



MarinKids
Opportunity Around Every Corner

Opportunity for every child



2016 Data & Action Guide Education



MARINKIDS GOAL

All children are ready for school, reaching academic benchmarks and graduating ready for higher education or careers.

When we prepare all children for college and career, we are offering them the opportunity for a brighter future. Having a college education means you are more likely have good health and healthy children, have fulfilling jobs, higher salaries and pay more taxes, have more benefits such as health insurance and pensions, survive a recession employed, and to volunteer and vote. You are also more likely to send your own children to school prepared with key learning skills for success. Conversely, you are significantly less likely to live in poverty and depend on public programs, smoke tobacco, or end up in the criminal justice system. (College Board, Education Pays, 2013)

In Marin, not every student is prepared for a brighter future. Countywide achievement data show that a majority of students who are economically disadvantaged or ethnically diverse fail to meet state targets in Math and English. Many of young children start school as much as 18 months behind their peers in school readiness skills. Most do not attend preschool, some will not graduate high school on time, many will not have taken the classes needed to enter college or graduate from college.

These disparities are often rooted in lack of equitable access to key building blocks for academic success including early childhood developmental experiences, quality early care, preschool education, academic support services to master key academic requirements and parent involvement in school.

To assess our progress in providing children the opportunities for school success, MarinKids tracks indicators for kindergarten readiness, reading and math proficiency, high school graduation, college and career preparation and post-secondary success. Some education indicators presented in the 2010, 2012 and 2014 MarinKids Data and Action Guides were based on countywide results from the California Standards Tests (CST) for English Language Arts and Mathematics. Beginning in 2015 the State of California shifted to Common Core State Standards that specify

K-12 expectations for college and career readiness. End of the year achievement levels are now evaluated through summative assessments conducted in 3rd through 8th grades and 11th grade in English Language Arts and Mathematics. In general, these assessments are more rigorous than the multiple choice tests used in the past, requiring greater critical thinking, real world problem-solving skills and deeper learning that involves cross curriculum knowledge. Achievement scores from the new **California Assessment of Student Performance and Progress (CAASPP) are not comparable to 2013 California Standards Test results** presented in the 2014 Data and Action Guide. The CAASPP results reported for school year 2015-16 will provide a benchmark to assess progress in future years.

Preschool Attendance

“95% of a child’s brain develops by age 6. Quality early education, particularly preschool, can provide cognitive and socio-emotional skills development critical to preparation for school and learning to read,” (Amy Reisch, Executive Director, First 5 Marin).

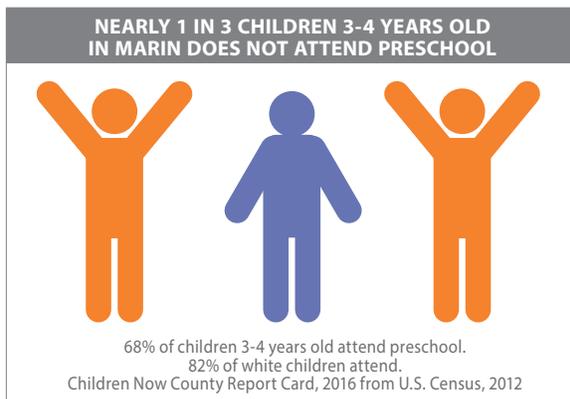
Research proves that “quality early education gives children social, language and numeracy skills they need; it prepares children, especially at-risk children for school” (Barnett and Yaroz).

In addition, quality programs provide early screening and identification of developmental issues that without intervention can contribute to learning challenges.

Preschool not only benefits the children who attend, but also the schools and communities in which they live. **Preschool builds skills, boosts academic achievement, lowers costs for special education, makes children more likely to stay in school and graduate**, reduces welfare costs and in the long term saves our local economy about \$11,400 per child (Rand).

Indicator: Percentage of 3 & 4 year old Marin children attending preschool

In Marin, preschool attendance rates are higher than the state average, but highly unequal among groups of children. **Many children who do not attend preschool are those who could benefit most – including those from non-English speaking homes and those who are poor.** Studies show that poor children are much less likely to be ready for school (48% prepared) compared those who are better off (75% prepared); there is an income-based readiness gap of 27% (Issacs).



Only 68% of children three and four years of age in Marin attended preschool in 2014 (Children Now, 2016). This represents a downward trend in preschool attendance in the county as a whole from 73% in 2010. Attendance among White children is 82%. Rates for children from other races and ethnicities is not statistically available from the US Census, but can be assumed to be **much** lower.

At a cost of about \$13,400 per year for a full day program, preschool is out of reach for many Marin families where 32.5% of children live at or below 300% of the Federal Poverty Level (FPL). At an annual family income of \$72,750 (300% FPL), preschool attendance for one child would absorb 18% of total family income and nearly 30% if family income were at 200% FPL (Marin Child Care Council).

Policy Recommendations/What We Can Do

- ✓ Advocate for state and federal funding for universal access to preschool while maintaining parent choice.
- ✓ Expand access to quality preschool for 3- and 4-year olds from low and modest income families in Marin.
- ✓ Educate families about the value of preschool in assisting children to prepare for kindergarten.
- ✓ Support quality improvements in preschool programs including staff development and curriculum.
- ✓ Track school readiness progress and outcomes for children attending preschool.

Reading Proficiency

Reading well in third grade is crucial to school success. Some research indicates that reading proficiently at the end of third grade predicts whether or not a student will graduate from high school (Musen).

Generally, third grade marks the transition from “learning to read” to “reading to learn” and students who struggle with reading have a harder time keeping up in math and science as well as language arts.

Indicator: Percentage of 3rd graders scoring proficient or higher on English Language Arts, (CAASPP, 2016)

Reading poorly in third grade is a key indicator of academic challenges in later grades and in life, including high school graduation and employment. Those who fall behind early often stay behind in subjects that require critical reading skills (Hernandez). While quality preschool is a good foundation, it may not

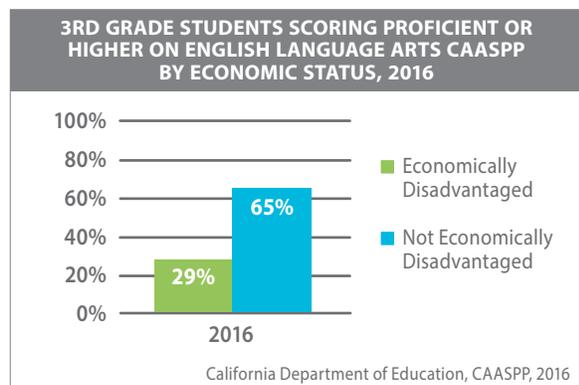


be enough to overcome early barriers for low-income children. To sustain gains made for children who attend preschool, particularly disadvantaged children or those identified with literacy challenges, follow-up support is important. Studies show that children participating in preschool plus follow-up services in kindergarten and beyond were found to have higher academic achievement when compared with children receiving only preschool (Conrad & Eash).

In 2016, 62% of Marin 3rd grade students met reading proficiency standards on the new assessments or **more than one student in three did not meet proficiency standards** (CAASPP, 2016).

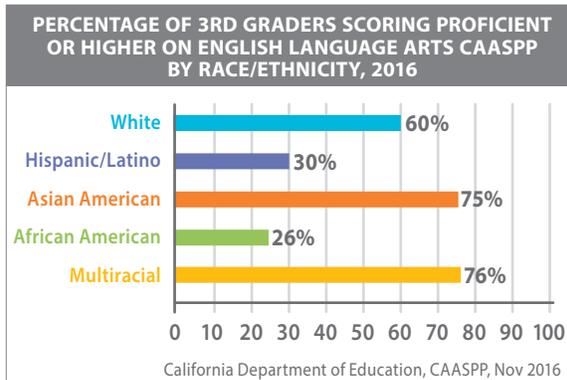
There are wide gaps in performance among groups of students in the county. While testing instruments have changed, these gaps have remained relatively the same over the past several years:

- Only 29% of children who were identified as economically disadvantaged read proficiently by third grade compared to 65% of those not economically disadvantaged (CAASPP, 2016).



- Only 25% of those identified as English language learners were able to score proficient or higher (CAASPP, 2016).

- 30% of Latino and 26% of African American third graders met proficiency standards compared to 60% of White students and 75% of Asian students (CAASPP, 2016).



Parent involvement is also a key to literacy and school success. Students with involved parents are more likely to earn higher grades and test scores, enroll in higher-level programs, be promoted, attend school regularly, adapt well to school and graduate and go on to post-secondary education (Henderson & Berla). Programs that educate and involve parents in supporting reading development can set the stage for school success. **According to the Children Now 2016 County Scorecard, only 73% of Marin young children are read to every day** (Children Now, 2016).

Policy Recommendations/What We Can Do

- ✓ Educate and support parents to read to their young children.
- ✓ Support evidence-based afterschool and/or summer programs in kindergarten through second grade for children who need additional help to meet academic benchmarks.
- ✓ Develop coordinated transition plans that support children to move from their preschools to elementary schools, linking teachers and administration from both settings and identifying those students who are likely to need additional support.
- ✓ Support parent engagement among kindergarten parents following enrollment of children in kindergarten.
- ✓ Support parent engagement and provide resources to promote involvement and address family challenges.

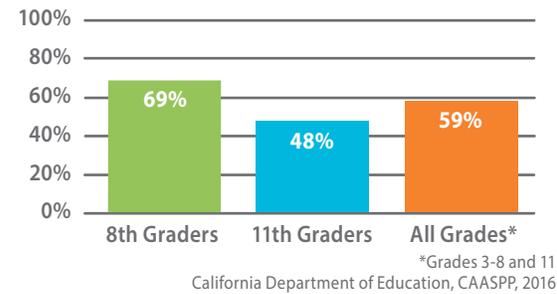
Critical Math Skills

Competency in mathematics is critical to functioning in everyday life and having access to college and employment (childtrends.org, Math Proficiency). The California Assessment of Student Performance and Progress (CAASPP) aligns with the Common Core curriculum standards aimed at assuring a solid foundation in general mathematics by 8th grade and preparation for college level mathematics by 11th grade. Students who are more advanced in 8th grade can enroll in Algebra 1 or Geometry as local districts determine which course offerings and sequences best meet the needs of students (California Department of Education).

Indicator: Percentage of 8th and 11th grade students proficient or higher in critical math concepts as measured by the CAASPP

In 2016, 69% of 8th grade students and 48% of 11th grade students scored proficient or higher on the Math assessments. Overall, 59% of students in grades 3rd-8th and 11th scored proficient or higher (CAASPP, 2016).

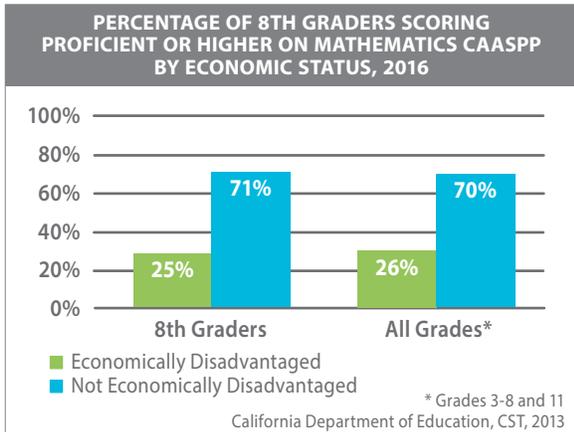
PERCENTAGE OF 8TH AND 11TH GRADERS SCORING PROFICIENT OR HIGHER ON MATHEMATICS CAASPP, 2016



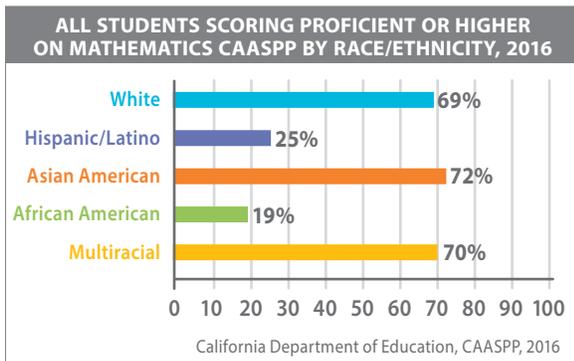
Wide differences in success rates among students were evident.

Only 25% of economically disadvantaged 8th grade students scored proficient or higher in mathematics compared to 71% of those not disadvantaged. In all tested grades, 26% of economically disadvantaged students scored proficient or higher compared to 70% of those not disadvantaged (CAASPP, 2016).





Ethnic and racial differences in math proficiency are apparent. In 2016, among all students in grades 3rd-8th and 11th, 72% of Asian students and 69% of White students scored proficient or higher, while **only 19% of African American students and 25% of Latino students scored proficient or higher** on the mathematics standards (CAASPP, 2016).



Policy Recommendations/What We Can Do

- ✓ Offer all students a rigorous math curriculum.
- ✓ Ensure that districts and schools provide the necessary support to allow students to succeed with state math standards, particularly in the middle grades.
- ✓ Assure teacher and student preparation for math align with new content standards.
- ✓ Assess student progress based on socio-economic status and race and ethnicity to understand the implications for policy and programs.
- ✓ Activate STEM best practices to encourage students.

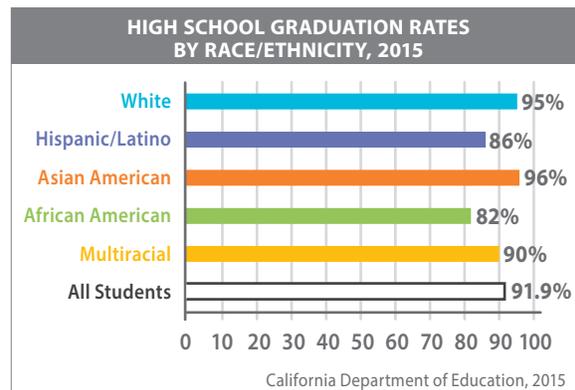
High School Graduation

“Skills and educational attainment are increasingly important in today’s economy, and individuals with the least education are faring particularly badly. Among recent dropouts, 16% are unemployed and 32% live below the poverty line” (Issues in Science and Technology, 2013).

Indicator: Percentage of high school students graduating from high school on time

The overall 2015 Marin County graduation rate was 91.9% - slightly higher than in 2013 at 91.7%. This means 121 of 2,176 students in Marin did not graduate with their class. Of those students who did not graduate, more than 45 students remained enrolled in school. Marin County’s rate for students not graduating with their class was 5.6%, down significantly from 6.7% in 2014. The overall dropout rate was less than 1% for grades 9-12 (82 students) compared to nearly 3% statewide (California Longitudinal Pupil Achievement Data System–CAPADS 2015).

Rates for graduation varied by race and ethnicity. The graduation rate was 96% for Asian students, 95% for White students, 86% for Latino students, and 82% for African American students and 90% for multiracial students. **Only 74.4% of English language learners graduated with their cohorts.** Graduation rates rose from 2014 among Latino, African American, Asian and English Language Learners.



“It is vital to the economic and social wellbeing of our county that we invest in providing equitable, quality education that prepares all our children for a brighter future.”

Judy Arnold, President, Marin County Board of Supervisors



Post-Secondary Preparation

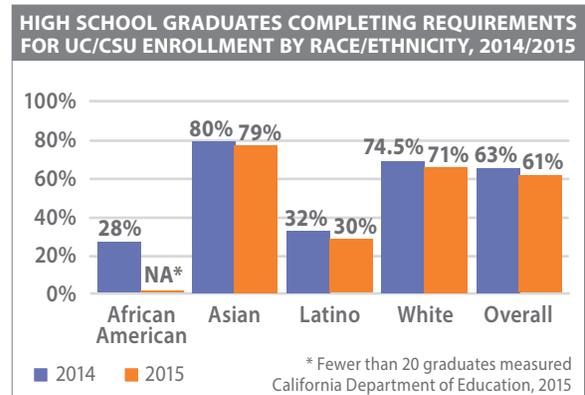
Students who meet the criteria for higher education are better prepared to benefit from academic and employment opportunities available to them.

Indicator: Percentage of high school graduates prepared for college as measured by the rate of students completing required courses for University of California or California State University (UC/CSU)

In 2015, **61.2% of high school students graduating in Marin completed all courses required for University of California or California State College enrollment.** This is slightly down from 63% in 2014. But an upward trend overall. In 2012 and 2013, only 59.1% and 61% respectively of Marin high school graduates completed requirements for UC and CSU. California completion rates are much lower at 43% (California Department of Education, 2015).

However, in 2015 completion rates continued to vary widely by ethnicity. Only 30% of Latino students in 2015 and 33% of African American students (2014)

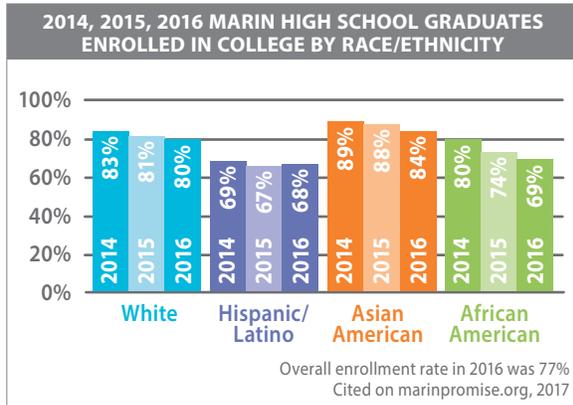
completed required courses compared to 71% of White students and 79% of Asian students (California Department of Education, 2015).



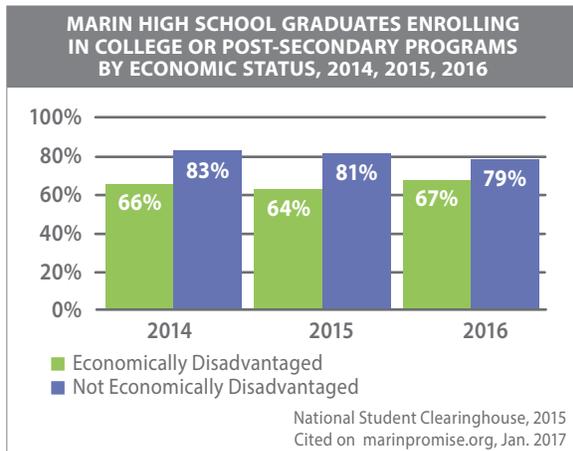
In 2014, among economically disadvantaged students and English language learners, completion rates were markedly low with only 27% and 2%, respectively, meeting requirements for UC/CSU enrollment in 2014 (Cited from marinpromise.org).

Indicator: Percentage of high school graduates who enroll in a college or post secondary programs

In 2016, according to data retrieval by Marin Promise Partnership from local high schools, **77% of Marin high school graduates enrolled in four-year or two-year colleges or universities after graduation.** Rates of enrollment have remained relatively static with a high of 79% in 2014.

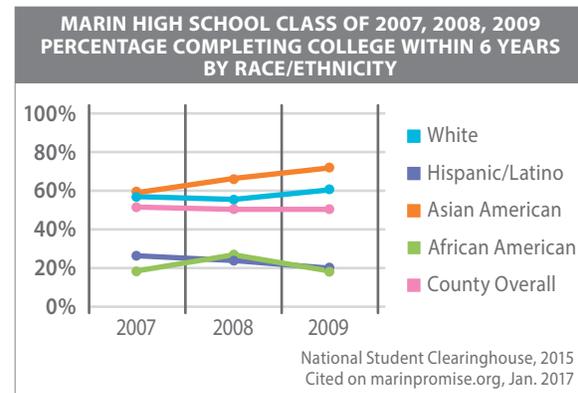


In 2016, among economically disadvantaged students, 67% enrolled in post secondary programs compared to 79% of those not disadvantaged. Rates of enrollment varied widely among various racial/ethnic groups with the lower rates among Latino (68%) and African American (69%) students compared to White (80%) or Asian ((84%) students (Cited from marinpromise.org, National Student Clearinghouse, 2015). Enrollment rates have fallen significantly among African American graduates, down 11% from 2014.



Indicator: Percentage of high school graduates that complete college or post secondary programs within six years

In 2015, **51% Marin County 2009 high school graduates received a diploma from a two- or four-year post secondary program** within the six years following high school graduation. Rates of college completion varied among students, with African American and economically disadvantaged students completing at significantly lower rates of 19% and Latino students at 20% compared to 72% of Asian and 60% of White students (Cited from marinpromise.org, National Student Clearinghouse, 2015).



Policy Recommendations/What We Can Do

- ✓ Provide middle school college-focused programs with support for high school transition.
- ✓ Offer all students access to rigorous and relevant curriculum that prepares them for college (A-G requirements).
- ✓ Offer community and school district supported tutoring and mentoring programs for struggling students.
- ✓ Improve cultural competence among faculty and teaching staff.
- ✓ Provide social and financial support services on middle, high school and community college campuses to promote access and retention.
- ✓ Expose students to careers and college including offering internships and job experience.
- ✓ Provide college enrollment support services including affordable SAT preparation programs.
- ✓ Provide scholarships and affordable financial aid.

I CAN University Students Soar at Venetia Valley School

In 2016, Venetia Valley School was recognized as a California Gold Ribbon School, one of 600 out of 6,000 applicants in California. Recognition is based on the school's outstanding programs, collaborations, parent engagement and literacy work. The school is 85% Latino with 78% of students classified as low socio-economic status and 53% English Language Learners. After implementing a school climate change, building an internal team committed to promoting student success, engaging parents and adopting a whole school literacy program, Venetia Valley students have made remarkable growth in reading proficiency. All 5th grade students exceeded District and California proficiency rates for economically disadvantaged, English Language Learner and Latino students by as much as 24%. Growth rates among all students from 2015 to 2016 exceeded State and District measures showing more than 25% gains. One parent said, "The school is a community. My kids love it here! They look to the future."



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