EARLY DEVELOPMENT INDEX (EDI)

DISTRICT PROFILE REPORT

2015

Huntington Beach City School District

Below is a brief overview of the Early Development Index (EDI), what it measures and how the results can be used. This overview also provides you with an explanation of how to interpret the report.

What is the EDI? It is a checklist filled out on all children in kindergarten that was developed by the Offord Centre for Child Studies at McMaster University in Canada. The Children & Families Commission of Orange County, which invests in programs and organizations to ensure that all children in Orange County are healthy and ready to learn when they enter school, is leading this effort in partnership with the UCLA Center for Healthier Children, Families and Communities.

What does the EDI measure? The EDI includes five key domain areas (described in Figure 1) and is used to produce holistic, community-level measures of childhood development during the kindergarten year. The EDI identifies the percentage of children who are vulnerable and on track by developmental domain and compares this information by target community. The EDI is *not* designed to screen, identify or diagnose individual children. The EDI can be used to monitor populations of children over time, report on populations of children in different communities, predict how groups of children will do in elementary school, and inform policies concerning young children and their families.

Figure 1. Description of EDI Developmental Domains

Domain	Description
Physical Health & Well-being	Absence of disease or impairment, access to adequate and appropriate nutrition, and gross and fine motor skills. Necessary gross and fine motor abilities to complete common kindergarten and first grade tasks, including items such as controlling a pencil or turning pages without tearing the pages.
Social Competence	Children need to meet general standards of acceptable behavior in public places, control their behavior, cooperate with others, show respect for adult authority, and communicate feelings and needs in a socially acceptable manner.
Emotional Maturity	Emotional maturity is characterized by a balance between a child's curiosity about the world, an eagerness to try new experiences, and some ability to reflect before acting. A child who is fearful and reluctant to engage in new activities misses learning opportunities that are seized upon by a child with a positive approach to life.
Language & Cognitive Development	Language skills refer to vocabulary size and a child's ability to name letters and attend to the component sounds within words. Cognitive skills involve the ways in which children perceive, organize, and analyze information.
Communication Skills & General Knowledge	Children must be able to understand verbal communications with other adults and children and to verbally communicate experiences, ideas, wishes, and feelings in a way that can be understood by others.

How are EDI data interpreted? This report depicts the percent of children "not on track" and "on track" in your district by the five developmental domains. Children are "not on track" in a domain if their mean EDI score for that domain falls at or below the 25th percentile normative cutoff. Conversely, children are "on track" in a domain if their mean EDI score for that domain falls above the 25th percentile.

How are the EDI results used in communities? You have received a district profile report that shows the EDI results for the children in your district. The community will receive a community profile report, which combines data from multiple schools to show how EDI results vary neighborhood by neighborhood. For the community profile report, results are geographically mapped to other socio-demographic and community indicators. This allows communities to reflect on where and why children are doing better and or worse in particular geographic and developmental areas. EDI maps help to "put children on the map" and are useful tools to engage communities in a data-driven process to inform and improve early childhood service systems.

The tables below present EDI data collected between 2013 and 2015 for your participating schools from your district as well as all districts in Orange County. 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 not on track (this includes *vulnerable* (lowest 10th percentile) and *at risk* (10th-25th percentile)) as well as children who are developmentally on track (25th – 10th percentile).

Table 1. Descriptive Characteristics:

	All Participating Schools in District		All Participating Districts in Orange County	
Number of EDI Records Collected	701		34,897	
Number and Percent of EDI Records Valid for Analysis	687	98.0%	34,288	98.3%
Number and Percent of Participating Schools in District	7	100%	379	100%
Student Demographics	**N**	**%**	**N**	**%**
*Race/ethnicity**				
African-American, Black	4	1%	522	2%
Asian, Native Hawaiian, or other Pacific Islander	111	16%	5,713	17%
Hispanic, Latino/a	107	16%	16,047	47%
White	439	64%	9,039	26%
Other/Multiracial	26	4%	2,916	9%
Mean Age (years, months)	5 yr, 11 mo		5 yr, 10 mo	
Females	296	43%	16,539	48%
Students with ELL Status	73	11%	15,588	46%
Students with an IEP	46	7%	2,079	6%
Needs Further Assessment	40	6%	2,074	6%
Waitlisted for Further Assessment	22	3%	867	3%
Students in Transitional K	92	14%	4,783	14%
K Students with TK Experience	89	16%	2,818	10%
Parents/Guardians Volunteered in Classroom	379	55%	14,012	41%

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%.

Children & Families
Commission of Orange County

Table 2. Children Not on Track and On Track by Developmental Domain: Comparison of Individual Districts (N=687) to All Participating Districts in Orange County (N=34,288)

Domain	Children Not on Track								Children On Track			
	Children Developmentally Vulnerable (lowest 10th percentile)				Children Developmentally At Risk (10th-25th percentile)				Children Developmentally On Track (25th-100th percentile)			
	All Participating Schools in District		All Participating Districts in Orange County		All Participating Schools in District		All Participating Districts in Orange County		All Participating Schools in District		All Participating Districts in Orange County	
	N*	%	N*	%	N*	%	N*	%	N*	%	N*	%
Physical Health & Well-being	43	6%	2,560	7%	50	7%	4,351	13%	594	86%	27,375	80%
Social Competence	45	7%	3,013	9%	87	13%	4,776	14%	555	81%	26,497	77%
Emotional Maturity	40	6%	2,554	8%	62	9%	4,371	13%	578	85%	27,076	80%
Language & Cognitive Development	47	7%	3,982	12%	117	17%	7,195	21%	523	76%	23,082	67%
General Knowledge & Communication	47	7%	3,943	12%	80	12%	5,751	17%	560	82%	24,585	72%

Totals of 99 percent and 101 percent are due to rounding.

	Number of Domains Not on Track											
	None		1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%	N	%
All Participating Schools in District	393	57%	138	20%	62	9%	38	6%	38	6%	18	3%
All Participating Districts in Orange County	16,523	48%	6,386	19%	4,210	12%	2,930	9%	2,383	7%	1,882	6%

Data Source: Teacher Reported EDI Checklist
* Due to missing data, the N may differ by developmental domain

Children & Families
Commission of Orange County

Tables 3 through 7 present EDI data, by sub-domain. For the sub-domain analysis, children are categorized as either "not ready," "somewhat ready," or "ready" for school based on how they compare to a criterion-referenced cutoff value that has been determined by the publishers at the Offord Centre. This method contrasts with that used for the overarching domain level analysis (Table 2), which categorizes children as "on track" and "not on track" based on how they compare to a cut off value that has been derived from a U.S. normative sample taken in 2009-2010.

Table 3. EDI Sub-domain - Physical Health and Well-being

Sub-domain	All Participating Schools in District				All Participating Districts in Orange County			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Physical readiness for school day*	687	2%	N/A	98%	34,284	2%	N/A	98%
Physical independence*	687	10%	N/A	90%	34,281	11%	N/A	89%
Gross and fine motor skills	687	27%	17%	56%	34,278	35%	17%	49%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.
* The "somewhat ready" category does not apply because the response options on the EDI for these sub-domains were dichotomous (yes/no).

Table 4. EDI Sub-domain - Social Competence

Sub-domain	All Participating Schools in District				All Participating Districts in Orange County			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Overall social competence	687	7%	42%	51%	34,278	11%	44%	45%
Responsibility and respect	687	6%	16%	78%	34,285	7%	18%	75%
Approaches to learning	687	8%	29%	63%	34,286	11%	29%	60%
Readiness to explore new things	671	2%	17%	81%	33,852	3%	18%	79%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

Table 5. EDI Sub-domain - Emotional Maturity

Sub-domain	All Participating Schools in District				All Participating Districts in Orange County			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Prosocial and helping behavior	668	26%	37%	36%	32,196	32%	31%	37%
Anxious and fearful behavior	607	2%	9%	88%	34,253	3%	9%	89%
Aggressive behavior	686	5%	6%	89%	34,215	7%	6%	87%
Hyperactive and inattentive behavior	686	11%	9%	80%	34,247	14%	14%	72%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

Table 6. EDI Sub-domain - Language and Cognitive Development

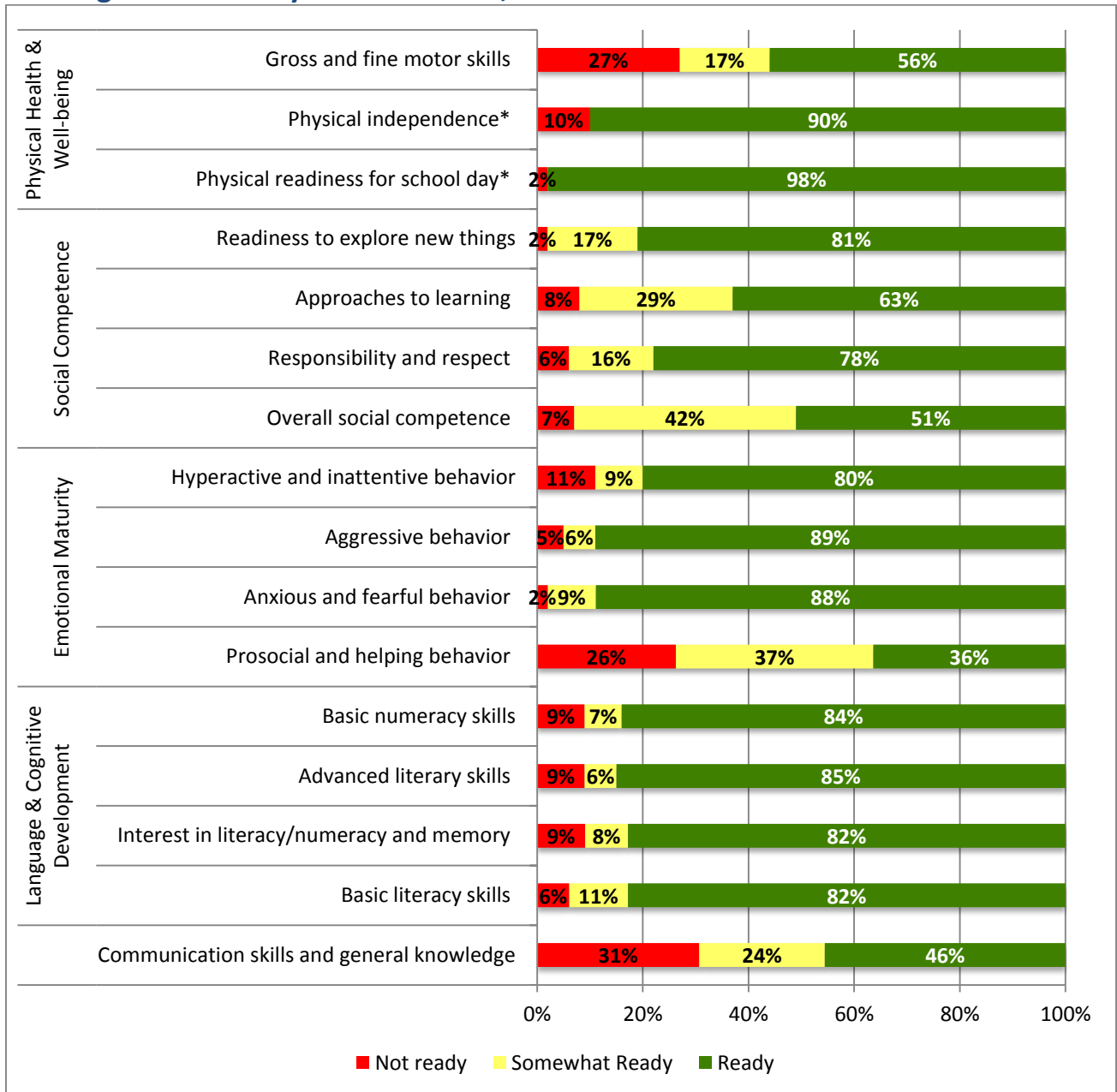| Sub-domain	All Participating Schools in District				All Participating Districts in Orange County			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Basic literacy skills	687	6%	11%	82%	34,251	8%	18%	74%
Interest in literacy/numeracy and memory	687	9%	8%	82%	33,888	13%	11%	76%
Advanced literary skills	687	9%	6%	85%	34,064	17%	7%	76%
Basic numeracy skills	687	9%	7%	84%	34,159	13%	9%	78%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

Table 7. EDI Sub-domain - Communication Skills and General Knowledge

Sub-domain	All Participating Schools in District				All Participating Districts in Orange County			
	N	Not Ready	Somewhat Ready	Ready	N	Not Ready	Somewhat Ready	Ready
Communication Skills and General Knowledge	687	31%	24%	46%	34,266	41%	23%	37%

Data Source: Teacher Reported EDI. Totals of 99 percent and 101 percent are due to rounding.

Children & Families
Commission of Orange County

Summary of EDI Results by Developmental Sub-Domain
Huntington Beach City School District, 2015

Sub-Domain	Not ready	Somewhat Ready	Ready
Physical Health & Well-being			
Gross and fine motor skills	27%	17%	56%
Physical independence*	10%		90%
Physical readiness for school day*	2%		98%
Social Competence			
Readiness to explore new things	2%	17%	81%
Approaches to learning	8%	29%	63%
Responsibility and respect	6%	16%	78%
Overall social competence	7%	42%	51%
Emotional Maturity			
Hyperactive and inattentive behavior	11%	9%	80%
Aggressive behavior	5%	6%	89%
Anxious and fearful behavior	2%	9%	88%
Prosocial and helping behavior	26%	37%	36%
Language & Cognitive Development			
Basic numeracy skills	9%	7%	84%
Advanced literary skills	9%	6%	85%
Interest in literacy/numeracy and memory	9%	8%	82%
Basic literacy skills	6%	11%	82%
Communication skills and general knowledge	31%	24%	46%

Legend: ■ Not ready ■ Somewhat Ready ■ Ready

* The "somewhat ready" category does not apply because the response options on the EDI for these sub-domains were dichotomous (yes/no).

Children & Families
Commission of Orange County

Appendix A: List of Schools Participating in the EDI, 2013-2015

School	Kindergarten Enrollment (2014/15)
Agnes L. Smith Elementary	125
Huntington Seacliff Elementary	89
John H. Eader Elementary	77
John R. Peterson Elementary	84
Joseph R. Perry Elementary	178
Ralph E. Hawes Elementary	86
S. A. Moffett Elementary	68
Total 2014/15 K Enrollment	**707**

Source: California Department of Education, DataQuest

Children & Families
Commission of Orange County

Appendix B: EDI Subdomain Details

Domain	Subdomain	EDI Questions Contributing to Subdomain	What "*Not* Ready for School" looks like	What "Ready for School" looks like
Physical Health and Well-being	Physical readiness for school day	• Over- or underdressed for school-related activities • Too tired/sick to do school work • Late • Hungry	Children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, coming to school late, hungry, or tired.	Children who never or almost never experienced being dressed inappropriately for school activities, coming to school late, hungry, or tired.
	Physical independence	• Independent in bathroom habits most of the time • Shows an established hand preference • Well-coordinated • Sucks a thumb/finger	Children range from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb.	Children who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
	Gross and fine motor skills	• Proficient at holding a pen, crayons, or a paintbrush • Ability to manipulate objects • Ability to climb stairs • Level of energy throughout the school day • Overall physical development	Children who have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.	Children range from those who have an average ability to perform skills requiring gross and fine motor competence and good or average overall energy levels, to those who have poor fine and gross motor skills, overall energy levels, and physical skills.
Social Competence	Overall social competence	• Overall social/emotional development • Ability to get along with peers • Plays and works cooperatively with other children • Able to play with other children • Shows self-confidence	Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.	Children with excellent/good overall social development, very good ability to get along with other children and play with various children, usually cooperative and self-confident.
	Responsibility and respect	• Follows rules and instructions • Respects the property of others • Demonstrates self-control • Demonstrates respect for adults	Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are	Children who always or most of the time show respect for others and for property, follow rules and take care of materials, accept responsibility for

Domain	Subdomain	EDI Questions Contributing to Subdomain	What "*Not* Ready for School" looks like	What "Ready for School" looks like
		• Demonstrates respect for other children • Accepts responsibility for actions • Takes care of school materials • Shows tolerance to someone who made a mistake	rarely able to follow rules and take care of materials.	actions, and show self-control.
	Approaches to learning	• Listens attentively • Follows directions • Completes work on time • Works independently Works neatly and carefully • Able to solve day-to-day problems by him/herself • Able to follow one-step instructions • Able to follow class routines without reminders • Able to adjust to changes in routines	Children who only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.
	Readiness to explore new things	• Curious about the world • Eager to play with a new toy • Eager to play a new game • Eager to play with/read a new book	Children who only sometimes or never show curiosity about the world, and are eager to explore new books, toys and games.	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.
Emotional Maturity	Prosocial and helping behavior	• Tries to help someone who is hurt • Volunteers to help clear up a mess someone else has made • Will try to stop a quarrel or dispute • Offers to help other children who have difficulty with a task • Comforts a child who is crying or upset • Spontaneously helps to pick up objects which another child has dropped • Invites bystanders to join a game • Helps other children who are feeling sick	Children who never or almost never show most of the helping behaviors; they do not help someone hurt, sick or upset, do not spontaneously offer to help, or invite bystanders to join in.	Children who often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, and invite bystanders to join in.
	Anxious and fearful behavior	• Is upset when left by a parent/guardian • Seems to be unhappy, sad, or depressed • Appears fearful or anxious • Appears worried • Cries a lot	Children who often show most of the anxious behaviors; they could be worried, unhappy, nervous, sad or excessively shy, indecisive; and they can be upset when left at school.	Children who rarely or never show most of the anxious behaviors, they are happy and able to enjoy school, and are comfortable being left at school by caregivers.

Domain	Subdomain	EDI Questions Contributing to Subdomain	What "*Not* Ready for School" looks like	What "Ready for School" looks like
		• Nervous, high-strung, or tense • Incapable of making decisions • Shy		
	Aggressive behavior	• Gets into physical fights • Bullies or is mean to others • Kicks, bites, hits other children or adults • Takes things that do not belong to him/her • Laughs at other children's discomfort • Disobedient • Has temper tantrums	Children who often show most of the aggressive behaviors; they get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.	Children who rarely or never show most of the aggressive behaviors; they do not use aggression as means of solving conflict, do not have temper tantrums, and are not mean to others.
	Hyperactive and inattentive behavior	• Can't sit still, restless • Distractible, has trouble sticking to any activity • Fidgets • Impulsive, acts without thinking • Has difficulty awaiting turn in games or groups • Cannot settle into anything for more than a few moments • Inattentive	Children who often show most of the hyperactive behaviors; they could be restless, distractible, impulsive; they fidget and have difficulty settling into activities.	Children who never show most of the hyperactive behaviors; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.
Language and Cognitive Development	Basic literacy skills	• Knows how to handle a book • Able to identify at least 10 letters of the alphabet • Able to attach sounds to letters • Showing awareness of rhyming words • Able to participate in group reading activities • Experimenting with writing tools • Aware of writing directions in English • Able to write his/her own name in English	Children who do not have most of the basic literacy skills: they have problems with identifying letters or attaching sounds to them, rhyming; may not know the writing directions and even how to write their own name.	Children who have all of the basic literacy skills: know how to handle a book; can identify some letters and attach sounds to some letters; show awareness of rhyming words; know the writing directions; and are able to write their own name.
	Interest in literacy/ numeracy and memory	• Generally interested in books • Interested in reading • Able to remember things easily • Interested in mathematics • Interested in games involving numbers	Children who may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.	Children who show interest in books and reading, math and numbers; and have no difficulty remembering things.
	Advanced	• Able to read simple words • Able to read complex words	Children who have only up to one of	Children who have at least half of the

Domain	Subdomain	EDI Questions Contributing to Subdomain	What "*Not* Ready for School" looks like	What "Ready for School" looks like
	literacy skills	• Able to read simple sentences • Interested in writing voluntarily • Able to write simple words • Able to write simple sentences	the advanced literacy skills; who cannot read or write simple words or sentences; and rarely write voluntarily.	advanced literacy skills: reading simple, complex words or sentences; writing voluntarily writing simple words or sentences.
	Basic numeracy skills	• Able to sort and classify objects by a common characteristic • Able to use one-to-one correspondence • Able to count to 20 • Able to recognize numbers 1-10 • Able to say which number is bigger of the two • Able to recognize geometric shapes • Understands simple time concepts	Children who have marked difficulty with numbers; cannot count, compare, or recognize numbers; may not be able to name all the shapes and may have difficulty with time concepts.	Children who have all of the basic numeracy skills: can count to 20 and recognize shapes and numbers; compare numbers; sort and classify; use one-to-one correspondence; and understand simple time concepts.
Communication Skills and General Knowledge	Communication Skills and General Knowledge	• Ability to use language effectively in English • Ability to listen in English • Ability to tell a story • Ability to take part in imaginative play • Ability to communicate own needs in a way understandable to adults & peers • Ability to understand on first try what is being said to him/her • Ability to articulate clearly, without sound substitutions • Answers questions showing knowledge about the world	Children who range from being average to very poor in effective communication, may have difficulty in participating in games involving the use of language, may be difficult to understand and may have difficulty understanding others; may show little general knowledge and may have difficulty with their native language.	Children who have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulate clearly, shows adequate general knowledge, and are proficient in their native language.