

**Agenda Item 7  
September 3, 2014**

**DATE:** August 20, 2014

**TO:** Children and Families Commission of Orange County 

**FROM:** Christina Altmayer, Executive Director

**SUBJECT:** Fiscal Year 2013/14 Early Development Index Results and 2015 State of Young Children in Orange County Summit Proposal

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**SUMMARY:**

The Children and Families Commission has invested in the Early Developmental Index (EDI) as a tool to evaluate the readiness of children when they enter kindergarten since the 2007/08 school year. Over the last two years, Commission staff has made a concerted effort to significantly increase the percentage of participating schools and districts to provide sufficient coverage to evaluate individual community and countywide trends. Through strong partnership with school districts and school personnel, participation has increased almost three-fold since 2012 and by August 2015, the Commission is projected to have valid data on almost 100 percent of the kindergarten students in public schools in Orange County. This staff report provides background on the EDI tool, summary of the collected data from the 2013/14 school year, and proposed use of the data to support a Summit on The State of Young Children in Orange County in the fall of 2015.

**DISCUSSION:**

The Early Development Index (EDI) is a population-based, validated measure of school readiness and healthy development used to assist in understanding the early learning needs of young children in Orange County. Since 2007, the Commission has worked with the UCLA Center for Healthier Children, Families and Communities (UCLA) to implement the EDI in all of the school districts in Orange County. The EDI assesses how children are developing by the time they reach school age, and supports analysis of the community factors that influence children in their first five years of life.

The EDI includes five key domain areas: Physical Health and Well-Being; Social Competence; Emotional Maturity; Language and Cognitive Development; and Communication Skills and General Knowledge. 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.

**Early Developmental Index (EDI) Results:**

Currently, 285 of the 383 (74%) of elementary schools in Orange County serving a kindergarten population have participated in the administration of the EDI. There are 26,119 EDI records available for analysis (Attachment 1). Results from the EDI indicate that:

- 50% of the children were English Language Learners
- 13% of the children were in transitional kindergarten the year the EDI was completed
- 7% had attended transitional kindergarten the year prior
- 52% were developmentally vulnerable or developmentally at risk (Not on Track) on one or more domain
  - 20% were Not on Track in the Physical Health and Well-Being Domain
  - 23% were Not on Track in the Social Competence Domain
  - 21% were Not on Track in Emotional Maturity Domain
  - 32% were Not on Track in the Language and Cognitive Development Domain
  - 29% were Not on Track in the General Knowledge and Communication Domain
- In the Physical Health and Well-Being Domain, 34% of the children were Not Ready for School in terms of gross and fine motor skills
- In the Emotional Maturity Domain, 32% of the children were Not Ready for School in terms of pro-social and helping behavior
- In the Language and Cognitive Development Domain, 16% of the children were Not Ready for School in terms of advance literacy skills and 13% were Not Ready for school in terms of basic numeracy skills
- 42% of the children were Not Ready for School in terms of general knowledge and communication skills

Historically, each participating school received a report about the cohort of children in their school, allowing them to understand, plan and develop strategies to address school readiness of children who will join their school. For the first time this year, Commission staff has developed district-level reports. In addition to receiving school-level reports, each school district will also receive a consolidated report of all the children within their district. Commission staff is working with districts, for example, to employ this data in planning as districts prepare their Local Control and Accountability Plan (LCAP) and address how early learning needs will be addressed within their community. Additionally, EDI results were included in grant applications such as a community grant application submitted by Orange County Head Start. The United Way of Orange County is also using the EDI as an indicator of educational attainment in their 10 year strategic plan.

The annual contract for the UCLA Center for Healthier Children, Families and Communities (UCLA) is \$90,000. The three year teacher cost for Fiscal Years 2014/15-2016/17 to reimburse schools for administering the EDI was approved in May 2014 for \$489,000.

**State of the Young Children in Orange County Summit:**

As indicated above, next year will mark an important milestone for understanding how ready Orange County children are for school. For the first time, the Commission will have reliable, comprehensive data on all public schools in Orange County. To mark this milestone, the Commission's three year Business Plan approved in May 2014, anticipated hosting The State of Young Children in Orange County Summit. The comprehensive EDI data will provide a foundation for the discussion and analysis of how young children in Orange County are faring. The specific objectives of the Summit are to:

- Provide a comprehensive discussion on how young children are achieving the Commission’s vision that “all children are healthy and ready to learn”
- Educate public, private and nonprofit leaders on the resources available to inform policies and programs designed to support children’s healthy development
- Promote a policy and program discussion on how the community can support the healthy development and school readiness of all children.

Commissioner Sandy Barry has agreed to chair the planning committee. Commissioner Sandy Pierce will participate as a planning committee member. Other planning committee members may include the Commission’s Superintendent Liaison, leaders from school districts, educational institutions, and business and community leaders. Commission staff has had preliminary planning conversations with representatives from UCLA’s Center for Healthier Children, Families and Communities, the UC Irvine School of Education, and Orange County United Way. These organizations have all expressed interest and commitment to support the Summit. Other potential partners may include the Orange County Department of Education, the Orange County Business Council, and the Orange County Association of California Cities.

The Commission anticipates working with pilot cities and school districts to provide technical assistance on how the EDI data can be effectively employed in planning. The results from this collaborative effort will be highlighted as part of the Summit agenda. The pilot school districts and cities will be invited to present how they have used the EDI data as part of their planning processes. The case studies will provide real examples of how the data can be used to inform policies, procedures, or the implementation of new programs to address issues identified through the EDI. The case studies are also expected to include examples of successful city or school district programs that are positively impacting the community in the domains evaluated through the EDI process.

The Summit aligns with the Commission’s Business Plan to create or co-sponsor at least one conference to be held biannually on the state of young children. The Commission is also co-sponsoring the Early Childhood STEM Conference with THINK Together, the Orange County Department of Education, and the Children’s Center at Caltech in February 2015. A budget for the Summit is being developed that will include sponsorship opportunities. A proposed budget will be presented to the Commission with funding allocation recommendations to support the event.

#### **STRATEGIC PLAN & FISCAL SUMMARY:**

The recommended action has been specifically reviewed in relation to the Commission’s Strategic Plan and is consistent with applicable goals. There is no funding request associated with this item.

#### **PRIOR COMMISSION ACTIONS:**

- January 2011 - Received EDI Business Plan for project expansion
- December 2010 - Received Early Development Index Project Update
- December 2009 – Authorized expansion of EDI
- December 2008 and April 2009 – Authorized Phase 2 of EDI project
- March 2008 - Authorized Phase 1 of EDI project
- April 2007 - Approved review of the feasibility/approach for implementing EDI locally

**RECOMMENDED ACTIONS:**

1. Receive the Fiscal Year 2013/14 Early Developmental Index (EDI) results.
2. Approve plans for hosting a State of the Young Children in Orange County Summit in fall of 2015.

**ATTACHMENTS:**

1. School District Participation in the EDI, 2014
2. Early Development Index Draft District Profile Report 2013-2014

**Contact:** Sharon Boles and Kelly Pijl

School District Participation in the EDI, 2014

District Name	# of Participating Schools	Total # of Schools	% School Participation	# of EDI Records Valid for Analysis	% of EDIs Valid	2013/14 K Enrollment*	% of K Participating
Laguna Beach USD	2	2	100%	162	99%	147	110%**
Savanna School District	4	4	100%	394	99%	399	99%
Brea-Olinda Unified	6	6	100%	466	99%	474	98%
Fountain Valley Elementary	7	7	100%	647	100%	661	98%
Westminster School District	13	13	100%	1,289	99%	1,320	98%
Centralia School District	8	8	100%	617	97%	668	92%
La Habra City School District	4	4	100%	589	98%	651	90%
Irvine Unified School District	22	22	100%	1,974	98%	2,197	90%
Los Alamitos Unified	6	6	100%	744	98%	835	89%
Orange Unified School District	27	27	100%	2,310	99%	2,616	88%
Magnolia School District	9	9	100%	897	96%	1,028	87%
Huntington Beach City SD	6	7	86%	659	99%	773	85%
Buena Park School District	6	6	100%	535	95%	629	85%
Tustin School District	16	18	89%	1,304	99%	1,657	79%
Newport-Mesa USD	18	22	82%	1,287	98%	1,704	76%
Santa Ana USD	31	37	84%	3,566	97%	5,036	71%
Fullerton School District	12	17	71%	1,068	98%	1,564	68%
Anaheim City School District	21	24	88%	2,018	97%	3,037	66%
Garden Grove USD	26	46	57%	2,114	98%	3,433	62%
Saddleback Valley USD	17	22	77%	1,280	97%	2,108	61%
Placentia Yorba Linda USD	8	22	36%	842	98%	2,141	39%
Capistrano School District	13	37	35%	1,124	99%	3,702	30%
Ocean View	2	11	18%	161	99%	1,136	14%
Cypress School District	1	6	17%	72	90%	571	13%
<b>Total</b>	<b>285</b>	<b>383</b>	<b>74%</b>	<b>26,119</b>	<b>98%</b>	<b>38,487</b>	<b>68%</b>

\* Source: California Department of Education, DataQuest

\*\* % of K participating is based on total # of students and # of valid EDIs in districts. A student can attend one district but live outside of that district, hence the participation rate of more than 100%.



# EARLY DEVELOPMENT INDEX (EDI) DISTRICT PROFILE REPORT

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**2014**

**Anaheim City School District**

Prepared by: Children and Families Commission of Orange County and  
UCLA Center for Healthier Children, Families and Communities

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 25<sup>th</sup> percentile normative cutoff. Conversely, children are “on track” in a domain if their mean EDI score for that domain falls above the 25<sup>th</sup> 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.

**Early Development Index (EDI)  
Anaheim City School District Report  
2014**

**Number of participating schools: 21**

The tables below present EDI data collected between 2012 and 2014 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 10<sup>th</sup> percentile) and *at risk* (10<sup>th</sup>-25<sup>th</sup> percentile)) as well as children who are developmentally on track (this includes *middle* (25<sup>th</sup>-75<sup>th</sup> percentile) and *top* (highest 75<sup>th</sup> percentile)), by domain.

**Table 1. Descriptive Characteristics:**

	All Participating Schools in District		All Participating Districts in Orange County	
Number of EDI Records Collected	2,080		26,699	
Number and Percent of EDI Records Valid for Analysis	2,018	97%	26,123	98%
Number and Percent of Participating Schools in District	21	88%	285	74%
<b>Student Demographics</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<i>Race/ethnicity*</i>				
African-American, Black	14	1%	389	2%
Asian, Native Hawaiian, or other Pacific Islander	72	4%	4,156	16%
Hispanic, Latino/a	1,529	76%	12,612	48%
White	71	4%	6,284	24%
Other/Multiracial	332	16%	2,663	10%
<i>Mean Age (years, months)</i>	5.76		5.80	
<i>Females</i>	1,015	50%	12,485	48%
<i>Students with ELL Status</i>	1,531	76%	13,008	50%
<i>Students with an IEP</i>	120	6%	1,589	6%
<i>Needs Further Assessment</i>	147	7%	1,596	6%
<i>Waitlisted for Further Assessment</i>	57	3%	710	3%
<i>Students in Transitional K</i>	92	5%	2,543	13%
<i>K Students with TK Experience</i>	32	2%	1,232	7%
<i>Parents/Guardians Volunteered in Classroom</i>	587	29%	10,416	40%

*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%.

**Early Development Index (EDI)  
Anaheim City School District Report  
2014**

Number of participating schools: 21

**Table 2. Children Not on Track and On Track by Developmental Domain: Comparison of Individual Districts (N=2,018) to All Participating Districts in Orange County (N=26,123)**

Domain	Children Not on Track								Children On Track							
	Children Developmentally Vulnerable (lowest 10 <sup>th</sup> percentile)				Children Developmentally At Risk (10 <sup>th</sup> -25 <sup>th</sup> percentile)				Children Developmentally On Track (Middle) (25 <sup>th</sup> -75 <sup>th</sup> percentile)				Children Developmentally On Track (Top) (75 <sup>th</sup> – 100 <sup>th</sup> 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		All Participating Schools in District		All Participating Districts in Orange County	
	N*	%	N*	%	N*	%	N*	%	N*	%	N*	%	N*	%	N*	%
Physical Health & Well-being	206	10%	1,946	7%	341	17%	3,433	13%	886	44%	11,748	45%	584	29%	8,994	34%
Social Competence	187	9%	2,366	9%	306	15%	3,726	14%	989	49%	12,856	49%	536	27%	7,175	28%
Emotional Maturity	165	8%	2,007	8%	251	13%	3,343	13%	950	47%	12,766	49%	641	32%	7,801	30%
Language & Cognitive Development	295	15%	2,889	11%	495	25%	5,454	21%	921	46%	11,799	45%	306	15%	5,925	23%
General Knowledge & Communication	284	14%	3,132	12%	442	22%	4,497	17%	790	39%	11,098	43%	500	25%	7,391	28%

	All Participating Schools in District		All Participating Districts in Orange County	
	N*	%	N*	%
Not on Track on 1 or More Domain	1,207	60%	13,567	52%
On Track on All Domains	811	40%	12,556	48%

DRAFT

*Data Source: Teacher Reported EDI Checklist*

\* Due to missing data, the N may differ by developmental domain



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 US 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*	2,016	4%	N/A	96%	26,118	2%	N/A	98%
Physical independence*	2,018	11%	N/A	89%	26,117	11%	N/A	89%
Gross and fine motor skills	2,018	42%	17%	41%	26,113	34%	17%	49%

\* 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	2,017	11%	48%	42%	26,116	11%	44%	45%
Responsibility and respect	2,018	6%	21%	73%	26,122	8%	19%	74%
Approaches to learning	2,018	11%	32%	58%	26,123	11%	29%	59%
Readiness to explore new things	2,017	11%	48%	42%	25,834	3%	19%	78%

**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	1,964	28%	31%	42%	24,769	32%	31%	38%
Anxious and fearful behavior	2,015	3%	11%	86%	26,104	2%	9%	89%
Aggressive behavior	2,017	7%	7%	86%	26,060	7%	6%	87%
Hyperactive and inattentive behavior	2,018	15%	15%	70%	26,088	14%	14%	72%

**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	2,017	9%	28%	63%	26,058	7%	18%	75%
Interest in literacy/numeracy and memory	2,012	16%	13%	71%	25,847	14%	11%	75%
Advanced literary skills	2,017	18%	6%	75%	25,977	16%	7%	77%
Basic numeracy skills	2,016	20%	15%	65%	26,034	13%	9%	78%

**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	2,015	50%	19%	32%	26,105	42%	22%	36%