

# An Ocean of Unknowns:

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The Risks and Opportunities in Using Student Achievement Data to Evaluate PreK-3<sup>rd</sup> Grade Teachers

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# How Did We Get Here?

- Qualifications vs. effectiveness
- Questioning if evaluation systems worked
- Race to the Top
- State legislation
- NCLB waivers

# Why are the PreK-3<sup>rd</sup> Grades More Complex?

- Children's development is directly linked to their academic growth
- More difficult to obtain reliable and valid assessment data for young children
- Risks of narrowing learning to limited range of basic skills
- Different delivery models and dosage in pre-K and kindergarten

# Approaches to Measuring Student Achievement Growth in the PreK-3<sup>rd</sup> Grades

- Student learning objectives
  - *Colorado, Connecticut, Delaware, Georgia, Indiana, New Hampshire, New York, Ohio, and Rhode Island*
- New, shared assessments
  - *Florida, North Carolina, and Tennessee*
- Shared attribution
  - *Florida and Tennessee*

There are risks and opportunities with each of these approaches.



# SLOs

- Opportunities
  - *Fostering collaboration and shared priorities*
  - *Could support a more well-rounded curriculum*
- Risks
  - *Inability to compare teachers, ensure objectivity*
  - *Lack of capacity to provide necessary resources and support*

# Bringing Uniformity to the Process

Is this where we are headed?

- *Colorado*
- *Delaware*
- *Other examples*

# Creating or Identifying New, Shared Assessments

- Opportunities
  - *Easier to make comparisons*
  - *Could build teachers' skills*
- Risks
  - *Lack of appropriate existing assessments*
  - *Limited time and resources*



# Shared Attribution

- Opportunities
  - *Promote shared accountability*
  - *Uses existing resources*
- Risks
  - *Does not help to provide useful information to teachers*
  - *Does not measure teachers' impact on their students' learning*

# Recommendations

1. Account for specific attributes of PreK-3<sup>rd</sup> teachers.
2. Take time to pilot and evaluate before adding stakes.
3. Use caution with shared attribution measures.

# Other Key Considerations

- Assessments and their purpose
- Pre-K and kindergarten teachers
- Teacher role in SLOs
- Lack of research, especially from early grade classrooms

# Contact Information

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