SCHOOL DISTRICT 5 ■ **SOUTHEAST KOOTENAY**

SCHOOL DISTRICT SUMMARY

2022/2023 EDI RESULTS   EDi

ACKNOWLEDGEMENTS

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. Southeast Kootenay (SD 5). 2022/2023 EDI Results.** Vancouver, BC: University of British Columbia, School of Population and Public Health; June 2023.

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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 342,000 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 environment 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.
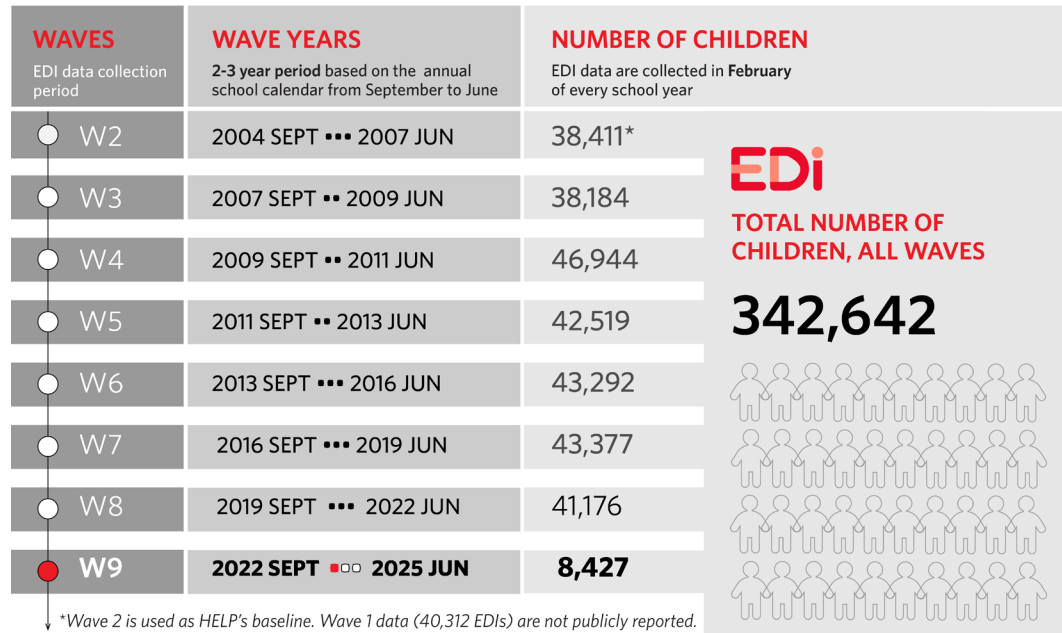
Overall, EDI data are integral to the story of early child development in BC, contributing important evidence for guiding informed responses and investments in children and families as well as helping us to understand the effectiveness of those responses.

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 and over the past 2 decades EDI data have been gathered for more than 342,000 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 2001–2023

WAVES EDI data collection period	WAVE YEARS 2-3 year period based on the annual school calendar from September to June	NUMBER OF CHILDREN EDI data are collected in February of every school year	
W2	2004 SEPT ••• 2007 JUN	38,411*	**EDi**
W3	2007 SEPT •• 2009 JUN	38,184	**TOTAL NUMBER OF CHILDREN, ALL WAVES**
W4	2009 SEPT •• 2011 JUN	46,944	
W5	2011 SEPT •• 2013 JUN	42,519	**342,642**
W6	2013 SEPT ••• 2016 JUN	43,292	
W7	2016 SEPT ••• 2019 JUN	43,377	
W8	2019 SEPT ••• 2022 JUN	41,176	
W9	**2022 SEPT •□□ 2025 JUN**	**8,427**	

Wave 2 is used as HELP's baseline. Wave 1 data (40,312 EDIs) 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.

- Designed as a population-level monitoring questionnaire, not for screening or diagnosing individual children, nor is it used to evaluate teachers or schools.

- EDI questionnaires are completed by kindergarten teachers for students in their classroom in February of the school year.

- The questionnaire includes 103 questions that measure five core areas, also called scales, that are important to early child development and are good predictors of health, education and social outcomes in adolescence and adulthood.

- Teachers participate in a standardized training session prior to completing the EDI questionnaires.

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: **earlylearning.ubc.ca/resources/mediatype/fact-sheets_research-briefs**

YOUR EDI REPORTS

2022/2023 SCHOOL DISTRICT SUMMARY

This *EDI School District Summary* provides an overview of your district's EDI results for the 2022/2023 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.

2022/2023 SCHOOL REPORTS

Participating schools also receive an *EDI School Report*, which provides an overview of each school's EDI results for the 2022/2023 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.

EDI DATA DASHBOARD & PUBLIC EDI DATA

EDI data are publicly available for neighbourhood, education, health and social services jurisdictions in BC. New to our report offerings is the *EDI Data Dashboard* (**dashboard.earlylearning.ubc.ca**), an interactive online tool for exploring patterns and trends in EDI data. Access 20 years of EDI data gathered across BC from Wave 2 (data collected 2004–2007) to Wave 8 (collected 2019–2022). Explore demographic data, charts, and maps for different boundary types across all waves and available areas. The data reported through the Dashboard are based on where children live rather than where they go to school and include children who attend public schools and participating independent and First Nation schools. To access additional public reports as well as the EDI data library visit 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. Learn more about moving data to action and the impact from two decades of EDI data collection on our website: **earlylearning.ubc.ca/impact/data-in-action**

PRIORITIZING CHILDREN'S PRIVACY: Please note that in instances where data are collected for fewer than five children in a 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 contextual demographic data for the kindergarten children in your school district who had an EDI completed for them in the 2022/2023 school year.

TOTAL EDI STUDENTS*	358	
STUDENT PARTICIPATION RATE**	95.5%	
# PARTICIPATING TEACHERS	25	
	# STUDENTS	**PERCENTAGE**
SEX		
Females	168	46.9%
Males	190	53.1%
SPECIAL NEEDS†	33	9.2%
ENGLISH LANGUAGE LEARNERS (ELL)‡	13	3.6%
FIRST LANGUAGE		
English	338	94.4%
French	0	0%
Other Only	2	0.6%
English & French (Bilingual)	2	0.6%
English & Other (Bilingual)	14	3.9%
French & Other (Bilingual)	0	0%
Two Other Languages	0	0%
FRENCH IMMERSION	36	10.1%
AGE COMPOSITION (YEARS, MONTHS)		
Mean Age: 5.65		
5 years, 0 months - 5 years, less than 3 months	36	10.1%
5 years, 3 months - 5 years, less than 6 months	77	21.5%
5 years, 6 months - 5 years, less than 9 months	102	28.5%
5 years, 9 months - 5 years, less than 12 months	92	25.7%
6 years, 0 months - 6 years, less than 3 months	48	13.4%
6 years, 3 months - 6 years, less than 6 months	3	0.8%
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:** 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 are available. This is most often due to a child transferring schools during the school year. These data are considered invalid. Their demographic data are 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.
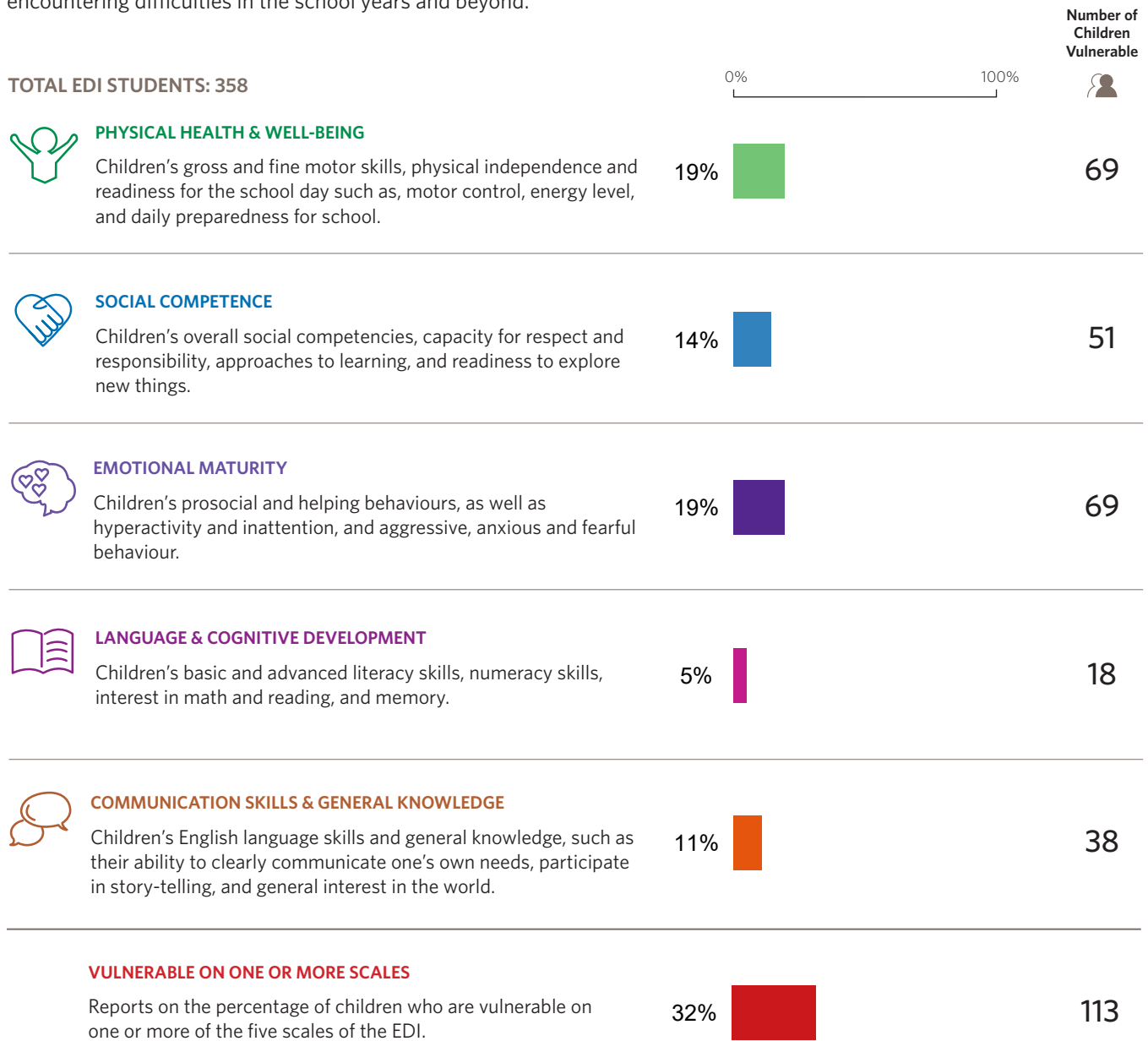
† **Special Needs:** Designated Special Needs by school district administrative data.

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

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.

Number of Children Vulnerable

TOTAL EDI STUDENTS: 358

0%   100%

PHYSICAL HEALTH & WELL-BEING

Children's gross and fine motor skills, physical independence and readiness for the school day such as, motor control, energy level, and daily preparedness for school.

19%   69

SOCIAL COMPETENCE

Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things.

14%   51

EMOTIONAL MATURITY

Children's prosocial and helping behaviours, as well as hyperactivity and inattention, and aggressive, anxious and fearful behaviour.

19%   69

LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory.

5%   18

COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge, such as their ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world.

11%   38

VULNERABLE ON ONE OR MORE SCALES

Reports on the percentage of children who are vulnerable on one or more of the five scales of the EDI.

32%   113

MULTIPLE VULNERABILITIES

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Students	245	45	31	18	11	8
% Students	68.4%	12.6%	8.7%	5%	3.1%	2.2%

SD5 ■ SOUTHEAST KOOTENAY

SCHOOL DISTRICT SUMMARY TABLE

EDI vulnerability rates for participating schools in SD 5 Southeast Kootenay for the 2022/2023 academic year.

■ Data Suppressed

School Name	Total EDI Students	Percent Vulnerable					
		Physical Health & Well-being	Social Competence	Emotional Maturity	Language & Cognitive Skills	Communication Skills & General Knowledge	Vulnerable on One or More
Amy Woodland Elementary	30	30%	20%	27%	13%	27%	47%
Frank J Mitchell Elementary	38	11%	13%	16%	5%	13%	29%
Gordon Terrace Elementary	22	14%	9%	18%	0%	0%	27%
Highlands Elementary School	27	19%	19%	26%	4%	11%	33%
Isabella Dicken Elementary	68	13%	10%	16%	2%	6%	21%
Jaffray Elem-Jr Secondary	20	10%	10%	10%	5%	10%	20%
Kootenay Orchards Elementary	34	15%	0%	12%	3%	0%	21%
Pinewood Elementary	12	50%	50%	50%	0%	25%	83%
Rocky Mountain Elementary	34	0%	0%	0%	0%	0%	0%
Steeples Elementary	26	31%	35%	46%	12%	31%	65%
T M Roberts Elementary	47	38%	19%	19%	11%	11%	45%
Southeast Kootenay	**358**	**19%**	**14%**	**19%**	**5%**	**11%**	**32%**