

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students

ORIGINATOR: Nancy Petersen, Acting for Executive Director, Governance, Strategic Services and Support for Schools

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REFERENCE: [Aboriginal Education Board Policy](#)
[Aboriginal Education Administrative Regulations](#)
[First Nations, Métis, and Inuit Guiding Document](#)
[First Nations, Métis, and Inuit School Plan Resource Tool](#)

ISSUE

The purpose of this report is to update the Board of Trustees on progress towards the District Strategic Plan with a focus on closing the achievement gap for First Nations, Métis, and Inuit students. Using information and data from Early Years Evaluation—Teacher Assessment (EYE-TA), Provincial Achievement Tests (PATs), Provincial Diploma Examinations, the Accountability Pillar Survey, District Highest Level of Achievement Tests (HLATs), and District-wide Focus on Reading, this report focuses on areas of success and growth, and is part of Administration’s commitment to providing the Board of Trustees with ongoing updates on progress relative to the Strategic Plan. This analysis will also help to inform the District’s direction for the 2016–2017 operational year.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its Strategic Plan for the 2014–2018 term. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent, and District staff. The plan also serves as the foundation for a District culture of evidence-based decision-making, assurance, and accountability.

In 2015, the District joined Alberta Education’s Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes in our 2014–2018 Strategic Plan, rather than reporting on Alberta Education’s Business Plan. This is foundational to creating clarity and congruence across the District relative to our local priorities. Reporting on the Strategic Plan creates clarity and congruence around local priorities and enables the District to report results for one set of outcomes rather than two.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) and Three-Year Education Plan (3YEP) by November 30. The AERR/3YEP reports the results from

all 10 of the goals and outcomes in the Strategic Plan from the previous school year, and highlights the District's strategies to advance its strategic priorities over the next three years.

This year, with the flexibility afforded through the Assurance Pilot, the District has established a new Assurance and Public Board Reporting Cycle that supports the AERR/3YEP. For the 2016–2017 school year, at each public Board meeting, a high level overview and an analysis of results for one or two Strategic Plan goals and outcomes will be presented. Trustees felt that reporting on one or two goals versus the entire Strategic Plan, would allow them to engage in more meaningful dialogue on results and strategies for moving forward thus demonstrating greater assurance and transparency to the public.

For this report, data has been gathered from the following sources:

- EYE-TA
- Alberta Education's Accountability Pillar Achievement and Survey results
- HLATs
- District-wide Focus on Reading Reports

KEY POINTS

The Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students report (Attachment I):

- provides information, data and descriptions of initiatives highlighting achievement indicators relevant to the Strategic Plan
- contains data gathered from five key sources: EYE-TA, Accountability Pillar, PATs, Provincial Diploma Examinations, and HLATs

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students

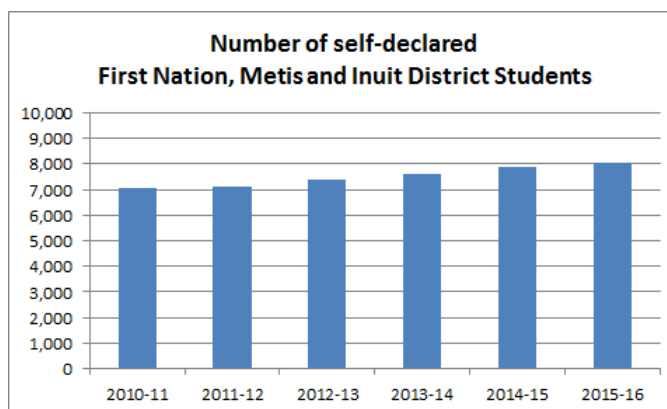
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Strategic Plan Update: Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students

INTRODUCTION

Closing the achievement gap for First Nations, Métis, and Inuit students is a priority for both the District and Alberta Education. This report demonstrates what the District is doing to address this provincial priority and identifies the results for applicable key performance indicators, District strategies and activities to support the success of First Nations, Métis, and Inuit students, and priority strategies moving forward.

In the 2015–2016 school year, Edmonton Public Schools served a total of 92,227 students, including 8,044 who self-identified as First Nations, Métis or Inuit students. Parents and guardians can choose to self-identify their child as First Nations/Status Indian, First Nations/Non-status Indian, Métis, or Inuit when registering for the first time or when updating their child’s information annually. Because self-



identification is optional, the First Nations, Métis, and Inuit student data only reflects students who have been self-identified by their parents or guardians. The chart shows the growing number of self-identified First Nations, Métis and Inuit District students, which grew from 7,034 students in 2010–2011 (this reflects an increase of 1,010 students).

Examining the achievement results for this cohort of students indicates a concerning achievement gap. The District recognizes the importance of closing this gap and is taking focused, strategic steps towards achieving this Provincial outcome.

The District Strategic Plan (Strategic Plan) sets overall direction and serves as the foundation for the District’s work to support the success of all students. In addition, the District has a designated unit focused on First Nations, Métis and Inuit education. The District recognizes closing the achievement gap for our First Nations, Métis, and Inuit students is complex work and progress will be achieved through a shared responsibility reflecting the collaborative efforts of District staff, families and community members.

To set direction and articulate the District’s vision and commitment to the success of its students who identify as First Nations, Métis and Inuit, the District created the First Nations, Métis, and Inuit Guiding Document in 2014. The document provides the following foundational statement, *“First Nations, Métis, and Inuit students will succeed within a supportive and inclusive learning environment that is respectful and responsive of individual narratives where learning ultimately supports the well-being of self, family and community to become engaged thinkers, and ethical citizens with entrepreneurial spirits in an interconnected world.”*

The purpose of this report is to provide the Board of Trustees with an update on the District's efforts to support closing the achievement gap for First Nations, Métis, and Inuit students. The report is organized by the three goals identified for Priority 1:

1. An Excellent Start to Learning
2. Success for Every Student
3. Success Beyond Schooling

Each of the goals is sub-divided into four sections:

1. Key performance indicators (KPIs)
2. analysis of results
3. targeted supports provided in 2015–2016
4. planned priority strategies moving forward

Following detailed analysis of KPIs for Priority 1, the report identifies 2015–2016 targeted supports and priority strategies planned to support District Priorities 2 and 3.

The following key performance indicators are included in this report:

- EYE-TA
- PATs and Provincial Diploma Examinations
- HLATs in Writing;
- District-wide Focus on Reading reports
- High School Completion rates within three, four, and five years of entering Grade 10
- Dropout rates of students aged 14 to 18
- Four or more diploma exams being written by students within three years of entering Grade 10
- Transition to post-secondary (including apprenticeship) rates within six years of entering Grade 10
- Accountability Pillar Survey Results

PRIORITY 1: FOSTER GROWTH AND SUCCESS FOR EVERY STUDENT BY SUPPORTING THEIR JOURNEY FROM EARLY LEARNING THROUGH HIGH SCHOOL COMPLETION AND BEYOND

GOAL ONE: AN EXCELLENT START TO LEARNING

The District outcome for an excellent start to learning is that more children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones. This section shows the KPIs for this goal, analysis of results, targeted supports, and planned priority strategies.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I

Each fall, all children entering District Kindergarten programs are assessed using the Early Years EYE-TA tool in five developmental domains that are indicators for school readiness. The results inform instruction and maximize learning time. In the spring, children identified as being at-risk of not being ready for school-based on the fall results are re-assessed. The table shows EYE-TA fall or “Pre” results and spring or “Post” results for the 2015–2016 school year. Results for First Nations, Métis, and Inuit students are further disaggregated to demonstrate the results for students who require specialized supports and services.

2015- 2016 PRE (FALL) EYE-TA RESULTS COMPARED TO POST (SPRING) RESULTS

Category	# of Children	Experiencing Significant Difficulty (Tier 3)		Experiencing Some Difficulty (Tier 2)		Appropriate Development (Tier 1)	
		Pre	Post	Pre	Post	Pre	Post
All	7,249	15.2%	6.4%	23.5%	12.4%	61.3%	81.2%
FNMI (all)	524	36.5%	16.8%	31.9%	24.6%	31.7%	59.2%
● FNMI Coded Only	273	18.3%	7.1%	32.6%	19.1%	49.1%	73.8%
● FNMI with Mild/Moderate Disability	104	32.7%	7.8%	45.2%	32.0%	22.1%	60.2%
● FNMI with Severe Delay Involving Language	121	72.7%	39.8%	20.7%	28.8%	6.6%	31.4%
● FNMI with Severe Emotional/ Behavioural Disability	19	68.4%	27.8%	26.3%	33.3%	5.3%	38.9%
● FNMI with Severe Physical or Medical Disability	7	85.7%	42.9%	14.3%	28.6%	0.0%	28.6%

Note: As students experience success they may move from Tier 3 to Tier 2 or Tier 1.

SECTION TWO: ANALYSIS OF RESULTS—EARLY YEARS

The results indicate that while there is improvement throughout the Kindergarten year, intentional work is still required to close the achievement gap for First Nations, Métis, and Inuit students, increase student readiness for Grade 1, and support their success through the provision of targeted supports when they leave Kindergarten.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN EARLY YEARS

The following targeted supports were provided in 2015–2016 to support First Nations, Métis, and Inuit student early childhood growth in the early years:

- [First Nations Early Learning Edukit](#) to support Kindergarten readiness in literacy and numeracy was borrowed by 17 schools to support programming. Through a feedback survey, 100 per cent of respondents indicated the Edukit was a positive resource providing hands-on opportunities. Users also indicated they would borrow the Edukit again.
- Aboriginal Head Start programs supporting an earlier start to programming were offered at four District schools, in collaboration with community partners.
- Welcome to Kindergarten events at three District schools incorporated First Nations, Métis and Inuit resources into their program. Welcome to Kindergarten engages early learning and Kindergarten families in hands-on, play-based learning activities centered on developmental domains and supports families in enhancing their role in early literacy development and readiness for Kindergarten.
- Inclusive Learning school-linked teams worked in collaboration with schools, families and other central decision units to provide specialized supports and services to all students, including First Nations, Métis, and Inuit children, as needs were identified.

SECTION FOUR: PLANNED PRIORITY STRATEGIES MOVING FORWARD—EARLY YEARS

The District will pursue the following strategies in support of an excellent start to learning for our First Nations, Métis, and Inuit students:

- Provide targeted communication and engagement to encourage more First Nations, Métis, and Inuit families with preschool children to attend a March screening appointment to identify eligibility into an Early Years pre-Kindergarten program. If children are not eligible for early intervention, support will be provided to suggest culturally responsive opportunities in the community.
- Continue to share resources and information, offer professional learning opportunities, and identify supports needed to increase readiness for Grade 1.
- Develop an Early Years Guide for families that provides culturally responsive information about the services and resources available to support developmental growth during the early years. Additional resources continue to be developed, such as a recommended First Nations, Métis, and Inuit Early Years literature list.
- As part of the District's work to improve literacy and numeracy for all students, conduct a literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for First Nations, Métis and Inuit students and all students.

GOAL TWO: SUCCESS FOR EVERY STUDENT—LITERACY

The District outcome for success for every student is that more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. This section focuses on literacy.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I

Outlined below is a summary of the data for KPIs in the area of literacy. The results highlight data for the past five years in order to support the District in conducting a trend analysis. As well, Alberta Education has provided for each of the overall District results on the Accountability Pillar data, an evaluation that summarizes overall improvement. This has been included for interpretation purposes.

The acceptable standard results for Accountability Pillar data includes both students who achieved at or above the acceptable standard and reflect the total number of students eligible to write exams. Students who are eligible to write the exam(s) but were exempted, or absent, are considered by the province to NOT be at the acceptable level. Additionally, the data is further disaggregated to enable the examination of literacy achievement for First Nations, Métis and Inuit students.

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
Overall percentage of students in Grade 6 who achieved at or above the acceptable standard in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	66.2 (497)	70.5 (499)	69.2 (500)	64.6 (545)	73.9 (545)	+
	Overall (n=)	83.4 (5505)	84.4 (5624)	84.1 (5952)	83.8 (6324)	85.4 (6390)	Improved Significantly
Overall percentage of students in Grade 6 who achieved the standard of excellence in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	3.4 (497)	4.4 (499)	3.8 (500)	9.2 (545)	7.0 (545)	-
	Overall (n=)	18.4 (5505)	18.8 (5624)	19.6 (5952)	22.5 (6324)	23.7 (6390)	Improved Significantly
Overall percentage of students in Grade 9 who achieved at or above the acceptable standard in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	48.9 (476)	59.1 (533)	54.7 (530)	56.2 (491)	53.6 (476)	-
	Overall (n=)	78.1 (5644)	79.4 (5819)	77.8 (5735)	78.1 (5979)	78.7 (5993)	Maintained
Overall percentage of students in Grade 9 who achieved the standard of excellence in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	3.4 (476)	3.8 (533)	5.1 (530)	4.3 (491)	4.2 (476)	=
	Overall (n=)	18.3 (5644)	18.7 (5819)	18.4 (5735)	16.8 (5979)	18.9 (5993)	Improved
Overall percentage of students who achieved at or above the acceptable standard on English 30-1 diploma examination (Source: Accountability Pillar)	FNMI (n=)	71.9 (171)	72.4 (181)	75.5 (196)	75.7 (181)	81.8 (231)	+
	Overall (n=)	82.3 (5205)	81.2 (5098)	82.0 (5029)	80.1 (5072)	81.8 (5248)	Maintained

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examination (Source: Accountability Pillar)	FNMI (n=)	2.9 (171)	3.9 (181)	6.1 (196)	4.4 (181)	3.9 (231)	-
	Overall (n=)	10.8 (5205)	11.0 (5098)	11.2 (5029)	10.1 (5072)	10.2 (5248)	Maintained
Overall percentage of students who achieved at or above the acceptable standard on English 30-2 diploma examinations (Source: Accountability Pillar)	FNMI (n=)	89.4 (208)	86.7 (240)	85.6 (243)	80.9 (209)	89.4 (254)	+
	Overall (n=)	83.6 (2018)	81.9 (2173)	83.0 (2393)	80.4 (2394)	82.2 (2463)	Maintained
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (Source: Accountability Pillar)	FNMI (n=)	7.2 (208)	4.2 (240)	7.0 (243)	7.7 (209)	11.0 (254)	+
	Overall (n=)	7.2 (2018)	7.9 (2173)	8.7 (2393)	7.0 (2394)	7.6 (2463)	Maintained
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing. (Source: HLAT)	FNMI (n=)	n/a	n/a	n/a	59.6 (4738)	59.3 (4619)	-
	Overall (n=)	n/a	n/a	82.4 (53422)	79.2 (57151)	79.2 (58192)	+
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading. (Source: District-wide Focus on Reading data reports)	FNMI (n=)	n/a	n/a	n/a	n/a	53.5 (3621)	baseline
	Overall (n=)	n/a	n/a	n/a	n/a	74.8 (41817)	baseline

*HLAT results include only District students, not Fort McMurray students

SECTION TWO: ANALYSIS OF RESULTS - LITERACY

Over the past five years, District First Nations, Métis and Inuit students have maintained or increased their results in acceptable standard and standard of excellence for Grade 6 and 9 PATs related to Language Arts, and English 30-1 and English 30-2 results. Furthermore, just over half of First Nations, Métis, and Inuit students in Grades 1-9 are demonstrating at or above grade level in writing on HLAT exams, and just over half of Grade 1-6 students are demonstrating at or above grade level in reading. While improvements are being made, with the exception of English 30-1, a gap still exists between First Nations, Métis, and Inuit student results and the District overall.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN LITERACY

The following targeted supports were provided in 2015–2016 to support First Nations, Métis, and Inuit student achievement in literacy:

- Formal literacy intervention programs were offered (Reading Recovery, Leveled Literacy Intervention [LLI] and Middle Years Literacy Intervention [MYLI]); 95 First Nations, Métis, and Inuit students engaged in the interventions. Of this cohort, 91 students demonstrated growth in literacy achievement. Work is underway to explore how these interventions can be expanded.

- First Nations, Métis, and Inuit staff continued to develop, review and share literacy resources; this information is available for District staff on the First Nations, Métis, and Inuit website and has been integrated into the District-Wide Focus on Reading. Included in this work are the following:
 - Specifically, First Nations, Métis, and Inuit novel studies were recommended and a literacy seed kit was developed. The kit was accessed by 28 District schools.
 - The Unit continued to support an [annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature](#) and resources on the District book reviews website. A goal of these literacy resources is to assist educators in providing culturally appropriate resources. A review of Google Analytics indicates there is a growing user base of District staff for this resource.
 - Literature stored in the First Nations, Métis, and Inuit Education Resource Centre (formerly known as Aboriginal Learning Resource Centre) at the Languages Centre at Woodcroft was reviewed. The First Nations, Métis, and Inuit Education Resource Centre continued to provide additional First Nations, Métis, and Inuit education support, resources and learning opportunities for District staff.
- Culturally responsive Edukits continued to be developed, including a new Métis Edukit, First Nations Early Learning Edukit and Display Edukit. Edukits contain literature, cultural items, lesson plans and background information for educators. The kits were borrowed by 41 schools and Edukits were duplicated this year to meet increased demand. An [amiskwaciy wâskahikan EduSite](#) was also developed.
- Professional learning sessions were offered at First Nations, Métis, and Inuit Lead Teacher sessions, catchment professional learning events, school professional learning events, and District Literacy Days. These sessions shared strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports within the curriculum. Sessions included “Evaluating First Nations, Métis, and Inuit Resources”, and “Re-envisioning Literacy Curriculum through Indigenous Perspectives”. These professional learning sessions have helped to build Lead Teachers’ and educators’ capacity to effectively engage First Nations, Métis, and Inuit students in literacy learning.
- Cree Culture and Language programming was offered at two District schools and Conversational Cree was offered at one District school.

SECTION FOUR: PLANNED PRIORITY STRATEGIES MOVING FORWARD—LITERACY

The District will pursue the following strategies to support success in literacy for our First Nations, Métis, and Inuit students:

- Continue to collaborate with schools to support strategic planning for First Nations, Métis, and Inuit literacy achievement and support literacy intervention programming and planning from early learning through high school.
- Continue to build capacity of educators to increase engagement of First Nations, Métis, and Inuit students and families involved in Formal Literacy Intervention Programs, such as Reading Recovery, LLI and MYLI, and culturally responsive classroom strategies and resources.
- Continue to review and develop culturally responsive literacy resources to share with District staff and central decision units, including the District-Wide Focus on Reading

teacher support materials. A Treaty EduSite is currently being developed in collaboration with Elders, Knowledge Keepers and Cultural Advisors.

- Continue to collaborate with central units, such as Inclusive Learning and Curriculum and Resource Support, and engage in research-based literacy practices to improve and design professional learning resources, supports and service to increase achievement of First Nations, Métis, and Inuit students.

GOAL TWO: SUCCESS FOR EVERY STUDENT—NUMERACY

The District outcome for success for every student is that more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. This section focuses on numeracy.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I GOAL TWO: SUCCESS FOR EVERY STUDENT—NUMERACY

Outlined below is a summary of the data for KPIs in the area of numeracy. The results highlight data for the past five years in order to support the District in conducting a trend analysis. As well, Alberta Education has provided for each of the overall District results on the Accountability Pillar data, an evaluation that summarizes overall improvement. This has been included for interpretation purposes.

The acceptable standard results for Accountability Pillar data includes both students who achieved at or above the acceptable standard and reflect the total number of students eligible to write exams. Students who are eligible to write the exam(s) but were exempted, or absent, are considered by the province to NOT be at the acceptable level. Additionally, the data is further disaggregated to enable the examination of literacy achievement for First Nations, Métis and Inuit students.

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
<u>NUMERACY</u>							
Overall percentage of students in Grades 6 who achieved the acceptable standard in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	54.7 (497)	55.3 (497)	51.0 (498)	51.1 (544)	55.1 (544)	+
	Overall (n =)	76.3 (5505)	76.9 (5607)	77.4 (5943)	76.2 (6316)	75.6 (6385)	Declined
Overall percentage of students in Grades 6 who achieved the standard of excellence in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	4.0 (497)	3.8 (497)	4.0 (498)	5.5 (544)	5.3 (544)	-
	Overall (n =)	18.9 (5505)	21.0 (5607)	20.5 (5943)	18.2 (6316)	17.9 (6385)	Declined Significantly
Overall percentage of students in Grades 9 who achieved the acceptable standard in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	34.1 (464)	40.7 (523)	39.7 (527)	39.6 (485)	40.3 (461)	+
	Overall (n =)	69.1 (5612)	71.3 (5796)	70.8 (5707)	70.2 (5959)	73.0 (5954)	Improved Significantly

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
<u>NUMERACY</u>							
Overall percentage of students in Grades 9 who achieved the standard of excellence in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	3.0 (464)	4.2 (523)	4.9 (527)	6.6 (485)	4.8 (461)	-
	Overall (n =)	24.1 (5612)	25.5 (5796)	24.2 (5707)	23.9 (5959)	24.6 (5954)	Maintained
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations. (Source: Accountability Pillar)	FNMI (n =)	n/a	66.3 (89)	59.6 (99)	60.7 (89)	51.1 (90)	-
	Overall (n =)	n/a	78.4 (4381)	74.0 (4325)	76.1 (4187)	72.2 (4119)	Declined Significantly
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations. (Source: Accountability Pillar)	FNMI (n =)	n/a	66.3 (86)	63.7 (102)	69.6 (102)	75.6 (127)	+
	Overall (n =)	n/a	70.8 (1941)	71.3 (2139)	76.0 (2279)	79.1 (2396)	Improved Significantly
Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results). (Source: Accountability Pillar)	FNMI (n =)	n/a	22.5 (89)	16.2 (99)	14.6 (89)	14.4 (90)	-
	Overall (n =)	n/a	33.3 (4381)	29.0 (4325)	33.1 (4187)	28.6 (4119)	Declined Significantly
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations (overall results). (Source: Accountability Pillar)	FNMI (n =)	n/a	5.8 (86)	7.8 (102)	12.7 (102)	20.5 (127)	+
	Overall (n =)	n/a	10.6 (1941)	15.1 (2139)	18.3 (2279)	21.2 (2396)	Improved Significantly

SECTION TWO: ANALYSIS OF RESULTS—NUMERACY

Over the past five years District First Nations, Métis and Inuit students have maintained or increased their results in acceptable standard and standard of excellence for Grade 6 and 9 PATs related to Math, and Math 30-2 results. However, for Math 30-1, there has been a decrease in results in both acceptable standard and standard of excellence. The decrease in results has occurred at both the District and provincial levels as Alberta Education works to validate the exam. Teachers are also counselling students to take the math course level best suited to meet the requirements related to their career aspirations. While improvements are being made for many of the KPIs, a gap still exists between First Nations, Métis, and Inuit student results and the District overall.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN NUMERACY

The following targeted supports were provided in 2015–2016 to support First Nations, Métis, and Inuit student achievement in the area of numeracy:

- First Nations, Métis, and Inuit culture and numeracy was woven into the District focus on numeracy.

- Professional learning sessions focused on numeracy were offered at First Nations, Métis, and Inuit Lead Teacher sessions, catchment professional learning events, school professional learning events, District Numeracy Days. These professional learning sessions have helped to build Lead Teachers’ and educators’ capacity to effectively engage First Nations, Métis, and Inuit students in numeracy learning.

SECTION FOUR: PLANNED PRIORITY STRATEGIES IN NUMERACY

The District will pursue the following strategies to support success in numeracy for our First Nations, Métis, and Inuit students.

- Continue to develop, review and implement culturally responsive resources and strategies, such as a First Nations, Métis, and Inuit recommended numeracy resource list.
- Engage educators in research-based practices and strategies to increase First Nations, Métis, and Inuit student achievement.
- Support schools and catchments in the analysis of numeracy achievement data specific to the performance of our First Nations, Métis, and Inuit students, to guide and inform strategic planning in support of closing the achievement gap.

GOAL THREE: SUCCESS BEYOND SCHOOLING

The District outcome for success beyond schooling is that more students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I GOAL THREE: SUCCESS BEYOND SCHOOLING

The following chart is a summary of KPIs related to high school completion, transitions and career planning, and student achievement results.

Key Performance Indicator			Results (in percentages)						Evaluation
			2011	2012	2013	2014	2015	2016	Improvement
HIGH SCHOOL COMPLETION									
Percentage of students who completed High School within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	FNMI (n=)	31.7 (518)	31.7 (538)	30.2 (589)	39.8 (572)	38.3 (560)		-
		Overall (n=)	69.4 (6406)	70.8 (6436)	70.2 (6472)	72.6 (6162)	72.3 (6199)		Improved Significantly
	4-yr	FNMI (n=)	34.2 (534)	36.8 (498)	37.1 (503)	37.0 (541)	46.8 (564)		n/a
		Overall (n=)	73.6 (6486)	74.6 (6429)	75.2 (6468)	75.3 (6510)	77.6 (6204)		n/a
	5-yr	FNMI (n=)	40.1 (406)	39.0 (512)	42.5 (473)	41.8 (490)	43.3 (536)		n/a
		Overall (n=)	76.3 (6648)	76.7 (6494)	77.3 (6442)	77.9 (6475)	78.4 (6517)		n/a

Key Performance Indicator		Results (in percentages)						Evaluation	
		2011	2012	2013	2014	2015	2016	Improvement	
HIGH SCHOOL COMPLETION									
Percentage of Grade 12 students eligible for a Rutherford Scholarship (Source: Accountability Pillar)	FNMI (n=)	n/a	n/a	n/a	n/a	32.7 (877)		Baseline	
	Overall (n=)	n/a	n/a	n/a	n/a	59.3 (9490)		Baseline	
Annual dropout rate of students aged 14 to 18. (Source: Accountability Pillar)	FNMI (n=)	9.9 (2151)	8.2 (2165)	8.4 (2231)	6.3 (2282)	8.5 (2409)		-	
	Overall (n=)	4.8 (25757)	3.8 (25456)	3.2 (25245)	3.0 (25230)	3.0 (25457)		Improved Significantly	
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)	FNMI (n=)	15.2 (518)	19.2 (538)	16.8 (589)	20.2 (572)	20.3 (560)		+	
	Overall (n=)	58.7 (6406)	61.0 (6436)	59.0 (6472)	59.2 (6162)	60.1 (6199)		Maintained +	
TRANSITIONS/CAREER PLANNING									
Percentage of High School students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10 (Source: Accountability Pillar)	FNMI (n=)	27.1 (384)	25.3 (399)	25.0 (489)	26.6 (468)	26.3 (480)		-	
	Overall (n=)	59.1 (6377)	61.5 (6642)	61.1 (6491)	61.4 (6444)	61.1 (6471)		Maintained -	
STUDENT ACHIEVEMENT									
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (Source: Accountability Pillar)	Acceptable Standard	FNMI (n=)	n/a	51.1 (1036)	55.9 (1080)	52.5 (1083)	52.0 (1102)	55.0 (1088)	+
		Overall (n=)	n/a	76.6 (11410)	77.2 (11689)	76.5 (11909)	76.4 (12526)	77.4 (12653)	Improved +
	Standard of Excellence	FNMI (n=)	n/a	5.8 (1036)	6.4 (1080)	6.4 (1083)	8.7 (1102)	7.4 (1088)	-
		Overall (n=)	n/a	23.4 (11410)	23.9 (11689)	23.5 (11909)	23.8 (12526)	25.1 (12653)	Improved Significantly +
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (Source: Accountability Pillar)	Acceptable Standard	FNMI (n=)	n/a	73.8 (502)	74.1 (552)	76.0 (598)	75.7 (563)	79.7 (648)	+
		Overall (n=)	n/a	81.6 (10323)	82.1 (10306)	83.2 (10598)	82.5 (10302)	83.6 (10633)	Improved Significantly
	Standard of Excellence	FNMI (n=)	n/a	7.0 (502)	8.6 (552)	8.9 (598)	10.4 (563)	9.3 (648)	-
		Overall	n/a	19.7	21.7	22.0	22.4	23.4	Improved Significantly

Key Performance Indicator			Results (in percentages)					Evaluation
			2011	2012	2013	2014	2015	2016
HIGH SCHOOL COMPLETION								
		(n=)	(10323)	(10306)	(10598)	(10302)	(10633)	

SECTION TWO: ANALYSIS OF RESULTS—SUCCESS BEYOND SCHOOLING

Over the past five years, the three, four, and five year high school completion rate for First Nations, Métis, and Inuit students has increased, the drop out rate has improved and the high school transition rate has remained steady. In addition, over the past five years, diploma results in both the acceptable standard and standard of excellence have both increased, as have PATs.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO SUPPORT SUCCESS BEYOND SCHOOLING

The following targeted supports were provided in 2015–2016 to support the success beyond schooling for our First Nations, Métis, and Inuit students:

- Many high school principals, liaisons and school staff tracked the number of high school credits attained by their First Nations, Métis and Inuit students. This data was then used to encourage students to increase their credits toward the goal of school completion. Students were also counselled around alternative ways to earn credits such as summer programs, special projects, and the Alberta Distance Learning Centre.
- Many students participated in summer transition programs and camps to increase leadership and literacy skills, enhance mentorship opportunities, learn about various careers, and earn high school credits. Summer transition programs offered include: CALM 20: An Indigenous Experiential Journey, Frontier College Summer Literacy Camps, Norquest First Nations, Métis, and Inuit Student Leadership Program, and Oskayak Police Academy.
- District schools collaborated with staff from First Nations, Métis and Inuit Education to create a school community that fosters First Nations, Métis and Inuit students experiencing an increasing sense of belonging through leadership opportunities, cultural inclusion and creating a gathering space for students.
- Twenty-two District schools have a First Nations, Métis, and Inuit Liaison. Many liaisons supported transitions from elementary to junior high to high school and beyond through school visits, attending school events, and hosting lunch and learn opportunities.
- The 9th Annual First Nations, Métis, and Inuit Honouring Celebration was held at J. Percy Page High School on Wednesday, June 8, 2016. The celebration continues to be a barrier-free event that recognizes the educational and life pathways of District First Nations, Métis, and Inuit graduates. Approximately 550 people, including 50 graduates, attended the Honouring Celebration.

SECTION FOUR: PLANNED PRIORITY STRATEGIES TO SUPPORT SUCCESS BEYOND SCHOOLING

The District will pursue the following strategies to support the success of our First Nations, Métis, and Inuit students beyond schooling:

- Collaborate with key community stakeholders to continue to support and increase the number of summer transition programs available for First Nations, Métis and Inuit students.

This will include a strategic focus on literacy, mentorship and transitioning to success beyond school. Work will be done to encourage increased participation in these summer program opportunities.

- Develop and implement the First Nations, Métis, and Inuit High School Completion Coach project at two District schools. First Nations, Métis, and Inuit Education will:
 - Support high school entrance and exit surveys/data collection for self-identified Grade 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information.
 - Track First Nations, Métis, and Inuit student progress and achievement to provide supports, resources and information to increase student success.
 - Consult with First Nations, Métis, and Inuit key stakeholders to integrate these learning to develop and implement a comprehensive District model that includes all components necessary to eliminate the achievement gap and improve high school completion results.
- In 12 District schools, examine elements that factor into positive change for First Nations, Métis and Inuit students in schools with the intent to support their success and achievement.
- Conduct a research study to identify strategies and practices that have the greatest impact on improving First Nations, Métis, and Inuit student achievement. A plan will be developed to share the findings of this study with District schools to help inform their efforts to reduce/eliminate the achievement gap.

The following sections highlight strategies that were implemented in the 2015–2016 school year for District Priorities 2 and 3. Each section concludes with a summary of priority strategies for the 2016–2017 school year to address potential areas for improvement.

PRIORITY 2: PROVIDE WELCOMING AND HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

2015–2016 SUPPORTS TARGETED TO PROVIDE WELCOMING AND HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

The following targeted supports were provided in 2015–2016 to provide welcoming and high quality learning and working environments with a focus on First Nations, Métis, and Inuit students:

- First Nations, Métis, and Inuit Education consultants supported 155 District schools in developing and implementing First Nations, Métis, and Inuit strategic plans to provide targeted support to students, families, and District staff.
- First Nations, Métis, and Inuit Lead Teachers were identified at each school within our District. First Nations, Métis, and Inuit Education provided lead teachers with a full-day professional learning session. The session topics included:
 - Truth and Reconciliation Commission of Canada: Calls to Action
 - Current culturally responsive resources

- Strategies for weaving culture into curriculum to increase student engagement, sense of belonging, and achievement
- As part of New Staff Orientation for the District, First Nations, Métis, and Inuit Education continued to facilitate a professional learning session entitled, Changing the Conversation (offered in collaboration with Diversity Education, Sexual Orientation and Gender Identity and English Language Learning to all new District staff to learn about First Nations, Métis, and Inuit demographics within the District and explore strategies to further their understanding of history and culture.
- Professional learning opportunities were provided, as requested by District schools and catchments, to increase capacity. Sessions included:
 - “amiskwaciy wâskahikan”
 - “Reconciliation through Education”
 - “Myths vs. Realities: Untangling Historical (Mis)conceptions of First Nations, Métis, and Inuit Education”
 - “Reaching Into the Circle; Connecting with First Nations, Métis, and Inuit families”
- First Nations, Métis, and Inuit students were provided opportunities such as Traditional First Nations Games Days, Junior High Health Week, Junior High Art Project and cultural engagement sessions.

PLANNED PRIORITY STRATEGIES TO SUPPORT WELCOMING AND HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

The District will pursue the following strategies to support welcoming and high quality learning and working environments, with a focus on First Nations, Métis, and Inuit students:

- Increase First Nations, Métis, and Inuit Education Consultants assigned to support schools to meet the demands of increasing service requests for strategic planning, professional learning, and culturally responsive resources, supports and information.
- Continue to build capacity in First Nations, Métis, and Inuit education and culture through professional learning opportunities offered to lead teachers, District staff, and central decision units to increase awareness and understanding of available supports, resources, and information to increase student success and achievement.
- Continue to offer culturally responsive opportunities for students, in collaboration with District staff, to increase available experiences for students to engage in First Nations, Métis, and Inuit education and culture, and increase mentorship opportunities.

PRIORITY 3: ENHANCE PUBLIC EDUCATION THROUGH COMMUNICATION, ENGAGEMENT AND PARTNERSHIPS

2015–2016 SUPPORTS TARGETED TO ENHANCE PUBLIC EDUCATION THROUGH COMMUNICATION, ENGAGEMENT AND PARTNERSHIPS

The following targeted supports were provided in 2015–2016 to enhance public education and the success of our First Nations, Métis, and Inuit students through communication, engagement and partnerships:

- First Nations, Métis, and Inuit Education continued to support schools to provide opportunities for parents to be involved in their child’s education, such as sharing the [First Nations, Métis, and Inuit Family Guide](#), distributing a quarterly First Nations, Métis, and Inuit newsletter entitled [Honouring Our Voices](#), and hosting First Nations, Métis, and Inuit Family Nights in collaboration with community partners.
- The District continued to foster and develop relationships with community partners to implement sustainable programming for students, families and community members. Programs include (but are not limited to):
 - The Bent Arrow Traditional Healing Society, which offers a number of supports and programs such as Wicihitowin Family Nights, Coyote Kids and Coyote Pride programs. In addition they offer New In Town, a welcome service that assists new First Nations, Métis, and Inuit residents in Edmonton.
 - The Family Centre, which delivers numerous Community Initiative Programs that support students and families in 39 schools in the District.
 - YouCan Youth Services, Step UP and Step in Program, which focuses on youth empowerment and leadership, mentoring, and programming for students in 13 schools in the District.
- Collaboration with First Nations, Métis, and Inuit community partners, organizations and post-secondary institutions, through the First Nations, Métis, and Inuit External Advisory Committee, which continues to contribute to the enhancement of supports, services, and resources for students, parents/guardians and District staff.
- District schools and First Nations, Métis, and Inuit Education continue to collaborate with community partners and organizations to provide opportunities for students and develop culturally responsive resources, such as the partnership with Edmonton Regional Learning Consortium to develop resources including the [PhotoVoice Project](#) and [Hosting a First Nations, Métis, and Inuit Family Fun Night](#).

PLANNED PRIORITY STRATEGIES TO ENHANCE PUBLIC EDUCATION THROUGH COMMUNICATION, ENGAGEMENT AND PARTNERSHIPS

The District will pursue the following strategies to enhance public education and the success of our First Nations, Métis, and Inuit students through communication, engagement, and partnerships:

- Continue to support District schools with strategies, resources, supports and information to increase opportunities for parents to be involved in their child’s education.
- Continue to increase participation from community partners, organizations and post-secondary institutions in the First Nations, Métis, and Inuit External Advisory Committee, including expanding opportunities to First Nation communities, and Métis and Inuit organizations.
- Continue to collaborate with community partners to increase mentorship and academic supports for First Nations, Métis, and Inuit students in District schools.

CONCLUSION

The success of our First Nations, Métis, and Inuit students continues to be a priority for the District. While much progress has been made in several areas over the past five years, the

analysis of results reflecting the growth and achievement of the District's First Nations, Métis and Inuit students indicate that we have significant work to do to close the achievement gap for this group of students.

To support this priority work, the District will continue to use data to monitor progress and inform decision-making, while building upon existing indicators of success and growth. Our evidence to date and current research indicates that early interventions, a focus on the foundational skills of literacy and numeracy, supporting transitions and engaging First Nations, Métis and Inuit students around their path to school completion in readiness for a thriving life beyond school are the key areas of priority focus we need to be paying attention to.

The District has pursued a number of targeted supports for our First Nations, Métis, and Inuit students. Moving forward, the District will continue to be intentional in supporting the success of our First Nations, Métis, and Inuit students, by building upon and expanding current practices with the intent to close the achievement gap for First Nations, Métis, and Inuit students. This work will be accomplished in collaboration with our key partners, parents and guardians, and community.