Rocky Mountain School District

Superintendent Report on Student Success

In the 2018-2019 School Year
The Mission, Vision, and Guiding Principles of our School District collectively say that we place the highest value on helping each learner develop their potential, that they have what they need to be successful, and that we support and sustain the relationships that are necessary for this to happen. In addition to a strong focus on the needs of the individual learner, we also need to look honestly at how we are progressing as a whole system, across a number of measures. This report presents the district picture in key areas of student achievement, and both celebrates successes, and notes areas we are concerned about. Our achievement vision is that “every student will graduate with dignity, purpose and options” and this continues to guide us as we strive to continuously improve. I hope you enjoy this report and I encourage you to contact me if you have any questions about it.

Paul Carriere
Superintendent of Schools

We will care deeply, act wisely and find joy in each day!
Measures of Student Success

As a system we need to know how well our students are succeeding. The annual School Success Celebrations in each zone allow trustees and district staff a glimpse into the learning triumphs and big questions of school teams including staff, parents, and students. We share stories of student learning in the Learning Leadership Report which we publish each month.

We also have some common sets of evidence of student achievement in the district that provide a district picture of how cohorts of students are progressing along the path toward future graduation. These include provincial level assessments, district wide assessments, and report cards which document classroom teacher assessment of student achievement relative to the outcomes of the curriculum. Common data sets allow for meaningful dialogue and collaboration across classrooms in a school and between schools for shared practice development and planning that grows our capacity and benefits students.

We rely on the professional judgement of our teachers, as expressed in reporting, as the foundation of our understanding of student success and we triangulate that evidence with other assessments where possible. When there is not strong alignment between measures we dig deeper to make sense of the discrepancy and plan action that considers relevant research.

Every student in Rocky Mountain School District will graduate with dignity, purpose, and options.

District Directions 2023 – Rocky Mountain School District is a research-based, collaborative learning community.
### Reading 2018-2019

<table>
<thead>
<tr>
<th>FSA</th>
<th>PM Benchmarks</th>
<th>Report Cards</th>
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</table>

#### 88% Gr 4 & 7 On Track or Exceeding in Reading (BC Foundation Skills Assessment/FSA Oct 2018):

<table>
<thead>
<tr>
<th>%</th>
<th>88%</th>
<th>88%</th>
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<tbody>
<tr>
<td>Grade</td>
<td>4</td>
<td>7</td>
</tr>
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#### 76% Gr 1-7 Meeting Grade Level Expectations in Reading (Reading Records Assessment May 2019):

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<tr>
<th>%</th>
<th>61%</th>
<th>71%</th>
<th>78%</th>
<th>83%</th>
<th>77%</th>
<th>86%</th>
<th>75%</th>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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#### 90% Gr K-10 Meeting expectations for grade level in Language Arts/English (June 2019 report card):

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<th>%</th>
<th>95%</th>
<th>85%</th>
<th>82%</th>
<th>89%</th>
<th>90%</th>
<th>92%</th>
<th>93%</th>
<th>96%</th>
<th>98%</th>
<th>90%</th>
<th>84%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
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</table>
Reading 2018-2019

Reading has remained a focus of our ongoing improvement work. **School Plans for Student Success** include goals for improving literacy. School teams set **individual targets** for each student’s achievement in literacy each year. Plans aggregate the individual student targets into school goals, outline tiered interventions and supports to help students reach those targets, indicate how school teams will monitor and adjust in response to how students are learning, and describe the learning staff will engage in together to build capacity to meet the needs of all students.

2018-2019 School plans for Student Success included school and grade-wide instructional focus areas for literacy based on identified broad student needs. They also included supplementary and/or more intensive supports for groups of and individual students as needed. At the District level we focused on classroom-embedded professional development with our District Literacy Support Teacher, district-wide book club, training in administering and analyzing reading records, year-long collaborative learning teams to build capacity for literacy instruction and assessment, and participation by a large team of district and school educators in the BCSSA Spring Forum on Assessment; we also invested in professional learning team kits on formative assessment for all schools.

**The Foundation Skills Assessment (FSA)** Reading results for both Grade 4 and 7 cohorts are strong: 88% of students in each of those grades were On Track in this provincial assessment administered in October 2018. Participation in this assessment was 97%.

**Reading records** are one piece of the comprehensive way teachers evaluate reading. Reading records provide important information about fluency and specific reading behaviours and skills. The May 2019 results of this snapshot assessment are that an average of 70% of Grade 1-3 students are meeting grade level expectations. Last year was the first year we administered reading records for all Grade 4 to 7 students; the results were 80% meeting grade level expectations for those grades.

The June 2019 **report card** data shows strong performance in Language Arts K-7 and English in Grades 8-10 and alignment with FSA results gives us some confidence in that evidence. Note: Language Arts/English is inclusive of writing and oral language as well as reading.
## Writing 2018-2019

### 96% Gr 4 & 7 On Track or Exceeding in Writing (BC Foundation Skills Assessment/FSA Oct 2018):

<table>
<thead>
<tr>
<th>Grade</th>
<th>94%</th>
<th>98%</th>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>7</td>
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### 96% Gr 1-8 Meeting expectations for grade level on District Wide Write Assessment May 2019

<table>
<thead>
<tr>
<th>Grade</th>
<th>94%</th>
<th>95%</th>
<th>95%</th>
<th>95%</th>
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<tbody>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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</table>

### 90% Gr 1-10 Meeting expectations for grade level in Language Arts/English (June 2019 report card):

<table>
<thead>
<tr>
<th>Grade</th>
<th>94%</th>
<th>95%</th>
<th>96%</th>
<th>98%</th>
<th>90%</th>
<th>92%</th>
<th>93%</th>
<th>84%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>8</td>
</tr>
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</table>

*Report Cards*
Writing remains an important aspect of the improvement work in the district and is specifically addressed in many of the literacy goals in *School Plans for Student Success*.

**District Wide Write** is an assessment that we have paid particular attention to in recent years. We have updated the protocol for conducting the assessment. It fits well with the BC curriculum with the emphasis on deeper thinking, personal goal setting, and communication. We have provided professional learning around administering the assessment, supported marking in teams with standards, exemplars, and release-time to anchor mark, and facilitated cross-school collaboration to talk about what they are seeing in their students’ writing to plan instruction specific to strengths and needs. The results of this assessment indicate that given a process for pre-writing, goal setting against criteria, writing, editing, and reflecting that students are producing quality results. We have nearly all students, 96%, at least minimally meeting and will focus on having more students fully meeting the standards. Secondary schools have made significant changes to how they approach literacy across disciplines including how they conduct, learn from, and respond to the District Wide Write results.

The **FSA** results from October 2018 in Writing are strong with 94% On Track or Exceeding expectations at Grade 4 and 98% at Grade 5. This is well aligned with the District Wide Write and **Report Card** results in Language Arts. Note: Language Arts/English is inclusive of reading and oral language as well as writing.
2018-2019 was a second transition year between the discontinued Grade 10 English exam and the pending provincial Graduation Literacy Assessment 10.

We relied on the data provided by the Grade 10 provincial exams in English as a powerful predictor of graduation success. Students who wrote their Grade 10 English Exam in their Grade 10 year and achieved a result of 60% or better had nearly a 100% graduation rate in Rocky Mountain School District. This measure served as a screen to identify secondary school students who may continue to require intensive literacy intervention to ensure success.

The Grade 10 English exam has been discontinued and there was no provincial assessment at that grade level last year. The Graduation Literacy Assessment 10 begins this year as part of the new BC Graduation Program. The incoming assessment is intended to support literacy screening at the secondary school level. Our secondary schools also have school-level tools for assessment of basic skills. We will continue to be pro-active in monitoring student progress with the data available and responding with appropriate intervention.

The BC graduation program curriculum has been redesigned and this includes a new slate of English Language Arts courses which are now implemented. This change also includes the discontinuation of the Communications courses and sees all students complete English 11 and 12. This will be the first year without the Communications option and we have activated a cross-school team to support the transition and ensure students are supported for success.

All three of our secondary schools are taking active steps to make literacy central to learning across the curriculum and the instructional responsibility of all teachers not only those in the English department.
## Numeracy 2018-2019

### 77% Gr 4 & 7 On Track or Exceeding in Numeracy (BC Foundation Skills Assessment/FSA Oct 2018):

<table>
<thead>
<tr>
<th>Grade</th>
<th>4</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>76%</td>
<td>78%</td>
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</table>

### 93% Gr K-10 Meeting expectations for grade level in Math (June 2019 report card):

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>98%</td>
<td>97%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>97%</td>
<td>97%</td>
<td>87%</td>
<td>80%</td>
</tr>
</tbody>
</table>

### 87% Gr 10 Meeting expectations on Provincial Numeracy Assessment (Jan & June 2019):

| %   | *87% |

*This result is based on an incomplete Grade 10 cohort participating in the provincial assessment. It was originally set to be written at any time during the graduation program but has been assigned to Grade 10 going forward. The 2019-2020 school year will be our baseline for a full grade cohort.*
School Plans for Student Success now each include a goal for improving numeracy arising from the aggregated individual student targets for achievement in numeracy. Schools are seeking common assessment information to support collaboration across classes and schools to improve learning in Math. There is strong interest in staff development in the area of numeracy and a Numeracy Leadership Team has formed in the District with forty members last year.

The Foundation Skills Assessment (FSA) results for Grade 4 Numeracy at 76% and Grade 7 at 78% are not as closely aligned with the report card results for overall progress in Math as they are in Language Arts. The Numeracy FSA has had significant changes to reflect the redesigned curriculum and emphasizes number sense and application of mathematical skills to problem solving more than the previous more traditional test design. We expect that as our experience with the Math curriculum and approach to numeracy across learning areas deepens and our collaborative professional learning continues that we will see a stronger relationship between this snapshot assessment and summative classroom evaluation. We expect this to grow similarly to our capacity for literacy assessment and instruction which has been effective in enhancing success for students.

Report card data shows that 95% of Kindergarten to Grade 8 students are meeting expectations in Math. The cohort of students in Grade 9 are at 87% meeting expectations, and in Grade 10, which is the year students enter the graduation program, 80% of students are meeting. Students are required to complete Grade 11 Math for graduation and secondary school plans address supporting students meeting expectations in numeracy and in their Math courses.

Many of our Grade 10 students participated in the new provincial numeracy assessment that all secondary students must complete in their graduation program years. Our result last year was fairly strong with 87% on track but was based on an incomplete Grade 10 cohort participating. The assessment was originally set to be written at any time during the graduation program but has now been re-released specifically as the Grade 10 Provincial Graduation Numeracy Assessment (GNA 10). The 2019-2020 school year will be our baseline for a full Grade 10 cohort. Students all have the opportunity to rewrite this assessment prior to graduation.
83% Gr K-10 students have 80% or better attendance and meeting expectations in Language Arts/English and Math on June 2019 report card. (Meeting 3/3 of the On-Track criteria).
The On-Track Measure combines three criteria. Each of these criteria can also be looked at separately. The graphs below represent the percentage of students on-track for each of the following areas: Language Arts (meeting grade level expectations on the June report card), Math (meeting grade level expectations on the June report card), and attendance (attending at least 80% of the days in session on the June report card).

### Students On Track in Language Arts/English
Meeting grade-level expectations on June report card

<table>
<thead>
<tr>
<th>Grades</th>
<th>K-3</th>
<th>88%</th>
<th>4-7</th>
<th>93%</th>
<th>8-10</th>
<th>91%</th>
</tr>
</thead>
</table>

### Students On Track in Math
Meeting grade-level expectations on June report card

<table>
<thead>
<tr>
<th>Grades</th>
<th>K-3</th>
<th>96%</th>
<th>4-7</th>
<th>94%</th>
<th>8-10</th>
<th>88%</th>
</tr>
</thead>
</table>

### Students On Track in Attendance
Attending more than 80% of the time

<table>
<thead>
<tr>
<th>Grades</th>
<th>K-3</th>
<th>94%</th>
<th>4-7</th>
<th>91%</th>
<th>8-10</th>
<th>91%</th>
</tr>
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</table>
The **On Track** score is a locally developed measure using three *research-based predictors* of graduation to identify students who may need additional support or intervention to be successful. Students who are meeting expectations in Language Arts/English, and Math, and attending greater than 80% of the time are considered to be on track for future graduation. A student’s On Track score indicates attainment of zero, one, two, or all three criteria. This is a useful screen at a system level as it uses information available for all students across all schools. We look at this measure for students in Kindergarten through Grade 10. There are variations in student schedules in the graduation program in Grades 11 and 12 and other success factors and risks that make this score less useful for students in these years.

The **On Track** results for 2018-2019 indicate 83% of Grade K to 10 students are meeting all three On Track criteria. They are being slightly more successful overall in Math (93% meeting grade level expectations) than in Language Arts/English (90% meeting grade level expectations). 93% of students are meeting the minimum attendance threshold but 33% of all students are missing 20 or more days a year (a full month of school) which is worth paying attention to. Attendance will continue to be a focus this year with all schools targeting it in their school plans for student success.

We were working actively with the Ministry of Education to develop the features of the analytics tool connected to the provincial student information system. There are a number of unanswered questions and pending deliverables on that project; we are exploring the development of our own system in the meantime. Having functioning tools for data collection, storage, and analysis is an important part of stream-lining our work so that On Track and other screening and assessment information is available to schools throughout the year to inform their planning and response to enhance learning.
Graduation Success Trend

*2017-2018 6 Year Completion Rate:
91% of **BC Residents in Rocky Mountain School District Graduated with a Grade 12 Dogwood Diploma and <1% with an Evergreen School Completion Certificate within 6 years of entering Grade 8

Typical range across B.C. (middle 50% of school districts)
Rocky Mountain School District’s most recent results (2017/2018)

Range of school district’s results over time (2013/14 - 2017/18)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Records</th>
<th>0%</th>
<th>10%</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70%</th>
<th>80%</th>
<th>90%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC Residents</td>
<td>234</td>
<td>91%</td>
<td></td>
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<td></td>
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<tr>
<td>Indigenous</td>
<td>48</td>
<td>80%</td>
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<tr>
<td>Special Needs</td>
<td>42</td>
<td>83%</td>
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*The most recent results available are for 2017-2018. The official 2018-2019 6 Year Graduation Rate results will be available in late fall.

**The BC Resident data excludes International Program students who are typically here for a one year experiential program and would show up as non-completers in the All Student data. The BC Resident data set reflects our grad rate more accurately.

***The group represented are not all students with Special Needs but a subset of students with Special Needs. The group includes the Ministry-designated categories of Sensory Disabilities, Learning Disabilities, and Behaviour Disabilities.
We are pleased that the Ministry of Education reporting on graduation success now provides a “residents only” result which accounts for our thriving Rocky Mountain International Student Program (RMISP). (The students in this program are normally here for a single year and then return home, showing up as non-completers in the “all students” result.)

We continue to work with the Ministry toward using the specific withdrawal data available in the student information system to address the difference between students who move to another school system and those who drop out of school. (Both of these show up as missing students in the Ministry records and potentially non-completers; the Ministry applies a statistically-based correction to estimate and adjust for out-migration. We wonder if the movement due to our proximity to the border with our neighbouring province may not be fully captured in this correction).

The most recent result available is 2017-2018 with a 6 Year Completion Rate for Rocky Mountain School District of 91% with a Grade 12 Dogwood Diploma and less than 1% with an Evergreen School Program Completion certificate.

The graduation success of our Aboriginal students is at 80% for 2017-2018. We are continuing to close between outcomes for this group of students and all students. We note that the number of students with Special Needs included in the completion data is very small, and therefore the results are prone to significant fluctuations based on the outcomes of one or a few students, but we are seeing much greater success for this group.

We look forward to a continued positive trend in our graduation results as the result of the work we are doing in Rocky Mountain School District to enhance success for all students.
Groups of Students We Are Paying Particular Attention To

Students who are of Aboriginal Ancestry

We are working hard and making gains toward closing the gap in achievement between Aboriginal students and all students. The most recent official graduation rate data is 2017-2018 and reflects an 11% difference between the 6 year graduation success of Aboriginal students and all students.

Our On Track toward graduation measure has a difference of 14% between Aboriginal and all students at Kindergarten and that closes to a gap of approximately 5% through Grades 7 to 10. There is an overall gap of 5% between the achievement of Aboriginal and all students in meeting expectations in Math and Language Arts/English across Grades K-10. There is a 4% gap in the percentage of all students, 92%, and Aboriginal students, 88%, attending greater than 80% of the time. 76% of K to Grade 10 Aboriginal students were On Track in all three areas in 2018-2019 compared to 93% for all students.

There is an overall gap of 9% between the percentage of Aboriginal and all students in Grades 1 to 7 on the spring 2019 reading records assessments. There is only a 3% discrepancy between the percentage of Aboriginal and all students meeting expectations on the District Wide Write across Grades 1 to 8. The FSA assessment results for Aboriginal students are on par with or exceed the results for all students. Aboriginal students’ performance in Grade 7 Reading was 1% higher than for all Grade 7 students on that assessment and in Writing the Aboriginal student result was 5% higher than all students in Grade 4 and 1% higher in Grade 7.

We are proud to be in the fifth year of our Enhancement Agreement with our Aboriginal community partners and collaborating to eliminate any difference in outcomes for Aboriginal learners and all learners.
Groups of Students We Are Paying Particular Attention To

**Students who have a Learning Disability**

80% of students in Grades K-10 who have an identified learning disability were **On Track** in all three areas compared to 83% of all students. This represents continued steady improvement in closing the achievement gap. This group of students has the potential to achieve at grade level with appropriate tools and strategies. District Learning Services continues to lead capacity-building for schools to design instruction and provide supports for all students, and this group of learners in particular, to be successful. The use of technology and other accommodations to allow students to access grade-level material and fully demonstrate their learning is a focus.

**Students who have a Special Education designation indicating Mental Illness or Behavioural Support Needs**

33% of students in Grades K-10 who have an identified mental illness or moderate to intensive need for behavioural support were **On Track** in all three areas compared to 83% of all students. Continued emphasis on staff development for understanding and responding to social-emotional development needs will improve the success and ultimately the academic outcomes for this group. There is a significant amount of work being done across the District to enhance needs assessment and program planning for this group of students in both traditional and alternate education settings.
Groups of Students We Are Paying Particular Attention To

Students who are Children In Care

In 2018-2019 there were 13 Children in Care (CIC) in Rocky Mountain School District. The small size of this group means their results are masked in many of our data sets and their results as a percentage can fluctuate significantly based on a single or few students. Four of the CIC group left our district prior to the end of the school year. Of the remaining students two were On Track in all three areas, one was On Track in two areas, two were On Track in one area, and four were not yet On Track in any of the areas. Of the Grade K-10 Children In Care who remained with us for the year 22% were On Track in all three areas compared to 83% of all students.

We provide one to one monitoring and support for each of these students. We have a CIC monitor in each school to ensure an additional caring adult and regular personal contact for each Child in Care.
Where to next?

We are continuously learning and improving in Rocky Mountain School District toward every student graduating with dignity, purpose, and options. We look forward to presenting our updated District Plan for Student Success in the new year as part of the BC Framework for Enhancing Learning pilot.

Key next steps will include:

• Fifth year of our Aboriginal Enhancement Agreement work with our partners including preparation for the design of the next multi-year agreement framework
• Continued staff development around key areas of the Grades K-9 curriculum with emphasis on Math, Core Competencies, Indigenous learning, Career Education, and personalized, experiential, and place-based learning.
• Facilitated collaboration between secondary schools for implementation of the redesigned Graduation Program including the new English Language Arts courses
• Increased focus on professional development for teachers around numeracy and formative assessment
• Ongoing enactment of recommendations of the Learning Services Review conducted in the district toward inclusive and trauma-informed practice in all settings
• Participation in the Framework For Enhancing Learning pilot with the Ministry of Education
• In-district development of a data warehouse and analytics tools and growing the data culture in our own district
• Strategic and explicit resource allocation to target priorities and needs of district and school plans
• Long-term planning for facilities to support student success
• Continued upgrades to technology infrastructure and hardware across the district to empower learning
Learn More About Us

- **SD 6 Website**
- **SD 6 District Directions**
- **Learning Leadership Reports**
- **Aboriginal Enhancement Agreement**
- **School Plans for Student Success**
- **Ministry Reports about SD 6** (Contextual Information, Characteristics of Students Entering School, Completion Rates, Foundation Skills Assessment (FSA), Grade to Grade Transitions, Provincial Graduation Assessments, Student Satisfaction, Transition to Post-Secondary Education)

Every student in Rocky Mountain School District will graduate with dignity, purpose, and options.