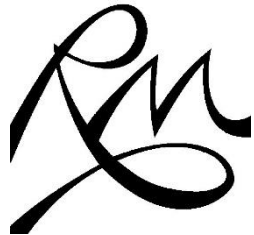


Rocky Mountain School District

Superintendent Report on Student Success

In the **2017-2018** School Year



Superintendent's Message



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.

A handwritten signature in black ink that reads 'Paul Carriere', positioned below the main text block.

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 across all schools 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.



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

Reading 2017-2018



FSA



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

%	88%	88%
Grade	4	7

PM

Benchmarks



76% **Gr 1-3 Meeting Grade Level Expectations in Reading (Reading Records Assessment May 2018):

%	63%	76%	87%
Grade	1	2	3

Report Cards



92% Gr K-10 Meeting expectations for grade level in Language Arts/English (June 2018 report card):

%	***100%	86%	86%	88%	91%	96%	94%	96%	94%	90%	90%
Grade	K	1	2	3	4	5	6	7	8	9	10

*The FSA results from Fall 2017 were not provided to districts in that school year and therefore not able to be used for planning purposes. The Fall 2018 FSA has just been completed and those results are used for the purposes of this report.

** In 2017-2018 Grades 4-7 Reading Records were piloted in the district; in 2018-2019 they will be reported Grade 1-7

***The provincial primary grade scale used in 2017-2018 had *Not Yet Meeting, Approaching, Meeting, Exceeding* for Grades 1-3 but did not include *Not Yet Meeting* as an indicator for K. Therefore the results for K are not as clear as they will be for the 2018-2019 school year with the same scale used for reporting K-7 (*Emerging, Developing, Proficient, Extending*).

Reading 2017-2018



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. 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. At the District level we have focused on classroom-embedded professional development with our District Literacy Support Teacher, district-wide book club, and year-long collaborative learning teams to build capacity for literacy instruction and assessment.

[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. 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 2018 results of this snapshot assessment are that an average of 76% of Grade 1-3 students are meeting grade level expectations. (Next year's report will include reading records for Gr 1-7 which will be collected in May 2019).

The June 2018 **report card** data shows what we would hope for: the number of students meeting expectations in Language Arts is high and increases with grade level from primary to intermediate grades suggesting that we are improving outcomes over time. The significant work happening in secondary schools to approach literacy across the disciplines is expected to carry that trend into the graduation years.

Writing 2017-2018



Foundation Skills Assessment

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



%	94%	98%
Grade	4	7

District Write



96% Gr 1-8 Meeting expectations for grade level on District Wide Write Assessment May 2018

%	85%	96%	97%	98%	99%	97%	99%	92%
Grade	1	2	3	4	5	6	7	8

Report Cards



% Gr 1-10 Meeting expectations for grade level in Language Arts/English (June 2018 report card):

%	**100%	86%	86%	88%	91%	96%	94%	96%	94%	90%	90%		
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12

*The FSA results from fall 2017 were not provided to districts in that school year and therefore not able to be used for planning purposes. The fall 2018 FSA has just been completed and those results are used for the purposes of this report.

**The provincial primary grade scale used in 2017-2018 had *Not Yet Meeting, Approaching, Meeting, Exceeding* for Grades 1-3 but did not include *Not Yet Meeting* as an indicator for K. Therefore the results for K are not as clear as they will be for the 2018-2019 school year with the same scale used for reporting K-7 (*Emerging, Developing, Proficient, Extending*).

Writing 2017-2018



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 [redesigned 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 and exemplars, and now facilitate 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 current year's **FSA** results in Writing are strong and well aligned with the District Wide Write and **Report Card** results in Language Arts. This is the second year of the redesigned FSA. Our students participated in the Fall 2017 FSA but those results were not provided to districts in that school year. This year will be the baseline we will use to monitor our trend going forward.

Graduation Program Literacy



Provincial
Literacy
Assessment



2017-2018 was a transition year between the discontinued Grade 10 English exam and the pending Provincial Literacy Assessment

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 will be replaced with the [Provincial Literacy Assessment](#) as part of the new BC Graduation Program. The incoming assessment is intended to support literacy screening. We expect to have our current Grade 10 students engage in the assessment this spring. We will continue to be pro-active in monitoring student progress with the data available and responding with appropriate intervention.

10% of our current Grade 11 students did not successfully complete Grade 10 English in 2017-2018 for a variety of reasons and they will receive additional attention and supports toward meeting the expectations for graduation.

Numeracy 2017-2018



FSA



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

%	76%	78%
Grade	4	7

Report Cards



93% Gr K-10 Meeting expectations for grade level in Math (June 2018 report card):

%	**100%	91%	94%	91%	96%	99%	96%	97%	89%	88%	80%
Grade	K	1	2	3	4	5	6	7	8	9	10

Provincial Numeracy Assessment



80% Gr 11 Meeting expectations on Provincial Numeracy Assessment (Jan & June 2018):

%												80%
Grade	K	1	2	3	4	5	6	7	8	9	10	11

*The FSA results from fall 2017 were not provided to districts in that school year and therefore not able to be used for planning purposes. The fall 2018 FSA has just been completed and those results are used for the purposes of this report and as our baseline going forward.

**The provincial primary grade scale used in 2017-2018 had *Not Yet Meeting, Approaching, Meeting, Exceeding* for Grades 1-3 but did not include *Not Yet Meeting* as an indicator for K. Therefore the results for K are not as clear as they will be for the 2018-2019 school year with the same scale used for reporting K-7 (*Emerging, Developing, Proficient, Extending*).

Numeracy 2017-2018



[School Plans for student success](#) now each include a goal for improving 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 now formed in the District with forty members.

The **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, as with Reading and Writing, the current year's FSA is our baseline for going forward. We expect that as our experience with the redesigned curriculum deepens and our collaborative professional learning continues that we will see a stronger relationship between this snapshot assessment and summative classroom evaluation.

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 88%, and in Grade 10 are at 80% which is the year students enter the graduation program. Students are required to complete Grade 11 Math for graduation and have opportunities for support to attain that achievement.

Our Grade 11 students participated in the new [Provincial Numeracy Assessment](#) that all secondary students must complete in their graduation program years. The result in this first year was 80% On-Track. These students all have the opportunity to rewrite this assessment prior to graduation.

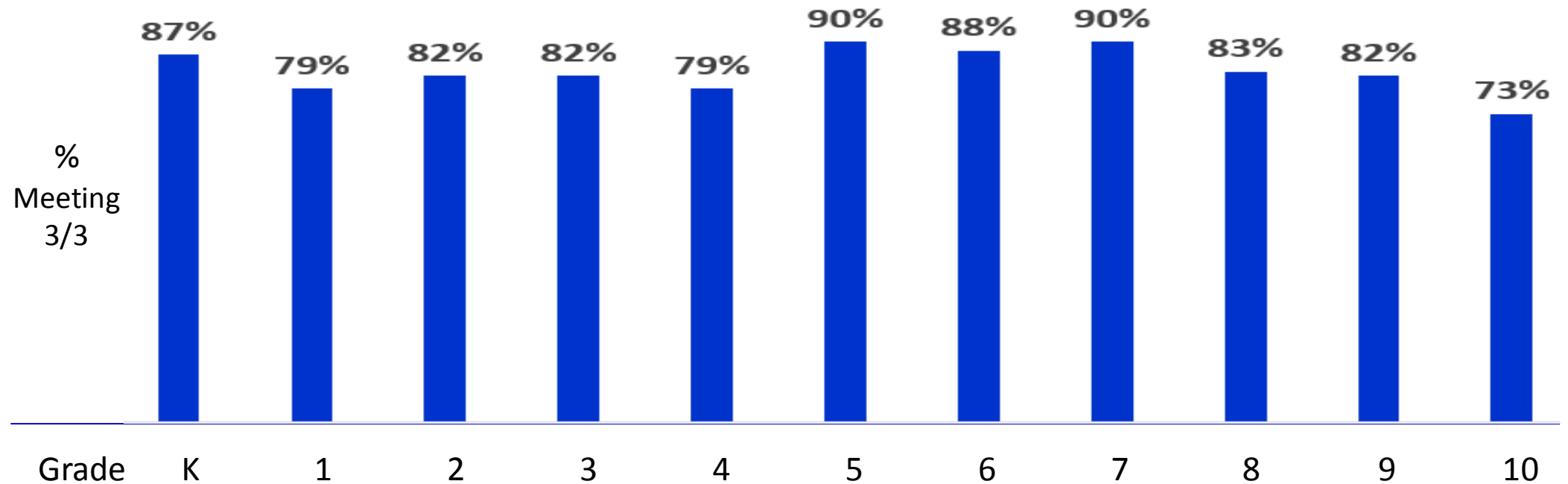
On Track 2017-2018



On Track
Score



83% Gr K-10 students have 80% or better attendance and meeting expectations in Language Arts/English and Math on June 2018 report card



On Track 2017-2018



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.

The **On Track** results for 2017-2018 reveal 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 (92% meeting grade level expectations). 93% of students are meeting the minimum threshold of 80% attendance but 29% 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 are working actively with the Ministry of Education to develop the ability of the analytics tool connected to the student information system. This is an important part of stream-lining our data so that On Track and other screening information is available to schools throughout the year to inform their planning and response to enhance learning.

Graduation Success Trend



6 Year Grad Rate



***2016-2017 6 Year Completion Rate for Rocky Mountain School District:
92% Graduated with a Grade 12 Dogwood Diploma and 2% with an Evergreen School Completion Certificate**

- Typical range across B.C. (middle 50% of districts)
- Selected district's most recent results (2016/17)
- Range of district's results over time (2012/13 to 2016/17)



*The most recent results available are for 2016-2017. The 2017-2018 6 Year Graduation Rate results will be available in late fall.

**The group represented are not all students with Special Needs but the Ministry-designated categories of Sensory Disabilities, Learning Disabilities, and Behaviour Disabilities.



Graduation Success Trend



We are pleased that the Ministry of Education reporting on graduation success now provides a “residents only” result which accounts for our thriving international program. (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 to use 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 2016-2017 with a 6 Year Completion Rate for Rocky Mountain School District of 92% with a Grade 12 Dogwood Diploma and 2% with an Evergreen School Program Completion certificate. Early indicators suggest that the 2017-2018 rate will be very close to this result.

The success of our Aboriginal students is increasing with the gap 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 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 **graduation rate data** is 2016-2017 and reflects a 10% difference between the graduation success of Aboriginal students and all students. Our **On Track** toward graduation measure shows that there is very little gap between the achievement of Aboriginal and all students in meeting expectations in Math (3%), and attendance (3%) from K to Grade 10. The gap of 8% in Language Arts/English is wider with the differences fluctuating from cohort to cohort across the grades. 75% of K to Grade 10 Aboriginal students were On Track in all three areas in 2017-2018 compared to 83% for all students.

There is an overall gap of 9% between the percentage of Aboriginal and all students in Grades 1 to 3 on the spring 2018 **reading records** assessment. There is only a 2% discrepancy between the percentage of Aboriginal and all students meeting expectations on the **District Wide Write** across Grades 1 to 8. There is a 2-4% difference in most of the **FSA** assessment results and Aboriginal students' performance in Grade 4 Writing was 2% higher than for all Grade 4 students on that assessment.

We are proud to be in the fourth 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

58% of students in Grades K-10 who have a recognized learning disability were **On Track** in all three areas compared to 83% of all students. 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.



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

32% of students in Grades K-10 who have a recognized mental illness or moderate to intensive need for behavioural support were **On Track** in all three areas compared to 83% of all students. Continued focus on addressing their social-emotional development needs will improve 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 2017-2018 there were 15 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 six were On Track in all three areas, one was On Track in two areas, one was On Track in one area, and three 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 67% 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.

Key next steps will include:

- fourth year of our [Aboriginal Enhancement Agreement](#) work with our partners
- implementation of the [redesigned curriculum](#) with emphasis on Core Competencies, Aboriginal learning, Career Education, and personalized, experiential, and place-based learning.
- continued focus on literacy and expanded professional development for teachers around numeracy
- ongoing enactment of recommendations of the Learning Services Review conducted in the district toward inclusive and trauma-informed practice in all settings
- updated framework for reporting and communicating student learning
- partnership with the Ministry to develop data and analytics tools and standards and growing the data culture in our own district
- thoughtful resource allocation to target priorities and needs
- long-term planning for facilities to support student success
- upgrades to technology infrastructure across the district to empower learning

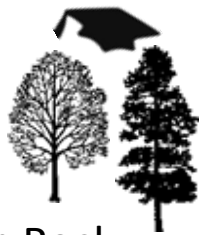


Every student in Rocky Mountain School District will graduate with dignity, purpose, and options.

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), Provincial Exams, Grade to Grade Transitions, Post-Secondary and Career Preparation, Provincial Examinations, Student Satisfaction, Transition to BC Post-Secondary Education)



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