Overview of Literacy Policy and Practice to Support Educators & Improve Student Outcomes

Cari Miller, Vice Chancellor for Literacy Achievement
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Kindergarten Students “Ready” - Fall 2020

133,632 Students Screened
Statewide Percentage
“Ready” = 57%

The following considerations are appropriate when reviewing performance for Fall 2020 FLKRS.

• There are significant differences in the number of students participating in FLKRS at both the district statewide level from fall 2019 to fall 2020.
• Statewide, there were nearly 60,000 fewer students screened on FLKRS.
• Some of Florida’s largest counties have only a fraction of the students screened when compared to fall 2019.
• Due to circumstances related to the opening of Florida schools, the administration of FLKRS was not standardized in terms of the screening window.
Why Kindergarten Readiness Matters?

The First Five Years Impact Success in School and Life

Every year 40 percent of children walk into kindergarten one-to-three years behind. These students struggle to catch up. Sadly, most of them never do. There is something YOU can do to help children succeed.

A child’s learning from birth to age 5 is critical; it determines their kindergarten starting point. Students who enter kindergarten behind have a monumental undertaking to catch up with their classmates.

This chart represents the reading scores of 2.3 million students nationwide, based on real data from the Northwest Evaluation Association – so this isn’t a projection.

As students progress through school, they typically only make one year of academic growth for each year in school. For those behind, it’s extremely hard to catch up because they need to achieve their normal year of growth PLUS another year of growth or more.

So for students who enter kindergarten one-to-three years behind (the yellow, orange and red bands) it is very difficult to make sufficient progress to move up even ONE level without a massive amount of intervention.

All children can and will improve, but for those who enter kindergarten behind, around 75 percent will never catch up to their classmates. **THIS MEANS EACH CHILD’S KINDERGARTEN STARTING POINT MATTERS!**

The data is grouped into colored bands:
- Students who enter kindergarten one-to-two years ahead are shown by the blue and teal bands
- Students entering at grade level are shown in green; and
- Students entering kindergarten one-to-three years behind are represented by the yellow, orange and red bands.

Birth through Age 5  Kindergarten through 10th Grade

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Florida Third Grade Reading Data and Trends

ONLY 58% OF FLORIDA 3RD GRADERS READ AT OR ABOVE GRADE LEVEL.
Why Focus on Early Literacy?

NEARLY 90% OF STUDENTS WHO FAILED TO EARN A HIGH SCHOOL DIPLOMA WERE STRUGGLING READERS IN THIRD GRADE.

Students who are not reading proficiently in third grade are FOUR TIMES more likely to drop out or fail to graduate from high school.

African American and Hispanic students not reading proficiently in third grade are SIX TIMES more likely to drop out or fail to graduate from high school.

Low-income minority students not reading proficiently in third grade are EIGHT TIMES more likely to drop out or fail to graduate from high school.

Source: Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation, 2012

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Mission, Milestones & Goals

**Mission:** Improve birth to grade 12 literacy policies, regulation and practices through cross-agency, cross-bureau collaboration to ensure a seamless and cohesive approach to increase educator knowledge and skill in the science of reading and the use of evidence-based practices to increase literacy achievement and close the achievement gap for our most vulnerable students statewide.

2 Major Milestones:

1. Kindergarten Readiness
2. Grade Level Reading by the End of Third Grade

3 Measurable Goals:

1. Increase % of students ready to learn when entering Kindergarten
2. Increase % of students on grade level by the end of third grade
3. Close the achievement gap for our most vulnerable students
Act with Urgency

1. Establishment of a screening/progress monitoring data collection system to build capacity of educators to use data to inform PD and improve instructional practice

2. Statewide PD for educators on the B.E.S.T. ELA standards and the science of reading, including the provision of high-quality reading endorsement pathways

3. Establishment of a regional structure for literacy through the hiring of State Regional Literacy Directors

4. Upskilling Reading Coaches through development of a Literacy Coach Endorsement

5. Strengthening instructional materials ensuring materials are standards-aligned, backed by scientific research, content-rich, and evidence-based

6. Revision of B-12 certification exams to ensure alignment to new standards and that they comprehensively assess the science of reading
CARES Act Literacy Focus

- Progress Monitoring and Data Informed Supports ($20M)
- Ensuring High Quality Regional Reading Supports ($5M)
- Upskill Highly Effective Reading Coaches ($5M)
- Capacity Building for Reading/Teacher PD ($5M)
- Ensuring the B.E.S.T. Curriculum for Reading and Civics ($24M)
- Summer Recovery ($64M)
- Additional Strategies to Support Summer Learning ($1M)
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- Capacity Building for Reading/Teacher PD ($5M)
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Just Read, Florida!
State Regional Literacy Directors (SRLDs)

- Support implementation of K-12 CERPs
- Building capacity of District and School Literacy Leadership Teams, School Administrators and Literacy Coaches
- Training and support for the B.E.S.T. ELA Standards grounded in the science of reading
- Implementation of evidence-based reading practices/programs
- Data-based decision-making
Upskilling Highly Effective Reading Coaches

• Established a Literacy Coach Standards Development Committee to develop the Literacy Coach Definition, Domains and Standards

• Revising Literacy Coach Definition, Domains and Standards based on stakeholder feedback

• Engaging UF Lastinger Center and FSU-FCRR to develop Literacy Coach Endorsement training and resources based on the finalized Literacy Coach Definition, Domains and Standards

• Develop trainers and deploy training for Literacy Coach Endorsement training

• End Goal – Literacy Coach Endorsement
Capacity Building for Reading

• Deploy PD with the goal of teachers attaining the Reading Endorsement.
  • UF Lastinger Center – Literacy Matrix (online) – expanded accessibility to support 4,500 teachers with earning a high-quality Reading Endorsement statewide
  • FCRR – Creating a state high-quality Reading Endorsement pathway to be delivered by certified trainers

• Resources for teachers and families (updated Student Center Activities, At-Home Reading Guide for Families, books from new standards booklist, etc.)
High-Quality Curriculum for Reading

Strengthening K-3 Reading Instructional Materials

• Support districts with high-quality reading curriculum that is evidence-based and implemented for K-3 students who have been identified with a reading deficiency or a substantial deficiency in reading and therefore need Tier 2 or Tier 3 instructional supports

• Prioritize elementary schools with the greatest achievement gap

• Identify B.E.S.T. ELA Standards and science of reading aligned curriculum that meets the needs of the target population and proves to be evidence-based with minimum effect size of .20

• Must extend beyond direct classroom instruction, and provide options for families to support learning at home

• Initial and ongoing training must be provided to support effective implementation of evidence-based program/practice
K-12 Comprehensive Evidence-based Reading Plans

NEW Rule will help drive more effective instruction and improve student reading outcomes. The proposed changes:

• Provide more accurate identification of students with a substantial deficiency in reading
• Establish a definition for evidence-based practices and programs
• Improve the literacy coach role description
• Support the collection of more accurate information on 300 lowest-performing elementary schools and summer reading camps
• Establish a district evaluation of K-12 Plan implementation and impact on achievement
NEXT STEPS

IN SUMMARY, THIS RULE CLOSES THE GAPS FOR STEPS 4, 5 AND 6 (YELLOW SHADED BOXES) BELOW.

1. Set Goals/Develop K-12 Plan
2. JRF! Review/Approval of K-12 Plan
3. Implement K-12 Plan
4. Monitor and Support Implementation
5. Evaluate Effectiveness of Plan
6. Analyze Evaluation and Student Data from Previous Year
Reading Endorsement
### K-5 (6) Teachers

**Teacher candidates** in prek-primary (age 3-Grade 3), elementary (K-6), and exceptional student education (K-12) certification programs shall be prepared in Reading Endorsement competencies 1 - 4.

**Teachers who teach summer reading camps** for third grade students scoring Level 1 on state standardized assessment of ELA/Reading, per s. 1008.25, F.S.

**Teachers providing instruction to retained third grade students** per s. 1008.25, F.S.

### 6-12 Teachers

**Teacher candidates** in middle grades (5-9), secondary (6-12), and elementary and secondary coverage (K-12) certification programs shall be prepared in Reading Endorsement competencies 1 and 2.

**Temporary Educator Certificate:** Bachelor’s degree in any subject; completion of competencies 1 and 2 of the Reading Endorsement within 3 years, per Rule 6A-5.066, F.A.C.

**Teachers providing Tier 3 reading intervention** must be endorsed or certified in reading beginning with the 2020-21 school year. **This deadline has been extended to June 30, 2021.**

**Literacy Coaches** must have a minimum of a bachelor’s degree and be endorsed or K-12 certified in the area of reading, per Rule 6A-5.053, F.A.C.
State Reading Endorsement Pathways/Offerings

- UF Lastinger Center Literacy Matrix (supported by Legislative appropriation and expanded with CARES Act)

- **Fall 2021!** Face-to-Face Reading Endorsement Pathway Developed by the Florida Center for Reading Research (FCRR) (supported by CARES Act)

- **Competency 4:** Differentiated Reading Instruction (Bureau of Exceptional Student Education – BESE)
Renewal of Teacher Certification

- Teachers must earn at least 2 college credits, 40 in-service points, or a combination thereof, in the use of explicit and systematic approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies.

- The requirement applies to anyone with the following coverages:
  - Elementary Education (K-6)
  - Prekindergarten/Primary Education (age 3 through grade 3)
  - Elementary Education (grades 1-6)
  - Primary Education (grades K-3)
  - English (grades 1-6)
  - Middle Grades English (grades 5-9)
  - Middle Grades Integrated Curriculum (grades 5-9)
  - English (6-12)
  - Reading (K-12)
  - Reading (Endorsement)
  - ESOL (grades K-12)
State Training for 40-Hour In-Service Requirement

Exploring Structured Literacy Course – Developed for educators to meet 40-hour in-service requirement for renewal (BESE)
Professional Development Opportunities

• Universal and Targeted Language and Vocabulary Module Training – UNDERWAY! Another wave of this training will be provided in fall 2021.

• Reading Foundations and Research-Based Instructional Practices (Competency 1 & 2 of the Reading Endorsement)

• PreK-K Regional Transition to Kindergarten Readiness Leadership Summits – hosted in April/May

• “Last” Spring Regional Literacy Institute - Diving Deep Into the B.E.S.T. ELA Standards – Coral Springs on May 18th

• Summer Literacy Institute – June 29 - July 1

• Fall 2021! Regional Literacy Institutes for Secondary B.E.S.T. ELA Standards
SUMMER LITERACY INSTITUTE
Tuesday, June 29th – Thursday, July 1st
Rosen Shingle Creek

The institute will be organized to provide professional learning for:
• Elementary school-level literacy leadership teams (school administrator(s), literacy coach(es), and lead teacher(s)), and
• Early childhood and elementary district literacy leaders responsible for B.E.S.T. ELA Standards and Florida Early Learning and Developmental Standards (FELDS) implementation.

The goals of the Summer Literacy Institute include:
1. Increasing knowledge of the K-5 B.E.S.T. ELA Standards/FELDS for Four Year Olds to Kindergarten Bridge to the K-3 B.E.S.T. ELA Standards,
2. Increasing knowledge of the science of reading and evidence-based practices,
3. Resources to implement evidence-based practices and B.E.S.T. ELA Standards,
4. At-home reading resources and evidence-based family engagement activities, and
5. Building a community of literacy learners and leaders Prek through Grade 5.

**New Feature!** for District and School Report Cards

- Grade A-F provided for Grade 3 FSA ELA Performance for all Subgroups – help determine performance with grade level reading for 3rd grade only

- Select district/school. Click on the letter grade. Then you will get a pop up with the components. The 3rd grade key indicator is at the bottom. The data is dynamic and changes based on subgroup choice from the drop down.
Comprehensive Literacy State Development Grant (CLSD)

• $21 million over a 5-year period with the overarching goals to:
  • Build knowledge and capacity of local leaders, families and teachers’ in the use of evidence-based practices, and
  • Increase literacy achievement and reduce the achievement gap in high need schools/early childhood programs.

• Target audience:
  • >15% for children from birth through kindergarten entry,
  • > 40% for grades of K-5, and
  • > 40% allocated equitably among grades 6-12.

• Year 1: Development of Florida’s B-12 Comprehensive Literacy Achievement Plan and Development of a Repository of Evidence-based Reading Practices/Programs

• Year 2-5: Subgrant Awards for LEAs
Legislative Update

HB 7011 - STUDENT LITERACY
MAIN AREAS OF FOCUS

1. VPK Emergent Literacy Training
2. VPK - Grade 8 Screening and Progress Monitoring System
3. Teacher Preparation
4. RAISE - Regional Support Teams and High School Tutoring Program
5. K-12 Evidence-Based Reading Plan/Reading Allocation
6. Reading Endorsement

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Legislative Update

HB 3 – New Worlds Reading Initiative Tax Credit

• Provides high-quality, free books K-5 students below grade level

• Eligible students receive free books on a monthly basis until the student is promoted to sixth grade or the parent opts out of the program

• Eligible students include K-5 students with a substantial reading deficiency or scored below a Level 3 on the preceding year's statewide ELA assessment.

• Department must designate an “administrator” to implement the initiative.
QUESTIONS?

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