



Office of  
Early Learning  
**2017 Annual Report**



**West Virginia Board of Education  
2017-2018**

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## Acknowledgements

The West Virginia Department of Education’s Office of Early Learning would like to thank the following entities for their assistance with the development of the 2017 West Virginia Early Learning Annual Report:

- West Virginia Board of Education
- West Virginia Local Education Agencies
- National Institute for Early Education Research
- Early Childhood Advisory Council of West Virginia
- West Virginia Department of Education Office of Assessment
- West Virginia Department of Education Office of Communications and Partnerships
- West Virginia Department of Education Office of Data Management and Analysis
- West Virginia Department of Education Office of Research, Accountability, & Data Governance
- West Virginia Department of Education Office of Special Education
- West Virginia Department of Health and Human Resources, Division of Early Care & Education
- West Virginia Head Start State Collaboration Office

# Part One: Introduction to Early Learning in West Virginia

## Early Learning in West Virginia: A Leader for the Nation

West Virginia is a nationally recognized leader for its strong commitment to high-quality early learning education programming. West Virginia is one of a very small handful of states in the nation with free, full-day, five-day kindergarten for all children AND voluntary universal pre-k to all four-year-old children (and three-year-old children with special needs). The National Institute for Early Education Research (2017) notes that West Virginia is **one of five states in the nation** to meet all current 10 quality benchmarks for its Universal Pre-K Program, and places West Virginia as **sixth in the nation** for access to four-year olds (**seventh in the nation** for access for three-year-olds).

Ten new quality benchmarks were introduced in the 2016 NIEER State of Preschool. The new benchmarks were introduced to reflect current research and focus on process quality. West Virginia meets 9 of those in the first year. While the Universal Pre-K program is voluntary, the state participation rate is 76%.

West Virginia's commitment to high-quality early learning continues through the elementary grades, as the West Virginia Comprehensive Approach to Early Learning for Grades Pre-K –5, established in 2012 by the State Board of Education and State Department of Education, has been recognized nationally for its commitment to closing the early literacy achievement gap and making gains in student achievement. Since 2013, **West Virginia's 4<sup>th</sup> grade NAEP scores have increased in rank by six states**, moving from 47<sup>th</sup> in the nation to 41<sup>st</sup> in 2015\*. The connection and commitment to high-quality services and programming for all West Virginia children and educators is a shared goal for state stakeholders, as evidenced by statute and state policies.

The benefits of high-quality early learning programming resonate long beyond the elementary years of a child's schooling. Research notes that high-quality early learning programs are not only good for young children and their families, but also for community and economic prosperity. Long-term research on high-quality early learning programs shows clear impacts, such as increased high school graduation rates; lower rates of grade retention; lower rates of special education; reduced delinquency; higher levels of educational attainment; and increased healthy lifestyles. Most notably, these positive effects generate a significant return on investment to the state. Economists have indicated that every dollar invested in high-quality early learning programming yields at least a \$7 return on investment later on (Heckman, 2013).

\*The 2015 NAEP data is the most recent available. 2017 NAEP data is slated for release in winter 2018.

# West Virginia Early Learning Timeline of Accomplishments

West Virginia's longstanding commitment to early learning efforts is evident across early learning programs; specifically, the state is one of a very small handful of states in the nation with free, full-day, five-day kindergarten for all children AND voluntary universal pre-k to all four year old children (and three year old children with special needs).

To tell the story behind the data included in this annual report, Section One provides a timeline of early learning accomplishments. Beginning with the development of five-day, full-day kindergarten for all students in the mid-1990's, West Virginia has continued to foster a progressive approach to early learning to best meet the holistic needs of all young children in the state.

## Precursors

Five-day, full-day Kindergarten

- Mandated in the mid 1990's

Universal Pre-K Program

- Legislated in 2002 that by 2012, all 55 WV counties must provide a Universal Pre-K space to all 4-year-olds and all 3-year-olds with disabilities.
- A minimum of 50% of pre-k classrooms must be collaborative with community partners
- 2016: 82% collaboration; 76% 4-year-old participation

## The Journey: Selected Milestones

- 2004: Early Learning Standards Framework developed (revised 2010, 2015)
- 2004: Universal Pre-K policy developed (revised 2005, 2007, 2009, 2011, 2012, 2014, 2015, 2016)
- 2008: State Board of Education establishes comprehensive definition of School Readiness
- 2008: Equal state-aid funding for all Universal Pre-K students, regardless of setting
- 2010: WVDE Office of School Readiness established
- 2012: WVDE Office of Early Learning (Pre-K through 5) established
  - » Participation in the National P-3 Institute (Harvard Grad. College)
  - » In-depth study of Kristie Kauerz' (University of Washington) P-3 Buckets
  - » Review of national landscape around P-3
  - » Assistance from CEELO and ARCC
  - » Supportive leadership
  - » Advisory committee on a comprehensive approach to early learning established
- 2014: WV State Board policy designates Kindergarten as an early learning readiness grade (alongside Pre-K)
- 2014: The final benchmark for NIEER's 10 quality indicators is written into legislation and policy (assistant teacher credential). Kindergarten assistant teachers are included in legislation/policy.
- 2014: Legislation and policy written is to support a comprehensive approach to closing the 3rd grade literacy achievement gap.
- 2015: All 55 WV counties join the National Campaign for Grade-Level Reading, emphasizing local and state commitments to
  - » High-quality classroom instruction and interventions
  - » Early childhood attendance
  - » School readiness
  - » High-quality extended day- and extended-year learning programs
- 2016: WV becomes one of five states in the US that meets all 10 National Institute for Early Education Research (NIEER) quality benchmarks

- 2017: WV is highlighted in a report from the New America Foundation for its commitment to early learning transitions for children as they enter kindergarten from various settings

As outlined in the next sections, the collective efforts of multiple individuals, programs, and organizations have resulted in the development of a comprehensive approach to early learning in West Virginia.

## **A Catalyst to Facilitate Change: The WVDE Office of Early Learning**

The Office of Early Learning was established to support and implement a Pre-K through 5th Grade system of support that

- Advances a unified commitment to excellence and equity in early childhood education and early learning;
- Establishes strong foundations for early learning from school readiness through 5th grade;
- Closes the literacy achievement gap by 3rd grade; and
- Ensures all children are on target to achieve career and college readiness.

The *WVDE Advisory Committee on a Comprehensive Approach to Early Learning* is committed to closing the literacy achievement gap and to the development of a cohesive system of early childhood education based on research and best practices. Through a collaborative, intentionally-designed, and well-implemented Pre-K-5th grade approach, not only will closing the literacy achievement gap by 3rd Grade be possible, but West Virginia children will be better prepared for school and set on a course for career and college readiness. <https://sites.google.com/a/wvde.k12.wv.us/wvde-prek-cqi-advisory-council/>.

Work groups to achieve the goals of the WVDE Office of Early Learning focus around a systems approach to facilitate continuous quality improvement across the state's early learning system (Pre-K – fifth grade).

- School Readiness (including WV Universal Pre-K)
- 3rd Grade Literacy Proficiency/Advocacy and Public Engagement
- Pre-K through Grade 5 Standards and Support
- Early Learning Workforce Development

To learn more about the work of these groups, visit the Advisory Committee's website (above), or contact a member of the OEL staff directly:

WVDE Office of Early Learning  
Monica DellaMea, Executive Director  
304.558.9994  
[mdellamea@k12.wv.us](mailto:mdellamea@k12.wv.us)

# Part Two: West Virginia Universal Pre-K State Overview

West Virginia's Universal Pre-K program serves as the original catalyst that led to the development of a statewide comprehensive approach to early learning.

## Key Facts and Data about West Virginia Universal Pre-K:

West Virginia is **one of six states in the nation** to meet all 10 benchmarks for quality pre-k programming, as determined by the National Institute for Early Education Research (NIEER).

West Virginia is **one of six states in the nation** serving between 61%-80% of the state's four-year-old population, serving 76% in 2016.

Legislation requires that a minimum of 50% of WV Universal Pre-K classrooms must be collaborative with community partners; in 2016, **82% of the WV Universal Pre-K classrooms were in partnerships with Head Start and/or childcare.**

## Overview and Intent of West Virginia Board of Education Policy 2525 – West Virginia's Universal Access to a Quality Early Education System

West Virginia legislation passed in 2002 required the state to expand access to preschool education programs in order to make prekindergarten available to all 4-year-old children by 2012-13. As of the 2012-13 school year, all 4-year-old children, as well as 3-year-old children with an IEP have access to a quality universal pre-k program. **The total enrollment for 2016-17 is 14,940 children.**

Funding for WV Universal Pre-K is part of the State School Aid Funding Formula. As enrollment increases, funding to implement pre-k program also increases. FY 2016 Total State Aid funding generated by WV Universal Pre-K was over **91 million dollars** (*in addition to Federal Head Start and Childcare funding*).

WVBE Policy 2525 is designed to:

- Provide opportunities to parents for their children to receive pre-k services in a setting that is most appropriate.
- Provide county partners with a framework in which to implement pre-k services. It is not intended to provide a step-by-step instruction for implementation. Counties have flexibility of how they wish to see pre-k services delivered in their community.
- Provide high-quality pre-k services to four-year-old children so they may be ready to enter kindergarten.
- Programs are inclusive to ensure that all children have access to high quality programs and that they are not segregated by income, ability, funding stream, care needs, or other characteristics.
- "Care" and "education" are integrated into one consistent program that addresses individual strengths and needs.

## Defining “Universal” in WV Pre-K

During the inception of West Virginia Universal Pre-K in 2002, the target participation rate was set at 80% access for four-year-old children; however, nationally, very few states had universal pre-k and this effort required widespread public information to build local programs. This initial target, coupled with state law and WVBE Policy 2525, established a statewide definition of “universal” in West Virginia Pre-K. Counties worked over a decade to build pre-k programs to meet the statewide definition of pre-k. Two key components in West Virginia’s system for universal pre-k are access and collaboration.

The first component, **access**, is based on a county collaborative early childhood team’s ability to meet the community’s needs. Every eligible child must be offered placement in the pre-k program. Therefore, there cannot be a waiting list where families have not been offered a program. Much of this work involves community needs assessments, which requires county collaborative early childhood teams to identify trends in enrollment, parent choice in placement in private/secular sites not partnering, and trends of families who choose not to participate and keep their children home until kindergarten. This component is individualized within each county. The preliminary data for each county reviewed for Universal Access prior to 2012-13 found that each district demonstrated this component but at various participation rates for four year olds. Some districts have begun surveying kindergarten registrants to gain a clearer picture of participation rates at private and faith based settings, as well as trends in the data for families who choose to keep their children home until kindergarten. As access has become universal, the question remains – is access equal? The participation rate for the 2016-2017 school year is 76%.

The second component, **collaboration**, is a required factor per WVBE Policy 2525, which indicates that a county collaborative early childhood team is working to fully maximize its resources. Each school district must demonstrate that it has established collaborative partnerships, where feasible, with a minimum of 50% collaboration with community partners. Many of the school districts have surpassed this requirement, as 82% of all the 2016-17 West Virginia Pre-K classrooms are collaborative.



# Part Three: WV Universal Pre-K Access and Collaboration Trend Data

## Ten-Year Trend Data: WV Universal Pre-K Access for 4-year-olds

	Year	Pre-K Enrollment
System being built	2009	13,135
	2010	13,878
	2011	14,647
	2012	15,268
System required by code and policy to be available to all 4 year olds.	2013	15,767
	2014	15,459
	2015	15,256
	2016	15,113
	2017	14,940

Total pre-k Enrollment based on 2<sup>nd</sup> month 2016.

## Trend Data: WV Universal Pre-K Participation Rates

Year	WV Universal Pre-K 4-year-old participation
2012-2013	69%
2013-2014	73%
2014-2015	75%
2015-2016	76%
2016-2017	76%

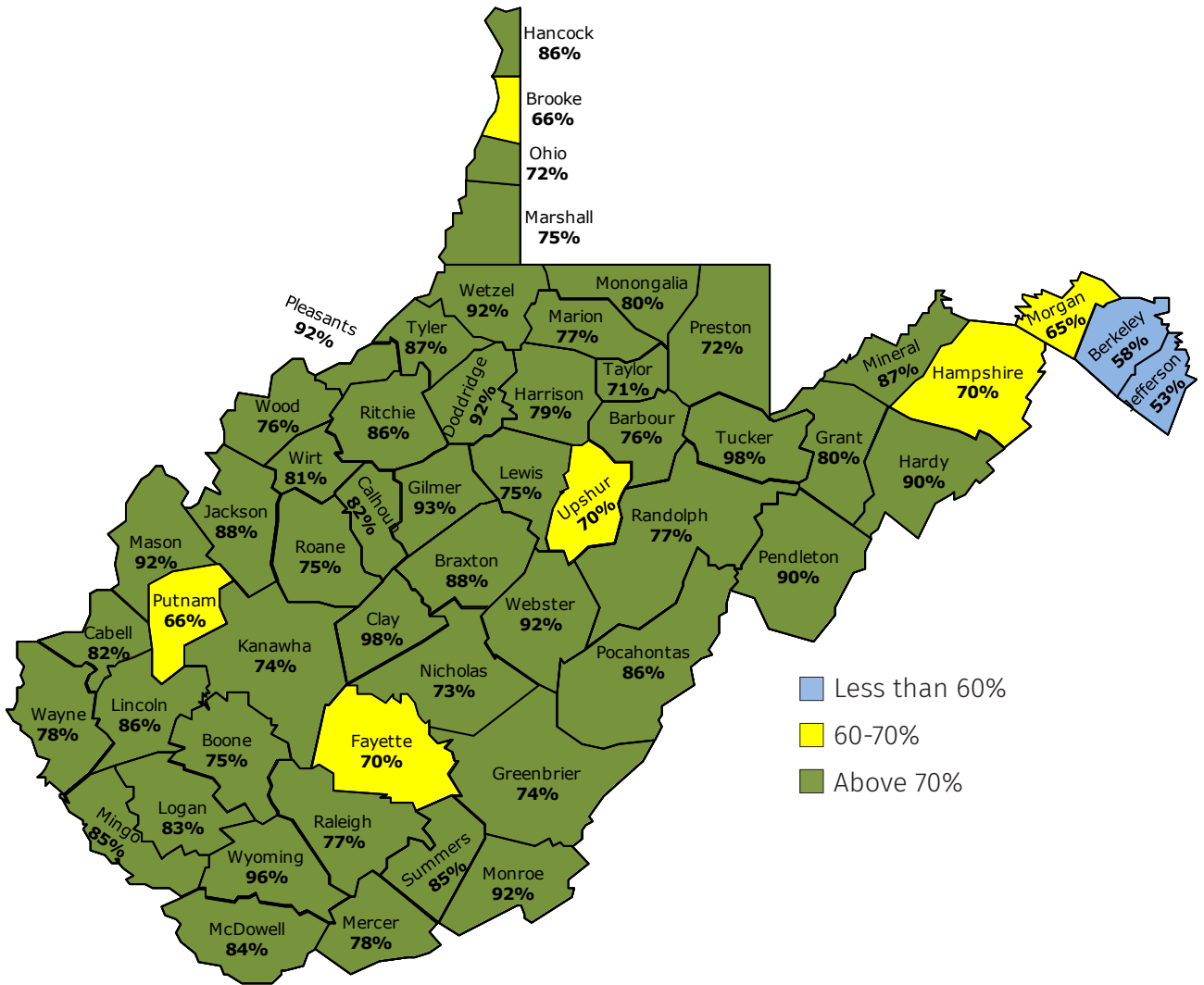
\* Participation rate is the comparison between the 5 yr. old kindergarten enrollment and the 4 yr. old population enrolled in pre-k from the previous year. This is used as a rough estimate for participation and needs.

<sup>1</sup> 4 year olds by September 1<sup>st</sup>, 2015 - 2nd month Enrollment Counted for State Aid Funding

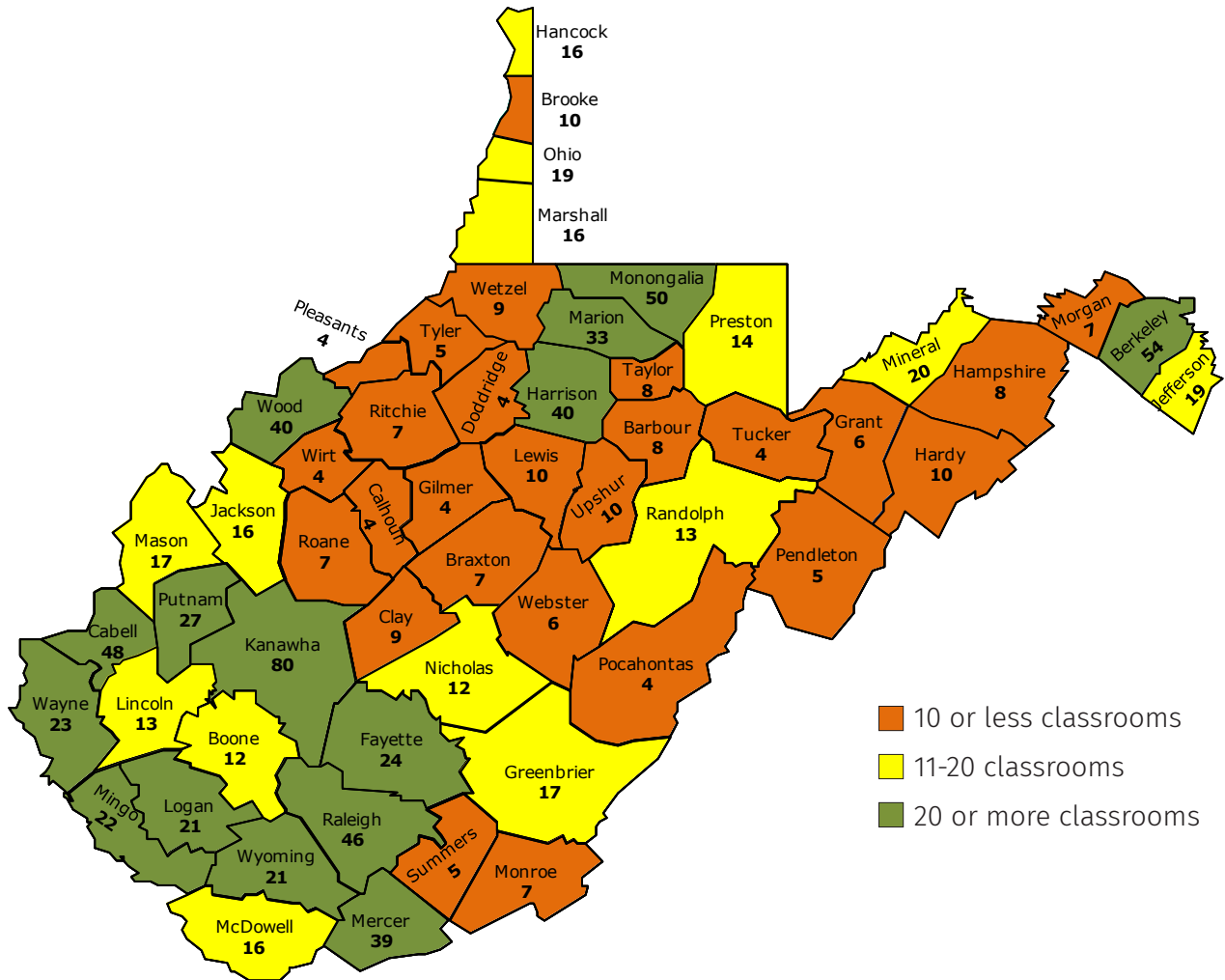
<sup>2</sup> 5 year olds by September 1<sup>st</sup>, 2016 - 2nd month Enrollment Counted for State Aid Funding

<sup>3</sup> Percent Participation is the comparison between the 5 yr. old kindergarten enrollment and the 4 yr. old population enrolled in pre-k from the previous year. This is used as a rough estimate for participation and needs.

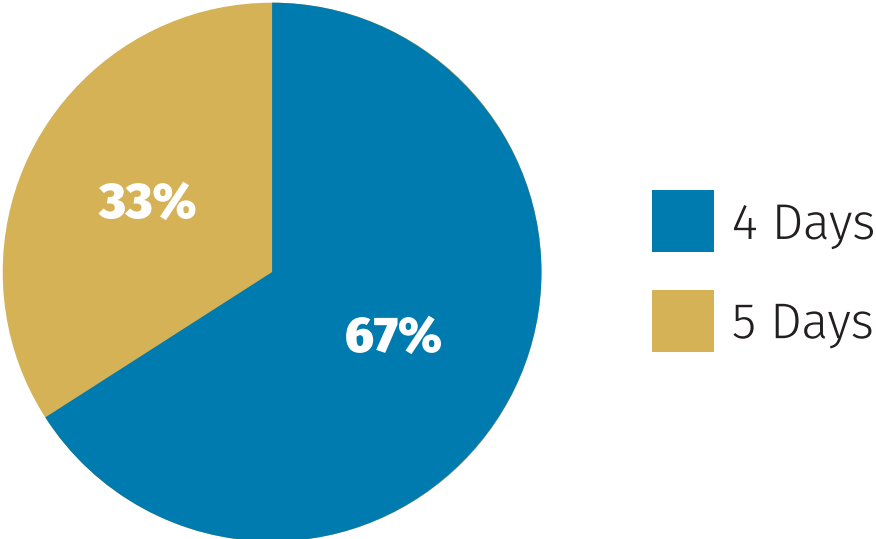
# WV Universal Pre-K 4 Yr. Old Participation Rates\* SY 2016-2017



# WV Universal Pre-K Classroom Count- SY 2016-2017



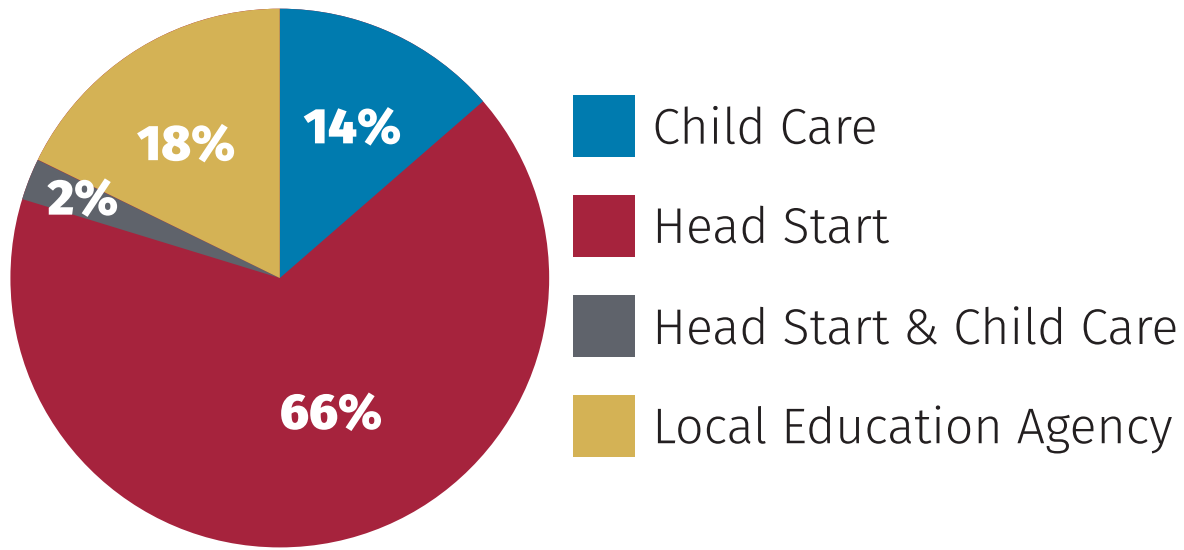
**Days of Instruction Per Week - All Classrooms - SY 2016-2017**



**Days of Instruction per Week - Yearly Comparison - SY 2013-2017**

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>4 days</b>	87%	85%	84%	80%	67%
<b>5 days</b>	13%	15%	16%	20%	33%

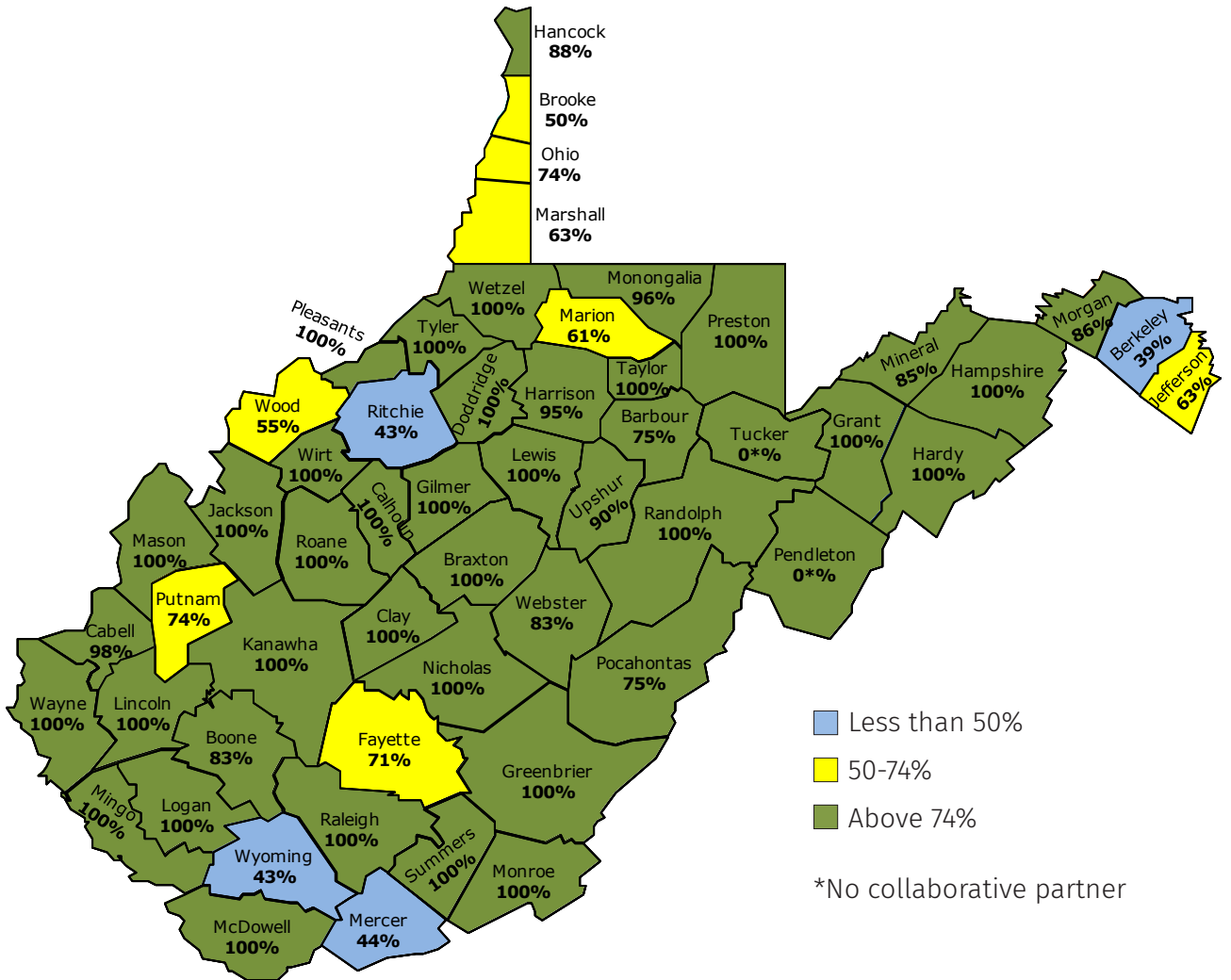
### Collaboration Summary- All Classrooms SY- 2016-2017



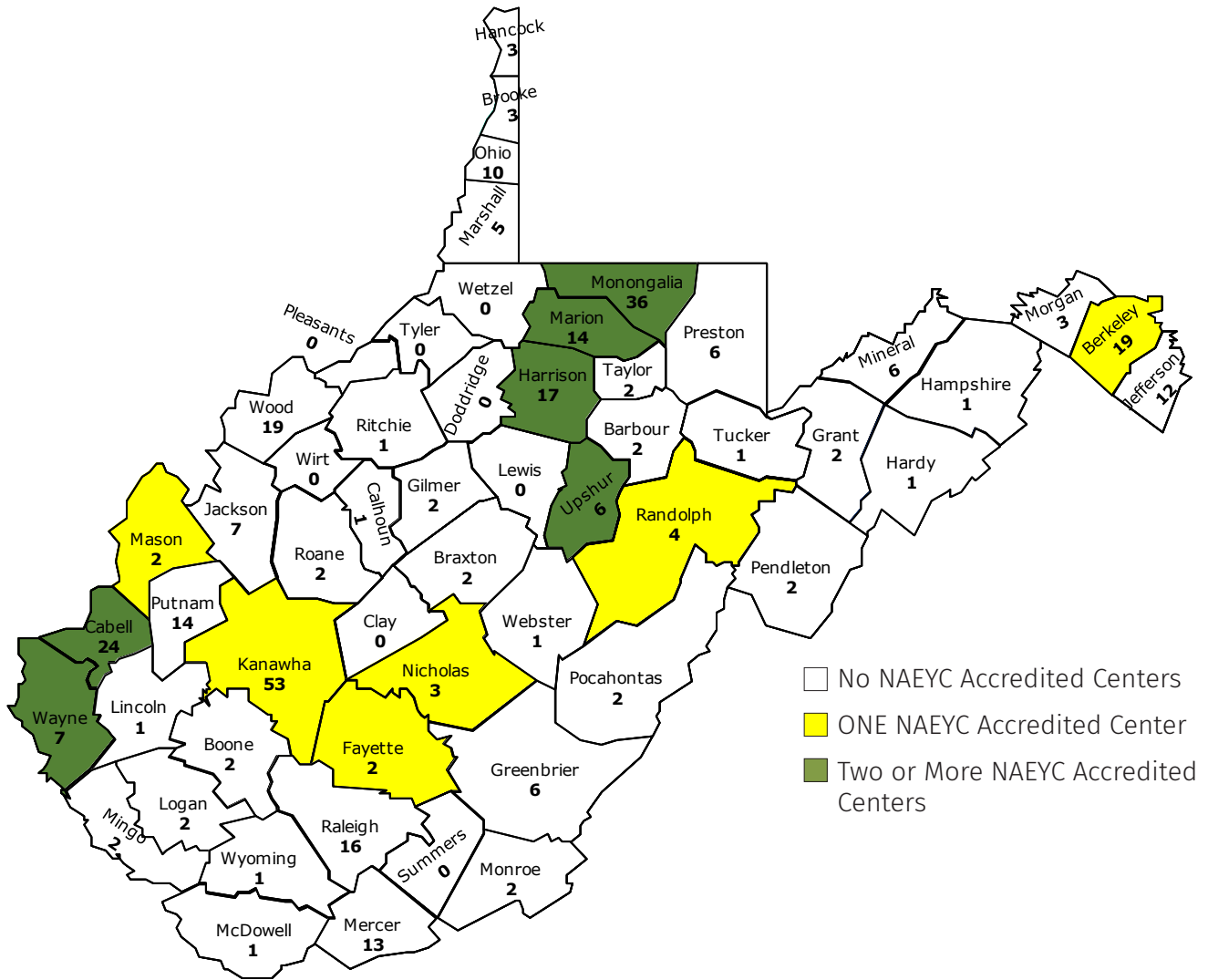
### Collaboration Summary- Yearly Comparison- SY 2013-2017

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>Head Start</b>	56%	56%	61%	64%	66%
<b>Child Care</b>	16%	16%	15%	14%	14%
<b>Head Start, Child Care</b>	2%	2%	3%	3%	2%
<b>Local Education Agency</b>	26%	26%	21%	19%	18%
<b>Total Collaboration Rate</b>	74%	74%	79%	81%	82%

# WV Universal Pre-K Collaboration Rates- By County SY 2016-2017



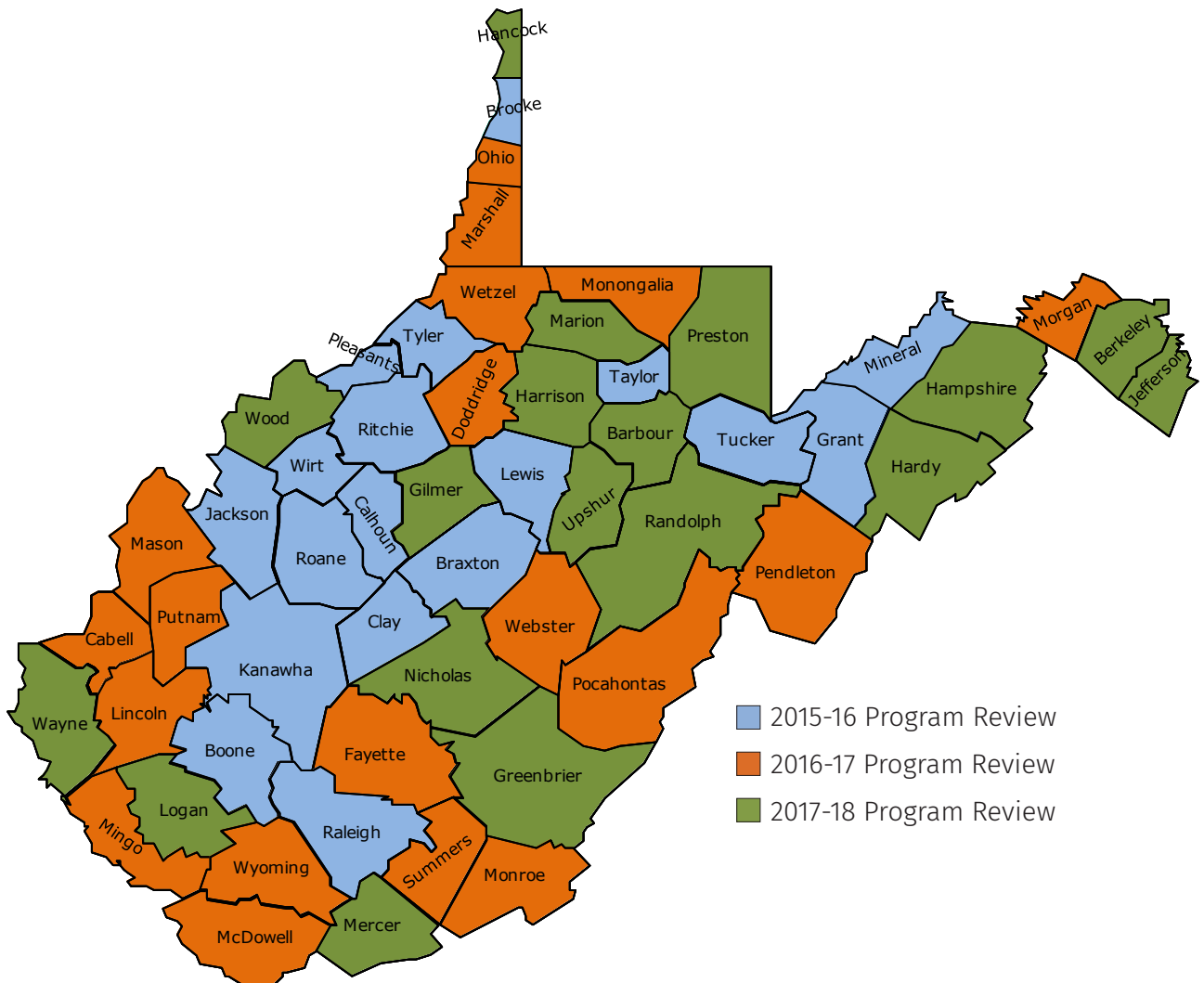
# WV WDHHR Licensed and Accredited Child Care Centers - 2016-2017



# Part Four: WV Universal Pre-K Quality Current and Trend Data

## The WV Universal Pre-K Program Review

WVBE Policy 2525. West Virginia's Universal Access to Early Education System requires the WV Universal Pre-K Steering Team conduct a Pre-K Program Review at a minimum of once every three years.



Beginning with the 2015-2016 school year, pre-k policy also requires an annual summary of the program reviews conducted. The WV Universal Pre-K Program Review process is designed to support county collaborative early childhood teams in implementation of WVBE Policy 2525 and provide ongoing individualized technical assistance to ensure high quality early childhood programs. The WV Universal Pre-K Program review process includes a desktop audit of county policies and procedures, sample classroom observations, and a county collaborative core team interview. Upon completion of the Program Review, a report is provided to each county superintendent and county collaborative core team member. The Pre-K Program Review Report includes a summary of each section of WVBE Policy 2525 through four key areas illustrated in the following graphic.



## Overview of the WV Universal Pre-K Program Review Process

### Curriculum, Instruction and Child Assessment

- §126-28-8. Inclusive Settings
- §126-28-9. Family Engagement
- §126-28-13. Environmental Design
- §126-28-14. Child Guidance
- §126-28-15. Curriculum and Assessment

### County Collaborative Early Childhood Team

- §126-28-4. Collaborative Early Childhood Team
- §126-28-7. Transportation
- §126-28-11. Meals
- §126-28-16. Personnel
- §126-28-19. Finance

### Universal Pre-K Access

- §126-28.5. Eligibility and Enrollment
- §126-28-6. Attendance
- §126-28-3. School Readiness
- §126-28-10. Transitions

### Ongoing Program Assessment and Improvement

- §126-28-12. Health and Safety
- §126-28-17. Staff Training
- §126-28-18. Program Assessment and Continuous Quality Improvement
- §126-28-20. Program Oversight

The Pre-K Program Review Report includes a summary, which includes commendations, recommendations, and required follow-up. Commendations identify strengths within each county pre-k program. Recommendations are provided to support strengthening growth of county policies and procedures that minimally meet WVBE Policy 2525. Required follow-up is included when it is not evident that a section of WVBE Policy 2525 is in place in a county. When required follow-up is indicated, a timeline for correction is also included. The WV County collaborative early childhood core teams are encouraged to include program review results as a data source in the ongoing continuous quality improvement process.

## 2016-2017 WV Universal Pre-K Program Review Results Summary

### Commendations

- §126-28-3. School Readiness/§126-28-10. Transitions. Monongalia, Morgan, Lincoln
- §126-28-4. County Collaborative Early Childhood Team. Mingo, Cabell, Marshall, Wetzel, Doddridge, Putnam, Mason, Ohio, Webster, McDowell, Monroe
- §126-28-5. Eligibility and Enrollment. Fayette, Doddridge, Ohio, Pocahontas, Monroe
- §126-28-6. Attendance. Putnam, McDowell
- §126-28-7. Transportation. Pendleton
- §126-28-9. Family Engagement. Summers
- §126-28-12. Health and Safety. Mason
- §126-28-13. Environmental Design. Mingo
- §126-28-15. Curriculum and Assessment. Summers
- §126-28-17. Staff Training. Webster
- §126-28-18. Program Assessment and Continuous Quality Improvement. Fayette, Mason, Morgan, Webster

## Recommendations

- §126-28-3. School Readiness/§126-28-10. Transitions. Mingo, Doddridge, Ohio
- §126-28-4. County Collaborative Early Childhood Team. Doddridge, Pendleton, Lincoln, Summers
- §126-28-5. Eligibility and Enrollment. Mingo, Marshall, Mason, Ohio, Morgan, Lincoln, Wyoming
- §126-28-6. Attendance. Ohio
- §126-28-8. Inclusive Settings. Mingo Wetzel, Pendleton
- §126-28-9. Family Engagement. Wetzel
- §126-28-11. Meals. Fayette, Marshall, Wetzel, Doddridge, Ohio, Monongalia, Webster, Pocahontas
- §126-28-12. Health and Safety. Marshall, Wetzel, Doddridge, Putnam, Morgan, Pendleton, Webster, Lincoln, Pocahontas, Summers, Monroe
- §126-28-13. Environmental Design. Mingo, Fayette, Cabell, Marshall, Wetzel, Doddridge, Putnam, Mason, Ohio, Monongalia, Morgan, Pendleton, Webster, Lincoln, Pocahontas, Wyoming, Monroe
- §126-28-14. Child Guidance. Mingo, Fayette, Marshall, Wetzel, Ohio, Pendleton, Pocahontas
- §126-28-15. Curriculum and Assessment. Mingo, Fayette, Cabell, Marshall, Doddridge, Mason, Morgan, Pendleton, Webster, Webster, Pocahontas, Summers, Wyoming
- §126-28-17. Staff Training. Monroe
- §126-28-18. Program Assessment and Continuous Quality Improvement. Mingo, Fayette, Cabell, Doddridge, Pendleton, Webster, Summers, Wyoming
- §126-28-19. Financing. Wetzel, Putnam, Ohio, Monongalia, Summers, Monroe
- §126-28-20. Program Oversight. Fayette, Morgan, McDowell

## Required Follow-Up

- §126-28-3. School Readiness/§126-28-10. Transitions. Marshall, Mason, Pendleton, Webster, Pocahontas
- §126-28-4. County Collaborative Early Childhood Team. Marshall, Ohio,
- §126-28-5. Eligibility and Enrollment. Fayette,
- §126-28-7. Transportation. Fayette, Wetzel, Ohio, Pendleton, Webster, Lincoln, Pocahontas, Wyoming, Monroe
- §126-28-8. Inclusive Settings. Wyoming
- §126-28-11. Meals. Putnam
- §126-28-12. Health and Safety. Cabell, Marshall, Putnam, Ohio, Wyoming
- §126-28-15. Curriculum and Assessment. Cabell, Marshall, Wetzel, Doddridge, Mason, Pocahontas
- §126-28-16. Personnel. Cabell, Wetzel, Mason, Ohio, Pendleton, Webster, Lincoln, Wyoming
- §126-28-17. Staff Training. Marshall, Pocahontas
- §126-28-18. Program Assessment and Continuous Quality Improvement. Marshall, Pocahontas
- §126-28-19. Financing. Marshall, Doddridge, Mason, Monongalia, Pocahontas

Four counties illustrated overall strength in implementation of WVBE Policy 2525. The following counties had no required follow-up from their 2016-2017 WV Universal Pre-K Program Review.

- Mingo
- Morgan
- Summers
- McDowell

*\*A follow-up WV Universal Pre-K Program Review was conducted with the Roane County Collaborative Early Childhood Core Team during the 2016-2017 school year due to enrollment issues and high rates turnover within the team noted during the 2015-2016 Pre-K Program Review. The Roane County Collaborative Early Childhood Core Team revised their application and enrollment process to meet requirements of WVBE Policy 2525. In addition to revisions to the enrollment process, the county team illustrated improvement in all areas where required follow-up was addressed in the 2015-2016 report. The team has illustrated strong efforts in collaboration, program growth, and continuous quality improvement. The WV Universal Pre-K Steering Team would like to commend Roane County Collaborative Early Childhood Core Team on their work and dedication to the program.*

## 2016 State of Preschool Yearbook- The National Institute for Early Education Research

The *State of Preschool Yearbook* is an annual publication which has tracked the funding, access, and policies of state-funded preschool programs since the 2001-2002 school year. The Yearbook, which is published National Institute for Early Education Research, seeks to improve the public’s knowledge and understanding of state efforts to expand the availability of high-quality education to young children in the 21st century Beginning in 2003, NIEER has measured each state pre-k policies against a checklist of 10 research-based quality standards benchmarks. In addition to the current checklist, NIEER introduced 10 new quality standards benchmarks. The new quality standards benchmarks are provided to better align with recent research and a focus on process quality (Barnett, et al., 2017).

### 2016 NIEER Quality Standards Checklists

Policy	WV Pre-K Requirement	Current Benchmark	Meets Current Benchmark?	New Benchmark	Meets New Benchmark?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	Comprehensive, aligned, supported, culturally sensitive	✓
Curriculum supports	Approval process & supports	New in 2015-2016	---	Approval process & supports	✓
Teacher degree	BA	BA	✓	BA	✓
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓	Specializing in pre-K	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	CDA or equivalent	✓
Staff professional development	15 hours/year; PD plans	For teachers: At least 15 hours/year	✓	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	
Maximum class size	20 (4-year-olds)	20 or lower	✓	20 or lower	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	1:10 or better	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	Vision, hearing, health & at least one support service	✓
Meals	At least one meal/day	At least one meal/day	✓	Discontinued	---
Monitoring/ Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Site visits	✓	Structured classroom observation; program improvement plan	✓
			10		9

- All pre-k teachers employed by the public school must hold a Bachelor’s degree and state certification. Beginning August 1, 2013, all newly hired teachers employed by community collaborative programs must hold a Bachelor’s degree.
- Teachers employed by public schools must be certified in Birth-5, Early Childhood Education, Preschool Special Needs, or Elementary Education (with a Pre-K/K endorsement). Since August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a Bachelor’s degree in Child Development/ Early Childhood or in Occupational Development with an emphasis in Child Development/Early Childhood as of August 1, 2013.
- Assistant Teacher degree is the remaining NIEER Quality Standard for WV Universal Pre-K that was made possible through legislation passed in SB 359 in 2013. This benchmark will be met in the 2015 State of Pre-K. Beginning July 1, 2014, all assistant teachers must have a CDA or equivalent determined by the WVBE.
- Support services include two annual parent conferences or home visits, transition to kindergarten activities, and other locally determined services. 6- Meals must be offered if the program operates for more than 4 hours per day.

Barnett, W. S., Friedman-Krauss, A. H., Weisenfeld, G. G., Horowitz, M., Kasmin, R., & Squires, J. H. (2017). *The State of Preschool 2016: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research. Access online at: <http://nieer.org/yearbook>

## 2016 State of Preschool Yearbook - State Access and Resource Rankings

WV Pre-K national ranking for access for 4 year-olds 6th  
 WV Pre-K national ranking for access for 3 year-olds 7th  
 WV Pre-K national ranking for state spending on Pre-K 13th  
 WV Pre-K national ranking for overall spending on Pre-K 9th

### Trend Data: WV Universal Pre-K Quality

Year	Number of NIEER Quality Benchmarks Met (out of 10)
2006	7
2007	7
2008	7
2009	7
2010	8
2011	8
2012	8
2013	8
2014	9
2015	10
2016	10 current and 9 new

# Part Five: Closing the Early Literacy Achievement Gap in West Virginia via the WV Leaders of Literacy: Campaign for Grade Level Reading

West Virginia's 3rd Grade Literacy efforts serve as the newest catalyst for the development and subsequent growth of a comprehensive approach to early learning in West Virginia.

The *West Virginia Leaders of Literacy: Campaign for Grade-Level Reading* has been developed to assist all 55 West Virginia counties in closing the literacy achievement gap in West Virginia by the end of the third grade. These efforts are supported by the West Virginia Department of Education, the West Virginia Board of Education, the West Virginia Legislature, as well as the Governor's office.

This systemic process has been designed to ensure the success of all young children in West Virginia, and focuses on four major components:

- School readiness
- School attendance
- Extended day and extended year learning
- High-quality classroom instruction

The long term goals of the WV Leaders of Literacy: Campaign for Grade-Level Reading are to improve student achievement and close the 3rd Grade Literacy achievement gap, ultimately ensuring all West Virginia students graduate high school with the skills and dispositions required for college and/or career readiness.

## **Local, Regional, State, and National Partners Actively Engaged in the WV Leaders of Literacy: Campaign for Grade-Level Reading:**

All 55 WV Counties

West Virginia Department of Health and Human Resources, Division of Early Care and Education

West Virginia Head Start State Collaboration Office (Head Start and Early Head Start)

West Virginia Birth to Three

Early Childhood Advisory Council of West Virginia

The Education Alliance (Born Learning)

Save the Children

Read Aloud West Virginia

Imagination Library (West Virginia Department of Education and The Arts)

Partners in Community Outreach

West Virginia Public Broadcasting

West Virginia Reading Association

June Harless Center for Rural Education and Research

Marshall University's College of Education and Professional Development

National Campaign for Grade-Level Reading

Attendance Works

National Summer Learning Program

National Institute for Early Education Research

National Governor's Association

**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"> <li>• Data reporting based on the formative assessment process</li> <li>• Family communication resources</li> <li>• Outcome resources for data-driven decision making</li> </ul>
Promoting early childhood school attendance	
Providing supports to eliminate summer learning loss	
Increasing family engagement	High-quality, Standards-based instruction and learning 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](#)

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Supporting West Virginia’s young learners has been statewide priority for several decades. **“Research has shown again and again that high-quality early childhood education can prepare children for greater success in elementary school and beyond,”** said West Virginia Superintendent of Schools, Dr. Steven Paine. **“Maintaining quality standards for Pre-K learning throughout the Mountain State ensures that all children - no matter the socioeconomic background - are given the start they need to succeed.”**

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## WV Leaders of Literacy: Campaign for Grade-Level Reading annotated timeline of major events

Month	Component	Intended Result
March 2014	Passage of HB 4618 resulted in the revision of W.Va. Code §18-2E-10.	State code reflects a transformative system of support for early literacy.
October 2014	WVBE approval of a revised version of WVBE Policy 2512.	State policy supports county, RESA and state use of a transformative system of support for early literacy.
June 2015	Initial County Action Plans from all 55 counties approved for FY 16	Upon review of individual strengths and gaps, County Grade- Level Readings Teams proposed how they will utilize allocated funding to achieve the goals outlined in WVBE Policy 2512: Transformative System of Support for Early Literacy.
July 2015; July 2016; July 2017	Formula funding available for all 55 counties based on Governor Tomblin's FY 16 and 17 Allocations (\$4.275 million)	County Grade-Level Reading Teams leverage funds to focus on one or more component of the campaign to increase 3rd Grade literacy proficiency
	Early Literacy Network of Support Grant awarded to Marshall University's June Harless Center for Rural Education and Research	The June Harless Center collaborates with the WVDE Office of Early Learning to design an early literacy network of support. Five early literacy specialists provide capacity building models of coaching for teachers to increase the quality of high-quality, standards focused reading instruction; technical assistance to County Grade-Level Teams; and other supports to ensure the success of the State Campaign.
August 2015	Longitudinal (5 year) study of the impact of high-quality early learning programming on later achievement begins (conducted by National Institute for Early Education Research in collaboration with Marshall University).	Long-term impact of high-quality early learning programming is shown to yield increases in 3rd Grade literacy proficiency.
July 2016	Year One Preliminary Results of the Longitudinal Study released	Preliminary results indicate overall good quality in the state's pre-k and kindergarten classrooms sampled.
July 2016	Year One Preliminary Results of the Longitudinal Study released	Preliminary results indicate overall good quality in the state's pre-k and kindergarten classrooms sampled.
September 2017	Year Two Preliminary Results of the Longitudinal Study released	Preliminary results indicate overall good quality in the state's pre-k and kindergarten classrooms sampled for year two.
December 2017	Representative from the Nations Campaign for Grade-Level Reading to visit West Virginia	Recognition of the state's comprehensive efforts to close the early literacy achievement gap by the end of the third grade.

## **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. Five key goals have been established through the Campaign for Grade-Level Reading:





- 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.**
- 6. Provide strong foundations to support early literacy efforts by elevating the importance of family engagement, healthy readers and state level outreach for professional learning resources.**

To ensure West Virginia remains on track in 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.



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

<p><b>High Quality Instruction</b></p>	<p>High-quality English language arts instruction during the early learning years involves immersion in a literacy-rich environment to develop awareness and understanding of spoken and written language. Through active participation and developmentally appropriate and engaging learning experiences, students develop competencies in reading, writing, listening, speaking and media literacy. To support the development of lifelong learning and global awareness, students are given regular opportunities through developmentally appropriate contexts to participate in language experiences, utilize 21st century skills, and equally employ literary and informational texts of appropriate complexity.</p>		
<p><b>School Readiness</b></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><b>The Attendance Gap</b></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><b>Summer Learning Loss</b></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><b>All children have opportunities to engage in high-quality classroom learning instruction in the early learning grades.</b></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>	
<p><b>More children are ready for healthy transitions into school (WV Universal Pre-K or Kindergarten).</b></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><b>More children attend school regularly.</b></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><b>More children have opportunities to learn in the summer.</b></p>	<p>Summer food programs keep kids healthy when school is out.</p> <p>Physical activity helps children pay attention and learn.</p>	

## Framework for Local Boards of Education

WVBE Policy 2512 provides a framework for local boards of education to engage in a systemic process for advancing early literacy efforts at the local level:

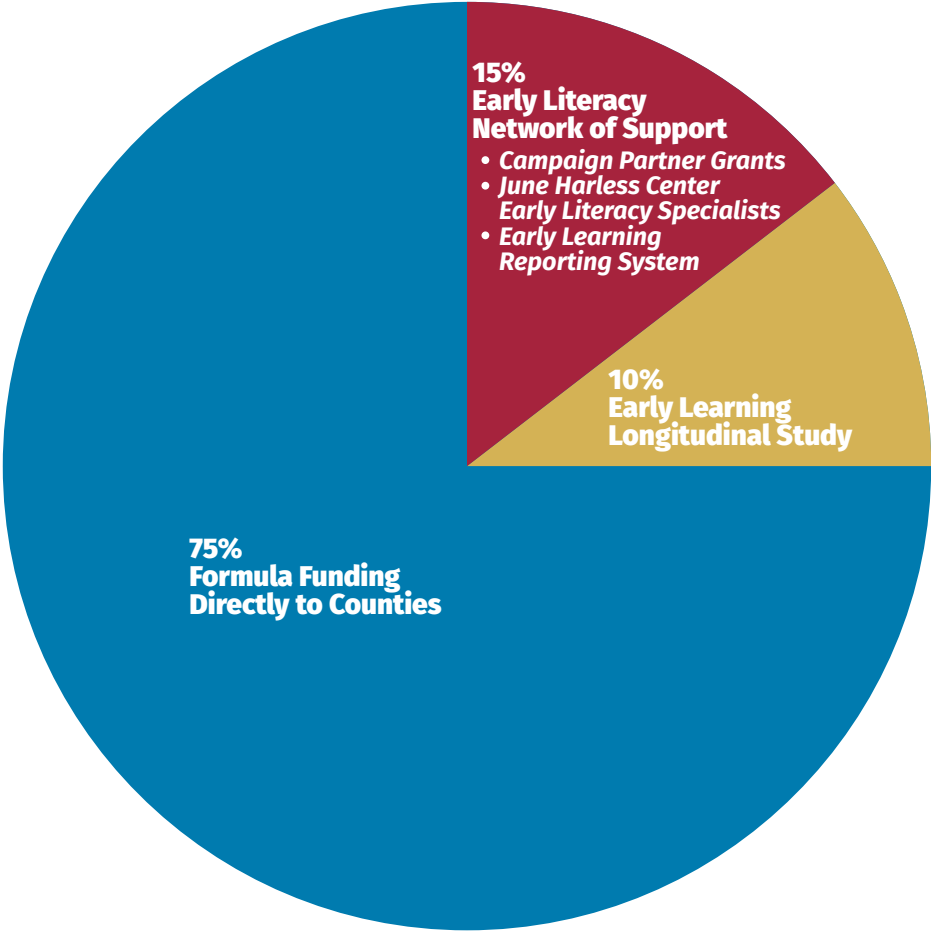


<http://www.wvleadersofliteracy.org>

Coordination of work is based on implications of funding decisions made at the state level. The Transformative System of Support for Early Literacy provides a framework to focus early literacy efforts, but state-level decisions will indicate the extent to which local boards of education will be able to utilize the resources and focus efforts around the indicators for success contained in this report.

# Infrastructure to Support the West Virginia Leaders of Literacy: Campaign for Grade-Level Reading

While primarily focused on district-level funding based on indicated needs via county early literacy action plans, the \$5.7 million annual allocation awarded to support the Transformative System of Support for Early Literacy is also inclusive of components to support the longevity and success of the overall campaign. A breakdown of funding follows:



## WV Leaders of Literacy: Campaign for Grade-Level Reading Funding Allocations by County

<b>County</b>	<b>FY 18 Allocation</b>	<b>County</b>	<b>FY 18 Allocation</b>
Barbour Co	35,699.00	Mineral Co	69,435.00
Berkeley Co	302,534.00	Mingo Co	74,136.00
Boone Co	63,402.00	Monongalia Co	166,773.00
Braxton Co	34,304.00	Monroe Co	32,791.00
Brooke Co	36,880.00	Morgan Co	30,967.00
Cabell Co	200,903.00	Nicholas Co	58,905.00
Calhoun Co	17,409.00	Ohio Co	78,209.00
Clay Co	36,301.00	Pendleton Co	16,189.00
Doddridge Co	17,265.00	Pleasants Co	16,686.00
Fayette Co	102,437.00	Pocahontas Co	17,716.00
Gilmer Co	12,337.00	Preston Co	72,195.00
Grant Co	23,763.00	Putnam Co	134,528.00
Greenbrier Co	79,216.00	Raleigh Co	205,800.00
Hampshire Co	55,553.00	Randolph Co	60,324.00
Hancock Co	70,388.00	Ritchie Co	21,385.00
Hardy Co	37,656.00	Roane Co	35,371.00
Harrison Co	153,906.00	Summers Co	26,965.00
Jackson Co	69,228.00	Taylor Co	38,895.00
Jefferson Co	118,663.00	Tucker Co	16,695.00
Kanawha Co	406,802.00	Tyler Co	19,909.00
Lewis Co	42,213.00	Upshur Co	57,617.00
Lincoln Co	63,633.00	Wayne Co	104,321.00
Logan Co	91,752.00	Webster Co	28,896.00
Marion Co	138,589.00	Wetzel Co	37,433.00
Marshall Co	68,674.00	Wirt Co	15,861.00
Mason Co	63,809.00	Wood Co	201,771.00
McDowell Co	59,893.00	Wyoming Co	64,367.00
Mercer Co	157,651.00		

FY 18 allocation funding formula:  
50%: Head count enrollment Pre-K - 3  
50%: Head count low SES enrollment Pre-K - 3

## WV Leaders of Literacy: Campaign for Grade Level Reading County-Reported Selected Bright Spots

The following represents county-reported “Bright Spots” based on the work of the WV Leaders of Literacy: Campaign for Grade-Level Reading. The initiatives, projects, and programs listed below are in no way exhaustive of the full spectrum of activities occurring as a result of the Campaign. For more information, contact the Campaign for Grade-Level Reading State Lead, Charlotte Webb, at [ctwebb@k12.wv.us](mailto:ctwebb@k12.wv.us).

Barbour	<ul style="list-style-type: none"> <li>Barbour County implemented a Principal’s Book Study focusing on the Learning Schools in their monthly Principal’s meeting. Principals were guided through the book by County Administrators. The meetings allowed the group to discuss the ideas surrounding each chapter and included take-away activities that principals can facilitate with their own staff.</li> </ul>
Berkeley	<ul style="list-style-type: none"> <li>Berkeley County is using Campaign funds to provide free nursery rhyme books to newborns at the local hospital and “The Importance of Reading” brochures for parents. This project is in cooperation with WVU-East/Berkeley Medical Center’s Newborn Welcoming Kit.</li> <li>Berkeley County will host several Family Literacy Nights at their local BE-Hive (non-profit agency) and the local Chick-fil-A Restaurant. Children will participate in Read Alouds, literacy stations, and receive free books. Parents will hear about the importance of reading to their children and receive ideas to assist their child with reading activities at home. Chick-fil-A will provide milk and cookies for these events.</li> </ul>
Boone	<ul style="list-style-type: none"> <li>Boone County Schools distributed children’s books to every child that registered for pre-kk and kindergarten this past year. They also provided parents with information about the importance of coming to school each day from their Attendance Director.</li> <li>Another bright spot is their annual Attendance Tournament that runs through March of each year. The county Attendance Director works with the schools and tracks their attendance. Each elementary school’s real attendance for the year to date is calculated and a “tournament bracket” is created in March. Each week the attendance is recalculated and the highest percentage moves on to the next round. At the end of the “tournament” one elementary school is awarded a traveling trophy for the year. Each student is also given a medallion at their awards day. Principals do a variety of activities to encourage attendance for this tournament.</li> </ul>
Braxton	<ul style="list-style-type: none"> <li>Braxton County is conducting interest inventories with students and families to get ideas for motivational attendance incentives for different grade levels.</li> <li>Additionally, they are involving parents of early learners in the process of identifying and supporting students’ individual needs to increase academic success in the early grades.</li> </ul>

Brooke	<ul style="list-style-type: none"> <li>• The “One Brooke, One Book” campaign using the book, <i>The World According to Humphrey</i>, across all elementary schools kicked off last mid-October. Students in grades K-4 participated in reading the first five books in the “Humphrey” series. The sixth book, <i>Summer According to Humphrey</i>, was purchased for students to take home and read for summer reading.</li> <li>• Superintendent Shute visits all elementary schools monthly to deliver motivational messages to all students on the importance of good attendance. Students are provided with a variety of stickers and charts to self-monitor their attendance. Students who meet the annual attendance benchmark (less than 5 days absent) are invited to attend an end-of-year county-wide Fun Day at the high school. Students who have perfect attendance also collect monthly attendance charms. Attendance rates remain strong in the mid-90% range for elementary students.</li> <li>• Four elementary teachers enrolled in West Liberty University’s reading certification and/or Master’s in Reading program through additional grant funding as part of a RESA 6 collaborative grant. These teachers will share their reading expertise during PLCs and parent activities throughout and following the program.</li> <li>• Pre-K teachers formed a PLC that meets monthly, rotating meetings at each of the county’s Pre-K classrooms. Teachers share best practices, reflect on student progress, and plan parental/community engagement activities.</li> </ul>
Cabell	<ul style="list-style-type: none"> <li>• On September 16, 2016, Marshall University’s College of Education held a celebration of reading event in honor of their incoming president, Jerome A. Gilbert. Cabell County’s Leaders of Literacy grant purchased numerous books for the event and partnered high school students with younger students for read aloud activities.</li> <li>• In August, our Leaders of Literacy Grant allowed us to create a Primary Reading Cadre to study and focus on early literacy instruction and teaching with great intention. Our trainings were facilitated by Jennifer Ashlock and Dr. Carol Tolman who provided multiple strategies and materials to strengthen foundational skills in reading.</li> <li>• Cabell County Schools partnered with the local library to provide parents with information regarding the importance of early literacy, and good attendance habits. Parents were provided with bags full of board books, crayons, alphabet letters, journals, toy microphones, and valuable instruction of how to utilize the materials to engage their child with daily read aloud activities.</li> <li>• Last summer, we held a summer program at a local housing project. We hired a teacher to implement a curriculum built around language activities and read aloud, and partnered with the Huntington Museum of Art who followed the read aloud with an activity linked to the book. As a culminating activity, the students visited the museum, and held a celebratory art show for their parents.</li> </ul>

Calhoun	<ul style="list-style-type: none"> <li>• In the 2017-18 school year, Calhoun County will be able to expand the Early Steps to School Success program for children ages birth to three to the Pleasant Hill School area. This expansion will provide coverage to the entire county.</li> <li>• Calhoun County will Increase the number of Family Engagement Activities to 10 activities per school per year beginning in the fall of 2017.</li> </ul>
Clay	<ul style="list-style-type: none"> <li>• Clay County is implementing high-interest Text Sets in their after school program to help students rapidly build knowledge and vocabulary in an engaging way.</li> <li>• Also, a calendar of summer learning activities was being created and publicized via traditional and social media to assist parents in making full use of available summer programs like Camp Can Do, Super Y Camp, STEAM sessions, and Read Aloud programs.</li> </ul>
Doddridge	<ul style="list-style-type: none"> <li>• Doddridge County is utilizing a mobile feeding bus to provide nutritious meals and books to children in an effort to eliminate hunger, increase literacy skills, and prevent summer learning loss.</li> <li>• They are also partnering with local public libraries to provide lunch for children who attend the Summer Reading Program.</li> </ul>
Fayette	<ul style="list-style-type: none"> <li>• Fayette County provided a STEM/STEAM and Reader's Theatre Summer School this summer for students in Grades K-3.</li> <li>• Children in grades Pre-K 2 and their families were invited to participate every Tuesday this summer in a walking adventure. Book characters were re-created along a mile-long walking trail. Children received the re-created book at the end of the adventure.</li> <li>• Fayette County Schools and WV Read Aloud make blankets and give a book to Pre-K children as part of the Snuggle and Read Program.</li> </ul>
Gilmer	<ul style="list-style-type: none"> <li>• Community partners in Gilmer County come together one Friday a month during the school year to network with each other as well as provide opportunities for families to come in and engage in centers healthy snacks, health-centered activities or crafts, sponsor read-alouds, etc. This allows families to learn what resources are provided in their community as well as successful strategies to use at home.</li> </ul>
Grant	<ul style="list-style-type: none"> <li>• In less than two years, nearly 84% of all eligible Grant County children are enrolled for Dolly Parton's Imagination Library! 500 total children in the county receive a high-quality children's book delivered to their home every month. Grant County has implemented Imagination Library as part of the school readiness initiative for the Campaign for Grade-Level Reading.</li> <li>• Grant County saw an increase of 11 percentage points over one school year as measured by Reading Claim 1 of the WV GSA (2015 to 2016).</li> <li>• Grant County Schools joined the Grant County Family Issues Task Force. Every month a school representative attends meetings with members of the committee to collaborate on areas such as school readiness, attendance and extended learning initiatives in Grant County.</li> </ul>



Greenbrier	<ul style="list-style-type: none"> <li>• Greenbrier County’s Early Literacy Team focuses on the use of after-school tutoring, and offers literacy-focused activities during county events such as Trunk or Treat with the United Way, Christmas Begins with a Book, and the Chocolate Festival, among other events.</li> <li>• Greenbrier County also partners with healthcare agencies, WV Birth to Three, their local Family Resource Network, WIC and other partners to assist families with seeking access to quality healthcare.</li> <li>• Greenbrier County early learning programs (pre-k and kindergarten) conduct home visits at the beginning of the school year to help children and families with the transition to school.</li> <li>• Imagination Library is offered in Greenbrier County.</li> </ul>
Hampshire	<ul style="list-style-type: none"> <li>• Over 70 % of Hampshire children ages birth to 5 children receive Imagination Library books each month. This percentage nearly doubled over the past year.</li> <li>• Hampshire County residents traveled to the Green Valley Book Fair and brought home over \$7000 worth of books for their young children. Hampshire County BOE and the Campaign for Grade-Level Reading sponsored a charter bus and up to \$50 per family to spend on books of the family’s choice.</li> <li>• Read Aloud trainings were conducted in Hampshire County. Title I staff serves as the oversight committee with the county librarian. Campaign for Grade-Level Reading funds were used for background checks for the volunteers.</li> <li>• Pre-K through third grade teachers in every school piloted PALS, analyzed data and delivered instruction accordingly. Teachers are very pleased with the new assessment tool.</li> <li>• Time was made available for pre-k through third grade teachers to participate in vertical planning, discussions about students, and data collection for smoother transitioning for students and teachers. Because of the campaign funds, teachers were able to receive stipends for their extra time to make this possible.</li> <li>• RESA sponsored professional learning for primary teachers on June 12. Over 60 teachers attended sessions which addressed purposeful literacy workstations, management of stations, differentiated literacy centers and effective small group instruction. The learning and book studies from this session will continue throughout the school year with follow up sessions and will be a focus of their literacy plan for the 2017-2018 school year.</li> </ul>

Hancock	<ul style="list-style-type: none"> <li>• Hancock County was awarded a Pacesetter Award in the area of School Readiness by the National Campaign for Grade level Reading in June of 2017.</li> <li>• Third grade Increased by 11% on the English Language Arts portion of the WV General Summative Assessment from 2015 to 2016.</li> <li>• All pre-K students and their families participate in Message from Me, which is a classroom communication tool developed by Carnegie Mellon University.</li> <li>• All pre-K – 3rd grade students are provided the opportunity to self –select books to read over the summer.</li> <li>• Pre-k – third grades were the focus of yearlong graduation awareness activities. Pre-K and K classrooms were given high school caps and gowns in corresponding school colors to wear for dramatic play. Weir High and Oak Glen High school student graduation posters were hung in all the elementary schools. Kindergarten students attended high school for the day and placed their handprints on the wall to represent the class of 2029. All schools and local business were given graduation slogan banners to hang in their windows. “When I see graduation I see you. Keep Hancock County on top. Graduate on time.”</li> </ul>
Hardy	<ul style="list-style-type: none"> <li>• Hardy County has implemented Imagination Library as part of the school readiness initiative for the Campaign for Grade Level Reading. In less than two years, nearly 83% of all eligible Hardy County children are enrolled for Dolly Parton’s Imagination Library! 587 total children are receiving a high-quality children’s book delivered to their home every month. Hardy County has been one of the top three counties across the state in number of enrolled children for the past several months.</li> </ul>
Harrison	<ul style="list-style-type: none"> <li>• Harrison County’s Early Childhood Curriculum Specialist, along with Dr. Joy Saab, worked with pre-K teachers all last year on the implementation of the project approach with a focus on nature. In the spring, teachers were asked to share at least one project they had completed throughout the school year. The experiences the children had were amazing. The documentation the teachers kept was a true reflection of what was happening with each individual child. The teachers embraced this approach so much that we are continuing it next year with a new focus.</li> <li>• In an effort to decrease the summer slide, Harrison County partnered with Energy Express to train all Energy Express Site Supervisors and Mentors on developmentally appropriate literacy instruction. The Energy Express employees received training on read aloud and lesson planning from Harrison County literacy coaches. Additionally, Harrison County provided one reading teacher per Energy Express site within their county to provide one hour of reading intervention. As a result, all students entering 1st grade and entering 3rd grade either maintained or gained reading levels over the summer.</li> <li>• Harrison County Schools partner with Meadowbrook Mall to provide “Toddler Tuesdays” to encourage communication and reading in the home. At these events, parents are given resources to support a language-rich environment and are signed up for the readiness app “VROOM.”</li> </ul>

Jackson	<ul style="list-style-type: none"> <li>Elementary Schools provide attendance incentives to students in three different ways: individually, classroom, and school-wide. Rewards vary based on the schools, but are often related to the school theme. One example is Cottageville Elementary, where the theme this past year was Super Heroes. Students were recognized on the HERO board every two weeks if they were “Here, Everyday, Ready, and On Time” and were recognized in the weekly moveout ceremony. Classes were rewarded when they spell the word “ATTENDANCE” with extra recess, etc. Students who miss two or fewer days each semester will participate in a pool day.</li> </ul>
Jefferson	<ul style="list-style-type: none"> <li>Many central office personnel are volunteering to read all over the county to their K-2 students, first reading aloud a favorite selection; then giving each child a copy of the book to take home and to keep for their very own.</li> <li>One initiative in Jefferson County as part of the Campaign for Grade-Level Reading is to purchase one book per K-2 student per quarter and solicit volunteer administrators and other adults in the county to Read Aloud to a whole grade level at each elementary school. The Associate Superintendent endorsed this grant component of the Read Alouds into his annual Growth and Development Plan. He has been instrumental in encouraging busy personnel to prioritize the Read Aloud sessions.</li> <li>The plan each year is for all K-2 students to receive a total of four books to practice being a good reader using their own copies of the books.</li> </ul>
Kanawha	<ul style="list-style-type: none"> <li>Kanawha County offers a CHANCE program for elementary students who are on a path to expulsion for various infractions. In a partnership with two outside agencies, students are given the opportunity to attend an eight-week program that includes classes in reading and math as well as counseling services. Family counseling services are also provided one day per week. Upon return to school, students continue to receive services from their psychologists to ensure a successful transition.</li> </ul>
Lewis	<ul style="list-style-type: none"> <li>Summer Mobile Food &amp; Book Distribution Bus: Lewis County Schools, Lewis County Family Resource Network, community partners and volunteers came together this summer to expand their summer nutrition program. The county renovated the inside of a school bus to include booths and counter-top seating for students to share in a meal with family and friends. The bus has been turned into a Mobile Food bus which not only delivers meals to communities but along with the meal they receive a book to encourage continued reading over the summer months. In addition the bus was equipped with WiFi so that students could utilize apps that would provide them the opportunity to be read aloud to. The first year was a success with an average of 175 lunches served each day and an average of 45 breakfasts! In addition, volunteers will travel using their personal vehicles to deliver meals and books to areas where the food bus cannot reach.</li> </ul>
Lincoln	<ul style="list-style-type: none"> <li>“Paws to Read with Izzi”! Izzi is Lincoln County’s literacy therapy dog, who lets students read to her in the classrooms. First grade children who had the opportunity to read with Izzi improved their reading fluency scores in Diebels by 65% from January to June. Izzi brings much enthusiasm into the schools. She visits 6 elementary schools classrooms grades pre-k -3rd.</li> </ul>

Logan	<ul style="list-style-type: none"> <li>• Logan County hosts an annual Pre-K Showcase to highlight their students. During this event parents attend with their children. Parents attend sessions on literacy, math, and parenting strategies while their children participate in activities with their teachers. At the end of the showcase, each classroom participates in a performance.</li> <li>• Logan County Pre-K classroom teachers set attendance goals for FY16-17. Their goal had to be higher than 90% and also higher than their attendance rate for FY15-16. If they met their goal, a representative from PRIDE Head Start and the Pre-K Coordinator visited those classrooms to recognize the monthly winners.</li> <li>• Kindergarten and first grade educators in Logan County have been working to create text sets to build knowledge. The teachers were introduced to the Baseball Study in the fall before they began their work.</li> <li>• Logan County hosted a 3-day Summer Transition Camp for all students entering Pre-K in the fall. There will be three sites throughout the county. The camps were taught by Logan County Schools Pre-K teachers.</li> </ul>
Marion	<ul style="list-style-type: none"> <li>• Marion County demonstrates a true collaborative effort in closing the literacy achievement gap by including approximately 30 people on their literacy team. Thanks to partnerships with local community agencies such as Marion County Parks and Recreation, the YWCA, Marion County Read Aloud, Literacy Volunteers, and Fairmont State University, the school district is able to promote literacy awareness on a broad scale via media campaigns, summer programs, and book distributions.</li> <li>• Marion County Schools partner with existing summer camps (8 MCPARC sites, 1 Boys and Girls Club, 1 at Fairmont State University) to provide literacy experts/ reading specialists to coordinate literacy activities. Marion County’s Campaign provided nine teachers to support these camps with high-quality literacy instruction.</li> <li>• Marion County hosted a very successful “Family Literacy Fair” in the community where families were welcome to participate in literacy-rich activities. Families left the event with multiple books and other resources related to reading.</li> </ul>
Marshall	<ul style="list-style-type: none"> <li>• Marshall County is implementing a Summer Leadership Camp to not only help build leadership skills in their elementary students, but to also address the summer slide. Grand Adventure Leadership Camps were held at Grand Vue Park. Certified teachers lead campers through action packed weeks with different educational themes that will kept children child moving, learning, and gaining key leadership skills.</li> </ul>

Mason	<ul style="list-style-type: none"> <li>• A bright spot for Mason County was giving books away to observers at their Annual Christmas Parade. Children and parents were so excited to receive books. You could hear the crowd saying “They are giving books!” They plan to expand this and give books away at the Fair Parade in August and do it again in December.</li> <li>• Another bright spot is their Early Start program that reaches out to three year olds in areas of the county. These children are ones who signed up for the three year old preschool program but did not qualify for services. The coordinator of the program meets with the children twice a month, sharing an activity that goes with the book that each child receives. Parents are also encouraged to participate with the lesson.</li> </ul>
McDowell	<ul style="list-style-type: none"> <li>• K-3 Home Visiting Project: K-3 teachers in McDowell County visit five families twice a year to build relationships and learn more about their hopes and dreams for their children. Teachers receive extensive training, LEA support, and a stipend throughout the year long project.</li> <li>• MCS Color Me Present Run: In an effort to celebrate reading, attendance and school readiness, a color run was held for the entire community of McDowell. Families received free books at the finish line and signed a pledge to improve attendance all while getting fit.</li> <li>• Ready Freddy - School Readiness and Attendance Mascot PreK and K: The friendly green frog stresses the importance attended PreK and K every day at all elementary school and Head Start Centers. He helps build school readiness, decrease chronic absenteeism, improve transitions and strengthen family engagement.</li> </ul>
Mercer	<ul style="list-style-type: none"> <li>• Ready Freddy: Mercer County Schools hosted the Second Annual Ready Freddy event Saturday, March 18, 2017 at the Mercer Mall. Ready Freddy is a school readiness event aimed to help upcoming Pre-K and Kindergarten students and families ease into the school setting by offering a variety of hands on activities and information. Freddy and his “army” (which consisted of Mercer County teachers, teacher assistants, principals, and Central Office volunteers) had ten learning stations where children and their families learned a new skill and received a “take away” activity to do together at home. Students and families also got to go through a simulated lunch line and ride on “The Magic School Bus” with Ms. Frizzle herself. This year’s event served 135 families in Mercer County. School readiness is a component of the West Virginia’s Campaign for Grade-Level Reading.</li> </ul>
Mineral	<ul style="list-style-type: none"> <li>• Mineral County has reinstated Dolly Parton’s Imagination Library using Campaign for Grade-Level Reading funds. Currently, over 800 children in Mineral County ages birth to five receive a high-quality, age-appropriate picture book monthly.</li> </ul>

Mingo	<ul style="list-style-type: none"> <li>• A food pantry and/or summer feeding program from each of the 7 school communities in Mingo County received a \$700 donation and 200 books and literacy information for the organizations to give to the children they serve.</li> <li>• Mingo County hosted “reading showers” on each end of the county. Pregnant women and parents with children up to 4-years old attended. Staff presented short video clips of tips on literacy and had discussions with the parents. Children received five free books each. A door prize of a basket of books was given. Over 300 books were given out at the showers.</li> <li>• Mingo County has had donated over 26,000 books to children and libraries over the past two years, since the inception of the Campaign for Grade-Level Reading!</li> </ul>
Monongalia	<ul style="list-style-type: none"> <li>• Community Book Shelf: A basket of board books, consumable bookmarks, and hands on games promoting conversation and book language were recently placed in 10 doctor’s office waiting rooms in Monongalia County. Consumable bookmarks promoted the Ready Rosie county initiative.</li> <li>• Nonfiction Classroom Libraries: High interest, nonfiction books have been placed in Pre K, Kindergarten, 1st, 2nd, and 3rd grade classroom libraries. Each classroom in all ten elementary schools received at least 30 book titles to add to their current classroom libraries.</li> <li>• Observation Survey Training: Marie Clay’s An Observation Survey of Early Literacy Achievement training was offered and materials provided to all new kindergarten and 1st grade teachers. An Observation Survey is used as an assessment tool for teachers to help guide small group instruction.</li> <li>• Fountas &amp; Pinnell Benchmark Assessment System: Additional assessment system kits were provided to all ten elementary schools. The assessment system assists teachers in assessing students’ guided reading levels and encourages the use of running records to help guide instruction.</li> </ul>
Monroe	<ul style="list-style-type: none"> <li>• Monroe County is collaborating with community partners to provide and promote a variety of engaging summer learning opportunities for students and families.</li> <li>• Additionally, through community partnerships and the Early Literacy Team they initiated Imagination Library this year and currently have 300 children registered, which is about 40% of the children eligible in Monroe County.</li> <li>• They are also providing training for parents on early literacy strategies to help children build oral language and develop reading skills.</li> </ul>

Morgan	<ul style="list-style-type: none"> <li>• Camp MoCo is a six-week summer day camp for upcoming K-5th grade students in Morgan County Schools. Activities have a different theme each week and students take home two books per week to add to their home libraries. Through this program, 58% of Morgan County students have maintained or improved their reading levels.</li> <li>• Step Up Day for upcoming kindergarten students in Morgan County allows students entering kindergarten and their parents to visit their new school.</li> <li>• Upcoming kindergarten students in Morgan County receive a book about their new school so they can familiarize themselves with the environment, people, and places to go in their new school building. Parents are encouraged to read this social story book to their child every day over the summer.</li> <li>• Kindergarten Registration in Morgan County Schools is another opportunity for upcoming kindergarten students to acclimate to their new school. Students receive dry erase markers, rhymes, and other activities to help them feel confident about attending kindergarten. Also, each student is allowed to pick a new book!</li> </ul>
Nicholas	<ul style="list-style-type: none"> <li>• Nicholas county Community Action Partnership Inc., Head Start celebrated Head Start's 52nd Anniversary on May 18, 2017. A celebration was held at the Nicholas County Veterans Memorial Park and included free books for all children in attendance sponsored by the Campaign for Grade Level Reading.</li> </ul>
Ohio	<ul style="list-style-type: none"> <li>• During Pre-K screenings in the spring, Ohio County Schools set up a literacy lounge for children to look at books with their families. In addition to the lounge, early literacy tips were provided in brochures and parent handouts for everyone!</li> </ul>
Pendleton	<ul style="list-style-type: none"> <li>• On April 27th, Pendleton County celebrated the "Week of the Young Child." 73 Pre-K children and 64 parents attended for local entertainment and literacy activities. Each family received lunch and four children's books to bring home.</li> </ul>
Pleasants	<ul style="list-style-type: none"> <li>• Pleasants County did not report any Bright Spots.</li> </ul>
Pocahontas	<ul style="list-style-type: none"> <li>• Pocahontas County is implementing a Reading Cohort supported through the Superintendent's Office. Teachers will have the opportunity to collaborate with other teachers throughout the county on reading strategies, instructional approaches, etc. This opportunity will support teachers in becoming teacher leaders as well as allowing time for authentic professional development.</li> </ul>
Preston	<ul style="list-style-type: none"> <li>• In partnership with the 21st CCLC, Preston County Schools now has a Little Learners program in each of their 8 elementary schools. Little Learners is a weekly school readiness program geared toward educating children, ages 1-4, and their parents through play, readiness activities, and interactive read aloud opportunities.</li> <li>• Preston County also offers the Snuggle Up and Read program. Nearly 200 families have each received 10 brand new books and a homemade blanket during parent education workshops held at elementary schools throughout the county over the past two years. Snuggle Up and Read is designed to encourage families to read together every day. As part of this program, nearly 2,000 books have been distributed to build home libraries across the county.</li> </ul>

<p>Putnam</p>	<ul style="list-style-type: none"> <li>• Putnam County Schools’ Office of Federal Programs and Campaign for Grade Level Reading hosts a Putnam County Book Festival every year. All five Title I schools plus Mountain View and Conner Street Elementary students were invited to participate in this event that gave students the opportunity to listen to authors, Amber Elmore and Chris Branam, and storyteller, Adam Booth. Students also got to make a craft, listen to “Wendy” from Wendy’s read a story, participate in activities with PBS, shop the used book sale, have fun with Joey Stepp, magician, and have a free lunch.</li> <li>• Putnam County offers summer learning opportunities in conjunction with community agencies such as the Tri-County YMCA and others.</li> <li>• At Rock Branch Elementary in Putnam County upcoming Preschool and Kindergarten children and their families are invited to an Oreotation. This event takes place in the evening. Families are welcomed by our Title 1 staff. Parents are then given a packet of basic school information (drop off procedures, lunch billing information, PTO information etc.). Title 1 also does a presentation about the importance of becoming involved in their child’s school experience and the importance of reading aloud to their child. Families are then dismissed to classrooms. Pre-K and K teachers read a story to their upcoming Pre-K and K children. Afterward, families enjoy oreos and milk.</li> </ul>
<p>Raleigh</p>	<ul style="list-style-type: none"> <li>• On April 28, Raleigh County Pre-K Expo teamed with community stakeholders in an effort to provide high quality Pre-K programs designed to give children an early start to reading success.</li> <li>• Working in collaboration with the Raleigh County Judicial system, Raleigh County Schools has now celebrated its 4th year in providing K-5th grade parents of habitually truant children a truancy diversion program called the Academic Success Academy, in lieu of going to Court. This program assists parents with academic, health, and parenting skills that in an effort to alleviate truancy.</li> <li>• Raleigh County Schools has successfully increased K-2 student proficiency in reading by collaborating with Raleigh County Read Aloud WV and beginning Reading Buddies! According to Mary Kay Bond, Executive Director of Read Aloud WV, Raleigh County Read Aloud is one of the most successful Read Aloud programs in WV. Reading Buddies is a program in which older elementary children read 20 minutes a day with a younger child. This promotes automaticity in older children and the love for reading in the younger children.</li> </ul>
<p>Randolph</p>	<ul style="list-style-type: none"> <li>• Randolph County holds “Reading in the Park” events during the summer and encourages parents of children ages preschool through grade 5 to bring their child(ren). Children receive books and engage in activities while parents are participating in activities that provide them information regarding resources available to them as well as literacy development in children.</li> </ul>



Ritchie	<ul style="list-style-type: none"> <li>Ritchie County is striving to build capacity within their school system by having strong PLCs. Grade Level PLCs occur, including Title I, grade level teachers and principal on a weekly basis at the end of the day for 30 minutes to discuss student progress and concerns. County-wide grade level PLCs occur no less than 3 times per year for teachers to discuss curricular concerns, programming and resources. This opportunity will support teachers in becoming teacher leaders as well as allowing time for authentic professional development.</li> <li>In addition to a commitment to Grade Level PLCs, Ritchie County personnel along with Birth-three, the cooperative Head Start agency and Ritchie County DHHR have actively promoted Dolly Payton’s Imagination Library.</li> </ul>
Roane	<ul style="list-style-type: none"> <li>Roane County did not report any Bright Spots.</li> </ul>
Summers	<ul style="list-style-type: none"> <li>Summers County is providing community training for parents of children from birth to age five in early literacy and language-building activities in an effort to increase school readiness. Additionally, they are utilizing Vroom to provide daily reminders of short engaging literacy and numeracy activities that parents can do quickly and easily without adding additional time or resources to their schedules.</li> </ul>
Taylor	<ul style="list-style-type: none"> <li>Taylor County provides families with online access to learning opportunities that are appropriate for a variety of grade levels and setting up information stations at Walmart to show parents how to access these resources. Additionally, they employ two Attendance Facilitators to identify students who are at risk for chronic absence and provide support for their families to increase attendance.</li> </ul>
Tucker	<ul style="list-style-type: none"> <li>Thanks to the Campaign for Grade-Level Reading, Tucker County was able to partner with The Mountain Institute to provide a summer camp for students from first through third grades. The county was unable to provide any form of summer programming prior to the Campaign. These students participated in outdoor science activities and readings that related to their outdoor learning. Students had time to practice their reading with time built in to work on specific skills with a classroom teacher.</li> </ul>
Tyler	<ul style="list-style-type: none"> <li>Imagination Library is available free to all children ages Birth-5 in Tyler County. The Tyler County literacy team will work with Head Start and both area libraries to help provide parents with the information concerning the availability of these free books for children ages birth to 3 through newspaper articles and radio announcements.</li> <li>Tyler County used funding from the Literacy Grant to purchase books for all students grades K-3 to help prevent summer reading loss. Each student takes home a backpack full of high interest reading materials of their choosing to enjoy over the summer.</li> </ul>
Upshur	<ul style="list-style-type: none"> <li>Bundles provided by Upshur County Schools are given to families with newborn babies to promote family engagement and literacy development. Bundles include a blue and white onesie with “Future Buccanneer Graduate,” a hat, books, and Imagination library, Ready Rosie, and additional information about parent resources in the community.</li> </ul>

Wayne	<ul style="list-style-type: none"> <li>• Using First Book and donations, Wayne County was able to give books away to all early learning students and parents. Each school held a book swap in which students in school as well as birth to three could come in and get a book and/or give a book. Parents were also able to participate by receiving and giving books.</li> <li>• Every six weeks, one student at each grade level-PreK-5th, was given a gift certificate from different vendors. All students involved in the drawing had no absences or tardiness for that six weeks. In addition, one parent was given a gift certificate based on attendance of their student and one teacher was a winner based on their attendance.</li> <li>• Teachers at each grade level came together to plan, share resources/ideas and create common formative assessments. All twelve elementary schools participated together, creating a county wide professional learning community within each grade level.</li> </ul>
Webster	<ul style="list-style-type: none"> <li>• Vroom: Walking Webster County: The building construction class at the high school is working on creating posts which will be installed along various walking trails throughout the county. The posts will be utilized to display different Vroom tips that parents can do with their children.</li> <li>• Community Baby Shower: Each year, the Webster County Starting Points Center hosts a community baby shower for expectant families or those with children under a year old. Baby supplies, books, toys, and other prizes are given away as the families rotate through informational stations. This collaborative event includes representatives from WIC, DHHR, WV Birth to Three, the school system, child care, and the Family Resource Network, as well as various child-centered vendors.</li> <li>• Exploration Clubs and PLCs: Every two weeks during the school year, students spend the afternoon engaging in STEM or literacy activities while teachers participate in PLCs. Teachers, including specials teachers and some support personnel, rotate between teaching duties and PLCs. Students explore topics such as coding, Reader’s Theater, arts, music, Lego challenges, and STEM challenges in multi-age groups during Exploration Clubs.</li> <li>• Family Fun Nights: Each quarter throughout the year, the schools host a family fun night focused on one of the four major content areas: Reading, Math, Science, and Social Studies. Oftentimes, these events also coincide with a book fair and art show. Families participate in hands-on engagement activities focused on the event theme and are given the opportunity to shop at the Book Fair. Webster County looks to expand the events further by offering parents mini courses on interest topics such as organizational skills, homework help, managing stress, and helping students with disabilities.</li> </ul>

Wetzel	<ul style="list-style-type: none"> <li>• “Make It, Take It” Days: Parents came to school with their child for a half day and rotated through different academic activities with their child. Parents learned what was expected at school and how to help their child at home.</li> <li>• Boot Camp for upcoming Pre-K children: Parents brought their child to school for half day and rotated through different activities. This gave the parent and the child an opportunity to become a little familiar with the teachers and the school.</li> </ul>
Wirt	<ul style="list-style-type: none"> <li>• Christmas Reading Gala: In December of 2016, the Primary center hosted this inaugural event that allowed students and families to visit multiple stations involving holiday activities. Each station included a free book and students took home 19 free hardback books from the event.</li> <li>• Monthly Parent Involvement Activities: Each month the Primary Center hosts an academic based parent involvement activity to help extend learning at home. At each of these activities, students receive free books.</li> <li>• Summer Reading Project: For the past two summers the Primary Center has sent home books with each child that coincide with next year’s theme. Each grade level creates a project that goes with the book for students to complete at home and every project brought back receives a free prize and an entry to win one of 12 Kindle Fires. Wirt County Schools have had 95% participation with this project.</li> <li>• Ready, Set, Go!: During their annual transition activity for incoming PreK and K students, children are invited to visit book tables where they can choose 5 books to take home with them to ignite the love of reading in their homes.</li> <li>• These activities along with others have allowed the primary center to get over 10,000 books into the hands of their students.</li> </ul>
Wood	<ul style="list-style-type: none"> <li>• With the help of retired teacher coaches, all Wood County teachers working with K-2 students were trained to administer a guided reading assessment. Jan Richardson trainers offered two guided reading sessions during Continuing Education. A guided reading cohort of 32 teachers was formed and met monthly to study Jan Richardson’s book, Next Step Forward in Guided Reading. All K-2 teachers now assess students to determine guided reading levels to provide strategic, differentiated small group reading instruction to help students confidently and proficiently process text.</li> </ul>

Wyoming

- Literacy Interventionists: Wyoming County Schools provided literacy interventionists for additional intervention services to kindergarten to third grade students scoring below the Benchmark on the STAR Early Literacy and/or Reading Assessments. The STAR Early Literacy and Reading Growth Reports for kindergarten to third grade exhibited student growth.
- Imagination Library: Parents /guardians are encouraged to enroll their children in the Imagination Library Program. Wyoming County Schools currently has 68% of eligible children enrolled, which shows an increase since the grant's implementation.
- Book Distribution: Wyoming County Schools, working with the Birth to Three Program, has distributed age appropriate books to children under the Pre-K age band. Additionally, books were to students at various Summer Food Service Program locations to promote and encourage student reading and family engagement during the summer.
- Transition from Pre-K to Kindergarten: A professional learning community (PLC) meeting was held with county pre-K and kindergarten principals, teachers, and instructional aides to facilitate the transition from pre-K to kindergarten and allow instructional personnel to collaborate about incoming students. Additionally, parents/guardians attended Kindergarten open houses at all schools where they were provided materials and books for their children and guidance on completing forms and utilizing social media for open lines of communication between school and home.

## **Early Literacy Network of Support**

### **Early Literacy Specialists Early Learning Reporting System Campaign Partner Grants Competition**

To build capacity at the local level, the West Virginia Leaders of Literacy: Campaign for Grade- Level Reading has partnered with Marshall University's June Harless Center for Rural Education and Research to establish an Early Literacy Network of Support. An initial grant of \$500,000 was provided to Marshall University Research Corporation in July 2015 to establish the Early Literacy Network of Support. This funding was renewed in July 2016 and in July 2017. The Early Literacy Network of Support serves as an extension of the WVDE Office of Early Learning, and includes the employment of four highly-qualified early literacy specialists, as well as administrative support, to provide capacity building models of coaching and support for teachers and partners who work with young children grades birth through grade three to:

- Increase the quality of developmentally-appropriate, standards-focused reading instruction;
- Provide technical assistance to County Grade-Level Teams; and
- Provide other supports to ensure the success of each major component of the West Virginia Leaders of Literacy: Campaign for Grade-Level Reading.

Members of the Early Literacy Network of Support are in regular communication with WVDE Office of Early Learning staff to ensure continuity of services for support to the counties as they carry out the goals of their localized Campaigns.

Leaders of Literacy: WV Campaign for Grade-Level Reading

Early Literacy Network of Support

- 5 Early Literacy Specialists and Administrative Oversight from the June Harless Center for Rural Education and Research at Marshall University
- West Virginia Department of Education Office of Early Learning

## **Other Support: Expansion/Maintenance of the West Virginia Early Learning Reporting System**

The Early Learning Reporting System (ELRS) is the data entry component of the formative assessment process that is utilized in all readiness grades classrooms in WV. Evidence is collected on a regular basis that provides valuable information about children's development toward mastery of standards. Evidence is used by teachers to make claims about children's progress over time.

The ELRS is housed on a secure platform via Webtop. It is utilized to measure and expedite WV's progress toward closing the literacy achievement gap in the state. The ELRS will guide continuous quality improvement and provide data regarding WV's efforts to provide high-quality, comprehensive early learning programming for all children.

## **What is The Early Learning Reporting System: Child Accomplishments Summary?**

The ELRS Child Accomplishments Summary (CAS) is a summary form to assist the teacher in planning instruction based on the data and also serves as an effective communication tool between parents and teachers.

- Examines all the data collected for the child in the score period. Assigns scores for each item.
- Examines the data and the scores in one domain. Populates 1-2 sentences summarizing the items in that domain for the child to provide a summary of the child's capabilities based on the data collected in that domain.
- The teacher writes 1-2 sentences outlining the next steps for the child. Taking into consideration the activities they will plan and how they will continue to move the child forward in the domains.
- The teacher considers the information collected for the arts and physical development and writes a brief summary of each area including 2-3 sentences of the child's accomplishments and next steps.

## **What is The Early Learning Reporting System (ELRS): Transition Report?**

The ELRS Transition Report is a summary form that is available to Kindergarten teachers for children transitioning from Pre-K to Kindergarten. The report summarizes each child's developmental progress across domains; additionally, teachers may add sentences to provide additional information as to the child's present levels of performance. The domains include: Social and Emotional Development, Language and Literacy Development, Mathematics, Science, The Arts, and Health and Physical Development. This report was developed to provide Kindergarten teachers with a snapshot of the whole child's health and development upon exiting from Pre-K.

## **Addition of Lexiles and Quantiles**

MetaMetrics is an educational measurement framework that links assessment with instruction, fosters better educational practices, and improves learning by matching students with materials that meet and challenge their abilities. The two measures adopted by the West Virginia Department of Education as part of the Every Student Succeeds Act are the Lexile Framework for Reading and the Quantile Framework for Mathematics.

The Lexile Framework for Reading is an educational tool – a scale – that links reading materials and readers using a common metric called a Lexile. It measures both the complexity of the reading material as well as the instructional level of readers using the same scale. A Lexile range spans up to 50L above and 100L below the reported measure. Use of the Lexile Framework will allow educators to target instruction to student ability; progress monitor student growth; and evaluate the effectiveness of instructional programs and interventions.

The Quantile Framework for Mathematics provides a common scale for measuring mathematics achievement, the difficulty of mathematical skills and concepts, and the materials for teaching mathematics. This scale enables educators to describe which mathematical skills and concepts a student is ready to learn and those that will require more instruction so that students can be matched with resources that meet their learning needs.

Each of these measures describe students' reading and math test scores in tangible, concrete terms so educators can easily communicate specific learning needs and accomplishments with parents.

## Campaign Partner Grant Competition Synopsis

Partner Organization	Amount Funded	Name of Project	Description of Project
Shepherd University	\$20,333	Candidate/Teacher Literacy Collaboration for Improving Letter Sound Recognition Instruction	The project aims to improve teacher quality by providing literacy workshops for both teacher candidates and cooperating classroom teachers.
Bob Burdette Center & East End Family Resource Center	\$50,000	Ready to Read	In collaboration with Kanawha County Schools, the Bob Burdette Center and the EERC will train staff in text set implementation. In an effort to close the literacy achievement gap, text sets will be implemented in 5 sites across the county to increase knowledge and vocabulary for low-income students.
Weirton Bread Basket	\$25,000	Bread and Books in a Basket	Hancock and Brooke Counties are partnering with Weirton Bread Basket, which is a local food pantry serving low-income families in both counties. When families visit the Bread Basket to receive food, they also receive literacy materials and training as well as books for their children.
Read Aloud WV	\$50,000	Read Aloud Chapter Development and Book Distribution	This funding will enhance and expand Read Aloud work in existing and new chapters.
Read Aloud WV	\$25,000	Read Aloud WV Book Distribution	This funding will help to increase the number of books distributed and create parent engagement activities for participating sites.
Tucker County Family Resource Network	\$25,000	1,000 Books Before Kindergarten	This money will be used to implement the 1,000 Books Before Kindergarten program in libraries across Barbour, Randolph, and Tucker counties. The program encourages children to read 1,000 books before kindergarten in order to establish strong literacy skills.
Education and the Arts/ Save the Children	\$50,000	Imagination Library	This funding will provide families in Monroe and Mercer counties with access to Dolly Parton's Imagination Library. Imagination Library will send one high-quality, developmentally appropriate picture book per month to the home of every enrolled child from birth through age five.

<b>Partner Organization</b>	<b>Amount Funded</b>	<b>Name of Project</b>	<b>Description of Project</b>
Western Counties Regional Library	\$35,000	1,000 Books Before Kindergarten	This money will be used to implement the 1,000 Books Before Kindergarten program in 31 library locations across Cabell, Lincoln, Logan, Mason, Mingo, Putnam, and Wayne counties. The program encourages children to read 1,000 books before kindergarten in order to establish strong literacy skills.
Wirt County Primary Center/ Wirt County Prevention Coalition	\$25,000	Family Engagement Fundamentals	In an effort to encourage both family engagement and school readiness, birth to three playgroups will be organized for families in Wirt County.
Save the Children	\$50,000	Early Readers Project	This funding will allow Save the Children to expand “Early Steps for School Success” to Clay County. Through home visits, book exchanges, parenting groups, and an emphasis on transition to school, Early Steps staff helps children with language, social and emotional development, and equips parents and caregivers with the skills to successfully support children’s growth.
Imagination Library/Save the Children	\$30,000	Early Literacy Family Engagement Project	This collaborative project between Save the Children, West Virginia Imagination Library, and the West Virginia Department of Education will result in the development of a series of family-friendly resources for the general public to utilize based on the book series included as part of the Dolly Parton Imagination Library Program. The grant will result in the development and deployment of an online application to house the family-friendly resources, and will also provide initial outreach for and dissemination of print copies of the family-friendly resources for libraries throughout West Virginia.



## Early Learning Longitudinal Study Update: Year Two

To determine the long-term impact of high-quality early learning programming on later student achievement, the National Institute for Early Education Research (NIEER) and Marshall University are currently conducting a longitudinal (5-year) study in West Virginia. This study also aims to examine the quality of early learning classrooms. Specific details follow:

Research Question: Do children who attend the prekindergarten program demonstrate significant greater achievement on math, language, literacy, and social skill measures than children who do not attend the prekindergarten program at the end of kindergarten?

Research Design:

- Follows the preschool children assessed in Year 1 as they progressed into Kindergarten.
- The kindergarten sample of children who did attend prekindergarten is compared to a new group of children in kindergarten who did not attend prekindergarten.
- Measures the effects of WV Pre-K through the end of kindergarten.

Sample:

- “Comparison group” = 367 children starting K which did not attend WV Pre-k.
- “Treatment group” = 515 children starting K which did attend WV Pre-K and which were followed from the prekindergarten year.
- 7 counties: Fayette, Greenbrier, Kanawha, Nicholas, Putnam, Roane and Wood (PURPOSEFUL for longitudinal analyses).

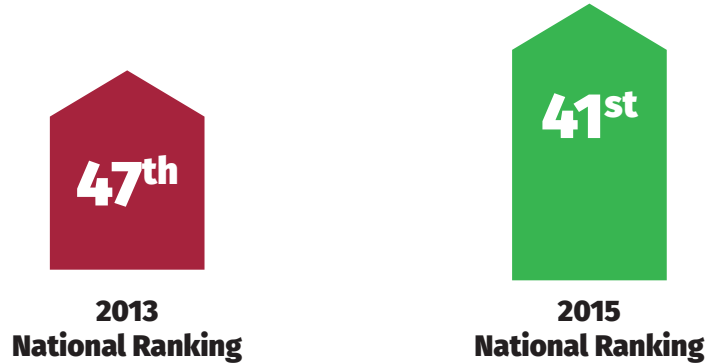
Preliminary Findings for Year Two:

- On average, children recruited as a comparison group are similar to treatment children by gender, race, language background and IEP status. Children in the treatment group are on average more likely to be low income.
- Program quality: WV Universal Pre-K Classrooms
  - » Classrooms are generally average quality.
  - » Classrooms quality in the sample ranges from excellent to inadequate.
  - » Classroom emotional support scores are high and demonstrate nurturing and safe environments for children.
  - » Classroom organization scores are relatively high.
  - » Instructional supports, learning activities, and personal care routines are areas that could benefit from improvement, where WV may wish to focus future intervention and supports.
- Program quality: WV Kindergarten Classrooms
  - » Classrooms are generally above minimal quality.
  - » Instructional supports, classroom organization, and the physical environments are areas in which WV may wish to focus future professional learning for kindergarten teachers.

## A 2020 Vision for Grade-Level Reading: Success in Action

The comprehensive approach to early learning utilized by the Transformative System of Support for Early Literacy has resulted in early reading achievement gains in West Virginia. Descriptions follow:

### Grade 4 NAEP Reading National Rankings



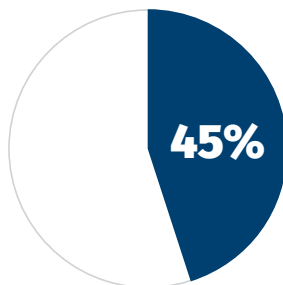
#### 2014

- HB 4618, Transformative System of Support for Early Literacy, passed
- WV Code §18-2E-10 established
- WVBE Policy 2512, revised to reflect a Transformative System of Support for Early Literacy for grades pre-k through 5

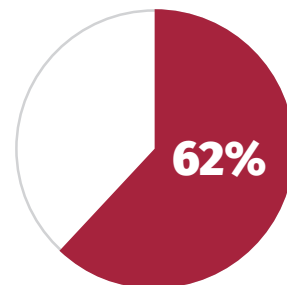
Since 2013, WV's 4th grade NAEP scores have *increased* in rank by **six** states. 2017 NAEP Data is slated to be available during winter 2018.

### WV General Summative Assessment 2017 Data: Grade 3

#### Overall English Language Arts Proficiency for West Virginia



#### Grade 3 Reading Claim Students Near, At or Above Proficiency



The Grade 3 English Language Arts section of the West Virginia General Summative Assessment is comprised of four categories, or claims:

- Reading
- Writing
- Listening
- Research/Inquiry

The READING claim is at the center of measuring the extent to which students leave grade three reading proficiently.

## Grade Three ELA Proficiency by County

Taken from the 2017 West Virginia General Summative Assessment

County	Percent Proficient	County	Percent Proficient
Barbour	35	Mineral	35
Berkeley	47	Mingo	42
Boone	45	Monongalia	56
Braxton	38	Monroe	31
Brooke	54	Morgan	41
Cabell	48	Nicholas	40
Calhoun	44	Ohio	56
Clay	51	Pendleton	46
Doddridge	46	Pleasants	45
Fayette	40	Pocahontas	39
Gilmer	49	Preston	36
Grant	65	Putnam	49
Greenbrier	48	Raleigh	50
Hampshire	47	Randolph	40
Hancock	51	Ritchie	48
Hardy	33	Roane	31
Harrison	50	Summers	37
Jackson	48	Taylor	46
Jefferson	47	Tucker	47
Kanawha	43	Tyler	54
Lewis	31	Upshur	35
Lincoln	33	Wayne	49
Logan	47	Webster	35
Marion	49	Wetzel	42
Marshall	49	Wirt	47
Mason	33	Wood	50
McDowell	32	Wyoming	42
Mercer	40	<b>West Virginia</b>	<b>45</b>

## Grade Three Reading Claims Designations by County

Reading proficiency is one of four claims measured by the English Language Arts component of the West Virginia General Summative Assessment.

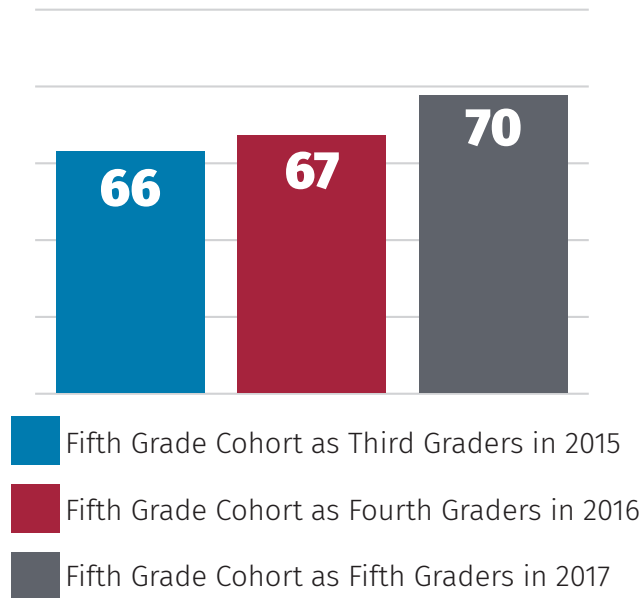
Taken from the 2017 West Virginia General Summative Assessment

<b>County</b>	<b>Percent Proficient</b>	<b>County</b>	<b>Percent Proficient</b>
Barbour	52	Mineral	56
Berkeley	64	Mingo	60
Boone	65	Monongalia	69
Braxton	57	Monroe	51
Brooke	70	Morgan	58
Cabell	65	Nicholas	56
Calhoun	56	Ohio	69
Clay	68	Pendleton	70
Doddridge	61	Pleasants	57
Fayette	58	Pocahontas	59
Gilmer	64	Preston	53
Grant	74	Putnam	69
Greenbrier	64	Raleigh	65
Hampshire	69	Randolph	57
Hancock	67	Ritchie	63
Hardy	52	Roane	46
Harrison	65	Summers	56
Jackson	67	Taylor	59
Jefferson	62	Tucker	59
Kanawha	60	Tyler	70
Lewis	47	Upshur	57
Lincoln	54	Wayne	67
Logan	62	Webster	50
Marion	65	Wetzel	62
Marshall	68	Wirt	62
Mason	47	Wood	67
McDowell	48	Wyoming	60
Mercer	57	<b>West Virginia</b>	<b>62</b>

## Grade 5 Cohort Data: Stability is Key to Success

The students exiting grade five in 2017 have demonstrated an overall increase in Reading claim proficiency since grade three:

### Percent Near, At, or Above Proficiency in the READING Claim



## **A 2020 Vision for Grade-Level Reading: What's Next?**

Over the next year, the WVDE Office of Early Learning plans to:

1. Provide a continued focus on the development of resources and strategies to support high-quality, standards-focused instructional practices and interventions for grades Pre-K – 3.
  - a. Promote our existing library of resources including webinars, e-learning courses, and PLC guidance documents. Topics include balanced reading diet, formative assessment, word study, and text sets.
  - b. Develop additional webinars, e-learning courses, and PLC guidance documents for numeracy, fluency, vocabulary, and writing.
2. Expand the Phonological Awareness Literacy Screening (PALS) to additional interested counties in order to have consistent reporting on Early Learning Foundations student progress.
  - a. Facilitate PALS trainings for counties piloting PALS for the first time in order to support successful implementation.
  - b. Facilitate PALS trainings and continued support for counties currently using the tool.
3. Support state/regional Birth-3 organizations, as well as counties, in the statewide implementation of Imagination Library to help ensure all WV children under age 5 have access to high-quality children's books in their homes and parents are supported as their children's first teacher.
4. Continue to promote awareness of the Campaign for Grade-Level Reading by developing intentional marketing strategies to reach stakeholders across the state.
  - a. Plan and facilitate a summit for Higher Education stakeholders to bring awareness to common goals.
    - i. Support education and literacy professors in better preparing teacher candidates.
    - ii. Support medical-related programs by encouraging awareness of the importance of early literacy development.
  - b. Ensure that school-level personnel are made aware of the connection between the components of the Campaign for Grade-Level Reading and their work in the school building.
    - i. Support participating school-level staff in Professional Learning Communities through the Early Learning Foundations Project.
    - ii. Invite school-level staff to participate in Early Literacy Academies.
5. Focus on combatting chronic absence across the state by promoting plans to support struggling students and families.
6. Share toolkits specifically created to support Campaign for Grade-Level Reading stakeholders throughout West Virginia.
  - a. Toolkits are relevant to community partners, school administrators, teachers, and families.
  - b. Toolkits include information to support:
    - i. Attendance
    - ii. Extended Learning
    - iii. Imagination Library
    - iv. School Readiness (Ready, Set, Go! WV)
7. Work with Child Nutrition to continue to expand the number of feeding sites and mobile feeding in counties by engaging and including additional community partnerships.
8. Plan and facilitate a WV Campaign for Grade-Level Reading Conference for all 55 Campaign for Grade-Level Reading communities to network and share local work being accomplished.





Steven L. Paine, Ed.D.  
West Virginia Superintendent of Schools