In the Beginning... The Early Years
Outcome within the Sector Plan

July 3, 2018
Greg Chatlain
By June 2020, children aged 0-6 will be supported in their development to ensure 90% of students exiting Kindergarten are ready for learning in the primary grades.
ECE Background
Ready Schools

In ready schools, educators are *student-ready* – interested in knowing, attending to, and engaging with students, their lives, their families, and their communities.

(Burke & Burke, 2005)
All children are born ready to learn.
Synaptic Density

From: Founders’ Network, slide 03-012
`Sensitive periods' in early brain development

Graph developed by Council for Early Child Development (ref: Nash, 1997; Early Years Study, 1999; Shonkoff, 2000.)
Public Expenditures on Early Childhood Programs in Selected OECD Countries (%), 2004

Renewed Interest in ECE

Dec 1991
Newsweek article about the Diana School in Reggio Emilia

Apr 1999
Early Years Study: Reversing the Real Brain Drain by Fraser Mustard and Margaret McCain

Nov 2001
Starting Strong I: OECD Policy Review for Early Learning and Care

~2004
First Sask educators visit Reggio Emilia, Italy

2006
SK Early Learning and Care moves from Social Services to Education

Nov 2006
Starting Strong II: Second OECD Early Childhood and Care Report; 20 countries represented

Mar 2007
Early Years Study 2: Putting Science into Action by Fraser Mustard, Margaret McCain, and Stuart Shankar

2010
Early Years Study 3: Making Decisions, Taking Action

2011
Starting Strong III: Third OECD Early Childhood and Care Report with a focus on Quality

2012
SK Early Learning and Care moves from Social Services to Education

2012

2010

2005

2000
Recent ECE Developments in Saskatchewan

- **2008**: Play and Exploration published
- **2009**: Children First (Revision of Kdg Document)
- **2010**: U of S Masters Program with Focus on ECE
- **2012**: Family Engagement in Pre-kindergarten
- **2013**: Position of Kdg Consultant added to Early Years Branch
- **2014**: Introduction of ESSP Including an Outcome for ECE
- **2015**: Essential Learning Experiences For 3, 4, and 5 year olds
- **2017**: Responsive teaching + Assessment In the E Y

- **2012**: U of S First Undergrad ECE Cohort
- **2017**: Revision of Family Engagement to include all Early Years
Saskatchewan Population
July 2016

2020 Kindergarten cohort turned 1 in 2016, and will turn 3 this year (2018)...

2020 Grade 12 cohort was leaving Grade 8 in 2016, and are leaving Grade 10 this year (2018)...

The 'Echo' Generation Y
The 'Bust' Generation X
Baby Boomers
ECE attendance in Canada is low...even among socioeconomically advantaged students
Our Results
By June 2020, children aged 0-6 will be supported in their development to ensure 90% of students exiting Kindergarten are ready for learning in the primary grades.
EYE-TA Results  
School Entry & Kindergarten Exit

### 2014-15 (baseline) results

<table>
<thead>
<tr>
<th>Tier</th>
<th>School Entry (valid n = 13,591)</th>
<th>Kindergarten Exit (valid n = 13,905)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I – Children are achieving developmental tasks</td>
<td>15.1</td>
<td>14.2</td>
</tr>
<tr>
<td>Tier II – Children are experiencing some difficulty achieving developmental tasks</td>
<td>28.1</td>
<td>6.6</td>
</tr>
<tr>
<td>Tier III – Children are experiencing significant difficulty achieving developmental tasks</td>
<td>56.8</td>
<td>79.2</td>
</tr>
</tbody>
</table>

### 2015-16 (current) results

<table>
<thead>
<tr>
<th>Tier</th>
<th>School Entry (valid n = 13,305)</th>
<th>Kindergarten Exit (valid n = 13,702)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I – Children are achieving developmental tasks</td>
<td>14.6</td>
<td>6.7</td>
</tr>
<tr>
<td>Tier II – Children are experiencing some difficulty achieving developmental tasks</td>
<td>26.8</td>
<td>13.4</td>
</tr>
<tr>
<td>Tier III – Children are experiencing significant difficulty achieving developmental tasks</td>
<td>58.7</td>
<td>79.9</td>
</tr>
</tbody>
</table>

*Totals may not add to 100 due to rounding*
Outcome: By June 2020, children (0-6 yrs) will be supported in their development to ensure 90% of students exiting Kindergarten are ready for learning.

EYE-TA screen results at school entry & Kindergarten exit, 2014-15 (baseline), 2015-16, 2016-17 & 2017-18 (current) collections

Kindergarten entry (Fall collections) Kindergarten exit (Spring collections)

2017-18 (current)

All children (13,667) Non-declared (11,711)* Self-declared FNMI (1,956)*

2016-17

All children (13,312) Non-declared (11,308) Self-declared FNMI (2,004)

2015-16

All children (13,305) Non-declared (11,375) Self-declared FNMI (1,930)

2014-15 (baseline)

All children (13,591) Non-declared (11,651) Self-declared FNMI (1,940)

Tier I — Children (%) are able to complete developmental tasks without difficulty.

Tier II — Children (%) experience some difficulties completing developmental tasks.

Tier III — Children (%) experience significant difficulties completing developmental tasks.

*Preliminary & subject to change with data finalization processes

Totals may not add to 100.0 due to rounding
Outcome: By June 2020, 90% of students exiting Kindergarten will score in the appropriate range of the EYE-TA.

Percentage of K students scoring in the appropriate range (EYE-TA) at Kindergarten entry & exit during 2016-17 school year (Fall 2016 & Spring 2017 administrations)

90%

Data Prepared: 9/5/2017
Outcome Owner: Greg Chatlain
Data Report Tyra Brown, MEDE
Client Contact: Liam Conway, MEDE
Source: EYE-TA Fall '16 & Spring '17 collections
Refresh Cycle: Biannually refresh (Fall & Spring administrations)
Operational Definition: Shows the percentage of K students scoring in the appropriate ranges of the EYE-TA at K entry & exit.

"Due to very small numbers of children, Engelfeld Protestant Separate SD results are not shown."

Education Sector Wall Walk - September 2017
What have we learned from universal EYE collection since 2014-15?
We’re not going to meet some targets…
There is a significant, stubborn gap...

Non-declared children

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier I at K entry (%)</th>
<th>Tier I at K exit (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 (baseline)</td>
<td>61.2</td>
<td>58.0</td>
</tr>
<tr>
<td>2015-16</td>
<td>82.5</td>
<td>61.2</td>
</tr>
<tr>
<td>2016-17</td>
<td>83.6</td>
<td>63.3</td>
</tr>
<tr>
<td>2017-18</td>
<td>84.3</td>
<td>63.1</td>
</tr>
</tbody>
</table>

Self-declared FNMI children

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier I at K entry (%)</th>
<th>Tier I at K exit (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 (baseline)</td>
<td>30.3</td>
<td>30.3</td>
</tr>
<tr>
<td>2015-16</td>
<td>58.0</td>
<td>31.3</td>
</tr>
<tr>
<td>2016-17</td>
<td>57.4</td>
<td>31.3</td>
</tr>
<tr>
<td>2017-18</td>
<td>57.6</td>
<td>30.0</td>
</tr>
</tbody>
</table>
The EYE works as described...

**Tier 1** (green) by Kindergarten exit

- At- or above-level (AAGL) in Gr.2
- Below-level (BL) in Gr.2

80% of children who left K in 2014-15 at Tier 1 were AAGL readers in Gr.2

**Tier 2** (yellow) by Kindergarten exit

- At- or above-level (AAGL) in Gr.2
- Below-level (BL) in Gr.2

40% of children who left K in 2014-15 at Tier 2 were AAGL readers in Gr.2

**Tier 3** (red) by Kindergarten exit

- At- or above-level (AAGL) in Gr.2
- Below-level (BL) in Gr.2

Less than 20% of children who left K in 2014-15 at Tier 3 were AAGL readers in Gr.2
Entering Kindergarten at Tier I provides a more reliable indicator than being “brought up”…
How can we impact children’s readiness BEFORE entry to Kindergarten?

60% Ready
40% Not ready

What can we bring to the table for conversations about increasing the share of children ready for Kindergarten in Saskatchewan?
Improvement Target: By September 2020, three-quarters of PreK Educators will have ECE specialized training

Prekindergarten teachers with ECE specialized training (%)

- With ECE specialized training
- With no ECE specialized training
- ECE Specialized Training target (75%)

<table>
<thead>
<tr>
<th>Year</th>
<th>With ECE Specialized Training</th>
<th>With no ECE Specialized Training</th>
<th>ECE Specialized Training Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13 (baseline)</td>
<td>54%</td>
<td>46%</td>
<td>75%</td>
</tr>
<tr>
<td>2013-14</td>
<td>58%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>56%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>65%</td>
<td>35%</td>
<td></td>
</tr>
</tbody>
</table>

*ProK teachers with ECE specialized training (%) became a biennial measure after 2015-16. PreK and K annual report processes now occur on alternating years. The next PreK educator survey is planned for the current school year (2017-18).
Kindergarten teachers with ECE specialized training (%)

- With ECE specialized training
- With no ECE specialized training
- ECE Specialized Training target (75%)

2015-16 (baseline):
- 69% with ECE specialized training
- 31% with no ECE specialized training
- 75% target

2016-17:
- 72% with ECE specialized training
- 28% with no ECE specialized training

2018-19*
- ?

*K / PreK teachers with ECE specialized training (%) became a biennial measure after 2015-16. PreK and K annual report processes now occur on alternating years. Under the current plan, the next K educator survey will occur in 2018-19.
Most PreK and K teachers do not have a background in ECE...

<table>
<thead>
<tr>
<th>Educators with ECE specialization (%)</th>
<th>No ECE specialization (%)</th>
</tr>
</thead>
</table>

### PreK Educators (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Educators with ECE specialization</th>
<th>No ECE specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13*</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>2013-14</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>2014-15</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>2015-16</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>2017-18</td>
<td>35</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Kindergarten Educators (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Educators with ECE specialization</th>
<th>No ECE specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16*</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>2016-17</td>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>2018-19</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Years of Teaching Experience among PreK educators (2015-16)...

<table>
<thead>
<tr>
<th>Prekindergarten</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>23%</td>
</tr>
<tr>
<td>2-5 years</td>
<td>36%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>23%</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>18%</td>
</tr>
<tr>
<td>Total (100%, n=)</td>
<td>224</td>
</tr>
</tbody>
</table>
## Years of Teaching Experience among K Educators… (2016-17)

<table>
<thead>
<tr>
<th>How many years of total teaching experience do you have? (n=528)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
</tr>
<tr>
<td>3-5 years</td>
</tr>
<tr>
<td>6-10 years</td>
</tr>
<tr>
<td>More than 10 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many years of teaching experience do you have in Kindergarten? (n=519)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
</tr>
<tr>
<td>3-5 years</td>
</tr>
<tr>
<td>6-10 years</td>
</tr>
<tr>
<td>More than 10 years</td>
</tr>
</tbody>
</table>
## Attendance in the Early Years...

<table>
<thead>
<tr>
<th>Year (Range)</th>
<th>All PreK</th>
<th>Self-declared PreK children</th>
<th>Non-declared PreK children</th>
<th>All K children</th>
<th>Self-declared FNMI K children</th>
<th>Non-declared K children</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 (baselines)</td>
<td>86%</td>
<td>77%</td>
<td>89%</td>
<td>95%</td>
<td>82%</td>
<td>97%</td>
</tr>
<tr>
<td>2015-16</td>
<td>88% (▲ 2)</td>
<td>80% (▲ 3)</td>
<td>90% (▲ 1)</td>
<td>93% (▼ 2)</td>
<td>82% (nc)</td>
<td>95% (▼ 2)</td>
</tr>
<tr>
<td>2016-17</td>
<td>87% (▼ 1)</td>
<td>79% (▼ 1)</td>
<td>88% (▼ 2)</td>
<td>93%</td>
<td>80% (▼ 2)</td>
<td>95%</td>
</tr>
<tr>
<td>2017-18 (Overall to April 2018)</td>
<td>87%</td>
<td>78% (▼ 1)</td>
<td>89% (▲ 1)</td>
<td>94% (▲ 1)</td>
<td>83% (▲ 1)</td>
<td>95%</td>
</tr>
</tbody>
</table>
Renewed Interest in ECE

• 2015 - Starting Strong IV: Monitoring Quality in Early Childhood Education and Care
• 2017 – Starting Strong V: Transitions from Early Childhood Education and Care to Primary Education
Work Completed

• Completed fourth cycle of EYE-TA in Kindergarten across all school divisions
• Developed and distributed Kindergarten Biennial Report 2016-17 (85% response rate)
• Continued administration of Prekindergarten Biennial Report 2017-18 (94% response rate)
• *Responsive Teaching, Practice and Assessment* document was completed and distributed
• Additional Qualification Certificate (AQC) – Integrated Program in Early Childhood Education
“Responsive teaching is a way of thinking and being with children that involves making evidence-based decisions within the learning program that meet the needs of the children while valuing relationships.

Responsive teaching uses assessment data to provide learning opportunities that are challenging, engaging, strengths-based, culturally responsive and developmentally appropriate” (p16).

https://goo.gl/forms/evajfXYYdmyxE4Hd2
Current Actions

• Informal Professional Learning: Child Development, Early Learning Pedagogy, Relationships and Assessment Literacy are the four pillars

• Responsive Teaching, Practice and Assessment document is currently being translated into French

• Original baseline Kindergarten cohort from 2014-15 completed Grade 3 in June 2018 – analyze longitudinal information
Requested Professional Development Topics by Teachers

Prekindergarten: 2015-16

- Inquiry & project based learning (58%)
- Play-based learning (50%)
- Supporting children with intensive needs (46%)
- Observation, documentation & reflection (32%)
- Assessment & Evaluation (29%)

Kindergarten: 2016-17

- Inquiry & project based learning (58%)
- Play-based learning (50%)
- Supporting children with intensive needs (46%)
- Observation, documentation & reflection (32%)
- Assessment & Evaluation (29%)
Top 5 Program Challenges

Kindergarten: 2016-17

1. Large class sizes/ high educator – child ratios
2. Lack of Student Support Services (e.g. EA support, SPL, OT services, EAL)
3. High numbers of high-intensive needs children
4. Lack of time to meet requirements
5. Issues with physical space
Supporting the work of the Early Years

• What actions will get us to 90%? Teaching counts....!
• Small part of the EY mandate aligns with education (Age 5+)
• How many principals have an EY background?
• How can the position of principal support the achievement of this outcome?