EDI
EARLY DEVELOPMENT INSTRUMENT
a population-based measure for communities

Summary Report

Senior Kindergarten Students in the province of Ontario

Ontario
School year 2014/2015

A snapshot of children's developmental health at school entry

Contents

Thanks to all of our partners for their hard work and commitment to the EDI. A very special thanks to all of the teachers who have committed their time and energy to filling out EDI questionnaires over the years. Without you, none of this would have been possible.

About the EDI

A teacher-completed instrument called the Early Development Instrument (EDI) was developed at the Offord Centre for Child Studies at McMaster University to measure children's ability to meet age-appropriate developmental expectations at school entry. The EDI focuses on the overall outcomes for children as a health-relevant, measurable concept that has long-term consequences for individuals and populations. The data derived from the collection of the EDI facilitates and encourages community, provincial, national, and international monitoring of the developmental health of our young learners.

Data collection across Canada shows that in most jurisdictions 25% or more of children entering kindergarten are vulnerable in at least one aspect of their development. Further research linking EDI findings to later educational data demonstrate that, on average, kindergarten vulnerability predicts ongoing vulnerability in the school system. Numerous studies have shown that early vulnerability predicts a child's lifelong health, learning, and behaviour.
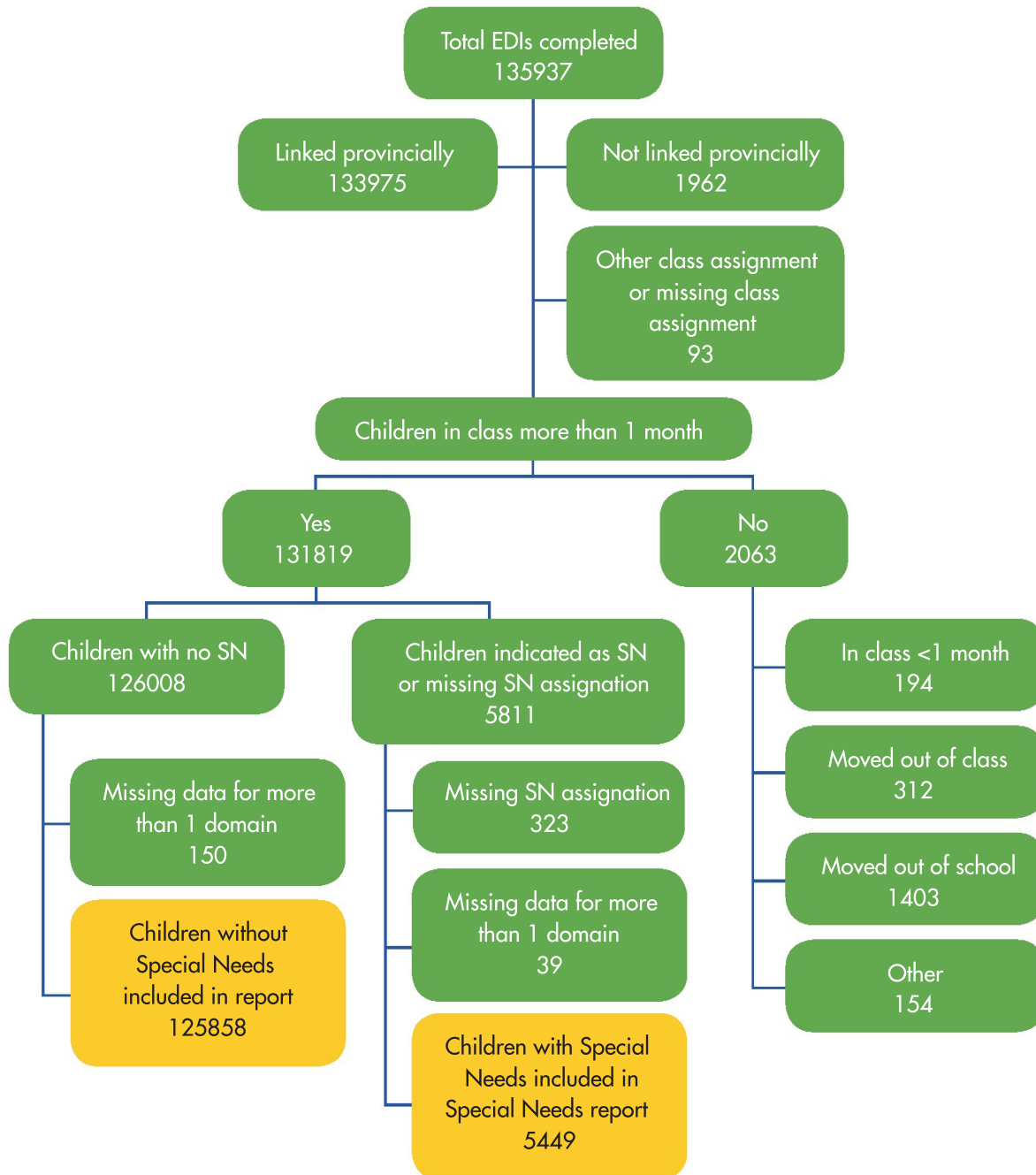
The EDI is designed to be a tool to increase the mobilization of communities and policy makers in order to have a positive impact on children's development in their local areas. Understanding the state of children's development at the population level, that is for all children, is foundational to mobilizing stakeholders towards change.

Number of Children in Analyses:
From Received Questionnaires to Reports

Below is an illustration of the flow of EDI questionnaires from when they are received to the final valid number of questionnaires used for analysis.

```
                        Total EDIs completed
                              135937

        Linked provincially              Not linked provincially
             133975                              1962

                                         Other class assignment
                                          or missing class
                                             assignment
                                                 93

                     Children in class more than 1 month

                 Yes                                    No
                131819                                 2063

    Children with no SN      Children indicated as SN        In class <1 month
         126008              or missing SN assignation             194
                                      5811
                                                               Moved out of class
    Missing data for more     Missing SN assignation                312
       than 1 domain                  323
            150                                                Moved out of school
                              Missing data for more                1403
    Children without             than 1 domain
    Special Needs                      39                           Other
    included in report                                              154
        125858                Children with Special
                              Needs included in
                              Special Needs report
                                      5449
```

The EDI measures children's developmental health at school entry by asking questions covering five different areas of their early development.
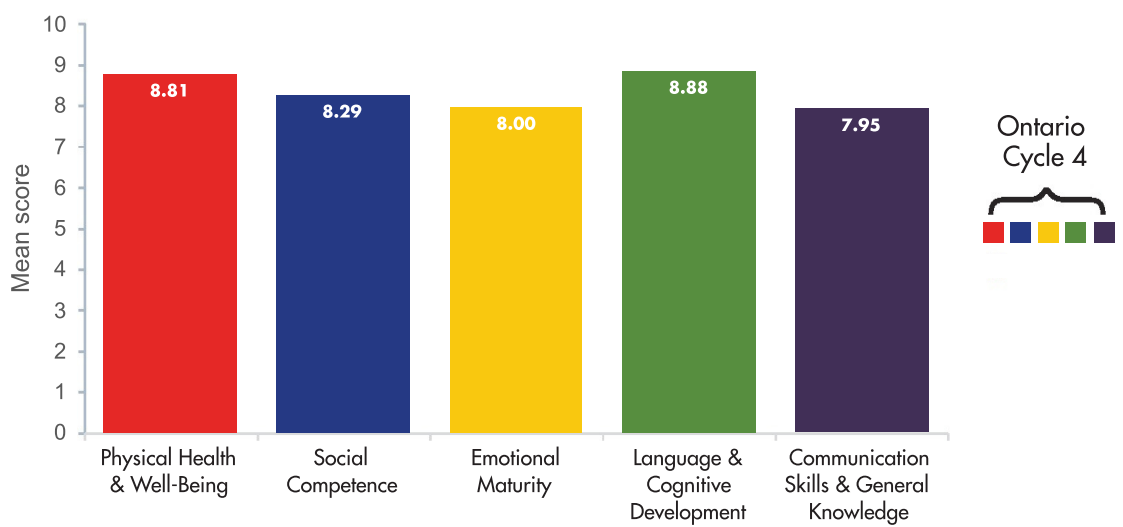
EDi

EDI Domains

🔴 **Physical Health & Well-Being** - *13 questions* - includes physical readiness for the school day, physical independence, and gross and fine motor skills - e.g., holding a pencil, running on the playground, motor coordination, and adequate energy levels for classroom activities.

🔵 **Social Competence** - *26 questions* - includes curiosity about the world, eagerness to try new experiences, knowledge of standards of acceptable behaviour in a public place, ability to control own behaviour, cooperation with others, following rules, and the ability to play and work with other children.

🟡 **Emotional Maturity** - *30 questions* - includes the ability to reflect before acting, a balance between too fearful and too impulsive, and the ability to deal with feelings at the age-appropriate level, and empathic response to other people's feelings.

🟢 **Language & Cognitive Development** - *26 questions* - includes reading awareness, age-appropriate reading, writing and numeracy skills, board games, and the ability to understand similarities and differences, and to recite back specific pieces of information from memory.

🟣 **Communication Skills & General Knowledge** - *8 questions* - includes skills to communicate needs and wants in socially appropriate ways, symbolic use of language, story-telling, and age-appropriate knowledge about life and the world around.

EDI Mean Scores

Mean score

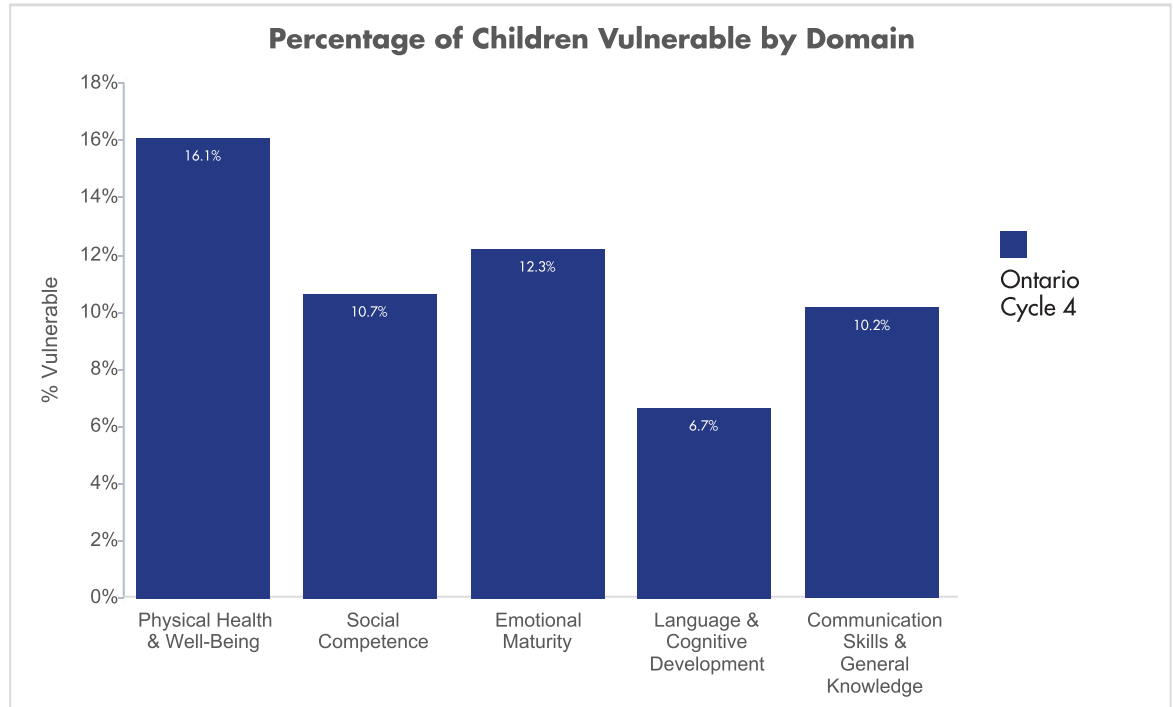| Domain	Score
Physical Health & Well-Being	8.81
Social Competence	8.29
Emotional Maturity	8.00
Language & Cognitive Development	8.88
Communication Skills & General Knowledge	7.95

Ontario Cycle 4

The EDI uses the 10th percentile for vulnerability because it captures all the children who are struggling, even those whose struggles may not be apparent.
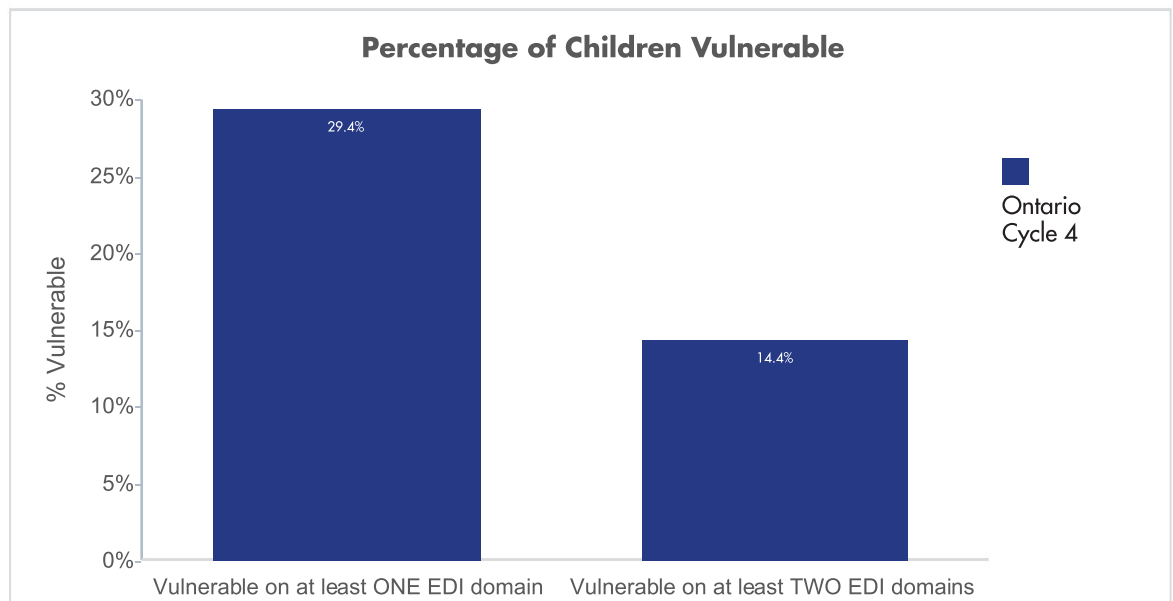
Vulnerable Children

"Vulnerable" describes the children who score low (below the 10th percentile cut-off of the Ontario Baseline population) on any of the five domains. Higher vulnerability indicates that a greater percentage of children are struggling.

Percentage of Children Vulnerable by Domain

Legend: Ontario Cycle 4

- Physical Health & Well-Being: 16.1%
- Social Competence: 10.7%
- Emotional Maturity: 12.3%
- Language & Cognitive Development: 6.7%
- Communication Skills & General Knowledge: 10.2%

The graph below illustrates Ontario 2014/2015 results for the percentage of children vulnerable on at least one and at least two domains.

Percentage of Children Vulnerable

Legend: Ontario Cycle 4

- Vulnerable on at least ONE EDI domain: 29.4%
- Vulnerable on at least TWO EDI domains: 14.4%

Distribution of EDI Scores

The graph below illustrates the percentage of Ontario children who fall in the Vulnerable, At Risk, and On Track categories for each domain.

EDI research across Canada shows that vulnerability at school entry is associated with poorer scores on provincial standardized tests in Grades 3 and 4. Research also shows an association between vulnerability and the likelihood of having some form of Special Needs status by Grade 9.

(Brown & Parekh, 2010; Calman & Crawford, 2013; D'Angiulli, Warburton, Dahinten, & Hertzman, 2009)

Ontario Cycle 4 (n = 125858)

Physical Health & Well-Being (n = 125781)

16.1%	4.3%	79.5%

Social Competence (n = 125852)

10.7%	15.6%	73.7%

Emotional Maturity (n = 125515)

12.3%	14.5%	73.0%

Language & Cognitive Development (n = 125705)

6.7%	11.2%	82.0%

Communication Skills & General Knowledge (n = 125825)

10.2%	15.7%	74.1%

● **Vulnerable**

Children who score below the 10th percentile

● **At Risk**

Children who score between the 10th and 25th percentiles

● **On Track**

Children who score above the 25th percentile

Note: Distributions may not equal 100% due to missing values in a domain.

Descriptive characteristics of the Ontario 2014/2015 cohort (N=125858)

	Number	%
Gender		
Girl	62328	49.5%
Boy	63530	50.5%
Missing	0	0.0%
English Language Learner / French as a Second Language		
ELL	11598	9.2%
FSL	2799	2.2%
No ELL/FSL	111375	88.5%
Missing	86	0.1%
French Immersion		
French Immersion	15663	12.4%
Non-French Immersion	110085	87.5%
Missing	110	0.1%

These are some examples of the contextual variables that may influence EDI scores. Communities are encouraged to explore other contextual factors that may help better explain EDI data.

Age Composition

Section D – Special Concerns

Special Problems **11.7%**
14779 Yes

	Yes, Observed		Yes, Parents Info/Diagnosis		Yes, Both	
	Number	%	Number	%	Number	%
Physical Disability	324	0.3%	294	0.2%	183	0.1%
Visual Impairment	233	0.2%	346	0.3%	223	0.2%
Hearing Impairment	233	0.2%	336	0.3%	169	0.1%
Speech Impairment	3355	2.7%	696	0.6%	1638	1.3%
Learning Disability	2770	2.2%	211	0.2%	186	0.1%
Emotional Problem	3327	2.6%	283	0.2%	485	0.4%
Behavioural Problem	4700	3.7%	304	0.2%	713	0.6%
Home Environment / Problems at Home	2627	2.1%	494	0.4%	361	0.3%
Chronic Medical / Health Problems	382	0.3%	432	0.3%	230	0.2%
Unaddressed Dental Needs	278	0.2%	173	0.1%	41	0.0%
Other	2092	1.7%	410	0.3%	409	0.3%

	Yes		No		Missing	
	Number	%	Number	%	Number	%
Child Receiving School Based Support	6161	4.9%	114852	91.3%	4845	3.8%
Child Currently Receiving Further Assessment	5030	4.0%	117862	93.6%	2966	2.4%
Child Currently on Wait List to Receive Further Assessment	4740	3.8%	117682	93.5%	3436	2.7%
Do You Feel that this Child Needs Further Assessment	14458	11.5%	107558	85.5%	3842	3.1%

Children with 1 Special Skill **14.3%**   **Children with 1 Special Problem** **7.5%**

Special Problems:

Minimum: 0

Maximum: 11

- physical disability
- visual impairment
- hearing impairment
- speech impairment
- learning disability
- emotional problem
- behavioural problem
- home environment/ problems at home
- chronic medical/ health problems
- unaddressed dental needs
- other

Special Skills:

Minimum: 0

Maximum: 7

- Demonstrates special numeracy skills or talents
- Demonstrates special literacy skills or talents
- Demonstrates special skills or talents in art
- Demonstrates special skills or talents in music
- Demonstrates special skills or talents in athletics/dance
- Demonstrates special skills or talents in problem solving in a creative way
- Demonstrates special skills or talents in other areas

EDI

Early Intervention Program:

Includes: speech/ language therapy, a parent who attended a parenting program, a Head Start program, a School's Cool program, etc., or if child has had similar in-home services

Recognizing the contextual factors in your community, like a child's experiences before school entry, may help explain EDI vulnerability. In addition to the variables on the EDI, all communities are encouraged to explore locally relevant factors that may affect children's development.

Section E – Additional Questions

Child attended an early intervention program

5.2%	**74.4%**	**20.4%**
6578	93590	25690
Yes	*No*	*Missing*

Child attended any other language or religion classes

6.1%	**55.6%**	**38.4%**
7619	69928	48311
Yes	*No*	*Missing*

Child attended an organized part-time pre-school/nursery school

8.8%	**43.7%**	**47.4%**
11132	55052	59674
Yes	*No*	*Missing*

Non-parental care

29.3%	**38.5%**	**32.2%**
36876	48449	40533
Yes	*No*	*Missing*

Centre-based, licensed, non-profit arrangement	**7.6%** 9581 *Yes*
Other home-based, licensed arrangement	**1.5%** 1861 *Yes*
Other home-based, unlicensed, relative arrangement	**1.4%** 1761 *Yes*
Child's home, relative arrangement	**3.9%** 4876 *Yes*

Centre-based, licensed, for profit arrangement	**8.1%** 10170 *Yes*
Other home-based, unlicensed, non-relative arrangement	**3.5%** 4379 *Yes*
Child's home, non-relative arrangement	**1.0%** 1227 *Yes*
Other	**5.2%** 6518 *Yes*

Type of arrangement

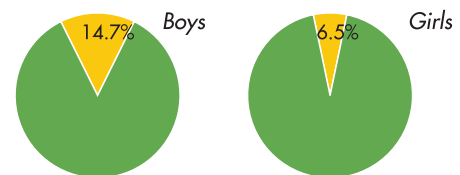| **21.8%**	**5.8%**	**72.4%**
27412	7288	91158
Full-time	*Part-time*	*Missing*

Group Comparisons

Although understanding overall vulnerability for your site is important, it does not tell the whole story. Comparing children based on certain demographics, such as gender, age, ability to speak English or French, to name a few, is an effective way of understanding how contextual factors in your site may be influencing EDI vulnerability rates.
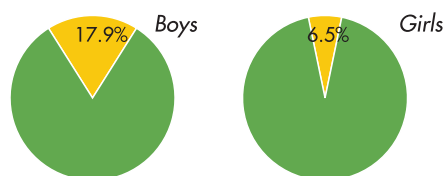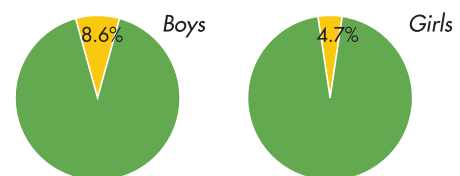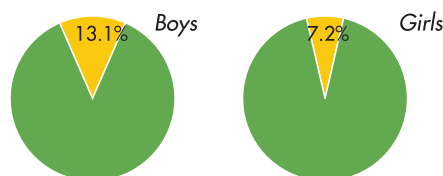
Gender

Physical Health & Well-Being
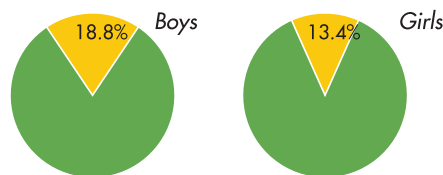
18.8% Boys   13.4% Girls

Social Competence

14.7% Boys   6.5% Girls

Emotional Maturity

17.9% Boys   6.5% Girls

Language & Cognitive Development

8.6% Boys   4.7% Girls

Communication Skills & General Knowledge

13.1% Boys   7.2% Girls

■ Vulnerable
■ Not vulnerable

Older children are defined as those above the mean age and younger children are defined as those below the mean age.

ELL: English language learner. Child in Anglophone school whose first language is not English AND who needs additional instruction in English.

FSL: French as second language. Child in Francophone school whose first language is not French AND who needs additional instruction in French.
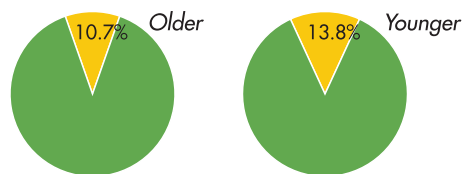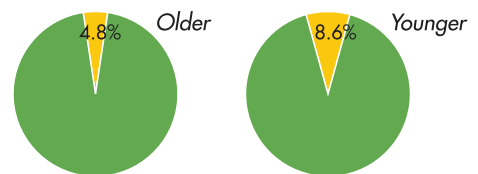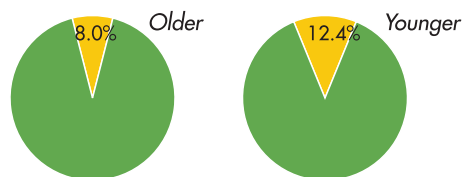
Age of child

Physical Health & Well-Being

| 13.6% Older | 18.6% Younger |

Social Competence

| 8.8% Older | 12.5% Younger |

Emotional Maturity

| 10.7% Older | 13.8% Younger |

Language & Cognitive Development

| 4.8% Older | 8.6% Younger |

Communication Skills & General Knowledge

| 8.0% Older | 12.4% Younger |

Site mean age: 5.68

Children with ELL/FSL status
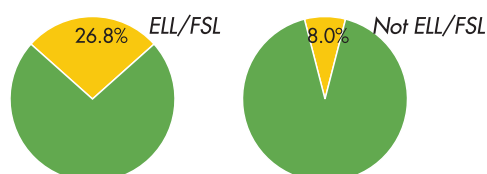
Physical Health & Well-Being

| 17.4% ELL/FSL | 16.0% Not ELL/FSL |

Social Competence

| 13.2% ELL/FSL | 10.3% Not ELL/FSL |

Emotional Maturity

| 12.8% ELL/FSL | 12.2% Not ELL/FSL |

Language & Cognitive Development

| 13.2% ELL/FSL | 5.8% Not ELL/FSL |

Communication Skills & General Knowledge

| 26.8% ELL/FSL | 8.0% Not ELL/FSL |

- Vulnerable
- Not vulnerable

Children who attended French Immersion

Physical Health & Well-Being

14.0% French Immersion

16.4% Non-French Immersion

Social Competence

9.1% French Immersion

10.9% Non-French Immersion

Emotional Maturity

11.2% French Immersion

12.4% Non-French Immersion

Language & Cognitive Development

5.5% French Immersion

6.9% Non-French Immersion

Communication Skills & General Knowledge

7.4% French Immersion

10.6% Non-French Immersion

■ Vulnerable
■ Not vulnerable

Subdomain Profiles

Each of the five domains is divided into subdomains, except for Communication Skills and General Knowledge. The subdomains were originally identified using factor analysis. The table below shows the breakdown of subdomains for each domain.

Exploring subdomains is an important step in determining the areas of development that are influencing vulnerability rates in various domains. Subdomains in which a large percentage of children are doing poorly can be used to inform the action needed to address children's weaknesses.

Physical Health & Well-being	Social Competence	Emotional Maturity	Language & Cognitive Development	Communication Skills & General Knowledge
Physical readiness for school day	Overall social competence	Prosocial & helping behaviour	Basic literacy	Communication skills & general knowledge
Physical independence	Responsibility & respect	Anxious & fearful behaviour	Interest in literacy/numeracy & memory	
Gross and fine motor	Approaches to learning	Aggressive behaviour	Advanced literacy	
	Readiness to explore new things	Hyperactivity and inattention	Basic numeracy	
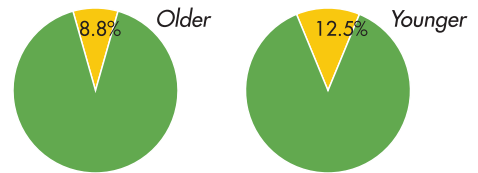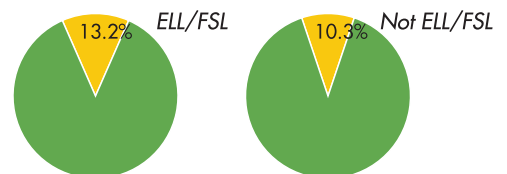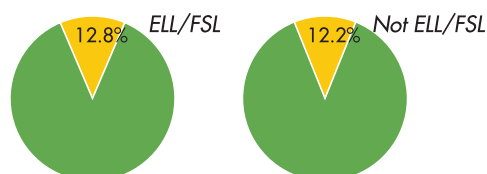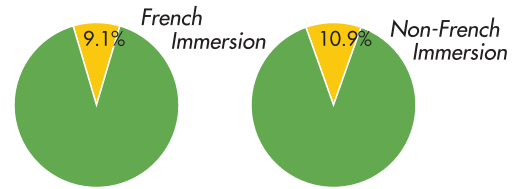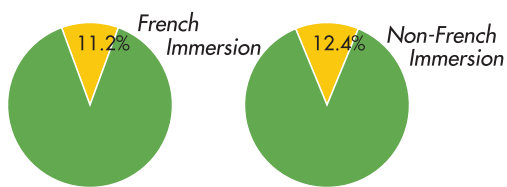
Scores for domains and subdomains on the EDI vary from 0 to 10. Some subdomains represent skills that a child in kindergarten, based on his or her developmental age, is expected to have mastered already (e.g., physical independence). Other subdomains represent areas of development that are still emerging (e.g., prosocial behaviour).

Based on skills and abilities that each subdomain represents, groups of scores were identified representing children who met all/almost all developmental expectations (reach the expectations for all or most of the subdomain items), some of the developmental expectations (reach the expectations for some of the subdomain items), and met few/none of the developmental expectations (reach expectations for none or few of the subdomain items). In contrast to the "on track", "at risk", and "vulnerable" groups identified for domains in the EDI Descriptive Report, which are based on the distribution of scores in the province/territory or in Canada, the subdomain categories are distribution-free.

In this report, detailed descriptions of children who met all/almost all and of those who met few/none of the developmental expectations are given for each subdomain. There is no detailed description for the "some" category because these children vary widely in their skills and abilities. An investigation of percentages of children who fall into the "few/none" category will identify areas of the greatest weakness in the population. The following section outlines the percentage of your children who are meeting all/almost all, some, or few/none of the developmental expectations in each of the five domains.

Physical Health & Well-being

■ Ontario Cycle 4

Physical readiness for school day
All/Almost all - never or almost never experienced being dressed inappropriately for school activities, or coming to school tired, late, or hungry.
Few/None - have at least sometimes experienced coming unprepared for the school day by being dressed inappropriately, or by coming to school late, hungry, or tired.

Few/None 4.8
All/Almost all 95.1
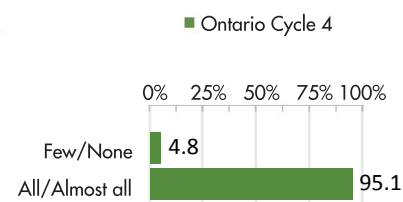
Physical independence
All/Almost all - independent in looking after their needs, have an established hand preference, are well coordinated, and do not suck a thumb/finger.
Few/None - vary from those who have not developed one of the three skills (independence, handedness, coordination) and/or suck a thumb to those who have not developed any of the skills and suck a thumb.

Few/None 10.1
All/Almost all 89.9

**Gross and fine motor skills**
All/Almost all - have an excellent ability to physically tackle the school day and have excellent or good gross and fine motor skills.
Few/None - 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, poor overall energy levels, and poor physical skills.

Few/None 20.5
Some 18.5
All/Almost all 60.9
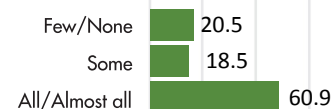
Social Competence

Overall social competence
All/Almost all - have excellent or good overall social development, very good ability to get along with other children, and play with various children; usually cooperative and self-confident.
Few/None - have average to poor overall social skills, have low self-confidence, and are rarely able to play with various children or interact cooperatively.
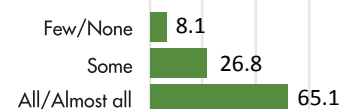
Few/None 9.6
Some 42.4
All/Almost all 47.9
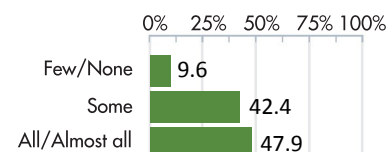
Responsibility and respect
All/Almost all - always or most of the time show respect for others and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.
Few/None - only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, follow rules, and take care of materials.

Few/None 6.0
Some 18.1
All/Almost all 75.9
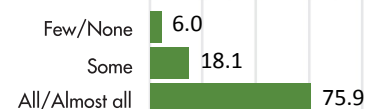
Approaches to learning
All/Almost all - always or most of the time work neatly, work independently, solve problems, follow instructions and class routines, and easily adjust to changes.
Few/None - only sometimes or never work neatly, work independently, solve problems, follow class routines, and adjust to changes in routines.

Few/None 8.1
Some 26.8
All/Almost all 65.1

Readiness to explore new things
All/Almost all - curious about the surrounding world and eager to explore new books, toys, and games.
Few/None - only sometimes or never show curiosity about the world and are rarely eager to explore new books, toys, and games.

Few/None 3.1
Some 20.1
All/Almost all 76.6
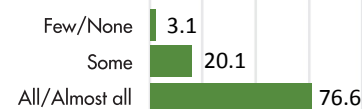
> "Children grow according to the qualities of stimulation, support, and nurturance they get on a moment to moment basis throughout their waking hours."
>
> – Dr. Clyde Hertzman

EDi

Emotional Maturity

■ Ontario Cycle 4

Prosocial and helping behaviour
All/Almost all - show most of the helping behaviours: helping someone hurt, sick or upset, offering to help spontaneously, invite bystanders to join in.
Few/None - never or almost never show most of the helping behaviours; they do not help someone hurt, sick or upset, spontaneously offer to help, do not invite bystanders to join in.

Few/None	32.2
Some	30.7
All/Almost all	35.5

Anxious and fearful behaviour
All/Almost all - rarely or never show most of the anxious behaviours; happy and able to enjoy school, and are comfortable being left at school by caregivers.
Few/None - often show most of the anxious behaviours; they could be worried, unhappy, nervous, sad, or excessively shy, indecisive; and they can be upset when left at school.

Few/None	2.5
Some	10.1
All/Almost all	87.2

Aggressive behaviour
All/Almost all - rarely or never show most of the aggressive behaviours: get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.
Few/None - often show most of the aggressive behaviours: get into physical fights, kick or bite others, take other people's things, are disobedient or have temper tantrums.

Few/None	10.2
Some	8.7
All/Almost all	80.9

Hyperactivity and inattention
All/Almost all - never show most of the hyperactive behaviours; they are able to concentrate, settle to chosen activities, wait their turn, and most of the time think before doing something.
Few/None - often show most of the hyperactive behaviours; they could be restless, distractible, impulsive; they fidget and have difficulty settling to activities.

Few/None	13.0
Some	12.5
All/Almost all	74.3

Language & Cognitive Development

■ Ontario Cycle 4

Basic literacy
All/Almost all - have all 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.
Few/None - lack most of the basic literacy skills; they have problems with identifying letters or attaching sounds to them, rhyming, may not know the writing directions or how to write own name.

Few/None	6.1
Some	14.2
All/Almost all	79.6

Interest in literacy / numeracy and memory
All/Almost all - show interest in books and reading, math and numbers, and have no difficulty with remembering things.
Few/None - may not show interest in books and reading, or math and number games, or both, and may have difficulty remembering things.

Few/None	13.2
Some	9.6
All/Almost all	76.7

Advanced literacy
All/Almost all - have at least half of the advanced literacy skills: reading simple, complex words or sentences, writing voluntarily, writing simple words or sentences.
*Few/None* - have only up to one of the advanced literacy skills; who cannot read or write simple words or sentences, and rarely write voluntarily.

Few/None	11.0
Some	6.8
All/Almost all	81.5

Basic numeracy
All/Almost all - have all 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.
Few/None - 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.

|	
Few/None	7.4
Some	6.5
All/Almost all	86.0
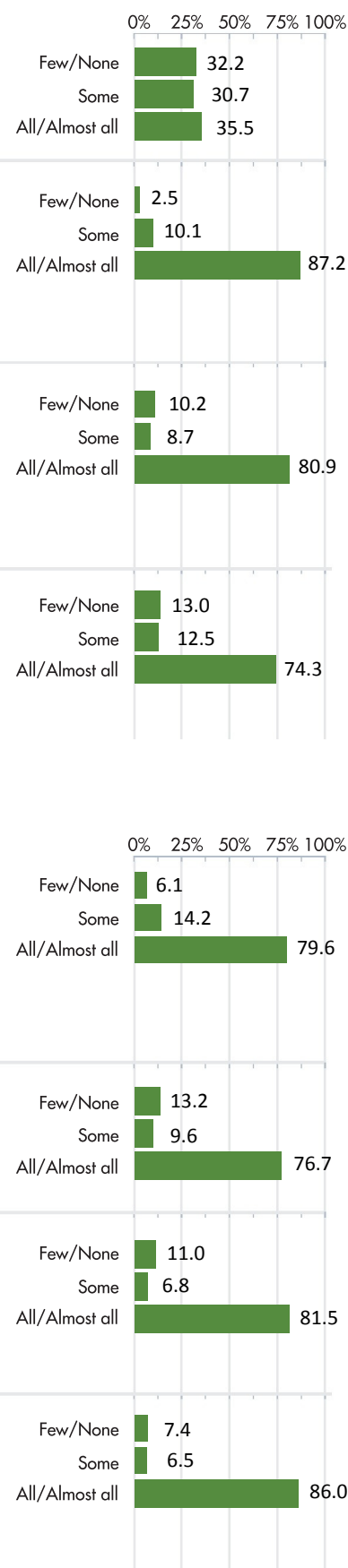
Communication Skills & General Knowledge

Communication skills and General knowledge

All/Almost all - have excellent or very good communication skills; can communicate easily and effectively, can participate in story-telling or imaginative play, articulates clearly, show adequate general knowledge, and are proficient in their native language.

Few/None - can 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 the native language.

	0%	25%	50%	75%	100%
Few/None		25.9			
Some		22.9			
All/Almost all			51.1		
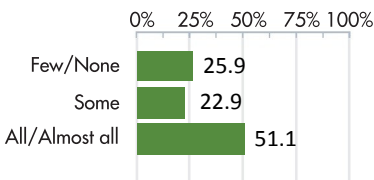
The rate of special needs amongst kindergarten children in the EDI Normative II sample is 3.8%. This is comparable to the rate of 4.2% of children ages 5 to 9 with disabilities found on the 2006 Statistics Canada Participation and Activity Limitation Survey.

(Janus, Hughes, & Duku, 2010; Statistics Canada, 2008).

Special Needs Report

Under the definition of special needs is a broad range of disorders affecting behaviour, communication, as well as physical or intellectual development. Children with special needs often contend with multiple problems, which require tailor-made, flexible support. These children may also have above average abilities in certain areas, adding to the complexity of providing appropriate support to help them reach their optimal development.

Because of the unique challenges associated with helping children with special needs, the following report is provided so not to lose the individuality of the results of these children. The more specific needs of this group must be addressed individually – a school-based intervention won't help a child with autism. Providing the following Special Needs Report allows for the school boards and communities to focus on these children's needs and to plan better for future years.

Children with Special Needs: General Guidelines

Yes - Child identified already as needing special assistance due to chronic medical, physical, or mental disabling conditions (e.g., autism, fetal alcohol syndrome, Down syndrome)

Child requires special assistance in the classroom

No - Gifted or talented children

Children only suspected to be suffering from a disabling condition, or having a condition not severe enough to be classified as "special needs"
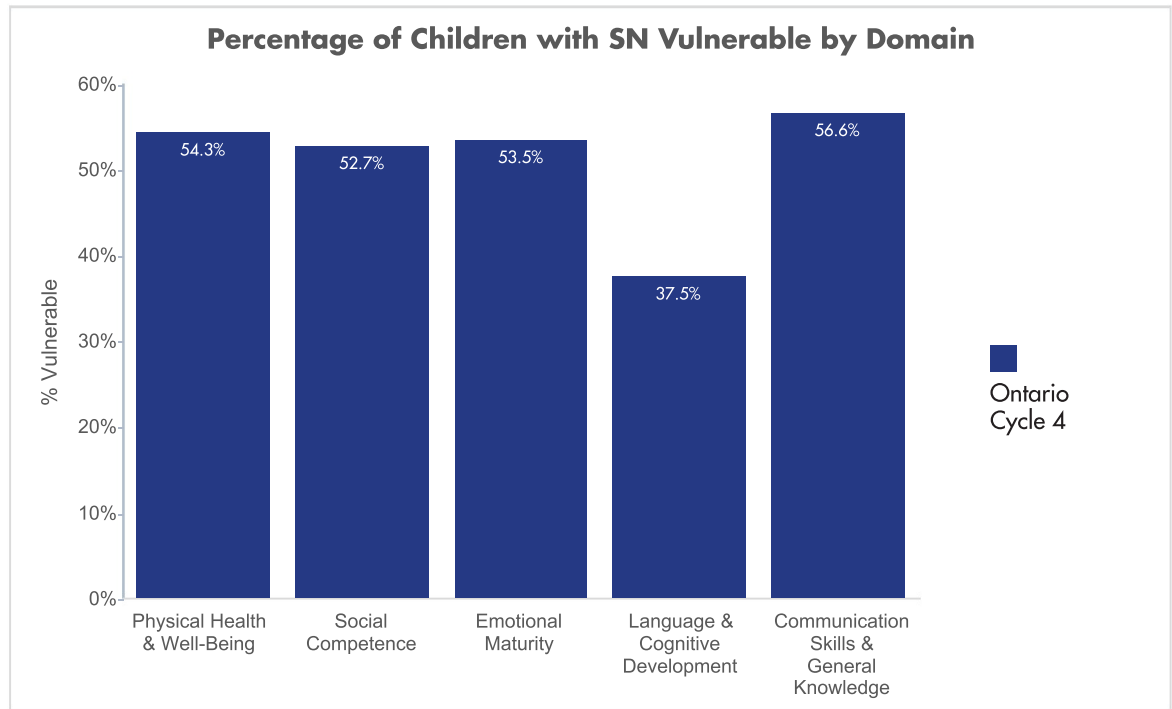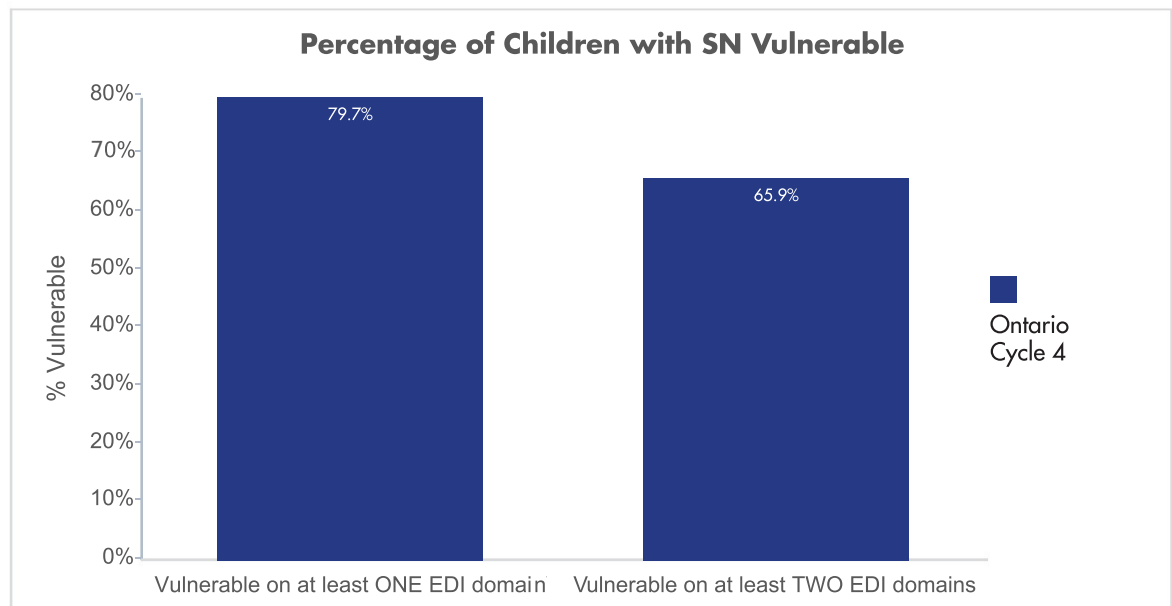
Vulnerable Children

"Vulnerable" describes the children who score low (below the 10th percentile cut-off of the Ontario baseline population) on any of the five domains. Higher vulnerability indicates that a greater percentage of children are struggling.

Percentage of Children with SN Vulnerable by Domain

% Vulnerable

Domain	Value
Physical Health & Well-Being	54.3%
Social Competence	52.7%
Emotional Maturity	53.5%
Language & Cognitive Development	37.5%
Communication Skills & General Knowledge	56.6%

Ontario Cycle 4

The graph below illustrates Ontario 2014/2015 results for the percentage of children with special needs vulnerable on at least one and at least two domains.

Percentage of Children with SN Vulnerable

% Vulnerable

	Value
Vulnerable on at least ONE EDI domain	79.7%
Vulnerable on at least TWO EDI domains	65.9%

Ontario Cycle 4

Descriptive characteristics of the Ontario 2014/2015 Special Needs cohort (N=5449)

	Number	%
Gender		
Girl	1647	30.2%
Boy	3802	69.8%
Missing	0	0.0%
English Language Learner / French as a Second Language		
ELL	539	9.9%
FSL	199	3.7%
No ELL/FSL	4702	86.3%
Missing	9	0.2%
French Immersion		
French Immersion	461	8.5%
Non-French Immersion	4975	91.3%
Missing	13	0.2%

It is important to remember that children with special needs do not constitute a uniform group, and much can be learned by examining EDI scores across categories of impairment.

Age Composition

Special Problems:

Minimum: 0

Maximum: 11

- physical disability
- visual impairment
- hearing impairment
- speech impairment
- learning disability
- emotional problem
- behavioural problem
- home environment/ problems at home
- chronic medical/ health problems
- unaddressed dental needs
- other

Special Skills:

Minimum: 0

Maximum: 7

- Demonstrates special numeracy skills or talents
- Demonstrates special literacy skills or talents
- Demonstrates special skills or talents in art
- Demonstrates special skills or talents in music
- Demonstrates special skills or talents in athletics/dance
- Demonstrates special skills or talents in problem solving in a creative way
- Demonstrates special skills or talents in other areas

Section D – Special Concerns

Special Problems 83.9% 4569 Yes	Yes, Observed		Yes, Parents Info/Diagnosis		Yes, Both	
	Number	%	Number	%	Number	%
Physical Disability	214	3.9%	180	3.3%	449	8.2%
Visual Impairment	95	1.7%	93	1.7%	177	3.2%
Hearing Impairment	83	1.5%	127	2.3%	179	3.3%
Speech Impairment	724	13.3%	344	6.3%	1076	19.7%
Learning Disability	711	13.0%	252	4.6%	669	12.3%
Emotional Problem	629	11.5%	128	2.3%	390	7.2%
Behavioural Problem	960	17.6%	231	4.2%	666	12.2%
Home Environment / Problems at Home	381	7.0%	114	2.1%	148	2.7%
Chronic Medical / Health Problems	152	2.8%	179	3.3%	286	5.2%
Unaddressed Dental Needs	58	1.1%	35	0.6%	21	0.4%
Other	352	6.5%	306	5.6%	506	9.3%

	Yes		No		Missing	
	Number	%	Number	%	Number	%
Child Receiving School Based Support	3828	70.3%	1601	29.4%	20	0.4%
Child Currently Receiving Further Assessment	2424	44.5%	2669	49.0%	356	6.5%
Child Currently on Wait List to Receive Further Assessment	1621	29.7%	3164	58.1%	664	12.2%
Do You Feel that this Child Needs Further Assessment	2225	40.8%	2724	50.0%	500	9.2%

Children with 1 Special Skill **11.7%** **Children with 1 Special Problem** **31.8%**

Glossary

Developmental health: The full range of developmental outcomes, including physical and mental health, behavioural adjustment, literacy, mathematics achievement, and more.

Special Needs: Children identified as needing special assistance in the classroom due to chronic medical, physical, or mental disabling conditions.

On track: The total group of children who score above the 25th percentile of the distribution.

At risk: The total group of children who score between the 10th and 25th percentiles of the distribution.

Vulnerable: The total group of children who fall below the 10th percentile cut-off of the distribution.

French Immersion: Only for Anglophone communities; a program in which kindergarten students are introduced early to French language through immersion, however, the main language of the schools remains to be English.

Domains: Broad areas of development which include physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.

Subdomains: Each of the five EDI domains is comprised of subdomains that measure a more specific area of development. There are 16 subdomains in total. Children are rated as 'meeting few/no developmental expectations', 'meeting some developmental expectations', and 'meeting all/almost all developmental expectations' on each subdomain.

Ontario baseline: The first provincial EDI collection in Ontario from 2004-2006. Used as a reference for all subsequent EDI collections in Ontario. Vulnerability is based on cut-offs from this population.

Ontario Cycle 4: The fourth provincial collection that took place during the 2014-15 school year.

Linked provincially: EDI questionnaires that have been matched by the Ontario government to a student information database.

Missing: Question not answered by teachers.