



Literacy Policy and Practice to Improve Student Outcomes

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Vice Chancellor for Literacy Achievement

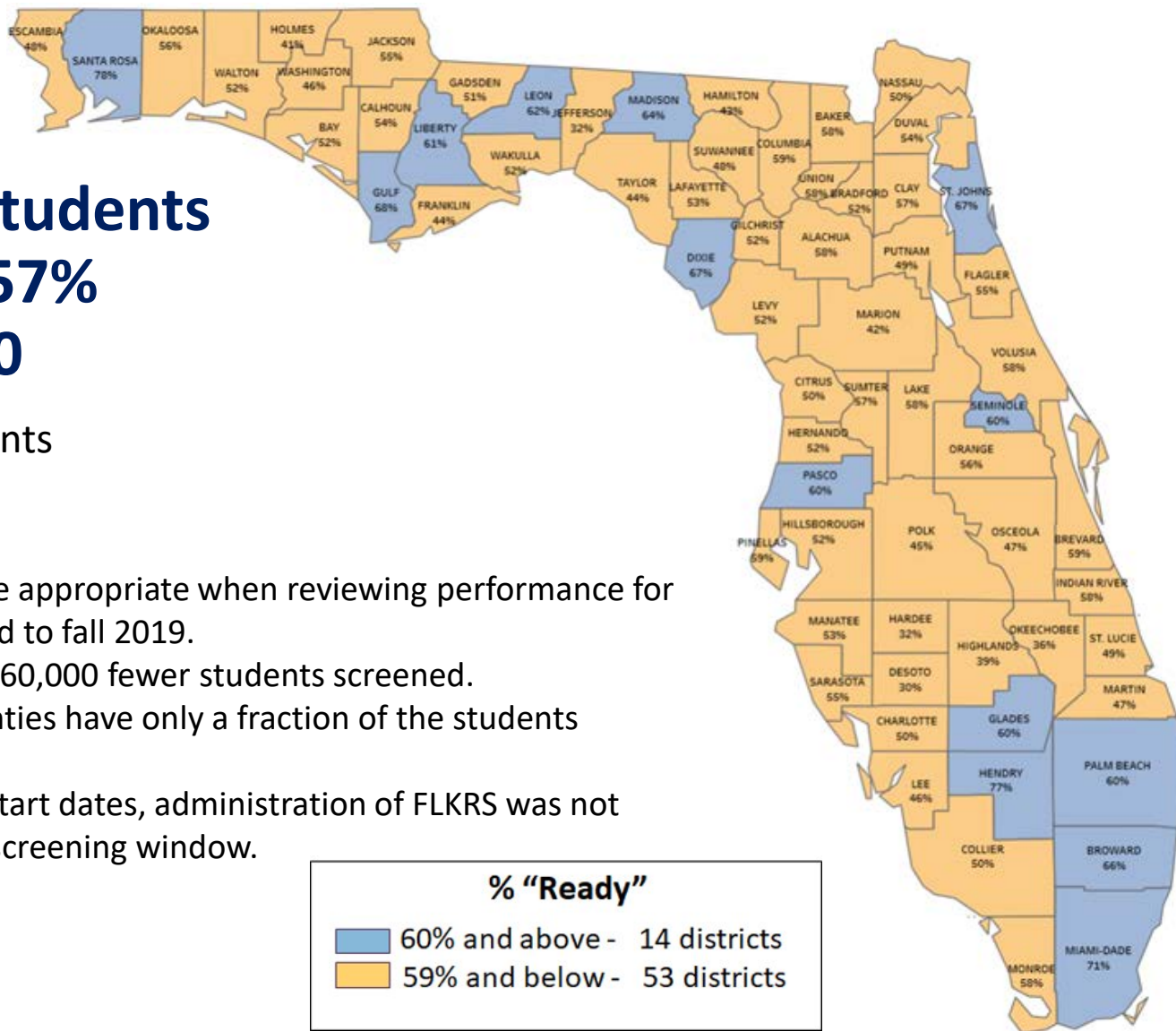


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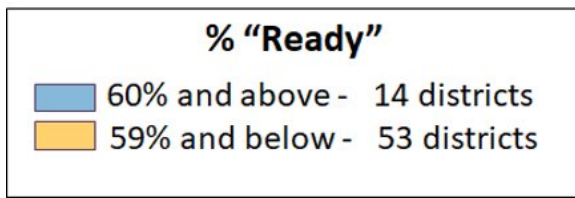
Kindergarten Students “Ready” = 57% Fall 2020

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.



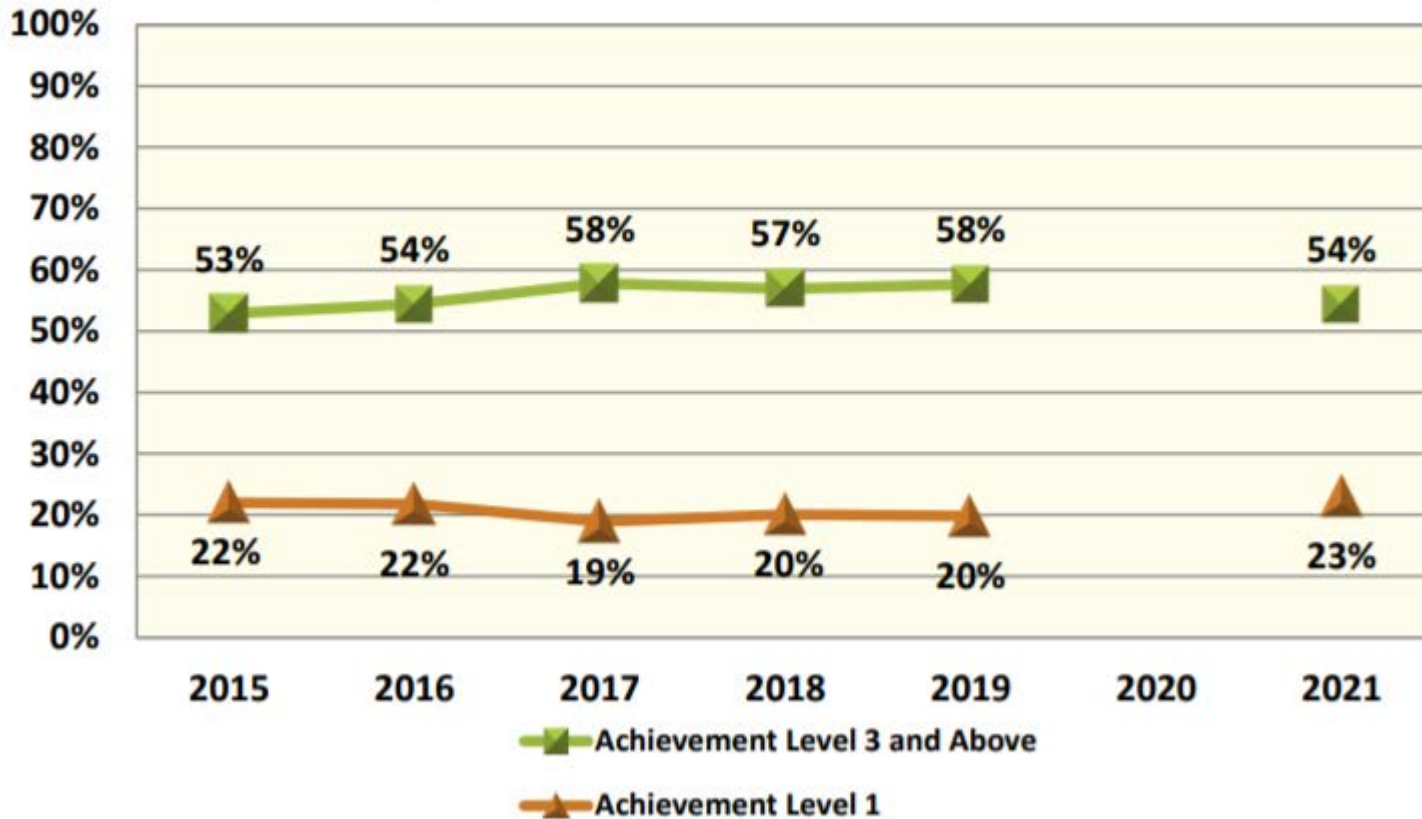
Readiness of Incoming Kindergarten Students Statewide - Fall 2020

Category	Total Students	Total Students "Ready"	Percent "Ready"
All Public School Students	133,632	76,098	57%
All VPK Participants	102,555	64,834	63%
VPK Non-Completers	53,184	31,605	59%
Non-VPK Participants	40,398	18,203	45%
SR & VPK Participants	8,677	4,320	50%
VPK Completers	49,371	33,229	67%

Source: 2019*-20 VPK Readiness Rate match files and 2020 FLKRS final data files.

Florida Third Grade Reading Data and Trends

By Achievement Level, All Schools



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

VPK Emergent Literacy Training/Readiness Rates



1

VPK Emergent
Literacy
Training

- 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



2

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

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REGION
2

Paula Ellis

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Bay, Holmes, Walton, Washington

REGION
3

Miranda Blount

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Calhoun, Gadsden, Gulf, Jackson, Liberty

REGION
4

Kris Bray

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Franklin, Jefferson, Leon, Madison, Taylor, Wakulla

REGION
5

Lindsay Harrison

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Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Hamilton, Lafayette, Levy, Putnam, Suwannee, Union

REGION
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Teresa Rizzo

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Alachua, Marion

REGION
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Duval, Nassau, Clay, St. Johns

REGION
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Brevard, Lake, Orange, Seminole, Volusia

REGION
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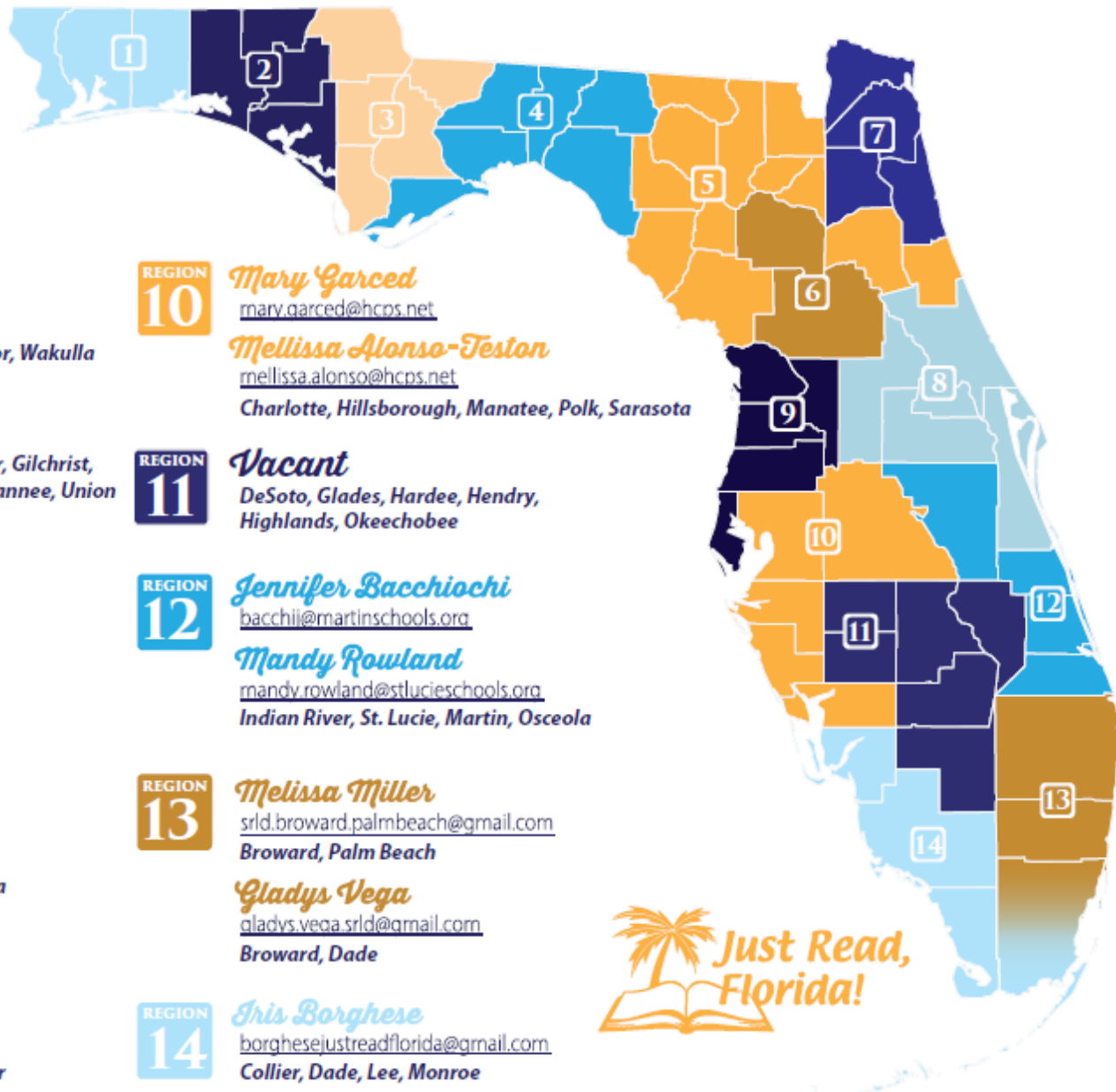
Jacqueline Carey

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Paige Michael

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Hernando, Pasco, Pinellas, Citrus, Sumter



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Charlotte, Hillsborough, Manatee, Polk, Sarasota

REGION
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Vacant

DeSoto, Glades, Hardee, Hendry, Highlands, Okeechobee

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Melissa Miller

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Gladys Vega

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Broward, Dade

REGION
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Iris Borghese

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Collier, Dade, Lee, Monroe



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



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



5

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



Florida's

FORMULA FOR SUCCESS

$$6 + 4 + T1 + T2 + T3$$

6

COMPONENTS

Oral Language Development
Phonological Awareness
Phonics
Fluency
Vocabulary
Comprehension

4

TYPES OF ASSESSMENTS

Screening
Progress Monitoring
Diagnostic
Summative

T1

CORE

Explicit and Systematic
Scaffolded
Differentiated
Content-Rich
Write in response to reading

T2

INTERVENTION

Explicit and Systematic
Small Group targeted instruction
Multiple opportunities to practice targeted skill(s)/feedback
Occurs in addition to Tier 1

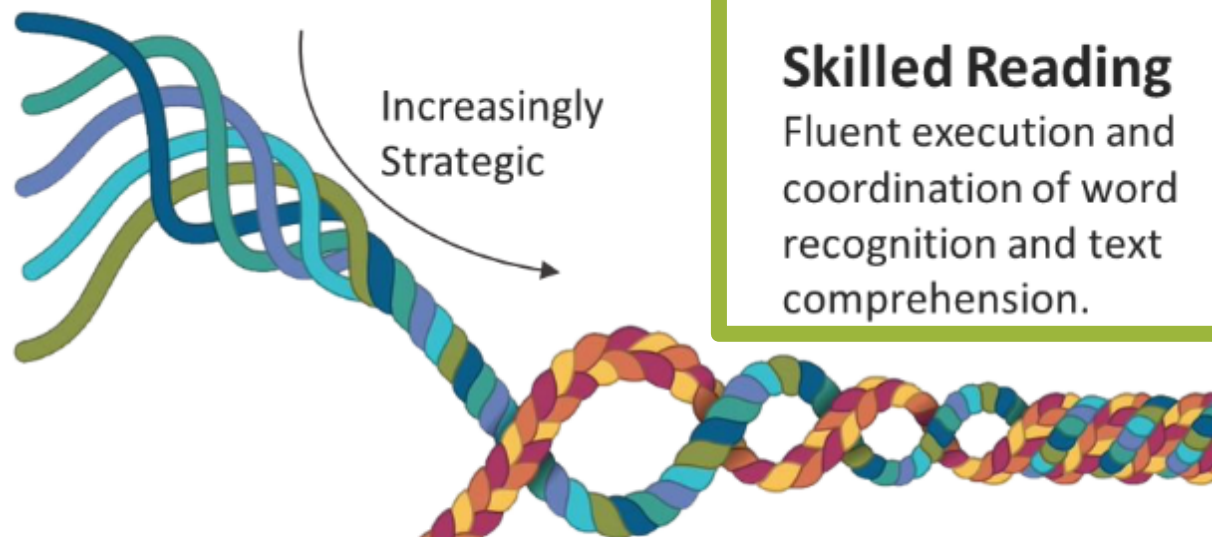
T3

INTENSIVE INTERVENTION

Explicit and Systematic
Small Group and/or one-one instruction
More guided practice
Immediate corrective feedback
Frequent progress monitoring
Occurs in addition to Tier 1 and Tier 2

Language Comprehension

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



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

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



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

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

Reading Endorsement



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





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QUESTIONS?

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