

# 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:

- Invite Crystal to the next meeting to understand what's possibly done in the City Schools for data collection
- See specific notes below.

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

- Have the population data available, including not only city schools but also HS, EHS, and Judy center (Lieny will reach out to the Health Department).
- Think about how this will be related to tangible change for changing the system or advocating for some things at the city or state level. Cherry Hill and South Baltimore could be an opportunity for some collaborative pilot projects.

### 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

2-3:30 pm 10/5/2022

Attendees: Lieny Jeon, Cynthia Skinner, Faith Miller, James Sadler, Chantal Sinady, Garma Bhatt Handley, Yolanda Jenkins, Ebony Holliday, Crystal Franci, and Kristina Carr

Notetakers: Briana Bostic and Xiangyu Olivia Zhao

1. Recap
  - a. Discrepancies between parent-reported data and administrative data regarding children's enrollment.
  - b. How to use multiple outcome data to assess children's readiness and build a more comprehensive data archive.
  
2. Data Systems Discussion (With Kristina & Crystal)
  - a. It's challenging to build the comprehensive data archive because of the limitations in the student enrollment info system and three years' online portion.
  - b. But there're opportunities to build a coordinated enrollment system in the future.
  - c. Currently we only have the data from public pre-k, state-founded pre-k, and HS because of the lack of state IDs for some other programs.
  - d. System is connected with student information system, connecting across all grades.
    - It would be difficult to create fields for the young children to have enrollment information that doesn't need to be connected to all of the students.

- Crystal: Using funds and aligning with Kirwin, there could be a coordinated enrollment system; what are the questions? What are you asking for?
- e. Question from Chantal: Some children are given accommodations for why they were not moved back or forward at a certain pace.
  - The prior care question is asked at kindergarten enrollment; gathering information from pre-k enrollment requires more.
- f. Suggestion from Lieny: The model for the New Orleans text message to enrollment systems makes an effort to recruit and maintain information consistent.
  - It would be helpful for Crystal to connect with New Orleans (Wexler)
  - Question from Crystal: Do we know who or what department in the Health Department has this data? Birth data. Population level data. → Jenna
  - Crystal: It looks like we are collecting the prior care information for Pre-K students this year. There are 100 enrollment officials who are putting in information in different ways, so it may be a challenge to get consistent data.
- g. Would it be helpful for Judy Centers to gather different enrollment data?
  - There's no mechanism to recognize them as students because they are not old enough.
  - From Yolanda: What role, if any, can Smart Thinking and the ECAC do to support this next-level data collection?
    - Getting population data or data from BERC
      - Where are the students we don't know, how are they, and what resource allocation would make sense? Then, we could be strategic about what neighborhood we could be targeting.
      - Is there access to CSA level data?
        - i. School zones would be helpful
        - ii. A discussion with the Department of Health maybe health, could aggregate address my school zone.
        - iii. Cathy is in the Smart Thinking workgroup
      - Possible ways to recruit families from neighborhoods:
        - i. Faith: We can use community assessment, look at the zip code, and knock on the doors.
        - ii. Chantal: HS used to apply community assessment, hold community events, and distribute flyers and handouts to people in the neighborhoods. But HS has eligibility requirements.
      - Cynthia: Could there be a chance to pilot any of this with the Cherry Hill project?
      - It could be helpful to follow a set of children to figure out where they are.
      - Faith: There's a waitlist, no expansion available from federal funds at this time, but any spot that would be opened up would be filled.
      - Chantal: Registration for SNAP benefits or information associated could also be helpful/useful.

- Crystal: We need to figure out how we want standards to be measured and which ones we want to prioritize, with revising assessment; advocate to get more HS programs to use ELA assessment which covers different ages in ECE.
- Correlational analysis between KRA and ELA
  - Kristina: ELA doesn't aggregate and is more of an item analysis. The # of students at 3,4,5 is consistent with the number of students in KRA assessments who are ready for Kindergarten. Pre-pandemic data show that the ending ELA scores match KRA scores (4–5-year-olds); children's growth was big, but the ending scores were not ideal. There are disconnections between KRA and ELA because of the differences between the assessment domains for different ages. We also don't want to add too much burden on teachers to conduct the assessments.
  - Chantal: There are five domains (72 items) of focus for the skill sets of children
    - i. Kristina: Only using 35 items, which are selected items from 4 domains in order to align with the KRA.
  - Crystal: What role, if any, can Smart Thinking and the ECAC do to support this next-level data collection?

### 3. Next steps

- a. Have the population data available, including not only city schools but also HS, EHS, and Judy center (Lieny will reach out to Cathy).
- b. Think about how this will be related to tangible change for changing the system or advocating for some things at the city or state level. Cherry Hill and South Baltimore could be an opportunity for some collaborative pilot projects.