



Post Early Years Evaluation – Teacher Assessment (EYE-TA) Implementation for Coordinators

What is the process for the data provider for facilitating Post EYE-TA?

a) Does our jurisdiction need to populate and send in a new data set?

No. The EYE team will upload the confirmed EYE-TA class list teachers used in the Pre EYE-TA administration. The Post EYE-TA class list will contain children who have been identified as benefiting from Tier 2 or Tier 3 learning instruction. When teachers log in, they can select 'moved' for children no longer in their classroom cohort; teachers can also add or transfer children who are new to their class as necessary.

b) Does the list of personnel for the jurisdiction need to be verified?

Yes. You will be sent a Personnel File in Excel format based on your Pre EYE-TA upload approximately four weeks before your Post EYE-TA session is set to begin. It will need to be verified by you and, in some cases, edited. If you have changes in your staff (e.g., a kindergarten teacher from the Pre EYE-TA session has gone on leave and a new teacher has replaced them), please let us know by updating the Personnel File and emailing it back to us.

What is the process for teachers to access the online data entry site for the Post EYE-TA?

a) Will teachers get a new password for the Post EYE-TA implementation?

No. Shortly before the Post EYE-TA begins, the EYE team will disable the teachers' user accounts in your jurisdiction to set up the data entry site for Post EYE-TA. At that time, all teachers' and coordinators' accounts will be disabled. When the setup is complete, the teachers and coordinators will receive a notification from our system informing them the site is ready for use.

For users who have an existing EYE account, their accounts will be reactivated and they can use their previously chosen passwords to log in. If users have forgotten their password or want to reset their passwords, they can do so by visiting the data entry site (<https://earlyyearevaluation.com/app>) and clicking the “Forgot Password?” link.

For users who are NEW to the EYE Online Data Entry Site, they will receive a new password that will be sent from our system.

b) What is the timeline for the Post EYE-TA?

Each jurisdiction will have its own guidelines around this. However, given the year-end reporting period is typically mid- June, a cut off for EYE-TA data entry of May 31st at the latest would be recommended. This will ensure adequate time for the teachers to review the reports, print them for parents, and share them with grade 1 teachers and other resource team members. EYE Coordinators can monitor the progress of participating teachers and gently remind them, as the evaluation period wanes, that their assessment data are due.

Planning your Post EYE-TA:

To help with your planning, please see the sample time frame chart below

Sample Time Frame:

March 7: Verify Personnel File

March 23: EYE Coordinator confirms personnel and returns the updated file to the EYE systems administrator.

April 18: The Learning Bar systems team will reopen the EYE-TA session and begin sending out usernames and passwords to any new personnel.

April 18-May 30 (Observation and data entry period): When all teachers have completed their Post EYE-TA, the EYE Coordinator notifies our team to close the session.

a) Which children will be assessed in the Post EYE-TA?

Children who have been identified with Responsive Tiered Instruction (RTI) Tier 2 or Tier 3 learning needs will be reassessed in the Post EYE-TA, along with any children new to the jurisdiction.

Dr. Willms has developed an analytical process for determining which children should be reassessed in the Post EYE-TA. Our longitudinal research shows that children’s EYE-TA results in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA domains Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor, Awareness of Self and Environment, and Social Skills and Approaches to Learning. Thus, we can use the EYE-TA data to apply an RTI model to discern which children are most likely to require extra support during the primary school years (i.e., children with Tier 2 or Tier 3 learning

needs). We can also use the RTI to determine how children can be supported through effective universal, small group and individual strategies and which children should be reassessed during the Post EYE-TA. This analytical process and related adjustments to the class list will alleviate teacher decision making around the reassessment of specific children in cases that are unclear.

NOTE: Teachers are encouraged to ensure that any children new in their classes are added to the class list and assessed with their peers in the Post EYE-TA. The formative information the Post EYE-TA results provide can serve to support a smooth transition between kindergarten and Grade 1 for the child in addition to providing valuable information to the receiving Grade 1 teacher.

b) Where can teachers find the list of children who are recommended for reassessment?

The EYE-TA class level report from the Pre EYE-TA assessment will contain a list of all Tier 2 and Tier 3 children and is typically on page 4 of the report. Names of children who were identified as having learning needs best met through universal programming (Tier 1) have been removed. For your convenience, in the “Manage Class List” section, our system checks off children with Tier 1 learning needs from the Pre EYE-TA session as “not assessed” and enters automatically “Post Assessment Not Required” in the notes section. If teachers feel it is necessary, they can of course uncheck any children with Tier 1 learning needs marked as “Not Assessed” and administer the Post EYE-TA as they see fit.

c) Which domains are assessed in the Post EYE-TA?

For those children indicated for Post EYE-TA, all domains of the EYE-TA should be reassessed. This will ensure the domain averages required for the analysis used to calculate the RTI results are available. This will also provide Child Reports that are complete across all domains. This is beneficial for teachers when sharing results with stakeholders (e.g., families/multidisciplinary team).

Assessing a child across all five domains also serves as a way to observe if the child has shown improvement, even if it is modest. While we hope for children to leap from one colour to the next, growth can also be evident within colours. For example, a score of 2.1 in the Pre EYE-TA and a subsequent score of 2.9 in the Post EYE-TA shows growth, but the colour (green) stays the same.