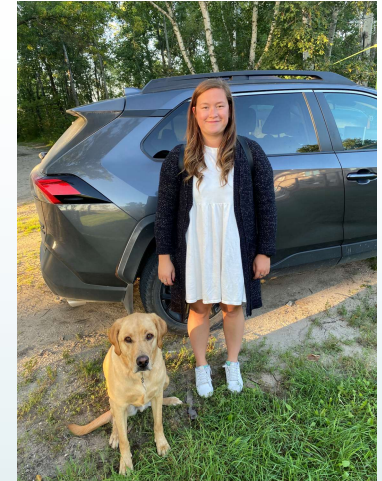


Portage la Prairie School Division Early Years Evaluation 2021-2023

Portage la Prairie

Pam Garnham
Assistant
Superintendent
Portage la Prairie
School Division



About the Portage la Prairie School Division



- Portage la Prairie School Division employs approximately 625 staff and has a student population of 3501.

Division Staffing Profile			
Principals	9	Speech Language Pathologists	4.75
Vice-Principals	7	Mental Health Facilitator	.5
Teachers (not including principals, including 24 French Immersion Teachers K-12)	216.2 6	Occupational Therapists	2.0
Counsellors	14.9	Physiotherapists (OT/PT contracted time)	102 days
Resource Teachers	17.5	Psychologists	4.0
Teachers supporting special needs low enrolment classes (FFL,JLS,SLS,PEP,SLP)	5	Outreach Facilitators + WRAP Facilitator (.8)	8.8
Educational Assistants	115.3 639	Coaches/Consultants	13.25
Career Coordinator	1.0	Non-teaching staff (Sr. Admin, Division Office, Bus Drivers, Cleaners, Custodial Staff, IT, Clerical)	95
Trustees	9.0		

Why EYE in the Portage la Prairie School Division ?

- As a division, we wanted a current researched-based data tool that would give us information about the whole child that was entering our school division.
- We consulted with other divisions that were using the EYE and through our consultation, and discussion with Christine from the Learning Bar, we decided that it would be a valuable assessment tool for our division.
- We wanted a report for parents that was easy for the parent to interpret and that we could combine with the first and third-term reporting.
- We value that the data is presented at the divisional, school and classroom level.



Responsive Tiered Instruction (EYE-RTI)

The **probability** of a child becoming a successful reader by the end of Grade 2.

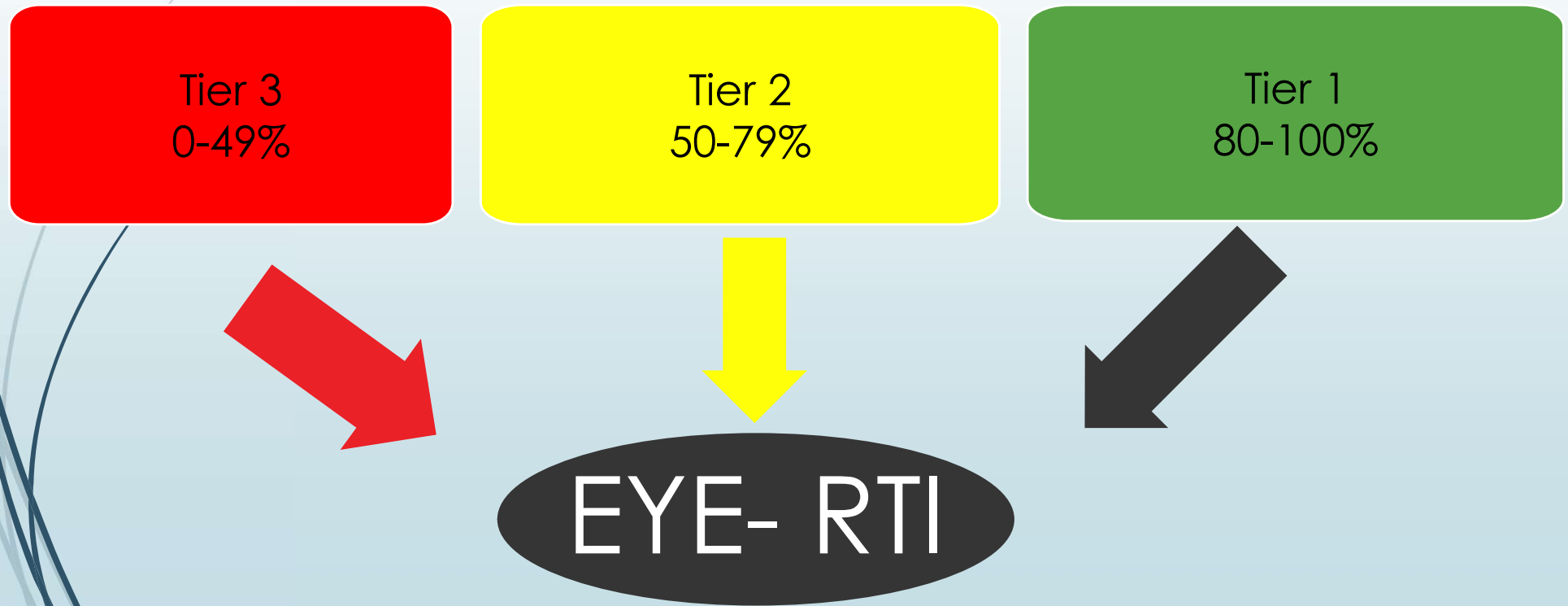
A **leading indication** of children's skills as they begin kindergarten and transition to Grade 1.

Identifies vulnerable children who are at risk for later literacy difficulties.

```
graph TD; A[The probability of a child becoming a successful reader by the end of Grade 2.] --> D((RTI)); B[A leading indication of children's skills as they begin kindergarten and transition to Grade 1.] --> D; C[Identifies vulnerable children who are at risk for later literacy difficulties.] --> D;
```

RTI

What is the probability that your children will go on to become successful readers?





EYE-Teacher Assessment (EYE-TA)

RTI Results

2021-2022

Year 1 Implementation

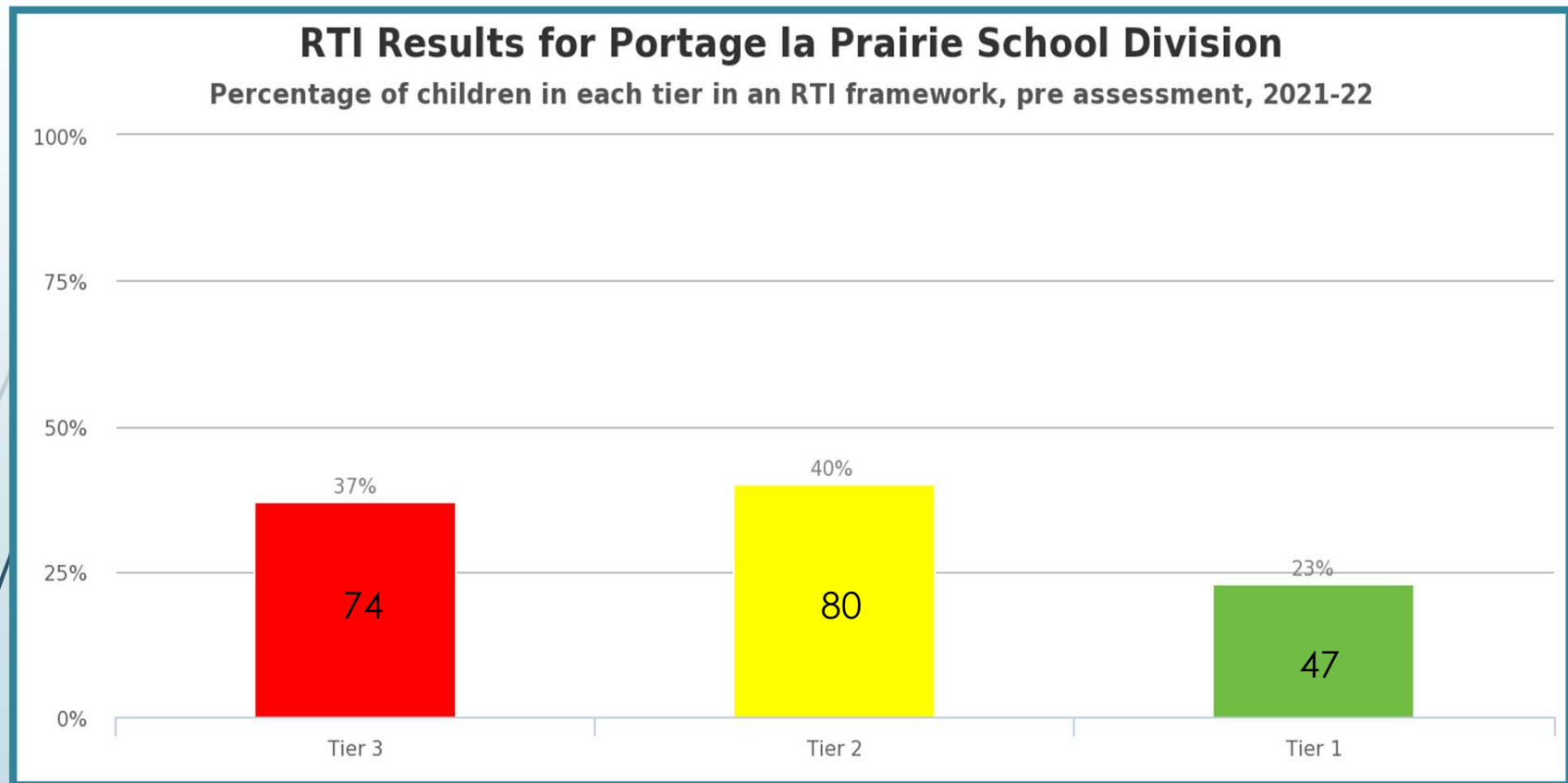
Portage la Prairie

EYE Implementation in PLPSD

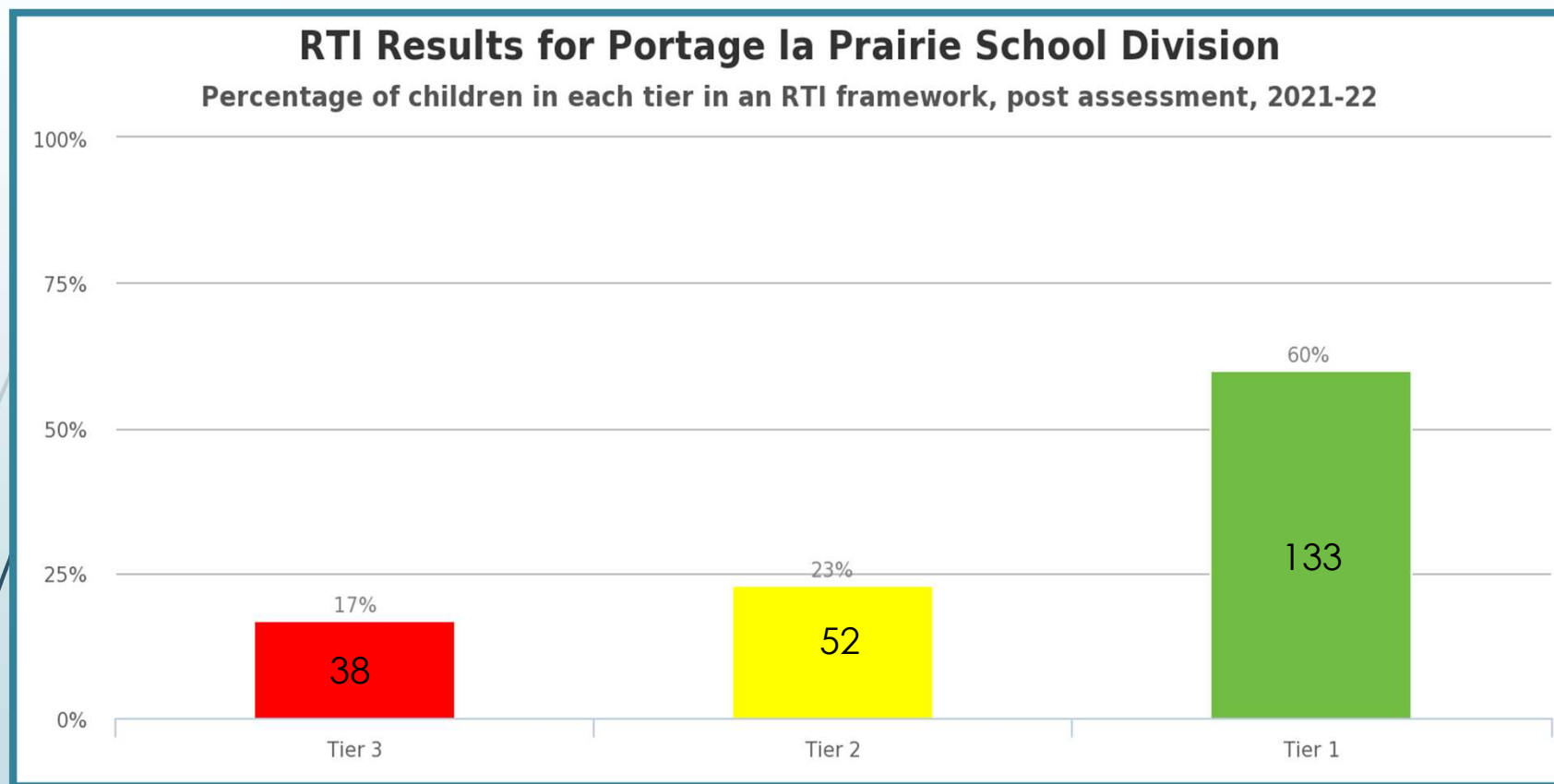


- Fall 2021 - All Kindergarten Teachers were trained over two days
- Part of the EYE assessment was completed during Strong Beginnings
- The assessment was completed in October 2021
- It was decided that we would use the assessment as the first-term and third-term report cards
- After the assessment was completed, the Literacy Coach followed up with each teacher
- Spring – Kindergarten PD, reflection, and implementation for fall of 2022
- Training for any new teachers that would be teaching Kindergarten in the fall of 2022
- Our focus for Year one was understanding and implementing the assessment, parent reporting and using the classroom data
- At the divisional level, all data were examined, and shared with the Board of Trustees and was used for staffing decisions

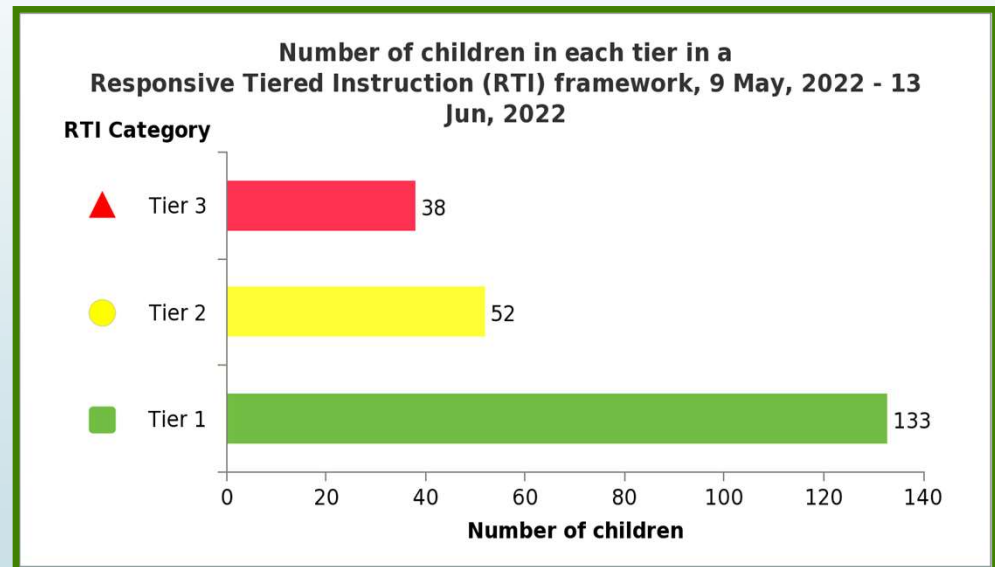
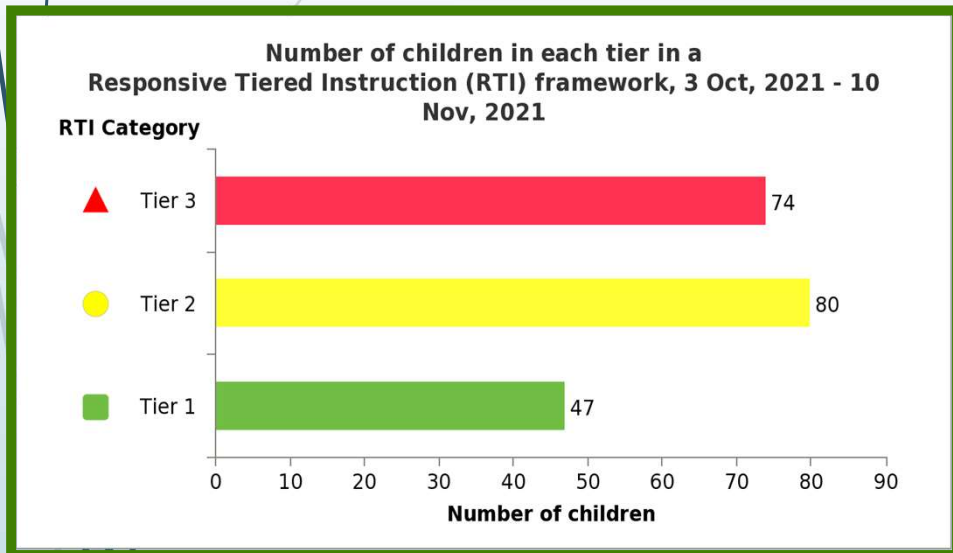
RTI Results Fall 2021



RTI Results Spring 2022



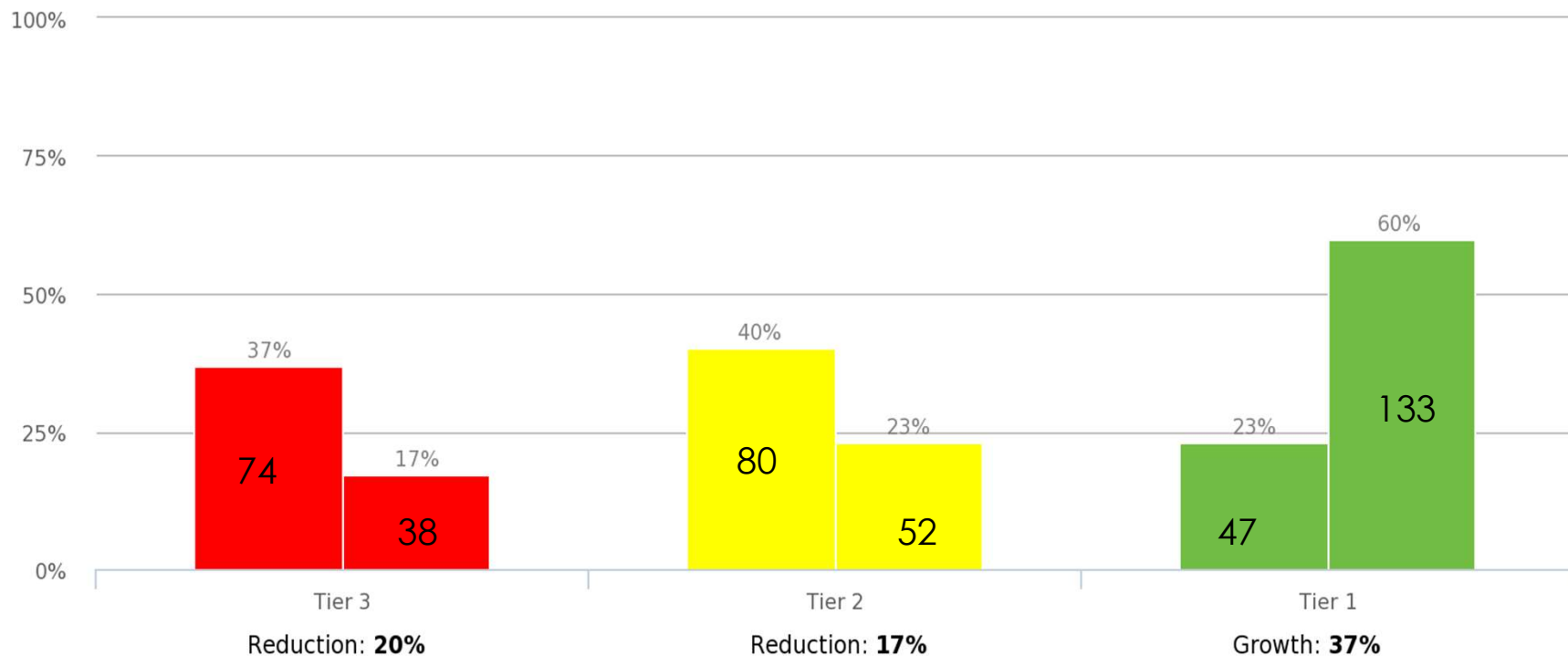
RTI Pre-Post Fall 2021 – Spring 2022



RTI Pre-Post Fall 2021/Spring 2022

RTI Pre-Post Comparison for Portage la Prairie School Division

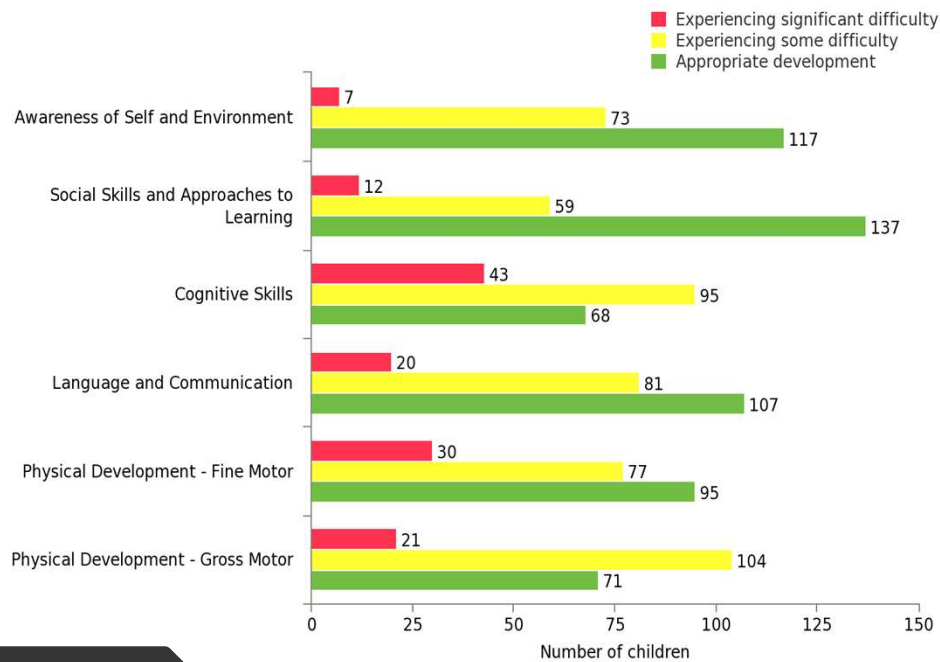
Percentage of children in each tier in an RTI framework Pre-Post assessment, 2021-22



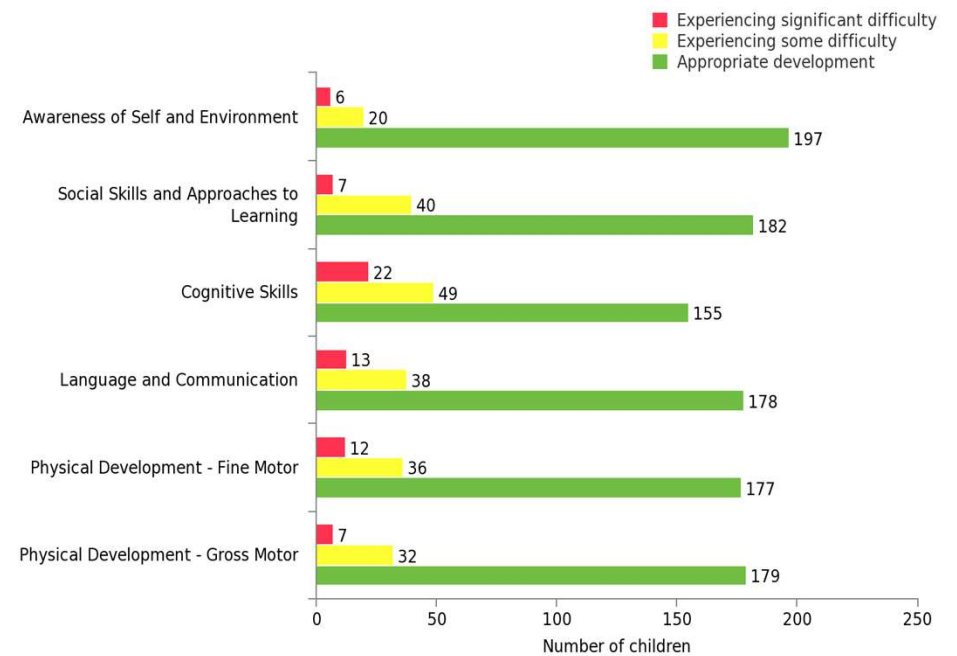


EYE – Teacher Assessment (EYE-TA) Domain Results 2021-2022

Overview of EYE-TA Results, 3 Oct, 2021 - 10 Nov, 2021



***Overview of EYE-TA Results, 9 May, 2022 - 13 Jun, 2022**



PLPSD EYE-TA Domain Results 21-22

Year 1 Data Analysis – What Did Our Data Tell Us?

- Supports that were required at the school level for grade 1
- Target Professional Development for Grade 1 Teachers
- Information sharing from Kindergarten Teacher to Grade 1 Teacher - Student Specific
- Increase in Early Literacy Intervention/Reading Recovery Time
- Summer strategies for parents of incoming grade 1 students
- Continued Professional Development for Kindergarten Teachers – using the EYE tools
- Divisional Coaching Support directed to the needs of the school for the fall of 2022

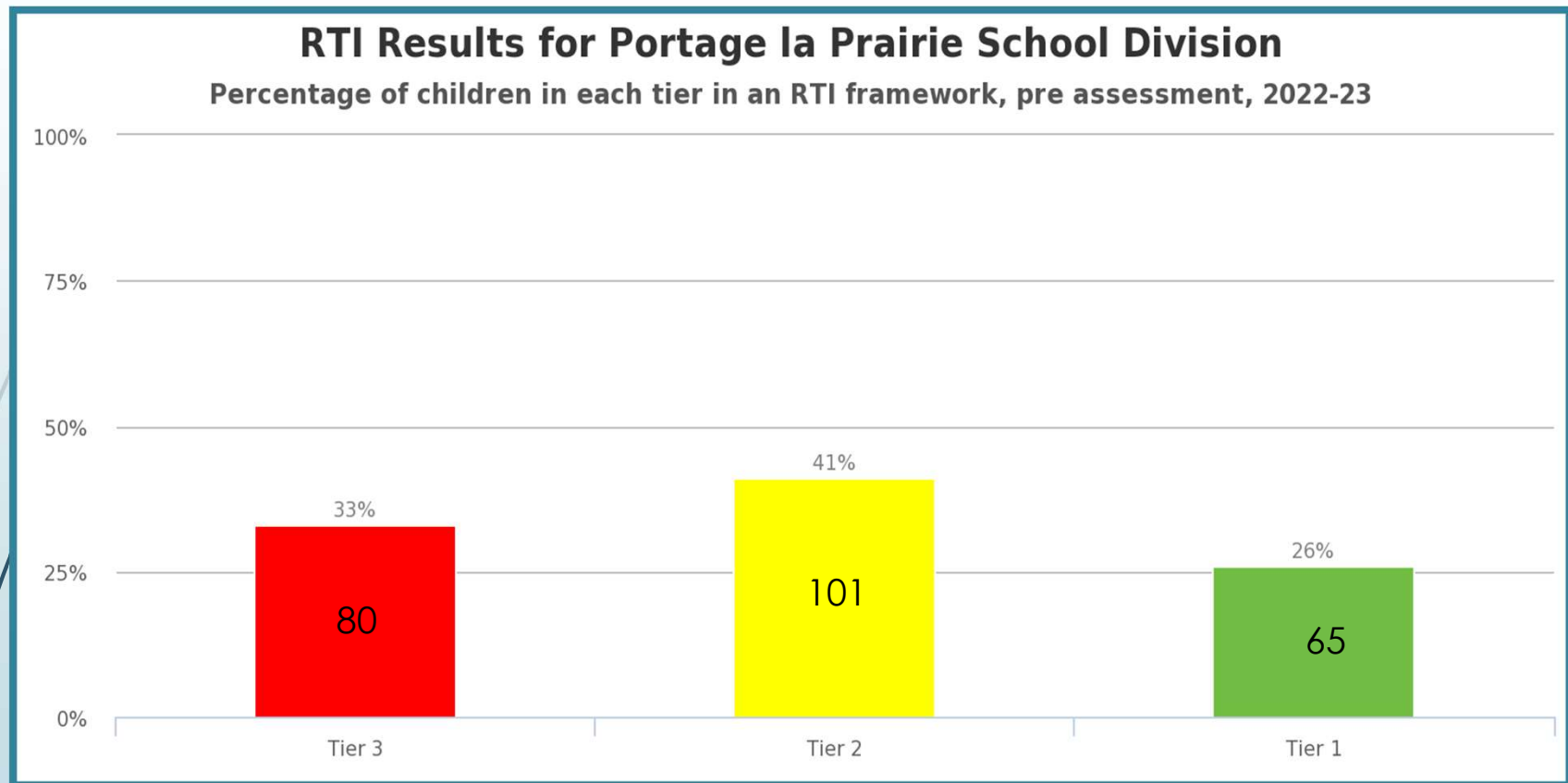




EYE-Teacher Assessment (EYE-TA) RTI Results 2022-2023

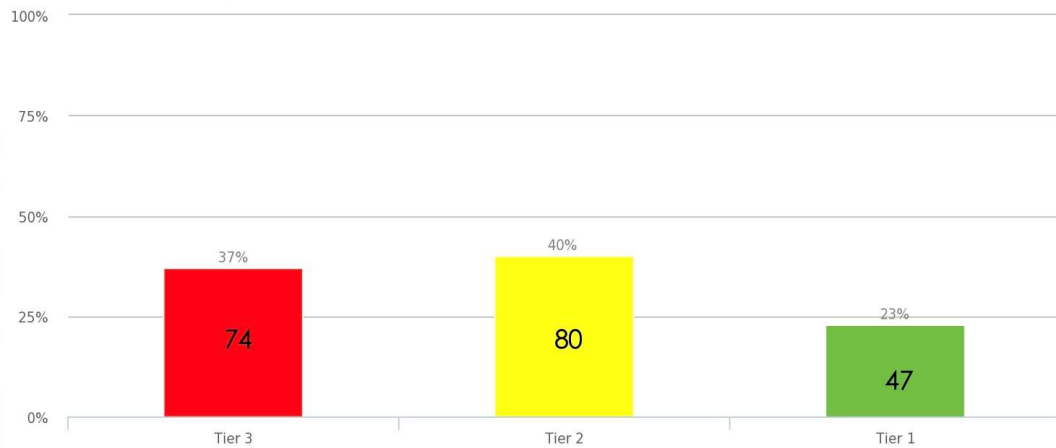
Portage la Prairie

RTI Results Fall 2022



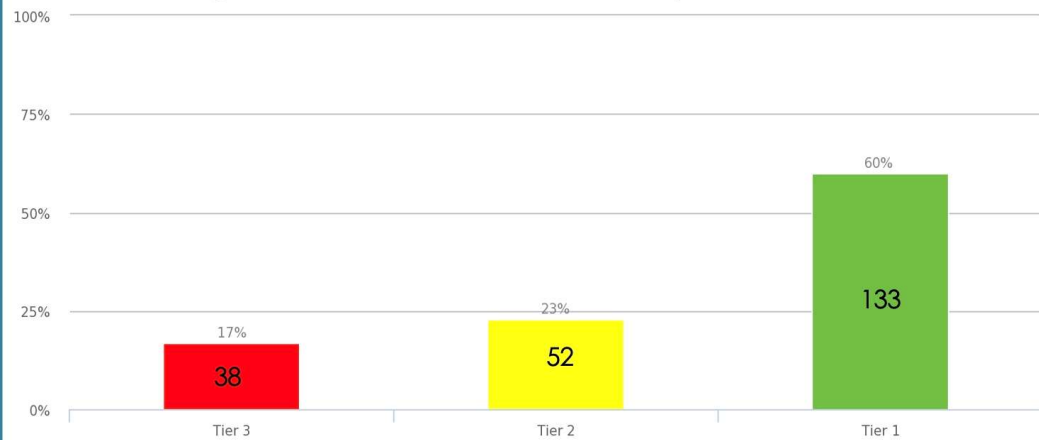
RTI Results for Portage la Prairie School Division

Percentage of children in each tier in an RTI framework, pre assessment, 2021-22



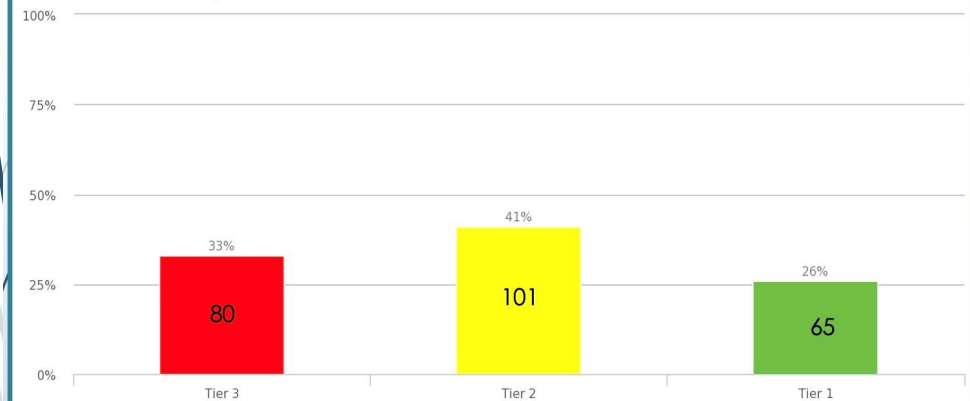
RTI Results for Portage la Prairie School Division

Percentage of children in each tier in an RTI framework, post assessment, 2021-22



RTI Results for Portage la Prairie School Division

Percentage of children in each tier in an RTI framework, pre assessment, 2022-23



Comparison
21-22



EYE-Teacher Assessment (EYE-TA) Domain Results 2022-2023

*Portage la Prairie
School Division*

Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

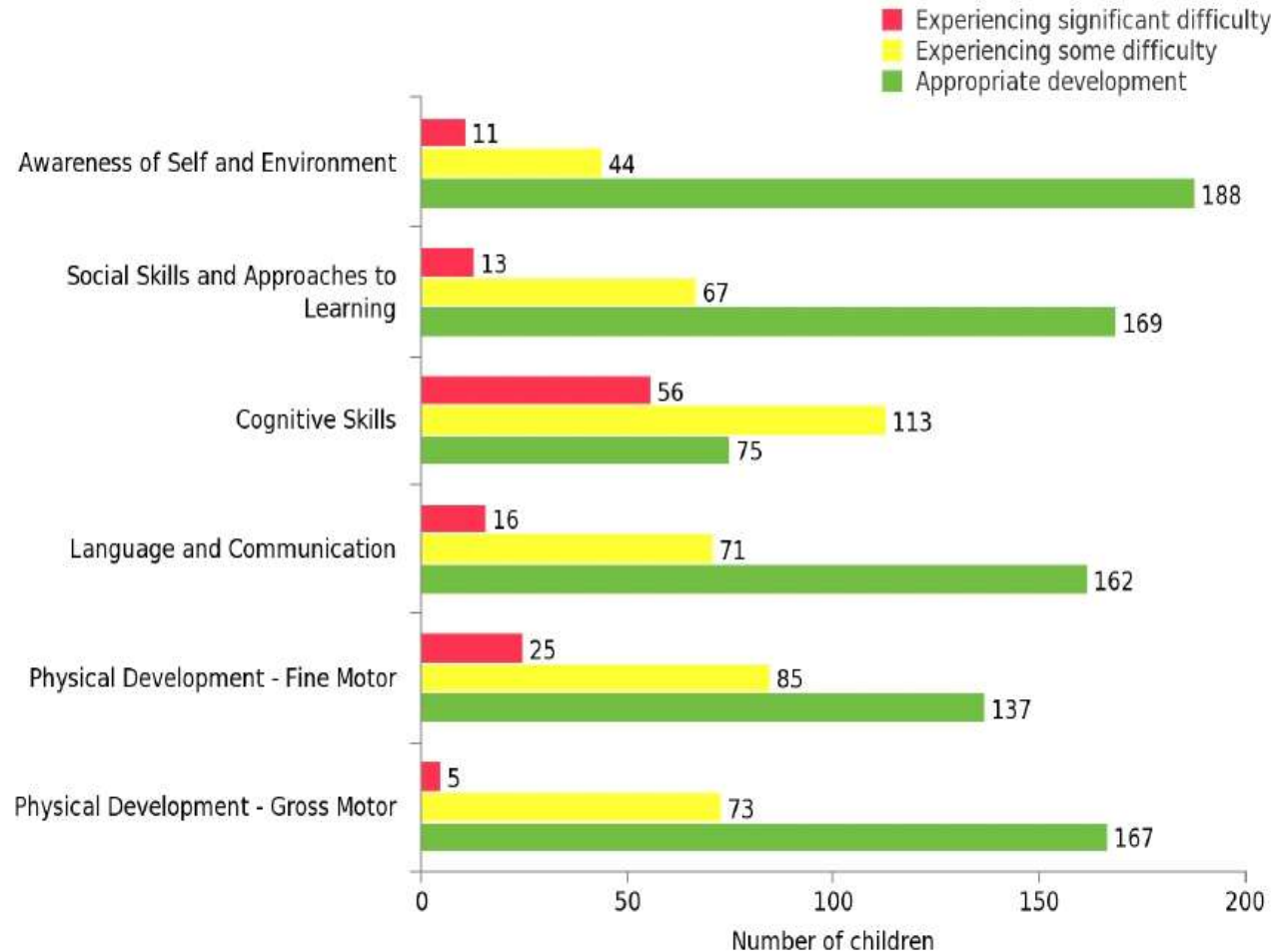
Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

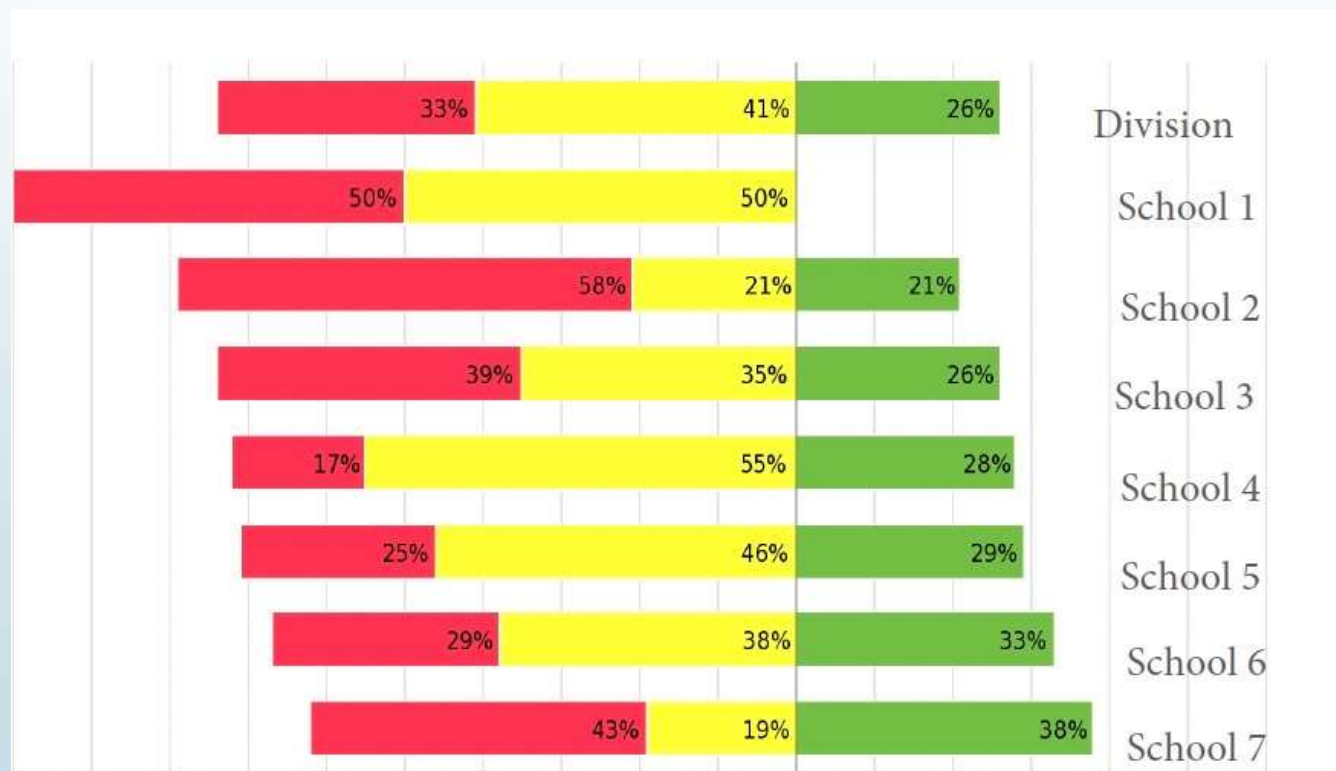
Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

EYE-TA Domain Results Fall 2022 Transition to Kindergarten

Overview of EYE-TA Results, 11 Oct, 2022 - 15 Nov, 2022



Early Years Evaluation - Teacher Assessment (EYE-TA) Summary Report for PLPSD Oct, 2022 - 15 Nov, 2022





Early Years Evaluation - Teacher Assessment (EYE-TA)
Summary Report for Portage la Prairie School Division
11 Oct, 2022 - 15 Nov, 2022



Results for each participating school: Percentage

School	Domain																				Responsive Tiered Instruction (RTI) Category							
	Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication				Physical Development											
																	Fine Motor				Gross Motor							
	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
School 1	1%	8%	91%	108	7%	23%	70%	111	17%	50%	33%	111	5%	24%	71%	111	12%	42%	46%	111	0%	16%	84%	110	25%	46%	29%	111
School 2l	6%	35%	59%	17	11%	39%	50%	18	33%	67%	0%	18	11%	33%	56%	18	11%	44%	45%	18	6%	72%	22%	18	50%	50%	0%	18
School 3	14%	38%	48%	21	0%	24%	76%	21	10%	52%	38%	21	5%	33%	62%	21	0%	24%	76%	21	0%	19%	81%	21	29%	38%	33%	21
School 4	14%	29%	57%	28	4%	25%	71%	28	62%	15%	23%	26	18%	25%	57%	28	18%	25%	57%	28	4%	37%	59%	27	58%	21%	21%	28
School 5	12%	41%	47%	17	5%	26%	69%	19	44%	13%	43%	16	16%	42%	42%	19	24%	12%	64%	17	12%	64%	24%	17	43%	19%	38%	16
School 6	0%	22%	78%	23	4%	26%	70%	23	17%	57%	26%	23	0%	30%	70%	23	4%	43%	53%	23	4%	43%	53%	23	39%	35%	26%	23
School 7	0%	3%	97%	29	0%	38%	62%	29	7%	55%	38%	29	0%	31%	69%	29	0%	21%	79%	29	0%	24%	76%	29	17%	55%	28%	29
All participating schools	5%	18%	77%	243	5%	27%	68%	249	23%	46%	31%	244	6%	29%	65%	249	10%	34%	56%	247	2%	30%	68%	245	33%	41%	26%	246

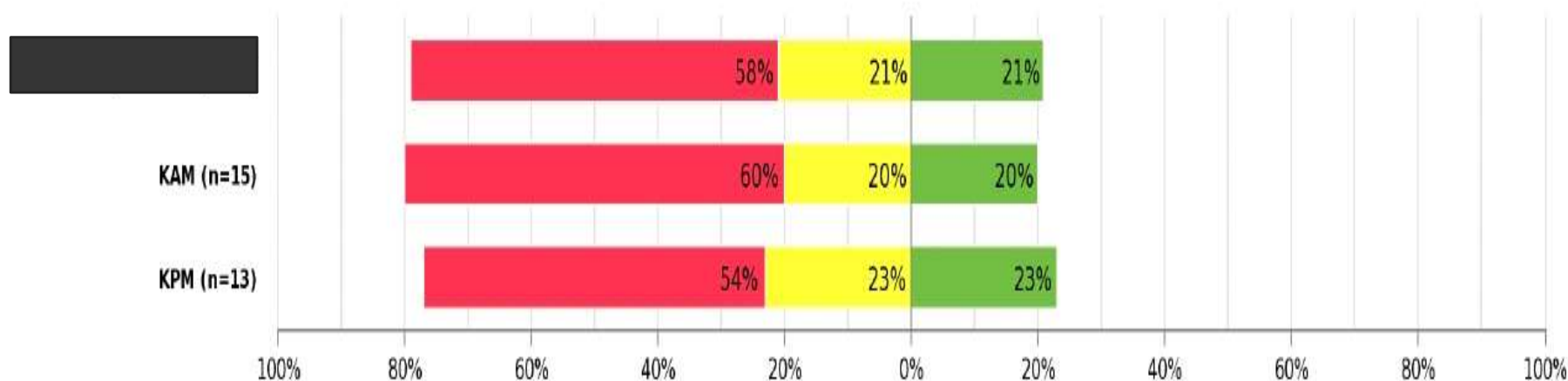
Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Can achieve tasks	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n=) may vary across domains and the RTI breakdown for each school. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

Classrooms are sorted in ascending order by the percentage of children in Tier 1

- Tier 1 (requires quality classroom instruction)
- Tier 2 (requires quality classroom instruction plus targeted, small-group instruction)
- Tier 3 (requires quality classroom instruction plus individualized instruction)



Classroom Profile - Teacher



Domain						Responsive Tiered Instruction (RTI) Category	Age
Awareness of Self and Environment	Social Skills and Approaches to Learning	Cognitive Skills	Language and Communication	Physical Development			
				Fine Motor	Gross Motor		
<div><div></div>2.38</div>	<div><div></div>1.25</div>	<div><div></div>2.13</div>	<div><div></div>2.00</div>	<div><div></div>1.80</div>	<div><div></div>2.00</div>	<div><div></div>2</div>	5 yr 0 mo
<div><div></div>2.25</div>	<div><div></div>1.50</div>	<div><div></div>0.88</div>	<div><div></div>2.25</div>	<div><div></div>2.20</div>	<div><div></div>2.80</div>	<div><div></div>3</div>	5 yr 8 mo
<div><div></div>2.88</div>	<div><div></div>3.00</div>	<div><div></div>2.38</div>	<div><div></div>3.00</div>	<div><div></div>2.80</div>	<div><div></div>2.60</div>	<div><div></div>1</div>	5 yr 9 mo
<div><div></div>1.75</div>	<div><div></div>2.63</div>	N/C	<div><div></div>1.75</div>	<div><div></div>2.60</div>	<div><div></div>2.60</div>	<div><div></div>2</div>	5 yr 8 mo
<div><div></div>1.00</div>	<div><div></div>2.63</div>	<div><div></div>0.25</div>	<div><div></div>0.50</div>	<div><div></div>0.80</div>	<div><div></div>1.80</div>	<div><div></div>3</div>	5 yr 9 mo
<div><div></div>1.63</div>	<div><div></div>2.38</div>	<div><div></div>0.38</div>	<div><div></div>1.50</div>	<div><div></div>1.20</div>	<div><div></div>2.00</div>	<div><div></div>3</div>	4 yr 10 mo
<div><div></div>2.50</div>	<div><div></div>3.00</div>	<div><div></div>1.38</div>	<div><div></div>2.88</div>	<div><div></div>2.80</div>	<div><div></div>2.20</div>	<div><div></div>2</div>	5 yr 6 mo
<div><div></div>2.25</div>	<div><div></div>2.88</div>	<div><div></div>0.50</div>	<div><div></div>2.00</div>	<div><div></div>2.60</div>	<div><div></div>1.20</div>	<div><div></div>3</div>	5 yr 8 mo
<div><div></div>3.00</div>	<div><div></div>3.00</div>	<div><div></div>2.13</div>	<div><div></div>3.00</div>	<div><div></div>3.00</div>	<div><div></div>2.00</div>	<div><div></div>1</div>	5 yr 4 mo
<div><div></div>2.88</div>	<div><div></div>3.00</div>	<div><div></div>2.38</div>	<div><div></div>3.00</div>	<div><div></div>2.20</div>	<div><div></div>3.00</div>	<div><div></div>1</div>	5 yr 9 mo
<div><div></div>0.88</div>	<div><div></div>2.13</div>	<div><div></div>0.13</div>	<div><div></div>1.00</div>	<div><div></div>1.20</div>	<div><div></div>0.60</div>	<div><div></div>3</div>	5 yr 1 mo
<div><div></div>0.63</div>	<div><div></div>0.25</div>	<div><div></div>0.00</div>	<div><div></div>0.50</div>	<div><div></div>0.20</div>	<div><div></div>1.00</div>	<div><div></div>3</div>	4 yr 10 mo
<div><div></div>1.13</div>	<div><div></div>1.63</div>	<div><div></div>0.75</div>	<div><div></div>0.88</div>	<div><div></div>2.00</div>	<div><div></div>1.80</div>	<div><div></div>3</div>	5 yr 0 mo
<div><div></div>1.75</div>	<div><div></div>3.00</div>	<div><div></div>0.25</div>	<div><div></div>2.00</div>	<div><div></div>2.00</div>	<div><div></div>2.60</div>	<div><div></div>3</div>	4 yr 10 mo
<div><div></div>1.75</div>	<div><div></div>1.00</div>	<div><div></div>0.13</div>	<div><div></div>1.38</div>	<div><div></div>1.60</div>	<div><div></div>2.40</div>	<div><div></div>3</div>	5 yr 5 mo

Tier 2/3 Classroom Profile - Teacher



Domain						Responsive Tiered Instruction (RTI) Category	Age
Awareness of Self and Environment	Social Skills and Approaches to Learning	Cognitive Skills	Language and Communication	Physical Development			
				Fine Motor	Gross Motor		
	1.25			1.80		2	5 yr 0 mo
	1.50	0.88				3	5 yr 8 mo
1.75		N/C	1.75			2	5 yr 8 mo
1.00		0.25	0.50	0.80	1.80	3	5 yr 9 mo
1.63		0.38	1.50	1.20		3	4 yr 10 mo
		1.38				2	5 yr 6 mo
		0.50			1.20	3	5 yr 8 mo
0.88		0.13	1.00	1.20	0.60	3	5 yr 1 mo
0.63	0.25	0.00	0.50	0.20	1.00	3	4 yr 10 mo
1.13	1.63	0.75	0.88		1.80	3	5 yr 0 mo
1.75		0.25				3	4 yr 10 mo
1.75	1.00	0.13	1.38	1.60		3	5 yr 5 mo

After the Initial Assessment Year 2



- The divisional data was analyzed, and support was given to specific schools
- [Report Card Year 2 – PowerSchool](#)
- Individual meetings with school teams to discuss data and strategies to support students
- Student Specific plans are developed for students in Tier 3
- Feedback/Needs Assessment Survey given to Kindergarten Teachers
- Data is one support for staffing analysis
- Home activities implemented
- Discussion of the translator feature will be closely looked at with EAL families



School
2022-2023 T1 Kindergarten Report Card
Portage la Prairie School Division

Student:	Date Issued: 11/23/2022
Student ID: 1	Teacher:

Attendance	Term 1	Term 2	Term 3	Total
Days Absent	8.0			8.0

Student Programming	
IEP	Individualized Education Plan: Learning goals that are reduced in number or below grade level, with an appropriate, student specific plan.
EAL	English as an Additional Language: For EAL learners focusing on learning English in the subject area.

☐ EAL ☐ IEP

T1 Comment:

loves being at school and is beginning to engage more with her school environment. As she gains confidence, she is starting to use more of the resources and toys that are available. is able to focus on a self-selected activity for an extended period of time. She is learning to take turns during group games and is generally respectful of her peers. is developing her counting skills to 10 and is learning that numerals can represent the amount in a set of objects. In Kindergarten, she will grow her understanding of letter and sound relationships and begin to identify letters by their names. is beginning to engage with the stories that we read in class and can sometimes offer predictions about what will happen next. She is learning to listen carefully to instructions and can sometimes carry out two-part instructions. is working towards an effective pencil grasp, however she still mainly chooses a whole hand grasp. She is learning to use one handed equipment such as scissors. She is developing the skills to move around freely in a variety of ways and negotiate space. In Kindergarten this year she will work on strengthening the muscles in her hands and the rest of her body to develop her fine and gross motor skills. has been absent a number of days and he would benefit from regular attendance at school. We are looking forward to seeing the progress makes this year in Kindergarten.

Principal Comment:

Our students and staff worked hard this term. We focused on creating the activities and learning climate we had pre-pandemic. Student engagement and regular attendance are essential for our student's growth throughout the remaining terms. If you have any questions regarding the report card, or request a paper copy, please call the school.



Teacher Assessment



Child Report, Assessment Date: Nov 3, 2022

, (K2)












Your child's classroom teacher has recently completed the Early Years Evaluation - Teacher Assessment (EYE-TA). The EYE-TA enables teachers to determine each child's progress and provide meaningful instruction to meet their needs. The EYE-TA assesses five areas of early learning closely associated with children's success at school.

The results for your child are presented below.

Name:





Date of Birth:

Student ID :

Description of the developmental areas:		Child's results
 Awareness of Self and Environment <ul style="list-style-type: none">- a child's understanding of the world and his or her ability to make connections with home and community experiences.- for example, a child's ability to:<ul style="list-style-type: none">• identify commonly used signs such as stop and exit• understand positional concepts such as front and back• recognize body parts such as their chin and shoulder		
 Social Skills and Approaches to Learning <ul style="list-style-type: none">- a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting the classroom rules.- for example, a child's ability to:<ul style="list-style-type: none">• finish one activity before starting another• take turns in small groups• play well with others		
 Cognitive Skills <ul style="list-style-type: none">- a child's basic math and pre-reading skills and his or her ability to solve problems.- for example, a child's ability to:<ul style="list-style-type: none">• name letters and sounds• count numbers and form sets of objects		
 Language and Communication <ul style="list-style-type: none">- a child's understanding of spoken language and his or her ability to express thoughts and feelings.- for example, a child's ability to:<ul style="list-style-type: none">• listen to and understand instructions, discussions and stories• use full sentences (5 to 7 words) that others can easily understand• verbalize how they are feeling		
 Physical Development Fine motor: a child's ability to perform small movements that require hand-eye coordination. <ul style="list-style-type: none">- for example, a child's ability to:<ul style="list-style-type: none">• use crayons, pencils, and scissors Gross motor: a child's ability to perform large movements that involve arms, legs, and body.<ul style="list-style-type: none">- for example, a child's ability to:<ul style="list-style-type: none">• balance, jump and skip	Fine Motor Gross Motor	 

-The language of this report may be different from the language that was used to assess your child.

Explanation of Results

-  This child can achieve the tasks in this developmental area.
-  This child is **experiencing some difficulty** in achieving the tasks in this developmental area.
-  This child is **experiencing significant difficulty** in achieving the tasks in this developmental area.
-  This child did **not complete** enough tasks in this developmental area to provide a result.

If you would like more information about this assessment, or suggestions for helping your child, we invite you to contact the classroom teacher.

For more information about the EYE, please visit thelearningbar.com.

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Page 1 of 1

Report generated on: Nov 16, 2022



Contact Information:
pam.garnham@plpsd.net
1 (204) 857-8756

QUESTIONS?



