



Office of Early & Elementary Learning

2018 Annual Report



**West Virginia Board of Education
2018-2019**

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Acknowledgements

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- 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
- West Virginia Department of Education Office of Data Management and Information Systems
- 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
- June Harless Center for Rural Educational Research at Marshall University

Part One: Introduction to Early Learning in West Virginia

Early Learning in West Virginia: A Leader for the Nation

Because of its continued commitment to and investment in high-quality early & elementary learning, West Virginia has established itself as a national leader in the area of early learning. This accolade is not uncommon for West Virginia's early learning system, as West Virginia has a history of leading the nation in early learning and with efforts to close achievement gaps. Building on the successes of its Universal Pre-K program, West Virginia has continued to demonstrate a strong commitment to early & elementary learning that spans through grade five.

State leaders including the State Superintendent of Schools, legislators, and the Governor have capitalized on the successes of pre-k and kindergarten to support a comprehensive approach to early learning that reaches through fifth grade. This support has been coined as the Campaign for Grade-level Reading. The Campaign for Grade-level Reading is a comprehensive approach that tackles areas like school readiness, attendance, summer learning loss, and improved classroom instruction. In December 2017, West Virginia was recognized as the first state in the nation to develop and implement a statewide Campaign for Grade-level Reading.

These efforts combined have resulted in an increase in achievement by West Virginia students. Since 2013, West Virginia's 4th grade ranking on the reading section of the National Assessment of Education Performance, more commonly known as NAEP, The Nation's Report (NAEP), has gone from 47th to 37th. Also in 2017, the 4th grade reading NAEP results placed West Virginia students who are eligible for free or reduced lunch at second in the nation, only behind Massachusetts, and West Virginia 4th grade students with special needs ranked 11th in the nation in reading.

This is good news for West Virginia's youngest learners, as well as for West Virginia's future. According to recent research, high-quality pre-k can provide up to as much as a \$13.00 return on investment for every dollar spent for a state's economy. When early learning is of high quality, such as West Virginia's, children who attend are less likely to go to jail or need state assistance, and are much more likely to graduate from high school.

West Virginia Early & Elementary 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 for 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, a timeline of early & elementary learning accomplishments is below. 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 & elementary 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
- 2017-2018: 82% collaboration; 76% 4-year-old participation

The Journey: Selected Milestones

- 2004: Early Learning Standards Framework developed (revised 2010, 2015, 2017)
- 2004: Universal Pre-K policy developed (revised 2005, 2007, 2009, 2011, 2012, 2014, 2015, 2016, 2018)
- 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 & Elementary Learning (Pre-K through 5) established
 - » Participation in the National P-3 Institute (Harvard Grad. College)
 - » In-depth study of Kristie Kauerz's (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 NIEER current quality benchmarks and 9 of 10 new 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
- 2017: WV is recognized by the National Campaign for Grade Level Reading honoring its exemplary work in early literacy and progress toward closing the 3rd grade literacy achievement gap
- 2018: WV is recognized as a state to watch for quality standards, funding, and collaborative program in *The State of Preschool 2017: State Preschool Yearbook*
- 2018: WV is highlighted in a report from the Education Commission on the States as one of three states in the nation with strong pre-k to kindergarten transitions.
- 2018: WV, along with three other states, are featured in [On the Road to High-Quality Early Learning: Changing Children's Lives](#), a book from Teacher's College Press that describes how the four states have built early education systems that positively affect student outcomes.

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 & Elementary Learning

The Office of Early & Elementary Learning (<https://wvde.us/early-and-elementary-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 and elementary education;
- 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. The website for the WVDE Pre-K through Fifth Grade Task Force is <https://wvde.us/early-and-elementary-learning/wv-pre-k-grade-5-taskforce/>.

Work groups to achieve the goals of the WVDE Office of Early & Elementary 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 OEEL staff directly:

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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. As previously illustrated, West Virginia is recognized as a national leader in implementation of comprehensive and collaborative universal pre-k. Those families in the state with young children join only a few in the nation with access to free public pre-k, as well as kindergarten.

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. 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. Key components in West Virginia's system for universal pre-k to meet state code and WVBE Policy 2525 include access, collaboration, and blended funding to meet community needs. WVBE Policy 2525 is designed to:

- Provide opportunities for children to receive pre-k services in a setting that is most appropriate.
- Structure programs by including community needs assessments to identify trends in enrollment, parent choice in placement, and monitoring trends of families who choose not to participate and keep their children home until kindergarten.
- Fully maximize its resources by requiring each school district has established collaborative partnerships, where feasible, with a minimum of 50% collaboration with community partners.
- Funding for WV Universal Pre-K is part of the State School Aid Funding Formula.
- Funding and resources are also provided by collaborating childcare and Head Start programs.

As a result of implementation of WVBE Policy 2525 and collaborative work across county collaborative early childhood teams:

- The total enrollment for 2017-18 was 15,101 children.
- 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 2017-2018.
- Many of the school districts have surpassed the collaboration requirement, as 82% of all the 2017-18 West Virginia Pre-K classrooms are collaborative.
- Funding for WV Universal Pre-K is part of the State School Aid Funding Formula. FY 2017 Total State Aid funding generated by WV Universal Pre-K was over 93 million dollars (in addition to Federal Head Start and Childcare funding).
- FY 2017 Total pre-k spending was reported at \$142,717,842.67.

Investing in Early Learning: A Return on Investment for Society

Research on the effects of high-quality early childhood education continues to illustrate not only significant and immediate positive outcomes for young children, but also better social outcomes and up to a 13% return on investment (Heckman, 2017). While the critical examination of early childhood education is fairly new, researchers and economists have now spent the better part of a century seeking evidence of long-term outcomes. In the research snapshot on the benefits of pre-k, the Southern Regional Education Board (SREB) notes that, “pre-k programs produce both academic and non-academic benefits for participants” (Durrance, 2018). These benefits include children who attend high-quality pre-k programs are less likely to be held back a grade, less likely to need special education, and more likely to graduate from high school. Further, children who participate in pre-k have higher earnings as adults and are less likely to engage in criminal activities as adolescents and you adults. High-quality early childhood programs include more than pre-k. Alignment with kindergarten through grade three is imperative in supporting longevity of the benefits. Building on gains of pre-k further supports returns on investment.

Garcia, J.L., Heckman, J.J., Leaf, D.e., & Prados, M.J., (May 2017) Quantifying the Life-cycle Benefits of a Prototypical Early Childhood Program. Heckman: The Economics of Human Potential. Retrieved from https://heckmanequation.org/assets/2017/12/abc_comprehensivecba_JPE-SUBMISSION_2017-05-26a_sjs_sjs.pdf.

Durrance, S. (March 2018). Research Snapshot Pre-K Benefits: 2018 Update. Southern Regional Education Board. Retrieved from <https://www.sreb.org/education-level-early-childhood>.

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
	2018	15,101

Total pre-k enrollment based on 2nd month 2018.

Trend Data: WV Universal Pre-K Participation Rates

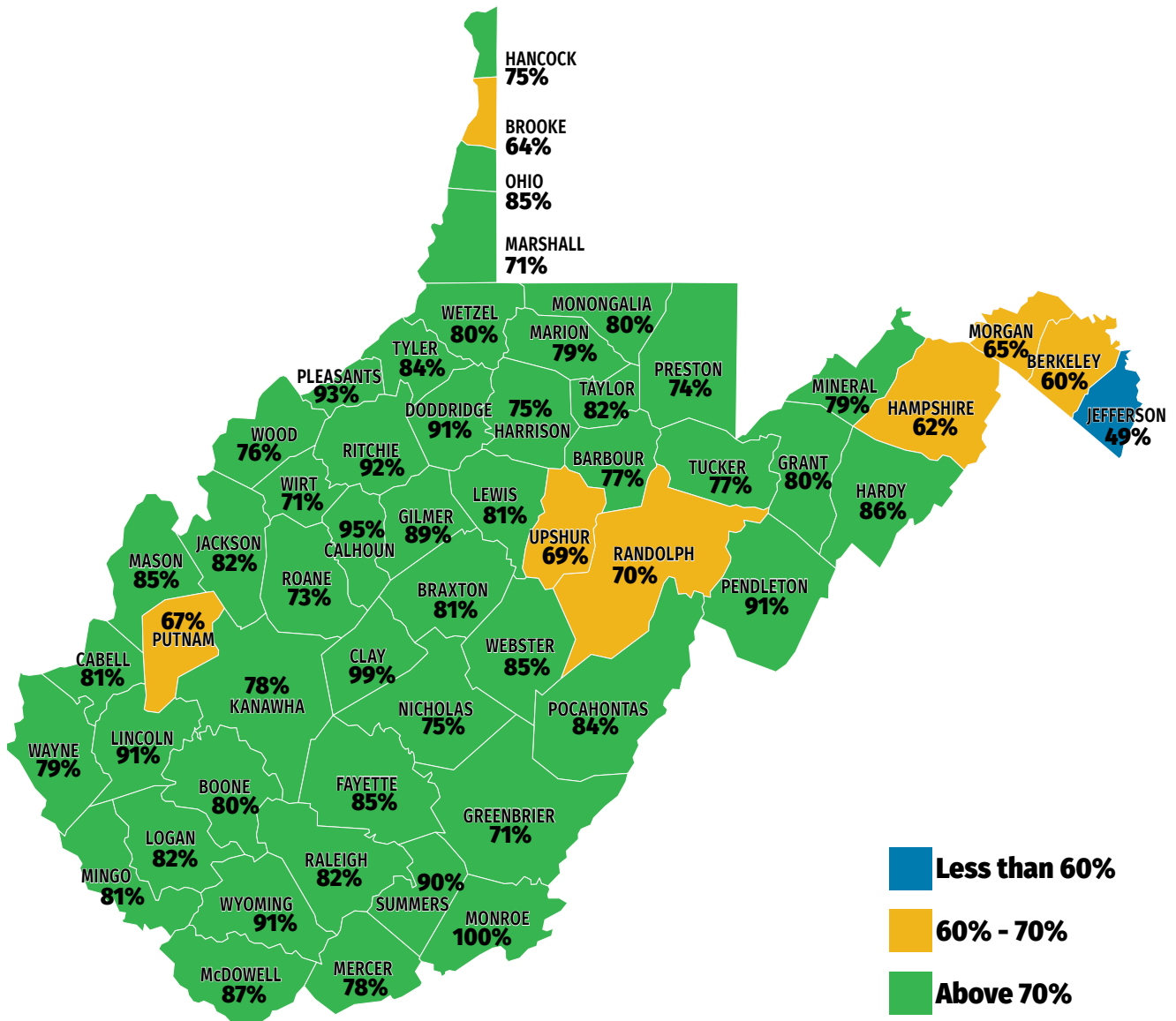
Year	WV Universal Pre-K 4-year-old participation
2012-2013	69%
2013-2014	73%
2014-2015	75%
2015-2016	76%
2016-2017	76%
2017-2018	76%

* 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:

¹ 4 year olds by September 1st, 2016 - 2nd month Enrollment Counted for State Aid Funding

² 5 year olds by September 1st, 2017 - 2nd month Enrollment Counted for State Aid Funding

WV Universal Pre-K 4 Yr. Old Participation Rates* SY 2017-2018

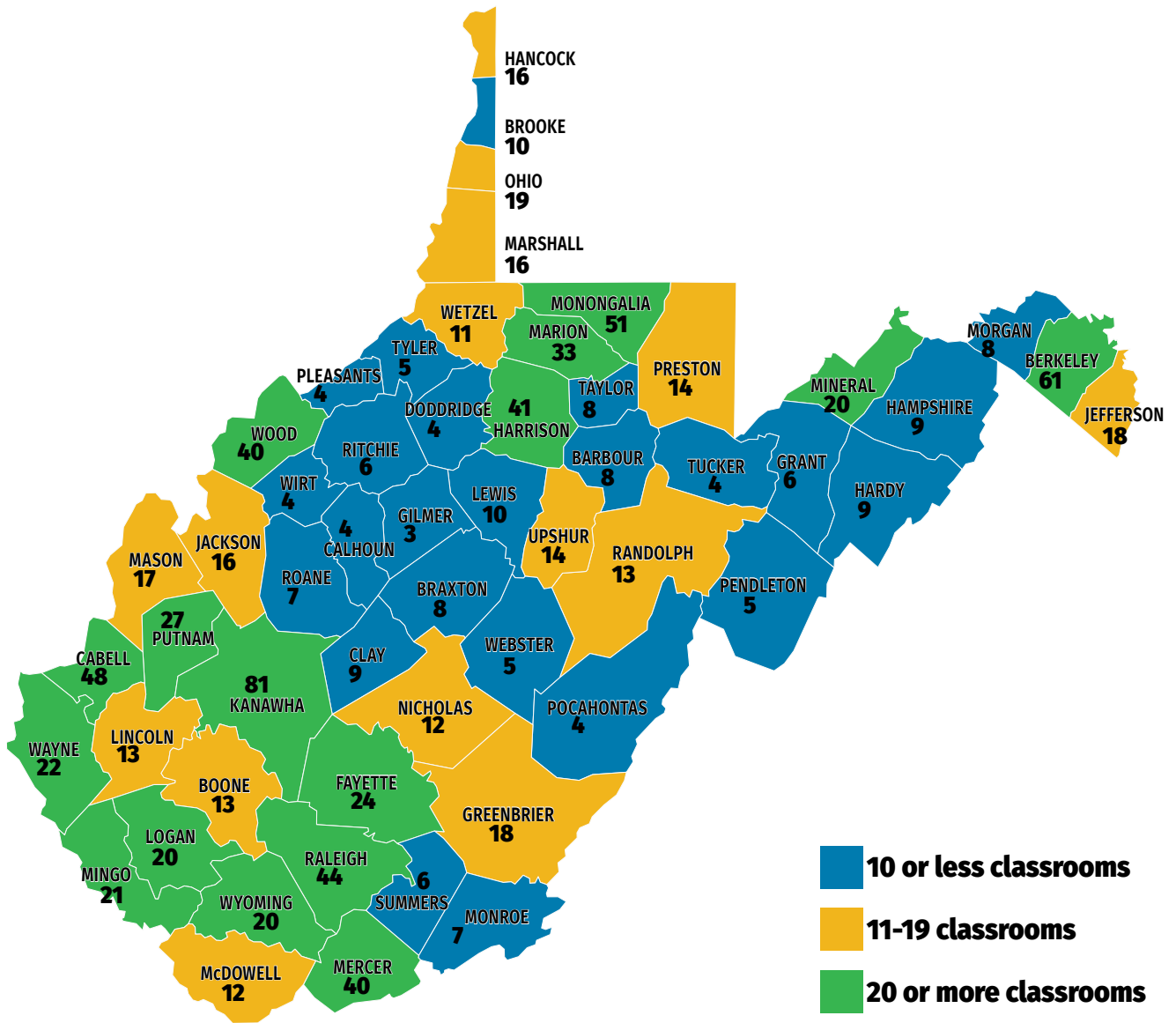


* Participation rate is the comparison between the 5 yr. old kindergarten enrollment and the 4 yr. old population enrolled in pre-k from the previous year. This is used as a rough estimate for participation and needs:

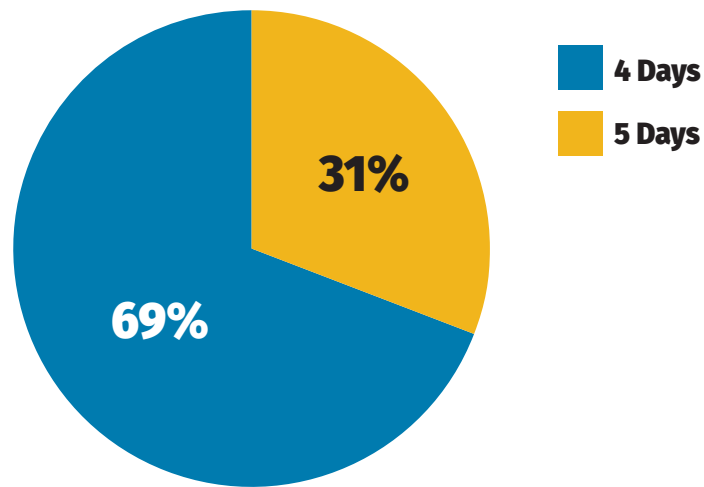
¹ 4 year olds by September 1st, 2016 - 2nd month Enrollment Counted for State Aid Funding

² 5 year olds by September 1st, 2017 - 2nd month Enrollment Counted for State Aid Funding

WV Universal Pre-K Classroom Count- SY 2017-2018



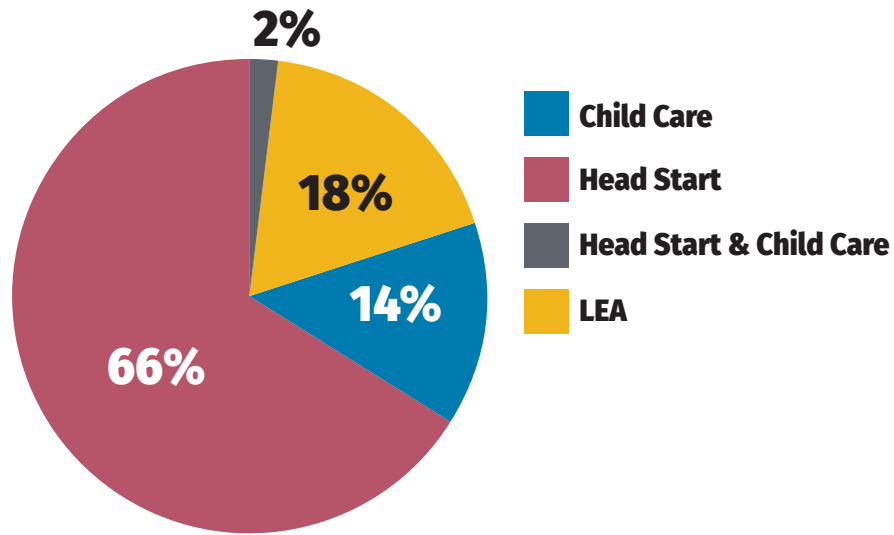
Days of Instruction Per Week - All Classrooms - SY 2017-2018



Days of Instruction per Week - Yearly Comparison - SY 2013-2018

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
4 days	87%	85%	84%	80%	67%	69%
5 days	13%	15%	16%	20%	33%	31%

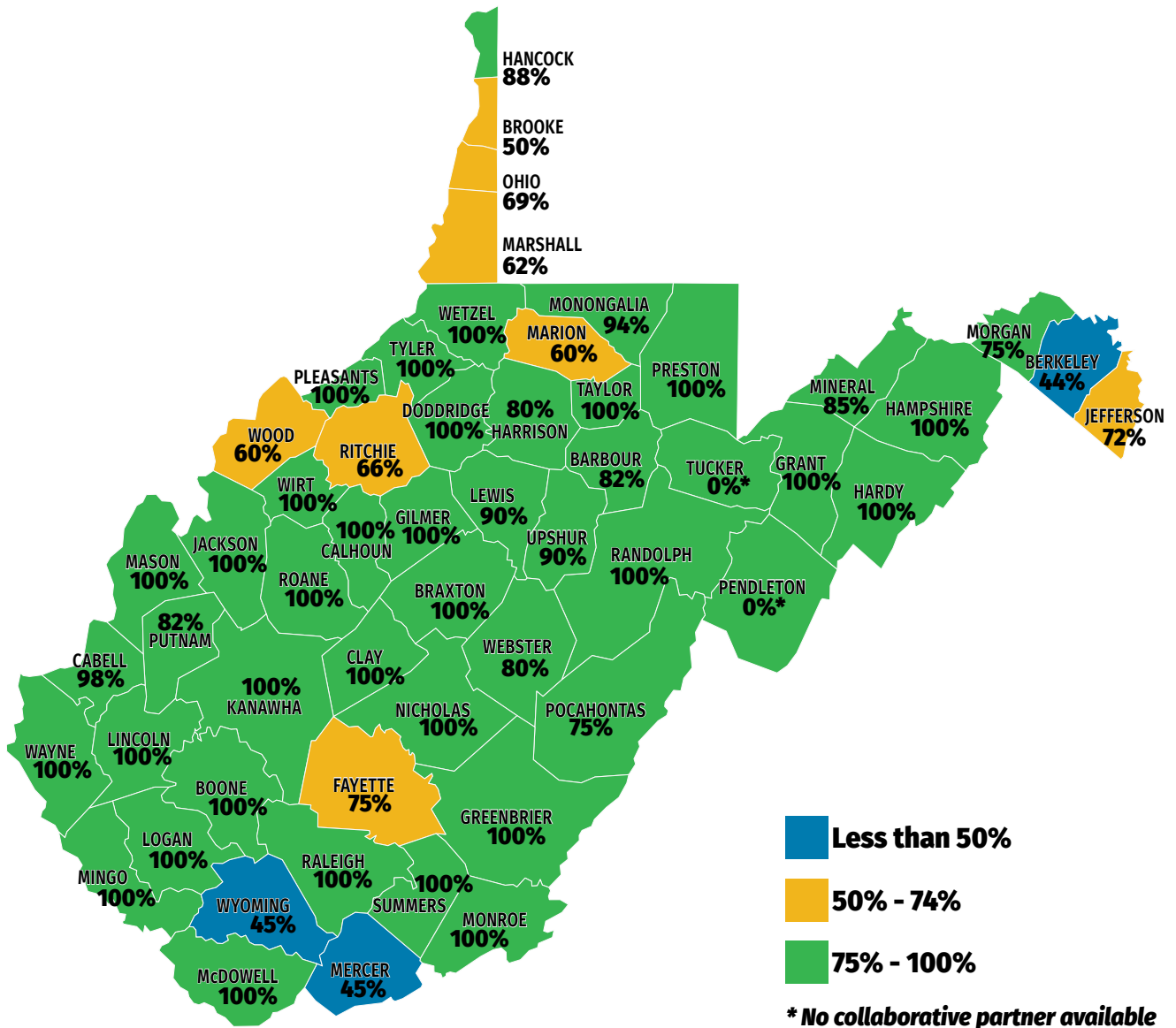
Collaboration Summary- All Classrooms SY- 2017-2018



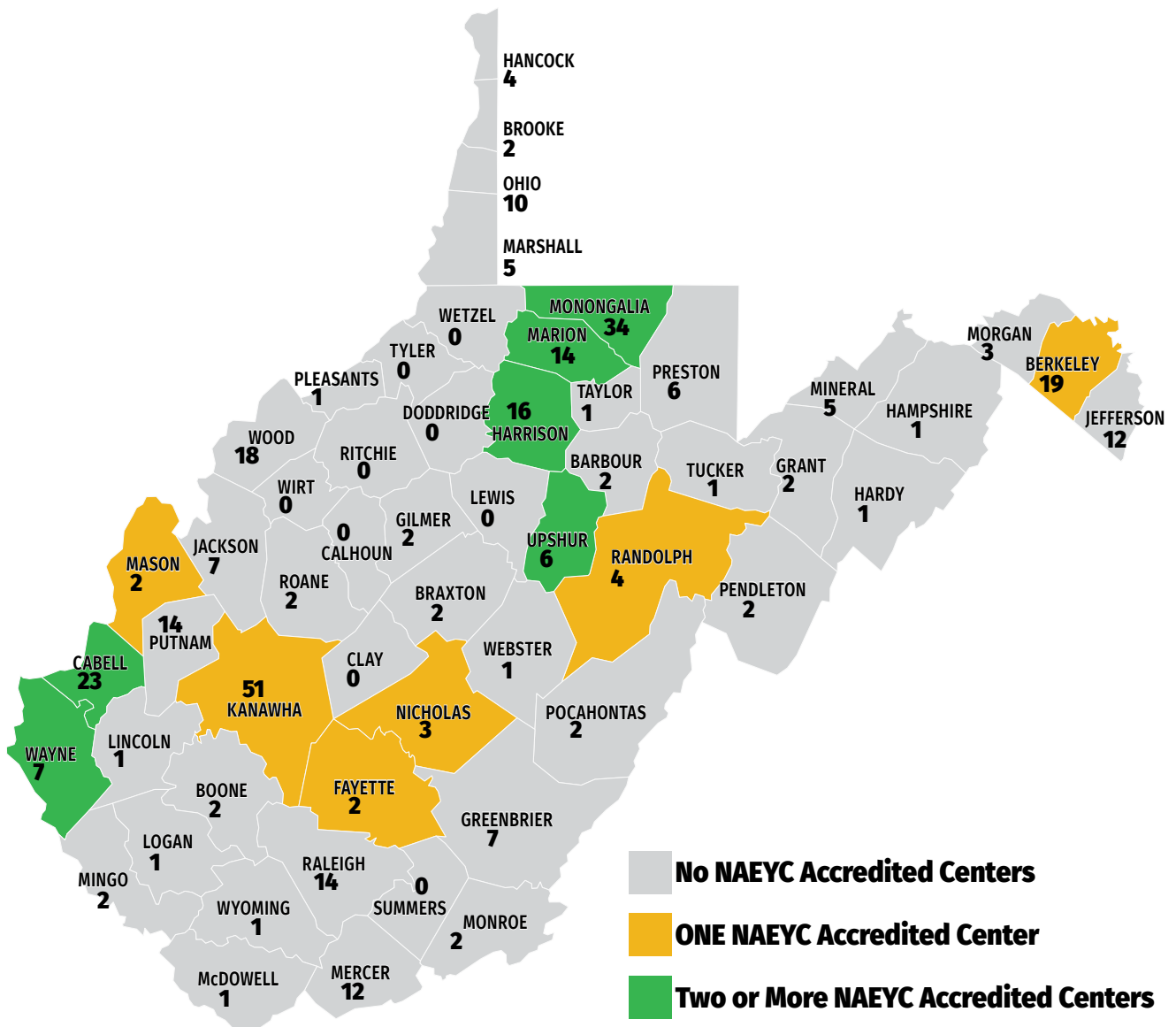
Collaboration Summary- Yearly Comparison- SY 2013-2018

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2107-2018
Head Start	56%	56%	61%	64%	66%	66%
Child Care	16%	16%	15%	14%	14%	14%
Head Start, Child Care	2%	2%	3%	3%	2%	2%
Local Education Agency	26%	26%	21%	19%	18%	18%
Total Collaboration Rate	74%	74%	79%	81%	82%	82%

WV Universal Pre-K Collaboration Rates- By County SY 2017-2018



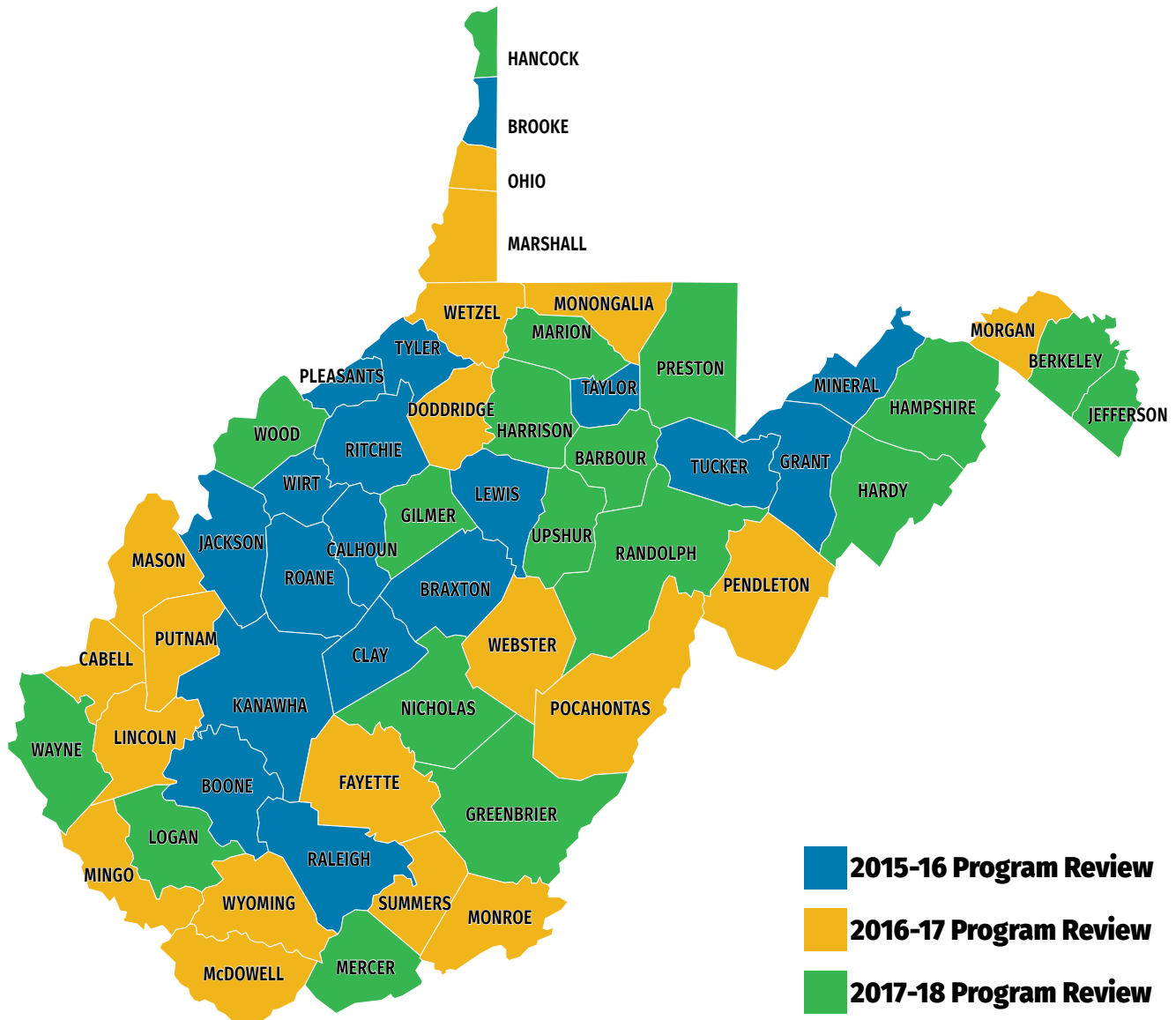
WVDHHR Licensed and Accredited Child Care Centers - 2017-2018



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.

2017-2018 WV Universal Pre-K Program Review Results Summary

Commendations

- §126-28-3. School Readiness/§126-28-10. Transitions: Berkeley, Gilmer, Greenbrier, Jefferson, Marion, Nicholas, Randolph
- §126-28-4. County Collaborative Early Childhood Team: Barbour, Greenbrier, Hancock, Hardy, Harrison, Logan, Preston, Randolph, Upshur, Wayne
- §126-28-5. Eligibility and Enrollment: Logan, Wood
- §126-28-8. Inclusive Settings: Hampshire, Wood
- §126-28-14. Child Guidance: Hancock
- §126-28-15. Curriculum and Assessment: Harrison
- §126-28-17. Staff Training: Nicholas
- §126-28-18. Program Assessment and Continuous Quality Improvement: Randolph

Recommendations

- §126-28-3. School Readiness/§126-28-10. Transitions: Hardy, Wood
- §126-28-4. County Collaborative Early Childhood Team: Berkeley, Hardy, Hancock, Hampshire
- §126-28-5. Eligibility and Enrollment: Barbour, Gilmer, Preston, Hardy
- §126-28-6. Attendance: Barbour, Gilmer, Jefferson, Hardy, Marion, Nicholas, Upshur
- §126-28-7. Transportation: Hardy, Gilmer, Randolph, Nicholas
- §126-28-8. Inclusive Settings: Logan, Upshur
- §126-28-11. Meals: Jefferson, Gilmer, Mercer, Nicholas
- §126-28-12. Health and Safety: Berkeley, Gilmer, Hancock, Hampshire, Harrison, Jefferson, Logan, Preston, Wood
- §126-28-13. Environmental Design: Barbour, Gilmer, Greenbrier, Hardy, Hampshire, Logan, Mercer, Nicholas, Preston, Upshur, Wayne, Wood
- §126-28-14. Child Guidance: Hampshire, Harrison, Wayne
- §126-28-15. Curriculum and Assessment: Barbour, Gilmer, Hardy, Harrison, Nicholas, Preston, Upshur
- §126-28-17. Staff Training: Jefferson, Preston
- §126-28-18. Program Assessment and Continuous Quality Improvement: Jefferson, Nicholas, Preston
- §126-28-19. Finance: Barbour, Jefferson, Logan, Preston
- §126-28-20. Program Oversight: Berkeley, Hardy

Required Follow-Up

- §126-28-3. School Readiness/§126-28-10. Transitions: Hampshire, Preston
- §126-28-4. County Collaborative Early Childhood Team: Hampshire, Hardy, Mercer
- §126-28-5. Eligibility and Enrollment: Marion, Mercer, Upshur
- §126-28-6. Attendance: Barbour, Hampshire, Preston, Wayne
- §§126-28-7. Transportation: Barbour, Hampshire Hardy, Mercer, Preston, Wayne
- §126-28-8. Inclusive Settings: Marion
- §126-28-12. Health and Safety: Barbour, Jefferson Logan, Mercer, Upshur
- §126-28-15. Curriculum and Assessment: Barbour, Preston, Wood
- §126-28-16. Personnel: Berkeley, Hancock, Harrison, Jefferson, Marion, Mercer, Preston, Upshur, Wayne, Wood
- §126-28-17. Staff Training: Mercer, Preston
- §126-28-19. Financing: Hampshire, Hardy, Marion, Mercer, Upshur, Wood
- §126-28-20. Program Oversight: Marion

Four counties illustrated overall strength in implementation of WVBE Policy 2525. The following counties had no required follow-up from their 2017-2018 WV Universal Pre-K Program Review.

Gilmer

Nicholas

Greenbrier

Randolph

2017 State of Preschool Yearbook- The National Institute for Early Education Research

The State of Preschool Yearbook is an annual publication that tracks 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 in the 2016 State of Preschool Yearbook. The new quality standards benchmarks are provided to better align with recent research and a focus on process quality (Friedman-Krauss, et al., 2017).

The National Institute for Early Education Research, or NIEER, (2018) notes that West Virginia is one of four 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). West Virginia is one of only four states to meet at least nine new benchmarks. Only two states meet all 10 new benchmarks. West Virginia has also been identified by NIEER as a state to watch. The State of Preschool 2017 states that West Virginia's "quality standards are relatively high, as is funding, and the state has gradually increased the number of hours of preschool each year. West Virginia achieved this through an unusually strong and well-coordinated collaboration among education, childcare, and Head Start agencies. The state's pre-k is not dependent on public education funding and expertise alone, utilizing resources and expertise across sectors. A recent evaluation documented that participation translated into improved kindergarten readiness for children. West Virginia could serve as a model for other states looking to make the best use of all available resources to provide consistent, high-quality pre-K to all children as part of the public education system." (Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. 2018).

Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). The State of Preschool 2017: State Preschool Yearbook. New Brunswick, NJ: National Institute for Early Education Research.

2017 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.

Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). *The State of Preschool 2017: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research. Access online at: <http://nieer.org/yearbook>

2017 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: 10th
 WV Pre-K national ranking for overall spending on Pre-K: 6th

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
2017	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	Attendance Works
Early Childhood Advisory Council of West Virginia	The Education Alliance (Born Learning)
Energy Express	Imagination Library
June Harless Center for Rural Education and Research	Marshall University’s College of Education and Professional Development
National Campaign for Grade-Level Reading	National Governor’s Association
National Institute for Early Education Research	National Summer Learning Program
Partners in Community Outreach	Read Aloud West Virginia
Save the Children	West Virginia Head Start State Collaboration Office (Head Start and Early Head Start)
West Virginia Birth to Three	West Virginia Department of Health and Human Resources, Division of Early Care and Education
West Virginia Library Commission	West Virginia Public Broadcasting
West Virginia Reading Association	West Virginia Statewide Afterschool Network

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.”**

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 & Elementary 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 Results of the Longitudinal Study released	Pre-K classrooms are generally of average quality.
September 2017	Year Two Results of the Longitudinal Study released	Kindergarten classrooms are generally above minimal quality. Pre-K gains identified.

December 2017	Representative from the National Campaign for Grade-Level Reading to visited West Virginia	Recognition of the state's comprehensive efforts to close the early literacy achievement gap by the end of the third grade.
September 2018	Year Three Preliminary Results of the Longitudinal Study released	First grade classrooms are generally above minimal quality. Statistically significant pre-k gains identified.

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

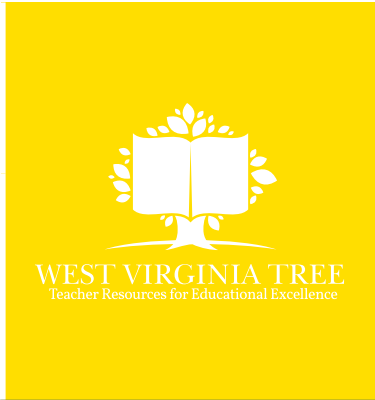
<p>High Quality Instruction</p>	<p>High-quality English language arts instruction during the early learning years involves immersion in a literacy-rich environment to develop awareness and understanding of spoken and written language. Through active participation and developmentally appropriate and engaging 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>School Readiness</p>	<p>Too many children from low-income families begin school already far behind. The research shows that these children are less likely to be read or spoken to regularly or to have access to books, literacy-rich environments, high-quality early care, and pre-k programs. As a consequence, these children may hear as many as 30 million fewer words than their middle-income peers before reaching kindergarten. Research also shows that such interactions are critical for language development, an important precursor to literacy.</p>		
	<p><i>61 percent of low-income children have no children's books at home.</i></p>	<p><i>Poor children hear as many as 30 million fewer words than their more affluent peers.</i></p>	<p><i>A child's vocabulary as early as age three can predict third grade reading proficiency.</i></p>
<p>The Attendance Gap</p>	<p>Too many children from low-income families miss too many days of school. Research has found that one in 10 kindergarten and first grade students nationwide misses nearly a month of school each year in excused and unexcused absences. By fifth grade, children with chronic absences who are from low-income families achieve lower academically.</p>		
	<p><i>One in ten kindergarten students miss nearly a month of school every year. In some districts it runs as high as one in three.</i></p>	<p><i>Kindergarteners who miss 10 percent of school days have lower academic performance when they reach first grade.</i></p>	<p><i>Among children from low-income families, who lack the resources to make up lost time, chronic absence in kindergarten translated into lower fifth grade achievement.</i></p>
<p>Summer Learning Loss</p>	<p>Too many children lose ground over the summer months. Without access to the enriching activities available to more affluent peers, research shows that children from low-income families lose as much as three months of reading comprehension skills over the summer. By the end of fifth grade, they are nearly three grade levels behind their peers.</p>		
	<p><i>Low-income students lose an average of more than two months in reading achievement in the summer, while their middle income peers tend to make gains in reading.</i></p>	<p><i>By the end of the fifth grade, disadvantaged children are nearly three grade equivalents behind their more affluent peers in reading.</i></p>	<p><i>Studies show 6-week summer learning programs can produce statistically significant gains in reading performance.</i></p>

Success by the End of the Third Grade

All children have opportunities to engage in high-quality classroom learning instruction in the early learning grades.

High-quality, standards-based instructional practices lead to heightened student achievement.

Positive dispositions to learning are developed early on to establish a culture of learning to impact career and college readiness.



More children are ready for healthy transitions into school (WV Universal Pre-K or Kindergarten).

Screenings catch developmental, hearing and vision problems before they interfere with learning.

Social and emotional development builds curiosity and supports learning.

Prenatal care supports early brain development.



More children attend school regularly.

Managing children's asthma helps them reduce absences.

Breakfast in the classroom improves attendance and learning.

Regular dental care prevents lost learning time.



More children have opportunities to learn in the summer.

Summer food programs keep kids healthy when school is out.

Physical activity helps children pay attention and learn.



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:

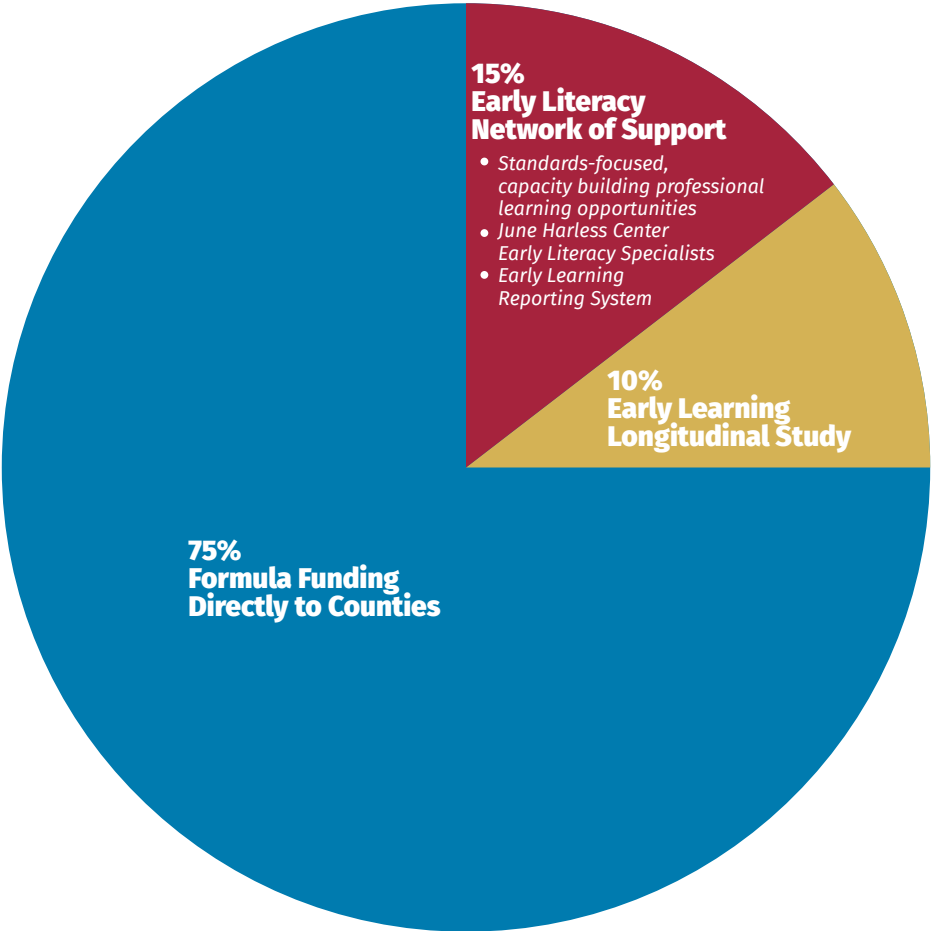


<https://wvde.us/early-and-elementary-learning/wv-leaders-of-literacy-campaign-for-grade-level-reading/>

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

County	FY 18 Allocation	County	FY 18 Allocation
Barbour	\$38,545	Mineral	\$61,538
Berkeley	\$276,846	Mingo	\$81,912
Boone	\$64,576	Monongalia	\$156,866
Braxton	\$35,828	Monroe	\$28,008
Brooke	\$37,608	Morgan	\$34,095
Cabell	\$209,198	Nicholas	\$60,880
Calhoun	\$17,256	Ohio	\$79,737
Clay	\$34,471	Pendleton	\$14,717
Doddridge	\$18,224	Pleasants	\$16,024
Fayette	\$111,644	Pocahontas	\$17,171
Gilmer	\$12,438	Preston	\$71,324
Grant	\$24,158	Putnam	\$121,344
Greenbrier	\$76,654	Raleigh	\$204,013
Hampshire	\$47,522	Randolph	\$67,094
Hancock	\$62,856	Ritchie	\$23,267
Hardy	\$39,439	Roane	\$36,694
Harrison	\$160,717	Summers	\$25,694
Jackson	\$68,318	Taylor	\$40,353
Jefferson	\$121,213	Tucker	\$15,861
Kanawha	\$415,141	Tyler	\$19,738
Lewis	\$43,649	Upshur	\$62,277
Lincoln	\$63,407	Wayne	\$113,179
Logan	\$94,677	Webster	\$25,883
Marion	\$124,090	Wetzel	\$41,055
Marshall	\$75,016	Wirt	\$18,280
Mason	\$67,015	Wood	\$197,177
McDowell	\$58,454	Wyoming	\$64,991
Mercer	\$166,856		

FY 18 allocation funding formula:

- 50%: Head count enrollment Pre-K - 3
- 50%: Head count low SES enrollment Pre-K - 3

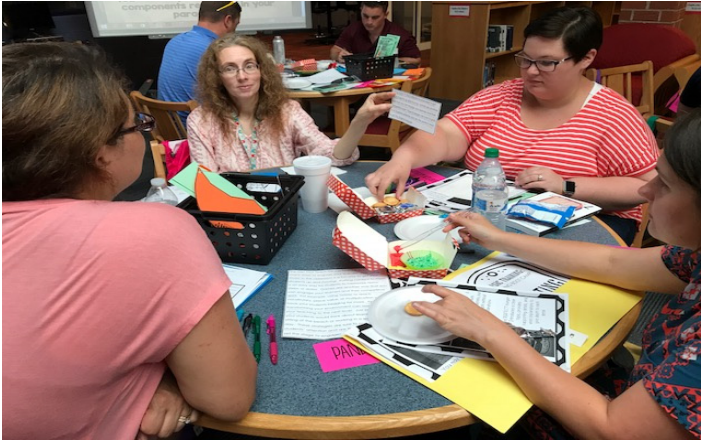
WV Leaders of Literacy: Campaign for Grade Level Reading County-Reported Selected Bright Spots

This section includes 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 West Virginia Campaign for Grade-level Reading.

For more information, contact the Campaign for Grade-Level Reading State Lead, Charlotte Webb, at ctwebb@k12.wv.us.


County	Selected Bright Spots
Barbour	<ul style="list-style-type: none"> <li data-bbox="386 659 1464 764">• Barbour County Schools has expanded professional learning opportunities for teachers. Teachers now work together in monthly meetings to plan and polish their instructional delivery. <div data-bbox="691 772 1149 1381" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li data-bbox="386 1394 1464 1640">• Barbour County Schools is preparing to launch One District, One Book! The Bear on Hemlock Mountain by Alice Dalgliesh, which is a Newberry Honor book, will be our featured book. Each principal and leadership team will launch the reading of the book in October. Boys and girls all over the county will be reading the same book at the same time! Parents are asked to read one chapter per night with their child. Each school plans activities to further excite the children about reading. Principals recognize students for reading!

County	Selected Bright Spots
Berkeley	<ul style="list-style-type: none"> • “Unplug and Engage” is a Berkeley County Pre-K Initiative through the Read 2020 Early Literacy and Learning Grant. Parents are asked to “Unplug” their devices and “Engage” in reading activities with their children. The program was founded in 2015 by the Pre-K teachers in Berkeley County, when they discovered that many parents were unsure of how to engage in reading activities with their Pre-K students. The teachers hold workshops to demonstrate good reading practices and then the parents practice with their child. Each family is given books to keep and take home to enjoy. • Berkeley County Pre-K initiates environmental print awareness skills to assist children in recognizing letters in their environment and to begin the process of developing pre-reading skills. Family workshops encourage children and members of their families to work with everyday objects and experiences to strengthen skills. • Berkeley County Schools, in collaboration with Berkeley County’s Elementary Summer Library Program, is providing free books to children who attend the Summary Library sessions. The children are allowed to choose a book to take home to promote independent reading and bridge their summer reading gap. They are engaged in literacy and STEM activities on Thursday mornings, such as building a shady spot for Ferdinand. • Thanks to Berkeley County’s Literacy Grant, 8 people were able to attend the National Get Your Teach On Conference in Arlington, VA in March. They were able to share the awesome best practices they learned at our county’s Teachers’ Summer Institute in June. Sessions included Get Your Literacy On, Writing Boot Camp, Sweet Engagement and Fairy Tale STEM Activities. 

County	Selected Bright Spots
Boone	<ul style="list-style-type: none"> • On Saturday, September 8th, 2018 Boone County Schools sponsored a book give away table at the Whitesville Fall Festival. The goal was to get books into the hands and homes of young children—preferably, books they pick out themselves. Fiction and nonfiction books written on a wide range of topics and reading levels were available. Children had dozens and dozens of choices! Each child was encouraged to pick out a few titles they found interesting. Over 400 books were distributed to children in our community. • The Whitesville Fall Festival draws a huge crowd to an otherwise impoverished neighborhood. Each visitor who paused at the book table heard about the Early Literacy Grant and the funding for the books. One mother of two young boys—probably ages one and three—told us she had no books at all in her house. She left with about ten titles. She, and other families like her, may consider buying books a luxury, or she may not consider it at all. She may be so busy just trying to survive she cannot think of much else. • The book give away table at the Whitesville Fall Festival was a success. Our goal of getting quality books into the hands and homes of young children was accomplished. It is one-step in improving literacy for the next generation. • Boone County Schools’ distribution of the Early Literacy books last year was a great. Students were allowed to choose books that interested them; this was highly motivating and a catalyst to their reading success. Abigail Lusk, pictured, shared that she was so excited about receiving her new books. She stated that she went home immediately after school and read her first book about skateboards. Over the summer, she played school with a neighbor who also received books, sharing their new stories with each other. • This book distribution was a wonderful way to encourage literacy at home over summer, strengthening the home-school connection. It is the intention of Boone County Schools to distribute reading packets to students again this summer to help prevent the summer slide.
Brooke	<ul style="list-style-type: none"> • Early Literacy Instructional Support (ELIS) is a 6-week long summer program for identified K-2 students. It ran concurrently with our Energy Express (EE) program at the high school. All 30 students in attendance were provided with Chromebooks. There was a “camp” theme with meals and transportation provided. Gov. Justice came toward the end and read, and we had a pizza/swimming “celebration” on the last day. • Brooke County held the third annual Back to School Fair to enable children to receive school supplies. 30 vendors provided information to families and Walmart donated numerous items for give away.

County	Selected Bright Spots
Cabell	<ul style="list-style-type: none"> • Cabell County has implemented a kindergarten transition program to help families ease out of pre-k and into kindergarten. Each year all schools design and host an event for upcoming kindergarten students and their families to welcome them to the school and provide information on what to expect. Each child also receives a book to help with the transition. Because each school tailors its event to fit its own needs, every kindergarten transition program looks different. Listed below is the story of one of our schools in Cabell County. • Highlawn Elementary hosted upcoming children and their families in May to a Welcome to Kindergarten Pizza Party. The children, their families, and the preschool and kindergarten staff all enjoyed time together eating and getting to know one another. After reading a story together, the children worked with their families to make name bracelets and then took a tour of the school. When the tour finished, the children had a chance to better acquaint themselves with the kindergarten classroom while their families had an opportunity to meet with the kindergarten teachers about what kindergarten was going to be like. This included discussion about the differences between pre-k and kindergarten, what kindergartners learn, classroom expectations, report cards, and strategies to help their children transition successfully. At the end of the event, the children each received a copy of Kindergarten, Here I Come! Families also received resources concerning literacy, tips for a successful transition, and things they could do with their children over the summer to extend learning.
Calhoun	<ul style="list-style-type: none"> • Pleasant Hill School and Arnoldsburg Elementary in Calhoun County facilitate pre-k and kindergarten Summer Jump Start programs. These are two days during summer break in which upcoming kindergarten and pre-k students, along with their parents, spend time in their new classrooms with their new teachers. Title 1 teachers conduct parent involvement activities throughout the day while students participate in fun learning activities. This support to transitioning students into pre-k and kindergarten has proved to be beneficial for all stakeholders involved. Teachers express they feel more confident on the first days of school having already formed relationships with students, parents feel more comfortable dropping students off on first days of school to classrooms and teachers their children are already familiar with, and most importantly, students are more confident in transition having had exposure to their new teachers and environments. • Calhoun County places a heavy emphasis on the need for students to attend school every day. In order to meet goals as they relate to student literacy, we have tied attendance incentives and recognition ceremonies to the Grade-Level Reading Campaign. Celebrating perfect and faithful attendance each month in our schools has helped make attendance a priority for our students as well.

County	Selected Bright Spots
Clay	<ul style="list-style-type: none"> • “Master Teacher” is a Clay County Literacy initiative to help teachers improve their teaching proficiency and to earn their Master’s Degree in Education. Program completers will be able to add Literacy to their teaching certification. • “CLASS” Clay County Schools has contracted with a certified CLASS observer to assess classroom quality in our pre-k classrooms. CLASS Observations are used to help increase the quality of classroom instruction, behavior management, and language development by providing teachers with a reliable rubric based observation, targeted professional development and coaching. The CLASS program can be used to reliably assess classroom quality for research and program evaluation and provides a tool to help new and experienced teachers become more effective. Clay County Schools has also developed a plan to certify up to 5 administrators in the research-based CLASS Observation System Pre-K to 3rd grade in the coming year. • “Fit and Active Schools Movement” Clay County Schools PreK-K staff will be participating in a Fit and Active Schools Program which is jointly sponsored by the Campaign for Grade Level Reading Grant and a Clay County Diabetes Coalition Grant. Participants will learn about various methods of movement integration that can be incorporated into their classroom routines. The professional development to kick off the program will be guided by Joshua Grant from the West Virginia Department of Education. Participating teachers will track their students’ physical activity during the school day. They will also receive a 1-year subscription to GoNoodle Plus to enhance their classroom instruction. • “Summer Reading Books” Clay County Schools hosted a Summer Reading Program for all K-3rd grade students this summer. Using a combination of Campaign for Grade Level Reading Funds and a grant from Kids Read Now, every student in the program had the opportunity to receive and read nine books this summer. The program was designed to increase the students’ home libraries and their opportunities to read as well as to help offset the summer reading loss. • “BEST Practices” Teacher isolation is not uncommon in small rural schools, but Clay County Schools has set up county-wide grade level Professional Learning Communities (PLCs) for their elementary school teachers to overcome it. The teachers meet periodically to learn from one another and to share Best Practices. The teachers involved are engaged in the learning process and value the learning opportunities provided by the grade level PLCs.

County	Selected Bright Spots
Doddridge	<ul style="list-style-type: none"> • Doddridge County Schools and the WV Campaign for Grade Level Reading Grant partnered together to offer the “Kids Read Now” summer reading program. During the summer of 2018, 242 Pre-K through 1st grade students registered to participate in the summer reading program opportunity. Students were encouraged to make their own book choices, by selecting nine preferred books to receive throughout the summer. In total 1,184 books were shipped to our students, each book included a custom Discovery Sheet to guide reading comprehension and promote family engagement. Through weekly outreach, a program representative provided support to parents and monitored student reading progress. Based on parent responses, we were able to confirm, at least 390 books were read by households in our district. At the conclusion of the program, we had 19 students complete the challenge in its entirety. In addition to prizes for completion, these students will be recognized during the upcoming Distinguished Students Ceremony in conjunction with the Doddridge County Board of Education meeting in December of 2018. • Evidence connecting childhood hunger and the ability to learn is overwhelming, therefore in the Summer of 2017, Doddridge County Schools rolled out our “Summer Read & Feed” bus. The repurposed bus, turned mobile cafeteria, provides a nutritional meal to children in various rural areas of the county. In addition to a warm meal, teachers and other staff members volunteered to read and distribute books to participants at each location. Expansions of the “Summer Read & Feed” services for the Summer of 2018 included working in collaboration with local libraries to provide a nutritious meal to all children participating in their Summer Reading Programs. Evaluation and adjustments to the feeding locations are based on need and population. The participation rates have nearly doubled since the wheels of the feeding bus began rolling through the town. • Studies suggest that musical experiences in childhood can accelerate brain development, particularly in the areas of language acquisition and reading skills. The Doddridge County School system has set aside sufficient funding from various sources, to provide Music Therapy to all preschool students and several special education classrooms. It is our belief that exposing children to music during the early development phase promotes phonological awareness and speech articulation, igniting key areas of development and building skills necessary for school readiness. • With support from the Campaign for Grade Level Reading Grant and local business partners, Doddridge County Schools has installed “Little-Libraries” in multiple businesses in the community. These “Little-Libraries” are placed in waiting room areas and include brightly colored shelving units filled with books targeting various grade levels. These books are strategically rotated quarterly and new additions are added annually, to ensure visiting children remain excited about the current selection. 

County	Selected Bright Spots
Fayette	<ul style="list-style-type: none"> • Fayette County is making blankets for PreK children and infants in the Snuggle and Read initiative. • Fayette County is exclusively implementing PALS in grades Pk-2 and all Pre-K collaboratives for the 2019-2020 school year. • Gauley Bridge Elementary gave every child 6 books for summer reading of the child's own choice. • Valley Elementary will implement Hopes and Dreams home invitation program to increase attendance.
Grant	<ul style="list-style-type: none"> • Grant County Schools participated in a Community Baby Shower sponsored by the Grant County WVU Extension Office. Expectant mothers from the community were invited to attend the event. Agencies participating passed out gifts to each mother. Grant County Schools provided nursery rhyme books and finger puppets to encourage reading and speaking to their children. • Grant County Schools received a grant from Kids Read Now. Kids Read Now is a summer reading program that provides nine free books to children over the summer. Grant County Schools was able to select 150 students to participate in the program. A Family Fun Night was held at each school to kick off the event where the students received their first three books! • The WVU Extension Service sponsored a Trunk or Treat on October 31, 2017 in Petersburg, WV. Community businesses, agencies and civic organizations were invited to participate in the event. Grant County was "Fishing for a Good Book" by giving away free books to all children! During the event, 795 books were given away to children! • Grant County Schools continues the professional development cadre for pre-k teachers. All pre-k teachers come together on a regular basis to learn, study and share together to ensure instruction is consistent at all locations. • Some of the topics of instruction that have been studied are: <ul style="list-style-type: none"> • Intentional oral language in the classroom, including oral interaction within center activities between teachers and children. • Using academic language in the classroom and the advantage of growing vocabulary that comes from increasing the level of the teacher's language. • Positive teacher talk and the importance of this for building a climate for learning and supporting growth in self-esteem. • Phonemic awareness and its role as a foundation for learning the alphabetic principle and for reading and spelling. • Instruction in how to incorporate fine motor activities into the classroom • Interactive storybook reading using dialogic reading strategies.


County	Selected Bright Spots
Greenbrier	<ul style="list-style-type: none"> • Using Title I funds, Greenbrier County Schools began a partnership with Imagination Library in 2014. 1,115 students are registered, which is 61.96% of those eligible. The goal is to reach 75%. • Using Campaign funds, Greenbrier County partners with the WVU Extension Agency to provide Energy Express at five sites in our county. The program helps reduce the summer slide for children. • Greenbrier County collaborates with Read Aloud WV to provide the Crichton project at Crichton Elementary. PK-5 students self-select a number of books to take home and keep over the summer. The ELA scores have improved tremendously. • Since the beginning of the Campaign for Grade Level Reading, Greenbrier County Schools has seen a great improvement in ELA scores on the statewide assessment. Through the continuation of the Campaign and additional components, such as PALS, even more gains are expected.
Hampshire	<ul style="list-style-type: none"> • Summer Slide: Campaign for Grade Level Reading and Title I funds provided 180 K-5 students with 10-12 student-selected books each to encourage summer reading. The extended year effort was a result of a committee comprised of the public librarians, retired teachers, West Virginia Extension Office and early literacy county coordinator. • Hampshire County Schools' commitment to address the "summer slide" promoted the collaborative effort. The "summer slide" is an identified challenge which continues to be a priority. Principals, Title I staff, parents, and other stakeholders discuss possible options to address the summer slide each spring. • Green Valley Book Fair Trip: Each semester the community is invited to take a bus trip to the Green Valley Book Fair. Parents/grandparents of children from birth to third grade are invited. The trip is made within the school day and for adults only. Each adult is given a \$50 voucher to be spent at the Book Fair. The Green Valley Book Fair is held several times a year and offers a huge book selection at very reasonable prices. • The next trip is scheduled for Wednesday, October 3. 110 bus travelers and 47 others have opted to drive themselves. It is anticipated that nearly \$8000 worth of books will find homes in Hampshire County. The Campaign for Grade Level Reading supports this project and the community looks forward to the next trip. • Imagination Library—The Campaign for Grade Level Reading grant has sustained the Imagination Library again in our county. This opportunity for children is one of the strongest components in our plan. • Although the Imagination Library was offered prior to the Early Literacy grant in Hampshire County, it was short-lived because of lack of funding. Without question, there was much frustration from parents as a result. Frankly, there was resistance to register again because of the disappointment. • The committee and schools were committed to increasing the percentage of Imagination Library participation. During the first two years of the grant, the percentage of children receiving the monthly books has nearly doubled. Nearly 75% of the targeted population is receiving the benefits of this program.

County	Selected Bright Spots
Hancock	<ul style="list-style-type: none"> • Hancock County became the first WV school system to be a Raise a Reader (RAR) Affiliate. Hancock County Schools and RAR collaborated to provide over 100 families who accessed the local food pantry with high quality reading materials and parent education for 16 week cycles. • Hancock County’s Storybook Cafe hits the road this summer. The renovated school bus will park in local neighborhoods and provide tutoring, meals, and social services to students and their families. <div data-bbox="558 464 1284 1010" data-label="Image"> </div> <ul style="list-style-type: none"> • Hancock County has certified a cohort of 6 administrators in the research based CLASS Observation System Pre-K to 3rd grade. CLASS Observations are helping to increase the quality of classroom instruction, behavior management, and language development by providing teachers with a reliable rubric based observation, targeted professional development and coaching. • Hancock County has increased its capacity to provide students with certified Wilson Reading instruction. 9 teachers have achieved Level 1 certification. During the 2018-2019 school year, 6 more will be trained in level 1 and an additional 5 will begin level 2 certification.

County	Selected Bright Spots
Jefferson	<ul style="list-style-type: none"> • Jefferson County has purchase a K-2 Read A Loud book for every K-2 student four times per year; thus, students are able to hear the story read to them in their classrooms by central office volunteers and then actually keep their own copy of the book to begin a Home Library Collection. Each year, each student will receive four books of their very own to keep at home. This is the third year books were provided to K-2 students each quarter. After the read aloud, the volunteers ask the students to: “find the words you already know in the story”; “read this book to someone or have someone read it to you at home”; “these are all the things that good readers do! You can be a good reader too!” • On October 23rd, PK teachers and the county PK coach are hosting a Parent Workshop where parents may become learners. Parents are invited to come and also to bring their Pre K children with them to a school site on the afternoon of our Staff Development Day. The PK children will spend the afternoon in developmental activities of choice with supervision while their parents attend learning stations to learn more about “Parents as Teachers”. Some of the stations the teachers have designed and will facilitate for the parents are: <ul style="list-style-type: none"> • Health and Safety for the Young Child • Mathematics in the Early Childhood Classroom • Mealtimes and dialogue at home • Conscious Discipline suggestions • Reading to young children and related developmental literacy activities • A K-5 ELA cohort of representative teachers from each of the elementary schools has been developed. The cohort met last year once a month and developed our vision for a K-5 Balanced Literacy classroom. One Jefferson Guidance Document and grade level pacing guide was rolled out this Fall at the beginning of the school year. The goal is to be consistent with stellar pedagogy and resources for delivering a K-5 Balanced Literacy program, preparing students to experience quality, real-life, complex learning activities to prepare them for college and career. K-5 teachers have a standards-based, sequenced guide for teaching ELA and sufficient resources are available to them along with a fully equipped leveled library Book Room in each elementary school. A Champion Document of Technology Resources is integrated with the pacing guide to provide engaging learning stations and best practice.
Logan	<ul style="list-style-type: none"> • Early Childhood Summer Camp - This was a camp held for 3 half days on July 17,18,19th for Pre-K and Kindergarten children that had never attend school before. Three books were chosen for the teachers to read aloud each day. The Night Before Preschool, What If Everyone Did That, and All by Myself. Each child that attended received a copy of each book to take home. This was the second year for the camp. Last year the camp was only for those children entering Pre-K for the first time. This year, Kindergarten children that did not attend Pre-K this year were eligible. Last year, the first year of the camp, we had approximately 30 students that attended. This year our attendance doubled, with approximately 70 students enroll. • Marshall University and The June Harless Center - Logan County Schools has partnered with Marshall University and The June Harless Center to work at the new Chapmanville Primary School Pre-K - 1 to follow the Reggio Emilia Inspired model. Last year they began working in one of the Pre-k classrooms. This year the model is school wide. • Billboard - A billboard was leased near the Chapmanville area to promote Pre-K enrollment and the change in the age eligibility.

County	Selected Bright Spots
Mingo	<ul style="list-style-type: none"> • Mingo County’s “Literacy League” was recently notified that it was being recognized as a National Bright Spot Winner for its efforts to increase literacy in Mingo County. Dr. Sabrina Runyon, Director of Early Learning Programs, and Christie Tilley, Parent Coordinator, are honored to have their community’s profile be featured on the new Grade Level Reading Learning for Impact and Improvement System, which we will roll-out during GLR Week in Philadelphia on July 23rd – 27th. As part of the National Campaign, a collaboration between the West Virginia Department of Education (WVDE), and the West Virginia Board of Education (WVBE) made this grant available to WV counties. • Purchasing a Little Free Library for each elementary and PK8 school. Books and other reading material are stocked in the libraries for student and community use. • Every student in PK through 3rd grade gets to “shop” for 5 books. At the end of each school year, 30-35 (from over 100 titles) book choices from which students choose 5. • At each elementary and PK8 school, a reading shower is held. A Reading Shower is similar to a Baby Shower, with the types of gifts being different. Instead of diapers, wipes and clothing, it is all about Literacy, with the gifts being BOOKS. Each pregnant mother and child gets to shop for 5 free books. A door prize of 15 books is given away. • In addition to these events, on-going efforts to put books in the hands of Mingo County families has resulted in over 375 books being distributed to gas stations, banks, restaurants, doctors’ offices, hospital waiting rooms--anywhere that families frequent. • Mingo County teachers recently attended an academy at Mingo Central High School. Besides receiving training on the new math textbook, teachers had opportunities to participate in grade-level specific workshops. PK teachers took part in training on Learning without Tears and were given the complete set of manipulatives with which to implement strategies to help students with gross and fine motor skills during their center times. Early Childhood, TLC conducted a workshop specific for PK teachers where teachers received a refresher on many topics, including CLASS, health and nutrition, and incorporating songs into lessons. PK-4 grade teachers participated in a “Secret Stories” workshop where they were introduced to strategies that will help students with speech, letters, and reading. All teachers received kits that contained all necessary posters, cards, and other material to implement the strategies in their classrooms. K-4 teachers received updates on the Renaissance program. Feedback from teachers was positive. They were excited to have all the elements to the strategies to use in their classrooms.
Monongalia	<ul style="list-style-type: none"> • Monongalia County Schools placed Little Free Libraries at each of our ten elementary schools during the summer of 2017. Little Free Libraries foster a love of reading by increasing access to free books through community book exchanges. Schools held “Summer Sizzler” read aloud events to introduce the libraries to the communities. During the summer of 2018, “Summer Sizzler” read aloud events were held again, this time honoring Hometown Heroes as guest readers. All children attending these literacy events received a free book and celebrate reading by interacting with positive role models. We held ten simultaneous events, one at each of our elementary schools. • Photo from the one of the summer 2018 Hometown Heroes “Summer Sizzler” events:

County	Selected Bright Spots
Mercer	<ul style="list-style-type: none"> • Mercer County launched Imagination Library in February 2018. Since the launch party, 856 children have been registered, putting a total of 3,432 books in the hands of children. • Additionally, Mercer County hosted its Third Annual Summer Learning Academy. 112 Kindergarten through third grade students attended at six sites for intensive phonemic awareness and phonics instruction. At the conclusion of the Academy, 89 children had perfect attendance and received a computer.
Morgan	<ul style="list-style-type: none"> • Morgan County Schools had 207 Kindergarten through fifth grade students attend two to six weeks of summer camp called Camp MoCo. Students had breakfast and lunch and engaged in reading, writing, math, physical activity, and crafts related to themes such as Beach, Patriotism, and Camping. Students received 13 new books during camp to add to their home library. Funding from the Grade Level Reading Campaign, Title I, and community contributions support this camp. Pictured are Kindergarten students creating tie dye shirts at camp. • The Rotary Club, Morgan County Read Aloud, Starting Points, and the Grade Level Reading Campaign have combined funds to purchase summer reading books for all Morgan County Second grade students. • In January, volunteers visited Widmyer, Pleasant View, and Paw Paw elementary schools with a sample pack of books. Each student was able to browse through the books and select three books to be ordered for their summer reading. The students ordered a total of 426 books. • On April 25th volunteers from the sponsoring groups and the Berkeley Springs High School Book Club inventoried, sorted the books by school and students and placed them in backpacks donated by Tri-State Community Health Center. In the last week of the school year, the volunteers visited the three schools and delivered each student their bag filled with the books of their choice.

County	Selected Bright Spots
Nicholas	<ul style="list-style-type: none"> • Kids Read Now: The county enrolled students in this mail order summer book reading program. The early literacy action team worked with sponsors Mid-State Ford through their Drive 4 Your School program to raise \$13,000.00 to assist with funding. A highlight of the event was the dunking tank featuring the Superintendent and Board members. • Energy Express: 40 students attended the Energy Express site held at Gauley River Elementary through a partnership with WVU Extension, Nicholas Co. Empowerment Company, Grade Level Campaign and Title I. • 21st Century and Save The Children: Over 60 students at Cherry River attended the Summer Boost Program through a 21st Century Grant and partnership with Save the Children. Children worked on core academic skills, but the program also included many enrichment activities including snorkeling, bike riding through Cranberry Wilderness, and weekly field trips. The program also included several community service projects including community park renovation and landscaping. • Reading Clinics: Five of nine elementary schools held 6 week reading clinics for over 70 students. Fourteen teachers focused on practicum skills teachers learned in several dyslexia workshops held the previous two years. Funding for the tutors were provided by Campaign for Reading and other federal programs. • Literature Fair: Nicholas County continues to conduct annual Literature Fairs in coordination with the West Virginia Reading Association and the Nicholas County Literacy Council. All fourteen schools including middle and high schools participate in the event promoting literacy and the love of literature. Several students then competed at the District Fair held at Glenville State College. A few Grand Prize Winners were exhibited at the 2017 West Virginia Reading Association Conference held at the Greenbrier. <div style="text-align: center; margin-top: 20px;">  </div>

County	Selected Bright Spots
Ohio	<ul style="list-style-type: none"> • A total of 90 K-2 classroom teachers, Title I Reading interventionists, Special Education interventionists and speech therapists from all nine elementary schools were trained in FUNdations. This program will be implemented county wide to ensure that every students is receiving the same phonics and phonemic awareness foundation, which is vital for reading success. Students in grades K-2 will receive a systematic program in critical foundational skills. This program is research based and provide materials and strategies for a comprehensive reading, spelling and handwriting program. • Ohio County Leaders of Literacy coach, Alexis Haight, held a book give away and cook out at Wheeling Park on June 6, 2018. Each child that attended received two books in addition to school supplies, which included journals, pencils and pens. Outdoor activities were enjoyed by the students and parents along with a picnic of hot dogs, snacks and beverages. Over 210 children in grades PK through 3rd grade attended, receiving over 250 books. <div data-bbox="571 648 1268 1173" data-label="Image"> </div> <ul style="list-style-type: none"> • In partnership with the Ohio County Library, our Leader of Literacy coach gave away books at one of the library's summer read aloud events. Ms. Lee Ann Cleary, Children's Specialist, and Alexis Haight, Leader of Literacy coach, provided a table full of books from which the children could choose a few books to take home and read with their parents. Children and parents in attendance were also provided entertainment through Lee Ann's enthralling story telling abilities as they stretched out on yoga mats in the summer sun near the Heritage Port playground. • West Liberty Elementary worked with fraternities from West Liberty University (WLU) to host a book bingo and ice cream social. Students received a book when they won a game of bingo. Those that may not have won at bingo still received a book before the event ended. The students and parents were also able to enjoy an ice cream sundae bar. Members of the fraternities at WLU helped distribute ice cream and visited with the students and parents.

County	Selected Bright Spots
Pendleton	<ul style="list-style-type: none"> • “Libraries Rock,” the theme for this year’s summer reading program, was a great success at Pendleton County Public Library, with 163 children participating. The goal being to introduce children to instruments and encourage a love of music. Children experienced an instrument petting zoo with flute, clarinet, trumpet, and snare drum during the first week. The Sound of All Things was the story for the second week. Children learned about Beethoven. The book was signed by the sign language teacher from Franklin Elementary School. Children were entertained by the harmonica and bag pipes during the third week and week four brought tone bells. Week five brought unusual percussion instruments and a focus on Appalachian music during week six. Children enjoyed dulcimers, autoharp, guitar, banjo, fiddle and the limber jack. Children made musical instruments which included: kazoos, hand drums, spin drums, bottle maracas, castanets and guitars. Weekly prizes and special prizes were given out each week along with children being able to pick out a book each week. The last week, several tables of books were made available and they were able to take multiple books.
Pleasants	<ul style="list-style-type: none"> • In Pleasants County Schools believes lots of students can benefit from an extra “Boost!” Pleasants County Schools is excited to have offered a summer program that was specially designed with our youngest learners in mind – SUMMER BOOST KINDERGARTEN EDITION! This innovative program was held in Pleasants County from June 25th through July 20th, 2018! Students were selected to attend this program based on their level of readiness skills and referrals from our Pre-K and kindergarten teachers. Our educational specialist worked with these children both one-on-one and in small group settings to provide intensive assistance in targeted areas of need in reading and/or math. The program ran in conjunction with Energy Express! • A special time slot was reserved for our kindergarten students that had been recommended for Boost! From 9-10AM each day, small groups of students received the skill remediation and developmental support they needed to enter kindergarten in the fall with confidence! • Transportation was available to students attending the program as well as meals.

County	Selected Bright Spots
Preston	<ul style="list-style-type: none"> • With the help of the Campaign for Grade-Level Reading and several community partners, the Preston County School Learning in Motion launched its inaugural summer program. During the three weeks of programming, 441 children visited the bus to receive free books, participate in literacy, and STEM activities. 368 of those children took advantage of the feeding program and received a free meal. Additionally, families had the opportunity to take a bag of food to prepare meals at home. • Each elementary school in Preston County hosted a Snuggle Up and Read Night. At this literacy event, families with children under 5 years of age received strategies for reading aloud, a handmade blanket, and a set of board books to keep for their home library. 
Putnam	<ul style="list-style-type: none"> • With a combination of Title 1 and Campaign for Grade Level Reading funds, Putnam County schools offered a variety of summer programs. Summer ESL Program is designed to continue English Language instruction during the summer months to students that English is not their native language. S.T.E.A.M. Camp offered hands-on activities where students have the opportunity to apply their math, science and writing skills to real-world challenges while incorporating technology and their love or art! • Rock and Roll Summer Academy is for students entering 1st-6th grades to be enrolled in an art, music, and STEM class. This was the first year of Camp READY4K and it was very successful. The target audience was pre-k students who needed a little extra boost for K and those students entering K that had never been in a formal education setting.

County	Selected Bright Spots
Raleigh	<ul style="list-style-type: none"> • Every spring, Raleigh County hosts the Raleigh County Pre-K Expo. The Expo incorporates all Raleigh County Pre-K programs, including Raleigh County Schools and Head Start, preschools from private and faith based programs, childcare, as well as representatives from agencies that support preschool children and their families. The goal for the Expo is to allow families to make choices and benefit from all the agencies working together. The fundamentals of reading are introduced at the Expo and all children take home goody bags with free books and other items to promote literacy and health. Through this effort, more than 600 families were introduced to high-quality programs throughout Raleigh County. • Raleigh County also provided the Summer Reads program to each of their 19 elementary schools. At each elementary school, 20-25 pre-k through grade three students receive free books to keep and read over the summer. These students are interviewed to see what topics interest them, then the teacher helps the student select 3-5 books from a catalog on his/her reading level. The books are ordered, and the children and their families are invited to a session where they receive their self-selected books, as well as fun comprehension/ vocabulary activities to use while enjoying the books. In July, principals send a postcard to these students reminding them to read those books during the summer. Students whose parents sign that they read all of their books over the summer receive another free book as a prize at the beginning of the school year.
Randolph	<ul style="list-style-type: none"> • Randolph County Schools Mobile Feed and Read: Randolph County Schools used Campaign for Grade Level Reading funding to pilot a Mobile Feed and Read program in five locations over a two-week period during the summer of 2018. The goal of the program was to provide children and families in outlying communities access to food, books, and engaging reading activities during the summer months. The targeted communities were those that lack public resources such as libraries, parks, and food programs. In addition, students in these communities often do not participate in centrally located summer activities offered by the school system due to lack of transportation. The program provided 248 students and their families with food, books, and activities to promote a love of reading. • Randolph County Schools Reading in the Park: Randolph County Schools used Campaign for Grade Level Reading funding to combat summer learning loss through summer reading programs. Funds were used to provide all students preschool to fifth grade with a new book to read over the summer. In addition, all elementary schools offered Reading in the Park programs for four weeks throughout the summer in which students and families were invited to participate in outdoor reading activities after which they received a free snack and a new book.

County	Selected Bright Spots
Roane	<ul style="list-style-type: none"> • Many students in Pre-k and Kindergarten have signed up for the summer reading program. Families completed forms pledging to read 20 minutes, five days per week to their child. The WV Campaign for Grade Level Reading Grant purchased books so that every child signing up received six new books to add to their home library. Children not returning forms received a new book. At the end of July, those completing the June and July reading requirements will attend a movie reward at the county theater and will get to select additional books to add to their collection. • Roane County and the WV Campaign for Grade Level Reading Grant collaborated to provide materials and instruction on how to use them at the Pre-School registrations. The students and their families were given Mother Goose’s Nursery Rhymes book and wooden blocks that had letters and numbers on them in addition to scissors, glue, crayons, pencil and pencil sharpener, letter and color workbooks, math subitizing materials, and a “shoe” for lacing and eventually tying practice. In addition to showing the parents how to use the materials for learning, the parents were given a calendar with daily activities for learning and information on pre-school playdates at each site. The children left with a smile on their face and excited for pre-school. Below is a photo of an incoming pre-k child with his teacher.
Summers	<ul style="list-style-type: none"> • Building knowledge and vocabulary by increasing the volume of students’ independent reading has been a focus of Summers County’s Campaign for Grade Level Reading action plan this year. Students at Talcott Elementary participated in a reward day for meeting their individual reading goals. The reward day integrated the arts, technology, board games, and fitness activities to stimulate students’ creativity, engage their minds in problem-solving strategies, and improve their health in fun and engaging ways! Teachers have reported that participating in the Accelerated Reader program has increased reading achievement and motivated students to read independently for pleasure, which is an important step on the path of becoming lifelong learners! • Jumping Branch Elementary knows how to shine with the help of the WV Campaign for Grade-level Reading Grant. After fall assessments were completed, data shows that 53% of our students are reading above grade level. • Over the last year, we have watched our student’s love for reading grow with the use of the Accelerated Reader Program. Over 98% of our students are reading leveled AR books and have met or are exceeding the 9-weeks goal at mid-term. • In collaboration with Summers County Public Library students are JBE are also able to visit a Book Mobile twice a month to check on books that are not available at school. This helps promote independent reading. • Yummy Bag Program has been developed for students who are reading below grade level in the 3rd and 4th grades. These bags are sent home with families each Friday. As data shows that hungry children have lower reading scores. They are also more likely to repeat a grade, come to school late, or miss it entirely.
Tucker	<ul style="list-style-type: none"> • Tucker County Schools brought Energy Express back into our county for the first time in several years! With the help of the Tucker County Family Resource Network we provided breakfast and lunch everyday, and sent a book and food home with every student in the program once a week. • Tucker County Schools partnered with Parents as Teachers to promote and enroll children in Imagination Library.

County	Selected Bright Spots
Webster	<ul style="list-style-type: none"> • This summer, Webster County provided 420 books for students to add to/create their home libraries with the mobile library program. • One hundred and fifty students participated in the Kids Read Now summer reading challenge. Webster County Schools partnered with Tony Martirano Music to provide a family literacy and music event and will host similar events at each of the elementary schools for the end of year Kids Read Now celebration. • Webster County Schools and Americorps Energy Express volunteers built 3 little libraries that will be installed throughout the county. • Webster County Highlander Reading Council and Webster County Schools hosted a “Daddy and Me” day where children and their “daddy” participated in games, activities, and crafts while spending time together reading and eating delicious snacks. This year we had an outdoor theme. Each family received a book to take home: Hatchet for our older students and The Kissing Hand for younger learners.
Wood	<ul style="list-style-type: none"> • Franklin Elementary School started a Reading Buddies Program for the 2017-2018 school year, and teacher Angela Tennant says, “I truly believe that this qualifies as a “Bright Spot” with regards to our reading readiness.” 4th Grade classes visited the Pre-K classrooms every Tuesday morning to read to Pre-K students. • The TIES Program (Trauma Informed Elementary Schools) was active at Fairplains and Martin Elementary Schools for students and staff grades Pre-K through 1st Grade. The program provides master’s level, credentialed professionals to mentor staff regarding trauma-informed practices and to work with students to increase self-regulation skills for more focused classrooms. • Madison Elementary School was the site for a Summer Literacy Camp for students in Kindergarten through 3rd Grade. Teachers, aides, and students worked together to implement scientifically-based reading research strategies through small-group instruction, literacy stations, and direct instruction, resulting in an average increase of 19 points on the iReady Assessment—a major increase for one month!

County	Selected Bright Spots
Wyoming	<ul style="list-style-type: none"> • Wyoming County Schools hosted a Summer Reading Program at 8 locations around the county. Participating schools included: Baileysville Elementary and Middle, Glen Fork Elementary and Middle, Huff Consolidated, Mullens Middle, Oceana Middle, Pineville Elementary, Pineville Middle, and Road Branch Elementary and Middle. Site coordinators and students formed book clubs to promote reading and prevent summer reading loss. For more information, contact Rebecca Cooke, Assistant Superintendent of Wyoming County Schools at 304-732-6262, extension 1103 or rcooke@k12.wv.us • Wyoming County Schools summer professional development schedule included an introduction to The Secret Stories program by Katie Garner. K-2 Principals, teachers, speech language teachers, Title I, special educators and instructional support professionals participated in the training. Wyoming County is excited to implement the multisensory phonics approach in all K-2 classrooms. For more information, contact Kara Halsey-Mitchell, Director of Academic Programs at 304-732-6262, extension 1112 or khalsey@k12.wv.us • Wyoming County Schools participated in a Fit and Active Summer Professional Development provided by Joshua Grant from the West Virginia Department of Education. Participants were exposed to various methods of movement integration that could be easily implemented into their classrooms, across the curriculum. As a result, Wyoming County Schools is providing all K-8 schools in the county a 1 year subscription to GoNoodle Plus to enhance their classroom instruction.

Early and Elementary Learning Data Reporting

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 employed 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.

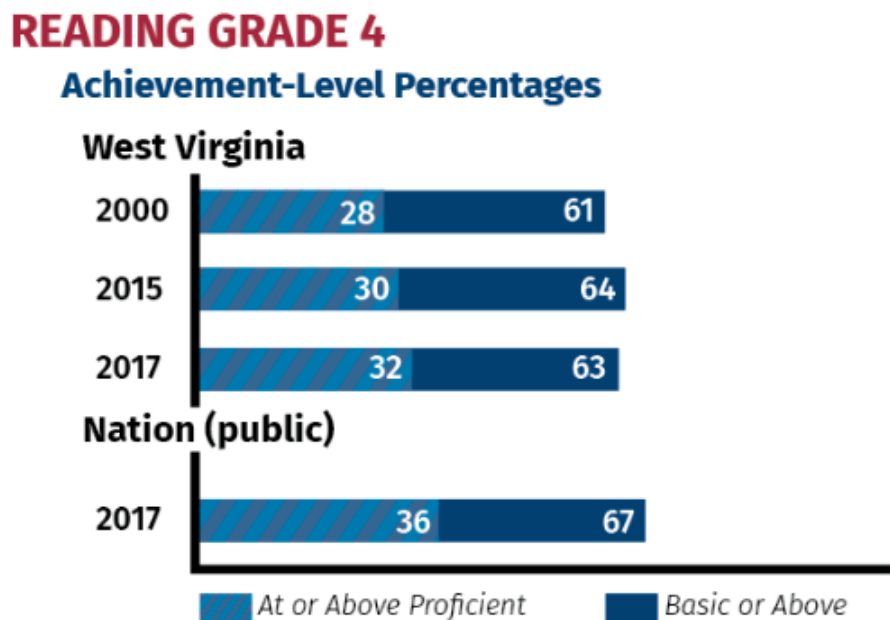
What is The Early Learning Reporting System (ELRS): Transition Report?

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.

A 2020 Vision for Grade-Level Reading: Celebrating Successes

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:

2017 Grade 4 NAEP Reading National Rankings



In 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 ten states.

2018 Grade 3 West Virginia General Summative Assessment Data

Note: A new version of the West Virginia General Summative Assessment was administered for the first time in 2018. As a result, data from previous years' summative test administrations cannot be directly compared to the 2018 results. However, the next section does compare Lexiles from 2018 to previous years for grade 3.

The Grade 3 English Language Arts section of the West Virginia General Summative Assessment is comprised of three reporting categories:

- Reading Literary Text
- Reading Informational Text
- Writing/Language

The two READING reporting categories identified above are at the center of measuring the extent to which students leave grade three reading proficiently.

2018 Grade 3 Reading Literary Text Reporting Category

Grade 3 percentage of students Near, At, or Above Mastery in the **Reading Literary Text Reporting Category** by County

County	Percent Near, At, or Above Mastery	County	Percent Near, At, or Above Mastery
Barbour	79	Mineral	87
Berkeley	86	Mingo	91
Boone	86	Monongalia	90
Braxton	85	Monroe	77
Brooke	83	Morgan	79
Cabell	89	Nicholas	89
Calhoun	92	Ohio	91
Clay	91	Pendleton	86
Doddridge	86	Pleasants	91
Fayette	86	Pocahontas	84
Gilmer	93	Preston	83
Grant	86	Putnam	92
Greenbrier	87	Raleigh	90
Hampshire	93	Randolph	84
Hancock	89	Ritchie	90
Hardy	88	Roane	85
Harrison	88	Summers	85
Jackson	90	Taylor	90
Jefferson	88	Tucker	83
Kanawha	88	Tyler	89
Lewis	78	Upshur	87
Lincoln	90	Wayne	89
Logan	90	Webster	73
Marion	88	Wetzel	83
Marshall	86	Wirt	89
Mason	86	Wood	88
McDowell	83	Wyoming	93
Mercer	84	West Virginia	87

2018 Grade 3 Reading Informational Text Reporting Category

Grade 3 percentage of students Near, At, or Above Mastery in the **Reading Informational Text Reporting Category** by County

County	Percent Near, At, or Above Mastery	County	Percent Near, At, or Above Mastery
Barbour	78	Mineral	84
Berkeley	82	Mingo	86
Boone	84	Monongalia	87
Braxton	80	Monroe	76
Brooke	79	Morgan	77
Cabell	84	Nicholas	88
Calhoun	90	Ohio	87
Clay	89	Pendleton	86
Doddridge	86	Pleasants	86
Fayette	84	Pocahontas	81
Gilmer	89	Preston	81
Grant	93	Putnam	92
Greenbrier	89	Raleigh	83
Hampshire	86	Randolph	84
Hancock	86	Ritchie	82
Hardy	80	Roane	85
Harrison	82	Summers	74
Jackson	91	Taylor	82
Jefferson	87	Tucker	74
Kanawha	85	Tyler	80
Lewis	73	Upshur	80
Lincoln	81	Wayne	86
Logan	83	Webster	68
Marion	84	Wetzel	83
Marshall	88	Wirt	86
Mason	85	Wood	87
McDowell	75	Wyoming	90
Mercer	82	West Virginia	83

2018 Grade 3 Percentage of Students Meeting or Exceeding Overall English Language Arts Standard by County

Taken from the 2018 West Virginia General Summative Assessment

County	Percent Proficient	County	Percent Proficient
Barbour	37	Mineral	44
Berkeley	43	Mingo	47
Boone	45	Monongalia	56
Braxton	40	Monroe	35
Brooke	40	Morgan	36
Cabell	50	Nicholas	42
Calhoun	58	Ohio	55
Clay	55	Pendleton	44
Doddridge	52	Pleasants	60
Fayette	43	Pocahontas	37
Gilmer	47	Preston	39
Grant	45	Putnam	63
Greenbrier	55	Raleigh	47
Hampshire	54	Randolph	41
Hancock	52	Ritchie	49
Hardy	43	Roane	40
Harrison	46	Summers	41
Jackson	58	Taylor	47
Jefferson	47	Tucker	28
Kanawha	48	Tyler	40
Lewis	29	Upshur	40
Lincoln	36	Wayne	50
Logan	47	Webster	22
Marion	51	Wetzel	41
Marshall	48	Wirt	44
Mason	44	Wood	52
McDowell	34	Wyoming	55
Mercer	37	West Virginia	45

Progress Over Time: Using the Lexile Framework for Consistent Reporting

Lexiles Framework for Reading

MetaMetrics is the company that provides the Lexile Framework for Reading, which 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 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.

As reflected in WVBE Policy 2520.1A (West Virginia College- and Career-Readiness Standards for English Language Arts), a desired goal for grade 3 learners is to fall between the 520 – 820 Lexile Band. Though a new summative test was administered in 2018, the Lexile band reporting has been used consistently and reported since the 2016-2017 school year. As a result, reporting over time is available to indicate ongoing growth, as reflected in the table below:

Grade 3 Lexile Range: 520–820

County	2016-2017 Grade 3 Average Lexile Score	2017-2018 Grade 3 Average Lexile Score
Barbour	550	580
Berkeley	620	615
Boone	615	610
Braxton	565	585
Brooke	670	605
Cabell	620	630
Calhoun	610	695
Clay	650	665
Doddridge	595	630
Fayette	575	600
Gilmer	620	635
Grant	685	625
Greenbrier	630	655
Hampshire	635	655
Hancock	665	655
Hardy	550	615
Harrison	630	610
Jackson	650	670
Jefferson	620	630
Kanawha	600	630
Lewis	525	540
Lincoln	545	590
Logan	610	620
Marion	635	630
Marshall	655	645
Mason	555	620
McDowell	545	555
Mercer	585	595

County	2016-2017 Grade 3 Average Lexile Score	2017-2018 Grade 3 Average Lexile Score
Mineral	570	620
Mingo	620	640
Monongalia	665	670
Monroe	560	585
Morgan	590	580
Nicholas	565	615
Ohio	670	665
Pendleton	625	620
Pleasants	615	665
Pocahontas	580	600
Preston	560	585
Putnam	645	695
Raleigh	630	630
Randolph	570	605
Ritchie	635	625
Roane	550	595
Summers	570	580
Taylor	620	625
Tucker	630	575
Tyler	635	595
Upshur	555	590
Wayne	625	635
Webster	550	490
Wetzel	600	610
Wirt	635	600
Wood	630	645
Wyoming	590	665
West Virginia	610	625

Early Learning Longitudinal Study Update: Year Three Preliminary Synopsis

Provided by Dr. Milagros Nores, Principal Investigator of the WV Early Learning Longitudinal Study (National Institute for Early Education Research)

The National Institute for Early Education Research (NIEER) and Marshall University continue to conduct a longitudinal (5-year) study in West Virginia to determine the long-term impact of high-quality early learning programming on later student achievement. This study has also examined the quality of early learning classrooms for 3 consecutive years. Specifically:

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 first grade?

Research Design:

- Follows the preschool children assessed in 2015-16 as they progressed into first grade in the 2017-18 school year.
- The first grade sample of children who did attend prekindergarten is compared to a group of children sampled in kindergarten who did not attend prekindergarten.
- Measures the effects of WV Pre-K through the end of kindergarten and now first grade.

Sample:

- “Comparison group” = 309 children in first grade who did not attend WV Pre-k.
- “Treatment group” = 518 children in first grade which did attend WV Pre-K and which were followed from the prekindergarten year.
- We were able to retain 94% of the longitudinal sample in the first grade follow-up (attrition was only 6%).
- 7 counties: Fayette, Greenbrier, Kanawha, Nicholas, Putnam, Roane and Wood (PURPOSEFUL for longitudinal analyses).

Preliminary Findings for Year Three:

- On average, children followed through in first grade 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, demonstrate nurturing and safe environments for children, and have continuously increased in the last 3 years.
 - » Classroom organization scores are relatively high and have shown continuous improvement in the last 3 years.
 - » Instructional supports, space and furniture, learning activities, and personal care routines are areas that require further support and where WV could focus future supports and efforts.
- Program quality: WV First Grade Classrooms
 - » Classrooms are generally above minimal quality.
 - » Instructional supports, classroom organization, and the physical environments are all areas in which WV could strengthen professional development for first grade teachers.

Part Six: A 2020 Vision for Success: Recommendations and Action Plan

2018-2019 Action Plan Response

(based on the recommendations of the WV Early Learning Longitudinal Study authors).

Based on current research and preliminary results provided by NIEER regarding the WV Early Learning Longitudinal Study, the WVDE Office of Early & Elementary has reviewed the NIEER and other forms of data to make a concerted action plan:

Recommendation: Strengthen pre-k instructional supports, learning activities, space and furnishings, and personal care routines.

1. Instructional materials review process for pre-k will allow pre-k educators the opportunity to receive professional learning on their curricular framework.
2. Revised WV Universal Pre-K Standards (effective July 1, 2019) will require that all pre-k educators receive professional learning on the standards. Processes and sample professional learning supports have been developed by WV pre-k educators (completed summer 2018) to disseminate to counties for local-level implementation.
3. WV Universal Pre-K triennial program review process will continue to point out any potential gaps in standards and curricular implementation.

Recommendation: Use data to inform PD and support this process of continuous improvement with LEAs.

1. Share Year Three Preliminary Synopsis with county chief instructional leaders (completed 11/18).
2. Partner with the Office of Leadership and Continuous Improvement to create supports and shared meaning for P-5 Instructional Leaders, leveraging resources from national P-3 and P-5 groups.
3. Offer a yearlong Pre-K through Grade Five Coaching Academy. The Pre-K through Grade Five Coaching Academy will focus on supporting early and elementary county-level literacy coaches, school-level literacy coaches, interventionists, or other personnel who may play a coaching role within the district. Throughout the year, there will be three in-person meetings as well as monthly virtual meetings that will include discussions and activities. At each meeting, half of the day will focus on mathematics and English language arts content, and half will focus on the following coaching fundamentals:
 - a. How to recognize and use good content
 - b. Best practices for instruction
 - c. How to collect valid and useful data
 - d. How to use data to plan instruction and how to communicate that to teacher

Recommendation: Support processes of transition between Pre-K and into K-5.

1. Continue to utilize the tenets of “Ready, Set, Go! WV’s Comprehensive Framework for School Readiness and Transitions” to support children and their families as they enter into and out of WV Universal Pre-K.
2. Continue to emphasize the importance of early childhood transitions to each County Collaborative Early Childhood Team so they can ensure educators are properly equipped to offer appropriate transitions for young children and families.

Recommendation: Strengthen professional learning around developmentally appropriate practices with a focus on standards.

1. Pilot a Kindergarten Classroom System of Support that provides sustained professional learning and resources for kindergarten educators from interested counties. Throughout the year, participating kindergarten teachers will explore ways to deepen classroom effectiveness while focusing on various aspects of high-quality kindergarten programming and support for evidence of learning. Major areas of emphasis that will be studied throughout the year include:
 - a. Emotional support
 - b. Classroom Organization
 - c. Instructional Support
2. Expand the Classroom System of Support to additional counties/grade levels in future years.
3. Provide a library of sustained, standards focused professional learning opportunities for local level flexibility.

Recommendation: Support professional learning that focuses on teachers' differentiation so that gains in Pre-K are sustained in K and into 1st Grade.

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. Promote the existing library of resources including webinars, e-learning courses, and PLC guidance documents. Develop additional webinars, e-learning courses, and PLC guidance documents to support a comprehensive approach to early learning.

Recommendation: Strengthen the structure and processes in 1st grade with a strong and purposeful focus on instructional supports.

1. Develop processes and systems to strengthen instructional support for grades pre-k through three, including sustained professional learning opportunities that focus on the development of areas such as critical thinking, open-ended questioning, problem solving, etc.

Other action steps to focus on a comprehensive approach to early and elementary learning:

- In partnership with the June Harless Center, 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.
- Continue to promote awareness of the Campaign for Grade-Level Reading by developing intentional marketing strategies to reach stakeholders across the state. Plan and facilitate a summit for Higher Education stakeholders to bring awareness to common goals.
- Ensure that school-level personnel are aware of the connection between the components of the Campaign for Grade-Level Reading and their work in the school building. i. Invite school-level staff to participate in Early Literacy Academies.
- Focus on combatting chronic absence across the state by promoting plans to support struggling students and families.
- Share toolkits specifically created to support Campaign for Grade-Level Reading stakeholders throughout West Virginia. Toolkits are relevant to community partners, school administrators, teachers, and families. Toolkits include information to support:
 - » Attendance
 - » Extended learning
 - » West Virginia Imagination Library
 - » School Readiness (Ready, Set, Go! WV)
- Plan and facilitate an annual WV Campaign for Grade-Level Reading Conference for all 55 Campaign for Grade-Level Reading communities to network and share local work being accomplished.



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