

Welcome to the OLC November Early Development Instrument Meeting!

We will get started soon!

Please take a minute to make sure:

- *Your name is correct on your zoom screen (if you need to change it, click on the three dots on the upper right corner of your square).*
- *You are muted (for now) but will be able to unmute yourself later in the meeting.*
- *You have a coffee/tea/snack (if you want)*

Working together
to ensure that
every Oakland
child learns and
loves to read



Participation Guidelines and Tools

- This Meeting Will Be Recorded
- We will refer to the **google doc** to record ideas and link to handouts and resources. (You can find the doc in the chat box.)
- Please mute your mic during the presentation. There will be time for conversation in breakout rooms.

Agenda

10:00 - 10:05 Welcome & introductions

Sanam Jorjani & Jethro Rice, Oakland Literacy Coalition

10:05 - 10:55 Social Emotional and Literacy Development in Oakland

Keith Welch, Research Analyst, OUSD

Trisha Barua, Policy Analyst, Oakland Starting Smart and Strong

10:55 - 11:10 Breakout Rooms discussion

11:10 - 11:15 Share out

11:20 - 11:30 Q&A and Closing

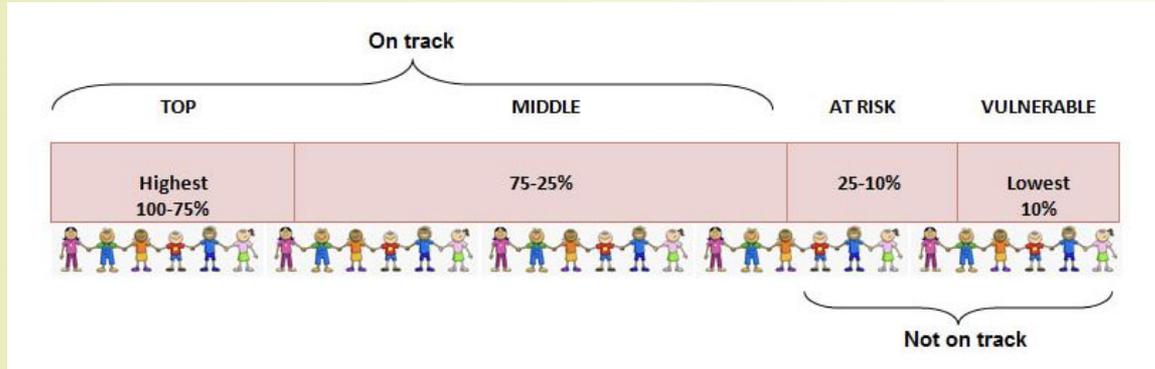
Goals for the Day

- IDENTIFY gaps in programs and services available to children and their families.
- BUILD partnerships between organizations for school readiness grounded in data.
- KNOW how to access the EDI dashboard for detailed information.

EDI in Oakland

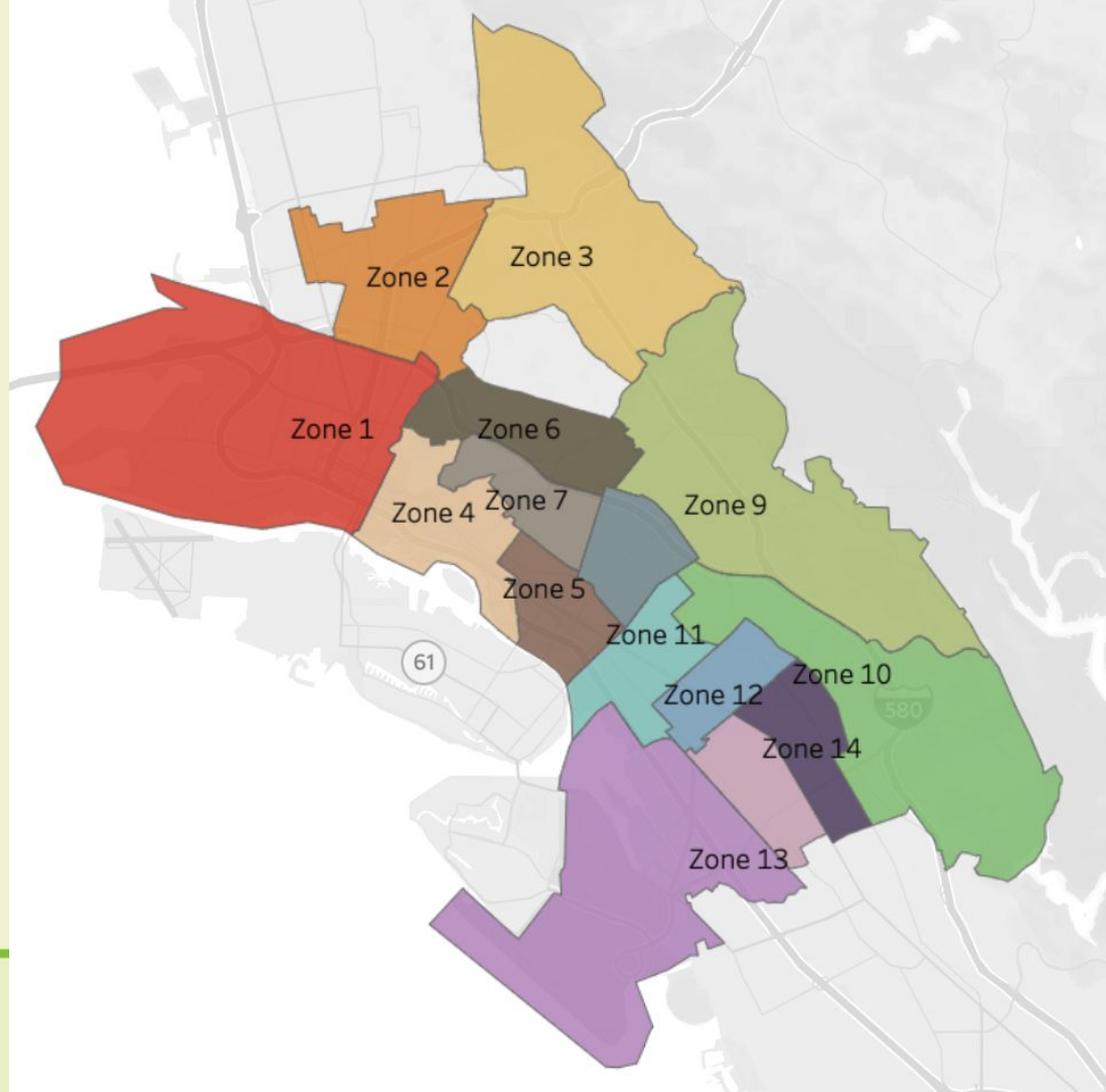
- EDI used in all three Starting Smart and Strong communities
 - Research-backed population measure of child development
 - Used across British Columbia, Australia, and many communities in the U.S.
 - Shows results at neighborhood level
- First collected in Oakland in spring 2017, recently collected again in January 2020
- High participation from OUSD Kindergarten teachers
 - 2017: 88% of OUSD Kindergarteners
 - 2020: 93% of OUSD Kindergarteners

What the EDI Measures



EDI Zones

- All Kindergarten students placed into a zone based on where they **live**
- Each zone has 150-200 students **living** in it



Responses to 2017 EDI Data

- **Increasing Social / Emotional Supports in OUSD ECE**
 - Institutionalizing Kinder Transitions Teacher Leaders, KinderTransitions Forms, and ROCK PD for trauma-informed early education
 - Improvements in 2020 EDI Social Competence and Emotional Maturity data may be associated with these supports
- **Shared the EDI with City of Oakland stakeholders**
 - EDI is mentioned in most recent Oakland Fund for Children and Youth (OFCY) strategic plan for FRCs and preschool/ECE settings
- **Created an accessible and user-friendly data dashboard**
- **Connected with EDI national partners around community-led policy advocacy (Erikson)**

2020-21 EDI Community Engagement

- **Oakland FRC Network + Parent/Family Engagement**
 - Community Asset Mapping
 - San Antonio FRC Parent Action Research Team
 - “Train the Trainers” - data literacy and community-led policy advocacy
 - Leveraging community + systems through ***OSSS Data Committee***
- **Addressing Language and Cognition Domain**
 - OUSD ELLMA / Fresno conversation to support DLLs via POLL Strategies PD (pollstrategies.org)
- **Additional Plans**
 - Working with the City to incorporate EDI in the gov’t equity indicators
 - Exploring countywide implementation of EDI
 - Deeper OUSD engagement with dept leaders and educators

Communities can turn facts and figures into collective action to help:

- **STRENGTHEN** the understanding of a community's role and influence in child development and the importance of investing in young children;
- **INFORM** curriculum and program needs to best prepare children entering kindergarten;
- **IMPROVE** professional development offerings and supports for those caring for young children;
- **MAP** local resources (E.g. early childhood providers, hospitals, libraries, etc.);
- **IDENTIFY** gaps in programs and services available to children and their families;
- **BUILD** networks of school-readiness advocates and create partnerships between organizations;
- **DETERMINE** strategic planning for organizations and community initiatives;
- **ADVOCATE** for changes to policies, systems, and funding at the local, county, and state levels

This list was borrowed from a resource developed by the [Erikson Institute](#)



2020 EDI Results



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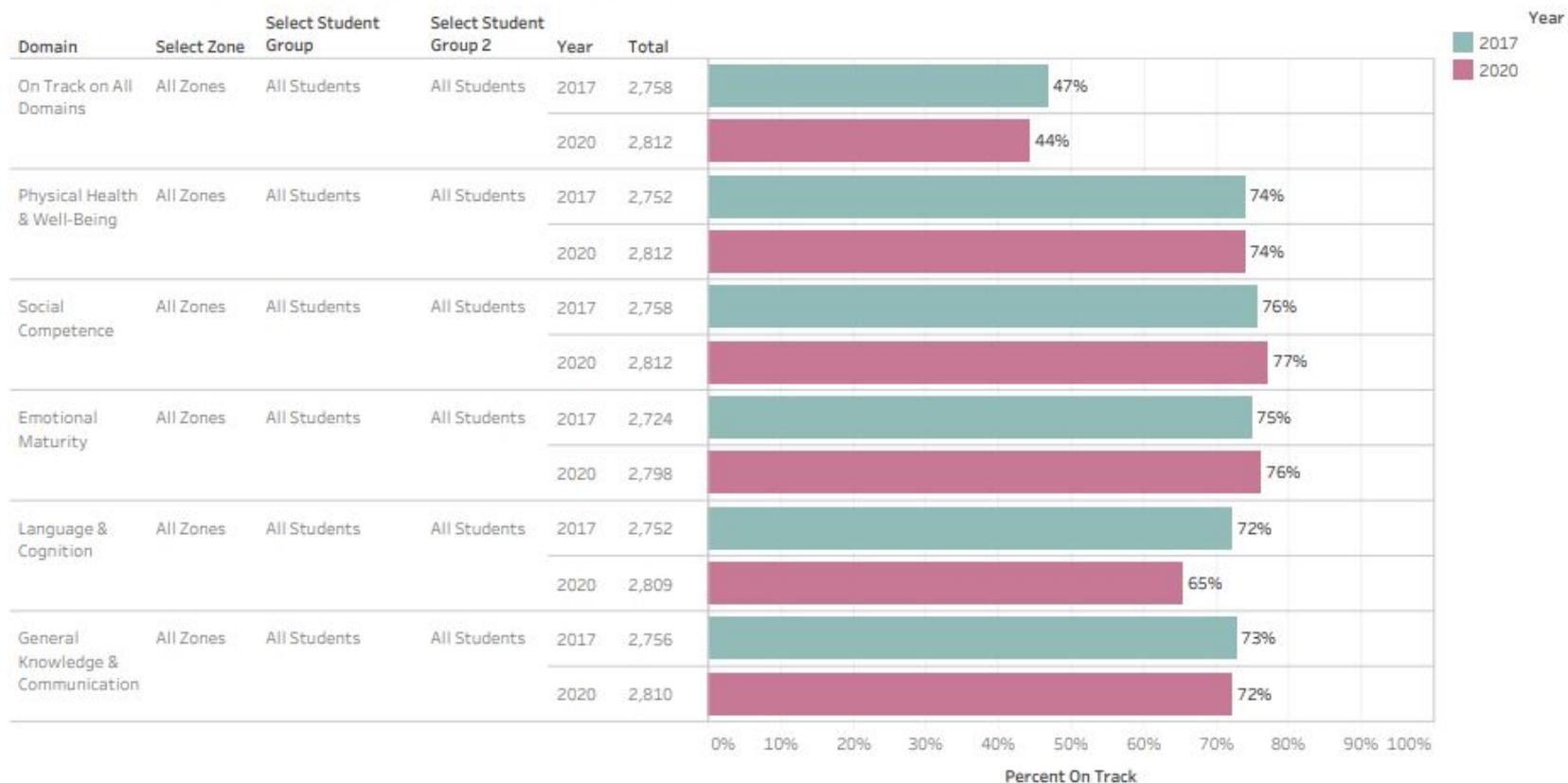
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Community Schools, Thriving Students

Interpreting EDI Results

- Many possible explanations for changes in EDI data, important not to jump to conclusions
 - Important to consider factors such as access to high quality early learning, health and family supports, and affordable housing that may impact these results
- All data collection tools are limited and there is no tool that can tell the full story of a neighborhood and its children - EDI is no exception
- Not a diagnostic tool or screener for individual children nor will student-identifying data be shared

Percent "On Track": Domains by Student Group and Zone



Social Competence Improvements



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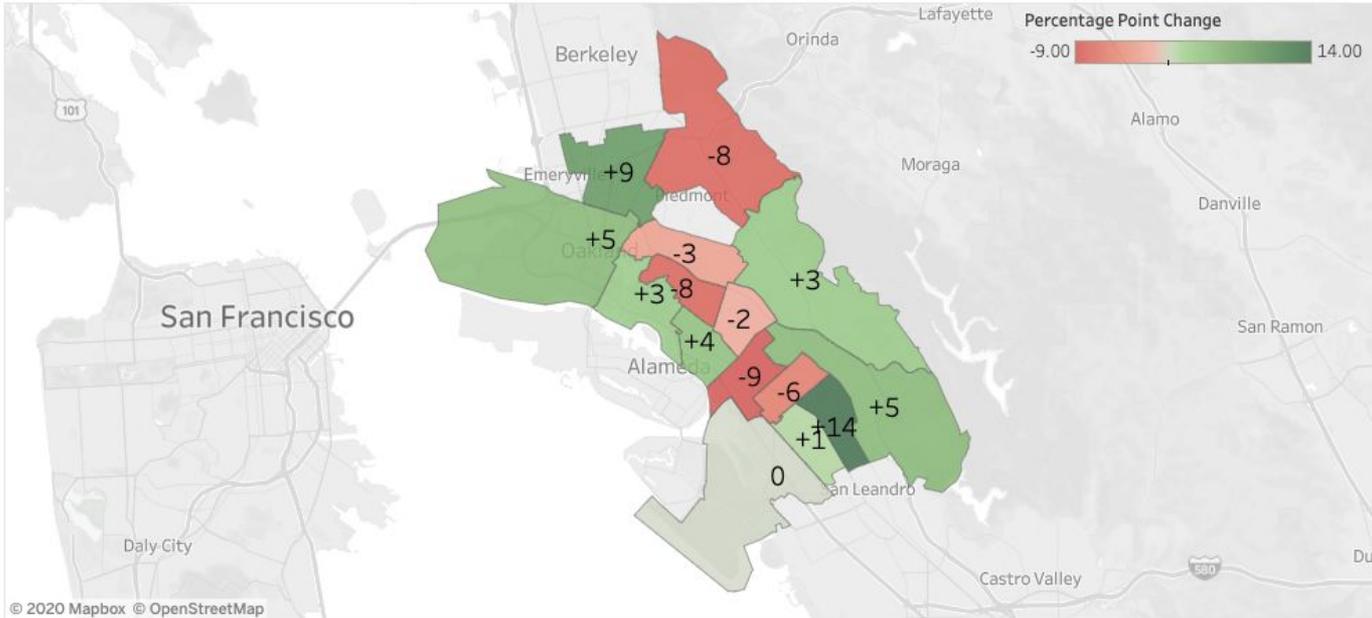
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Domain	Subdomain	Definition Ready	Definition Not Ready	Question
Social competence	Approaches to learning	Children who always or most of the time work neatly, independently, and solve problems, follow instructions and class routines, easily adjust to changes.	Children who only sometimes or never work neatly, independently, are rarely able to solve problems, follow class routines and do not easily adjust to changes in routines.	Able to adjust to changes in routines
				Able to follow class routines without reminders
				Able to follow one-step instructions
				Able to solve day-to-day problems by him/herself
				Completes work on time
				Follows directions
				Listens attentively
				Works independently
				Works neatly and carefully
				Overall competence with peers
			Able to play with other children	
			Overall social/emotional development	
			Plays and works cooperatively with other children	
			Shows self-confidence	
Readiness to explore new things	Children who are curious about the surrounding world, and are eager to explore new books, toys and games.	Children who only sometimes or never show curiosity about the world or an eagerness to explore new books, toys and games.	Curious about the world	
			Eager to play a new game	
			Eager to play with a new toy	
			Eager to play with/read a new book	
Respect and responsibility	Children who always or most of the time show respect for others and for property, follow rules and take care of materials, accept responsibility for actions, and show self-control.	Children who only sometimes or never accept responsibility for actions, show respect for others and for property, demonstrate self-control, and are rarely able to follow rules and take care of materials.	Accepts responsibility for actions	
			Demonstrates respect for adults	
			Demonstrates respect for other children	
			Demonstrates self-control	
			Follows rules and instructions	
			Respects the property of others	
			Shows tolerance to someone who made a mistake	
			Takes care of school materials	

Social Competence Increases in Most EDI Zones

Change in Percent "On Track" 2017-2020 - Social Competence



On Track Social Competence

Hover to sort by column

Zone	2017	2020	Percent Point Chan..	↑/↓/↔
Zone 14	66%	80%	↑ 14	↑
Zone 2	74%	83%	↑ 9	↑
Zone 10	77%	82%	↑ 5	↑
Zone 1	69%	74%	↑ 5	↑
Zone 5	75%	79%	↑ 4	↑
Zone 9	81%	84%	↑ 3	↑
Zone 4	70%	73%	↑ 3	↑
Zone 15	73%	74%	↑ 1	↑
Zone 13	72%	72%	↔ 0	↔
Zone 8	81%	79%	↓ -2	↓
Zone 6	83%	80%	↓ -3	↓
Zone 12	78%	72%	↓ -6	↓
Zone 7	79%	71%	↓ -8	↓
Zone 3	81%	73%	↓ -8	↓
Zone 11	81%	72%	↓ -9	↓

Room to Grow in Language & Cognition



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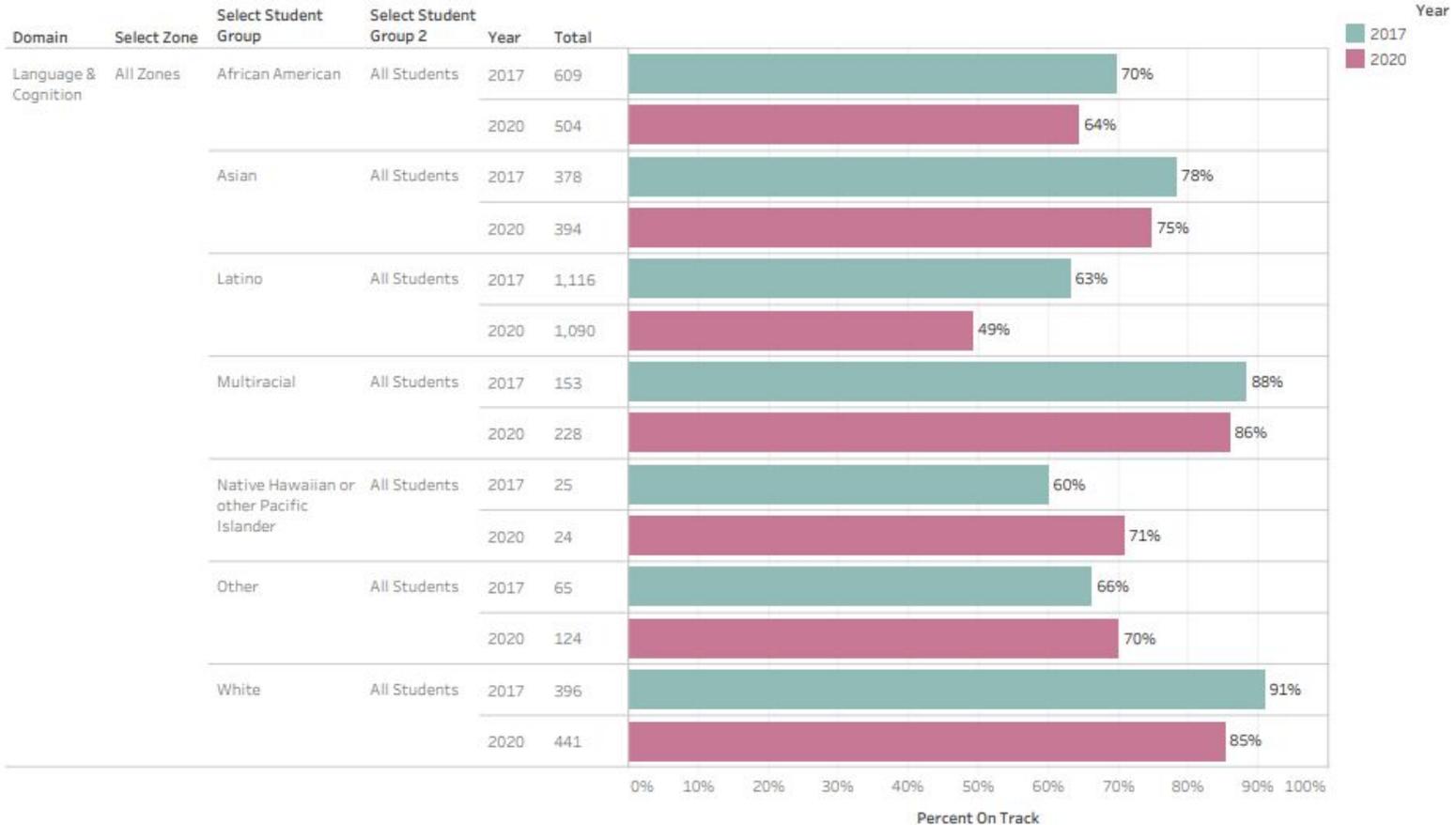
Key Language & Cognition Takeaways

- Overall decrease in the percent of students on track in Language & Cognition
- Decreases for most racial/ethnic groups, but especially Latinx students
- Decreases were largest for English Language Learners (ELs)
- Most significant decreases for Arabic- and Spanish-speaking ELs
- Decreases for both newcomer and non-newcomer ELs
- Decreases for ELs was different in different EDI zones
- The EDI does not measure home language acquisition so we don't have a full picture of our EL's literacy skills

Domain	Subdomain	Definition Ready	Definition Not Ready	Question
Language and cognition	Advanced literacy skills	Children who have at least half of the advanced literacy skills: reading simple, complex words or sentences; writing voluntarily writing simple words or sentences.	Children who have only up to one of the advanced literacy skills; who cannot read or write simple words or sentences; and rarely write voluntarily.	Able to read complex words
				Able to read simple sentences
				Able to read simple words
				Able to write simple sentences
				Able to write simple words
				Interested in writing voluntarily
	Basic literacy skills	Children who have all of the basic literacy skills: know how to handle a book; can identify some letters and attach sounds to some letters; show awareness of rhyming words; know the writing directions; and are able to write their own name.	Children who do not have most of the basic literacy skills: they have problems with identifying letters or attaching sounds to them, rhyming; may not know the writing directions and even how to write their own name.	Able to attach sounds to letters
				Able to identify at least 10 letters of the alphabet
				Able to participate in group reading activities
				Able to write his/her own name in English
				Aware of writing directions in English
				Experimenting with writing tools
				Knows how to handle a book
				Showing awareness of rhyming words
	Basic numeracy skills	Children who have all of the basic numeracy skills: can count to 20 and recognize shapes and numbers; compare numbers; sort and classify; use one-to-one correspondence; and understand simple time concepts.	Children who have marked difficulty with numbers; cannot count, compare, or recognize numbers; may not be able to name all the shapes and may have difficulty with time concepts.	Able to count to 20
				Able to recognize geometric shapes
				Able to recognize numbers 1-10
				Able to say which number is bigger of the two
				Able to sort and classify objects by a common characteristic
				Able to use one-to-one correspondence
				Understands simple time concepts
	Interest in literacy/numeracy	Children who show interest in books and reading, math and numbers; and have no difficulty remembering things.	Children who may not show interest in books and reading, or math and number games, or both; and may have difficulty remembering things	Able to remember things easily
				Generally interested in books
				Interested in games involving numbers
				Interested in mathematics
				Interested in reading

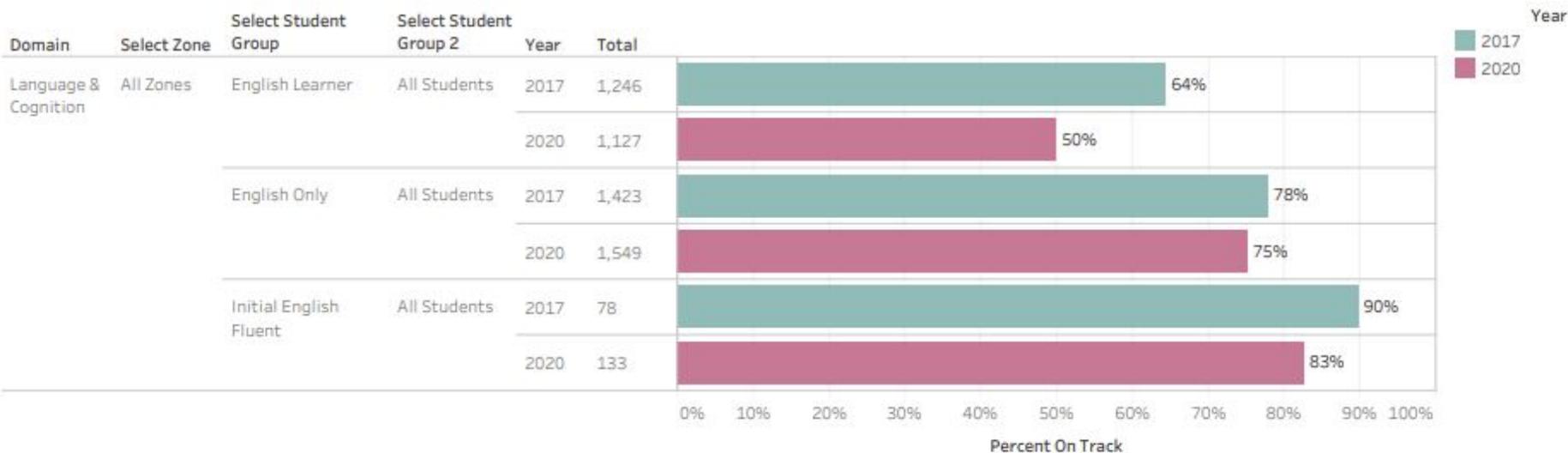
Decreases for Most Racial/Ethnic Groups, but Especially Latinx Students

Percent "On Track": Domains by Student Group and Zone



Decreases were Largest for English Language Learners

Percent "On Track": Domains by Student Group and Zone



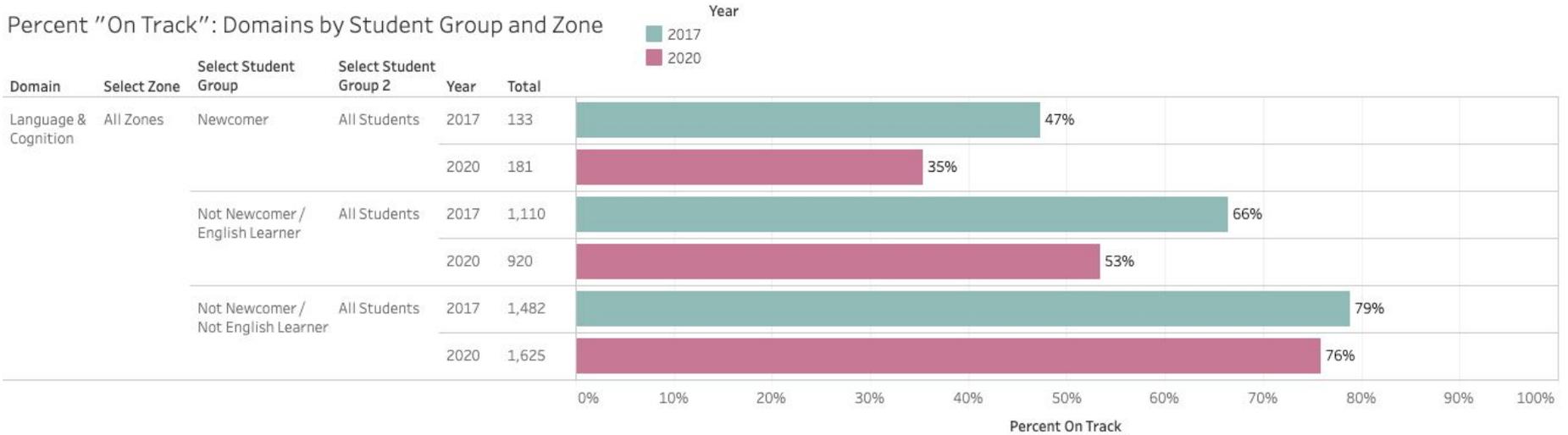
Most Significant Decreases for Arabic- and Spanish-Speaking ELs

Percent "On Track": Domains by Student Group and Zone



Decreases for Both Newcomer and Non-Newcomer ELs

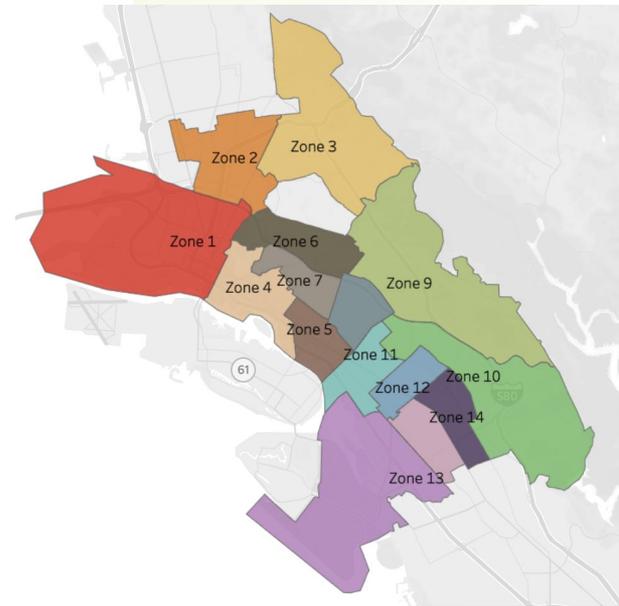
Percent "On Track": Domains by Student Group and Zone



Different Decreases for ELs in Different EDI Zones



Year
■ 2017
■ 2020



Explore the EDI Data Here:

tinyurl.com/OaklandEDI



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Choose a Breakout Room

I would likely use Early Development Data for:



1. **Program Content**- To inform program curricula/needs
2. **Program Delivery**- To address gaps & better reach under-resourced children.
3. **Advocacy**- To build community partnerships and advocate for more funding or policy changes.
4. **Collaborate**- To create partnerships between orgs that build on each other's work to support school readiness.

Discussion Questions



- How could you use these data to inform programming or strategic planning?
 - Where does using data show up in your work?
 - How do you talk about data in your organization?
- What other information beyond this data would be useful?

Choose one person to report out.

What are some takeaways from your discussion?

Thank You!

Please don't forget to complete an evaluation

Want to get more involved?

Check us out on social media and sign up for emails!

oaklandliteracycoalition.org/#signup



Oakland Literacy Coalition

www.oaklandliteracycoalition.org

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