IMPACT STUDENT OUTCOMES: ALIGNING DATA, CULTURAL COMPETENCIES AND PUBLIC RUBRICS
Outline

• Tale of Three Cities
  – City of Seattle
  – San Francisco City and County
  – Oakland, CA
City of Seattle
Why Kinder Readiness?
Setting the Context: The Achievement Gap

- Children of color and children from low-income families are not performing as well in school.

- Only two out of three students in Seattle Public Schools graduate and only half of students of color graduate.

- Understanding the achievement gap led to focus on southeast and southwest Seattle
Children in Low-Income Families in Seattle
Students Meeting WASL Standards
The Educational Trajectory: Elementary Schools – 4\textsuperscript{TH} Grade WASL

4th Grade Math WASL Score Trends, 2000 - 2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>20%</td>
</tr>
<tr>
<td>2001</td>
<td>30%</td>
</tr>
<tr>
<td>2002</td>
<td>40%</td>
</tr>
<tr>
<td>2003</td>
<td>50%</td>
</tr>
<tr>
<td>2004</td>
<td>60%</td>
</tr>
<tr>
<td>2005</td>
<td>70%</td>
</tr>
<tr>
<td>2006</td>
<td>80%</td>
</tr>
<tr>
<td>2007</td>
<td>90%</td>
</tr>
</tbody>
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State Average
Southeast Schools
Northeast Schools
Family and Education Levy GOALS

• The City made a strong commitment in the 2004 Levy to reduce the achievement gap.

• Set rigorous targets and report on outcomes.
  • School Readiness
  • Academic Achievement
  • Reduced Dropout/Increased Graduation

• Most importantly, improve outcomes for children of color and low-income children
Theory of Action

• Community Response to Assessment

• Community Engagement

• Multicultural Framework
Action #1: Credible Community Engagement

- **City of Seattle’s Response**
  - **Participants** (specific to the group)
    - Agencies
    - Community
  - **Facilitators**
    - Respected by the Community
    - Reflection of the community at large
Action #2: Define Culture!

City of Seattle’s Response

Culture is defined as the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, notions of time, roles, spatial relations acquired by a group of people in the course of generations through individual and group striving (Sue & Sue, 2003; Bodle, 1994)
Action #3: Why Assess?

City of Seattle’s Response

To Ensure Ready Children
  • Identify children knowledge and abilities
  • Identify how parents, teachers, and communities can support children’s learning and development

To Ensure Ready Schools
  • Identify Training Needs
  • Identify Strengths and Weaknesses in Content Areas

To Ensure Ready Communities
  • Identify Trends
Action #4: What to Assess?
Action #5: Identify culturally and linguistically appropriate standards.

City of Seattle’s Response

– Align expectations
  • Head Start Outcomes Framework
  • Washington State Benchmarks
  • Seattle Public Schools Guidelines

– Eliminate Biased Items

– Identify Cross-Culture Items
  • Similar Expectations, Beliefs, Practices
  • Safety, Health

– Create List of Acceptable Indicators
Ongoing Process #6: Measure Outcomes for children, teachers, and agencies

• Seattle’s Response
  – ECERS and PPVT-IV
    • Normed referenced
      – National comparison
      – Regional comparison
  – Outcomes based on two factors
    • Standards
    • Growth
      – Percentage of change
      – Distance Traveled
Ongoing Process #7: Vet process with constituents!
Ongoing Process #8: Maintain a community assessment group

City of Seattle’s Response

– Group Logistics

• Shared Vision
• Shared Leadership
• Shared Responsibility
• Incorporate or merge into day-to-day agency expectations
• SUSTAINABILITY
City/County of San Francisco
“SFUSD”
THE HAIL MARY

• A 4th quarter strategy...
Distance + Time = Strategy
Questions to Ponder

• What grades or ages?
  • Birth through 21 years of age
  • Birth through 12\textsuperscript{th} grade

• What is alignment?

• Who is on first?
“The vision for PreK-3rd grade approaches is to improve the quality and coherence of children’s learning opportunities, from the experiences children have before they enter the K-12 system and extending through elementary school.

Ultimately, comprehensive PreK-3rd grade approaches hold the potential to improve child outcomes and to prevent or close achievement gaps.”

PreK-3rd Grade Components

- Cross-Sector Work
- Administrator Effectiveness
- Teacher Effectiveness
- Instructional Tools
- Learning Environment
- Data Driven Improvement
- Family Engagement
- Continuity and Pathways

The components are interconnected, showing a cyclical flow.
Why PreK-3rd Grade Initiative?
Is kindergarten readiness linked to 3rd grade scores?

Percent of Students Scoring at “Proficient” or “Advanced” on Third Grade ELA Tests, by Kindergarten Readiness Patterns

Source: Kindergarten Observation Form and individual school district data.
Note: Sample sizes = 367, 211, 235, 515, respectively. Students were divided into high and low levels of Kindergarten Academics and Self-Regulation based on whether they were above or below the mean score on each.
Next Steps for SFUSD and EED

Data Report

✓ Cohorts (0, 1, 2, and 3)
✓ Finalize Kindergarten Readiness Benchmark
✓ Community Preschool Data

Structural Alignment

✓ Family Engagement
✓ Learning Environments
✓ R-t-I “Behavioral and Academic” (Curriculum & Instruction, Family, Student & Community Support, and City Departments)
ACCOUNTABILITY MATRIX

- Inclusion
- Positive Behaviorist
- Mental Health Consultation

- Nurse
- Family Support Specialist

Teacher Instruction

Parent Engagement

Student Health

Student Behaviors

Student Outcomes

- Inclusion
- Positive Behaviorist
- Mental Health Consultation
Possibilities

- Data Sharing Agreements
- Infant & Toddler Id’s
- Annual P-3rd grade or 0-8 year old conference
- Shoestrings
SHOESTRINGS CHILDREN'S CENTER

LICENSED TO LACE
City of Oakland
IT IS COMPLEX
SEEDS
The Pipeline

EDvance SF
Advancing educational success
Men of Color