

WHAT IS THE EARLY DEVELOPMENT INSTRUMENT (EDI)?

The Early Development Instrument (EDI) is a teacher-completed checklist consisting of 104 items that measure children's developmental health and well-being before entry into grade 1. Kindergarten educators rate their senior kindergarten/year 2 students on five developmental domains. The EDI was not designed to evaluate schools or teachers. As a community-based measure, it does not provide diagnostic information on individual children. The EDI results help us to understand the developmental strengths and vulnerabilities of young children in our school communities. With these results, appropriate supports can be put into place to promote student success.

Five EDI Domains

Physical Health and Well-being	Social Competence	Emotional Maturity	Language and Cognitive Development	Communication Skills and General Knowledge
Gross and fine motor skills	Curiosity about the world and eagerness to try new experiences	Ability to reflect before acting	Interest in books, reading and mathematics	Skills to communicate needs and wants in socially appropriate ways
Arrive at school on time, not tired or hungry	Able to follow rules	Able to deal with feelings at age-appropriate level	Age-appropriate literacy and numeracy skills	Symbolic use of language
Adequate energy levels for classroom activities	Ability to control own behaviour	Empathic response to other people's feelings	Able to read and write simple words or sentences	Storytelling
Independence in looking after own needs	Ability to play and work with other children	Lack of anxious, fearful or aggressive behaviours	Able to remember things easily	Age-appropriate knowledge about the world

EDI DEMOGRAPHICS

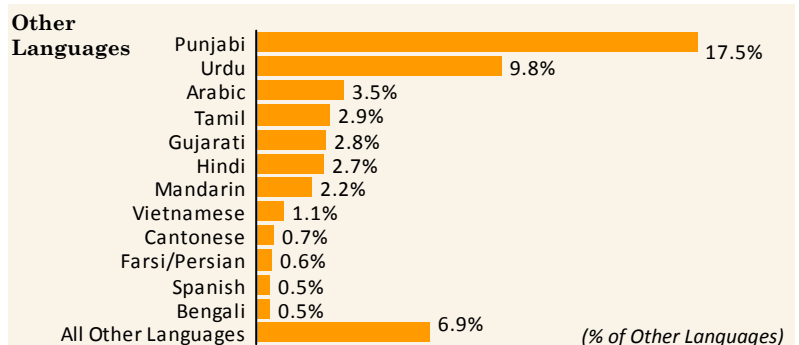
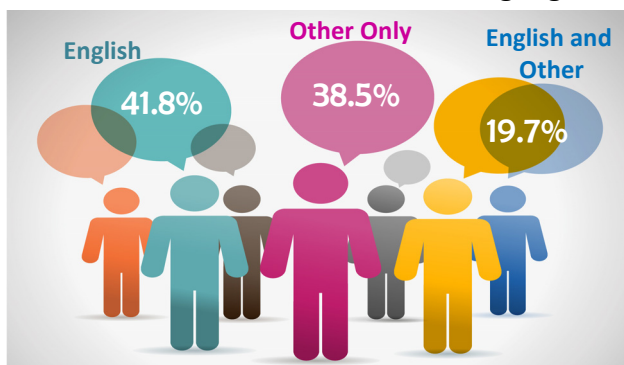
Contextual information about students assessed in 2007, 2010 and 2015

		# of Students	Average Age (in years)	% Females	% Males	% ELLs**	% Attended JK
Peel DSB	2007	9,076	5.6	48.4%	51.6%	35.6%	94.0%
	2010	9,221	5.7	48.5%	51.5%	36.0%	94.9%
	2015	10,007	5.7	49.5%	50.5%	31.6%	94.8%
Peel Region*	2007	13,406	5.6	48.6%	51.4%	28.6%	94.7%
	2010	13,667	5.7	48.5%	51.5%	29.6%	95.2%
	2015	14,567	5.7	49.5%	50.5%	26.7%	94.9%

* Data provided by The Region of Peel

** ELLs - English Language Learners (as defined in the EDI Guide)

First Language Students Learned to Speak at Home



FIVE EDI DOMAINS

Peel District School Board

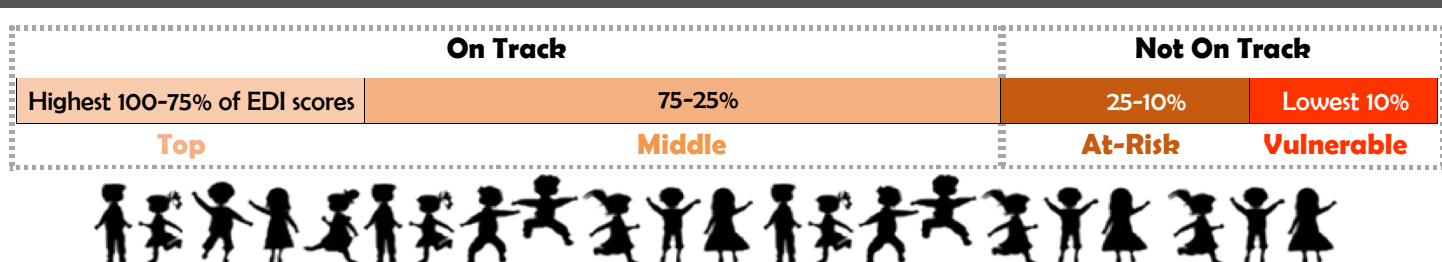
Peel DSB and Peel Region Domain Scores and Comparisons (2007, 2010, 2015)

EDI DOMAIN SCORE AVERAGES Domain scores out of 10 Higher scores indicate greater readiness to learn at school	Peel DSB					Peel Region		
	2007	2010	2015	2007 vs 2010	2010 vs 2015	2007	2010	2015
Physical Health and Well-being	8.76	8.84	8.78	0.08 **	-0.06 **	8.84	8.87	8.85
Social Competence	8.09	8.18	8.17	0.09 **	-0.01	8.18	8.21	8.24
Emotional Maturity	8.01	8.03	8.07	0.02	0.04	8.06	8.05	8.08
Language and Cognitive Development	8.07	8.41	8.55	0.34 **	0.14 **	8.29	8.51	8.68
Communication Skills and General Knowledge	7.24	7.33	7.74	0.09*	0.41**	7.44	7.41	7.86

* p<.05 ** p<.001

VULNERABILITY

Percentage of students below the 10th percentile in one or more EDI domains

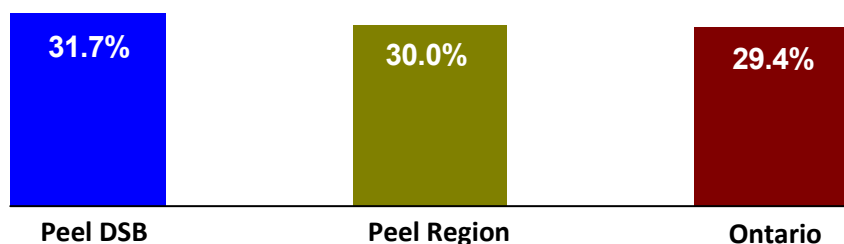


Vulnerability

EDI domain scores are broken down into four categories (see graphic above). Children are considered vulnerable when one or more of their EDI domain scores falls below the 10th percentile. Vulnerable children are at a greater risk of facing challenges at school.

Peel DSB

Compared to the Peel Region and Ontario in 2015



Vulnerability was 1.7% higher in the Peel DSB in 2015 compared to the Peel Region.

In 2015, vulnerability was 2.3% higher in the Peel DSB compared to Ontario.

NB. Ontario Baseline population (from 2004-2006) cut-points were used to determine vulnerability.

EDI SUB-DOMAINS

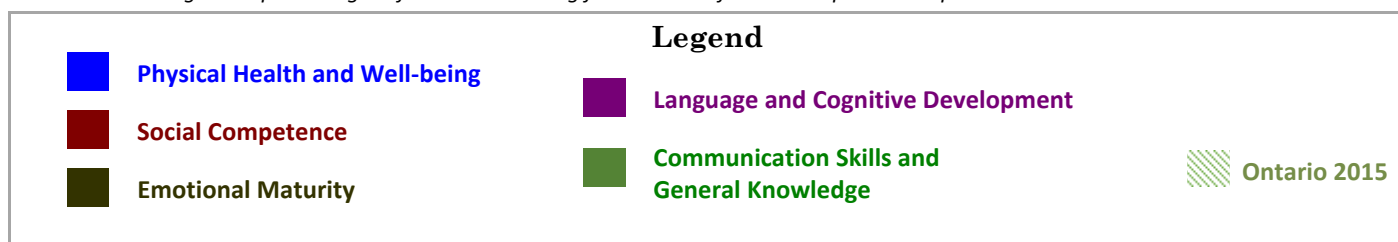
Peel District School Board and Ontario Comparisons

Percentage of students who met few/none of the developmental expectations within each sub-domain

EDI Sub-domains	Examples of "met few/none of the developmental expectations"
Physical readiness for school work 4.8% (Peel) / 4.8% (Ontario)	unprepared for school day by being dressed inappropriately, or by coming to school late, hungry or tired
Physical independence 9.4% (Peel) / 10.1% (Ontario)	has not developed independence, handedness, coordination
Gross and fine motor skills 20.3% (Peel) / 20.5% (Ontario)	poor overall energy levels, poor fine and gross motor skills, difficulty manipulating objects or climbing stairs
Overall social competence 9.9% (Peel) / 9.6% (Ontario)	poor overall social skills, has low self-confidence, unable to play with various children or interact cooperatively
Responsibility and respect 6.1% (Peel) / 6.0% (Ontario)	doesn't accept responsibility for actions, doesn't follow rules or instructions, lack of respect for others and for property
Approaches to learning 8.6% (Peel) / 8.1% (Ontario)	doesn't work independently, cannot solve day-to-day problems by himself/herself, difficulty adjusting to changes in class routines
Readiness to explore new things 4.1% (Peel) / 3.1% (Ontario)	not curious about the world; not eager to explore new books, toys and games
Prosocial and helping behaviour 33.4% (Peel) / 32.2% (Ontario)	never shows helping behaviours, doesn't invite others to join in, doesn't help hurt, sick or upset child
Anxious and fearful behaviour 2.2% (Peel) / 2.5% (Ontario)	worried, unhappy, nervous, shy, indecisive, upset when left by parent/guardian at school
Aggressive behaviour 8.9% (Peel) / 10.2% (Ontario)	gets into physical fights, kicks, bites, hits, is disobedient, takes other people's things, has temper tantrums, bullies or is mean to others
Hyperactivity and inattention 11.6% (Peel) / 13.0% (Ontario)	impulsive, restless, distractible, fidgets, inattentive, difficulty settling into activities
Basic literacy skills 8.9% (Peel) / 6.1% (Ontario)	problem identifying letters or attaching sounds to letters, difficulty with rhyming, cannot write his/her own name
Interest in literacy/ numeracy and memory 17.4% (Peel) / 13.2% (Ontario)	lack of interest in reading or math, problems remembering
Advanced literacy 18.1% (Peel) / 11.0% (Ontario)	doesn't read or write simple words, not interested in writing voluntarily
Basic numeracy skills 8.3% (Peel) / 7.4% (Ontario)	difficulty with sorting, counting, number recognition; cannot recognize basic shapes, difficulty with simple time concepts
Communication skills and general knowledge* 28.5% (Peel) / 25.9% (Ontario)	difficulty communicating own needs, difficulty understanding others, unable to tell a story, unable to use English and/or own native language effectively

* no sub-domains

Higher values indicate greater percentages of students meeting few or none of the developmental expectations



EDI RESULTS by GENDER

Peel District School Board

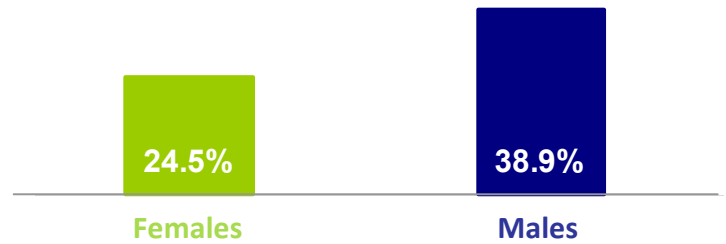
EDI DOMAIN SCORE AVERAGES

Higher scores indicate greater readiness to learn at school

	Females	Males	Difference
Physical Health and Well-being	8.93	8.64	0.29
Social Competence	8.56	7.79	0.77
Emotional Maturity	8.45	7.71	0.74
Language and Cognitive Development	8.82	8.29	0.53
Communication Skills and General Knowledge	8.15	7.34	0.81

VULNERABILITY

Percentage of students below the 10th percentile in one or more EDI domains



EDI SUB-DOMAINS

Percentage of students who met few or none of the developmental expectations by Gender

