

National Trends in Early Literacy Intervention

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- Education Commission of the States
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About ECS

- 50-state compact established in 1965
- Nonpartisan, nonprofit
- Serves all state-level education leaders and their staffs:
 - Governors
 - Legislators
 - State board members
 - State superintendents
 - Higher education leaders

What ECS Does

- Provides P-20 perspective
 - Across the spectrum and across agencies
- Provides technical assistance
- Convenes policymakers
- Analyzes and tracks state policy
- Relies on high-quality research from non-biased, non-partisan organizations.

A Strong P-3 System That Supports 3rd-Grade Reading Proficiency

- High-quality Pre-K
- Alignment of pre-K and K-3 system
- Highly Trained teachers and leaders
- Developmentally appropriate curricula
- Full-Day Kindergarten
- Kindergarten Entry Assessment (KEAs)
- Ongoing assessments
- Family engagement

New Mexico P-3 Policies - Pre-K/Kindergarten

- 39% of 4-year olds enrolled in state-funded pre-K/Head Start.
 - No 3-year olds served
- Requires Kindergarten attendance
- Requires districts to offer a half-day Kindergarten program
- Minimum required hours of Kindergarten:
 - Full-Day - 5.5hrs
 - Half-Day - 2.5hrs
- Student/Teacher ratio - 1:15

New Mexico P-3 Policies - contd

- The New Mexico Early Learning Guidelines, address multiple domains of development and learning and are aligned with the Common Core.
- RTTT-ELC priorities:
 - Improve QRIS system
 - Implement KEA aligned to standards
 - Build data system

Where is New Mexico Now?



Where is New Mexico Now?

NAEP Reading, Grade 4
2013

Order	Jurisdiction	Cross-state significant difference	Number of Jurisdictions Significantly			All students 2013 Scale Score
			higher	not different	lower	
1	Massachusetts	>	0	5	46	232
2	DoDEA	>	0	3	48	232
3	Maryland	>	0	6	45	232
4	New Hampshire	>	0	5	46	232
5	Connecticut	>	1	10	40	230
6	New Jersey	>	1	14	36	229
7	Virginia	>	3	12	36	229
8	Vermont	>	4	8	39	228
9	Florida	>	4	13	34	227
10	Minnesota	>	4	17	30	227
11	Colorado	>	4	17	30	227
12	Pennsylvania	>	4	19	28	226
13	Wyoming	>	6	15	30	226
14	Delaware	>	8	17	28	226
15	Indiana	>	6	22	23	225
16	Washington	>	5	25	21	225
17	Maine	>	8	21	22	225
18	Kentucky	>	8	22	21	224
19	North Dakota	>	12	18	21	224
20	Ohio	>	9	21	21	224
21	Iowa	>	9	21	21	224
22	New York	>	9	21	21	224
23	Kansas	>	9	22	20	223
24	Nebraska	>	12	19	20	223
25	Montana	>	14	17	20	223
26	Rhode Island	>	14	17	20	223
27	Utah	=	14	18	19	223
28	Missouri	=	14	18	19	222
29	North Carolina	=	14	19	18	222
30	Georgia	=	16	19	16	222
31	Wisconsin	=	15	25	11	221
31	National public		26	10	16	221
32	Tennessee	=	22	18	11	220
33	Idaho	=	28	12	11	219
34	Oregon	=	26	14	11	219
35	Alabama	=	29	11	11	219
36	Illinois	=	29	11	11	219
37	Arkansas	<	30	10	11	219
38	South Dakota	<	30	11	10	218
39	Michigan	<	30	14	7	217
40	Oklahoma	<	30	14	7	217
41	Texas	<	30	14	7	217
42	Hawaii	<	37	9	8	215
43	West Virginia	<	38	8	5	215
44	Nevada	<	38	9	4	214
45	South Carolina	<	38	9	4	214
46	Arizona	<	41	6	4	213
47	California	<	41	7	3	213
48	Louisiana	<	43	6	2	210
49	Alaska	<	46	3	2	209
50	Mississippi	<	47	2	1	206
51	New Mexico	<	49	2	0	205
52	District of Columbia	<	50	1	0	205

State Reading Policies – National Landscape

- 33 states + DC assess reading proficiency in at least one grade, P-3
 - 19 of those assess a minimum of grade K-3
 - 3 states begin assessing in pre-K
 - 9 states do not assess until 3rd-grade
- 30 states + DC offer some type of intervention
- 16 states + DC require 3rd-grade retention

NM 3rd Grade Reading Policy

- Assesses all K-3 students
- Directs the Department to design reading initiative that includes :
 - Ongoing assessment
 - PD
 - Extra time in the student's day or year for implementation of reading programs
 - Individualized reading plan for students who fail to meet grade level reading proficiency standards.

Components of a Strong Reading Policy

- Early Identification
- Early Intervention outside of normal school day (not re-distributing class time)
- Highly qualified reading teachers
- Parental Involvement
- Ongoing assessment
- Program Evaluation

Early Identification and Ongoing Progress Monitoring

- Assessing pre-K-3 students
- Ongoing progress monitoring – student and programmatic.

State Example:

Arizona requires review of reading programs if more than 20% of students at the school or district level do not meet standards.

State Example:

Iowa requires a minimum of monthly progress monitoring which allows students to move in and out of intervention related to the growth or need seen through the results.

Early Intervention

- Based on scientifically-based research
- Targeted to identified deficiencies
- Supplement, not supplant
- Small group sizes

State Example:

Rhode Island districts create personal literacy plans (PLPs). Each plan addresses a cycle of student support that:

- Diagnoses, analyzes, and validates need(s)
- Designs and implements an intervention plan
- Monitors and reviews progress
- Uses assessments to determine discontinuation or need for new intervention
- Revises and implements new supports based on assessments, progress data.

State Example:

Ohio requires that intervention services include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted at the student's identified reading deficiencies.

High-Quality Teachers

- Preservice and inservice training
- Assignment to highly effective teachers

State Example:

Ohio requires that third graders with reading deficiencies be assigned to teachers that holds a reading endorsement completed a master's degree program with a major in reading, was rated highly effective for reading instruction, or has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction

State Example:

The **Kentucky** Department of Education assists districts in the identification of professional development activities, including teaching strategies to help teachers: 1. Identify and teach the skills that students need to comprehend the concepts and content of each subject area; and 2. Use activities and materials that will help the students comprehend and constructively apply information

Components of a Strong Reading Policy, revisited

- Early Identification
- Early Intervention outside of normal school day (not re-distributing class time)
- Highly qualified reading teachers
- Parental Involvement
- Ongoing assessment
- Program Evaluation

Thank you

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