

Secondary Reading Update

State Board of Education

November 15, 2005



Why Focus on Secondary Reading Intervention?

State of Florida			% Enrolled in a Reading Course		State of Florida			% Enrolled in a Reading Course	
8 th Gr 02-03	Num	% Passing 10GR FCAT('05)	2003-04	2004-05	8 th Gr. 02-03	Num	% Passing 10GR FCAT('05)	2003-04	2004-05
L1	27782	5.1	52.8	39.5	L2	35,698	29	27.5	25.9
Low	1614	1.5	35	29.2	Low	9,562	15	38.7	33.8
Med	4917	1.6	45.5	37	Med	12,024	26	30.5	26.5
High	21,251	6.2	56.0	40.8	High	14,112	41.2	17.2	19.9

Courses Included

- Intensive Language Arts
- Intensive Reading
- Intensive Basic Skills
- Reading 1
- Reading 2
- Reading 3
- Advanced Reading

Why Research-Based Programs Fail

- Insufficient training
- Lack of ongoing coaching
- Grouping and scheduling requirements not followed
- Lack of intensity
- Lack of frequent progress monitoring
- Too many initiatives interfere with effective implementation (diffuse time, resources, and support)

What Will It Take?

- Reading classes alone will not get the job done
- Content area reading alone will not get the job done
- More intensity
- AYP=“Adequate” is different with a struggling reader
- Research

Reading Next:

A Vision for Action and Research
in Middle and High School
Literacy

www.all4ed.org

(Biancarosa and Snow, 2004)

Instructional Improvements

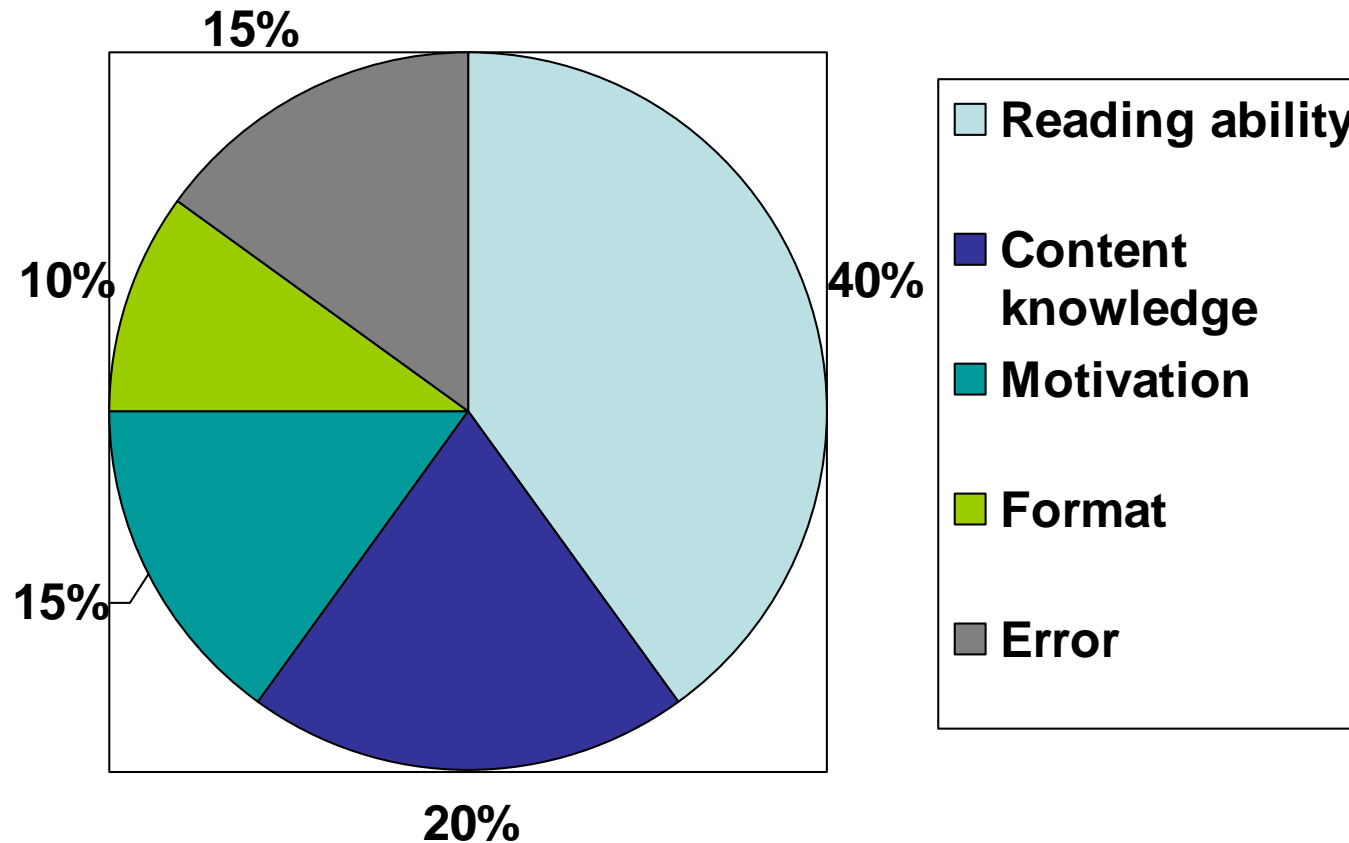
- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Text-based collaborative learning
- Strategic tutoring
- Diverse texts
- Intensive writing
- A technology component
- Ongoing formative assessment of students

Infrastructure Improvements

- Extended time for literacy
- Professional development
- Ongoing summative assessment of students and programs
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program

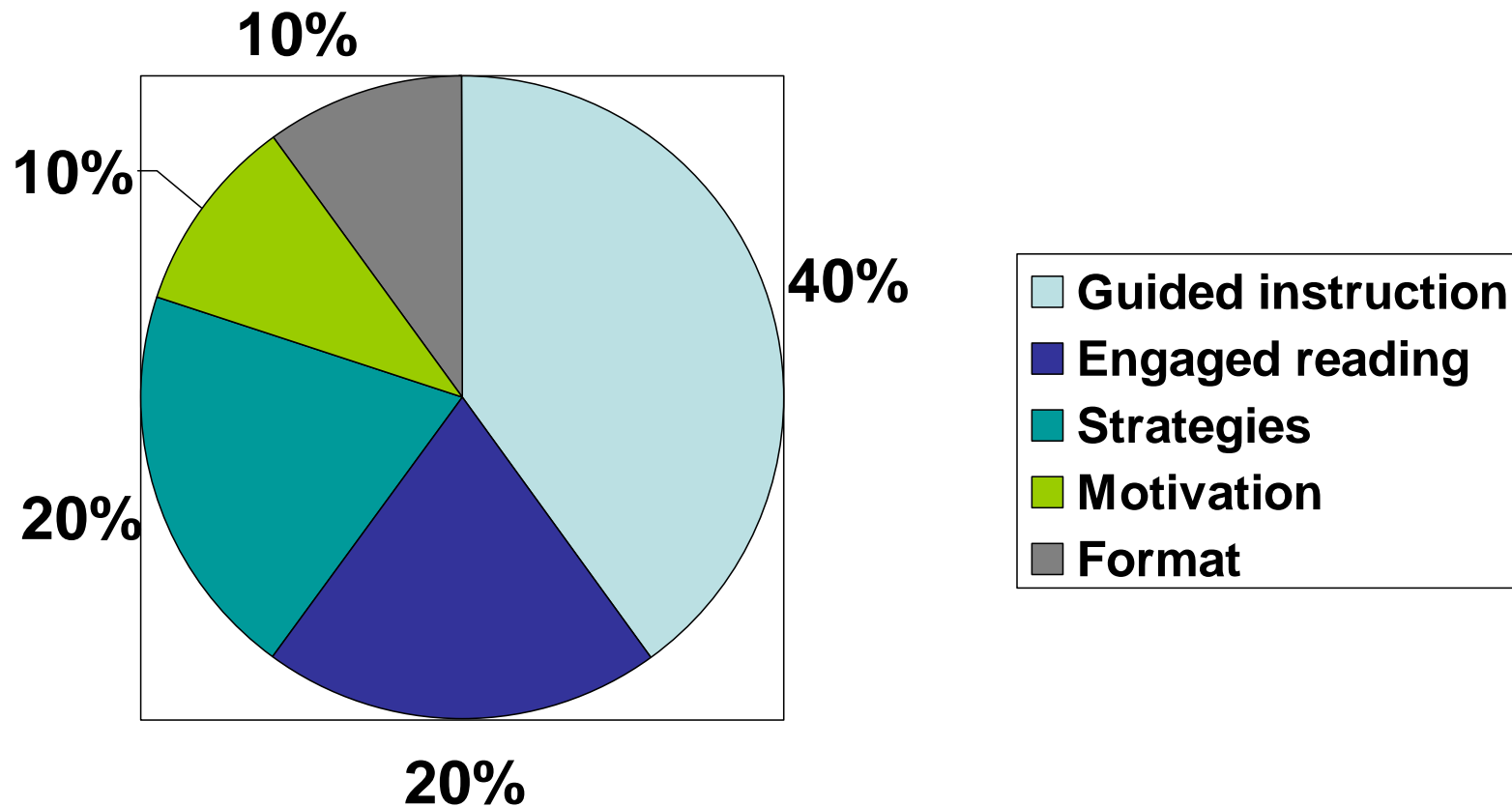
Research-Based Reading Classroom (Guthrie, 2002)

- Which factors affect reading scores?



Research-Based Reading Classroom

- Which components should we focus on?



Classroom Look-Fors

- Text-rich environment (70/30 balance) representing many genres and reading levels
- Explicit teacher modeling of strategies of expert readers (before, during, and after)
- Daily student practice in authentic texts
- Daily small group differentiated instruction
- Independent reading practice with teacher progress monitoring
- Teacher read aloud
- Text-based instructional conversations

K-12 Comprehensive Research-Based Reading Plan

- All plans will be posted online
- Online updates each year
- Planned guidance document
- Focus on flexibility

Flexibility

- How we serve students scoring at L2 at middle and high school
 - Core classes
 - Elective classes
 - Teachers begin reading endorsement
 - Appropriate infrastructure to provide differentiated instruction
 - Follow intensive reading course guidelines

Additional Flexibility

- Creating additional time by blocking reading with another class
 - Same teacher
 - Core classes
 - Elective classes
 - Teachers begin reading endorsement
 - Appropriate infrastructure to provide differentiated instruction
 - Follow intensive reading course guidelines
- Any course that requires reading endorsement may be used for intervention

90 Minutes Reality or Myth?

- Differentiated time (not necessarily 90 minutes) based on need
- Greater needs=greater time
- Only students who have decoding and fluency remediation needs
- Not necessarily all L1 kids

2006 Leadership Conference

- Principals, reading coaches, district administrators
- July 10-12
- Disney World Swan and Dolphin
- Principals, reading coaches and district staff as co-presenters
- Request for proposals for breakout sessions