Literacy Policy and Practice to Improve Student Outcomes

Cari Miller
Vice Chancellor for Literacy Achievement
Kindergarten Students
“Ready” = 57%
Fall 2020

133,632 Students Screened

The following considerations are appropriate when reviewing performance for Fall 2020 FLKRS, when compared to fall 2019.

• Statewide, there were nearly 60,000 fewer students screened.
• Some of Florida’s largest counties have only a fraction of the students screened.
• Due to differences in school start dates, administration of FLKRS was not standardized in terms of the screening window.
Readiness of Incoming Kindergarten Students Statewide - Fall 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Students</th>
<th>Total Students &quot;Ready&quot;</th>
<th>Percent &quot;Ready&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Public School Students</td>
<td>133,632</td>
<td>76,098</td>
<td>57%</td>
</tr>
<tr>
<td>All VPK Participants</td>
<td>102,555</td>
<td>64,834</td>
<td>63%</td>
</tr>
<tr>
<td>VPK Non-Completers</td>
<td>53,184</td>
<td>31,605</td>
<td>59%</td>
</tr>
<tr>
<td>Non-VPK Participants</td>
<td>40,398</td>
<td>18,203</td>
<td>45%</td>
</tr>
<tr>
<td>SR &amp; VPK Participants</td>
<td>8,677</td>
<td>4,320</td>
<td>50%</td>
</tr>
<tr>
<td>VPK Completers</td>
<td>49,371</td>
<td>33,229</td>
<td>67%</td>
</tr>
</tbody>
</table>

Source: 2019*-20 VPK Readiness Rate match files and 2020 FLKRS final data files.
Florida Third Grade Reading Data and Trends

ONLY 54% OF FLORIDA 3RD GRADERS READ AT OR ABOVE GRADE LEVEL
Literacy 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
CARES Literacy Initiatives

1. Established a screening/progress monitoring data collection system to build capacity of educators to use data to inform professional development (PD) and improve instructional practice.

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

3. Created a regional structure to support districts and schools with improving literacy outcomes (18 State Regional Literacy Directors).

4. Upskilling literacy coaches through establishing a literacy coach credential program; educators successfully completing program will earn a literacy coach credential on their certification.

5. Provided high-quality reading curriculum for Tier 2 and Tier 3 instructional supports in K-3 classrooms (through High-Quality Reading Curriculum Grant) to strengthen instructional materials.
HB 7011 - STUDENT LITERACY
MAIN AREA 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
7. K-3 Intervention and Parent Communication

www.FLDOE.org
VPK Emergent Literacy Training/Readiness Rates

- Prekindergarten instructors must complete three, 5-hour emergent literacy training courses, and an emergent literacy training course at least once every 5 years thereafter.
- For 2020-21, readiness rates cannot be used to impose any sanction or penalty.
- For the 2021-22 school year, the bill eliminates the use of kindergarten screening as part of the calculation of the readiness rate.
- Beginning in 2022-23, results of the new coordinated screening and progress monitoring system pursuant to s. 1008.25(8) must be used to determine student learning gains and norm-referenced learning outcomes, and to calculate a provider’s kindergarten readiness rate annually.
VPK-Grade 8 Screening and Progress Monitoring System

- FDOE and DEL will procure and require the use of a VPK-Grade 8 coordinated screening and progress monitoring system, starting in 2022-23 school year.
- Requires coordinated screening and progress monitoring system results to be reported to the FDOE and maintained in a specified FDOE warehouse.
- Requires such results to be provided to a student's teacher and parent.
- FDOE and DEL must provide training and support for implementation of the screening and progress monitoring system.
Teacher Preparation

- Beginning with teacher candidates entering a teacher prep program or educator preparation institute in 2022-23 school year, a candidate for certification in a coverage area identified pursuant to s. 1012.585(3)(f), F.S., must successfully complete the full reading endorsement.
- Adds a requirement of school district personnel and instructional personnel who supervise teacher candidates during field experience courses or internship in grades K-3 or supervise candidates enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), to be endorsed or certified in reading.

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), or ESOL (grades K-12).
Reading Achievement Initiative for Scholastic Excellence (RAISE)

- Establish 20 literacy support regions, at the direction of a regional literacy support director to improve literacy outcomes for students.
- Launch a tutoring program and develop certain training to prepare high school students to tutor K-3 students with reading difficulties.
STATE REGIONAL

Literacy Directors

REGION 1
Jessica McMillan
jmcmillan@escschools.us
Escambia, Santa Rosa, Okaloosa

REGION 2
Paula Ellis
paula.ellis@wcsdsschools.com
Bay, Holmes, Walton, Washington

REGION 3
Miranda Blount
mirandablountsrsl@gmail.com
Calhoun, Gadsen, Gulf, Jackson, Liberty

REGION 4
Kris Bray
kbrisbayer@naec.org
Franklin, Jefferson, Leon, Madison, Taylor, Wakulla

REGION 5
Lindsay Harrison
harrisonl@nefeco.org
Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Putnam, Suwannee, Union

REGION 6
Teresa Rizzo
rizzot@flaglerschools.com
Alachua, Marion

REGION 7
Karen Porter
karen.porter@stjohns.k12.fl.us
Duval, Nassau, Clay, St. Johns

REGION 8
Whitney Augustine
augustine.whitney@brevardschools.org

REGION 9
Tamra Thatcher
thatcher.tamra@brevardschools.org
Brevard, Lake, Orange, Seminole, Volusia

REGION 10
Mary Garced
mary.garced@hcps.net
Charlotte, Hillsborough, Manatee, Polk, Sarasota

REGION 11
Vacant
DeSoto, Glades, Hardee, Hendry, Highlands, Okeechobee

REGION 12
Jennifer Bacchiochi
bacchii@martinschools.org

REGION 13
Mandy Rowland
mandy.rowland@stlucieschools.org
Indian River, St. Lucie, Martin, Osceola

REGION 14
Melissa Miller
srld.broward.palmbeach@gmail.com
Broward, Palm Beach

REGION 15
Gladys Vega
gladys.vega.srld@gmail.com
Broward, Dade

REGION 16
Iris Borghese
borghesegrosetfiorida@gmail.com
Collier, Dade, Lee, Monroe

Just Read, Florida!
CARES Act (2020-2021)

- 18 State Regional Literacy Directors
- Support implementation of K-12 Comprehensive Evidence-Based Reading Plans
- Building capacity of Literacy Leadership Teams, School Administrators and Literacy Coaches
- Training and support for the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards grounded in the science of reading
- Training and implementation of evidence-based reading practices/programs
- Provide universal and targeted tiers of supports

RAISE (2021-2022)

- Regional structure will double in size
- Based on available criteria, 1,236 elementary schools identified for support
- Identified schools must implement an SIP with an Area of Focus for Instructional Practice Specifically Relating to ELA and explicitly address strategies for improving reading
- In addition to CARES supports, SRLDs will:
  - Provide support schools with implementing School Improvement Plans focused on improving reading performance
  - Assist with data-informed instruction to meet the needs of all students
  - Assist with the use of high-quality instructional materials and evidence-based practices
- Provide universal, targeted and intensive tiers of support

www.FLDOE.org
RAISE Tiers of Support

**UNIVERSAL**
- Just Read, Florida! State Regional Literacy Directors Webinars (Fall, Winter, Spring)
- District Reading Plan Implementation/Evidence-based Practices Professional Learning
- B.E.S.T. Standards for English Language Arts (ELA) Professional Learning
- Literacy Leadership Team Professional Learning

**ALL**
STATE/REGION

**TARGETED**
- District Reading Plan Implementation, Reflection and Improvement Planning
- B.E.S.T. ELA Standards Implementation Support
- Literacy Leadership Team Professional Learning
- Literacy Coach Professional Learning
- Differentiated Support Based on Data

**MOST**
DISTRICT

**INTENSIVE**
- School Level Literacy Leadership Teams (Professional Learning, Literacy Walks, Collaborative Planning, Learning Walks Across Schools, Model Classrooms)
- Literacy Coach Professional Learning and Ongoing Support
- School Improvement Plan Development and Implementation
- Differentiated Support Based on Data

**SOME**
SCHOOL
RAISE - High School Tutoring

• Establish a tutoring program and develop training to prepare high school students to tutor K-3 students with reading difficulties

• Provides eligibility criteria for high school students to participate in the tutoring program.

• Requires school districts that wish to participate in such a program to recruit, train and deploy eligible high school students.

• Students may earn up to 3 elective credits for high school graduation based on the hours the student spends tutoring under the program.

• Hours of tutoring may be counted toward meeting community service requirements for high school graduation and community service requirements for Florida Bright Futures.

• Requires FDOE to designate high school students providing at least 75 hours of tutoring as New Worlds Scholars.
K-12 Evidence-Based Reading Plan/Reading Allocation

Revises s. 1011.62(9), F.S., regarding the K-12 Comprehensive Evidence-Based Reading Allocation

- VPK completers who are at risk of being identified as having a substantial deficiency in early literacy skills, may be eligible for reading skill instruction; authorizing a school district to pay for such interventions using the reading allocation of the FEFP.
- FDOE will develop a reflection tool for districts to evaluate the effectiveness of district K-12 Plan implementation, specifically, interventions implemented in the prior year.
- Provides a definition for evidence-based.
Florida’s FORMULA FOR SUCCESS

6 + 4 + T1 + T2 + T3

6 AREAS OF READING
- Oral Language Development
- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

4 FORMS OF ASSESSMENT
- Screening
- Progress Monitoring
- Diagnostic
- Summative

T1 TIER 1 INSTRUCTION
Core instruction for ALL students

T2 TIER 2 INSTRUCTION
Targeted interventions for students in need of additional support; occurs in addition to Tier 1

T3 TIER 3 INSTRUCTION
Intensive intervention for student identified with a substantial deficiency in reading; occurs in addition to Tier 1 and Tier 2 instruction

www.FLDOE.org
Florida’s FORMULA FOR SUCCESS

6 + 4 + T1 + T2 + T3

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>TYPES OF ASSESSMENTS</th>
<th>T1 CORE</th>
<th>T2 INTERVENTION</th>
<th>T3 INTENSIVE INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Language Development</td>
<td>Screening</td>
<td>Explicit and Systematic</td>
<td>Explicit and Systematic</td>
<td>Explicit and Systematic</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>Progress Monitoring</td>
<td>Scaffolded</td>
<td>Small Group targeted instruction</td>
<td>Small Group and/or one-one instruction</td>
</tr>
<tr>
<td>Phonics</td>
<td>Diagnostic</td>
<td>Differentiated</td>
<td>Multiple opportunities to practice targeted skill(s)/feedback</td>
<td>More guided practice</td>
</tr>
<tr>
<td>Fluency</td>
<td>Summative</td>
<td>Content-Rich</td>
<td>Occurs in addition to Tier 1</td>
<td>Immediate corrective feedback</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>Write in response to reading</td>
<td></td>
<td>Frequent progress monitoring</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td></td>
<td>Occurs in addition to Tier 1 and Tier 2</td>
</tr>
</tbody>
</table>

www.FLDOE.org
Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Evidence-Based Practices & Programs

- **Evidence-based instructional materials** have a significant effect on improving student outcomes and meet strong, moderate, or promising levels of evidence as defined in 20 U.S.C. §7801(21)(A)(i) and comply with s. 1011.67(2), F.S.

- **Reputable sites** to support your research on evidence-based practices and programs to meet your target population:
  - What Works Clearinghouse
  - National Center for Intensive Intervention
  - Evidence for ESSA

- **What’s to come**...Repository of Evidence-Based Practices and Programs
Revises s. 1012.586, F.S., regarding the Reading Endorsement

- By the beginning of the 2022-23 school year, FDOE must adopt one or more statewide competency-based pathways for educators to earn a reading endorsement.
  - UF Lastinger Center Literacy Matrix
  - FCRR Face-to-Face Reading Endorsement Pathway
- Revision of the Reading Endorsement competencies and indicators to align to evidence-based strategies is underway.
  - Changes must address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based interventions and effective progress monitoring.
- Prohibits instructional personnel from earning a reading endorsement solely by achieving a passing score on a specified assessment (effective July 2024).
Reading Endorsement Requirements

• Teachers who teach summer reading camps for third grade students scoring Level 1 on state standardized assessment of ELA (s. 1008.25, F.S.)

• Teachers instructing retained third grade students (s. 1008.25, F.S.)

• Teachers providing Tier 3 reading intervention must be endorsed or certified in reading effective July 1, 2021

• Literacy Coaches must have a minimum of a bachelor’s degree and be endorsed or K-12 certified in the area of reading (Rule 6A-5.053(6)(d), F.A.C.)

*Educator reading endorsement or certification was originally required by HB 7069 (2017) with a statutory deadline of July 1, 2020; the deadline has subsequently been extended through FDOE EO 2020 EO-02 until December 31, 2020, and later FDOE EO 2020 EO-07 until June 30, 2021.
K-3 Intervention & Parent Communication
Changes to s. 1008.25, F.S.

- Prohibit a school from waiting until a certain evaluation is completed to provide specified evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia.

- Require schools to communicate with parents at least monthly regarding the progress of K-3 students identified with a substantial deficiency in reading and provides requirements for such communication.

- New requirement regarding timing of portfolio development.

- FDOE must compile resources that school districts must incorporate into read-at-home plans, including but not limited to assessment information, overview of conducting evaluation for ESE, information on characteristics of dyslexia, etc.
HB 3 – New Worlds Reading Initiative
https://newworldsreading.com/

- Eligible K-5 students receive high-quality, 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 who scored below a Level 3 on the preceding year's statewide ELA assessment.
- FDOE designated UF Lastinger Center as the administrator of the initiative to work with districts for effective implementation.
- Students have options based on their interest and reading level.
- Books will arrive by December 31, 2021.
Literacy Professional Learning for Literacy Coaches and Principals

**Literacy Coaches**

- FDOE approved literacy coach domains and standards for Literacy Coach Credential Program
- Contracted with UF Lastinger Center and Florida Center for Reading Research (FCRR) to develop the literacy coach program based on literacy coach domains and standards
- Rule development underway to create the Literacy Coach Credential Program
- Develop SRLDs to deploy Literacy Coach Credential Program
- **End Goal:** Upskilling literacy coaches to accelerate improvement in teacher practice and literacy coach designation on certification
- **Summer 2022** - Provide Literacy Coach Boot Camps to launch the Literacy Coach Credential Program

**School Principals**

- Develop literacy leaders professional learning for elementary school principals as required under HB 7011; stand-alone training and embedded training in existing instructional leadership programs to ensure training at scale
SAVE THE DATE

Summer Literacy Institute
June 20-23, 2022
QUESTIONS?

Cari Miller  
Vice Chancellor for Literacy Achievement  
Cari.Miller2@fldoe.org  
850.245.0985

Lindsey Brown  
Executive Director, Just Read, Florida!  
Lindsey.Brown@fldoe.org  
850.245.5060