

Accountability Topic: Following Their Voices

Date of Board Meeting:

March 14, 2019

Strategic Priority:

- Student and Family Engagement
- Internal Process
- People Capacity
- Financial Stewardship

Quality Indicator(s) (if applicable):

QI 1.1 - Facilitate environments where students feel safe, and have high levels of intellectual engagement.

QI 1.3 - Utilizes performance metrics for the purpose of monitoring and evaluating operational performance relative to student wellness.

QI 2.1 - The Director conducts an analysis of student success and ensures development of action plans to address concerns.

QI 7.3 - Reports at least annually on results achieved.

Key Measures:

- Graduation rates
 - Kamsack Comprehensive Institute's (KCI) 3 year or "on-time" FNMI graduation in 2017-18 was 21.1% which was 23.9% lower, than the provincial rate of 45%.
 - Kamsack Comprehensive Institute's (KCI's) 5-year or "extended time" FNMI graduation rate for 2017-18 is 62.5% which is 3.5% higher, than the provincial rate of 59%.
 - Though the FNMI on-time graduation rate was down 3.9% from the 2016-17 school year, the FNMI extended-time graduation rate was up 39.4% from the 2016-17 rate of 23.1%.
 - KCI's 2017-18 average Grade 11 language arts mark for FNMI students is 69%, which is higher, than the provincial rate of 64%. This 'FNMI student' school result (69%) is higher than the previous year result of 58%.
 - KCI's 2017-18 average Grade 11 mathematics mark for FNMI students is 74%, which is higher, than the provincial rate of 65%. This 'FNMI student' school result (74%) is higher than the previous year result of 51%
- Credit attainment
 - KCI's percentage of FNMI students attaining at least 4 credits in the fall semester of 2017-18 is 49%, higher than the provincial rate of 35%.
 - This 'FNMI student' school result (49%) is similar to the previous year result of 48%
- Increased attendance
 - KCI's average 2018-19 year-to-date attendance rate for FNMI students is 82%, similar to the provincial rate of 84%.

- KCI's monthly average 2018-19 year-to-date percentage of FNMI students with at least 80% attendance is 71%, lower than the provincial rate of 75% .
- Percentage of FNMI students with at least 80% or Higher Attendance is 71% while provincially it is 75%.
- Increased Sense of Belonging
 - Sense of Belonging among KCI's FNMI students was 56% during the 2017-18 school year which is lower than the provincial norm of 63%. The celebration is that FNMI students at KCI have reported a 9% increase over 1 year and a 21% increase over the past 2 years. The Sense of Belonging for non-FNMI at KCI is 1% higher than for FNMI students during 2017-18.
- Increase in Intellectual Engagement
 - High levels of intellectual engagement among KCI's FNMI students was reported at 57% during the 2017-18 school year which is slightly lower than the provincial norm of 62%. This is an increase of 3% from the previous year and a 14% increase over the past 2 years. Intellectual Engagement for non-FNMI students at KCI is 1% higher than for FNMI students during 2017-18.

Targets:

- Graduation rates
 - Ideally to see equity between FNMI students and non-FNMI students. Realistically if 65% of our FNMI students graduated on time, GSSD would achieve the provincial target of 85% of all students graduating on time.
- Credit attainment
 - 65% of the students achieve 8 credits in grades 10, 11 and 12.
- Attendance
 - KCI's (simple) year average attendance rate for FNMI students is 82% - increase to 85%.
 - KCI's (simple) monthly average rate for FNMI students with at least 80% attendance is 71%- increase to 75%.
 - Percentage of FNMI students with at least 80% or Higher Attendance is 71% to be increased to 75%.
- Sense of Belonging
 - There is a significant trend in this area and with the Indigenous Student Room being implemented, we are confident there will be continued increases reported in this domain.
- Intellectual Engagement
 - There is a significant trend in this area and it is very evident that the discursive strategies implemented through FTV have been very successful. We expect to see this trend continue.

Background information on FTV:

There were three components to the creation of Following their Voices.

Phase 1: Seeking their Voices

- This was the first phase of gathering data and the Voices of the FN students in Saskatchewan.
- The collection of qualitative data involved Elders and research in six high schools across Saskatchewan. Feedback and comments were acquired which resulted in the initiation of phase 2.

Phase 2: Hearing their Voices

- Collating the narratives of the students' voices.
- Once the voice of the students was heard then the following components were developed and piloted in six schools:
 - Observation tools
 - Walkthrough sheets
 - Student and teacher surveys
 - Culturally Responsive Pedagogy Observation Tools
 - Goal Setting Form to provide feedback to students and teachers on academics and behaviours observed in the classroom.

Phase 3: Following Their Voices

- Following the pilot schools, FTV was expanded into 16 additional schools in the province with the Kamsack Comprehensive Institute (KCI) being chosen as the GSSD representative in 2015.

Key Strategies Employed with FTV:

- A facilitator (Teacher) works with the staff in a variety of ways to support teachers to increase student engagement and to affirm the FNM culture in the school. This work is completed through:
 - Huddles: The school team of 19 meets once per week to discuss goals and concerns that arise. This strategy is used prior to the start of the school day.
 - Co-Construction Meetings: These are specific meetings to set and review goals using developed rubrics to assess the FTV domains. These meetings are completed 4 times per year during set staff meeting times.
 - Teacher and student surveys which are completed three times per year with the results reviewed with staff and students.
- School Goal areas are related to:
 - Relationships
 - Interactions and engagement
 - Well-managed learning environments (Best practices in the classroom)

Future Strategies:

- Implementation of a Graduation Coach to track credits and monitor student achievement while providing support students through counselling.
- Establishing an Indigenous Student Center for FNM students to have the support of an Indigenous Student Achievement Coach in a space that embraces culture.
- Consideration to place an Elder within the school setting.
- Development of a Land Based Learning where students in grade 9 can access grade 10 credits prior to beginning grade 10. This will be in conjunction with students from Cote and Keesekoose Reserves, establishing collaborative relationships with our FNM partners.
- Continue as a staff to review the school data and target the FNM student population.
- Additional supports have been implemented allowing the Community Liaison additional hours to support students and families at risk. These additional dollars are allotted through the partnership with Cote and Keesekoose.
- Use of an Aboriginal Community Worker to support students and staff.
- Consideration for implementing mental health and addictions counselling within the school setting.
- Continued support for the Indigenous Student Room at KCI.

Risk Assessment:

Risk	Likelihood (Low-Med-High)	Impact (Low-Med- High)	Mitigation Strategy
Graduation rates: not reaching the ESSP 2020 targets.	High	High	<ul style="list-style-type: none"> • Implementation of an Indigenous Student Achievement coach. • Introducing Grad Coaching into the school • Implementation of the Community Liaison.
Lack of student engagement	Med	High	<ul style="list-style-type: none"> • Use of the Community Liaison. • Teachers communicating in Huddles and co-construction meetings. • Establishing the Indigenous Student Centre. • Land Based Learning opportunities for FNM students. • Authentic Truth and Reconciliation efforts.
Low FNM student attendance: Results in FNM students falling behind and drop-out rates rising.	Med	High	<ul style="list-style-type: none"> • Community Liaison support. • Indigenous Student Center. • Use of a grad coach.

Summary Comments:

- The FTV initiative is not a one-time program.
- There are significant issues with the FNM students over the last 150 years and we are beginning the process of Truth and Reconciliation and are examining ways to engage our FNM students and families.
- We are working at realizing increased graduation rates, student attendance, and credit attainment. GSSD will continue to explore strategies through teamwork and partnerships to increase student success.

Recommended Decision/Motion:

- “That the Board accept the Accountability Report on Following Their Voices as presented.”

Respectfully submitted,

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Good Spirit School Division