Reading in the Early Years
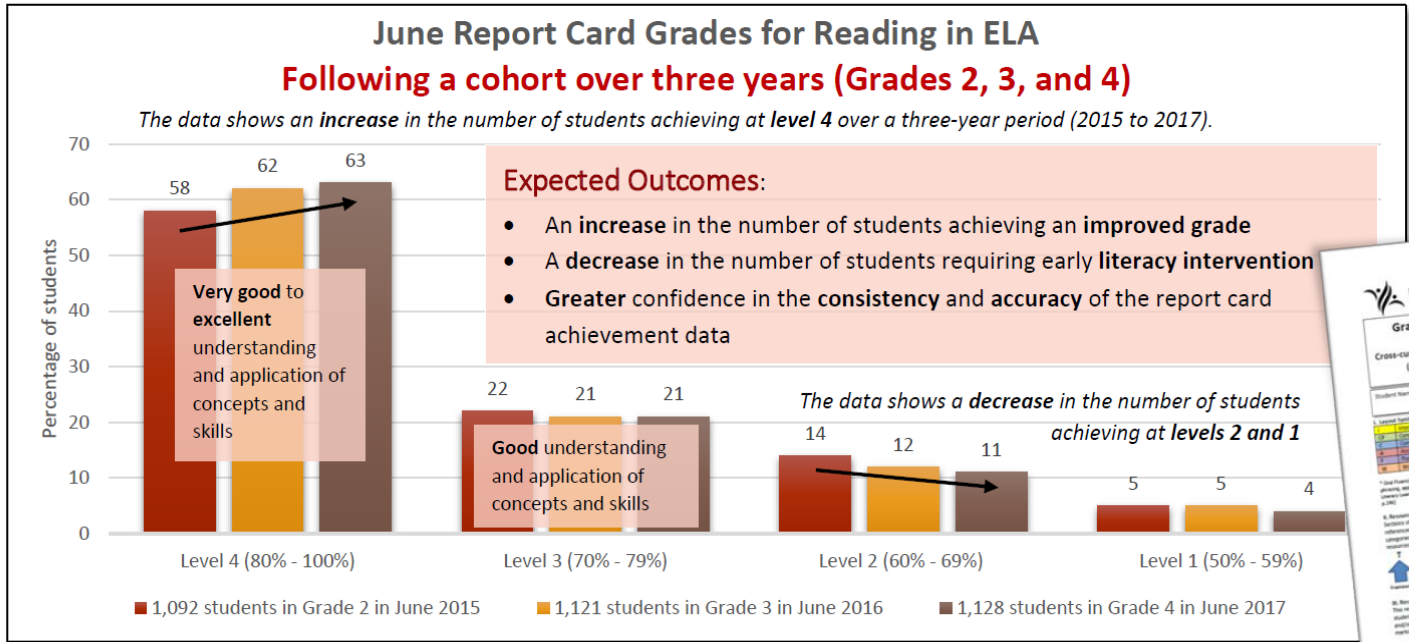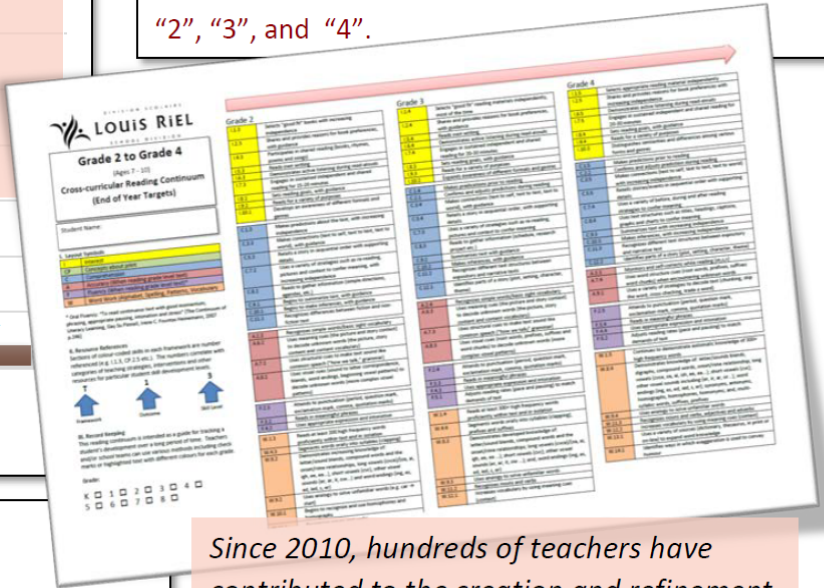
LOUIS RiEL DIVISION SCOLAIRE / SCHOOL DIVISION

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Percentage of students

Level	2015	2016	2017
Level 4 (80% - 100%)	58	62	63
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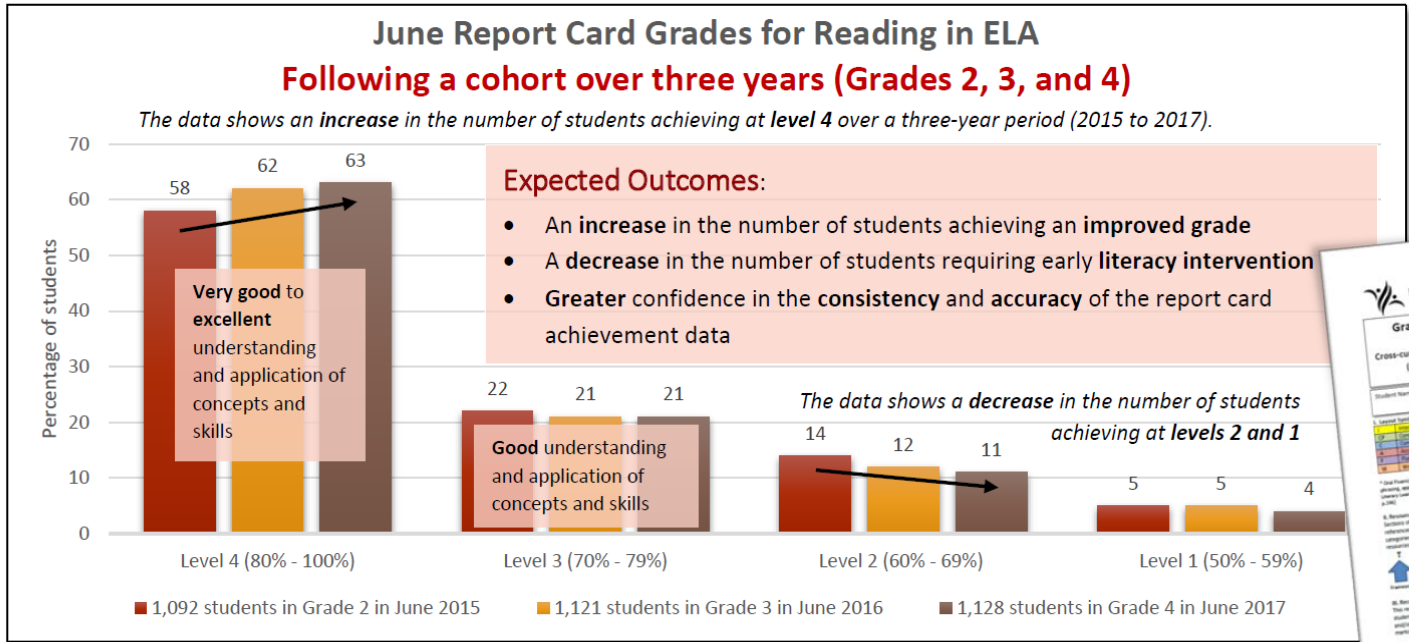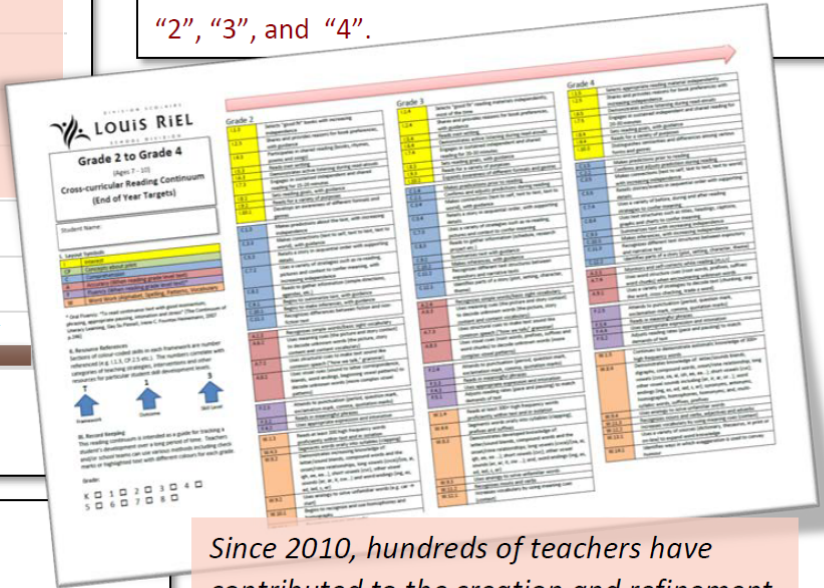
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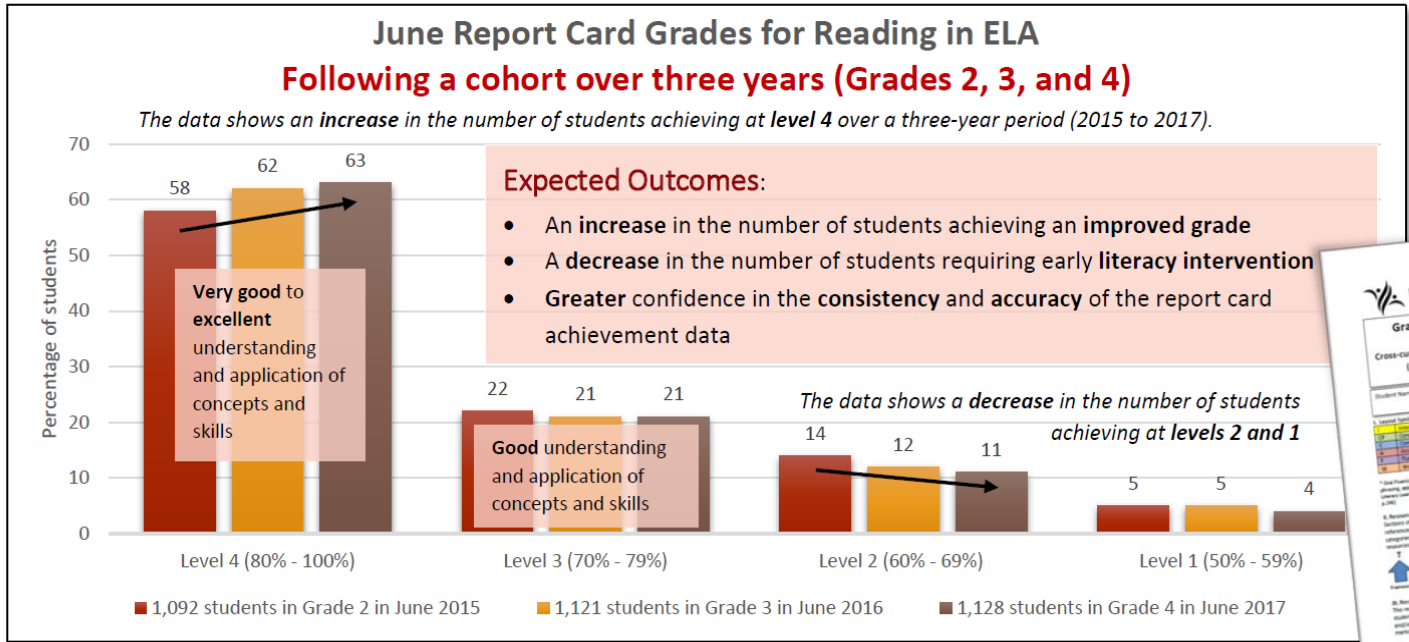
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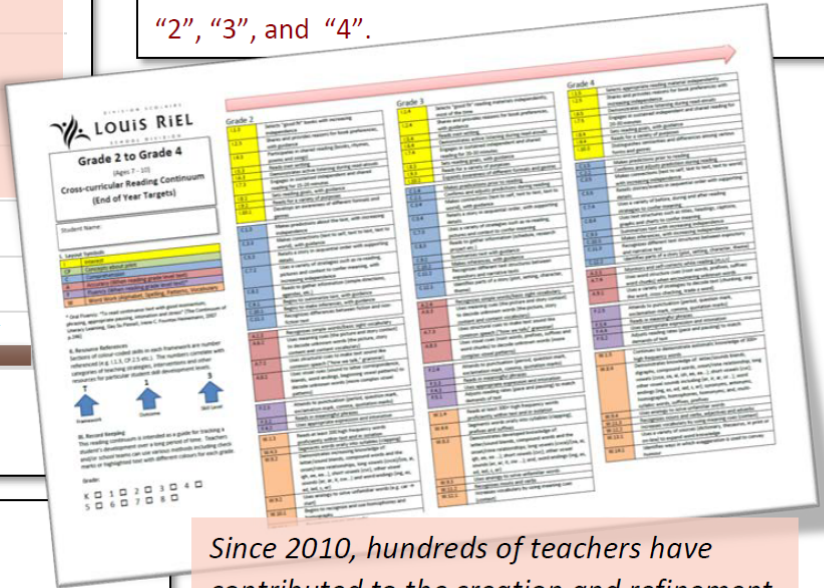

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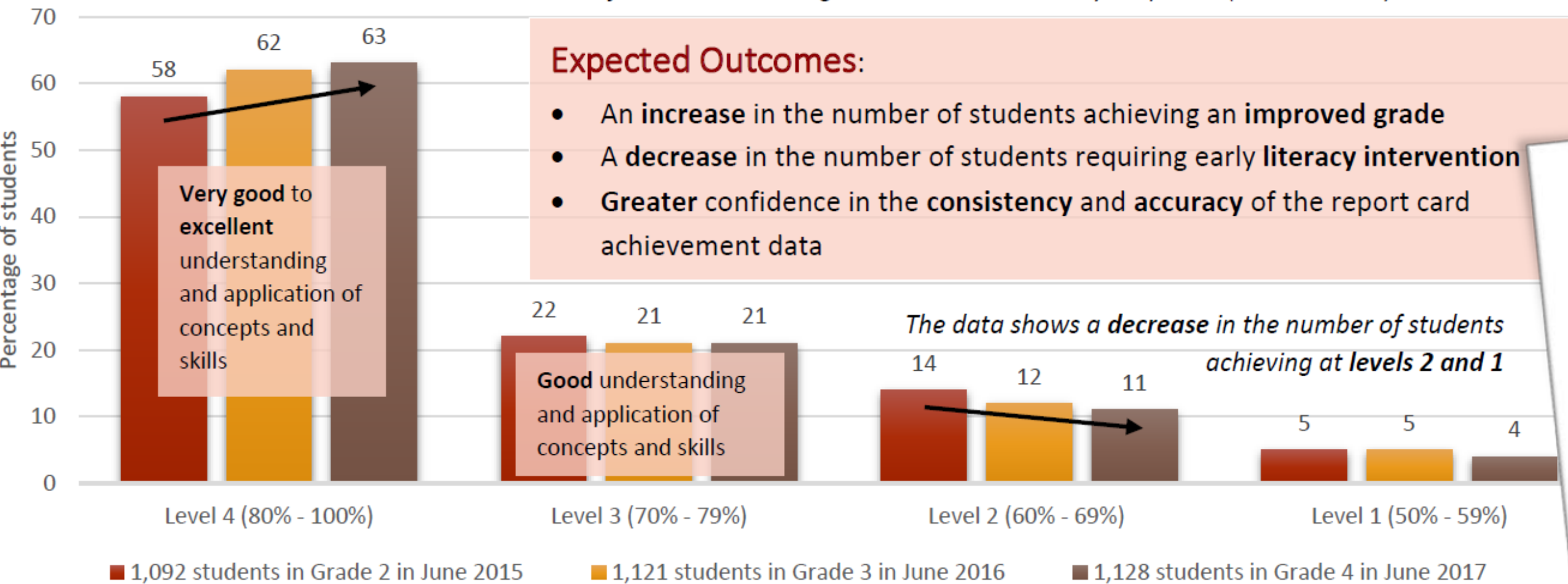
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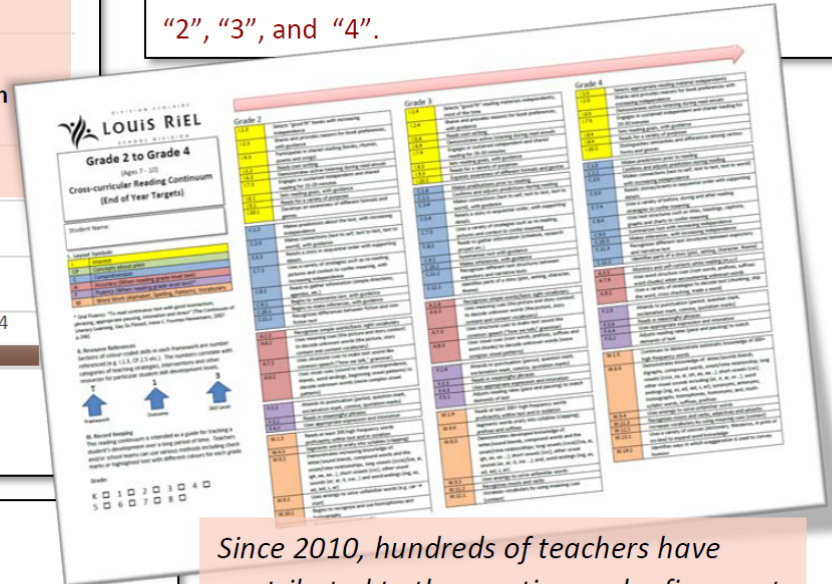
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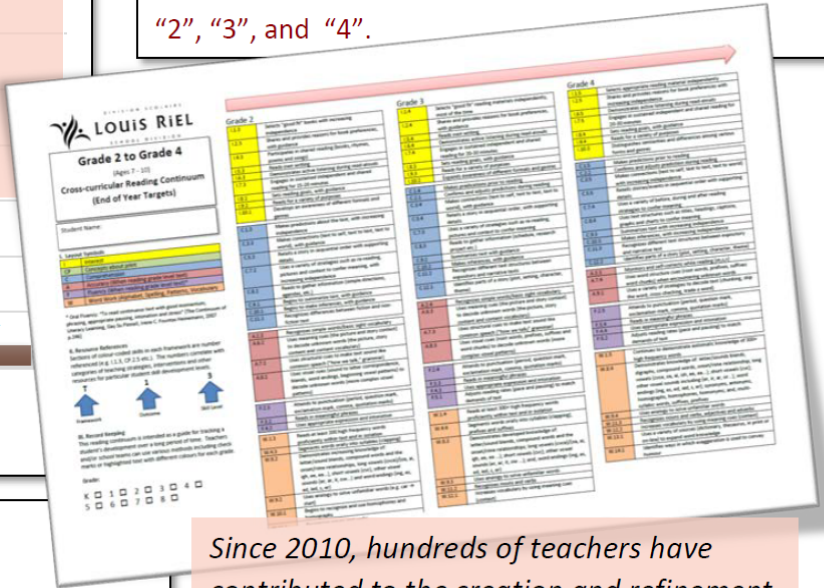
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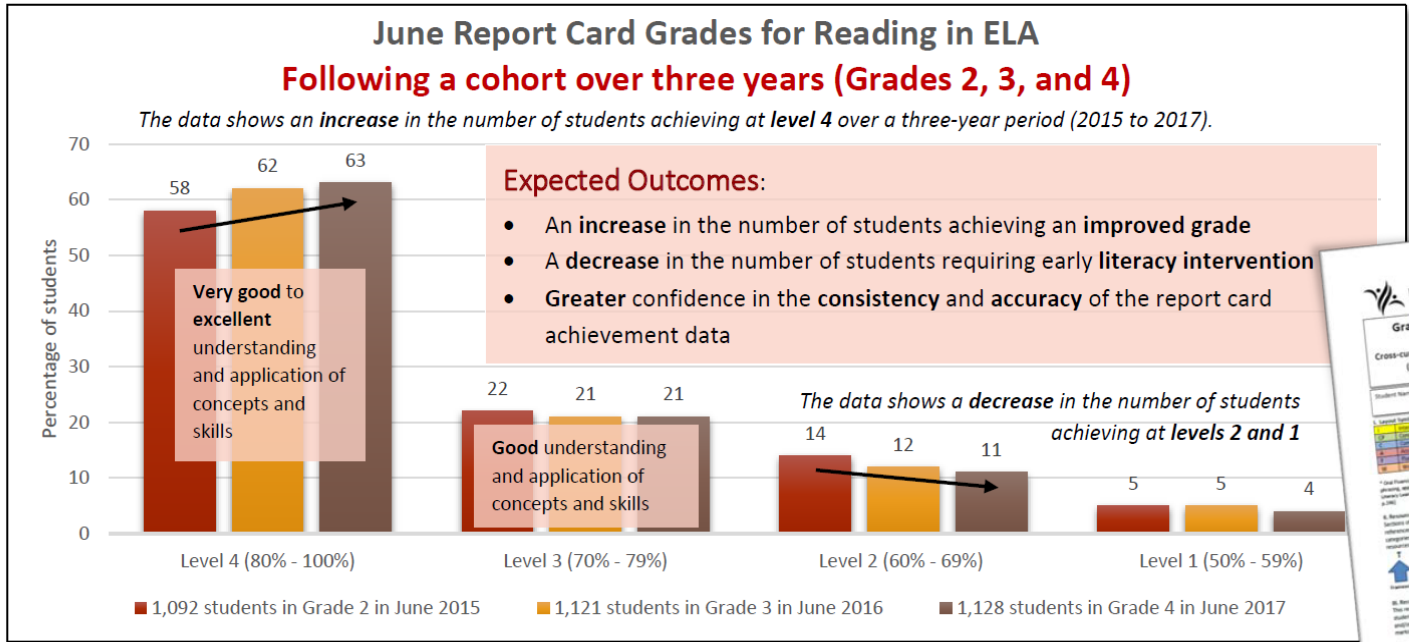
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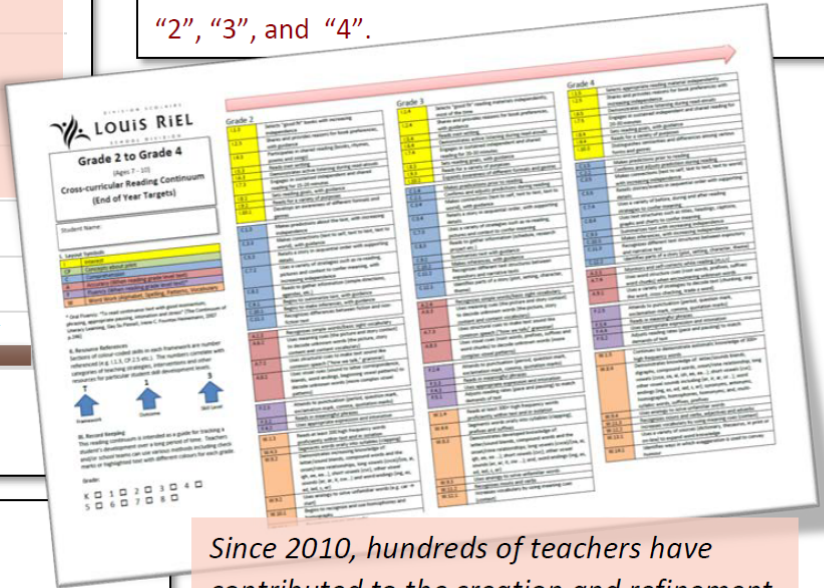- Developing and implementing an indigenous language program for students in the early years
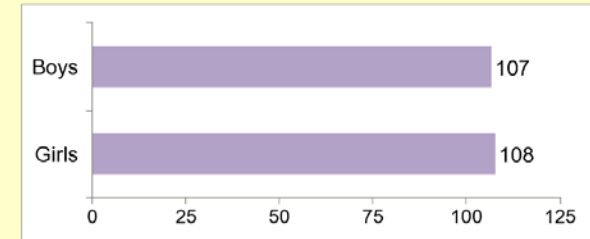
Skill Development
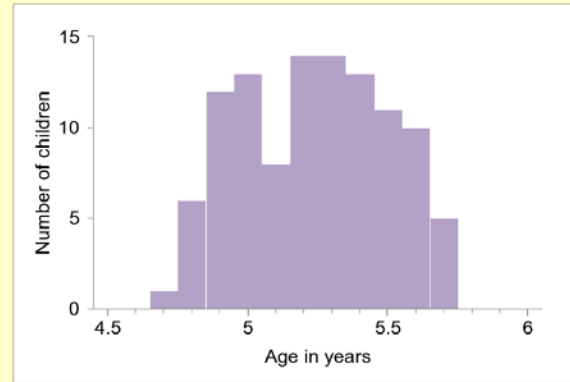
The EYE-TA evaluates aspects of early child development in five developmental domains:

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;

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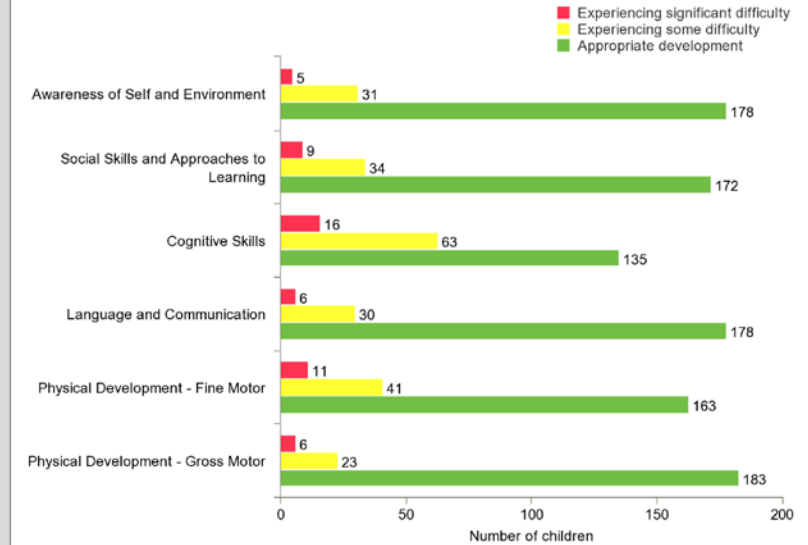
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Fine motor - a child's ability to perform small movements that require hand-eye coordination.
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**Overview of EYE-TA Results, 4 Oct, 2016 - 8 Nov, 2016**

Legend:
- Experiencing significant difficulty (red)
- Experiencing some difficulty (yellow)
- Appropriate development (green)

Domain	Significant difficulty	Some difficulty	Appropriate development
Awareness of Self and Environment	5	31	178
Social Skills and Approaches to Learning	9	34	172
Cognitive Skills	16	63	135
Language and Communication	6	30	178
Physical Development - Fine Motor	11	41	163
Physical Development - Gross Motor	6	23	183

Number of children

Demographic Profile

Assessment Period:	18 Apr, 2017 - 2 Jun, 2017	**Number of children re-assessed:**	87
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		

Breakdown of boys and girls
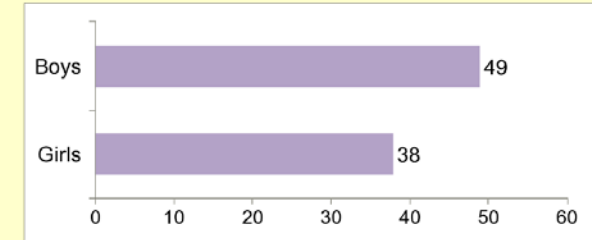
Boys - Age on September 1st
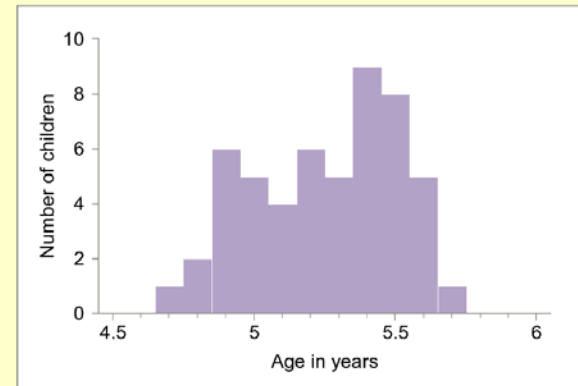
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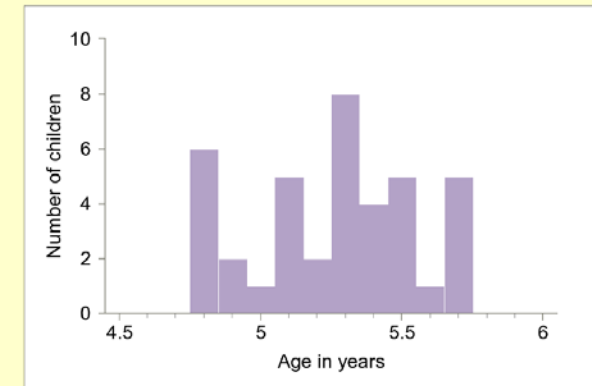
Note: The Demographic Profile includes only children who have been re-assessed.

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Domain	Significant difficulty	Some difficulty	Appropriate development
Awareness of Self and Environment	2	11	212
Social Skills and Approaches to Learning	6	25	194
Cognitive Skills	5	17	203
Language and Communication	5	12	208
Physical Development - Fine Motor	5	5	215
Physical Development - Gross Motor	3	14	207
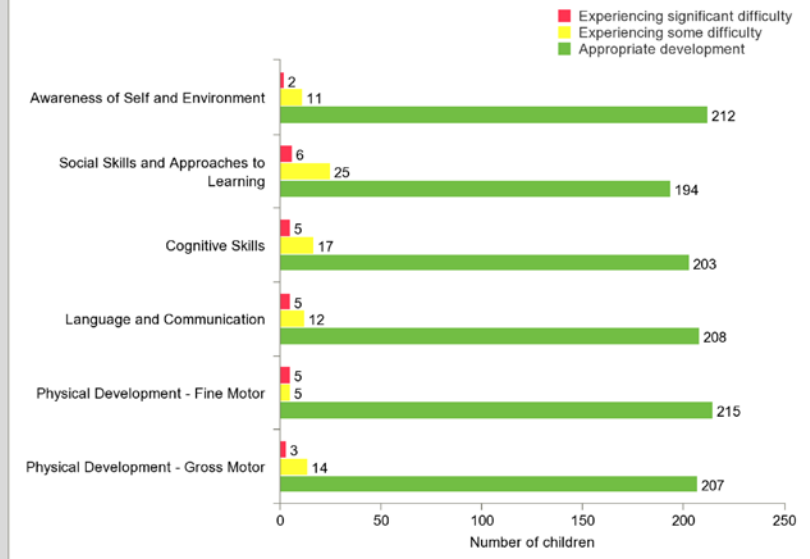
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Number of children in each tier in a
Responsive Tiered Instruction (RTI) framework, 4 Oct, 2016 - 8 Nov, 2016
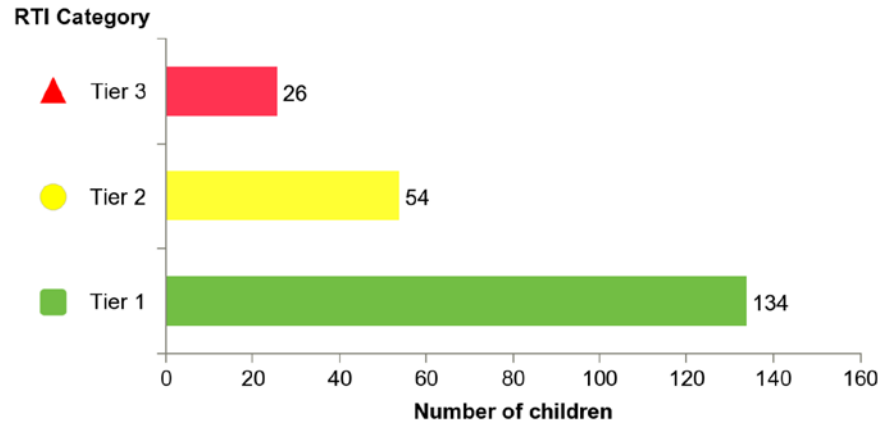
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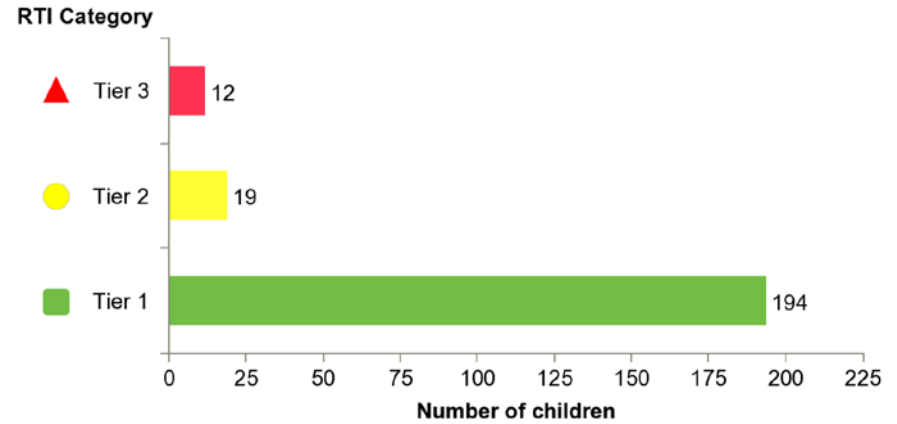
Reduction in Vulnerability

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.
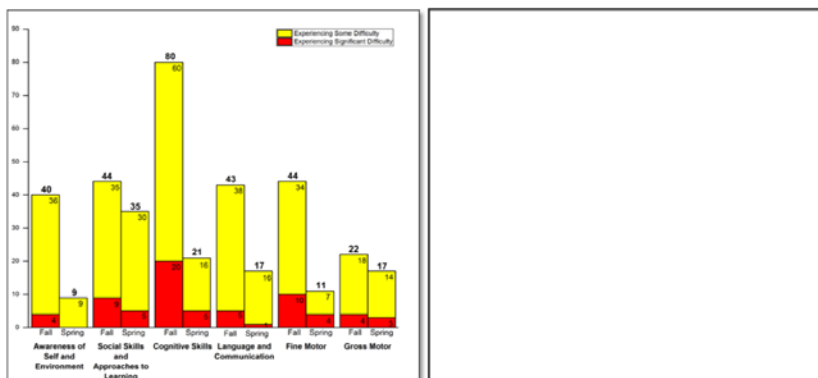

Figure 4. Change in the percentage of children experiencing difficulty, Louis Riel School Division, 2016-17

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:

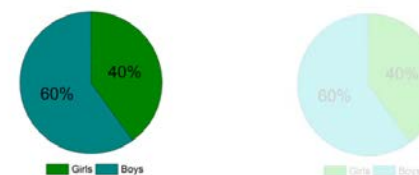Figure 1. Percentage of Children by Gender
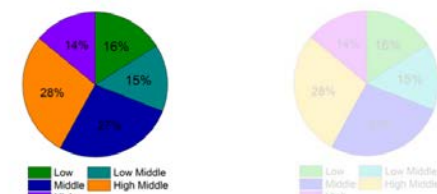

Figure 2. Percentage of Children by SES

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 ($p<0.05$).

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 ($p<0.05$).

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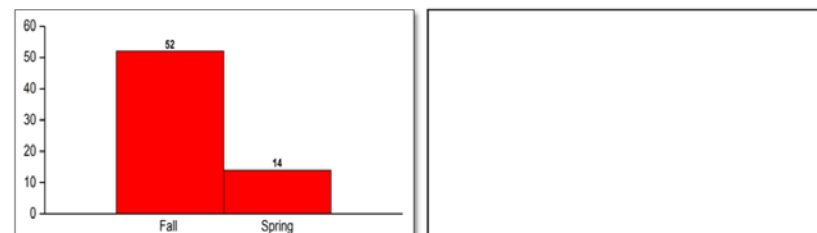
Figure 7. Prevalence of Indigenous children with Tier 3 learning needs, Louis Riel School Division, 2016-17

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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By Darcy Cormack

October 17, 2017

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