

Don't Just Do the Assessment, Look at It..

New Jersey Early Childhood Academy

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Council of Chief State School Officers

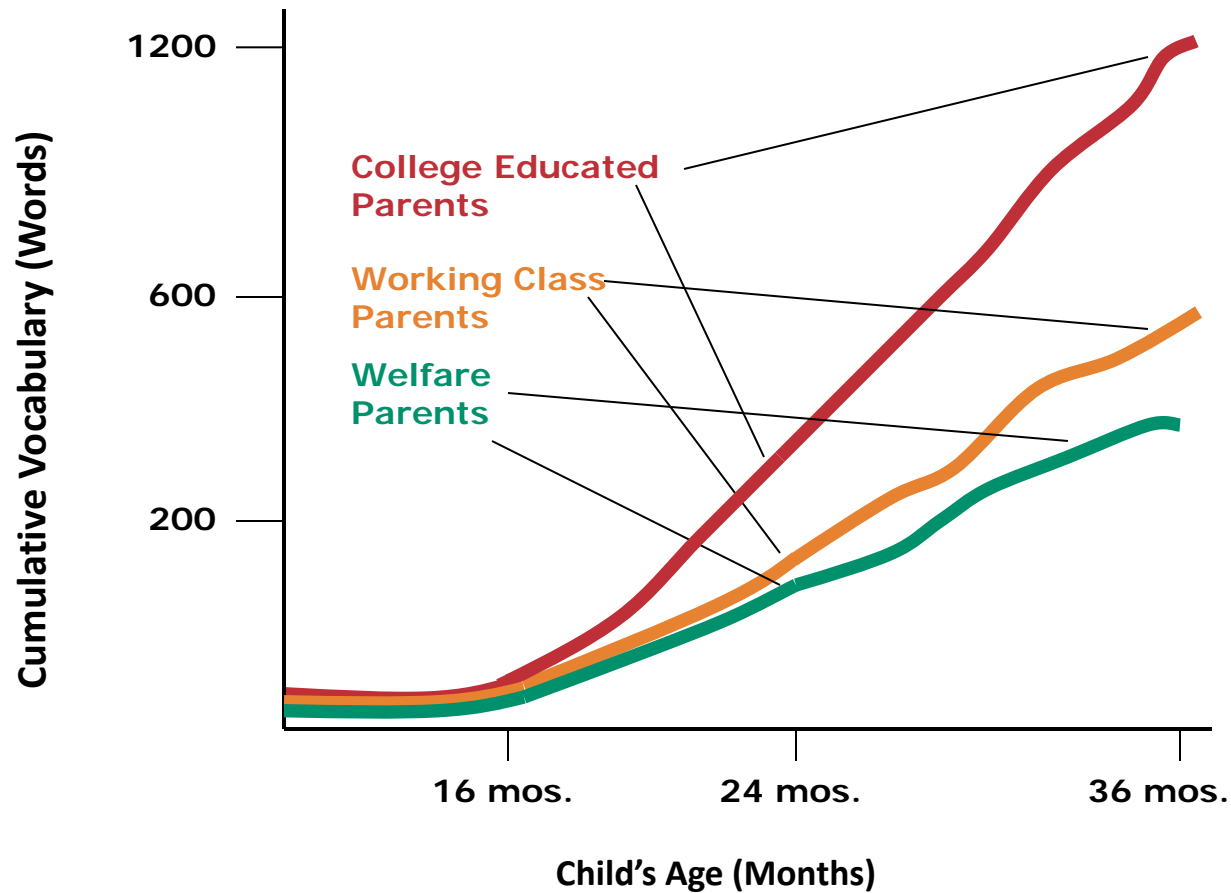


Road Map

- Warm-Up: Examples/Challenges in Using Assessment Data
- Let's Talk About It: What Can Data Tell Us About Teaching and Learning?
- Resources on Using Assessment Data

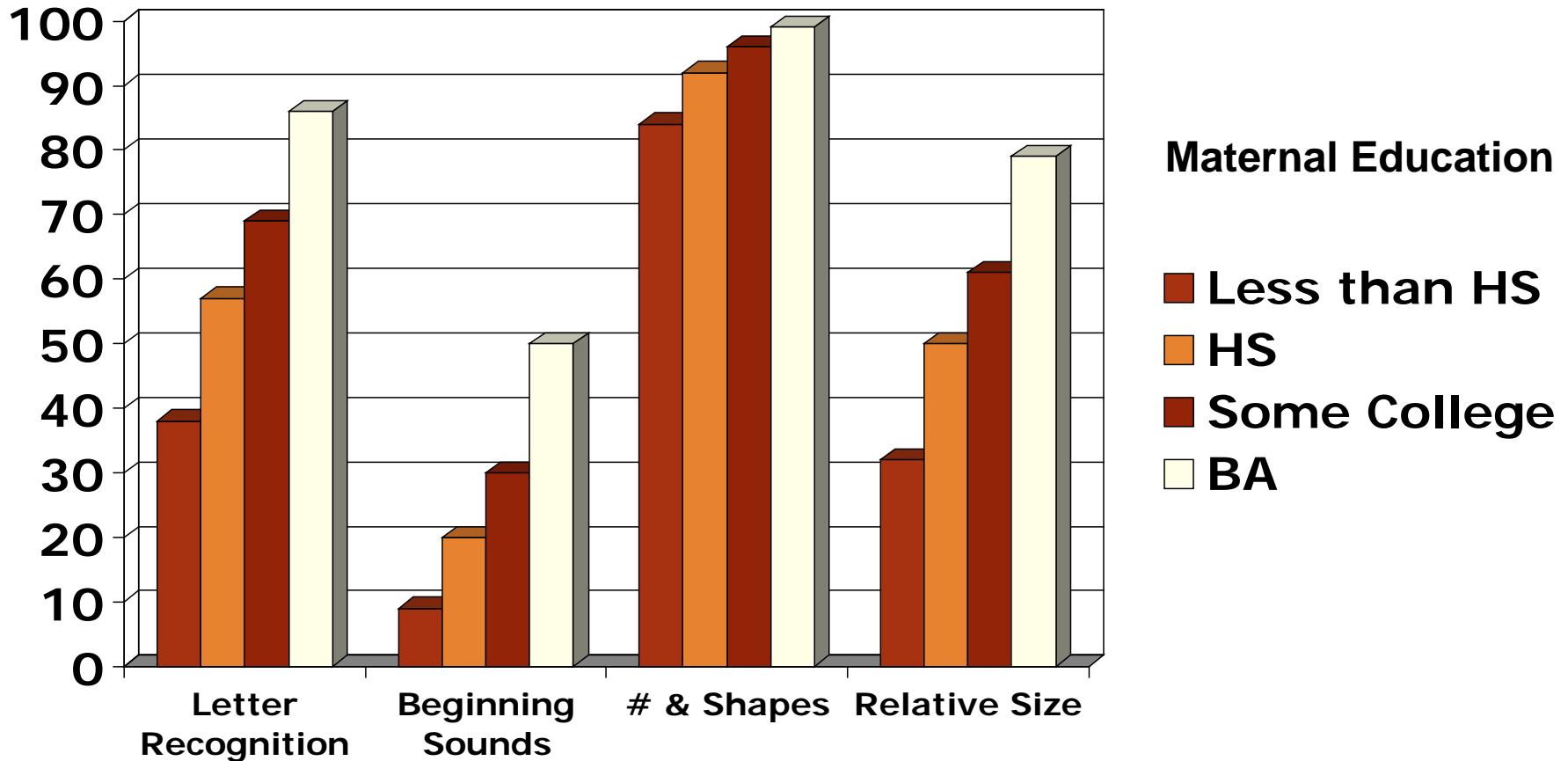


How Children Are Doing: B-3



Source: Hart & Risley (1995)

How Are Children Doing: At Kg. Entry



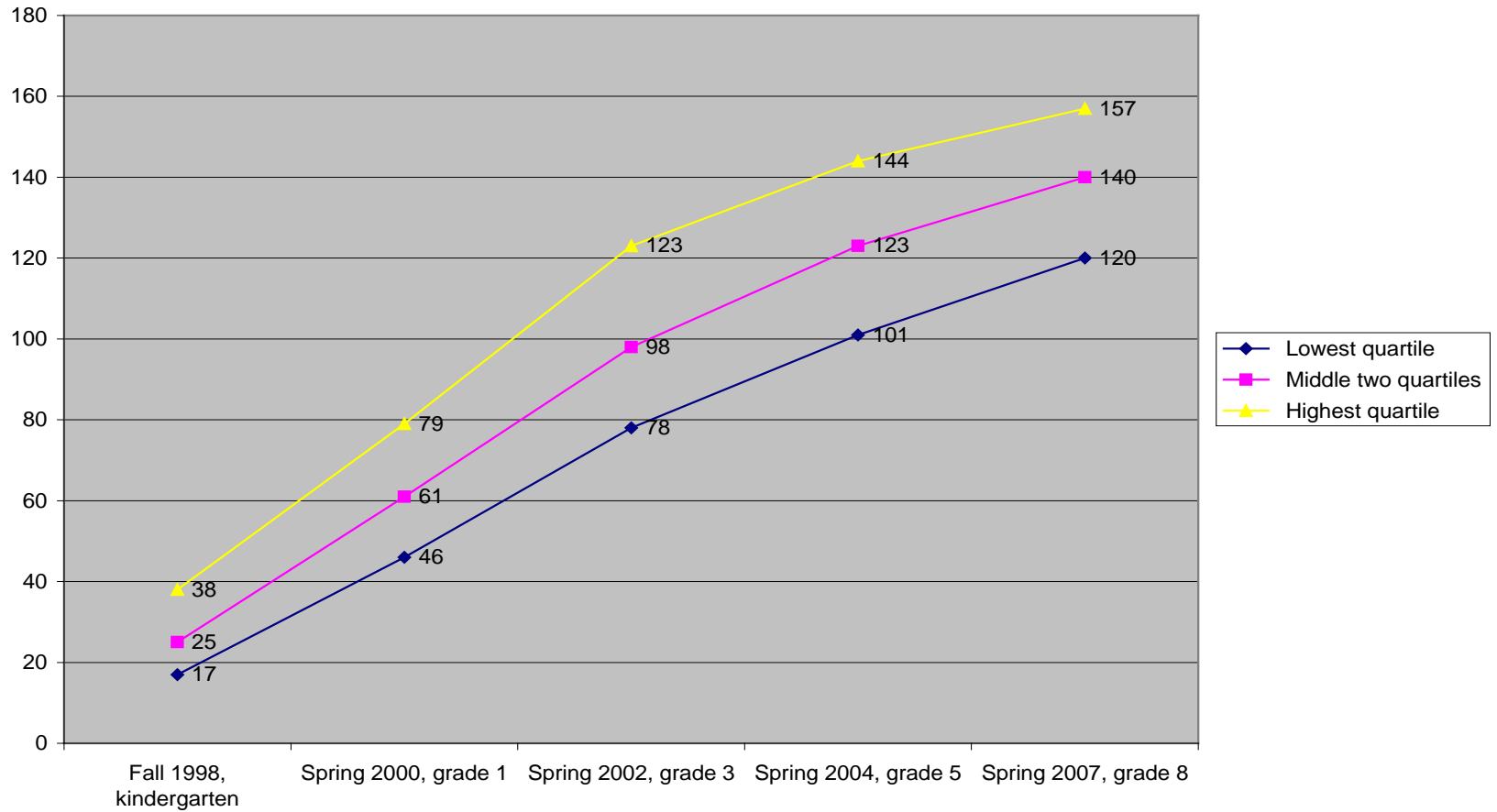
(NCES, 2000)

How Big Are These Disparities Anyway?

- Low-income 4-5-yr-old children are 12-14 months below national norms in language development. (Layzer)
- 40% of low-income children did not know all the letters of the alphabet at the end of kindergarten (Head Start Impact Study).



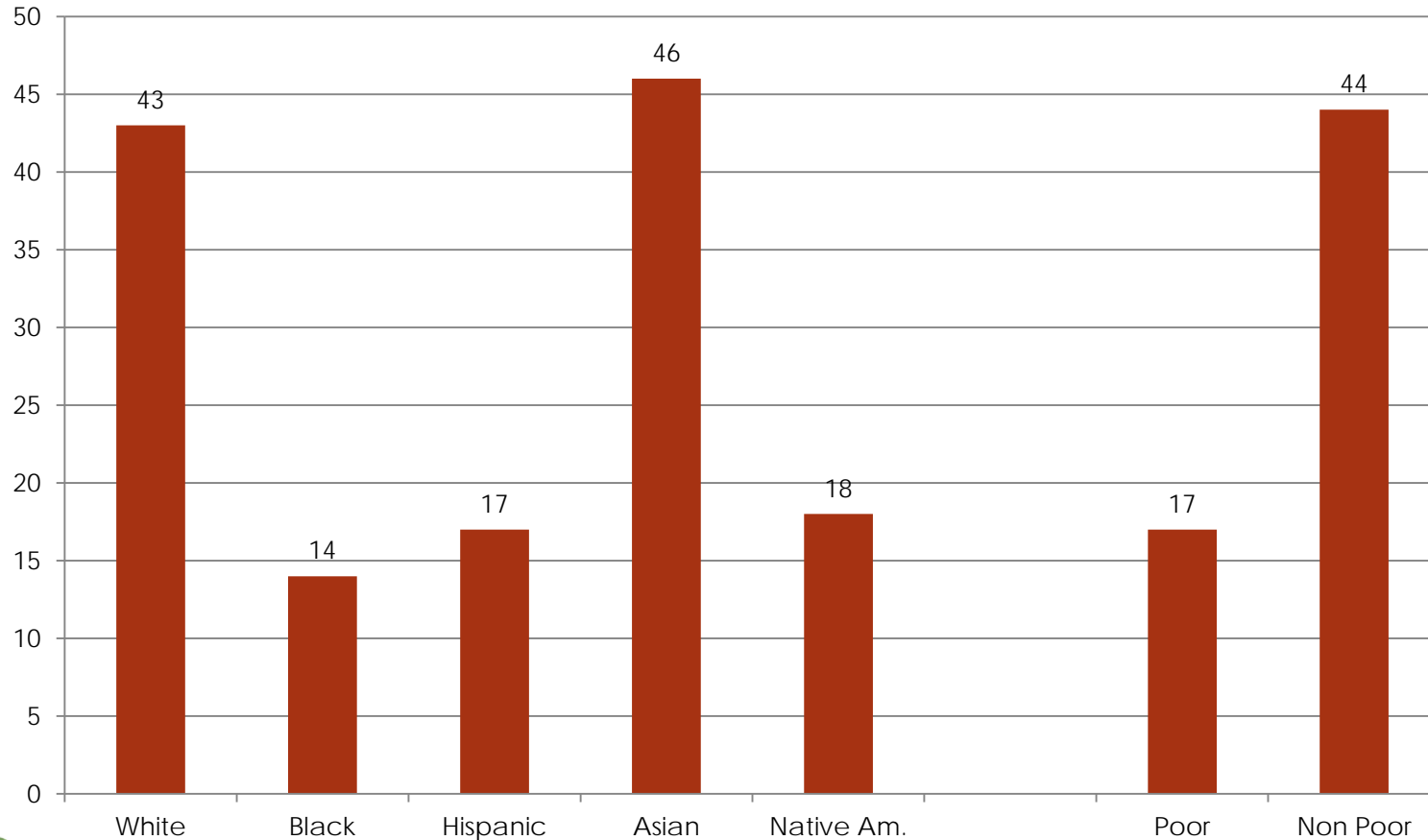
Mathematics Achievement Scores of Kindergartners Followed Through Grade 8, by Kindergarten Score Quartile



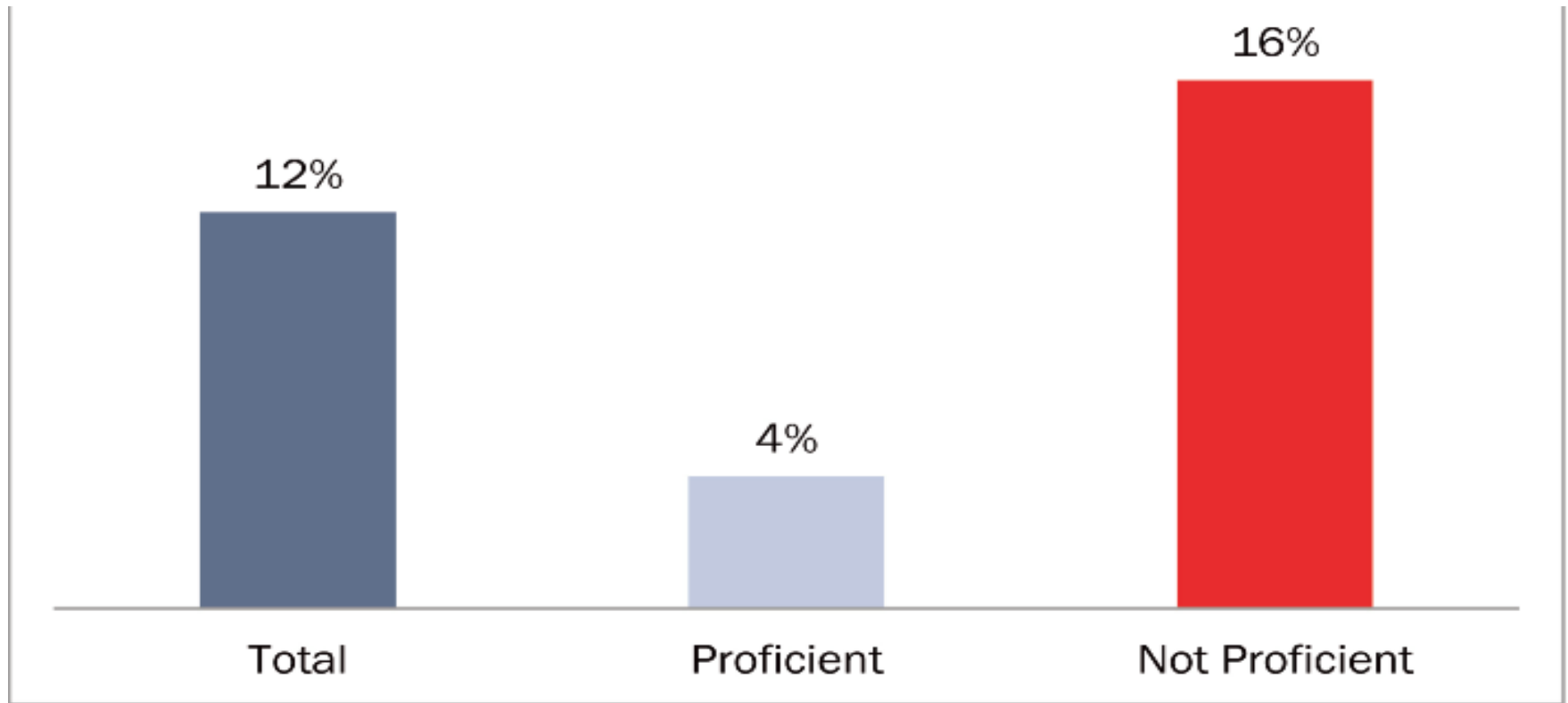
SOURCE: Schoenfeld & Stipek (2012). *Math Matters*. UC Berkeley and Stanford University

How Are Children Doing: 4th Grade

% 4th Grade "Proficient" Readers



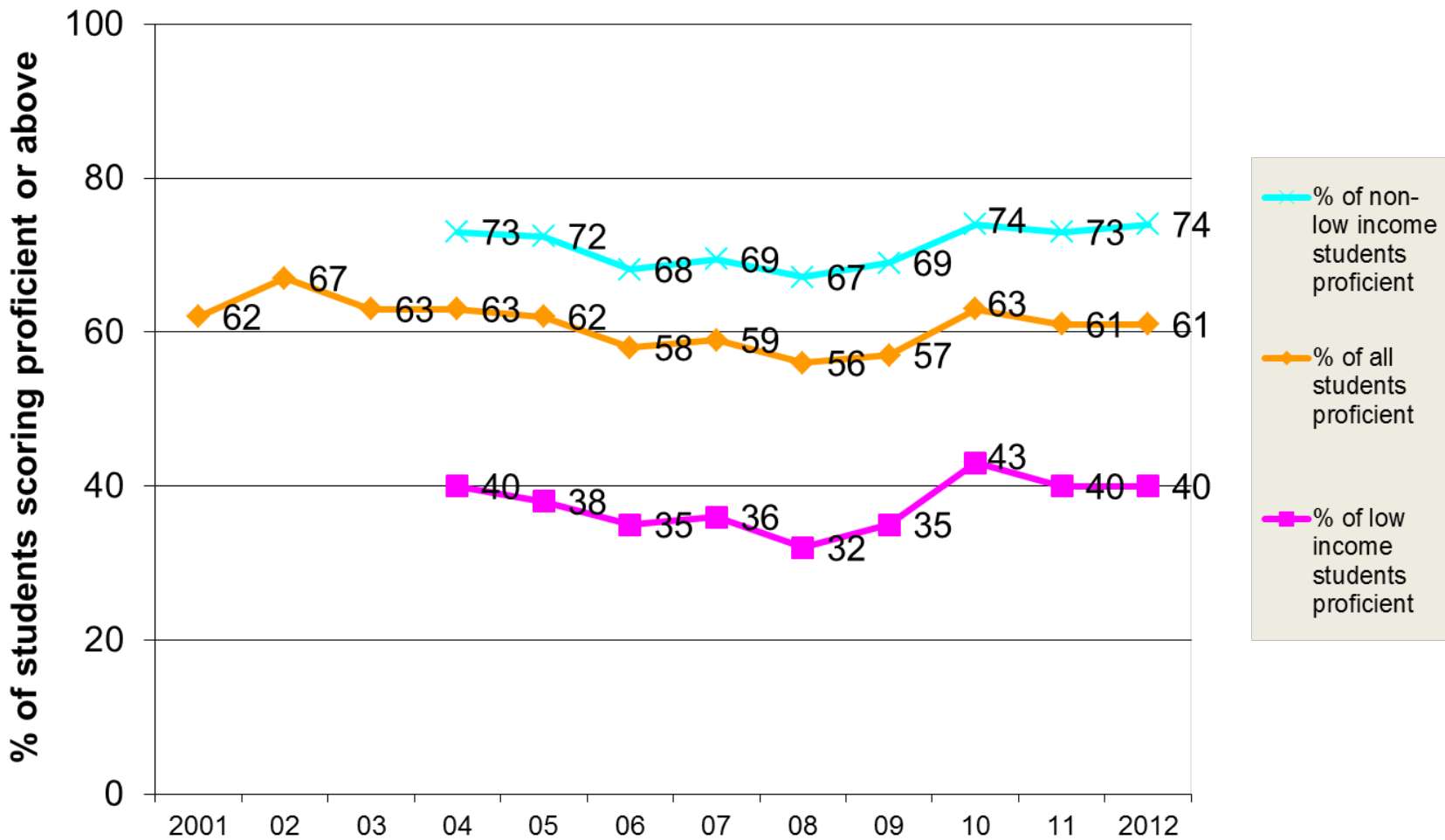
Why We Care About Early Reading Proficiency



Source: Hernandez, D. (2012). *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Annie E. Casey Foundation.



Are We Improving Over Time? 3rd Grade Reading Proficiency In MA 2001-2012 MCAS by Income



Source: Massachusetts Comprehensive Assessment System (MCAS), Massachusetts Department of Elementary and Secondary Education.

What Do You Think?

- Are educators sufficiently informed, alarmed and focused on early achievement gaps/shortfalls?
- Are parents receiving accurate honest feedback on how well their children are progressing?
- How do we highlight data on disparities without blaming parents, children, or ourselves?



How Are Teachers/Schools Doing



CLASS: Global view of domains of quality that include emotional climate, classroom organization and instructional support

Snapshot: Minute by minute view of child experience of activity settings, curriculum content, and teaching approaches

CLASS Classroom Quality Ratings

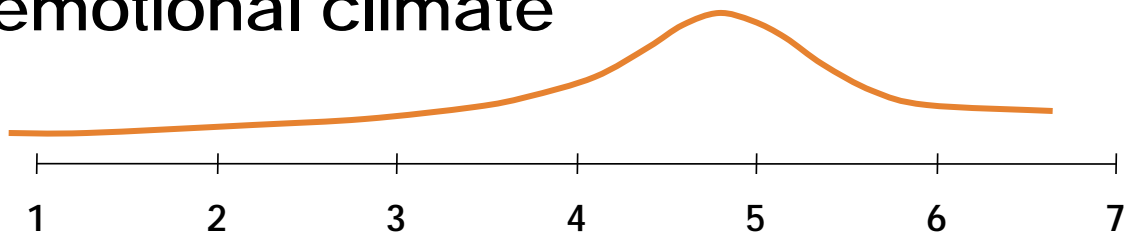
- Positive climate
 - Negative climate
 - Teacher sensitivity
 - Regard for student perspectives
- Emotional Support
- Effective behavior management
 - Learning formats/engagement
 - Productivity
- Organization/Management
- Concept development
 - Evaluative feedback
 - Language modeling
- Instructional Support



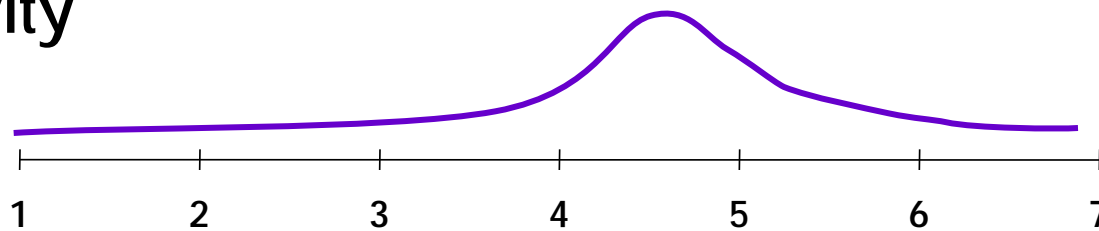


What is the Quality of Classrooms/Teaching?

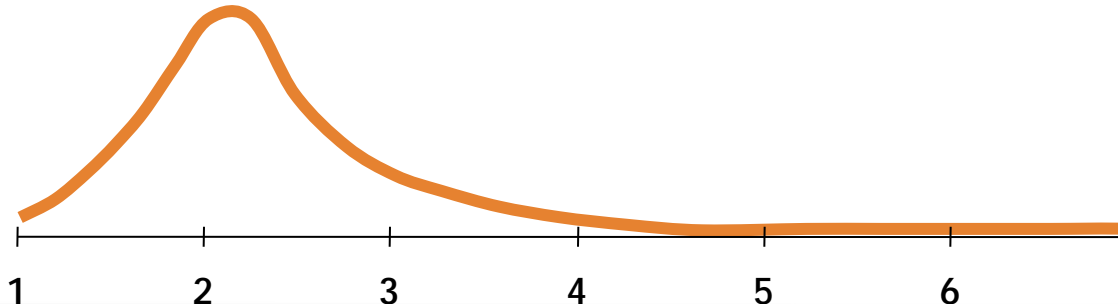
■ Positive emotional climate



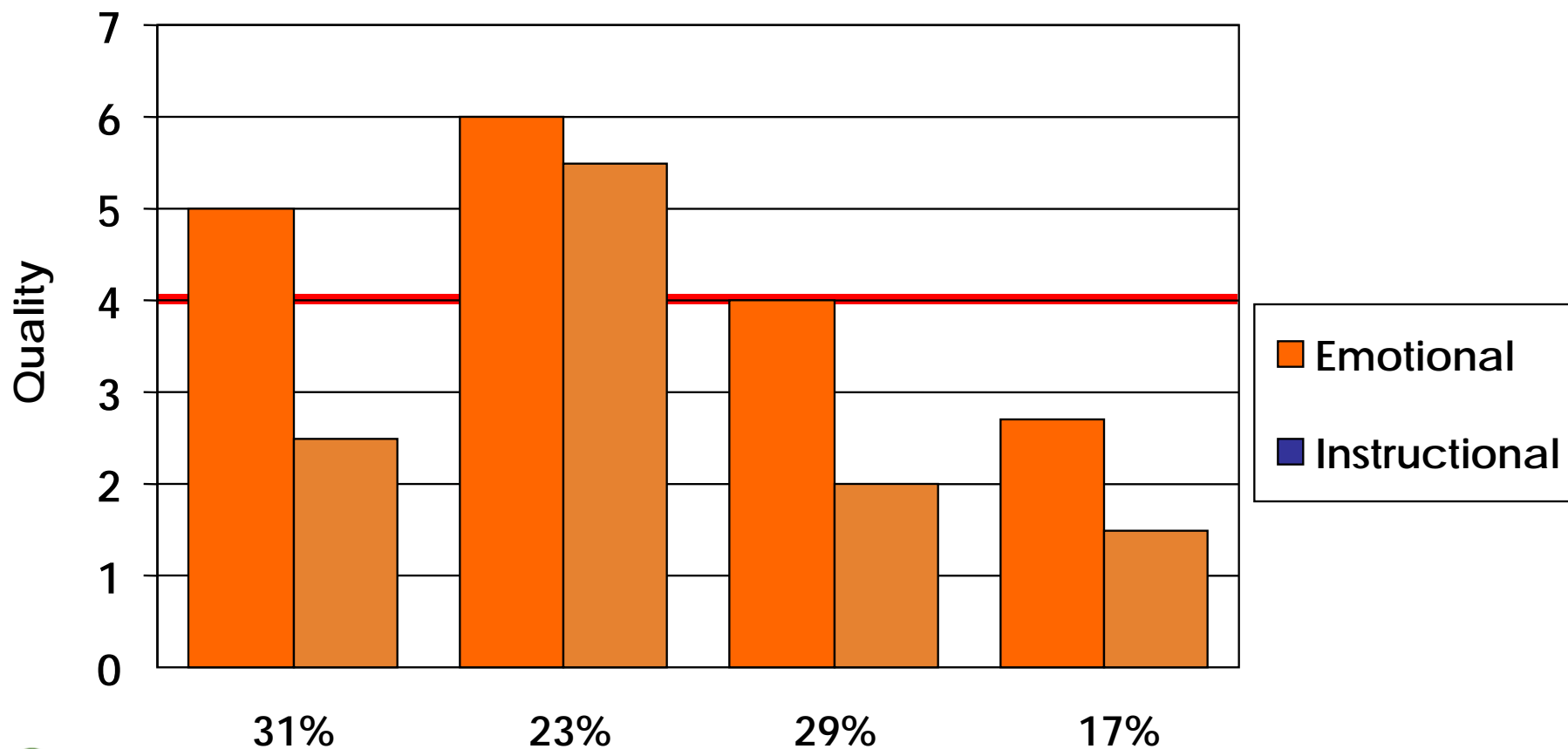
■ Productivity



■ Quality of feedback



Profiles of Classroom Quality: First Grade





Continuity in Classroom Quality?

- Rates of “stable” quality in 1st, 3rd, 5th grade

	<u>High</u>	<u>Low</u>
Emotional	17%	18%
Instructional	14%	20%

- **Only 10%** of poor children experience stable high instructional quality.



Snapshot Data: PreK-2nd Grade

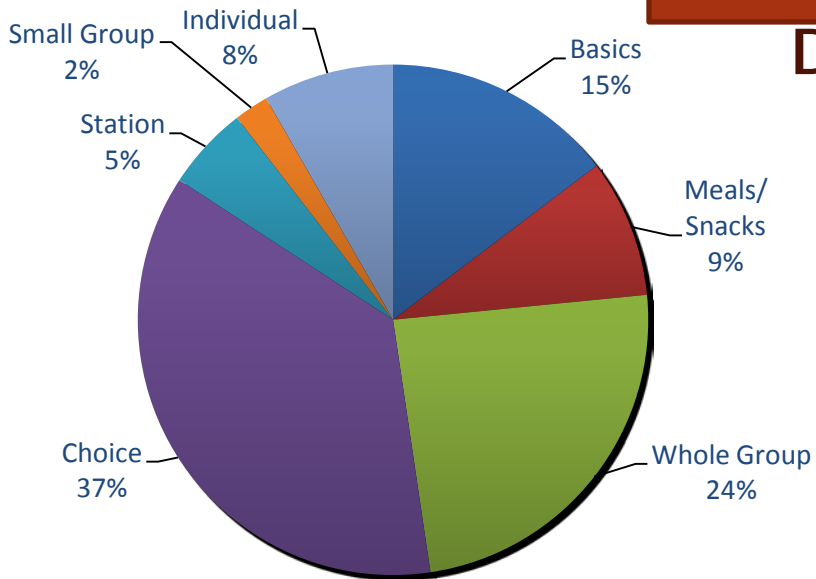
- Data on how seamless the school experience is for young learners
- Pinpoints areas of instructional strength as well as those needing improvement



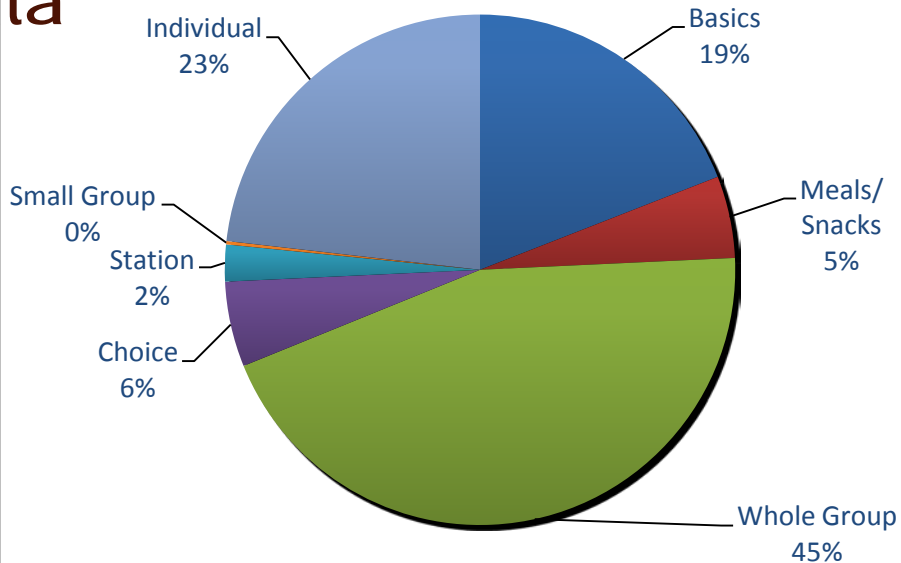
Snapshot Data

Data

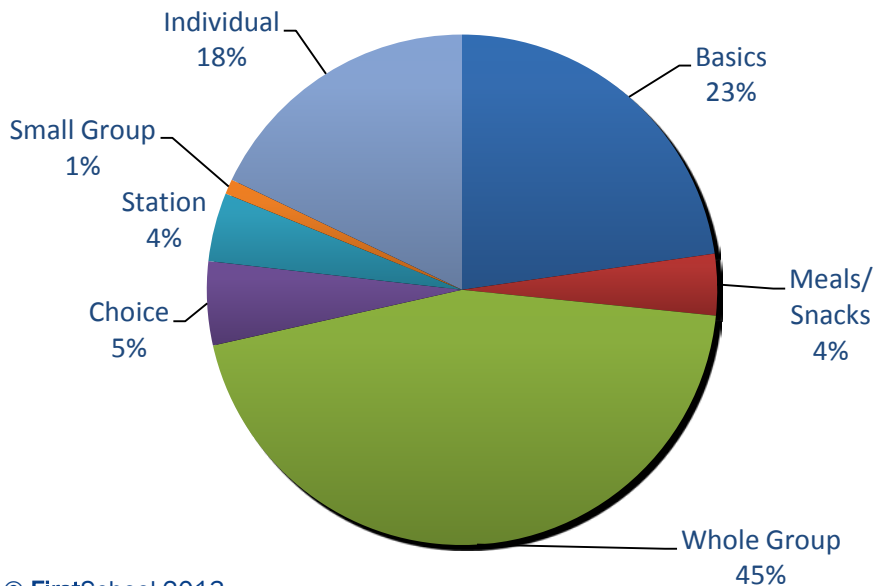
Activity Setting - Pre K



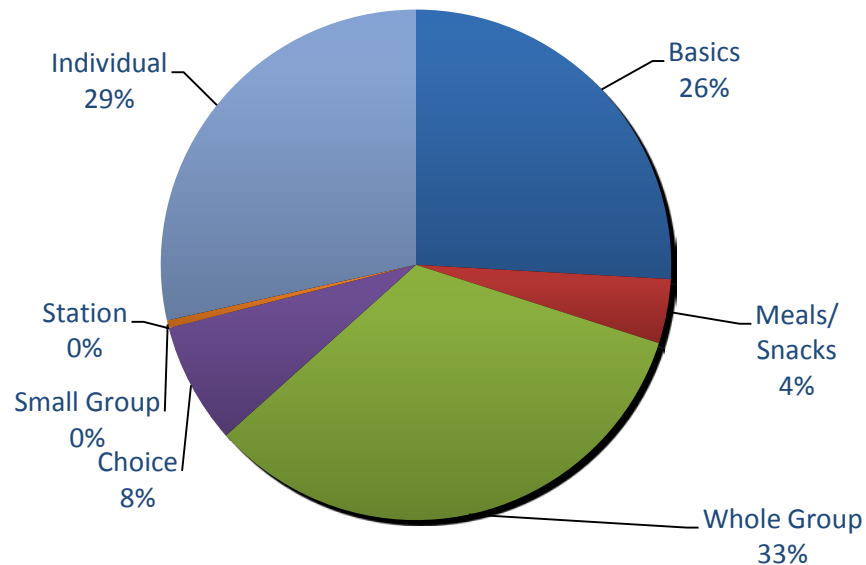
Activity Setting - K



Activity Setting - 1st Grade



Activity Setting - 2nd Grade





Monitoring Progress: Small Changes = Big Differences

As teachers increase children's engagement in content and higher order thinking, **instructional time grows dramatically:**

- 3% = 12 minutes/day, 60 minutes/week, 2700 minutes/year = 12 days = **2+ weeks more**
- 5% = 20 minutes/day, 100 minutes/week, 4500 minutes per year = 20 more days/year = **4 weeks more!**
- 10% = 40 minutes/day, 200 minutes/week, 9000 minutes per year = 40 more days/year = **8 more weeks** of instructional time!!

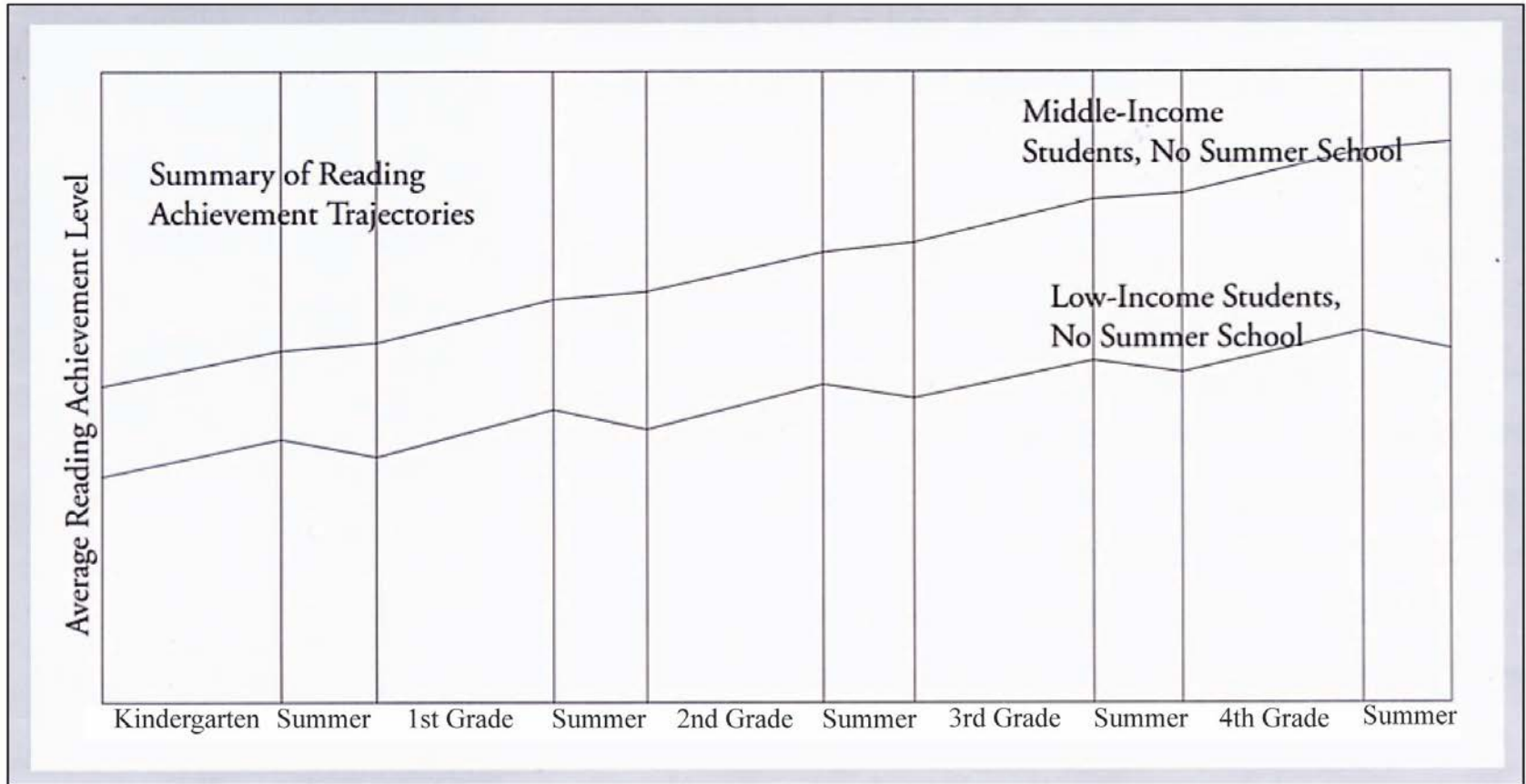


Progress in Math Instructional Time & Content

Time 1	Time 2	%+/-	Category	Daily % X 4	Weekly Daily X 5	Yearly % X 180	Comment
13	16	+3	Numbers				
4	3	-1	Geometry				
4	7	+3	**Algebra	12	1 hours	36 hours	Greater attention to higher order thinking
2	2	+2	Time				
		+7	Total math time	28 min	140 min	83 hours	23 instructional days



What Else? Summer Learning Loss



Fairchild, R. McLaughlin, B. & Brady, J. (2006). Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning. Baltimore, MD: Center for Summer Learning.



What Else? Chronic Absenteeism

- 10% of Kindergartners & 1st graders are chronically absent
- Poor children are 4 X more likely to be **chronically absent** in K than high income peers (Romero & Lee 2007)
- Negative impact of absences on literacy is 75% larger for low income vs. middle class children (Ready 2010)



Resources on Using Assessment Data

- Data Wise: books and website
- Data Quality Campaign website
- Early Childhood Data Collaborative website
- First School Project website and book
- Grade Level Reading Campaign website
- Attendance Works website
- Measuring Up: What Educational Testing Really Tells Us – Daniel Koretz

