

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

*Early Years to
Early Grades Summit*
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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

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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

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Experience Shapes Brain Architecture



Birth

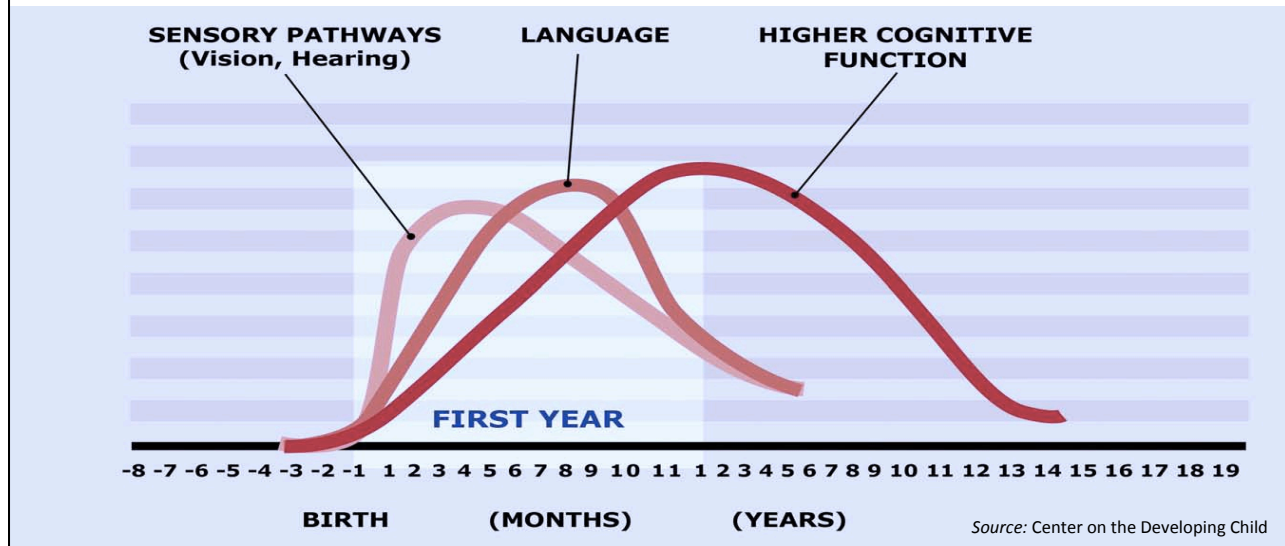
6 yrs.

14 yrs.

Source: Center on
the Developing
Child, Harvard
University

Image Source:
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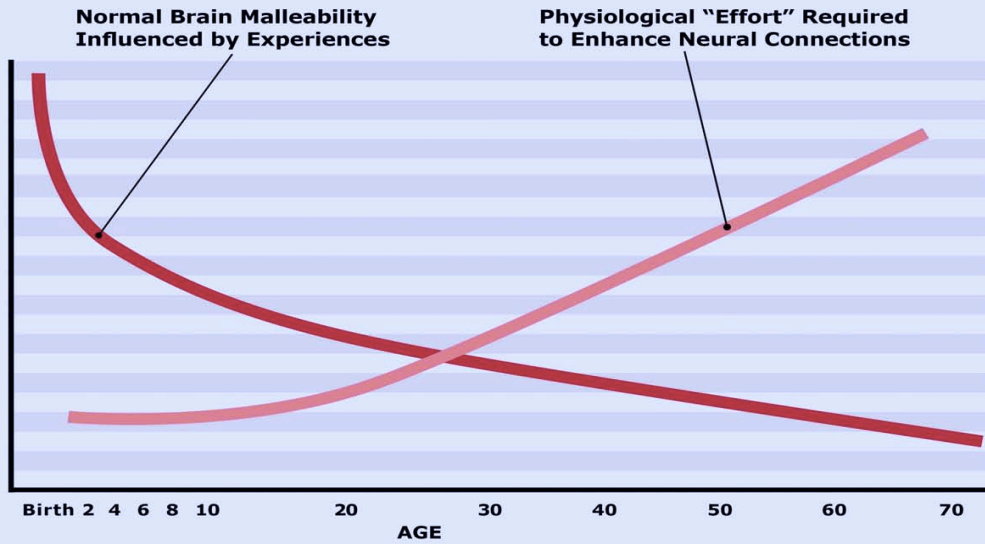
Brains are Built from the Bottom Up (Skill begets skill)



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

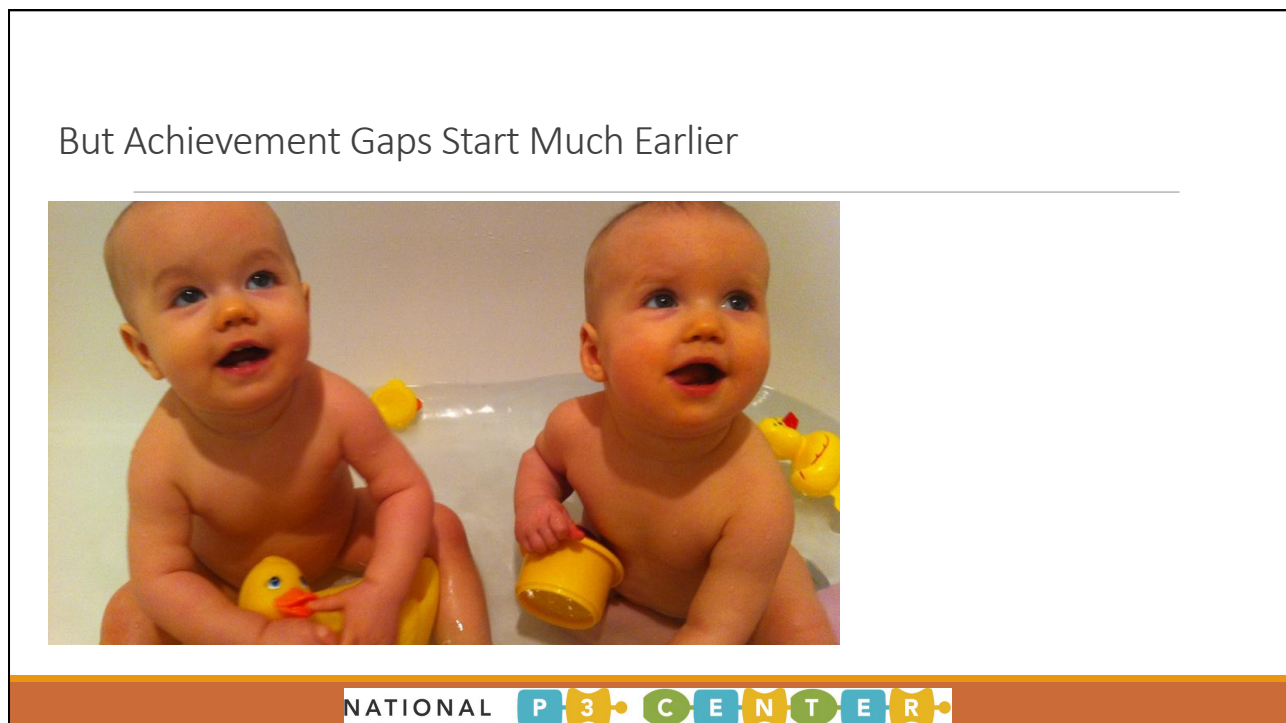
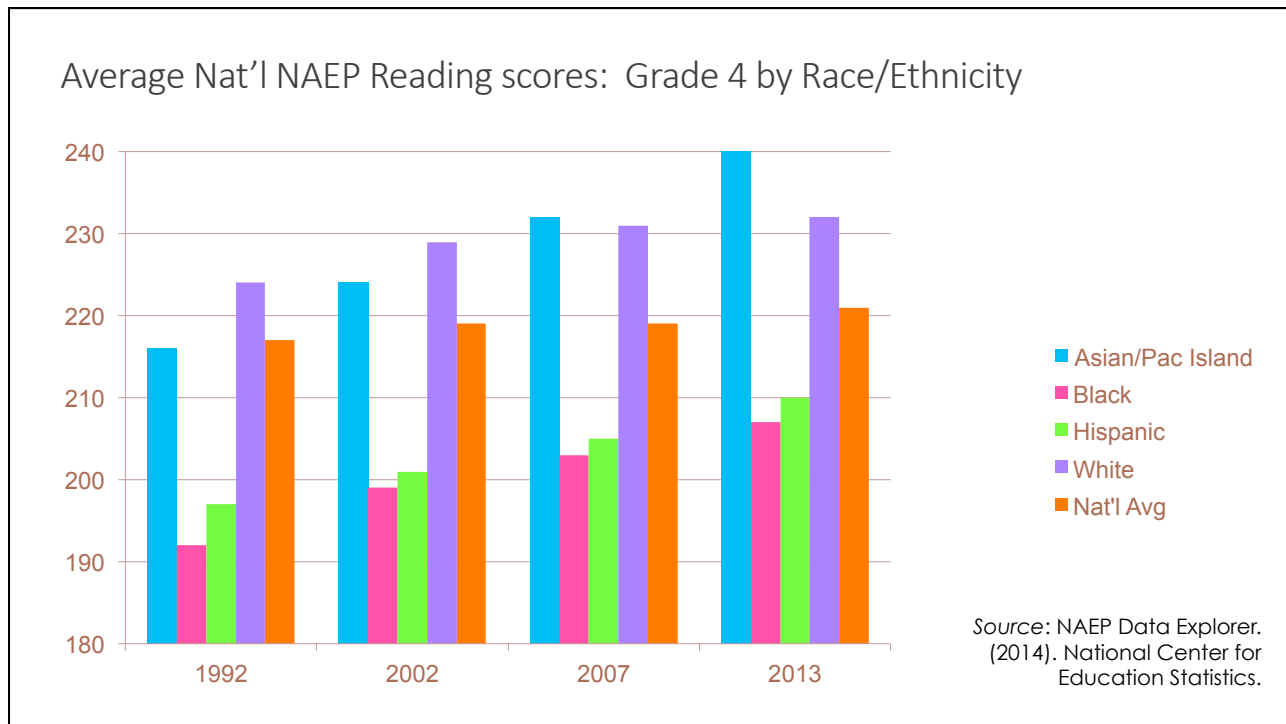


Ability to Change Brains and Behaviors Decreases Over Time

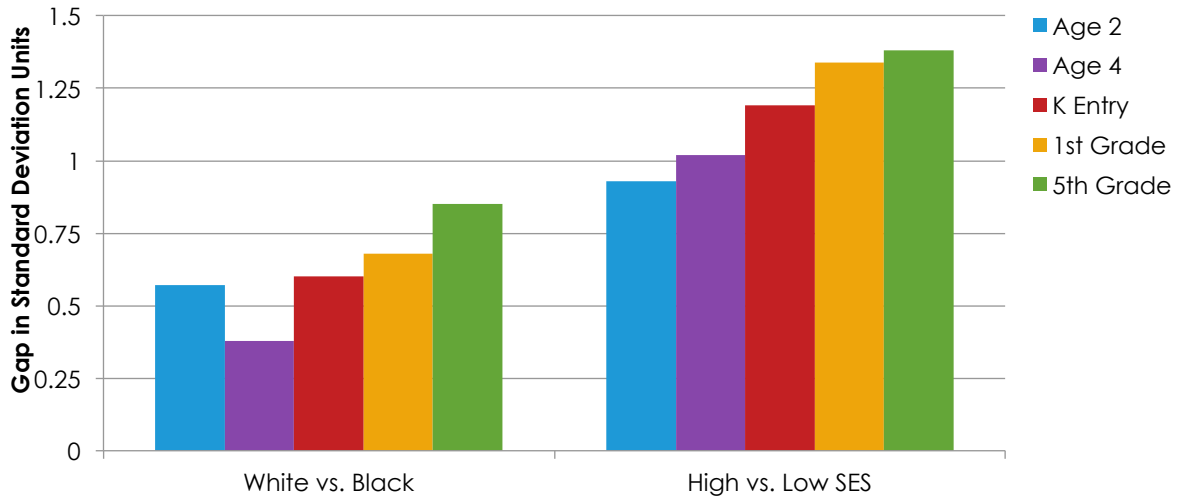


Source: Center on the Developing Child, Harvard University

Disadvantage and Disparities



Growth of Achievement Gaps As Children Age



Source: Snyder (2010) and Duncan & Magnuson (2011).

We Know What To Do

Research Behind P-3

Timing

- When intervention starts

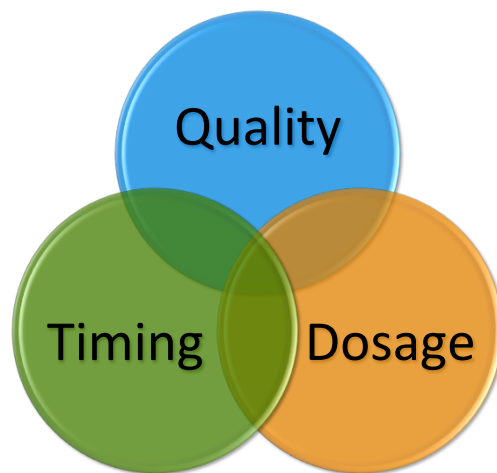
Quality

- Intentional instructional component
- Focus on social-emotional



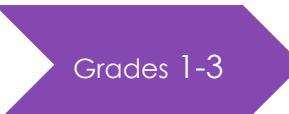
Dosage

- 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.

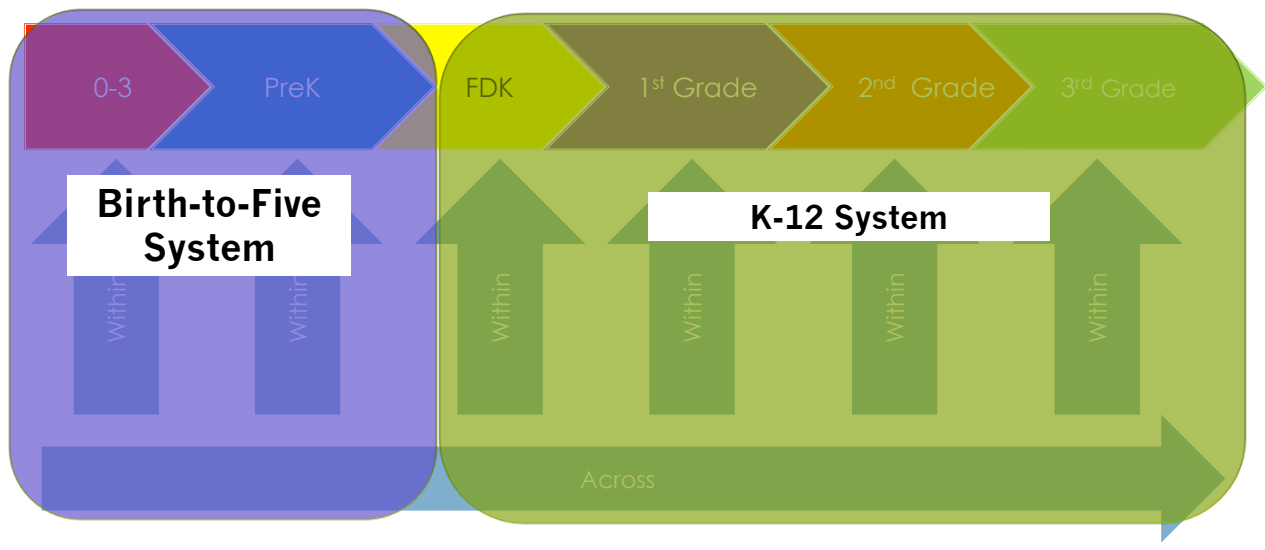


P-3 Essentials

- 
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



So...if we know what to do,
why do we have persistent
achievement gaps??

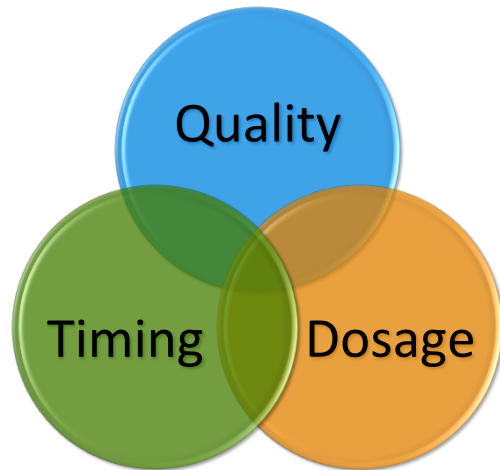
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Changing Our Paradigm



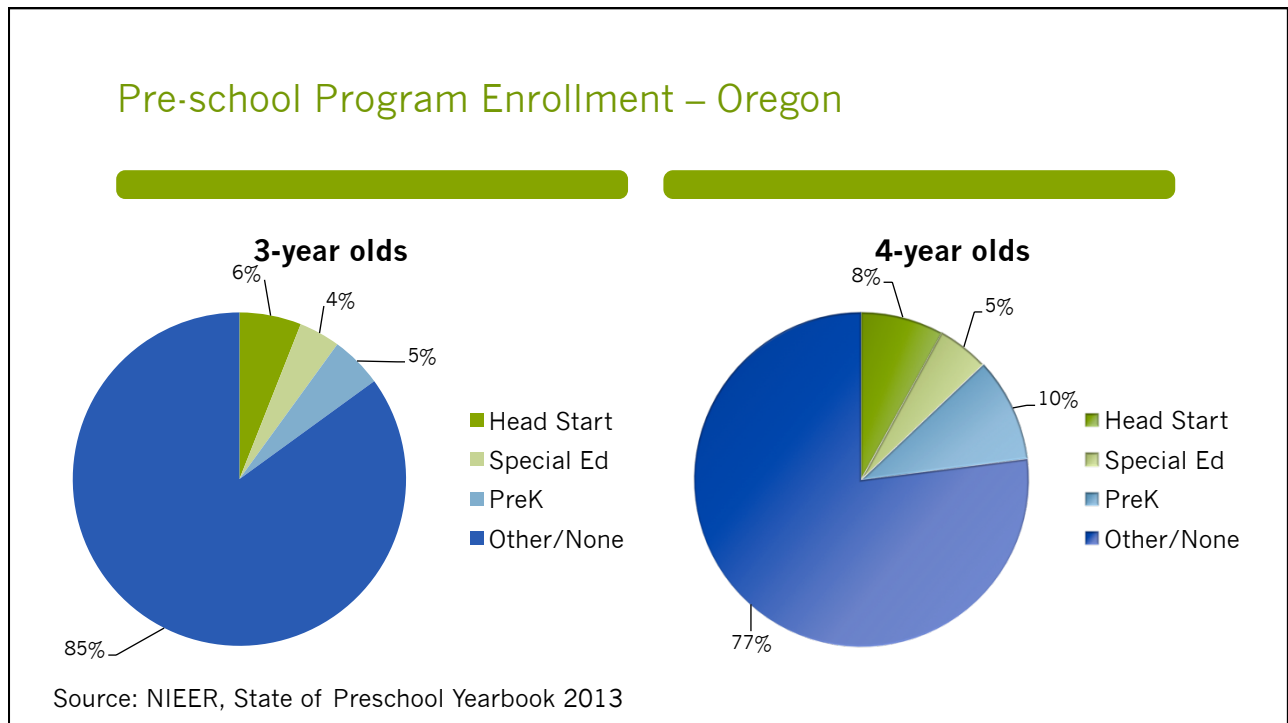
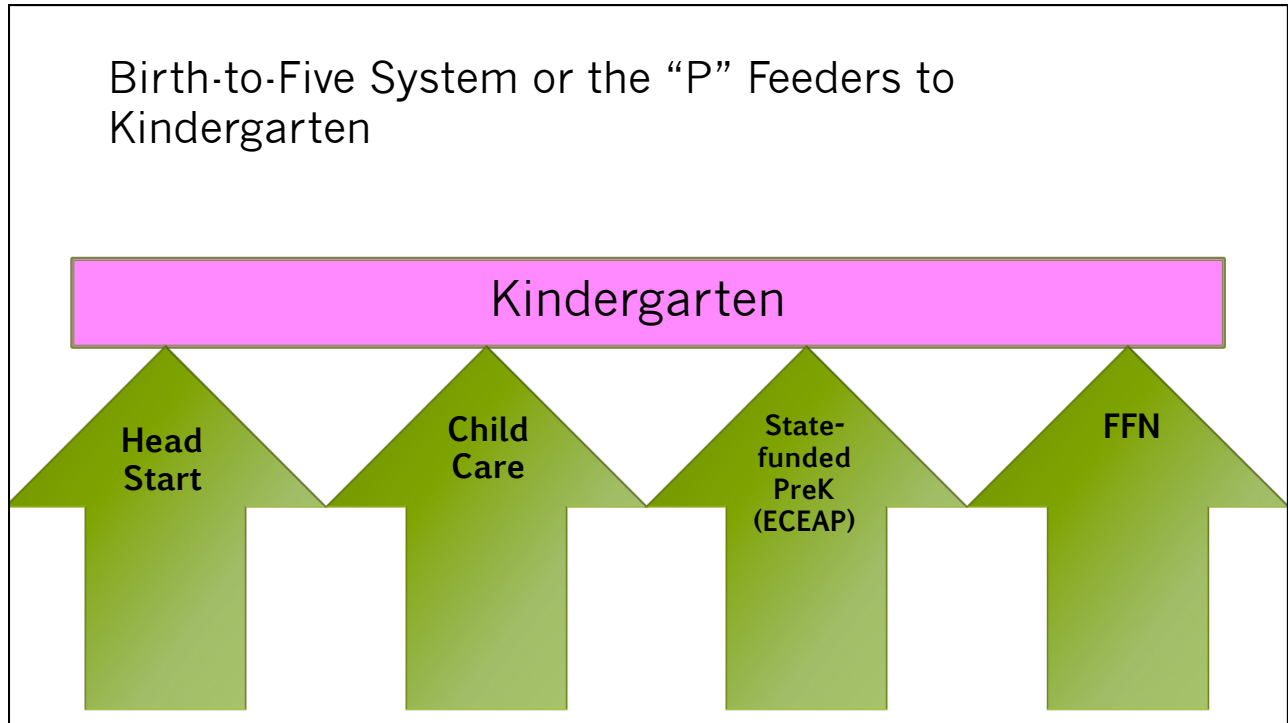
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Remember these?



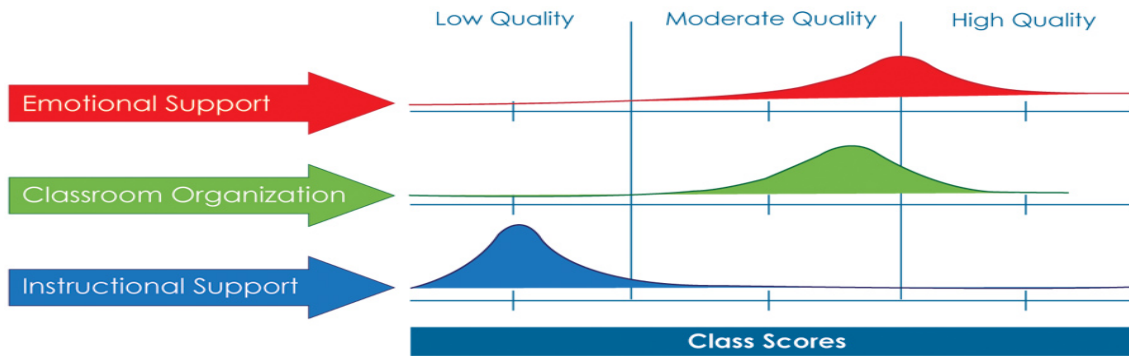
Timing

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



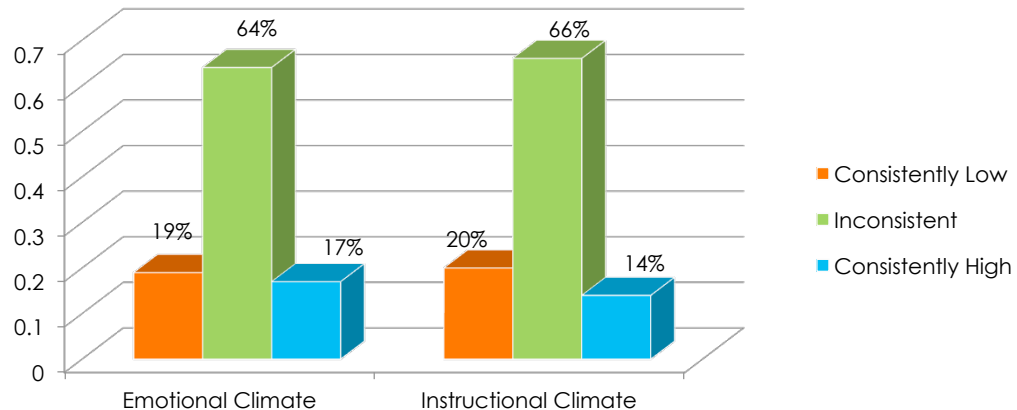
Quality (or the lack thereof), PreK-3rd Grade

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)

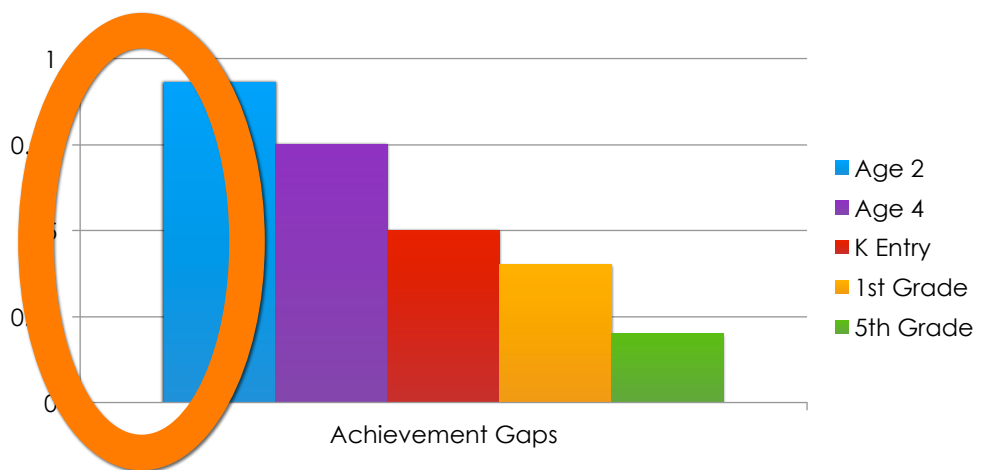


Pianta, R. C., Belsky, J., Houts, R., Morrison, F., & National Institute of Child Health and Human Development Early Child Care Research Network (2007). Opportunities to learn in America's elementary classrooms. *Science*, 315, 1795-1796.

But do we know that it works?

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Remember this hypothetical chart?



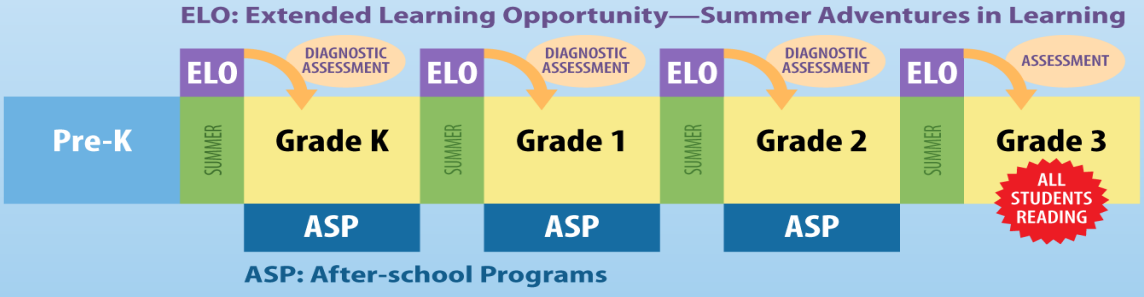
(a hypothetical bar graph)

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Early Success Performance Plan



ELO: Extended Learning Opportunity—Summer Adventures in Learning

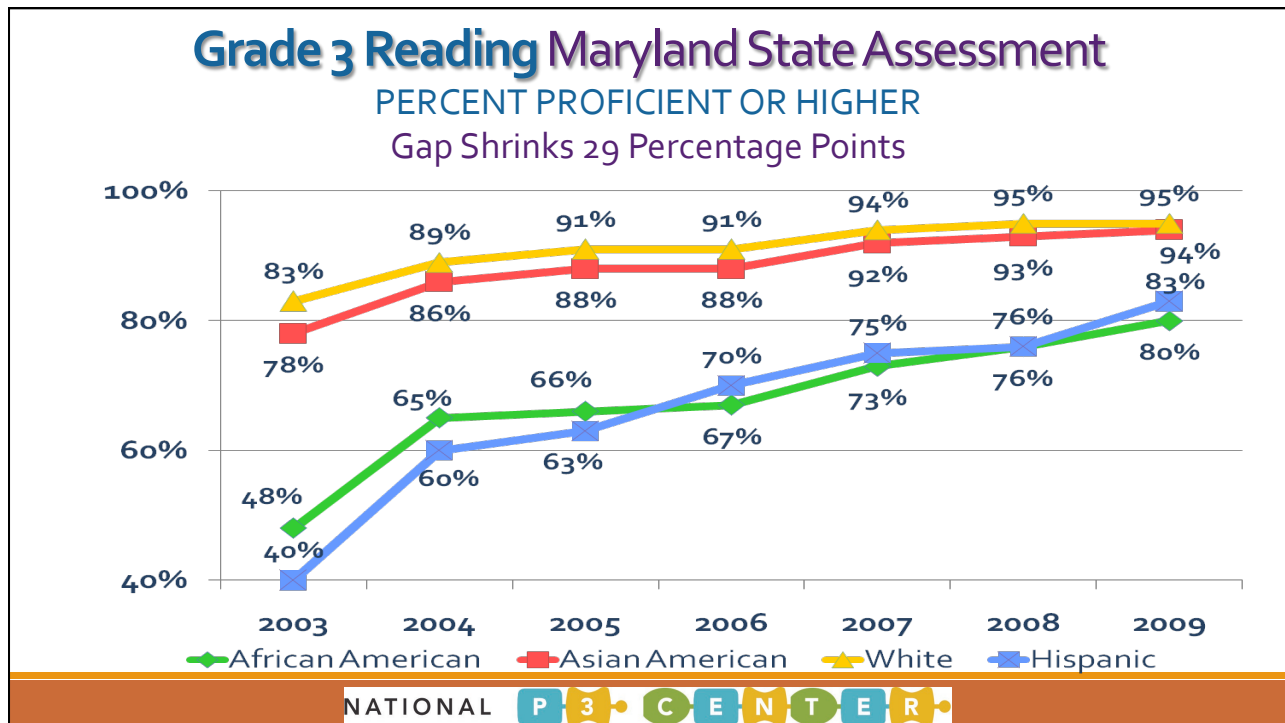


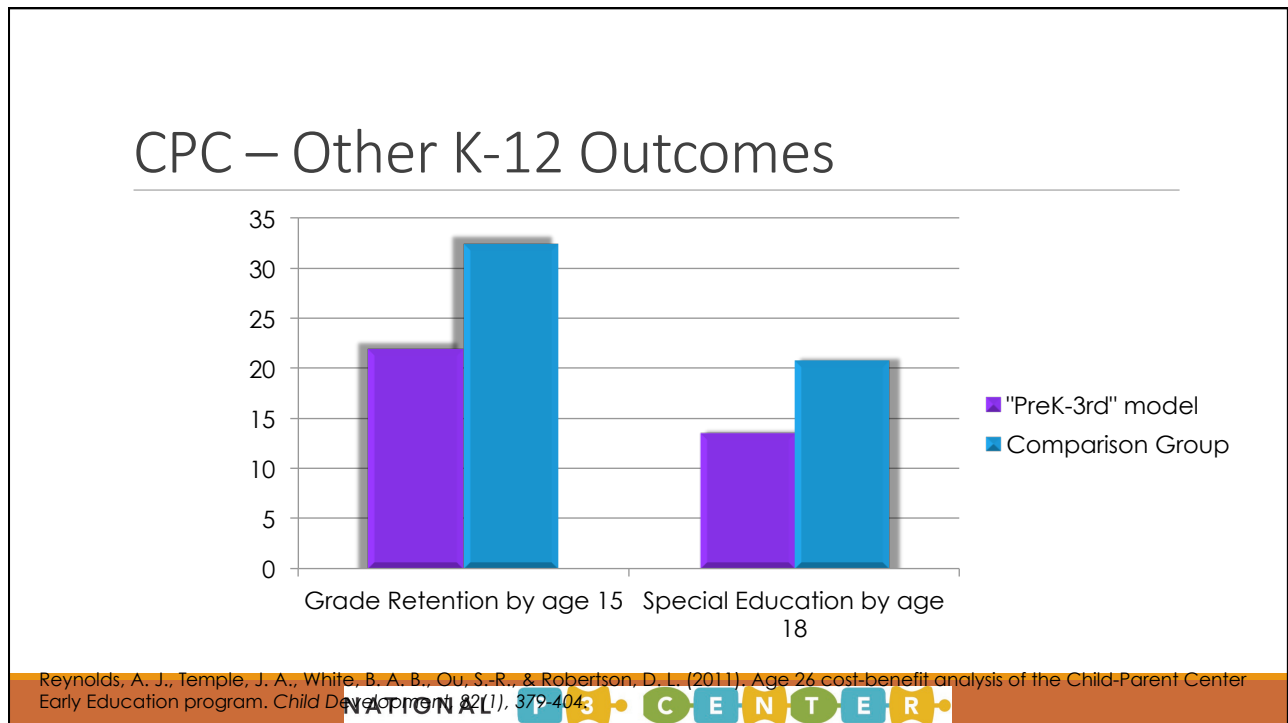
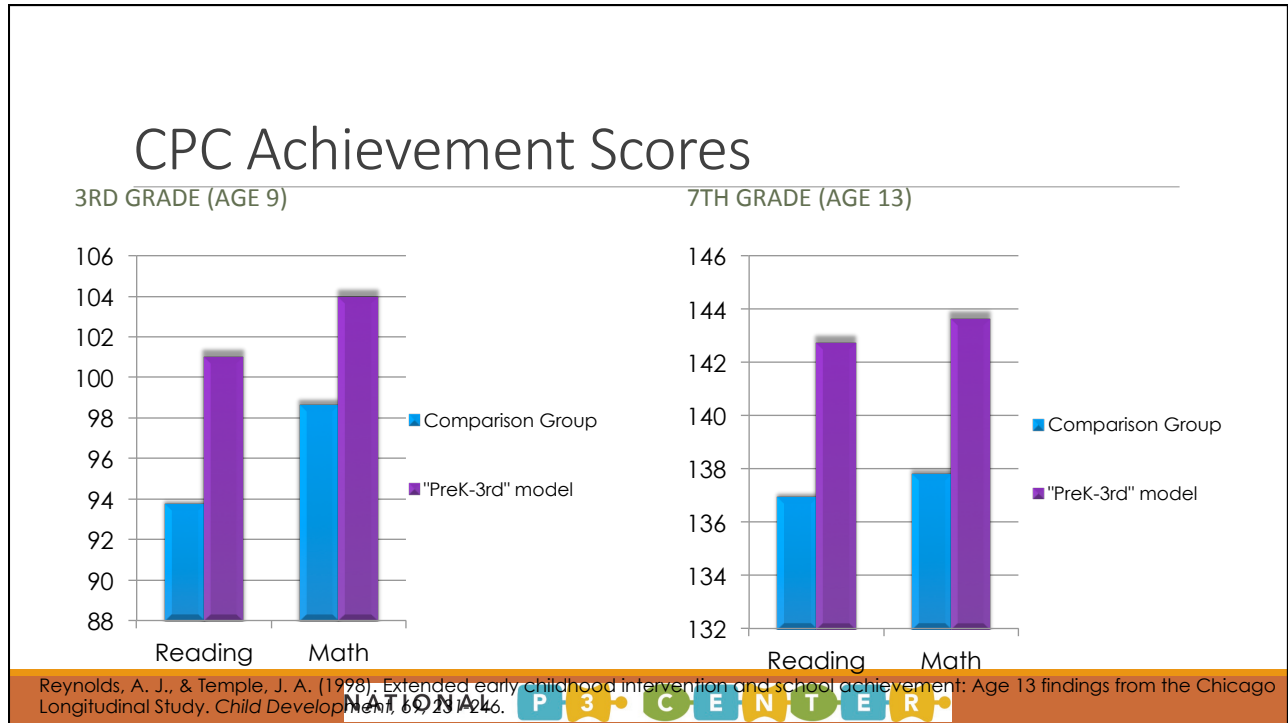
ASP: After-school Programs

All components include congruent and aligned reading, writing, and mathematics curriculum with ongoing assessment and language development.

CONTINUOUS IMPROVEMENT
Curriculum • Assessment • Professional Development • Technology • Research • Parent Involvement

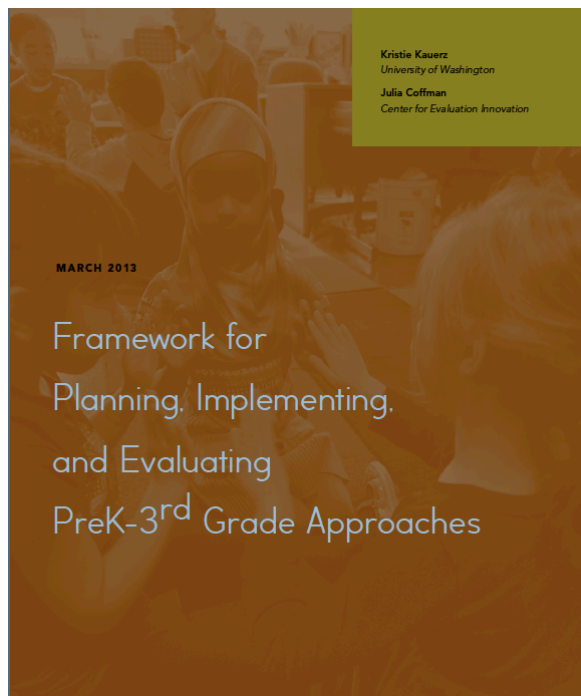
© 2010 MONTGOMERY COUNTY PUBLIC SCHOOLS • ROCKVILLE, MARYLAND

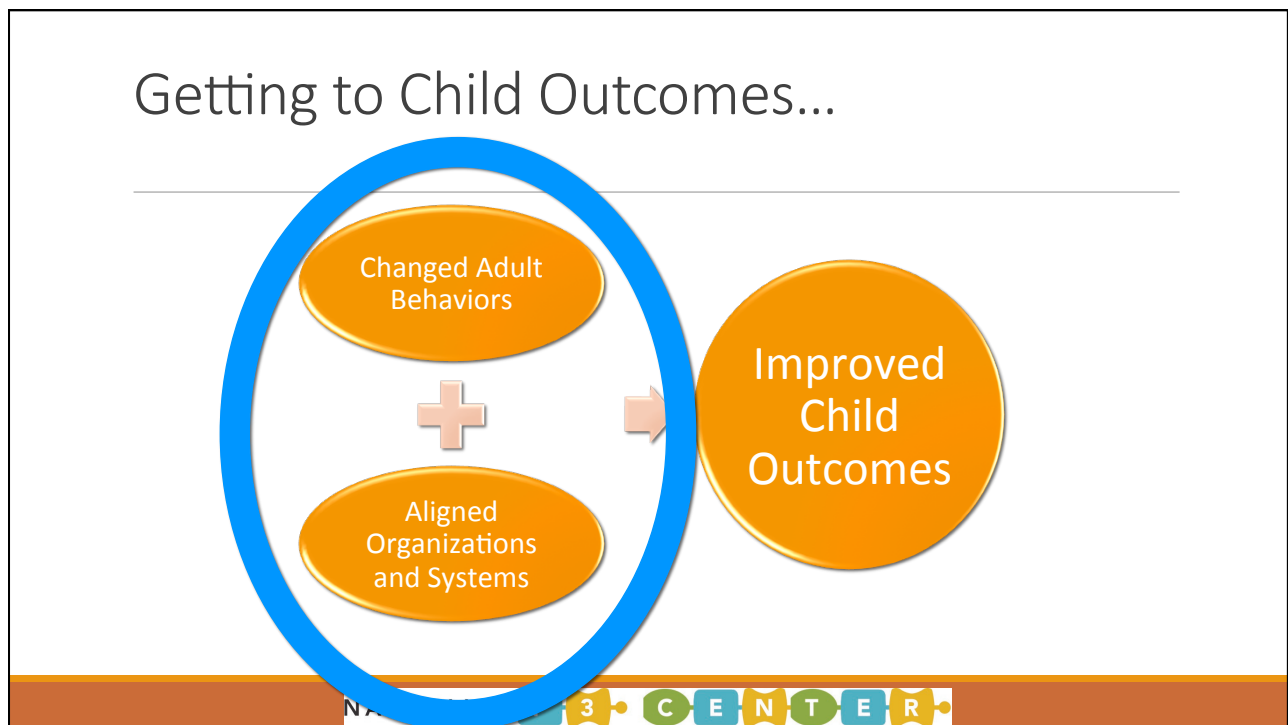
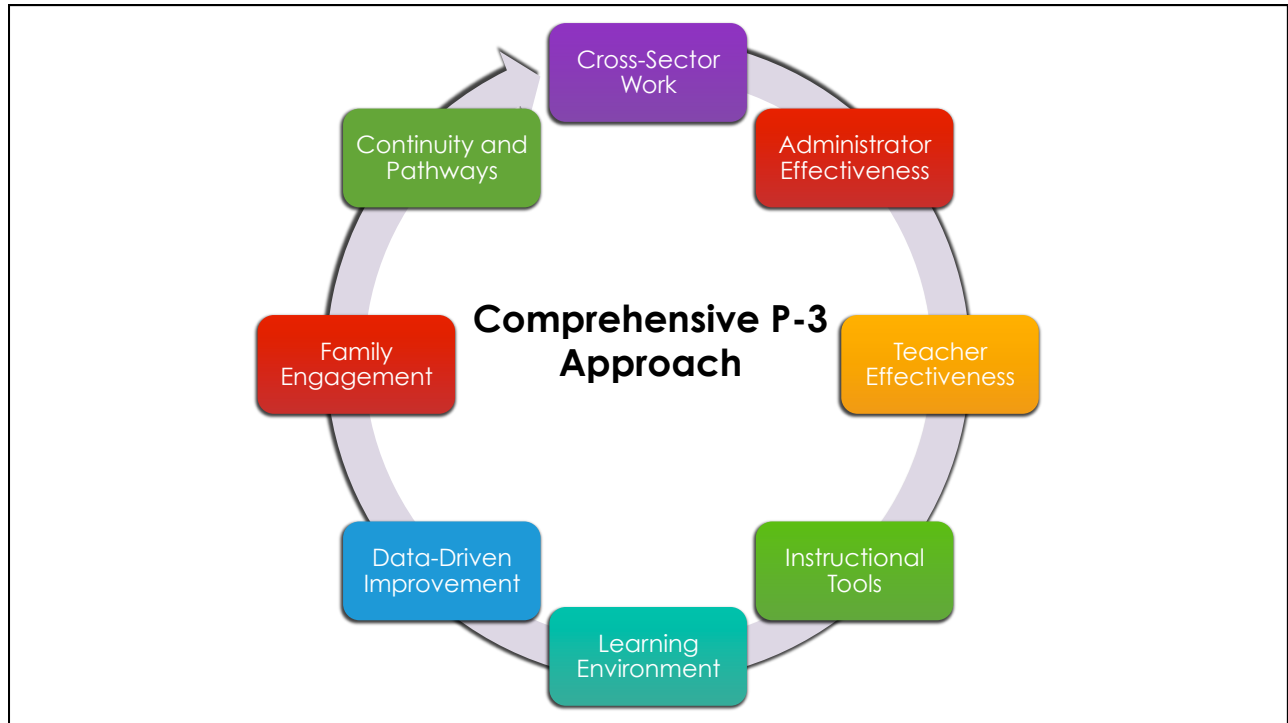




So what needs to be aligned?
What do implementers need to consider?

And who/what needs to align?





Cross-Sector Work



Which team/group has collective responsibility for leading P-3 efforts?



Is there a shared/collective strategic plan – endorsed across organizations – to guide the work?



Is there “glue funding” that keeps the cross-sector work prominent and engaging?

Administrator Effectiveness



How do administrators exhibit public support for P-3 work?



How do administrators foster teamwork? Not just within own building, but across sectors?



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?

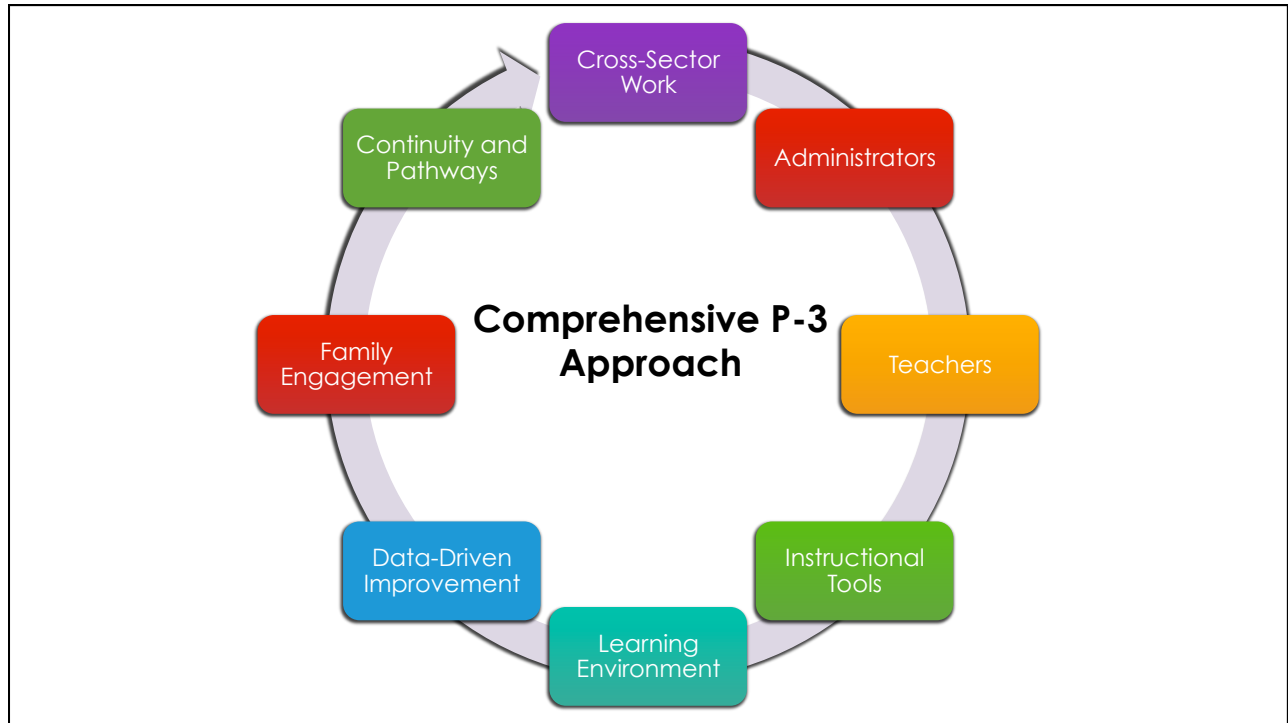
Continuity and Pathways



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?



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