

Markers of Structural and Process Quality and Child Outcomes in Multiple Preschool Settings

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Head Start's 12th Research Conference
July 7, 2014



Road Map

- Context: How Are Young Children & Early Childhood Programs Doing?
- How These Studies Add Value
- Communicating Findings to Educators & Policy Leaders



How Are Young Children Doing: Birth-3rd Grade & Beyond

- Early onset of achievement disparities and shortfalls.
- Disparities at Kindergarten entry expand over time.
- Majority of all students fail to achieve college- and career-ready standards
- Significant trends in disparities over time.



Figure 3: Disparities in Mastery of Language and Cognitive Skills between Higher- and Lower-Income Toddlers at 24 Months

Mean score for all those above 200% poverty

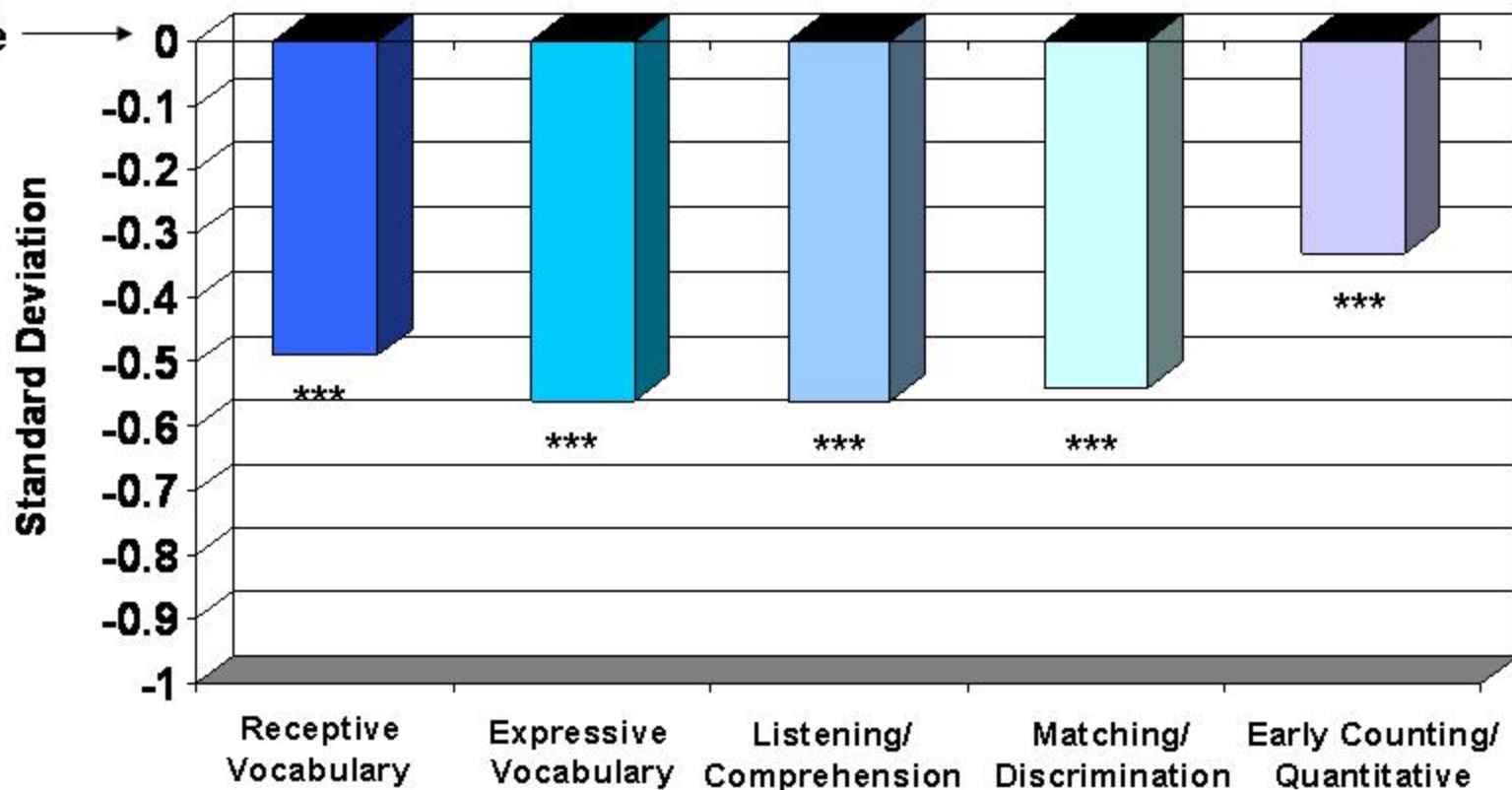
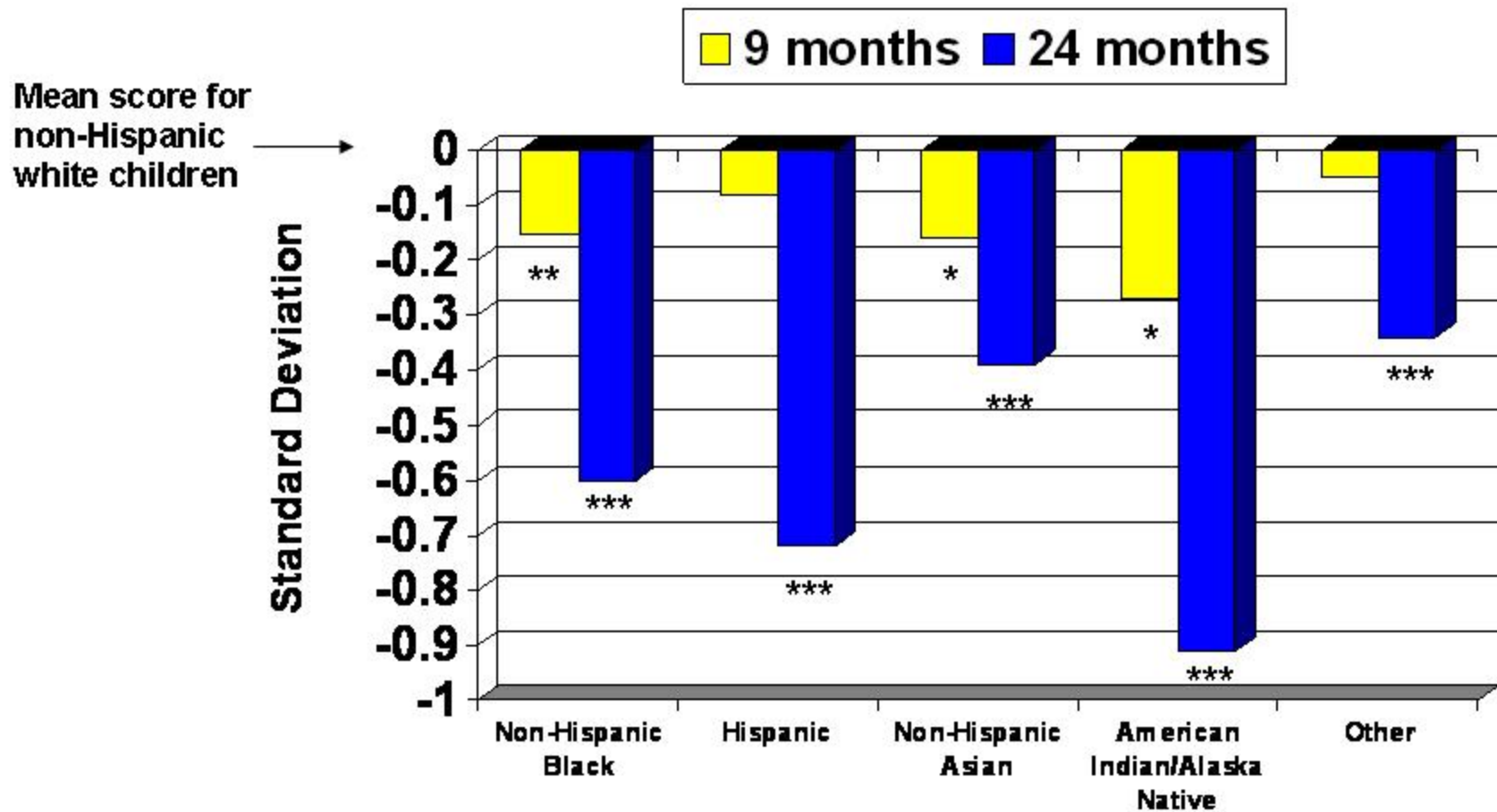
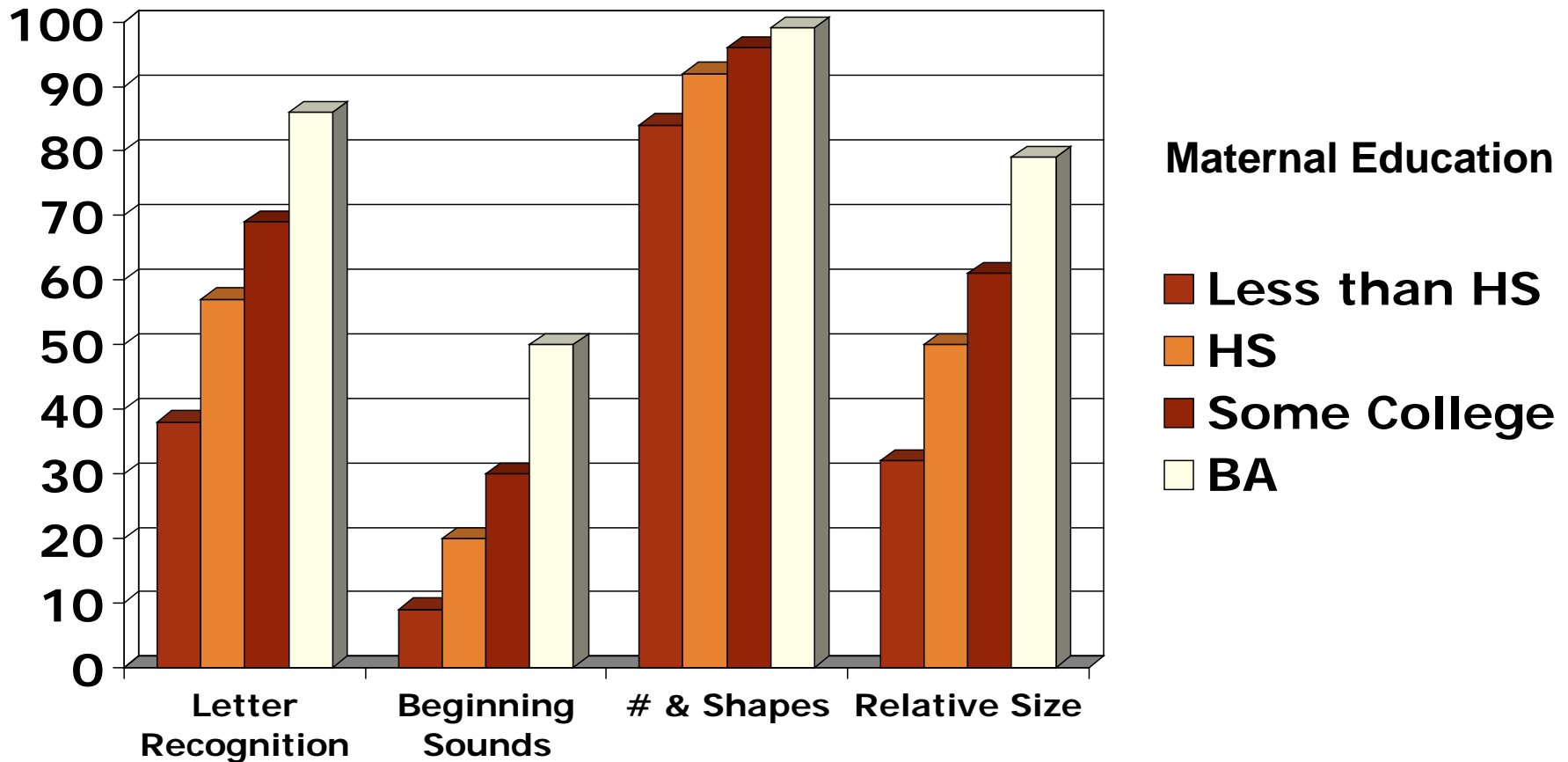


Figure 4: Disparities on the Bayley Cognitive Assessment at 9 and 24 Months by Race/Ethnicity

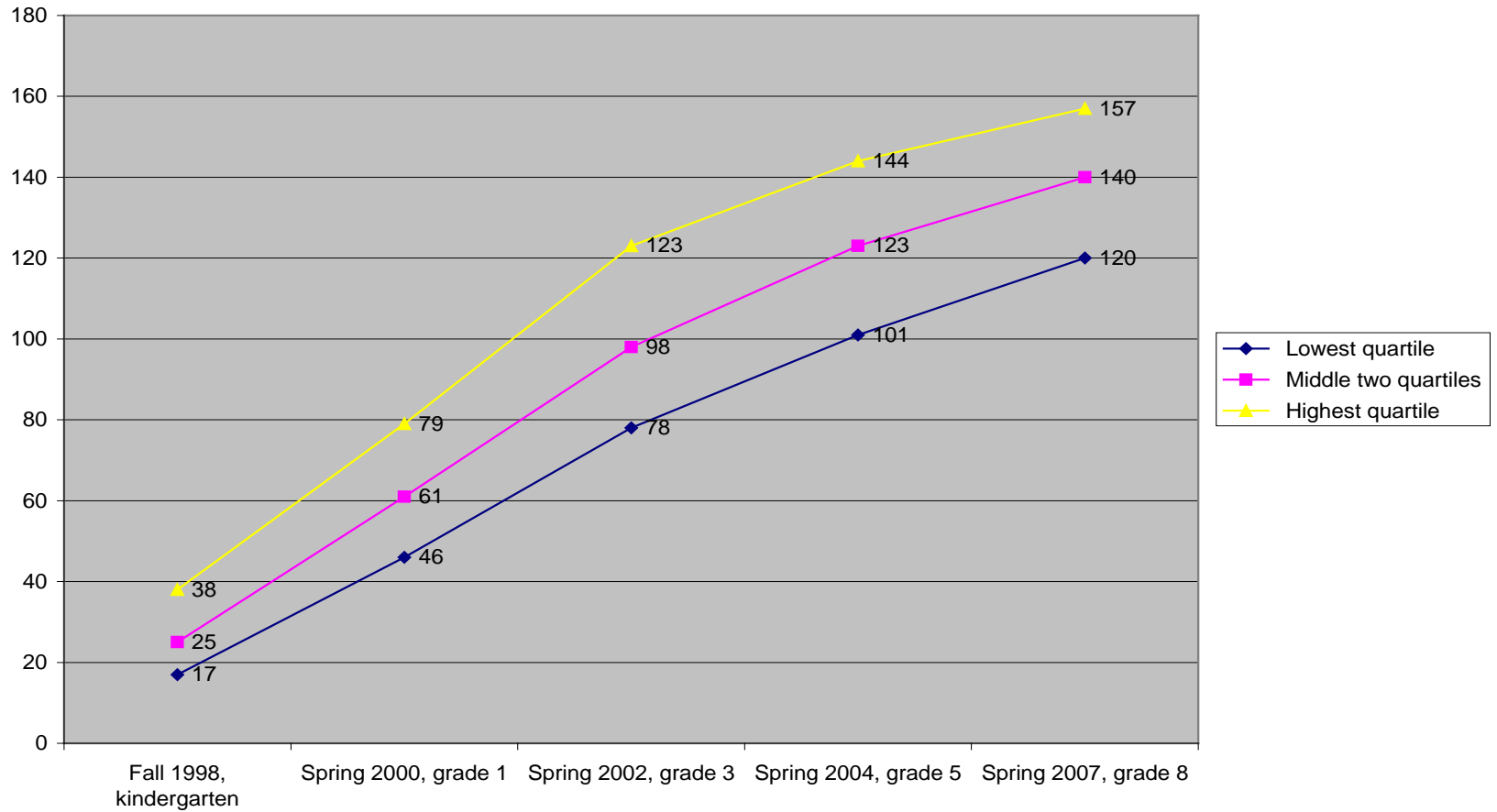


How Are Children Doing: At Kg. Entry



(NCES, 2000)

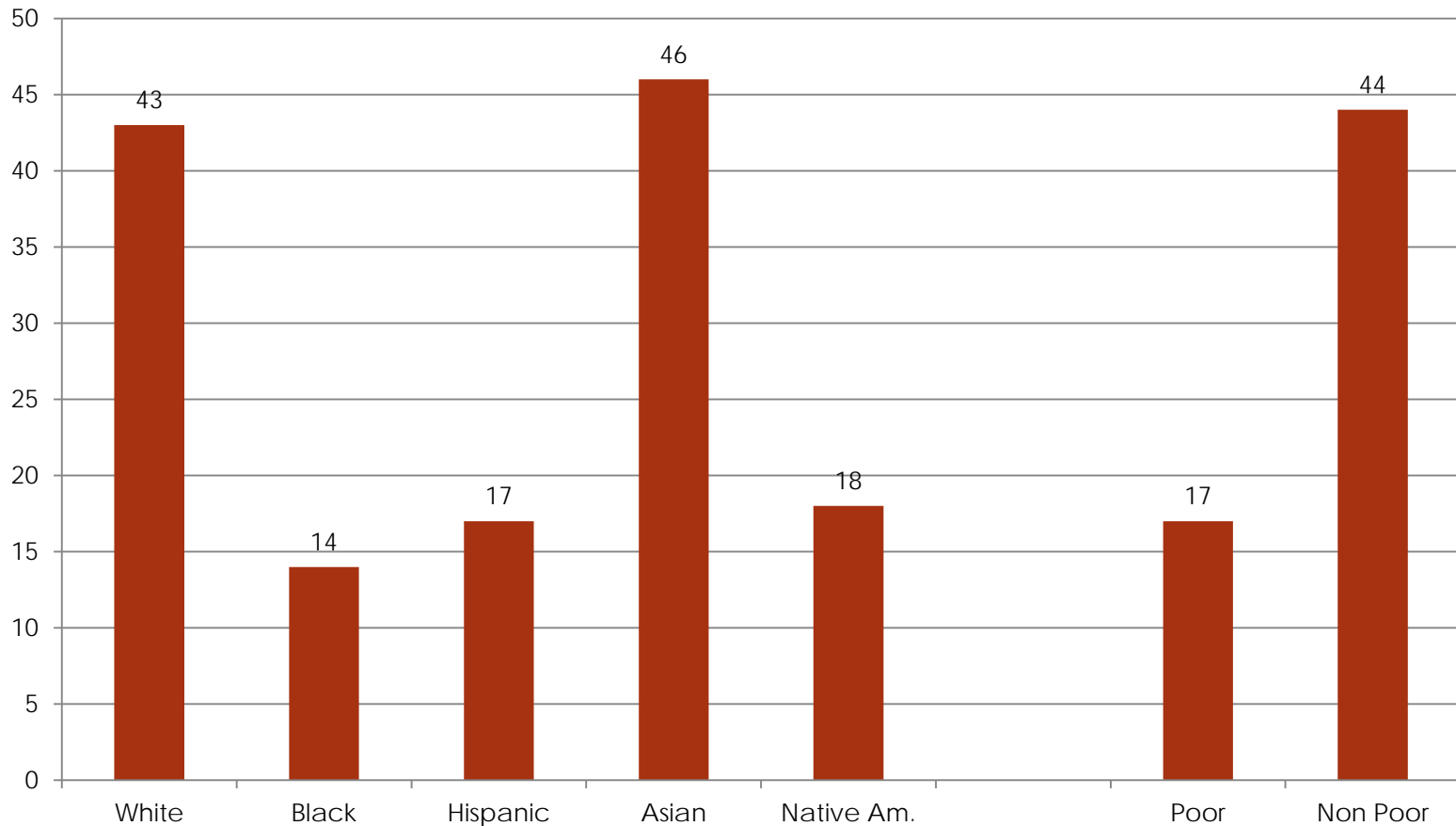
Mathematics Achievement Scores of Kindergartners Followed Through Grade 8, by Kindergarten Score Quartile



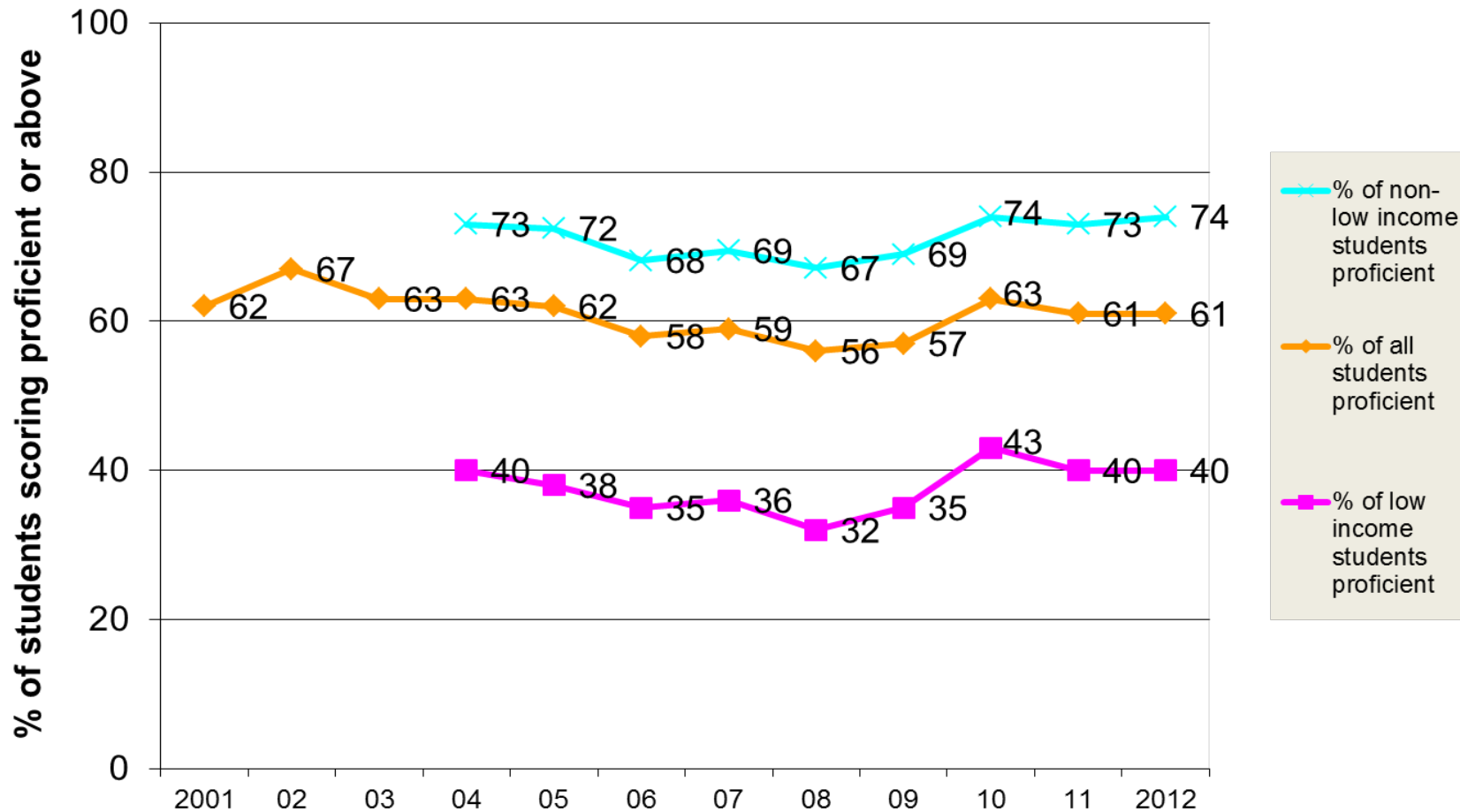
SOURCE: Schoenfeld & Stipek (2012). *Math Matters*. UC Berkeley and Stanford University

How Are Children Doing: 4th Grade

% 4th Grade "Proficient" Readers



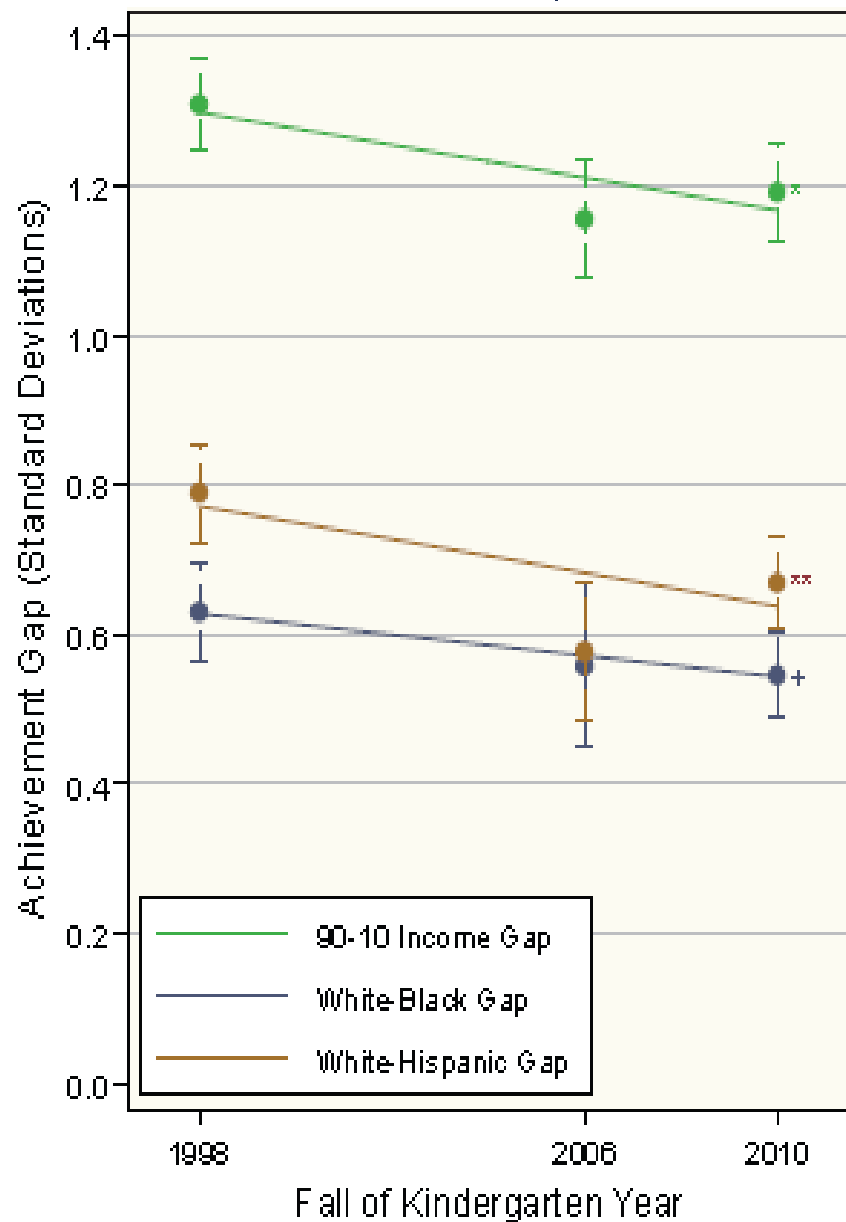
Are We Improving Over Time? 3rd Grade Reading Proficiency In MA 2001-2012 MCAS by Income



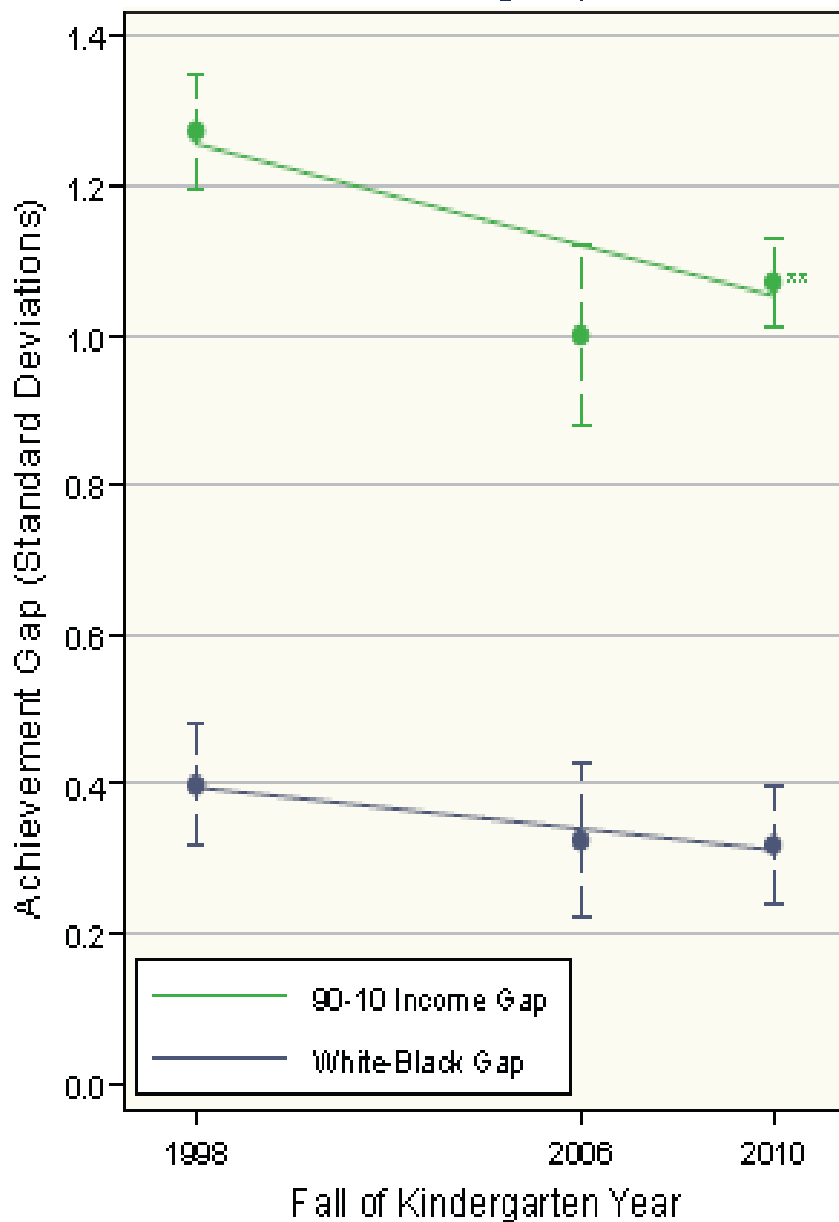
Source: Massachusetts Comprehensive Assessment System (MCAS), Massachusetts Department of Elementary and Secondary Education.



Math Gap

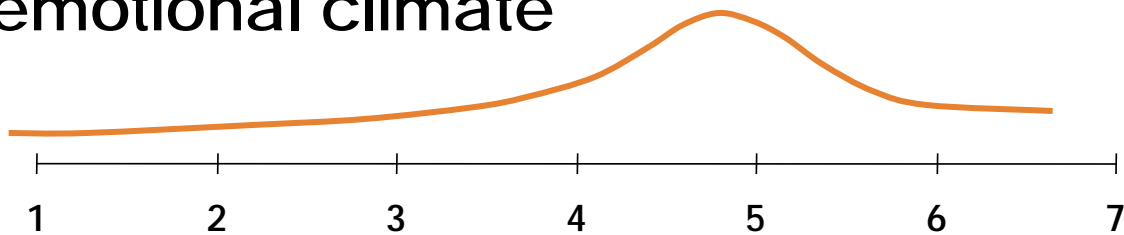


Reading Gap

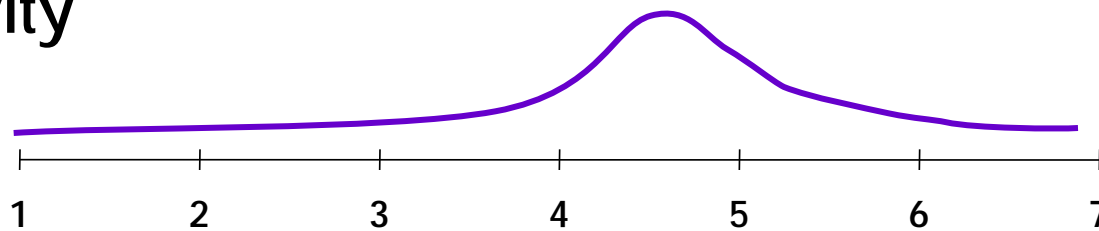


How Are ECE - 5th Educators Doing?

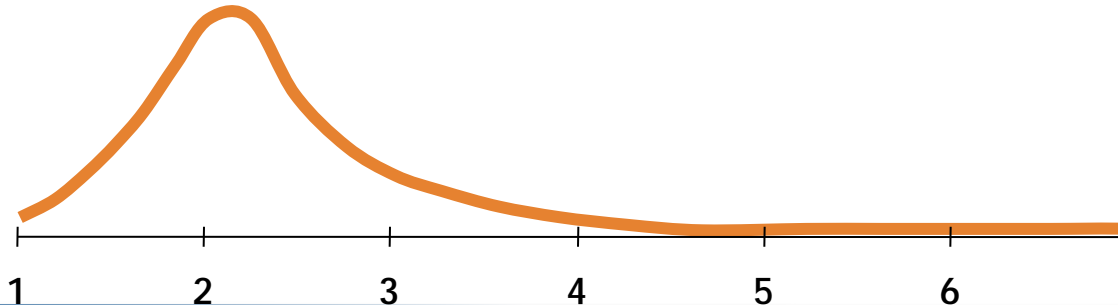
■ Positive emotional climate



■ Productivity



■ Quality of feedback



Low Rates of Stable Quality: 1st, 3rd, 5th Gr.

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

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



How Are Children & Educators Doing?

- We are eager for evidence on strategies to move the needle on early childhood outcomes.
- We want to ensure that measure used to evaluation programs, classrooms & teachers move the needle on outcomes



How These Studies Add Value

- Expanded/more fine-grained data on program quality and child outcomes for:
 - Programs serving English Language Learners
 - Successive cohorts of Head Start programs in FACES
 - For different types of early care and education programs
- Studies confirm modest associations between program quality metrics and outcomes as well as threshold effects.



How These Studies Add Value

- Studies confirm that many quality measures, program inputs & teacher characteristics show no effects on child outcomes
- Studies confirm that few if any early childhood classrooms exhibit high instructional support on the CLASS



Communicating With Educators & Policy Leaders: Use Metrics with Meaning

- Speak to policy priorities:
 - Are children on track for on-time high school graduation with college- and career-ready skills?
 - Are we eliminating achievement disparities for subgroups of disadvantaged students?
 - Are we investing in interventions/improvement strategies with proven effectiveness?
- Central goal is improving children's ability in relation to standards, not comparing treatment to control/comparison groups.
- Focus on metrics that highlight educational consequences for children (not effect sizes)



Metrics with Meaning for Educators & Policy Leaders

- Communicating child outcomes, e.g.:
 - 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).
- Communicating program quality data, e.g. A 2.0 in Instructional Quality on the CLASS means:
 - There are few if any conversations
 - Majority of teacher's questions are closed-ended
 - Teachers do not use advanced language
 - Teachers rarely ask students to explain their thinking

