

## Provincial EDI performance (2007/08 – 2013/14)

	Canadian norm	2007/08 <sup>1</sup>	2010/11 <sup>2</sup>	2011/12 <sup>2</sup>	2012/13	2013/14	2018/19
Number of schools		11	29	85	188	177	174
Total number of students assessed		330	1,029	2,110	4,832	5,058	4448
Percentage of total Kindergarten population			21.7%	43.5%	98.4%	98.3%	
Percentage of students vulnerable on at least one developmental domain <sup>3</sup>	25.4%		20.5%	17.8%	17.7%	17.6%	
Percentage of students vulnerable on two or more developmental domains <sup>3</sup>	12.4%		10.7%	7.9%	8.4%	8.9%	
Percentage of students showing multiple challenges <sup>3,4</sup>	3.8%		3.0%	2.0%	2.2%	2.4%	

Notes:

- <sup>1</sup> In 2007/08, the EDI was first piloted in a relatively small number of schools for implementation feasibility.
- <sup>2</sup> In 2010/11 and 2011/12, the EDI was piloted again before being expanded province wide.
- <sup>3</sup> Percentages are based on the number of students without documented special needs.
- <sup>4</sup> There are 16 sub-domains within the five domains of the EDI. Each of the sub-domains represents a relatively homogenous aspect of a child's development. If a child scores below expectations (below the cut-off) on 9 or more of the 16 sub-domains he/she is considered to have multiple challenges.

- In 2007-08 pilot implementation, compared to the norming group, a higher percentage of NL children had low scores in the social competence, emotional maturity, language/cognitive and communication/general knowledge domains
- The number of students assessed with the EDI increased from 21.7% in the 2010/11 pilot stage to virtually all (98.3%) in 2013/14.
- Across all three years, the mean percentages of vulnerable children in the province fell below the Canadian norm.
- There has been little change in the percentage of vulnerable children between 2011/12 and 2013/14.
- This suggests the province's Kindergarten are doing well as assessed by the EDI.
- Reports for 2018-19 provincial implementation are awaited.