Literacy Policy and Initiatives to Support Florida Educators in Improving Student Achievement

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FLORIDA DEPARTMENT OF EDUCATION
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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

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Vehicles Driving Literacy Policy and Initiatives

CARES Act/ ESSER II/ARP	**House Bill (HB) 7011 (2021) & HB 3 (2021)**	**SB 2524 (2022)**
Comprehensive Literacy State Development (CLSD) Grant	**Science of Reading Literacy & Tutoring (SoRT) Grant**	**HB 5101 (2023) & HB 7039 (2023)**

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State Regional Literacy Directors (SRLDs)

Under the Reading Achievement Initiative for Scholastic Excellence (RAISE) Act, SRLDs:

- Build capacity of district and school-level literacy leadership teams.
- Support literacy coaches with focusing on coaching practices proven to improve teacher practice/student achievement.
- Provide professional learning and support implementation for the B.E.S.T. ELA Standards grounded in the science of reading.
- Provide training and support with effective implementation of evidence-based practices/programs proven to work.
- Use data to inform supports and instruction to meet the needs of all students.

2023-2024 RAISE Tiers of Support Criteria

- Universal Support (1,184 schools)
  - Grades 3-5: Fifty (50) percent or more students scored below a Level 3 in any grade level on the Spring 2023 statewide, standardized ELA assessment
  - Grades K-2: Fifty (50) percent or more students scored below the 40th percentile in any grade level on the Spring 2023 coordinated screening and progress monitoring system

- Targeted Support (465 schools)
  - Grade 2: Fifty (50) percent or more students scored below the 40th percentile on the Spring 2023 coordinated screening and progress monitoring system

- Intensive Support (228 schools)
  - Grade 3: Seventy-one (71) percent or more students scored below a Level 3 on the Spring 2023 statewide, standardized ELA assessment

2023-2024 RAISE Tiers of Support

UNIVERSAL

Webinar Series, Book Studies, Article Studies, Office Hours

Regional Rallies and Literacy Institutes

B.E.S.T. Standards for English Language Arts (ELA) and Science of Reading Professional Learning

District Reading Plan Implementation, Reflection and Improvement Planning

Literacy Leadership Team Professional Learning

Literacy Coach Professional Learning

★ STATE/REGION/DISTRICT ★

TARGETED

B.E.S.T. ELA Standards and Science of Reading Professional Learning and Implementation Support

School Improvement Planning Support to Develop Literacy Goals

Literacy Leadership Team Professional Learning and Implementation Planning

Literacy Coach Professional Learning and Ongoing Support

Train-the-Trainer Opportunities for District and School Staff to Build Capacity

Differentiated Support Based on Data

★ DISTRICT/SCHOOL ★

INTENSIVE

School Level Literacy Leadership Team Support (Professional Learning, Literacy Walks, Collaborative Planning, Model Classrooms)

School Improvement Plan Development and Implementation Support

Literacy Coach Professional Learning and Ongoing Support

Evidence-based Instructional Planning Aligned to B.E.S.T. ELA Standards and Science of Reading

Differentiated Ongoing Support Based on Data

★ SCHOOL ★

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2023-2024 RAISE Universal Webinar Topics

September/October

- Writing in the Intermediate Classroom: Building Success Through Reading and Writing Connections
- Writing in the Primary Classroom: Building Success Through Reading and Writing Connections

January/April

- Understanding Skilled Reading and the Role of Three-Cueing
- Understanding Leveled, Authentic and Decodable Texts

New RAISE Universal Support Opportunities

- Paper to Practice

- Book Club

- Office Hours

- Newsletter

2023-2024 RAISE Tiers of Support

UNIVERSAL

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2022-2023 Intensive Support Data: Grades K-2

Grades K-2 ELA % On Grade Level and Above Growth Between FAST PM1 and PM3

- **100%** (205/205*) of schools made growth in the percentage of students scoring on or above grade level.

  *There were 210 RAISE Intensive schools, but 205 of those schools reported scores for grades K-2.
- The **average growth** was **30 percentage points**.
- The **range of growth** was **11 to 53 percentage points**.

2022-2023 Intensive Support Data: Grades 3-5

Grades 3-5 ELA % On Grade Level and Above Growth Between FAST PM1 and PM3

- **100%** (210/210) of schools made growth in the percentage of students scoring on or above grade level.
- The **average growth** was **20 percentage points**.
- The **range of growth** was **5 to 39 percentage points**.

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2022-2023 Intensive Support Data: Grade 3

Grade 3 ELA % On Grade Level and Above Growth Between FAST PM1 and PM3

- **100%** (207/207*) of schools made growth in the percentage of students scoring on or above grade level.

  *There were 210 RAISE Intensive schools, but 207 of those schools reported scores for grade 3.

- The **average growth** was **21 percentage points**.
- The **range of growth** was **2 to 51 percentage points**.

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RAISE High School Tutoring Program

- Training is offered to districts interested in participating.

- High school students must meet eligibility criteria.

- Participating districts must recruit, train and deploy tutors in RAISE schools.

- High school students may earn up to 3 credit hours.

- Tutoring hours may be counted toward meeting community service requirements for high school graduation and Florida Bright Futures.

- Tutors providing at least 75 hours of tutoring = New Worlds Scholar designation by the Florida Department of Education (FDOE).

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Literacy Coach Endorsement

Face-to-Face (Boot Camps)

FLORIDA STATE UNIVERSITY | FCRR FLORIDA CENTER for READING RESEARCH

- In 2022-2023, 466 educators earned the Literacy Coach Endorsement in Cohorts 1-2 of the FCRR pathway (led by SRLDs).
- In June 2023, SRLDs trained 118 district personnel to facilitate the FCRR pathway in their districts.
- Currently, 171 educators are participating in Cohort 3 of the FCRR pathway for Literacy Coach Endorsement Boot Camps (led by SRLDs).

Online

UF | Lastinger Center UNIVERSITY of FLORIDA

- In 2022-2023, 208 educators earned the Literacy Coach Endorsement through the UF Lastinger Center online pathway.
- Currently, 165 educators are enrolled in the UF Lastinger Center online pathway.

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Literacy Leadership Series

FCRR Journey to Literacy and Leadership Professional Learning Series

Guided by the *Roadmap to Implementing Evidence-Based Practices* developed by the Regional Educational Laboratory (REL) Southeast and the *Lead for Literacy Framework* developed by the Lead for Literacy Center, these sessions were developed to help principals and other school-based leaders implement evidence-based and evidence-informed literacy practices in their classrooms. Effective school leaders understand the importance of working collaboratively with teachers, coaches, and other professionals in the school and in the community to create environments that effectively support literacy learning for all students. These sessions are designed to support school leaders in building teachers' and coaches' capacity to implement evidence-based literacy practices to improve student learning and achievement. Each session includes an evidence-based or evidence-informed tool or resource that can be used immediately to support school-based leaders. Leaders can complete the sessions in order or individually based upon priorities and needs.

	Overview of Literacy and Leadership Sessions			
Session	**Objective**	**Tool**	**Length**	**Florida Principal Leadership Standards**
1	Why Leadership and Literacy?	Overview of the Roadmap to Implementing Evidence-Based Literacy Practices & Literacy for Literacy Framework	90 minutes	FPLS.1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.2.d
2	The Science of Reading	What Works Clearinghouse (WWC) Practice Guides, Literacy Mission, Vision, & Goals	90 minutes	FPLS.2.3.a, 2.3.b, 2.3.c
3	Understanding and Evaluating Evidence-Based Practices	FCRR Reading Program Repository, WWC, Evidence for ESSA, & National Center for Intensive Interventions Tools Charts	90 minutes	FPLS.2.3.e, 2.4.d
4	Using Your Implementation Team	School Leader's Literacy Walkthrough Tool Self-Study Process and REL Self Study Guides	90 minutes	FPLS.1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.4.b
5	Creating a Logic Model for Implementing & Evaluation Evidence-Based Practices	REL Logic Model Tools, School Improvement Plans, and FDOE Comprehensive Evidence Based Reading Plans (CERP)	90 minutes	FPLS.2.3.d, 2.4.e, 2.4.a
6	The Inputs: Selecting Materials, Strategies, & Assessments	CERP Assessment/Curriculum Decision Tree What Works Clearinghouse (WWC) Practice Guides National Center for Intensive Interventions Tools Charts	90 minutes	FPLS.2.4.c, 2.4.e, 2.4.f
7	The Outputs: Implementing Evidence-Based Practices	REL Professional Learning Communities National Center for Improving Literacy Toolkits	90 minutes	FPLS.2.5, 3.6
8	The Outcomes: Ongoing Evaluation of Evidence-Based Practices	REL Continuous Improvement in Education: Toolkit for Schools & Districts REL Self-Study Guides FDOE CERP Reflection Tool	90 minutes	FPLS.2.5, 3.6

Literacy Micro-Credentials

- 3 Micro-Credentials:
  - Emergent Literacy (Birth-PreK)
  - Elementary Literacy (PreK-Grade 5)
  - Secondary Literacy (Grades 6-12)
- 60-hour stackable literacy professional learning
- Competency-based
- Instructional personnel who have successfully earned the literacy micro-credential (60 hours) can provide intensive reading intervention, under supervision of someone endorsed/certified in reading.

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Reading Endorsement

- Two high-quality state pathways to earn Reading Endorsement:

  - UF Lastinger Center Literacy Matrix (Online)

  - FCRR Reading Endorsement Pathway (Face-to-Face)

- Matrices aligned to 2022 Reading Endorsement Competencies were submitted July 1, 2023, and are under review.

- Effective July 1, 2024, instructional personnel will be prohibited from earning a Reading Endorsement solely by achieving a passing score on the Reading K-12 exam (s. 1012.586, F.S.).

Reading Endorsement
Who's required to be reading endorsed or certified?

- 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 possess a literacy micro-credential or be endorsed or certified in reading (Rule 6A-6.053, F.A.C.)

- 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-6.053, F.A.C.)

- School district personnel and instructional personnel who supervise teacher candidates during internship in grades K-3 or who are enrolled in a teacher preparation program for a certificate area identified pursuant to s. 1012.585(3)(f), F.S. (s. 1004.04, F.S.)

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Additional Professional Learning Opportunities

- The Science of Reading: An Introduction
- Just Read, Florida! Webinars

Save the date!

- Summer Institute
  - ❖ June 12th - 14th

- Secondary Regional Literacy Institutes
  - ❖ North: June 25th - 26th
  - ❖ South: June 27th - 28th

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New Worlds Reading Initiative (NWRI)
https://newworldsreading.com/

- UF Lastinger Center is the administrator and works with districts for effective implementation.

- Eligible **PreK-5** students receive free books on a monthly basis until the student is promoted to sixth grade or the parent opts out of the program.

- A **PreK-5** student is eligible if the student is not yet reading on grade level, has a substantial reading deficiency or a substantial deficiency in early literacy skills or who scored below a Level 3 on the preceding year's statewide ELA assessment.

- Distribution of books begins no later than October and continues through at least June.

- Over 189,000 students are currently enrolled.

- Over 4.3 million books have been distributed!

New Worlds Scholarship Accounts

- Parents of eligible students have access to scholarship accounts, worth **$500** each, for instructional materials, curriculum, part-time tutoring, summer and after-school programs designed to improve literacy or mathematics skills.

- Effective July 1, 2023, the New Worlds Scholarship Accounts Program expanded eligibility to include public school students enrolled in kindergarten through grade 5 who:
  - have a substantial deficiency in either reading or mathematics;
  - exhibit characteristics of dyslexia or dyscalculia; or
  - scored below a Level 3 on the statewide, standardized English Language Arts (ELA) or Mathematics assessment in the prior school year.

Read-At-Home Plan

A read-at-home plan is required to be provided to parents of any K-3 student who has been identified with a substantial reading deficiency. FDOE provides digital resources that each school district must include in the read-at-home plan.

READ-AT-HOME PLAN RESOURCES

➢ Parent Guides for ELA Standards
➢ Supporting Reading at Home
➢ New Worlds Reading Initiative
➢ New Worlds Scholarship Accounts
➢ Overview of Assessment Types
➢ Statewide ELA Assessments
➢ Supports for Parental Involvement
➢ Evaluating a Student for ESE
➢ Characteristics of Learning Disabilities

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K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP, Rule 6A-6.053, F.A.C.)

- Goal: Improve student outcomes in reading.

- Districts must develop K-12 CERPs on an annual basis and submit to Just Read, Florida!

- CERP includes district's approach to leadership, professional learning, literacy coaching, assessment, curriculum, instruction and intervention.

- CERP focuses districts on appropriate professional learning and evidence-based reading practices proven to work.

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Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6 COMPONENTS	4 TYPES OF ASSESSMENTS	T1 CORE	T2 INTERVENTION	T3 INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

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. s. 7801(21)(A)(i) and comply with s. 1001.215, F.S.

- **FCRR Reading Program Repository: www.fcrr.org/educators**

- **Reputable sites** to support your research on evidence-based practices and programs to meet your target population:
  - Evidence for ESSA
  - What Works Clearinghouse
  - National Center for Intensive Intervention

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Practice Profiles: Effective Implementation of the B.E.S.T. ELA Standards

https://www.fldoe.org/academics/standards/just-read-fl/lit-instruct-pp.stml

Defines — **Best practices of core instruction:**

Teachable, Learnable, Doable, Assessable

Provides — **Guidance for:**

PreK-5 English Language Arts (ELA), 6-12 ELA, K-12 Math

Aligns to — **Research**

Effective Reading Instruction

MTR Standards (Math)

K-12 School Leader's Literacy Walkthrough
https://fcrr.org/literacy-walkthrough

Designed to assist school leaders in supporting classroom literacy instruction aligned to the B.E.S.T. ELA Standards. The tool is not meant to be used in the evaluation of teachers but instead, the tool is intended to:

1 Help support effective implementation of B.E.S.T. ELA Standards;

2 Help school leaders enhance literacy instruction knowledge;

3 Establish lines of communication centered on literacy instruction; and

4 Ensure consistent language regarding literacy content and instructional practices.

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Student Center Activities
https://www.fcrr.org/best-alignment

Kindergarten

First Grade

Second Grade

Third Grade

Fourth Grade

Fifth Grade

Teacher Resource Guide

Search   Search

FCRR Student Center Activities Aligned to Florida's B.E.S.T. Standards: English Language Arts

FLORIDA'S B.E.S.T. STANDARDS
ENGLISH
LANGUAGE
ARTS

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) are standards for English Language Arts (ELA) developed by Florida literacy experts, Florida educators, and vested stakeholders. The standards emphasize that the pathway to literacy and reading comprehension is built with effective instruction in foundational skills, knowledge, and curriculum. The mastery standards are divided into four strands: Foundations, Reading, Communication, and Vocabulary. The standards use the following coding scheme:

Subject Code	Strand	Benchmark	Strands:	
			F	Foundations
			R	Reading
ELA.1.R.1.3			C	Communication
			V	Vocabulary
			EE	ELA Expectations

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Essentials for Reading Success
https://fcrr.org/reading-success

Essentials for Reading Success includes information for educators about:

- How to use data from **assessments**, and incorporate **response to intervention**;
- The **features of effective instruction (including differentiated instruction)**; and
- **Evidence-based practices** to teach the critical components **of reading**.

High-Impact Reading Interventions and Targeted Supports (HIITS) Grant

Purpose: Provide supplemental support to promote high-quality evidence-based reading practices and literacy professional learning based on the science of reading, prioritizing intensive interventions at schools with 50% or more of students in VPK through grade 3 scoring below grade level in reading.

- Through September 30, 2024

- Major areas of focus:

    - Professional Learning: Provide professional learning aligned to the Florida Early Learning and Developmental Standards (FELDS) and the B.E.S.T. ELA Standards and include professional learning on evidence-based practices and programs

    - Strategic Partnerships: Strategically partner with State Regional Literacy Directors and VPK Regional Facilitators, providing services and supports to RAISE schools to enhance reading interventions and targeted supports.

    - Final Report: Submit a final report including specific qualitative and quantitative data.

Comprehensive Literacy State Development (CLSD) Grant

- **$21 million over a 3-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 programs; and
  - Increase literacy achievement and reduce the achievement gap in high need schools/early childhood programs.

- **Target audience:**
  - 15% to serve students from birth to age 5
  - 40% to serve students from Kindergarten to grade 5
  - 40% to serve students from grade 6 to grade 12 in an equal distribution (20% grades 6-8; 20% grades 9-12)
  - Up to 5% for additional support in identified areas (e.g., administrative costs)

- **9 subgrantees selected**

Science of Reading Literacy and Tutoring (SoRT) Grant

Purpose: Provide additional literacy support to K-5 students enrolled in a public school who either scored below Level 3 on 2023 FAST ELA PM3 or who the district has determined through progress monitoring to be below grade level and in need of additional reading intervention.

- Through June 30, 2024; Minimum allocation: $150,000

- Funds may be used for:
  - Stipends for tutors during the school day, before and after school, or a summer program;
  - Licenses for computerized or automated literacy tutoring that provides each student with the ability to read to the software and receive, in real time, tutoring interventions that are based in science of reading principles and individually tailored to the needs and ability of each student;
  - Professional learning; or
  - Curriculum, resources and materials necessary to implement explicit and systematic instructional strategies.

House Bill 7039 – Student Outcomes

- Just Read, Florida! to provide online repository of digital science of reading instructional resources.
- Primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding.
- Programs may not include strategies that employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
- Instructional materials for foundational reading skills must be based on the science of reading.
- Professional learning on foundational skills must be based on the science of reading.
- Student progression plan/parental notification to include characteristics of dyslexia.
- FDOE to provide list of state examined and approved comprehensive reading and intervention programs.
- Expands requirements for retained third grade students.
- RAISE regional structure to be grounded in the science of reading.

Questions?

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