



EARLY LEARNING ANNUAL REPORT



**West Virginia Department of Education
Office of Early Learning
August 2016**



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2015-2016**

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Part One: 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: 81% 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' 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
- 2013: WV Senate Bill 359 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
 - » Early childhood attendance
 - » School readiness
 - » High-quality classroom instruction and interventions
 - » High-quality extended day- and extended-year learning programs

- 2016: WV becomes one of six states in the US that meets all 10 National Institute for Early Education Research (NIEER) quality benchmarks

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.

Part Two: WV 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, **81% 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 2015-16 is 15,113 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 2015 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 2014-2015 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 81% of all the 2014-15 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

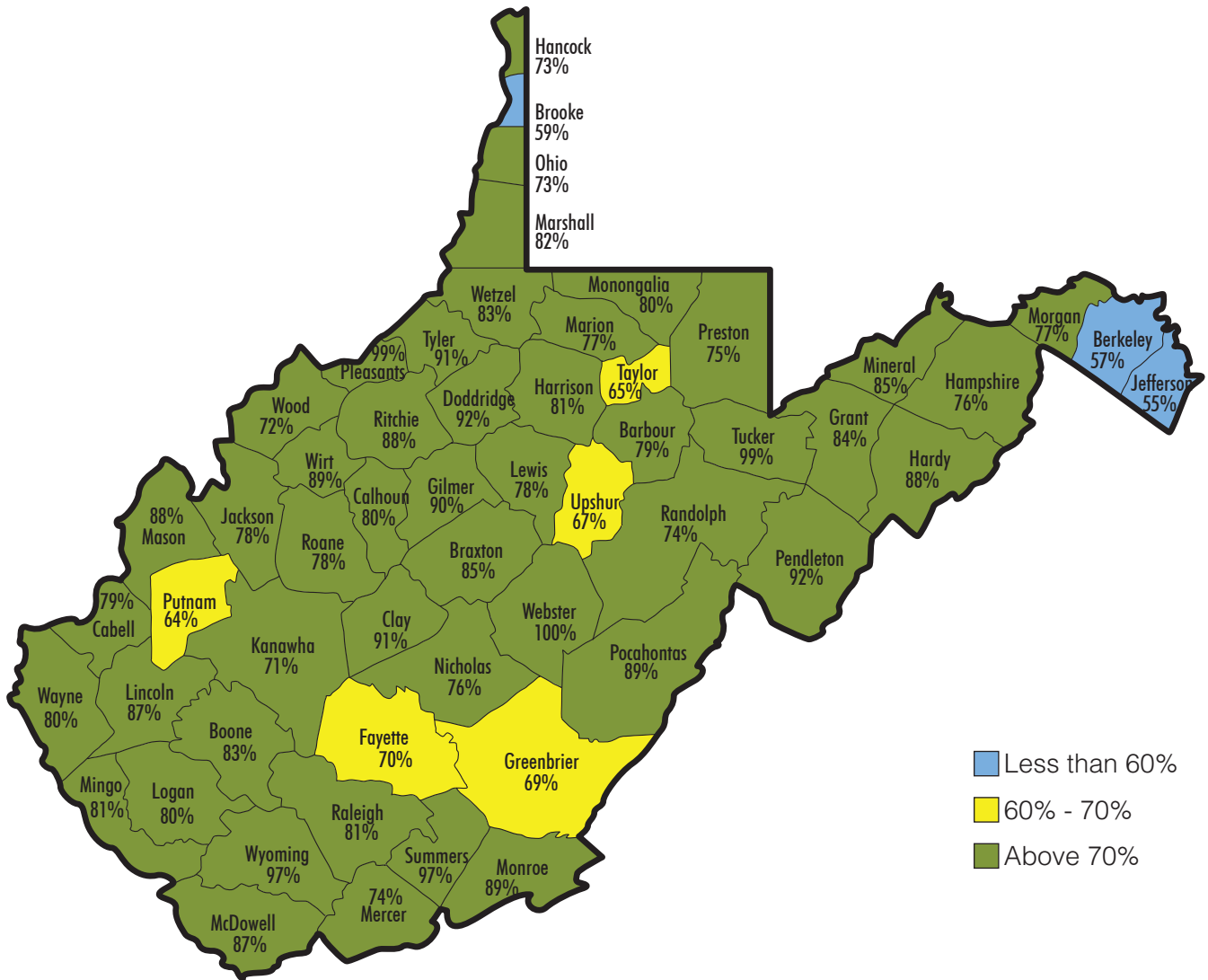
	Year	Enrollment	National ranking (of 50 states) by NIEER
System being built	2007	10,687	4th
	2008	12,221	6th
	2009	13,135	5th
	2010	13,878	3rd
	2011	14,647	5th
	2012	15,268	5th
System required by code and policy to be available to all 4 year olds.	2013	15,767	6th
	2014	15,459	5th
	2015	15,256	5th
	2016	15,113	5th

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%

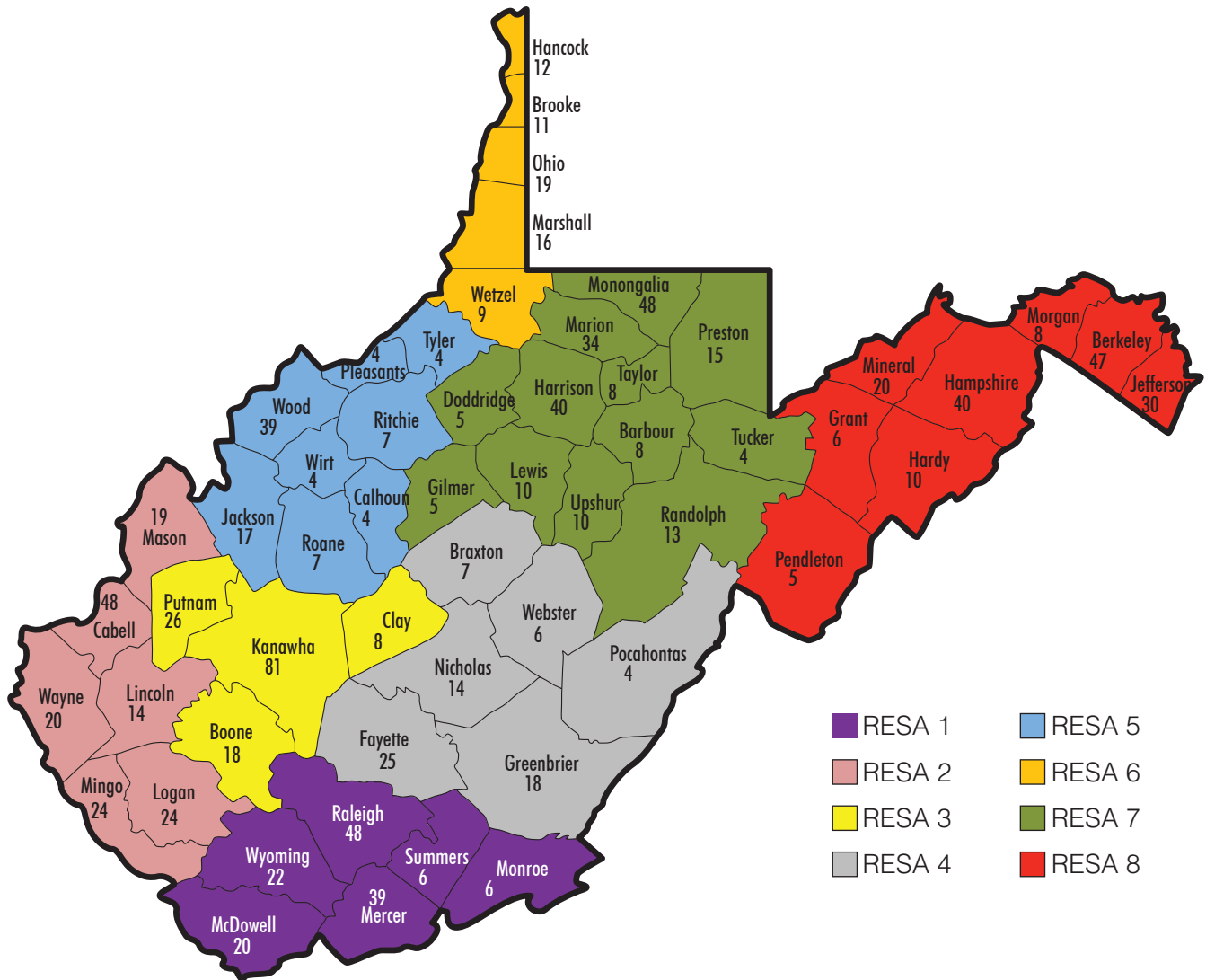
Participation rate is the comparison between the 5 yr. old kindergarten enrollment and the 4 yr. old population enrolled in pre-k from the previous year. This is used as a rough estimate for participation and needs.

WV Universal Pre-K 4 Yr. Old Participation Rates* SY- 2015-2016



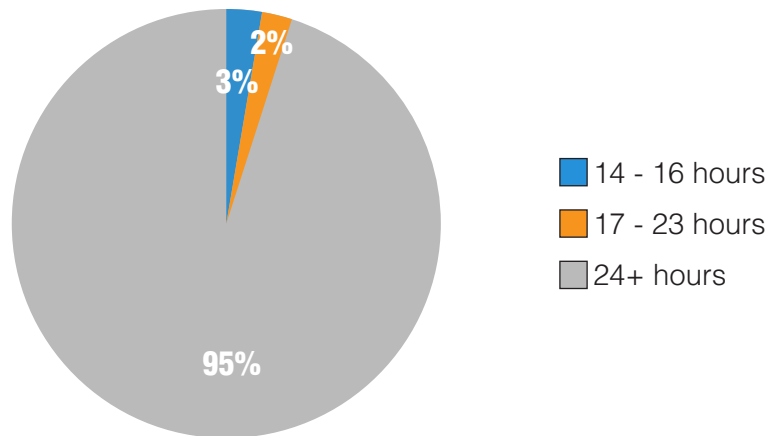
Also see Appendix A for a breakdown of calculations at the county level.

WV Universal Pre-K Classroom Count- SY 2015-2016



Also see Appendix B for a four year comparison of classroom counts at the county level.

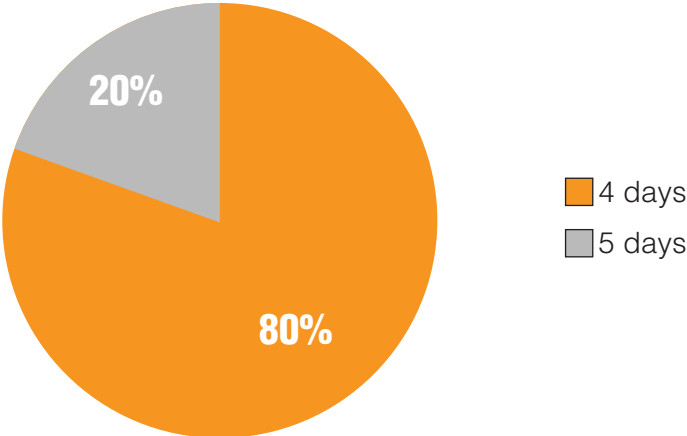
Hours of Instruction per Week - All Classrooms - SY 2015-2016



Hours of Instruction per Week - Yearly Comparison - SY 2013-2016

	2012-2013	2013-2014	2014-2015	2015-2016
14-16 hrs.	19%	13%	5%	3%
17-23 hrs.	5%	3%	2%	2%
24+	76%	84%	93%	95%

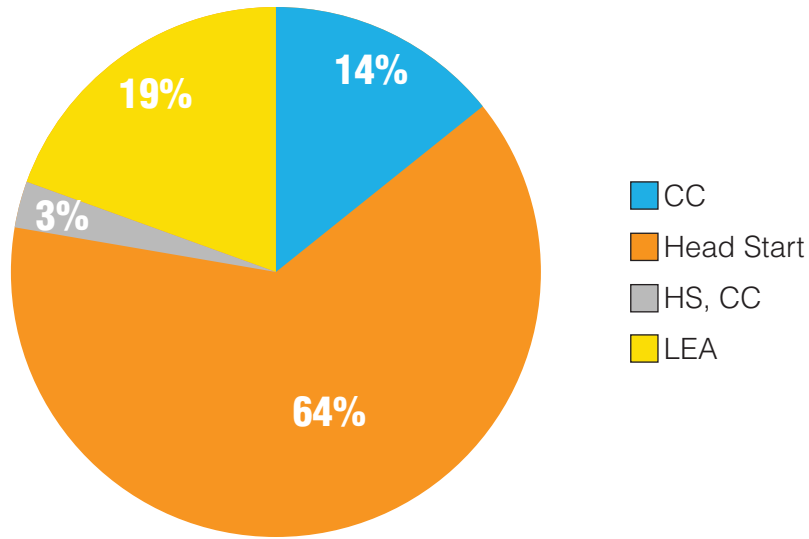
Days of Instruction Per Week - All Classrooms - SY 2015-2016



Days of Instruction per Week - Yearly Comparison - SY 2013-2016

	2012-2013	2013-2014	2014-2015	2015-2016
4 days	87%	85%	84%	80%
5 days	13%	15%	16%	20%

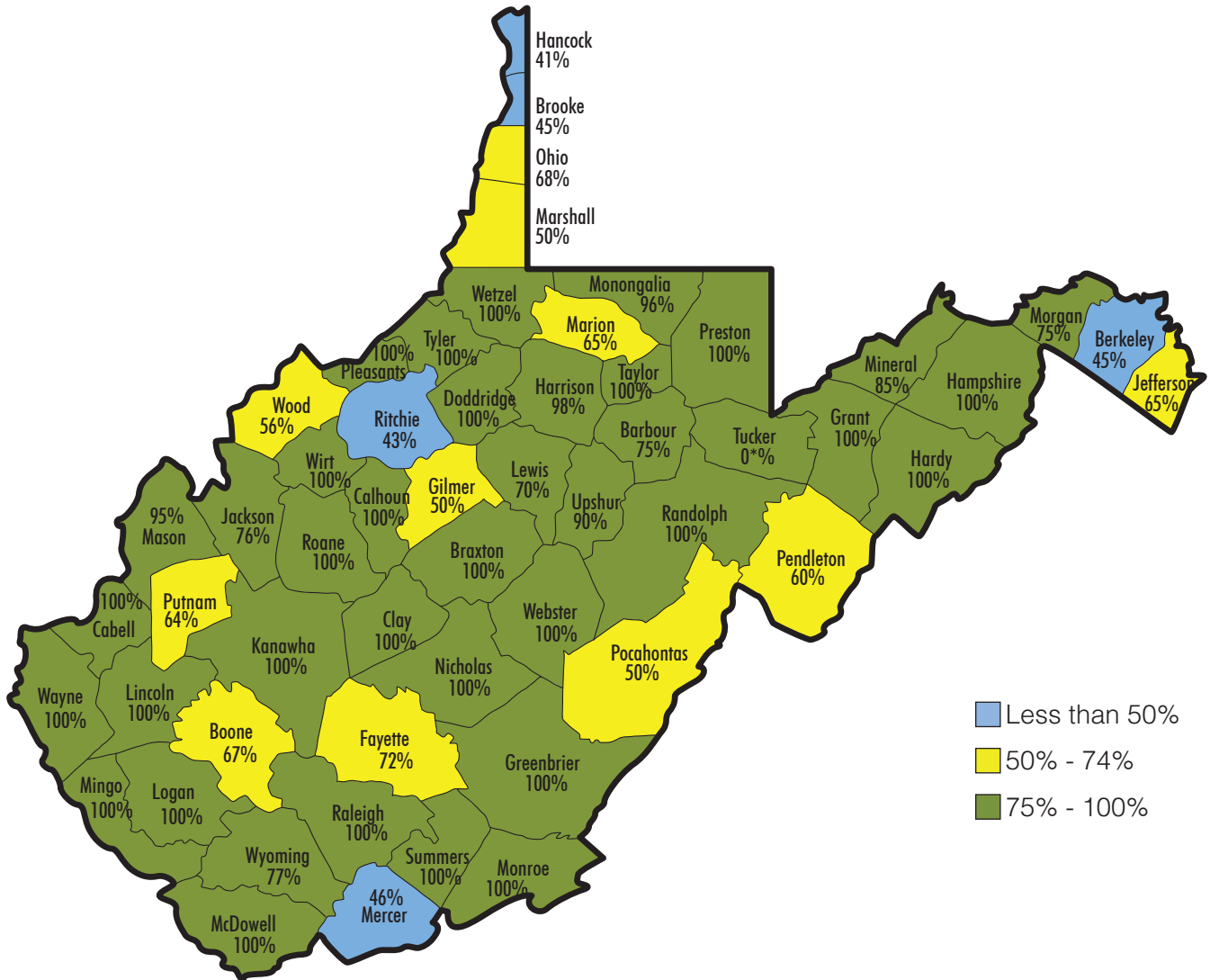
Collaboration Summary- All Classrooms SY- 2014-2015



Collaboration Summary- Yearly Comparison- SY 2013-2016

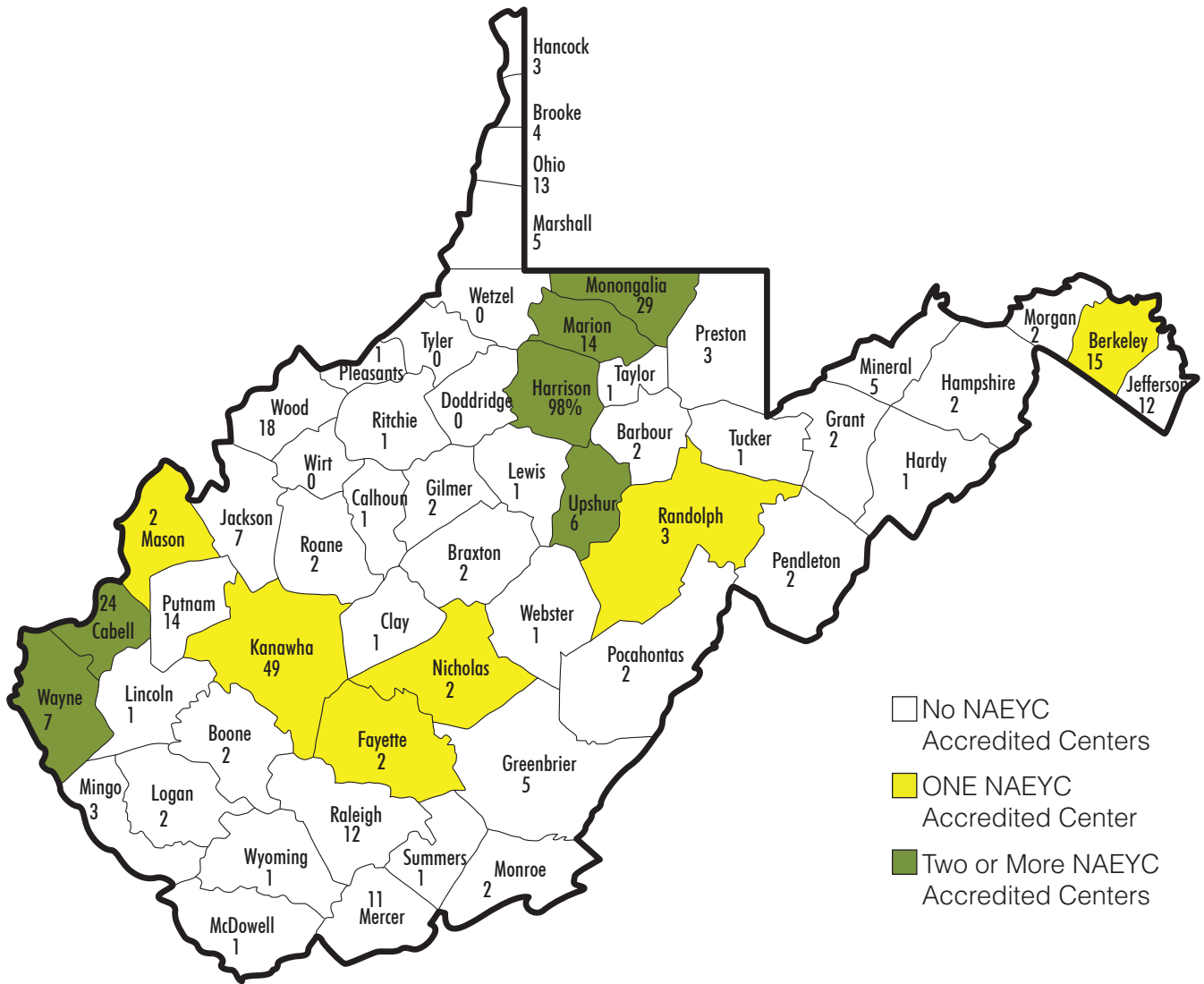
	2012-2013	2013-2014	2014-2015	2015-2016
HS	56%	56%	61%	64%
CC	16%	16%	15%	14%
HS, CC	2%	2%	3%	3%
LEA	26%	26%	21%	19%
Total Collaboration Rate	74%	74%	79%	81%

WV Universal Pre-K Collaboration Rates- By County SY- 2015-2016



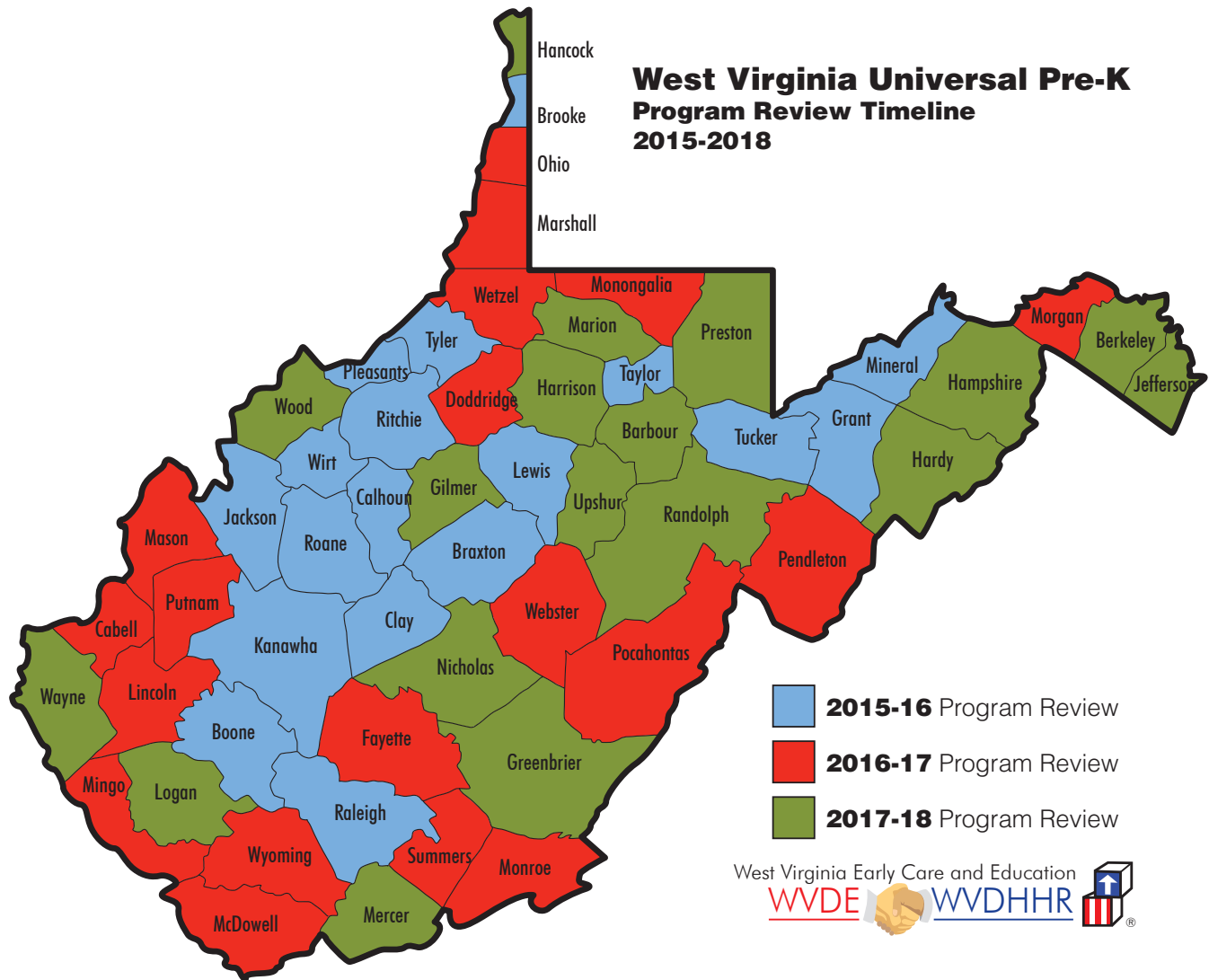
Also see Appendix C for county collaboration trend data from 2013-2016.

WV WVDHHR Licensed and Accredited Child Care Centers- 2015-2016



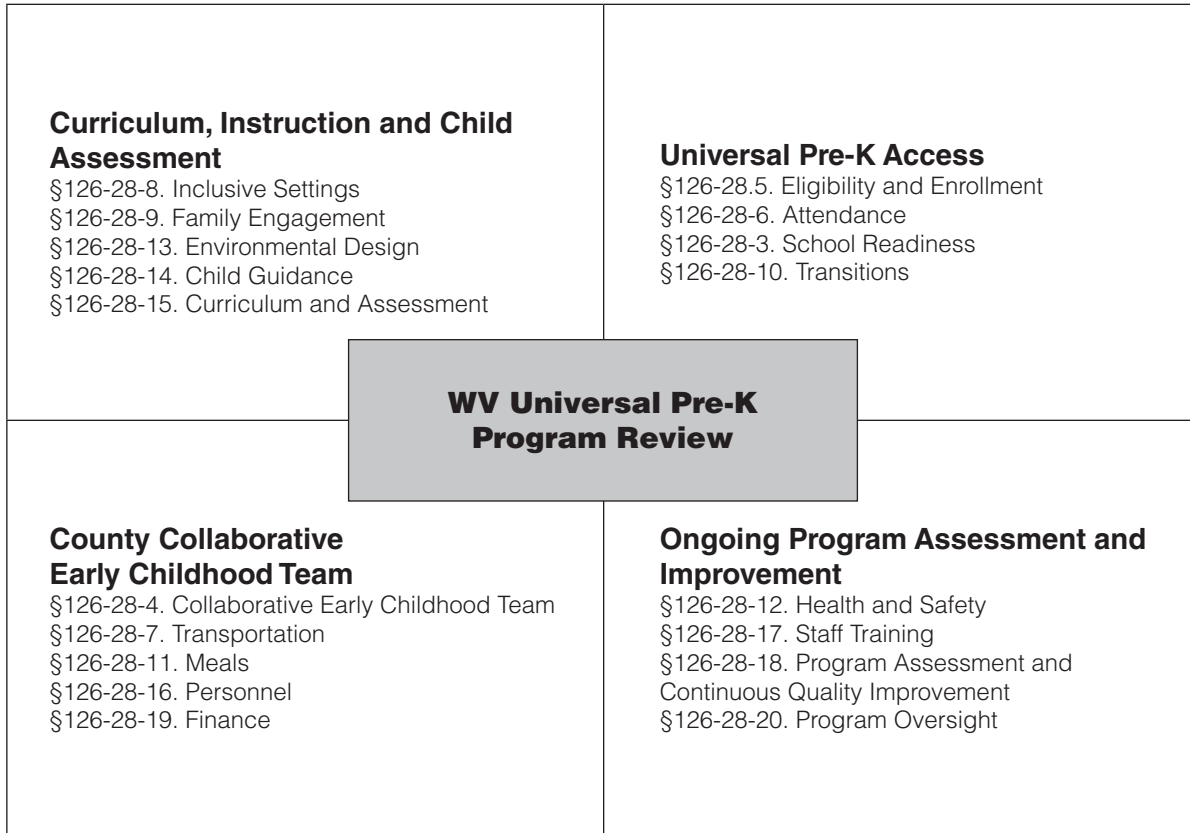
Part Four: WV Universal Pre-K Quality Current and Trend Data

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



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. See Appendix E for a summary of the 2015-2016 WV Universal Pre-K Program Review Results.

2015-2016 WV Universal Pre-K Program Review Results Summary

Commendations

- §126-28-3.School Readiness/§126-28-10.Transitions. Raleigh, Tucker
- §126-28-4.County Collaborative Early Childhood Team. Brooke, Calhoun, Clay, Grant, Kanawha, Lewis, Pleasants, Raleigh, Taylor, Tucker
- §126-28-5.Eligibility and Enrollment. Braxton, Kanawha, Ritchie, Tyler, and Wirt
- §126-28-6.Attendance. Brooke, Roane
- §126-28-8.Inclusive Settings. Braxton, Tyler
- §126-28-13.Environmental Design. Boone, Jackson, Mineral
- §126-28-15.Curriculum and Assessment. Boone, Jackson
- §126-28-17.Staff Training. Boone, Jackson
- §126-28-20.Program Oversight. Kanawha, Raleigh

Recommendations

- §126-28-3.School Readiness/§126-28-10.Transitions. Grant, Lewis, Pleasants, Raleigh, Ritchie, Taylor
- §126-28-4.County Collaborative Early Childhood Team. Brooke, Grant, Lewis, Jackson, Mineral, Roane
- §126-28-5.Eligibility and Enrollment. Brooke, Calhoun, Roane
- §126-28-6.Attendance. Braxton, Clay, Raleigh, Roane
- §126-28-7.Transportation. Braxton, Clay
- §126-28-8. Inclusive Settings. Brooke
- §126-28-9. Family Engagement. Grant
- §126-28-11.Meals. Boone, Taylor
- §126-28-12.Health and Safety. Brooke, Calhoun, Clay, Grant, Lewis, Ritchie, Roane, Tucker, Tyler
- §126-28-13.Environmental Design. Boone, Braxton, Calhoun, Kanawha, Lewis, Raleigh, Tyler, Pleasants, Wirt, Calhoun, Roane, Clay, Brooke, Grant, Tucker
- §126-28-14.Child Guidance. Brooke, Roane
- §126-28-15.Curriculum and Assessment. Boone, Braxton, Brooke, Calhoun, Clay, Grant, Lewis, Pleasants, Raleigh, Roane, Tucker, Tyler, Wirt
- §126-28-17.Staff Training. Boone, Brooke, Grant, Raleigh, and Wirt.
- §126-28-18.Program Assessment and Continuous Quality Improvement. Brooke, Lewis, Mineral, Taylor, Wirt
- §126-28-19.Financing. Grant
- §126-28-20.Program Oversight. Clay, Mineral, and Wirt

Required Follow-Up

- §126-28-3. School Readiness/§126-28-10.Transitions. Boone, Calhoun, Jackson, Roane
- §126-28-4.County Collaborative Early Childhood Team. Boone, Ritchie
- §126-28-5.Eligibility and Enrollment. Roane, Wirt
- §126-28-6.Attendance. Boone, Calhoun, Raleigh
- §126-28-7.Transportation. Boone, Clay, Taylor
- §126-28-11.Meals. Brooke, Calhoun, Clay, Jackson, Lewis, Ritchie, Roane, Taylor, Tucker, Tyler, Wirt
- §126-28-12.Health and Safety. Brooke, Grant, Lewis, Kanawha, Mineral, Raleigh, Ritchie, Roane, Taylor
- §126-28-13.Environmental Design. Brooke, Calhoun, Clay, Mineral, Ritchie, Roane, Tucker, Tyler, Wirt
- §126-28-14.Child Guidance. Ritchie, Tucker
- §126-28-15.Curriculum and Assessment. Brooke, Ritchie, Roane, Taylor, Tucker, Wirt
- §126-28-16.Personnel. Boone, Kanawha, Raleigh
- §126-28-17.Staff Training. Grant, Roane, Wirt
- §126-28-18.Program Assessment and Continuous Quality Improvement. Grant, Pleasants, Ritchie, Roane, Tyler, Wirt
- §126-28-19.Financing. Brooke, Taylor

**A follow-up file Pre-K Program Review will be conducted with Roane County during the 2016-2017 school year. This is a result of enrollment issues and high rates of turnover in members of the county collaborative early childhood core team.*

2015 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 (Barnett, et al., 2014).

NIEER Quality Standards Checklist	Benchmarks Met in West Virginia		Does Requirement Meet Benchmark? 2015-2016
	Policy	State Pre-K Requirement	
1 - Early learning standards	Comprehensive	Comprehensive	✓
2 - Teacher degree	BA ²		✓
3 - Teacher specialized training	EC Endorsement, Preschool Special Needs (public); Community Program Permanent Authorization	Specializing in Pre-K	✓
4 - Assistant teacher degree	HSD ⁴	CDA or equivalent	✓
5 - Teacher in-service	15 clock hours	At least 15 hours/year	✓
6 - Maximum class size		20 or lower	✓
	3-year-olds 20		
	4-year-olds 20		
7 - Staff-child ratio		1:10 or better	✓
	3-year-olds 1:10		
	4-year-olds 1:10		
8 - Screening/referral and support services	Vision; hearing; health, dental	Vision, hearing, health, and at least 1 support service.	✓
9 - Meals	Depends on length of program day ⁶	At least 1/day	✓
10 -Monitoring	Site visits & other monitoring	Site visits	✓

2- 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.

3- 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.

4- 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.

5- 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., Gomez, R. E., Horowitz, M., Weisenfeld, G. G., & Squires, J. H. (2016). *The state of preschool 2015: state preschool yearbook*. New Brunswick, NJ: National Institute for Early Education Research. Access online at: <http://nieer.org/yearbook>

2015 State of Preschool Yearbook - State Access and Resource Rankings

WV Pre-K national ranking for access for 4 year-olds	5th
WV Pre-K national ranking for access for 3 year-olds	7th
WV Pre-K national ranking for state spending on Pre-K	11th
WV Pre-K national ranking for overall spending on Pre-K	5th

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

Part Five: Closing the Literacy Achievement Gap in WV—A Look at Early Learning Outcomes

Governor Earl Ray Tomblin’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 Governor Tomblin’s administrations.

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.

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	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.

To gauge just how well these efforts are working to close the literacy achievement gap by the end of the third grade, this section specifically examines early learning outcomes for children during the early years of their education.

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.

1. Examines all the data collected for the child in the score period. Assigns scores for each item.
2. 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.
3. 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.
4. 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.

Dental and health information entered into WVEIS is pre-populated for each child.

The CAS gives teachers and families a picture of the whole child as it includes: Social and Emotional Development, Language and Literacy Development, Mathematics, Science, The Arts, Health and Physical Development, as well as vision, hearing, oral health, speech and language, and developmental information.

Sample front page of the WV ELRS: Pre-K Child Accomplishments Summary

Early Learning Reporting System: Pre-Kindergarten Family Report

Student Teacher

WVEIS Health Check Information

	Date	Completed	Referral*
Vision Screening	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hearing Screening	<input type="text"/>	<input type="text"/>	<input type="text"/>
Oral Health Screening	<input type="text"/>	<input type="text"/>	<input type="text"/>
Speech & Language Screening	<input type="text"/>	<input type="text"/>	<input type="text"/>
Developmental Screening	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you feel this information is incomplete, then please follow up with your school/program nurse or administrator.
*Referral process to be determined by the child's parent and medical provider.

To keep your child healthy and ready to learn:

1. Please be sure to schedule a wellness visit for your child annually.
2. Please be sure to schedule dental visits for your child twice a year.

It is important to establish a medical and dental provider for your child. Should you need assistance with obtaining a medical or dental provider for your child, please go to ucomparehealthcare.com. Please ask the provider's office staff if they accept the current insurance which covers medical or dental costs for your child.

To see if you qualify for state assistance for children's health insurance, nutritional assistance, clothing assistance, or home energy assistance, please visit wvroads.org.

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.

WV Early Learning Reporting System: Students are Exiting WV Early Learning Readiness Programs with Key Competencies

The WV Early Learning Reporting System (ELRS) is utilized to show progress over time for key standards. Currently, the WV ELRS is used in WV Universal Pre-K and Kindergarten programs.

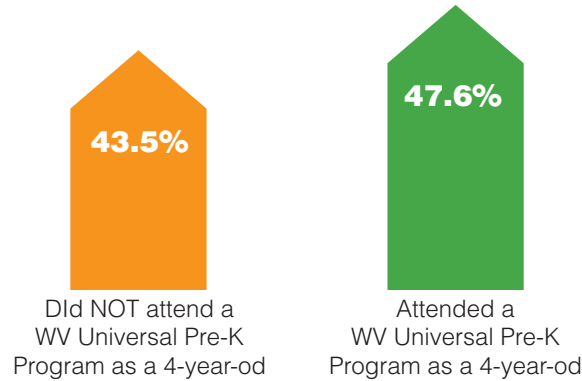
Percentage of children performing near, at, or above standard on end-of-grade-level expectations*				
	Pre-K Entry Fall 2014	Pre-K Exit Spring 2015	Kindergarten Entry Fall 2015	Kindergarten Exit Spring 2016
English Language Arts	64%	92%	12%	91%
Mathematics	49%	91%	14%	93%
Social/Emotional	84%	97%	Not collected in K	

*as reported by teachers on the WV Early Learning Reporting System

Pre-K Participation and Success in Grade Three: Initial Findings

Based on the 2015 West Virginia General Summative Assessment, 3rd grade students who attended a WV Universal Pre-K Program as a four year old scored 4.1 percentage points higher on average in English Language Arts than their peers who did not attend a WV Universal Pre-K Program as a four year old.

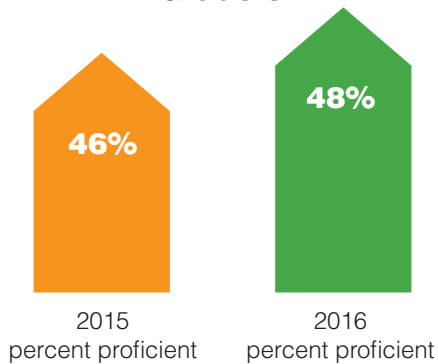
2015 State Average for 3rd Grade ELA: 46% Proficient



*Participation in WV Universal Pre-K during the 2011 school year is estimated at 52%.

WV General Summative Assessment 2016 Preliminary Data: Grade 3

Overall English Language Arts Grade 3

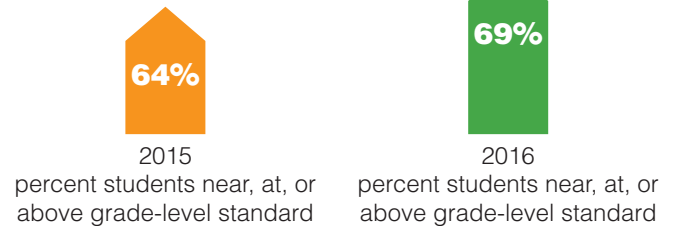


The Grade 3 English Language Arts section of the West Virginia General Summative Assessment is comprised of four categories, or claims:



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

Reading Claim from the WVGSA Grade 3



NAEP Data: Grade 4 Reading

Grade 4 NAEP Reading National Rankings:



Since 2013, WV's 4th grade NAEP scores have *increased* in rank by **six** states.

Participation in WV Universal Pre-K and the Need for Special Education Services: A Yearly Decline

A longstanding claim in the pre-k body of research is that access to high-quality early childhood education services results in fewer students needing special education services later on in their schooling. A recent data pull from WVEIS notes that of the West Virginia students who received Pre-K special education services during the 2010-2011 school year, only 61% were still receiving special education services during the 2015-2016 school year:

School Year	Number of students still receiving special education services	Percent of students still receiving special education services	Number of students no longer receiving special education services	Percent of students no longer receiving special education services
2010-2011	2786	100.00%	2786	0%
2011-2012	2596	82%	2125	18%
2012-2013	2551	69%	1753	31%
2013-2014	2492	64%	1595	36%
2014-2015	2453	62%	1534	38%
2015-2016	2416	61%	1470	39%

Early Learning Longitudinal Study Update: Year One

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 show significantly greater progress on math, language, literacy, and social skill measures than children who do not attend the prekindergarten program at Kindergarten entry?

Research Design:

- Assesses the effects of participation in WV Pre-K on children's skills at kindergarten entry using age as a cut off.
- The kindergarten sample of children who did attend prekindergarten is compared to 4-year-old children just entering prekindergarten.
- Measures the effects of WV Pre-K in the short term.

Sample:

- "Comparison group" = 599 children starting Pre-K (born after the K cutoff)
- "Treatment group" = 573 children starting K (which received the treatment=WV Pre-K the previous year, born before the cutoff)
- 7 counties: Fayette, Greenbrier, Kanawha, Nicholas, Putnam, Roane and Wood (PURPOSEFUL for longitudinal analyses)

Preliminary Findings for Year One:

- On average, children in the treatment group (who attended WV Universal Pre-K program) outperform their comparison counterparts (who did not attend a WV Universal Pre-K program) in every child measure
 - » Vocabulary
 - » Print Knowledge
 - » Mathematics
 - » Executive Functions
- Program quality: WV Universal Pre-K Classrooms
 - » Classrooms are generally of good quality:
 - » Classrooms with excellent quality are present in the sample,
 - » Classrooms with inadequate quality are also present in the sample.
 - » High scores in the emotional supports for children demonstrate a nurturing and safe environment for children to learn.
 - » Instructional supports and learning activities are areas that WV may wish to focus on for future professional learning.
- Program quality: WV Kindergarten Classrooms
 - » Classrooms are generally above minimal quality
 - » Higher scores in the emotional supports for children demonstrates a nurturing and safe environment for children to learn
 - » Instructional supports and the physical environment are areas that WV may wish to focus on for future professional learning for kindergarten teachers

Part Six: Recent Accolades and Accomplishments for Early Learning in West Virginia

WV One of 5 US States “Walking” in Birth-Grade Three Systems Design to Support 3rd Grade Reading

Based on the recent accolades West Virginia received in the 2015 report, “Crawling to Walking: Ranking States on Birth--3rd Grade Policies that Support Strong Readers,” WVDE Office of Early Learning Executive Director, Monica DellaMea, served as a panelist during a featured session at the National Smart Start Conference in early May 2016.

Recently touted as one of five states in the nation that is “walking” (rather than “toddling” or “crawling”), West Virginia shows promise with regard to providing Birth through Grade Three systems that support third grade reading proficiency. This report, published by the New America Foundation, revealed that West Virginia’s comprehensive systems approach to tackling early reading is making strides in comparison to other states in areas such as offering full-day kindergarten, universal pre-k, rigorous teacher licensure requirements, third grade reading laws, and other factors. The full report has detailed information about how West Virginia’s early learning infrastructure stacks up against other states. To access the full report, visit

<https://www.newamerica.org/education-policy/policy-papers/from-crawling-to-walking/>.

WV One of 6 US States Meeting all 10 NIEER Benchmarks for High-Quality Pre-K; 5th in the Nation for Access to Pre-K

West Virginia’s Universal Pre-K system recently joined an elite group of 5 other US states that meet all 10 benchmarks for high-quality pre-k programming, according to the National Institute for Early Education Research 2015 State of Preschool Yearbook. The 10th and final benchmark to be met by WV Pre-K is the Early Childhood Classroom Teacher Assistant Credential, which ensures pre-k and kindergarten classroom assistant teachers have specialized training focusing on early childhood education. Moreover, the state’s Universal Pre-K program ranks 5th in the nation with regard to the provision of access to high-quality pre-k services for the state’s 4 year olds. The WVDE’s May 2016 press release explains more about WV’s commitment to high-quality Pre-K alongside the national pre-k landscape. To access the full 2015 State of Pre-K Yearbook, visit

<http://nieer.org/research/state-preschool-2015>.

WV One of 4 US States Noted for Exemplary Pre-K Programming, Serves as Model for Other States

State Board of Education Vice-President, Senator Lloyd Jackson, recently represented West Virginia by serving on a national panel that featured West Virginia as one of four states recognized for exemplary Pre-K quality and programming. In the Learning Policy Institute’s (June 2016) “Road to High-Quality Early Learning: Lessons from the States” report, WV Pre-K efforts stand out for several reasons, but the most obvious is that it is the only state in this report — and one of the few in the nation — that offers preschool to all 4-year-olds, not just those who are considered at-risk. A recent NPR press release notes how WV Universal Pre-K began its universal program in 2002 and now spends \$6,427 in state dollars per child (according to NIEER), serving three-quarters of the state’s 4-year-olds as well as 3-year-olds with special needs.

Given its universal program, West Virginia sits near the top of NIEER's access rankings, in fifth place, though its full-day programs generally only serve children for four days a week. The new LPI report notes that a new push toward five-day, full-day preschool will put serious strain on the ability of West Virginia communities to find, pay and retain qualified teachers. To access the full report, visit <https://learningpolicyinstitute.org/our-work/publications-resources/the-road-to-high-quality-early-education-lessons-from-the-states>.

WV Featured in Early Learning Workforce Report from USDE

The June 2016 report, "Credentialing in the Early Care and Education Field," from the US Department of Education, includes the work of West Virginia – along with four other states – to show how states' existing credentialing systems could be used to support career pathways efforts. This involved a close look at target populations and their points of entry; systems and services offered; the review or development of competency models; the development of career ladders; and whether or not programs lead to industry recognized and/or post-secondary credentials. These states offer a variety of examples of infrastructure at varying stages of development, and much can be learned from their work.

WVDE Chief Academic Officer (and former Executive Director of the WVDE Office of Early Learning), Clayton Burch, served as one of six key experts in the nation who advised the development of this report. To access the full report, visit https://www.acf.hhs.gov/sites/default/files/eecd/altcredentialingelcpi_06_16_2016_ada.pdf.

WV Highlighted in Education Commission of the States 50-State Comparison Document

In their July 2016 publication, 50-State Comparison: K-3 Quality, the Education Commission of the States highlighted West Virginia for its transition processes for children into pre-k and out of pre-k into kindergarten. The report notes that in WV, county collaborative early childhood teams are required to develop written plans for transitioning children, and plans must include family engagement, teacher meetings and assessment data linkages. WV was also included as one of six states that include social and emotional development in their official state definition of school readiness. To access the ECS report, visit <http://www.ecs.org/50-state-comparison-k-3-quality/>.

The Education Commission of the States also recently convened a group of 12 early learning experts in July 2016 to examine current approaches to Kindergarten through Grade Three systems. This group of experts will contribute to an upcoming publication regarding K-3 systems. West Virginia's strides in the development of a Pre-K through Grade Three approach to early learning, alongside the continued success of WV's early learning programs, resulted in WVDE Chief Academic Officer for Teaching and Learning, Clayton Burch, being invited to assist with this work.

APPENDIX A: WV Universal Pre-K 4 Yr. Old Participation Rate* & Enrollment- SY 2015-2016

County	2014-15 4 yr. old - Pre-K Enrollment ¹	2015-16 5 yr. old - Kindergarten Enrollment ²	*Participation Percentage ³	2015-16 Total Pre-K Enrollment ⁴	2015-16 Approved Pre-K Classrooms	2015-16 Capacity reported on program data
Barbour	129	163	79%	132	8	160
Berkeley	712	1255	57%	850	47	847
Boone	222	266	83%	212	18	306
Braxton	116	137	85%	135	7	140
Brooke	105	178	59%	148	11	171
Cabell	712	894	80%	769	48	909
Calhoun	55	69	80%	68	4	80
Clay	126	139	91%	142	8	152
Doddridge	58	63	92%	81	5	90
Fayette	311	442	70%	343	25	440
Gilmer	60	67	90%	57	5	97
Grant	107	127	84%	92	6	120
Greenbrier	224	327	69%	252	18	316
Hampshire	171	224	76%	154	10	184
Hancock	198	271	73%	233	16	306
Hardy	134	152	88%	166	10	200
Harrison	573	709	81%	607	40	731
Jackson	222	286	78%	264	17	314
Jefferson	322	585	55%	349	20	355
Kanawha	1244	1748	71%	1311	81	1543
Lewis	132	169	78%	145	10	200
Lincoln	211	243	87%	235	14	265
Logan	319	397	80%	341	24	469
Marion	453	587	77%	458	34	654
Marshall	261	319	82%	272	16	288
Mason	233	265	88%	251	19	374
McDowell	198	228	87%	189	8	363
Mercer	498	664	75%	558	20	776
Mineral	247	289	85%	262	39	371
Mingo	265	325	82%	262	20	467
Monongalia	610	761	80%	705	24	946
Monroe	113	127	89%	112	48	118
Morgan	97	126	77%	102	6	143
Nicholas	210	278	76%	224	14	270
Ohio	238	325	73%	292	19	332
Pendleton	57	62	92%	64	5	100
Pleasants	69	70	99%	62	4	80

County	2014-15 4 yr. old - Pre-K Enrollment ¹	2015-16 5 yr. old - Kindergarten Enrollment ²	*Participation Percentage ³	2015-16 Total Pre-K Enrollment ⁴	2015-16 Approved Pre-K Classrooms	2015-16 Capacity reported on program data
Pocahontas	57	64	89%	57	4	80
Preston	247	331	75%	259	15	294
Putnam	356	554	64%	436	26	457
Raleigh	712	877	81%	739	48	879
Randolph	191	259	74%	230	13	254
Ritchie	80	91	88%	108	7	131
Roane	108	138	78%	112	7	137
Summers	113	116	97%	102	6	117
Taylor	115	177	65%	150	8	160
Tucker	66	67	99%	60	4	80
Tyler	70	77	91%	74	4	80
Upshur	187	278	67%	187	10	187
Wayne	331	416	80%	378	20	395
Webster	100	96	100%	90	6	110
Wetzel	153	185	83%	158	9	177
Wirt	67	75	89%	69	4	80
Wood	596	826	72%	722	39	750
WVSDB*	3	3	100%*	7	2	-*
Wyoming	218	224	97%	276	22	422
Totals	13,782	18,191	76%	15,113	983	18,467

* 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.

¹ 4 year olds by September 1st, 2013 - 2nd month Enrollment Counted for State Aid Funding

² 5 year olds by September 1st, 2014 - 2nd month Enrollment Counted for State Aid Funding

³ 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.

⁴ Total pre-k Enrollment based on 2nd month 2014.

*WV School for the Deaf and Blind were previously reported as part of Hampshire County Pre-K. Beginning with the 2015-2016 school year, the WV School for the Deaf and Blind will be reported separately.

APPENDIX B: WV Universal Pre-K Classroom Count Yearly Comparison - SY 2013-2016

County	2012-2013	2013-2014	2014-2015	2015-2016
Barbour	9	9	9	8
Berkeley	61	49	45	47
Boone	23	23	23	18
Braxton	7	7	7	7
Brooke	9	9	9	11
Cabell	47	48	49	48
Calhoun	4	4	4	4
Clay	10	8	8	8
Doddridge	5	4	5	5
Fayette	28	24	25	25
Gilmer	5	5	5	5
Grant	6	6	6	6
Greenbrier	19	19	18	18
Hampshire	15	12	10	10
Hancock	17	16	17	16
Hardy	10	10	10	10
Harrison	40	41	41	40
Jackson	20	19	19	17
Jefferson	24	24	18	20
Kanawha	107	105	79	81
Lewis	9	10	8	10
Lincoln	14	14	14	14
Logan	27	25	25	24
Marion	33	32	34	34
Marshall	19	17	17	16
Mason	19	19	19	19
McDowell	22	20	20	20
Mercer	38	38	39	39
Mineral	20	20	20	20
Mingo	24	24	24	24
Monongalia	43	44	44	48
Monroe	7	6	6	6
Morgan	8	8	8	8
Nicholas	15	13	13	14
Ohio	18	19	20	19
Pendleton	5	5	5	5
Pleasants	4	4	4	4

County	2012-2013	2013-2014	2014-2015	2015-2016
Pocahontas	4	4	5	4
Preston	15	14	15	15
Putnam	33	31	27	26
Raleigh	64	58	52	48
Randolph	13	13	13	13
Ritchie	7	7	7	7
Roane	8	8	8	7
Summers	6	6	8	6
Taylor	7	7	7	8
Tucker	4	4	4	4
Tyler	4	4	4	4
Upshur	10	10	10	10
Wayne	21	21	21	20
Webster	7	7	6	6
Wetzel	9	9	9	9
Wirt	3	3	3	4
Wood	43	44	42	39
WV SDB	-	-	-	2
Wyoming	23	22	22	22
Classroom County - State Total	1,071	1,032	990	983

*WV School for the Deaf and Blind were previously reported as part of Hampshire County Pre-K. Beginning with the 2015-2016 school year, the WV School for the Deaf and Blind will be reported separately.

APPENDIX C: WV Universal Pre-K Collaboration Summary- Yearly Comparison SY- 2013-2015

County	2012-2013	2013-2014	2014-2015	2015-2016
Barbour	78%	56%	56%	75%
Berkeley	41%	48%	47%	45%
Boone	48%	70%	70%	67%
Braxton	100%	100%	100%	100%
Brooke	56%	56%	56%	45%
Cabell	100%	100%	100%	100%
Calhoun	100%	100%	100%	100%
Clay	100%	100%	100%	100%
Doddridge	100%	100%	100%	100%
Fayette	75%	75%	72%	72%
Gilmer	60%	60%	80%	50%
Grant	67%	100%	100%	100%
Greenbrier	100%	100%	100%	100%
Hampshire	87%	100%	100%	100%
Hancock	47%	56%	41%	41%
Hardy	60%	100%	100%	100%
Harrison	78%	98%	98%	98%
Jackson	100%	89%	89%	76%
Jefferson	50%	58%	72%	65%
Kanawha	92%	100%	98%	100%
Lewis	67%	60%	78%	70%
Lincoln	100%	100%	100%	100%
Logan	100%	100%	100%	100%
Marion	67%	69%	62%	65%
Marshall	53%	53%	47%	50%
Mason	84%	84%	95%	95%
McDowell	100%	100%	100%	100%
Mercer	47%	47%	44%	46%
Mineral	85%	85%	80%	85%
Mingo	100%	100%	100%	100%
Monongalia	100%	100%	100%	96%
Monroe	100%	100%	100%	100%
Morgan	75%	75%	75%	75%
Nicholas	100%	100%	100%	100%
Ohio	61%	63%	65%	68%
Pendleton	60%	60%	67%	60%

County	2012-2013	2013-2014	2014-2015	2015-2016
Pleasants	100%	100%	100%	100%
Pocahontas	75%	75%	60%	50%
Preston	93%	93%	100%	100%
Putnam	64%	64%	63%	58%
Raleigh	34%	59%	90%	100%
Randolph	100%	100%	100%	100%
Ritchie	43%	14%	14%	43%
Roane	100%	100%	100%	100%
Summers	100%	100%	100%	100%
Taylor	100%	100%	100%	100%
Tucker	0%*	0%*	0%*	0%
Tyler	100%	100%	100%	100%
Upshur	90%	90%	90%	90%
Wayne	100%	100%	100%	100%
Webster	86%	71%	83%	83%
Wetzel	45%	45%	45%	100%
Wirt	67%	100%	100%	100%
Wood	51%	55%	55%	56%
Wyoming	65%	77%	77%	45%
State average	74%	74%	79%	81%

*No collaborative partner available.

APPENDIX D: WV Universal Pre-K Program Design SY 2015-2016

County	Average Days per week	Average hours per day	Number of classrooms currently offering 5 days per week
Barbour	4	7.2	
Berkeley	4	5.9	
Boone	4	7	
Braxton	4	7.5	
Brooke	4	5.8	
Cabell	4.2	5.8	13
Calhoun	4	8	
Clay	4	7.7	
Doddridge	3.6	8	
Fayette	4	6.3	
Gilmer	4	7.2	
Grant	4	7	
Greenbrier	4	7	
Hampshire	4	6.8	
Hancock	4.8	5	14
Hardy	4	7	
Harrison	4	6.8	
Jackson	4	6.6	
Jefferson	4	5.4	1
Kanawha	4.1	6.4	11
Lewis	4.2	7.3	2
Lincoln	4	7.3	
Logan	4	6.4	
Marion	4.7	5.4	24
Marshall	5	5	16
Mason	4	7	
McDowell	4	6.8	
Mercer	4.9	5.3	35
Mineral	4	6.8	
Mingo	4	6.7	
Monongalia	4.2	6.3	10
Monroe	4	7	
Morgan	4.25	4.7	2
Nicholas	4	6.8	
Ohio	4	5.5	1
Pendleton	4	7.5	
Pleasants	4	7	
Pocahontas	4	7.8	

County	Average Days per week	Average hours per day	Number of classrooms currently offering 5 days per week
Preston	4	6.7	1
Putnam	4	6	
Raleigh	4.8	7	38
Randolph	4	7	
Ritchie	4	7.1	
Roane	4	7.2	
Summers	4	6.8	
Taylor	4.3	6	2
Tucker	4	7.5	
Tyler	4	6.5	
Upshur	4	7.2	
Wayne	4	6.4	
Webster	4	7.5	
Wetzel	4	7.3	
Wirt	4	7.6	
Wood	4	6	
Wyoming	5	5	22
Totals	4.1	6.7	192

Appendix E: WVBE Policies Impacting Early Learning Grades

Policy 2510

Assuring Quality of Education: Regulations for Education Programs

Policy 2512

Transformative System of Support for Early Literacy

Policy 2520.15

Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k)

Policy 2525

West Virginia's Universal Access to an Early Education System

Policy 2520.1A

West Virginia College- and Career-Readiness Standards for English Language Arts

Policy 2520.2B

West Virginia College- and Career-Readiness Standards for Mathematics

Policy 2520.3C

Next Generation Content Standards and Objectives for Science in West Virginia Schools

Policy 2520.4

West Virginia College- and Career-Readiness Standards for Social Studies

Policy 2520.55

21st Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools

Policy 2520.10

21st Century Music Content Standards and Objectives for West Virginia Schools

Policy 2520.12

21st Century Visual Arts Content Standards and Objectives for West Virginia Schools

Policy 2520.14

21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools

Policy 2520.55

21st Century Wellness PreK-4 Content Standards and Objectives for West Virginia Schools

Policy 2520.7

21st Century Foreign Language Content Standards and Objectives for West Virginia Schools

Policy 5202

Minimum Requirements for the Licensure of Professional / Paraprofessional Personnel and
Advanced Salary Classifications

Policy 2419

Regulations for the Education of Students with Exceptionalities

Policy 6200

Planning of School Facilities

Appendix F: Contacts

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Vacant

ONE VOICE
ONE FOCUS
All Students Achieving



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State Superintendent of Schools