-Kindergarten programming this school year. This number reflects an increase in the number of families of self-identified First Nations, Métis, and Inuit children whose parents are choosing Pre-Kindergarten programming for their children.

**Pre-Kindergarten Enrolment of Self-Identified First Nations, Métis, and Inuit**

| 2012-13* | 2013-14* | 2014-15* | 2015-16* | 2016-17* | 2017-18** |
|----------|----------|----------|----------|----------|-----------|
| 88       | 125      | 97       | 88       | 111      | 128       |

\* Student count taken from final file (June 30) \*\* Student count taken from frozen file (September 30)

- Full-day Kindergarten is currently offered in 26 District schools and supports children living in some of Edmonton's most socially vulnerable neighbourhoods. Full-day Kindergarten programming provides children with additional time in the classroom to support the development of the literacy, numeracy and social/emotional skills that are the foundation to their school learning journey. For the 2017-2018 school year, there are 542 self-identified First Nations, Métis, and Inuit children in a District Kindergarten program. Of these children, 192 or 35.4 per cent, are enrolled in a Full-day Kindergarten program.
- To engage families of Indigenous children sooner and promote awareness of Pre-Kindergarten and Full-day Kindergarten programming, District staff are taking deliberate actions around:
  - Working with key community partners to support reaching out to and communicating with Indigenous families around the District's Early Learning opportunities.
  - Developing Pre-Kindergarten promotional materials and advertising specifically for Indigenous families to engage and welcome them to come to participate in Pre-Kindergarten screening events.
  - Partnering with Alberta Health Services and other community agencies to encourage Indigenous family participation in early development screening events.
- To support quality, culturally appropriate programming within early learning classrooms the First Nations, Métis, and Inuit Education unit staff provided the following supports:
  - A full-day session for 120 Kindergarten Educational Assistants to build their knowledge, understanding and awareness around First Nations, Métis, and Inuit education; learnings included the blanket exercise, information about Truth and Reconciliation and Indigenous cultural activities that can be incorporated into the classroom setting.
  - Culturally responsive resources, such as the First Nations Early Learning Edukit, the First Nations, Métis, and Inuit recommended literature list and support for using Cree lullabies in the classroom.

- To support schools in their efforts to build trusting and positive relationships with families of First Nations, Métis, and Inuit early learners, the District has initiated the Family Liaison project. This project is in its beginning stages and is focused around seven District schools with early learning programming. At this time, one family liaison worker has been hired and work is underway to hire the second liaison worker.
- To measure developmental readiness for school and help inform the strategic use of District resources in support of early learners, the District uses the fall EYE-TA results. The positive impact of this evidence-based approach to programming and intervention supports for our self-identified First Nations, Métis, and Inuit children is apparent when we look at their significant growth from fall to spring across all six domains of the EYE-TA.

### School Level Actions

- District schools are making deliberate efforts to reach out to their families and the community around them to share Pre-Kindergarten information and promote families participating in screening sessions; staff from the First Nations, Métis, and Inuit Education unit or community agencies support schools in their deliberate efforts to connect with Indigenous families.
- All Kindergarten teachers monitor and assess every child's developmental readiness for Grade 1 by using the EYE-TA.
  - Information about each child is gathered through teacher observations and play-based activities at the beginning of the school year (fall) and then again near the end of the school year (spring).
  - Fall results are used to inform teacher practice using the Pyramid of Intervention; teachers collaborate with the Inclusive Learning Multidisciplinary team around additional supports available through the school, District and community.
  - Families are engaged in conversation about their child's results and programming strategies at November/December conferences.
  - Teachers, supported through the work of catchments and various Central decision units, are learning new strategies for targeted instruction to support children not yet meeting developmental milestones.
- To support engaging early learners in literacy and numeracy readiness activities that reflect the perspective of First Nations, Métis, and Inuit Education, several schools borrowed the Early Learning Edukit. Teachers using the Edukit reported that learning activities available in the kit supported culturally responsive, hands-on learning that increased student engagement.



## District Focus on Leadership in Schools

There are three levels of leadership within the District that are foundational to our efforts to eliminate the achievement gap for our self-identified First Nations, Métis, and Inuit students – governance leadership from our Board of Trustees, system-wide leadership from our Central supports and school leadership facilitated by our principals. Our actions are informed by a shared direction established through the priorities of the District Strategic Plan, board policies and administrative regulations. Our efforts are executed reflecting our cornerstone values of accountability, collaboration, equity and integrity. We work collaboratively across the organization to build capacity, be responsive to our students’ needs and monitor our progress and results through the lens of continuous improvement.

## Central Services Instructional Supports

- The Board of Trustees provides leadership and direction through the establishment of policy. Board Policy *HAA.BP Aboriginal Education* was enacted in 2007 to ensure relevance and alignment to current educational context and set a clear direction for the District in support of closing the achievement gap. The Board of Trustees is currently reviewing Board Policy *HAA.BP Aboriginal Education*. This work includes looking at research, examining relevant data and engaging with staff, students, parents and members of the community.
- The District demonstrates its commitment and responsibility towards Truth and Reconciliation and the closing of the achievement gap for Indigenous students within the broader community through the following actions:
  - The District will fly the Treaty 6 and Métis flags outdoors at the Centre for Education on behalf of all District schools and facilities as acknowledgement and recognition to our being on Treaty 6 land and our commitment to honouring Indigenous cultures.
  - The Board of Trustees passed a motion to gift each District school with both the Treaty 6 and Métis flags to be displayed indoors within the school community as a symbol of respect and recognition.
  - Trustees and District leadership staff participate in community events and ceremonies that honour and bring awareness to reconciliation, history, culture and the importance of our First Nations, Métis, and Inuit.
  - District staff participate in and provide leadership to municipal and provincial efforts focused on Indigenous student success.
- The First Nations, Métis, and Inuit Education unit strives to support and enhance the educational experience and achievement of First Nations, Métis, and Inuit students. This system-level leadership and service to schools includes the following:
  - Supporting schools in their development of the First Nations, Métis, and Inuit School Plan; the school plan enables schools to set a focused goal around First Nations, Métis, and Inuit education, identify best practices in support of student success and be aware and responsive to areas of growth or improvement.
  - Developing a range of resources that include lesson plans, Edukits, cultural resources, history and context of First Nations, Métis, and Inuit and Cree language support. One exemplar of a resource developed to support schools is the [First Nations, Métis, and Inuit Education Guiding Document](#) (2015).
  - Providing professional learning sessions to build District staff’s knowledge, awareness and capacity related to First Nations, Métis, and Inuit education and culture. Examples of the range of professional learning topics offered by the unit are: Treaty 6 Basics, traditional games, Indigenous art techniques, early brain development, First Nations, Métis, and Inuit literacy connections and engaging and empowering First Nations, Métis, and Inuit students.
  - Building leadership capacity through the provision of lead teacher professional development days and supporting the District’s aspiring leadership program with sessions tailored to enhance the capacity of District leaders in their work supporting First Nations, Métis, and Inuit education.
  - Collaborating directly with parents, Elders, Knowledge Keepers, Cultural Advisors, community agencies and organizations to inform the work of the unit and supporting schools in their efforts to engage with these same stakeholder groups within the school community.

- Human Resources and First Nations, Métis, and Inuit Education staff have taken a proactive and collaborative approach to prepare for the new professional practice standards, with a specific focus on those competencies related to First Nations, Métis, and Inuit education. Together, they are co-facilitating a principal committee whose primary focus is to support readying for the implementation of the new standards effective September 2019. District level efforts towards the implementation of the new standards will help promote consistency across schools and provide support to school leaders as they hold themselves and their staff accountable to these new standards.
- The Superintendent provided the OECD report to District leaders in order to establish a shared knowledge base around Indigenous students' success. It is intended that the report will continue to serve as an evidence informed document to guide ongoing planning and action.

## School Level Actions

District efforts to eliminate the achievement gap for First Nations, Métis, and Inuit students are most meaningful and impactful at the school level. The school principal plays a critical role in this work. To articulate clear direction, ensure shared understanding among all members of the school community and support a focused deliberate course of action, principals work with their school community to develop a First Nations, Métis, and Inuit School Plan. An examination of this year's school plans reveals the following areas of focus across District schools in support of our Indigenous students' success and First Nations, Métis, and Inuit education:

- To create a welcoming culture where Indigenous students feel included, engaged, with the desire to learn, schools and catchments are taking deliberate steps towards:
  - Building relationships with students, families, community partners, Elders, Cultural Advisors and Knowledge Keepers.
  - Involving students' parents and families in their educational journey.
  - Raising awareness of First Nations, Métis, and Inuit culture, history and perspectives, through classroom, school and catchment activities and events (e.g., Reconciliation projects, Indigenous Day, Orange Shirt Day and Miyokisikaw Day ["nice day" in Cree]).
- To facilitate relevant and responsive curriculum delivery and high-quality learning in schools, principals and/or school leadership teams are:
  - Participating in professional learning specific to the learning needs of Indigenous students.
  - Providing support and coaching for teachers to ensure planning, instruction and assessment practices are culturally responsive.
  - Providing and promoting resources that reflect First Nations, Métis, and Inuit perspective within the school community (e.g., literature, author visits and artifacts).
  - Collaborating with feeder schools to build relationships with students and support successful transitions.
  - Maintaining a focused and structured emphasis on the importance of transition to high school, career guidance for junior and senior high students, and monitoring high school students' course completion towards the goal of high school completion.
- To best leverage the use of District resources in support of student success, principals collaborated within their catchments to access equity funding to support First Nations, Métis, and Inuit focused initiatives. Examples of this work include:
  - Jasper Place catchment used equity funds to support the role of family liaisons.
  - M.E. LaZerte catchment used equity funds to increase the number of students receiving support from an Indigenous liaison worker.
  - North Central catchment used equity funds to provide additional targeted professional learning for their First Nations, Métis, and Inuit lead teachers; this work included engaging with an Elder.
  - Ross Sheppard catchment used equity funds to support First Nations, Métis, and Inuit work focused around resiliency, literacy and numeracy.
- To help provide deliberate, focused leadership around First Nations, Métis, and Inuit education at the school level, each school identifies a First Nations, Métis, and Inuit lead teacher. Lead teachers participate in various professional learning and capacity building initiatives and bring these learnings back to their school community.

## District Focus on High Quality Teaching

The District is committed to high quality teaching and learning environments for all students. There are multiple ways that we are organized to provide teachers with access to the supports and services they need to be responsive to the individual learning needs of each student. Central units are established to provide schools with the resources, tools and professional learning opportunities foundational to high quality teaching. At the school level, principals create the necessary conditions within the school community that enable quality teaching and learning to foster and evolve. Additionally, catchments serve as a structure that supports professional collaboration and enables teachers to learn with and from each other. At the core of these efforts is our cornerstone value of equity, as it is acknowledged that each child's learning journey is unique and some students will require more in order for them to thrive as learners. This value of equity is enacted through the responsive and strategic use of equity funds, hold back dollars and central instructional supports.

## Central Services Instructional Supports

- To integrate the importance of effective relationships as the foundation to school success, the First Nations, Métis, and Inuit Education unit works to foster a positive connection and working relationships with First Nations, Métis, and Inuit families, Elders, Knowledge Keepers, Cultural Advisors and local community members; these relationships help to inform the unit's efforts in support of quality teaching and learning at the school level.
- To prepare for the implementation of the new professional practice standards and expectations regarding First Nations, Métis, and Inuit Education, Central units are developing resources and professional learning opportunities that will support staff in meeting the expectations of the new standards.
- To further develop teacher capacity to improve achievement outcomes of our self-identified First Nations, Métis, and Inuit students:
  - Staff from Curriculum and First Nations, Métis, and Inuit collaborate around the development of materials and resources supporting the District-Wide Focus on Reading and the District's Numeracy Action Plan.
  - Central staff conducted a literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for self-identified First Nations, Métis, and Inuit students from Pre-Kindergarten to high school.
- To support teachers in weaving First Nations, Métis, and Inuit culturally responsive resources and supports throughout curriculum:
  - The First Nations, Métis, and Inuit Education unit collaborates with various Central units to develop and identify culturally responsive resources and supports for schools, including lesson plans, culturally responsive assessments and teacher resources.
  - The First Nations, Métis, and Inuit Education unit supports an [annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature](#) and resources to assist teachers in identifying and using culturally appropriate materials, such as literature and videos.
  - The First Nations, Métis, and Inuit Education Resource Centre, located at Woodcroft Centre, provides additional First Nations, Métis, and Inuit education support, resources and learning opportunities for District staff to access and borrow.
  - Professional learning sessions focused on weaving First Nations, Métis, and Inuit context within the curriculum are delivered as part of lead teacher sessions, school and catchment professional development days and District literacy and numeracy days.
  - The [First Nations, Métis, and Inuit website](#) hosts information and links for recommended resources and supporting materials.
- To build staff capacity and knowledge around First Nations, Métis, and Inuit education, history, perspectives and experiences including, treaty and residential school history, cultural protocols and current provincial initiatives, District staff provide professional learning for lead teachers and administrators (e.g., Blanket Exercise, We Are All Treaty People: Treaty 6 Basics and Reconciliation Through Numeracy).

- To celebrate educational achievement of the District’s self-identified First Nations, Métis, and Inuit graduates the District holds an Honouring Celebration for these students, their families and District staff. This past year marked the 10<sup>th</sup> annual Honouring Celebration. The event was hosted at W.P. Wagner School and there were approximately 600 people in attendance to recognize and celebrate the achievements of approximately 500 self-identified First Nation, Métis, and Inuit students graduating from high school in our District.

### School Level Actions

- To support the learning needs of self-identified First Nations, Métis, and Inuit students, schools use a range of targeted, research-informed strategies and resources foundational to quality teaching for all students. This work includes:
  - Implementing a deliberate approach or model of literacy programming (e.g., Foundations of Literacy, daily guided reading instruction, leveled literacy intervention, Reading Recovery, school-wide reading and writing workshops, five pillars of reading, middle years literacy intervention, classroom libraries, home reading support or One Book One School). The strategic work in support of quality literacy instruction has been a District priority or area of focus for several years and there exists a solid foundation of practice to build upon across schools.
  - Implementing a deliberate approach or model of numeracy programming (e.g., Foundations of Numeracy, guided math, math centres, math journals, school-wide Dragon math, math intervention, mental math strategies, open-ended questions, math labs and Math 15). The strategic work in support of numeracy instruction is at an earlier stage than the work in support of literacy. Central supporting units and schools are working together to establish foundational knowledge and expertise in this area.
  - Taking deliberate efforts to engage students as active participants in their learning, guiding them to self-assessment and supporting them in establishing meaningful learning goals for personal success.
  - Integrating summative and formative assessment practices.
  - Intentionally integrating First Nations, Métis, and Inuit outcomes and understandings into the classroom in a meaningful way.
  - Monitoring individual student progress to inform programming and responsive interventions.
- To support school-wide capacity in the area of First Nation, Métis, and Inuit education, lead teachers provide leadership to the school community and help to facilitate the acquiring and sharing of knowledge, resources and strategies amongst their school colleagues; this work is also done with the support of staff from the First Nations, Métis, and Inuit Education unit or in collaboration with catchment schools.
- To support integrating First Nations, Métis, and Inuit culture and content into the school community and into classroom instruction, teachers invite staff from the First Nations, Métis, and Inuit Education unit, Elders, Cultural Advisors, Knowledge Keepers and community members into the classroom to share story, culture and First Nations, Métis, and Inuit perspective with students as part of the learning process.

In respect to District teaching and learning staff’s self-efficacy regarding their ability to program for the learning needs of First Nations, Métis, and Inuit students, on the 2017 District Feedback Survey, 71.65 per cent of school staff agreed they had the knowledge and skills to program for/support students who are First Nations, Métis or Inuit. This figure will serve as one indicator of progress forward in the District’s efforts to provide quality teaching and learning that supports the success of our First Nations, Métis, and Inuit students.

## District Focus on Provision of Tailored Support

Through the Pyramid of Intervention, the District supports all students in their learning journey by providing a range of intervention and programming strategies based on universal need, targeted strategies and specialized strategies. As well, the District's First Nations, Métis, and Inuit Education unit has introduced new strategies, including the School Family Liaison Project and High School Completion Graduation Coaches to help support the needs of the whole child towards the goal of educational success. The District and schools also work collaboratively with partners to provide additional supports; these community-provided supports typically reflect wraparound services for the whole child as a means to educational success.

## Central Services Instructional Supports

- The District's First Nations, Métis, and Inuit Education unit staff:
  - Serve as a key point of contact with several community stakeholders who provide additional opportunities and services for students in support of school success; through these relationships work is done to strategically best connect these community supports to District students or school communities.
  - Collaborate internally and with community partners to provide self-identified First Nations, Métis, and Inuit students with increased opportunities to participate in enrichment or transition programs outside of their regular learning program. These opportunities are often offered during a break from instruction and may focus around literacy or support a potential career pathway (e.g., CALM 20: An Experiential Indigenous Journey, Frontier College summer literacy programs, Oskayak Police Academy, Métawêtân Physical Education 10 Summer Program and Ever Active Schools Spring Break Boot Camp).
- Inclusive Learning teams, working collaboratively with principals, teachers and parents:
  - Provide a diverse range of professional supports and programming recommendations for individual students; these supports and services are delivered through the construct of the Pyramid of Intervention and often involve additional assessment and working with other professionals.
  - Build teacher capacity to create optimal learning environments for all students, including some deliberate strategies in support of Indigenous students.
- First Nations, Métis, and Inuit School-Family Liaison Project: The project was introduced in seven District schools offering Pre-Kindergarten midway through the 2016-2017 school year. The family liaison worker helps:
  - Support school staff in building positive relationships with families and community.
  - Families to have trusting and positive relationships with the school and to be active participants in their children's learning.
  - Increase staff capacity to weave culture into the curriculum and whole school life.
  - Provide extra-curricular opportunities for students (e.g., lunchtime clubs).
- First Nations, Métis, and Inuit High School Completion Coach Project was introduced in two District high schools midway through the 2016-2017 school year. The high school completion coach helps:
  - Foster and develop positive working relationships amongst school staff, students and families.
  - Support collaboration with other staff within the school community including educational staff, family liaison workers, success coaches, school resource officers and mental health therapists.
  - Monitor student attendance and high school course credits towards the goal of high school completion.
  - Support students through key times of transition: junior high to high school and high school to postsecondary institutions and/or the world of work.

EDMONTON PUBLIC SCHOOLS

## THE PYRAMID OF INTERVENTION

A Framework for Supporting All Students



- Provide additional supports for students, such as tutoring and mentoring.
- Implement the Grades 10 and 12 entrance/exit surveys to capture the voices of our self-identified First Nations Métis, and Inuit students. Student voice from the surveys is intended to provide staff with an increased understanding of First Nations, Métis, and Inuit students' school experiences to enable schools to more effectively support student success. Appendix B provides a summary of responses from 322 students across 15 schools who completed the survey in the 2016-2017 school year.

### School Level Actions

- To support the success and achievement of First Nations, Métis, and Inuit students, schools work to create a school community that is welcoming and promotes a sense of belonging for all students; it is important that students can see themselves within the school environment/building in order for them to see themselves as successful learners. These efforts include attention to the following:
  - Images, artwork, artifacts and value statements reflecting First Nations, Métis, and Inuit culture, people and history.
  - Gathering spaces where students can come together to connect outside of traditional classrooms.
  - Protocols that welcome and engage new students to the school.
  - School events that reflect First Nations, Métis, and Inuit cultural inclusion (e.g., recognizing Orange Shirt Day or incorporating the Treaty 6 Acknowledgement).
- To support the literacy learning needs of Indigenous students who are below grade level or struggling to achieve growth, schools reported positive progress when using approaches such as Reading Recovery, leveled literacy, guided reading and using educational assistants to support students working in small groups; progress is also noted when teachers use deliberate numeracy strategies to support students who are struggling to achieve.
- To provide wraparound supports and mentorship for First Nations, Métis, and Inuit students, schools work in collaboration with various community agencies. Examples of this work include:
  - Success, Graduation and Aboriginal Commitment coaches work in schools to help mitigate barriers to learning and provide social/emotional support, sometimes through the lens of trauma-informed practice.
  - Mentoring and after-school programs to engage with students outside of the school day in a healthy and enriching manner; these programs bring another positive adult into the lives of children, provide a safe place for children to be outside of the school day and have meaningful activities that extend the child's literacy, numeracy and social/emotional development.
  - Mental health supports are available for families and students from mental health nurses, mental health therapists, psychologists, family therapists and family support workers; these professional supports are most impactful when they are embedded as part of the school community, there is a strong working relationship between school and agency staff, and a shared commitment to school completion.
- To integrate First Nations, Métis, and Inuit culture throughout the school community, schools offer a range of opportunities for students to engage beyond experiences in the classroom (e.g., culture club, sharing circles, drumming sessions, fiddling program, Aboriginal artist-in-resident programs, Aboriginal cooking classes and inter-school cultural days). Many of these initiatives or programs are offered in collaboration with members of the community.
- To foster student leadership focused around First Nations, Métis, and Inuit people, culture and history some schools offer First Nations, Métis, and Inuit clubs for any student interested in enhancing their leadership skills, cultural awareness and knowledge.

## District Focus on Family Involvement

Parents and families are a child's first teacher and play an important role in nurturing and encouraging their children to be learners. The District values the important role that families play in a child's educational growth and development, and strives to build positive working relationships with families from the first day of Kindergarten through to high school completion. It is important that these relationships are founded on mutual trust and respect and that parents are provided with meaningful opportunities to be involved in their child's education.

The District works to provide families with clear and timely communication around matters pertaining to their child's learning and has many resources available through SchoolZone and the District's website to support families. However, the most important relationship to support student success exists between families and the members of their child's school community.

## Central Services Instructional Supports

- The District is working to develop relationships with families early in a child's educational journey. The First Nations, Métis, and Inuit School-Family Liaison Project's key focus is to explore ways to best engage and work with families in support of their children experiencing school success. The project, implemented midway through the 2016-2017 school year, has been strategically placed at seven District Schools offering Pre-Kindergarten. This enables building relationships with families at the very beginning of their child's journey through school. Some ways the school-family liaisons are promoting positive working relationships with families include:
  - Building collaborative relationships with community organizations already engaged with Indigenous families prior to their young children entering the school system; using these connections to reach out to and communicate with families in preparation for their children engaging in a District program.
  - Supporting a positive transition into a District program for families working with community agencies and programs.
  - Helping to foster positive working relationships between school staff and families.
  - Providing Indigenous families of Pre-Kindergarten children with backpacks full of developmentally-appropriate books, games and learning activities, and guiding parents around how to engage with their children using the materials from the backpacks.
  - Encouraging First Nations, Métis, and Inuit families with preschool children to attend Pre-Kindergarten screening sessions to find out if their children are eligible to participate in District programming prior to Kindergarten.
- To help increase opportunities for families to be involved in their child's education, the District's First Nations, Métis, and Inuit Education unit provides strategies, resources, supports and information to assist schools in their efforts to actively engage with families in a meaningful way.

## School Level Actions

- To help build positive relationships with families, schools make deliberate efforts to:
  - Create welcoming environments and honour First Nations, Métis, and Inuit culture throughout the school community.
  - Host parent engagement events that promote welcoming and belonging (e.g., Indigenous or Intercultural family nights, family barbeques, special community events and year-end celebrations).
  - Create a space in the school for parents to connect and gather, such as a morning coffee corner.
  - Inform students and families about Indigenous activities around Edmonton.
- To encourage the active involvement of First Nations, Métis, and Inuit families in helping their children succeed as learners, District schools:
  - Engage parents in their child's learning journey (e.g., through collaborative goal-setting, classroom/school projects, workshops to learn alongside staff and/students, teacher emails, personal phone calls, in-person meetings and student agenda books).

- Provide assessment-evaluation information throughout the school year (e.g., student-parent-teacher conferences, interim and progress reports, EYE-TA results and programming strategies with Kindergarten families, and celebration of learning events).
- Encourage parent participation in school-level and decision-making opportunities (e.g., school council or parent association meetings and principal/parent coffee conversations).
- To promote ongoing and meaningful communication with families, schools:
  - Work with community agencies and liaison workers to help share information.
  - Use electronic platforms (e.g., SchoolZone, Google calendars and classroom, Facebook, Twitter, Instagram, websites and electronic phone out systems).
  - Send newsletters and student agenda books home.



## District Focus on Student Achievement

The District is committed to building a culture of evidence-based decision-making, with the District Strategic Plan as the foundation to set the overall direction for the District. The District has three layers of data to help leaders in their work to best align resources and monitor for growth and progress. There is Alberta Education's Accountability Pillar results, where we see our progress on PATs, Diploma Exams and our High School Completion Rates, as well as Accountability Pillar survey results. This data is available at both the District and school level. The District has developed local system-wide measures used to either monitor progress or help to inform programming; these include the Highest Level of Achievement in Writing, the Math Intervention Programming Initiative (MIPI), and the identification of student Reading Levels (Grades 1 through 7). The third set of data schools pay attention to is the local data their teachers use to inform programming, monitor for growth or intervention and provide evidence of achievement. These data sets vary from school to school and include such things as diagnostic reading tools, teacher-awarded marks or school-developed writing prompts. To monitor for student success, schools also pay attention to attendance data, school demographic data, results from the District Feedback Survey and high schools track course completion of individual students.

## Central Services Instructional Supports

- To support schools in their ability to best leverage the data available to them, the Internal Dashboard has been developed and includes the ability to filter data, set alerts and run reports related to specific student cohorts or data sets. This tool enables schools to monitor for risk and be nimble and responsive to concerning data patterns pertaining to individual students or cohorts of students.
- To demonstrate accountability and assurance, administration is committed to providing the Board of Trustees with Strategic Plan Update reports on an annual basis; the reports focus on priority areas and are intended to provide the Board with an update on the District's progress. First Nations, Métis, and Inuit education is one of these priority areas and will continue to be reported on annually.
- To ensure the most effective use of resources in support of student success, the Central units are committed to promoting research informed practices, strategies and resources in its work to support schools.
- To further understand the factors that support positive change and school success for First Nations, Métis, and Inuit students, a preliminary case study of 10 District schools is underway.
  - Participating schools were identified in spring of 2017.
  - Phase one focus group dialogues centered around how schools create a welcoming school community that fosters a sense of belonging and positive working relationships with students and families.
  - Phase two is currently underway and is exploring the work at each school around quality teaching and learning in relationship to First Nations, Métis, and Inuit students' academic success and achievement.
- To support coherence and a shared understanding of the District's efforts to eliminate the achievement gap for self-identified First Nations, Métis, and Inuit students the District will continue to leverage the findings of the OECD report as a frame to help guide District direction in this area.

## School Level Actions

- To monitor student achievement and learning, schools use a variety of strategies such as:
  - Ongoing school-wide tracking of individual students' reading and numeracy growth.
  - Analysis of multiple sources of data to inform universal programming and intervention supports.
  - Assessment for learning, to provide students with feedback and to inform programming around areas of needs and strengths.
  - Collaborative time for staff to discuss student progress and develop strategies or responses to support continued growth or improvement.
- To monitor for risk of students not completing high school, many schools use the Internal Dashboard to run threshold alerts related to the five greatest predictors of students at risk to dropping out of school;

these reports enable schools to reach out to students in a timely and deliberate manner, provide support and/or intervention and continue to monitor for signs of improvement.

- To support students to remain engaged in K to 12 schooling, many high schools take deliberate efforts to engage with students around awareness of their completed credits in respect to their life goals; this helps students better understand the importance of school completion and the connection between school and their life beyond Grade 12. These efforts also enable schools to ensure students are aware of other ways they can achieve course credits, such as summer programs, special opportunities or the Alberta Distance Learning Centre.
- To monitor for concerning patterns of absences and to inform the need to work deliberately with students and families towards improved attendance, schools pay close attention to attendance data.
- High schools are able to use the Grades 10 and 12 entrance/exit survey with their self-identified First Nations, Métis, and Inuit students. The feedback from the survey signals a student's engagement in schooling and their long term intention to completing high school. It also provides the student with the opportunity to identify any barriers that they may have in their life that could interfere with their ability to complete school.



## Conclusion

Our results tell us that there is significant work in front of us to eliminate the achievement gap for First Nations, Métis, and Inuit students. However, our results also tell us that we are on the right path. We have the opportunity to build upon our shared strategic direction, the OECD findings and the evidence and momentum of our current progress.

Our efforts remain deliberate and strategic and will continue to reflect collaboration, high expectations, monitoring of student growth and the celebration of culture. We know this work is not ours alone, and we will walk alongside families, Elders, Knowledge Keepers, Cultural Advisors and our community partners in a shared commitment to First Nations, Métis, and Inuit students' success.

# Appendix A: District and First Nations, Métis, and Inuit Students' Results

## Accountability Pillar Summary, First Nations, Métis, and Inuit Students

Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2017  
Authority: 3020 Edmonton School District No. 7 (FNMI)



| Measure Category  | Measure  | Edmonton School District No. 7 (FNMI) |                  |                     | Alberta (FNMI) |                  |                     | Measure Evaluation |                        |            |
|---|--|---------------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|------------------------|------------|
|   |  | Current Result                        | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement            | Overall    |
| Safe and Caring Schools                                       | <a href="#">Safe and Caring</a>                            | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |
| Student Learning Opportunities                                | <a href="#">Program of Studies</a>                         | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |
|   | <a href="#">Education Quality</a>                          | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |
|   | <a href="#">Drop Out Rate</a>                              | 6.8                                   | 8.5              | 7.7                 | 5.8            | 6.1              | 6.7                 | Intermediate       | Improved               | Good       |
|   | <a href="#">High School Completion Rate (3 yr)</a>         | 45.6                                  | 38.3             | 36.1                | 53.6           | 50.2             | 47.8                | Very Low           | Improved Significantly | Acceptable |
| Student Learning Achievement (Grades K-9)                     | <a href="#">PAT: Acceptable</a>                            | 49.2                                  | 55.0             | 53.2                | 51.7           | 52.4             | 52.1                | Very Low           | Declined               | Concern    |
|   | <a href="#">PAT: Excellence</a>                            | 6.4                                   | 7.4              | 7.5                 | 6.7            | 6.3              | 6.3                 | Very Low           | Declined               | Concern    |
| Student Learning Achievement (Grades 10-12)                   | <a href="#">Diploma: Acceptable</a>                        | 76.4                                  | 77.6             | 75.3                | 77.1           | 76.1             | 76.3                | Low                | Maintained             | Issue      |
|   | <a href="#">Diploma: Excellence</a>                        | 11.2                                  | 10.5             | 10.3                | 10.7           | 10.2             | 10.2                | Low                | Maintained             | Issue      |
|   | <a href="#">Diploma Exam Participation Rate (4+ Exams)</a> | 20.5                                  | 20.3             | 19.1                | 21.8           | 20.7             | 20.3                | Very Low           | Maintained             | Concern    |
|   | <a href="#">Rutherford Scholarship Eligibility Rate</a>    | 31.8                                  | 32.7             | 32.7                | 34.2           | 31.9             | 31.9                | n/a                | Maintained             | n/a        |
| Preparation for Lifelong Learning, World of Work, Citizenship | <a href="#">Transition Rate (6 yr)</a>                     | 23.9                                  | 26.3             | 26.0                | 31.8           | 33.5             | 33.3                | Very Low           | Maintained             | Concern    |
|   | <a href="#">Work Preparation</a>                           | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |
| Parental Involvement  | <a href="#">Citizenship</a>                                | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |
|   | <a href="#">Parental Involvement</a>                       | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |
| Continuous Improvement  | <a href="#">School Improvement</a>                         | n/a                                   | n/a              | n/a                 | n/a            | n/a              | n/a                 | n/a                | n/a                    | n/a        |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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Data Current as of Aug 28, 2017

## Literacy Results

### English Language Arts 6

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |             |            |
|--------------------------|-----------|-----------|-----------|-----------|-----------|--------------|-------------|------------|
| Number of Students       | 5,624     | 5,952     | 6,324     | 6,390     | 6,604     | Achievement  | Improvement | Overall    |
| Acceptable Standard %    | 84.4      | 84.1      | 83.8      | 85.4      | 83.3      | Intermediate | Declined    | Issue      |
| Standard of Excellence % | 18.8      | 19.6      | 22.5      | 23.7      | 21.0      | High         | Declined    | Acceptable |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |             |            |
| Number of Students       | 499       | 500       | 545       | 545       | 588       | Achievement  | Improvement | Overall    |
| Acceptable Standard %    | 70.5      | 69.2      | 64.6      | 73.9      | 66.5      | Very Low     | Maintained  | Concern    |
| Standard of Excellence % | 4.4       | 3.8       | 9.2       | 7.0       | 6.3       | Very Low     | Maintained  | Concern    |

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

### English Language Arts 9

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |             |            |
|--------------------------|-----------|-----------|-----------|-----------|-----------|--------------|-------------|------------|
| Number of Students       | 5,819     | 5,735     | 5,979     | 5,993     | 6,160     | Achievement  | Improvement | Overall    |
| Acceptable Standard %    | 79.4      | 77.8      | 78.1      | 78.7      | 77.9      | Intermediate | Maintained  | Acceptable |
| Standard of Excellence % | 18.7      | 18.4      | 16.8      | 18.9      | 17.6      | High         | Maintained  | Good       |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |             |            |
| Number of Students       | 533       | 530       | 491       | 476       | 512       | Achievement  | Improvement | Overall    |
| Acceptable Standard %    | 59.1      | 54.7      | 56.2      | 53.6      | 54.5      | Very Low     | Maintained  | Concern    |
| Standard of Excellence % | 3.8       | 5.1       | 4.3       | 4.2       | 3.9       | Very Low     | Maintained  | Concern    |

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

## English 30-1

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation  |             |         |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|---------|
| Number of Students       | 5,098     | 5,029     | 5,072     | 5,248     | 5,113     | Achievement | Improvement | Overall |
| Acceptable Standard %    | 81.2      | 82.0      | 80.1      | 81.8      | 81.9      | Low         | Maintained  | Issue   |
| Standard of Excellence % | 11.0      | 11.2      | 10.1      | 10.2      | 11.6      | High        | Improved    | Good    |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation  |             |         |
| Number of Students       | 181       | 196       | 181       | 231       | 213       | Achievement | Improvement | Overall |
| Acceptable Standard %    | 72.4      | 75.5      | 75.7      | 81.8      | 79.3      | Very Low    | Maintained  | Concern |
| Standard of Excellence % | 3.9       | 6.1       | 4.4       | 3.9       | 6.1       | Low         | Maintained  | Issue   |

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

## English 30-2

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |             |            |
|--------------------------|-----------|-----------|-----------|-----------|-----------|--------------|-------------|------------|
| Number of Students       | 2,173     | 2,393     | 2,394     | 2,463     | 2,390     | Achievement  | Improvement | Overall    |
| Acceptable Standard %    | 81.9      | 83.0      | 80.4      | 82.2      | 83.1      | Low          | Improved    | Acceptable |
| Standard of Excellence % | 7.9       | 8.7       | 7.0       | 7.6       | 7.9       | Low          | Maintained  | Issue      |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |             |            |
| Number of Students       | 240       | 243       | 209       | 254       | 253       | Achievement  | Improvement | Overall    |
| Acceptable Standard %    | 86.7      | 85.6      | 80.9      | 89.4      | 89.3      | Intermediate | Improved    | Good       |
| Standard of Excellence % | 4.2       | 7.0       | 7.7       | 11.0      | 7.9       | Low          | Maintained  | Issue      |

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

## Grade 1-6 District Reading Levels (At, Above or Below Grade Level)

Teacher reporting of students reading at, above or below grade level. Beginning in 2015-2016, teachers of students in Grade 1 through 6 reported their professional judgement around students' reading at, above or below grade level. Over the coming years, work will continue to include data for junior high, and ultimately high school students' reading levels.

| District - Overall   | 2015-2016 | 2016-2017 |
|----------------------|-----------|-----------|
| Number of Students   | 41,939*   | 43,335**  |
| Above                | 16%       | 15%       |
| At                   | 59%       | 58%       |
| Below                | 25%       | 27%       |
| Self-identified FNMI | 2015-2016 | 2016-2017 |
| Number of Students   | 3,478     | 3,711     |
| Above                | 9%        | 8%        |
| At                   | 45%       | 43%       |
| Below                | 46%       | 50%       |

\* 2015-2016 Fort McMurray students were included. Data as reported from the District database.

\*\*\*301 and 303 ESL coding is for students who have a primary language that is not English, whose academic achievement in one or more core subjects is negatively impacted by language proficiency limitations, and who are receiving ESL services. 301 identifies students born outside of Canada; 303 identifies Canadian born students who reside in a home where primary spoken language is not English.

## Highest Level of Achievement (HLAT) – Self-Identified First Nation, Métis, and Inuit Students

|                    | Grade 1 |       |       | Grade 2 |       |       | Grade 3 |       |       |
|--------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| Year               | 2015    | 2016  | 2017  | 2015    | 2016  | 2017  | 2015    | 2016  | 2017  |
| Number of Students | 539     | 534   | 627   | 597     | 582   | 619   | 568     | 602   | 636   |
| Below              | 42.5%   | 36.3% | 51.2% | 41.0%   | 47.3% | 46.0% | 43.5%   | 44.2% | 55.3% |
| At                 | 57.3%   | 63.3% | 48.8% | 59.0%   | 52.7% | 54.0% | 56.5%   | 55.8% | 44.7% |
| Above              | 0.2%    | 0.4%  | 0.0%  | 0.0%    | 0.0%  | 0.0%  | 0.0%    | 0.0%  | 0.0%  |
|                    | Grade 4 |       |       | Grade 5 |       |       | Grade 6 |       |       |
| Year               | 2015    | 2016  | 2017  | 2015    | 2016  | 2017  | 2015    | 2016  | 2017  |
| Number of Students | 540     | 580   | 617   | 523     | 542   | 612   | 545     | 530   | 579   |
| Below              | 44.6%   | 44.7% | 49.8% | 40.5%   | 46.9% | 55.1% | 43.1%   | 40.6% | 46.8% |
| At                 | 55.4%   | 55.3% | 50.2% | 59.3%   | 53.1% | 44.9% | 56.7%   | 59.1% | 53.0% |
| Above              | 0.0%    | 0.0%  | 0.0%  | 0.2%    | 0.0%  | 0.0%  | 0.2%    | 0.4%  | 0.2%  |
|                    | Grade 7 |       |       | Grade 8 |       |       | Grade 9 |       |       |
| Year               | 2015    | 2016  | 2017  | 2015    | 2016  | 2017  | 2015    | 2016  | 2017  |
| Number of Students | 490     | 518   | 530   | 486     | 473   | 515   | 508     | 463   | 458   |
| Below              | 39.4%   | 36.5% | 47.0% | 38.7%   | 34.7% | 45.4% | 31.5%   | 31.5% | 40.6% |
| At                 | 60.2%   | 62.9% | 52.6% | 60.7%   | 65.1% | 54.4% | 68.3%   | 68.0% | 59.2% |
| Above              | 0.4%    | 0.6%  | 0.4%  | 0.6%    | 0.2%  | 0.2%  | 0.2%    | 0.4%  | 0.2%  |

## Numeracy Results – Provincial Achievement Tests

### Mathematics 6

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |                        |         |
|--------------------------|-----------|-----------|-----------|-----------|-----------|--------------|------------------------|---------|
| Number of Students       | 5,607     | 5,943     | 6,316     | 6,385     | 6,598     | Achievement  | Improvement            | Overall |
| Acceptable Standard %    | 76.9      | 77.4      | 76.2      | 75.6      | 70.8      | Intermediate | Declined Significantly | Issue   |
| Standard of Excellence % | 21.0      | 20.5      | 18.2      | 17.9      | 16.1      | Intermediate | Declined Significantly | Issue   |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |                        |         |
| Number of Students       | 497       | 498       | 544       | 544       | 586       | Achievement  | Improvement            | Overall |
| Acceptable Standard %    | 55.3      | 51.0      | 51.1      | 55.1      | 38.9      | Very Low     | Declined Significantly | Concern |
| Standard of Excellence % | 3.8       | 4.0       | 5.5       | 5.3       | 2.6       | Very Low     | Declined Significantly | Concern |

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

### Mathematics 9

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |                        |           |
|--------------------------|-----------|-----------|-----------|-----------|-----------|--------------|------------------------|-----------|
| Number of Students       | 5,796     | 5,707     | 5,959     | 5,954     | 6,117     | Achievement  | Improvement            | Overall   |
| Acceptable Standard %    | 71.3      | 70.8      | 70.2      | 73.0      | 70.3      | Intermediate | Declined               | Issue     |
| Standard of Excellence % | 25.5      | 24.2      | 23.9      | 24.6      | 26.7      | Very High    | Improved Significantly | Excellent |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation   |                        |           |
| Number of Students       | 523       | 527       | 485       | 461       | 499       | Achievement  | Improvement            | Overall   |
| Acceptable Standard %    | 40.7      | 39.7      | 39.6      | 40.3      | 37.5      | Very Low     | Maintained             | Concern   |
| Standard of Excellence % | 4.2       | 4.9       | 6.6       | 4.8       | 4.4       | Very Low     | Maintained             | Concern   |

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

## Numeracy Results – Diploma Exams

- Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

### Mathematics 30-1

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation  |             |         |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|---------|
| Number of Students       | 4,381     | 4,325     | 4,187     | 4,119     | 4,023     | Achievement | Improvement | Overall |
| Acceptable Standard %    | 78.4      | 74.0      | 76.1      | 72.2      | 73.8      | n/a         | n/a         | n/a     |
| Standard of Excellence % | 33.3      | 29.0      | 33.1      | 28.6      | 32.6      | n/a         | n/a         | n/a     |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation  |             |         |
| Number of Students       | 89        | 99        | 89        | 90        | 90        | Achievement | Improvement | Overall |
| Acceptable Standard %    | 66.3      | 59.6      | 60.7      | 51.1      | 48.9      | n/a         | n/a         | n/a     |
| Standard of Excellence % | 22.5      | 16.2      | 14.6      | 14.4      | 12.2      | n/a         | n/a         | n/a     |

### Mathematics 30-2

| Overall                  | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation  |             |         |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|---------|
| Number of Students       | 1,941     | 2,139     | 2,279     | 2,396     | 2,255     | Achievement | Improvement | Overall |
| Acceptable Standard %    | 70.8      | 71.3      | 76.0      | 79.1      | 77.4      | n/a         | n/a         | n/a     |
| Standard of Excellence % | 10.6      | 15.1      | 18.3      | 21.2      | 20.3      | n/a         | n/a         | n/a     |
| Self-identified FNMI     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | Evaluation  |             |         |
| Number of Students       | 86        | 102       | 102       | 127       | 113       | Achievement | Improvement | Overall |
| Acceptable Standard %    | 66.3      | 63.7      | 69.6      | 75.6      | 72.6      | n/a         | n/a         | n/a     |
| Standard of Excellence % | 5.8       | 7.8       | 12.7      | 20.5      | 13.3      | n/a         | n/a         | n/a     |

Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

## High School Completion

| Alberta Education<br>Accountability Pillar  |      | Results (in percentages) |                    |                    |                    |                    | Evaluation |             |                        |            |
|---|------|--------------------------|--------------------|--------------------|--------------------|--------------------|------------|-------------|------------------------|------------|
|   |      | 2012                     | 2013               | 2014               | 2015               | 2016               | 2017       | Achievement | Improvement            | Overall    |
| <b>HIGH SCHOOL COMPLETION</b>   |      |                          |                    |                    |                    |                    |            |             |                        |            |
| Percentage of students who completed high school within three, four and five years of entering Grade 10.                      | 3-yr | 70.8<br>(n= 6,436)       | 70.2<br>(n= 6,472) | 72.6<br>(n= 6,162) | 72.3<br>(n= 6,199) | 75.4<br>(n= 6,308) |            | High        | Improved Significantly | Good       |
|   | 4-yr | 74.6<br>(n= 6,429)       | 75.2<br>(n= 6,468) | 75.3<br>(n= 6,510) | 77.6<br>(n= 6,204) | 77.9<br>(n= 6,262) |            | n/a         | n/a                    | n/a        |
|   | 5-yr | 76.7<br>(n= 6,494)       | 77.3<br>(n= 6,442) | 77.9<br>(n= 6,475) | 78.4<br>(n= 6,517) | 80.6<br>(n= 6,215) |            | n/a         | n/a                    | n/a        |
| Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10. | 3-yr | 31.7<br>(n= 538)         | 30.2<br>(n= 589)   | 39.8<br>(n= 572)   | 38.3<br>(n= 560)   | 45.6<br>(n= 587)   |            | Very Low    | Improved Significantly | Acceptable |
|   | 4-yr | 36.8<br>(n= 498)         | 37.1<br>(n= 503)   | 37.0<br>(n= 541)   | 46.8<br>(n= 564)   | 43.3<br>(n= 557)   |            | n/a         | n/a                    | n/a        |
|   | 5-yr | 39.0<br>(n= 512)         | 42.5<br>(n= 473)   | 41.8<br>(n= 490)   | 43.3<br>(n= 536)   | 51.9<br>(n= 563)   |            | n/a         | n/a                    | n/a        |

## Transition Rates

| Overall              | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Evaluation  |             |         |
|----------------------|-----------|-----------|-----------|-----------|-----------|-------------|-------------|---------|
| Number of Students   | 6,429     | 6,468     | 6,510     | 6,204     | 6,262     | Achievement | Improvement | Overall |
| 4-Year Transition    | 40.5      | 41.9      | 40.4      | 38.7      | 40.2      | n/a         | n/a         | n/a     |
| Number of Students   | 6,642     | 6,491     | 6,444     | 6,471     | 6,513     | Achievement | Improvement | Overall |
| 6-Year Transition    | 61.5      | 61.1      | 61.4      | 61.1      | 61.5      | High        | Maintained  | Good    |
| Self-Identified FNMI | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Evaluation  |             |         |
| Number of Students   | 498       | 503       | 541       | 564       | 557       | Achievement | Improvement | Overall |
| 4-Year Transition    | 12.1      | 14.0      | 10.4      | 12.4      | 10.8      | n/a         | n/a         | n/a     |
| Number of Students   | 399       | 489       | 468       | 480       | 529       | Achievement | Improvement | Overall |
| 6-Year Transition    | 25.3      | 25.0      | 26.6      | 26.3      | 23.9      | Very Low    | Maintained  | Concern |

## Drop Out Rates

| Overall              | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Evaluation   |                        |           |
|----------------------|-----------|-----------|-----------|-----------|-----------|--------------|------------------------|-----------|
| Number of Students   | 25,456    | 25,245    | 25,230    | 25,457    | 25,785    | Achievement  | Improvement            | Overall   |
| Drop Out Rate        | 3.8       | 3.2       | 3.0       | 3.0       | 2.7       | Very High    | Improved Significantly | Excellent |
| Self-Identified FNMI | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Evaluation   |                        |           |
| Number of Students   | 2,165     | 2,231     | 2,282     | 2,409     | 2,430     | Achievement  | Improvement            | Overall   |
| Drop Out Rate        | 8.2       | 8.4       | 6.3       | 8.5       | 6.8       | Intermediate | Improved               | Good      |

## Rutherford Scholarship

| Overall                                      | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Evaluation  |                        |         |
|--|-----------|-----------|-----------|-----------|-----------|-------------|------------------------|---------|
| Total Grade 12 Students                      | n/a       | n/a       | n/a       | 9,490     | 9,635     | Achievement | Improvement            | Overall |
| Per cent Eligible for Rutherford scholarship | n/a       | n/a       | n/a       | 59.3      | 61.1      | n/a         | Improved Significantly | n/a     |
| Self-Identified FNMI                         | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Evaluation  |                        |         |
| Total Grade 12 Students                      | n/a       | n/a       | n/a       | 877       | 902       | Achievement | Improvement            | Overall |
| Per cent Eligible for Rutherford scholarship | n/a       | n/a       | n/a       | 32.7      | 31.8      | n/a         | Maintained             | n/a     |

## Appendix B: 2016-2017 Entrance and Exit Survey

### Grade 10 and Grade 12 First Nations, Métis, and Inuit Students

#### Background

The survey was created by the First Nations, Métis, and Inuit Education unit to capture the voices of our District's First Nations, Métis, and Inuit students entering high school programming in Grade 10 and leaving in Grade 12. This survey is meant to inform staff working with students, so staff can better understand students' experiences and more effectively support students' success during their high school journey and transition post-high school. A second goal of the survey was to capture the voices of First Nations, Métis, and Inuit students who intended to quit school or leave school before graduation.

Principals of our 27 District schools that have students in Grades 10 and 12 were invited to voluntarily participate in this survey May 2017. The following results reflect the voices of the 322 survey participants.

| Student Experience   | 322 District Students   |
|--|---|
| Welcomed   | 94 per cent indicated feeling welcomed  |
| A sense of belonging   | 82 per cent indicated a sense of belonging  |
| Supported  | 87 per cent indicated feeling supported   |
| Identified Themes  | Student Comments  |
| <i>Schools were welcoming and cultivated a sense of belonging</i>  | <p>"cause there is nobody who doesn't want me to not be there they want me to participate in events"</p> <p>"because people are so nice and welcoming i have a lot of friends so its good im never alone"</p> <p>"no matter what you like to do or who you are [REDACTED] has some way of having you be a part of the school, be it through a club or a sports team."</p> <p>"It is very far away from where i live, but I like being with my people."</p> <p>"Yes, I am pushed to do my best and equally among others."</p> <p>"The school helps with keeping me on task with schoolwork and the teachers are constantly helping."</p> |
| <i>Students felt welcome due to the efforts made by staff / students</i>   | <p>"Teachers are nice, they really want to help if you ask them."</p> <p>"good students, everyone is respectful of my culture, teachers are not judgmental"</p> <p>"I've made a family in the school all of my friends and I are very close now"</p> <p>"Teachers try to help. If I need to switch courses or help me in the new course"</p> <p>"Teachers care and they help you get through your work"</p>   |
| <p><b>Transitions Post-High School</b></p> <p>When asked what their plans were after high school, students' top two answers were <b>entering the workplace</b> and that they were <b>unsure</b>. <i>College, University and Apprenticeship</i> were the other plans students reported, in descending order. In terms of Career Pathways, the top two areas students planned to go into were <i>Health, Education and Human Services</i> and <i>Arts, Design and Communication</i>.</p> |   |
| Identified Themes  | Supports for Graduation (Student Comment Examples)  |
| <i>Guidance and Mentorship</i>   | <p>"A positive working environment and supportive teachers and family with study material to achieve my goals."</p> <p>"Support within and outside the school, good grades"</p>   |

*Help with Academics*

“counsellor support to know what I need to do to reach my goals - picking the right classes”

“I need help with the sciences I'm taking right now. 30 level sciences are super challenging for myself. I need to pursue a 75% in Bio 30 & Physics 30, right now I'm not achieving that goal.”

## Survey Limitations

The response rate of District self-identified First Nations, Métis, and Inuit students enrolled in high school programming was 13 per cent and increased to 22 per cent of the self-identified First Nations, Métis, and Inuit students in the 15 participating schools. Deployment of the surveys happened late in the year and that may have limited the number of respondents.

In terms of capturing the voices of students intending to leave before graduation, that was not accomplished by this survey design. There was only one response to that question. Four factors may have prevented us from obtaining responses from this group of students:

1. They have already left and are not present to take the survey.
  - a. An earlier survey launch date should mitigate this factor.
2. Social desirability bias will prevent them from admitting that they intend to drop out.
  - a. Questions about dropping out may be more effective if worded differently.
3. Dropping out is a process and a survey design is incapable of capturing it.
  - a. Another type of study may more effectively capture information on this phenomenon.
4. Students *do not intend to drop out*, but meet circumstances which eventually result in them quitting school.
  - a. As in #3, another study may be more effective.
5. The survey would not capture students who return at a later time to reengage in their learning.

Future versions of this survey may benefit from aligning with existing Career Pathways terminology by specifically requesting quantitative responses to "post-secondary transition" and "career pathway interest" questions, as well as a qualitative question where students can indicate general plans in their own words (see "Plans for After School" below). This will also help correlate responses to grade-specific respondents, so we can get a better understanding of how to support students at each grade level along their high school journey.

By comparing the Career Pathway eligibility numbers year-to-year, we may be able to determine trends over time related to students' planning for their transition from high school and can plan for additional supports to be implemented. Likewise, by reviewing the pathway interest numbers, we may be able to determine trends over time related to the programming that students may request, which can be used for example, when planning new offerings for Campus EPSB.

## Next Steps

The survey questions have been slightly altered for an earlier deployment. As of this writing, it has been deployed at Eastglen School where the First Nations, Métis, and Inuit students' High School Completion Coach will meet with and survey as many Grade 10, 11 and 12 First Nations, Métis, and Inuit students as possible between September and November.

The deployment plan for our other District schools offering Grades 10 to 12 has not yet been developed. A goal could be to reach for 100 per cent participation rate of schools with a minimum student response rate of 50 per cent. Obtaining 50 per cent of student responses (approximate number of 1000 students) would provide a reasonable sample upon which we could base our actions and recommendations. Efforts could then go into learning from students who did not have a positive experience with high school, since this population may be those at greater risk of dropping out of school.

## Schedule A

### Survey Deployment:

Invitations went out to principals that included an embedded survey link. The survey was then deployed by a staff member.

| Response Rates                       |   |
|--------------------------------------|---|
| School participation                 | 55% (15 of a potential 27)  |
| Student participation                | 22% (322 of a potential 1437 responses possible at participating schools) |
| Total possible student participation | 13% (322 of a potential 2403 responses possible at all target schools)    |
| Grade 10 respondents                 | 41% (n = 131)   |
| Grade 12 respondents                 | 59% (n = 183)   |
| Reponses to Questions                |   |
| Feel welcomed in the school          | Yes 94% (n = 301)<br>No 2% (n = 8)<br>Other 4 % (n = 13)                  |
| Feeling a sense of belonging         | Yes 82% (n = 265)<br>No 9% (n = 28)<br>Other 9% (n = 29)                  |
| Supported in the school              | Yes 87% (n = 281)<br>No 3% (n = 11)<br>Other 9% (n = 30)                  |

### Themes from Open Ended Responses:

As these answers were provided in an open-ended qualitative text field, a student may have provided a response that could be coded into more than one theme. Therefore, these numbers will not be presented as percentages of the overall respondents as one response does not necessarily indicate one student.

#### Feel welcomed in the school:

Students were asked if they felt welcomed at their schools. They attributed this to:

- School is welcoming and cultivates a sense of belonging (114 instances).
- Efforts made by school's staff and/or students (62).
- Teachers/staff specifically mentioned (60).
- Feeling accepted and/or everyone's the same (30).
- Friends and acquaintances (29).
- Welcoming/belonging due to specific school attributes (16).

A small number of instances of 'negative experiences with school and/or students' were reported by students (12).

#### Feeling a sense of belonging:

Students were asked if they felt a sense of belonging at their schools. They attributed this to:

- Welcome/belonging due to specific school attributes (79 instances).
- Friends and acquaintances (59).
- School is welcoming and cultivates a sense of belonging (45).
- Efforts made by school's staff and/or students (42).
- Feeling accepted and/or everyone's the same (40).
- Teachers/staff specifically mentioned (27).

A relatively small number of instances of 'negative experiences with school and/or students' were reported by students (20).

**Supported in the school:**

Students were asked if they felt supported at school. They attributed this to:

- Efforts made by school's staff and/or students (216 instances).
- Teachers/staff specifically mentioned (174).
- Friends and acquaintances (39).
- Feeling accepted and/or everyone's the same (3).

A relatively small number of instances of 'negative experiences with school and/or students' were reported by students (12).

**Plans for After School:**

Students were asked what they wanted to do after high school and to describe some of their future plans. This information was coded separately along two lines.

1. To draw out similarities with the four "Pathway Eligibility" (or interest) indicators from myBlueprint, an education and career planning tool that is available to all students in Edmonton Public Schools.
2. To identify which of the five "Career Pathways" they might be interested in pursuing after school. These five pathways have been developed for Edmonton Public Schools' use in Career Pathways model.

As these answers were provided in an open-ended qualitative text field, students may have provided more than one direction they planned to take, or indicated they were unsure of their plans, or any combination thereof (e.g., "Still thinking... maybe a trade"). Therefore, these numbers will not be presented as percentages of the overall respondents as one response does not necessarily equate to one student.

**After High School Transitions Indicated:**

- Workplace (124 instances).
- Unsure (92).
- College (65).
- University (33).
- Apprenticeship (32).

**Career Pathway Interests:**

- Health, Education and Human Services (102 instances).
- Arts, Design and Communication (45).
- Construction, Manufacturing and Transportation (38).
- Business and Information Technology (16).
- Natural Resources and Environmental Sciences (4).

**Help Students Need to Attain their Goals:**

Students were asked what help they need to attain their goals. They responded that they need help in the following ways:

- Guidance and mentorship (101 instances).
- Help with academics (91).
- Transitions post-high school (58).
- Don't know/need help (58).