
**The First Nations Schools Association
School Measures and
Data Collection Project**

**Results of the
2004/2005 Pilot Project**

Draft

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**Report prepared by Barbara Kavanagh,
Bill Postl, and Marie Matthew**

Part One

Introductory Comments

This paper summarizes a pilot project sponsored by the First Nations Schools Association (FNSA) in 2004/2005. The project was designed in consultation with First Nations schools to consider issues related to the measurement and reporting of the schools' achievements and growth.

The FNSA is a non-profit, charitable society created on behalf of First Nations schools in British Columbia (BC). The FNSA aims to assist the schools in providing high quality and culturally appropriate education programs for First Nations learners. The FNSA has a mandate to communicate and address the common concerns of First Nations schools, and it pursues that mandate by facilitating research, professional development opportunities, networking events, communications, and education projects that benefit all First Nations schools in BC. The FNSA is operated and directed by BC First Nations schools.

This paper provides a brief background to a data collection effort that was undertaken in 2004/2005.¹ It describes a framework that was created for the collection and use of data by First Nations schools in BC, with facilitation at the provincial level through the FNSA. First Nations schools approved the framework at the 2004 FNSA Annual General Meeting. This paper also highlights the results of a 2004/2005 pilot project that involved using the data collection framework for the first time.

The findings of this project will be shared with First Nations schools at the 2005 FNSA Annual General Meeting (AGM). **Until that time, this paper should be viewed as a working draft, and any errors or misrepresentations should be attributed solely to the authors.**

1. Project Background: The Need for This Work

¹ More detailed information and a literature review that provided the foundation for this work is available in an earlier paper prepared by the FNSA -- *The First Nations Schools Association School Measures and Data Collection Project Literature Review and Consultation Workshop Results* (Kavanagh, 2004).

This project was undertaken for a number of reasons. Primarily, the project was designed in response to needs expressed by First Nations schools themselves. Through a number of FNSA sponsored initiatives, First Nations schools highlighted a need for greater attention to ways in which First Nations schools can measure student progress and use data to track program and school effectiveness. The FNSA was therefore directed to collect and share information about types of measures that First Nations schools might find appropriate and meaningful.

In addition to data collection for the purposes of effective planning, clear measures of school effectiveness can contribute to efforts to clearly demonstrate the quality of First Nations schools' programming. To date, it has been unclear what measures First Nations schools are using to measure growth, and there has been no standardization in the types of data being collected. This situation has somewhat limited the ability of First Nations and the FNSA to highlight the important work being done in First Nations schools. In addition, several schools have suggested that the availability of standardized measures would assist them in their efforts to maintain accountability to their communities and to funding agencies.

First Nations schools also wanted to respond to increasing pressure for evidence that First Nations students are being provided quality educational opportunities. First Nations schools felt it was important to respond to questions about their programming using substantive data and clear measures that they selected themselves. In that way they could ensure that the measures used were appropriate for their situations and communities.

In response to all of those issues, in 2003 the FNSA membership approved a project that involved several steps.

- The FNSA undertook research to explore ways to measure student progress and effectively collect, analyze, and use data to inform school growth and programming.
- The FNSA shared those research results in a series of consultation workshops held in different parts of the province. First Nations school representatives were asked to review information about the types of data and measures being used in a variety of educational settings, and to make recommendations on ways to address the needs of First Nations schools specifically. The workshop participants were also asked to provide feedback regarding a proposed framework for standardized data collection, and the potential role of the FNSA in managing the overall compilation and release of data from First Nations schools.
- The results of the research and consultations, as well as the data collection framework, were presented at the 2004 FNSA Annual General Meeting (AGM), where the FNSA membership approved the use of the framework in a pilot project.

Part Two

The Approved Framework

The framework designed for this project is based upon a belief that accurate information and data can help educators decide what actions to take to improve instruction and schools. Data can provide substantive evidence of what is happening in schools, which can help educators to monitor the success of their programs, make informed choices, and use resources more effectively. Data can also help people to better understand the challenges schools face, which can facilitate more meaningful dialogue about how to collectively support schools.

1. Project Assumptions

In addition, the framework created for this pilot project was created to reflect the following assumptions.

- The FNSA maintains that any data collection efforts must **not** be directed toward monitoring First Nations schools' success in meeting arbitrary "targets" and/or identifying "good" and "bad" schools. There is no intention to tie school results to consequences, such as funding or "certification" decisions. Rather, the emphasis of this project is meant to be school growth over time, and identifying ways to support schools that may be experiencing difficulties in specific areas.
- A central component of this project is an acknowledgement that First Nations schools are responding to a long history of difficult issues, and many of the schools have been operating and responding to those issues for relatively short periods to time. A large proportion of the schools are situated in very isolated areas with high rates of unemployment and generally low-incomes. Most First Nations schools also enroll relatively high numbers of students with special needs. Many parents of students in First Nations schools face unique and significant barriers to becoming involved in school activities and/or creating stimulating home-learning environments, which can significantly affect student achievement levels. In addition, in spite of the tremendous challenges they face, First Nations schools receive extremely limited funding. It is to be expected that measures of student performance for First Nations schools may reflect those realities.

- A key aspect of effectively using measures to create improvement plans relates to basing data collection and accountability mechanisms on clear expectations. First Nations schools were created to provide unique, culturally sensitive education settings that reflect and respect the particular needs of the First Nations students and communities they serve. As such, the values and expectations of First Nations schools are not necessarily directly comparable to other schools and school systems. Given that situation, it would be inappropriate to impose on them standards and data collection mechanisms that have not been designed to reflect the special environments that First Nations schools offer. Instead, considerations of measurements and data use in First Nations schools must be founded upon the distinct standards those schools embrace.
- It is also important to rely on a range of data and indicators in interpreting the effectiveness of school programming and planning for school improvement. Student achievement data, satisfaction surveys, descriptions of school processes, and demographic information all can be valuable for school planning
- The framework designed for this project is intended to create a safe environment for data collection by carefully managing the release of the information collected and promoting a focus on school growth and program planning. In this way, the FNSA hopes to create trust and build support over time by demonstrating that the data can be used without blame.
- The data that are collected must be used in meaningful ways if the efforts to collect it are to be worthwhile. As this work continues, the FNSA plans to work with First Nations schools to ensure that the project information is used to identify appropriate programs and activities that can be implemented at both the school and provincial level.

2. The Framework

Establishing appropriate measures first and foremost should be founded upon clear expectations of what schools and students should achieve. For First Nations schools, this is a particularly important issue, as the schools were generally created specifically to reflect the unique goals of First Nations communities and parents. Therefore, for the purpose of an FNSA data collection initiative, it was important to design a framework based upon a celebration of what makes First Nations schools unique.

This project is based upon an assumption that First Nations schools are different, special places, and that the difference in the schools results in a benefit for students. Furthermore, collecting and sharing data related to the uniqueness of First Nations schools will demonstrate that students are being successful in those settings, and will also identify areas for improvement that reflect the goals that First Nations communities have for their own schools and students.

To establish the framework, the following questions were asked.

1. What is unique about First Nations schools, and what do First Nations communities want their children to achieve?
2. In other words, what standards have First Nations schools set for themselves?

The FNSA previously considered in detail the expectations for First Nations schools, as highlighted in the publication “*Reaching For Success: Considering the Achievements and Effectiveness of First Nations Schools (1998)*.” That paper shares the results of a consultation process that involved First Nations representatives collectively defining standards for First Nations schools. Those standards were approved as a reasonable basis for this project’s data collection framework.

3. Standards

Reaching for Success identifies the following expectations, or standards, for First Nations schools.

- Schools that foster a supportive environment in which students have a chance to expand to their full potential, and in which children are secure and happy
- Schools that ensure children know who they are.
- Schools that help their children to develop the numeracy, literacy, and other academic skills they need to succeed.
- Schools that honour parental and community involvement in education, as “education is the basis of a peaceful community, and Elders, adults and children are not separate.”

Reaching for Success also asserts that schools should strive to create a unique environment focused on the following beliefs.

- The teaching of First Nations **languages and cultures** is crucial.
- First Nations students must be supported in developing a **positive notion of who they are** as First Nations people.
- **Meeting the needs of all children** must be central (including children with special needs).
- First Nations schools must provide **nurturing environments** for children.
- First Nations schools must teach children the necessary **numeracy and literacy skills**.
- First Nations schools operate within a **community context**.
- **Parental and family involvement** are critical to school and student success.
- First Nations schools should strive to maintain **effective school staffs**, including opportunities for teacher education and training.

Using those “standards” as broad categories, the participants in the 2004/2005 consultation workshops were asked to identify a number of indicators that could be used to show how well First Nations schools are reflecting the expectations. Once a comprehensive list was created, the

workshop participants were asked to highlight three to four priority indicators in each category, as listed below.

4. Indicators

First Nations Language and Culture

- percentage of schools that have a First Nations Language and Culture program
- percentage of schools that report having Language and Culture integrated across the curriculum
- amount of time students spend in language and culture class
- parent survey results – are you satisfied with your children’s learning?
- student survey results ... are you learning about your language and culture?

Meeting the Needs of All Children

- rely on the significant special education data that is already being provided by First Nations schools and collected by the FNSEA
- parent satisfaction surveys – does your child feel like a part of the school?
- student satisfaction surveys – do you feel respected at school? ...

Providing a Nurturing Environment for Children

- attendance data
- lateness data
- percentage of schools using various methods of dealing with behaviour
- parent satisfaction survey – do you feel that your children are safe at school? do you feel that your children are respected at school?
- student satisfaction survey – do you feel safe at school? do your teachers care about and respect you?
- percentage of schools offering breakfast/lunch programs
- teacher retention data

Working Within a Community Context

- percentage of schools that are governed by a community-based governing agency
- percentage of schools with each type of school governing agency
- number of work experience opportunities provided to students
- number of meetings held with other community agencies
- parent and student satisfaction surveys – is the school a part of your community?

Promoting Parental and Family Involvement

- attendance at parent/teacher interviews

- data on school reporting to parents
- parent satisfaction survey

School Staffing

- student:teacher ratios considered along an age/grade continuum
- percentage of teachers who have taken training/a course on First Nations issues?
- number of support staff working in the school
- teacher retention data
- principal retention data

First Nations children who feel good about who they are ...

- student survey questions
- parent survey questions
- attendance rates

Children who have the skills they need to succeed

Literacy skills

- testing data, used to show growth
- student and parent satisfaction survey
- percentage of communities offering early literacy programs
- reading programs offered in the school

Numeracy skills

- testing data, used to show growth

Other

- graduation rates (where relevant)
- student and satisfaction survey – preparation for post-secondary education and employment

Data Collection Instrument

The workshop participants agreed that the FNSA should use the selected indicators to design a detailed questionnaire for First Nations schools, as well as surveys for students and parents. At the workshops, the FNSA was directed to share those data collection instruments in a pilot project in the 2004/2005 school year, in order to gather preliminary information to demonstrate the project's effectiveness and to test the questionnaires and surveys. That initiative was subsequently approved at the 2004 FNSA Annual General Meeting, and the results of the project are outlined below.

Part Four

Pilot Project Results

The data collection instrument approved at the 2004 FNSA AGM was distributed to all First Nations schools in BC in the fall of 2004, including First Nations adult programs that are funded through Indian and Northern Affairs Canada nominal roll system.

Schools² were asked to complete the data collection instrument, including satisfaction surveys for parents and students, and return the information to the FNSA office by December 2004. Following reminder notices to all schools, surveys were actually accepted until the end of January 2005.

4.1 Participating Schools

- In total, 35 schools submitted some or all of the requested information, representing 2448 student full-time equivalents (FTEs).
- That participation represents 27% of the First Nations schools in BC and 41% of the student FTEs.

² Throughout the description of survey results, the term “schools” is used for simplicity. All references to “schools” includes both First Nations schools and adult education programs, and does not include public or non-First Nations controlled independent schools.

The participating schools reflect the following categories.

Type of school/program	# of participating schools	% of participating schools	% of all schools in BC
Adult	3	20 %	11 %
Elementary	12	29 %	31 %
Elementary/secondary	17	43 %	31 %
K4/K5	3	10 %	23 %
Secondary	0	0 %	4 %

The participating schools reflect the following FNSA provincial regions.

Region	FTEs	# of participating schools	% of participating schools
Gitskan/Wet'suwet'en	0	0	0 %
Haida/Tsimshian/Haisla/Nisga'a	0	0	0 %
Kaska/Dene/Tahltan/Tagish/Inland Tlinglit	353	5	14 %
Kootenay/Okanagan	179	4	12 %
Kwakiutl/Heiltsuk/Nuxalk/Oweekeno	592	7	20 %
Nuu-chah-nulth/Coast Salish	814	7	20 %
Secwepemc/Stl'atl'imc/Nlaka'pamux	306	7	20 %
Tsilqot'in/Carrier/Sekani	205	5	14 %

Because 2004/2005 represented a pilot year for this project, and given that only 35 First Nations schools elected to participate in the first phase of this initiative, this paper does not reflect conclusive findings about First Nations schools in BC. However, the pilot project did achieve its goal of testing the questionnaire and identifying areas for improvement in the project design. Those issues can be addressed if a continuation of this project is approved at the 2005 FNSA AGM. In addition, this report demonstrates the types of information that can be gathered through such a project, ideally encouraging greater participation in future years.

4.2 School Governance

One of the issues selected for review through this initiative is the governance of First Nations schools in BC. Accordingly, the data collection instrument asked schools to select one descriptor that best describes their type of community-based governing agency. The results of that question are as follows.

Governing Agency	# of schools	% of schools
Chief and Council	11	33 %
Elected Board	8	24 %
Appointed Board	8	24 %
Band Education Director	4	12 %
Other *	2	6 %
Total	33	100 %

*Other includes an Education Society (1 response) and appointed representatives (1 response).

4.3 School Staffing

Educators

The schools that participated in this project were asked to indicate the number of educators they employ.

- In total, the 33 responding schools include 257 educators (236 full-time and 21 part-time), with a total of 235.44 FTE.
- Of those educators, 98 (38%) are First Nations people.

In terms of the experience of the educators in the schools, the following chart demonstrates how many years the educators have worked in the school.

Years Educators Have Been in the School	# of educators	% of educators
New to school	51	20 %
1 – 2 years	47	18 %
3 – 4 years	52	20 %
5 or more years	95	37 %
No answer	12	5 %
Total	257	100 %

The project questionnaire also requested information regarding the educators' training related to First Nations education or First Nations issues. The following chart shows the number of educators who have taken various types of training programs.

Types of Training Programs	# of educators	% of educators
Non-credit workshops	125	49 %
Relevant teacher education program courses	60	23 %
Other university level courses	74	29 %
NITEP / other First Nations teacher education program	48	19 %
Other *	11	4 %
Total (> than 100% due to multiple responses)		124 %

* The “other” responses included undergraduate and graduate level university programs and First Nations language teaching programs.

- In terms of teacher-librarians, only one of the responding schools reported having an individual with 1 FTE assigned for the school library.
- Five additional schools reported having an educator on staff with 0.04 - 0.30 FTE assigned to the school library.
- The remaining schools (82%) indicated that they do not have an educator on staff with FTE time assigned to the library.

Other Staff

The responding schools indicated that they employ a number of non-certified educators and counsellors, including secretaries, teaching assistants, library staff, bus drivers, and custodians. Of the 292 non-certified staff members reported to be working in the schools, 238 (82%) are First Nations people.

The responding schools indicated that they employ 130 teaching assistants (104 full-time and 16 part-time). It was also reported that those teaching assistants have received training through workshops (12 schools reporting), ECE training (7 schools reporting), and other formal college training and/or certification (11 schools reporting). Four schools reported that their teaching assistants have received training only through on-the job experience.

School Administrators

The data collection instrument also included questions to explore issues associated with school administration. To begin, schools were asked to select a descriptor of the individual who is responsible for school administration/leadership. The following results were obtained.

School Administrator	# of schools	% of schools
Principal	22	69 %
Head Teacher	3	9 %
Administrator (not certified educator)	3	9 %
Teacher	1	3 %
Co-principals	1	3 %
Other	2	7 %
Total	32	100 %

Schools were also asked to indicate the total FTE available for the administrative/leadership tasks associated with the role, and an average of 0.97 FTE was reported.

- The majority of schools reported that the individual assigned to this role had 1 FTE available for administrative/leadership tasks (72% of responding schools).
- 19% of the schools reported that the individual in this role had less than 1 FTE available, and 9% of the schools reported that 2 FTE are available for administrative/leadership tasks.

In addition, schools were asked to indicate how the individual's total administration/leadership FTE is allocated by estimating the FTE assigned to a list of tasks, as shown below.

Allocation of administrator's time	Average FTE
Day-to-day administration	40 %

Instructional leadership	21 %
Classroom teaching	17 %
Financial administration	15 %
Other	6 %

4.4 Parental Involvement and Communications

Recognizing the critical role of parental involvement in student success, the data collection instrument included a number of questions related to this issue. However, because this issue would relate to adult education programs in a unique way, schools were asked to not answer this question if they enroll only adult students.

Schools were asked whether they regularly schedule parent teacher interviews and/or student-led or parent/teacher/student conferences, as well as the average attendance at those meetings.

- All of the schools responding to this question hold parent/teacher interviews.
- 52% of the responding schools hold some form of student conferences.
- The average attendance at parent teacher interviews was 71%.
- The average attendance at student-led/involved conferences was 72%.
- Only 3 (approximately 10%) of the responding schools noted increased attendance for student-led parent conferences.
- The reported attendance rates were higher for elementary schools (81% for parent/teacher interviews and 86% for student-led interviews) than for elementary/secondary schools (65% and 57% respectively).

Other specific results are highlighted below.

Type of Conference	# of elementary schools	# of elementary/secondary schools	# of K4/K5 schools	Total
Parent/teacher interviews	4	9	2	15
Conferences led by/involving students	7	6	1	14
Total	11	15	3	29

Schools were also asked to indicate how many times per year teachers prepare report cards on student progress. By far the most frequent answer was 3 times per year, with 72% of responding

schools giving that answer. (9% of schools prepare report cards twice per year, 16% of schools 4 times, and 3% five times per year).

4.5 Language and Culture

One of the primary goals of First Nations schools in BC is to contribute to the promotion and retention of First Nations languages and cultures. Therefore, it was agreed that this issue must be a critical component of the FNSA's data collection initiative.

To begin exploring how language and culture is integrated into school programming, the data collection instrument asked schools to select a phrase that best describes how students learn about their Nation's Language, Culture and Traditions in the school. The results are as follows.

Integration of Language and Culture	# of schools	% of schools
We are just beginning, or planning, a First Nations Language and Culture program in our school.	3	11 %
Language and Culture instruction mostly just takes place in distinct Language and Culture classes.	2	7 %
We have distinct Language and Culture classes, with some First Nations content in other subject areas.	14	50 %
We have distinct Language and Culture classes, with a strong First Nations emphasis in other subject areas.	6	21 %
Language and Culture is integrated across most or all subject areas; we also have distinct Language and Culture classes.	2	7 %
Language and Culture is integrated across most or all subject areas; we do not have distinct Language and Culture classes.	0	0 %
We have a First Nations Language Immersion Program.	0	0 %
Other	1	4 %
No Answer	7	25 %
Total	28	100 %

The project questionnaire also provides some information about the types of language and culture programs being offered in the schools.

- Of the 26 schools that responded to this question, the majority (15 schools, or 58%) offer only integrated language and culture classes.
- 5 schools (19%) indicated that they do not offer integrated classes; instead they offer a distinct class in language and a distinct class in culture.
- 4 schools (15%) indicated that they offer only language classes.
- 2 schools indicated that they offer a mix of both integrated classes and separate language classes, such as integrated in the elementary level and separate at the secondary level.

In terms of the time allocated to language and culture, the schools reported the following.

Up to kindergarten	# of schools reporting	Average class minutes/week
Integrated language and culture classes	15	113
Separate language classes	10	196
Separate culture classes	6	62
Total for all types of classes – K	24	168
Grades 1 – 3		
Integrated language and culture classes	15	139
Separate language classes	9	121
Separate culture classes	5	74
Total for all types of classes – grades 1 - 3	23	154
Grades 4 – 7		
Integrated language and culture classes	13	122
Separate language classes	8	123
Separate culture classes	5	74
Total for all types of classes – grades 4 - 7	20	147
Grades 8 – 10		
Integrated language and culture classes	8	176
Separate language classes	6	106
Separate culture classes	3	117
Total for all types of classes – grades 8 - 10	13	184
Grades 11 – 12		
Integrated language and culture classes	3	163
Separate language classes	3	107
Separate culture classes	1	200
Total for all types of classes – grades 11 - 12	7	144

4.6 School Programs

Work Experience Programs

When asked if the school offers a work experience program, 66% of adult programs, 53% of elementary/secondary programs, and even 18% of elementary only schools indicated that they do.

Early Literacy Programs

The data collection instrument also asked whether the school or community offered an early literacy program.

- Of the 29 non-adult schools, 28 reported having such programs available.
- Headstart programs were by far the most common, listed by 23 of the 28 responding schools (82%).
- The five remaining schools reported using other community-based programs (3 responses) and other home-based programs (2 responses).
- The Mother Goose and HIPPIE programs were both mentioned twice as additional programs that are in place.

School-Wide Reading Programs

The data collection instrument asked schools to list the school-wide English program they use.

- The most commonly used programs are Guided Reading and Read Well, each used by 5 of the 29 responding schools (17% each).
- Mastery Reading was used by 14% of the responding schools.
- 41% of the schools named a variety of other programs.
- Only 3 schools indicated that they do not use a school-wide reading program.

School-Wide Math Programs

- In terms of a school-wide Math program, 6 of the 29 responding schools (21%) reported using Math Quest.
- Saxon Math was also listed by 4 (14%) schools.
- 37% of the schools reported that they use a variety of other programs.
- In this case, 8 of the responding schools (28%) indicated that they do not use a school-wide math program.

Approaches to School Discipline

The schools that participated in this study were asked to list the main methods they use regularly to address behavioural problems. Half of the 32 responding schools reported using progressive discipline as the main method used, but the schools are also using several other approaches, as well. 38% of the responding schools reported using culturally-based approaches, including Elder involvement and healing circles. The detailed responses to this question are summarized below.

Methods used to address behavioural problems	# of responses	% of schools using the approach
Progressive Discipline	16	50 %
Effective Behavioural Support	9	28 %
Healing Circles	7	22 %
Elder Involvement	5	16 %
Other	10	31 %

Opportunities for Student Leadership

84% of the responding schools reported that they are providing a variety of different opportunities for student leadership, including student councils, peer support, and community/cultural activities. The detailed results are shown below.

Opportunities for Student Leadership	# of responses	% of schools providing the opportunity
Student councils	12	38 %
Community/cultural activities	7	22 %
Peer support	7	22 %
Assist with school tasks	6	19 %
Workshops etc.	3	9 %
Youth councils	2	6 %
Other	9	28 %
None mentioned	5	16 %

4.7 Integration of Services

One of the unique aspects of First Nations schools is the extent to which they operate as a part of the community. One way in which that characteristic is shown is through the extent to which they work with other agencies to address student needs in a holistic way.

Cooperative Work

In this project, schools were asked to report on their interaction with a variety of other agencies, indicating whether they work with them regularly, frequently, sometimes, occasionally, or never.

- The most common working relationships are with the community health representative/worker (63% of schools work with them regularly or frequently), the community health nurse (59% regularly or frequently), and the Head Start program (52% regularly or frequently).
- Other agencies commonly listed are the community Day Care (43% regularly or frequently) and the Band Social Development Department (37% regularly and frequently).

More detailed results are shown below.

Agencies the school works with	Regular	frequent	sometimes	occasional	never	n/a
Community Health Representative/Worker	44%	19%	19%	16%	3%	0%
Headstart	38%	14%	15%	10%	10%	14%
Community Health Nurse	31%	28%	19%	13%	9%	0%
Day Care	27%	17%	10%	20%	13%	13%

Band Social Development Dept.	20%	17%	33%	27%	3%	0%
Traditional/Spiritual Advisors and Elders	19%	13%	22%	38%	9%	0%
Child and Family Service Agency	17%	17%	34%	24%	3%	3%
Other First Nations Schools	7%	24%	38%	21%	10%	0%
Public School District or schools	3%	27%	30%	30%	7%	3%
Other	17%	33%	33%	17%	0%	0%

Counselling and Social Support Services

- The majority of the responding schools (81%) offer counselling and social support services to their students, and this is done primarily through cooperation with a community partner.
- Only in 34% of cases are counselling and support services offered primarily through the school. In the other cases, they are offered through arrangement with the Band (31%), through another agency (53%), or through another mechanism (3%).

Other Services

First Nations schools also offer a variety of other specific support services, often in collaboration with funding from another agency.

- 72% of the responding schools offer a breakfast program.³
- 71% of the schools that offer a breakfast program do so in collaboration with funding from another community agency.
- 66% of the schools offer a lunch program.³
- 68% of the schools that offer a lunch program do so in collaboration with funding from another community agency.
- 89% of the schools offer hearing and vision screening.⁴
- Almost all of those schools offer the screening through Band delivered programs from the First Nations Inuit Health Branch or through a variety of provincially funded programs.

4.8 Student Information

³ This number excludes the adult programs. Two adult programs indicated that they offer a breakfast and lunch program, but one of those programs indicated that the service is provided only once per month. Without further details, it seemed appropriate to exclude the adult programs from this question at this time. In future years, this will be investigated further so that more useful information can be reported.

⁴ This number excludes the adult programs, none of which offer this service.

The data collection questionnaire asked schools to report the number of students enrolled, including both those on and not on the nominal roll. 14 of the 32 responding schools indicated that they serve students who are not included on the nominal roll.

The questionnaire also asked schools to report the number of graduates in the previous school year, as well as data related to absences and lateness.

- It was reported that there were 39 school-age Grade 12 graduates and 10 adult graduates.
- In the 21 schools that responded to this question, the majority of the school-age students (66%) were **absent** from school *less than* 10% of the time.
- 22% of the students were absent between 10 – 20% of the time, and 12% were absent more than 20% of the time.
- The majority of school-age students were **late** for school *less than* 10% of the time (78%).
- 14% of school-aged students were late between 10 – 20% of the time, and 8% were late more than 20% of the time.

In an effort to begin exploring student performance, the project questionnaire asked schools to report whether they used an objective test or other type of standardized assessment for an entire grade or grades in the last school year. The majority of participating schools are making an effort to monitor performance using a range of indicators, including standardized tests.

- Excluding K4/K5 schools, 23 of the 29 (79%) schools responding, including all three adult schools, indicated that they use some form of grade-wide standardized assessment.

Unfortunately, while the project attempted to explore student performance on the standardized tests used by the schools, the question asked did not achieve meaningful results.

The schools that do use standardized tests on a grade-wide basis were asked to indicate the percentages of students who are perceived to be performing satisfactorily. The schools were then asked to provide their definition of satisfactory performance. Widely disparate perceptions of satisfactory performance made it impossible to interpret the results of this question in an accurate way, and therefore it would be inappropriate to provide percentages at this time. The FNSEA intends to organize a focus group of First Nations school representatives to consider how to better address this issue in future data collection exercises.

4.9 Perceptions Surveys

This year's project also involved the distribution of surveys to students and parents in order to gather information about how First Nations schools are perceived. Perceptions data should be considered with some caution, as it is not always an accurate reflection of a school's achievements. Numerous factors can influence perceptions, including communications and current community issues. However, the data can be useful as one measure of school performance if it is interpreted within the context of other information and indicators.

Overall, through this project parents and students expressed fairly high levels of satisfaction with school programming and student learning in terms of mainstream academic courses. Parents and secondary students expressed less satisfaction with student progress in terms of First Nations language and culture. This issue should be discussed with First Nations school representatives for feedback and interpretation.

In addition, there are varying responses in terms of student support and safety issues. In general, students and particularly parents were very positive when asked if the schools' staff members care about and respect students. On the other hand, there was a far less positive response to questions about students being nice to one another. It is possible that the questions asked in this regard were problematic, and this issue can be explored with First Nations school representatives to consider whether the wording of the questions should be revised in future efforts.

The following specific results were collected through this effort. For all charts below, percentages represent: $(\text{Positive Responses}) / (\text{Positive} + \text{Neutral} + \text{Negative})^5$

⁵ Other survey notes:

1. All responses were scored as Percentage Positive, defined as: "Yes" / ("Yes" + "Sometimes" + "No"); or ("Strongly Agree" + "Agree") / ("Strongly Disagree" through "Strongly Agree")
2. "Don't Know", blank, etc., were excluded.
3. Where the percentage was based on fewer than 5 answers it was suppressed (both to protect anonymity and to exclude potentially misleading results.)
4. Bottom line or Average percentages are unweighted; they are the average of all participating schools, not all participating students or parents.

Primary Students Survey Results (Grades 1- 3)

1. I am getting better at reading	89 %
2. I am getting better at writing	82 %
3. I am learning about my culture	84 %
4. I am learning my First Nations language	85 %
5. I am learning to count	94 %
6. I feel good at school	88 %
7. I feel safe at school	90 %
8. My teacher cares about me	92 %
9. Adults in the school treat all children fairly	88 %
10. Other children are nice to me	73 %
11. I like school	91 %

2004 FNSA Elementary Students Survey (Grades 4 – 7)

At school ...

1. I am getting better at reading	76 %
2. I am getting better at writing	76 %
3. I am learning about my culture	74 %
4. I am learning my First Nations language	75 %
5. I am getting better at math	78 %
6. I feel good at school	64 %
7. I feel safe at school	76 %
8. My teacher cares about me	83 %
9. Adults in my school treat all children fairly	70 %
10. Other students are nice to me	46 %
11. I feel that my school is a part of my community	84 %
12. I like school	63 %

2004 FNSEA Secondary Students Survey (Grades 8 – 12)

At school, I am developing knowledge and skills in:

1. Writing	80 %
2. Reading	76 %
3. My culture	63 %
4. My First Nations language	54 %
5. Math	78 %

At school:

6. I am satisfied with what I am learning.	81 %
7. I am learning how to stay healthy.	60 %
8. I feel safe at school.	76 %
9. Other students respect me.	70 %
10. School makes me feel good about who I am.	67 %
11. School staff cares about me.	73 %
12. School staff treats all students fairly.	69 %
13. School is helping me prepare for a job in the future.	78 %
14. School is helping me prepare for post- secondary education (for example, college, university, trade school).	84 %
15. I feel that my school is a part of my community.	84 %

2004 FNSA Parents Survey

1. My child is learning to read.	90 %
2. My child is learning to write.	90 %
3. My child is learning our First Nations language.	76 %
4. My child is learning about our culture.	74 %
5. My child is learning about math.	89 %
6. My child is learning to stay healthy.	88 %
7. I am satisfied with what my child is learning at school.	84 %
8. I feel that my child is safe at school.	81 %
9. At school, my child is protected from being bullied, teased, or picked on.	62 %
10. School staff cares about my child.	90 %
11. School staff respects my child.	91 %
12. I feel welcome at my child's school.	92 %
13. I feel that the school is a part of my community.	91 %

Please note: the FNSA 2004 Adult Student Survey results were suppressed this year because of the limited number of participating programs; confidentiality could not be assured with three respondents.

Summary

The FNSA would like to thank all of the schools that participated in this year's pilot project. While the number of participating schools makes it difficult to draw definitive conclusions about the work being done by First Nations schools in BC, the pilot project does provide preliminary evidence of the schools' efforts.

The 2004 pilot project also provided an important opportunity for the FNSA to use the data collection framework and questionnaire for the first time. While minor difficulties did arise in terms of specific questions, it appears that the overall framework is effective in collecting meaningful data about First Nations schools in BC.

Given the importance of gathering clear information for program planning, and because of the increasing pressure for detailed data for accountability purposes, it is critical that the FNSA continue its efforts to facilitate school reporting. The FNSA firmly believes that the tools used to gather information should be designed and implemented by an organization directed by First Nations schools themselves. In that way, schools can best ensure that reports on their activities reflect their unique goals and circumstances. Therefore, the FNSA Board of Directors strongly supports efforts such as the 2004 First Nations Schools Measures Project.

If approved at the 2005 AGM, the FNSA looks forward to working with First Nations schools to enhance the initiative using the results of this pilot project, and to continue its implementation in future years.

Appendix One

Project Questionnaire

4 September, 2004

To: All First Nations Schools

From: Greg Louie, FNSA President and Barb Kavanagh, Director of Research

Re: First Nations Schools Measures and Data Collection Project

HELLO EVERYONE!

We hope you all enjoyed a wonderful summer and that you are looking forward to another successful school year.

On behalf of the First Nations Schools Association (FNSA), we are very pleased to begin this September by introducing an exciting new project. The First Nations Schools Measures and Data Collection Project was developed throughout the past year with input from First Nations school representatives from throughout BC, and it was approved for implementation at the 2004 FNSA AGM.

Background Information

Throughout the past two years, First Nations school representatives have been invited to discuss issues associated with school measures and data collection processes. The direction for this project primarily came from First Nations schools. Many of the school representatives who have participated in the FNSA School Assessment Project have indicated the need for information about ways in which First Nations schools can measure student progress and use data to track program and school effectiveness. Other people have also recommended that the FNSA facilitate research on how to appropriately collect and analyze data to enhance school improvement.

Currently, it is unclear what measures First Nations schools are using, and there has been no standardization in terms of the types of data being collected. Because of that situation, First Nations schools and the FNSA have been limited in our ability to highlight the important work being done in BC, and to accurately monitor the effectiveness of the programs being implemented.

In addition, Indian and Northern Affairs Canada (INAC) representatives have indicated that the federal government is interested in obtaining consistent data to demonstrate that First Nations students are being provided quality educational opportunities.

In discussing all of those issues, the FNSA Board agreed that First Nations schools should be proactive in addressing the highlighted needs. The FNSA therefore organized a research and consultation process that involved research into the collection, analysis, and use of data to inform school growth and

programming. The results of that research were shared in four consultation workshops in the Fall of 2003. Approximately 65 First Nations school representatives participated in those workshops. The workshop participants provided extensive feedback regarding the possibility of standardized data collection and the potential role of the FNSA in managing the overall compilation and release of data from First Nations schools.

The input received at the project workshops resulted in a detailed data collection framework and recommendations that were presented at the 2004 AGM. At that time the FNSA membership approved the FNSA School Measures and Data Collection Framework for use in a pilot project in the 2004/2005 school year. The results of the pilot project will be reviewed at the 2005 FNSA AGM for feedback and directions for future work.

Project Details

To complete this pilot project, the FNSA is asking First Nations schools to complete a detailed data collection instrument – the Measures Project School Form – which is attached. The instrument includes two components:

- a series of questions that can be answered by school staff; and
- surveys for students and parents.

The data being requested was determined by First Nations school representatives at the project consultation workshops, and a draft of the data collection instrument was presented and approved at the 2004 FNSA AGM.

The intention of the data collection is to develop a better understanding of what is happening in First Nations schools, and to report on the breadth of programs that are being offered. The information will be used in the following ways:

- to identify and highlight areas of strength;
- to determine any areas requiring greater support and resources;
- to highlight best practices for information sharing purposes; and
- to meet reporting requirements.

We strongly believe that this project will assist First Nations schools in meeting accountability and reporting requirements using a framework that was developed by First Nations schools for First Nations schools. In that way, we will be able to report data that reflect the values identified by First Nations schools themselves.

In order to achieve those goals, we are asking schools to do the following:

- complete the attached Measures Project School Form (most of which require simple yes and no answers) before the project deadline of December 10, 2004;
- administer the attached project surveys to students and parents during the weeks of November 16 through to November 28, 2004;
- submit the completed Measures Project School Form and the surveys themselves to the FNSA office no later than December 10, 2004. *Please note:* submitting the completed surveys is adequate; the FNSA will be responsible for the data input.

Once we receive the completed information, the FNSA will:

- be responsible for all data entry;
- provide schools with individual reports, including an analysis of the information submitted by each school and the completed surveys (anonymous);
- produce summaries of the data at a provincial level, demonstrating the overall results for all First Nations schools;
- share only the provincial level summary in order to meet government reporting requirements; and
- report back on the project results and seek direction for any future activities at the 2005 FNSA AGM.

THE FNSA WILL NOT RELEASE ANY DATA FOR INDIVIDUAL SCHOOLS. INAC BC REGION HAS AGREED THAT PROVINCIAL LEVEL ANALYSES ARE ADEQUATE FOR REPORTING PURPOSES. ALL INDIVIDUAL SCHOOL LEVEL DATA WILL BE TREATED AS COMPLETELY CONFIDENTIAL.

Please note: for First Nations schools that are participating in the 2004/2005 school assessment project, Marie Matthew will contact you directly to discuss how this project can be integrated into the assessment process. Every effort has been made to ensure that no duplication of effort is required. No schools will be required to implement two sets of surveys.

Comments Are Welcome!!

In creating the attached instrument, every effort was made to make the questions straightforward and easy to answer. We hope we have achieved that goal. However, this is our first time implementing such a project, and the instrument is likely not perfect. We will be closely monitoring the effectiveness of the questions this year in order to make improvements in future years. Therefore, any comments and suggestions about the project and/or the questions are more than welcome. You can submit your ideas in any of the following ways:

- telephone Barb Kavanagh or Marie Matthew directly;
- e-mail Barb Kavanagh at barbk@fnesc.bc.ca or Marie Matthew at mlmatthew@direct.ca
- fax written comments to the FNSA office at (604) 925 – 6097.

Questions or Concerns?

If you have any general questions or concerns about the overall project, please contact Barb Kavanagh.

If you have questions about how to answer specific portions of the form or how to implement the surveys, please contact:

- Marie Matthew at 250-652-5652 or mlmatthew@direct.ca or
- Dayna Anderson at 1-877-422-3672 or daynaa@fnesc.ca

Participation is Voluntary

Participation in this project is, of course, completely voluntary. However, we sincerely hope that you will seriously consider taking part in this initiative. Your participation and, if appropriate, your feedback and suggestions, will assist us greatly in ensuring the usefulness of this project and future efforts to facilitate data collection. The FNSA is committed to working with all First Nations schools to meet reporting requirements in a way that best reflects our needs and values.

The FNSA appreciates your consideration of this very important project. We look forward to reporting on the project results to all schools in BC, and we will be reviewing the results at the 2005 FNSA AGM.

FIRST NATIONS SCHOOLS ASSOCIATION
MEASURES PROJECT 2004/05
- SCHOOL FORM -

School Name:
Name of Person Completing this Form:
Position of Person Completing this Form:
Name of Principal/Head Teacher/Administrator: <i>(if different from above)</i>
Phone Number:
E-mail:
Fax Number:

While we have tried to make this form self-explanatory, we may not have succeeded. If you have any questions or would like to discuss anything about the questionnaire, please contact Dayna Anderson by phone (toll-free: 1-877 422-3672 or 604-925-6087), or e-mail (daynaa@fnesc.ca) or Marie Matthew at 250-672-5652, or email (mlmatthew@direct.ca)

Please return your completed form by December 10th 2004, by:

Mail: First Nations Schools Association
Measures Project
Suite 113 – 100 Park Royal South
West Vancouver, BC V7T 1A2

Thank you for helping make Year 1 of our Measures Project a success!



SCHOOL GOVERNANCE:

1. What type of community-based agency governs your school?

Please respond with the ONE answer that best describes to whom the school directly reports.

- Chief and Council
 - Elected School Board/ Education Committee
 - Appointed School Board/Education Committee
 - Band Education Director
 - Other (please describe)
-

EDUCATORS:

The following questions are about staff who require College of Teachers certification, whether they are classroom teachers, principals or have another role.

2. How many educators are there in your school?

_____ Full-time

_____ Part-time

3. What is the *total* FTE of all of the school's educators?

_____ . _____

4. How many of the school's educators are First Nations people?

5. Not counting this school year, how many of the school's educators have been with the school:

_____ New to the school this school year?

_____ One or two school years?

_____ Three or four school years?

_____ Five or more school years?

6. How many of the school's educators have completed each of the following types of training related to First Nations education or issues?

_____ Non-credit workshop(s)

_____ Teacher education program course(s)

_____ Other university level course(s)

_____ NITEP or other teacher education program designed for First Nations teachers

_____ Other (please describe)

7. If the school has a Teacher-Librarian, how much of his or her time (FTE) is assigned to the school library? _____ . _____ Teacher-Librarian FTE

OTHER STAFF:

The following questions are about staff who do not require College of Teachers certification.

- | 8. How many Full-Time and Part-Time staff – other than certified educators and Counsellors - work in the school? | FT | PT | FTE | |
|--|-------|-------|---------------|-------------------------|
| | _____ | _____ | _____ . _____ | Secretary(ies) |
| <i>Do not include certified educators. If a staff member has two or more positions within the school he or she should be listed as part-time in each position.</i> | _____ | _____ | _____ . _____ | Teaching Assistant(s) |
| | _____ | _____ | _____ . _____ | Library Staff |
| | _____ | _____ | _____ . _____ | School Bus Driver(s) |
| | _____ | _____ | _____ . _____ | Custodian(s) |
| | _____ | _____ | _____ . _____ | Other (please describe) |

9. How many of these staff are First Nations people? _____

10. Please briefly describe the training your Teaching Assistants have received.

SCHOOL ADMINISTRATORS:

The following questions relate to principals or school leadership staff (usually College of Teachers certified). Questions about support and other administrative staff are in the section above.

11. Who is the individual responsible for school administration/leadership?
- A Principal
 - Co-principals or Principal and Vice-Principal
 - A Head Teacher
 - A Teacher
 - An Administrator who is not a certified Educator
 - Other (please describe)
-

12. What is the total FTE for administration/leadership tasks of this role? _____ . _____

13. How is this individual's total administration/leadership FTE allocated?

_____ . _____ Instructional Leadership

_____ . _____ Financial Administration

Please indicate the approximate FTE assigned to each task. Total will match FTE time in question 12.

_____ . _____ Day-to-day Administration

_____ . _____ Classroom Teaching

_____ . _____ Other (please describe)

PARENTS AND THE SCHOOL:

Please skip to question 18 if all students are adults.

14. Does your school regularly schedule parent/teacher interviews?
- Yes
 - No

15. If yes, what was the parental attendance at the last round of parent/teacher interviews? _____ % of parents in attendance

16. Does your school regularly schedule student-led or parent/teacher/student conferences? Yes No
17. If yes, what was the parental attendance at the last round of student-led or parent/teacher/student conferences? _____ % of parents in attendance
18. How many times per year do teachers in your school prepare report cards on student progress? _____ times per year

EDUCATION PROGRAMS:

19. Which of the following best describes how students learn about their Nation's Language, Culture and Traditions in your school?
- We are just beginning, or planning, a First Nations Language and Culture program in our school.
 - Language and Culture instruction mostly just takes place in distinct Language and Culture classes.
 - We have distinct Language and Culture classes, with some First Nations content in other subject areas.
 - We have distinct Language and Culture classes, with a strong First Nations emphasis in other subject areas.
 - Language and Culture is integrated across most or all subject areas; we also have distinct Language and Culture classes.
 - Language and Culture is integrated across most or all subject areas; we do not have distinct Language and Culture classes.
 - We have a First Nations Language Immersion Program.
 - Other (please describe)

20. If your response to the above question does not adequately describe your school's Language and Culture program, please explain.

21. If the school does have distinct Language and Culture classes, or separate Language classes and Culture classes, how many minutes of instruction time are there per week?

L & C	Lang.	Culture	
_____	_____	_____	Minutes in Kindergarten
_____	_____	_____	Minutes in grades 1 - 3
_____	_____	_____	Minutes in grades 4 - 7
_____	_____	_____	Minutes in grades 8 - 10
_____	_____	_____	Minutes in grades 11-12

If the time differs in each grade, please give the average number of minutes for the grade-ranges provided.

22. Does the school offer a work experience program?

- Yes
- No

23. Does your school or community have any early literacy programs?

- Yes, Head Start
- Yes, other program(s) based in the community
- Yes, based in the home
- Other

“Early literacy programs” in the context of this question means those programs for children under 4 years old, and their families.

Please name or briefly describe the programs:

24. What school-wide Reading programs and approaches are used in your school?

*Please only name or indicate the nature of the programs used on a **school-wide** or **grade-wide** basis.*

25. What school-wide Math programs and approaches are used in your school?

*Please only name or indicate the nature of the programs used on a **school-wide** or **grade-wide** basis.*

26. What main methods are used in your school to address behavioural problems?

- Elder Involvement
- Healing Circles or other First Nations traditional methods
- Effective Behavioural Support (EBS)
- Progressive Discipline
- Other(s) (please describe)

*Please indicate methods **regularly** used in the school. Check as many as apply.*

27. Please describe any opportunities offered in your school for student leadership.

INTEGRATION OF SERVICES:

28. Which of the following does your school work with?

	Regu- larly	Fre- quently	Some- times	Occa- sionally	Never	N/A
Band Social Development Dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Health Representative/Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Health Nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional/Spiritual Advisors & Elders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child and Family Service Agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public School District or Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other First Nations Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (what agency?) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (what agency?) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Does your school offer counselling and social support services to students?

- Yes
 No

30. If "Yes", how are these services offered?

Check as many as apply.

- Through the school
- Through arrangement with the Band
- Through arrangement with another community agency:

- Other (please describe)

31. Does your school have a breakfast program?

- Yes

- No

32. *If yes*, does the school provide it in collaboration with funding from another community agency?

- Yes

- No

33. Does your school have a lunch program?

- Yes

- No

34. *If yes*, does the school provide it in collaboration with funding from another community agency?

- Yes

- No

35. Does your school offer hearing and vision screening?

- Yes both

- Yes, hearing only

- Yes, vision only

- No

36. If yes, through what agency(ies)?

STUDENT NUMBERS AND FTES:

“School-age” in the following questions refers to the number of students who are 18 years old and under at the beginning of the school year.

37. How many students were enrolled in your school on September 30?

Please note that the Nominal Roll numbers should match your records for figures reported to INAC as enrolled in your school September 30.

	Number	FTE
On Nominal Roll:		
School-age	_____	_____ . _____
Adult	_____	_____ . _____
Not on Nominal Roll:		
School-age	_____	_____ . _____
Adult	_____	_____ . _____
Total Students	_____	

38. How many students were enrolled in your school on November 15?

	Number	FTE
On Nominal Roll:		
School-age	_____	_____ . _____
Adult	_____	_____ . _____
Not on Nominal Roll:		
School-age	_____	_____ . _____
Adult	_____	_____ . _____
Total Students	_____	

39. If there was a large change in enrolment between September and November, please explain.

STUDENT PROGRESS:

Questions 40-44 are about School-Age students only (18 and under). Questions 45 and 46 are about Adult students.

Questions 40-44: School-Age Students

For Adult students - go to question 45.

40. How many school age Grade 12 students _____ Graduates graduated last school year?

Please leave blank if you do not offer Grade 12.

41. How many days was your school in session _____ last year?

42. How many school age students were absent:

	More than 20% of the time	Less than 20% of the time	Less than 10% of the time	Total Students
Absent				

43. How many school age students were late:

	More than 20% of the time	Less than 20% of the time	Less than 10% of the time	Total Students
Absent				

44. Did your school use an objective test or other type of standardized assessment for an entire grade or grades last year?

Include Foundations Skills Assessment (FSA), Canadian Achievement Tests (CAT), Canadian Test of Basic Skills (CTBS), Gates-MacGinitie, KeyMath, and similar instruments when used with all (or nearly all) students at a grade level. Do not include diagnostic tests used to assess students for special education.

- Yes
- No Please skip question 44.
- All students are adult Please skip question 44 and go to question 45
- All students are in Kindergarten Please skip question 44

45. How many students were performing satisfactorily in Reading and Math last school year, based on objective tests?

- Please indicate in the tables on the following page which tests are used (for example, CAT, Gates-MacGinitie or FSA), and describe any less well known tests being used on lines provided.
- Please also clearly indicate the standard for “Satisfactory”, for example, “within 1 Grade-equivalent”, “20th percentile”, “meeting expectations”. If the test is American (Gates-MacGinitie, KeyMath) please indicate if you are using Canadian or U.S. norms
- If you use more than one assessment at a grade level (for example, FSA and CTBS), only include the one which you consider most important for monitoring student progress.
- If you do not assess or test students at a particular grade, please just indicate "no test used."

READING	Number of School-Age Students				Test Used	What you mean by “Satisfactory”
	Satisfactory	Below	Not Tested	Total		
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

MATH	Number of School-Age Students				Test Used	What you mean by "Satisfactory"
	Satisfactory	Below	Not Tested	Total		
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						

Description of less well known tests: _____

Questions 45-46: Adult students only:

46. How many adult students graduated *last school year*? _____ Graduates

47. How many days was your program in session last year? _____

2004 FNSA Primary Students Survey

Grades 1- 3

We would like to know how you feel about your school.

This is not a test. There are no right and wrong answers.

For each question, please circle the face that best describes your feelings.

If you are not sure about how you feel, circle the question mark.

Do not put your name on the survey.

	Yes	Sometimes	No	I don't know
1. I am getting better at reading	☺	☹	☹	?
2. I am getting better at writing	☺	☹	☹	?
3. I am learning about my culture	☺	☹	☹	?
4. I am learning my First Nations language	☺	☹	☹	?
5. I am learning to count	☺	☹	☹	?
6. I feel good at school	☺	☹	☹	?
7. I feel safe at school	☺	☹	☹	?
8. My teacher cares about me	☺	☹	☹	?
9. Adults in the school treat all children fairly	☺	☹	☹	?
10. Other children are nice to me	☺	☹	☹	?
11. I like school	☺	☹	☹	?

Thank you!

2004 FNSA Elementary Students Survey

Grades 4 – 7

We would like to know how you feel about your school.

This is not a test. There are no right and wrong answers.

For each question, please circle the answer that best describes your feelings.

Do not put your name on the survey.

At school ...

1. I am getting better at reading	yes	sometimes	no	I don't know
2. I am getting better at writing	yes	sometimes	no	I don't know
3. I am learning about my culture	yes	sometimes	no	I don't know
4. I am learning my First Nations language	yes	sometimes	no	I don't know
5. I am getting better at math	yes	sometimes	no	I don't know
6. I feel good at school	yes	sometimes	no	I don't know
7. I feel safe at school	yes	sometimes	no	I don't know
8. My teacher cares about me	yes	sometimes	no	I don't know
9. Adults in my school treat all children fairly	yes	sometimes	no	I don't know
10. Other students are nice to me	yes	sometimes	no	I don't know
11. I feel that my school is a part of my community	yes	sometimes	no	I don't know
12. I like school	yes	sometimes	no	I don't know

Thank You!

2004 FNSA Secondary Students Survey

Grades 8 – 12

We would like your input into how well our school is doing.

Please do not put your name on this survey.

**Please circle the answer that best describes
how you feel about each of the following statements.**

1	2	3	4	5	DK
I strongly disagree	I disagree	I don't agree or disagree	I agree	I strongly agree	I don't know

At school, I am developing knowledge and skills in:

1. Writing	1	2	3	4	5	DK
2. Reading	1	2	3	4	5	DK
3. My culture	1	2	3	4	5	DK
4. My First Nations language	1	2	3	4	5	DK
5. Math	1	2	3	4	5	DK

At school:

6. I am satisfied with what I am learning.	1	2	3	4	5	DK
7. I am learning how to stay healthy.	1	2	3	4	5	DK
8. I feel safe at school.	1	2	3	4	5	DK
9. Other students respect me.	1	2	3	4	5	DK
10. School makes me feel good about who I am.	1	2	3	4	5	DK
11. School staff cares about me.	1	2	3	4	5	DK
12. School staff treats all students fairly.	1	2	3	4	5	DK
13. School is helping me prepare for a job in the future.	1	2	3	4	5	DK
14. School is helping me prepare for post-secondary education (for example, college, university, trade school).	1	2	3	4	5	DK
15. I feel that my school is a part of my community.	1	2	3	4	5	DK

Thank you!

2004 FNSA Parents Survey

We would like to know how you feel about our school.
For each question, please circle the response that best describes your opinion.
Please do not put your name on the survey.

1. My child is learning to read.	Yes	Sometimes	No	I don't know
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2. My child is learning to write.	Yes	Sometimes	No	I don't know
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3. My child is learning our First Nations language.	Yes	Sometimes	No	I don't know
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4. My child is learning about our culture.	Yes	Sometimes	No	I don't know
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5. My child is learning about math.	Yes	Sometimes	No	I don't know
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6. My child is learning to stay healthy.	Yes	Sometimes	No	I don't know
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7. I am satisfied with what my child is learning at school.	Yes	Sometimes	No	I don't know
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8. I feel that my child is safe at school.	Yes	Sometimes	No	I don't know
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9. At school, my child is protected from being bullied, teased, or picked on.	Yes	Sometimes	No	I don't know
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10. School staff cares about my child.	Yes	Sometimes	No	I don't know
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11. School staff respects my child.	Yes	Sometimes	No	I don't know
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12. I feel welcome at my child's school.	Yes	Sometimes	No	I don't know
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13. I feel that the school is a part of my community.	Yes	Sometimes	No	I don't know
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Thank you for your help!

FNSA 2004 Adult Student Survey

**To what extent do you agree or disagree with the following statements?
Please circle your answer for each question**

1 strongly disagree	2 disagree	3 neither	4 agree	5 strongly agree	DK don't know
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I am developing my knowledge and skills in:

1. Writing	1	2	3	4	5	DK
2. Reading	1	2	3	4	5	DK
3. My culture	1	2	3	4	5	DK
4. My First Nations language	1	2	3	4	5	DK
5. Math	1	2	3	4	5	DK
6. I am satisfied with what I am learning in the program.	1	2	3	4	5	DK
7. I have access to a range of courses that will allow me to pursue my goals.	1	2	3	4	5	DK
8. The program promotes self-esteem.	1	2	3	4	5	DK
9. The program staff care about and support students.	1	2	3	4	5	DK
10. What I am learning in the program is relevant.	1	2	3	4	5	DK
11. I am encouraged to think about my future plans and goals.	1	2	3	4	5	DK

Thank you!