

THE EARLY DEVELOPMENT INSTRUMENT (EDI)

York Region Results - 2023



CHILDREN'S SERVICES
1-877-464-9675
TTY: Dial 711
york.ca



Table of Contents

- Introduction.....4
- Understanding EDI Results.....5
- EDI Findings6
 - EDI Sample Size.....6
 - Gender.....7
 - English Language Learners (ELL).....7
- EDI Vulnerability in York Region.....7
 - Trends over Time8
- EDI Vulnerability by Neighbourhood9
 - Percent of Children Vulnerable (Scoring Low) in 2023 by EDI Neighbourhood
- Average Domain Scores 12
- Meeting “Few/No” Developmental Expectations (Sub-domain Results) 13
- Physical Health and Well-Being Domain 13
 - Average Domain Score 13
 - Geographic Variation..... 14
 - Sub-domain Results..... 14
 - Gross and Fine Motor Skills 14
 - Physical Independence 14
 - Physical Readiness for School Day..... 14
- Social Competence Domain..... 16
 - Average Domain Score 16
 - Geographic Variation..... 17
 - Sub-domain Results..... 17
 - Approaches to Learning 17
 - Overall Social Competence 17
 - Readiness to Explore New Things 17
 - Responsibility and Respect 17
- Emotional Maturity Domain 18
 - Average Domain Score 18
 - Geographic Variation..... 19
 - Sub-domain Results.....20

Aggressive Behaviour	20
Anxious and Fearful Behaviour	20
Hyperactive and Inattentive Behaviour	20
Prosocial and Helping Behaviour	20
Language and Cognitive Development Domain	21
Average Domain Score	21
Geographic Variation.....	22
Sub-domain Results.....	23
Interest in Literacy/Numeracy and Memory	23
Advanced Literacy.....	23
Basic Literacy.....	23
Basic Numeracy	23
Communication Skills and General Knowledge Domain.....	24
Average Domain Score	24
Geographic Variation.....	25
Sub-domain Results.....	26
Communication Skills and General Knowledge	26
Children With Special Needs	27
EDI Dashboard	27
Reflecting on EDI Data	28
Understanding the Data	28
Child Development and Well-Being.....	28
Context and Community.....	28
Action Planning and Strategy	28
Complementing Other Data	29
Conclusion.....	29
Appendix.....	30
Physical Health and Well-Being	30
Emotional Maturity	30
Social Competence.....	30
Language and Cognitive Development	30
Communication Skills and General Knowledge.....	31

Introduction

The early years of life, from birth up to the age of six, represent the most significant period of growth and development.

The Early Development Instrument (EDI) is a community-based measure of young children's developmental health and early learning. The EDI assesses the ability of children to meet age-appropriate developmental expectations, using a questionnaire that senior kindergarten teachers complete, in the second half of the school year, for all children in their classrooms. It offers a population measure that is based on developmental rather than curriculum benchmarks, by assessing five general areas of child development, known as domains.

Examining the EDI by these domains helps identify developmental strengths and needs within a population of children. It can also assist in determining if and where additional supports, resources or assistance may be required.

The EDI was developed by the [Offord Centre for Child Studies](#) at McMaster University. In York Region, there have been seven implementations of the EDI taking place every three years, from 2003 - 2023, except in 2021 where the EDI did not take place due to the impacts of COVID-19.

Understanding and using EDI results helps assess how well communities are supporting young children and their families and, when used along with other community data, assists in program, service and policy development/planning. It also raises awareness of the importance of the early years and encourages advocacy for young children and their families.

York Region's [2024 to 2027 Child Care and Early Years Service System Plan](#) (the Plan) sets out the vision, priorities and actions, over the next four years, to strengthen and integrate child care and early years services for children and their families. One of the Plan's priority areas focuses on enhancing data access to service providers and community partners so they can better understand the populations they are serving and the impact of programs and services to help inform decision making.

This priority area focuses on:

- Community partners having consistent access to demographic and census data to inform program planning
- Evaluating equitable access to programs and services using data collection and feedback from families
- Planning and service delivery being informed by collective data and an understanding of the needs of children and families

Sharing EDI results through this report supports these actions and future program planning.

Agencies and organizations across York Region are encouraged to use the results in this report, along with other early child development indicators, to assist in program and service planning and in the identification of strategies and interventions aimed at improving outcomes for all young children so they may achieve their full potential.

Understanding EDI Results

In York Region, EDI data is analyzed at the Regional and neighbourhood level. York Region has 64 EDI neighbourhoods. EDI results for each neighbourhood include all children that live within the neighbourhood, regardless of which school they attend. The neighbourhood perspective emphasizes the community's responsibility to support young children and their families.

The EDI provides a snapshot of child vulnerability at a particular point in time. This may or may not accurately reflect the ongoing conditions in York Region. It is important to analyze the EDI data within the context of other available sources of information to obtain a more comprehensive understanding of neighbourhood characteristics that may impact the EDI results.

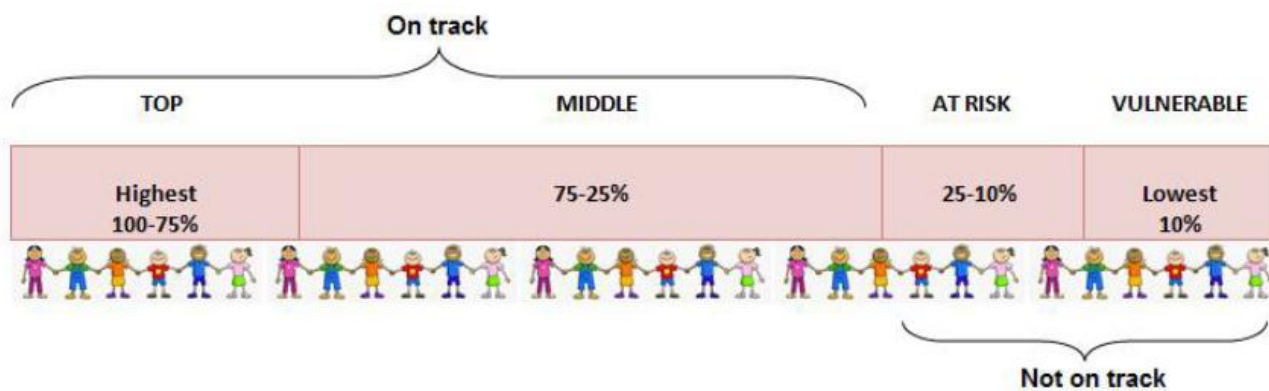
There are five domains of early child development that are assessed by the EDI. Each of the five domains assesses different aspects of child development. All domains except "Communication Skills and General Knowledge" are further divided into sub-domains. The sub-domain results indicate which aspects of the overall domain present the greatest challenges to young children.

The domains and their respective sub-domains are as follows:

- Physical Health and Well-Being Domain
 - *Physical Readiness for School Day Sub-domain*
 - *Physical Independence Sub-domain*
 - *Gross and Fine Motor Skills Sub-domain*
- Social Competence Domain
 - *Overall Social Competence Sub-domain*
 - *Responsibility and Respect Sub-domain*
 - *Approaches to Learning Sub-domain*
 - *Readiness to Explore New Things Sub-domain*
- Emotional Maturity Domain
 - *Pro-social and Helping Behaviour Sub-domain*
 - *Anxious and Fearful Behaviour Sub-domain*
 - *Aggressive Behaviour Sub-domain*
 - *Hyperactivity and Inattention Sub-domain*
- Language and Cognitive Development Domain
 - *Basic Numeracy Sub-domain*
 - *Basic Literacy Sub-domain*
 - *Advanced Literacy Sub-domain*
 - *Interest in Literacy/Numeracy and Memory Sub-domain*
- Communication Skills and General Knowledge Domain

EDI results are categorized according to how children score in each of the five developmental domains for the geographical area of interest (i.e., neighbourhood, region, or province).

- **"on track"** scoring at or above the 25th percentile
- **"at risk"** scoring between the 10th and 25th percentiles
- **"vulnerable"** scoring in the lowest 10th percentile ("*scoring low*")



Three measures of children’s developmental health are included in the analysis of the York Region EDI results:

1. EDI vulnerability (scoring low)
2. Average Domain Scores
3. Meeting “Few/No” Developmental Expectations (sub-domain results)

All measures are assessed separately for each of the five developmental domains.

This report focuses on the results for children meeting “few/no” developmental expectations and those vulnerable, since the EDI is intended to identify areas within the community in which children have the greatest need and require the most support.

Trends over time are also examined to mobilize partners in the early years sector towards change. Focusing on strengthening the areas in which children are vulnerable allows schools, communities and governments to make decisions on how to best support early development. Investigating how children’s developmental health is changing over time can also allow for evaluation and strategic planning around what is currently being done to support children and their families.

Early Development Instrument Findings

COHORT STATISTICS

EDI Sample Size

In 2023, over 9,000 senior kindergarten children were surveyed with the EDI in York Region. A total of 8,907 surveys were considered valid for use in the analysis of results. Surveys for children with identified special needs were excluded, as well as surveys that were missing too many responses and those submitted for children not living in York Region.

The number of valid EDI surveys continued to increase with each subsequent implementation, from 7,587 in 2003 to 10,343 in 2018, for an overall increase of 36%. However, between 2018 and 2023, there was a 13.8% decrease in the total number of valid EDI surveys. In 2023, EDI questionnaires were completed later in the school year than those in previous EDI cycles, which may contribute to the decrease in the number of valid surveys completed. When analyzing EDI results, it is important to keep in mind that children in the 2023 cohort are slightly older than in previous cohorts.

Gender

The split between female and male children surveyed by the EDI has been relatively consistent across all EDI implementations. In 2023, 49.9% of valid surveys were for female children whereas 50.1% were for male children.

English Language Learners (ELL)

“English Language Learners” refer to students in Ontario funded English language schools whose first language is a language other than English, or a variety of English (distinct form of the English language characterized by specific features in pronunciation, grammar, vocabulary and usage) that is significantly different from the variety used for instruction in Ontario’s schools and, for which, students may require focused educational supports to assist them in attaining proficiency in English.

The percentage of children identified as ELL in the EDI has continued to increase over time, reaching a total of 30.8% in the 2023 implementation, up from 12.3% in 2003.

The summary of the cohort statistics is presented in the table below.

Table 1: EDI Cohort Statistics Summary, York Region (2003 to 2023)

Statistic	York Region						
	2003	2006	2009	2012	2015	2018	2023
EDI Sample Size (n-size)	7,587	8,600	9,198	10,025	10,622	10,343	8,907
Gender - % female	51.0	49.4	50.2	49.0	50.4	49.4	49.9
Gender - % male	49.0	50.6	49.8	51.0	49.6	50.6	50.1
English Language Learners (ELL)	12.3%	16.6%	13.1%	14.9%	16.7%	23.1%	30.8%
Average age (in years)	N/A	5.7	5.7	5.7	5.7	5.6	5.9

Note: 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.

EDI VULNERABILITY IN YORK REGION

In 2023,

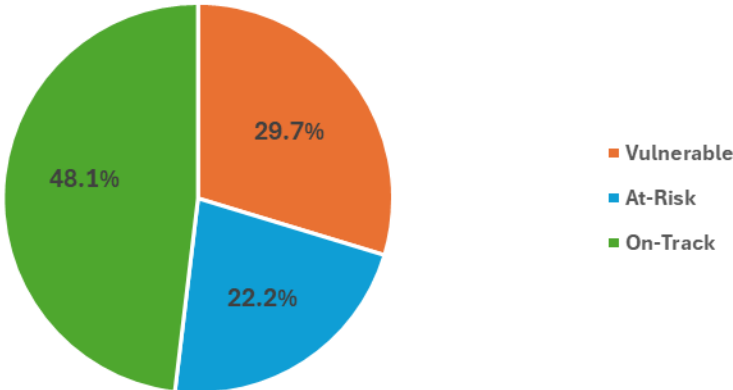
- **14.8%** of children were vulnerable on Physical Health and Well-Being domain
- **10.8%** of children were vulnerable on Social Competence domain
- **11.5%** of children were vulnerable on Emotional Maturity domain
- **5.2%** of children were vulnerable on Language and Cognitive Development domain
- **12.0%** of children were vulnerable on Communication Skills and General Knowledge domain

The below chart indicates EDI vulnerability in the York Region in 2023.

- 29.7% of children are vulnerable on one or more domains
- 22.2% of children are not vulnerable on any domain but at-risk of being vulnerable, not on track in all five domains
- 48.1% of children are on-track in all five domains

Chart 1: EDI Vulnerability Summary, York Region (2023)

EDI Vulnerability Summary York Region (2023)



Trends over Time

The following chart presents results for children vulnerable in York Region as a whole, over the seven EDI implementations (2003 to 2023), indicating how results have changed over time. Results are provided for each of the five developmental domains.

The Ontario Baseline for percent of children vulnerable in one or more domains is also shown on the chart. This baseline includes results for all implementations in Ontario from 2004 through 2006 (Cycle 1) and provides a reference point from which to compare local results.

From the below table and chart, long-term trends indicate that in four out of five domains, the percentages of children vulnerable increased in 2023 from 2003. Only in language and cognitive development domain are children doing better, with only 5.2% of children vulnerable in 2023 compared to 7.1% in 2003.

The percentage of children vulnerable in one or more domains also increased over time from 21.2% in 2003 to 29.7% in 2023, which is a 39.6% increase. This means approximately 40% more children are vulnerable in one or more domains in 2023 compared to 2003. In 2018, 27.6% of children were vulnerable in one or more domains compared to 29.7% in 2023. This is a 7.2% increase in children vulnerable in one or more domains from the previous EDI cycle.

According to the Ontario baseline, 28% of children in the rest of the province are vulnerable in one or more domains compared to 29.7% of children vulnerable in York Region.

These results indicate a negative trend in overall EDI vulnerability in 2023 in York Region as a whole.

The 2023 EDI Summary Report developed by the Offord Centre found that in most jurisdictions in Canada, 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 and is associated with a child’s lifelong health, learning and behaviour.

Note 1: Short term trends include comparison of results between 2018 and 2023

Note 2: Long term trends include comparison of results between 2003 and 2023

Chart 2: Percentage of Children Vulnerable by Developmental Domain, York Region (2003-2023)

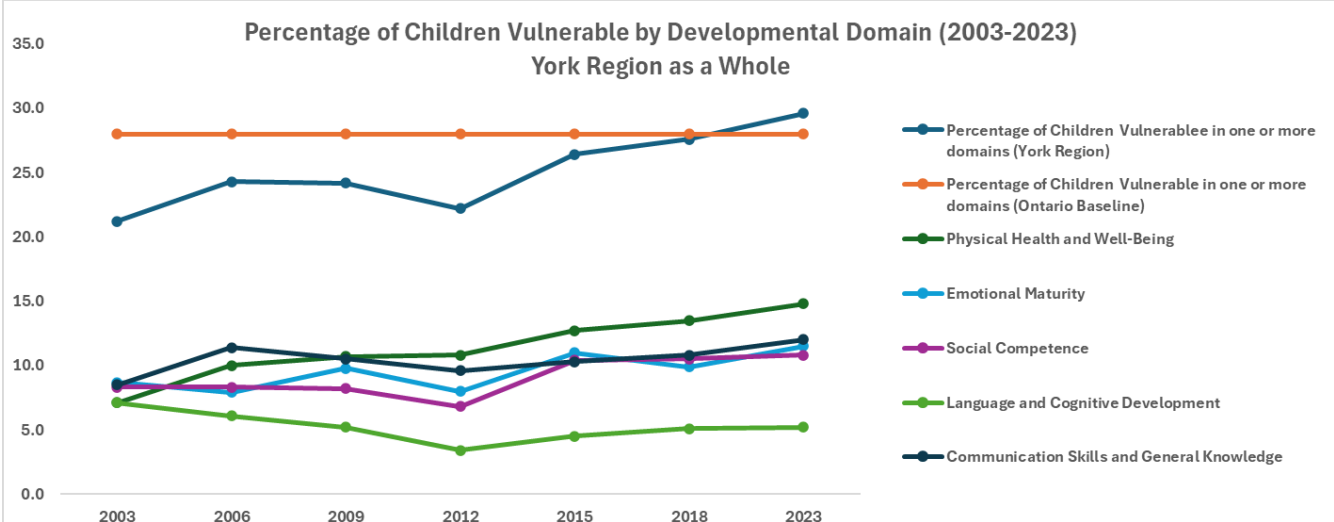


Table 2: Percentage of Children Vulnerable by Developmental Domain, York Region (2003 to 2023)

Categories	2003	2006	2009	2012	2015	2018	2023
Physical Health and Well-Being	7.1	10.0	10.7	10.8	12.7	13.5	14.8
Social Competence	8.3	8.3	8.2	6.8	10.4	10.5	10.8
Emotional Maturity	8.7	7.9	9.8	8.0	11.0	9.9	11.5
Language and Cognitive Development	7.1	6.1	5.2	3.4	4.5	5.1	5.2
Communication Skills and General Knowledge	8.5	11.4	10.5	9.6	10.3	10.8	12.0
Percentage of Children Vulnerable in one or more domains (York Region)	21.2	24.3	24.2	22.2	26.4	27.6	29.6
Percentage of Children Vulnerable in one or more domains (Ontario Baseline)	28.0	28.0	28.0	28.0	28.0	28.0	28.0

EDI Vulnerability by Neighbourhood

In York Region, the rate of vulnerability in one or more domains differs across neighbourhoods. The highest percentage of children vulnerable in one or more domains is in Newmarket Leslie Valley (53.8%), followed by Milliken East (45.5%) and Keswick South (43.3%). While the lowest percentage of

children vulnerable in one or more domains is in Nobleton (14.7%), followed by Aurora North-West (14.8%) and Aurora South-West (16.1%).

Table 3: Percentage of Children Vulnerable (Scoring Low) by EDI Neighbourhood (2023)

Neighbourhood Name	% Vulnerable in 2023 by Developmental Domain					
	Physical Health and Well-Being	Social Competence	Emotional Maturity	Language and Cognitive Development	Communication Skills and General Knowledge	Vulnerable in One or More (1+) Domains
Around Maple	7.9	8.2	8.6	3.5	7.0	21.0
Aurora Centre North	13.7	8.0	7.6	4.6	13.3	27.4
Aurora Centre South West	13.1	8.3	8.3	3.6	9.5	23.8
Aurora Centre West	17.6	17.6	11.8	11.8	5.9	29.4
Aurora North West	3.7	7.4	7.4	0.0	0.0	14.8
Aurora South East	14.6	2.4	2.4	2.4	7.3	17.1
Aurora South West	6.5	12.9	12.9	3.2	3.2	16.1
Ballantrae-Stouffville	11.2	4.7	9.4	1.7	4.3	21.5
Buttonville	12.3	10.7	10.7	4.1	13.9	24.6
Concord-Vaughan	19.6	13.7	15.1	6.4	12.8	36.5
Cornell	16.4	13.8	11.5	3.6	10.9	31.9
East Gwillimbury Heights	10.3	25.6	17.9	5.1	17.9	41.0
Keswick East	16.7	15.3	20.8	5.6	15.3	40.3
Keswick South	26.9	10.4	19.4	9.0	11.9	43.3
Keswick West	27.3	18.2	12.1	9.1	9.1	33.3
King City	12.2	8.2	6.1	2.0	4.1	24.5
Kleinburg	13.2	10.2	13.0	3.2	9.0	29.9
Maple	17.4	11.3	6.1	6.5	13.5	29.1
Maple Teston	17.5	16.3	10.0	13.1	19.4	36.9
Markham 16th	15.0	9.0	11.7	5.0	13.5	30.8
Markham Cathedral	14.1	8.6	12.3	4.3	9.8	28.2
Markham Central East	14.3	7.7	9.9	1.1	12.1	29.7
Markham East	16.1	13.9	12.4	6.7	16.1	33.0
Markham Hagerman	9.7	8.9	5.6	5.6	9.7	23.4
Markham Village	16.3	11.4	12.5	2.7	11.4	27.2
Markham West	11.2	11.7	16.8	4.5	14.0	28.5
Milliken East	22.1	14.3	10.4	9.1	30.5	45.5
Milliken West	9.4	14.5	12.8	4.3	17.1	35.9
Mount Albert	18.9	8.1	10.8	2.7	6.8	28.4
Newmarket Armitage	11.3	21.0	14.5	6.5	16.1	35.5

Newmarket Clearmeadow/Glen way	17.1	12.2	17.7	6.7	11.6	30.5
Newmarket College Manor	13.6	11.4	22.7	6.8	4.5	31.8
Newmarket Leslie Valley	38.5	16.9	20.0	9.2	18.5	53.8
Newmarket Military	14.3	16.7	9.5	9.5	14.3	26.2
Newmarket North West	21.3	18.3	20.1	4.3	14.0	38.4
Newmarket Quaker Hill/Haskett Park	15.8	6.6	14.5	5.3	15.8	31.6
Newmarket Stonehaven	10.1	13.1	16.2	5.1	5.1	28.3
Nobleton	4.9	6.9	5.9	3.9	5.9	14.7
Pefferlaw	23.3	6.7	13.3	3.3	10.0	26.7
Queensville-Sharon-HL	22.0	13.3	13.6	6.5	15.5	37.5
Ravenshoe West	19.5	11.5	12.6	2.3	9.2	31.0
Richmond Hill B	11.5	12.6	14.9	5.7	16.1	29.9
Richmond Hill Bathurst	13.7	9.4	7.2	2.9	11.5	24.5
Richmond Hill C	22.5	13.5	21.3	10.1	14.6	39.3
Richmond Hill Doncrest	18.3	10.4	12.2	4.3	13.9	31.3
Richmond Hill East	10.1	11.6	8.7	5.1	13.8	26.1
Richmond Hill North East	23.3	8.9	7.8	13.3	17.8	36.7
Richmond Hill North West	11.6	7.1	11.0	4.5	11.6	25.2
Richmond Hill Richvale	8.5	11.0	9.3	9.3	16.9	27.1
Roches Point	14.9	14.9	12.8	10.6	8.5	27.7
Schomberg	30.0	10.0	10.0	10.0	10.0	30.0
South of Maple	21.4	19.4	11.7	11.7	12.6	35.0
Stouffville	12.6	5.5	7.9	1.2	8.7	24.5
Sutton	16.5	9.9	9.9	7.7	11.0	30.8
The Hill	16.8	7.0	11.5	1.7	11.2	31.5
Thornhill North	12.4	11.2	12.4	3.4	9.0	25.8
Thornhill South	16.4	24.6	18.0	6.6	14.8	36.1
Unionville	11.7	6.3	4.5	0.9	14.4	23.4
Woodbridge Centre	7.0	8.8	10.5	3.5	3.5	17.5
Woodbridge East	16.0	9.4	12.3	4.7	8.5	25.5
Woodbridge North	11.7	9.9	8.6	8.4	10.4	24.8
Woodbridge South East	14.0	12.0	20.0	6.0	10.0	36.0
Woodbridge South West	10.4	6.1	7.8	7.0	13.0	28.7
Woodbridge West	6.5	10.9	8.7	2.2	4.3	19.6

York Region	14.8	10.8	11.5	5.2	12.0	29.6
--------------------	-------------	-------------	-------------	------------	-------------	-------------

Care should be taken when comparing percentages between domains of children vulnerable for a given neighbourhood, since variables assessed by the EDI are not equivalent from domain to domain. For example, scores in Social Competence are not comparable with scores in Emotional Maturity. They should be assessed separately and each domain has a different baseline level for vulnerable.

Comparisons should be made amongst the different neighbourhoods within a specific domain to assess which neighbourhoods are of greater concern. For example, on the Physical Health and Well-Being domain, Woodbridge West is doing better than Woodbridge East, Woodbridge North, Woodbridge Centre, Woodbridge South-West and Woodbridge South-East.

Average Domain Scores

The following chart presents the average score of all valid EDI surveys in York Region for each domain in each of the seven EDI implementations (2003 to 2023), indicating how results have changed over time.

Average domain scores range from 0 to 10 and essentially represent a “class average”. The desired trend is an increase in average domain score over time, which would indicate that outcomes for young children in York Region, as a whole, are improving in the domain. Note that domain scores are not cumulative in nature and should be interpreted independently from the vulnerability scores.

Average domain scores for three domains such as Physical Health and Well-Being, Social Competence, and Communication Skills and General Knowledge have decreased in 2023 from 2018. Average domain scores for Emotional Maturity and Language and Cognitive Development domains remained constant in 2023 from 2018. Average domain scores on four domains out of five, except for Language and Cognitive Development were below the Ontario baseline; however, the variance is very small.

Chart 3: Average Scores by Developmental Domain, York Region (2003 to 2023)

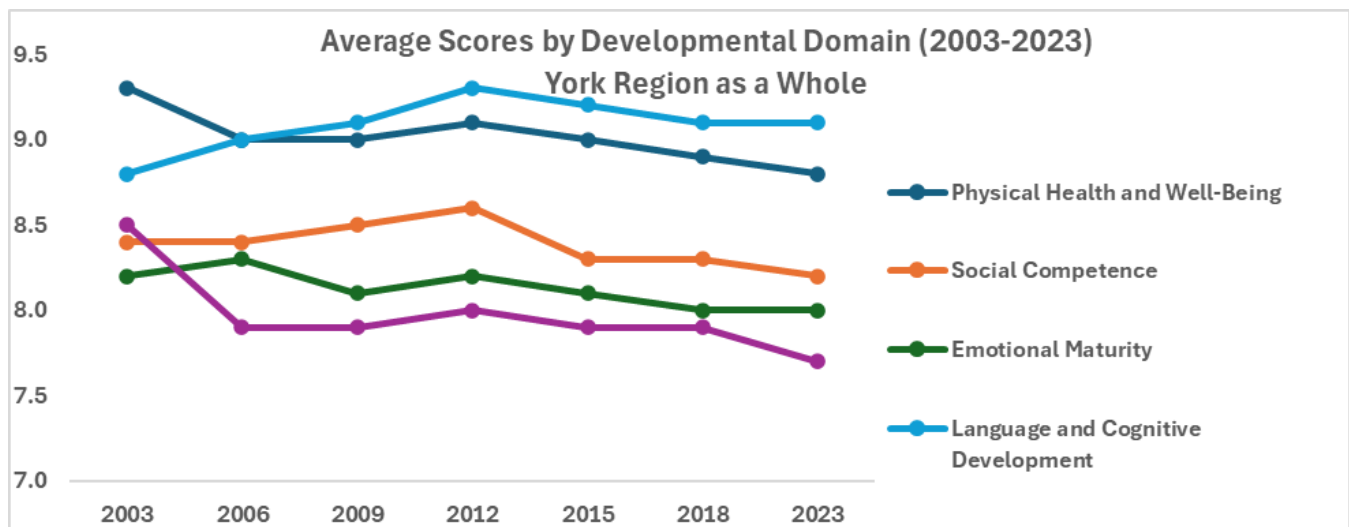


Table 4: Average Scores by Developmental Domain, York Region (2003 to 2023)

Average Domain Score	2003	2006	2009	2012	2015	2018	2023	ON Baseline
Physical Health and Well-Being	9.3	9.0	9.0	9.1	9.0	8.9	8.8	8.9
Social Competence	8.4	8.4	8.5	8.6	8.3	8.3	8.2	8.3
Emotional Maturity	8.2	8.3	8.1	8.2	8.1	8.0	8.0	8.1
Language and Cognitive Development	8.8	9.0	9.1	9.3	9.2	9.1	9.1	8.6
Communication Skills and General Knowledge	8.5	7.9	7.9	8.0	7.9	7.9	7.7	7.8

Meeting “Few/No” Developmental Expectations (Sub-domain Results)

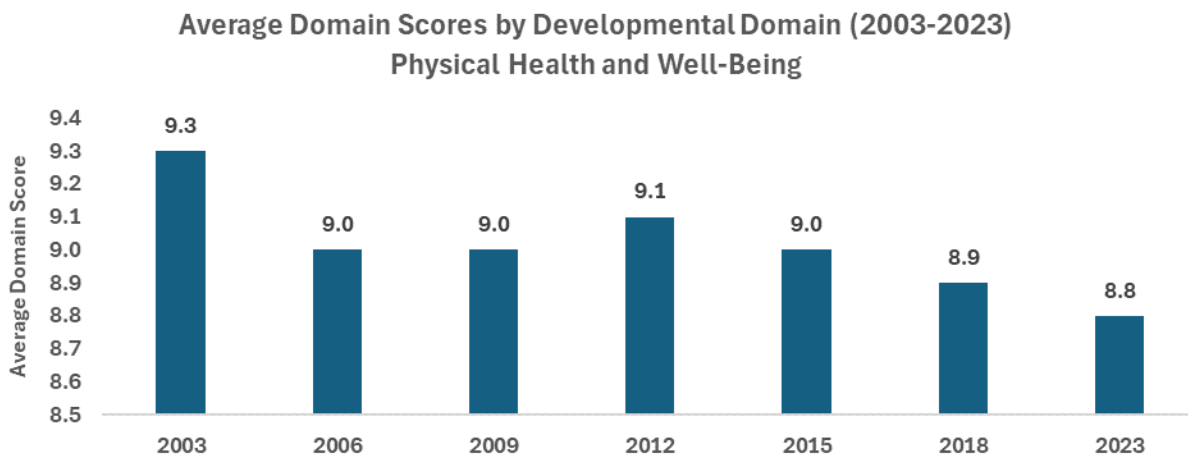
Sub-domain results presented in this report indicate the percentages of children in York Region that meet “few/no” developmental expectations in each sub-domain under five main domains. Sub-domain results are included within the results for each domain.

Physical Health and Well-Being Domain

AVERAGE DOMAIN SCORE

Average domain scores for Physical Health and Well-Being observed a declining trend between 2003 and 2023.

Chart 4: Average Domain Scores by Physical Health and Well-Being Domain, York Region (2003 to 2023)

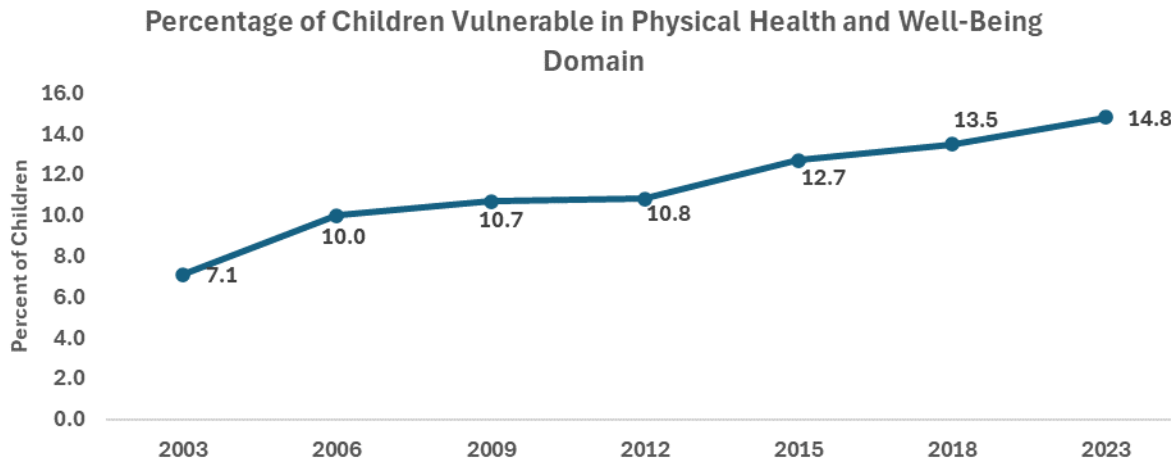


TREND OVER TIME

Short-term trend indicates that the percentages of children vulnerable slightly increased in the Physical Health and Well-Being domain from 13.5% in 2018 to 14.8% in 2023. Overall, vulnerability in Physical

Health and Well-Being increased from 7.1% in 2003 to 14.8% in 2023, indicating a negative trend in this domain over time.

Chart 5: Percentage of Children Vulnerable in Physical Health and Well-Being Domain, York Region (2003 to 2023)



GEOGRAPHIC VARIATION

Neighbourhoods where vulnerability was highest on the Physical Health and Well-Being domain are:

- Newmarket Leslie Valley (38.5%)
- Schomberg (30.0%)
- Keswick West (27.3%)

Neighbourhoods where vulnerability was lowest on Physical Health and Well-Being domain are:

- Aurora North-West (3.7%)
- Nobleton (4.9%)
- Aurora South-West (6.5%)
- Woodbridge West (6.5%)

SUB-DOMAIN RESULTS

The Physical Health and Well-Being domain is divided into three sub-domains:

- Gross and Fine Motor Skills
- Physical Independence
- Physical Readiness for School Day

Below are some examples of questions that can be used to assess whether a child is performing well in a sub-domain:

- **Gross and Fine Motor Skills:** Does the child have the ability to physically participate in daily activities? Does the child have age-appropriate gross and fine motor capabilities?
- **Physical Independence:** Is the child independent in looking after their own needs? Has the child established a hand preference? Is the child physically well-coordinated?
- **Physical Readiness for School Day:** Is the child dressed appropriately for daily activities? Does the child arrive at school tired, late or hungry?

Percentages of children that met “few/no” developmental expectations in Physical Independence decreased from 2018 to 2023, while remaining stable in Gross and Fine Motor Skills and Physical Readiness for School Day. This means children are performing better in the Physical Independence sub-domain in 2023 than 2018. Additionally, the results in 2023 are below the Ontario baseline on two sub-domains except Physical Readiness for School Day.

Chart 6: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Physical Health and Well-Being Domain, York Region (2003 to 2023)

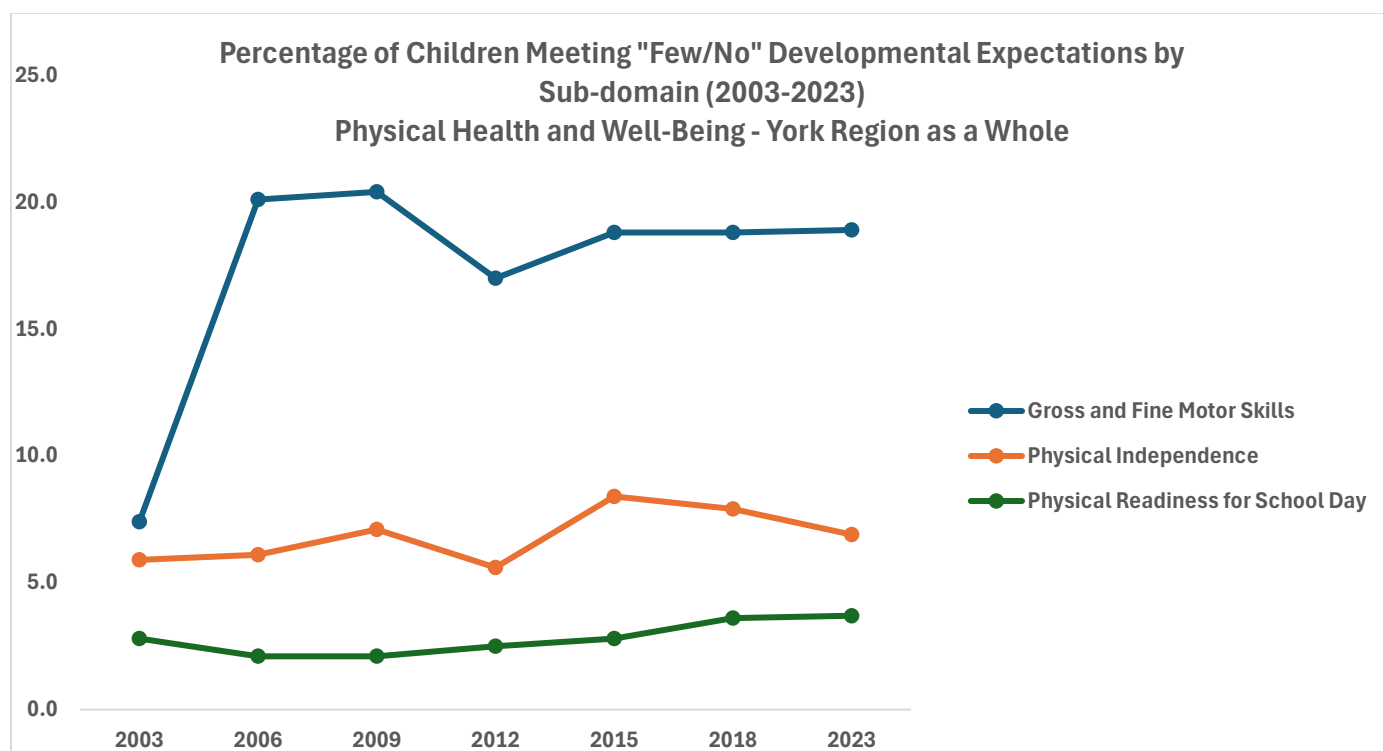


Table 5: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Physical Health and Well-Being Domain, York Region (2003 to 2023)

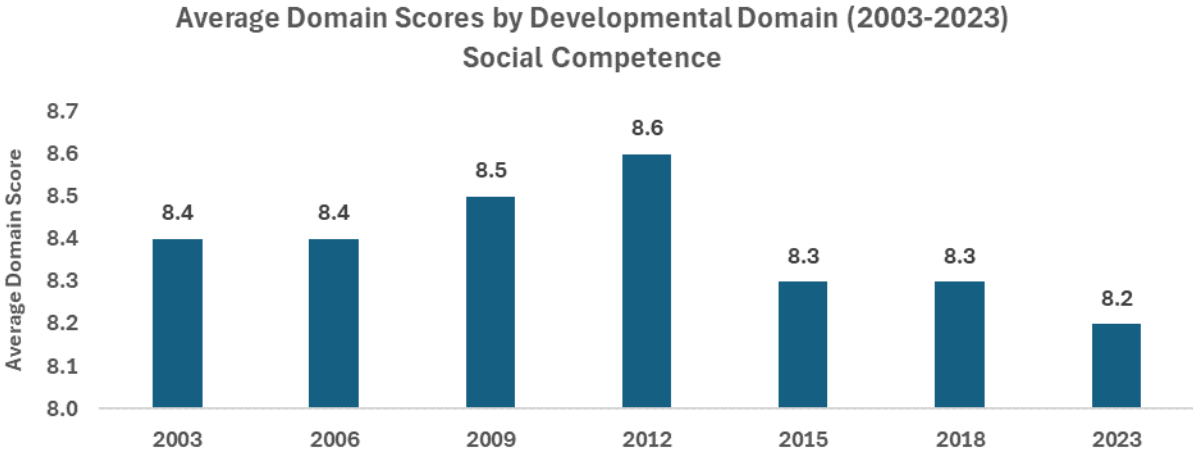
Sub-domains	2003	2006	2009	2012	2015	2018	2023	ON Baseline
Gross and Fine Motor Skills	7.4	20.1	20.4	17.0	18.8	18.8	18.9	21.6
Physical Independence	5.9	6.1	7.1	5.6	8.4	7.9	6.9	8.8
Physical Readiness for School Day	2.8	2.1	2.1	2.5	2.8	3.6	3.7	3.1

Social Competence Domain

AVERAGE DOMAIN SCORE

Average domain scores for Social Competence observed a fluctuating trend with scores increasing in 2009, 2012 and then declining in 2015 and 2023. This means children started to improve on social competence; however, over a period of 2003 to 2023, the average scores of children in York Region have slightly decreased on this domain.

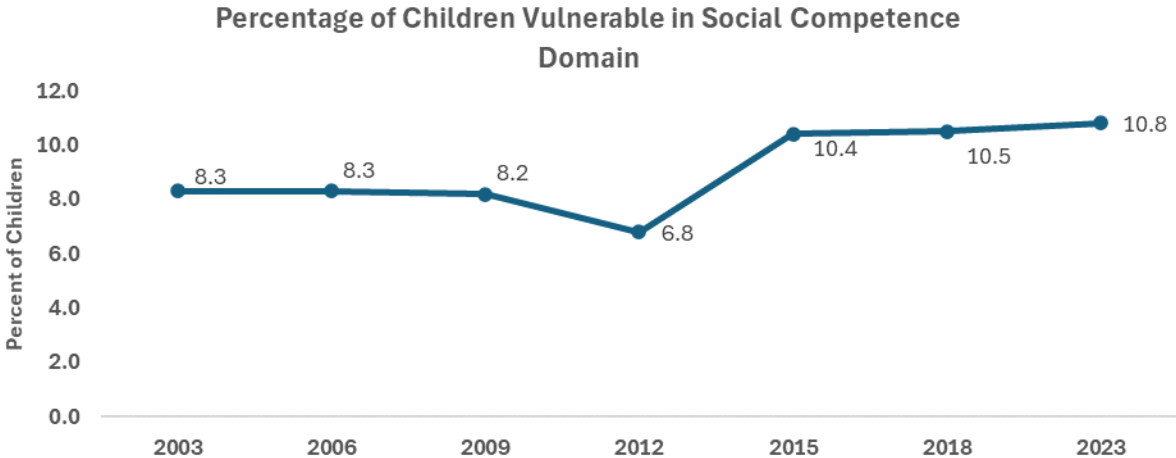
Chart 7: Average Domain Scores by Social Competence Domain, York Region (2003 to 2023)



TREND OVER TIME

Short-term trend indicates that the percentages of children vulnerable slightly increased in the Social Competence domain from 10.5% in 2018 to 10.8% in 2023. Overall, vulnerability in Social Competence increased from 8.3% in 2003 to 10.8% in 2023, indicating a negative trend in this domain over time.

Chart 8: Percentage of Children Vulnerable in Social Competence Domain, York Region (2003 to 2023)



GEOGRAPHIC VARIATION

Neighbourhoods where vulnerability was highest on social competence domain are:

- East Gwillimbury Heights (25.6%)
- Thornhill South (24.6%)
- Newmarket Armitage (21.0%)

Neighbourhoods where vulnerability was lowest on social competence domain are:

- Aurora South-East (2.4%)
- Ballantrae-Stouffville (4.7%)
- Stouffville (5.5%)

SUB-DOMAIN RESULTS

The Social Competence domain is divided into four sub-domains:

- Approaches to Learning
- Overall Social Competence
- Readiness to Explore New Things
- Responsibility and Respect

Below are some examples of questions that can be used to assess whether a child is performing well in a sub-domain:

- **Approaches to Learning:** Does the child work neatly and independently, solve problems, follow instructions and routines and easily adjust to changes?
- **Overall Social Competence:** Does the child have age-appropriate overall social development, the ability to get along with and play with other children? Is the child cooperative and self-confident?
- **Readiness to Explore New Things:** Is the child curious about the surrounding world and eager to explore new books, toys and games?
- **Responsibility and Respect:** Does the child show respect for others and for property, follow rules, take care of materials, accept responsibility for their actions and show self-control?

Percentages of children that meet “*few/no*” developmental expectations in Approaches to Learning, Readiness to Explore New Things and Responsibility and Respect have decreased in 2023, while having increased in Overall Social Competence in 2023 from 2018. This means children are performing better in Approaches to Learning, Readiness to Explore New Things and Responsibility and Respect sub-domains, but not as well in the Overall Social Competence sub-domain in 2023, compared to 2018. Additionally, these results in 2023 are higher than the Ontario baseline in two sub-domains, except Approaches to Learning and Responsibility and Respect.

Chart 9: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Social Competence Domain, York Region (2003 to 2023)

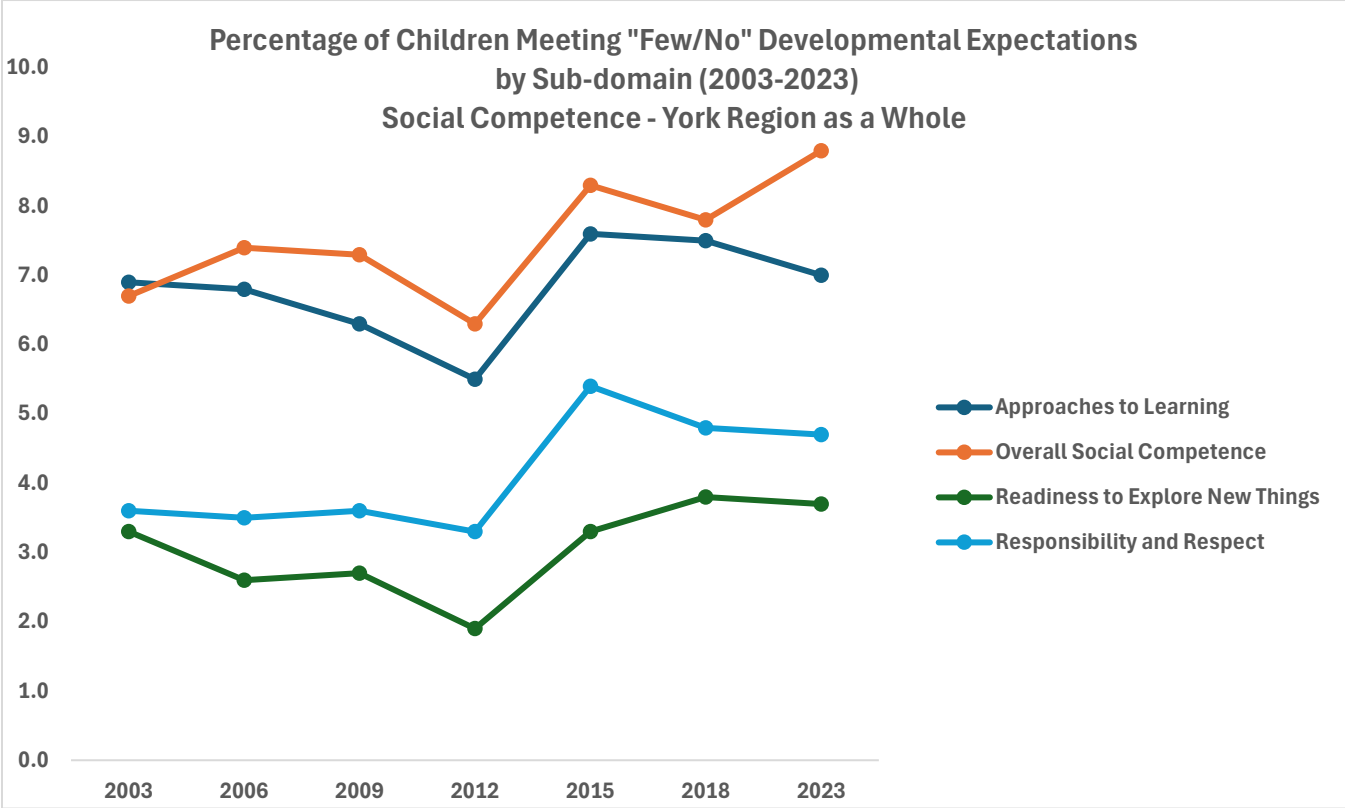


Table 6: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Social Competence Domain, York Region (2003 to 2023)

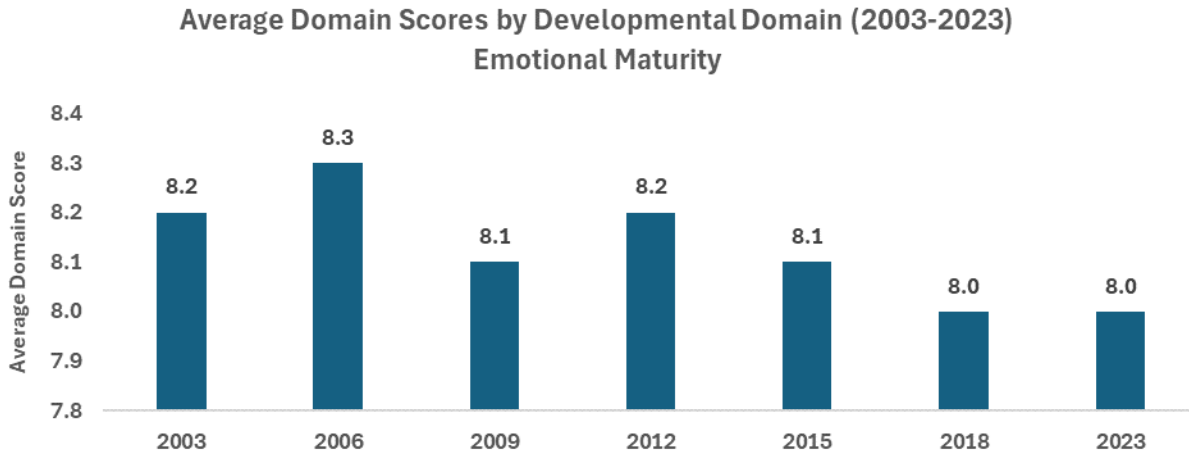
Sub-domains	2003	2006	2009	2012	2015	2018	2023	ON Baseline
Approaches to Learning	6.9	6.8	6.3	5.5	7.6	7.5	7.0	8.2
Overall Social Competence	6.7	7.4	7.3	6.3	8.3	7.8	8.8	8.4
Readiness to Explore New Things	3.3	2.6	2.7	1.9	3.3	3.8	3.7	3.1
Responsibility and Respect	3.6	3.5	3.6	3.3	5.4	4.8	4.7	4.7

Emotional Maturity Domain

AVERAGE DOMAIN SCORE

Average domain scores for Emotional Maturity observed a fluctuating trend with scores going up in 2006, then in 2012 and slightly declining from 2015 onwards. Over a period of 2003 to 2023, the average scores of children in York Region have slightly decreased on this domain.

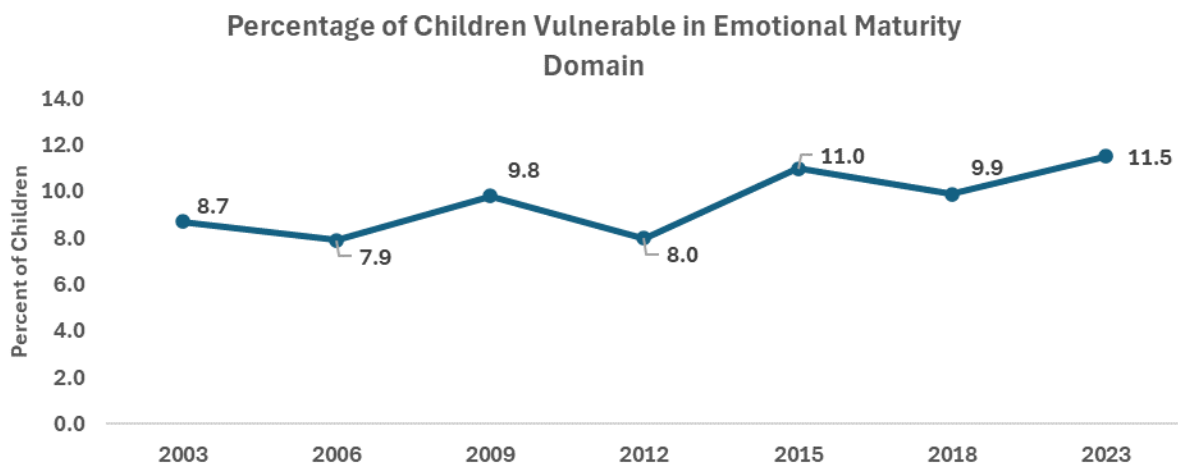
Chart 10: Average Domain Scores by Emotional Maturity Domain, York Region (2003 - 2023)



TREND OVER TIME

Short-term trend indicates that the percentage of children vulnerable increased in Emotional Maturity domain from 9.9% in 2018 to 11.5% in 2023. Overall, vulnerability in Emotional Maturity increased from 8.7% in 2003 to 11.5% in 2023, indicating a negative trend in this domain over time.

Chart 11: Percentage of Children Vulnerable in Emotional Maturity Domain, York Region (2003 - 2023)



GEOGRAPHIC VARIATION

Neighbourhoods where vulnerability was highest on the Emotional Maturity domain are:

- Newmarket College Manor (22.7%)
- Richmond Hill C (21.3%)
- Keswick East (20.8%)

Neighbourhoods where vulnerability was lowest on the Emotional Maturity domain are:

- Aurora South-East (2.4%)
- Unionville (4.5%)
- Markham Hagerman (5.6%)

SUB-DOMAIN RESULTS

Emotional Maturity domain is divided into four sub-domains:

- Aggressive Behaviour
- Anxious and Fearful Behaviour
- Hyperactive and Inattentive Behaviour
- Prosocial and Helping Behaviour

Below are some examples of questions that can be used to assess whether a child is performing well in a sub-domain:

- **Aggressive Behaviour:** Does the child exhibit aggressive behaviours? Does the child use aggression as a means of solving a conflict? Does the child have temper tantrums? Is the child mean to others?
- **Anxious and Fearful Behaviour:** Does the child exhibit anxious behaviours? Is the child happy and able to enjoy daily activities? Is the child comfortable being left by caregivers?
- **Hyperactive and Inattentive Behaviour:** Does the child exhibit hyperactive behaviours? Is the child able to concentrate, settle to chosen activities, wait their turn and think before doing something?
- **Prosocial and Helping Behaviour:** Does the child exhibit helping behaviours (i.e., helping someone who is hurt, sick or upset), offer to help without encouragement, invite other children to join in activities?

Percentages of children that meet “*few/no*” developmental expectations in Aggressive Behaviour and Prosocial and Helping Behaviour have decreased, while also having increased in Anxious and Fearful Behaviour and Hyperactive and Inattentive Behaviour in 2023 from 2018. This means children are performing better in the Aggressive Behaviour and Prosocial and Helping Behaviour sub-domains, and not as well in the Anxious and Fearful Behaviour and Hyperactive and Inattentive Behaviour sub-domains in 2023 than 2018. Additionally, these results are higher than Ontario baseline in all four sub-domains in the Emotional Maturity domain.

Chart 12: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Emotional Maturity Domain, York Region (2003 - 2023)

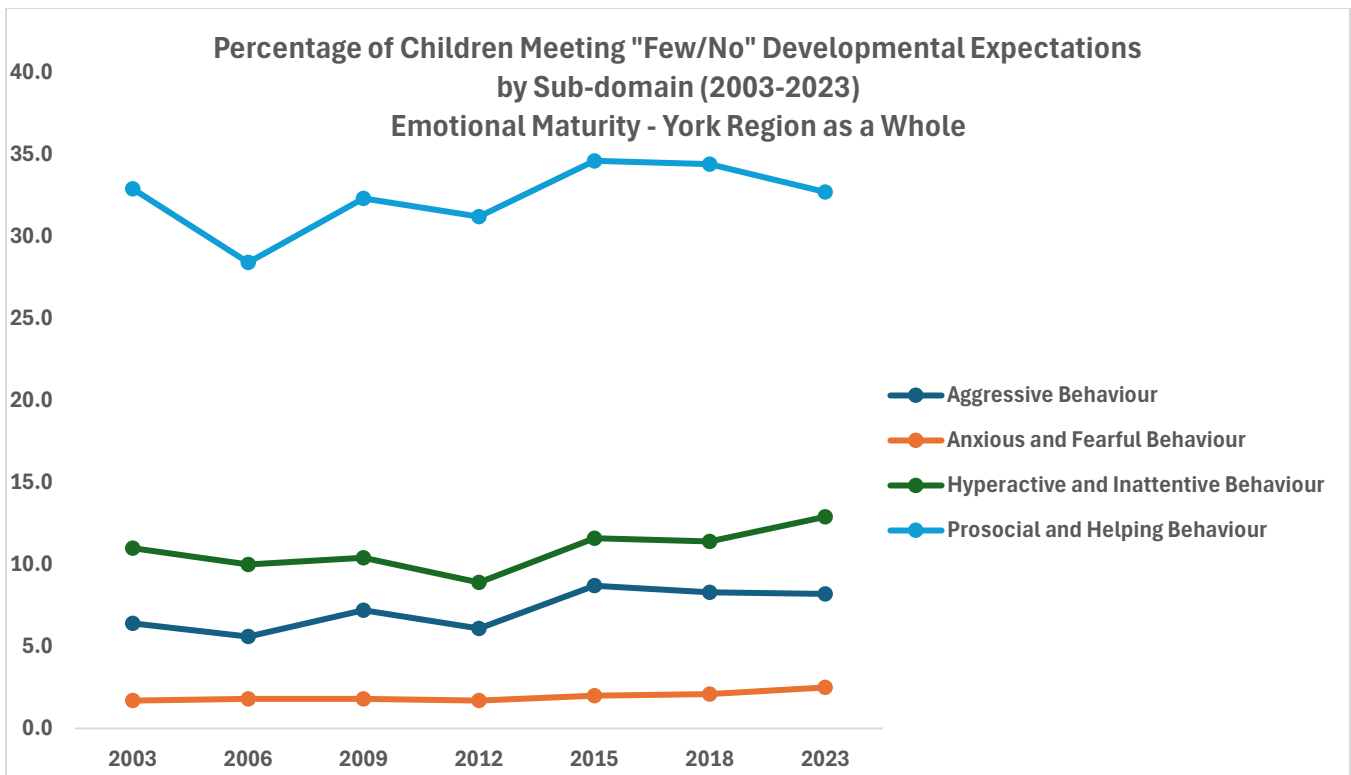


Table 7: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Emotional Maturity Domain, York Region (2003 - 2023)

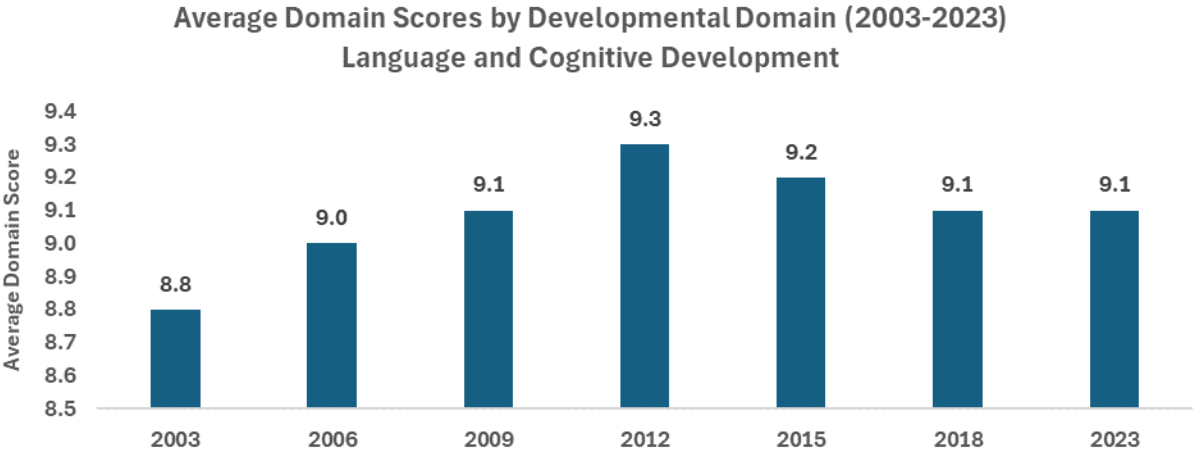
Sub-domains	2003	2006	2009	2012	2015	2018	2023	ON Baseline
Aggressive Behaviour	6.4	5.6	7.2	6.1	8.7	8.3	8.2	7.5
Anxious and Fearful Behaviour	1.7	1.8	1.8	1.7	2.0	2.1	2.5	2.1
Hyperactive and Inattentive Behaviour	11.0	10.0	10.4	8.9	11.6	11.4	12.9	12.4
Prosocial and Helping Behaviour	32.9	28.4	32.3	31.2	34.6	34.4	32.7	28.9

Language and Cognitive Development Domain

AVERAGE DOMAIN SCORE

Average domain scores for Language and Cognitive Development observed a fluctuating trend with scores going up in 2006, 2009, 2012 and decreasing in 2018, while remaining stable in 2023. Overall, children in York Region have improved on this domain over the period from 2003 - 2023.

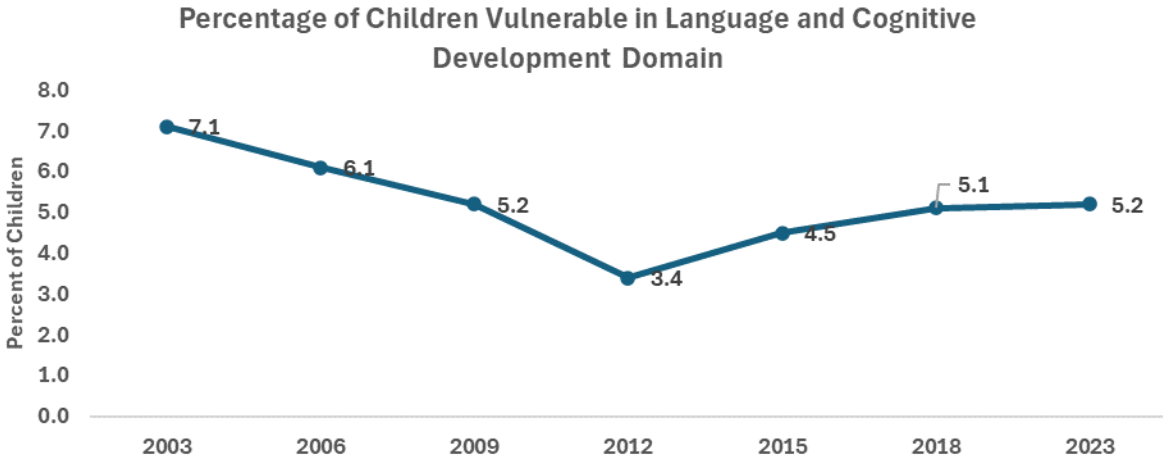
Chart 13: Average Domain Scores by Language and Cognitive Development Domain, York Region (2003 - 2023)



TREND OVER TIME

Short-term trend indicates that the percentages of children vulnerable slightly increased in the Language and Cognitive Development domain from 5.1% of children in 2018 to 5.2% in 2023. Overall, vulnerability in this domain decreased from 7.1% in 2003 to 5.2% in 2023 indicating a favourable trend over time in the Language and Cognitive Development domain.

Chart 14: Percentage of Children Vulnerable in Language and Cognitive Development Domain, York Region (2003 - 2023)



GEOGRAPHIC VARIATION

Neighbourhoods where vulnerability was highest on Language and Cognitive Development domain are:

- Richmond Hill North-East (13.3%)
- Maple Teston (13.1%)
- Aurora Centre-West (11.8%)

Neighbourhoods where vulnerability was lowest on Language and Cognitive Development domain are:

- Aurora North-West (0.0%)
- Unionville (0.9%)
- Markham Central East (1.1%)

SUB-DOMAIN RESULTS

The Language and Cognitive Development domain is divided into four sub-domains:

- Interest in Literacy/Numeracy and Memory
- Advanced Literacy
- Basic Literacy
- Basic Numeracy

Below are some examples of questions that can be used to assess whether a child is performing well in a sub-domain:

- **Interest in Literacy/Numeracy and Memory:** Does the child show interest in books and reading, math and numbers and have the ability to remember things?
- **Advanced Literacy:** Does the child have advanced literacy skills (i.e., reading simple and complex words or sentences, writing voluntarily, writing simple words or sentences)?
- **Basic Literacy:** Does the child have basic literacy skills (i.e., know how to handle a book, identify some letters and attach sounds to them, show awareness of rhyming words, know the writing direction, is able to write their name)?
- **Basic Numeracy:** Does the child have basic numeracy skills (i.e., can count to 20, recognize shapes and numbers, compare numbers, sort and classify, use one-to-one correspondence and understand simple time concepts)?

Percentages of children that meet “*few/no*” developmental expectations in Interest in Literacy/Numeracy and Memory, Advanced Literacy and Basic Literacy have increased in 2023, while decreasing in Basic Numeracy since 2018. Additionally, these results are below the Ontario baseline in all four sub-domains in the Language and Cognitive Development domain.

Chart 15: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Language and Cognitive Development Domain, York Region (2003 - 2023)

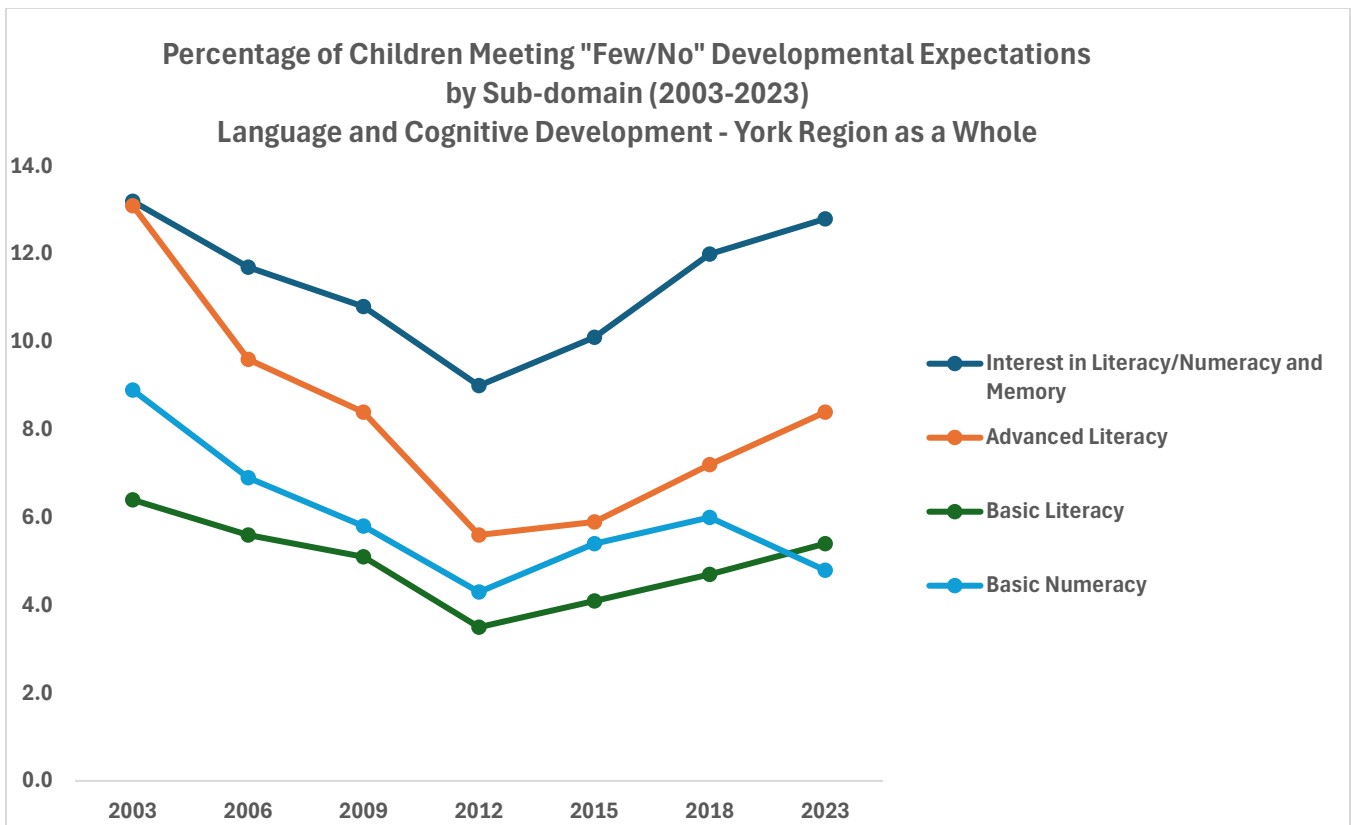


Table 8: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Language and Cognitive Development Domain, York Region (2003 - 2023)

Sub-domains	2003	2006	2009	2012	2015	2018	2023	ON Baseline
Interest in Literacy/Numeracy and Memory	13.2	11.7	10.8	9.0	10.1	12.0	12.8	14.5
Advanced Literacy	13.1	9.6	8.4	5.6	5.9	7.2	8.4	15.6
Basic Literacy	6.4	5.6	5.1	3.5	4.1	4.7	5.4	9.2
Basic Numeracy	8.9	6.9	5.8	4.3	5.4	6.0	4.8	10.7

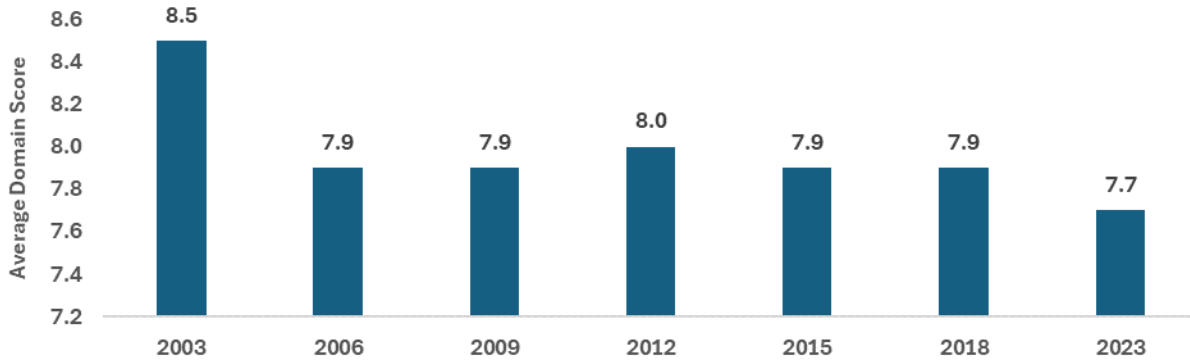
Communication Skills and General Knowledge Domain

AVERAGE DOMAIN SCORE

Average domain scores for Communication Skills and General Knowledge observed a declining trend between 2003 and 2023.

Chart 16: Average Domain Scores by Communication Skills and General Knowledge Domain, York Region (2003 - 2023)

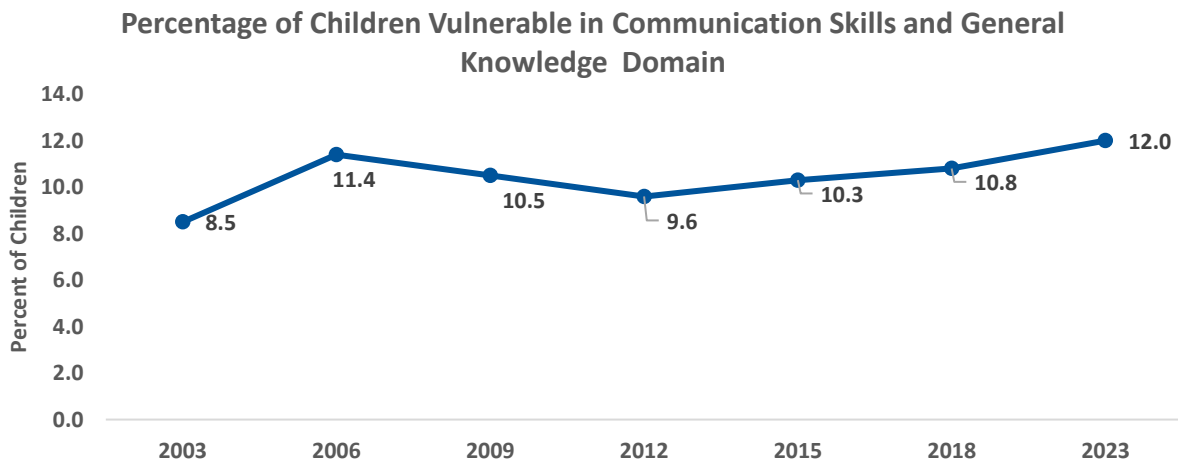
**Average Domain Scores by Developmental Domain (2003-2023)
Communication Skills and General Knowledge**



TREND OVER TIME

Short-term trend indicates that the percentages of children vulnerable increased in the Communication Skills and General Knowledge domain from 10.8% in 2018 to 12.0% in 2023. Overall, vulnerability in this domain increased from 8.5% in 2003 to 12.0% in 2023 indicating a negative trend over time in the Communication Skills and General Knowledge domain.

Chart 17: Percentage of Children Vulnerable in Communication Skills and General Knowledge Domain, York Region (2003 - 2023)



GEOGRAPHIC VARIATION

Neighbourhoods where vulnerability was highest in the Communication Skills and General Knowledge domain are:

- Milliken East (30.5%)
- Maple Teston (19.4%)
- Newmarket Leslie Valley (18.5%)

Neighbourhoods where vulnerability was lowest in the Communication Skills and General Knowledge domain are:

- Aurora North-West (0.0%)
- Aurora South-West (3.2%)
- Woodbridge Centre (3.5%)

SUB-DOMAIN RESULTS

The Communication Skills and General Knowledge domain is divided into one sub-domain:

- Communication Skills and General Knowledge

Below are some examples of questions that can be used to assess whether a child is performing well in a sub-domain:

- **Communication Skills and General Knowledge:** Does the child have age-appropriate communication skills (i.e., can they communicate easily and effectively, participate in storytelling or imaginative play, articulate clearly, show adequate general knowledge and demonstrate proficiency in their native language)?

Percentage of children that meet “few/no” developmental expectations in Communication Skills and General Knowledge have increased from 28.4% in 2018 to 29.5% in 2023. Additionally, these results are higher than the Ontario baseline in the Communication Skills and General Knowledge sub-domain.

Chart 18: Percentage of Children Meeting “Few/No” Developmental Expectations by Sub-domains of Communication Skills and General Knowledge Domain, York Region (2003 - 2023)

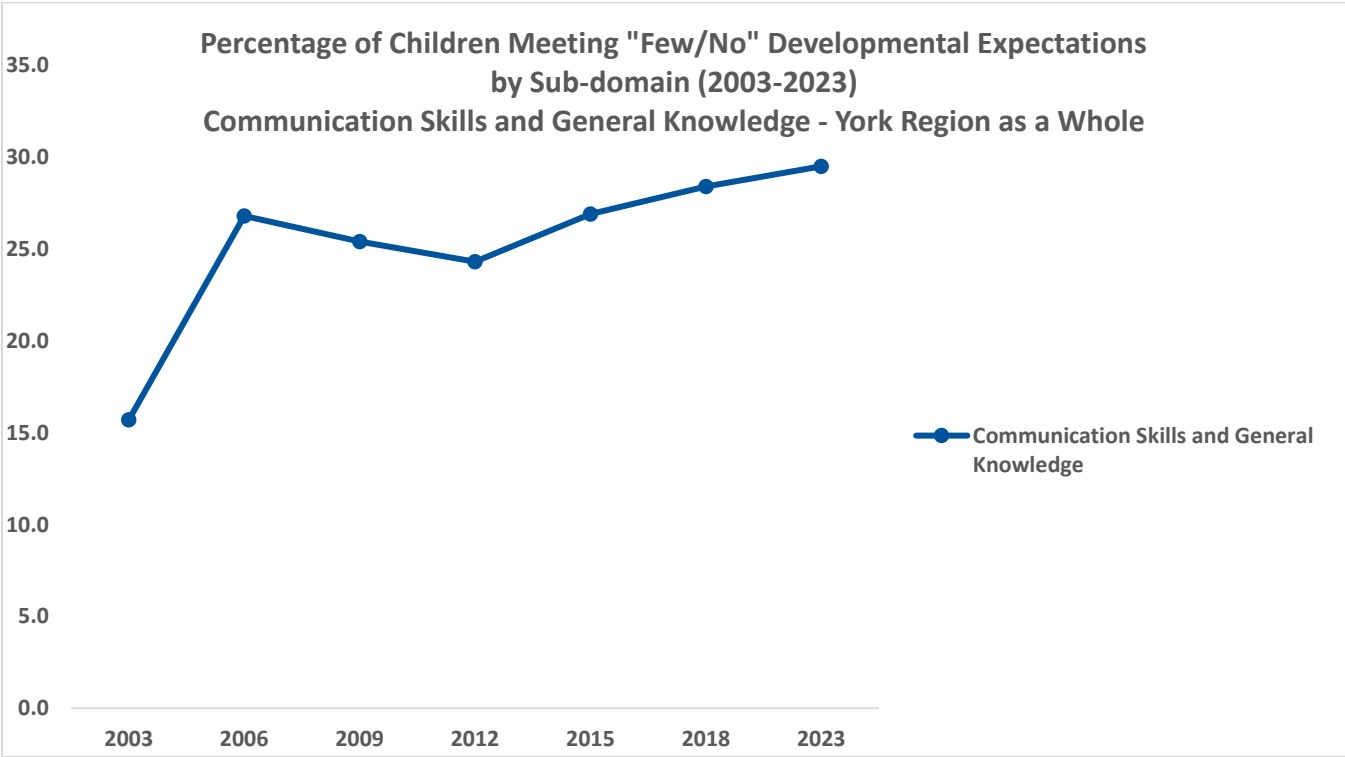


Table 9: Percentage of Children Meeting “Few/No’ Developmental Expectations by Sub-domains of Communication Skills and General Knowledge Domain, York Region (2003 - 2023)

Sub-domains	2003	2006	2009	2012	2015	2018	2023	ON Baseline
Communication Skills and General Knowledge	15.7	26.8	25.4	24.3	26.9	28.4	29.5	27.4

Children With Special Needs

The EDI also captures all senior kindergarten students with special needs, as identified by the Ontario Ministry of Education. Special needs refer to a broad range of disorders affecting behaviour, communication and/or physical or intellectual development. Due to the unique challenges that these children face, this group of children were analyzed separately.

Table 10: Descriptive characteristics of the Regional Municipality of York 2023 Special Needs cohort

Sex	Number	%
Female	151	26.5%
Male	418	73.5%

Language Status	Number	%
ELL/ALF/PANA*	151	26.5%
None	378	66.4%
Missing	40	7.0%
Language Immersion	Number	%
French Immersion	0	0.0%
Other Immersion	1	0.2%
No Language Immersion	547	96.1%
Missing	21	3.7%

Age		
Average Age	5.9	-

Note: *Indicates English Language Learners (ELL), Actualisation Linguistique en Français (ALF), and Programme d’appui Aux Nouveaux Arrivants (PANA)

EDI Dashboard

A [Power BI EDI dashboard](#) has been developed that provides a snapshot of York Region EDI results over the last seven implementations (2003 - 2023).

The dashboard allows you to explore:

- Children’s performance status (on track, at risk, vulnerable) for each of the five domains
- Children’s development scores for each of the five domains in 2023, as well as over time
- Sub-domain outcomes, focusing on those who meet few or no development expectations

Results can be filtered for each of the 64 neighbourhoods and various charts are included to show trends over time, areas of strength and where further support and interventions may be required.

For better understanding of results for future planning purposes and to improve outcomes for all children, it is important to look at other population data. To support this, demographic information is also available in the dashboard, including income and employment, social and mobility, diversity, and housing.

Reflecting on EDI Data

As you analyze and reflect on the EDI data presented in this report and the dashboard, please consider the below guiding questions:

UNDERSTANDING THE DATA

- What patterns or trends do we notice across the five developmental domains?
- Are there particular domains where children in our community are doing especially well or showing vulnerability?
- How does our community compare to others, both regionally and provincially?

CHILD DEVELOPMENT AND WELL-BEING

- What might be contributing to developmental vulnerabilities in specific domains?
- Are there certain neighbourhoods or populations where vulnerabilities are more concentrated?
- Are there areas of strength that we can further examine to better support early development?

CONTEXT AND COMMUNITY

- What community factors (e.g., housing, income, access to services, cultural supports) might be influencing children’s development in a particular area?
- Are there current programs and services that can help address areas of need as shown in the EDI data?
- How has our community changed since previous EDI cycles?

ACTION PLANNING AND STRATEGY

- Where should we prioritize resources, supports, or interventions?
- What partnerships (schools, health, early years providers, etc.) could we strengthen to improve outcomes?

- How can we use the data to advocate for policies that better support families with young children?

COMPLEMENTING OTHER DATA

- How does EDI data align with or differ from other local data sources (e.g., census, school readiness, health data)?
- What additional information would help deepen our understanding of the EDI findings?

Conclusion

The most recent EDI results for York Region highlight both areas of strength and emerging concerns in children's development. While many children are meeting developmental expectations, there remain pockets of vulnerability that signal a need for targeted support and ongoing attention. These findings are particularly important in the context of post-pandemic recovery, which may have impacted children's developmental trajectories in unique and varied ways.

Understanding EDI results within the broader context of local data enables communities, policymakers, and service providers to better respond to the evolving needs of children and families. York Region continues to collaborate and engage with the child care and early years sector, including School Boards, EarlyON and child care operators, to support the use of EDI results for program and service planning. Insights from these engagements will inform future EDI reports. Continued collaboration across sectors, coupled with a shared commitment to early childhood development, will be essential to ensuring that every child in York Region has the best possible start in life.

Appendix

Five domains of the EDI and examples of some of the skills and behaviours associated with each domain are explained in detail below:

PHYSICAL HEALTH AND WELL-BEING

A child doing well is physically ready for a new day at school, is generally independent and has excellent motor skills.

A child doing poorly has inadequate fine and gross motor skills, is sometimes tired or hungry, is usually clumsy and may have fading energy levels.

Sample EDI question: Would you say that this child is well-coordinated (moves without running into things or tripping over things)?

SOCIAL COMPETENCE

A child doing well never or very rarely has a problem getting along, working, or playing with other children; is respectful to adults, is self-confident and able to follow class routines; and is capable of helping others.

A child doing poorly has poor overall social skills; does not get along with other children on a regular basis; does not accept responsibility for his or her own actions; has difficulties following rules and class routines; being respectful of adults, children, and others' property; has low self-confidence and self-control, does not adjust well to change; and is usually unable to work independently.

Sample EDI question: Would you say that this child is able to follow one-step instructions?

EMOTIONAL MATURITY

A child doing well almost never shows aggressive, anxious, or impulsive behavior; has good concentration; and often helps other children.

A child doing poorly has regular problems managing aggressive behavior; is prone to disobedience and/or is easily distracted, inattentive, and impulsive; usually does not help other children; and is sometimes upset when left by their caregiver.

Sample EDI question: Would you say that this child comforts a child who is crying or upset?

LANGUAGE AND COGNITIVE DEVELOPMENT

A child doing well is interested in books, reading and writing and basic math; is capable of reading and writing simple sentences and complex words; and is able to count and recognize numbers and shapes.

A child doing poorly has problems in reading/writing and with numbers; is unable to read and write simple words, is uninterested in trying and is often unable to attach sounds to letters; has difficulty remembering things, counting to 20 and recognizing and comparing numbers; and is usually not interested in numbers.

Sample EDI question: Would you say that this child is able to read simple words?

COMMUNICATION SKILLS AND GENERAL KNOWLEDGE

A child doing well has excellent communication skills, can tell a story and communicate with both children and adults and has no problems with articulation.

A child doing poorly has poor communication skills and articulation; has a limited command of English (or the language of instruction), has difficulties talking to others, understanding and being understood; and has poor general knowledge.

Sample EDI question: How would you rate this child's ability to tell a story?

Disclaimer: Research and analysis prepared by Social Services, Community and Health Services Department, Regional Municipality of York. This information is not exhaustive of all research relevant to York Region. It is provided for reference purposes only. York Region accepts no liability for the consequences of any actions taken on the basis of the information provided. For all inquiries and questions regarding this information, its dissemination and use, please contact 1-877-464-9675 or visit york.ca.

Research and analysis prepared by the Strategies and Partnerships Branch, Community and Health Services Department, Regional Municipality of York. This information is not exhaustive of all research relevant to York Region. It is provided for reference purposes only. York Region accepts no liability for the consequences of any actions taken on the basis of the information provided. For all inquiries and questions regarding this information, its dissemination and use, please contact 1-888-256-1112 or visit york.ca.

Organizations wishing to use any portion of this publication are requested to use the following citation when referencing this document:
The Regional Municipality of York, 2025. The Early Development Instrument (EDI) York Region Results - 2023. Newmarket, Ontario.

