



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

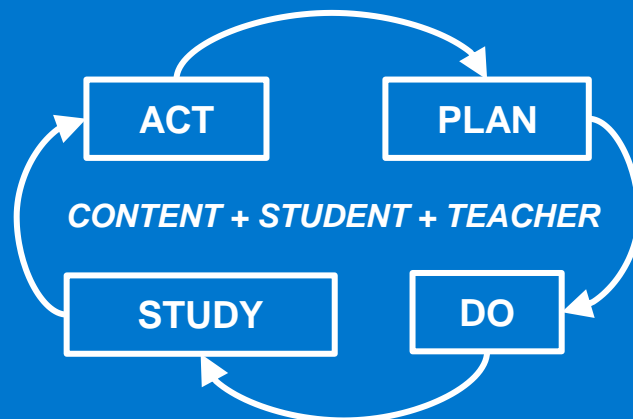
Dr. Jason Sachs, Executive Director of Early Childhood

Presentation to Boston School Committee
May 25, 2016

Student Success on CCSS aligned CDT's
through
CCSS Aligned Instructional Practices ([Core Actions](#))

Leads To

Essential Literacy
Practices in Every
Subject
([Nell Duke's
practices](#))



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

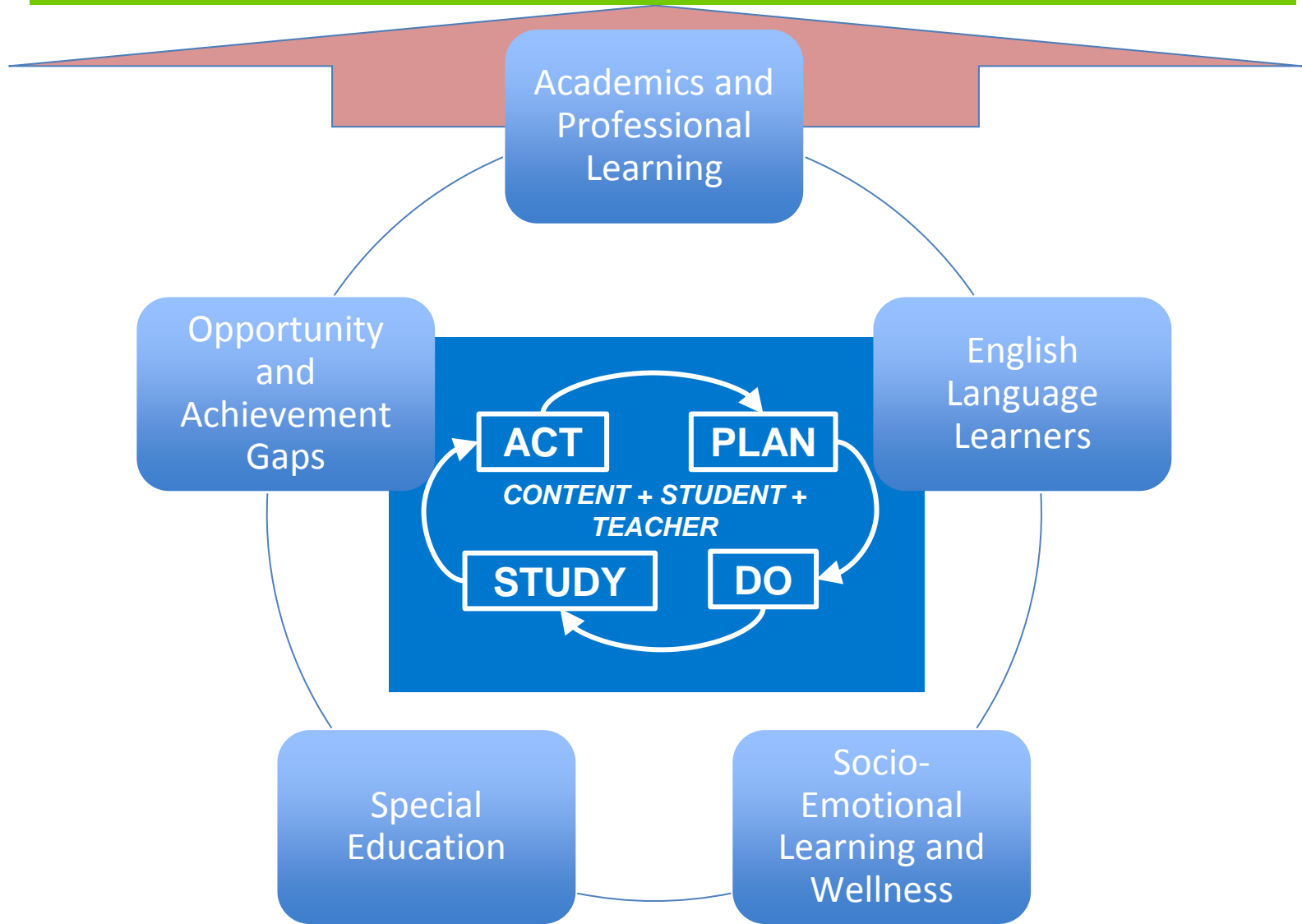
Effective ILT's and CPT's ([Adult Learning Rubric](#))

Practices that unlock Instructional Foci

Enable

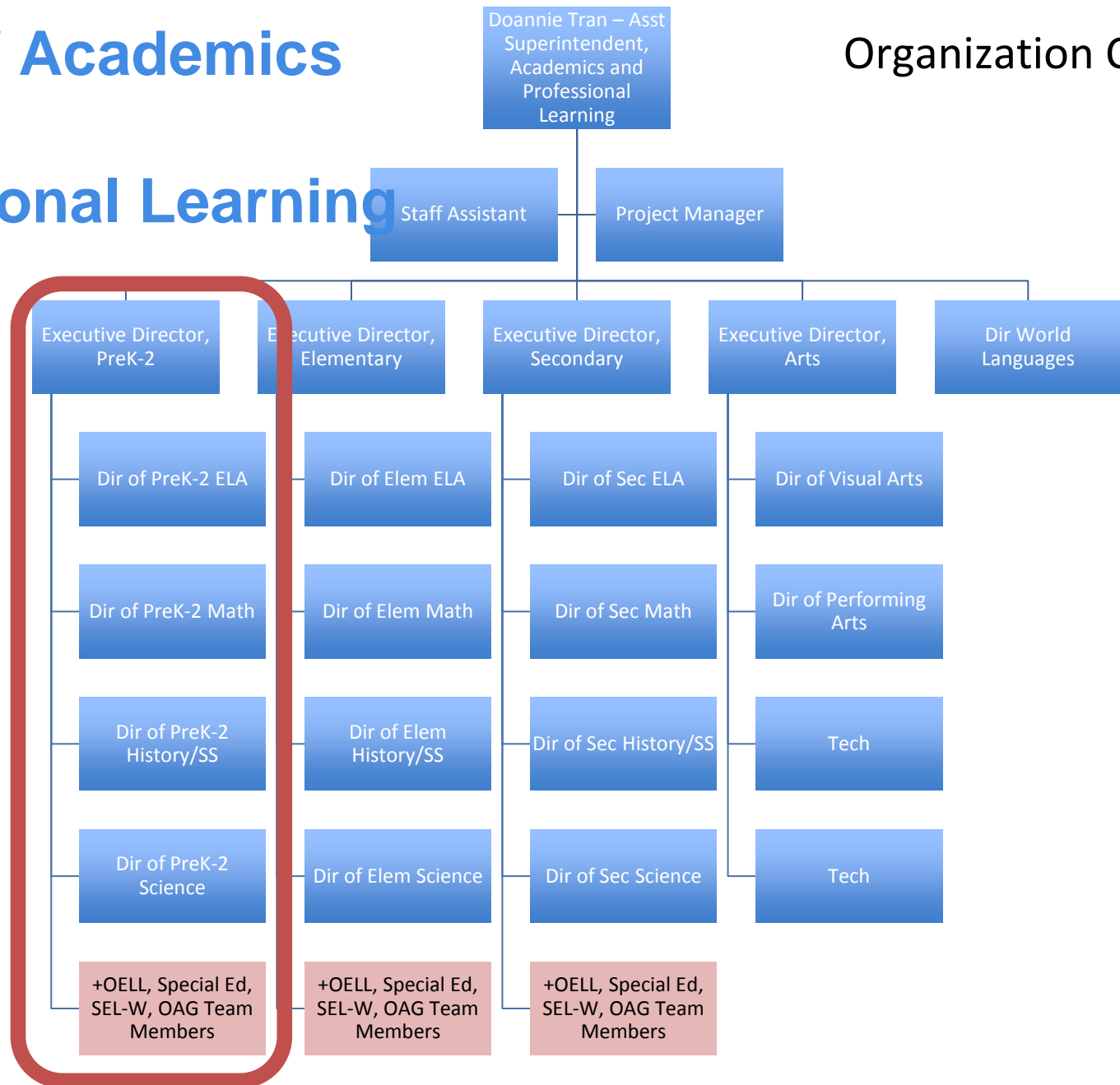
Culturally and Linguistically Sustaining Practices ([CLS: BPS Look for Framework Draft](#))
Social Emotional Learning and Wellness ([Found. For Young Ad. Success Framework](#)) ([SEL BPS](#))

Student Success on CCSS aligned CDT's
through
CCSS Aligned Instructional Practices (Core Actions)



Office of Academics and Professional Learning

Organization Chart



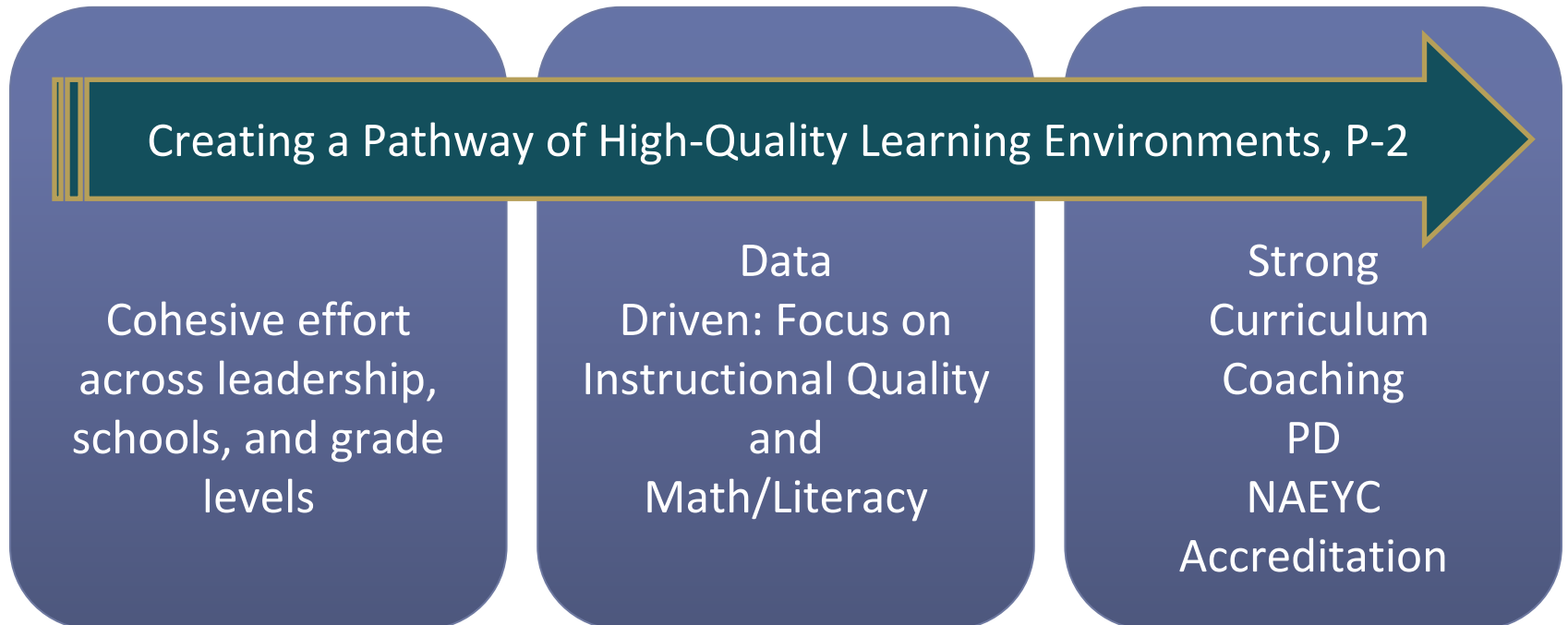
P-2 Reform and Alignment

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



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 $\frac{2}{3}$ 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

| Group | BPS K1 | Not BPS K1 |
|--------------------------|---------------------|---------------------|
| African American/Black | 79.6% (363) | 55.9% (455) |
| Asian | 76.9% (103) | 64.0% (89) |
| Hispanic | 70.4% (544) | 38.6% (390) |
| White | 84.1% (249) | 67.3% (181) |
| Free/Reduced Lunch | 71.4% (595) | 45.5% (599) |
| No Free/Reduced Lunch | 81.1% (718) | 58.6% (513) |
| ELL | 67.2% (493) | 37.6% (270) |
| No ELL | 83.3% (820) | 57.2% (842) |
| Identified Disability | 56.7% (149) | 41.0% (55) |
| No Identified Disability | 80.0% (1164) | 51.4% (1056) |

Long-term benefits of BPS K1 for all students - Grade 3

- 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

| | 3 rd Graders who attended BPS K1 % Prof / Adv. | 3 rd Graders who did <u>not</u> attend K1 % Prof / Adv. | % Point Difference b/w 3 rd graders who attended K1 vs. those who did not |
|--------------|--|---|--|
| All Students | 41.8% | 31.4% | 10.4 |
| F/R Lunch | 34.3% | 27.5% | 6.8 |
| Asian | 57.9% | 45.0% | 12.9 |
| Black | 31.0% | 26.0% | 5.0 |
| Hispanic | 32.7% | 26.7% | 6.0 |
| White | 68.5% | 57.9% | 10.6 |

Students attended BPS K1 in 2007-08, 08-09, 09-10. MCAS grade 3 data taken from 2011-12, 12-13, 13-

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

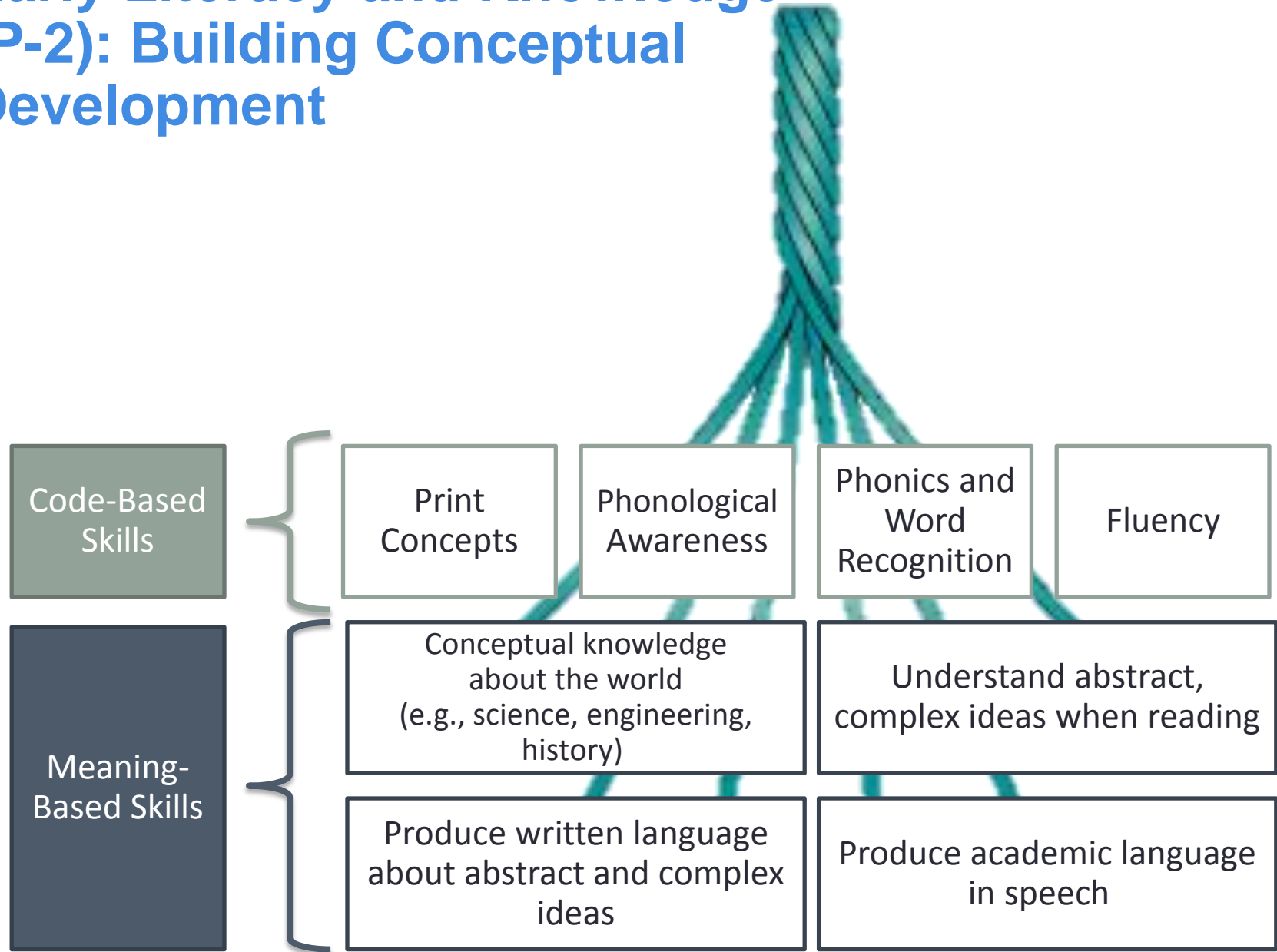
| | 3 rd Graders who attended BPS K1 % Prof / Adv. | 3 rd Graders who did <u>not</u> attend K1 % Prof / Adv. | % Point Difference b/w 3 rd graders who attended K1 vs. those who did not |
|--------------|--|---|--|
| All Students | 50.2% | 39.9% | 10.3 |
| F/R Lunch | 43.9% | 35.4% | 8.5 |
| Asian | 81.4%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

Students attended BPS K1 in 2007-08. MCAS grade 5 data taken from 2013-14

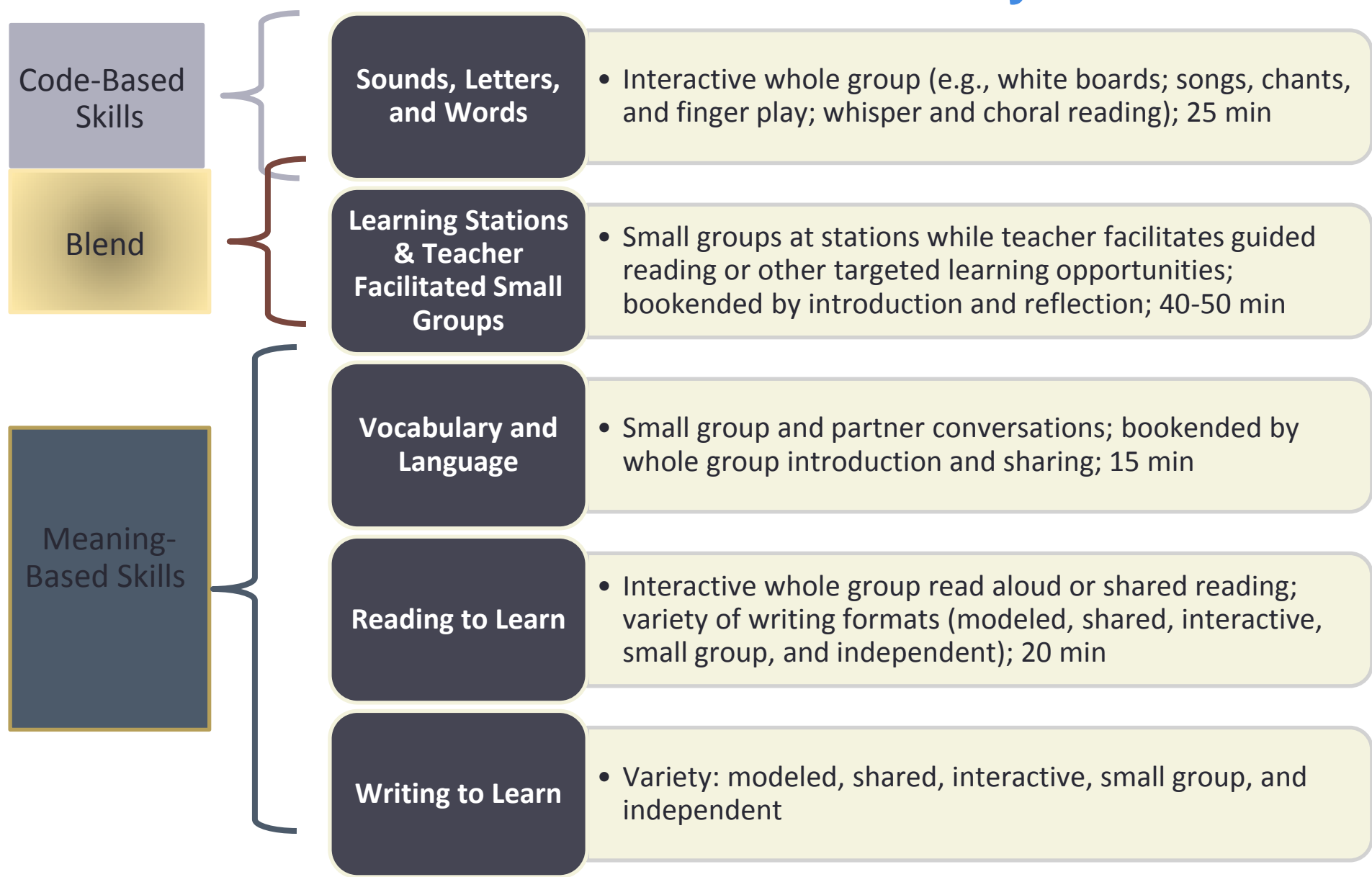
Expanding Early Childhood practices to elementary instruction

- 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>
- 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

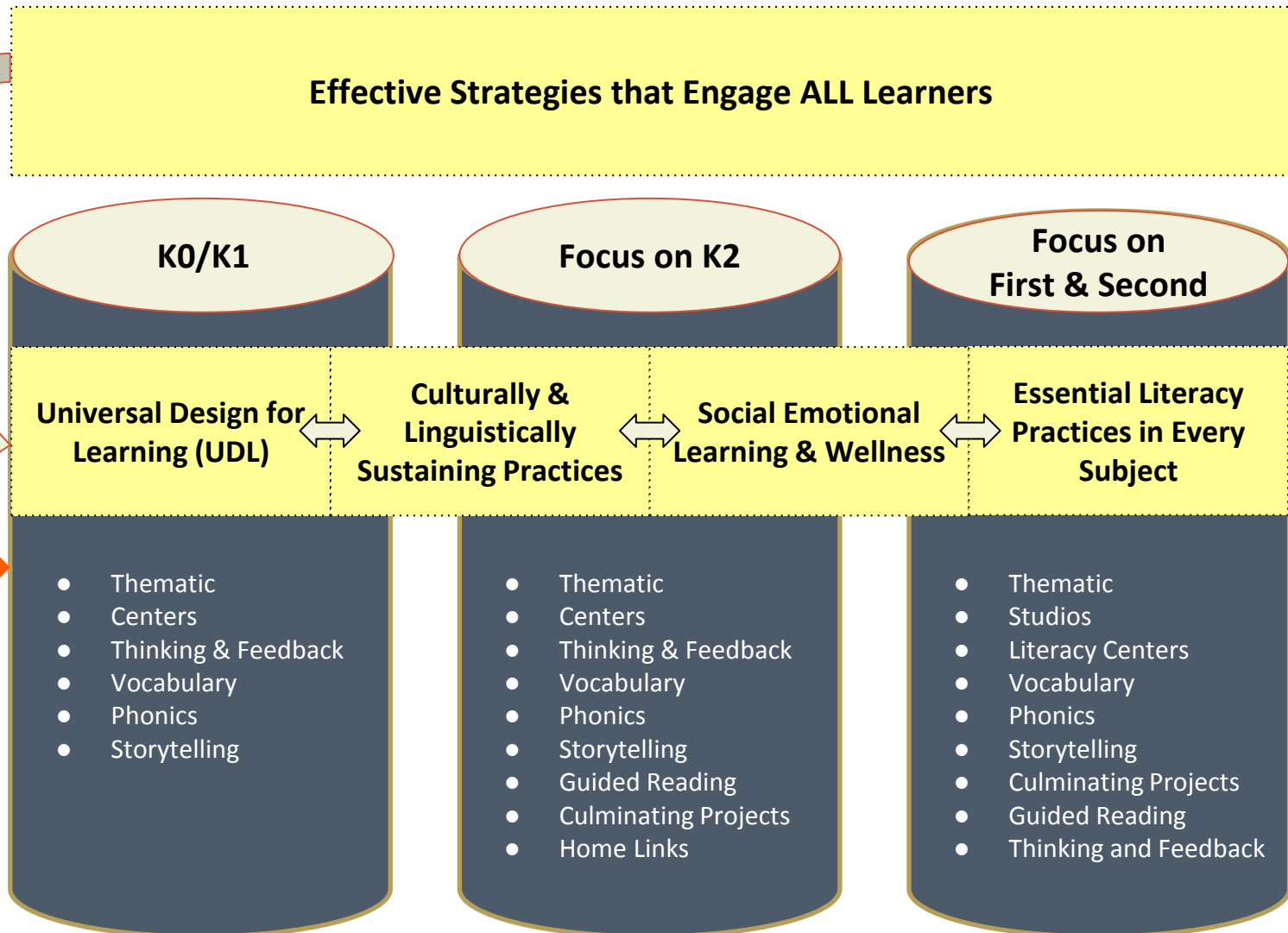
Early Literacy and Knowledge (P-2): Building Conceptual Development



Focus on First: The 150 Minute Literacy Block



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



- ★ Arts
 - ★ ELA
 - ★ Math
 - ★ Science
 - ★ Social Studies
-

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

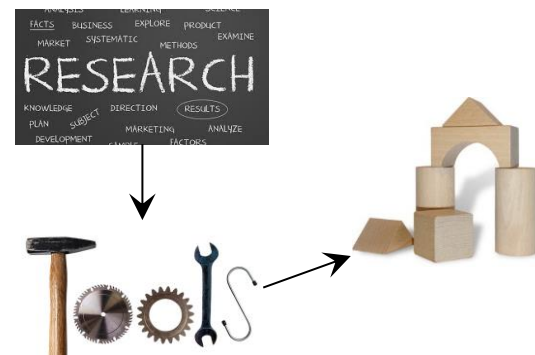
- Attendance in quality K1 produces initial and lasting effects on children's development
- High-quality, aligned K1-3rd grade education results in increased gains

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