

Early Literacy National Landscape and Policy Trends

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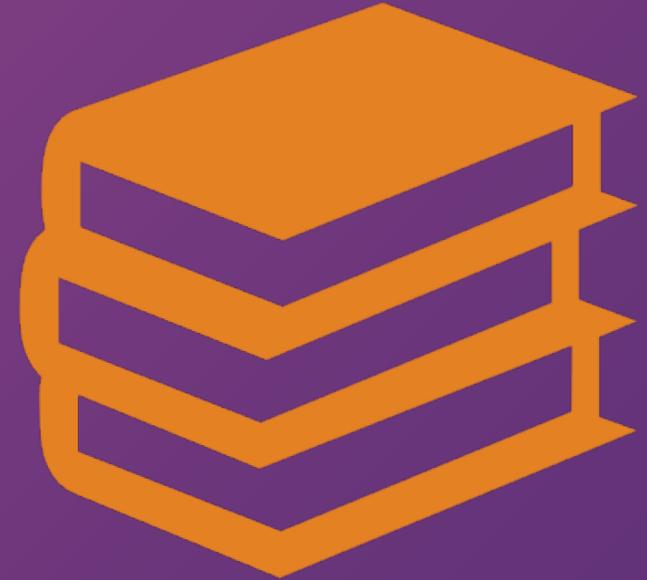
Agenda

- Who is Education Commission of the States? How can they support state policymakers?
- National Landscape of Early Literacy
 - Policy components and state examples
- Lessons Learned and Implementation



Who is ECS?

How does ECS support state policymakers?





National Landscape of Early Literacy

Policy components and observations

Components Early Literacy Policy

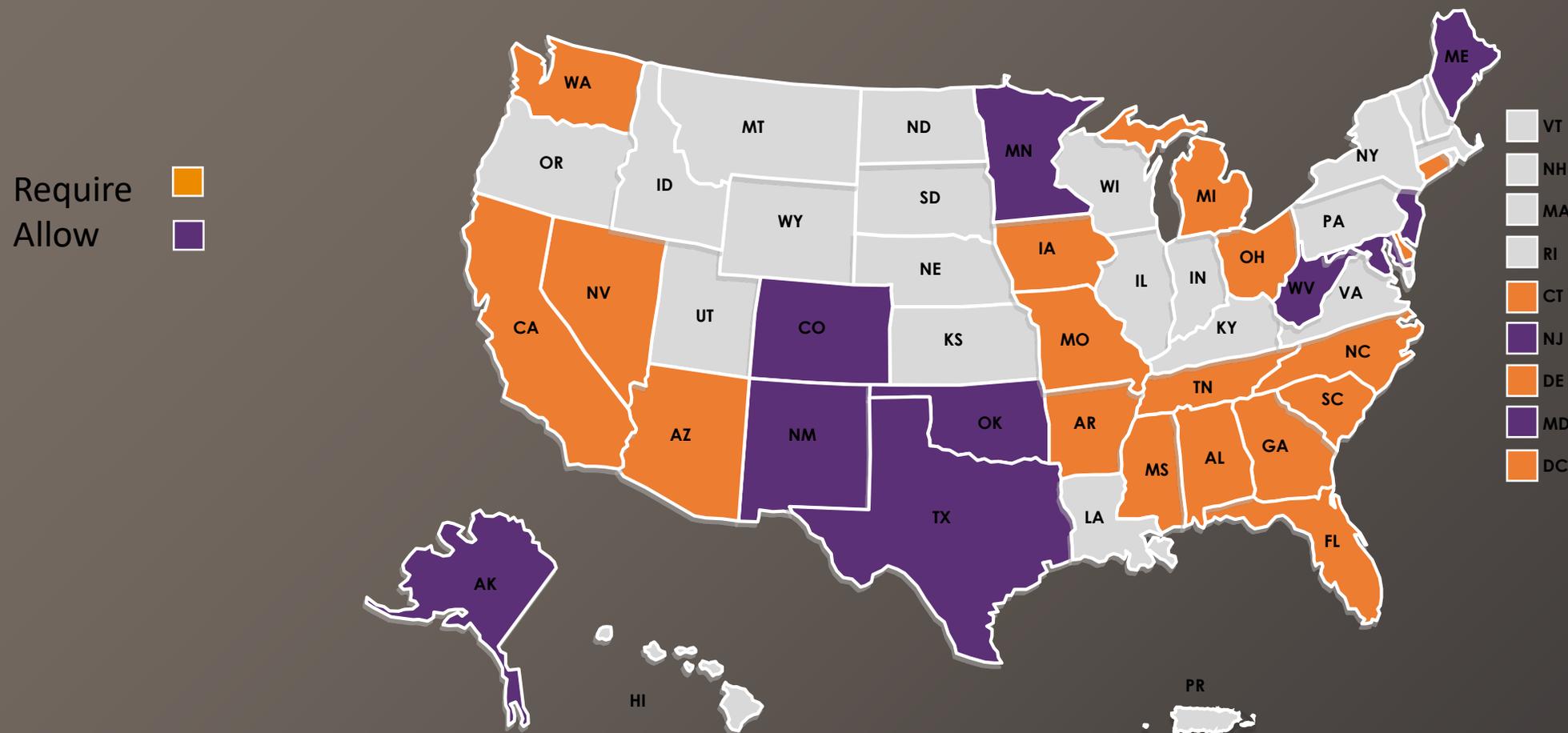
- **Prevention**
 - Plans, goals and reporting (at school-, district- and/or state-levels)
 - Statewide action (monitoring local data, goal setting, extra funds and supports for low-performing schools)
 - Science of reading-aligned (curricula, teacher licensing and professional development)
- **Intervention**
 - Diagnostic screening (to identify struggling students early)
 - Individual reading plans (for identified students)
 - Intervention strategies (at school- or district-level, such as summer reading programs, tutoring or curriculum changes)
 - Parental notification and involvement (for identified students)
- **Retention**
 - Statewide standard for retention (based on statewide assessments or other measures)
 - Local officials role in retention decision (e.g. superintendent, principal, teacher, reading specialist and parent(s))
 - Exemptions (alternative routes to demonstrate proficiency prior to retention)
 - Post-retention (interventions and support for retained students)

Source: [Third Grade Reading Laws: Implementation and Impact](#). Council of Chief State School Officers.

State Examples: National Context

Criteria	Arizona	Indiana	Tennessee	North Carolina	Colorado
Prevention	<ul style="list-style-type: none"> Evidence-based Reading Instruction District Plans 	<ul style="list-style-type: none"> Science of Reading School Reading Plans Teacher PD 		<ul style="list-style-type: none"> Science of Reading State Plan 	<ul style="list-style-type: none"> Evidence-based Instruction Annual State Report
Intervention	<ul style="list-style-type: none"> Screener Pre-K to 3 LEA Reporting of Screening Data for Students K-3 Required Intervention Parental Notification 	<ul style="list-style-type: none"> K-3 Screener Individual Intervention Parental Notification and Engagement 	<ul style="list-style-type: none"> School Level Intervention beginning in 3rd grade Department of Education assistance in intervention 	<ul style="list-style-type: none"> Kindergarten Entry Assessment K-3 screener Required Intervention Parental Notification (Grades 1 and 2) 	<ul style="list-style-type: none"> K-3 Diagnostic Assessments Individual Student Plans Intervention based on Individual Plans Parental Notification and Involvement State Support
Retention	<ul style="list-style-type: none"> Based on Assessment Performance Exemptions Alternatives 	<ul style="list-style-type: none"> Based on Assessment Performance Exemptions Alternatives 	<ul style="list-style-type: none"> Based on Assessment Results <u>OR</u> Inability to Meet Standards LEA Promotion 	<ul style="list-style-type: none"> Based on Assessment Performance Exemptions Alternatives 	<ul style="list-style-type: none"> Retention is allowed Exemptions

Retention Policies Across the States



Lessons Learned and Implementation

- Passing a law is only the beginning.
- Engage stakeholders and develop a plan.
- Determine the timeline for implementation and assessment selection
- Change must happen across multiple fronts.
- Communication is key.
- Build connections and coherence.
- Commit over the long term and evaluate from the beginning.

Questions?

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