

Boston Public Schools

Pre-K and more

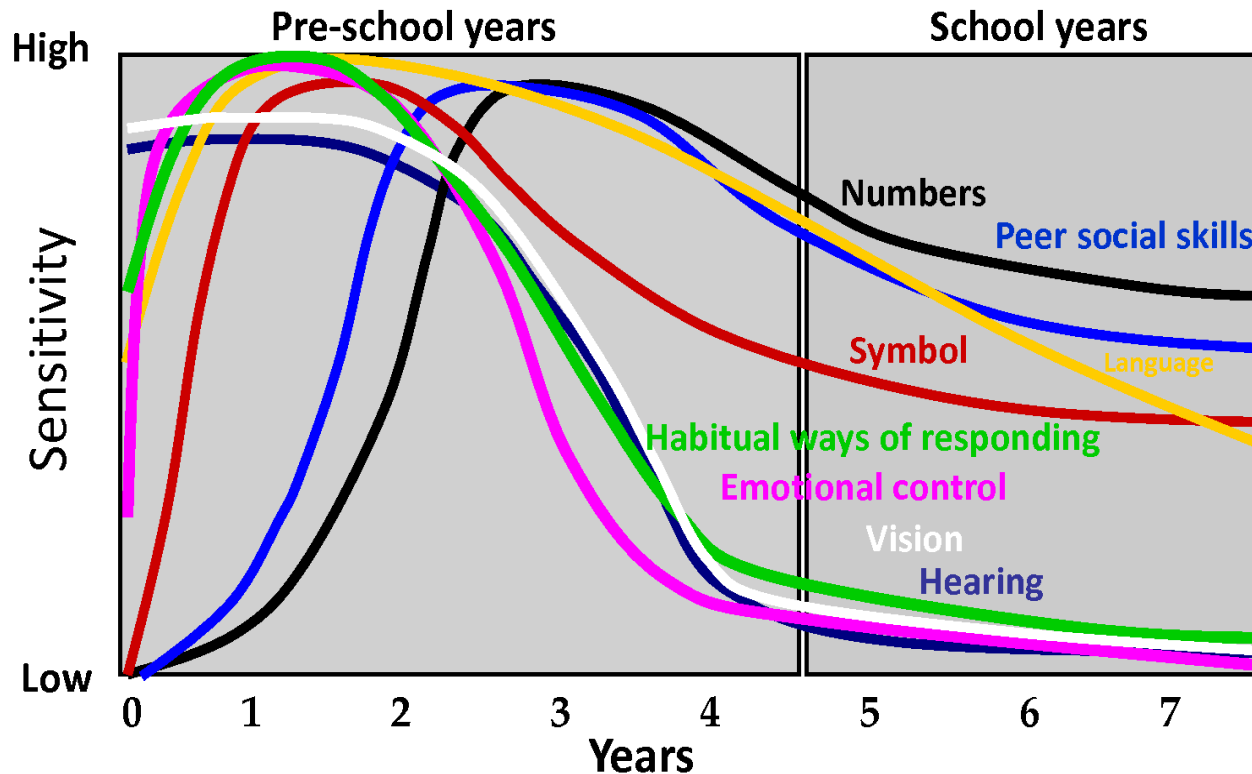
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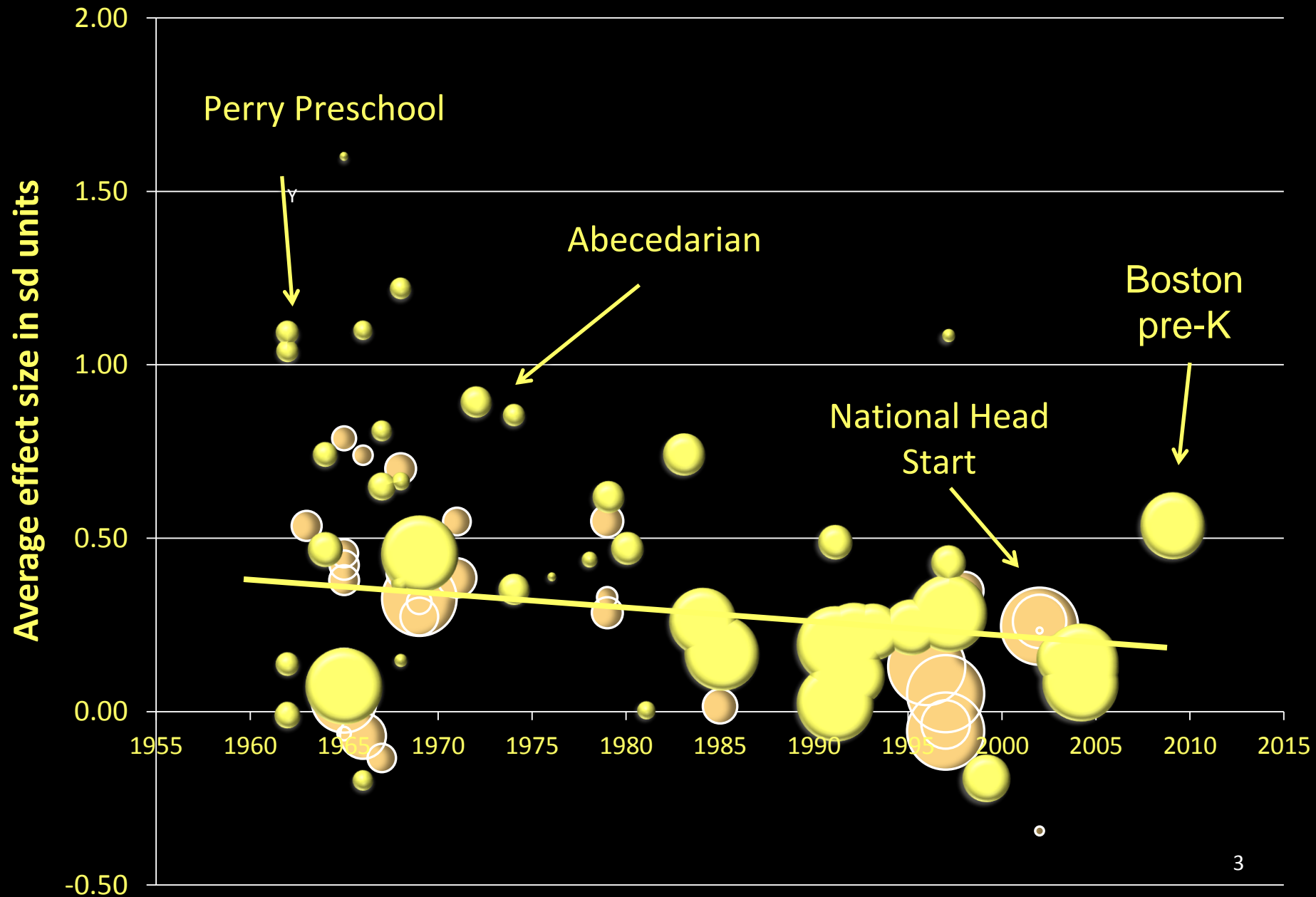
Brain Development

Sensitive Periods in Early Brain Development



Graph developed by Council for Early Child Development (ref: Nash, 1997; *Early Years Study*, 1999; Shonkoff, 2000.)

Average cognitive impact at end of treatment



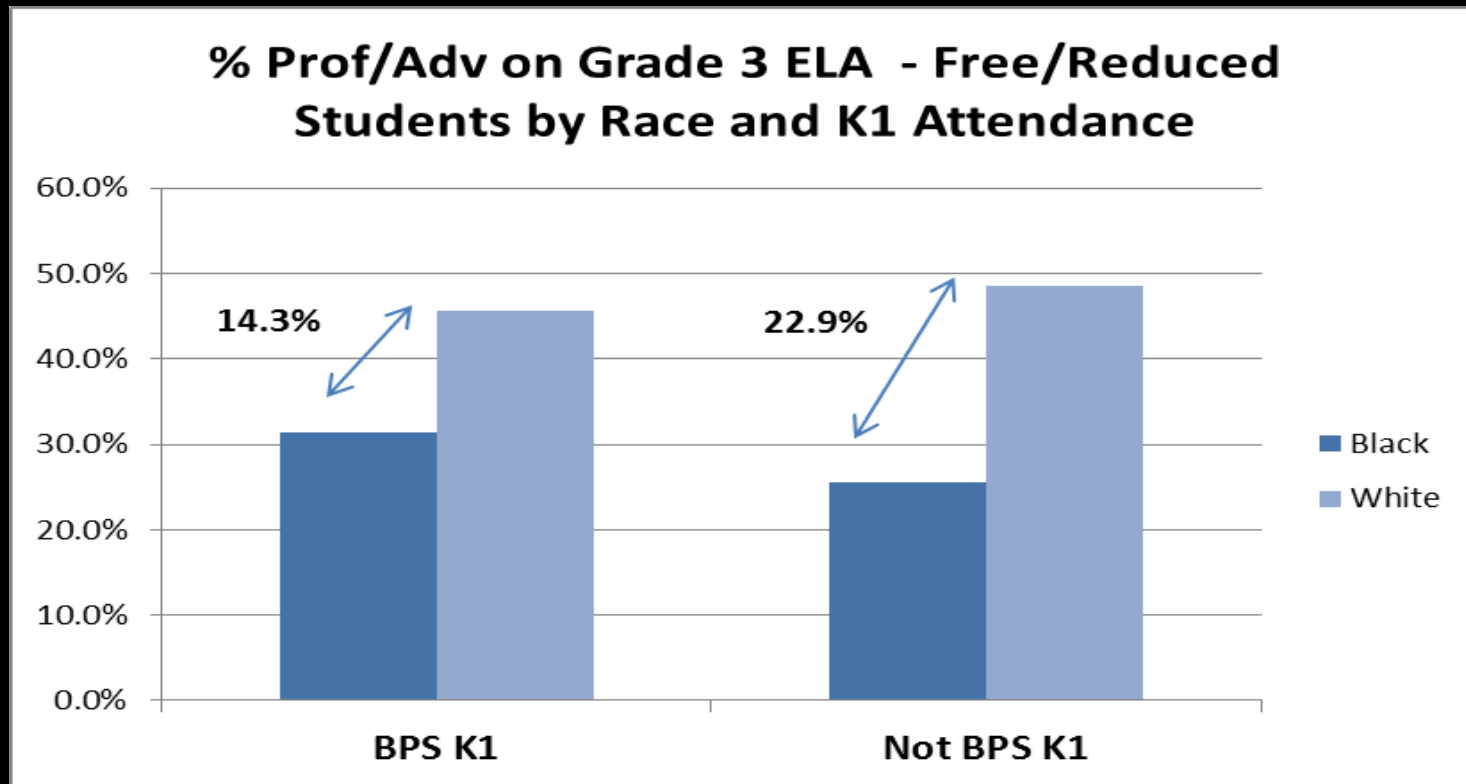
MCAS Literacy Data Summary – K1 Effects in Grade 3

	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.

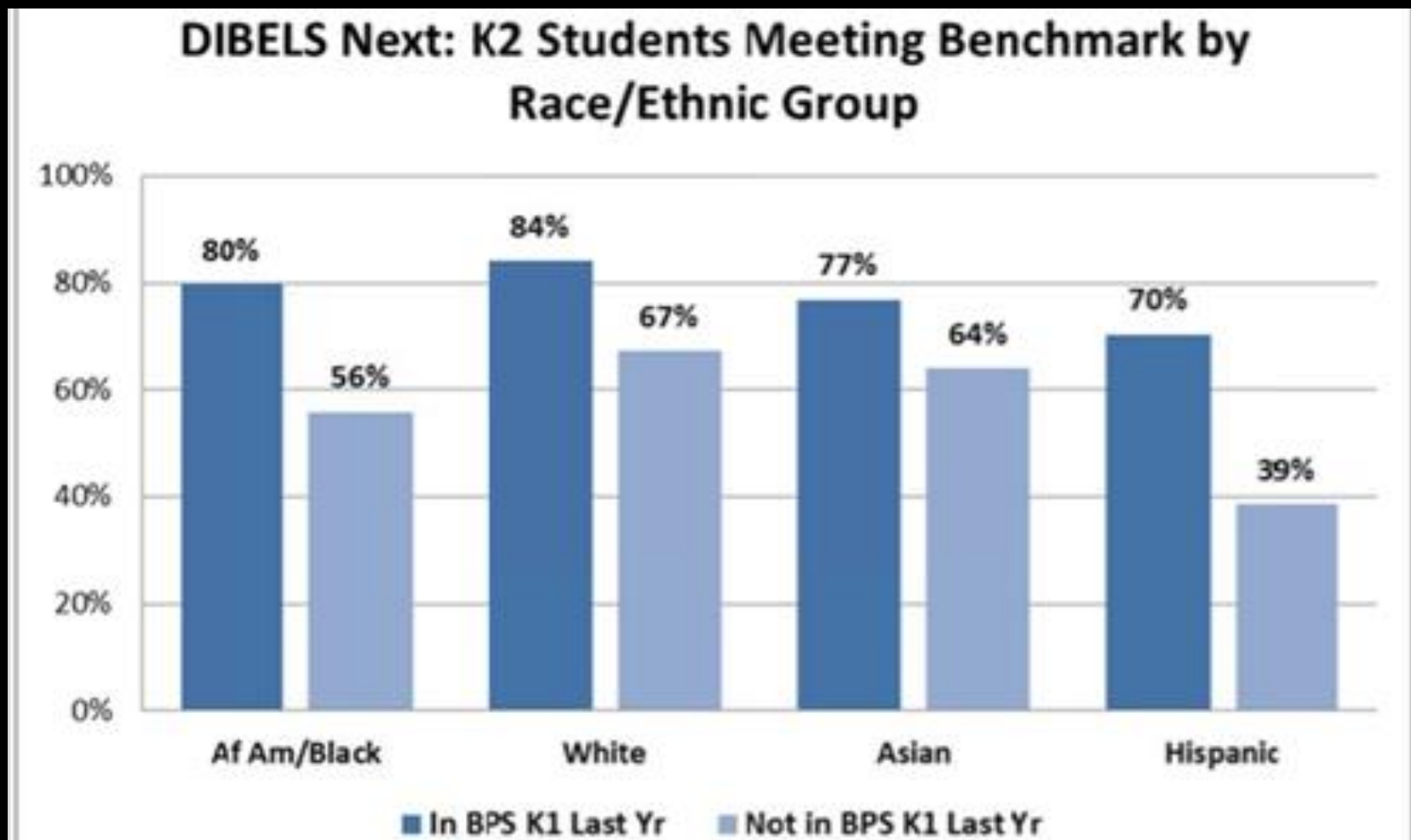
Results are better for all students, regardless of race or F/R price lunch status.

MCAS Literacy Data Summary – Proficiency Gaps in Grade 3 Reduced

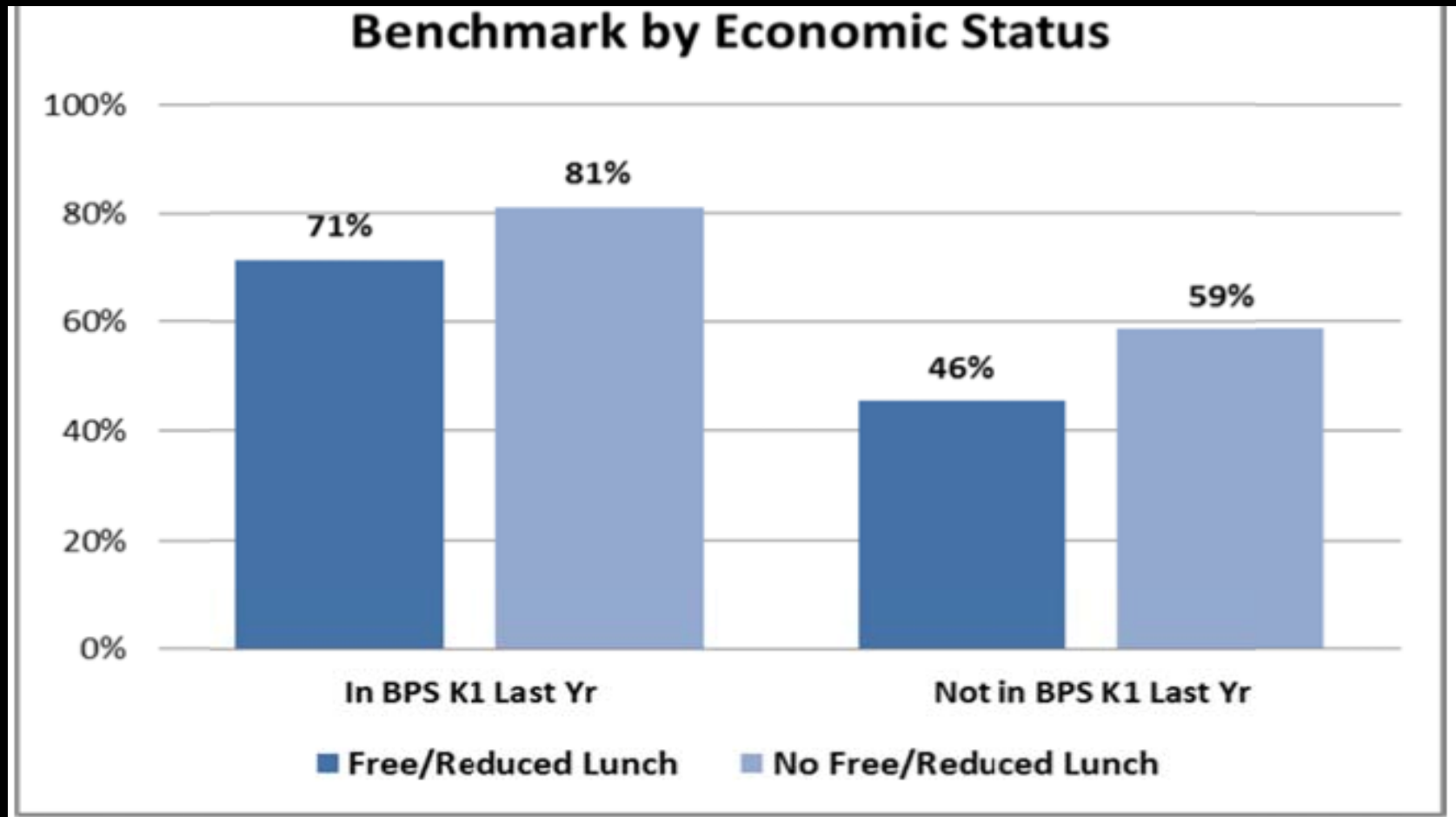


The K1 program is also effective in closing the proficiency gap between African American and White students in grade 3. However, White students of the same socio-economic background continue to outperform their Black peers on the 3rd grade test.

2013 PreK Still Producing



2013 K1 still producing



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)

Structures in Place

- Degreed teachers
 - Teacher student interaction
- Strong curriculum
- NAEYC Accreditation
- Coaching
 - Curriculum
 - NAEYC
 - Conducts PD
- Space-facility
- Evaluation
- Designated Department with resources (public and private—mayor and superintendent support)

Lessons Learned

- Having a clear vision is everything-
 - You will take on too much—less is more
 - Do things well and then move onto the next
 - Space, OWL,BB, NAEYC, Focus,
 - Countdown, principals, assessments,
- Evaluation plays a large role

Recent Work

- Expand Focus on PreK—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—now District Wide
- Evaluate K2 work to look at change in practice and child outcomes—very interested in 2 year insulation of early childhood
- Write & Create Curriculum PD for 1-3 grade