P-2 Reform and Alignment: A Strong Start for Boston’s Youth

Dr. Jason Sachs, Executive Director of Early Childhood
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>
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

<table>
<thead>
<tr>
<th></th>
<th>3rd Graders who attended BPS K1 % Prof / Adv.</th>
<th>3rd Graders who did not 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>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>

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

<table>
<thead>
<tr>
<th></th>
<th>3rd Graders who attended BPS K1 % Prof / Adv.</th>
<th>3rd Graders who did not 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
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

- Essential Literacy Practices in Every Subject

★ 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)