

Just Read, Florida!

Presenters: Evan Lefsky and Ruth Jones

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Research-Based Reading Instruction Allocation

- Section 1011.62(a), F.S.
- The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12.
- \$111,800,000.00 statewide
- K-12 Comprehensive Reading Plan



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Use of Reading Allocation

- The provision of highly qualified reading coaches.
- Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas and with an emphasis on technical and informational text.
- The provision of summer reading camps for students who score at Level 1 on FCAT Reading.
- The provision of supplemental instructional materials that are grounded in scientifically based reading research.
- The provision of intensive interventions for middle and high school students reading below grade level.



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Progress Monitoring

- Section 1008.25(4)(a-b), F.S.
- Each student who does not meet specific levels of performance as determined by the district school board in reading for each grade level, or who scores below Level 3 in reading must be provided with additional diagnostic assessments to determine the nature of the student's difficulty.
- Provides for diagnostic and progress monitoring assessment of students at L1 and L2.



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Students Targeted for Progress Monitoring

- Students scoring at Level 1 and 2 on FCAT Reading in grades 4-12
- Students identified as having a reading deficiency in grades K-3
 - Determined by the individual school or district
- Districts have the option of administering assessments 3 or 4 times per year.



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Enrollment in a Reading Intervention Course

- Sections 1003.4156(5)(b) & 1003.428(2)(b-c), F.S.
- Section 1008.25(2b) & (4)(a-c), F.S.
- Provides for remediation of students at Levels 1 & 2
- For each year in which a student scores at Level 1 on FCAT Reading, the student must be enrolled in and complete an intensive reading course the following year.
- Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs.



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Courses Used for Reading Intervention for L1 Students

- Grades 6-8
 - 1000000 M/J INTENSIVE LANGUAGE ARTS
 - 1000010 M/J INTENSIVE READING
 - 1002180 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (MC)
 - 7810020 READING: 6-8
- Grades 9-12
 - 1000400 INTENSIVE LANGUAGE ARTS
 - 1000410 INTENSIVE READING
 - 7910100 READING: 9-12
 - 1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL
 - 7910400 LIFE SKILLS READING: 9-12



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Courses Used for Reading Intervention for L2 Students

- Any reading course listed on the previous slide
- Any course for which the teacher is highly qualified to teach reading or working towards that status



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Teacher Highly-Qualified Status

- All teachers who teach reading intervention courses (both reading or content-area)
- Used to show progress towards meeting No Child Left Behind requirement
- Certified or endorsed in reading
- Number of reading endorsement competencies met



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Data Base Documentation

- See the following web address:
- http://www.firn.edu/doe/eias/dataweb/student_0607.htm
- Contents include:
 - Formats
 - Elements
 - Appendixes
 - Edits



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Reading Intervention Component

- Who must receive intervention?
 - Students scoring levels 1 or 2 on FCAT Reading.
 - Students with reading deficiency as shown on a diagnostic assessment.
- Who must be reported?
 - Students listed above in grades 6-12.
 - (Currently investigating the need to include K-5.)
- When must the information be reported?
 - Surveys 2 (October), 3 (February) and 5 (End of Year)



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Reading Intervention Component, Cont.

- Student Course Schedule format
- New element: Reading Intervention Component
 - Y = Course is used to provide reading intervention.
 - N = Course is not used to provide reading intervention.
 - Z = Student is not in grades 6-12.



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Reading Intervention Component, Cont.

- Edits
 - Must be code Y, N or Z in surveys 2 and 3.
 - Must be Z in surveys 1 and 4.
 - Must be Z in all surveys for Grades PK-05.



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Student Progress

- New format: Student Assessment
- Who is to be reported?
 - KG-12 students targeted for reading intervention.
 - If test scores are not on Progress Monitoring and Reporting Network (PMRN).
- When should the information be reported?
 - Survey 2 (October), survey 3 (February) and survey 5 (End of Year).
 - Send only information not previously sent.



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Student Progress, cont.

- What is to be reported?
 - Use the test(s) listed in the district's K-12 Comprehensive Reading Plan.
 - Test name, publication year, date, subject content, form, level and score.
 - Submit up to two combinations of Test Score Type and Test Score.
 - Test Score must be numeric, right justified, leading zeros.
 - Valid Test Score Types are:
 - NC = Normal Curve Equivalent
 - SS = Scale Score



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Student Progress

- See Appendix I for Test Name codes.
- See Appendix L for Test Subject Content codes.



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Reading Endorsement Competencies

- Staff Data Base – Staff Demographic Information format
- New elements – Reading Endorsement, Competency 1-6
- Indicates the completion or non-completion of the competency.
- Codes Y, N and Z.
- Surveys 2 (October), 3 (February) and 5 (End of Year)



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Reading Endorsement Competencies, cont.

- Required for teachers providing reading intervention.
- Also report for Reading Coaches and others pursuing these credentials.



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Contact Persons

Just Read, Florida!

Evan Lefsky

(850) 245-9699, Suncom 205-9699

Evan.Lefsky@fldoe.org

Education Information Services

Nada Scott

(850) 245-0400, Suncom 205-0400

Nada.Stauffer@fldoe.org



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