

**Rocky Mountain**

SD006

# **Enhancing Student Learning Report**

## September 2025

### Part 1: Review Data and Evidence

## **Pre-Populated Provincial Template**

In Review of Year 2 of Strategic Plan 2023-2027

Approved by Board on September 23, 2025

## Contents

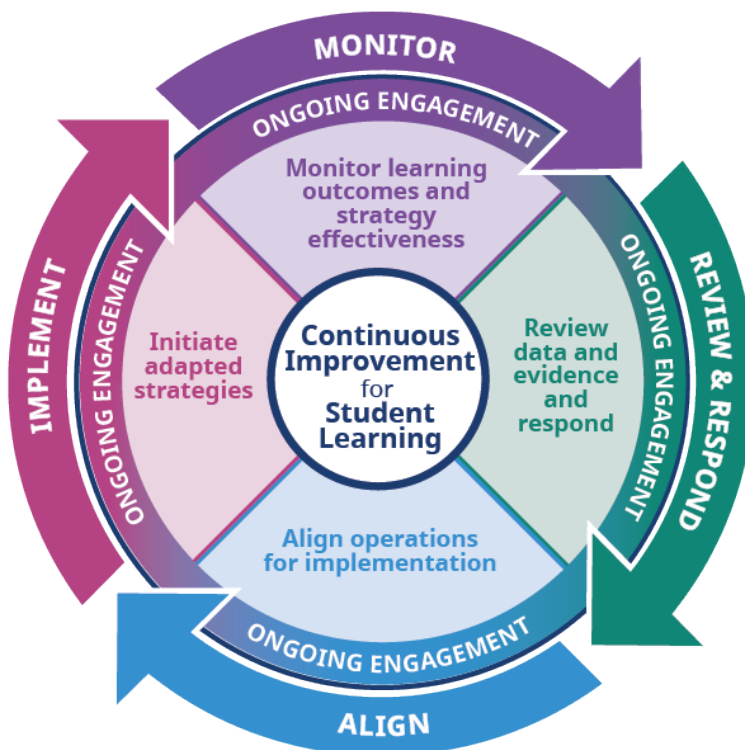
Intellectual Development .....	6
Educational Outcome 1: Literacy.....	6
Educational Outcome 2: Numeracy.....	12
Human and Social Development.....	19
Educational Outcome 3: Feel Welcome, Safe, and Connected.....	19
Career Development .....	25
Educational Outcome 4: Graduation.....	25
Educational Outcome 5: Life and Career Core Competencies.....	29

# Enhancing Student Learning Report:

## Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

The Report provides information on the district's continuous improvement processes, with a focus on processes included within the **Continuous Improvement Cycle**:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

## Review and Respond Cycle:



### For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga’a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board’s Strategic Plan within the district is referred to as an “implementation plan”. The name of this plan may vary between districts, with other names such as an operational plan or action plan.

# Review Data and Evidence

## Part 1



### Review Data and Evidence Provides:

- **Visuals** of the provincial data required by the Enhancing Student Learning Reporting Order
- **A summary** of the district team's:
  - 1. Analysis** (What patterns emerge?)
  - 2. Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

### A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

**Please note:** As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

# Intellectual Development

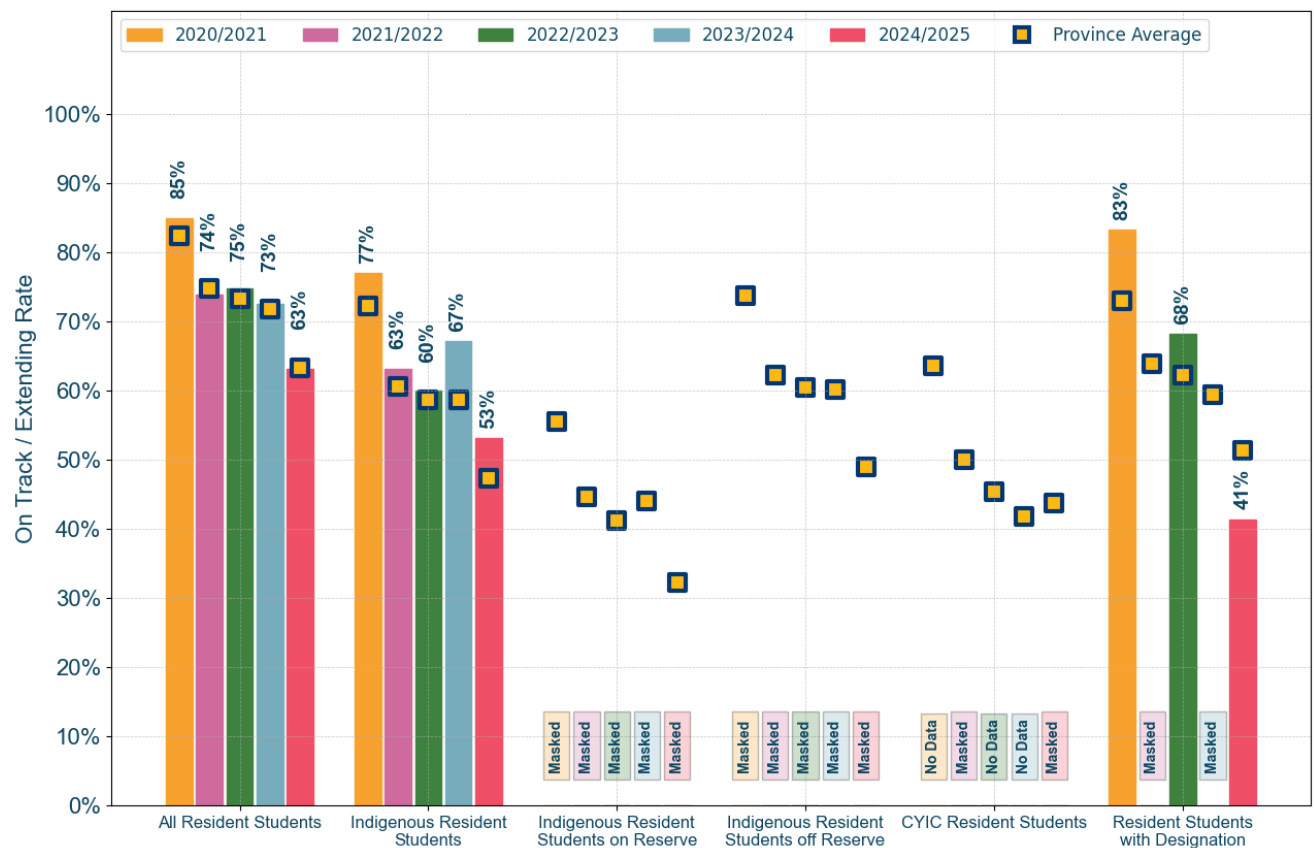
## Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectation

SD006 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	234   96%	276   97%	269   97%	277   96%	248   100%
Indigenous Resident Students	63   97%	68   96%	66   98%	71   94%	64   100%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	Masked	Masked
Resident Students with Designation	15   80%	19   84%	26   85%	20   75%	29   100%

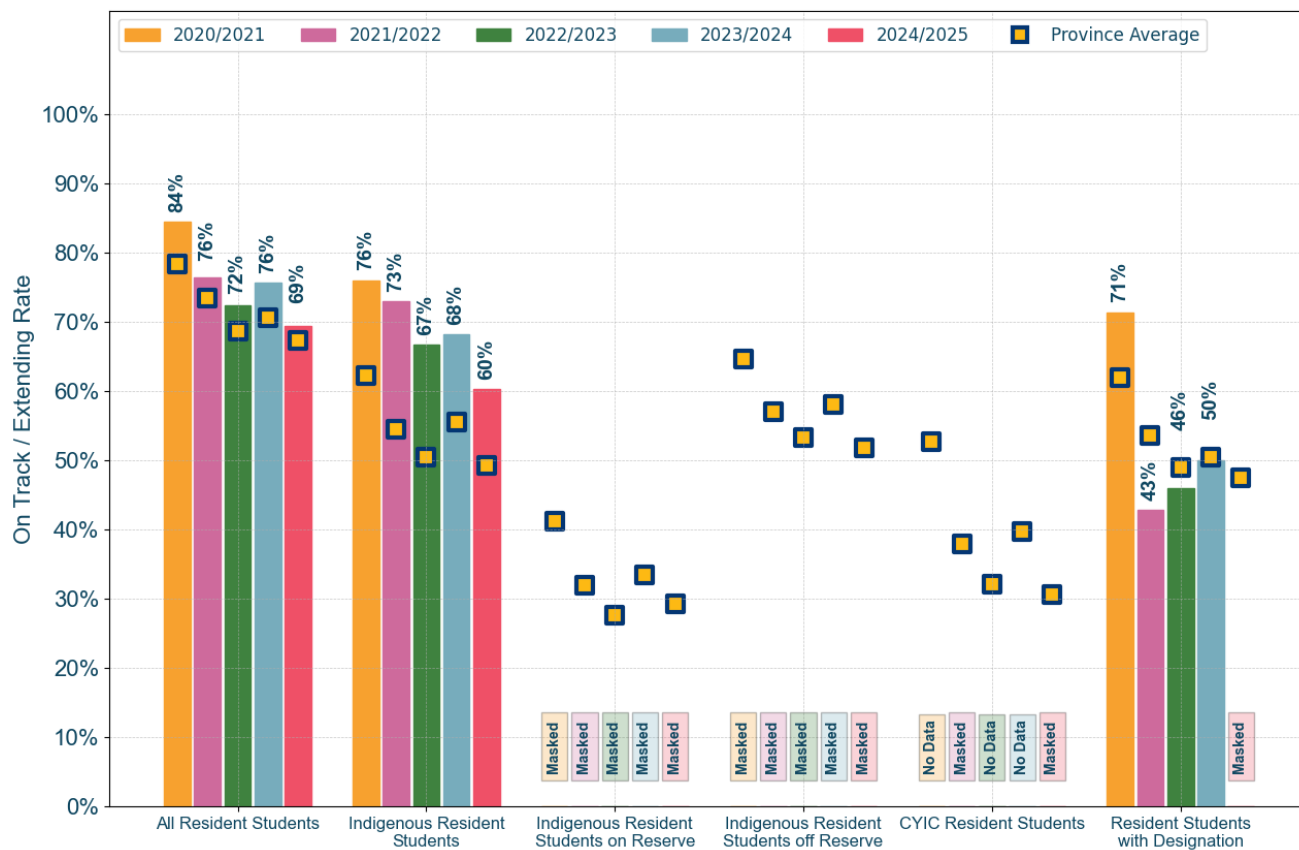
SD006 - Grade 4 FSA Literacy - On Track / Extending Rate



## SD006 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	302   94%	292   98%	307   95%	260   100%	290   97%
Indigenous Resident Students	83   86%	77   96%	75   92%	66   100%	66   95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	0	Masked
Resident Students with Designation	44   80%	39   90%	39   95%	27   96%	37   89%

## SD006 - Grade 7 FSA Literacy - On Track / Extending Rate



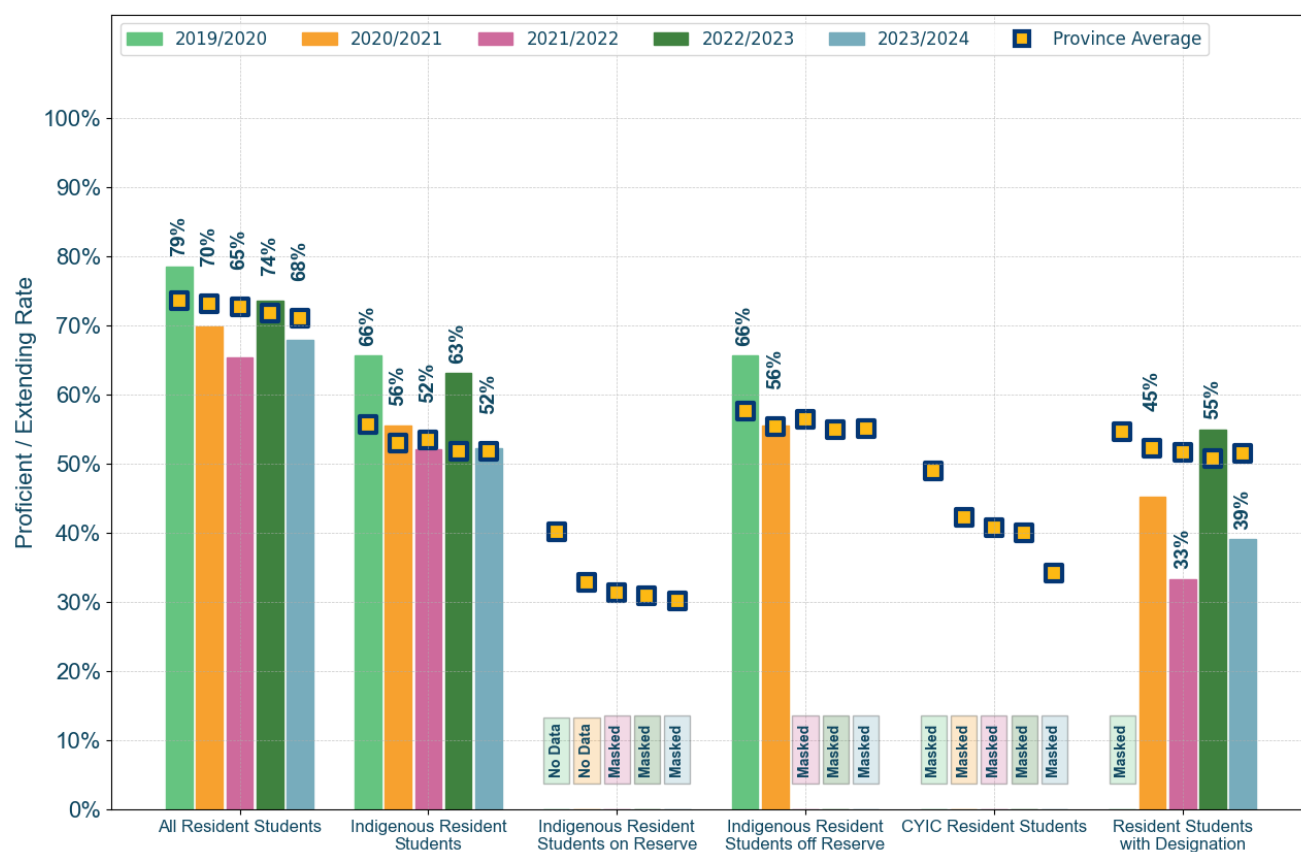


## Measure 1.2: Grade 10 Literacy Expectations

### SD006 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	249   44%	236   86%	249   94%	274   89%	287   91%
Indigenous Resident Students	70   44%	52   71%	68   93%	63   84%	76   88%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37   30%	26   62%	42   93%	46   76%	54   80%

### SD006 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate





## Analysis:

### Outcome 1 - Literacy



#### *Grade 4, 7, and 10 Literacy Expectations*

Rocky Mountain School District is proud of its student participation rate in the provincial Foundation Skills Assessment. The district has a five-year participation trend well into the 90% range for all levels of the assessment. This is accomplished through diligent follow-up with families and clear communication and preparation with staff. Literacy data and evidence of learning using the Foundation Skills Assessment Data shows declining trends in achievement for all student populations. For vulnerable populations, one can see the trend is similar but more impactful, as the overall achievement is lower to begin with. All results follow the declining provincial trend for literacy.

In the 2023-2024 school year the district introduced a literacy assessment for grade 4-9 designed on the literacy proficiencies within the BC Learning Pathways. This assessment provides one triangulation point with the provincial FSA Data. For example, the grade 4 cohort represented in the 2025 data above achieved 83% on track or extending on the Spring version of the District Performance Based Literacy Assessment. Respectively, Grade 7 students overall in the district achieved 90% on track or extending on the same measure. Additionally, the local literacy assessment results for students with designations in grades 4 and 7 are higher than FSA results. In Rocky Mountain on the Performance Based Literacy Assessment, 66% of students with designations in Grade 4 and 7 are on track compared with roughly 50% as measured by the FSA. Comparatively, this data is significant. There are, of course, differences in the assessments. The district assessment is conducted in a fall and spring assessment window and reflects growth within the same cohort within the year. The FSA is conducted in the fall once per year.

The district leadership team has been curious and inquisitive about why there is such a significant comparative difference in these two results. A couple of possibilities are:

1. School district configuration. Rocky Mountain School District has many schools configured K-3, 4-7, 8-12. Students writing the FSA at grade 4 are experiencing the effects of significant transition between schools and learning environments. District staff have begun to address potential impacts at this transition point in operational planning objectives.
2. As instruction in the district shifts to align with the new proficiency language of the BC Learning Pathways, districts may be experiencing an implementation dip, reflected in the results.
3. The timing of the FSA early in the year may reflect the impact of some summer learning loss for some students. In the year where the FSA was conducted later (2020), results were uncharacteristically high when compared to fall administration.
4. The district also believes there may be lingering effects of the move from separating FSA scores in reading and writing in the past, to the measure of literacy as a whole. The suspicion is this contributes in some way to the trends evident on the FSA. Schools report that writing skills are proficient across a large population - evidenced by local district writing assessments – but, that when coupled with “meaning making” proficiencies, overall literacy student proficiency trends downward.

Literacy data is not available or reliable for very small populations within the school district. Specifically, Children and Youth in Care and Indigenous students living on reserve are few in number but equally important. These students are benefiting from local school programming.

According to district literacy assessment data in the Spring for Grade 7, Indigenous students are performing at 84% on track or extending by the spring assessment window. Respectively, Grade 4 Indigenous students are achieving at a 78% rate of on track or extending by spring. These results are not at parity with non-Indigenous learners. However, they are becoming increasingly close. This movement toward parity is reflected in other data, such as completion rates and numeracy achievement.

## Interpretation:

### Outcome 1 - Literacy



#### *Grade 4, 7, and 10 Literacy Expectations*

During an extensive data review, there was not a large volume of new information. However, each year, the data reaffirms some information we have been gathering locally and informs the direction we are heading with our operational planning. A couple of examples about how the information aligns with what we are learning:

1. From the data in this report, we have learned a conscientious effort at grade 4-7 to raise awareness of the languages of literacy proficiency is required. The district will use this information to underpin conversations that emphasize the need to develop skills of meaning-making for students through ongoing shifts in classroom practice.
2. While not in this data, conversation with our district literacy initiative team, has revealed the importance of ensuring developmental reading programs are successful K-3, prior to later grades, where literacy proficiency moves toward objectives of meaning making and less on foundational skills of reading.
3. The report highlights the importance of ongoing conversations about data literacy and evidence. The district must continue to explore reasons why different sources of data may point to different areas of need and different strengths.
4. The district is learning to incorporate differentiated assessment supports offering students choices about the ways they demonstrate their learning. Specifically, this could represent a huge instructional shift at the secondary level in supporting diverse learning styles.

Some strengths that are revealed through local and provincial data:

1. Local district writing assessment data continues to show very strong (95% meeting or exceeding expectations) achievement on isolated impropu writing.
2. 81% of students are reading at expected levels by the end of grade three as measured by district wide benchmarking
3. Recall and Depth Of Knowledge (DOK) level 1 and 2 assessment items are answered consistently well on the FSA
4. 90% of all students grades 4-9 demonstrate on track or extending (achievement level 3-4, similar to FSA paramaters) on the district performance based literacy assessment
5. This same measure is 85% for Indigenous learners in the district and 75% for all students with designations

Some areas for growth that are revealed by local and provincial data:

1. The need to support student achievement in meaning-making from text. Specifically, this means skills like comparative analysis, synthesis, and justifying thinking.
2. The need to ensure all students are reading at expected levels prior to grade 4 through the actions of the District Literacy Initiatives Team and the implementation of reading screens.
3. To support educators with professional learning to use strategies and design tasks aimed at higher level proficiencies.
4. Support assessment and planning literacy for educators and leaders using the language of the BC Learning Pathways.

As results for students with designations and Indigenous students reach closer to parity with all students, the district is affirmed in knowing that equity focused efforts are having desired impacts for marginalized student populations. Examples of initiatives supporting these students are:

1. Competency based IEP planning for students with designations – specifically incorporating inclusive assessment practices within the CB IEP.
2. Ensuring fidelity of standardized School Based Team criteria for all schools to address higher tier student need.
3. Connecting learning to the land – all schools have goals centered on learning in places connected to traditional territory and led by Indigenous Elders and Knowledge Holders
4. This year the district will be expanding Compassionate Systems Leadership learning to all staff in addition to previous learning for the District Leadership Team.

We have partnered with the Shuswap Band to facilitate a Secwepemctsin language class for Shuswap students in the Windermere Zone. Once a week, students come together to learn their traditional language through hands-on, engaging activities.

We are also beginning to offer Michif and Ktunaxa language classes in the Windermere Zone. By learning their traditional languages, students reclaim their identity, enhance their cognitive flexibility, and deepen their connection to land and place.

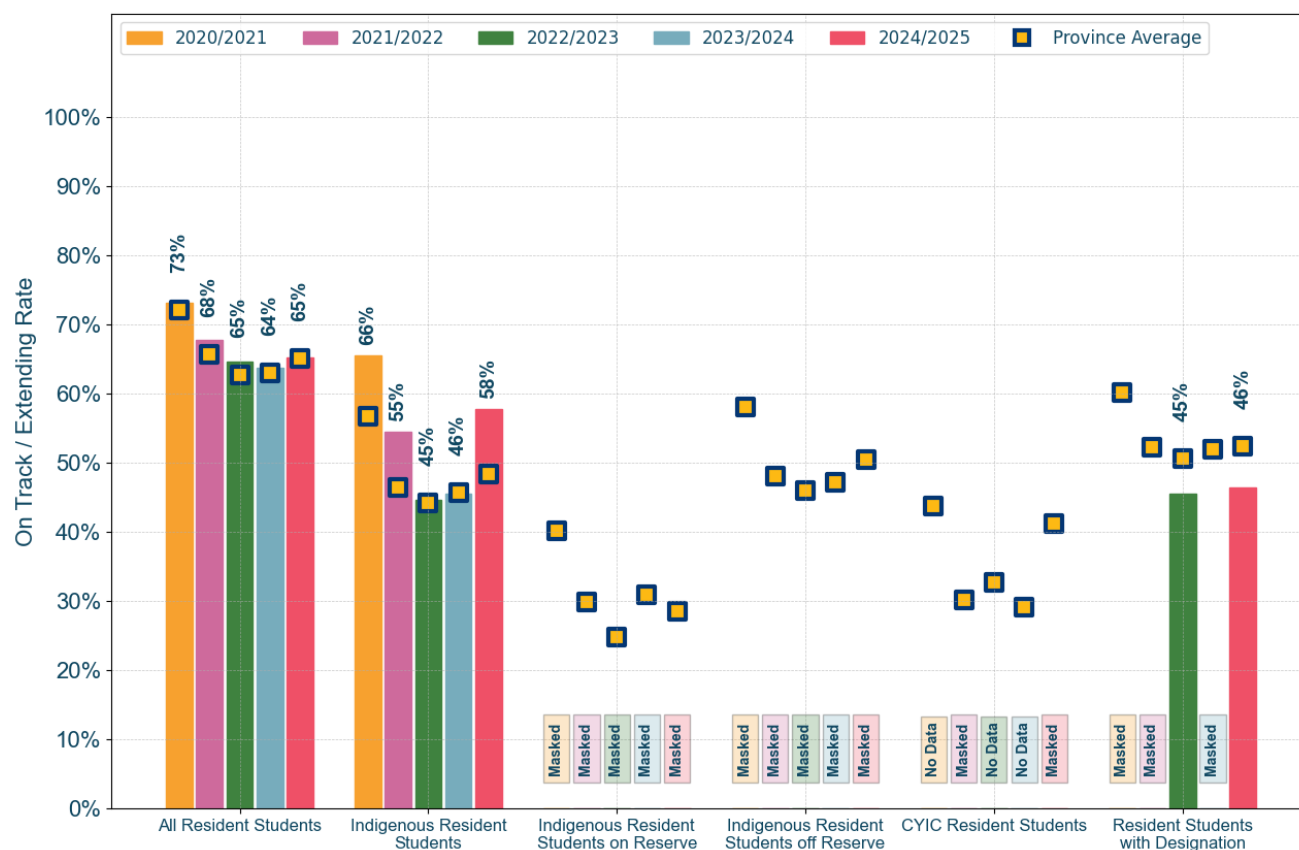
## Educational Outcome 2: Numeracy

### Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

#### SD006 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	234   96%	276   98%	269   97%	277   96%	248   98%
Indigenous Resident Students	63   97%	68   97%	66   98%	71   96%	64   100%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	Masked	Masked
Resident Students with Designation	15   73%	19   84%	26   85%	20   80%	29   97%

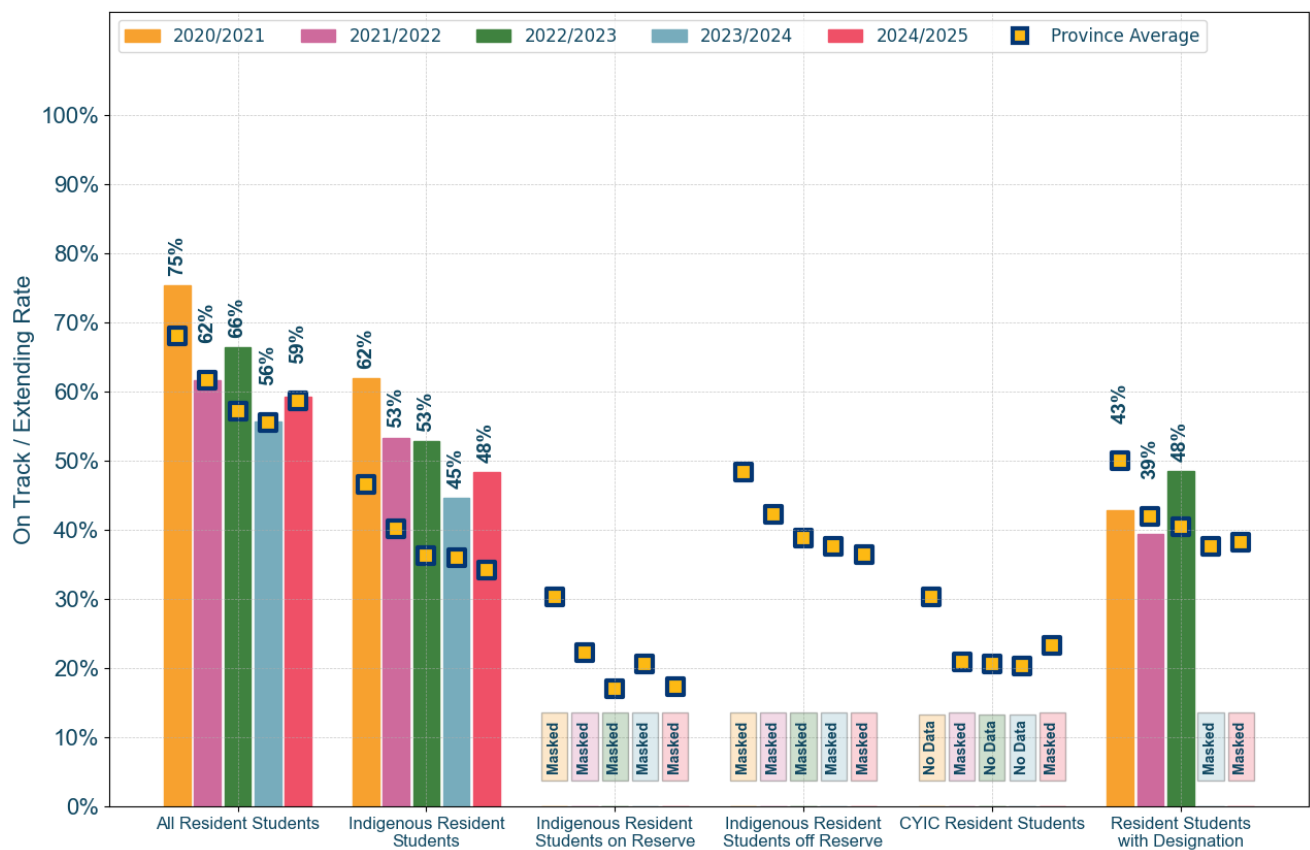
#### SD006 - Grade 4 FSA Numeracy - On Track / Extending Rate



## SD006 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	302   94%	292   97%	307   94%	260   98%	290   97%
Indigenous Resident Students	83   86%	77   97%	75   93%	66   98%	66   94%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	0	Masked	0	0	Masked
Resident Students with Designation	44   80%	39   85%	39   85%	27   93%	37   84%

## SD006 - Grade 7 FSA Numeracy - On Track / Extending Rate

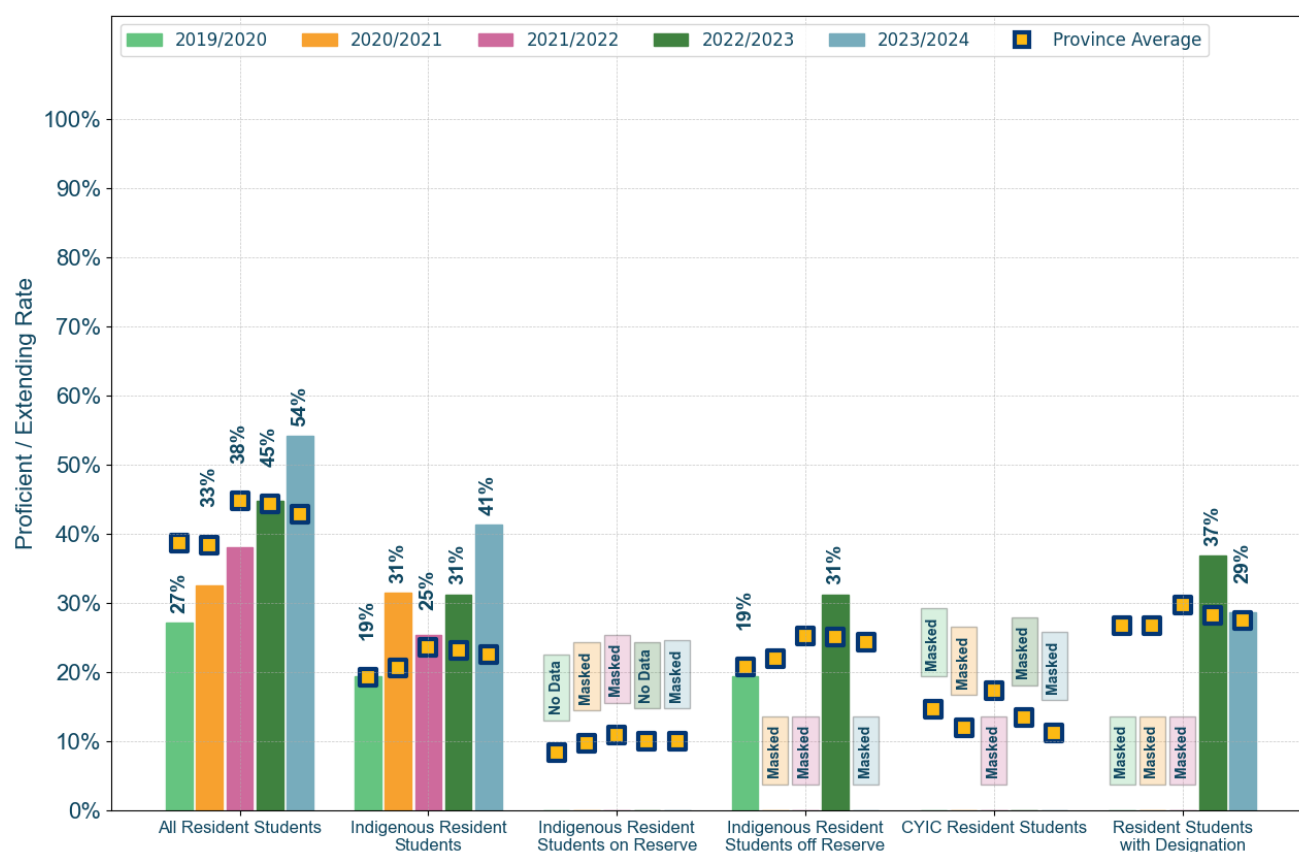


## Measure 2.2: Grade 10 Numeracy Expectations

### SD006 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	249   65%	236   89%	250   86%	269   85%	288   80%
Indigenous Resident Students	70   63%	52   85%	68   78%	61   79%	76   78%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37   54%	27   67%	42   79%	46   67%	55   60%

### SD006 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

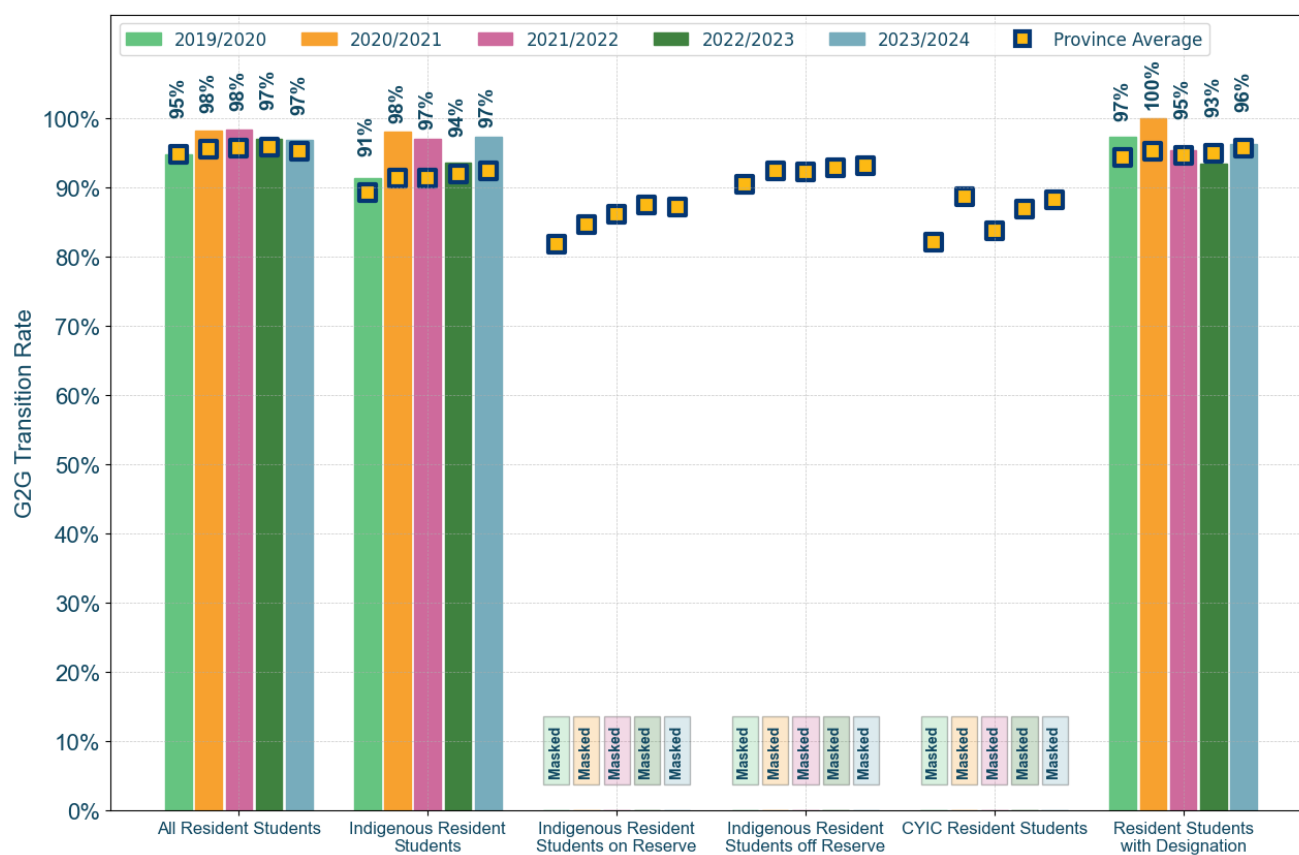


### Measure 2.3: Grade-to-Grade Transitions

#### SD006 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	248	237	250	272	288
Indigenous Resident Students	70	52	69	62	76
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	37	27	43	46	55

#### SD006 - Grade 10 to 11 Transition Rate

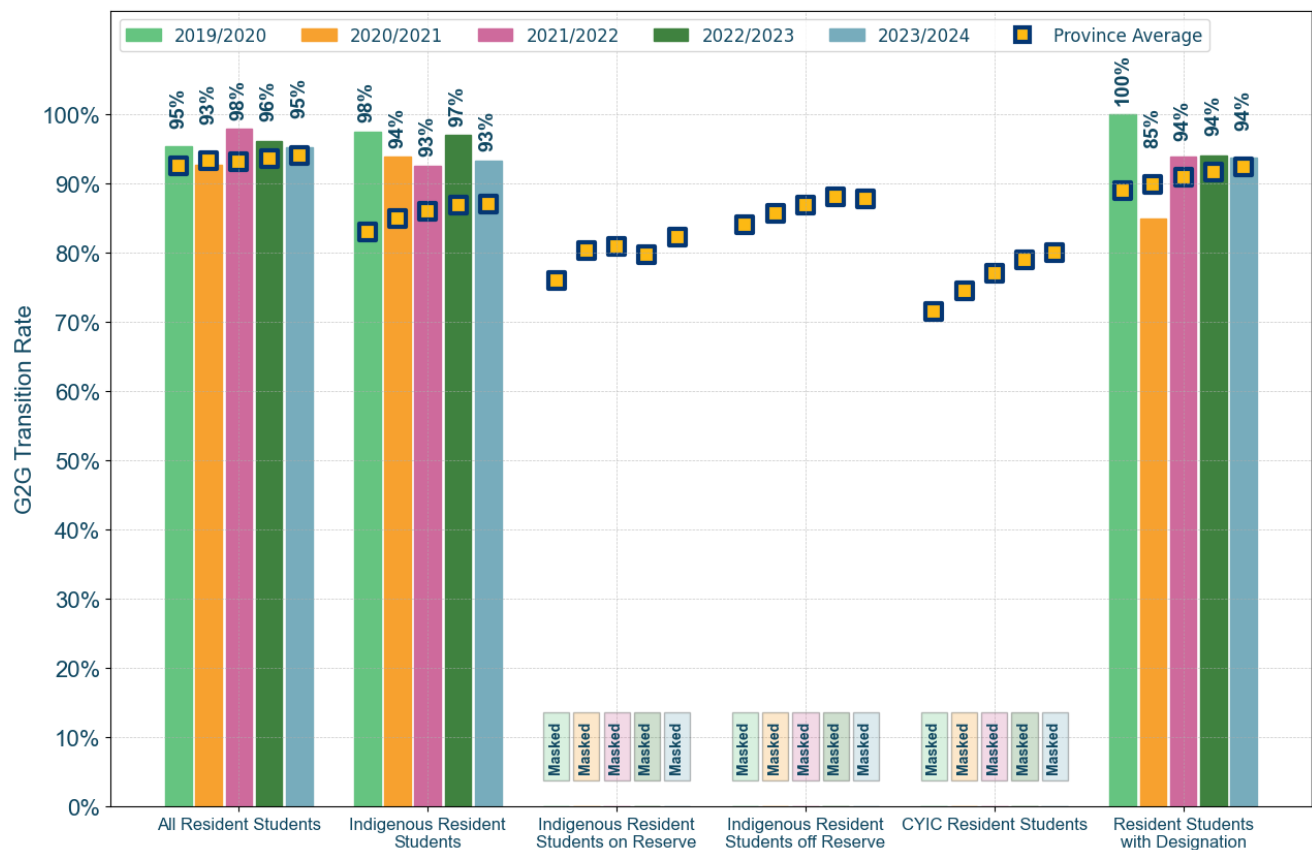




## SD006 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	194	248	238	259	270
Indigenous Resident Students	41	65	54	68	60
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	40	33	51	48

## SD006 - Grade 11 to 12 Transition Rate



## Analysis:

### Outcome 2 - Numeracy



#### Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions

As with literacy, numeracy participation rates on the FSA are extremely high in Rocky Mountain. These high rates include all students and students are only excluded if they are not working towards outcomes in any curricula supported by an IEP. Data and evidence about numeracy highlights some success in this area. Despite trends at grade 4 and 7 that are beginning to improve, student success on the Graduation Numeracy Assessment 10 continues in a very promising direction. Similar to literacy evidence and year-to-year data collection, report card data does not reflect the level of urgency in numeracy reflected in district and provincial assessments. Additionally, students at grade levels K-7 show 70% proficiency in number sense as measured by the local district wide SNAP assessment. Clearly understanding and describing these differences between system, provincial and local data will be critical for ongoing growth.

All populations of students who write the Graduation Numeracy Assessment continue to show year-over-year improvement at a rate that exceeds the provincial average. Additionally, all students, including Indigenous students and students with designations are achieving above the provincial data ranges. The district attributes this to two factors that continue to figure prominently in district numeracy objectives:

1. District emphasis on numeracy professional learning that shifts traditional practice towards a balanced approach of numeracy instruction as modeled in the BC Learning Pathways.
2. 5 years ago the district implemented a district wide performance-based numeracy assessment for grade 8 and 9 using the BC Learning Pathways proficiencies as a foundation. Locally, this assessment is preparing students to be successful in secondary numeracy learning.

The district has plans to fully implement a similar assessment at grade 4-7 in the current school year. The hope is that this new local assessment will accelerate improved achievement reflected locally and on next year's FSA in numeracy.

As with literacy, a note about demographics and cohorts writing grade 4 FSA is worth pointing out. In Rocky Mountain School District, grade configurations in most schools is K-3, 4-7, and 8-12. This means that the learning cultures of K-3 schools do not often include conversations about FSA achievement because there are no grade 4 teachers or students in the school. Furthermore, because of this demographic characteristic, grade 3 students are making a significant transition between schools and supportive adults right around the same time as they write the FSA. The district is aware and attentive to this demographic feature. However, we are unsure how much of an impact this transition makes. Nevertheless, supporting this transition between grade 3 and 4 figures prominently in the district's operational plan.

The district has very few students in Provincial Online Learning Programs. There are a larger number of students in local online learning programs. However, very few of these students complete their numeracy requirements online. So few, in fact, that presenting results numerically would not provide useful trend data to be evidence for learning.

Likewise, there are very few Indigenous students living on reserve represented in this data. There are so few that data is masked for these populations. The district does have roughly 40 students in the district on the nominal roll. However, as data becomes further disaggregated, these populations become very small.

*Anecdotaly, wrap around supports for one First Nations student living On Reserve has helped them make significant strides in their Numeracy achievement. The learner has grown significantly in their social awareness, has improved attendance and has an overall improved sense of connection, all contributing to academic improvement.*

## Interpretation:

### Outcome 2 - Numeracy



#### *Grade 4, 7, and 10 Numeracy Expectations and Grade-to-Grade Transitions*

Some new information has created confidence in a hopeful pattern of achievement. Last year's data in this report hinted at a turnaround in the direction of the trend for numeracy achievement on the FSA. This year's report reveals this trend continuing with slight improvement over the previous year. We also learn that perhaps our district wide K-7 assessment of number sense, the SNAP, is resulting in slight improvements on provincial measures. The improvement is slight, and the authors are not prepared to fully commit to this conclusion. But we are hopeful!

Some strengths of the district highlighted in this report are as follows:

1. The district's regime of local numeracy assessment appears to be having a small positive effect on FSA results in grades 4 and 7. However, the district's 5-year implementation of a local district grade 8/9 numeracy assessment has resulted in continuing positive progress for Grade 10 students.
2. The district has a practice of using key literacy and numeracy Teacher Leaders in all schools. These educators are doing a fine job of supporting colleagues to shift instruction and assessment practices in numeracy.
3. Providing all staff with numeracy resources on the school district website shares promising practices throughout a geographically expansive school district.
4. 70% of all students K-7 are achieving proficiency on a district wide measure of number sense (SNAP) by spring. Grade 8 and 9 students are achieving proficiency at a 50% rate by spring – in line with provincial GNA 10 achievements.

Some areas for district growth are:

1. Numeracy achievement for students with designations or who are Indigenous does not seem to be following the same positive trend in local data. This requires further investigation.
2. Teachers have identified the next step to ongoing improvement for students is to provide professional learning about how to better create rich, authentic numeracy tasks. The district will provide this support in the current year.
3. Continue to support shifts in numeracy instruction from content-based programs to balanced numeracy programs based on the aspects of the BC Learning Pathways.
4. To support numeracy as relevant across all areas of the curriculum in all schools.
5. Implement the district wide performance-based numeracy assessment for grades 4-7 in the current year.

Some of the same equity focused programs that support literacy also support numeracy learning for students with designations and Indigenous students as they reach closer to parity across numeracy outcomes.

1. Competency based IEP planning for students with designations
2. Standardized School Based Team criteria for all schools to address higher tier student need
3. Connecting learning to the land – all schools have goals centered on learning in places connected to traditional territory and led by local Indigenous Elders and Knowledge-Holders
4. This year the district will be expanding Compassionate Systems Leadership learning to all staff in addition to previous learning for the District Leadership Team.

*One systemic support that has been implemented this year for learners appearing on the nominal roll is the Principal's quarterly meetings as a result of the Local Education Agreement with Shuswap and Akisqnuq First Nations. By meeting quarterly with First Nation Education Staff and school leaders and teams, staff are better able to identify and support students who might need additional wrap-around services. The First Nations have indicated that ensuring their students are proficient in Literacy and Numeracy are key areas of focus for them.*

## Human and Social Development

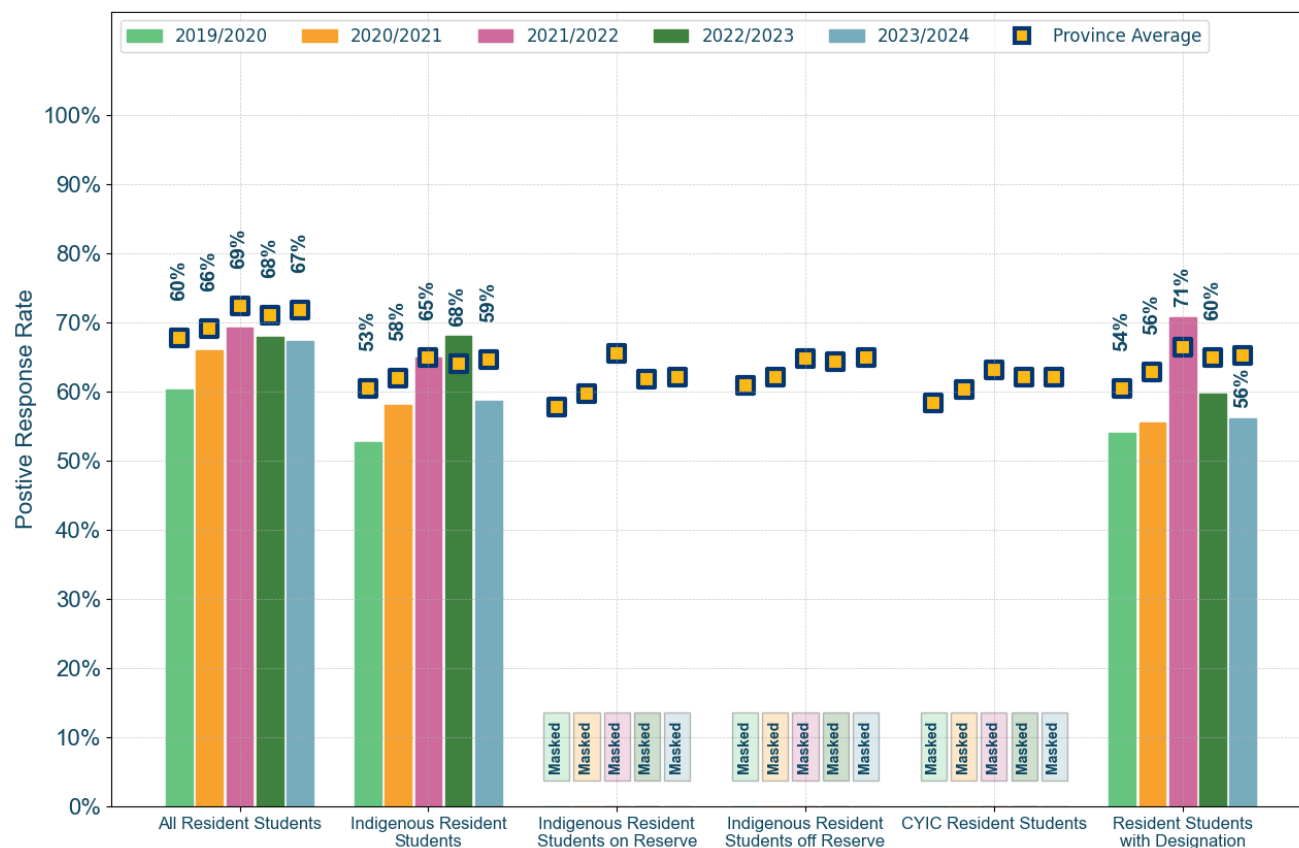
### Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

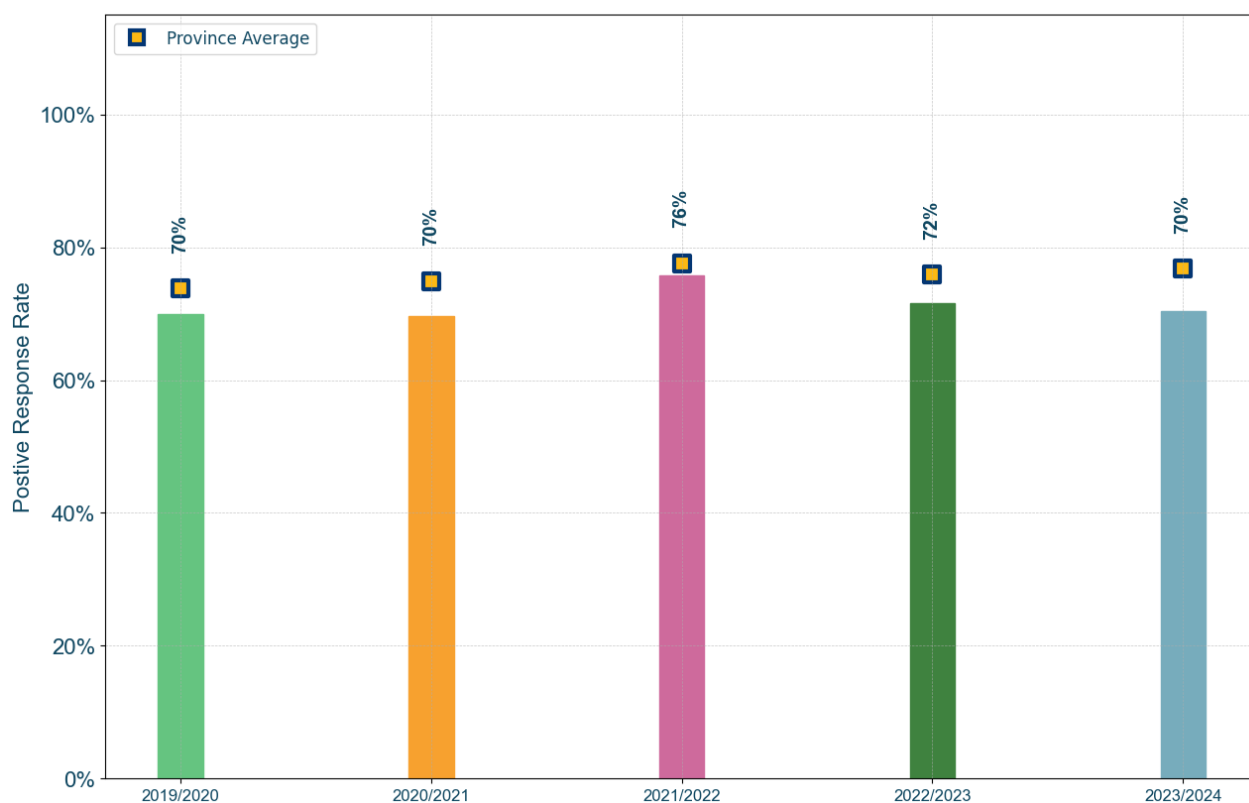
SD006 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	805   64%	759   90%	809   87%	837   89%	818   90%
Indigenous Resident Students	208   60%	193   85%	213   83%	200   83%	210   90%
Indigenous Resident Students on Reserve	Masked	Masked	13   100%	13   77%	Masked
Indigenous Resident Students off Reserve	Masked	Masked	200   82%	187   83%	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	95   52%	85   73%	99   75%	110   77%	101   82%

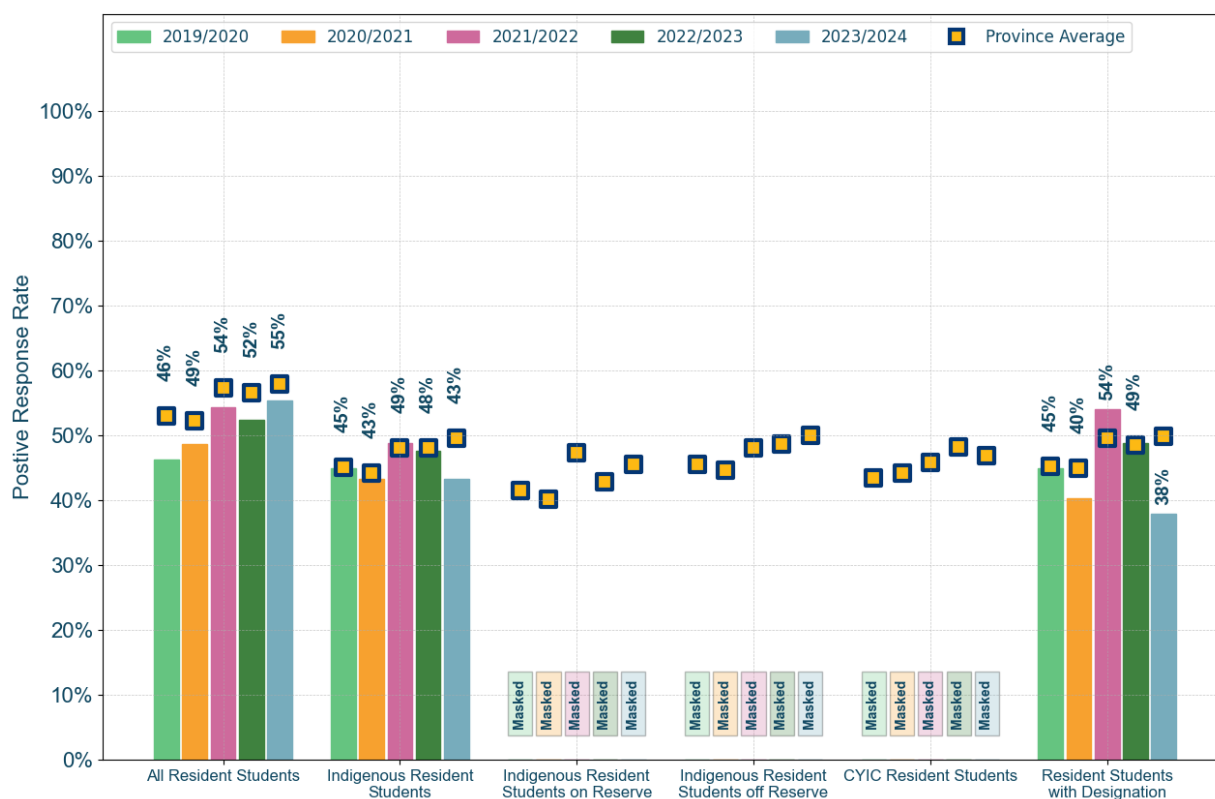
SD006 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD006 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

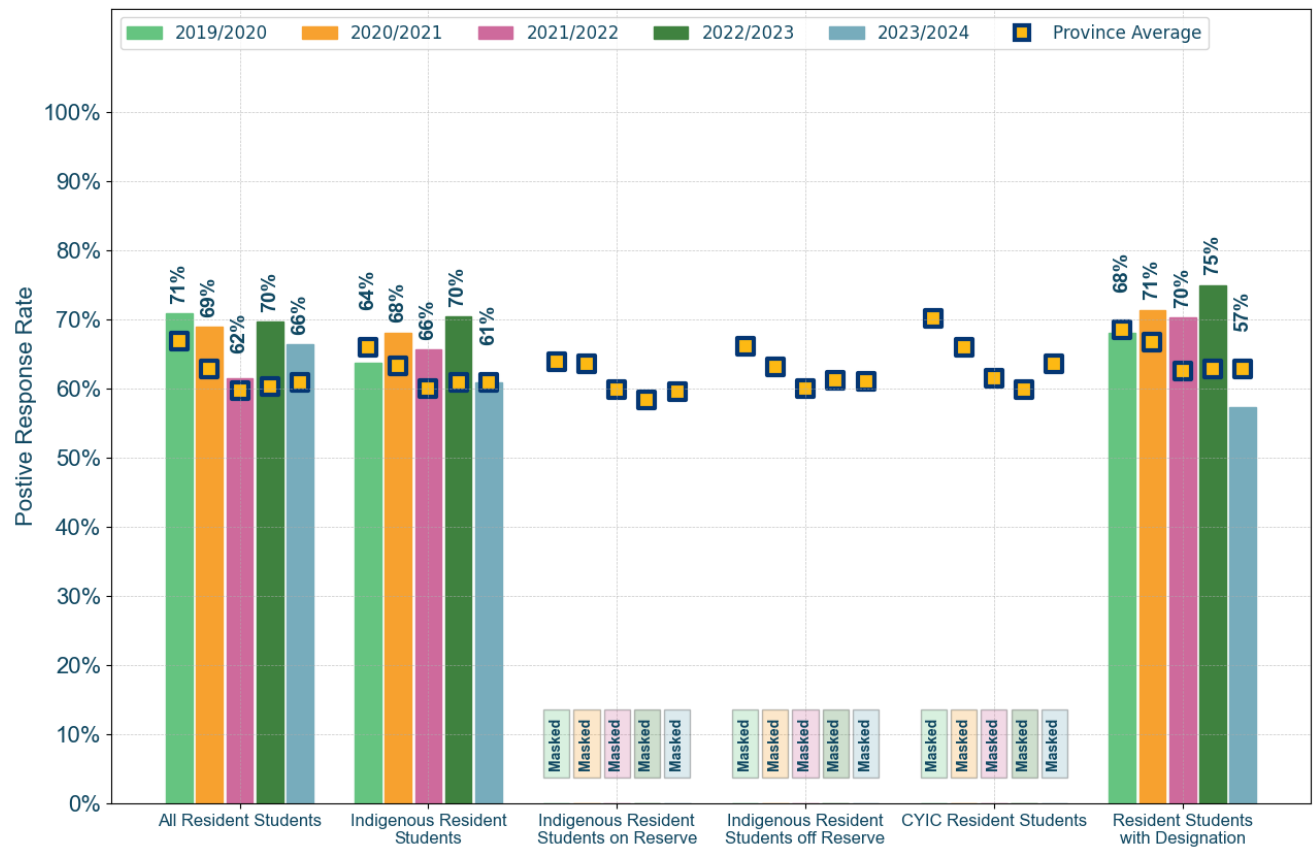


SD006 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD006 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



## Analysis:

### Outcome 3 - Feel Welcome, Safe, and Connected



#### *Feel Welcome, Feel Safe, Sense of Belonging*

Like last year, this data area presents the district with a significant challenge to continuous growth. Despite academic data trends improving, and the efforts of school planning for social emotional well-being, data in this area for Rocky Mountain has remained flat over the last 5 years. The district is obviously curious to learn where it is missing the mark to make notable improvements in this area. Participation rates approach or meet the 90% level for students on the Student Learning survey. In the area of care adults, the district reports slightly higher results than the provincial average, although nowhere close to what is expected. However, in the area of feeling safe, welcome, and a sense of belonging, the district falls below the provincial average in each of the last 5 years.

Geography is a significant and immovable inequity for many students' well-being and social emotional learning. Some students ride buses from more remote locations and spend long periods of time on the bus. The district has had success with its BC Tripartite Education Partners to ensure consistent transportation to school. However, there are still inequities to other community services, such as health care. Students are at school and then right back on the bus to head great distances away from community supports for health. Unless their parents can facilitate attending health appointments, many of these students go without. The district has trialed a solution in the community of Golden with the physicians and mental health practitioners.

*Golden Secondary School has set up a Health HUB where all students have access to doctors and mental health supports from the community once per week. Students book appointments and discreetly have their health needs met regardless of where they live within the region. This program completed its second full year of support and was used to 85% of its capacity. Students report seeing physicians for care that would have been much harder to access without the program. This program has definitely been a strength in the district for creating belonging and attachment to school. It will continue in partnership with Golden Physicians for year 3.*

Demographically, the additional transition between grade 3 and 4 may be a factor in students' responses about belonging and feeling welcome at grade 4 on this survey, but one would expect these impacts to be mitigated by the time students reach older grades. Furthermore, the significance of provincial data is somewhat muddled by many schools' local survey data indicating drastically different results on these same questions. One such secondary school conducts a local survey three times during the school year and by the end of the year reports similar data in the 80% or above range for all students. The district is left unsure about the reliability of either set of data.

It has been reported by many school leaders that the number of questions on the Student Learning Survey could be a factor in causing fatigue for students and the length of the survey may even create negative thoughts. These thoughts may become expressed in their responses to some items on the survey. This may also explain why brief local school surveys lead us to different conclusions than the provincial data.

*Many programs in the district focus on supporting Indigenous learners to feel a sense of belonging and to "see" themselves in the school district. In the community of Invermere, an on the land learning series took place through the Spring for dozens of local First Nations students. As well, Cultural Camp saw Indigenous students at Grade 8 from across the district participate in an on the land learning day with the ʔAkisq̓nuk First Nation at Wiyu Lodge. 36 students participated in sessions on connecting with the land,*



*storytelling, traditional foods, medicines, and wackna (dry Meat) making. Exploring their Indigenous identity empowers students with a deep sense of pride and belonging. The students were actively participating in the learning process alongside the Knowledge Holders and by the end of the activity, they felt capable and skilled. The conversations were reflective of their increased confidence (“My first one was so full of holes!”) and connections to their family experiences (ex. “I do this with my dad all the time”). The fact that the majority of the students were consuming the meat they had dried and asking to take it home with them was indicative of how much they valued their traditions and learning. Through land-based learning, students demonstrated that social and academic success can thrive when rooted in identity, relevance, and community.*

Other data not reflected by the student learning survey is the experience of families and students entering the system in Kindergarten. Rocky Mountain School District continues to improve the connection and sense of welcome for students and families new to the district. In its second year the implementation and finalization of the Kindergarten Transitions Timeline document standardized supports and partnerships across the district to support families entering Kindergarten with their children. Community partners, schools, and families share evidence that families and students have never before been so well supported to enter kindergarten successfully.

Fewer than five students in the district are currently in care. Upon review, some of these students are experiencing success because of the supports offered through other departments such as the Indigenous Education Department or the Student Learning Services Department. This review also revealed that students are achieving because of their access to the available supports.

## Interpretation:

### Outcome 3 - Feel Welcome, Safe, and Connected



#### *Feel Welcome, Feel Safe, Sense of Belonging*

Information gathered from provincial sources, such as the Student Learning Survey, and local sources such as the Middle Years Developmental Instrument (MDI) continue to tell the district that students who experience human and social needs at higher rates are commonly representative in vulnerable populations. For example, students who identify as being fluid in gender or sexuality are more likely than cis-gender or sexuality youth to be experiencing depression or other mental health struggles.

We also continue to strive to find an understanding about why the growth we do make as a district, is not reflected in the provincial data sources. We do rely heavily on local data sources to provide metrics for smaller masked populations of students as well as metrics for focused initiatives at district schools. For example, Selkirk Secondary school has a ten-question local student survey administered three times per school year. One of their identified problems (by the students) was the offensive and racist peer to peer language in the schools during unstructured times. This became the focus of the team's work, and the survey would reveal significant school growth by the end of the school year. The school will continue these efforts.

Despite somewhat flat results in the provincial data, Rocky Mountain has identified strengths in practice that are promising enough to continue in the future.

#### Strengths

1. Kindergarten Transition program welcomes families early and identifies unique and diverse needs early on allowing teams to prepare for incoming families.
2. Golden Secondary Health HUB.
3. Grade 8 District Indigenous Student Cultural Camp, and other opportunities for the cultural growth of Indigenous students.
4. Implementation of interdisciplinary Social Emotional Learning Teams across each of Rocky Mountain three zones.

#### Areas for Growth

1. Enhance the intentional work of Indigenous Education Support Workers to support the transition of Indigenous learners to their new schools prior to the end of the school year.
2. Provide updated training for all school leaders in Behavioural Digital Threat Assessment in the current school year.
3. Improve student attendance at school. Each school will review and refine its attendance protocols. The district will adopt an attendance policy and create an attendance practice in cooperation with schools.

# Career Development

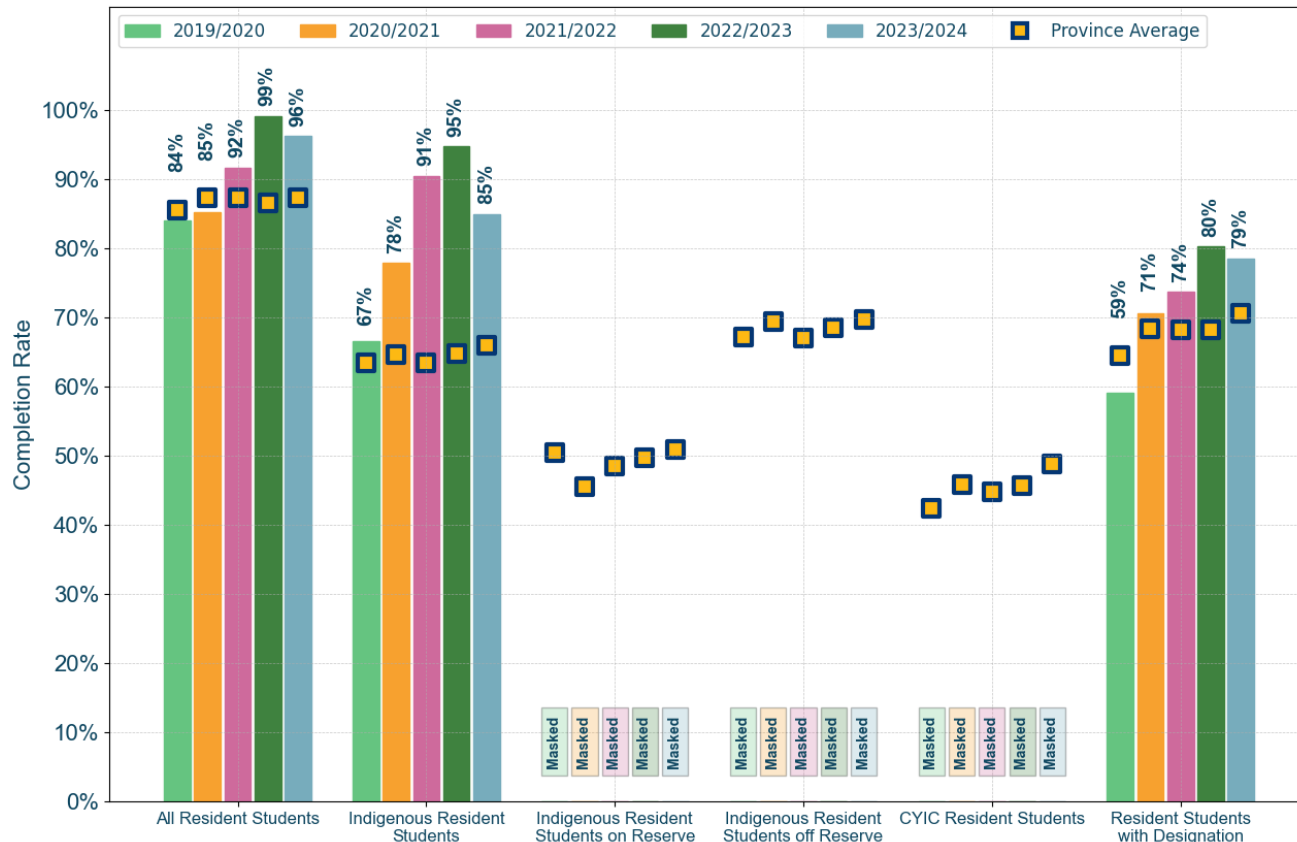
## Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

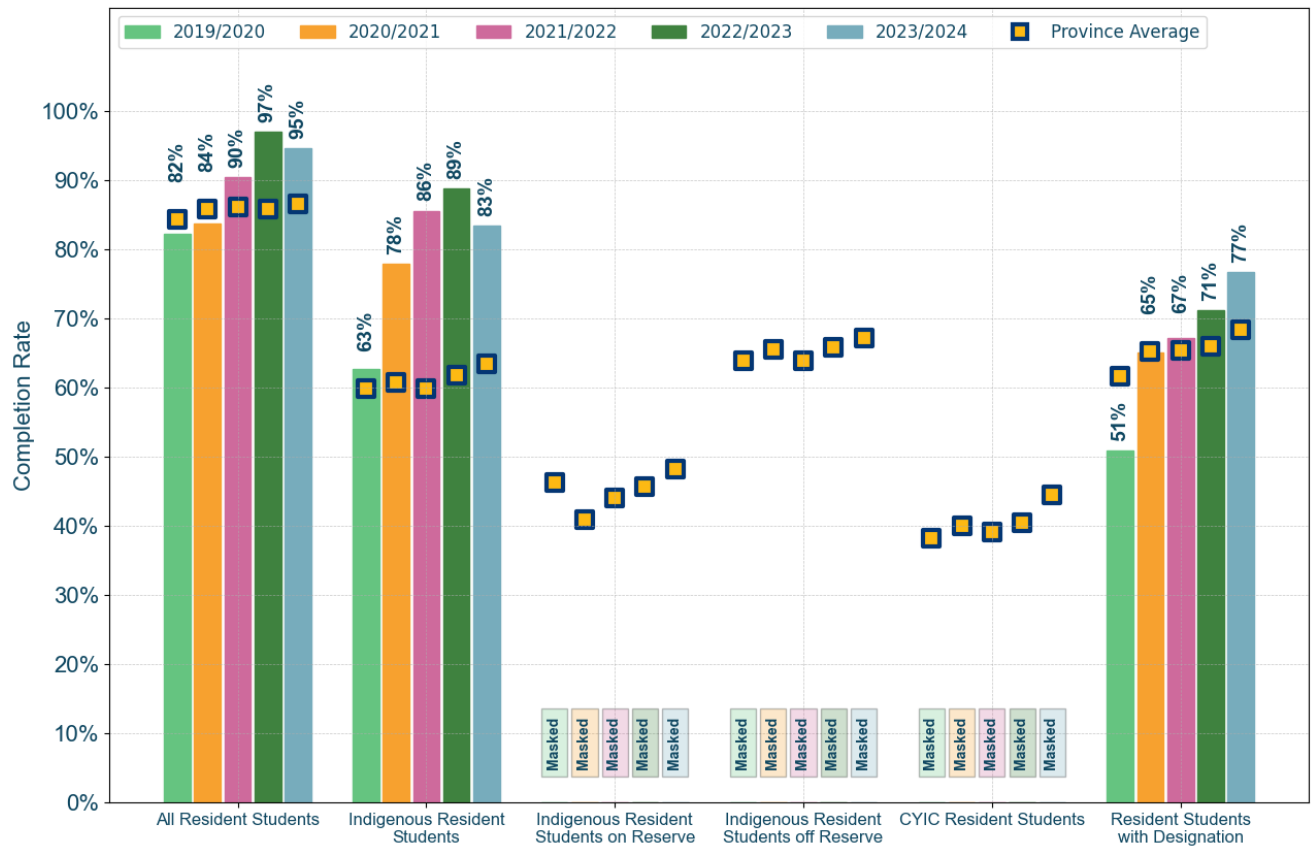
SD006 - Completion Rate - Cohort Count | Outmigration Estimation

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	249   23	225   21	267   25	252   22	274   28
Indigenous Resident Students	56   5	48   4	67   6	56   5	69   7
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	54   5	39   4	51   5	48   4	61   6

SD006 - 5-Year Completion Rate - Dogwood + Adult Dogwood



# SD006 - 5-Year Completion Rate - Dogwood



## Analysis:

### Outcome 4 - Graduation



#### *Achieved Dogwood Within 5 Years*

Rocky Mountain School District students continue to graduate at very high levels. For all students in all populations these graduation rates exceed the provincial average and have done so for the past 3 years. Rocky Mountain graduates roughly 270 students each year. Because of this relatively small population, small changes in the graduating cohort can have large impacts on the data in these reports. One such factor that has a large impact is the outmigration calculation used by the Ministry of Education and Child Care to try to integrate the impact of students moving out of province during their graduation program. For a district like Rocky Mountain, with communities in very close proximity to large centres in Alberta, the calculation results in lower graduation rates published in this report.

*Each year, the district runs a local calculation of completion rates for all students on a 5-year and 6-year graduation program. Because of our size, schools can follow up directly with at risk students to provide intervention. Also, schools know the exact numbers of students who have left graduating cohorts. Schools do not have to apply a formula to determine this number in the same way that the Ministry does to report completion rates. All this to say, the district asserts graduation rates for all populations to be normally about 3 % greater than what is reported here.*

Of course, masked populations, including Indigenous students living on reserve and children and youth in care, are often less than 5 students. These students are best monitored on an individual basis for personalized supports. They are not impacted by the points mentioned above.

*One Indigenous student enrolled at a Rocky Mountain Alternative School hadn't been attending school and was struggling academically and socially. Slowly, with consistent encouragement and connection, they began to rebuild their confidence and trust in themselves. As Indigenous cultural lessons were introduced in the school, they found pride in their ancestry and began to feel truly seen. With determination and support, they caught up and completed their course requirements. Watching them graduate was a powerful reminder of what's possible when students are given the space to belong and believe in themselves.*

The district graduated one student on a Youth Agreement from Alternate program benefitting from wraparound supports.

## Interpretation:

### Outcome 4 - Graduation



#### *Achieved Dogwood Within 5 Years*

The concerted effort on continuous improvement over the last five years has contributed to supporting ongoing and substantially improved student graduation rates.

1. For all students over a 5-year period there has been 14% growth by provincial numbers, but, more likely, and accurate, a 17% growth as measured locally.
2. While not included in this report, the 6-year completion rate for all students approaches 98% and for Indigenous students, their success exceeds non-Indigenous students on this measure in the 2024 school year.
3. Over a 5-year period Indigenous student graduation rates have risen 26%.
4. For students with a designation, graduation rates have risen 25% over a 5-year period.

Areas of growth include:

1. A very clear understanding of which students are at risk and a very quick response once this is identified.
2. Providing the same opportunities for students at district alternate schools to complete with the same potential.

Some of the equity-based initiatives in Rocky Mountain that factor in the continued and improving success for students in marginalized populations are:

1. Indigenous Education Support Workers are supported by a district department for Indigenous success. These employees are now able to network and share success stories and strategies across an expansive district.
2. The district hired a District Principal for Indigenous Learning and Equity who can ensure high quality supportive programs are available to all students in all schools
3. The ongoing practice of secondary school principals meeting throughout the year with senior staff to talk about students who are at risk of not graduating, beginning in grade 10. These meetings ensure a standard approach to early intervention for students across the district who may need extra supports to complete successfully.
4. Again, the implication of competency-based IEPs and standard expectations for all School Based Teams cannot be understated in the success for all students with designations
5. With a new LEA in place with Shuswap Band and a newly formed Indigenous Education Council, the pieces are in place for deeper growth and connection for Indigenous learners across the district.

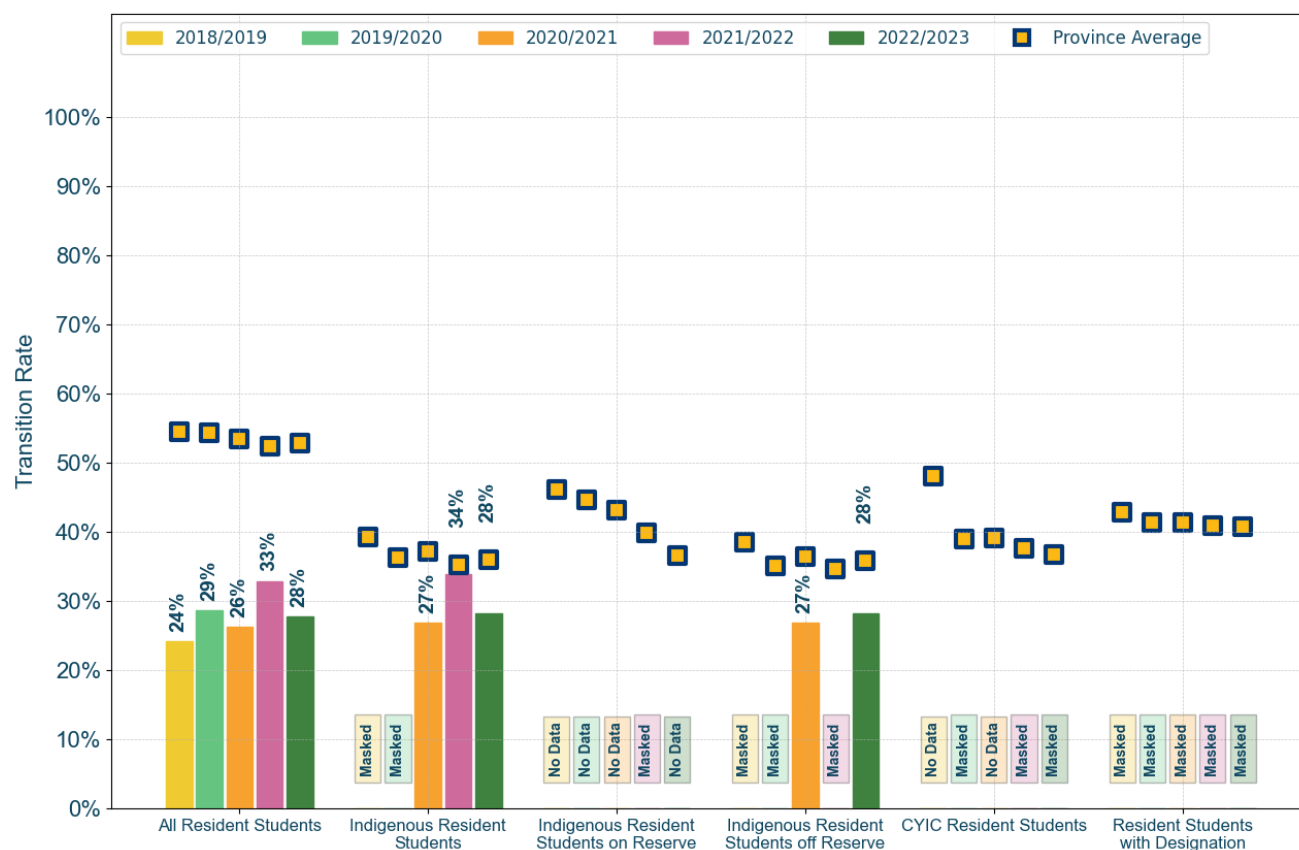
## Educational Outcome 5: Life and Career Core Competencies

### Measure 5.1: Post-Secondary Transitions

#### SD006 - Transition to Post-Secondary - Cohort Count

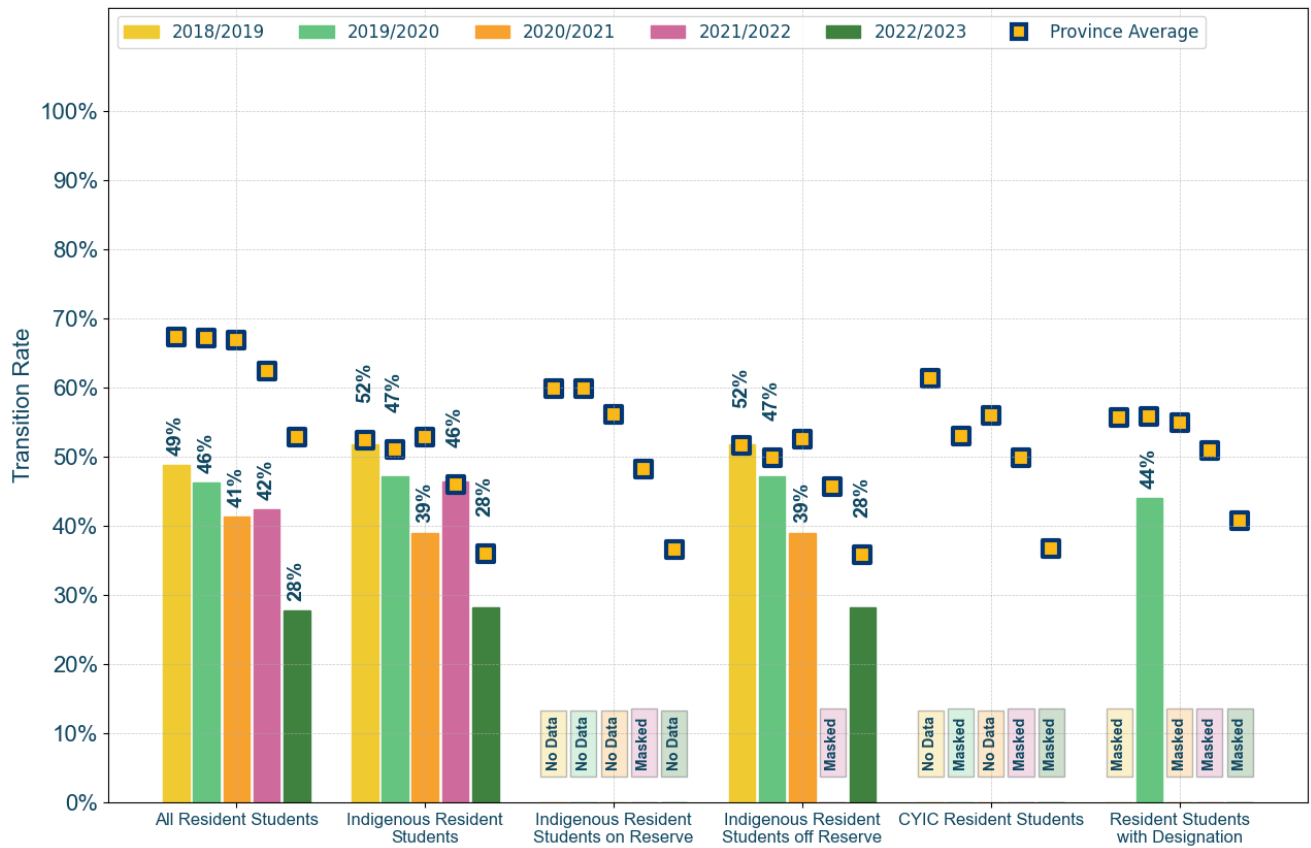
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	166	199	179	222	224
Indigenous Resident Students	Masked	Masked	41	56	46
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	Masked	Masked	41	Masked	46
CYIC Resident Students	0	Masked	0	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

#### SD006 - Immediate Transition to Post-Secondary





### SD006 - Within 3 Years Transition to Post-Secondary



## Analysis:

### Outcome 5 - Life and Career Core Competencies



#### Post-Secondary Transitions

The geographic location of Rocky Mountain School District makes this data set unreliable in understanding students' post-secondary attendance patterns. The three main communities of Golden, Invermere, and Kimberley are all closer in proximity to Alberta post-secondary opportunities. The closest universities to these communities are 2 hours and 2 mountain passes west of the Alberta options available. Many students successfully transition to University of Lethbridge and the University of Calgary. Both institutions are about 2.5 hours drive time from our district and also are serviced by direct flights lasting less than one hour.

Additionally, these institutions are becoming increasingly aware of their clientele potential in the East Kootenay. Two years ago, the number of local secondary alumni returning as practicum student teachers from Alberta universities, exceeded those who came from local British Columbia teacher education programs. This has since been the case every year after.

Therefore, missing from the data in this report is information about students who make a successful transition to a PSI out of province. The district assumes about one third of graduates choosing a PSI choose one out of province. The rates provided by the ministry are declining for BC post-secondary transitions. However, based on anecdotal data provided by students during capstone and district authority award presentations as well as graduation survey information, more and more students from Rocky Mountain are finding it more appealing to attend post-secondary institutions closer to home. For this reason, one should not conclude the declining numbers presented in this report accurately reflect the post-secondary transition reality for students in Rocky Mountain.

Our three main communities have thriving outdoor recreational and tourism opportunities for recent grads. In fact, most communities in Rocky Mountain thrive only *because* of tourists seeking these opportunities and experiences. It is also important to note that many students in Rocky Mountain enjoy fulfilling transitions into trades apprenticeships in natural resources or careers in the adventure tourism industry. These are often provided by organizations that are not accredited with the post-secondaries included in this report. For example, many students seek alpine guiding roles in the community. This advanced training is provided by Alpine Canada and is rigorous and demanding. However, students choosing this path are not captured in this data. With proximity to many employers of this type and the Rocky Mountains, transition into this type of work is likely, and supported as a valuable post-secondary pathway. The district has plans to expand trades offerings, as a result, in all of its communities. Kimberley has strong uptake for trades programming given its proximity to College of the Rockies and all employers in Cranbrook. Golden and Invermere will be an ongoing focus to grow trades opportunities for students in these communities. There has been some early success in dual credit programming in these communities.

Considering outmigration statistics and the geography of the East Kootenays, transition to a post-secondary institution may be more in line with the provincial average. A reliable outmigration data source is not currently available.

*In 2025, more than two dozen Indigenous students from two Rocky Mountain secondary schools participated in a multi-day tour of post-secondary institutions including Thompson River University, UBC Okanagan, and Okanagan College. This experience allowed students to see the programs offered, meet some of the people who provide support to Indigenous students, and consider potential communities for life after high school. Students were better able to analyze internal and external factors that inform personal career life choices for post-graduation training and engage with post-graduation resources and social capital. One student noted, "I never really saw myself at post-secondary school before this trip. It is way more accessible. It's easier to apply and be accepted than I thought! There is something for everyone".*

## Interpretation:

### Outcome 5 - Life and Career Core Competencies



#### *Post-Secondary Transitions*

Rocky Mountain School District continues to learn about ways to strengthen partnerships in areas where there is a lack of training infrastructure – areas without colleges, areas without shop or industry access. Additionally, the district is learning that it is difficult for students to travel out of their home communities to participate in career based education during their graduation program. The district is working to bring programming into these communities.

#### Areas of Strength

1. Rocky Mountain continues to offer place based learning academies for students to pursue local career learning. This year the district approved a special academy for Equestrian Studies and an Outdoor Education Academy. Both academies will provide locally relevant certifications and learning preparing students for future interest in these areas.
2. Rocky Mountain continues to grow its dual credit programs and partnerships with the College of the Rockies.
3. Led by school-based Indigenous Education Support Workers, all three of the secondary schools in Rocky Mountain School District offer a field trip for Indigenous students to tour post-secondary programs in BC. Many of these tours centre on the unique programs offered specifically to Indigenous students, such as the one at Thompson Rivers University.

#### Areas for Growth

1. Rocky Mountain School District should consider developing a better measure of post secondary transition that would account for its proximity to Alberta institutions.
2. Golden and Invermere are further away from Cranbrook and post-secondary institutions. As such a greater effort is required to support dual credit and trades opportunities in these areas.

Equity based initiatives that support better transition rates to post secondary and grade to grade:

1. Continued PATH programming for students at risk.
2. Additional supports in the capstone and CLC/CLE programs – for example these courses become scheduled in the timetable for students who need the support
3. Supported field trip opportunities during the graduation year for Indigenous Students to tour universities such as TRU.