



**Data Into Action
for Oakland's Children
and Families:
Using the 2020
Early Development
Instrument (EDI)
Results**

In 2017, Oakland Unified School District (OUSD) and Oakland Starting Smart and Strong (OSSS) released a powerful data set on children's development using the [Early Development Instrument \(EDI\)](#). In 2020, we have collected and released a second round of EDI data.

OSSS is a collaborative created so that every Oakland child grows up healthy and engaged in learning. Our goal is to create equitable, universal access to high-quality early learning experiences that promote healthy development.

The Early Development Instrument (EDI): A neighborhood-level tool

The EDI is a community snapshot of Kindergarten children's health, development, and school readiness. We can use the results to assess how the Oakland early childhood community can better prepare ALL children in Oakland for school. The results can also help us address the needs of students in Kindergarten as they progress through school in OUSD.

An internationally recognized tool, the EDI assesses child development in the five domains, shown below.



How we collect and report the EDI data

Kindergarten teachers across OUSD generously dedicated their time to fill out the EDI questionnaire for each of their students. In January 2020, we collected our second round of EDI data. In total, 52 schools participated, and we gathered data on 93% of kindergarteners. UCLA Center for Healthier Children, Families, and Communities provided technical support, with funding from the David and Lucile Packard Foundation.

As a population-level measure, the EDI shows us where in Oakland children are most developmentally on track and where there is need for additional support. Because the focus of the EDI is to work together as a community to prepare all of our children for school, the EDI results are not reported on individual children or teachers, nor are the data used to evaluate individual children or teacher performance. Results by neighborhood help us understand the geographic patterns and societal conditions that are driving children's developmental outcomes across Oakland.

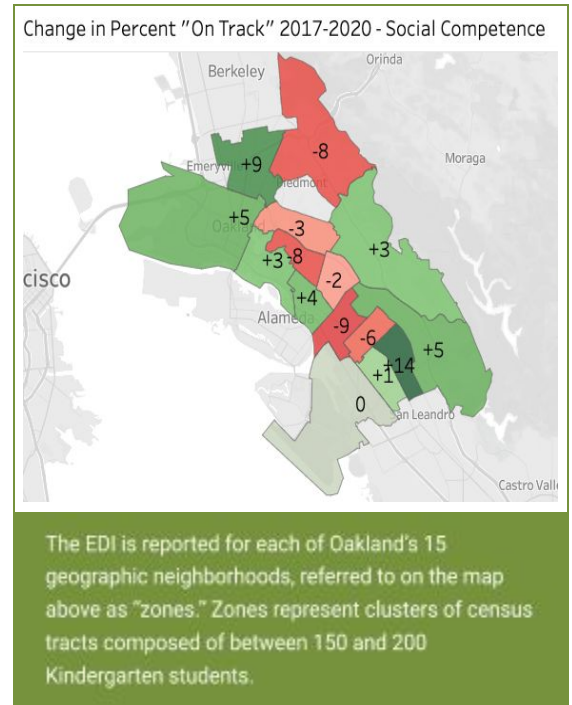
How we interpret the EDI Data:

No single dataset on children, including the EDI results, can tell the full story of a neighborhood and its children. While further study is needed, we understand the possibility that implicit bias may have affected EDI results. We also recognize that the EDI's English-centric literacy questions may not fully measure the language achievements of our dual language learners. As a measure of how systems are serving young children, the EDI is meant to spark conversations on how to leverage data for family and community priorities. The EDI data can help us identify systems change priorities.

What we've learned

Since 2017, 8 EDI zones had an increased percentage of students rated as “On Track” on the “Social Competence” domain. Students rated on the EDI as “on track” are more likely to be successful later in their school years and beyond. These increases may be related to the increased social and emotional supports implemented by Oakland Unified School District’s Early Learning Department and Oakland Head Start. These results also demonstrate the importance of working together as a community to ensure that all students have access to strong social and emotional supports.

We also saw that 13 EDI zones had a decreased percentage of students rated as “On Track” on the “Language and Cognitive Development” domain. The decreases were most significant in zones with a high percentage of dual language learners (DLLs). Because the EDI focuses on English language development, these results do not tell us the whole story of how well our DLLs are progressing in their home language. However, they do tell us there is more we can do to ensure that all DLLs have the support necessary to develop their literacy skills in all languages they are learning.



We can also observe differences in EDI results between zones, which gives us an opportunity to investigate strengths and inequities across the city, such as affordable housing and access to high quality early learning, health and family supports.

How we used the 2017 EDI Data

We each have a role to play in using the EDI results to improve conditions for children. Here are some ideas about what you can do with these data.

- **Informed program planning in OUSD Early Childhood Education (ECE)**
 - Opened five new ECE classrooms in East Oakland, Fruitvale, and West Oakland
 - Increased inclusion opportunities for children with disabilities
 - Collaborated with OUSD Office of Equity on how to support early literacy skills
- **Increased Social and Emotional Supports in OUSD ECE**
 - Institutionalizing [Kinder Transition practices](#), including Teacher Leaders and Transitions Forms
 - [Resilient Oakland Communities & Kids \(ROCK\)](#) trauma-informed professional development
 - Hired more behavioral health staff
- **Increased collaboration between diverse stakeholders**
 - Met with [Healthy Havenscourt Collaborative](#), San Antonio Family Resource Center, [BANANAS](#), and other community groups to discuss how to use the data to advocate for community needs
 - OSSS Data Committee met monthly to discuss acting on EDI results. Members included OUSD, [Parent Voices Oakland](#), Alameda County, [First 5 Alameda](#), BANANAS, and [Oakland Promise](#).
- **Shared the EDI with City of Oakland stakeholders**
 - Met with Mayor Libby Schaaf, City of Oakland Head Start, and [Oakland Fund for Children and Youth \(OFCY\)](#) to discuss how the EDI data can be used to identify community needs and allocate resources.
 - OFCY included the EDI as a resource in their [2019-2022 Strategic Investment Plan](#)

Plans for the 2020 EDI Data

- Collaborate with the 0-5 Oakland Family Resource Center Network on Asset Mapping, and supporting parents and families in using the EDI as a tool for advocacy.
- Address decreases in the Language and Cognition Domain by developing supports for Dual Language Learners, and reviewing culturally and linguistically appropriate assessment tools for multilingual learning.
- Encourage City of Oakland and Alameda County leaders to use the EDI as an equity indicator and a tool for resource allocation.

How you can get started using the EDI

You can learn about how to [Turn Data into Action](#) on the OSSS website and find OUSD's interactive dashboard of the EDI data at tinyurl.com/OaklandEDI. This dashboard includes a more detailed overview of the five EDI domains, profiles of each Oakland zone, maps to compare the 2017 and 2020 data, and the EDI questionnaire teachers complete for each student.

To get involved

OSSS and OUSD are actively engaged in sharing the EDI data with a diverse group of Oakland stakeholders to promote citywide conversations about preparing all of our children for Kindergarten. If you would like to be part of this process or have any questions, please contact us!

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