

TDSB Early Literacy



Program and School Services Committee
May 6, 2020

This presentation provides information included in
The Early Literacy Report (2020)

#05-20-3879

Program & School Services Committee

May 6, 2020

Presented by

Anastasia Poulis – Centrally Assigned Principal – Early Years & Literacy

Lynn Strangway – Superintendent of Education

Colleen Russell-Rawlins - Associate Director of Equity, Well-Being, Early Years & School Improvement

The focus of the report is to provide:

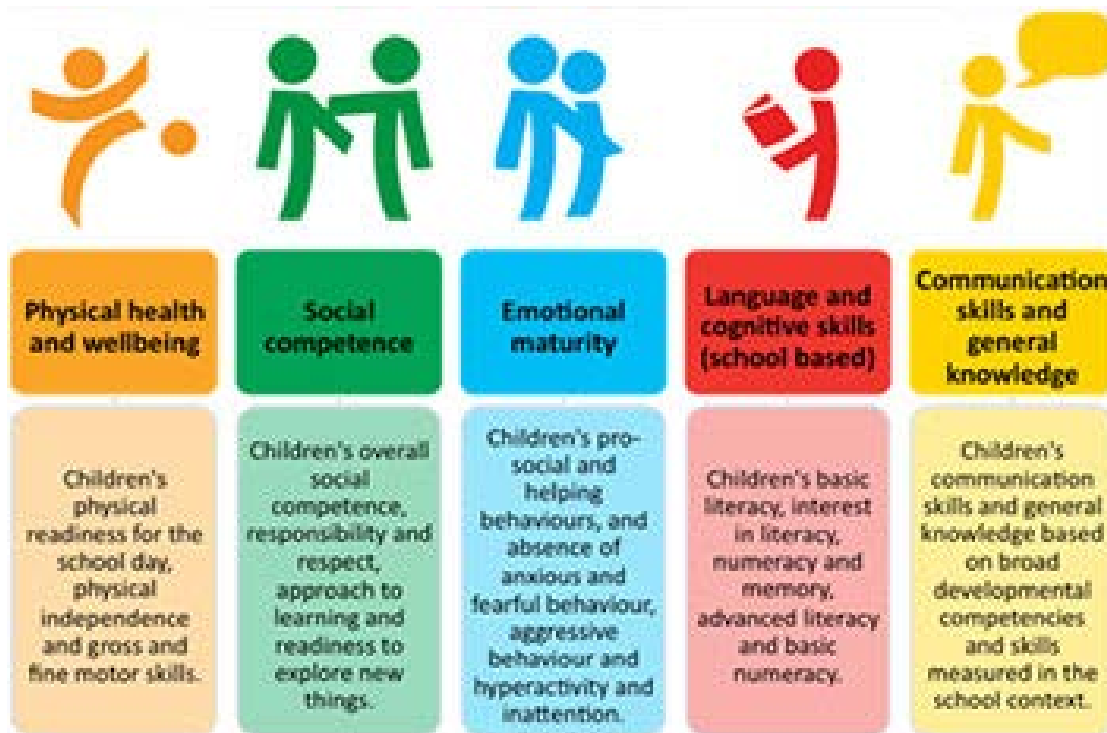
- Results of the provincial administration of the Early Development Instrument (EDI) 2017-2018
- Information on the new model of early literacy intervention

This report does not contain a year-over-year review of student reading results due to labour sanctions and school closures beginning on March 20, 2020 due to the COVID-19 Pandemic.

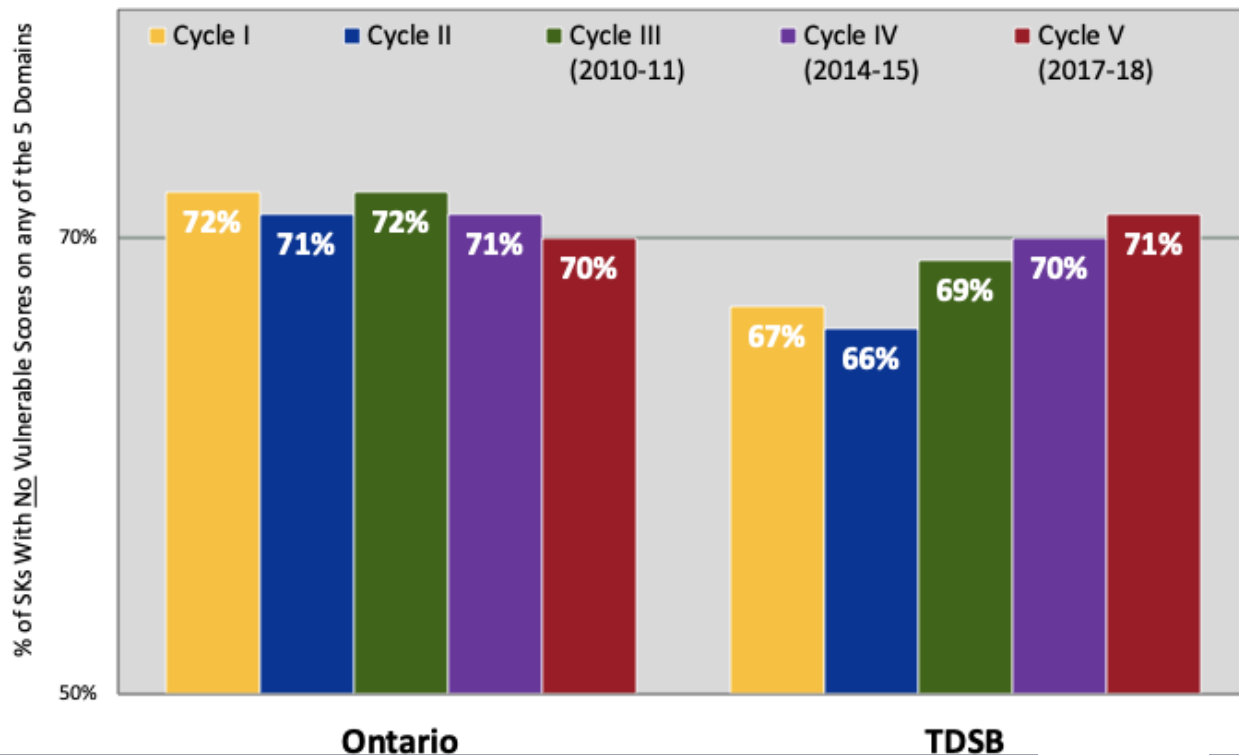
Early Development Instrument Results 17-18

The [EDI is a short questionnaire](#) completed by kindergarten teachers across Canada and internationally which measures children's ability to meet age appropriate developmental expectations.

What does EDI measure?

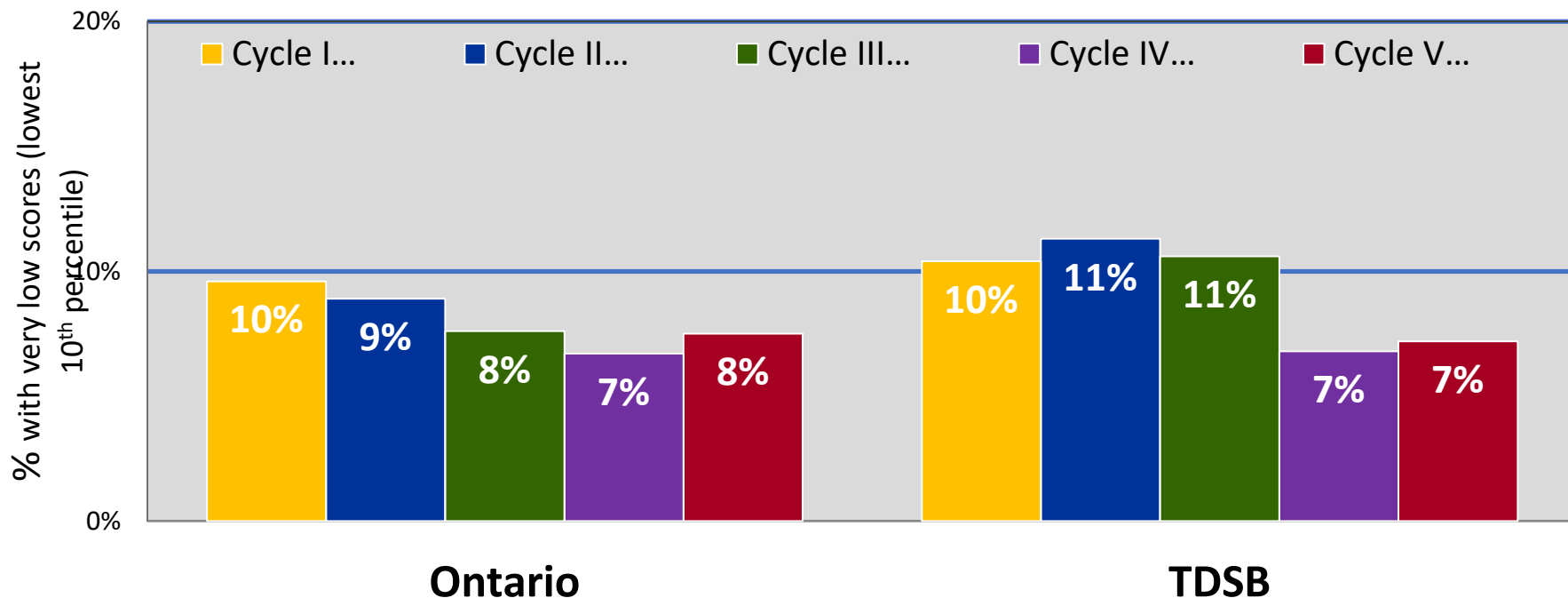


EDI Patterns & Trends Over Time: TDSB versus Ontario



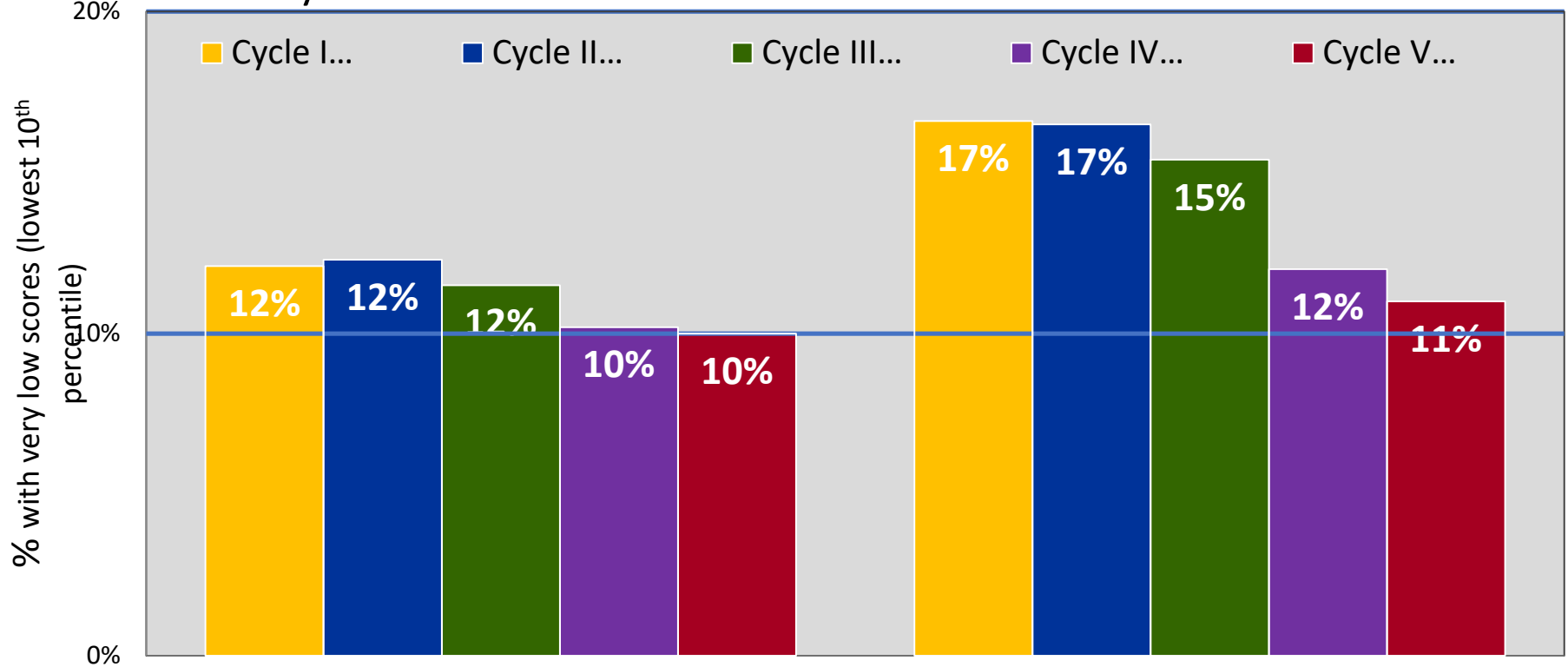
EDI Patterns & Trends Over Time: Language/Cognitive Development

Percent with Vulnerability



Note: Ontario Cycles I-III were each spread over three years – Cycle I was 2003-04 to 2005-06, Cycle II was 2006-07 to 2008-09, and Cycle II was 2009-10 to 2011-12.

EDI Patterns & Trends Over Time: Communication Skills/General Knowledge Percent with Vulnerability



Ontario

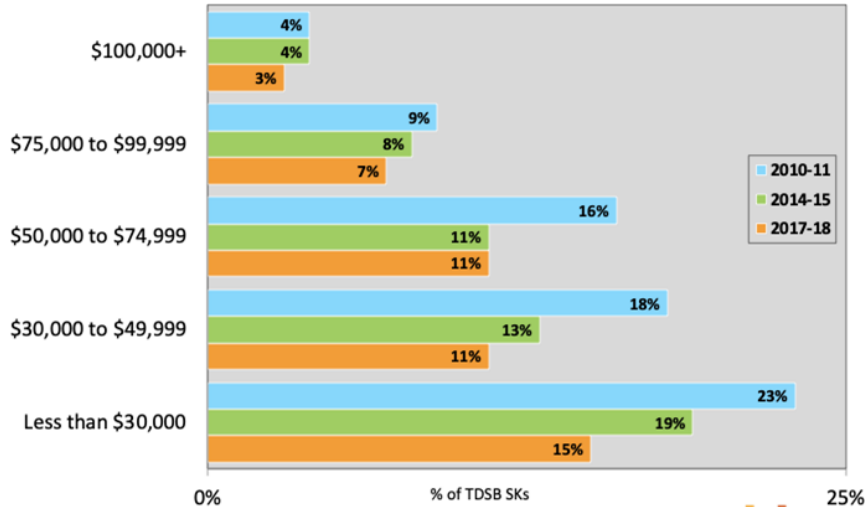
TDSB



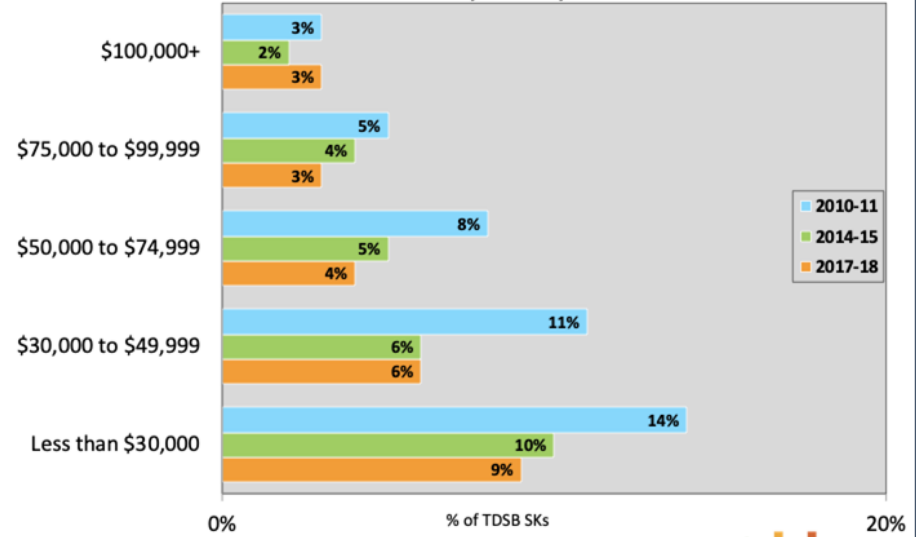
Note: Ontario Cycles I-III were each spread over three years – Cycle I was 2003-04 to 2005-06, Cycle II was 2006-07 to 2008-09, and Cycle III was 2009-10 to 2011-12.

EDI Results by Income

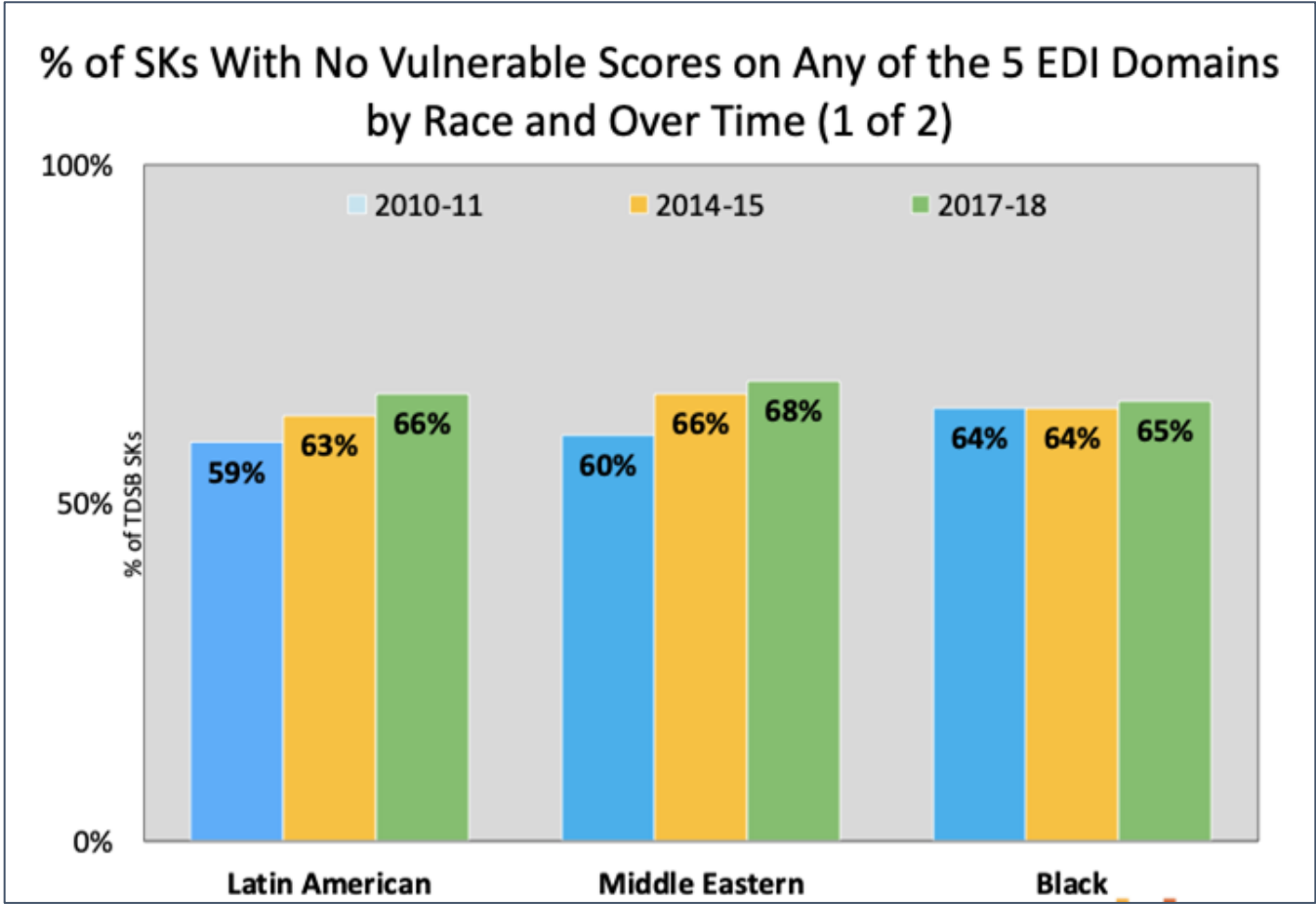
Communication Skills & General Knowledge
SKs Who Were Vulnerable by Family Income Over Time



Language & Cognitive Development
SKs Who Were Vulnerable by Family Income Over Time



EDI Results by Demographic Groups



Early Reading Intervention Model

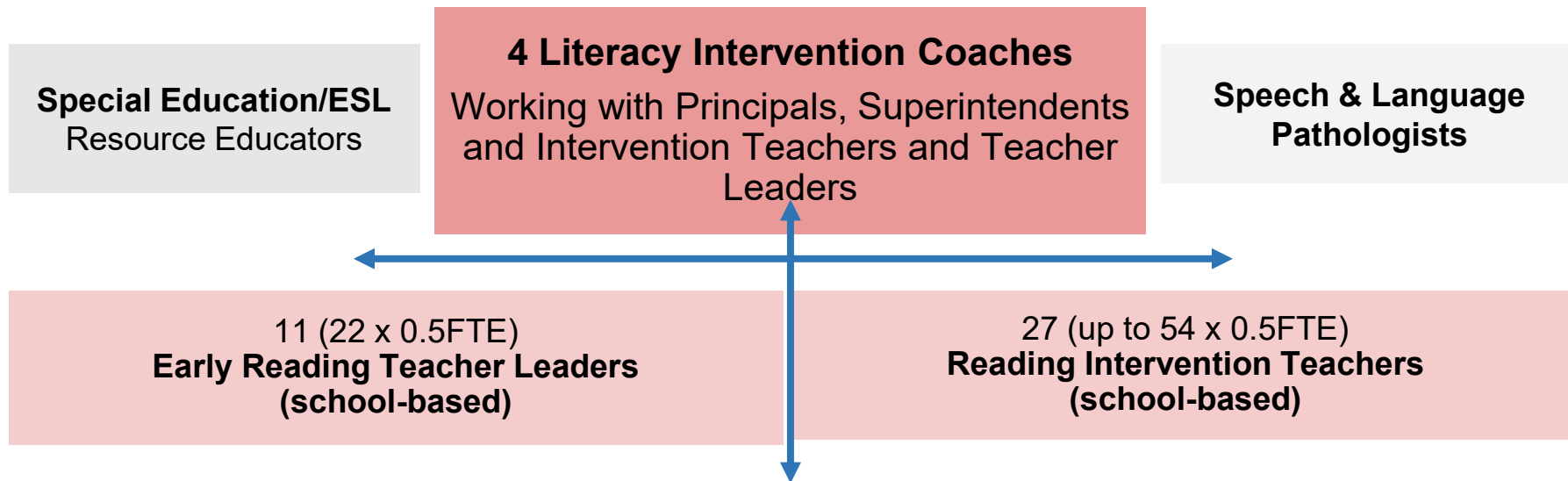


Students Served

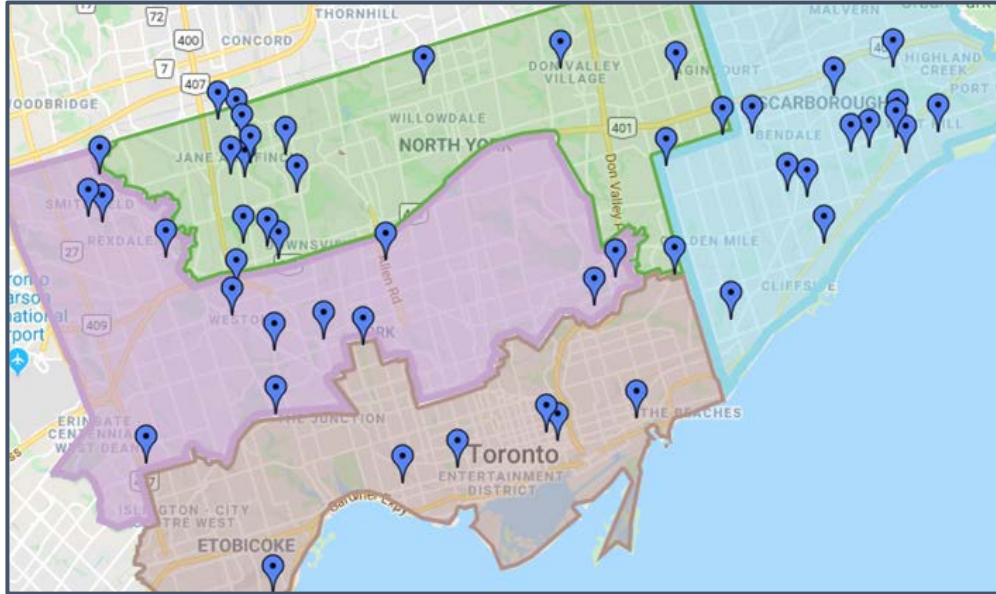
Reading Intervention	Students Served	Selection Criteria
Reading Recovery (2018-2019)	667	The lowest scores as assessed on the Observation Survey
Early Reading Intervention (2020)	1,047	Most vulnerable students, as needed, and using various observational formative assessment tools

Early Reading Intervention Model

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

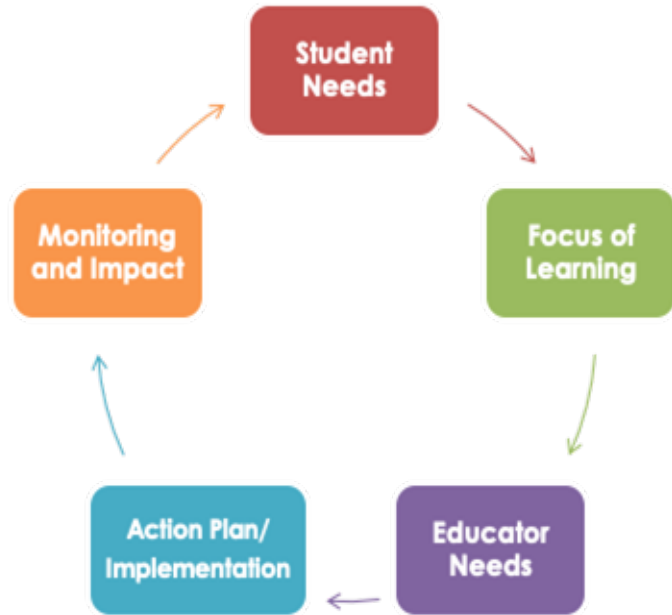


Early Reading Intervention Schools Year 1



- Learning Opportunities Approach
- The total # of Grade 1 students
- Grade 1 report card data (Term 1) from 2016-17 to 2018-2019
- June Grade 1 Reading (DRA)
- Early Development Index (EDI)
- Grade 3 EQAO Reading (3 year trend)
- Student Census Data

Capacity Building & Monitoring



Capacity sessions are scheduled biweekly, for a full day focused on:

- Orton-Gillingham approach
- The Science of Reading: 5 Pillars
- Critical Practices for Anti-Bias Curriculum
- Culturally Relevant and Responsive Pedagogy
- Critical Reflection
- Transforming Student Learning in the Multi-Year Strategic Plan
- Student-Centred Co-Teaching Stances
- Early Years Pedagogy
- Universal Design for Learning (UDL)
- Assessment Bias
- Assessment For, As, and Of Learning

Formal Early Literacy Interventions for Students

- Early Reading Intervention (ERI)
- Levelled Literacy Intervention (LLI)
- Empower™ Reading

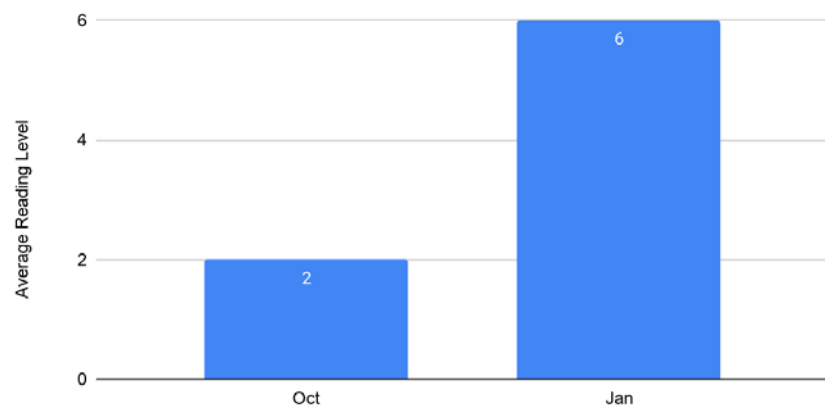
Every year, through partnerships and professional learning, there is an increase in the number of schools that have access to a literacy intervention in order to assist more students in becoming literate.

- Since 2017, there have been 1, 345 individuals trained in ERI and a total of 198 schools have had educators trained just this school year.
- Since 2017, there have been 314 educators trained in LLI in 208 schools.
- Since 2017, there have been 82 schools with 108 teachers who have received training in Empower™ Reading.

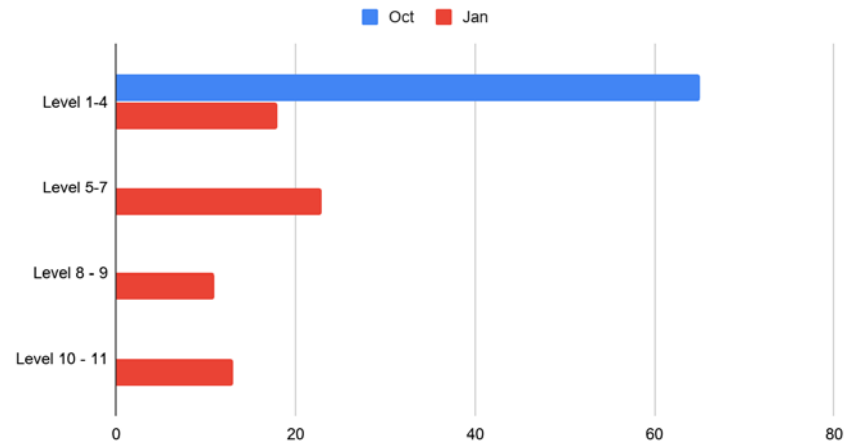
Early Results of the Early Reading Intervention Model

Grade 1 Reading Levels (n=130) in Oct 2019 to Jan 2020

Average Reading Levels of Grade 1 Students (n=130) in Oct vs Jan



of Grade 1 Students (n=130) Across Reading Levels in Oct vs. Jan



ACTION & TIMELINES

- Implement capacity building that is based on research on Black student success in the early years for kindergarten teams. Focus on addressing implicit educator bias especially in assessment.
- Increased monitoring of results by all professionals including a focus on tracking outcomes for underserved groups of students such as Black students and those with special education needs.
- Develop and implement research frameworks to monitor the effectiveness of the new Reading Intervention Model.

ACTIONS & TIMELINES cont...

- Monitor the impact of ERI, LLI and Empower™ Reading on student learning.
- Develop resources to support gap closing at the beginning of the school year in light of the closure of schools due to the pandemic. Consider the placement of all early literacy supports in light of the possible impacts of the school closure.



Toronto
District
School
Board