



DISTILLED ELEMENTS OF THE BOSTON PRESCHOOL EXPERIENCE

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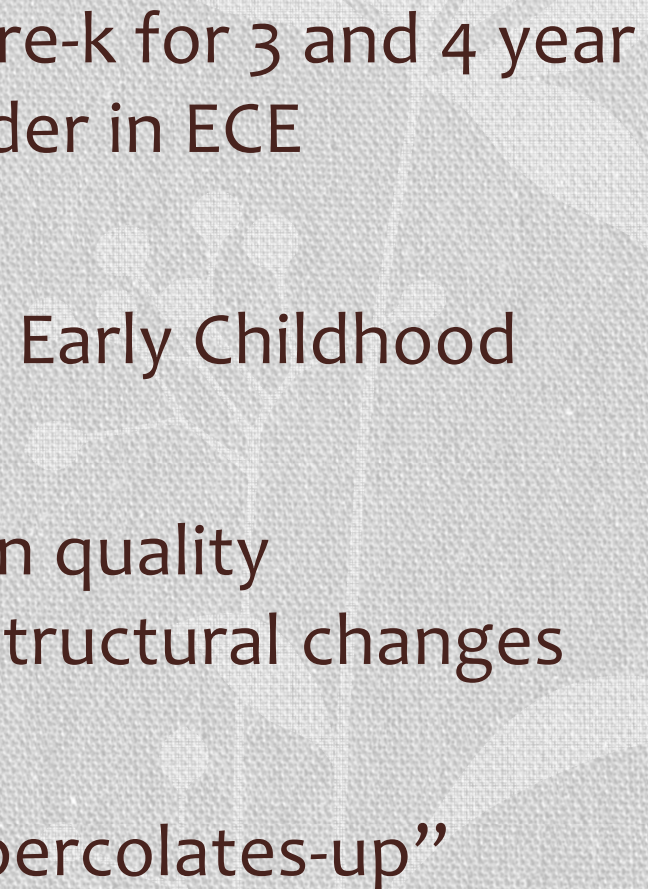
My presentation should be for you:



Boston classrooms and/or Jodi work

- Impressions of visited classrooms or Jodi's video
- Connections/difference between the two
- Implications for your work



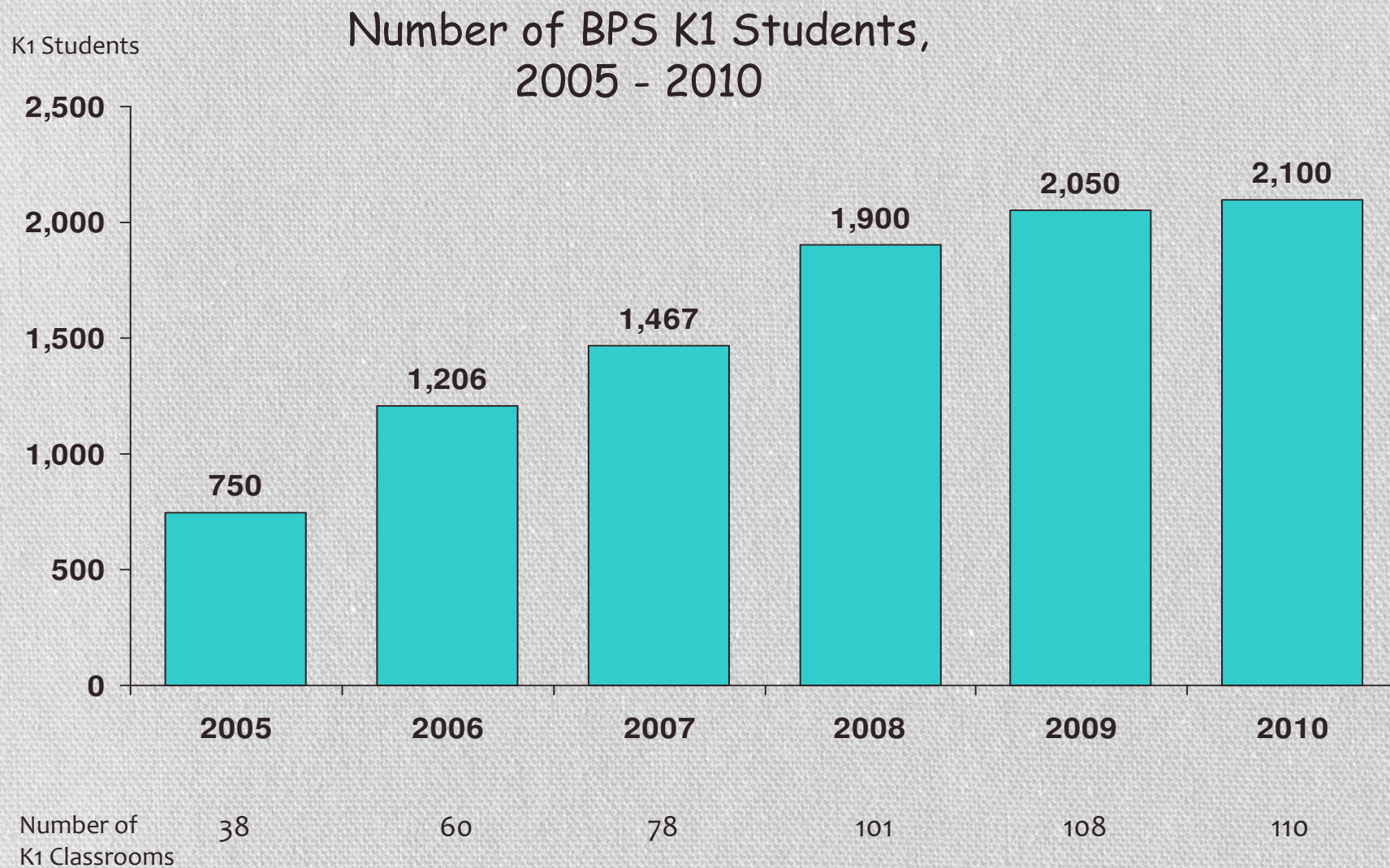
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- 2005 Mayor Menino launches pre-k for 3 and 4 year olds in BPS—always been a leader in ECE
 - BPS created the Department of Early Childhood
 - 2006-2009 tremendous focus on quality improvement-through PD and structural changes
 - 2010-present early childhood “percolates-up”

PreK to 3rd represents a collision of two worlds: Kindergarten ends up being at the cross roads

	Early Education	Elementary
Curriculum	<ul style="list-style-type: none"> • Thematic, integrated curriculum • Choice time (self directed/independent) • Observational assessments • Full day means full day 	<ul style="list-style-type: none"> • Subject areas: ELA, math, science, social studies, art • K-5 publishing companies • MCAS
Structural	<ul style="list-style-type: none"> • Same staff for 8-10 hours (non union) • Less educated workforce/administration • Smaller Group Size • No transportation • Fees/vouchers 	<ul style="list-style-type: none"> • 6 hour day (3-4 instructional hours) • Masters/Certified teachers • Larger group size/ratios • Transportation • Universal/Free/Grant
Family Engagement	<ul style="list-style-type: none"> • “Comprehensive Services” • 2 generational • Family work hours 	<ul style="list-style-type: none"> • School site councils, “Family Engagement” coordinators • Parent teacher relationship limited
School Design	<ul style="list-style-type: none"> • Everything small-child sized • Health & safety standards licensed • Significant Facility challenges 	<ul style="list-style-type: none"> • Built for older children (esp. playgrounds, cafeterias) • Meals in large cafeterias • Lack of bathrooms/running water

Add to the mix: public education is complex and underfunded, teachers unions contracts dictate school and intense political will not to resolve many of these issues...

First Investment: K1 Expansion



BPS Pre-K (K1) Program

- 2300 seats for 4 year olds
- \$8,000 per pupil, \$500 per pupil coaching* –180K start up year.
- 85% of BPS 78 elementary schools
- Free for parents (Lottery)
- 6 hour day
- 22:2—1 teacher and 1 paraprofessional
- Teachers on same pay scale as k-12 system with same educational requirements
- *there are other related school costs not factored in as the school is already running.

Quality is necessary to get outcomes

- DOE Cost and Quality Study “measure quality first”
- 2006: ECERS, CLASS, SELA
 - Boston Globe
- 2008: ECERS, CLASS, ELLCO & PPVT
- 2010: ECERS, CLASS, ELLCO, PPVT
- 2010: Fidelity study and RDD: Math, Executive Functioning, Self Regulation, etc.
- District Measures: LAP-D, PALS, EVT, DIBELS, TRC, MCAS
- 2012 K-3: ECERS, ELLCO, CLASS, ECOM, EIOS
- 2014 Focus on Kindergarten, NAEYC, and Pilot PreK

2006 Results

- 30% of our programs are at the level of quality they need to be to close the achievement gap
- We are doing well in tone and interactions
- We need to improve in conceptual development, coverage, safety and sanitary practices
- Families want out of school time options (**not discussing today but is BIG problem**)
- Kindergarten lower quality
- The findings and recommendations of the study guide the work of our department

1. Curriculum (2006)

Study Findings

- 70% of the classrooms do not meet the good benchmark but this is do in part to the amount of **time children are spending on task** and not necessarily the absence of materials.
- No difference between K1 and K2 classrooms and no difference between EEC and ELC and Neighborhood classrooms
- Classes with presence and use of paraprofessional were more likely to meet the good benchmark of quality

Story Behind the Findings

- Do not have a strong uniform curriculum for K1 and K2
- Bilingual and Unified have not done a lot of curriculum work in early education
- Teachers are not trained in current early childhood practice
- Coaching support is minimal
- Principals do not know how to monitor quality
- Resources not evenly distributed between K1 and K2, and elementary

Curricula used	K1	K2
Harcourt Trophies	20%	27%
OWL	60%	4%
Readers and Writers	8%	83%
Building Blocks	40%	2%
TERC	12%	88%
Self Developed	20%	17%
Other	--	13%

1. Curriculum (2006)

Short Term Solutions

- Support the mandate of K1 curriculum (OWL) and/or accreditation
- Identify and create K2 curriculum
- Create PD at all levels
 - Paraprofessionals
 - Teachers
 - Principals
- Bring in outside resources



Long Term Solutions

- K0-3rd grade curriculum alignment

Decisions/Help Needed

- Can we create a K2 curriculum?
- How do we best implement a policy handbook – the “essentials”?
- Need help with Reading First Grant
- How do I get to principals to show them data and offer them PD?

Talking with teachers

Process:

- Introduced study findings
- Started with strengths
- Opportunities for growth
- Then asked them why they thought their scores were lower on conceptual development and instruction

General Classroom Environment: Strengths

- Classroom management strategies
 - Children understand rules/routines
 - Clear expectations of children's behavior
- Classroom climate
 - Tone is positive & respectful
 - Teachers listen & display fairness
- Emotional & social support
 - Demonstrate positive communication & relationships
 - Teachers are aware & responsive to children's needs

Instructional Practice: *Challenges*

- Concept development
 - Analysis & reasoning
 - Connections to the real world
- Quality of feedback
 - Scaffolding
 - Prompting thought through process
- Language modeling
 - Open-ended questions
 - Repetition & extension

Discussion Questions with teachers

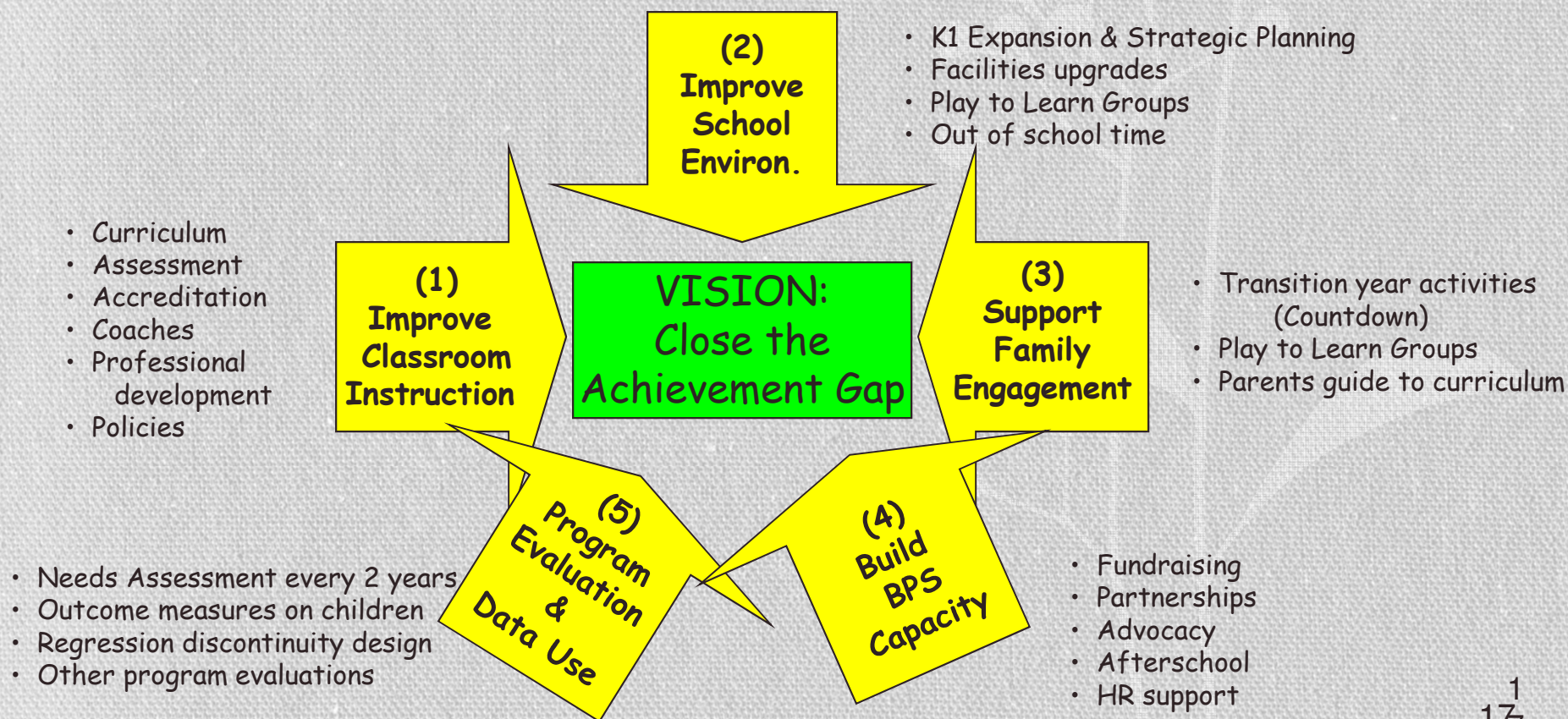
- What part of these findings are you most intrigued by?
- What are the implications of these findings for your practice?
- What are we doing now in our classrooms that address these findings?
- How can we improve our current efforts to support concept development and our program structure to increase student choice?

What teachers told Us

- Too Much Curriculum (not a good one at that)—not enough time to build sustained activities
- They know good practice but principal does not
- Time constraints of school day make it hard to get enough done via pacing guides
- Day divided up in a non-integrated fashion
- Too much assessment means not enough time for instruction

The Investment: Creating a Department of Early Childhood

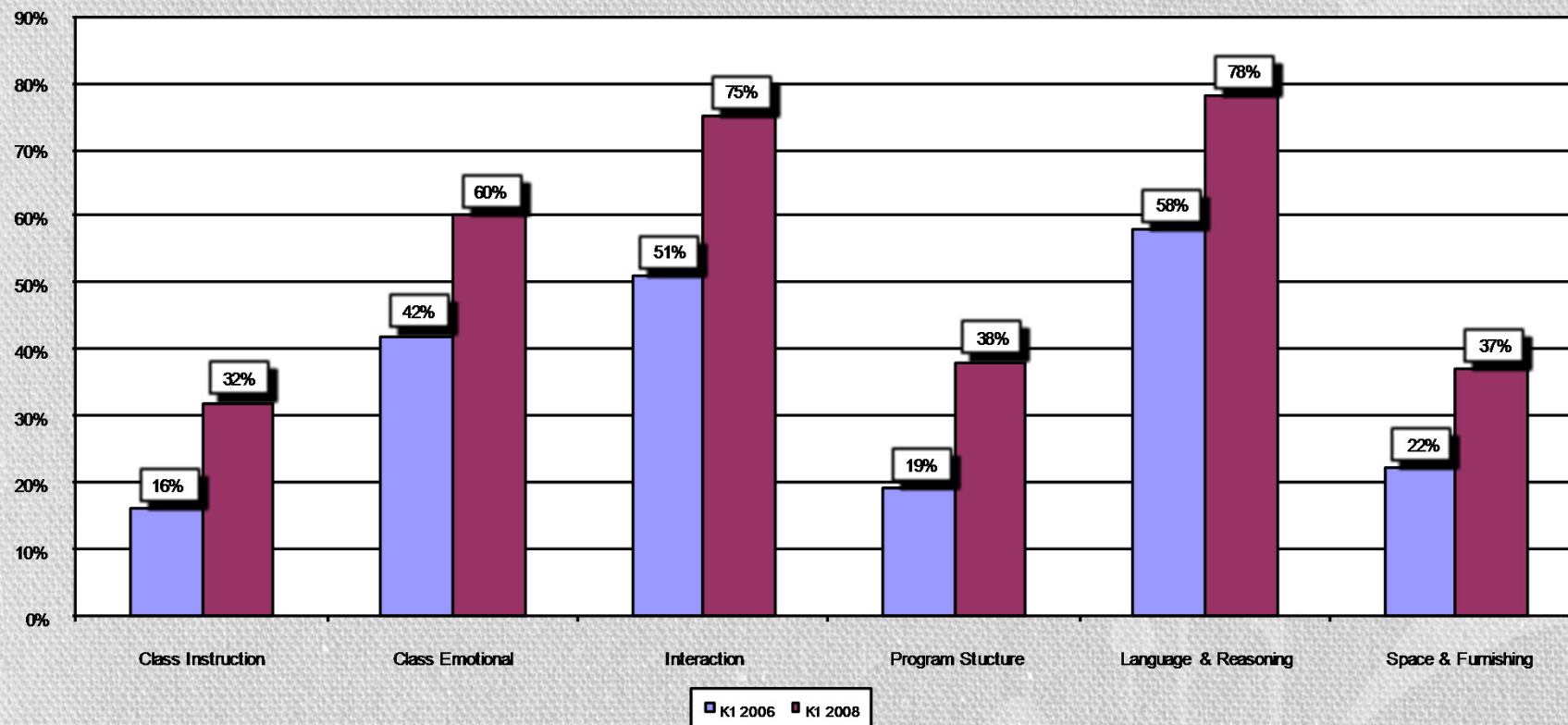
OUR MISSION: To ensure that principals, teachers, paraprofessionals and school support staff have the knowledge, skills and resources they need to provide a high-quality early education experience for all students. Our expectation is that all children will become internally driven and self motivated learners and will be able to read, write and communicate effectively by third grade.



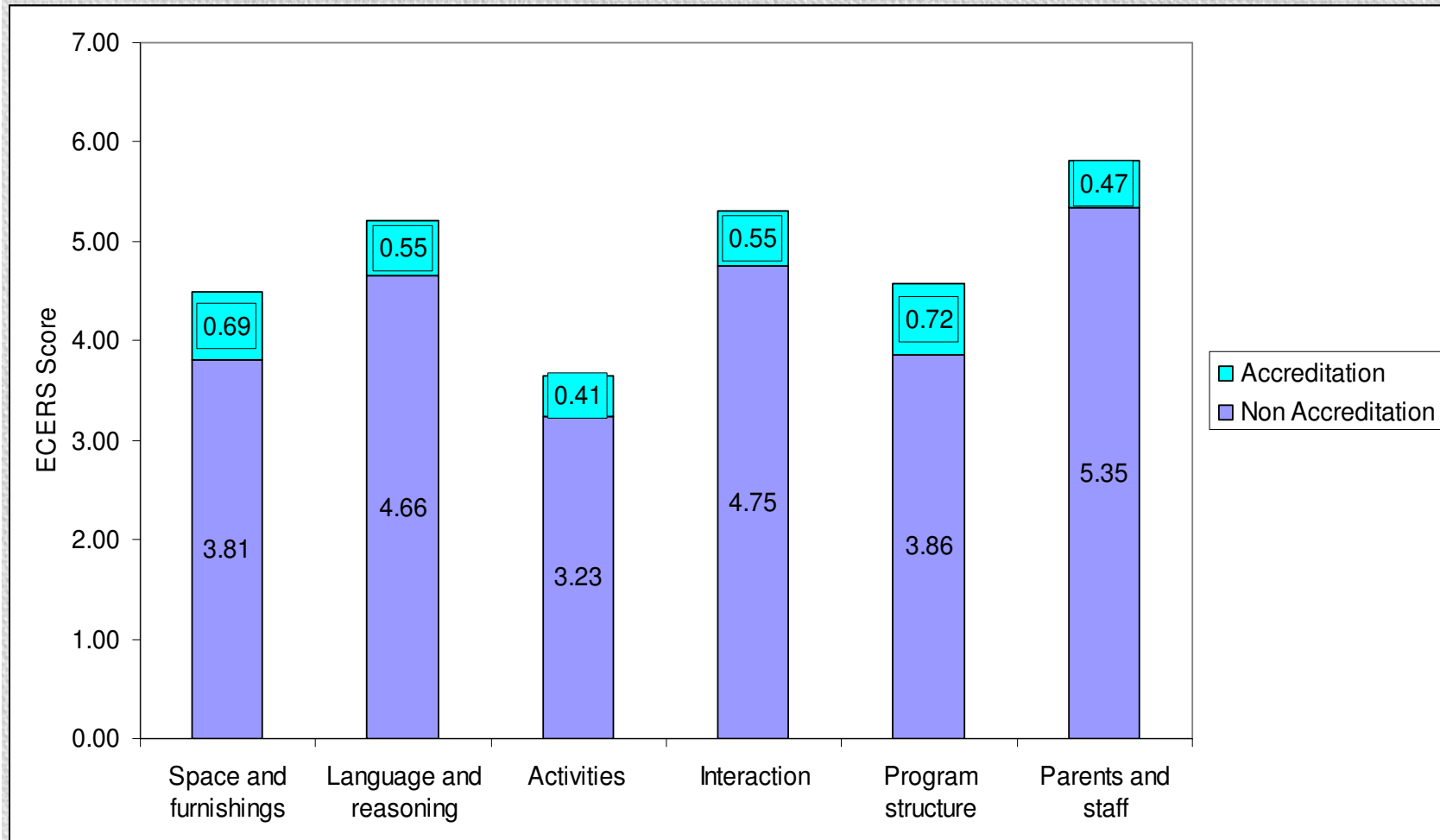
2006-2009: Our first major work

- Identified and quantified what was needed in a prek and K program—**Strategic Plan—Based on Data**
- Mandated and modified a preK curriculum (OWL and BB)
- \$3 million invested in coaching over 3 years- 1:8 and 1:12 coach/classroom
- Piloted out NAEYC in 15 schools
- Created principal trainings
- Created para-professional trainings
- PD systems—ongoing seminars—with coaching
- Created curriculum guides for parents
- Evaluation every two years

2006 to 2008 Percentage of Pre-K Programs that meet the “good” benchmark:

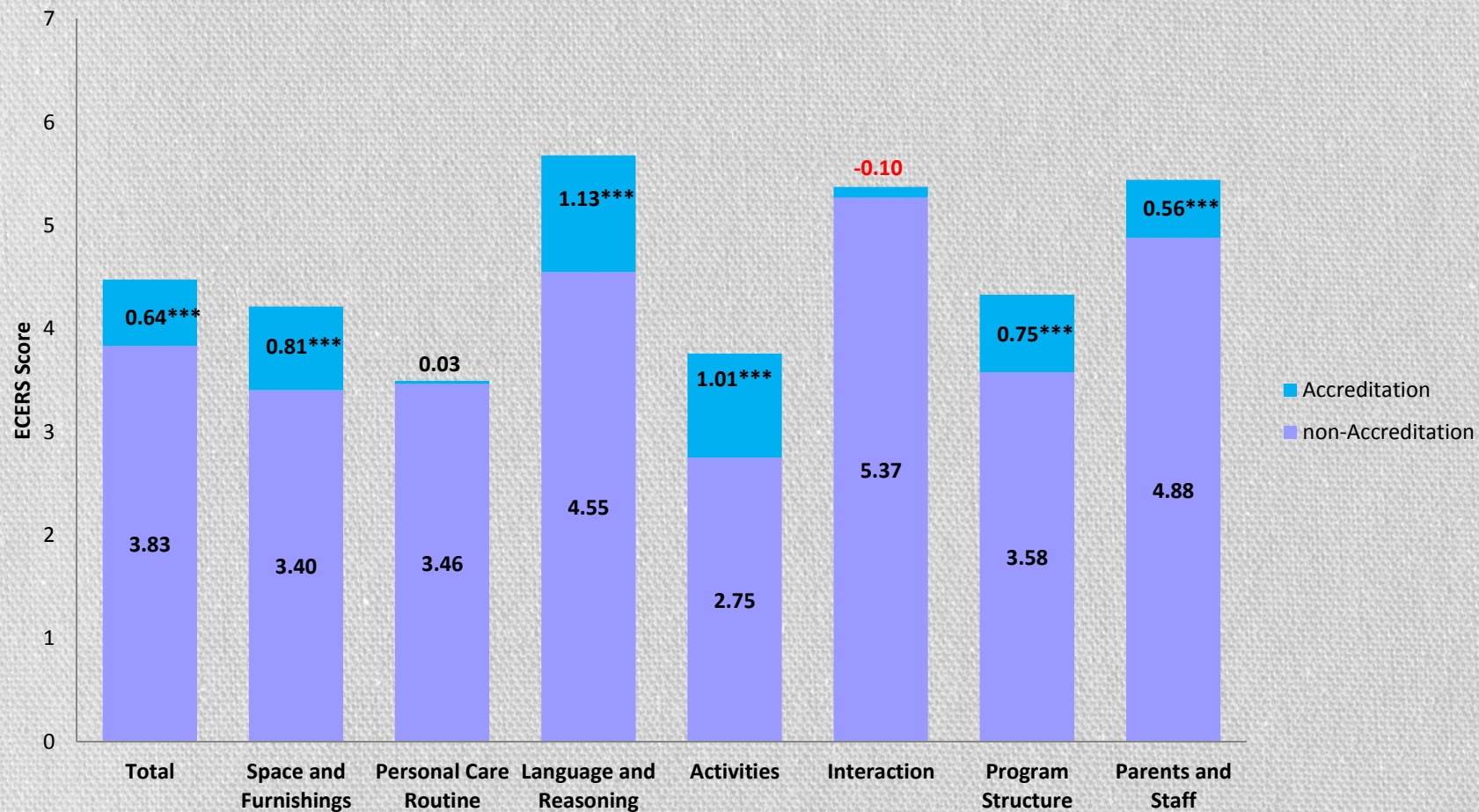


The Investment: NAEYC Accreditation & Quality

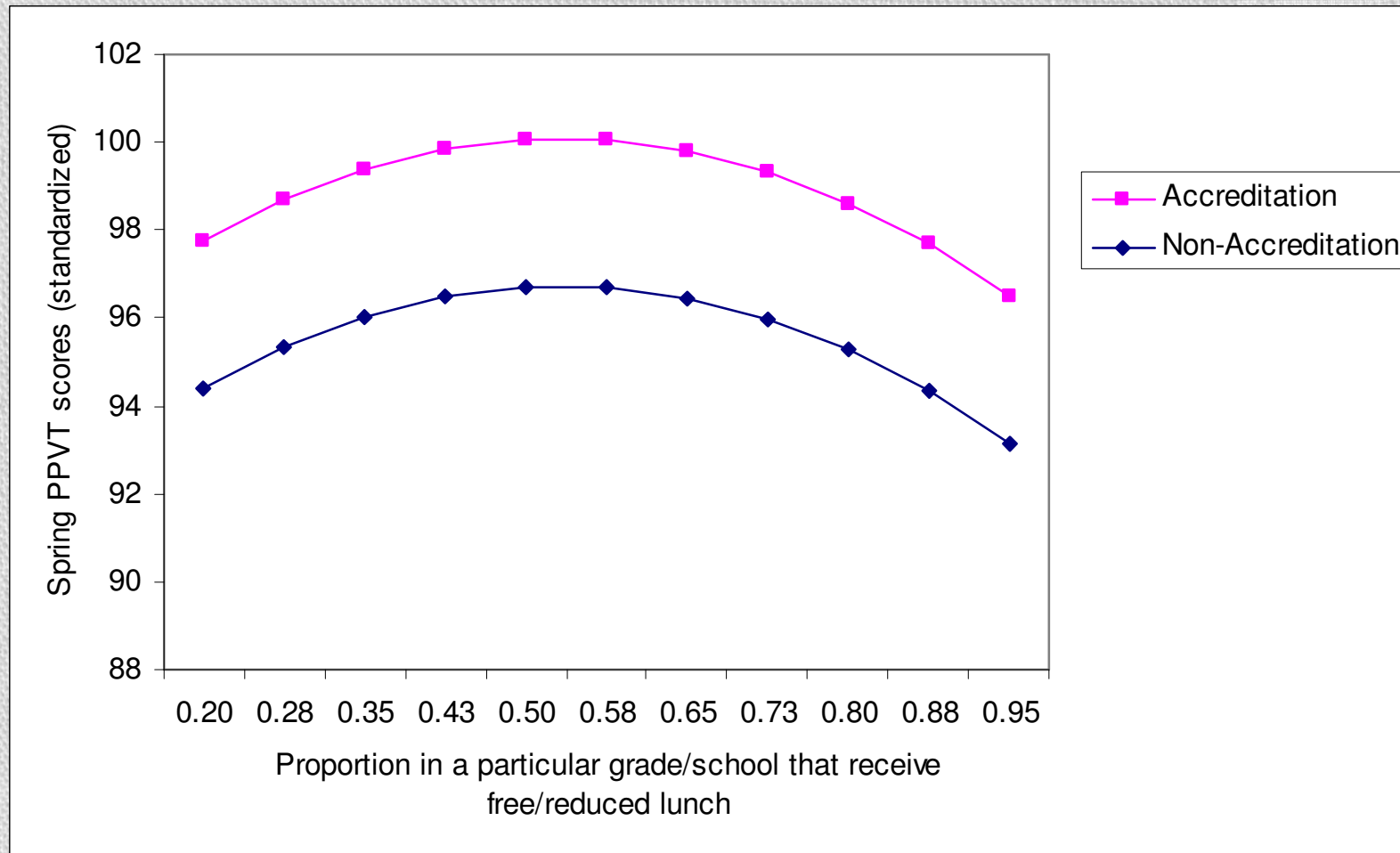


Please Note that the ECERS subscales are not meant to be analyzed this way

NAEYC Accreditation in K2 Classrooms (N=80)



Fitted relationship between accreditation status and Spring PPVT scores (controlling for child demographics, and Fall PPVT scores and adjusting for clustering in schools/classrooms)



BPS K1 finding compared to other PreK

	PPVT-III	Letter-Word Identification	Applied Problems
Boston Public Schools	0.45***	0.62***	0.58***
Tulsa	--	0.80***	0.38*
Michigan	-0.16	--	0.47*
New Jersey	0.36*	--	0.23*
South Carolina	0.05	--	--
West Virginia	0.14	--	0.11
Oklahoma	0.29*	--	0.35
New Mexico, Year 1	0.35+	--	0.38+
New Mexico, Year 2	0.25+	--	0.50+
New Mexico, Year 3	0.17+	--	0.43+

Estimated Effect Sizes by Outcome and Published RD Prekindergarten Study.

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$;

+ Statistically significant results reported but p -values not reported.

Citations: Tulsa (10); MI, NJ, SC, WV, OK (13); NM (11).

Note: All effect sizes are expressed in units of the standard deviation of the control group.

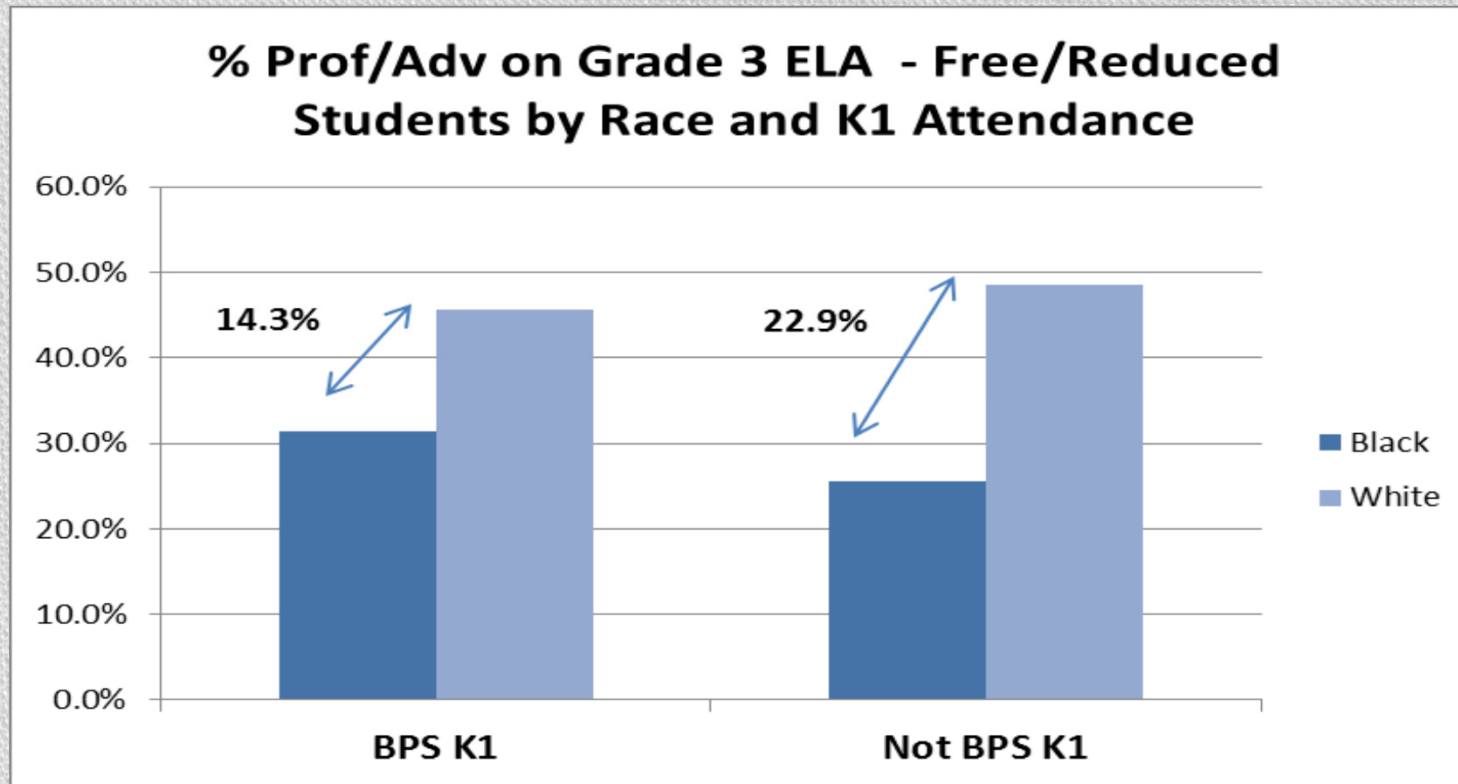
MCAS Literacy Data Summary – K1 Effects in Grade 3

	3 rd Graders who attended BPS K1 % Prof / Adv.	3 rd Graders who did not attend BPS K1 - % Prof / Adv.	% Point Difference b/w 3 rd graders who attended K1 vs. those who did not
All Students	43.0%	33.8%	9
F/R Lunch	37.4%	28.8%	9
Asian	63.0%	44.9%	18
Black	34.2%	27.3%	7
Hispanic	35.1%	30.5%	5
White	68.5%	62.7%	5

In the elementary grades, where the proficiency rates have generally stagnated at roughly 30%, the performance of grade 3 students who attended the K1 program in 2006-07 is markedly better than for students who did not attend.

Results are better for all students, regardless of race or F/R price lunch status.

MCAS Literacy Data Summary – Proficiency Gaps in Grade 3 Despite K1 Attendance

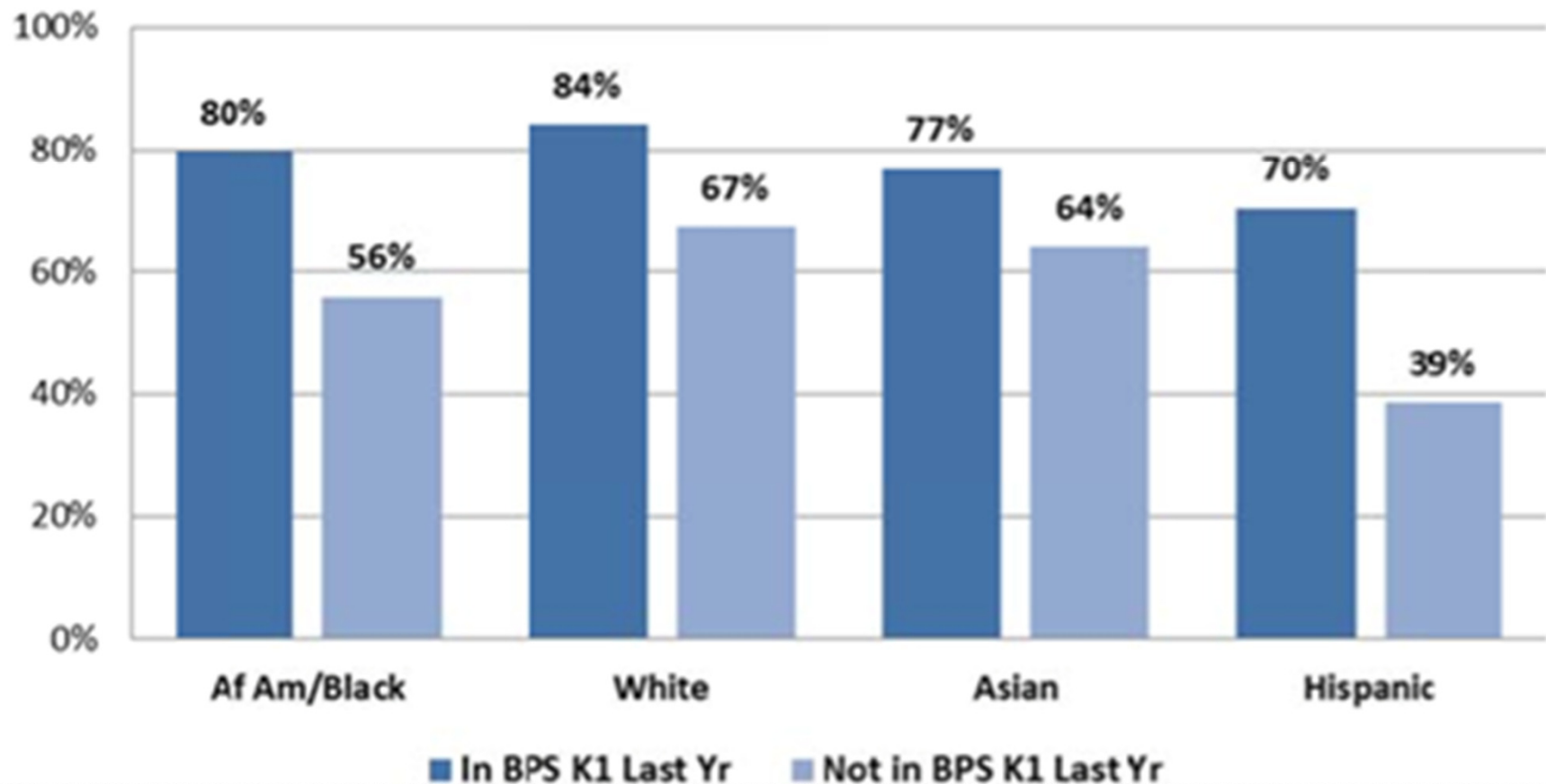


The K1 program is also effective in closing the proficiency gap between African American and White students in grade 3.

However, White students of the same socio-economic background continue to outperform their Black peers on the 3rd grade test.

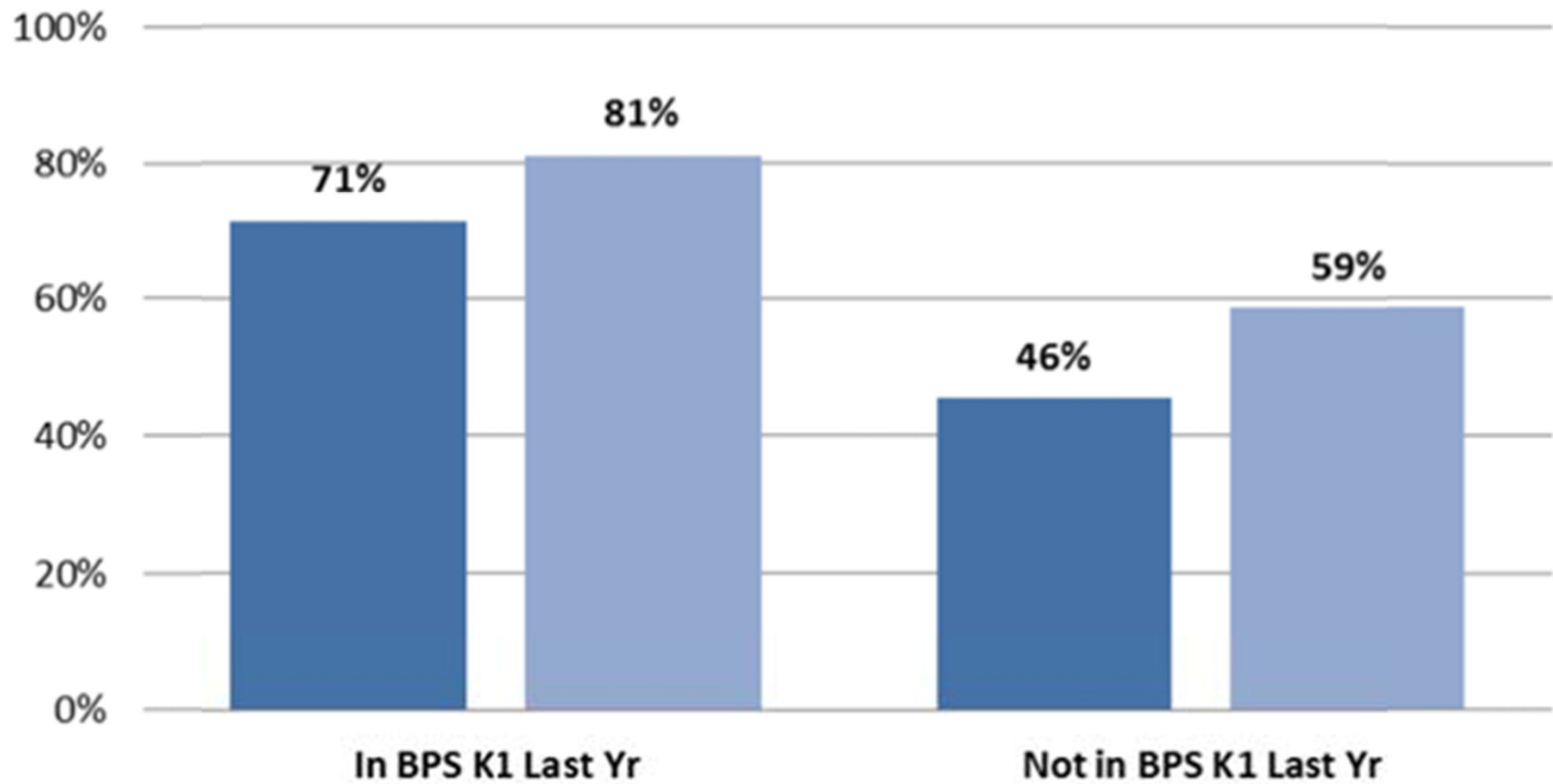
2013 K1 still producing

DIBELS Next: K2 Students Meeting Benchmark by Race/Ethnic Group

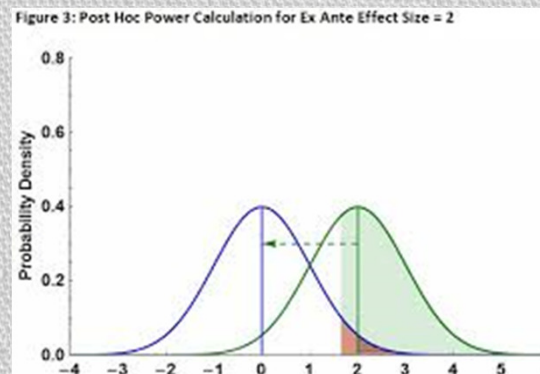
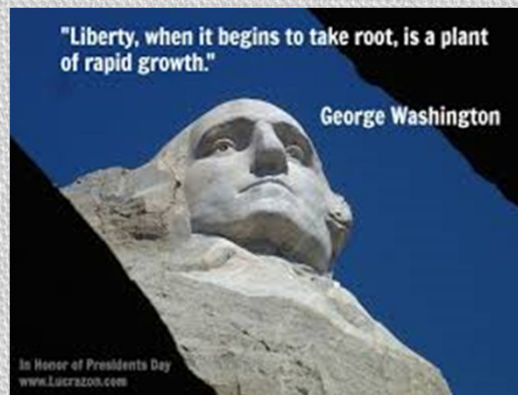


2013 K1 still producing

Benchmark by Economic Status



Images of evidence





Potential Lessons for Others

Distilled elements:

- Degreed teachers (Minimum: BA; requirement to move to Master's within five years)
- Well compensated teachers –BPS 70K a year
- Our ratios are 2:22 (one teacher and one paraprofessional)
- 6 hour day
- Curriculum—thematic, integrated, based on vocabulary and math
- Built-in structures for curriculum planning/assessment—Common planning time once a week
- Coaching/NAEYC mentors
- Evaluation (every other year) to monitor instructional quality and outcomes and determine necessary modifications
- Peer effects (important to know—harder to set policies for)

K1DS – Community Based Pilot-2013

- BPS issues RFP with funding from Barr, EEC/RTTT, & BPS and Thrive as a leader in the process
- Have Degreed teachers (Minimum: BA)
- Program is NAEYC
- Full-day full year
- Use BPS Curriculum—thematic, integrated, based on vocabulary and math
- Use our PD—coaching
- Receive compensation
- Linkages with BPS
- Program being extensively evaluated for outcomes and costs

Boston K1DS Basics

- 10 Community Based Partners
- 14 Classrooms-- 200 kids (3 ad 4 year olds)
- Salaries increase ranged from \$1,500 to \$7,500 increase
- HGSE evaluation—5th year doctoral student
- Findings thus far:
 - Lots of variation in quality—30% very high
 - Math instruction lower
 - PD differentiated—much more site based
 - Working more with Directors

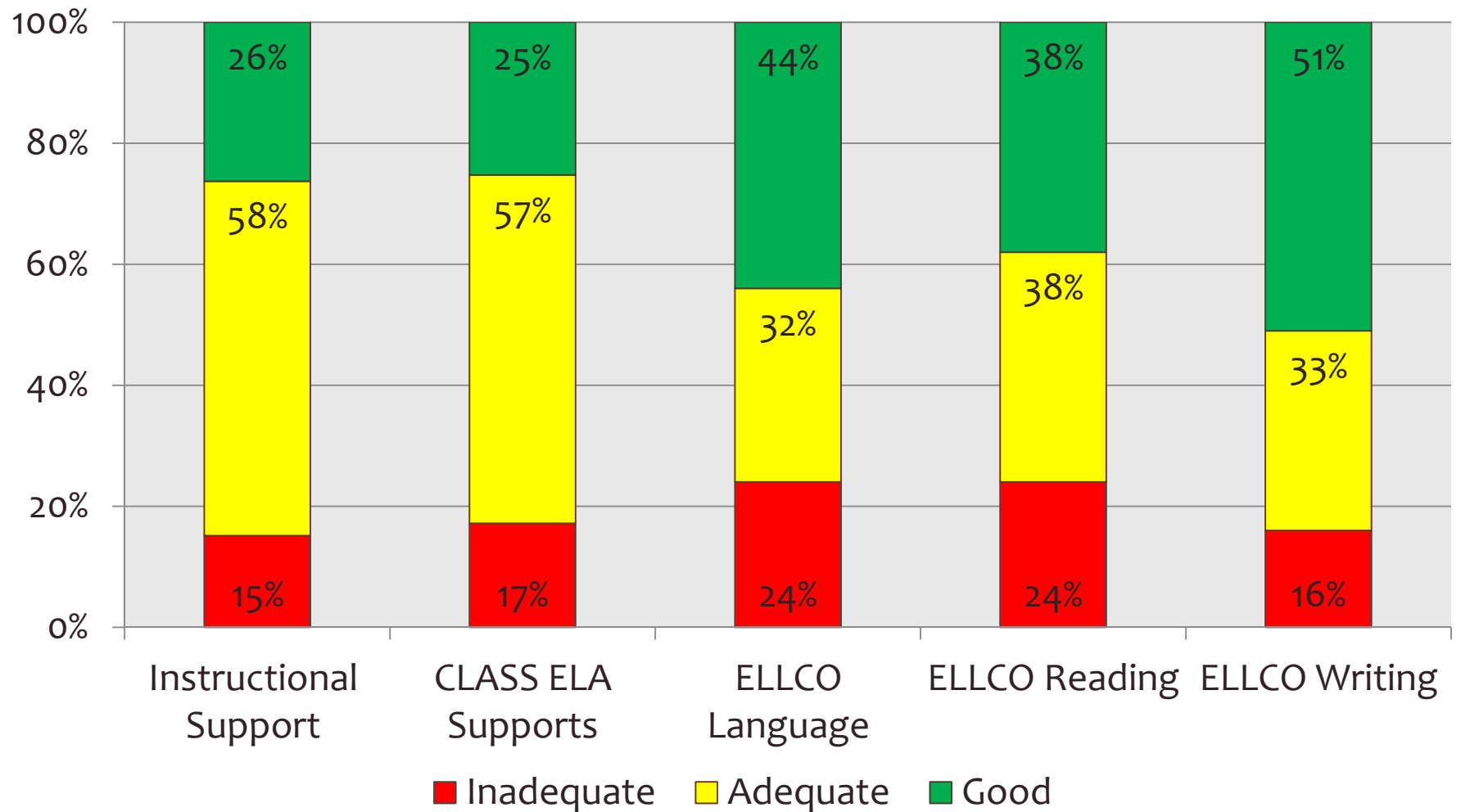
2009-2012

- Lost opportunity to write a Kindergarten Curriculum
- Majorly Expanded our NAEYC work in half of the schools with 23 schools accredited—changed our support strategies
- Created-MLV and Boston Story Telling
- Created Summer PreK—Second Grade summer school
- Created Boston K1DS
- Evaluated Quality of K-3rd grade

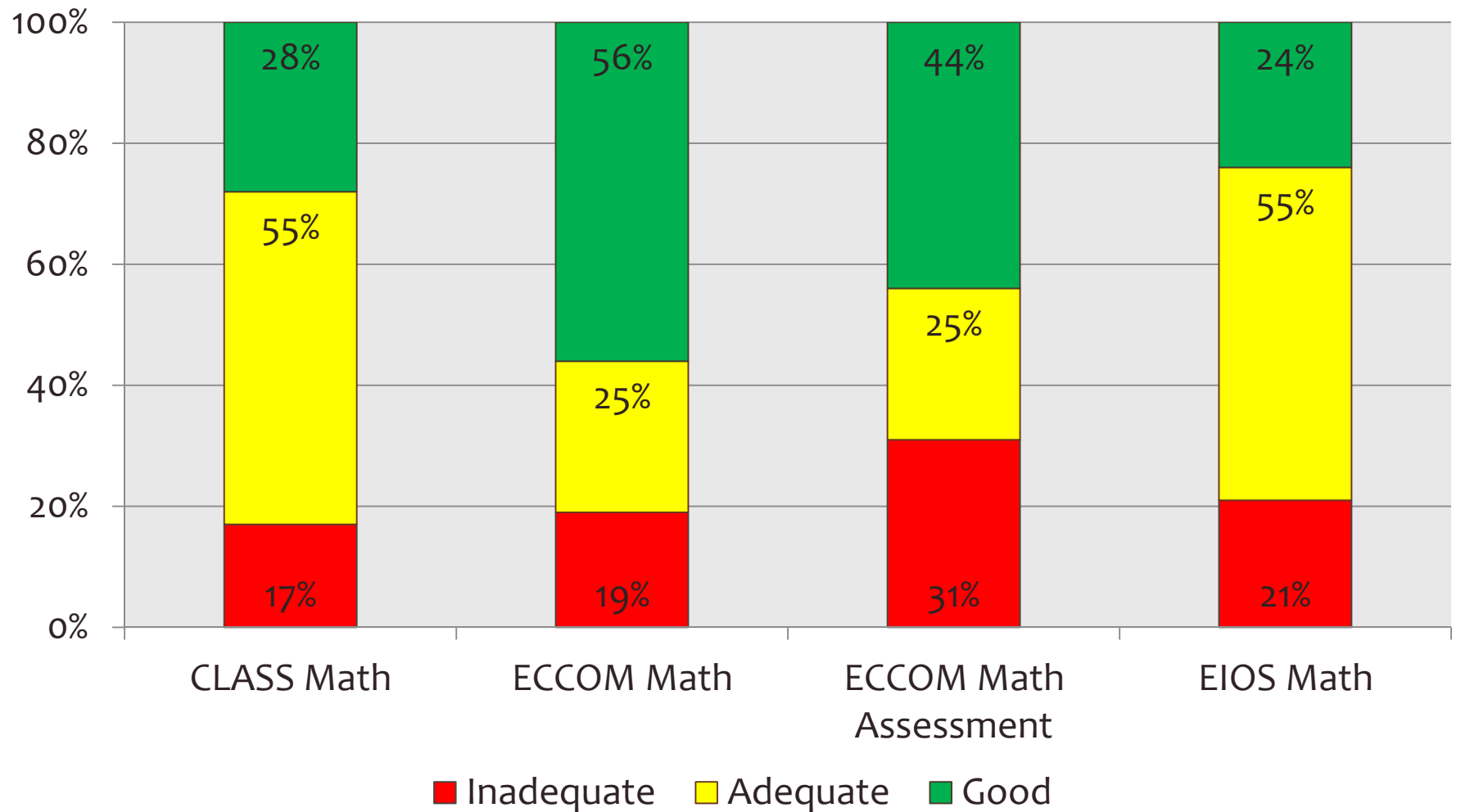
Considerations Moving Forward



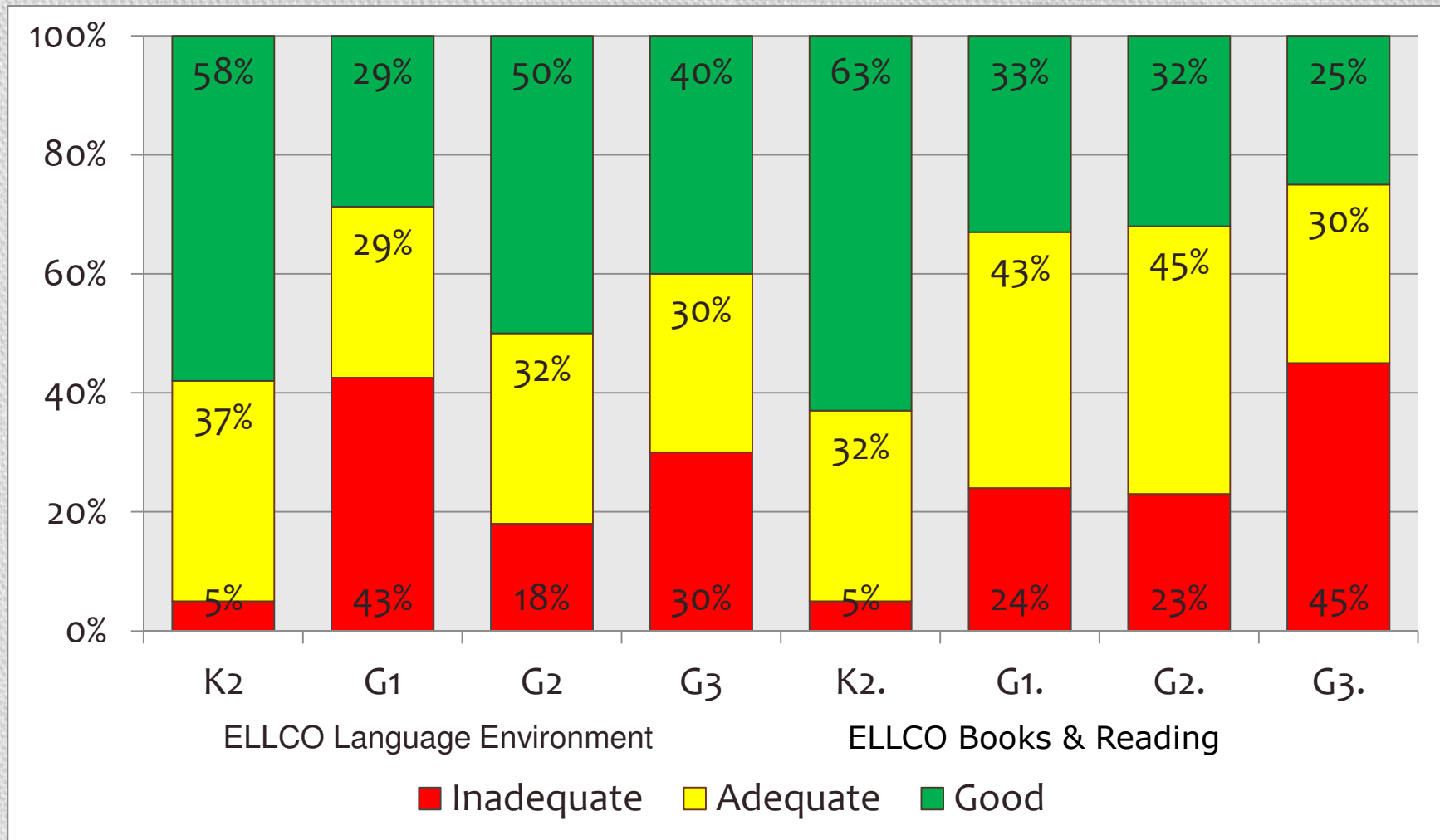
K-3 Language and Literacy



K-3 Math Instruction



Grade Differences



2013

- Expand Focus on K1—double capacity over the next four years
- Evaluate Community Based pilot-14 classrooms serving 200 students
 - BA teacher
 - Compensation
 - PD/curriculum
 - Costs
- Created Focus on K2—50 schools volunteered
- Evaluate K2 work to look at change in practice and child outcomes—very interested in 2 year insulation of early childhood
- Write & Create PD for 1-2 grade
- Share our knowledge



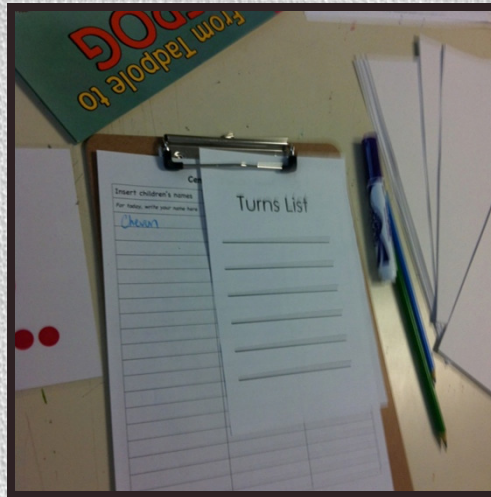
Focus on K2

Thematic:

Our Community
Animals and Habitats
Construction
Our Earth

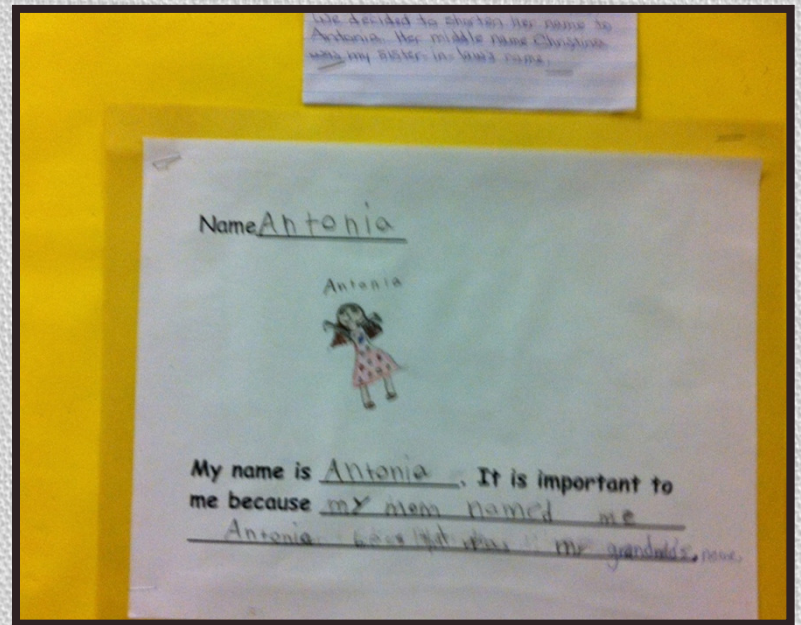
Centers: Arts
STEM
Communications

The teacher is a “facilitator of information. The teacher facilitates the learning by providing “provocations” to students to inspire their thinking.



Teacher Professional Development

Teachers were provided with professional development this summer which focused understanding the learning children would be engaging in through learning centers. Teachers receive continual support by attending teacher seminars once a month.





Students and teachers are our greatest untapped resources

Focus on K2 provides children different opportunities for children to display and apply their learning.

The **shift** of the teacher role from the teacher as the disseminator of information to the teacher as the planter of provocations opens the door for children to think critically and inspiration to want to know more.

When I grow up...



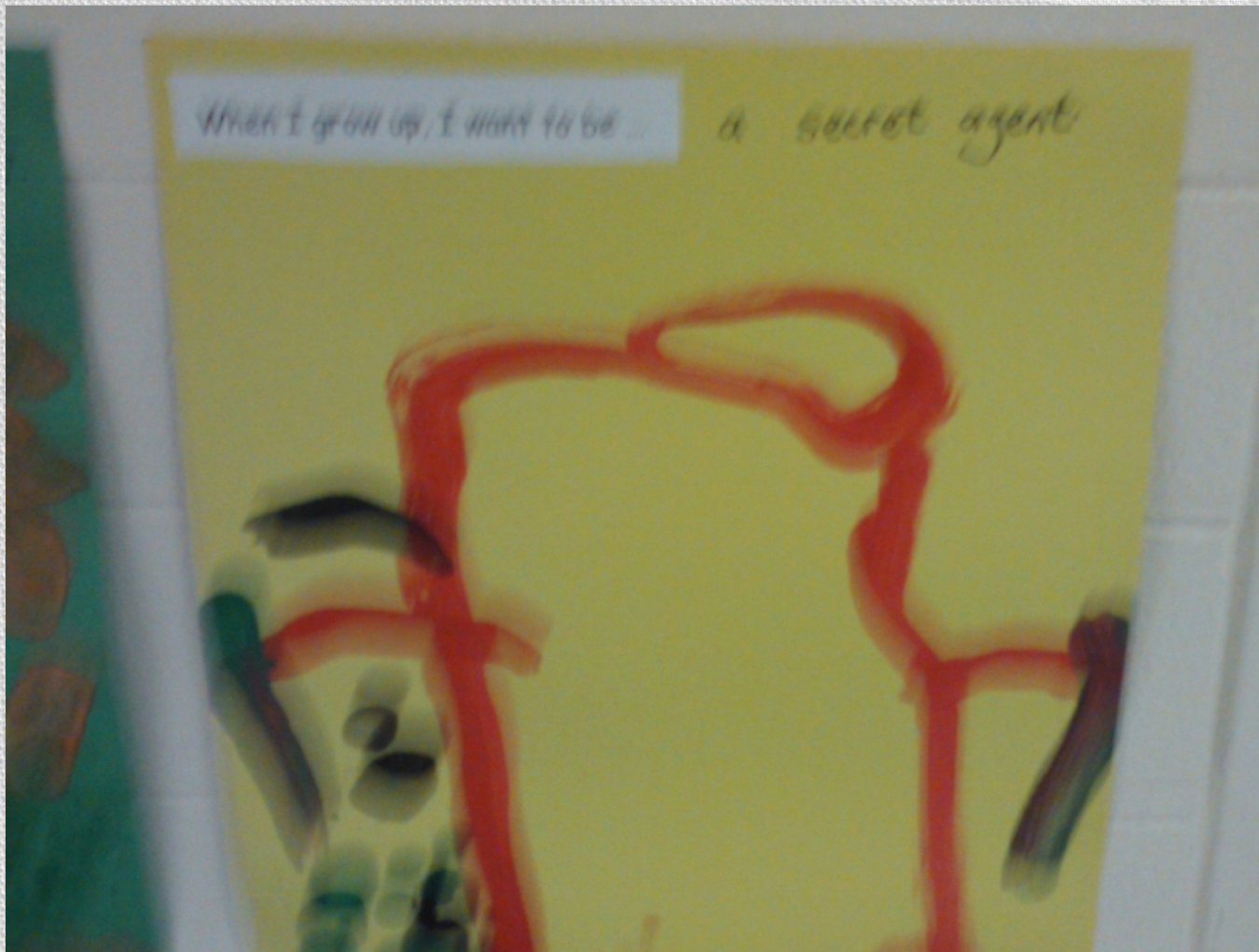
When I grow up...



When I grow up...



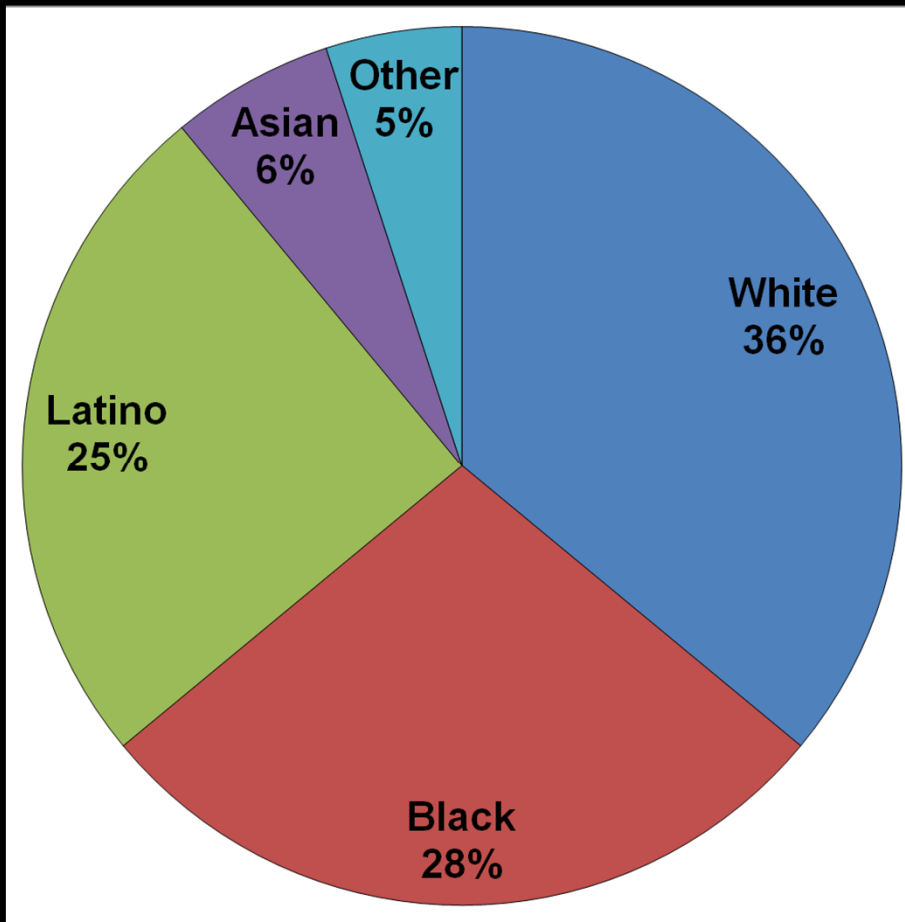
When I grow Up...



Boston is home to over 44,500 children ages 0-5

Race

64% are kids of color



Income

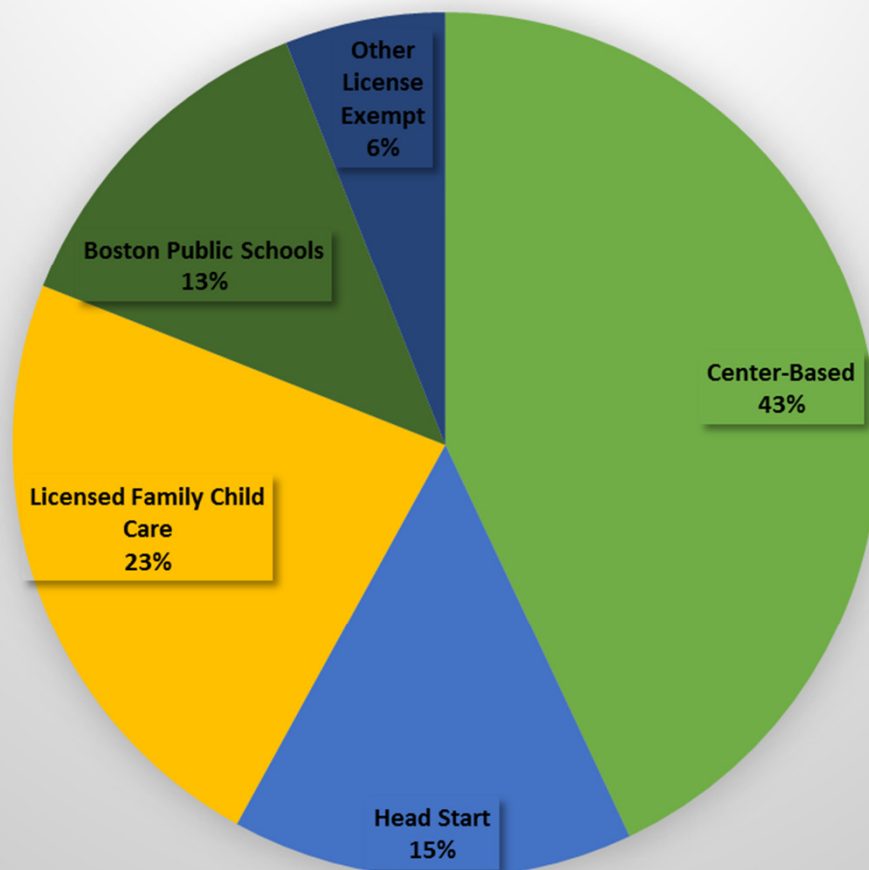
31% live in extreme poverty

Language

47% are not native English
speakers

Source: Boston EQUIP 2013, 2010

Boston has 1,026* licensed providers of Infant & Toddler AND Pre-K Programming



* Does not include informal care ("Family, Friend & Neighbor Care") Source: Boston EQUIP 2013

Supply still lags demand – especially for Boston’s youngest children.

