Smart Thinking Report Out Tool – 10/6/2021

Strategic Priority

Analyze and use data to understand issues, determine actions, make decisions, and strengthen shared accountability to improve school readiness

Actions

List the action being worked on:
- Review of the Children's Cabinet Early Childhood Workgroup's 2021 objectives PPT (see meeting notes below)

What work has been done:
- Review of the Smart Thinking actions items and strategies
- EWS objectives

What else is needed to move this action further or complete it:
- See meeting notes below (modifications of analyses)

Any new actions as a result of working on this action:
- Finalize the ECW report by December 31, 2021

Any items ECAC needs to vote on?
If so we need background info included

N/A

Performance Measures (Targets)

With the work being done on this action does it move us closer to our performance measures?

Are the additional performance measures / targets that we need?

ECAC Smart Thinking Workgroup Meeting
October 6, 2021
2:00pm-3:30pm

Participants: Lieny Jeon, Margo Candelaria, Yolanda Jenkins, Liza Frye, Cynthia Skinner, Ebony Holliday, James Sadler, Mari Beth Moulton, Xiangyu Zhao, Briana Bostic

- Introductions (lots of connections, small world!)
- ECW Report Presentations by Lieny Jeon
- Questions/feedback/comments during presentations
- **Part 1**
- (Margo) Can you clarify if ELL are given in native language or English?
    - Is the KRA given in English or native language?
        - Given in English, if they cannot answer, it's considered non-scorable. Previously the child would receive "0"
    - Planning on adding a KRA history section to understand how scoring has been impacted for all students and students in specialized groups (ELL, students with disabilities)
    - The Hispanic and ELL students are confounding
        - Most Hispanic children are ELL, not many findings related to this. It would be helpful to have a note for this.
        - https://pd.kready.org/data/ck/sites/116/files/MD%20KRA%2020%20Scoring.pdf
    - James: Data for demonstrating, approaching, and emerging that is more recent or during COVID could be added as it is made available
        - https://www.baltimorespromise.org/kra
        - Margo: Could be tricky, couldn't be appropriately administered
            - Far fewer kids received it and it was not administered in 2020
            - Many kids did not show up in the classrooms or didn't receive an appropriate administration of the assessment
        - Could be possible to insert a paragraph/note to let people know that the data is available and that it's important to keep track of information
    - There isn't much data available on why students are repeating kindergarten

- o (Mari Beth) It would be interesting to see how students are doing in the first grade if they have missed kindergarten. Including data about COVID could skew perspective or not accurately represent what happened
  - ▪ We should be asking the district about the first and second grade data, about 18 months were "lost"
  - ▪ (Lieny) There will be an opportunity to look at these students in the third grade
  - ▪ (Margo) This is a caveat that we will have to have, understanding that children will not have had the same development that they would have had otherwise. Pushing the academic outcomes may not be as important as making sure that kids and families are okay?
  - ▪ (Lieny) Wondering if city schools have been tracking attendance during virtual learning?
    - ▪ (Margo) City schools tracks information about who logged on, but it's more difficult to discern whether they were engaged
    - ▪ (Yolanda) I agree with Mari Beth in not including information that is incomplete. I agree there should be mention that KRA information is available during COVID but the testing was not accurate (or something along those lines)
- **Part 3**
  - o (Yolanda) Is it possible to include home visiting services?
  - o State Health Department Mary (oversees home visiting) has interactive maps for services
  - o (James) Do we know if these trends (larger decrease in births than female population) exist in other cities? In some slides HS means HeadStart and other slides HS means High School. Should be obvious which is which depending on the context of the slide, but pointing it out in case there is room for clarification
  - o (Margo) Looking for a way to survey families in an efficient way
- Discussion
  - o (Mari Beth) How do we get the report out more broadly?
    - ▪ Talking about different dissemination methods, thinking of action items, want to make sure this gets out to the public and that all organization stakeholders know that the report is coming out and can make a plan.
    - ▪ Might be able to ground this is legislative sessions at the local and federal level
    - ▪ (James) Compatible with the Baltimore Youth Opportunities Report, included 1-pagers geared towards families and different organizations to address all of the stakeholders
    - ▪ There could be more available funding with the early childhood workgroup
    - ▪ (Margo) Does Tisha Edwards leaving the Mayor's Office mean anything for this work?
      - ▪ (Yolanda) It doesn't seem that the work has changed
    - ▪ (James) The birth report by CSA is valuable for understanding implications!
    - ▪ (Ebony) Regarding dissemination, the webinar is a great platform/idea!

- (Liza) Within Head Start this could be part of community assessment work and grants, etc.
- (Yolanda) I do also wonder how/if promotion of the report can be co-promoted with the launch of the ECAC website. It will be important to be able to speak to how the report has helped organizations make those changes.
- How can the impact of the report be measured?
  - Can be reported through the website?
    - (Margo) You can know how many people clicked on it?
      - You can keep track of who it was intentionally shared with?
      - Find out what the other groups are doing?
  - (Mari Beth) Can send a follow-up survey to the groups the report was intentionally shared with and ask how it has impacted their work.