

Capturing the Momentum: Hawai'i P-3 Initiative 2011

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W.K. Kellogg Foundation
One Michigan Avenue East
Battle Creek, MI 49017

From:
Hawai'i P-20 Partnerships for Education

Contact:
Kim Guieb
P-3 Operations Specialist
Hawai'i P-3 Initiative

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HAWAI'I P-20

Partnerships for Education

Spark. Transform. Excel.

Hawai'i P-20 Partnerships for Education is a statewide partnership led by the Early Learning Council (ELC), the Hawai'i State Department of Education (HI DOE), and the University of Hawai'i System (UH) that is working to strengthen the education pipeline from early childhood through higher education so that all students achieve career to college success.

P-20 partners share a sense of urgency about the need to improve Hawai'i's educational outcomes in an increasingly global economy. The goal of Hawai'i P-20 is for 55 percent of Hawai'i's working age adults to have a 2- or 4- year college degree by the year 2025. Hawai'i P-20 seeks to achieve this by:

- Having all children reading at grade level by third grade
- Strengthening the rigor of the high school curriculum
- Increasing student access and success in college
- Facilitating program and policy development based upon research and data

TABLE OF CONTENTS

PROJECT SUMMARY	3
PROGRESS TOWARD GOALS	5
IMPLEMENTATION OF THE HI P-3 FRAMEWORK	5
LITERACY OUTCOMES OF HI P-3 COMMUNITIES	8
GAPS IN OPPORTUNITY AND ACHIEVEMENT FOR VULNERABLE LEARNERS	10
FUTURE PLANS	12
DISSEMINATION	13
APPENDICES	14
A. 7 FOCUS AREAS AND OBJECTIVES OF THE HI P-3 FRAMEWORK	14
B. HAWAI'I P-3 DEMONSTRATION PROJECT PROFILE	15
C. FARRINGTON MEASURE LIST	17
D. NĀNĀKULI-WAI'ANAE MEASURE LIST	19

PROJECT SUMMARY

Capturing the Momentum: Hawai'i P-3 Initiative (HI P-3) is an integral component of Hawai'i P-20 Partnerships for Education, which is focused on strengthening the entire education pipeline. The aim of HI P-3, funded primarily by a grant from the W. K. Kellogg Foundation since 2007, is to inform and build system-level racially-equitable school readiness efforts toward the goal of all children in Hawai'i reading at grade level by third grade.

Together with generous supplemental funding (“Equity Grant”) in 2011, also from the W. K. Kellogg Foundation and partnered with funding from the Hawai'i-based Harold K. L. Castle Foundation, the Sam and Mary Castle Foundation, and Kamehameha Schools, HI P-3 has launched a total of five “demonstration projects” across the State of Hawai'i. HI P-3 is engaging communities in systems-level change by mobilizing cross-sector partnerships in these five areas to create the foundation for school success during children's early years. These five HI P-3 demonstration projects form a network of school partnerships implementing P-3 programs to generate and disseminate new knowledge and best practices critical to reducing achievement gaps based on socioeconomic status and ethnicity.

The five projects currently serve more than 23,700 students across early childhood education programs and elementary schools, constructing a comprehensive delivery system of high quality early learning experiences for disadvantaged children. In a state without state-funded preschool options, HI P-3 works with school and district leaders to conceptualize and implement high quality early childhood systems through grade three in these five communities.

HI P-3 demonstration projects are located in communities with large percentages of vulnerable groups of students. Those communities are:

- Nānākuli - Wai'anae Complex on the island of O'ahu (2009)
- Farrington Complex on the island of O'ahu (2009)
- Windward District on the island of O'ahu (2010)
- Honoka'a Complex on the island of Hawai'i (2010)
- Ka'u-Kea'au-Pahoa Complex on the island of Hawai'i (2011)

The conceptual design of the projects includes research-based and developmentally appropriate practices, focused on seven interconnected areas:

1. Leadership for Literacy
2. Standards, Curriculum and Assessment
3. Instruction
4. Teacher Professional Development
5. Comprehensive Early Learning Services/Access to 0-5 Opportunities
6. Family-School Transitions and Partnerships
7. Data

All of the demonstration projects have made considerable strides in the seven focus areas. Regular collaborative meetings are conducted between early childhood providers and HI Department of Education (HI DOE) K-3 teachers and administrators to provide leadership in the age 0-8 learning arena. All of the sites employ classroom assessment tools such as the CLassroom Assessment Scoring System (CLASS) or the Danielson Framework for Teaching (FFT) to define and measure the quality of teacher-child interaction in early childhood and elementary classrooms and to improve

that interaction. Several sites reach out to their communities and schools to provide easy access to resources and referral to comprehensive services that support children's well-being. HI P-3 continues to lead efforts in several initiatives that have statewide implications, such as a proof of concept project that successfully matched ten years of demographic data of children who had enrolled in one preschool system to data in the HI DOE at an 82% success rate. This match of data from an early learning system to K-12 system will be the launching point of a true P-20 longitudinal data system.

The P-3 Initiative will continue its urgent work to build systems that impact children, ages 0-8 through the five demonstration sites. It will also be integral to early learning work statewide as it partners more closely with the Office of the Governor, which appointed an Early Childhood Coordinator in July 2011, as well as the Early Learning Council.

PROGRESS TOWARD GOALS

IMPLEMENTATION OF THE HI P-3 FRAMEWORK

Delineated below are some of the 2011 highlights of activities across the five HI P-3 demonstration projects.

Focus Area 1: Leadership for Literacy

- All five demonstration projects convened monthly cross-sector meetings as a professional learning community to execute and assess plans supporting project goals, outcomes and objectives.
- Nānākuli - Wai'anae demonstration project convened its fourth annual P-3 Wai'anae Coast Elementary & Early Childhood Cross-Collaboration Conference in October 2011, hosting 250 educators, administrators and advocates from early childhood education (ECE) programs and elementary schools. The Conference titled "Empowering Families" focused on strategies to build professional development, family-school partnerships, and lifelong literacy.
- Windward demonstration project held its 7th Annual School-Based Transition Conference in January 2011. All 23 elementary schools participated in this conference with an average of 8.8 members per school team. The teams included parent representatives, educators and administrators of ECE and elementary schools, and community members.

Focus Area 2: Standards, Curriculum and Assessment

- All five demonstration projects engaged ECE and elementary school K-3 teachers in cross-planning and professional development activities:
 - Farrington, Ka'u-Kea'au-Paho and Windward demonstration projects coordinated cross-training sessions for ECE and K-3 teachers.
 - Honoka'a, Nānākuli - Wai'anae and Windward demonstration projects provided opportunities for cross-collaboration between ECE and Kindergarten teachers.
- Farrington demonstration project administered the Peabody Picture Vocabulary Test, Version Four (PPVT-4) as a common student-level assessment tool across the early learning and elementary school programs. All of the ECE partners and 9 elementary schools comprising the Farrington demonstration project participated in the PPVT-4 administration. For Fall 2011:
 - Percentage of PreK-children assessed using the PPVT-4: 98.8% (321/325)
 - Percentage of K-children assessed using the PPVT-4: 98.6% (636/645)

Focus Area 3: Instruction

- Farrington demonstration project expanded its implementation of the CLASS teacher/child interaction observation tool to determine coaching and/or professional developmental needs of the teachers. For fall 2011:
 - Percentage of PreK-classrooms observed via the CLASS tool: 100% (23/23)
 - Percentage of K-classrooms observed via the CLASS tool: 100% (31/31)

- Nānākuli - Wai'anae and Windward demonstration projects focused a great deal of their efforts into building capacity of CLASS certified observers to be deployed to early childhood education sites to observe teacher-child classroom interactions. The CLASS progress to date:
 - Number of PreK CLASS reliable observers in Nānākuli - Wai'anae: 22
 - Number of PreK CLASS reliable observers in Windward District: 17
- Windward demonstration project likewise began training of coaches using MyTeachingPartner (MTP) model to improve classroom instruction and teacher interaction with students.
 - Number of coaches trained in MTP model: 8
 - Number of ECE teachers coached by trained coaches: 10
 - Number of K-3 teachers coached by trained coaches: 15

Focus Area 4: Teacher Professional Development

- All five demonstration projects have developed or are developing professional development tuition assistance and/or a loan program to increase the number of ECE and elementary school teachers with a post-baccalaureate certificate, or Associates Degree or higher in ECE.
- Nānākuli - Wai'anae demonstration project is supporting all 0-8 teachers on the Wai'anae Coast in obtaining either a CDA, AA, BA or MA in early childhood programs and established new MOAs with 2 additional early childhood programs on the coast:
 - Increase in number of early childhood teachers with AA degree: 14% (4 additional teachers)
 - Increase in number of early childhood teachers with BA degree: 30% (9 additional teachers)
- Windward demonstration project incorporated two additional three (3) credit professional development opportunities approved by the HI DOE's Professional Development Experiences that Educate and Empower (PDE3) to pursue MTP coaching and early childhood practices. Credits earned allow teachers to advance on the salary schedule and meet re-licensing requirements.

Focus Area 5: Comprehensive Early Learning Services/Access to 0-5 Opportunities

- Farrington and Nānākuli - Wai'anae demonstration projects had an increase in number of children enrolled in ECE programs from last year to this year's fall enrollment:
 - Increase in ECE enrollment in Farrington: 8% (35 additional children)
 - Increase in ECE enrollment in Nānākuli - Wai'anae: 9% (103 additional children)
- Honoka'a demonstration project observed a growth from 5 families to an average of 14 families attending Play and Learn group sessions.
- Windward demonstration project experienced an increase in community's involvement in the printing and distributing of resource directories and referral flyers to recruit children in the early learning programs.

Focus Area 6: Family-School Transitions and Partnerships

- Honoka'a demonstration project began its distribution of the "Baby Steps to Literacy" book bag to first and second grade elementary classrooms to support children's language and literacy development.
- Nānākuli - Wai'anae demonstration project provided opportunities for teachers and service providers to learn about and interact with children and their families to understand cultural practices and beliefs through the Kupu Ola outdoor classroom program.
- Windward demonstration project provided transition programs and activities for all incoming Kindergarten students and distributed over 1,000 literacy activity cards to families of young children. These cards included literacy activity ideas to do in the community and at home.

Focus Area 7: Data

- Farrington demonstration project initiated data matching activity with HI P-20 to determine a match rate with HI DOE student level data. A preliminary analysis of over 4,000 ECE student data records showed a successful alignment with HI DOE data at an 82% match rate.
- Honoka'a and Windward demonstration projects developed and administered locally designed kindergarten entry assessments - Kindergarten Readiness Test (KRT) and Bridging the Gap - for all Kindergarten students to identify strengths and weaknesses of academic preparation prior to Kindergarten, and to provide information to enhance instructional practices.
- Nānākuli - Wai'anae demonstration project collaborated with their P-3 partners and other service providers around a Social Solutions Database and has collected 88% (264/300) of student records into their DataWise system to identify feeder patterns of students from early learning programs to elementary schools and to inform teaching.

Lessons Learned

- HI P-20 identified CLASS as a common tool to measure quality classroom instruction in the early learning and K-3 programs to enhance the cross-collaboration and training, and resource sharing within and across the five demonstration projects. Shortly after, HI DOE administrators of the two demonstration projects (Ka'u-Kea'au-Paho and Nānākuli - Wai'anae) opted to adopt the Danielson Framework for Teaching (FFT) as an instructional assessment tool in line with *Race to the Top Zones of School Innovation* work. Whereas CLASS measures classroom practices of preK to grade 3, FFT is used to evaluate teacher effectiveness from grades K to 12. Although CLASS fits with the HI P-3 framework, HI P-20 recognizes that both CLASS and FFT provide a research-based approach to assess quality classroom instruction and interaction, and they overlap each other for grades K-3. HI P-20 will continue to support the needs of the demonstration communities and encourage the alignment of CLASS and FFT at the project level.
- Although the attendance of HI DOE educators and administrators in the demonstration communities to the statewide leadership symposium and early childhood conference continues to be small, the demonstration projects have hosted complex area-specific P-3

conferences, which have experienced high participation rate from early learning and elementary communities. These conferences continue to be successful in providing a venue for administrators, educators, advocates and families to meet, collaborate and learn research-based developmentally appropriate practices and literacy proficiency.

LITERACY OUTCOMES OF HI P-3 COMMUNITIES

HI P-20 considers third grade reading proficiency as a critical benchmark for children as they progress through the early part of the educational pipeline. In Hawai'i, 65% of third graders are reading at grade level as measured by the Spring 2011 Hawai'i State Assessment (HSA), a marked increase from 62% in 2007, but a decrease from last year's 69%. On the norm-referenced Terra Nova Reading Assessment, 80% of Hawai'i's third graders scored at or above the national sample score of 77%. This is an increase from last year's 75.9% reading proficiency.

Table 1: Hawai'i P-3 Statewide Indicators

Indicator and Measure	2006	2007	2008	2009	2010	2011
Children reading at grade level by grade 3. Percentage of third grade students statewide who met or exceeded proficiency as measured by the Hawai'i State Assessment.	61.5%	61.7%	61.7%	62.4%	69%	65.4%
Children entering Kindergarten with preschool experience. Percentage of Kindergarten who attended preschool as measured by the Hawai'i State School Readiness Assessment	58%	61%	60.3%	60.5%	59.6%	58.9%
Schools with well established early childhood practices and policies. Percentage of schools with transition plans from home/preschool to school as measured by Hawai'i State School Readiness Assessment	28.7%	33.7%	25.7%	30.0%	36%	32.2%

Data Source: Hawai'i State Department of Education Systems Accountability Office: <http://arch.k12.hi.us/schools/trends/trends.html>

The HSA results for the two original P-3 demonstration projects, launched in Fall 2009, continue to be promising. An academic achievement as measured by reading % proficiency by grade level indicated an improvement for both Farrington and Nānākuli - Wai'anae demonstration projects.

Table 2 and Figure 1 show that the percentage of third graders in Farrington Complex and Nānākuli - Wai'anae Complex Area who met proficiency in reading increased and continued to make gains from School Year 2008-2009 (baseline year) to School Year 2010-2011.

The Spring 2010 HSA results of grade level proficiency at grade 3 serve as a baseline measure for the Windward and Honoka'a demonstration projects, both launched in Fall 2010. Similar to the State and non P-3 participating schools, both project communities experienced a decrease in student performance from School Year 2009-2010 to School Year 2010-2011: 75.1% to 73.7% in Windward and 64% to 51% in Honoka'a. However, a cross-sectional analysis of multiple factors must be taken into account to explain this set up in progress, including an increase in number of children participating in the HI DOE free and reduced lunch program and continuous decrease in number of children entering Kindergarten with no preschool experience.

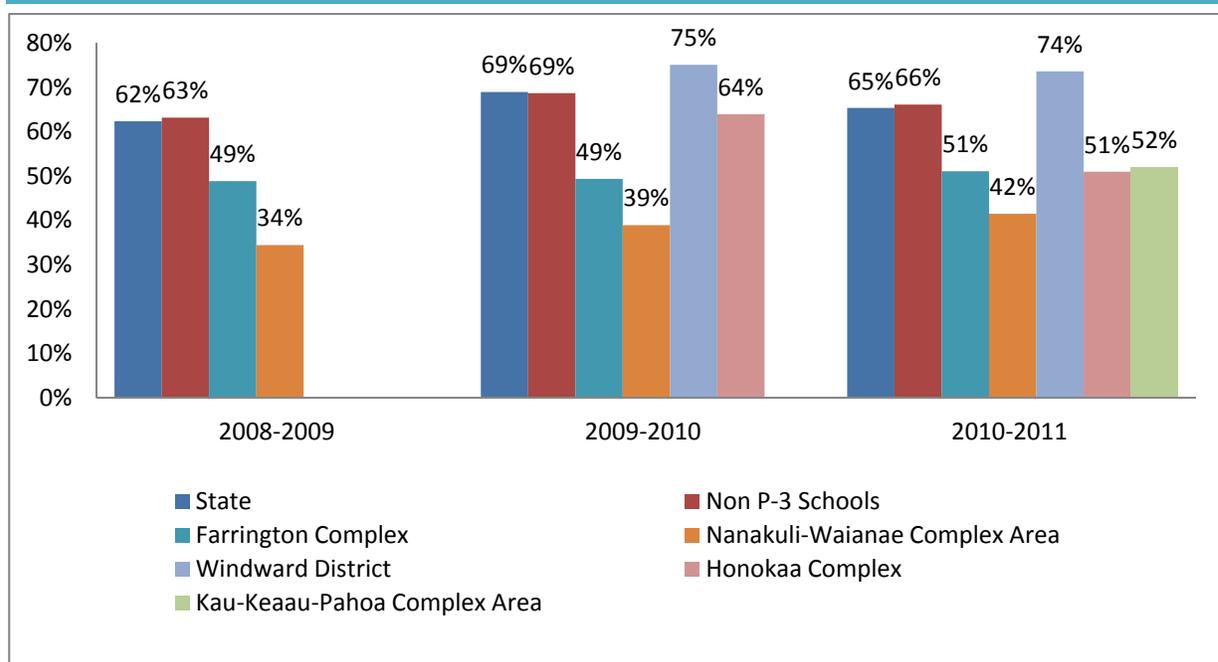
For the School Years 2008-2010, the HSA results of grade level proficiency at grade 3 of the elementary schools in the Ka'u-Kea'au-Pahoa complex area were included in non P-3 schools. The Spring 2011 HSA results were excluded from non P-3 schools and serve as a baseline measure for the Ka'u-Kea'au-Pahoa complex area.

Table 2: Percent of Grade Three Students Proficient in Reading on HSA

School Year	State	Non P-3 Schools	Farrington Complex	Nanakuli-Waianae Complex Area	Windward District	Honokaa Complex	Kau-Keaau-Pahoa Complex
2008-2009	62.4%	63.2%	48.9%	34.5%	n/a	n/a	n/a
2009-2010	69.0%	68.7%	49.4%	39.0%	75.1%	64.0%	n/a
2010-2011	65.4%	66.2%	51.1%	41.6%	73.7%	51.0%	52.0%

Data source: State of Hawai'i Department of Education Systems Accountability Office - State Summary of School Trend Report.

Figure 1. Percent of Grade Three Students Proficient in Reading on HSA: School Year 2008-2009 to School Year 2010-2011.



Note: In School Year 2008-2009, elementary schools in the Windward district, Honoka'a complex and Ka'u-Kea'au-Pahoa complex area were included in Non P-3 Schools, and in School Year 2009-2010, schools in the Ka'u-Kea'au-Pahoa complex area were also considered Non P-3 Schools. Baseline year for Farrington and Nanakuli - Waianae complex area is School Year 2008-2009; for Windward district and Honoka'a complex, School Year 2009-2010; and for Ka'u-Kea'au-Pahoa complex area, School Year 2010-2011.

Data source: State of Hawai'i Department of Education Systems Accountability Office - State Summary of School Trend Report.

Lessons Learned

- The five demonstration projects clearly understand the importance of horizontal and vertical alignment of standards, curriculum, pedagogy and assessment for student success. As a result, their focus has been in the transition between early learning and Kindergarten. However, the project sites recognize that goal is to engage all levels from preK to grade 3. To be successful in P-3 work, project sites are also cognizant of taking small steps and expanding the work to upper grade levels, building upon each win.
- In order to ensure that a child is ready to read at grade level by grade 3, a strong foundation must be in place from earlier years. To increase the number of Kindergarten-entry children with preschool experiences, the demonstration projects are engaging and collaborating with community service providers to coordinate access to early learning programs, including sharing of resources, developing and distributing of referral directories, and supporting parent education activities, specifically around children's learning and literacy development.

GAPS IN OPPORTUNITY AND ACHIEVEMENT FOR VULNERABLE LEARNERS

Vulnerable students in Hawai'i are identified to be Native Hawaiian, Pacific Islanders, English language learners and low income (eligible for the free and reduced lunch program) students. In comparison to students in other ethnic groups, these at-risk groups of students score disproportionately lower on standardized measures. The top five ethnic groups across the five HI P-3 demonstration projects are Native-Hawaiian (45%), Filipino (19%), White (8%), Micronesian (7%) and Samoan (5%).

The demonstration project communities also are comprised of large percentages of vulnerable groups of students who are challenged by factors highly correlated with poor outcomes on key educational domains. According to the *2011 Hawai'i State School Status & Improvement Report*, the five demonstration project communities, collectively, have a higher percentage of students who are considered low income (66%) and English Language Learners (12%), and a lower percentage of students with prior preschool experience (50%) and reading proficiency at grade 3 (54%), relative to the State figures (Table 3).

Table 3: SY 2010-2011 Background Data Information of HI P-3 Demonstration Projects

	Low Income (F/R Lunch)	English Language Learner	K-students with prior Preschool Experience	Reading Proficiency at Grade 3
State	47.3%	10.1%	58.9%	65.4%
All 5 Demonstration Projects	65.8%	11.7%	50.2%	53.9%
Farrington Complex	69.6%	27.9%	48.1%	51.1%
Nānākuli - Wai'anae Complex Area	74.3%	6.2%	45.8%	41.6%
Windward District	46.2%	3.9%	69.5%	73.7%
Honoka'a Complex	57.3%	7.1%	39.9%	51%
Ka'u-Kea'au-Paho Complex	81.6%	13.5%	44.7%	52%

Data Source: Hawai'i State Department of Education Systems Accountability Office - School Status & Improvement Report

Among the five demonstration projects, the Windward district had the highest percentage of Kindergarten students with prior preschool experience (70%) followed by Farrington (51%), Nānākuli - Wai'anae (46%), Ka'u-Kea'au-Pahoa (45%) and Honoka'a (40%). The 2011 State school accountability report also indicated that about four out of five students (82%) in Ka'u-Kea'au-Pahoa demonstration and about three out of four students (74%) in Nānākuli - Wai'anae demonstration communities participate in the free and reduced lunch program, and more than one out of four students (28%) in Farrington demonstration community are English language learners.

Lessons Learned

- The educational settings across the five demonstration communities, comprising neighborhoods rich in cultural and ethnic diversity, reflect the richness of the state's population and provide networks of opportunities for creating necessary conditions for diverse children to achieve success. Despite challenges in the communities evidenced by students' school readiness and performance on state assessments, HI P-3 demonstration projects have formed strong collaborations between early childhood and elementary schools. In 2010-2011, the HI DOE established two Zones of School Innovation (ZSI) that encompass the state's persistently low-performing schools and schools within their K-12 feeder pattern: Ka'u-Kea'au-Pahoa and Nānākuli - Wai'anae, both of which are HI P-3 demonstration projects. The ZSI schools participation in P-3 demonstration project facilitates the alignment of early childhood and elementary schools with the goal of closing the achievement gap for vulnerable children. In coordination with ZSI efforts, HI P-20 initiated the administration of Peabody Picture Vocabulary Test, Version Four (PPVT-4) as a common student-level assessment for children enrolled in early childhood programs in both Ka'u-Kea'au-Pahoa and Nānākuli - Wai'anae demonstration communities. The data from PPVT will be used to identify students who need extra support and are high-performing, and provide professional development opportunities for teachers to align their instructional plans around student needs.
- HI P-3 is dedicated to supporting efforts that ensure ALL young children in Hawai'i attend high-quality programs. Through a statewide collaborative effort of representatives from the HI DOE, ELC, Department of Health, Department of Human Services, Governor's Office, and the HI P-3 Initiative, an early learning plan for the state was put forth as a part of the *Race to the Top: Early Learning Challenge* grant application process. Spearheading this effort was a well-respected early childhood specialist Ms. Theresa Lock, appointed in 2011 by the Hawaii Governor Neil Abercrombie in a new position, the State Early Childhood Coordinator. The thrust of the plan was to launch cohesive statewide vision for early childhood education and development that would provide high-quality educational opportunities and services for disadvantaged and low-income children. The process undergone by all of the various statewide entities allowed for tremendous collaboration and progress toward a shared vision for all children in the state. It also allowed the ECE partners to see that further collaboration between HI P-3 and the Governor's Office was necessary to move the state forward. HI P-3 representation occurred at meetings for the following early childhood groups: DHS Childcare Advisory Committee, Early Learning Council, Hawai'i Association for the Education of Young Children, Hawai'i Careers for Young Children, and Quality Improvement and Rating System (QIRs) Steering Committee.

FUTURE PLANS

LITERACY-FOCUSED P-3 FRAMEWORK

The operational design of the HI P-3 demonstration project model builds on the current practice and ongoing feedback from experts, incorporates research and evidence of best literacy practices, and employs a conceptual framework comprising the seven interconnected focus areas that guide overall systems- and site-level planning as it relates to improving reading outcomes. All five demonstration project teams have developed plans that outline goals, performance measures and action steps relative to meeting focus area outcomes and objectives toward the overarching goal of *all children reading at grade level by grade three*. The demonstration project team will execute activities within the HI P-3 framework and HI P-20 will monitor their progress through performance reports semi-annually.

CONTINUED DEVELOPMENT OF THE FIVE DEMONSTRATION PROJECTS

Together with the 2011 Kellogg grant (“Equity” grant), HI P-3 will continue its work with the five demonstration projects based on the seven focus areas. The work remains a dynamic one, in which the work is continuously being improved and refined, and relationships are strengthened. Although the focus areas are aligned across the five projects, each project maintains its identity and unique features while meeting its goals. The central HI P-3 office will convene monthly meetings with the project site directors to ensure progress.

EXECUTIVE OFFICE OF EARLY LEARNING AND STATEWIDE STANDARDS AND ASSESSMENTS

As Hawai'i moves into creating an Executive Office of Early Learning, HI P-3 will offer support in the form of technical assistance in the planning, developing, creating, and piloting policies that affect young children and their families. With the introduction of the bill in early 2012 to create such an office, a critical step has been taken to ensuring sustainability of early learning programs and initiatives. HI P-3 is working very closely with Ms. Lock, the State Early Childhood Coordinator and future director of the office, to ensure that the priorities and strategies of P-3 align with state needs for young children. Therefore, HI P-3 will be working on statewide needs such as: the creation of Hawai'i Early Learning and Development Standards; Early Childhood Program Standards; and individualized Kindergarten Entry Assessment. In addition, HI P-3 will continue to offer expertise guidance on the systems that are currently in place or being piloted, which includes the emerging Quality Improvement and rating System (QIRs).

DATA UTILIZATION

HI P-3 will likewise promote a culture of data utilization and sharing to improve instruction and student outcomes. The data matching proof of concept project will be expanded to Head Start and ECE partners and at least two demonstration sites to further match student early childhood data with those enrolled in the HI DOE. Projects are considering a data project to then track the data to student outcomes.

DISSEMINATION

Evaluation findings and HI P-3 progress will be shared and disseminated through existing and other potential channels of communication (P-20 Council, ELC, issue briefs, newsletters, professional conferences, HI P-20 website). HI P-3 also plans to host a statewide P-3 conference for all stakeholders in October 2012. At that time, presentations will be made about the HI P-3 demonstration sites as well as the progress made in the statewide work, and brochures will be developed to broadcast and disseminate information about the impact of the HI P-3 work.

RAND EVALUATION REPORT

The RAND Corporation published its first year evaluation of the HI P-3 progress, titled *Hawai'i P-3 Initiative: Findings for the First Year of the Evaluation* in 2011. RAND examined plans, activities, and policy in two demonstration sites (Farrington and Nānākuli - Wai'anae) and at the HI P-20 level, with a focus on identifying and developing measures to assess progress and determining how the system underlying HI P-3 monitors and supports efforts to promote early literacy. The evaluation team worked with the two demonstration sites and the HI P-20 team to refine logic models that helped to identify measures to assess P-3 implementation and progress. The findings were organized according to seven focus areas and rely on the five-component systems-change framework of HI P-20. The evaluation report is located in http://www.rand.org/pubs/technical_reports/TR921.html.

HAWAI'I P-3 VIDEO MO'OLELO

The “Hawai'i P-3 Initiative: Capturing the Momentum” video mo'olelo was released in early 2011 by Makaha Studios. The seven minute video footage told the story (mo'olelo) of the events and development of the demonstration project since its inception. It informed the field and educated target audiences about project related findings, practices, lessons learned, and effects due to long-term investments in early education systems. The video mo'olelo provided an alternative means of data representation that complemented and enhanced existing conceptions of knowledge and experience into public form not limited by traditional means of data representation and reporting.

LOOKING AHEAD TO 2014

For next three years, the RAND Corporation will continue to evaluate P-3 activities to assess the progress that HI P-3 demonstration project communities are making relative to project outcomes and measures. In 2012, RAND will concurrently begin working with the three new sites to develop and refine logic models, which will serve as the basis for the development of appropriate indicators of progress.

The use of video mo'olelo to document HI P-3 progress will be expanded within next three years to include a 20-25 minute documentary to showcase educational practices and capture the accomplishments of students, impact on educators and the projects' effect on families. HI P-20 will contract a video production company to collect, code and archive video footage to document various approaches, best practices, lessons learned and the unique stories of educators, students and families of all five HI P-3 demonstration sites.

APPENDICES

A. SEVEN FOCUS AREAS AND CORRESPONDING OBJECTIVES OF THE HI P-3 FRAMEWORK

Focus Areas	Objectives
1. Leadership for Literacy	Administrators provide strategic vision and leadership for literacy instruction
2. Standards, Curriculum, and Assessment	Horizontal and vertical alignment to ensure seamless transition
3. Instruction	Quality classroom instruction is developmentally appropriate and grounded in research-based practices
4. Teacher Professional Development	Educators trained in research-based developmentally appropriate practices
5. 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
6. Family School Partnerships	Families and education programs partner to support children's learning
7. Data	Student-level enrollment and assessment data are used to improve curriculum

B. HAWAI'I P-3 DEMONSTRATION PROJECT PROFILE

P-3 Demonstration Project	Elementary Schools	2011 Enrollment	Low Income (F/R Lunch)	English Language Learner	K students with prior preschool
Farrington Complex (Launched Fall 2009)	Fern Elementary	437	82%	46%	40%
	Ka'ewai Elementary	346	86%	30%	45%
	Kalihi Elementary	294	81%	42%	36%
	Kalihi-kai Elementary	605	72%	37%	56%
	Kalihi-uka Elementary	251	69%	14%	39%
	Kalihi-waena Elementary	572	79%	25%	33%
	Kapālama Elementary	668	57%	14%	57%
	Linapuni Elementary	255	99%	60%	61%
	Pu'uhale Elementary	234	79%	35%	45%
	Early Learning Programs <ul style="list-style-type: none"> • KCAA Preschools of Hawai'i • Parents & Children Together • Honolulu Community Action Program 				
Nānākuli - Wai'anae Complex Area (Launched Fall 2009)	Leihōkū Elementary	874	65%	4%	46%
	Mā'ili Elementary	834	81%	8%	43%
	Mākaha Elementary	594	85%	4%	47%
	Nānāikapono Elementary	901	84%	11%	44%
	Nānākuli Elementary	435	77%	0%	43%
	Wai'anae Elementary	595	85%	7%	18%
	Kamaile Academy	902	92%	13%	43%
Early Learning Programs <ul style="list-style-type: none"> • The Institute for Native Pacific Education and Culture • Honolulu Community Action Program • Kamehameha Schools • Keiki O Ka 'Āina 					
Honoka'a Complex (Launched Fall 2010)	Honoka'a Elementary	362	62%	7%	58%
	Waimea Elementary	564	64%	14%	29%
	Early Learning Programs <ul style="list-style-type: none"> • PATCH • Seagull School • Small World Preschool 				

P-3 Demonstration Project	Elementary Schools	2011 Enrollment	Low Income (F/R Lunch)	English Language Learner	K students with prior preschool
Windward District (Launched Fall 2010)	'Āhumanu Elementary	413	40%	3%	80%
	He'eia Elementary	435	53%	4%	66%
	Kahalu'u Elementary	233	79%	5%	66%
	Kāne'ohe Elementary	630	31%	2%	86%
	Kapunahala Elementary	578	42%	1%	74%
	Benjamin Parker Elementary	263	65%	5%	67%
	Pū'ōhala Elementary	219	59%	4%	40%
	Waiāhole Elementary	60	75%	7%	78%
	Hau'ula Elementary	279	77%	4%	66%
	Ka'a'awa Elementary	129	69%	1%	81%
	Kahuku Elementary	484	65%	8%	66%
	Lā'ie Elementary	631	59%	6%	54%
	Sunset Beach Elementary	399	28%	5%	75%
	Enchanted Lake Elementary	428	34%	2%	88%
	Ka'elepulu Elementary	184	24%	4%	97%
	Keolu Elementary	173	59%	10%	56%
	Maunawili Elementary	379	38%	1%	67%
	Blanche Pope Elementary	229	87%	3%	67%
	Waimanālo Elementary & Intermediate	490	79%	14%	64%
	'Aikahi Elementary	522	15%	3%	88%
	Kailua Elementary	354	58%	6%	36%
Kainalu Elementary	461	40%	3%	82%	
Mōkapu Elementary	772	34%	3%	54%	
	Early Learning Programs <ul style="list-style-type: none"> • Honolulu Community Action Program • Kamehameha Schools • Kane'ohe Community Family Center • Rainbow School • Seagull School 				
Ka'u-Kea'au-Pahoa Complex (Launched Early 2011)	Ka'u High & Elementary	525	77%	18%	63%
	Na'alehu Elementary	384	91%	31%	21%
	Kea'au Elementary	785	76%	17%	58%
	Mountain View Elementary	536	91%	4%	36%
	Keonepoko Elementary	592	90%	9%	58%
	Pahoa	421	88%	8%	45%
	Early Learning Programs <ul style="list-style-type: none"> • Kamehameha Schools • Keiki O Ka 'Āina • Hawaii Montessori Schools • Parents & Children Together 				

C. FARRINGTON MEASURE LIST

Measure	Source	Achievement Target Date	First Measure Date	Periodicity
CLASS				
Every teacher in PreK and K assessed for baseline CLASS data	Site Administrative Records	January 2012	January 2011	Semi-annual (Jan./June)
One quarter of 1-3 teachers assessed for baseline CLASS data	Site Administrative Records	January 2013	January 2011	Semi-annual (Jan./June)
Conduct overview of CLASS for all teachers who will be assessed	Site Administrative Records	January 2013	June 2011	Yearly
Coaching				
Identify and train literacy coaches for elementary school	Site Administrative Records	January 2013	January 2011	Yearly
Coaches have met at least once with each mentee	Site Administrative Records	January 2013	January 2011	Semi-annual (Jan./June)
Remote video “coaching” support from Teachstone for all KCAA teachers	Site Administrative Records	January 2013	January 2011	Yearly
2 meetings of all coaches	Site Administrative Records	January 2013	January 2011	Yearly
Other Professional Development				
Half of PreK teachers attend HAEYC conference in October	Site Administrative Records	January 2013	January 2011	Yearly
2 principals and 8 teachers go to either Wai‘anae conference or HAEYC	School Information Form	January 2013	January 2011	Yearly
10 people from demo site each year attend at least one UH certificate course	School Information Form	January 2013	January 2011	Yearly
Assessment				
PPVT administered to all PreK children	Site Administrative Records	January 2013	January 2011	Yearly
PPVT administered to all K children in Year 3 (unless replaced with STEP assessment)	Site Administrative Records	January 2013	January 2011	Yearly

Measure	Source	Achievement Target Date	First Measure Date	Periodicity
PreK and Elementary Coordination				
Identify what data are needed regarding incoming Kindergartners to inform future years' planning	Site Administrative Records	January 2013	January 2011	Yearly
Develop and implement plan for collecting needed data on incoming Kindergartners	School Information Form and Site Administrative Records	January 2013	January 2011	Yearly
Hold one PreK-K Articulation meeting	School Information Form	January 2013	January 2011	Yearly
Quarterly meetings of principals and P-3 demo site team	Site Administrative Records	January 2013	January 2011	Yearly
Student Outcomes				
Student 3 rd grade reading scores improve in schools served by P-3 demonstration sites more than in schools that are not part of demonstration sites	Department of Education	June 2014	June 2011	Yearly
DIBELS or STEP in 1 st and 2 nd grade	Department of Education	October 2012	June 2011	Yearly

D. NĀNĀKULI-WAI'ANAE MEASURE LIST

Measure	Source	Achievement Target Date	First Measure Date	Periodicity
Early Learning/Access to 0 to 5 Services				
More children participating in EC programs	INPEACE Administrative Records	January 2013	January 2011	Semi-annual (Jan./June)
Increase in number of recruiters who recruit families into services pending additional funding	INPEACE Administrative Records	January 2012	January 2011	Semi-annual (Jan./June)
Create a comprehensive inventory of services available to area families	INPEACE Administrative Records	June 2011	June 2011	Once
Develop and execute a plan for disseminating service inventory to families and service providers	INPEACE Administrative Records	June 2012	June 2011	Yearly
More children and families linked to health, housing and human services Fewer children exhibit needs for basics	Complex area records regarding FRPL rates, local homeless shelter family services numbers	January 2013	January 2011	Yearly
Family/Schools Transitions and Partnerships				
More children enter K with either PreK or transition program experience	HSSRA data; KSTK data	January 2013	January 2011	Yearly
EC programs serving area have strong parent component	INPEACE Administrative Records	January 2013	January 2011	Semi-annual (Jan./June)
More children enter K ready to learn	HSSRA for complex schools	January 2013	January 2011	Yearly

Measure	Source	Achievement Target Date	First Measure Date	Periodicity
Teacher Professional Development				
Increased number of elementary teachers with EC certification	School Information Form	January 2013	January 2011	Yearly
Increased number of teachers in EC programs with AA or BA	INPEACE Administrative Records	January 2013	January 2011	Yearly
Increased number of highly-qualified teachers in complex	School Information Form	January 2013	January 2011	Yearly
Data sharing between PreK and elementary schools	School Information Form	January 2013	January 2011	Yearly
Reduce teacher turnover	School Information Form	January 2013	January 2011	Yearly
Commence literacy coach program at all complex elementary schools	School Information Form	January 2013	January 2011	Yearly
Establish PLCs at all complex elementary schools	School Information Form	January 2013	January 2011	Yearly
Student Outcomes				
Student 3 rd grade reading scores improve in schools served by P-3 demonstration sites more than in schools that are not part of demonstration sites	Department of Education	June 2014	June 2011	Yearly
DIBELS in 1 st and 2 nd grade	Department of Education	October 2012	June 2011	Yearly