Understanding the EDI School Report

Thank you for your participation in collecting the Early Development Instrument (EDI)! Because of the work of your school or center and pre-K 4 teachers, the District of Columbia now has holistic citywide childhood outcomes it can use to build strong systems for young children and families. As a reminder, your school report was returned confidentially to you. We want to ensure you, as school leaders and center directors, have the resources to answer any of your questions on your school report; this guide is a starting point. Visit RaiseDC.org/OurChildren for additional resources, including school-facing materials.

HOW DO YOU USE YOUR EDI SCHOOL REPORT?

How do you use the school report with your school and in your community?

1. Focus on a domain.
- Identify the places where you'll want to focus your discussion from Chart 2. When you look at your nationally normed data, where do you want to focus? You might think about a strength the children at your school exhibit or a place where there is demonstrated need.

2. Consider information from subdomains.
- Next, you can view the subdomains under each of the five domains (Charts and Tables 3-7). This can provide additional ideas for ways to focus your conversations. Which subdomains show strength or areas for improvement?
  - Visit RaiseDC.org/OurChildren for more details and resources regarding the EDI subdomains.

3. Start a conversation about EDI outcomes.
- Use the resources provided by Our Children, Our Community, Our Change at RaiseDC.org/OurChildren to facilitate a conversation with your school or center, including:
  - Staff and teachers: While teachers will have many sources of data, the EDI does not directly link back to your teachers or your school. It can foster a more in-depth conversation about factors outside of schools that affect children and their families.
  - Parents and community: The EDI lends itself to conversations with parents about how it does – or doesn't – resonate with their experiences. The facilitator's guide has many more ideas for how you can invite the perspectives of your students' families to align with what the EDI says. Consider sharing the citywide data (outcomes shared by neighborhood, not school) with parents at a parent-teacher meeting or by hosting a community convening at your school.
  - Contact representatives from Our Children, Our Community, Our Change, so the Office of the State Superintendent of Education (OSSE) and Raise DC can support your vision for actionable data.

4. You can utilize your school data to:
- Look back:
  - Identify trends of students who entered pre-K 4 and the associated needs and conditions that support your students and families to thrive.
  - Empower staff and school families to share the need for citywide and focused support for children.
  - Compare the EDI data with other data sources at your school; note actions you may take.

- Look forward:
  - If your school serves students in kindergarten through 3rd grade: Look at the trends of your pre-K 4 class last year, and note ways your kindergarten, 1st, 2nd, and even 3rd grades can adapt to meet their strengths and needs.
  - If your school or center ends at pre-K: Note where your alumni attend school and which DC schools might need to support your students across this transition.

UNDERSTANDING YOUR EDI SCHOOL REPORT'S POPULATION

Begin by orienting yourself to the students reflected in your data (Figure 1).
- Who was represented in your school's collection? You will get a sense of the number of student records included in your school's report.

How is "vulnerability" calculated?
- Chart 2 shows the number of children in your school or center who are vulnerable or are on track for success in each of the five developmental domains.
- Developmental domain information: EDI assesses vulnerability compared to peers nationally. On this nationally normed distribution scale, the lowest 10% are "vulnerable," and children above 25% are "on track." Students in the 10-25% range are "at risk."
  - As a reminder, the EDI outcomes are not intended to serve as a screening or diagnostic tool for any child, nor are they designed to evaluate programs or classrooms. Instead, they give you a snapshot of your school's population.
  - The normative population cutoffs set a representative benchmark that helps to compare how children are doing developmentally, both across and within sites, as well as across years.
  - You can imagine this as taking a temperature read of how your children are thriving or are vulnerable, using a large national data set.

Compare your school to the LEA and citywide totals.
- If other schools in your LEA participated, you will be able to compare your school's percentages to the "LEA" total.
- You'll also be able to compare to citywide averages – remember this was from those who participated.
- A reminder that the EDI outcomes are an indication of community conditions. We want you to have the resources to turn this information into change. How can you use this data to inform your work?
  - The school report is not a school accountability tool; it instead directs us to better understand the place-based context of a school.
  - As well, your school report is not public.

For more guidance on your EDI school report or on Our Children, Our Community Our Change, visit RaiseDC.org/OurChildren or email ourchildren@raisedc.org.