P-2 REFORM AND ALIGNMENT: A STRONG START FOR BOSTON’S YOUTH

Dr. Jason Sachs, Executive Director of Early Childhood

Presentation to Boston School Committee
May 25, 2016
Student Success on CCSS aligned CDT’s through CCSS Aligned Instructional Practices (Core Actions)

Leads To

ACT

PLAN

CONTENT + STUDENT + TEACHER

STUDY

DO

Effective ILT’s and CPT’s (Adult Learning Rubric)

Essential Literacy Practices in Every Subject (Nell Duke’s practices)

Effective Strategies that Engage ALL Learners (MTSS, ELD 2.0, UDL)


Social Emotional Learning and Wellness (Found. For Young Ad. Success Framework) (GEL BPS)
Student Success on CCSS aligned CDT’s through CCSS Aligned Instructional Practices (Core Actions)

- ACT
- STUDY
- PLAN
- DO

CONTENT + STUDENT + TEACHER

Academics and Professional Learning

Opportunity and Achievement Gaps

English Language Learners

Special Education

Socio-Emotional Learning and Wellness
P-2 Reform and Alignment

Aligning school structures and curriculum to best match how young students learn

- Developmentally appropriate curriculum and supports from K0-2nd grade

Supporting Good Teaching with High-Quality, Comprehensive Curriculum

- Targeted coaching; Data-driven professional development; Robust evaluation

Creating a Pathway of High-Quality Learning Environments, P-2

Cohesive effort across leadership, schools, and grade levels

Data Driven: Focus on Instructional Quality and Math/Literacy

Strong Curriculum Coaching PD NAEYC Accreditation
K1 Successes and Future Endeavors

K1, moving towards Universal Pre-K by 2018:
- 750 seats (2005); 1,900 (2008); 2,100 (2010); 2,800 (SY 16-17)
- Private, State & Federal funds are leveraged to support all of the work (Over $30 million)

NAEYC Accreditation: classroom quality and student outcomes
- Improves student vocabulary and conceptual development, as well as socio-emotional supports, and language and reasoning in accredited classrooms
- 30 schools currently accredited; 15 more in process (over ⅔ of all K1 and K2 classrooms)
- Hope to have 5 more schools accredited by end of summer
- Discussions with 3-5 schools to be added next year (15-25 classrooms) to achieve goal of all accredited by 2020

Effects of K1 are long-lasting
- Higher scores on 3rd and 5th grade MCAS for students who attended K1 than those who did not, for students from all groups. **BPS partner in $4 million longitudinal study**

Expanding into Community Based Programs: K1DS-PEG ($16 million)
- Working with community based providers to create K1 programs--300- 9 programs, 17 classrooms.
Closing Kindergarten racial and income achievement gaps

- % of students achieving benchmark (highest status) on Kindergarten 2013 DIBELS assessment

<table>
<thead>
<tr>
<th>Group</th>
<th>BPS K1</th>
<th>Not BPS K1</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>79.6% (363)</td>
<td>55.9% (455)</td>
</tr>
<tr>
<td>Asian</td>
<td>76.9% (103)</td>
<td>64.0% (89)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>70.4% (544)</td>
<td>38.6% (390)</td>
</tr>
<tr>
<td>White</td>
<td>84.1% (249)</td>
<td>67.3% (181)</td>
</tr>
<tr>
<td>Free/Reduced Lunch</td>
<td>71.4% (595)</td>
<td>45.5% (599)</td>
</tr>
<tr>
<td>No Free/Reduced Lunch</td>
<td>81.1% (718)</td>
<td>58.6% (513)</td>
</tr>
<tr>
<td>ELL</td>
<td>67.2% (493)</td>
<td>37.6% (270)</td>
</tr>
<tr>
<td>No ELL</td>
<td>83.3% (820)</td>
<td>57.2% (842)</td>
</tr>
<tr>
<td>Identified Disability</td>
<td>56.7% (149)</td>
<td>41.0% (55)</td>
</tr>
<tr>
<td>No Identified Disability</td>
<td>80.0% (1164)</td>
<td>51.4% (1056)</td>
</tr>
</tbody>
</table>
The long-term effects of the K1 program on Grade 3 performance (ELA) are evident for students of all races, and for F/R lunch students. The proficiency gaps for students by racial group and K1 attendance are as follows:

<table>
<thead>
<tr>
<th></th>
<th>3rd Graders who attended BPS K1</th>
<th>3rd Graders who did not attend K1</th>
<th>% Point Difference b/w 3rd graders who attended K1 vs. those who did not</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>41.8%</td>
<td>31.4%</td>
<td>10.4</td>
</tr>
<tr>
<td>F/R Lunch</td>
<td>34.3%</td>
<td>27.5%</td>
<td>6.8</td>
</tr>
<tr>
<td>Asian</td>
<td>57.9%</td>
<td>45.0%</td>
<td>12.9</td>
</tr>
<tr>
<td>Black</td>
<td>31.0%</td>
<td>26.0%</td>
<td>5.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>32.7%</td>
<td>26.7%</td>
<td>6.0</td>
</tr>
<tr>
<td>White</td>
<td>68.5%</td>
<td>57.9%</td>
<td>10.6</td>
</tr>
</tbody>
</table>
### Long-term benefits of BPS K1 for all students - Grade 5

- The long-term effects of the K1 program on Grade 5 performance (Math) are evident for students of all races, and for F/R lunch students
  - The proficiency gaps for students by racial group and K1 attendance

<table>
<thead>
<tr>
<th></th>
<th>3rd Graders who attended BPS K1 % Prof / Adv.</th>
<th>3rd Graders who did <strong>not</strong> attend K1 % Prof / Adv.</th>
<th>% Point Difference b/w 3rd graders who attended K1 vs. those who did not</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>50.2%</td>
<td>39.9%</td>
<td>10.3</td>
</tr>
<tr>
<td>F/R Lunch</td>
<td>43.9%</td>
<td>35.4%</td>
<td>8.5</td>
</tr>
<tr>
<td>Asian</td>
<td>81.4%</td>
<td>78.1%</td>
<td>3.3</td>
</tr>
<tr>
<td>Black</td>
<td>37.1%</td>
<td>27.5%</td>
<td>9.6</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40.1%</td>
<td>33.8%</td>
<td>6.3</td>
</tr>
<tr>
<td>White</td>
<td>77.3%</td>
<td>69.6%</td>
<td>7.7</td>
</tr>
</tbody>
</table>

*Students attended BPS K1 in 2007-08. MCAS grade 5 data taken from 2013-14*
Expanding Early Childhood practices to elementary instruction

- Development and implementation of new kindergarten curriculum, Focus on K2
  - Aligned with Common Core
  - Inclusive of all students
  - Deepening Literacy practices- audit in 2016
  - Full curriculum available at [http://bpsearlychildhood.weebly.com/focus-on-k2.html](http://bpsearlychildhood.weebly.com/focus-on-k2.html)
- Year-round focus (P-2nd summer school)
  - Early Focus Summer Gains: Summer programming for K1 to 2nd grade students and families
    - Significant gains for attendees on DIBELS assessment; raising literacy scores
- Developed and piloted first grade curriculum; partner HGSE: Nonie Lesaux
  - 14 schools: 31 classrooms
  - 2016 adding 14 new schools: 52 classrooms
  - Creating professional development for second grade before we roll out Focus on 2nd
Early Literacy and Knowledge (P-2): Building Conceptual Development

- **Code-Based Skills**
  - Print Concepts
  - Phonological Awareness
  - Phonics and Word Recognition
  - Fluency

- **Meaning-Based Skills**
  - Conceptual knowledge about the world (e.g., science, engineering, history)
  - Understand abstract, complex ideas when reading
  - Produce written language about abstract and complex ideas
  - Produce academic language in speech
# Focus on First: The 150 Minute Literacy Block

<table>
<thead>
<tr>
<th>Coding-Based Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sounds, Letters, and Words</td>
<td>Interactive whole group (e.g., white boards; songs, chants, and finger play; whisper and choral reading); 25 min</td>
</tr>
<tr>
<td>Learning Stations &amp; Teacher Facilitated Small Groups</td>
<td>Small groups at stations while teacher facilitates guided reading or other targeted learning opportunities; bookended by introduction and reflection; 40-50 min</td>
</tr>
<tr>
<td>Vocabulary and Language</td>
<td>Small group and partner conversations; bookended by whole group introduction and sharing; 15 min</td>
</tr>
<tr>
<td>Reading to Learn</td>
<td>Interactive whole group read aloud or shared reading; variety of writing formats (modeled, shared, interactive, small group, and independent); 20 min</td>
</tr>
<tr>
<td>Writing to Learn</td>
<td>Variety: modeled, shared, interactive, small group, and independent</td>
</tr>
</tbody>
</table>

BOSTON PUBLIC SCHOOLS
From Silos to Solid Links: Strong Instructional Practices Embedded into Curriculum Design

Effective Strategies that Engage ALL Learners

K0/K1
- Universal Design for Learning (UDL)
  - Thematic
  - Centers
  - Thinking & Feedback
  - Vocabulary
  - Phonics
  - Storytelling

Focus on K2
- Culturally & Linguistically Sustaining Practices
  - Thematic
  - Centers
  - Thinking & Feedback
  - Vocabulary
  - Phonics
  - Storytelling
  - Guided Reading
  - Culminating Projects
  - Home Links

Focus on First & Second
- Social Emotional Learning & Wellness
  - Thematic
  - Studios
  - Literacy Centers
  - Vocabulary
  - Phonics
  - Storytelling
  - Culminating Projects
  - Guided Reading
  - Thinking and Feedback

Art
ELA
Math
Science
Social Studies

Essential Literacy Practices in Every Subject
Strong History of Partnerships

MA Dept of Ele & Secondary Ed (DESE)
- Quality Full Day Kindergarten Grant
  - $2MM/year, 2 FTE staff and materials
- Focus on Early Literacy
  - PD & staff support (FY15, FY16)

MA Dept of Early Ed & Care (DEEC)
- PreK Expansion Grant (PEG)
  - $4MM/year, 4 FTE staff
- CFCE
  - $1MM/year, 1.3 FTE staff
- Inclusive Preschool (IPLE)
  - $300K/year
- Race to the Top Early Learning Challenge
  - $200K/year through FY15

MA Dept of Higher Ed (DHE)
- @Scale for Early Math
  - $60K (FY14, FY15)

Barr Foundation
- Focus on 1 & 2
  - $2MM (4 years), 3 FTE staff and materials
- NAEYC Accreditation
  - $800K (3 years), 2.5 FTE staff and materials
- Boston K1DS
  - $800K (3 years, ended), staff and materials
  - Other K1DS funders included the Pierce & Cox Trusts, and Thrive in 5

Target Foundation
- Summer Early Focus
  - $100K/year (FY14, FY15)
New Study Explores Impact of a Strong Early Education

Longitudinal study in 40 BPS schools to examine

- Policies and practice supporting students' learning K1-3rd
- Effects of in- and out-of-classroom experiences on student development
- Necessary to sustain student gains from K1-3rd grade

Key Hypothesis

- Attendance in quality K1 produces initial and lasting effects on children’s development
- High-quality, aligned K1-3rd grade education results in increased gains

Five-year study

- U.S. Department of Education, Institute of Education Sciences
- Private foundation

Partners

- BPS (Co-PI)
- MDRC
- Harvard GSE (Drs. Catherine Snow & Nonie Lesaux)
- University of Michigan (Drs. Chris Weiland & Deborah Ball)
## Focus on First Participating Schools

### Pilot (2015/16)
- Adams Elementary
- Baldwin Early Learning Pilot Academy
- Clap Innovation
- Ellison/Parks EEC
- Everett Elementary
- Grew Elementary
- Hale Elementary
- Hernandez K-8
- Higginson K-2
- Kenny Elementary
- Lee K-8
- Lyon K-8
- Mattahunt Elementary
- Mildred Ave K-8
- O’Donnell Elementary
- West Zone ELC

### Cohort 2 (2016/17)
- Beethoven Elementary
- Chittick
- Edison K-8
- Ellis Elementary *(to be confirmed)*
- Henderson Inclusion
- JF Kennedy Elementary
- King K-8
- Lyndon K-8
- Mozart Elementary
- Murphy K-8
- Perkins Elementary
- PJ Kennedy Elementary
- Sumner Elementary
- Taylor Elementary