



Date: January 24, 2024 **Agenda Item:** 8.2

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Jonathan Konrad, Deputy Superintendent, Education Services
Shannon Requa, Director of Education Planning

Governance Policy: [Policy 225: Role of the Board](#)
[Policy 700: Superintendent of Schools](#)

Additional Reference: [Mission, Vision and Values Statement](#)

Assurance Domain: Student Growth & Achievement
Teaching & Leading
Learning Supports

Superintendent Leadership Quality Standard (SLQS)
SLQS Competencies ([SLQS](#) / [Board Policy 700](#)):
Modeling Commitment to Professional Learning
Visionary Leadership
Leading Learning

Subject: **Literacy Report**

Purpose:

For information.

Background:

Literacy has traditionally been thought of as reading and writing. Although these are essential components of literacy, today our understanding of literacy encompasses much more. Literacy is a lifelong journey that commences with language acquisition from infancy, and its acquisition is influenced by ongoing instruction and practice. Alberta Education defines literacy as *the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living*. Through effective teaching methods and timely assessments, coupled with purposeful interventions, nearly every child can master the skills of reading and writing.

The attached “Literacy Assessment, Instruction and Support Report” provides detailed information on the Division’s literacy assessment tools, results and support initiatives for the 2023/2024 school year, including the allocation of funds to hire intervention teachers to aid grade 4 and 5 students based on screening data and teacher recommendations.



Administration is prepared to respond to questions at the January 24, 2024, Public Board meeting.

Attachment(s):

1. Literacy Assessment, Instruction and Support Report January 2024



Literacy Assessment, Instruction and Support Report

Literacy Assessments 2023/24

Division and provincial benchmark and screening assessment tools help teachers better understand students' current or developing literacy skills. They allow teachers to program more accurately and design review and support materials for student growth and success. They are not considered as evidence for grading. In 2023/24 the Division introduced a new comprehension screening tool for grades 5-12 called the *Reading Comprehension Assessment Tool (RCAT)*. In grades K-4 the Division continues the use of the provincial screeners (LeNS & CC3) as well as Fountas and Pinnell benchmarking.

Available but Optional - Quick Phonological Awareness Screening (QPAS)

Students in Kindergarten can complete the QPAS in October and May to help understand a student's development of phonological awareness (Optional).

Letter Name-Sound (LeNS)

The LeNS is designed to ensure that a child has the foundational phonics skills that are needed to develop into an independent reader.

Castles and Coltheart (CC3)

The CC3 assessment tests the key processes in single word reading, which are phonological decoding and whole word recognition. The assessment is designed to help identify the nature of a child's reading difficulties and can provide direction for next steps.

Alberta Education Numeracy Screener

Students in grades 1-4 complete the Alberta Education Numeracy Screener in September, January and May. This screener assesses a broad range of number skills in students from early verbal counting to arithmetic fluency to address early gaps in number knowledge.

Fountas and Pinnell (F&P)

F&P is a useful assessment to examine the reading behaviors of a child such as rate, prosody, decoding fluency and comprehension. Assessments can support the choice of appropriate texts.

Reading Comprehension Assessment (RCAT)

This tool assesses reading comprehension levels and growth in 5 pillars of reading comprehension skills.





Literacy Assessment Timeline 2023/24

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
LeNS (Gr. 2)				LeNS (Gr. 1)				LeNS POST (Gr.1 & 2)	
CC3 (Gr 2,3,4)				CC3 (Gr. 1)				CC3 POST (Gr 1-4)	
RCAT (5-12)				RCAT (5-12)				RCAT (5-12)	
	Fountas & Pinnell (F&P) (1-4)				Fountas & Pinnell (F&P) (1-4)			Fountas & Pinnell (F&P) (1-4)	

Formative Literacy Data - September 2023

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
2	LeNS - English	23.4	76.6
2	CC3 - English	27.2	72.2
3	CC3 - English	28.8	69.9
4	CC3 - English	20.4	76.8

Formative Literacy Data French Immersion - September 2023

Grade	Assessment	Percentage at Risk	Percentage Not-at-Risk
2	LeNS - French	78.3	21.7
2	CC3 - French	82.6	12.5
3	CC3 - French	39.3	60.7
4	CC3 - French	40	60

RCAT Data - Fall 2023

Grade	5	6	7	8	9	10	11	12
Average Score (%)	57.96	59.16	62.47	50.48	56.98	47.94	55.4	57.62





Teaching and Leading: Implemented Support for Improved Literacy

This year the Division continued to provide multiple opportunities for teachers and administrators to build their understanding of literacy development and how to use this understanding to impact student learning. This is done primarily through the support of the *Layers of Literacy* work of Dr. Miriam Ramzy and Michelle Bence.

Supports in place include:

- *Layers of Reading Grades 4-8*, including 4 videos, 4 ½ day sessions and a full day of instructional rounds at Four Winds school.
- *Layers of Reading Kindergarten-Grade 3*, including 5 videos to be viewed in collaborative school groups
- ½ day professional development session with Dr. Miriam Ramzy and Michelle Bence for administrators.
- Education Planning support to interpret literacy screening results and plan for responsive teaching.
- New Curriculum PD Menu has several sessions that support the components of a structured literacy program. Teachers choose one or more of these sessions as part of their new curriculum professional development.
- Education Planning team and Edu-Best support for schools implementing the RCAT as this is the first year of implementation for all schools.

Planned Support

- K-9 Learning Coaches in each school to coordinate and support ongoing attention to literacy improvement.
- French Immersion working group to develop rubrics and consistencies with administering screeners and assessments.
- Universal screeners to detect and identify specific areas to focus literacy instruction on in whole group and small group settings.
- Ongoing data analysis of assessment data to inform instruction at classroom, small group and individual levels.
- Review and implement effective structures for ongoing Division-level mentoring for new teachers, coaches and school leaders.
- Collaborate with Principals to explore opportunities within literacy programming in schools.

Literacy Intervention

For the 2023/24 school year, Sturgeon Public Schools (SPS) received just over \$100,000 through the Alberta Education Learning Interruption Grant. With this money, SPS will hire three Literacy/Numeracy Intervention teachers to provide daily instruction for up to 5-6 weeks to grade 4 and 5 students in a small group pull-out model. Students will be chosen for this extra support based on literacy screening data and classroom teacher recommendations.

