

Research Summary

School Readiness in Red Deer:

The Results of the Early Development Instrument (EDI)

The school readiness of Red Deer's kindergarten children was determined by the use of the Early Development Instrument (EDI) completed by kindergarten teachers in March of 2009. The EDI is designed to report on groups of children and does not provide diagnostic information about individual children, nor does it measure school performance. It provides information about children's readiness to learn at school in 5 developmental domains; Physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. The findings reported below are based on a sample of 850 kindergarten children.

Key Findings:

- ▶ In all 5 developmental domains, the Red Deer sample of 850 kindergarten children achieved higher average scores than the Canadian sample of 176,621 Canadian kindergarten children.
- ▶ Of the sample of Red Deer kindergarten children, 17.8% scored low on at least one readiness to learn domain and 9.4% scored low on at least two domains.
- ▶ The greatest strength for children in the Red Deer sample was in the physical readiness for school sub-domain.
- ▶ The factors of gender, age, and Aboriginal status had a significant influence on results in all 5 developmental domains.
- ▶ Attendance at part time preschool had a significant influence on all 5 developmental domains.
- ▶ Attendance in a French immersion program had a significant influence on 4 domains, but did not impact the physical health and well-being domain.
- ▶ On the physical health and well being sub-domains, the gross and fine motor skills sub-domain had the fewest children with developmental readiness.
- ▶ The Multiple Challenge Index, a measure of wide-ranging challenges indicated by low scores on 9 or more developmental sub-domains showed that 2.1% of the Red Deer sample had multiple challenges, compared to 3.9% of the Canadian sample.
- ▶ The results revealed that communication skills and general knowledge was the most challenging domain for Red Deer's kindergarten children.

The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

The full report, Community Resources for Children, is available at www.fsca.ca

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