



When Children Succeed Project



Project Update – June 2022



Literacy – Quick Phonics and Phonological Awareness Assessments



The update contained below is the year end data for the project. It should be noted that for the first time since the beginning of the school year, our schools had a sustained number of days without any school closures that were not pre-planned. Literacy progress seen in previous updates has been shown to continue when measuring students’ foundational literacy skills with the quick phonics screener (QPS) and the phonological awareness assessment (PAA). The tables shown below indicate the percentage of students that have reached the end of grade level expectation for each of those

assessment tools. It should be noted that the phonological awareness tool is measuring more elemental skills that are necessary for reading and therefore progress on that assessment would be expected to be quicker than for the QPS assessment.

The data in the tables and charts below have a column for “Pilot” schools. These are rural elementary schools within our district that are using the same pedagogical approach to numeracy and literacy, but would not have all the surrounding support that has been built into the WCS schools through the When Children Succeed project.

Phonological Awareness - Grade Level Equivalency

| | Baseline | October | December | February | April | June | Pilot Baseline | Pilot June |
|--------------|----------|---------|----------|----------|-------|------|----------------|------------|
| Kindergarten | 0.13 | 0.29 | 0.43 | 0.74 | 1.37 | 1.55 | 0.29 | 0.83 |
| Grade 1 | 0.99 | 1.39 | 1.62 | 2.00 | 2.44 | 2.68 | 1.23 | 1.88 |
| Grade 2 | 1.10 | 1.51 | 1.85 | 2.04 | 2.35 | 2.71 | 1.35 | 2.51 |

Phonological Awareness - % at End of Year Achievement

| | Baseline | October | December | February | April | June | Pilot Baseline | Pilot June |
|--------------|----------|---------|----------|----------|-------|------|----------------|------------|
| Kindergarten | 2% | 2% | 5% | 22% | 57% | 64% | 3% | 33% |
| Grade 1 | 22% | 38% | 50% | 71% | 86% | 97% | 24% | 59% |
| Grade 2 | 9% | 23% | 39% | 49% | 69% | 90% | 14% | 71% |

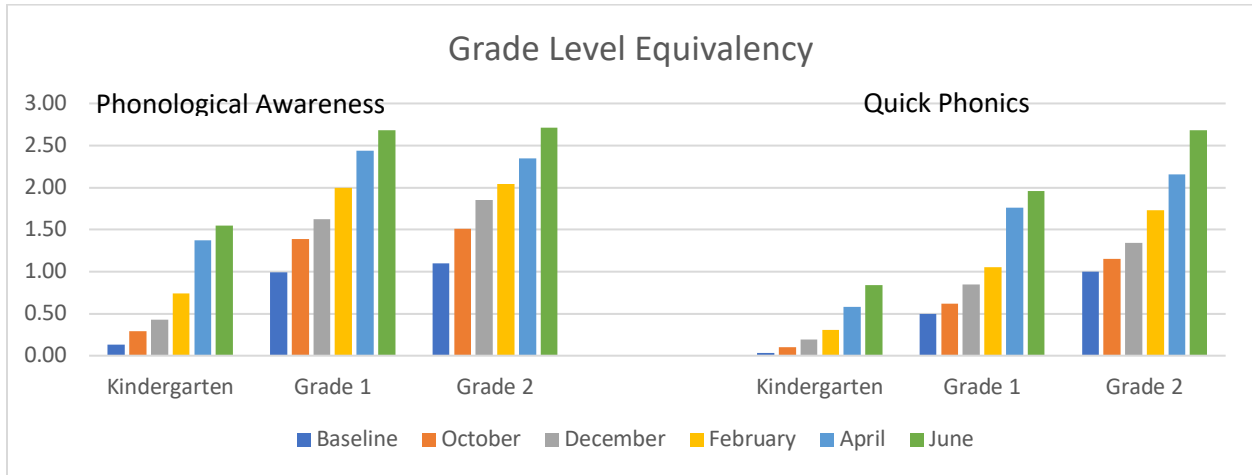
Quick Phonics Screener - Grade Level Equivalency

| | Baseline | October | December | February | April | June | Pilot Baseline | Pilot June |
|--------------|----------|---------|----------|----------|-------|------|----------------|------------|
| Kindergarten | 0.03 | 0.10 | 0.19 | 0.31 | 0.58 | 0.84 | 0.15 | 0.74 |
| Grade 1 | 0.50 | 0.62 | 0.85 | 1.05 | 1.76 | 1.96 | 0.49 | 1.59 |
| Grade 2 | 1.00 | 1.15 | 1.34 | 1.73 | 2.16 | 2.68 | 1.22 | 2.66 |

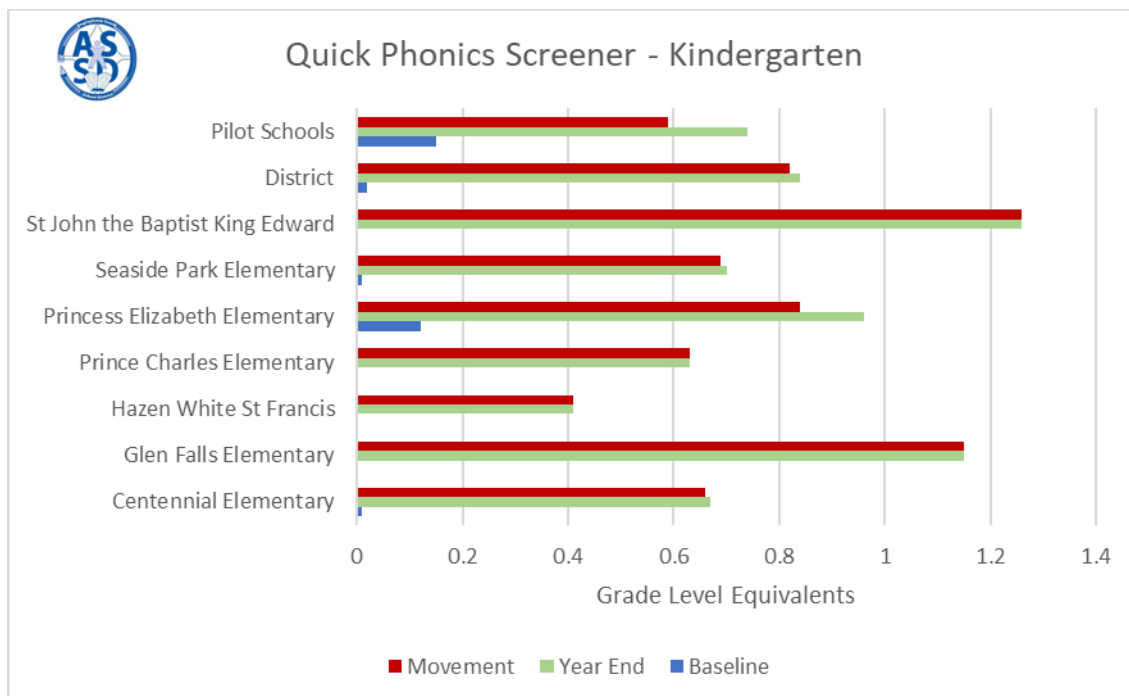


Quick Phonics Screener - % at End of Year Achievement

| | Baseline | October | December | February | April | June | Pilot Baseline | Pilot June |
|--------------|----------|---------|----------|----------|-------|------|----------------|------------|
| Kindergarten | 1% | 4% | 4% | 11% | 23% | 37% | 0% | 38% |
| Grade 1 | 7% | 8% | 9% | 14% | 48% | 57% | 0% | 41% |
| Grade 2 | 6% | 9% | 10% | 16% | 25% | 45% | 5% | 58% |

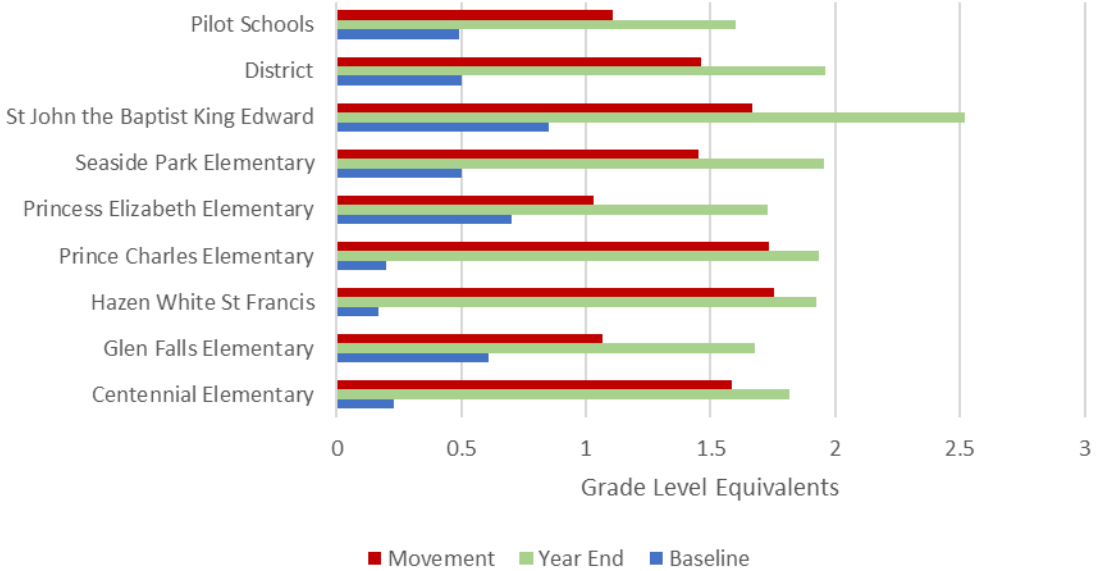


The following graphs depict the literacy progress made by the seven schools with the project (as measured by the “Grade Level Equivalency”). The graphs depict the baseline starting point for each grade in each school, their June assessed level, and the overall growth for the school year for that grade level in that school. The first three graphs depict the growth shown in the Quick Phonics Screener assessment for each grade in each school, and the second set of three graphs depicts the growth in the Phonological Awareness Screener.

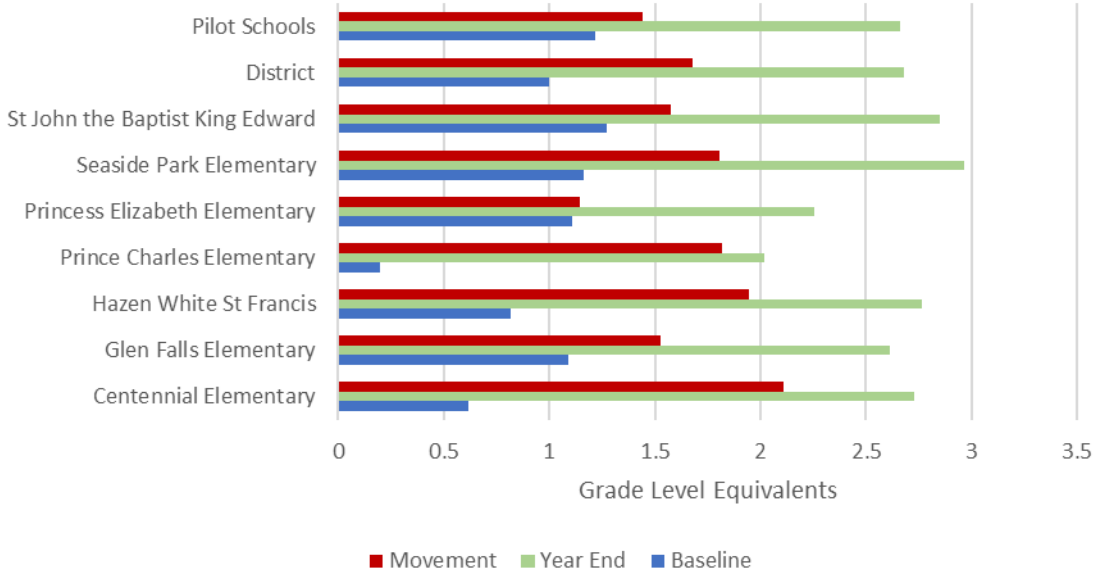




Quick Phonics Screener - Grade 1

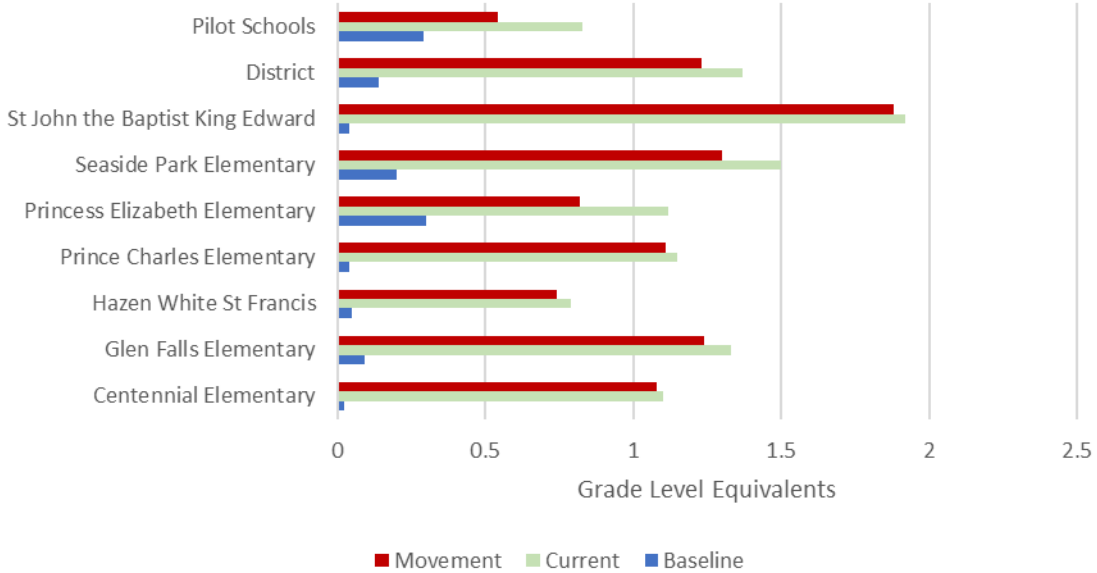


Quick Phonics Screener - Grade 2

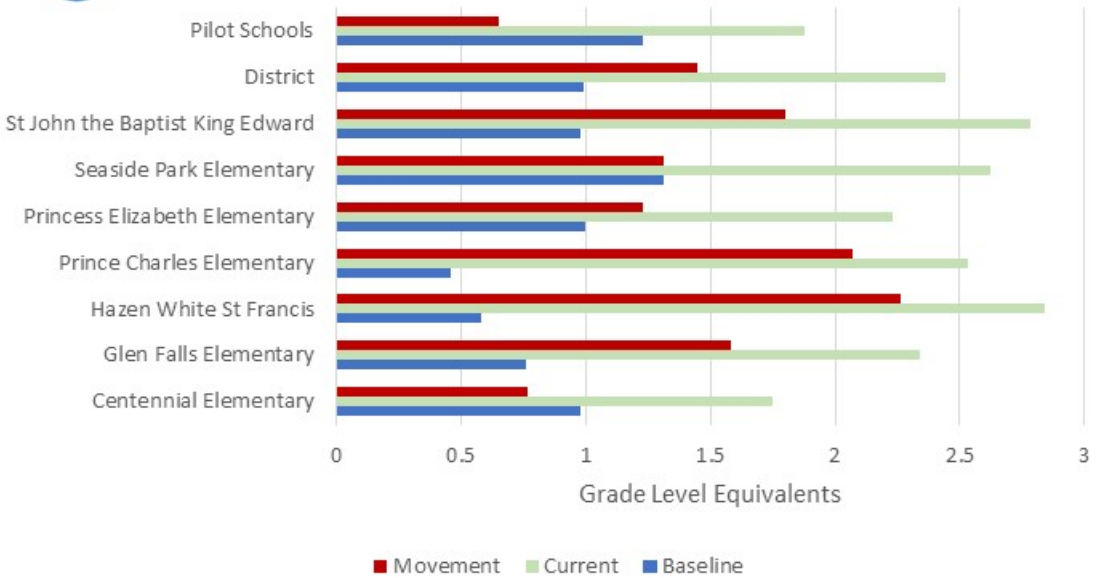


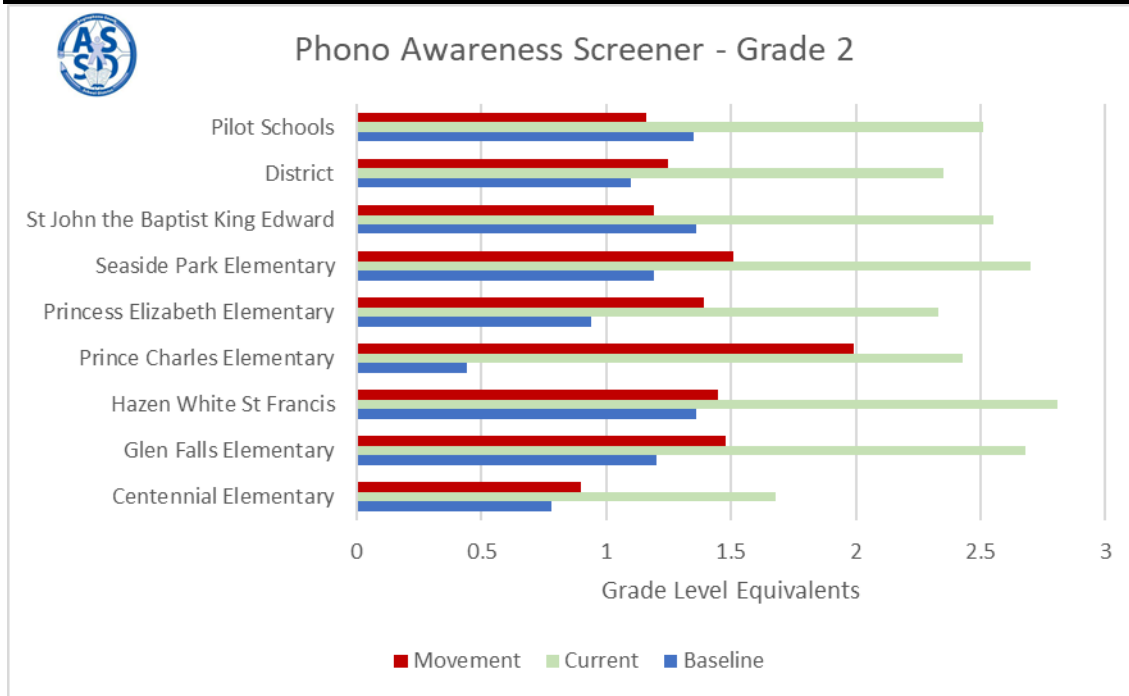


Phono Awareness Screener - Kindergarten



Phono Awareness Screener - Grade 1





Grade Level Equivalency Analysis

Knowing the expected end of year performance on these assessments, it is possible to compute each student’s grade level equivalency based on how far along they are in the skills progression. Using this ability, the average grade level equivalency was computed for the students in each grade across all 7 schools.

The grade level equivalency is calculated based on the expected number of skills a student will master inside of a given school year. For instance, on the Phonological Awareness assessment, kindergarten students are expected to master 10 skills by the end of their kindergarten school year. A student that has mastered 6 of those skills would be six tenths of the way to the goal, or 0.6 on a grade level equivalency. To come up with the grade level equivalencies shown in the above charts, the grade level equivalency for each student was calculated and then the average of all students in the project determined.

When looking at the QPS grade level equivalency for kindergarten, it should be noted that there are four skills kindergarten students are expected to master in the first year and that the first two of these skills are typically not mastered until after the midpoint of the school year. Therefore, we expect to see this number rise quickly in the second half.

Keep in mind that the goal for a kindergarten student would be to reach 1.0 by the end of this school year, for a grade 1 student to reach 2.0 and for a grade 2 student to reach 3.0 by the end of the school year.



Numeracy – Term Based Assessment of Proficiency in Numeracy Outcomes



In numeracy, students were assessed on their mastery level of term-based outcomes. The tables below show the data from the final collection point that coincided with the end of term 3. The outcomes tracked increased in complexity as the year progressed. It was anticipated that achievement would dip slightly in term 2 followed by a rebound in term 3. This was indeed the case for most outcomes across K-2.

It is important to remember that teachers have discretion regarding when outcomes are taught throughout the year based on the individual needs of their students. In some cases where the final percentage decreased, this was likely due to relatively few teachers reporting achievement for that outcome in term 2. By third term, teachers have reported student achievement data for all grade-level outcomes.

Current results indicate excellent growth toward mastery of grade-level outcomes K-2. This level of growth was particularly significant given the unique and varied challenges faced throughout this school year. These results are a strong indicator of student readiness to proceed to the next grade level equipped with the prerequisite skills needed to engage in new learning. In the Fall, teachers will also be equipped with the data necessary to provide differentiated targeted instruction based on each child’s unique and individual needs from the very first day!



Kindergarten - End of Term Results

| | N1 | N2 | N3 | N4 | N5 | PR1 |
|---------------------------------|-------------------------------------|---|--|--|--|---|
| | Understand number sequences 0 to 10 | Subitizing 1-5 objects in familiar arrangements | Relate a numeral to it's respective quantity, 6-10 | represent / describe numbers, 6-10 with 5 as a benchmark | Compare quantities 0-10 using 1-1 correspondence | Identify, create, reproduce, extend repeating patterns with manipulatives |
| Centennial Elementary | 93% | 86% | 97% | 87% | 69% | 89% |
| Glen Falls Elementary | 93% | 86% | 97% | 87% | 69% | 89% |
| Hazen White St Francis | 87% | 93% | 93% | 90% | 85% | 92% |
| Prince Charles Elementary | 79% | 93% | 95% | 90% | 76% | 88% |
| Princess Elizabeth Elementary | 85% | 92% | 88% | 88% | 88% | 81% |
| Seaside Park Elementary | 90% | 90% | 93% | 89% | 90% | 87% |
| St John the Baptist King Edward | 94% | 93% | 93% | 92% | 92% | 88% |
| District | 87% | 90% | 94% | 89% | 81% | 88% |
| Pilot Schools | 94% | 98% | 98% | 87% | 100% | 93% |

Grade 1 - End of Term Results

| | N1 | N2 | N3 | N4 | N5 | N6 | N7 | N9 | N10 | PR3 | SS2 |
|---------------------------------|---|--|--|--|---|--|--|---|--|---|--|
| | Number sequences 0 to 20 FWD/BWD by 1's, FWD by 2's | Subitizing 1-10 objects in familiar arrangements | Demonstrate understanding of counting principles | Represent/describe numbers to 20. Number words to 10 | Compare sets to 20 using referents and 1-1 correspondence | Estimate quantities to 20 using referets | Represent a given number using a variety of equal groups (0 to 20) | Addition with sums to 12 & corresponding subtractions | Mental math strategies for +/- facts to 10 | Describe equality as a balance and inequality as an imbalance | Sort 3D objects and 2D shapes using one attribute and explain the sorting rule |
| Centennial Elementary | 97% | 92% | 95% | 89% | 86% | 88% | 79% | 73% | 66% | 100% | 93% |
| Glen Falls Elementary | 84% | 76% | 91% | 90% | 84% | | 70% | 57% | 43% | 87% | 100% |
| Hazen White St Francis | 96% | 98% | 93% | 93% | 95% | 79% | 100% | 83% | 66% | 100% | 84% |
| Prince Charles Elementary | 63% | 78% | 75% | 54% | 61% | 59% | 49% | 40% | 46% | 55% | 63% |
| Princess Elizabeth Elementary | 91% | 89% | 91% | 91% | 90% | 69% | 65% | 69% | 65% | 100% | 100% |
| Seaside Park Elementary | 83% | 88% | 87% | 77% | 79% | 80% | 80% | 79% | 76% | 88% | 85% |
| St John the Baptist King Edward | 75% | 76% | 77% | 78% | 78% | 82% | 61% | 69% | 65% | 77% | 82% |
| District | 84% | 86% | 87% | 82% | 82% | 76% | 72% | 67% | 61% | 87% | 87% |
| Pilot Schools | 92% | 92% | 84% | 60% | 80% | 50% | | 72% | 74% | | |



When Children Succeed

Project Update

Grade 2 - End of Term Update

| | N1 | N4 | N6 | N7 | N9 | N10 | PR3 | SS3 | SS6 |
|--|---|---------------------------------------|---|--|--|--|--|---|---|
| | Number sequences FWD/BWD 0-100 by 2's, 5's & 10's | Represent and describe numbers to 100 | Estimate quantities to 100 using referets | Illustrate the meaning of place value for numerals to 50 | Add & corresponding subtraction with answers to 100 using strategies | Mental math strategies for facts to 18 | Meaning of equality and inequality using manips & diagrams | Compare/order objects by length, height, distance around using non-standard units | Sort 2D shapes and 3D objects using two attributes and explain the sorting rule |
| Centennial Elementary | 70% | 76% | 60% | 71% | 49% | 48% | 62% | 35% | 35% |
| Glen Falls Elementary | 86% | 89% | 53% | 80% | 44% | 42% | 78% | 86% | 86% |
| Hazen White St Francis | 92% | 89% | 83% | 91% | 83% | 72% | 50% | 67% | 67% |
| Prince Charles Elementary | 80% | 88% | 67% | 73% | 52% | 53% | 89% | 89% | 89% |
| Princess Elizabeth Elementary | 78% | 73% | 68% | 81% | 49% | 61% | 78% | 92% | 92% |
| Seaside Park Elementary | 94% | 88% | 68% | 100% | 62% | 87% | 94% | 75% | 75% |
| St John the Baptist King Edward | 70% | 63% | 56% | 79% | 49% | 47% | 90% | 62% | 62% |
| District | 81% | 81% | 65% | 82% | 55% | 58% | 77% | 72% | 72% |
| Pilot Schools | 67% | 72% | 74% | 75% | | 51% | 98% | | 100% |



Attendance

Since our last update, students have had a run of school without unforeseen interruptions that we have not had since before the pandemic. This run of time without any interruptions to schooling has allowed for larger increases in student achievement and it has also seen some schools improve the chronic absenteeism rates of their students.

A letter with respect to the value of attendance and the importance of attendance for children to fully benefit from the WCS project was sent home with students after they returned from the March break. Attendance continues to be closely monitored and continues to be one of the bigger challenges faced by our school system and in particular our WCS schools.



Percentage of Chronically Absent Students by Grade - YTD June

| | K | 1 | 2 |
|--------------------------------------|------------|------------|------------|
| Centennial Elementary | 34% | 48% | 65% |
| Glen Falls Elementary | 44% | 44% | 23% |
| Hazen White St Francis | 84% | 63% | 89% |
| Prince Charles Elementary | 86% | 81% | 67% |
| Princess Elizabeth Elementary | 63% | 54% | 60% |
| Seaside Park Elementary | 38% | 37% | 38% |
| St John the Baptist King Edward | 58% | 45% | 48% |
| WCS Schools | 52% | 48% | 52% |
| Pilot Schools | 30% | 54% | 30% |
| ASDS Elementaries | 36% | 33% | 34% |
| WCS Schools (Pre-Covid) | 38% | 26% | 28% |
| Pilot Schools (Pre-Covid) | 9% | 5% | 8% |
| ASDS Elementaries (Pre-Covid) | 7% | 8% | 7% |



Next Steps

The When Children Succeed project will continue to be funded for the 2022-23 and 2023-24 school years. The project will continue to track attendance and achievement in numeracy and literacy. In literacy, the project will continue to track two pillars of the Building Blocks of Reading: phonics and phonological awareness. Provincially, work is being done to identify best measures to track student progress in the other three pillars of the Building Blocks of Reading (fluency, vocabulary, and reading comprehension). Developments provincially will influence any additional literacy measures that will be tracked as part of the project moving forward.

In numeracy, schools will continue to use the formative assessment snapshots that were used to measure student achievement in numeracy during the 2021-22 school year. This data will be used at a school level only. Moving forward, schools will report numeracy achievement via a baseline and end of year benchmark to measure overall achievement, and end of term screeners to measure student progress each term.

Student attendance will continue to be tracked as part of the project, and ASD-S will work with schools to promote the When Children Succeed project and the importance of student attendance to ensure students can achieve academic success.