



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER
AT SAFAL PARTNERS

SEA Webinar Series: Early Childhood Learning in Charter Schools



About the National Charter School Resource Center

www.charterschoolcenter.ed.gov

The screenshot shows the homepage of the National Charter School Resource Center. At the top left is the logo with the text 'NATIONAL CHARTER SCHOOL RESOURCE CENTER AT SAFAL PARTNERS'. To the right is a search bar and social media icons for a book, Twitter, and Facebook. Below this is a teal navigation bar with menu items: FOCUS AREAS, AUDIENCE, PUBLICATIONS, VIDEOS, FUNDING, EVENTS, and FAQs. On the right side of this bar are links for LOGIN, CMO, CSO, and SEA. Below the navigation bar is a search prompt: 'What would you like to know about Charter Schools?' followed by a 'Select Your Topic' dropdown menu and a 'BEGIN YOUR SEARCH' button. The main content area features a large image of diverse children with a semi-transparent overlay containing the text: 'Report: Charter School Discipline: Examples of Policies and School Climate Efforts from the Field' and a button that says 'Click here to access this report' with a right-pointing arrow. Below this are three circular icons in teal: a house with a question mark, a folder with a checklist, and a briefcase with a checklist. Each icon is followed by a title and a short paragraph of text.

What Are Charter Schools?
Charter schools are in 42 states, nearly 25 years old, and over 7% of k-12 students in the US are enrolled in one. Here is an explanation of this important trend

State Resources for Charters
Need help finding information about charter schools in your state? Click above for a map that will guide you to resources and contact information for each state

Most Popular Charter Resources
Click above for a list of our top resources. These resources include everything from reports on special education to documentaries on successful charters

- 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)

Comment Box

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
- **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.

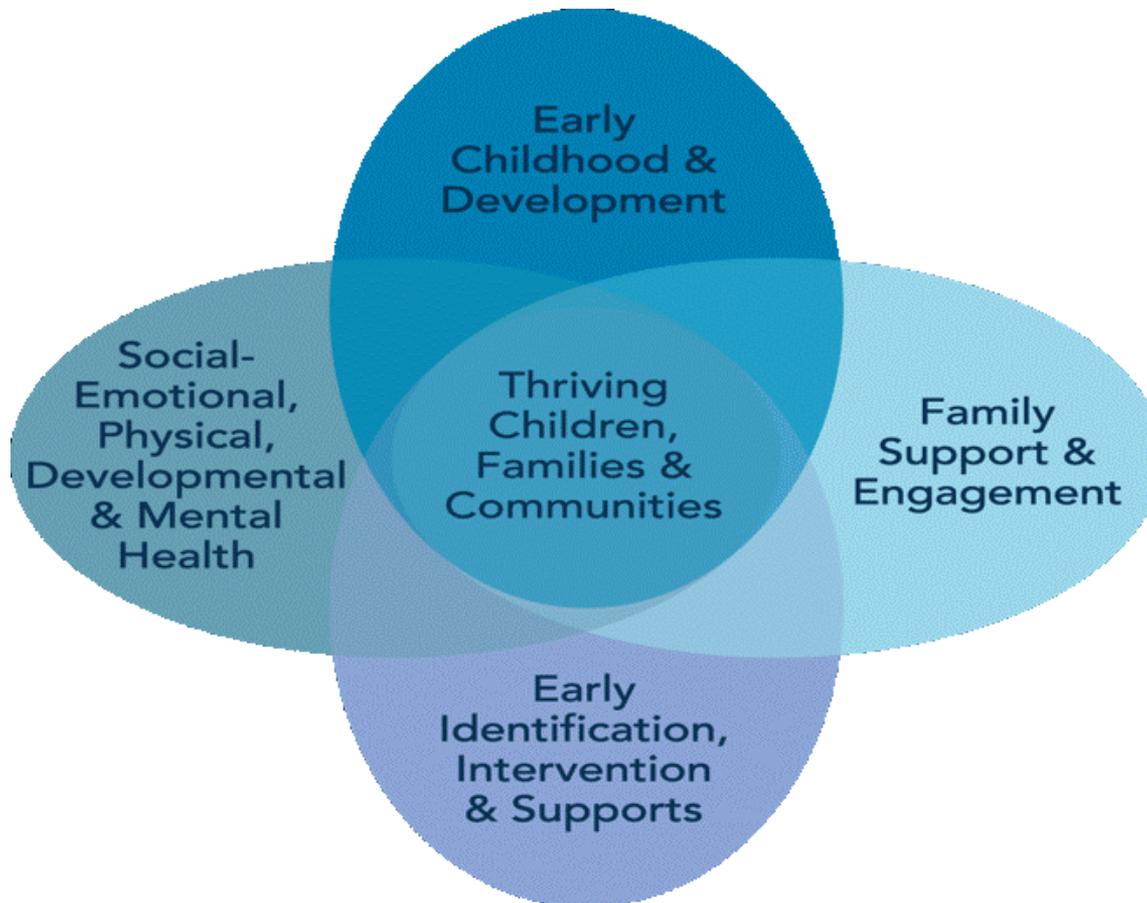


State Early Childhood Development Coordinating Council

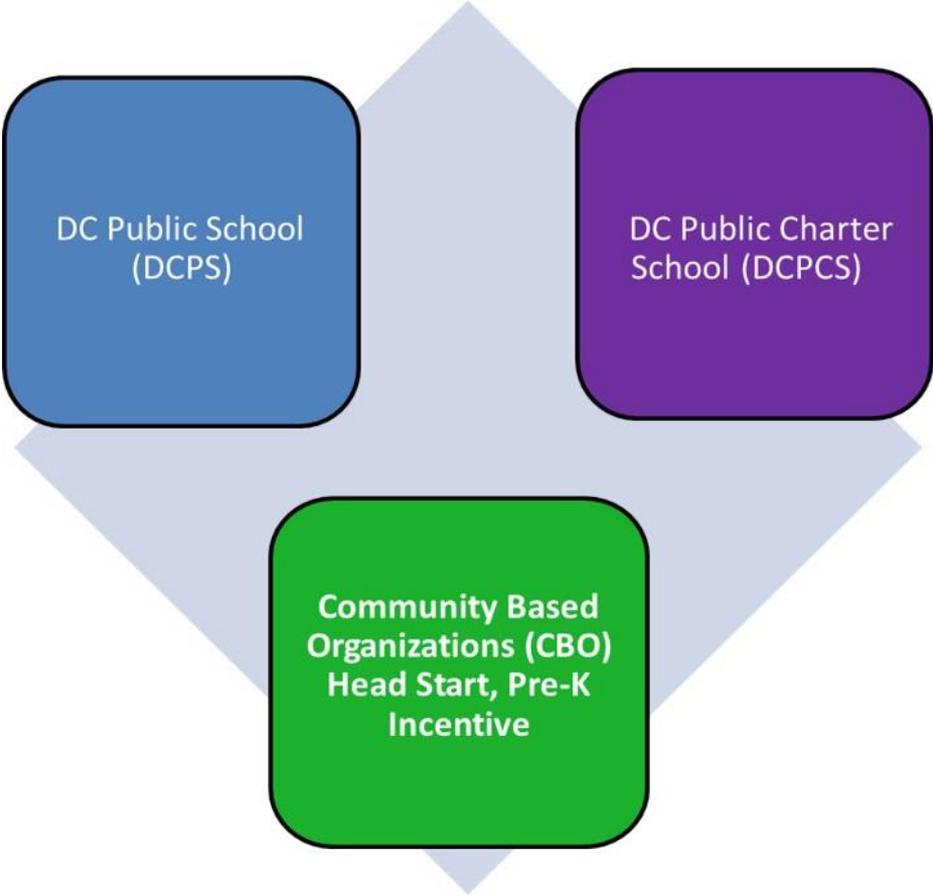
- Pursuant to the Pre-K Enhancement and Expansion Act of 2008, the SECDCC was legislatively created to:
 - improve collaboration and coordination among entities carrying out federally funded and District- funded pre-K and other early childhood programs to improve school readiness;
 - assist in the planning and development of a comprehensive early childhood education system that serves children ages birth to 8 years of age; and
 - comply with the Improving Head Start for School Readiness Act of 2007



DC's Early Success Framework



DC Public Pre-K Delivery Systems

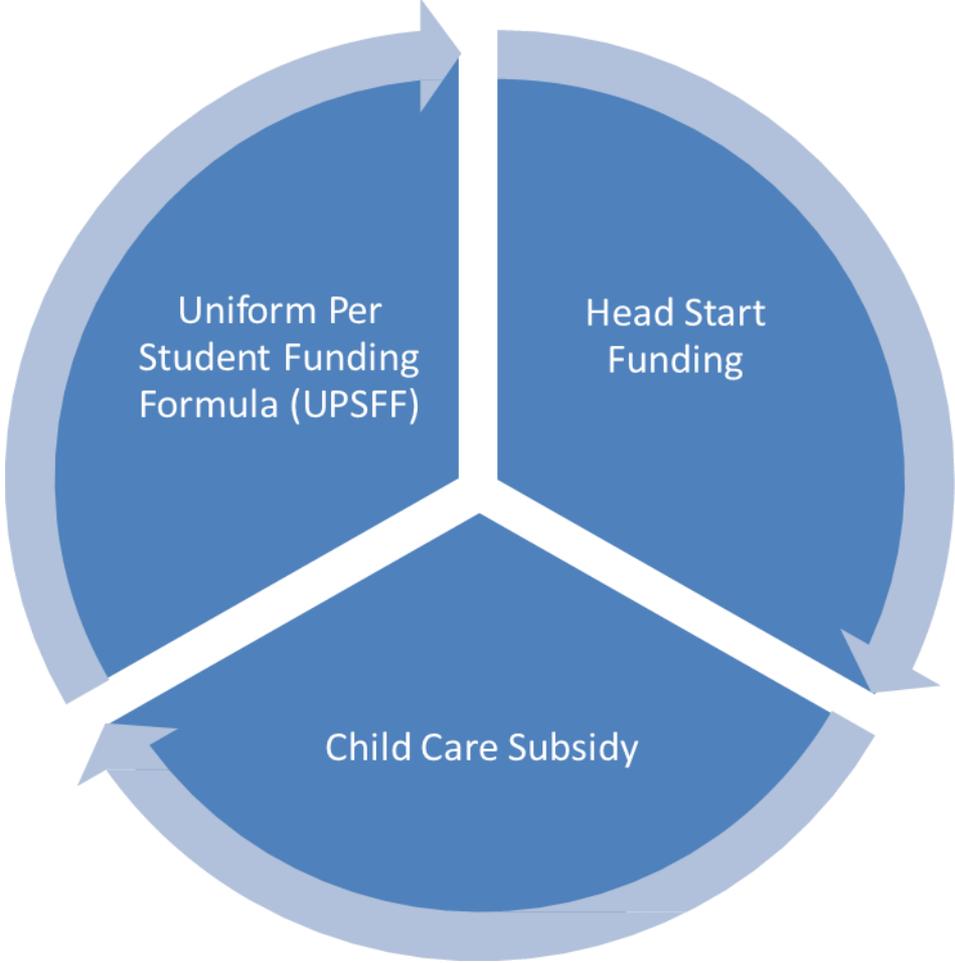


DC's Public Pre-K Program

- 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.

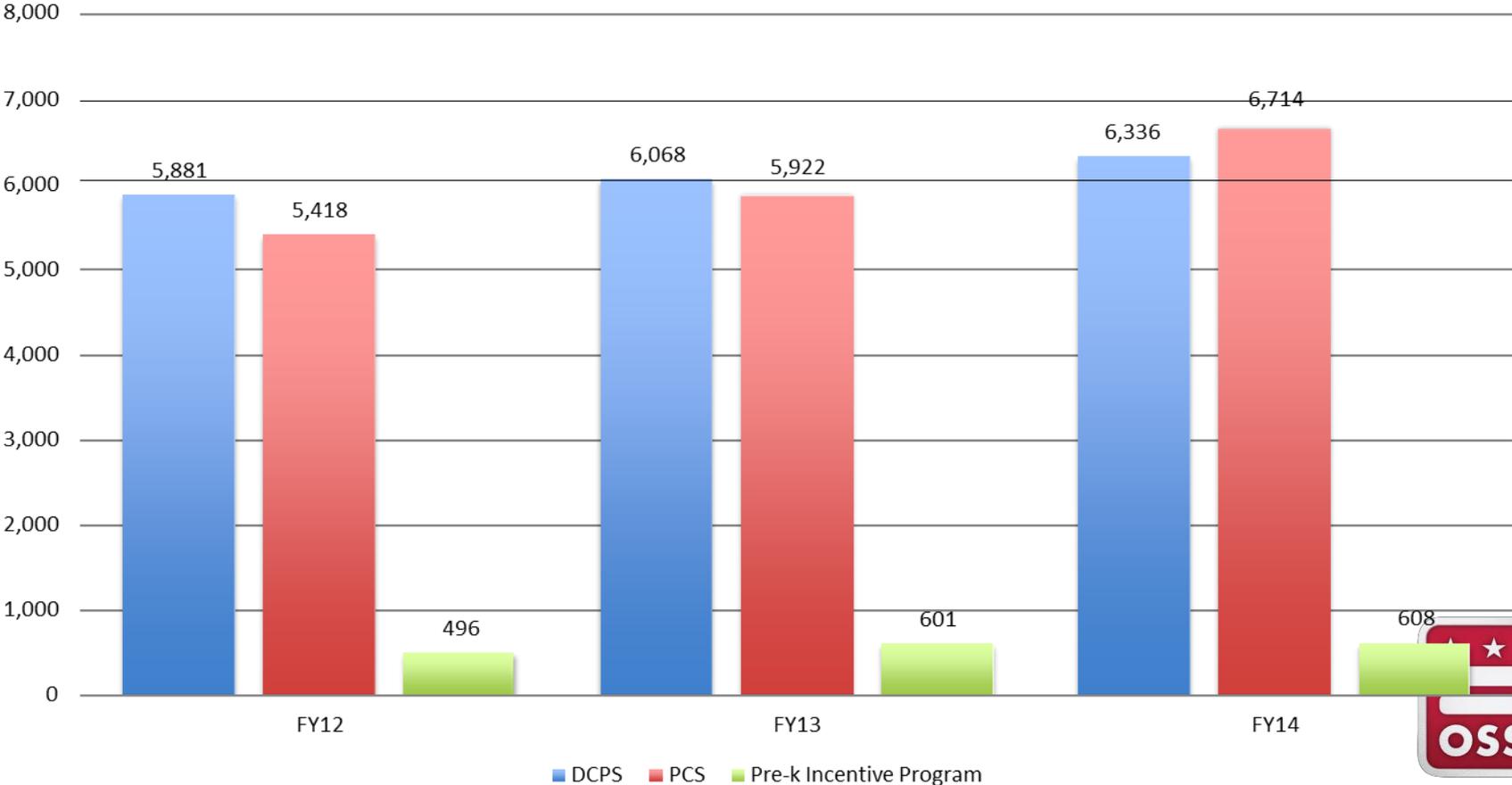


DC Public Pre-K Funding Source



Funded Program Capacity in DC

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



DC SY13-14 Public Pre-K Enrollment

Delivery System	Sites	Enrollment
DCPS	75	5,565
DCPCS	58	6,290
CBO Pre-K Incentive Program	21	571
Total	154	12,426



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

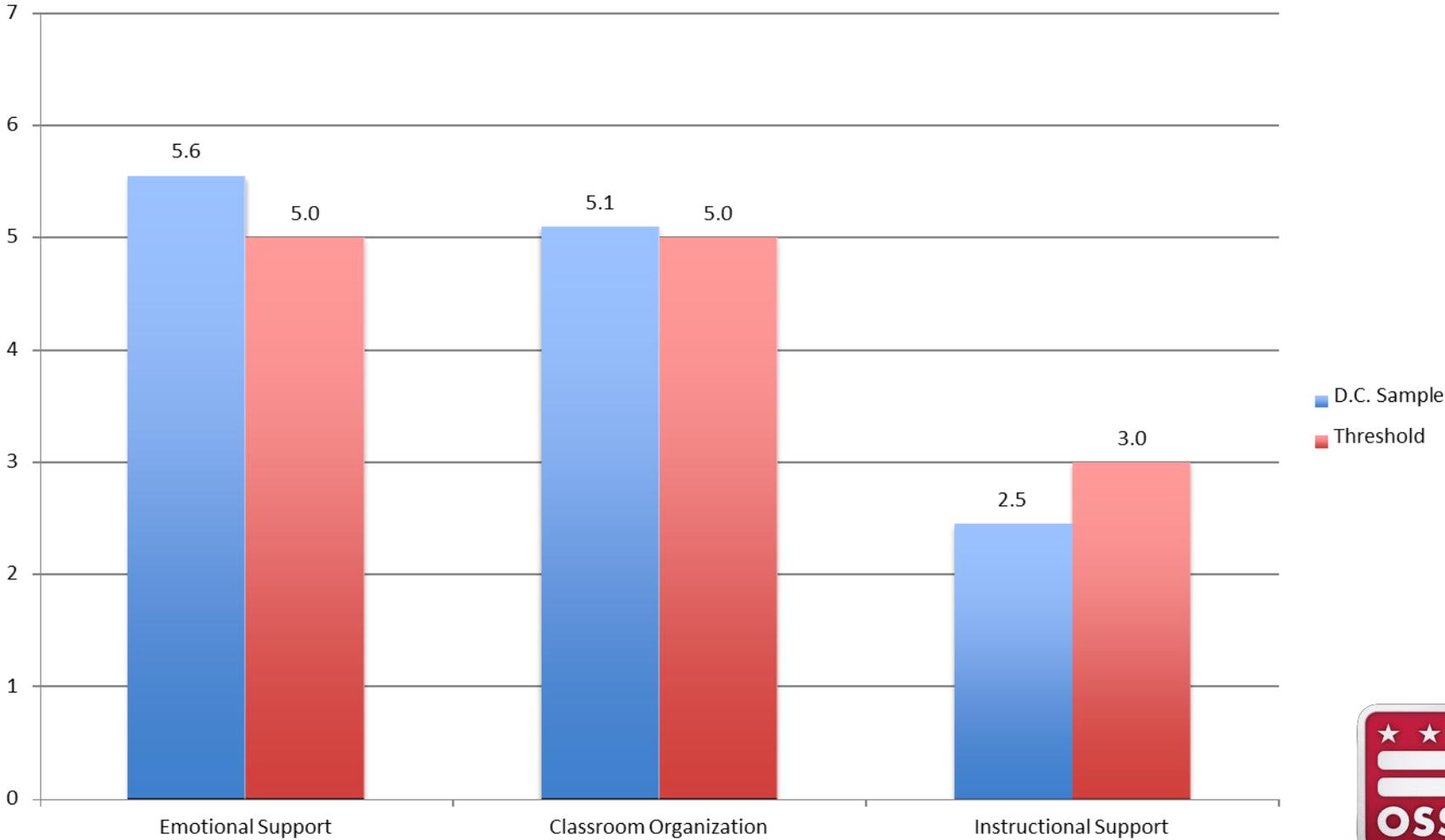
Behavior Management
Productivity
Instructional Learning Formats

Instructional Support

Concept Development
Quality of Feedback
Language Modeling



CLASS Pre-K™ Average Scores vs Threshold Scores by Domain



SY2013-14 DC Pre-K Highlights

- 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
- ✓ Participant Poll Question
- ✓ Office of the State Superintendent of Education:
Elizabeth Groginsky & Katherine Cox
- **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.



The Need

- 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.



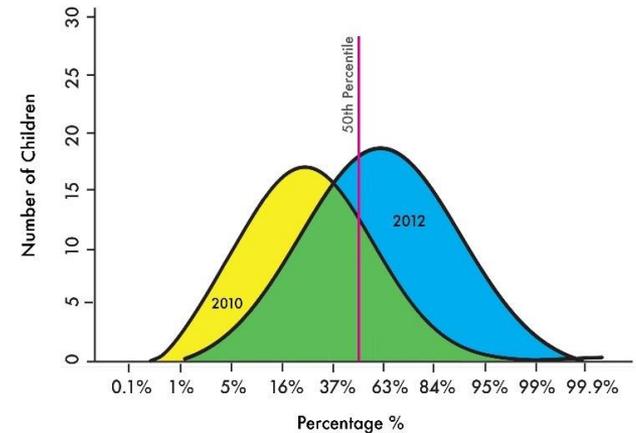
Putting it into Practice

- 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.
 - 2014-2015: 9 sites serving 914 children.
 - All partner schools share data with AppleTree so we can assess and refine Every Child Ready.



Results (1)

- 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



Results (2)

- “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>

The screenshot displays the National Charter School Resource Center website. The header includes the site name, "at Safal Partners", and a navigation menu with links for "About", "Contact", "Events", and a search bar. A newsletter subscription checkbox is also present. Below the header is a main navigation bar with categories like "Our Work", "Focus Areas", "Resource Library", "Education & Training", "Funding Opportunities", "Events", "News", and "Parents". The main content area is titled "SEA Exchange" and features a "Welcome to the SEA Exchange Group!" message. A list of actions is provided: "Start a Discussion", "Post a Resource", "Find Group Members", "View Group Resources", and "View Group Discussions". A sidebar on the left contains "MY ACCOUNT" (My Profile, Log out) and "MY GROUPS" (CMO Exchange, SEA Exchange, Special Education with 1 new item).

National **Charter School Resource Center**
at Safal Partners

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CMO Exchange

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Special Education
1 new

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Welcome to the SEA Exchange Group!

We welcome SEA grantees to this virtual community of practice. You can engage in an online discussion with your peers, share resources, and learn more about issues that are important in the charter school community.

- Start a Discussion
- Post a Resource
- Find Group Members
- View Group Resources
- View Group Discussions

Thank you for joining us!

> Contact

▶ meghan.hokom@safalpartners.com

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