CONTEXT AND CONSIDERATION ON
Pre-K, Early Literacy and Virtual School Policy

February 19, 2021

EDUCATION COMMISSION
OF THE STATES
Your education policy team.

Tom Keily

SENIOR POLICY ANALYST

Ben Erwin

POLICY RESEARCHER

Joel Moore

STATE RELATIONS STRATEGIST

EDUCATION COMMISSION
OF THE STATES

Who we are.

The essential, indispensable member of any team addressing education policy.

EDUCATION COMMISSION
OF THE STATES
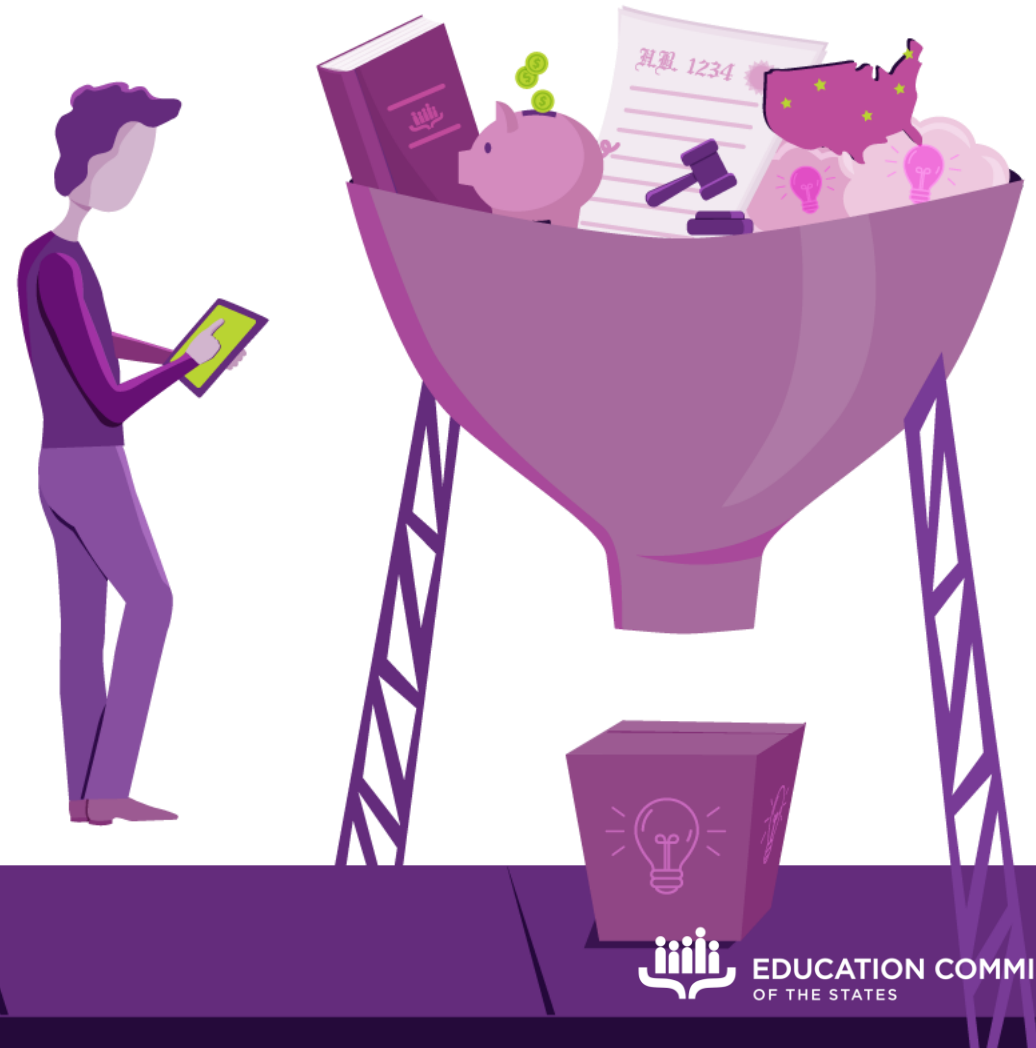
What we do.

We believe in the power of learning from experience and we know informed policymakers create better education policy.

EDUCATION COMMISSION
OF THE STATES

How we do it.

We research, report, convene and counsel.

EDUCATION COMMISSION
OF THE STATES

Agenda

- Pre-K Across the States

- Literacy Policy Across the States

- Virtual Learning

EDUCATION COMMISSION
OF THE STATES

Pre-K Across the States

EDUCATION COMMISSION
OF THE STATES

44

States and D.C.

have state funded
pre-k programs.

EDUCATION COMMISSION
OF THE STATES

1,629,804

3- and 4-year-olds

are served across the U.S.
by state funded pre-k.

EDUCATION COMMISSION
OF THE STATES

1,304

Alaskan children

were enrolled in state
funded pre-k in 2019.

EDUCATION COMMISSION
OF THE STATES

Percentage of 4-Year-Olds Served in State Preschool

ecs.org | @EdCommission

EDUCATION COMMISSION OF THE STATES
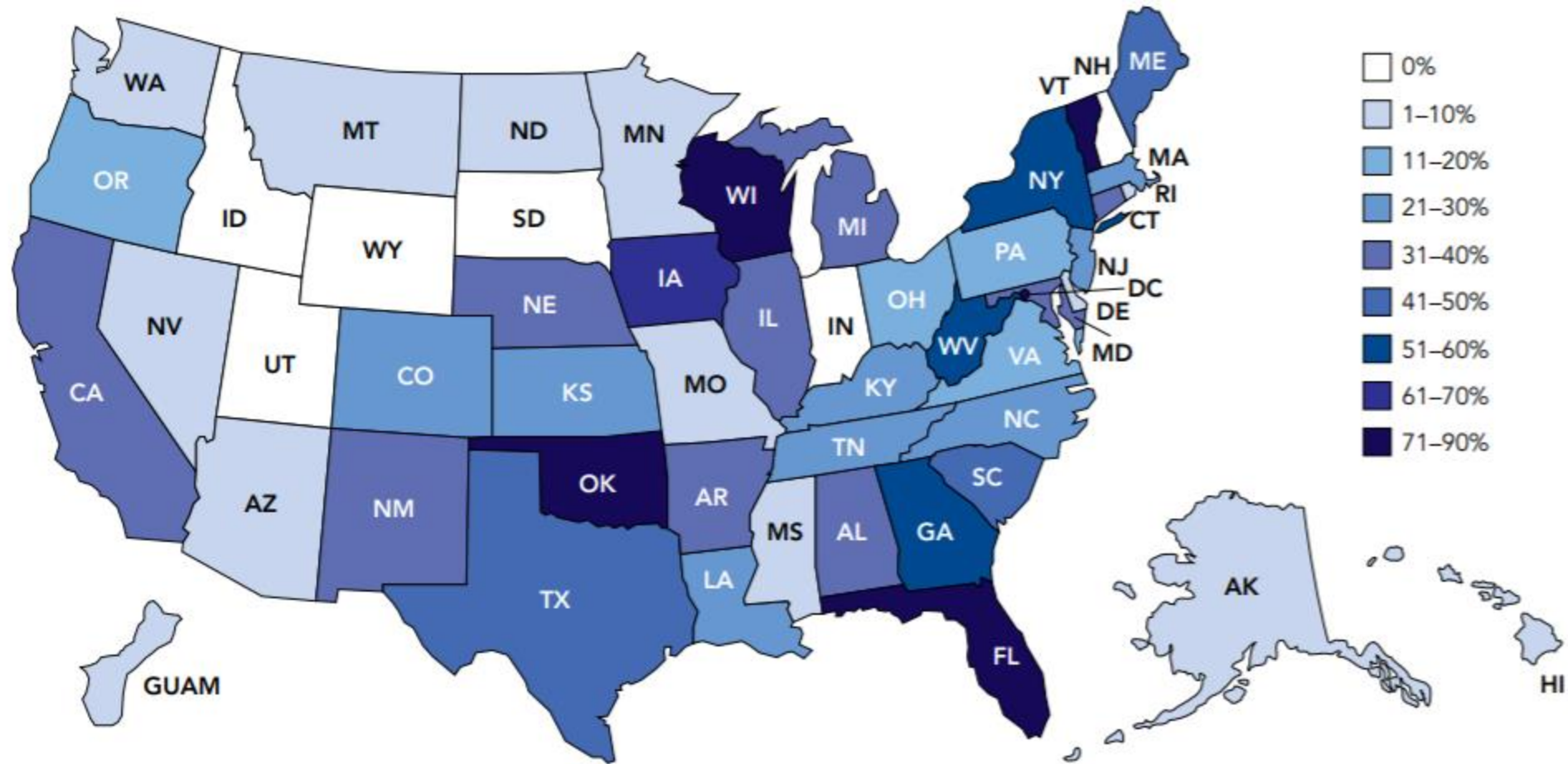
Effects of Pre-K on Future Learning and Outcomes

OUTCOME MEASURE | **EFFECTS**

OUTCOME MEASURE	EFFECTS
LITERACY	🟩🟩🟩🟩🟩🟩🟩🟩🟧
MATH	🟩🟩🟩🟩🟩🟧🟧
SPECIAL-EDUCATION PLACEMENT REDUCTION	🟩🟧
RETENTION REDUCTION	🟩🟩🟩🟧
ON-TIME HIGH SCHOOL GRADUATION	🟩
EXECUTIVE FUNCTION	🟩🟩🟩🟩🟧🟧🟧🟧🟧
LANGUAGE DEVELOPMENT (FOR DUAL-LANGUAGE LEARNERS)	🟩🟩🟧
SCIENCE	🟩🟩🟧
SOCIAL STUDIES	🟩
GPA	🟩
TOTAL NUMBER OF EFFECTS	🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩 🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩🟩 🟧🟧🟧🟧🟧🟧🟧🟧🟧🟧🟧

🟩 = POSITIVE EFFECT 🟧 = CONVERGING EFFECT*

*INCLUDES NULL FINDINGS AND NEGATIVE EFFECTS.

EDUCATION COMMISSION OF THE STATES

CONSIDERATIONS

QUALITY PRE-K

Both process and structural factors contribute to pre-k outcomes.

ALIGNMENT BETWEEN PRE-K AND EARLY ELEMENTARY

Aligning curricula to build on the content covered in pre-K has a significant positive effect on achievement in kindergarten.

QUALITY ELEMENTARY ENVIRONMENT

Factors such as teacher quality and elementary instruction impact student learning and outcomes beyond pre-k.

EDUCATION COMMISSION
OF THE STATES

Literacy Policy Across the States

EDUCATION COMMISSION
OF THE STATES

Considerations

- Focus on the early years

- Prevention, intervention and assessment

- Engage pre-service and in-service educators

- Equity

EDUCATION COMMISSION
OF THE STATES

PREVENTION ⟷ INTERVENTION

ASSESSMENTS
- Screener
- Formative Assessment

ASSESSMENTS
- Diagnostic Assessment
- Formative Assessment
- Summative Assessment

EDUCATION COMMISSION OF THE STATES

PREVENTION

Foundational instruction received by all students, regardless of risk factors or skill level.

- Teacher training – professional development, pre-service coursework, and coaching or mentoring

- Curriculum selection

- Group size or teacher-pupil ratios

EDUCATION COMMISSION
OF THE STATES

INTERVENTION

Identifies individual needs and provides targeted supports for students with reading difficulties.

- Individualized reading plans

- Small group or one-on-one instruction

- Additional instruction outside the classroom or over the summer

EDUCATION COMMISSION OF THE STATES

ASSESSMENT

Identifies a student's reading challenges and monitors their progress.

SCREENER — a brief snapshot to assess a particular skill or ability

DIAGNOSTIC ASSESSMENT — targeted to identify and match difficulties with proper supports

FORMATIVE ASSESSMENT — an ongoing evaluative process for teachers and students

SUMMATIVE ASSESSMENT — evaluates student performance against a defined set of content standards

EDUCATION COMMISSION OF THE STATES

Colorado

Evidence Based K-3 In-Service Teacher Training: each school year K-3 teachers must complete evidence-based training in the teaching of reading.

Individualized Reading Plans: students who demonstrate significant reading deficiencies are required to have an idealized plan that details interventions the student will receive.

Per-pupil Intervention Fund: the state department distributes per-pupil funds to districts for allowable intervention services. Services range from purchase or provide approved targeted, evidence based or scientifically based intervention services to summer school literacy program.

EDUCATION COMMISSION
OF THE STATES

STATE SPOTLIGHT

Mississippi

Assessments: literacy screening assessments selected by state education agency for districts to implement; all K-3 students must be screened within 30 days of start of school year.

Individualized Learning Plan: intensive reading instruction and intervention must be documented for each student in an individual reading plan.

Pre-service teacher preparation: for initial elementary education licensure, a teacher candidate must earn a passing score on a rigorous test of scientifically-based reading instruction, intervention and data-based decision-making principles.

Literacy-Based Promotion Act (link)

EDUCATION COMMISSION
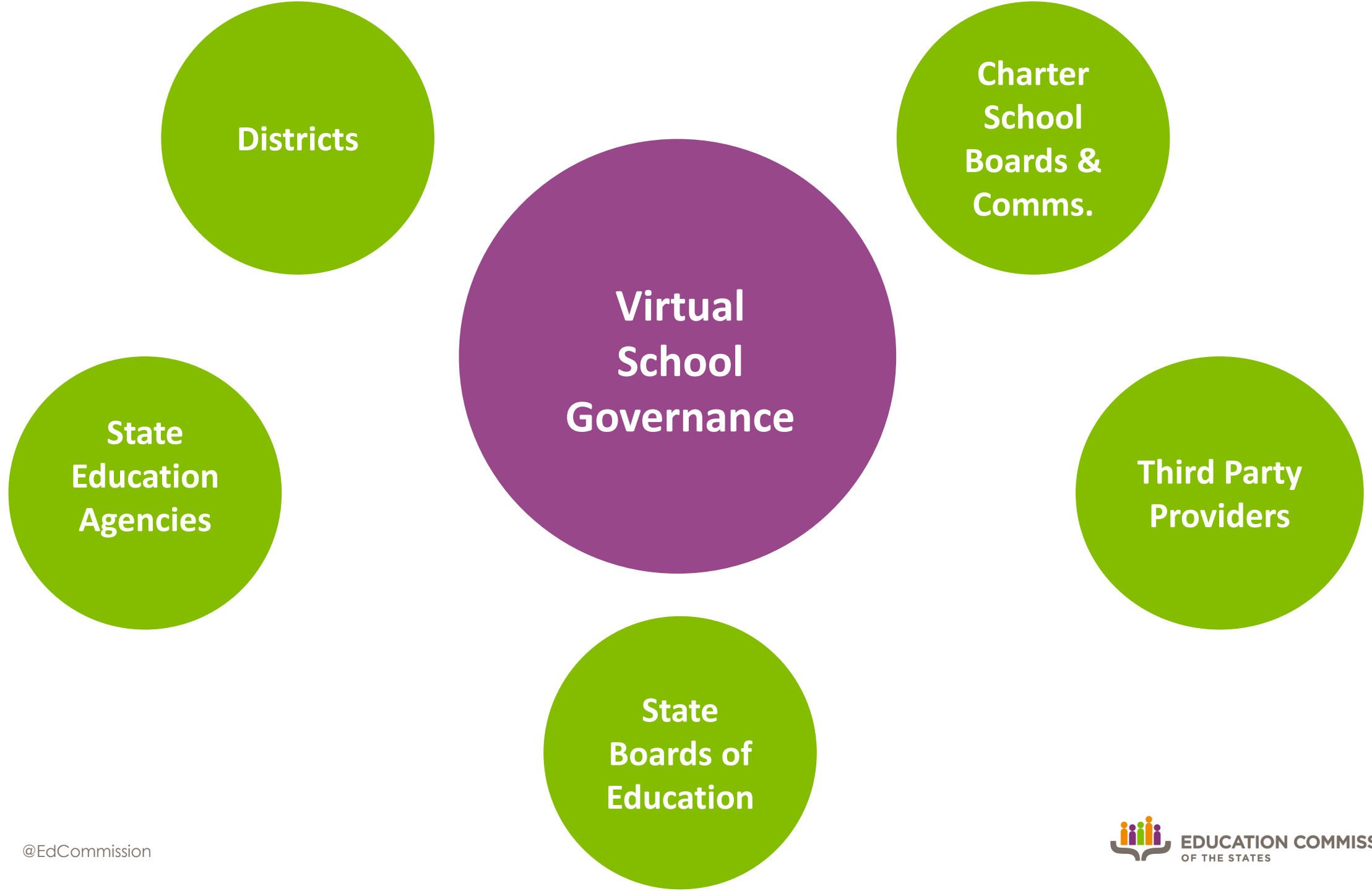OF THE STATES

STATE SPOTLIGHT

Michigan

Pre-Service Literacy Requirements: candidates must complete a course of study in reading instruction, including diagnosis and remediation of reading disabilities.

In-Service: districts can apply for funds to support a literacy coach to assist in designing instruction and interventions; funds can also be used to support PD and training in administering diagnostic screening and interpreting assessment data

Assessment: state education agency-approved assessments must include screening, monitoring and diagnostic assessments. Additionally, districts must assess reading progress at least 3 times per year in K-3; individualized reading plans developed if deficiencies are identified.

EDUCATION COMMISSION OF THE STATES

Virtual Learning Across the States

EDUCATION COMMISSION
OF THE STATES

Districts

Charter School Boards & Comms.

Virtual School Governance

State Education Agencies

Third Party Providers

State Boards of Education

ecs.org | @EdCommission

EDUCATION COMMISSION
OF THE STATES

1,015,760

course enrollments

in statewide virtual schools.

EDUCATION COMMISSION
OF THE STATES

Effective Virtual Learning

Technology Access

Student Engagement

Teacher Capacity

Student Supports
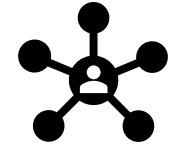
EDUCATION COMMISSION
OF THE STATES

Virtual School State Policy Components

- Governance

- Finance

- Student Engagement

EDUCATION COMMISSION
OF THE STATES

Iowa

The state board must review and approve online course providers annually. State board criteria must ensure that courses are aligned with state standards. The department of education is required to maintain a public list of approved providers.

School districts that offer virtual courses are required to monitor student progress towards course completion and graduation requirements, conduct parent-teacher conferences, and administer state assessments.

EDUCATION COMMISSION
OF THE STATES

STATE
SPOTLIGHT

Missouri

Students enrolled in two or more virtual courses **must have an individual learning plan developed by a certified teacher.**

The department of elementary and secondary education is charged with monitoring student progress and reporting full-time virtual school student performance to the local school district. A school district may decide to alter the course load or terminate a student's enrollment in a virtual school.

School districts pay virtual course providers on a monthly basis, based on student progress and assignment completion.

EDUCATION COMMISSION
OF THE STATES

Utah

Utah funds virtual schools using a course fee schedule depending on subject matter.

Online learning providers receive payment based on course progress and completion. For a full credit online course, the provider receives 25% of the online course fee after the withdrawal period, 25% of the course fee upon completion of the first half of the course and the remaining 50% of the online course fee if the full course is completed within 12 months.

If a student does not complete a course within 12 months **online learning providers will still receive 30% of the course fee if the student completes the course before graduation.**

EDUCATION COMMISSION
OF THE STATES

COVID-19 Impact: Investment

EDUCATION COMMISSION
OF THE STATES

Arizona utilized its GEER fund allocation to support a partnership between the department of education, Arizona State University and the Helios Education Foundation to establish the Arizona Virtual Teacher Institute. **The institute provides free professional development for all Arizona educators teaching in hybrid or virtual settings.**

EDUCATION COMMISSION
OF THE STATES

STATE SPOTLIGHT

Arkansas

Arkansas committed a portion of its $30 million GEER fund allocation to the **development of an online learning platform** to support the delivery of quality virtual instruction.

EDUCATION COMMISSION
OF THE STATES

COVID-19 Impact: Digital Divide

Three distinct digital divides exist for students, which may prompt different types of policy solutions. These divides often overlap.
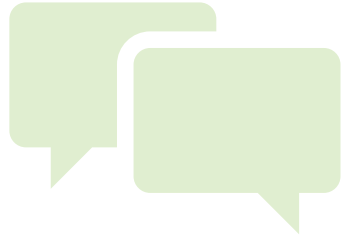
Availability
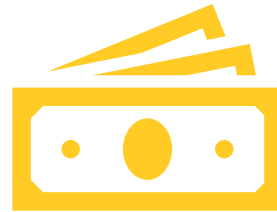
Affordability

Access to Devices

QUESTIONS?

Tom Keily

✉ tkeily@ecs.org

Ben Erwin

✉ berwin@ecs.org

Joel Moore

✉ jmoore@ecs.org