

A SNAPSHOT OF YOUNG CHILDREN'S DEVELOPMENT SAN ANTONIO

Thanks to the support of local teachers, San Antonio 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 working to improve school readiness and create better environments for our children.

The EDI is a population measure of school readiness, which means that it collects information about kindergarten age children in participating geographic areas and then 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 San Antonio 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” 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, 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 2015-2016 school year. In addition, data were combined with the prior two years for schools that did not collect data again in 2015-2016, 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 16,495 children in San Antonio. It also provides some additional background information about the children surveyed.

Figure 1: Children’s Background Information – San Antonio (2016)

School Information	
Participating school districts	6
Participating schools	208
Classrooms collecting EDI information	919
Community Information	
Children	16,495
Children who are English Language Learners (ELL)	15%
Children who have an Individualized Education Program (IEP) for children with disabilities	4%
Race/Ethnicity:	
African-American, Black	5%
Asian, Native Hawaiian or other Pacific Islander	2%
Hispanic, Latino/a	74%
White	16%
Other	3%



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.

- The blue 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 10th percentile population cutoff.
- The red 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 10th percentile cutoff but falls at or below the 25th percentile cutoff.
- The green portion of the bar charts represents percentage of children considered on track, those who fall above the 25th percentile. Children are categorized as “on track” in a domain if the mean of their EDI items for that domain falls above the 25th percentile cutoff.

Small percentages are better in the blue series and large percentages are better in the green series.

Figure 2: Summary of EDI Results by Developmental Area – San Antonio (2016)

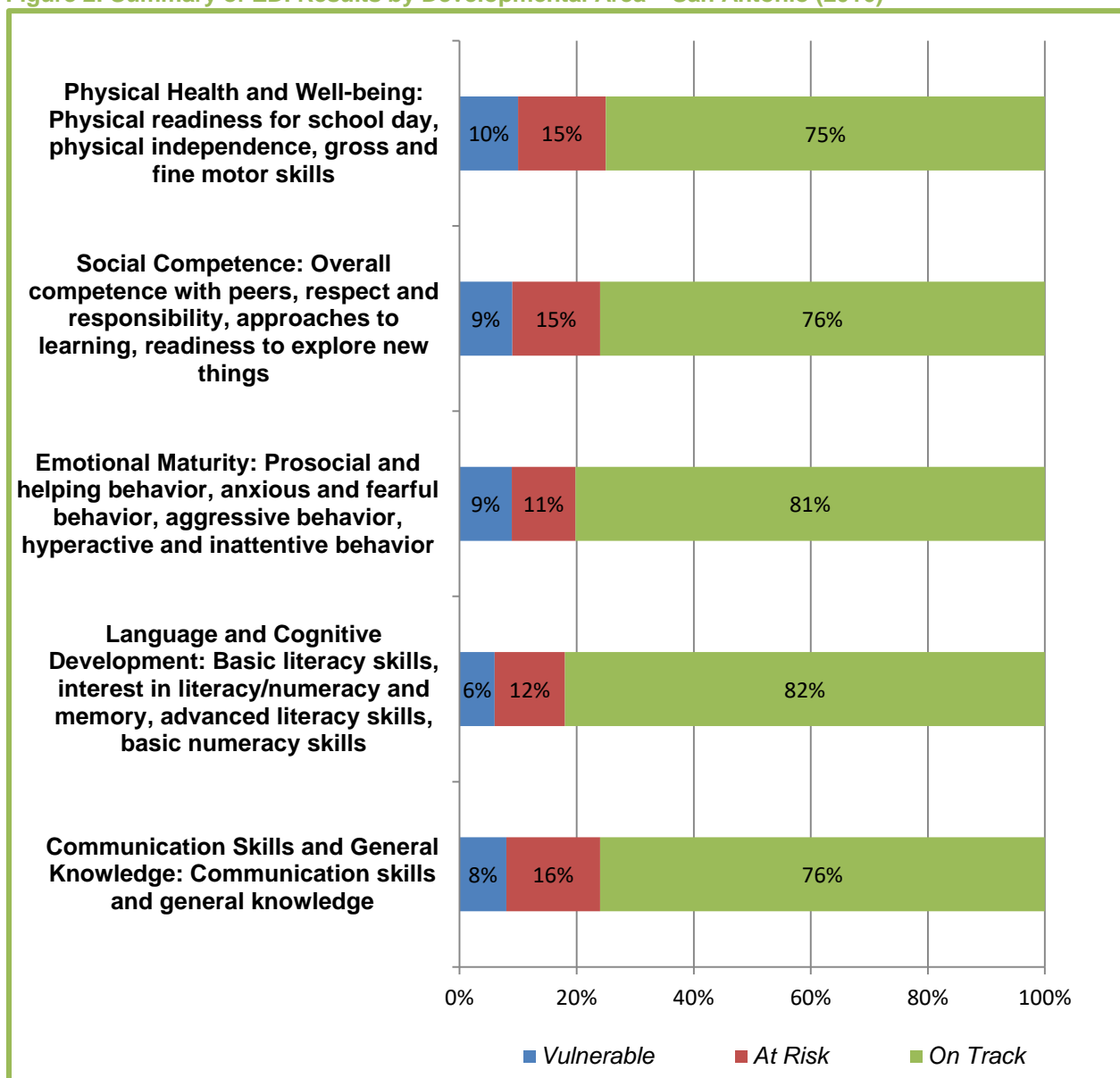


Figure 3. Columns 1-7 show, by neighborhood, the number (N) and percentage of children by EDI domain that are considered developmentally vulnerable, meaning they scored at or below the 10th percentile population cutoff. Columns 8-10 provide a composite measure across all domains that divide the population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

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

Figure 3: Summary of EDI Results by Domain and by Neighborhood – San Antonio (2016)

(1) Neighborhoods	(2) Number of surveys ¹	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 ² Developmental Areas
110300	34	24%	24%	21%	15%	12%	35%	29%	35%
110500	81	2%	5%	6%	5%	1%	9%	30%	62%
110600**	28	11%	7%	0%	7%	0%	14%	25%	61%
110700	27	11%	0%	11%	7%	4%	30%	11%	59%
111000	23	4%	17%	13%	22%	13%	30%	22%	48%
120501	99	14%	10%	10%	11%	9%	26%	26%	47%
120502	59	19%	7%	8%	5%	8%	27%	15%	58%
120600**	27	11%	7%	4%	0%	11%	22%	44%	33%
120800**	28	7%	18%	14%	0%	4%	18%	25%	57%
120901**	13	0%	0%	8%	25%	31%	31%	23%	46%
120902	56	9%	5%	9%	4%	11%	23%	27%	50%
121000	72	8%	10%	15%	4%	8%	24%	25%	51%
121110	40	8%	18%	13%	8%	8%	25%	25%	50%
121111	63	3%	8%	6%	5%	5%	16%	33%	51%
121112	30	13%	13%	7%	3%	7%	23%	27%	50%
121118**	16	13%	13%	0%	0%	13%	25%	25%	50%
121119**	33	24%	27%	24%	9%	18%	48%	15%	36%
121120	44	5%	7%	7%	5%	9%	16%	36%	48%
121121**	33	18%	15%	12%	3%	15%	30%	24%	45%
121122	53	11%	6%	4%	2%	8%	21%	19%	60%

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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 ² Developmental Areas
121203**	33	9%	9%	3%	6%	3%	21%	36%	42%
121204	53	8%	11%	4%	15%	13%	21%	25%	55%
121205	33	18%	12%	18%	9%	15%	45%	33%	21%
121206	81	22%	16%	19%	11%	11%	42%	21%	37%
121300	52	13%	10%	13%	12%	19%	33%	23%	44%
121403	50	14%	4%	4%	4%	10%	28%	16%	56%
121404**	42	17%	5%	2%	5%	5%	24%	33%	43%
121501**	42	12%	5%	5%	7%	10%	17%	26%	57%
121504**	38	16%	5%	8%	5%	11%	24%	34%	42%
121506**	11	9%	9%	0%	9%	18%	18%	36%	45%
121507**	19	21%	16%	21%	11%	11%	32%	21%	47%
121508**	23	13%	13%	13%	13%	13%	35%	30%	35%
121802	79	16%	11%	13%	6%	10%	27%	16%	57%
121803	53	4%	15%	2%	6%	9%	19%	40%	42%
121804**	46	13%	13%	4%	4%	4%	24%	39%	37%
121808	18	6%	6%	11%	0%	6%	22%	22%	56%
121810	58	14%	7%	5%	5%	7%	21%	36%	43%
121811	69	9%	10%	10%	4%	7%	22%	25%	54%
121812	55	20%	15%	11%	7%	18%	31%	22%	47%
121813	16	13%	13%	7%	6%	6%	25%	25%	50%
121903	52	4%	2%	2%	2%	4%	6%	35%	60%
121904	53	4%	8%	8%	8%	8%	13%	21%	66%
121905	74	3%	5%	4%	1%	3%	14%	23%	64%
121906	67	10%	21%	10%	4%	4%	25%	19%	55%
121907	129	9%	5%	6%	2%	5%	14%	29%	57%
121910	100	3%	16%	9%	2%	6%	26%	21%	53%

(1) Neighborhoods	(2) Number of surveys ¹	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 ² Developmental Areas
130200**	23	9%	9%	13%	17%	9%	35%	22%	43%
130300	51	14%	12%	14%	10%	12%	29%	29%	41%
130401	48	19%	10%	13%	10%	15%	33%	27%	40%
130402	47	13%	9%	6%	9%	11%	21%	40%	38%
130500	47	9%	2%	2%	6%	2%	15%	32%	53%
130600	50	2%	8%	10%	4%	6%	18%	34%	48%
130700**	27	0%	7%	11%	4%	4%	15%	33%	52%
130800	45	11%	18%	9%	11%	9%	31%	29%	40%
130900	86	8%	16%	9%	9%	6%	28%	30%	42%
131000	52	10%	12%	12%	6%	2%	27%	19%	54%
131100**	26	8%	19%	15%	12%	4%	23%	31%	46%
131200**	24	8%	8%	8%	0%	8%	17%	29%	54%
131300**	39	5%	10%	8%	3%	5%	15%	23%	62%
131402**	18	6%	17%	11%	6%	0%	22%	6%	72%
140100	15	0%	0%	0%	7%	7%	13%	13%	73%
140200	27	4%	4%	7%	0%	7%	22%	37%	41%
140300**	26	15%	15%	19%	23%	19%	54%	35%	12%
140400	31	10%	3%	6%	3%	6%	19%	19%	61%
140500	34	0%	0%	3%	3%	0%	6%	24%	71%
140600	32	6%	3%	9%	6%	6%	25%	34%	41%
140700	74	16%	12%	11%	11%	8%	30%	30%	41%
140800	71	14%	14%	13%	14%	15%	34%	28%	38%
140900	25	16%	8%	12%	12%	8%	28%	36%	36%
141000	50	8%	2%	8%	10%	8%	20%	36%	44%
141101	37	22%	11%	6%	8%	8%	30%	22%	49%
141102	55	9%	7%	13%	5%	9%	24%	16%	60%

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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 ² Developmental Areas
141200	69	20%	10%	9%	12%	13%	28%	16%	57%
141403**	24	4%	4%	4%	8%	8%	17%	33%	50%
141404	38	5%	5%	8%	0%	3%	18%	29%	53%
141600**	38	13%	11%	13%	5%	8%	24%	21%	55%
150100	74	5%	4%	1%	4%	3%	12%	26%	62%
150300	60	18%	13%	22%	10%	20%	40%	27%	33%
150400	48	31%	10%	13%	15%	8%	38%	19%	44%
150501	83	11%	14%	8%	8%	8%	23%	36%	41%
150502	82	13%	16%	12%	12%	13%	30%	22%	48%
150600	66	12%	8%	5%	6%	5%	20%	41%	39%
150700	93	15%	20%	10%	16%	10%	33%	23%	44%
150800	72	19%	17%	18%	22%	18%	47%	24%	29%
150900	79	10%	15%	4%	14%	8%	23%	34%	43%
151000	62	18%	8%	11%	3%	8%	29%	27%	44%
151100	71	6%	6%	6%	4%	7%	14%	25%	61%
151301	60	20%	23%	20%	7%	8%	38%	28%	33%
151302	43	16%	9%	12%	12%	7%	28%	26%	47%
151400	80	3%	4%	3%	8%	11%	16%	24%	60%
151500	35	6%	6%	0%	14%	17%	29%	23%	49%
151600	94	9%	9%	6%	10%	9%	21%	14%	65%
151700	88	15%	13%	14%	9%	11%	25%	28%	47%
152000**	14	14%	21%	14%	14%	7%	36%	0%	64%
160100	103	24%	14%	15%	10%	15%	35%	21%	44%
160200	29	21%	0%	0%	0%	3%	24%	21%	55%
160300	63	10%	8%	8%	14%	16%	32%	24%	44%
160400	59	10%	3%	7%	2%	3%	19%	25%	56%

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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 ² Developmental Areas
160501	145	10%	14%	15%	12%	9%	27%	30%	43%
160502	43	21%	7%	19%	7%	7%	30%	16%	53%
160600	64	13%	11%	16%	5%	5%	31%	39%	30%
160701	41	7%	2%	5%	2%	7%	17%	37%	46%
160702	52	15%	13%	8%	2%	10%	25%	19%	56%
160901**	14	14%	7%	7%	14%	14%	14%	29%	57%
161100**	50	4%	0%	2%	4%	2%	10%	10%	80%
161200	41	7%	15%	10%	12%	12%	24%	15%	61%
161302	80	3%	6%	4%	4%	9%	14%	25%	61%
161303**	54	11%	22%	9%	9%	19%	28%	24%	48%
161304	83	4%	11%	7%	18%	14%	29%	30%	41%
161503	41	7%	12%	20%	5%	7%	27%	29%	44%
161600	62	10%	10%	10%	5%	5%	19%	18%	63%
161801	62	11%	23%	10%	11%	16%	31%	32%	37%
161802	83	5%	8%	12%	8%	11%	23%	28%	49%
161901	14	14%	21%	7%	7%	21%	50%	29%	21%
161902	101	4%	9%	8%	4%	5%	16%	23%	61%
162001	23	9%	9%	4%	9%	4%	9%	4%	87%
162004	41	5%	7%	7%	5%	20%	29%	20%	51%
170101	50	8%	10%	8%	12%	6%	18%	22%	60%
170102	56	2%	11%	7%	7%	5%	16%	25%	59%
170200	84	19%	12%	11%	8%	13%	35%	35%	31%
170300	109	14%	15%	10%	9%	13%	29%	26%	45%
170401	84	14%	15%	13%	13%	13%	30%	27%	43%
170402	56	9%	14%	16%	14%	9%	29%	14%	57%
170500	73	11%	11%	17%	5%	10%	30%	14%	56%

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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 ² Developmental Areas
170600	54	9%	11%	9%	6%	7%	22%	26%	52%
170700	59	20%	8%	15%	7%	7%	32%	27%	41%
170800	20	15%	25%	11%	15%	10%	45%	10%	45%
170900	86	19%	10%	9%	15%	16%	35%	23%	42%
171000**	50	10%	6%	8%	0%	4%	16%	28%	56%
171100	47	11%	6%	7%	4%	9%	21%	19%	60%
171200	65	15%	3%	5%	8%	6%	23%	26%	51%
171301	33	18%	6%	18%	6%	3%	30%	30%	39%
171302	42	10%	5%	7%	12%	5%	31%	38%	31%
171401	70	11%	9%	4%	9%	4%	19%	26%	56%
171402	67	6%	3%	3%	6%	3%	15%	30%	55%
171501	45	13%	4%	4%	2%	4%	18%	36%	47%
171502	67	12%	6%	12%	3%	6%	22%	22%	55%
171601	72	10%	15%	10%	8%	14%	35%	22%	43%
171602**	41	22%	2%	2%	10%	10%	27%	12%	61%
171700	119	9%	8%	6%	8%	14%	28%	24%	48%
171801	80	23%	15%	15%	14%	10%	40%	29%	31%
171802	88	10%	15%	18%	9%	7%	26%	34%	40%
171902	140	11%	9%	7%	7%	8%	18%	21%	61%
171903	97	6%	7%	9%	11%	9%	26%	34%	40%
171912	71	1%	1%	3%	8%	8%	14%	21%	65%
171913	85	13%	14%	14%	12%	9%	28%	22%	49%
171914	61	18%	3%	5%	7%	8%	23%	20%	57%
171915	26	12%	0%	4%	4%	4%	15%	23%	62%
171916	143	8%	7%	5%	3%	3%	14%	24%	62%
171917	139	1%	4%	5%	4%	3%	12%	21%	68%

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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 ² Developmental Areas
171918	73	5%	4%	3%	4%	0%	11%	18%	71%
171919	110	4%	6%	11%	3%	10%	18%	23%	59%
171920	142	7%	8%	11%	3%	8%	20%	30%	50%
171921	77	10%	6%	3%	4%	9%	22%	30%	48%
171922	60	5%	10%	7%	3%	7%	13%	23%	63%
171923	119	9%	5%	5%	4%	7%	15%	24%	61%
171924	81	9%	5%	4%	9%	11%	19%	20%	62%
171925	111	5%	3%	3%	4%	5%	13%	27%	60%
172002	230	7%	7%	10%	1%	5%	20%	21%	59%
172003	93	6%	11%	4%	4%	3%	18%	22%	60%
172004	34	6%	12%	15%	9%	9%	18%	18%	65%
172005	96	5%	10%	7%	6%	10%	20%	20%	60%
172006	146	6%	5%	4%	2%	3%	13%	25%	62%
172007	140	7%	10%	5%	1%	5%	17%	24%	59%
180101**	24	25%	13%	13%	17%	8%	33%	25%	42%
180102	17	6%	12%	12%	18%	12%	29%	12%	59%
180201	41	7%	2%	5%	10%	10%	15%	17%	68%
180202	51	4%	8%	6%	4%	6%	16%	25%	59%
180300	73	18%	11%	15%	7%	4%	34%	26%	40%
180400	45	16%	13%	11%	13%	4%	36%	27%	38%
180501**	19	16%	5%	5%	11%	5%	21%	21%	58%
180503	37	14%	5%	8%	11%	11%	22%	30%	49%
180504	71	11%	8%	4%	11%	10%	27%	25%	48%
180602**	12	0%	0%	0%	8%	0%	8%	8%	83%
180603**	19	5%	0%	5%	0%	0%	11%	26%	63%
180604	51	8%	2%	6%	6%	0%	14%	29%	57%

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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 ² Developmental Areas
180701	30	3%	7%	7%	7%	7%	17%	33%	50%
180702	61	15%	18%	11%	12%	16%	38%	26%	36%
180800**	18	6%	11%	6%	11%	17%	17%	6%	78%
180901	31	16%	10%	10%	0%	6%	26%	42%	32%
180902	51	12%	12%	10%	0%	4%	24%	37%	39%
181001**	29	3%	7%	0%	10%	7%	17%	14%	69%
181003	85	12%	14%	12%	11%	11%	27%	21%	52%
181004	35	3%	0%	0%	6%	3%	9%	17%	74%
181005	45	13%	18%	10%	11%	9%	40%	24%	36%
181100**	32	6%	9%	3%	3%	6%	13%	50%	38%
181200**	29	7%	7%	7%	0%	0%	14%	31%	55%
181301	44	23%	32%	25%	11%	23%	48%	18%	34%
181302	59	15%	17%	17%	8%	15%	32%	22%	46%
181303	45	24%	11%	2%	4%	13%	36%	20%	44%
181402	13	8%	0%	0%	8%	0%	15%	31%	54%
181403	65	9%	6%	6%	3%	9%	18%	28%	54%
181404	38	3%	8%	13%	3%	3%	13%	26%	61%
181503	88	15%	10%	8%	7%	7%	30%	33%	38%
181504	54	13%	15%	17%	6%	9%	31%	24%	44%
181505	49	22%	14%	12%	6%	12%	39%	20%	41%
181506**	35	9%	11%	11%	6%	6%	17%	34%	49%
181601	34	6%	6%	6%	6%	6%	18%	26%	56%
181602	77	16%	9%	10%	6%	8%	23%	19%	57%
181703	78	9%	9%	5%	4%	3%	17%	29%	54%
181704	58	10%	7%	7%	9%	5%	17%	29%	53%
181705	44	7%	14%	7%	7%	0%	18%	27%	55%

(1) Neighborhoods	(2) Number of surveys ¹	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 ² Developmental Areas
181711	84	14%	11%	12%	7%	11%	27%	21%	51%
181712	45	13%	2%	9%	4%	9%	29%	16%	56%
181713	93	15%	5%	6%	9%	14%	25%	28%	47%
181715	89	6%	8%	5%	1%	3%	13%	26%	61%
181716	109	9%	5%	6%	3%	8%	18%	18%	63%
181718	56	23%	13%	9%	2%	5%	29%	11%	61%
181720	43	12%	12%	7%	0%	7%	23%	19%	58%
181721	31	6%	10%	6%	6%	0%	19%	39%	42%
181722	52	17%	10%	15%	8%	8%	29%	27%	44%
181723	62	6%	3%	5%	3%	5%	11%	13%	76%
181724	65	6%	8%	9%	15%	11%	23%	28%	49%
181725	66	15%	8%	8%	9%	12%	29%	21%	50%
181726	210	4%	2%	4%	2%	4%	9%	17%	74%
181727	51	10%	2%	4%	6%	4%	20%	25%	55%
181728	162	12%	13%	11%	2%	6%	26%	26%	48%
181729	192	6%	7%	8%	2%	5%	18%	21%	61%
181730	42	5%	5%	5%	0%	7%	7%	21%	71%
181731	95	14%	2%	4%	2%	9%	24%	18%	58%
181808	20	5%	10%	10%	0%	10%	25%	15%	60%
181809	96	5%	11%	11%	1%	8%	24%	20%	56%
181811	46	9%	4%	7%	7%	7%	15%	26%	59%
181813	63	11%	10%	2%	3%	5%	24%	25%	51%
181814**	15	0%	0%	0%	0%	7%	7%	20%	73%
181815	22	0%	9%	5%	0%	0%	9%	18%	73%
181816	36	11%	19%	14%	14%	14%	25%	8%	67%
181817**	27	7%	15%	19%	11%	7%	33%	26%	41%

(1) Neighborhoods	(2) Number of surveys ¹	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 ² Developmental Areas
181818**	32	16%	9%	6%	3%	6%	25%	22%	53%
181819	63	2%	8%	14%	5%	5%	19%	24%	57%
181820	15	0%	7%	7%	7%	7%	20%	20%	60%
181821	31	0%	6%	6%	3%	6%	13%	29%	58%
181822	45	4%	2%	4%	0%	0%	9%	27%	64%
181823	22	9%	9%	9%	0%	0%	14%	36%	50%
181824	44	5%	7%	2%	2%	2%	9%	18%	73%
181825	46	11%	9%	11%	7%	11%	26%	28%	46%
181826	63	5%	2%	2%	2%	2%	6%	29%	65%
181901	25	4%	0%	0%	0%	12%	16%	24%	60%
181902	77	5%	3%	1%	1%	6%	12%	19%	69%
182001	53	8%	0%	2%	4%	0%	11%	13%	75%
182002	73	3%	0%	1%	0%	1%	5%	15%	79%
182003	49	8%	2%	2%	4%	0%	14%	22%	63%
182101**	20	5%	5%	0%	0%	0%	10%	20%	70%
182102	78	3%	6%	4%	3%	4%	8%	12%	81%
182103	50	2%	6%	6%	2%	4%	12%	28%	60%
182105	48	8%	8%	8%	8%	8%	17%	15%	69%
182106	83	11%	6%	8%	1%	4%	17%	16%	67%
190100**	29	14%	7%	7%	10%	17%	34%	21%	45%
190200**	19	5%	16%	21%	11%	11%	26%	21%	53%
190501	42	12%	5%	2%	17%	7%	24%	29%	48%
190503	19	5%	0%	16%	0%	0%	21%	21%	58%
190504**	19	0%	11%	5%	5%	0%	16%	16%	68%
190601	61	5%	5%	5%	8%	7%	11%	18%	70%
190603	38	5%	3%	5%	5%	16%	21%	18%	61%

(1) Neighborhoods	(2) Number of surveys ¹	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 ² Developmental Areas
190604	57	11%	11%	7%	5%	9%	18%	18%	65%
190700	18	11%	0%	6%	11%	6%	22%	17%	61%
190901**	38	5%	8%	13%	5%	8%	21%	13%	66%
190902	34	21%	18%	15%	12%	9%	29%	21%	50%
191003	63	8%	14%	7%	8%	8%	19%	25%	56%
191004	29	17%	17%	15%	14%	14%	31%	31%	38%
191005**	16	6%	0%	0%	0%	6%	6%	19%	75%
191006	77	4%	6%	10%	6%	10%	19%	26%	55%
191102**	14	7%	14%	29%	7%	7%	36%	29%	36%
191201	21	14%	10%	5%	5%	14%	29%	43%	29%
191202	40	15%	13%	10%	3%	8%	28%	25%	48%
191304	32	13%	16%	13%	16%	25%	34%	31%	34%
191405	54	6%	9%	11%	6%	4%	17%	24%	59%
191406**	39	5%	3%	3%	5%	5%	10%	15%	74%
191408	31	32%	29%	13%	10%	13%	52%	23%	26%
191409	63	14%	11%	8%	5%	6%	22%	24%	54%
191410	43	12%	14%	12%	9%	21%	33%	23%	44%
191411	38	8%	8%	13%	0%	0%	16%	26%	58%
191412**	10	0%	10%	0%	0%	0%	10%	0%	90%
191413	51	6%	10%	12%	10%	10%	16%	20%	65%
191503	28	0%	11%	7%	4%	4%	11%	21%	68%
191506	44	5%	7%	9%	7%	9%	23%	25%	52%
191702	56	9%	7%	9%	7%	5%	14%	20%	66%
191806	107	5%	9%	7%	2%	3%	12%	17%	71%
191807	63	8%	6%	5%	6%	8%	17%	22%	60%
191808	63	5%	5%	8%	2%	3%	13%	11%	76%

(1) Neighborhoods	(2) Number of surveys ¹	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 ² Developmental Areas
191809	54	7%	9%	13%	0%	6%	24%	19%	57%
191810**	36	8%	8%	6%	6%	3%	19%	3%	78%
191811	84	6%	17%	13%	6%	5%	24%	11%	65%
191812**	33	3%	12%	6%	6%	6%	21%	30%	48%
191813**	35	6%	11%	11%	6%	9%	14%	11%	74%
191815**	29	3%	0%	0%	7%	7%	10%	21%	69%
191817	97	6%	5%	10%	1%	5%	15%	31%	54%
191900	52	29%	21%	25%	13%	15%	46%	27%	27%
192000	33	18%	9%	9%	0%	12%	33%	21%	45%
192100**	11	0%	0%	9%	0%	0%	9%	9%	82%
192300	17	12%	6%	6%	0%	6%	18%	12%	71%
Neighborhood-wide ³	16,325	10%	9%	9%	6%	8%	22%	24%	54%
Community-wide ⁴	16,495	10%	9%	9%	6%	8%	22%	24%	53%

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

¹N 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).

²N 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.

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

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

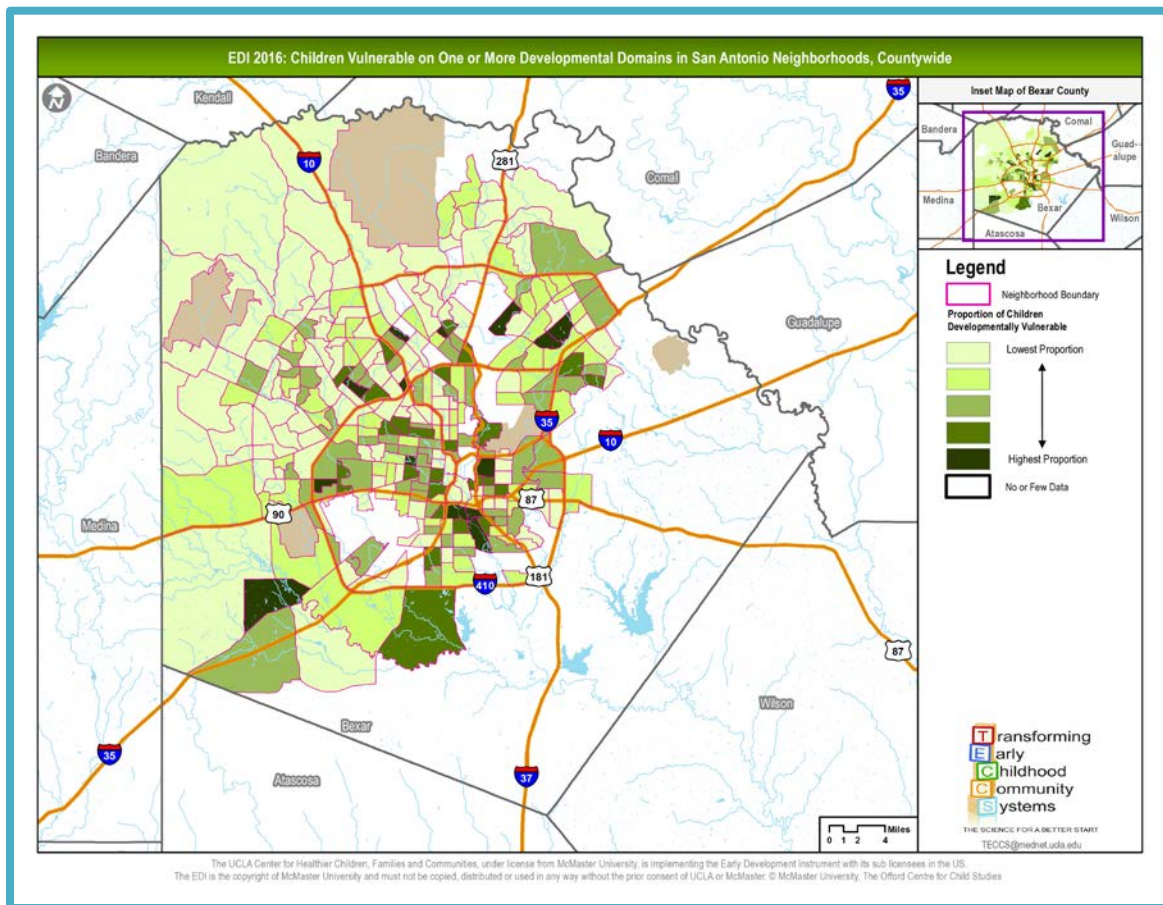
** Data do not meet the EDI participation rate threshold for neighborhoods of this size, therefore additional consideration is warranted as the data may not be representative of all children living there.

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 – San Antonio (2016)



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 ReadyKidSA Coalition which aims to ensure all children are smart, healthy and happy. 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 forty communities nationwide.

For questions about the local initiative or to receive the full EDI Community Profile, please contact Kasi Cox at kcox@unitedwaysatx.org or visit www.readykidsa.com. For questions about the national TECCS initiative, please go to www.TECCS.net or email TECCS@mednet.ucla.edu.

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