

When Children Succeed

Anglophone School District South



Project Overview

The When Children Succeed project focused on the literacy and numeracy achievement of K-2 students in the seven inner city Saint John elementary schools (Centennial, Glen Falls, Hazen White St. Francis, Princess Elizabeth, Prince Charles, Saint John the Baptist King Edward, and Seaside Park), with additional funds and program support provided by BCAPL.

Dedicated funding was used to increase staffing at each school, and the schools- in consultation with district office -determined how the funding would be deployed. Schools chose to use staffing to increase teaching, educational support services, guidance, and administrative support. All schools were required to have a full time Co-Teacher position that was dedicated to organizing and leading the data collection components of the project, leading daily professional learning community meetings for teachers to review student data and set long and short-term goals, as well as help coordinate any professional learning that was required to contribute to the overall project success.

ASD-S assigned a School Improvement Coordinator to oversee the project and work with each school's Co-Teacher to ensure project milestones and teacher professional learning needs were met. District numeracy and literacy coaches and coordinators were available to provide ongoing professional learning support to the Co-teacher and K-2 teachers.

Data Collection

Literacy and numeracy achievement data was formally collected and analyzed monthly. In literacy, the focus was student reading and mastery of two pillars of the Building Blocks of Reading: phonological awareness and phonics. These skills are measured using the Phonological Awareness Screener (PAA) and the Quick Phonics Screener (QPS). These tools provide teachers with timely data that can be used to inform instruction, while also providing grade level end of year benchmarks.

In numeracy, students are measured using numeracy achievement snapshots which measure attainment of numeracy outcomes that have been taught. Each month, numeracy data is gathered formally based on what outcomes have been taught, and how students have achieved on those specific outcomes.

Literacy – Quick Phonics and Phonological Awareness Assessments

Project Targets: 90% of students will meet grade level expectations on the Quick Phonics Screener and Phonological Awareness Screener by June 2021.

Progress continues to be seen when measuring students' literacy skills with the QPS and the PAA. The tables shown below indicate the percentage of students that have reached the end of grade level expectation for each assessment. Please note the PAA is measuring more basic skills that are necessary for reading and therefore progress on that assessment would be expected to be quicker than for the QPS assessment.

Phono Screener - % of Students at or Above End of Year Expected Level

	Baseline	October	December
Kindergarten	2%	2%	8%
Grade 1	22%	38%	55%
Grade 2	9%	23%	37%

QPS Screener - % of Students at or Above End of Year Expected Level

	Baseline	October	December
Kindergarten	1%	3%	8%
Grade 1	7%	8%	13%
Grade 2	6%	9%	13%

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:

Phono Screener - Grade Level Equivalency

	Baseline	October	December
Kindergarten	0.14	0.30	0.45
Grade 1	0.99	1.39	1.70
Grade 2	1.10	1.51	1.78

Please note 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.

QPS Screener - Grade Level Equivalency

	Baseline	October	December
Kindergarten	0.03	0.10	0.19
Grade 1	0.50	0.62	0.85
Grade 2	1.00	1.15	1.34

Numeracy – Term Based Assessment of Proficiency in Numeracy Outcomes

Project Targets: 90% of students will achieve taught outcomes by the end of each term. Term reports occur in November, March, and June.

The most recent collection of data coincided with the end of the first term, therefore the students should ideally be reaching mastery in this data collection cycle. Below are the numeracy results collected:

Numeracy - % of Students at or Above Current Expected Level

	Baseline	October	December
Kindergarten	56%	72%	72%
Grade 1	52%	76%	82%
Grade 2	40%	53%	67%

