

DATE: May 26, 2020

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

RESOURCE STAFF: Clarice Anderson, Carolyn Baker, Marnie Beaudoin, Husna Foda, Bob Morter, Ann Parker, Soleil Surette

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 Division's efforts in support of First Nations, Métis and Inuit education and the progress of students who self-identify as First Nations, Métis or 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 Division staff. The plan serves as the foundation for the organization's culture of evidence-based decision making, assurance and accountability.

To demonstrate the Division'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 Division's self-identified First Nations, Métis and Inuit student cohort and explores in more detail two areas 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

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Strategic Plan Update:

First Nations, Métis and Inuit

May 26, 2020

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an update on the Division'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 2019-2022 District Strategic Plan calls for the Division 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*, Division Priority 1 includes work to address the systemic gaps in education for self-identified First Nations, Métis and Inuit students.

This report takes a deeper look at the achievement data for the Division's self-identified First Nations, Métis and Inuit student cohort and explores in more detail areas of our intentional work in support of First Nations, Métis and Inuit education. This work is in alignment with 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: *high quality teaching, leadership in schools, enlisting the active engagement of families, high quality early learning, regular monitoring and provision of tailored support*.

These six areas were introduced in the [February 20, 2018, Strategic Plan Update Report: First Nations, Métis and Inuit Students](#), and further explored in the [May 14, 2019, Strategic Plan Update Report: First Nations, Métis and Inuit Students](#). With this third report, we take a closer look at Division data profiling student achievement and two key initiatives that reflect alignment with the OECD research. These key initiatives are: the *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public School* project; and the First Nations, Métis and Inuit student high school completion coach model.

WHAT THE DATA TELLS

DEMOGRAPHIC INFORMATION

In Edmonton Public Schools, the First Nations, Métis and Inuit student population continues to grow. In 2018, there were 9,026 self-identified First Nations, Métis and Inuit students enrolled across Division schools, representing 8.9 per cent of the Division's overall student population. In 2019, there were 9,420 self-identified First Nations, Métis and Inuit students enrolled in our schools. This builds on a five-year enrolment growth for self-identified First Nations, Métis and Inuit students of 14.5 per cent, slightly outpacing the Division's total student enrolment growth of 13.5 per cent.

THE IMPORTANCE OF STAFF CONFIDENCE

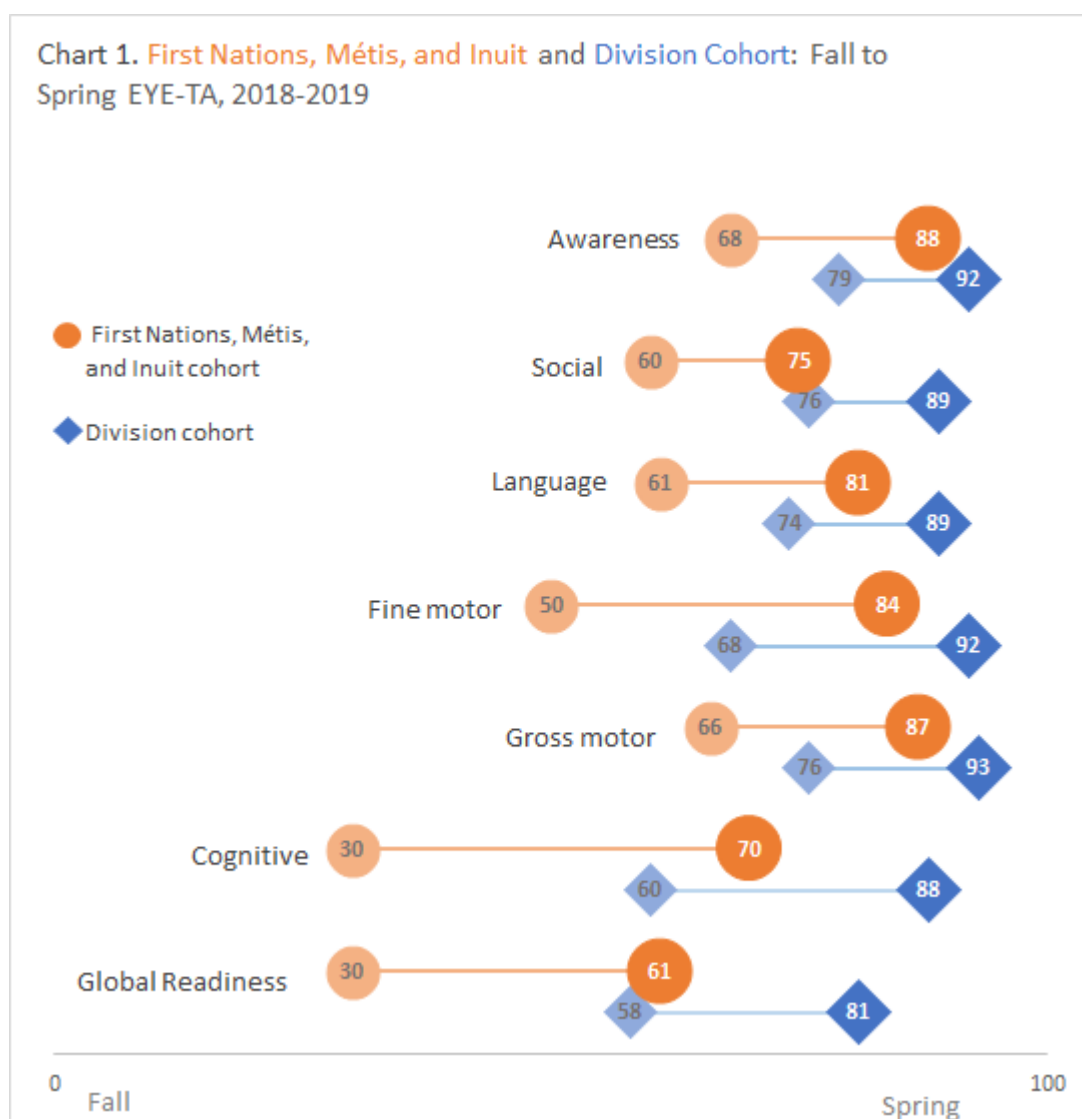
The OECD research signals the role of school leadership and high-quality teaching as critical in relationship to student success. This research connects well with competency area five of both the [Teacher Quality Standard \(TQS\) Applying Foundational Knowledge about First Nations, Métis and Inuit](#) and the [Leadership Quality Standard \(LQS\) Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit](#). Division staff have made deliberate and intentional efforts to build their skills and knowledge in respect to competency five and there is evidence of the positive impact of these efforts through the District Feedback Survey. Since 2017, staff have expressed an increasing confidence in their ability to program for and support the learning of First Nations, Métis and Inuit students:

Table 1.	District Feedback Survey (DFS): Staff					
	2017		2018		2019	
	N	%	N	%	N	%
I have the knowledge and skills to program for/support students who are First Nations, Métis or Inuit.	4,338	71.7	4,357	73	4,627	75.5

As worded, the District Feedback survey question measures the concept of teacher confidence or efficacy. This is both relevant and important when looking at student achievement through the work of John Hattie ([Hattie Ranking: 252 Influences and Effect Sizes Related to Student Achievement](#)). In Hattie’s research around what are the greatest influences on student achievement, collective teacher efficacy is the single greatest factor or influence in support of student achievement.

EARLY YEARS EVALUATION TEACHER ASSESSMENT (EYE-TA)

The EYE-TA data covers six areas of development critical to the social, emotional, physical and cognitive growth of a child and provides an overall assessment of global readiness for learning in Grade 1; this developmental assessment tool is administered to all Kindergarten children in the fall and spring of each school year. As presented in the [May 14, 2019, Strategic Plan Update Report](#), while many children in our self-identified First Nations, Métis and Inuit cohort of children arrive less ready for Kindergarten in all areas when assessed in the fall, they make significant gains across each of the areas when assessed again in the spring (see Chart 1 below). The 2018-2019 EYE-TA results reflect the historical growth pattern of self-identified First Nations, Métis and Inuit children compared to the overall Division cohort of children.



These results reinforce the importance of the OECD’s prioritizing of high-quality early learning. The OECD research identifies that the impact of early learning programming influences student success far beyond Kindergarten, with positive outcomes throughout school and into adulthood in the areas of educational achievement, employment and earnings and health and social outcomes.

READING INTERVENTIONS

Leveled Literacy Intervention (LLI) and Middle Years Intervention (MYLI) are reading interventions as part of a continuum of support for literacy learning. The Division tracks the results from these key literacy interventions for various cohort groups, including self-identified First Nations, Métis and Inuit students. The provision of these literacy supports depends upon a variety of factors, including the individual needs of the student, and therefore there is not a set number of weeks that students may participate in LLI or MYLI. The data in the tables below have been normalized to reflect a 16-week time frame to allow for an overall comparison of student growth. They represent the combined data from 2014-2015 through 2018-2019, which reflects average growth in reading measured in months, for the Division's cohort of First Nations, Métis and Inuit students and all Division students participating in MYLI and LLI. For both cohorts, the data demonstrates the positive impact of these interventions.

Table 2.	Combined LLI results from 2014-15 to 2018-19	
	First Nations, Métis and Inuit Students	All participating students
Initial reading level	Average reading growth in months after 16 weeks (1/2 year)	Average reading growth in months after 16 weeks (1/2 year)
Grade 1	5.1 (n=267)	5.7 (n=2637)
Grade 2	11.3 (n=62)	10.7 (n=723)
Grade 3	11.6 (n=26)	12.2 (n=272)
Grade 4 and above	14.5 (n=17)	11.6 (n=151)

Table 3.	Combined MYLI results from 2014-15 to 2018-19	
	First Nations, Métis and Inuit Students	All participating students
Initial reading level	Average reading growth in months after 16 weeks (1/2 year)	Average reading growth in months after 16 weeks (1/2 year)
Grade 1	5.1 (n=13)	6.2 (n=88)
Grade 2	11.4 (n=20)	11.3 (n=159)
Grade 3	11.6 (n=14)	11.3 (n=106)
Grade 4 and above	12.7 (n=24)	12.4 (n=112)

PROVINCIAL ACHIEVEMENT TESTS (PAT)

In the [May 14, 2019, Strategic Plan Update Report](#), the Division took a deeper look at the 2017-2018 PAT results for self-identified First Nations, Métis and Inuit students. This work revealed that the results for students who had been consistently registered as an Edmonton Public Schools' student for their entire school learning experience significantly exceeded the results of students who were in their first year of attending a Division school. The impact of educational stability is further reinforced in the 2018-2019 PAT results, as demonstrated in the chart for Grade 9 Language Arts results¹.

Chart 2 below illustrates Grade 9 English Language Arts PAT data from the past four years. These results serve as an exemplar that demonstrates a pattern of achievement connected to long term participation in learning at a Division school, first reported in the May 14, 2019, report. We continue to see this pattern reflected across PAT exams for

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

both Grades 6 and 9, generally across all subject areas (see charts 4-10 and tables 5-11, Appendices). For the purpose of this analysis:

- Results for the Division'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 Division (green circle).
- 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 Division at Grades 6 and 9 (gray triangle).

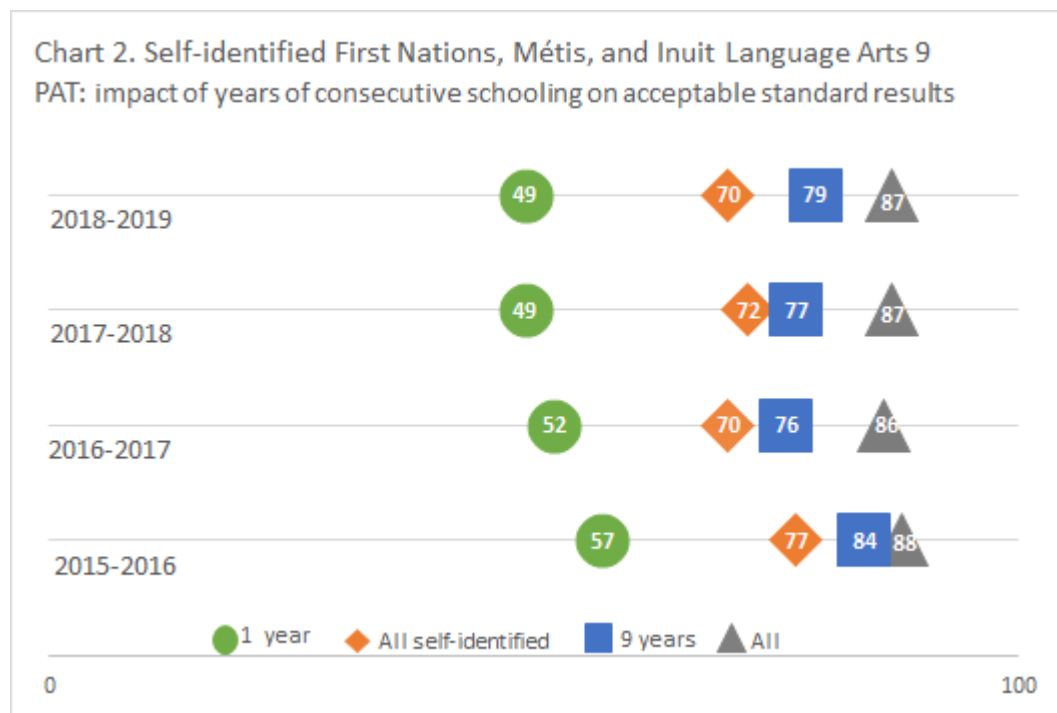


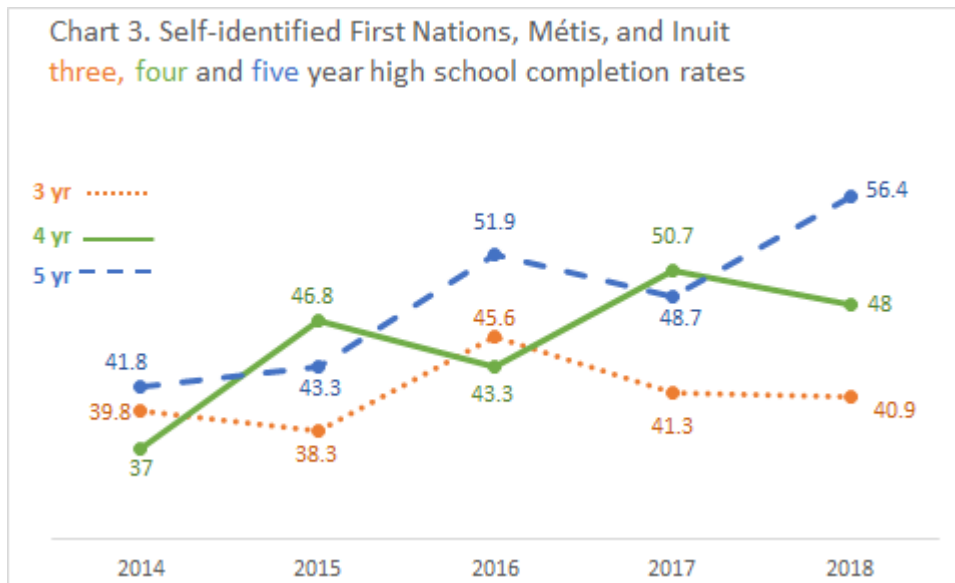
Table 4.	Language Arts 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	35	377	202	5,609
2017-2018	47	363	181	5,433
2016-2017	44	361	179	5,196
2015-2016	30	297	168	5,080

DIPLOMA EXAMS

When looking at multi-year data pertinent to the completion of Grade 12, there are several indicators of steady progress and improvement:

- The five-year trend for three-four-and five-year rates of high school completion for self-identified First Nations, Métis and Inuit students shows a pattern of growth, as all three rates of completion have improved since 2014-2015, particularly for the four- and five-year rates (Chart 3, below).
- The self-identified First Nations, Métis and Inuit students challenging diploma exams continue to experience success at both the acceptable standard and the standard of excellence (see Appendix, Table 12).

- The percentage of Grade 12 self-identified First Nation, Métis and Inuit students eligible for a Rutherford Scholarship grew for the fourth straight year, increasing from 34.9 per cent in 2016-2017 to 36.2 per cent in 2017-2018 (see Appendix, Table 14).



There are opportunities for a deeper look into some of our results, with certain areas demonstrating a decline in comparison with previous years' results:

- The percentage of self-identified First Nation, Métis and Inuit students challenging four or more diplomas exams decreased from 21.6 per cent in 2016-2017 to 18.9 per cent in 2017-2018 (see Appendix, Table 15).
- The four- and six-year transition rates to post-secondary for 2017-2018 dipped slightly compared to 2016-2017, but remained higher than the three prior years (see Appendix, Table 16).
- The dropout rate for self-identified First Nation, Métis and Inuit students increased in 2017-2018, going from 4.7 to 6.9 per cent (see Appendix, Chart 11), but is still below the five-year high of 8.5 per cent.

While Division results indicate that there is still work to be done to support self-identified First Nation, Métis and Inuit students to remain engaged in their schooling longer, there is also cause for celebration, as many self-identified First Nation, Métis and Inuit students are achieving greater academic success. Overall, the Division's achievement gap is slowly improving, and this ongoing success reflects the collaborative efforts and commitment of school staff, catchments, central units, students, families, Elders, Knowledge Keepers and members of the community.

EARLY LEARNING AND FAMILY ENGAGEMENT

As emphasized by the OECD report, the provision of high-quality early childhood education that is responsive to the needs of children and their families can significantly lift students' achievement in later schooling and life. A key Division initiative established in 2018-2019 to support early childhood education for First Nations, Métis and Inuit students is the *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public School project*.

YEAR ONE: ESTABLISHING COLLABORATIVE RELATIONSHIPS

During the first year of the project, supported through the Alberta Education Innovation in First Nations Education Grant, 48 staff from Edmonton Public Schools and the Kitaskinaw Education Authority participated in four collaborative professional learning days where they explored early learning programming and child engagement through both western and traditional Cree approaches. Participants from both jurisdictions established relationships and began to collaboratively develop strategies through the lens of both traditional, Indigenous child development and Western play-based learning pedagogy.

YEAR TWO: DEEPENING PROFESSIONAL LEARNING

The intention of year two of the project is to deepen participants' shared understanding of key concepts introduced in year one through continued exploration of traditional Cree child-rearing practices and play-based learning.

In November 2019, participants had the opportunity to learn from Elders and Knowledge Keepers during a two-day professional learning session. Through traditional teachings and processes of making, learning in relational ways was modeled for all educators, deepening relationships between the jurisdictions and building their capacity to engage in a culturally responsive pedagogy. The professional learning session focused on:

- Teachings focused on child development from a Cree perspective.
- Stories and their role in culturally responsive learning environments.
- Oral storytelling and symbolic play through doll making and tipi teachings.
- Connecting through personal relationships.

In February 2020, educators from both jurisdictions were partnered to engage in an intervisitation opportunity, where they had the opportunity to observe each other in their respective classroom settings and model practices inspired by traditional teachings. As part of this collaborative work, the educators were asked to share a learning story or experience of a lesson they attempted with their students.

FEEDBACK FROM PARTICIPANTS

As part of the data collection for the project, participants were asked to complete a survey. The survey elicited feedback from participants around how they were using what they had learned and moments in the classroom that surprised them, made them wonder and/or feel proud. The voices of the educators comes through in this feedback, providing insight into the success of strategies and ideas acquired and implemented to support early childhood education, including:

- *"I started off my year last year by shaking hands with each student as they enter the class. We sing a thankful song before we eat snack + lunch."*
- *"One of the strategies/ teachings I shared / continue to share is the celebration for firsts and greeting the day."*
- *"My group/class discussed and made our own journey sticks."*

Through the survey, participating educators also shared notable teaching moments, including:

- *"My K class leading our parents in a round dance."*
- *"Students would often request the Cree syllabic song throughout the day, especially first thing in the morning or at the end of the day as a closing activity."*
- *"The students can be heard humming, singing the syllables song during their free play."*

HIGH SCHOOL COMPLETION COACH MODEL

The Division is committed to supporting First Nations, Métis and Inuit students throughout their K to 12 school journey - a journey that begins with early childhood education and continues through to high school completion. To support students entering into high school, the Division looked at research and other models to inform the development of a high school completion coach model.

By mid-October 2019, two high school completion coaches were assigned to Queen Elizabeth School to support First Nations, Métis and Inuit students. Queen Elizabeth School was selected after consideration to the number of self-identified First Nations, Métis and Inuit students enrolled at the school as well as the school's three-year high school completion rate for First Nations, Métis and Inuit students. The model is premised around a completion coach working intentionally with up to 70 students and helping them to focus on their path to school completion and a life of dignity and fulfillment. This initiative seeks to respond to the following system-level priorities identified in the OECD report:

- Enlisting the active involvement of families.
- Providing tailored support for Indigenous students.

- Regular monitoring of each child's progress and timely response to this information.

THE FIRST NATIONS, MÉTIS AND INUIT HIGH SCHOOL COMPLETION COACH MODEL

Within the model, the high school completion coaches work one-on-one with First Nations, Métis and Inuit students to provide guidance, mentorship and support towards high school completion. The role of the high school completion coach is rooted in the development of positive relationships, and the effectiveness of the program is reflected through its focus on relationships and mentoring, transitions, culture, career planning, academics and parental engagement. In developing this model, the Division looked closely at the OECD research, as well as other initiatives that experienced success supporting First Nation, Métis and Inuit students on their path to school completion.

At this time the work of the two high school completion coaches at Queen Elizabeth School has been focused around the approximately 140 self-identified First Nations, Métis and Inuit students enrolled at the school for the 2019-2020 school year. The work with students officially started in late October and continues during this transition to online/distance learning, though the nature of this work has shifted due to the circumstances of COVID-19. This work has been centered around:

- Connecting with the self-identified First Nations, Métis and Inuit students and helping them see themselves as members of the school community through cultural experiences and relationships.
- Exploring life beyond high school and goal setting with each student.
- Monitoring assignment completion and working with students and teaching staff to support academic success.
- During COVID-19 remaining connected with youth and families with a focus on well-being and mental health; through Google classroom, continuing to engage with cultural sessions, tutoring and supporting online learning.

PROVISION OF INDIVIDUALIZED SUPPORTS AND MONITORING STUDENT PROGRESS

The OECD report concludes that providing tailored, individualized support for Indigenous students can produce material benefits for learners, teachers and families. This goal is reflected in a core function of the high school completion coaches, who provide support that is designed to positively impact student success. Strategies used by high school completion coaches to provide individualized support include:

- Meeting with students regularly to discuss their participation, engagement and well-being in respect to learning.
- Providing individual or peer group academic tutoring.
- Connecting students to existing wrap-around supports within the school.
- Monitoring grades and work completion in PowerSchool.
- Maintaining regular contact with and seeking feedback from the students' teachers.
- Mentoring students to acquire time and work management skills.
- Supporting students' transition into post-secondary and the world of work through:
 - Meeting individually with students to discuss post-secondary counseling and co-develop individual career planning.
 - Facilitating field trips to post-secondary campuses.
 - Hosting in-school sessions with post-secondary recruiters and Indigenous student centre representatives.
- Mentoring students to develop their interpersonal skills, including how to engage positively with their teachers and peers.
- Providing a welcoming, safe and culturally responsive space in the school where students are encouraged to gather and participate in activities.
- Encouraging a sense of belonging through the exploration of Indigenous culture and identity, such as smudging, creative arts and visits with Knowledge Keepers.
- Holding after-school programs that provide volunteer and leadership opportunities.
- Providing transition support to Grade 10 for Grade 9 feeder school students, including connecting them with a peer high school student mentor (this component of the model may be difficult this year due to COVID-19).

ENGAGEMENT WITH FAMILIES

The high school completion coach model is designed to support parental engagement with the public education system. As indicated in the OECD research, when bridges are built and mutually respectful relationships formed between the school and families, students will benefit in respect to their overall well-being, participation and engagement in learning and ultimately their school achievement. To proactively build collaborative relationships with families, the high school completion coaches:

- Regularly engage families through emails, letters, phone calls and monthly newsletters.
- Hold family nights designed to build relationships with parents/guardians in a personal, informal and relaxed environment. These family nights are also meant to support parents/guardians in feeling welcomed into the school and give them a safe space to meet and gather.
- Meet with new students and their families at registration to provide a welcome package and to orient the student to the school.
- Include culturally responsive practices in meetings with parents/guardians.

The process to collect and analyze data relevant to the success of each student in the program is a shared responsibility between the graduation coach and school staff. This data is used to collaboratively identify specific intervention strategies that should be continued, modified or discontinued. This work reflects intentional and strategic efforts to support the success for our First Nations, Métis and Inuit students throughout their learning journey.

PRELIMINARY DATA

The high school completion coach model at Queen Elizabeth School is in early stages with the coaches having had approximately 15 weeks of school based, face to face time to develop relationships and engage students prior to the March 17 shift to online learning due to COVID-19. This time also fell across two separate semesters.

In these initial weeks of this work, the high school completion coaches have noted that overall the Grade 10 students are most engaged in the various activities offered by the coaches. These activities include flex block sessions, leadership opportunities and student lunch and learn sessions, that have seen significant interest and involvement from the Grade 10 cohort of students who have made up 90 per cent of the students engaging in these activities.

Early data for semester one is surfacing evidence of the positive impact of the model. With a review of preliminary attendance, student retention and credit completion data indicating the following:

- Overall student class attendance improved by 26 per cent from the start of the first semester through to the end of the first semester, with the greatest positive improvement being seen within the Grade 10 cohort.
- Student retention (drop out) data comparing the first semester of 2018 to the first semester of 2019 did not identify a significant difference for students in Grades 10 or 12, with approximately 89 per cent retention for both years at both grade levels.
 - However, this year's Grade 11 cohort had a retention rate of 90 per cent, which reflects an increase of 5.4 per cent compared to the 2018 Grade 11 cohort, whose retention rate was 84.6 per cent.
- A review of course completion data comparing semester one from 2018 to the first semester of 2019, indicates the following percentages of courses completed for each grade level cohort:

	2018	2019	Difference
Grade 10 cohort	66.7 per cent	69.2 per cent	+2.5 per cent
Grade 11 cohort	65.9 per cent	61.3 per cent	- 4.6 per cent
Grade 12 cohort	67.4 per cent	74.9 per cent	+7.5 per cent

BUILDING STAFF CAPACITY

The Division continues to offer high quality professional learning to build foundational knowledge and increase staff confidence regarding knowledge of First Nations, Métis and Inuit cultures, worldviews, histories and current realities. The following data reflects the commitment of Division staff to participate in these professional learning opportunities:

- 293 teachers and principals attended two First Nations, Métis and Inuit Lead Teacher days.
- 63 staff members participated in three Early Years sessions.
- Over 180 staff members participated in 13 professional learning sessions with a focus on the success of First Nations, Métis and Inuit students, ranging from curriculum support to land-based activities.
- 90 staff members participated in seven leadership sessions.
- 255 staff members participated in 10 sessions of *Sharing our Journey: Growing your foundational knowledge of First Nations, Métis and Inuit*.

Literacy and numeracy remain critical areas of focus and importance for teacher professional learning, with particular attention to assessment and interventions to identify and program for students not yet achieving at grade level. Detailed summaries of work in support of both these areas were provided to the Board through the following strategic plan update reports: February 11, 2020, [Literacy](#) and March 10, 2020, [Numeracy](#).

BOARD POLICY

[Board Policy HAA.BP First Nations, Métis and Inuit Education](#) was presented for its third and final reading on June 11, 2019. To help inform the revision of this policy, the Board of Trustees conducted extensive community engagement, including in-person conversation groups, as well as online surveys with parents, students, staff, Elders, Knowledge Keepers and community members. The voice and guidance of stakeholders informed a significant revision to the policy; with the final document affirming the Board's commitment to the ongoing process of truth and reconciliation and to strengthening the well-being, learning and academic achievement of First Nations, Métis and Inuit children and youth.

NEXT STEPS

The 2020-2021 school year will represent the final year of the three-year grant project *Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public School* project. The third year will focus on family engagement and the collaborative development of culturally responsive early years teaching and learning resources to carry forward the collective learnings and accomplishments. The planning for next year's goals will take place in the coming weeks.

The First Nations, Métis and Inuit high school completion coach model will continue at Queen Elizabeth School and expand to Eastglen School for the 2020-2021 school year. Based on the number of self-identified First, Nations, Métis and Inuit students currently enrolled, three high school completion coaches will be assigned to the school.

The Division recognizes there is important work to be done to support our First Nations, Métis and Inuit students throughout their learning journey. Using the OECD report as a research-based guide, we continue to strive to close the achievement gap for First Nations, Métis and Inuit students through intentional efforts at school, catchment, and central levels and by implementing a range of evidence-based practices demonstrated to improve the educational experiences of Indigenous students.

APPENDICES

PROVINCIAL ACHIEVEMENT TESTS

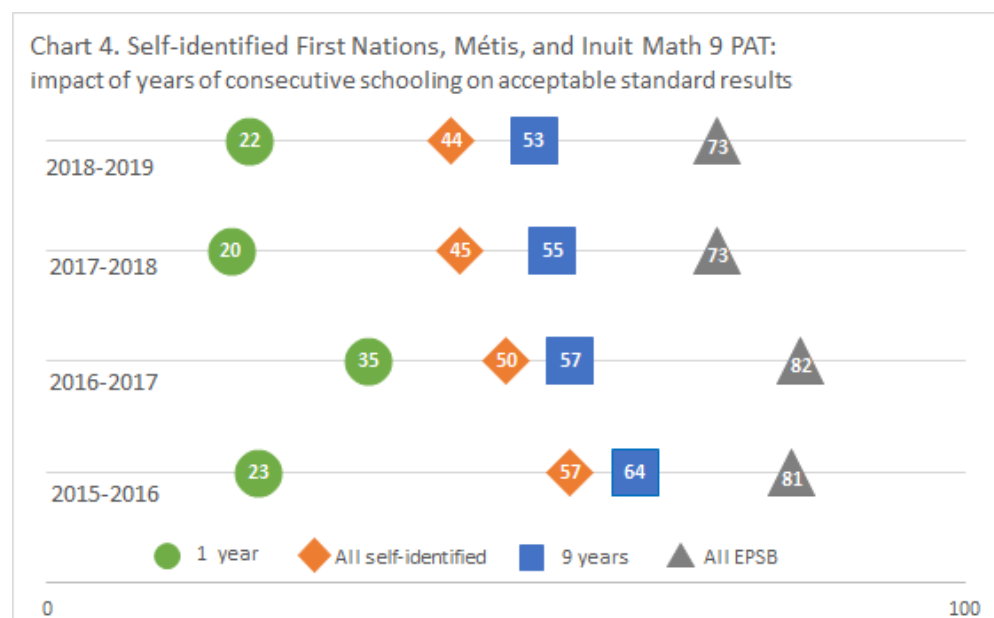


Table 5.	Math 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	37	360	191	5,403
2017-2018	50	365	181	5,294
2016-2017	46	359	175	5,017
2015-2016	30	285	160	4,909

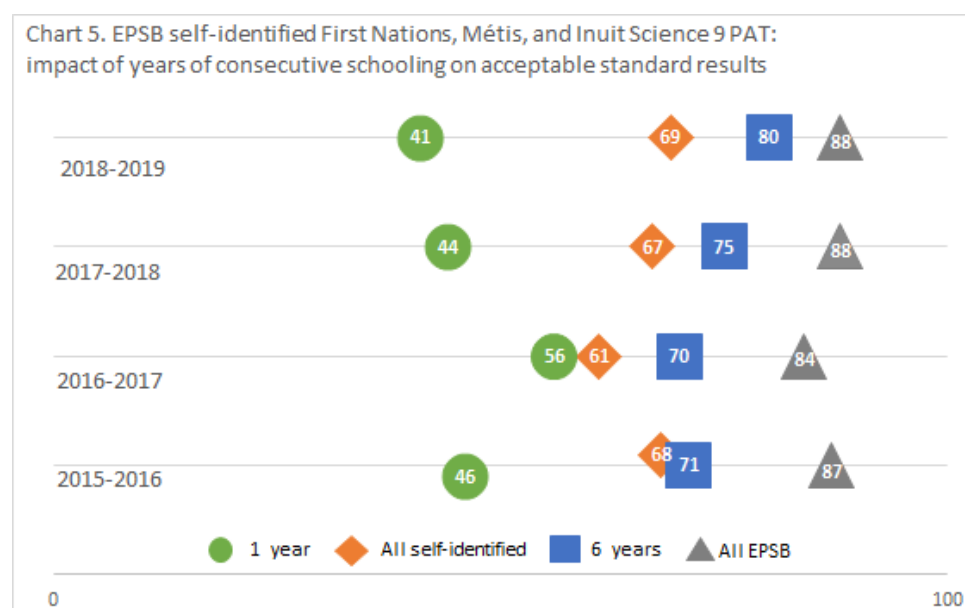


Table 6	Science 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	37	378	197	5,443
2017-2018	46	361	180	5,279
2016-2017	39	356	179	5,018
2015-2016	33	301	164	4,951

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

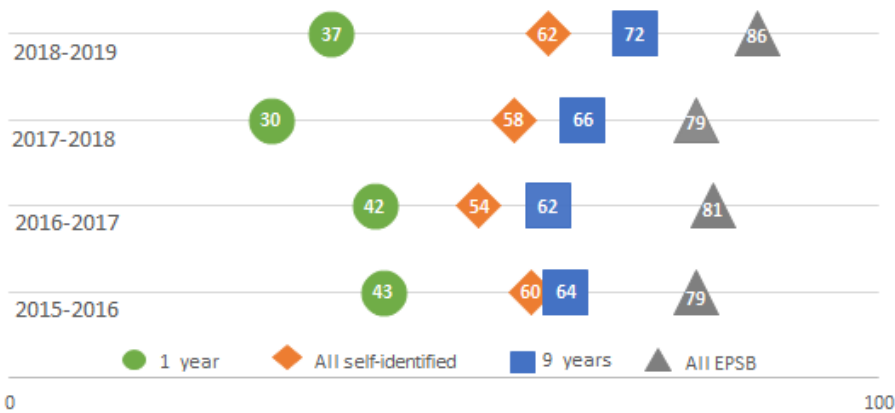


Table 7.	Social Studies 9 PAT N sizes			
	1 year	All self-identified	9 years	All EPSB
2018-2019	38	385	198	5,483
2017-2018	50	369	184	5,293
2016-2017	48	377	182	5,052
2015-2016	30	285	158	4,892

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

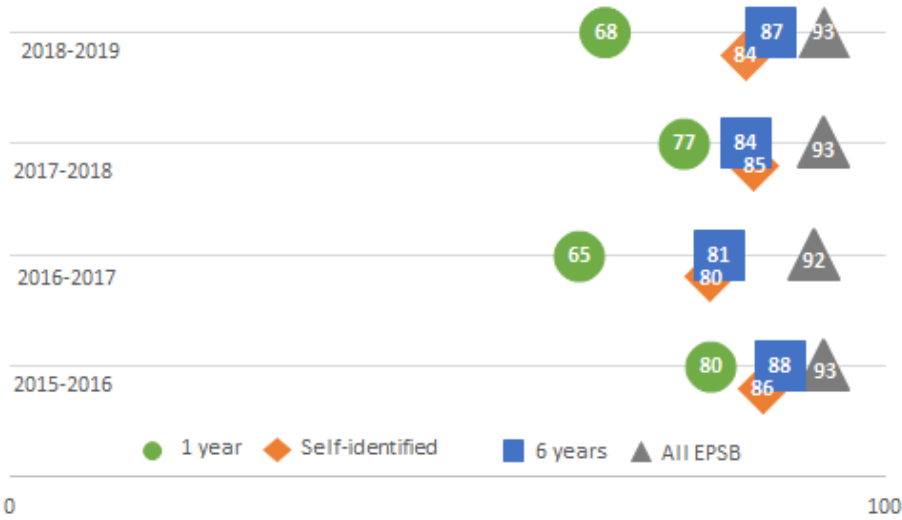


Table 8.	Language Arts 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	72	492	289	6,766
2017-2018	60	448	267	6,050
2016-2017	49	416	251	5,585
2015-2016	51	398	242	5,453

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

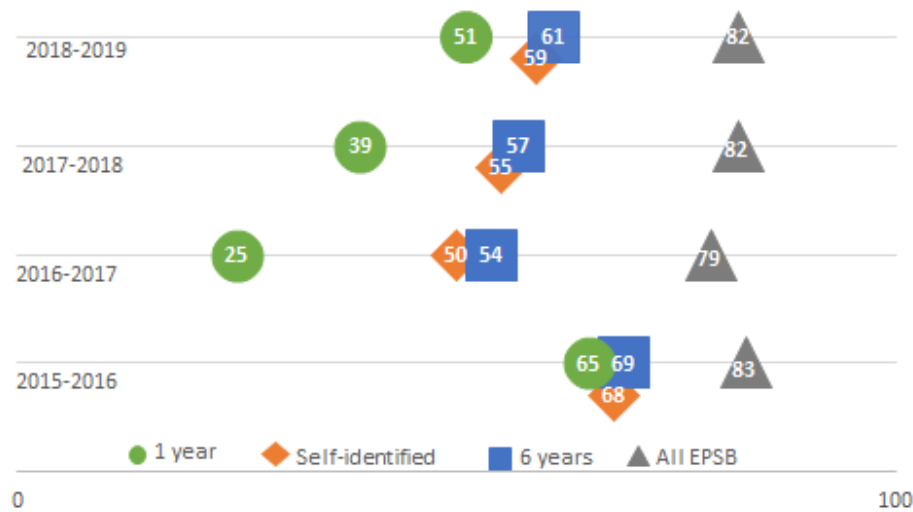


Table 9.	Math 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	75	480	274	6,564
2017-2018	59	440	258	5,798
2016-2017	51	404	237	5,329
2015-2016	48	389	233	5,256

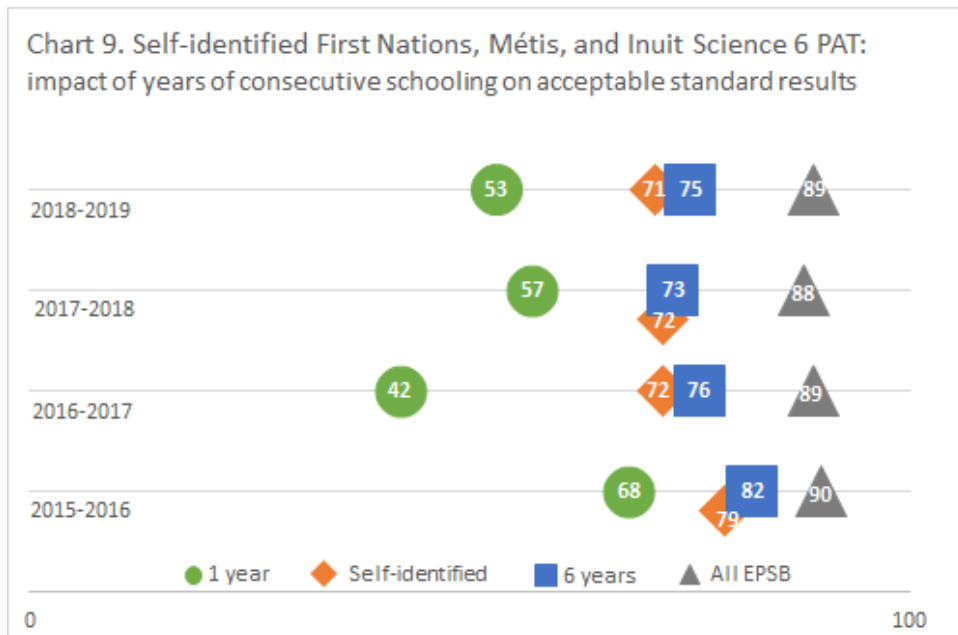


Table 10.	Science 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	76	486	276	6,559
2017-2018	56	437	259	5,790
2016-2017	43	389	232	5,293
2015-2016	50	392	234	5,268

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

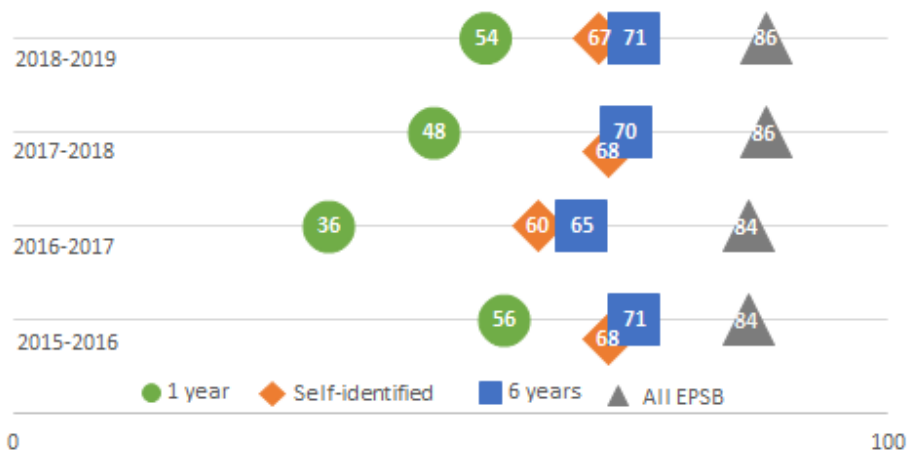


Table 11.	Social Studies 6 PAT N sizes			
	1 year	All self-identified	6 years	All EPSB
2018-2019	74	476	272	6,289
2017-2018	58	436	256	5,791
2016-2017	47	398	237	5,315
2015-2016	48	391	234	5,254

DIPLOMA EXAMS

Table 12.	Diploma exam results				
	2015	2016	2017	2018	2019
Acceptable Standard	74.2	77.6	76.4	81.3	80.8
Standard of Excellence	10.8	10.5	11.2	12.8	14.8

Chart 11. Self-identified First Nations, Métis, and Inuit drop out rates: 5 year trend

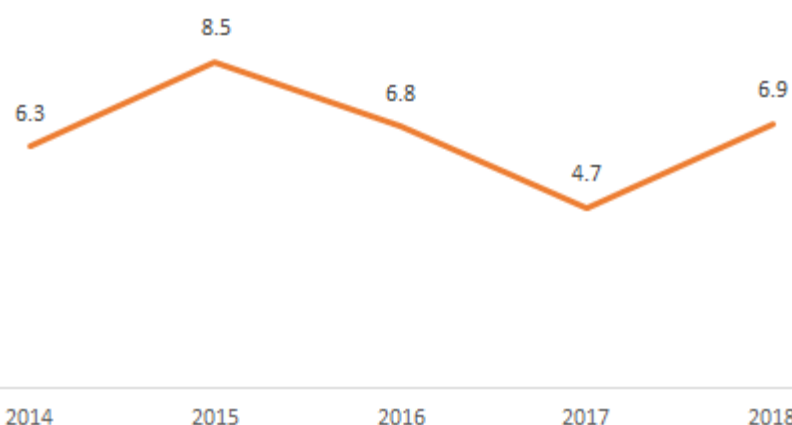


Table 13.	Drop out rates				
	2014	2015	2016	2017	2018
N size	2,282	2,409	2,430	2,387	2,422

Table 14.	Rutherford scholarship eligibility				
	2014	2015	2016	2017	2018
Per cent eligible	N/A	32.7	31.8	34.9	36.2
Grade 12 n=	N/A	877	902	911	950

Table 15.	Participation rate				
	2014	2015	2016	2017	2018
n=	572	560	587	633	607
0 exams	42	47.8	40.4	42.8	42.8
1+ exams	58	52.2	59.6	57.2	57.2
2+	50.9	45.7	53	51.2	50.6
3+	29.7	27.3	29.7	30.8	29.3
4+	20.2	20.3	20.5	21.6	18.9
5+	11.5	9.3	9.1	11	8.8
6+	4	2.4	1.8	1.6	2.7

Table 16.	Transition Rates				
	2014	2015	2016	2017	2018
4 yr rate	10.4	12.4	10.8	14.9	14.4
n=	541	564	557	560	614
6 yr rate	26.6	26.3	23.9	29.7	28.6
n=	468	480	529	552	536