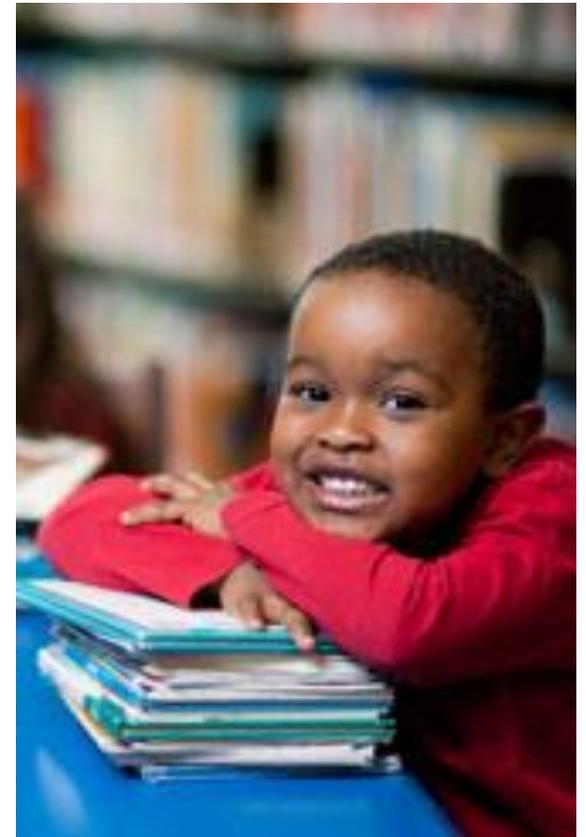


Alameda County School Readiness Assessment (SRA)

First 5 Alameda County

June 15, 2017



Agenda

1. Recap the findings from 2015 SRA

- » Highlights and discussion of readiness of children of color, risk/protective factors, and rater reliability
- » How 2015 result informed tool changes in 2017

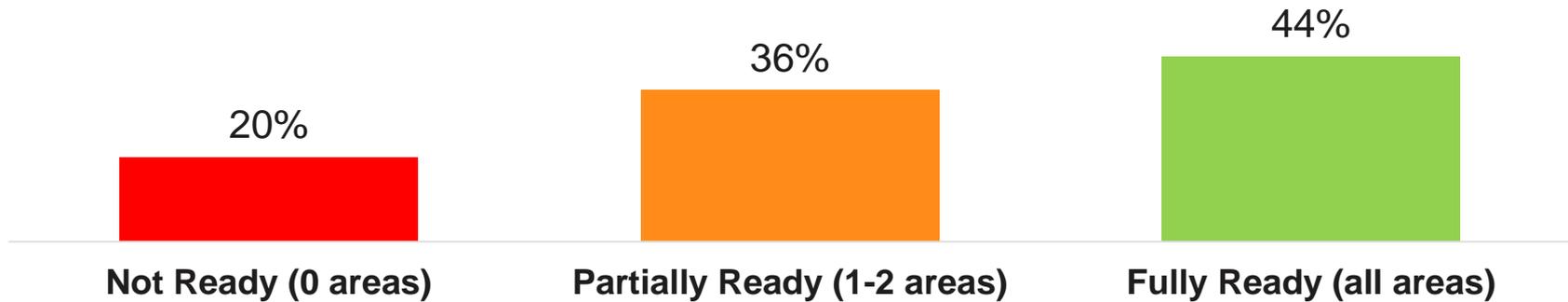
2. Previewing the 2017 SRA in Alameda County

- » Study goals, sample, and timeline

3. How do we turn the curve?

- » Alignment of findings with First 5 strategic plan
- » Role other systems play in supporting school readiness

Recap of 2015 Findings

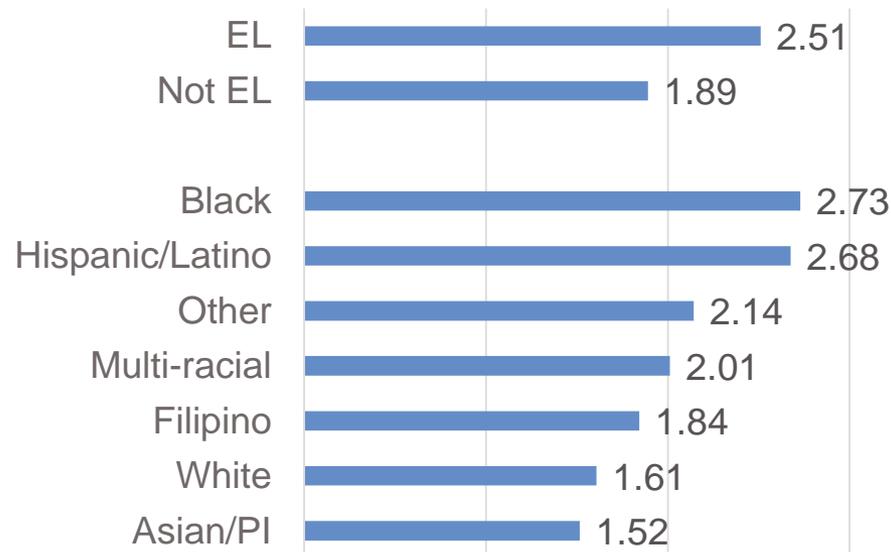


- Top predictors of higher readiness:
 - » Child well-being (comes to school healthy, well-fed, well-rested)
 - » Attended preschool or licensed child care
 - » Child is older
 - » No special needs
 - » Child is proficient in English
 - » Child is female
 - » Child race/ethnicity (White or Asian)
 - » Comes from family with higher socioeconomic status (SES includes maternal education and family income)
 - » Exposed to less screen time during the week
 - » Caregiver does not consider him/herself to be a single parent

Better Understanding the Readiness Gaps

- Due to actual differences in readiness?
 - » Children of color and English Learners had greater number of risk factors, and these factors contribute greatly to gaps in readiness
 - » Gaps present in other local education data (e.g., 3rd grade proficiency)
 - » 2017 study data will gather more information on children's household composition, neighborhood, and stability and affordability of childcare

Average number of risk factors



Better Understanding the Readiness Gaps

- Due to perceived differences in readiness?
 - » Other research has found educators may be biased in their perceptions of children of color, particularly boys (e.g., Gilliam et al., 2016; Goff et al., 2014; Okonofua & Eberhardt, 2015)
 - » Cannot rule out implicit bias, but observed racial/ethnic and gender differences were consistent across teachers:
 - Readiness gap in Alameda County statistically the same across the 89 teachers in the sample
 - Data from other counties in 2016 indicate gap not related to teacher background
 - » In 2017, we will monitor possible teacher rating bias in Alameda by collecting more data on teachers' background, including race/ethnicity, gender, and education

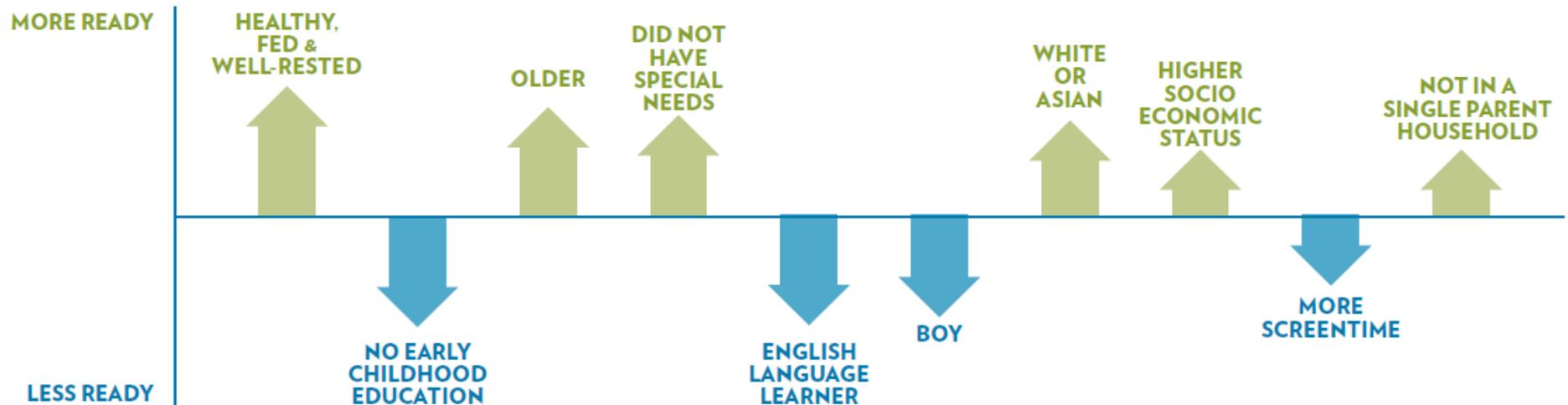
The Upcoming 2017 SRA

- 2017 study will cover a broader sample of districts and schools in our county. The study will help us understand:
 - » How ready are children in the county for kindergarten?
 - » What factors influence readiness, such as participation in preschool, family resource centers, and activities in the home?
 - » How we can enhance community partnerships so that more children begin school ready for success?
- Target sample
 - » 80 classrooms
 - » Proportional representation from all districts
- Timeline
 - » Trainings in July/August
 - » Assessment in first few weeks of school
 - » Analysis and teacher dashboards in Winter
 - » Full report in Spring

How Do We Turn the Curve?

Key Predictors of Readiness in 2015

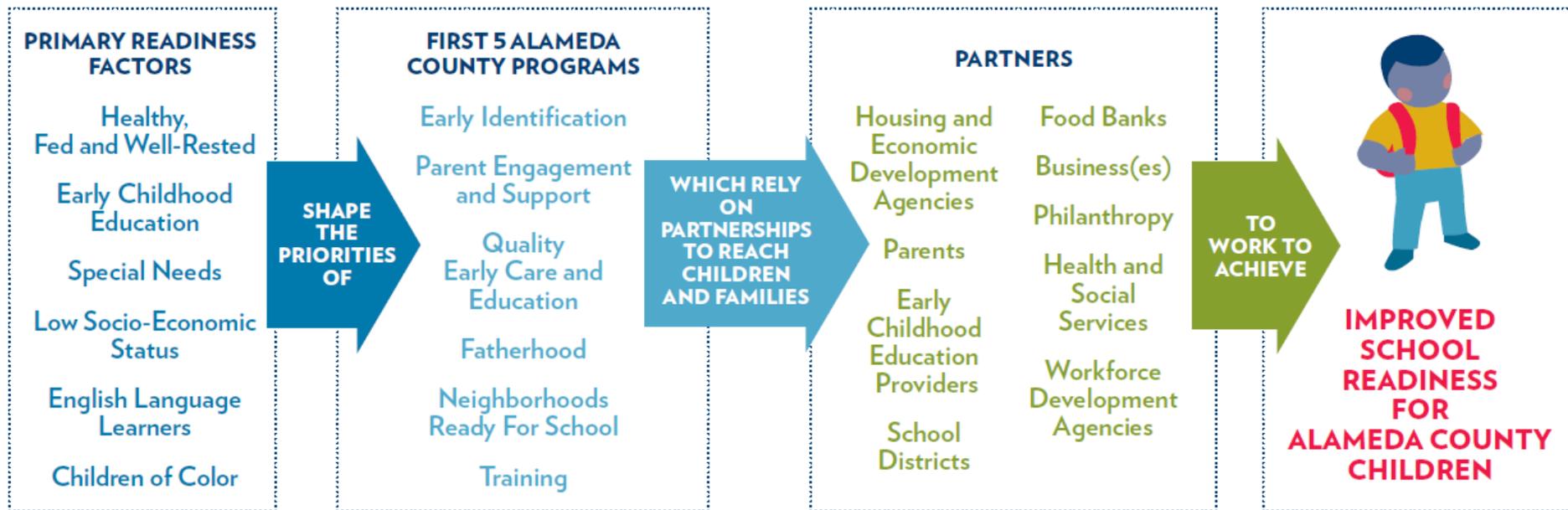
SCHOOL READINESS PREDICTIVE FACTORS (IN ORDER OF IMPACT)



Policy Levers for Readiness

- First 5 strategies address some of the predictors of readiness, but raising readiness levels in the county will require investment from other systems, too.

SCHOOL READINESS REQUIRES A COLLABORATIVE EFFORT



Discussion

- How could the results shape community investment so all children are ready for school?



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