

Charting a Course for Success for Children 0-8 on Common Core Standards

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Road Map

- Overview of Common Core ELA Standards
- How Are Young Children Doing in Early Literacy?
- Our Current Early Literacy Policy System
- Building A Continuum of Standards-Based Early Literacy Learning Opportunities

Why Common Standards Now?

- Disparate standards across states
- Student mobility
- Global competition
- Today's jobs require different skills

Why is This Important for Students, Teachers, and Parents?

- Prepares students with the knowledge and skills they need to succeed in **college and work**
- Ensures **consistent expectations** regardless of a student's zip code
- Provides educators, parents, and students with **clear, focused guideposts**

5 Criteria for the Standards

- “Fewer, clearer, and higher”
- Research- and evidence-based
- Aligned with college and career standards
- Informed by best of state standards
- Internationally benchmarked

Standards Development Process

- College and career readiness standards developed in summer 2009
- Draft K-12 learning progressions developed
- Multiple rounds of feedback from states, teachers, public, and other stakeholders, including over 10,000 public comments
- Public release of final standards on June 2

ELA Design and Organization

Four strands

- Reading (K-5: Literature, Informational Text, Foundational Skills; 6-12 add Subject Area Reading)
- Writing
- Speaking and Listening
- Language

Three appendices

- A: Research and evidence; glossary of key terms
- B: Reading text exemplars; sample performance tasks
- C: Annotated student writing samples

41 Kindergarten ELA Standards

- 24 Reading Standards
- 10 for Literature/10 for Informational Text
 - Key Ideas & Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading & Level of Complexity
- 4 for Reading: Foundational Skills
 - Print Concepts
 - Phonological Awareness
 - Phonics and Word Recognition
 - Fluency

41 Kindergarten ELA Standards

- 7 Writing Standards
 - Text Types & Purposes
 - Production & Distribution of Writing
 - Research to Build and Present Knowledge
- 6 Speaking and Listening Standards
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- 4 Language Standards
 - Conventions of Standard English
 - Vocabulary Acquisition and Use

Responses to Feedback on Draft K-3 Standards

- Balance sufficient rigor to ensure all students are on the path to college with flexibility based on variability in children’s learning rates, and in state kindergarten policies.
- Some respondents recommended deleting K-2 standards and starting over. Other feedback confirmed suitability of standards.
- New language in introduction on use of play, importance of other domains, modified some standards with “with prompting and support”.

Voluntary State Adoptions To Date



- At least 24 states have adopted the standards (AZ, CT, LA, MS, PA, RI, KY, WV, HI, MD, WI, NC, UT, OH, MI, MO, WY, NJ, NV, IL, OK, GA, NH, AR)
- Expect over 30 states by early fall and over 40 by spring 2011.

Standards Aren't Enough



- Professional development, tools and time for all teachers
 - Curriculum frameworks
 - Summative and formative assessments
 - Instructional materials
 - Communications
 - Accountability
 - Data Systems
- AND... stronger, more equitable, better-resourced, & more intentionally-sequenced 0-8 literacy/language learning opportunities.**

Examples of Implementation



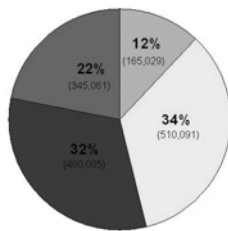
- 6 State/6 District Pilot of Implementation
- Implementation Roadmaps
- Surveys of Enacted Curriculum Project
- National PTA
- Assessment Consortia
- Online Professional Development (PBS, Scholastic, others)

How Are Young Children Doing?

- Who are the young children who will strive to meet Common Core standards?
- What do we know about their current levels of early literacy & language development?

Figure 6. Percentage of Infants Living At or Below 200% Poverty with Cumulative Risk Factors

This represents 51% of 8-11 month olds in the ECLS-B analytic sample. Weighted Population Estimate is 1,500,267



Low-income Only Low-income +1 Risk Factor
 Low-income +2 Risk Factors Low-income +3 Risk Factors

(Weighted population estimates are in parentheses above.)

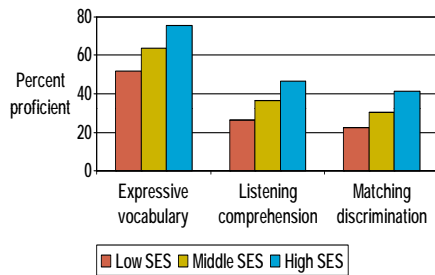
Who Are the Young Children Facing Common Core Standards?

- Growing numbers of young children of immigrants
 - 8.7 million children 0-8 vs. 4.3 million in 1990.
 - Children of immigrants provided 100% of U.S.'s growth
- Children of immigrants have diverse origins
 - 43% Mexican; 21% Central/Caribbean/South America; 21% Asian & Middle East; 15% African & Europe
- 63% of young immigrant children live in CA, TX, NY, FL, IL, NJ, but they account for 20% or more of all young children in 19 states.
- 51% of young children of immigrants live in poverty
- 37% of 5-year-old immigrant children are ELLs.

What Do We Know About Early Literacy Learning: Data from ECLS-B

- 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

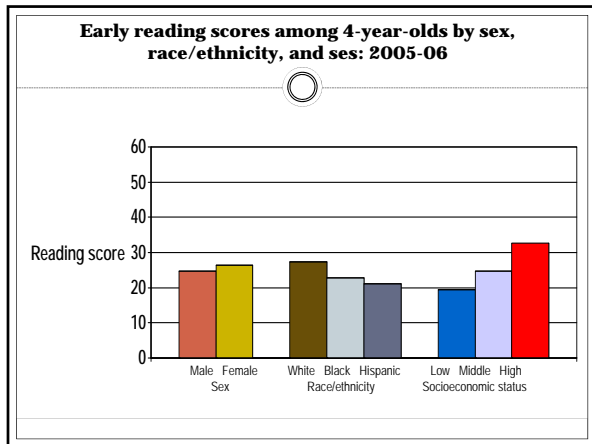
Performance among 2-year-olds across performance domains, by SES: 2003-04



Size of differences 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*

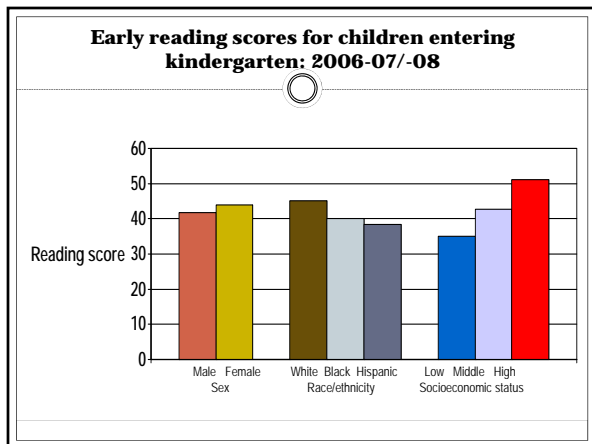
*Significant (.05)



Size of differences 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)



Size of differences 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.

Our Current Early Literacy Policy System

	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) Kq. 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

Key Features of Current Policy System

- Multiple Standards, Assessments, Data and Professional Development In 0-5 Programs
- Only 36 States Have Grade-Specific Kg.-Grade 2 Literacy Standards in 2006
- State-Mandated Assessments of Early Literacy = Dynamic/Complex Picture
- Federal Assessment Mandates/Accountability Don't (& Won't) Apply to Children 0-8.

Policy Gaps

- Dominant priorities of K-12/K-3 educators = domestic & international achievement gaps.
- Shared focus of No Child Left Behind, Race to the Top, Common Core Standards.
- Dominant evidence of success: child assessment data

Policy Gaps

- Focus of 0-5 educators/providers is expanding/equalizing access to high quality early ed.
- Top priorities: 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 of success: data on program quality.

To Sum Up

1. **Common Core ELA Standards are a major game-changer in early literacy policy.**
2. **Young children are increasingly diverse and disadvantaged.**
3. **Evidence continues to grow on the early onset, scope and scale of disparities in early literacy learning/language development.**
4. **We don't have a coherent policy system to support high quality 0-8 literacy teaching, learning and outcomes.**

It Takes More Than Aligning Standards: 3 Big Ideas for Building a 0-8 Early Literacy Continuum

- 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/issues)
 - Large-scale observational rating of ECE classrooms; use of 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 System



- 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 System



- “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.”

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 3-18s

- 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 (0-21s) – “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/uses of time/child outcomes 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.
- Do standards-based assessment of children’s early literacy/language, other domains of development/learning, & quality of learning opportunities.
- Build data system to document where children are (and program quality is) relative to community, state or national norms.
- Cultivate “no fault”/“we’re all in this together” mind-set. 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 early learning programs, families & schools as they



Provide more enriched, extended, intensive & intentional 0-8 literacy learning opportunities.

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