

HUMAN AND SOCIAL DEVELOPMENT

EDI, MDI AND SLS DATA

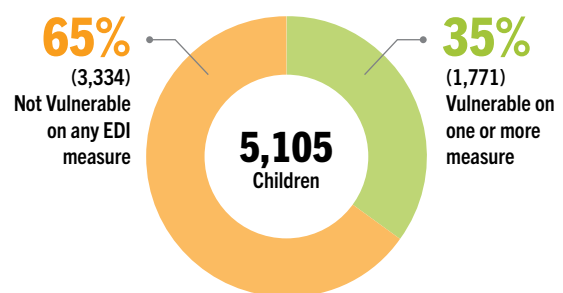
Early Development Instrument (EDI)

The **Early Development Instrument (EDI)** is a questionnaire completed by Kindergarten teachers from across BC, measuring five core areas of early child development: these areas are good predictors of adult health, education and social outcomes.

- 1) physical health and wellbeing,
- 2) social competence,
- 3) emotional maturity,
- 4) language and cognitive development, and
- 5) communication skills.

Wave 7 data collection for the EDI took place over three school years, beginning with 2016/17 and ending in 2018/19. The 2018/19 school year included 4,872 Kindergarten students who were assessed using the EDI, the largest student population of the three years, and representing 96% of the total 5,105 Kindergarten students assessed in Surrey during that span. Results of the EDI revealed that among the total of 5,105 students assessed over the 3-year period of Wave 7, two-thirds (65%) of Surrey's Kindergarten students are not vulnerable on any EDI measure (see Figure 1).

Figure 1. Percentage and number of students identified as vulnerable on the EDI, 2016/17–2018/19



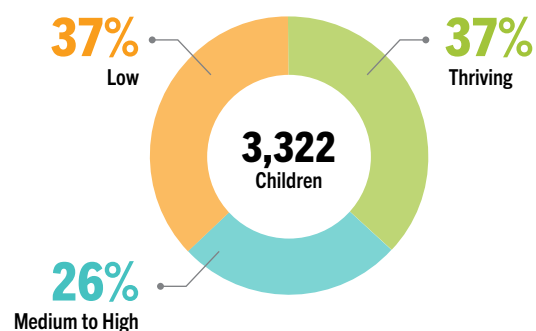
On three of the five domains—Physical Health and Wellbeing, Social Competence, and Emotional Maturity—a lower percentage of Surrey Kindergarten students were reported as being vulnerable than the provincial average. The percentage of Kindergarten students in Surrey reported as vulnerable in the domains of Language and Cognitive Development and Communication Skills and General Knowledge was greater than the provincial average.¹

Middle Years Development Instrument (MDI)

The **Middle Years Development Instrument (MDI)** is a self-report questionnaire that asks children in Grade 4 to 8 about their thoughts, feelings, and experiences in school and in the community.

The MDI includes the **Well-Being Index**, which combines measures relating to children's physical health and social and emotional development that are of critical importance during the middle years.

Figure 2. MDI Well-Being Index for Grade 4 students in Surrey Schools, 2019/20

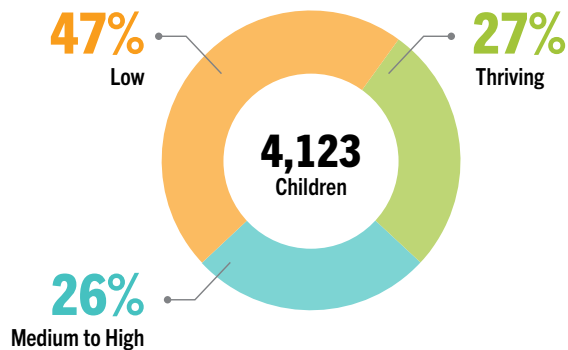


¹ Human Early Learning Partnership. *Early Development Instrument [EDI] report. Wave 7 Community Profile, 2019. Surrey School District (SD36).* Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health; February 2020. Available from: http://earlylearning.ubc.ca/media/edi_w7_communityprofiles/edi_w7_communityprofile_sd_36.pdf

Based on students' scores on these measures, students are assigned to three categories of well-being: Low, Medium to High and Thriving. In the 2019/20 school year, the Surrey School District had 5,478 Grade 4 students. Among the 3,322 Grade 4 students who completed the MDI, six in ten (63%) students had a Medium to High to Thriving level of Well-Being; students in these categories had no low scores on any dimension of well-being measured (see Figure 2).

The Surrey School District had 5,798 Grade 7 students during the 2019/20 school year. Among the 4,123 students who completed the MDI, just over half (53%) of Grade 7 Surrey School District students had a Medium to High to Thriving level of Well-Being; students in these categories had no low scores on any dimension of well-being measured (see Figure 3).

Figure 3. MDI Well-Being Index for Grade 7 students in Surrey Schools, 2019/20



Experiences in the middle years, especially between the ages of 10 to 13, have critical and long-lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.

Peer Relationships were identified as the single greatest asset present in the lives of Grade 4 students (81%) and Grade 7 students (77%), reflecting students' sense of belonging and close friends. The asset with the lowest presence, as indicated by six in ten Grade 4 and Grade 7 students (63%) was Nutrition and Sleep, suggesting that having meals with families, eating breakfast, and sleeping well on a regular basis is not as prevalent in the lives of these students relative to other assets they rated. Tables 1 and 2 provide the percentages of Grade 4 and Grade 7 students who indicated that an asset was present in their lives.

Table 1. MDI Assets Index for Grade 4 students in Surrey Schools, 2019/20

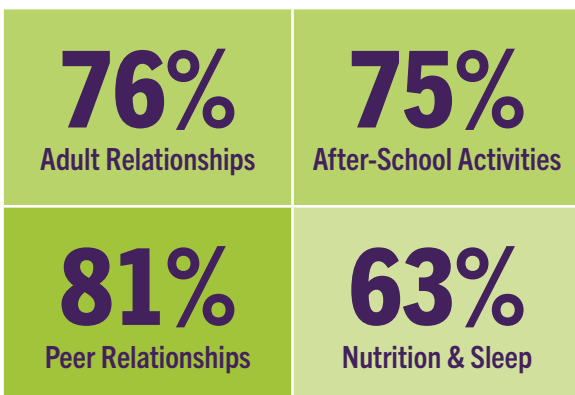
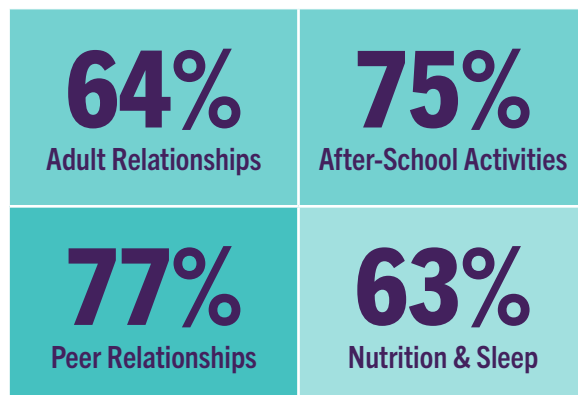


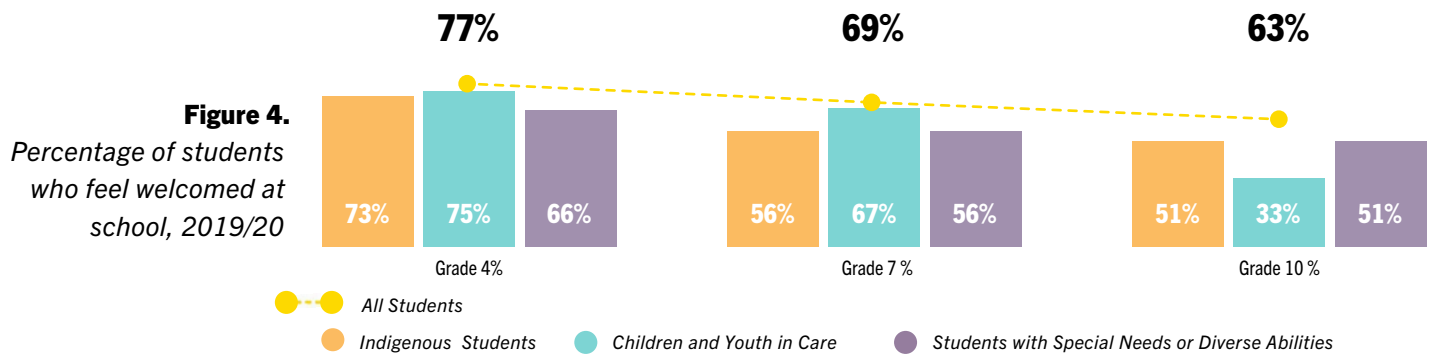
Table 2. MDI Assets Index for Grade 7 students in Surrey Schools, 2019/20



Student Learning Survey (SLS)

Belonging is a fundamental need for everyone. Feeling a sense of connectedness to family, peers, school, and community is one of the most important assets for a child's well-being, health, and success in life.

In the 2019/20 school year, 69% of Surrey students indicated they felt welcomed at school. The number of **Indigenous students** who have indicated they feel welcomed in school has fluctuated between 60% and 65% over the past three years (see Figure 4).



Research shows that children with positive peer relationships feel better about themselves, experience greater mental health, are more prosocial, and perform better academically. A single caring adult, whether they are a family member, coach, teacher, an elder, or a neighbour, can positively influence a child's life and promote resilience.

Results indicate that Surrey students' sense of belonging at school is higher in lower grades and declines as students move up grade levels (see Figure 5). This is not surprising given the evidence from educational research that as students progress through school grades, students can feel less connected and have a reduced sense of belonging as their time to form meaningful classroom bonds are spread out to many classrooms rather than just one. Moreover, teachers in upper grades have the obstacle of forming a strong sense of community across several cohorts of students compared to lower grade levels where often one cohort is assigned to one teacher.

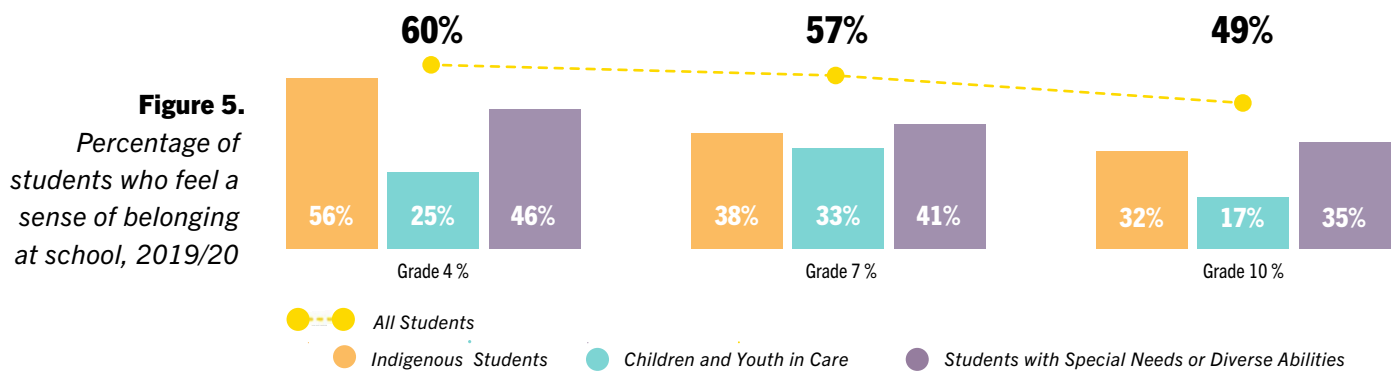


Figure 6.
Percentage of students who feel safe at school, 2017/18–2019/20

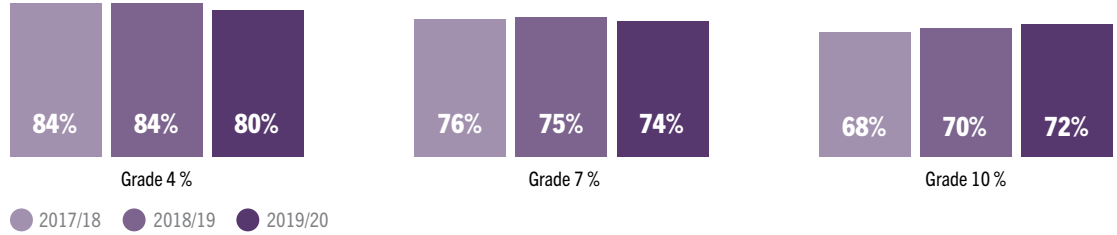
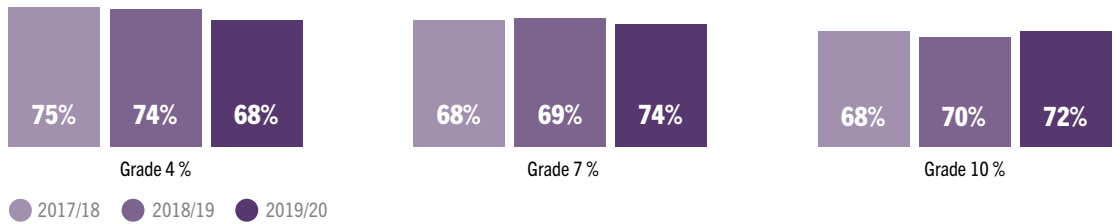


Figure 7.
Percentage of students who feel they have at least two adults who care about them at school, 2017/18–2019/20



Results from the last three years find that 84% of Grade 4 students feel safe at school. Similar to the findings regarding student’ sense of belonging, the number of students who indicate they feel safe at school follows a downward trajectory as students transition between grade levels (see Figure 6). 68% of Grade 4 students, 66% of Grade 7 students, and 62% of Grade 10 students feel that they have at least two adults at school who care about them (see Figure 7).