

EDI



SCHOOL DISTRICT 19 ■ **REVELSTOKE**

SCHOOL DISTRICT SUMMARY

HUMAN
EARLY LEARNING
PARTNERSHIP



2021/2022 EDI RESULTS



ACKNOWLEDGEMENTS

We express our deep gratitude to the ɣ̣ṃəθḳẉəỵəm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

We would like to acknowledge the exceptional support we have received since 2001 from the Ministries of Children and Family Development, Education and Child Care, and Health. This investment has enabled the expansion of the Child Development Monitoring System that supports high-quality, evidence-informed decisions on behalf of children and their families.

We are grateful to the teachers and education administrators who work directly with us to gather and use our reports. This includes a commitment to training and completing questionnaires, engaging with parents and caregivers, and using HELP's data and research in schools, districts and communities. Our thanks also to early childhood and health professionals across the province who have played a substantial role in ensuring that our reports are circulated and used. They have raised awareness of the importance of the early years.

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities. HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course. To learn more, please visit our website at earlylearning.ubc.ca.

CITATION

Human Early Learning Partnership. **Early Development Instrument (EDI). School District Summary. Revelstoke (SD 19). 2021/2022 EDI Results.** Vancouver, BC: University of British Columbia, School of Population and Public Health; June 2022.

HUMAN
EARLY LEARNING
PARTNERSHIP



edi@help.ubc.ca
earlylearning.ubc.ca



EDI SCHOOL DISTRICT SUMMARY

Thank you for your participation in the Early Development Instrument (EDI) survey this year. Involvement from schools, including teachers, principals, staff and parents, is essential to helping us understand the state of early child development in BC. Together we have collected EDI data for more than 330,000 children in BC since 2001, providing rich detail about the patterns and trends in children's early development across the province.

EDI data reflect how your students' experiences and environments in the first five years of their lives have affected their development as a whole, not just academically. These include experiences related to the broader policy environment, socioeconomic conditions, family characteristics, play and peers, language and literacy, early learning and care, and overall health.

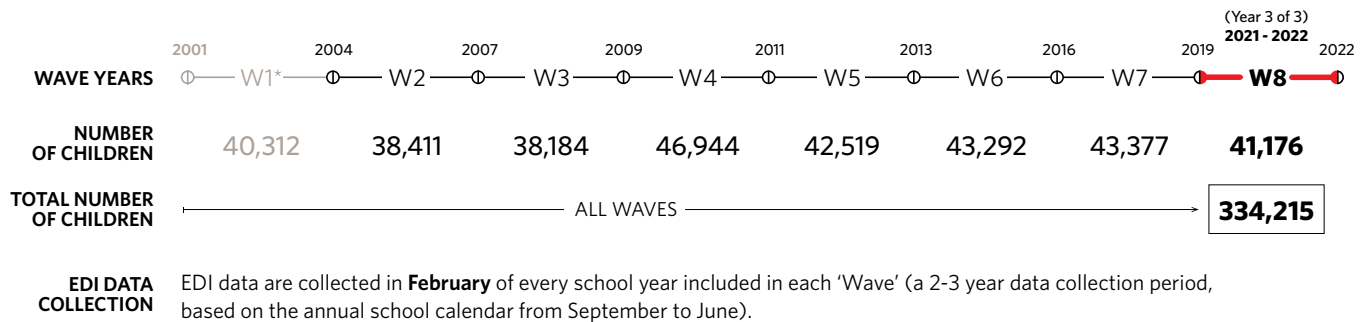
Overall, EDI data are integral to the story of early child development in BC, contributing important evidence for guiding informed responses and investments in children and families as well as helping us to understand the effectiveness of those responses.

INTRODUCTION TO THE EDI

The EDI is a questionnaire used province-wide to measure patterns and trends in children’s developmental health. HELP has been collecting EDI data since 2001. Over the past two decades, EDI data have been gathered for more than 330,000 kindergarten children in BC. This has established an important foundation for a population health monitoring system that supports an increased understanding of children’s early developmental outcomes over time.

EDI COLLECTION HISTORY

Figure 1. EDI data collection history from 2001-2022



* Due to changes in the EDI questionnaire after Wave 1 data collection, Wave 2 is HELP’s baseline and Wave 1 data are not publicly reported.

QUICK FACTS ABOUT THE EDI

- Developed by Dr. Dan Offord and Dr. Magdalena Janus at the Offord Centre for Child Studies at McMaster University.
- EDI questionnaires are completed by kindergarten teachers for students in their classroom in February of the school year.
- Designed as a population-level monitoring questionnaire, not for screening or diagnosing individual children, nor is it used to evaluate teachers or schools.
- Teachers participate in a standardized training session prior to completing the EDI questionnaires.
- The questionnaire includes 103 questions that measure five domains, also called scales, that are important to early child development and are good predictors of health, education and social outcomes in adolescence and adulthood.



For more information about the EDI please visit: earlylearning.ubc.ca/edi

The five scales of the EDI are:



PHYSICAL HEALTH & WELL-BEING

Children's gross and fine motor skills, physical independence and readiness for the school day. E.g., *Can the child hold a pencil? Is the child well coordinated? Is the child on time for school?*



SOCIAL COMPETENCE

Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g., *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*



EMOTIONAL MATURITY

Children's prosocial and helping behaviours, as well as hyperactivity and inattention, aggressive, anxious and fearful behaviours. E.g., *Does the child comfort a child who is crying or upset? Does the child appear fearful or anxious? Is the child impulsive, acts without thinking?*



LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g., *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*



COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge. E.g., *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*

HOW DOES THE EDI MEASURE CHILDHOOD VULNERABILITY?

Data gathered from the EDI are used to report on rates of vulnerability in groups of children across BC.

Each scale of the EDI has a vulnerability cut-off. Children whose scores fall below the vulnerability cut-off on a particular EDI scale are said to be vulnerable in that area of development. Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.

REPORTING ON EDI VULNERABILITY

EDI Scale Vulnerability

Vulnerability on the EDI is measured and reported as a vulnerability rate. The vulnerability rate is the percentage of children who are vulnerable on each of the five scales of the EDI.

Vulnerable on One or More Scales

Vulnerable on One or More Scales is a summary measure that reports the percentage of children who are vulnerable on at least one of the five scales of the EDI. Children captured by this measure may be vulnerable on only one scale or may be experiencing vulnerabilities on two, three, four or all five scales of the EDI.



For more information about the EDI vulnerability and how vulnerability rates are calculated please visit: http://earlylearning.ubc.ca/media/factsheet_edi_vulnerability_20191028-web.pdf

YOUR EDI REPORTS



2021/2022 SCHOOL DISTRICT SUMMARY

This *EDI School District Summary* provides an overview of your district's EDI results for the 2021/2022 academic year, including vulnerability rates for each EDI scale and vulnerability on one or more scales. It includes a demographic summary for the kindergarten children attending school in your district who participated in the EDI. The *School District Summary* also features a table summarizing EDI results for each participating school in your district.

2021/2022 SCHOOL REPORTS

Participating schools also receive an *EDI School Report*, which provides an overview of each school's EDI results for the 2021/2022 academic year, including vulnerability rates for each EDI scale and a comparison of school results to the school district averages. The school district summaries and school reports are not released publicly.

PUBLIC EDI DATA

EDI data are also publicly available for neighbourhood, education, health and social services jurisdictions in BC. These data are grouped based on children's home postal codes and include all children who live within the jurisdiction including those who attend public schools and participating independent, First Nations and Francophone schools. These data provide an overview of the patterns and trends in EDI vulnerability rates over multiple waves (combined years of data). Learn more by visiting the HELP website: earlylearning.ubc.ca

YOUR EDI DATA

EDI data are a foundation for building our understanding of the patterns and trends in children's health and development. While they do not point to specific solutions, these data provide a common starting point for facilitating discussion and inquiry on the status of early child development within schools, districts and communities.

EDI data are particularly valuable when used alongside other data and information including administrative and education data, local knowledge and expertise, and information on local services, and school and community programs. Listening to the experiences of teachers, staff, parents and caregivers can also provide important context to guide conversations and planning efforts.

PRIORITIZING CHILDREN'S

PRIVACY: Please note that in instances where data are collected for fewer than five children in school, the results are suppressed to ensure that individual children cannot be identified. There are no individual school reports for schools with suppressed data. Further, data for school districts with fewer than 35 kindergarten students are also suppressed and are not publicly reported.

SHARING REPORTS: We encourage school district administration to share the *School District Summary* and individual *School Reports* with school administrators, who in turn are encouraged to share this information with their teachers, staff, parents and community partners at their discretion.

HELP staff are available to answer questions, provide support and assist with the interpretation of EDI data. Please contact us at edi@help.ubc.ca or visit our website: earlylearning.ubc.ca/edi

SCHOOL DISTRICT DEMOGRAPHICS

The following tables provide demographic data for the kindergarten children in your school district who had an EDI completed for them in the 2021/2022 school year. This information helps to provide context for the EDI data illustrated in the school reports.

TOTAL EDI STUDENTS*	82	
STUDENT PARTICIPATION RATE**	98.8%	
# PARTICIPATING TEACHERS	6	
	# STUDENTS	PERCENTAGE
GENDER		
Girl	43	52.4%
Boy	39	47.6%
SPECIAL NEEDS†	2	2.4%
ENGLISH LANGUAGE LEARNERS (ELL)‡	4	4.9%
FIRST LANGUAGE		
English	76	92.7%
French	0	0%
Other Only	0	0%
English & French (Bilingual)	1	1.2%
English & Other (Bilingual)	5	6.1%
French & Other (Bilingual)	0	0%
Two Other Languages	0	0%
FRENCH IMMERSION		
	0	0%
AGE COMPOSITION (YEARS, MONTHS)		
Mean Age: 5.69		
5 years, 0 months - 5 years, less than 3 months	6	7.3%
5 years, 3 months - 5 years, less than 6 months	20	24.4%
5 years, 6 months - 5 years, less than 9 months	19	23.2%
5 years, 9 months - 5 years, less than 12 months	24	29.3%
6 years, 0 months - 6 years, less than 3 months	12	14.6%
6 years, 3 months - 6 years, less than 6 months	1	1.2%
6 years, 6 months - 6 years, less than 9 months	0	0%
6 years, 9 months - 6 years, less than 12 months	0	0%

* **Total EDI Students** refers to the total number of children in the school district for whom an EDI questionnaire has been started. In a few school districts, for a small number of children, only demographic data is available. This is most often due to a child transferring schools during the school year. These data are considered invalid. Their demographic data is included, but they are not included in the vulnerability data in the report.

** **Student Participation Rate:** District-level participation rates are calculated using enrolment numbers that include distance education children who do not have an EDI questionnaire completed for them. As a result, district-level rates may appear lower than those at the school report level.

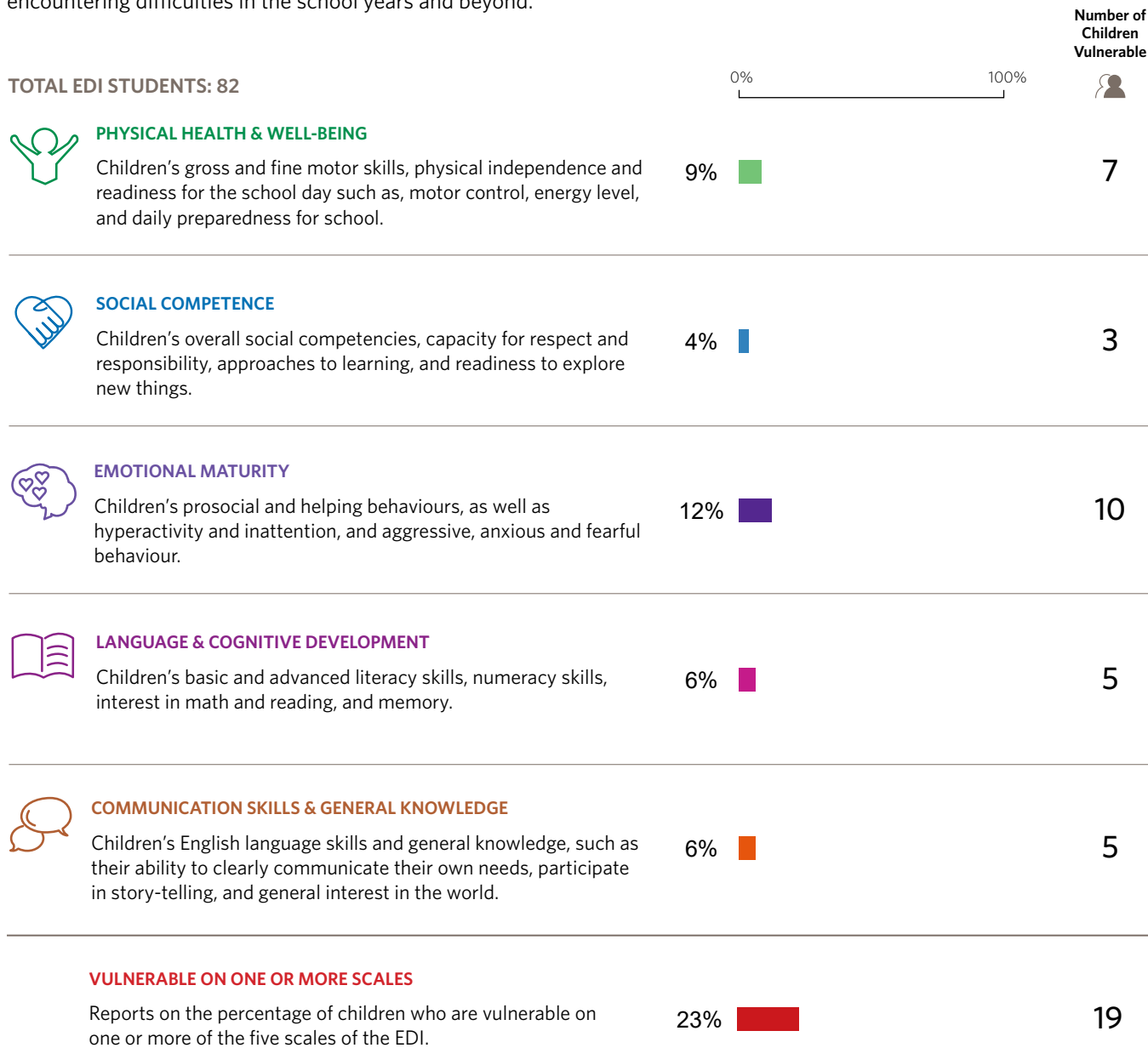
† **Special Needs:** Designated Special Needs by school district administrative data.

‡ **ELL:** Designated English Language Learners by school district administrative data.

SD19 ■ REVELSTOKE

EDI VULNERABILITY RATES BY SCALE

Without additional support or care, children who are vulnerable on the EDI have, on average, an increased risk of encountering difficulties in the school years and beyond.



MULTIPLE VULNERABILITIES

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Students	63	14	2	1	1	1
% Students	76.8%	17.1%	2.4%	1.2%	1.2%	1.2%