First Nations and Métis Education

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Introduction

The Ministry of Education in its document, *Inspiring Success: Building Toward Student Achievement*, set an expectation that each school division will create a First Nations and Métis Education Plan that aligns with the Continuous improvement Framework. In response to this expectation, the school division’s first step was to discover the current state of First Nations and Métis education in the school division by examining a set of disaggregated student assessment data to identify the learning strengths and challenges of First Nations and Métis students.

This report is the second analysis of the learning outcomes of First Nations and Métis students prepared by the school division. In subsequent reports, more data will be available and more complex analyses possible as we implement Skopus data warehouse software.

This report contains four sections. The first section examines two frameworks of indicators of the success of First Nations and Métis students. One framework is the traditional analysis of student achievement using student assessment data and graduation rates. The second framework suggests a more holistic approach to measuring the success of First Nations and Métis learners.

The second section describes the demographics and social conditions of First Nations and Métis people in Prince Albert. This social context outlines the many barriers facing First Nations and Métis children and youth as they attempt to succeed in the school system. As well, statistics about the number and location of First Nations and Métis learners in the school division are provided.

The third section describes the components of the school division’s First Nations and Métis Education Plan and the initial steps toward this plan’s development. This report, the Board of Education’s Three Year Plan and the Letter of Intent with the Prince Albert Grand Council are important contributions to the plan’s development.

Finally, the educational outcomes of First Nations and Métis students are compared to those of non-First Nations and Métis students using graduation rates and student assessment data. The results of the 2009 and 2011 Reading Assessment for Learning and the 2011 Mathematics Assessment for Learning are presented with limited commentary.

The data indicate that graduation rates for First Nations and Métis students are improving. However, the results of student assessment data are mixed. In subsequent reports, a clearer picture will emerge because more assessment data will be available. These data will span more school years and new data warehouse software will enable richer data analyses.
First Nation and Métis Students: Two Frameworks to Measure Success

The Canadian Council on Learning in their 2009 report The State of Aboriginal Learning in Canada advocates a new framework for determining the success of First Nations and Métis learners. It proposes a Holistic Lifelong Learning Measurement Framework:

“By broadening the conventional scope of inquiry to a more holistic one, this framework provides a more complete picture of aboriginal learning. Indeed, a new narrative emerges that supersedes the all-too familiar and distressing storyline that centers on learning deficits and academic shortcomings among aboriginal youth.” p 5

This holistic framework has two components. The first, Sources and Domains of Knowledge, suggests that First Nations and Métis students need to learn from and about culture, language, and tradition. Further, the model recognizes that “Aboriginal learning is a highly social process that serves to nurture relationships in the family and throughout the community.” The model also recognizes that Elders play a central role in the promotion of lifelong learning.

The second component is the Lifelong Learning Journey. The report advocates that success should be measured using indicators such as access to early learning programs, high school completion rates, and enrolment in post-secondary programs. Additional indicators include informal and experimental learning opportunities as well as access to broadband internet services. Informal and experiential learning “helps foster a desire to learn among aboriginal youth while helping with the acquisition of new skills.”

Access to broadband internet services is important to facilitate lifelong learning opportunities. The holistic framework provides school divisions with some alternative indicators of student success but data are not available for many of these new indicators. Holistic indicators can not replace this school division’s current list of academic achievement indicators but rather will augment them.
First Nations, Metis Holistic Early Learning Assessment

In the spring of 2010, Saskatchewan Rivers School Division was invited to work with 3 other school divisions to develop an innovative and holistic assessment tool that would improve our understanding of success for First Nations and Metis early learners. To this point in time, approaches to measuring learning did not monitor the full spectrum of lifelong learning; they did not reflect the holistic nature of aboriginal learning; they did not reflect the importance of experiential learning; they did not account for social, economic, and political realities, and they were oriented toward measuring learning deficits.

Project progress during the 2010 – 2011 school year:

Leaders from each division worked with the Canadian Council on Learning to examine the First Nations, Metis, and Inuit learning models and to ultimately create a First Nations, Metis Holistic Early Learning Framework.

Our division team (superintendent, aboriginal consultant, speech language consultant, principal, and teacher) worked with Elders and the other divisions to create a holistic assessment model. The project focused on oral language learning for early learners (ages 3-6) at home, at school, and in the community.

Once the focus was established, an early literacy and numeracy assessment instrument was developed that involved technology and yet was holistic, innovative, culturally appropriate, balanced and reliable. To keep the technology authentic and relevant, software developers bv02 were contracted to develop an iPad app that could be used for the child, the parent, the elder, and the teacher to get a holistic representation of learning for each child.

By August of 2011, a turtle puppet named ASKI (meaning earth in Cree) was the face of the project. An iPad assessment app had been created as well as the contextual supporting resources of a story and family scrapbook.

The project piloted in two SRSD schools in the fall of 2011.
The school division currently has a substantial amount of student assessment data which, as mentioned in the Introduction, will soon be available for detailed analysis. The Figure 1. below illustrates the school division’s student assessment data sets. This Figure, along with the information in the Academic Assessment Framework, shows that the data are not only annual but span several years. Therefore, a longitudinal analysis of the progress of individual students, groups of students or the whole student body will be available.

### Academic Achievement Framework

#### Student Academic Achievement

The Board of Education has a goal to eliminate the academic gap between First Nations and Métis students and the general student population. Student academic success is measured though the analysis of student assessment data from several common provincial and school division assessments.

#### Figure 1. Provincial and School Division Assessment Types

<table>
<thead>
<tr>
<th>Goal: Higher Levels of Literacy and Achievement</th>
<th>Reading</th>
<th>Developmental Reading Assessment</th>
<th>Annual student assessment data from Kindergarten to Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Early Literacy Screen</td>
<td>Annual assessment data from Kindergarten to Grade 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment for Learning</td>
<td>Student assessment data Grades 4, 7, and 10 (2009 and 2011)</td>
</tr>
<tr>
<td>Writing</td>
<td>Assessment for Learning</td>
<td>Student assessment data Grades 5, 8, and 11 (2008 and 2010)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Division Common Math Assessment</td>
<td>Annual student assessment data from Kindergarten to Grade 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment for Learning</td>
<td>Student assessment data Grades 5, 8, and 11 (2009) Grade 5 and 8  (2011)</td>
<td></td>
</tr>
<tr>
<td>Treaty Education</td>
<td>Treaty Education Survey</td>
<td>Annual student assessment for Grade 7 and Grade 4 and 7 teacher survey School Administrator Survey</td>
<td></td>
</tr>
<tr>
<td>Continuous Improvement Core Indicators</td>
<td>Graduation Rates</td>
<td>Number of First Nations and Metis Graduates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Persistence to Graduate</td>
<td>Number of years to complete graduation requirements</td>
<td></td>
</tr>
</tbody>
</table>
Holistic Lifelong Learning Measurement Framework

Sources and Domains of Knowledge

Lifelong learning for Aboriginal people is rooted in relationships with the natural world and the world of people including the self, the family, ancestors, clan, community, and nation in addition to their experiences with languages, spirituality, traditions and ceremonies. These complex relationships and experiences are represented in all of the Holistic Lifelong Learning Models as Sources and Domains of Knowledge, though the ways in which they are represented reflect the unique perspective of First Nations, Inuit and Métis people.


Figure 2. Sources and Domains of Knowledge

<table>
<thead>
<tr>
<th>Sources and Domains of Knowledge</th>
<th>Domain</th>
<th>Indicator</th>
<th>Canadian Council on Learning (CCL) Measure</th>
<th>School Division Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>World of People</td>
<td>Self</td>
<td>insufficient data available</td>
<td>insufficient data available</td>
<td>No data available</td>
</tr>
<tr>
<td></td>
<td>Family</td>
<td>Family support</td>
<td>Strength of ties with family members</td>
<td>No data available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family movement</td>
<td>Importance of parental engagement in school</td>
<td></td>
</tr>
<tr>
<td>Elders</td>
<td>Exposure to Elders</td>
<td>Amount of time spent with Elders</td>
<td>Description of Elders; Number of Elders; Number of students served</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>Community support</td>
<td>Degree of support from others in the community</td>
<td>No data available</td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>Natural history</td>
<td>insufficient data available</td>
<td>insufficient data available</td>
<td>No data available</td>
</tr>
<tr>
<td></td>
<td>Traditional skills</td>
<td>Use of traditional skills</td>
<td>Participation in traditional hunting, fishing or trapping</td>
<td>No data available</td>
</tr>
<tr>
<td></td>
<td>Land use</td>
<td>insufficient data available</td>
<td>insufficient data available</td>
<td>No data available</td>
</tr>
<tr>
<td>Languages, Traditions and Cultures</td>
<td>Languages</td>
<td>Language vitality</td>
<td>Sources of support for children learning their Aboriginal language</td>
<td>No data available</td>
</tr>
<tr>
<td></td>
<td>Use of Aboriginal language</td>
<td>Degree of Aboriginal language use at home</td>
<td>No data available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traditions and ceremonies</td>
<td>Participation in cultural ceremonies</td>
<td>Participation of children in traditional cultural activities</td>
<td>Description of cultural activities in schools</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td>Cultural vitality</td>
<td>Availability of support for children to learn their culture and history</td>
<td>Description of cultural activities in schools</td>
</tr>
<tr>
<td>Spirituality</td>
<td>Spiritual development</td>
<td>Practice of spiritual teachings</td>
<td>How Métis maintain their spiritual well-being</td>
<td>No data available</td>
</tr>
</tbody>
</table>
The Lifelong Learning Journey

Aboriginal people view learning as a lifelong process that begins at birth and progresses through childhood, youth, and adulthood. This process is represented in each of the Holistic Lifelong Learning Models, and represents the full range of learning opportunities that occur across the life cycle and in a variety of settings including the school, home, community, workplace, and the land.


### Figure 3. The Lifelong Learning Journey

<table>
<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>Canadian Council on Learning (CCL) Measure</th>
<th>School Division Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Lifelong Learning Journey</strong></td>
<td>(The categories of Young Adults-19 to 34 and Adults and Elders from the CCL report were not included.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Infants and Children (0-5)</strong></td>
<td>Enrolment in ECE opportunities</td>
<td>Type of child-care arrangement used</td>
<td>Participation rates for Kids First, school-based day care, Prekindergarten</td>
</tr>
<tr>
<td></td>
<td>Availability of Aboriginal-specific ECE programs</td>
<td>Does child-care arrangement promote Aboriginal values?</td>
<td>No data available</td>
</tr>
<tr>
<td></td>
<td>Reading to children</td>
<td>Proportion of children who read or were read to daily</td>
<td>Description of PreK and K language program</td>
</tr>
<tr>
<td></td>
<td>Proportion of children who hear stories daily</td>
<td>Description of PreK and K language program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of school readiness</td>
<td>Proportion of children who are ‘not ready’ for school</td>
<td>Early Development Instrument (data available in 2010-2011)</td>
</tr>
<tr>
<td><strong>Youth (6 to 18)</strong></td>
<td>Dropout rate</td>
<td>Proportion of incomplete high school learning</td>
<td>Graduation rates; credit attainment; school attendance and transience rates</td>
</tr>
<tr>
<td></td>
<td>School attendance</td>
<td>Degree of absenteeism from school</td>
<td>Attendance rates</td>
</tr>
<tr>
<td></td>
<td>Participation in extracurricular activities</td>
<td>Participation in clubs or groups</td>
<td>Membership lists</td>
</tr>
<tr>
<td></td>
<td>Participation in arts or music</td>
<td>Participation in sports</td>
<td>Team rosters</td>
</tr>
<tr>
<td></td>
<td>Community involvement</td>
<td>Participation in arts or music</td>
<td>Class lists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth volunteerism rates</td>
<td>No data available</td>
</tr>
</tbody>
</table>
Demographics and Social Conditions

On September 30th 2010, there were 3946 First Nations or Métis students registered in schools of the Saskatchewan Rivers School Division. These students represent 45.5% of the total student population. Of these students, 1253 students identified themselves as Metis and 7 identified themselves as Inuit.

Of the 3946 First Nations and Metis students that attended Saskatchewan Rivers School Division schools, 3141—accounting for 80% - attended schools In the City of Prince Albert.

First Nations and Métis People in Prince Albert: A Summary of 2006 Census Data

2006 Aboriginal Population Profile for Prince Albert. Statistics Canada

The most recent population statistics are contained in the 2006 Canadian Census Data and the 2007 Aboriginal Peoples Survey from Statistics Canada. These statistics are five to six years old. They are useful for recognizing trends but are not a completely accurate representation of the division’s demographics. The data excludes aboriginal people living on reserve.

Population

Prince Albert has the highest concentration of aboriginal people of any city in Saskatchewan—34% of the total population. Saskatoon has more aboriginal residents but they comprise a lower percentage of the total population at 9%.

Of the persons identified as aboriginal in Prince Albert, 49% identified themselves as Metis while 50% identified themselves as First Nations.

The aboriginal population in Prince Albert is significantly younger than the non-aboriginal population. The median age of aboriginal people is 22 years of age. The median age for non-aboriginal people is double that of aboriginal people at 44 years of age. Four in ten First Nations persons living in Prince Albert were under the age of 15.
Education

Aboriginal children are 8% less likely to attend school compared to their non-aboriginal counterparts. But, aboriginal people have a greater tendency to return to school later in life than non-aboriginal people by a margin of 6%.

Just under half of aboriginal men (45%) and women (47%) have completed some form of post secondary education. Non-aboriginal people complete post secondary education as a rate of 57% and 60% respectively. Just over one quarter of aboriginal men (27%) and women (26%) had less than a high school education.

Employment

The unemployment rate for the aboriginal core working age population—aged 25 to 54—in Prince Albert was higher than that of the non-aboriginal population (14.3% compared to 5.2%). While First Nations women were more likely to be unemployed than their male counterparts, the inverse was true in the Métis and non-aboriginal populations.

Métis men and women aged 25 to 54 had employment rates—79.8% and 76.8%, respectively—that most resembled those of their non-aboriginal counterparts—86.2% and 83.2%, respectively.

In 2000, aboriginal people working full-time, full-year, earned 86% of what their non-aboriginal counterparts were earning. By 2005, this percentage had increased by 1% to 87%.

Income

Statistics Canada uses the concept of low-income cut-off (LICO) to indicate an income threshold below which a family will likely devote a larger share of its income on the necessities of food, shelter, and clothing than the average family. In 2005, in Prince Albert, nearly four in ten (38%) Prince Albert aboriginal people were living under the LICO, compared to 12% of non-aboriginal people. In addition, almost half (47%) of aboriginal children in Prince Albert were living under the LICO, compared to 15% of non-aboriginal children. These data are based on the before tax LICO.
Transiency

In 2006, four in ten aboriginal people in Prince Albert had lived at the same address five years ago, compared to 65% of the non-aboriginal population. From 2001 to 2006, almost four in ten (37%) aboriginal people had moved at least once within Prince Albert, and the remaining 24% had moved to Prince Albert from another community.

Living Conditions

In Prince Albert, about one in seven (14%) aboriginal people lived in homes requiring major repairs in 2006, compared to 13% in 2001. In comparison, the share of Prince Albert’s non-aboriginal population living in dwellings in need of major repairs was 7% in 2006 and 8% in 2001. The share of aboriginal people living in crowded homes was 11% in 2006, up from 10% in 2001. The comparable rates for the non-aboriginal population were about 1% in 2006 and in 2001.

First Nations and Métis Students in the School Division

As of September 30th 2010, 3946 students declared themselves to be of First Nations, Metis, or Inuit ancestry making up 45.5% of the division’s student population.

![Figure 4. SRSD Student Population](image)
Figure 5. Number and Percentage of First Nations and Metis Students in SRSD Schools
First Nation and Métis Education Plan

The Plan

The Ministry of Education in its document, *Inspiring Success: Building Toward Student Achievement*, set an expectation that each school division will create a First Nations and Métis Education Plan that aligns with the Continuous improvement Framework. This plan will include the following expectations:

- A focus on supports and improved outcomes for First Nations and Métis learners.
- Ensure all learners have knowledge of First Nations and Métis peoples’ histories, perspectives, worldviews and contributions, including mandatory treaty education, throughout the learning program.
- Collect data and report on measures outlined in the Ministry’s First Nations and Métis education policy framework.
- Build partnerships with First Nations and Métis peoples, where applicable, in support of shared management of the provincial education system.
- Develop resources and establish supports including Elders, cultural advisors, and traditional knowledge keepers to build capacity throughout the school division to implement First Nations and Métis education.

In response to this expectation, the school division has developed the following plan of action:

Step 1  Discover the current state of First Nations and Métis education in the school division. This work will be accomplished by a small team of employees in the Education Centre. The outcomes of this work will include:

- A set of disaggregated Student Assessment Data identify the learning strengths and challenges of First Nations and Métis Learners; and,
- An inventory of programs that currently meet the Ministry’s criteria for a First Nations and Métis Education Plan.
Step 2 Second an individual and/or establish a Committee from the school division to:

- Review the research on best practices to eliminate the academic gap between First Nation and Métis students and the general student population.

- Consult with groups and agencies that represent First Nations and Métis children, youth and their families and discover their vision for First Nations and Métis education.

- Meet with First Nations and Métis youth who attend schools in the division.

- Meet with groups and agencies who represent First Nations and Métis children, youth and their parents:
  - First Nations officials from bands that purchase education services from the school division,
  - School Community Councils from schools with a large population of First Nations and Métis students,
  - The Prince Albert Métis Women’s Association,
  - Prince Albert Indian and Métis Friendship Centre; SIAST Woodland Campus Students’ Association (75% of SIAST students are of First Nations or Métis ancestry),
  - Prince Albert Grand Council Urban Services, and
  - Prince Albert Kids First.
The Board of Education Three Year Plan

The Board of Education has developed a Three Year Plan. Four sections of this plan specifically address the First Nations and Métis education program:

5.1 Continue to work to enhance relationships with First Nation and Métis communities. There is a need to open up lines of communications and cooperation on educational issues with the Prince Albert Grand Council. Partnerships need to be established to expand programs to:

- develop schools that meet the needs of urban First Nation and Métis children and their Families, and
- develop an outreach program/school that focuses on youth age 10 to 15 years who are already outside of the school system.

5.2 Strengthen the Board’s relationship with the Prince Albert Grand Council by establishing a tri-party committee (school division, Ministry, PAGC), whose mandate will be to work together to improve the academic achievement of First Nation and Métis students.

5.3 Establish a Roundtable on First Nation and Métis Education, for two purposes:

- to recognize the shared responsibility among parents, community, First Nation and Métis organizations, government, and the school division to ensure the success of First Nation and Métis learners, and
- to eliminate the academic gap between First Nation and Métis students and the general student population.

5.4 Develop a protocol to acquire a school division elder, by utilizing the Prince Albert Grand Council elder pool.
Teaching of the Sacred Fire

1. Program Overview

1.1 Goal

The over-arching benefit of involving Elders and First Nations and Métis resource people in the school “is that (First Nations and Métis) students see themselves and their cultural heritage reflected and respected within the school. This helps students develop positive self-esteem, which in turn helps them achieve their potential in school and in life” (p 3). Assisting First Nations and Métis children and youth to reach their potential is a significant step to eliminate the achievement gap which is the Board of Education’s primary goal for First Nations and Métis students.

1.2 Key Actions

In general terms the Elders and outreach worker undertake activities that will:

Enhance First Nations and Métis cultural perspectives in the schools,

Build relationships with the First Nations and Métis community,

Promote awareness of First Nations and Métis culture and traditions,

Address social and cultural issues,

Provide a positive role model, and

Promote harmony.

Specifically, these staff work with individual students, family groups, and small classroom groups in schools. They offer cultural camps and other related ceremonies to teach components the Teaching of the Sacred Fire Program: (Adapted from the Prince Albert Outreach Program: Teaching of the Sacred Fire.)

The Sacred Pipe

**Balanced Lifestyle:** Through inner peace, understand both sides of your nature— male and female.

**Healthy Lifestyle:** Provide assistance to prevent substance abuse, STD’s and smoking.

**Healthy Relationships:** Understand your inner conflict through enhanced conflict resolution and decision making skills.

Talking Stick

Listening and communication skills,

Anger management,

Respect other points of view, broaden our understanding and relate in a new manner to others, and

Leadership skills.
**Medicine Wheel**

The Medicine Wheel is the blueprint for all situations and can be used in a multitude of ways,
Lessons of the Four Directions,
New beginnings: Strategies to exit gangs and begin again, and
Choices are illumination, humility, introspections and wisdom.

**Medicine Bundle**

Positive supports and friends,
Looking at your strengths,
Peer pressure, and
Joining positive groups and getting involved in healthy activities and wellness.

**1.3 Indicators of Success**

The principal indicator of success will be the elimination of the academic gap between First Nation and Métis students and the general student population. Specific indicators will be published in the 2010-2011 School Division Improvement Plan. In relation to First Nations and Métis education, the following information will be presented:

Disaggregated Student Assessment Data identify the learning strengths and challenges of First Nations and Métis Learners;

An inventory of programs that meet the Ministry’s criteria for a First Nations and Métis Education Plan;

Progress toward implementing the Teaching Treaties in the Classroom program and the results of the annual student survey;

Statistics, case students and testimonials from the Prince Albert Outreach Program Elder and Outreach program. (Data will specifically address the activities and accomplishments of this program with the children, youth and their families who attend school in this school division.)

**2. Progress to Date**

The Board of Education has signed a formal agreement with the Prince Albert Outreach Program Inc. to provide the components of Teachings of the Sacred Fire to students. The school division provides funding for a First Nations and Métis Outreach Worker and the Prince Albert Outreach Program supplies the services of a second Outreach Worker and an Elder.

In addition, the Outreach Worker works with 20 students who require intensive counseling.
Over the last ten months, this program has provided service to the following numbers of student clients:

<table>
<thead>
<tr>
<th>Month</th>
<th>Clients Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2010</td>
<td>110 students</td>
</tr>
<tr>
<td>October 2010</td>
<td>120 students as well as 400 students at a Cultural Camp</td>
</tr>
<tr>
<td>November 2010</td>
<td>110 students</td>
</tr>
<tr>
<td>December 2011</td>
<td>1090 students</td>
</tr>
<tr>
<td>January 2011</td>
<td>406 students</td>
</tr>
<tr>
<td>February 2011</td>
<td>506 students</td>
</tr>
<tr>
<td>March 2011</td>
<td>299 students</td>
</tr>
<tr>
<td>April 2011</td>
<td>90 students</td>
</tr>
<tr>
<td>May 2011</td>
<td>276 students</td>
</tr>
<tr>
<td>June 2011</td>
<td>538 students</td>
</tr>
</tbody>
</table>

The Teachings of the Sacred Fire Program provides service to students at Won Ska Cultural School (a campus of Carlton Comprehensive High School), Riverside Community School, Prince Albert Collegiate Institute, Queen Mary Community School and Wesmor Community High School.

The activities of the Teachings of the Sacred Fire Program include:

- A monthly sweat ceremony
- A monthly round dance
- Teaching the components of the Teachings of the Sacred Fire
- Parenting workshops
- Cultural crafts
- Mentoring students
- Teaching life skills.
Elders  (An update on Contract #3265-2)

1. Elders’ Gathering (October 21, 2010)

On October 21, 2010, the school division sponsored an Elders’ Gathering in Prince Albert. Eighty-five Elders attended the event and twenty-five agreed to share their teachings with students in the school division. During their all-day session, Elders discussed their view of First Nations and Métis education and the direction it should take. They also discussed social issues such as housing, violence and elder abuse. Finally, they discussed spirituality and its place in the school system.

In addition to the discussion, Elders, who indicated they were willing to visit schools, were asked to identify their areas of expertise. This information was gathered in a data base. The Elder database will also include an introduction explaining the protocol to use when inviting an Elder to a classroom as well as a brief description of each area of expertise.

Costs of the Elders’ Gathering

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitators</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Rental of Facility</td>
<td>$500.00</td>
</tr>
<tr>
<td>Food</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$75.00</td>
</tr>
<tr>
<td>Elder Database</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Total</td>
<td>$8,075.00</td>
</tr>
</tbody>
</table>

2. New Beginnings: An Elder and Youth Gathering (March 18, 2011)

This gathering was hosted at Riverside Community School where 18 students and 16 Elders interacted for the day. The students were selected from Wesmor Community High School, Won Ska Cultural School, Carlton Comprehensive High School and Prince Albert Collegiate Institute. The students in attendance were asked to interact with the Elders with a series of questions they created themselves. Some of the questions were:

- Why should I know about our language and where can I use it in the city?
- Who is an Elder and how do you become an Elder?

There were 16 Elders in attendance, a good mix of very traditional Elders and “contemporary” Elders. The traditional Elders are the ones who can assist in the healing of the body, mind and spirit. A contemporary Elder can be described as one who has lived and worked in both worlds. Elder Emile Highway and Elder June Anderson are good examples of a contemporary Elder. They maintain the values and beliefs of First Nation and Métis peoples but also encourage the youth to strive in the western world and be all they can be.

The Elders and youth came to the general conclusion that they need each other and most of all the Elders create a positive and non-judgmental atmosphere in the school and in the community. One student commented that the “Elders are the ones that pull us back when we get to close to the rapids.”
The New Beginnings gathering was a jump off point for many of the Elders and youth. They recommended that we have at least two New Beginning Gatherings a year; one in the fall and one in the spring. At each gathering the youth would have opportunity to ask the Elders questions and the Elders would have time to answer them.

A meal is a must for the gatherings and it was suggested that maybe one of the gatherings be in a camp like setting so the Elders can share how to prepare some traditional foods.

**Costs of the New Beginnings Gathering**

- Honouria for students $1,350.00
- Honouria for Elders $2,400.00
- Food $683.87
- Tobacco $144.00
- Total $4,577.87

3. **Creating an Elders’ Council (May 12, 2011)**

This gathering was initiated by the Elders who attended the New Beginnings gathering in March. The Elders were quite vocal that an Elders’ Council be created for the School Division as well as the community of Prince Albert. They meet at the Prince Albert Grand Council Urban Services office where they discussed several issues and came up with the following recommendations for the school division and the community:

1. Have Elders work with Teachers and youth in the Classroom
2. Establish an Elders Council to:
   - help provide direction to Boards of Education on “First Nations and Métis Ways of Knowing”
   - assist in the locating appropriate Elders for the required teaching
   - act as a mediator in some negotiations
   - participate in Elder Youth Gatherings

**Costs of the Elders’ Council Gathering**

- Honouria for Elders $1,500.00
- Facilitator $1,500.00
- Food $500.00
- Tobacco $150.00
- Total $3,650.00
Prince Albert Grand Council Partnership

Saskatchewan Rivers School Division is engaged in ongoing effort to broaden its partnership with the Prince Albert Grand Council. In 2011, the product of this engagement has been limited however, a long standing partnership between Saskatchewan Rivers and PAGC has proven to be successful and sustainable. The Job Coach Program places PAGC staff into Prince Albert high schools to help all students, including First Nations and Metis students, experience a successful transition into the workforce. This program has been in place for over a decade.

In addition to counseling students directly, the school embedded job coaches assist in planning division wide career fairs. On October 27, 2010 PAGC, Sask. Rivers School Division, PA Catholic Schools, Park land health, and SIAST held its first annual Opening Doors to Tomorrow career and job fair at the Prince Albert Exhibition Center and Canadian Armories. Over 2500 students and people from the public attended this event. There were over 60 displayers from all over Saskatchewan including some from crown corporations, universities, tech schools, and various businesses.

Saskatchewan Rivers School Division and Prince Albert Grand Council will continue to explore additional potential partnership opportunities in the future.
The Education Outcomes of First Nation and Métis Students

Graduation Rates
Division First Nations Graduates Compared to All Graduates

Figure 6 below shows the total number of self-declared First Nations and Metis graduates and the combined number of division graduates. Though school division graduation numbers have fluctuated, due to fluctuating enrollments, the number of First Nations and Metis graduates has increased. Part of the increase can be attributed to a yearly enrollment increase in First Nations and Metis students.

Figure 6. Number of Division Graduates Over Six Year Period

- All Students Combined
- First Nations and Metis
Students who graduate in three years from start of grade 10

“Fewer than half of First Nations students both on and off reserve graduate from high school, compared to more than 80% of other Canadian young people” (CBC News, 2012). The figure below showing Saskatchewan Rivers School Division data verifies the assertion that fewer than half of First Nations students graduate. However, Figure 7 only represents students who graduate within three years of starting grade 10. The data presented does not take into account the number of First Nations and Metis students who take more than three years to graduate.

**Figure 7. Longitudinal Percentage of Graduates**

A measurement of graduation rates after only three years does not provide a comprehensive perspective. A better measure is *Persistence to Complete* data provided by the Ministry of Education (2010).

**Figure 8. Percentage of First Nations and Metis Students Graduating Over 5 Year Span**

<table>
<thead>
<tr>
<th>Start Year for Grade 10</th>
<th>Graduated in 3 Years</th>
<th>Graduated in 4 Years</th>
<th>Graduated in 5 Years</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>42.9%</td>
<td>6.9%</td>
<td>7.4%</td>
<td>57.2</td>
</tr>
<tr>
<td>2006–2007</td>
<td>38.6%</td>
<td>11.2%</td>
<td>8.4%</td>
<td>58.2</td>
</tr>
<tr>
<td>2007-2008</td>
<td>43.5%</td>
<td>17.9%</td>
<td>N/A</td>
<td>61.4</td>
</tr>
<tr>
<td>2008-2009</td>
<td>44.0%</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Table shows that a significant number of First Nations and Metis students graduate in more than three years of high school. Of First Nations and Metis students who entered grade 10 in 2007, 17.94% of graduates were in their forth year of high school. This combined average of 61.4% reflects only those who graduated in four years or less. Taking *Persistence to Complete* data into account, the number of First Nations and Metis graduates is increasing, albeit over time.
Early Development Instrument

Saskatchewan Rivers School Division Kindergarten students were assessed using the Early Development Instrument. The instrument provides information in order to:

· report on areas of strength and weakness for populations of children,
· monitor populations of children over time and observe community trends, and
· predict how students will achieve in elementary school.

The instrument was developed by the Offord Centre for Child Studies at McMaster University. It is designed to determine the child’s developmental health at the time of school entry.

Figure 9 below shows the mean scores comparing First Nations and Metis students in the division to Non-First Nations and Metis students. Higher mean scores indicate better outcomes.

Figure 9. Early Development Instrument Mean Scores

Effect Size calculation is considered a more accurate representation of the difference between the two groups represented as it is independent of the group size. The effect size representation of EDI data shows that First Nations and Metis students are scoring either moderately lower or largely lower than Non-First Nations students in every category of the survey.
The Provincial Assessment for Learning Program (AFL)

Introduction to the Reading Assessment for Learning

The Ministry of Education provides province-wide assessments of student learning for reading, writing, and mathematics. The Assessment for Learning Project gathers data about student proficiency and Opportunity to Learn in the three subject areas which schools and school divisions can use to improve student learning. In the spring of 2009 and 2011 students in Grades 4, 7 and 10 participated in the provincial Reading Assessment. In the pages that follow, the 2009 and 2011 AFL Reading data is presented by reading strategy. As an introduction to reading strategies, the Ministry of Education provides the following overview.

**Analysis of Reading Comprehension Categorized by Reading Strategy**

Although reading is a complex act involving many processes simultaneously, it is possible to make inferences about some of the reading strategies students had to use as they responded to each multiple-choice item. The strategy analysis may be useful for discussion about strengths and needs of students and to guide planning around future strategic reading instruction. It is important to note that large-scale assessments are limited in assessing all important reading strategies, and that other forms of assessment and other sources of evidence are required for meaningful improvement planning and intervention.” (Ministry of Education, 2009)

The 2009 and 2011 Reading Assessment for Learning measured the following reading strategies:

- **Using Cueing Systems** to construct meaning (pragmatic, textual, syntactic, semantic, and graphophonetic), and other cues and conventions including visual clues,
- **Connecting to Prior Knowledge** and experiences that relate text to self, text to other texts, and texts to the world,
- **Making Inferences/ Predictions** based on textual information,
- **Noting Key Ideas and Finding Support**,
- **Summarizing/ Recalling Information/ Drawing Conclusions** (including organizing and synthesizing the information), and
- **Recognizing (and evaluating) Author’s Message and Craft** including distinguishing facts from opinions.

(Ministry of Education, 2011)
Student Opportunity to Learn Measures

Five Opportunity to Learn (OTL) measures were developed for this assessment. Each OTL measure was determined using a 5-level scale (Level 1 low to Level 5 high). The three OTL measures displayed throughout this report were derived from student questionnaire responses.

- Student preparation and commitment to learn considers student preparation for and reflection on reading; and motivation, attitude, and confidence related to reading.

- Student knowledge of and persistence with reading strategies considers the frequency and variety of various strategies used before, during, and after reading, as well as the persistence with the reading task.

- Home support for learning and reading considers the resources and supports provided or arranged by family, and the nature and frequency of interactions focused around learning and reading.

The two OTL measures derived from teacher questionnaire responses (Availability and Use of Resources and Instruction and Learning) are included in the school and division summary reports.

Overview of Assessment Data

Assessment for Learning—Reading results show that we are still short of our goal to close the achievement gap between First Nations and Metis students and Non-First Nations and Metis students. In both areas, Opportunities to Learn and Reading Performance Measures, First Nations and Metis students in the division scored favorably when compared to First Nations and Metis students province wide. In every area of measurement, division students were at least similar in their results. In most cases, division student scores were meaningfully higher than their provincial peers.

Our division First Nations and Metis students are performing at levels higher than the provincial average for First Nations and Metis students. However, division First Nations and Metis students are performing at level lower than the both the division and provincial average for Non-First Nations and Metis students.

Longitudinal data reveals that our Grade 4 and Grade 7 First Nations and Metis students had comparable Opportunities to Learn from 2009 to 2011. The Grade 10 data reveals that division students had significantly improved Opportunities to Learn from their 2009 Grade 10 peers.

The Assessment for Learning—Math results show a similar trend. First Nations and Metis students scored lower than Non-First Nations and Metis students. But, First Nations and Metis students in the division scored comparably or higher than the First Nations and Metis student provincial average. Division students scored consistently higher than their provincial peers in the mathematics performance measures.

When the First Nations and Metis student performance data is juxtaposed with the Opportunity to Learn data, a potential correlation can be seen. Future efforts to close the achievement gap may need to include a focus on improving Opportunities to Learn for First Nations and Metis students.
The figures below are taken from the Saskatchewan Ministry of Learning 2011—Reading—Assessment for Learning Report. Figure 10a presents Grade 4 students scoring in the excellent/proficient range. Figure 10b presents students scoring in the sufficient/adequate range. The tables presents Opportunity to Learn results and Reading Performance results.

**Figure 10a.** Percentages Achieving Standards of Excellence/Proficiency, Division Subpopulation Results, Grade 4

Despite the fact that First Nations and Metis students in Grade 4 scored consistently lower than the provincial average for all students, division students scored consistently and meaningfully higher than the average of First Nations and Metis students in the province.

**Figure 10b.** Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Subpopulation Results, Grade 4

Performance results are showing that we have not yet met our goal to close the achievement gap between First Nations and Metis students and the rest of the student population. The only area where the gap has been closed in Grade 4 is in the area of Reader Response. All other measures of Reading Performance show that a significant gap still exists.
The figures below are taken from the Saskatchewan Ministry of Learning 2011—Reading—Assessment for Learning Report. Figure 11a presents Grade 7 students scoring in the excellent/proficient range. Figure 11b presents students scoring in the sufficient/adequate range. The tables presents Opportunity to Learn results and Reading Performance results.

**Figure 11a. Percentages Achieving Standards of Excellence/Proficiency, Division Subpopulation Results, Grade 7**

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>First Nations &amp; Metis</th>
<th>French Immersion</th>
<th>Community Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunity to Learn Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation and Commitment to Learn</td>
<td>30%</td>
<td>24%</td>
<td>36%</td>
<td>21%</td>
<td>44%</td>
<td>19%</td>
</tr>
<tr>
<td>Knowledge of and Persistence with Reading Strategies</td>
<td>23%</td>
<td>17%</td>
<td>28%</td>
<td>18%</td>
<td>31%</td>
<td>19%</td>
</tr>
<tr>
<td>Home Support for Learning and Reading</td>
<td>33%</td>
<td>26%</td>
<td>44%</td>
<td>36%</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Reading Performance Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension Skills</td>
<td>36%</td>
<td>14%</td>
<td>39%</td>
<td>23%</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>Explicit Comprehension Skills</td>
<td>39%</td>
<td>10%</td>
<td>40%</td>
<td>25%</td>
<td>11%</td>
<td>22%</td>
</tr>
<tr>
<td>Implicit Comprehension Skills</td>
<td>41%</td>
<td>40%</td>
<td>43%</td>
<td>29%</td>
<td>18%</td>
<td>27%</td>
</tr>
<tr>
<td>Critical Comprehension Skills</td>
<td>24%</td>
<td>29%</td>
<td>28%</td>
<td>14%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Reader Response</td>
<td>9%</td>
<td>9%</td>
<td>12%</td>
<td>9%</td>
<td>4%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Legend:** Division subpopulation results are:

- $\Rightarrow$ meaningfully higher than the provincial (all) results
- $\Rightarrow$ meaningfully lower than the provincial (all) results
- $\Rightarrow$ similar to the provincial (all) results

Division students overall are under represented in the excellent range compared to the provincial average. Meaningfully fewer First Nations and Metis students scored in the excellent range in Reading Performance Measures compared to the provincial average of all students. The scores of First Nations and Metis students were lower than the division average for all students in every area except for Reader Response. However, division First Nations and Metis students scores were similar to those of First Nations and Metis students in the province in every area.

Performance scores in the sufficient range, while below the provincial average of all students, were meaningfully higher than the scores of First Nations and Metis students in the province.

**Figure 11b. Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Subpopulation Results, Grade 7**

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>First Nations &amp; Metis</th>
<th>French Immersion</th>
<th>Community Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunity to Learn Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation and Commitment to Learn</td>
<td>78%</td>
<td>74%</td>
<td>82%</td>
<td>6%</td>
<td>79%</td>
<td>60%</td>
</tr>
<tr>
<td>Knowledge of and Persistence with Reading Strategies</td>
<td>66%</td>
<td>56%</td>
<td>73%</td>
<td>3%</td>
<td>63%</td>
<td>69%</td>
</tr>
<tr>
<td>Home Support for Learning and Reading</td>
<td>80%</td>
<td>75%</td>
<td>84%</td>
<td>79%</td>
<td>87%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Reading Performance Measures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension Skills</td>
<td>77%</td>
<td>78%</td>
<td>76%</td>
<td>67%</td>
<td>75%</td>
<td>61%</td>
</tr>
<tr>
<td>Explicit Comprehension Skills</td>
<td>81%</td>
<td>83%</td>
<td>80%</td>
<td>73%</td>
<td>86%</td>
<td>70%</td>
</tr>
<tr>
<td>Implicit Comprehension Skills</td>
<td>83%</td>
<td>85%</td>
<td>82%</td>
<td>77%</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>Critical Comprehension Skills</td>
<td>69%</td>
<td>72%</td>
<td>67%</td>
<td>58%</td>
<td>64%</td>
<td>52%</td>
</tr>
<tr>
<td>Reader Response</td>
<td>34%</td>
<td>49%</td>
<td>39%</td>
<td>43%</td>
<td>64%</td>
<td>41%</td>
</tr>
</tbody>
</table>

**Legend:** Division subpopulation results are:

- $\Rightarrow$ meaningfully higher than the provincial (all) results
- $\Rightarrow$ meaningfully lower than the provincial (all) results
- $\Rightarrow$ similar to the provincial (all) results

Performance results are showing that we have not yet met our goal to close the achievement gap between Grade 7 First Nations and Metis students and the rest of the student population. All the measures of Reading Performance show that a significant gap still exists. The Opportunity to Learn data reveals that division students are similar or meaningfully higher in all areas compared to other First Nations and Metis students in the province.
The figures below are taken from the Saskatchewan Ministry of Learning 2011—Reading—Assessment for Learning Report. Figure 12a presents Grade 10 students scoring in the excellent/proficient range. Figure 12b presents students scoring in the sufficient/adequate range. The tables presents Opportunity to Learn results and Reading Performance results.

**Figure 12a. Percentages Achieving Standards of Excellence/Proficiency, Division Subpopulation Results, Grade 10**

<table>
<thead>
<tr>
<th>Opportunity to Learn Measures</th>
<th>Percentage Achieving</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>First Nations &amp; Métis</th>
<th>French Immersion</th>
<th>Community Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Commitment to Learn</td>
<td>Excellent Opportunity Among ...</td>
<td>19%</td>
<td>⬤</td>
<td>⬤</td>
<td>26%</td>
<td>⬤</td>
<td>16%</td>
</tr>
<tr>
<td>Knowledge of and Persistence with Reading Strategies</td>
<td>Proficient Achievement Among ...</td>
<td>11%</td>
<td>⬤</td>
<td>10%</td>
<td>13%</td>
<td>⬤</td>
<td>14%</td>
</tr>
<tr>
<td>Home Support for Learning and Reading</td>
<td></td>
<td>26%</td>
<td>⬤</td>
<td>23%</td>
<td>⬤</td>
<td>29%</td>
<td>⬤</td>
</tr>
</tbody>
</table>

**Figure 12b. Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Subpopulation Results, Grade 10**

<table>
<thead>
<tr>
<th>Opportunity to Learn Measures</th>
<th>Percentage Achieving</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>First Nations &amp; Métis</th>
<th>French Immersion</th>
<th>Community Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and Commitment to Learn</td>
<td>Sufficient Opportunity Among ...</td>
<td>66%</td>
<td>⬤</td>
<td>60%</td>
<td>⬤</td>
<td>73%</td>
<td>⬤</td>
</tr>
<tr>
<td>Knowledge of and Persistence with Reading Strategies</td>
<td>Adequate Achievement Among ...</td>
<td>55%</td>
<td>⬤</td>
<td>49%</td>
<td>⬤</td>
<td>63%</td>
<td>⬤</td>
</tr>
<tr>
<td>Home Support for Learning and Reading</td>
<td></td>
<td>65%</td>
<td>⬤</td>
<td>60%</td>
<td>⬤</td>
<td>70%</td>
<td>⬤</td>
</tr>
</tbody>
</table>

First Nations and Metis students in the division compare favorably to First Nations and Metis students throughout the province. In every area of Opportunity to Learn and Reading Performance, division students had scores that were similar or higher than their provincial peers. However, First Nations students typically score lower than the non-First Nations and Metis students in the division.

Performance results are showing that we have not yet met our goal to close the achievement gap between Grade 10 First Nations and Metis students and the rest of the student population. Four of five Reading Performance Measures show that a significant achievement gap still exists. However, Opportunity to Learn data reveals that First Nations and Metis students scored higher than the division average for all students in Knowledge of and Persistence with Reading Strategies.
2011 First Nation and Metis Opportunity to Learn Results—Longitudinal—Grade 4

While a performance gap between First Nations and Metis students and Non-First Nations and Metis students still exists, there are indicators that the gap is closing. An analysis of longitudinal Opportunity to Learn data reveals that First Nations and Metis students have enjoyed some growth from 2009. While the percentage of students scoring in the proficient range has not increased, the percentage of students scoring in the excellent range is significantly higher in two of the three categories: Preparation and Commitment to Learn and Knowledge of and Persistence with Reading Strategies.

A marginal increase of students scoring in the excellent range occurred in the area of Home Support for Learning and Reading. The number of students scoring in the proficient range increased marginally as well.
First Nations and Metis students scoring in the sufficient range in Grade 7 dropped in the area of Preparation and Commitment to Learn while the percentage of students scoring in the excellent range stayed the same. In the areas of Knowledge of and Persistence with Reading Strategies and Home Support for Learning and Reading, scores were lower in the excellent range but higher in the sufficient range.
The results of Grade 10 First Nations and Metis students Opportunity to Learn data reveals improvement in all three areas. The percentage of students scoring in the excellent range increased significantly in all three areas. Students scoring in the sufficient range in Knowledge and Persistence with Reading Strategies increased significantly as well. The percentage of students scoring in the sufficient range was unchanged from 2009 to 2011 in the other two areas.
First Nations and Metis Opportunity to Learn Results Juxtaposed with Performance Results—Grade 4—Reading

The data presented on pages 35 through 37 reveal a correlation between Opportunity to Learn results and performance results.

Figure 16a below shows the Opportunity to Learn results. Figure beside shows the performance scores. Student performance results presented in Figure 16b mirrors the Opportunity to Learn results suggesting a strong correlation between the two.

Figure 16a. FN&M Opportunity to Learn Grade 4

Figure 16b. FN&M Performance Grade 4
First Nations and Metis—2011 Opportunity to Learn Juxtaposed with Performance Results—Grade 7—Reading

Figure below shows the Opportunity to Learn results. Figure beside shows the performance scores. Student performance results mirrors the Opportunity to Learn results suggesting a strong correlation between the two.

Figure 17a. FN&M Opportunity to Learn Grade 7

Figure 17b. FN&M Performance Grade 7
First Nations and Metis—2011 Opportunity to Learn Juxtaposed with Performance
Grade 10 Results

Figure 18a below shows the Opportunity to Learn results. Figure 18b beside shows the performance scores. Student performance results mirrors the Opportunity to Learn results suggesting a strong correlation between the two. The grade 10 results are unique in respect to Knowledge and Persistence with Reading Strategies where First Nations and Metis students scored higher than the combined average.
Assessment for Learning—Math

2011 Mathematics Assessment Components

Student Opportunity to Learn Measures

Five Opportunity to Learn (OTL) measures were developed for this assessment. Each OTL measure was determined using a 5-level scale (Level 1 low to Level 5 high). The three OTL measures displayed throughout this report were derived from student questionnaire responses.

- Student preparation and commitment to learn considers student preparation for and reflection related to mathematics; and motivation, attitude, and confidence related to mathematics.
- Student knowledge and use of problem solving and inquiry processes considers the tendency of the student to use a variety of problem solving strategies to assist and to learn when engaged in mathematical inquiry, as well as the persistence with the task.
- Home support for learning and math considers the resources and supports provided or arranged by family, and the nature and frequency of interactions focused around learning and mathematics.

The two OTL measures derived from teacher questionnaire responses (availability and use of resources; and, instruction and learning) are included in the school and division summary reports. They are not included in this report because responses from teachers span across many of the subpopulations contained in this report. For example, most teachers would teach both male and female students, and their responses informing the measures would not distinguish differences in opportunity for these two subpopulations.

Student Mathematics Performance Measures

Students completed a 36-item multiple-choice test, 6 short answer questions (including one 2-part estimation question), and four computation questions. From this work, the following student performance outcome areas are reported:

- Mathematics Content Skills [CPR]: This measure was derived from student performance on the 36-item multiple choice test. Also, sub-measures were provided for the math strands (Number; Shape and Space; Patterns and Relations; and, Statistics and Probability) that comprised the overall content skill measure. These content skill sub-measures are reported in Figures 5.2, 5.3, 8.2, 8.3, but are not included in any graphs shown in this report. The following chart lists the strands for each grade of the tested grades.

- Mathematics Content Skills [APS]: This measure was derived from student performance on the short answer portion of the test. Students completed 6 questions requiring their application of math concepts from a specific strand to solve the question or problem. Included in this measure was a 2-part problem context in which the student had to make an estimate within an acceptable range, and then explain the strategy used to arrive at that estimate.

- Computation Skills: Students performed addition, subtraction, multiplication and division questions (without the assistance of a calculator). Typically, Grade 5 questions focused on whole numbers and decimal numbers, and Grade 8 questions tested fractions and integers.
Assessment for Learning—Grade 5—Mathematics

The tables below are taken from the Saskatchewan Ministry of Learning 2011—Mathematics—Assessment for Learning Report. The first table presents Grade 5 students scoring in the excellent/proficient range. The second table presents students scoring in the sufficient/adequate range. The table presents Opportunity to Learn results as well as Performance results.

First Nations students in the division scored lower than the provincial average for all students but were lower than their provincial First Nations and Metis provincial peer in only one category: Shape and Space. In all other areas, First Nations and Metis students in the division scored similarly or higher than the average of their provincial peers.

Figure 19a. Percentages Achieving Standards of Excellence/Proficiency, Division Subpopulation Results, Grade 5

Figure 19b. Percentages Achieving Standards of Sufficiency/Adequacy or Higher, Division Subpopulation Results
The tables below are taken from the Saskatchewan Ministry of Learning 2011—Reading—Assessment for Learning Report. The first table presents Grade 8 students scoring in the excellent/proficient range. The second table presents students scoring in the sufficient/adequate range. The table presents Opportunity to Learn results as well as Performance results.

**Figure 20a. Percentages Achieving Standards of Excellence/Proficiency, Division Subpopulation Results, Grade 8**

<table>
<thead>
<tr>
<th>Percentage Achieving Standards of Excellence/Proficiency Among</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>First Nations &amp; Métis</th>
<th>French Immersion</th>
<th>Community Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity-to-Learn Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation and Commitment to Learn</td>
<td>30%</td>
<td>28%</td>
<td>32%</td>
<td>19%</td>
<td>29%</td>
<td>25%</td>
</tr>
<tr>
<td>Knowledge and Use of Problem Solving and Inquiry</td>
<td>32%</td>
<td>30%</td>
<td>35%</td>
<td>24%</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td>Home Support for Learning and Math</td>
<td>44%</td>
<td>43%</td>
<td>45%</td>
<td>43%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Math Performance Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Skills [CPR]</td>
<td>33%</td>
<td>39%</td>
<td>28%</td>
<td>17%</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td>Number</td>
<td>37%</td>
<td>41%</td>
<td>32%</td>
<td>21%</td>
<td>42%</td>
<td>12%</td>
</tr>
<tr>
<td>Shape and Space</td>
<td>26%</td>
<td>34%</td>
<td>21%</td>
<td>28%</td>
<td>42%</td>
<td>5%</td>
</tr>
<tr>
<td>Patterns and Relations</td>
<td>24%</td>
<td>29%</td>
<td>23%</td>
<td>18%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>40%</td>
<td>54%</td>
<td>44%</td>
<td>31%</td>
<td>68%</td>
<td>23%</td>
</tr>
<tr>
<td>Math Content Skills [APS]</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
<td>5%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>Computation Questions</td>
<td>40%</td>
<td>40%</td>
<td>42%</td>
<td>29%</td>
<td>26%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Legend: Division subpopulation results are:
- **62%** meaningfully higher than the provincial (all) results
- **65%** meaningfully lower than the provincial (all) results
- **54%** similar to the provincial (all) results

**Figure 20b. Percentages Achieving Standards of Sufficiency/Adequacy or Higher, Division Subpopulation Results Grade 5**

<table>
<thead>
<tr>
<th>Percentage Achieving Standards of Sufficiency/Adequacy Among</th>
<th>All Students</th>
<th>Male</th>
<th>Female</th>
<th>First Nations &amp; Métis</th>
<th>French Immersion</th>
<th>Community Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity-to-Learn Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation and Commitment to Learn</td>
<td>78%</td>
<td>76%</td>
<td>80%</td>
<td>69%</td>
<td>88%</td>
<td>16%</td>
</tr>
<tr>
<td>Knowledge and Use of Problem Solving and Inquiry</td>
<td>76%</td>
<td>72%</td>
<td>81%</td>
<td>78%</td>
<td>90%</td>
<td>7%</td>
</tr>
<tr>
<td>Home Support for Learning and Math</td>
<td>78%</td>
<td>77%</td>
<td>78%</td>
<td>75%</td>
<td>84%</td>
<td>7</td>
</tr>
<tr>
<td>Math Performance Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Content Skills [CPR]</td>
<td>71%</td>
<td>75%</td>
<td>68%</td>
<td>53%</td>
<td>89%</td>
<td>40%</td>
</tr>
<tr>
<td>Number</td>
<td>69%</td>
<td>70%</td>
<td>69%</td>
<td>54%</td>
<td>95%</td>
<td>39%</td>
</tr>
<tr>
<td>Shape and Space</td>
<td>71%</td>
<td>75%</td>
<td>68%</td>
<td>58%</td>
<td>84%</td>
<td>42%</td>
</tr>
<tr>
<td>Patterns and Relations</td>
<td>74%</td>
<td>76%</td>
<td>73%</td>
<td>66%</td>
<td>93%</td>
<td>53%</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>68%</td>
<td>73%</td>
<td>63%</td>
<td>48%</td>
<td>95%</td>
<td>40%</td>
</tr>
<tr>
<td>Math Content Skills [APS]</td>
<td>42%</td>
<td>48%</td>
<td>33%</td>
<td>21%</td>
<td>79%</td>
<td>12%</td>
</tr>
<tr>
<td>Computation Questions</td>
<td>63%</td>
<td>66%</td>
<td>60%</td>
<td>45%</td>
<td>58%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Legend: Division subpopulation results are:
- **62%** meaningfully higher than the provincial (all) results
- **65%** meaningfully lower than the provincial (all) results
- **54%** similar to the provincial (all) results
References

Statistics Canada, Aboriginal Population Profile for Prince Albert, 2006
Ministry of Education, Persistence to Learn Results, Discoverer Data Base, 2012