

## A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT SPARTANBURG COUNTY, SOUTH CAROLINA

Thanks to the support of local teachers, Spartanburg County, South Carolina recently completed a community school readiness assessment using the Early Development Instrument (EDI). This report summarizes findings from the EDI, both for the community as a whole and for local neighborhoods. We hope this report will serve as a catalyst for bringing together individuals, organizations and community leaders who are working to improve school readiness and create better environments for our children.

The EDI is a population measure of child development and school readiness, which means that it collects information about kindergarten age children in participating geographic areas and creates an overall snapshot of their developmental progress. The EDI does not label or identify individual children with specific problems. Instead, it looks at how experiences at home and in the community can help prepare children for the school environment.

The EDI provides local leaders with the information they need to evaluate school readiness, plan how to improve programs and supports, and better coordinate services to help children develop and learn before and during their school years.

The EDI provides information about children in five developmental areas that are known to affect well-being and school performance:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

The Snapshot includes a summary of the EDI results for Spartanburg County and provides tips for interpreting tables and maps as a first introduction to the EDI.

### UNDERSTANDING EDI RESULTS

EDI results are reported as the percentage of children who are developmentally "vulnerable," "at-risk," and "on track" in each of the five areas. Children who score at or below the 10th percentile of the national EDI population in each area are considered developmentally vulnerable. Children who score above the 10th percentile but at or below the 25th percentile are considered at-risk for becoming vulnerable, and those who score above the 25th percentile in each area are considered on track.

The results in this Snapshot reflect data collection by participating kindergarten teachers during the 2017-2018 school year. In addition, data were combined with the prior two years for schools that did not collect

data again in 2017-2018, if applicable. Lastly, this Snapshot reflects all valid records for children who live or go to school in the community.

**Figure 1** shows that EDI data were reported for 2,535 children in Spartanburg County. It also provides some additional background information about the children surveyed.

**Figure 1: Children’s Background Information – Spartanburg County (2018)**

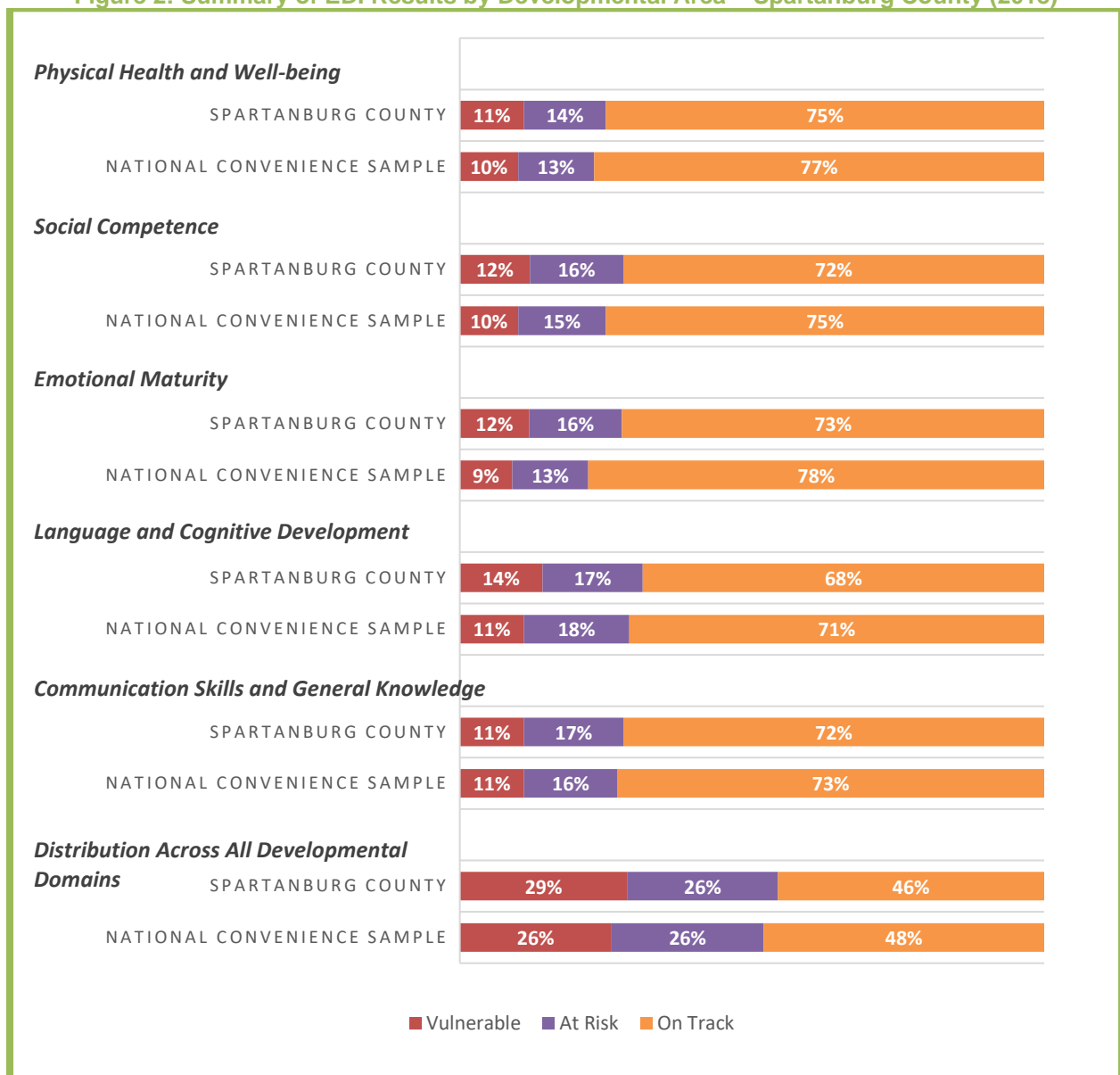
School Information	
Participating school districts	7
Participating schools	34
Classrooms collecting EDI information	153
Community Information	
Children	2,535
Children who are English Language Learners (ELL)	11%
Children who have an Individualized Education Program (IEP) for children with disabilities	11%
Race/Ethnicity:	
African-American, Black	28%
Asian, Native Hawaiian or other Pacific Islander	2%
Hispanic, Latino/a	<1%
White	61%
Other	8%

**Figure 2** summarizes results from the EDI. The figure describes each of the five developmental areas assessed by the EDI and, for each, displays the percentage of children who are developmentally vulnerable, at risk or on track against the results from our national convenience sample from 2017.

- The red portion of the bar charts represents the percentage of children considered vulnerable in each of the five developmental areas. Children are categorized as “vulnerable” in a domain if the mean score of their EDI items for that domain falls at or below the 10<sup>th</sup> percentile population cutoff.
- The purple portion of the bar charts represents the percentage of children considered developmentally at risk. Children are categorized as “at-risk” in a domain if the mean of their EDI items for that domain is above the 10<sup>th</sup> percentile cutoff but falls at or below the 25<sup>th</sup> percentile cutoff.
- The orange portion of the bar charts represents percentage of children considered on track, those who fall above the 25<sup>th</sup> percentile. Children are categorized as “on track” in a domain if the mean of their EDI items for that domain falls above the 25<sup>th</sup> percentile cutoff.

Small percentages are better in the red series and large percentages are better in the orange series.

**Figure 2: Summary of EDI Results by Developmental Area – Spartanburg County (2018)**



**Figure 3.** Columns 1-7 show, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable, meaning they scored at or below the 10<sup>th</sup> percentile population cutoff. Columns 8-10 provide a composite measure across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

- The number and percentage of children vulnerable (at or below the 10<sup>th</sup> percentile) on one or more developmental domains;
- The number and percentage of children at-risk (above the 10<sup>th</sup> percentile on all domains but at or below the 25<sup>th</sup> percentile) on one or more domains; and
- The number and percentage of children on track (above the 25<sup>th</sup> percentile) on all valid domains.

**Figure 3: Summary of EDI Results by Domain and by Neighborhood – Spartanburg County (2018)**

(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	Percent of Children Developmentally <u>Vulnerable</u> by Area					Distribution Across <u>All</u> Developmental Areas		
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	NOT ON TRACK		ON TRACK
							(8) Developmentally <u>Vulnerable</u> on One or More Developmental Areas	(9) Developmentally <u>At Risk</u> on One or More Developmental Areas	(10) Developmentally <u>On Track</u> on All <sup>2</sup> Developmental Areas
203.01	20	25%	15%	25%	10%	5%	35%	40%	25%
204	12	25%	25%	33%	33%	33%	50%	17%	33%
205	21	24%	19%	20%	24%	24%	43%	24%	33%
206.01	59	10%	17%	12%	14%	14%	27%	25%	47%
206.02	20	20%	5%	5%	30%	20%	30%	35%	35%
206.03	26	8%	12%	12%	12%	23%	35%	27%	38%
207.01	50	20%	22%	28%	16%	10%	44%	32%	24%
207.02	32	9%	6%	6%	13%	9%	25%	25%	50%
208	22	14%	14%	23%	9%	9%	36%	18%	45%
209**	10	20%	0%	20%	20%	10%	40%	20%	40%
210.01	41	2%	7%	10%	12%	5%	22%	49%	29%
211	36	14%	17%	17%	19%	17%	36%	28%	36%
212	29	7%	14%	10%	10%	7%	24%	14%	62%
213.01	20	20%	35%	30%	50%	40%	70%	10%	20%
213.02	27	0%	0%	4%	4%	4%	7%	15%	78%
213.03	35	6%	17%	11%	20%	14%	26%	26%	49%
214.01	23	17%	17%	13%	22%	17%	39%	26%	35%

(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	Percent of Children Developmentally <u>Vulnerable</u> by Area					Distribution Across <u>All</u> Developmental Areas		
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	NOT ON TRACK		ON TRACK
							(8) Developmentally <u>Vulnerable</u> on One or More Developmental Areas	(9) Developmentally <u>At Risk</u> on One or More Developmental Areas	(10) Developmentally <u>On Track</u> on All <sup>2</sup> Developmental Areas
214.03	33	6%	12%	10%	15%	18%	30%	33%	36%
215**	32	13%	13%	16%	28%	9%	41%	38%	22%
216	27	7%	7%	11%	11%	7%	26%	33%	41%
217	60	13%	10%	8%	25%	18%	37%	22%	42%
218.02**	35	17%	11%	6%	17%	14%	29%	26%	46%
219.01	88	7%	16%	10%	14%	13%	26%	20%	53%
219.02	96	6%	4%	7%	7%	7%	19%	25%	56%
220.03	48	10%	19%	21%	10%	13%	33%	33%	33%
220.04	34	21%	18%	0%	12%	6%	32%	21%	47%
220.05	53	8%	8%	8%	4%	8%	15%	13%	72%
220.06**	53	15%	11%	8%	23%	9%	30%	19%	51%
220.07	36	3%	6%	14%	6%	8%	22%	33%	44%
221.01	25	0%	0%	4%	4%	0%	8%	12%	80%
221.02	17	12%	18%	24%	0%	0%	29%	24%	47%
222.01	47	17%	4%	21%	19%	9%	34%	19%	47%
222.02	47	19%	13%	15%	13%	11%	30%	30%	40%
223.02	37	11%	8%	8%	3%	8%	27%	22%	51%
223.03	23	26%	35%	52%	26%	30%	61%	22%	17%
223.04	36	19%	31%	14%	28%	22%	36%	19%	44%
224.01	44	16%	18%	9%	20%	9%	36%	25%	39%
224.03	86	9%	12%	7%	10%	2%	21%	17%	62%
225**	31	13%	6%	16%	16%	3%	39%	23%	39%

(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	Percent of Children Developmentally <u>Vulnerable</u> by Area					Distribution Across <u>All</u> Developmental Areas		
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							(8) Developmentally <u>Vulnerable</u> on One or More Developmental Areas	(9) Developmentally <u>At Risk</u> on One or More Developmental Areas	(10) Developmentally <u>On Track</u> on All <sup>2</sup> Developmental Areas
226	35	9%	3%	9%	14%	3%	23%	29%	49%
227	81	14%	15%	19%	11%	22%	36%	20%	44%
228.01**	15	7%	13%	13%	13%	40%	47%	27%	27%
228.02	91	1%	10%	8%	8%	8%	18%	25%	57%
229	67	13%	16%	10%	15%	13%	34%	27%	39%
230.01**	18	6%	11%	17%	0%	6%	17%	28%	56%
230.02	39	13%	3%	3%	8%	5%	21%	18%	62%
231.01	64	13%	14%	9%	25%	20%	36%	20%	44%
231.02	53	9%	9%	8%	8%	13%	26%	21%	53%
232.02**	20	10%	20%	5%	10%	10%	35%	25%	40%
234.01	15	7%	0%	0%	0%	7%	13%	53%	33%
234.02**	28	11%	18%	4%	14%	7%	25%	14%	61%
234.03	32	9%	6%	9%	9%	13%	19%	34%	47%
234.04	66	8%	14%	8%	11%	8%	27%	20%	53%
234.05**	19	16%	0%	11%	16%	5%	26%	42%	32%
235	58	7%	7%	5%	14%	7%	21%	29%	50%
236	71	7%	17%	13%	14%	7%	30%	25%	45%
237	56	9%	7%	5%	7%	5%	20%	34%	46%
238.01	54	9%	7%	4%	6%	7%	19%	22%	59%
238.02	43	7%	7%	5%	16%	9%	19%	30%	51%
239	44	27%	18%	23%	30%	9%	48%	23%	30%
Neighborhood-wide <sup>3</sup>	2,462	11%	12%	11%	14%	11%	29%	25%	47%

(1) Neighborhoods	(2) Number of surveys <sup>1</sup>	Percent of Children Developmentally <u>Vulnerable</u> by Area					Distribution Across <u>All</u> Developmental Areas		
		(3) Physical Health and Well-being	(4) Social Competence	(5) Emotional Maturity	(6) Language and Cognitive Development	(7) Communication and General Knowledge	NOT ON TRACK		ON TRACK
		(8) Developmentally <u>Vulnerable</u> on One or More Developmental Areas	(9) Developmentally <u>At Risk</u> on One or More Developmental Areas	(10) Developmentally <u>On Track</u> on All <sup>2</sup> Developmental Areas					
Community-wide <sup>4</sup>	2,535	11%	12%	12%	14%	11%	29%	24%	46%

Data Source: Teacher Reported EDI Checklist. Children who score at or below the 10<sup>th</sup> percentile of the national EDI population in each area are considered developmentally vulnerable, those who score above the 10<sup>th</sup> percentile but at or below the 25<sup>th</sup> percentile in each area are considered at risk, and those who score above the 25<sup>th</sup> percentile in each area are considered on track.

<sup>1</sup>N is the number of valid records by neighborhood. The actual N for each domain may be lower (refer to Tables 5-9 for the N by domain).

<sup>2</sup>N of Developmentally On Track on All Domains refers to children on track on all valid domains. A record may be valid with as few as four completed domains.

<sup>3</sup> N reflects both mapped and suppressed EDI records that have valid addresses in one of the identified neighborhoods within the target geography.

<sup>4</sup> N includes EDI records for all children who attend school and/or live in the community.

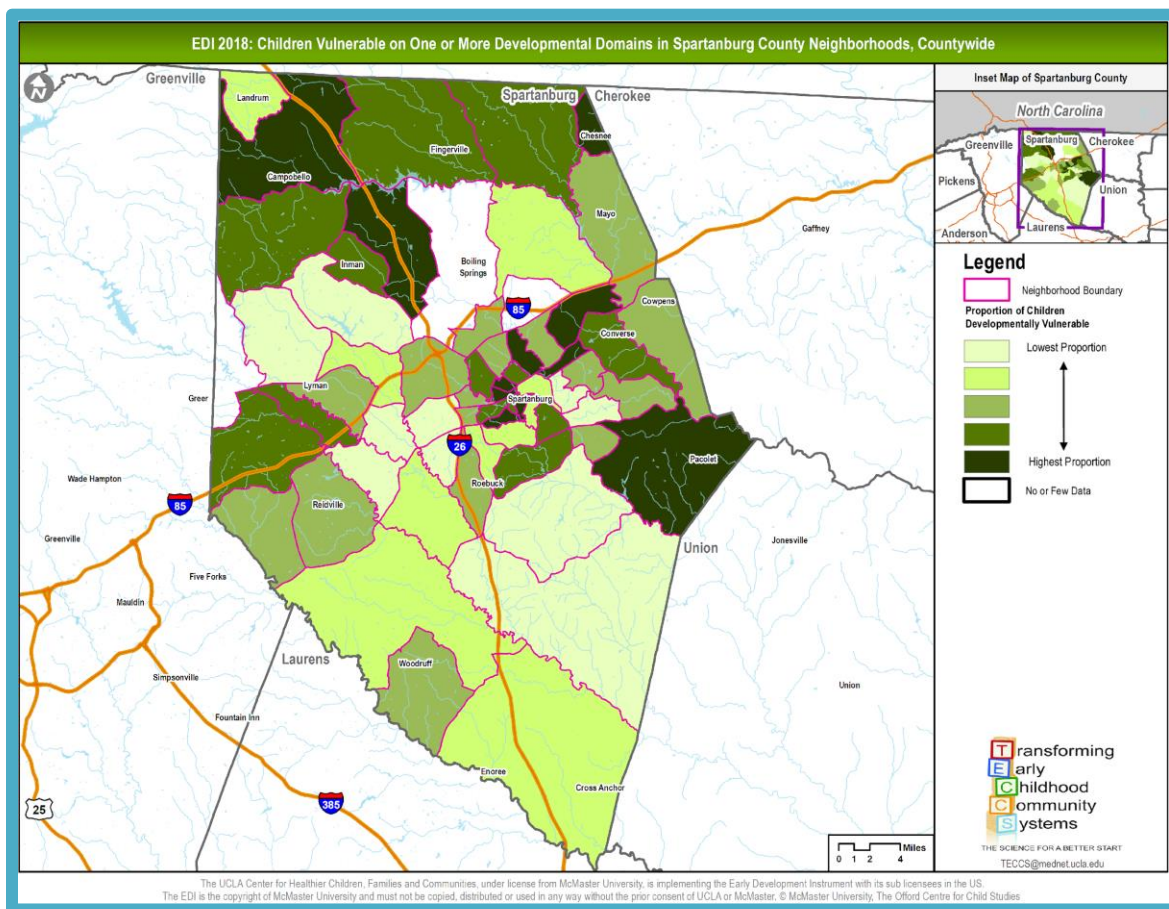
\*\* Data do not meet the EDI participation rate threshold for neighborhoods of this size, therefore additional consideration is warranted as the data may not be representative of all children living there.

When evaluating neighborhood level findings, it's important to consider both the percentages and the number of children surveyed. High rates of vulnerability may translate to a small number of children vulnerable because few children live in the neighborhood. In contrast, moderate rates of vulnerability may translate to a large number of children vulnerable when many children live in the neighborhood. Consideration should also be given to the reasons some communities may have lower vulnerability. It may be that they have achieved positive results because of sustained and effective prevention and intervention programs.

**Figure 4** provides a visual snapshot of children's developmental status in different neighborhoods. The shading on the map represents the range of developmental vulnerability. Areas with lighter shading have a lower percentage of developmentally vulnerable children, while areas with darker shading have a higher percentage of developmentally vulnerable children.

Indicator maps compliment the EDI maps by providing information about the influences on child development outcomes. For example, family poverty rates are mapped and can be analyzed alongside EDI results to help provide the community context for the EDI outcomes. The maps can also be used to identify service gaps by including the locations of early learning, health and family support services.

**Figure 4: Map of EDI Results – Spartanburg County (2018)**



**COMMUNITY USE OF THE EDI TO CREATE POSITIVE CHANGE FOR YOUNG CHILDREN**



This EDI Snapshot gives individuals, organizations and community leaders the information they need to work more effectively to improve the lives of young children. Communities are using EDI results in many creative ways, including:

- Identifying and/or increasing awareness of local needs, assets and other important indicators
- Providing baseline information on the readiness of children entering kindergarten to inform curriculum and program needs
- Improving or creating initiatives and programs
- Strengthening coordination and alignment of services
- Supporting applications for public and private funding opportunities

- Engaging communities in mapping local assets
- Building a framework for understanding child development and the importance of investing in young children
- Taking collective actions to meet the developmental needs of children
- Building networks of school readiness advocates and creating partnerships between organizations
- Improving professional development opportunities and supports for those caring for young children
- Assisting with strategic planning for organizations and community initiatives
- Learning from differences in strengths and needs between local neighborhoods

## ABOUT US AND WHO TO CONTACT

This effort to track and improve conditions for young children is led by the [INSERT NAME OF LOCAL INITIATIVE] which aims to [INSERT BRIEF DESCRIPTION OF THE LOCAL INITIATIVE'S MISSION]. This local effort is part of a national initiative called Transforming Early Childhood Community Systems (TECCS). TECCS is a partnership with the UCLA Center for Healthier Children, Families and Communities and United Way Worldwide. TECCS uses EDI data to improve school readiness by providing accurate information about young children's developmental progress

that guides state, regional and local efforts to make effective improvements in early childhood systems. Since 2008, TECCS has spread to over seventy communities nationwide.

For questions about the local initiative or to receive the full EDI Community Profile, please contact [INSERT LOCAL CONTACT INFORMATION AND OTHER RESOURCES INFORMATION]. For questions about the national TECCS initiative, please go to [www.TECCS.net](http://www.TECCS.net) or email [TECCS@mednet.ucla.edu](mailto:TECCS@mednet.ucla.edu).

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