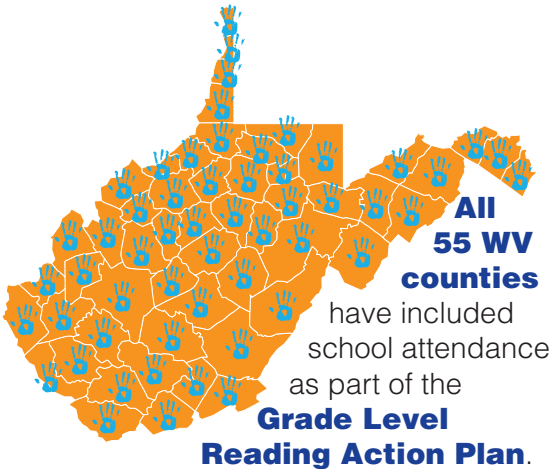


# Closing the 3rd Grade Literacy Achievement Gap in West Virginia through a Transformative System of Support for Early Learning

## SCHOOL ATTENDANCE



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

To assist West Virginia in closing the literacy achievement gap by the end of the third grade, recent legislation and subsequent state code and policy have resulted in development of a statewide Transformative System of Support for Early Literacy (WVBE Policy 2512). This systemic process is designed to ensure the success of all young children in West Virginia.

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

### Components of the WV Leaders of Literacy: Campaign for Grade-Level Reading



**School Attendance**



**School Readiness**



**Extended-Day & Extended-Year Learning**

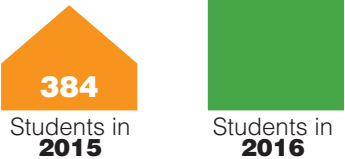


**High Quality Instruction**



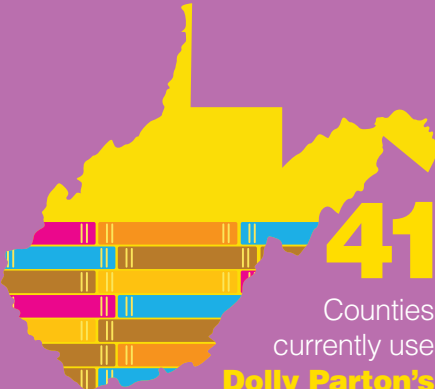
## EXTENDED-DAY & EXTENDED-YEAR LEARNING

- » WVDE has engaged with **Extended Day/Year Learning partners** to develop a framework for extended day and year programs.
- » Counties are tracking the **number of students served in extended day/year programming** for the first time, and are also engaging with local extended day/year partners to share resources and training opportunities.
- » Participation in the **WVDE's Summer Reading Challenge** has skyrocketed



## SCHOOL READINESS

School readiness includes the transitions for families, schools and communities to work together to provide all children opportunities to succeed and become lifelong learners up to and during the pre-k and kindergarten years of school.



**41** Counties currently use **Dolly Parton's Imagination Library** to ensure children ages birth through 5 receive a new, children's book monthly through their 5th birthday.

**55,639** children, birth through age 5, have early access to books through **Imagination Library**.

- » **WV Universal Pre-K** has continued to grow in participation, quality, and collaboration. **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.

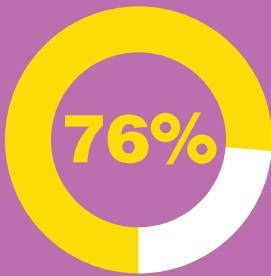


**Met ALL 10 NIEER benchmarks for quality pre-k programming**

- » Work with **County Collaborative Early Childhood Teams** has continued to emphasize the importance of early literacy practices.



**Served between 61%-80% of state's 4-year-olds. WV served 76%.**



**5-year-old kindergartners** participated in WV Universal Pre-K the previous year

- » Students who attended a **WV Universal Pre-K Program** in 2010-2011 were more likely to demonstrate proficiency on their third grade ELA general summative assessment.
- » Year One preliminary results of the NIEER longitudinal study indicate overall good quality in the state's pre-k and kindergarten classrooms.

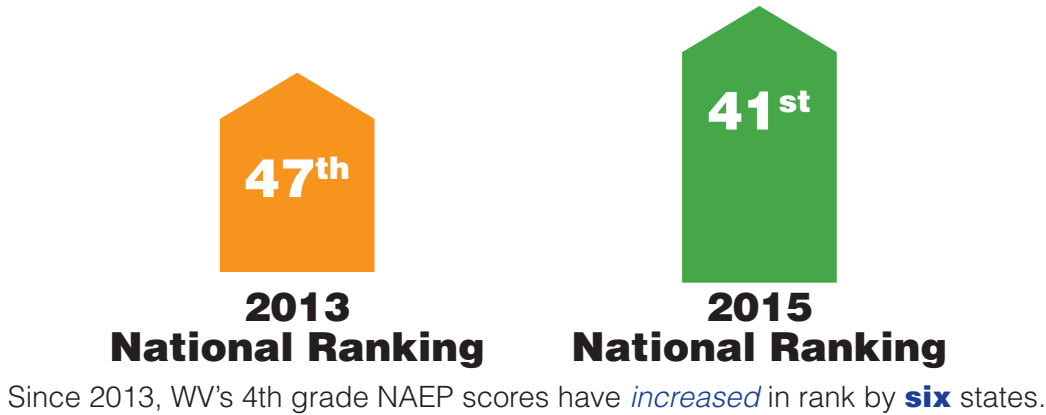
Increased student achievement in preparation for college and career readiness is the key goal of the WV Leaders of Literacy: Campaign for Grade-Level Reading. Ensuring all students have access to high-quality classroom instruction assists with achieving this goal.

To support integration of standards-focused content into the classroom, regional orientations recently concluded to acclimate county chief instructional leaders to the intent and structure of the **WV College and Career Readiness ELA Standards**. Using the Learning Schools model, educators will become cognizant of their professional learning needs to ensure they have a strong knowledgebase of the standards.

**Upcoming work to support high-quality instruction:**

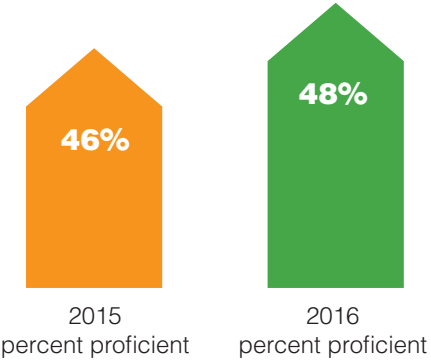
- » Early Literacy Academies
- » Foundations of Early Literacy RESA/RS3 Collaboration
- » RESA-focused Professional Learning
- » TREE Resources
- » Reading Committee White Paper Resources

**NAEP COMPARISON DATA 2013-2015**  
**Grade 4 NAEP Reading National Rankings:**



**West Virginia General Summative Assessment Comparison Data**

**Overall English Language Arts Grade 3**

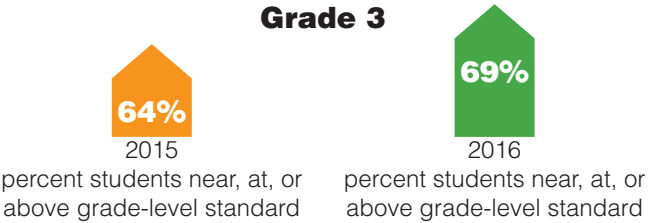


The Grade 3 English Language Arts section of the West Virginia General Summative Assessment is comprised of four categories, or claims:



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

**Reading Claim from the WVGSA Grade 3**



**2016 WEST VIRGINIA EARLY LEARNING SPOTLIGHT**



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