



Early Development Instrument (EDI) Readiness to Learn Profile 2007

MARVIN HEIGHTS PS



May 2008

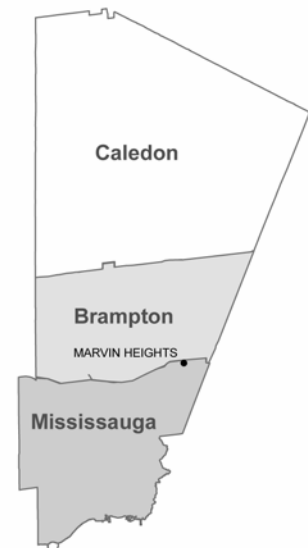
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What is the EDI?

The Early Development Instrument (EDI) is a population-based, teacher-rating measure of kindergarten children's readiness to learn at school. The instrument measures children's readiness to learn in five domains of early development, and results are reported for groups of children by neighbourhood or geographic region. The EDI provides valuable information about strengths and areas for improvement in populations of children. It is not designed to measure the performance of schools or teachers. The EDI informs schools and communities about how to better prepare children for that important transition from kindergarten into grade one.

In February 2007, Year 2 or Senior Kindergarten (SK) teachers ($n = 745$) from both the Peel District School Board and the Dufferin-Peel Catholic District School Board completed the EDI for their SK students ($n = 14,676$). Forms were processed at the Offord Centre for Child Studies at McMaster University, and the results were received by the school boards in November 2007.

The EDI data provide communities with information about the developmental outcomes of their young children. Communities and schools can use these results to provide appropriate programs, services, and resources to support children's readiness to learn. EDI scores can also serve as a policy tool, to advocate for children and families and to mobilize communities. As we continue to work towards developing thriving communities in all of Peel, our goals are: "Ready children", "Ready families", "Ready schools", and "Ready communities".



EDI Domains	
Physical Health and Well-being	<ul style="list-style-type: none"> Fine and gross motor skills; physical independence, physical readiness for school work
Social Competence	<ul style="list-style-type: none"> Overall social competence; responsibility and respect; independence and adjustment; exploration of new things
Emotional Maturity	<ul style="list-style-type: none"> Prosocial and helping behaviours; anxious and fearful behaviours; aggression; hyperactivity and inattention
Language and Cognitive Development	<ul style="list-style-type: none"> Literacy and numeracy skills; interest and memory
Communication and General Knowledge	<ul style="list-style-type: none"> Communication skills; general knowledge about the world

Statistical symbols or terms used in this document are defined as:



Mean or M = mathematical average

n = number in the sample group

N = number in the population

percentile = calculation based on a set of 100 equal divisions. If the group of children scores at the 75th percentile, it means that their scores are higher than 74% of the population.

NOTE:

Peel Region data do not include results from 3 schools in Orangeville. All invalid cases, (i.e., questionnaires missing more than one domain), are also excluded. As well, children with special needs are not included in the present analysis. The Offord Centre always excludes children with special needs from their analyses, but provides a separate report for that particular population.

Contextual Data

Using the demographic data found in this table, you can gain a better understanding of your school's context for your EDI scores. This information will help in the interpretation of your EDI scores, since we know that various factors such as gender or preschool/kindergarten attendance can impact children's readiness to learn. How do your school's data compare with the Board's or the Region's results?

	Marvin Heights PS	PDSB	Peel Region
Sample Size	104	9,076	13,749
Mean Age in Years	5.6	5.6	5.6
% Girls	45%	48%	49%
% ESL	61%	36%	29%
% Attended Year 1 (Junior) Kindergarten	98%	94%	95%

Mean EDI Domain Scores for Marvin Heights PS (2004 and 2007), the Peel District School Board (PDSB), Peel Region, and Canada

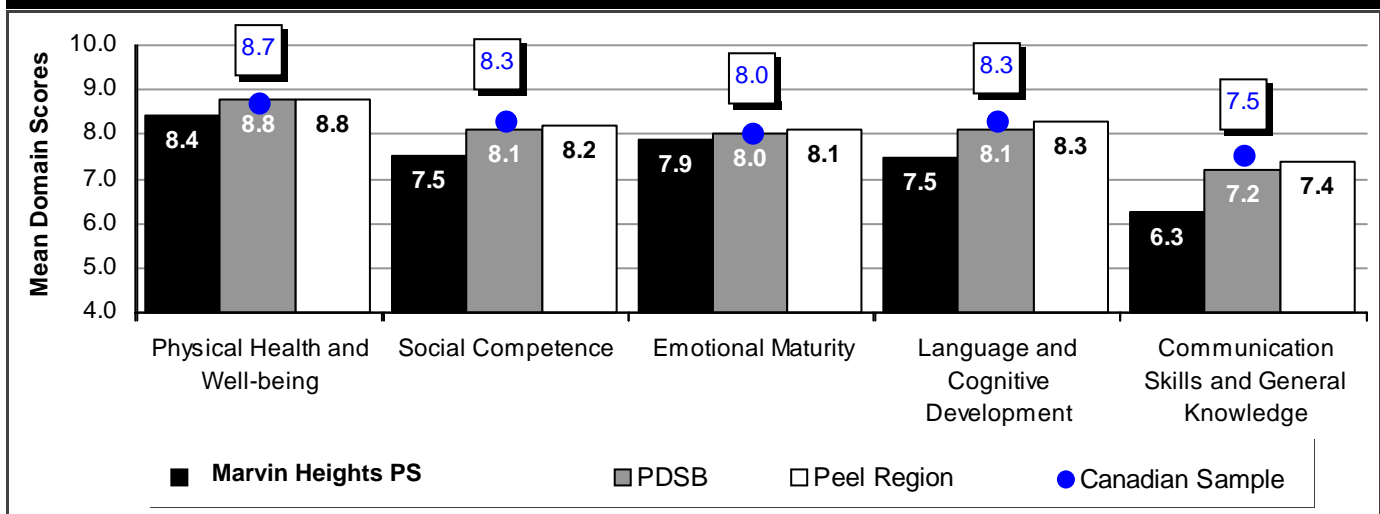
Early Development Domain	Marvin Heights PS 2004	Marvin Heights PS 2007	PDSB 2007	Peel Region 2007	Canadian Sample 2007
<i>n</i> =	138	104	9,076	13,749	42,085
Physical Health and Well-being	- *	8.4	8.8	8.8	8.7
Social Competence	- *	7.5	8.1	8.2	8.3
Emotional Maturity	8.0	7.9	8.0	8.1	8.0
Language and Cognitive Development	7.5	7.5	8.1	8.3	8.3
Communication Skills and General Knowledge	- *	6.3	7.2	7.4	7.5

* Note: Due to scale and item changes to the EDI tool in 2005, comparisons between the 2004 and 2007 results in three of the five EDI domains cannot be directly made. ** N/D = No Data



Refer to the table above to find out the average 2007 EDI scores for your school in the five domains. Using a 10-point scale, higher EDI scores indicate that students are more ready to learn at school. Although only two of the five domains are comparable from 2004, how did the scores in those two areas change over time? For your school's 2007 EDI results, in what domains did children score the highest? The lowest? What do you know about your specific community that could account for these results?

2007 EDI Results Compared with the National Average

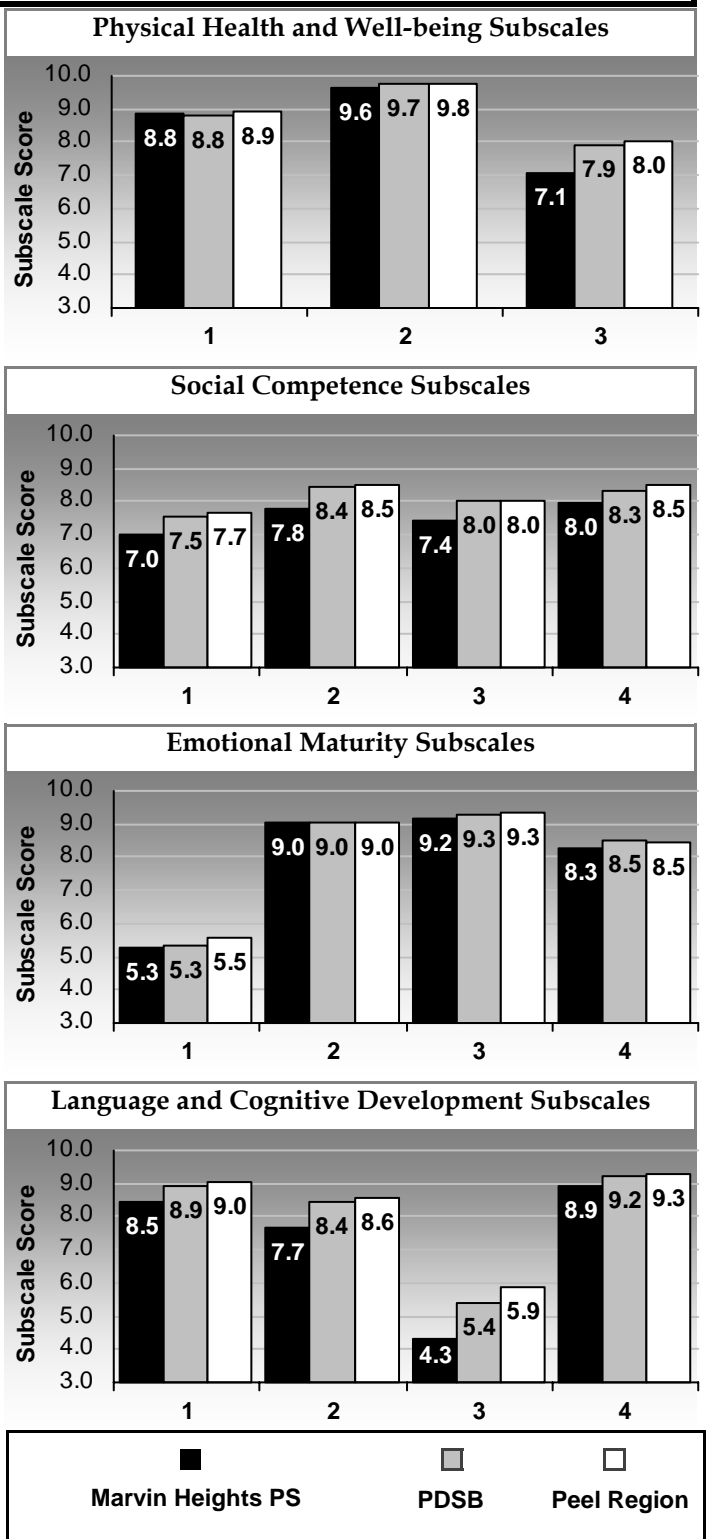


Next, look at the average domain scores for the Peel District School Board, Peel Region, and the Canadian sample in the table and graph. How do your school's scores compare with these? Why might this be the case?

Mean EDI Subscale Scores for Marvin Heights PS, the PDSB, and Peel Region

	MEAN SCORES		
Marvin Heights PS	PDSB	Peel	
Physical Health and Well-being Subscales			
1. Physical readiness for school work (e.g., energy level, hungry, late)	8.8	8.8	8.9
2. Physical independence	9.6	9.7	9.8
3. Gross and fine motor skills	7.1	7.9	8.0
Social Competence Subscales			
1. Overall social competence with peers	7.0	7.5	7.7
2. Respect and responsibility	7.8	8.4	8.5
3. Approaches to learning	7.4	8.0	8.0
4. Readiness to explore new things	8.0	8.3	8.5
Emotional Maturity Subscales			
1. Prosocial and helping behaviours (e.g., invites others to join in a game)	5.3	5.3	5.5
2. Lack of anxious and fearful behaviours	9.0	9.0	9.0
3. Lack of aggressive behaviours	9.2	9.3	9.3
4. Lack of hyperactivity / inattention	8.3	8.5	8.5
Language and Cognitive Development Subscales			
1. Basic literacy	8.5	8.9	9.0
2. Interest and memory	7.7	8.4	8.6
3. Advanced literacy skills	4.3	5.4	5.9
4. Basic literacy and numeracy	8.9	9.2	9.3
Communication Skills and General Knowledge **			
Communication Skills and General Knowledge - Overall Domain	6.3	7.2	7.4

****Note:** The Communication Skills and General Knowledge domain of the EDI does not have subscales.



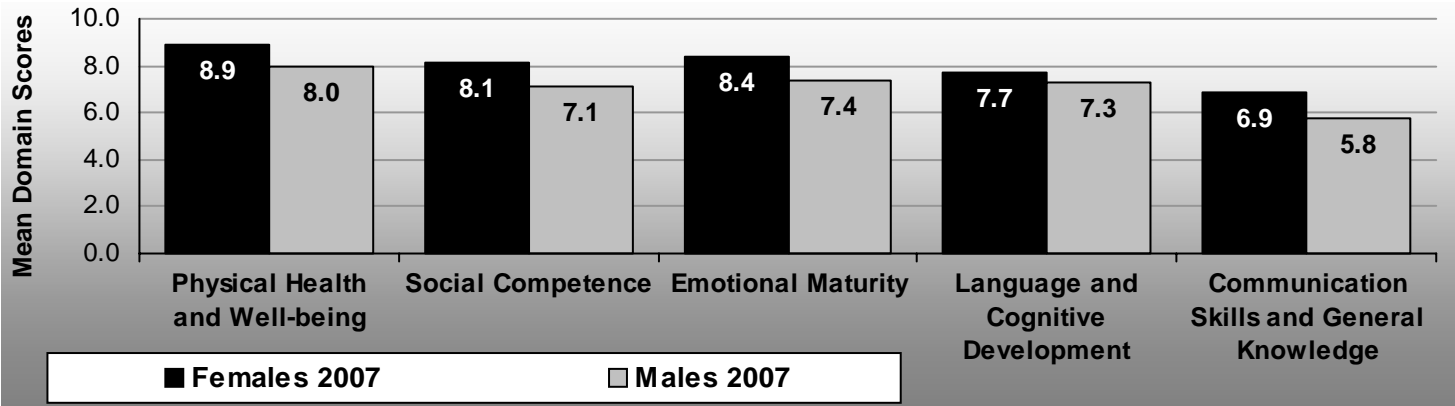
Four of the five developmental domains are broken down further by subscale. The information is presented in both table and graph format.



- In which subscale did your school score the highest? The lowest?
- What do you know about your school which could affect these subscale scores?
- How do your school's scores compare with the results from the Board and the Region?
- What can your school do to address these areas of vulnerability?

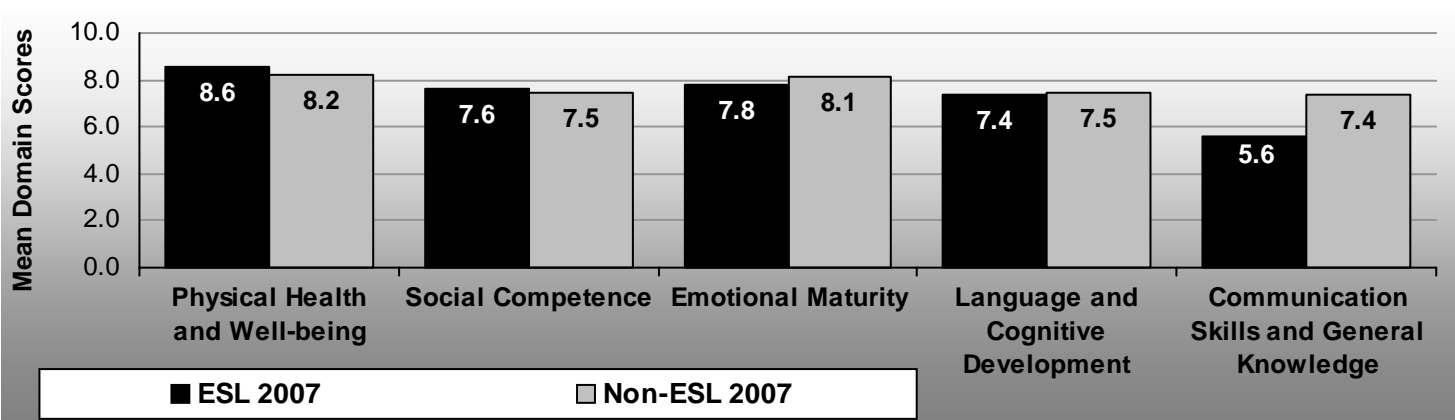
Comparison of Mean EDI Domain Scores by Gender and ESL Status for Marvin Heights PS

2007 Comparison of Mean EDI Domain Scores by Gender for Marvin Heights PS



Readiness to learn scores are higher for girls in Peel Region in comparison to boys. What patterns do you see in your school's results? Are there gaps between boys' and girls' scores? Are there larger gaps in certain domains? Why might this be the case? What could your school do to address any gender differences?

2007 Comparison of Mean EDI Domain Scores by ESL (English as a Second Language) Status for Marvin Heights PS



Readiness to learn scores are also higher for Peel children who speak English as their first language. What patterns do you see in your school's results? How big are any gaps between ESL and non-ESL children's scores? If larger gaps exist in the language-related domains, what could your school do to address these differences?

KEY EDI OUTCOME INDICATOR 2007

Percentage of Students Scoring in the Lowest 10th Percentile in one or more EDI Domains for Marvin Heights PS, the Peel District School Board, Peel Region, and the Canadian National Sample

% of students from Marvin Heights PS	% of students from the PDSB	% of students from Peel Region	% of students from the Canadian National Sample
35%	30%	28%	27%



Children who score in the lowest 10th percentile on one or more EDI Domains can be considered to be at risk for future learning problems in school, and are the least ready to learn. As a school, what types of programs, plans, or policies could be implemented to potentially improve these outcomes?

Percentage of Children ON TRACK (Ready for School/Very Ready for School) versus NOT ON TRACK (Vulnerable/At Risk) for Learning at School (2007)

What exactly does ON TRACK mean?

ON TRACK is defined as groups of children who scored between the 26th and 100th percentiles for each EDI domain, indicating higher readiness to learn levels. **NOT ON TRACK** is defined as groups of children who scored below the 26th percentile for each EDI domain, indicating lower readiness to learn levels. It would be expected that 10% of the EDI scores would be considered *Vulnerable* (10th percentile and below), 15% would be *At Risk* (11th - 25th percentile), 50% would be *Ready for School* (26th - 75th percentile), and 25% would be *Very Ready for School* (76th - 100th percentile). Refer to the tables below to compare these expected distributions with your community's actual results.

NOT ON TRACK		ON TRACK	
10th percentile and below	11th - 25th percentile	26th - 75th percentile	
<i>Vulnerable</i>	<i>At Risk</i>	<i>Ready for School</i>	
10% of the distribution of scores	15% of the distribution of scores	Middle 50% of the distribution of scores	Top 25% of the distribution of scores



Guiding Questions: How are our children doing? Begin by looking at your school's results in the % *Vulnerable* column of the first table. This represents groups of children who have the lowest readiness to learn levels. How do your school's results compare with the expected 10% distribution? With the Peel District School Board's results? Which EDI domains are highest or lowest? Why might that be the case? Continue to compare the expected distributions with your school's results and the Board's results with the remaining three categories, to identify strengths and areas needing improvement.

Percentage of Children ON TRACK and NOT ON TRACK by EDI Domain at Marvin Heights PS*

Domain	NOT ON TRACK		ON TRACK	
	% Vulnerable	% At Risk	% Ready for School	% Very Ready for School
Physical Health and Well-being	13%	28%	35%	24%
Social Competence	16%	16%	57%	11%
Emotional Maturity	7%	17%	65%	12%
Language and Cognitive Development	18%	26%	46%	10%
Communication Skills and General Knowledge	18%	30%	37%	15%

Percentage of Children ON TRACK and NOT ON TRACK by EDI Domain in the Peel District School Board*

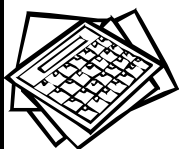
Domain	NOT ON TRACK		ON TRACK	
	% Vulnerable	% At Risk	% Ready for School	% Very Ready for School
Physical Health and Well-being	11%	20%	36%	32%
Social Competence	11%	16%	50%	22%
Emotional Maturity	10%	16%	54%	20%
Language and Cognitive Development	12%	16%	55%	17%
Communication Skills and General Knowledge	13%	21%	37%	29%

Additional Findings for Peel Region (2007)

- Girls scored significantly higher than boys in Peel Region in all five EDI domains.
- Children who speak English as a first language scored significantly higher than children with other first languages in all five of the school readiness to learn domains.
- Children born earlier in the year scored significantly higher in all five EDI domains compared with children born later in the year.
- Children who attended part-time preschool or junior kindergarten scored significantly higher in all five of the readiness to learn domains than children who had no preschool or junior kindergarten experience.



Trends Over Time: 2004 versus 2007



- The percentage of ESL kindergarten children in Peel Region increased from 26% in 2004 to 29% in 2007.
- The mean age of the kindergarten children, the percentage male/female, and the percentage who attended junior kindergarten (Year 1) remained virtually the same from 2004 to 2007.
- The percentage of vulnerable children (i.e., scoring in the lowest 10th percentile in one or more of the EDI domains) in both the Peel Board and Peel Region has increased by approximately 1%.

Factors Affecting Children's Readiness to Learn

Research has shown that children's developmental outcomes are affected by a number of factors, such as:

Family Variables

- family income (i.e., low income)
- lone-parent family status
- English as a Second Language (ESL) status
- parent education level (i.e., without a high school education)
- family mobility within the previous five years
- daily reading with children and parenting style
- parental smoking

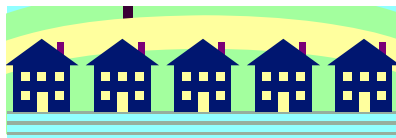


Child Variables

- preschool or kindergarten attendance
- child's age (i.e., children who are younger than their peers at school entry are often less ready for school)
- child's gender (i.e., boys compared to girls are often less ready for school)
- childhood health (e.g., low birth weight)

Neighbourhood Variables

- availability of community services (e.g., libraries, sports and recreation programs, parks, family resource centres, health services, arts and cultural programs)
- neighbourhood safety and cohesion
- availability of high quality early learning and child care settings
- social capital of the community (i.e., social support available to families, access to information and support through networks)



For additional information concerning the Early Development Instrument and related research, please refer to the Offord Centre for Child Studies website at:
<http://www.offordcentre.com/readiness/index.html>





Collectively, communities need to become environments that support children's readiness for schooling. This requires innovation, government support, participation of community organizations, and additional funding sources. The Peel District School Board is actively working to support children's readiness to learn at school through a wide range of early years initiatives.

1 Peel Early Years Hubs and Readiness Centres

The goal of this free program is to help parents and children become more ready for kindergarten. Led by teachers, the program services children from birth to four years of age and their parents. The play-based program has a focus on literacy and numeracy, and operates on a drop-in basis. All are located in high-needs areas of the Board. Hubs differ from the readiness centres as they have additional staff (e.g., community outreach worker, social worker). The centres are currently located in 14 schools: Hubs: (1) Havenwood PS, (2) Lancaster PS, (3) Oakridge PS, and (4) Sir Winston Churchill PS. Readiness Centres: (1) Aloma Crescent PS, (2) Byngmount Beach PS, (3) Corsair PS, (4) Dunrankin Drive PS, (5) Eastbourne Drive PS, (6) Floradale PS, (7) Forest Glen PS, (8) Hickory Wood PS, (9) Marvin Heights PS, and (10) Ridgewood PS.

2 Peel Parenting and Family Literacy Centres

These centres are also located in high-needs areas of the Board, and are designed to help young children become more prepared for school. Parents attend the program with their children (birth to 6 years), and are encouraged to become more involved in their children's learning. This free play-based program also has a focus on literacy and numeracy. The three sites in the Board are located at: (1) Ellengale PS, (2) Riverside PS, and (3) Sir Wilfrid Laurier PS.

3 Region of Peel Family Literacy Program (Family Fun Nights)

This evening program is offered to help parents support their children's literacy at home in developmentally appropriate ways. The sessions are led by volunteer teachers, graduate students in education from the University of Toronto, and early childhood educators from the Region of Peel. Currently, lunchtime family literacy programs are being piloted in several schools in the Board.

4 Understanding the Early Years (UEY) Initiative - Malton (Mississauga)

This 3-year community-based project in Malton focuses on children from birth to 6 years of age and their families. The project's goal is to use research findings (e.g., surveys, EDI, child assessments) to develop better community supports for young children and their families, so that children's developmental outcomes will be enhanced.

5 Peel District School Board and University of Toronto Partnership

This is a recently-developed partnership between the Board's Assessment and Accountability Department and early childhood researchers at the Institute of Child Study / University of Toronto. Initial areas of inquiry through the partnership include family literacy and school readiness.

6 Best Start

Best Start sites provide children from birth to six years of age and their families with additional supports and services which help to promote children's readiness to learn before entry into grade one. Some of the services they provide include: Healthy Babies Healthy Children, infant hearing program, speech and language therapy, and more. Two Best Start sites are opening in the Board, located at Havenwood PS and Lancaster PS.

7 Early Literacy Teachers/Coaches; Reading Recovery

The Board has hired early literacy teachers and coaches to provide additional support to kindergarten and primary teachers through literacy materials, resources, and instructional strategies. Reading Recovery, an intensive one-on-one reading intervention program for at-risk grade one students, is currently offered in 31 Peel Board schools.

8 Welcome to Kindergarten Program

This program provides an evening session in June for parents and children entering Year 1 (or junior) kindergarten in the fall. Families are provided with a bag of educational materials (e.g., book, alphabet letters, numbers, playdough) and suggestions on ways to use these materials to enhance their child's learning. Families are encouraged to use these materials over the summer before their child starts Year 1 kindergarten. This program is currently operating in 64 schools in the Board.

9 Kindergarten Intervention Program (KIP)

The aim of this intervention program is to teach children social skills and reduce problem behaviours. Kindergarten teachers provide the social skills training to the whole class, and are supported by training, materials and resource staff (e.g., psychoeducational consultant, social worker, speech/language pathologist). The program is currently operating in 10 Peel Board schools.

10 Kindergarten Support Programs

These small classes (i.e., 6 students) are designed to support kindergarten children with significant difficulties in their personal and social development. Intensive support is provided for students in the areas of social and academic development, positive behavioural change, and family partnerships.