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AN ANALYSIS OF ALBERTA'S FIRST NATIONS, METIS, AND INUIT SCHOOL-COMMUNITY LEARNING ENVIRONMENT PROJECT

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SCHOOL-COMMUNITY LEARNING ENVIRONMENT PROJECT

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ABSTRACT

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An Analysis of Alberta's First Nations, Métis, and Inuit School-Community Learning Environment Project

Chairperson: Dr. Merle Farrier

The First Nations, Métis, and Inuit School-Community Learning Environment Project was one of the programs through which the Aboriginal Branch of Alberta Education attempted to increase the academic success rate of First Nation, Métis, and Inuit students. Sixteen school jurisdictions in Alberta were asked to choose one school within their district on which to focus the resources offered by the Project. These resources included a large amount of money and print materials prepared by the Aboriginal Branch. The schools were asked to consult with the school community and area residents, including elders, to prepare strategies they believed would fulfill the goals of the First Nations, Métis, and Inuit School-Community Learning Environment Project. The first goal of the Project, and the one this quantitative study examines, was to increase the number of students who obtained the acceptable standard on the Provincial Achievement Tests.

The Project was initiated in the 2003-2004 school year and ended in 2004-2005. This study compares the means of the numbers of students who obtained the acceptable standard on the Provincial Achievement Tests in the two years before the Project began, 2001-2002 and 2002-2003; two years during the Project, 2003-2004 and 2004-2005; and two years after the Project ended, 2005-2006 and 2006-2007. This study also compares the strategies each school used to achieve the goal of increasing the numbers of students attaining the acceptable standard on the Provincial Achievement Tests. In addition, 12 schools were purposefully quota sampled that were not part of the Project; the numbers of students who obtained the acceptable standard on the Provincial Achievement Tests in these schools were compared with the numbers of students who obtained the acceptable standard in schools that were part of the Project.

Analysis of the results indicated that, generally speaking, the First Nations, Métis, and Inuit School-Community Learning Environment Project resulted in only nominal improvements in increasing the academic success of First Nation, Métis, and Inuit students attending schools that took part in the Project.

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For me, this dissertation was a long and grueling process that made me extend myself in many ways. It forced me to look at practices and procedures in different lights and through new eyes. It would not have been possible without the help of Dr. Merle Farrier. His continual, positive encouragement lifted many loads at times when they were needed most.

I would also like to acknowledge and thank the staff of the Glenwood School. They are so capable and professional. They knew when to take up the torch when I was failing and needed help and they carried on. They are great examples of loving and caring for their students, many of which are First Nation and Métis. We all have a great concern for these wonderful people whose ancestors have gone through so much and we strive to help them each day.

A great strength for me through this process has been my mother and father, Burke and Freda Thomas. Even though I feel like I should be the one taking care of them, they are constantly looking out for my wellbeing and the welfare of my family. I don't know what I would do without them. They not only take care of our physical needs, but emotionally and psychologically as well. They are both towers of strength and I appreciate their constant sacrifice on behalf of my family and myself. It is a great blessing to be able to live right beside them and have them so close.

I also want to recognize and thank my family. As many hours have been spent away from them during this process, I hope I can make up for it.

And lastly, but most importantly, I want to thank my wife, Kathy Thomas. Her constant encouragement, her unfailing support, and her unequaled assistance during this whole passageway into academia have led me to appreciate her in ways I cannot imagine. I shall be eternally grateful to her. Through our combined faith in the Lord, who essentially is the One responsible for this and our lives, we were able to make it through together.

DEDICATION

I would like to dedicate this work to the man who made it all possible, Dr. Leroy Walker. I first knew Dr. Walker when I was a high school student and he came to the Cardston High School to teach physical education. He was a tenacious and fierce competitor in all he did and students were drawn to him because of his enthusiasm and passion.

When I was a seasoned teacher, it was my pleasure to be hired as a teacher on his staff when he was the Principal of the Cardston High School. He was never sitting still. When I wanted to talk with him, he would say, “walk with me” and as we were walking down the hall we would have to have our discussion because he always had some place to go.

When I became a principal and he was my superintendent, I knew I had a true educator and friend as my leader. It was at this time he approached Dr. Roberta Evans at the University of Missoula and together they started the ‘Canadian Cohort’ for people in southern Alberta who desired to further their education.

In May, of 2006, Dr. Walker passed away. It was a great loss to our school division and to me personally. It is because of Dr. Walker that this grand opportunity has been made possible for me, and I dedicate this work to his memory.

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INTRODUCTION

Statement of the Problem

"Aboriginal education gets a failing grade" (Alberta's Commission on Learning, 2003, p. 81). This statement precedes the 15 recommendations that deal with First Nations, Métis, and Inuit education in the Government of Alberta's comprehensive look at all aspects of the state of education in Alberta through Alberta's Commission on Learning (ACOL).

Alberta's Commission on Learning

In the spring and fall of 2001, there was labor unrest among the nurses, teachers, and other public service workers in the Province of Alberta. The Alberta government settled the labor dispute with the nurses with a three-year contract offer that included a pay raise of 18 percent over a three-year period (Babel, 2001). The teachers were expecting a similar increase; however, the government offered them six percent over two years (Alberta Advanced Education and Technology, 2001). This precipitated, in the winter of 2002, the largest job action in the history of Alberta education, when over 21,000 teachers, more than two-thirds of the province's teachers, walked off the job (Alberta Teachers' Association, 2002).

Tremendous pressure was placed on the government to address some of the critical issues in education. The Alberta Teachers' Association (ATA), the teachers' union in the province, rallied public support by demanding better classroom conditions for students and an increase in wages for teachers (Geelan, 2002). Factors such as class size, adequate funding for special services, infrastructure and classrooms were among the

issues that were discussed. When the teachers went back to work with a wage increase similar to the nurses', the government promised to take a look at all aspects of education to ascertain the validity of the ATA's claim regarding classroom conditions. Thus Alberta's Commission on Learning (ACOL) was initiated.

The nine committee members and eight staff members traveled throughout the province listening to "hundreds of Albertans, reviewing research and trends, seeking the best advice from experts, and exploring options" (ACOL, 2003 p. i). Based upon their findings, the Commission made 95 recommendations the Alberta government should act upon to improve education.

Recommendations

As a result of the Commission's charge to examine all aspects of education in the province, the recommendations covered a broad area of subjects separated into nine general categories (ACOL, 2003):

1. Ready to Learn, dealing with early childhood education (four recommendations) (pp. 40-48);
2. What Children Learn, dealing with developing and implementing curriculum (eight recommendations) (pp. 49-63);
3. The Schools We Need, dealing with the physical structures of schools as well as making schools the center of children services (14 recommendations) (pp. 64-79);
4. Success For Every Child, dealing with First Nations, Métis, and Inuit and other special needs students (26 recommendations) (pp. 80-94);

5. Making The Grade, dealing with assessment procedures (eight recommendations) (pp. 95-104);
6. Technology Plus, dealing with ensuring adequate funding is available for all schools (eight recommendations) (pp. 105-111);
7. Excellent Teachers and School Leaders, dealing with professional development for staff and leadership roles in the schools (12 recommendations) (pp. 112-127);
8. Good Governance, dealing with school (parent) councils (six recommendations) (pp. 128-139);
9. Investing in Our Children's Future, dealing with funding in education (nine recommendations). (pp. 140-151)

The largest number of recommendations (26) came from the fourth subject area, Success For Every Child. Over half of those recommendations (15) dealt with the First Nations, Métis, and Inuit people of Alberta, a segment of Alberta's population that makes up only 6.3% of the province's total population (Aboriginal Affairs and Northern Development, 2003).

First Nations, Métis, and Inuit School-Community Learning Environment Project

A major focus of Alberta Education since the report by Alberta's Commission on Learning came out was to address the recommendations and to act upon those they believed were essential to help all of Alberta's students, especially those who needed the help the most. Alberta's public schools have been educating First Nations, Métis, and Inuit students longer than the schools in any other province in Canada. From the early 1960s, these students have been officially able to attend provincially run public schools

that are not on reservations; however, many students, especially Métis, attended long before that (Kirkness & Bowman, 1992, p. 24).

The statement "Aboriginal education gets a failing grade" (ACOL, 2003, p. 81) expresses succinctly what Alberta's Commission on Learning discovered in its research concerning First Nations, Métis, and Inuit learning in Alberta. The Aboriginal Branch of Alberta Education was given a mandate and the funding to improve the success rate of First Nations, Métis, and Inuit students. One of the proposals suggested by the Aboriginal Branch was the First Nations, Métis, and Inuit School-Community Learning Environment Project. The Project was a substantial expenditure for Alberta Education, costing more than 1.5 million dollars.

The First Nations, Métis, and Inuit School-Community Learning Environment Project called for the Aboriginal Branch to choose 16 jurisdictions from across Alberta, and to give those jurisdictions the resources and funding to carry out a project of the schools' own choosing that would address four goals. Each jurisdiction chose one school as their priority school, and all of the resources went to that school. The school chosen in each jurisdiction devised strategies that would accomplish the four goals set out by the Aboriginal Branch of Alberta Education (2003a) for the Project. The four goals were the following:

1. First Nations, Métis, and Inuit student achievement is increased as measured by Provincial Achievement Tests and diploma exams.
2. The school has an environment that is respectful of and appreciates First Nations, Métis, and Inuit cultures and history.

3. Barriers preventing First Nations, Métis, and Inuit learner success are identified and removed by the school and community partners.
4. Parents of First Nations, Métis, and Inuit students are involved in the school community and perceive the school as inviting and engaging to parents. (p. 5)

The Problem

Alberta Education, the government ministry responsible for education across the province, is responsible for the education of the First Nations, Métis, and Inuit students who attend provincial schools. The ministry believed the education of First Nations, Métis, and Inuit students was not as successful as it should be and this was affecting not only these students, but also their communities. Alberta's Commission on Learning stated,

> Our education system has failed these [First Nations, Métis, and Inuit] students. [The education system] has failed their communities. [The education system] has failed the next generation of children who will be born poor and disadvantaged because their parents haven't completed high school and can't provide for their needs.
>
> (ACOL, 2003, p. 81)

The graduation rates in the Province of Alberta for all students, including First Nations, Métis, and Inuit students, for the year 2002-2003 were close to 75% (Statistics Canada, 2005, February 2). However, the First Nations, Métis, and Inuit students' graduation rate was much lower, according to ACOL (2003): "Over half of Aboriginal people over the age of 15 have not finished high school" (p. 81). The exact dropout rate of Aboriginal students in Alberta is hard to ascertain because the Aboriginal Branch

won't release the figures; they fear doing so will promote racial profiling (Evelyn Goodstriker, Morris Many Fingers, and Donna Crow Shoe, personal communications, October 2003). However, the Royal Commission on Aboriginal People (RCAP) (1996) estimated the dropout figure for First Nations, Métis, and Inuit students across Canada at 68.5%., more than double the level of other students. That would put the percentage of First Nations, Métis, and Inuit students who graduate from high school at less than 35%. The issue of First Nations education was "one of the most pressing issues facing Alberta's education system" (ACOL, 2003, p. 82). Clearly, the issue surrounding First Nations, Métis, and Inuit education and the apparent lack of success that Alberta's education system has had in improving the education of these students needs to be addressed.

The committee members of Alberta's Commission on Learning recognized, as do other researchers in the area, that the greater the education of a region, the more productive it is economically and socially (ACOL, 2003; Barkley, Henri & Li, 2005; Beaulieu & Gibbs, 2005; Goetz & Rupasingha, 2005). As an example, it has been suggested increasing the United States' average level of schooling by just one year could increase economic growth by 6 to 15 percent (Solutions for our Future, 2006). In 1992, Lafleur argued, if the dropout rate of high school students were to go down by less than 25% in Canada, over 26 billion dollars could be saved over an eight-year period. The Royal Commission on Aboriginal Peoples (RCAP) completed by the Government of Canada also identified increasing the education of First Nations, Métis, and Inuit people as one of the best ways to improve the economies and communities of all Aboriginal

people. The Commission posited, if the education for these people was not improved, the First Nations, Métis and Inuit's dream of self-government could not be fulfilled.

Research Question

The research question that guided this study was the following: To what degree has the First Nations, Métis, and Inuit School Community Learning Environment Project been associated with an increased level of achievement on the Provincial Achievement Tests in the selected schools participating in the Project, compared to similar schools in Alberta not taking part in the Project?

Purpose of the Research

The First Nations, Métis, and Inuit School-Community Learning Environment Project was a novel approach to improving the success of Aboriginal students. An analysis of Project should be completed because of its uniqueness.

The specific purpose of this study is to determine to what degree the First Nations, Métis, and Inuit School-Community Learning Environment Project achieved the first educational goal of improving the scores of First Nations, Métis, and Inuit students on the Provincial Achievement Tests. If the Project was effective, then approaches like it can be implemented across Alberta, hopefully with the same success. If it was not effective, then the money spent by the government could be used to fund alternative programs that would help the First Nations, Métis, and Inuit students become more successful in their academic pursuits.

Significance of the Research

The significance of the analysis of the First Nations, Métis, and Inuit School-Community Learning Environment Project in this study comes from the different points

of view associated with Aboriginal education. The Royal Commission on Aboriginal Peoples (1996) identified education as one of the most important vehicles to help interrupt the cycle of failure experienced by too many of Canada's First Nations, Métis, and Inuit people. Not only First Nations, Métis, and Inuit people themselves, but also many other individuals and groups have an interest in trying to improve the educational success rate of First Nations, Métis, and Inuit students.

Government of Alberta

Alberta's Commission on Learning conducted a comprehensive examination of education in Alberta. Its report states in no uncertain terms something has to be done to improve the education success rates of First Nations, Métis, and Inuit students (ACOL, 2003). The Alberta government paid over 1.5 million dollars for the implementation of the First Nations, Métis, and Inuit School-Community Learning Environment Project as just one of the ways to try to improve the education of Aboriginal students. Knowing how important education is to the quality of life for all people, it is important for the Government of Alberta to determine if this Project improved the education of these students. In order for First Nations, Métis, and Inuit people to be active and participatory citizens, their education needs to improve (RCAP, 1996).

First Nations, Métis, and Inuit Families

The Cree and Blackfoot Nation leaders of Alberta desire better education for their people. They believe education is the vehicle that will help them rise above the economic and social downturns that are experienced by a majority of First Nations, Métis, and Inuit people (RCAP, 1996). The First Nations, Métis, and Inuit School-Community Learning Environment Project was a unique program. Even though it was provincially funded, it

was specific to the school and community where the Project took place. Each of the strategies was conceived at the school level through parental, student, and staff participation. In each community, First Nations elders were consulted about what should be done, and their blessings were requested. The plans of action came from the needs and desires of each individual school. Since there were 16 schools in the Project, 16 different approaches were attempted in order to achieve the main goals of the Project. The main similarity for the schools participating in the Project was they were all given the finances to carry out the strategies they thought would work best in their particular school, community and region. Many programs have been designed to try to help First Nations, Métis, and Inuit students achieve more success. Most of the programs were based on ideas of western culture and non-First Nations, Métis, and Inuit people. Even the residential schools purported to have the purpose of helping First Nations, Métis, and Inuit students (Bull, 1991a). However, the First Nations, Métis, and Inuit School-Community Learning Environment Project was intended to give the First Nations, Métis, and Inuit people of the community the chance to decide what they wanted to do. This was a departure from many of the previous attempts to help these students.

Teachers and Educational Assistants of Individual Schools

The results of this research could be important to all schools and jurisdictions that have First Nations, Métis, or Inuit students. The staffs of the schools that were in the Project, as well as the staffs of the schools that were not chosen to participate, all want to help First Nations, Métis, or Inuit students increase their academic success. Improving the education of these students will not only help them personally and academically, which could be a source of great personal satisfaction, but will also help raise some of the

people in their communities out of the cycle of poverty in which many find themselves (RCAP, 1996).

Lack of Quantitative Data

There has been some research directed at determining what would improve the academic success of First Nations, Métis, and Inuit students. In recent years, most of that research has been based on qualitative data. Qualitative information is extremely appropriate in research dealing with First Nations, Métis, and Inuit students, because so much of their culture is based on stories that have been passed down from generation to generation (Bull, 1991a). However, little quantitative data has been generated. One of the reasons for this is the difficulty of obtaining data for First Nations, Métis, and Inuit students (Bob Steele, personal communication, January, 2007). This particular analysis of the First Nations, Métis, and Inuit School-Community Learning Environment Project represents one way in which quantitative data can be used. Perhaps it will help everyone involved in the school community to understand more completely how to help First Nations, Métis, and Inuit students achieve more academic success. How important is education? John Kenneth Galbraith said, "There is no literate population in the world that is poor, and there is no illiterate population that is anything but poor" (2005, ¶ 4).

Summary

The First Nations, Métis, and Inuit School-Community Learning Environment Project was designed to help First Nations, Métis, and Inuit students be more successful in their academic pursuits. The Project was totally a community venture, where the elders, parents, and school staff of a specific educational community came together to

formulate strategies they felt would best direct these students toward higher academic achievement.

Because of the recommendations by Alberta's Commission on Learning, the Government of Alberta recognized the need to put more effort into helping First Nations, Métis, and Inuit students. The Project was one of the ways the Aboriginal Branch suggested might help to increase the success rate of these students. Furthermore, almost all sections of society recognize the need to help the First Nations, Métis, and Inuit people. Education is one of the ways to help people. Nancy Knowlton, a distinguished business leader in Canada (Smart Technologies, 2004) and one of the commissioners of Alberta's Commission on Learning, said in an interview: "Unless this issue is resolved, [improving First Nations, Métis, and Inuit student success] they will not participate with us in our society. Education is not just *an* economic driver; it is *the* economic driver for all societies" (Nancy Knowlton, personal communication, 2005).

CHAPTER TWO

LITERATURE REVIEW

Introduction

Collectively, First Nations, Métis, and Inuit students have a difficult time achieving success in school (ACOL, 2003, Voyageur, 2001). The history of their treatment by the Canadian government has done more to hurt their progress than to assist them (Bull, 1991a). First Nations, Métis, and Inuit students face challenges that make it difficult for them to be successful in an academic setting. This section describes some of these historical events and some of the difficulties faced by Aboriginal people. It also includes a discussion of some of the other interventions that have been used to try and increase academic achievement for these students. The purpose of the review is to show how the First Nations, Métis, and Inuit, School-Community Learning Environmental Project tried to address these challenges and to incorporate successful strategies. The goals of the First Nations, Métis, and Inuit, School-Community Learning Environmental Project are described in detail, with particular emphasis on goal number one. The section includes a discussion of how addressing these goals might help First Nations, Métis, and Inuit students become more successful.

Relations Between Canada and Aboriginal People Regarding Education

The early history of First Nations, Métis, and Inuit education in Canada contains numerous examples of Europeans imposing what they felt Aboriginal people needed. At the time, the leaders of the Aboriginal people, especially in Alberta, saw the necessity of changing some of their old customs. The loss of the buffalo, which at the time meant

everything to the survival of the plains tribes, was a devastating blow to their way of life, and most of their leaders saw change was inevitable (Davies, 2005).

Whether or not the Aboriginal leaders understood what they were signing when they signed the treaties with the Federal Government is still a matter of debate (Davies, 2005). But what is not debated is the promise made to the First Nations tribes that the Government of Canada would be responsible for their education. The exact wording from Treaty 7 states, "Her Majesty agrees to pay the salary of such teachers to instruct the children of said Indians as to Her Government of Canada may seem advisable, when said Indians are settled on their Reserves and shall desire teachers" (Indian and Northern Affairs Canada, 2007).

The Aboriginal tribal leaders wanted their children educated, and the government of Canada, in association with four church groups, thought it best to educate them in boarding schools. They took the young children away from the influence of their parents and placed them in the care of people who wanted to acculturate the Aboriginal children into European society. Thus the residential school system was born. The residential school system was voluntary for Aboriginal people until 1920. Then the Government of Canada dictated all First Nations, Métis, and Inuit children must attend residential schools (Bull, 1991b). The effects of the residential school system on the First Nations, Métis, and Inuit students of today will be discussed.

The Hawthorne Report

From before the 1920s to the 1960s, supervision of the residential schools was the responsibility of the church group that maintained the individual school. The government's responsibility was to provide the funding, which was from all accounts

inadequate (RCAP, 1996). Then in 1967, hearing and seeing some of the deplorable conditions that existed on reservations, and also being made aware of the higher incarceration rates of First Nations, Métis, and Inuit people compared to any other ethnic group, the government asked Harry Hawthorne, the head of the Anthropology and Sociology department at the University of British Columbia, to put together a team to write a report on the situation of the Aboriginal people. The Hawthorne Report was based on law and social science research. There were no hearings, although a number of graduate students in anthropology stayed on Indian Reserves and reported on what they observed (Cairns, 2000).

The Hawthorne Report was a damaging statement to the Government concerning their policies toward the First Nations, Métis, and Inuit people (Cairns, 2000). The report tried to cover all aspects of Aboriginal life and was especially harsh about the state of education among the people who lived on reservations. Many recommendations were made to the government on what they should do. Some of the suggestions included integrating Aboriginal students with other students, encouraging teachers to learn more about the Aboriginal cultures of those they teach and be trained in Aboriginal languages, and changing the curriculum to reflect some Aboriginal material (Hawthorne, 1967). Recommendation Four of the Hawthorne Report articulates the mind-set and the attitude of educators and government officials during the residential school period: “The expectations of teachers and school authorities should be based on the practical rule that the range of potential intellectual capacity of Indian children is the same as that of White children” (p. 257). The inclusion of a statement like this in a government-commissioned report leads us to surmise how most of the education system on reservations treated the

First Nations, Métis, and Inuit students.

The Hawthorne Report made another recommendation about the treatment of Aboriginal people in Canada. It stated First Nations, Métis, and Inuit people should be treated as citizens of Canada and, in addition, be given special rights and opportunities within that citizenship (Hawthorne, 1967, p. 4). This recommendation came to be known as "citizen plus." The Report did not specifically mention any of these special rights and opportunities but simply stated the Canadian government should accommodate the "expression and protection of diversity" (p. 4) within the First Nations, Métis, and Inuit cultures.

The Aboriginal community moderately accepted the Hawthorne Report with some reservations and was anxious to hear the Government's response (Brizinski, 1993; White, Maxim & Spence, 2004). That response came in the form of what is now called the infamous White Paper.

The White Paper

Any document that brings forth new government policy is called a "white paper" (Powers, 2004). The white paper produced by Indian Affairs in 1969 in response to the Hawthorne Report was so hated by the First Nations, Métis, and Inuit people that it became infamous and known simply as *the* White Paper (Cardinal, 1969).

The Government completely ignored the recommendations made by the Hawthorne Report and suggested that special status for First Nations, Métis, and Inuit people should be taken away and they should have the same rights and responsibilities as all other Canadians (Powers, 2004). The Government's argument alleged Aboriginal and treaty rights were irrelevant in modern society. This document proposed to abolish the

Indian Act, dismantle the Indian Affairs branch of the Federal Government within a five-year period, and give all Aboriginal concerns over to the provincial governments (Langton, 2001). This caused a great furor among most First Nations, Métis, and Inuit people and quite a few other groups throughout Canada. Harold Cardinal wrote *The Unjust Society* (1969), which, because it was a direct response to the government's White Paper, became known as "The Red Paper" (Cardinal, 1969). Terms were coined such as "the buckskin curtain," denoting the division between the First Nations, Métis, and Inuit people and the Canadian people. By 1973 the government had withdrawn the initiatives of the White Paper (Powers, 2004). Some researchers believe the Native Rights Movement in Canada began at this time, because the First Nations, Métis, and Inuit people had a common goal, based on their hatred of the policies the Canadian government proposed in the White Paper (Brizinski, 1993; White et al., 2004).

The distrust of the Federal Government by the First Nations, Métis, and Inuit people caused by the White Paper was immense. Many lawsuits were filed over treaty rights and land claims, and First Nations, Métis, and Inuit people won most of them (Langton, 2001). The Federal Government was so stung by the reaction to this policy paper it did not attempt another study on the status of Aboriginal people until over 25 years later.

Royal Commission on Aboriginal People

In 1990, near the community of Oka, Quebec, a group of First Nations people blockaded a major road that traveled through their reservation. There were some shots fired and then a protracted standoff. The Canadian government called upon the military to keep the peace, the first time the Canadian military had been called to a domestic

disturbance since the FLQ crisis in the early 1970s (Doerr, 2006). After many issues were discussed concerning a broad range of topics, not only the particular issues in Oka but also the plight generally of the Aboriginal people in Canada, the Canadian government promised to set up a commission to look into the situation thoroughly. Thus, the Royal Commission on Aboriginal People (RCAP) was formed. There were seven commission members, four of whom were First Nations, Métis, and Inuit. The Commission took from 1991 to 1996 to do their research and complete their report.

This Commission looked at every aspect of Aboriginal life in Canada and especially at the relationship between the Federal Government and all First Nations, Métis, and Inuit people. The research Project was a mammoth undertaking and produced a five-volume, report of over 10,000 pages, delivered to the Federal Government in November 1996. After covering the detailed history of the First Nations, Métis, and Inuit people of Canada and relating what the conditions of those people were at the time the report was written, the RCAP made its recommendations. The most startling recommendation to come out of the final report was the exact opposite of the recommendation from the government's White Paper. The Commission recommended all Aboriginal people be treated as a nation within a nation, where First Nations, Métis, and Inuit people should be self-governing (Fagan, 2003). The White Paper suggested there be no special status for First Nations, Métis, and Inuit people, while the RCAP recommended a distinct classification of all First Nations, Métis, and Inuit people.

Since the Royal Commission on Aboriginal People, the government has tried to negotiate treaties with most of the tribes with outstanding land claims, but with little success, although in 2000 they were successful in signing a treaty with the Nisga'a tribe

in British Columbia (Indian and Northern Affairs Canada, 2004). Other negotiations are taking place with other tribes, but the process and progress are very slow (Doerr, 2006).

Challenges in Education Faced by First Nations, Métis, and Inuit Students

Most of the policies and practices of the Government of Canada, from the time the first Europeans came and offered education to the First Nations, Métis, and Inuit people to the White Paper of 1969, were designed with an overarching premise of the desire to assimilate the First Nations, Métis, and Inuit people into the culture of white Europeans (Rees, Gerrits & Allaire, 2006). That goal was not changed until late in the 20th century. The challenges faced by First Nations, Métis, and Inuit people concerning education, the vehicle chosen by the government to achieve the assimilation, are many. Two of the most pressing challenges are the issues of residential schools and poverty.

Residential Schools

One of the reasons why First Nations, Métis, and Inuit students have a difficult time in academic settings today is based on their history with education (Royal Commission on Aboriginal Peoples, 1996). In the late 19th century, a number of treaties were signed between the Government of Canada and the First Nations, Métis, and Inuit people who were in the geographic area now known as Alberta. In these treaties the Federal Government promised to provide education for all First Nations, Métis, and Inuit children within the boundaries of the treaty areas. The promised education was a joint venture between the Government of Canada and four main religious groups: Catholics, Anglicans, Methodists, and Presbyterians (RCAP, 1996). Thus the residential schools were started. The consequences have affected First Nations, Métis, and Inuit people for over six generations (Bastien, 2005).

The residential school experience for the First Nations, Métis, and Inuit people was different from anything they had experienced before and has had far-reaching and complex consequences (Makokis, 2000). Makokis interviewed 21 members of the Cree Nation, some of whom had been residential school students. One of the reasons why the First Nations, Métis, and Inuit people were relegated to these schools was the colonizers thought the best way to get rid of the "Indian problem" was to integrate these people into modern society (RCAP, 1996). The students attending residential schools were not allowed to speak their native language nor participate in any of their cultural ceremonies (Rees, 2006). Although this approach has been characterized as genocide (Teya Peya, 2002), a more appropriate term would be "ethnocide" (Dalseg, 2003, p. 111).

Another perspective to this "cultural ethnocide" has also been expressed. In order for the First Nations, Métis, and Inuit people to succeed in a society that was changing all around them, they needed education (Crosby, 1991). Crosby was writing in response to the official apology from the United Church of Canada. He believed there was no other way for the First Nations, Métis, and Inuit people to change sufficiently to be able to live in a modern world.

If that was the case, though, the residential schools would have been much more interested in educating the First Nations, Métis, and Inuit people and not "driving the Indian out of them" (RCAP, 1996, p. 273). In 1920, Duncan Campbell Scott, Deputy Superintendent General of Canadian Indian Affairs, spoke at a special parliamentary committee established to look at the part of the Indian Act that required all First Nations students to attend residential schools. He said, "Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is

no Indian question, and no Indian Department, that is the whole object of this Bill" (National Archives Of Canada, 1920, ¶ 12).

The residential school program was not put in place to give the First Nations, Métis, and Inuit people a superior education. These students were not allowed to attend after they were 15 years old, even if they wanted to. There is also evidence in the records that the majority population in the areas where First Nations, Métis, and Inuit people lived kept their education from being of a high quality because they did not want to compete with the Aboriginal people for jobs and other positions in the area (RCAP, 1996).

Effects of Residential Schools

The residential schools' first responsibility was to assimilate the First Nations, Métis, and Inuit people into European society (RCAP, 1996). They were not intended to fully educate these students (Dalseg, 2003). As part of her research for a Master's Thesis for the University of Manitoba, Dalseg interviewed 41 former students who had attended residential schools. She reported, judging from the experiences of these students, these schools were not designed to provide a good education for the First Nations, Métis, and Inuit students; they were to give these students just enough education so they would be a part of western culture. Tasks such as learning to clean and cook in the western style were more important than academics. Linda Bull reports in residential schools only half of the day involved instruction in the "4 r's - reading, 'riting, 'rithmatic, and religion" (Bull, 1991a p. 47). The rest of the day was spent working around the yards and doing manual labor to support the school for the boys, and cleaning the facility and helping with meals for the girls (RCAP, 1996). By the time the students were 15 years old, they were

sent back to their family home with limited education and a few farming skills to fall back on (Cardinal, 1999). These students were not trained at home under the watchful and loving care of a mother or father. They did not observe or experience the upbringing of a mother and father in their home (Bastien, 2005). Because they did not have this experience, First Nations, Métis, and Inuit individuals who attended residential schools have been disadvantaged in raising their own children (Dalseg, 2003; Morrissette, 2004).

Linda Bull pointed out another detrimental aspect of the residential schools, that students were made to feel inferior to white people even to the point of bowing their heads when entering a room with white people who were attending the same church service. Also, most classroom interaction was lecture style, "talking down, rather than talking to" (Bull, 1991a). In her research, Ms. Bull interviewed ten First Nations elders who attended the Blue Quills Residential School and the Edmonton Indian Industrial School from 1900 – 1940.

There is also a real concern that experiences garnered during the residential school time could be causing "complex and endemic post-traumatic stress disorder in Aboriginal culture" (Wesley-Esquimaux & Smolewski, 2004, p. 9). This can be seen through the many descriptions of incidents by parents and grandparents who experienced residential schools (Judy Curly Rider, personal communication, April 2005; Josephine Curly Rider, personal communication, May 2005; Doreen Aberdeen, personal communication, September 2005).

At this time, most of the churches and the Government of Canada have apologized to the survivors of the residential school system. In 1993 the Archbishop of the Anglican Church in Canada, Michael Peers, officially apologized for his church's role

in the residential school system. He said, “I have felt shame and humiliation as I have heard of suffering inflicted by my people, and as I think of the part our church played in that suffering” (Teya Peya, 2008). In 1998, the then Moderator of the United Church of Canada, Bill Phipps, said,

> As Moderator of The United Church of Canada, I wish to speak the words that many people have wanted to hear for a very long time. On behalf of The United Church of Canada, I apologize for the pain and suffering that our church's involvement in the Indian Residential School system has caused. We are aware of some of the damage that this cruel and ill-conceived system of assimilation has perpetrated on Canada's First Nations peoples. For this we are truly and most humbly sorry. (Teya Peya, 2008)

The apologies came in words and later as cash payments. In 2005, because the churches and the government were both culpable in the residential school system, they agreed to negotiate together an agreement with the legal representatives of the former students of residential schools. The agreement was to pay all residential school survivors $10,000 for the first year of attendance and $3,000 for every year of attendance thereafter. The federal government set aside 1.9 billion dollars for the payouts (Indian Residential Schools Resolution Canada, 2005).

The dismantling of residential schools took many years. Slowly school divisions were set up on reservations that were administered by the respective Band Offices (RCAP, 1996). Parents and students could then decide which schools to send their children, the Band Schools or the public schools near their reservations. The Federal

Government of Canada pays for the transportation of these students to the schools of their choice.

Poverty and First Nations, Métis, and Inuit Peoples

Another barrier to success in academics for First Nations, Métis, and Inuit peoples is the poverty in their communities (Clarke, 1994; RCAP, 1996). Poverty affects not only academic success, but almost every other measurable social aspect (Chiodo, Leschied, Whitehead, & Hurley, 2003). According to Chiodo et al., First Nations, Métis, and Inuit peoples "as compared to any other racial or cultural group in Canada, have the lowest life expectancies, highest infant mortality rates, substandard and overcrowded housing, lower education and employment levels, and the highest incarceration rates" (p. 2).

Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993) pointed out a family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community. As Alberta's Commission on Learning reported, over half of the First Nations, Métis, and Inuit population in Alberta have not received a high school education. They are not usually able to provide their young children with high-quality childcare, books, and toys to encourage learning activities at home. Also, they usually do not have easy access to information regarding their children's health, as well as social, emotional, and cognitive development (Demarest et al., 1993). In addition, families with low socioeconomic status do not seek out information to help them better prepare their young children for school. Statistics Canada (2001a) reports there are more First Nations, Métis, and Inuit families living below the poverty line, compared to other families in Canada. Thus, the low socioeconomic

conditions that the majority of the First Nations, Métis, and Inuit students' experience may affect their education for the worse (Demarest et al., 1993).

Strategies for Increasing First Nations, Métis, and Inuit Learner Success

Educators have attempted many interventions in order to help First Nations, Métis, and Inuit students achieve greater success. Most of these strategies fall into the categories of mentoring, tutorials, counseling, parental involvement, and alternative curriculum methods (Fisher & Campbell, 2002). These interventions have all differed in their effectiveness. Some researchers believe such strategies are just "stop-gap" measures and the real issue is making curriculum relevant and offering alternative measures to help students achieve success (Wircenski, 1991). Fisher and Campbell (2002) believe all of these strategies can and should be used, as well as those suggested by Wircenski. Since they all show some success, together these strategies may help to raise the academic success rates and decrease the dropout rates of First Nations, Métis, and Inuit students.

The First Nations, Métis, and Inuit School-Community Learning Project is unique among these strategies, because the Aboriginal Branch knows not every strategy will work in every community (Evelyn Goodstriker, personal communication). Thus, the Aboriginal Branch of Alberta Education provided each school with resources that included up-to-date research on effective strategies and also gave the schools adequate funding to implement those strategies.

First Nations, Métis, and Inuit School-Community Learning Environment Project

The Aboriginal Branch of Alberta Education conceived the First Nations, Métis, and Inuit School-Community Learning Environment Project in 2003. In collaboration with researchers at the University of Alberta and using the recommendations from

Alberta's Commission on Learning and the First Nations, Métis, and Inuit Education Policy Framework, this was one of the programs devised to help First Nations, Métis, and Inuit students become more successful in their academic work (Alberta Education, 2003a). The Project was first conceived as a team effort by those working at the Aboriginal Branch of Alberta Learning. Morris Many Fingers, Frank Horvath, Dianna Millard, Donna Crowshoe, and Evelyn Goodstriker, who in 2006 was the director of the Aboriginal Branch, were the team that first suggested the Project (Evelyn Goodstriker, personal communication).

Goals

Four goals were developed to assist the 16 schools that were asked to participate in the Project:

1. First Nations, Métis, and Inuit student achievement is increased as measured by Provincial Achievement Tests and diploma exams.
2. The school has an environment that is respectful of and appreciates First Nations, Métis, and Inuit cultures and history.
3. Barriers preventing First Nations, Métis, and Inuit learner success are identified and removed by the school and community partners.
4. Parents of First Nations, Métis, and Inuit students are involved in the school community and perceive the school as inviting and engaging to parents.

Goal 1

"First Nations, Métis, and Inuit student achievement is increased as measured by Provincial Achievement Tests and diploma exams" (Alberta Education, 2003a, p. 4). In our modern times of research and data gathering techniques, any major educational

project that is attempted without some way to measure its effectiveness is controversial, to say the least (McEwan & McEwan, 2003). Thus, the first goal of the First Nations, Métis, and Inuit School-Community Environmental Project was a reminder to all of the schools participating in the project that the number one purpose of the project was to increase the academic success of their First Nations, Métis, and Inuit students. The success or lack of success of the Project was determined on the basis of the Provincial Achievement Tests and Diploma Exams administered at the end of a school year or semester.

For the purpose of this particular study, the Provincial Achievement Tests were used, because none of the 16 schools participating in the Project had diploma exam results that could be used for the study. Only three schools participating in the Project had high school students involved: St. Andrews, F. P. Walshe and Ponoka Outreach. St. Andrews is a tenth grade to 12 facility, F. P. Walshe focused their project activities on the junior high level, and Ponoka Outreach had so few high school students in the Project their results were suppressed to protect the anonymity of the individual students involved.

Alberta Provincial Achievement Tests

For more than 20 years, Alberta Education has given province-wide tests called Provincial Achievement Tests to students in the grades 3, 6 and 9. In the third grade, the tests cover Language Arts, which includes both reading comprehension and writing; and mathematics, which includes numeracy and problem solving. In the grades 6 and 9, four subjects are covered: Language Arts, mathematics, science and Social Studies.

Because all public schools in the province are required to administer these tests, the results can give a good idea of how students who attend schools that are part of the

First Nations, Métis, and Inuit School-Community Learning Environment Project have performed on the tests before they participated in the Project, during the Project, and after the Project was completed.

In the Provincial Achievement Tests, the same test is not administered year after year. Each year, test questions are written by teachers of that particular subject area, and then personnel from Alberta Education choose the questions to be used on that year's tests. Some questions, known as anchor questions, are the same from year to year, but most are different (Guimont, 2007). Each test, however, reflects the program of studies (curriculum) prescribed by the Province of Alberta. After the test is finalized for that year, a selected group of teachers from each subject area, approximately 40, are asked to rank each question. They rank the questions on whether or not an average student in their class could answer the question or whether it would take an exceptional student to answer a particular question. In this way an "acceptable level of achievement" for that particular test is established (Guimont, 2007). For a student to have an acceptable level of achievement on the test, he/she does not have to answer a certain percentage of questions correctly, but does have to answer an acceptable level of questions correctly on that specific test. Consequently, when schools report their Provincial Achievement Test results, they report the percentage of students who obtained the acceptable standard.

In summary, then, the first goal of the First Nations, Métis, and Inuit School-Community Learning Environment Project was to increase the achievement level of First Nations, Métis, and Inuit students on the Provincial Achievement Tests. This could be achieved by increasing the amount of First Nations, Métis, and Inuit students who achieved an acceptable level of achievement on each particular test.

Goal 2

"The school has an environment that is respectful of and appreciates First Nations, Métis, and Inuit cultures and history" (Alberta Education, 2003a, p. 4). The Aboriginal Branch of Alberta Education has stated, "Educational programs that have incorporated the Aboriginal values and traditional knowledge (for example, from Aboriginal Elders) have been more successful than those that have not" (Alberta Education, 2003a, p. 2). Alberta Learning (1987) realized how important this was over 15 years ago when they released a policy statement that stated, "Alberta Education supports education programs and services which provide enhanced opportunities for all Alberta students to develop an understanding and appreciation of Native histories, cultures and lifestyles" (p. 12).

At the first meetings that initiated the First Nations, Métis, and Inuit School-Community Learning Environment Project with the 16 school jurisdictions, it was shown that the word "environment" as used in Goal 2 had to do with school culture and climate as well as the physical attributes of a school (Many Fingers, personal communication, 2003). Morris Many Fingers was the Director of the Aboriginal Branch of Alberta Learning at the time and the leader of the First Nations, Métis, and Inuit School-Community Learning Environment Project.

In order for First Nations, Métis, and Inuit students to improve their success in an educational setting, the Aboriginal Branch recognized the fundamental elements that make up each school need to be looked at and possibly changed so each school would become more respectful and appreciative of First Nations, Métis, and Inuit history and cultures (Alberta Education, 2003a). An association's culture is one of the hardest things

to change because culture is one of the most stable characteristics of any organization (Schein, 2004). However, the Aboriginal Branch believed that students' success on the Provincial Achievement Tests would improve if schools would make the necessary changes that showed to all in the school community the school was respectful of the culture and history of the First Nations, Métis, and Inuit students (Alberta Education, 2003a). Also, changing the environment could help to alleviate some of the intolerance shown by some of community members who were not First Nations, Métis, or Inuit (Many Fingers, personal communication, 2003).

Goal 3

The third goal of the Project was that "barriers preventing First Nations, Métis, and Inuit learner success are identified and removed by the school and community partners" (Alberta Education, 2003a). If schools are to be successful in teaching these students, barriers to their success need to be identified and dismantled. The advantage the Project had over other projects is each school community could identify their own unique barriers and solutions. So if one school felt they had a problem in a particular area, they had the funds available to try to alleviate that problem, whereas another school might not have the same problem and would not have to put forth the resources to resolve that particular issue (Alberta Education, 2003a).

Some of the barriers expressed in the preliminary meetings held with administrators of the schools that were going to be participating in the Project included such problems as distrust among the First Nations, Métis, and Inuit community members of the school, the past educational experience of the First Nations, Métis, and Inuit community members, ignoring the issues in the lives of the families of the students, the

drug and alcohol abuse in some areas, and apathy (Alberta Education, 2003a). By identifying these barriers and then selecting possible solutions, it was hoped the schools could help the First Nations, Métis, and Inuit students to do better on the Provincial Achievement Tests.

Goal 4

The fourth goal of the Project was "Parents of First Nations, Métis, and Inuit students are involved in the school community and perceive the school as inviting and engaging to parents" (Alberta Education, 2003a). Fullan (2001) said, "The closer the parent is to the education of the child, the greater the impact on child development and educational achievement" (p. 198). When parents and the school work together as a united front, the student benefits.

Many studies performed from across all ethnic backgrounds show parental involvement in a student's education has a noteworthy effect on his or her academic success. Hynes (2006) found within the African American community of a Long Island school in New York State, parental involvement in a child's education was a strong determiner of the child's getting good grades and continuing with further education. Solorio (2006) found the same thing among Latino families in the community of Bell Gardens, California. In fact, Solorio suggests parental involvement is a "critical factor" in a student's academic success. Furthermore, it has been found when parents help their children in learning activities at home, provide basic needs, and communicate with the school, they can counter the detrimental impacts of poverty and prevent students from dropping out of school (Chrispeels & Rivero, 2001). In the study, over 1000 parents and students were surveyed and observed in order to ascertain the true importance of parental

involvement. In Alberta, the Aboriginal Branch looked at committee findings, government reports, and their own surveys and concluded an important part of increasing the success rates of First Nations, Métis, and Inuit students on the Provincial Achievement Tests was to get the parents and/or caregivers more involved with their child's education (Alberta Education, 2003a).

The unique qualities each school community in different areas of Alberta displays do not permit an all-encompassing, one-size-fits-all solution for getting parents more involved. Thus the distinctive nature of the First Nations, Métis, and Inuit School-Community Learning Environment Project allows each community to have and develop the resources and strategies they deem necessary to try to fulfill these goals.

Strategies Implemented in Schools and Communities

Because the Project was unique in each school and community, it is appropriate to mention how each one tried to accomplish the four goals of the Project. The schools and their initiatives are listed anonymously throughout this study, and then strategies are categorized in relation to the approaches that were attempted.

School 1

School 1, a kindergarten through sixth grade facility, is in a small hamlet of approximately 170 people, located east of Edmonton (Multimap, 2008). In 2003, 296 (89%) of the 332 students in the school were First Nations, Métis, or Inuit. Through a consultation process that included several meetings of the superintendent, elders of the First Nations, Métis, and Inuit tribes in the area, parents, principal, assistant principal, First Nations, Métis, and Inuit program directors for the division and school, and First Nations, Métis, and Inuit Liaison workers and teachers, a plan was put into place they felt

would address the four goals of the Project (FNMI Project Submission Form, 2003, copy held by author).

School 1 entitled their project "Custodians of the Earth Through a Circle of Understanding." The impetus of the ideas for School 1's project comes from the lectures of Dr. Martin Broken Leg (Bendtro, Broken Leg, Van Bockern, 1990). Their plan was to have each teacher be formally partnered with two or three elementary students to develop and maintain academic and personalized goals for the year. The strategy was to be a mentoring program where the teachers get very close to these students to encourage them toward more success in all aspects of their lives. To help in the attainment of these goals, a rewards program was suggested for those students with high achievement. Special tutoring was also to be offered to those students who had difficulty understanding certain learner objectives. The school was to provide a breakfast program, enhance Cree language and culture classes, display Aboriginal content throughout the school, initiate special events, and invite First Nations artists to perform for the school. They also made it possible for teachers to participate in professional development activities and developed a Cree handbook for all staff that included First Nations information about the culture and language of the students at the school (FNMI Project Submission Form, 2003 copy held by author). Thus, School 1's plan was to provide mentoring, rewards, Aboriginal art and artists for students to observe, enhancement of Cree language and culture, a breakfast program, and professional development.

School 2

School 2 serves grades six through eight, in a town northwest of Edmonton whose population is approximately 2,700. In 2003, School 2 had a student population of 401

students, of whom 269 (68%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author).

The consultation process that School 2 employed was driven mainly by the School Council, made up of parents and staff of the school, as well as members of the Central Office Administration. Elders were told of the plan, as were the teachers of the school and the Administrators Council in the School Division.

The main strategy the school used was to enhance the professional learning community model that was being instituted throughout their school division. The Project Team believed all four goals of the Project could be achieved by providing staff with the "time, skills, processes, and access to resources, which will enable them to make changes in instruction for the benefit of Aboriginal learners" (FNMI Project Submission Form, 2003, copy held by author, p. 2). So School 2's approach was to incorporate professional development throughout their school.

School 3

School 3 is a kindergarten through eighth grade school located in a community west of Calgary, Alberta, that has a population of approximately 346 people. In 2003, School 3 had a student population of 213, of whom 190 (89%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author). The school's consultation process involved regular meetings of the parent council, the staff, a student focus group, and elders from the community.

The consultation groups at School 3 focused on an area where they felt the students most needed help. They determined that most of the students were reading at a stage that was below grade level, and so they decided to concentrate all of their efforts

into trying to raise the reading levels of all students, but especially the elementary students. They decided to encourage the students to attend school more regularly by initiating incentive programs for attendance and punctuality. They also decided to increase the communication between the school and students' caregivers in an attempt to increase the caregivers' involvement in their student's education.

School 4

School 4 serves grades eight to twelve in a town about 100 km from the United States-Canadian border. The town has a population of approximately 3,200 people (Livingstone Range School Division, 2006). In 2003, School 4 had a student population of approximately 350 students, of whom 89 (25%) were First Nations, Métis, and Inuit (FNMI Project Submission Form, 2003, copy held by author).

When the School Division, in which School 4 is located, was notified that they were chosen for the Project, they set up an Aboriginal Student Success Committee to help develop a plan to implement its goals. School 4 was chosen as the pilot school, and the administration personnel of the school identified three priorities to try and enhance First Nations, Métis, and Inuit student success. They decided (a) to increase First Nations, Métis, and Inuit parental involvement, (b) to integrate First Nations, Métis, and Inuit culture into the curriculum, and (c) to sensitize staff to First Nations, Métis, and Inuit issues.

The strategies chosen to implement these priorities were to encourage parents and elders of First Nations, Métis, and Inuit students to come to the school more often and to persuade staff members to attend functions and be visible in the First Nations, Métis, and Inuit community. They also decided to integrate First Nations, Métis, and Inuit culture

into the teaching of their classes. In order to give the staff sensitivity training, they initiated a group of students called Teens Against Racism (TAR) to talk to staff and students alike about what can be done to stem prejudiced behaviors in the school. Thus, School 4's strategy was to work with the community to help their First Nations, Métis, and Inuit students become more successful.

School 5

School 5 serves kindergarten through ninth grade in a Métis settlement near Lesser Slave Lake, which has a population of approximately 200 people. In 2003, School 5 had a student population of 98 students, all 98 (100%) of whom were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author).

School 5 took an all-encompassing approach in consultations to design strategies for the Project (FNMI Project Submission Form, 2003, copy held by author). The school started with informal discussions at meetings, community events, home visits, parent-teacher meetings, and School Council functions. From these meetings, ideas were generated to develop a plan on how best to implement the Project goals. Other agencies were also involved, such as the community Band Council, the community Awassiuk Society, Alberta Child Services and Mental Health professionals, and the Alberta Alcohol and Drug Abuse Commission (AADAC).

The first strategy chosen by this school and all the other community members that had influence on this decision was to hire a person who was in charge of "home reading, home work, and early literacy" (FNMI Project Submission Form, 2003, copy held by author). This person would work with mostly kindergarten through third grade students. The second strategy was based on the school's realization of the importance of

attendance. Attendance incentives were put in place for all students. The third strategy was for the school and students to host "elder lunches." Elders were invited to the school to talk to the students and tell them about the students' culture and heritage. These events were well publicized and reported on throughout the community. Thus, the plan of School 5 was to focus on the students and the community.

School 6

School 6 serves kindergarten through sixth grade and is located in a northern community in Alberta that has a population of approximately 750 people. In 2003, School 6 had a student population of 106, of whom 55 (52%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author).

School 6's consultation process began with a survey conducted by a consulting firm named Virgo (Peace Wapiti School Division, 2005). The company randomly selected First Nations, Métis, and Inuit households around the community Reserve. These people were asked their perceptions of what were the barriers to First Nations, Métis, and Inuit learner success. Using the findings from this survey and other factors, the staff of School 6, many community members, as well as First Nations liaison workers designed the strategies that were used for their plan for the Project.

Since poor attendance was acknowledged to be a large barrier to student success, School 6's plan was to hire a teacher who would prepare lessons for students who had missed a great deal of school to help catch them up with the rest of the class. Another strategy that was initiated was making sure teachers and parents met each other either at the school or at home, thus trying to foster respective trust between home and school. The final strategy was to include First Nations, Métis, and Inuit material and information in

the courses taught at the school. All of these things were identified as barriers to student success by the survey conducted by Virgo Consulting. They focused on students and community relations.

School 7

School 7 is in a community southeast of Edmonton, Alberta, that has a population of approximately 786 people. In 2003, School 7 was a kindergarten through sixth grade school with a student population of 100, of whom 51 (51%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author). To plan for the Project, the school struck a committee made up of parents, elders, liaison workers, school and divisional personnel. The committee decided on the following strategies.

School 7 hired a First Nations, Métis, and Inuit liaison worker who provided support for the staff and community to help in the communication between the two groups. The school also provided professional development for their staff and helped them develop teaching resources to enhance First Nations, Métis, and Inuit instruction. They also did more for the sixth grade First Nations, Métis, and Inuit students, as those students were about to make the transition from School 7 to the junior /senior high school in the area, where they would attend the grades 7 to 12 classes. Thus, a focus for School 7's plan was to hire a First Nations, Métis, or Inuit staff member and provide professional development for their staff.

School 8

School 8 is a kindergarten through tenth grade facility located in a community southwest of Calgary, Alberta, that has a population of approximately 115 people. In

2003, School 8 had a student population of 78, of whom 53 (68%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author).

The consultation process at School 8 took the form of two community meetings set up for a member of the central office administration, the staff and administration of the school, some invited community members, elders of the First Nations Band in the area, and a few students. The strategy they chose to work on was to try to instill pride in the students' culture and to inform the staff and administration of the school of the rich heritage and history the area is known for.

The main activity chosen to achieve their goals as well as the goals of the Project was to take field trips with their entire school and visit First Nations, Métis, and Inuit sites throughout their area, both historical and modern.

School 9

School 9 is in a northern Alberta community, with a population of approximately 871 people. In 2003, the school had a student population of 215 from kindergarten to twelfth grade, 120 (57%) of whom were First Nations, Métis, and Inuit students (FNMI Project Submission Form, 2003, copy held by author). In order to plan their strategies for the fulfilling of the goals of the Project, School 9 set up a committee consisting of the principal, assistant superintendent, teacher representative, support staff representative, a First Nations representative, school council representative, a student and an elder.

School 9's plan was to increase the collaboration between the school and community by displaying and mounting local museum artifacts throughout the school, erecting a teepee for visits by elders, hosting a multi-cultural feast and activities, using Aboriginal content in reading programs, and forming a partnership between the First

Nations and the school for a number of activities. Thus, their plan was to increase and strengthen the connections between the school and the community.

School 10

School 10 is a kindergarten through sixth grade facility located in Edmonton, Alberta. In 2003, the school had a total population of 211 students, of whom 101 (48%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author). The consultation process took place between school and community personnel.

Their plan was to involve the teachers and support staff of the school in professional development activities to better understand the students and parents of First Nations, Métis, and Inuit heritage and culture. They also decided to bring in a program to help teach the Cree Language in kindergarten. Thus, their plan involved professional development and increasing cultural awareness.

School 11

School 11 is in a community near Lesser Slave Lake that has a population of 9,400 people (SlaveLake.ca, 2008). The school is a kindergarten through twelfth grade facility and in 2003 had a student population of 491, of whom 224 (46%) were First Nations, Métis, or Inuit. Their consultation plan for their project involved many agencies, including the Alberta Alcohol and Drug Abuse Commission, seniors groups, Métis groups, social and health care workers, elders, religious leaders, and divisional and school personnel (FNMI Project Submission Form, 2003, copy held by author).

Their first strategy was to provide a large amount of detailed professional development for their school staff. They planned to teach and reinforce staff's awareness about different learning styles and Aboriginal value systems. In addition they planned to

for culture awareness activities and celebrations, and for Language Arts, mathematics, science and Social Studies curriculum in-service that focused on Aboriginal themes. The second strategy was to decrease the teacher-student ratio in classes. Thus, their plan to achieve the Project goals involved professional development and having fewer students per teacher in the classroom (FNMI Project Submission Form, 2003, copy held by author).

School 12

School 12 is a kindergarten through twelfth grade facility located in a community northeast of Edmonton, Alberta, that has a population of approximately 270 people. In 2003, School 12 had a student population of 305, of whom 101 (33%) were First Nations, Métis, or Inuit (FNMI Project Submission Form, 2003, copy held by author).

School 12 consulted with educational staff of the school community, consisting of central office administration, school administration, teachers and educational assistants. Discussions were also held with the local parent advisory council and native liaison workers, and input was sought from the Aboriginal Education department in Alberta Education. Some of the discussions revolved around the fact that even though one-third of the population of the school are First Nations, Métis, or Inuit, not one First Nations, Métis, or Inuit student had graduated from School 12 in the five years before the Project began.

Because of this lack of academic success, School 12's project focused on a need for professional development among all staff members to increase their knowledge of teaching strategies that would enhance their instruction to First Nations, Métis, and Inuit students. They also wanted to hire First Nations, Métis, and Inuit people to become role

models for their students at the school. Furthermore, they felt parental involvement in the educational process was important and decided to hire a Native Liaison worker to work specifically with the students and parents of First Nations, Métis, and Inuit people at their school.

Categorizing The Strategies

The 12 schools that were studied all decided through their separate consultation processes their own strategies on what they felt would work best for their community to fulfill the goals of the Project. These strategies can be categorized into four main areas of focus:

1. First Nations, Métis, and Inuit parent and community engagement
2. First Nations, Métis, and Inuit cultural and language infusion into curriculum
3. Professional development for staff
4. Individual student supports

Table 1 places the schools in the areas of these four categories according to the emphasis they chose to help fulfill the goals of the Project.

Table 1. Strategies Used

Schools in the Project	FNMI parent and community engagement	FNMI cultural and language infusion into curriculum	Professional development	Individual student supports
School 1		√		√
School 2			√	
School 3	√			√
School 4	√	√		
School 5	√			√
School 6	√			√
School 7		√	√	
School 8			√	
School 9	√			
School 10		√	√	
School 11		√	√	
School 12	√		√	

Research Pertaining to Strategies

Parent and Community Engagement

The first category of strategies concerns parents of First Nations, Métis, and Inuit students and the community that surrounds them. There are many ways for First Nations, Métis, and Inuit people to be engaged in their children's education. In 1999, Binda and Nichol presented a paper extolling the virtues of First Nations, Métis, and Inuit communities taking over their own education systems. This is a macro way of looking at the situation. The First Nations, Métis, and Inuit School-Community Learning Project did not take this view of parent and community involvement, but the Project did want to look at ways the school community could change the environment of a school to make it more inviting to the parents, elders, and community members of the area. There is research that praises the effectiveness of this type of strategy in helping students be more successful at school (Fisher & Campbell; 2002, Wircenski, 1991).

Fisher and Campbell (2002) interviewed 19 Aboriginal students, 24 Aboriginal parents and community members, and 9 faculty and staff members from the Peace Wapiti School Division in northern Alberta. The researchers suggested one of the reasons for Aboriginal students not succeeding in school as much as non-Aboriginal students was that a greater number of First Nations, Métis, and Inuit students did not have the support from home and community that non-Aboriginal students seemed to have. A 2002 study done by the Manitoba Aboriginal Affairs Secretariat showed one possible reason for this lack of support: 63 percent of non-Aboriginals between the ages of 15 and 29 had graduated from high school. Only 34 percent of the First Nations, Métis, and Inuit people of the same age group had the same experience (as found in Rubenstein & Clifton, 2004). Furthermore, the same study found that 6 percent of First Nations, Métis, and Inuit people aged 25 to 54 had university degrees, while 21 percent of non-Aboriginals in the same age group had university degrees.

Bazylak (2002) approached First Nations, Métis, and Inuit students' lack of academic success in a positive manner. He interviewed five Aboriginal girls who were about to graduate from a high school in Saskatchewan and asked what was in their backgrounds that made them successful in their schooling. For all five girls, one of the most important influences was the support from their family. The support did not have to be parents, because relatives raised two of the girls. But all of them said family and community support was a strong determiner in their success. As Bazylak reported, "Without family involvement Aboriginal students are less likely to succeed in school" (p. 139).

Another study by McInerney, Roche, McInerney, and March (1997), who interviewed First Nations, Métis, and Inuit people, described the importance of relationships and family in schooling for First Nations, Métis, and Inuit students. They found from the interviews the "the most important influence on school motivation was the family" (p. 14). The researchers concluded family involvement increased First Nations, Métis, and Inuit students' chances of educational success.

Finally, David Bell, principal author of the study *Sharing Our Successes*, studied ten First Nations, Métis, and Inuit schools across Canada (Bell, Anderson, Fortin, Ottoman, Rose, Simard, et al., 2004). The school populations ranged from 74 to 930 students, and they had from 35 to 100 percent First Nations, Métis, and Inuit students. In all of the schools, the people interviewed mentioned the importance of parental support of the students and school. One of the reasons the researchers found why First Nations, Métis, and Inuit parents were not engaged or participating in the education of their children was the continual distrust many of them still feel because of the residential school experiences. Most of the parents are two to three generations removed from experiencing this at first hand, but their resentment about how their grandparents and other ancestors were treated appears to be affecting them and their children today.

Cultural and Language Infusion into Curriculum

In 2001, William Demmert, who has done research in Aboriginal Education for more than 30 years, was commissioned to do a study designed to review the research literature on how to improve the academic performance of First Nations, Métis, and Inuit students. One of his conclusions was that students who identified with programs that enhanced Aboriginal language and culture in the delivery of education were associated

with improved academic performance. McLaughlin (1992) reported the presence of culture and language programs in schools could influence community members and families to be more involved in the education process.

Imbedding language and culture in different degrees, from just adding to the curriculum to actual immersion, has shown positive effects for academic achievement, according to a case study performed on three schools in Alaska (McBeath, McDiarmid, & Shepro, 1982). The study showed schools that offered bilingual and bicultural classes to a greater and lesser degree facilitated improved student attitudes and test scores. Stiles (1997) showed that four Indigenous language programs in New Zealand and Hawaii had similar results.

However, Rubinstein and Clifton (2004) point out that in Winnipeg, Manitoba, where there are two strictly Aboriginal schools, the Niji Mahkwa Primary School and the Children of the Earth High School, the curriculum is infused and students are immersed with First Nations, Métis, and Inuit culture and language. The academic results there are not encouraging. On standardized mathematics provincial exams, where there is least cultural bias, Niji Mahkwa third grade students scored 34 percent below the rest of the province. Twelfth grade students scored 31 percent below the provincial average. These results are from 1998, the last time these records were made public.

Nevertheless, other researchers such as Cleary and Peacock (1998) report when teachers try to establish a cultural relevance in the curriculum, there is an increase in academic success for First Nations, Métis, and Inuit students. McBride and McKee (2001) reviewed school districts in British Columbia and found the more successful ones in increasing First Nations, Métis, and Inuit student academic success encouraged their

staff members to recognize cultural diversity in their classrooms and schools. Cajete (1999) articulated that recognizing the cultural values of students is a good learning aid in reaching students and helping them achieve success in school.

Professional Development for Staff

Most schools in the First Nations, Métis, and Inuit School-Community Learning Environment Project recognized they all needed more professional development for their staff members, to help them be aware of the cultural and learning differences of their First Nations, Métis, and Inuit students. Some of the schools designed their strategies to make this professional development a priority. Many researchers have shown this as beneficial to achieving greater success for First Nations, Métis, and Inuit students (Brancov, 1994; Garrett, Bellon-Harn, Torres-Rivera, Garrett, & Roberts, 2003; McCarty, Wallace, Lynch, & Benally, 1991; Tharp, 2006).

Some researchers suggest classroom organizational structure researchers can help staff teach First Nations, Métis, and Inuit students more effectively (Brancov, 1994). Providing professional development to help teachers understand the significance of having an informal classroom structure, culturally relevant material, and more focused group work produced positive results. McCarty et al. (1991) examined Navajo learning styles that were prevalent in the areas where they did their study. They observed helping teachers develop a teaching style that supported open-ended questions and student input in a cultural context resulted in greater student participation within the classroom. Also, flexible furniture arrangements, cooperative learning, and allowing students the opportunity for dialogue all had a positive affect on student success. Instructors teaching

First Nations, Métis, and Inuit students would benefit from learning these strategies through professional development.

Working with First Nations, Métis, and Inuit students in schools and writing about what they found, Garrett et al. (2003) suggest teachers of First Nations, Métis, and Inuit students should be aware of eight things that would help to increase student success:

1. Teachers need to introduce more opportunities for visual and oral learning styles.
2. Teachers should use culturally relevant materials whenever possible.
3. Teachers need to show respect for family- and tribe-related absences. This is unique to First Nations, Métis, and Inuit students. Teachers need to show the students and families they have respect for the culture, as this will build bonds between the school and home.
4. Teachers should invite First Nations, Métis, and Inuit mentors, such as elders from the community, to talk to the students about the importance of education. There is a protocol that is used for this purpose. Some elders could be insulted if they are not treated in a proper way. When treated correctly, elders can be a great benefit in gaining support from the First Nations, Métis, and Inuit community (Kanu, 2005).
5. Teachers need to learn to facilitate peer tutoring and cooperative group learning to emphasize cooperation and sharing.
6. Teachers should learn to foster inter-group competition in the classroom, rather than individual competition.

7. Teachers need to stress short-term goals with their First Nations, Métis, and Inuit students, rather than talking about what could be coming in a more long-term situation.
8. Teachers need to model behaviors and skills with an emphasis on personal choice. (Garrett et al., 2003)

Starnes (2006) describes the importance of professional development by postulating that it doesn't matter what a First Nations, Métis, and Inuit teaching strategy is called. The strategy can be known as "culturally responsive, 'nativized,' place-based, culturally infused" (p. 3), but if teachers can learn to "tap" the student's culture in the classroom, it will lead to school success.

Individual Student Supports

Many of the schools involved in the First Nations, Métis, and Inuit School-Community Learning Project chose to focus their time and resources on supporting individual students within their schools. Research shows placing emphasis on individual needs will help First Nations, Métis, and Inuit students be more successful.

Reyhner (1992) reviewed research regarding drop-out rates of students among American Indian and Alaskan Native populations. He noted to deter students from leaving school early, a support system is needed outside of the classroom, made up of school administrators, counselors, and parents/guardians.

St. Germaine (1995) showed a high drop-out rate of First Nations, Métis, and Inuit students can be linked to obstacles they face during the process of transition from school to school, which could be moving from one educational level to another, from a rural to an urban setting or vice-versa, from one school to another in the middle of the

school year, or the beginning transition from home to early childhood programs. St. Germaine also stated having people in place to mentor and welcome the First Nations, Métis, and Inuit students into the new situation had a positive effect, showing a decrease in the amount of dropouts. Furthermore, encouraging positive teacher-student interactions was also helpful in keeping First Nations, Métis, and Inuit students in school.

Dockett and Perry (2004) studied Aboriginal students in Australia who were making the transition from their homes to organized schools for the first time. Like St. Germaine (1995), they found the same type of individual student supports were beneficial in helping these students be more successful. The suggestions they made that are similar were the following:

1. A visible [Aboriginal] presence is needed at the school. Aboriginal people need to be hired as teachers, support staff, and administrators. The role model they portray is important for students to see.
2. Use a culturally relevant curriculum and provide opportunities for the students to express their heritage and identity.
3. Increase parental involvement in the education of their children. Create opportunities where parents are encouraged to attend with their children. Furthermore, have the flexibility to make family, school, and community connections.
4. Respect Aboriginal families and students and the strengths they have, and hold them to high expectations. (Dockett & Perry, 2004; St. Germaine, 2005)

Sherman and Sherman (1991) found having smaller class and program sizes also helped Aboriginal students have more success. In their interviews they found many

students were alienated by large school systems that did not respond to their unique needs. Reyhner (1992) agrees with Sherman et al. (1991) about the importance of smaller class sizes and goes on to posit First Nations, Métis, and Inuit students are more likely to be successful when classroom environments are warm, inviting, and caring in nature. Smaller schools and smaller classes are better suited for the type of caring atmosphere suggested by the researchers. Along with this idea, greater Aboriginal student success was found when students entered classrooms where they felt they belonged (Coggins, Williams, & Radin, 1997; Whitbeck, 2001). Coggins et al. also found through interviewing 19 northern Michigan Ojibwa families that, when the student's mothers practiced the traditional American Indian values, the students were more likely to be successful.

Jackson, Smith, and Hill (2003) found mentoring was a beneficial strategy. They interviewed 15 successful First Nations, Métis, and Inuit students; the biggest factor in their success was structured mentoring programs where they were connected with other successful First Nations, Métis, and Inuit students.

Accountability

To make sure all of the schools carried out with their plans they suggested for the First Nations, Métis, and Inuit School-Community Environmental Project, an over-sight committee, chosen from the Aboriginal Branch of Alberta Education, visited each school site during the implementation of the Project. The committee was made up of Morris Many Fingers, Evelyn Good Striker, Donna Crow Shoe, and Donald Lacey and was headed by Morris Many Fingers, who was the director of the Aboriginal Branch from 2001 to 2005. The committee members split the 16 schools in the project geographically

and made visits to observe the implementation of the plans. The committee were satisfied, as far as was possible, the schools followed the plans they had proposed. There were some changes in personnel that affected some of the schools' proposed plans, but all in all, most of the proposed strategies were put in place (Donna Crow Shoe, personal communication, 2007; First Nations, Métis and Inuit Services Branch, Alberta Learning, 2007).

Summary

Historically, First Nations, Métis, and Inuit children have had a difficult time achieving success in school. The record shows during the 19th and 20th centuries the government policies affecting the education of First Nations, Métis, and Inuit students were put in place more to effect assimilation than to educate. It took a long time to move from this effort on the government's part to assimilate, to the recognition of the failure of that course of action. The generations of First Nations, Métis, and Inuit people involved in residential schools are now grandparents and great-grandparents and can vividly recall their experiences.

The government has undertaken a few large research studies to define where help is needed. Other studies have attempted to assess the needs and to design strategies that may help rectify the situation. One of these strategies, the First Nations, Métis, and Inuit School-Community Learning Environment Project, was put into place so all of the education partners at specific schools could be involved in finding solutions for helping First Nations, Métis, and Inuit students.

The schools involved with the Project planned strategies designed to increase First Nations, Métis, and Inuit students' success. The strategies fall within four main

categories: First Nations, Métis, and Inuit parent and community engagement, First Nations, Métis, and Inuit cultural and language infusion into curriculum, professional development for staff, and individual student supports.

CHAPTER THREE

METHODOLOGY

Introduction

Education for Aboriginal students in the province of Alberta was given a failing grade by Alberta's Commission on Learning (ACOL, 2003). The Aboriginal Branch of Alberta Education was given the task to improve all aspects of education for the First Nations, Métis, and Inuit students in the province. One of the programs the Aboriginal Branch proposed to help increase the academic success of First Nations, Métis, and Inuit students was the First Nations, Métis, and Inuit School-Community Learning Environment Project. The Project's first goal was to make sure First Nations, Métis, and Inuit student achievement was increased as measured by Provincial Achievement Tests.

The Project was designed to help 16 pilot schools in the province change the environment of their school to try and increase the academic success rate of the First Nations, Métis, and Inuit students. The research question that guided this study was: To what degree has the First Nations, Métis, and Inuit School Community Learning Environment Project been associated with an increased level of achievement on the Provincial Achievement Tests in the selected schools participating in the Project compared to similar schools in the province of Alberta not taking part in the Project?

Research Design

The research was of a quantitative design. The data from the Provincial Achievement Tests, two years from before the First Nations, Métis, and Inuit School Community Learning Environment Project was initiated (2001-2002 and 2002-2003), two years during the Project (2003-2004 and 2004-2005), and two years after the Project

was completed (2005-2006 and 2006-2007) was analyzed to assess if there was improvement in the number of students who obtained the acceptable level of achievement in the schools involved in the Project. These results were then compared to other schools in Alberta that are generally similar in size and percentage of First Nations, Métis, and Inuit students. As well, a comparison was made using the provincial averages of students obtaining an acceptable level.

There was also a comparison analyzing the data from the Provincial Achievement Tests for each individual school. The number of students obtaining the acceptable standard was compared from the 2001-2002 through the 2006-2007 school years inclusive. These results were compared to the other schools in the Project to evaluate the strategies used by each individual school.

The data originated from the Provincial Achievement Test results that are made public through the Alberta Education web site (2007b). This data is of a public nature and this research did not report findings beyond what is already available to the public. Alberta Education suppresses Provincial Achievement Test results from schools having fewer than six students taking a particular test, so no individual student can be identified.

When a combined average of two or more groups was needed, it was computed using actual student counts and reported as the average of two or more groups. Combined averages were never reported by combining individual group averages.

Population and Sample

The population for this study includes the First Nations, Métis, and Inuit students and the non-First Nations, Métis, and Inuit students in the third, sixth and ninth grades from the school years 2001-2002 through 2006-2007 inclusive, who attended a school in

the province of Alberta that participated in the First Nations, Métis, and Inuit School Community Learning Environment Project and who took the respective Provincial Achievement Tests for Language Arts, mathematics, science, and Social Studies.

Knowing what percentages of First Nations, Métis, and Inuit students attend Alberta schools is difficult to ascertain. Bob Steele, the acting director of the Aboriginal Branch in Alberta Education said,

> We know that there are First Nations, Métis, and Inuit students in every school jurisdiction in the province, but we do not have the data on each school. I assume that most schools would have First Nation, Métis, and Inuit students although many of those students continue not to self-identify (Bob Steele, personal communication. January, 2007)

Thus, all of the students and not just the First Nations, Métis, and Inuit students who took the Provincial Achievement Tests in the third, sixth, and ninth grades in Language Arts, mathematics, science, and Social Studies in the years 2001-2002 through 2006-2007 inclusive, who participated in the First Nations, Métis, and Inuit School Community Learning Environment Project were used for the population of this study (Alberta Education, 2007b).

Variables and Level of Data

Variables

Each school determined the independent variables for this study because they decided as a staff and community on how to fulfill the goals set out by the First Nations, Métis, and Inuit School-Community Learning Environmental Project. Thus the

independent variables are nominal and are different for each school circumstance. Furthermore, it should also be mentioned there are many variables that affect a students' achievement. A school can control some of these variables, but there are many more that are not within the scope of the school or the First Nations, Métis, and Inuit School-Community Learning Environmental Project (Berliner, 1984).

The dependent variable was the mean number of students from both Project and non-Project schools who obtained an acceptable standard on the Provincial Achievement Test. These tests assess students' performances in two subject areas in the third grade, Language Arts and mathematics, and four subject areas in the sixth and ninth grades, Language Arts, mathematics, science, and Social Studies.

Level of Data

The level of data for the dependent variable was ratio because data was expressed as percentages of students (but first gathered as number of students) obtaining the acceptable standard. Since individual scores of students cannot be retrieved, the First Nations, Métis, and Inuit School-Community Learning Environment Project was judged on the number of students in a particular school obtaining the acceptable standard on the Provincial Achievement Tests before the Project was initiated, what number of students in a particular school obtained the acceptable standard on the Provincial Achievement Tests during the Project, and what number of students in a particular school obtained the acceptable standard after the Project was completed. These results were compared to a selection of schools in Alberta with a similar percentage of First Nations, Métis, and Inuit students in their schools' populations.

Null Hypothesis

The null hypothesis is there is no experimentally important or consistent mean differences between (a) the mean number of students who obtain the acceptable standard on the Provincial Achievement Tests who have participated in the First Nations, Métis, and Inuit School Community Learning Environment Project, (b) the mean number of students obtaining the acceptable standard on the Provincial Achievement Tests who did not participate in the Project, and (c) between the Project and non-Project schools using the two year pre-Project mean and each of the annual means after implementing the First Nations, Métis, and Inuit School Community Learning Environment Project.

Definitions

Academic success. For the purposes of this study, academic success will be defined as the number of students obtaining the acceptable standard on the Provincial Achievement Tests.

Aboriginal Branch of Alberta Education. The government department within Alberta Education responsible for the education of First Nations, Métis, and Inuit students in the province of Alberta.

Alberta Education. The Alberta government department given the responsibility for the management of administrative, budgetary, and curricular decisions concerning the education of Alberta students.

Experimental consistency. Defined at the $\alpha = .05$ level. The assumption of normality will be satisfied by a sufficient sample size.

Experimental importance. Defined as a mean difference of at least 5% between the number of students obtaining at the acceptable standard on the Provincial

Achievement Tests from two years before the First Nations, Métis, and Inuit School-Community Environmental Project began, the two years during the Project, and two after the Project was completed.

First Nations. The preferred term at this time which refers to the Aboriginal people on the North American continent, which does not include Métis and Inuit peoples.

First Nations, Métis, and Inuit School - Community Learning Environmental Project. The program sponsored by the Aboriginal Branch of Alberta Education which choose 16 schools and gave them resources and $75,000.00 each to increase the success of their First Nations, Métis, and Inuit students.

Inuit. The preferred term for the Aboriginal people of the United States and Canada's far north. A term that, in Innu, means "the people" (Indian Hill Primary School, 2007).

Métis. A French term given to people of mixed ancestry, usually First Nations and French.

Provincial Achievement Tests. Piloted in 1982 and made mandatory in 1984, the Provincial Achievement Tests are tests administered to third, sixth, and ninth grade students. The third grade students are tested in two subject areas, Language Arts and math. The sixth and ninth grade students are tested in four subject areas, Language Arts, math, science, and Social Studies. The test items for each subject area are written by Alberta teachers and are based on the curriculum prescribed by Alberta Education for each grade level and subject. These test items are then piloted in classes throughout Alberta, and questions requiring higher-level thinking as well as recall questions are then put together as the test in each subject area for that year (Moll, 2004).

Public School. A fully funded government school subject to the rules and regulations of the School Act of Alberta. This also includes the designation of Separate School.

Separate School. A fully funded government school subject to the rules and regulations of the School Act of Alberta, and usually regulated by a religious group, predominately Roman Catholic.

Statistical Procedure

The Provincial Achievement Tests are given each year to the students in the third, sixth, and ninth grades. The curricula the tests cover are the same each year, but the tests themselves are not the exact same questions. Because they are only given once a year, the students who take the tests year after year are not the same. For the purpose of this research, a school's number of students obtaining an acceptable level of achievement on the Provincial Achievement Tests was analyzed for two years before the First Nations, Métis, and Inuit School - Community Learning Environmental Project started (2001-2002 and 2002-2003), two years during the First Nations, Métis, and Inuit School-Community Learning Environmental Project (2003 – 2004 and 2004 – 2005), and for two years after the Project was completed (2005 - 2006 and 2006 – 2007).

A Priori

The assumption of normality was met by sufficient sample size. The assumption of homogeneity of variance was met at the .05 α level.

Collection of Data

The data was collected from the Alberta Education web site. The number of students who obtained an acceptable level of achievement for all of the schools in

Alberta, including the ones participating in the First Nations, Métis, and Inuit School-Community Learning Environmental Project, has been made public for the school years 2001-2002 through 2006-2007 inclusive.

Limitations

The limitations for the First Nations, Métis, and Inuit School-Community Learning Environmental Project in some ways could be part of its strength. Each school designed its own plan on how to accomplish the goals of the Project. Thus 16 different plans were proposed and carried out. The personnel who formulated each plan were members of that particular community and school. Because of this, these people had an insight on what would work in their own community, rather than an outside set of decrees from people who are not aware of the unique individual community needs. Thus, the limitation is there is not one identical project tried in all 16 school jurisdictions, but 16 different strategies of promoting and changing the environment of the schools to help First Nations, Métis, and Inuit students be more successful in school.

Another limitation is the nature of the Provincial Achievement Tests. These tests are only given to students in the third, sixth, and ninth grades. The First Nations, Métis, and Inuit School-Community Learning Environmental Project lasted over a time period of just two years. Thus the same particular students were not tested at each of the different grade levels. Also, the tests from year to year are not exactly the same, but they are consistent with the grade level curriculum and cover that particular curriculum (Alberta Education, 2003b). Thus, this research was not able to make conclusions about particular students, but school populations as a whole. It should also be noted that it is difficult to compare the tests from year to year because each test will have different rigor.

Alberta Education tries to mitigate that by having teachers chose which questions are easier and which are harder for each test, thus setting the acceptable standard for each test each year. This is just one way of doing that, but there are other ways that may be more effective.

There are limitations in the data as well because of the inherent potential of variations in the findings. In an educational setting, factors that are not part of an intervention itself will normally always be present. There are many variables that contribute to the success or failure of students taking a formal exam on a particular day.

One of the most serious limitations of this study is the lack of data specifically for First Nation, Métis, and Inuit students. It would be much more beneficial to be able to report on just the amount First Nation, Métis, and Inuit students who obtained the acceptable standard on the Provincial Achievement Tests, rather than reporting on the entire school, but that data is not available publicly. There is some movement from Alberta Education and the Aboriginal Branch to start to release this information, but at the time of this writing the data is unavailable.

Another limitation of this study is that the First Nations, Métis, and Inuit School-Community Learning Environmental Project was for the entire school and not just for the students in the third, sixth, and ninth grades. Thus even though the students in the other grades took advantage of the strategies the Project offered in their school, they weren't tested on the effectiveness until they reached one of the grades the Provincial Achievement Tests were offered, namely third, sixth and ninth. It also should be noted that these students may have benefited from the strategies, but will not be tested until they reach one of those grades.

Delimitations

There were 16 jurisdictions chosen by the government to participate in the First Nations, Métis, and Inuit School-Community Learning Environmental Project. A delimitation that was imposed is four of the jurisdictions chosen to participate in the Project were not included in this study. One of the jurisdictions is Holy Family Catholic School Division, with the school St. Andrew's High School. The students at St. Andrew's are all high school students and did not take the Provincial Achievement Tests. Another school jurisdiction not included is Wolf Creek School Division. The Ponoka Outreach School is an alternative school within the Wolf Creek School Division and they had so few students take the Provincial Achievement Tests their results have all been suppressed.

The third jurisdiction to be not included in this study is the Westwind School Division, which includes the Cardston Junior High School and the Glenwood School. The reason this jurisdiction was not included is because of a miscommunication between the Aboriginal Branch and the Westwind School Division at the beginning of the Project; two schools were allowed to participate in the Project instead of just one. Thus, the resources had to be split between the schools and that makes this jurisdiction not in a similar circumstance as the other jurisdictions and schools in the Project. In addition, the Westwind Division and the Glenwood School is the place of employment for the researcher conducting this study.

The fourth jurisdiction to be taken out of this study is the Calgary Board of Education and their school Le Roi Daniel's School. This school is really two schools in one. The first part is the "Traditional Learning Center" or TLC for southwest Calgary and

thus they have students whose parents want them to only have the basics offered at the school. They wear school uniforms and are not offered any fine arts or extracurricular opportunities. There are no First Nations, Métis, and Inuit students attending this part of the school. The second part of the school is a regular public school, which, because of the school's location, (near the T'sutina Reserve) has approximately 60 First Nations, Métis, and Inuit students out of a total population of 144 (D. Ireland, personal communication, September 2007). The reason this school is not a part of this study is the Provincial Achievement Test results are not separated between the two parts of their school. Thus, the reported students that obtain the acceptable standard on the Provincial Achievement Tests include the students that are a part of the TLC as well as the other part of the school which has the First Nations, Métis, and Inuit students and the results could be skewed.

This study will also be delimited to include schools that are in the province of Alberta. These are the only schools that have the Alberta curriculum (not including the NorthWest Territories which has adopted Alberta's curriculum) and have the students who take the Provincial Achievement Tests. Furthermore, all of the schools participating in the First Nations, Métis, and Inuit School-Community Learning Environmental Project were in the province of Alberta.

CHAPTER FOUR

FINDINGS

Introduction

The research question that was the impetus for this study was: To what degree has the First Nations, Métis, and Inuit School Community Learning Environment Project been associated with an increased level of achievement on the Provincial Achievement Tests in the selected schools participating in the Project compared to similar schools in the province of Alberta not taking part in the Project? This increased level of achievement on the Provincial Achievement Tests was the first goal of the First Nations, Métis, and Inuit School Community Learning Environment Project.

In order to determine if the Project was helpful in increasing the acceptable level of achievement on the Provincial Achievement Tests, this research sought to determine if the Project schools were successful in reaching this goal by looking at these measures:

1. A comparison was made by choosing a purposeful quota sample of 12 schools with similar demographics (size of communities, size of schools, percentages of First Nations, Métis, and Inuit students and similar socio-economic status) as the 12 schools that participated in the Project (see Table 2). In order to protect the anonymity of all schools involved, they were coded as School 1, School 2, etc. Schools not involved in the Project were coded as schools starting with School 13, School 14, etc. Since the schools in the project had to report their school population and their FNMI population for the Project, their school population and percentage of FNMI population is an average for these years. The schools not participating in the Project reported their school population

and FNMI population in 2007 and said their populations have not varied to a large degree during the time the study was taking place. The school population and the FNMI population for these schools was an estimate given by the vice-principal or principal of the schools covering the years of this study.

Table 2. School Demographic Information

Schools in the project	School configuration	School population[a]	FNMI population[b]
School 1	K – 6th Grade	339	92%
School 2	4th – 8th Grade	409	62%
School 3	K – 9th Grade	188	91%
School 4	8th – 12th Grade	333	30%
School 5	K – 9th Grade	94	99%
School 6	K – 6th Grade	187	54%
School 7	K – 6th Grade	97	55%
School 8	K – 9th Grade	83	53%
School 9	K – 12th Grade	213	59%
School 10	K – 6th Grade	258	49%
School 11	K – 12th Grade	464	49%
School 12	K – 12th Grade	303	40%
Schools being compared	School configuration	School population[c]	FNMI population[d]
School 13	7th – 12th Grade	325	97%
School 14	K – 12th Grade	156	100%
School 15	K – 12th Grade	195	52%
School 16	K – 6th Grade	155	57%
School 17	4th – 7th Grade	480	34%
School 18	K – 9th Grade	213	100%
School 19	K – 6th Grade	400	60%
School 20	7th – 9th Grade	300	33%
School 21	6th – 12th Grade	490	99%
School 22	K – 9th Grade	105	34%
School 23	K – 9th Grade	308	60%
School 24	K – 12th Grade	245	25%

[a] Average of School Population from Years 2003-2004, 2005-2006, and 2007-2008
[b] Average of FNMI Population from Years 2003-2004, 2005-2006, and 2007-2008
[c] Population for the 2007-2008 school year
[d] Percentage for the 2007-2008 school year

2. The number of students who obtained the acceptable standard on the Provincial Achievement Tests from two years before the Project started, 2001-2002 and 2002-2003; two years during the Project, 2003-2004 and 2004-2005; and two years after the Project was completed, 2005-2006 and 2006-2007 were compared among the schools involved in the Project.

3. A comparison was made looking at the different subjects the Provincial Achievement Tests covered, namely Language Arts, math, science, and Social Studies.

4. An analysis was made between the schools in the Project and their strategies to possibly determine which strategy was more successful in achieving the first goal of the First Nations, Métis, and Inuit School Community Learning Environment Project which was to increase the acceptable level of achievement on the Provincial Achievement Tests.

Provincial Achievement Tests

The Provincial Achievement Tests are given to students in the province of Alberta each year in the third, sixth, and ninth grades. In the third grade, Language Arts and mathematics are tested. In the sixth and ninth grades, Language Arts, mathematics, science, and Social Studies are tested. After the tests are taken, the government does not report on the test scores that are achieved, but on the number of students who obtained an acceptable level on each particular test. The acceptable level of each test each year is decided by approximately 40 experienced teachers of that discipline who are asked to rank each question on the test and decide whether or not average students in their classes should be able to correctly answer the question, or only an exceptional few. For a student to have an acceptable level of achievement on the test, he/she does not have to have a certain percentage of questions answered correctly, but obtain the acceptable level of

achievement for that specific test. Thus, when the government reports on the results of the Provincial Achievement Tests, they describe the number of students who achieved at an acceptable level (Guimont, 2007).

Results

Comparison Between Project Schools and Non-Project Schools

In order to establish whether or not the First Nations, Métis, and Inuit School-Community Learning Environment Project was associated with an increased level of achievement on the Provincial Achievement Tests a comparison was made by looking at the number of students who obtained the acceptable level of achievement on the Provincial Achievement Tests from each school in the Project and comparing it to the number of students who obtained the acceptable level of achievement of the Provincial Achievement Test results from 12 similar schools that were chosen by a purposeful quota sample from across the province that had similar First Nations, Métis, and Inuit populations. The schools not participating in the Project were chosen for comparison by calling school jurisdictions and asking if there were schools within their boundaries with a significant percentage of First Nations, Métis, or Inuit students. If the answer was in the affirmative, that particular school was called and their demographic information was collected. Table 3 shows the percentages and number of students who obtained the acceptable standard on the Provincial Achievement Tests for all of the schools that were participating in the First Nations, Métis, and Inuit School-Community Learning Environment Project for two years before the Project started, 2001-2002 and 2002-2003; two years during the Project, 2003-2004 and 2004-2005; and two years after the Project was completed, 2005-2006 and 2006-2007.

Table 3. Totals and Means of Schools in the FNMI Project

Schools in the project	Total students / students obtaining acceptable standard 01-02 & 02-03	01-02 & 02-03 percentage	Total students / students obtaining acceptable standard 03-04 & 04-05	03-04 & 04-05 percentage	Total students / students obtaining acceptable standard 05-06 & 06-07	05-06 & 06-07 percentage
School 1	630/300	48%	479/318	66%	480/246	51%
School 2	804/602	75%	871/635	73%	932/650	70%
School 3	229/121	53%	208/32	15%	161/80	50%
School 4	453/299	66%	558/403	72%	431/266	62%
School 5	179/104	58%	102/59	58%	80/64	80%
School 6	248/214	86%	277/199	72%	327/252	77%
School 7	143/107	75%	192/142	74%	135/98	73%
School 8	111/92	83%	121/110	91%	135/104	77%
School 9	290/208	72%	259/155	60%	253/147	58%
School 10	218/146	67%	194/152	78%	247/173	70%
School 11	436/210	48%	417/288	69%	408/243	60%
School 12	437/304	70%	382/250	65%	344/228	66%
Total & Mean	4178/2707	65%	4060/2743	68%	3924/2551	65%

Table 4 shows the percentages and number of students who obtained the acceptable standard on the Provincial Achievement Tests for the purposeful quota sample of selected schools that were not participating in the First Nations, Métis, and Inuit School-Community Learning Environment Project for same years.

Table 4. Totals and Means of Schools Not in the FNMI Project

Schools not in the project	Total students / students obtaining acceptable standard 01-02 & 02-03	01-02 & 02-03 percentage	Total students / students obtaining acceptable standard 03-04 & 04-05	03-04 & 04-05 percentage	Total students / students obtaining acceptable standard 05-06 & 06-07	05-06 & 06-07 percentage
School 13	372/173	47%	257/131	51%	306/100	33%
School 14	222/133	60%	218/44	20%	157/35	22%
School 15	326/213	65%	310/181	58%	269/127	47%
School 16	873/644	74%	949/763	80%	843/651	77%
School 17	149/101	68%	143/92	64%	117/86	74%
School 18	255/192	75%	254/186	73%	291/166	57%
School 19	724/500	69%	757/542	72%	727/503	69%
School 20	622/503	81%	557/458	82%	634/503	79%
School 21	561/166	30%	527/194	37%	678/245	36%
School 22	185/152	82%	178/130	73%	197/131	66%
School 23	723/494	68%	645/451	70%	626/412	66%
School 24	522/405	78%	534/439	82%	382/250	65%
Total & mean	5534/3676	66%	5329/3611	68%	5227/3209	61%

Table 5 shows a comparison of the percentages between the two groups.

Table 5. Comparison Between the Two Groups of Schools

	01-02 & 02-03	03-04 & 04-05	05-06 & 06-07
Means of schools participating in the FNMI project	65%	68%	65%
Means of schools <u>not</u> in the FNMI project	66%	68%	61%
Difference compared to project schools	1%	0%	4%

Results Disaggregated into Subject Areas

The Provincial Achievement Tests assess third grade students in two different subject areas, Language Arts and mathematics. The tests assess sixth and ninth grade students in four subject areas, Language Arts, mathematics, science, and Social Studies. In order to determine if the First Nations, Métis, and Inuit School Community Learning

Environment Project had any effect on raising the academic level of students in a particular subject area, the results have been disaggregated into the different subject areas and the number of students obtaining the acceptable standard on the Provincial Achievement Tests for each subject area for the two groups of schools have been analyzed. The results and graphic displays are below.

Third Grade Languages Arts.

The number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for third grade Language Arts will be reported first. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for third grade Language Arts was 76%. In the 2002-2003 school year the percentage was 69%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 79%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 76%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in third grade Language Arts was 84%. In the second year after the Project the percentage was 75%.

The number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for third grade Language Arts are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for third grade Language Arts was 73%. In

the 2002-2003 school year the percentage was 79%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 80%. In 2004-2005, the percentage was 84%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in third grade Language Arts was 72%. In 2006-2007 the percentage was 78%.

Figure 1 is a combination of the third grade Language Arts results for the schools participating in the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not participating in the Project.

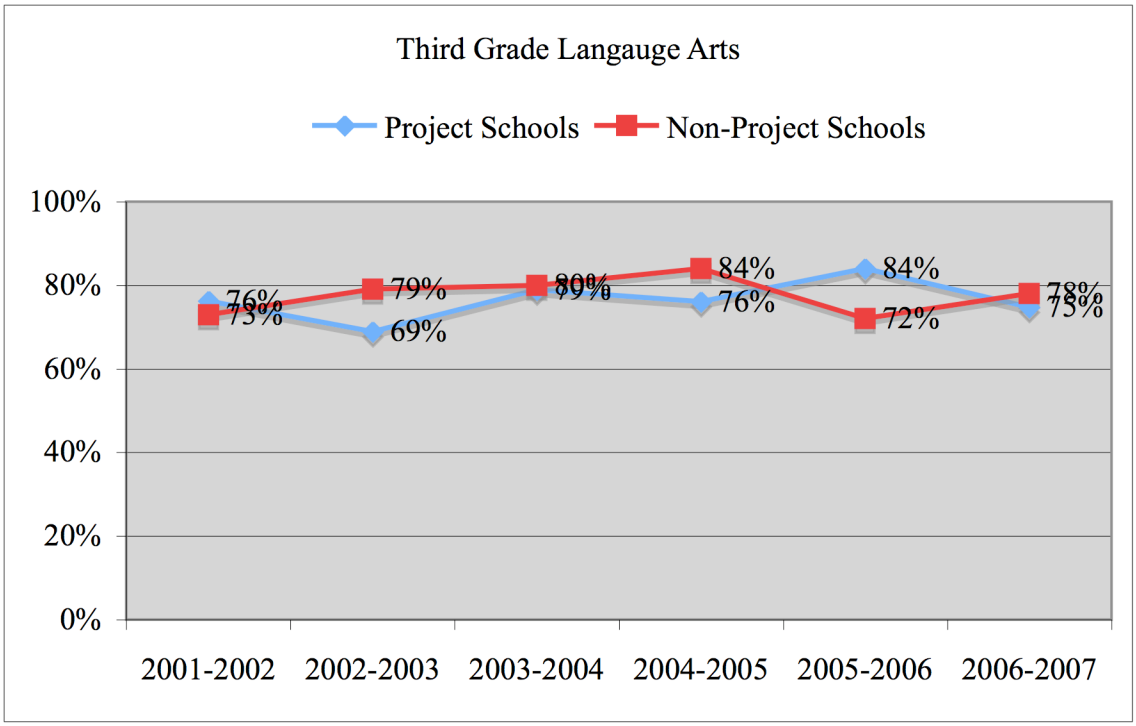

Figure 1. Third Grade Language Arts for both groups of schools.

Third Grade Mathematics.

The percentage of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for third grade mathematics are as follows. The percentage

of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for third grade mathematics was 72%. In the 2002-2003 school year the percentage was 69%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 71%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 64%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in third grade mathematics was 76%. In the second year after the Project the percentage was 74%.

The percentage of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for third grade mathematics are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for third grade mathematics was 76%. In the 2002-2003 school year the percentage was 73%. In 2003-2004 the percentage of students who obtained the acceptable level of achievement was 71%. In 2004-2005 the percentage was 68%. In 2005-2006 the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in third grade mathematics was 73%. In 2006-2007 the percentage was 70%.

Figure 2 is a combination of the third grade mathematics results for the schools a part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

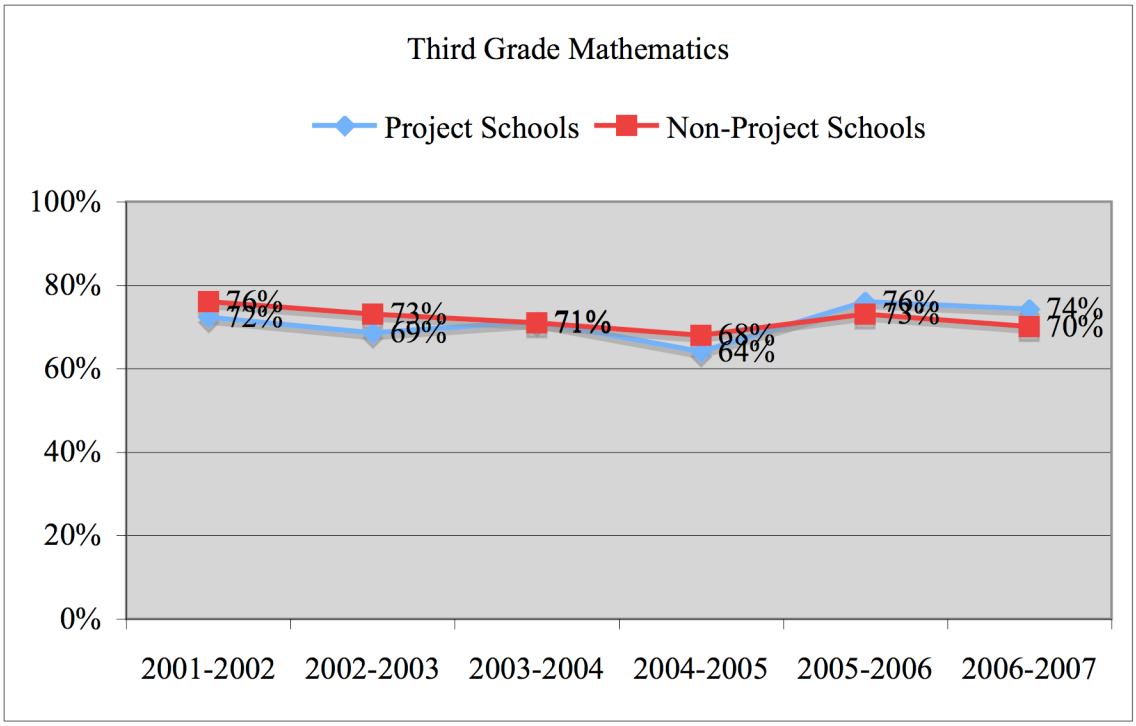

Figure 2. Third Grade Mathematics for both groups of schools.

Sixth Grade Language Arts.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade Language Arts are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade Language Arts was 66%. In the 2002-2003 school year the percentage was 70%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 66%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 62%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of

achievement on the Provincial Achievement Tests in sixth grade Language Arts was 67%. In the second year after the Project was completed the percentage was 73%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade Language Arts are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade Language Arts was 77%. In the 2002-2003 school year the percentage was 69%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 67%. In 2004-2005, the percentage was 71%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in sixth grade Language Arts was 67%. In 2006-2007 the percentage was 66%.

Figure 3 is a combination of the sixth grade Language Arts results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

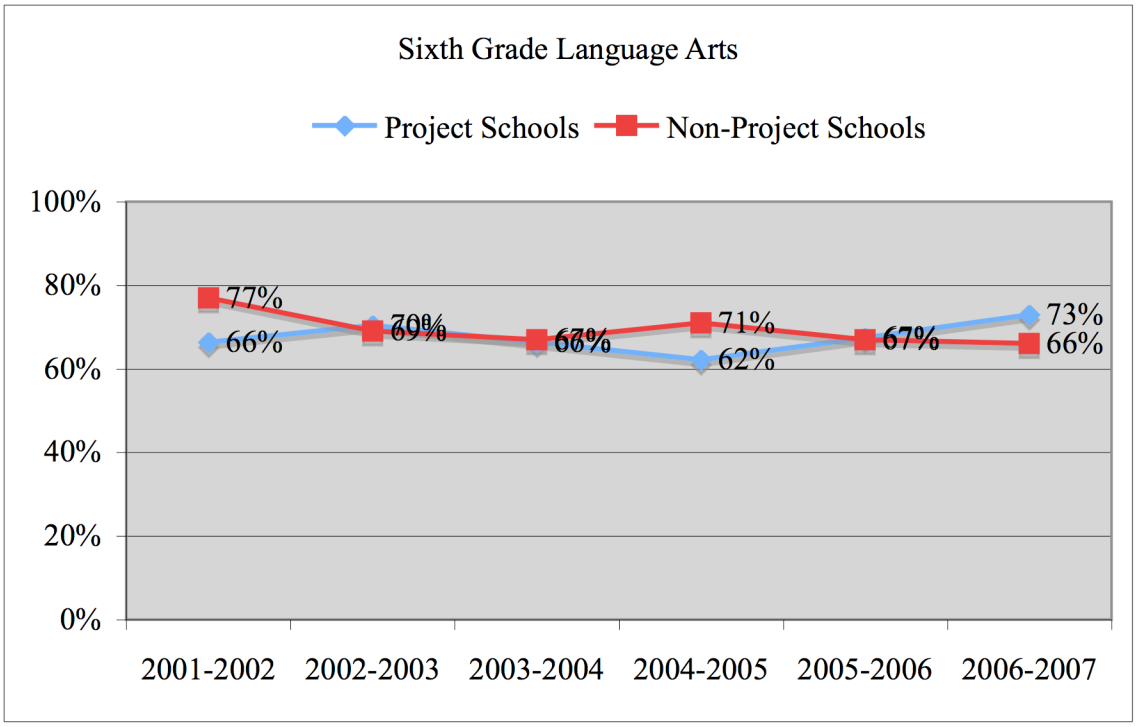

Figure 3. Sixth Grade Language Arts for both groups of schools.

Sixth Grade Mathematics.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade mathematics are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade mathematics was 64%. In the 2002-2003 school year the percentage was 64%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 68%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 62%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of

achievement on the Provincial Achievement Tests in sixth grade mathematics was 59%. In the second year after the Project was completed the percentage was 62%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade mathematics are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade mathematics was 62%. In the 2002-2003 school year the percentage was 69%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 64%. In 2004-2005, the percentage was 76%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in sixth grade mathematics was 58%. In 2006-2007 the percentage was 58%.

Figure 4 is a combination of the sixth grade mathematics results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

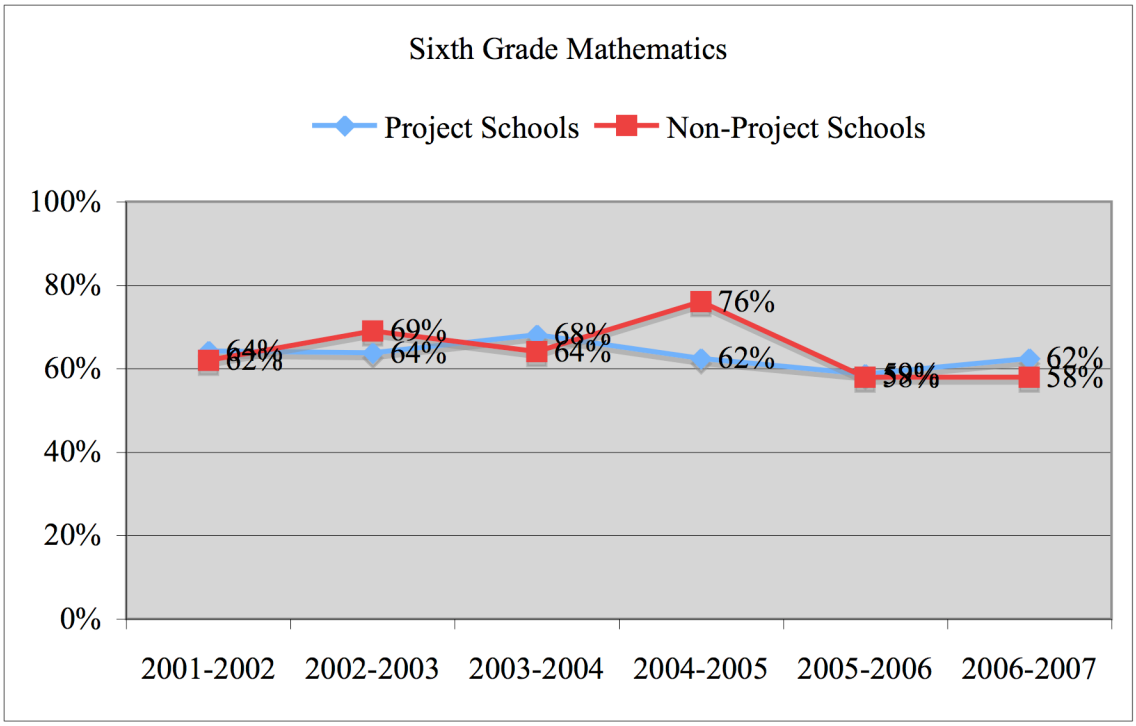

Figure 4. Sixth Grade Mathematics for both groups of schools.

Sixth Grade Science.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade science are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade science was 61%. In the 2002-2003 school year the percentage was 70%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 73%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 67%. In the first year after the Project was

completed, 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in sixth grade science was 65%. In the second year after the Project was completed the percentage was 61%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade science are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade science was 66%. In the 2002-2003 school year the percentage was 69%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 63%. In 2004-2005, the percentage was 71%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in sixth grade science was 66%. In 2006-2007 the percentage was 59%.

Figure 5 is a combination of the sixth grade science results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

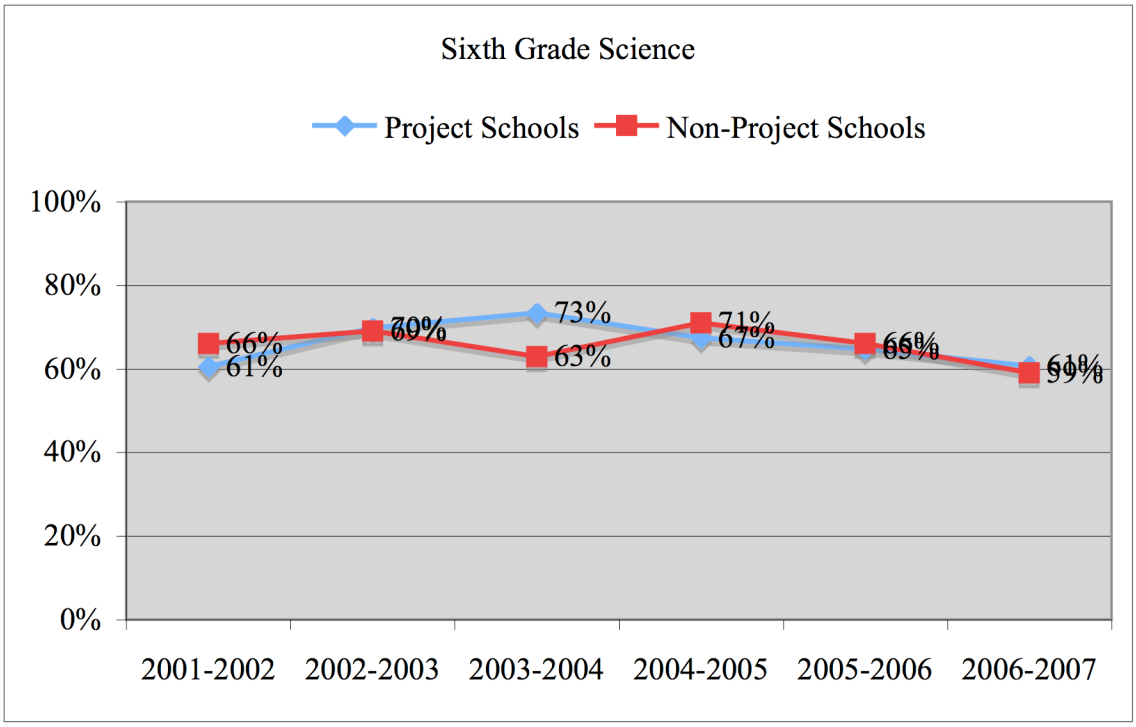

Figure 5. Sixth Grade Science for both groups of schools.

Sixth Grade Social Studies.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade Social Studies are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade Social Studies was 62%. In the 2002-2003 school year the percentage was 63%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 66%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 63%. In the first year after the Project was

completed, 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in sixth grade Social Studies was 62%. In the second year after the Project was completed the percentage was 64%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for sixth grade Social Studies are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for sixth grade Social Studies was 64%. In the 2002-2003 school year the percentage was 62%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 60%. In 2004-2005, the percentage was 74%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in sixth grade Social Studies was 66%. In 2006-2007 the percentage was 60%.

Figure 6 is a combination of the sixth grade Social Studies results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

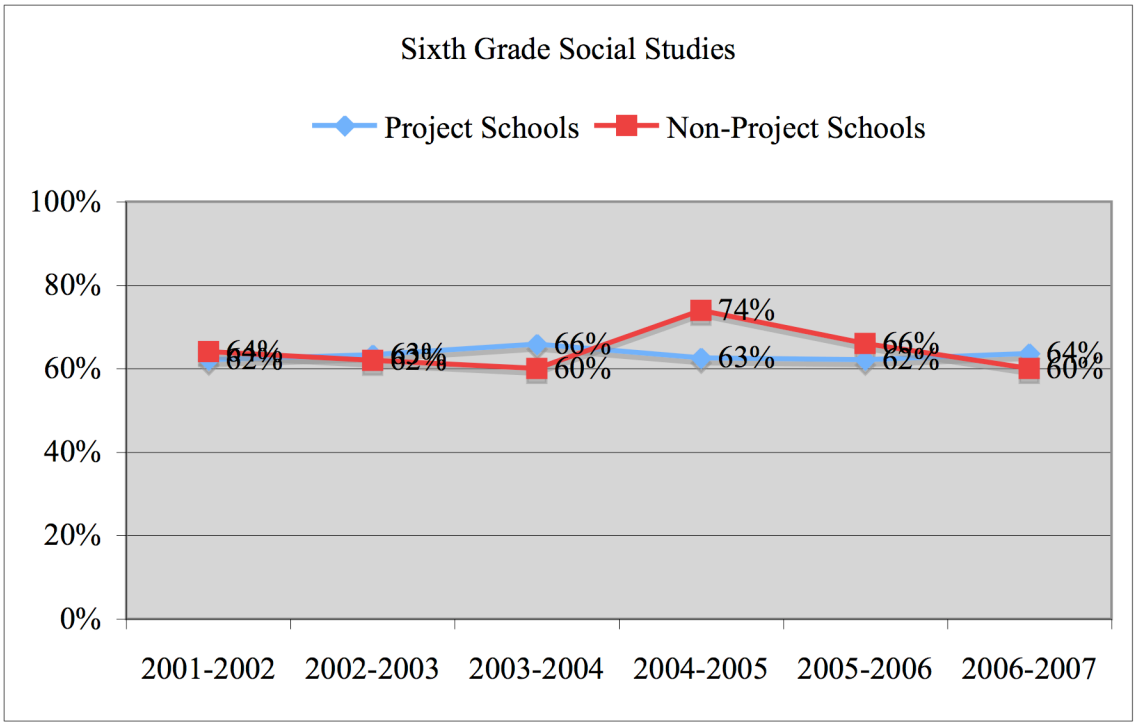

Figure 6. Sixth Grade Social Studies for both groups of schools.

Ninth Grade Language Arts

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade Language Arts are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade Language Arts was 79%. In the 2002-2003 school year the percentage was 72%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 77%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 79%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of

achievement on the Provincial Achievement Tests in ninth grade Language Arts was 68%. In the second year after the Project was completed the percentage was 70%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade Language Arts are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade Language Arts was 73%. In the 2002-2003 school year the percentage was 77%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 75%. In 2004-2005, the percentage was 79%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in ninth grade Language Arts was 66%. In 2006-2007 the percentage was 72%.

Figure 7 is a combination of the ninth grade Language Arts results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

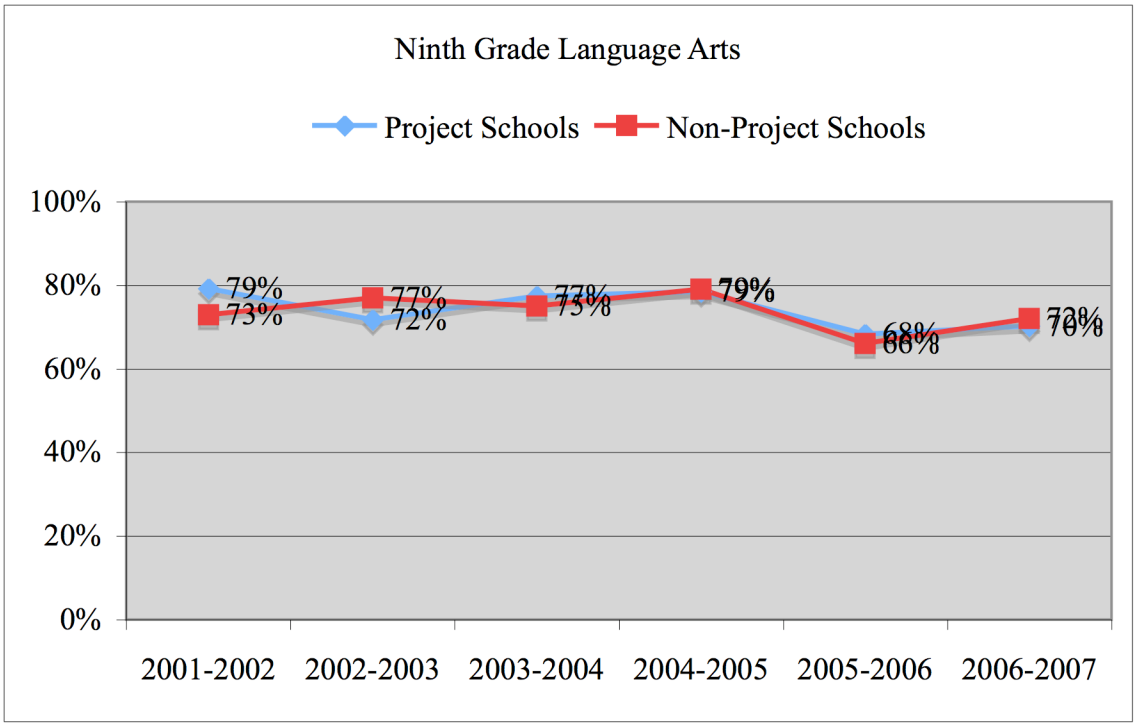

Figure 7. Ninth Grade Language Arts for both groups of schools.

Ninth Grade Mathematics

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade mathematics are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade mathematics was 48%. In the 2002-2003 school year the percentage was 39%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 58%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 66%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of

achievement on the Provincial Achievement Tests in ninth grade mathematics was 54%. In the second year after the Project was completed the percentage was 54%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade mathematics are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade mathematics was 55%. In the 2002-2003 school year the percentage was 51%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 54%. In 2004-2005, the percentage was 61%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in ninth grade mathematics was 50%. In 2006-2007 the percentage was 49%.

Figure 8 is a combination of the ninth grade mathematics results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

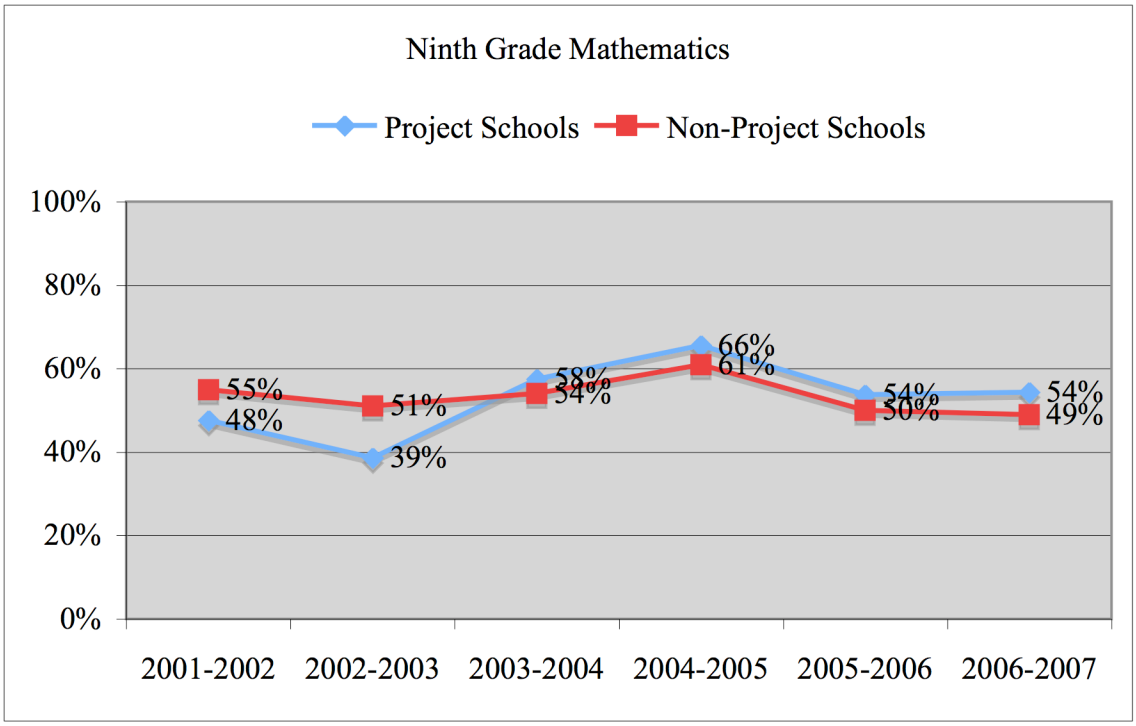

Figure 8. Ninth Grade Mathematics for both groups of schools.

Ninth Grade Science

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade science are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade science was 59%. In the 2002-2003 school year the percentage was 50%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 61%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 61%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of

achievement on the Provincial Achievement Tests in ninth grade science was 49%. In the second year after the Project was completed the percentage was 53%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade science are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade science was 66%. In the 2002-2003 school year the percentage was 54%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 54%. In 2004-2005, the percentage was 62%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in ninth grade science was 52%. In 2006-2007 the percentage was 51%.

Figure 9 is a combination of the ninth grade science results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

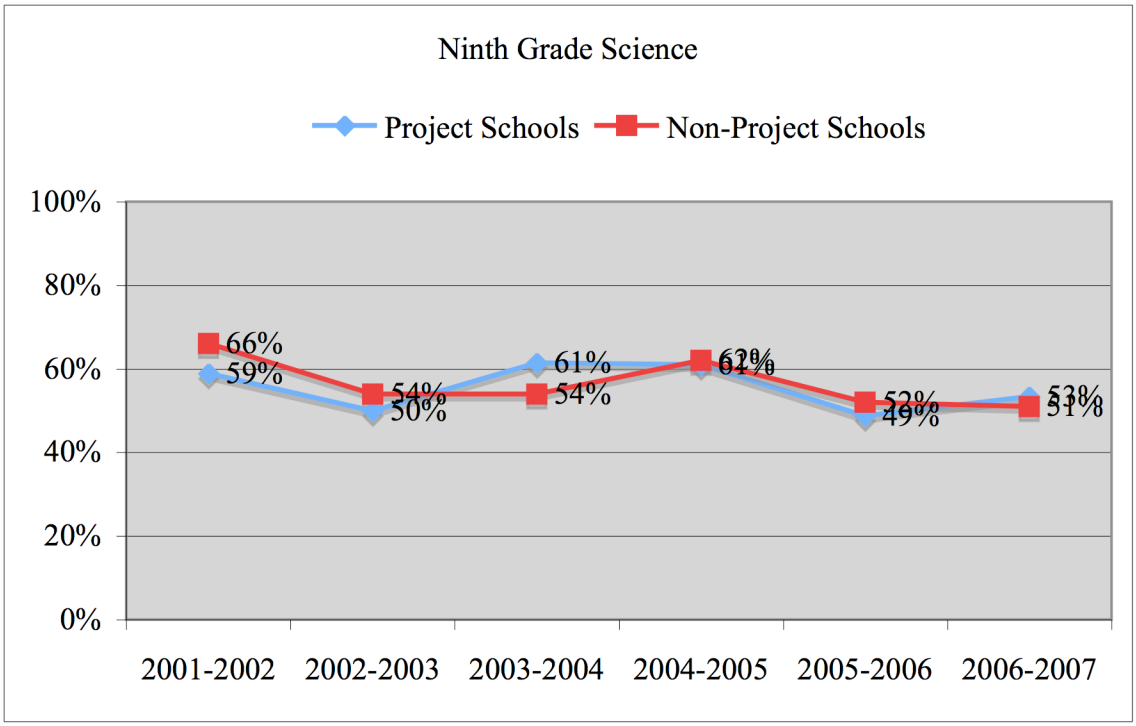

Figure 9. Ninth Grade Science for both groups of schools.

Ninth Grade Social Studies

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade Social Studies are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade Social Studies was 64%. In the 2002-2003 school year the percentage was 63%. The first year the Project was taking place, 2003-2004, the percentage of students who obtained the acceptable level of achievement was 70%. In the second year the strategies of the Project were being delivered, 2004-2005, the percentage was 75%. In the first year after the Project was completed, 2005-2006, the percentage of students who obtained an acceptable level of

achievement on the Provincial Achievement Tests in ninth grade Social Studies was 56%. In the second year after the Project was completed the percentage was 52%.

The percentage of the number of students who obtained the acceptable level of achievement in the schools that were not part of the First Nations, Métis, and Inuit School Community Learning Environment Project for ninth grade Social Studies are as follows. The percentage of students who obtained the acceptable level of achievement on the Provincial Achievement Tests in 2001-2002 for ninth grade Social Studies was 64%. In the 2002-2003 school year the percentage was 63%. In 2003-2004, the percentage of students who obtained the acceptable level of achievement was 65%. In 2004-2005, the percentage was 70%. In 2005-2006, the percentage of students who obtained an acceptable level of achievement on the Provincial Achievement Tests in ninth grade Social Studies was 56%. In 2006-2007 the percentage was 51%.

Figure 10 is a combination of the ninth grade Social Studies results for the schools part of the First Nations, Métis, and Inuit School Community Learning Environment Project and schools that were not a part of the Project.

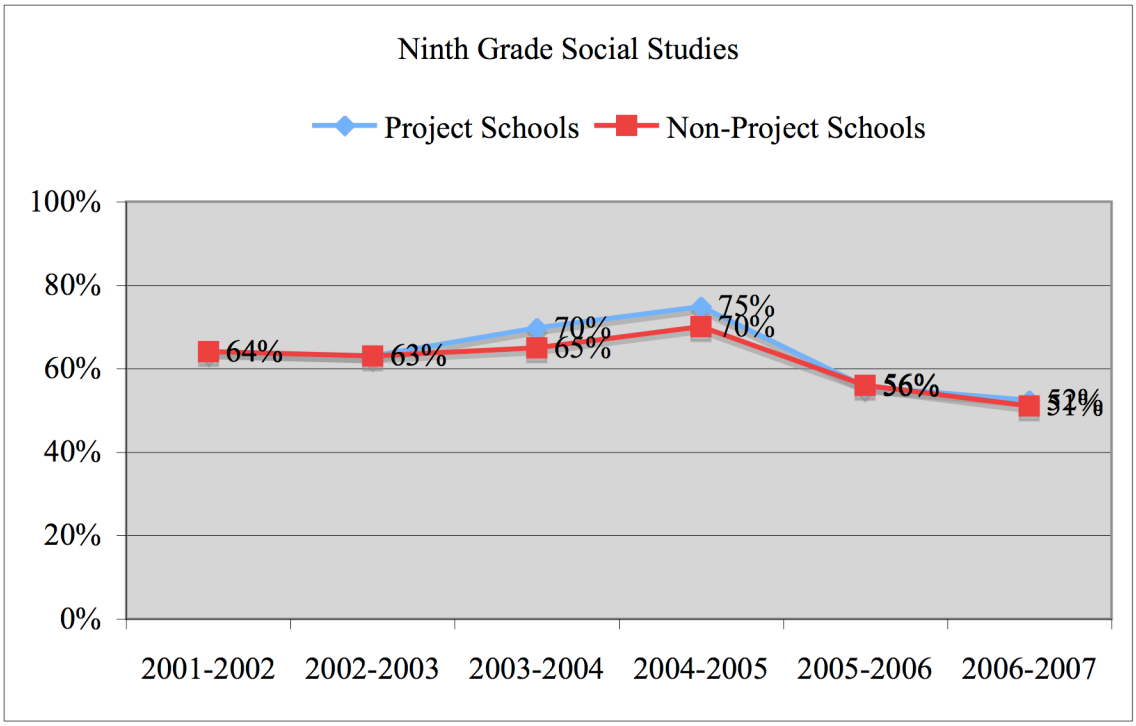

Figure 10. Ninth Grade Social Studies for both groups of schools.

Schools in the Project

The achievement data for the schools in the First Nations, Métis, and Inuit School Community Learning Environment Project and the schools not part of the Project was collected and reported from a government web site that shows the number of students who achieved an acceptable level of achievement on the Provincial Achievement Tests for each public school in the province of Alberta. The web site is at http://education.alberta.ca/ admin/testing.aspx and has all of the Achievement Test results from all public schools across the province for the last five years (Alberta Education, 2007a).

School 1

School 1 is in a small village northeast of Edmonton, Alberta. In 2003, when the First Nations, Métis, and Inuit School Community Learning Environment Project began

the school reported that out of the 332 students, 296 of them were First Nations, Métis, and Inuit. That is 89% (FNMI Project Submission Form, 2003, copy held by author). The school population in 2007 was approximately 360 students and about 330 of them were First Nations, Métis, and Inuit. That is approximately 92%. The population of the school and the percentage of First Nations, Métis, and Inuit students have been within that range for the last six years (C. Arnett, personal communication, September 20, 2007). The facility is a kindergarten to sixth grade elementary school, so administers the third and sixth grade Provincial Achievement Tests. School 1's number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix B; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 1 had a mean of 48% of their students obtaining an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 66% of their students obtaining the acceptable standard. That is an 18% increase. In the years 2005-2006 and 2006-2007, the school had 51% of their students obtaining the acceptable level. That is a drop of 16%. This data is graphically displayed in Figure 11.

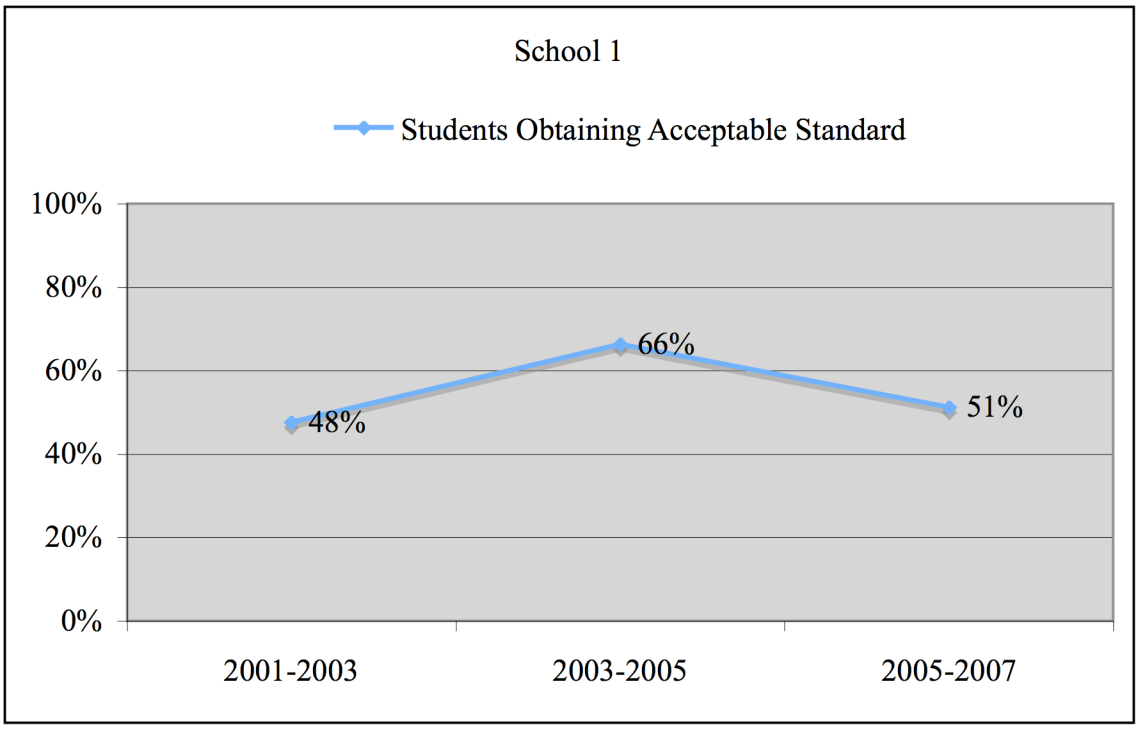

Figure 11. School 1.

School 2

School 2 is in a town northwest of Edmonton, Alberta. In 2003, the facility was a school with a student population from the fifth grade to eighth grade of approximately 401 students, with 238 students that were First Nations, Métis, and Inuit. That is approximately 59% (FNMI Project Submission Form, 2003, copy held by author). In 2007, the school population and First Nations, Métis, and Inuit student percentage was relatively the same, 60% (W. Torresan, personal communication, September 20, 2007). Because the third and ninth grades are not in the school, the only Provincial Achievement Test the school administers is for the sixth grade. The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix C; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 2 had a mean of 75% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 73% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 70% of their students achieving at an acceptable level. This data is graphically displayed in Figure 12.

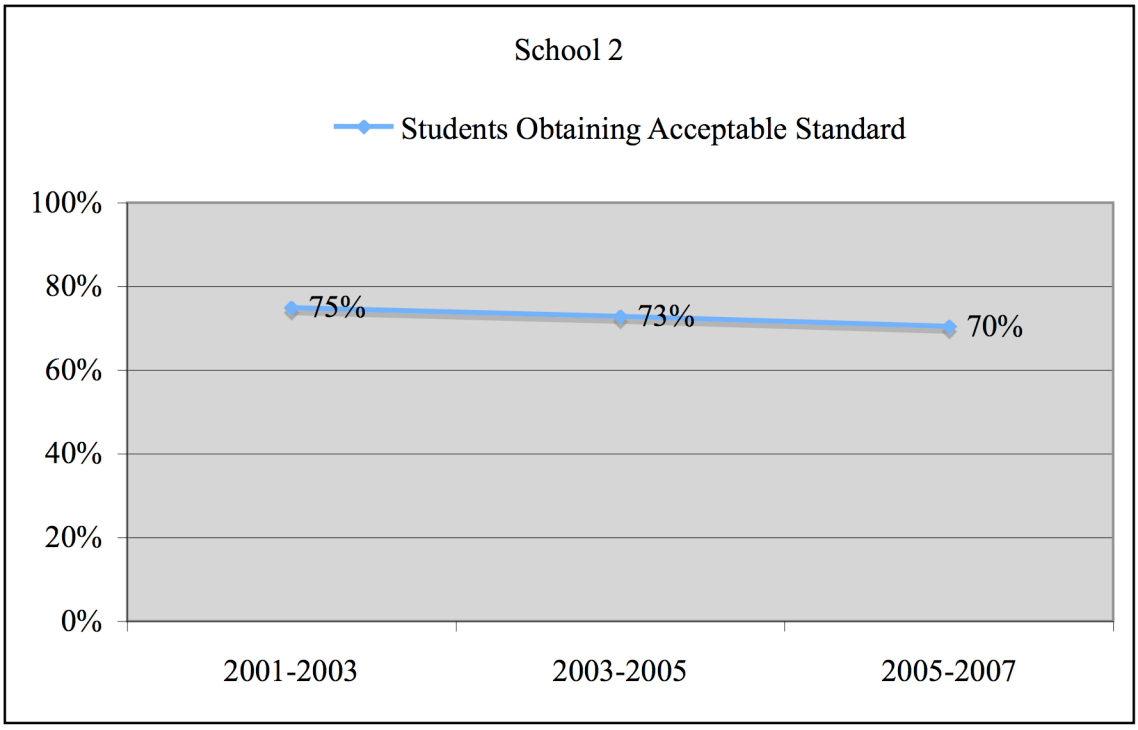

Figure 12. School 2.

School 3

School 3 is a kindergarten to eighth grade school in a community west of Calgary, Alberta. The school is very near a large First Nation's Reserve and most of the students who attend are First Nations, Métis, and Inuit. In 2003, there were about 180 students in all and approximately 160 were First Nations, Métis, and Inuit. That is 89%. In 2007, the First Nations, Métis, and Inuit student population was almost 98% (D. Anstey, personal

communication, September 20, 2007). The principal of School 3 mentioned the school has struggled with achieving more success and they hoped the First Nations, Métis, and Inuit School-Community Learning Environment Project could increase their level of achievement (D. Anstey, personal communication, March 14, 2005). The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix D; the average percentages are below.

For the two school years before the Project started, 2001-2002 and 2002-2003, School 3 had a mean of 53% of their students achieving at the acceptable level of achievement on the Provincial Achievement Tests. During the Project years, 2003-2004 and 2004-2005, they had a mean of 15% of students obtaining the acceptable standard. After the Project was over and the school did not receive the resources the Project offered, their achievement level mean was 48%. While the Project was taking place during the 2003-2004 and 2004-2005 school years some upheaval took place at School 3. There was a movement of non-Aboriginal students out of the school and that caused some demoralization. The staff and students were very upset about these events and their Provincial Achievement Test scores reflected this demoralization (D. Anstey, personal communication, March 14, 2005). This data is graphically displayed in Figure 13.

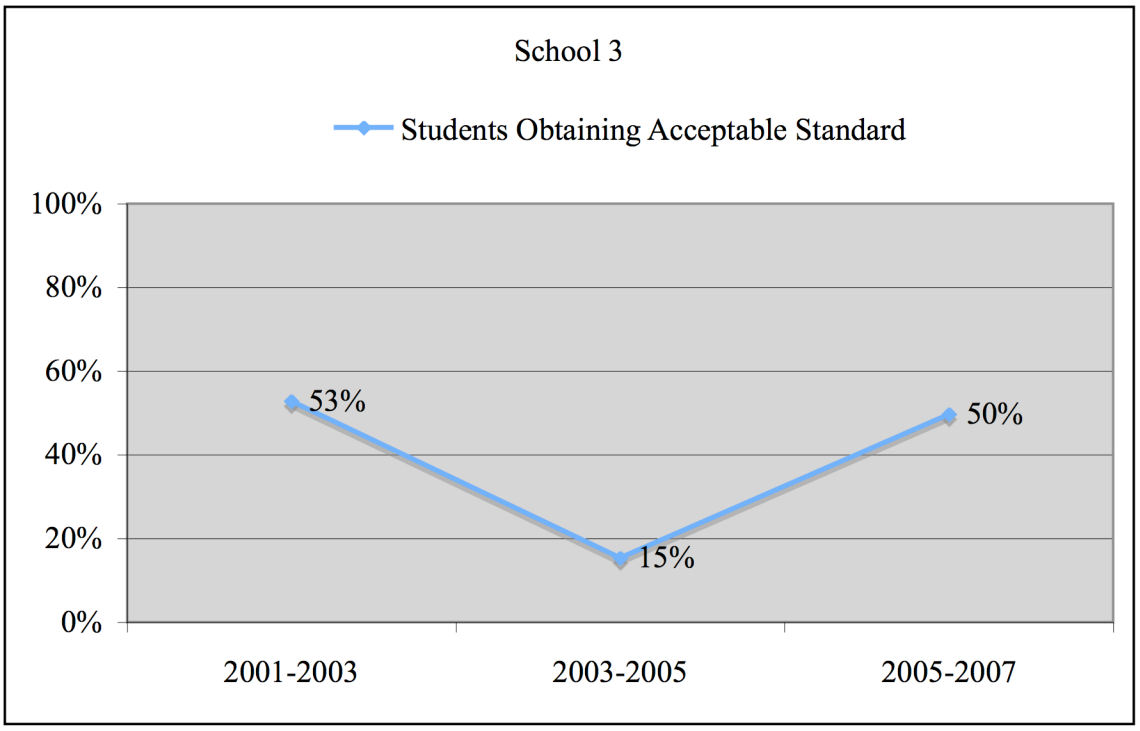

Figure 13. School 3.

School 4

School 4 is in a town in the southwestern part of Alberta. In 2003, the school had approximately 350 students and 25% of them were First Nations, Métis, and Inuit (FNMI Submission Form, 2003, copy held by author). In 2005, it was reported approximately 33% of its 350 students were First Nations, Métis, and Inuit (D. Falade, personal communication, November 22, 2005). In 2007, the population of the school and the percentage of First Nations, Métis, and Inuit students were relatively the same as 2005 (D. Pansky, personal communication, September 20, 2007). The school has from the seventh grade to the twelfth grade and thus administers the ninth grade Provincial Achievement Test. The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix E; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 4 had a mean of 66% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 72% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 62% of their students achieving at an acceptable level. The data is displayed graphically in Figure 14.

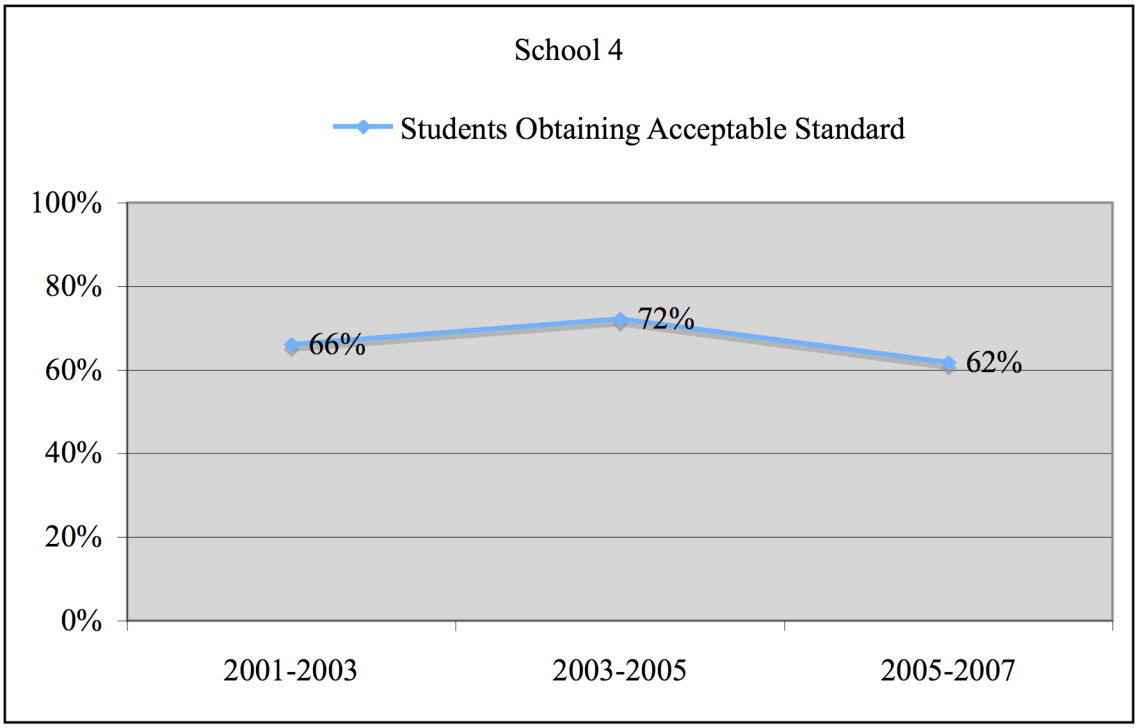

Figure 14. School 4.

School 5

School 5 is a small kindergarten to ninth grade school in a community near Slave Lake, Alberta. In 2003, all 98 students at the school were First Nations, Métis, and Inuit (FNMI Project Submission Form, 2003, copy held by author). The population of the school has stayed almost the same. In 2007, the population of the school was 94 students and 92 of them were First Nations, Métis, and Inuit (C. Courtorilli, personal

communication, September 20, 2007). The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix F; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 5 had a mean of 58% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 68% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 80% of their students achieving at an acceptable level. The data is displayed graphically in Figure 15.

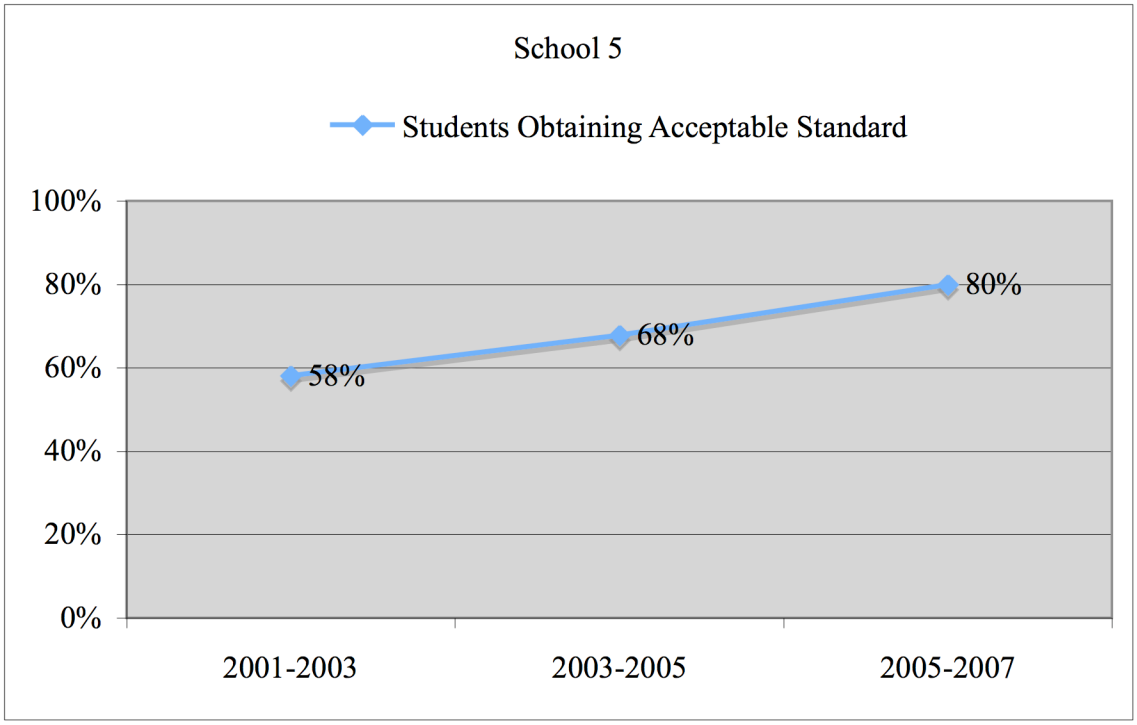

Figure 15. School 5.

School 6

School 6 is in a small village near Grande Prairie, Alberta. In 2003, there were approximately 106 students from kindergarten to the sixth grade and 55 of them (52%)

were First Nations, Métis, and Inuit (FNMI Submission Form, 2003, copy held by author). In 2007, although the population of the school had almost doubled (227), the percentage of First Nations, Métis, and Inuit students stayed relatively the same. There were 124 First Nations, Métis, and Inuit students, which is 55% (R. Morgan, personal communication, September 20, 2007). The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix G; the average percentages are below.

School 6, for the two school years before the Project started, 2001-2002 and 2002-2003, had a mean of 86% of their students achieving an acceptable level on the Provincial Achievement Tests. During the Project years, 2003-2004 and 2004-2005, they had a mean of 72% of students obtaining the acceptable standard. After the Project was over and the school did not receive the resources the Project offered, their achievement level mean was 77%. The data is displayed graphically in Figure 16.

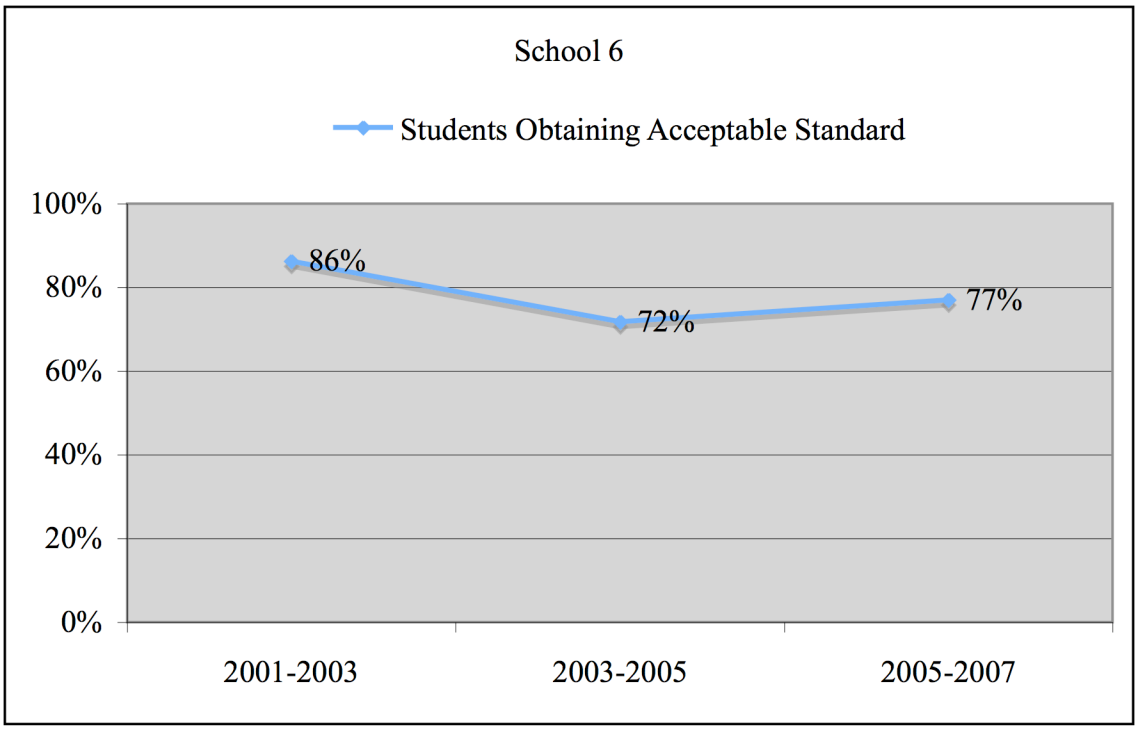

Figure 16. School 6.

School 7

School 7, which is in a community just south of Edmonton, Alberta, has approximately 100 students from kindergarten to the sixth grade. In 2003, they reported having 50% of those students as First Nations, Métis, and Inuit. In 2007, they reported their student population had fallen to 90 students, but their First Nations, Métis, and Inuit student population rose to 65% (C. Neis, personal communication, September 20, 2007). There have been some years where grades taking the Provincial Achievement Tests have had less than five students. In those cases, the government suppresses the results in order to maintain the anonymity of the students. The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix H; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 7 had a mean of 75% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 74% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 73% of their students achieving at an acceptable level. The data is displayed graphically in Figure 17.

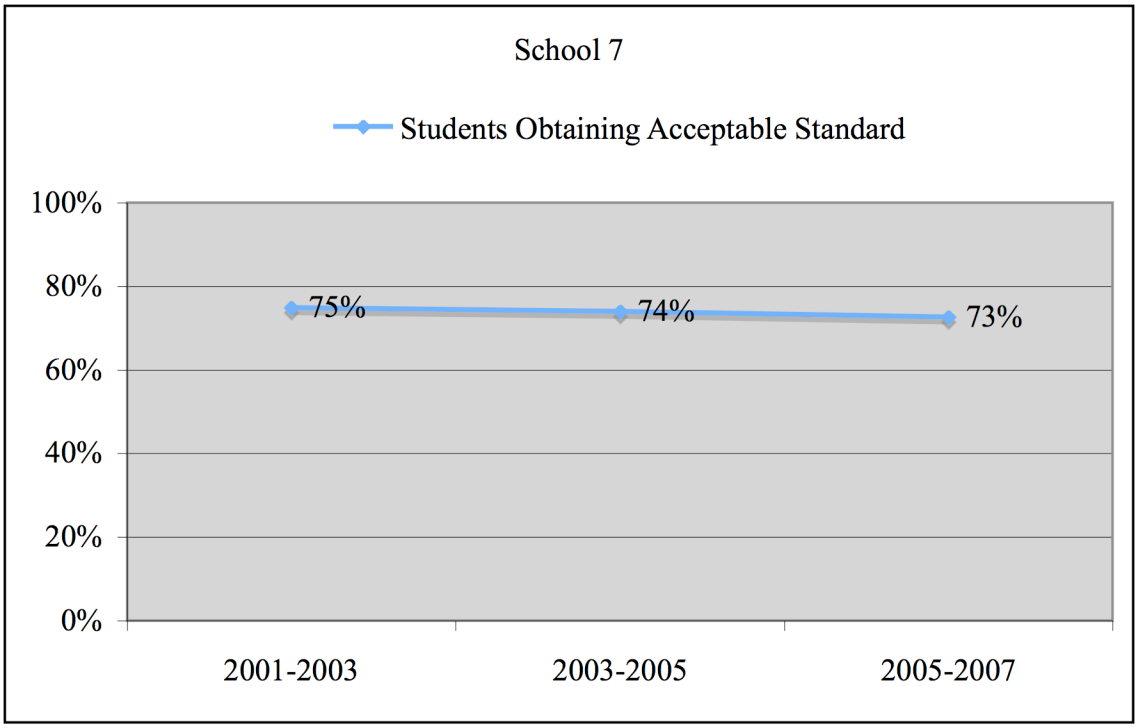

Figure 17. School 7.

School 8

School 8 is in a small village southeast of Calgary, Alberta. The school is small and sometimes does not have enough students for a particular grade level. For instance, in the 2005 –2006 school year they offered only from the second grade to eighth grade because they did not have any students attending the first or ninth grades (S. Cranston, personal communication, November 22, 2005). The percentage of First Nations, Métis,

and Inuit students varies as well. In 2003, they had 78 students and 53 of them (68%) were First Nations, Métis, and Inuit (FNMI Submission Form, 2003, copy held by author). In 2005, they had approximately 67 students and 23 (34%) were First Nations, Métis, and Inuit (S. Cranston, personal communication November 22, 2005). In 2007, they had 103 students in the school and 55 (53%) were First Nations, Métis, and Inuit (C. Deitz, personal communication, September 20, 2007). The school is so small some of their Provincial Achievement Test results are suppressed by the government because of an insufficient number of students in the classes. The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix I; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 8 had a mean of 83% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 91% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 77% of their students achieving at an acceptable level. The data is displayed graphically in Figure 18.

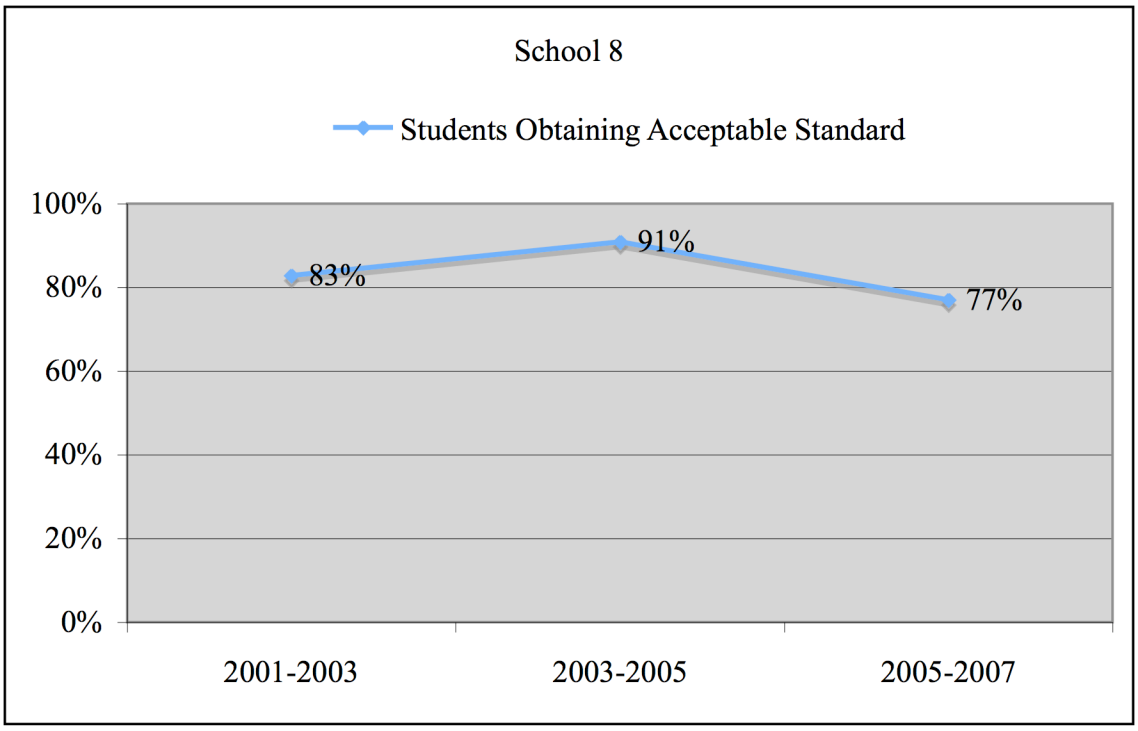

Figure 18. School 8.

School 9

School 9, which is north of Peace River, Alberta, had a student population of 215 students in 2003. There were 120 First Nations, Métis, and Inuit students which makes 56% of the total school population (FNMI Project Submission Form, 2003, copy held by author). In 2005, the principal of School 9 at the time, said the school had 220 students from kindergarten to the twelfth grade, 136 of them (62%) were First Nations, Métis, and Inuit (K. Smith, personal communication, November 22, 2005). In 2007, the school population was 205 students, and 123 of them were First Nations, Métis, and Inuit, which makes the percentage 60% (T. Gibson, personal communication, September, 17, 2007).

Furthermore, it should be noted in 2005, when the First Nations, Métis, and Inuit School-Community Learning Environment Project was completed and there were no more resources available, the principal was concerned with the first goal of the project

which called for showing an improvement on the Provincial Achievement Tests. More staff was hired for the pre-school and kindergarten classes with the resources from the Project. The principal felt what the First Nations, Métis, and Inuit students needed was more assistance in the primary grades. However, this initiative, if it showed some advantages to the students, would not show up on the Provincial Achievement Tests for another three to four years because the students that possibly benefited from this strategy would not take their first Provincial Achievement Test until they reached the third grade (K. Smith, personal communication, November 22, 2005). The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix J; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 9 had a mean of 72% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 60% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 58% of their students achieving at an acceptable level. The data is displayed graphically in Figure 19.

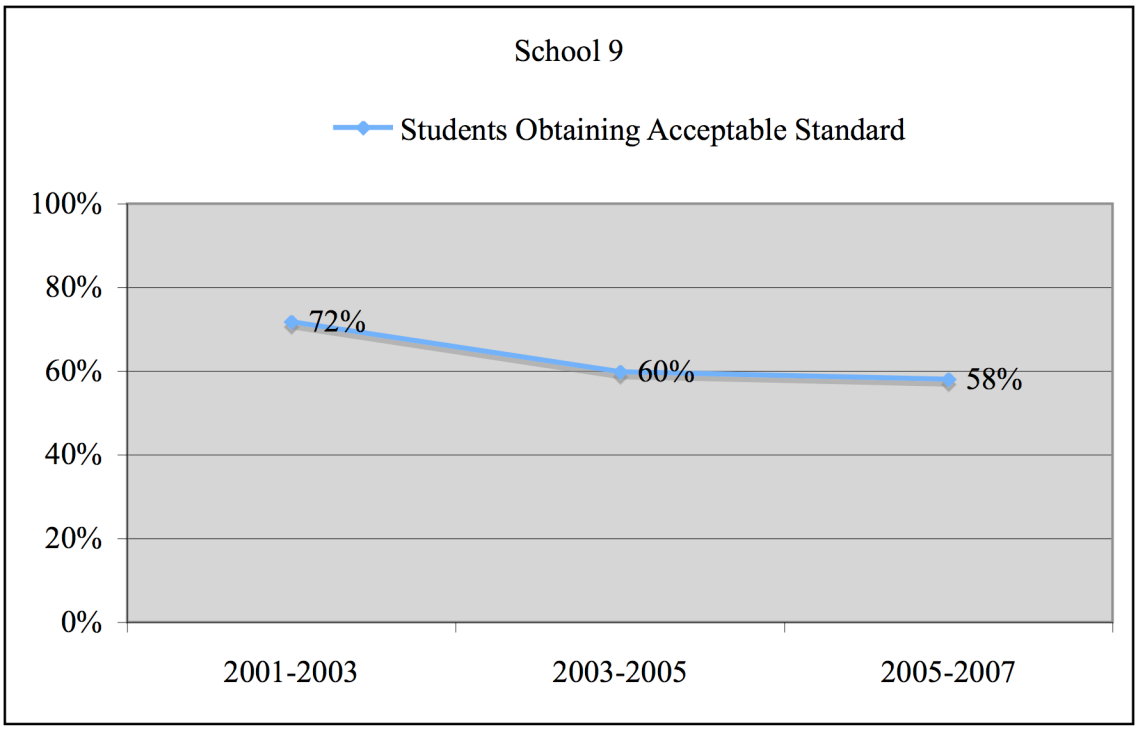

Figure 19. School 9.

School 10

In 2003, School 10, which is in the Edmonton Catholic School District, had a student population of 211, 101 of them were First Nations, Métis, and Inuit. That is 48% (FNMI Project Submission Form, 2003, copy held by author). In 2005, their school population was 260, with 131 First Nations, Métis, and Inuit students. That is 50%. In 2007, the school population rose to 303 students and the First Nations, Métis, and Inuit students population rose to 150, thus staying around the 50% mark (J. Bowman, personal communication, September 20, 2007). The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix K; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 10 had a mean of 67% of their students achieving an acceptable level of achievement on the Provincial

Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 78% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 70% of their students achieving at an acceptable level. The data is displayed graphically in Figure 20.

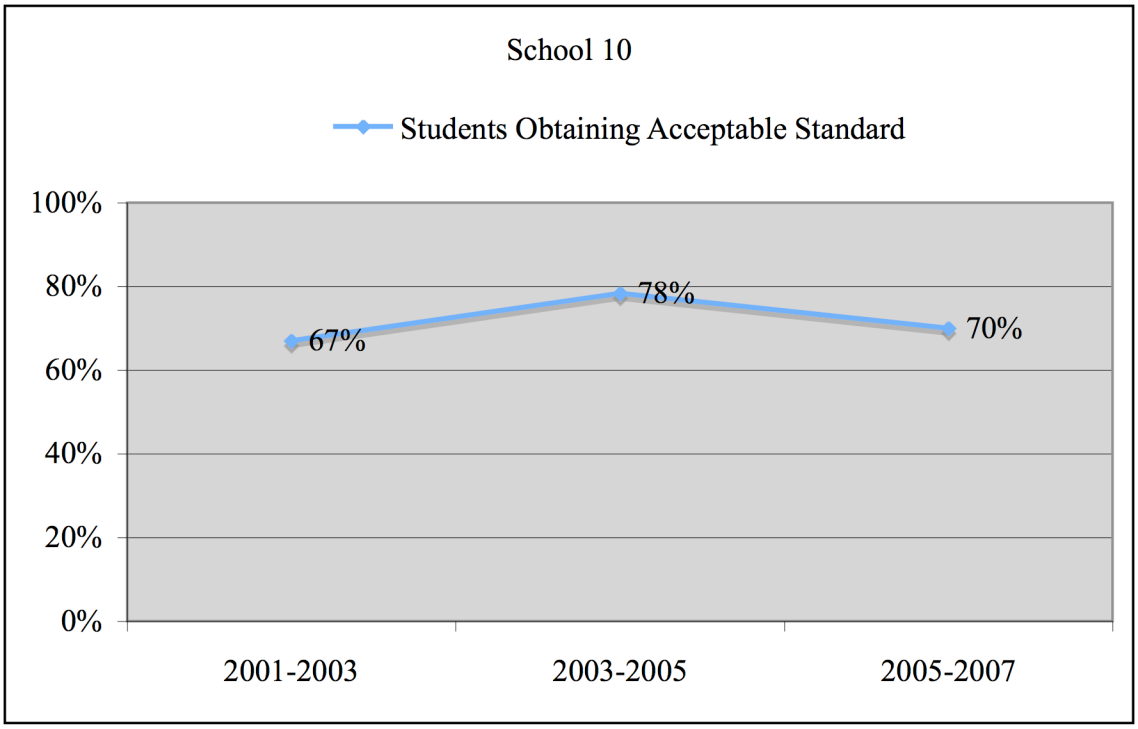

Figure 20. School 10.

School 11

School 11 is near the town of Slave Lake, which is on the shores of Lesser Slave Lake in Alberta. In 2003, the student population was 491, with 224 (46%) First Nations, Métis, and Inuit (FNMI Project Submission Form, 2003, copy held by author). In 2005, the kindergarten to twelfth grade school had a student population of 450 students of which 220, (49%) were First Nations, Métis, and Inuit. In 2007, the student population was the same as 2005, 450 students, but the number of First Nations, Métis, and Inuit students rose to 243 or (54%). The number and percentages of students obtaining the

acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix L; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 11 had a mean of 48% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 69% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 60% of their students achieving at an acceptable level. The data is displayed graphically in Figure 21.

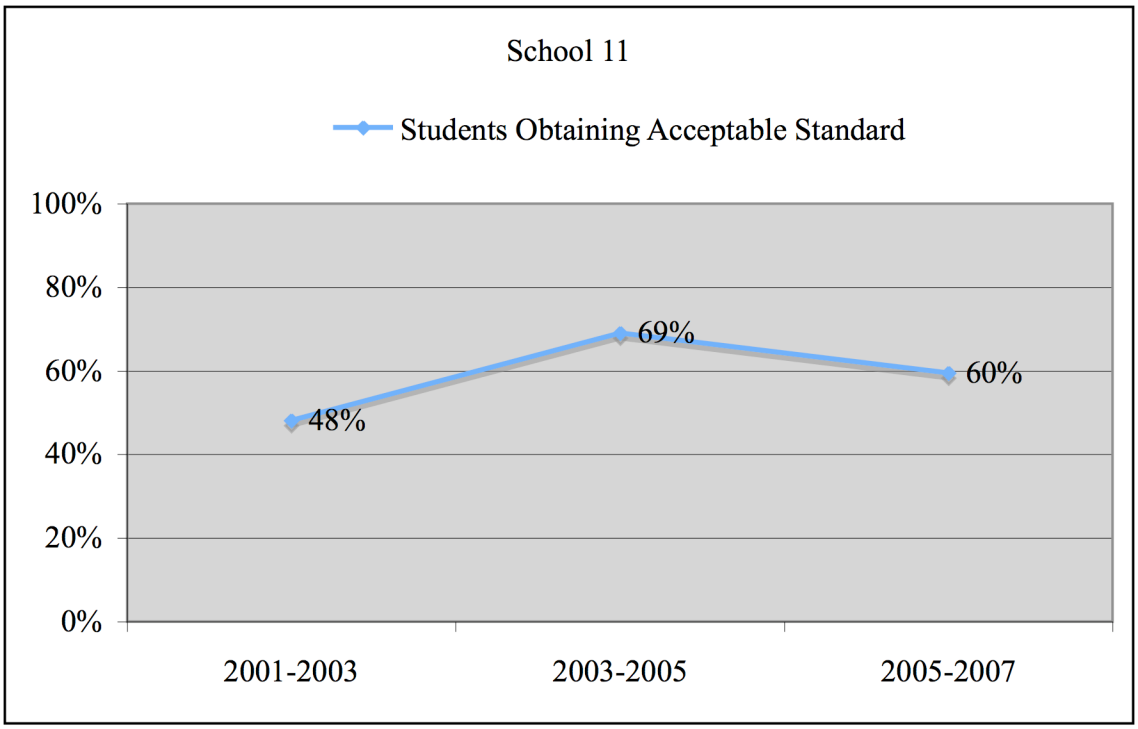

Figure 21. School 11.

School 12

School 12 is a kindergarten to twelfth grade facility in a community northeast of Edmonton, Alberta. In 2003, the student population was 305, with 101 First Nations, Métis, and Inuit students, which is 33% (FNMI Project Submission Form, 2003, copy

held by author). In 2005, the facility had 269 students in attendance and 78 of those were First Nations, Métis, and Inuit (29%). In 2007, the school had 334 students and 180 were First Nations, Métis, and Inuit (54%) (T. Wilkinson, personal communication, September 20, 2007). The number and percentages of students obtaining the acceptable standard on the Provincial Achievement Tests for each discipline are found in Appendix M; the average percentages are below.

In the years 2001-2002 and 2002-2003, before the Project, School 12 had a mean of 70% of their students achieving an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had a mean of 65% of their students achieving at the acceptable standard. In the years 2005-2006 and 2006-2007, the school had 66% of their students achieving at an acceptable level. The data is displayed graphically in Figure 22.

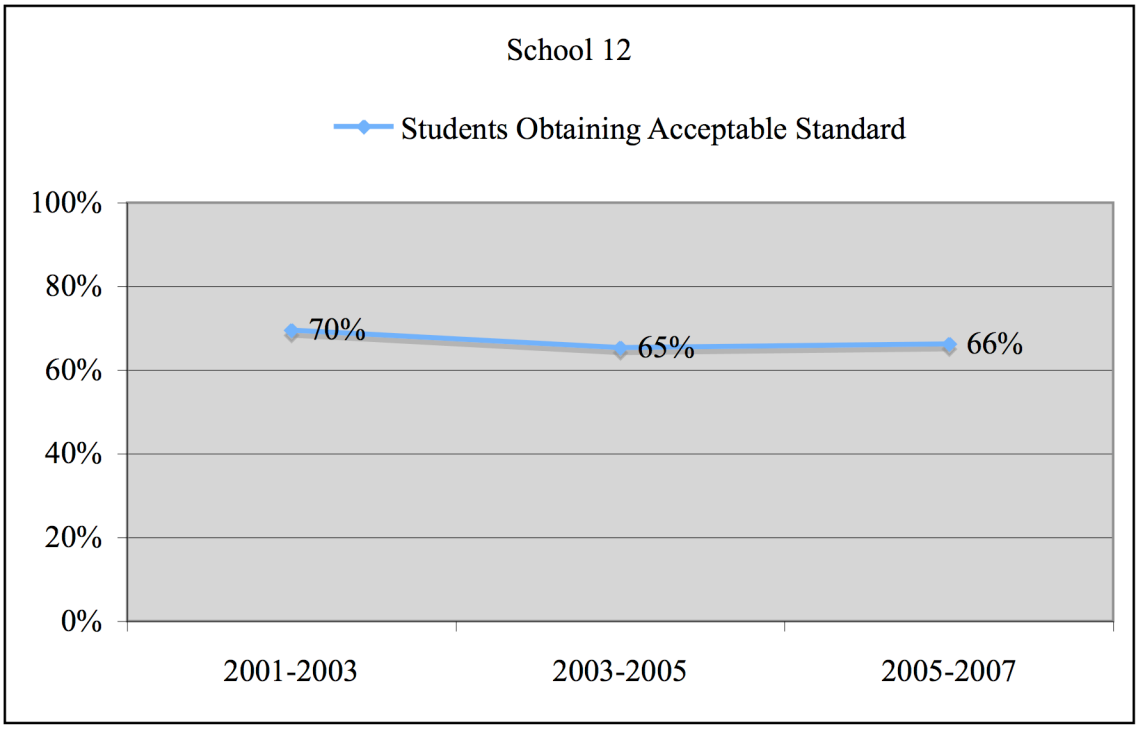

Figure 22. School 12.

Schools Not In The Project

One of the ways to test whether the First Nations, Métis, and Inuit School-Community Learning Environment Project raised the achievement level on the Provincial Achievement Tests in the schools that took part in the Project is to compare them to a similar control group that did not receive the funding or other resources that the Project schools received. The 12 schools that have been selected for this comparison are schools that are similar in size and socio-economic conditions as the schools that were in the First Nations, Métis, and Inuit School-Community Learning Environment Project.

Demographics of Schools

The 12 schools not part of the Project that were chosen to compare to the 12 schools in the Project are similar in the size of community, the number of students in the schools, and the percentage of First Nations, Métis, and Inuit students they had in their schools. The community sizes taken as a whole from schools that were part of the Project was approximately 818,808 (Statistics Canada, 2001b). The community sizes taken as a whole from schools that were not part of the Project was approximately 828,591 (Statistics Canada, 2001b). The total student population of the schools that were part of the Project was 3,016. The total student population of the schools that were not part of the Project was 3,372. The percentage of First Nations, Métis, and Inuit students within schools of the Project was 65%. The percentage of First Nations, Métis, and Inuit students within schools that were not part of the Project was 63%. As can be seen, the schools that were not part of the Project chosen to compare to schools that were in the Project are quite similar.

Socio-Economic Comparisons

One of the contingencies that the researcher wanted to take into account in choosing the 12 schools not part of the Project to compare with the 12 schools from the Project was to ensure the communities had similar socio-economic conditions. In the 2001 Canadian Census, a question on the survey was the amount of income a household was receiving per year (Statistics Canada, 2001b). Using that data, and looking at the median and mean income for all of the communities involved in the study was a large factor in choosing what schools were chosen for the comparison.

The median income per year for people 15 years and older that lived in communities that had schools that were part of the First Nations, Métis, and Inuit School-Community Learning Environment Project was $19,394.50 (Statistics Canada, 2001b). The median income per year for people 15 years and older that lived in communities that had schools which were not part of the Project, was $19,984.43 (Statistics Canada, 2001b).

The mean income per year for people that lived in communities that had schools that were part of the First Nations, Métis, and Inuit School-Community Learning Environment Project was $26,511.00 (Statistics Canada, 2001b). The mean income per year for people that lived in communities that had schools that were not part of the Project, was $27,120.17 (Statistics Canada, 2001b). Thus, the two comparison groups are similar in their socio-economic conditions. The median and mean income for the people in all of the communities is found in Appendix A.

In addition, it is interesting to note that the Alberta median income is $23,025.00, $3,630.50 above the median income of the communities where the schools taking part in

the Project are, and $3,040.57 above the median income of communities where the schools being compared are. Also, the average income of all Albertans is $32,603.00. That is approximately a 19% difference between the schools and their communities that are part of the Project and the ones being compared. Therefore, the schools that were chosen to compare with the schools that were part of the First Nations, Métis, and Inuit School-Community Learning Environment Project are very similar in size of community, percentage of First Nations, Métis, and Inuit students, and socio-economic backgrounds. The following is additional information about each of the schools not part of the Project that were chosen for this comparison as well as the Provincial Achievement Tests results.

School 13

School 13 is in the same town as School 1. School 13 goes from the seventh grade to the twelfth. They are of similar size and First Nations, Métis, and Inuit percentage as School 1, which is usually around 90%. The size of the school and the percentage of the First Nations, Métis, and Inuit students have been consistent for over the past six years (K. Gerlinsky, personal communication, September 20, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix N.

School 14

School 14 is a school that is in a hamlet northeast of Edmonton, Alberta. The school is a Métis School so all of the students are First Nations, Métis, or Inuit and has been this way for many years. Even though it is a Métis Band School, it is administered by the Northern Lights School Division (K. Jensen, personal communication, July 9, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix O.

School 15

School 15 is in a community just east of Calgary, Alberta. The school is a kindergarten through twelfth grade facility and approximately 52% of the students are First Nations, Métis, and Inuit. The percentages and school population have been very consistent for the last six years (E. Holt, personal communication, April 17, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix P.

School 16

School 16 is in the same town as School 11, which participated in the First Nations, Métis, and Inuit School-Community Learning Environment Project. Thus the socio-economic situation of the students in both schools is similar. The size of School 16 is 480 students, with 165 of them First Nations, Métis, and Inuit or 34%. That percentage of First Nations, Métis, and Inuit students has been similar for over six years (M. Snedden, personal communication, September 13, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix Q.

School 17

School 17 is a kindergarten through the sixth grade inner-city Edmonton school and about 55% of the students are First Nations, Métis, and Inuit and has been approximately like this for the last six years (I. Tenkate, personal communication, April 11, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix R.

School 18

School 18 is in a First Nations, Métis, and Inuit community southeast of Peace River, Alberta. The community is approximately 1,200 people (Alberta First, 2008). 100% of the over 200 students are First Nations, Métis, or Inuit (R. Macdonald, personal communication, September 20, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix S.

School 19

School 19 is a kindergarten through the sixth grade facility east of Grande Prairie, Alberta. The community has a little less than 3000 people, but the rural area surrounding the town is quite large. There are seven First Nations and Métis reserves near the community and School 19 has had approximately 60% of their student body as First Nations, Métis, and Inuit for over six years. The total school population is consistently around 400 students (B. Strangeland, personal communication, April 18, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix T.

School 20

School 20 is in the same town and the same school district as School 6. Thus, comparing the two schools is appropriate, because the students come from approximately the same socio-economic background. The school population (300) and the percentage of First Nations, Métis, and Inuit students (33%) have stayed relatively the same for over the past six years (D. Speager, personal communication, September 20, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix U.

School 21

School 21 is in a First Nations and Métis settlement northeast of Edmonton. The school is one of the largest First Nations and Métis towns in Alberta and has more than 2000 people. School 21 has students from the sixth grade through to the twelfth grade. There are almost 500 students who attend, and virtually all of them are First Nations, Métis, or Inuit. The makeup of the school has been the same for many years (L. Gillespie, personal communication, July 9, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix V.

School 22

School 22 is in a community southeast of Edmonton, Alberta. The school has a total population of about 105 students and about 33% of them are First Nations, Métis, and Inuit students. The population of the school and the percentage of First Nations, Métis, and Inuit students has been the same for over six years (S. Knull, personal communication, July 10, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix W.

School 23

School 23 is in a community southeast of Edmonton, Alberta. The school has a student population of approximately 300 students and 60% of them are First Nations, Métis, and Inuit. This composition has been quite similar for the past six years (K. Jensen, personal communication, July 9, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix X.

School 24

School 24 is in a community in southwestern Alberta. It is a kindergarten through twelfth grade facility. The school is near a First Nation's Reservation and has approximately 25% First Nations, Métis, and Inuit students who attend. In 2007, the school population was 245 students and 61 were First Nations, Métis, and Inuit (J. Cranston, personal communication, May 13, 2007). The number and percentages of students who obtained the acceptable standard are found in Appendix Y.

Comparing the Strategies

The 12 schools in the Project decided through separate consultation processes their own strategies on what they felt would work best for their community to fulfill the goals of the First Nations, Métis, and Inuit School-Community Learning Environment Project. These strategies are categorized into four main areas of focus:

1. First Nations, Métis, and Inuit parent and community engagement
2. First Nations, Métis, and Inuit cultural and language infusion into curriculum
3. Professional development for staff
4. Individual student supports

Most schools did not focus on just one strategy but tried a combination of the four approaches, yet their emphasis was directed at one or two of the strategies.

First Nations, Métis, and Inuit Parent and Community Engagement

There were six schools (Schools 3, 4, 5, 6, 9, and 12) that sought to increase the First Nations, Métis, and Inuit parent and community engagement at the facility. The percentage of the students who obtained the acceptable standard on the Provincial Achievement Tests for 2001-2002 and 2002-2003 was 68%. The percentage for 2003-

2004 and 2004-2005 was 61%. The mean for 2005-2006 and 2006-2007 was 65%. This group showed a decline in the percentage of students who obtained the acceptable standard on the Provincial Achievement Tests during the years the Project was going on and after the Project was finished. Figure 23 shows a graphic display of the results.

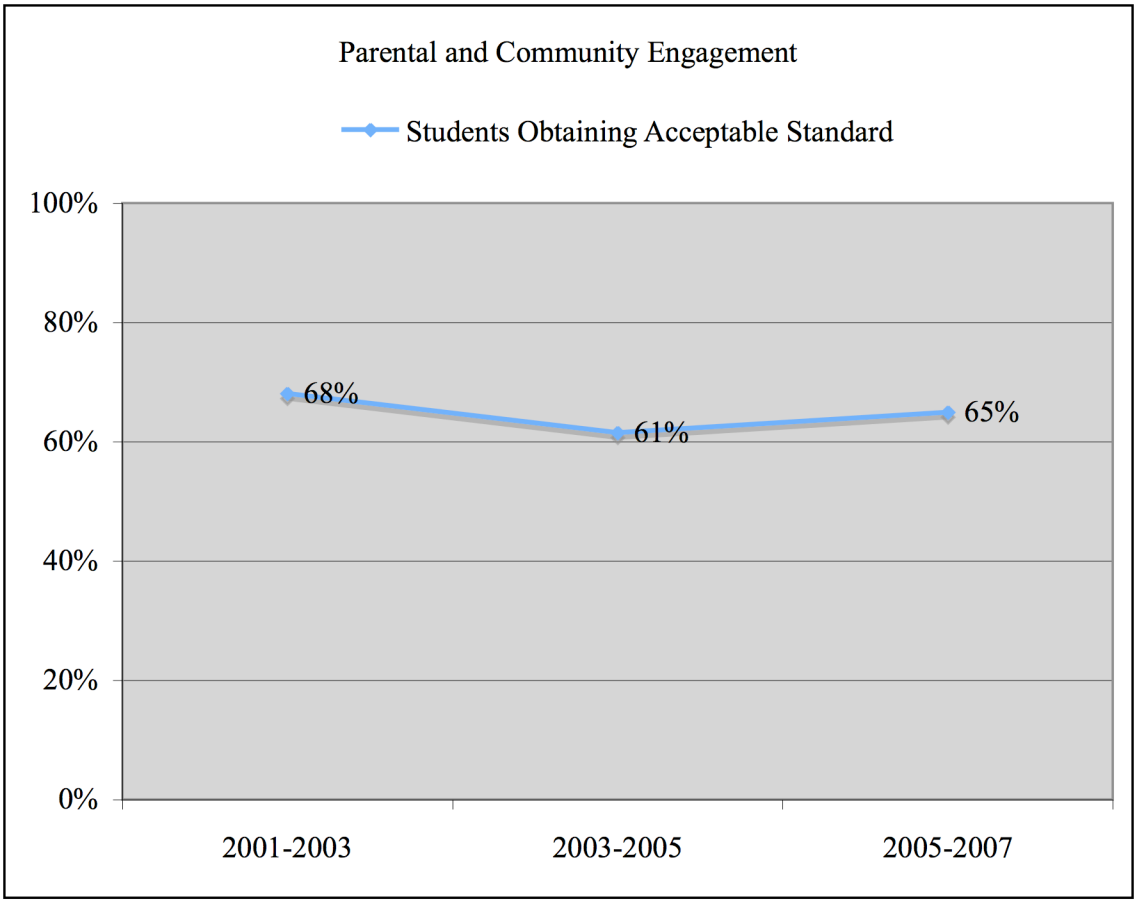

Figure 23. Parent and community engagement.

First Nations, Métis, and Inuit Cultural and Language Infusion into Curriculum

There were five schools (Schools 1, 4, 7, 10, and 11) that decided to put more First Nations, Métis, and Inuit cultural and language into their curriculum. The percentage of students obtaining the acceptable standard for 2001-2002 and 2002-2003 was 56%. The percentage for 2003-2004 and 2004-2005 was 71%. The percentage for

2005-2006 and 2006-2007 was 60%. This group showed an increase of 15% in the percentage of students who obtained the acceptable standard on the Provincial Achievement Tests during the years the Project was going on, but a slight increase (4%) after the Project was over. The results are shown graphically in Figure 24.

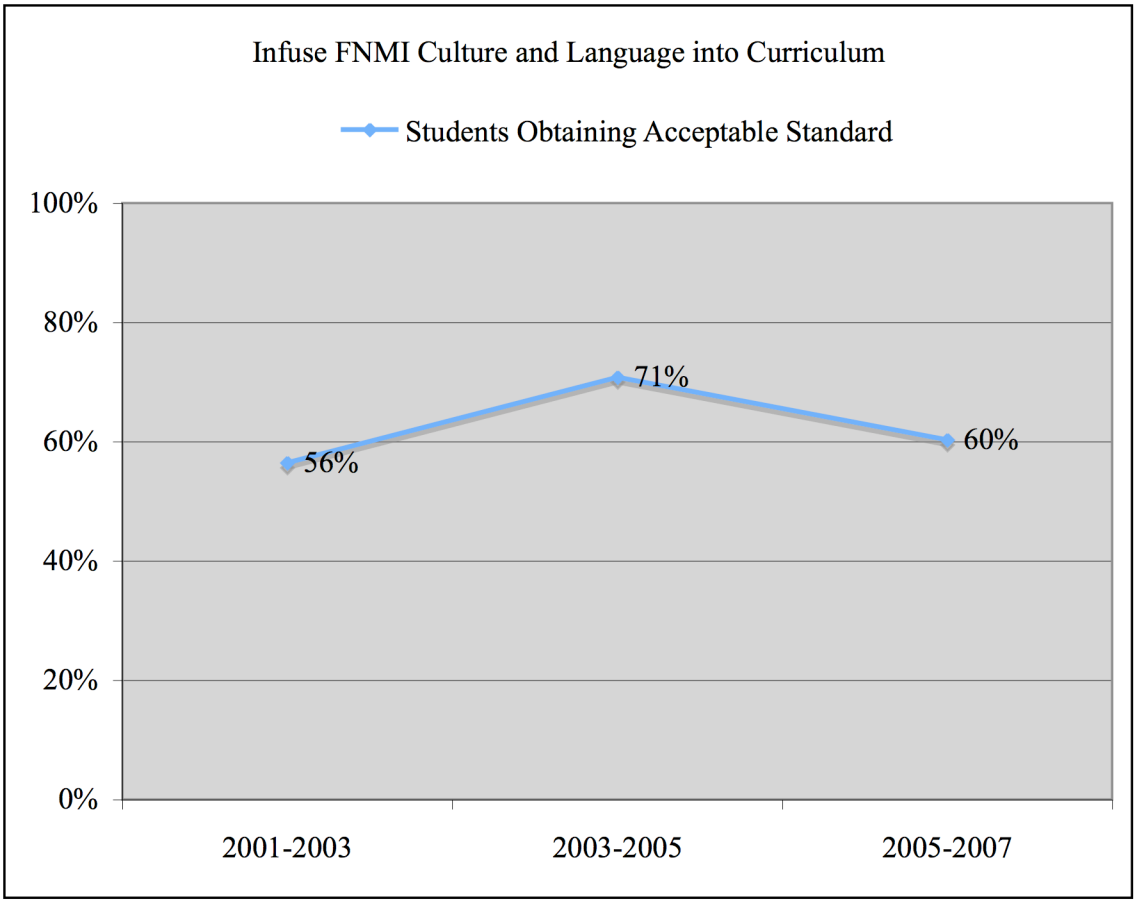

Figure 24. Cultural and language infusion into curriculum.

Professional Development for Staff

There were six schools (Schools 2, 7, 8, 10, 11, 12) that focused on professional development for staff. The percentage of students obtaining the acceptable standard for 2001-2002 and 2002-2003 was 68%. The mean for 2003-2004 and 2004-2005 was 72%. The mean for 2005-2006 and 2006-2007 was 68%. This group showed a marginal

increase of 4% in the percentage of students who obtained the acceptable standard on the Provincial Achievement Tests during the years the Project was going on. There was no difference in percentages from before and after the Project was over. Figure 25 shows those results.

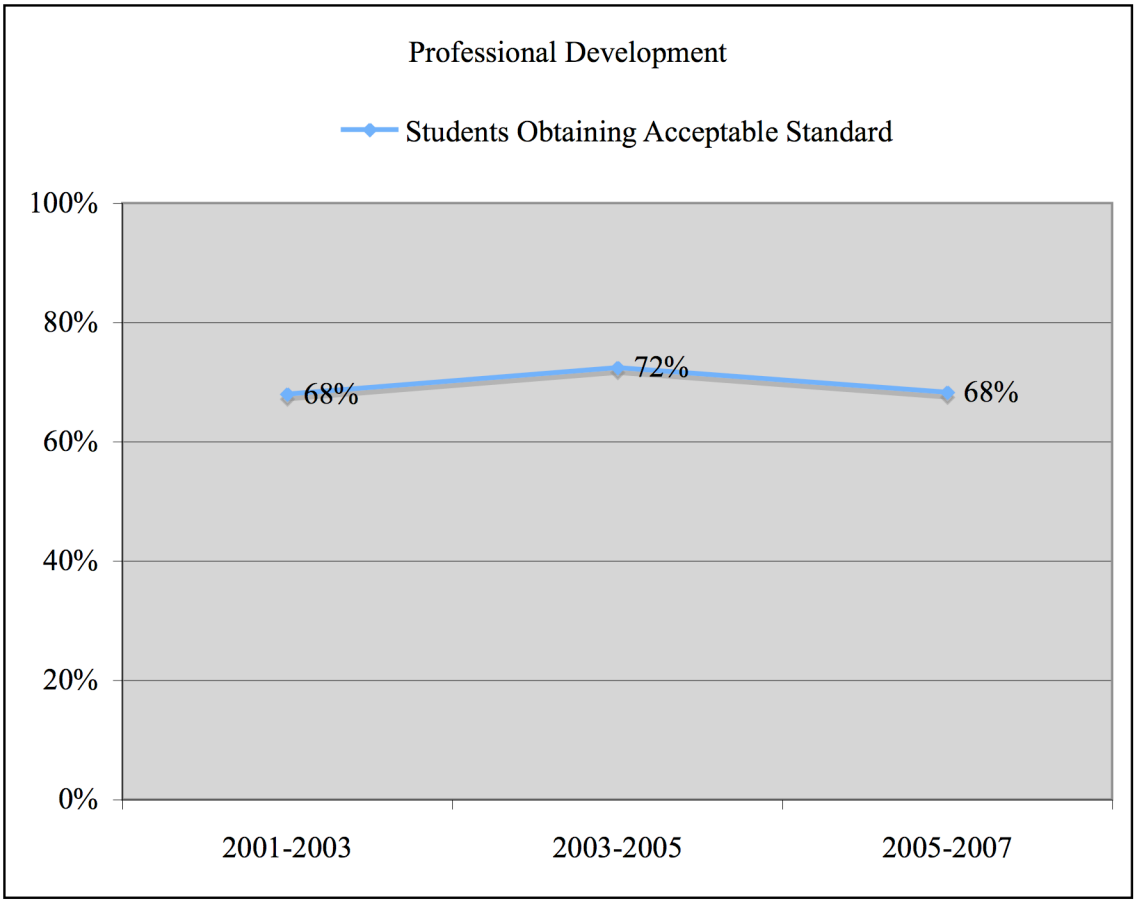

Figure 25. Professional development.

Individual Student Supports

There were four schools (Schools 1, 3, 5, and 6) that directed their efforts to individual student supports. Their mean for 2001-2002 and 2002-2003 was 57%. The mean for 2003-2004 and 2004-2005 was 57%. The mean for 2005-2006 and 2006-2007 was 61%. This group showed no change in the percentage of students who obtained the acceptable

standard on the Provincial Achievement Tests during the years the Project was going on. They showed an overall increase of 4% after the Project was over. These results are graphically displayed in Figure 26.

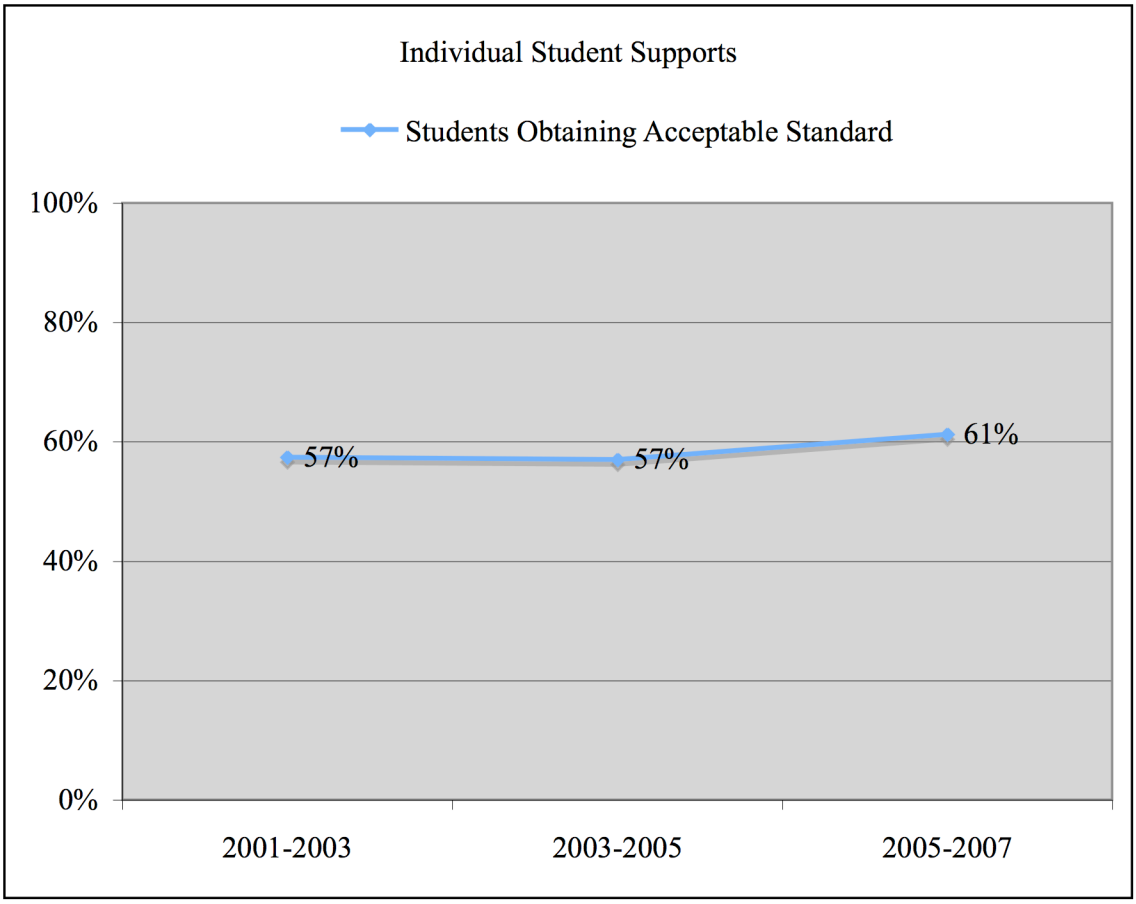

Figure 26. Individual student supports.

Strategy Comparison

As stated before, most schools did not focus on just one strategy but tried a combination of the four approaches. There were six schools (Schools 3, 4, 5, 6, 9, and 12) that decided to focus on more First Nations, Métis, and Inuit parent and community engagement. There were five schools (Schools 1, 4, 7, 10, and 11) that decided to put more First Nations, Métis, and Inuit cultural and language into their curriculum. There

were six schools (Schools 2, 7, 8, 10, 11, and 12) that wanted to focus on professional development for staff. There were four schools (Schools 1, 3, 5, and 6) that decided to direct their efforts to individual student supports. The combined percentages of students obtaining the acceptable level of achievement in the schools grouped together according to the strategies they focused on are in Table 6. The results are graphically displayed in Figure 27 .

Table 6. Strategy Comparison

Strategy	01-02 / 02-03 mean	03-04 / 04-05 mean	05-06 / 06-07 mean
Community Engagement	68%	61%	65%
FNMI Culture and Language in Curriculum	56%	71%	60%
Professional Development	68%	72%	68%
Individual student supports	57%	57%	61%

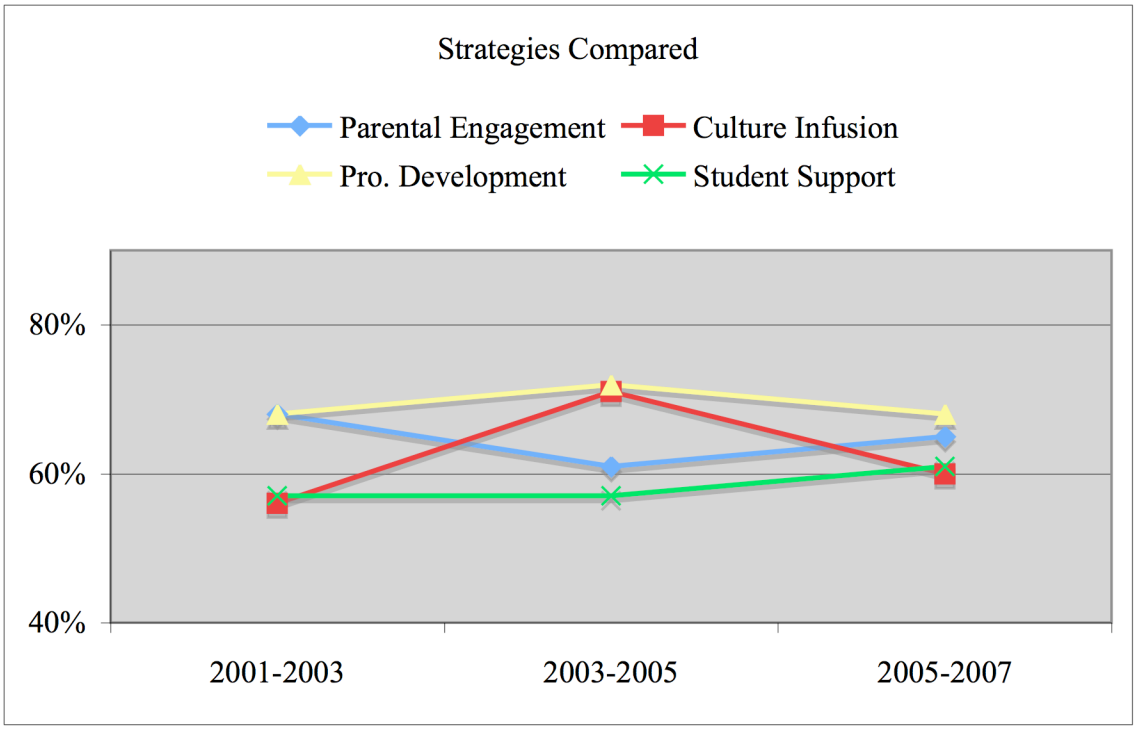

Figure 27. Strategy comparison.

CHAPTER FIVE

CONCLUSION

The First Nations, Métis, and Inuit School-Community Learning Environment Project was an attempt by the Aboriginal Branch of Alberta Education to improve the academic success of the First Nations, Métis, and Inuit students in the province of Alberta. The Project was unique in that it gave a large amount of funding and resources to individual schools and then those schools, through consultations with the school community, decided where to focus the resources in order to best reach the goal of academic success. The Aboriginal Branch decided the primary way to determine whether a school reached this goal was to utilize Provincial Achievement Tests results.

Individual School Results

This study analyzed the Provincial Achievement Test results from 12 of the schools chosen by the Aboriginal Branch to participate in the study. The percentage of students obtaining the acceptable standard from two years before the Project began, 2001-2001 and 2002-2003, two years while the Project was on, 2003-2004 and 2004-2005, and two years after the Project was completed, 2005-2006 and 2006-2007 have been analyzed. This analysis was done for each school.

School 1

In the years 2001-2002 and 2002-2003, before the Project, School 1 had 48% of their students obtain an acceptable level of achievement on the Provincial Achievement Tests. In the years 2003-2004 and 2004-2005, during the Project, the school had 66% of their students obtain an acceptable standard. That is an 18% increase. In the years 2005-

2006 and 2006-2007, the school had 51% of their students achieving at an acceptable level. That is a drop of 16%.

Although the increase in the acceptable standard of achievement while the Project was taking place in School 1 cannot be solely accounted for by participation in the First Nations, Métis, and Inuit School-Community Learning Environment Project, it is interesting to note the percentage of First Nations, Métis, and Inuit students at School 1 did not greatly fluctuate. When the Project was not taking place, the percentage of students obtaining the acceptable standard went down almost to the pre-Project level. The First Nations, Métis, and Inuit School-Community Learning Environment Project may have had a positive effect on student achievement at School 1.

School 2

Like all schools in the First Nations, Métis, and Inuit School-Community Learning Environment Project, School 2 was given $75,000.00 to spend on anything the school community felt would help improve the academic success of their First Nations, Métis, and Inuit students. The school was only able to think of ways to spend approximately $12,000.00. The principal did not want to hire any new people with the money because he knew it would be not sustainable. (G. Raab, personal communication, November 22, 2005).

The results at this school showed a slight drop in the percentage of students obtaining an acceptable level of achievement from 2001 through 2007. This may be because the resources available were not used to their fullest extent and could be the reason the school did not show positive results from participation in the First Nations, Métis, and Inuit School-Community Learning Environment Project. Their percentages for

selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 75%. For 2003-2004 and 2004-2005 it was 73%, and for 2005-200 and 2006-2007 it was 70%.

School 3

School 3 showed a decline of 38% in the percentage of students obtaining the acceptable standard on the Provincial Achievement Tests the two years before the Project started compared to the two years during the Project. The principal of School 3 for the years that covered this study explained the reason for the drop in the percentage of students achieving at the acceptable level during the years the Project was because in 2003, nearly all of the non - First Nations, Métis, and Inuit parents pulled their children out of the school and sent them to other schools in the area. The morale of the staff and students was greatly affected and it took them a few years to recover (D. Anstey, personal communication, March 14, 2005). The percentage of the students obtaining the acceptable standard on the Provincial Achievement Tests for the two years following the completion of the Project showed the school had rebounded back to almost the percentage of the years from before the Project began. Their percentages for selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 53%. For 2003-2004 and 2004-2005 it was 15%, and for 2005-200 and 2006-2007 it was 50%.

School 4

The results of this school showed a slight rise (6%) in students obtaining the acceptable level of achievement on the Provincial Achievement Tests during the years the Project was being carried out. But after the Project was completed they dropped below the level they were at before the Project had started. So again, the Project may have had a slight positive effect on the achievement level of the students at this school. Their

percentages for selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 66%. For 2003-2004 and 2004-2005 it was 72%, and for 2005-200 and 2006-2007 it was 62%.

School 5

The results of this school showed good success in increasing the percentage of students obtaining the acceptable level of achievement on the Provincial Achievement Tests. There was a 10% increase in the percentage of students between the two years before the Project started and the two years while the Project was taking place. Then the school continued with their increase by posting a 12% increase compared to the two years while the Project was on and the two years after the Project was completed. This considerable increase may not all be due to the First Nations, Métis, and Inuit School-Community Learning Environment Project, but there may have been an effect.

It should be noted the jurisdiction where School 5 is located, placed such a high priority on academic achievement on the Provincial Achievement Tests that a few years before the Project began, they hired a person whose purpose was to assist teachers with the Provincial Achievement Tests (C. Jenkins, personal communication, March 7, 2005). This person was not part of the First Nations, Métis, and Inuit School-Community Learning Environment Project. Their percentages for selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 58%. For 2003-2004 and 2004-2005 it was 68%, and for 2005-200 and 2006-2007 it was 80%.

School 6

The results of this school showed a decrease in the number of students obtaining the acceptable standard on the Provincial Achievement Test for all of the years during the

Project and after the Project was over compared to the two years preceding the Project. The years during the Project showed a decline of 14%. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 86%. For 2003-2004 and 2004-2005 it was 72%, and for 2005-200 and 2006-2007 it was 77%.

School 7

The percentage of students obtaining the acceptable standard on the Provincial Achievement Tests of this school showed almost no effect for the six years this study has looked at. There was only a one percent drop for each of the combined percentages for the years in question. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 75%. For 2003-2004 and 2004-2005 it was 74%, and for 2005-200 and 2006-2007 it was 73%.

School 8

The results of this school showed an increase in the number of students obtaining the acceptable standard on the Provincial Achievement Test for all of the years during the Project but a decrease after the Project was over, compared to the two years preceding the Project. The years during the Project showed an 8%. School 8's student population dropped during the years the Project was on, and the percentage of First Nations, Métis, and Inuit students fluctuated as well (C. Deitz, personal communication, September 20, 2007). This could be one of the reasons why there was a drop in the percentage of students obtaining the acceptable standard on the Provincial Achievement Tests. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 83%. For 2003-2004 and 2004-2005 it was 91%, and for 2005-200 and 2006-2007 it was 77%.

School 9

The results for this school showed a decrease in the number of students obtaining the acceptable standard on the Provincial Achievement Test for all of the years during the Project and after the Project was over compared to the two years preceding the Project. The years during the Project showed a decline of 12% and then dropped further, another 2%, for the years after the Project was over. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 72%. For 2003-2004 and 2004-2005 it was 60%, and for 2005-200 and 2006-2007 it was 58%.

School 10

The results of this school showed an increase in the acceptable level of achievement of 11% between the two years before the Project was started and the two years during the Project. After that, the level of achievement decreased to almost the pre-Project level of achievement. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 67%. For 2003-2004 and 2004-2005 it was 78%, and for 2005-200 and 2006-2007 it was 70%.

School 11

The results of this school showed an increase (21%) in the percentage of students obtaining an acceptable level of achievement on the Provincial Achievement Tests from the two years before the Project started and the two years during the Project. After the Project was completed they still showed an increase (12%) compared to the pre-Project data to the two years after the Project was completed. There may have been many things that affected these results other than the First Nations, Métis, and Inuit School-Community Learning Environment Project, but the Project could have been a factor in

these increases. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 48%. For 2003-2004 and 2004-2005 it was 769%, and for 2005-200 and 2006-2007 it was 60%.

School 12

The results of this school showed a decrease in the number of students obtaining the acceptable standard on the Provincial Achievement Test for the years during the Project and a slight increase after the Project was over compared to the two years preceding the Project. Their percentages for the selected years are as follows. For the school years 2001-2002 and 2002-2003 it was 70%. For 2003-2004 and 2004-2005 it was 65%, and for 2005-200 and 2006-2007 it was 66%.

Summary of Comparing Percentages for Schools in the Project

Seven of the 12 schools in the Project (Schools 2, 3, 4, 6, 7, 9, and 12) showed a no change, an insignificant increase or a decrease in the percentage of students obtaining the acceptable level on the Provincial Achievement Tests. There were five schools that showed an increase (Schools 1, 5, 6, 10, and 11) in the number of students obtaining the acceptable level on the Provincial Achievement Tests. As these results show, there was not a consistent level of achievement shown from the students in all of the schools in the First Nations, Métis, and Inuit School-Community Learning Environment Project. Thus, the general effectiveness of the Project in raising the achievement level of schools selected, which was the primary goal of the Project as stated by the Aboriginal Branch of Alberta Education, when measured by Provincial Achievement Tests showed a lack of effectiveness on a consistent level. There was specific improvement in some schools, but taken as a whole, the Project showed small academic improvement.

Schools With Lasting Improvement

If the results are looked at for overall improvement in the percentage of students who obtained the acceptable standard on the Provincial Achievement Tests, from two years before the Project started to the two years after the Project ended, the results would look like this. School 5 and School 11, had the best overall improvement with an increase of 22% and 12% respectively. These were the only two schools that showed an increase above the *a priori* level of 5%. On the other hand, there were four schools (Schools 2, 6, 8, and 9) that showed a decline of more than 5% from the two years before the Project started compared to the two years after it was ended.

Comparison of the Two Groups of Schools

Twelve schools were chosen by a purposeful quota sample to compare with the 12 schools from the First Nations, Métis, and Inuit School-Community Learning Environment Project. The 12 schools were chosen because their socio-economic background and percentage of First Nations, Métis, and Inuit students were similar to the 12 schools participating in the project.

Analysis of Results

During the school years 2001-2002 and 2002-2003 (previous to the Project) the 12 schools in the Project had a percentage of 65% of students who obtained the acceptable standard on the Provincial Achievement Tests. The 12 schools not involved with the Project for the same years had a percentage of 66%. That is a difference of 1%.

During the school years 2003-2004 and 2004-2005 (during the Project) the 12 schools in the Project had a percentage of 68% of students who obtained the acceptable

standard on the Provincial Achievement Tests. The 12 schools not involved with the Project for the same years had the same percentage of 68%.

During the school years 2005-2006 and 2006-2007 (after the Project) the 12 schools in the Project had a percentage of 66% of students who obtained the acceptable standard on the Provincial Achievement Tests. The 12 schools not involved with the Project for the same years had a percentage of 61% resulting in only a slight difference in percentage. These results are graphically shown in Figure 28.

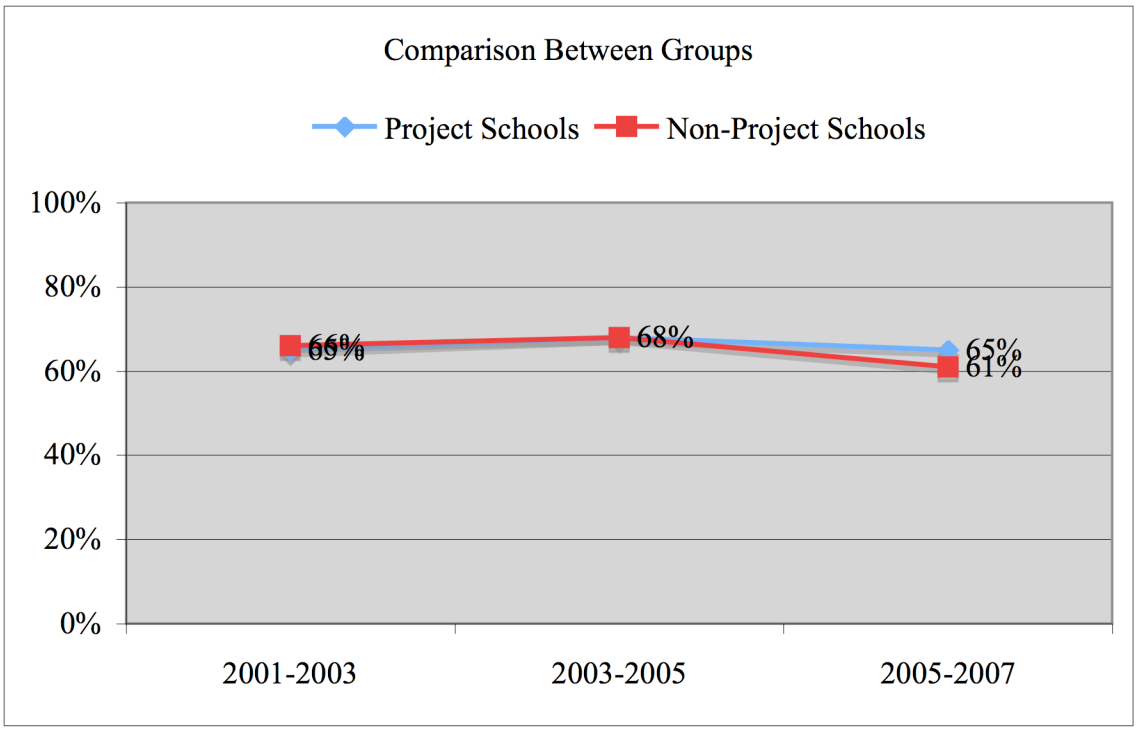

Figure 28. Analysis of Two Groups Comparison.

Before the First Nations, Métis, and Inuit School-Community Learning Environment Project began, there was a slight difference between the percentage of students obtaining the acceptable standard on the Provincial Achievement Tests among the schools that were part of the Project and those schools not part of the Project of 1%.

While the Project was taking place, the results showed no difference between the two groups of schools. The two years after the Project was over, there was a difference of 4% between the percentage of students who obtained the acceptable standard on the Provincial Achievement Tests. That is not to say conclusively that the First Nations, Métis, and Inuit School-Community Learning Environment Project made the difference because there could be an innumerable amount of variables that affected the difference, but this is a possible reflection on the effectiveness of the First Nations, Métis, and Inuit School-Community Learning Environment Project.

Languages Arts Improvement

The Provincial Achievement Tests cover a variety of different disciplines. In the third grade, students are tested in Language Arts and mathematics. In the sixth and ninth grades, the students are tested in Language Arts, mathematics, science, and Social Studies. When Language Arts is looked at individually for certain years, more of a difference between the schools that participated First Nations, Métis, and Inuit School-Community Learning Environment Project and the schools that did not participate can be seen. In comparison with the purposeful quota sample group, the Project schools in the third, sixth, and ninth grade Language Arts had more of their students obtain above the acceptable standard on the Provincial Achievement Tests in the school year following the Project, 2005-2006. Whereas the year before, 2004-2005, the non-Project schools had more of their students obtain the acceptable standard in Language Arts. This may be a reflection of the effectiveness of the First Nations, Métis, and Inuit School-Community Learning Environment Project in Language Arts. This is a comparison between just two

years. It is not a mean of two years before, during, or after the Project. Table 10 shows this comparison.

Table 7. Language Arts Comparison Between 2004-2005 and 2005-2006

	2004-2005	2005-2006
Project Schools, 3rd, 6th, and 9th Grade Language Arts	72%	73%
Non-Project Schools, 3rd, 6th, and 9th Language Arts	78%	68%

Comparison of Strategies Used by Project Schools

One of the proposals analyzed for this study was to determine whether any of the strategies chosen by the schools that were part of the First Nations, Métis, and Inuit School-Community Learning Environment Project was more effective in increasing the academic achievement on the Provincial Achievement Tests than some other approaches.

The central office administration, school administration, staff, students, parents, and community members of each of the 12 schools in the Project decided through their own consultation processes the strategies they felt would work best for their community to fulfill the main goal of the First Nations, Métis, and Inuit School-Community Learning Environment Project. These strategies were categorized into four main areas of focus:

1. First Nations, Métis, and Inuit parent and community engagement
2. First Nations, Métis, and Inuit cultural and language infusion into curriculum
3. Professional development for staff
4. Individual student supports

Taking all of the results into account, there were two strategies focused in by two groups of schools in the Project that showed an increase in students obtaining the

acceptable standard on the Provincial Achievement Tests and there were two strategies that showed a slight decrease in their students obtaining the acceptable standard on the Provincial Achievement Tests.

The schools that infused the First Nations, Métis, and Inuit culture and language into the curriculum for the First Nations, Métis, and Inuit students (Schools 1, 4, 7, 10, and 11) had the greatest increase (10%) in the amount of students obtaining the acceptable standard. That strategy also had a lasting association with the percentage of students who achieved the acceptable standard on the Provincial Achievement Tests after the Project was over. Comparing the two years before the Project started and the two years after the Project was over, the percentage of students obtaining the acceptable standard on the Provincial Achievement Tests from these schools was an increase of 4%.

The schools that focused on Professional Development for their staff (Schools 2, 7, 8, 10, 11, and 12) had the second greatest increase (4%) in the percentage of students obtaining the acceptable standard on the Provincial Achievement Tests. This strategy did not have a lasting effect considering the two years after the Project was over. The percentage for the schools that focused on Professional Development remained the same, comparing the two years before the Project started and the two years after the Project was over.

The other two strategies showed a decrease on the level of students who obtained the acceptable standard on the Provincial Achievement Tests in the schools that concentrated on these strategies. The schools that focused on providing individual student supports (Schools 1, 3, 5, and 6) showed no difference, and the schools that focused on more engagement of the parents and the community (Schools 3, 4, 5, 6, 9, and 12)

showed a decrease of 7%. This comparison of strategies is graphically displayed in Figure 29.

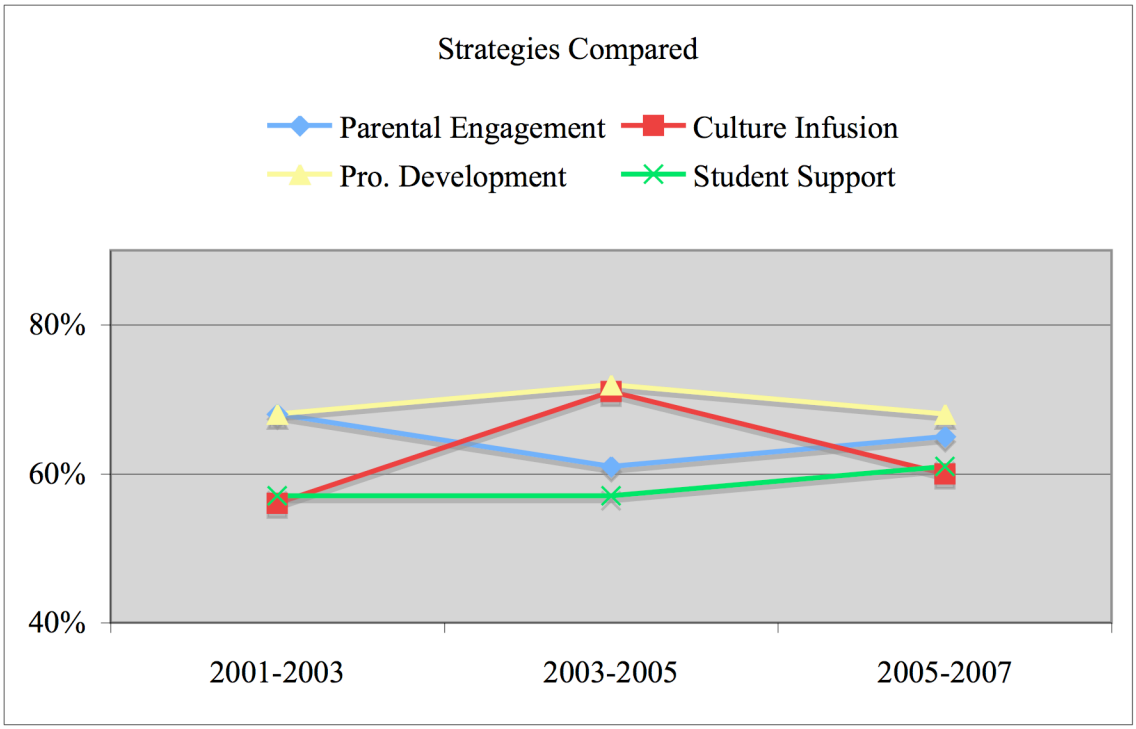

Figure 29. Strategy Comparison Graphically Displayed.

Questions For Further Study

There are many questions this research brings up that were not addressed in the scope of this study. For instance, there should be follow-up qualitative studies done to determine if the Project was responsible for changing the social climate of each of the schools. It should also be determined if some of the barriers to First Nations, Métis, and Inuit student success were removed psychologically from the schools involved.

This study's directed purpose was to take a look at the First Nations, Métis, and Inuit School-Community Learning Environment Project quantitatively because so few studies have looked at the problem of First Nations, Métis, and Inuit education from that

point of view. Looking at the First Nations, Métis, and Inuit School-Community Learning Environment Project through one of the qualitative approaches may show the Project was more successful.

The composition of the staff of each school could also be studied to determine if having First Nations, Métis, or Inuit teachers and educational assistants can help in raising the achievement levels of First Nations, Métis, and Inuit students. Some schools that were a part of the Project hired First Nations, Métis, and Inuit people and with more time, this may show more success in increasing the academic performance of First Nations, Métis, and Inuit students. In the schools that took part in the Project the quality of teachers within the classes was not studied. This could be a determining factor of whether or not this intervention or any intervention would be successful.

This study pointed out (as other studies have) that most of the schools researched that have a significant number of First Nations, Métis, and Inuit students are below the provincial average on achievement levels on the Provincial Achievement Tests. There needs to be more study in the contributing factors for this. As Alberta's Commission on Learning pointed out, there has been a real failure in significantly helping the First Nations, Métis, and Inuit students in the province.

Recommendations and Concluding Remarks

Based on the available data and the methodology that was used for this study, it was determined the First Nations, Métis, and Inuit School-Community Learning Environment Project did not achieve its first goal of increasing First Nations, Métis, and Inuit student achievement as measured by the Provincial Achievement Tests in a

noteworthy manner. The schools used for comparison showed very similar results and they did not receive the $75,000.00 each of the schools in the Project received.

This study points out the need for more accurate and available data concerning First Nations, Métis, and Inuit students. The unavailability of important data for First Nations, Métis, and Inuit students is detrimental to the success rate of these students. The data is not racial profiling, but an essential tool that needs to be used to help First Nations, Métis, and Inuit students. How can expensive projects and programs be legitimately approved and carried out when the data that is necessary to determine whether or not the plan works is unavailable? Expensive interventions such as the First Nations, Métis, and Inuit School-Community Learning Environment Project, should be limited until an accurate way of determining the effect is found.

Basing the effectiveness of a costly educational intervention on results from the Provincial Achievement Tests should also be questioned. The tests are a snap shot of student achievement from one day out of the entire year. There should be different ways to calibrate the tests to mitigate the inherent differences there will be for all different tests and there should be reluctance from the Alberta Government in putting too much credence in the scores that are generated. Making an increase in the acceptable level of the Provincial Achievement Tests as the first goal of the First Nations, Métis, and Inuit School-Community Learning Environment Project or any intervention is inappropriate. Obtaining an increase in the acceptable level of achievement on the Provincial Achievement Tests should be thought of as a peripheral positive outcome for interventions in a school. There are so many variables that could affect this type of change.

Something still needs to be done to help increase the academic success of First Nations, Métis, and Inuit students. The facts remain that the education level for these students needs to be increased. The percentages of schools that have a significant population of First Nations, Métis, and Inuit students obtaining the acceptable standards on the Provincial Achievement Tests for all grades and all subjects, regardless of whether the schools were in the Project or not, are well below the provincial mean. This is shown in Appendix Z. It is a reminder of the need for interventions that truly help the schools having a significant portion of their populations as First Nations, Métis, and Inuit students. The First Nations, Métis, and Inuit School-Community Learning Environment Project may have helped in some specific instances, but cannot be assumed to be a general solution for this difficult question.

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APPENDIX A. SOCIOECONOMIC INFORMATION

Communities Which Have Schools in the Project	Median Income	Average Income
School 1	$19,390.00	$27,037.00
School 2	$18,268.00	$29,626.00
School 3	$19,968.00	$30,163.00
School 4	$17,917.00	$23,424.00
School 5	$16,732.00	$22,972.00
School 6	$18,778.00	$25,223.00
School 7	$18,721.00	$25,935.00
School 8	$20,143.00	$21,914.00
School 9	$17,580.00	$26,967.00
School 10	$21,979.00	$30,534.00
School 11	$27,780.00	$33,463.00
School 12	$15,478.00	$20,874.00
Mean	**$19,394.50**	**$26,511.00**
Communities Which Have Schools Not in the Project		
School 13	$19,390.00	$27,037.00
School 14	$18,112.00	$26,490.00
School 15	$22,885.00	$27,151.00
School 16	$27,780.00	$33,463.00
School 17	$21,979.00	$30,534.00
School 18	$16,732.00	$22,972.00
School 19	$24,706.00	$33,215.00
School 20	$18,778.00	$25,223.00
School 21	$13,055.00	$22,227.00
School 22	$18,721.00	$25,935.00
School 23	$17,531.00	$24,658.00
School 24	$20,149.00	$26,537.00
Mean	**$19,984.83**	**$27,120.17**

APPENDIX B. SCHOOL 1 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 1	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd grade Language Arts	’01-’02	45	4	31	76%
	’02-’03	58	4	31	57%
	’03-’04	43	5	33	87%
	’04-’05	49	10	35	90%
	’05-’06	48	10	31	82%
	’06-’07	41	3	20	53%
3rd grade Mathematics	’01-’02	45	4	31	76%
	’02-’03	58	4	32	59%
	’03-’04	43	5	31	82%
	’04-’05	49	7	30	71%
	’05-’06	48	12	26	72%
	’06-’07	41	3	24	63%
6th grade Language Arts	’01-’02	60	2	27	47%
	’02-’03	58	5	25	47%
	’03-’04	48	10	23	61%
	’04-’05	52	9	29	67%
	’05-’06	51	17	16	47%
	’06-’07	51	3	29	60%
6th grade Mathematics	’01-’02	60	2	22	38%
	’02-’03	58	5	16	30%
	’03-’04	48	10	20	53%
	’04-’05	52	8	28	64%
	’05-’06	51	16	11	31%
	’06-’07	51	3	19	40%
6th grade Science	’01-’02	60	1	24	41%
	’02-’03	58	7	22	43%
	’03-’04	48	11	22	61%
	’04-’05	52	8	28	64%
	’05-’06	51	17	15	44%
	’06-’07	51	9	17	41%
6th grade Social Studies	’01-’02	59	2	21	37%
	’02-’03	58	7	18	35%
	’03-’04	48	11	18	50%
	’04-’05	52	11	21	51%
	’05-’06	51	10	15	37%
	’06-’07	51	3	23	48%

APPENDIX C. SCHOOL 2 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 2	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
6th Grade Language Arts	’01-’02	101	16	71	84%
	’02-’03	129	15	87	76%
	’03-’04	123	5	81	69%
	’04-’05	108	6	73	72%
	’05-’06	130	8	84	69%
	’06-’07	128	20	82	76%
6th Grade Mathematics	’01-’02	101	12	68	76%
	’02-’03	129	9	84	70%
	’03-’04	123	7	85	73%
	’04-’05	108	4	64	62%
	’05-’06	130	10	74	62%
	’06-’07	128	19	83	76%
6th Grade Science	’01-’02	101	17	65	77%
	’02-’03	128	19	83	76%
	’03-’04	123	4	102	86%
	’04-’05	107	6	74	73%
	’05-’06	130	8	85	70%
	’06-’07	127	19	81	75%
6th Grade Social Studies	’01-’02	101	20	62	77%
	’02-’03	128	6	82	67%
	’03-’04	123	8	88	77%
	’04-’05	107	11	68	71%
	’05-’06	130	8	82	67%
	’06-’07	127	15	79	71%

APPENDIX D. SCHOOL 3 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 3	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	25	9	13	81%
	’02-’03	26	4	11	50%
	’03-’04	20	4	2	13%
	’04-’05	22	0	6	27%
	’05-’06	18	2	14	88%
	’06-’07	19	1	9	50%
3rd Grade Mathematics	’01-’02	25	9	9	56%
	’02-’03	26	4	9	41%
	’03-’04	20	2	2	11%
	’04-’05	22	2	2	10%
	’05-’06	18	3	10	67%
	’06-’07	19	2	7	41%
6th Grade Language Arts	’01-’02	23	8	7	48%
	’02-’03	24	1	10	44%
	’03-’04	16	2	1	7%
	’04-’05	22	5	2	12%
	’05-’06	16	6	4	40%
	’06-’07	14	1	10	77%
6th Grade Mathematics	’01-’02	23	7	8	50%
	’02-’03	24	1	12	52%
	’03-’04	16	3	3	23%
	’04-’05	22	1	2	10%
	’05-’06	16	5	2	18%
	’06-’07	14	1	9	69%
6th Grade Science	’01-’02	23	7	8	50%
	’02-’03	24	2	14	64%
	’03-’04	16	1	5	33%
	’04-’05	22	1	4	19%
	’05-’06	16	4	3	25%
	’06-’07	14	1	5	39%
6th Grade Social Studies	’01-’02	23	8	8	53%
	’02-’03	24	1	12	52%
	’03-’04	16	2	1	7%
	’04-’05	22	5	2	12%
	’05-’06	16	6	1	10%
	’06-’07	14	1	6	46%

APPENDIX E. SCHOOL 4 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 4	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
9th Grade Language Arts	’01-’02	66	3	53	84%
	’02-’03	58	10	37	77%
	’03-’04	82	7	61	81%
	’04-’05	71	7	52	81%
	’05-’06	68	7	40	66%
	’06-’07	49	1	40	83%
9th Grade Mathematics	’01-’02	66	2	30	47%
	’02-’03	57	7	24	48%
	’03-’04	82	7	46	61%
	’04-’05	71	6	44	68%
	’05-’06	68	8	30	50%
	’06-’07	49	1	30	63%
9th Grade Science	’01-’02	66	2	45	70%
	’02-’03	57	7	33	66%
	’03-’04	82	7	52	69%
	’04-’05	71	6	43	66%
	’05-’06	68	9	30	51%
	’06-’07	49	1	31	65%
9th Grade Social Studies	’01-’02	66	2	41	64%
	’02-’03	57	7	36	72%
	’03-’04	82	7	55	73%
	’04-’05	71	7	50	78%
	’05-’06	68	8	37	62%
	’06-’07	49	2	28	60%

APPENDIX F. SCHOOL 5 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 5	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	15	5	10	100%
	’02-’03	11	0	11	100%
	’03-’04	9	3	6	100%
	’04-’05	4	4	NA	NA
	’05-’06	9	1	8	100%
	’06-’07	12	3	9	100%
3rd Grade Mathematics	’01-’02	15	4	11	100%
	’02-’03	11	0	11	100%
	’03-’04	9	1	8	100%
	’04-’05	8	4	NA	NA
	’05-’06	9	1	8	100%
	’06-’07	12	3	9	100%
6th Grade Language Arts	’01-’02	6	0	0	0%
	’02-’03	14	4	10	100%
	’03-’04	13	7	4	67%
	’04-’05	11	5	4	67%
	’05-’06	11	1	6	60%
	’06-’07	6	1	NA	NA
6th Grade Mathematics	’01-’02	6	0	0	0%
	’02-’03	14	3	11	100%
	’03-’04	13	5	8	100%
	’04-’05	11	4	6	86%
	’05-’06	11	1	7	70%
	’06-’07	4	2	NA	NA
6th Grade Science	’01-’02	6	0	0	0%
	’02-’03	13	2	11	100%
	’03-’04	13	5	8	100%
	’04-’05	11	5	6	100%
	’05-’06	11	1	8	80%
	’06-’07	5	1	NA	NA
6th Grade Social Studies	’01-’02	6	0	0	0%
	’02-’03	13	2	11	100%
	’03-’04	13	6	7	100%
	’04-’05	11	8	NA	NA
	’05-’06	11	1	7	70%
	’06-’07	5	1	NA	NA
9th Grade Language Arts	’01-’02	9	1	7	88%
	’02-’03	9	0	2	22%
	’03-’04	2	0	NA	NA

	’04-’05	9	3	2	33%
	’05-’06	5	6	NA	NA
	’06-’07	5	3	NA	NA
9th Grade Mathematics	’01-’02	9	1	1	13%
	’02-’03	9	0	0	0%
	’03-’04	2	0	NA	NA
	’04-’05	9	3	0	0%
	’05-’06	5	6	NA	NA
	’06-’07	5	3	NA	NA
9th Grade Science	’01-’02	9	0	2	22%
	’02-’03	9	0	2	22%
	’03-’04	2	0	NA	NA
	’04-’05	9	2	0	0%
	’05-’06	11	5	2	33%
	’06-’07	5	3	NA	NA
9th Grade Social Studies	’01-’02	9	1	2	25%
	’02-’03	9	0	2	22%
	’03-’04	2	0	NA	NA
	’04-’05	9	3	0	0%
	’05-’06	5	6	NA	NA
	’06-’07	5	3	NA	NA

APPENDIX G. SCHOOL 6 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 6	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	20	1	19	100%
	’02-’03	34	3	24	77%
	’03-’04	30	6	24	100%
	’04-’05	30	6	22	92%
	’05-’06	38	9	24	83%
	’06-’07	32	5	18	67%
3rd Grade Mathematics	’01-’02	20	1	19	100%
	’02-’03	34	3	26	84%
	’03-’04	30	4	23	89%
	’04-’05	30	4	19	73%
	’05-’06	38	10	23	82%
	’06-’07	32	4	21	75%
6th Grade Language Arts	’01-’02	26	11	11	73%
	’02-’03	27	4	20	87%
	’03-’04	22	8	10	71%
	’04-’05	32	2	15	50%
	’05-’06	33	7	21	81%
	’06-’07	37	9	23	82%
6th Grade Mathematics	’01-’02	26	11	15	100%
	’02-’03	27	4	21	91%
	’03-’04	22	7	11	73%
	’04-’05	32	1	25	81%
	’05-’06	33	6	22	82%
	’06-’07	37	10	23	85%
6th Grade Science	’01-’02	26	11	8	53%
	’02-’03	27	5	19	86%
	’03-’04	22	7	10	67%
	’04-’05	32	1	19	61%
	’05-’06	33	6	19	70%
	’06-’07	36	11	20	80%
6th Grade Social Studies	’01-’02	26	14	12	100%
	’02-’03	27	4	20	87%
	’03-’04	22	8	9	64%
	’04-’05	32	5	12	44%
	’05-’06	33	6	17	63%
	’06-’07	36	8	21	75%

APPENDIX H. SCHOOL 7 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 7	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	12	1	6	55%
	’02-’03	11	0	7	64%
	’03-’04	20	1	17	90%
	’04-’05	17	4	10	77%
	’05-’06	16	4	11	92%
	’06-’07	7	0	7	100%
3rd Grade Mathematics	’01-’02	12	1	5	46%
	’02-’03	11	0	8	73%
	’03-’04	20	1	14	74%
	’04-’05	17	4	7	54%
	’05-’06	16	1	13	87%
	’06-’07	7	0	7	100%
6th Grade Language Arts	’01-’02	20	1	17	90%
	’02-’03	9	2	5	71%
	’03-’04	20	3	17	100%
	’04-’05	17	2	8	53%
	’05-’06	10	1	7	78%
	’06-’07	16	2	9	64%
6th Grade Mathematics	’01-’02	20	1	18	95%
	’02-’03	9	2	6	86%
	’03-’04	20	3	15	88%
	’04-’05	17	2	7	47%
	’05-’06	10	1	6	67%
	’06-’07	16	1	6	40%
6th Grade Science	’01-’02	20	1	18	95%
	’02-’03	9	4	NA	NA
	’03-’04	20	3	15	88%
	’04-’05	17	2	8	53%
	’05-’06	10	1	7	78%
	’06-’07	16	2	8	57%
6th Grade Social Studies	’01-’02	20	2	17	94%
	’02-’03	9	4	NA	NA
	’03-’04	20	3	15	88%
	’04-’05	17	2	9	60%
	’05-’06	10	1	7	78%
	’06-’07	16	1	10	67%

APPENDIX I. SCHOOL 8 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 8	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	9	0	9	100%
	’02-’03	12	2	10	100%
	’03-’04	9	1	8	100%
	’04-’05	4	3	NA	NA
	’05-’06	8	1	7	100%
	’06-’07	9	0	9	100%
3rd Grade Mathematics	’01-’02	9	0	9	100%
	’02-’03	12	1	11	100%
	’03-’04	9	2	7	100%
	’04-’05	5	2	NA	NA
	’05-’06	8	1	5	71%
	’06-’07	9	0	9	100%
6th Grade Language Arts	’01-’02	8	0	5	63%
	’02-’03	6	1	NA	NA
	’03-’04	7	3	NA	NA
	’04-’05	10	0	3	30%
	’05-’06	9	0	9	100%
	’06-’07	6	0	5	83%
6th Grade Mathematics	’01-’02	8	0	7	88%
	’02-’03	6	1	NA	NA
	’03-’04	7	1	4	67%
	’04-’05	10	0	6	60%
	’05-’06	9	0	9	100%
	’06-’07	6	0	4	67%
6th Grade Science	’01-’02	8	0	6	75%
	’02-’03	6	1	NA	NA
	’03-’04	7	2	NA	NA
	’04-’05	10	0	10	60%
	’05-’06	9	0	9	100%
	’06-’07	6	0	4	67%
6th Grade Social Studies	’01-’02	8	0	5	63%
	’02-’03	6	1	NA	NA
	’03-’04	7	2	NA	NA
	’04-’05	10	0	9	90%
	’05-’06	9	0	9	100%
	’06-’07	6	0	5	63%
9th Grade Language Arts	’01-’02	10	0	7	70%
	’02-’03	6	1	NA	NA
	’03-’04	11	1	10	100%

	’04-’05	9	0	6	67%
	’05-’06	0	NA	NA	NA
	’06-’07	12	1	5	46%
9th Grade Mathematics	’01-’02	10	0	8	80%
	’02-’03	6	1	NA	NA
	’03-’04	11	2	9	100%
	’04-’05	9	0	9	100%
	’05-’06	0	NA	NA	NA
	’06-’07	12	1	5	46%
9th Grade Science	’01-’02	10	0	7	70%
	’02-’03	6	1	NA	NA
	’03-’04	11	1	6	60%
	’04-’05	9	0	5	56%
	’05-’06	0	NA	NA	NA
	’06-’07	12	1	5	46%
9th Grade Social Studies	’01-’02	10	0	8	80%
	’02-’03	6	1	NA	NA
	’03-’04	11	1	10	100%
	’04-’05	9	0	8	89%
	’05-’06	0	NA	NA	NA
	’06-’07	12	2	5	50%

APPENDIX J. SCHOOL 9 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 9	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	21	4	9	53%
	’02-’03	22	0	13	59%
	’03-’04	15	2	8	62%
	’04-’05	19	3	4	25%
	’05-’06	16	3	7	54%
	’06-’07	18	1	11	65%
3rd Grade Mathematics	’01-’02	21	4	8	47%
	’02-’03	22	0	17	77%
	’03-’04	15	1	7	50%
	’04-’05	19	3	5	31%
	’05-’06	16	3	6	46%
	’06-’07	18	0	9	50%
6th Grade Language Arts	’01-’02	9	2	7	100%
	’02-’03	22	0	16	73%
	’03-’04	19	2	14	82%
	’04-’05	15	2	5	39%
	’05-’06	23	0	15	65%
	’06-’07	5	4	NA	NA
6th Grade Mathematics	’01-’02	9	2	6	86%
	’02-’03	22	0	17	77%
	’03-’04	19	1	13	72%
	’04-’05	15	2	6	46%
	’05-’06	23	0	10	44%
	’06-’07	9	3	1	17%
6th Grade Science	’01-’02	9	2	7	100%
	’02-’03	22	0	18	82%
	’03-’04	19	1	14	78%
	’04-’05	15	2	5	39%
	’05-’06	23	0	11	48%
	’06-’07	9	3	2	33%
6th Grade Social Studies	’01-’02	9	2	6	86%
	’02-’03	22	0	17	77%
	’03-’04	19	1	12	67%
	’04-’05	15	2	5	39%
	’05-’06	23	1	13	59%
	’06-’07	9	2	4	57%
9th Grade Language Arts	’01-’02	20	4	14	88%
	’02-’03	10	2	8	100%
	’03-’04	12	0	9	75%

	’04-’05	9	1	6	75%
	’05-’06	14	3	6	55%
	’06-’07	14	3	11	100%
9th Grade Mathematics	’01-’02	19	3	8	50%
	’02-’03	10	2	4	50%
	’03-’04	12	1	8	73%
	’04-’05	9	1	5	63%
	’05-’06	13	3	9	90%
	’06-’07	14	6	6	75%
9th Grade Science	’01-’02	19	3	9	56%
	’02-’03	10	3	3	43%
	’03-’04	12	1	8	73%
	’04-’05	9	1	4	50%
	’05-’06	13	2	7	64%
	’06-’07	14	4	5	50%
9th Grade Social Studies	’01-’02	19	3	14	88%
	’02-’03	10	1	7	78%
	’03-’04	12	1	9	82%
	’04-’05	9	1	8	100%
	’05-’06	13	3	7	70%
	’06-’07	14	4	7	70%

APPENDIX K. SCHOOL 10 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 10	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	15	4	6	55%
	’02-’03	24	5	17	90%
	’03-’04	18	1	12	71%
	’04-’05	31	10	16	76%
	’05-’06	33	7	23	89%
	’06-’07	35	8	23	85%
3rd Grade Mathematics	’01-’02	15	4	9	82%
	’02-’03	24	4	15	75%
	’03-’04	18	1	8	47%
	’04-’05	31	11	16	80%
	’05-’06	33	9	22	92%
	’06-’07	35	9	20	77%
6th Grade Language Arts	’01-’02	24	4	9	45%
	’02-’03	29	10	13	68%
	’03-’04	20	5	11	73%
	’04-’05	21	7	8	57%
	’05-’06	32	14	12	67%
	’06-’07	37	19	12	67%
6th Grade Mathematics	’01-’02	24	4	10	50%
	’02-’03	29	9	15	75%
	’03-’04	20	5	14	93%
	’04-’05	21	5	15	94%
	’05-’06	32	13	13	68%
	’06-’07	37	19	5	28%
6th Grade Science	’01-’02	24	5	11	58%
	’02-’03	29	9	15	75%
	’03-’04	20	5	13	87%
	’04-’05	21	6	13	87%
	’05-’06	32	15	15	82%
	’06-’07	37	19	5	28%
6th Grade Social Studies	’01-’02	24	5	11	58%
	’02-’03	29	9	15	75%
	’03-’04	20	5	13	87%
	’04-’05	21	7	13	87%
	’05-’06	32	14	14	83%
	’06-’07	37	19	9	50%

APPENDIX L. SCHOOL 11 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 11	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	30	6	17	71%
	’02-’03	45	9	21	58%
	’03-’04	33	4	21	72%
	’04-’05	29	2	25	93%
	’05-’06	28	2	21	81%
	’06-’07	27	3	23	96%
3rd Grade Mathematics	’01-’02	26	3	9	39%
	’02-’03	26	2	9	38%
	’03-’04	18	2	15	94%
	’04-’05	15	1	13	93%
	’05-’06	19	3	9	56%
	’06-’07	19	2	17	100%
6th Grade Language Arts	’01-’02	33	7	15	58%
	’02-’03	39	7	24	75%
	’03-’04	32	3	18	62%
	’04-’05	35	8	22	82%
	’05-’06	35	2	24	73%
	’06-’07	29	4	21	84%
6th Grade Mathematics	’01-’02	27	6	10	48%
	’02-’03	29	6	11	48%
	’03-’04	22	3	7	37%
	’04-’05	23	4	13	68%
	’05-’06	22	2	10	50%
	’06-’07	22	4	12	67%
6th Grade Science	’01-’02	27	7	5	25%
	’02-’03	29	6	12	52%
	’03-’04	22	0	10	46%
	’04-’05	23	3	17	85%
	’05-’06	21	1	11	55%
	’06-’07	22	4	11	61%
6th Grade Social Studies	’01-’02	27	9	6	33%
	’02-’03	29	6	12	52%
	’03-’04	22	1	9	43%
	’04-’05	23	4	16	84%
	’05-’06	21	1	14	70%
	’06-’07	22	4	12	67%
9th Grade Language Arts	’01-’02	30	19	5	46%
	’02-’03	44	20	12	50%
	’03-’04	38	19	16	84%

	’04-’05	43	24	16	84%
	’05-’06	29	6	16	70%
	’06-’07	26	5	8	38%
9th Grade Mathematics	’01-’02	30	19	4	36%
	’02-’03	42	18	8	33%
	’03-’04	36	13	11	48%
	’04-’05	42	23	11	58%
	’05-’06	29	8	7	33%
	’06-’07	20	5	4	27%
9th Grade Science	’01-’02	30	16	6	43%
	’02-’03	42	16	8	31%
	’03-’04	36	14	13	59%
	’04-’05	42	23	12	63%
	’05-’06	29	7	7	32%
	’06-’07	20	4	4	25%
9th Grade Social Studies	’01-’02	28	14	7	50%
	’02-’03	35	16	9	47%
	’03-’04	31	11	13	72%
	’04-’05	37	23	10	71%
	’05-’06	26	6	6	30%
	’06-’07	20	5	6	40%

APPENDIX M. SCHOOL 12 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 12	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	16	1	12	80%
	’02-’03	23	1	19	86%
	’03-’04	21	1	16	80%
	’04-’05	12	0	12	100%
	’05-’06	14	1	12	92%
	’06-’07	20	2	16	89%
3rd Grade Mathematics	’01-’02	16	1	15	100%
	’02-’03	23	0	20	87%
	’03-’04	21	0	16	76%
	’04-’05	12	0	10	83%
	’05-’06	14	1	11	85%
	’06-’07	20	3	15	88%
6th Grade Language Arts	’01-’02	23	3	14	70%
	’02-’03	29	1	23	82%
	’03-’04	24	0	15	63%
	’04-’05	19	5	12	86%
	’05-’06	24	14	7	70%
	’06-’07	24	7	11	65%
6th Grade Mathematics	’01-’02	23	2	16	76%
	’02-’03	29	0	18	62%
	’03-’04	24	0	17	71%
	’04-’05	19	4	12	80%
	’05-’06	24	12	9	75%
	’06-’07	24	7	11	65%
6th Grade Science	’01-’02	23	2	14	67%
	’02-’03	29	1	21	75%
	’03-’04	24	0	14	58%
	’04-’05	19	4	12	80%
	’05-’06	24	12	8	67%
	’06-’07	24	9	8	53%
6th Grade Social Studies	’01-’02	23	3	14	70%
	’02-’03	29	0	18	62%
	’03-’04	24	4	11	55%
	’04-’05	19	4	12	80%
	’05-’06	24	11	8	62%
	’06-’07	24	6	11	61%
9th Grade Language Arts	’01-’02	23	6	13	77%
	’02-’03	26	2	22	92%
	’03-’04	35	9	14	54%

	’04-’05	19	4	13	87%
	’05-’06	29	7	18	82%
	’06-’07	27	7	14	70%
9th Grade Mathematics	’01-’02	22	5	9	53%
	’02-’03	26	3	8	35%
	’03-’04	35	7	10	36%
	’04-’05	18	3	11	73%
	’05-’06	23	6	12	52%
	’06-’07	27	6	11	52%
9th Grade Science	’01-’02	22	1	10	48%
	’02-’03	26	2	12	50%
	’03-’04	35	8	10	37%
	’04-’05	19	4	11	73%
	’05-’06	29	6	13	57%
	’06-’07	27	7	11	55%
9th Grade Social Studies	’01-’02	22	6	10	63%
	’02-’03	26	2	16	67%
	’03-’04	35	9	12	46%
	’04-’05	18	4	10	71%
	’05-’06	29	4	14	56%
	’06-’07	27	6	8	38%

APPENDIX N. SCHOOL 13 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 13	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
9th Grade Language Arts	’01-’02	50	5	28	62%
	’02-’03	56	7	30	61%
	’03-’04	35	10	18	72%
	’04-’05	44	5	21	54%
	’05-’06	49	6	24	56%
	’06-’07	49	15	18	53%
9th Grade Mathematics	’01-’02	50	4	19	41%
	’02-’03	56	10	16	35%
	’03-’04	35	9	12	46%
	’04-’05	44	3	12	29%
	’05-’06	49	5	7	16%
	’06-’07	42	9	8	24%
9th Grade Science	’01-’02	50	3	19	40%
	’02-’03	56	8	19	40%
	’03-’04	35	8	16	59%
	’04-’05	44	5	19	49%
	’05-’06	49	7	10	24%
	’06-’07	42	9	9	27%
9th Grade Social Studies	’01-’02	50	5	21	47%
	’02-’03	56	10	21	46%
	’03-’04	35	7	18	64%
	’04-’05	44	12	15	47%
	’05-’06	49	5	10	22%
	’06-’07	42	9	14	42%

APPENDIX O. SCHOOL 14 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 14	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	17	1	10	63%
	’02-’03	21	0	16	76%
	’03-’04	19	1	10	56%
	’04-’05	15	1	4	29%
	’05-’06	13	1	1	8%
	’06-’07	12	0	3	25%
3rd Grade Mathematics	’01-’02	17	1	13	81%
	’02-’03	21	0	13	62%
	’03-’04	19	0	4	21%
	’04-’05	15	2	2	15%
	’05-’06	13	2	3	27%
	’06-’07	12	0	2	17%
6th Grade Language Arts	’01-’02	NA	NA	NA	NA
	’02-’03	14	1	10	77%
	’03-’04	14	3	4	36%
	’04-’05	17	5	2	17%
	’05-’06	14	1	5	39%
	’06-’07	13	2	3	27%
6th Grade Mathematics	’01-’02	NA	NA	NA	NA
	’02-’03	14	1	12	92%
	’03-’04	14	2	3	25%
	’04-’05	17	4	1	7%
	’05-’06	14	2	5	42%
	’06-’07	13	2	1	9%
6th Grade Science	’01-’02	NA	NA	NA	NA
	’02-’03	14	1	12	92%
	’03-’04	14	1	3	23%
	’04-’05	17	3	3	21%
	’05-’06	14	1	3	23%
	’06-’07	13	2	2	18%
6th Grade Social Studies	’01-’02	NA	NA	NA	NA
	’02-’03	14	0	12	86%
	’03-’04	14	2	3	25%
	’04-’05	17	8	0	0%
	’05-’06	14	1	5	39%
	’06-’07	13	2	2	18%
9th Grade Language Arts	’01-’02	11	1	4	40%
	’02-’03	18	5	9	69%
	’03-’04	19	7	3	25%

	’04-’05	2	1	NA	NA
	’05-’06	4	2	NA	NA
	’06-’07	4	2	NA	NA
9th Grade Mathematics	’01-’02	11	2	1	11%
	’02-’03	18	3	1	6%
	’03-’04	19	3	0	0%
	’04-’05	3	0	NA	NA
	’05-’06	4	2	NA	NA
	’06-’07	4	3	NA	NA
9th Grade Science	’01-’02	11	1	5	50%
	’02-’03	18	3	7	47%
	’03-’04	19	3	1	6%
	’04-’05	3	0	NA	NA
	’05-’06	4	2	NA	NA
	’06-’07	4	3	NA	NA
9th Grade Social Studies	’01-’02	11	3	1	13%
	’02-’03	18	3	7	47%
	’03-’04	19	5	1	7%
	’04-’05	2	1	NA	NA
	’05-’06	5	1	NA	NA
	’06-’07	4	3	NA	NA

APPENDIX P. SCHOOL 15 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 15	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	27	3	15	63%
	’02-’03	16	4	10	83%
	’03-’04	21	3	14	78%
	’04-’05	21	7	10	71%
	’05-’06	13	1	7	58%
	’06-’07	18	0	13	72%
3rd Grade Mathematics	’01-’02	27	4	14	61%
	’02-’03	16	3	9	69%
	’03-’04	21	3	15	83%
	’04-’05	21	0	12	57%
	’05-’06	13	1	8	67%
	’06-’07	18	0	9	50%
6th Grade Language Arts	’01-’02	21	1	16	80%
	’02-’03	18	1	12	71%
	’03-’04	16	5	9	82%
	’04-’05	19	4	9	60%
	’05-’06	13	1	7	58%
	’06-’07	16	2	8	57%
6th Grade Mathematics	’01-’02	21	3	12	67%
	’02-’03	18	1	12	71%
	’03-’04	16	1	10	67%
	’04-’05	19	1	8	44%
	’05-’06	13	1	3	25%
	’06-’07	16	1	5	33%
6th Grade Science	’01-’02	21	1	14	70%
	’02-’03	18	1	14	82%
	’03-’04	16	1	9	60%
	’04-’05	19	3	6	38%
	’05-’06	13	1	5	42%
	’06-’07	16	1	4	27%
6th Grade Social Studies	’01-’02	21	1	12	60%
	’02-’03	18	1	13	77%
	’03-’04	16	2	8	57%
	’04-’05	19	2	9	53%
	’05-’06	13	1	5	42%
	’06-’07	16	2	8	57%
9th Grade Language Arts	’01-’02	14	2	10	83%
	’02-’03	15	0	11	73%
	’03-’04	19	4	13	87%

	’04-’05	16	3	8	62%
	’05-’06	17	1	10	63%
	’06-’07	10	0	6	60%
9th Grade Mathematics	’01-’02	14	2	5	42%
	’02-’03	15	0	4	27%
	’03-’04	19	0	6	32%
	’04-’05	16	3	4	31%
	’05-’06	17	1	6	38%
	’06-’07	9	0	2	22%
9th Grade Science	’01-’02	14	2	7	58%
	’02-’03	15	0	6	40%
	’03-’04	19	2	8	47%
	’04-’05	16	5	4	36%
	’05-’06	17	1	5	31%
	’06-’07	10	0	2	20%
9th Grade Social Studies	’01-’02	14	2	7	58%
	’02-’03	15	0	10	67%
	’03-’04	19	3	13	81%
	’04-’05	16	2	6	43%
	’05-’06	17	1	9	56%
	’06-’07	10	0	5	50%

APPENDIX Q. SCHOOL 16 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 16	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
6th Grade Language Arts	’01-’02	119	14	90	86%
	’02-’03	119	3	83	72%
	’03-’04	122	8	90	79%
	’04-’05	132	8	93	75%
	’05-’06	120	3	102	87%
	’06-’07	101	4	72	74%
6th Grade Mathematics	’01-’02	113	12	71	70%
	’02-’03	119	5	78	68%
	’03-’04	122	11	83	76%
	’04-’05	132	8	105	85%
	’05-’06	120	3	89	76%
	’06-’07	101	7	65	69%
6th Grade Science	’01-’02	113	6	80	75%
	’02-’03	118	4	89	78%
	’03-’04	121	7	88	77%
	’04-’05	131	5	109	87%
	’05-’06	120	9	94	85%
	’06-’07	101	8	62	67%
6th Grade Social Studies	’01-’02	113	10	78	76%
	’02-’03	118	5	75	66%
	’03-’04	121	7	91	80%
	’04-’05	131	9	104	85%
	’05-’06	120	3	97	83%
	’06-’07	101	4	70	72%

APPENDIX R. SCHOOL 17 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 17	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	17	5	4	33%
	’02-’03	23	11	9	75%
	’03-’04	28	12	9	56%
	’04-’05	24	9	8	53%
	’05-’06	16	7	7	78%
	’06-’07	16	5	10	91%
3rd Grade Mathematics	’01-’02	17	6	8	73%
	’02-’03	23	8	8	53%
	’03-’04	28	11	7	41%
	’04-’05	24	10	6	43%
	’05-’06	16	6	9	90%
	’06-’07	16	6	10	100%
6th Grade Language Arts	’01-’02	13	3	7	70%
	’02-’03	20	6	10	71%
	’03-’04	23	9	8	57%
	’04-’05	18	12	5	83%
	’05-’06	16	8	5	63%
	’06-’07	29	17	9	69%
6th Grade Mathematics	’01-’02	13	3	7	70%
	’02-’03	20	6	12	86%
	’03-’04	23	8	10	67%
	’04-’05	18	12	6	100%
	’05-’06	16	8	5	63%
	’06-’07	29	17	6	50%
6th Grade Science	’01-’02	13	3	4	40%
	’02-’03	19	4	14	93%
	’03-’04	23	9	10	71%
	’04-’05	18	12	6	100%
	’05-’06	15	7	6	75%
	’06-’07	28	18	6	60%
6th Grade Social Studies	’01-’02	13	3	5	50%
	’02-’03	20	4	13	81%
	’03-’04	23	9	11	79%
	’04-’05	18	12	6	100%
	’05-’06	15	7	6	75%
	’06-’07	28	17	7	64%

APPENDIX S. SCHOOL 18 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 18	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	21	3	13	72%
	’02-’03	16	8	8	100%
	’03-’04	19	7	8	67%
	’04-’05	20	5	15	100%
	’05-’06	29	8	14	67%
	’06-’07	26	6	18	90%
3rd Grade Mathematics	’01-’02	21	5	9	56%
	’02-’03	16	5	10	91%
	’03-’04	19	5	9	64%
	’04-’05	20	5	14	93%
	’05-’06	29	11	8	44%
	’06-’07	26	6	19	95%
6th Grade Language Arts	’01-’02	22	5	15	88%
	’02-’03	22	7	14	93%
	’03-’04	21	5	12	75%
	’04-’05	17	4	12	92%
	’05-’06	17	6	3	27%
	’06-’07	15	3	6	50%
6th Grade Mathematics	’01-’02	22	5	12	71%
	’02-’03	22	6	13	81%
	’03-’04	21	4	9	53%
	’04-’05	16	2	13	93%
	’05-’06	17	6	3	27%
	’06-’07	15	4	4	36%
6th Grade Science	’01-’02	22	5	17	100%
	’02-’03	22	5	15	88%
	’03-’04	21	4	13	77%
	’04-’05	16	2	10	71%
	’05-’06	17	6	6	55%
	’06-’07	15	3	5	42%
6th Grade Social Studies	’01-’02	22	5	9	53%
	’02-’03	22	5	14	82%
	’03-’04	21	5	11	69%
	’04-’05	16	3	11	85%
	’05-’06	17	4	8	62%
	’06-’07	15	4	8	73%
9th Grade Language Arts	’01-’02	14	6	7	88%
	’02-’03	13	4	9	100%
	’03-’04	14	5	7	78%

	’04-’05	13	3	10	100%
	’05-’06	13	2	7	64%
	’06-’07	25	6	12	63%
9th Grade Mathematics	’01-’02	14	6	3	38%
	’02-’03	13	4	5	56%
	’03-’04	14	5	2	22%
	’04-’05	12	2	9	90%
	’05-’06	13	2	7	64%
	’06-’07	24	5	11	58%
9th Grade Science	’01-’02	14	6	2	25%
	’02-’03	13	4	6	67%
	’03-’04	14	4	1	10%
	’04-’05	12	2	4	40%
	’05-’06	13	2	5	46%
	’06-’07	24	5	7	37%
9th Grade Social Studies	’01-’02	14	5	6	67%
	’02-’03	13	4	5	56%
	’03-’04	14	4	7	70%
	’04-’05	12	2	9	90%
	’05-’06	13	2	8	73%
	’06-’07	24	5	7	37%

APPENDIX T. SCHOOL 19 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 19	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	61	1	42	70%
	’02-’03	65	3	47	76%
	’03-’04	68	0	62	91%
	’04-’05	62	8	45	83%
	’05-’06	56	3	33	62%
	’06-’07	57	2	43	78%
3rd Grade Mathematics	’01-’02	61	0	46	75%
	’02-’03	65	3	44	71%
	’03-’04	68	0	59	87%
	’04-’05	62	8	35	65%
	’05-’06	56	4	39	75%
	’06-’07	57	4	36	68%
6th Grade Language Arts	’01-’02	64	4	37	62%
	’02-’03	63	3	43	72%
	’03-’04	77	5	49	69%
	’04-’05	59	3	34	61%
	’05-’06	66	5	36	59%
	’06-’07	71	4	56	84%
6th Grade Mathematics	’01-’02	64	4	32	53%
	’02-’03	63	3	43	72%
	’03-’04	77	6	49	69%
	’04-’05	59	2	38	67%
	’05-’06	66	5	35	57%
	’06-’07	71	3	47	69%
6th Grade Science	’01-’02	63	3	41	68%
	’02-’03	63	3	46	68%
	’03-’04	77	5	53	74%
	’04-’05	59	2	41	72%
	’05-’06	66	5	39	64%
	’06-’07	71	4	50	75%
6th Grade Social Studies	’01-’02	63	4	38	64%
	’02-’03	63	3	41	68%
	’03-’04	77	5	44	61%
	’04-’05	59	3	33	59%
	’05-’06	66	5	37	61%
	’06-’07	71	3	52	77%

APPENDIX U. SCHOOL 20 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 20	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
9th Grade Language Arts	’01-’02	85	6	66	84%
	’02-’03	93	14	67	85%
	’03-’04	65	6	55	93%
	’04-’05	92	13	70	89%
	’05-’06	99	11	74	85%
	’06-’07	88	17	65	92%
9th Grade Mathematics	’01-’02	85	8	63	82%
	’02-’03	93	14	57	72%
	’03-’04	64	5	46	78%
	’04-’05	91	10	62	77%
	’05-’06	99	11	61	70%
	’06-’07	86	15	54	76%
9th Grade Science	’01-’02	85	10	62	83%
	’02-’03	93	14	58	73%
	’03-’04	64	5	45	76%
	’04-’05	91	11	65	81%
	’05-’06	99	12	66	76%
	’06-’07	86	14	57	79%
9th Grade Social Studies	’01-’02	85	10	63	84%
	’02-’03	93	14	67	85%
	’03-’04	64	5	48	81%
	’04-’05	91	10	67	83%
	’05-’06	99	12	69	79%
	’06-’07	86	16	57	81%

APPENDIX V. SCHOOL 21 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 21	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
6th Grade Language Arts	’01-’02	67	28	15	39%
	’02-’03	69	38	14	45%
	’03-’04	69	20	19	39%
	’04-’05	54	17	23	62%
	’05-’06	68	24	21	48%
	’06-’07	61	11	20	40%
6th Grade Mathematics	’01-’02	67	20	9	19%
	’02-’03	69	35	15	44%
	’03-’04	69	21	9	19%
	’04-’05	54	16	18	47%
	’05-’06	68	16	20	39%
	’06-’07	61	9	17	33%
6th Grade Science	’01-’02	67	18	11	22%
	’02-’03	69	30	8	21%
	’03-’04	68	20	13	27%
	’04-’05	54	17	11	30%
	’05-’06	66	18	26	54%
	’06-’07	61	9	23	44%
6th Grade Social Studies	’01-’02	66	21	11	24%
	’02-’03	69	30	9	23%
	’03-’04	68	19	11	22%
	’04-’05	53	13	22	55%
	’05-’06	66	21	20	44%
	’06-’07	61	9	10	19%
9th Grade Language Arts	’01-’02	68	37	13	42%
	’02-’03	72	47	18	72%
	’03-’04	72	48	9	38%
	’04-’05	50	22	18	64%
	’05-’06	66	34	12	38%
	’06-’07	65	25	21	53%
9th Grade Mathematics	’01-’02	68	36	3	9%
	’02-’03	71	45	6	23%
	’03-’04	72	53	2	11%
	’04-’05	50	27	8	35%
	’05-’06	65	31	6	18%
	’06-’07	63	30	1	3%
9th Grade Science	’01-’02	68	36	7	22%
	’02-’03	71	41	7	23%
	’03-’04	71	52	3	16%

	’04-’05	50	25	10	40%
	’05-’06	65	32	7	21%
	’06-’07	63	25	6	16%
9th Grade Social Studies	’01-’02	68	35	12	36%
	’02-’03	71	42	8	28%
	’03-’04	72	52	6	32%
	’04-’05	50	27	12	52%
	’05-’06	65	32	9	27%
	’06-’07	66	26	6	15%

APPENDIX W. SCHOOL 22 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 22	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	8	2	6	100%
	’02-’03	16	5	11	100%
	’03-’04	7	0	6	86%
	’04-’05	14	2	11	92%
	’05-’06	8	0	7	88%
	’06-’07	13	1	8	67%
3rd Grade Mathematics	’01-’02	8	2	6	100%
	’02-’03	16	5	11	100%
	’03-’04	7	0	6	86%
	’04-’05	14	2	10	83%
	’05-’06	8	0	7	88%
	’06-’07	13	0	8	62%
6th Grade Language Arts	’01-’02	12	1	11	100%
	’02-’03	10	1	8	89%
	’03-’04	9	0	6	67%
	’04-’05	8	1	5	71%
	’05-’06	14	2	9	75%
	’06-’07	10	2	6	75%
6th Grade Mathematics	’01-’02	12	1	10	91%
	’02-’03	10	1	7	78%
	’03-’04	9	2	5	71%
	’04-’05	8	2	6	100%
	’05-’06	14	2	8	67%
	’06-’07	10	2	4	50%
6th Grade Science	’01-’02	12	1	9	82%
	’02-’03	10	1	3	33%
	’03-’04	9	0	8	89%
	’04-’05	8	1	5	71%
	’05-’06	14	2	12	100%
	’06-’07	10	2	6	75%
6th Grade Social Studies	’01-’02	12	1	10	91%
	’02-’03	10	1	6	67%
	’03-’04	9	1	5	63%
	’04-’05	8	1	6	86%
	’05-’06	14	3	9	82%
	’06-’07	10	2	6	75%
9th Grade Language Arts	’01-’02	9	0	8	89%
	’02-’03	9	0	7	78%
	’03-’04	13	1	9	75%

	’04-’05	8	0	8	100%
	’05-’06	13	1	7	58%
	’06-’07	12	3	7	78%
9th Grade Mathematics	’01-’02	9	0	8	89%
	’02-’03	9	0	6	67%
	’03-’04	13	1	7	54%
	’04-’05	8	0	4	50%
	’05-’06	13	1	8	73%
	’06-’07	12	5	2	29%
9th Grade Science	’01-’02	9	0	8	89%
	’02-’03	9	0	6	67%
	’03-’04	11	0	5	46%
	’04-’05	8	0	5	63%
	’05-’06	13	2	6	55%
	’06-’07	12	4	3	36%
9th Grade Social Studies	’01-’02	9	0	7	78%
	’02-’03	9	1	4	50%
	’03-’04	13	0	9	69%
	’04-’05	8	0	4	50%
	’05-’06	13	1	7	58%
	’06-’07	12	6	1	16%

APPENDIX X. SCHOOL 23 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 23	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	30	6	18	75%
	’02-’03	35	3	20	63%
	’03-’04	38	4	24	71%
	’04-’05	41	9	32	100%
	’05-’06	41	9	29	91%
	’06-’07	42	18	19	79%
3rd Grade Mathematics	’01-’02	30	3	21	78%
	’02-’03	35	3	20	63%
	’03-’04	38	2	22	61%
	’04-’05	41	7	25	74%
	’05-’06	41	7	27	79%
	’06-’07	42	14	21	75%
6th Grade Language Arts	’01-’02	42	4	34	90%
	’02-’03	42	2	22	55%
	’03-’04	47	5	26	62%
	’04-’05	33	10	18	78%
	’05-’06	39	13	18	69%
	’06-’07	53	10	30	70%
6th Grade Mathematics	’01-’02	41	3	28	74%
	’02-’03	42	1	28	68%
	’03-’04	47	6	27	66%
	’04-’05	33	10	20	87%
	’05-’06	39	11	12	43%
	’06-’07	53	7	26	57%
6th Grade Science	’01-’02	42	3	26	67%
	’02-’03	42	1	23	56%
	’03-’04	47	5	20	48%
	’04-’05	32	9	15	65%
	’05-’06	39	11	13	48%
	’06-’07	53	9	27	61%
6th Grade Social Studies	’01-’02	42	3	26	67%
	’02-’03	42	1	20	49%
	’03-’04	47	5	18	43%
	’04-’05	32	9	21	91%
	’05-’06	39	14	15	60%
	’06-’07	53	10	27	63%
9th Grade Language Arts	’01-’02	42	4	29	76%
	’02-’03	36	1	24	69%
	’03-’04	40	2	26	68%

	’04-’05	26	2	22	92%
	’05-’06	30	4	18	69%
	’06-’07	35	3	22	69%
9th Grade Mathematics	’01-’02	42	7	21	60%
	’02-’03	36	1	26	74%
	’03-’04	40	4	27	75%
	’04-’05	26	1	25	100%
	’05-’06	31	6	23	92%
	’06-’07	33	4	20	69%
9th Grade Science	’01-’02	42	4	38	100%
	’02-’03	36	0	20	56%
	’03-’04	40	1	25	64%
	’04-’05	26	1	19	76%
	’05-’06	30	5	16	64%
	’06-’07	33	2	17	55%
9th Grade Social Studies	’01-’02	42	4	27	71%
	’02-’03	36	0	23	64%
	’03-’04	40	2	21	55%
	’04-’05	26	1	18	72%
	’05-’06	31	5	16	62%
	’06-’07	33	2	16	52%

APPENDIX Y. SCHOOL 24 PROVINCIAL ACHIEVEMENT TEST RESULTS

School 24	Year	Total Students	Students absent or exempt	# of Students above acceptable standard	% Students above acceptable standard
3rd Grade Language Arts	’01-’02	36	6	30	100%
	’02-’03	36	1	31	89%
	’03-’04	36	1	33	94%
	’04-’05	35	1	34	100%
	’05-’06	30	0	30	100%
	’06-’07	25	2	22	96%
3rd Grade Mathematics	’01-’02	28	6	22	100%
	’02-’03	24	1	22	96%
	’03-’04	22	0	21	96%
	’04-’05	24	0	24	100%
	’05-’06	16	0	16	100%
	’06-’07	18	1	15	88%
6th Grade Language Arts	’01-’02	37	4	26	79%
	’02-’03	24	1	17	74%
	’03-’04	33	3	25	83%
	’04-’05	38	4	30	88%
	’05-’06	31	2	18	62%
	’06-’07	32	0	21	66%
6th Grade Mathematics	’01-’02	30	3	20	74%
	’02-’03	21	1	14	70%
	’03-’04	24	2	15	68%
	’04-’05	28	3	23	92%
	’05-’06	20	2	9	50%
	’06-’07	23	0	8	35%
6th Grade Science	’01-’02	30	3	22	82%
	’02-’03	21	2	12	63%
	’03-’04	24	2	15	68%
	’04-’05	28	3	24	96%
	’05-’06	20	2	7	39%
	’06-’07	23	2	10	48%
6th Grade Social Studies	’01-’02	30	3	22	82%
	’02-’03	21	1	11	55%
	’03-’04	24	2	15	68%
	’04-’05	28	4	22	92%
	’05-’06	20	2	10	56%
	’06-’07	23	0	12	52%
9th Grade Language Arts	’01-’02	34	9	22	88%
	’02-’03	33	4	27	93%
	’03-’04	32	2	27	90%

	’04-’05	34	9	22	88%
	’05-’06	20	2	11	61%
	’06-’07	18	4	13	93%
9th Grade Mathematics	’01-’02	33	9	15	63%
	’02-’03	33	4	13	45%
	’03-’04	32	2	20	67%
	’04-’05	34	11	13	57%
	’05-’06	20	2	7	39%
	’06-’07	18	4	8	57%
9th Grade Science	’01-’02	33	8	20	80%
	’02-’03	33	4	17	59%
	’03-’04	32	3	18	62%
	’04-’05	34	9	13	52%
	’05-’06	20	3	10	59%
	’06-’07	18	4	13	93%
9th Grade Social Studies	’01-’02	33	7	19	73%
	’02-’03	33	4	23	79%
	’03-’04	32	2	25	83%
	’04-’05	34	11	20	87%
	’05-’06	20	1	10	53%
	’06-’07	NA	NA	NA	NA

APPENDIX Z. COMPARISON OF SCHOOLS PART AND NOT PART OF THE PROJECT AND PROVINCIAL MEANS ON PROVINCIAL ACHIEVEMENT TESTS

Gr. Level	Year	Project Schools Mean	Provincial Mean	Difference	Non-Project Schools Mean	Provincial Mean	Difference
3rd Gr. LA	'01-'02	72%	90%	-18%	73%	90%	-17%
	'02-'03	69%	90%	-21%	79%	90%	-11%
	'03-'04	77%	90%	-13%	80%	90%	-10%
	'04-'05	76%	91%	-15%	84%	91%	-7%
	'05-'06	84%	90%	-6%	72%	90%	-18%
	'06-'07	75%	89%	-14%	78%	89%	-11%
3rd Gr. Math	'01-'02	72%	89%	-17%	76%	89%	-13%
	'02-'03	68%	89%	-21%	73%	89%	-16%
	'03-'04	72%	89%	-17%	71%	89%	-18%
	'04-'05	62%	89%	-27%	68%	89%	-21%
	'05-'06	76%	90%	-14%	73%	90%	-17%
	'06-'07	74%	88%	-14%	70%	88%	-18%
6th Gr. LA	'01-'02	57%	89%	-32%	76%	89%	-13%
	'02-'03	68%	89%	-21%	69%	89%	-20%
	'03-'04	65%	87%	-22%	68%	87%	-19%
	'04-'05	66%	86%	-20%	71%	86%	-15%
	'05-'06	56%	88%	-32%	67%	88%	-21%
	'06-'07	71%	90%	-19%	67%	90%	-23%
6th Gr. Math	'01-'02	55%	85%	-30%	61%	85%	-24%
	'02-'03	62%	85%	-23%	69%	85%	-16%
	'03-'04	65%	86%	-21%	62%	86%	-24%
	'04-'05	61%	86%	-25%	74%	86%	-12%
	'05-'06	57%	83%	-26%	57%	83%	-26%
	'06-'07	54%	82%	-28%	54%	82%	-28%
6th Gr. Sci	'01-'02	54%	87%	-33%	66%	87%	-21%
	'02-'03	66%	88%	-22%	67%	88%	-21%
	'03-'04	67%	88%	-21%	64%	88%	-24%
	'04-'05	62%	88%	-26%	71%	88%	-17%
	'05-'06	61%	87%	-26%	66%	87%	-21%
	'06-'07	51%	84%	-33%	59%	84%	-25%
6th Gr. SS	'01-'02	57%	86%	-29%	64%	86%	-22%
	'02-'03	60%	86%	-26%	62%	86%	-24%
	'03-'04	60%	86%	-26%	60%	86%	-26%
	'04-'05	56%	87%	-31%	74%	87%	-13%
	'05-'06	59%	87%	-28%	66%	87%	-21%
	'06-'07	58%	86%	-28%	60%	86%	-26%

9th Gr. LA	’01-’02	79%	90%	-11%	73%	90%	-17%
	’02-’03	65%	89%	-24%	77%	89%	-12%
	’03-’04	77%	89%	-12%	75%	89%	-14%
	’04-’05	79%	89%	-10%	79%	89%	-10%
	’05-’06	68%	88%	-20%	65%	88%	-23%
	’06-’07	70%	88%	-18%	70%	88%	-18%
9th Gr. Math	’01-’02	48	73	-25	55	73	-18
	’02-’03	38	72	-34	51	72	-21
	’03-’04	57	75	-18	54	75	-21
	’04-’05	66	77	-11	60	77	-17
	’05-’06	51	77	-26	50	77	-27
	’06-’07	54	75	-21	48	75	-27
9th Gr. Sci	’01-’02	60	81	-21	66	81	-15
	’02-’03	54	82	-28	55	82	-27
	’03-’04	60	75	-15	54	75	-21
	’04-’05	61	76	-15	62	76	-14
	’05-’06	47	76	-29	51	76	-25
	’06-’07	53	78	-25	50	78	-28
9th Gr. SS	’01-’02	63	83	-20	64	83	-19
	’02-’03	63	82	-19	63	82	-19
	’03-’04	70	82	-12	65	82	-17
	’04-’05	75	81	-6	69	81	-12
	’05-’06	53	82	-29	55	82	-27
	’06-’07	52	80	-28	54	80	-26

Certificate of Dissertation Completion
Doctor of Education

Candidate: **Kelly Burke Thomas**

Dissertation Title: **AN ANALYSIS OF ALBERTA'S FIRST NATIONS, METIS, AND INUIT SCHOOL – COMMUNITY LEARNING ENVIRONMENT PROJECT**

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