



## **Annual Report on Early Literacy: 2018-19**

**To:** Program and School Services Committee

**Date:** 1 May, 2019

**Report No.:** 05-19-3632

### **Strategic Directions**

- Transform Student Learning
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Provide Equity of Access to Learning Opportunities for All Students

### **Recommendation**

It is recommended that the Annual Report on the Multi-Year Strategic Plan Early Literacy Action Plan for 2018-19 be received for information.

### **Context**

The early years are an important formative period during which experiences and environments strongly influence childhood development. Ensuring all students have a strong foundation of early literacy and numeracy is an essential component of TDSB's approach to challenging streaming by setting high expectations and increasing access to programming and supports. This not only contributes to students' achievement, it also contributes to their well-being. Within the Toronto District School Board's (TDSB) Multi Year Strategic Plan (MYSP) Action Plans there are specific actions aimed at improving literacy and numeracy skills among students in Kindergarten to Grade 2.

The Early Literacy Annual Report – 2018-19 is included in Appendix A. The report provides details on the implementation of specific actions in the Early Literacy Action Plan (Appendix B) by describing the current system supports for early literacy, a status report on reading achievement in the primary grades and actions for continuous improvement.

## **Overview of System Supports for Early Literacy**

There are a variety of system supports in place to help with achievement of the Early Reading goal. These resources provide direct support to educators and/or students across the district.

### *Early Reading Coaches & K-12 Coaches*

The primary goal of early reading coaches and K-12 coaches is to improve literacy achievement. This is accomplished by working collaboratively with teachers and principals to deepen understanding of the reading and writing process and to extend their repertoire of teaching and learning strategies.

### *Partnerships Between Speech and Language Pathologists and Other Professionals & Early Literacy Teams*

Strong oral language skills are the foundation for reading and writing. The Early Years Department is piloting programs where Speech and Language Pathologists instruct both Kindergarten and Grade 1 students and educators to develop specific oral language skills (i.e., phonemic awareness, phonics, fluency, oral language skills, vocabulary, and comprehension).

### *Ongoing Professional Learning for Educators and Leaders*

Targeted professional learning for staff is essential to ensure that staff are equipped with the strategies, tools and resources to make the systemic transformation that will address achievement gaps, improve access to opportunities and change outcomes for underserved students. It is an important vehicle for ensuring that staff collectively challenge and address persistent opportunity and outcome gaps and create a classroom culture that is responsive, respectful and engaging for all students regardless of their identity and experiences. Professional learning is a shared responsibility and is led by school-based, Learning Centre and central staff.

### *Formal Early Literacy Interventions for Students*

Even with effective classroom instruction, approximately 6-10% of students will require additional personalized teaching to become literate. The Early Literacy Action Plan (Appendix B) commits to increasing the number of schools that have access to a literacy intervention in order to assist more students to become literate. There is significant research that indicates that the delivery of evidence-based interventions has been found to be effective (National Educational Psychological Service, 2012). There are four formal interventions in TDSB schools:

- Reading Recovery™
- Levelled Literacy Intervention (LLI)
- Empower™ Reading

- Early Reading Intervention (ERI)

## Results for Reading by the End of Grade 1

As described in the MYSP Action Plans, it is our expectation that everyone improves – students and educators. The School Improvement Process, referenced throughout the MYSP Action Plans, is the only place where meaningful and positive change in classroom practice can be created. The results described below provide evidence of progress in student learning that can be documented at the system level and reflections from some of the educators engaged in professional learning related to early literacy.

TDSB Report Card data reveals gradual increases in reading achievement between Grade 1 and Grade 3, and into the older grades. There is alignment between Grade 3 Reading Report Card results and the trend in the results of the Education Quality Accountability Office's (EQAO) Primary Assessment. The chart below shows a comparison between achievement in reading on Report Cards and on the Primary EQAO Assessment over two years.

School Year		EQAO Reading	TDSB Grade 3 Reading Report Card
17-18	TDSB	75%	74%
	Province	75%	unknown
16-17	TDSB	75%	74%
	Province	74%	unknown

TDSB Reading Report Card data for 394 schools (serving students in Grades 1 & 2) illustrates the following positive trend in improvement between the 2015-16 and 2017-18 school years:

- 312 schools (79%) improved their reading results
- 18 schools (5%) had the same results
- 64 schools (16%) declined reading results from Grade 1 to 2

Additionally, 251 out of the 394 schools, or 64%, had at least a 5% improvement in reading from Grade 1 to 2.

The chart below shows the cohort data for the students that were in Grade 1 in 2017-18 and their first term Grade 2 reading data.

### Cohort Tracking: from Grade 1 Reading in 2017-18 to Grade 2 Reading in 2018-19 on Report Cards

Grade/ Term	Report Card Level	TDSB (N=15,520)	
		Count	Percent
<b>Gr. 1 (2017-18) Progress</b>	Progressing Very Well	2114	<b>14%</b>
	Progressing Well	9004	<b>58%</b>
	Progressing With Difficulty	4402	<b>28%</b>
<b>Gr. 1 (2017-18) Term 1</b>	Level 4	3456	<b>22%</b>
	Level 3	5963	<b>38%</b>
	At/Above Standard	9419	<b>61%</b>
	Level 2	3856	<b>25%</b>
	Level 1	1793	<b>12%</b>
	R	389	<b>3%</b>
	Other	63	<b>0.4%</b>
<b>Gr. 1 (2017-18) Term 2</b>	Level 4	4731	<b>30%</b>
	Level 3	5889	<b>38%</b>
	At/Above Standard	10620	<b>68%</b>
	Level 2	3153	<b>20%</b>
	Level 1	1356	<b>9%</b>
	R	334	<b>2%</b>
	Other	57	<b>0.4%</b>
<b>Gr. 2 (2018-19) Progress</b>	Progressing Very Well	2195	<b>14%</b>
	Progressing Well	9798	<b>63%</b>
	Progressing With Difficulty	3527	<b>23%</b>
<b>Gr. 2 (2018-19) Term 1</b>	Level 4	3992	<b>26%</b>
	Level 3	6912	<b>45%</b>
	At/Above Standard	10904	<b>70%</b>
	Level 2	3287	<b>21%</b>
	Level 1	1035	<b>7%</b>
	R	240	<b>2%</b>
	Other	54	<b>0.3%</b>

The data in the Cohort Tracking Report (above) indicates that the number of students reading at the Provincial Standard (B- and above) increases between Term 1 in Grade 1 to Term 1 in Grade 2. The greatest improvement is seen between Term 1 and Term 2 in Grade 1. The number of students not reading decreases from Term 1 in Grade 1 to Term 1 in Grade 2. This data shows that overall students undergo an intense period of literacy development between Grades 1 and 2.

While there have been gains in reading, specific groups of students continue to be underserved and struggle to become literate at the same time as most of their peers. Although a complete analysis of the demographic profile of students who are not meeting success in the early years has not recently been undertaken, there is historical

data which aligns with other studies that identify the lowest performing populations of students in TDSB (e.g., Black, Middle Eastern and Latin American students). In order to better serve the historically underserved groups, the TDSB will continue to focus on anti-oppression within the School Improvement Process. School teams will continue to work on addressing and challenging biases in order to remove barriers in program, assessment and evaluation practices.

However, the amount of change that occurs for all students in relation to reading within the Grade 1 year compared to any other year in elementary schools suggests that reading interventions at Grade 1 are critical to potentially disrupting this pattern across our schools. This is not just for Grade 1 success, but for these students in general from Grade 1 to Grade 12. We know reading is a foundational skill that is critical to academic achievement and increases in importance as students advance in age/grade. By establishing a foundation in reading through effective intervention in early reading, students are more likely to achieve immediate success in each subsequent term, thus establishing a different academic trajectory as they move through their schooling.

### **Results of Educator Professional Learning**

Based on documentation and evidence collected by a variety of professional learning leaders, there has been a positive impact on teaching practice from the focus on early literacy. The evidence indicates that educators are increasingly becoming more proficient in using various tools and strategies to assess early reading and in planning their teaching moves based on student data. The documentation also indicates that educators are becoming more attentive to the conditions that support early literacy success (e.g., the learning environment, use of instructional time, intentional small group instruction, resources that represent student's lived experiences and interests, honouring of home languages, and opportunities for authentic oral language experiences). Furthermore, educators are becoming more attuned to the role of bias in assessment practices and are more determined in interpreting documentation and evidence by consulting various perspectives, including families and colleagues. The evidence also shows that as K-1 teachers become more skilled in quality early literacy teaching and assessment, they are better able to assist their students in reaching the goal of reading by the end of Grade 1.

### **Action Plan and Associated Timeline**

1. Develop and implement research frameworks to monitor the effectiveness of the interventions on accelerating students' literacy development, specifically Empower and Levelled Literacy Intervention (LLI).

2. Coach principals and school teams in implementing strategies to engage and strengthen family-community partnerships and foster student achievement through equity and an anti-oppressive framework.
3. Work with Learning Centres to offer school teams the opportunity to participate in an Early Reading Additional Qualification Course (AQ).
4. Organize and co-facilitate training in reading interventions as required, and guide principals and superintendents in effective implementation and monitoring for impact.
5. Collaboratively build the capacity of both school-based staff and K-12 Coaches on a variety of important practices such as: knowledge of equitable practices in early literacy assessment, monitoring evidence of impact and effective instruction.
6. Continue to seek ways to expand early literacy interventions beyond Reading Recovery, which may include using the current Reading Recovery allocation differently, to serve more students. This includes additional strategies to meet the needs of those students for whom the goal is to develop their functional literacy skills.
7. Develop a framework to study the impact of LLI and Empower™ Reading and other system strategies on student learning.

## **Resource Implications**

Significant resources have been devoted to providing supports for early literacy at the school and system level. The Early Years has been identified as one of the strategic drivers during the 2019 budget process. The Board has yet to determine a final budget for 2019-20.

## **Communications Considerations**

Not applicable.

## **Board Policy and Procedure Reference(s)**

P022: Early Learning and Care

## **Appendices**

Appendix A: The Early Literacy Annual Report – 2018-19

Appendix B: Early Years - Literacy & Numeracy Action Plan (TDSB MYSP Action Plans)

**From**

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**Research Citations**

1. Report of the Expert Panel on Early Reading in Ontario (2003). Queen's Printer: Ontario.
2. The Third Teacher (2012). The Literacy & Numeracy Secretariat Monograph. Queen's Printer: Ontario.
3. National Educational Psychological Service (2012). Effective Interventions for Struggling Readers: A Good Practice Guide for Teachers.



# The Early Literacy Annual Report 2018 - 2019



## TDSB's Multi-Year Strategic Plan – Early Literacy & Numeracy Action Plan

The early years are an important formative period during which experiences and environments strongly influence childhood development. Ensuring all students have a strong foundation of early literacy and numeracy is an essential component of TDSB's approach to challenging streaming by setting high expectations and increasing access to programming and supports. This not only contributes to students' achievement, it also contributes to their well-being. Within the Toronto District School Board's (TDSB) Multi Year Strategic Priorities (MYSP) Action Plans there are specific actions to improve literacy and numeracy skills among students in Kindergarten to Grade 2.

### Early Literacy Goal:

**All students, regardless of social identity, will read at level by the end of Grade 1 with fluency, comprehension and enjoyment.**



## The Importance of Effective Early Literacy Instruction for All Children

When a child enters Kindergarten, it is the educators' responsibility to engage students in meaningful literacy instruction in order to develop confident and literate students. Effective daily literacy instruction is critical in preventing most reading difficulties. Although many staff share responsibility for creating a supportive learning environment, it is the teacher who has the greatest opportunity and most direct responsibility for providing the instruction that inspires and enables the child to become a confident and engaged reader (Report from The Expert Panel in Early Reading in Ontario, 2003). Effective classroom instruction in the early grades is key to creating strong, competent readers and to preventing reading difficulties.

The TDSB's Expected Practice Series in Literacy - K-12, describes the instructional approaches that are evidence-based and support students' literacy development. To be truly literate in today's world children are being asked to do more than read the words on the page. "They must be taught a repertoire of strategies to enable them to move beyond basic comprehension skills to understanding and using texts on several levels for a range of

purposes in a range of technologies" (The Literacy & Numeracy Secretariat's Monograph: The Third Teacher, 2012). The number of children who require more intensive reading and writing interventions can be decreased by ensuring that every student has access to effective classroom instruction and assessment that focuses on the development of oral language skills, student voice, use of texts that reflect the identities and lived experiences of the students and varied ways of communicating thinking. All professional learning in TDSB must focus on the effective implementation of these practices.

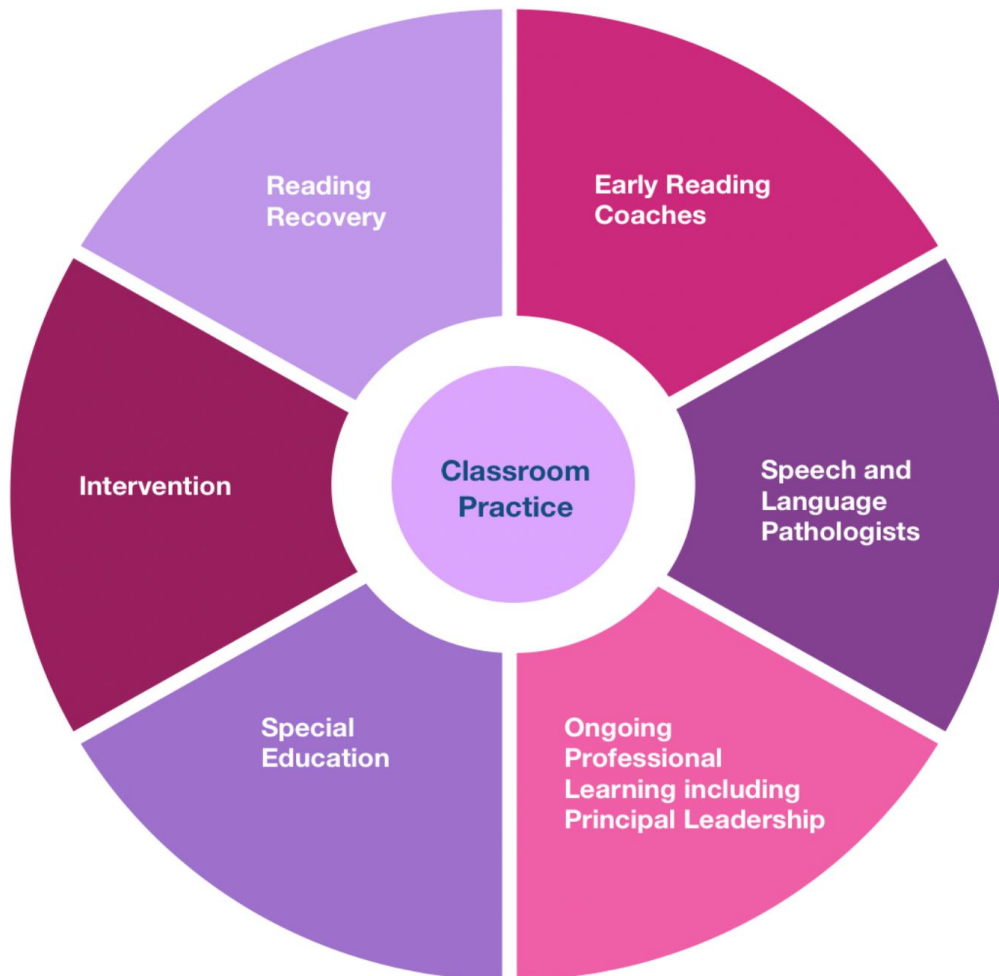
The School Improvement Process, referenced throughout the MYSP Action Plans, is the only place where meaningful and positive change in classroom practice can be created and sustained. Every school has an achievement goal. Many schools have achievement goals focused on improving early reading skills and have identified the students who are not achieving based on their own school data. Schools are making progress in identifying a complementary equity goal which identifies the staff learning required to close gaps among over-represented groups of learners. As staff, we think about our students, our teaching methods, and the conditions for learning from our own perspectives and beliefs. Schools are using inclusive

design to challenge what is taught, why it is taught and how it is taught (identifying and addressing the hidden curriculum that perpetuates oppression). School improvement is the process through which we can ensure that every student receives the instruction and motivation they require to become literate.



## Overview of System Supports for Early Literacy

This section of the report provides an overview of the strategies in place to support early literacy development and effective literacy teaching.



## Early Reading Coaches

During the 2016-2017 school year, 20 Early Reading Coach (ERC) positions were introduced across the TDSB with the objective of supporting educators to ensure all students are reading at level by the end of Grade 1. An additional eight were added for the 2018-19 school year. ERCs perform many different functions in order to address reading related challenges at the classroom, school, Learning Centre and system levels. Their work is coordinated primarily by staff in the Learning Centres (i.e., superintendents and centrally assigned principals). Their day-to-day activities vary widely depending on the learning needs of students and staff in various schools. Their responsibilities can be broadly categorized under the following coaching functions:

- Reading instruction and assessment of Kindergarten and Grade 1 students
- Co-teaching, modelling and co-planning lessons in classrooms
- Engaging in school improvement planning with school staff related to early literacy
- Moderating student work with educators
- Leading professional learning for K-3 educators across Learning Networks on a variety of topics
- Training teachers and ECEs in early intervention strategies

## Partnerships between Speech and Language Pathologists and Other Professionals & Early Literacy Teams

Strong oral language skills are the foundation for reading and writing. The Early Years department is piloting programs where Speech and Language Pathologists work with both Kindergarten and Grade 1 students and educators to develop specific oral language skills (i.e., phonemic awareness, phonics, fluency, oral language skills, vocabulary, comprehension). Staff work with children in classrooms to deliver and model lessons and co-facilitate professional learning. This partnership builds on the previous pilot projects conducted solely by Speech and Language Pathologists. Approximately 60 schools and 180 educators are involved in the Speech and Language partnership work.

While it is too early to analyze the outcome of these projects, the interim reflections of the educators involved demonstrate a greater awareness of the specific aspects of oral language development and greater confidence when trying new instructional strategies than prior to participating in the project.

## Professional Learning for Educators and School Leaders

### ***Ongoing Professional Learning for Educators and Leaders***

Targeted professional learning for staff is essential to ensure that staff are equipped with the strategies, tools and resources to make the systemic transformation that will address achievement gaps, improve access to opportunities and change outcomes for underserved students. It is an important vehicle for ensuring that staff collectively challenge and address persistent opportunity and outcome gaps and create a classroom culture that is responsive, respectful and engaging for all students regardless of their identity and experiences. Professional learning is a shared responsibility and is led by school-based, Learning Centre and central staff.

#### ***Educator Learning***

The following professional learning opportunities were provided to teachers and DECEs across the TDSB facilitated by the Early Years Team. They were focused on three important areas of early literacy a) teaching strategies b) equitable assessment and c) intervention training. These sessions supplemented the professional learning led by the Early Reading Coaches. The numbers in brackets show the total number of participants.

- Levelled Literacy Instruction (LLI) Training (570)
  - Oral Language Instruction and Vocabulary Development (225)
  - Understanding Comprehensive Literacy Process in Inclusive Design (28)
  - New Horizons Conference: Exploring the Landscape of Equity in the Early Years (200)
- Reading Part 1 and 2 - Additional Qualification Program for Primary Teachers (30)
  - Assessment Focused Learning: Professional Learning: Observation Survey of Early Literacy Achievement, Running Records and Pedagogical Documentation (279)





### ***For DECEs***

There were a total 912 DECE participants in the professional learning workshops outlined below.

- Early Reading Interventions
- Working with Culturally Relevant and Responsive Mentor Text
- Inquiry and Literacy in French Immersion Kindergarten
- Shared Reading: The Heart of the Kindergarten Literacy Program
- How Might We Embrace Student Identity in Kindergarten?
- Using Inclusive Design to Develop Oral Language and Literacy Behaviours in a French Immersion Context
- Culturally Relevant and Responsive Pedagogy in the Early Years
- Decolonizing the Classroom Environment through Indigenous Ways of Knowing
- Vocabulary: The Biggest Bang for your Buck
- Coding in Kindergarten
- Moving Readers and Writers Forward in Kindergarten
- Reading, Writing and Inquiring: Doing It All in Kindergarten
- Developing Literacy Skills During Transition Times
- Beyond 'Sound It Out'... Powerful Prompts for Beginning Readers
- Using Inclusive Design to Support Early Literacy Development

### ***School Leadership***

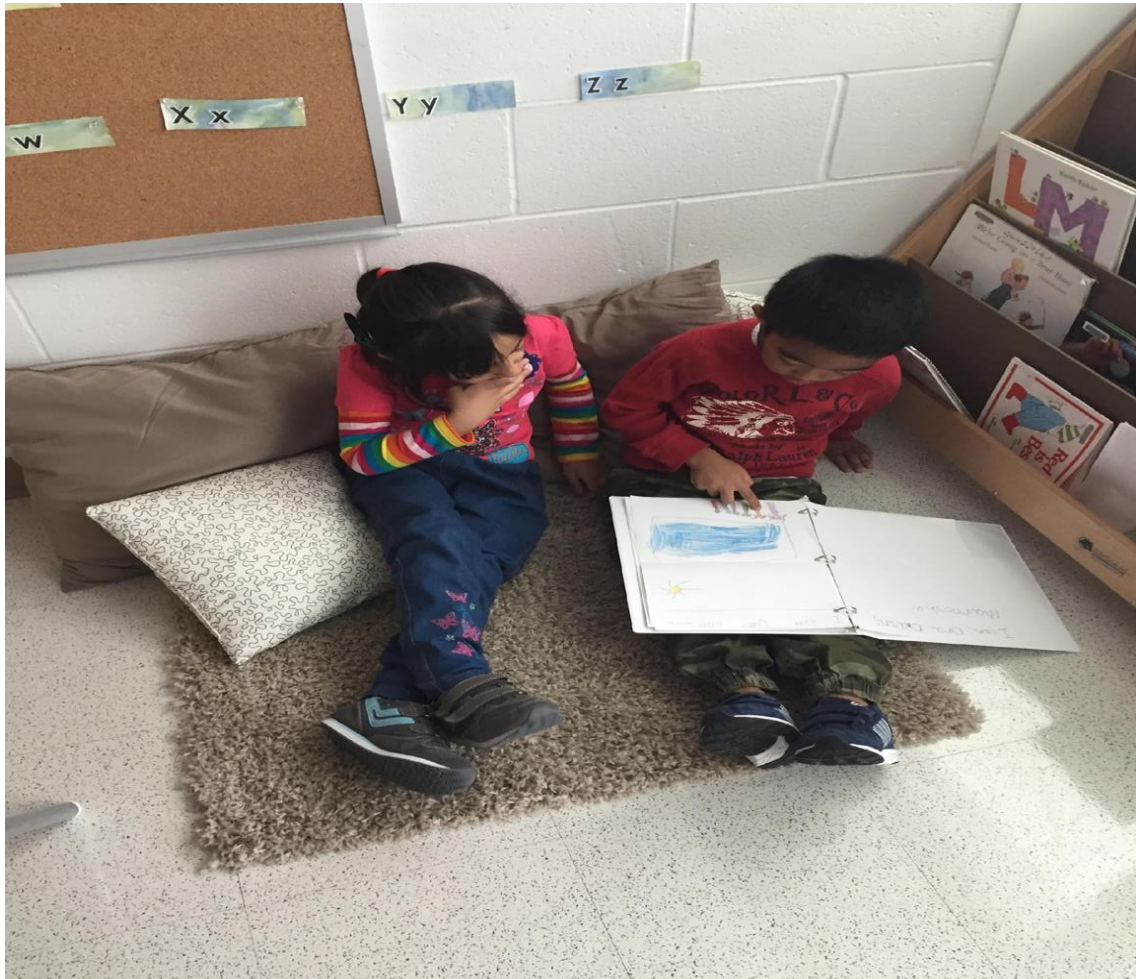
School leadership is an important factor in promoting student success in the early years and beyond. For this reason, additional time and resources have been allocated to supporting principal learning in the early years.

Examples of professional learning for principals offered this year include:

- Newly promoted principal/vice principal learning in early years as part of the Leadership Passport around Access to Opportunities for All
- Monthly webinars specifically for principals/vice principals on leading the literacy learning in their schools
- Coaching supports for transitioning families beyond 'Welcome to Kindergarten' and providing examples of strategies and supports for administrators on how to engage all families in the early years

- Passport to School Leadership:
  - Roles and Responsibilities of Educators in the Kindergarten Program
  - Addressing Equity of Access Mindsets and Vision in Early Years
  - The Conditions for Early Learning
- Leading in Shared Spaces
- Principal to Principal (P2P) a network of school and system leaders meeting monthly to monitor their impact on early literacy with their various work contexts, and;
- Principal Professional Development Course through the Ontario Principal's Council: 'Leading the Kindergarten Program'

The above professional development opportunities meet individual leaders' needs and are complemented by the leadership development focus that takes place during monthly Learning Network meetings led by pairs or triads of Superintendents of Education.



## Formal Early Literacy Interventions for Students

Even with effective classroom instruction approximately 6% to 10% of students will require additional personalized teaching to become literate. The Early Literacy Action Plan commits to increasing the number of schools that have access to a literacy intervention in order to assist more students to become literate. There is significant research that indicates that the delivery of evidence-based interventions has been found to be effective (National Educational Psychological Service, 2012). There are four formal interventions in TDSB schools. They are as follows:

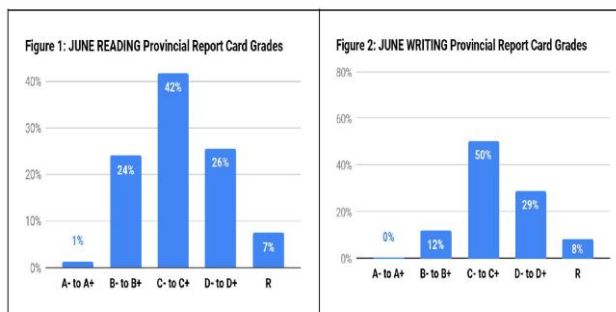
### **Reading Recovery™**

Reading Recovery is a short-term, one-to-one, early intervention that supports Grade 1 students, who are struggling with literacy acquisition. Specially trained Reading Recovery Teachers provide intensive individualized instruction during 30 minute lessons daily to each child, and supplement good classroom instruction for approximately 12-20 weeks. Reading Recovery Teachers typically work with 8-12 students who struggle the most in reading and writing, annually.

In 2017/18, 73 schools were allocated a half time Reading Recovery Teacher. The majority of schools with Reading Recovery are below 200 on the Learning Opportunities Index (LOI). 64% of the schools with Reading Recovery were ranked below 100 on the LOI. A total of 686 students participated in Reading Recovery in the 2017-2018 school year for an average of 17 weeks.

#### Provincial Report Card Results

The graphs below represent the impact of the Reading Recovery intervention on student achievement, as represented by the Provincial Report Card results on reading and writing.



Figures 1 and 2 show that 67% of the students who received Reading Recovery achieved a C- or above on their June report cards in reading, and 62% of the students achieved a C- or above on their June report cards in writing.

*Not all students who receive Reading Recovery instruction graduate from the program at Level 18 or beyond. Some students do not have sufficient time left in the school year to finish the required number of weeks in the program, they move schools or are referred to other literacy services i.e., Speech and Language.*



### Early Reading Intervention (ERI)

Early Reading Intervention (ERI) is a nine-week series of lessons that provide a structure for one-to-one reading which supports adults who are not Teachers in providing supplementary reading experiences with children. The training has been offered to Designated Early Childhood Educators, Special Needs Assistants, Educational Assistants and volunteers to use with children in Senior Kindergarten to Grade 2. Sessions involve rereading familiar text, reading unfamiliar text, reviewing words and word patterns. Since 2017, there have been 1278 staff have been trained in ERI. A total of 198 additional staff have been trained this school year.

### Leveled Literacy Intervention (LLI)

Leveled Literacy Intervention (LLI) is a targeted intervention for small groups of children in Kindergarten to Grade 3 who are experiencing difficulty acquiring the skills required to read with understanding at the appropriate grade level. The program is intended to be taught over an 18-22 week period using leveled and supplementary texts. Teachers work with a small group of children and monitor growth in reading and writing over time. The focus of the work is on building phonological awareness and phonics word work through the reading and rereading of text as well as building the relationship between reading and writing. Since 2017, 550 educators have been trained in LLI and 228 schools have at least one set of resource materials.

### Empower™ Reading

Empower™ is a research-based intervention, developed by staff at the Hospital for Sick Children in Toronto, for students in Grades 2-5. The focus is on teaching struggling readers word identification and word attack skills. The 110-lesson program is designed to be delivered to a group(s) of 4-8 students who are relatively well-matched in terms of age and reading level and is designed to be delivered 4-5 times a week for 50-60 minutes a day. It is not designed for implementation in the regular

classroom. Since 2017, 75 teachers have been trained and there is at least one kit available in 65 schools.



## Results for Reading by the End of Grade 1

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While there have been gains in reading, specific groups of students continue to be underserved and struggle to become literate at the same time as most of their peers. Although a complete analysis of the demographic profile of students who are not meeting success in the early years has not recently been undertaken, there is historical data which aligns with other studies that identify the lowest performing populations of students in TDSB (e.g., Black, Middle Eastern and Latin American students). In order to better serve the historically underserved groups, the TDSB will continue to focus on anti-oppression within the School Improvement Process. School teams will continue to work on addressing and challenging biases in order to remove barriers in program, assessment and evaluation practices.

The focus on improving reading achievement by the end of Grade 1 is important because the achievement gap is more difficult to close as children age. Students who struggle with math and reading are at greater risk of not graduating and/or becoming disengaged from school. It is reasonable to predict that if more students are reading at level by the end of Grade 1, the trend of improvement in the following grades would also increase, thereby raising the bar and closing the gap.

### **Results of Educator Professional Learning**

Based on documentation and evidence collected by a variety of professional learning leaders, there has been a positive impact from the focus on early literacy on teaching practice. The evidence indicates that educators are increasingly becoming more proficient in using various tools and strategies to assess early reading and in planning their teaching moves based on their student data. The documentation also indicates that educators are becoming more attentive to the conditions that support early literacy success (e.g., the learning environment, use of instructional time, intentional small group instruction, resources that represent student's lived experiences and interests, honouring of home languages, opportunities for authentic oral language experiences). Furthermore, educators are becoming more attuned to the role of bias in assessment practices and are more determined in interpreting their documentation and evidence by consulting various perspectives, including families and colleagues. The evidence also shows that as K-1 teachers become more skilled in quality early literacy teaching and assessment, they are better able to assist their students in reaching the goal of reading by the end of grade 1.

## Action Plan and Associated Timeline

1. Develop and implement research frameworks to monitor the effectiveness of the interventions on accelerating students' literacy development, specifically Empower and LLI.
2. Coach principals and school teams in implementing strategies to engage and strengthen family-community partnerships and foster student achievement through equity and an anti-oppressive framework.
3. Work with Learning Centres to offer school teams the opportunity to participate in an Early Reading Additional Qualification Course (AQ).
4. Organize and co-facilitate training in reading interventions as required, and guide principals and superintendents in effective implementation and monitoring for impact.
5. Collaboratively build the capacity of both school-based staff and K-12 Coaches on a variety of important practices such as: knowledge of equitable practices in early literacy assessment, monitoring evidence of impact and effective instruction.
6. Continue to seek ways to expand early literacy interventions beyond Reading Recovery, which may include using the current reading allocation differently, to serve more students. This includes additional strategies to also meet the needs of those students for whom the goal is to develop their functional literacy skills.
7. Develop a framework to study the impact of LLI and Empower™ Reading and other system strategies on student learning.

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## Transform Student Learning

### Early Years – Literacy & Numeracy

#### What is our goal?

All students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment.

All students in Grade 2 will have the required foundational skills and concepts in mathematics through an engaging classroom program.

#### How will we achieve it?

- Create a strategy to support expansion of Extended Day Programs (EDP) in TDSB
- Increase the number of schools (annually) that access a literacy intervention to help more students become literate
- Pilot a program which provides specially trained Speech and Language Pathologists to work with both Kindergarten and Grade 1 students and educators to develop a range of oral language skills
- Focus on the development of early numeracy skills by ensuring each Learning Centre's Math Plan includes strategies focused on early math concepts (K-2)
- Strategically allocate Early Reading Coaches to support those schools with students in greatest need of additional literacy development
- Provide professional learning on equitable assessment, including conscientious re-evaluation of what is assessed, how it's assessed, and how different groups of students are affected
- Integrate equity into all aspects of professional learning
- Offer Reading Part 1 Additional Qualifications course to primary teachers (K-2)
- Support evidence-based, personalized, instruction among the small number students for whom the agreed upon focus is the development of functional literacy skills

#### How will we know we are successful?

- Report card data and classroom assessments will demonstrate improved fluency and comprehension and a decrease in gaps of literacy and numeracy.
- Evidence of fewer gaps in student literacy in K-3 as measured by report card and EQAO data.
- Evidence of impact of Early Reading Coaches on teacher practice and student learning.
- Gaps in achievement and well-being will decrease while the expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- Research tools will demonstrate the implementation of strategies learned in the professional learning into classroom practice.