



# When Children Succeed



Project Update – March 2023



**Foundational Reading Skills Assessments**

~Predictors for Reading Success~

**PHONOLOGICAL AWARENESS**

In Phonological Awareness we are seeing consistent improvement. To see larger incremental growth in Phonological Awareness over Phonics is consistent with how skills typically develop and increase with complexity. The WCS schools use an instructional resource called Heggerty that is designed to guide daily practice of phonological skills that rely on following the same routine and actions every day. This reduces the cognitive load required to engage in the activity and allows for the repetitions required for our vulnerable learners. Looking specifically at grade level equivalence, we are on track to meet and exceed our June targets. This is significant because strong phonological skills are required to support complex phonics skills. We have made a commitment to train the EAL mentors as we did with the Educational Assistants on how to support phonological development within their tutoring sessions.

**Phonological Awareness - % End of Year Achievement 2022-2023**

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	2%	3%	12%	28%	37%	90%	32%
Grade 1	5%	7%	23%	30%	37%	80%	23%
Grade 2	8%	9%	28%	29%	40%	70%	29%

**Phonological Awareness – Grade Level Equivalent 2022-2023**

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	0.17	0.27	0.51	0.68	0.85	1.00	0.71
Grade 1	0.78	1.08	1.46	1.72	1.85	1.88	1.41
Grade 2	1.19	1.69	2.10	2.22	2.40	2.29	1.95



**PHONICS**

Phonics data demonstrates significant growth from baseline to March. In terms of grade level equivalence, we are on track to meet and exceed June targets in Grade 1 and Grade 2. Kindergarten appears to be farther from target however, the nature of skills progression finds a plateau often in the early phonics skills. Once they are able to master the first few skills, they usually experience a rapid acquisition of skills. We also began to investigate how to leverage our partnership with the EAL tutors and their time with learners. We have committed to provide the same professional learning, practice sessions, as well as materials required for implementation of the “8 Step Phonics Lesson” framework that was given to the teachers and co-teachers of the WCS project.

**Phonics - % End of Year Achievement 2022-2023**

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	0%	1%	3%	4%	20%	90%	33%
Grade 1	4%	8%	17%	22%	26%	80%	18%
Grade 2	1%	1%	6%	11%	15%	70%	10%

**Phonics Grade Level Equivalent 2022-2023**

	Baseline	December	January	February	March	June Target	Control Group
Kindergarten	0.14	0.26	0.36	0.46	0.59	1.00	0.33
Grade 1	0.52	0.76	1.04	1.30	1.49	1.62	0.88
Grade 2	0.89	1.38	1.70	1.95	2.08	1.99	1.23



## NUMERACY

### Numeracy – Fall Benchmark 2022-2023

Numeracy Benchmark: Fall 2022 <i>*Percentage of students successful on the end-of-grade level expectations (Average of seven schools.)</i>		Numeracy Benchmark: Spring 2023
Kindergarten	39%	
Grade 1	34%	
Grade 2	18%	

The benchmark assessments will be re-administered in late May/early June 2023. Results will reflect growth achieved following a year of differentiated targeted Numeracy instruction.

#### Goals for End of Year Benchmarks

Kindergarten	85%
Grade 1	75%
Grade 2	75%

### Numeracy - % End of TERM ASSESSMENT Achievement 2022-2023

Given at the end of every term, these progress monitoring tools help determine if students are on track to meet end-of-year expectations and encourage consistency in instruction and assessment across the District. Assessment results from terms 1 and 2 *are not directly comparable* as the outcomes, building blocks and expectations are different for each term; however, some general trends can be gleaned. It *is* typical to see a higher percentage of success on term 2 at Kindergarten, but a lower percentage of success in Grades 1 and 2. At Kindergarten, while the magnitude of number extends from 5 to 10 in terms 2 and 3, no new outcomes or building blocks are introduced. In Grades 1 and 2, the magnitude of number increases, and several new outcomes and building blocks are introduced. It is significant to note that in all formative and summative data sets, results consistently tend to dip in term 2 and show a significant increase at all grade levels in term 3.

Grade	% Successful on Term 1 Assessment
Kindergarten	76%
Grade 1	69%
Grade 2	64%

Grade	WCS % Successful on Term 2 Assessment	Control Group % Successful on Term 2 Assessment
Kindergarten	79%	88%
Grade 1	67%	78%
Grade 2	62%	69%



**Term 2 Assessment Results: Breakdown by Outcome**

Term 2 Kindergarten results indicate that students are well-situated to meet end-of-grade expectations. The Term 2 results from Grades 1 and 2 are promising, especially given the lowest scores were mostly isolated to newly introduced outcomes (highlighted in yellow below). Reviewing the outcome level data from the term 2 assessments allows teachers to identify and target specific concepts and skills not yet mastered. With rich learning opportunities being provided daily and few new outcomes being introduced in term 3, learners will continue to develop their proficiency toward end-of-grade expectations in all outcomes. Results below show the average percentage of success in each outcome for all seven schools.

**Kindergarten Term 2 Assessment Results**

Outcomes	WCS % Of Students Who Were Successful	Control Group % Of Students Who Were Successful
N1	79%	86%
N2	74%	83%
N3	86%	92%
N4	74%	87%
N5	77%	84%
PR1	84%	98%
<b>Overall</b>	<b>80%</b>	<b>88%</b>

**Grade 1 Term 2 Assessment Results**

Outcomes	% Of Students Who Were Successful	Control Group % Of Students Who Were Successful
N1	79%	87%
N2	76%	86%
N3	83%	79%
N4	82%	86%
N5	65%	80%
N6	48%	70%
N7	56%	75%
N9	66%	87%
N10	43%	58%
PR3	73%	84%
		77%
	<b>New Outcomes in Term 2</b>	

**Grade 2 Term 2 Assessment Results**

Outcomes	% Of Students Who Were Successful	Control Group % Of Students Who Were Successful
N1	70%	82%
N4	83%	83%
N6	53%	63%
N7	63%	61%
N9	45%	60%
N10	38%	46%
PR3	89%	92%
SS1	74%	76%
SS3	82%	92%
	<b>New Outcomes in Term 2</b>	68%



**ATTENDANCE**

Absenteeism can be an obvious barrier to learning; primary students need to attend school to get the specified learnings that are developmentally appropriate for them and outlined in our reading and numeracy sense curriculum. The trend is that our seven schools have greater absenteeism than the rest of the schools in Anglophone South, for various reasons. ASD-S has attempted their own “Attendance Matters’ campaign, and with that there are more contact points with homes when students are absent but has had less impact on our low socioeconomic marginalized population.

**The WCS attendance target for 2022-2023 is to reduce chronic absenteeism rate gap, between When Children Succeed schools and Control Group schools, from 13% to 7% by June 2023.**

We recognize that attending school is a key component for equalizing the playing field for students in our vulnerable neighborhoods, and so Principals have each worked on an action plan to try to move the needle on attendance in their schools. These are the areas targeted by each school:

- School wide incentives (monthly attendance incentives, photos/accolades in hallway for good/great/perfect attendance)
- School wide initiatives (walking school bus, letters sent home for each student with their attendance report, family gift bags for perfect attendance)
- Individualized support for chronic cases of absenteeism (School Social Workers, daily phone calls, walking buddies)

An effort to quantify these supports is in place, as seen below. Schools began their attendance campaigns in March 2023, after collaborating in February around the task to reduce the rate between their own chronic cases and that of the control group.

**Attendance Report**

School	Sept/October Absenteeism	November/December Absenteeism	January/February Absenteeism	March/April Absenteeism
Centennial	34%	52%	49%	
Glen Falls	40%	59%	47%	
Hazen White	35%	55%	57%	
Prince Charles	43%	51%	45%	
Princess Elizabeth	37%	53%	45%	
Saint John the Baptist	43%	60%	48%	
Seaside Park	38%	58%	45%	
WCS Schools	38%	55%	47%	
SJEC Elem. Schools (Control)	25%	43%	39%	



**\*\*April-June**

Focus on attendance data, and closing gaps for those students for whom we would like to see skills strengthened in the foundational skills that are prioritized by this project.

**\*\*January-March**

We had a few areas that we explored this quarter which will have implications on our data. First, we developed a committee to examine how to best represent English Additional Language Learners in our WCS that is truly reflective of their growth in these areas in relationship to the CEFR language level. Specialists in literacy and EAL learning as well as co-teachers, coaches and teachers are all represented on this committee. We collaborated with Speech Language Pathologists on concept vocabulary and the implications of how learners demonstrate their knowledge when assessed. Lastly, we worked with the province on projected grade level tasks as the assessment tool (EGLA) is in the norming phase. We are making assumptions about where we think students should be, based on the phases of foundational reading, however provincial targets and mean scores will not be available until the end of the school year.