

ROUNDTABLE 2018 | AUSTIN, TX



Learning Objectives Session 2

Strand: Leading to Results

Leading Indicators to Enhance
Early Learning Outcomes



Birth to Grade Three Indicator Framework/Toolkit

Rationale

Increasing access to Pre-K and full-day kindergarten, the spread of quality rating and improvement systems, and increased attention to the early childhood educator workforce are all signs of important progress at the state and local levels.

Purpose

This toolkit helps states identify ways to integrate early learning more fully into their state accountability and school improvement systems.

Outcome

States select indicators for accountability and school improvement that lead to improved outcomes by third grade



Birth to Grade 3 Indicator Framework:
Opportunities to Integrate Early Childhood in ESSA Toolkit

Framework

Focus on four potential opportunity areas for states to consider:

1. Indicators used in formal school differentiation systems (school quality rating);
2. Interventions and supports for low-performing schools;
3. Transparency and public reporting;
4. School district accountability and improvement



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School Quality Rating Policy

The CPS School Quality Rating Policy (SQRP) is the District's policy for measuring annual schc data) are the third set of school ratings determined under SQRP. The purpose of the SQRP is t

1. Communicate to parents and community members about the academic success of indivic
2. Recognize high achieving and high growth schools and identifying best practices;
3. Provide a framework for goal-setting for schools;
4. Identify schools in need of targeted or intensive support; and
5. Guide the Board's decision-making processes around school actions and turnarounds.

Opportunity 1: School Quality Rating

- ⌘ Any measures that could be easily reportable and applicable at the subgroup level for all grade levels, such as chronic absenteeism or student discipline, if states' are planning to use these measures in later grades. These measures could all be defined similarly across all grades, and there's no reason to exclude grades Pre-K to third.
- ⌘ For measures that align with later grades, states could consider adding extra weight or “double-counting” the early grades in the ratings system to emphasize their importance.
- ⌘ Teacher/student interaction measures or observation tools, such as Classroom Observation Scoring System (CLASS), a widely used observational measure primarily used in early childhood and elementary school settings

Opportunity 2: Interventions and Supports for Low Performing Schools

- States could use these indicators as a progress measure for elementary schools seeking to exit low-performing status. This would encourage low-performing schools to focus on early learning strategies that might not have an immediate test score payoff, but could set the school up for growth and success in the long term (e.g., high quality prekindergarten, full-day kindergarten, learning growth in grades 1 and 2)
- States could use early learning indicators to identify schools most in need of support and improvement in the early years (e.g., schools scoring poorly in a combination of third grade reading, Pre-K access, kindergarten entry assessment, and family surveys could be placed in an “early childhood” improvement cohort)

Opportunity 3: Transparency and Public Reporting

- Early childhood indicators are particularly well-suited to report cards, as they could be valuable to parents making decisions about where to live and where to send their children to school.
- Reporting out data per grade level could draw attention to disparities and challenges for children in early grades.
- There also may be environmental data about schools that are relevant to early learning, such as the availability of community resources, afterschool programs, health and wellness information, or community access to Pre-K.

Opportunity 4: School District Accountability and Improvement

- States should think of access to Pre-K and equitable resource allocation as District responsibilities.
- If a state wants to emphasize instructional quality in early grades, but does not have sufficient resources to observe every classroom in every school, observational measures of early learning quality could be sampled at the school district level, and school districts could be rated on early learning quality over a multi-year period.

Type of Indicators

Access:

- Access to learning: Chronic absenteeism
- Access to learning: Student discipline
- Access to certified teachers: Teacher absenteeism
- Access to high quality teacher: Teacher qualifications
- Access to full-day K
- Access to publicly funded PreK
- Access to high quality child care

Chronic Absences

Considerations:

Research points to a strong relationship between absenteeism and learning outcomes, and higher rates of absenteeism for disadvantaged students can widen achievement gaps.

Chronic absenteeism rates differ from truancy rates and average daily attendance in that they include “excused” and “unexcused” absences as well as suspensions.

States and districts can point schools towards root cause analyses of absences such as discipline policies, family engagement transportation systems, health and wellness.

Absenteeism metrics should be accompanied by supports and resources for schools to address root causes of absenteeism and improve attendance.

Potential measures:

- Vary by state, but must include both excused and unexcused absences from school, and suspensions.
- The most common definition of absenteeism is the percent of students missing ten percent or more of school days to-date; this can be continuously monitored and tracked throughout the year.

Use cases:

- California’s CORE School Districts were among the first to incorporate chronic absenteeism into their school rating systems.
- Maryland requires schools to report the percentage of students absent for more than 20 days, and reports data online via their public report cards.
- 37 states included chronic absences into the state’s accountability system.

Type of Indicator

Engagement

- Being engaged in school: Chronic absenteeism
- Being engaged with learning: Student discipline
- Being engaged in high quality early childhood education: QRIS
- Being engaged in school: School Climate
- Being socially and emotionally engaged with learning: Social and Emotional Learning

Type of Indicator

Academic

- Meeting academic milestones: Being Kindergarten Ready or being proficient at key benchmarks (formative or diagnostic assessments)
- Academic learning: Teacher-student interactions (instructional quality review)
- Academic competency: Teacher effectiveness

TA Support to States

⌘ K-2 Workgroup (Illinois State Board of Education) received six briefs on additional indicators to support its work (Elliot Regenstein, Co-Chair)

Indicators:

- Gifted Education and Enrichment
- Access to Dual Immersion for Dual Language Learners
- Class Size
- Access to Well-Rounded Education
- Access to Wraparound Services and Support
- School Climate Surveys

For more information:

http://www.ccsso.org/Resources/Publications/Birth_to_Grade_3_Indicator_Framework.html

Commissioned by the Council of Chief State School Officers (CCSSO) and the Center on Enhancing Early Learning Outcomes (CEELO).

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