

## C-SAIL's 4-Part Research Program

The Center on Standards, Alignment, Instruction, and Learning (C-SAIL) examines how college- and career-readiness standards are implemented, if they improve student learning, and what instructional tools measure and support implementation. Our four research studies pay special attention to examining the impact of college- and career-readiness standards for English language arts (ELA) and reading and mathematics on English language learners and students with disabilities.

### Andy Porter

Principal Investigator  
[andyp@gse.upenn.edu](mailto:andyp@gse.upenn.edu)

## IMPLEMENTATION STUDY

How are educators at the state, district, and school levels making sense of their state's college- and career-readiness standards? C-SAIL is partnering with five states—California, Kentucky, Massachusetts, Ohio, and Texas—to compare and contrast their approaches to implementation. We are examining how schools and teachers are changing their practices as standards are implemented.

### KEY YEAR 1 FINDINGS

New college and career ready state standards emphasize certain content, and de-emphasize other content.

1. In Texas and Ohio, **elementary ELA teachers** covered *less* of the content emphasized in the new standards, compared to content that was de-emphasized. However, **high school ELA teachers in both states taught more** emphasized than de-emphasized content.
2. In Texas, *high school ELA* teachers covered more of the content emphasized in the new standards than **high school math** teachers did, while in Ohio, it's the reverse—**high school math** teachers covered more emphasized content than **high school ELA** teachers did.
3. In Texas, **elementary math** teachers covered **significantly more** of the content emphasized in the new standards than did **elementary ELA** teachers, while in Ohio, there were no significant differences between elementary math and ELA teachers in the amount of their coverage of content emphasized in the new standards.

### Laura Desimone

Co-Principal Investigator  
[lauramd@gse.upenn.edu](mailto:lauramd@gse.upenn.edu)  
[c-sail.org/research/implementation](http://c-sail.org/research/implementation)

## LONGITUDINAL OUTCOMES STUDY

Does the adoption of college- and career-readiness standards and aligned assessments increase students' college and career readiness? We are analyzing National Assessment of Educational Progress (NAEP) data, high school graduation rates, and college enrollment rates in all 50 states and the District of Columbia to understand the impact of the array of new state standards on student outcomes.

### KEY YEAR 1 FINDING

1. Overall, we did not find evidence for significant effect of the adoption of college- and career-ready standards on student achievement in mathematics or reading based on analyses of NAEP data from 1990 to 2015.

### Mengli Song

Co-Principal Investigator

[msong@air.org](mailto:msong@air.org)

[c-sail.org/research/longitudinal](http://c-sail.org/research/longitudinal)

## MEASURING THE CONTENT OF INSTRUCTION STUDY

How well does teacher instruction align with new college- and career-readiness standards in English language arts and math? To help answer this question, we are developing and validating new survey and observational tools. These original, customized instruments will be used to measure the impact of our teacher support program, Feedback on Alignment and Support for Teachers (FAST), and will have potential value in future research and practice.

### KEY YEAR 1 FINDINGS

1. Biweekly (every-other-week) survey responses from teachers using the revised SEC are highly feasible. About two thirds of participating teachers completed our semester-long validation work, and of those, they completed on average more than 90% of the surveys.
2. Teachers provide highly consistent reports of their cognitive demand coverage between biweekly logs and end-of-semester surveys, with 87% to 90% agreement, depending on subject.
3. Content analysts can validly and reliably analyze teachers' assignments and assessments to determine alignment with standards.

Study results will be published in spring 2017.

### Morgan Polikoff

Co-Principal Investigator

[polikoff@usc.edu](mailto:polikoff@usc.edu)

[c-sail.org/research/measurement](http://c-sail.org/research/measurement)

## FEEDBACK ON ALIGNMENT AND SUPPORT FOR TEACHERS (FAST) PROGRAM STUDY

To assist teachers as they implement college- and career-readiness standards in the classroom, we have developed a program to provide feedback to teachers on the alignment of their instruction to their state standards and offer instructional support for improving their alignment. The effectiveness of the program will be tested in a randomized controlled trial.

### PROGRAM COMPONENTS

1. Tools to support reflection
  - a. Real-time, personalized feedback on alignment through an online instructional log
  - b. Video recordings of classroom instruction with feedback on alignment
2. Offsite instructional coach to provide
  - a. Individual coaching for teachers
  - b. Support during onsite collaborative academic study teams with fellow teachers
3. Library of aligned instructional resources

#### Mike Garet

Co-Principal Investigator  
[mgaret@air.org](mailto:mgaret@air.org)  
[c-sail.org/research/fast](http://c-sail.org/research/fast)

#### Toni Smith

FAST Study Lead  
[tsmith@air.org](mailto:tsmith@air.org)

## ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES

Each of C-SAIL's studies looks at the distinct experiences of English language learners (ELLs) and students with disabilities (SWDs) as they relate to each specific line of inquiry.

#### Nelson Flores

ELLs  
[nflores@upenn.edu](mailto:nflores@upenn.edu)

#### Lynn Fuchs

SWDs  
[lynn.fuchs@vanderbilt.edu](mailto:lynn.fuchs@vanderbilt.edu)

#### Doug Fuchs

SWDs  
[doug.fuchs@vanderbilt.edu](mailto:doug.fuchs@vanderbilt.edu)

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For more information on C-SAIL's Year 1 findings, visit [c-sail.org](http://c-sail.org).



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