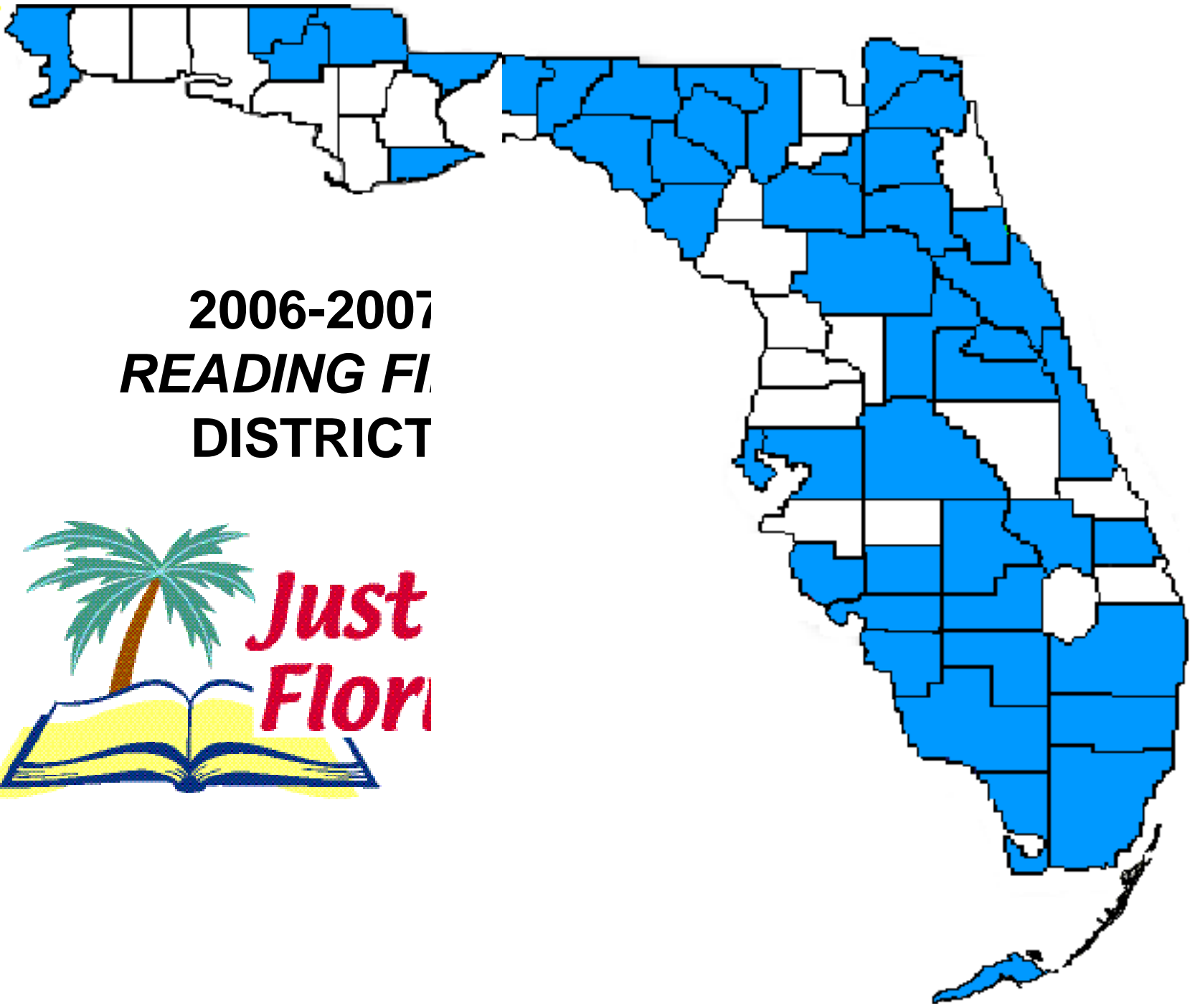


What's New in *Reading First* ?

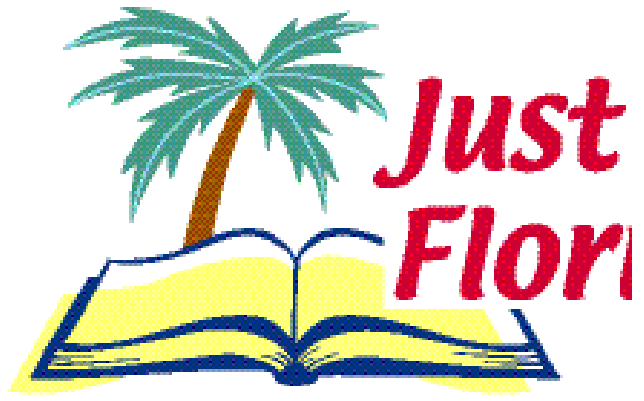
Cari Miller
Just Read, Florida!
Cari.Miller@fldoe.org
850-245-0503

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 16,114 teachers and 264,254 students.



**2006-2007
READING FIRST
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*
- *assessment system to inform instruction*
- *provide professional development to build capacity*
- *improve classroom libraries for grades K-3*

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*

K-12 and *Reading First*

How the pieces fit together!!

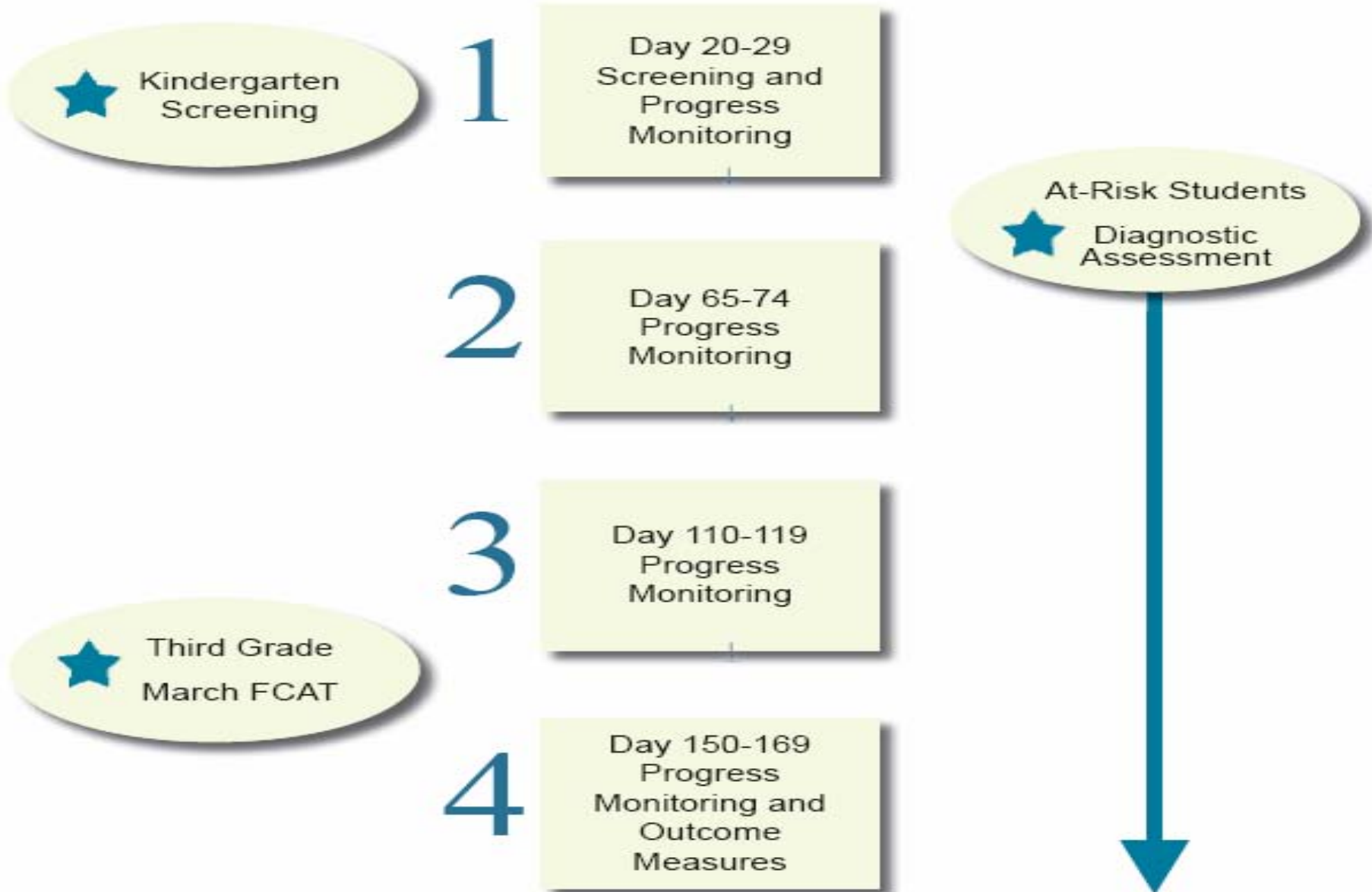
K-12 Elementary requirements:

- 90 Minute Uninterrupted Reading Block (whole group initial instruction, differentiated instruction, intensive intervention)
- CCRP
- Assessment System required
 - Screening
 - Progress Monitoring
 - Diagnostic
 - Outcome Measure

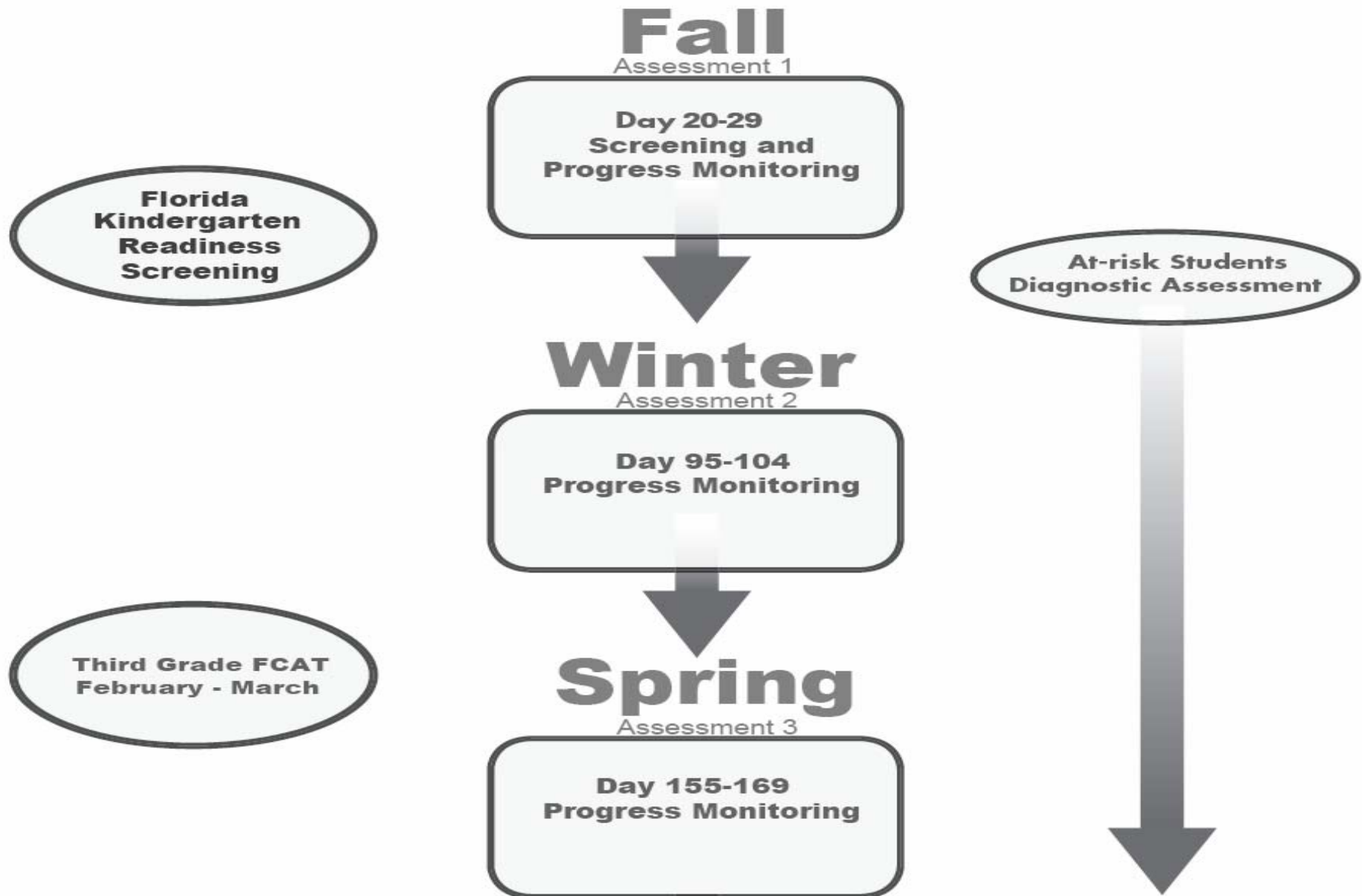
Adjustments for Sustainability

- GATES no longer a requirement
- DIBELS now administered 3 times per year
- Assessment Teams

Flowchart of *Reading First* Assessments and State-Required Assessments



Flowchart of Reading First Assessments and State-Required Assessments



Initial Screening/Progress Monitoring Assessment

➤ **Administered between instructional days 20-29**

Kindergarten:

**DIBELS-approximately 5-10 minutes
(Letter Naming Fluency and Initial Sound Fluency)**

First Grade:

**DIBELS-approximately 10 minutes
(Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency)**

Second Grade:

**DIBELS-approximately 5 minutes
(Nonsense Word Fluency and Oral Reading Fluency)**

Third Grade:

**DIBELS-approximately 5 minutes
(Oral Reading Fluency only)**

Outcome Assessments

➤ Administered between instructional days 155-169

Kindergarten:

DIBELS-approximately 5-10 minutes

PPVT-Oral Vocabulary Test-approximately 15 minutes

First Grade:

DIBELS-approximately 10 minutes

PPVT-Oral Vocabulary Test-approximately 15 minutes

SAT10 Reading Comprehension-30 minutes

(Administered in a 5 day window between Feb 27-April 21)

Second and Third Grade:

DIBELS-approximately 5 minutes

PPVT-Oral Vocabulary Test- approximately 15 minutes

SAT10 or FCAT Reading Comprehension-30-90 minutes

(SAT10 administered in a 5 day window between Feb 27-April 21 and FCAT administered Feb 26-Mar 9)

Who can conduct testing?

- Hire personnel from outside the school
 - ✓ Retired Teachers or other educators
 - ✓ AmeriCorps members
 - ✓ University or College of Education students and interns
 - ✓ Active PTA members from the community
 - ✓ Stay-at-home fathers and mothers
 - ✓ Business partners
 - ✓ Substitute teachers

Who can conduct testing?

- Educators who are current employees
 - ✓ Teachers
 - ✓ Speech and Language Pathologists
 - ✓ FDLRS staff
 - ✓ Central or regional district office staff
 - ✓ School Psychologists

Who can conduct testing?

- Other staff should be considered
 - ✓ Principals
 - ✓ Assistant Principals
 - ✓ Guidance Counselors
 - ✓ Media Specialists
 - ✓ ESE teachers
 - ✓ ESOL teachers
 - ✓ Paraprofessionals

Must be trained!

➤ **DIBELS Training-**

- Each district has trained Facilitators to conduct training
- request DIBELS training by contacting your *Reading First* Program Coordinator or District Coordinator of Elementary Reading.

➤ **Outcome Measure Training-**

- Materials shipped in January
- Materials will include a training guide and CD
- The Reading Coach is responsible for training individuals at their school



***Reading First* Discontinuation Process**



Process for Discontinuation

- Identifying “Focus Schools” for 06-07
- *Reading First* District Support Plan for the identified Focus Schools (RFDSP)
- Focus Schools site visits

Identifying Focus Schools

- Schools that have participated in the *Reading First* program for two or more years should show an increase in the percentage of students reading at or above grade level and a decrease in the percentage of students at high risk.
- Schools not meeting these goals will be considered for discontinuation from the *Reading First* program.

Two main goals of *Reading First*

- Increase the percentage of students reading on grade level
- Decrease the percentage of students at high risk

***We will identify schools for assistance if they did not accomplish both of the goals above!**

Schools not meeting these goals:

- Focus Schools

Reading First Focus Schools

Initial Identification of Focus Schools

- Identify schools from Cohort 1 and Cohort 2
- Outcome Measures for grades 1-3 (SAT 10 and FCAT)
 - Cohort 1- Year 1 to Year 3 of implementation
 - Cohort 2- Year 1 to Year 2 of implementation

Cohort 1- 3 years of implementation

- **YYGL13- This index represents the increase or decrease in percent of students at grade level from the first to third year.**
 - 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.
- **YYHR13-This index represents the increase or decrease in percent of students at high risk from the first to third year.**
 - 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

- **YYGL12- This index represents the increase or decrease in percent of students at grade level from the first to second year.**
 - 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.
- **YYHR12-This index represents the increase or decrease in percent of students at high risk from the first to second year.**
 - 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.

Reading First Focus Schools continued...

- **102 focus schools identified**
 - Cohort 1- 79 schools
 - Cohort 2- 23 schools

Reading First Focus Schools continued...

- **Identifying focus schools in need of a site visits:**
 - Ytotal combines the YYGL and YYHR
 - The focus schools that have the greatest loss, when combining (YYGL and YYHR), will receive a site visit.

Focus School Support

State support to Focus Schools and districts

- Additional support from the RFPD Coordinator
- Professional development provided on the following topics:
 - Building instructional leadership
 - Effective reading intervention
 - Data management
 - New *Reading First* principal training
- Provide recommendations to schools

Our intention

- Our intention is not to discontinue any school that is making a concerted effort in implementing *Reading First*. We rather provide more support to the schools in need.

Results of site visits:

- Provided recommendations and possibly requirements, and continued support through the *Reading First* District Support Plan (RFDSP)

Or

- Provided requirements and placed on probation and closely monitored through multiple site visits, possibly discontinued if requirements aren't implemented

New Reading First/Just Read, Florida! Resources/Initiatives

LEaRN-

- Literacy Essentials and Reading Network
- Available on line at www.justreadflorida.com

K-3 Student Center Activities-

- All RF K-3 teachers and coaches
- Available on line at www.fcrr.org
- Developing 4-5 Student Center Activities

ECI/EI report-

- EI-I and EI-S

Intervention-

- Intervention News Letter- bi-monthly
- New website focused on interventions
- Available on line at www.fcrr.org



Questions?

Thank You!

Cari Miller

Just Read, Florida!

Cari.Miller@fldoe.org

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