



## A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT WASHINGTON COUNTY, TN

Thanks to the support of local teachers, Washington County recently collected population level data on children's developmental and school readiness outcomes 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 conditions and create better environments for young children and their families.

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 Washington 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 2019-2020 school year. In addition, data were combined with the prior two years for schools that did not collect data again in 2019-2020, 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 1,207 children in Washington County. It also provides some additional background information about the children surveyed.

**Figure 1: Children’s Background Information – Washington County (2020)**

<b>School Information</b>	
<b>Participating school districts</b>	2
<b>Participating schools</b>	18
<b>Classrooms collecting EDI information</b>	68
<b>Community Information</b>	
<b>Children</b>	1,207
<b>Children who are English Language Learners (ELL)</b>	8%
<b>Children who have an Individualized Education Program (IEP) for children with disabilities</b>	8%
<b>Race/Ethnicity:</b>	
<b>African-American, Black</b>	9%
<b>Asian, Native Hawaiian or other Pacific Islander</b>	3%
<b>Hispanic, Latino/a</b>	8%
<b>White</b>	79%
<b>Other</b>	1%



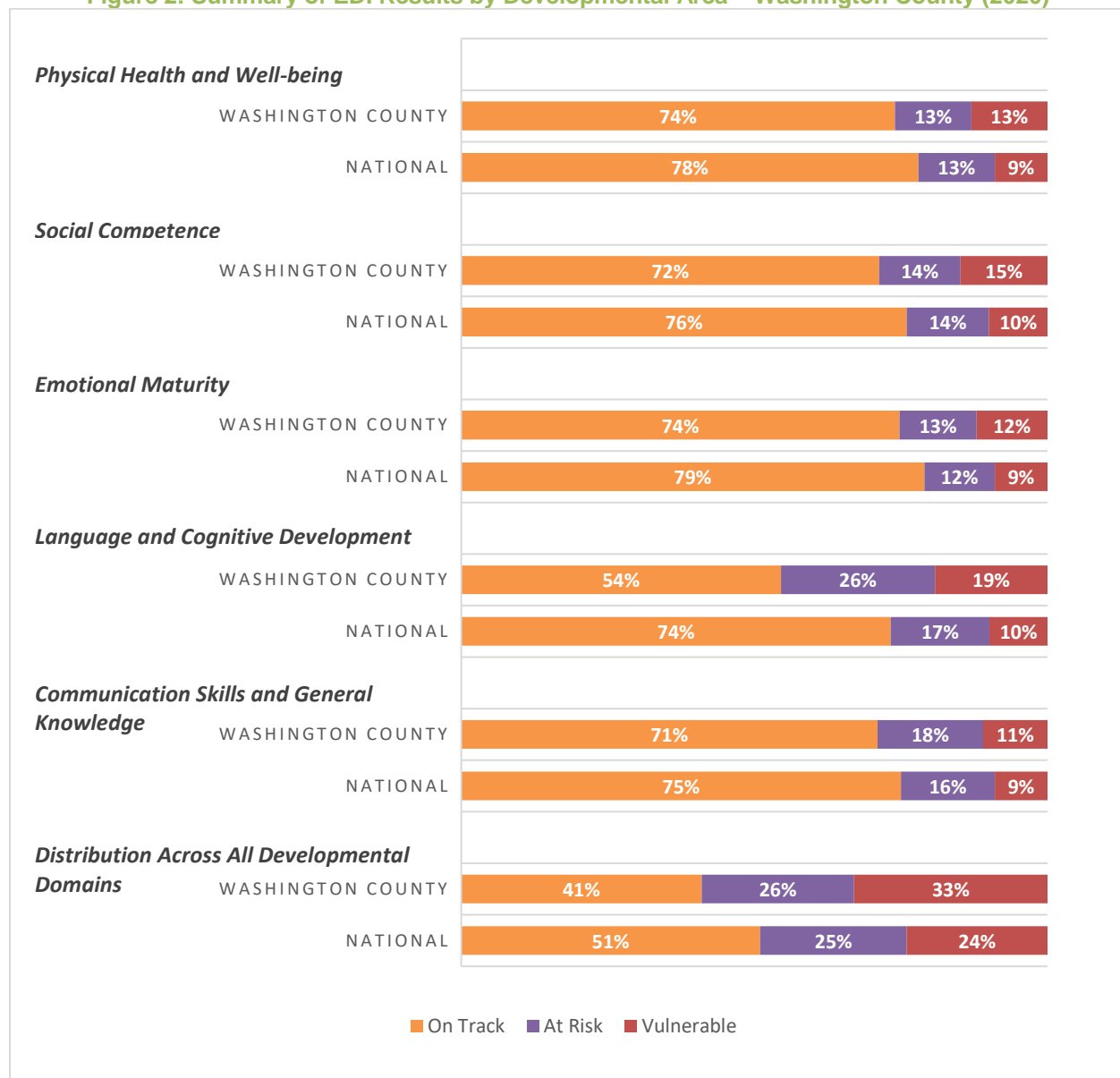
**Figure 2** summarizes results from the EDI. The figure describes each of the five developmental areas assessed by the EDI and, for each, displays the percentage of children who are developmentally on track (orange portion of the bar), at risk (purple) or vulnerable (red) against the results from our national convenient sample from 2019.

The bottom two bars represent a composite measure across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

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

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 – Washington County (2020)**



**Figure 3.** Columns 1-7 show, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable. Columns 8-10 provide the composite measure described on the previous page across all domains that divide the population of children into one of the following three, mutually exclusive, categories:

- 1) The number and percentage of children vulnerable on one or more developmental domains;
- 2) The number and percentage of children at-risk on one or more domains; and
- 3) The number and percentage of children on track on all valid domains.

**Figure 3: Summary of EDI Results by Domain and by Neighborhood – Washington County (2020)**

(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
Antioch	11	0%	0%	9%	0%	0%	9%	0%	91%
Austin Springs	25	28%	24%	21%	48%	40%	52%	16%	32%
Boone Station	21	14%	14%	10%	24%	14%	33%	29%	38%
Bowmantown	12	0%	17%	8%	33%	25%	33%	33%	33%
Carnegie	37	22%	19%	14%	35%	16%	49%	16%	35%
Carroll Creek	46	13%	4%	9%	4%	2%	22%	9%	70%
Cherokee	21	5%	14%	5%	5%	5%	14%	14%	71%
Chuckey	15	7%	27%	20%	27%	13%	33%	20%	47%
Downtown	14	0%	7%	14%	21%	21%	29%	7%	64%
ETSU	23	4%	9%	17%	9%	13%	26%	35%	39%
Embreville	17	12%	0%	0%	18%	0%	18%	59%	24%
Fall Branch	43	21%	28%	26%	47%	26%	51%	26%	23%
Gray	68	15%	18%	13%	31%	10%	44%	21%	35%
Gray Station	37	8%	11%	11%	8%	5%	24%	24%	51%
Greenwood	22	0%	5%	9%	18%	0%	27%	27%	45%
Hales	48	13%	10%	6%	15%	8%	25%	35%	40%
Harmony	27	0%	7%	7%	22%	7%	30%	30%	41%



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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
Indian Trail	20	0%	20%	20%	10%	10%	35%	20%	45%
Jonesborough	36	11%	8%	11%	11%	6%	25%	25%	50%
Keystone	67	18%	7%	12%	18%	13%	33%	19%	48%
Knob Creek	35	9%	3%	3%	6%	3%	11%	29%	60%
Lamar	21	10%	14%	14%	14%	5%	29%	52%	19%
Leesburg	18	17%	33%	6%	11%	6%	44%	22%	33%
Liberty Bell North	15	0%	7%	7%	13%	7%	13%	27%	60%
Liberty Bell South	29	38%	17%	17%	31%	17%	52%	17%	31%
Limestone	19	0%	5%	0%	26%	11%	32%	37%	32%
Midtown	33	6%	15%	3%	24%	6%	36%	24%	39%
Mountain Home	13	15%	8%	15%	0%	8%	23%	38%	38%
North Johnson City	21	10%	24%	5%	5%	10%	38%	43%	19%
Oak Grove	23	26%	39%	17%	35%	30%	48%	22%	30%
Ridges	13	0%	0%	15%	0%	0%	15%	15%	69%
Sand Valley	25	16%	12%	20%	12%	0%	28%	48%	24%
South Central	12	25%	25%	25%	17%	8%	50%	0%	50%
South Roan	39	18%	23%	16%	21%	18%	33%	10%	56%
Southside	21	10%	10%	10%	5%	5%	24%	48%	29%
Sulphur Springs	19	0%	16%	16%	11%	5%	26%	32%	42%
Telford	33	9%	30%	18%	15%	9%	42%	36%	21%
Towne Acres	35	3%	9%	6%	11%	9%	23%	17%	60%
W Walnut	19	0%	21%	0%	5%	0%	21%	16%	63%



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Washington College	16	31%	31%	19%	38%	19%	56%	31%	13%
Watauga	16	19%	25%	19%	31%	25%	38%	50%	13%
Watauga Flats	12	25%	17%	8%	50%	33%	58%	42%	0%
Willow Springs	19	11%	11%	16%	11%	11%	26%	26%	47%
Woodland	25	20%	16%	20%	28%	12%	52%	28%	20%
<b>Neighborhood-wide<sup>3</sup></b>	<b>1,155</b>	<b>12%</b>	<b>15%</b>	<b>12%</b>	<b>19%</b>	<b>11%</b>	<b>33%</b>	<b>26%</b>	<b>41%</b>
<b>Community-wide<sup>4</sup></b>	<b>1,207</b>	<b>13%</b>	<b>15%</b>	<b>12%</b>	<b>19%</b>	<b>11%</b>	<b>33%</b>	<b>26%</b>	<b>41%</b>

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 in the EDI Table Book 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.

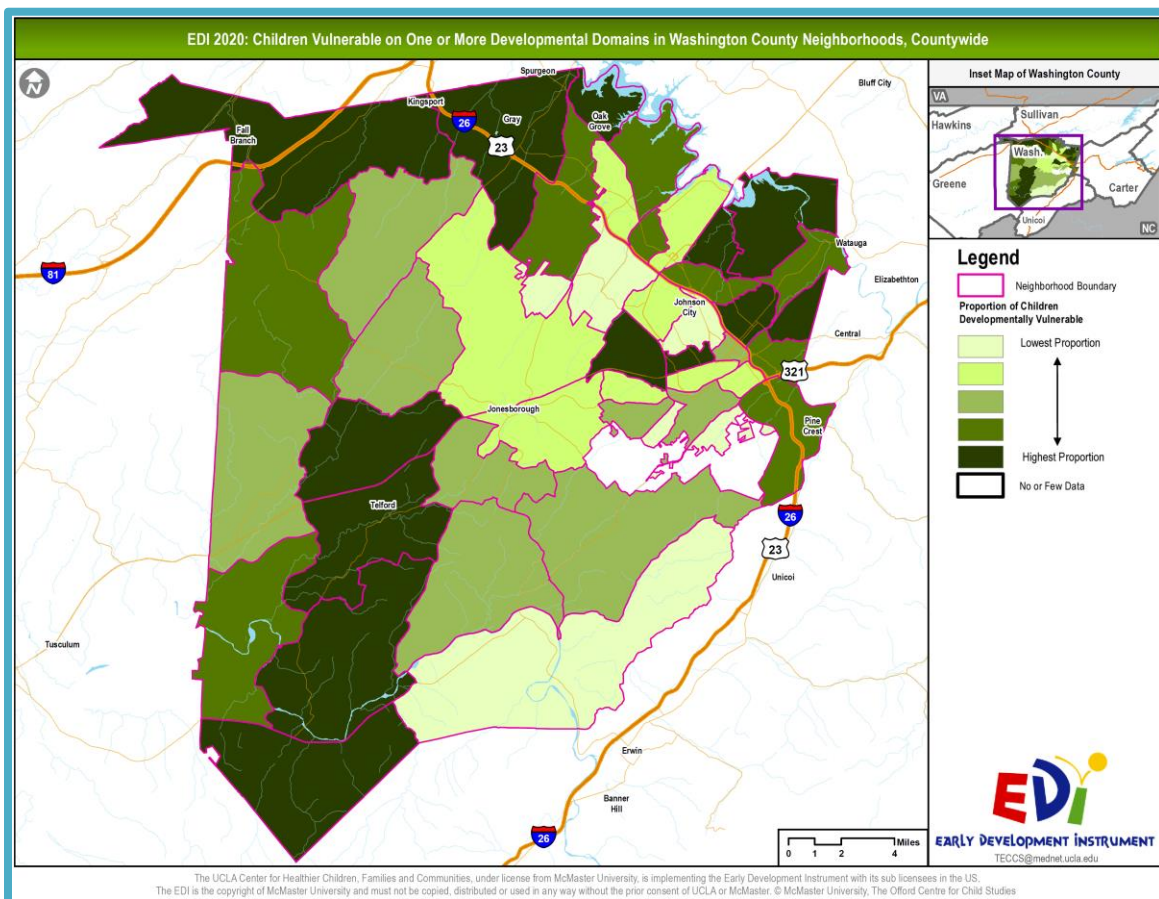


When exploring the neighborhood level findings, it's important to consider both the percentages and the number of children surveyed. High rates of vulnerability may translate to a small number of children vulnerable because few children live in the neighborhood. In contrast, moderate rates of vulnerability 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.

Your community has also been provided indicator maps to complement the EDI maps and provide additional contextual information to help understand the underlying neighborhood conditions that may be influencing child development outcomes.

**Figure 4: Map of EDI Results – Washington County (2020)**





## 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 Center of Excellence in Early Childhood Learning and Development and the Department of Pediatrics at East Tennessee State University, and the First Tennessee Developmental District. The goal of this initiative is to identify the developmental needs of and improve outcomes for young children and their families in northeast Tennessee. This local effort is part of a national EDI learning community hosted by the UCLA Center for Healthier Children,

Families and Communities to improve early childhood eco-systems. Since 2008, the EDI has spread to over eighty communities nationwide.

For questions about the local initiative or to receive the full EDI Community Profile, please contact Dr. Kimberly Hale at [halekd@etsu.edu](mailto:halekd@etsu.edu), Dr. David Wood at [wooddl@etsu.edu](mailto:wooddl@etsu.edu), or Lottie Ryans at [lryans@ftdd.org](mailto:lryans@ftdd.org). For questions about the national EDI effort, email [usedi@mednet.ucla.edu](mailto:usedi@mednet.ucla.edu).

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