



**The Early Development Instrument (EDI):  
A Community Level Index of Children's  
Health, Development, and School Readiness**

Jan. 5, 2017 | Division of Early Learning



# Agenda

1. Early Development Instrument (EDI) Purpose and Overview
  2. EDI Domains
  3. Reporting EDI Results
  4. Roles of Key Partners in EDI administration
  5. Student Confidentiality
  6. 2016 EDI Results
  7. Timeline
  8. Next Steps
-



# Purpose of EDI

- A **community snapshot** of children's health, development and school readiness in DC
- Informs **place-based efforts** to optimize healthy development for all young children
- EDI results are used to:
  - Look *back* – to assess how the community can better support early childhood development; and
  - Look *forward* – to address the needs of incoming kindergarten students as they move through school

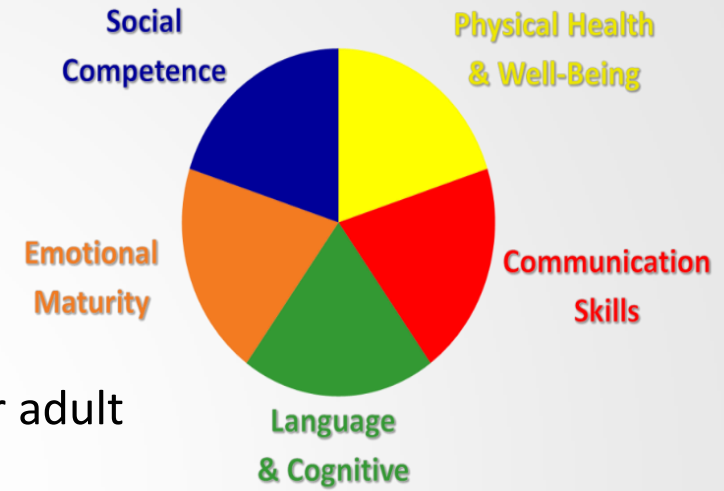


# EDI Overview

- **Population** focus
  - In DC, data are reported by neighborhood cluster
- **Holistic** measure of child development
- Strong predictive validity and reliability
- Administered among **PK-4 children** in the District
  - Since universal pre-K is not yet common in the U.S., other jurisdictions tend to assess kindergarteners.
- Teachers find it easy to use
  - Observational assessment, based on recall
  - Completed online

# About the EDI Domains

- **Physical health**
  - Absence of disease, access to appropriate nutrition, necessary gross and fine motor skills
- **Social competence**
  - General standards of acceptable behavior, cooperation with others, showing respect for adult authority, communicate feelings and needs
- **Emotional maturity**
  - Curiosity about world, eagerness to try new things, ability to reflect before acting
- **Language and cognitive development**
  - Abilities with reading, writing and numbers, shape recognition, interest in books
- **Communication skills**
  - Understanding verbal communications, ability to communicate experiences, wishes and feelings





# Reporting EDI Results

## **Community Profile Results**

- Public information consisting of EDI tables and maps
- Describes how children are doing by neighborhood
- Map set includes additional indicators by neighborhood

## **Child Level Data File**

- Provided to local lead agency
- Used to conduct additional analyses locally

## **Confidential School Report**

- Provided to schools/districts only
  - Tells schools how their children are doing developmentally compared to the overall district average
-





# Reporting EDI Results

The tables below compare EDI data collected in school year 2013-2014 for your school to all of the participating schools from your district. The columns labeled “All Participating Schools in District” include all the schools that participated this year and in the prior two school years, as applicable. Table 1 presents data on the number of EDI records collected, as well as the demographic characteristics of the children with EDI records. Table 2 indicates the number and percent of kindergarteners who are categorized as developmentally vulnerable and on track by domain. A child is considered developmentally vulnerable if their EDI score is at or below the 10<sup>th</sup> percentile. Conversely, a child is considered to be on track if their EDI score is above the 25<sup>th</sup> percentile. The last two rows show the number and percent of children who were vulnerable on one or more developmental domains and children who were on track on all domains.

**Table 1. Descriptive Characteristics: Comparison of Individual School to All Participating Schools in the District**

	Individual School		All Participating Schools in District	
Number of EDI Records Collected				
Number and Percent of EDI Records Valid for Analysis				
Number of Participating Classrooms				
<b>Student Demographics</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<i>Race/ethnicity*</i>				
African-American, Black				
Asian, Native Hawaiian, or other Pacific Islander				
Hispanic, Latino/a				
White				
Other/Multiracial				
<i>Mean Age (years, months)</i>				
<i>Females</i>				
<i>Mean Days Absent</i>				
<i>Students with ELL Status</i>				
<i>Students with an IEP</i>				
<i>Waitlisted for Further Assessment</i>				
<i>Needs Further Assessment</i>				
<i>Students with Special Problems</i>				

Data Sources: 1) School district data for race/ethnicity and age; 2) Teacher Reported EDI Checklist for gender, days absent, ELL status, IEP status, assessment questions, and special problems.

\* Due to missing data, the percents may not add up to 100%.

**Table 2. Children Vulnerable and On Track by Developmental Domain: Comparison of Individual School (N=XX) to All Participating Schools in the District (N=XXX)**

Domain	Children Developmentally Vulnerable				Children Developmentally On Track			
	Individual School		All Participating Schools in District		Individual School		All Participating Schools in District	
	N*	%	N*	%	N*	%	N*	%
Physical Health and Well-being								
Social Competence								
Emotional Maturity								
Language and Cognitive Development								
General Knowledge and Communication								
Vulnerable On 1 or More Domains					N/A	N/A	N/A	N/A
On Track on All Domains	N/A	N/A	N/A	N/A				

Data Source: Teacher Reported EDI Checklist.

\* Due to missing data, the N may differ by developmental domain.



# Roles for Key Partners

UCLA, Center for Healthier Children, Families and Communities is the national support center for the EDI in the United States

UCLA Provides:

- Coaching and a train-the-trainer toolkit to recruit school districts, train teachers, and collect data;
  - Online EDI software used by teachers to complete EDI;
  - EDI Community Profile report and maps and a de-identified child-level data file to OSSE;
  - School level reports to each Local Education Agency (LEA);
  - Consultation on interpretation and use of EDI data; and
  - Shared learning network for communities across US using EDI.
-





# Roles for Key Partners

## **OSSE – Local Lead Agency**

- Recruit LEAs
  - Coordinate and conduct teacher trainings
  - Provide LEAs a copy of the parent letter in all languages
  - Work with UCLA mappers to define neighborhood boundaries and indicators that can be overlaid onto EDI maps
  - Convene early childhood partners around using the EDI results to drive community level change
  - Participate in the national shared learning network
-



# Roles for Key Partners

## **LEA Point of Contact**

- Recruit teachers
- Verify accuracy of OSSE student rosters
- Coordinate communications with teachers regarding training and other logistics

## **Teachers**

- Participate in EDI teacher orientation (1 hour)
  - Send parent letter home
  - Complete EDI on each child (10-15 minutes) online
  - Complete one evaluation form online after EDI assessments are completed
  - Submit paperwork to OSSE to receive \$200 stipend
-



# Student Confidentiality

- UCLA maintains Human Subjects approval for the EDI work through it's Institutional Review Board.
  - EDI contains information about the student's development and general demographic information
  - Children's names are **not** collected
  - Student home address is collected to map the data by neighborhood, once mapped, address is stripped
  - Data is **never** reported at a child or teacher/classroom level. Data only reported on groups of children
  - Questionnaires are **not** retained by the teacher or school
  - Children are not present when the EDI is completed. Based on observational recall.
-



## 2016 Results from the Early Development Instrument (EDI)



# Summary of EDI Participation in DC

Sector Participation:	
District of Columbia Public Schools	
Public Charter Local Education Agencies	
Community-Based Organizations	
Total schools/centers	108
Total classrooms	333
Community Information:	
Children	4,423
Children who are English Language Learners (ELL)	14%
Children who have an Individualized Education Program (IEP)	8%
Race/Ethnicity:	
African-American	67%
Asian, Native Hawaiian or other Pacific Islander	2%
Hispanic, Latino/a	15%
White	13%
Other	3%



# What is Meant by On Track, At Risk, and Vulnerable?

- **Vulnerable Children** – Without additional support and care, these children may experience future challenges in school and society.
- **At Risk** – Not vulnerable, but are lower than expected for this age. Considered “at risk” for becoming vulnerable and at risk continuing on a low achievement and health trajectory.
- **On Track** – Meeting developmental milestones expected for this age group and are expected to be successful in later grades.

Vulnerable	At Risk	On Track
0 to $\leq 10$	$> 10$ to $\leq 25$	$> 25-100$

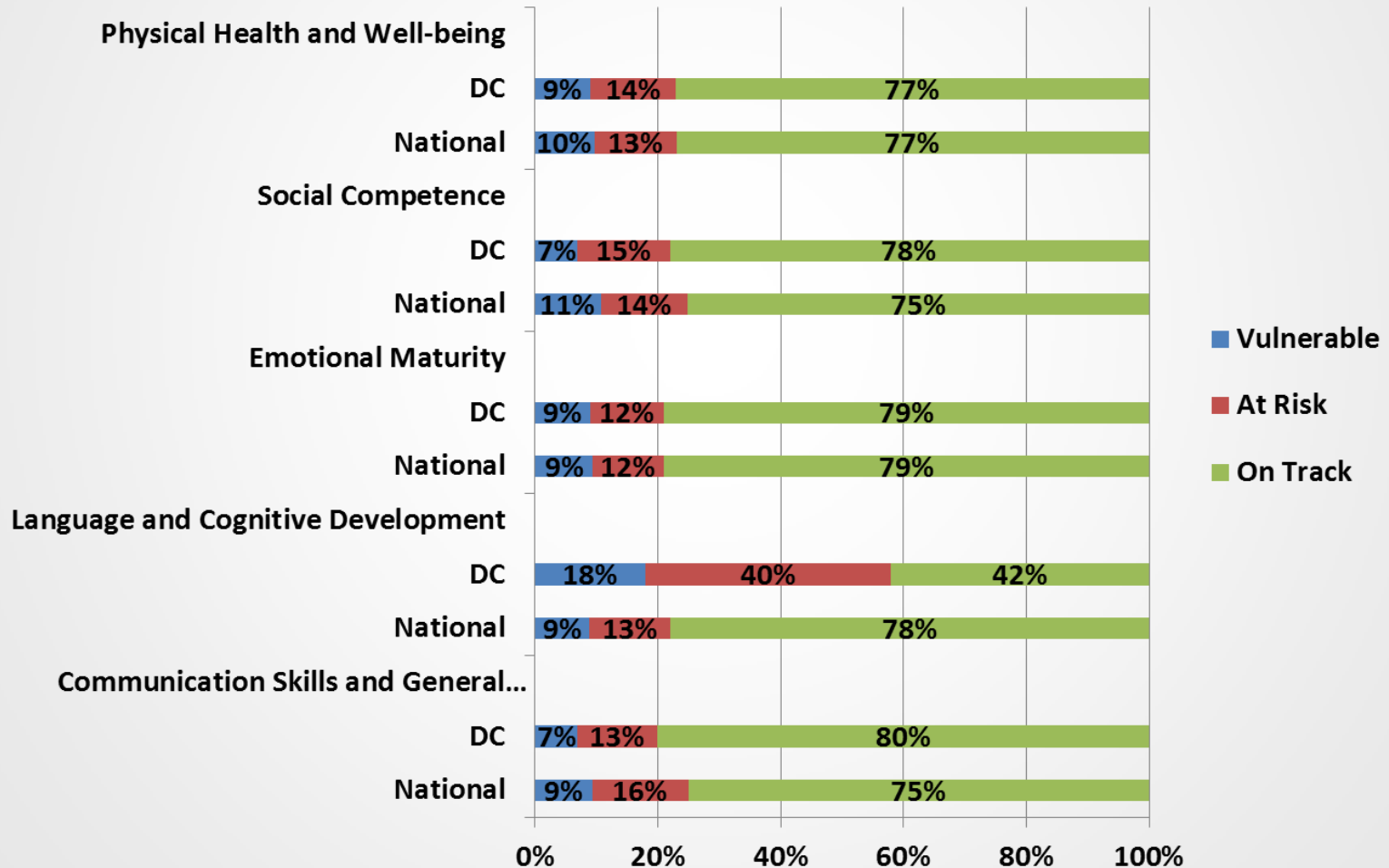






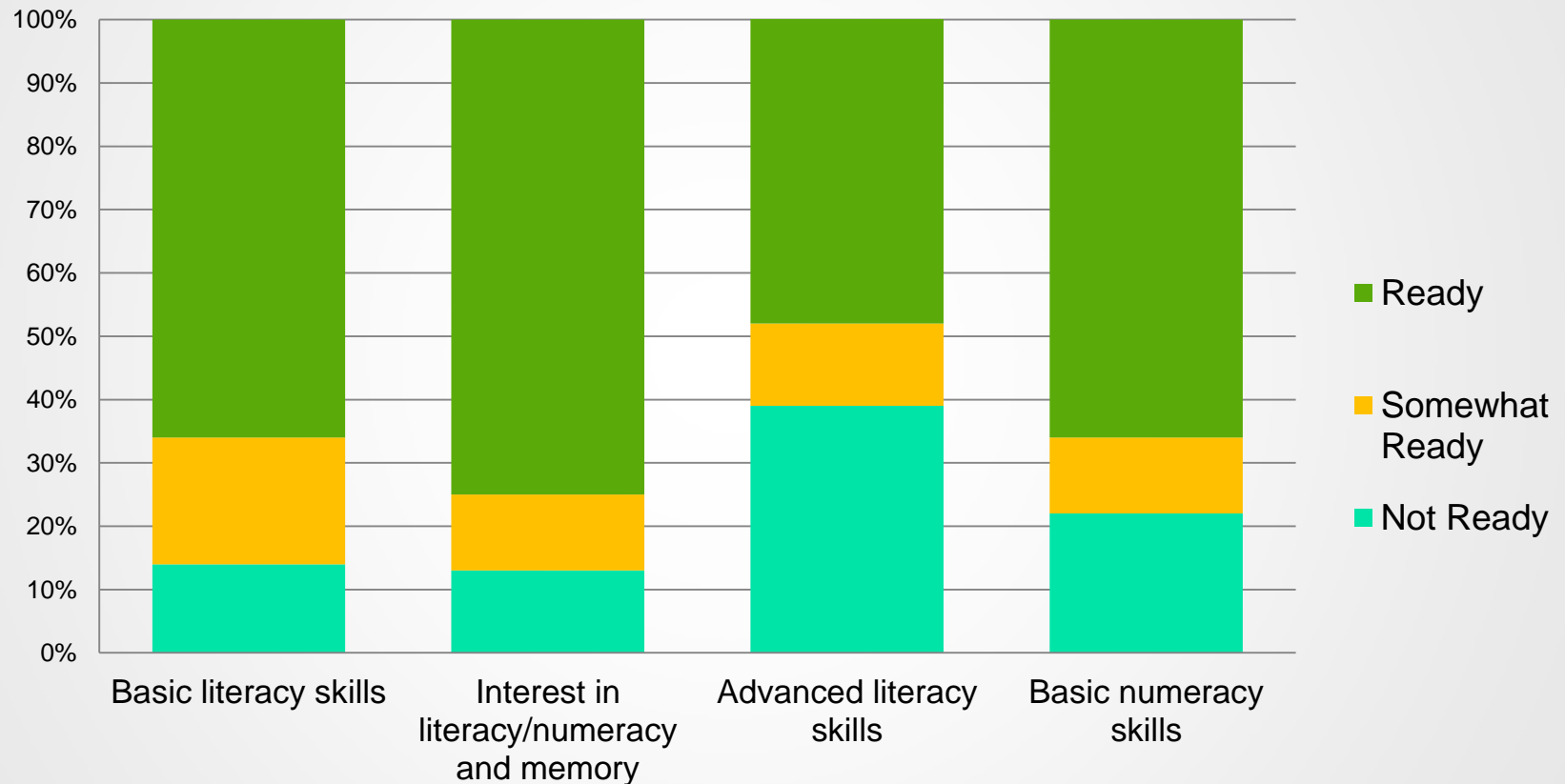
# Comparison of EDI Results by Developmental Domain

## National Kindergarten Averages (2015) vs. Washington, DC Pre-K 4 Results (2016)





# EDI Sub-Domains: Language and Cognitive Development





# Advanced Literacy Skills

## Items:

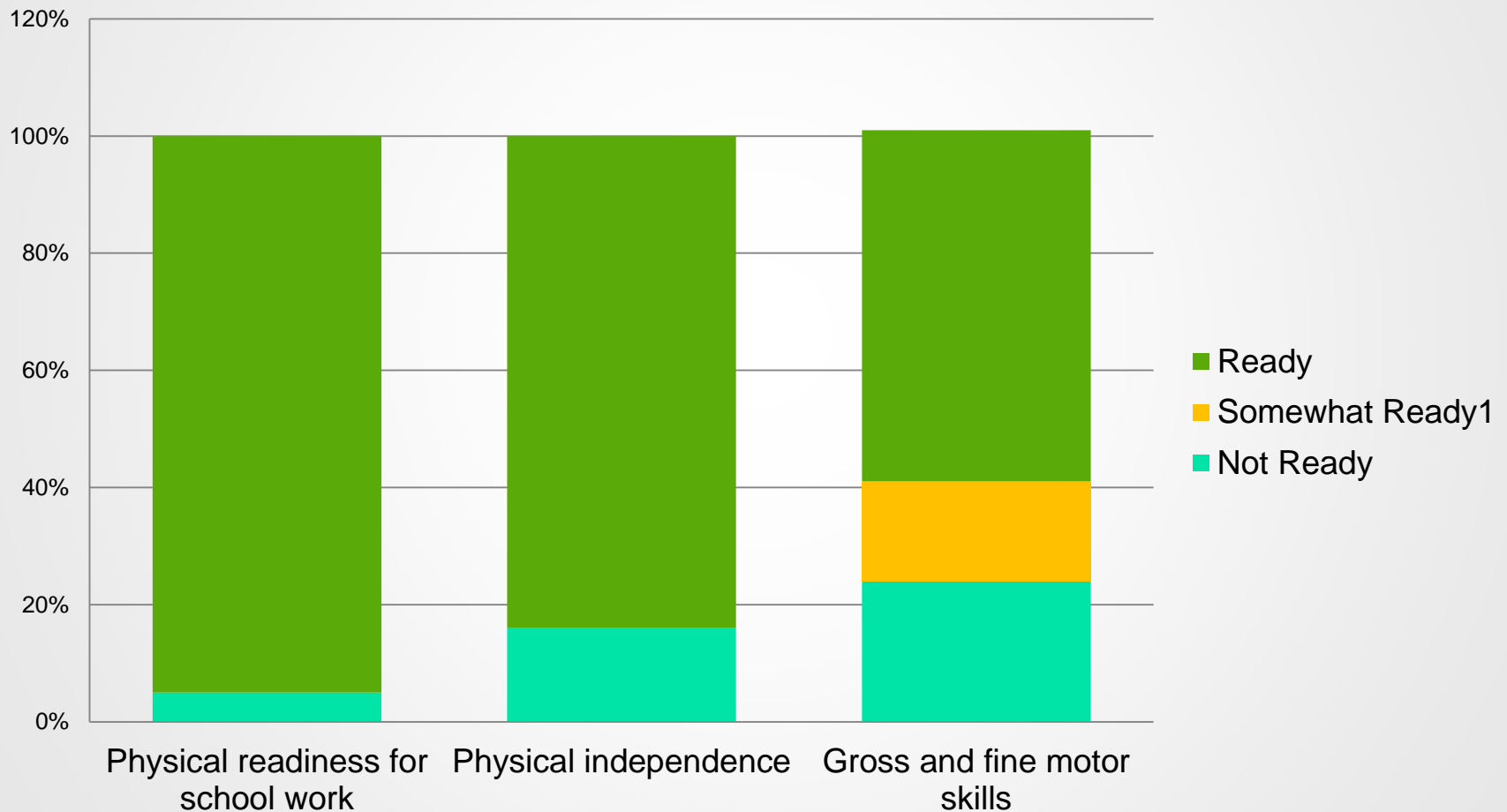
- Advanced literacy skills
- Able to read simple words
- Able to read complex words
- Able to read simple sentences
- Interested in writing voluntarily
- Able to write simple words
- Able to write simple sentences

## What this means:

- Reflects Common Core standards in literacy for kindergarten (not pre-K4).
- Advanced literacy skills are not those we expect of all 4-year-old children.
- Given that about half of the children in DC are meeting this standard, though, it does give another useful data point.
- Helps to understand the range in developmental status and to explore the underlying causes for these.

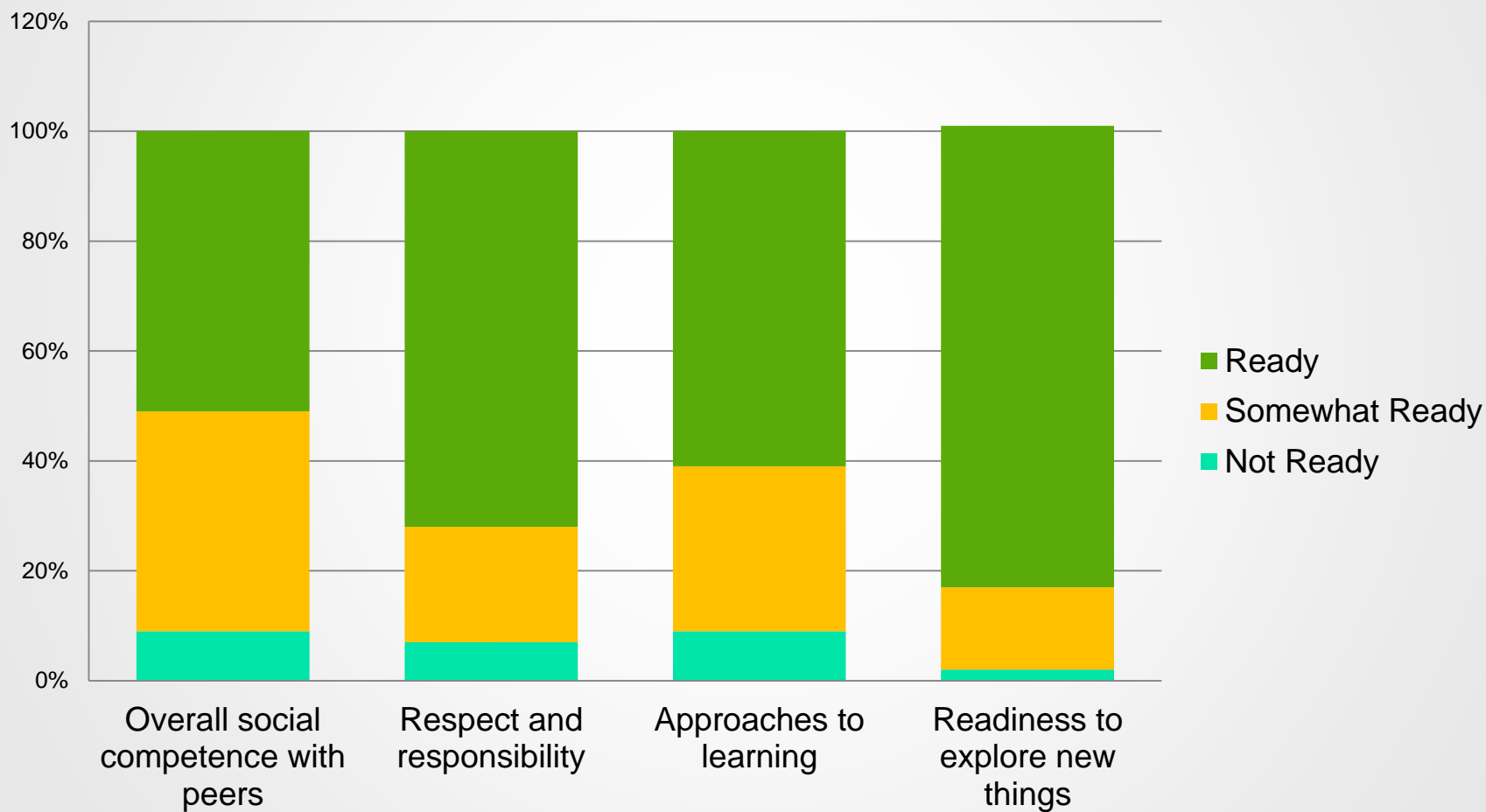


# EDI Sub-Domains: Physical Health and Well-being



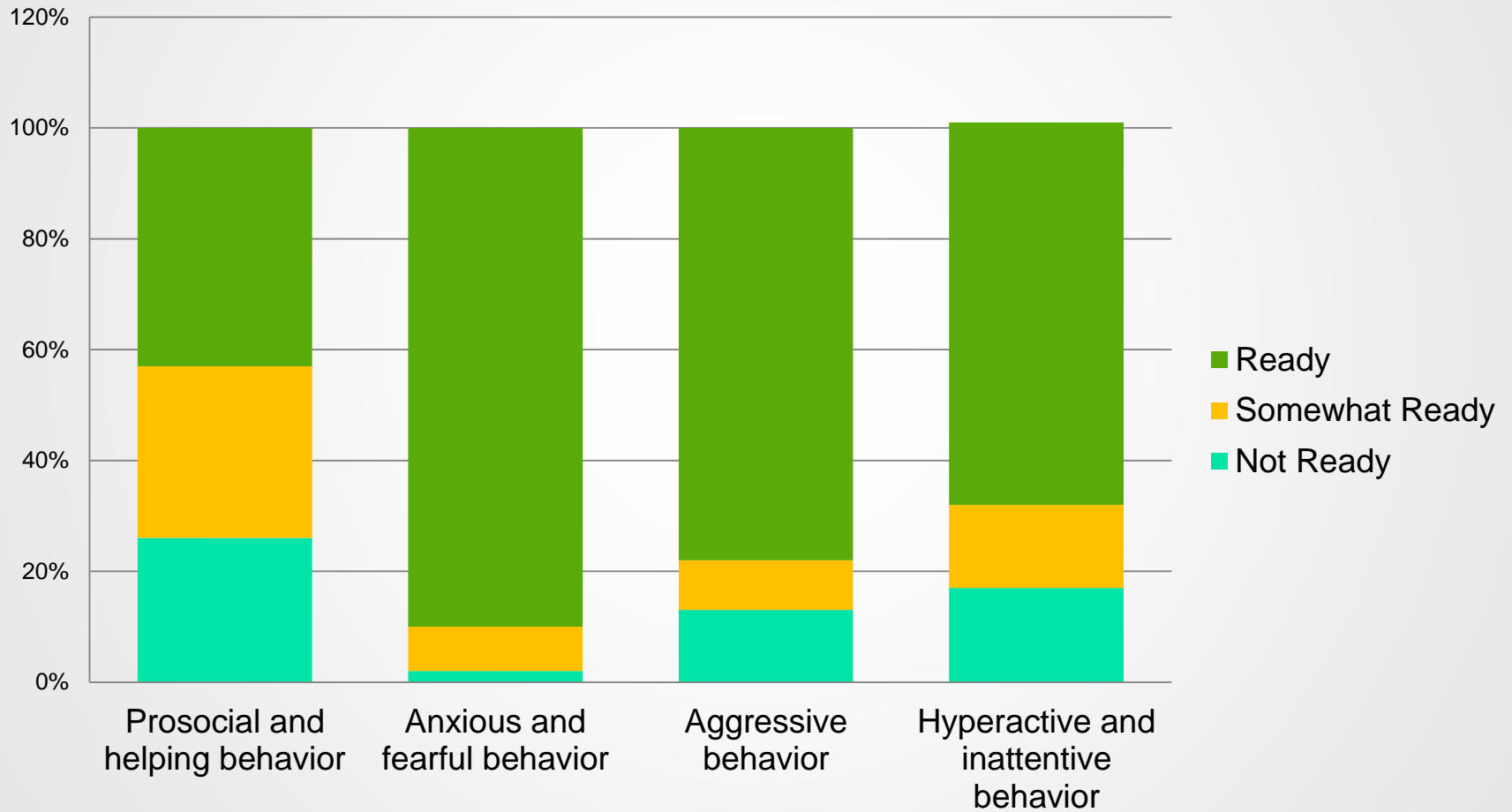


# EDI Sub-Domains: Social Competence





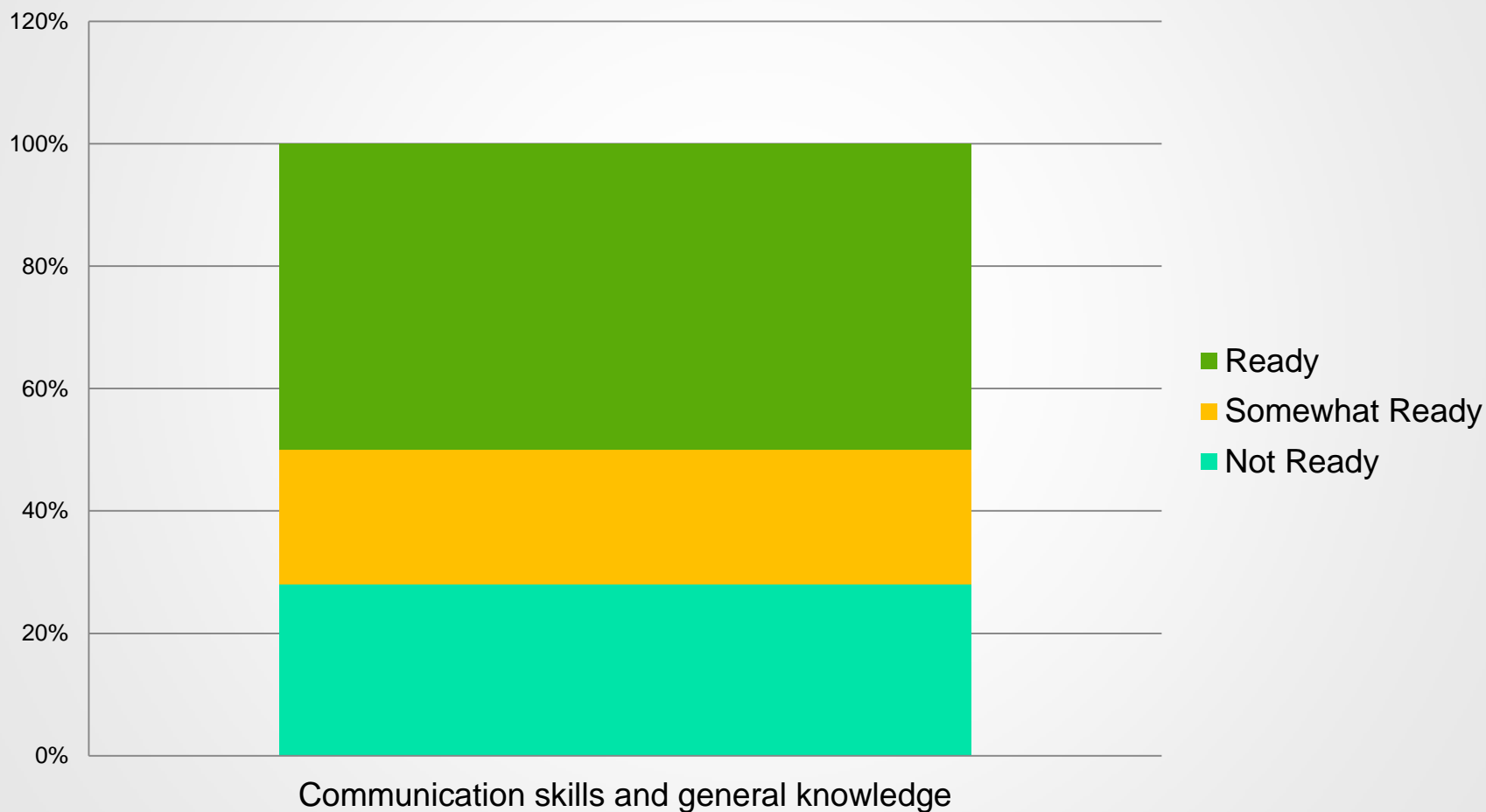
# EDI Sub-Domains: Emotional Maturity







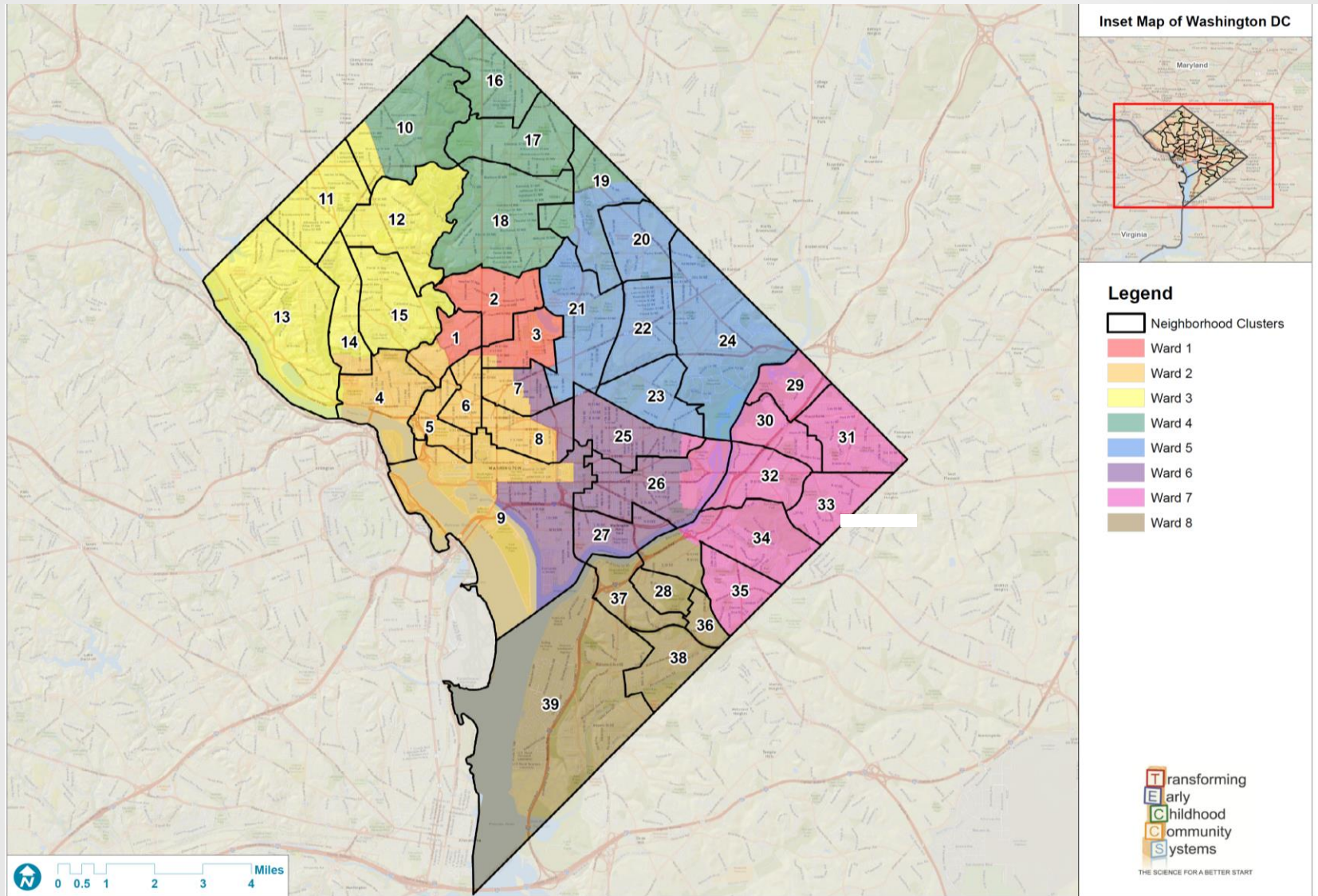
# EDI Sub-Domains: Communication Skills and General Knowledge





## What are the Patterns of Vulnerability Across DC?

# Neighborhood Clusters and Wards





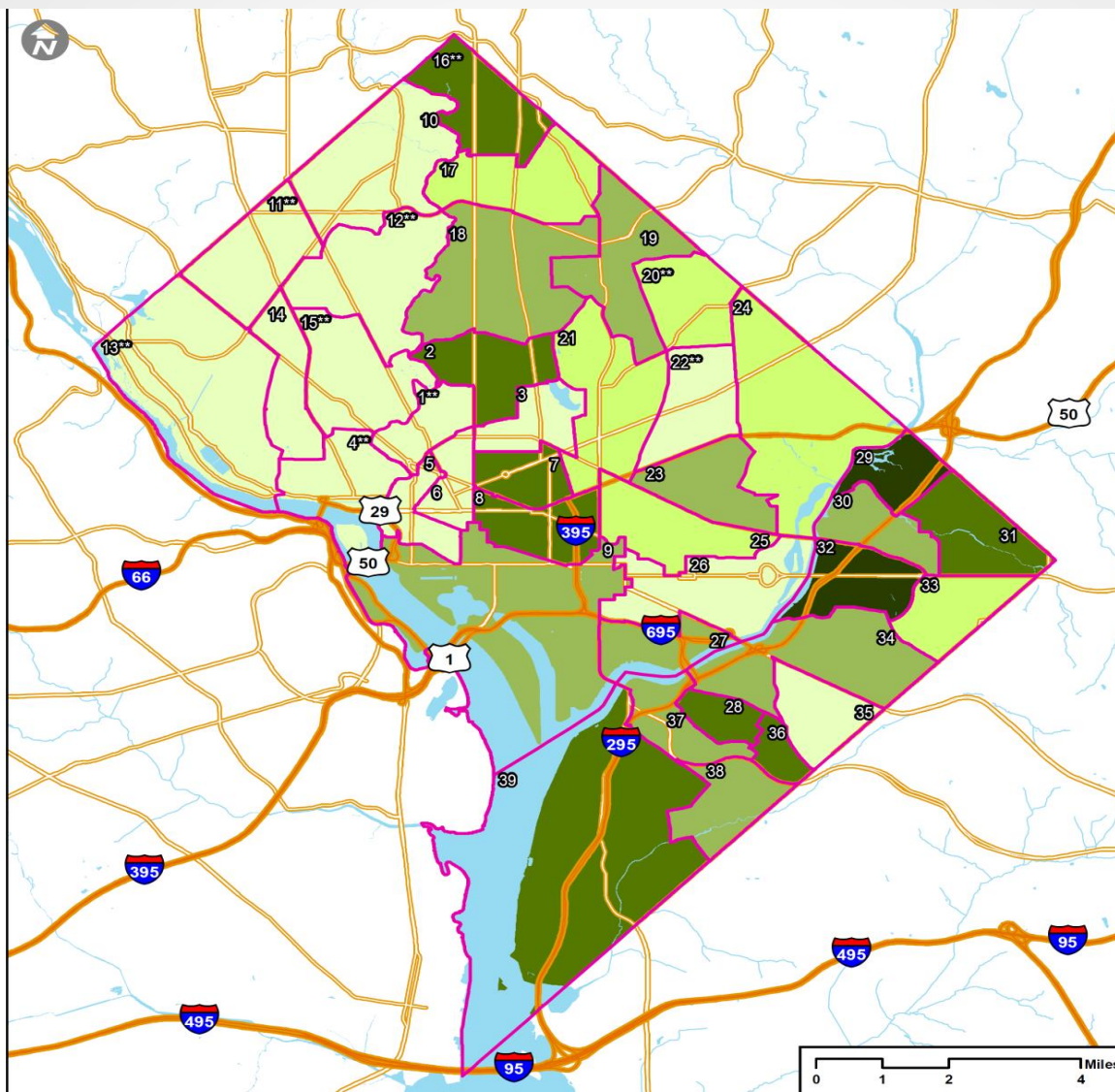


# Children Vulnerable on One or More Developmental Domains

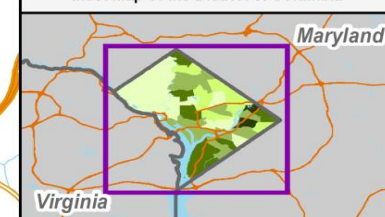
Neighborhoods: Percentage Vulnerable on One or More Domains

ID	Neighborhood	%
1	Cluster 1**	18%
2	Cluster 2	35%
3	Cluster 3	13%
4	Cluster 4**	11%
5	Cluster 5	17%
6	Cluster 6	5%
7	Cluster 7	35%
8	Cluster 8	37%
9	Cluster 9	30%
10	Cluster 10	7%
11	Cluster 11**	14%
12	Cluster 12**	13%
13	Cluster 13**	14%
14	Cluster 14	9%
15	Cluster 15**	3%
16	Cluster 16**	37%
17	Cluster 17	20%
18	Cluster 18	26%
19	Cluster 19	30%
20	Cluster 20**	23%
21	Cluster 21	20%
22	Cluster 22**	18%
23	Cluster 23	31%
24	Cluster 24	23%
25	Cluster 25	20%
26	Cluster 26	11%
27	Cluster 27	27%
28	Cluster 28	36%
29	Cluster 29	39%
30	Cluster 30	28%
31	Cluster 31	33%
32	Cluster 32	40%
33	Cluster 33	24%
34	Cluster 34	30%
35	Cluster 35	17%
36	Cluster 36	34%
37	Cluster 37	28%
38	Cluster 38	31%
39	Cluster 39	34%
	<b>Neighborhood-wide</b>	<b>27%</b>

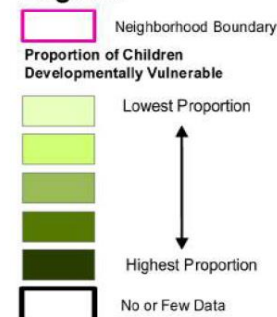
\*\* EDI participation rate is below the recommended threshold; interpret results with caution.



Inset Map of the District of Columbia



## Legend



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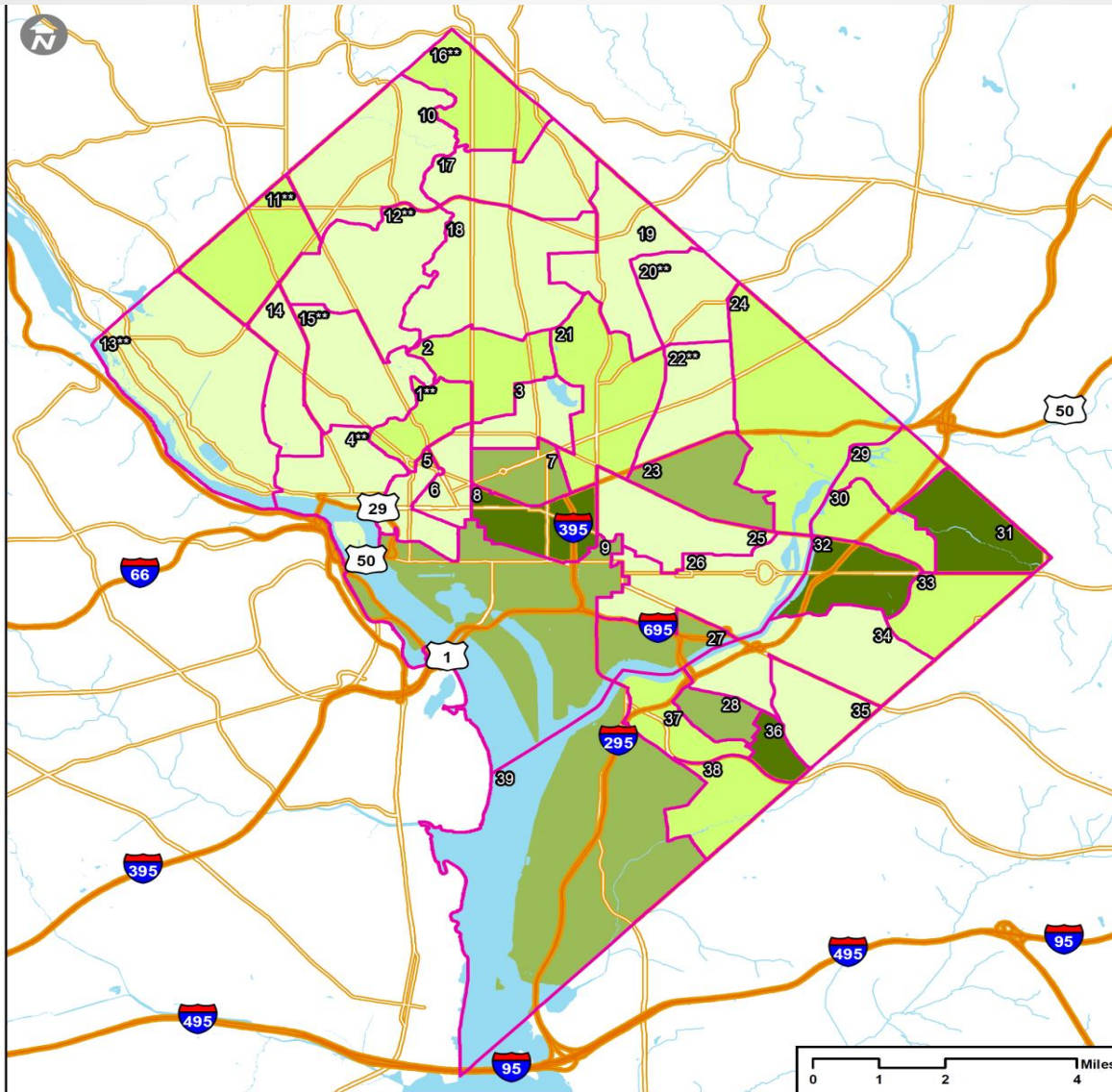


# Health & Well-Being Domain

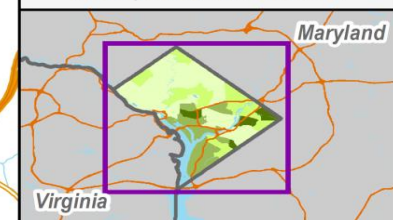
Neighborhoods: Percentage Vulnerable in the Physical Health and Well-being Domain

ID	Neighborhood	%
1	Cluster 1**	8%
2	Cluster 2	7%
3	Cluster 3	3%
4	Cluster 4**	0%
5	Cluster 5	6%
6	Cluster 6	0%
7	Cluster 7	14%
8	Cluster 8	17%
9	Cluster 9	12%
10	Cluster 10	1%
11	Cluster 11**	9%
12	Cluster 12**	4%
13	Cluster 13**	1%
14	Cluster 14	2%
15	Cluster 15**	0%
16	Cluster 16**	7%
17	Cluster 17	6%
18	Cluster 18	5%
19	Cluster 19	5%
20	Cluster 20**	5%
21	Cluster 21	7%
22	Cluster 22**	5%
23	Cluster 23	13%
24	Cluster 24	7%
25	Cluster 25	5%
26	Cluster 26	1%
27	Cluster 27	14%
28	Cluster 28	13%
29	Cluster 29	8%
30	Cluster 30	8%
31	Cluster 31	17%
32	Cluster 32	16%
33	Cluster 33	10%
34	Cluster 34	6%
35	Cluster 35	5%
36	Cluster 36	20%
37	Cluster 37	9%
38	Cluster 38	11%
39	Cluster 39	12%
Neighborhood-wide		9%

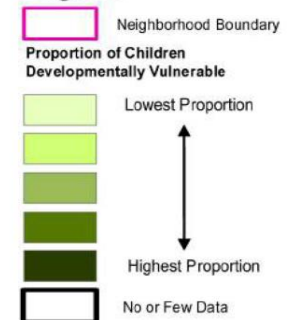
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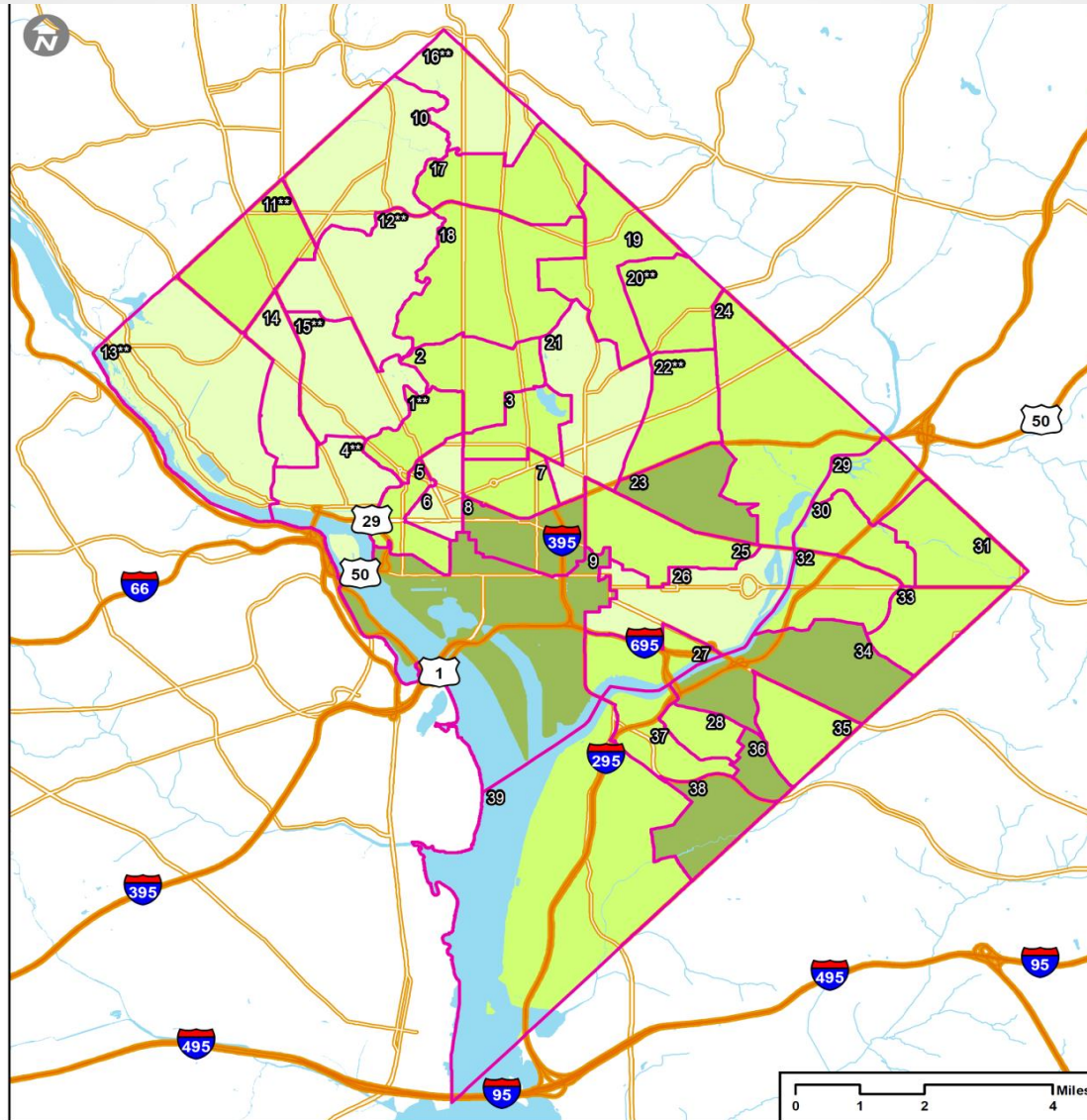


# Social Competence Domain

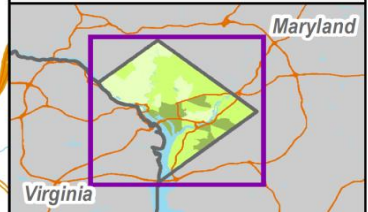
Neighborhoods: Percentage Vulnerable in the Social Competence Domain

ID	Neighborhood	%
1	Cluster 1**	6%
2	Cluster 2	7%
3	Cluster 3	7%
4	Cluster 4**	0%
5	Cluster 5	6%
6	Cluster 6	0%
7	Cluster 7	6%
8	Cluster 8	11%
9	Cluster 9	10%
10	Cluster 10	1%
11	Cluster 11**	7%
12	Cluster 12**	2%
13	Cluster 13**	4%
14	Cluster 14	2%
15	Cluster 15**	0%
16	Cluster 16**	4%
17	Cluster 17	6%
18	Cluster 18	7%
19	Cluster 19	6%
20	Cluster 20**	5%
21	Cluster 21	4%
22	Cluster 22**	5%
23	Cluster 23	9%
24	Cluster 24	7%
25	Cluster 25	6%
26	Cluster 26	3%
27	Cluster 27	7%
28	Cluster 28	6%
29	Cluster 29	8%
30	Cluster 30	5%
31	Cluster 31	6%
32	Cluster 32	6%
33	Cluster 33	6%
34	Cluster 34	12%
35	Cluster 35	5%
36	Cluster 36	11%
37	Cluster 37	8%
38	Cluster 38	12%
39	Cluster 39	8%
Neighborhood-wide		7%

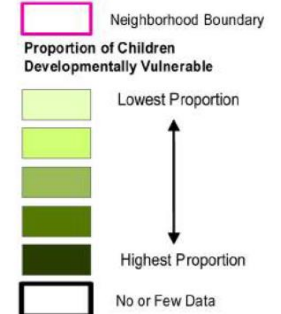
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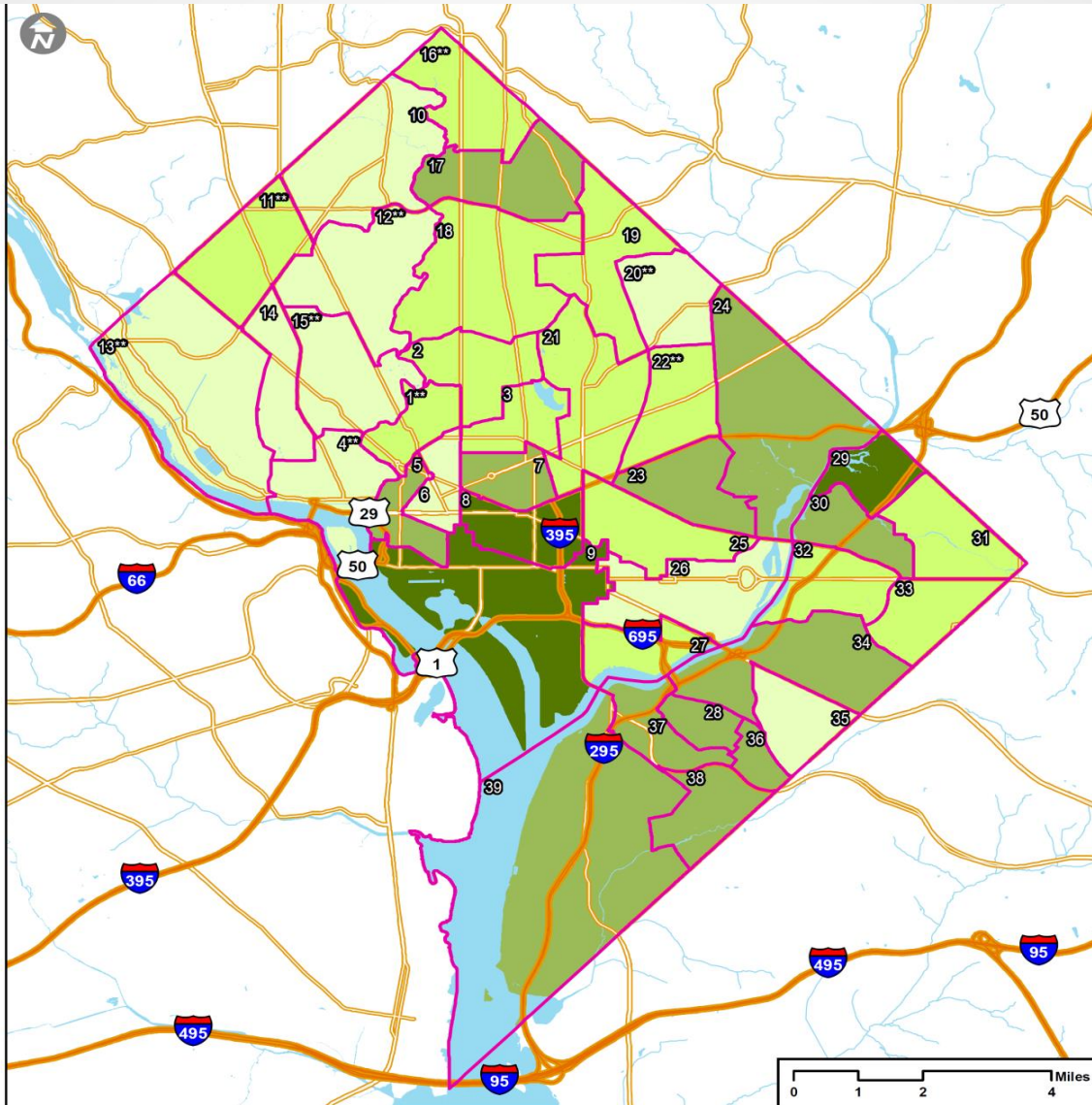


# Emotional Maturity Domain

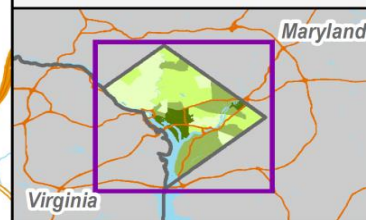
Neighborhoods: Percentage Vulnerable in the Emotional Maturity Domain

ID	Neighborhood	%
1	Cluster 1**	6%
2	Cluster 2	9%
3	Cluster 3	7%
4	Cluster 4**	0%
5	Cluster 5	11%
6	Cluster 6	0%
7	Cluster 7	12%
8	Cluster 8	17%
9	Cluster 9	18%
10	Cluster 10	1%
11	Cluster 11**	9%
12	Cluster 12**	2%
13	Cluster 13**	3%
14	Cluster 14	2%
15	Cluster 15**	0%
16	Cluster 16**	9%
17	Cluster 17	11%
18	Cluster 18	7%
19	Cluster 19	8%
20	Cluster 20**	3%
21	Cluster 21	9%
22	Cluster 22**	7%
23	Cluster 23	10%
24	Cluster 24	11%
25	Cluster 25	7%
26	Cluster 26	4%
27	Cluster 27	7%
28	Cluster 28	12%
29	Cluster 29	17%
30	Cluster 30	10%
31	Cluster 31	8%
32	Cluster 32	9%
33	Cluster 33	7%
34	Cluster 34	11%
35	Cluster 35	2%
36	Cluster 36	12%
37	Cluster 37	11%
38	Cluster 38	10%
39	Cluster 39	11%
Neighborhood-wide		9%

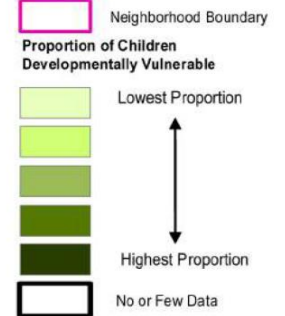
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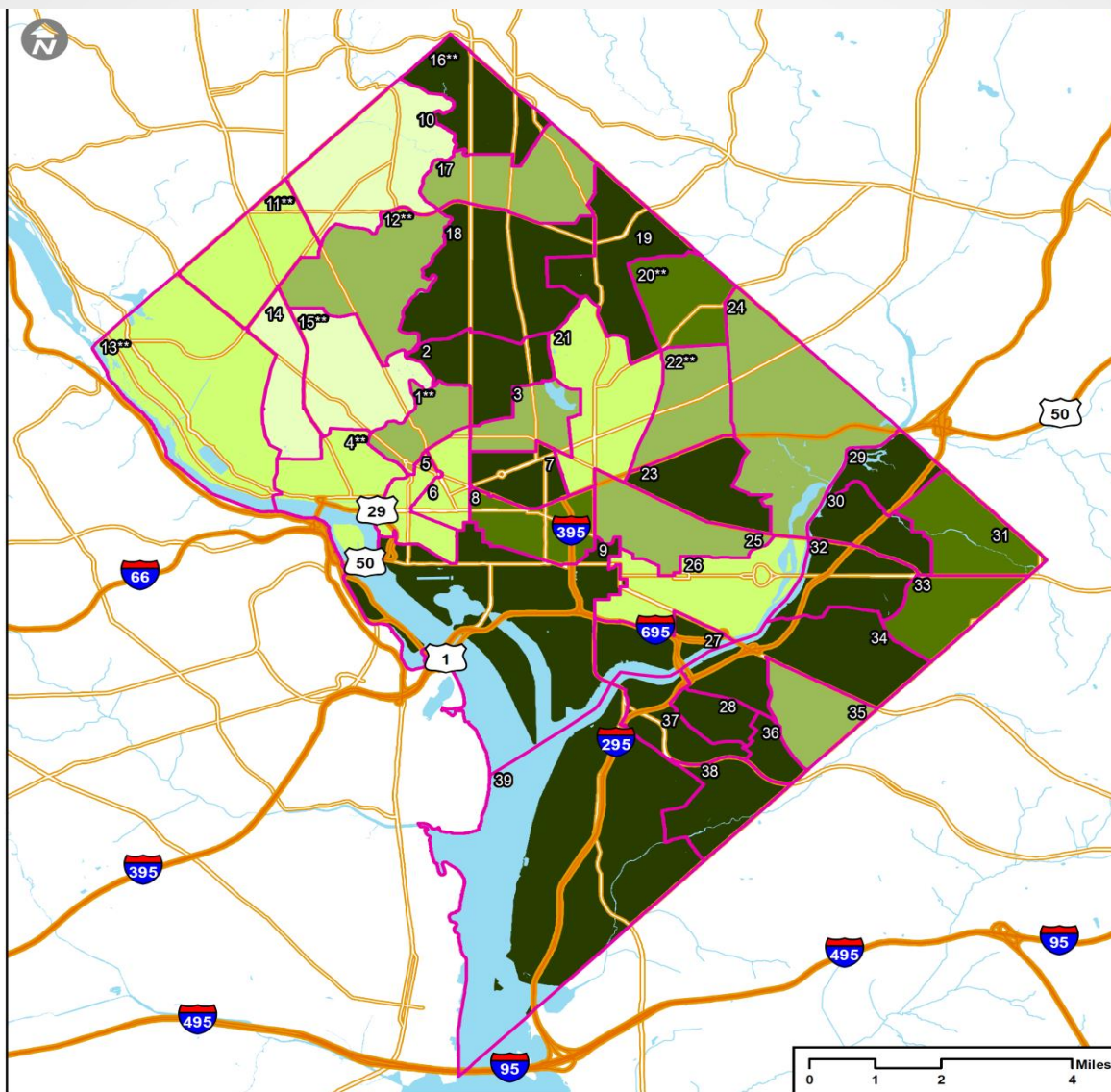


# Language & Cognitive Development Domain

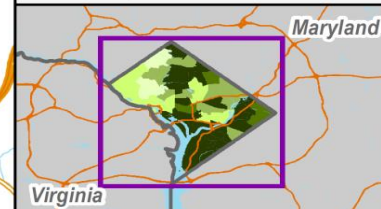
Neighborhoods: Percentage Vulnerable in the Language and Cognitive Development Domain

ID	Neighborhood	%
1	Cluster 1**	10%
2	Cluster 2	28%
3	Cluster 3	11%
4	Cluster 4**	5%
5	Cluster 5	6%
6	Cluster 6	5%
7	Cluster 7	20%
8	Cluster 8	17%
9	Cluster 9	18%
10	Cluster 10	2%
11	Cluster 11**	7%
12	Cluster 12**	9%
13	Cluster 13**	8%
14	Cluster 14	4%
15	Cluster 15**	3%
16	Cluster 16**	28%
17	Cluster 17	13%
18	Cluster 18	21%
19	Cluster 19	20%
20	Cluster 20**	15%
21	Cluster 21	8%
22	Cluster 22**	9%
23	Cluster 23	18%
24	Cluster 24	10%
25	Cluster 25	13%
26	Cluster 26	5%
27	Cluster 27	22%
28	Cluster 28	24%
29	Cluster 29	33%
30	Cluster 30	18%
31	Cluster 31	17%
32	Cluster 32	24%
33	Cluster 33	14%
34	Cluster 34	21%
35	Cluster 35	11%
36	Cluster 36	20%
37	Cluster 37	20%
38	Cluster 38	22%
39	Cluster 39	23%
	<b>Neighborhood-wide</b>	<b>17%</b>

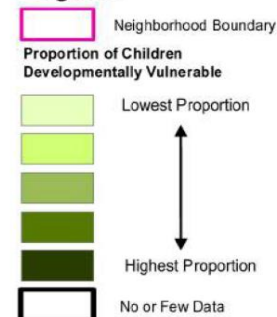
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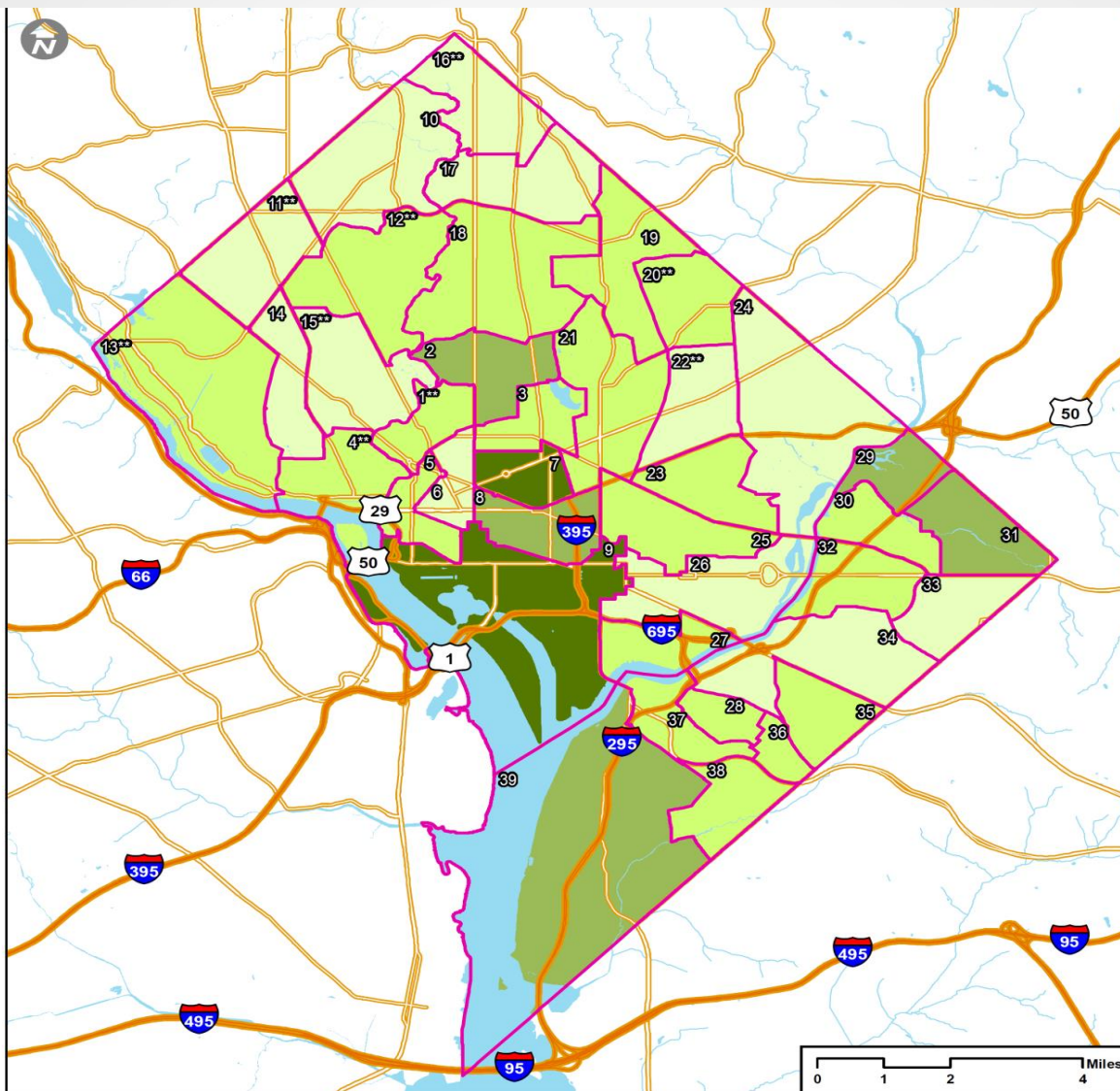


# Communication Skills & General Knowledge Domain

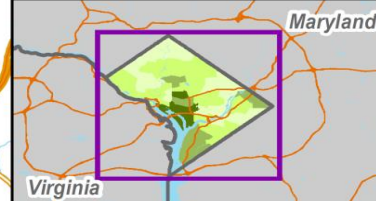
Neighborhoods: Percentage Vulnerable in the Communication Skills and General Knowledge Domain

ID	Neighborhood	%
1	Cluster 1**	6%
2	Cluster 2	11%
3	Cluster 3	8%
4	Cluster 4**	5%
5	Cluster 5	6%
6	Cluster 6	0%
7	Cluster 7	15%
8	Cluster 8	11%
9	Cluster 9	14%
10	Cluster 10	2%
11	Cluster 11**	4%
12	Cluster 12**	8%
13	Cluster 13**	8%
14	Cluster 14	0%
15	Cluster 15**	3%
16	Cluster 16**	2%
17	Cluster 17	4%
18	Cluster 18	7%
19	Cluster 19	5%
20	Cluster 20**	8%
21	Cluster 21	6%
22	Cluster 22**	2%
23	Cluster 23	8%
24	Cluster 24	2%
25	Cluster 25	8%
26	Cluster 26	1%
27	Cluster 27	5%
28	Cluster 28	6%
29	Cluster 29	11%
30	Cluster 30	6%
31	Cluster 31	10%
32	Cluster 32	8%
33	Cluster 33	4%
34	Cluster 34	3%
35	Cluster 35	6%
36	Cluster 36	8%
37	Cluster 37	5%
38	Cluster 38	7%
39	Cluster 39	10%
Neighborhood-wide		7%

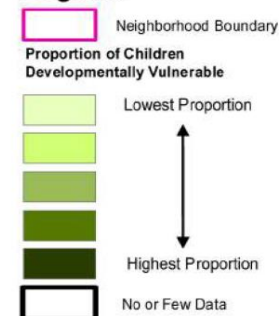
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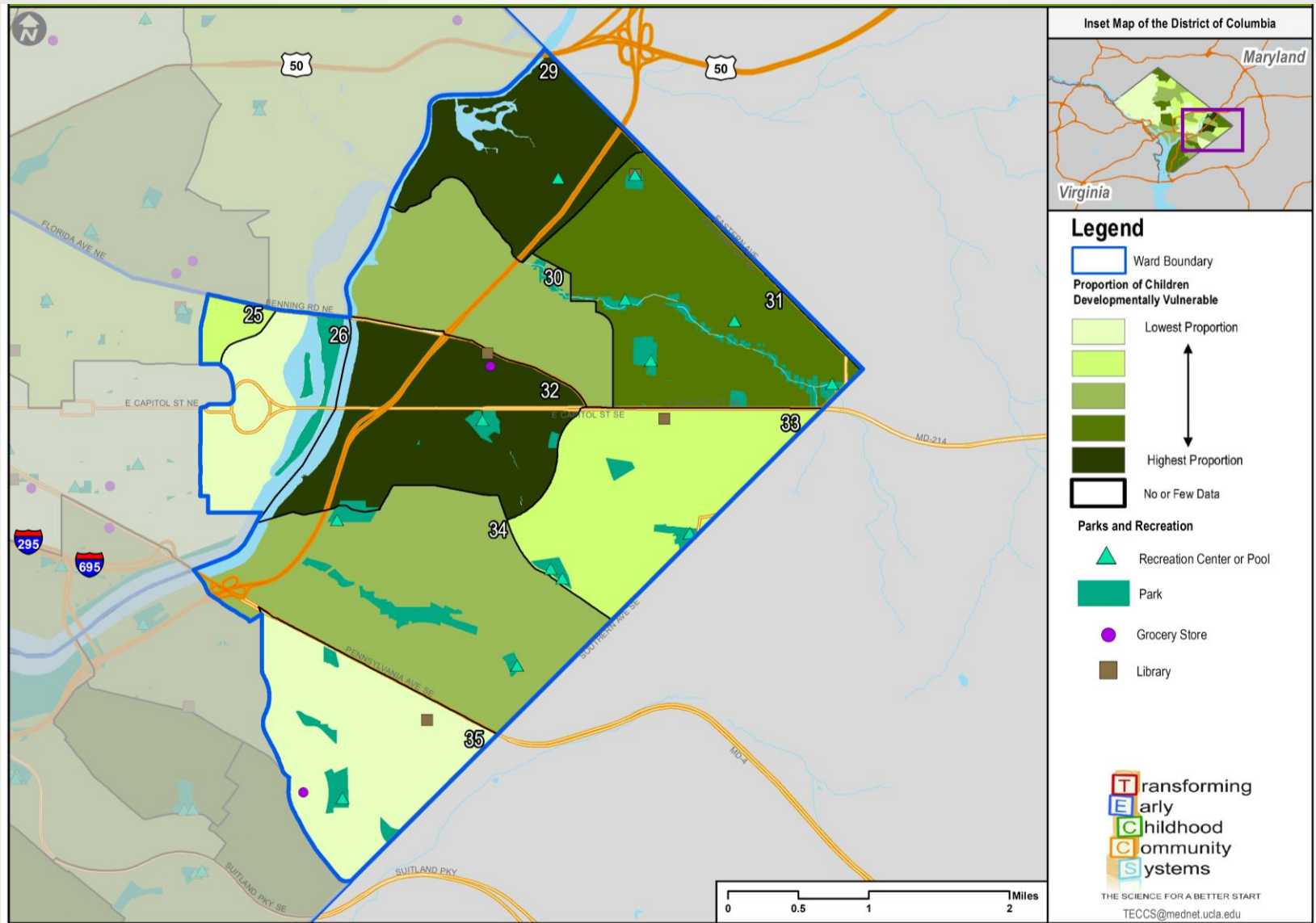


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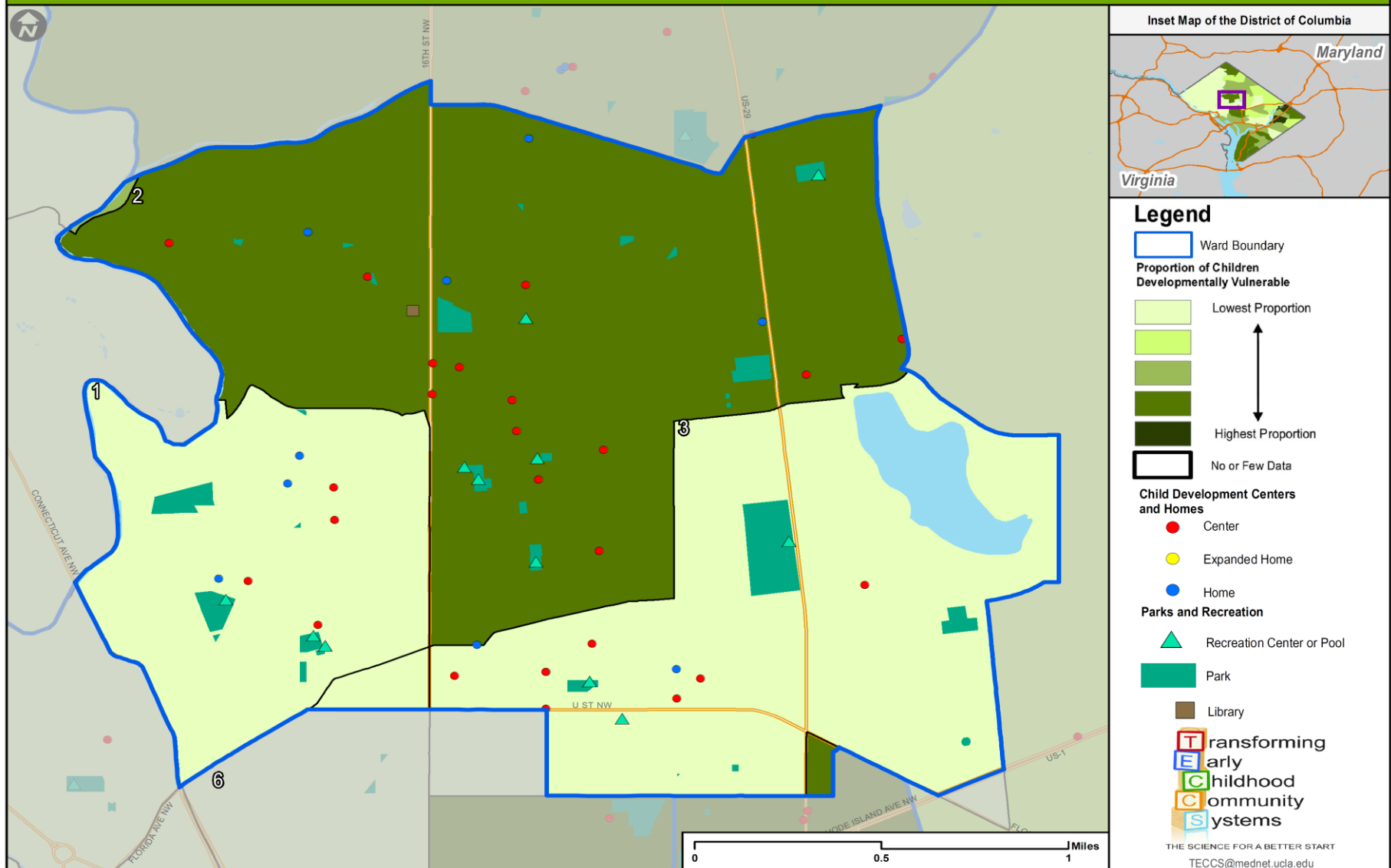
# Children Vulnerable on One or More Domains in Ward 7





# Children Vulnerable on One or More Domains in Ward 1

EDI 2016: Children Vulnerable on One or More Developmental Domains in Washington, D.C. Neighborhoods with Assets, Ward 1





## Timeline & Next Steps





# Timeline

Date	Milestone
Jan. 6, 2017	Deadline for LEAs to contact Jocelyn Sullivan to confirm participation, submit a district profile, and arrange training dates.
Jan. 2017	OSSE and UCLA will coordinate with the data points of contact at each LEA to upload pre-K 4 student rosters by teacher.
Jan. - Feb. 2017	Train-the-Trainer dates (the LEA lead only needs to attend one of the training dates).
Jan. - Feb. 2017	Distribute information letters to parents (at least one week prior to the beginning of data collection assessment window).
Late Jan. - March 2017	Assessment window opens. Teachers can access student roster through a web-based EDI portal.
March 31, 2017	All assessments must be completed.



# Next Steps

1. Identify a point of contact at your LEA or school.
  2. Contact Jocelyn Sullivan to confirm your participation.
  3. Submit a district profile.
  4. Arrange training dates.
  5. Begin EDI data collection.
-



Q&A



# Contact Information

For additional information or questions, please contact:

Jocelyn Sullivan  
Management Analyst  
(202) 727-4827  
Jocelyn.Sullivan@dc.gov

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| Thank you!