Positive Transitions to School: National Conference on the Role of the Early Years Evaluation

June, 18, 2010
Evolution of Assessing Early Years Learning Outcomes In Saskatoon Public Schools

- Early Development Instrument
- DIBLES
- SSRS
- Early Years Evaluation
**EYE in Saskatoon Public Schools**

- **Original purpose**
  - Originally used to assess the effects of FDK (EYE-TA)
    - FDK option was in 5 schools – selected 5 “similar” schools to act as comparison cohort

- **Process**
  - Completed by K teachers in late fall and late spring
    (teachers were provided with release time)

- **Outcomes**
  - Positive response from teachers (potential for identifying students requiring additional instructional interventions)
  - Very helpful in helping Board to assess the value of FDK and whether to continue funding the program
  - Findings confirmed some things we expected (hoped) we would see and highlighted opportunities for further study
Subsequent years

- **Use of EYE expanded over time**
  - FDK program expanded – both cohorts became larger
  - Division-wide Literacy for Life learning priority
    - Assess outcomes from wholesale changes in pedagogical approaches in early learning
    - Continued role in assessment of FDK effects

- **Currently used division-wide (EYE-TA)**
  - Classroom, school, and division uses
  - Engaging parents in conversations about student growth

- **Analyses**
  - Traffic lighting
  - Community mapping
  - Vulnerability index/propensity matching
• Children showed more growth in FDK as compared to HDK in all EYE measures.
• Results were statistically significant for:
  • cognitive development,
  • physical aggression, and
  • physical development.
• Differences, while statistically significant, were not large. But, given that a large proportion of FDK students were in “community schools” (low SES neighbourhoods) results were significant.
• Considerable reduction in “vulnerability” across the board.
  • About 67% were “not vulnerable” in either assessment
  • 21% of all children made a “successful transition”
• Aboriginal and low SES students much more likely to make a successful transition
Informal correlation study
- Each SLP examined EYE-TA results from 1 school in his/her area – compared to their own screen
- Found very high correlation

RTI model
- Move to fall EYE-DA and spring EYE-TA
- Assessments conducted by SLPs, EdPsychs, Resource teachers – follow-up meeting with classroom teachers to identify students requiring Tier 2 and 3 supports and to identify instructional interventions likely to be successful
- Continued role in assessing outcomes from Board’s Literacy priority
Questions?
Comments?