What can we do to ensure our children are ready for school?

The EDI Can Pave the Way

In our hands is their future...
That’s right! Children are born with billions of neurons just waiting... for stimulation, experiences, love and support.

Babies’ brains develop at a tremendously rapid pace, forming thousands of connections with each and every taste, touch, smell, sight, and sound they experience, even prenatally. Those connections build upon each other and strengthen through interactions with families and caregivers. Positive and supportive environments guide their development and provide the foundation for future learning and well-being.

Children are born ready to learn. They are eager to learn, explore, and try new things. “Getting ready for kindergarten” is fostered throughout a child’s early development and can be monitored and supported through the many developmental milestones that children reach.

Long before stepping into a kindergarten classroom, children are getting ready for kindergarten.

Just after birth, after fingers and toes are counted, noticing what those fingers and toes can do is the first observation of a child’s fine and gross motor skills. These are just some milestones in physical health and well-being, one of five developmental domains.
Every child is born a billionaire.

Age 2: runs, climbs, turns pages in a book, throws a ball, holds a crayon

Age 3: climbs on playground equipment, draws circles and lines, puts on clothes

Age 4: catches a ball with whole arms, hops on one foot, cuts lines and circles with scissors

Age 5: catches ball in hands only, draws recognizable pictures, prints some letters
Physical Health and Well-Being
For example: holds a pen, crayon or paintbrush, manipulates objects, is overdressed/underdressed for school activities, is too tired or sick to do school work, has independent bathroom habits most of the time

Social Competence
For example: respects property of others, listens attentively and follows directions, curious about the world and eager to play, plays and works cooperatively with others, and shows self-confidence

Emotional Maturity
For example: volunteers to help, is able to concentrate appropriately, is not upset/anxious when dropped off, and invites others to join in play
The EDI helps identify ways we can strengthen our community to support early childhood development.

The Early Development Instrument (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 to succeed in school.

**Language and Cognitive Development**

For example: identifies at least 10 letters of the alphabet, experiments with writing tools, writes his/her name in English, reads simple words, is interested in games involving numbers, counts to 20, recognizes numbers 1-10 and geometric shapes

**Communication Skills and General Knowledge**

For example: listens in English, communicates his/her needs to adults and peers, tells a story, articulates clearly, understands what is being said
The EDI reveals...

In Spartanburg County, 47% of children are ready for school, meaning they are “on track” in all five domains of readiness.

EDI results are reported as the percentage of children who are developmentally “vulnerable,” “at-risk,” or “on track.”

Distribution Across All Developmental Domains

**SPARTANBURG COUNTY**

29% 25% 47%

* not 100% due to rounding

**NATIONAL CONVENIENCE SAMPLE**

26% 26% 48%

EDI maps provide a visual snapshot of children's developmental status. The shading on the map represents the range of developmental vulnerabilities, with lighter shading indicating a lower percentage of developmentally vulnerable children and darker shading indicating a higher percentage. Maps are used to reflect data and plan to address needs identified within neighborhoods and communities.
Vulnerabilities: One or More Domains

EDI maps provide a visual snapshot of children's developmental status in different census tracts. The shading on the map represents the range of developmental vulnerabilities, below the 10th percentile in relation to the nationally normed scale. Areas with lighter shading have a lower percentage of developmentally vulnerable children, while areas with darker shading have a higher percentage of vulnerable children. Maps provide a context for data reflection and plans to use the data to address needs identified within neighborhoods and communities.
Vulnerabilities: Physical Health and Well-being Domain

SPARTANBURG COUNTY
11% Vulnerable
13% At Risk
76% On Track

NATIONAL CONVENIENCE SAMPLE
10% Vulnerable
13% At Risk
77% On Track
Vulnerabilities: Social Competence Domain

SPARTANBURG COUNTY
- 12% Vulnerable
- 16% At Risk
- 72% On Track

NATIONAL CONVENIENCE SAMPLE
- 10% Vulnerable
- 15% At Risk
- 75% On Track

Legend:
- Vulnerable: at or below the 10th percentile
- At Risk: at or below the 25th percentile and above the 10th
- On Track: above the 25th percentile
Vulnerabilities: Emotional Maturity Domain

SPARTANBURG COUNTY 11% 16% 73%
NATIONAL CONVENIENCE SAMPLE 9% 13% 78%

- Vulnerable: at or below the 10th percentile
- At Risk: at or below the 25th percentile and above the 10th
- On Track: above the 25th percentile
Vulnerabilities: Language and Cognitive Development Domain

SPARTANBURG COUNTY

NATIONAL CONVENIENCE SAMPLE

* not 100% due to rounding
Vulnerabilities: Communication Skills and General Knowledge Domain

- **Lowest Proportion**: 0% - 4%
- **Highest Proportion**: 17% or more
- **Too few data**: 5% - 8%
- **Proportions**: 9% - 12%
- **Proportions**: 13% - 16%

**At Risk**: at or below the 25th percentile and above the 10th percentile

**Vulnerable**: at or below the 10th percentile

**On Track**: above the 25th percentile

**SPARTANBURG COUNTY**
- Vulnerable: 11%
- At Risk: 17%
- On Track: 72%

**NATIONAL CONVENIENCE SAMPLE**
- Vulnerable: 11%
- At Risk: 16%
- On Track: 73%
The EDI provides additional information about readiness by sub-domains.

### Physical Health and Well-being

- **Gross and fine motor skills**: 31% Not Ready, 15% Somewhat Ready, 54% Ready
- **Physical independence**: 16% Not Ready, 84% Ready
- **Physical readiness for school work**: 5% Not Ready, 95% Ready

### Social Competence

- **Readiness to explore new things**: 4% Not Ready, 22% Somewhat Ready, 74% Ready
- **Approaches to learning**: 15% Not Ready, 33% Somewhat Ready, 52% Ready
- **Respect and responsibility**: 10% Not Ready, 22% Somewhat Ready, 68% Ready
- **Overall social competence with peers**: 12% Not Ready, 43% Somewhat Ready, 45% Ready

### Emotional Maturity

- **Hyperactive and inattentive behavior**: 24% Not Ready, 15% Somewhat Ready, 62% Ready
- **Aggressive behavior**: 7% Not Ready, 7% Somewhat Ready, 85% Ready
- **Anxious and fearful behavior**: 3% Not Ready, 11% Somewhat Ready, 87% Ready
- **Prosocial and helping behavior**: 36% Not Ready, 25% Somewhat Ready, 40% Ready

### Language and Cognitive Skills

- **Basic numeracy skills**: 16% Not Ready, 9% Somewhat Ready, 76% Ready
- **Advanced literacy skills**: 15% Not Ready, 5% Somewhat Ready, 80% Ready
- **Interest in literacy/numeracy and memory**: 18% Not Ready, 12% Somewhat Ready, 70% Ready
- **Basic literacy skills**: 10% Not Ready, 18% Somewhat Ready, 73% Ready

### Communication and General Knowledge

- **Communication skills and general knowledge**: 39% Not Ready, 21% Somewhat Ready, 40% Ready

* may not add to 100% due to rounding
Using the EDI...

With this first ever comprehensive look into kindergarten readiness across our county, we see there is work to be done. The great news is that our community is ready, willing, and able to collectively and collaboratively drive action toward our ultimate goal: all children, ready for success in school.

Now organizations, community leaders, and individuals have information key to answering vital questions and taking action:

- **Who can help spread awareness to build community interest for investing in young children from birth to kindergarten?**
- **How can we strengthen coordination and alignment of services?**
- **Where do we see strengths and needs among neighborhoods?**
- **How can this information inform program and curriculum development?**
- **Where can public and private funding be leveraged for the greatest impact?**
- **How can this be used to create professional development opportunities for those caring for young children... or in-home caregivers?**

In our hands is their future...
In their hands is ours.

for positive change
The Spartanburg Academic Movement is a collective impact initiative working across Spartanburg County to improve educational outcomes for all children, cradle-to-career.

About TECCS:

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.

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Special thanks to the kindergarten teachers of Spartanburg County who completed the EDI surveys.

This information about kindergarten readiness is available on SAM’s website, www.learnwithsam.org/kindergartensuccess

Your organization can arrange for presentations regarding the EDI report and other areas of SAM’s work by contacting SAM at:

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