

DATE: May 14, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: First Nations, Métis, and Inuit

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

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ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with a more comprehensive look at areas of the District's efforts in support of First Nations, Métis, and Inuit education and the academic progress of students who self-identify as First Nations, Métis, and Inuit.

BACKGROUND

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as 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 in support of high quality teaching and learning for First Nations, Métis, and Inuit students and is in direct response to Priority 1 of the 2018-2022 District Strategic Plan, Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

KEY POINTS

This Strategic Plan Update report is taking a deeper look at the achievement data for the District's self-identified First Nations, Métis, and Inuit student cohort and an overview of our intentional work in support of First Nations, Métis, and Inuit Education aligned against the findings of the 2017 OECD report.

ATTACHMENTS and APPENDICES

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

NP:mh

Strategic Plan Update:

First Nations, Métis, and Inuit

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INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with a more comprehensive look at areas of the District's efforts in support of First Nations, Métis, and Inuit education and the academic progress of students who self-identify as First Nations, Métis, or Inuit. Priority 1 of the 2018-2022 District Strategic Plan calls for the District to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. In alignment with the provincial Business Plan for Education Outcome 2: *Alberta's education system supports First Nations, Métis, and Inuit students' success*, District Priority 1 includes work to address the systemic gaps in education for self-identified First Nations, Métis, and Inuit students.

This report is taking a deeper look at the achievement data for the District's self-identified First Nations, Métis, and Inuit student cohort and an overview of our intentional work in support of First Nations, Métis, and Inuit Education aligned against the findings of the 2017 OECD report, [Promising Practices in Supporting Success for Indigenous Students](#). The OECD report identifies six areas of policies and practices critical to improving achievement for Indigenous students (p. 117): *high quality teaching, leadership in schools, enlisting the active engagement of families, high quality early learning, regular monitoring and provision of tailored support*.

The February 20, 2018, Strategic Plan Update report, [First Nations, Métis, and Inuit Students](#), introduced these six areas in respect to ongoing District efforts supporting First Nations, Métis, and Inuit education and all the students we serve. This report builds upon these efforts and provides evidence of our progress.

WHY IS THE OECD RESEARCH IMPORTANT?

As the District takes deliberate actions to align with and draw attention to the findings of the OECD report, it is important to understand why this document is considered a relevant and informative source to guide the District's work in support of First Nations, Métis, and Inuit education.

- 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.
- It highlights the importance of:
 - high expectations
 - learning that reflects rigour
 - monitoring for progress
- It confirms the significance of fostering school communities that feel welcoming, actively work to build strong relationships with families and celebrate First Nations, Métis, and Inuit culture in meaningful ways.
- 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.
- It articulates that the practices that benefit Indigenous students benefit all students.
- It contextualizes the urgency of closing the achievement gap at a societal level and reminds us that this work must be intentional, will take a significant period of time and will not be done in isolation - the success of our efforts is dependent upon our working closely with students, families, caregivers, Elders, Knowledge Keepers and members of the broader community.

The District recognizes that there is important work to be done, and in using the OECD report as a guide, is striving to close the achievement gap through intentional efforts at the school, catchment and Central levels by engaging in a range of evidence-based practices demonstrated to improve the educational experiences of Indigenous students.

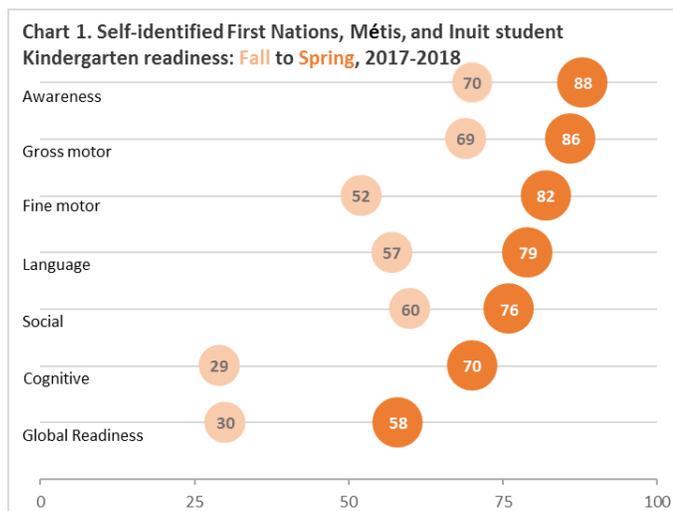
WHAT THE DATA TELLS

DEMOGRAPHIC INFORMATION

As of September 30, 2017, there were 8,813 self-identified First Nations, Métis, and Inuit students enrolled across District schools. This figure reflects the steady enrolment growth of recent years as the District’s self-identified First Nation, Métis, and Inuit student population has grown by 24.6 per cent between September 2011 and September 2017, slightly outpacing the District’s total student enrolment growth of 22.7 per cent. This cohort represents 8.9 per cent of the District’s overall student population. The 9,026 self-identified First Nations, Métis, and Inuit students enrolled as of September 30, 2018, continue to represent 8.9 per cent of the District’s overall student population.

EARLY LEARNING: EARLY YEARS EVALUATION-TEACHER ASSESSMENT (EYE-TA)

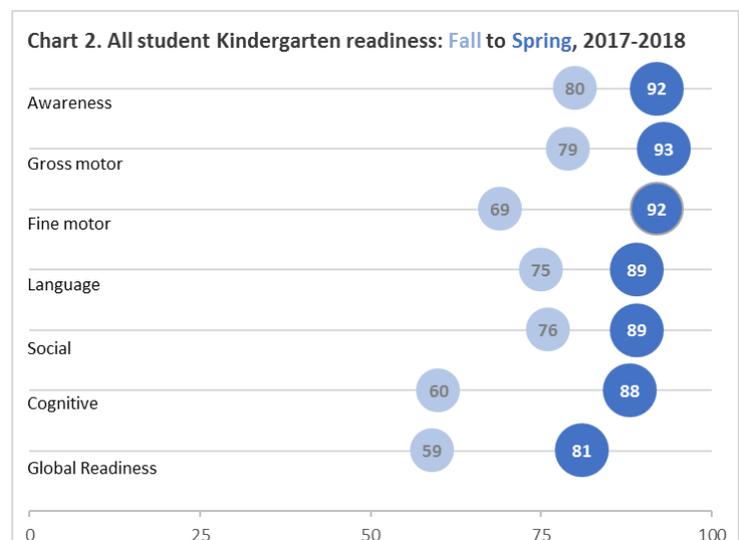
Of these students, 128 participated in a District early years program and 545 attended a District Kindergarten classroom. In total this group of self-identified First Nation, Métis, and Inuit early years learners make up 7 per cent of the District’s Pre-Kindergarten and Kindergarten enrolment, which is proportionately slightly lower than the 8.9 per cent of the District’s overall population. There is significant research that speaks to the importance of early learning on the road to school success. The District’s EYE-TA results help to demonstrate this impact.



The EYE-TA data covers six areas of development critical to the social, emotional, physical and cognitive growth of a child as well as an overall assessment of global readiness; this developmental assessment tool is administered to children in Kindergarten and is used to measure readiness for learning in Grade 1. The data from the 2017-2018 EYE-TA shows that the cohort of children who self-identify as First Nation, Métis, or Inuit arrive in Kindergarten less ready than the District cohort in all seven areas measured by the tool. However, the post data, measured by the spring administration of the tool, shows that this same cohort of students made greater gains than the District cohort across all seven areas of developmental readiness. The ability for children to make significant growth or gains

towards school readiness when being supported in a District Kindergarten program reinforces the importance of engaging with families and encouraging them to have their children participate in both early learning and Kindergarten programming.

The data also demonstrates that even with significant growth on the EYE-TA over the course of the Kindergarten year, the District’s cohort of self-identified First Nation, Métis, and Inuit children in Kindergarten are still developmentally behind their District cohort peers in terms of readiness for Grade 1. This manifests as the start to the gap in school achievement, further reinforcing the importance of the OECD’s comprehensive approach to supporting the success of Indigenous students throughout their K to 12 learning journey.



GRADE 6 AND 9 PROVINCIAL ACHIEVEMENT TESTS (PATs)

To gain a better understanding of the impact of District efforts in support of high quality learning and intentional efforts to support school success for self-identified First Nations, Métis, and Inuit students, the District undertook a deeper analysis of achievement results for students who self-identified as First Nations, Métis, and Inuit¹. For the purpose of this deeper analysis, three years of PAT results for Grades 6 and 9 were examined with attention to:

- Results for the District’s entire cohort of self-identified First Nations, Métis, and Inuit students (orange diamond).
- Results for self-identified First Nations, Métis, and Inuit students in their first year with the District (green dot).
- Results for self-identified First Nations, Métis, and Inuit students who had been consistently registered as an Edmonton Public Schools’ student for their entire school experience to date (either six or nine years accordingly) (blue box).
- Results for the overall District at Grades 6 and 9 (gray triangle).

The following chart illustrates a comparison of these results for the 2017-2018 Language Art 9 PAT:

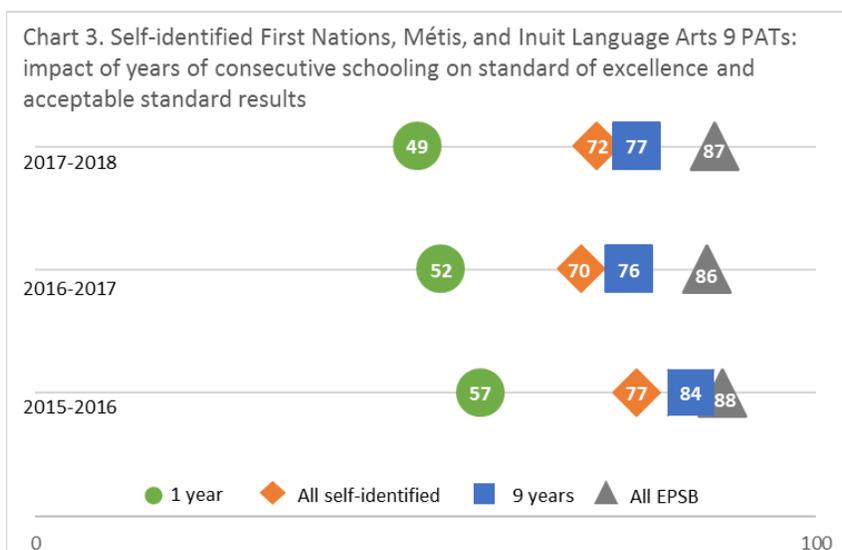


Table 1.	Language Arts 9 PATs N sizes			
	1 year	All self-identified	9 years	All EPSB
2017-2018	47	363	181	5433
2016-2017	44	361	179	5196
2015-2016	30	297	168	5080

The pattern that emerges speaks to the importance of stability and confirms that current practices and strategies are making a difference for student achievement. When we are able to work with a student for a consistent period of time they will achieve higher than the District’s overall cohort of self-identified First Nations, Métis, and Inuit students. This pattern is predictable across all three years of PAT data and all four subject areas - Language Arts, Science, Social Studies and Math. This pattern of growth and progress is encouraging and reinforces the District’s efforts. Results for the remaining Grade 6 and 9 PATs can be found in the appendix.

¹ Limited to results only for those who wrote the PATs and who did not receive specialized support.

MIDDLE YEARS LITERACY INTERVENTION (MYLI) and LEVELED LITERACY INTERVENTION (LLI) IMPACTS

Many District schools use MYLI and LLI on their continuum of support to literacy learning; on the pyramid of intervention they are considered tier two strategies. To build capacity and further explore the impact of these two literacy interventions, the District also supports cohort groups in both of these key interventions. Data from the cohort tracks student participation and impact of the intervention as measured by reading growth.

In the 2017-2018 MYLI and LLI cohorts the following growth occurred for self-identified First Nations, Métis, and Inuit students:

- MYLI Cohort data for self-identified First Nations, Métis, and Inuit students: 12 students experienced an average gain of 8.4 months over an average of 37 sessions; this is equivalent to 9 months of growth over 16 weeks (half a school year). These results exceed the average growth per student of the entire cohort.
- LLI Cohort data for self-identified First Nation, Métis, and Inuit students: 83 students experienced an average gain of 6.9 months over an average of 41 sessions; this is equivalent to 6.5 months growth over 16 weeks (half a school year). These results exceed the average growth per student of the entire cohort.

Results from the cohort indicate that MYLI and LLI serve as meaningful interventions for students struggling with their literacy growth and development. The District remains committed to offering professional learning that builds teacher capacity to implement both MYLI and LLI as tier two interventions supporting student literacy growth.

DIPLOMAS

When looking at data pertinent to the completion of Grade 12, there are several indicators of steady progress and improving student success.

- The dropout rate for self-identified First Nation, Métis, and Inuit students continues to decline, decreasing from 6.8 per cent in 2015-2016 to 4.7 per cent in 2016-2017 (see appendix Chart 11).
- The percentage of self-identified First Nation, Métis, and Inuit students challenging four or more diplomas exams continues to increase, going from 20.5 per cent in 2015-2016 to 21.6 per cent in 2016-2017 (see appendix Table 10).
- The self-identified students challenging diploma exams are continuing to experience greater success at both the acceptable standard and the standard of excellence as noted in Table 2.

Table 2.	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable Standard	74.0	74.2	77.6	76.4	81.3
Standard of Excellence	9.4	10.8	10.5	11.2	12.8

- The five-year trend for three-four-and five-year rates of completion for self-identified First Nations, Métis, and Inuit students shows a pattern of growth, as all three have improved since 2013-2014, with the most significant growth seen in the three and four year rates (approximately 11 per cent improvement for both) (see appendix Chart 12).
- The percentage of Grade 12 self-identified First Nation, Métis, and Inuit students eligible for a Rutherford Scholarship increased from 31.8 per cent in 2015-2016 to 34.9 per cent in 2016-2017 (see appendix Table 11).
- The six year transition rate to post-secondary improved from 23.9 per cent in 2015-2016 to 29.7 per cent in 2016-2017 (see appendix Table 12).

District results indicate that more self-identified First Nation, Métis, and Inuit students are remaining engaged in their schooling longer and are achieving greater academic success. Overall, the District's achievement gap is slowly improving. It is important to acknowledge that this work reflects the collaborative effort between schools, catchments, central units, students, families and members of the community and that this work reflects the efforts and commitment of a steady marathon and not a sprint.

DISTRICT WORK IN SUPPORT OF SUCCESS

When taking a deeper dive into the data, we observed the importance of stability and gained confirmation that we are on the right track. The following is an overview of the District's intentional work happening at the school, catchment and central levels; this work has been presented in alignment with the OECD's six critical areas of practice to provide an evidence-based perspective to the District's efforts:

In Support of High Quality Teaching

- The First Nations, Métis, and Inuit Education team provided consultation services and professional learning (PL) at catchment, school and classroom levels, including:
 - Supporting the First Nations, Métis, and Inuit Lead teacher model.
 - Supporting school and catchment First Nation, Métis, and Inuit communities of practice and providing a range of PL support on the five District professional development days.
 - Providing staff new to the District with the half-day First Nations, Métis, and Inuit orientation session.
- Staff from across central collaborated around the development and delivery of PL intended to support building staff capacity, confidence and knowledge in relation to competency area five of the new Leadership Quality Standard (LQS) and Teaching Quality Standard (TQS) (foundational knowledge of First Nations, Métis, and Inuit). This work has included the following areas of learning:
 - Residential Schools & their Legacy
 - Legislation & Agreements with Métis
 - Treaties & Agreements with First Nations
 - Foundational Knowledge of First Nations, Métis, and Inuit: Implementing the OECD recommendations
 - Restorative Practices for School Leaders: What you need to know
 - Restorative Practices - Changing Relationship, Changing Culture
 - Building and Applying Foundational Knowledge About First Nations, Métis, and Inuit People
 - Foundational knowledge with a focus on literacy and numeracy
- The First Nation, Métis, and Inuit Education team worked with staff from Curriculum and Resource Supports in the development of information and culturally responsive resources to assist schools in the delivery of curriculum.
- Literacy and numeracy remained areas of focus and importance, with particular attention to assessment and interventions to identify and program for students not yet working at grade level. Detailed summaries of work in support of both these areas were brought to Board through strategic plan update reports: [Numeracy](#) and [Literacy](#).

In Support of Leadership in Schools

- To further progress the District's commitment to the importance and relevance of the OECD research, the school budget planning process was woven together with the OECD's six areas for supporting student success; school leaders were able to reflect on their school's budget plan and identify alignment between their school plan and the OECD's six areas.
- The First Nations, Métis, and Inuit Education team was deliberate in their work to support District leadership in the area of First Nation, Métis, and Inuit education through:
 - Offering Pre-DLM PL for principals.
 - Supporting the Aspiring Principal and First and Second Years Principal cohorts.
 - Working with principals in developing their deeper understanding of the OECD research.
 - Supporting LQS and TQS capacity building in respect to competency area five - foundational knowledge of First Nations, Métis, and Inuit.

In Support of High Quality Early Learning

- The District offers 31 Pre-Kindergarten and 26 full-day Kindergarten programs across the city, as well as traditional half-day Kindergarten in its remaining elementary schools. Twenty-four of the Pre-Kindergarten and 22 of the full-day Kindergarten programs are located in schools where self-identified First Nations, Métis, and Inuit students make up 10 per cent or more of the student population. To promote family awareness of these early learning programs, the District has taken intentional steps to heighten awareness and strengthen working relationships with families. These steps have included:
 - Working with school-based family liaison and Roots and Wings workers, as well as our community partners and Elders to help reach out to and connect with families.
 - Developing inclusive print materials that focus positively on growth to advertise Pre-Kindergarten and full-day Kindergarten programming within the Edmonton community. The *First Nations, Métis, and Inuit Early Years Guide* is one example of these materials and is available to parents through community partners.
 - Engaging in targeted marketing to increase awareness of early years programming among the Indigenous community (ads on Facebook, ads in the Alberta Native News, and billboards in selected communities with higher populations of Indigenous families).
- The District is partnering in a grant with the Kitaskinaw Education Authority (KEA) of Enoch Cree Nation: *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools*. The intention of this project is to build the capacity of Early Learning staff and leaders at the KEA and EPSB through co-creating and facilitating professional learning opportunities for staff, classroom visitations and resource development.
- The First Nation, Métis, and Inuit Education Team works to support learning through play with an Indigenous perspective across the District's early years classrooms, sharing resources and knowledge such as:
 - *Exploring Indigenous Lullabies and Traditional Parenting Practices to enhance teaching and learning in Pre-Kindergarten and Kindergarten Classrooms*
 - What reconciliation in Pre-Kindergarten classrooms looks like with learning connections to the 12 types of play.

In Support of Regular Monitoring

- Schools across the District use data to monitor the growth, progress and achievement of their students. This work involves looking at whole school data, grade level data, student cohort data and the progress of individual students and includes:
 - Looking at whole school data sets such as PAT results and Highest Level of Achievement Testing (HLAT) results for patterns and initial indications of concern.
 - Use of individual student data (PATS, HLATS, Math Intervention Programming Instrument (MIPI) and literacy tools) to inform programming for students and as an indicator for the need of further assessment.
 - Learning more about individual students' learning needs through the use of additional screeners or individual assessments through the support of Inclusive Learning staff.
 - Using assessment tools and data to monitor for growth and progress; this is particularly important when a student is not achieving at grade level or to their personal capacity as a learner.
 - The EYE-TA assessment tool provides an early set of data for some of our youngest learners. Each fall all Kindergarten students are assessed using the EYE-TA; these results inform programming and interventions to support greater readiness for the start of Grade 1.
 - District high schools track and monitor a variety of data sets relative to the progress and goals of individual students and their path to school completion and post-secondary or the world of work (attendance, course completion, academic achievement and life goals).
 - At the District level this evidence-based culture continues to be supported through tools like the District Feedback Survey and the Dashboard; as well, PL around evidence-based capacity building is offered for District staff.
 - There is significant research around the importance of attendance in respect to school success. Missing 10 per cent or more of school negatively affects a student's academic achievement and there is a direct correlation
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between improved school attendance and improved academic progress. With this in mind, the District has established a working group focused on school attendance, made up of staff from both schools and central units. The work of this group will result in the development of tools and resources to support schools in their efforts to have all students attending school regularly. These materials will build off of current practices in District schools having a positive influence on school attendance, be informed by current research and reflect a District attendance strategy built upon the pyramid of intervention.

In Support of Provision of Tailored Supports

- Many schools have strategically chosen to have non-educational staff working directly within the school community to provide school-based access to wrap-around supports for students and families.
 - These staff could include: success coaches, graduation coaches, mental health therapists, family liaison workers, Roots and Wings workers, youth workers or cultural advisors.
 - These roles are often offered in partnership with a community agency and are funded through a variety of means (equity dollars, school base allocation, grants or community funders).
 - Having these roles within the school community helps to support student engagement and participation in learning; provides students and families with access to culturally responsive services; supports in building positive school-family relationships; and assists families with navigating additional services and supports outside of education.
- Principals work closely with their Inclusive Learning multi-disciplinary school-linked team to provide specialized supports and services to students with mild to severe educational needs. This work is looked at through the pyramid of intervention, with school staff having the capacity to address tier one programming for students and many interventions or supports that would be considered tier two. Staff from the multi-disciplinary team also bring tier two expertise into the classroom and when additional supports are required, are able to provide or facilitate tier three interventions. This work is responsive to the individual needs of each learner and is done in partnership with families.
- Schools work to meet the learning needs of every student and use a variety of instructional supports and strategies to program for the success of each individual learner. These instructional approaches include, but are not limited to:
 - Assessment tools to measure where students are at and to monitor for ongoing growth and improvement.
 - Intervention plans and strategies to address where there is concern or lack of progress.
 - Differentiation of instruction to honour the learning style and strengths of each student.
 - Small group, individual and push-in and pull-out models of support.
 - Individual Program Plans (IPP) to support students eligible for specialized supports and services.

In Support of Enlisting the Active Involvement of Families

Student success in school is a connection between school staff, students and families. Each school, with support from Central units, works to engage with families in a manner that promotes trust, respect and a sense of belonging within the school community, as well as a shared responsibility for student success. Schools have been very intentional in their efforts to engage with families and build collaborative, trusting relationships. Examples of these efforts include:

- Schools have worked with staff from the First Nation, Métis, and Inuit Education team, community partners, Elders and Knowledge Keepers to create intentional, respectful spaces and events that welcome parents into the school community (parent groups, morning coffee time or family nights).
- Some schools invite the involvement of Indigenous families within the school to share their culture, history or Indigenous perspectives with all students.
- Schools work with cultural advisors, cultural liaisons, school family liaisons, Roots and Wings workers, Elders and Knowledge Keepers to build trust and help support families to become further involved in their children's learning.
- District Inclusive Learning teams, which can include social workers, psychologists, and family liaisons workers, work closely with families in support of student success.

CENTRALLY GUIDED INITIATIVES

Though not identified as one of the six priority areas of policy and practice, the OECD research also identifies the importance of work at the system or District level in support of Indigenous students' success. The actions of senior leaders and the Board of Trustees provide leadership to the broader system around the importance, urgency and commitment of the organization. The District has provided this direction and leadership through the following initiatives:

- The Board of Trustees has initiated the review of Board Policy HAA.BP Aboriginal Education. This work has been supported by a review of other relevant policy in this area; the work of truth and reconciliation; consideration to data relevant to the District's self-identified First Nation, Métis, and Inuit student population; and the District's responsibilities as articulated in the Alberta Education business plan. The Board has also reached out to our students, staff, families and members of the Indigenous community for their voice and perspective to help inform the development of the policy. At the time of this report, the policy had been to public board for second reading, followed by a final round of consultation and is anticipated to be coming forward to Board in June of 2019 for third and final reading. Once enacted, the new policy will set high level direction around First Nation, Métis, and Inuit education for the District and the Superintendent will begin work to support the revision and/or updating of all relevant administrative regulations.
- To help show the District's respect and acknowledgement of Treaty 6 on the path of Reconciliation, the Board of Trustees purchased the Treaty 6 and Métis flags for indoor display in all District schools. On May 3, 2018, the District celebrated the raising of both flags outside at the Centre of Education. This event included a pipe ceremony at amiskwacy Academy as well as the raising of the two flags at the Centre for Education. The Board of Trustees, staff from across the District, students, Elders and community members came together to join the District on this important day. To support schools in their indoor displaying of the two flags, information packages were provided around the meaning of each flag and appropriate flag protocol for schools to follow; staff from the First Nation, Métis, and Inuit Education team were also available to support schools with cultural protocol and special assemblies to mark the displaying of these two flags within their school communities.
- To celebrate and recognize high school completion for our self-identified First Nation, Métis, and Inuit students who are graduating, the District holds a yearly honouring ceremony. This past year, 125 students participated in this special event where students, their families, school staff and members of the community come together to celebrate the significant achievement of high school completion. This event is planned and organized by members of the First Nation, Métis, and Inuit Education team in collaboration with Elders, Knowledge Keepers and members of the community.

NEXT STEPS

The District will build upon its current efforts and evidence of progress. This work will:

- Continue to use data to monitor results at both the cohort and individual student levels.
- Continue to build staff capacity, knowledge and confidence relevant to foundational knowledge (TQS and LQS) and to meet the diverse learning needs of every student.
- Focus on the programming strategies and interventions that we know are making a difference.

This work will be guided by research and will reflect the collective efforts of our staff, students, families, Elders and Knowledge Keepers and key members of the community.

APPENDICES

PAT DATA

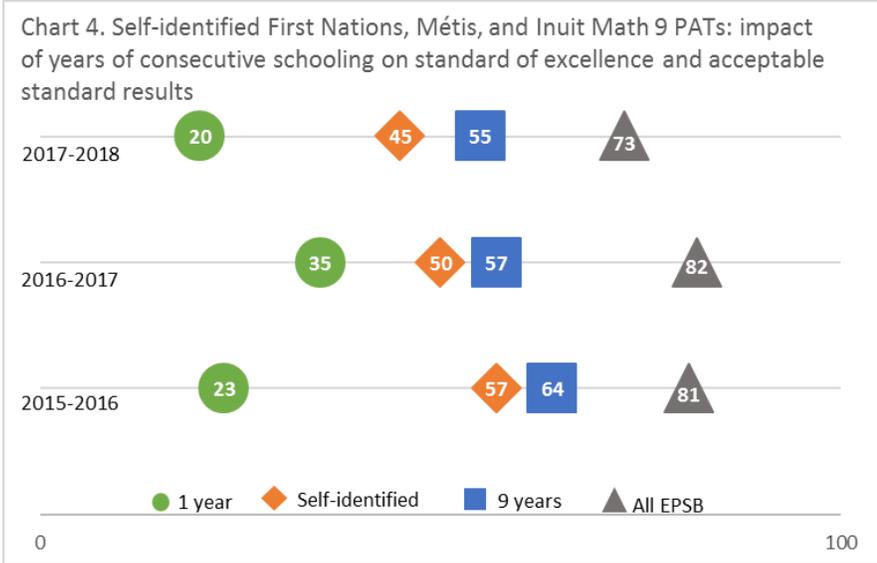


Table 3. Math 9 PATs N sizes

	1 year	All self-identified	9 years	All EPSB
2017-2018	50	365	181	5294
2016-2017	46	359	175	5017
2015-2016	30	285	160	4909

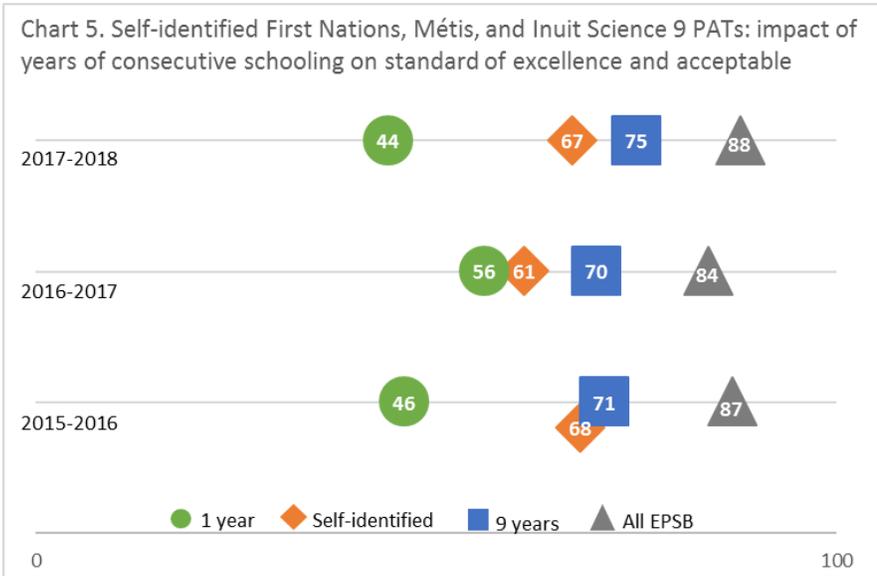


Table 4. Science 9 PATs N sizes

	1 year	All self-identified	9 years	All EPSB
2017-2018	46	361	180	5279
2016-2017	39	356	179	5018
2015-2016	33	301	164	4951

Chart 6. Self-identified First Nations, Métis, and Inuit Social Studies 9 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results



Table 5.	Social Studies 9 PATs N sizes			
	1 year	All self-identified	9 years	All EPSB
2017-2018	50	369	184	5293
2016-2017	48	377	182	5052
2015-2016	30	285	158	4892

Chart 7. Self-identified First Nations, Métis, and Inuit Language Arts 6 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results

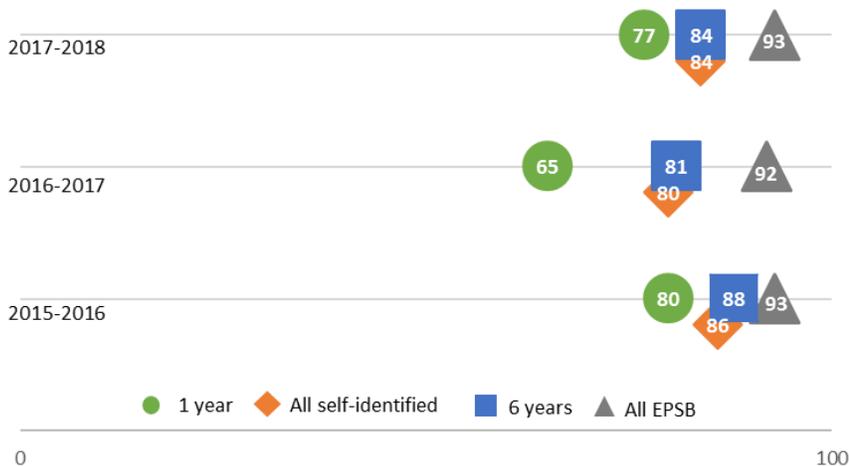


Table 6.	Language Arts 6 PATs N sizes			
	1 year	All self-identified	6 years	All EPSB
2017-2018	60	448	267	6050
2016-2017	49	416	251	5585
2015-2016	51	398	242	5453

Chart 8. Self-identified First Nations, Métis, and Inuit Math 6 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results



	1 year	All self-identified	6 years	All EPSB
2017-2018	59	440	258	5798
2016-2017	51	404	237	5329
2015-2016	48	389	233	5256

Chart 9. Self-identified First Nations, Métis, and Inuit Science 6 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results



	1 year	All self-identified	6 years	All EPSB
2017-2018	56	437	259	5790
2016-2017	43	389	232	5293
2015-2016	50	392	234	5268

Chart 10. Self-identified First Nations, Métis, and Inuit Social Studies 6 PATs: impact of years of consecutive schooling on standard of



Table 9.	Social Studies 6 PATs N sizes			
	1 year	All self-identified	6 years	All EPSB
2017-2018	58	436	256	5791
2016-2017	47	398	237	5315
2015-2016	48	391	234	5254

DIPLOMA DATA

Chart 11. EPSB self-identified First Nations, Métis and Inuit drop-out rates are trending downwards

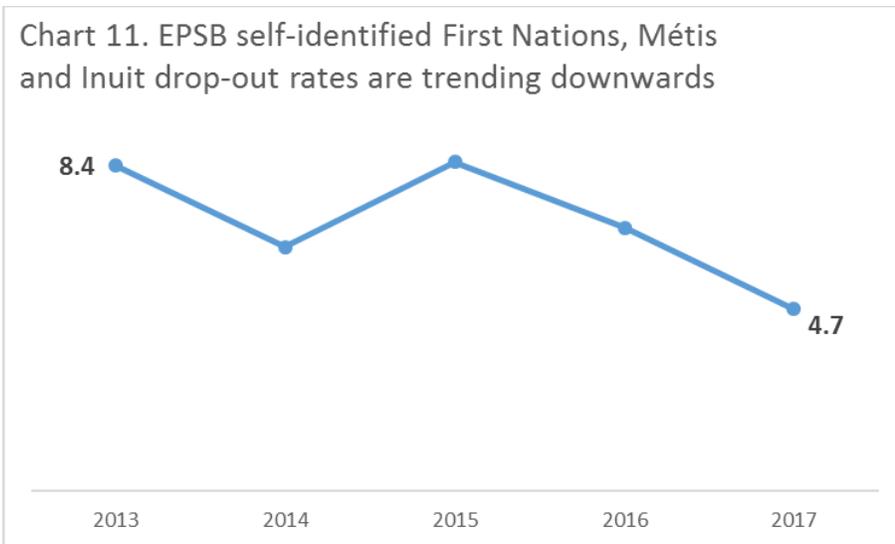


Table 10.	First Nations, Métis, and Inuit				
	2013	2014	2015	2016	2017
Diploma Exam Participation rate	589	572	560	587	633
0 exams	50.9	42	47.8	40.4	42.8
1+ exams	49.1	58	52.2	59.6	57.2
2+	43	50.9	45.7	53	51.2
3+	24.9	29.7	27.3	29.7	30.8
4+	16.8	20.2	20.3	20.5	21.6
5+	7.7	11.5	9.3	9.1	11
6+	2.5	4	2.4	1.8	1.6

Chart 12. EPSB self-identified First Nations, Métis, and Inuit **three**, four and **five** year high school completion rates are trending upwards

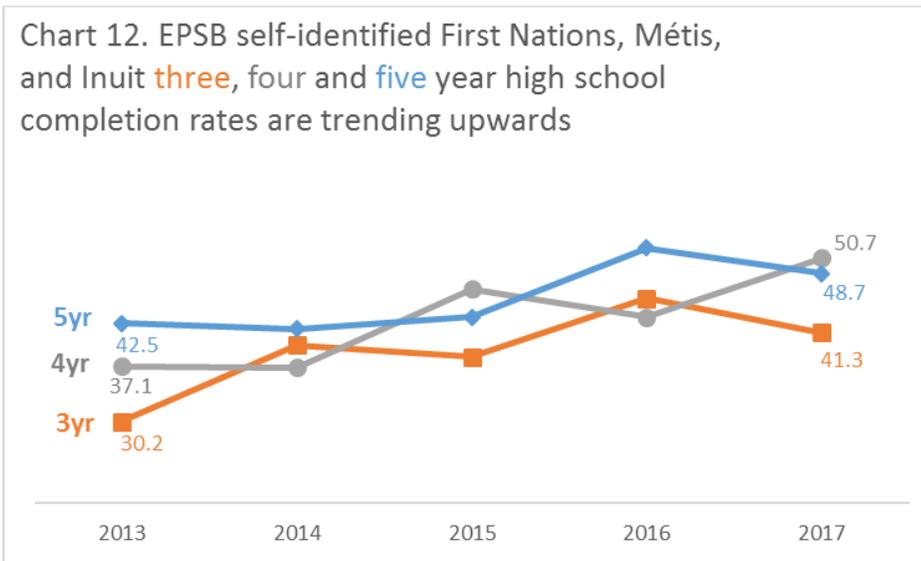


Table 11.	Rutherford Scholarship				
	2013	2014	2015	2016	2017
Percent eligible			32.7	31.8	34.9
Grade 12 n=			877	902	911

Table 12.	Transition Rates				
	2013	2014	2015	2016	2017
4 yr rate	14	10.4	12.4	10.8	14.9
n=	503	541	564	557	560
6 yr rate	25	26.6	26.3	23.9	29.7
n=	489	468	480	529	552