



Healthy Child Manitoba  
Putting children and families first


# The Early Development Instrument (EDI) Report

## 2014-2015



North Eastman





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

The Healthy Child Manitoba Office (HCMO) works closely with many partners who are integral towards the overall success of the EDI:

- Manitoba Association of School Business Officials (MASBO)
- Manitoba Association of School Superintendents (MASS)
- Manitoba Child Care Association (MCCA)
- Manitoba Education and Training
- Manitoba Families
- Manitoba First Nations Education Resource Centre (MFNERC)
- Manitoba Parent Child Coalitions
- Manitoba School Boards Association (MSBA)
- Manitoba School Divisions
- Manitoba Teachers' Society (MTS)
- Offord Centre for Child Studies (OCCS)
- Public Health Agency of Canada (PHAC)
- Student Services Administrators Association of Manitoba (SSAAM)



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# EDI At a Glance

## What is the EDI?

The Early Development Instrument (EDI) is a questionnaire used to assess the school readiness of children in Kindergarten. The EDI questionnaire consists of 104 core questions and is filled out by teachers for each one of their Kindergarten students.

The EDI was created and tested by Drs. Dan Offord and Magdalena Janus at the Offord Centre for Child Studies (OCCS) in 1998. The OCCS owns the EDI, licenses its use and maintains a repository of results to monitor national and international norms.

It has been used, or adapted for use with minimal changes, in many other countries (e.g. Australia, Chile, Egypt, England, Holland, Jamaica, Kosovo, Mexico, Moldova, New Zealand and United States).

The EDI was developed in response to a need for a uniform methodology that would assess children's level of development (or, "school readiness") as they start school.

The EDI reports on populations of children in different communities, assesses strengths and needs and predicts how children - at a group level - will do in school.

**EDI results are never used for the individual assessment of students.**

### Defining School Readiness:

*"The term itself, 'school readiness' is really a shortcut, or a proxy, for a holistic indicator for developmental health, one that covers the main developmental domains, at the same time reflecting outcomes and milestones achieved during the first five years of life within the context of early experiences."*

—Dr. Magdalena Janus

[https://edi.offordcentre.com/wp/wp-content/uploads/2015/06/PUB.10.2006\\_Janus.pdf](https://edi.offordcentre.com/wp/wp-content/uploads/2015/06/PUB.10.2006_Janus.pdf)

## The EDI Measures *School Readiness* in 5 Domains & 16 Sub-Domains

The EDI measures school readiness across 5 domains (areas) considered important aspects of early childhood development relevant to children's successful transition into school-based learning. The 5 domains are further divided into 16 sub-domains that reflect various skills and abilities of children:

5 Domains	16 Sub-Domains
<b>Physical Health &amp; Well-being</b> Children are healthy, independent and rested each day.	1. Physical readiness for school
	2. Physical independence
	3. Gross and fine motor skills
<b>Social Competence</b> Children play and get along with others, share and show self-confidence.	4. Overall social competence
	5. Responsibility and respect
	6. Approaches to learning
	7. Readiness to explore new things
<b>Emotional Maturity</b> Children are able to concentrate on tasks, help others, show patience and are not often aggressive or angry.	8. Prosocial and helping behaviour
	9. Anxious and fearful behaviour
	10. Aggressive behaviour
	11. Hyperactive and inattentive behaviour
<b>Language &amp; Thinking Skills</b> Children are interested in reading and writing, can count and recognize numbers and shapes.	12. Basic literacy
	13. Interest and memory
	14. Advanced literacy
	15. Basic numeracy
<b>Communication Skills &amp; General Knowledge</b> Children can tell a story and communicate with adults and other children.	16. Communication skills & general knowledge



## EDI Goals and Objectives

**Looking Forward:** EDI results from one group of Kindergarten children help us to predict how school ready they will be in the future (because we have identified their areas of strengths and needs). As these children continue to grow and move beyond Kindergarten, we can use this knowledge to change their predicted outcomes (for the better).

**Looking Backward:** EDI results from one group of Kindergarten children also help us to predict how school ready the next group will be (because they are likely to follow along a similar path as the first group). We can use this knowledge to change their predicted outcomes (for the better).

**Investing in Our Children:** EDI results help show community-level and population-level effects of Manitoba's investments in early childhood development. They also help us to better understand where we need to invest in early childhood development in the future. Quality investments in early childhood are critical to leveling the playing field so that all children have an equitable start in school.

## The EDI in Manitoba

The EDI was first piloted in Manitoba in the Winnipeg School Division, as selected by the national Understanding the Early Years (UEY) Initiative in 1999. In 2000, Manitoba's South Eastman region was selected as the second UEY site in Manitoba.

Building on the Manitoba Children and Youth Secretariat (1994-2000), the Healthy Child Manitoba (HCM) Strategy to improve outcomes for all children and youth (prenatal-adulthood) was announced in March 2000.

Beginning in the 2002/03 school year, the Healthy Child Committee of Cabinet (through HCM) provided funding and coordination for a province-wide, voluntary phase-in of the EDI in all of Manitoba's public school divisions.

Today, the EDI is collected in all 37 public school divisions every two years. Independent (private) and First Nations Band Operated schools may elect to collect EDI data, however, these results are up to the discretion of these schools to release, and therefore are not included in the Provincial report.

## The Importance of Early Childhood Development (ECD)

Experiences in a child's first 5 years of life have a direct impact and lasting results on their future health, well-being and readiness for school.

Research tells us that children who begin ready for school will have future successes in learning throughout their lives. Conversely, being not ready for school is closely tied to poor school performance in later years, and it is very difficult to reverse this pathway of vulnerability.

Everything in our social and physical environment contributes to brain development; e.g. noise, light, temperature, touch, sound and smell. In very basic terms, environmental factors can alter our gene expression and how a child's brain develops. These changes - for better or worse - can affect the present generation and may also affect multiple generations.

Early positive experiences are a very important part of healthy development, while early chronic exposure to toxic stressors can derail it.

Children who live in vulnerable environments or who are exposed to toxic stressors are less likely to be ready for school. Examples of toxic stressors include a lack of adequate food and nutrition, exercise, healthcare, love and attention and feelings of safety and security. These stressors may arise from a variety of vulnerable socio-economic situations such as poverty, unemployment, chronic illness, mental illness, disability, inadequate housing, family/community violence, environmental toxins, and so forth.

An InBrief series on the science of early childhood development has been created by the Centre on the Developing Child, at Harvard University. For more information, visit:

**[developingchild.harvard.edu/resources/briefs/inbrief\\_series/](http://developingchild.harvard.edu/resources/briefs/inbrief_series/)**



## Manitoba Map and EDI Reporting

HCMO produces four different levels of EDI reports: school, school division, community and provincial.

Reports are created for all 37 public school divisions in Manitoba and 25 community areas. The community reports are geographically aligned with Manitoba's Parent Child Coalitions in rural and northern regions and the Winnipeg community areas.

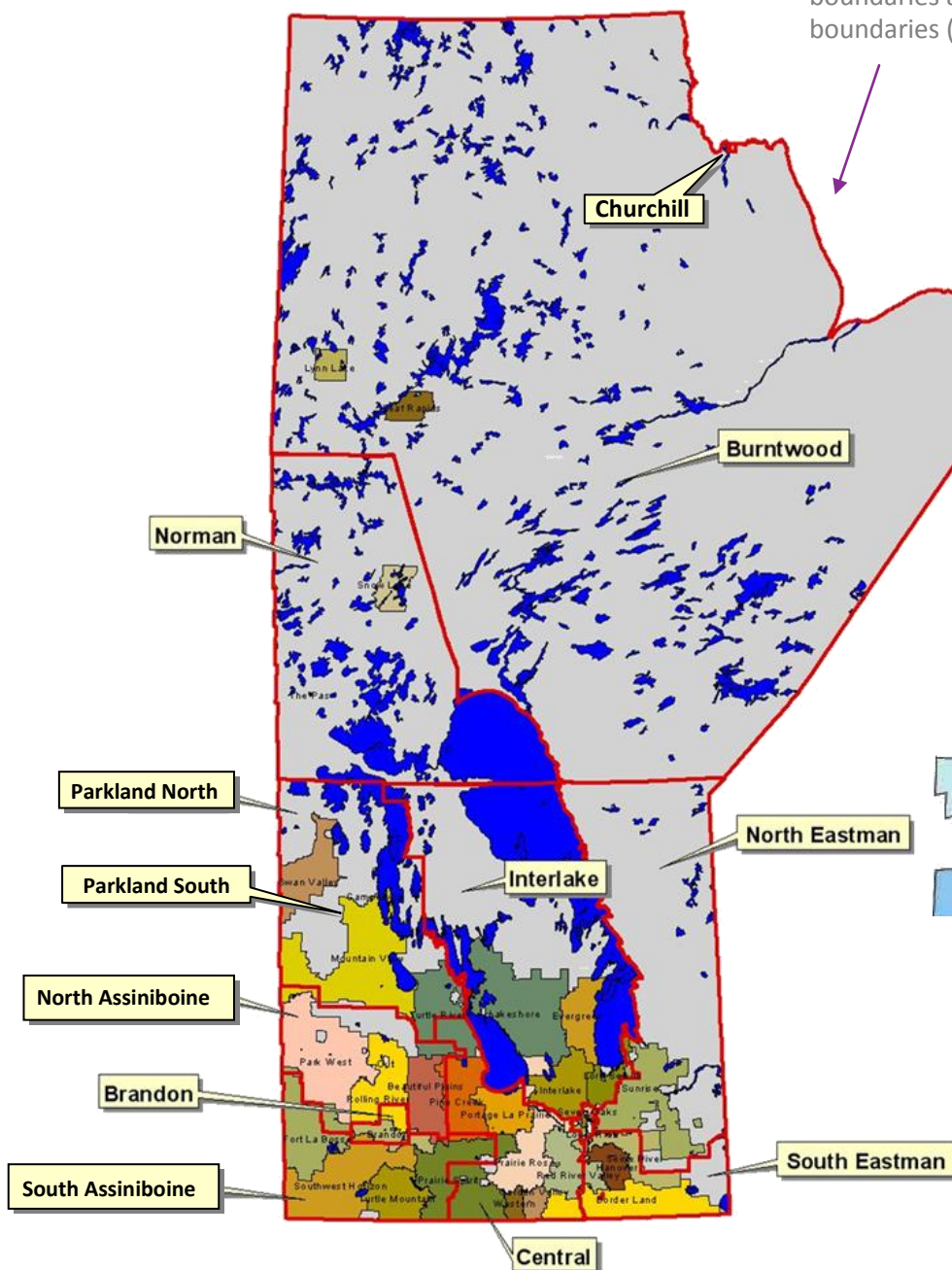
*Note: The Coalition Francophone de la Petite Enfance receives only the Division Scolaire Franco-Manitobaine School Division Report.*

Manitoba's EDI reports (*with the exception of the individual school-level reports which will remain the discretion of each school division*), as well as other information on the EDI, are available on the Healthy Child Manitoba website:

[www.manitoba.ca/healthychild/edi](http://www.manitoba.ca/healthychild/edi)

### Manitoba Map:

Shows both the school division-level boundaries and the community-level boundaries (Rural) of EDI reports 2012/13.



### Winnipeg Area Map:

Shows the community-level boundaries (Winnipeg area) of EDI reports 2012/13.





# Quick Tutorials

## Interpreting Results: 5 Domains

### Introduction

To recap: The EDI measures school readiness across 5 domains considered important aspects of early childhood development relevant to children's successful transition into school-based learning:

5 Domains
<b>Physical Health &amp; Well-being</b> Children are healthy, independent and rested each day.
<b>Social Competence</b> Children play and get along with others, share and show self-confidence.
<b>Emotional Maturity</b> Children are able to concentrate on tasks, help others, show patience and are not often aggressive or angry.
<b>Language &amp; Thinking Skills</b> Children are interested in reading and writing, can count and recognize numbers and shapes.
<b>Communication Skills &amp; General Knowledge</b> Children can tell a story and communicate with adults and other children.

### Interpreting Average Score Results

The EDI questionnaire is completed by teachers for each one of their Kindergarten children. Using the teacher's responses, each child is given a score between 0 and 10 for each of the 5 domains. These individual scores are then aggregated so children can be assessed as groups only. The group's average score is then calculated for each of the 5 domains.

Average Score Results are used to compare different groups of children: 1) Compare your site (school, school division, community area) to the rest of Manitoba; or 2) Compare groups within your site (e.g. girls and boys). The group with the higher average score is doing comparatively better; the group with the lower average score is doing comparatively worse.

### Introduction to Percentiles

Your EDI results are also calculated using percentiles. Percentiles help determine the proportion of children in your site that fall within three different "school ready" categories:

- 1) *Not Ready* for school
- 2) Mid-range
- 3) *Very Ready* for school

These three categories - and what defines them - have been established using the Canadian baseline sample:

- The creators of the EDI collected many surveys over several years from all across Canada to establish a Canadian representative benchmark or *Canadian baseline data sample*.
- Scores from the Canadian baseline sample were sorted from the lowest to highest for each of the 5 general domains. These scores were then grouped into 100 categories (called percentiles) with an equal number of scores in each percentile.

It is *anticipated* that the data collected from your site will be similar to the Canadian baseline sample. In this manner of thinking, the Canadian baseline sample acts like a point on a ruler (benchmark / placeholder) that your site is measured against:

- Results that are *similar* to the Canadian baseline sample are interpreted as good/expected news.
- Results that are *different* from the Canadian baseline sample "reveal" the domains of need or of strength (i.e. *Not Ready* or *Very Ready* for school).

*More details on the following page.*



Illustration: Represents the Canadian baseline sample 'ruler' used to establish a site's *Not Ready* and *Very Ready* results:

<b><u>Not Ready</u></b> Canadian baseline scores in BOTTOM 10 <sup>th</sup> percentile	<b>Mid-range</b> Canadian baseline scores in the 11 <sup>th</sup> to 69 <sup>th</sup> Percentile	<b><u>Very Ready</u></b> Canadian baseline scores in TOP 30 <sup>th</sup> Percentile
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## Interpreting Not Ready Results – Single Domain

The range of scores found in the bottom 10<sup>th</sup> percentile of the Canadian baseline sample is used to determine the proportion of children in your site who are considered *Not Ready* for school (for each of the five domains).

If your site has the *same proportion* of children with the same range of *Not Ready* scores that are found in the bottom 10<sup>th</sup> percentile of the Canadian baseline sample, then you are essentially on par with the Canadian baseline sample. This can be interpreted as good/expected news.

On the other hand, if your site has a *higher proportion* of children with the same range of *Not Ready* scores found in the bottom 10<sup>th</sup> percentile of the Canadian baseline sample, this means you have a higher proportion of children who are *Not Ready* compared to the Canadian baseline sample. This may be interpreted as a domain of need in your site.

***If the Not Ready proportion of children in your site is ABOVE 10% this is considered a domain of NEED.***

***When looking at Not Ready results, in general, you want to see LOW numbers: The more children who are 'Not Ready' for school, the more concern.***

## Interpreting Not Ready Results – Across Multiple Domains

Your site's *Not Ready* results are also examined across *multiple* domains; i.e. 1 or more, 2 or more, 3 or more, 4 or more, and the proportion of children who are *Not Ready* across all 5 domains.

***When looking at Not Ready results Across Multiple Domains: The more children who are 'Not Ready' for school across more of the domains, the more concern.***

## Interpreting Very Ready Results – Single Domain

The range of scores found in the top 30<sup>th</sup> percentile of the Canadian baseline sample is used to determine the proportion of children in your site who are considered *Very Ready* for school (for each of the five domains).

If your site has the *same proportion* of children with the same range of *Very Ready* scores that are found in the top 30<sup>th</sup> percentile of the Canadian baseline sample, then you are essentially on par with the Canadian baseline sample. This can be interpreted as good/expected news.

On the other hand, if your site has a *higher proportion* of children with the same range of *Very Ready* scores found in the top 30<sup>th</sup> percentile of the Canadian baseline sample, this means you have a higher proportion of children who are *Very Ready* compared to the Canadian baseline sample. This may be interpreted as a domain of strength in your site.

***If the Very Ready proportion of children in your site is ABOVE 30% this is considered a domain of STRENGTH.***

***When looking at Very Ready results, in general, you want to see HIGH numbers: The more children who are 'Very Ready' for school, the better.***

## Interpreting Very Ready Results – Across Multiple Domains

Your site's *Very Ready* results are also examined across *multiple* domains; i.e. 1 or more, 2 or more, 3 or more, 4 or more, and the proportion of children who are *Very Ready* across all 5 domains.

***When looking at Very Ready results Across Multiple Domains: The more children who are 'Very Ready' for school across more of the domains, the better.***



# Interpreting Results: 16 Sub-Domains

## Introduction

The EDI measures *school readiness* across 5 domains which are further divided into 16 sub-domains that reflect various skills and abilities of children:

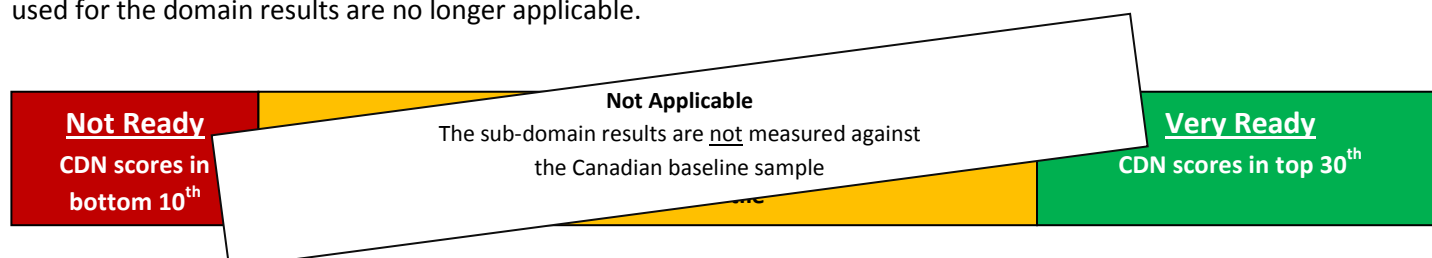
5 Domains	16 Sub-Domains
Physical Health & Well-being	1. <b>Physical readiness for school</b>
	2. <b>Physical independence</b>
	3. <b>Gross and fine motor skills</b>
Social Competence	4. <b>Overall social competence</b>
	5. <b>Responsibility and respect</b>
	6. <b>Approaches to learning</b>
	7. <b>Readiness to explore new things</b>
Emotional Maturity	8. <b>Prosocial and helping behaviour</b>
	9. <b>Anxious and fearful behaviour</b>
	10. <b>Aggressive behaviour</b>
	11. <b>Hyperactive and inattentive behaviour</b>
Language & Thinking Skills	12. <b>Basic literacy</b>
	13. <b>Interest and memory</b>
	14. <b>Advanced literacy</b>
	15. <b>Basic numeracy</b>
Communication Skills & General Knowledge	16. <b>Communication skills &amp; general knowledge</b>

## Interpreting Sub-Domain Results

***The sub-domain results are determined in a much different manner than the domain results.***

Unlike the domain results, the sub-domain results are *distribution-free*; i.e. they are not measured against the Canadian baseline sample.

This means the sub-domain results do not use the three categories: *Not Ready* for school, *Mid-range*, or *Very Ready* for school. This also means the *Not Ready* 10% marker and the *Very Ready* 30% marker that are used for the domain results are no longer applicable.



The sub-domain results signify a marker for developmental expectations. Sub-domain results identify the proportion of children who have met few / none of these developmental expectations (or, children who are considered *vulnerable*).

Each sub-domain has been assigned a cut-off score by the creators of the EDI. This assigned cut-off score is *different* for each sub-domain. Each assigned cut-off score determines the proportion of children who are considered *vulnerable* in that particular sub-domain.

***When looking at the Sub-Domain results, in general, you want to see LOW numbers: The more children who are vulnerable, the more concern.***

## Interpreting the Multiple Challenge Index (MCI)

Similar to the domain results, the sub-domain results can also be examined across multiple sub-domains. Once again, however, this works a bit differently than the domain results.

Instead of looking at the proportion of children who are vulnerable in 1 or more sub-domains, 2 or more sub-domains, and so forth, we are *only* looking at the proportion of children who are vulnerable in 9 or more sub-domains. This is referred to as the *Multiple Challenge Index* (MCI).

***Children who are vulnerable in 9 or more sub-domains are considered to have multiple challenges.***

***When looking at the MCI you want to see LOW numbers: The more children who have multiple challenges, the more concern.***

# EDI Results

## Descriptive Results

### Questionnaire Information

This table shows the number of questionnaires completed in your site, 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 (with the exception of the Student Information table).

Questionnaire Information Count / (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
<b>Completed Questionnaires</b>	378	362	391	371	397	<b>422</b>	<b>13,776</b>
<b>Invalid Questionnaires*</b>	10 (3%)	7 (2%)	13 (3%)	25 (7%)	10 (3%)	<b>18 (4%)</b>	<b>587 (4%)</b>
<b>Students with Special Needs*</b>	9 (2%)	16 (4%)	13 (3%)	10 (3%)	22 (6%)	<b>10 (2%)</b>	<b>439 (3%)</b>
<b>Questionnaires Not Used in the Analyses*</b>	17 (4%)	23 (6%)	26 (7%)	34 (9%)	32 (8%)	<b>27 (6%)</b>	<b>1,009 (7%)</b>
<b>Questionnaires Used in the Analyses*</b>	361 (96%)	339 (94%)	365 (93%)	337 (91%)	365 (92%)	<b>395 (94%)</b>	<b>12,767 (93%)</b>

\*Invalid Questionnaires: Questionnaires with missing data in key categories. This includes children 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 children in the early years. For comparability reasons, children with special needs are excluded from analysis.

\*Questionnaires not used in the analyses: This count is a combination of *all* Invalid Questionnaires and Students with Special Needs.

\*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 in your site. It is based on the number of *completed questionnaires*.

Student Information Count / (%)		2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
Students in the assessment process*	<i>With</i> Special Needs	6 (2%)	11 (3%)	6 (2%)	7 (2%)	20 (5%)	8 (2%)	266 (2%)
	<i>Without</i> Special Needs	42 (11%)	41 (11%)	46 (12%)	54 (15%)	38 (10%)	75 (18%)	1,478 (11%)
Students who are boys		203 (54%)	183 (51%)	190 (49%)	170 (46%)	203 (51%)	225 (53%)	7,008 (51%)
Average age of student (years)		6 years	6 years	6 years	6 years	6 years	6 years	6 years
Students with EAL*		20 (5%)	30 (8%)	33 (9%)	27 (7%)	35 (9%)	30 (7%)	1,655 (13%)
Students with FAL*		10 (83%)	5 (83%)	8 (89%)	9 (90%)	6 (60%)	1 (25%)	230 (43%)
Students who have recently immigrated*		NA	NA	10 (3%)	3 (1%)	5 (1%)	6 (1%)	732 (5%)
Students who are identified as Aboriginal (by teacher)*		87 (23%)	93 (26%)	112 (29%)	86 (23%)	96 (24%)	141 (33%)	2,701 (20%)

\* Students in the assessment process: In 2005/06, 2006/07 and 2008/09 numbers include the combination of 1) students currently receiving assessment, and / or 2) students needing further assessment. Starting in 2010/11 a third category was *added*: 3) students on the waiting list to receive assessment.

\* (EAL): English as an additional language is applicable only to children in English or Immersion schools.

\* (FAL): French as an additional language is applicable only to children in French schools.

\* Students who have recently immigrated (in the past two years): This question was added in the 2008/09 collection.

\* The EDI survey presents teachers with the 2006 Census definition of an Aboriginal person: "Child is a North American Indian, Métis, or Inuit."



# Average Score Results

## Average Score Summary

This table shows the average EDI scores between 0 and 10 for your site, across 5 general domains (10 is the highest possible score) in 2014/15.

### Reader's Tip:

You can compare your site's average scores with Manitoba's results. Ideally, you would like to see your numbers similar to the rest of Manitoba, or higher.

Average EDI Scores (Average Score: between 0-10)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
Physical Health & Well-being	8.8	8.8	8.7	8.8	8.9	8.6	8.8
Social Competence	8.1	8.0	8.0	8.2	8.3	7.8	8.4
Emotional Maturity	7.9	7.6	7.4	7.6	7.5	7.4	8.0
Language & Thinking Skills	8.2	8.2	8.2	8.4	8.2	7.9	8.2
Communication Skills & General Knowledge	7.5	7.5	7.1	7.4	7.4	7.3	7.6

## Girls / Boys and Older / Younger than 5.6

This table shows the average scores for 1) Girls and Boys, and 2) Children who are Older/Younger than 5.6 years of age (at the time of data collection) in 2014/15.

Group Comparisons 2014/15 (Average Score: between 0-10)	GIRLS	BOYS	OLDER THAN 5.6 YEARS	YOUNGER THAN 5.6 YEARS
Physical Health & Well-being	8.8	8.4	8.7	8.4
Social Competence	8.3	7.4	8.0	7.6
Emotional Maturity	7.8	6.9	7.4	7.2
Language & Thinking Skills	8.3	7.5	8.1	7.5
Communication Skills & General Knowledge	7.8	6.9	7.6	6.9
Total (Number of Children)	188	207	237	157



## With / Without EAL and With / Without FAL

This table shows the average scores for children 1) With/Without English as an Additional Language (EAL), and 2) With/Without French as an Additional Language (FAL) in 2014/15.

### Reader's Reminders:

- EAL is applicable only to children in English or Immersion schools.
- FAL is applicable only to children in French schools.

Group Comparisons 2014/15 (Average Score: between 0-10)	WITH EAL	WITHOUT EAL	WITH FAL	WITHOUT FAL
Physical Health & Well-being	8.5	8.6	NA	NA
Social Competence	7.6	7.8	NA	NA
Emotional Maturity	7.2	7.4	NA	NA
Language & Thinking Skills	7.5	7.9	NA	NA
Communication Skills & General Knowledge	5.3	7.5	NA	NA
Total (Number of Children)	30	361	NA	NA

## Have Recently / Have Not Recently Immigrated and Indigenous / Non-Indigenous Identity

This table shows the average scores for children 1) Who Have/Have Not Recently Immigrated (i.e. within the last two years), and 2) Those identified by teacher as Indigenous/Non-Indigenous in 2014/15.

### Reader's Reminder:

EDI differences between Indigenous and non-Indigenous children largely disappear after socioeconomic status (SES) is taken into account.

Group Comparisons 2014/15 (Average Score: between 0-10)	HAVE RECENTLY IMMIGRATED	HAVE NOT RECENTLY IMMIGRATED	INDIGENOUS	NON- INDIGENOUS
Physical Health & Well-being	NA	8.6	7.8	9.0
Social Competence	NA	7.8	6.8	8.3
Emotional Maturity	NA	7.4	6.7	7.7
Language & Thinking Skills	NA	7.9	6.8	8.3
Communication Skills & General Knowledge	NA	7.3	6.1	7.9
Total (Number of Children)	NA	390	125	266

**Not Ready**  
CDN scores bottom  
10<sup>th</sup> Percentile

**Mid-range**  
Canadian baseline scores  
11<sup>th</sup> to 69<sup>th</sup> Percentile

**Very Ready**  
CDN scores top  
30<sup>th</sup> Percentile

# Not Ready Results

## Not Ready – Single Domain

This table shows your site's Not Ready results: The proportion of children in your site with the same range of scores found in the bottom 10<sup>th</sup> percentile of the Canadian baseline sample.

### Reader's Tips:

- Anything above 10% (i.e. higher than the Canadian baseline sample) is a domain of need.
- When looking at Not Ready results, in general, you want to see LOW numbers: The more children who are *Not Ready*, the more concern.

Not Ready Results (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
Physical Health & Well-being	10%	11%	14%	10%	8%	15%	12%
Social Competence	10%	8%	11%	11%	12%	15%	11%
Emotional Maturity	13%	14%	16%	13%	15%	17%	11%
Language & Thinking Skills	13%	11%	13%	11%	11%	13%	11%
Communication Skills & General Knowledge	14%	11%	14%	14%	10%	12%	12%
Anything above 10% is a NEED							

## Not Ready – Across Multiple Domains

The table below shows the proportion of children who are *Not Ready* across multiple domains; i.e. 1 or more, 2 or more, 3 or more, 4 or more, and the proportion of children who are *Not Ready* across all 5 domains.

### Reader's Tips:

- The more children who are Not Ready across more of the domains, the more concern.
- You can also compare your site's proportion with Manitoba's results. Ideally, you would like to see your numbers similar to the rest of Manitoba, or lower. If your numbers are higher, this may be interpreted as a concern.

Not Ready Results Across Multiple Domains (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
Not Ready in 1 or more domains	31%	29%	35%	29%	27%	33%	28%
Not Ready in 2 or more domains	15%	13%	17%	15%	16%	21%	15%
Not Ready in 3 or more domains	7%	7%	8%	9%	6%	11%	8%
Not Ready in 4 or more domains	5%	4%	5%	4%	5%	7%	4%
Not Ready in all 5 domains	2%	2%	2%	2%	2%	2%	1%
The more children who are 'Not Ready' across more of the domains, the more concern							

Not Ready CDN scores bottom 10 <sup>th</sup> percentile	Mid-range Canadian baseline scores 11 <sup>th</sup> to 69 <sup>th</sup> Percentile	Very Ready CDN scores top 30 <sup>th</sup> Percentile
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# Very Ready Results

## Very Ready – Single Domain

This table shows your site's Very Ready results: The proportion of children in your site with the same range of scores found in the top 30<sup>th</sup> percentile of the Canadian baseline sample.

### Reader's Tips:

- Anything above 30% (i.e. higher than the Canadian baseline sample) is a domain of strength.
- When looking at Very Ready results, in general, you want to see HIGH numbers: The more children who are *Very Ready*, the better.

Very Ready Results (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
Physical Health & Well-being	33%	35%	34%	36%	35%	<b>26%</b>	<b>36%</b>
Social Competence	27%	24%	22%	31%	34%	<b>25%</b>	<b>37%</b>
Emotional Maturity	25%	19%	13%	16%	17%	<b>15%</b>	<b>31%</b>
Language & Thinking Skills	34%	32%	36%	41%	31%	<b>22%</b>	<b>33%</b>
Communication Skills & General Knowledge	31%	27%	23%	31%	26%	<b>26%</b>	<b>37%</b>
Anything above 30% is a <b>STRENGTH</b>							

## Very Ready – Across Multiple Domains

The table below shows the proportion of children who are *Very Ready* across multiple domains; i.e. 1 or more, 2 or more, 3 or more, 4 or more, and the proportion of children who are *Very Ready* across all 5 domains.

### Reader's Tips:

- The more children who are Very Ready across more of the domains, the better.
- You can also compare your site's proportion with Manitoba's results. Ideally, you would like to see your numbers similar to the rest of Manitoba, or higher. If your numbers are higher, you are doing comparatively better.

Very Ready Results Across Multiple Domains (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
Very Ready in 1 or more domains	62%	63%	57%	64%	61%	<b>52%</b>	<b>66%</b>
Very Ready in 2 or more domains	43%	39%	39%	40%	40%	<b>32%</b>	<b>47%</b>
Very Ready in 3 or more domains	25%	23%	20%	26%	25%	<b>19%</b>	<b>32%</b>
Very Ready in 4 or more domains	14%	11%	10%	16%	12%	<b>7%</b>	<b>19%</b>
Very Ready in all 5 domains	6%	2%	4%	8%	4%	<b>3%</b>	<b>8%</b>
The more children who are 'Very Ready' across more of the domains, the better							

# Sub-Domain Results

The following five tables show the proportion of children who have met few/none developmental expectations (or, who are considered vulnerable) across the 16 sub-domains.

## Reader's Tip:

When looking at sub-domain results you want to see LOW numbers throughout: The more children who are *vulnerable*, the more concern.

## Physical Health & Well-being

Sub-Domain Results: Physical Health & Well-being (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
<b>1. Physical readiness for school</b> % of children: come unprepared for the school day (e.g. being dressed inappropriately for the weather; or coming to school late, hungry, and/or tired).	4%	3%	4%	4%	2%	5%	4%
<b>2. Physical independence</b> % children: range from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb, to those who have not developed any of the skills and suck a thumb.	11%	14%	16%	12%	11%	15%	12%
<b>3. Gross and fine motor skills</b> % children: have difficulty performing skills requiring gross and fine motor competence, and have poor overall energy levels and physical skills.	23%	21%	24%	25%	22%	22%	24%

## Reader's Tips:

- If you notice an area of 'need' from your site's results in one of the 5 domains, then look more closely at the associated sub-domain results to help provide more detail.
- Compare your site's proportion with Manitoba's results. Ideally, you would like to see your numbers similar to the rest of Manitoba, or lower. If your numbers are higher, this may be interpreted as a concern.
- Remember: The Not Ready 10% marker that is used for the 5 domain results is not applicable here.





## Social Competence

Sub-Domain Results: Social Competence (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
<b>4. Overall social competence</b> % children: have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.	10%	11%	9%	10%	8%	11%	10%
<b>5. Responsibility and respect</b> % children: only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.	6%	4%	5%	5%	5%	9%	6%
<b>6. Approaches to learning</b> % children: only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	7%	9%	9%	11%	9%	11%	8%
<b>7. Readiness to explore new things</b> % children: only sometimes or never show curiosity about the world, and are rarely eager to explore new books, toys and games.	5%	2%	4%	5%	4%	4%	3%

## Emotional Maturity

Sub-Domain Results: Emotional Maturity (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
<b>8. [Lacking] Prosocial and helping behaviour</b> % children: <b>never or almost never</b> show most of the helping behaviours; they do not help someone hurt, sick or upset; and do not invite bystanders to join in.	37%	49%	57%	52%	60%	51%	37%
<b>9. Anxious and fearful behaviour</b> % children: <b>often show</b> most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when dropped off at school.	3%	5%	4%	3%	2%	3%	3%
<b>10. Aggressive behaviour</b> % children: <b>often show</b> most of the aggressive behaviours; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.	9%	11%	10%	11%	7%	14%	8%
<b>11. Hyperactive and inattentive behaviour</b> % children: <b>often show</b> most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities.	15%	17%	18%	14%	16%	20%	13%

## Language & Thinking Skills

Sub-Domain Results: Language & Thinking Skills (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
<b>12. Basic literacy</b> % children: do not have most of the basic literacy skills; they have problems with identifying letters or attaching sounds to them, rhyming; may not know writing direction (left to right), and how to write their own name.	18%	14%	15%	10%	12%	17%	14%
<b>13. Interest &amp; memory</b> % children: may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.	17%	14%	12%	16%	13%	16%	12%
<b>14. Complex literacy</b> % children: have only up to one of the advanced literacy skills; cannot read or write simple words, or sentences and rarely writes voluntarily.	25%	22%	24%	19%	26%	27%	21%
<b>15. Basic numeracy</b> % children: have marked difficulty with numbers, cannot count, compare or recognize numbers; may not be able to name all the shapes; and may have difficulty with time concepts.	16%	18%	23%	18%	16%	19%	17%

## Communication Skills & General Knowledge

Sub-Domain Results: Language & Thinking Skills (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
<b>16. Communication skills &amp; general Knowledge</b> % children: have difficulty speaking and understanding the language of instruction; participating in imaginative play; communicating own needs in understandable ways; and have difficulty in answering questions about the world.	30%	29%	34%	31%	32%	33%	30%

### Reader's Reminder:

When looking at sub-domain results, you want to see LOW numbers: The more children who are *vulnerable*, the more concern.



# Multiple Challenge Index Results

This table presents the Multiple Challenge Index (MCI) which shows the proportion of children who are vulnerable in 9 or more sub-domains (i.e., who are considered to have multiple challenges).

## Reader's Tip:

When interpreting the MCI, you want to see LOW numbers: The more children who have multiple challenges, the more concern.

Multiple Challenge Index (MCI)							
Sub-Domain Results: Multiple Challenge Index (%)	2005/06	2006/07	2008/09	2010/11	2012/13	2014/15	MANITOBA 2014/15
The Proportion of Children who are Vulnerable in 9 or more Sub-Domains  (Have Multiple Challenges)	5%	5%	5%	7%	6%	8%	5%

## Healthy Child Manitoba Office

3rd floor - 332 Bannatyne Avenue

Winnipeg, Manitoba R3A 0E2

Phone: 204-945-2266

Toll free: 1-888-848-0140

Fax: 204-948-2585

E-mail: [healthychild@gov.mb.ca](mailto:healthychild@gov.mb.ca)

**Healthy Child Manitoba Office** produces four different levels of Early Development Instrument reports: school, school division, community and provincial. These reports (*with the exception of the individual school-level reports, which will remain the discretion of each school division*), as well as other information on the EDI, are available on the Healthy Child Manitoba website. Please visit: [www.manitoba.ca/healthychild/edi](http://www.manitoba.ca/healthychild/edi)

**The Offord Centre for Child Studies** owns the 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: [www.offordcentre.com/readiness/index.html](http://www.offordcentre.com/readiness/index.html)



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