

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

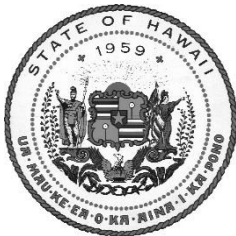


Hawai'i P-20



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

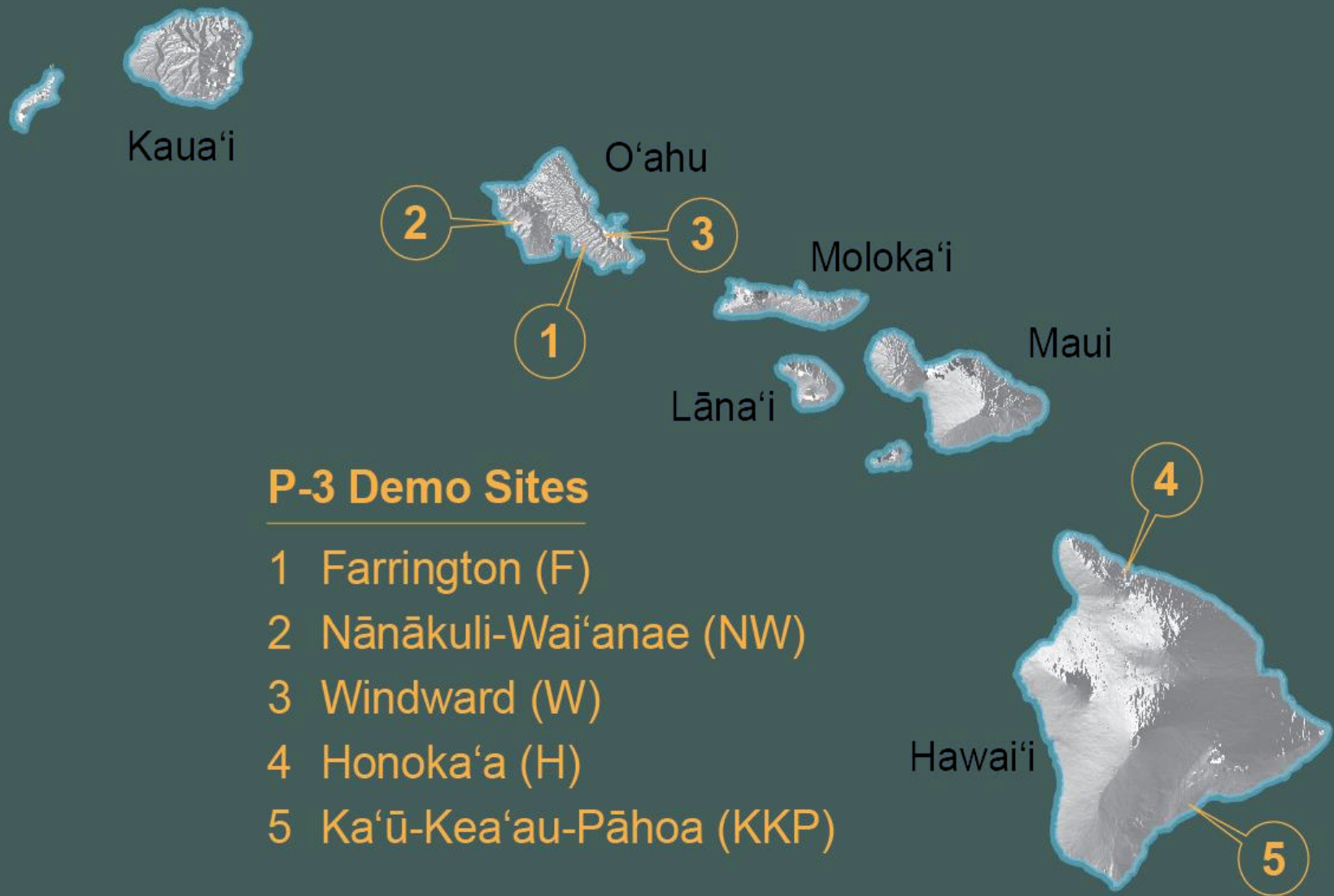
Hawai'i P-3 Initiatives



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

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
- Hawai'i P-20 implemented state-level work



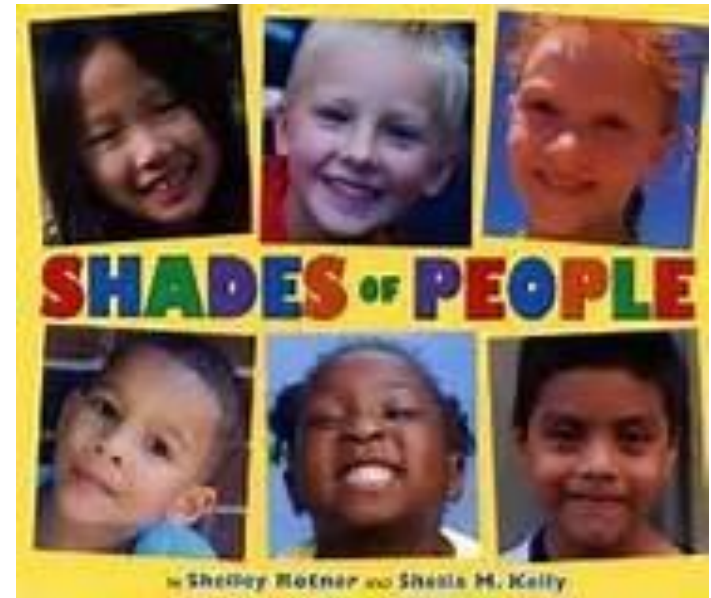
P-3 Demo Sites

- 1 Farrington (F)
- 2 Nānākuli-Wai'anae (NW)
- 3 Windward (W)
- 4 Honoka'a (H)
- 5 Ka'ū-Kea'au-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

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

Hawai'i P-3 Evaluation

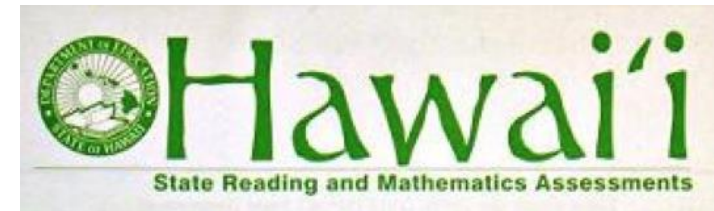
- ✓ Evaluation across five years: 2009–2014
- ✓ Assessed how well the Hawai'i P–3 initiative was implemented
- ✓ Used multi-methods approach
- ✓ Assessed how well the initiative improved third grade reading scores



Source: Zellman & Kilburn (2015) http://www.rand.org/pubs/research_reports/RR1100.html

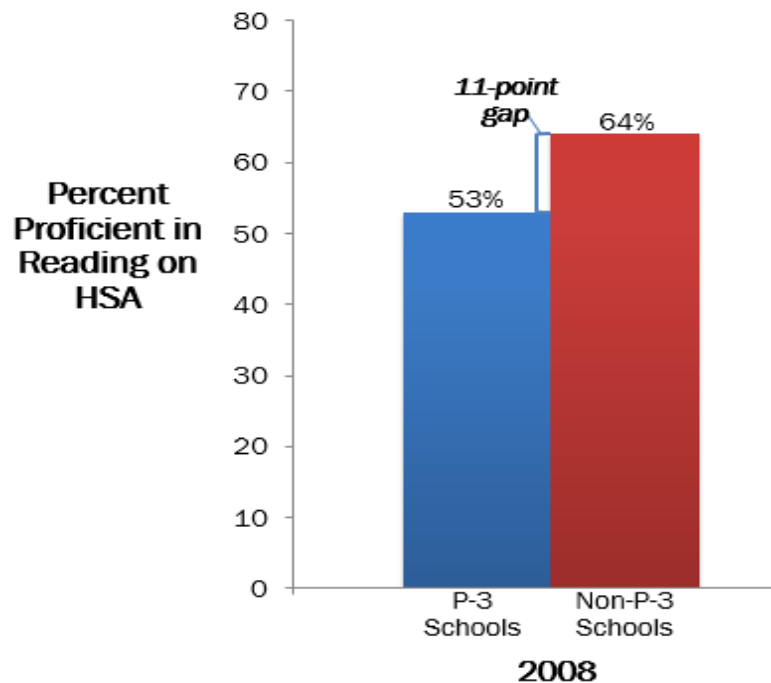
Hawai'i P-3 Evaluation

- ✓ 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

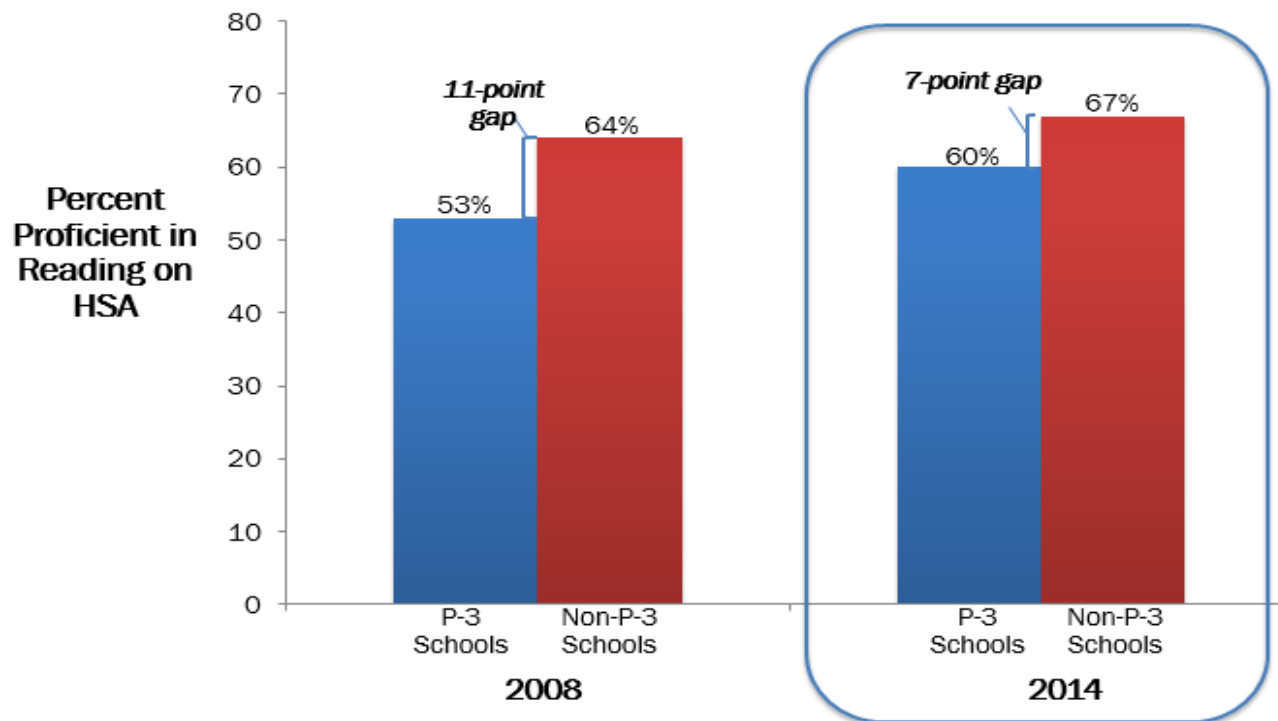
***Hawai'i P-3 Focused on Lower-Performing Schools:
11-point Gap in Reading Proficiency at P-3 Inception***



Source: Zellman & Kilburn (2015) http://www.rand.org/pubs/research_reports/RR1100.html

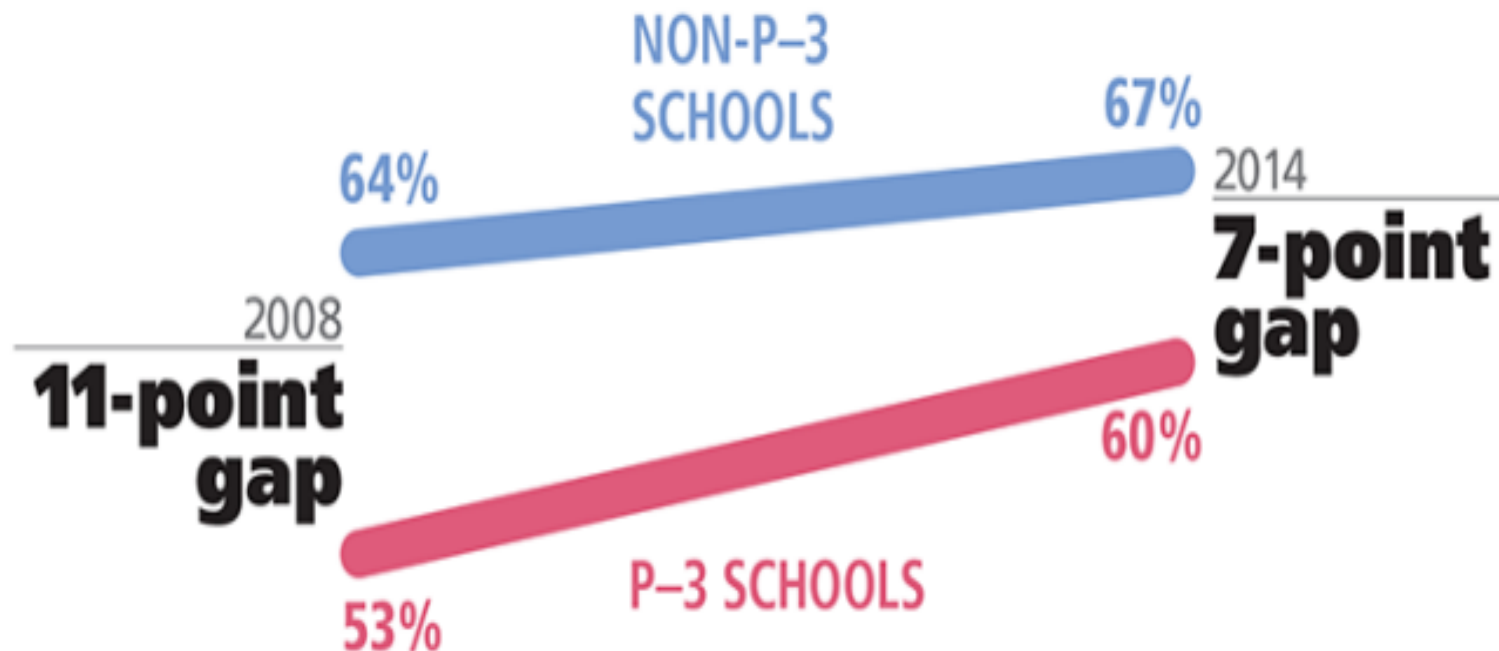
Hawai'i P-3 Evaluation

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.



Source: Zellman & Kilburn (2015) http://www.rand.org/pubs/research_reports/RR1100.html

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

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

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

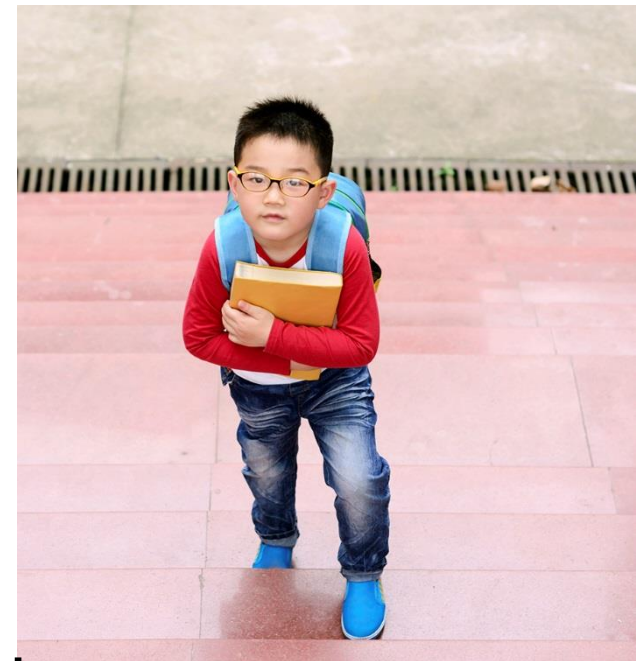
- Alignment of standards (i.e., early learning standards and common core standards) between early childhood settings and K-12 system
- Standardized assessments across the two systems (i.e., CLASS, Teaching Strategies GOLD)
- High-quality instruction in both settings
- Innovative family engagement strategies



Recommendations

Study Implications for Future P-3 Initiatives

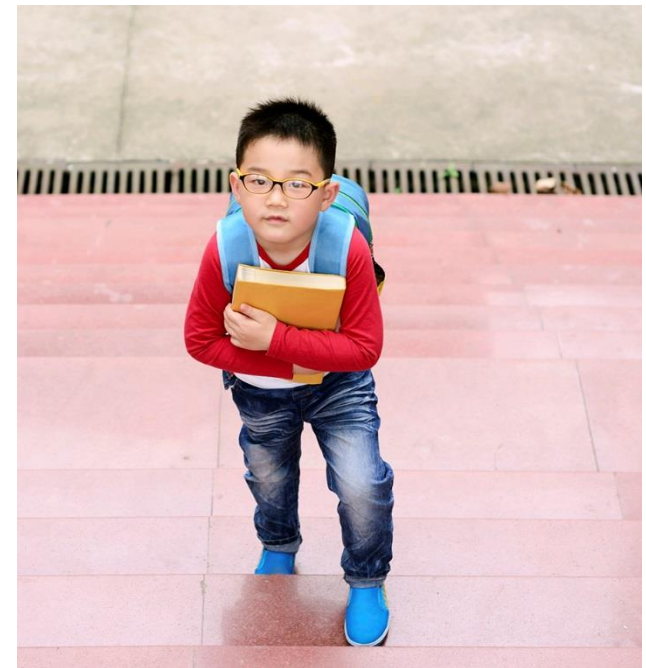
- Determine in advance the appropriate balance between standardization and site-specific needs and resources
- Consider contracts that specify outcomes rather than activities
- Establish measurable, standardized outcomes for the work



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!

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