

Supporting Literacy, Birth to 8: What Are the Gaps & Connections?

2010 Reading Institute

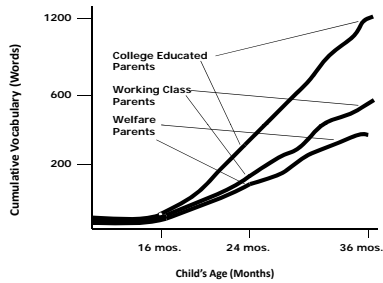
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Road Map

- 0-8 literacy achievement gaps.
- 0-8 policy gaps.
- 3 big ideas for building connections to foster literacy 0-8.

Disparities in Early Vocabulary Growth

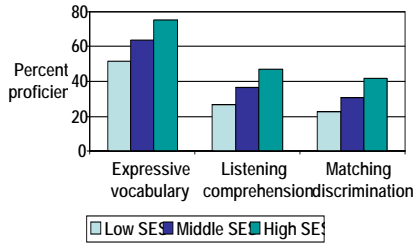


Source: Hart & Risley (1995)

Early Childhood Longitudinal Study-Birth Cohort

- ECLS-B is a nationally representative, longitudinal survey of children born in 2001 (n ~11,000), from infancy to kg. entry.
- At about 9 months and 2 years of age, the Bayley Short Form, Research Edition (BSF-R) was administered.
- At about 4 years of age, children were assessed on language, literacy, early mathematics, and color knowledge.
- At kindergarten entry, assessments included early reading (letter recognition, letter sounds, simple word recognition, receptive and expressive vocabulary, and print conventions) and early mathematics.
- Analyses by Tom Snyder, ED/IES, paper available on request

Performance among 2-year-olds by SES: 2003-04

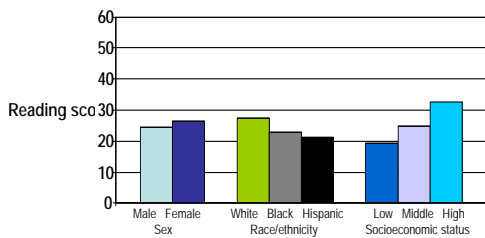


Size of differences as measured in standard deviation units (22-25 mos.)

Comparison	Vocabulary	Comprehension	Matching
Female vs. male	0.36*	0.35*	0.34*
White vs. Black	0.56*	0.57*	0.56*
White vs. Hispanic	0.63*	0.64*	0.63*
White vs. Asian	0.33*	0.32*	0.32*
High vs. low SES	0.88*	0.93*	0.92*

*Significant (.05)

Early reading scores among 4-yr-olds by sex, race/ethnicity, and ses

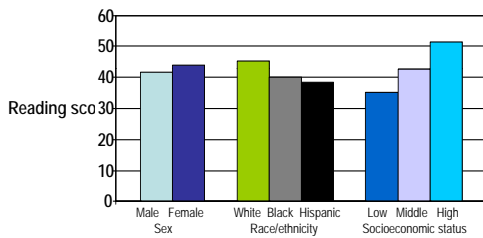


Size of differences as measured in standard deviation units (48-57 mos.)

Comparison	Early reading	Early math
Female vs. male	0.14*	0.09*
White vs. Black	0.37*	0.38*
White vs. Hispanic	0.51*	0.44*
White vs. Asian	-0.26*	-0.25*
High vs. low SES	1.11*	1.02*

*Significant (.05)

Early reading scores for children entering kindergarten: 2006-07/08



Size of differences as measured in standard deviation units at kg. entry

Comparison	Early reading	Early math
Female vs. male	0.13*	0.04*
White vs. Black	0.37*	0.60*
White vs. Hispanic	0.50*	0.61*
White vs. Asian	-0.37*	-0.22*
High vs. low SES	1.15*	1.19*

*Significant (.05)

More Evidence of Disparities

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

Early Disparities: Questions

1. Are early educators sufficiently informed, alarmed and focused on e.c. gaps?
2. Are parents receiving accurate, honest feedback on how well their children are progressing?
3. Does it make sense to delay reporting on gaps until the end of 3rd grade?
4. How do we highlight the problem and not strengthen negative stereotypes?

Policy Gaps

- Dominant priority of K-12/K-3 educators domestic/international achievement gap
- Focus of NCLB, Race to the Top, Common Core Standards.
- Dominant evidence of success: child assessment data

Policy Gaps

- Focus of 0-5 educators/providers: equalize access to hi quality early ed.
- Focus is: implement “DAP” curricula, improve staff compensation/training; high ECRES/CLASS scores, NAEYC accreditation.
- Assume high quality inputs/best practices lead to positive outcomes for children.
- Dominant evidence: data on program quality.

Multiple Accountability Mandates

	Child Care	Head Start	State Pre-K	Special Education
Program Quality Standards	State Licensing Standards (49 states) Quality Rating Systems (QRS) (14 states + 29 pilots)	Program Performance Standards	State Program Standards (39 states)	IDEA regulations State program standards
Assessing Program Quality	State Licensing Visits QRS Assessments	Federal Program Reviews	State Program Monitoring (30 states)	State Program Monitoring
Standards for Children's Learning	Early Learning Guidelines (49 states)	Child Outcomes Framework	Early Learning Guidelines (50 states)	3 functional goals
Child Assessments	No current requirements	Local programs select assessment tools	Pre-K Assessments (17 states) Kg. Assessments (16 states)	States report % of children in 5 categories on 3 goals
Research/Evaluations	Yes ↓	Yes ↓	Yes ↓	Yes ↓

Kindergarten to Grade 3 Standards, Assessments, Data

Consequences of Multiple Accountability Efforts

- **For 0-5 Programs:** Costs, burdens, confusion of multiple standards, assessments, & reports.
- **For Teachers:** It's hard to learn, implement and internalize multiple standards & assessments all at the same time.
- **For Schools:** How to align kg.-grade 3 standards & assessments with multiple e.c. efforts; How to use data from multiple e.c. reports.

3 Big Ideas for Building 0-8 Connections

- Move towards a “best of both worlds” approach to assessments & accountability.
- Build 0-8 culture of “shared responsibility”/ “internal accountability” in educators & families.
- Build a 0-8 continuous improvement system of standards, assessments, data & professional development.

“Best of Both Worlds” 0-8 Accountability

- Document, children’s learning progress & quality of learning opportunities, 0-8.
- Use tools & lessons from 0-5 & K-12:
 - Incentives: NCLB & QRIS models
 - K-12 reporting child outcomes (minimum group size, confidence intervals, sub-groups, value-added methods).
 - ECE large-scale observational rating of classrooms, video clips, on-line P.D.

“Internal”/“Shared Accountability”

- Educators assume responsibility for success for all by age 8/ameliorating disparities, not based on top-down mandates or incentives.
- Responsibility is shared between programs for 0-2s, 3-5s, Kg.-Grade 3.
- Responsibility is shared among educators, families and communities.
- No single program, grade level or teacher is expected to eradicate disparities; but all are expected to contribute.

Data-Based Continuous Improvement

- Align 0-8 standards, assessments and data to report on:
 - Children's progress
 - Quality of teaching/learning opportunities
- "Vertical" teams of teachers/managers review assessment information and plan learning experiences and teaching strategies
- Joint professional development

Data-Based Continuous Improvement

- "States should adopt a system to help early childhood professionals make informed decisions about how individual children demonstrate success and to understand the characteristics of programs that do the best work in preparing children for success. We need a profession-wide system to identify programs that really work, share that learning and incorporate it into technical assistance to struggling programs."

What Hinders Us?

- Technical Challenges

- Values, Attitudes, Assumptions

Technical Challenges

- Paradox: Concerns about the quality of child assessment tools... but no major effort to develop better tools.
- Conventional measures of program quality aren't strongly linked to what it takes to overturn patterns of early disparities.
- Lack benchmarks/data systems to highlight disparities/define adequate progress/levels of achievement.

Values, Attitudes & Assumptions

- Commitment to strengths-based assumptions vs. deficit models of children.
- View that variability in early development means we should avoid standards-based comparisons among young children.
- Accountability for outcomes risks "teaching to the test", "creaming" in recruitment, narrowing curricula.

Values, Attitudes & Assumptions

- Highlighting data on disparities can generate cycles of blame:
 - Blame the parents
 - Blame the children
 - Blame ourselves
 - Schools blame e.c. programs blame schools?
- Gaps are so large, they are impossible to overcome, it's a set-up to assume responsibility for closing them.

Data-Based Continuous Improvement: 5-8s

- North Kenwood Oakland & Donoghue Charter Schools, Chicago, IL
- Assess every child every 10 weeks on literacy skills, based on 12-stage sequence of benchmarks, Kg.-Grade 3.
- Parent outreach, extended day/year tutoring.
- Teaching outcomes are public.
- "It is the collective responsibility of the faculty to ensure that children reach benchmarks."

Data-Based Continuous Improvement: 3-4s

- Tulsa County, OK Head Start assesses all children 3 times/yr. on Teaching Strategies GOLD. Also assess samples of children 2 times/yr. on Bracken School Readiness Assessment & other assessments.
- Data presented to Site Directors, Management Team, Policy Council, Board & funders. Master teachers use data to plan improvements with classroom staff.
- Study assessments, attendance, family involvement, classroom quality data to see characteristics associated with higher outcomes

Montgomery Co., MD – 4-18s

- Track outcomes on 7 Keys to college readiness, from K-2 reading to SATs.
- Pre-K – 3 Early Success Performance Plan: aligned curriculum & annual diagnostic assessment.
- Data on % of Kg. students reading simple text & 2nd graders at 50th & 70th % national norms, by subgroups.

More Examples

- Educare (0-5s) – Study duration of participation & progress towards national norms.
- Harlem Children's Zone (0-20s)– "Whatever it takes to get every child on grade level and keep them on grade level"
- First School (4-8s) – Research partners assess student engagement/use of time in PK-3.

In Closing: 1st Steps/Next Steps

- Convene 0-8 Study Groups to get smart on the issues, share current data & perspectives. Include parents, community, higher education partners.
- Build data system to document where children are relative to community, state or national norms.
- Assess children's progress and quality of learning opportunities
- Cultivate "no fault"/"we're all in this together" mindset. Use assessment data as a flashlight/not a hammer.

In Closing..

Ongoing study of data from standards-based assessments of children & classroom quality



Informs, guides/motivate programs, families & schools as they



Provide enriched, extended, intensive & intentional early literacy learning opportunities.

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