

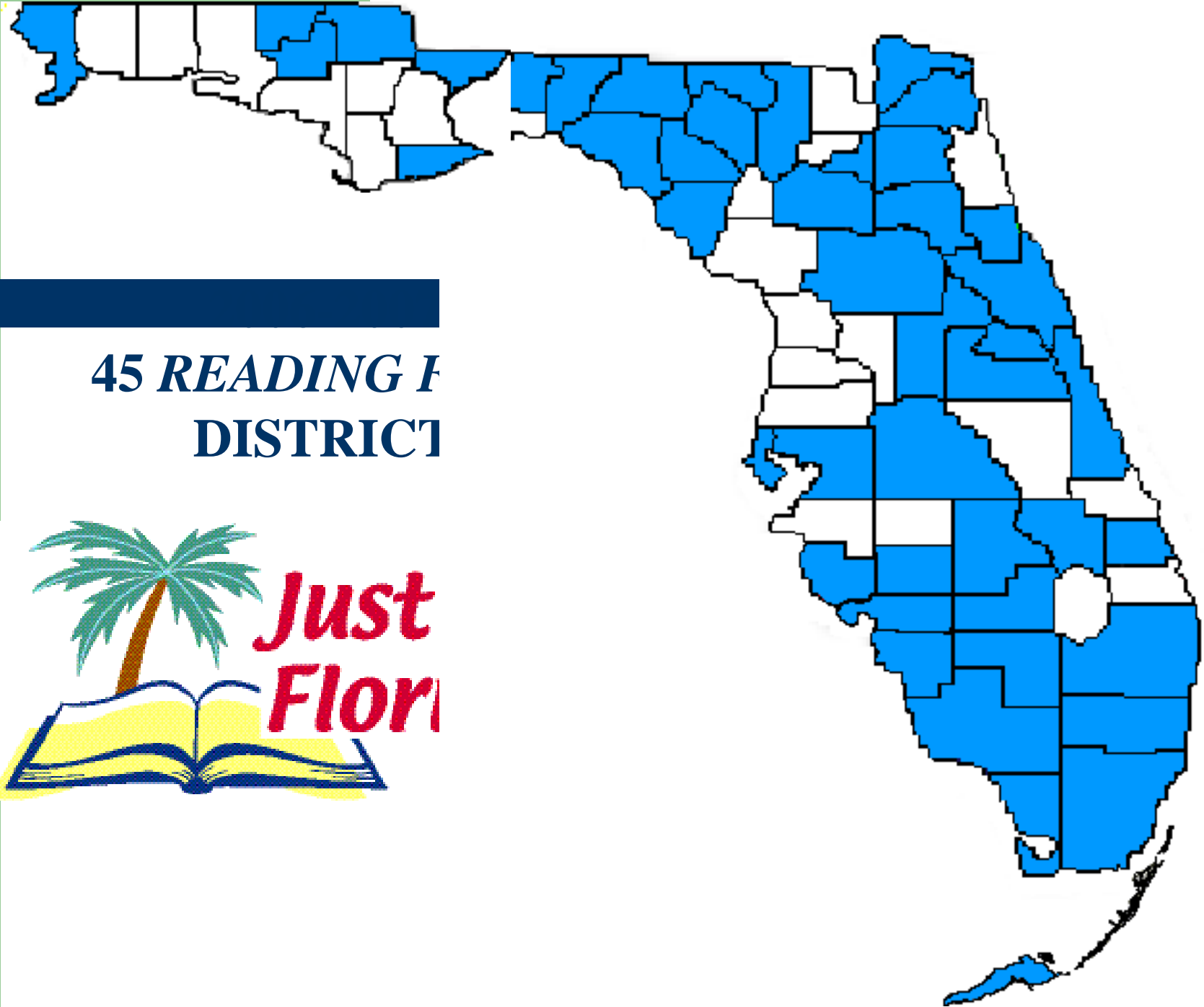


***Reading First***



## *Reading First* in Florida

- Florida was awarded \$300 million over a six year period!
- 2006-2007 Florida will serve 45 districts and 584 schools in the *Reading First* Grant.
- Impacting approximately 16,000 teachers and 222,000 students.



**45 READING F  
DISTRICT**





# *Reading First* Grants to Districts

***Reading First* grants provide resources to districts to improve reading instruction and achievement by providing funding to:**

- *hire reading coaches to serve as a stable resource for professional development, progress monitoring, and student data analysis*
- *On-going professional development*
- *Assessment system (screening, progress monitoring, diagnostic, and outcome measure)*
- *improve classroom libraries for grades K-3*

# Reading Priorities

**5** + **3** + **ii** + **iii**

<b>5 Major Components</b>	<b>3 Types of Classroom Assessments</b>	<b>Initial Instruction</b>	<b>Immediate, Intensive Intervention</b>
Phonemic Awareness	Screening	Explicit	Flexible grouping
Phonics	Progress Monitoring	Systematic	Accommodations
Fluency	Diagnosis	Scaffolded	
Vocabulary		Differentiated	
Comprehension		Print-rich	

# *Reading First* Components

- 90 minute uninterrupted reading block
- Immediate Intensive intervention (iii)
- Assessment System required to drive instruction
  - Screening
  - Progress Monitoring
  - Diagnostic
  - Outcome Measure

# 90 Minute Reading Block

- **Characteristics:**

- **90 minutes of uninterrupted reading instruction**

- Whole group initial instruction implementing the CCRP
- Differentiated instruction driven by assessment data
- Immediate Intensive Intervention driven by assessment data

# Initial Instruction

- ***20-45 minutes of initial whole group instruction using the CCRP***

- *Exposes all children to grade level material. A common text creates opportunities for think alouds and teacher modeling of appropriate strategies.*
- *Instructional strategies appropriate for whole group instruction include: interactive read aloud, shared reading and explicit, systematic phonics and word study instruction.*

# Differentiated Instruction

- *The CCRP connects meaningfully to differentiated instruction*
- *Student placement in groups is flexible and different curricula may be in use to instruct these different groups.*
- *Active student engagement in a variety of reading-based activities, which connect to the five essential components of reading*

# Immediate Intensive Intervention

- *Students continuing to show a deficit according to progress monitoring need to be given a diagnostic assessment to determine the specifics about the deficit*
- *Teacher provides immediate intensive intervention driven by the progress monitoring/diagnostic assessment*
- *Smaller group size*
- *More time*

## The most important *Reading First* goals:

- Increase the percentage of students reading “at grade level” each year at each grade level from kindergarten through third grade
- Decrease the percentage of students with serious reading difficulties each year at each grade level

## The most important *Reading First* goals:

- **Overall student performance should increase each year due to two factors:**
  - In each successive year, many of the students will have had the advantage of previous RF instruction
  - Each year, instruction at each grade level, and school-level systems as a whole, should be stronger

**How are *Reading First* Schools in Florida doing in meeting these goals?**



# Outcome data from *Reading First Schools* in Florida: 2005-2006

- **Three Groups of Schools:**

- Cohort 1 - 3 years of data – 315 schools, 30,000 students per grade
- Cohort 2 - 2 years of data - 69 schools, 6,500 students per grade
- Cohort 3 - 1 year of data - 200 schools, 19,000 students per grade

# Cohort 1- 3 years of implementation

*(compared first year to third year)*

## Determining grade level performance

- Kindergarten-DIBELS data (no outcome measure)
- Grade 1 and 2- standard for grade level performance is 40th percentile or above on the SAT10 measure of reading comprehension.
- Grade 3-the standard used is performance at Level 3 or above on the FCAT reading test.

## Determining students with serious reading difficulties

- Kindergarten-DIBELS data (no outcome measure)
- Grade 1 and 2- students at high risk were those who scored below the 20th percentile on the SAT10
- Grade 3- students at high risk were those who scored at Level 1 on the FCAT.

# Cohort 2- 2 years of implementation

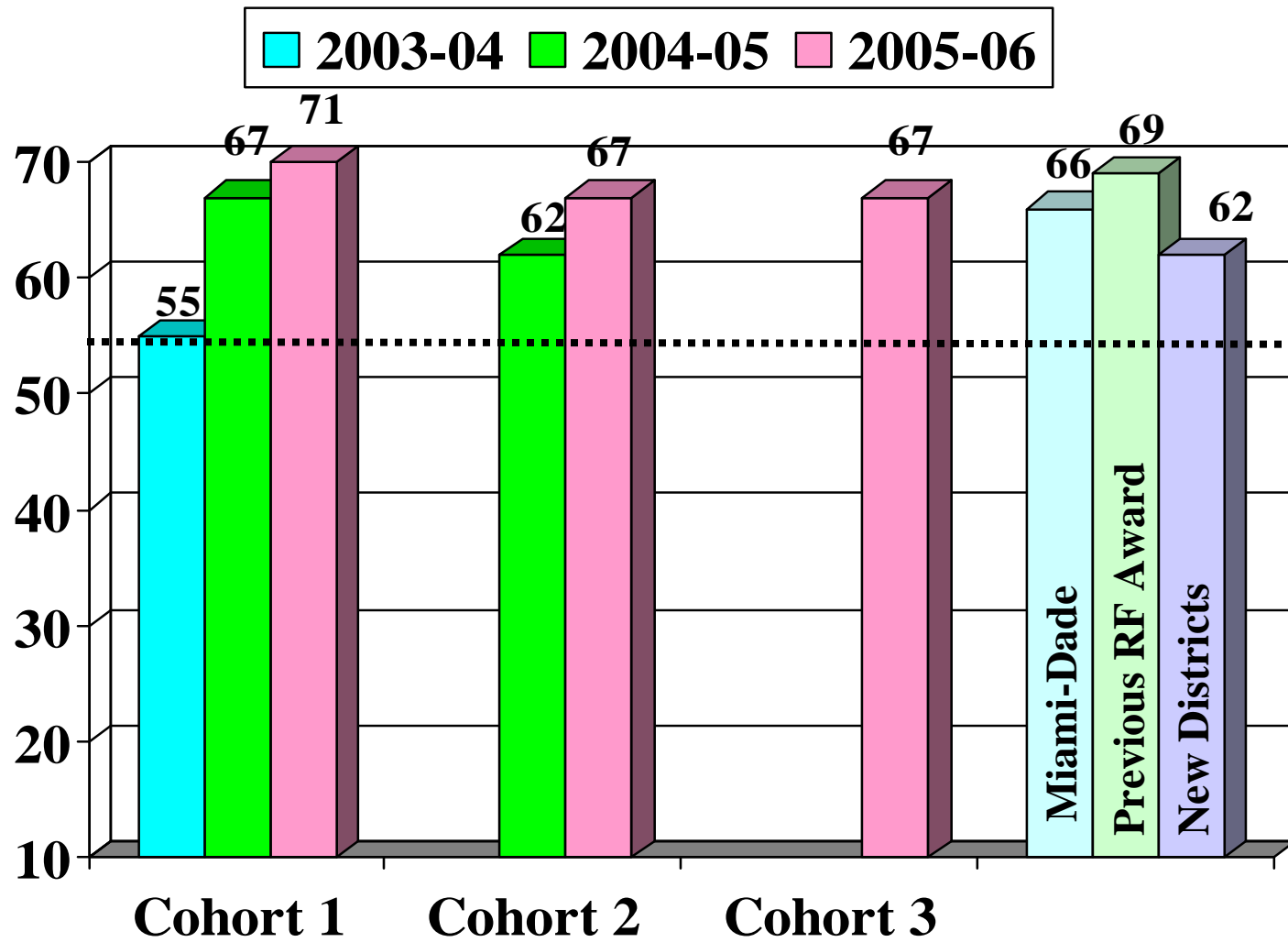
*(compared first year to second year)*

## Determining grade level performance

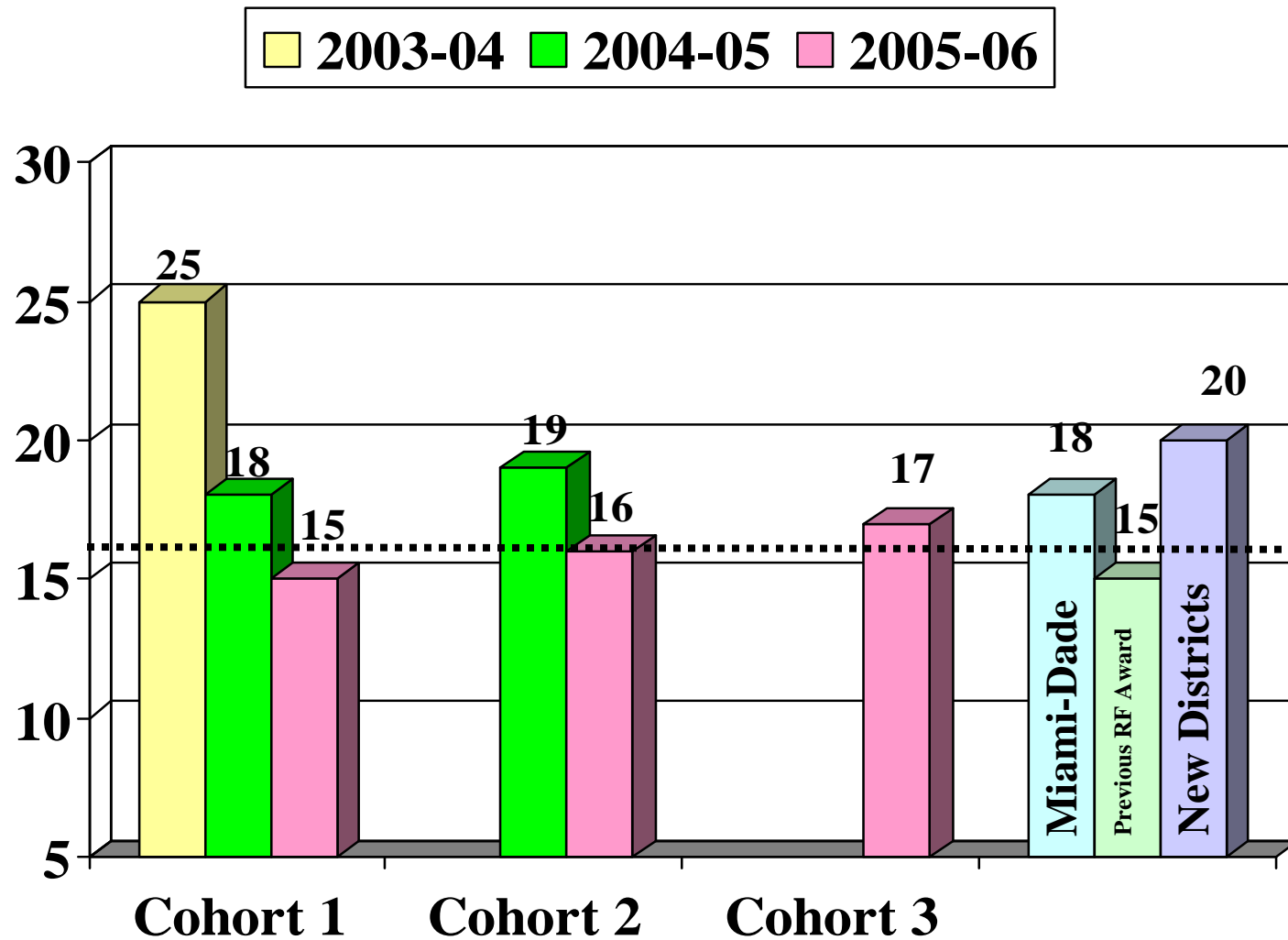
- o Kindergarten-DIBELS data (no outcome measure)
- o Grade 1 and 2- standard for grade level performance is 40th percentile or above on the SAT10 measure of reading comprehension.
- o Grade 3-the standard used is performance at Level 3 or above on the FCAT reading test.

## Determining students with serious reading difficulties

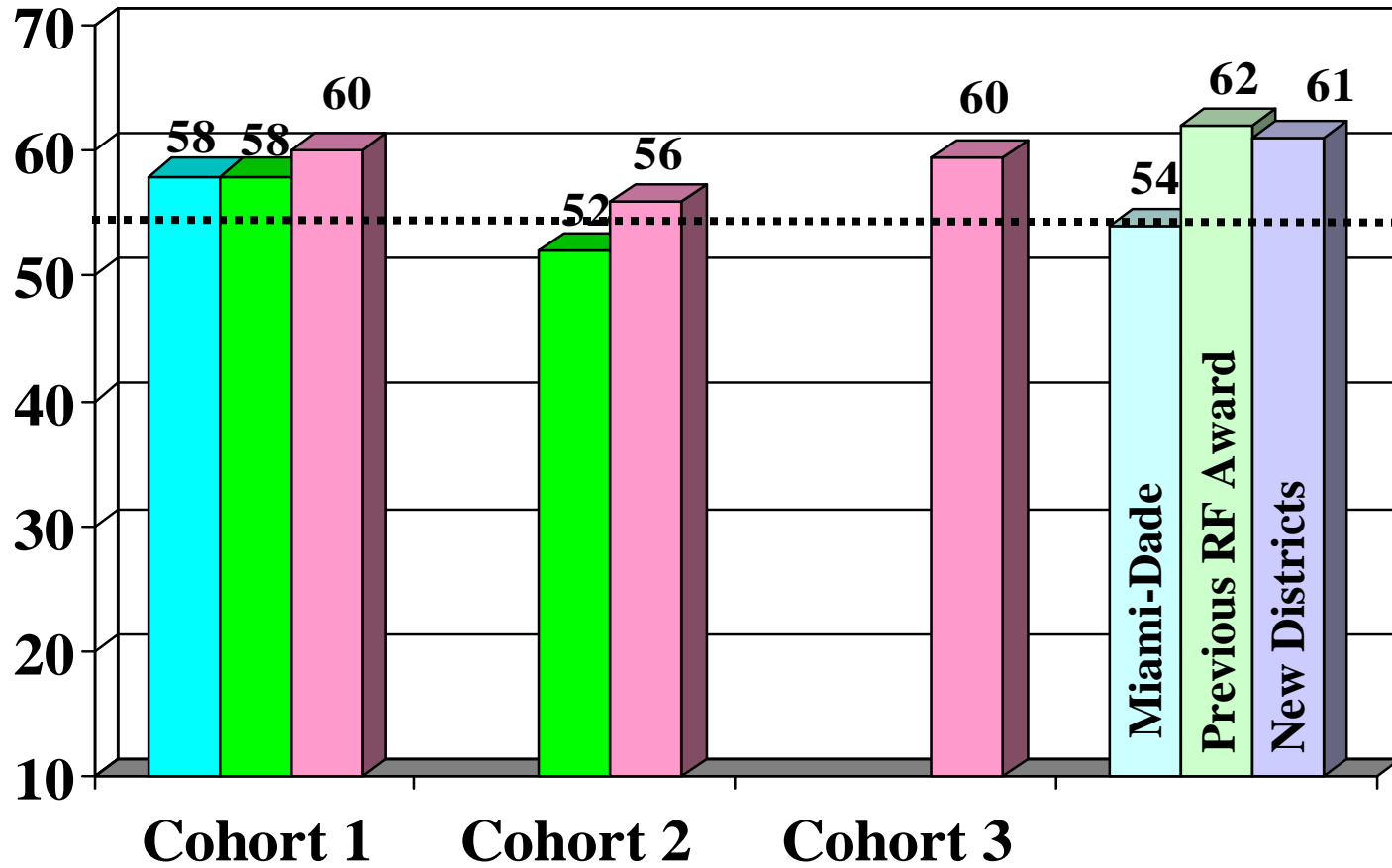
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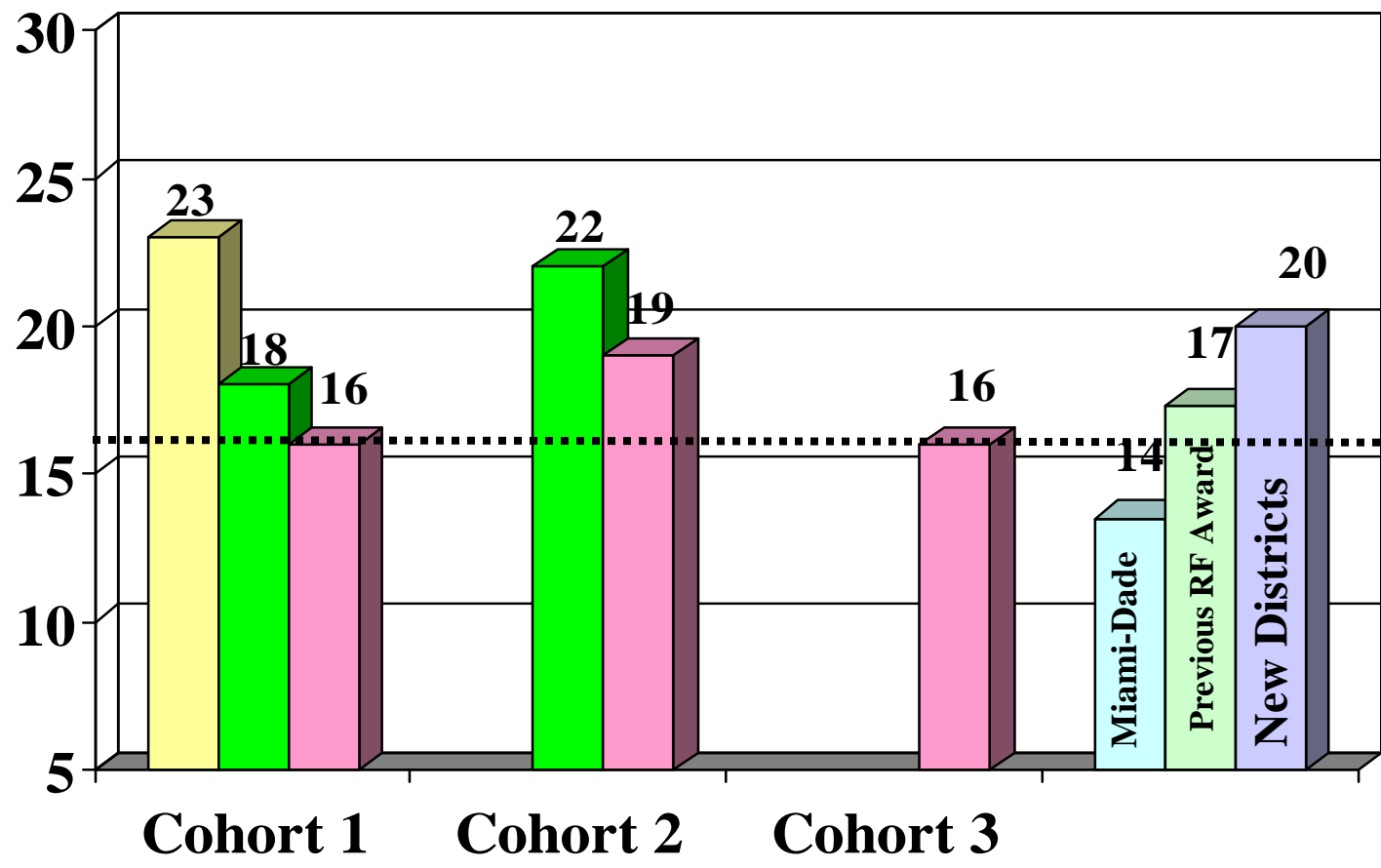
Kindergarten % of students finishing the year at “grade level” based on DIBELS measures



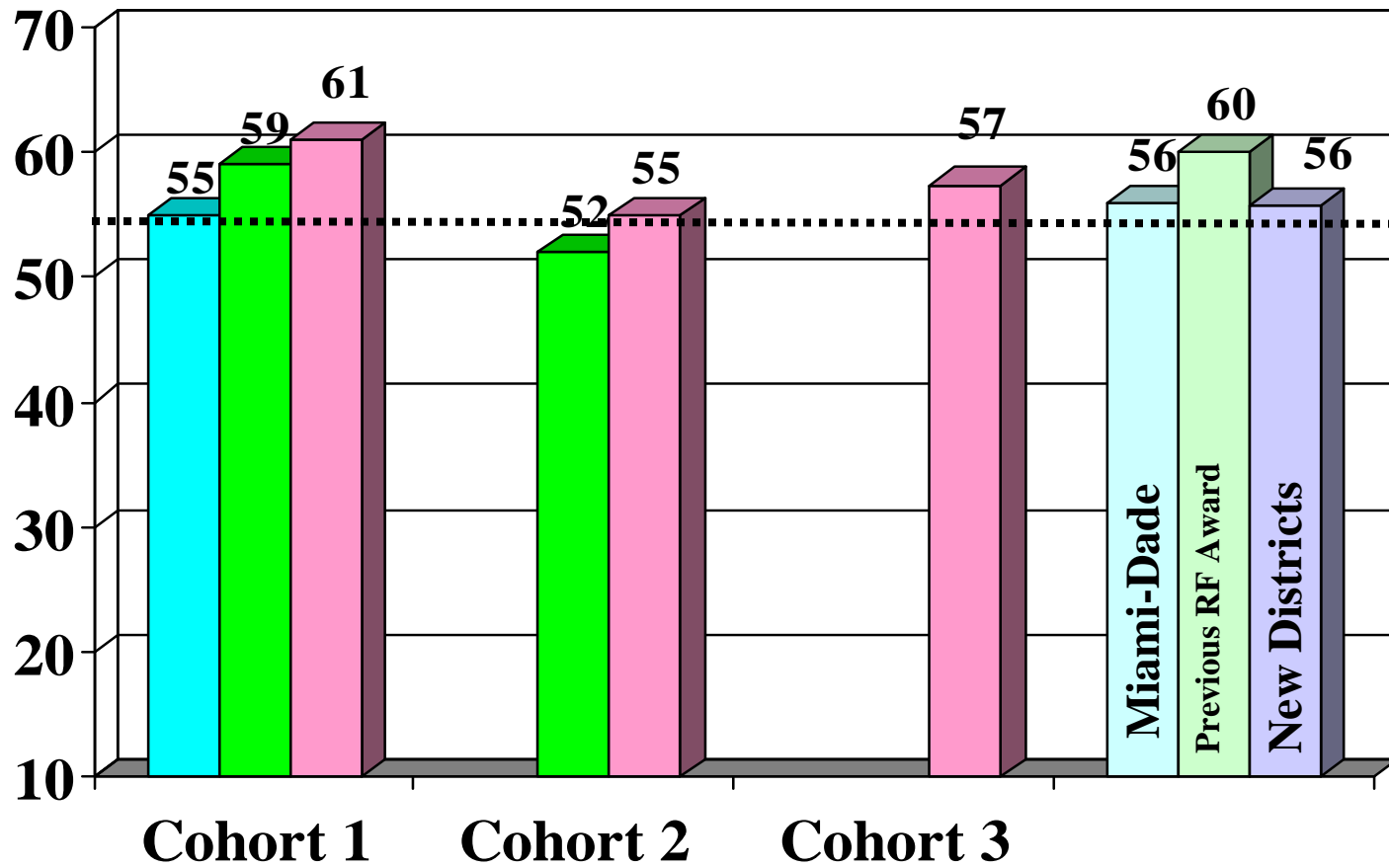
Kindergarten—% of students finishing the year at “intensive” level” based on DIBELS measures



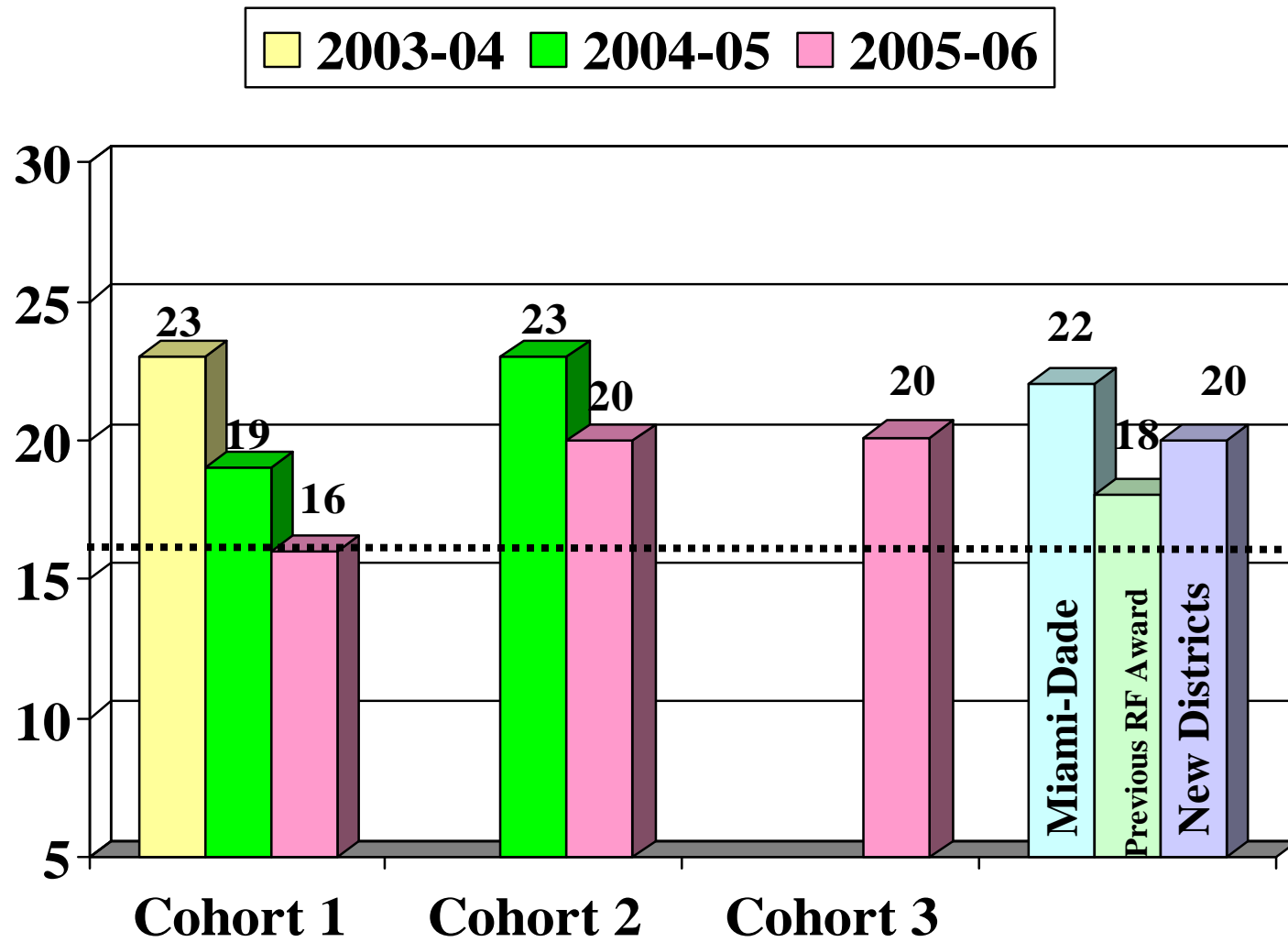
First Grade –% at grade level on Sat 10



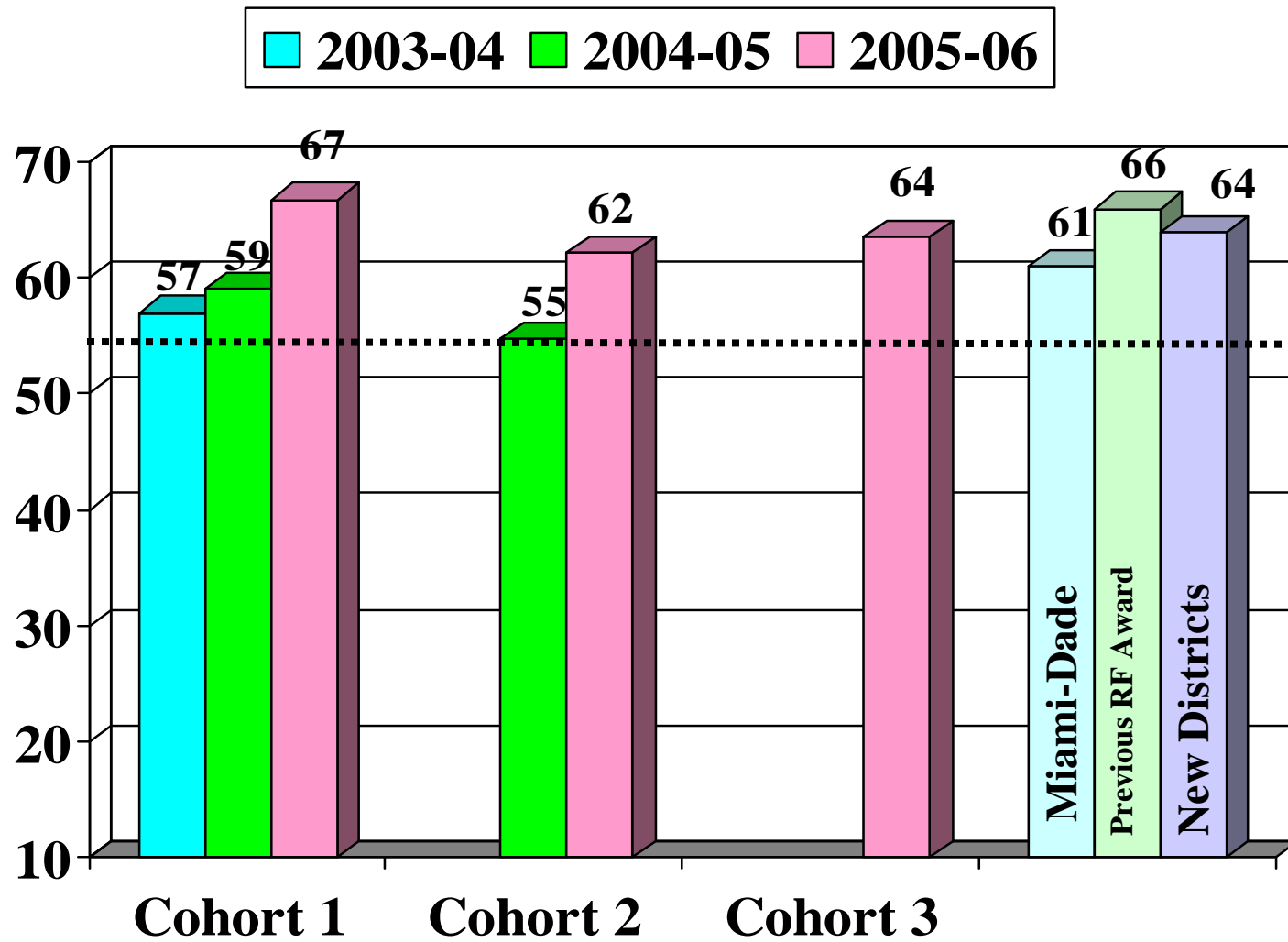
First Grade –% with serious difficulties in reading comprehension on Sat 10



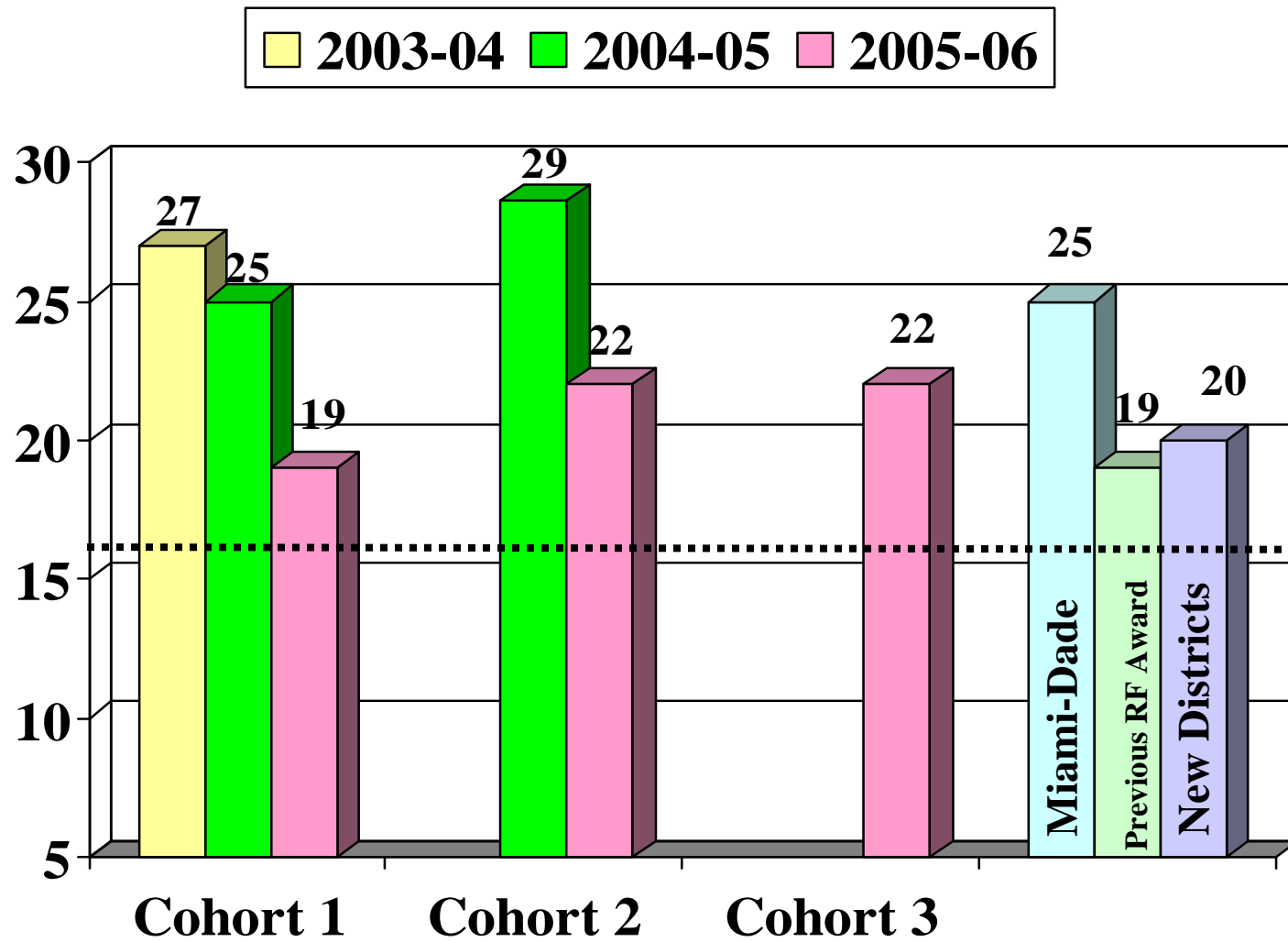
Second Grade—% at grade level on Sat 10



Second Grade level—% with serious difficulties in reading comprehension on Sat 10



Third Grade—% at level 3 or above on FCAT



Third grade—% with serious difficulties in reading comprehension (level 1 on FCAT)

# *Reading First Resources*

## **Intervention**

- Intervention Newsletter- bi-monthly
- New website focused on intensive interventions
- Available on line at [www.fcrr.org](http://www.fcrr.org)

## **LEaRN-**

- Literacy Essentials and Reading Network
- Website focused on implementing research-based reading instruction
- Available on line at [www.justreadflorida.com](http://www.justreadflorida.com)

## **K-3 Student Center Activities**

- All RF K-3 teachers and coaches
- Activities focused on the five areas of reading for centers during differentiated instruction
- Available on line at [www.fcrr.org](http://www.fcrr.org)

# Future *Reading First* Goals

- All RF schools meeting the two goals of *Reading First*
  - What will it take to do this?
    - Continue to improve reading teacher knowledge base
    - Improve reading coach model implementation
    - Improve leadership knowledge base
    - Improve school wide initial reading instruction
    - Improve school wide intensive intervention systems