



**EDi**

SCHOOL DISTRICT 62 ■ **SOOKE**

# SCHOOL DISTRICT SUMMARY

HUMAN  
EARLY LEARNING  
PARTNERSHIP



2023/2024 EDI RESULTS

**EDi**

## ACKNOWLEDGEMENTS

We express our deep gratitude to the xʷməθkʷəy̓əm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

We would like to acknowledge the exceptional support we have received since 2001 from the Ministries of Children and Family Development, Education and Child Care, and Health. This investment in the Child Development Monitoring System supports high-quality, evidence-informed decisions on behalf of children and their families.

We are grateful to the teachers and education administrators who work directly with us to gather data and use our reports. This includes a commitment to training and completing questionnaires, engaging with parents and caregivers, and using HELP's data and research in schools, districts and communities. Our thanks also to early childhood and health professionals across the province who have played a substantial role in ensuring that our reports are circulated and used. They have raised awareness of the importance of the early years.

## ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research centre based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. The centre 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](http://earlylearning.ubc.ca).

## CITATION

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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 childhood development in BC. Together we have collected EDI data for more than 357,000 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.

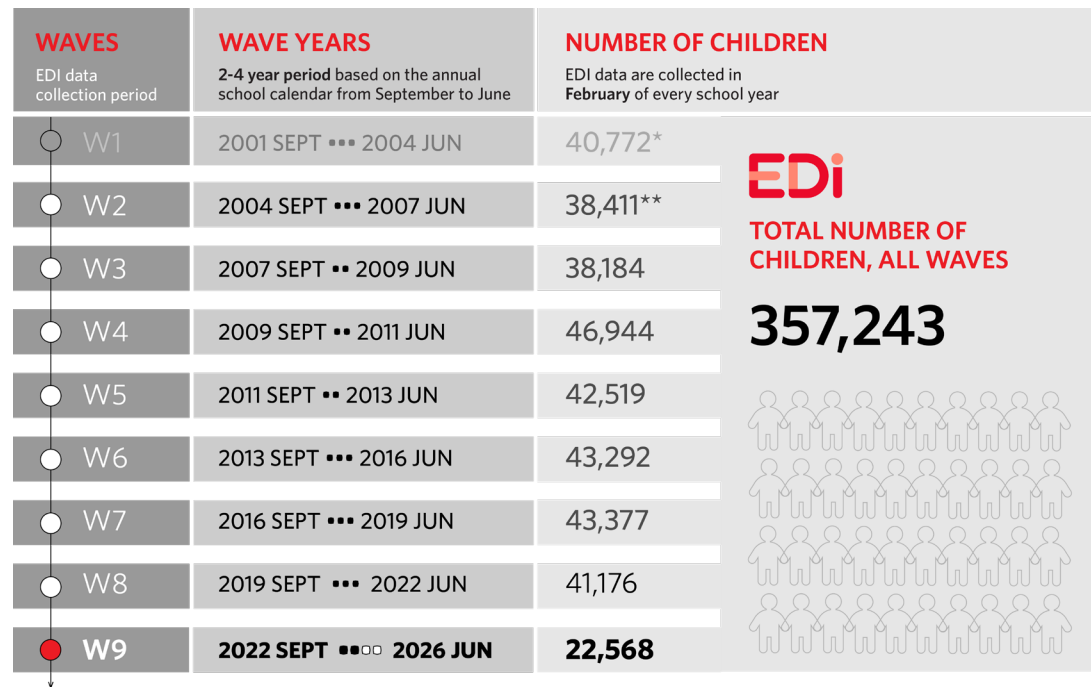
Overall, EDI data are integral to the story of early childhood development in BC, contributing important evidence for guiding informed responses and investments in children and families as well as helping us to understand the effectiveness of those responses.

# INTRODUCTION TO THE EDI

The EDI is a questionnaire that measures patterns and trends in children's developmental health across BC communities. HELP has been collecting EDI data since 2001 and over the past two decades EDI data have been gathered for more than 357,000 kindergarten children in BC.

## EDI COLLECTION HISTORY

Figure 1. EDI data collection history from 2001-2024



\*Wave 1 data (40,772 EDIs) are not publicly reported. \*\*Wave 2 is used as HELP's baseline.

## 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 childhood 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](https://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 behaviours, 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 developmental 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 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:

<https://bit.ly/edi-vulnerability-2019>

# YOUR EDI REPORTS

## 2023/2024 SCHOOL DISTRICT SUMMARY

This *EDI School District Summary* provides an overview of your district's EDI results for the 2023/2024 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.

## 2023/2024 SCHOOL REPORTS

Participating schools also receive an *EDI School Report*, which provides an overview of each school's EDI results for the 2023/2024 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 results are publicly available for many different groupings of children—HELP neighbourhoods and all of the different administrative areas used in BC by the education, health, and social services ministries. New to our report offerings is the *EDI Data Dashboard* ([dashboard.earlylearning.ubc.ca](https://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](https://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 childhood 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](https://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](mailto:edi@help.ubc.ca) or visit our website: [earlylearning.ubc.ca/edi](https://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 2023/2024 school year.

<b>TOTAL EDI STUDENTS*</b>	<b>755</b>	
<b>STUDENT PARTICIPATION RATE**</b>	<b>81%</b>	
<b># PARTICIPATING TEACHERS</b>	<b>47</b>	
	<b># STUDENTS</b>	<b>PERCENTAGE</b>
<b>SEX</b>		
Females	380	50.3%
Males	375	49.7%
<b>SPECIAL NEEDS†</b>	66	8.7%
<b>ENGLISH LANGUAGE LEARNERS (ELL)‡</b>	103	13.6%
<b>FIRST LANGUAGE</b>		
English	608	80.5%
French	0	0%
Other Only	56	7.4%
English & French (Bilingual)	4	0.5%
English & Other (Bilingual)	83	11%
French & Other (Bilingual)	0	0%
Two Other Languages	2	0.3%
<b>FRENCH IMMERSION</b>	135	17.9%
<b>AGE COMPOSITION (YEARS, MONTHS)</b>		
<b>Mean Age: 5.64</b>		
5 years, 0 months - 5 years, less than 3 months	86	11.4%
5 years, 3 months - 5 years, less than 6 months	173	22.9%
5 years, 6 months - 5 years, less than 9 months	199	26.4%
5 years, 9 months - 5 years, less than 12 months	195	25.8%
6 years, 0 months - 6 years, less than 3 months	99	13.1%
6 years, 3 months - 6 years, less than 6 months	1	0.1%
6 years, 6 months - 6 years, less than 9 months	1	0.1%
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.

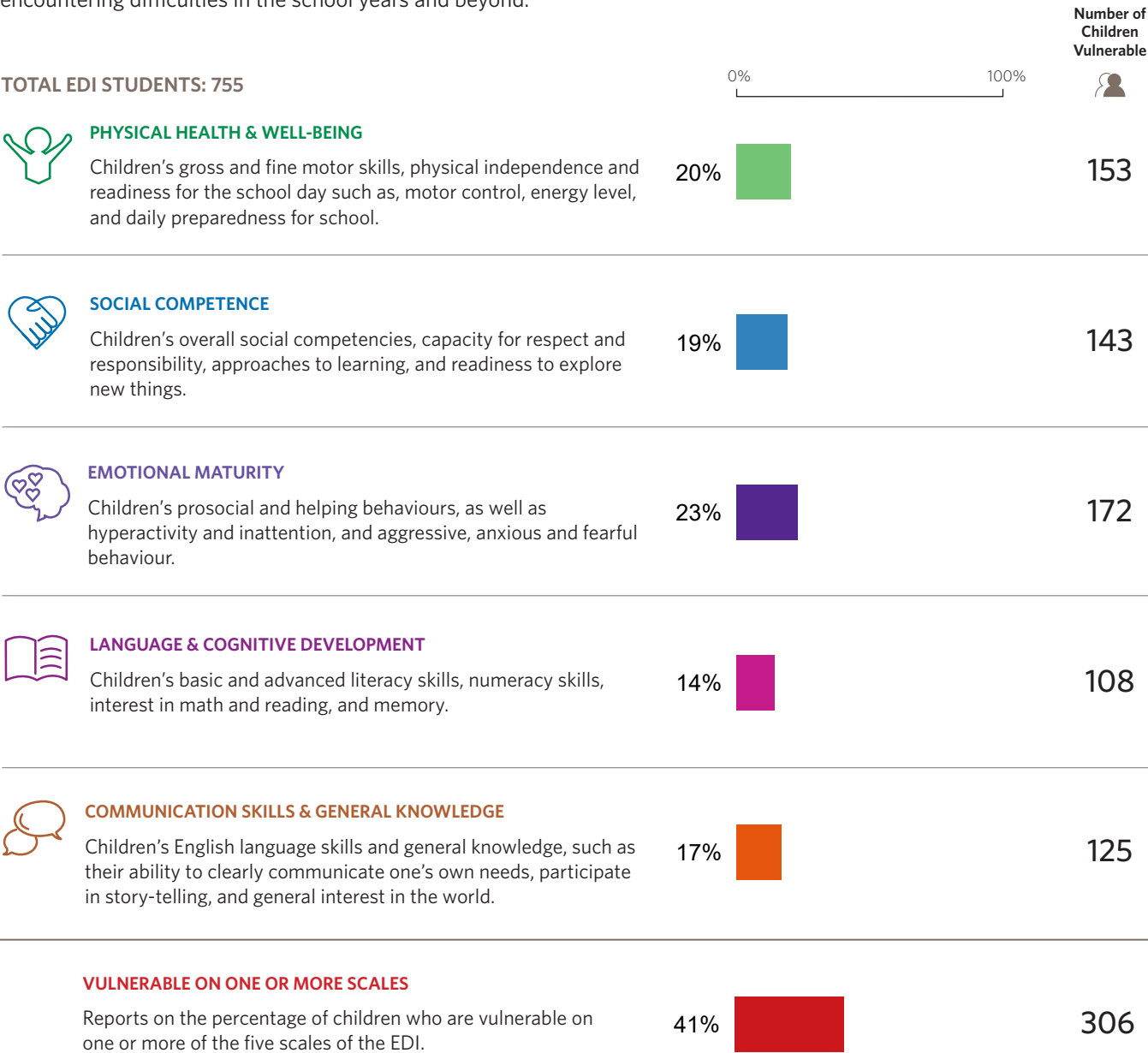
\*\* **Student Participation Rate:** District-level participation rates are calculated using enrolment numbers that include distance education children who do not have an EDI questionnaire completed for them. As a result, district-level rates may appear lower than those at the school report level.

† **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.




## MULTIPLE VULNERABILITIES

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Students	449	127	64	46	37	32
% Students	59.5%	16.8%	8.5%	6.1%	4.9%	4.2%



## SCHOOL DISTRICT SUMMARY TABLE

EDI vulnerability rates for participating schools in SD 62 Sooke for the 2023/2024 academic year.

 Data Suppressed

School Name	Total EDI Students Tot	Physical Health & Well-being Phy	Social Competence Soc	Emotional Maturity Emo	Language & Cognitive Skills Lan	Communication Skills & General Knowledge Com	Vulnerable on One or More Scales Eve
Colwood Elementary	35	37%	34%	34%	11%	20%	49%
Crystal View Elementary	44	23%	18%	25%	19%	18%	48%
David Cameron Elementary	51	26%	20%	22%	14%	24%	43%
École Poirier Elementary	51	20%	14%	20%	16%	14%	35%
Hans Helgesen Elementary	17	0%	6%	12%	0%	6%	18%
Happy Valley Elementary	56	23%	23%	32%	14%	14%	54%
John Muir Elementary	31	52%	29%	29%	39%	36%	61%
John Stubbs Elementary	75	13%	23%	28%	8%	20%	45%
Lakewood Elementary	59	7%	19%	14%	15%	5%	31%
Millstream Elementary	46	13%	9%	13%	11%	9%	30%
PEXSISEN Elementary	40	20%	15%	30%	15%	20%	38%
Ruth King Elementary	67	18%	12%	18%	8%	19%	31%
Saseenos Elementary	19	32%	11%	11%	11%	11%	42%
Savory Elementary	34	24%	24%	29%	27%	18%	47%
Sooke Elementary	38	40%	32%	34%	16%	11%	55%
Willway Elementary	48	19%	19%	15%	17%	28%	40%
Wishart Elementary	44	0%	14%	18%	11%	7%	23%
<b>Sooke</b>	<b>755</b>	<b>20%</b>	<b>19%</b>	<b>23%</b>	<b>14%</b>	<b>17%</b>	<b>41%</b>