Leading informed practice.

Saskatoon, SK

June 18, 2010

Objectives:

- Why the emphasis on school readiness?
- Discuss early years assessment.
- Provide background on and an overview of the Early Years Evaluations (EYE).
- Sample EYE implementation process.
- Utility of the EYE and how EYE data is being used.

Our Challenge

- 25% of Canadian children entering kindergarten lack the skills necessary to learn and succeed in the school environment (Canadian Council on Learning, 2007).
- In Canada and the US about 25% of children encounter significant difficulty learning to read.
- Students still struggling to read in adolescence face an alarming prognosis: lower school achievement, poorer physical and mental health, and lower employability and work productivity (Desrochers & Major, 2008).
- 42% of Canadian adults do not have the literacy skills needed to succeed in society today (Canadian Language & Literacy Research Network, 2009).

If educators are satisfied with such statistics, there is no reason to change or modify what is currently being done. If, on the other hand, educators are interested in decreasing the number of students who graduate without the skills to live a full, independent life, steps must be taken to change the way in which they are identifying and providing intervention.

- Hosp and Ardoin (2008), *p. 76*

The ability to read is a fundamental skill for children's success at school, and ultimately for their long-term health and well-being.

Literacy trajectories are established early.

…lack of school readiness can set in motion a lifelong chain reaction, in which the children who are at greater risk of social and academic difficulties are also more likely to drop out of high school, to have more difficulty finding employment, to earn less and to be in worse health. This trajectory represents an enormous loss of human potential.

- The Canadian Council on Learning (2008),
State of Learning in Canada: Toward a Learning Future, p. 6

Don’t Wait to Fail

- Children on a low trajectory tend to stay on that trajectory and fall further and further behind.
- Some struggling readers finish thirteen years of schooling without the benefit of the knowledge or skills intended for them (Zyngier, 2008).

- Thus, success in school, becomes both a prerequisite and a determinant for success in life.

Educators and Researchers agree:

- Learning to read early and well is good for students, good for schools, and good for society.
- Children who encounter reading difficulty can be identified in kindergarten or even earlier.
- Early identification and intervention can prevent most reading difficulties – prevention is the cure!

Preventative measures require that we recognize students needing interventions early “before the discrepancy between their level of performance and that of their peers makes it unlikely that they will ever perform commensurate with their peers.”

– Hosp & Ardoin, 2008, p. 71

Why assess children?

Teachers make many important decisions every day. The accuracy of those decisions is reflected in:

- Gain or loss of instructional time;
- Organization and quality of instruction; as well as,
- Student progress and achievement.

Providing teachers with data on student development is essential to maximizing the accuracy of the educational planning and design decisions they make.

eye early years evaluation

Background on the Early Years Evaluations

- ✓Commissioned by the World Bank
- ✓Piloted in three countries over the course of three years
- ✓Since its inception in 2005, the EYE has been used in four countries, by over **1800** educators to assess more than **44,000** children

The EYE is most often used as part of a transition to school program

The **EYE-Direct Assessment (EYE-DA)** is an individually-administered direct measure of the developmental outcomes of children ages 3-5 years.

The EYE-DA assesses four developmental domains:

- √ Awareness of Self and Environment;
- √ Cognitive Skills;
- √ Language and Communication; and
- √ Gross and Fine Motor Skills.

The role of the EYE-DA in a transition to school program:

- Initial presentation at an introduction to kindergarten meeting
- Administered individually by a district evaluator (approximately 30-40 minutes)
- Results entered on line by evaluator, district coordinator, or data entry personnel (5-10 minutes)
- Immediate results and feedback for parents

Colourful pictures, manipulatives, and physical activities make the **EYE-DA** fun and engaging for children.

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“Children love doing the **EYE**!”

The **EYE-Teacher Assessment (EYE-TA)** provides a systematic framework teachers can use during the kindergarten year to structure their frequent observations and informal assessments.

The EYE-TA assesses five developmental areas:

- √ Awareness of Self and Environment;
- √ Social Skills and Approaches to Learning;
- √ Cognitive Skills;
- √ Language and Communication; and
- √ Physical Development.

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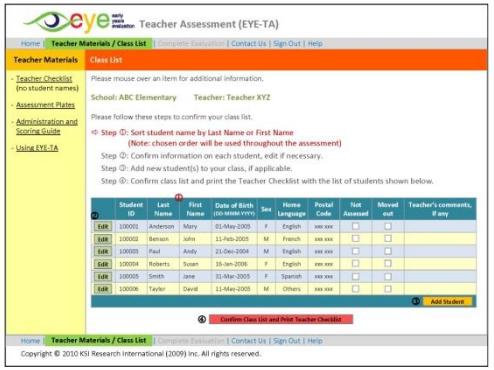
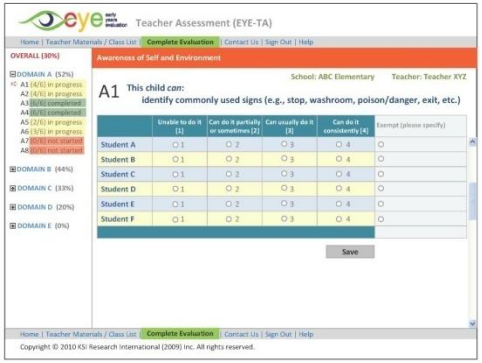
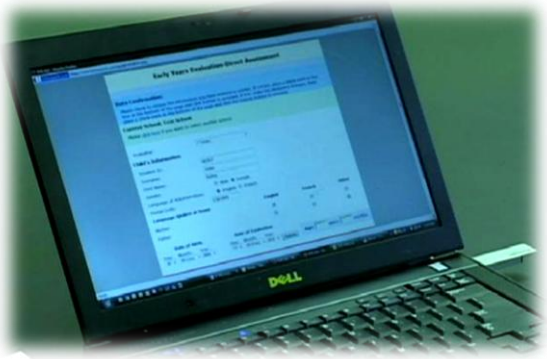
The **EYE-TA** is scored based on teacher observations over a period of weeks where children are evaluated in a variety of school settings.

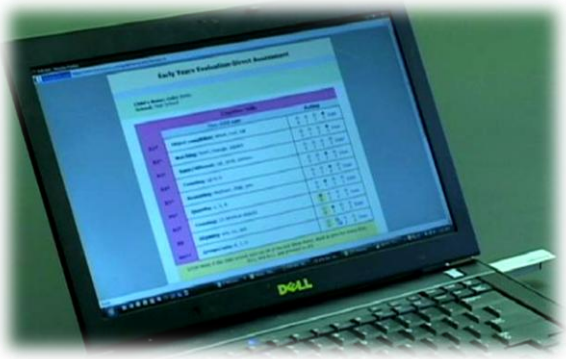
Early Years Evaluations are available in French and English.

Scores are entered online using KSI's data entry site









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Children are identified using three colour codes:

- Appropriate Development
- Experiencing Some Difficulty
- Evidence of Significant Difficulty

One administration = Multiple uses

The EYE features immediate, multi-level reporting.

- ***For parents...***

Demo
Not for Distribution

123abc district

Early Years Evaluation – Direct Assessment (EYE-DA) Report

Recently your child took part in an individual assessment. This is part of the important partnership between you and your child's new school. As your child is getting ready to enter kindergarten this assessment provides information to encourage a positive transition to school.

Thank you for the opportunity to meet with your child. We look forward to our future work together and to providing an excellent learning environment.

The following presents the results of your child's early years developmental assessment.

Name: John Smith **Date of Birth: July 27, 2005**
Date of Evaluation: June 25, 2010 **School: ABCXYZ School**

Developmental Areas	The following examples provide a description of the developmental areas:	Your child's results
Awareness of Self and the Environment	This area refers to children's abilities to: • think and talk about their world (e.g., identify opposites, characteristics of common animals, colours,and positions of objects) • make connections with home and community experiences (e.g., a police officer keeps you safe)	
Cognitive Skills	This area refers to children's abilities to: • recognize rhyme • name some letters and sounds • name numbers and count sets of objects • recognize same and different	
Language and Communication	This area refers to children's abilities to: • listen to and understand instructions, discussions, and stories • use full sentences (i.e., five to seven words) to explain ideas • talk so people can easily understand	
Physical/Motor	This area refers to children's abilities to: • use crayons, pencils, and scissors (e.g., copying shapes, letters, and numbers) • balance, jump and hop on one foot	

Explanation of Results
Your child's results for each developmental area are presented according to the following categories:

Categories

Appropriate development	Approximately 70% of children of this age are in this category.
Experiencing some difficulty	Approximately 15% of children of this age are in this category.
Experiencing significant difficulty	Approximately 15% of children of this age are in this category.

If you would like more information about this assessment, or suggestions for helping your child, we invite you to contact your school district's Transition to School Coordinator.

The Early Years Evaluation – Direct Assessment was developed by Dr. Douglas Willms and Dr. Joan Beswick at the University of New Brunswick, Fredericton.

Demo
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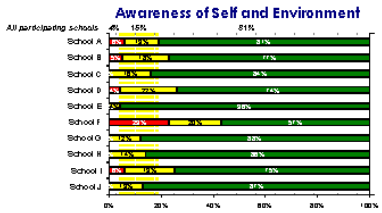
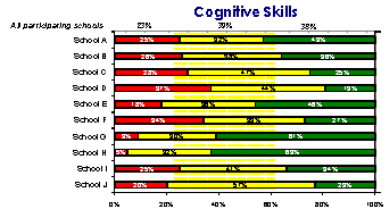
- ***For districts and schools...***

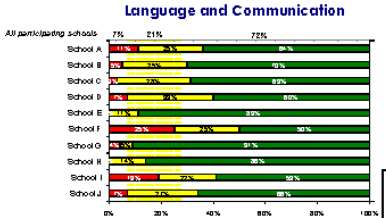
Early Years Evaluation-Teacher Assessment (EYE-TA)
School Summary Report for School District ABC, Kindergarten
October/November 2009

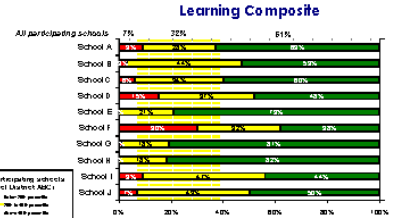
School	Learning												Physical Development						Social Skills, Behaviour, and Approaches to Learning			Number of students tested
	Awareness of Self and Environment			Cognitive Skills			Language and Communication			Composite Score			Fine Motor			Gross Motor						
School A	6%	13%	81%	26%	32%	43%	11%	25%	64%	9%	28%	63%	15%	16%	70%	4%	26%	70%	4%	30%	66%	53
School B	5%	18%	77%	26%	36%	36%	5%	25%	70%	3%	44%	53%	11%	25%	64%	2%	8%	90%	0%	18%	82%	61
School C	0%	16%	84%	28%	47%	25%	3%	28%	69%	6%	34%	60%	0%	25%	75%	0%	3%	97%	3%	19%	78%	32
School D	4%	22%	74%	37%	44%	19%	7%	33%	60%	15%	37%	48%	7%	33%	60%	0%	4%	96%	7%	15%	78%	27
School E	0%	4%	96%	18%	36%	46%	0%	11%	89%	0%	21%	79%	5%	26%	70%	0%	18%	82%	0%	9%	91%	56
School F	23%	20%	57%	34%	39%	27%	25%	25%	50%	30%	32%	38%	9%	32%	59%	7%	14%	79%	5%	20%	75%	44
School G	0%	12%	88%	9%	30%	61%	4%	5%	91%	1%	18%	81%	11%	13%	76%	0%	7%	93%	0%	12%	88%	16
School H	0%	14%	86%	5%	32%	63%	0%	14%	86%	0%	18%	82%	0%	23%	77%	0%	0%	100%	0%	18%	82%	22
School I	6%	19%	75%	25%	41%	34%	19%	22%	59%	9%	47%	44%	25%	39%	36%	3%	41%	56%	6%	19%	75%	32
School J	0%	13%	87%	20%	57%	23%	7%	27%	66%	7%	43%	50%	17%	23%	60%	0%	10%	90%	0%	20%	80%	30
All participating schools	4%	15%	81%	23%	39%	38%	7%	21%	72%	7%	32%	61%	9%	25%	66%	1%	10%	89%	2%	17%	81%	433

Developmental Level	Symbol	Score Range	Recommendation
Appropriate development		2 to 3	Quality instruction
Experiencing some difficulty		>=1, less than 2	Targeted support
Evidence of significant difficulty		>=0, less than 1	Intensive intervention









The EYE features immediate, multi-level reporting.

- ***For a province...***

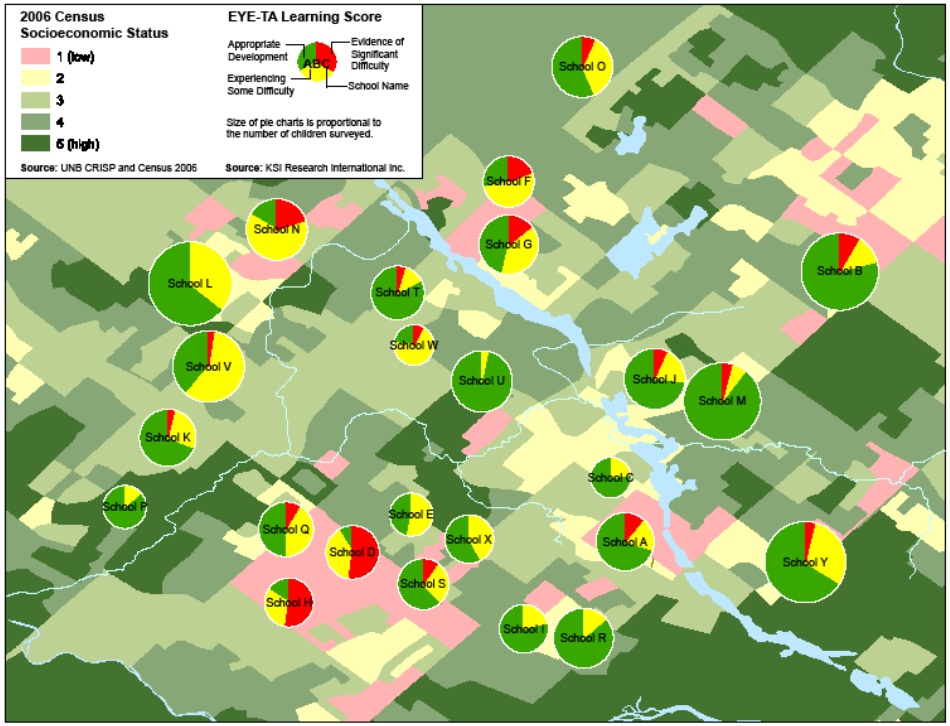
Simulated Data

	Awareness of Self and Environment	Cognitive	Language and Communication	Physical and Motor
Province n = 800	10% 12% 78%	11% 13% 75%	13% 12% 75%	13% 16% 71%
District ABC n = 19	5% 5% 90%	8% 11% 80%	9% 6% 84%	12% 17% 70%
District DEF n = 581	8% 13% 79%	8% 9% 83%	7% 12% 80%	10% 13% 76%
District GHI n = 200	18% 19% 62%	17% 19% 63%	22% 18% 59%	16% 19% 65%

Simulated Data

The EYE features immediate, multi-level reporting.

- ***For a province...***



eye early years evaluation

Results can be used to:

involve parents in meaningful ways.

provide results for a ‘response-to-intervention’ framework.

identify students who need extra support.

When parents receive their EYE-DA results, they are invited to have their child participate in a pre-kindergarten program.

"I feel that the children who participate in the school readiness programs will come to school better prepared and more excited about starting school. The programs help with parent anxiety also, so they're good for everybody."

– District Coordinator

Specifically, the EYE can be used to:

- ✓ assess learning needs;
- ✓ ensure, to the best of our ability, that children make a positive transition to school;
- ✓ identify students who need extra support;
- ✓ provide a baseline for assessing learning gains;
- ✓ involve parents in meaningful ways;
- ✓ provide results for a 'response-to-intervention' framework;
- ✓ identify issues relevant to particular students or groups of students;
- ✓ assess the impact of district- or province-wide policies and interventions;
- ✓ track changes in outcomes at the school, district, and community levels;
- ✓ monitor the early childhood outcomes of a school, community, province;
- ✓ map community outcomes and relate them to community resources.

Interventions vary between provinces and districts based on a variety of factors:

- Presence of transition to school program
- Timeline for interventions prior to school entry
- Funding and resources
- Integration of services

Examples of interventions:

- child makes scheduled visits to the school to experience and practice kindergarten routines;
- parent and child attend one ½ day per week for five weeks in the spring or summer to learn language development strategies;
- more intensive interventions sometimes involve full days for three weeks for a parent and child with a second three week period of ½ days;
- some children receive individual attention for 45 minutes per day for the first five weeks of school;
- referral made for additional assessment by related professionals; diagnosis and interventions followed.

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Ready districts...

"*We're using (the EYE-DA) in many different ways…one of them is for intervention or getting children the help that they may need. It may be through our program. It may be by referring them to outside agencies.*"

- District Coordinator

Ready schools...

Principals use EYE results to determine classroom composition, work with specialists, provide interventions, and allocate support services in classrooms.

Ready teachers...

Teachers use EYE results to work with specialists and other school personnel, monitor progress, engage parents, and make instructional and planning decisions to meet each students' needs.

eye early years evaluation

The **EYE** can be used to help schools prepare for and be ready to serve the children cared for and educated in their system.

eye early years evaluation

Parents say...

- “(She) just loved visiting the school and couldn’t wait to come back.”
- “The (EYE-DA) results helped me to understand where (my child) was.”
- “(My child) is much more confident about attending school.”
- “I saw that the principal and teachers were there to support (my child).”

Teachers say...

- “EYE-DA parent reports serve as a ‘door opener’ for communication with parents.”
- “Parent reports provide a ‘common language’ for discussing children’s progress.”
- “EYE-DA results let me focus on establishing a school routine instead of assessing children when school starts.”
- “EYE-TA results allow me to start the process of intervention early for my students.”
- “With the EYE-DA as part of the Transition to School program, I know more about the children arriving in kindergarten and am better able to prepare for them.”
- “I could view my class report (EYE-TA), and at a glance, know where the needs of my students were.”

Principals say...

- “(EYE-DA) results give me a chance to contact parents personally and begin to develop a relationship with them.”
- “Educating parents on school readiness results in children arriving at school with more of the basic skills needed to learn.”
- “The EYE-DA gives us a chance to work with parents to prepare their child for school and for us to prepare ourselves.”
- “EYE results enhance PLC experiences by providing the basis for dialogue around student needs, classroom management, common assessment, and transitions between grades.”

Successful learning takes place when children are supported by parents, schools, and communities.

The EYE's multilevel reporting provides data for all stakeholders to make informed decisions for children – our greatest natural resource.

Leading informed practice.