



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

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Kenneth  
Rainin  
FOUNDATION

# Outline

- **Tale of Three Cities**
  - City of Seattle
  - San Francisco City and County
  - Oakland, CA

# City of Seattle

# Why Kinder Readiness?



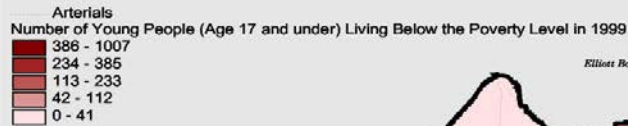
# Setting the Context: The Achievement Gap

- ❖ 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

## Youth Living Below Poverty Level, 1999 Census 2000

Research & Prevention Office  
 Department of Neighborhoods  
 City of Seattle  
 December 5, 2003

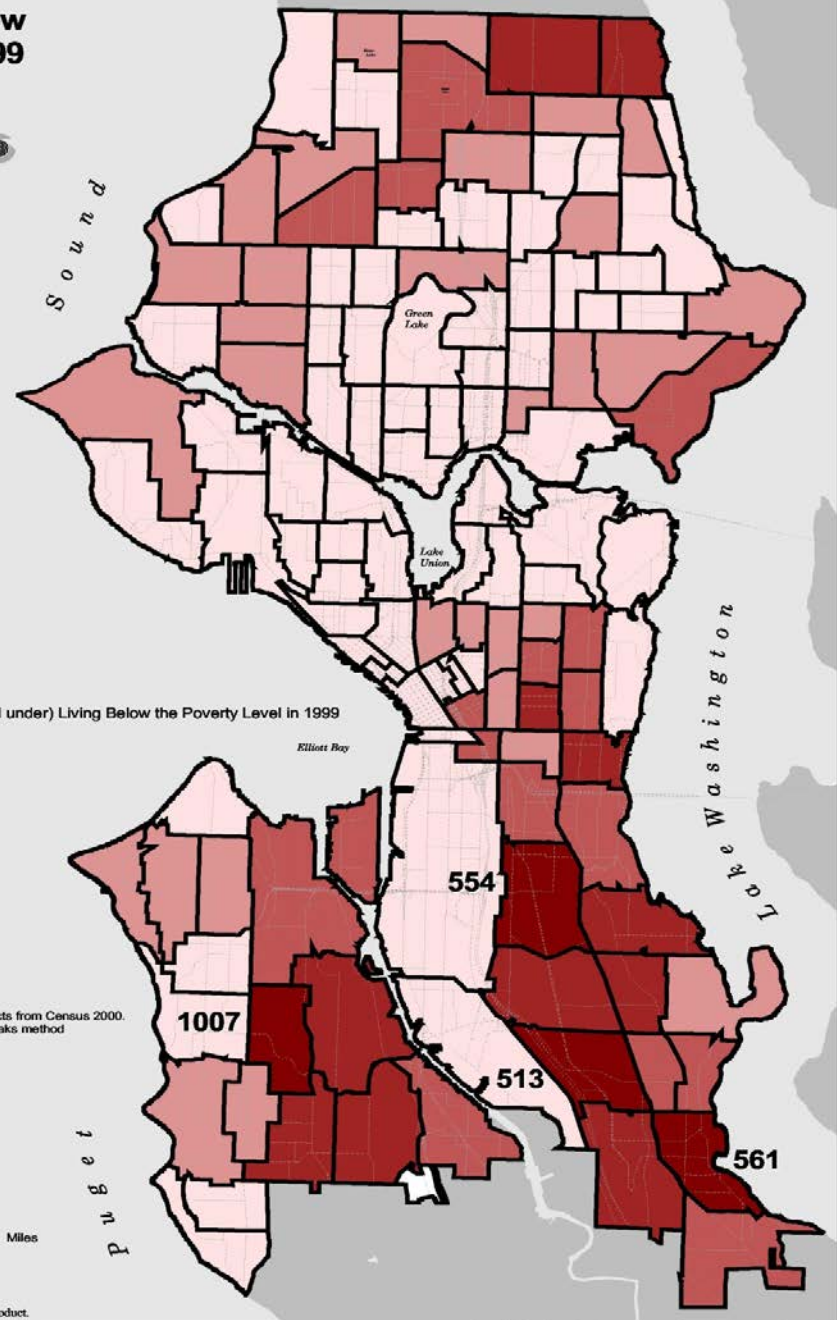


Note:  
 1) Geographic units of analysis are census tracts from Census 2000.  
 2) Data are classified based on the natural breaks method (Jenks' Optimization).



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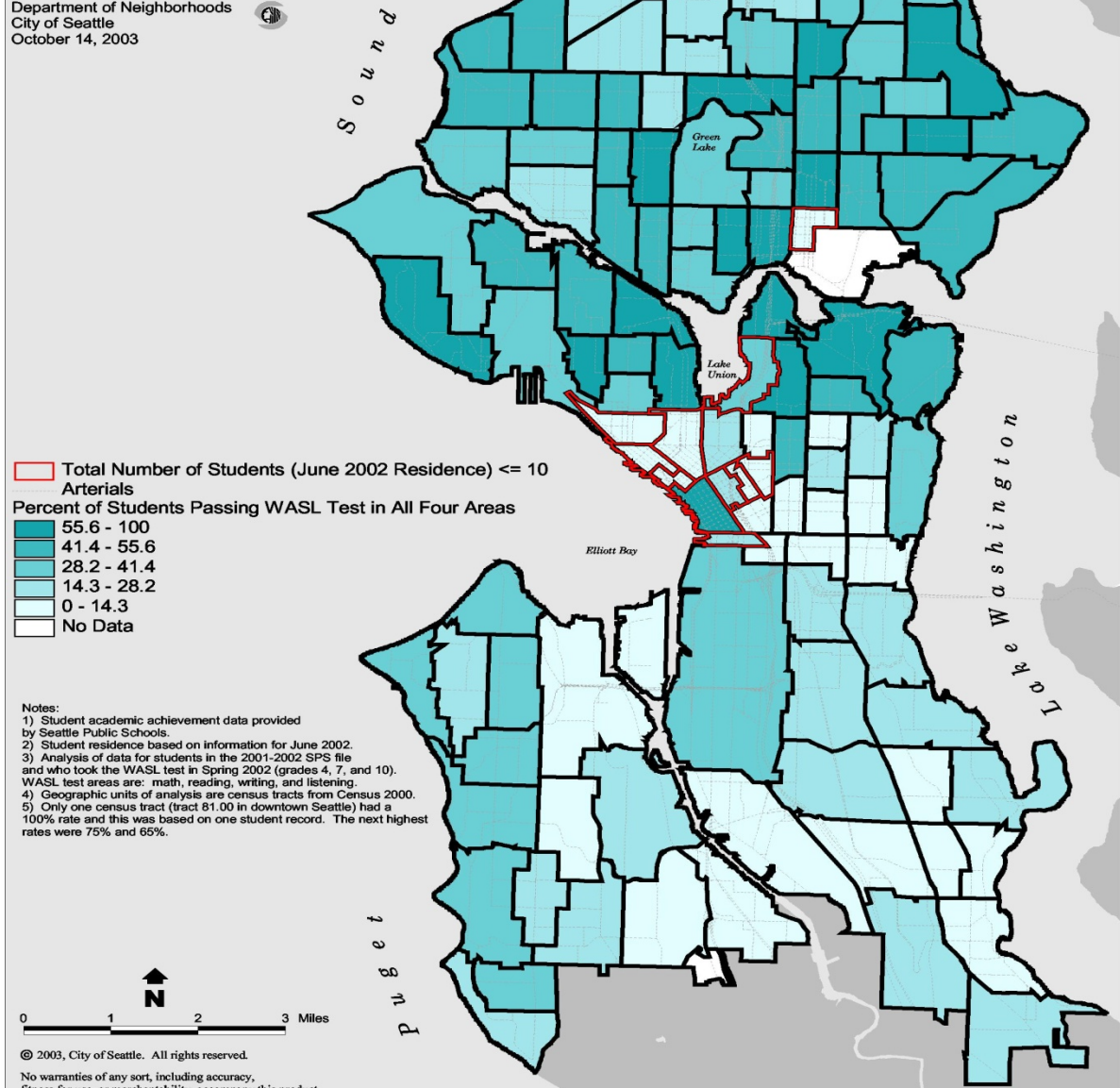




# Students Meeting WASL Standards

## Percent of Students Meeting All WASL Test Standards Seattle Public School Students Spring 2002 By Location of Residence

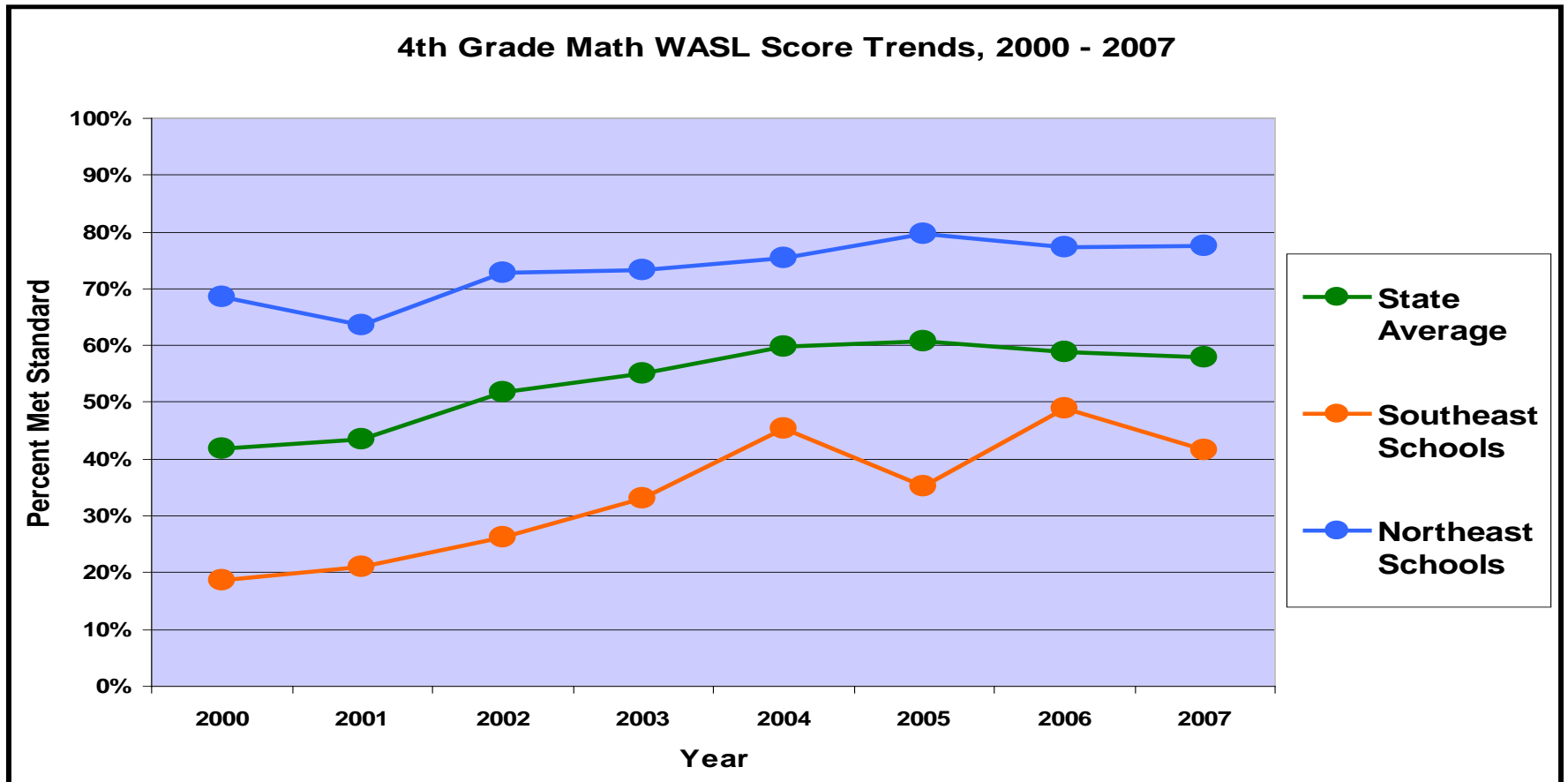
Research & Prevention Office  
Department of Neighborhoods  
City of Seattle  
October 14, 2003



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# The Educational Trajectory: Elementary Schools – 4<sup>TH</sup> Grade WASL





# 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

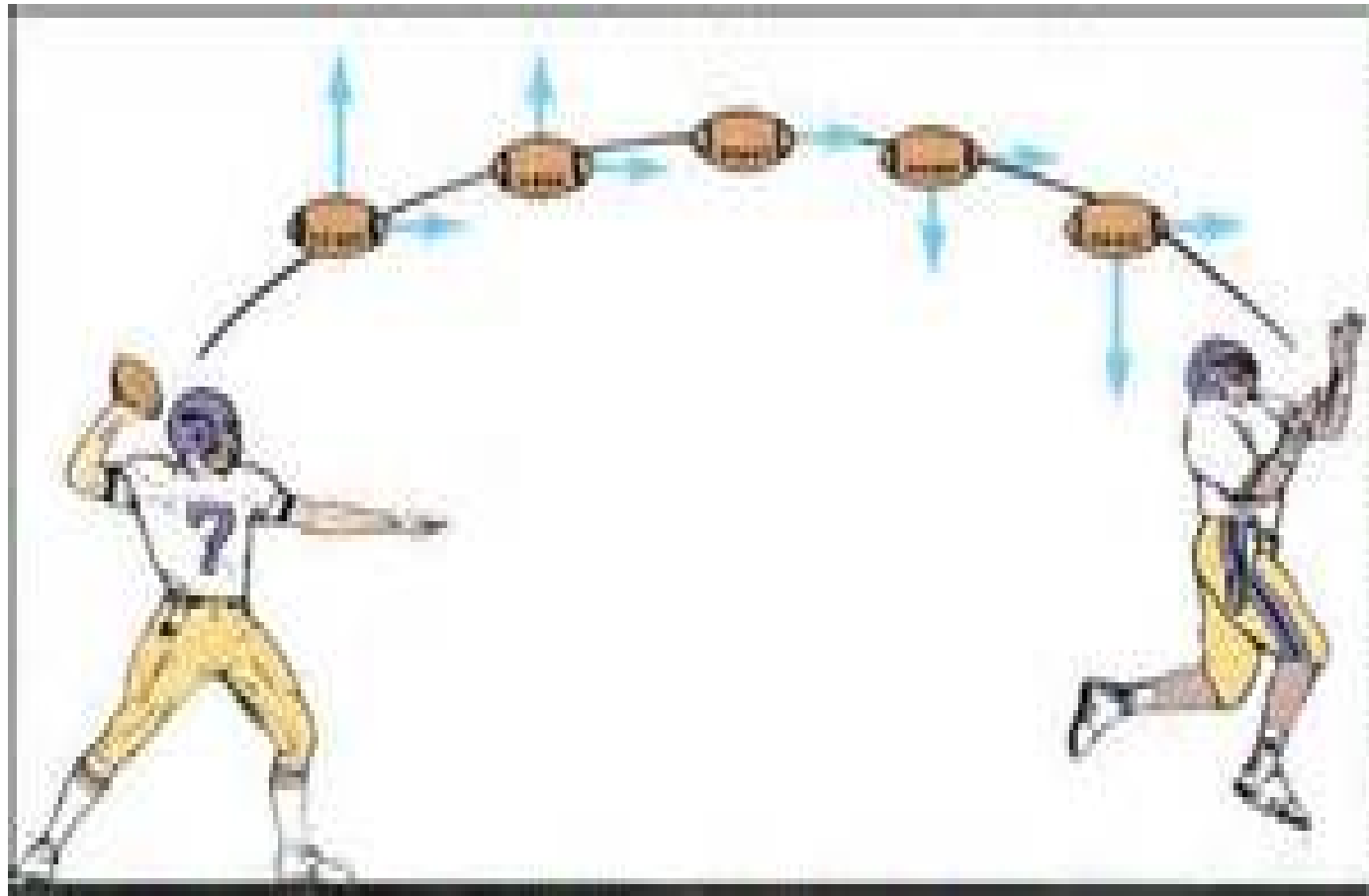


# City/County of San Francisco “SFUSD”

# THE HAIL MARY

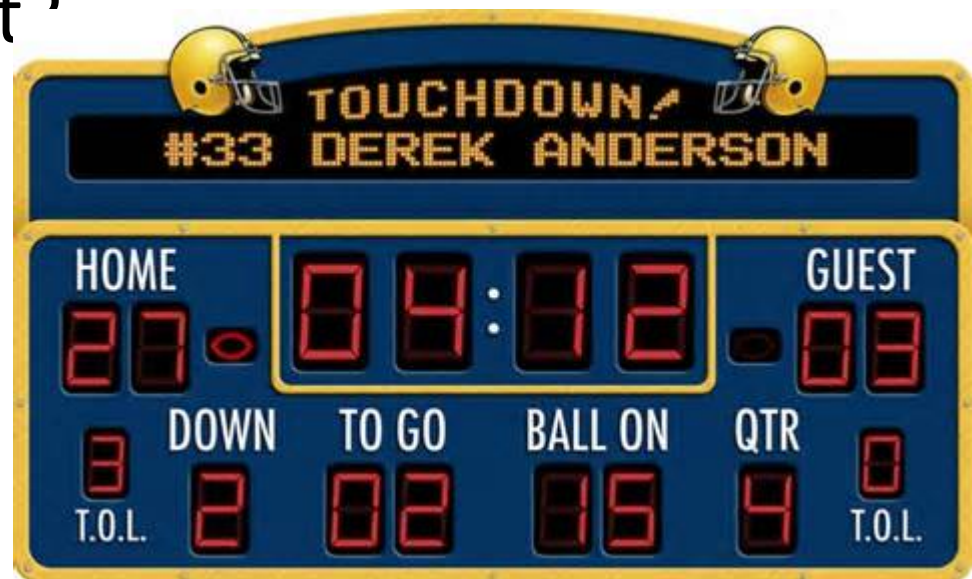
- A 4<sup>th</sup> quarter strategy...

Distance + Time = Strategy



# Questions to Ponder

- What grades or ages?
  - Birth through 21 years of age
  - Birth through 12<sup>th</sup> grade
- What is alignment?
- Who is on first?



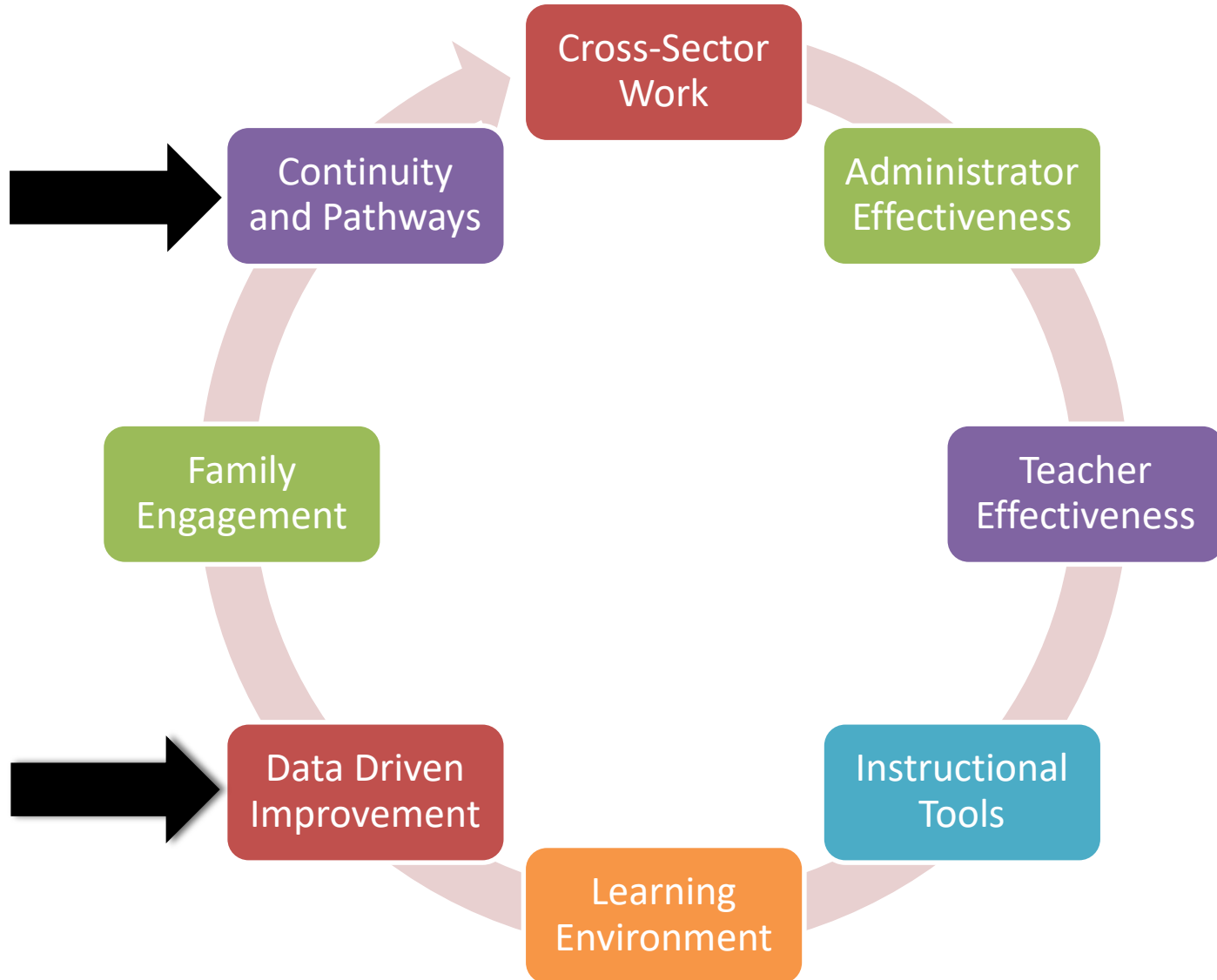
*“The vision for PreK-3rd grade approaches is to improve the quality and coherence of children’s learning opportunities, from the experiences children have before they enter the K-12 system and extending through elementary school.*

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

Kauerz, K. & Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.



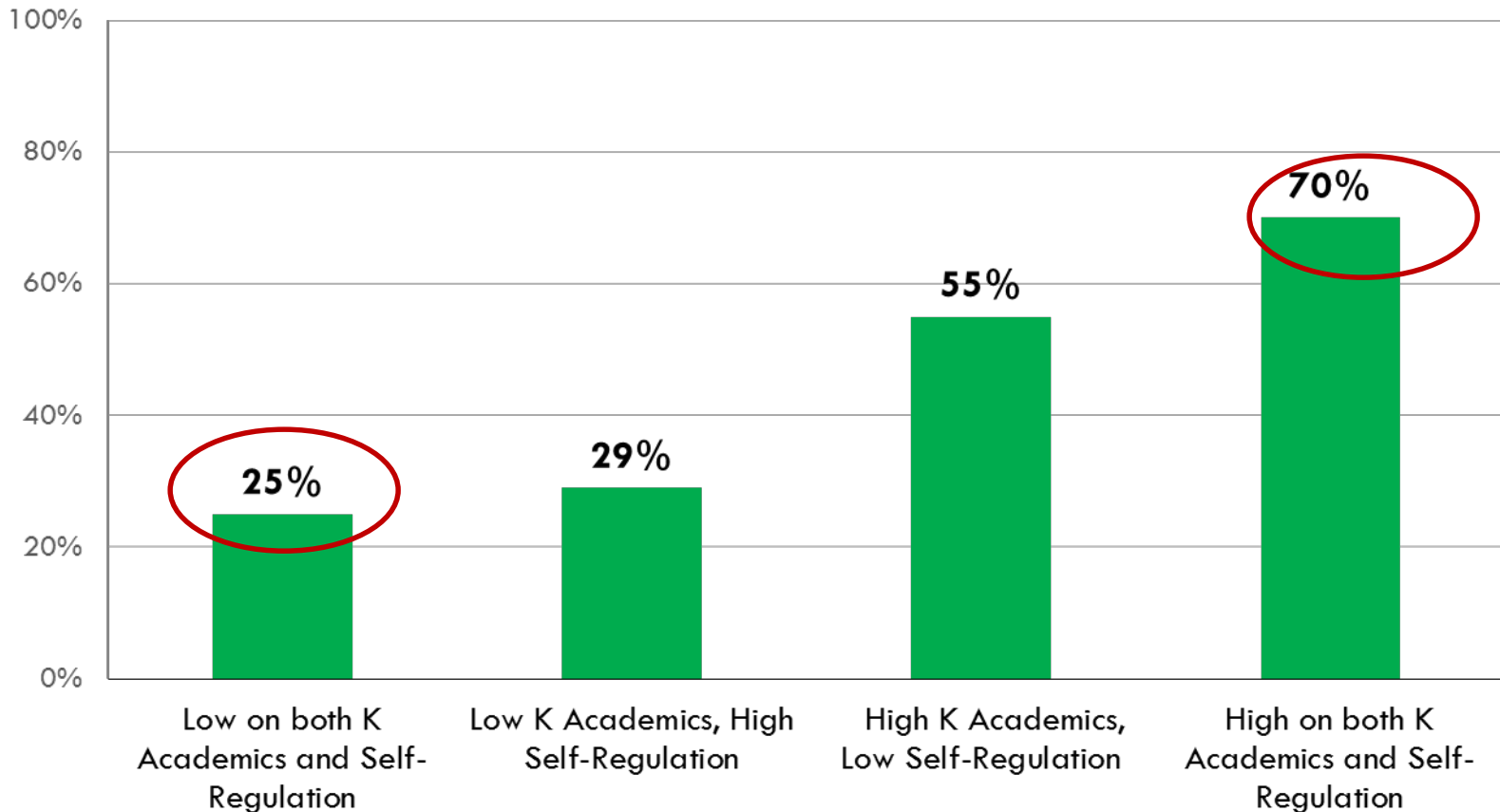
# PreK-3<sup>rd</sup> Grade Components



# Why PreK-3<sup>rd</sup> Grade Initiative?

Is kindergarten readiness linked to 3<sup>rd</sup> 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

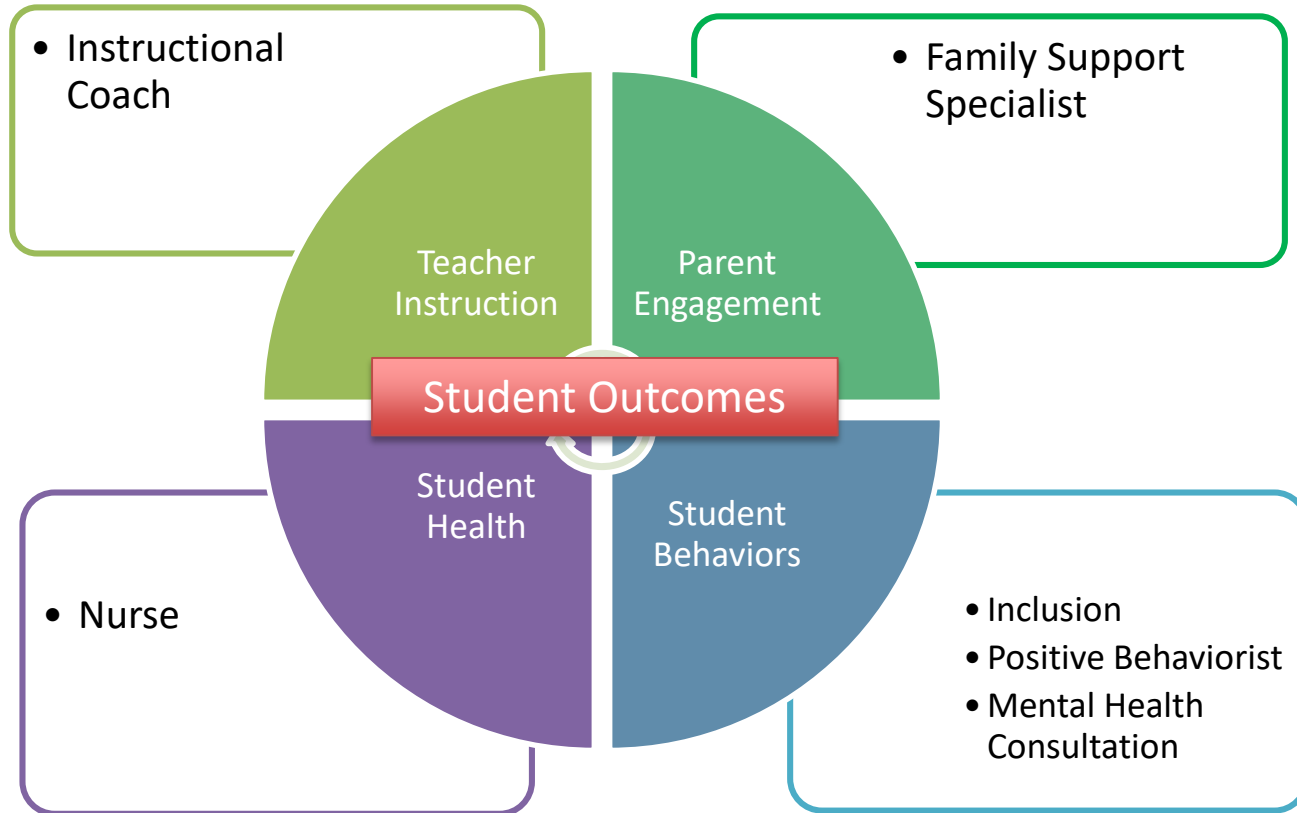
## ➤ Data Report

- ✓ 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



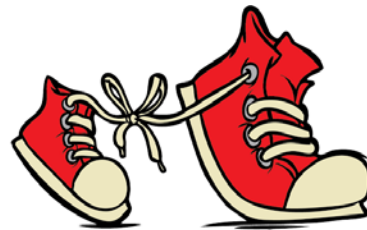
# Possibilities

- Data Sharing Agreements
- Infant & Toddler Id's
- Annual P-3<sup>rd</sup> grade or 0-8 year old conference
- Shoestrings



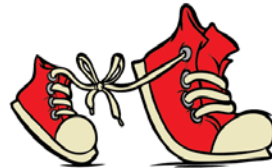
# SHOESTRINGS CHILDREN'S CENTER

LICENSED TO LACE



**Shoestrings Children's Center**

Multi-Tiered Early Intervention and Supports Program



**Shoestrings  
Children's Center**

Multi-Tiered Early Intervention and Supports Program

# City of Oakland

IT IS COMPLEX



# SEEDS



# The Pipeline



*Advancing educational success*

# Men of Color

