DATE: September 7, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Priority 1 Goal One: An Excellent Start to Learning

ORIGINATOR: Dr. Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE STAFF: Leona Morrison, Bob Morter, Tracy Poulin, Natalie Prytuluk

REFERENCE: Early Years Pilot Recommendation Report (approved February 2, 2016)
EYE-TA District Maps 2015-2016
EYE-TA District Summary Fall 2015
EYE-TA District Summary Spring 2016

ISSUE

The purpose of this report is to provide the Board of Trustees with an update of the District's Strategic Plan for Priority 1 Goal One: An Excellent Start to Learning using information from the Early Years Evaluation-Teacher Assessment (EYE-TA), Early Years Program Expansion, and additional Early Years initiatives that support Priority 1 Goal One (Attachment I). The report focuses on areas of success and areas for growth, and is part of Administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the District Strategic Plan. This analysis will also help to inform the District's direction for the 2016-2017 operational year.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014-2018 term. The District Strategic Plan has three priorities with supporting goals and outcomes. The plan serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance, and accountability. This culture fosters an environment focused on continuous improvement across the District.

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes on the 2014-2018 Strategic Plan, which reflects provincial educational priorities while being responsive to local priorities.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit a Three-Year Education Plan (3YEP) and an Annual Education Results Report (AERR) by November 30. The 3YEP/AERR reports on results from the previous school year and highlights the District's strategies to advance its strategic priorities over the next three years.

This year, with the flexibility afforded through the Assurance Pilot, the District has established an Assurance and Public Board Reporting Cycle in support of completing the AERR/3YEP. This cycle was developed to achieve the following outcomes:

- To establish a planning and reporting cycle that considers when local and provincial data is available for analysis and to inform timely decisions
- To use results to inform programming decisions that promote success for all students
- To support a cycle of continuous improvement and reinforce how results and data drive District planning and reporting
- To interpret and report on results in a manner that demonstrates assurance and transparency

With these outcomes in mind, for the 2016-2017 school year, at each public board meeting, a high level overview and an analysis of results for a District Strategic Plan goal and outcome will be presented. Not only will this reporting cycle support the completion of the AERR/3YEP, it will enable meaningful dialogue on results and strategies moving forward.

KEY POINTS

- The Early Years Data and Analysis (Attachment I) provides an overview of the Early Years Evaluation-Teacher Assessment (EYE-TA), Early Years program expansion, and Early Years initiatives highlighting areas of success and growth relevant to the District Strategic Plan.
- Appendix I and II contain information to support Attachment I.
- The Early Years Pilot Recommendation Report (Attachment II) provides the Early Years expansion and distribution plan to support Attachment I.
- The District Strategic Plan Update (2014-2015)- Strategy Update Priority 1, Goal One (Appendix III) has been updated to reflect work accomplished to date.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Early Years Data and Analysis
ATTACHMENT II	Signed Early Years Pilot Recommendation Report
APPENDIX I	EYE-TA District Summary Fall 2015
APPENDIX II	EYE-TA District Summary Spring 2016
APPENDIX III	District Strategic Plan Update (2014-2018) - Strategy Update Priority 1, Goal One

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Early Years Data and Analysis

INTRODUCTION

Research in the field of early childhood education and child development provides clear evidence that the early years are an important developmental time in children's lives. Children are growing, discovering the world around them, and forming the skills they need to support their growth and lifelong learning. As such, Edmonton Public Schools has identified *An Excellent Start to Learning* as a key goal in the District Strategic Plan. This goal is focused on providing educational supports and programming to help attain the outcome of more children reaching emotional, social, intellectual, and physical developmental milestones when they enter Grade 1. This goal sets the foundation for reaching as many students as early as possible to support their growth and set the stage for future success.

Key Performance Indicators have been identified to measure growth towards the achievement of this goal, which are outlined on page two of this report. These key performance indicators provide data related to the number of children entering Grade 1 meeting developmental milestones as a result of supports and services provided in Kindergarten. The key performance indicators also include data related to the number of students who were enrolled in an Early Childhood Services program (Kindergarten, early learning, early education), and provide parent perception data relative to their child's readiness to be successful in Kindergarten and Grade 1.

This report is organized around three broad areas:

1. Early Years Evaluation-Teacher Assessment (EYE-TA)
2. District Early Childhood Services Program Expansion
3. Early Years Resources to Build Capacity

Each of these areas will include background information, analysis of the data, positive trends and successes, and initiatives and opportunities. The report will conclude with a summary of Priority Strategies for 2016-2017.

KEY PERFORMANCE INDICATORS

Priority 1:

Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One: An Excellent Start to Learning

Outcome: More children enter Grade One reaching emotional, social, intellectual, and physical development milestones.

Key Performance Indicator (all can be hyperlinked to dashboard)	Results for school year (in percentages)					Evaluation	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	District Performance	Improvement**
EARLY LEARNING							
Early Years Evaluation – Teacher Assessment Percentage of children entering (pre) and leaving (post)* District Kindergarten programs that meet developmental milestones (Source: EYE-TA)		61	63	62 (pre) 81 (post)	61 (pre) 81 (post)	C A	+
• Awareness of Self and Environment		78	82	80 (pre) 92 (post)	80 (pre) 92(post)	A A	+
• Social Skills and Approaches to Learning		75	76	75 (pre) 89 (post)	77 (pre) 89 (post)	B A	+
• Cognitive Skills		62	64	64 (pre) 90 (post)	62 (pre) 89 (post)	C A	+
• Language and Communication		73	77	75 (pre) 88 (post)	75 (pre) 88 (post)	B A	+
• Physical Development • Fine Motor		69	70	70 (pre) 93 (post)	70 (pre) 92 (post)	B A	+
• Gross Motor		78	79	77 (pre) 93 (post)	76 (pre) 92 (post)	B A	+
Total number of students enrolled in an Early Childhood Services program (Kindergarten, Early Learning, Early Education)	6,935	7,558	7,895	8,107	8,519	n/a	n/a
Percentage of parents with children in Preschool or Kindergarten who indicate they know what their child must be able to do in order to be successful in Kindergarten. (Source: District Feedback Survey Q 34b)				92.9		A	Baseline
Percentage of parents with children in the early years who indicate they feel their child will be ready for learning in Grade 1. (Source: District Feedback Survey Q 34c)				90.0		A	Baseline

*Note: EYE-TA post assessments began in the 2014-2015 school year.

**Note: Improvement for EYE-TA is based on post-results compared to pre-results.

RESULTS AND ANALYSIS

1. Early Years Evaluation-Teacher Assessment (EYE-TA)

Background Information

A key strategy to inform early years programming is the implementation of the Early Years Evaluation – Teacher Assessment (EYE-TA) tool. Each fall, all children entering District Kindergarten programs are assessed using the EYE-TA. The data from the EYE-TA informs programming at the individual child level in response to five developmental domains that are indicators for school readiness. This information helps Kindergarten teachers organize their instruction and maximize learning time. It also informs parents about their child's developmental progress. In the spring, children identified as being at-risk for later school success based on pre- (fall) EYE-TA results are re-assessed. The table below provides the 2015-2016 EYE-TA pre- (fall) and post- (spring) results, and includes information for children identified as First Nation, Metis, or Inuit (FNMI), English Language Learners (ELL) and children requiring additional supports and services:

2015- 2016 PRE (FALL) EYE-TA RESULTS COMPARED TO POST (SPRING) RESULTS

Category	# of Children*	Experiencing Significant Difficulty (Tier 3)		Experiencing Some Difficulty (Tier 2)		Appropriate Development (Tier 1)	
		Pre	Post	Pre	Post	Pre	Post
ALL	7,249	15.2%	6.4%	23.5%	12.4%	61.3%	81.2%
Non- coded	3,975	4.6%	2.9%	18.1%	6.6%	77.3%	90.5%
FNMI**	524	36.5%	16.8%	31.9%	24.6%	31.7%	59.2%
ELL**	1,217	15.0%	4.6%	24.1%	12.6%	60.9%	84.7%
Coded***	1,785	38.3%	16.0%	33.8%	25.0%	27.8%	59.6%

*The number of children is based on September 30, 2015 student counts.
**Some children may also have special education codes.
***Coded includes: emotional/behaviour; multiple; physical-medical; deafness; language. There was no data available for cognitive; blindness; and mild-moderate delays.

Analysis of 2015-2016 Data

In the fall of 2015, 7,249 children were assessed by 258 Kindergarten teachers in 152 schools in our District. This is an increase of 304 Kindergarten children from the fall of 2014. The average age of boys and girls in Kindergarten in September was 5 years and 1 month. Analysis of the EYE-TA results for 2014-2015 and 2015-2016 indicates nearly identical baseline data and post-assessment results overall (Appendices I and II). While at first glance there appears to be little change in results, it is important to take into consideration that the number of students enrolled increased. Within this same subset of children, data from the spring of 2016 shows Inclusive Learning served 821 Kindergarten children with severe developmental delays who accessed Program Unit Funding (PUF) and 964 children identified as having mild or moderate delays. In other words, 1,785 children were in need of targeted or specialized supports out of 7,249 Kindergarten children. This equates to 24.6 per cent of children attending Kindergarten.

EYE-TA fall or pre-test results for the 2015-2016 school year indicated that 61 per cent of children entering Kindergarten met developmental milestones, 24 per cent required targeted small group

instruction, and 15 per cent required more intensive intervention and an individual program plan for their specific learning needs.

Positive Trends and Success

Based on the evidence that we have to date, there is much to celebrate. The overall trend demonstrates 81.2 per cent of children met developmental milestones as they completed Kindergarten and transitioned to Grade 1. Only 12.4 per cent still require some targeted instruction and only 6.4 per cent will require more intensive support. As a result of direct intervention and targeted supports, 20.2 per cent more children will be entering Grade 1 having met important developmental milestones. The EYE-TA assists teachers to better understand and program for strengths and areas of growth of children entering Kindergarten. The teacher, working in collaboration with Inclusive Learning consultants, Educational Assistants, principals, colleagues and families all contributes to building a strong foundation to support children's success in school.

The results speak to the importance of assessing children early to inform decisions around programming. For example, the greatest gains were realized in the area of Cognitive Skills with 27% more children meeting milestones from pre- to post- assessment. The Cognitive Skills portion of the EYE-TA measures a child's basic math and pre-reading skills and his or her abilities to solve problems. This measurement highlights the positive impact that early intervention has in supporting children's growth, development and readiness for entering Grade 1.

Initiatives and Opportunities

Results from the spring post-assessment from 2014-2015 and 2015-2016 indicate that approximately 18.8 per cent of children are not yet meeting developmental milestones and will continue to require targeted and specialized support. In response to this data, and further to the District-wide Focus on Reading and the Numeracy Action Plan, the following literacy and numeracy initiatives were implemented in the 2015-2016 school year and will continue this current school year:

- **Language-Literacy Pilot:** Using the EYE-TA data, seven schools were identified with a high number of children at-risk for literacy difficulties and entering Grade 1 (Athlone, Belmead, Brightview, Inglewood, Ormsby, Prince Charles, Sherwood). Ten Grade 1 teachers participated in the Language-Literacy pilot using the expertise of a multidisciplinary team consisting of two Speech-Language Pathologists, an ESL consultant and a Reading Specialist. Based on research, five areas were identified as important to literacy success: oral language, phonological awareness, vocabulary, print awareness, and reciprocal teaching. Teachers met with the consultant team for three full-day professional learning sessions and received ongoing classroom mentoring. Data from the post - assessment observations indicated an increase in strategies used by the teachers resulting in increased engagement and language development in the students:
    - Students increased vocabulary development by 48 per cent, and demonstrated reciprocal peer teaching 67 per cent of the time, a significant increase from 2 per cent in the pre-assessment.
    - Teachers increased the frequency of intentional vocabulary and oral language development by 16 per cent, increase the use of reciprocal teaching by 25 per cent and made connections to content 33 per cent more frequently.
    - All ten teachers indicated a desire to continue with this initiative, believed their teaching practice had improved, and were highly positive of the progress and successful outcomes for their students.

- **Math Interactive Learning Experience (MILE) Research Study:** The focus of this study was to improve math skills in young children with developmental difficulties. The EYE-TA was used by principals and teachers to identify children who would benefit from participation in the MILE study. Three teachers and six children (Grades K-2) at Overlanders and Aldergrove school completed the MILE program in small groups within the school setting. Although the MILE program was originally intended for children with Fetal Alcohol Spectrum Disorder (FASD), the goal of the current study was to implement the MILE in small group settings with children who have a variety of neurodevelopmental difficulties. Overlanders school has an opportunity program for children with mild cognitive disabilities, and Aldergrove school has a Behaviour and Learning Assistance program for students with chronic, extreme and pervasive behaviours. Overall children in the MILE program improved in many areas of mathematics. They improved in all key math composite scores except operations; however, the program focuses on improving basic math skills prior to moving on to more complex operation skills. All teachers gave positive feedback and shared the benefit of teaching through hands on exploration, small group activities, and seeing the children make connections in their learning. Limitations were noted regarding the amount of time it took to administer the program and that it required small group instruction which was difficult to manage in a busy classroom. Quantitative pre- and post- data will be forthcoming but is not available at this time.

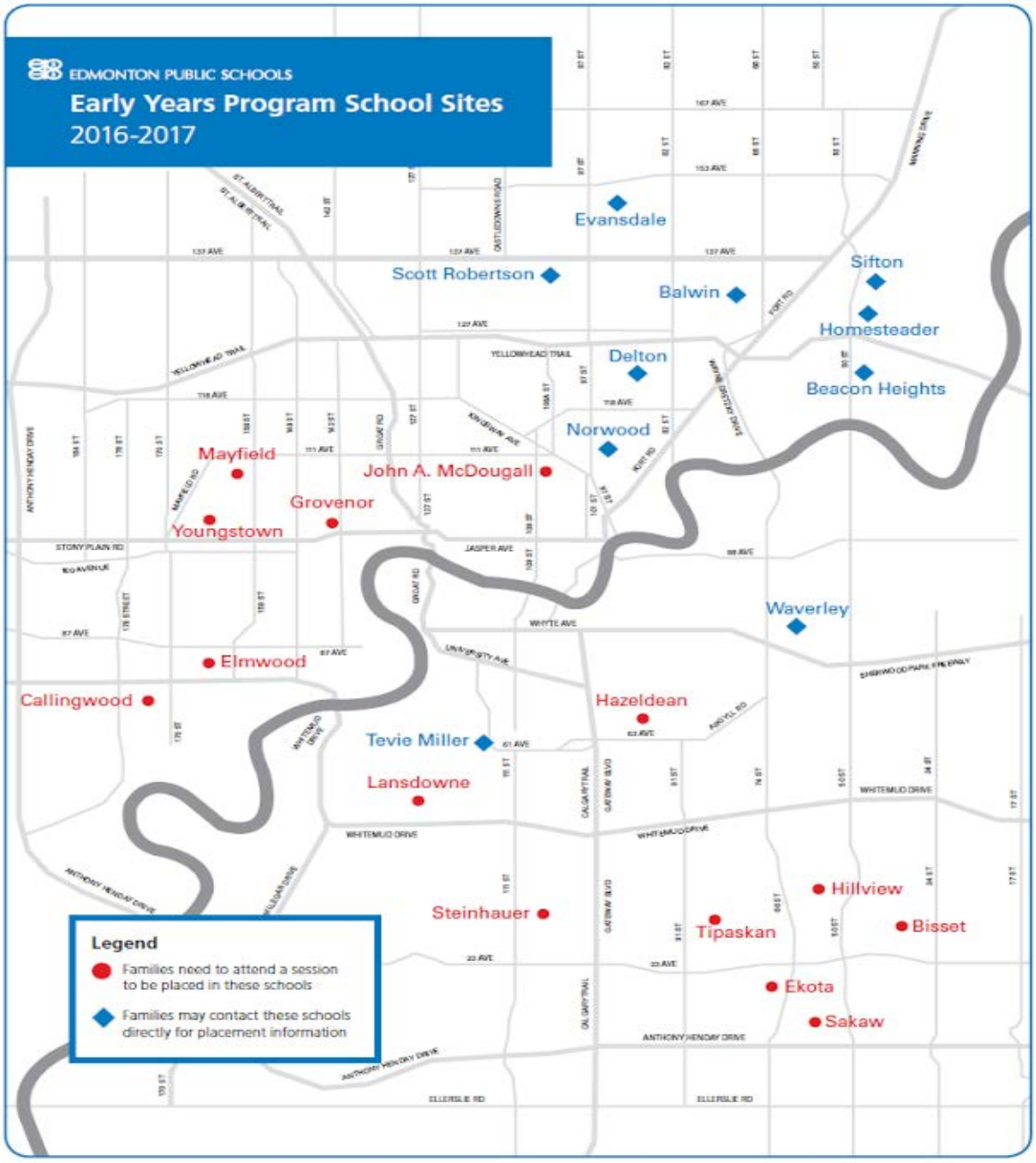
Intentionally using EYE-TA data at school and catchment level would provide opportunities to further explore ways to support children who are entering Kindergarten or transitioning to Grade 1 and may be at-risk for later school success. Collaboration, sharing data and promising practices, and professional learning, will be additional ways to use the EYE-TA to inform programming for our youngest learners.

2. District Early Childhood Services Programs Expansion – Analysis

Background Information

Data in the key performance indicators shows that the number of children in early childhood services in the District (Kindergarten, early education, early learning) continues to grow, from 6,935 in 2011-2012 to 8,519 in 2015-2016, yet available space for pre-Kindergarten programming for eligible children has not kept up with the demand. Alberta Education provides funding for pre-Kindergarten children who have mild, moderate and severe developmental delays and children who are learning English as a new language.

From 2014-2016, an Early Years pilot was conducted in the Millwoods community to trial a pre-Kindergarten model intended to provide a coordinated approach to funding, access and programming organization for children who are eligible for early intervention. The outcome was to support more children being able to access Early Learning Programs. On February 2, 2016, a three-year plan to expand Early Years programs was approved by the Superintendent. For 2016-2017 the Early Years programs will expand to include schools depicted in red on the following map:



Analysis of 2015-2016 Data

Data from the Early Years pilot demonstrates that more students were served this year, in comparison to previous years. In addition, gains in the provision of service through increased staff collaboration, proximity of programming to children's residences, increased financial sustainability, and overall improvements in resource distribution and efficiencies can be noted. For example, 100 per cent of staff engaged in the Early Years pilot gave positive feedback regarding the four-day program model, increased collaboration time, and level of classroom support.

Data from the Early Years Expansion and Distribution strategy (Early Years Pilot Recommendation Report: Attachment II) was considered in developing the expansion plan and data sets include:

- Population Demographics and Enrolment pressures
- Facility conditions and space utilization
- Impact of upcoming school openings in 2016 and 2017

Learnings from the Early Years pilot also demonstrated the importance of using a coordinated approach to screening, placement and transportation of children to programs. A universal screening process was developed which identified 142 children eligible for programming. Children identified as eligible included English Language Learners and children with mild, moderate or severe developmental delays. As a direct result of screening opportunities, five new classes were established to accommodate the increased number of children needing targeted and specialized supports. To support the placement of children in a program closest to their home address, a centralized placement process was successfully trialed using Special Needs Assisted Placement (SNAP). The impact of placing children in programs closer to their homes saw a reduction in children being transported outside Zone 1 (Millwoods) by 41 per cent and the cost per child transported was reduced by 7.5 per cent. This translates to cost savings. Many children eligible for yellow bus services did not require transportation services as they were able to attend their community school. It is anticipated that additional efficiencies will be realized and this trend will continue as programming expands throughout the District over the next two years.

Positive Trends and Success

The Early Years pilot successfully addressed a model that is flexible, responsive and adaptable and can be replicated in other locations. The three-year plan to expand Early Years programs across the District will increase access to programming for young children in need of specialized and targeted support, closer to home. It is anticipated that earlier identification of children who require additional support will positively impact EYE-TA baseline results as children enter Kindergarten, particularly in communities with Early Years programs.

Initiatives and Opportunities

The expansion of early years programming offers services through a model where staff from multiple schools sites have regular opportunities for collaboration. Teams from HUB schools regularly travel to satellite schools to provide service and support classroom staff.

Collaboration among principals, multidisciplinary teams, teachers, community partners and families provides opportunity to build capacity by sharing expertise and best practices across locations.

An increase in staff working in Early Years programs, and an increase in families connecting with these programs, indicates a continued need to provide high quality, research informed resources and professional learning. The goal would be to develop common understandings across all HUBs and satellite programs about child development and the importance of evidence based early childhood programming.

3. Early Years Resources to Build Capacity – Analysis

Background Information
In 2015, the District administered a District Feedback Survey to draw upon key data relative to the perceptions, feelings, and attitudes of all its stakeholders − students, parents, staff, and community.

This survey was intended to serve as one source of data among many others to support and inform decisions in support of student success. Specifically, data was gathered through this survey to support the District in monitoring its progress toward attaining its goals and outcomes as articulated in the Strategic Plan.

Specifically related to Priority 1, Goal One, the majority of parents who responded to the 2015 District Feedback Survey indicated that they know what their child must do in order to be successful in Kindergarten and feel their child will be ready for learning in Grade 1. The analysis looks at general trends within this data set as we do not know how many parents responded, parental level of education, socioeconomic status and community, which may have a bearing on answers to the survey.

Analysis of the Data
While many parents indicated they know what their child requires to be successful in Kindergarten (92.9 per cent), and that they believe their child will be ready for learning in Grade 1 (90.0 per cent), it is important to continue sharing current research based information with parents broadly, so that those who wish to may continue to deepen their understanding about the developmental growth of their child. Providing multiple opportunities for parents to learn, encourages them to become more engaged in their child's schooling and to work collaboratively with schools to enhance their child's strengths and provide experiences to foster growth in their children.

The EYE-TA data indicates that 38.7 per cent of children entering Kindergarten experience some degree of difficulty and 18.8 per cent are likely to experience difficulty when they enter Grade 1. It will be important to ensure teachers, administrators and staff who work in early childhood and Grade 1 settings have appropriate resources and a deep understanding of early child development, so that expectations, learning environments, programming and supports are accessible and developmentally appropriate for young children.

Positive Trends and Success
The District Feedback Survey results indicate that of the parents who responded, 90 per cent believe they are receiving the information they need to feel confident that their child will meet developmental milestones and be ready for Grade 1.

The EYE-TA results demonstrate that teachers believe 81.2 per cent of children are meeting developmental milestones when they enter Grade 1.

Preparing children to enter Grade 1 meeting developmental milestones is complex work and requires focused energy from classroom teams, school administration, families and often community partners. Building capacity in the skill sets of those involved, and the use of efficient and effective practices to provide transition supports will continue to be important areas of focus.

Initiatives and Opportunities

Building capacity in school personnel and families to better understand how young children develop, and the kinds of experiences that foster growth in all domains, will help support a successful school experience. Following are some of the current initiatives and opportunities to build capacity:

- In 2015-2016, a monthly Inquiry and Play Community of Practice (COP) was started by teachers and Early Years Consultants with Inclusive Learning. Each COP event was hosted after school hours, at a variety of school sites across the City. Discussion topics were selected by the teachers, and facilitated using the "Circle Way" process. Attendance was open to any teacher or consultant, and ranged from 40 to 90 participants each month. The Inquiry and Play community of practice will resume in November of 2016.
- For 2016-2017, Early Years resources are currently being developed to provide practical strategies and information for teachers and administrators. These new resources will be housed in an interactive ShareSite. Metrics can be gathered to show how often the site is visited and which information is most popular.
- To support the implementation of Early Years resources, professional development opportunities for teachers, administrators, and staff working in the Early Years are being planned. Data such as number of sessions offered and survey results to measure effectiveness will be collected.
- MacEwan University and Alberta Education are piloting a curriculum framework for pre-Kindergarten children and their teachers. This pilot is occurring at Hillview and Scott Robertson schools.
- Triple P is known to be a sound, effective research based parent program. This program gives parents simple and practical strategies to help them confidently manage their children's behaviour and build strong, healthy relationships. To increase family access to Triple P - Positive Parenting Programs, a plan has been developed for 2016-2017. Inclusive Learning has eight School Family Liaisons who work in Kindergarten classrooms across the District. They have been trained in various levels of Triple P and will be partnering with colleagues in Early Education programs, and with community partners such as Family Resource Centres and the Multicultural Health Brokers, to offer more Triple P sessions in approximately 33 schools throughout the District. Sessions are specifically directed at families who have children with severe special needs, but are open to other interested families as space allows. Data will be gathered indicating how many sessions were offered, which schools and how many parents attended. Each parent in attendance will also be encouraged to complete the Triple P parent questionnaire which provides detailed information on the success and impact of the program for the family.
- An FNMI Early Years parent handbook is in progress and will support Aboriginal families to access supports, services and information related to early child development.

AREAS MOVING FORWARD

In support of the District's Strategic Plan, the following strategies over the next three years will be implemented. The priority strategy identified below directly links to the analysis of results and the focus Edmonton Public Schools needs to take, to ensure more students are reaching emotional, social, intellectual and physical development milestones as they enter Grade 1.

Priority Strategy:

- **Early Years Evaluation-Teacher Assessment (EYE-TA):** Continue to implement the EYE-TA in all Kindergarten classrooms in the fall to gather baseline data on developmental milestones and a post-assessment in the spring to measure growth and identify children who may need continued support as they enter Grade 1. The following initiatives will be continued for 2016-2017:

- Language/Literacy Pilot: Continue to expand this program prototype to other grades and schools to build teacher capacity and support children identified as at-risk for literacy difficulties. This would include children who have speech, language or communication needs as identified through EYE-TA results and Mild/Moderate or Program Unit Funding (PUF) as well as English Language Learners. Release five videos capturing five strategies related to literacy development: oral language; phonological awareness; vocabulary; print awareness; and reciprocal teaching; to support professional development and communities of practice at the school and catchment level. District data will be utilized to measure results.
- Math Interactive Learning Experience (MILE) Research Study in partnership with the University of Alberta to improve math skills in young children with developmental difficulties. For 2016-2017, the study will continue to implement the MILE program in classrooms with children at-risk for success in math and explore an approach that builds upon universal strategies for whole class and differentiated instruction rather than one implementation method through small group instruction. The research team will provide quantitative data for 2015-2016 and 2016-2017 to measure the impact of the program.

- **Early Years Programs Expansion:** Continue to implement Phase 1 of the Early Years Expansion and Distribution Strategy and prepare for Phase 2 and 3. Ongoing data will be collected to inform direction and progress. Principals and Early Years program staff will continue to provide feedback through formal and informal processes such as meetings and collaborative conversations to inform decisions such as program re-naming, screening and placement processes, and classroom programming.
- **Early Years Resources to Build Capacity:** Continue to develop and implement Early Years resources, initiatives and professional development opportunities for Teachers, Administrators, Staff working in the Early Years, and Families. Identify and use a variety of measures to capture impact of resources and professional learning.

CONCLUSION

The number of children accessing early childhood services in the District (Kindergarten, early years) continues to grow, from 6,935 in 2011-2012 to 8,519 in 2015-2016. The number of children accessing specialized supports and services also continues to grow and this year 1,785 children attended Kindergarten with mild, moderate or severe developmental delays, 296 more children than 2014. That is 24.6 per cent of the Kindergarten population. In addition, there were 1,217 children learning English as a new language who would benefit from pre-Kindergarten programming to gain an additional year of language development. Research in the field of early childhood education indicates that providing intervention earlier results in children making greater gains throughout their school trajectory. Further collaboration is required to better align data and provide the most comprehensive story about children's success in school and the early childhood programs we offer.

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE: February 2, 2016

TO: Darrel Robertson, Superintendent of Schools February 2, 2016

FROM: Sandra Stoddard, Executive Director, Governance, Strategic Services and Support for Schools
Lorne Parker, Executive Director, Infrastructure

SUBJECT: Early Years Pilot

ORIGINATOR: Heather Raymond, Managing Director, Inclusive Learning
Christopher Wright, Managing Director, Infrastructure

RESOURCE STAFF: Danette Andersen, Chelsea Armstrong, Cheryl Belyea, Diane Brunton, Janice Comrie, Reg Crawford, Geoff Holmes, Heather Kennedy, Monika Lukas, Shannon Mah, Duncan McColl, Madonna Proulx, Natalie Prytuluk, Jim Ray, Maureen Roszell, Sheila Tingley, Christopher Wright, Bonnie Zack

REFERENCE: Early Years Pilot - Expansion of Early Education Program and Early Learning Classes Recommendation Report - May 13, 2015
Early Years Pilot 2014-2015 Interim Recommendation Report - March 6, 2015
Early Education Recommendation Report - June 20, 2013
Early Years Pilot Project Charter: 2014-2016

ISSUE

The 2015-2016 Early Years Pilot has demonstrated it is a financially viable model that aligns equitable and flexible programming across multiple locations and provides increased access closer to home for pre-kindergarten children eligible for Early Childhood Services (ECS) funding. Approval is required regarding the adoption and plan for implementation of the Early Years Model in a district-wide, phased-in approach over a three year period, commencing in the 2016-2017 school year. (Attachment I and II)

BACKGROUND

The purpose of the Early Years Pilot was to trial a pre-kindergarten model to provide a coordinated approach to funding, access and programming organization for children eligible for early childhood services in the District. The Early Years Pilot was implemented at Hillview, Ekota, Sakaw and Tipaskan Schools in September 2014 in response to the June 30, 2013 Early Education Recommendation Report, specifically recommendation 2a: *Access and Funding: That an Early Years Pilot in Transportation Zone 1, be implemented for the 2014-2015 school year to explore the feasibility of a consolidated approach to programming.*

Phase 1 of the Early Years Pilot received Superintendent approval for extension to January, 2016 so that modifications could be applied to the proposed Model and address limitations.

There continues to be increased demand for placement of eligible pre-kindergarten children throughout the District and this model shows promise to address this demand. Modifications to the pilot included the following:

Funding

- Based on the District's current financial status and Alberta Education funding rates for 2015-2016, a budget analysis of the Early Years pilot, as per September 30, 2015 enrollment data, indicates that the pilot budget allocation model is self-sustainable.
- Hillview Early Education program continues to operate as a designated site as outlined by the Alberta Education funding manual. The designation of a program was given to all pilot locations in alignment with District program distribution and planning processes. This enabled a systematic distribution of funded children in each location to generate a sustainable and balanced budget.
- All Program Unit Funding (PUF) and Mild Moderate (MM) funding is consolidated in the Hillview Early Education budget for provision of supports and services such as therapists, educational assistants, specialized equipment and resources, and administrative time in all four Early Years program locations.
- Based on early learning class enrolment consisting of 16 children with a minimum of five children accessing PUF and the remaining children accessing MM or English Language Learner (ELL) funding, the current District base rates adequately support teacher unit costs.

Access

- In April, 2015, a screening process identified 142 children who were eligible for an Early Years program in the Millwoods area. Three additional Early Learning classes and two additional Early Education classes were opened in order to accommodate the increased numbers of children.
- This pilot successfully addressed increased access to programming as 68 additional children were able to enrol in an Early Years program.
- A centralized placement process was trialed with input from District Support Services, Planning, and Student Transportation using Special Needs Assisted Placement (SNAP) to place children in locations closer to their home.
- Yellow bus service is provided for children eligible for PUF to all program locations in the Millwoods area. In the Early Learning classes, 68 per cent of children eligible for PUF are attending their community school and do not require transportation services.

Programming

- Adjustments were made to the service delivery model (Attachment II) in all Early Learning and Early Education classrooms and consists of:
  - Educational Assistant and Speech Language Assistant.
  - Speech Language Pathologist twice per week.
  - Occupational and Physical Therapists as required.
  - Multicultural Health Broker (MCHB) and School Family Liaison (SFL) support for families.
  - This model is flexible, responsive and adaptable to the needs of the children and the community.

- A four day model has been implemented, with a coordinated Monday schedule to build collaboration, professional learning, and common understandings for all staff members in the pilot locations.
- For 2015-2016, Family Oriented Programming (FOP) is coordinated across program locations for all families with children eligible for PUF and includes offerings such as language strategies, parenting support, and maintaining the home language". Ten sessions and/or home visits per family are coordinated by the SFL and MCHBs, and selected by families to meet their needs. Sessions and/or home visits are conducted by staff members and/or community partners such as the Parent Link Centre or Edmonton Public Library.

Principals and Assistant Principals of Early Education programs, Early Learning classes and the Early Years Pilot schools, along with central services staff, have been engaged in ongoing conversations, have had opportunities to provide feedback, and have been invited to attend various information meetings prior to this feedback report (October 13, 2015; November 27, 2015).

RELATED FACTS

- The Early Years Pilot addresses District Priority Initiative 1.1c. Use the results from the Early Years Pilot Project and the learning from the Provincial Early Child Development Mapping Project to develop a District Early Childhood Strategy that addresses the challenges and needs of a growing preschool population.
- The 2009-2014 Early Development Instrument (EDI) baseline results indicate 32.7 per cent of children in Edmonton are experiencing great difficulty in one or more areas of development in the Kindergarten year which is higher than the provincial average of 28.9 per cent.
- The 2015 District fall baseline Early Years Evaluation-Teacher Assessment (EYE-TA) results indicate that of the 7,249 Kindergarten children assessed, 15 per cent are experiencing significant difficulty overall.
- The distribution of the Early Years program under the Infrastructure Plan addresses District Priority Initiative 2.2: Quality Infrastructure for All.
- In 2014-2015, 62 per cent of children accessing transportation services in Zone 1 were transported to out-of-zone locations (i.e. Waverley, Hazeldean). In 2015-2016, the proportion of children transported out of Zone 1 was reduced to 41 per cent and the cost per student transported was reduced by 7.5 per cent. Once the Early Years expansion and distribution strategy including centralized placement of eligible children is fully implemented across the District, it is anticipated that additional efficiencies will be realized and that similar patterns would occur in other transportation zones.
- In 2015-2016, a total of 991 children were registered in Early Education programs, 244 in Early Learning classes and 94 in Early Education Kindergarten aged classes.
- As a result of this pilot we were able to serve 68 more children within a comprehensive school delivery model.

RECOMMENDATION

That the following be approved:

- **That the Early Years Model become a District program to be implemented in three phases, beginning in the 2016-2017 school year, as per the proposed Early Years Expansion and Distribution Strategy.**
- **That Phase 2 of the Early Years Pilot Project Charter (Appendix I) commence upon approval of the above recommendation, to prepare for and support implementation of new Early Years programs for the 2016-2017 school year. The Early Years Pilot will conclude in June 2016 and become an Early Years program.**

OPTIONS

Based on the information provided in this report, the following options are considered as the most admissible as part of a recommendation report for Superintendent approval:

1. Proceed with the suggested plan to adopt the Early Years Pilot as a District program to be implemented across the city in three phases, beginning in the 2016-2017 school year, as per the proposed Early Years Expansion and Distribution Strategy. Begin Phase 2 of the Early Years Pilot Project Charter to support implementation.
2. Provide feedback on the suggested plan. Revisions will be included in the proposed recommendation report.
3. Request further consultation prior to submission of a Recommendation Report.

CONSIDERATIONS & ANALYSIS

Option 1 and 2 will have the greatest impact to successfully address the issue of growing demand for pre-kindergarten programming for eligible children and will increase access for more children closer to their homes. As per Attachment I, Early Years Program expansion and distribution is proposed through a three-year staged approach. Program needs in the south are addressed in the first stage of the expansion plan due to the lack of programming options in the south west. To establish programming in the south west, transitions will take place concurrently in the south east and south central.

Program options in the north will remain status quo in the first stage of the expansion plan. Status quo is proposed due to:

- Current availability of Early Education and Early Learning space in the north.
- Extensive transitions within the first year of the Early Years expansion plan and central implementation support required.
- Equity for families by transitioning the north as a whole.
- Substantial central support required for the opening of 14 new schools.
- Other ongoing work relative to the District's Infrastructure Plan.

Risks include:

- Managing a coordinated plan that balances the need for Early Years placement and District infrastructure needs.
- Increased need for additional staff with appropriate training to fill available positions.
- Lack of available programming in north end Early Education and Early Learning locations as they continue to remain status quo for 2016-2017.

- Additional time for administrators and staff as they adjust to changes such as new job descriptions, programming and collaboration across multiple locations.
- Future financial climate changes, at the District level or from Alberta Education, which may result in budget implications that will have to be addressed during the next phase of the Early Years program implementation.

Risks will be mitigated through development of an Implementation Plan that will involve Communications, Budget Services, District Support Services, Finance, Human Resources, Inclusive Learning, Planning, Student Transportation, and Early Years principals.

Option 3 will likely delay implementation of an Early Years Model for another year, but could provide more time to prepare for implementation in multiple locations. The largest risk is addressing the continued challenges of lack of space and placement of all funded children for whom programming is requested.

NEXT STEPS

Upon approval of the recommendation, the following will be considered as next steps:

- Planning will submit recommendation(s) for establishment of program locations as per the Early Years expansion and distribution strategy (Attachment II).
- The Early Years Advisory and Project Lead team will review membership and purpose and shift from supporting the Early Years Pilot to supporting the implementation process of Early Years programs.
- A March 2016 screening process will include all new Early Years program clusters to ensure eligible children are identified early,
- A centralized placement process aligned with pre-enrolment deadlines and SNAP will be implemented in all Early Years programs, Early Education programs and Early Learning classes.
- The Early Years Program allocation model will be reviewed on a regular basis.
- That the process of renaming Early Years programming be revisited in 2016-2017.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Early Years Expansion and Distribution Strategy
ATTACHMENT II	Early Years Model
APPENDIX I	Early Years Pilot Revised Project Charter - Phase 2
APPENDIX II	Principal Feedback

NP:dll

Early Years Model

Proposed Expansion and Distribution Strategy

Background and Considerations:

The Early Years Expansion and Distribution Strategy was developed within the Early Years Pilot and the greater District Infrastructure Plan. Considerations in this proposed plan for transition include:

- the provision of equitable access to programs for all children and students;
- changing population demographics and enrolment pressures;
- facility conditions and space utilization;
- the impacts of 14 upcoming school openings in 2016 and 2017; and
- increased efficiencies (e.g. student transportation).

In October and November 2015, Planning consulted with each principal and/or administrative team of the current Early Education and Early Learning locations to gather input and feedback regarding the proposed distribution plans and timelines. In addition, space inventories and principal consultations were conducted at new locations in anticipation of program expansion. Principal feedback was documented and helped to inform plans (Appendix II).

Current Early Years Accommodation and Distribution

The following charts outline the current accommodation of children in Early Years programming, Early Education (EE) and Early Learning (EL), across District sectors.

Planning Sector	Current Early Years Locations	Resident Children	Enrolled Children (Adjusted)
South East	Hillview (EE) Ekota (EL) Sakaw (EL) Tipaskan (EL)	581	330
South Central	Tevie Miller (EE) Hazeldean (EE) Waverley (EE)	171	487
South West	None	308	0
West 1	Mayfield (EE) Elmwood (EE) Youngstown (EL)	171	572
West 2	None	329	0

Planning Sector	Current Early Years Locations	Resident Children	Enrolled Children (Adjusted)
Central	Scott Robertson (EE) Balwin (EL) Delton (EL) John A. McDougall (EL) Norwood (EL)	338	372
North East	Beacon Heights (EE) Homesteader (EE) Sifton (EL)	182.5	357
North Central	Evansdale (EE)	265	230.5
North West	Caernarvon (EL)	229	24.5

Within the current framework for Early Years accommodation, overall efficiencies are not realized as Early Years locations are not clearly aligned with patterns of residency. In sectors where the number of enrolled children exceeds the number of resident children, children are being transported into the sector from other sectors with limited Early Years space. The goal of the following proposed distribution strategy and phased expansion plan is to provide Early Years programming closer to where children reside.

Three-Year Phased Approach to Expansion:

A three-year phased expansion (2016-2017 to 2018-2019) is proposed in order to more effectively support the establishment of the Early Years model district-wide. This staged approach allows for:

- staff capacity building;
- capitalization on upcoming space availability as a result of new school openings;
- alignment with the goals of the District Infrastructure Plan; and
- central support for more effective implementation by participating schools.

Most importantly, this approach will have the least direct impact to children who are currently enrolled in Early Years programming.

This proposed plan is subject to amendment. Factors that may influence change include developments within the Infrastructure Plan, demographic fluctuations and emergent District programming needs.

Proposed Program Plans and Transition Timelines:

South East (Mill Woods)

The following chart summarizes the proposed Early Years program (Early Education site and partnered Early Learning classes) and transition timelines for south east (Mill Woods):

School Year	Early Education	Early Learning
2016-2017	Hillview	Ekota, Sakaw, Tipaskan, Bisset (new)
2017-2018	Hillview	Ekota, Sakaw, Tipaskan, Bisset
2018-2019	Hillview	Ekota, Sakaw, Tipaskan, Bisset

The Hillview School program (current Early Years pilot) has increased its original capacity and has effectively served a larger number of children who qualify for Early Years programming. However, at this time, the number of children requesting service still outnumbers the Early Years space capacity in Mill Woods. In 2015-2016, 64 children residing in the Mill Woods area (Transportation Zone 1) are being transported to Hazeldean and Waverley schools (Transportation Zone 2). With plans to relocate the Early Education designation at Waverley School to another site, it is anticipated that Mill Woods will require further Early Years capacity moving forward.

NEW: Bisset School (Early Learning 2016-2017)

Bisset School has been selected as a potential new site for Early Learning for the 2016-2017 school year. The school has an Instructional Area Model (IAM) capacity of 403 students and a current enrolment of 275 students (December 16, 2015 data). Bisset School is able to provide space for two more Early Learning cohorts (morning and afternoon classes) to the existing Hillview School Early Years program for the 2016-2017 school year.

The following chart indicates the number of Early Years anticipated seats that result with the implementation of this distribution strategy in the south east:

Year	Cohorts	PUF Spaces	Other Spaces	Total
Current	16	136	60	196
2016-2017	18	148	80	228
2017-2018	18	148	80	228
2018-2019	18	148	80	228

South Central / South West

The following chart summarizes the proposed Early Years programs (Early Education site and partnered Early Learning classes) and transition timelines for south central and south west:

School Year	Early Education	Early Learning
2016-2017	Waverley	n/a
	Hazeldean	Lansdowne (new), Steinhauer (new)
2017-2018	Hazeldean	Waverley, Lansdowne, Steinhauer
	Duggan (new)	n/a
2018-2019	Hazeldean	Waverley
	Duggan	Lansdowne, Steinhauer

Note: Tevie Miller Heritage School Program is an Early Education site, located in south west Edmonton, but has a city-wide draw for its speech language program focus. It will remain a stand-alone Early Education site due to its unique charter.

South west programming needs are being addressed first in the expansion plan as there are currently no Early Education or Early Learning sites located in south west Edmonton. Proposed changes to expand in the south west need to be made in conjunction with programming plans in south central and south east (Millwoods) in terms of space management and Early Education site designations.

In south central, Hazeldean and Waverley schools offer Early Education; however, this area of the city no longer generates large numbers of young children. The majority of the children in the Early Education programs at Hazeldean and Waverley schools are children who are transported into the zone from Mill Woods or south west Edmonton.

It is anticipated that, through this expansion strategy, Waverley School will transition into an Early Learning site and the Waverley School Early Education designation will be transferred to Duggan School, in the south west. This significant transition is planned for the fall of 2017 and allows time for central resources to be put in place and the Duggan School administration to become more familiar with Early Education processes and programming. Although Tevie Miller School's Early Education program, located in the south west, is not part of this expansion plan, support from the Tevie Miller administration will be available to new programs and classes through shared catchment work and professional learning opportunities. In the interim, Hazeldean School will support the new Early Learning classes at Lansdowne and Steinhauer schools in the south west. It is anticipated that this support structure will be transferred to the Duggan School Early Education program for the 2018-2019 school year.

NEW: Lansdowne and Steinhauer Schools (Early Learning 2016-2017)

Lansdowne and Steinhauer schools have been selected as potential new sites for Early Learning for the 2016-2017 school year. Lansdowne and Steinhauer schools have IAM capacities of 252 and 403 students, respectively. Lansdowne School's enrolment is currently 275 students and Steinhauer School has 331 students enrolled (December 16, 2015 data). With the opening of Nellie Carlson and Roberta MacAdams schools in September 2016 it is anticipated that Lansdowne and Steinhauer schools will each have at least one room available for two cohorts of Early Learning (morning and afternoon).

NEW: Duggan School (Early Education 2017-2018)

Duggan School has been selected as a potential new site for Early Education for the 2017-2018 school year. Duggan School has an IAM capacity of 460 students and enrolment of 366 students (December 16, 2015 data). The opening of Roberta MacAdams School in September 2016 will have some impact on enrolment at Duggan School. The opening of new schools in the Allard and Chappelle neighbourhoods in September 2017, however, will result in a significant reduction in enrolment at Duggan School. The school will have sufficient space to accommodate several Early Education classes.

The following chart indicates the number of Early Years anticipated seats that result with the implementation of this distribution strategy in south central / south west:

Year	Cohorts	PUF Spaces	Other Spaces	Total
Current	31	310	0	310
2016-2017	35	334	40	374
2017-2018	32	296	60	356
2018-2019	18	148	80	228

West

The following chart summarizes the proposed Early Years programs (Early Education site and partnered Early Learning classes) and transition timelines for the west:

School Year	Early Education	Early Learning
2016-2017	Elmwood	Callingwood (new)
	Mayfield	John A. McDougall, Youngstown, Grovenor (new)

2017-2018	Elmwood	Callingwood, Brookside (new)
	Mayfield	John A. McDougall, Youngstown, Grovenor
2018-2019	Elmwood	Callingwood, Brookside
	Mayfield	John A. McDougall, Youngstown, Grovenor

In the west, it is proposed that Callingwood, Grovenor and Brookside schools will add Early Learning capacity through this expansion plan.

NEW: Callingwood, Grovenor, and Brookside Schools (Early Learning 2016-2017)

Callingwood School has an IAM capacity of 349 students and enrolment of 293 students (December 16, 2015 data). Grovenor School has an IAM capacity of 272 students and enrolment of 152 students (December 16, 2015 data). Each school currently has at least one classroom space available that can be used for Early Learning programming during the 2016-2017 school year.

Brookside School has also been selected as a potential new site for Early Learning programming. Brookside School has an IAM capacity of 376 students and enrolment of 384 students (December 16, 2015 data). Brookside School has received at least one full Kindergarten class each year as a receiving school for newer south west neighbourhoods. With the opening of Dr. Margaret-Ann Armour School in 2016, it is anticipated that Brookside School's enrolment will be reduced and the school will have at least one classroom that can be used for Early Learning programming.

The following chart indicates the number of Early Years anticipated seats that result with the implementation of this distribution strategy in the west:

Year	Cohorts	PUF Spaces	Other Spaces	Total
Current	26	248	30	278
2016-2017	31	278	80	358
2017-2018	31	278	80	358
2018-2019	31	278	80	358

North

The following chart summarizes the proposed Early Years programs (Early Education site and partnered Early Learning classes) and transition timelines for the north:

School Year	Early Education	Early Learning
2016-2017	Evansdale Scott Robertson Beacon Heights Homesteader	Balwin Delton Norwood Sifton
2017-2018	Evansdale	Caernarvon (new), John Barnett (new)
	Scott Robertson	Delton, Norwood, McArthur (new)
	Beacon Heights	Sifton
	Homesteader	Balwin, Princeton (new),York (new)
2018-2019	Evansdale	Caernarvon, northwest site (new)*
	Scott Robertson	Delton, McArthur, Norwood
	Beacon Heights	Homesteader, Sifton, northeast site (new)*
	John Barnett (new)	Balwin, Princeton, York

* To be determined in response to demand and available space.

Status quo 2016-2017

It is proposed that Early Years options in the north be left as status quo for the 2016-2017 school year due to:

- the current availability of Early Years programming in the north;
- the extensive transitions within the first year of the Early Years expansion plan and central implementation support required;
- the substantial central support required for the opening of 14 new schools; and
- other ongoing work relative to the District's Infrastructure Plan.

This level of staging also allows for space utilization in the north to be further examined as the opening of the new Hudson School in 2017 will have implications for space availability in schools. Planning will continue to monitor anticipated urban developments in the north (e.g. Horse Hills) and examine patterns of immigration for new families to determine upcoming program locations. Delaying change in the north for an additional year also allows for the transition of Early Years programming in the north as a whole to maintain equity for all families who access service in these neighbourhoods. Once Early Years expansion is underway in the south, central support can be redirected to assist with program implementation in the north

NEW: McArthur, Princeton, and York Schools (Early Learning 2017-2018)

McArthur, Princeton, and York schools have been selected as proposed sites for Early Learning. McArthur School has an IAM capacity of 432 students and enrolment of 187 students (December 16, 2015 data). Princeton School has an IAM capacity of 402 students and enrolment of 143 students and York School has an IAM capacity of 400 students and enrolment of 209 students (December 16, 2015 data). Each of these three proposed new Early Learning sites have at least two available classroom spaces that can be used for programming.

NEW: John Barnett School (Early Learning, 2017-2018 Early Education 2018-2019)

Currently, Beacon Heights and Homesteader schools accommodate Early Education programs. These schools are located in close proximity to each other within Transportation Zone 6. With the intention to program for children at locations closer to their homes and the increase in demand from further north west, it is proposed that the Homesteader Early Education designation be transferred to a school further north, such as John Barnett School.

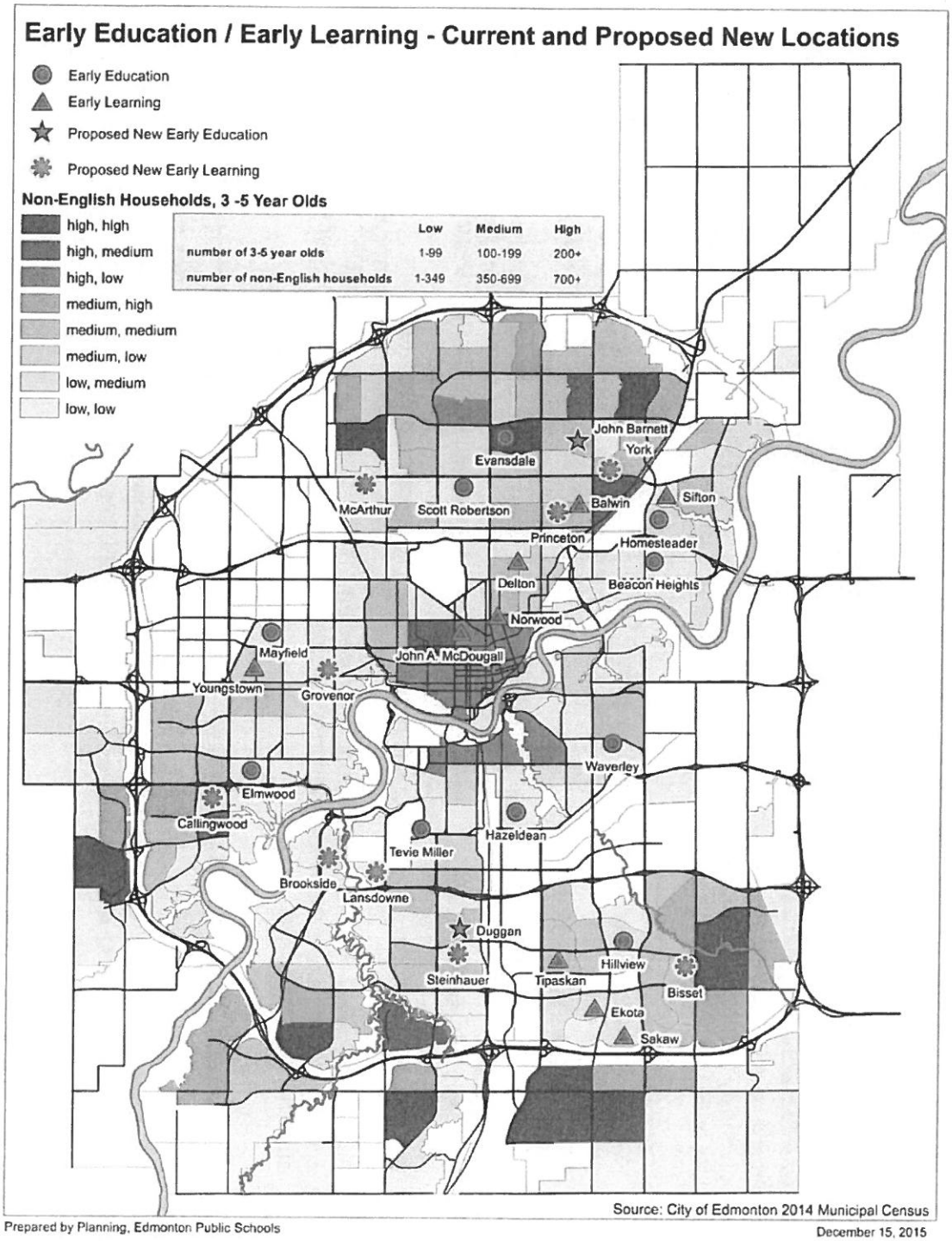
John Barnett School has an IAM capacity of 301 students and enrolment of 155 students (December 16, 2015 data). The school currently has several available classroom spaces that can be used for Early Years programming. It is anticipated that John Barnett School will be first established as an Early Learning class in order to increase overall Early Years capacity in the 2017-2018 school year and will be partnered with the Early Education program at Evansdale School. In 2018-2019, it is proposed that the Early Education designation, currently at Homesteader School, be transitioned to John Barnett School. Homesteader School will subsequently operate Early Learning classes and work in partnership with Beacon Heights School.

The following chart indicates the number of Early Years anticipated seats that result with the implementation of this distribution strategy in the north:

Year	Cohorts	PUF Spaces	Other Spaces	Total
Current	45	414	90	504
2016-2017	43	402	70	472
2017-2018	53	462	170	632
2018-2019	55	474	190	664

Note: The Early Learning classes at Caernarvon School have been temporarily suspended for the 2016-2017 school year due to the increased enrolment pressures that have emerged as a welcoming school for the Cumberland neighbourhood. It is anticipated that, with the opening of the new Hudson school in 2017, Caernarvon School will again be able to accommodate Early Learning classes.

The following map outlines 2014 census data regarding the demographic information on non-English speaking households and children ages 3-5 years. The data helped to inform the proposed expansion and distribution strategy.

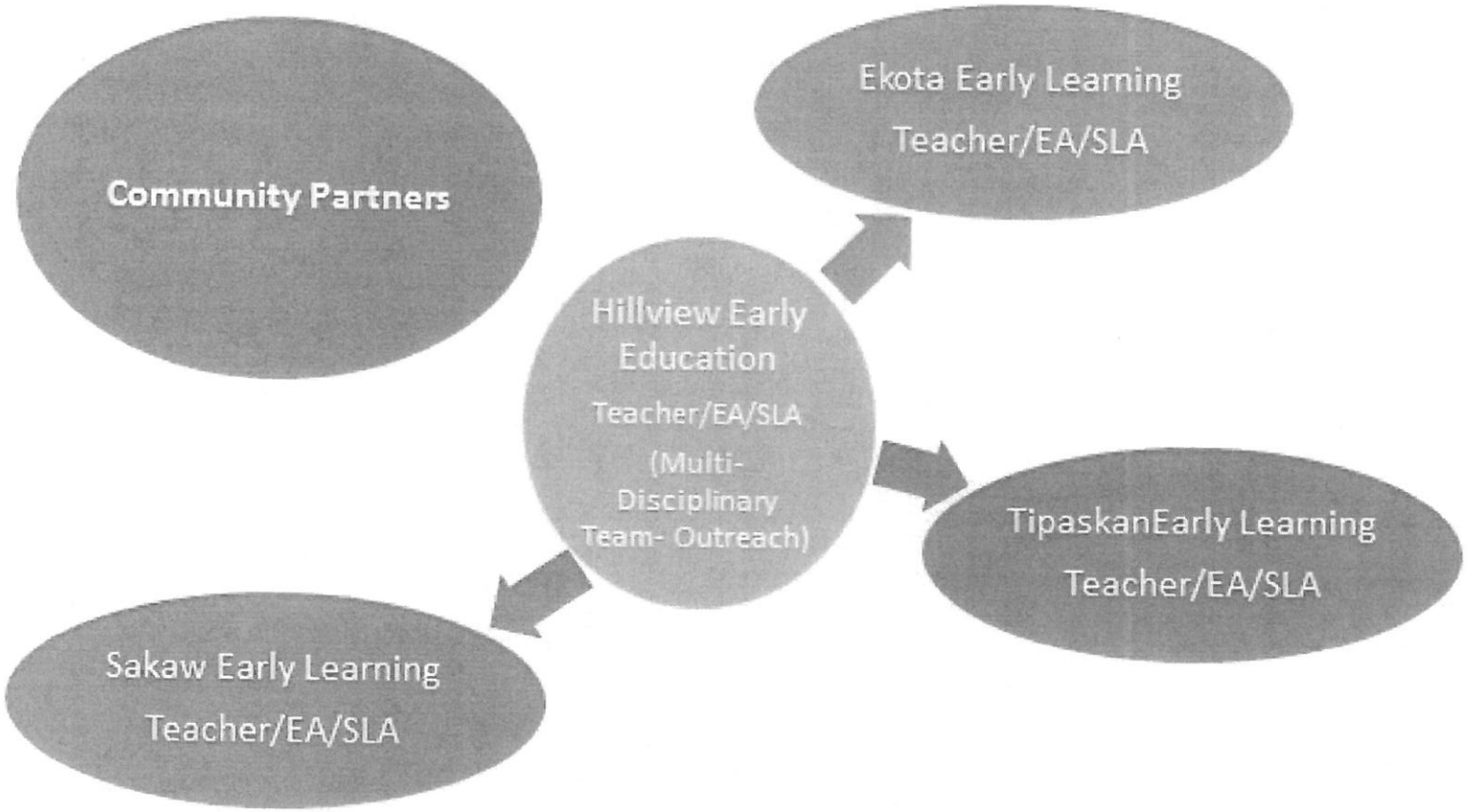


Current Early Years Model

(Please note: This is not an official description, but provides a general overview of the Early Years Model)

Programming	Operational
Flexible and responsive programming which provides equitable and high quality supports and services for children eligible for PUF, MM or ELL no matter which location a child attends. • 4 day program • Flexible staffing in response to classroom needs • SLP 2 x per week • OT 1 - 2x per week or as required • PT as required • EA/SLA/Teacher in every classroom- additional support as required • Access to SFL and/or MCHB • 10 FOPs (PUF)- home/school/community based • Professional development, coaching and mentorship for all staff • Play and language rich learning environment based on current research and evidence to support promising early childhood practices.	**Class Size/ Ratio** EEP- retains 70-30% ratio/ class size ranging from 8 - 12 ELC - class size ranging from 14 - 16/ less than 70% PUF (ideally 4 -7 children accessing PUF) **Budget** EEP cost centre- retains PUF and MM allocation ELC- cost of teacher provided by the District (base allocation) and retain ESL top up. Supplies and Services provided by EEP cost centre to ELC: equipment, supplies for programming including FOPs, additional staff (for PUF & MM) **Supervision of Staff** EEP- Supervision of Exempt, EA/SLA staff attached to cost centre is responsibility of EEP principal as are EEP teachers.. ELC- Supervision of ELC teacher is responsibility of the ELC principal. MCHB- contract with EEP

EEP (Early Education Program) **ELC** (Early Learning Class) **PUF** (Program Unit Funding) **MM** (Mild Moderate funding) **ELL** (English Language Learner funding) **SLP**(Speech Language Pathologist) **OT** (Occupational Therapist) **PT** (Physical Therapist) **EA**(Educational Assistant) **SLA** (Speech Language Assistant) **SFL** (School Family Liaison) **MCHB** (Multicultural Health Broker) **FOP** (Family Oriented Programming)


Community Partners
Ekota Early Learning
Teacher/EA/SLA
Hillview Early Education
Teacher/EA/SLA
(Multi-Disciplinary Team- Outreach)
TipaskanEarly Learning
Teacher/EA/SLA
Sakaw Early Learning
Teacher/EA/SLA

Early Years pilot Revised Project Charter- Phase 2

Phase 2: Implementation of Phase 1 Recommendations (February 2016 – August 2017):
(pg. 9-10 of Early Years Pilot Project Charter)

This phase of the project requires significant change should it be implemented. Schools and school personnel identified to be involved in developing a similar Early Years model for the following 2016-2017 school years will require substantial District support to prepare. An Implementation Plan including support for schools new to the Early Years model for 2016-2017 will include:

- Staffing procedures (Human Resources)
- Staff Roles and Responsibilities (Human Resources, Principals, Inclusive Learning)
- Budget procedures and required training (Budget Services)
- Pre-screening and training process (Inclusive Learning, District Support Services, School Staff, Communications)
- Program descriptions (Communications, Planning)
- Pre-enrolment process (District Support Services, Inclusive Learning, Planning, Student Information Services, Early Years principals)
- SNAP (District Support Services, Student Transportation, Inclusive Learning, Planning)
- Transportation process (Student Transportation)
- List of community partners (District Support Services, Schools, Governance and Strategic Support Services)
- Tip sheets and Early Years resources for programming (Inclusive Learning, Communications)
- District website coordination of Early Years information (Communications, Information Technology Services)

The Implementation Plan will be coordinated, prepared and reviewed prior to implementation (Advisory & Project Lead Team, Working Group, Stakeholders)

- As needed, information highlighting progress and new lessons learned will be shared during the proposed phasing of the Early Years model. (Core Planning Team)
- Related recommendations from Planning will be forwarded as required. (Planning)

Principal Feedback for Early Years Advisory Team

In October / November 2015, Planning staff met with all current Early Education and Early Learning principals to gather feedback regarding options for expanding the Early Years pilot model across the District. In addition, principal feedback was gathered from potential new locations for Early Years programs.

EARLY EDUCATION

Benefits / Advantages / Continued Action:

- Excellent ideas, we support the pilot model (expressed several times).
- Exciting to plan for change.
- It's time for change, good ideas.
- We can help Early Learning schools who are coming into program; it's really new to some staff.
- Changes will be good because it will give staff options to move to other locations that they might prefer.
- We have a lot of resources to share for setting up new classrooms; come take items off my stage!
- I'd rather partner with one EL site first. Then we will have some experienced staff as we build onto the program.
- We would be open to doing "catchment" Early Years collaboration with other programs.
- Children with complex needs are best served in smaller classes / sites.
- We need to be clear with parents that class groupings may shuffle in the first month; we need the flexibility to group children more appropriately after we get to know them better.

Challenges / Suggestions / Questions

- Can we think about starting interactions at the kindergarten level? We've transitioned children with severe autism to community kindergarten and some are struggling; we received calls from two community kindergartens asking if certain children are able to return to our school for Year 3 PUF.
- Can schools help with summer intake? I have staff who are willing to help.
- For pre-screenings and summer intake, could we ask PAS and/or PLAI to be involved? They could provide information to parents or get processes started.
- Can we re-consider transportation zones to help with efficiency? (E.g., Zones 4, 5, 6)
- How and when do we message changes to our staff? Staffs work together for long periods of time and may not want to move or change positions. Big changes will impact the whole staff, not just Early Education team; lowers staff morale.
- I understand why phased change is suggested; it's less impactful on children but harder on staff; we're holding them back; they might not be able to apply on other jobs.
- If support or exempt staff move to other schools, will their classifications change?
- How does the new Early Years model impact staff classifications?
- During this transition to a new Early Years model, we need knowledgeable APs to liase and advise with new EL sites. If new schools do not have experienced (in Early Years) APs, transitions may be difficult.
- Can we move the "whole" program to another school if needed? This keeps staffs and teams intact so there is less change for children and families; familiar, experienced teams can get the "ball rolling" faster (in a potential new location).
- What are the learning costs if Early Learning is not offered in certain areas?
- We are seeing children who are more complex, with different challenges. There are a greater number of refugee families.

- Can we switch from early Thursdays to early Mondays so that Early Years staff can be part of staff meetings?
- What is going to happen to the SSP/STEPP programs (for children with autism) at Waverley (if Early Education is going to move out).

EARLY LEARNING – Pilot /Other Existing

Benefits / Advantages / Continued Action:

- Overall good experience.
- Good model; it is making a big difference for the number of children we can serve.
- Parents seem relieved and happy (to receive service).
- Ensure that MCHB are available; they have an extremely important role, especially for refugee families, they help us to understand cultural sensitivities.
- There is good money to support what is happening in Early Learning pilot classes. We have flexibility for resources and field trips now.
- Pilot principals willing to assist new principals; help with transition.

Challenges / Suggestions / Questions

- Have equipment, furniture, supplies up front (expressed several times).
- Be tighter with timelines; (central placement team should) clearly communicate status of children to EL schools, spring enrolment was confusing.
- Be clear with program start dates; this was confusing.
- Need to re-examine bus communication; there was confusion amongst schools / bus company / bus drivers about school start dates and when service was to start; bus drivers didn't seem to know the first day of school and kept showing up on the wrong days (before school started) and did not pick up children on the actual first day of school.
- Target advertising in EL school's attendance area, not just general Mill Woods advertising; I'm sure there are lots of ELL / MM in our own attendance areas that were missed.
- Timing was difficult last year for staffing; difficult to advertise when plans were undecided (due to provincial budget issue).
- Hiring was difficult at first, but staffing stabilized once school started.
- Please try to keep consistency with outreach teams in classrooms; hard for teachers to keep up with different sets of staff; sometimes they have different consultants even between their AM / PM classes.
- Whoever is the administrator in EL schools needs to understand the budget and PUF; it can be confusing.
- There is a lot of extra administrative work, especially for the admin assistant; can we provide additional supports (especially in the spring); some days it seems like all the admin assistant does is Early Years work (phone calls, paper work, etc.).
- There are a lot of extra hours in the spring; May and June were very busy with meetings and phone calls.
- Be careful with intake; some assessments were missing.

- There is an increase in refugee families and children have PTSD; fight or flight responses at school can create challenges; we need MCHB to help us understand cultural affiliations.
- Be careful with class ratios; some teachers are frustrated by classroom make up.
- Can we use donor dollars for community children? There are a lot of children who can use the service but are undiagnosed or are vulnerable for other reasons.

EARLY LEARNING – Pilot /Other Existing

Challenges / Suggestions / Questions continued:

- What is the training / coaching / mentoring capacity of EE staff to help EL staff? Ensure that good coaches are available; similar to IL consultants who do a great job; not all EE staff may coach effectively.
- It has been hard to coach /train new teachers; there is urgency with this especially since teachers are the first staff in contact with children and parents; we need them to be experienced and knowledgeable to keep parents calm; need skilled teachers who are open minded (about new model).
- Please help with clarity around staff roles and responsibilities; some of my staff are happy to change duties but other staff are very hesitant.
- In next phase, set up a central intake (phone) line so that all schools can direct parents more easily (for information).
- Add Canadian or Foreign Born to intake form; this is important to note.
- Staff supervision is convoluted: evaluations, reviews, who pays for staff expenses / parking fee / social fund?
- For Early Learning classes that are not part of a program next year, do we stay at 5-day week or switch to 4-day week?

Potential New Schools for Early Years

Benefits / Advantages / Continued Action:

- Ideas and concepts sound good; on board; interested in participating.
- Recognize need / demand in their communities.
- Observe increase in ELL.
- Keen to move forward and join Early Years program.

Challenges / Suggestions / Questions

- New locations in southwest: hard to anticipate upcoming space availability as we are not sure how many families will access new schools; should we wait a year to see how space plays out? Or should we survey families to see who is planning on moving?
- The proposed timeline seems too fast for some of the southwest schools; we can't anticipate what space will be available or how many families will move to the new schools.
- Do we need special rooms? (Numerous questions about facility modifications.)
- Do we need to adjust bathrooms?
- How do we staff? If I have surplus teacher, do they teach in my new Early Learning class?
- Will the children be able to attend my kindergarten program in the next year?
- Numerous requests for some PD as Early Years is new to them.
- Numerous questions about the needs of children accessing program.
- What are the benefits for a school to be in the Early Years program?

Early Years Evaluation-Teacher Assessment (EYE-TA)
Summary Report for Edmonton Public Schools
13 Oct, 2015 - 3 Dec, 2015

EDMONTON PUBLIC SCHOOLS

The *Early Years Evaluation - Teacher Assessment (**EYE-TA**)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.[1] It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:[2] *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development*. The research has shown that the skills in these domains are related to children's literacy development and their success at school.[3,4]

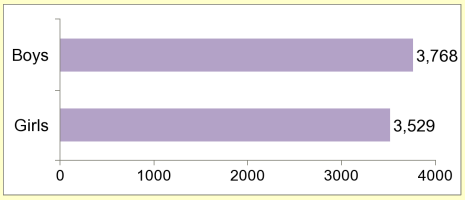
The ***EYE-TA*** is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

Demographic Profile

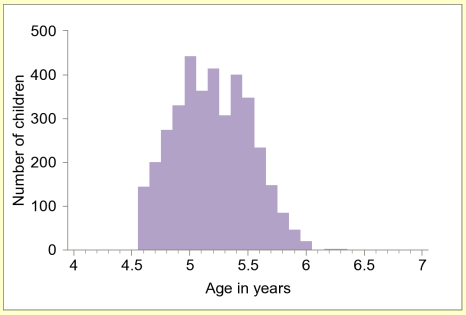
Assessment Period:	13 Oct, 2015 - 3 Dec, 2015
Number of participating schools:	152
Number of participating teachers:	250
Number of participating classrooms:	340
Average age on September 1st:	5.12
Boys:	5.14
Girls:	5.09

Number of children assessed: 7298

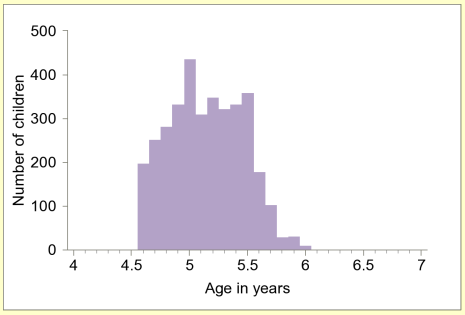
Breakdown of boys and girls



Boys - Age on September 1st



Girls- Age on September 1st



Skill Development

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

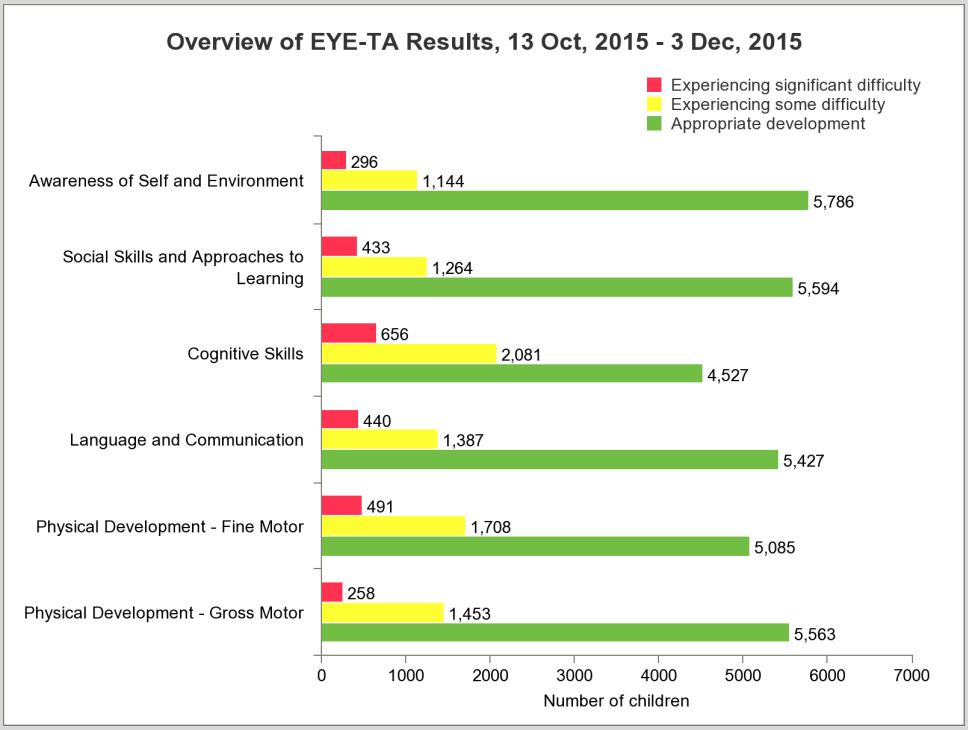
Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

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.



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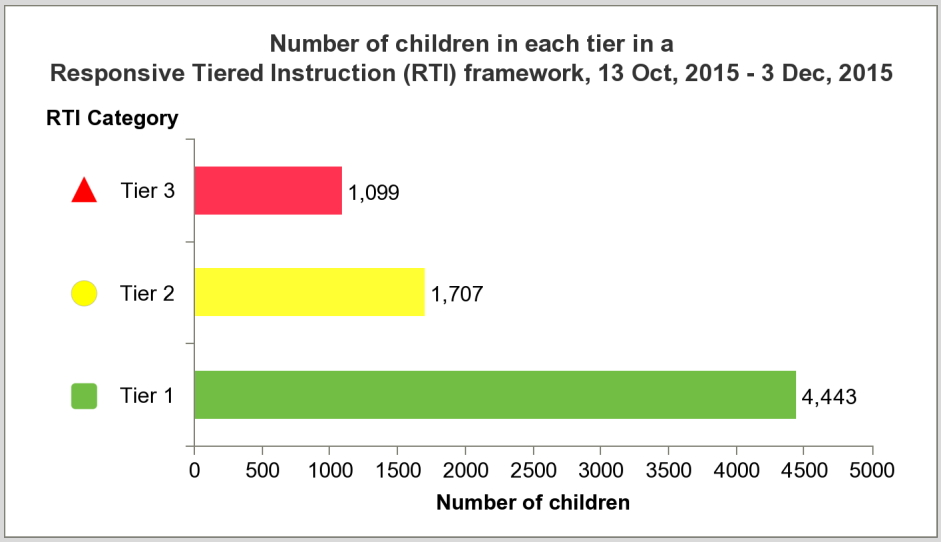
Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.[5] To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the Early Years Evaluation-Teacher Assessment can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.[6] This is commonly called "Response-to-Intervention"; we prefer the term "Responsive Tiered Instruction" (RTI).

The RTI approach is an inclusive approach to meeting students learning needs; it requires that **all** students receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Students with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Students with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that Tier 2 students should receive an additional 30 minutes of instruction per day in small groups, while Tier 3 students might receive two additional 30-minute periods of individualized instruction.[5]

Our longitudinal research shows that children's EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, and Social Skills and Approaches to Learning. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in Edmonton Public Schools based on the 13 Oct, 2015 - 3 Dec, 2015 data.



References

1. **Willms, J.D. (2009).** Pre-schoolers benefit from new skills assessments. *Education Canada*, 49(5), 36-39.
2. **Shepard, L., Kagan, S.L., & Wurtz, E. (1998).** *Principles and recommendations for early childhood assessments.* Washington, DC: National Education Goals Panel.
3. **Aouad, J., & Savage, R.S. (2009).** The component structure of pre-literacy skills: Further evidence for the Simple View of Reading. *Canadian Journal of School Psychology*, 24(2), 183-200.
4. **Schatschneider, C.F., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004).** Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology*, 96(2), 265-282.
5. **Torgesen, J.K. (1998).** Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 22, 32-39.
6. **Dickson, S., & Bursuck, W. (1999).** Implementation of a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice*, 14(4), 191-202.

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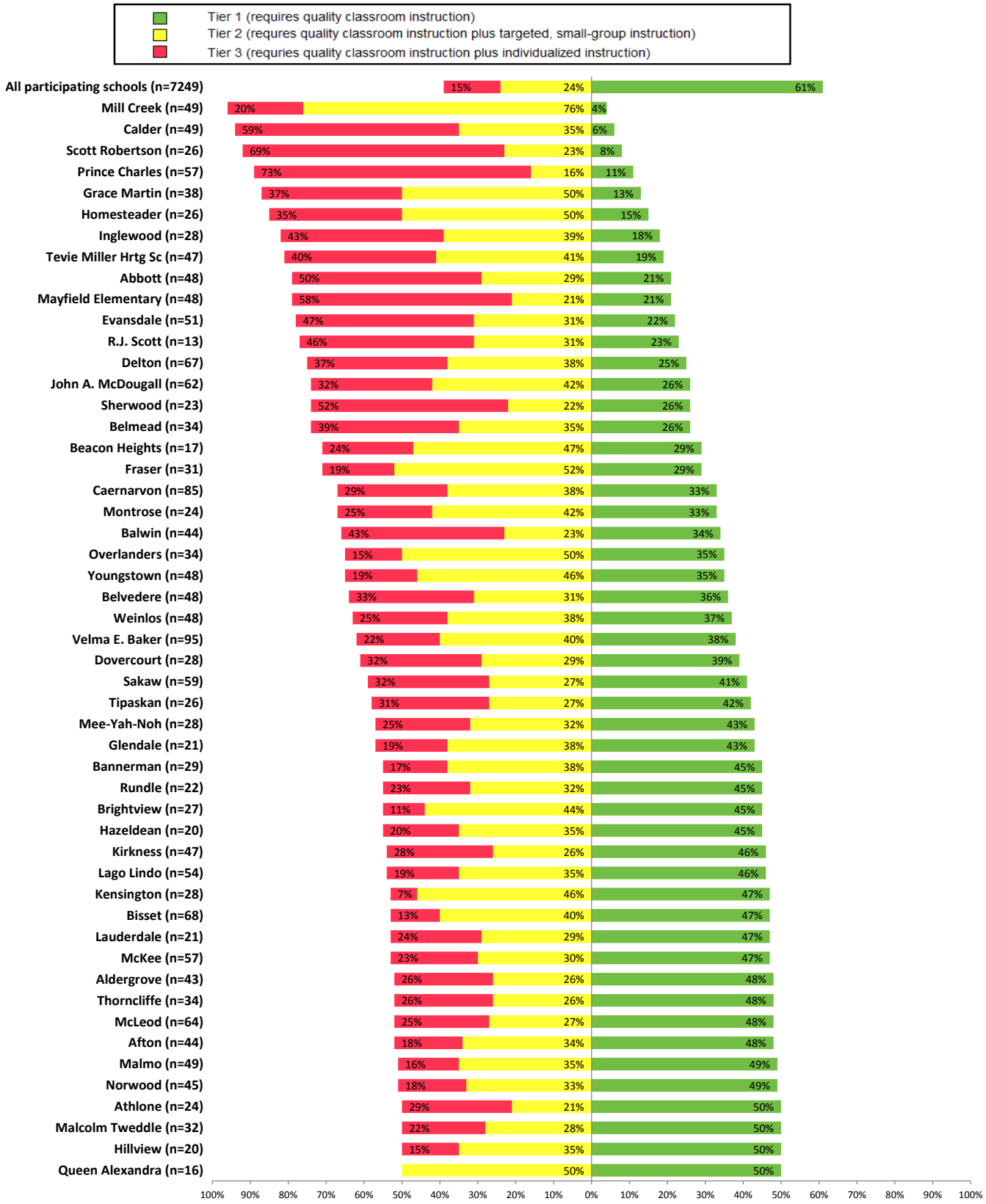
Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

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



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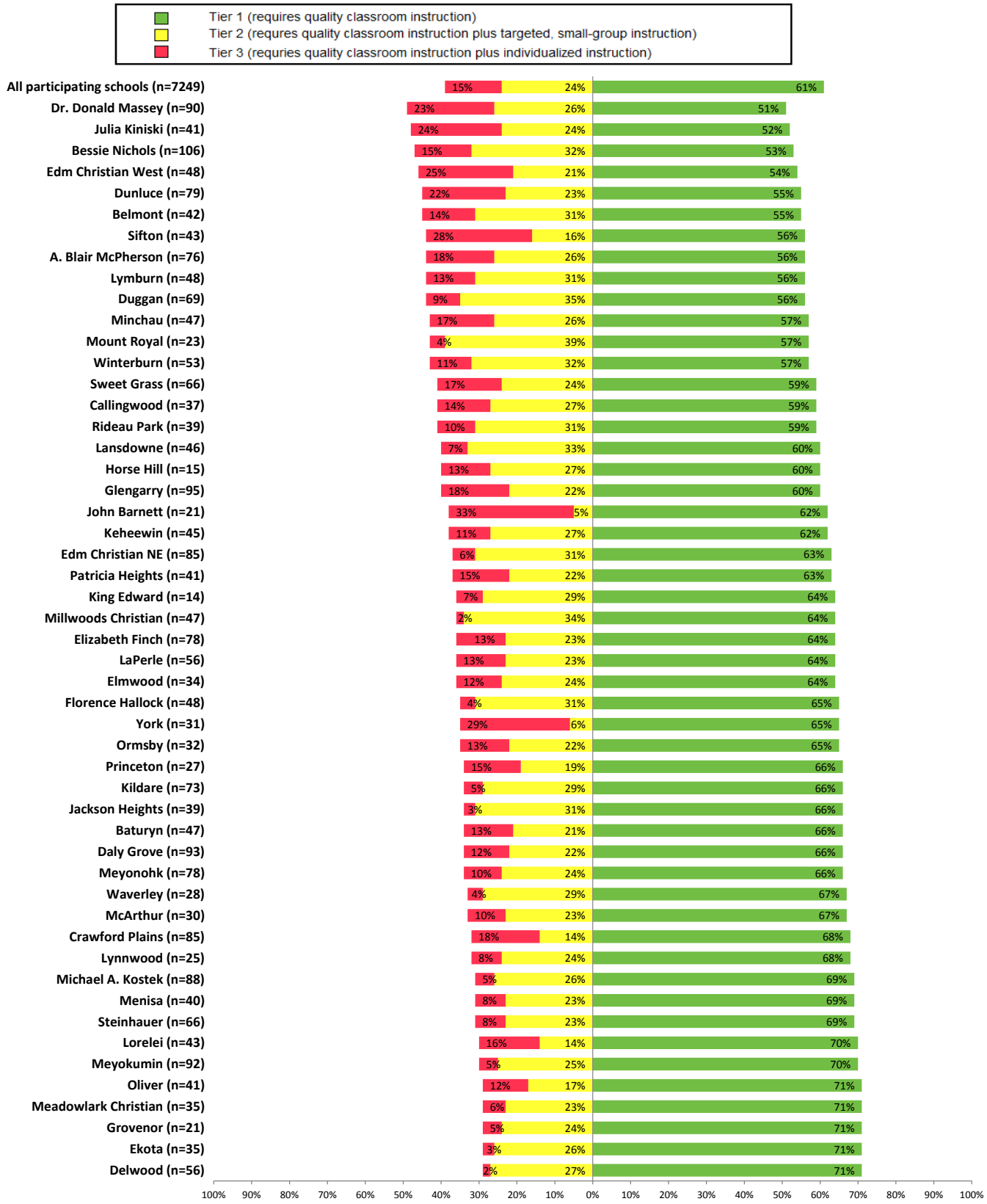

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Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

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

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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 =
A. Blair McPherson	0%	22%	78%	74	6%	18%	76%	77	16%	22%	62%	76	3%	30%	67%	76	3%	32%	65%	77	1%	24%	75%	75	18%	26%	56%	76
Abbott	17%	33%	50%	48	38%	34%	28%	50	33%	48%	19%	48	21%	35%	44%	48	36%	40%	24%	50	30%	58%	12%	50	50%	29%	21%	48
Afton	5%	9%	86%	44	14%	18%	68%	44	7%	43%	50%	44	7%	30%	63%	44	11%	27%	62%	44	5%	25%	70%	44	18%	34%	48%	44
Aldergrove	2%	16%	82%	43	2%	16%	82%	43	21%	28%	51%	43	0%	44%	56%	43	7%	51%	42%	43	0%	35%	65%	43	26%	26%	48%	43
Athlone	0%	29%	71%	24	8%	8%	84%	24	17%	25%	58%	24	13%	33%	54%	24	0%	17%	83%	24	0%	13%	87%	24	29%	21%	50%	24
Avonmore	0%	24%	76%	17	11%	22%	67%	18	0%	12%	88%	17	0%	12%	88%	17	6%	18%	76%	17	6%	12%	82%	17	0%	24%	76%	17
Balwin	20%	27%	53%	44	18%	41%	41%	44	23%	32%	45%	44	27%	25%	48%	44	20%	39%	41%	44	16%	43%	41%	44	43%	23%	34%	44
Bannerman	3%	13%	84%	30	10%	17%	73%	29	14%	17%	69%	29	10%	27%	63%	30	17%	37%	46%	30	13%	20%	67%	30	17%	38%	45%	29
Baturyn	2%	15%	83%	47	6%	15%	79%	47	0%	32%	68%	47	7%	24%	69%	46	17%	36%	47%	47	4%	26%	70%	47	13%	21%	66%	47
Beacon Heights	12%	35%	53%	17	24%	24%	52%	17	12%	41%	47%	17	0%	59%	41%	17	29%	47%	24%	17	6%	65%	29%	17	24%	47%	29%	17
Belgravia	0%	0%	100%	18	0%	11%	89%	18	0%	6%	94%	18	0%	0%	100%	18	0%	11%	89%	18	0%	0%	100%	18	0%	0%	100%	18
Belmead	6%	53%	41%	34	17%	29%	54%	35	15%	44%	41%	34	11%	49%	40%	35	12%	35%	53%	34	0%	26%	74%	34	39%	35%	26%	34
Belmont	5%	12%	83%	42	10%	5%	85%	42	14%	36%	50%	42	12%	12%	76%	42	17%	33%	50%	42	2%	10%	88%	42	14%	31%	55%	42
Belvedere	10%	19%	71%	48	25%	23%	52%	48	17%	40%	43%	48	15%	31%	54%	48	6%	29%	65%	48	15%	43%	42%	48	33%	31%	36%	48
Bessie Nichols	3%	11%	86%	106	8%	11%	81%	106	9%	29%	62%	106	6%	30%	64%	106	2%	28%	70%	106	10%	46%	44%	106	15%	32%	53%	106
Bisset	4%	15%	81%	67	0%	20%	80%	69	10%	39%	51%	69	0%	36%	64%	67	4%	29%	67%	69	1%	41%	58%	69	13%	40%	47%	68
Brander Gardens	2%	9%	89%	85	8%	14%	78%	86	7%	18%	75%	84	11%	7%	82%	85	4%	16%	80%	83	2%	5%	93%	81	14%	6%	80%	84
Brightview	4%	11%	85%	27	3%	17%	80%	29	14%	48%	38%	29	4%	7%	89%	27	17%	21%	62%	29	7%	28%	65%	29	11%	44%	45%	27
Brookside	2%	8%	90%	66	0%	11%	89%	66	0%	18%	82%	66	3%	12%	85%	66	0%	17%	83%	66	0%	9%	91%	66	3%	21%	76%	66
Caernarvon	4%	21%	75%	85	15%	26%	59%	85	14%	42%	44%	85	19%	34%	47%	85	15%	32%	53%	85	18%	34%	48%	85	29%	38%	33%	85
Calder	18%	64%	18%	49	20%	49%	31%	49	35%	41%	24%	49	24%	70%	6%	49	16%	43%	41%	49	22%	64%	14%	49	59%	35%	6%	49
Callingwood	3%	14%	83%	37	0%	15%	85%	40	8%	43%	49%	37	3%	14%	83%	37	10%	10%	80%	40	3%	23%	74%	40	14%	27%	59%	37
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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.

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Results for each participating school (percentage) (cont'd)

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 =
Centennial	0%	0%	100%	43	0%	9%	91%	43	2%	23%	75%	43	0%	2%	98%	43	0%	12%	88%	43	0%	0%	100%	43	0%	9%	91%	43
Clara Tyner	0%	4%	96%	23	0%	22%	78%	23	0%	9%	91%	23	0%	9%	91%	23	4%	30%	66%	23	0%	0%	100%	23	0%	9%	91%	23
Coronation	4%	12%	84%	26	4%	8%	88%	26	12%	15%	73%	26	12%	4%	84%	26	4%	19%	77%	26	8%	0%	92%	26	12%	12%	76%	26
Crawford Plains	5%	10%	85%	84	5%	7%	88%	87	10%	33%	57%	87	9%	11%	80%	85	9%	26%	65%	87	2%	18%	80%	87	18%	14%	68%	85
Crestwood	0%	0%	100%	17	0%	0%	100%	17	0%	6%	94%	17	0%	0%	100%	17	0%	6%	94%	17	0%	0%	100%	17	0%	6%	94%	17
Daly Grove	3%	23%	74%	86	4%	14%	82%	93	6%	32%	62%	93	4%	16%	80%	93	6%	22%	72%	93	0%	13%	87%	91	12%	22%	66%	93
Delton	4%	27%	69%	67	9%	27%	64%	67	22%	47%	31%	67	9%	43%	48%	68	15%	36%	49%	67	4%	44%	52%	68	37%	38%	25%	67
Delwood	2%	4%	94%	56	0%	13%	87%	56	2%	38%	60%	56	0%	11%	89%	56	0%	11%	89%	56	0%	14%	86%	56	2%	27%	71%	56
Donnan	0%	0%	100%	33	9%	33%	58%	33	6%	24%	70%	33	0%	3%	97%	33	0%	21%	79%	33	0%	27%	73%	33	9%	18%	73%	33
Dovercourt	7%	43%	50%	28	11%	29%	60%	28	14%	39%	47%	28	21%	25%	54%	28	18%	36%	46%	28	7%	32%	61%	28	32%	29%	39%	28
Dr. Donald Massey	9%	28%	63%	90	3%	17%	80%	90	16%	34%	50%	90	8%	20%	72%	90	9%	37%	54%	90	2%	22%	76%	90	23%	26%	51%	90
Duggan	4%	23%	73%	69	6%	19%	75%	69	1%	33%	66%	69	7%	14%	79%	69	7%	29%	64%	69	3%	30%	67%	69	9%	35%	56%	69
Dunluce	10%	13%	77%	79	9%	24%	67%	79	19%	30%	51%	79	6%	18%	76%	79	8%	23%	69%	79	0%	1%	99%	79	22%	23%	55%	79
Earl Buxton	0%	2%	98%	57	0%	0%	100%	57	0%	7%	93%	57	0%	2%	98%	57	0%	2%	98%	57	0%	2%	98%	57	2%	0%	98%	57
Edm Christian NE	4%	6%	90%	85	9%	14%	77%	85	4%	26%	70%	85	6%	14%	80%	85	4%	26%	70%	85	1%	8%	91%	85	6%	31%	63%	85
Edm Christian West	0%	17%	83%	48	6%	23%	71%	48	4%	42%	54%	48	6%	27%	67%	48	8%	35%	57%	48	4%	50%	46%	48	25%	21%	54%	48
Ekota	3%	6%	91%	35	0%	9%	91%	35	3%	31%	66%	35	3%	9%	88%	35	3%	17%	80%	35	3%	20%	77%	35	3%	26%	71%	35
Elizabeth Finch	1%	17%	82%	78	0%	15%	85%	78	6%	31%	63%	78	3%	17%	80%	78	8%	17%	75%	78	3%	24%	73%	78	13%	23%	64%	78
Ellerslie Campus	2%	12%	86%	99	2%	11%	87%	99	6%	23%	71%	99	3%	10%	87%	99	3%	12%	85%	99	2%	19%	79%	99	8%	15%	77%	99
Elmwood	3%	26%	71%	34	12%	29%	59%	34	9%	32%	59%	34	0%	15%	85%	34	0%	47%	53%	34	3%	24%	73%	34	12%	24%	64%	34
Esther Starkman	5%	20%	75%	79	6%	21%	73%	80	5%	17%	78%	81	3%	16%	81%	79	2%	12%	86%	81	1%	14%	85%	81	8%	19%	73%	79
Evansdale	14%	41%	45%	51	31%	33%	36%	51	20%	43%	37%	51	24%	43%	33%	51	27%	38%	35%	51	6%	31%	63%	51	47%	31%	22%	51
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

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Results for each participating school (percentage) (cont'd)

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 =
Florence Hallock	0%	6%	94%	48	2%	2%	96%	48	2%	56%	42%	48	2%	8%	90%	48	4%	31%	65%	48	0%	0%	100%	48	4%	31%	65%	48
Forest Heights	5%	7%	88%	42	0%	10%	90%	42	0%	43%	57%	42	2%	5%	93%	42	7%	21%	72%	42	5%	26%	69%	42	5%	19%	76%	42
Fraser	0%	23%	77%	31	10%	19%	71%	31	6%	52%	42%	31	0%	48%	52%	31	3%	45%	52%	31	0%	45%	55%	31	19%	52%	29%	31
Garneau	3%	5%	92%	38	5%	13%	82%	38	5%	11%	84%	38	3%	13%	84%	38	5%	8%	87%	38	3%	11%	86%	38	11%	8%	81%	38
George H. Luck	1%	3%	96%	70	4%	3%	93%	70	1%	10%	89%	70	1%	3%	96%	70	0%	6%	94%	70	0%	3%	97%	70	3%	6%	91%	70
George P. Nicholson	1%	8%	91%	78	3%	4%	93%	78	5%	13%	82%	77	4%	4%	92%	77	4%	24%	72%	78	0%	21%	79%	78	6%	10%	84%	77
Glendale	10%	15%	75%	20	0%	29%	71%	21	19%	24%	57%	21	14%	33%	53%	21	5%	29%	66%	21	0%	14%	86%	21	19%	38%	43%	21
Glengarry	0%	15%	85%	95	1%	6%	93%	95	19%	33%	48%	95	5%	13%	82%	95	5%	25%	70%	95	1%	13%	86%	95	18%	22%	60%	95
Glenora	0%	0%	100%	23	4%	0%	96%	23	0%	4%	96%	23	0%	4%	96%	23	0%	4%	96%	23	4%	0%	96%	23	0%	4%	96%	23
Gold Bar	0%	5%	95%	19	5%	16%	79%	19	0%	37%	63%	19	0%	21%	79%	19	5%	16%	79%	19	0%	16%	84%	19	16%	11%	73%	19
Grace Martin	0%	63%	37%	38	11%	52%	37%	38	18%	48%	34%	38	5%	71%	24%	38	16%	47%	37%	38	16%	50%	34%	38	37%	50%	13%	38
Greenfield	2%	4%	94%	83	6%	7%	87%	84	4%	20%	76%	84	5%	8%	87%	84	7%	14%	79%	84	8%	19%	73%	84	6%	17%	77%	84
Greenview	2%	10%	88%	61	0%	3%	97%	60	3%	26%	71%	61	3%	10%	87%	61	0%	10%	90%	60	0%	13%	87%	60	7%	10%	83%	60
Grovenor	0%	10%	90%	21	0%	19%	81%	21	0%	14%	86%	21	0%	19%	81%	21	5%	29%	66%	21	0%	10%	90%	21	5%	24%	71%	21
Hardisty	0%	7%	93%	44	2%	30%	68%	44	0%	20%	80%	44	2%	9%	89%	44	5%	16%	79%	44	0%	0%	100%	44	2%	23%	75%	44
Hazeldean	5%	20%	75%	20	30%	10%	60%	20	10%	30%	60%	20	5%	55%	40%	20	25%	20%	55%	20	5%	40%	55%	20	20%	35%	45%	20
Hillview	0%	10%	90%	20	0%	10%	90%	20	30%	35%	35%	20	0%	5%	95%	19	25%	25%	50%	20	0%	5%	95%	20	15%	35%	50%	20
Holyrood	0%	5%	95%	73	4%	18%	78%	73	4%	11%	85%	73	0%	10%	90%	73	3%	23%	74%	73	3%	7%	90%	73	4%	16%	80%	73
Homesteader	12%	27%	61%	26	23%	27%	50%	26	19%	54%	27%	26	35%	15%	50%	26	31%	23%	46%	26	15%	19%	66%	26	35%	50%	15%	26
Horse Hill	0%	20%	80%	15	7%	33%	60%	15	13%	33%	54%	15	0%	13%	87%	15	0%	13%	87%	15	0%	13%	87%	15	13%	27%	60%	15
Inglewood	0%	50%	50%	28	32%	54%	14%	28	14%	36%	50%	28	7%	64%	29%	28	11%	21%	68%	28	7%	43%	50%	28	43%	39%	18%	28
J. A. Fife	5%	7%	88%	58	5%	14%	81%	58	7%	14%	79%	58	5%	10%	85%	58	5%	36%	59%	58	2%	10%	88%	58	14%	9%	77%	58
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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.

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Results for each participating school (percentage) (cont'd)

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 =
Jackson Heights	5%	21%	74%	39	0%	8%	92%	39	3%	21%	76%	39	8%	21%	71%	39	5%	10%	85%	39	0%	13%	87%	39	3%	31%	66%	39
James Gibbons	0%	0%	100%	18	0%	11%	89%	18	0%	17%	83%	18	0%	17%	83%	18	6%	33%	61%	18	0%	11%	89%	18	6%	11%	83%	18
John A. McDougall	10%	27%	63%	62	13%	48%	39%	62	18%	45%	37%	62	6%	45%	49%	62	13%	27%	60%	62	2%	32%	66%	62	32%	42%	26%	62
John Barnett	19%	10%	71%	21	5%	10%	85%	21	24%	29%	47%	21	24%	14%	62%	21	19%	29%	52%	21	14%	38%	48%	21	33%	5%	62%	21
Johnny Bright	7%	8%	85%	118	3%	9%	88%	122	7%	22%	71%	120	5%	9%	86%	117	7%	17%	76%	122	2%	6%	92%	122	13%	9%	78%	119
Julia Kiniski	2%	24%	74%	41	5%	20%	75%	41	22%	32%	46%	41	10%	15%	75%	41	2%	10%	88%	41	5%	29%	66%	41	24%	24%	52%	41
Kameyosek	4%	7%	89%	55	9%	9%	82%	55	4%	18%	78%	55	5%	11%	84%	55	5%	29%	66%	55	4%	20%	76%	55	5%	15%	80%	55
Keheewin	4%	27%	69%	45	0%	27%	73%	45	4%	33%	63%	45	4%	11%	85%	45	9%	38%	53%	45	4%	9%	87%	45	11%	27%	62%	45
Kensington	4%	11%	85%	28	4%	7%	89%	28	11%	43%	46%	28	4%	11%	85%	28	0%	14%	86%	28	4%	11%	85%	28	7%	46%	47%	28
Kildare	1%	7%	92%	72	4%	12%	84%	73	3%	27%	70%	73	3%	23%	74%	73	1%	15%	84%	73	1%	18%	81%	73	5%	29%	66%	73
King Edward	7%	7%	86%	14	19%	38%	43%	16	7%	14%	79%	14	0%	29%	71%	14	6%	25%	69%	16	0%	25%	75%	16	7%	29%	64%	14
Kirkness	4%	11%	85%	47	2%	23%	75%	47	15%	34%	51%	47	11%	32%	57%	47	9%	28%	63%	47	15%	47%	38%	47	28%	26%	46%	47
Lago Lindo	4%	7%	89%	54	0%	15%	85%	54	7%	52%	41%	54	2%	15%	83%	54	7%	19%	74%	54	0%	9%	91%	54	19%	35%	46%	54
Lansdowne	2%	12%	86%	43	2%	9%	89%	46	7%	28%	65%	46	11%	4%	85%	47	7%	17%	76%	46	0%	7%	93%	46	7%	33%	60%	46
LaPerle	4%	20%	76%	56	0%	18%	82%	56	7%	20%	73%	56	5%	23%	72%	56	0%	18%	82%	56	5%	14%	81%	56	13%	23%	64%	56
Lauderdale	0%	20%	80%	20	14%	53%	33%	21	0%	57%	43%	21	5%	19%	76%	21	0%	33%	67%	21	10%	14%	76%	21	24%	29%	47%	21
Laurier Heights	0%	2%	98%	54	4%	13%	83%	54	0%	15%	85%	54	0%	7%	93%	54	4%	11%	85%	54	4%	15%	81%	54	2%	11%	87%	54
Lee Ridge	0%	0%	100%	28	6%	0%	94%	31	10%	23%	67%	31	0%	7%	93%	29	6%	26%	68%	31	0%	0%	100%	31	7%	7%	86%	29
Lendrum	0%	16%	84%	51	0%	18%	82%	51	2%	24%	74%	51	2%	22%	76%	51	0%	8%	92%	51	2%	8%	90%	51	4%	22%	74%	51
Lorelei	0%	9%	91%	43	7%	9%	84%	46	9%	30%	61%	43	5%	12%	83%	43	9%	33%	58%	46	4%	20%	76%	46	16%	14%	70%	43
Lymburn	10%	13%	77%	48	0%	10%	90%	48	6%	38%	56%	48	6%	25%	69%	48	2%	15%	83%	48	6%	19%	75%	48	13%	31%	56%	48
Lynnwood	0%	0%	100%	25	0%	15%	85%	26	4%	31%	65%	26	0%	15%	85%	26	4%	28%	68%	25	4%	12%	84%	25	8%	24%	68%	25
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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

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Results for each participating school (percentage) (cont'd)

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 =
Maj Gen Griesbach	0%	0%	100%	51	4%	7%	89%	54	2%	20%	78%	51	0%	2%	98%	51	2%	11%	87%	54	0%	2%	98%	54	4%	12%	84%	51
Malcolm Tweddle	3%	23%	74%	31	13%	25%	62%	32	16%	38%	46%	32	9%	22%	69%	32	19%	13%	68%	32	3%	13%	84%	31	22%	28%	50%	32
Malmo	4%	19%	77%	48	6%	27%	67%	49	14%	39%	47%	49	6%	16%	78%	49	6%	18%	76%	49	4%	22%	74%	49	16%	35%	49%	49
Mayfield Elementary	29%	23%	48%	48	31%	38%	31%	49	27%	36%	37%	49	33%	44%	23%	48	10%	47%	43%	49	16%	47%	37%	49	58%	21%	21%	48
McArthur	7%	28%	65%	29	0%	16%	84%	31	7%	43%	50%	30	3%	13%	84%	30	6%	45%	49%	31	7%	37%	56%	30	10%	23%	67%	30
McKee	11%	28%	61%	57	4%	23%	73%	57	9%	40%	51%	57	14%	32%	54%	57	9%	45%	46%	57	4%	12%	84%	57	23%	30%	47%	57
McKernan	3%	10%	87%	31	3%	13%	84%	31	6%	13%	81%	31	10%	10%	80%	31	6%	23%	71%	31	0%	29%	71%	31	16%	0%	84%	31
McLeod	5%	30%	65%	64	8%	28%	64%	64	20%	30%	50%	64	9%	22%	69%	64	9%	38%	53%	64	3%	45%	52%	64	25%	27%	48%	64
Meadowlark	0%	4%	96%	57	0%	28%	72%	57	4%	4%	92%	57	2%	12%	86%	57	2%	14%	84%	57	0%	18%	82%	57	4%	7%	89%	57
Meadowlark Christian	6%	17%	77%	35	3%	14%	83%	35	9%	20%	71%	35	6%	3%	91%	35	0%	20%	80%	35	0%	6%	94%	35	6%	23%	71%	35
Mee-Yah-Noh	0%	36%	64%	28	11%	14%	75%	28	25%	43%	32%	28	4%	29%	67%	28	7%	32%	61%	28	0%	46%	54%	28	25%	32%	43%	28
Menisa	3%	13%	84%	40	0%	13%	87%	40	5%	18%	77%	40	0%	23%	77%	40	5%	10%	85%	39	0%	28%	72%	39	8%	23%	69%	40
Meyokumin	0%	11%	89%	92	2%	12%	86%	92	3%	24%	73%	92	1%	21%	78%	92	2%	23%	75%	92	0%	34%	66%	92	5%	25%	70%	92
Meyonohk	4%	17%	79%	78	4%	8%	88%	78	12%	26%	62%	78	5%	21%	74%	78	10%	28%	62%	78	4%	15%	81%	78	10%	24%	66%	78
Michael A. Kostek	0%	14%	86%	88	0%	10%	90%	88	1%	19%	80%	88	1%	16%	83%	88	8%	25%	67%	88	0%	7%	93%	88	5%	26%	69%	88
Michael Strembitsky	5%	17%	78%	170	2%	13%	85%	173	4%	17%	79%	172	5%	14%	81%	172	5%	15%	80%	172	1%	12%	87%	172	8%	18%	74%	171
Mill Creek	2%	33%	65%	49	16%	37%	47%	49	10%	41%	49%	49	6%	31%	63%	49	16%	57%	27%	49	0%	14%	86%	49	20%	76%	4%	49
Millwoods Christian	2%	13%	85%	47	2%	6%	92%	47	4%	26%	70%	47	4%	17%	79%	47	0%	19%	81%	47	0%	13%	87%	47	2%	34%	64%	47
Minchau	2%	11%	87%	47	6%	23%	71%	47	6%	34%	60%	47	6%	21%	73%	47	4%	34%	62%	47	0%	2%	98%	47	17%	26%	57%	47
Montrose	13%	25%	62%	24	4%	13%	83%	24	25%	37%	38%	24	17%	25%	58%	24	8%	13%	79%	24	8%	13%	79%	24	25%	42%	33%	24
Mount Pleasant	0%	2%	98%	50	0%	2%	98%	51	0%	0%	100%	50	0%	0%	100%	51	0%	4%	96%	50	0%	2%	98%	50	0%	2%	98%	50
Mount Royal	0%	0%	100%	23	4%	13%	83%	23	0%	57%	43%	23	0%	0%	100%	23	13%	35%	52%	23	0%	30%	70%	23	4%	39%	57%	23
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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

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Results for each participating school (percentage) (cont'd)

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 =
Northmount	2%	6%	92%	49	2%	16%	82%	49	6%	20%	74%	49	4%	12%	84%	49	2%	24%	74%	49	0%	16%	84%	49	6%	22%	72%	49
Norwood	4%	13%	83%	45	18%	33%	49%	45	4%	38%	58%	45	4%	29%	67%	45	9%	22%	69%	45	5%	32%	63%	44	18%	33%	49%	45
Oliver	5%	12%	83%	41	2%	12%	86%	41	2%	27%	71%	41	5%	15%	80%	41	5%	22%	73%	41	2%	22%	76%	41	12%	17%	71%	41
Ormsby	3%	13%	84%	32	13%	13%	74%	32	13%	43%	44%	32	3%	16%	81%	32	6%	22%	72%	32	3%	38%	59%	32	13%	22%	65%	32
Overlanders	6%	26%	68%	34	3%	21%	76%	34	9%	59%	32%	34	11%	14%	75%	35	11%	29%	60%	35	6%	11%	83%	35	15%	50%	35%	34
Parkallen	0%	23%	77%	40	8%	10%	82%	40	8%	15%	77%	40	5%	18%	77%	40	8%	25%	67%	40	3%	20%	77%	40	13%	15%	72%	40
Parkview	0%	5%	95%	20	0%	0%	100%	20	5%	15%	80%	20	0%	10%	90%	20	0%	10%	90%	20	0%	0%	100%	20	5%	5%	90%	20
Patricia Heights	7%	7%	86%	41	17%	17%	66%	41	7%	24%	69%	41	10%	24%	66%	41	10%	20%	70%	41	7%	15%	78%	41	15%	22%	63%	41
Pollard Meadows	4%	8%	88%	77	0%	18%	82%	77	6%	23%	71%	77	1%	12%	87%	77	3%	13%	84%	77	1%	14%	85%	77	8%	16%	76%	77
Prince Charles	9%	42%	49%	57	21%	23%	56%	57	56%	33%	11%	57	25%	54%	21%	57	12%	37%	51%	57	9%	42%	49%	57	73%	16%	11%	57
Princeton	0%	15%	85%	27	0%	26%	74%	27	11%	30%	59%	27	0%	15%	85%	27	0%	26%	74%	27	0%	7%	93%	27	15%	19%	66%	27
Queen Alexandra	0%	13%	87%	16	0%	19%	81%	16	0%	50%	50%	16	0%	31%	69%	16	0%	19%	81%	16	0%	6%	94%	16	0%	50%	50%	16
R.J. Scott	8%	46%	46%	13	0%	62%	38%	13	38%	15%	47%	13	31%	15%	54%	13	8%	38%	54%	13	8%	31%	61%	13	46%	31%	23%	13
Richard Secord	2%	9%	89%	87	1%	17%	82%	88	3%	14%	83%	88	1%	9%	90%	87	1%	6%	93%	88	0%	2%	98%	88	3%	16%	81%	87
Rideau Park	3%	15%	82%	39	3%	28%	69%	40	3%	28%	69%	40	3%	41%	56%	39	0%	15%	85%	40	0%	13%	87%	40	10%	31%	59%	39
Rio Terrace	0%	0%	100%	61	3%	17%	80%	63	3%	21%	76%	63	0%	6%	94%	63	8%	16%	76%	63	0%	3%	97%	63	2%	16%	82%	63
Riverdale	0%	0%	100%	22	5%	27%	68%	22	0%	36%	64%	22	0%	0%	100%	22	0%	9%	91%	22	0%	14%	86%	21	0%	23%	77%	22
Rundle	9%	27%	64%	22	5%	23%	72%	22	14%	14%	72%	22	9%	27%	64%	22	14%	36%	50%	22	0%	18%	82%	22	23%	32%	45%	22
Rutherford	3%	9%	88%	35	0%	17%	83%	35	3%	3%	94%	35	3%	9%	88%	35	3%	17%	80%	35	6%	6%	88%	35	6%	11%	83%	35
Sakaw	3%	41%	56%	59	10%	32%	58%	59	15%	49%	36%	59	5%	41%	54%	59	15%	29%	56%	59	3%	22%	75%	58	32%	27%	41%	59
Satoo	4%	11%	85%	27	7%	7%	86%	27	0%	22%	78%	27	4%	4%	92%	27	4%	19%	77%	27	4%	7%	89%	27	7%	11%	82%	27
Scott Robertson	46%	35%	19%	26	27%	58%	15%	26	31%	50%	19%	26	43%	38%	19%	26	4%	42%	54%	26	12%	65%	23%	26	69%	23%	8%	26
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
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Results for each participating school (percentage) (cont'd)

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 =
Sherwood	9%	39%	52%	23	26%	22%	52%	23	13%	61%	26%	23	13%	44%	43%	23	9%	69%	22%	23	9%	56%	35%	23	52%	22%	26%	23
Sifton	14%	33%	53%	43	9%	9%	82%	43	26%	21%	53%	43	16%	16%	68%	43	14%	19%	67%	43	9%	28%	63%	43	28%	16%	56%	43
Steinhauer	0%	12%	88%	66	2%	23%	75%	66	9%	24%	67%	66	2%	9%	89%	66	2%	11%	87%	66	0%	6%	94%	66	8%	23%	69%	66
Stratford El Jr	0%	0%	100%	85	0%	5%	95%	85	0%	4%	96%	85	0%	1%	99%	85	0%	12%	88%	85	0%	2%	98%	85	0%	4%	96%	85
Sweet Grass	0%	24%	76%	63	3%	10%	87%	67	12%	39%	49%	66	8%	9%	83%	66	6%	24%	70%	67	3%	10%	87%	67	17%	24%	59%	66
Talmud Torah	0%	0%	100%	22	0%	5%	95%	22	0%	5%	95%	22	0%	5%	95%	22	0%	0%	100%	22	0%	0%	100%	22	0%	5%	95%	22
Tevie Miller Hrtg Sc	6%	43%	51%	47	6%	32%	62%	47	17%	43%	40%	47	11%	57%	32%	47	9%	55%	36%	47	13%	47%	40%	47	40%	41%	19%	47
Thorncliffe	0%	24%	76%	34	11%	31%	58%	35	9%	53%	38%	34	11%	26%	63%	35	9%	31%	60%	35	6%	15%	79%	34	26%	26%	48%	34
Tipaskan	12%	42%	46%	26	4%	27%	69%	26	4%	54%	42%	26	4%	35%	61%	26	19%	31%	50%	26	8%	19%	73%	26	31%	27%	42%	26
Velma E. Baker	16%	42%	42%	95	4%	28%	68%	95	13%	42%	45%	95	9%	21%	70%	95	5%	23%	72%	95	3%	41%	56%	95	22%	40%	38%	95
Victoria	0%	3%	97%	65	0%	6%	94%	65	2%	31%	67%	65	0%	2%	98%	65	2%	9%	89%	65	0%	6%	94%	65	2%	18%	80%	65
Virginia Park	0%	5%	95%	19	5%	0%	95%	19	0%	21%	79%	19	0%	11%	89%	19	5%	5%	90%	19	0%	5%	95%	19	0%	21%	79%	19
Waverley	4%	4%	92%	28	0%	7%	93%	28	4%	43%	53%	28	4%	4%	92%	28	7%	29%	64%	28	0%	14%	86%	28	4%	29%	67%	28
Weinlos	2%	13%	85%	48	8%	21%	71%	48	10%	33%	57%	48	10%	52%	38%	48	2%	23%	75%	48	10%	42%	48%	48	25%	38%	37%	48
Westbrook	8%	8%	84%	48	4%	21%	75%	48	8%	25%	67%	48	8%	13%	79%	48	4%	19%	77%	48	2%	8%	90%	48	13%	15%	72%	48
Westglen	0%	2%	98%	44	0%	2%	98%	44	2%	14%	84%	44	0%	9%	91%	44	9%	18%	73%	44	0%	11%	89%	44	2%	9%	89%	44
Windsor Park	0%	4%	96%	27	7%	19%	74%	27	0%	8%	92%	26	0%	15%	85%	27	0%	4%	96%	26	0%	22%	78%	27	0%	15%	85%	27
Winterburn	2%	9%	89%	53	2%	6%	92%	53	8%	40%	52%	53	6%	17%	77%	53	19%	28%	53%	53	0%	36%	64%	53	11%	32%	57%	53
York	3%	19%	78%	31	6%	35%	59%	31	13%	26%	61%	31	16%	13%	71%	31	23%	16%	61%	31	19%	46%	35%	31	29%	6%	65%	31
Youngstown	8%	24%	68%	50	0%	26%	74%	50	15%	42%	43%	48	0%	34%	66%	47	4%	36%	60%	50	6%	32%	62%	50	19%	46%	35%	48
All participating schools	**4%**	**16%**	**80%**	**7226**	**6%**	**17%**	**77%**	**7291**	**9%**	**29%**	**62%**	**7264**	**6%**	**19%**	**75%**	**7254**	**7%**	**23%**	**70%**	**7284**	**4%**	**20%**	**76%**	**7274**	**15%**	**24%**	**61%**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
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Results for each participating school (number)

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																	Fine Motor				Gross Motor							
	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
A. Blair McPherson	0	16	58	74	5	14	58	77	12	17	47	76	2	23	51	76	2	25	50	77	1	18	56	75	14	20	42	76
Abbott	8	16	24	48	19	17	14	50	16	23	9	48	10	17	21	48	18	20	12	50	15	29	6	50	24	14	10	48
Afton	2	4	38	44	6	8	30	44	3	19	22	44	3	13	28	44	5	12	27	44	2	11	31	44	8	15	21	44
Aldergrove	1	7	35	43	1	7	35	43	9	12	22	43	0	19	24	43	3	22	18	43	0	15	28	43	11	11	21	43
Athlone	0	7	17	24	2	2	20	24	4	6	14	24	3	8	13	24	0	4	20	24	0	3	21	24	7	5	12	24
Avonmore	0	4	13	17	2	4	12	18	0	2	15	17	0	2	15	17	1	3	13	17	1	2	14	17	0	4	13	17
Balwin	9	12	23	44	8	18	18	44	10	14	20	44	12	11	21	44	9	17	18	44	7	19	18	44	19	10	15	44
Bannerman	1	4	25	30	3	5	21	29	4	5	20	29	3	8	19	30	5	11	14	30	4	6	20	30	5	11	13	29
Baturyn	1	7	39	47	3	7	37	47	0	15	32	47	3	11	32	46	8	17	22	47	2	12	33	47	6	10	31	47
Beacon Heights	2	6	9	17	4	4	9	17	2	7	8	17	0	10	7	17	5	8	4	17	1	11	5	17	4	8	5	17
Belgravia	0	0	18	18	0	2	16	18	0	1	17	18	0	0	18	18	0	2	16	18	0	0	18	18	0	0	18	18
Belmead	2	18	14	34	6	10	19	35	5	15	14	34	4	17	14	35	4	12	18	34	0	9	25	34	13	12	9	34
Belmont	2	5	35	42	4	2	36	42	6	15	21	42	5	5	32	42	7	14	21	42	1	4	37	42	6	13	23	42
Belvedere	5	9	34	48	12	11	25	48	8	19	21	48	7	15	26	48	3	14	31	48	7	21	20	48	16	15	17	48
Bessie Nichols	3	12	91	106	9	12	85	106	10	31	65	106	6	32	68	106	2	30	74	106	11	48	47	106	16	34	56	106
Bisset	3	10	54	67	0	14	55	69	7	27	35	69	0	24	43	67	3	20	46	69	1	28	40	69	9	27	32	68
Brander Gardens	2	8	75	85	7	12	67	86	6	15	63	84	9	6	70	85	3	13	67	83	2	4	75	81	12	5	67	84
Brightview	1	3	23	27	1	5	23	29	4	14	11	29	1	2	24	27	5	6	18	29	2	8	19	29	3	12	12	27
Brookside	1	5	60	66	0	7	59	66	0	12	54	66	2	8	56	66	0	11	55	66	0	6	60	66	2	14	50	66
Caernarvon	3	18	64	85	13	22	50	85	12	36	37	85	16	29	40	85	13	27	45	85	15	29	41	85	25	32	28	85
Calder	9	31	9	49	10	24	15	49	17	20	12	49	12	34	3	49	8	21	20	49	11	31	7	49	29	17	3	49
Callingwood	1	5	31	37	0	6	34	40	3	16	18	37	1	5	31	37	4	4	32	40	1	9	30	40	5	10	22	37
All participating schools	**296**	**1144**	**5786**	**7226**	**433**	**1264**	**5594**	**7291**	**656**	**2081**	**4527**	**7264**	**440**	**1387**	**5427**	**7254**	**491**	**1708**	**5085**	**7284**	**258**	**1453**	**5563**	**7274**	**1099**	**1707**	**4443**	**7249**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	1	Quality classroom instruction
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Results for each participating school (number) (cont'd)

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 =
Centennial	0	0	43	43	0	4	39	43	1	10	32	43	0	1	42	43	0	5	38	43	0	0	43	43	0	4	39	43
Clara Tyner	0	1	22	23	0	5	18	23	0	2	21	23	0	2	21	23	1	7	15	23	0	0	23	23	0	2	21	23
Coronation	1	3	22	26	1	2	23	26	3	4	19	26	3	1	22	26	1	5	20	26	2	0	24	26	3	3	20	26
Crawford Plains	4	8	72	84	4	6	77	87	9	29	49	87	8	9	68	85	8	23	56	87	2	16	69	87	15	12	58	85
Crestwood	0	0	17	17	0	0	17	17	0	1	16	17	0	0	17	17	0	1	16	17	0	0	17	17	0	1	16	17
Daly Grove	3	20	63	86	4	13	76	93	6	30	57	93	4	15	74	93	6	20	67	93	0	12	79	91	11	20	62	93
Delton	3	18	46	67	6	18	43	67	15	31	21	67	6	29	33	68	10	24	33	67	3	30	35	68	25	25	17	67
Delwood	1	2	53	56	0	7	49	56	1	21	34	56	0	6	50	56	0	6	50	56	0	8	48	56	1	15	40	56
Donnan	0	0	33	33	3	11	19	33	2	8	23	33	0	1	32	33	0	7	26	33	0	9	24	33	3	6	24	33
Dovercourt	2	12	14	28	3	8	17	28	4	11	13	28	6	7	15	28	5	10	13	28	2	9	17	28	9	8	11	28
Dr. Donald Massey	8	25	57	90	3	15	72	90	14	31	45	90	7	18	65	90	8	33	49	90	2	20	68	90	21	23	46	90
Duggan	3	16	50	69	4	13	52	69	1	23	45	69	5	10	54	69	5	20	44	69	2	21	46	69	6	24	39	69
Dunluce	8	10	61	79	7	19	53	79	15	24	40	79	5	14	60	79	6	18	55	79	0	1	78	79	17	18	44	79
Earl Buxton	0	1	56	57	0	0	57	57	0	4	53	57	0	1	56	57	0	1	56	57	0	1	56	57	1	0	56	57
Edm Christian NE	3	5	77	85	8	12	65	85	3	22	60	85	5	12	68	85	3	22	60	85	1	7	77	85	5	26	54	85
Edm Christian West	0	8	40	48	3	11	34	48	2	20	26	48	3	13	32	48	4	17	27	48	2	24	22	48	12	10	26	48
Ekota	1	2	32	35	0	3	32	35	1	11	23	35	1	3	31	35	1	6	28	35	1	7	27	35	1	9	25	35
Elizabeth Finch	1	13	64	78	0	12	66	78	5	24	49	78	2	13	63	78	6	13	59	78	2	19	57	78	10	18	50	78
Ellerslie Campus	2	12	85	99	2	11	86	99	6	23	70	99	3	10	86	99	3	12	84	99	2	19	78	99	8	15	76	99
Elmwood	1	9	24	34	4	10	20	34	3	11	20	34	0	5	29	34	0	16	18	34	1	8	25	34	4	8	22	34
Esther Starkman	4	16	59	79	5	17	58	80	4	14	63	81	2	13	64	79	2	10	69	81	1	11	69	81	6	15	58	79
Evansdale	7	21	23	51	16	17	18	51	10	22	19	51	12	22	17	51	14	19	18	51	3	16	32	51	24	16	11	51
All participating schools	**296**	**1144**	**5786**	**7226**	**433**	**1264**	**5594**	**7291**	**656**	**2081**	**4527**	**7264**	**440**	**1387**	**5427**	**7254**	**491**	**1708**	**5085**	**7284**	**258**	**1453**	**5563**	**7274**	**1099**	**1707**	**4443**	**7249**

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																	Fine Motor				Gross Motor							
	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
Florence Hallock	0	3	45	48	1	1	46	48	1	27	20	48	1	4	43	48	2	15	31	48	0	0	48	48	2	15	31	48
Forest Heights	2	3	37	42	0	4	38	42	0	18	24	42	1	2	39	42	3	9	30	42	2	11	29	42	2	8	32	42
Fraser	0	7	24	31	3	6	22	31	2	16	13	31	0	15	16	31	1	14	16	31	0	14	17	31	6	16	9	31
Garneau	1	2	35	38	2	5	31	38	2	4	32	38	1	5	32	38	2	3	33	38	1	4	33	38	4	3	31	38
George H. Luck	1	2	67	70	3	2	65	70	1	7	62	70	1	2	67	70	0	4	66	70	0	2	68	70	2	4	64	70
George P. Nicholson	1	6	71	78	2	3	73	78	4	10	63	77	3	3	71	77	3	19	56	78	0	16	62	78	5	8	64	77
Glendale	2	3	15	20	0	6	15	21	4	5	12	21	3	7	11	21	1	6	14	21	0	3	18	21	4	8	9	21
Glengarry	0	14	81	95	1	6	88	95	18	31	46	95	5	12	78	95	5	24	66	95	1	12	82	95	17	21	57	95
Glenora	0	0	23	23	1	0	22	23	0	1	22	23	0	1	22	23	0	1	22	23	1	0	22	23	0	1	22	23
Gold Bar	0	1	18	19	1	3	15	19	0	7	12	19	0	4	15	19	1	3	15	19	0	3	16	19	3	2	14	19
Grace Martin	0	24	14	38	4	20	14	38	7	18	13	38	2	27	9	38	6	18	14	38	6	19	13	38	14	19	5	38
Greenfield	2	3	78	83	5	6	73	84	3	17	64	84	4	7	73	84	6	12	66	84	7	16	61	84	5	14	65	84
Greenview	1	6	54	61	0	2	58	60	2	16	43	61	2	6	53	61	0	6	54	60	0	8	52	60	4	6	50	60
Grovenor	0	2	19	21	0	4	17	21	0	3	18	21	0	4	17	21	1	6	14	21	0	2	19	21	1	5	15	21
Hardisty	0	3	41	44	1	13	30	44	0	9	35	44	1	4	39	44	2	7	35	44	0	0	44	44	1	10	33	44
Hazeldean	1	4	15	20	6	2	12	20	2	6	12	20	1	11	8	20	5	4	11	20	1	8	11	20	4	7	9	20
Hillview	0	2	18	20	0	2	18	20	6	7	7	20	0	1	18	19	5	5	10	20	0	1	19	20	3	7	10	20
Holyrood	0	4	69	73	3	13	57	73	3	8	62	73	0	7	66	73	2	17	54	73	2	5	66	73	3	12	58	73
Homesteader	3	7	16	26	6	7	13	26	5	14	7	26	9	4	13	26	8	6	12	26	4	5	17	26	9	13	4	26
Horse Hill	0	3	12	15	1	5	9	15	2	5	8	15	0	2	13	15	0	2	13	15	0	2	13	15	2	4	9	15
Inglewood	0	14	14	28	9	15	4	28	4	10	14	28	2	18	8	28	3	6	19	28	2	12	14	28	12	11	5	28
J. A. Fife	3	4	51	58	3	8	47	58	4	8	46	58	3	6	49	58	3	21	34	58	1	6	51	58	8	5	45	58
All participating schools	**296**	**1144**	**5786**	**7226**	**433**	**1264**	**5594**	**7291**	**656**	**2081**	**4527**	**7264**	**440**	**1387**	**5427**	**7254**	**491**	**1708**	**5085**	**7284**	**258**	**1453**	**5563**	**7274**	**1099**	**1707**	**4443**	**7249**

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																	Fine Motor				Gross Motor							
	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
Jackson Heights	2	8	29	39	0	3	36	39	1	8	30	39	3	8	28	39	2	4	33	39	0	5	34	39	1	12	26	39
James Gibbons	0	0	18	18	0	2	16	18	0	3	15	18	0	3	15	18	1	6	11	18	0	2	16	18	1	2	15	18
John A. McDougall	6	17	39	62	8	30	24	62	11	28	23	62	4	28	30	62	8	17	37	62	1	20	41	62	20	26	16	62
John Barnett	4	2	15	21	1	2	18	21	5	6	10	21	5	3	13	21	4	6	11	21	3	8	10	21	7	1	13	21
Johnny Bright	8	9	101	118	4	11	107	122	8	26	86	120	6	10	101	117	8	21	93	122	3	7	112	122	16	11	92	119
Julia Kiniski	1	10	30	41	2	8	31	41	9	13	19	41	4	6	31	41	1	4	36	41	2	12	27	41	10	10	21	41
Kameyosek	2	4	49	55	5	5	45	55	2	10	43	55	3	6	46	55	3	16	36	55	2	11	42	55	3	8	44	55
Keheewin	2	12	31	45	0	12	33	45	2	15	28	45	2	5	38	45	4	17	24	45	2	4	39	45	5	12	28	45
Kensington	1	3	24	28	1	2	25	28	3	12	13	28	1	3	24	28	0	4	24	28	1	3	24	28	2	13	13	28
Kildare	1	5	66	72	3	9	61	73	2	20	51	73	2	17	54	73	1	11	61	73	1	13	59	73	4	21	48	73
King Edward	1	1	12	14	3	6	7	16	1	2	11	14	0	4	10	14	1	4	11	16	0	4	12	16	1	4	9	14
Kirkness	2	5	40	47	1	11	35	47	7	16	24	47	5	15	27	47	4	13	30	47	7	22	18	47	13	12	22	47
Lago Lindo	2	4	48	54	0	8	46	54	4	28	22	54	1	8	45	54	4	10	40	54	0	5	49	54	10	19	25	54
Lansdowne	1	5	37	43	1	4	41	46	3	13	30	46	5	2	40	47	3	8	35	46	0	3	43	46	3	15	28	46
LaPerle	2	11	43	56	0	10	46	56	4	11	41	56	3	13	40	56	0	10	46	56	3	8	45	56	7	13	36	56
Lauderdale	0	4	16	20	3	11	7	21	0	12	9	21	1	4	16	21	0	7	14	21	2	3	16	21	5	6	10	21
Laurier Heights	0	1	53	54	2	7	45	54	0	8	46	54	0	4	50	54	2	6	46	54	2	8	44	54	1	6	47	54
Lee Ridge	0	0	28	28	2	0	29	31	3	7	21	31	0	2	27	29	2	8	21	31	0	0	31	31	2	2	25	29
Lendrum	0	8	43	51	0	9	42	51	1	12	38	51	1	11	39	51	0	4	47	51	1	4	46	51	2	11	38	51
Lorelei	0	4	39	43	3	4	39	46	4	13	26	43	2	5	36	43	4	15	27	46	2	9	35	46	7	6	30	43
Lymburn	5	6	37	48	0	5	43	48	3	18	27	48	3	12	33	48	1	7	40	48	3	9	36	48	6	15	27	48
Lynnwood	0	0	25	25	0	4	22	26	1	8	17	26	0	4	22	26	1	7	17	25	1	3	21	25	2	6	17	25
All participating schools	**296**	**1144**	**5786**	**7226**	**433**	**1264**	**5594**	**7291**	**656**	**2081**	**4527**	**7264**	**440**	**1387**	**5427**	**7254**	**491**	**1708**	**5085**	**7284**	**258**	**1453**	**5563**	**7274**	**1099**	**1707**	**4443**	**7249**

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																	Fine Motor				Gross Motor							
	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
Maj Gen Griesbach	0	0	51	51	2	4	48	54	1	10	40	51	0	1	50	51	1	6	47	54	0	1	53	54	2	6	43	51
Malcolm Tweddle	1	7	23	31	4	8	20	32	5	12	15	32	3	7	22	32	6	4	22	32	1	4	26	31	7	9	16	32
Malmo	2	9	37	48	3	13	33	49	7	19	23	49	3	8	38	49	3	9	37	49	2	11	36	49	8	17	24	49
Mayfield Elementary	14	11	23	48	15	19	15	49	13	18	18	49	16	21	11	48	5	23	21	49	8	23	18	49	28	10	10	48
McArthur	2	8	19	29	0	5	26	31	2	13	15	30	1	4	25	30	2	14	15	31	2	11	17	30	3	7	20	30
McKee	6	16	35	57	2	13	42	57	5	23	29	57	8	18	31	57	5	26	26	57	2	7	48	57	13	17	27	57
McKernan	1	3	27	31	1	4	26	31	2	4	25	31	3	3	25	31	2	7	22	31	0	9	22	31	5	0	26	31
McLeod	3	19	42	64	5	18	41	64	13	19	32	64	6	14	44	64	6	24	34	64	2	29	33	64	16	17	31	64
Meadowlark	0	2	55	57	0	16	41	57	2	2	53	57	1	7	49	57	1	8	48	57	0	10	47	57	2	4	51	57
Meadowlark Christian	2	6	27	35	1	5	29	35	3	7	25	35	2	1	32	35	0	7	28	35	0	2	33	35	2	8	25	35
Mee-Yah-Noh	0	10	18	28	3	4	21	28	7	12	9	28	1	8	19	28	2	9	17	28	0	13	15	28	7	9	12	28
Menisa	1	5	34	40	0	5	35	40	2	7	31	40	0	9	31	40	2	4	33	39	0	11	28	39	3	9	28	40
Meyokumin	0	10	82	92	2	11	79	92	3	22	67	92	1	19	72	92	2	21	69	92	0	31	61	92	5	23	64	92
Meyonohk	3	13	62	78	3	6	69	78	9	20	49	78	4	16	58	78	8	22	48	78	3	12	63	78	8	19	51	78
Michael A. Kostek	0	12	76	88	0	9	79	88	1	17	70	88	1	14	73	88	7	22	59	88	0	6	82	88	4	23	61	88
Michael Strembitsky	8	29	133	170	4	22	147	173	7	29	136	172	8	24	140	172	9	25	138	172	1	20	151	172	14	31	126	171
Mill Creek	1	16	32	49	8	18	23	49	5	20	24	49	3	15	31	49	8	28	13	49	0	7	42	49	10	37	2	49
Millwoods Christian	1	6	40	47	1	3	43	47	2	12	33	47	2	8	37	47	0	9	38	47	0	6	41	47	1	16	30	47
Minchau	1	5	41	47	3	11	33	47	3	16	28	47	3	10	34	47	2	16	29	47	0	1	46	47	8	12	27	47
Montrose	3	6	15	24	1	3	20	24	6	9	9	24	4	6	14	24	2	3	19	24	2	3	19	24	6	10	8	24
Mount Pleasant	0	1	49	50	0	1	50	51	0	0	50	50	0	0	51	51	0	2	48	50	0	1	49	50	0	1	49	50
Mount Royal	0	0	23	23	1	3	19	23	0	13	10	23	0	0	23	23	3	8	12	23	0	7	16	23	1	9	13	23
All participating schools	**296**	**1144**	**5786**	**7226**	**433**	**1264**	**5594**	**7291**	**656**	**2081**	**4527**	**7264**	**440**	**1387**	**5427**	**7254**	**491**	**1708**	**5085**	**7284**	**258**	**1453**	**5563**	**7274**	**1099**	**1707**	**4443**	**7249**

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	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
Northmount	1	3	45	49	1	8	40	49	3	10	36	49	2	6	41	49	1	12	36	49	0	8	41	49	3	11	35	49
Norwood	2	6	37	45	8	15	22	45	2	17	26	45	2	13	30	45	4	10	31	45	2	14	28	44	8	15	22	45
Oliver	2	5	34	41	1	5	35	41	1	11	29	41	2	6	33	41	2	9	30	41	1	9	31	41	5	7	29	41
Ormsby	1	4	27	32	4	4	24	32	4	14	14	32	1	5	26	32	2	7	23	32	1	12	19	32	4	7	21	32
Overlanders	2	9	23	34	1	7	26	34	3	20	11	34	4	5	26	35	4	10	21	35	2	4	29	35	5	17	12	34
Parkallen	0	9	31	40	3	4	33	40	3	6	31	40	2	7	31	40	3	10	27	40	1	8	31	40	5	6	29	40
Parkview	0	1	19	20	0	0	20	20	1	3	16	20	0	2	18	20	0	2	18	20	0	0	20	20	1	1	18	20
Patricia Heights	3	3	35	41	7	7	27	41	3	10	28	41	4	10	27	41	4	8	29	41	3	6	32	41	6	9	26	41
Pollard Meadows	3	6	68	77	0	14	63	77	5	18	54	77	1	9	67	77	2	10	65	77	1	11	65	77	6	12	59	77
Prince Charles	5	24	28	57	12	13	32	57	32	19	6	57	14	31	12	57	7	21	29	57	5	24	28	57	42	9	6	57
Princeton	0	4	23	27	0	7	20	27	3	8	16	27	0	4	23	27	0	7	20	27	0	2	25	27	4	5	18	27
Queen Alexandra	0	2	14	16	0	3	13	16	0	8	8	16	0	5	11	16	0	3	13	16	0	1	15	16	0	8	8	16
R.J. Scott	1	6	6	13	0	8	5	13	5	2	6	13	4	2	7	13	1	5	7	13	1	4	8	13	6	4	3	13
Richard Secord	2	8	77	87	1	15	72	88	3	12	73	88	1	8	78	87	1	5	82	88	0	2	86	88	3	14	70	87
Rideau Park	1	6	32	39	1	11	28	40	1	11	28	40	1	16	22	39	0	6	34	40	0	5	35	40	4	12	23	39
Rio Terrace	0	0	61	61	2	11	50	63	2	13	48	63	0	4	59	63	5	10	48	63	0	2	61	63	1	10	52	63
Riverdale	0	0	22	22	1	6	15	22	0	8	14	22	0	0	22	22	0	2	20	22	0	3	18	21	0	5	17	22
Rundle	2	6	14	22	1	5	16	22	3	3	16	22	2	6	14	22	3	8	11	22	0	4	18	22	5	7	10	22
Rutherford	1	3	31	35	0	6	29	35	1	1	33	35	1	3	31	35	1	6	28	35	2	2	31	35	2	4	29	35
Sakaw	2	24	33	59	6	19	34	59	9	29	21	59	3	24	32	59	9	17	33	59	2	13	43	58	19	16	24	59
Satoo	1	3	23	27	2	2	23	27	0	6	21	27	1	1	25	27	1	5	21	27	1	2	24	27	2	3	22	27
Scott Robertson	12	9	5	26	7	15	4	26	8	13	5	26	11	10	5	26	1	11	14	26	3	17	6	26	18	6	2	26
All participating schools	**296**	**1144**	**5786**	**7226**	**433**	**1264**	**5594**	**7291**	**656**	**2081**	**4527**	**7264**	**440**	**1387**	**5427**	**7254**	**491**	**1708**	**5085**	**7284**	**258**	**1453**	**5563**	**7274**	**1099**	**1707**	**4443**	**7249**

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	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
Sherwood	2	9	12	23	6	5	12	23	3	14	6	23	3	10	10	23	2	16	5	23	2	13	8	23	12	5	6	23
Sifton	6	14	23	43	4	4	35	43	11	9	23	43	7	7	29	43	6	8	29	43	4	12	27	43	12	7	24	43
Steinhauer	0	8	58	66	1	15	50	66	6	16	44	66	1	6	59	66	1	7	58	66	0	4	62	66	5	15	46	66
Stratford El Jr	0	0	85	85	0	4	81	85	0	3	82	85	0	1	84	85	0	10	75	85	0	2	83	85	0	3	82	85
Sweet Grass	0	15	48	63	2	7	58	67	8	26	32	66	5	6	55	66	4	16	47	67	2	7	58	67	11	16	39	66
Talmud Torah	0	0	22	22	0	1	21	22	0	1	21	22	0	1	21	22	0	0	22	22	0	0	22	22	0	1	21	22
Tevie Miller Hrtg Sc	3	20	24	47	3	15	29	47	8	20	19	47	5	27	15	47	4	26	17	47	6	22	19	47	19	19	9	47
Thorncliffe	0	8	26	34	4	11	20	35	3	18	13	34	4	9	22	35	3	11	21	35	2	5	27	34	9	9	16	34
Tipaskan	3	11	12	26	1	7	18	26	1	14	11	26	1	9	16	26	5	8	13	26	2	5	19	26	8	7	11	26
Velma E. Baker	15	40	40	95	4	27	64	95	12	40	43	95	9	20	66	95	5	22	68	95	3	39	53	95	21	38	36	95
Victoria	0	2	63	65	0	4	61	65	1	20	44	65	0	1	64	65	1	6	58	65	0	4	61	65	1	12	52	65
Virginia Park	0	1	18	19	1	0	18	19	0	4	15	19	0	2	17	19	1	1	17	19	0	1	18	19	0	4	15	19
Waverley	1	1	26	28	0	2	26	28	1	12	15	28	1	1	26	28	2	8	18	28	0	4	24	28	1	8	19	28
Weinlos	1	6	41	48	4	10	34	48	5	16	27	48	5	25	18	48	1	11	36	48	5	20	23	48	12	18	18	48
Westbrook	4	4	40	48	2	10	36	48	4	12	32	48	4	6	38	48	2	9	37	48	1	4	43	48	6	7	35	48
Westglen	0	1	43	44	0	1	43	44	1	6	37	44	0	4	40	44	4	8	32	44	0	5	39	44	1	4	39	44
Windsor Park	0	1	26	27	2	5	20	27	0	2	24	26	0	4	23	27	0	1	25	26	0	6	21	27	0	4	23	27
Winterburn	1	5	47	53	1	3	49	53	4	21	28	53	3	9	41	53	10	15	28	53	0	19	34	53	6	17	30	53
York	1	6	24	31	2	11	18	31	4	8	19	31	5	4	22	31	7	5	19	31	6	14	11	31	9	2	20	31
Youngstown	4	12	34	50	0	13	37	50	7	20	21	48	0	16	31	47	2	18	30	50	3	16	31	50	9	22	17	48
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Early Years Evaluation-Teacher Assessment (EYE-TA)
Summary Report for Edmonton Public Schools
2 May 2016 - 20 June 2016

EDMONTON PUBLIC SCHOOLS

The *Early Years Evaluation - Teacher Assessment (**EYE-TA**)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.[1] It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:[2] *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development.* The research has shown that the skills in these domains are related to children's literacy development and their success at school.[3,4]

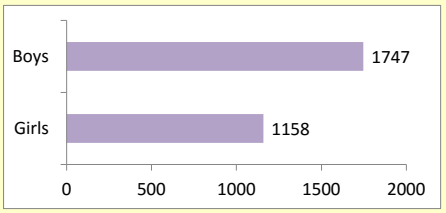
The ***EYE-TA*** is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

Demographic Profile

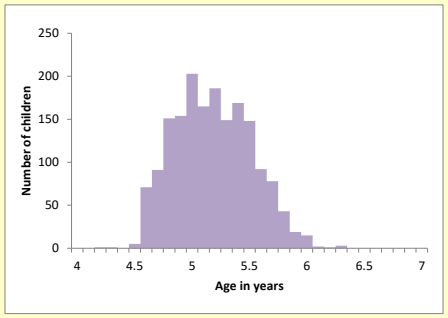
Assessment Period:	2 May 2016 - 20 June 2016
Number of participating schools:	151
Number of participating teachers:	248
Number of participating classrooms:	329
Average age on September 1st, 2015:	5.12
Boys:	5.14
Girls:	5.09

Number of children assessed: 2905

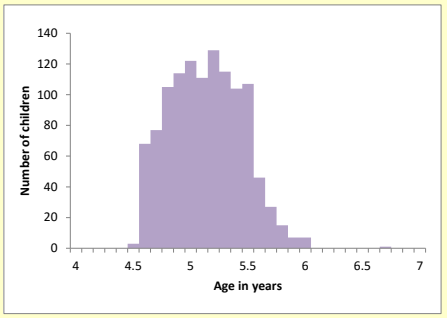
Breakdown of boys and girls



Boys - Age on September 1st, 2015



Girls - Age on September 1st, 2015



Note: The Demographic Profile includes only children who have been re-assessed.

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;

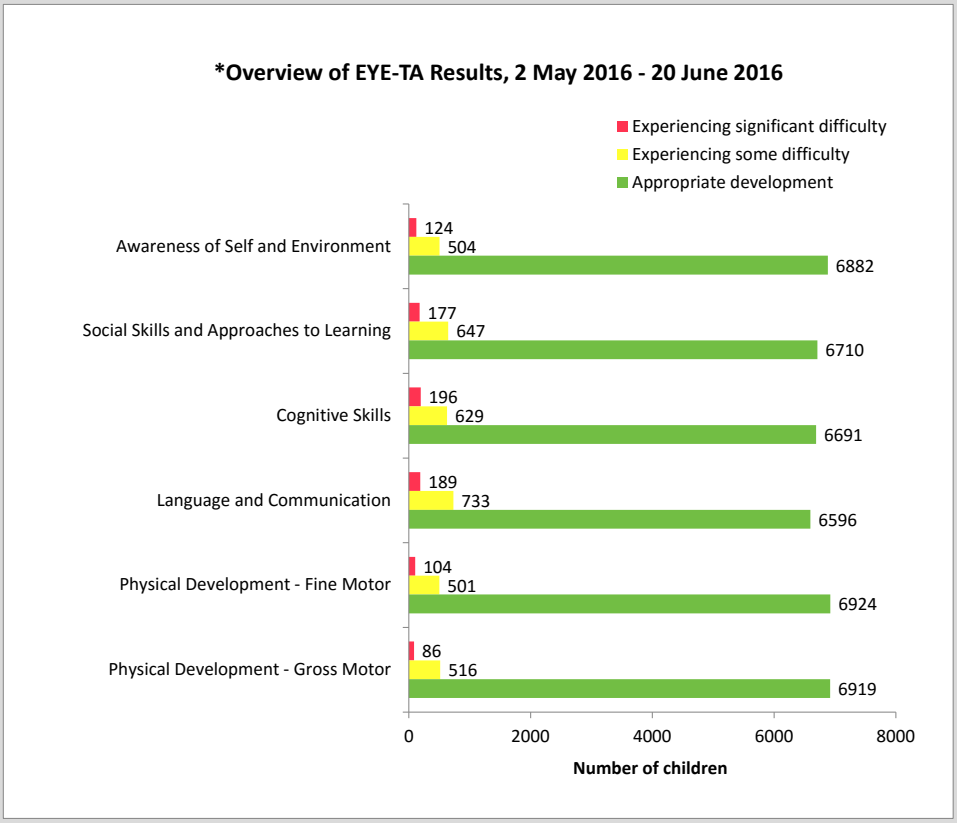
Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

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.



***Assumptions for the post-assessment report:**

In this jurisdiction, the majority of the children who were classified as Tier 1 in the Responsive Tiered Instruction (RTI) model following the pre-assessment were not re-tested in the post-assessment. For these children, we assume that if they had been re-tested they would have had "appropriate development" (green) in each of the five domains and would have continued to have a Tier 1 RTI designation. Children who were classified as Tier 2 or Tier 3 in the RTI model following the pre-assessment but were not re-tested in the post-assessment have had their pre-assessment scores carried over. Finally, we have assumed that the population sizes for the schools from the pre- to the post-assessment remained the same or changed only slightly. The actual proportions in each tier may vary slightly if there were several transfers in and out of the school between the pre- and post-assessments.

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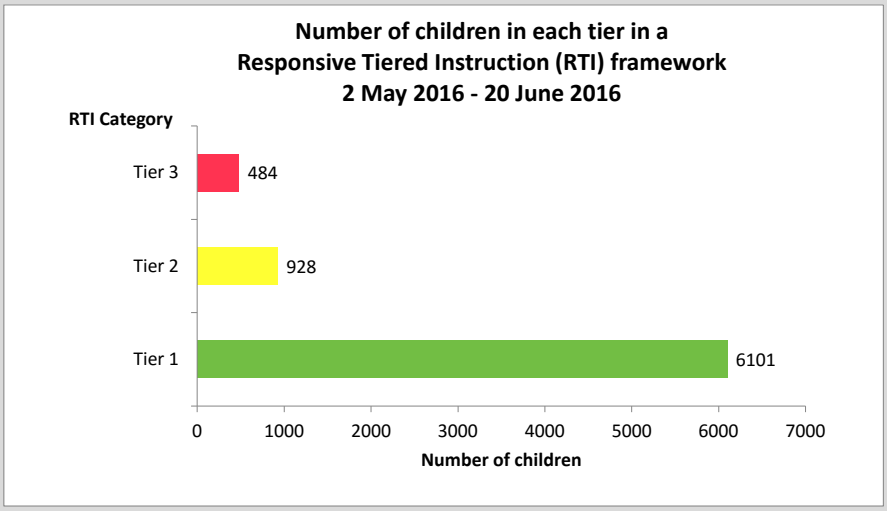
Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.[5] To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the Early Years Evaluation-Teacher Assessment can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.[6] This is commonly called "Response-to-Intervention"; we prefer the term "Responsive Tiered Instruction" (RTI).

The RTI approach is an inclusive approach to meeting students learning needs; it requires that **all** students receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Students with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Students with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that Tier 2 students should receive an additional 30 minutes of instruction per day in small groups, while Tier 3 students might receive two additional 30-minute periods of individualized instruction.[5]

Our longitudinal research shows that children's EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Awareness of Self and Environment, Social Skills and Approaches to Learning, and Fine Motor skills. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in Edmonton Public Schools based on the 2 May 2016 - 20 June 2016 data.



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6. **Dickson, S., & Bursuck, W. (1999).** Implementation of a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice,* 14(4), 191-202.

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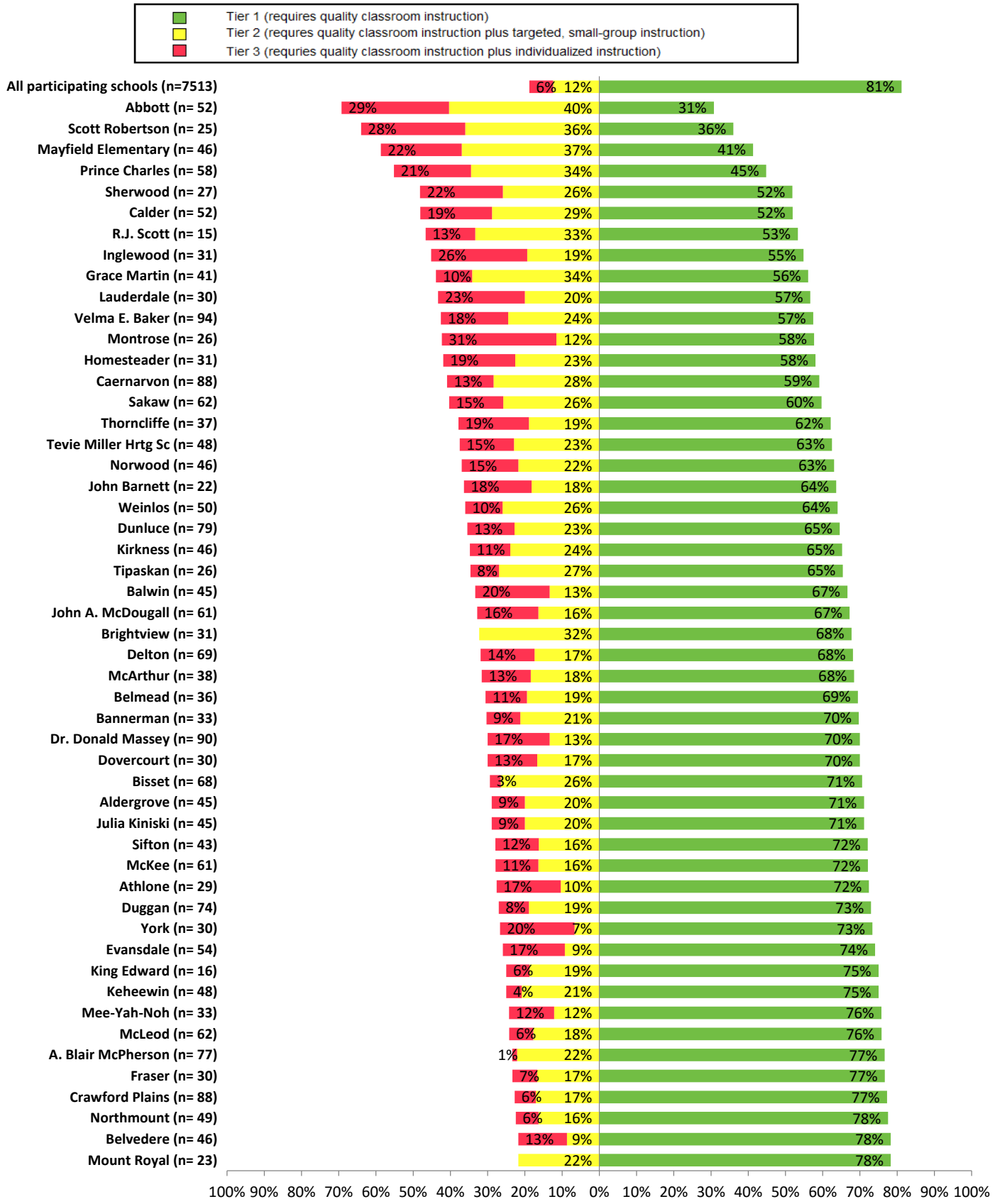
Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

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



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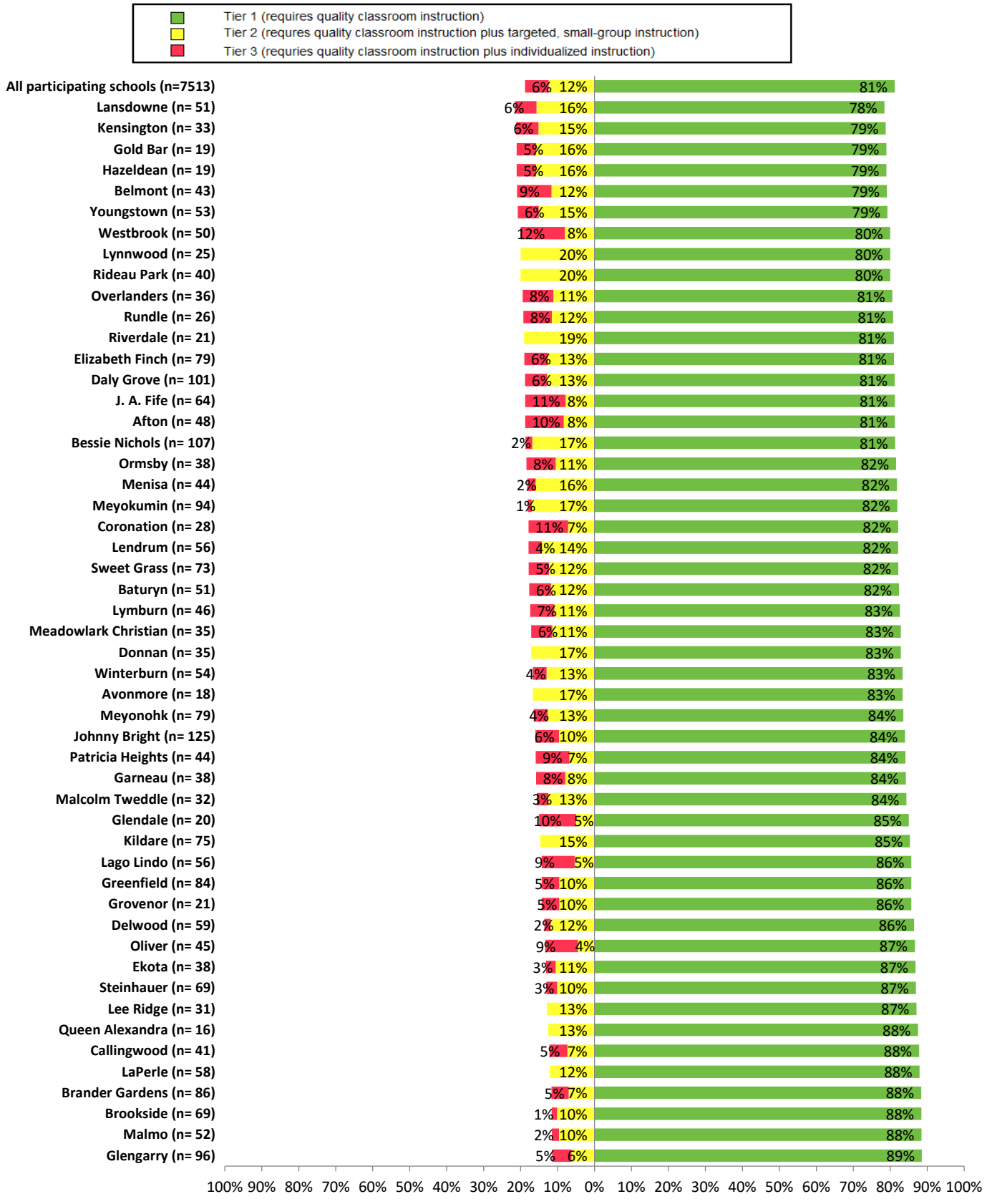

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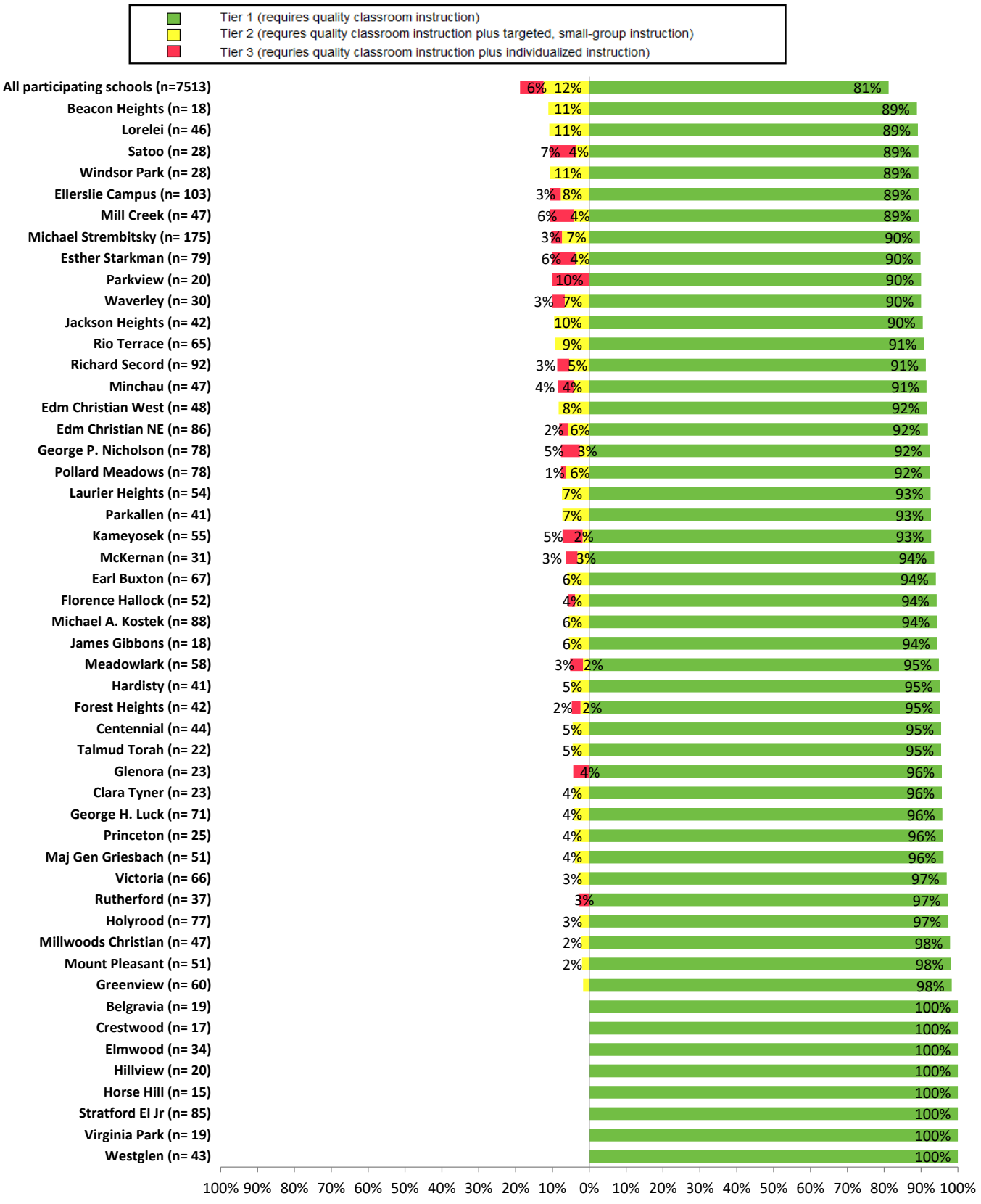
Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

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



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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 =
A. Blair McPherson	0%	5%	95%	77	1%	8%	91%	77	1%	8%	91%	77	0%	12%	88%	77	0%	1%	99%	77	0%	4%	96%	77	1%	22%	77%	77
Abbott	12%	17%	71%	52	25%	33%	42%	52	12%	31%	57%	52	12%	33%	55%	52	8%	31%	61%	52	12%	45%	43%	51	29%	40%	31%	52
Afton	0%	2%	98%	48	8%	13%	79%	48	0%	15%	85%	48	2%	10%	88%	48	0%	6%	94%	48	0%	8%	92%	48	10%	8%	82%	48
Aldergrove	0%	9%	91%	45	2%	13%	85%	45	2%	16%	82%	45	0%	20%	80%	45	2%	20%	78%	45	0%	16%	84%	45	9%	20%	71%	45
Athlone	0%	10%	90%	29	17%	3%	80%	29	10%	10%	80%	29	7%	21%	72%	29	0%	3%	97%	29	0%	10%	90%	29	17%	10%	73%	29
Avonmore	0%	11%	89%	18	11%	16%	73%	19	0%	0%	100%	18	0%	11%	89%	19	5%	0%	95%	19	5%	11%	84%	19	0%	17%	83%	18
Balwin	7%	16%	77%	45	4%	24%	72%	45	16%	4%	80%	45	7%	18%	75%	45	7%	18%	75%	45	2%	27%	71%	45	20%	13%	67%	45
Bannerman	6%	9%	85%	34	0%	12%	88%	33	9%	12%	79%	33	9%	15%	76%	34	6%	9%	85%	34	6%	18%	76%	34	9%	21%	70%	33
Baturyn	0%	10%	90%	52	4%	8%	88%	53	0%	6%	94%	51	0%	6%	94%	50	2%	9%	89%	53	2%	6%	92%	53	6%	12%	82%	51
Beacon Heights	0%	0%	100%	18	11%	11%	78%	18	0%	6%	94%	18	0%	6%	94%	18	0%	6%	94%	18	0%	0%	100%	18	0%	11%	89%	18
Belgravia	0%	0%	100%	19	0%	0%	100%	19	0%	0%	100%	19	0%	0%	100%	19	0%	0%	100%	19	0%	0%	100%	19	0%	0%	100%	19
Belmead	3%	31%	66%	36	5%	16%	79%	37	0%	17%	83%	36	5%	24%	71%	37	0%	14%	86%	36	0%	6%	94%	36	11%	19%	70%	36
Belmont	5%	0%	95%	43	5%	0%	95%	43	7%	7%	86%	43	5%	9%	86%	43	7%	5%	88%	43	7%	0%	93%	43	9%	12%	79%	43
Belvedere	2%	15%	83%	46	4%	20%	76%	46	7%	9%	84%	46	11%	9%	80%	46	2%	11%	87%	46	7%	11%	82%	46	13%	9%	78%	46
Bessie Nichols	0%	4%	96%	107	1%	13%	86%	107	0%	5%	95%	107	0%	11%	89%	107	0%	7%	93%	107	2%	12%	86%	107	2%	17%	81%	107
Bisset	1%	6%	93%	67	0%	4%	96%	68	1%	21%	78%	68	0%	12%	88%	68	0%	6%	94%	69	1%	10%	89%	69	3%	26%	71%	68
Brander Gardens	0%	2%	98%	87	1%	7%	92%	87	1%	6%	93%	86	1%	7%	92%	87	2%	2%	96%	86	2%	1%	97%	86	5%	7%	88%	86
Brightview	0%	6%	94%	31	0%	13%	87%	31	0%	16%	84%	31	0%	10%	90%	31	0%	32%	68%	31	0%	13%	87%	31	0%	32%	68%	31
Brookside	3%	0%	97%	69	0%	3%	97%	69	0%	3%	97%	69	1%	3%	96%	69	0%	1%	99%	69	0%	1%	99%	69	1%	10%	89%	69
Caernarvon	1%	13%	86%	88	6%	17%	77%	88	8%	16%	76%	88	3%	25%	72%	88	3%	17%	80%	88	2%	20%	78%	88	13%	28%	59%	88
Calder	2%	37%	61%	52	6%	31%	63%	52	12%	13%	75%	52	8%	27%	65%	52	4%	23%	73%	52	6%	23%	71%	52	19%	29%	52%	52
Callingwood	0%	7%	93%	41	2%	2%	96%	41	5%	5%	90%	41	0%	10%	90%	41	0%	0%	100%	41	0%	5%	95%	41	5%	7%	88%	41
Centennial	0%	0%	100%	44	0%	2%	98%	44	0%	5%	95%	44	0%	5%	95%	44	0%	0%	100%	44	0%	0%	100%	44	0%	5%	95%	44
Clara Tyner	0%	0%	100%	23	0%	4%	96%	23	0%	4%	96%	23	0%	0%	100%	23	0%	4%	96%	23	0%	0%	100%	23	0%	4%	96%	23
Coronation	4%	7%	89%	28	0%	14%	86%	28	11%	4%	85%	28	7%	7%	86%	28	4%	4%	92%	28	7%	0%	93%	28	11%	7%	82%	28
Crawford Plains	2%	3%	95%	87	1%	5%	94%	88	2%	7%	91%	88	6%	10%	84%	88	1%	8%	91%	88	3%	10%	87%	88	6%	17%	77%	88
Crestwood	0%	0%	100%	17	0%	0%	100%	17	0%	0%	100%	17	0%	0%	100%	17	0%	0%	100%	17	0%	0%	100%	17	0%	0%	100%	17
Daly Grove	1%	12%	87%	101	1%	5%	94%	101	4%	8%	88%	101	1%	12%	87%	101	2%	7%	91%	101	1%	2%	97%	101	6%	13%	81%	101
Delton	1%	12%	87%	69	6%	16%	78%	69	3%	16%	81%	69	3%	22%	75%	69	3%	16%	81%	69	1%	14%	85%	69	14%	17%	69%	69
Delwood	0%	3%	97%	59	0%	3%	97%	59	2%	8%	90%	59	0%	3%	97%	59	0%	2%	98%	59	0%	2%	98%	59	2%	12%	86%	59
Donnan	0%	0%	100%	35	0%	11%	89%	35	0%	17%	83%	35	0%	0%	100%	35	0%	3%	97%	35	0%	6%	94%	35	0%	17%	83%	35
Dovercourt	3%	10%	87%	30	10%	3%	87%	30	7%	20%	73%	30	10%	10%	80%	30	7%	23%	70%	30	3%	13%	84%	30	13%	17%	70%	30
Dr. Donald Massey	3%	19%	78%	90	1%	10%	89%	90	3%	19%	78%	90	6%	17%	77%	90	2%	12%	86%	90	0%	9%	91%	90	17%	13%	70%	90
Duggan	4%	9%	87%	74	0%	11%	89%	74	3%	12%	85%	74	1%	14%	85%	73	1%	14%	85%	74	0%	5%	95%	73	8%	19%	73%	74
Dunluce	4%	14%	82%	79	4%	16%	80%	79	8%	19%	73%	79	1%	20%	79%	79	0%	8%	92%	79	0%	0%	100%	79	13%	23%	64%	79
Earl Buxton	0%	9%	91%	67	0%	0%	100%	67	0%	0%	100%	67	1%	7%	92%	67	0%	1%	99%	67	0%	1%	99%	67	0%	6%	94%	67
All participating schools	**2%**	**7%**	**92%**	**7510**	**2%**	**9%**	**89%**	**7534**	**3%**	**8%**	**89%**	**7516**	**3%**	**10%**	**88%**	**7518**	**1%**	**7%**	**92%**	**7529**	**1%**	**7%**	**92%**	**7521**	**6%**	**12%**	**81%**	**7513**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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.

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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 =
Edm Christian NE	1%	3%	96%	86	2%	7%	91%	86	0%	6%	94%	86	1%	7%	92%	86	0%	6%	94%	86	0%	1%	99%	86	2%	6%	92%	86
Edm Christian West	0%	0%	100%	48	2%	6%	92%	48	0%	0%	100%	48	0%	6%	94%	48	0%	2%	98%	48	0%	0%	100%	48	0%	8%	92%	48
Ekota	0%	8%	92%	38	0%	5%	95%	38	3%	5%	92%	38	0%	3%	97%	38	0%	11%	89%	38	0%	5%	95%	38	3%	11%	86%	38
Elizabeth Finch	1%	8%	91%	79	0%	10%	90%	79	3%	9%	88%	79	0%	11%	89%	79	3%	9%	88%	79	1%	5%	94%	79	6%	13%	81%	79
Ellerslie Campus	1%	7%	92%	103	2%	4%	94%	103	0%	4%	96%	103	2%	3%	95%	103	1%	5%	94%	103	2%	6%	92%	103	3%	8%	89%	103
Elmwood	0%	0%	100%	34	0%	12%	88%	34	0%	0%	100%	34	0%	0%	100%	34	0%	0%	100%	34	0%	0%	100%	34	0%	0%	100%	34
Esther Starkman	1%	6%	93%	79	0%	5%	95%	79	1%	6%	93%	80	1%	5%	94%	78	1%	3%	96%	79	3%	4%	93%	80	6%	4%	90%	79
Evansdale	7%	9%	84%	54	6%	17%	77%	54	6%	7%	87%	54	11%	13%	76%	54	7%	9%	84%	54	0%	11%	89%	54	17%	9%	74%	54
Florence Hallock	0%	2%	98%	52	0%	4%	96%	52	0%	2%	98%	52	0%	4%	96%	52	0%	4%	96%	52	0%	0%	100%	52	2%	4%	94%	52
Forest Heights	2%	0%	98%	42	0%	0%	100%	42	0%	2%	98%	42	2%	0%	98%	42	0%	2%	98%	42	0%	7%	93%	42	2%	2%	96%	42
Fraser	0%	0%	100%	30	0%	7%	93%	30	0%	17%	83%	30	0%	13%	87%	30	0%	17%	83%	30	0%	20%	80%	30	7%	17%	76%	30
Garneau	3%	0%	97%	38	5%	5%	90%	38	5%	8%	87%	38	3%	11%	86%	38	3%	5%	92%	38	3%	5%	92%	38	8%	8%	84%	38
George H. Luck	0%	0%	100%	71	0%	6%	94%	71	0%	1%	99%	71	0%	3%	97%	71	0%	0%	100%	71	0%	0%	100%	71	0%	4%	96%	71
George P. Nicholson	1%	5%	94%	78	0%	4%	96%	78	4%	1%	95%	78	1%	6%	93%	78	1%	3%	96%	78	0%	10%	90%	78	5%	3%	92%	78
Glendale	0%	10%	90%	20	0%	10%	90%	20	5%	5%	90%	20	15%	10%	75%	20	0%	10%	90%	20	0%	10%	90%	20	10%	5%	85%	20
Glengarry	0%	3%	97%	96	0%	4%	96%	96	1%	7%	92%	96	3%	4%	93%	96	0%	7%	93%	96	0%	5%	95%	96	5%	6%	89%	96
Glenora	0%	4%	96%	23	0%	4%	96%	23	0%	0%	100%	23	0%	4%	96%	23	4%	0%	96%	23	4%	0%	96%	23	4%	0%	96%	23
Gold Bar	0%	0%	100%	19	5%	0%	95%	19	0%	11%	89%	19	0%	16%	84%	19	0%	11%	89%	19	0%	5%	95%	19	5%	16%	79%	19
Grace Martin	2%	22%	76%	41	0%	7%	93%	41	5%	12%	83%	41	7%	17%	76%	41	0%	20%	80%	41	0%	12%	88%	41	10%	34%	56%	41
Greenfield	1%	2%	97%	84	2%	4%	94%	84	1%	8%	91%	84	1%	6%	93%	84	0%	8%	92%	84	0%	8%	92%	84	5%	10%	85%	84
Greenview	0%	0%	100%	60	0%	2%	98%	60	0%	2%	98%	60	0%	0%	100%	60	0%	2%	98%	60	0%	0%	100%	60	0%	2%	98%	60
Grovenor	0%	5%	95%	21	5%	0%	95%	21	0%	10%	90%	21	0%	14%	86%	21	0%	5%	95%	21	5%	0%	95%	21	5%	10%	85%	21
Hardisty	0%	0%	100%	41	0%	2%	98%	41	0%	2%	98%	41	0%	2%	98%	41	0%	2%	98%	41	0%	0%	100%	41	0%	5%	95%	41
Hazeldean	0%	0%	100%	19	5%	15%	80%	20	0%	5%	95%	19	0%	5%	95%	19	0%	20%	80%	20	0%	0%	100%	19	5%	16%	79%	19
Hillview	0%	0%	100%	20	0%	0%	100%	20	0%	0%	100%	20	0%	0%	100%	20	0%	0%	100%	20	0%	0%	100%	19	0%	0%	100%	20
Holyrood	0%	0%	100%	77	1%	9%	90%	77	0%	0%	100%	77	0%	1%	99%	77	0%	5%	95%	77	1%	4%	95%	77	0%	3%	97%	77
Homesteader	6%	16%	78%	31	6%	19%	75%	31	13%	10%	77%	31	10%	23%	67%	31	6%	16%	78%	31	3%	13%	84%	31	19%	23%	58%	31
Horse Hill	0%	0%	100%	15	0%	13%	87%	15	0%	0%	100%	15	0%	7%	93%	15	0%	0%	100%	15	0%	0%	100%	15	0%	0%	100%	15
Inglewood	0%	19%	81%	31	10%	45%	45%	31	6%	19%	75%	31	0%	39%	61%	31	3%	13%	84%	31	3%	16%	81%	31	26%	19%	55%	31
J. A. Fife	3%	6%	91%	64	6%	11%	83%	64	5%	11%	84%	64	5%	8%	87%	64	3%	8%	89%	64	2%	6%	92%	64	11%	8%	81%	64
Jackson Heights	0%	5%	95%	42	2%	2%	96%	42	0%	2%	98%	41	0%	2%	98%	42	0%	0%	100%	42	0%	2%	98%	41	0%	10%	90%	42
James Gibbons	0%	0%	100%	18	0%	0%	100%	18	0%	0%	100%	18	0%	0%	100%	18	0%	6%	94%	18	0%	0%	100%	18	0%	6%	94%	18
John A. McDougall	3%	10%	87%	61	7%	23%	70%	61	5%	16%	79%	61	7%	16%	77%	61	3%	16%	81%	61	0%	15%	85%	61	16%	16%	68%	61
John Barnett	14%	9%	77%	22	5%	0%	95%	22	14%	18%	68%	22	14%	18%	68%	22	5%	9%	86%	22	9%	5%	86%	22	18%	18%	64%	22
Johnny Bright	4%	8%	88%	125	0%	6%	94%	125	3%	6%	91%	125	5%	6%	89%	125	0%	9%	91%	125	0%	3%	97%	125	6%	10%	84%	125
Julia Kiniski	2%	7%	91%	45	2%	16%	82%	45	2%	11%	87%	45	4%	13%	83%	45	0%	0%	100%	45	0%	16%	84%	45	9%	20%	71%	45
All participating schools	**2%**	**7%**	**92%**	**7510**	**2%**	**9%**	**89%**	**7534**	**3%**	**8%**	**89%**	**7516**	**3%**	**10%**	**88%**	**7518**	**1%**	**7%**	**92%**	**7529**	**1%**	**7%**	**92%**	**7521**	**6%**	**12%**	**81%**	**7513**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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.

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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 =
Kameyosek	2%	7%	91%	55	0%	4%	96%	55	2%	4%	94%	55	2%	5%	93%	55	2%	2%	96%	55	0%	7%	93%	55	5%	2%	93%	55
Keheewin	0%	15%	85%	48	0%	10%	90%	48	2%	2%	96%	48	2%	13%	85%	48	4%	4%	92%	48	2%	2%	96%	48	4%	21%	75%	48
Kensington	3%	12%	85%	33	0%	6%	94%	33	0%	6%	94%	33	6%	12%	82%	33	0%	0%	100%	33	0%	3%	97%	33	6%	15%	79%	33
Kildare	0%	1%	99%	75	3%	7%	90%	76	0%	7%	93%	75	0%	7%	93%	75	0%	3%	97%	75	0%	1%	99%	75	0%	15%	85%	75
King Edward	6%	0%	94%	16	24%	6%	70%	17	6%	0%	94%	16	0%	19%	81%	16	6%	0%	94%	17	0%	12%	88%	17	6%	19%	75%	16
Kirkness	2%	2%	96%	46	0%	11%	89%	46	9%	17%	74%	46	2%	15%	83%	46	0%	11%	89%	46	0%	13%	87%	46	11%	24%	65%	46
Lago Lindo	2%	13%	85%	56	0%	4%	96%	56	5%	7%	88%	56	0%	7%	93%	56	2%	7%	91%	56	0%	5%	95%	56	9%	5%	86%	56
Lansdowne	4%	8%	88%	51	0%	0%	100%	51	2%	12%	86%	51	6%	6%	88%	51	0%	6%	94%	51	0%	0%	100%	51	6%	16%	78%	51
LaPerle	0%	7%	93%	58	0%	0%	100%	58	0%	3%	97%	58	0%	5%	95%	58	0%	0%	100%	58	0%	0%	100%	58	0%	12%	88%	58
Lauderdale	17%	10%	73%	30	23%	23%	54%	31	3%	23%	74%	30	16%	10%	74%	31	0%	10%	90%	30	0%	10%	90%	30	23%	20%	57%	30
Laurier Heights	0%	0%	100%	54	0%	9%	91%	54	0%	0%	100%	54	0%	4%	96%	54	0%	4%	96%	54	0%	6%	94%	54	0%	7%	93%	54
Lee Ridge	0%	0%	100%	31	0%	0%	100%	31	0%	10%	90%	31	0%	0%	100%	31	0%	3%	97%	31	0%	0%	100%	31	0%	13%	87%	31
Lendrum	2%	4%	94%	56	4%	7%	89%	56	2%	4%	94%	56	4%	9%	87%	56	0%	0%	100%	56	0%	4%	96%	56	4%	14%	82%	56
Lorelei	0%	0%	100%	46	2%	2%	96%	48	0%	9%	91%	46	0%	2%	98%	46	2%	4%	94%	48	2%	6%	92%	48	0%	11%	89%	46
Lymburn	4%	7%	89%	46	0%	2%	98%	46	0%	13%	87%	46	7%	2%	91%	46	0%	2%	98%	46	0%	0%	100%	46	7%	11%	82%	46
Lynnwood	0%	0%	100%	25	0%	8%	92%	26	0%	8%	92%	26	0%	0%	100%	26	0%	8%	92%	25	0%	16%	84%	25	0%	20%	80%	25
Maj Gen Griesbach	0%	0%	100%	51	2%	6%	92%	54	0%	2%	98%	52	0%	0%	100%	51	0%	4%	96%	54	0%	0%	100%	54	0%	4%	96%	51
Malcolm Tweddle	0%	3%	97%	32	3%	18%	79%	33	3%	6%	91%	32	0%	6%	94%	32	3%	9%	88%	32	0%	6%	94%	32	3%	13%	84%	32
Malmo	0%	0%	100%	51	0%	4%	96%	52	2%	17%	81%	52	0%	2%	98%	52	0%	2%	98%	52	2%	4%	94%	52	2%	10%	88%	52
Mayfield Elementary	4%	22%	74%	46	9%	26%	65%	47	6%	17%	77%	47	9%	35%	56%	46	9%	28%	63%	47	6%	36%	58%	47	22%	37%	41%	46
McArthur	6%	11%	83%	36	3%	13%	84%	39	5%	21%	74%	38	8%	13%	79%	39	0%	15%	85%	39	0%	21%	79%	38	13%	18%	69%	38
McKee	2%	15%	83%	61	0%	8%	92%	61	2%	15%	83%	61	7%	23%	70%	61	3%	8%	89%	61	2%	0%	98%	61	11%	16%	73%	61
McKernan	0%	0%	100%	31	0%	3%	97%	31	0%	6%	94%	31	0%	3%	97%	31	3%	3%	94%	31	3%	3%	97%	31	3%	3%	94%	31
McLeod	3%	8%	89%	62	2%	16%	82%	62	6%	8%	86%	62	3%	11%	86%	62	3%	10%	87%	62	0%	21%	79%	62	6%	18%	76%	62
Meadowlark	0%	2%	98%	58	0%	0%	100%	58	2%	2%	96%	58	2%	2%	96%	58	0%	0%	100%	58	0%	3%	97%	58	3%	2%	95%	58
Meadowlark Christian	3%	6%	91%	35	3%	3%	94%	35	0%	17%	83%	35	3%	3%	94%	35	0%	6%	94%	35	0%	6%	94%	35	6%	11%	83%	35
Mee-Yah-Noh	0%	13%	87%	32	3%	12%	85%	33	9%	9%	82%	33	6%	9%	85%	33	0%	15%	85%	33	0%	15%	85%	33	12%	12%	76%	33
Menisa	0%	2%	98%	44	4%	9%	87%	45	0%	9%	91%	44	0%	14%	86%	43	2%	2%	96%	45	0%	2%	98%	45	2%	16%	82%	44
Meyokumin	0%	4%	96%	94	2%	5%	93%	94	0%	5%	95%	94	0%	9%	91%	94	0%	6%	94%	94	0%	7%	93%	94	1%	17%	82%	94
Meyonohk	1%	5%	94%	79	0%	5%	95%	79	4%	6%	90%	79	1%	8%	91%	79	1%	5%	94%	79	0%	4%	96%	79	4%	13%	83%	79
Michael A. Kostek	0%	0%	100%	88	0%	0%	100%	88	0%	5%	95%	88	0%	1%	99%	88	0%	1%	99%	88	0%	1%	99%	88	0%	6%	94%	88
Michael Strembitsky	2%	5%	93%	175	1%	5%	94%	175	0%	3%	97%	175	2%	9%	89%	175	0%	3%	97%	175	0%	2%	98%	175	3%	7%	90%	175
Mill Creek	0%	6%	94%	47	4%	2%	94%	47	4%	6%	90%	47	4%	2%	94%	47	4%	4%	92%	47	0%	4%	96%	47	6%	4%	90%	47
Millwoods Christian	0%	4%	96%	47	0%	0%	100%	47	0%	0%	100%	47	0%	2%	98%	47	0%	0%	100%	47	0%	0%	100%	47	0%	2%	98%	47
Minchau	0%	4%	96%	47	0%	4%	96%	47	4%	2%	94%	47	2%	2%	96%	47	0%	0%	100%	47	0%	0%	100%	47	4%	4%	92%	47
Montrose	15%	15%	70%	26	7%	15%	78%	27	15%	15%	70%	26	19%	19%	62%	27	12%	12%	76%	26	4%	23%	73%	26	31%	12%	57%	26
All participating schools	**2%**	**7%**	**92%**	**7510**	**2%**	**9%**	**89%**	**7534**	**3%**	**8%**	**89%**	**7516**	**3%**	**10%**	**88%**	**7518**	**1%**	**7%**	**92%**	**7529**	**1%**	**7%**	**92%**	**7521**	**6%**	**12%**	**81%**	**7513**

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																	Fine Motor				Gross Motor							
	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =
Mount Pleasant	0%	0%	100%	51	0%	0%	100%	51	0%	0%	100%	51	0%	2%	98%	51	0%	0%	100%	51	0%	0%	100%	51	0%	2%	98%	51
Mount Royal	0%	0%	100%	23	0%	13%	87%	23	0%	13%	87%	23	0%	9%	91%	23	0%	22%	78%	23	0%	4%	96%	23	0%	22%	78%	23
Northmount	0%	2%	98%	49	4%	16%	80%	49	0%	8%	92%	49	0%	16%	84%	49	0%	4%	96%	49	0%	2%	98%	49	6%	16%	78%	49
Norwood	2%	4%	94%	46	11%	20%	69%	46	0%	20%	80%	46	4%	33%	63%	46	2%	20%	78%	46	0%	14%	86%	44	15%	22%	63%	46
Oliver	4%	7%	89%	45	0%	11%	89%	45	0%	7%	93%	45	4%	9%	87%	45	2%	2%	96%	45	0%	13%	87%	45	9%	4%	87%	45
Ormsby	0%	5%	95%	38	3%	18%	79%	38	5%	13%	82%	38	0%	13%	87%	38	3%	3%	94%	38	0%	3%	97%	38	8%	11%	81%	38
Overlanders	6%	0%	94%	36	0%	8%	92%	36	6%	11%	83%	36	6%	11%	83%	36	6%	6%	88%	36	3%	8%	89%	36	8%	11%	81%	36
Parkallen	0%	0%	100%	41	0%	7%	93%	41	0%	5%	95%	41	0%	2%	98%	41	0%	2%	98%	41	0%	0%	100%	41	0%	7%	93%	41
Parkview	0%	5%	95%	20	0%	0%	100%	20	5%	5%	90%	20	0%	10%	90%	20	0%	5%	95%	20	0%	0%	100%	20	10%	0%	90%	20
Patricia Heights	5%	7%	88%	44	7%	2%	91%	44	7%	2%	91%	44	5%	9%	86%	44	5%	5%	90%	44	2%	7%	91%	44	9%	7%	84%	44
Pollard Meadows	1%	5%	94%	78	0%	3%	97%	78	1%	5%	94%	78	1%	1%	98%	78	0%	3%	97%	78	1%	5%	94%	78	1%	6%	93%	78
Prince Charles	0%	10%	90%	58	5%	22%	73%	58	14%	21%	65%	58	5%	26%	69%	58	2%	7%	91%	58	2%	12%	86%	58	21%	34%	45%	58
Princeton	0%	0%	100%	25	0%	8%	92%	25	0%	8%	92%	25	0%	0%	100%	25	0%	0%	100%	25	0%	0%	100%	25	0%	4%	96%	25
Queen Alexandra	0%	0%	100%	16	0%	6%	94%	16	0%	13%	87%	16	0%	6%	94%	16	0%	0%	100%	16	0%	6%	94%	16	0%	13%	87%	16
R.J. Scott	0%	27%	73%	15	0%	40%	60%	15	7%	13%	80%	15	7%	20%	73%	15	0%	13%	87%	15	7%	13%	80%	15	13%	33%	54%	15
Richard Secord	1%	2%	97%	92	0%	3%	97%	92	1%	5%	94%	92	1%	7%	92%	92	0%	0%	100%	92	0%	2%	98%	92	3%	5%	92%	92
Rideau Park	0%	3%	97%	40	0%	5%	95%	40	0%	8%	92%	40	0%	10%	90%	40	0%	0%	100%	40	0%	3%	97%	40	0%	20%	80%	40
Rio Terrace	0%	0%	100%	65	0%	5%	95%	65	0%	6%	94%	65	0%	0%	100%	65	0%	0%	100%	65	0%	5%	95%	65	0%	9%	91%	65
Riverdale	0%	0%	100%	21	5%	14%	81%	21	0%	19%	81%	21	0%	0%	100%	21	0%	5%	95%	21	0%	10%	90%	21	0%	19%	81%	21
Rundle	0%	12%	88%	26	0%	19%	81%	26	4%	12%	84%	26	4%	8%	88%	26	0%	4%	96%	26	0%	0%	100%	26	8%	12%	80%	26
Rutherford	3%	0%	97%	37	0%	3%	97%	37	3%	0%	97%	37	3%	0%	97%	37	3%	0%	97%	37	3%	3%	94%	37	3%	0%	97%	37
Sakaw	0%	16%	84%	62	6%	23%	71%	62	3%	15%	82%	62	3%	27%	70%	62	3%	13%	84%	62	2%	10%	88%	62	15%	26%	59%	62
Satoo	4%	4%	92%	28	4%	7%	89%	28	4%	4%	92%	28	4%	4%	92%	28	4%	4%	92%	28	4%	0%	96%	28	7%	4%	89%	28
Scott Robertson	12%	52%	36%	25	16%	44%	40%	25	12%	16%	72%	25	4%	48%	48%	25	0%	12%	88%	25	0%	36%	64%	25	28%	36%	36%	25
Sherwood	0%	22%	78%	27	30%	11%	59%	27	0%	30%	70%	27	0%	30%	70%	27	0%	33%	67%	27	0%	26%	74%	27	22%	26%	52%	27
Sifton	2%	14%	84%	43	7%	12%	81%	43	7%	12%	81%	43	9%	9%	82%	43	5%	9%	86%	43	2%	5%	93%	43	12%	16%	72%	43
Steinhauer	1%	4%	95%	69	0%	14%	86%	69	1%	9%	90%	69	1%	6%	93%	69	0%	1%	99%	69	1%	1%	98%	69	3%	10%	87%	69
Stratford El Jr	0%	0%	100%	85	0%	0%	100%	85	0%	0%	100%	85	0%	0%	100%	85	0%	0%	100%	85	0%	0%	100%	85	0%	0%	100%	85
Sweet Grass	0%	11%	89%	73	0%	5%	95%	73	1%	8%	91%	73	3%	7%	90%	73	1%	4%	95%	73	0%	5%	95%	73	5%	12%	83%	73
Talmud Torah	0%	0%	100%	22	0%	5%	95%	22	0%	0%	100%	22	0%	0%	100%	22	0%	5%	95%	22	0%	5%	95%	22	0%	5%	95%	22
Tevie Miller Hrtg Sc	0%	13%	87%	48	4%	23%	73%	48	0%	15%	85%	48	0%	31%	69%	48	0%	21%	79%	48	4%	13%	83%	48	15%	23%	62%	48
Thorncliffe	0%	14%	86%	37	3%	18%	79%	38	3%	22%	75%	37	5%	18%	77%	38	3%	11%	86%	38	3%	5%	92%	37	19%	19%	62%	37
Tipaskan	0%	8%	92%	26	8%	0%	92%	26	0%	12%	88%	26	4%	15%	81%	26	12%	12%	76%	26	4%	12%	84%	26	8%	27%	65%	26
Velma E. Baker	7%	29%	64%	94	2%	6%	92%	94	5%	24%	71%	94	2%	21%	77%	94	3%	13%	84%	94	5%	27%	68%	94	18%	24%	58%	94
Victoria	0%	0%	100%	66	0%	5%	95%	66	0%	2%	98%	66	0%	2%	98%	66	0%	2%	98%	66	0%	0%	100%	66	0%	3%	97%	66
Virginia Park	0%	0%	100%	19	0%	11%	89%	19	0%	0%	100%	19	0%	0%	100%	19	0%	5%	95%	19	0%	0%	100%	19	0%	0%	100%	19
Waverley	0%	7%	93%	30	0%	7%	93%	30	7%	3%	90%	30	0%	10%	90%	30	0%	7%	93%	30	0%	3%	97%	30	3%	7%	90%	30
Weinlos	2%	12%	86%	50	0%	12%	88%	50	2%	14%	84%	50	4%	26%	70%	50	0%	8%	92%	50	6%	22%	72%	50	10%	26%	64%	50
Westbrook	4%	4%	92%	50	2%	8%	90%	50	4%	6%	90%	50	6%	10%	84%	50	0%	10%	90%	50	0%	2%	98%	50	12%	8%	80%	50
Westglen	0%	0%	100%	43	0%	0%	100%	43	0%	0%	100%	43	0%	0%	100%	43	0%	2%	98%	43	0%	0%	100%	43	0%	0%	100%	43
Windsor Park	0%	4%	96%	28	4%	11%	85%	28	0%	0%	100%	28	0%	7%	93%	28	0%	0%	100%	28	0%	0%	100%	28	0%	11%	89%	28
Winterburn	2%	4%	94%	54	2%	4%	94%	54	4%	9%	87%	54	4%	4%	92%	54	4%	2%	94%	54	0%	6%	94%	54	4%	13%	83%	54
York	3%	7%	90%	30	3%	20%	77%	30	10%	13%	77%	30	13%	10%	77%	30	13%	10%	77%	30	13%	10%	77%	30	20%	7%	73%	30
Youngstown	4%	8%	88%	53	2%	19%	79%	53	4%	6%	90%	53	2%	13%	85%	53	0%	8%	92%	53	6%	21%	73%	53	6%	15%	79%	53
All participating schools	**2%**	**7%**	**92%**	**7510**	**2%**	**9%**	**89%**	**7534**	**3%**	**8%**	**89%**	**7516**	**3%**	**10%**	**88%**	**7518**	**1%**	**7%**	**92%**	**7529**	**1%**	**7%**	**92%**	**7521**	**6%**	**12%**	**81%**	**7513**

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																	Fine Motor				Gross Motor							
	▲	○	□	n =	▲	○	□	n =	▲	○	□	n =	▲	○	□	n =	▲	○	□	n =	▲	○	□	n =	▲	○	□	n =
A. Blair McPherson	0	4	73	77	1	6	70	77	1	6	70	77	0	9	68	77	0	1	76	77	0	3	74	77	1	17	59	77
Abbott	6	9	37	52	13	17	22	52	6	16	30	52	6	17	29	52	4	16	32	52	6	23	22	51	15	21	16	52
Afton	0	1	47	48	4	6	38	48	0	7	41	48	1	5	42	48	0	3	45	48	0	4	44	48	5	4	39	48
Aldergrove	0	4	41	45	1	6	38	45	1	7	37	45	0	9	36	45	1	9	35	45	0	7	38	45	4	9	32	45
Athlone	0	3	26	29	5	1	23	29	3	3	23	29	2	6	21	29	0	1	28	29	0	3	26	29	5	3	21	29
Avonmore	0	2	16	18	2	3	14	19	0	0	18	18	0	2	17	19	1	0	18	19	1	2	16	19	0	3	15	18
Balwin	3	7	35	45	2	11	32	45	7	2	36	45	3	8	34	45	3	8	34	45	1	12	32	45	9	6	30	45
Bannerman	2	3	29	34	0	4	29	33	3	4	26	33	3	5	26	34	2	3	29	34	2	6	26	34	3	7	23	33
Baturyn	0	5	47	52	2	4	47	53	0	3	48	51	0	3	47	50	1	5	47	53	1	3	49	53	3	6	42	51
Beacon Heights	0	0	18	18	2	2	14	18	0	1	17	18	0	1	17	18	0	1	17	18	0	0	18	18	0	2	16	18
Belgravia	0	0	19	19	0	0	19	19	0	0	19	19	0	0	19	19	0	0	19	19	0	0	19	19	0	0	19	19
Belmead	1	11	24	36	2	6	29	37	0	6	30	36	2	9	26	37	0	5	31	36	0	2	34	36	4	7	25	36
Belmont	2	0	41	43	2	0	41	43	3	3	37	43	2	4	37	43	3	2	38	43	3	0	40	43	4	5	34	43
Belvedere	1	7	38	46	2	9	35	46	3	4	39	46	5	4	37	46	1	5	40	46	3	5	38	46	6	4	36	46
Bessie Nichols	0	4	103	107	1	14	92	107	0	5	102	107	0	12	95	107	0	8	99	107	2	13	92	107	2	18	87	107
Bisset	1	4	62	67	0	3	65	68	1	14	53	68	0	8	60	68	0	4	65	69	1	7	61	69	2	18	48	68
Brander Gardens	0	2	85	87	1	6	80	87	1	5	80	86	1	6	80	87	2	2	82	86	2	1	83	86	4	6	76	86
Brightview	0	2	29	31	0	4	27	31	0	5	26	31	0	3	28	31	0	10	21	31	0	4	27	31	0	10	21	31
Brookside	2	0	67	69	0	2	67	69	0	2	67	69	1	2	66	69	0	1	68	69	0	1	68	69	1	7	61	69
Caernarvon	1	11	76	88	5	15	68	88	7	14	67	88	3	22	63	88	3	15	70	88	2	18	68	88	11	25	52	88
Calder	1	19	32	52	3	16	33	52	6	7	39	52	4	14	34	52	2	12	38	52	3	12	37	52	10	15	27	52
Callingwood	0	3	38	41	1	1	39	41	2	2	37	41	0	4	37	41	0	0	41	41	0	2	39	41	2	3	36	41
Centennial	0	0	44	44	0	1	43	44	0	2	42	44	0	2	42	44	0	0	44	44	0	0	44	44	0	2	42	44
Clara Tyner	0	0	23	23	0	1	22	23	0	1	22	23	0	0	23	23	0	1	22	23	0	0	23	23	0	1	22	23
Coronation	1	2	25	28	0	4	24	28	3	1	24	28	2	2	24	28	1	1	26	28	2	0	26	28	3	2	23	28
Crawford Plains	2	3	82	87	1	4	83	88	2	6	80	88	5	9	74	88	1	7	80	88	3	9	76	88	5	15	68	88
Crestwood	0	0	17	17	0	0	17	17	0	0	17	17	0	0	17	17	0	0	17	17	0	0	17	17	0	0	17	17
Daly Grove	1	12	88	101	1	5	95	101	4	8	89	101	1	12	88	101	2	7	92	101	1	2	98	101	6	13	82	101
Delton	1	8	60	69	4	11	54	69	2	11	56	69	2	15	52	69	2	11	56	69	1	10	58	69	10	12	47	69
Delwood	0	2	57	59	0	2	57	59	1	5	53	59	0	2	57	59	0	1	58	59	0	1	58	59	1	7	51	59
Donnan	0	0	35	35	0	4	31	35	0	6	29	35	0	0	35	35	0	1	34	35	0	2	33	35	0	6	29	35
Dovercourt	1	3	26	30	3	1	26	30	2	6	22	30	3	3	24	30	2	7	21	30	1	4	25	30	4	5	21	30
Dr. Donald Massey	3	17	70	90	1	9	80	90	3	17	70	90	5	15	70	90	2	11	77	90	0	8	82	90	15	12	63	90
Duggan	3	7	64	74	0	8	66	74	2	9	63	74	1	10	62	73	1	10	63	74	0	4	69	73	6	14	54	74
Dunluce	3	11	65	79	3	13	63	79	6	15	58	79	1	16	62	79	0	6	73	79	0	0	79	79	10	18	51	79
Earl Buxton	0	6	61	67	0	0	67	67	0	0	67	67	1	5	61	67	0	1	66	67	0	1	66	67	0	4	63	67
All participating schools	**124**	**504**	**6882**	**7510**	**177**	**647**	**6710**	**7534**	**196**	**629**	**6691**	**7516**	**189**	**733**	**6596**	**7518**	**104**	**501**	**6924**	**7529**	**86**	**516**	**6919**	**7521**	**484**	**928**	**6101**	**7513**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	□	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

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	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 =
Edm Christian NE	1	3	82	86	2	6	78	86	0	5	81	86	1	6	79	86	0	5	81	86	0	1	85	86	2	5	79	86
Edm Christian West	0	0	48	48	1	3	44	48	0	0	48	48	0	3	45	48	0	1	47	48	0	0	48	48	0	4	44	48
Ekota	0	3	35	38	0	2	36	38	1	2	35	38	0	1	37	38	0	4	34	38	0	2	36	38	1	4	33	38
Elizabeth Finch	1	6	72	79	0	8	71	79	2	7	70	79	0	9	70	79	2	7	70	79	1	4	74	79	5	10	64	79
Ellerslie Campus	1	7	95	103	2	4	97	103	0	4	99	103	2	3	98	103	1	5	97	103	2	6	95	103	3	8	92	103
Elmwood	0	0	34	34	0	4	30	34	0	0	34	34	0	0	34	34	0	0	34	34	0	0	34	34	0	0	34	34
Esther Starkman	1	5	73	79	0	4	75	79	1	5	74	80	1	4	73	78	1	2	76	79	2	3	75	80	5	3	71	79
Evansdale	4	5	45	54	3	9	42	54	3	4	47	54	6	7	41	54	4	5	45	54	0	6	48	54	9	5	40	54
Florence Hallock	0	1	51	52	0	2	50	52	0	1	51	52	0	2	50	52	0	2	50	52	0	0	52	52	1	2	49	52
Forest Heights	1	0	41	42	0	0	42	42	0	1	41	42	1	0	41	42	0	1	41	42	0	3	39	42	1	1	40	42
Fraser	0	0	30	30	0	2	28	30	0	5	25	30	0	4	26	30	0	5	25	30	0	6	24	30	2	5	23	30
Garneau	1	0	37	38	2	2	34	38	2	3	33	38	1	4	33	38	1	2	35	38	1	2	35	38	3	3	32	38
George H. Luck	0	0	71	71	0	4	67	71	0	1	70	71	0	2	69	71	0	0	71	71	0	0	71	71	0	3	68	71
George P. Nicholson	1	4	73	78	0	3	75	78	3	1	74	78	1	5	72	78	1	2	75	78	0	8	70	78	4	2	72	78
Glendale	0	2	18	20	0	2	18	20	1	1	18	20	3	2	15	20	0	2	18	20	0	2	18	20	2	1	17	20
Glengarry	0	3	93	96	0	4	92	96	1	7	88	96	3	4	89	96	0	7	89	96	0	5	91	96	5	6	85	96
Glenora	0	1	22	23	0	1	22	23	0	0	23	23	0	1	22	23	1	0	22	23	1	0	22	23	1	0	22	23
Gold Bar	0	0	19	19	1	0	18	19	0	2	17	19	0	3	16	19	0	2	17	19	0	1	18	19	1	3	15	19
Grace Martin	1	9	31	41	0	3	38	41	2	5	34	41	3	7	31	41	0	8	33	41	0	5	36	41	4	14	23	41
Greenfield	1	2	81	84	2	3	79	84	1	7	76	84	1	5	78	84	0	7	77	84	0	7	77	84	4	8	72	84
Greenview	0	0	60	60	0	1	59	60	0	1	59	60	0	0	60	60	0	1	59	60	0	0	60	60	0	1	59	60
Grovenor	0	1	20	21	1	0	20	21	0	2	19	21	0	3	18	21	0	1	20	21	1	0	20	21	1	2	18	21
Hardisty	0	0	41	41	0	1	40	41	0	1	40	41	0	1	40	41	0	1	40	41	0	0	41	41	0	2	39	41
Hazeldean	0	0	19	19	1	3	16	20	0	1	18	19	0	1	18	19	0	4	16	20	0	0	19	19	1	3	15	19
Hillview	0	0	20	20	0	0	20	20	0	0	20	20	0	0	20	20	0	0	20	20	0	0	19	19	0	0	20	20
Holyrood	0	0	77	77	1	7	69	77	0	0	77	77	0	1	76	77	0	4	73	77	1	3	73	77	0	2	75	77
Homesteader	2	5	24	31	2	6	23	31	4	3	24	31	3	7	21	31	2	5	24	31	1	4	26	31	6	7	18	31
Horse Hill	0	0	15	15	0	2	13	15	0	0	15	15	0	1	14	15	0	0	15	15	0	0	15	15	0	0	15	15
Inglewood	0	6	25	31	3	14	14	31	2	6	23	31	0	12	19	31	1	4	26	31	1	5	25	31	8	6	17	31
J. A. Fife	2	4	58	64	4	7	53	64	3	7	54	64	3	5	56	64	2	5	57	64	1	4	59	64	7	5	52	64
Jackson Heights	0	2	40	42	1	1	40	42	0	1	40	41	0	1	41	42	0	0	42	42	0	1	40	41	0	4	38	42
James Gibbons	0	0	18	18	0	0	18	18	0	0	18	18	0	0	18	18	0	1	17	18	0	0	18	18	0	1	17	18
John A. McDougall	2	6	53	61	4	14	43	61	3	10	48	61	4	10	47	61	2	10	49	61	0	9	52	61	10	10	41	61
John Barnett	3	2	17	22	1	0	21	22	3	4	15	22	3	4	15	22	1	2	19	22	2	1	19	22	4	4	14	22
Johnny Bright	5	10	110	125	0	8	117	125	4	7	114	125	6	8	111	125	0	11	114	125	0	4	121	125	8	12	105	125
Julia Kiniski	1	3	41	45	1	7	37	45	1	5	39	45	2	6	37	45	0	0	45	45	0	7	38	45	4	9	32	45
All participating schools	**124**	**504**	**6882**	**7510**	**177**	**647**	**6710**	**7534**	**196**	**629**	**6691**	**7516**	**189**	**733**	**6596**	**7518**	**104**	**501**	**6924**	**7529**	**86**	**516**	**6919**	**7521**	**484**	**928**	**6101**	**7513**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	□	1	Quality classroom instruction
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Results for each participating school: Number

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 =
Kameyosek	1	4	50	55	0	2	53	55	1	2	52	55	1	3	51	55	1	1	53	55	0	4	51	55	3	1	51	55
Keheewin	0	7	41	48	0	5	43	48	1	1	46	48	1	6	41	48	2	2	44	48	1	1	46	48	2	10	36	48
Kensington	1	4	28	33	0	2	31	33	0	2	31	33	2	4	27	33	0	0	33	33	0	1	32	33	2	5	26	33
Kildare	0	1	74	75	2	5	69	76	0	5	70	75	0	5	70	75	0	2	73	75	0	1	74	75	0	11	64	75
King Edward	1	0	15	16	4	1	12	17	1	0	15	16	0	3	13	16	1	0	16	17	0	2	15	17	1	3	12	16
Kirkness	1	1	44	46	0	5	41	46	4	8	34	46	1	7	38	46	0	5	41	46	0	6	40	46	5	11	30	46
Lago Lindo	1	7	48	56	0	2	54	56	3	4	49	56	0	4	52	56	1	4	51	56	0	3	53	56	5	3	48	56
Lansdowne	2	4	45	51	0	0	51	51	1	6	44	51	3	3	45	51	0	3	48	51	0	0	51	51	3	8	40	51
LaPerle	0	4	54	58	0	0	58	58	0	2	56	58	0	3	55	58	0	0	58	58	0	0	58	58	0	7	51	58
Lauderdale	5	3	22	30	7	7	17	31	1	7	22	30	5	3	23	31	0	3	27	30	0	3	27	30	7	6	17	30
Laurier Heights	0	0	54	54	0	5	49	54	0	0	54	54	0	2	52	54	0	2	52	54	0	3	51	54	0	4	50	54
Lee Ridge	0	0	31	31	0	0	31	31	0	3	28	31	0	0	31	31	0	1	30	31	0	0	31	31	0	4	27	31
Lendrum	1	2	53	56	2	4	50	56	1	2	53	56	2	5	49	56	0	0	56	56	0	2	54	56	2	8	46	56
Lorelei	0	0	46	46	1	1	46	48	0	4	42	46	0	1	45	46	1	2	45	48	1	3	44	48	0	5	41	46
Lymburn	2	3	41	46	0	1	45	46	0	6	40	46	3	1	42	46	0	1	45	46	0	0	46	46	3	5	38	46
Lynnwood	0	0	25	25	0	2	24	26	0	2	24	26	0	0	26	26	0	2	23	25	0	4	21	25	0	5	20	25
Maj Gen Griesbach	0	0	51	51	1	3	50	54	0	1	51	52	0	0	51	51	0	2	52	54	0	0	54	54	0	2	49	51
Malcolm Tweddle	0	1	31	32	1	6	26	33	1	2	29	32	0	2	30	32	1	3	28	32	0	2	30	32	1	4	27	32
Malmo	0	0	51	51	0	2	50	52	1	9	42	52	0	1	51	52	0	1	51	52	1	2	49	52	1	5	46	52
Mayfield Elementary	2	10	34	46	4	12	31	47	3	8	36	47	4	16	26	46	4	13	30	47	3	17	27	47	10	17	19	46
McArthur	2	4	30	36	1	5	33	39	2	8	28	38	3	5	31	39	0	6	33	39	0	8	30	38	5	7	26	38
McKee	1	9	51	61	0	5	56	61	1	9	51	61	4	14	43	61	2	5	54	61	1	0	60	61	7	10	44	61
McKernan	0	0	31	31	0	1	30	31	0	2	29	31	0	1	30	31	1	1	29	31	0	1	30	31	1	1	29	31
McLeod	2	5	55	62	1	10	51	62	4	5	53	62	2	7	53	62	2	6	54	62	0	13	49	62	4	11	47	62
Meadowlark	0	1	57	58	0	0	58	58	1	1	56	58	1	1	56	58	0	0	58	58	0	2	56	58	2	1	55	58
Meadowlark Christian	1	2	32	35	1	1	33	35	0	6	29	35	1	1	33	35	0	2	33	35	0	2	33	35	2	4	29	35
Mee-Yah-Noh	0	4	28	32	1	4	28	33	3	3	27	33	2	3	28	33	0	5	28	33	0	5	28	33	4	4	25	33
Menisa	0	1	43	44	2	4	39	45	0	4	40	44	0	6	37	43	1	1	43	45	0	1	44	45	1	7	36	44
Meyokumin	0	4	90	94	2	5	87	94	0	5	89	94	0	8	86	94	0	6	88	94	0	7	87	94	1	16	77	94
Meyonohk	1	4	74	79	0	4	75	79	3	5	71	79	1	6	72	79	1	4	74	79	0	3	76	79	3	10	66	79
Michael A. Kostek	0	0	88	88	0	0	88	88	0	4	84	88	0	1	87	88	0	1	87	88	0	1	87	88	0	5	83	88
Michael Strembitsky	3	8	164	175	2	8	165	175	0	6	169	175	3	16	156	175	0	6	169	175	0	3	172	175	5	13	157	175
Mill Creek	0	3	44	47	2	1	44	47	2	3	42	47	2	1	44	47	2	2	43	47	0	2	45	47	3	2	42	47
Millwoods Christian	0	2	45	47	0	0	47	47	0	0	47	47	0	1	46	47	0	0	47	47	0	0	47	47	0	1	46	47
Minchau	0	2	45	47	0	2	45	47	2	1	44	47	1	1	45	47	0	0	47	47	0	0	47	47	2	2	43	47
Montrose	4	4	18	26	2	4	21	27	4	4	18	26	5	5	17	27	3	3	20	26	1	6	19	26	8	3	15	26
All participating schools	**124**	**504**	**6882**	**7510**	**177**	**647**	**6710**	**7534**	**196**	**629**	**6691**	**7516**	**189**	**733**	**6596**	**7518**	**104**	**501**	**6924**	**7529**	**86**	**516**	**6919**	**7521**	**484**	**928**	**6101**	**7513**

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	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =	▲	○	■	n =
Mount Pleasant	0	0	51	51	0	0	51	51	0	0	51	51	0	1	50	51	0	0	51	51	0	0	51	51	0	1	50	51
Mount Royal	0	0	23	23	0	3	20	23	0	3	20	23	0	2	21	23	0	5	18	23	0	1	22	23	0	5	18	23
Northmount	0	1	48	49	2	8	39	49	0	4	45	49	0	8	41	49	0	2	47	49	0	1	48	49	3	8	38	49
Norwood	1	2	43	46	5	9	32	46	0	9	37	46	2	15	29	46	1	9	36	46	0	6	38	44	7	10	29	46
Oliver	2	3	40	45	0	5	40	45	0	3	42	45	2	4	39	45	1	1	43	45	0	6	39	45	4	2	39	45
Ormsby	0	2	36	38	1	7	30	38	2	5	31	38	0	5	33	38	1	1	36	38	0	1	37	38	3	4	31	38
Overlanders	2	0	34	36	0	3	33	36	2	4	30	36	2	4	30	36	2	2	32	36	1	3	32	36	3	4	29	36
Parkallen	0	0	41	41	0	3	38	41	0	2	39	41	0	1	40	41	0	1	40	41	0	0	41	41	0	3	38	41
Parkview	0	1	19	20	0	0	20	20	1	1	18	20	0	2	18	20	0	1	19	20	0	0	20	20	2	0	18	20
Patricia Heights	2	3	39	44	3	1	40	44	3	1	40	44	2	4	38	44	2	2	40	44	1	3	40	44	4	3	37	44
Pollard Meadows	1	4	73	78	0	2	76	78	1	4	73	78	1	1	76	78	0	2	76	78	1	4	73	78	1	5	72	78
Prince Charles	0	6	52	58	3	13	42	58	8	12	38	58	3	15	40	58	1	4	53	58	1	7	50	58	12	20	26	58
Princeton	0	0	25	25	0	2	23	25	0	2	23	25	0	0	25	25	0	0	25	25	0	0	25	25	0	1	24	25
Queen Alexandra	0	0	16	16	0	1	15	16	0	2	14	16	0	1	15	16	0	0	16	16	0	1	15	16	0	2	14	16
R.J. Scott	0	4	11	15	0	6	9	15	1	2	12	15	1	3	11	15	0	2	13	15	1	2	12	15	2	5	8	15
Richard Secord	1	2	89	92	0	3	89	92	1	5	86	92	1	6	85	92	0	0	92	92	0	2	90	92	3	5	84	92
Rideau Park	0	1	39	40	0	2	38	40	0	3	37	40	0	4	36	40	0	0	40	40	0	1	39	40	0	8	32	40
Rio Terrace	0	0	65	65	0	3	62	65	0	4	61	65	0	0	65	65	0	0	65	65	0	3	62	65	0	6	59	65
Riverdale	0	0	21	21	1	3	17	21	0	4	17	21	0	0	21	21	0	1	20	21	0	2	19	21	0	4	17	21
Rundle	0	3	23	26	0	5	21	26	1	3	22	26	1	2	23	26	0	1	25	26	0	0	26	26	2	3	21	26
Rutherford	1	0	36	37	0	1	36	37	1	0	36	37	1	0	36	37	1	0	36	37	1	1	35	37	1	0	36	37
Sakaw	0	10	52	62	4	14	44	62	2	9	51	62	2	17	43	62	2	8	52	62	1	6	55	62	9	16	37	62
Satoo	1	1	26	28	1	2	25	28	1	1	26	28	1	1	26	28	1	1	26	28	1	0	27	28	2	1	25	28
Scott Robertson	3	13	9	25	4	11	10	25	3	4	18	25	1	12	12	25	0	3	22	25	0	9	16	25	7	9	9	25
Sherwood	0	6	21	27	8	3	16	27	0	8	19	27	0	8	19	27	0	9	18	27	0	7	20	27	6	7	14	27
Sifton	1	6	36	43	3	5	35	43	3	5	35	43	4	4	35	43	2	4	37	43	1	2	40	43	5	7	31	43
Steinhauer	1	3	65	69	0	10	59	69	1	6	62	69	1	4	64	69	0	1	68	69	1	1	67	69	2	7	60	69
Stratford El Jr	0	0	85	85	0	0	85	85	0	0	85	85	0	0	85	85	0	0	85	85	0	0	85	85	0	0	85	85
Sweet Grass	0	8	65	73	0	4	69	73	1	6	66	73	2	5	66	73	1	3	69	73	0	4	69	73	4	9	60	73
Talmud Torah	0	0	22	22	0	1	21	22	0	0	22	22	0	0	22	22	0	1	21	22	0	1	21	22	0	1	21	22
Tevie Miller Hrtg Sc	0	6	42	48	2	11	35	48	0	7	41	48	0	15	33	48	0	10	38	48	2	6	40	48	7	11	30	48
Thorncliffe	0	5	32	37	1	7	30	38	1	8	28	37	2	7	29	38	1	4	33	38	1	2	34	37	7	7	23	37
Tipaskan	0	2	24	26	2	0	24	26	0	3	23	26	1	4	21	26	3	3	20	26	1	3	22	26	2	7	17	26
Velma E. Baker	7	27	60	94	2	6	86	94	5	23	66	94	2	20	72	94	3	12	79	94	5	25	64	94	17	23	54	94
Victoria	0	0	66	66	0	3	63	66	0	1	65	66	0	1	65	66	0	1	65	66	0	0	66	66	0	2	64	66
Virginia Park	0	0	19	19	0	2	17	19	0	0	19	19	0	0	19	19	0	1	18	19	0	0	19	19	0	0	19	19
Waverley	0	2	28	30	0	2	28	30	2	1	27	30	0	3	27	30	0	2	28	30	0	1	29	30	1	2	27	30
Weinlos	1	6	43	50	0	6	44	50	1	7	42	50	2	13	35	50	0	4	46	50	3	11	36	50	5	13	32	50
Westbrook	2	2	46	50	1	4	45	50	2	3	45	50	3	5	42	50	0	5	45	50	0	1	49	50	6	4	40	50
Westglen	0	0	43	43	0	0	43	43	0	0	43	43	0	0	43	43	0	1	42	43	0	0	43	43	0	0	43	43
Windsor Park	0	1	27	28	1	3	24	28	0	0	28	28	0	2	26	28	0	0	28	28	0	0	28	28	0	3	25	28
Winterburn	1	2	51	54	1	2	51	54	2	5	47	54	2	2	50	54	2	1	51	54	0	3	51	54	2	7	45	54
York	1	2	27	30	1	6	23	30	3	4	23	30	4	3	23	30	4	3	23	30	4	3	23	30	6	2	22	30
Youngstown	2	4	47	53	1	10	42	53	2	3	48	53	1	7	45	53	0	4	49	53	3	11	39	53	3	8	42	53
All participating schools	**124**	**504**	**6882**	**7510**	**177**	**647**	**6710**	**7534**	**196**	**629**	**6691**	**7516**	**189**	**733**	**6596**	**7518**	**104**	**501**	**6924**	**7529**	**86**	**516**	**6919**	**7521**	**484**	**928**	**6101**	**7513**

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Appropriate development	■	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.

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District Strategic Plan (2014-2018) Strategy Update: Priority 1, Goal One

Priority 1 Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

GOAL ONE: AN EXCELLENT START TO LEARNING

Outcome: More children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones.

Strategy:

1.1a Continue to provide appropriate supports and services for children eligible for Mild/Moderate or Program Unit (severe) Funding to support their transition from Early Childhood Services to Grade One classrooms.

Work accomplished to date:

The following projects were successfully implemented and will continue to expand for the 2016-2017 school year:

- The Language- Literacy Pilot involved 10 participating Grade 1 teachers in seven schools with a high number of children transitioning to Grade 1 and identified as at-risk for literacy difficulties using the EYE-TA. Results indicated significant growth in student's vocabulary development and reciprocal teaching, and an increase in teacher's use of vocabulary and oral language, connections to content, and reciprocal teaching strategies.
- The Language- Literacy Pilot built teacher capacity by providing three full-day professional learning sessions and ongoing classroom mentoring by a consultant team consisting of a reading specialist, speech language pathologists, and an English as a second language consultant. Five videos and tip sheets were created to support classroom teachers in recognizing and utilizing research-based best practices for language and literacy development which include oral language, phonological awareness, vocabulary, print awareness and reciprocal teaching.
- Math Interactive Learning Experience Research Study results showed overall growth in improving basic math skills for children with neurodevelopmental difficulties. Further research will explore small group interventions for children identified as at-risk for later numeracy success.
- Early years resources and support for initiatives were developed to build capacity in administrators, teachers and parents. These research and evidence based resources deepen understanding of how young children develop and the kinds of experiences that foster growth in all domains. These resources are:
    - A First Nations, Métis, and Inuit Early Learning Edukit to support Kindergarten readiness in literacy and numeracy in collaboration with educators and community members, such as Elders, Knowledge Keepers and Cultural Advisors.
    - First Nations, Métis, and Inuit resources for Welcome to Kindergarten events at District schools.
    - Monthly Inquiry and Play Community of Practice.
    - Triple P: Positive Parenting Programs.
    - Resources to support play, inquiry and literacy.
    - Screening processes for pre-Kindergarten.

- EYE-TA results were used by Inclusive Learning teams, schools and teachers to provide universal, targeted and specialized supports for Kindergarten children. All individual EYE-TA child reports were posted to SchoolZone and PinPoint, and shared with parents as part of the District Implementation Guide for communicating student achievement and growth.

Strategy:

1.1b Develop, implement and evaluate an Early Years pilot project.

Work accomplished to date:
This strategy has been accomplished.

Strategy:

1.1c Use the results from the Early Years pilot project and the learnings from the Provincial Early Child Development Mapping project to develop a District Early Childhood Strategy that addresses the challenges and needs of a growing pre-school population

Work accomplished to date:
Continue with the three-year implementation plan which is already in progress.

Strategy:

1.1d Continue to advocate for full-day Kindergarten classrooms in socially vulnerable areas

Work accomplished to date:

The Edmonton Public Schools Foundation supports student success by raising friends and funds for full-day kindergarten programs for children who are socially vulnerable and at risk academically.

- Six full-day Kindergartens (FDK) have been established and sustained since February of 2010.
- Mission and vision statements for the Edmonton Public Schools Foundation have been updated and key messages developed.
- The need for full-day Kindergarten has been articulated through social media, promotional materials and media.
- Approximately 150 networking events/meetings were attended to advocate for FDK.
- Presented about the Edmonton Public Schools Foundation at approximately 20 events.
- Five school information sessions were hosted with a total of approximately 100 people in attendance.

Priority 1 Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

- Ten major events were held (EdMUDton, Tommy Banks, Ready to Shine, Ready for Life Breakfast, Summer Solstice, Riverbend Gala, Spin A Thon, Jim Cuddy Benefit Concert, Wrap and Roll, Art of Retirement) to raise funds for FDK.
- Created/maintained community partnerships with approximately 30 businesses securing either fundraising event support, gifts in kind, advertisement, or donations.
- Secured grants from the Edmonton Oilers Foundation, Epcor, Ledcor, RBC, Telus, Lions Club and ECECF.
- Secured $50,000 through the Edmonton Community Fund.
- Raised $453,744.90 this year to date.