



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

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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

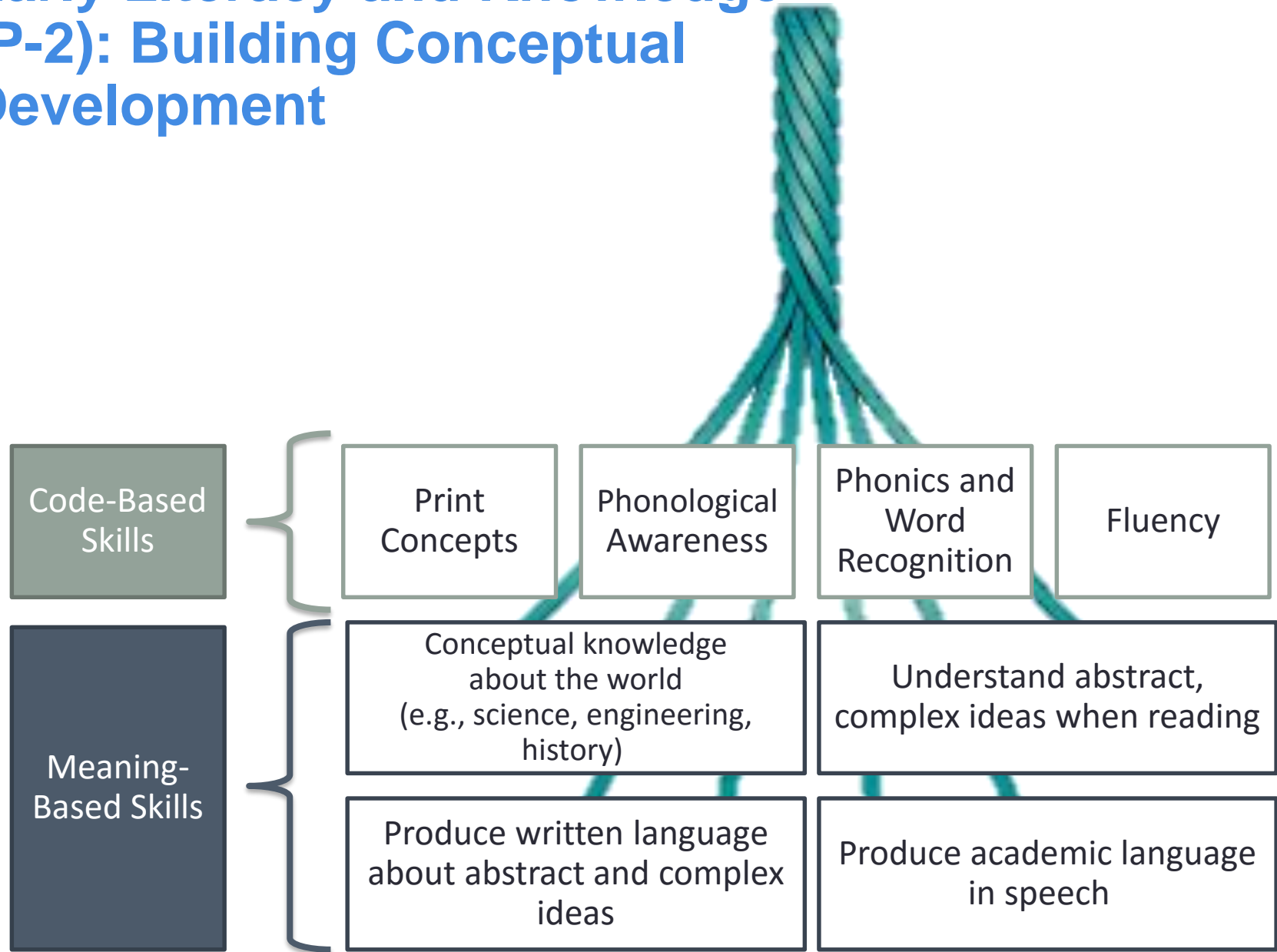
	3 rd Graders who attended BPS K1 % Prof / Adv.	3 rd Graders who did <u>not</u> attend K1 % Prof / Adv.	% Point Difference b/w 3 rd graders who attended K1 vs. those who did not
All Students	50.2%	39.9%	10.3
F/R Lunch	43.9%	35.4%	8.5
Asian	81.4%	78.1%	3.3
Black	37.1%	27.5%	9.6
Hispanic	40.1%	33.8%	6.3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



Code-Based Skills

Print Concepts

Phonological Awareness

Phonics and Word Recognition

Fluency

Meaning-Based Skills

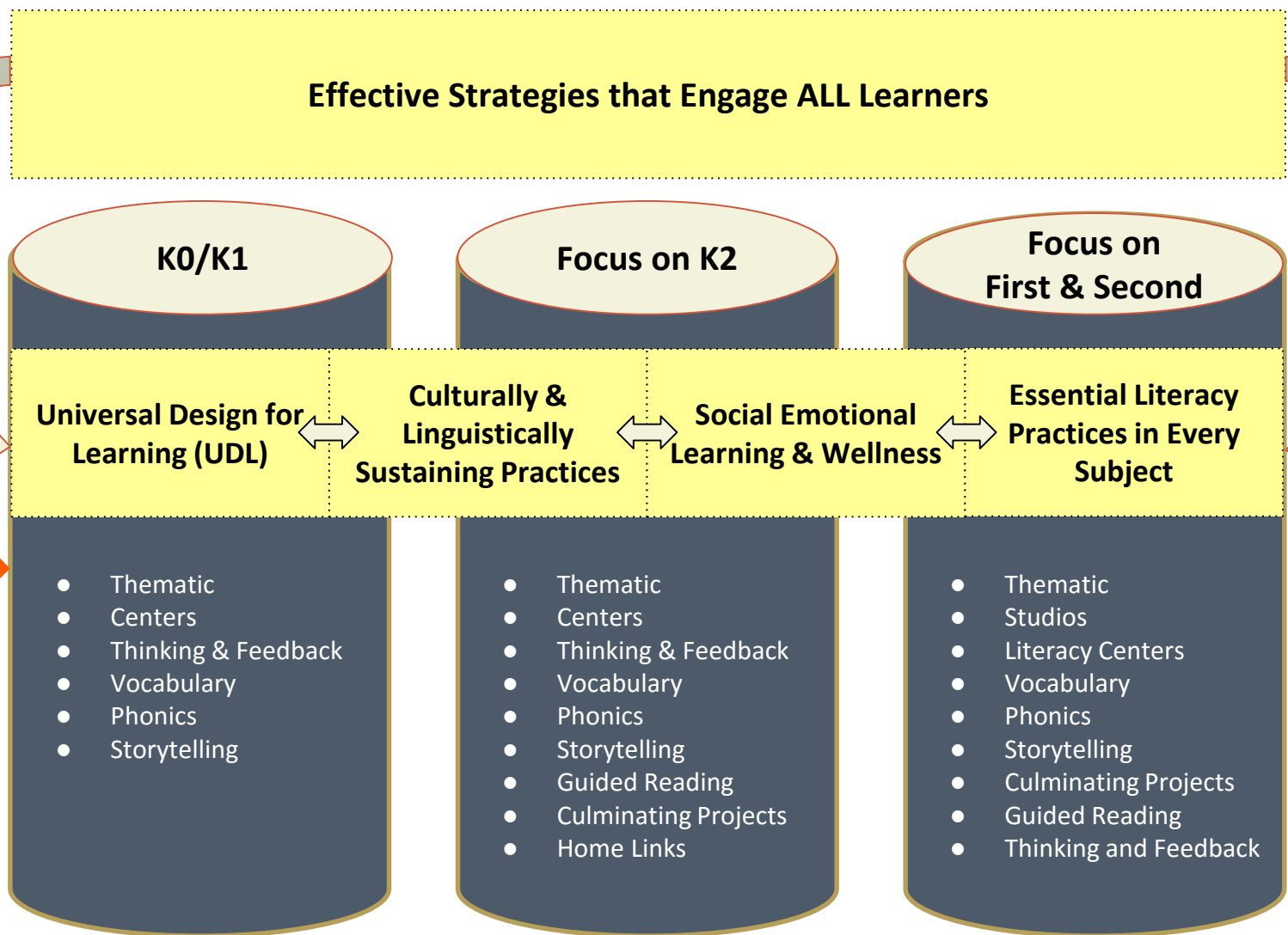
Conceptual knowledge about the world (e.g., science, engineering, history)

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



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 Pierc & 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)

