The Importance of P-3 (pre-school through 3rd grade)

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**Goals for This Session**

**Establish Common Ground and Shared Understandings**
- Share research behind both opportunities and challenges
- Provide conceptual and practical framing of the P-3 continuum
- Highlight places where it has shown positive, long-lasting outcomes
- Provide practical guidance for “on-the-ground” efforts
Starting at the End: What Are We After?

Better Outcomes for Children

1. Strong foundational cognitive skills (literacy/communication and math).
2. Strong social and emotional competence.
3. Consistent patterns of engagement in school and learning.

What Research Tells Us

Neuroscience and Brain Development

Disadvantage and Disparities throughout Childhood
Brain Development

Experience Shapes Brain Architecture

Source: Center on the Developing Child, Harvard University
Image Source: Conel, JL

Birth 6 yrs. 14 yrs.
Brains are Built from the Bottom Up (Skill begets skill)

Cognitive, Social, and Emotional Development are Connected: You Can’t Do One Without the Other

Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
Ability to Change Brains and Behaviors Decreases Over Time

Disadvantage and Disparities
Average Nat’l NAEP Reading scores: Grade 4 by Race/Ethnicity


But Achievement Gaps Start Much Earlier
Growth of Achievement Gaps As Children Age


We Know What To Do
Research Behind P-3

Timing
  ◦ When intervention starts

Quality
  ◦ Intentional instructional component
  ◦ Focus on social-emotional

Dosage
  ◦ Day-to-day basis (e.g., half-day vs. full-day)
  ◦ Cumulative, over time (e.g., attendance; year-to-year)

These don’t act independently.
P-3 Essentials

**The P Part**  
*High quality* learning opportunities pre-school (“P”) help children be ready for school.

**FDK**  
*High quality* Full-Day Kindergarten is a transition year for all children.

**Grades 1-3**  
*High quality* early grades sustain the gains and lay the foundation for later learning.

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**P-3 Improves *Each* Grade Level and Aligns Across Grade Levels**

Birth-to-Five System  
- 0-3  
- PreK  
- Within  
- Within

K-12 System  
- FDK  
- 1st Grade  
- 2nd Grade  
- 3rd Grade  
- Within  
- Within  
- Within  
- Across

Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
So...if we know what to do, why do we have persistent achievement gaps??

Changing Our Paradigm
Remember these?

- Quality
- Timing
- Dosage

Timing

....or why elementary principals (and central office) need to care about the 0-5 system...

Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
Birth-to-Five System or the “P” Feeders to Kindergarten

Pre-school Program Enrollment – Oregon

Source: NIEER, State of Preschool Yearbook 2013
Quality (or the lack thereof), PreK-3rd Grade

Average Ratings of Interactions in Pre-K - 3rd Classrooms

Source: Center for Advanced Study of Teaching and Learning. (2013).

“Dosage” of Classroom Quality (across 1st, 3rd, and 5th grades)


Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
But do we know that it works?

Remember this hypothetical chart?
Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
CPC Achievement Scores

3RD GRADE (AGE 9) vs. 7TH GRADE (AGE 13)


CPC – Other K-12 Outcomes


Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
So what needs to be aligned?
What do implementers need to consider?

And who/what needs to align?
Kauerz, K. (2014). Presentation at Early Years to Early Grades Summit. Portland, OR.
Cross-Sector Work

1. Which team/group has collective responsibility for leading P-3 efforts?
2. Is there a shared/collective strategic plan – endorsed across organizations – to guide the work?
3. Is there “glue funding” that keeps the cross-sector work prominent and engaging?

Administrator Effectiveness

1. How do administrators exhibit public support for P-3 work?
2. How do administrators foster teamwork? Not just within own building, but across sectors?
3. How do you ensure that administrators are effective instructional leaders for young children?
Teacher Effectiveness

- How are teachers supported to focus on and improve their instruction?
- How do teachers share their classroom practices and strategies with each other?
- How frequently do teachers collaborate as teams – both horizontally and vertically?

Instructional Tools

- Do all programs/teachers use a common set of standards that are aligned along a developmental continuum, P-3?
- How do schools/programs select and implement balanced, developmental, and common curricula?
- How do teachers use common formative assessment processes/data to inform their instruction?
Learning Environment

How do you ensure that learning environments are culturally inclusive?

What evidence do you have that environments promote relationships – both among children and adults?

What kinds of supports are provided to ensure all classrooms are equipped to engage diverse learners?

Data-driven Improvement

What sources of child assessment data are used to identify achievement gaps and to differentiate resources?

What sources of program data are used to identify effectiveness and to re-align resources?
Engaged Families

What efforts are in place to make engaged families a priority for all school- and program-based staff?

What are the different ways in which you ensure two-way communication with families?

How are families engaged in shared leadership and decision-making on behalf of their own child?

Continuity and Pathways

How are you expanding and extend access to children who most need it?

In what ways do you focus on transitions and continuity, with intent to create a six-year pathway for each child?
Always keep in mind why we do this work.
National P-3 Listserv
Send email with “Subscribe” in subject line to:

P-3@u.washington.edu

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