

State of the State

Early Learning in Utah

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State Kindergarten Programs

Supports districts and charters in delivering an academic program that focuses on literacy and numeracy skills through extended or full-day kindergarten options.

11,765 (24%) of
students currently
being serviced

54 districts and
charters receiving
funding

Total funds
\$10.38 million



State Kindergarten Programs

Early Intervention Program: Optional
Extended Day Kindergarten (OEK)

S.B. 49: 2007 – established Optional
Extended-Day Pilot Program

H.B. 513: 2012 – created the Early
Intervention Program \$7.5 million
(Education Fund)

Kindergarten Supplemental
Enrichment Program (KSEP)


H.B. 168 (2017)


\$2.88 million (TANF)


*Funding expires at end of 2019-2020
school year*



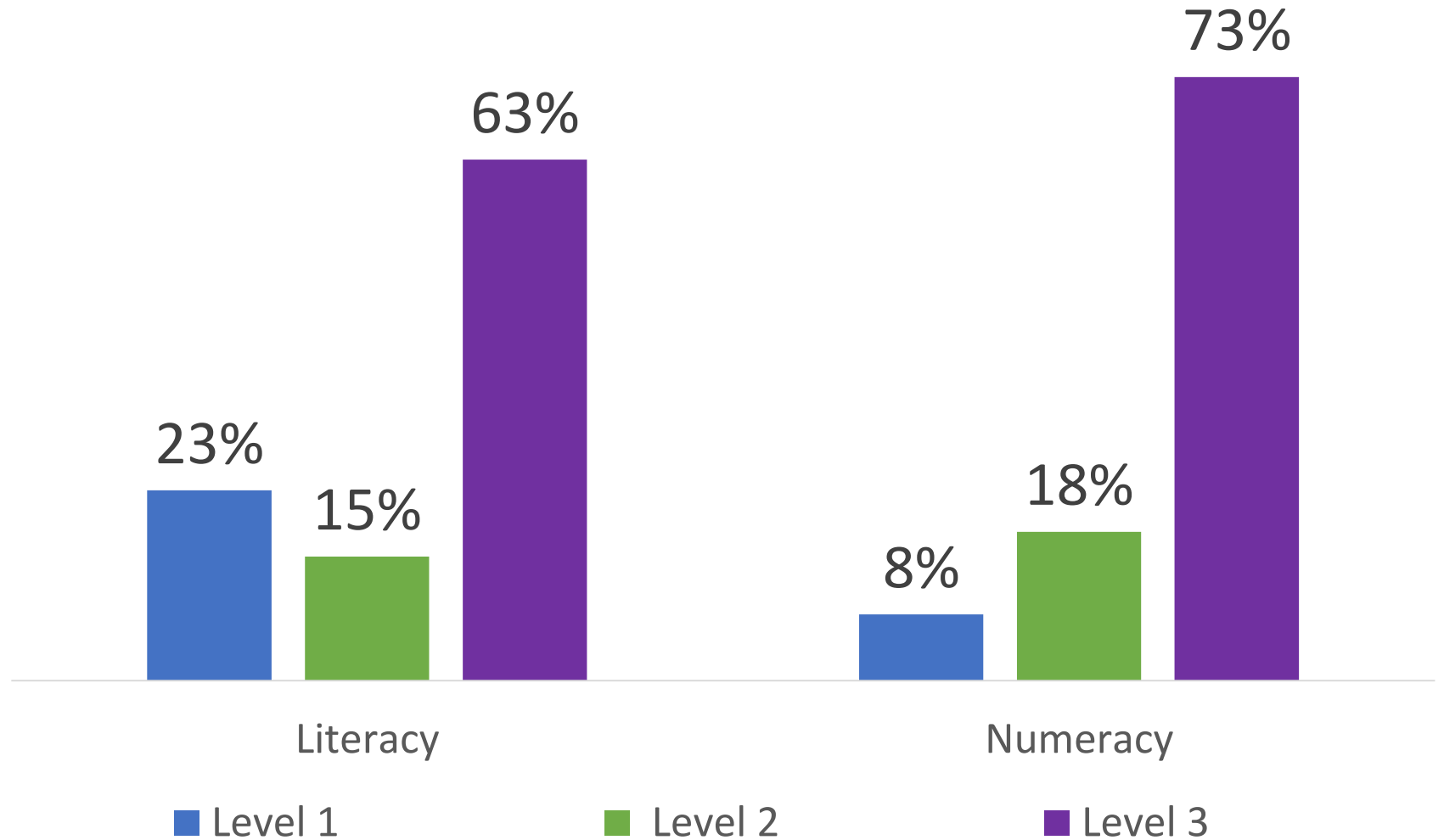
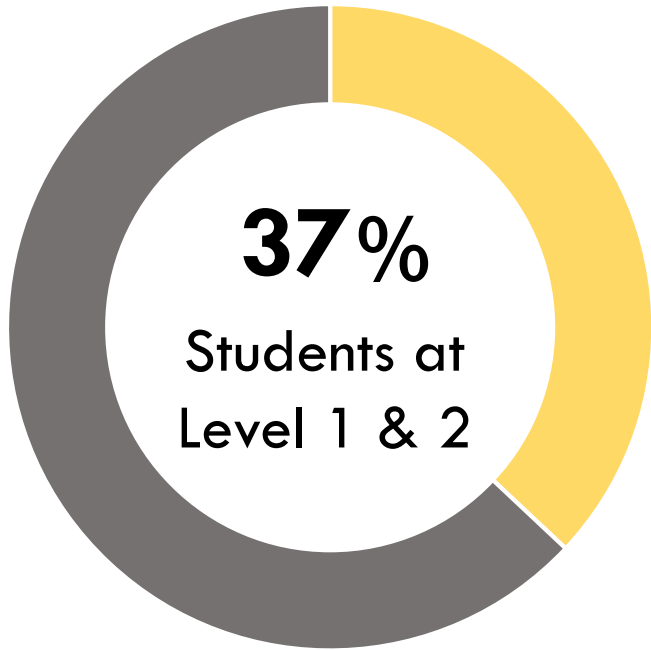
Performance Levels

 Level 1:
A Utah student entering kindergarten at Level 1 does not show prerequisite knowledge and skills in literacy or numeracy and may require significant intervention to succeed in kindergarten.

 Level 2:
A Utah student entering kindergarten at Level 2 has minimal prerequisite knowledge and skills in literacy or numeracy and may require some intervention to succeed in kindergarten.

 Level 3:
A Utah student entering kindergarten at Level 3 has sufficient prerequisite knowledge and skills in literacy or numeracy but may require minimal intervention to succeed in kindergarten.

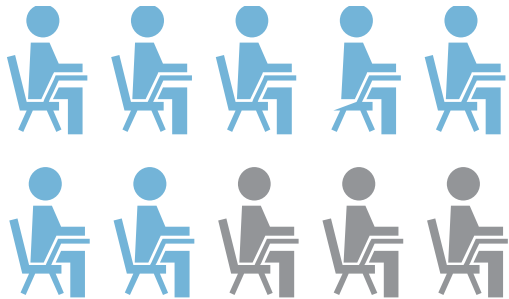
Kindergarten Entry Results



Outcomes of Students who are At-Risk for Academic Failure

Literacy Performance from Entry to Exit

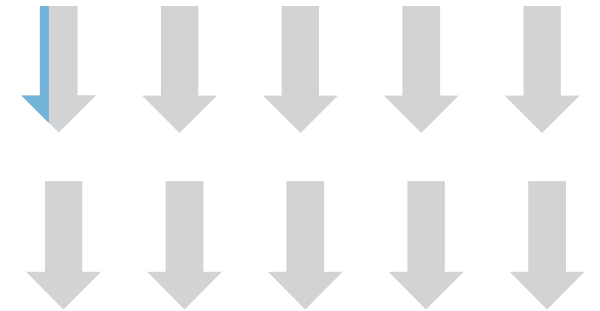
70% of students enrolled in OEK/KSEP moved up



27% of students enrolled in OEK/KSEP maintained



2% of students enrolled in OEK/KSEP moved down



52% of students not receiving intervention moved up

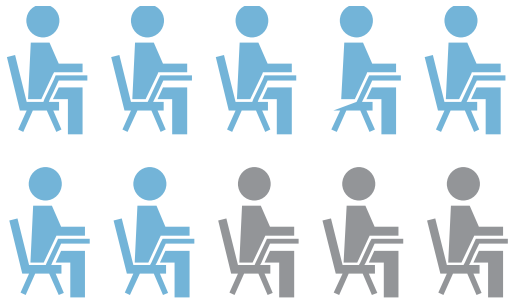
42% of students not receiving intervention maintained

7% of students not receiving intervention moved down

Outcomes of Students who are At-Risk for Academic Failure

Numeracy Performance from Entry to Exit

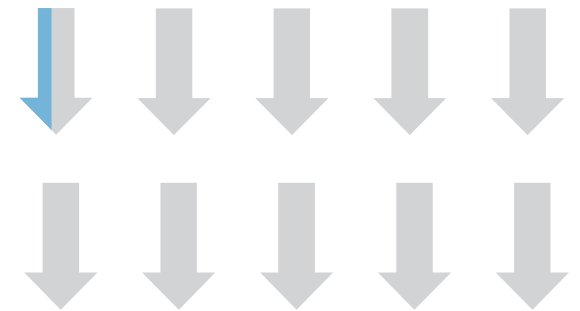
70% of students enrolled in OEK/KSEP moved up



26% of students enrolled in OEK/KSEP maintained



4% of students enrolled in OEK/KSEP moved down

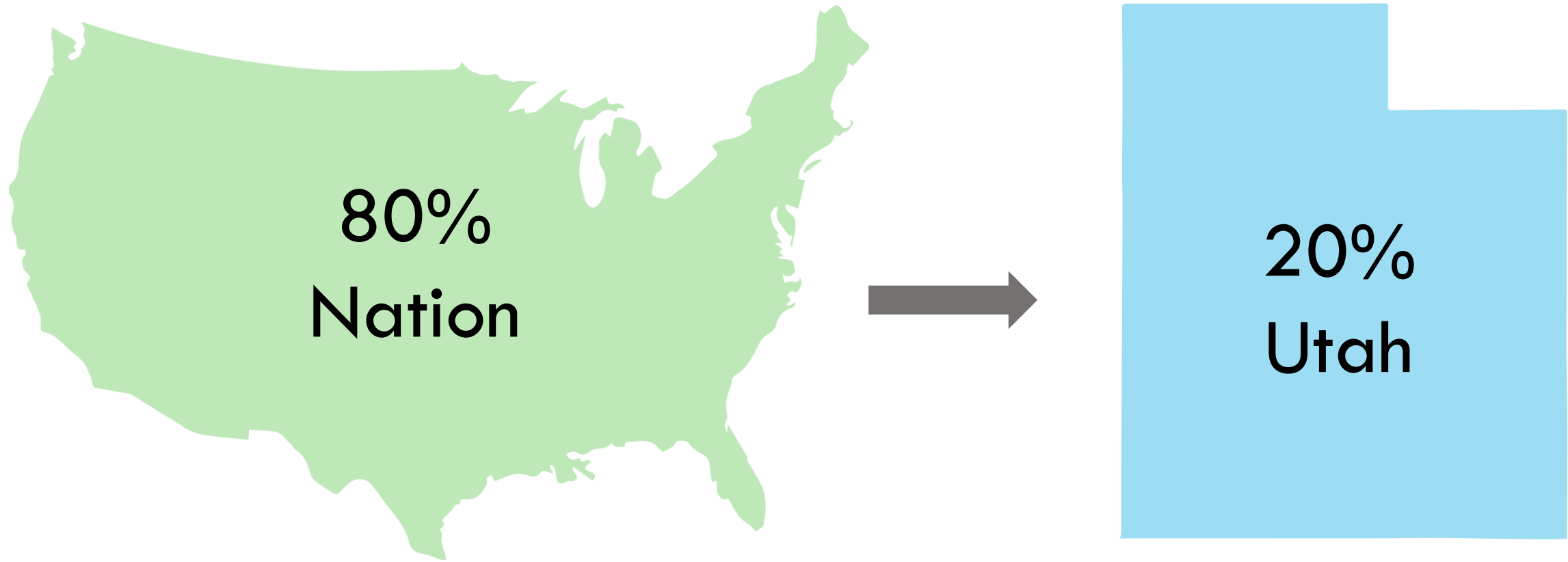


56% of students not receiving intervention moved up

35% of students not receiving intervention maintained

9% of students not receiving intervention moved down

Percent of Students Attending Full-Day Kindergarten



Things to Consider

About **40%** of Utah students are coming to kindergarten at-risk for academic failure, only **HALF** are being served through OEK and KSEP

\$2.88 million in Federal TANF is expiring by 2019-2020 SY (affecting programs in 46 schools, in 17 LEAs)

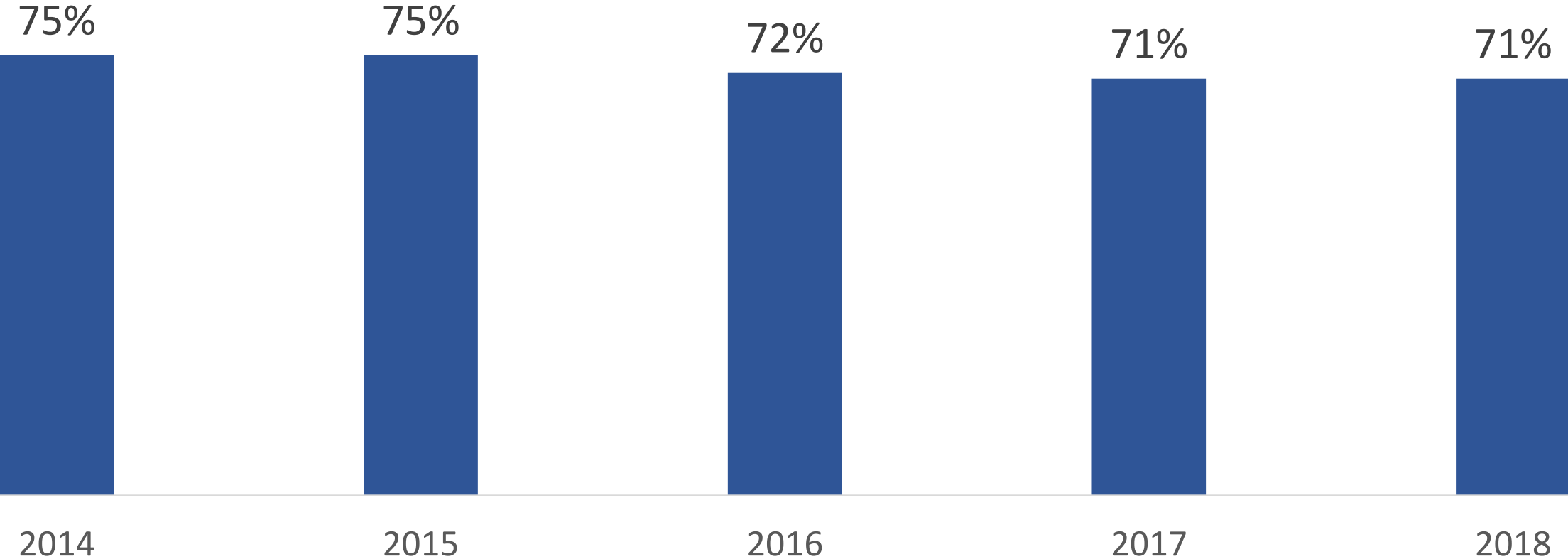
K-3 Reading Program (53F-2-503)

Support districts and charters in improving literacy outcomes in grades K-3



Focused on providing interventions for students who are at risk from achieving future literacy outcomes - \$15 million

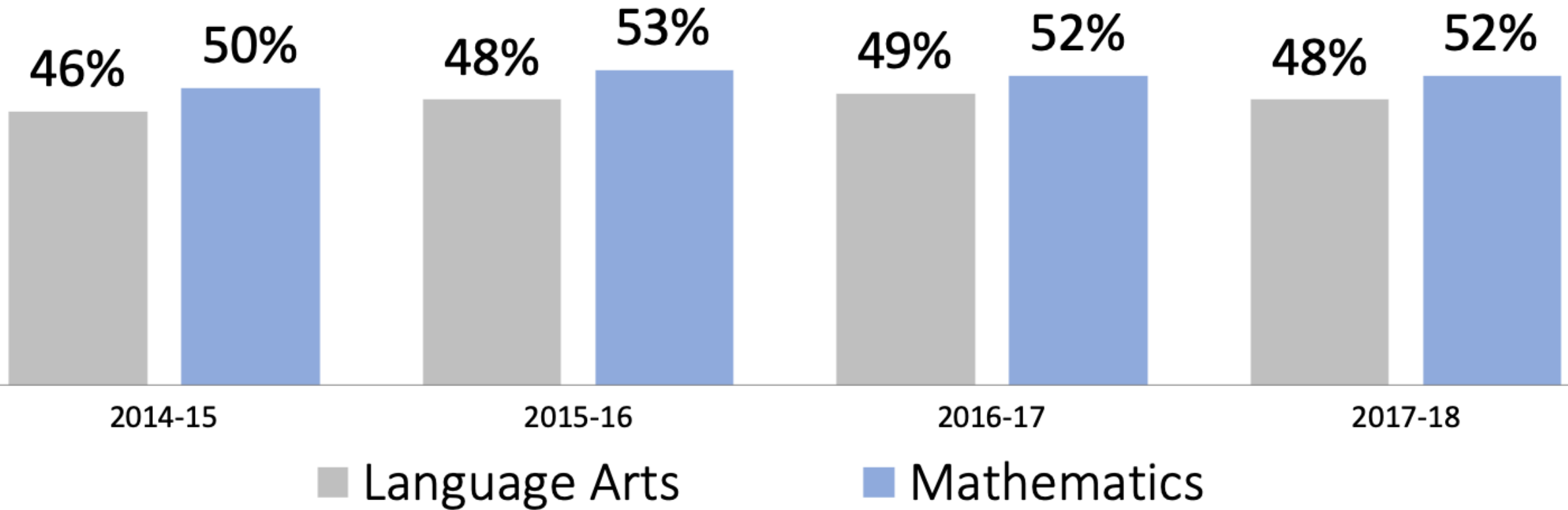
Longitudinal State Reading Benchmark Assessment Data



■ Grades 1-3



Percent Proficient on State End-of-Level Assessment (Grade 3)



Early Literacy Program Legislative Changes (2018)

Added Core Components: phonological awareness, phonics, fluency, comprehension, vocabulary, oral language, and writing

Intervention strategies that are aligned to student needs

Professional development for classroom teachers, literacy coaches, and interventionists in K-3

Assessments that support adjustments to core and intervention instruction

System of Support



Targeted Goals

State Growth Goal

At least **60%** of all students in grades 1-3 must make typical or better progress



Local Goals

At least **two goals** specific to LEA performance data that are measurable, address performance gaps based on data, and include specific, evidence-based strategies for improving outcomes

State Data – Middle of Year (2018-2019)

Kindergarten, first, and third grade **exceed** the national data trends for students who are at or above benchmark.

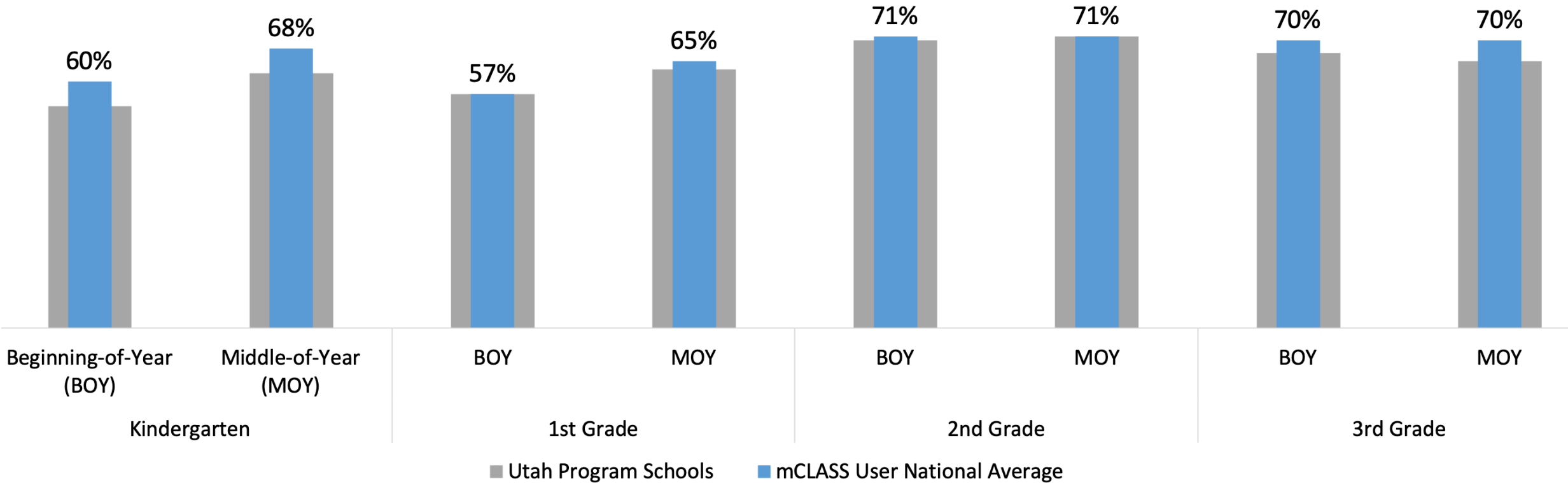
Kindergarten has increased **8%** from beginning to middle of year

(avg. 2% last 3 years)

First grade has increased **8%** from beginning to middle of year

(avg. 3% last 3 years)

National Comparisons 2018-2019 Percent Reaching At/Above Benchmark by Grade



Davis Implementation Strategies

Identified **13** schools that had a pattern of the lowest performing kindergarten data in the district

Met with teachers and administrators of schools

Two coaches assigned from district to support on-site coaching in each building; implemented system of coaching cycles

District-based professional learning “Kindergarten Foundations” courses were attended by all teachers in these schools

Reevaluation of system based on data

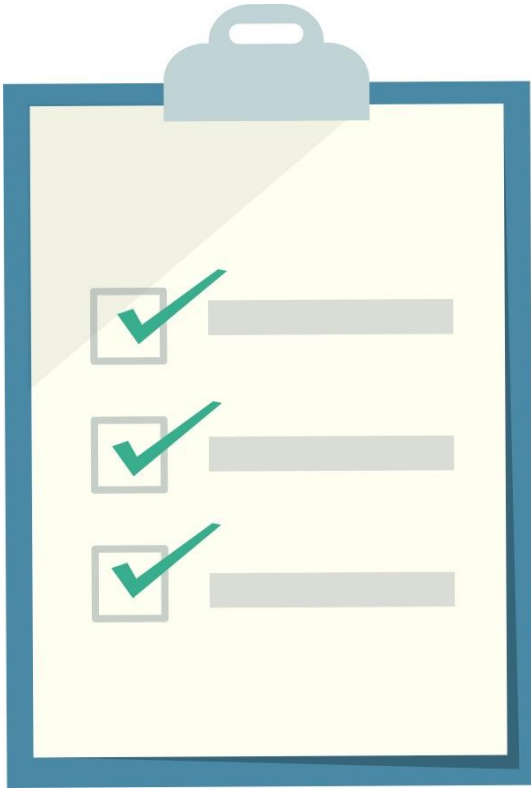
Davis School District – EOY Outcomes

Average increase
in growth:
25% more than
previous year

Average increase in
number of students
that met benchmark:
21% more than
previous year



Impact



The results of a statewide survey and focus groups showed teachers feel **least** confident in teaching foundational reading skills. The targeted professional learning and coaching provided in Davis's at-risk schools suggests that improving teacher knowledge is critical for improving student outcomes.

Things to Consider

Currently have an Early Literacy Plan, **no** numeracy plan

There is no state assessment for numeracy in grades 1 and 2

Limited funding for supported, targeted professional learning with job-embedded coaching support



Conclusion

Teachers matter more to student achievement than any other aspect of schooling. Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most.



When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.



Thank
you!

