

**PEEL DISTRICT SCHOOL BOARD**

*Assessment and Accountability  
Curriculum, Instruction and Special Education Support Services*

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# **Early Development Instrument (EDI) Readiness To Learn Profile 2004**

## **Peel District School Board Report**

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**October 2004**

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# Peel District School Board Profile

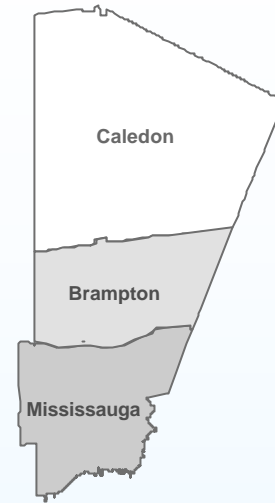
## EARLY DEVELOPMENT INSTRUMENT READINESS TO LEARN PROFILE 2004

When children start school, are they ready to learn? Do they have the physical, emotional, social, intellectual, and communication skills that are necessary to succeed?

The Peel District School Board and the Dufferin-Peel Catholic District School Board conducted a study to assess the readiness to learn of Year 2 Kindergarten (Year 2 K) students within the Peel Region. Kindergarten teachers completed the Early Development Instrument (EDI) for each student (a total of 13,364 students) in February 2004. This instrument assesses how ready children are to begin learning at school in five areas of early development:

- Physical health and well-being
- Social skills
- Emotional health and maturity
- Language and mathematics development and thinking skills
- Ability to communicate with others and to understand the world around them

In the following table, the EDI results are provided for the Peel District School Board, the Peel Region, and a 2003 Canadian sample.



### Student Background Information

	Peel District School Board	Peel Region
# of 2 K students	8,503	13,364
Mean age in years	5.6	5.6
% Girls	49%	50%
% ESL	32%	26%
% attended Year 1	91%	92%

### Mean EDI Scores and Standard Deviations for the Peel District School Board, the Peel Region, and a Canadian Sample

Areas of Early Development	Peel District School Board (n = 8,503)	Peel Region (n = 13,364)	Canadian Sample (n = 65,249)
	M (SD)	M (SD)	M (SD)
Physical health and well-being	8.8 (1.0)	8.8 (1.0)	8.8 (1.0)
Social competence	8.1 (1.8)	8.1 (1.8)	8.3 (1.7)
Emotional maturity	8.0 (1.5)	8.0 (1.5)	8.1 (1.5)
Language and cognitive development	8.0 (2.0)	8.2 (2.0)	8.3 (1.8)
Communication skills and general knowledge	7.4 (2.1)	7.5 (2.0)	7.7 (1.9)

Note: Scores are on a 0 - 10 scale. Higher scores indicate more advanced readiness to learn skills.

## EARLY DEVELOPMENT INSTRUMENT MEAN SUB-SCALE SCORES

The areas of early development for the EDI are statistically divided into sub-scales (with the exception of Communication and General Knowledge, which does not statistically have separate sub-scales). The following table provides the sub-scale results for the Peel District School Board and the Peel Region.

**Mean Sub-Scale Scores and Standard Deviations for EDI Areas of Early Development for the Peel District School Board and the Peel Region**

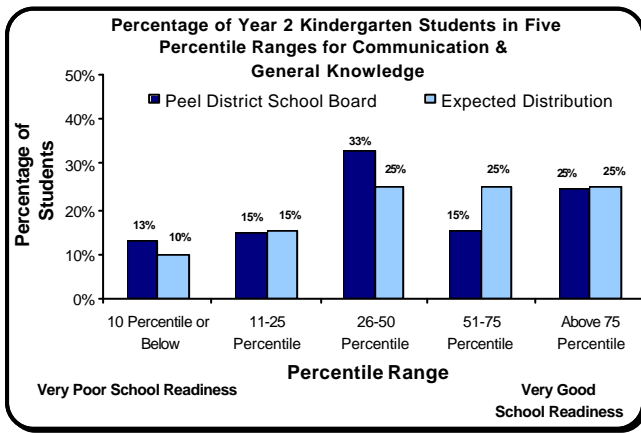
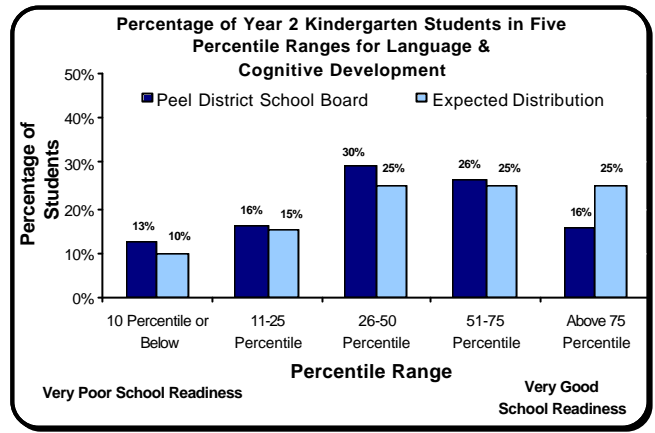
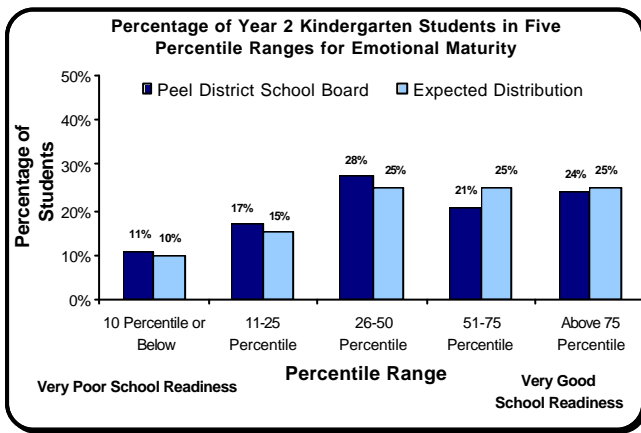
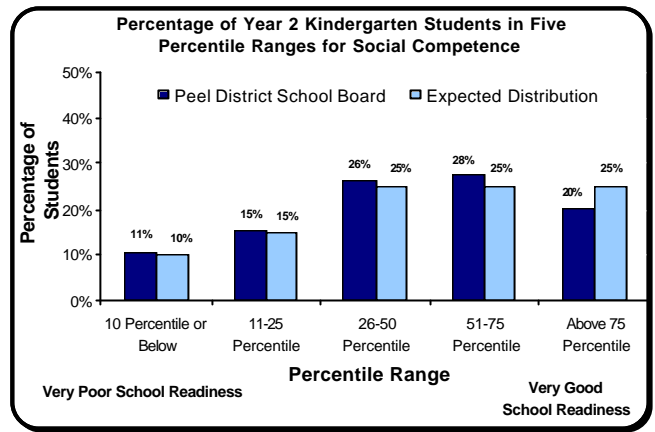
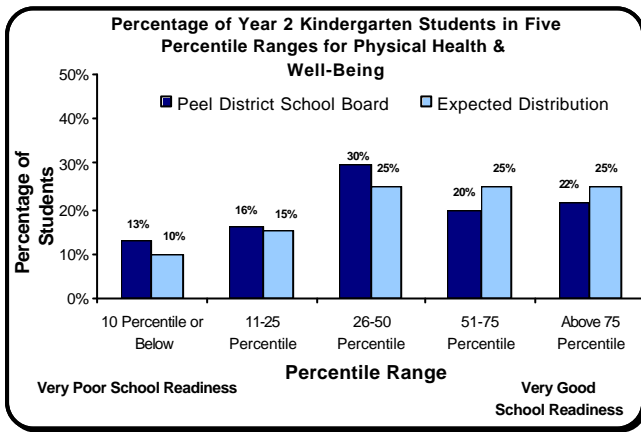
	Peel District School Board ( <i>n</i> = 8,503)	Peel Region ( <i>n</i> = 13,364)
	<i>M</i> ( <i>SD</i> )	<i>M</i> ( <i>SD</i> )
<b>Physical Health &amp; Well-Being Sub-Scales</b>		
Physical readiness for school work (i.e., energy level)	8.9 (1.3)	9.1 (1.3)
Physical independence	9.8 (0.8)	9.8 (0.8)
Gross & fine motor skills	7.8 (1.8)	7.8 (1.8)
<b>Social Competence Sub-Scales</b>		
Overall social competence with peers	7.5 (2.1)	7.6 (2.1)
Respect and responsibility	8.4 (2.1)	8.5 (2.0)
Independence and adjustment	8.0 (2.2)	7.9 (2.2)
Readiness to explore new things	8.3 (2.3)	8.4 (2.2)
<b>Emotional Maturity Sub-Scales</b>		
Prosocial & helping behaviours	5.3 (3.0)	5.4 (2.9)
Lack of anxious and fearful behaviours	9.0 (1.4)	9.0 (1.4)
Lack of aggressive behaviours	9.2 (1.5)	9.3 (1.5)
Lack of hyperactivity / inattention	8.5 (2.7)	8.6 (2.6)
<b>Language &amp; Cognitive Development Sub-Scales</b>		
Basic literacy	8.9 (1.9)	9.0 (1.8)
Interest & memory	8.5 (2.7)	8.6 (2.6)
Complex literacy skills	5.3 (3.6)	5.7 (3.6)
Literacy & numeracy	9.2 (1.9)	9.3 (1.8)
<b>Communication Skills &amp; General Knowledge</b>	7.4 (2.1)	7.5 (2.0)

Note: Scores are on a 0 - 10 scale. Higher scores indicate more advanced readiness to learn skills.

### Additional Findings for Peel Region

1. Girls have significantly higher readiness to learn levels than boys.
2. Children born earlier in the year have significantly higher readiness to learn levels than children born later in the year.
3. Non-ESL designated students have significantly higher readiness to learn levels than ESL designated students.
4. Children who attended an organised pre-school program have significantly higher readiness to learn levels than children who did not attend such programs.

## EARLY DEVELOPMENT INSTRUMENT PERCENTILE RESULTS



Note: Percentages may not add up exactly to 100, due to rounding.

### Interpretation Notes

For any community or school, we would expect 10% of its students to score in the lowest 10<sup>th</sup> percentile, based on a normal distribution of scores. Similarly, we would expect 15% of its students to score in the 11<sup>th</sup> - 25<sup>th</sup> percentile, 25% in the 26<sup>th</sup> - 50<sup>th</sup> percentile, 25% in the 51<sup>st</sup> - 75<sup>th</sup> percentile, and 25% above the 75<sup>th</sup> percentile.

Students with scores in the lowest 10<sup>th</sup> percentile in one or more EDI areas of early development were considered not ready to learn and at risk for future academic failure.

Students with scores above the 75<sup>th</sup> percentile demonstrated very good school readiness.

### Percentage of Students Scoring in the Lowest 10<sup>th</sup> Percentile in the EDI Areas of Development for the Peel District School Board and the Peel Region

Number of EDI areas of development in the lowest 10 <sup>th</sup> percentile	% of students from the Peel District School Board	% of students from the Peel Region
Only 1 area	14%	13%
Only 2 areas	7%	7%
Only 3 areas	4%	4%
Only 4 areas	3%	2%
All 5 areas	1%	1%
<b>Total (1 or more areas)</b>	<b>29%</b>	<b>27%</b>

**29% of Peel District School Board students scored in the lowest 10<sup>th</sup> percentile in one or more of the developmental areas.**