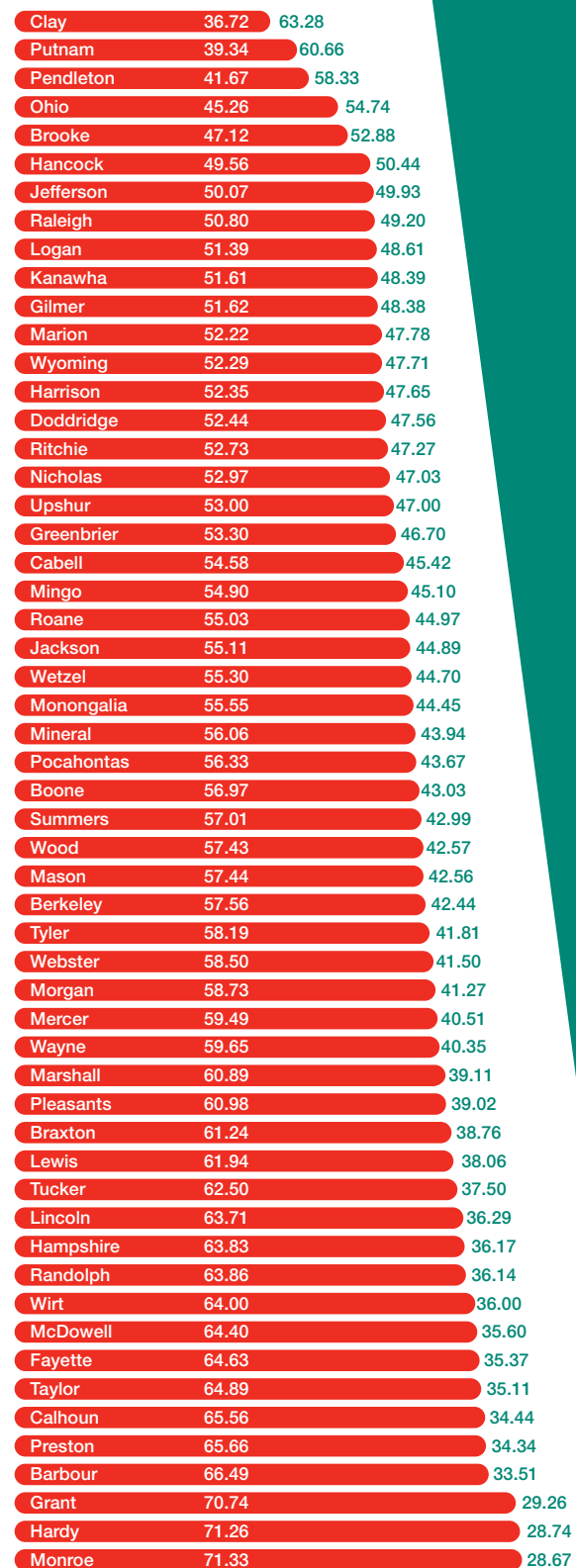


How Well Do 4th Graders Read in Your County?

Number in the red bar is the percentage **Not Proficient**. Number in green is the percentage **Proficient**.



WESTest2 - 4th Grade Reading and Language Arts School Year 2011-12



West Virginia KIDS COUNT

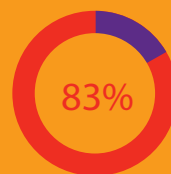
ARE WEST VIRGINIA'S 4TH GRADERS Reading To Learn?

Why Being a Good 4th Grade Reader Matters

- Until the end of 3rd grade, children are "learning to read." Starting in 4th grade, they are "reading to learn."



- More than **7 in 10** West Virginia students are not reading proficiently at the end of 3rd grade.
- Three out of 4 students who are poor readers by the end of 3rd grade will remain poor readers in high school.



• **83%** of 4th graders in low-income families have reading skills that are below proficient, while only 55% of 4th graders in moderate- and high-income families are below proficient.

- **83%** of low-income kids are at increased risk of not graduating because they can't read proficiently by the end of 3rd grade.

- Low-income 4th graders who can't read well today are likely to become our state's lowest income citizens tomorrow.

Why Most 4th Graders Aren't Reading to Learn

Vulnerable, young children, specifically those who are poor or minorities, often develop word reading skills but lack the language and knowledge skills needed to grasp the ideas presented on the printed page. One reason for this skill gap is, **by age three, children from wealthier families have heard 30 million more words than children from low income families.** That's why an emphasis on knowledge-based reading competencies is especially important for at-risk populations, and a coordinated, birth through 3rd grade approach has the greatest potential to improve their reading proficiency.

What West Virginia Can Do to Ensure That 4th Graders Are Reading To Learn...

- Develop an early care and education system that aligns programs for children from birth through 3rd grade to improve reading proficiency.
- Expand the state's universal Pre-Kindergarten (Pre-K) program to include all 3-year-olds.
- Develop a comprehensive literacy plan designed to improve 4th grade reading.
- Enable parents, families, and caregivers to help improve outcomes for their children.
- Encourage community-wide action plans to improve third grade reading scores.
- Create and implement solutions to address chronic absence and summer learning loss.

NATIONAL RANK

40

Risk Factors for Being a Poor 4th Grade Reader

The Mother's Education Level



Problems at Birth



Low Family Income



Lack of High-Quality Pre-School Programs



Poor Nutrition



Where West Virginia Stands

1 in 5 births is to a mother without a high school education (19%)

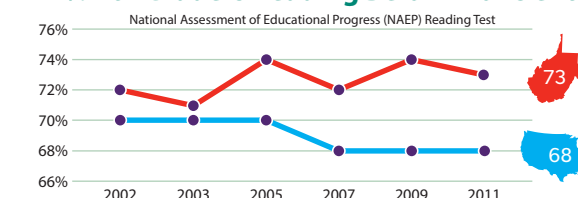
1 in 10 babies is low birth weight (9%)

1 in 4 kids lives in poverty (26%)

1 in 5 three-year-olds is enrolled in a pre-school program (21%)

1 in 4 households with children is "food insecure" (26%)

% 4th Graders Reading Below Proficient



Why Being a Good 4th Grade Reader Matters

EARLY WARNING! *Why Reading by the End of Third-Grade Matters.* A KIDS COUNT Special Report. Annie E. Casey Foundation. 2010.

Hernandez, Donald J. *Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation.* Annie E. Casey Foundation, 2012.

Why Most West Virginia 4th Graders Aren't Reading to Learn (30 million words)

Risley, Todd R. and Betty Hart. *Meaningful Differences in the Everyday Experience of Young Children.* Brooks Publishing, 1995. 4th printing, January 2003.

Risk Factors For Being a Poor 4th Grade Reader: Mother's Education Level

The percentage of all births to mothers with less than a 12th grade education. Unknown education is not included. West Virginia Bureau for Public Health, Health Statistics Center, 2008-2010.

Problems at Birth

The percentage of all live births is defined as babies who weigh less than 2,500 grams (5.5 lbs) at birth. Babies with unknown birth weight are not included. West Virginia Bureau for Public Health, Health Statistics Center, 2008-2010.

Low Family Income

The percentage of children under 18 who live in families with income below the U.S. poverty threshold as defined by the U.S. Census Bureau, Small Area Income and Poverty Estimates, 2010.

Lack of High Quality Pre-School Programs

The share of children age 3 not enrolled in nursery school or preschool school during the previous two months. "Nursery school" and "preschool" include any group or class of institution providing educational experiences for children during the years preceding kindergarten. Places where instruction is an integral part of the program are included, but private homes that primarily provide custodial care are not included. Children enrolled in programs sponsored by federal, state or local agencies to provide preschool education to young children—including Head Start programs—are considered as enrolled in nursery school or preschool. Children enrolled in kindergarten are excluded from this analysis. Due to small sample size, the 3-year American Community Survey was used to increase accuracy of the estimates. Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2009-11 three-year American Community Survey.

Poor Nutrition

Rates of households answering "yes" over the course of a year to the question whether there were times over the past year "when you did not have enough money to buy food that you or your family needed." *Food Hardship in America 2010.* Food Research and Action Center (FRAC). August 2011. <http://frac.org/pdf/aug2011_food_hardship_report_children.pdf>

How Well Do 4th Graders Read in Your County (bar graph)

*Note: For the purpose of this graph Not Proficient = Below Mastery.

West Virginia Department of Education, WESTest2/APTA Assessment Data - 4th Grade School Year 2011-12.

WESTest 4th Grade Reading and Language Arts (RLA) Academic Achievement Descriptors:

Novice

Students can identify story elements; judge reliability of text; distinguish fact from opinion; identify characteristics of genre; select source to gather information; use table of contents to select information; choose synonyms and antonyms; choose correct spelling; identify meaning of contractions; choose correct pronoun usage; and write simple sentences using phonetic spelling.

Partial Mastery

Students can use pre-reading strategies to comprehend text; explain connections between self and events/characters in literary work; capitalize proper nouns correctly; use editing strategies to correct punctuation and grammar errors in sentences; apply proper structure for compound sentences; and write one or two paragraphs with related sentences that express simple ideas and details.

Mastery

Students, in addition to the skills below mastery, can identify author's purpose; select main ideas and supporting details; draw conclusions from details in informational and literary texts; use graphic organizers to interpret information; identify homonyms; identify genre; and develop a written product with one or more related paragraphs containing topic and supporting sentences.

West Virginia vs. the Nation: % 4th Graders Reading Below Proficient (line graph)

Note: As provided by law the National Center for Education Statistics has determined that NAEP achievement levels should continue to be used on a trial bases and should be interpreted with caution.

Fourth grade public school students' reading achievement levels, as measured and defined by the National Assessment of Educational Progress (NAEP) reading test. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 - 2011. KIDS COUNT Data Center, datacenter.kidscount.org, a project of the Annie E. Casey Foundation.

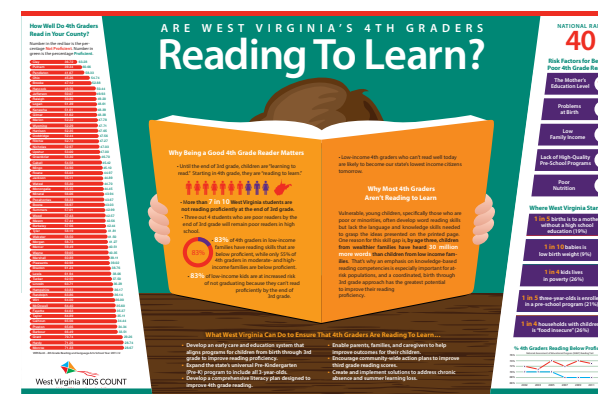
NAEP 4th Grade Reading Achievement Levels:

Basic

Fourth-grade students performing at the Basic level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.

Proficient

Fourth-grade students performing at the Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.



Advanced

Fourth-grade students performing at the Advanced level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgment. <http://nces.ed.gov/nationsreportcard/reading/achieveall.aspx#2009_grade4>

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