

The Early Development Instrument

OCCS Single Year Report

2016-2017



North Eastman

A snapshot of children's developmental health at school entry

The first five years of a child's life have a direct and lasting impact on their future health and well-being. Research tells us that children with optimal developmental health status at school entry, who begin school ready to learn are more likely to continue having successful learning experiences. Conversely, children who do not have the skills necessary for successful experience at school are more likely to demonstrate poor school performance in later years. It is more difficult to reverse this pathway of vulnerability than to ensure that all children start school with optimal developmental skills.

The Early Development Instrument (EDI) is a questionnaire used to assess the school readiness and the underlying developmental health of children in Kindergarten. The EDI is completed by teachers for each child in their classrooms. The results are aggregated to report on populations of children in different communities, assess strengths and needs and predict how children - at a group level - will do in school. **EDI results are never used for the individual evaluation of students.**

The EDI measures child development across five domains (areas) which provide a comprehensive picture of children's developmental status. The five domains are further divided into 16 sub-domains that reflect various skills and abilities of children.

The EDI Measures:

Physical Health and Well-being

Children are healthy, independent and rested each day

Social Competence

Children play and get along with others, share and show self-confidence

Emotional Maturity

Children are able to concentrate on tasks, help others, show patience and are not often aggressive or angry

Language & Thinking Skills

Children are interested in reading and writing, can count and recognize numbers and shapes

Communication Skills and General Knowledge

Children can tell a story, communicate with adults and other children



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Thanks to all of our partners for their hard work and commitment to the EDI. A very special thanks to all of the teachers who have committed their time and energy to filling out the EDI questionnaires over the years. Without you, none of this would have been possible.

5 Domains and 16 Subdomains

The EDI measures child development across 5 domains (areas) which provide a comprehensive picture of children’s developmental status. The 5 domains are further divided into 16 sub-domains that reflect various skills and abilities of children.

5 Domains	16 Sub-Domains	Description
1. Physical Health and Well-being Children are healthy, independent and rested each day.	1. Physical readiness for school	Are prepared for the school day (e.g. on time, dressed for weather, fed, alert).
	2. Physical independence	Have developed one of three skills: independence, handedness, coordination.
	3. Gross and fine motor skills	Have fine motor competence, strong overall energy levels and physical skills.
2. Social Competence Children play and get along with others, share and show self-confidence.	4. Overall social competence	Good overall social skills, self-confidence, play well with others and interact cooperatively.
	5. Responsibility and respect	Accept responsibility for actions, show respect for others and for property and demonstrate self-control.
	6. Approaches to learning	Work neatly, independently, are able to solve problems, follow class routines.
	7. Readiness to explore new things	Show curiosity about the world, and are eager to explore new books, toys and games.
3. Emotional Maturity Children are able to concentrate on tasks, help others, show patience and are not often aggressive or angry.	8. Prosocial and helping behaviour	Show helping behaviours (e.g. someone hurt, sick or upset).
	9. Anxious and fearful behaviour	Show anxious behaviours (e.g. worried, unhappy, nervous, sad or excessively shy, indecisive).
	10. Aggressive behaviour	Show aggressive behaviours (e.g. physical fights, kick or bite others, take other people’s things, temper tantrums).
	11. Hyperactive and inattentive behaviour	Show hyperactive behaviours (e.g. restless, distractible, impulsive).
4. Language and Thinking Skills Children are interested in reading and writing, can count and recognize numbers and shapes.	12. Basic literacy	Have basic literacy skills (e.g. identifying letters or attaching sounds to them, rhyming, writing from left to right).
	13. Interest in literacy/numeracy, and uses memory	Are interested in books and reading, or math and number games, or both.
	14. Advanced literacy	Are able to read or write simple words, or sentences and often write voluntarily.
	15. Basic numeracy	Are strong with numbers and counting, are able to compare or recognize numbers, name shapes, and understand time concepts.
5. Communication Skills and General Knowledge Children can tell a story and communicate with adults and other children.	16. Communication skills & general knowledge	Are able to understand the language of instruction, participate in imaginative play, communicate own needs, and able to answer questions about the world.

Descriptive Results

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 (with the exception of the Student Information table).

Questionnaire information Count / (%)	Your Site 2016/17	Manitoba 2014/15
Completed Questionnaires	450	13,776
Invalid Questionnaires	13 (3%)	587 (4%)
Students with Special Needs	17 (4%)	439 (3%)
Questionnaires <i>Not</i> Used in the Analyses	30 (7%)	1,009 (7%)
Questionnaires Used in the Analyses*	420 (93%)	12,767 (93%)

*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 *completed* questionnaires.

Student information Count / (%)	Your Site 2016/17	Manitoba 2014/15	
Students in the assessment process*	<i>With</i> Special Needs	11 (2%)	266 (2%)
	<i>Without</i> Special Needs	61 (14%)	1,478 (11%)
Students who are Boys	224 (49.8%)	7,008 (50.9%)	
Average age of students (years)	5.7 years	5.7 years	
Students with EAL (English as an Additional Language)	43 (10%)	1,655 (13%)	
Students with FAL (French as an Additional Language)	4 (57%)	230 (44%)	
Students who have recently immigrated (in last two years)	7 (2%)	732 (5%)	
Students who are identified as Indigenous (by teacher)	143 (32%)	2,701 (20%)	

*Students in the assessment process: 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.

Average Score Results

Average Score Summary

This table shows the average EDI scores between 0 and 10, across 5 general domains (10 is the highest possible score).

Average EDI Scores (Average Score between 0-10)	Your Site 2016/17	Manitoba 2014/15
Physical Health & Well-being	8.9	8.8
Social Competence	8.6	8.4
Emotional Maturity	8.2	8.0
Language & Cognitive Skills	8.1	8.2
Communication Skills & General Knowledge	7.7	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).

Group Comparisons (Average Score between 0-10)	Your Site: 2016/17			
	GIRLS	BOYS	OLDER THAN 5.6 YEARS	YOUNGER THAN 5.6 YEARS
Physical Health & Well-being	8.98	8.75	9.03	8.65
Social Competence	8.72	8.40	8.69	8.41
Emotional Maturity	8.40	7.90	8.27	8.01
Language & Cognitive Skills	8.18	8.06	8.28	7.91
Communication Skills & General Knowledge	7.82	7.67	7.92	7.51
Total (Number of Children)	216	204	238	182

The group with the higher average score is doing comparatively better; the group with the lower average score is doing comparatively worse.

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).

Group Comparisons (Average Score between 0-10)	Your Site: 2016/17			
	WITH EAL	WITHOUT EAL	WITH FAL	WITHOUT FAL
Physical Health & Well-being	8.47	8.90	0.00	0.00
Social Competence	7.52	8.65	0.00	0.00
Emotional Maturity	7.15	8.24	0.00	0.00
Language & Cognitive Skills	6.95	8.23	0.00	0.00
Communication Skills & General Knowledge	6.05	7.90	0.00	0.00
Total (Number of Children)	38	377	N/A	N/A

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.

Group Comparisons (Average Score between 0-10)	Your Site: 2016/17			
	HAVE RECENTLY IMMIGRATED	HAVE NOT RECENTLY IMMIGRATED	INDIGENOUS	NON-INDIGENOUS
Physical Health & Well-being	0.00	8.89	8.09	9.17
Social Competence	0.00	8.57	7.74	8.90
Emotional Maturity	0.00	8.17	7.65	8.37
Language & Cognitive Skills	0.00	8.14	7.32	8.43
Communication Skills & General Knowledge	0.00	7.78	6.61	8.18
Total (Number of Children)	N/A	414	119	298

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

Not Ready CDN scores bottom 10 th Percentile	Mid-range Canadian baseline scores 11 th to 69 th Percentile	Very Ready CDN scores top 30 th Percentile
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Not Ready Results – 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 10th percentile of the Canadian baseline sample.

Not Ready Results (%)	Your Site 2016/17	Manitoba 2014/15
Physical Health & Well-being	10%	12%
Social Competence	7%	11%
Emotional Maturity	8%	11%
Language & Cognitive Skills	14%	11%
Communication Skills & General Knowledge	11%	12%
Anything above 10% is a NEED		

Not Ready Results – 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.

Not Ready Results Across Multiple Domains (%)	Your Site 2016/17	Manitoba 2014/15
Not ready in 1 or more domains	24%	28%
Not ready in 2 or more domains	13%	15%
Not Ready in 3 or more domains	7%	8%
Not Ready in 4 or more domains	4%	4%
Not Ready in all 5 domains	2%	1%
The more children who are ‘Not Ready’ across more of the domains, the more concern		

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 CDN scores bottom 10 th percentile	Mid-range Canadian baseline scores 11 th to 69 th Percentile	Very Ready CDN scores top 30 th Percentile
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Very Ready Results – 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 30th percentile of the Canadian baseline sample.

Very Ready Results (%)	Your Site 2016/17	Manitoba 2014/15
Physical Health & Well-being	38%	36%
Social Competence	38%	37%
Emotional Maturity	35%	31%
Language & Cognitive Skills	34%	33%
Communication Skills & General Knowledge	35%	37%
Anything above 30% is a STRENGTH		

Very Ready Results – 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.

Very Ready Results Across Multiple Domains (%)	Your Site 2016/17	Manitoba 2014/15
Very ready in 1 or more domains	69%	66%
Very ready in 2 or more domains	49%	47%
Very Ready in 3 or more domains	31%	32%
Very Ready in 4 or more domains	21%	19%
Very Ready in all 5 domains	10%	8%
The more children who are ‘Very Ready’ across more of the domains, the better		

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

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

Sub-Domain Results

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

Sub-Domain Results (%)		Your Site 2016/17	Manitoba 2014/15
Physical Health and Well-being	Physical readiness for school	5%	4%
	Physical independence	13%	13%
	Gross and fine motor skills	20%	24%
Social Competence	Overall social competence	5%	10%
	Responsibility and respect	4%	6%
	Approaches to learning	6%	8%
	Readiness to explore new things	3%	3%
Emotional Maturity	[Lacking] Prosocial and helping behaviour	28%	37%
	Anxious and fearful behaviour	2%	3%
	Aggressive behaviour	6%	8%
	Hyperactive and inattentive behaviour	12%	13%
Language and Cognitive Skills	Basic literacy	14%	14%
	Interest and memory	14%	12%
	Advanced literacy	25%	21%
	Basic numeracy	20%	17%
Communication Skills and General Knowledge	Communication Skills and General Knowledge	25%	30%

Multiple Challenges Index Results

This table presents the Multiple Challenges 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).

Sub-Domain Results: Multiple Challenges Index (%)	Your Site 2016/17	Manitoba 2014/15
The proportion of children who are vulnerable in 9 or more Sub-Domains (have multiple challenges)	5%	5%

Healthy Child Manitoba Office produces three different levels of EDI reports: school division, community and provincial. These reports show EDI results over *multiple years*, and are available on the Healthy Child Manitoba website. Please visit: <http://www.manitoba.ca/healthychild/edi/index.html>

The Offord Centre for Child Studies (OCCS) owns the EDI, licenses its use, and maintains a repository of results to monitor national and international norms. The OCCS produces four different levels of EDI reports: school, school division, community and provincial EDI reports for Manitoba using HCMO's report templates. These reports show EDI results for a *single year*, and are under the discretion of each school division or parent child coalition to release. For more information on the Offord Centre for Child Studies and the EDI visit: www.offordcentre.com/readiness/index.html

