

Using EDI Citywide Data in Your School or Center

Your school or center can use the citywide Early Development Instrument (EDI) data to:

Shine a spotlight on your neighborhood, as well as communities throughout the city:

Most educational assessments give us information about one child or help us plan for small groups of children. The EDI is a different kind of tool – we can use it to look at how young children within the city and neighborhood clusters are faring at the population level. While the data was provided by teachers who know their students well, the EDI data does not link back to performance of schools, teachers, or students. The EDI data by school or center is not public. It allows us to think about the snapshot of 4-year-olds across the city. DC can find the EDI data sorted by neighborhood data particularly valuable. With strong school choice, The EDI presents citywide data on where children live, instead of where they go to school. The EDI provides DC community members, including school staff, a platform for discussing how we can change neighborhood conditions in place-specific ways that better support families and, in turn, better support young children as they begin early elementary grades.

● Next steps to consider:

- Note where your school or center is located. What does the corresponding EDI data indicate about your school or center's neighborhood, including where your students live?
- Identify the types of neighborhood conditions that support children's development, including your staff's experiences.
- Find ways to use this as a tool to discuss inequity in the city.

Spark discussions with other sources of data and knowledge:

The EDI data is valid and reliable, and the outcomes reveal valuable information about DC children's proportions of vulnerability. As a school, you have other schoolwide and student-level data you can use to compare to the EDI results. The experiences of your staff, students, families, and community members also are a source of data for your school. You can welcome these experiences in conjunction with the EDI data – and through these conversations, can bring to light crucial information and needs of your community.

● Next steps to consider:

- Compare the EDI data with other data sources you have at your school or center. Consider your GOLD, CLASS, or other classroom and school-level data and if it might tell a similar story or reveal different trends.
- Use this tool to help you listen to experiences of parents, staff, and community members. How can these stories inform how you understand the community conditions that created these outcomes?
- The [Our Children, Our Community, Our Change](#) action guide and other resources at RaiseDC.org/ourchildren give you the concrete resources to lead a conversation about the EDI – and identify actions individuals and organizations can take.

Be a common lens to support investments in children's development in DC:

As school leaders and teachers, you understand your students and families, as well as the challenges they face. Consider how you can use the EDI data to be a strong advocate to address these families' and students' needs. The EDI data provides information about five domains, which you can use to gain insight to children's holistic development, and not just one or two discrete areas. As a school, you can harness the EDI results to provide data to your neighborhood and community in each of the places children need support.

Since stakeholders throughout the city can use EDI data to observe trends in children's developmental outcomes across the District, this can spur questions about supports for children and families that transcend schools or LEAs. You can help the full community take charge to transform the EDI results into action steps.

You can use the outcomes to help translate your students' need to others in the city who can impact the lives of students, especially beyond the doors of a school or center. For example, school officials in San Antonio, Texas, compared access to transportation to EDI data and found that the most vulnerable children were often those with the least access to transit options. Officials there have used this finding to advocate for improved access to transportation for targeted San Antonio students.

- **Next steps to consider:**

- As you discuss the data, describe the factors your community sees that would better contribute to citywide trends? What needs do you see that would support your children's development?
- Share the EDI data – why organizations, institutions, or neighborhood entities that interact with your students and families could use this data?
- How can thinking about the EDI subdomains help you focus your actions as a school and as a community?
- Use the EDI to explain children's development to other entities.