

# Ottawa Region- Managing Information for Student Achievement (MISA)

## Collaborative Inquiry 2017-18 FINAL REPORT

### HOW DO WE KNOW WE ARE CLOSING THE GAP? PUTTING THE EVIDENCE INTO ACTION

The Ottawa Region MISA Professional Network Centre (PNC) supports local collaborative inquiries (CI) directed at supporting student well-being and achievement. Up to \$10,000 has been used for release time to focus on building teacher and administrator capacity, to study and change pedagogical practices, to bring evidence informed decision making to the classroom, and most importantly, to close the gap in student achievement for those subgroups identified by the Ministry.

All CI teams have been asked to provide evidence to support an inquiry question designed to inform the PNC about factors that contribute to shifts in teacher thinking and practice.

Inquiry teams attended an *Orientation Session on November 15, 2017*, at the Ambassador Hotel in Kingston, and inquiries will be shared regionally with other school boards at a *May 2018 Symposium*.

Please complete and email this Final Report Form, including a scanned page of your Director's signature, to David Fox, MISA PNC Coordinator. Further contact information is found at the end of this document.

## COLLABORATIVE INQUIRY FINAL REPORT

**A. INQUIRY FOCUS/TITLE: OCSB St Thomas D'arcy McGee  
Sr Kindergarten and Gr 1 & 2 reading Intervention**

**B. INQUIRY ALIGNMENT:**

**Which Ministry area from Achieving Excellence did your inquiry address?**

Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.

How do we ensure a strong grasp of basic literacy skills and provide targeted intervention throughout the grades to create confident readers in both official languages?

How can we focus and further develop reading comprehension strategies throughout the grades?

**C. INQUIRY QUESTION(S):**

**What was the problem of practice for your inquiry? How did you anticipate classroom practice (pedagogy) changing as a result of the inquiry? What questions guided your inquiry?**

Our inquiry is based on the trajectory that students at risk in kindergarten and grade 1 take as they reach grade 3 and EQAO. Our previous year's inquiry has shown us that with targeted intervention in grade 1, we can increase not only reading level but confidence and attitude toward learning in all areas. If we provide targeted intervention beginning in kindergarten, can we reduce the number of students struggling in grade 1 and 2? If we provide targeted intervention beginning in kindergarten can we further increase the number of students reaching a level 3 or 4 in grade 3? How can we align the early intervention beginning in kindergarten through to grade 2, with a goal of reducing the number of students needing this support in grade 2? And finally, how can we ensure the sustainability of this support?

**D. INQUIRY DESCRIPTION:**

**Please describe what took place during your inquiry?**

As a group we began by reviewing data from Kindergarten Assessments, Provincial Report Cards, current PM Benchmark levels, OCSB JK KID Assessment as well as Phonemic Awareness and Phonics Assessment for 1st Grade (Literacy Resources, Inc 2013). From this information we identified students who were experiencing difficulty and demonstrated noticeably low reading and writing abilities. Once the students were identified we administered the Phonemic Awareness and Phonics Assessment for 1st Grade (Literacy Resources, Inc. 2013) as a baseline assessment for grade 1 & 2 and augmented OCSB Kid assessment for the Senior Kindergarten assessment. Based on the baseline assessments teachers selected targeted skills and activities to support skill development. Each day for 20 minutes an educator would work with targeted individuals or small groups.

**How did you collect evidence of student growth? (e.g., pedagogical documentation?)**

Students were assessed using the tools in The Let's Read Program as well as

- Baseline, midline and summative assessment
- PM benchmarks - tracking
- Work samples
- Video documentation
- Anecdotal notes
- Review of report card marks over the two years
- Review of EQAO scores as a whole and for individual students and areas (to be done upon receipt of the 2017-2108 EQAO results)

**How did you incorporate student voice?**

- video documentation
- quotes from students

**E. Final Budget (Financial Statement due no later than Thursday, May 31, 2018)**

<b>Item</b>	<b>Description</b>	<b>Cost</b>
materials	books, markers, consumables	310.00
release time	4 teachers x 9 days x 255.00	9,180
supply coverage	principal x 2 days x 255.00	510.00

		\$10,000
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## F. INQUIRY REPORTING

### ACTUAL OUTCOMES AND MEASURES

#### **What changes in practice and student achievement resulted from the inquiry? What data/evidence supports these results?**

In general:

- better communication between grade bands
- (some) students progressed to reading at grade level

#### Student Profiles

Boston is a Grade 3 male student. His home and first spoken language is English. At the end of Grade 2 he was achieving a level 13 (Grade 2 - PM level 14-20). In February this year, he was PM Benchmarked at level 17. His current level of achievement is PM level 24 and counting.

Daniel is a Grade 2 male student. His home and first spoken language is Romanian. After participating in the MISA project in grade 1, he went from a PM level 0 to achieving a PM level 5 in June. In January of this year, Daniel achieved a PM level 10 and with the daily support continues to increase (currently level 14). Although he continues to experience difficulties attending to lessons and independent work, he continues to make progress.

Yuna is a Grade 1 female student. Her home and first spoken language is English. In September, she was a PM benchmark 0. When PM Benchmarked in April she achieved a level 7. The most significant change is her increased enthusiasm towards reading.

Samantha is a Senior Kindergarten female student. Her home and first spoken language is English. She has an advanced vocabulary for her age, however she demonstrated difficulty retaining and retrieving literacy skills. In September, she was only able to identify 11 letter sounds, and was inconsistent identifying the name and sound of letters found in her name. When KID tested in December she scored 69%. Her KID test in May increased to 87%. She is reading levelled readers, identifies 20 Pre-Primer Dolch and 21 Dolch sight words, and has started showing greater interest in writing by “stretching words”

**PROCESS:**

**Did your inquiry change from your original plan? If so, how?**

The intervention took place over a longer period of time due to in school demands.

**LEARNED/PROMISING PRACTICES:**

**What lessons learned/promising practices have emerged and can be shared?**

Keys to Success

- Daily Intervention
- Small group
- Student engagement
- Targeting weak skills
- Collaboration with colleagues

Reflections

- academic achievement in Level 1 students was affected by external issues (eg. challenging personal situations, high absenteeism, learning difficulties, etc.)
- In the Kindergarten sampling, Level 2 students demonstrated a closer Zone of Proximal Development toward literacy skills (eg. growing intrinsic motivation to play literacy games, reading levelled books, etc.) and made more significant academic gains than their Level 1 counterparts. Moving forward, we would target Level 2 students in Kindergarten and Primary grades.
- students demonstrated greater self confidence and less anxiety with reading and writing activities; some students showed interest in reading for enjoyment
- on-going feedback between collaborative teaching partners is critical to differentiating tasks in order to address the needs of individual students
- purposeful blocks of time and consistent, adult support are critical to the sustainability of this initiative (eg. co-op students, school based support, parent volunteers, creative scheduling, etc.)

**G. SUBMISSION OF FINAL INQUIRY REPORT**

Please send the Final Report, to David Fox, MISA PNC Coordinator by email [cedarlanesolutions@bell.net](mailto:cedarlanesolutions@bell.net) no later than Friday, June 29th, 2018.

Name of School/District School Board:

\_\_\_\_\_Ottawa Catholic School Board\_\_\_\_\_

Project Liaison Name and Email Address:

\_\_\_Marilyn Kasian: marilyn.kasian@ocsb.ca\_\_\_

DSB MISA Leader Name and Email Address:

\_\_\_\_\_same as above \_\_\_\_\_

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