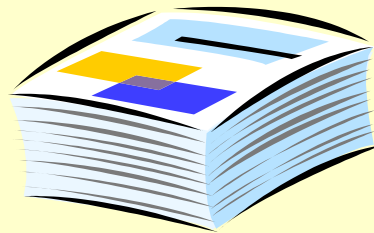


Canadian EDI Implementation 2008/2009



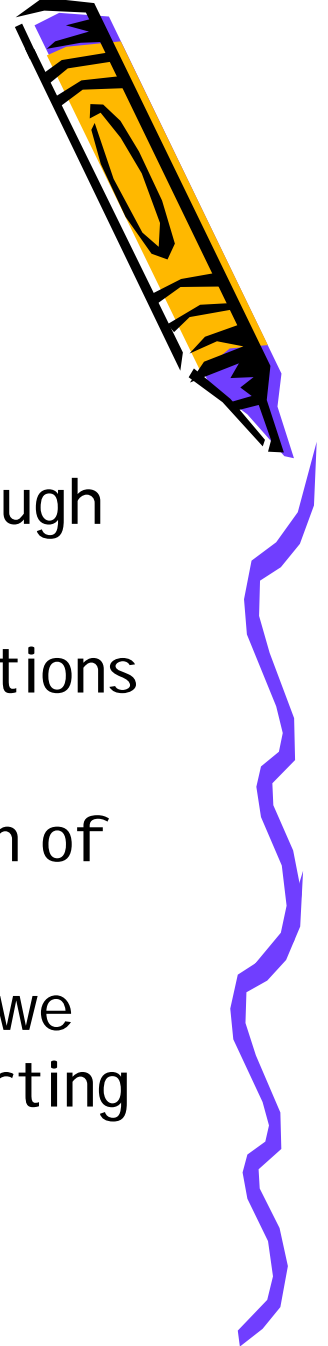
- Ontario: Cycle 2, Year 3 of 3
 - 2nd Baseline to be completed at end of 08/09 implementation
- Manitoba: complete provincial completion
- BC: complete provincial completion
- Alberta: Year 1 of a 5 year implementation plan
- Saskatchewan: Almost complete provincial coverage
- Quebec: 10-15 sites
- In discussions with: New Brunswick, PEI, Nova Scotia, Newfoundland

EDI Reporting Package





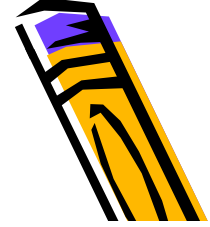
REPORT GOALS



- to make all reports user-friendly
- **easy** enough to understand and **sophisticated** enough to encourage further analyses
- to facilitate the extraction of data for presentations to other audiences
- work in progress and is indicative of the evolution of EDI reporting since 1999/2000
- a starting point for EDI reporting and analysis – we encourage and support further analysis and reporting

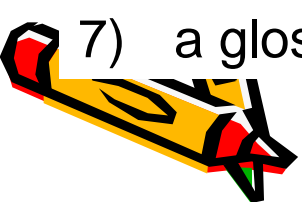


EDI Report Package



The following package of results from the implementation of the EDI includes seven documents:

- 1) a summary report of your sites EDI results (based on all valid responses for children without special needs)
- 2) a descriptive data report (based on all valid responses for children without special needs)
- 3) group comparisons (based on all valid responses for children without special needs)
- 4) school readiness to learn sub-domain profiles and Multiple Challenge Index (based on all valid responses for children without special needs)
- 5) a special needs descriptive data report (for those sites with over 10 special needs children)
- 6) individual school/neighbourhood reports (for those schools with over 10 children without special needs)
- 7) a glossary and FAQ for your reference



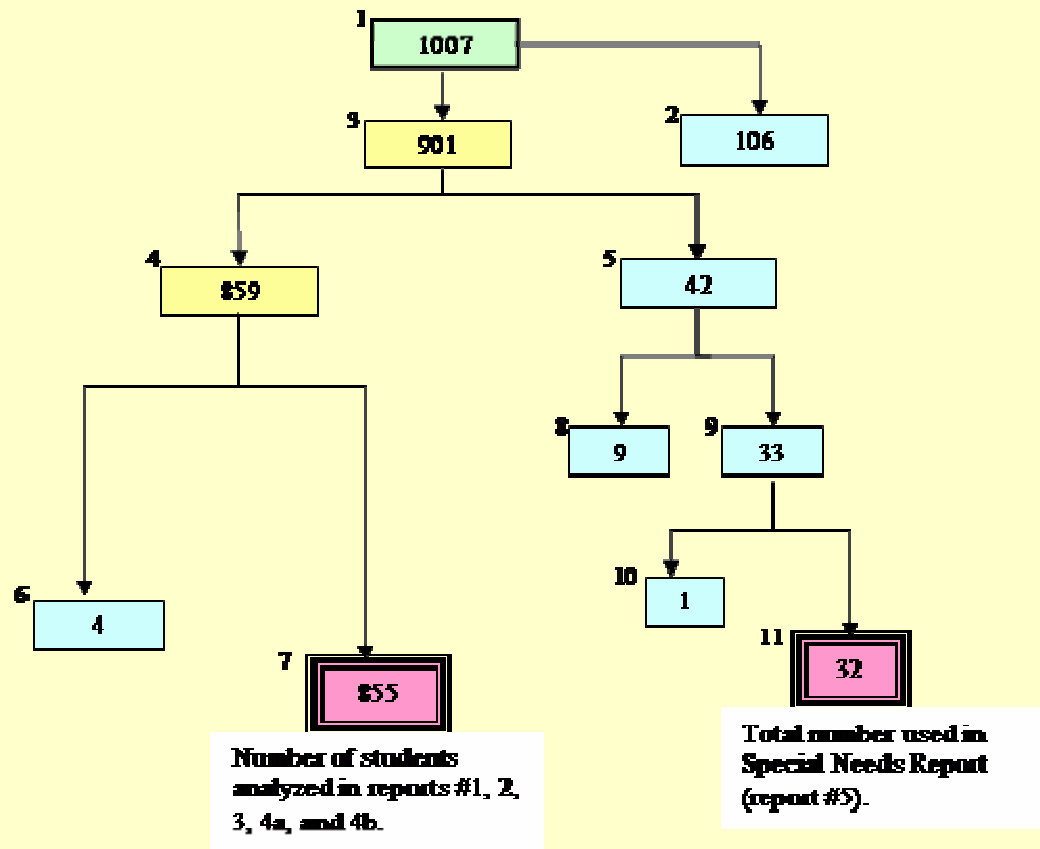
Report 1

SCHOOL READINESS TO LEARN SUMMARY REPORT

**Based on the Early Development Instrument
Data Collection for
Senior Kindergarten Students in XXXX
Spring 2006**

Number of Children in Analyses: From Received Questionnaires to Reports

Below is an illustration of the flow of EDI questionnaires from the point of receiving the questionnaires to the final valid number of questionnaires used for analysis.



- 1: Total questionnaires received and scanned.
- 2: **Questionnaires missing/incorrect JK/SK assignment.**
- 3: Questionnaires with non-missing/correct JK/SK assignment.
- 4 : Questionnaires with correct JK/SK assignment and no Special Needs.
- 5: Questionnaires labeled as Special Needs or missing Special Needs.
- 6: **Questionnaires missing more than one scale.**
- 7: Questionnaires valid for analyses in reports for children without Special Needs.
- 8: **Questionnaires missing SN assignment.**
- 9 : Questionnaires labeled as Special Needs.
- 10: **Special Needs Children with non-valid EDI.**
- 11: Questionnaires valid for analyses in reports for children with Special Needs.

Missing within Domains

Since scores for children with up to one missing domain are considered valid, the number of students with valid data may be equal to or less than 855 in the specific domains. The table below indicates the number of students with valid data in each domain.

Missing Data: Missing includes data that could not be computed, that means 'I don't know' responses, and responses left blank.

	PHYS	SOC	EMOT	LANGCOG	COMGEN
Missing (More than 25% of questions left blank or with "I don't know" answered)	1	1	3	5	0
Valid Questionnaires by Domain	854	854	852	850	855

EDI Scores

The EDI average scores for each developmental area – Physical Health and Well-Being, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication Skills and General Knowledge – are divided into categories representing the highest scores to the lowest scores in the community

On track (Very Ready)

- The total group of children who score in the best 25% of the site's distribution.

On track (Ready)

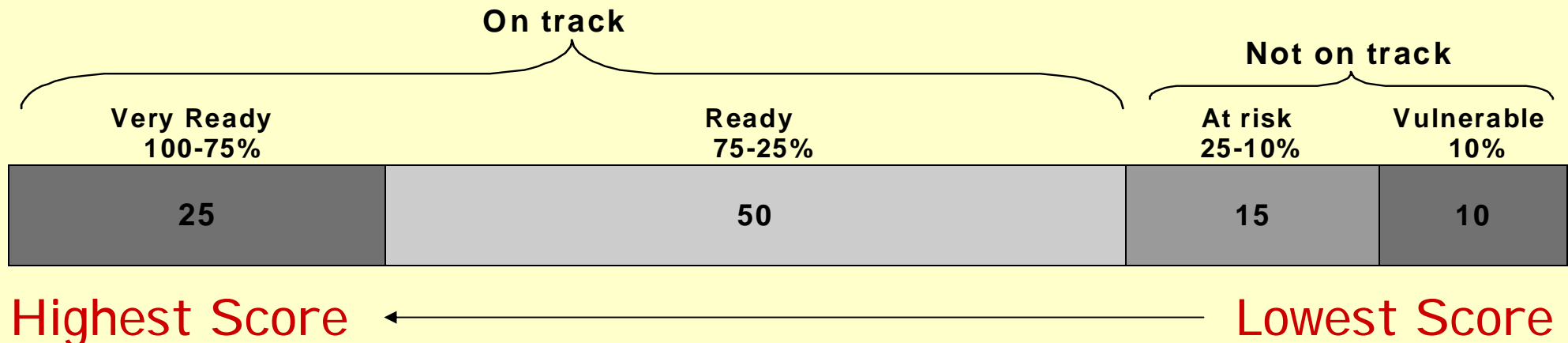
- The total group of children who score between the 75th and 25th percentile's of the site's distribution.

Not on track (At risk)

- The total group of children who score between the lowest 10th and 25th percentile of the site's distribution.

Not on track (Vulnerable)

- The total group of children who score below the lowest 10th percentile of the site's distribution.



XXXXX EDI results 2007/2008

Descriptive Statistics

The EDI was completed for 855 non-special needs Kindergarten students in XXXXX in the 2007/2008 year. The table below illustrates the descriptive statistics of this XXXXX cohort.

Domains					Percentile Boundaries			
	# of Questions	Min-Max score	Mean Score	Standard Deviation	75	50	25	10
Physical Health and Well-Being	13	2.92-10.00	8.64	1.38	10.00	8.85	8.08	6.92
Social Competence	26	0.83-10.00	8.06	1.94	9.62	8.65	6.92	5.38
Emotional Maturity	30	1.55-10.00	7.88	1.55	9.00	8.17	7.10	5.67
Language and Cognitive Development	26	0.38-10.00	8.76	1.71	10.00	9.59	8.46	6.15
Communication Skills and General Knowledge	8	0.00-10.00	7.66	2.35	10.00	8.57	5.63	4.75

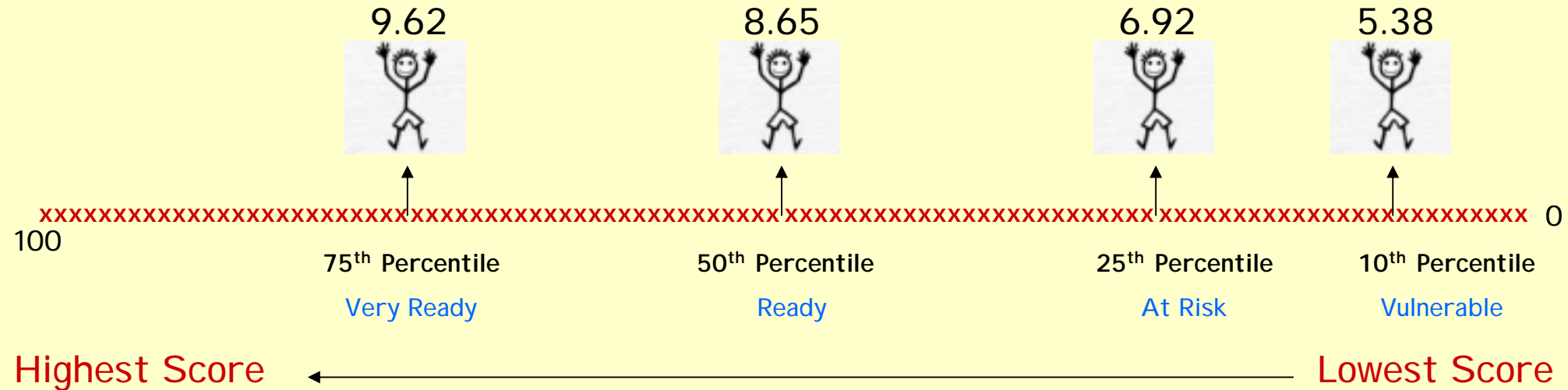
Mean: the average value of a set of numbers. All scores are added together, and then divided by the number of children contributing data.

Standard Deviation: Standard Deviation (\pm SD) indicates the range in which approximately two-thirds of the scores fall.

Social Competence Distribution

Scores on each domain for all children in a site can be arranged from the lowest to the highest, and this is called a "distribution of scores". Then, they can be divided into groups, based on THE NUMBER OF CHILDREN in the SITE.

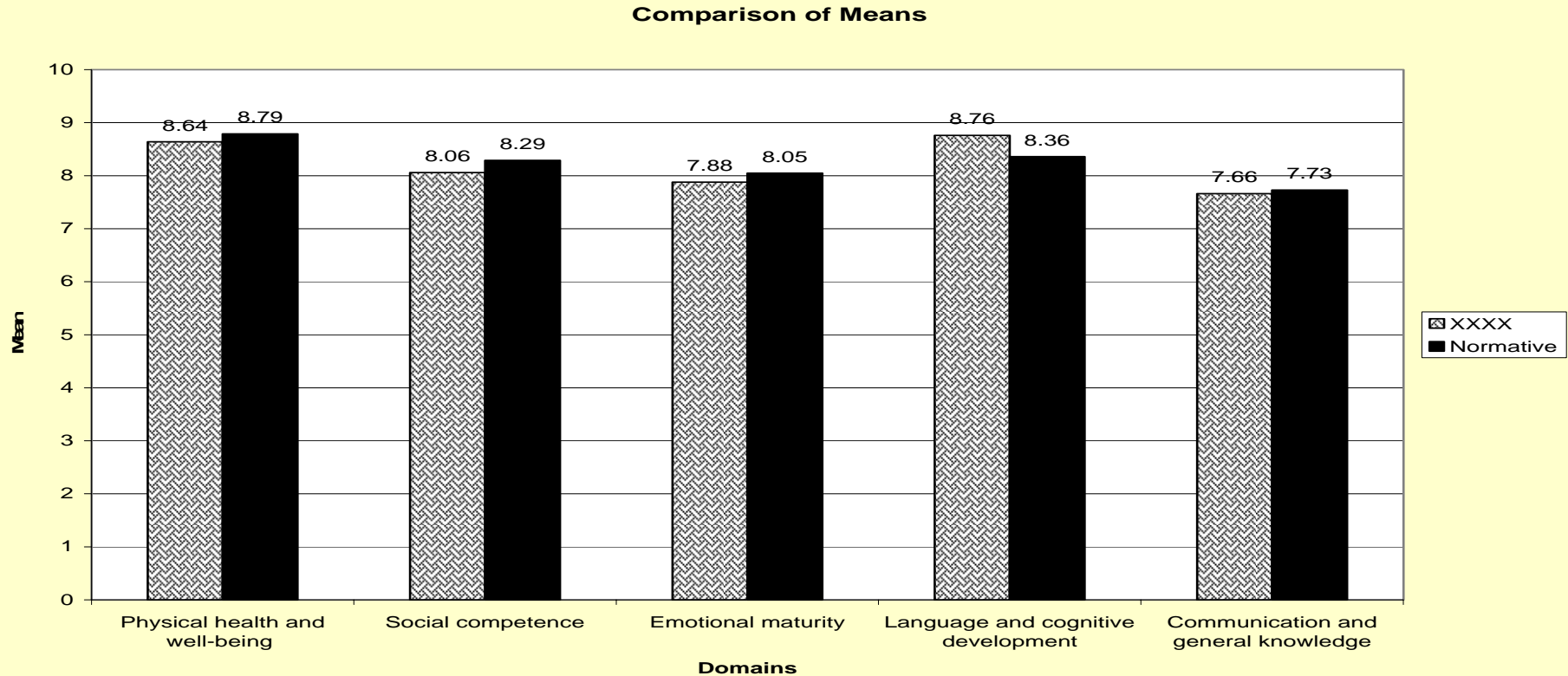
N= 100 valid questionnaires



Please note that each child score is represented as a point on the graph and in some cases we have multiple children at a point!!!

Comparisons of Means

The graph below indicates the mean scores achieved by **XXXXX** 2007/2008 cohort in comparison with the normative sample.



Compared with the five-scale normative means of the EDI for SK-level, children in **XXXXX** are scoring lower than the normative sample on the Physical Health and Well-Being, Social Competence and the Emotional domains. However, children in **XXXXX** are scoring higher than the normative sample on the Language and Cognitive Development domain.

Percentage of Vulnerable Children

Vulnerable are children who score low (below the 10th percentile cut-off of the site population) in one or more of the five domains.

The table below illustrates the percentage of XXXXX children low on at least one and two domains based on site cut-offs as well as the Normative cut-offs, in comparison to the Normative cohort. Displaying XXXXX results using different cut-offs facilitates comparisons in addition to offering a different perspective on the site results.

For more information on the Normative cut-offs please refer to our website at www.offordcentre.com/readiness

Low	Percentage		
	2007/2008 Site (Site cut-offs)	Normative	2007/2008 Site (Normative cut-offs)
Low on at least one readiness to learn domain	23.5%	27.2%	30.2%
Low on at least two readiness to learn domains	15.4%	13.6%	18.1%

Percentage of Vulnerable Children

The table below illustrates the percentage of XXXX children who fell below the 10th percentile cut-off based on site cut-offs as well as the Normative II cut-offs.

Because site cut-offs are based on the site distribution it is expected that approximately 10% of the children fall below the 10th percentile cut-off.

The second column, percentage vulnerable by domain using the Normative II cut-offs, reflects the vulnerability in your site in relation to the average distribution of scores in the Canadian normative population.

Domains	% Vulnerable	
	2007/2008 XXXX Site (Site cut-offs)	2007/2008 XXXXX Site (Normative II cut-offs)
Physical Health Well-Being	10.6	17.9
Social Competence	9.8	18.8
Emotional Maturity	9.8	19.6
Language & Cognitive Development	9.8	17.9
Communication Skills & General Knowledge	10.6	17.0

Report 2

SCHOOL READINESS TO LEARN DESCRIPTIVE DATA REPORT For Children with NO Special Needs

**Based on the Early
Development Instrument Data
Collection for
Senior Kindergarten Students in XXXXX
Spring 2006**

Descriptive Characteristics of the Population

Descriptive characteristics of the XXXXX 2007/2008 cohort (N=855)

	Number	%
Gender		
Girl	423	49.5
Boy	432	50.5
Missing	0	0.0
English as a Second Language (ESL)		
ESL	4	0.5
Not ESL	850	99.5
Missing	1	0.1
Type of Class		
SK	420	49.1
JK/SK	0	0.0
JK/SK/1	6	0.7
SK/1	416	48.7
Missing	8	0.9

Special Skills and Special Problems

The table below illustrates the distribution of the number of Special Skills and Special Problems that are observed in this sample. The minimum and maximum numbers indicate how few or how many Special Skills/Problems were observed. The mean number indicates the average number of Special Skills/Problems observed in this sample of children.

Special Skills/Problems	Min	Max	Mean
Special Skills*	0.00	6.00	1.43
Special Problems**	0.00	4.00	0.15

Children in the XXXXX cohort have a minimum of zero special skills and a maximum of six. On average each child has 1.43 special skills.

Children in the XXXXX cohort have a minimum of zero special problems and a maximum of three. On average each child has 0.15 special problems.

*Special Skills: Section B
Questions 34 to 40
Minimum possible: 0
Maximum possible: 7

**Special Problems: Section D
Questions 2a to 2i
Minimum possible: 0
Maximum possible: 9

Report 3

Group Comparisons XXXXXX 2006/2007

Please note that higher scores indicate better levels of readiness-to-learn at school.

A statistical significance of $P < 0.05$ is the level used throughout the reports.

XXXXXX 2007/08 non-special needs students (N=855)

Group Comparisons

Girls versus Boys

Domain	Girls			Boys			Statistically significant?
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	422	8.85	1.31	432	8.42	422	YES
Social competence	422	8.52	1.73	432	7.60	422	YES
Emotional maturity	423	8.34	1.27	429	7.42	423	YES
Language and cognitive development	420	9.09	1.47	430	8.45	420	YES
Communication skills and general knowledge	423	8.15	2.16	432	7.18	423	YES

In all five domains of the school readiness to learn, girls scored higher than boys. This is a consistent developmental phenomenon across all sites where the EDI has been implemented.

Children who attended Language/Religion classes

Domain	Language/Religion classes			No Language/Religion classes			Statistically significant?
	N	Mean	SD	N	Mean	SD	
Physical health and well-being	55	8.63	1.32	319	8.50	1.46	NO
Social competence	55	8.39	1.68	320	7.91	2.05	NO
Emotional maturity	55	8.16	1.35	319	7.70	1.67	NO
Language and cognitive development	54	9.17	1.34	319	8.55	1.96	YES
Communication skills and general knowledge	55	7.93	2.19	320	7.56	2.43	NO

Although children who attended language/religion classes scored higher than those who did not in all five of the school readiness to learn domains, the differences were only statistically significant for the Language and Cognitive Development domain.

Report 4

Sub-Domains

EDI Sub-domains

Physical Health and Well-being

- Physical readiness for school day
- Physical independence
- Gross and fine motor skills

Social Competence

- Overall social competence
- Responsibility and respect
- Approaches to learning
- Readiness to explore new things

Emotional Maturity

- Pro-social behaviour and helping behaviour
- Anxious and fearful behaviour
- Aggressive behaviour
- Hyperactivity and inattention

Language and Cognitive Development

- Basic literacy
- Interest in literacy/numeracy and memory
- Advanced literacy
- Basic numeracy

Communication Skills and General Knowledge

- (No subscales)
- Ability to clearly communicate one's own needs and understand others
- Clear articulation
- Active participation in story-telling (not necessarily with good grammar and syntax)
- Interest in general knowledge about the world

Sub-Domains

- Each of the five domains has been divided into sub-domains.
- Based on skills and abilities that each sub-domain represented, score ranges representing children who were Ready for School, those who were in the Middle, and those who were Not Ready for School were identified.
- The cut offs on the sub-domains are not community-specific and are not based on the normative sample. They are based on the teacher's endorsement of the questions (the actual responses a teacher completes on the questionnaire).
- They are standard cut-offs

Report 4 – Sub-Domains

SCHOOL READINESS TO LEARN PROFILES

Emotional Maturity

Ready/Middle

Sub-domain	Ready for School	Middle	Description of the ready for school range of scores
Prosocial and helping behaviour	29.7%	33.9%	Children who often show most of the helping behaviours; helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in
Anxious and fearful behaviour	90.2%	8.1%	Children who rarely or never show most of the anxious behaviours; they are happy and able to enjoy school, and are comfortable being left at school by caregivers
Aggressive behaviour	84.5%	8.6%	Children who rarely or never show most of the aggressive behaviours; they do not use aggression as means of solving a conflict, do not have temper tantrums, and are not mean to others
Hyperactivity and inattention	74.7%	11.1%	Children who never show most of the hyperactive behaviours; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something

Not Ready

Sub-domain	Not Ready for School	Description of the not on track range of scores
Prosocial and helping behaviour	36.4%	Children who never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in
Anxious and fearful behaviour	1.7%	Children who often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school
Aggressive behaviour	6.9%	Children who often show 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
Hyperactivity and inattention	14.3%	Children who often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities

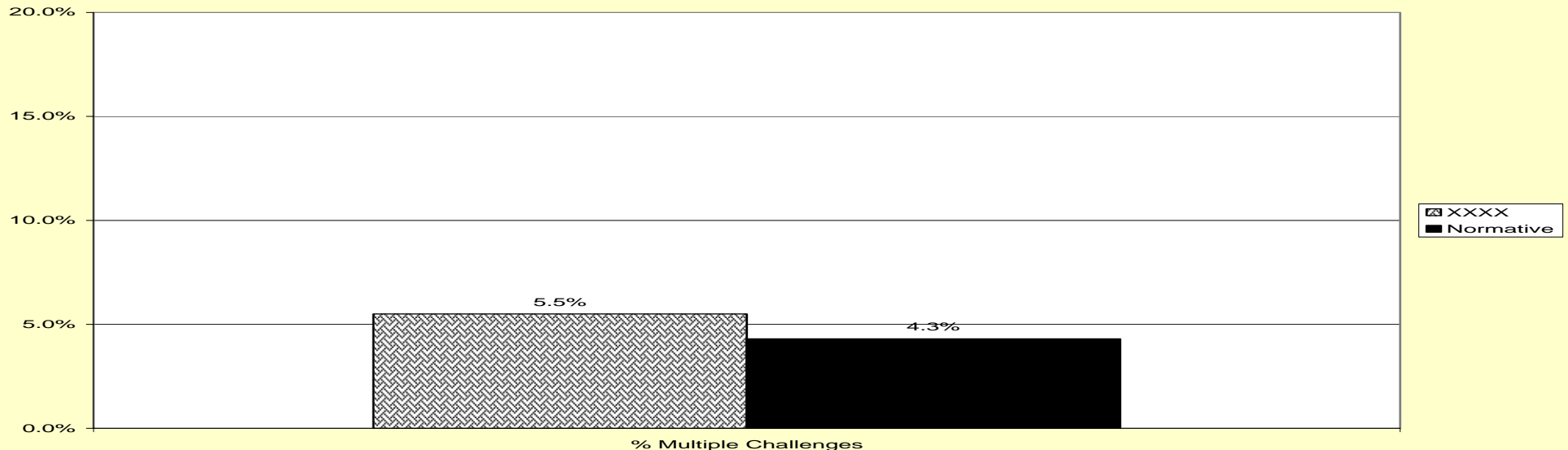
- Sub-domains standardized cut-offs
- Completely independent of Site distribution
- Comparable across sites/provinces/years

Multiple Challenge Index

- There are 16 sub-domains within the five major domains of the EDI .
- If a child scores low (below the cut-off) on 9 or more of the 16 sub-domains he/she is considered to have multiple challenges.
- Analysis of the distribution of the number of challenges in one or more sub-domain indicates that having scores below the cut-off in 9 or more pointed to serious problems in multiple domains.
- Three of the 5 domains have 4 sub-domains, one has 3, and the last one has 1. Therefore experiencing challenge in 9 sub-domains means that they are from at least 3 of the major five developmental domains.

Percentage of children in XXXX with Multiple Challenges	Percentage	
	2005/2006 XXXX	Normative Scores
Multiple Challenges	5.5%	4.3%

Multiple Challenges



Report 5

SCHOOL READINESS TO LEARN **SPECIAL NEEDS** DESCRIPTIVE DATA REPORT

Based on the Early
Development Instrument Data
Collection for
Senior Kindergarten Students in XXXXX
Spring 2008

Special Needs Report

Number of Special Needs children in XXXXX: 32

Descriptive characteristics of the Special Needs population

	Number	%
Gender		
Girl	10	31.3
Boy	22	68.8
Missing	0	0.0
English as a Second Language (ESL)		
ESL	2	6.3
Not ESL	30	93.8
Missing	0	0.0
Type of class		
SK	20	62.5
SK/1	11	34.4
Missing	1	3.1
First language		
English	31	96.9
Other Only	0	0.0
English & French (Bil)	0	0.0
English & Other (Bil)	0	0.0
Two Other Lang. (Bil)	1	3.1
Missing	0	0.0

Special Needs Report

	Number	%
Physical Disability		
Yes	5	15.6
Visual Impairment		
Yes	2	6.3
Hearing Impairment		
Yes	2	6.3
Speech Impairment		
Yes	11	34.4
Learning Disability		
Yes	12	37.5
Emotional Problem		
Yes	9	28.1
Behavioural Problem		
Yes	10	31.3
Home Environment/problems at home		
Yes	5	15.6
Other		
Yes	7	21.9

Special Needs Report

Number of Special Needs children in the lowest 10th percentile

Scale	Number Total N=32	Percentage
Physical Health and Well-Being	19	59.4
Social Competence	19	59.4
Emotional Maturity	20	62.5
Language and Cognitive Development	15	46.9
Communication Skills and General Knowledge	26	81.3

Special Skills and Special Problems

The table below illustrates the distribution of the number of Special Skills and Special Problems that are observed in this sample. The minimum and maximum numbers indicate how few or how many Special Skills/Problems were observed. The mean number indicates the average number of Special Skills/Problems observed in this sample of Special Needs children.

Special Skills/Problems	Min	Max	Mean
Special Skills*	0.00	2.00	0.25
Special Problems**	0.00	6.00	1.97

Special Needs children in the XXXXX cohort have a minimum of zero special skills and a maximum of two. On average each special needs child has 0.25 special skills.

Special Needs children in the XXXXX cohort have a minimum of zero special problems and a maximum of six. On average each special needs child has 1.97 special problems.

*Special Skills: Section B

Questions 34 to 40

Minimum possible: 0

Maximum possible: 7

**Special Problems: Section D

Questions 2a to 2i

Minimum possible: 0

Maximum possible: 9

REPORT #6

School/Neighbourhood Report



EARLY DEVELOPMENT INSTRUMENT
SCHOOL REPORT
 for Senior Kindergarten children in 2004/2005

McMaster SR: 2004/2005

School ID: 21018

School name: Offord Elementary

School statistics

Number of EDIs received and scanned	40
Number of children with special needs	2
Valid number on school report	43

Mean age (in years)	5.7	N participating teachers	3
Percent girls	51.2	Number of children:	
Percent with ESL status	7.0	- rated as requiring further assessment	12
Mean days absent	7.0	- with Aboriginal Status	6

School means

Higher scores indicate better readiness-to-learn skills.

	Mean ± SD	Site Mean	Mean	Min	Max	Site Mean	
Physical health and well-being	8.1 ± 1.2	8.52					
Social competence	7.6 ± 1.9	8.07	Special skills	0.12	0	3	.34
Emotional maturity	7.7 ± 1.6	7.94	Special problems	0.49	0	2	.16
Language and cognitive development	8.2 ± 1.6	7.98					
Communication skills and general knowledge	6.8 ± 2.5	6.95					
Total	38.4 ± 6.6	39.45					

Interpretation of the results:

"Site Means" and "School Means" are means for all Senior Kindergarten students in your area in 2004/2005, except those designated as "Special Needs" and those with missing data.

The table below indicates the percentage of SK students in this school (excluding those designated as "Special Needs") who fall in each of the five percentile ranges. As well, it gives actual numbers of children whose scores on each scale fall within the poorest 10th percentile, and the total number of children whose scores are in the lowest 10th percentile on one or more scales.

Percent of children in the five percentile ranges on each scale in this school:

	Above 75ptile	75-51ptile	50-26ptile	25-10ptile	Below 10ptile	N of children below the 10th percentile
	<i>lowest need</i>				<i>highest need</i>	
Physical health and well-being	7.0	32.6	34.9	16.3	9.3	4
Social competence	18.6	16.3	23.3	32.6	9.3	4
Emotional maturity	25.6	16.3	25.6	16.3	16.3	7
Language and cognitive development	16.3	20.9	37.2	23.3	2.3	1
Communication skills and general knowledge	20.9	20.9	27.9	23.3	7.0	3

Number of children who score in the lowest 10th percentile on one or more scales: **12** Percent: 27.9

EDI Datafile

- Available to those designated by signed data sharing agreements
- Available in SPSS and Excel
- School, teacher, DOB and individual item responses deleted from file (age at time of completion and sections D and E included)
- Gender, postal code, domain mean scores, lows by domain and on 1 and 2, MCI, sub-domain scores included

Thank You!!

