

Bright Beginnings

Reading – Mathematics

Voluntary Prekindergarten – Grade 3

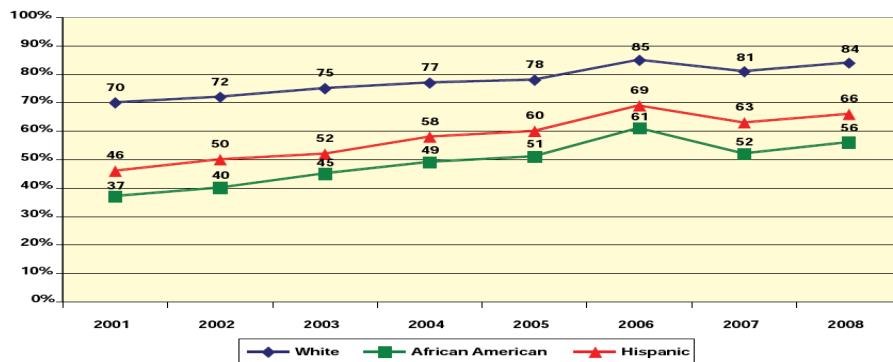
Through the work that began in 1999 with the implementation of key statewide initiatives that focused on early, high quality instruction and intervention, Florida has made substantial progress in meeting its goal that **all children should be performing at or above grade level in reading and mathematics by the end of third grade** on Florida’s Comprehensive Achievement Test (FCAT). Third-grade reading increased from 57-percent in 2001 to 72-percent in 2008 and mathematics from 52-percent to 76-percent.

PROBLEM

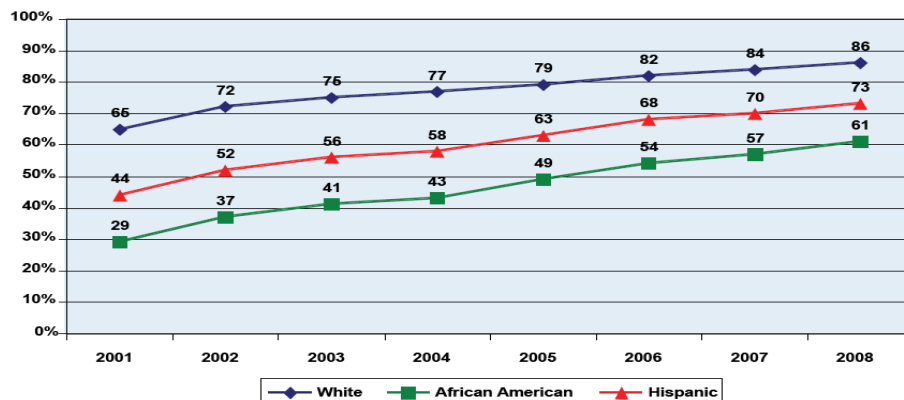
I. THE CHALLENGE REMAINS THAT TOO MANY THIRD-GRADE STUDENTS ARE STILL NOT PROFICIENT IN READING AND MATHEMATICS.

There are still 28% of our students not reading on grade level and 24% of students not performing mathematics at grade level. Forty-four percent of African American students and 34% of Hispanic students are not reading at grade level, 39% of African American students and 27% of Hispanic students are not performing at grade level in mathematics. Many of those who perform just at grade level are still very fragile, and will need continued support to remain at grade level as they move through the intermediate grades.

**FCAT Reading
Achievement Level 3 and Above
(On Grade Level and Above)
Grade 3**



**FCAT Mathematics
Achievement Level 3 and Above
(On Grade Level and Above)
Grade 3**

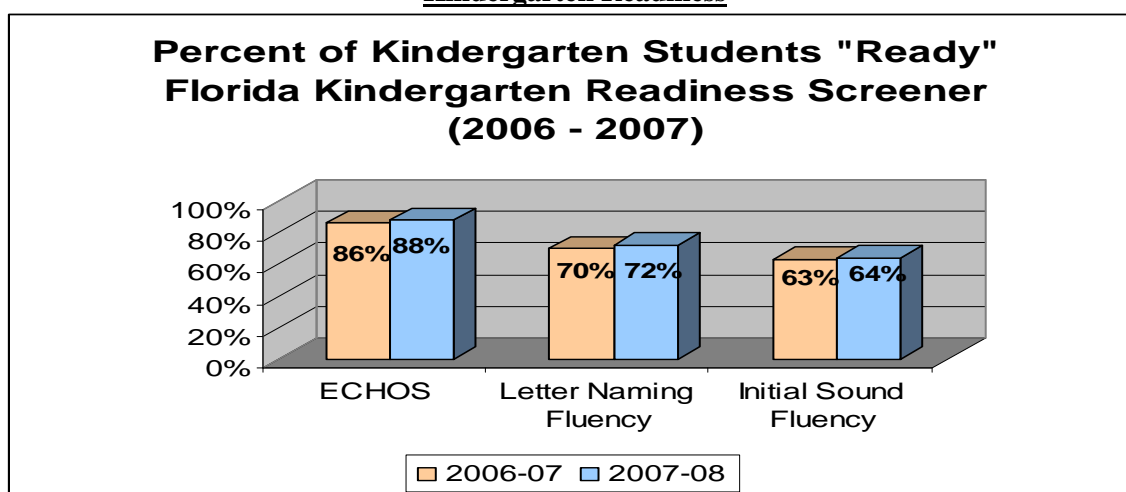


II. ALTHOUGH THE GAP HAS DECREASED, IT IS STILL UNACCEPTABLE.

Florida's Achievement Gap

	2001 (Percentage Points)	2008 (Percentage Points)	Percentage Change
Hispanic Third-Grade Reading Gap	24	18	-6
African American Third-Grade Reading Gap	33	28	-5
Hispanic Third-Grade Math Gap	22	13	-9
African American Third-Grade Math Gap	36	25	-11

Kindergarten Readiness



ECHOS=Early Childhood Observation System

The gap is evident when students enter kindergarten. Therefore, if Florida is to meet its goal of 100% proficiency in reading and mathematics by the end of third grade, it must be acknowledged that for some children, an achievement gap exists upon their entry to school.

III. THE COST

In the 2006-07 school year, 16,646 students were retained in third grade at an estimated cost to the state of nearly \$117 million (see chart below).

A. THIRD GRADE RETENTION DATA

Third Grade Retention Data and Approximate Cost to the State of Florida for an Extra Year of Third Grade

	Students Retained	Percent Retained	Approximate Cost to State
2006-2007	16,646	8.11%	\$ 116,555,292
2005-2006	14,158	6.9%	\$ 99,134,316
2004-2005	20,121	9.8%	\$ 140,887,242
2003-2004	20,644	10%	\$ 144,549,288
2002-2003	24,454	13%	\$ 171,226,908
Total	96,023		\$ 672,353,046

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A. THIRD GRADE RETENTION DATA (cont.)

These figures do not include the cost for additional interventions provided to students who score level 1 on the FCAT in grade 3 and are promoted to fourth grade with good cause. These additional 21,714 students add an approximate intervention cost of \$52 million.

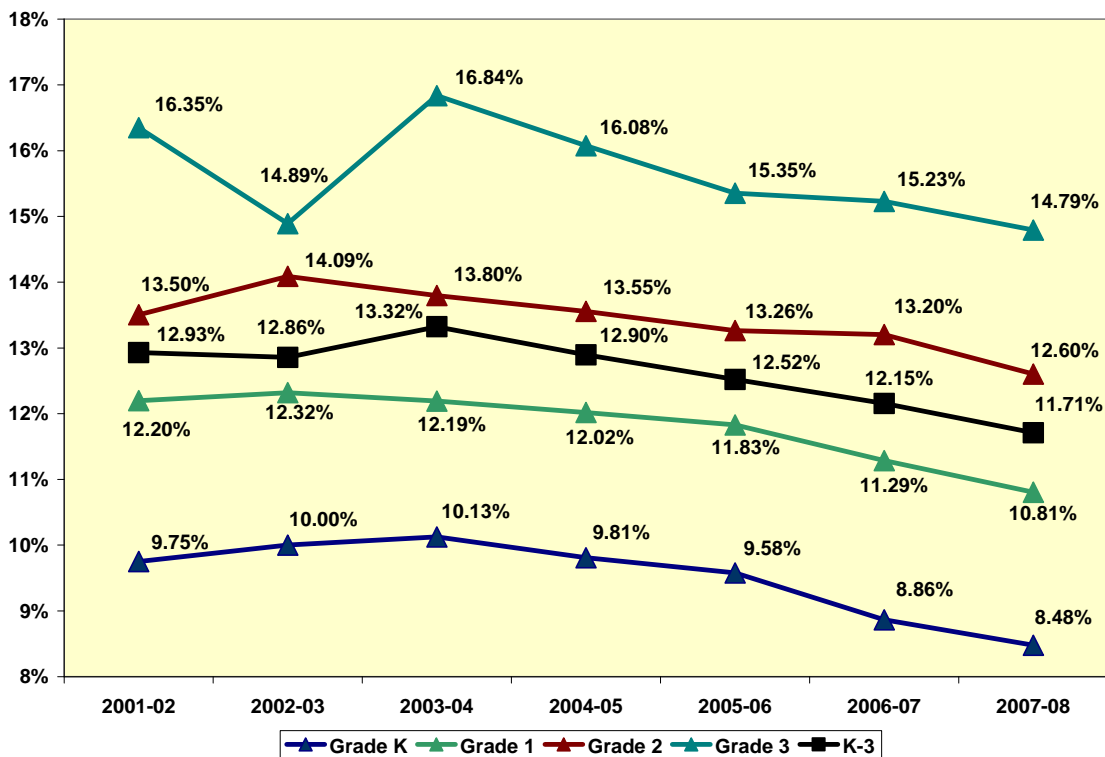
B. JUVENILE JUSTICE COST

Research indicates that children not participating in high quality early learning programs are five times more likely to engage in criminal behavior by the age of 27 (www.fightcrime.org). In addition, various studies on the cost-benefits of early childhood programs indicate cost savings that range from \$4 to \$17 for each dollar invested in high-quality prekindergarten programs.

Of the 32,304 inmates admitted into the Florida prison system in fiscal year 2004-05, approximately 70% were assessed as having less than functional literacy skills. [Alliance for Excellent Education (2003)]

C. EXCEPTIONAL STUDENT EDUCATION COST

Percent of Children in Grades K-3 Identified as Having Selected Disabilities*



Source: EIAS Membership Briefs and File 62.975 for October 2001 through October 2007

* Does not include students with sensory, physical, or medical disabilities or severe mental handicaps (visually impaired, deaf or hard of hearing, orthopedically impaired, traumatic brain injury, trainable and profoundly mentally handicapped, and hospital/homebound)

This trend data supports anecdotal evidence that research-based early interventions, such as Reading First, reduce the number of children in special education in the early grades, most notably in kindergarten. An average decline in selected kindergarten through third grade students receiving special education and related services of .4% per year would result in

C. EXCEPTIONAL STUDENT EDUCATION COST (cont.)

a decrease of an estimated 3,200 students. This reduction in special education services would represent a cost savings to the state of an estimated \$6,620,800.00 annually. This figure is based on an estimated per student allocation of \$2,069.00 (2008-09 guaranteed allocation of \$1,079,945,286.00 divided by 521,887 ESE students) and a reduction in special education enrollment of 3,200 students.

Research confirms that *early* interventions, rather than later interventions, are more effective in normalizing children's reading development and can reduce the incidence of poor reading to 2-6% of the country's population, rather than the current 38% of below basic fourth graders or the 17.5% of children with learning disabilities, 80% of which have reading disabilities (Fletcher & Lyon, 1998).

SOLUTION

To meet the goal of 100% literacy and numeracy, we must strengthen our foundational programs in reading and mathematics. That foundation must enable students to not only become proficient but exhibit strong mastery during their "first four years" of formal schooling, Voluntary Prekindergarten (VPK) through third grade.

- Florida's standards, instruction, and assessments must be more rigorous.
- Standards, instruction, and assessment must be better aligned.
- Data on each child's progress must be used by teachers to adjust/differentiate their instruction.
- Children must be provided effective interventions if they are not making adequate process so that their learning can be accelerated and thereby "catch-up" with their peers.
- Teachers must have information about each child's prior learning/accomplishments so that transitions from grade-to-grade occur smoothly.
- Acceleration must be for **ALL** students. Children who are performing above grade-level must be provided with enhanced instruction so that their rate of learning can continue.
- Activities to implement the above must take place at the parent, child, classroom, school, and district levels.
- Parents must be partners in this initiative and frequently informed of their child's progress.
- This must ensure the teacher can be more effective.

TIMELINE

What's ready (active/usable) this year? Next year? The year after? On the Web? Mandatory use?

- Phase I (2007-08)
 - Planning for Bright Beginnings Web Site
 - K-3 Reading Assessment Development
- Phase II (2008-09)
 - Bright Beginnings Web Site Live, including VPK-Grade 3:
 - Child Expectations/Standards in Reading and Mathematics
 - Instructional Resources and Tools for Teachers Organized by VPK-Grade 3 Standards with Links to Model Lesson Plans
 - Information and Resources for Parents Organized by VPK-Grade 3 Standards
 - Quarterly Updates to the above
 - K-3 Reading-Specific Principal Walkthrough Available Statewide
 - Content Classroom Observation Tool (PD3) Available Statewide
 - K-3 Reading Assessments Implementation Study and Handheld Pilot (20 schools)
 - Development of VPK Reading Assessments
 - Planning for Development of VPK-3 Math Assessments
 - Development and quarterly release of model lessons (VPK in all areas; K-3 in Math)
 - Development and Release of VPK-Grade 3 Passport to Success (Parent Tool)

TIMELINE (cont).

- Phase III (2009-10)
 - Bright Beginnings Web Site Enhancements, including:
 - Pilot Online Reporting Network for VPK Reading and Math Assessments
 - Quarterly Updates to Instructional Resources and Tools for Teachers and Information and Resources for Parents
 - K-3 Reading Assessments and Handheld Software Available Statewide
 - VPK Reading Assessments Implementation Study
 - VPK-Grade 3 Math Assessments Development

- Phase IV (2010-11)
 - Bright Beginnings Web Site Enhancements, including:
 - On-line Reporting System for VPK Reading Assessments Available Statewide
 - Quarterly Updates to Instructional Resources and Tools for Teachers and Information and Resources for Parents
 - VPK Reading Assessments Available Statewide
 - VPK-Grade 3 Mathematics Assessments Implementation Study

- Phase V (2011-12)
 - VPK-Grade3 Math Assessments Available Statewide
 - Online Reporting System for VPK Math Assessments Available Statewide

Comparison of previous solution to current initiative (what's the improvement?)

Topic	Old Strategy	New Strategy
Reading Standards	<ul style="list-style-type: none"> • Didn't align across grades 	<ul style="list-style-type: none"> • Aligns VPK-Grade 3
Math Standards	<ul style="list-style-type: none"> • Many concepts per grade, requiring little depth in understanding per concept 	<ul style="list-style-type: none"> • Fewer concepts emphasizing mastery aligned to world class standards
Reading Assessments	<ul style="list-style-type: none"> • Limited to narrow progress monitoring assessments focused at the word-level • Not linked to an outcome assessment 	<ul style="list-style-type: none"> • In-depth comprehensive reading assessment system including assessment of vocabulary and comprehension • Linked to SAT-10 or FCAT and predicts performance on these measures
Math Assessments	<ul style="list-style-type: none"> • None available in VPK-Grade 2 	<ul style="list-style-type: none"> • Progress Monitoring assessments for VPK-Grade 2

Comparison of previous solution to current initiative (what’s the improvement?) (cont.)

Topic	Old Strategy	New Strategy
Reading Instruction	<ul style="list-style-type: none"> • Independent strategies presented without a connection to assessment results • Many instructional resource tools operating • Provided professional development on solid research-based strategies without a connection to specific diagnostic assessments independently • General walkthrough tool not specific to reading 	<ul style="list-style-type: none"> • All instructional strategies are directly linked to actual assessment results provided to individual teachers • One stop for all instructional resources • Go “beyond the basics” to core instruction to strong interventions based on diagnostic assessments (prevent flatlining scores caused by a lack of intensive interventions) • Reading-specific tool created to increase capacity of leadership to evaluate the fidelity/quality of implementation
Topic	Old Strategy	New Strategy
Math Instruction	<ul style="list-style-type: none"> • Less comprehensive • Focus on numbers • No model lesson plans • No support for leadership 	<ul style="list-style-type: none"> • In-depth instruction on comprehensive strategies • Focus on standards-based education that includes numbers, geometry, place value, and problem solving. • Model lesson plans • The STEM/PROMiSE – Federally funded professional development specific tool to build capacity of leadership to evaluate the fidelity of implementation •
Parent Resources	<ul style="list-style-type: none"> • Parent resources developed independently 	<ul style="list-style-type: none"> • Parent resources linked and development coordinated
Delivery		<ul style="list-style-type: none"> • Variety, Web-based, Just in time