



# Bridging Policy and Practice: A Collaborative Look at Third Grade Literacy

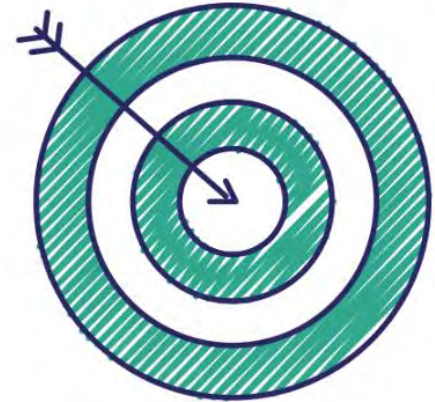


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# Objectives

- Analyze kindergarten to grade 3 statewide data
- Examine Florida's Formula for Reading Success
- Review the third grade summer reading camp component of the District Comprehensive Evidence-Based Reading Plan (CERP)
- Examine third grade progression policy and criteria for a substantial reading deficiency
- Collaborate and discuss best practices for strengthening third grade literacy instruction



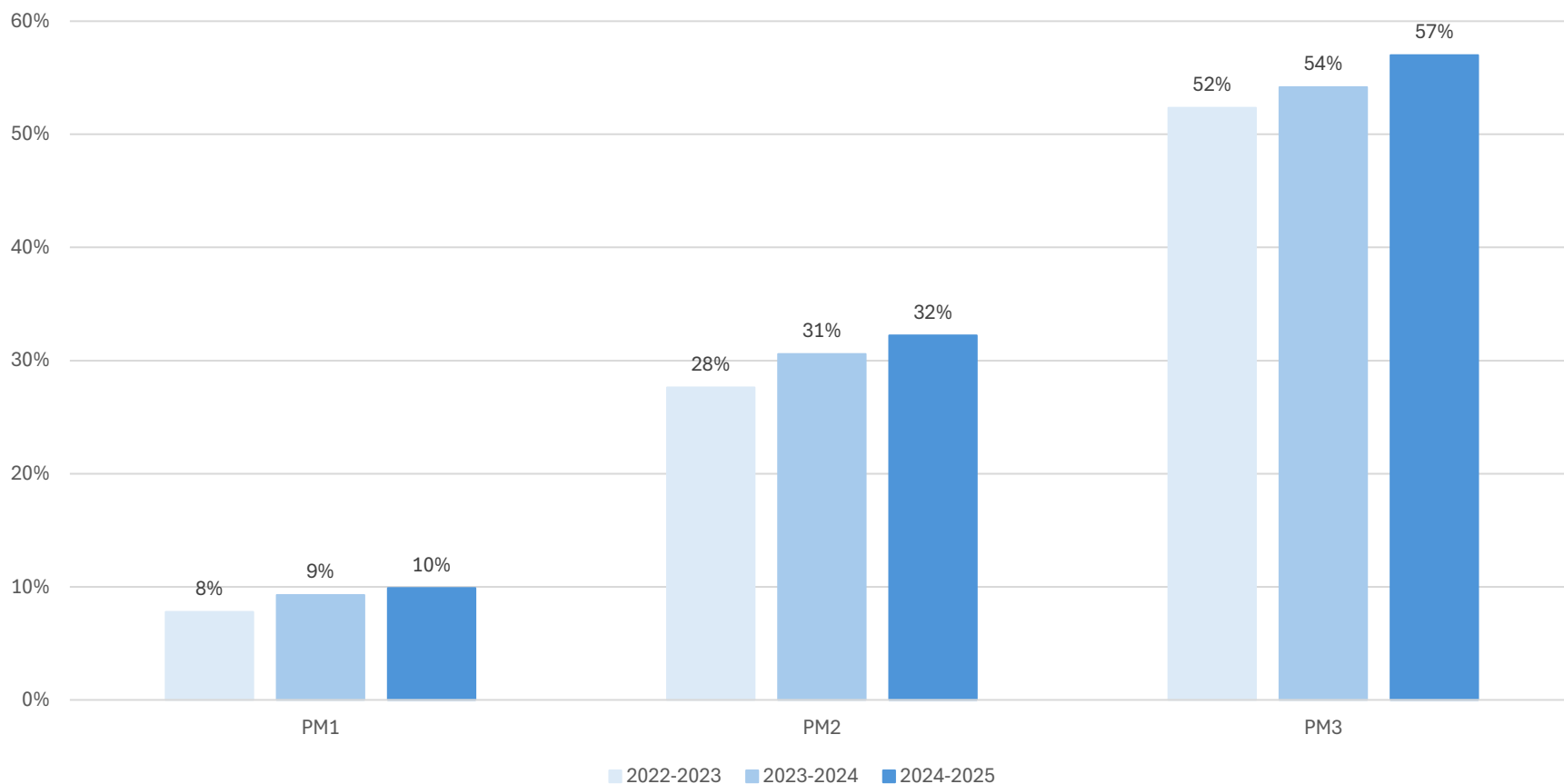


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# Kindergarten to Grade Three FAST Data

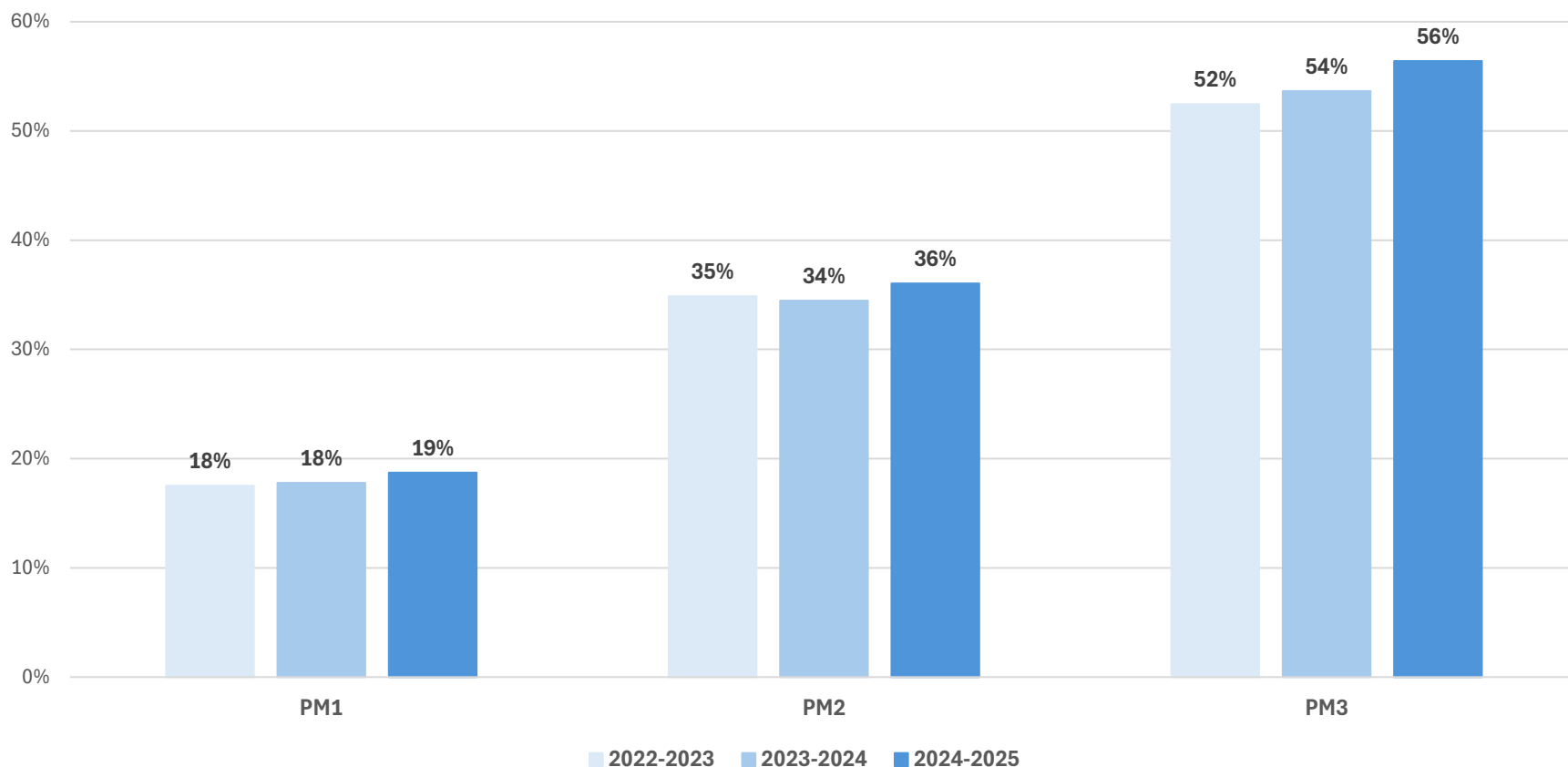
# Kindergarten FAST Star Early Literacy/Reading Results

Percent of Students Scoring Level 3 or Higher  
FAST Progress Monitoring, **English Language Arts (Early Literacy/Reading)**  
2022-23 to 2024-25, KINDERGARTEN



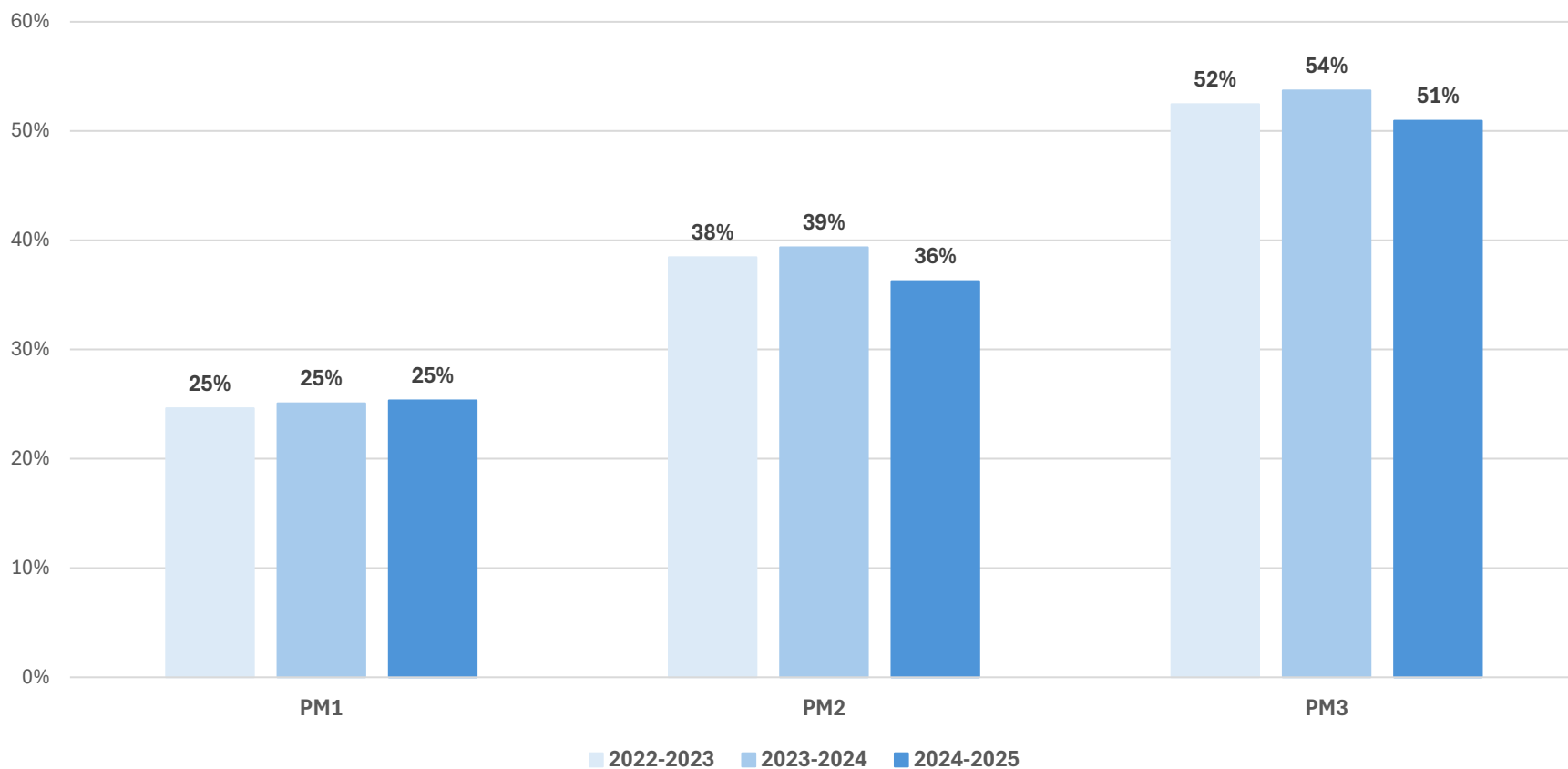
# Grade 1 FAST Star Early Literacy/Reading Results

Percent of Students Scoring Level 3 or Higher  
FAST Progress Monitoring, **English Language Arts (Early Literacy/Reading)**  
2022-23 to 2024-25, GRADE 1



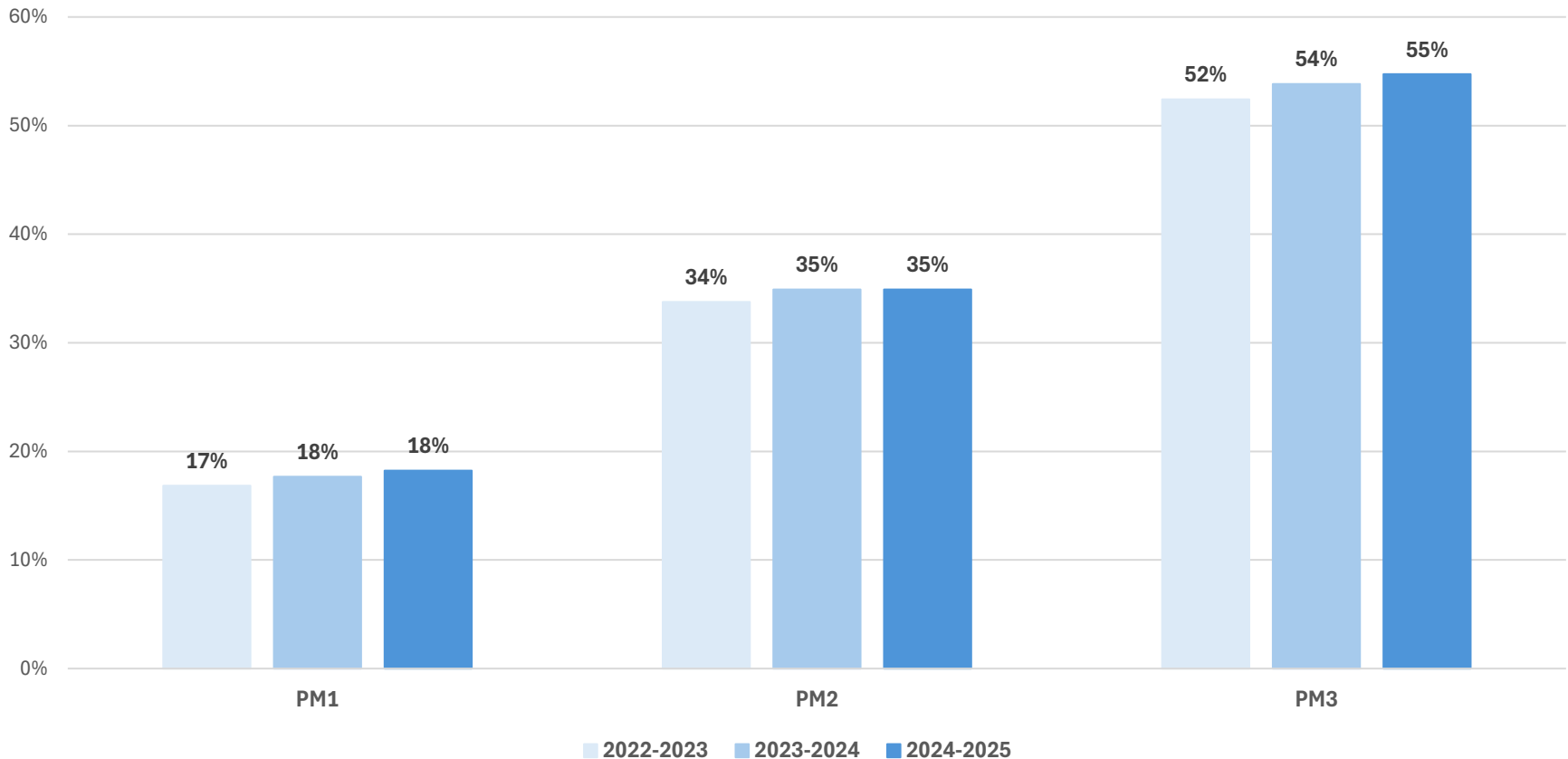
# Grade 2 FAST Star Early Literacy/Reading Results

Percent of Students Scoring Level 3 or Higher  
FAST Progress Monitoring, **English Language Arts (Early Literacy/Reading)**  
2022-23 to 2024-25, GRADE 2



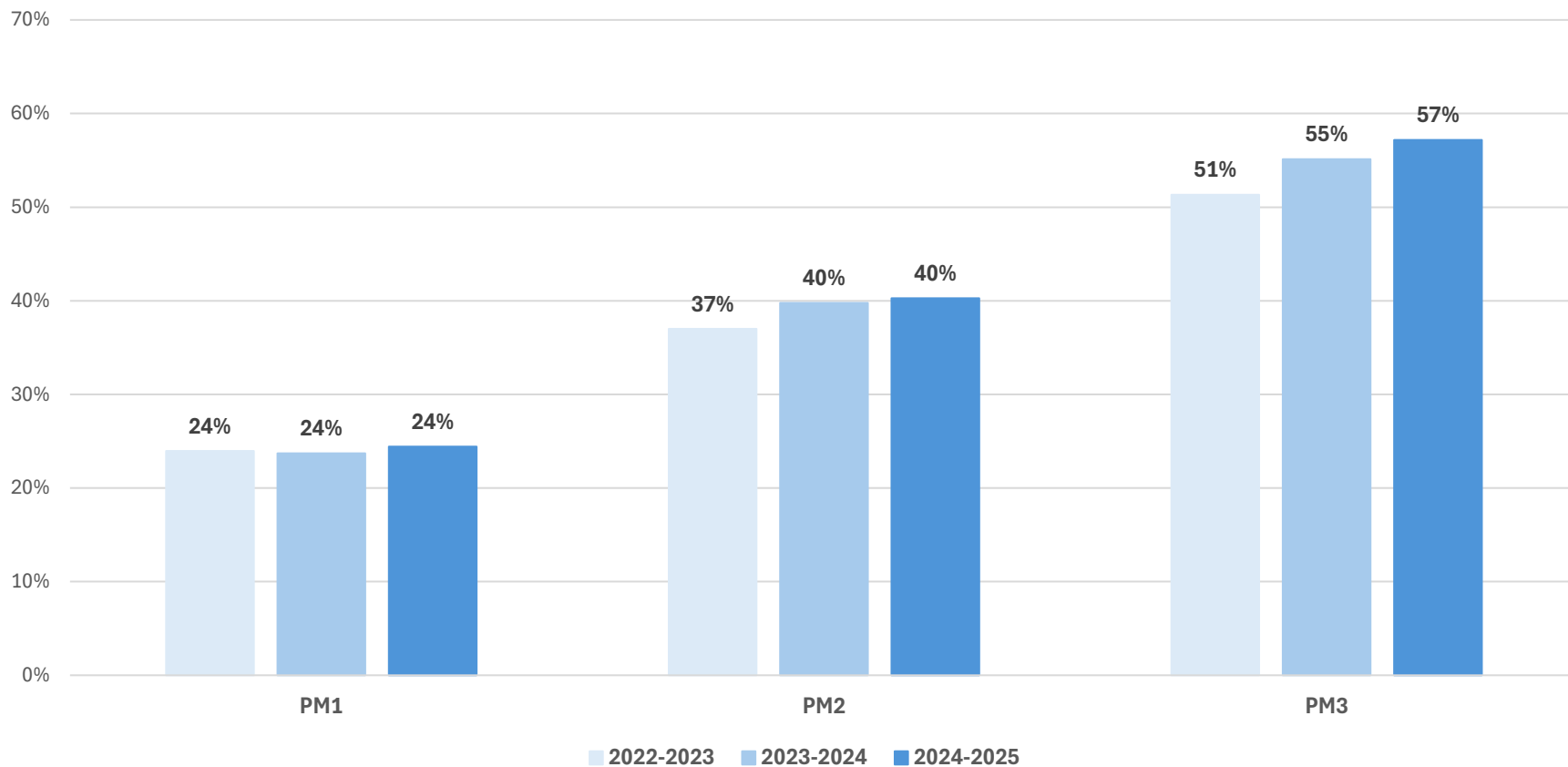
# K-2 FAST Star Early Literacy/Reading Results

Percent of Students Scoring Level 3 or Higher  
FAST Progress Monitoring, **English Language Arts (Early Literacy/Reading)**  
2022-23 to 2024-25, GRADES K-2



# Grade 3 FAST ELA Reading Results

Percent of Students Scoring Level 3 or Higher  
FAST Progress Monitoring, **English Language Arts**  
2022-23 to 2024-25, GRADE 3





# Grade 3 FAST PM3 Results by Level

- FAST ELA Reading

School Year	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 3 or Above
2022-23	25%	23%	22%	17%	12%	<b>51%</b>
2023-24	22%	22%	23%	19%	13%	<b>55%</b>
2024-25	22%	21%	23%	21%	14%	<b>57%</b>

## Summer 2025 FAST Grade 3 ELA

- ~ 11,200 students participated
- 33% scored Level 2 or above
- Looking into revised scheduling options for Summer 2026 (End of June/Beginning of July)



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# Florida's Formula for Reading Success



# Florida's FORMULA FOR READING SUCCESS

## 6 + 4 + T1 + T2 + T3

6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	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*



# District Comprehensive Evidence-Based Reading Plan (CERP)

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## 7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA [assessment](#);
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

**7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#)** As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule:
Evidence-Based Instructional Materials to be used, as defined in <a href="#">20 U.S.C. s. 7801(21)(A)(i)</a> :
Alternative Assessment Used:



# Third Grade Progression Policy

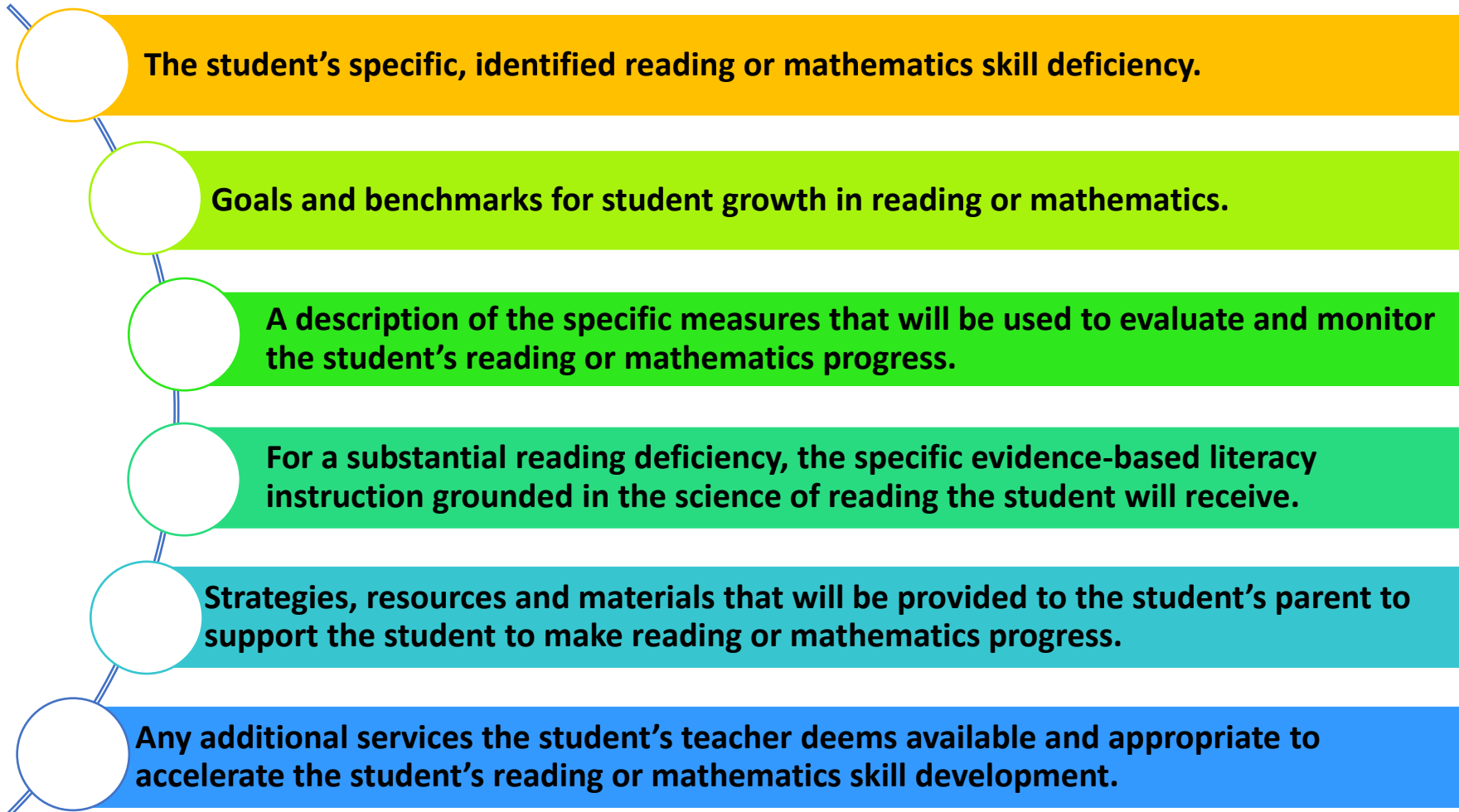
## Third Grade Progression Legislative Rules

Rules of the Florida Administrative Code (F.A.C.) related to third grade progression:

- [Rule 6A-1.094221](#), F.A.C., Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion
- [Rule 6A-1.094222](#), F.A.C., Standards for Mid-Year Promotion for Retained Third Graders



# IPMP Requirements



The IPMP must be developed within 45 days after the results of the coordinated screening and progress monitoring system become available.

## Good Cause Exemptions

- To be promoted to grade 4, a student must score Level 2 or higher on the grade 3 statewide, standardized ELA assessment required under section (s.) 1008.22, Florida Statutes (F.S.).
- If a student's deficiency in reading is not remedied by the end of grade 3, as demonstrated by scoring Level 2 or higher on the grade 3 statewide, standardized ELA assessment required under s. 1008.22, F.S., the student must be retained.
- The district school board may only exempt students from mandatory retention for good cause.

# Good Cause Exemptions, Continued

1

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

2

Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s. 1008.212, F.S.

3

Students who demonstrate an acceptable level of performance on an alternative standardized reading or ELA assessment approved by the State Board of Education.

4

A student who demonstrates through a student portfolio that he or she is performing at least at a Level 2 on the statewide, standardized ELA assessment.

5

Students with disabilities who take the statewide, standardized ELA assessment and have an IEP or 504 Plan that reflects that the student has received intensive instruction in reading or ELA for more than 2 years but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2 or grade 3.

6

Students who have received intensive reading intervention for two or more years but still demonstrate a deficiency in reading and were previously retained in kindergarten, grade 1, grade 2 or grade 3 for a total of two years. A student may not be retained more than once in grade 3.

## Third Grade Portfolio

- Third grade students who can demonstrate that they are performing at least at Level 2 on the statewide, standardized ELA assessment through a portfolio may be promoted to grade 4 with good cause.
- For students with a substantial reading deficiency, each school district is responsible for notifying parents of the district's specific criteria and policies for portfolios.
- A school must *immediately* begin collecting evidence for a portfolio when a student in grade 3 is identified as being *at risk* of retention or *upon the parent's request*, whichever occurs first.

## Third Grade Portfolio, Continued

To promote a student using a student portfolio as a good cause exemption, there ***MUST*** be evidence that demonstrates the student's mastery of the B.E.S.T. ELA Standards. The portfolio must meet the following criteria:

1

Be selected by the student's teacher.

2

Independently produced work aligned to the B.E.S.T. ELA Standards that would be assessed on the grade 3 statewide assessment. Grade-level passages must be 50% literary text and 50% informational text between 100-700 words (500 average). Evidence could include chapter or unit tests from the district/school's core reading curriculum.

3

Be an organized collection of evidence of mastery of the B.E.S.T. ELA Standards. For each benchmark, there must be *at least* 8 items assessed per benchmark and the student must demonstrate 70% mastery for all items assessed per benchmark.

4

Be signed by the teacher and principal as an accurate assessment of the required reading skills.

## Alternative Assessments

The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent or criterion validity;
3. Norming studies within the last five to ten years, with norming within five years being preferable; and
4. Serves as a measure of grade 3 achievement in reading comprehension.

## Alternative Assessments, Continued:

- Districts may submit requests for the approval of an alternative standardized reading assessment.
- Once an assessment has been approved by the Florida Department of Education (Department), it is approved for statewide use.
- The Department shall approve the required percentile passing score for each approved alternative assessment.
- The earliest an alternative assessment can be administered is **AFTER** the administration of the grade 3 statewide, standardized ELA assessment (FAST PM3).
- An approved alternative assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered.

## Alternative Assessments, Continued:

<b>SAT-10</b>	<b>45<sup>th</sup> Percentile</b>
<b>Terranova</b>	<b>50<sup>th</sup> Percentile</b>
<b>ITBS</b>	<b>50<sup>th</sup> Percentile</b>
<b>NWEA MAP</b>	<b>50<sup>th</sup> Percentile</b>
<b>Star Reading</b>	<b>50<sup>th</sup> Percentile</b>
<b>i-Ready</b>	<b>50<sup>th</sup> Percentile</b>
<b>Istation</b>	<b>50<sup>th</sup> Percentile</b>
<b>Achieve3000 LevelSet</b>	<b>50<sup>th</sup> Percentile</b>
<b>Amira</b>	<b>50<sup>th</sup> Percentile</b>
<b>Edmentum Exact Path</b>	<b>50<sup>th</sup> Percentile</b>

[Third Grade Guidance](#)



## Summer Administration of FAST

- The summer testing window for FAST is another testing opportunity for third grade students to meet promotion requirements. It is ***not*** considered an alternative assessment or a good cause exemption.
- Students who pass FAST during the summer administration should be coded as a regular promotion.

# Mid-Year Promotion of Retained Grade 3 Students

- Each school district must implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader and is performing at or above grade level in reading.
- Tools that school districts may use in reevaluating a student may include:
  - Subsequent assessments
  - Alternative assessments
  - Portfolio reviews

## Mid-Year Promotion of Retained Grade 3 Students, Continued:

**Mid-year promotion of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:**



**Is a successful and independent reader as demonstrated by reading at or above grade level;**



**Has progressed sufficiently to master appropriate 4<sup>th</sup> grade reading skills; and**



**Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.**

## Mid-Year Promotion of Retained Grade 3 Students, Continued:

The criteria for students promoted on or before November 1 must provide reasonable expectation that the student has mastery of grade 3 reading skills as presented in the state academic standards in ELA. Evidence is as follows:

1. Satisfactory performance as demonstrated by scoring Level 2 or above on the beginning of the year test administration of the coordinated screening and progress monitoring system in grade 3 (FAST PM1) ELA pursuant to s. 1008.25(9)(b)3., F.S.;
2. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in ELA pursuant to s. 1003.41, F.S.;
3. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C.; **OR**
4. Successful completion of portfolio elements that meet all of the requirements delineated in in Rule 6A-1.094221(3), F.A.C.

## Mid-Year Promotion of Retained Grade 3 Students, Continued:

- The criteria for students promoted after November 1 must provide reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C.; and
- The student's progress is sufficient to master appropriate grade 4 reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.
- The IPMP for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year, and if necessary, for additional school years.

# Services for Retained Grade 3 Students

**Students retained in grade 3 must be provided with a highly effective teacher who is certified or endorsed in reading. Students retained in grade 3 must also be provided intensive reading interventions that are grounded in the science of reading. These interventions must include:**



**Evidence-based, explicit, systematic and multisensory reading instruction grounded in the science of reading, in phonemic awareness, phonics, fluency, vocabulary, comprehension and other strategies prescribed by the school district;**



**Participation in the school district's summer reading camp; and**



**A minimum of 90 minutes of daily uninterrupted reading instruction.**

# Services for Students Promoted to Grade 4 with a Good Cause Exemption

**A student who is promoted to grade 4 with a good cause exemption:**



Shall be provided with intensive reading instruction and intervention grounded in the science of reading that includes specialized diagnostic information and specific reading strategies to meet the needs of each student promoted.



The school district shall assist schools and teachers with implementation of explicit, systematic and multisensory reading instruction and intervention strategies which research has shown to be successful in improving reading among students who have reading difficulties.



Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification.



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# Substantial Deficiency in Reading



# Students Identified with a Substantial Reading Deficiency

**A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and**

- 1. The student is identified as in need of Tier 3 interventions; or**
- 2. The student was retained the previous school year; or**
- 3. For kindergarten through grade 2, the student scores:**
  - a. Below the tenth (10<sup>th</sup>) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or**
  - b. Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or**
- 4. For grade 3, the student scores:**
  - a. Below the twentieth (20<sup>th</sup>) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or**
  - b. Level 1 on the statewide, standardized English Language Arts (ELA) assessment pursuant to s. 1008.22(3)(a), F.S.**



# Third Grade Power Hour

# Third Grade Power Hour

## Third Grade Power Hour

Topics: Third Grade Legislation, Progression & Best Practices

When: Third Thursday of Each Month from 3:00-4:00 PM ET

Who: District Administrators, School Administrators & Literacy Coaches



# District Collaboration

## District Collaboration and Discussion

Tables	Topic	Discussion Question
1, 2	Data	When you think about Florida's statewide ELA Reading FAST results, where do you see the greatest opportunities to impact student success?
3, 4	Third Grade Progression Policy	How does your district proactively identify students at risk of retention and provide early, targeted supports to prevent it?
5, 6	Substantial Reading Deficiency (SRD)	How do you ensure parents are meaningfully engaged and supported after receiving SRD notifications, beyond just compliance with state requirements?

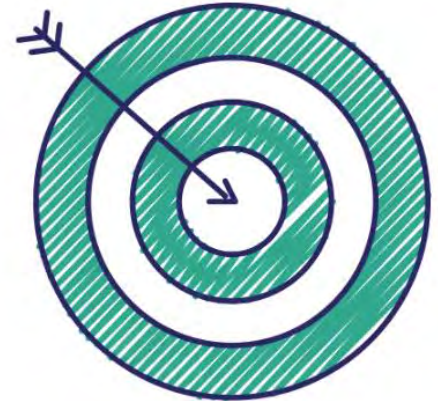
## District Collaboration and Discussion, Continued

Tables	Topic	Discussion Question
7, 8	Best Practices for Third Grade Success	Which evidence-based instructional strategies is your district prioritizing in K–3 to set students up for success by third grade?
9, 10	Third Grade Summer Reading Camp Success	What lessons have been learned from previous summer reading camps to refine instruction, scheduling or student supports?



## Objectives

- Analyzed kindergarten to grade 3 statewide data
- Examined Florida's Formula for Reading Success
- Viewed the third grade summer reading camp component of the District Comprehensive Evidence-Based Reading Plan (CERP)
- Examined third grade progression policy and criteria for a substantial reading deficiency
- Collaborated and discussed best practices for strengthening third grade literacy instruction





# Questions?

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**Randi Shiver**

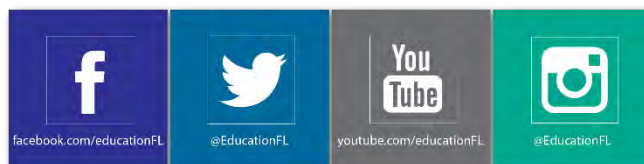
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