



The Early Development Instrument Report 2022/2023

Manitoba Provincial Report



The EDI Measures:

Physical Health and Well-Being
Students are healthy, independent, and rested each day.

Social Competence
Students play and get along with others, share, and show self-confidence.

Emotional Maturity
Students are able to concentrate on tasks, help others, show patience, and are not often aggressive or angry.

Language and Cognitive Development
Students are interested in reading and writing, can count, and can recognize numbers and shapes.

Communication Skills and General Knowledge
Students can tell a story, and communicate with adults and other students.



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The Offord Centre for Child Studies owns the Early Development Instrument (EDI), licenses its use, and maintains a repository of results to monitor national and international norms.

For more information on the Offord Centre for Child Studies and the EDI, visit <https://edi.offordcentre.com/>.

To view the EDI and the Early Years video, go to <https://edi.offordcentre.com/resources/edi-and-the-early-years-video/>.

Manitoba Education and Early Childhood Learning gratefully acknowledges the original authors of the EDI as cited below:

Janus, M., & Offord, D.R. (2007). Development and Psychometric Properties of the Early Development Instrument (EDI): A Measure of Children's School Readiness. *Canadian Journal of Behavioural Science*, 39(1): 1–22.

The Science of Early Child Development (SECD), created by Red River College, is a knowledge translation and mobilization initiative designed to make current research accessible to anyone interested in learning more about the impact of early experience on lifelong health and well-being. For more information, visit www.scienceofecd.com/.

A snapshot of students' developmental health at school entry

Research is increasingly discovering that what happens in early childhood plays a big role in lifelong health, well-being, and learning. By the time a student enters Kindergarten, more brain connections will have been made than between Kindergarten and adulthood.

Positive experiences during this time can help the brain develop in healthy ways. Negative experiences are harmful to brain development and can have lasting impacts. As early childhood lays the foundation for the future, it is very important that we do everything we can to support healthy development.

A teacher-completed questionnaire, called the Early Development Instrument (EDI), was developed at the Offord Centre for Child Studies at McMaster University to measure students' ability to meet age-appropriate developmental expectations at school entry (Kindergarten) in five general domains. By using the EDI to collect information on students' needs and strengths (at a group level), we can understand where students need the most help. Research using the EDI has found that students identified as being vulnerable in Kindergarten are more likely to demonstrate poor school performance in later years. We cannot assume students with difficulties early on will simply grow out of their problems. There is a real risk that their difficulties early on in school will predict difficulties later in life, both in school and beyond.

Thankfully, many common difficulties faced by students are preventable, or can at least be improved, with the help of early recognition and management. Providing help early on is likely to be more effective and less costly than providing help later in life because the brain is developing rapidly at this early age, which provides a unique opportunity to make the biggest positive impact. By identifying and addressing areas of need during the early years, we can increase the chances of students reaching their greatest potential.

What the EDI Measures

The EDI measures students' ability to meet age-appropriate developmental expectations in five general domains. The *Vulnerable*, *At Risk*, and *On Track* results focus on the five domains. The five domains are further divided into 16 subdomains.

16 Subdomains	Related EDI Questions
Physical Health and Well-Being (13 survey questions)	
Physical readiness for school	Since the start of school in the fall, has this student sometimes (more than once) arrived ► over- or underdressed for school-related activities ► too tired/sick to do school work ► late ► hungry
Physical independence	Would you say that this student ► is independent in washroom habits most of the time ► shows an established hand preference (right vs. left or vice versa) ► is well coordinated (i.e., moves without running into or tripping over things) ► sucks a thumb/finger
Gross and fine motor skills	How would you rate this student's ► level of energy throughout the school day ► proficiency at holding a pen, crayons, or a brush ► ability to manipulate objects ► ability to climb stairs ► overall physical development
Social Competence (26 survey questions)	
Overall social competence	How would you rate this student's ► overall social/emotional development ► ability to get along with peers Would you say that this student ► plays and works cooperatively with other students at the level appropriate for his/her age ► is able to play with various students ► shows self-confidence
Responsibility and respect	Would you say that this student ► respects the property of others ► follows rules and instructions ► demonstrates self-control ► demonstrates respect for adults ► demonstrates respect for other students ► accepts responsibility for actions ► takes care of school materials ► shows tolerance to someone who made a mistake (e.g., when a student gives a wrong answer to a question posed by the teacher)
Approaches to learning	Would you say that this student ► listens attentively ► follows directions ► completes work on time ► works independently ► works neatly and carefully ► is able to solve day-to-day problems by themselves ► is able to follow one-step instructions ► is able to follow class routines without reminders ► is able to adjust to changes in routines
Readiness to explore new things	Would you say that this student ► is curious about the world ► is eager to play with a new toy ► is eager to play a new game ► is eager to play with/read a new book
Emotional Maturity (30 survey questions)	
Prosocial and helping behaviour	Would you say that this student ► will try to help someone who has been hurt ► volunteers to help clear up a mess someone else has made ► if there is a quarrel or dispute will try to stop it ► offers to help other students who have difficulty with a task ► comforts a student who is crying or upset ► spontaneously helps to pick up objects which another student has dropped (e.g., pencils, books) ► will invite bystanders to join in a game ► helps other students who are feeling sick
Anxious and fearful behaviour	Would you say that this student ► is upset when left by parent/guardian ► seems to be unhappy, sad, or depressed ► appears fearful or anxious ► appears worried ► cries a lot ► is nervous, high-strung, or tense ► is incapable of making decisions ► is shy
Aggressive behaviour	Would you say that this student ► gets into physical fights ► bullies or is mean to others ► kicks, bites, or hits other students or adults ► takes things that do not belong to them ► laughs at other students' discomfort ► is disobedient ► has temper tantrums
Hyperactivity and inattentive behaviour	Would you say that this student ► can't sit still, is restless ► is distractible, has trouble sticking to any activity ► fidgets ► is impulsive, acts without thinking ► has difficulty awaiting turn in games or groups ► cannot settle to anything for more than a few moments ► is inattentive
Language and Cognitive Development (26 survey questions)	
Basic literacy	Would you say that this student ► knows how to handle a book (e.g., turn a page) ► is able to identify at least 10 letters of the alphabet ► is able to attach sounds to letters ► is showing awareness of rhyming words ► is able to participate in group reading activities ► is experimenting with writing tools ► is aware of writing directions in English (left to right, top to bottom) ► is able to write their own name in English
Interest in literacy and numeracy, and uses memory	Would you say that this student ► is generally interested in books (pictures and print) ► is interested in reading (inquisitive/curious about the meaning of printed material) ► is able to remember things easily ► is interested in mathematics ► is interested in games involving numbers
Advanced literacy	Would you say that this student ► is able to read simple words ► is able to read complex words ► is able to read simple sentences ► is able to write simple words ► is able to write simple sentences ► is interested in writing voluntarily (and not only under the teacher's direction)
Basic numeracy	Would you say that this student ► is able to sort and classify objects by a common characteristic (e.g., shape, colour, size) ► is able to use one-to-one correspondence ► is able to count to 20 ► is able to recognize numbers 1 to 10 ► is able to say which number is bigger of the two ► is able to recognize geometric shapes (e.g., triangle, circle, square) ► understands simple time concepts (e.g., today, summer, bedtime)
Communication Skills and General Knowledge (8 survey questions)	
Communication and general knowledge	How would you rate this student's ► ability to listen in English ► ability to tell a story ► ability to take part in imaginative play ► ability to communicate own needs in a way understandable to adults and peers ► ability to understand on first try what is being said to them ► ability to articulate clearly, without sound substitutions ► ability to use language effectively in English Would you say that this student ► answers questions showing knowledge about the world (e.g., leaves fall in the autumn, apple is a fruit, dogs bark)

Interpreting Results

The EDI measures students' ability to meet age-appropriate developmental expectations in five domains. The EDI questionnaire is completed by teachers for each Kindergarten student. Each student is given a score for each of the five domains. These individual scores are then aggregated so students can be assessed as groups only. These grouped scores are then divided into three different percentile categoriesⁱ:

1. **Vulnerable** is the percentage of students who score below the 10th percentile of the Canadian baseline sample. *Vulnerable* represents a group of students who are at an increased risk of difficulties, including those whose struggles may not be apparent. This group represents students for whom cost-effective, universal, preventive programs are likely to make a difference.
2. **At Risk** is the percentage of students with scores between the 10th and 25th percentiles of the Canadian baseline sample. *At Risk* represents a group of students who are not in the *vulnerable* range at the time of the EDI assessment, but whose scores are still lower than expected for children of that age.
3. **On Track** is the percentage of students with scores above the 25th percentile of the Canadian baseline sample. *On Track* represents a group of students whose scores signify that they are meeting age-appropriate developmental expectations.

For each of the five domains, the Canadian baseline sample acts like a point on a ruler or benchmark that Manitoba's results are measured against. Results that are *similar* to the Canadian baseline sample are interpreted as expected news: *Vulnerable* (10 per cent), *At Risk* (15 per cent), and *On Track* (75 per cent). Results that are *different* from the Canadian baseline sample can reveal domains of strength or need. For example, any domain that has more than 10 per cent of students who are *Vulnerable* (higher than the Canadian baseline sample) may be interpreted as a domain of need. Similarly, the higher the percentage of students who are *At Risk*, the more concern. Alternatively, the higher the percentage of students who are *On Track*, the better. Note: Interpretation tips are provided throughout the report.

The five domains are further divided into 16 subdomains, representing more specific skills and behaviours. In contrast to the domain results, the subdomain results are distribution-free (i.e., they are

not based on the distribution of scores found in the Canadian baseline sample). Rather, each subdomain has been assigned a cut-off score by the creators of the EDI. This assigned cut-off score is different for each subdomain. Each assigned cut-off score determines the percentage of students who are considered to have met few or none of the developmental expectations in that particular subdomain.

Exploring subdomains is an important step in determining the areas of development that are influencing the vulnerability rates (i.e., the percentage of vulnerable students) in various domains. Subdomains in which a large percentage of students are doing poorly can be used to inform the action needed to address students' difficulties.

Within this report, no results are available for the 2020/2021 school year because the EDI implementation was paused due to the COVID-19 pandemic.



ⁱ Prior to 2018/2019, published Manitoba EDI reports grouped scores into the following percentile categories: 1) "Not Ready": the percentage of students who score in the bottom 10th percentile of the Canadian baseline sample; 2) "Mid-range": the percentage of children with scores in the 11th-to-69th percentile; and 3) "Very Ready": the percentage of students with scores in the top 30th percentile.

Questionnaire Information

This table shows the number of questionnaires completed, the number of invalid questionnaires, the number of students with special needs, and the number of questionnaires that are used in the analyses throughout the rest of this report.

Questionnaire information Count/Percentage	2012/13	2014/15	2016/17	2018/19	2022/23
Completed Questionnaires	13,467	13,776	13,813	14,297	13,505
Invalid Questionnaires⁺	679 (5.0%)	587 (4.3%)	544 (3.9%)	567 (4.0%)	778 (5.8%)
Students with Special Needs⁺⁺	466 (3.5%)	439 (3.2%)	532 (3.9%)	709 (5.0%)	793 (5.9%)
Questionnaires Used in the Analyses⁺⁺⁺	12,344 (91.7%)	12,767 (92.7%)	12,755 (92.3%)	13,047 (91.3%)	11,955 (88.5%)

⁺ Invalid Questionnaires: Data is missing in key categories. This includes students who have been in school less than one month, missing special needs, and incomplete questionnaires.

⁺⁺ Students with Special Needs: The EDI is designed to measure the developmental trajectories of typically developing students in the early years. For comparability reasons, students with special needs are excluded from analysis.

⁺⁺⁺ Questionnaires Used in the Analyses: This count omits Invalid Questionnaires and Students with Special Needs.

Student Information

This table provides student information on the EDI collection. It is based on the number of questionnaires used in the analyses.

Student information Count/Percentage	2012/13	2014/15	2016/17	2018/19	2022/23
Students who are female	6,131 (49.7%)	6,368 (49.9%)	6,310 (49.5%)	6,450 (49.4%)	5,836 (48.8%)
Students who are male	6,212 (50.3%)	6,399 (50.1%)	6,445 (50.5%)	6,596 (50.6%)	6,119 (51.2%)
Average age of students	5.7 years	5.7 years	5.7 years	5.7 years	5.7 years
EAL students⁺ (English as an additional language)	1,393 (11.8%)	1,542 (12.5%)	1,677 (13.7%)	1,800 (14.4%)	1,588 (13.8%)
FAL students⁺⁺ (French as an additional language)	245 (48.9%)	220 (45.8%)	229 (45.3%)	250 (46.4%)	168 (34.6%)
Indigenous students	2,369 ^a (19.2%)	2,412 ^a (18.9%)	2,314 ^a (18.1%)	2,446 ^a (18.7%)	1,825 ^b (15.3%)
Students who are new to Canada (immigrated within the last two years)	602 (4.9%)	655 (5.1%)	699 (5.5%)	730 (5.6%)	612 (5.1%)
Students (without special needs) in the assessment process⁺⁺⁺	1,465 (11.9%)	1,468 (11.5%)	1,533 (12.0%)	1,512 (11.6%)	1,788 (15.0%)

⁺ EAL: English as an additional language is applicable only to students in English or Immersion schools.

⁺⁺ FAL: French as an additional language is applicable only to students in French schools.

⁺⁺⁺ Students in the assessment process include 1) students currently receiving assessment; 2) students needing further assessment; 3) students on the waiting list to receive assessment.

^a EDI collection through Healthy Child Manitoba Office (HCMO). Students are identified as Indigenous by their teacher.

^b EDI collection through Manitoba Education and Early Childhood Learning. Indigenous identity is based on the most recent demographic information. Every year, parents of new or continuing students are given the opportunity to indicate if they are declaring their child's Indigenous identity for the first time, altering their child's previously declared identity, or confirming that a previous declaration has been made.

Five Domain Results – Vulnerable

Vulnerable by Domain:

This table shows the percentage of students *Vulnerable* in each domain. *Vulnerable* is the percentage of students who score below the 10th percentile of the Canadian baseline sample.

Interpretation Tips: Low percentages are preferable. The higher the percentage of students who are *Vulnerable*, the more concern. Any domain that has more than 10 per cent of students (higher than the Canadian baseline sample) may be interpreted as a domain of need. If you identify a domain of need, then look more closely at the associated subdomain results on page 11 to help provide more detail.

Vulnerable by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23
Physical Health and Well-Being	12.6%	12.0%	12.9%	12.8%	14.6%
Social Competence	10.3%	9.6%	10.5%	9.5%	11.0%
Emotional Maturity	12.0%	12.1%	12.8%	11.9%	15.5%
Language and Cognitive Development	11.3%	10.7%	11.7%	12.2%	13.5%
Communication Skills and General Knowledge	14.6%	15.1%	14.8%	14.4%	15.9%
Low percentages are preferable. The higher the percentage of students who are <i>Vulnerable</i> , the more concern. Any domain above 10% may be interpreted as a domain of need.					

Vulnerable across Multiple Domains:

This table shows the percentage of students *Vulnerable* on at least one and on at least two domains. These results are used as a measure of overall vulnerability.

Interpretation Tips: Low percentages are preferable. The higher the percentage of students who are *Vulnerable*, the more concern. The 10 per cent marker is no longer applicable because we are looking at more than one domain at a time.

Vulnerable across Multiple Domains (%)	2012/13	2014/15	2016/17	2018/19	2022/23
Vulnerable on at least ONE domain	29.9%	30.0%	30.8%	30.0%	34.0%
Vulnerable on at least TWO domains	15.5%	15.3%	16.4%	15.7%	18.1%
Low percentages are preferable. The 10% marker is no longer applicable.					

Vulnerable Group Comparisons:

The tables to the right show the vulnerability rates for 1) Female and Male students, 2) students who are Older and Younger than the mean age, and 3) Indigenous and Not Indigenous students.

Interpretation Tips: Low percentages are preferable. When interpreting group comparisons, it is important to take the sample size (count) of each group into consideration. In smaller communities, large differences in vulnerability rates between groups may only represent a few students.

Although understanding overall vulnerability is important, it does not tell the whole story. Comparing students based on certain demographics, such as sex, age, and language status, is an effective way of understanding how contextual factors may be influencing EDI vulnerability rates.

Vulnerable Group Comparison Sex (%)	Manitoba 2018/19		Manitoba 2022/23	
	Female	Male	Female	Male
Physical Health and Well-Being	9.4%	16.0%	11.2%	17.8%
Social Competence	5.7%	13.2%	6.3%	15.6%
Emotional Maturity	6.6%	17.1%	9.0%	21.6%
Language and Cognitive Development	9.7%	14.8%	10.6%	16.2%
Communication Skills and General Knowledge	11.0%	17.8%	12.4%	19.2%
Count	6,450	6,596	5,836	6,119

Vulnerable Group Comparison Age (%)	Manitoba 2018/19		Manitoba 2022/23	
	Older	Younger	Older	Younger
Physical Health and Well-Being	10.6%	14.9%	12.3%	16.9%
Social Competence	8.0%	11.0%	9.1%	12.9%
Emotional Maturity	10.2%	13.6%	13.6%	17.3%
Language and Cognitive Development	8.9%	15.6%	10.4%	16.5%
Communication Skills and General Knowledge	11.6%	17.2%	12.9%	18.8%
Count	6,478	6,566	5,882	6,070

Vulnerable Group Comparison Indigenous (%)	Manitoba 2018/19		Manitoba 2022/23	
	Indigenous	Not Indigenous	Indigenous	Not Indigenous
Physical Health and Well-Being	27.1%	9.2%	28.7%	12.1%
Social Competence	18.8%	7.2%	17.6%	9.9%
Emotional Maturity	21.3%	9.5%	22.4%	14.2%
Language and Cognitive Development	28.0%	8.3%	24.7%	11.5%
Communication Skills and General Knowledge	24.6%	12.1%	22.8%	14.6%
Count	2,446	10,246	1,825	10,130

Vulnerable Group Comparisons:

The tables below show the vulnerability rates for 1) students with and without EAL Status, 2) students with and without FAL Status, and 3) students who are New and Not New to Canada (immigrated to Canada within the last two years).

Interpretation Tips:

Low percentages are preferable. When interpreting group comparisons, it is important to take the sample size (count) of each group into consideration. In smaller communities, large differences in vulnerability rates between groups may only represent a few students.

EAL: English as an additional language. A student for whom English is not their first language and who needs additional instruction in English.

EAL is applicable only to students in English or Immersion schools.

FAL: French as an additional language. A student for whom French is not their first language and who needs additional instruction in French.

FAL is applicable only to students in Francophone schools.

New to Canada Status: Students identified by teachers to have immigrated within the last two years. 'Don't know' or missing answers are excluded in the disaggregation.

Vulnerable Group Comparison EAL Language Status (%)	Manitoba 2018/19		Manitoba 2022/23	
	EAL	Not EAL	EAL	Not EAL
Physical Health and Well-Being	12.3%	13.2%	12.2%	15.4%
Social Competence	13.9%	9.0%	13.8%	10.9%
Emotional Maturity	13.8%	11.8%	16.4%	15.5%
Language and Cognitive Development	16.5%	11.8%	20.4%	12.8%
Communication Skills and General Knowledge	34.8%	11.1%	39.8%	12.2%
Count	1,800	10,708	1,588	9,882

Vulnerable Group Comparison FAL Language Status (%)	Manitoba 2018/19		Manitoba 2022/23	
	FAL	Not FAL	FAL	Not FAL
Physical Health and Well-Being	8.8%	4.2%	11.9%	3.5%
Social Competence	6.8%	2.4%	4.8%	3.8%
Emotional Maturity	10.4%	3.8%	13.7%	10.7%
Language and Cognitive Development	8.4%	3.5%	9.5%	3.5%
Communication Skills and General Knowledge	19.6%	6.2%	28.0%	5.4%
Count	250	289	168	317

Vulnerable Group Comparison New to Canada Status (%)	Manitoba 2018/19		Manitoba 2022/23	
	New to Canada	Not New to Canada	New to Canada	Not new to Canada
Physical Health and Well-Being	10.7%	12.9%	9.8%	14.9%
Social Competence	13.3%	9.3%	15.4%	10.8%
Emotional Maturity	12.5%	11.9%	18.5%	15.3%
Language and Cognitive Development	17.4%	11.9%	19.9%	13.1%
Communication Skills and General Knowledge	35.2%	13.0%	43.3%	14.0%
Count	730	12,112	612	10,940

Vulnerable
0–10th percentile

At Risk
10–25th percentile

On Track
25–100th percentile

Five Domain Results – At Risk

At Risk by Domain:

This table shows the percentage of students *At Risk* in each domain. *At Risk* is the percentage of students with scores between the 10th and 25th percentiles of the Canadian baseline sample.

At Risk by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23
Physical Health and Well-Being	9.8%	10.0%	9.8%	9.8%	10.5%
Social Competence	15.2%	15.3%	14.8%	14.5%	17.4%
Emotional Maturity	16.5%	15.7%	15.2%	15.5%	16.5%
Language and Cognitive Development	15.2%	14.8%	15.5%	14.6%	16.3%
Communication Skills and General Knowledge	15.5%	14.5%	16.0%	16.6%	15.1%

Low percentages are preferable. The higher the percentage of students who are *At Risk*, the more concern.



Vulnerable
0–10th percentile

At Risk
10–25th percentile

On Track
25–100th percentile

Five Domain Results – On Track

On Track by Domain:

This table shows the percentage of students *On Track* in each domain. *On Track* is the percentage of students with scores above the 25th percentile of the Canadian baseline sample.

On Track by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23
Physical Health and Well-Being	77.6%	78.0%	77.2%	77.4%	74.9%
Social Competence	74.5%	75.0%	74.8%	76.0%	71.5%
Emotional Maturity	71.5%	72.2%	71.9%	72.7%	67.6%
Language and Cognitive Development	73.6%	74.5%	72.8%	73.2%	69.5%
Communication Skills and General Knowledge	69.9%	70.3%	69.2%	69.0%	69.0%

High percentages are preferable. The higher the percentage of students who are *On Track*, the better.



Sixteen Subdomain Results

The EDI measures students' ability to meet age-appropriate developmental expectations in five general domains, which are further divided into 16 subdomains. Subdomain results identify the percentage of students who have met few or none of these developmental expectations.

Interpretation Tips: Low percentages are preferable. The higher the percentage of students who have met few or none of the developmental expectations, the more concern. The 10 per cent marker used in the *Vulnerable* results is not applicable here. In contrast to the domain results, which are based on the distribution of scores found in the Canadian baseline sample, the subdomain results are distribution-free. Please refer to the *Related EDI Questions* referenced on page 3.

Subdomain Results (%)		2012/13	2014/15	2016/17	2018/19	2022/23
Physical Health and Well-Being	Physical readiness for school	4.8%	4.2%	5.3%	4.6%	5.2%
	Physical independence	11.8%	12.5%	11.5%	12.3%	13.6%
	Gross and fine motor skills	25.8%	23.9%	25.5%	26.7%	26.6%
Social Competence	Overall social competence	10.4%	9.8%	10.4%	9.7%	11.3%
	Responsibility and respect	5.4%	5.5%	5.6%	5.3%	6.3%
	Approaches to learning	8.9%	8.4%	9.0%	8.8%	9.6%
	Readiness to explore new things	3.0%	2.5%	2.7%	2.4%	2.8%
Emotional Maturity	Prosocial and helping behaviour	40.6%	37.2%	37.3%	36.4%	39.1%
	Anxious and fearful behaviour	2.7%	2.7%	2.7%	2.8%	3.8%
	Aggressive behaviour	7.5%	8.1%	8.2%	7.4%	9.0%
	Hyperactivity and inattentive behaviour	12.1%	12.7%	12.8%	12.7%	16.1%
Language and Cognitive Development	Basic literacy	14.0%	13.8%	15.4%	15.5%	16.8%
	Interest in literacy and numeracy, and uses memory	13.5%	12.4%	12.5%	12.8%	14.0%
	Advanced literacy	21.8%	20.8%	22.5%	22.0%	27.5%
	Basic numeracy	17.6%	17.2%	18.5%	19.1%	19.6%
Communication Skills and General Knowledge	Communication skills and general knowledge	30.2%	29.7%	30.8%	31.0%	31.1%
Low percentages are preferable. The higher the percentage of students who have met few or none of the developmental expectations, the more concern.						
Multiple Challenge Index (MCI) The percentage of students who have met few or none of the developmental expectations on nine or more subdomains.		5.4%	4.9%	5.2%	5.2%	6.3%

Education and Early Childhood Learning
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The Continuous Improvement Branch produces different levels of Early Development Instrument reports: school, school division, and provincial. The provincial report, as well as other information on the EDI, are available at https://www.edu.gov.mb.ca/k12/grad_rates/index.html.

We wish to extend our appreciation to all of our partners for their hard work and commitment to the Early Development Instrument (EDI). In addition, our gratitude to the local EDI coordinators and their support staff for everything they do to make the instrument a successful and useful tool throughout Manitoba's school communities. Lastly, we extend a very special thanks to all of the incredible teachers who have committed their time and energy to completing the EDI questionnaires over the years. Without you, none of this would have been possible.



Alternate formats are available upon request.