Equity in the Early Years

Reducing achievement gaps to ensure college readiness
My personal equity journey......
Diversity in the early years........
My equity journey....
Equity Frames

Student Populations
Access
Accountability
School Climate
Teaching
Funding
New P-2 Early Childhood Strategic Plan & Update on Boston Universal Preschool

Department of Early Childhood
Dr. Jason Sachs, Executive Director
Presentation to the BPS School Committee

June 28, 2017
Introducing our EC Strategic Plan:
Improved and now Focused on 1st & 2nd grade & serving working families
EC’s first Strategic Plan for K1-K2:
*Improve Quality & Access (2006-16)*

- Focused on K1-K2
- Closing achievement gaps
- Had success with coaching, curriculum, PD, and strong evidence in evaluations
- Steady leadership
- Public/Private partnerships

### Improve classroom instruction
- Curriculum
- PD & Coaching
- Accreditation
- Policies

### Improve school environment
- K1 Expansion & Strategic Planning
- Facilities Upgrades
- Out of School Time

### Support family engagement
- Transition year activities
- Countdown to K
- Play to Learn Groups
- Parents’ guide to curriculum

### Build BPS capacity
- Fundraising
- Partnerships
- Afterschool
- HR Support

### Evaluate programs
- Needs assessments
- Outcome measures on children
- Regression discontinuity design
- Program evaluations
Data that Drive BPS Strategic Plan

Impact on ELA grade 5 MCAS

**Effects of K1: Grade 5 MCAS Language Arts**

<table>
<thead>
<tr>
<th></th>
<th>5th Graders who attended BPS K1 % Prof / Adv.</th>
<th>5th Graders who did not attend BPS K1 % Prof / Adv.</th>
<th>Achievement level of 5th graders who attended K1 over those who did not</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>50.2%</td>
<td>38.4%</td>
<td>30.6%</td>
</tr>
<tr>
<td>F/R Lunch</td>
<td>44.0%</td>
<td>33.9%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>71.2%</td>
<td>65.8%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Black</td>
<td>44.5%</td>
<td>30.9%</td>
<td>44.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>37.5%</td>
<td>31.3%</td>
<td>19.9%</td>
</tr>
<tr>
<td>White</td>
<td>77.3%</td>
<td>65.6%</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

*In the elementary grades, where the proficiency rates have generally stagnated at roughly 30%, the performance of grade 5 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.*

**Improve Instructional Quality (from 2012)**

*ELLCO Language Environment*

- Includes the discourse climate in the classroom, opportunities for extended conversations, and efforts to build vocabulary.

*ELLCO Books & Reading*

- Includes the characteristics of books available and the development of: reading fluency, phonics, phonemic awareness, vocabulary, comprehension.
EC’s Theory of Action

If we...

Align our work to the BPS vision, implementation plan & instructional vision

Expand the Early Childhood vision to early elem. Grades (1-2)

Use data to constantly improve our curricula, PD, coaching & assessments

Target PD & coaching to make specific changes in instructional practice

Collaborate with teachers, instructional leaders & other depts.

Build capacity for high quality Pre-K in CBOs

Expand out of school time programming to support working families

Leverage partnerships to sustain our capacity & share our findings

then all children will become internally driven learners, able to read, write, and communicate effectively by 3rd grade and BPS will close the achievement gap.
# EC’s second Strategic Plan for P-2
*Expansion & Integration (2017-22)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Develop, expand and integrate curricula, instructional practices, &amp; assessments from P-2 in BPS &amp; CBOs</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Redesign PD &amp; Coaching/Accreditation for sustainable changes and equitable access</td>
</tr>
<tr>
<td>District collaboration</td>
<td>Collaborate with other departments to better serve all students</td>
</tr>
<tr>
<td>Supporting families</td>
<td>Expand summer, out of school time, and family engagement for working families to reduce opportunity gaps</td>
</tr>
<tr>
<td>Partnerships</td>
<td>Build capacity with external partners through advancement, communications, and evaluations</td>
</tr>
</tbody>
</table>
## Curriculum

### Develop, expand & integrate curricula, instructional practices, & assessments from P-2 in BPS & CBOs

<table>
<thead>
<tr>
<th>Instructional Practices</th>
<th>Curriculum</th>
<th>Family Engagement</th>
<th>Program Evaluation</th>
<th>Assessments/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align and deepen instructional practices from K1/K2 to gr. 1-2 in BPS &amp; CBO classrooms, and bridge to practices in grade 3</td>
<td>Expand access to Focus on First &amp; Focus on Second across the district K2-2 Curriculum coherency, will incorporate Tier 1 &amp; 2 interventions and access points for students with high mobility</td>
<td>Integrate family engagement in curriculum by expanding Home Links participation in K2 and launch in K1</td>
<td>Study longitudinal effects of P-2 achievement by examining the relationship between students, instructional quality, and outcomes</td>
<td>Develop assessment system (summative &amp; formative) that uses observations, student work, &amp; student performance Identify supports needed to close achievement gaps</td>
</tr>
<tr>
<td>Align to EDFS &amp; district goals</td>
<td>Develop instructional leadership</td>
<td>Targeted, differentiated coaching</td>
<td>Accountability</td>
<td>Evaluate effectiveness</td>
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<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>Make explicit links between EC PD offerings, EDFS indicators &amp; district goals</td>
<td>Calibrate definition of exemplary EC practice with teachers &amp; instructional leaders</td>
<td>Hone in on specific indicator to improve – the “magic of starting small” to encourage sustainable, tangible changes</td>
<td>Align PD &amp; coaching to evaluation cycle</td>
<td>Use EDFS as tool to measure whether fidelity of implementation of curriculum, coupled with PD &amp; coaching leads to improvements</td>
</tr>
<tr>
<td>Relevant to all teachers, regardless of curriculum Include opportunity to work on artifact linked to EDFS goal</td>
<td>Provide principals with specific look-fors to evaluate teachers</td>
<td>Optimize limited resources</td>
<td>Principals &amp; IS can guide what PD &amp; coaching teachers should receive</td>
<td>Continuously refine PD based on teacher need using ExCEL study and EDFS data</td>
</tr>
<tr>
<td></td>
<td>Develop teacher leaders to increase school capacity</td>
<td>PD attendance &amp; EC curriculum use required</td>
<td>Teachers can upload PD, coaching &amp; observation as EDFS artifact as progress towards goal</td>
<td></td>
</tr>
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</table>
## Tailor PD/coaching offerings

<table>
<thead>
<tr>
<th>Type</th>
<th>Early Childhood Professional Development Opportunities</th>
<th>PD Dosage</th>
<th>Coach observation &amp; feedback?</th>
<th>Targeted Coaching?</th>
<th>Link to EDFS indicator for growth?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum adoption, Accreditation, New Teachers</td>
<td>Series</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Instructional Practices, (P-2) Teacher Leaders, Cultural Relevancy, SPED, ELL supports</td>
<td>1 or series</td>
<td>Yes, limited, e.g. 3 visits</td>
<td>Yes, for competency</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>P-2 Alignment, Home Links</td>
<td>1 or series</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
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**Curriculum**
Tool for teachers to demonstrate performance of the standards

**PD**
Offers pedagogical practices behind curriculum and operational supports

**Coaching**
Make improvements in one or two evaluation indicators & serve as artifact for evaluation
NAEYC Accreditation

- **Impact:** EC has worked with over 60% of BPS elementary and K-8 schools towards accreditation (36 currently accredited)
  - Four schools received NAEYC accreditation visits this year: Harvard/Kent, King, McKay, Ellis

- **Sustainability:** Piloting Early Childhood Leadership Team model (ECLT) in nine accredited schools to offer school-based support for effective curriculum implementation, NAEYC accreditation maintenance, school & district priorities
  - EC facilitates PD sessions to support the teachers to:
    - develop skills and strategies to become successful teacher leaders
    - foster a collaborative culture to support educator development and student learning
    - improve outreach and collaboration with families and community
Collaborate with other departments to better serve all students

<table>
<thead>
<tr>
<th>ASSET meetings</th>
<th>Work with OSESS</th>
<th>Curriculum</th>
<th>Supporting families</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSET team has established collaboration structure and regular meetings between EC, OELL, SEL, OSESS, and grade band P-2 content team leadership</td>
<td>Support students with disabilities in all settings (BPS inclusion &amp; substantially separate classrooms &amp; in CBOs) Human-centered design firm AGNCY will help EC &amp; OSESS develop a set of practices, behaviors, &amp; structures to support interdependence</td>
<td>Modify curriculum materials with staff from OELL and SPED to work more effectively in Dual Language, SEI, Integrated and sub-separate classrooms</td>
<td>Support transition of new students and PEG students to BPS schools with Welcome Services and Countdown to K Identify high quality partners for full-day summer &amp; after-school with Office of Partnerships and ELT</td>
</tr>
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Supporting families

Expand summer, out of school time and family engagement for working families to reduce opportunity gaps

<table>
<thead>
<tr>
<th>PEG &amp; UPK</th>
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<tbody>
<tr>
<td>Leverage PEG model to create mixed delivery system for UPK to create high quality pre-K in CBOs</td>
</tr>
<tr>
<td>Increase K1 quality through curriculum, PD, coaching, and education levels and compensation of teachers</td>
</tr>
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<thead>
<tr>
<th>Full day summer programming</th>
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<tbody>
<tr>
<td>Leverage summer school programming to support low performing schools as a turnaround strategy</td>
</tr>
<tr>
<td>Partner with schools &amp; partners to provide full day programs including enrichment</td>
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<thead>
<tr>
<th>After-school programming</th>
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<tbody>
<tr>
<td>Create and align district supports to increase use and quality of before and after school programming and provide PD to link to school day curriculum</td>
</tr>
<tr>
<td>Opportunity for SEL-WELL and trauma</td>
</tr>
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<table>
<thead>
<tr>
<th>Family Engagement</th>
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<tbody>
<tr>
<td>Increase birth to age 8 family engagement efforts</td>
</tr>
<tr>
<td>CFCE</td>
</tr>
<tr>
<td>Birth to Three</td>
</tr>
<tr>
<td>Family literacy workshops in summer programs</td>
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Partnerships

Build capacity with external partners through advancement, communications and evaluations

**Partners**
Barr Foundation  
Foundation for Child Development  
IES/Arnold  
Whitworth Pierce Charitable Trust

**Advancement**
Federal, state and private funding pays for half of EC team to provide targeted PD and coaching for PEG, NAEYC, new K1/K2, and Focus on First teachers

**Communications/External PD**
Building our brand with Neimand Collaborative  
Consultations with DESE collaboratives, other MA districts, Maine, Rhode Island  
National & international visitors

**Program Evaluations**
IES ExCEL longitudinal study with MDRC  
Evaluation of PEG program with Abt Associates  
Comparing summer program effectiveness with BASB
IES ExCEL study

- Examine how BPS early childhood curricula supports students’ learning K1-Grade 3
- Study how children’s experiences across multiple settings affect their positive development
- Build contemporary, longer-term evidence about the effectiveness of the BPS K1 program

We will use the data to see:
- what parts of our curriculum are working and are not
- where we need to target PD, and
- provide progress reports to participating schools
BOSTON PUBLIC SCHOOLS Early Childhood

K1 Expansion BPS and CBOs

- BPS K1 has increased from 750 in the first year to over 2800 estimated for the upcoming school year. However, we are at capacity in BPS buildings.
- Mayor Walsh has committed to high-quality K1 for all, which means some expansion into community-based programs.
- The Boston K1DS and the PreK Expansion Grant have proven that we can successfully increase quality in community-based settings, opening access and opportunity for more 4-year-old children.
- To expand into BPS leaders must consider grade configuration, out of school time, and summer programs in order to equal access for all.

Fiscal Year Enrollment Increase

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Enrollment</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>2278</td>
<td>57</td>
</tr>
<tr>
<td>FY16</td>
<td>2388</td>
<td>100</td>
</tr>
<tr>
<td>FY17</td>
<td>2678</td>
<td>290</td>
</tr>
<tr>
<td>FY18 (Projected)</td>
<td>2811</td>
<td>133</td>
</tr>
<tr>
<td>Total</td>
<td>590</td>
<td></td>
</tr>
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</table>
Mayor’s UPK Initiative: Start up

- Define governance and infrastructure of a mixed-delivery system of BPS and CBO providers
- Create formal pathways to quality elementary seats
- Build a degree pathway for teachers
- Build strong linkages i.e., OSSES, OELL, & Enrollment
- Build curriculum and PD ramp-up
- Cost out system and build off existing DEEC system
- Communication

*Equity, Coherence, & Innovation*
Full day summer programming

Partnered with the Office of ELT, Office of Partnerships, & BASB to issue an RFS to schools & partners to develop full day academic & enrichment programs:

- **Increasing students served & hours by combining funding sources**
  - We will serve up to 700 students in grades K1-2 in full day summer programming in 7 sites - almost twice the number served last year in half day programming (387 students in Summer Early Focus)
  - EC will operate the Summer Early Focus program in Mattapan, providing a full day academic and enrichment program with the YMCA to students from the Mattahunt & area schools (9 hours vs 5 hours)

- **Supporting with high quality curriculum, PD and technical assistance**
  - We will support the summer programs through our Summer Early Focus curriculum and project-learning based PD
  - Evaluate effectiveness of all programming with BASB
Strong Instructional Literacy Practices
Embedded into P-2 Curriculum Design

Aligned Strategies that Engage ALL Learners

K0/K1
- Thematic
- Centers
- Thinking & Feedback
- Vocabulary
- Phonics
- Storytelling
- Home Links

Focus on K2
- Thematic
- Centers
- Thinking & Feedback
- Vocabulary
- Phonics
- Storytelling
- Literacy Centers
- Guided Reading
- Culminating Projects
- Home Links

Focus on First & Second
- Thematic
- Studios
- Thinking & Feedback
- Vocabulary
- Phonics
- Storytelling
- Literacy Centers
- Guided Reading
- Culminating Projects

Safe, healthy & sustaining learning environments
Design for access for all students
Cognitively demanding tasks & instruction
Assessments for learning

Arts
ELA
Math
Science
Social Studies

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Design for access for all students
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Aligned Strategies that Engage ALL Learners

K0/K1
Focus on K2
Focus on First & Second

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