

Smart Thinking Report Out Tool



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:

- Use multiple data sources beyond KRA to understand children’s kindergarten experiences?
- Develop a more comprehensive data archive that incorporates all public and private services available for children and families and keeps track of young children’s and families’ experiences.
- Advocate for the unique identifier for 0-5.

What work has been done:

- Discussed how to distribute reports to a wide range of audiences.
- BEREC published a new report: Kindergarten Success Fact Book: Baltimore City Schools Kindergarten Classes of 2014-15 to 2019-20 <https://baltimore-berc.org/kindergarten-success-report-2022/>
- Discuss how to build a more comprehensive data archive
- Brainstorm a pilot study on ELA and KRA correlational analysis

What else is needed to move this action further or complete it:

- Invite Crystal to the next meeting to understand what’s possibly done in the City Schools for data collection
- See meeting notes below for action steps

Any new actions as a result of working on this action:

- Discussion with MSDE - What can we do to get private child care information (and scholarship) and when can we get the information?

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?

N/A

ECAC Smart Thinking Workgroup Meeting

08/03/2022 2-3:30pm

Attendees: Lieny Jeon, Chantal Sinady, James Sadler, Margo Candelaria, Cynthia Skinner, Ebony Holliday

Notetakers: Briana Bostic, Xiangyu Zhao

Review Strategic Plan:

- Comments regarding adding the distribution of reports to a wide range of audiences...
 - LJ: Data requests will come to us, and when we finish the report, other groups can help distribute the reports because the mission of our group is not about dissemination.
- Kindergarten Success Fact Book: Baltimore City Schools Kindergarten Classess of 2014-15 to 2019-20 <https://baltimore-berc.org/kindergarten-success-report-2022/>
 - Discussions in the Retreat (ECAC March 30, 2022 notes)
 - Produce the report annually
 - Build a more comprehensive data archive—Margo will reach out again
 - Margo: The Parent Survey did not get a large number of responses; when parents enrolled children in the ECE, they would be asked where their children were coming from, which may not be reliable.
 - Examples from the KRA report
 - Can we gather a more reliable pre-enrollment data system→Discuss with Crystal
 - ELA and KRA correlational analysis could be done as a pilot

- Continue to look at the value and limitations of KRA
- CTE directors → potential research bias (not objective reporters. Such as teachers, parents, support staff, reading specialists, Assistant Principal, etc.)
- Potential solution: survey teachers about KRA administration; the challenge is the funding; MSDE may be the potential funder; Margo will reach out the Steven
- Cynthia: Find out some other regions that tried other assessments; examine the correlations between these assessments
- This year can be the planning stage; we can include this as the following action plan
- Q: Any KRA work group for this state?
 - CTE manages the administration and training of teachers
 - Board outside the CTE
 - New assessments are developed for infants and toddlers
 - No objective state-level working group to provide evaluation feedback for KRA
- Latest report https://earlychildhood.marylandpublicschools.org/system/files/filedepot/4/readinessmatters2021-2022_accessible.pdf

Next steps:

- Crystal-> K enrollment system
- Pilot study of ELA and KRA analysis