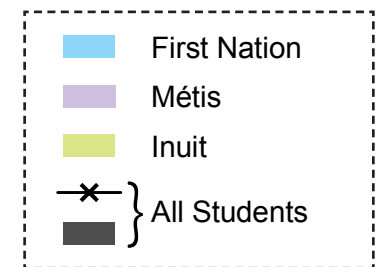


Indigenous Student Achievement in Ontario

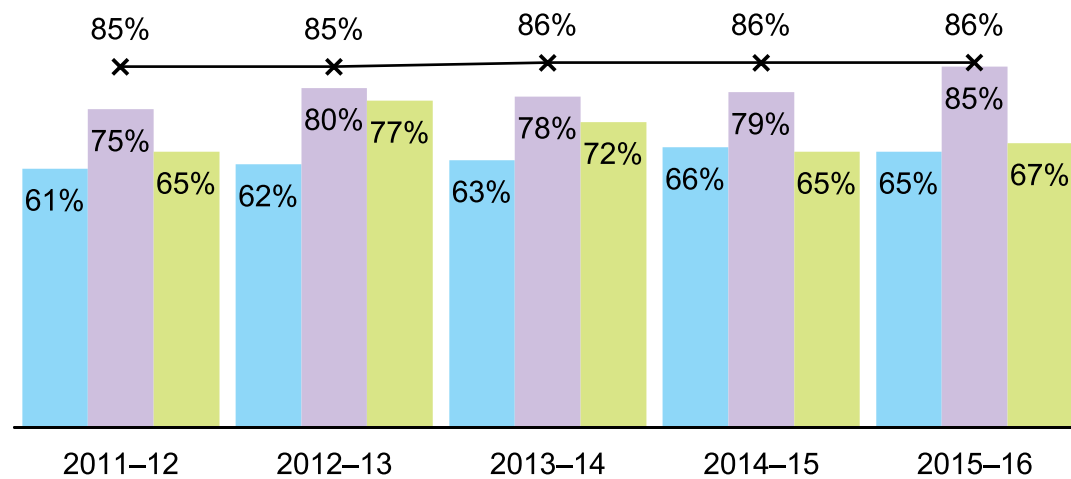
Credit Accumulation Rates

Changes in the credit accumulation rates for self-identified Indigenous students:

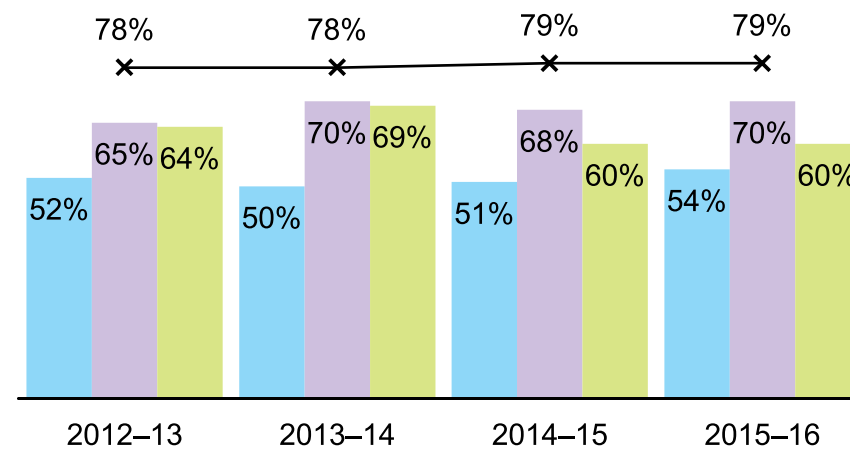
- Credit accumulation rates have increased for self-identified Indigenous students in all cases, with the exception of Grade 10 credit accumulation rates for Inuit students.
- The achievement gap has narrowed between self-identified Indigenous students and all students, due to gains that outpace the gains made by all students.
- Grade 10 and 11 credit accumulation rates for First Nation students show only slight gains. These rates consistently account for the largest achievement gap between self-identified Indigenous students and all students.



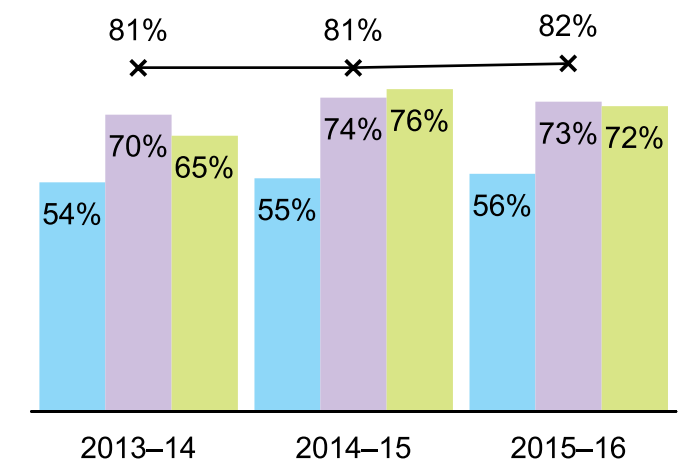
% of Students with 8 or More Credits at the End of Grade 9



% of Students with 16 or More Credits at the End of Grade 10



% of Students with 23 or More Credits at the End of Grade 11



EQAO* Assessments

English-Language System

Overall increases in the achievement results for self-identified Indigenous students between 2011-12 (or earliest year for which results are available) and 2015-16:

- Self-identified First Nation students improved on 5 of the 9 EQAO assessment indicators.
- Self-identified Métis students improved on 3 of the 9 EQAO assessment indicators.
- Self-identified Inuit students improved on 3 of the 9 EQAO assessment indicators.

French-Language System

Notable increases in the achievement results for self-identified First Nation and Métis students between 2011-12 (or earliest year for which results are available) and 2015-16:

- Self-identified First Nation students improved on 4 of the 9 EQAO assessment indicators.
- Self-identified Métis students improved on 3 of the 9 EQAO assessment indicators.

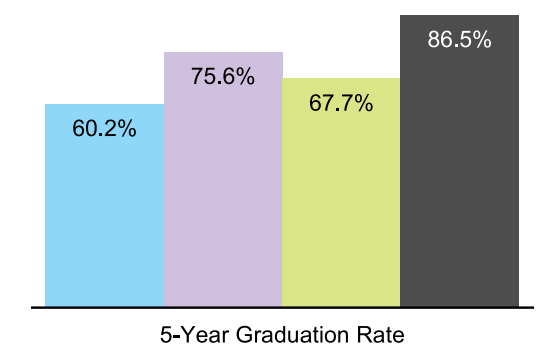
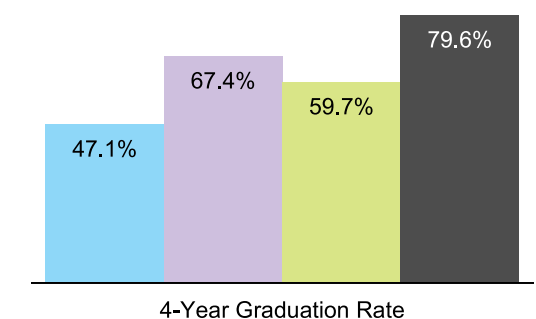
Note: In all assessment indicators, results for self-identified Inuit students were suppressed, or no students self-identified in French boards.

* Education Quality and Accountability Office

Graduation Rates

% of Students Who Earned a Diploma within Four Years and within Five Years

- The five-year graduation rates for the 2011-12 baseline cohort of self-identified First Nation, Métis, and Inuit students are lower than the provincial rates for all students.
- The achievement gaps for First Nation, Métis, and Inuit students are narrower after five years (five-year graduation rate) than after four years (four-year graduation rate).



Source: *Strengthening Our Learning Journey: Technical Appendix to the Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework, 2018*, available at <http://www.edu.gov.on.ca/eng/indigenous/appendix.html>.