Early Development Index (EDI)

District Profile Report

Savanna School District

2021-22

EARLY DEVELOPMENT INDEX (EDI) OVERVIEW

What is the EDI? The EDI is an assessment filled out on all children in kindergarten that was developed by the Offord Centre for Child Studies at McMaster University in Canada. First 5 Orange County, which invests in building an early childhood system of care to ensure that all children in Orange County reach their full potential, 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 developmental areas and 16 sub-areas, and is used to produce holistic, community-level measures of childhood development during the kindergarten year. 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,[1] and inform policies concerning young children and their families. As a population-level measure, the EDI data presents a snapshot of where children are most on track (developmental area) or ready (developmental sub-area).

What data are presented in this report? This report presents data on the percentage of children who are "on track," "at risk," and "vulnerable" by each of the five developmental areas. It also presents data on children who are "ready," "somewhat ready," or "not ready" for school on the 16 developmental sub-areas. Note that there is not a one-to-one match between the percentages reported in the sub-area categories and the percentages reported in the area level categories.

Data for your district are presented compared to all districts in Orange County. Data are also presented for your district—over time—for the data collection waves of 2015, 2018, and 2022.[2]

What about equity and the EDI? First 5 Orange County is proud of the comprehensive kindergarten readiness data provided through the EDI. At the same time, we know that data provide a snapshot of how children are doing, and that children and families are more complex than a single data point or even a set of data. In our effort to embrace diversity and inclusion as strengths, we are committed to using our EDI data to identify disparities in outcomes for young children and are careful to present data in a way that does not create or perpetuate disparities. As we share the EDI data with our communities, we are working to promote diversity, address inequities in children's health, development, and early learning, and to incorporate the voices of the families we serve as we use the EDI to create practice and policy change.

How can someone get more information? If you would like to receive further information about the EDI or to request additional data, please visit the First 5 Orange County EDI website:
https://first5oc.org/resources/edi/

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[1] https://first5oc.org/wp-content/uploads/2017/08/EDI-OC-Predictive-Validity-report-v1-5-18-17.pdf

[2] 2015 data collection includes data collected in 2013, 2014, and 2015; 2018 data collection includes data collected in 2016, 2017, and 2018. In 2022, EDI data were collected in one "wave", meaning all the districts and schools participated in the same year. 2015, 2018, and 2022 data waves reflect 100% school participation.

EDI Descriptive Characteristics

Figure 1 presents information about the EDI data collected and the demographic characteristics of the children with EDI records from the data collected during the **2021/22 school year** for participating schools from your district as well as all districts in Orange County.

Figure 1. Descriptive Characteristics

	Savanna School District		All Districts in Orange County	
EDI Data Collection	**N**	**%**	**N**	**%**
EDI Records Collected	223		24,317	
EDI Records Valid for Analysis	220	99%	23,893	98%
Participating Schools in District	4	100%	388	100%
Student Demographics	**N**	**%**	**N**	**%**
Race/ethnicity*				
African American/Black	15	7%	265	1%
American Indian/Alaskan Native	10	5%	76	0.3%
Asian	40	18%	4,016	17%
Hispanic, Latino/a	116	53%	11,743	50%
Native Hawaiian or other Pacific Islander	10	5%	134	1%
White	24	11%	5,266	22%
Other/Multiracial	5	2%	2,171	9%
Mean Age (years, months)	6 years, 0 months		6 years, 0 months	
Females	107	49%	11,914	50%
Mean Days Absent	9.4 days		7.7 days	
Students with English Language Learner (ELL) Status	82	37%	7,123	30%
Students with an Individualized Education Plan (IEP)	28	13%	2,003	8%
Considered Ready for Kindergarten on Child's First Day	161	73%	18,065	79%
Students with Transitional Kindergarten Experience	52	24%	4,573	25%
Students Appear Sleepy During School Day	26	12%	1,355	6%
Students Health*: Good Health	133	61%	14,817	64%
Average Health	76	35%	8,052	35%
Poor Health	9	4%	414	2%

Data Sources: 1) District data for race/ethnicity, age, gender, days absent, ELL status, IEP status, and FRPL; 2) Teacher Reported EDI Checklist for assessment questions, and special problems.
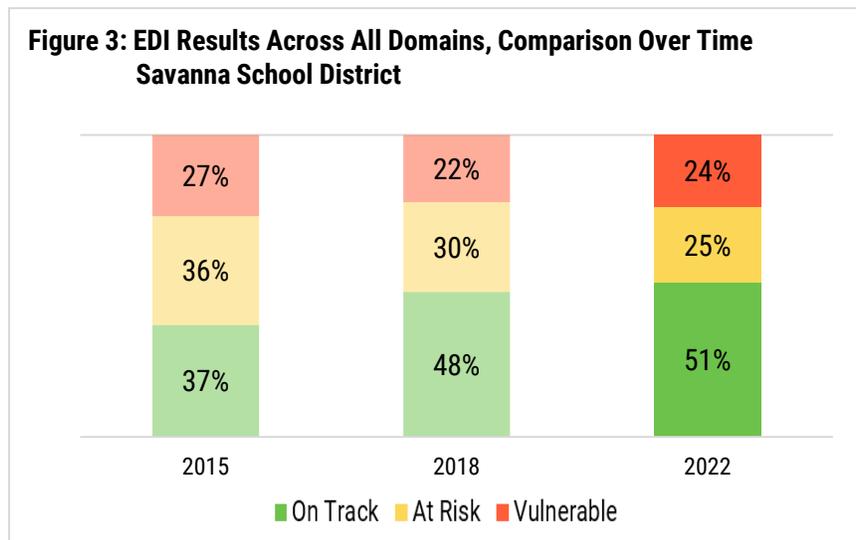* Due to missing data, the percents may not add up to 100%.

EDI Results By Developmental Area

The information below presents EDI data collected during the 2021/22 school year for participating schools from your district as well as all districts in Orange County (Figure 2), followed by a chart of your district's data by EDI data collection wave (Figure 3).

FIGURE 2: PERCENTAGE OF CHILDREN ON TRACK AND NOT ON TRACK BY DEVELOPMENTAL AREA: COMPARISON OF INDIVIDUAL DISTRICT (N=220) TO ALL PARTICIPATING DISTRICTS IN ORANGE COUNTY (N=23,893)

	CHILDREN ON TRACK	CHILDREN NOT ON TRACK		CHILDREN ON TRACK	CHILDREN NOT ON TRACK	
		Developmentally At Risk	Developmentally Vulnerable		Developmentally At Risk	Developmentally Vulnerable
	SAVANNA SCHOOL DISTRICT			**ALL DISTRICTS IN ORANGE COUNTY**		
Physical Health & Well-being	77%	14%	9%	81%	12%	7%
Social Competence	75%	12%	14%	78%	13%	9%
Emotional Maturity	76%	11%	13%	81%	12%	7%
Language & Cognitive Development	73%	17%	10%	71%	18%	11%
General Knowledge & Communication	70%	14%	16%	76%	15%	9%
Across All Domains	51%	25%	24%	53%	25%	22%

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

Figure 3: EDI Results Across All Domains, Comparison Over Time Savanna School District

	2015	2018	2022
Vulnerable	27%	22%	24%
At Risk	36%	30%	25%
On Track	37%	48%	51%

■ On Track   ■ At Risk   ■ Vulnerable

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

EDI Results by Developmental Sub-Area

The information below presents EDI data collected during the 2021/22 school year for participating schools from your district as well as all districts in Orange County (Figure 4), followed by charts of your district's data by EDI data collection wave (Figures 5-9).
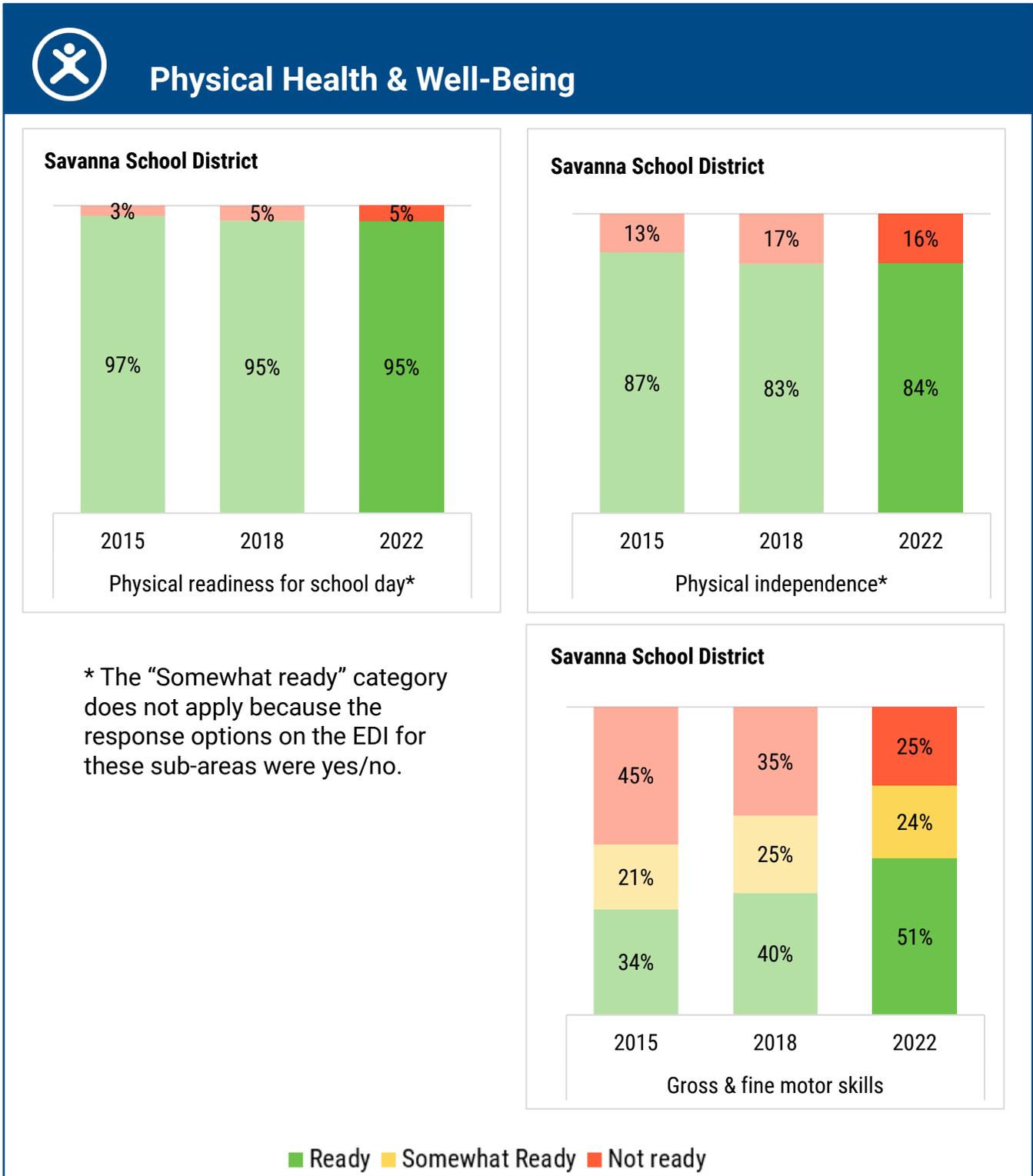
Figure 4: Percentage of Children Ready, Somewhat Ready, and Not Ready By Developmental Sub-Area: Comparison of Individual District to All Districts in Orange County

Sub-Area	Savanna School District				All Districts in Orange County			
	N	Ready	Somewhat Ready	Not Ready	N	Ready	Somewhat Ready	Not Ready
Physical Health & Well-Being								
Physical readiness for school day*	220	95%	N/A	5%	23,883	98%	N/A	2%
Physical independence*	220	84%	N/A	16%	23,863	91%	N/A	9%
Gross and fine motor skills	220	51%	24%	25%	23,886	53%	16%	32%
Social Competence								
Overall social competence	220	43%	43%	15%	23,880	46%	43%	11%
Responsibility and respect	220	67%	20%	13%	23,892	75%	18%	8%
Approaches to learning	220	59%	25%	16%	23,893	60%	28%	12%
Readiness to explore new things	214	81%	15%	4%	23,699	82%	16%	2%
Emotional Maturity								
Prosocial and helping behavior	197	45%	22%	34%	22,630	41%	30%	29%
Anxious and fearful behavior	220	86%	11%	3%	23,875	89%	9%	2%
Aggressive behavior	219	81%	9%	10%	23,823	87%	6%	7%
Hyperactive and inattentive behavior	219	65%	17%	18%	23,845	73%	13%	14%
Language & Cognitive Development								
Basic literacy skills	220	80%	11%	9%	23,737	77%	15%	8%
Interest in literacy/numeracy and memory	220	76%	11%	13%	23,610	78%	10%	12%
Advanced literary skills	220	80%	6%	14%	23,512	78%	6%	16%
Basic numeracy skills	218	83%	6%	12%	23,813	83%	6%	11%
Communication Skills and General Knowledge								
Communication Skills and General Knowledge	220	37%	27%	36%	23,868	42%	22%	36%

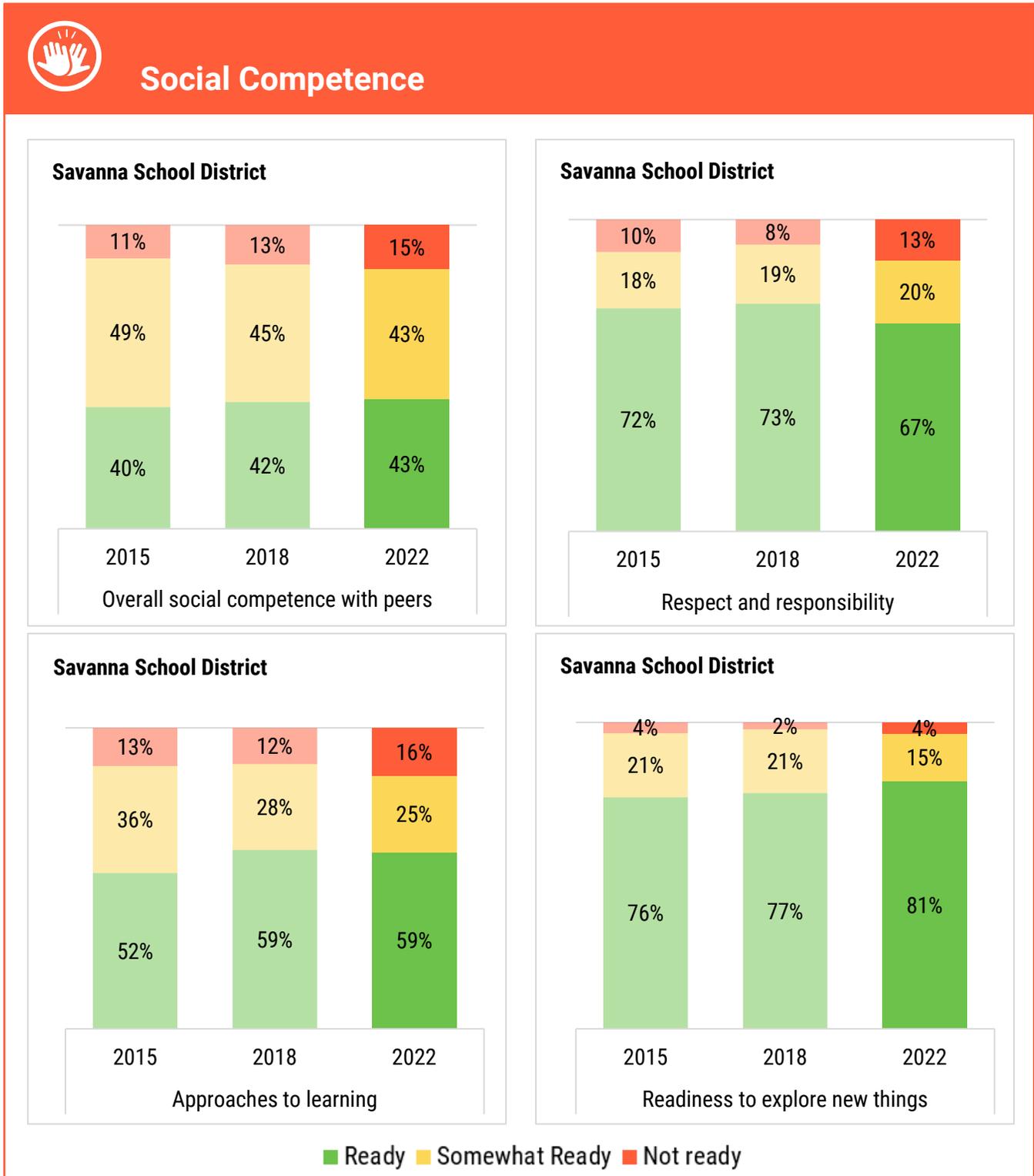*Data Source: Teacher Reported EDI Checklist. Totals of 99 percent and 101 percent are due to rounding.*

*The "somewhat ready" category does not apply because the response options on the EDI for these sub-areas was yes/no.

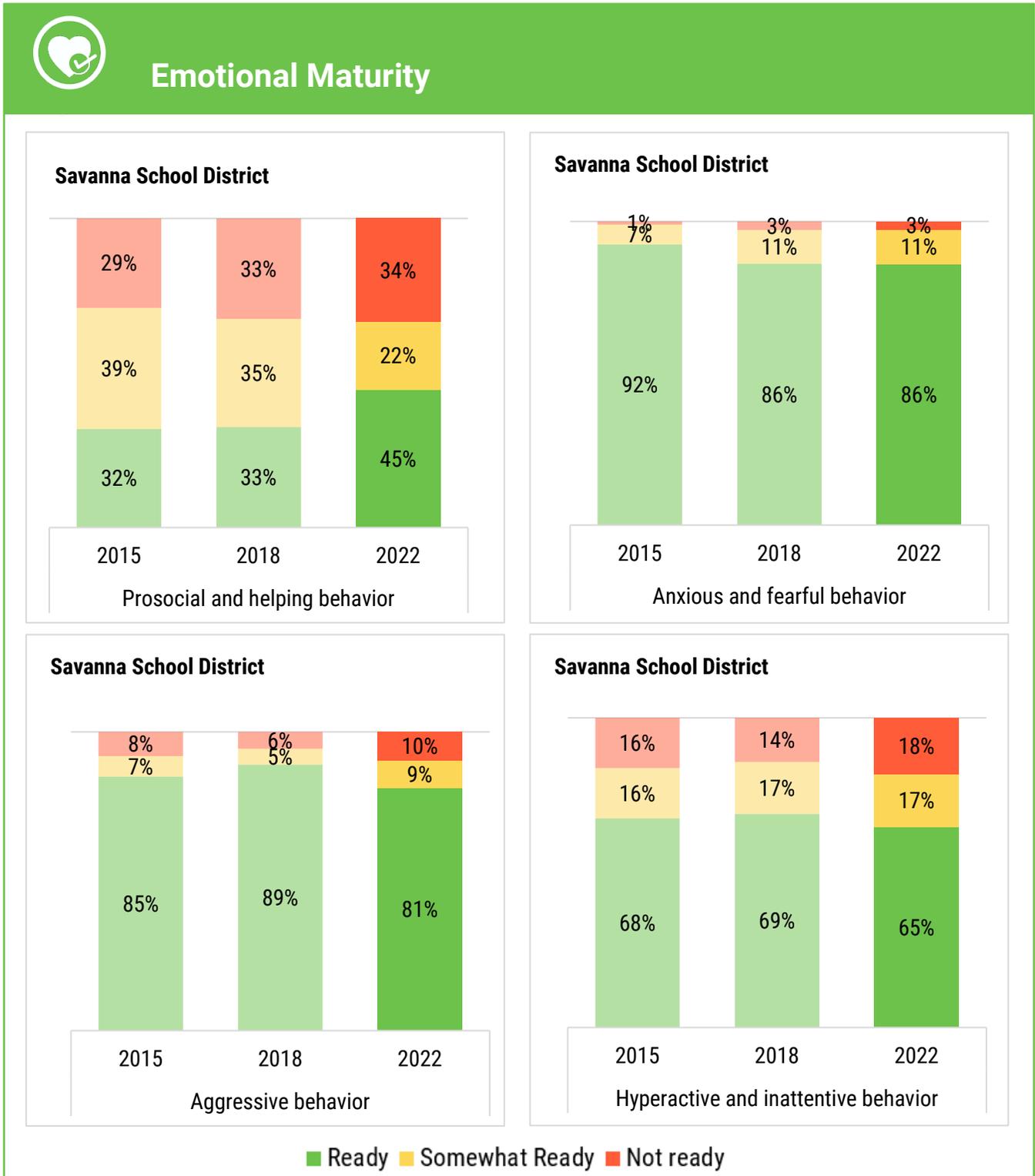**FIGURE 5: EDI SUB-AREA - PHYSICAL HEALTH AND WELL-BEING**

Physical Health & Well-Being

Savanna School District

2015	2018	2022
3%	5%	5%
97%	95%	95%

Physical readiness for school day*

Savanna School District

2015	2018	2022
13%	17%	16%
87%	83%	84%

Physical independence*

* The "Somewhat ready" category does not apply because the response options on the EDI for these sub-areas were yes/no.

Savanna School District

2015	2018	2022
45%	35%	25%
21%	25%	24%
34%	40%	51%

Gross & fine motor skills

■ Ready   ■ Somewhat Ready   ■ Not ready

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

FIGURE 6: EDI SUB-AREA – SOCIAL COMPETENCE

Social Competence

Savanna School District

Overall social competence with peers

Year	Ready	Somewhat Ready	Not ready
2015	40%	49%	11%
2018	42%	45%	13%
2022	43%	43%	15%

Savanna School District

Respect and responsibility

Year	Ready	Somewhat Ready	Not ready
2015	72%	18%	10%
2018	73%	19%	8%
2022	67%	20%	13%

Savanna School District

Approaches to learning

Year	Ready	Somewhat Ready	Not ready
2015	52%	36%	13%
2018	59%	28%	12%
2022	59%	25%	16%

Savanna School District

Readiness to explore new things

Year	Ready	Somewhat Ready	Not ready
2015	76%	21%	4%
2018	77%	21%	2%
2022	81%	15%	4%

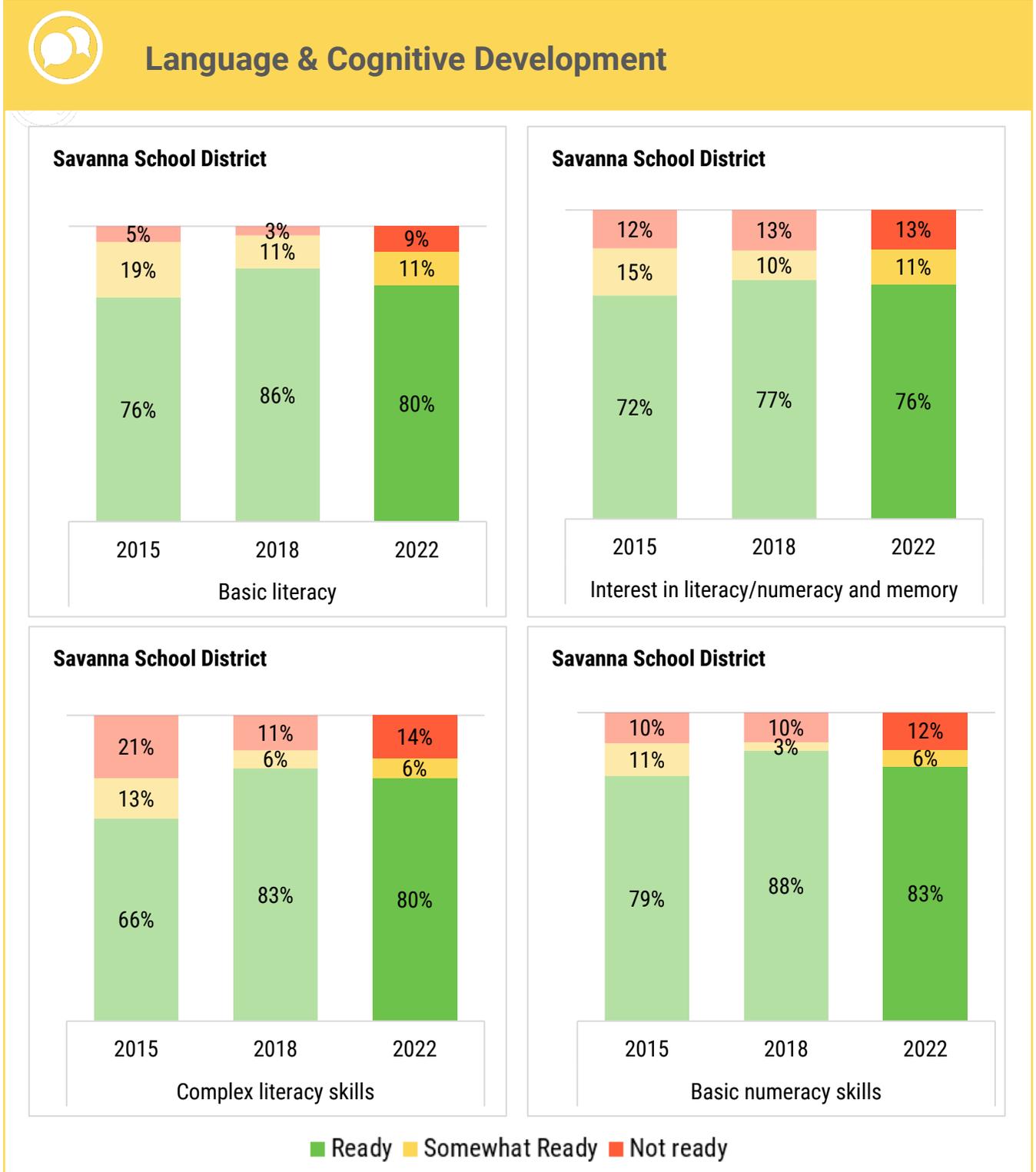■ Ready ■ Somewhat Ready ■ Not ready

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

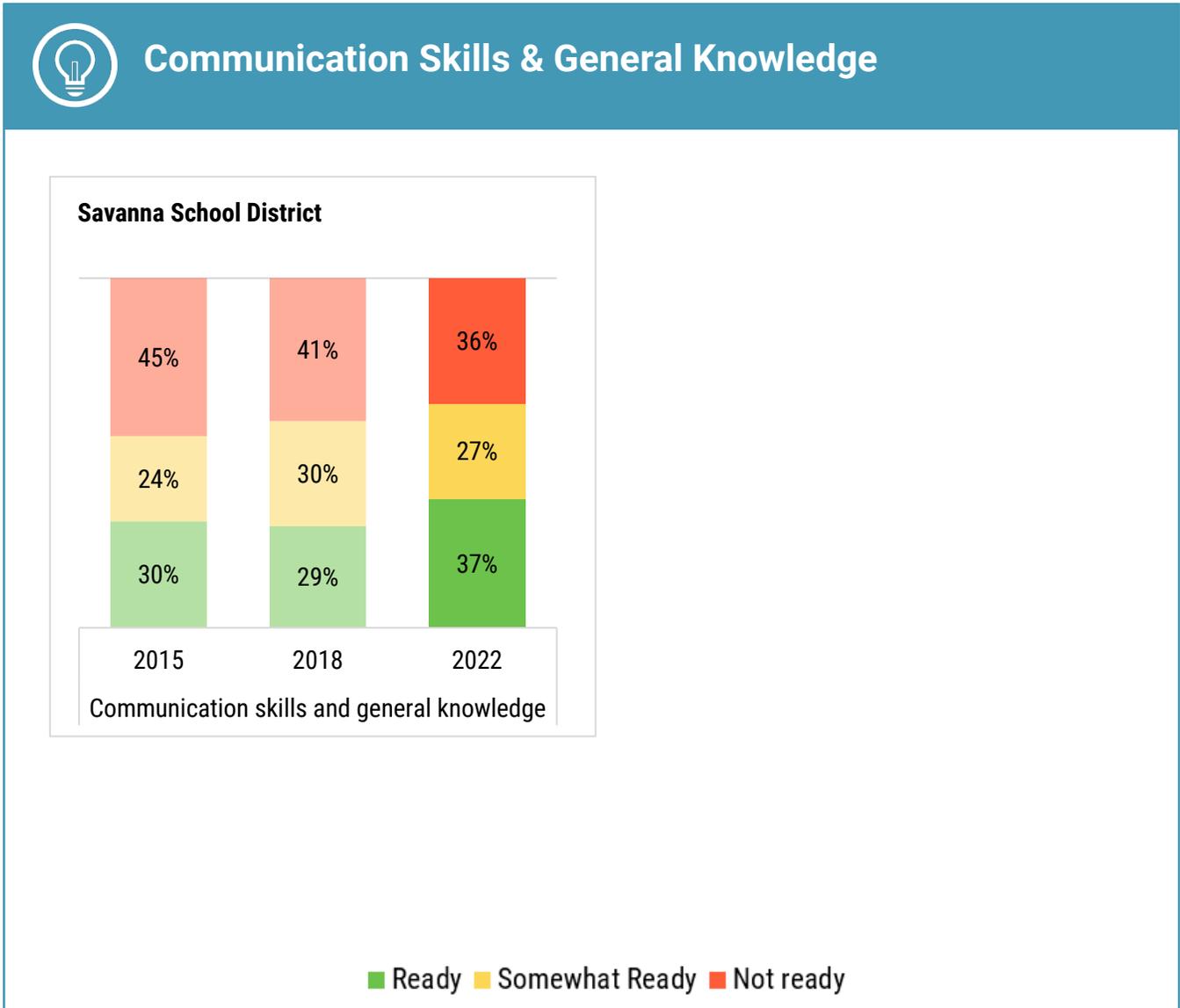**FIGURE 7: EDI SUB-AREA – EMOTIONAL MATURITY**

Emotional Maturity

Savanna School District

Prosocial and helping behavior

	2015	2018	2022
Not ready	29%	33%	34%
Somewhat Ready	39%	35%	22%
Ready	32%	33%	45%

Savanna School District

Anxious and fearful behavior

	2015	2018	2022
Not ready	1%	3%	3%
Somewhat Ready	7%	11%	11%
Ready	92%	86%	86%

Savanna School District

Aggressive behavior

	2015	2018	2022
Not ready	8%	6%	10%
Somewhat Ready	7%	5%	9%
Ready	85%	89%	81%

Savanna School District

Hyperactive and inattentive behavior

	2015	2018	2022
Not ready	16%	14%	18%
Somewhat Ready	16%	17%	17%
Ready	68%	69%	65%

Legend: ■ Ready ■ Somewhat Ready ■ Not ready

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

FIGURE 8: EDI SUB-AREA – LANGUAGE & COGNITIVE DEVELOPMENT

Language & Cognitive Development

Savanna School District

Basic literacy		
5%	3%	9%
19%	11%	11%
76%	86%	80%
2015	2018	2022

Savanna School District

Interest in literacy/numeracy and memory		
12%	13%	13%
15%	10%	11%
72%	77%	76%
2015	2018	2022

Savanna School District

Complex literacy skills		
21%	11%	14%
13%	6%	6%
66%	83%	80%
2015	2018	2022

Savanna School District

Basic numeracy skills		
10%	10%	12%
11%	3%	6%
79%	88%	83%
2015	2018	2022

■ Ready ■ Somewhat Ready ■ Not ready

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

FIGURE 9: EDI SUB-AREA – COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Communication Skills & General Knowledge

Savanna School District

	2015	2018	2022
Not ready	45%	41%	36%
Somewhat Ready	24%	30%	27%
Ready	30%	29%	37%

Communication skills and general knowledge

■ Ready ■ Somewhat Ready ■ Not ready

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

APPENDIX A: EDI Sub-Area Details

AREA	SUB-AREA	EDI QUESTIONS CONTRIBUTING TO SUB-AREA	WHAT "READY FOR SCHOOL" LOOKS LIKE	WHAT "NOT 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 who never or almost never experienced being dressed inappropriately for school activities, coming to school late, hungry, or tired.	Children have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, 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 who are independent looking after their needs, have an established hand preference, are well coordinated, and do not suck 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.
	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 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.	Children who have average to poor overall social skills, low self-confidence and are rarely able to play with various children and interact cooperatively.
	Responsibility and respect	• Follows rules and instructions • Respects the property of others • Demonstrates self-control • Demonstrates respect for adults • Demonstrates respect for other children • Accepts responsibility for actions • Takes care of school materials • Shows tolerance to someone who made mistake	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 actions, and show self-control.	Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.
	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 always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.	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.

Appendix A: EDI Sub-Area Details

AREA	SUB-AREA	EDI QUESTIONS CONTRIBUTING TO SUB-AREA	WHAT "READY FOR SCHOOL" LOOKS LIKE	WHAT "*NOT* READY FOR SCHOOL" LOOKS LIKE
	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 are curious about the surrounding world, and are eager to explore new books, toys and games.	Children who only sometimes or never show curiosity about the 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 often show most of the helping behaviors: helping someone hurt, sick or upset, offering to help spontaneously, and invite bystanders to join in.	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.
	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 • Nervous, high-strung, or tense • Incapable of making decisions • Shy	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.	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.
	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 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.	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.
	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 for more than a few moments • Inattentive	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.	Children who often show most of the hyperactive behaviors; they could be restless, distractible, impulsive; they fidget and have difficulty settling into activities.

Appendix A: EDI Sub-Area Details

AREA	SUB-AREA	EDI QUESTIONS CONTRIBUTING TO SUB-AREA	WHAT "READY FOR SCHOOL" LOOKS LIKE	WHAT "*NOT* READY FOR SCHOOL" LOOKS LIKE
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 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.	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.
	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 show interest in books and reading, math and numbers; and have no difficulty remembering things.	Children who may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things.
	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	Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences; writing voluntarily writing simple words or sentences.	Children who have only up to one of the advanced literacy skills; who cannot read or write simple words or sentences; and rarely write voluntarily.
	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 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.	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.
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 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.	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.

Appendix A: EDI Sub-Area Details