Taking Charge of Change so ALL West Virginia Children Are Successful in School and Life

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WVDE Advisory Committee on a Comprehensive Approach to Early Learning
August 9, 2013
Charleston, WV
Agenda

- About CEELO
- Why 3rd Grade Reading Proficiency Matters
- What Influences Literacy Development
- Four Strategies That Everyone Can Do To Increase Reading Proficiency
- Why a PK-Grade 5 Vision is Important
- Recommendations for Leaders
CEELO Mission

- Strengthen the capacity of State Education Agencies (SEAs) to lead sustained improvements in early learning opportunities and outcomes
- Work in partnership with SEAs, state and local early childhood leaders, and other federal and national technical assistance (TA) providers to promote innovation and accountability
Why 3rd Grade Reading Proficiency Matters

- Learning to Read by 3rd Grade...So Children Can Read to Learn in 4th Grade and Beyond...
  - Oral language, phonological awareness, alphabetic knowledge, print concepts, and writing have all been shown to be predictive of later reading outcomes.
  - Students above grade level in reading at grade 3 were shown to both graduate high school and enroll in college at higher rates than their counterparts who perform at or below grade level in grade 3.
# The Numbers Paint a Picture…But Don’t Tell The Whole Story

## Achievement and Attainment Gaps in West Virginia (2009 Data)

<table>
<thead>
<tr>
<th>Achievement and Attainment by Race</th>
<th>Whites</th>
<th>Blacks</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th grade % proficient math</td>
<td>28%</td>
<td>20%</td>
<td>N/A</td>
</tr>
<tr>
<td>4th grade % proficient reading</td>
<td>26%</td>
<td>16%</td>
<td>N/A</td>
</tr>
<tr>
<td>8th grade % proficient math</td>
<td>20%</td>
<td>11%</td>
<td>N/A</td>
</tr>
<tr>
<td>8th grade % proficient reading</td>
<td>22%</td>
<td>18%</td>
<td>N/A</td>
</tr>
<tr>
<td>High School Graduation</td>
<td>77%</td>
<td>72%</td>
<td>88%</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>86%</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Gaps in Reading & Math by K

Percent of Kindergarteners Passing Proficiency Levels in Fall

(Maternal Education)
- Less than HS
- HS
- Some College
- BA

(NCES, 2000)
Gaps in Reading Widen Over Time

(NCES, 2000)
Income is a Better Predictor of School Success than Race

% 4th Grade "Proficient" Readers

- White: 43%
- Black: 14%
- Hispanic: 17%
- Asian: 46%
- Native Am.: 18%
- Poor: 17%
- Non Poor: 44%
Pay NOW or Pay LATER

- Many factors influence literacy development in early childhood
  - Brain development and toxic stress
  - Social-emotional development
  - Poverty
  - Experience and Opportunity
Rates of Return to Human Development Investment Across all Ages

- Pre-school Programs
- School
- Job Training

Return Per $ Invested

Pre-School, School, Post School

Carneiro, Heckman, Human Capital Policy, 2003
Early Experiences Influence Brain Architecture and Function
Poverty and Opportunity to Learn
Giving Our Children a Fighting Chance

Community of Poverty
- 358 reading resources for 7,000 children
- 4 places to buy books (mostly coloring books)
- No adults read with their children at the library

Community of Affluence
- 16,453 reading resources for 1,200 children
- 11 places to buy books
- Adults read with children 47 out of 60 minutes at the library (approx. 2,435 words)
- 14x the number of words in print
Toxic Stress: Disrupting Healthy Development
4 Strategies to Improve 3rd Grade Reading Success

✓ Convince the community that we have an urgent problem (and give them tools to address it)
✓ Invest in high quality early childhood programs
✓ Reduce chronic absenteeism
✓ Combat summer learning loss
What Do You Think?

- Are educators sufficiently informed, alarmed and focused on early achievement gaps?
- Are parents receiving accurate, honest feedback on how well their children are progressing?
- How do we highlight the problem to mobilize improvement - and not strengthen negative stereotypes?
Making the Achievement Gap Real for Parents

- Acelero Head Start (PA, NJ, NV, WI) briefs all parents on achievement disparities:

<table>
<thead>
<tr>
<th></th>
<th>High SES families</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts to 20</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Writes own name</td>
<td>76%</td>
<td>54%</td>
</tr>
<tr>
<td>Knows letters of the alphabet</td>
<td>85%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Making the Achievement Gap Real for Parents

- **Ask to commit to 4 family routines:**
  - Put children to bed by 8 pm every night
  - Positive discipline (say 3 positive things for every 1 negative or correcting statement)
  - Read a book with your child at least every night
    (20 mins./day = 120 hours/year)
  - Eat dinner & talk with your child every night
    (no TV or texting)
This is a sign of future prosperity for everyone in Massachusetts

Whenever you see children interacting and learning in enriching environments, what you're really seeing is brain building in progress. The latest science shows that these early experiences actually build the architecture of the developing brain, much like a house is built.
The Campaign for Grade Level Reading

3rd Grade Reading Success Matters

the challenge
Reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children miss this crucial milestone. More >>

SEPTEMBER 2013
ATTENDANCE AWARENESS MONTH

Schools and communities across the country are spreading the word about the connection between attendance and achievement.
Reach Out and Read
4 Strategies to Improve 3rd Grade Reading Success

✓ Convince the community that we have an urgent problem (and give them tools to address it)
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Nationally, Access to Preschool Depends on Where You Live
Investments in Pre-K Declined in Many States

- Total state pre-K funding fell $548 million (adjusted for inflation)
- Funding per child now $1,000 below level a decade ago
- State funding per child declined in 27 of 40 states profiled
- In 13 states per-child spending fell by 10% or more
WV Leads the Region in Investments in High Quality PreK

West Virginia  Virginia  Tennessee  Kentucky

Adjusted For

Center on Enhancing Early Learning Outcomes | www.ceelo.org
WV Leads the Region in Access for 4 Year Olds

3- and 4-year-old Enrollment in Appalachian States

- Kentucky
- Tennessee
- Virginia
- West Virginia
- 50 states
WV Leads the Nation in High Quality PreK

- WV Ranks 5th in Enrollment, Serving 60% of 4 year olds
- 72% of classrooms in collaboration with community partners
- Increased per pupil spending when many states decreased funding
- MEETS 8 QUALITY BENCHMARKS, and on track to meet all 10 in 2014
4 Strategies to Improve 3rd Grade Reading Success

- Convince the community that we have an urgent problem (and give them tools to address it)
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- Reduce chronic absenteeism
- Combat summer learning loss
Why Focus on Attendance?

Increased Student Absences are:
- An early warning sign of potential drop-outs
- Predictive of academic failure
- A flag for student dis-engagement
- Costly for each school and surrounding community

Measures of Attendance are:
- Available
- Easily understood
Early Warning Signs

FLAGGING STUDENTS AT RISK

As early as 1st grade, factors such as reading below grade level or racking up more than nine absences in a year can exponentially increase the odds that a student will eventually drop out of school, according to Montgomery County’s data.

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall GPA below 1.20</td>
<td>104%</td>
</tr>
<tr>
<td>Below grade level in reading and/or mathematics</td>
<td>134</td>
</tr>
<tr>
<td>Suspended (in- or out-of-school) one or more times</td>
<td>101</td>
</tr>
<tr>
<td>Absent from school nine or more times</td>
<td>91</td>
</tr>
</tbody>
</table>

SOURCE: Thomas C. West, Montgomery County Public Schools

EDUCATION WEEK
Addressing Chronic Early Absence is Critical to Academic Success

- 10% of all Kindergartners & 1st graders are chronically absent
- Poor children are 4 X more likely to be **chronically absent** in K than their highest income peers. (Romero & Lee 2007)
- Negative impact of school absences on literacy learning is 75% larger for low income vs. middle class children. (Ready 2010)
States Can Do the Following

1. **Data collection.** Collect ADA/ADM or 180 daily attendance records and include in data bases.

2. **Support for districts.** Strengthen capacity of districts to track daily attendance, calculate multiple measures of attendance, and to support students who are **chronically absent**, ideally in partnership with other community agencies.

3. **Research.** Analyze the longitudinal impact of **chronic absence** in combination with poverty and other factors on student growth, high school completion and post-secondary success.

4. **Accountability.** Build **chronic absence** into accountability measures for school improvement.

5. **Reporting.** Publish reports that feature multiple attendance measures including **chronic absence** and show rates disaggregated by district, school, grade, and student sub-populations.
Attendance Works

Chronic absence is a critical early warning sign that students and schools are headed off track.

Attendance Awareness Month

Join us this September in helping us.
4 Strategies to Improve 3rd Grade Reading Success

✓ Convince the community that we have an urgent problem (and give them tools to address it)

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✓ Reduce chronic absenteeism

✓ Combat summer learning loss
Mitigate Summer Learning Loss

Every Year the Gap Widens
Chief’s Summer Reading Challenge 2013

- Alabama
- Arizona
- California
- Colorado
- Florida
- Georgia
- Hawaii
- Illinois
- Iowa
- Kansas
- Kentucky
- North Carolina
- Oklahoma
- West Virginia

http://www.lexile.com/chiefs-challenge/
Summer Reading Resources and Tools

- Custom “Find a Book” webpage
- Flyers (Parent, Educator, Librarian)
- Web Banners, Bookmarks, Certificate of Participation
- Partner Product Incentives
- Outreach (PR, Letters)
- Summer Reading Pledge
- Summer Reading Portfolio
Find the “Right” Book for WV Kids

Find the Right Book for You!

Step 1: Enter Your Lexile
Tell us your Lexile measure, and find books you’d like to read!

- **Find a Book in English**
- **Submit your Summer Reading Pledge**

<table>
<thead>
<tr>
<th>My Lexile measure is</th>
<th>I don’t know my Lexile measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexile</td>
<td>My Current Grade is:</td>
</tr>
<tr>
<td>L</td>
<td></td>
</tr>
<tr>
<td>Lexile Range</td>
<td>I find the books I read for school difficult.</td>
</tr>
<tr>
<td>L</td>
<td>I find the books I read for school just right.</td>
</tr>
<tr>
<td>L</td>
<td>I find the books I read for school easy.</td>
</tr>
</tbody>
</table>

Submit
Students can continue learning during the summer break by participating in the West Virginia Department of Education’s Summer Reading and Math Challenge. Research tells us that young readers who don’t continue to read and practice math skills over the summer are likely to lose crucial ground. One summer off can sometimes mean a whole school year of struggling academic performance.

That’s why the West Virginia Department of Education has created this webpage, which includes tools and resources you can use to encourage students to read and practice their math skills. The challenge to keep children reading and doing math this summer is part of the West Virginia Department of Education’s ongoing efforts to improve student achievement.

If you are aware of or sponsor a summer learning challenge and would like to be represented on this page, please contact the WVDE Communication Office at 304-558-2699 or email us at information@wvde.state.wv.us. If you would like to help promote this effort, please use our flyer and postcard.
WV PreK- Grade 5 System of Support

- The Office of Early Learning will:
  - Advance a unified commitment to excellence and equity in early childhood education and early learning;
  - Establish strong foundations for early learning from school readiness through 5th grade;
  - Close the literacy achievement gap by 3rd grade; and
  - Ensure all children are on target to achieve career and college readiness.
PK – Grade 5 Alignment

Policies
Practices
Tools
Resource$
PK – Grade 5 Alignment

**Vertical**
(range of age and grade over time)

**Policies**
**Practices**
**Tools**
**Resource**

**Horizontal**
(within age or grade level)
PK – Grade 5 Alignment

Vertical
(range of age and grade over time)

Institutional

Horizontal
(within age or grade level)
PK – Grade 5: Makes Sense, But Not Easy
Recommendations for Leaders

- BE BOLD
- LEADERSHIP MATTERS
- MEASURE WHAT YOU VALUE
- RECOGNIZE SYSTEM AS IS AND TO BE
- USE DATA TO DRIVE DECISIONS
QUESTIONS?