

# Ready for School? Ready for School!

## Results and Lessons from the 2006 Early Development Instrument in Durham Region

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## Introduction



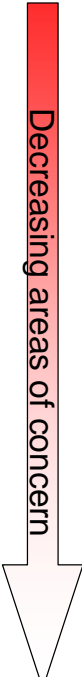
1. Subdomain Analysis: From 16 to 2
2. Relationship between subdomains
3. Other socioeconomic influences
4. Community applications/lessons learned

# Subdomains

## Why the subdomain?

- Finer detail of skills
- Actual snapshot of students
- Based on direct teacher answers
- More meaningful statistics
- Easily comparable across regions

# Subdomains



EDI Domain	Subdomain	% ready
Com skills/gnl knwldge	Communication skills/gnl knowledge	64%
Physical health/well-being	Gross and fine motor skills	69%
Emotional maturity	Prosocial and helping behaviour	71%
Language/cognitive dvpmt	Advanced literacy	84%
Language/cognitive dvpmt	Interest in litcy/nmrcy and memory	85%
Emotional maturity	Hyperactivity and inattention	88%
Language/cognitive dvpmt	Basic numeracy	91%
Social competence	Approaches to learning	91%
Social competence	Overall social competence	91%
Language/cognitive dvpmt	Basic literacy	92%
Physical health/well-being	Physical independence	92%
Emotional maturity	Aggressive behaviour	92%
Physical health/well-being	Physical readiness for school day	93%
Social competence	Responsibility and respect	95%
Social competence	Readiness to explore new things	97%
Emotional maturity	Anxious and fearful behaviour	98%

# Subdomains

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Emotional maturity	Aggressive behaviour	92%
<b>Physical health/well-being</b>	<b>Physical readiness for school day</b>	<b>93%</b>
Social competence	Responsibility and respect	95%
Social competence	Readiness to explore new things	97%
Emotional maturity	Anxious and fearful behaviour	98%

## Subdomains: From 16 to 2

### Emotional/social (EmSoc) scale:

- Overall social competence
- Prosocial behaviour
- Responsibility and respect
- Anxious/fearful behaviour
- Aggressive behaviour
- Hyperactivity/inattentiveness

(Physical independence & Physical readiness for the school day left out.)

### Academic scale :

- Gross/fine motor skills
- Approaches to learning
- Readiness to explore new things
- Basic literacy
- Advanced literacy
- Basic numeracy
- Interest in lit/num and memory
- Communication skills and general knowledge

- ✓ Easier to understand
- ✓ Easier to analyze

## Subdomains: Relationships

? Is there any relationship between the subdomains? Does doing well on in one area have any connection to doing well in another?

A. Generally, yes, there are some connections.



## Subdomains: Relationships

1. Calculate differences between FSA average and regional average for each subdomain in each group.

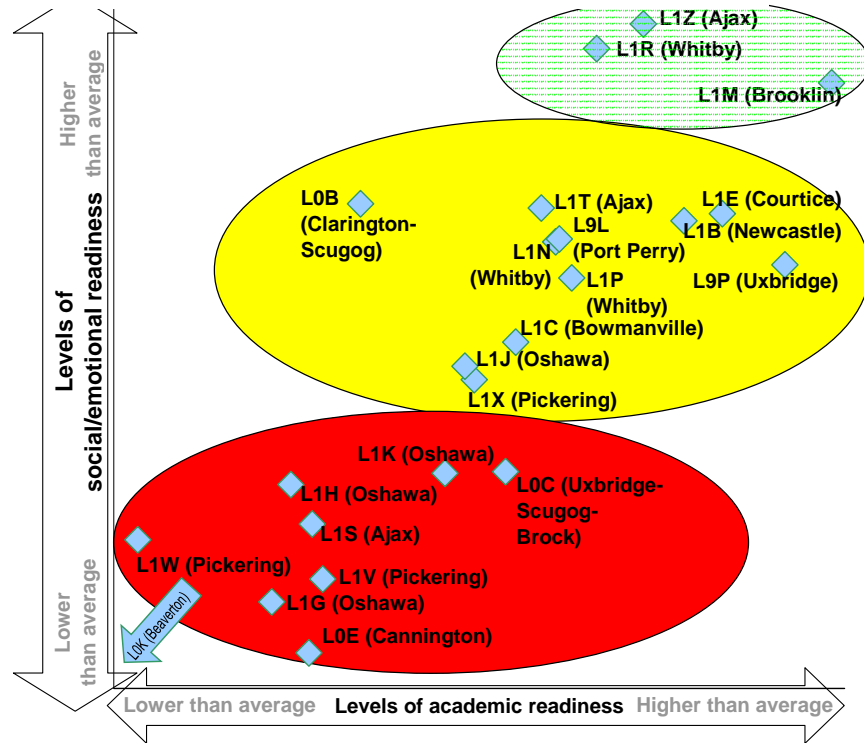
Town	FSA	% ready— Gross and fine motor skills	Regional average	Difference	% ready-- Approaches to learning	Regional average	Difference	...
Whitby	L1M	72%	69%	3%	98%	91%	7%	...
Uxbridge	L9P	62%	69%	-7%	96%	91%	5%	...
Clarington	L1E	67%	69%	-2%	96%	91%	5%	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

2. Calculate overall differences between FSA average and regional average for EmSoc and Academic scales

3. Graph relationships between EmSoc and Academic scales.

# Subdomains: Relationships

FSA's above the regional average on one scale tend to be above the regional average on the other. The same holds true for FSA's below the regional average.



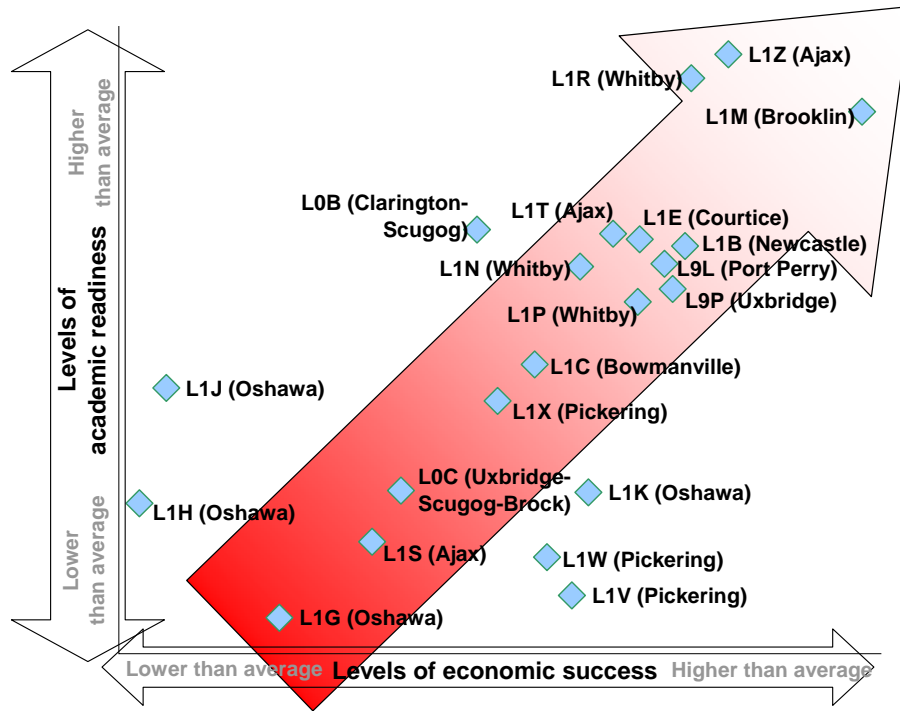
# Social geography and readiness

**?** Do socio-economic conditions matter?

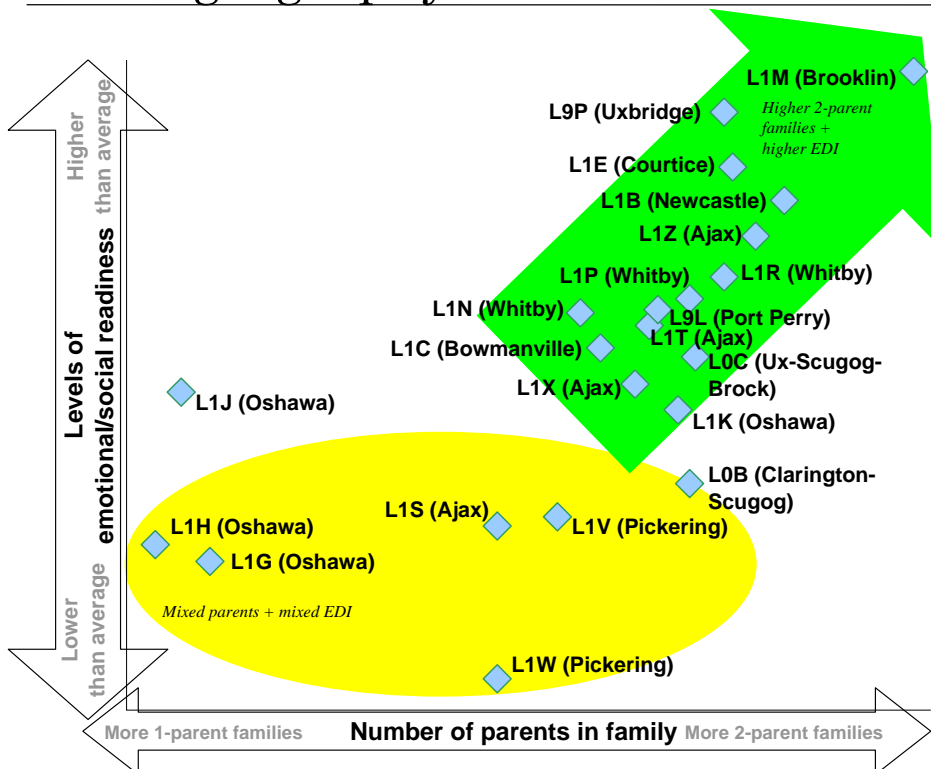
**A:** Sort of.

1. Median income and academic scale
2. % single-parent families and EmSoc scores

# Social geography and readiness



# Social geography and readiness



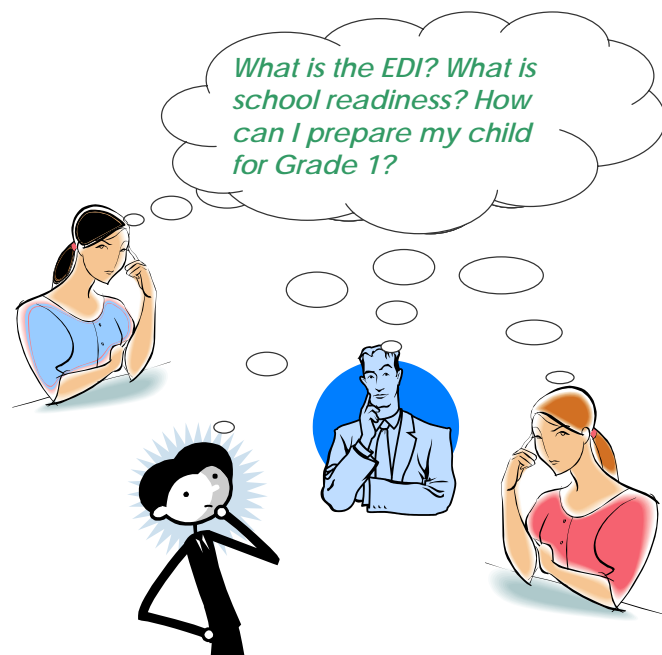
# Community applications

## What are we doing with this?

- ✓ Community EDI report
- ✓ Parental brochure
- ✓ Presentations for child care centres, OEYCs, Best Start partners
- ✓ Emphasizing everyone's role in school readiness
- ✓ Using subdomain groupings to generalize about Durham's readiness levels *and* to focus on specific skills—everyone understands %

## Community applications: Child care

- ? How to orient child care programming toward school readiness in an intentional way?
- ? How to get parents to think about school readiness?
- ? How to get staff to think about school readiness?



## Community applications: Child care



Working with child care providers is crucial:

1. Policy assumptions/expectations/implications
2. Child care matters—*for good and for bad*

Some (part-time) child care makes a difference in academic readiness (less so socially)

*but...*

Too much (full-time) care puts children at readiness disadvantage

*but...*

Because full-time child care is not going away

*therefore...*

We need to get child care providers to raise level of service delivery

## Community applications

