

# The TDSB EDI Kindergarten Cohort Study: An Analysis of EDI Assessment in Kindergarten and EQAO Results, 3 and 6 Years Later (Preliminary Findings)

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## Methodology

The TDSB was the first school board to formally implement the EDI to its kindergartens starting in 1999-2000. As part of our longitudinal and tracking study, we selected one of the first EDI cohorts and examined their performance over their elementary school years. For this preliminary analysis, the 1999-2000 SK cohort from the former Toronto and North York public schools<sup>1</sup> were tracked to see how they were doing three and six years later with the use of their 2002-03 Grade 3, and 2005-06 Grade 6 EQAO results. Out of 8,834 SK students who participated in the 2000 EDI, 5,250 (59%) were matched with the 2002-03 Grade 3 EQAO results and 5,136 (58%) were matched with the 2005-06 Grade 6 EQAO results. Most of the 41-42% non-match was due to students moving outside the TDSB over the 3-6 years of the study.<sup>2</sup>

These SK students were classified into three groups based on their EDI results: low risk (no low EDI domains); medium risk (one low EDI domain) and high risk (two or more low EDI domains).

## Preliminary Results

Our first question was whether the EDI, based on kindergarten teacher assessment, was a good predictor of future student performance. The answer appears to be a resounding 'yes'.

Results can be seen in the charts below. 'At risk' status as derived through EDI domains strongly predicted EQAO performance in Reading, Writing and Math. For example, of the 'low risk' SK students, about two-thirds achieved at Levels 3 or 4 in both their EQAO writing assessments three and six years later; of 'medium risk' students, about half attained Level 3 or 4; and among the 'high risk' SK students, the majority (about two-thirds) were below the provincial standard in their EQAO results.

It is already known that Grade 6 EQAO results are a reasonably good predictor of high school results. *This goes back further, and illustrates that at-risk status in kindergarten, as measured through teacher assessment, reasonably predicts Grade 3 as well as Grade 6 achievement.*

## Next Steps

This is just the first initial step for what promises to be an intensive study. Some of the next steps include:

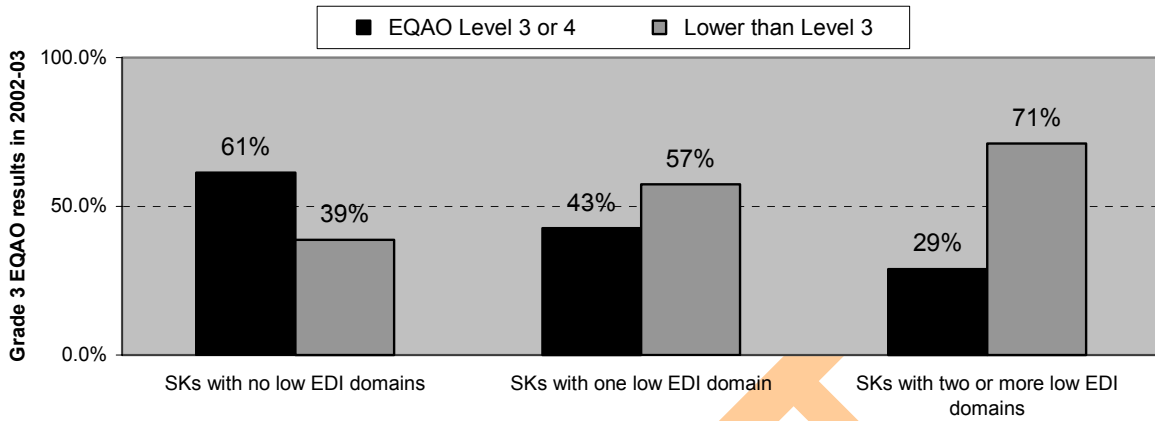
- Looking at the JK cohorts, and the relationship to EQAO results;
- Looking at geographical patterns within the TDSB (including mobility over time);
- Looking at students who 'bucked the trend'— EDI high risk students who did well in Grade 6, and EDI low risk students who did badly in Grade 6;
- Examine demographic and other variables in more detail;
- Examine the relationship to report card data (continuing our initial 2004 analysis).

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<sup>1</sup> The North York legacy board is the only board that was on Trillium in 1999-2000, and therefore has common student identifiers between 1999-2000 and 2005-2006. Students in the Toronto legacy board were matched according to a number of common identifying characteristics.

<sup>2</sup> In addition, problems with common identifiers reduced the match rate of the Grade 3 EQAO results by about 5-10%. These issues have been corrected in more recent years.

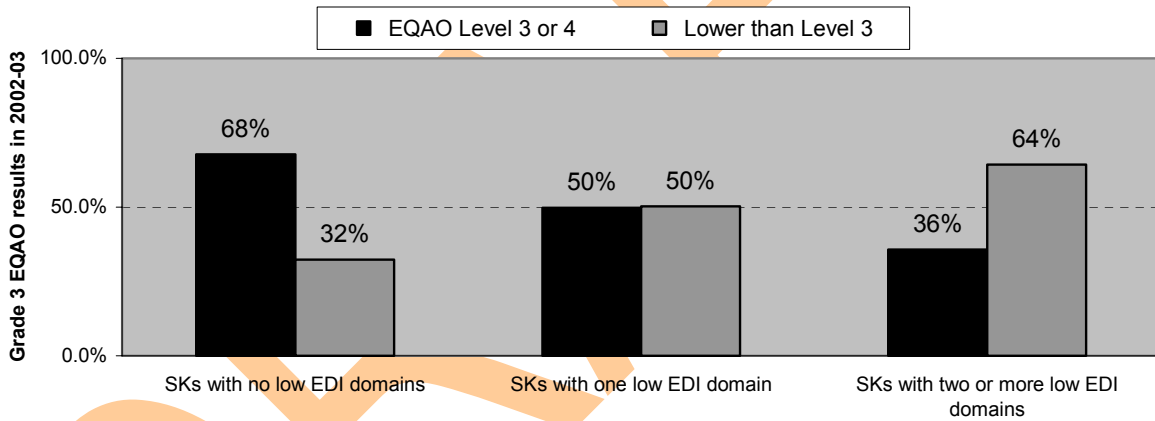
## EQAO Grade 3 Reading Results



1999-2000 North York and Toronto SK Cohort (N=4783\*)

\*Not including the French Immersion students who were exempted from the Grade 3 Reading and Writing Tests.

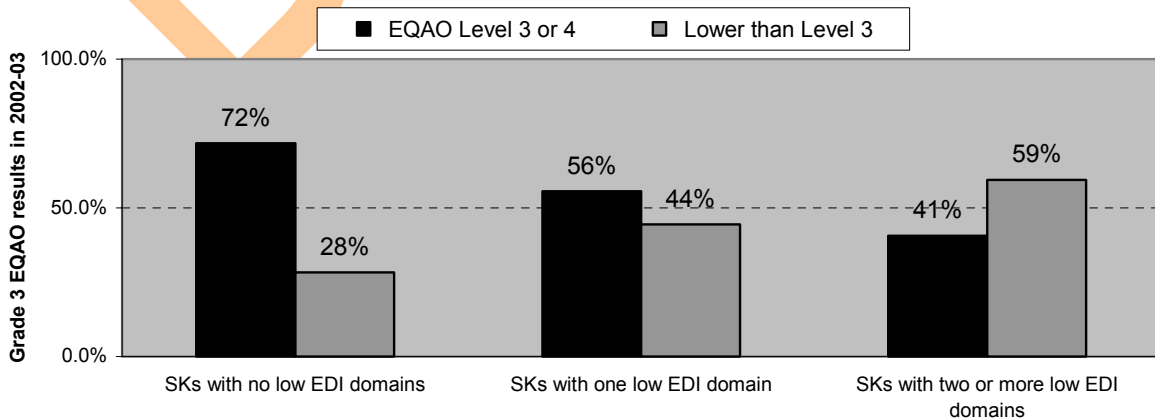
## EQAO Grade 3 Writing Results



1999-2000 North York and Toronto SK Cohort (N=4783\*)

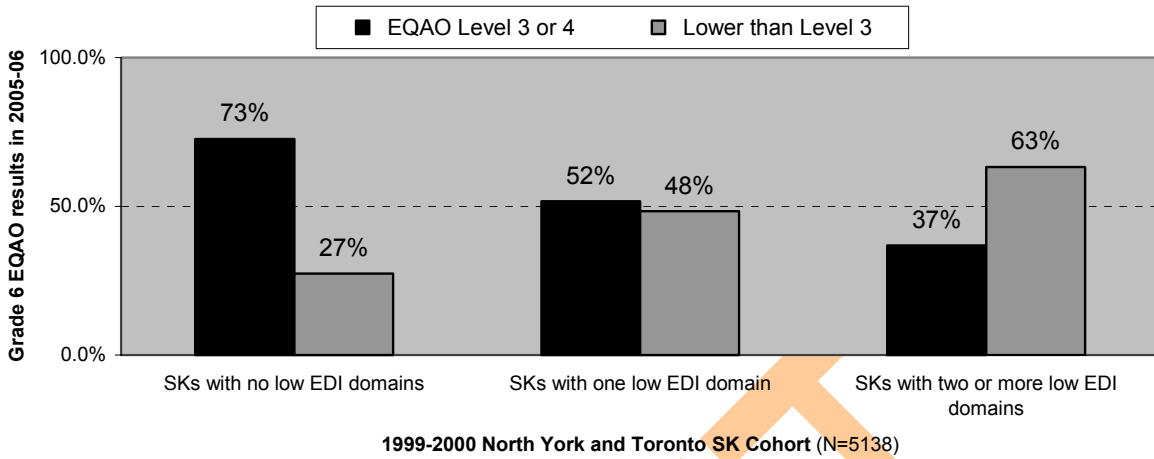
\*Not including the French Immersion students who were exempted from the Grade 3 Reading and Writing Tests.

## EQAO Grade 3 Math Results

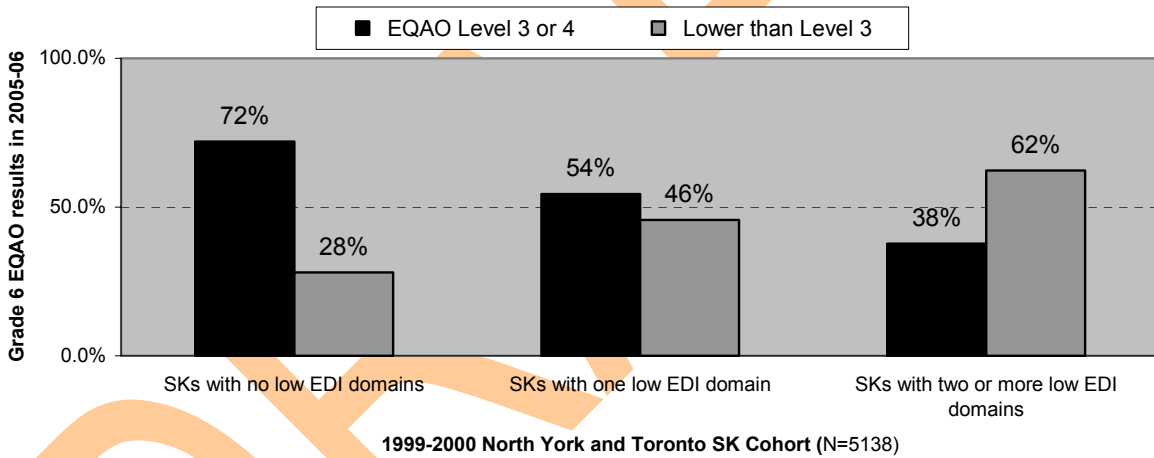


1999-2000 North York and Toronto SK Cohort (N=5248)

## EQAO Grade 6 Reading Results



## EQAO Grade 6 Writing Results



## EQAO Grade 6 Math Results

