

Rocky Mountain School District No. 6

Enhancing Student Learning Report

August 23, 2024

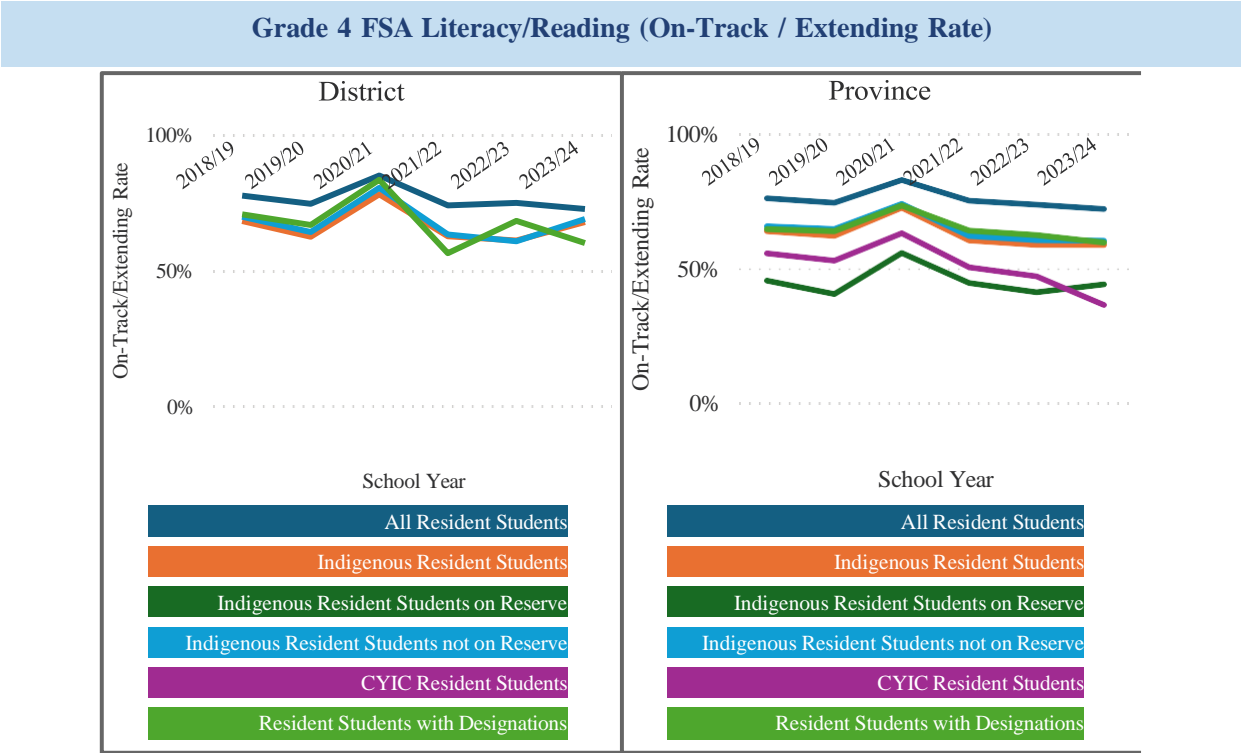
Section A:

Reflecting on Student Learning Outcomes

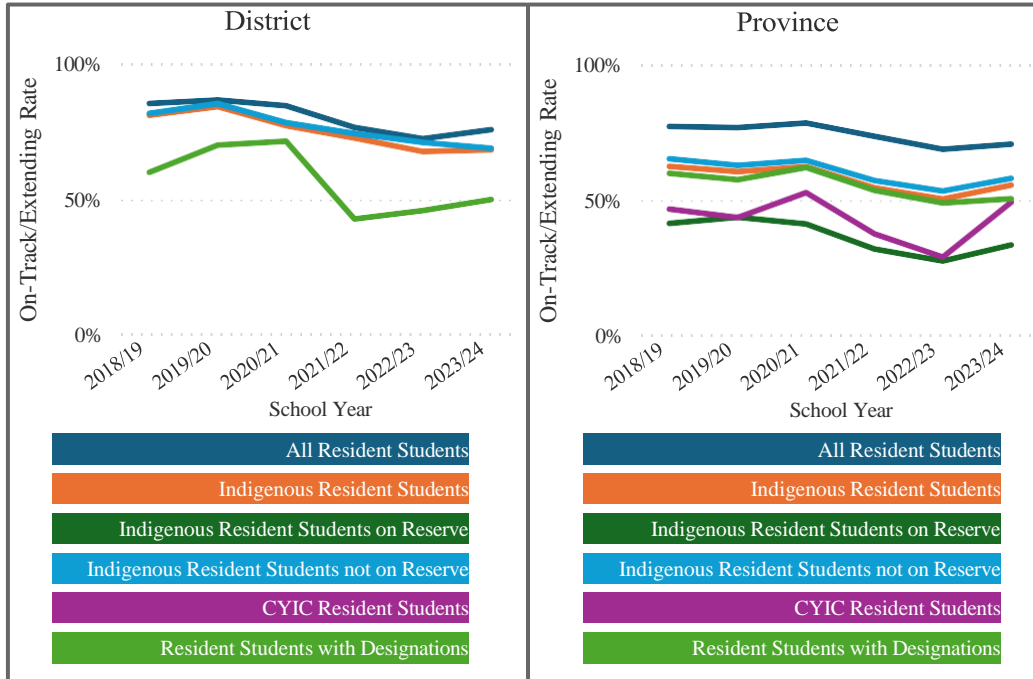
Intellectual Development

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

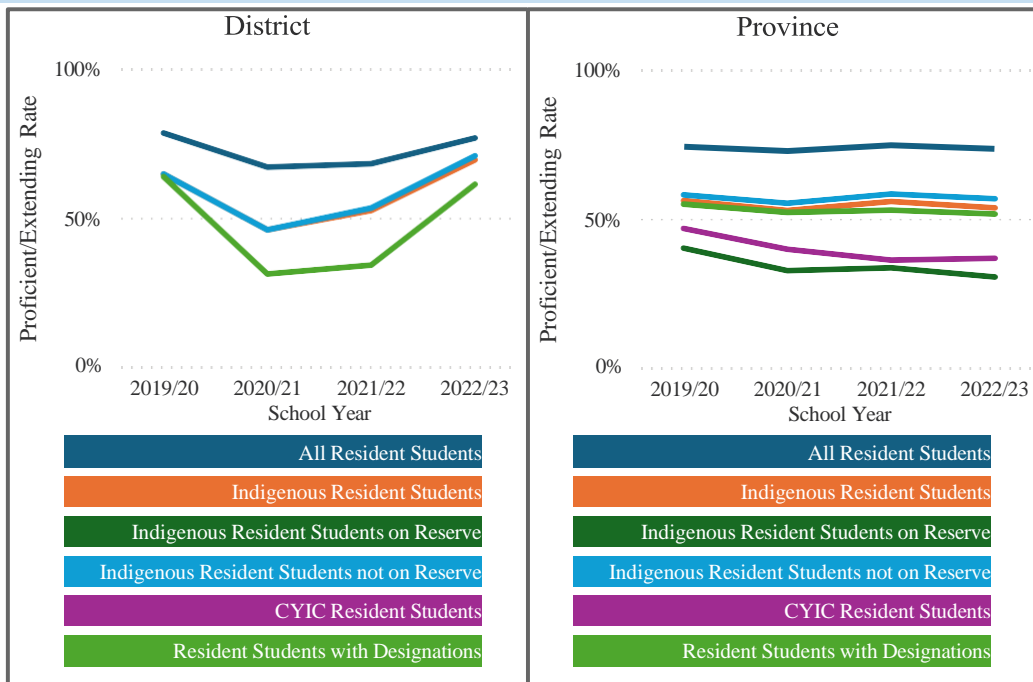


Grade 7 FSA Literacy/Reading (On-Track / Extending Rate)



Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient / Extending Rate)



Analysis and Interpretation

Outcome 1: Literacy

Literacy data and evidence of learning shows improving trends in areas identified as priorities by the district. The district has initiated efforts to grow and support professional learning about implementing the BC Learning Pathways in literacy and numeracy. As such, the district is pleased to see positive trends in the data on the Grade 10 and Grade 12 graduation literacy assessments. Of concern is data from the Foundation Skills Assessment that shows concerning trends in literacy results for grade 4 and 7 students. The district team and school teams have been reflecting on ways the district may respond to change the trend direction of this data.

In the 2023-2024 school year the district introduced a literacy assessment for grade 4-9 designed on the proficiencies within the BC Learning Pathways. Since in the first year of implementation, the district is hopeful this assessment will guide the continuous growth in literacy on provincial measures such as the FSA. It is also important to note school-based data in the form of report card data does not indicate the same concerns as the FSA results. Report Card Data shows a considerably higher rate of proficiency in Language Arts for these students. Our new district literacy assessment in the Spring of 2024 shows parity with the FSA results for grade 4 but shows that Grade 7 students are performing considerably stronger in literacy by spring: 88% on track. The district's future approach to literacy success needs to address the differences in data between provincial, district, and classroom sources of learning evidence.

The district also believes there are still 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. If this is true, it highlights the need for the district to focus on supporting students in the meaning-making aspects of the literacy proficiencies. This will be accomplished through the structure of supporting school literacy and numeracy lead contacts.

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 programs. Where schools have routine collaborative practices between classroom teachers and strong team supports for tier two and three interventions, the district sees increasingly positive outcomes for these students. The district also notices improved outcomes in literacy and numeracy for these students where schools have implemented social and well-being practices such as, meal programs and mental health supports.

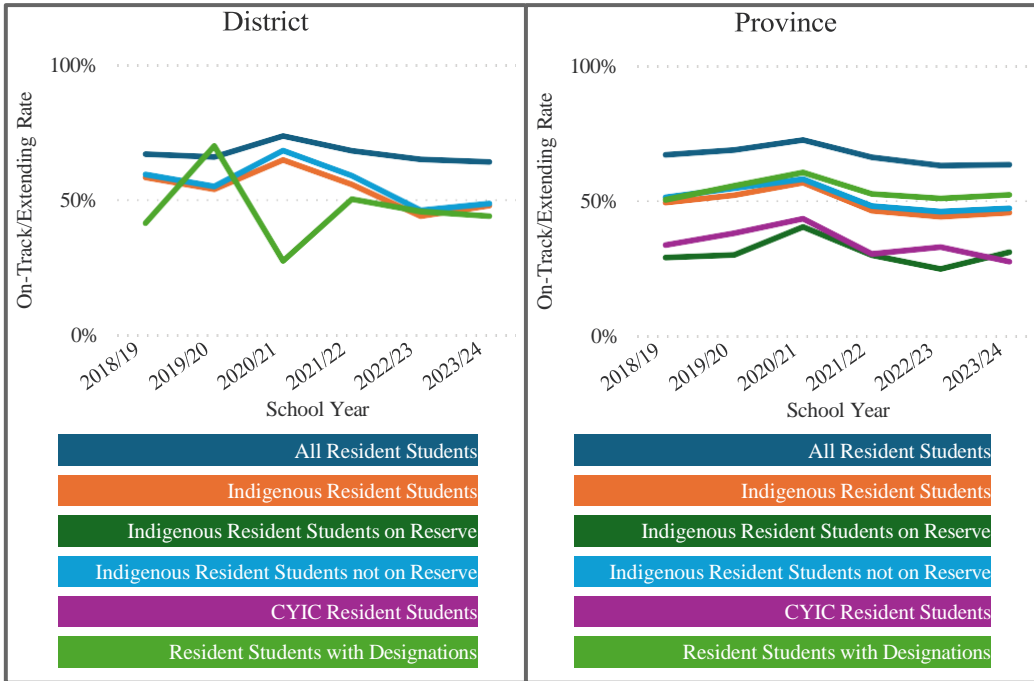
Despite a narrowing of the gap between Indigenous and Non-Indigenous students on completion rates, schools report there are existing inequities that result in poor attendance at school and lower achievement in literacy and numeracy. Inequities like access to adults, technology, and even (for geographic reasons) to schools has an impact on a minority of learners. District efforts will be to try to hear the voices and the needs of these learners while removing the existing barriers to access. Groups of students such as, Indigenous learners, Children and Youth in Care, and students from poverty continue to experience lower success rates. Nevertheless, trends in literacy, as illustrated above, for some equity seeking groups such as Indigenous students and students with diverse needs are trending in a positive direction.

According to district literacy assessment data in the Spring for Grade 7, there is only a difference of 2% with respect to Indigenous and non-Indigenous learners. On the grade 4 FSA and the Grade 10 literacy assessment, the trend lines suggest ongoing and Improving success for Indigenous Learners and students with diverse needs. Overall, this district and provincial data suggests programs aimed to enhance equity and achievement are having the desired affect for equity seeking groups of learners.

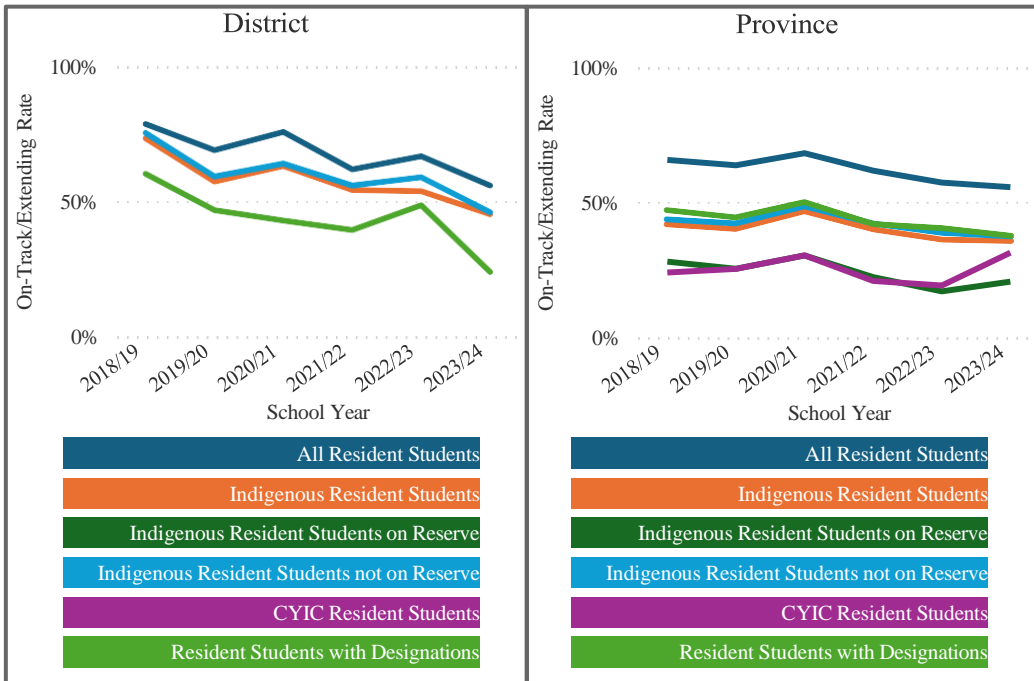
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy (On-Track / Extending Rate)

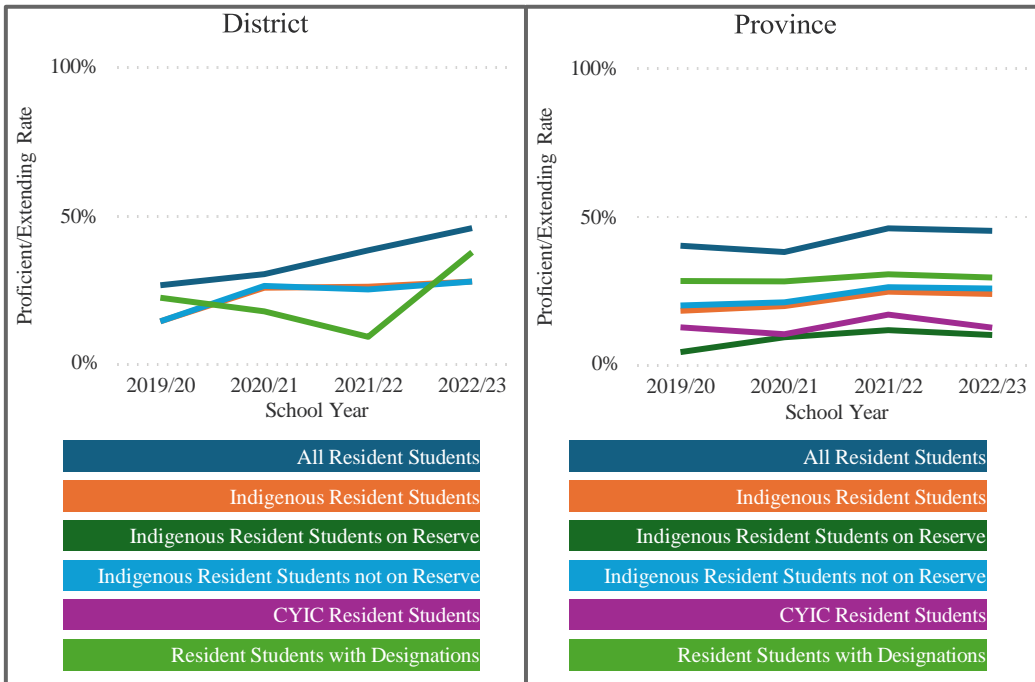


Grade 7 FSA Numeracy (On-Track / Extending Rate)



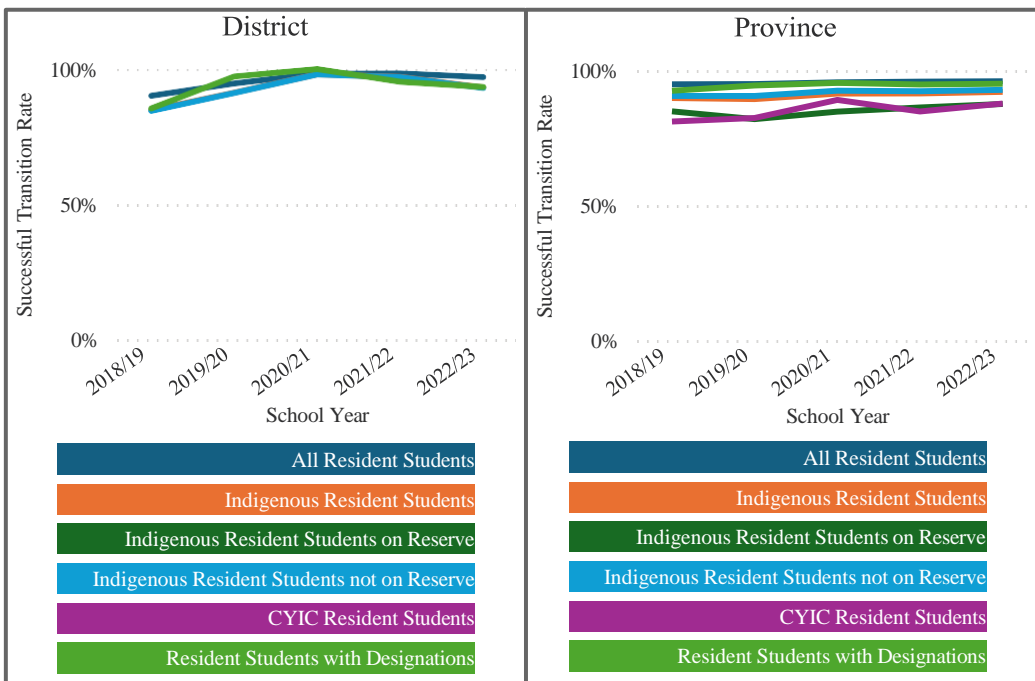
Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Grad Assessment Numeracy (Proficient / Extending Rate)

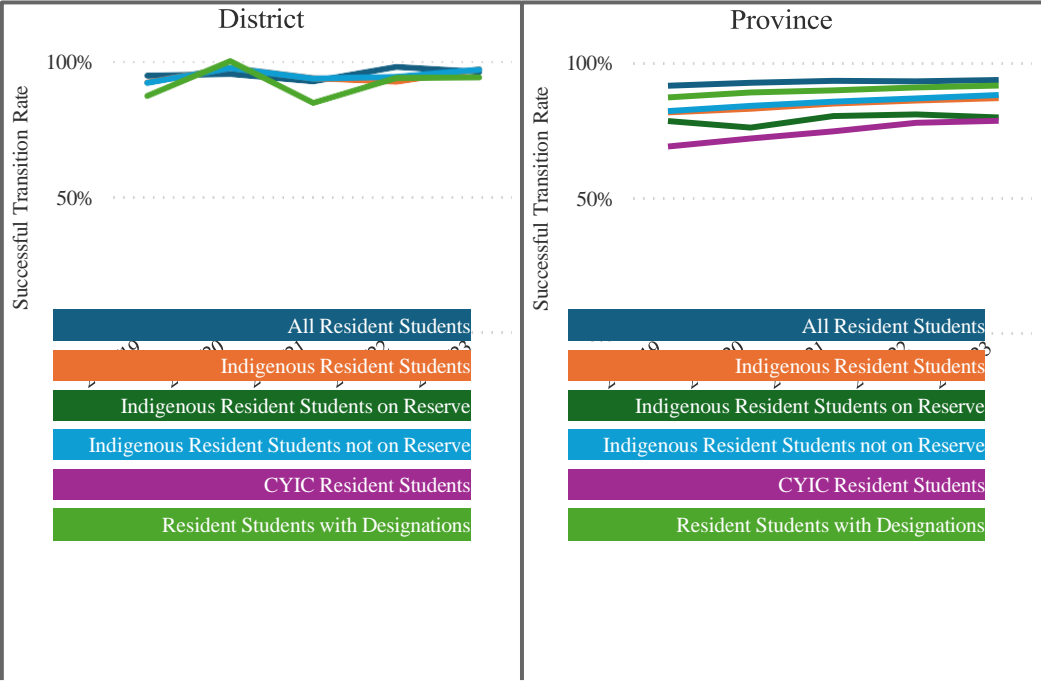


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition Rate



Grade 11 to 12 Transition Rate



Analysis and Interpretation

Outcome 2: Numeracy

Data and evidence about numeracy highlights the relative urgency of supporting student success in this area. Despite some data trends moving in positive directions, overall, student achievement is not at the level the district would expect to ensure ongoing student success. This urgency is reflected in FESL data sources but also locally on district wide assessment. Similar to literacy evidence, data extracted from report cards does not reflect the level of urgency in numeracy reflected in district and provincial assessments. Clearly understanding and describing this difference in system and local data will be critical for ongoing growth.

There are some highlights in this data that provide confirmation about the positive impact of district numeracy programs. For the past three years, the district has implemented district wide numeracy assessments from K-9. The district uses the SNAP assessment once in the Fall and in the Spring to inform teachers about student proficiency with number sense. For grades 8 and 9 the district designed and implemented a performance-based numeracy assessment. The assessment was designed by teachers and led by a district principal. It is based on the proficiency aspects within the BC Learning Pathways document. Its purpose is to provide data to inform the district about students' numeracy learning between the FSA in Grade 7 and the GNA at grade 10. Using this assessment teachers can gather performance-based learning data in the space between grade 7 and 10. Since its implementation, the district has seen an improving trend in the Grade 10 Numeracy Assessment. It stands to reason that an enhanced focus on secondary pedagogy in numeracy is changing the way students are learning numeracy and the way teachers are delivering instruction.

Working off the success of students as a result of the grade 8/9 numeracy assessment, future work for the district is to design similar assessments at the 4-9 level.

Informed by data and learning evidence in numeracy, district efforts have been to invest in programs seeking to align classroom and assessment practice with the BC Learning Pathways proficiency aspects. With respect to district practice, there is a definite inequity between the proficiency aspects and the "airtime" they receive in most learning environments. For example, the focus in many learning environments continues to be on outcomes falling under the "solving" aspect of proficiency. This heavily advantages students' proficiency with wrote memory and proficiency in computation skills but undervalues other proficiency aspects, such as, communication of numerate thinking and interpreting numerate thinking. District numeracy assessment, as well as school-based conversations, illuminate the need for a greater focus on the other 4 aspects of analyze, interpret, communicate, and apply.

With respect to disaggregated and masked student populations, the data confirms that the highlighted needs are also needs for marginalized student populations. Data for populations of children and youth in care and students who reside on reserve is masked. However, these student populations account for a great deal of individual programming. The populations of students in these categories are quite small and the data is erratic from year to year. These students are better supported by each of them receiving PATH programming through secondary school to ensure wrap around supports are in place to see them through to completion. This year the vast majority of students residing on reserve who are scheduled to graduate are doing so with Dogwood designations. As a system however, Indigenous students, students with Ministry designations, and Children and Youth in care are achieving at lower rates than other students.

Tailored programs and policy changes are underway to address these inequities. For Children and Youth in Care, school teams are convening regular data reviews and PATH programming to ensure students are supported by multiple connections in the community. Additionally, this individualized programming ensures equity is in place for these learners. Learners with Ministry designations will benefit from a second year of the district using a strength focused and Competency Based IEP process. This focuses on areas of student competence rather than using a deficiency model of planning.

Intellectual Development Summary

Overall, Rocky Mountain School District has effectively prioritized and addressed the needs arising within the area of Intellectual Development. Available data is not surprising. The areas where the district has allocated resources are trending in expected directions. The areas where interventions are planned are justified by the available data as areas where there are opportunities for growth.

Data reveals numeracy learning is a priority. However, the data is starting to reveal incongruity between school and classroom data and provincial data in the area of literacy. In student reporting, the data supports higher levels of student proficiency than on provincial measures. The district will need to work with school teams to delve into more information in the attempt to learn what this could mean.

It is confirmation of district initiatives like the secondary grade 8/9 numeracy assessment, numeracy leaders' network, and the performance-based literacy assessment design team to see graduation assessment data trending in a positive direction. These positive trends result from local collaborative teamwork and its contribution to systems change.

Since adopting the Indigenous Student Information System for better tracking supports and services for Indigenous learners, the district has been better able to articulate the ways specific supports contribute to student success. The data management system allows schools to track populations of Indigenous students and the supports they are receiving. The systems allow schools to monitor the frequency of additional supports for these learners. All intellectual data is trending in the right direction for Indigenous learners and the gap to parity at school completion has been narrowed to 6% on the 5-year school completion measure. In other intellectual areas, Indigenous student data is trending positive. The data is masked, but for Indigenous learners on reserve, the district is witnessing the highest graduation rate in 10 years as well as fewer students in the emerging categories for the grade 4 and 7 FSA results. The district attributes this to adopting the information management system last school year allowing for better tracking of individualized services for Indigenous learners.

A new area of growth that emerged from follow up on the district literacy assessment was that students have good proficiency up to and including skills of summary comprehension. However, when the aspects of applying the meaning made come into play, students have low levels of proficiency. For example, data from this assessment in both Fall and Spring shows students are generally not proficient at connecting themes between texts, the world, or personal experience. They are not proficient at analyzing and comparing themes between texts or media. This will become a focus of many school plan strategies in the coming year as well as the focus of follow up from the assessment and the literacy community of practice.

In numeracy, we conducted a study of report card comments in grade 3 and 6 to try to determine in which proficiency aspects most classroom assessment was completed. Principals sorted numeracy comments into categories according to the 5 aspects in the BC Learning Pathways for numeracy. 85% of all report card comments described proficiencies in the aspect of solving. 10% described proficiency in the area of communicating. The remaining 5% described other aspects or were not related to a learning outcome. This highlighted the need for a balanced approach to numeracy instruction with emphasis on all 5 aspects of the pathways. This theme carried through the work with the numeracy leaders' groups, the new teacher community of practice, district leaders' meetings, and in the collaboration of the assessment design team. This work will need to continue as numeracy achievement remains a priority.

In literacy and numeracy, the district has expended effort and resources on achievement in the early years of K-3. Growth is noted in this priority area for the district.

To support student growth in the early years, the district focused on further implementation of the Early Learning Framework in all schools with K-3. This included discussions with administration, presentations at staff meetings, and creating a community of practice with teachers at the grade 2-3 level. The focus on Pedagogical Narration and play-based learning supported differentiated instruction and allowed teachers to better understand all their students.

Some comments from staff in the teacher working group on their learning included:

- “Making the learning objectives more visible in my classroom by putting up posters with learning intentions.”
- “Understanding the many ways you can capture "traces" of students' understanding that help them better communicate their learning.”
- “My key learnings were that play has so many learning opportunities. I have learned how to incorporate more assessment opportunities into my practice.”
- “[I learned] the value of Pedagogical Narration in terms of students monitoring their growth and setting goals for learning.”

With respect to the strategic plan priority of growing capacity of self and others, the district embarked on an initiative two years ago to provide more reliable release time for teachers to collaborate on important initiatives. Local data collected from teachers and principals suggests that hiring 6 unassigned teachers to be readily available for covering collaborating teachers has been effective. This strategy has achieved:

1. More consistent availability of a replacement teacher.
2. A greater degree of continuity in classes where teachers are collaborating frequently.
3. Deeper relationships between classroom teachers and the teachers replacing them when away.

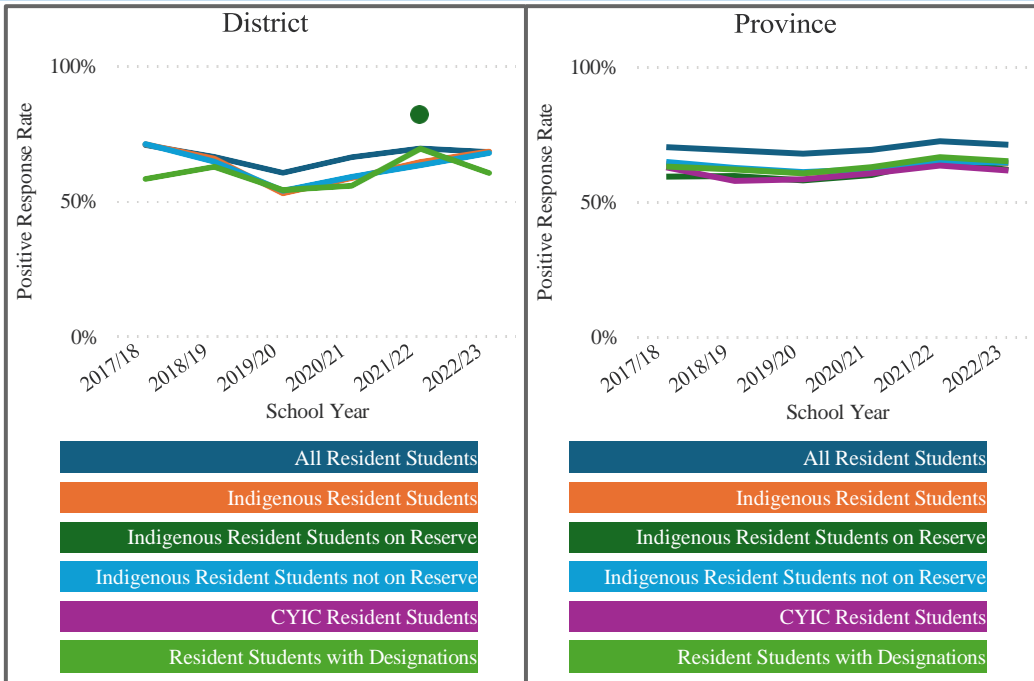
Overall, this strategy is likely connected to the improvements seen for students in numeracy and literacy and has also provided the human resources possible to design a district literacy and numeracy assessment.

Human and Social Development

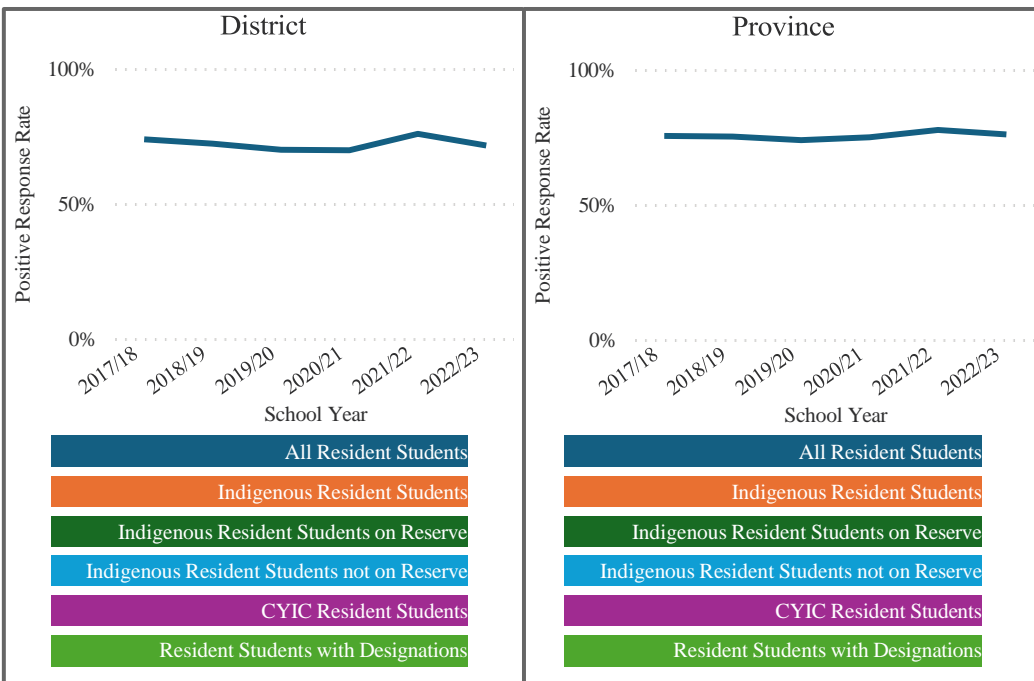
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

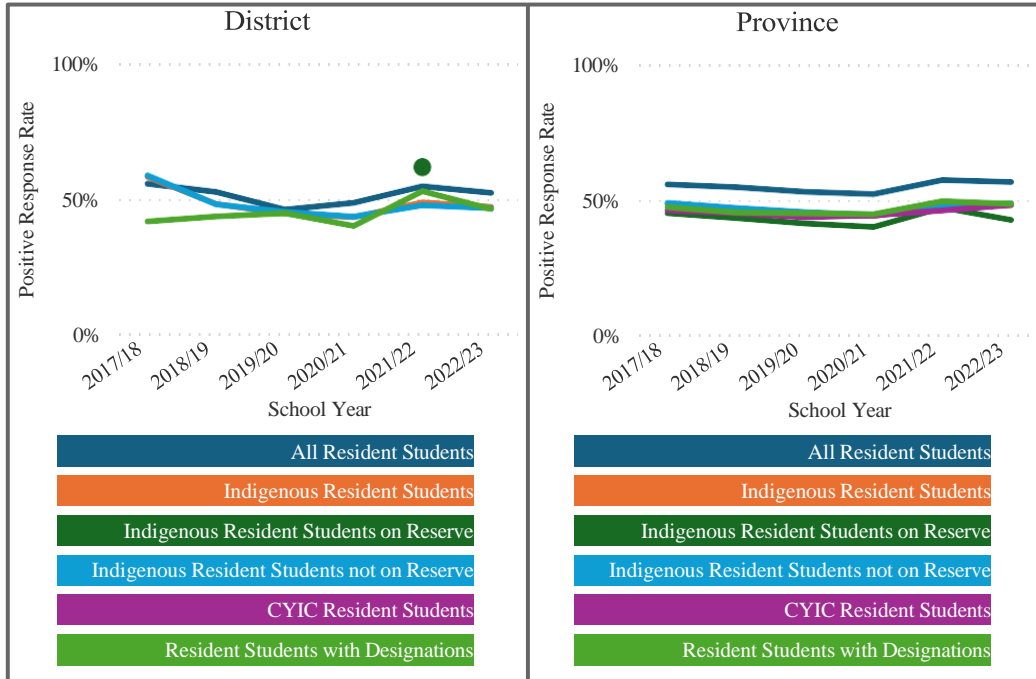
Feel Welcome (Positive Response Rate for Grades 4, 7, and 10)



Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

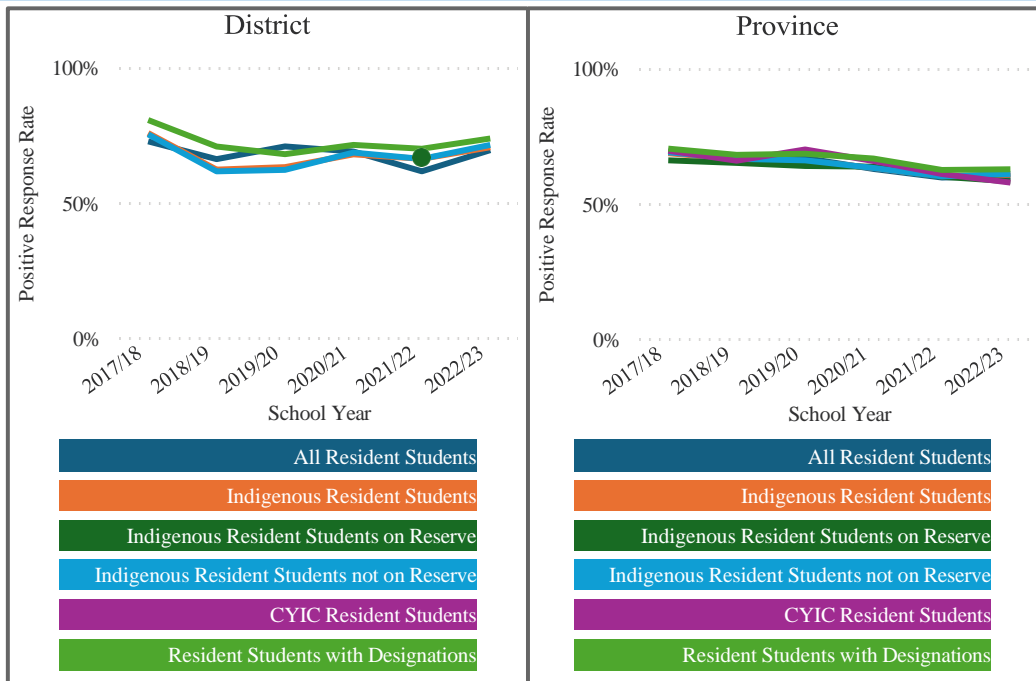


Sense of Belonging (Positive Response Rate for Grades 4, 7, and 10)



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

2 or More Adults Care (Positive Response Rate for Grades 4, 7, and 10)



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

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 4 years. The district is obviously curious to learn where it is missing the mark to make notable improvements in this area.

There is an assumption that low feelings of safety, belonging, and feeling welcome are prevalent for small groups of marginalized students. However, data from the student learning survey and overall attendance data, illustrates this data is concerning for the universal population of students.

There is an additional challenge for the district to understand the differences in the information gathered from school – based local surveys, the MDI and YDI, and the provincial Student Learning Survey Data. Data from local surveys and instruments contradicts the provincial data in two ways.

1. Growth is evident on local site-based measures.
2. Significantly higher numbers of students report feelings of safety, belonging, and feeling welcome.

It will be important to continue to investigate the possible reasons for the differences between data sources. It is possible that the Student Learning Survey requires additional stamina to complete the lengthy survey, compared to the 5-10 question local surveys or the instruments that require personal interaction and conversation about the survey items.

Not illustrated in the systems level data is the progress the district has made with respect to Children and Youth in Care and their connectedness to a support network in schools. Numbers are very few for children in care in Rocky Mountain, however they tend to intersect with other identities which are also in the minority. For example, many of the Children and Youth in Care are also Indigenous learners. Other children in care are also more likely to have ministry designations related to conduct and mental health. The inequities in our system such as access for the First Nations to district supports and services are being addressed. For example, in the past year, the district has strengthened relationships with the First Nations locally for them to provide personal student information to the district team so that together in partnership the needs for the student can be supported.

The district was able to plan supported and shared interventions for a couple of students and successfully plan for a successful return to school. Without improved partnerships with community supports, the outcomes for these students might have been less positive.

Rocky Mountain School District operates alternate programs in all three communities. These programs have traditionally been used to off ramp students from secondary programming. They have been part of a systemic inequity that has funneled students in masked minority populations away from social supports such as peer groups, non-academic programming, and sports. Adult Dogwood was the most often used path of completion once a student moved into the alternate program. Overall, these inequities created low feelings of connectedness and other aspects of well-being. In the last few years, the district has turned the alternate model around to be a source of improved connection for students to their personal purpose in learning. For example, trades programs have been moved into the alternate setting, a single principal has taken oversight for all alternate programs instead of secondary school principal off their desk, and a greater fluidity and cross-programming has been established between the alternate schools and the bricks and mortar schools with students moving between programs to maintain positive peer and adult connections. This is an example of where the district has attempted to support social emotional growth by turning a systemic inequity into positive opportunities for small populations of students with unique needs.

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 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 will be in its second full year. In gathering data about how it impacts students' ability to feel a strong connection to their community and adults in school, students who experience the barrier of geography report the highest approval of the service.

Other data that is missing in the area of social emotional learning is the experience of families and students entering the system in Kindergarten. Rocky Mountain has gone to great lengths to improve the connection and sense of welcome for students and families new to the organization. Pre-kindergarten, the district has a team who has brought day care providers together with Kindergarten teachers and principals multiple times throughout the year to create a greater connection for the adults to their shared enterprise and to support the transition from care to school. Data collected from this program showed that care providers and Kindergarten teachers had little to no sense of each other's roles or the ways they could partner. By the end of the project over 85% of participants described ways they could improve the Kindergarten transition experience for students. While it is difficult for new Kindergarten students to provide reliable data about the connectedness to school, the district believes positive feedback from teachers, parents, and caregivers supports this ongoing practice to improve feelings of welcome and belonging for families and students when they begin school.

Some of the positive outcomes that have come from this to support students feeling safe, welcome, and connected are:

- Schools connected earlier and more often with child care providers than in previous years.
- Early years providers supported families in connecting with schools, specifically those families with children who require additional supports.
- Many schools held "Play at K" events for child care providers to visit the school with their children and build connections with school staff as well as a sense of belonging prior to starting Kindergarten.
- Many child care facilities held meet the principal events for parents at drop off/pick up times.
- Schools have been able to work with early years providers and families to proactively put supports in place for children with diverse needs.
- All partners gained a better understanding of how to share information between early years, schools, and families.

Human and Social Development Summary

The attention and effort paid to human and social development by district departments and schools in their strategic planning has not resulted in the expected trends in the data. On Provincial measures, like the Student Learning Survey, the evidence suggests there has been very little change in the perceptions of students. While the data has not worsened, it is concerning that it is not trending positive given the efforts and attention this area receives in the organization.

It is worthwhile to note an improvement in students' connections with adults at school. The number of students who report that 2 or more adults care about them at school has increased among all respondents and targeted populations of students. One assumes this is requisite growth predictive of future positive trends in other human and social development areas.

Locally, when schools complete smaller more focused student surveys to gather information about belonging, safety, and feeling welcome, results are significantly more positive and are also trending higher in response to specific school actions and strategies. This highlights the need for the district to explore individual school actions as well as the differences between assessment measures in this area.

As the district explores this data, it has led to much new learning. While not a direct measure of human and social development, the district cannot ignore what we are learning about student attendance at school. This metric has become such a concern that the district has taken the new step of adding an attendance aspect to the operational strategies for the district.

The district has also learned about the importance of programming at Grade 8 and 9. The district is convinced programming for these students should support learning for the students who most need extra time and fewer adult connections in a day. This is learning about universal changes to secondary programming that will support those who need it and will be a benefit to all learners. Such things as thematically grouping humanities, numeracy and STEM classes under single teachers and programming students in cohorts will hopefully improve students' feelings of belonging in school. Additionally, ensuring all grade 8 and 9 students are programmed for core courses in a linear fashion will also be important.

Mention has already been made to the competency-based IEP change being undertaken across the district. It is hoped that this change in approach to working with students with diverse needs, whose success is not often reflected in this data, will impact the human and social development of students with interconnected needs in small priority populations.

Another new learning that has emerged from this data is about the importance of taking student participation from providing voice to having agency. Secondary schools across the district have had venues for student voices to be heard. However, in order to deepen the efficacy students feel in their schools, district schools seek to enhance the agency of students, which is a far more involved level of student participation in decisions and planning that affects them.

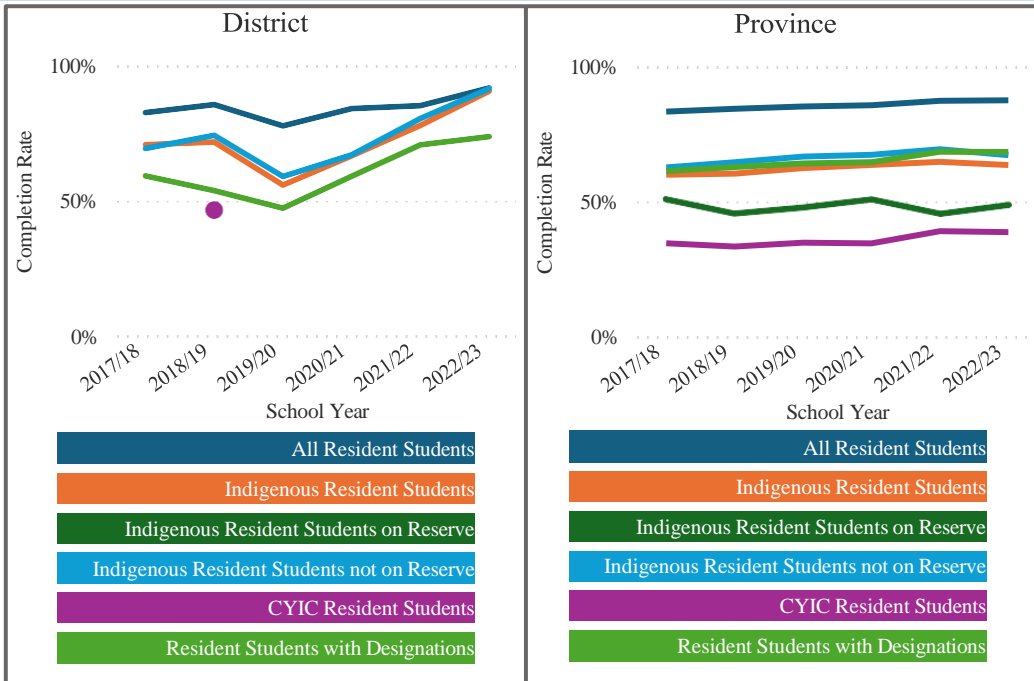
At the beginning stage of students' learning journeys, the Early Learning Department has facilitated many opportunities to connect the community, local supports, and families to the public school prior to beginning kindergarten. The data confirms the importance of initiatives like expanding Ready, Set, Learn to the community, bringing ECEs and Kindergarten teachers together, and standardizing the Welcome to Kindergarten program. The district will continue to grow these programs.

Career Development

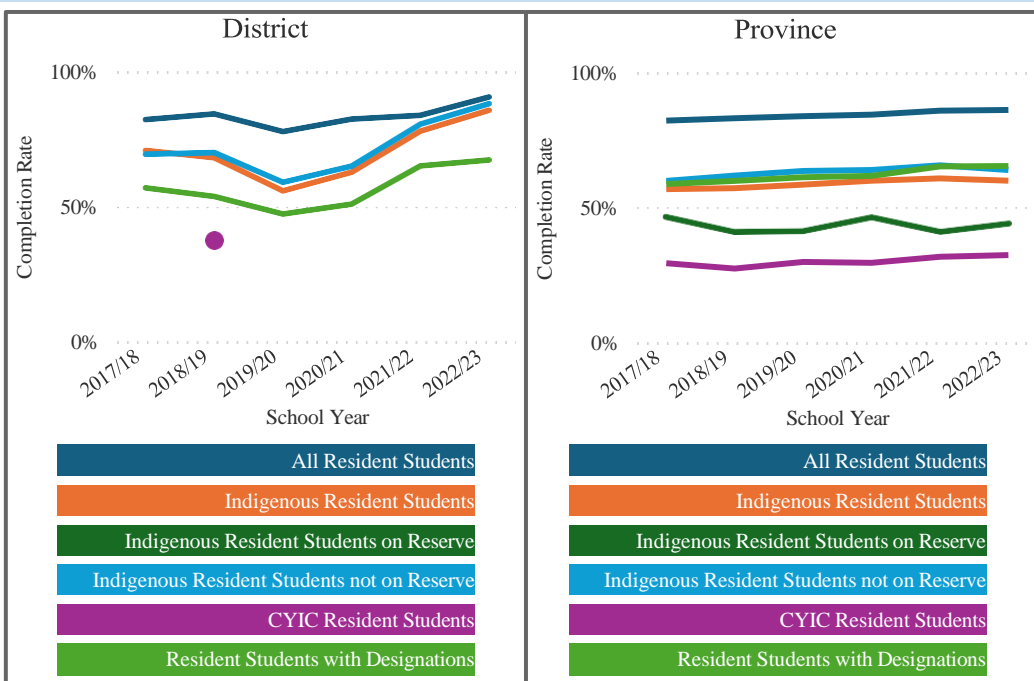
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate (Dogwood & Adult Dogwood)



5-Year Completion Rate (Dogwood Only)



Analysis and Interpretation

Outcome 4: Graduation

Graduation rates for 5- and 6-year completion continue to affirm the hard work of students and the continuous growth of success in the school district. In the last four years, students in Rocky Mountain have been successfully completing their Dogwood journeys at increasing rates of success. Of note:

- 4 year trend from 78% to 92% for all students
- A 90.5% completion rate for students who identify as Indigenous learners – 20% of the total student population.
- A 4 year trend of Indigenous student completion from 59% to 90.5%
- A 1.5% gap to parity between Indigenous and non-Indigenous learners
- 5 year high completion rate for students living on reserve
- All-time high rate of students with designations completing with a Dogwood

Adult Dogwood data is not included in the overall completion data. It is important to note that the district has also been monitoring more closely the rate at which students are completing with Adult Dogwood degrees. This rate was identified to be inappropriately high two years ago. Since then, the district has applied stricter measures to ensure fewer students are being placed on this path prior to needing it. Enhanced pathway planning at the very beginning of the graduation program and ongoing monitoring has been met with some success for these students.

In considering completion rates for children and youth in care, there were no eligible graduates in the current year.

The data reveals that such approaches as strengthening relationships with rightsholders, providing resources and learning to teachers, and creating inclusive environments in schools is having an impact on the success of students with diverse needs and students who are Indigenous. Additionally, continuing to implement Calls to Action as part of the organizational journey towards Truth and Reconciliation will position the school district to continue to increase capacity in meeting student need.

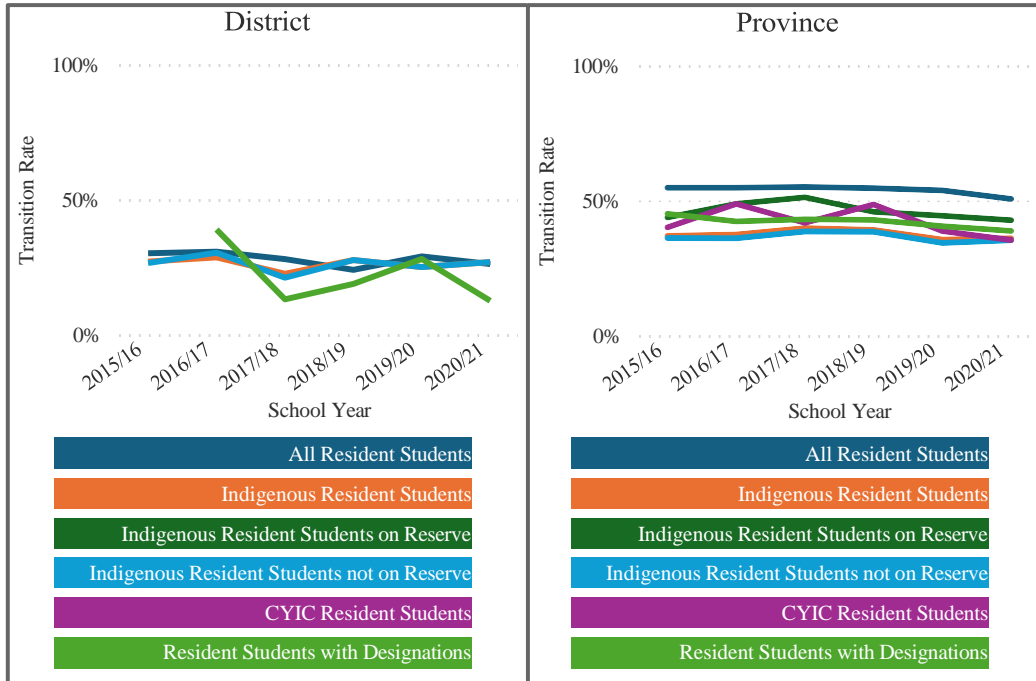
The school district has implemented Truth and Reconciliation training for all staff through the First Nation University in Manitoba. This is also required as onboarding for all new employees. This training ensures that Indigenous students will receive education from professionals who have a base level of training in understanding and awareness of Truth and Reconciliation. This also contributes, in part, to the success evident for these students at all levels of the system.

With respect to students with diverse needs, the recent implementation of Competency – Based Individual Education Planning has led to more students experiencing success at all points in the education cycle. It is a strength-based approach to planning for these learners. The most pronounced impact for these students is in their higher completion rates. The district believes much of this growth can be attributed to the new IEP structure but also to the enhanced relationships it supports between school, parents, and students.

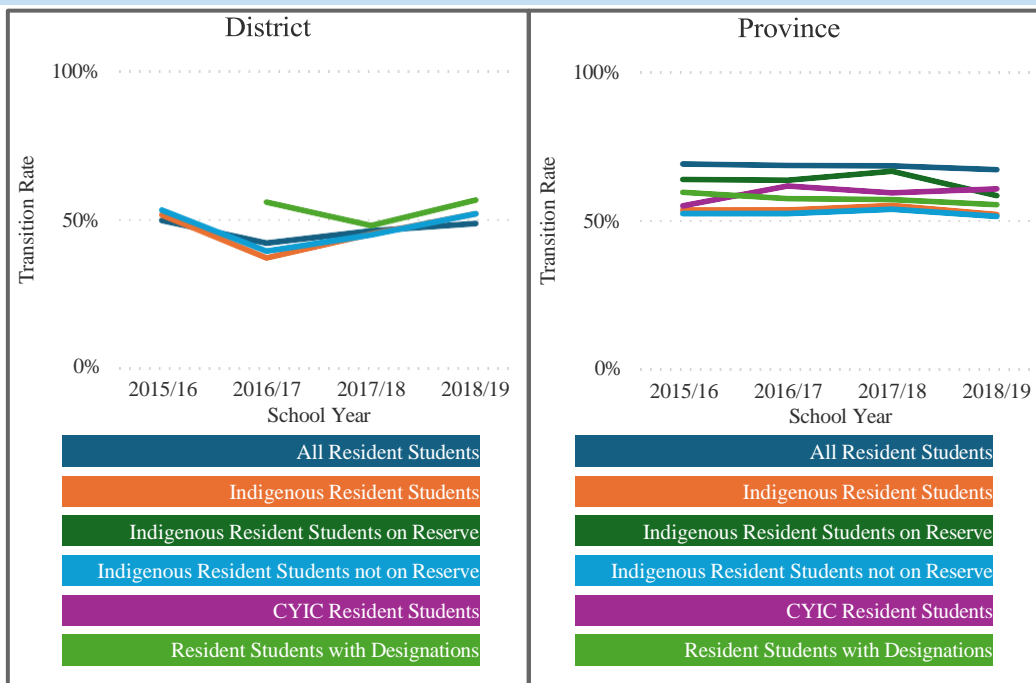
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)



Transition Rate to BC Public PSI (Within 3 Years)



Analysis and Interpretation

Outcome 5: Post-Secondary Transitions

Transition rates to BC Post – Secondary is difficult data to work with in a district that borders Alberta and where Alberta Post Secondary Institutions (PSIs) are closer and a more affordable, close to home, options for students. Missing from the data 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 hover just below 50% in each year. However, at graduation this year, data was shared about student plans post completion. Over 80% of students expressed a plan to attend a PSI in Alberta or BC within a 3-year period. The district believes that provincial data representing only BC PSIs does not accurately reflect the transition rate to PSIs for students in Rocky Mountain.

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. 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, transition to a PSI data may be more in line with the provincial average. A reliable outmigration data source is not currently available.

Rocky Mountain School District formed a partnership with Southeast Kootenay School District, Kootenay Lake School District and College of the Rockies in 2021 and applied for the Early Childhood Educator Dual Credit Program offered by the Ministry of Education and Child to support high school students in their grade 12 year to begin working toward a career in early childhood education. Rocky Mountain students were actively recruited and supported during their ECE Dual Credit program with a series of 'Learning Lunches' that involved the Early Learning and Child Care Lead bringing the students together to talk about their learning, help address challenges/problems, bring in guest speakers (CCRR, child care managers/ECEs), and help them apply to the ECE Registry for their ECEA Certificates.

ECE Dual Credit Stats

YEAR	# OF STUDENTS ENROLLED	TOTAL # OF COURSES COMPLETED	# OF STUDENTS PURSUING FULL ECE CERTIFICATION	NUMBER OF STUDENTS WORKING IN CHILD CARE	# OF METIS STUDENTS	# OF NON-STATUS STUDENTS
2021-22	2	8	2	1	0	0
2022-23	6	19	1	2	3	1
2023-24	4	13	0	3	1	1

Career Development Summary

Rocky Mountain is committed to expanding student opportunities in the area of career development. This commitment is evident in the successful partnership to secure dual credit enhancement grants as well as in the increased commitment to developing trades programs in Golden and Kimberley.

The district has also learned that a reliable way to measure the success of students in transition to careers not requiring post-secondary education is missing from our overall analysis. The district plans to develop local measures to determine student success rates to a career orientation.