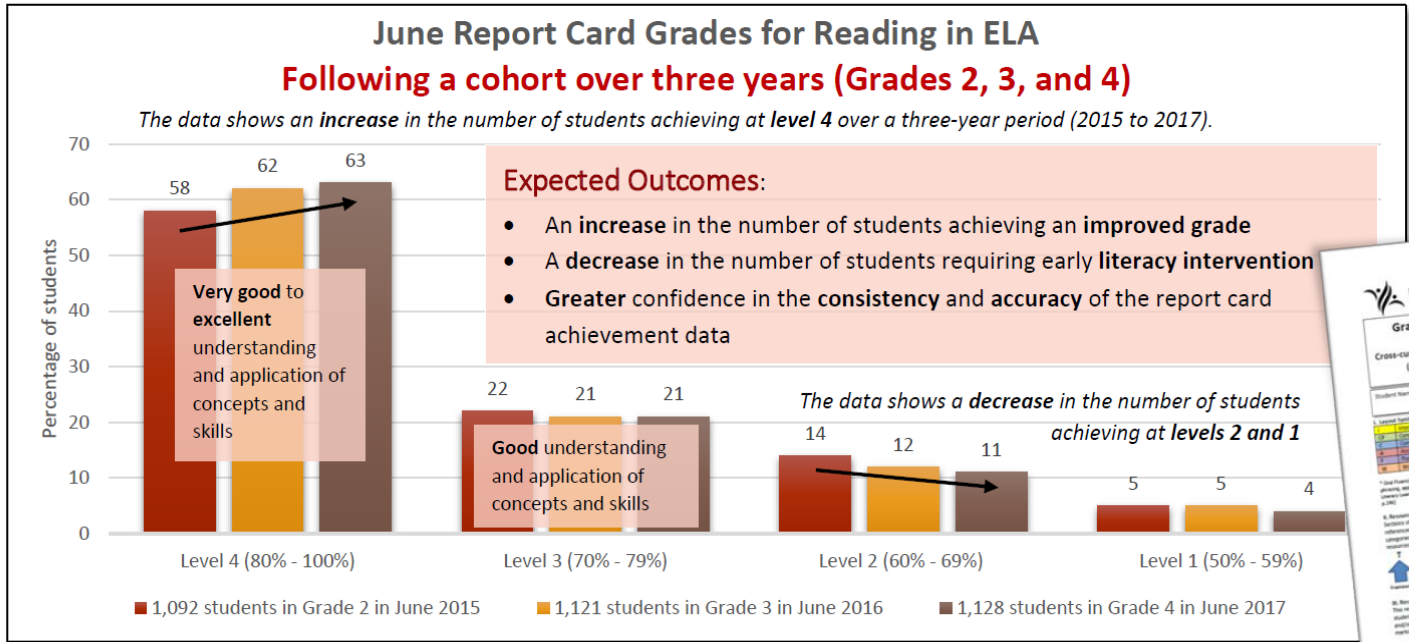


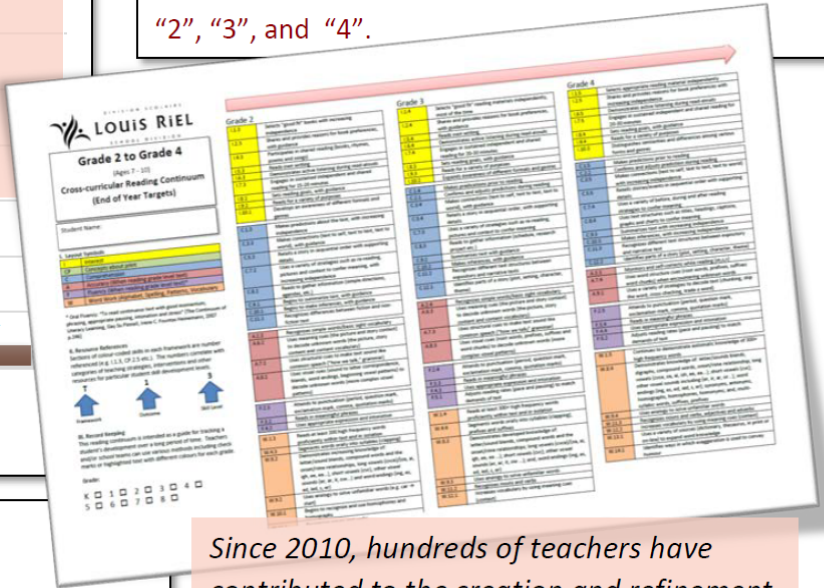
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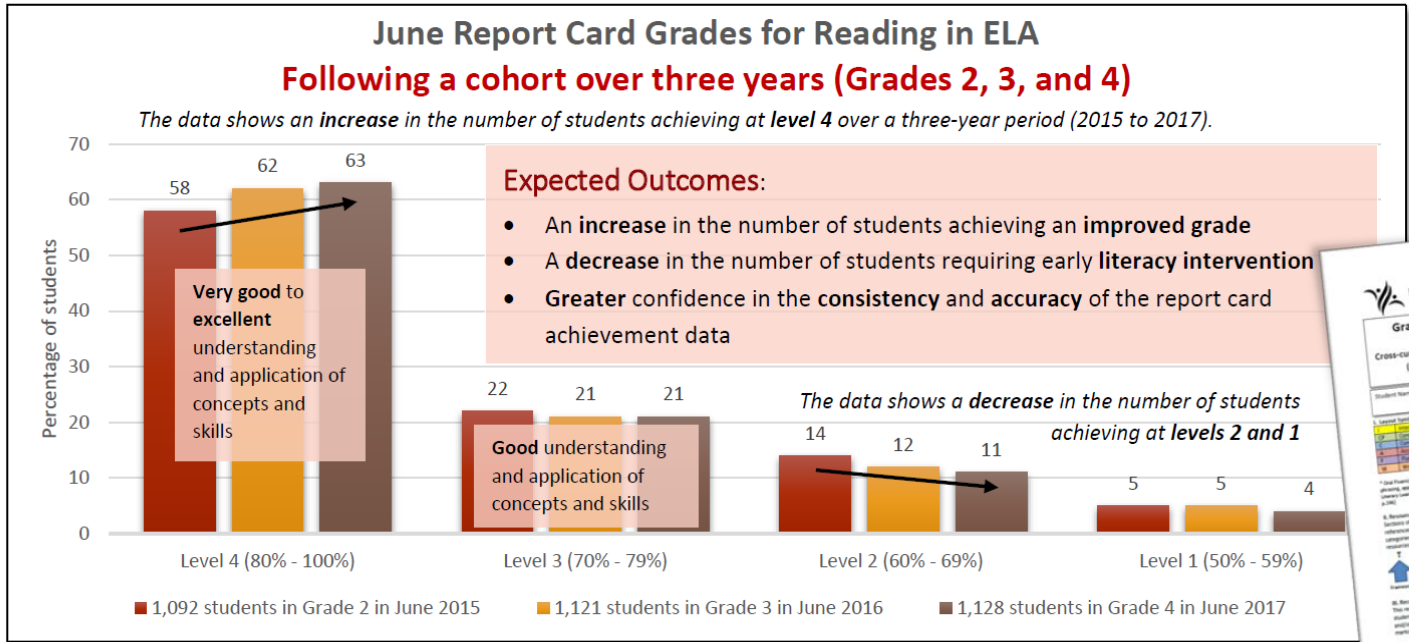
That learning promotes more accurate, consistent, meaningful, results, teachers, and the public.

Connecting collective efforts to improve instructional practices to evidence of improved student learning results in a more reliable and valid understanding

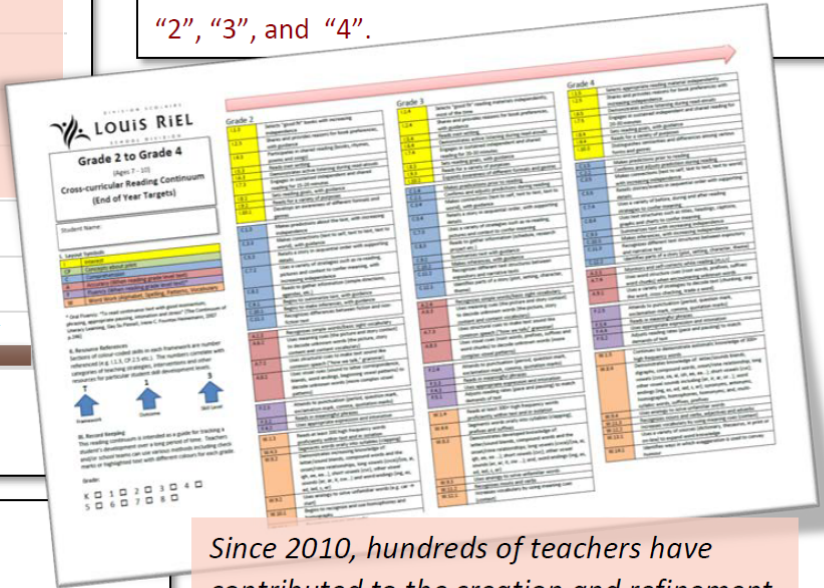
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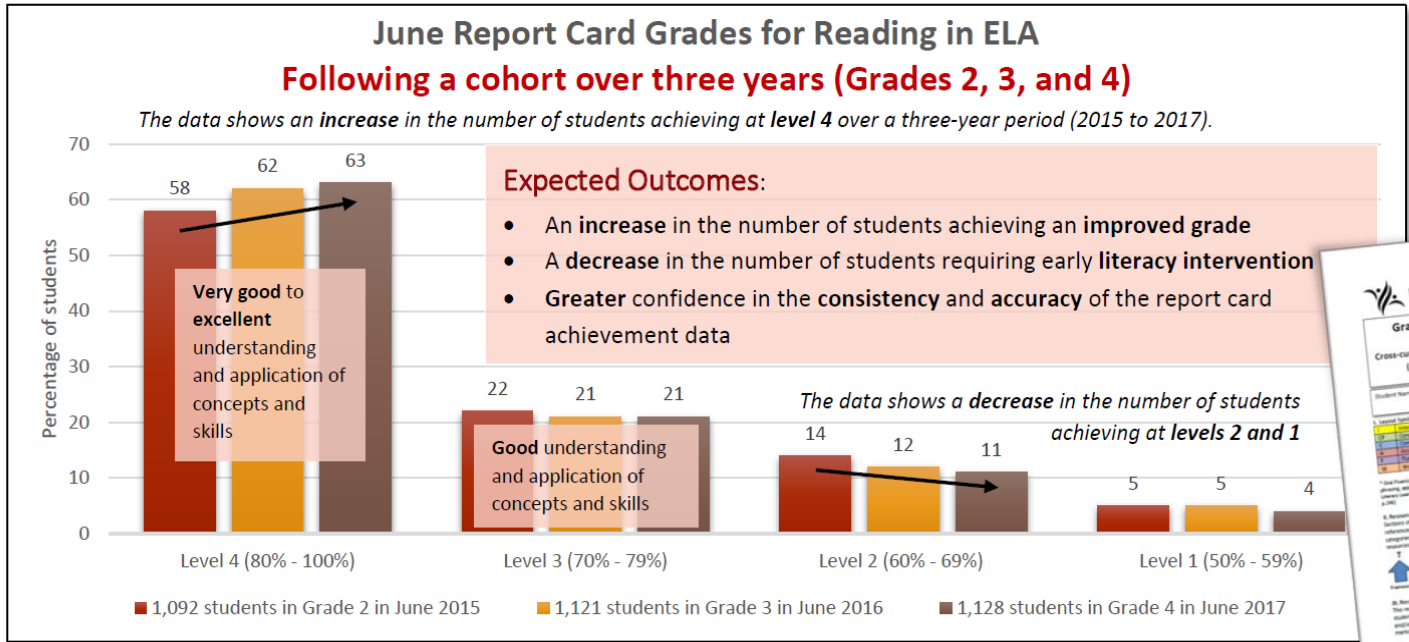
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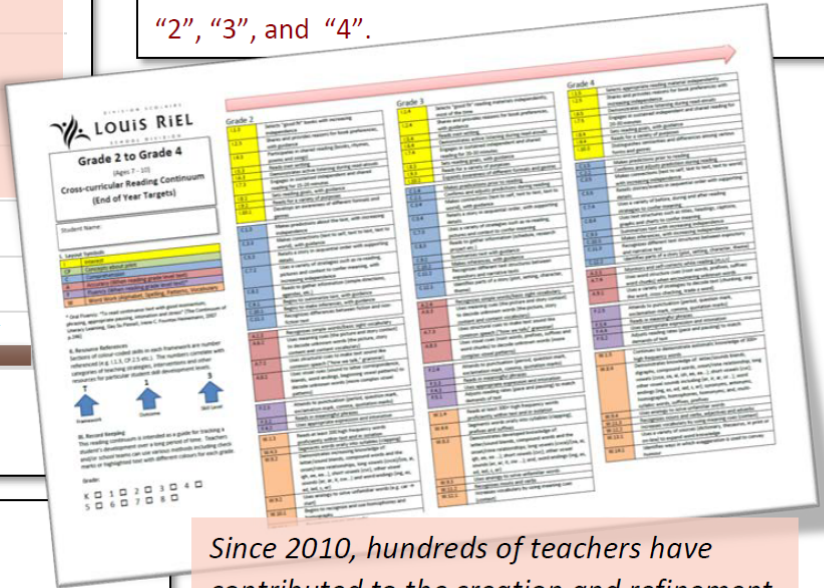
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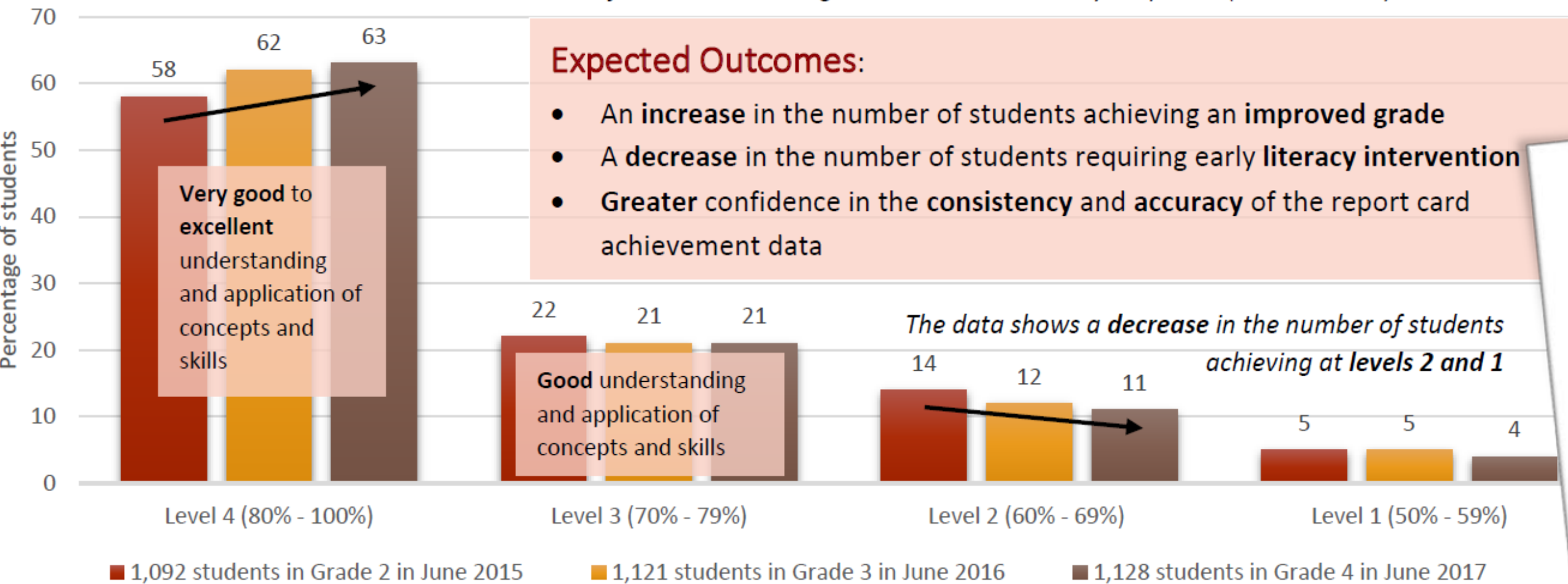
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June Report Card Grades for Reading in ELA

Following a cohort over three years (Grades 2, 3, and 4)

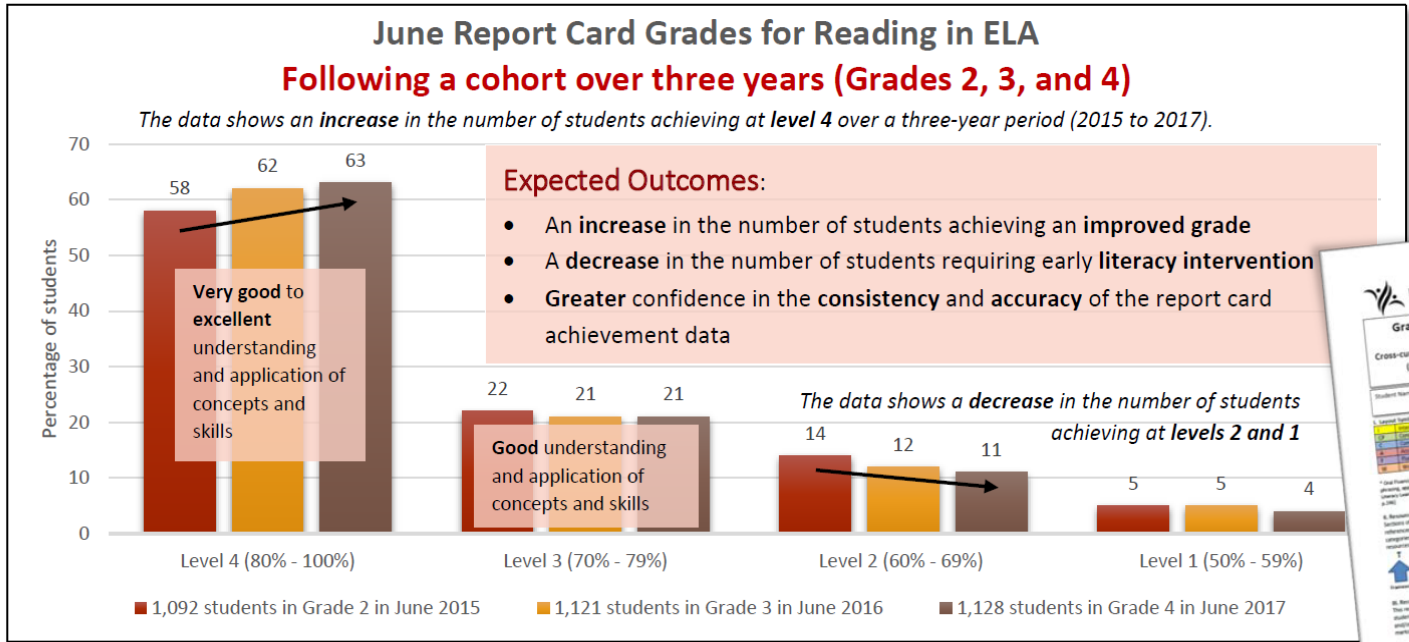
The data shows an increase in the number of students achieving at level 4 over a three-year period (2015 to 2017).



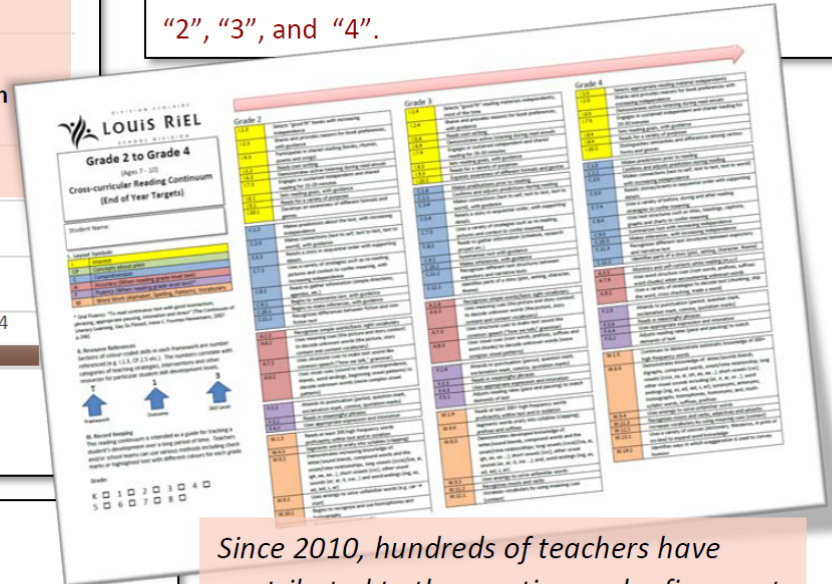
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Grade
intervention
support card

Number of students
at levels 2 and 1



Level 1 (50% - 59%)

in June 2017

"2", "3", and "4".

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Grade 2 to Grade 4
(Ages 7 - 10)
Cross-curricular Reading Continuum
(End of Year Targets)

Student Name: _____

I. Lexical Symbols

1	Intersect
2	Connects about parts
3	Comprehension
4	Accuracy (often reading grade level text)
5	Fluency (often reading grade level text)
6	Word Work (spelling, spelling, patterns, vocabulary)

II. Grade Frameworks

One framework, "to read continuous text with good comprehension, fluency, appropriate pacing, intonation and stress" (The Continuum of Literacy Learning, Day to Powell, Irene C. Fountas-Hanover, 2007, p.292)

III. Resource References

Sections of colour-coded skills in each framework are number referenced (e.g. L.1, CP.2.5 etc.). The numbers correlate with categories of teaching strategies, interventions and other resources for particular student skill development levels.

↑ Framework ↑ Outcome ↑ Skill Level

IV. Record Keeping

This reading continuum is intended as a guide for tracking a student's development over a long period of time. Teachers and/or school teams can use various methods including check marks or highlighted text with different colours for each grade.

Grade: K 1 2 3 4
 5 6 7 8

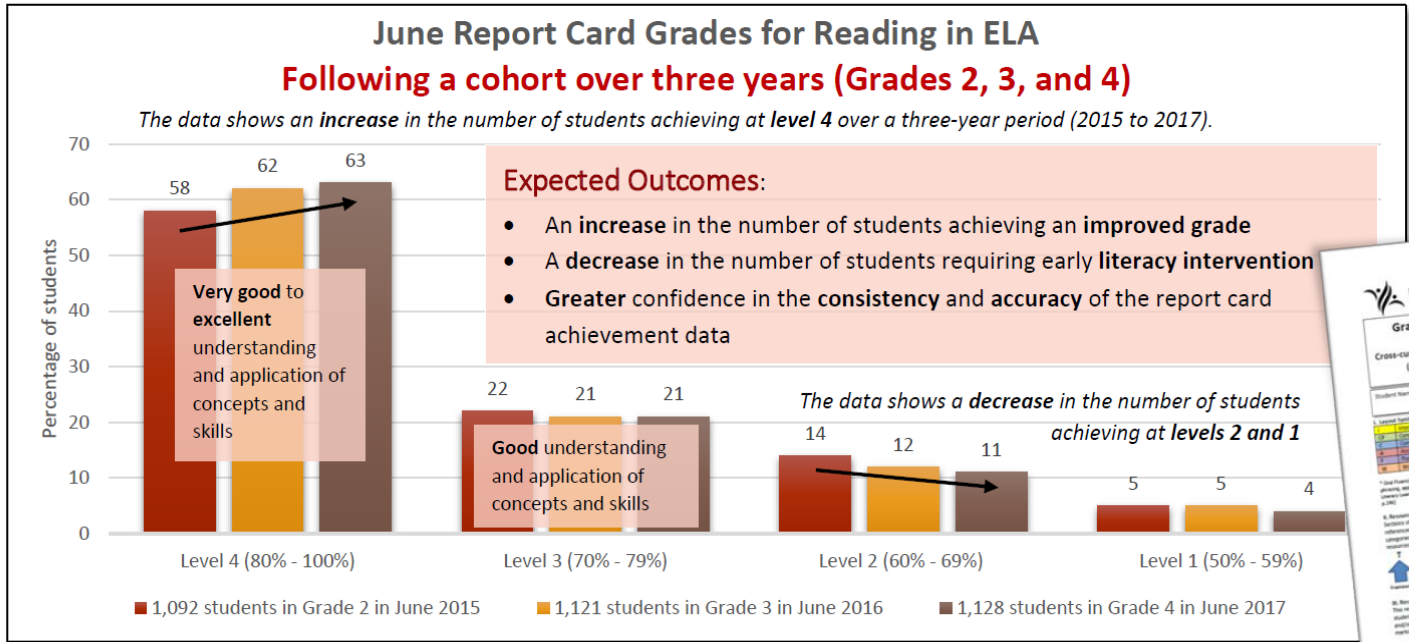
Grade 2	Grade 3	Grade 4
L.2.1 Selects "good" books with increasing independence	L.3.1 Selects "good" for reading materials independently, most of the time	L.4.1 Selects appropriate reading material independently
L.2.2 Shows and provides reasons for book preferences, with guidance	L.3.2 Shows and provides reasons for book preferences, with guidance	L.4.2 Shows and provides reasons for book preferences with increasing independence
L.2.3 Participates in shared reading (books, rhymes, poems and songs)	L.3.3 Reads (or writes) demonstrates active listening during read-aloud reading for 20-30 minutes	L.4.3 Engages in sustained independent and shared reading for 20-30 minutes
L.2.4 Engages in sustained independent and shared reading for 20-30 minutes	L.3.4 Engages in sustained independent and shared reading for 20-30 minutes	L.4.4 Reads for a variety of purposes
L.2.5 Reads (or writes) with guidance	L.3.5 Reads for a variety of purposes	L.4.5 Distinguishes main ideas and details among various texts and genres
L.2.6 Develops an awareness of different formats and genres	L.3.6 Expresses understandings of different formats and genres	L.4.6 Makes predictions prior to reading
L.2.7 Makes predictions about the text, with increasing independence	L.3.7 Makes predictions prior to reading	L.4.7 Confirms and adjusts predictions during reading
L.2.8 Makes connections (text to self, text to text, text to world), with guidance	L.3.8 Makes connections (text to self, text to text, text to world), with guidance	L.4.8 Makes connections (text to self, text to text, text to world), with increasing independence
L.2.9 Reads a story in sequential order with supporting details	L.3.9 Reads a story in sequential order, with supporting details	L.4.9 Uses a variety of tactics, during and after reading, strategies to confer meaning
L.2.10 Uses a variety of strategies such as re-reading, pictures and context to confer meaning, with increasing independence	L.3.10 Uses a variety of strategies such as re-reading, pictures and context to confer meaning	L.4.10 Uses text structures such as titles, headings, captions, graphs and charts to confer meaning
L.2.11 Reads to gather information (simple directions, agendas, etc.)	L.3.11 Reads to gather information (directions, research project, etc.)	L.4.11 Summarizes text with increasing independence
L.2.12 Begins to summarize text, with guidance	L.3.12 Summarizes text with guidance	L.4.12 Makes inferences, with increasing independence
L.2.13 Begins to make inferences, with guidance	L.3.13 Recognizes different text structures between expository and narrative text	L.4.13 Recognizes different text structures between expository and narrative text
L.2.14 Recognizes differences between fiction and non-fiction text	L.3.14 Recognizes different text structures between expository and narrative text	L.4.14 Identifies parts of a story (plot, setting, character, theme)
L.2.15 Recognizes simple words/roots, affixes, syllables (use meaning cue like picture and story context) to decide unknown words (like picture, story context and context clues)	L.3.15 Recognizes simple words/roots, affixes, syllables (use meaning cue like picture and story context) to decide unknown words (like picture, story context and context clues)	L.4.15 Identifies and self-corrects when reading (sound, word structure, or when encountering unknown words)
L.2.16 Uses alternative cues to make text sound like common speech ("How we talk," grammar)	L.3.16 Uses structural cues to make text sound like common speech ("How we talk," grammar)	L.4.16 Uses word structure cues (root words, prefixes, suffixes and other word cues) to decide unknown words (like word structure)
L.2.17 Uses "real" cues (sound to other correspondences, sounds, word endings, beginning vowel patterns) to decide unknown words (like complex vowel patterns)	L.3.17 Uses "real" cues (sound to other correspondences, sounds, word endings, beginning vowel patterns) to decide unknown words (like complex vowel patterns)	L.4.17 Attempts to participate (paraphrase, question mark, exclamation mark, comma, question mark)
L.2.18 Attempts to participate (paraphrase, question mark, exclamation mark, comma, question mark)	L.3.18 Attempts to participate (paraphrase, question mark, exclamation mark, comma, question mark)	L.4.18 Reads to meaningful phrases
L.2.19 Reads to meaningful phrases	L.3.19 Reads to meaningful phrases	L.4.19 Uses appropriate expression and intonation
L.2.20 Uses appropriate expression and intonation	L.3.20 Uses appropriate expression and intonation	L.4.20 Aligns reading rate (pace and pausing) to match demands of text
L.2.21 Reads at least 200 high frequency words proficiently within text and in isolation	L.3.21 Reads at least 300 high frequency words proficiently within text and in isolation	L.4.21 Continues to demonstrate automatic knowledge of 200+ high frequency words
L.2.22 Identifies words orally with syllables (clapping)	L.3.22 Identifies words orally with syllables (clapping)	L.4.22 Demonstrates knowledge of word/sounds blends, digraphs, compound words, and/or base relationships (long vowels [ai, oi, oi, ee, ee, ee], short vowels [ai, oi, oi, ee, ee, ee], other vowel endings [ng, ee, ee, ee, ee, ee], and word endings [ng, ee, ee, ee, ee, ee])
L.2.23 Demonstrates expanding knowledge of letter/sound blends, compound words and the letter/sound relationships, long vowels [ai, oi, oi, ee, ee, ee], short vowels [ai, oi, oi, ee, ee, ee], other vowel sounds [ai, oi, oi, ee, ee, ee], and word endings [ng, ee, ee, ee, ee, ee]	L.3.23 Demonstrates developed knowledge of letter/sound blends, compound words and the letter/sound relationships, long vowels [ai, oi, oi, ee, ee, ee], short vowels [ai, oi, oi, ee, ee, ee], other vowel sounds [ai, oi, oi, ee, ee, ee], and word endings [ng, ee, ee, ee, ee, ee]	L.4.23 Recognizes (reads) and writes, adjusts and edits
L.2.24 Uses strategies to solve unfamiliar words (e.g. re-read)	L.3.24 Uses strategies to solve unfamiliar words	L.4.24 Uses strategies to solve unfamiliar words
L.2.25 Begins to recognize and use homophones and homographs	L.3.25 Recognizes (reads) and writes	L.4.25 Increases fluency by using meaning cue (context)

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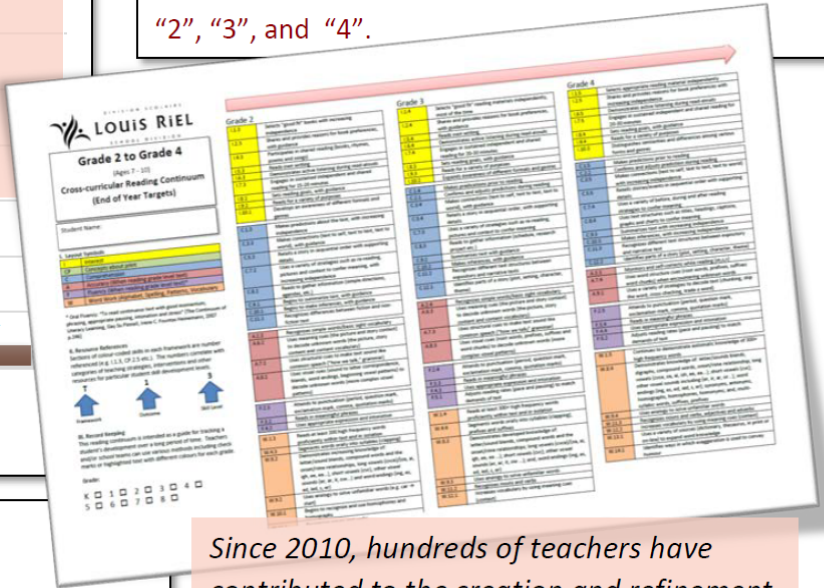
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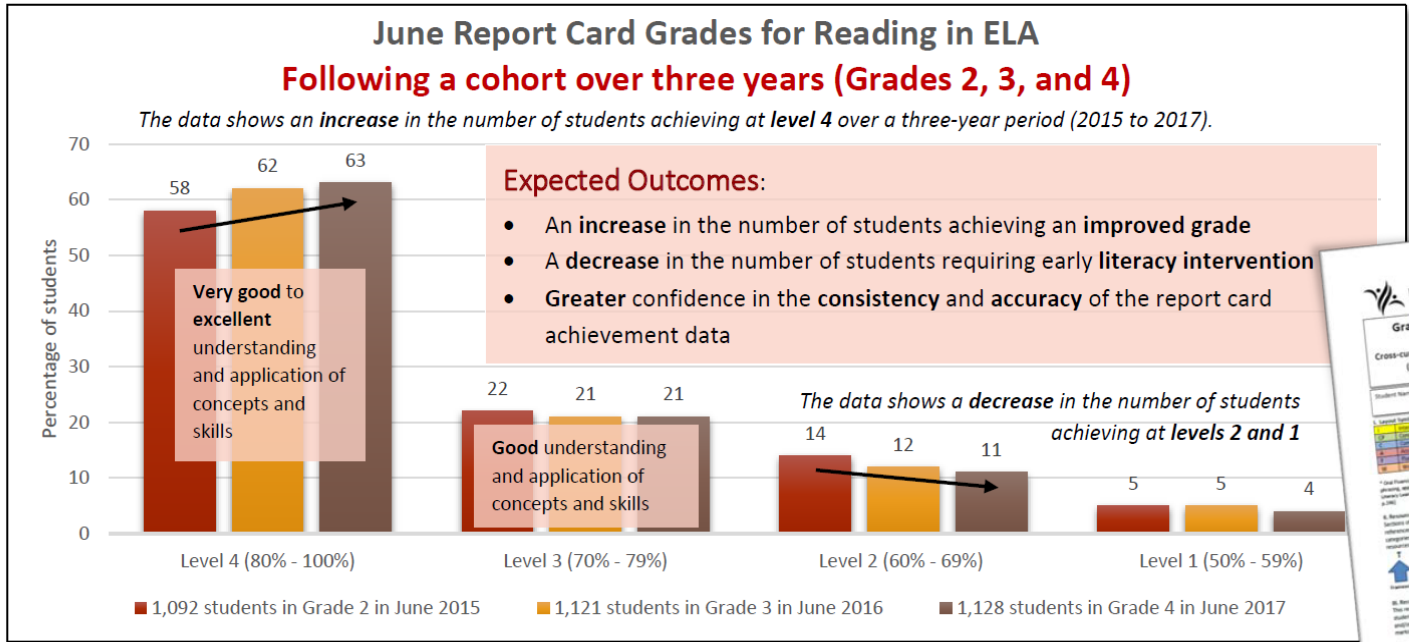
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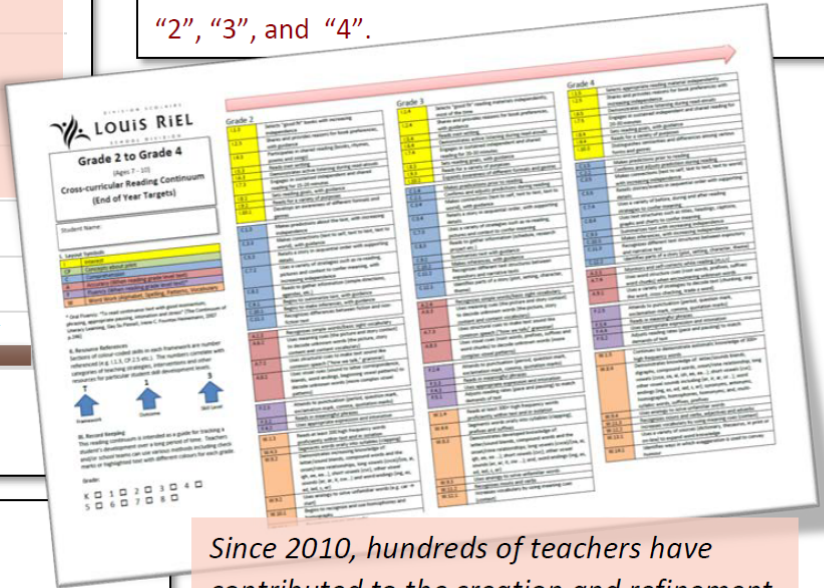
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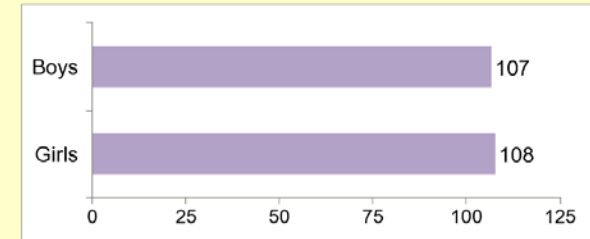


Demographic Profile

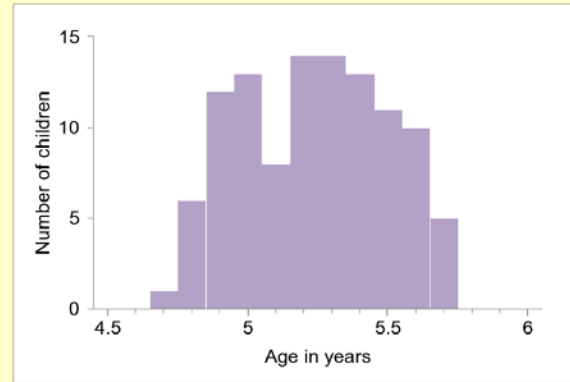
Assessment Period:	4 Oct, 2016 - 8 Nov, 2016
Number of participating schools:	7
Number of participating teachers:	11
Number of participating classrooms:	12
Average age on September 1st:	5.17
Boys:	5.19
Girls:	5.16

Number of children assessed: 215

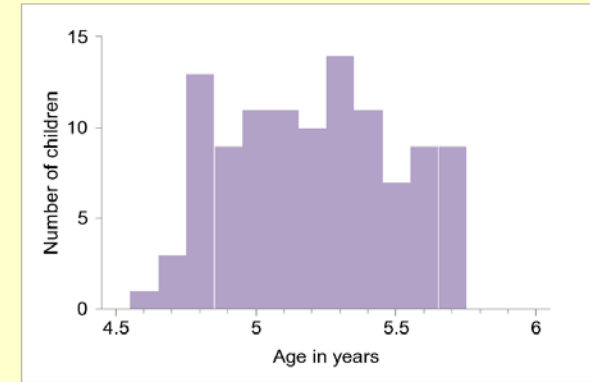
Breakdown of boys and girls



Boys - Age on September 1st



Girls - Age on September 1st





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Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

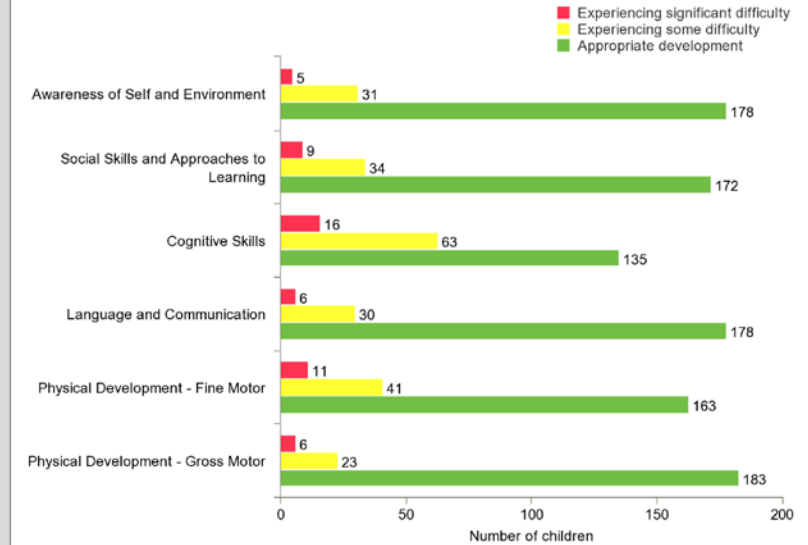
Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Overview of EYE-TA Results, 4 Oct, 2016 - 8 Nov, 2016



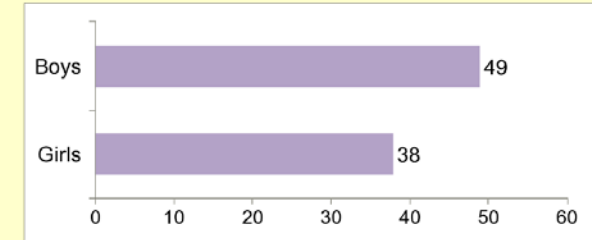


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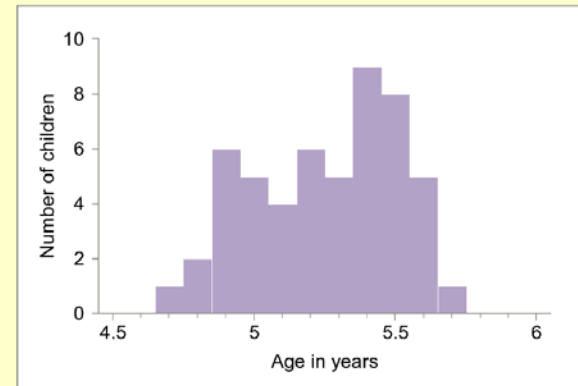
Assessment Period:	18 Apr, 2017 - 2 Jun, 2017
Number of participating schools:	7
Number of participating teachers:	13
Number of participating classrooms:	12
Average age on September 1st:	5.21
Boys:	5.21
Girls:	5.20

Number of children re-assessed: 87

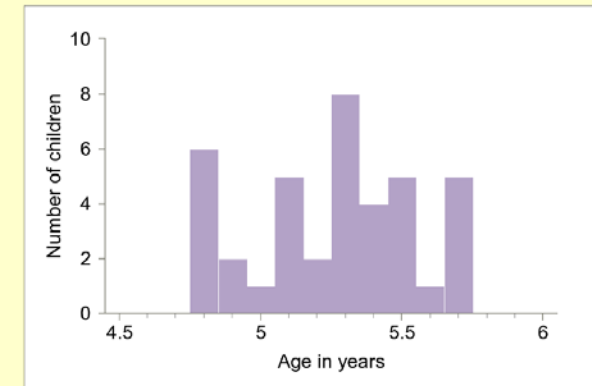
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Note: The Demographic Profile includes only children who have been re-assessed.



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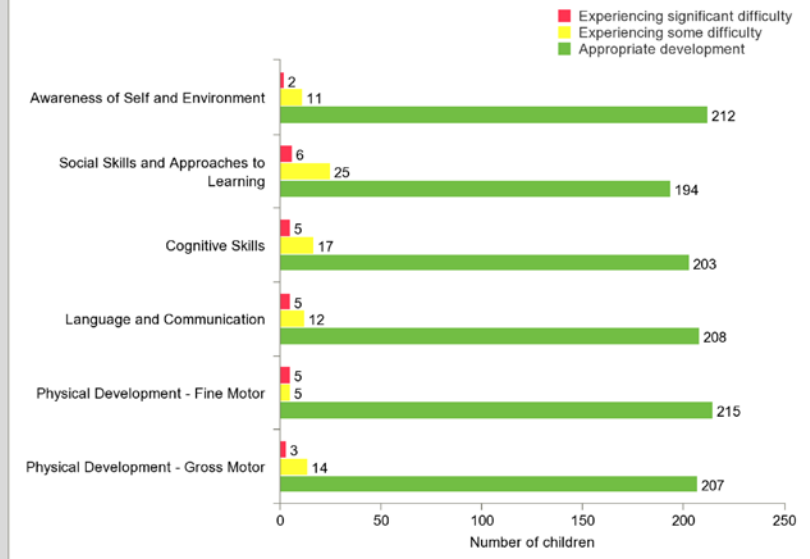
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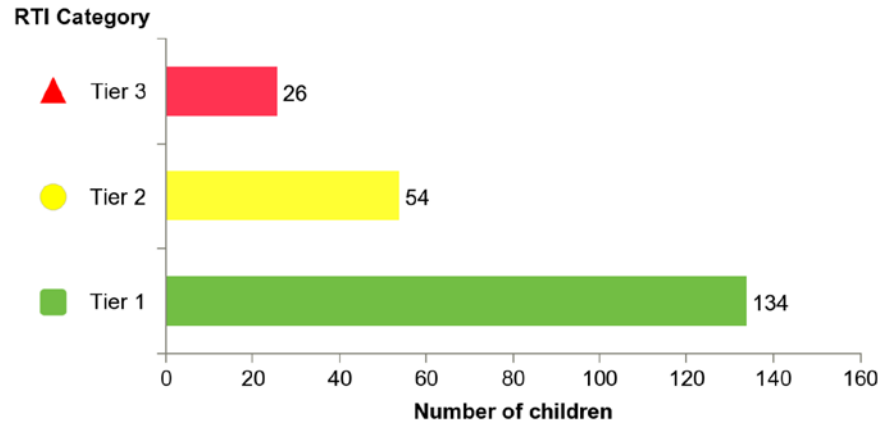




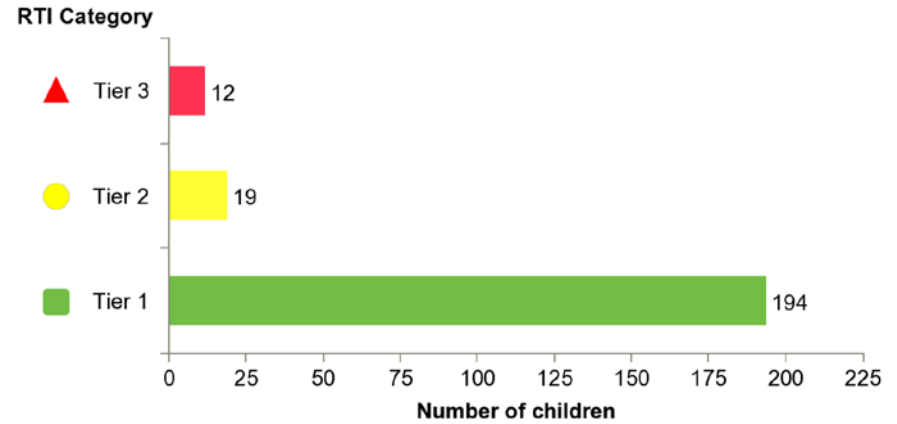
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Number of children in each tier in a
Responsive Tiered Instruction (RTI) framework, 4 Oct, 2016 - 8 Nov, 2016



Number of children in each tier in a
Responsive Tiered Instruction (RTI) framework, 18 Apr, 2017 - 2 Jun, 2017



Reduction in Vulnerability

Figure 4 below shows the percentage of children experiencing some or significant difficulty in each domain in the fall and spring administrations. Levels of total vulnerability decreased on all domains, most dramatically in Cognitive Skills.

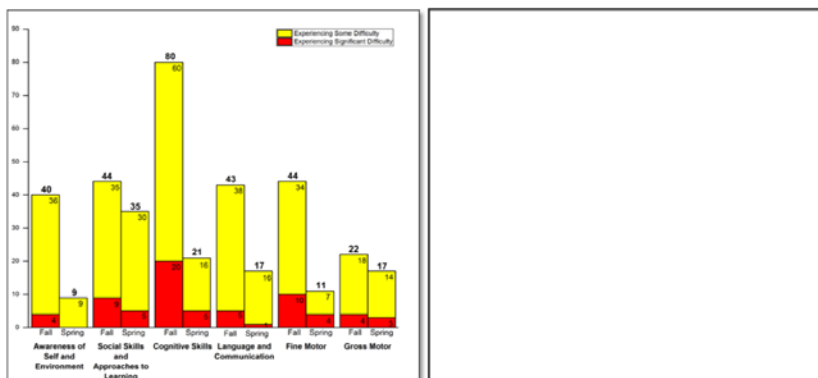


Figure 4. Change in the percentage of children experiencing difficulty, Louis Riel School Division, 2016-17

Table 1 below summarizes the results for all three developmental levels for the fall and spring administrations. The last column shows the increase in the percentage of children with appropriate development:

Table 1. Percentage of children at each developmental level on each EYE-TA subtest, Louis Riel School Division, 2016-17

	Experiencing Significant Difficulty (%)		Experiencing Some Difficulty (%)		Appropriate Development (%)		Increase in children with appropriate development (%)	Experiencing Significant Difficulty (%)		Experiencing Some Difficulty (%)		Appropriate Development (%)		Increase in children with appropriate development (%)
	Fall 2016	Spring 2017	Fall 2016	Spring 2017	Fall 2016	Spring 2017		Fall 2016	Spring 2017	Fall 2016	Spring 2017	Fall 2016	Spring 2017	
	Awareness of Self and Environment	4	0	36	9	60		91	31					
Social Skills and Approaches to Learning	9	5	35	30	56	65	10							
Cognitive Skills	20	5	60	16	20	79	59							
Language and Communication	5	1	38	16	57	83	26							
Fine Motor	10	4	34	7	56	89	33							
Gross Motor	4	3	18	14	78	83	5							

Louis Riel School Division 2016-17 EYE-TA Implementation: Demographic Breakdown

During the fall of 2016, 215 children in Louis Riel School Division were evaluated with the EYE-TA. In the spring of 2017, 87 children were evaluated. Children were selected for re-evaluation if in the fall evaluation they were found to have Tier 2 or Tier 3 learning needs in the Responsive Tiered Instruction framework. The evaluation provided pre-post data for 77 children; the report that follows examines the results of this group. The age of this cohort as of December 31st, 2016 ranged from 5 years to 6 years, with the average age being 5 years, 6 months. The gender, socioeconomic status (SES), and Indigenous status breakdowns of the group are presented below:

Figure 1. Percentage of Children by Gender

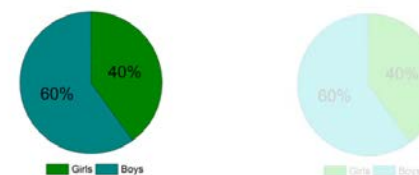


Figure 2. Percentage of Children by SES

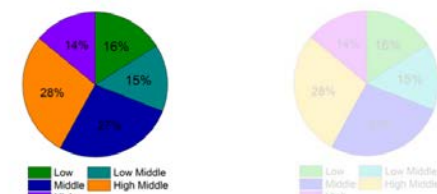


Figure 3. Percentage of Children by Indigenous Status



Program Effects on Skill Development

Most children would have made fall-to-spring learning gains on the *EYE-TA* even if they had not attended the kindergarten program in Louis Riel School Division. Their scores would have increased simply due to maturity. The “maturity effect” is the expected gain in *EYE-TA* scores associated with growing one year older. The Canadian maturity effect was estimated through regression analyses that examined the relationship between age and each subtest score among all Canadian *EYE-TA* data from the 2014-15 school year. We then estimated the actual growth that the children in Louis Riel School Division would have experienced over the course of an entire year. This is done by dividing each child’s fall-to-spring gains by the time between assessments, and then scaling that to one year. As such, we “annualize” their growth. We can then determine the portion of their growth that was simply due to maturity, and the remaining portion that would have been due to program interventions. The maturity effect, annualized growth, and program effect for each of the domains is shown in Table 4 below:

Table 4. Program effects for children with low initial scores on EYE-TA subtests, Louis Riel School Division, 2016-17

	Expected Annual Growth	Annualized Growth	Program Effect**
Awareness of Self and Environment	0.39	1.55	1.16
Social Skills and Approaches to Learning	0.26	0.97	0.71
Cognitive Skills	0.51	1.77	1.26
Language and Communication	0.45	1.42	0.97
Fine Motor	0.52	1.43	0.91
Gross Motor	0.34	0.69	0.35

** Estimates in bold are statistically significant (p<0.05).

Recall that the highest possible domain score a child can receive is 3. Many of the children with fall subtest scores that were relatively high (above 2.25) would have reached the “ceiling” of the test in the spring administration, and most certainly would have reached it in one year’s time. Thus, for these children, their true growth cannot be fully captured with the *EYE-TA*. We therefore only examine the annualized growth and program effect for children with lower initial subtest scores (below 2.25).

The findings therefore indicate that children from Louis Riel School Division with low initial scores made learning gains over and above what one would expect simply due to maturity. The kindergarten program in Louis Riel School Division contributed to large and significant learning gains predominantly in Cognitive Skills, followed by Awareness of Self and Environment, Language and Communication, Fine Motor Skills, and Social Skills and Approaches to Learning.

Table 5. Program effects for children with low initial scores on EYE-TA subtests, Louis Riel School Division, 2016-17

	Expected Annual Growth	Annualized Growth	Program Effect ¹
Awareness of Self and Environment			
Social Skills and Approaches to Learning			
Cognitive Skills			
Language and Communication			
Fine Motor			
Gross Motor			

¹ All estimates are statistically significant (p<0.05).

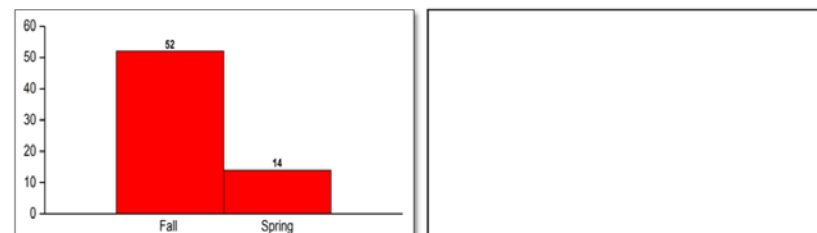


Figure 7. Prevalence of Indigenous children with Tier 3 learning needs, Louis Riel School Division, 2016-17

A similar analysis to that of SES was conducted to assess inequalities in levels of vulnerability from Fall to Spring among Indigenous children. The results in Figure 7 indicate that there was a substantial decrease in vulnerability among children with Indigenous status between the fall and spring assessments; 52% of Indigenous children in Louis Riel School Division were vulnerable in the Fall, while 14% were vulnerable in the Spring, indicating a 38% decrease. Recall from Figure 5 that the fall-to-spring decrease in children with Tier 3 learning needs exhibited in Louis Riel School Division as a whole was 22%. This suggests that the decrease in vulnerability among Indigenous children was more pronounced than that of the cohort as a whole.

Implications of the Findings of the 2016-2017 EYE Results

This report provides evidence that the programs aimed at improving early childhood outcomes and reducing inequalities in Louis Riel School Division are effective. For the cohort of children that were assessed with the *EYE-TA* in the fall of 2016, and were reassessed in the spring of 2017, the results provide evidence that:

- Substantial, statistically significant fall-to-spring learning gains were made on all domains;
- The prevalence of children with the pre-literacy skills required to become successful readers increased by 70%; and
- The prevalence of vulnerability decreased across all levels of socioeconomic status, as well as children with Indigenous status

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Patterns and Numbers

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By Lyette Carriere

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By Jordan Falconer

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So far so good for full-day kindergarten in Louis Riel School Division

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According to their presentation at Tuesday's school board meeting, staff members have seen a "night and day difference" in progress for students enrolled in full-day kindergarten within the Louis Riel School Division.(File Photo)