

Summary of the
**Early Development
Instrument Results**
for **2018**



TABLE OF CONTENTS

EXECUTIVE SUMMARY	5
ACKNOWLEDGEMENTS	6
WHAT IS THE EARLY DEVELOPMENT INSTRUMENT?.....	7
Figure 1: Description of EDI Domains & Subdomains	8
DETERMINING VULNERABILITY.....	9
Distribution of Scores on the EDI Domains	9
Overall Vulnerability.....	10
Distribution of Scores on the Subdomains.....	10
INTERPRETING THE RESULTS	10
Characteristics of Children Assessed by the EDI	11
Table 1. Characteristics of Children Assessed in the EDI (Cycles 1-5) in the District of Nipissing.....	11
Vulnerable Children.....	12
Figure 2. Percentage of Vulnerable Children	12
Vulnerability by Domain.....	13
Figure 3. Percentage of Vulnerable Children by Domain.....	13
Figure 4. Percentage of Vulnerable Children by Domain and EDI Cycle in the District of Nipissing	14
TAKING A CLOSER LOOK –SUBDOMAIN ANALYSIS	14
Physical Health & Well-Being.....	15
Figure 5. Distribution of EDI scores for Physical Health & Well-Being Subdomains in the District of Nipissing	15
Social Competence	16

Figure 6. Distribution of EDI scores for Social Competence Subdomains in the District of Nipissing	16
Emotional Maturity	17
Figure 7. Distribution of EDI scores for Emotional Maturity Subdomains in the District of Nipissing	17
Language and Cognitive Development	18
Figure 8. Distribution of EDI scores for Language & Cognitive Development Subdomains in the District of Nipissing	18
Communication Skills and General Knowledge	19
Figure 9. Distribution of EDI scores for Communication Skills & General Knowledge Subdomain in the District of Nipissing	19
Summary of Key Subdomain Vulnerabilities	19
NEIGHBOURHOOD ANALYSIS.....	20
Figure 10. The District of Nipissing – Neighbourhood Boundaries.....	20
Overall Vulnerability by Neighbourhood	21
Figure 11. Percentage of Vulnerable Children on 1 or more Domains by Neighbourhood.....	21
Physical Health & Well-Being.....	22
Figure 12. Percentage of Vulnerable Children on Physical Health & Well-Being by Neighbourhood.....	22
Social Competence	23
Figure 13. Percentage of Vulnerable Children on Social Competence by Neighbourhood	23
Emotional Maturity.....	24
Figure 14. Percentage of Vulnerable Children on Emotional Maturity by Neighbourhood	24
Language & Cognitive Development.....	25
Figure 15. Percentage of Vulnerable Children on Language & Cognitive Development by Neighbourhood.....	25
Communication Skills & General Knowledge	26

Figure 16. Percentage of Vulnerable Children on Communication Skill & General Knowledge by Neighbourhood..... 26

Summary of Neighbourhood Analysis27

Table 3. Percentage of Vulnerable Children by Domain and Neighbourhood27

CONCLUSION 28

REFERENCES 29

APPENDIX A – 5 CYCLES OF THE EDI IN THE DISTRICT OF NIPISSING..... 30

EXECUTIVE SUMMARY

DISTRICT OF NIPISSING SNAPSHOT

The **EDI** measures children's ability to meet age-appropriate milestones at school entry

% of vulnerable children has significantly **decreased** overall and across all 5 domains since Cycle 4 (2015)

30% children in the District of Nipissing are vulnerable in one or more areas of their development

This result is consistent with the results of the Ontario population for 2018

The Early Development Instrument (EDI) in the District of Nipissing - Cycle 5

Physical Health & Well-Being



15.6% Vulnerable

Social Competence



8.4% Vulnerable

Emotional Maturity



13.4% Vulnerable

Language & Cognitive Development



6.5% Vulnerable

Communication Skills & General Knowledge



7.7% Vulnerable

633 SK Children

in the District of Nipissing were included in this report

The % of vulnerable children was **lower** than the Ontario population in **4 of 5** domains (Emotional Maturity was slightly higher)

The % of vulnerable children varies between **12.5%** and **59.3%** across neighbourhoods in the District of Nipissing



Results of the EDI along with other relevant data can be used to inform local program planning to ensure the best possible outcomes for the children in our District

ACKNOWLEDGEMENTS

This report was prepared by Jennifer Roussy, M.A., Children’s Services Data Coordinator with the District of Nipissing Social Services Administration Board (DNSSAB). We would like to extend a special thank you to the following partners – without their support and collaboration, this report would not be possible:

- Conseil scolaire catholique Franco-Nord
- Conseil scolaire public du Nord-Est de l’Ontario
- Near North District School Board
- Nipissing-Parry Sound Catholic District School Board
- Offord Centre for Child Studies

We would like to express our gratitude and appreciation to all of the Senior Kindergarten teachers in the District of Nipissing who participated in the 2017/2018 implementation of the EDI. Their patience and dedication to the early development of our children is admirable.

The information collected through the EDI has been, and will continue to be, a valuable resource in helping to plan and support early years and child care programs and services in the District of Nipissing.



Conseil scolaire public
du Nord-Est de l'Ontario



WHAT IS THE EARLY DEVELOPMENT INSTRUMENT?



The Early Development Instrument (EDI) is a population based measure developed by the Offord Centre for Child Studies at McMaster University. This questionnaire is completed by Senior Kindergarten teachers in the second half of the year (February/March) and is designed to measure a child’s ability to meet age-appropriate developmental milestones at school entry.¹

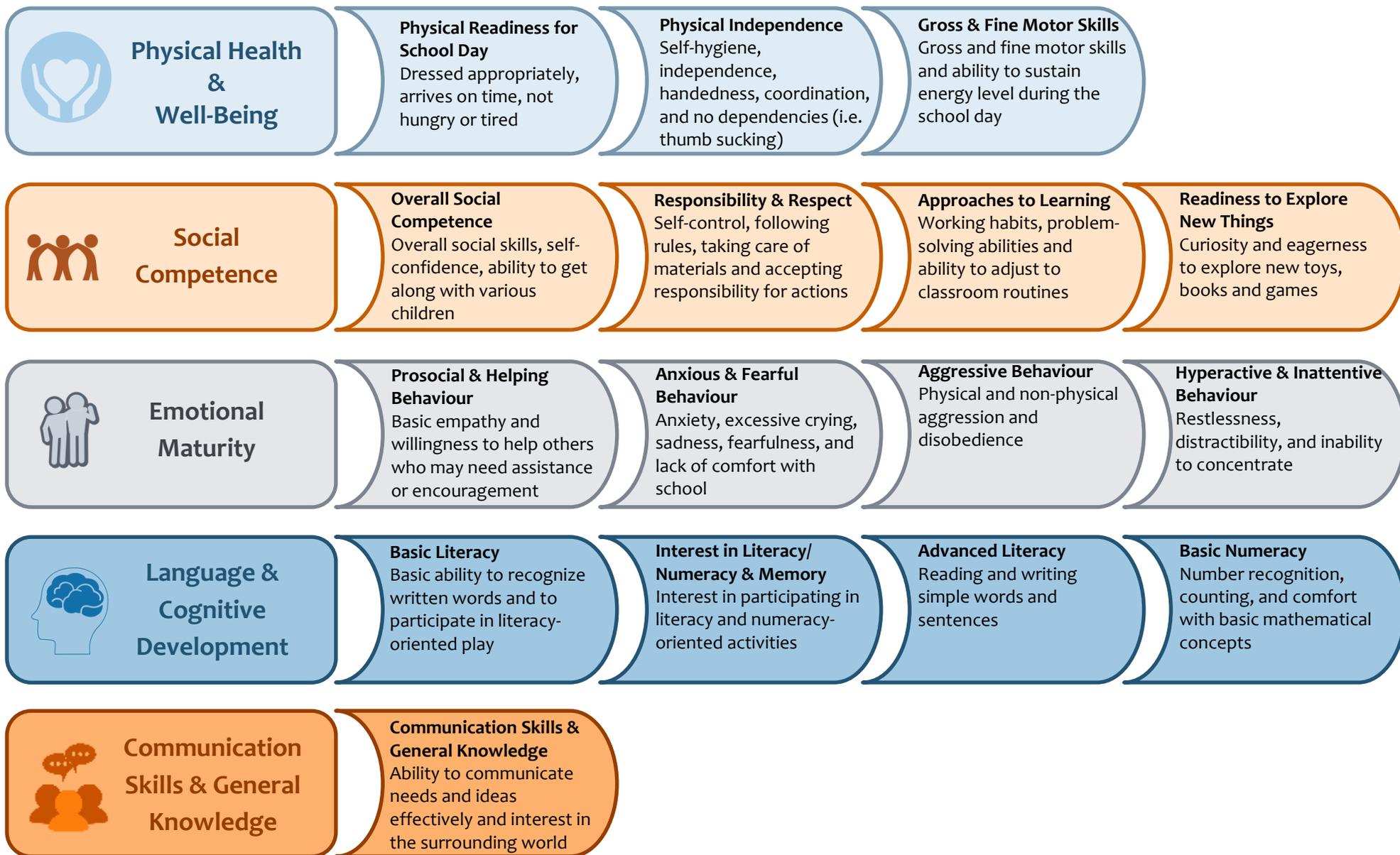
The EDI measures children’s developmental health across five domains: **Physical Health & Well-Being, Social Competence, Emotional Maturity, Language & Cognitive Development,** and **Communication Skills & General Knowledge.** Apart from Communication Skills & General Knowledge, each domain is further divided into subdomains to help identify specific areas of strengths and needs (see Figure 1, page 5).

The EDI was first implemented in the District of Nipissing in 2004 and operates in three-year cycles. The most recent implementation (Cycle 5) was completed in February/March 2018 for every student in Senior Kindergarten classrooms of all publicly funded schools.

While the EDI is a reliable and valid tool in measuring early child development, there are limitations to the use of its results. Given that the EDI relies on self-reports from teachers, there is always a risk of subjective bias which may lead to inconsistent reporting. To minimize this effect, the Offord Centre developed a detailed guide to support teachers in responding accurately to the EDI questions, and all teachers attended a half-day of training with the Data Coordinator who was available to support and answer questions. It is also important to note that the EDI results present a ‘snapshot in time’ of the children in our district, and caution should be exercised when making conclusions or interpretations regarding the data.

“The EDI helps us understand how children are developing. Focusing on strengthening areas in which children are struggling allows schools, communities, and governments to make decisions on how to best support early development.”
(Source: EDI Fact Sheet)

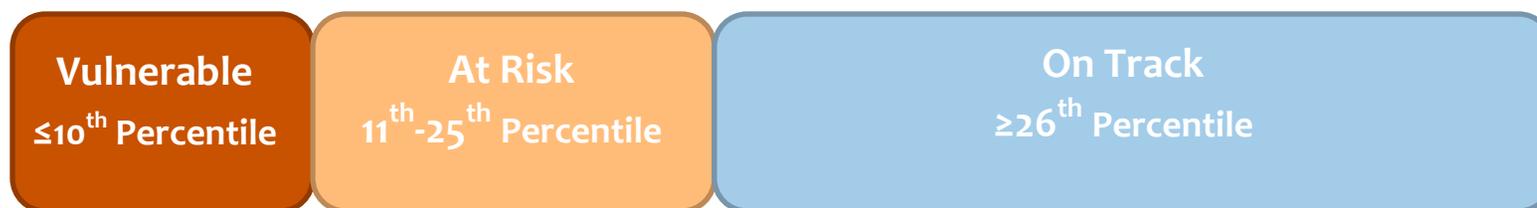
Figure 1. Description of EDI Domains & Subdomains



DETERMINING VULNERABILITY

Distribution of Scores on the EDI Domains

Each of the domains on the EDI is scored on a scale of 0 to 10 (with 10 being a perfect score) and is based on teachers' responses to the questions within each domain. The higher the score, the more the child is considered to be developmentally 'on track' at school entry. The scores for each domain are then grouped into categories to determine how well children are doing, based on the cut-points from the baseline administration of the EDI.² It is expected that a community would have 10% of children scoring in the lowest 10th percentile (Vulnerable), 15% scoring in the 11-25th percentile (At Risk), and 75% scoring in the 25th percentile and above (On Track).



Vulnerable – children designated as 'vulnerable' are those whose scores fall below the bottom 10% cut-off of provincial baseline scores in that domain. These children represent those that are experiencing the most difficulty and those in need of the most support. If this value is greater than 10%, then there are more 'vulnerable' children than expected.

At Risk – children designated as 'at risk' are those whose scores fall between the bottom 10-25% of baseline scores. Although these children are not the most vulnerable, they are still considered to be 'not on track' and could benefit from additional support. If this value is less than or greater than 15%, then you have fewer or more children 'at risk' than expected.

On Track – children designated as 'on track' are those whose scores fall above the 26th percentile of baseline scores. These children represent those that meet most age-appropriate developmental expectations at school entry. If this value is lesser than or greater than 75%, then you have fewer or more children who are 'on-track' than expected.

Overall Vulnerability

Examining the percentage of children vulnerable on one or more domains is another method to assess overall vulnerability for our region. Measuring vulnerability in this way allows us to capture all the children who are struggling, even those whose struggles may not be apparent. A higher vulnerability indicates that a greater percentage of children are struggling.³



Distribution of Scores on the Subdomains

In order to further investigate vulnerabilities across domains, scores for each subdomain are categorized into 3 groups of children:²

- All/Almost All ➤ Children who met all/almost all of the developmental expectations
- Some ➤ Children who met some of the developmental expectations
- Few/None ➤ Children who met few/none of the developmental expectations

Exploring subdomains in this way will help identify the greatest areas of strengths and needs within our neighbourhoods. This information can help with the planning and prioritization of current and future early years programs and services to focus on strengthening the areas in which children are the most vulnerable.

INTERPRETING THE RESULTS

In Cycle 5, there were total of 763 EDI questionnaires completed for Senior Kindergarten students in the District of Nipissing. A filtering process was applied by the Offord Centre of Child Studies and of those questionnaires, **633** were considered valid and were included in the analysis for **children without special needs**. To be considered as valid, at least four of the five domains had to contain data, and children were required to be in class for more than one month.²

Characteristics of Children Assessed by the EDI

As with previous cycles, the ratio of males to females in Cycle 5 of the EDI was proportionate, with slightly more males (51.2%) than females (48.8%) included in the analysis. Almost all (97.5%) of children included in the Cycle 5 cohort attended Junior Kindergarten in the District of Nipissing in the previous year, and the average age of the children was 5.7 years (range of 5.2-6.7 years).

Cycle 5 - Nipissing

633
Children

5.7
Average Age

97.5%
Attended JK

First Language

80.4% English
10.1% French
6.8% Bilingual
(English & French)

25.1%
French Immersion

Most of the children were indicated to have English as their first language, followed by children whose first language was French, and then children who were bilingual in English & French. Of significance, **26.7%** of students were indicated to be **learning in a language other than their first language**. This represents a significant increase when compared to the Cycle 4 cohort, as well as all previous cycles of the EDI. The majority of these students (22.4%) represent children who are attending French-language schools for whom French is not their first language (ALF – Actualisation linguistique en français), while the other 2.3% are children who are attending English-language schools but for whom English is not their first language (ELL - English Language Learners). Table 1 below provides a breakdown of the characteristics of children assessed from Cycles 1 to Cycle 5 of the EDI in the District of Nipissing.⁴

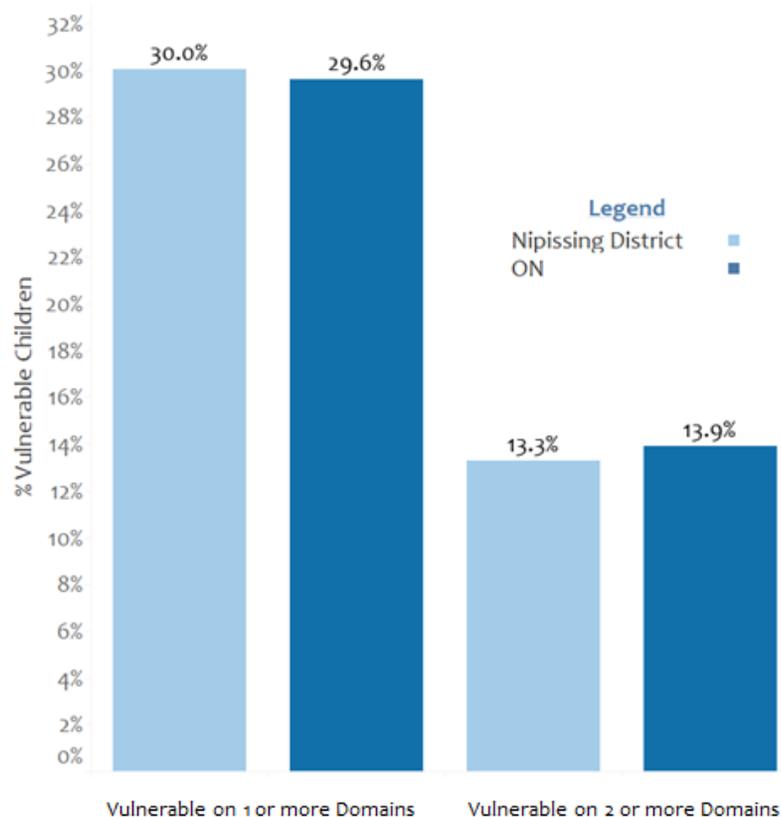
Table 1. Characteristics of Children Assessed in the EDI (Cycles 1-5) in the District of Nipissing

	Cycle 1 2003/04-2005/06	Cycle 2 2006/07-2008/09	Cycle 3 2009/10-2011/12	Cycle 4 2014/2015	Cycle 5 2017/2018
# Children	771	665	704	708	633
	Number (%)	Number (%)	Number (%)	Number (%)	Number (%)
Girls	399 (51.8%)	331 (49.8%)	350 (49.7%)	368 (52.0%)	309 (48.8%)
Boys	371 (48.1%)	334 (50.2%)	354 (50.3%)	340 (48.0%)	324 (51.2%)
Language Status (ELL, ALF)	119 (15.4%)	114 (17.1%)	131 (18.6%)	92 (13.0%)	169 (26.7%)
Average age (in years)	5.7	5.7	5.6	5.7	5.7

Vulnerable Children

Overall, **30%** of children in the District of Nipissing were considered vulnerable in at least one domain of their development, while **13.3%** were vulnerable on two or more domains of their development. These results are consistent with the percentage of vulnerable children from the Ontario population for 2017/2018 (see Figure 2).

Figure 2. Percentage of Vulnerable Children



It is important to note that for the District of Nipissing, this represents a **significant decrease** in the number of children vulnerable in one or more domains since the last EDI implementation in 2015. The percentage of vulnerable children has decreased from 36.7% of children in 2015, to 30% of children in 2018. This difference of 6.7% is significantly above the 2.7 critical value difference provided by the Offord Centre. In comparison, the percentage of vulnerable children in the Ontario population has remained relatively consistent from 2015.⁴

As indicated by Janus et. al (2007), research using the EDI has shown that girls were rated significantly higher than boys in all domains, resulting in boys being significantly more likely to score in the vulnerable range than girls.¹ This is consistent with findings from Cycle 5, in that 35.2% of boys were considered vulnerable on at least one domain, while 24.6% of girls met this same criteria. The most significant differences between boys and girls were seen in the Physical Health & Well-Being domain (18.8% vs. 12.3%), and the Emotional Maturity domain (16.4% vs. 10.4%).

Vulnerability by Domain

When examining the percentage of vulnerable children by domain, it is important to note that the percentage of vulnerable children in the District of Nipissing is slightly lower than that of the Ontario population in all domains except for the Emotional Maturity domain (see Figure 3). For the District of Nipissing as well as for the Ontario population, the domains with the highest percentage of vulnerable children include the **Physical Health & Well-Being** domain and the **Emotional Maturity** domain. These two domains have consistently had the highest percentage of vulnerable children across all 5 cycles of the EDI implementation in the District of Nipissing (see Figure 4).⁴

In the District of Nipissing, although the percentage of vulnerable children in each domain has fluctuated over the years, the results from Cycle 5 are the lowest that they have been since the first implementation of the EDI in 2003. Furthermore, these results also represent a **significant decrease** in the percentage of vulnerable children across all domains when compared to the results of Cycle 4.⁴ Appendix A summarizes the vulnerable children for each domain across the 5 Cycles of the EDI.

Figure 3. Percentage of Vulnerable Children by Domain

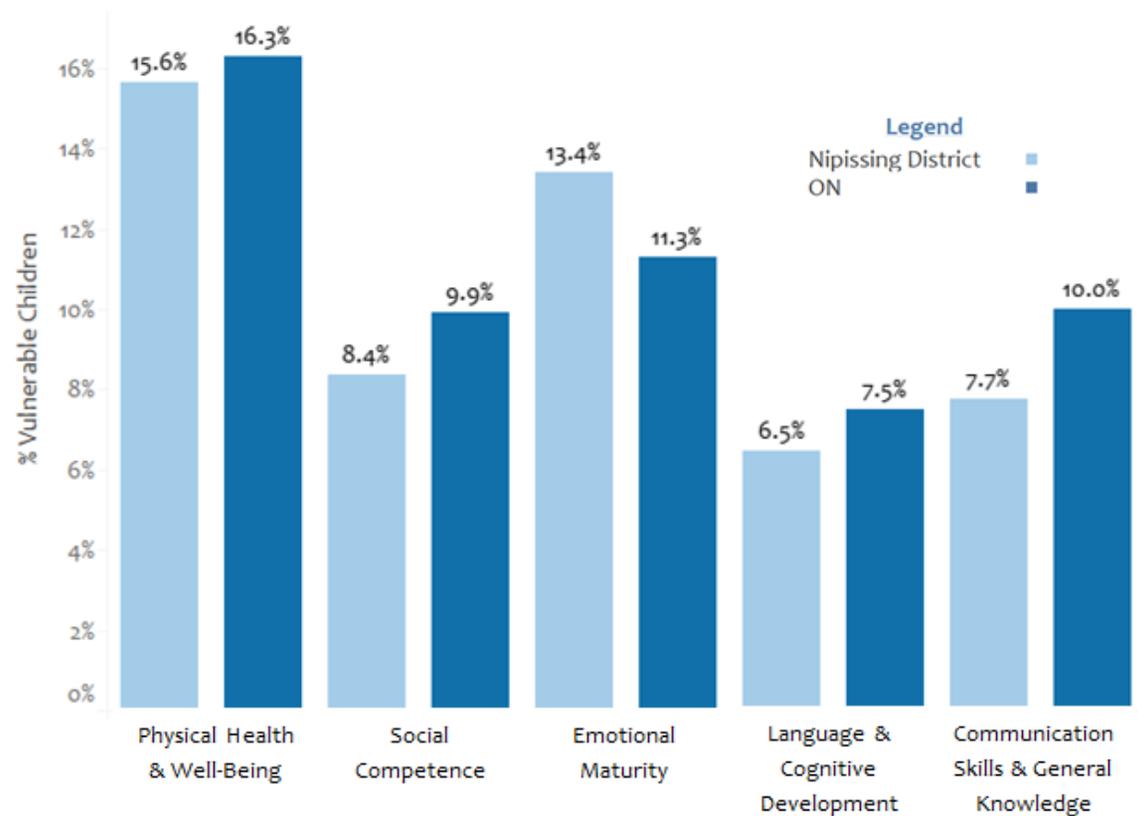
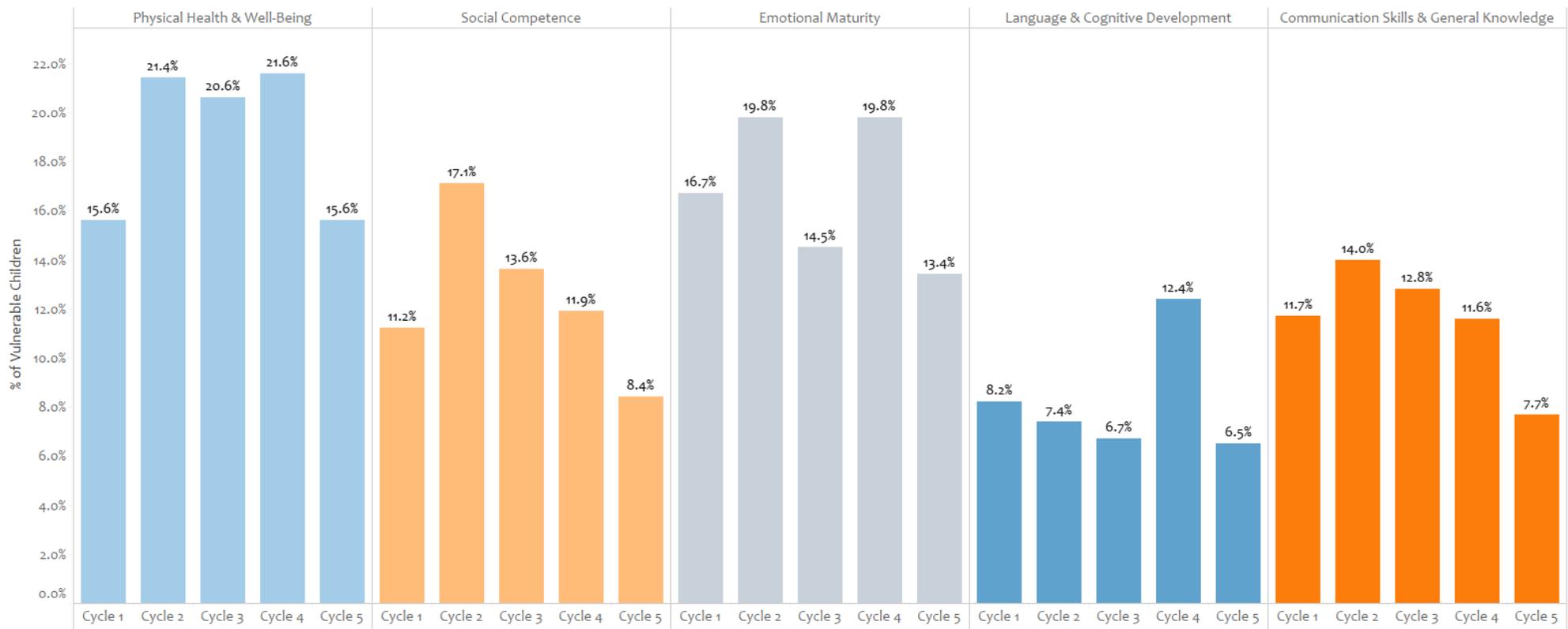


Figure 4. Percentage of Vulnerable Children by Domain and EDI Cycle in the District of Nipissing



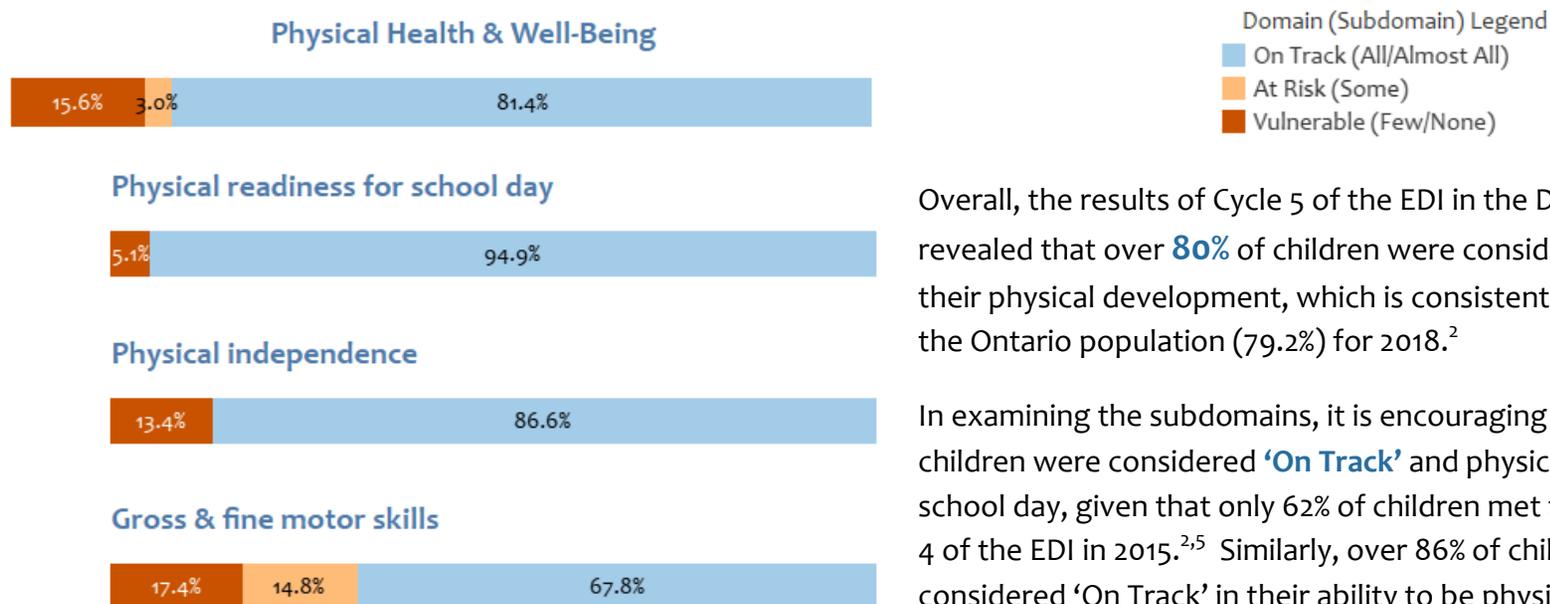
TAKING A CLOSER LOOK –SUBDOMAIN ANALYSIS

As previously mentioned in this report, taking a closer look at the distribution of scores for each domain and its subdomains will allow a better understanding of which areas of development are influencing the vulnerability rates in the District of Nipissing. Consequently, sharing this information with community partners can help guide program planning and development in order to focus on strengthening the areas in which children are the most vulnerable.

Physical Health & Well-Being

The Physical Health & Well-Being domain examines whether children are healthy, independent, and rested each day, and contains 3 subdomains: physical readiness for the school day, physical independence, and gross and fine motor skills.²

Figure 5. Distribution of EDI scores for Physical Health & Well-Being Subdomains in the District of Nipissing



Overall, the results of Cycle 5 of the EDI in the District of Nipissing revealed that over **80%** of children were considered **‘On Track’** in their physical development, which is consistent with the results of the Ontario population (79.2%) for 2018.²

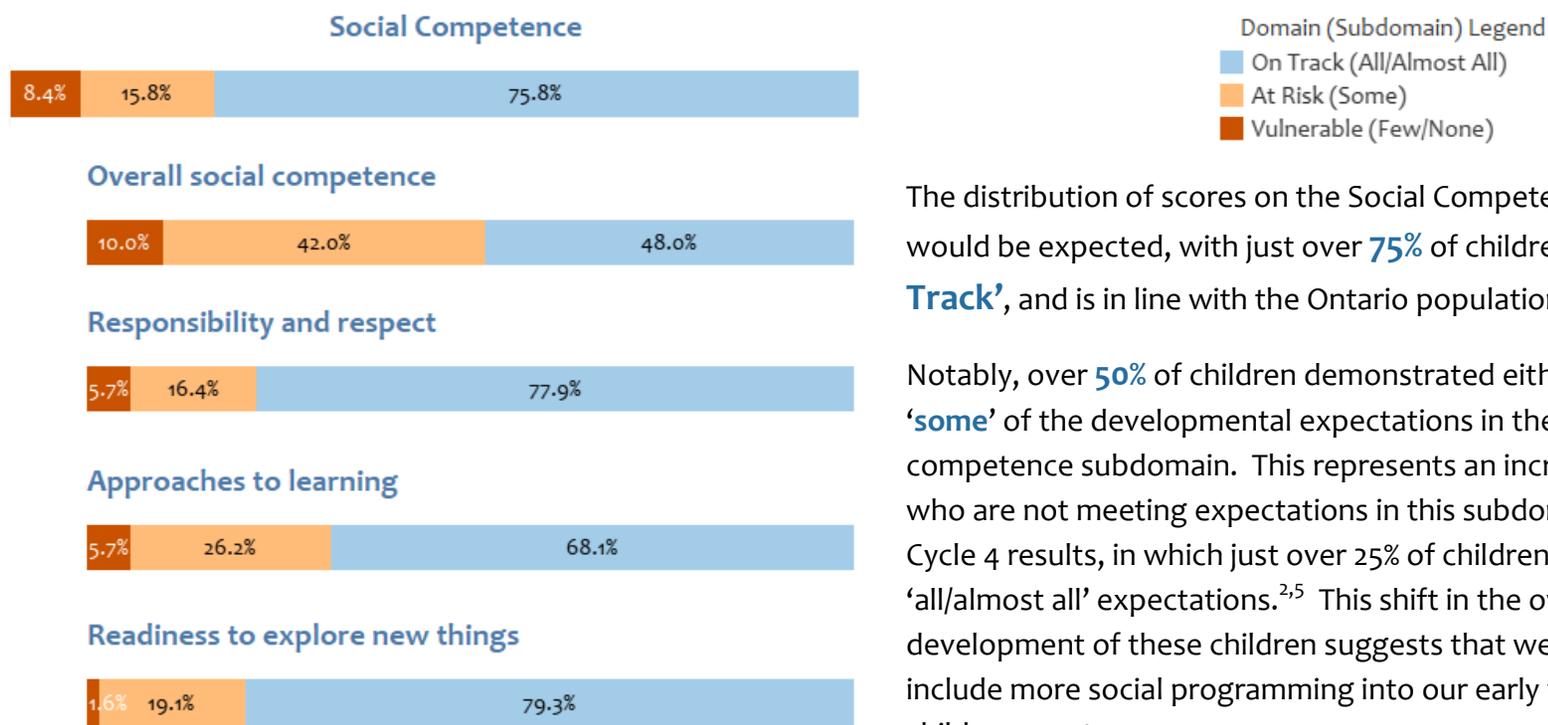
In examining the subdomains, it is encouraging to see that **95%** of children were considered **‘On Track’** and physically ready for the school day, given that only 62% of children met that criteria in Cycle 4 of the EDI in 2015.^{2,5} Similarly, over 86% of children were also considered ‘On Track’ in their ability to be physically independent.

The subdomain with the greatest area of need appears to be the **Gross and Fine Motor Skills** subdomain, with **17.4 %** of children meeting **few/none** of the expectations, and **14.8%** meeting only **some** of the expectations. That corresponds to approximately 1 out of every 3 children demonstrating at least some difficulty with their fine and gross motor skill development.

Social Competence

The Social Competence domain explores whether children play and get along with others, share, and show self-confidence. It includes 4 subdomains: overall social competence, responsibility and respect, approaches to learning, and readiness to explore new things.²

Figure 6. Distribution of EDI scores for Social Competence Subdomains in the District of Nipissing



The distribution of scores on the Social Competence domain is as would be expected, with just over **75%** of children considered ‘**On Track**’, and is in line with the Ontario population results.

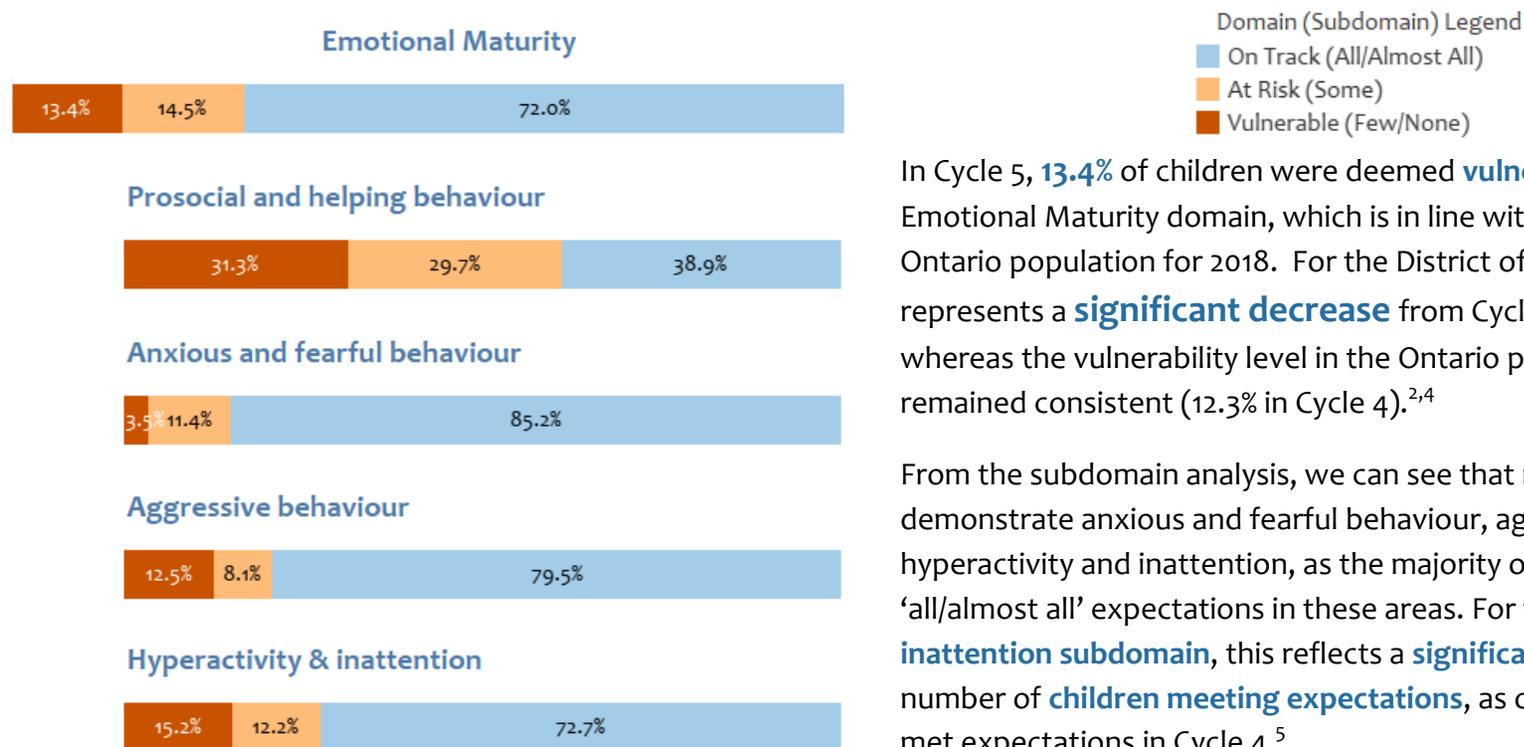
Notably, over **50%** of children demonstrated either ‘**few/none**’ or ‘**some**’ of the developmental expectations in the overall social competence subdomain. This represents an increase in children who are not meeting expectations in this subdomain compared to Cycle 4 results, in which just over 25% of children did not meet ‘all/almost all’ expectations.^{2,5} This shift in the overall social development of these children suggests that we may need to include more social programming into our early years and licensed child care system.

Conversely, it is reassuring to see that an increasing number of children are meeting ‘all/almost all’ expectations in their readiness to explore new things. In Cycle 5, just under **80%** of children met ‘**all/almost all**’ expectations in this subdomain, compared to less than 47% of children in Cycle 4.^{2,5}

Emotional Maturity

The Emotional Maturity domain considers whether children can concentrate on tasks, help others, show patience, and are not often aggressive or angry. The 4 subdomains include prosocial & helping behaviour, anxious & fearful behaviour, aggressive behaviour, and hyperactivity & inattention.²

Figure 7. Distribution of EDI scores for Emotional Maturity Subdomains in the District of Nipissing



In Cycle 5, **13.4%** of children were deemed **vulnerable** in the Emotional Maturity domain, which is in line with the 11.3% for the Ontario population for 2018. For the District of Nipissing, this represents a **significant decrease** from Cycle 4’s results of 19.8%, whereas the vulnerability level in the Ontario population has remained consistent (12.3% in Cycle 4).^{2,4}

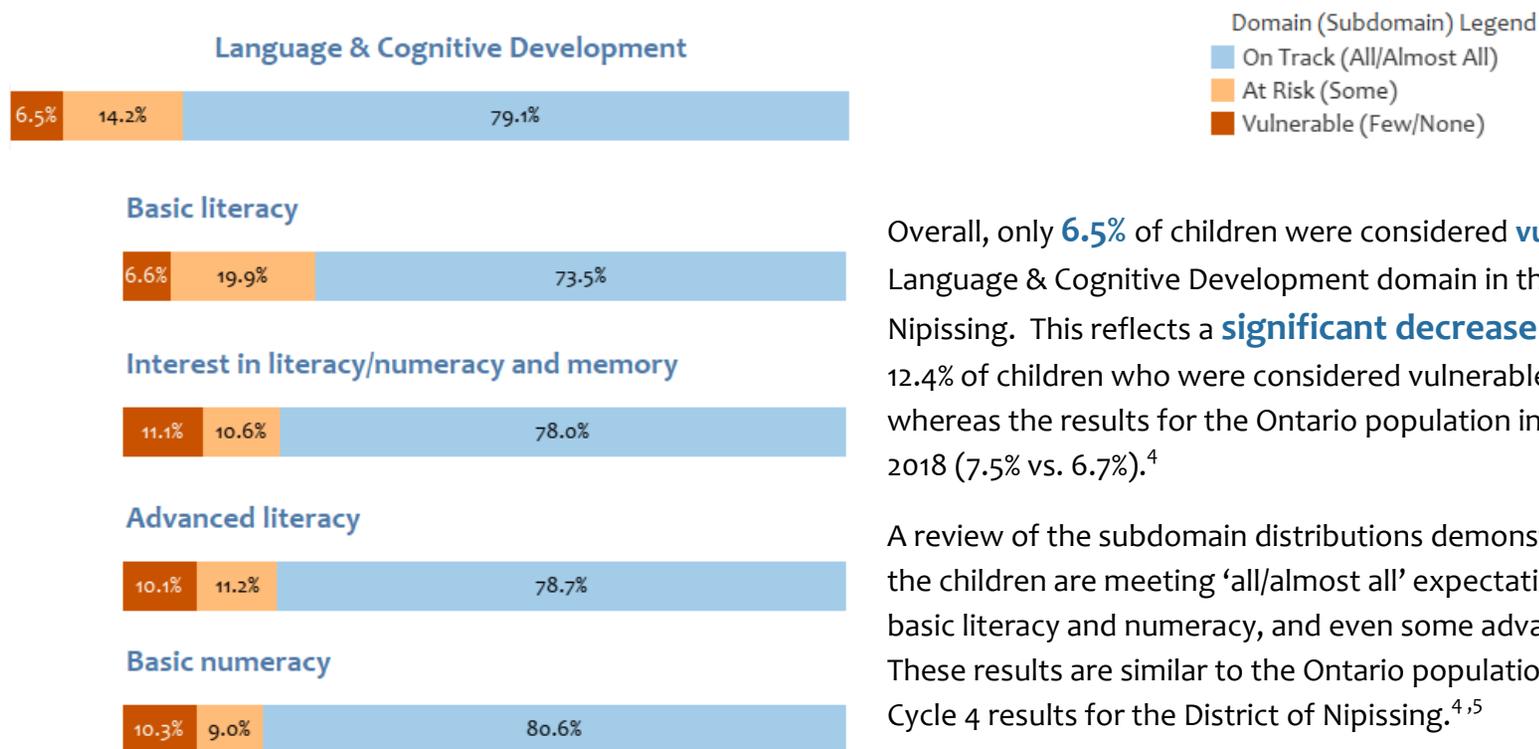
From the subdomain analysis, we can see that most children do not demonstrate anxious and fearful behaviour, aggressive behaviour, or hyperactivity and inattention, as the majority of children met ‘all/almost all’ expectations in these areas. For the **hyperactivity and inattention subdomain**, this reflects a **significant increase** in the number of **children meeting expectations**, as only 39.3% of children met expectations in Cycle 4.⁵

There has also been a shift in the number of children meeting expectations in the prosocial and helping behaviour subdomain. Whereas in Cycle 4 62.8% of children were meeting ‘all/almost all’ expectations, only 38.9% of children are meeting the same level of expectations in Cycle 5.^{2,5}

Language and Cognitive Development

The Language and Cognitive Development domain examines whether children are interested in reading and writing, can count, and recognize numbers and shapes and includes 4 subdomains: basic literacy, interest in literacy/numeracy and memory, advanced literacy, and basic numeracy.²

Figure 8. Distribution of EDI scores for Language & Cognitive Development Subdomains in the District of Nipissing



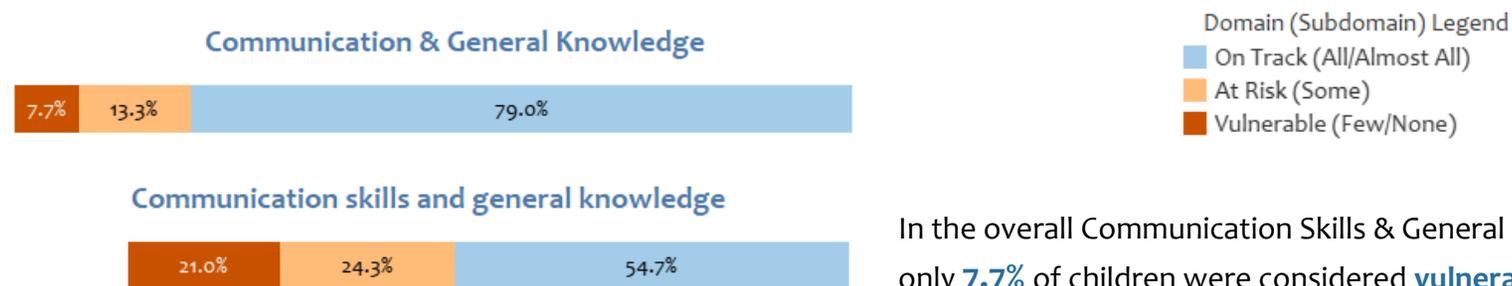
Overall, only **6.5%** of children were considered **vulnerable** in the Language & Cognitive Development domain in the District of Nipissing. This reflects a **significant decrease** compared to the 12.4% of children who were considered vulnerable in Cycle 4, whereas the results for the Ontario population increased slightly in 2018 (7.5% vs. 6.7%).⁴

A review of the subdomain distributions demonstrates that most of the children are meeting ‘all/almost all’ expectations with regards to basic literacy and numeracy, and even some advanced literacy skills. These results are similar to the Ontario population for 2018 as well as Cycle 4 results for the District of Nipissing.^{4,5}

Communication Skills and General Knowledge

The Communication Skills and General Knowledge domain only includes one subdomain and captures whether children have excellent or very good communication skills, can communicate easily and effectively, can participate in story-telling or imaginative play, articulate clearly, show adequate general knowledge, and are proficient in their native language.²

Figure 9. Distribution of EDI scores for Communication Skills & General Knowledge Subdomain in the District of Nipissing



In the overall Communication Skills & General Knowledge domain, only **7.7%** of children were considered **vulnerable**, compared to 10% of the Ontario population. For the District of Nipissing, this represents a **significant decrease** in the percentage of vulnerable children compared to Cycle 4, where 11.6% of children were considered vulnerable.^{2,4}

When examining the subdomain results, **21%** of children in the District of Nipissing met **‘few/none’** of the expectations, which is slightly less compared to the 26.2% of children from the Ontario population for Cycle 5, as well as the 27.4% of children from Cycle 4 in the District of Nipissing.^{2,4,5} On the positive side, this means that 79% of children in the District of Nipissing are meeting at least ‘some’ or ‘all/almost all’ of the developmental expectations in this subdomain.

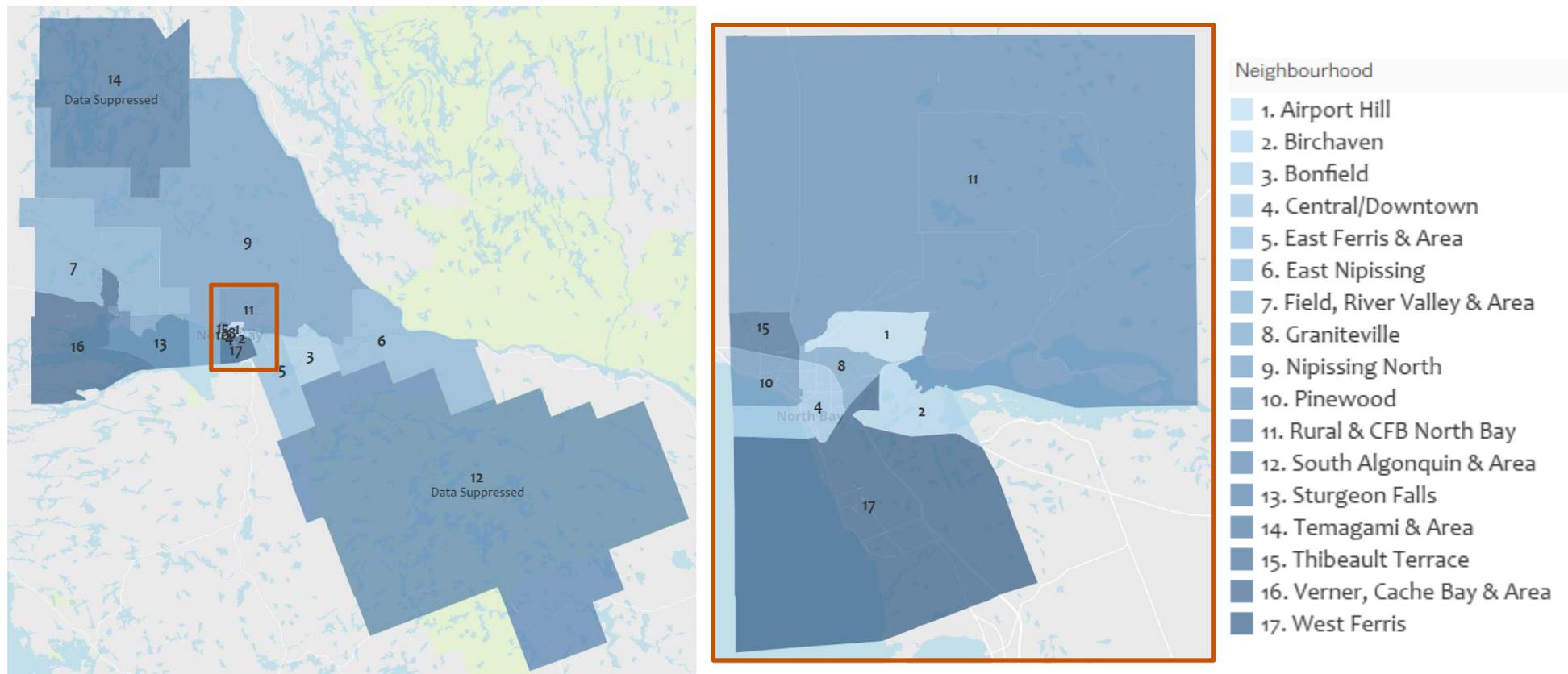
Summary of Key Subdomain Vulnerabilities

The highest percentages of vulnerable children, or those meeting ‘few/none’ of the expectations, were seen in the following subdomains: prosocial and helping behaviour (31.3%), communication skills and general knowledge (21%), and gross and fine motor skills (17.4%).

NEIGHBOURHOOD ANALYSIS

In order to better understand and address the level of vulnerability across our district, we have divided the district into 17 neighbourhoods (see Figure 10), which were formed by joining multiple Dissemination Areas (DAs). It is important to note that the EDI data was not available at the DA level for Cycle 5, as it was in Cycle 4. As a result, postal codes were used to assign children to a neighbourhood; if a postal code spanned more than one neighbourhood, the child’s school was used to assign the neighbourhood. Data for neighbourhoods with less than 10 children were suppressed (South Algonquin & Area; Temagami & Area).

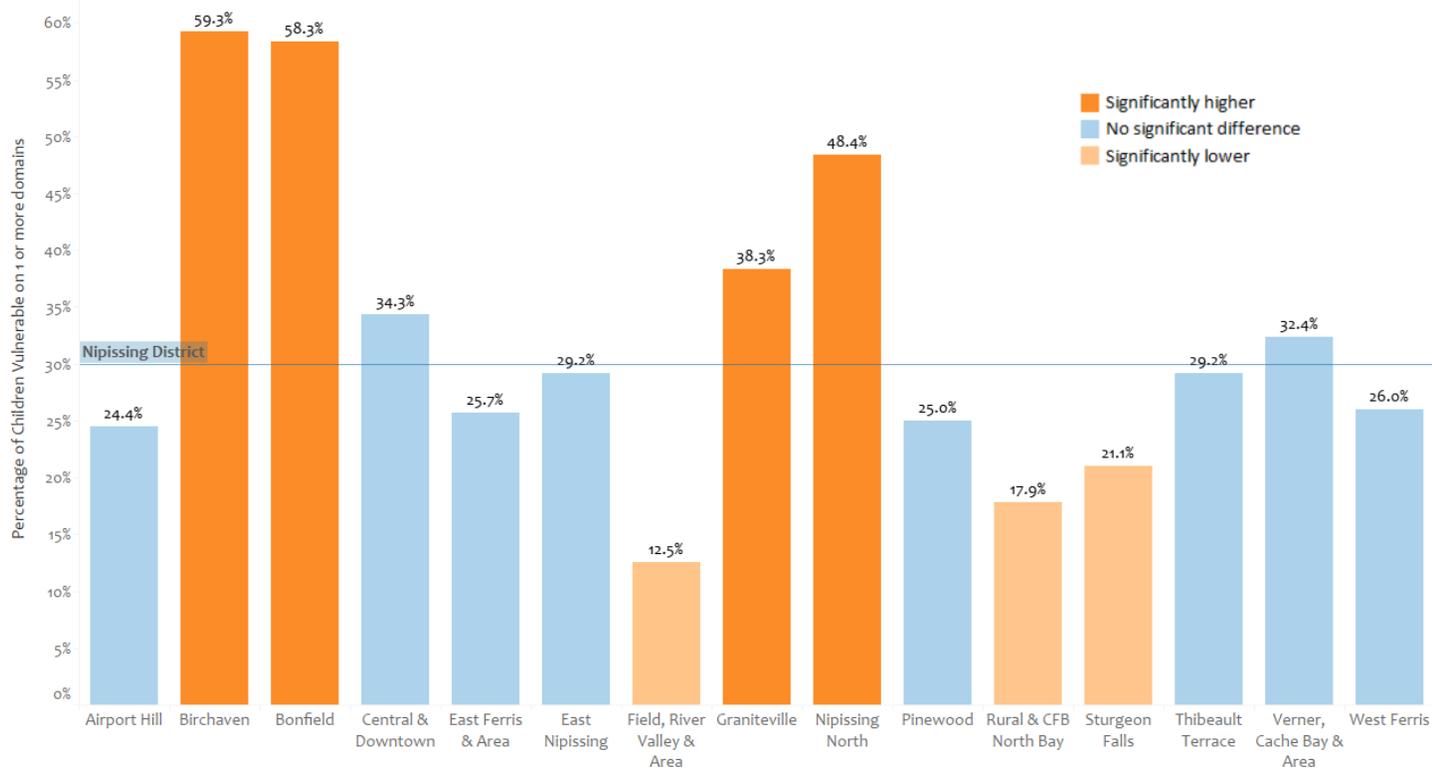
Figure 10. The District of Nipissing – Neighbourhood Boundaries



Overall Vulnerability by Neighbourhood

The following graph depicts the percentage of vulnerable children on 1 or more domains for each neighbourhood, with a reference line indicating the overall level of vulnerable children for the District of Nipissing. In order to determine whether there was a meaningful difference between a neighbourhood's results and those of the District as a whole, a critical difference calculator was used to determine whether a score was significantly higher, significantly lower, or whether there was no significance between the two scores. The critical difference calculator was developed by The Human Learning Partnership at the University of British Columbia (available here: <http://earlylearning.ubc.ca/supporting-research/critical-difference/>) and takes into account the size of the population, in that the fewer children in a neighbourhood, the larger the difference needs to be in order to be considered meaningful.³

Figure 11. Percentage of Vulnerable Children on 1 or more Domains by Neighbourhood

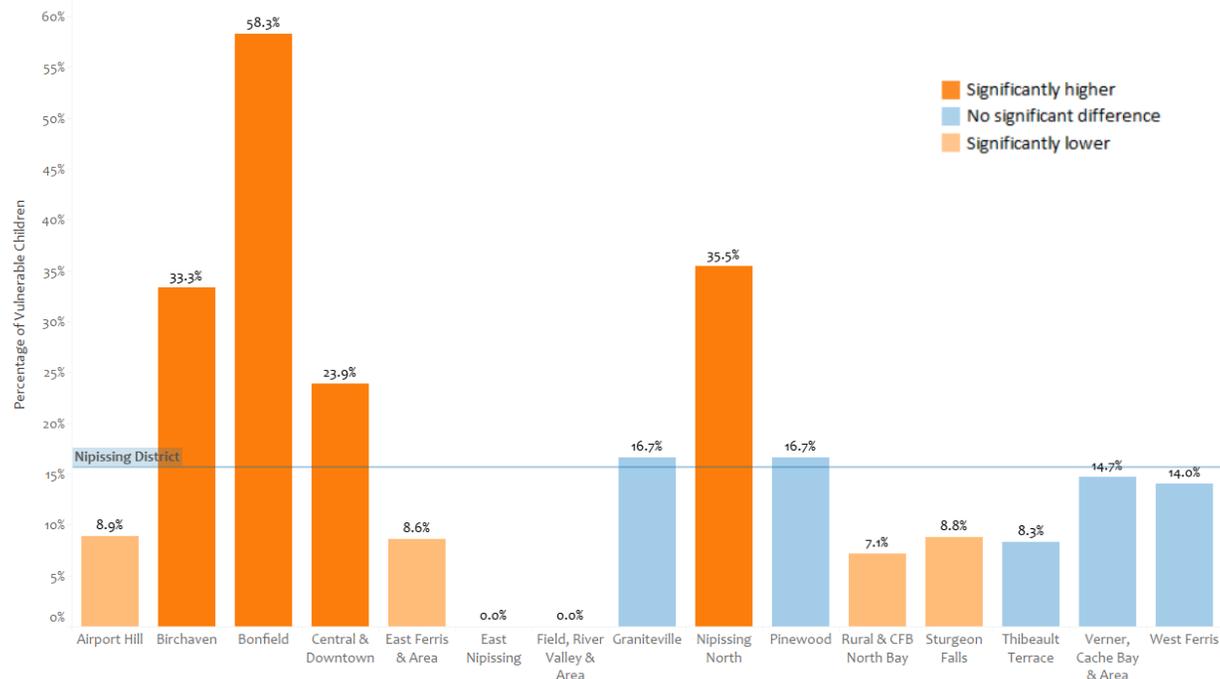


In comparison to the District of Nipissing (30%), four neighbourhoods had a significantly higher percentage of vulnerable children on 1 or more domains of the EDI. These included Birchaven (59.3%), Bonfield (58.3%), Nipissing North (48.4%) and Graniteville (38.3%). There were also three neighbourhoods with a significantly lower percentage of vulnerable children on 1 or more domains, which included Field, River Valley & Area (12.5%), Rural & CFB North Bay (17.9%) and Sturgeon Falls (21.1%). All other neighbourhoods did not differ significantly from the District of Nipissing results.

Physical Health & Well-Being

As stated earlier in the report, the Physical Health & Well-Being domain continues to be an area of higher vulnerability for the children in the District of Nipissing. As can be seen in Figure 12, there are four neighbourhoods in which the percentage of vulnerable children is significantly higher than the District’s total (16%). These include Bonfield (58.3%), Birchaven (33.3%), Nipissing North (35.5%) and Central & Downtown (23.9%). On the other hand, East Nipissing (0%), Field, River Valley & Area (0%), Rural & CFB North Bay (7.1%), East Ferris & Area (8.6%), Sturgeon Falls (8.8%), and Airport Hill (8.9%) had a significantly lower percentage of children vulnerable in this domain compared to the District results.

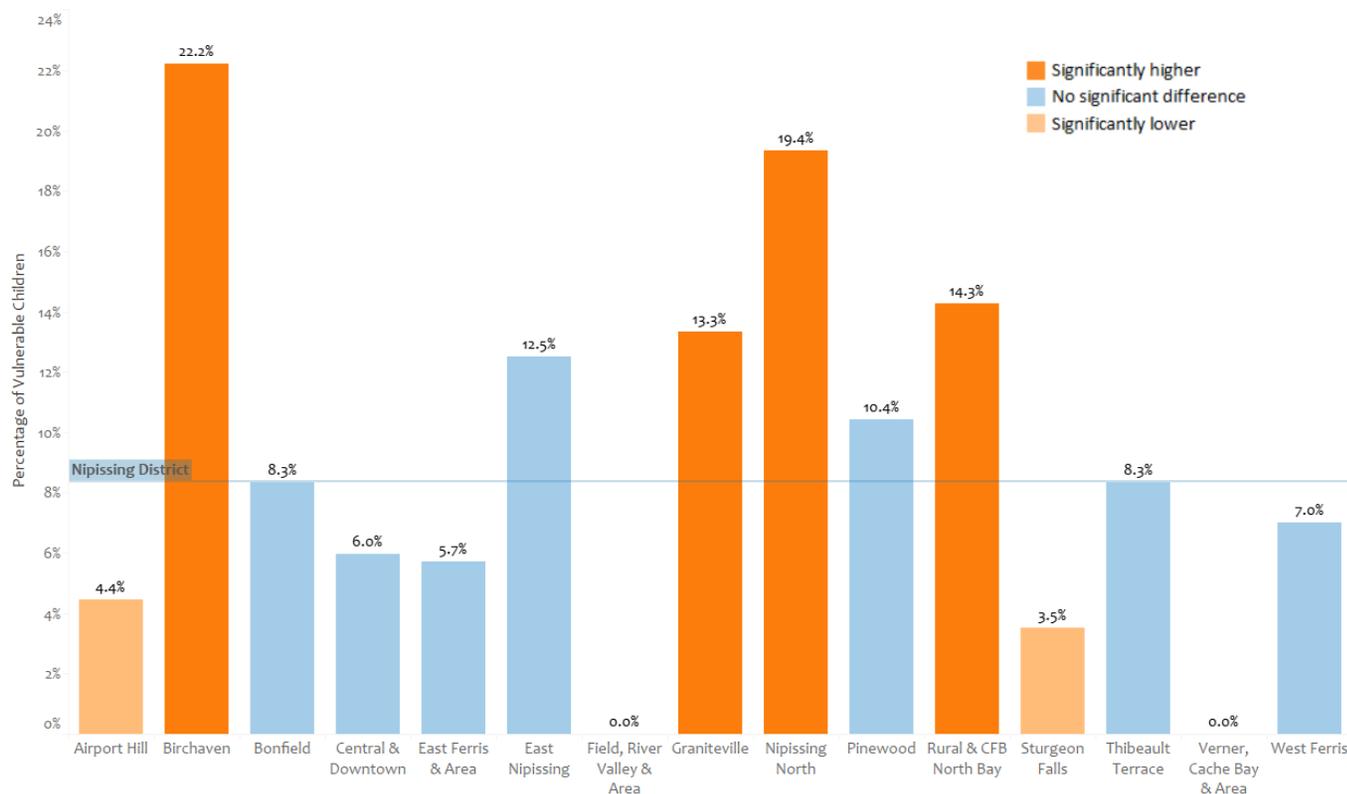
Figure 12. Percentage of Vulnerable Children on Physical Health & Well-Being by Neighbourhood



Social Competence

In comparison to the District results (8.4%), four neighbourhoods had a significantly higher percentage of vulnerable children in the Social Competence Domain: Birchaven (22.2%), Nipissing North (19.4%), Rural & CFB North Bay (14.3%) and Graniteville (13.3%). On the other hand, an equal number of neighbourhoods had a significantly lower percentage of vulnerable children in this domain, including Field, River Valley & Area (0%), Verner, Cache Bay & Area (0%), Sturgeon Falls (3.5%) and Airport Hill (4.4%).

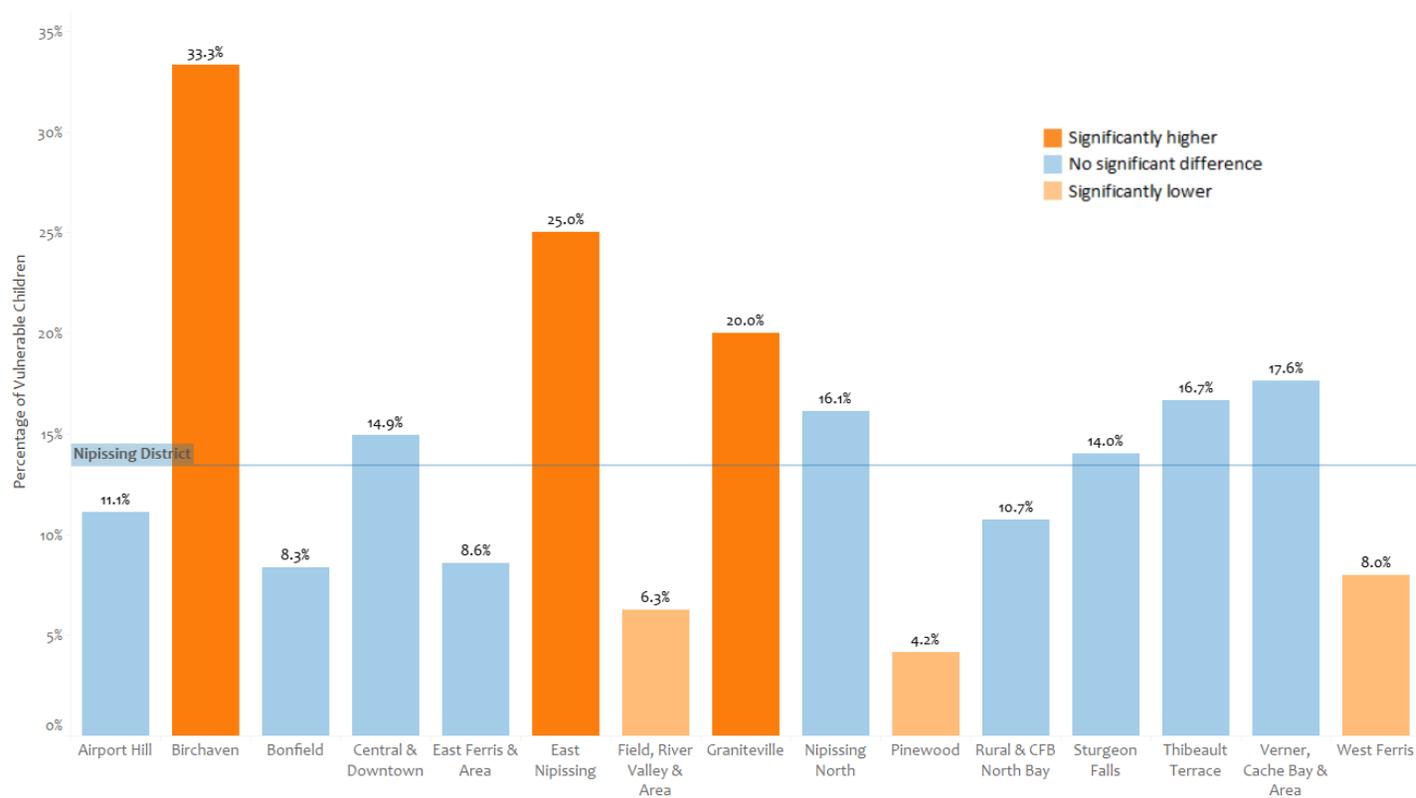
Figure 13. Percentage of Vulnerable Children on Social Competence by Neighbourhood



Emotional Maturity

As stated earlier in this report, although the percentage of vulnerable children in the Emotional Maturity domain has decreased significantly from Cycle 4, this domain continues to be one of the highest levels of vulnerability for children in the District of Nipissing (13.4%). Of significance, the neighbourhoods of Birchaven (33.3%), East Nipissing (25%) and Graniteville (20%) have a significantly higher percentage of vulnerable children compared to the District total, while Pinewood (4.3%), Field, River Valley & Area (6.3%) and West Ferris (8%) have a significantly lower percentage of vulnerable children in this domain.

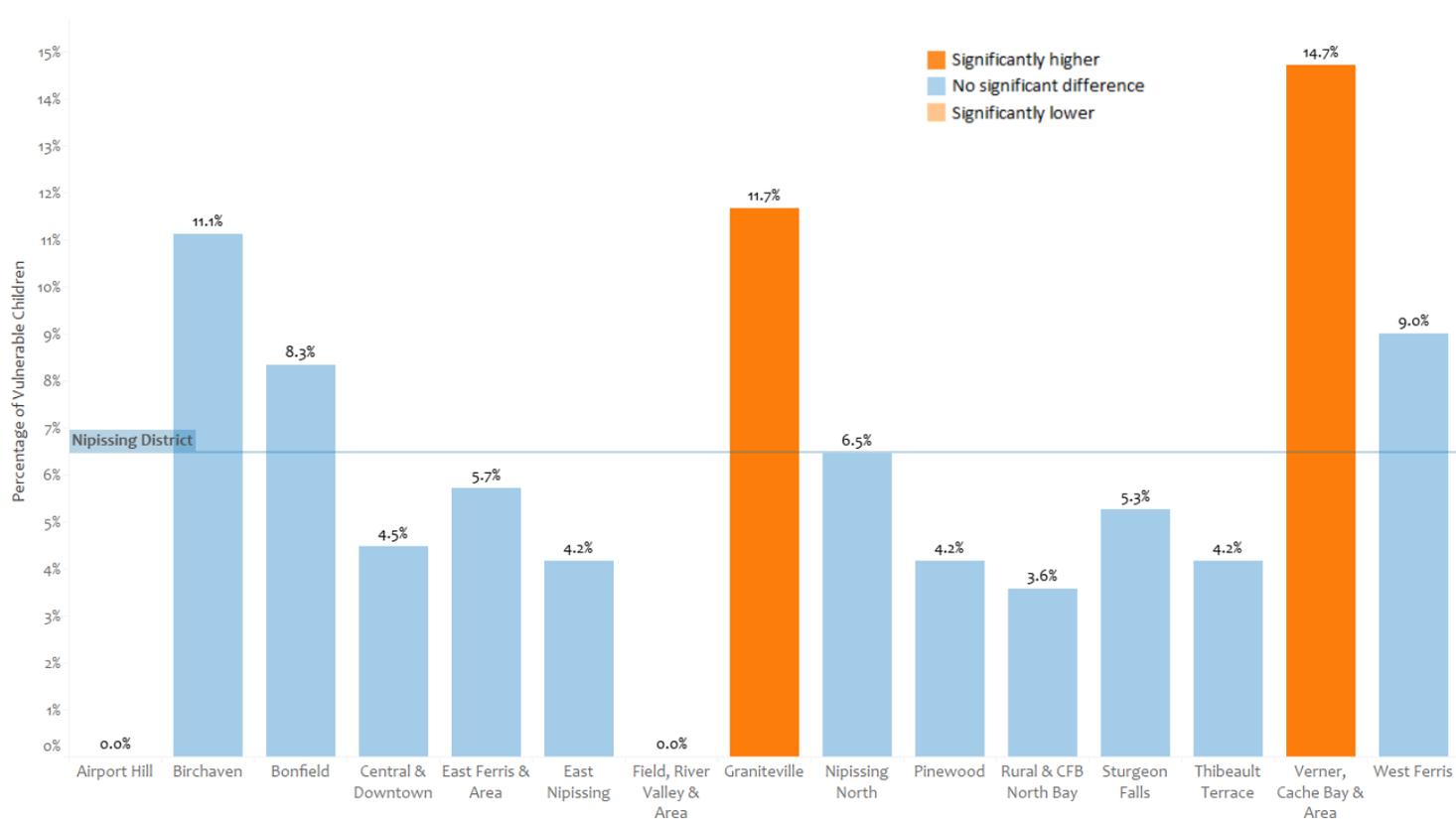
Figure 14. Percentage of Vulnerable Children on Emotional Maturity by Neighbourhood



Language & Cognitive Development

For the District of Nipissing as a whole, the percentage of vulnerable children in the Language & Cognitive Development domain is the lowest of all 5 domains, with 6.5% of children considered vulnerable. In examining this information at the neighbourhood level, we can see in Figure 15 that Verner, Cache Bay & Area (14.7%) and Graniteville (11.7%) had a significantly higher percentage of vulnerable children in this domain compared to the District results. In contrast, although Airport Hill and Field, River Valley & Area had no vulnerable children in this domain, only Airport Hill is considered significantly lower than the District totals, due to sample size.

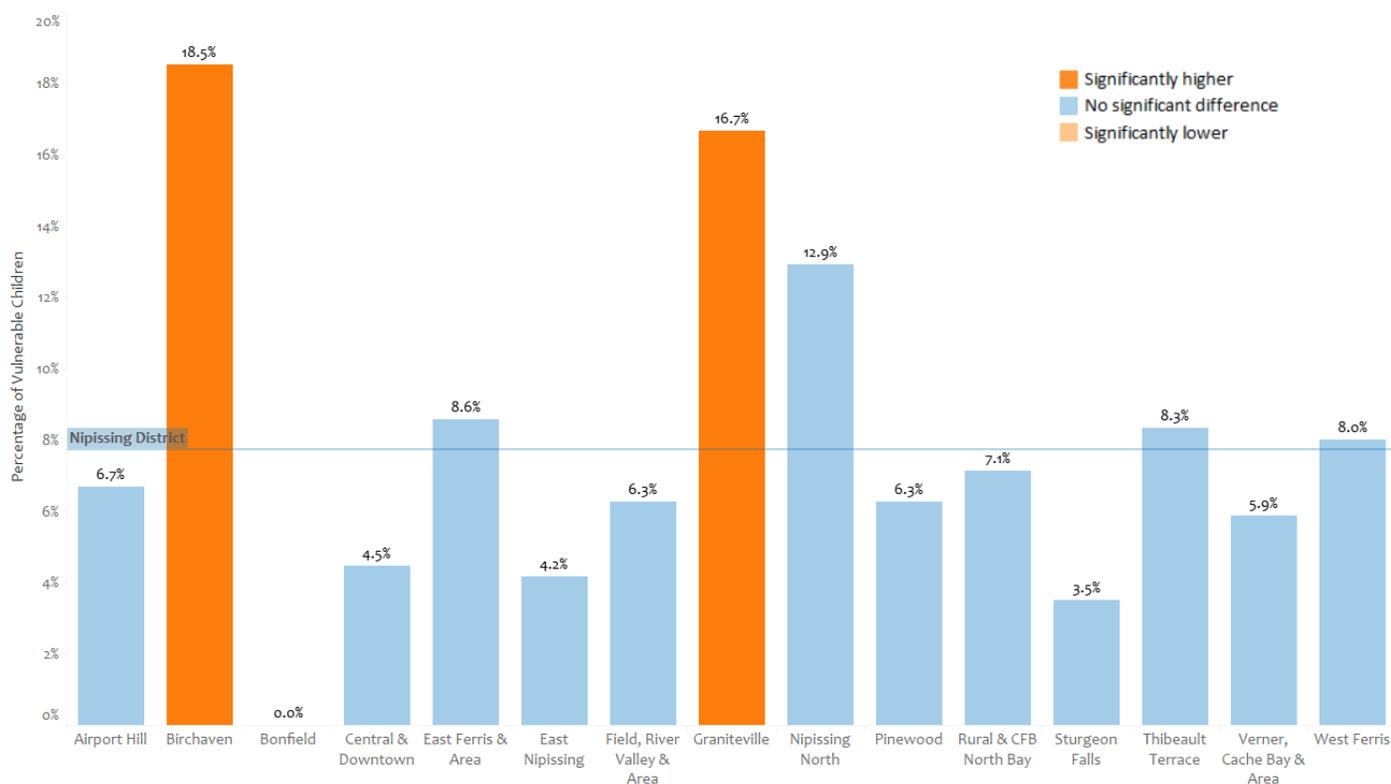
Figure 15. Percentage of Vulnerable Children on Language & Cognitive Development by Neighbourhood



Communication Skills & General Knowledge

In the Communication Skills & General Knowledge domain, only two neighbourhoods differed significantly from the District of Nipissing results (7.7%). As can be seen in Figure 16 below, Birchaven had the highest percentage of vulnerable children in this domain at 18.5%, followed by Graniteville at 16.7%. Once more, although Bonfield did not have any vulnerable children in this domain, the result is not statistically different from the District score due to the small sample size.

Figure 16. Percentage of Vulnerable Children on Communication Skill & General Knowledge by Neighbourhood



Summary of Neighbourhood Analysis

The following table presents an overview of the percentage of vulnerable children in Cycle 5 across domains for each neighbourhood. It is colour coded to indicate which neighbourhoods were significantly above, significantly below, or not significantly different from the District totals.

Table 3. Percentage of Vulnerable Children by Domain and Neighbourhood

Neighbourhood	Vulnerable on 1 or more domains	Physical Health & Well-Being	Social Competence	Emotional Maturity	Language & Cognitive Development	Communication & General Knowledge
						
Airport Hill	24.4%	8.9%	4.4%	11.1%	0.0%	6.7%
Birchaven	59.3%	33.3%	22.2%	33.3%	11.1%	18.5%
Bonfield	58.3%	58.3%	8.3%	8.3%	8.3%	0.0%
Central & Downtown	34.3%	23.9%	6.0%	14.9%	4.5%	4.5%
East Ferris & Area	25.7%	8.6%	5.7%	8.6%	5.7%	8.6%
East Nipissing	29.2%	0.0%	12.5%	25.0%	4.2%	4.2%
Field, River Valley & Area	12.5%	0.0%	0.0%	6.3%	0.0%	6.3%
Graniteville	38.3%	16.7%	13.3%	20.0%	11.7%	16.7%
Nipissing North	48.4%	35.5%	19.4%	16.1%	6.5%	12.9%
Pinewood	25.0%	16.7%	10.4%	4.2%	4.2%	6.3%
Rural & CFB North Bay	17.9%	7.1%	14.3%	10.7%	3.6%	7.1%
Sturgeon Falls	21.1%	8.8%	3.5%	14.0%	5.3%	3.5%
Thibeault Terrace	29.2%	8.3%	8.3%	16.7%	4.2%	8.3%
Verner, Cache Bay & Area	32.4%	14.7%	0.0%	17.6%	14.7%	5.9%
West Ferris	26.0%	14.0%	7.0%	8.0%	9.0%	8.0%

CONCLUSION

In summary, the overall interpretation on the 2018 EDI results is positive. Not only were the District of Nipissing's totals in line with those of the province, but more importantly the percentage of vulnerable children in the District has decreased in the overall vulnerability levels as well as across all 5 domains since the last implementation in 2015.

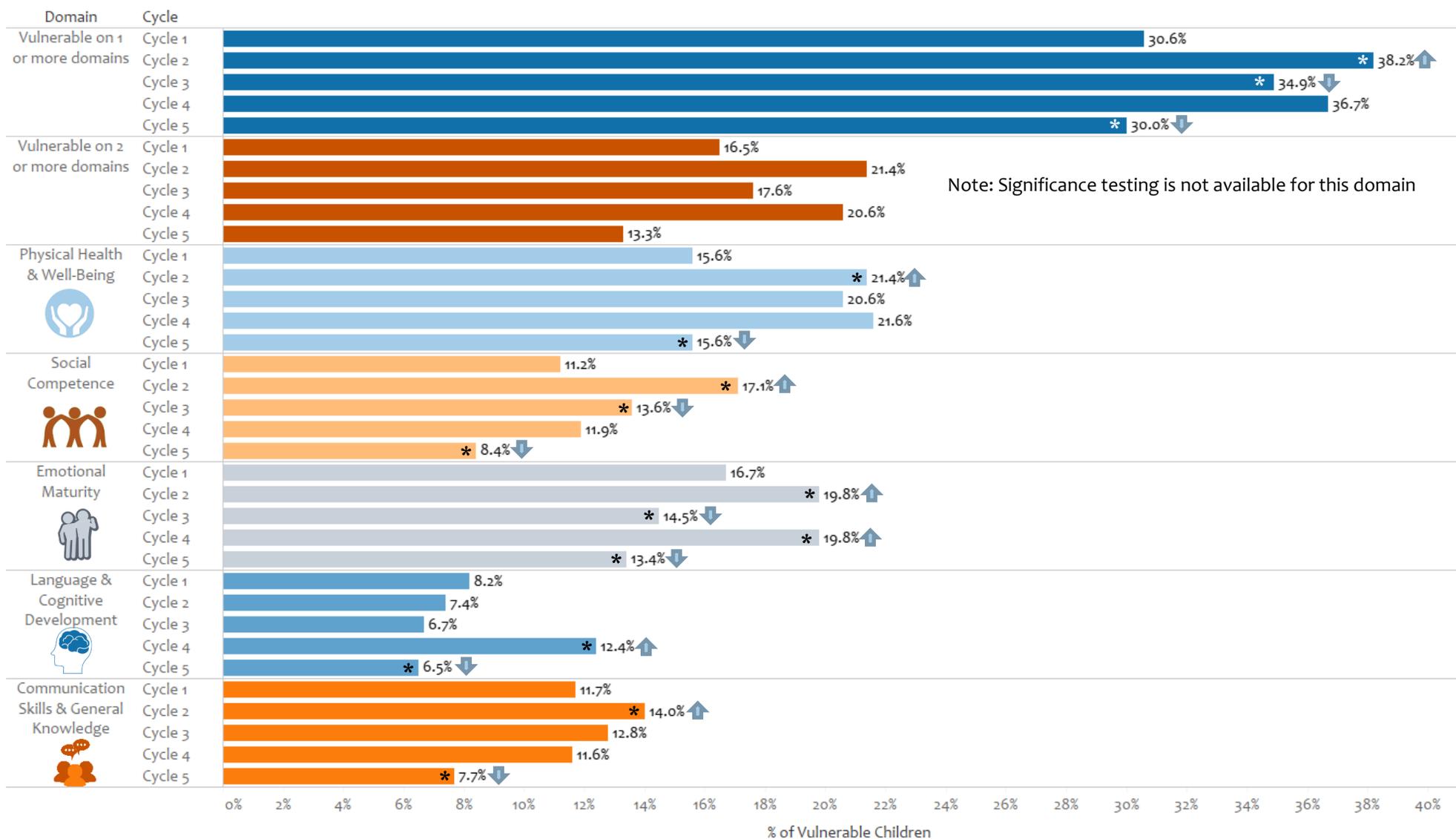
Although the overall outlook is positive, there are still some areas in which we can help support the children in our District. The two domains with the most vulnerable children continue to be the Physical Health & Well-Being domain and the Emotional Maturity domain. More specifically, children seem to be having some difficulty with their fine and gross motor skills, as well as in the development of prosocial and helping behaviour. In looking more closely at the neighbourhood level, we can see that both the Birchaven and Graniteville areas had a significantly higher percentage of vulnerable children compared to the District results in the overall vulnerability level (i.e. vulnerable in 1 or more domains), and in 4 out of the 5 domains as well.

The results of the EDI can be combined with other local socio-economic, health, and program/service information to help paint a more complete picture of the children in our District. It is hoped that this report will help other agencies and community partners to recognize children's developmental health needs, as well as to help inform future program planning and development. Working together, we can help to ensure the best possible outcome for our children.

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APPENDIX A – 5 CYCLES OF THE EDI IN THE DISTRICT OF NIPISSING



* Indicates significant change from the previous cycle
 ↓ indicates a decrease; ↑ indicates an increase