A P-3 Approach and Its Effectiveness in Closing Achievement Gap: Hawaii’s P-3 Initiative

2016 NAESP Annual Conference
July 6-8, 2016
National Harbor, MD
Hawai'i P-20

55 BY '25

Hawai'i's goal to have 55% earn a college degree by year 2025

Working Together to Achieve Hawai'i’s Education Goal

@naesp2016
Learning Objectives

- Become familiar with Hawai'i P-3 Framework and its best practices.
- Have a shared understanding of data and positive outcomes from the demonstration communities.
- Identify strategies and activities to develop P-3 network.
National P-3 Initiatives

P-3 Movement that Emerged Over Past Decade Addressed Achievement Shortfalls

- Basic skills gaps in entering kindergarteners.
  - Those with deficits tend to stay behind.
- Fade out of many early education gains in elementary school.

National P-3 Initiatives

P-3 Movement that Emerged Over Past Decade Addressed Achievement Shortfalls

P-3 educational reforms aimed to:

• Improve students’ kindergarten readiness

• Sustain high-quality early education experiences through elementary school

Hawai'i P-3 Initiatives

Goal: Every child to read at grade level by 3rd grade

- Five demo sites:
  - Focused on 7 focus areas of the Hawai'i P-3 demonstration framework
  - Implemented P-3 activities in their communities

- Hawaii'i P–20 implemented state-level work

Funded by: The W.K. Kellogg Foundation, together with the Harold K.L. Castle Foundation, the Samuel N. and Mary Castle Foundation, and Kamehameha Schools

P-3 Demo Sites

1. Farrington (F)
2. Nānākuli-Waʻiʻanae (NW)
3. Windward (W)
4. Honokaʻa (H)
5. Kaʻū-Keaʻau-Pāhoa (KKP)
Student Profile SY 2013-2014

Top five ethnic groups
• Native Hawaiian
• Filipino
• Caucasian
• Micronesian
• Samoan

Low Income: 66% of the K-6
(range 54% to 88%)

English Language Learners: 9% of the K-6
(range 3% to 28%)
# Hawai‘i P-3 Demonstration Framework

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership for Literacy</td>
<td>Administrators provide strategic vision and leadership for literacy instruction</td>
</tr>
<tr>
<td>Standards, Curriculum, and Assessment</td>
<td>Horizontal and vertical alignment to ensure seamless transition</td>
</tr>
<tr>
<td>Instruction</td>
<td>Quality classroom instruction is developmentally appropriate and grounded in research-based practices</td>
</tr>
<tr>
<td>Teacher Professional Development</td>
<td>Educators trained in research-based developmentally appropriate practices</td>
</tr>
<tr>
<td>Comprehensive Early Learning Services/Access to 0-5 Opportunities</td>
<td>Schools are a community-based hub for resources and referral to comprehensive services; more young children participating in quality/effective early learning experiences</td>
</tr>
<tr>
<td>Family School Partnerships</td>
<td>Families and education programs partner to support children’s learning</td>
</tr>
<tr>
<td>Data</td>
<td>Student-level enrollment and assessment data are used to improve curriculum</td>
</tr>
</tbody>
</table>
Hawai'i P-3 Evaluation

✓ Evaluation across five years: 2009–2014

✓ Assessed how well the Hawai'i P–3 initiative was implemented

✓ Used multi-methods approach

✓ Assessed how well the initiative improved third grade reading scores

Hawai'i P-3 Evaluation

✓ Compared reading scores
  - Students in demo site schools to those of students in schools not exposed to P-3

✓ Analyses included 192 elementary schools with available test score data for seven years
  - Spring 2008 to Spring 2014
  - Total of 98,909 students

Hawai’i P-3 Evaluation

**Hawai’i P-3 Focused on Lower-Performing Schools: 11-point Gap in Reading Proficiency at P-3 Inception**

Hawai'i P-3 Evaluation

By end of evaluation, gap in reading proficiency had been significantly reduced.

Hawai'i P-3 Evaluation

In seven years, the reading gap narrowed by four points.

Hawai'i P-3 Evaluation

What do these findings mean?

Magnitude of effect on reading scores
- Equal to nine additional weeks of schooling
- Higher than estimate of average effect size for elementary school interventions for mainstream students

Group Activity

• What is the impact you want to achieve?

• Which two focus areas would you target to get there and why did you choose them?

• What would you like to accomplish within next 6 to 12 months.

Photo source: http://co.chalkbeat.org
# Group Activity

<table>
<thead>
<tr>
<th>Resources/Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In order to accomplish our set of activities we will need to use/do the following:</em></td>
<td><em>In order to address our P-3 needs, we will accomplish the following activities:</em></td>
<td><em>We expect that once accomplished, these activities will produce the following evidence or service delivery:</em></td>
<td><em>We expect that if we accomplished, these activities will lead the following changes in 1-3 years:</em></td>
</tr>
</tbody>
</table>

This template was adopted from the *W.K. Kellogg Foundation Logic Model Development Guide* (2004), p. 54.
Group Activity: Share Out

Photo source: http://olivetepc.com
Lesson Learned

*Identification of Necessary Components*

- A complete buy-in of the importance of early childhood by elementary school principals
- Regular meetings between early childhood setting directors and elementary school leadership
- Site visits between early childhood settings and elementary schools.
Lesson Learned

Identification of Necessary Components

- Alignment of standards (i.e., early learning standards and common core standards) between early childhood settings and K-12 system

- Standardized assessments across the two systems (i.e., CLASS, Teaching Strategies GOLD)

- High-quality instruction in both settings

- Innovative family engagement strategies
Recommendations

Study Implications for Future P-3 Initiatives

- Determine in advance the appropriate balance between standardization and site-specific needs and resources
- Consider contracts that specify outcomes rather than activities
- Establish measurable, standardized outcomes for the work

Recommendations

Study Implications for Future P-3 Initiatives

- Explicitly plan for unanticipated changes in policy and personnel turnover
- Consider sustainability from inception
- Require explicit agreements between high-level early education and K-12 administrators

Learning Objectives/Recap

• Become familiar with Hawai'i P-3 Framework and its best practices.

• Have a shared understanding of data and positive outcomes from the demonstration communities.

• Identify strategies and activities to develop P-3 network.
Thank you!

Karen Lee, karenlee@hawaii.edu
GG Weisenfeld, gweisenfeld@nieer.org
Kim Guieb, kimgk@hawaii.edu