



Peterborough EDI

Snapshot Report

September 2017

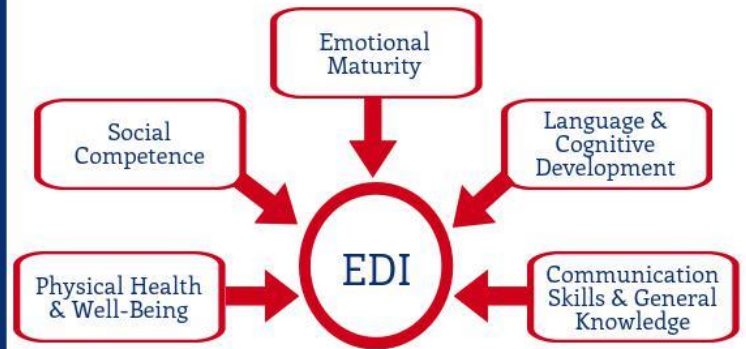


WHAT IS THE EARLY DEVELOPMENT INSTRUMENT (EDI)?

The EDI is a teacher-completed survey of year 2 Kindergarten students that measures their readiness to learn in school. It is used as a population measurement of child development across five domains.

The EDI is an internationally-recognized tool completed across Ontario every 3 years by the Ministry of Education and the Offord Centre for Child Studies (1).

The data in this report represents 1200 year 2 Kindergarten students from the County and City of Peterborough, including English, French, and Catholic school boards.



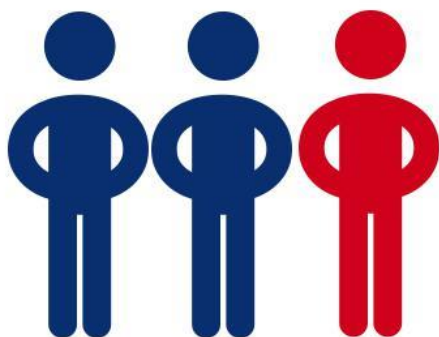
WHY IS THE EDI IMPORTANT?

The first 6 years of children's lives are very important in preparing them for future success in school and life. Research shows that vulnerability in the early years can lead to academic failure, poverty, mental health issues, behavioural problems, criminality, obesity, and a multitude of poor health outcomes. Ensuring children get the best start in life is one of the key reasons for using the EDI.

EDI results:

- are a reflection of the quality of environments children have experienced in their early years
- assist communities in planning for early years services and programs
- inform evidence-based decision-making

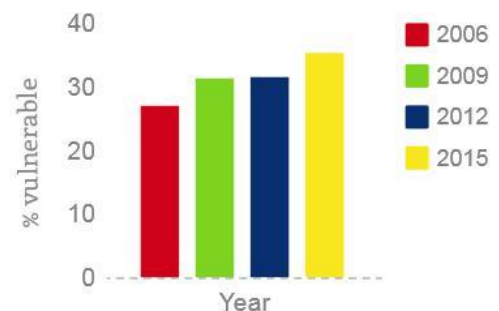
1 in 3 Peterborough children are vulnerable



One in three (35.3%) Peterborough children start school vulnerable in one or more areas that are critical to their healthy development.

Children who experience vulnerability are more likely to experience challenges later in life.

Percentages of Peterborough children in kindergarten who are vulnerable in one or more domains over time (2006-2015):



Local vulnerability is increasing over time.

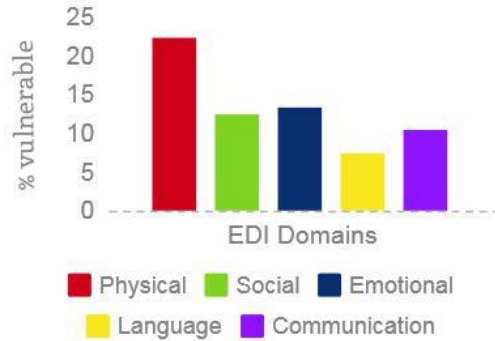


VULNERABILITY BY DOMAIN

A child is considered vulnerable in a domain if they measure in the bottom 10% of the Ontario baseline data (collected in 2006).

Research has shown that vulnerability levels above 10% in each domain are avoidable (2). The ultimate goal is to raise the development of all children so we experience vulnerability levels below this benchmark.

Percentages of Peterborough children in kindergarten who are vulnerable in domains critical to healthy development:



Physical Health & Well-Being is the domain with the largest vulnerability in Peterborough.



Physical Health & Well-Being

- **Gross and fine motor skills: 49.8%** of Peterborough children meet only some or none of the developmental expectations for this subdomain
- Physical readiness for the school day
- Physical independence



Social Competence

- **Overall social competence: 45.9%** meet only some or none of the developmental expectations
- Responsibility and respect
- Approaches to learning
- Readiness to explore new things



Emotional Maturity

- **Prosocial and helping behaviour: 66.4%** meet only some or none of the developmental expectations
- Anxious and fearful behaviour
- Aggressive behaviour
- Hyperactive and inattentive behaviour



Language & Cognitive Development

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



Communication Skills & General Knowledge

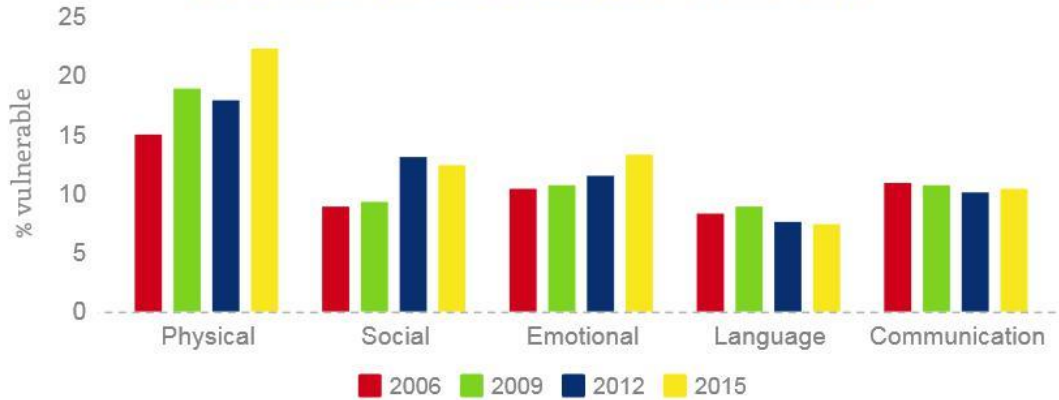
- Communication skills and general knowledge

Due to rapid brain development and the lifelong impact of healthy development in the early years, we can have the greatest return on investment (ROI) if we invest in early childhood programs.
 $\$1 = \$2 - \$7$ back in benefits (3)



VULNERABILITY BY DOMAIN OVER TIME

Percentage of Peterborough children in kindergarten who are vulnerable in each domain over time (2006 - 2015):



Physical, social, and emotional vulnerabilities are increasing over time

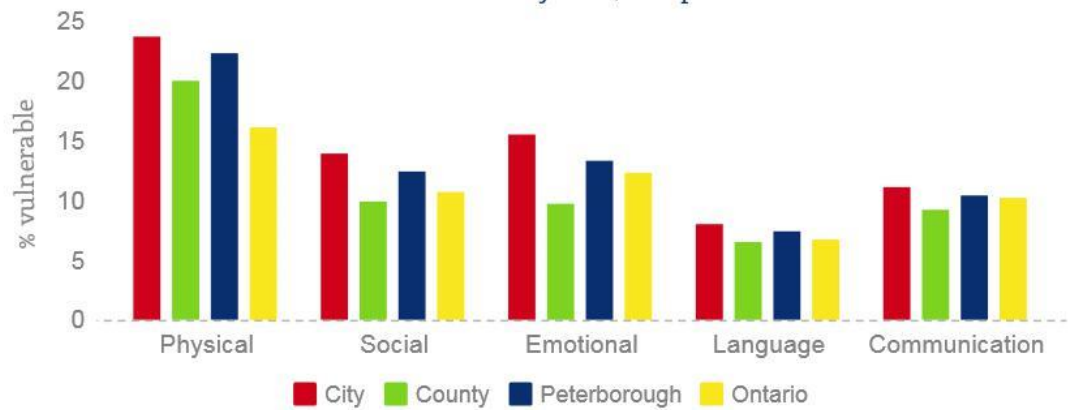


VULNERABILITY BY DOMAIN OVER AREAS

Children in Peterborough have higher vulnerabilities compared to their Ontario peers

Children in the county have lower vulnerabilities compared to their city peers

Percentage of Peterborough children in kindergarten who are vulnerable in each domain by area, compared to Ontario:



As a community, how can we use this information and work collaboratively to improve the outcomes for children?



How do we better prepare our children so that they are competent and capable of learning when they enter the grade school system?

How do we create an Early Years system that is affordable, accessible, responsive, and high-quality for all?

For more information about the EDI, please visit:

www.offord.ca



For more information about the EDI results in Peterborough, contact:

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(1) Early Development Instrument, Offord Centre for Child Studies via Ministry of Education. (2015).

(2) Kershaw P, Anderson L, Warburton B, & Hertzman C. (2009). 15 by 15: a comprehensive policy framework for early human capital investment in BC. Vancouver, BC: Human Early Learning Partnership.

(3) Ontario's Renewed Early Years and Child Care Policy Framework. (2017). www.edu.gov.on.ca.

