

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

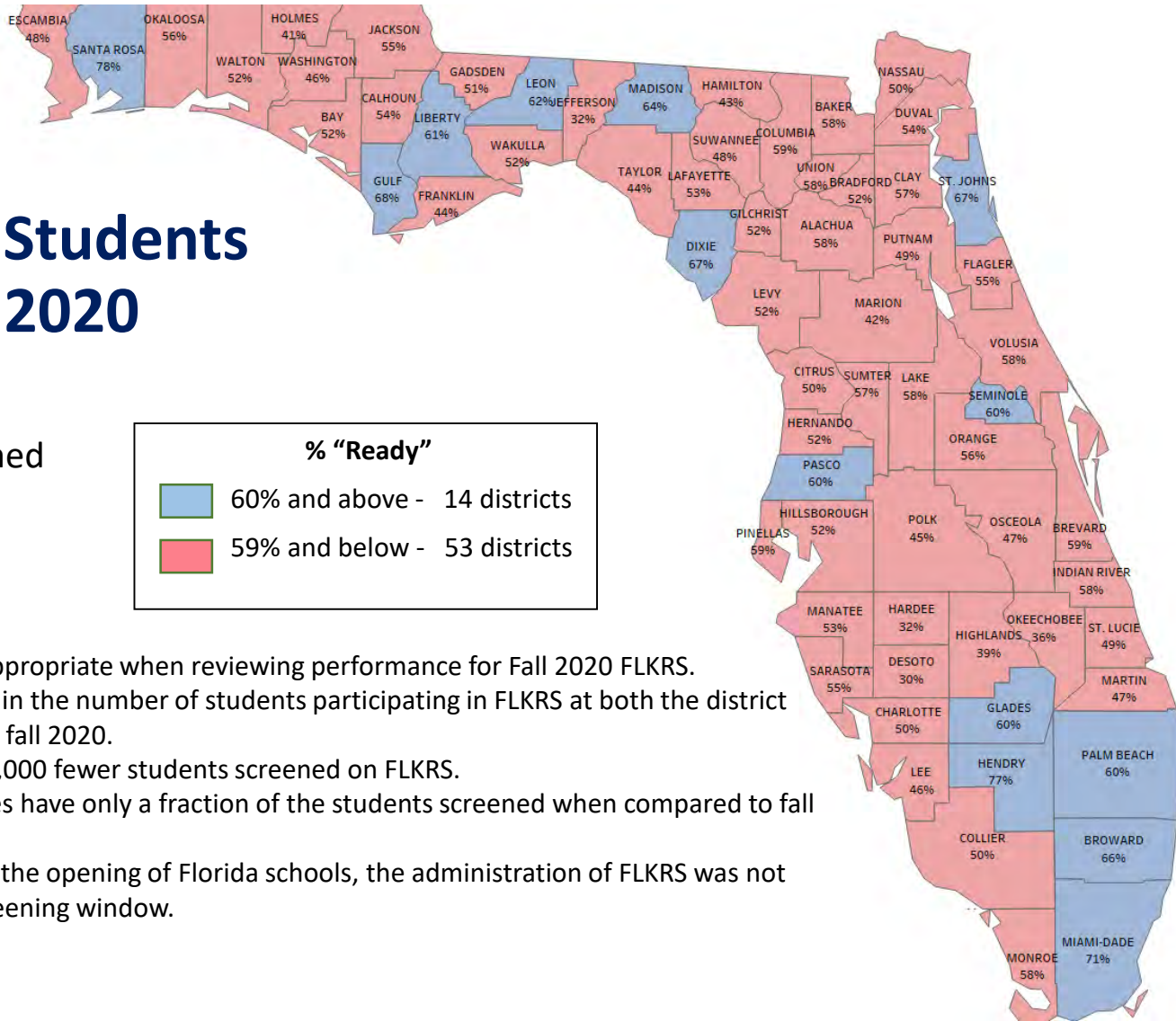
Cari Miller, Vice Chancellor for Literacy Achievement

May 13, 2021



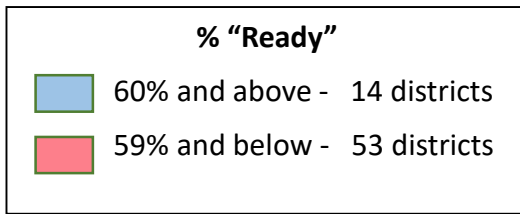
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# Kindergarten Students "Ready"- Fall 2020

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.*

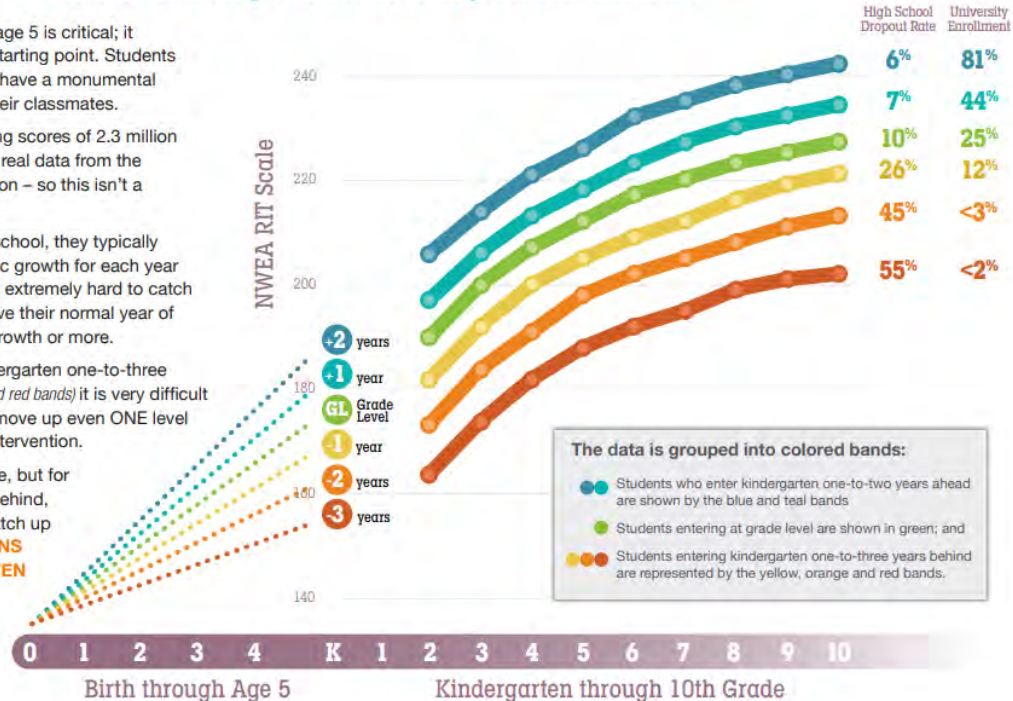
A child's learning from birth to age 5 is critical; it determines their kindergarten starting point. Students who enter kindergarten behind have a monumental undertaking to catch up with their classmates.

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!**



# Florida Third Grade Reading Data and Trends



**ONLY 58% OF FLORIDA 3<sup>RD</sup> 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.**

4

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

6

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.

8

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.

# 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

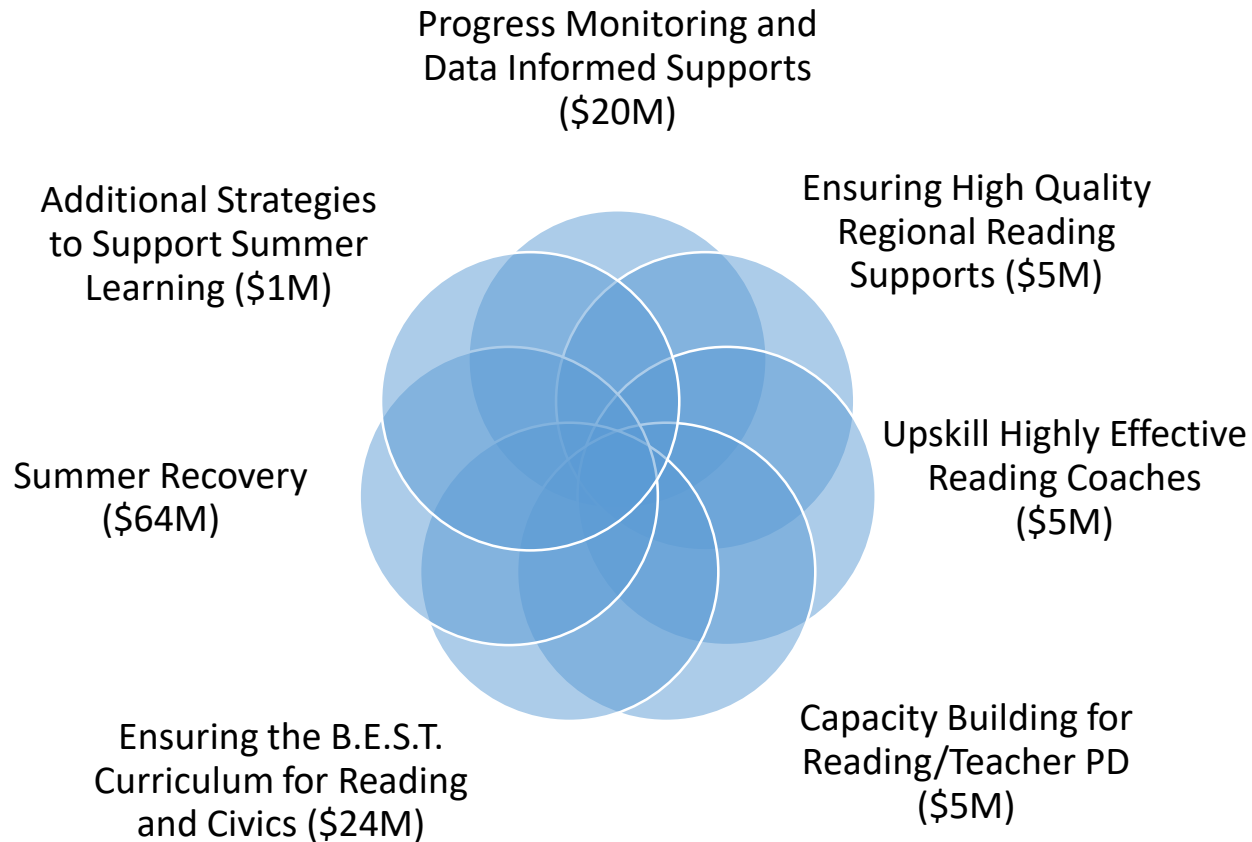
Strengthening instructional materials ensuring materials are standards-aligned, backed by scientific research, content-rich, and evidence-based

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





# STATE REGIONAL Literacy Directors

REGION  
1

*Jessica McMillan*  
jmcmillan@ecsdfl.us  
Escambia, Santa Rosa, Okaloosa

REGION  
2

*Paula Ellis*  
paula.ellis@wcsd.schools.com  
Bay, Holmes, Walton, Washington

REGION  
3

*Miranda Blount*  
mirandablountsrld@gmail.com  
Calhoun, Gadsden, Gulf, Jackson, Liberty

REGION  
4

*Kris Bray*  
kris.bray@paec.org  
Franklin, Jefferson, Leon, Madison, Taylor, Wakulla

REGION  
5

*Lindsay Harrison*  
harrisonl@nefec.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  
*Tamra Thatcher*  
thatcher.tamra@Brevardschools.org  
Brevard, Lake, Orange, Seminole, Volusia

REGION  
9

*Jacqueline Carey*  
careyja@pcsb.org  
*Paige Michael*  
michaelp@pcsb.org  
Hernando, Pasco, Pinellas, Citrus, Sumter

REGION  
10

*Mary Garced*  
mary.garced@hcps.net  
*Melissa Alonso-Toston*  
mellissa.alonso@hcps.net  
Hillsborough, Polk

REGION  
11

*Diane Onorato*  
onoratod@hendry-schools.net  
DeSoto, Glades, Hardee, Hendry, Highlands,  
Okeechobee, Lee

REGION  
12

*Allison Nichols*  
nicholsa@manateeschools.net  
Manatee, Sarasota, Charlotte

REGION  
13

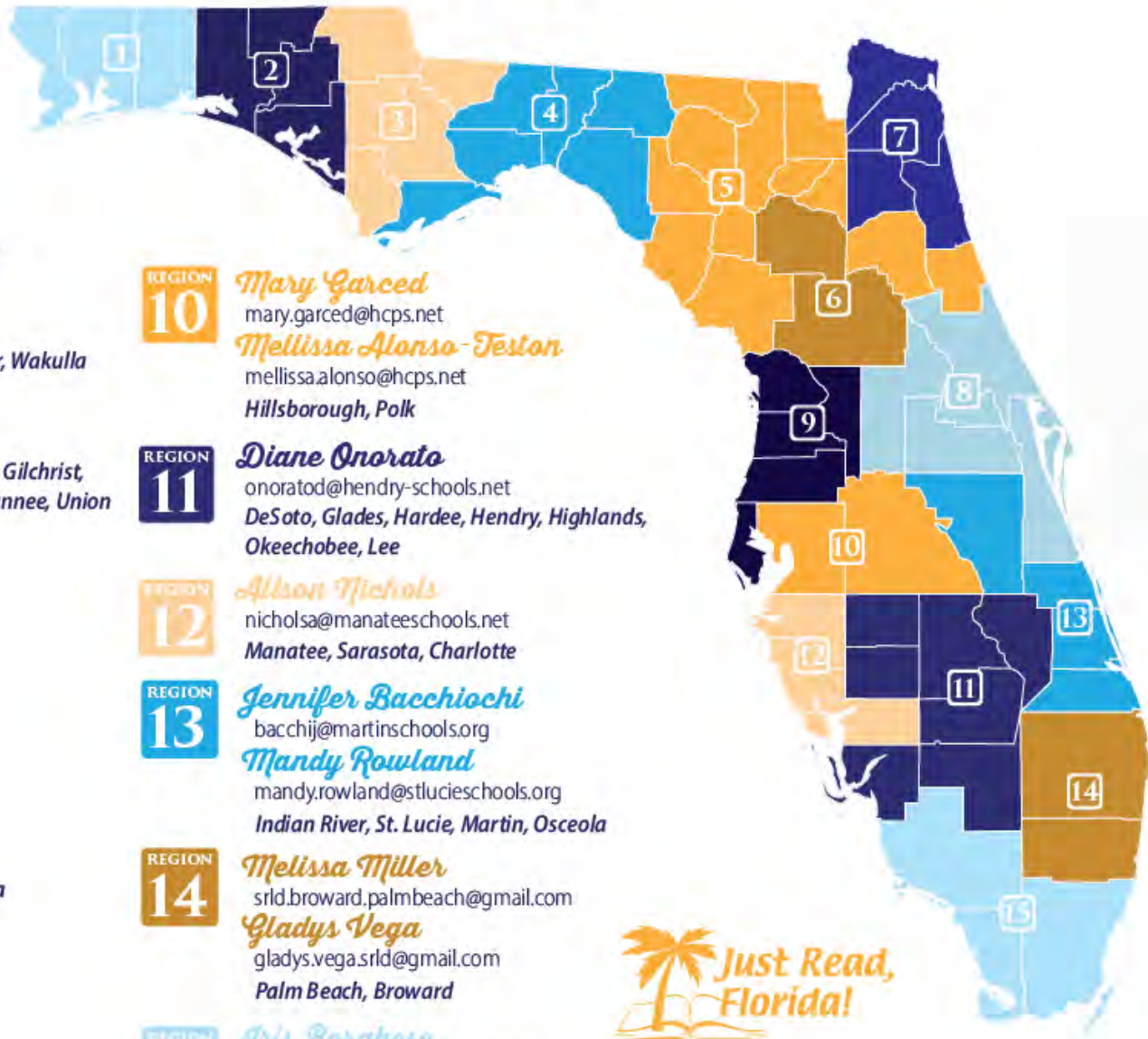
*Jennifer Bacchiochi*  
bacchij@martinschools.org  
*Mandy Rowland*  
mandy.rowland@stlucieschools.org  
Indian River, St. Lucie, Martin, Osceola

REGION  
14

*Melissa Miller*  
srl.d.broward.palmbeach@gmail.com  
*Gladys Vega*  
gladys.vega.srl.d@gmail.com  
Palm Beach, Broward

REGION  
15

*Iris Borghese*  
borghesejustreadflorida@gmail.com  
Collier, Monroe, Dade



## 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

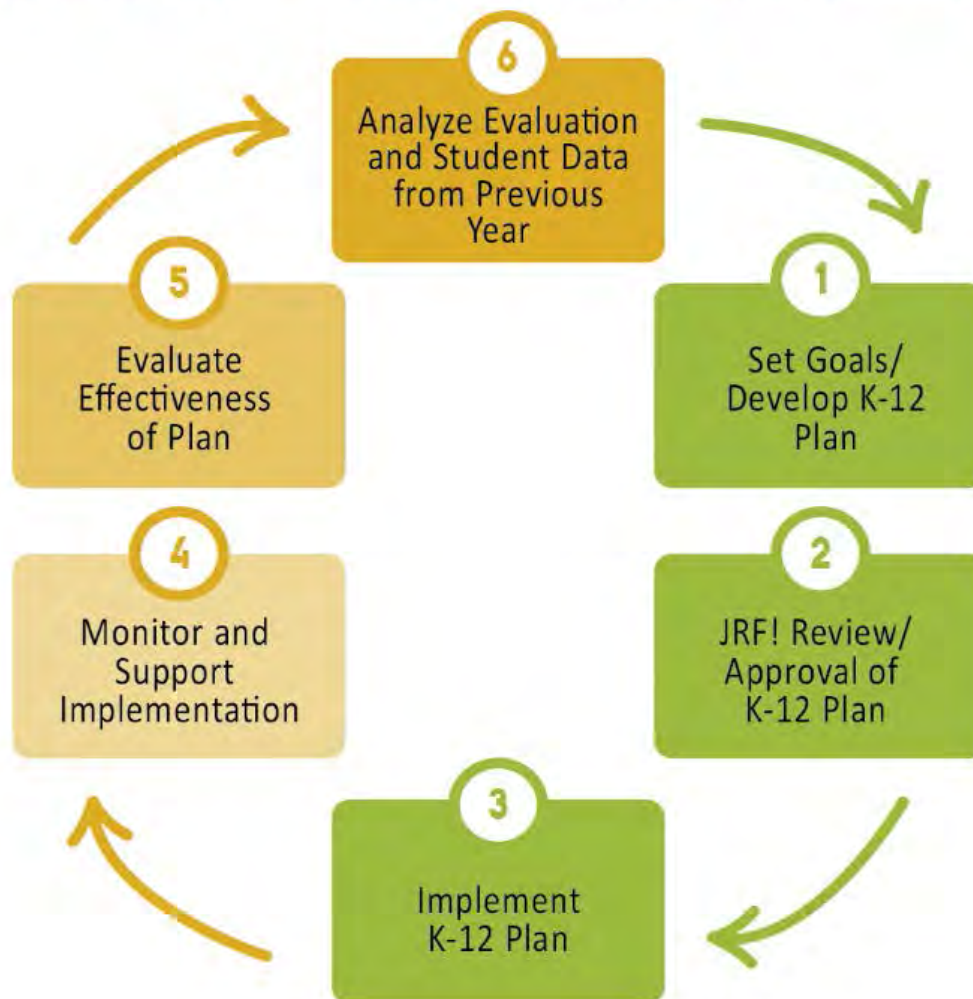
# K-12 Comprehensive Evidence-based Reading Plans

**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 CLOSSES THE GAPS FOR STEPS 4, 5 AND 6 (YELLOW SHADED BOXES) BELOW.





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# 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.

**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.

## 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.

## 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 18<sup>th</sup>
- **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 29<sup>th</sup> – Thursday, July 1<sup>st</sup>  
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.

## EduData Portal (<https://edudata.fldoe.org/>)

### ***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 3<sup>rd</sup> grade only
- Select district/school. Click on the letter grade. Then you will get a pop up with the components. The 3<sup>rd</sup> 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

# 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.



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# QUESTIONS?

**Cari Miller**

Vice Chancellor for Literacy Achievement

325 West Gaines Street | Tallahassee, FL 32399

[Cari.Miller2@fldoe.org](mailto:Cari.Miller2@fldoe.org)

850.245.0985

# www.FLDOE.org



[www.FLDOE.org](http://www.FLDOE.org)