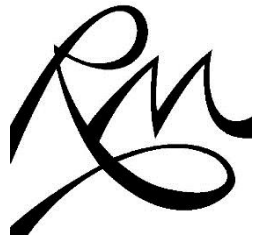


Rocky Mountain School District

Superintendent Report on Student Success

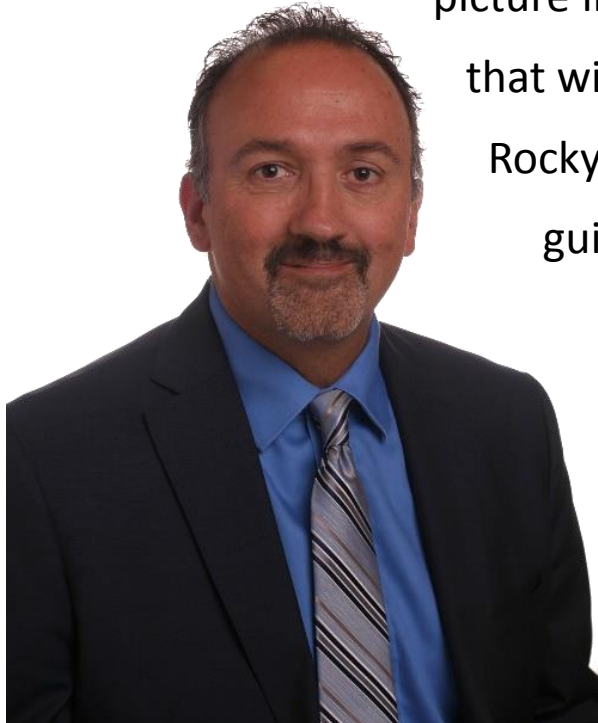
In the **2015-2016** School Year



Superintendent's Message



Our mission is about setting every student up for success; to help every student reach their potential. We can only do that if we are constantly working to understand what every student needs, and that we work together to meet those needs. It's also critically important that we understand the big picture; that we look honestly at how we are progressing as a system, and shape our work towards continuous improvement. This report presents the district picture in key measures of achievement, celebrating successes and noting areas of concern that will focus our attention. Our achievement vision, that “every student in Rocky Mountain School District will graduate with dignity purpose, and options” guides us every step of the way. 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'.

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](#) 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 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 2015-2016



FSA



78% Gr 4 & 7 Meeting expectations for grade level in Reading on BC Foundation Skills Assessment (FSA)

%	82	72
Grade	4	7

PM

Benchmarks



73% Gr 1-3 Meeting expectations for grade level in Reading (District PM Benchmarks Assessment):

%	62	73	83
Grade	1	2	3

Report Cards



90% Gr K-7 Meeting expectations for grade level in Reading (June 2016 report card):

%	97	80	84	90	92	94	94	95
Grade	K	1	2	3	4	5	6	7

Reading 2015-2016



Reading has remained a focus of our ongoing improvement work. [School Plans for Student Success](#) continue to 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, how school teams will monitor and adjust in response to how students are learning, and what learning staff will engage in together to build capacity to meet student needs.

We maintained our district literacy support teacher position to co-plan, co-teach, and co-assess with classroom teachers to build capacity for literacy instruction. There was growing interest in teachers learning more about teaching reading in the intermediate and early secondary years. Educators from all three secondary schools were part of a district supported collaborative project to build their capacity for teaching literacy.

After several years of steady improvement in Grade 4 Reading [FSA results](#) it was a surprise to see a lower result this year. We will be interested to see the outcome of the spring 2017 assessment. The discrepancy between the Kindergarten and Grade 1 report card data for reading suggests there may be work to be done in the coming year toward creating shared understanding of curricular expectations for Reading in the early primary program. Report card data for Grades 1 to 7 shows what we would hope for: the number of students meeting expectations in Reading is greater the higher the grade level meaning that we are improving outcomes over time.

Writing



Foundation Skills Assessment



79% Gr 4 & 7 Meeting expectations for grade level on provincial Foundation Skills Assessment (FSA)

%	82	76
Grade	4	7

District Write



84% Gr 1-8 Meeting expectations for grade level on District Write Assessment May 2016

%	79	83	80	80	85	86	84	68
Grade	1	2	3	4	5	6	7	8

Report Cards



92% Gr K-7 Meeting expectations for grade level in Writing on June 2016 report card

%	96	91	92	90	92	95	90	93
Grade	K	1	2	3	4	5	6	7

Writing 2015-2016



Writing has been and remains an important part of the improvement work in the district and is specifically addressed in many of the literacy goals in School Plans for Student Success.

[District 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 are supporting teachers marking together and talking about what they are seeing in their students' writing to plan instruction specific to strengths and needs. The results on this assessment indicate that given a process for pre-writing, goal setting against criteria, writing and editing, and reflecting that students are producing quality results. With the work the secondary schools are doing to incorporate these elements in classroom literacy instruction it is expected the dip we see in District Write results at grade 8 will disappear in time.

A drop in this year's [FSA results](#) in Writing was unexpected after several years of improving performance and like Reading we will be watching to see what happens with the spring assessment. Report card information shows high levels of attainment of curricular outcomes across the elementary grades in Writing.

Grade 10 English



Provincial
Exam



71 % Grade 10 students wrote the English 10 provincial exam and achieved a result of 60% or better

We have started to pay more attention to this data set as provincially and locally it is a strong predictor of graduation success. Students who write their Grade 10 English Exam in their Grade 10 year and achieve a result of 60% or better have nearly 100% graduation rate in Rocky Mountain School District. This measure serves as a screen to identify high school students who may continue to require intensive literacy intervention to ensure success.

With the recent announcement that the current provincial exam program is ending we will need to consider our sources of system-wide data for this purpose. There will be a provincial literacy assessment at secondary but it will be taken at different points in the Grade 10-12 years depending on the student. We may look at a local assessment at or prior to entry into the graduation program to continue to be pro-active in monitoring student progress and responding with supports as needed.

Numeracy



71% Gr 4 & 7 Meeting expectations for grade level in Numeracy on BC Foundation Skills Assessment (FSA)

%	83	76
Grade	4	7

Report Cards



89% Gr K-10 Meeting expectations for grade level in Math (June 2016 report card):

%	97	85	93	92	94	95	88	93	89	79	77
Grade	K	1	2	3	4	5	6	7	8	9	10

Numeracy 2015-2016



A number of [School Plans for student success](#) are now including a goal for improving numeracy and schools are seeking common assessment information to collaborate across classes and schools to improve learning in Math.

The [FSA results](#) for Grade 4 Numeracy increased this year to their highest point in the five year trend. Grade 7 Numeracy results in Numeracy were significantly lower than in previous years in our district. The gap between Aboriginal and all students is minimal at Grade 4 and results for Aboriginal students are slightly higher than for all in Grade 7 Numeracy.

Report card data shows that more than 90% of Kindergarten to Grade 8 students are meeting expectations in Math. That drops to 79% in Grade 9 and 77% in Grade 10. There is a district-supported collaborative project between a group of secondary and elementary educators to improve the alignment of Math instruction across the grades for greater success for students.

There is strong interest in staff development in the area of numeracy. One school is engaged in a whole staff book club around creative, innovative, and positive teaching of [Mathematical Mindsets](#). We started a professional learning series of workshops with [Carole Fullerton](#) in the spring and start of this year and are following up with a two day workshop and classroom learning round in December.

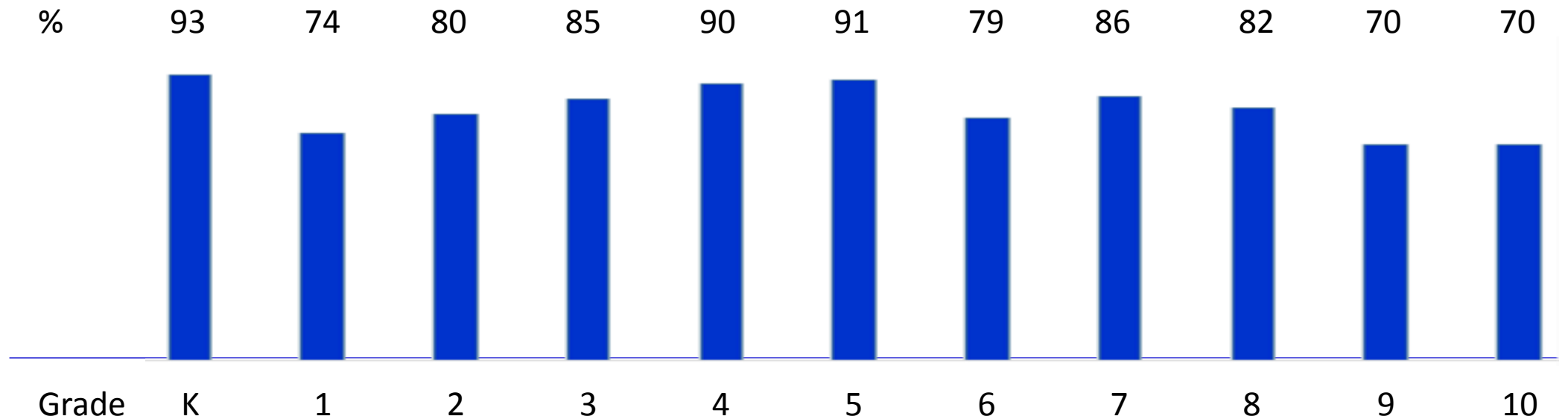
On Track



On Track
Score



81% Gr K-10 students have 80% or better attendance and meeting expectations in Language Arts/English and Math on June 2016 report card



On Track 2015-2016

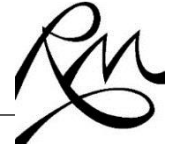


The on-track score is a locally developed measure using three [research-based predictors](#) of graduation to identify students who may need additional support or intervention to be successful. Students who are meeting expectations in Language Arts/English, and Math, and attending greater than 80% of 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 as it uses information available for all students across all schools.

The [on-track results](#) for 2015-2016 reveal 81% of Grade K to 10 students are meeting all three on-track criteria. They are being more successful overall in Math (89% meeting grade level expectations) than in Language Arts/English (70% meeting grade level expectations). 95% of students are meeting the minimum threshold of 80% attendance but 23% of all students are missing more than 20 days (a full month of school) a year which is worth paying attention to. Attendance will be monitored and discussed this year.

Our use of the new student information system (MyEducationBC) is part of stream-lining our data so that this and other screening information is available to schools throughout the year to inform their planning and response to enhance learning.

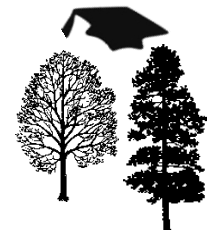
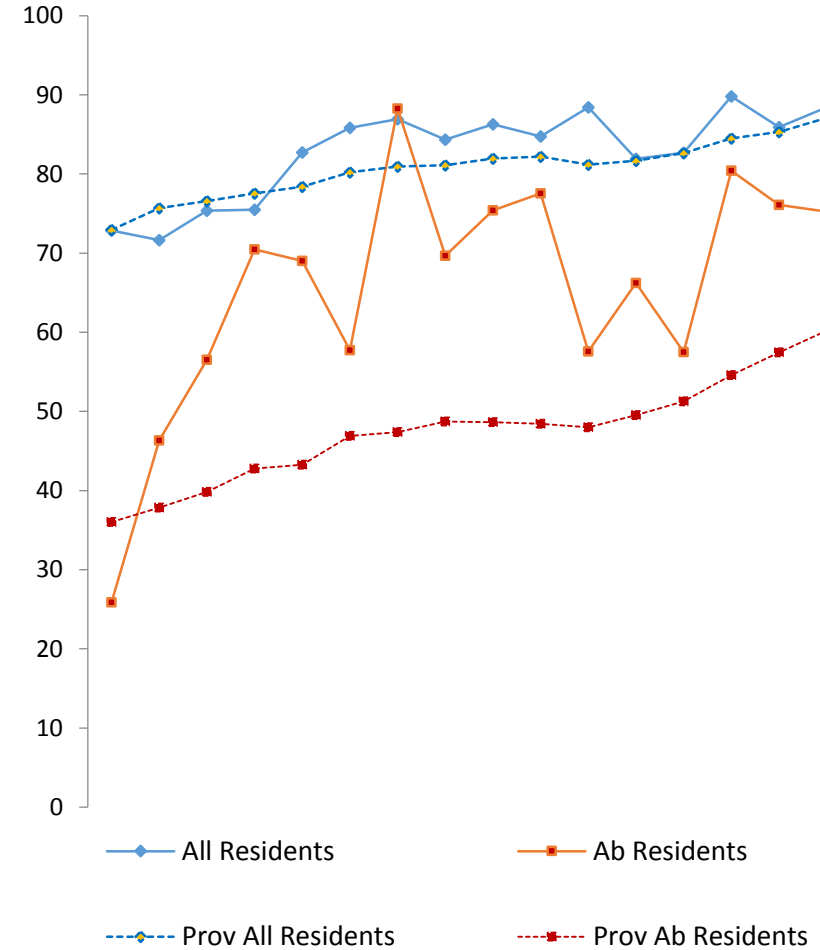
Graduation Success



6 Year Grad Rate



School Yr	All District Students	District Residents only				
		All	Female	Male	Ab	Spec Needs
1997/98	73.1	72.9	77.0	69.2	25.9	17.2
1998/99	72.1	71.7	76.0	67.8	46.3	39.8
1999/00	75.5	75.4	82.2	69.7	56.5	28.2
2000/01	72.7	75.5	76.7	74.4	70.5	41.0
2001/02	81.5	82.7	89.1	76.9	69.0	54.3
2002/03	84.1	85.8	88.4	83.5	57.8	58.7
2003/04	84.9	86.9	93.4	81.2	88.2	40.1
2004/05	84.1	84.4	90.9	78.9	69.7	63.8
2005/06	84.7	86.3	88.8	84.2	75.4	68.2
2006/07	82.0	84.8	92.8	76.7	77.5	46.8
2007/08	85.7	88.4	89.6	87.5	57.6	51.7
2008/09	78.0	81.9	83.4	80.8	66.2	48.2
2009/10	79.3	82.7	88.7	77.2	57.5	48.5
2010/11	81.3	89.8	89.9	89.6	80.4	61.6
2011/12	78.8	85.9	89.6	82.8	76.1	59.1
2012/13	76.5	88.4	85.2	91.4	75.2	49.6
2013/14	79.2	91.8	89.9	93.6	63.3	65.6
2014/15	76.3	91.4	93.4	89.5	75.9	69.8



2015-2016 grad rate results will be available in late fall

Graduation Success Trend



We were troubled by what appeared to be a decline in our graduation success based on the Ministry Six-Year Completion Rate. The rate is created using calculations to account for missing students which the system can't differentiate as moved out of province or dropped out. We have a plan to start using the new information system, MyEducationBC, to create our own score that confirms rather than estimates the number of non-completers in our system versus students who move to another school system.

Precisely accurate or not, we did not expect our rate to drop when all other achievement indicators were rising in our District. We had a hunch that the [International Program](#) growth was a factor because our visiting students are not typically here to graduate but for a year of local experience. When the data was disaggregated for residents only we discovered our rate was improving and had reached a new high at greater than 90% graduation success for the past two years. When students who have completed an Evergreen Diploma program tailored to their special needs are also acknowledged as successfully completed it means that we are getting much closer to our goal of every student in Rocky Mountain graduating.

Unfortunately the disaggregated data also revealed that we were not as close as we had believed to closing the gap between the graduation success of Aboriginal students and all students in our district. None of the International Program students are Aboriginal Canadians and when they are removed from the set a larger proportion of the remaining non-completers are Aboriginal. This must remain a focus of our [Enhancement Agreement](#) and District Success Plan work.

Groups of Students We Are Paying Particular Attention To



Students who are of Aboriginal Ancestry

We are working hard to close the gap in achievement between Aboriginal students and all students. The most recent graduation rate data is 2014-2015 and the trend of fluctuation year to year continues for this group. 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 (5% difference), Language Arts/English (6%), and [attendance](#) (2%) from K to Grade 10. Overall 75% of K to Grade 10 Aboriginal students were on-track in all three areas in 2015-2016 compared to 81% for all students.

There is a gap of 23% between the percentage of Aboriginal and all students in Grades 1 to 3 on the [PM Benchmarks](#) reading assessment but the gap lessens at each successive grade level in the primary program. There is a 13% gap between the percentage of Aboriginal and all students meeting expectations on the [District Write](#) across Grades 1 to 8. There is little difference in most of the [FSA assessment results](#) and Aboriginal student results are higher than all for all students in Grade 7 Reading and Numeracy.

We are proud to be in the second 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

66% of students in Grades K-10 who have a recognized learning disability were [on-track](#) in all three areas compared to 81% of all students. This is concerning as this group of students has formal assessment documenting their potential to achieve at grade level with appropriate tools and strategies. This will remain an important focus of the ongoing improvement of learning services support in schools and capacity building for classroom teachers to design instruction for all learners. It is expected that this group will see future results that are at or above those of all students.



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

40% 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 81% of all students. Although students in this group do not have intellectual disabilities only 53% met expectations in Math and 40% in Language Arts/English in 2015-2016. Addressing their social-emotional development needs will improve the academic outcomes for this group. There has been a significant amount of work across the district already this past year 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 2015-2016 there were 14 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 can fluctuate significantly based on a single student. 60% of children in care in Grades K-10 were [on-track](#) in all three areas compared to 81% 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 District Plan for Student Success this fall as part of the new framework in BC for enhancing learning.

Key next steps will include:

- second year of our [Aboriginal Enhancement Agreement](#) work with our partners
- implementation of the [redesigned curriculum](#) with emphasis on competencies, Aboriginal learning, and personalized, experiential, and place-based learning
- continued focus on literacy and expanded professional development for teachers around numeracy
- development of goals for enhancing learning in the areas of Human & Social and Career education
- ongoing enactment of recommendations of the Learning Services Review conducted in the district
- update of our communication of student learning with new reporting options and a district online student portfolio tool
- long-term planning for facilities to support student success
- significant 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](#)
- [Aboriginal Enhancement Agreement](#)
- [Community Literacy Plans](#)
- [School Plans for Student Success](#)
- [Learning Leadership Reports](#)
- [Ministry Reports about SD 6](#) (Class size, student and teacher statistics, Early Development Indicator (EDI), Foundation Skills Assessment (FSA), Provincial Exams, Grade to Grade Transitions, Six year Grad Rates, Scholarships and Awards, Transition to BC Post-Secondary, Satisfaction Survey, Aboriginal Students: How Are We Doing Report)
- [Draft Long-term Facilities Plan](#)
- [5 year Road Map for Technology Improvement](#)



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