SEA Webinar Series: Early Childhood Learning in Charter Schools
About the National Charter School Resource Center

www.charterschoolcenter.ed.gov

- Funded through the U.S. Department of Education
- Makes accessible high-quality resources to support the charter school sector
Introducing Our Presenters

Elizabeth Groginsky
Office of the State Superintendent of Education, DC

Katherine Cox
Office of the State Superintendent of Education, DC

Tom Keane
AppleTree Institute, DC

Introduction by
Erin Pfeltz
Charter Schools Program,
U.S. Department of Education
Agenda (1)

➤ Introduction – U.S. Department of Education: Erin Pfeltz
➤ Participant Poll Question
➤ Office of the State Superintendent of Education:
  Elizabeth Groginsky & Katherine Cox
➤ AppleTree Institute: Tom Keane
➤ Questions and Comments
Introduction

➢ Department of Education – Early Learning
   http://www.ed.gov/early-learning

➢ CSP Guidance On the Use of Funds to Support Preschool Education (December 2014)
   ▶ Frequently Asked Questions regarding the circumstances under which CSP funds may be used for grants that support preschool education in charter schools, under new authority in the Consolidated Appropriations Act, 2014 and 2015
Agenda (2)

☑ Introduction – U.S. Department of Education: Erin Pfeltz

▷ Participant Poll Question

▷ Office of the State Superintendent of Education: Elizabeth Groginsky & Katherine Cox

▷ AppleTree Institute: Tom Keane

▷ Questions and Comments
Participant Poll Question (1)

What state are you from?

(Please type in the answer)
Participant Poll Question (2)

Do charter schools in your state offer pre-K programs?
(Select the answer that best reflects your experience.)
- Yes
- No
- I don’t know
- In development
Agenda (3)

✓ Introduction – U.S. Department of Education: Erin Pfeltz
✓ Participant Poll Question

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Office of the State Superintendent of Education:
Elizabeth Groginsky & Katherine Cox
AppleTree Institute: Tom Keane
Questions and Comments
Early Learning in the District of Columbia (DC)

Elizabeth Groginsky
Assistant Superintendent of Early Learning
Office of the State Superintendent of Education

Katherine Cox
Director, Office of Public Charter School Financing and Support
Division of Elementary, Secondary, and Specialized Education
Office of the State Superintendent of Education
Purpose

Share the perspective of DC’s state educational agency in the development and implementation of universal pre-K.

- State level coordination
- Mixed delivery system
- Funding
- Monitoring and oversight
- Program highlights
- Challenges and long term goals
The Office of the State Superintendent of Education (OSSE)

- The Office of the State Superintendent of Education (OSSE) is the State Education Agency for the District of Columbia, serving 62 local education agencies (LEAs).

- OSSE’s mission is to remove barriers and create pathways for District residents to receive a great education and prepare them for success in college, careers and life.

- OSSE serves as the District’s liaison to the U.S. Department of Education and works closely with the District’s traditional and public charter schools and licensed child development facilities to achieve its key functions.
State Early Childhood Development Coordinating Council

Pursuant to the Pre-K Enhancement and Expansion Act of 2008, the SECDCC was legislatively created to:
- improve collaboration and coordination among entities carrying out federally funded and District-funded pre-K and other early childhood programs to improve school readiness;
- assist in the planning and development of a comprehensive early childhood education system that serves children ages birth to 8 years of age; and
DC’s Early Success Framework

- Early Childhood & Development
- Thriving Children, Families & Communities
- Family Support & Engagement
- Early Identification, Intervention & Supports
- Social-Emotional, Physical, Developmental & Mental Health
DC Public Pre-K Delivery Systems

- DC Public School (DCPS)
- DC Public Charter School (DCPCS)
- Community Based Organizations (CBO)
  Head Start, Pre-K Incentive
DC’s Public Pre-K Program

- The District of Columbia offers full-day (6.5 hours) pre-K services to all three- and four-year-old children at no cost to parents.

- Parents are able to choose from a mixed delivery system of programs including traditional public schools, charter schools, and community-based programs.

- Funding is determined by the Uniform Per Student Funding Formulae (UPSFF).

- The District’s early learning standards are aligned to the common core state standards to ensure a strong birth to 3rd grade educational continuum.
DC Public Pre-K Funding Source

- Uniform Per Student Funding Formula (UPSFF)
- Head Start Funding
- Child Care Subsidy
Funded Program Capacity in DC

Public Pre-K Funded Capacity by Sector for Fiscal Years 2012-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>DCPS</th>
<th>PCS</th>
<th>Pre-k Incentive Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>5,881</td>
<td>5,418</td>
<td>496</td>
</tr>
<tr>
<td>FY13</td>
<td>6,068</td>
<td>5,922</td>
<td>601</td>
</tr>
<tr>
<td>FY14</td>
<td>6,336</td>
<td>6,714</td>
<td>608</td>
</tr>
</tbody>
</table>
### DC SY13-14 Public Pre-K Enrollment

<table>
<thead>
<tr>
<th>Delivery System</th>
<th>Sites</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>75</td>
<td>5,565</td>
</tr>
<tr>
<td>DCPCS</td>
<td>58</td>
<td>6,290</td>
</tr>
<tr>
<td>CBO Pre-K Incentive Program</td>
<td>21</td>
<td>571</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>154</strong></td>
<td><strong>12,426</strong></td>
</tr>
</tbody>
</table>
Monitoring and Oversight

➤ OSSE has oversight responsibility for monitoring and evaluating the quality of Pre-K programs in the District.

➤ Classroom Assessment Scoring System (CLASS) - Pre-K™ Tool

➤ Quality Rating and Improvement System (under development)

➤ K-3 formative assessment system (under development)
Classroom Assessment Scoring System – Pre-K™

**Emotional Support**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

**Classroom Organization**
- Behavior Management
- Productivity
- Instructional Learning Formats

**Instructional Support**
- Concept Development
- Quality of Feedback
- Language Modeling
CLASS Pre-K™ Average Scores vs Threshold Scores by Domain

- Emotional Support: D.C. Sample (5.6), Threshold: 5.0
- Classroom Organization: D.C. Sample (5.1), Threshold: 5.0
- Instructional Support: D.C. Sample (2.5), Threshold: 3.0
The District of Columbia has sufficient pre-k capacity to serve an estimated 95% of 3- and 4-year old children.

The majority of Pre-K classrooms evaluated had teachers who tailored environments to foster social-emotional development and maximized learning time.

CLASS Pre-K™ thresholds in all three domains were met or exceeded in 21% of the classrooms evaluated with representation in all three sectors.

There was an estimated 8% increase in capacity, which equates to approximately 1,067 additional Pre-K slots.
Challenges/ Long-term Goals

- The District is the national leader in access and funding for public pre-K. While we have many points of pride in this arena, there is more work to be done, including:
  - Maintaining and sustaining the availability of pre-k slots
  - Ensuring quality across all sectors
  - Developing an equitable, accessible, and transparent QRIS that allows families to make informed choices when selecting their child’s pre-K program
  - Addressing compensation equity across sectors
  - Measuring and reporting child outcomes annually
Contact Information

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Agenda (4)

✓ Introduction – U.S. Department of Education: Erin Pfeltz
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➤ AppleTree Institute: Tom Keane
➤ Questions and Comments
Early Education in Washington, DC
The AppleTree Experience
Background

► AppleTree was founded in 1996.
► Original focus was on incubating new charter schools.
► Persistent concerns about the achievement gap caused it to shift focus to early education in 2000s.
Perhaps the most critical problem in American education is the growing achievement gap between the advantaged and disadvantaged.

Children from disadvantaged families hear 30 million fewer words than their more advantaged peers by the time they are three years old (“The Early Catastrophe,” Betty Hart and Todd Risley).

McKinsey & Co. estimates the achievement gap has a cost of up to five percent of the nation’s GDP.
The Solution

- Effective language, pre-literacy, math and positive behavior interventions before kindergarten can erase the achievement gap and reduce over-identification for special needs.
- However, few early childhood programs are specifically designed to address these deficits.
- High-quality early education requires not only targeted curriculum, but also differentiated approaches and effective teachers.
AppleTree’s Approach

➢ Mission is to erase the achievement gap by providing the neediest of young children with the social, emotional, and cognitive foundations they need to thrive in school.

➢ AppleTree’s focus is solely on early education.

➢ Two, related approaches:
  ➢ First, AppleTree has created Every Child Ready, a proprietary, comprehensive and evidence-based instructional model for three- and four-year old children.
  ➢ Second, AppleTree educates children – implementing, testing and refining Every Child Ready.

➢ AppleTree’s unique research-to-practice approach – it is both an R&D organization and a hands-on practitioner – has allowed it to prove out Every Child Ready in real-world situations.
Every Child Ready

Every Child Ready was developed with significant support from the U.S. Department of Education through an i3 (Investing in Innovation) grant as well as support from major foundations and other philanthropies.

Every Child Ready has three components:

- What to teach: A three-tiered curriculum, including an extensive set of books published by AppleTree.

- How to teach: A year-round training program for teachers and school leaders that includes summer sessions, regular mentoring, and in-class observation and feedback.

- How to tell it’s being done: An array of assessment tools that measure classroom effectiveness as well as individual student’s progress, allowing content to be adjusted to meet students where they are.
Key Features of Every Child Ready

➢ Three-tiered, response-to-intervention model.

➢ Emphasis on social-emotional skills/knowledge, language arts and mathematics/numeracy.

➢ A full-day, engaging, evidence-based instructional program aligned with standards available to all children in a high-quality classroom lead by a bachelor-degreed teacher.

➢ Universal screening, regular progress monitoring, and data analysis to ensure that children are making progress.

➢ Differentiating instruction based on children’s progress, adding additional layers of support until progress is achieved. Goal is “meeting children where they are.”

➢ Professional development and individual coaching for teachers.

➢ An alignment system for school leadership.
Putting it into Practice

- AppleTree’s first school in 2001 was a privately-funded school in a church basement in Southwest DC.
- With DC fully funding charter schools, AppleTree converted to charter school status in 2005.
- AppleTree-managed schools: With support from CSP and private foundations, have grown from one location in 2005 to 7 locations in 2014, serving 750 children.
  - 2015-2016: 8 locations serving 890 children
  - 2016-2017: 10 locations serving 1,221 children
- “Partner” schools: AppleTree supports other schools and social organizations seeking to implement Every Child Ready.
  - All partner schools share data with AppleTree so we can assess and refine Every Child Ready.
As strong believers in data, AppleTree defines “quality” in early childhood education by focusing on outcomes, not inputs.

As illustrated on the graph, the results from Every Child Ready have been striking.

AppleTree students are less likely to be identified for special education.

- Only 6 percent of students who have been at AppleTree end up being identified for special education when they matriculate to elementary school.
- This compares favorably to the 20 percent average of all DC public school students.

AppleTree alumni recognize 25 percent more letters in kindergarten and have better oral reading fluency in first grade (scoring 20 points higher on tests) than their non-AppleTree peers. Additionally, AppleTree alumni are stronger oral readers by second grade (70 percent higher).
“AppleTree's story demonstrates the potential of high-quality preschool. It also illustrates the difficulty of realizing that potential ... AppleTree didn't achieve a high-quality program or strong outcomes by chance. Its quality and outcomes result from highly intentional and research-based decisions about every aspect of program design - from curriculum, to assessment, to teacher support and professional development - coupled with high-quality execution.”

--Sara Mead
Bellwether Education Partners
Member, District of Columbia Public Charter School Board
Takeaways

➢ Early education can erase the achievement gap.
➢ Needs to be high quality.
   ➢ Robust funding
   ➢ Intentional curriculum that focuses on academics and social-emotional
   ➢ Strong teachers and good teaching is key.
   ➢ Need to adapt to children’s varying needs.
   ➢ Can’t be afraid to assess and measure.
Questions and Closing Comments

Please Provide Feedback
https://www.surveymonkey.com/s/NW6W3HB
Continue the Discussion on the SEA Exchange

http://www.charterschoolcenter.org/group/sea-exchange
Thank you for joining us!

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