

EDMONTON PUBLIC SCHOOLS

May 10, 2011

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Status of the Vision 2020 Cohort

ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE

STAFF: Carolyn Baker, Rick Gingras, Kathy McCabe, Carolyn Mathew, Lorie Welk, Corrie Ziegler

INFORMATION

TRUSTEE REQUEST #71, FEBRUARY 22, 2011 (TRUSTEE RIPLEY), PROVIDE INFORMATION ON THE STATUS OF THE 2020 GRADUATES. DESCRIBE HOW THE CHILDREN WHO ENTERED KINDERGARTEN IN 2007 ARE DOING TODAY IN TERMS OF THEIR ACHIEVEMENT AGAINST KEY PERFORMANCE BENCHMARKS, INCLUDING LITERACY. ARE ALL OF THESE STUDENTS ON TRACK TO GRADUATE IN 2020, AND IF NOT, WHY NOT? WHAT RESOURCES ARE NEEDED AND WHAT INTERVENTIONS CAN TAKE PLACE TO SUPPORT THEM? This report summarizes the current status of the children who entered Kindergarten in 2007 in terms of their achievement against key performance benchmarks including literacy. Student achievement data for the 2009-10 school-year will be referenced from two different data sources: District Highest Level of Achievement Tests (HLAT) and Grade Level of Achievement (GLA). In addition, three yearly cohort monitoring values are included:

- updated cohort numbers
- updated programming information, and
- number of students receiving interventions.

The report has the advantage of triangulating data drawn from the professional judgment of teachers (GLA) in conjunction with district (HLAT) yearly assessments and the cohort monitoring values.

It is difficult to predict whether or not all students in the 2020 cohort are on track to graduate. The Government of Alberta High School Completion Longitudinal Study (2009) demonstrates that the results of the Grade 3 Provincial Achievement Tests (PAT) are closely associated with high school completion. The cohort's Grade 3 PAT results from 2011 may provide additional information as to whether or not these students are on track to graduate. These results should be approached with caution, however, as there are many other factors that influence high school completion. The District is currently involved in a joint research project with the University of Alberta and Alberta Education. The purpose of this project is to identify factors that may influence early school leaving and the development of an early warning system.

To address the needs of the 2020 graduates, as well as all students in Edmonton Public Schools, the District will begin the implementation of a 3 Year K-12 Literacy Plan for 21st Century Learners (2011-2014). This plan includes training and support for Reading Recovery, Leveled Literacy Intervention, Middle Years Literacy Intervention, and High School Literacy Intervention (Appendix IV).

A reorganization of Student Learning Services commencing next year is designed to more effectively support literacy instruction. In addition to the literacy interventions and support for literacy instruction, there will be additional supports for schools. A focus on numeracy will continue in the form of Math4All training. Schools will attend sessions early in the year to analyze their school level data which will enable them to identify areas of challenge and to put plans in place for the 2011-12 school year. For district literacy leaders, the Leadership and Excellence in Assessment Program (LEAP) will continue.

Appendix I identifies the cohort numbers for 2007 and 2010. It also outlines the different programming codes for this population in 2007 and in 2010.

Appendix II compares HLAT results for the 2020 cohort for the years 2008-09 and 2009-10.

Appendix III compares GLA in English Language Arts and Mathematics for the 2020 cohort for the years 2008-09 and 2009-10.

Appendix IV outlines two literacy intervention programs in Edmonton Public Schools and provides information about the number of Grade 3 students receiving the interventions.

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- APPENDIX I - Cohort Monitoring Values
- APPENDIX II - District Highest Level of Achievement Tests (HLAT) Results Comparison
- APPENDIX III - Grade Level of Achievement in English Language Arts and Mathematics: 2008-09 and 2009-10
- APPENDIX IV - Literacy Interventions

COHORT MONITORING VALUES

Cohort monitoring values are measured in September of each year. One value that is being monitored is the total numbers of students identified in the Vision 2020 cohort. The other value that is being monitored is the primary eligibility coding. Often a change in the eligibility coding specifies a student's program of choice, second language instruction, or special needs coding.

TABLE 1
PRIMARY ELIGIBILITY CODES FOR SEPTEMBER 2007 AND SEPTEMBER
2010: COHORT DATA

Primary Eligibility Codes	September 2007	September 2010
Regular	2668	2176
ESL Foreign Born	170	200
ESL Canadian Born	293	545
Alternative Programs	329	283
French Immersion	326	231
Second Languages / Bilingual Programs	313	144
Distance Learning	32	20
Gifted & Talented Challenge	2	76
Early Childhood Services	103	n/a
Early Ed. Outreach	774	n/a
CASA	n/a	1
Communication Disorder	n/a	6
Deafness	n/a	1
Hearing Disability	n/a	1
Learning Disability	n/a	138
Learning Disability Non-Verbal	n/a	3
Cognitive Disabilities	n/a	64
Emotional / Behavioural Disability	n/a	102
Pervasive Developmental Disorder (Autism)	n/a	15
Physical Disabilities	n/a	31
Total	5010	4037

Summary of Results:

- In September 2007, 5010 students were identified as the Vision 2020 Cohort.
- As of September 2010, 4037 students remain in the Vision 2020 Cohort.

N.B.: As of March 7, 2011, there are 5518 students enrolled in Grade 3 in Edmonton Public Schools.

N.B.: The increase in the number of eligibility codes reflects the early identification of students' learning needs. Early identification enhances a coordinated effort to support all students in their learning, which can include parents, psychologists, teachers, and other professionals.

HIGHEST LEVEL OF ACHIEVEMENT TESTS (HLAT) RESULTS COMPARISON

Highest Level of Achievement Test (HLAT) results are used to monitor student achievement district-wide. Schools use HLAT results, classroom-based teacher assessments, and external measures such as the Provincial Achievement Tests to guide decisions about student programming.

The HLAT in English writing was developed for students registered in Grades 1 through 9. This test provides students with an opportunity to demonstrate their achievement relative to the graded curriculum in English Language Arts. Teachers in each school score the writing of their students.

TABLE 2
PERCENTAGE OF STUDENTS ACHIEVING AT OR ABOVE THEIR
ENROLMENT GRADE: 2009 AND 2010 HLAT RESULTS

	Percentage of Students At or Above Grade Level					
	Reading			Writing		
	2009 Grade 1	2010 Grade 2	Difference	2009 Grade 1	2010 Grade 2	Difference
At or Above	92.6%	84.4%	-8.2%	92.2%	88.9%	-3.3%

GRADE LEVEL OF ACHIEVEMENT (GLA) IN ENGLISH LANGUAGE ARTS AND MATHEMATICS: 2008-09 AND 2009-10

Data for English Language Arts and Mathematics for Grades 1 to 9 is based on classroom teachers' end-of-year judgements of student achievement. Classroom teachers assess a broad range of outcomes from the Programs of Study. A variety of different assessments, administered throughout the school year, contribute to these judgements. Students are considered to be at grade level if the grade level of achievement is at or above the enrolment grade, and the performance mark was a pass. Students are considered to be below grade level if their grade level of achievement is below their enrolment grade, or if their grade level of achievement is equal to their enrolment grade but they receive a failing mark in the course. All students are included in the data. GLA data reflects the most complete picture of student achievement relative to the Programs of Study because it is based on the body of evidence collected for a student over the course of the year.

**TABLE 3
GRADE LEVEL OF ACHIEVEMENT FOR ENGLISH LANGUAGE ARTS AND MATHEMATICS: COHORT DATA**

	Grade 1 (2008/09) %	Grade 2 (2009/10) %
English Language Arts		
At or Above	89.3	89.5
Below	10.7	10.5
Mathematics		
At or Above	94.5	94.7
Below	5.5	5.3

Summary of Results:

- In both English Language Arts and Mathematics for Grade 1 and 2, the GLA data does not indicate a substantial change between the end of Grade 1 and the end of Grade 2.

LITERACY INTERVENTIONS

Reading Recovery (RR), Leveled Literacy Intervention (LLI), Middle Years Literacy Intervention (MYLI) and High School Literacy Intervention (HSLI) are literacy interventions that are available to students in Edmonton Public Schools.

RR is an individualized literacy intervention program for students who struggle with reading and writing in Grade 1. The one-to-one thirty minutes per day lesson model supplements regular classroom teaching. The program is designed to bring students to average achievement in reading and writing in 12 to 20 weeks.

LLI uses the Fountas & Pinnell Benchmark Assessment System and is a small group intervention program designed for students in Kindergarten to Grade 3 and English Language Learners who struggle with reading and writing. The 30 minutes per day lesson model supplements regular classroom teaching. LLI is designed to bring students up to the level of performance in their classroom in 14 to 20 weeks.

MYLI is an intervention program designed for students in Grades 3 to 9 who struggle with literacy learning. Students are taught in one-to-one or small group settings for 45 minutes per day over a period of 15 to 20 weeks. This intense intervention supplements regular classroom instruction.

HSLI is an intervention program which is currently being developed to address the literacy learning needs of high school students.

2010-2011	Students who have received or are receiving RR	Students who have received or are receiving LLI	Students who have received or are receiving MYLI
Students enrolled in Grade 3	201	205	4

- This table represents all students currently enrolled in Grade 3; thus these are students who may or may not be part of the original Vision 2020 cohort.
- These interventions are designed to “discontinue” students from the programs when they demonstrate grade level literacy skills. However, the number of students receiving the interventions will increase before the end of this school year as more students are identified for intervention.