

WV Leaders of Literacy: Campaign for Grade-Level Reading

West Virginia's Transformative System of Support for Early Literacy



County Grade-Level Reading Team
Technical Assistance Guide
July 2015

West Virginia Department of Education
Division of Teaching and Learning
Office of Early Learning



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A Comprehensive Approach to Reading Success by the End of the Third Grade

<p>School Readiness</p>	<p>Too many children from low-income families begin school already far behind. The research shows that these children are less likely to be read or spoken to regularly or to have access to books, literacy-rich environments, high-quality early care, and pre-k programs. As a consequence, these children may hear as many as 30 million fewer words than their middle-income peers before reaching kindergarten. Research also shows that such interactions are critical for language development, an important precursor to literacy.</p>		
	<p><i>61 percent of low-income children have no children's books at home.</i></p>	<p><i>Poor children hear as many as 30 million fewer words than their more affluent peers.</i></p>	<p><i>A child's vocabulary as early as age three can predict third grade reading proficiency.</i></p>
<p>The Attendance Gap</p>	<p>Too many children from low-income families miss too many days of school. Research has found that one in 10 kindergarten and first grade students nationwide misses nearly a month of school each year in excused and unexcused absences. By fifth grade, children with chronic absences who are from low-income families achieve lower academically.</p>		
	<p><i>One in ten kindergarten students miss nearly a month of school every year. In some districts it runs as high as one in three.</i></p>	<p><i>Kindergarteners who miss 10 percent of school days have lower academic performance when they reach first grade.</i></p>	<p><i>Among children from low-income families, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower fifth grade achievement.</i></p>
<p>Summer Learning Loss</p>	<p>Too many children lose ground over the summer months. Without access to the enriching activities available to more affluent peers, research shows that children from low-income families lose as much as three months of reading comprehension skills over the summer. By the end of fifth grade, they are nearly three grade levels behind their peers.</p>		
	<p><i>Low-income students lose an average of more than two months in reading achievement in the summer, while their middle income peers tend to make gains in reading.</i></p>	<p><i>By the end of the fifth grade, disadvantaged children are nearly three grade equivalents behind their more affluent peers in reading.</i></p>	<p><i>Studies show 6-week summer learning programs can produce statistically significant gains in reading performance.</i></p>
<p>Family Engagement</p>	<p>Parents are the first teachers and most important advocates for their children. Research shows that students are most successful academically and socially when their parents are involved and engaged in their learning. Encouraging family engagement can help turn around the state's achievement problems, starting with making significant progress against the milestone of grade-level reading by the end of third grade.</p>		
<p>Healthy Readers</p>	<p>Learning begins at birth and healthy development greatly impacts children's ability to learn. Children who are on track in their physical, social and emotional, cognitive, and verbal development are more successful learners from their earliest years, and they are more likely to become proficient readers by the end of the third grade.</p>		
<p>State Level Outreach and Professional Development</p>	<p>The WVDE works with child and family advocates to help assure a seamless system of care, services, and supports from birth through third grade. This includes policy and practice that promotes children's optimal social, emotional, and cognitive development; improves professional development for the early childhood education workforce, and supports parents as their children's first teacher and best advocate.</p>		

<p>More children are ready for healthy transitions into school (WV Universal Pre-K or Kindergarten).</p>	<p>Screenings catch developmental, hearing and vision problems before they interfere with learning.</p> <p>Social and emotional development builds curiosity and supports learning.</p> <p>Prenatal care supports early brain development.</p>	
<p>More children attend school regularly.</p>	<p>Managing children's asthma helps them reduce absences.</p> <p>Breakfast in the classroom improves attendance and learning.</p> <p>Regular dental care prevents lost learning time.</p>	
<p>More children have opportunities to learn in the summer.</p>	<p>Summer food programs keep kids healthy when school is out.</p> <p>Physical activity helps children pay attention and learn.</p>	
<p>All children have opportunities to engage in high-quality classroom learning instruction in the early learning grades.</p>	<p>High-quality, standards-based instructional practices lead to heightened student achievement.</p> <p>Positive dispositions to learning are developed early on to establish a culture of learning to impact career and college readiness.</p>	

Adapted from:
http://gradelevelreading.net/wp-content/uploads/2014/04/GLR_HealthDeterminants_diagramHR.pdf

West Virginia's Targeted Solutions and Core Strategies

The targeted solutions and core strategies, coordinated with a comprehensive approach to address early learning in WV, serve as the WVDE's approach to close the reading achievement gap by third grade. The Campaign for Grade Level Reading results in five key goals:

1. Ensure all West Virginia children have access to high quality early learning experiences that focus on healthy learners as part of the Ready, Set, Go! WV model, resulting in increased children on target for healthy development beginning at birth.
2. Close the attendance gap to certify West Virginia children attend school regularly and limit chronic absenteeism in the early grades.
3. Design targeted, sustained extended day and summer reading programs to battle summer learning loss.
4. Increase family engagement to result in the development of a culture of literacy from birth through third grade.
5. Support high quality schools and workforce prepared to address early literacy, support identification of interventions, and implement a system of support for children not reaching grade level proficiency.

To accomplish the long term goal of supporting all learners to close the literacy achievement gap in WV, the WVDE Office of Early Learning has established a two-pronged approach. The first component is tackling the short term logistics associated with measuring and supporting children to address their immediate needs to ensure they are on a trajectory for third grade literacy proficiency and eventual college and career readiness. The second component focuses on a systemic approach to early literacy in WV that is supported by WV's Campaign for Grade Level Reading. This comprehensive approach includes utilization of school and community supports.

To ensure West Virginia remains on track to closing the literacy achievement gap and ensuring the system of support beginning with WV Universal Pre-K is effective and results in the long term outcomes established, WVDE aims to partner with the National Institute for Early Education Research (NIEER) to conduct a high quality longitudinal research study to ascertain: (1) the nature and quality of the state's PK-3 instructional program and (2) the summative impact of West Virginia's Pre-kindergarten programs upon student achievement in reading/language arts and mathematics. This comprehensive study would unfold over the course of five years, though initial data would be available at the conclusion of the first year and continuously updated thereafter. The study would ultimately yield a set of research-based recommendations for improvements to the state's PK-3 instructional program and provide systematic knowledge about the impact of participation in Pre-K upon academic achievement, in particular 3rd Grade Reading Achievement.

As a result, the 2014 legislative session resulted in a refocusing of the critical skills program in West Virginia Code §18-2E-10 exclusively on the goal of every child reading at grade level by the end of the 3rd grade.

WVBE Policy 2512: A Transformative System of Support for Early Literacy

The provisions established by the refocusing of West Virginia Code §18-2E-10 have resulted in a repeal and replace of WVBE Policy 2512 (currently on public comment) to ensure county boards of education are provided a framework to support a transformative system of support for early literacy. This policy includes key national and other researched-based components of a comprehensive system to support early literacy development. The framework is inclusive of the components evidenced below:

West Virginia’s Campaign for Grade Level Reading: A Transformative System of Support for Early Literacy	
A Systemic, Comprehensive Approach	Measurement and Support of Children’s Trajectory for 3rd Grade Literacy Proficiency
Emphasizing high-quality school readiness efforts	WV Early Learning Reporting System <ul style="list-style-type: none"> • Data reporting based on the formative assessment process • Family communication resources • Outcome resources for data-driven decision making
Promoting early childhood school attendance	
Providing supports to eliminate summer learning loss	
Increasing family engagement	High-quality, Standards-based instruction and learning <ul style="list-style-type: none"> • Personalized learning • Standards-focused instruction • Relationship between learning and teaching
Ensuring high-quality instruction and learning	

The infrastructure to develop and implement a state wide campaign to close the reading achievement gap is found in WVBE Policy 2512:

- [WVBE Policy 2512: Transformative System of Support for Early Literacy](#)
- [WV Leaders of Literacy: Campaign for Grade Level Reading](#)

Keynote: Closing the Literacy Achievement Gap in WV

W. Clayton Burch, *Chief Academic Officer, Division of Teaching and Learning*

July 20, 2015

Reflection

What are the most important ideas from this session you will share with County Grade-Level Team Members?

What are potential challenges that may need to be addressed?

Resources

www.wvleadersofliteracy.org

www.glrhuddle.org

A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade

WVBE Policy 2512: West Virginia's Transformative System of Support for Early Literacy

Session One: Campaign for Grade-Level Reading: A Paradigm Shift

Ron Fairchild, *Director, National Campaign for Grade-Level Reading*

July 20, 2015

General Guiding Questions	Session Specific Questions
What are the essential understandings from this session?	How will you determine and prioritize the next steps in implementation?
What information will you share with other members of the County Grade-Level Reading Team?	What resources and/or collaborative partners are needed for your county team to move forward with implementation?
Questions you have about this session: 1. 2. 3.	Notes:

Session Two: West Virginia's Transformative System of Support for Early Literacy

Monica DellaMea, *Executive Director, WVDE Office of Early Learning*

July 20, 2015

General Guiding Questions

What are the top three new ideas or resources learned during this session?

How might this information be shared with other members of the County Grade-Level Reading Team?

How might our county team utilize the resources identified in this session?

Questions you have about this session:

- 1.
- 2.
- 3.

Resources

www.wvleadersofliteracy.org

www.glrhuddle.org

A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade

WVBE Policy 2512: West Virginia's Transformative System of Support for Early Literacy

Bright Spots: Promoting Early Learning Attendance Efforts

Team/Presenters:

Key ideas that might influence our county team's work:

Websites

WVEIS: <http://wveis.k12.wv.us/>

Attendance Works: <http://www.attendanceworks.org/>

Attendance Research: <http://glrhuddle.org/resources/research#attendance>

Data First: <http://www.data-first.org/data-center/>

Session Three: Making Data-Driven Decisions (Examples from the Field)

ZoomWV • <http://wvde.state.wv.us/zoomwv/>

Sara Harper, sara.harper@k12.wv.us and Brian Nichols, brian.c.nichols@k12.wv.us
WVDE Office of Data Management and Analysis

National Campaign for Grade-Level Reading • <http://gradelevelreading.net/>

Bob Saffold, Bob@smarterlearninggroup.com

National Campaign for Grade-Level Reading • <http://gradelevelreading.net/>

Ilka Walkley, ilka@resultsleadership.org

West Virginia Birth to Three • <http://www.wvdhhr.org/birth23/>

Pam Roush, pam.s.roush@wv.gov

West Virginia Early Learning Reporting System • www.wvde.us/elrs

Monica DellaMea, mdellamea@k12.wv.us

Janet Bock-Hager, jbockhager@k12.wv.us

Helpdesk: elrs@help.k12.wv.us

General Feedback: elrs-feedback@wvde.state.wv.us

Bright Spots: School Readiness Efforts and Ready, Set, Go! WV

Team/Presenters:

Key ideas that might influence our county team's work:

Websites

<http://glrhuddle.org/school-readiness>

WV's Comprehensive Framework for School Readiness and Transitions: www.readysetgowv.com

WV 2014 School Readiness Profile: <http://wvde.state.wv.us/ready-set-go/>

School Readiness Research: <http://glrhuddle.org/resources/research#readiness>

Data First: <http://www.data-first.org/data-center/>

The “Dynamic” Action Plan

The county action plan is dynamic in that it consistently evolves based around the unique needs, strengths, partnerships, and interventions available in your local communities. Based on the information you heard today, please take a few moments to indicate the additional edits your team may choose to make to your county plan for each area.

County Action Plan Part One: Current Status

County Action Plan Part Two: Desired Goals and Impact

County Action Plan Part Three: Strategy

Campaign Partner Event

Campaign Partner	Service Provided

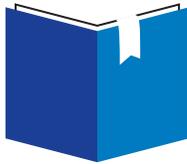
Potential Partners:



County Libraries and Museums

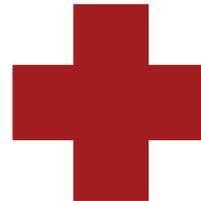


Town & City Government



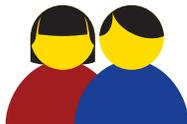
Literacy Organizations

Adult Reading Programs
Imagination Library
WV Read Aloud
Save the Children
Parents as Mentors



Medical Community

Pediatricians
Family Health Care
Local Health Departments
Dentists
Hospitals



Parent-Teacher Organizations

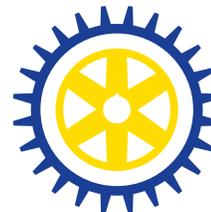


Faith-Based Organizations



Extended Learning Organizations

Energy Express
After School Network
YMCA/YWCA



Civic Organizations

United Way
Rotary Club
Lion's Club
Boy/Girl Scouts
Kiwanis



Institutions of Higher Education



Philanthropic Organizations



Early Childhood Organizations

DHHR/Childcare
Head Start, Early Head Start
Birth to 3
In-home Visitation Programs
Family Resource Network



Business Owners

Bright Spots: High-Quality, Standards-Focused Instruction

Team/Presenters:

Key ideas that might influence our county team's work:

Websites

www.wvnextgen.org

WVDE TREE: <https://wvde.state.wv.us/apps/tree/>

WVBE Policy 2510-Assuring the Quality of Education: https://static.k12.wv.us/oel/docs/foundations/Implications_Reflective%20Questions%20for%20Six%20Foundations-Reviewer.pdf

Achieve the Core: <http://achievethecore.org/>

Session Four: Supporting High-Quality Literacy Instruction through Sustained, Personalized, Professional Learning for Educators

Core Task Project • <http://www.resa3tools.com/archives.html>

Amanda Flora, RESA 3, aflora@k12.wv.us

Early Literacy Network of Support

Tarabeth Brumfield, June Harless Center for Rural Education Research, brumfield11@marshall.edu

Monica DellaMea, mdellamea@k12.wv.us

Teaching Resources for Educational Excellence (WV TREE)

<https://wvde.state.wv.us/apps/tree/>

Teresa Hammond, thammond@k12.wv.us

Charlotte Webb, ctwebb@k12.wv.us

Bright Spots: Engaging Families

Team/Presenters:

Key ideas that might influence our county team's work:

Websites

<http://www.pbs.org/parents/>

<http://www.wvdhhr.org/rfts/>

<http://www.pta.org/parents/?navItemNumber=506>

<http://www.ed.gov/parent-and-family-engagement>

<http://wvnextgen.org/family.html>

Session Five: Maintaining Focus: Implementation of the County Action Plan

Key Concepts

Resources

Bright Spots: Extended Learning Opportunities

Team/Presenters:

Key ideas that might influence our county team's work:

Websites

- <http://wvsan.ext.wvu.edu/>
- <http://energyexpress.ext.wvu.edu/>
- http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf
- <http://www.communityschools.org/elo/>
- [http://www.ccsso.org/Resources/Programs/Expanded_Learning_Opportunities_\(ELO\).html](http://www.ccsso.org/Resources/Programs/Expanded_Learning_Opportunities_(ELO).html)

The “Dynamic” County Early Literacy Plan: Moving Forward for a 2020 Vision

The county action plan is dynamic in that it consistently evolves based around the unique needs, strengths, partnerships, and interventions available in your local communities. Based on the information you heard today, please take a few moments to indicate the additional edits your team may choose to make to your county plan for each area.

County Action Plan Part Four: Data

County Action Plan Part Five: Success and Sustainability

ONE VOICE
ONE FOCUS
All Students Achieving



Michael J. Martirano, Ed.D.
State Superintendent of Schools