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Understanding the VPK Provider Kindergarten Readiness Rate Report: Linking Results to Instructional Resources

(Excerpt from a 2008-09 Final VPK Provider Kindergarten Readiness Rate Report)

Children Included in VPK Provider Kindergarten Readiness Rate Calculation				
Children Served	Children Meeting Substantial Completion	Children Screened on Any Measure	Children in Readiness Rate Calculation	Percent of Children in Readiness Rate Calculation
24	20	21	20	83
VPK Provider Kindergarten Readiness Rate Calculation				
			ECHOS™	FAIR
Children Ready for Kindergarten: ECHOS™: Demonstrating or Emerging Progressing FAIR: Probability of Reading Success: At or Above 67 Percent			18	12
Children Screened: The number of children screened on each of the two measures.			20	20
Percent of Children Ready for Kindergarten: The number of Children Ready for Kindergarten divided by the number of Children Screened on each measure.			90	60
The VPK Provider Kindergarten Readiness Rate is the sum of the Percent of Children Ready for Kindergarten.			150	
* No data are displayed when there are less than 10 children				

The 2008-09 VPK Provider Kindergarten Readiness Rate is calculated using the results from the Early Childhood Observation System (ECHOS) and the Broad Screen/Progress Monitoring portion of the Florida Assessments for Instruction in Reading (FAIR). The Broad Screen consists of Letter Naming and Phonemic Awareness tasks. (The Dynamic Indicators of Basic Early Literacy (DIBELS) are no longer administered in kindergarten as part of the FLKRS screening.)

Given this change, the maximum 2008-09 readiness rate is 200; 100 for ECHOS results and 100 for FAIR results. This is a change from the previous 300 point scale. Readiness rates are calculated for all VPK providers that served at least four children, who attended at least 70-percent of either the School-Year VPK program or Summer VPK program, and participated in the kindergarten screening.

The above excerpt from a 2008-09 VPK Provider Kindergarten Readiness Rate report shows that for this VPK provider:

- 90% (18 out of 20) of their VPK completers scored “ready” on the ECHOS
- 60% (12 out of 20) of their VPK completers scored “ready” on the FAIR.

Listed below are a few questions related to what may be impacting a provider's readiness rate and information on available instructional resources.

1. **What can I do if the readiness rate I received related to FAIR is lower than I would have expected?** (The maximum score a provider can receive on the FAIR portion of the FLKRS is 100; this indicates that 100% of the children screened with FAIR scored "ready.") The Department of Education/Office of Early Learning (DOE/OEL) provides many professional development opportunities that will help teachers use effective and developmentally appropriate instructional strategies. Early reading skills are emphasized in this section because the new Florida Assessments for Instruction in Reading (FAIR) are predictors of future reading success.

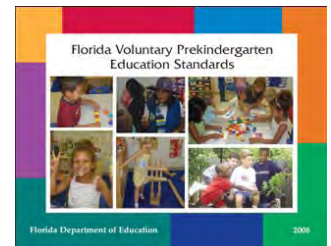
2. **Is our classroom instruction in the areas of emergent literacy and language and vocabulary development based on the most recent VPK Education Standards? If not, where can we access training?**

DOE/OEL provides a network of VPK Regional Facilitators who conduct training on various topics to include the VPK Education Standards. For training information you may contact a VPK Regional Facilitator at

<http://www.fldoe.org/earlylearning/regionalfacilitators.asp>.

You may also visit the following Web site to review the training calendar for your region and to determine when a VPK Education Standards face-to-face training is scheduled for your area

<https://training01-dcf.myflorida.com/dcf/cct/inf0001.html> (training registration).



3. **Have my teachers had an opportunity to participate in all of the Emergent Literacy professional development opportunities (e.g., online, face-to-face, and independent study offered through DOE/OEL)?**

To review a listing of professional development opportunities and to register for training in your area, please visit the following Web sites; <https://training01-dcf.myflorida.com/dcf/cct/inf0001.html> (training registration);

<http://www.fldoe.org/earlylearning/resource.asp> (listing of professional development opportunities).



4. **Have we accessed resources that can help us develop best practices in the classroom related to increasing the oral language and vocabulary skills of our children?**

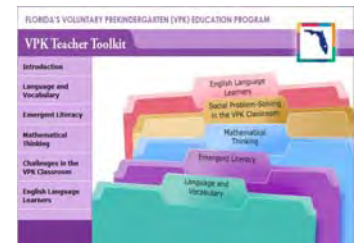
Language and Vocabulary in the VPK Classroom course is now available online!

You may now register for this DOE-approved online course by visiting Department of Children and Families' Web site at

<https://training01dcf.myflorida.com/dcf/cct/inf0001.html>.

Successful completion of this five-hour course will generate 0.5 CEUs.

The online VPK Teacher Toolkit includes a *Language and Vocabulary in the VPK Classroom* folder provides best practices and strategies related to increasing children's oral language and vocabulary skills. To access the VPK Teacher Toolkit visit <http://www.flvpkonline.org/teachertoolkit/>.



For sample lesson plans and instructional strategies linked to specific standards please visit the following Web sites; <http://www.fldoe.org/earlylearning/plans.asp> (sample lesson plans); <http://www.brightbeginningsfl.org> (instructional strategies).