



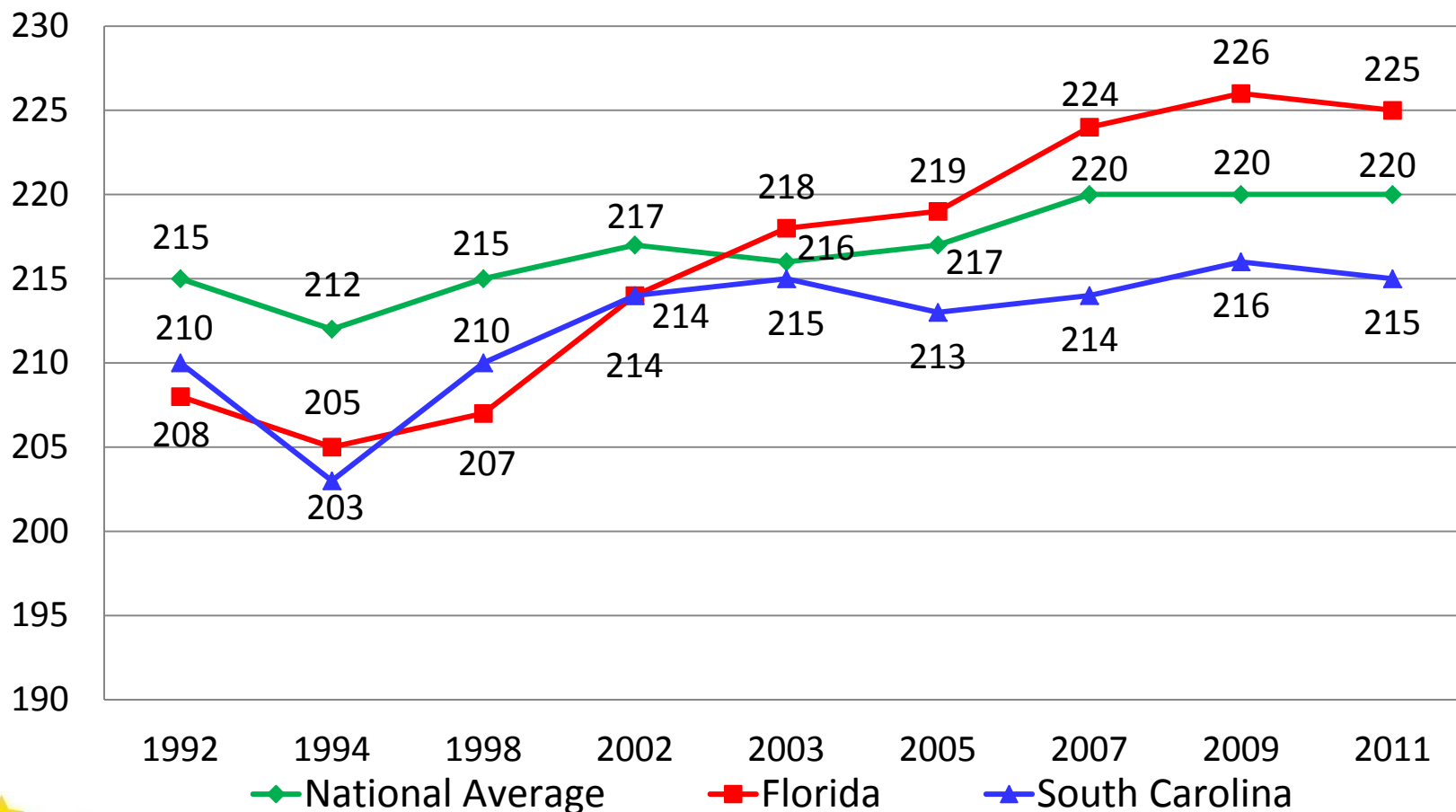
Florida's Education Revolution

Florida Student Population

- 2.7 million students
- Majority minority student population
- Large population of students learning English as a second language
- Majority of students are eligible for free and reduced priced lunch

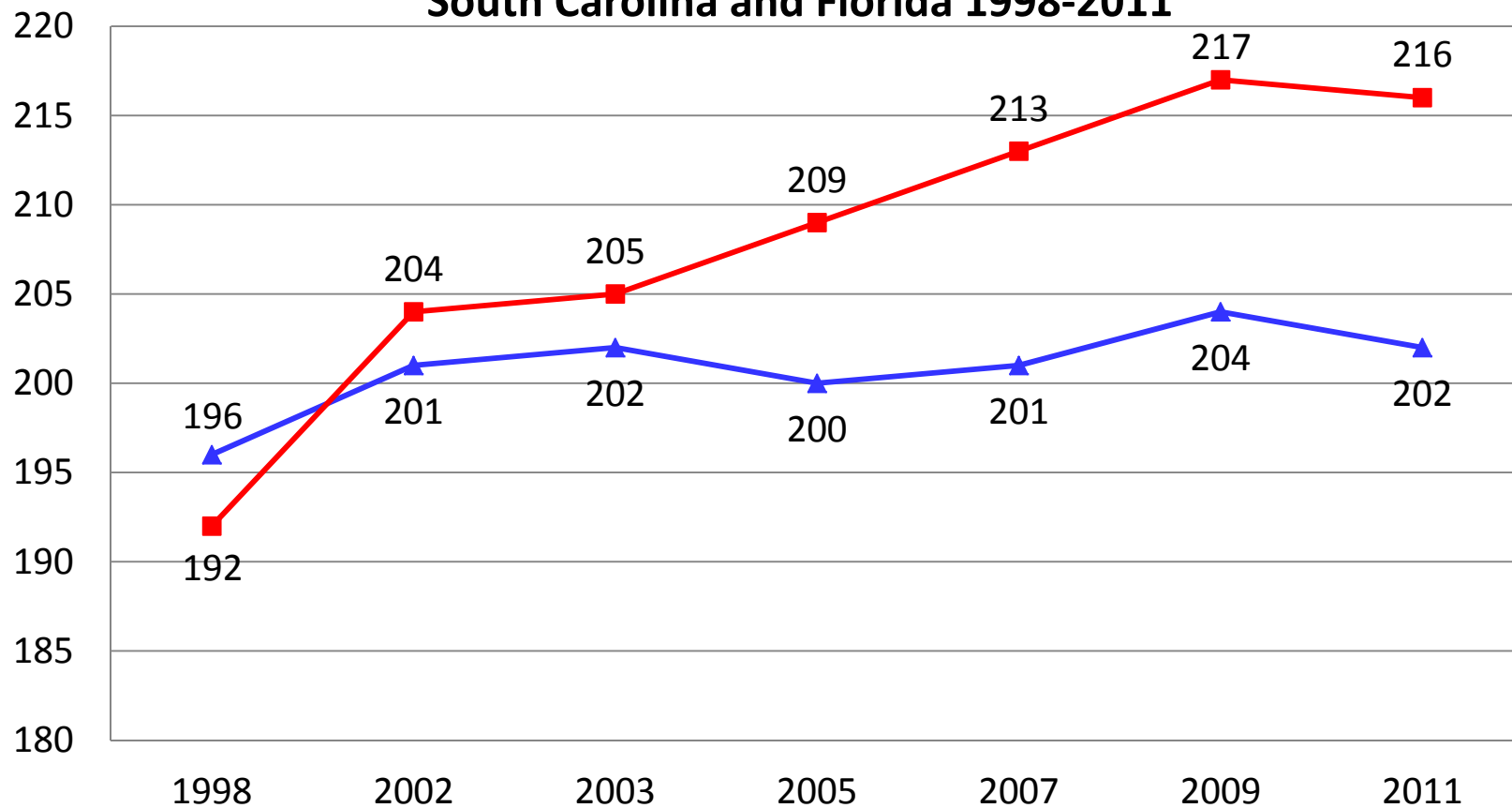
NAEP

**Average NAEP 4th Grade Reading Scores,
South Carolina, Florida and National Average 1992-2011**



NAEP

**Average NAEP 4th Grade Reading Scores for
Students Eligible for Free and Reduced Price Lunch (FRL)
South Carolina and Florida 1998-2011**



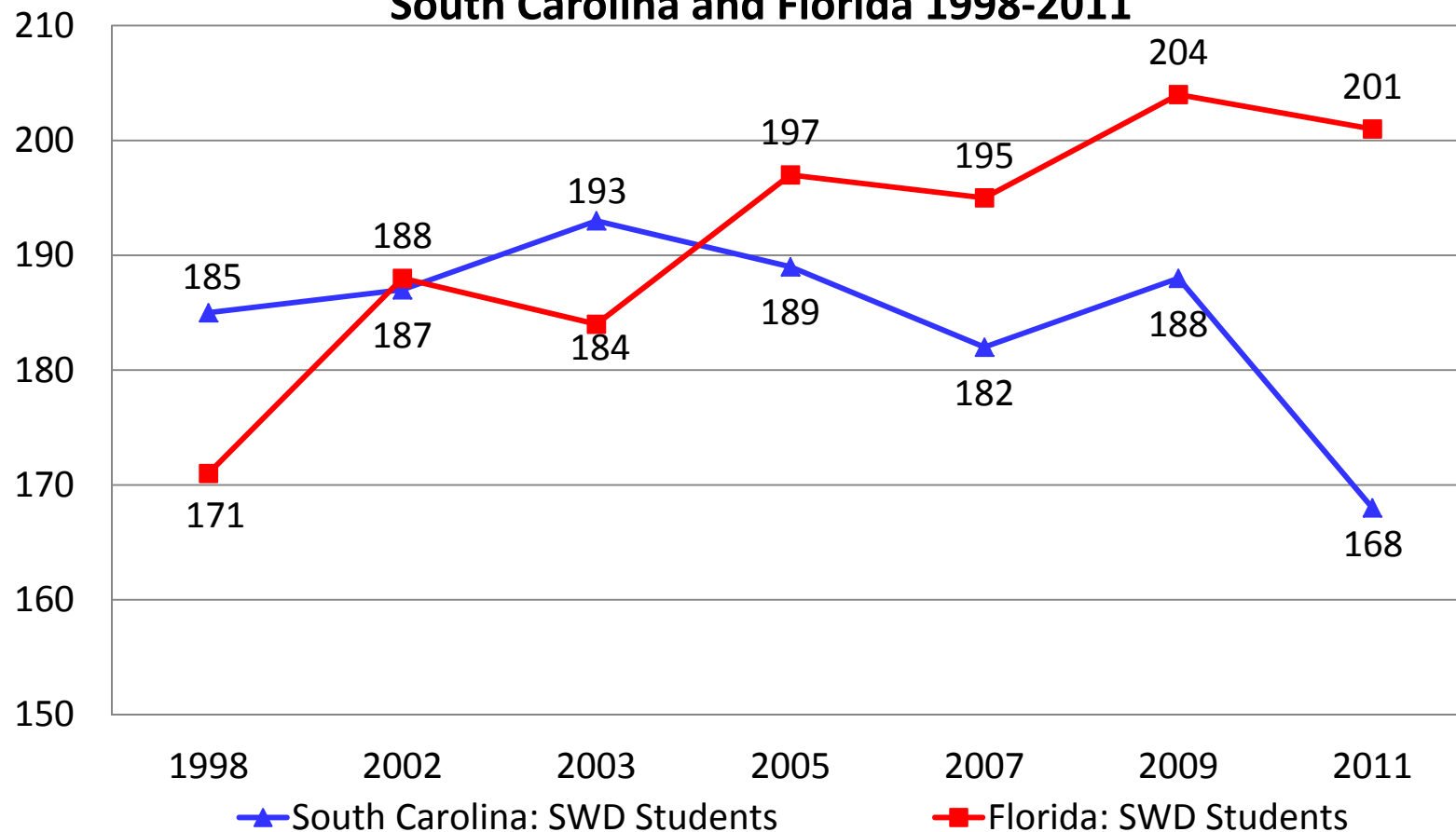
—▲— South Carolina: FRL Students

—■— Florida: FRL Students

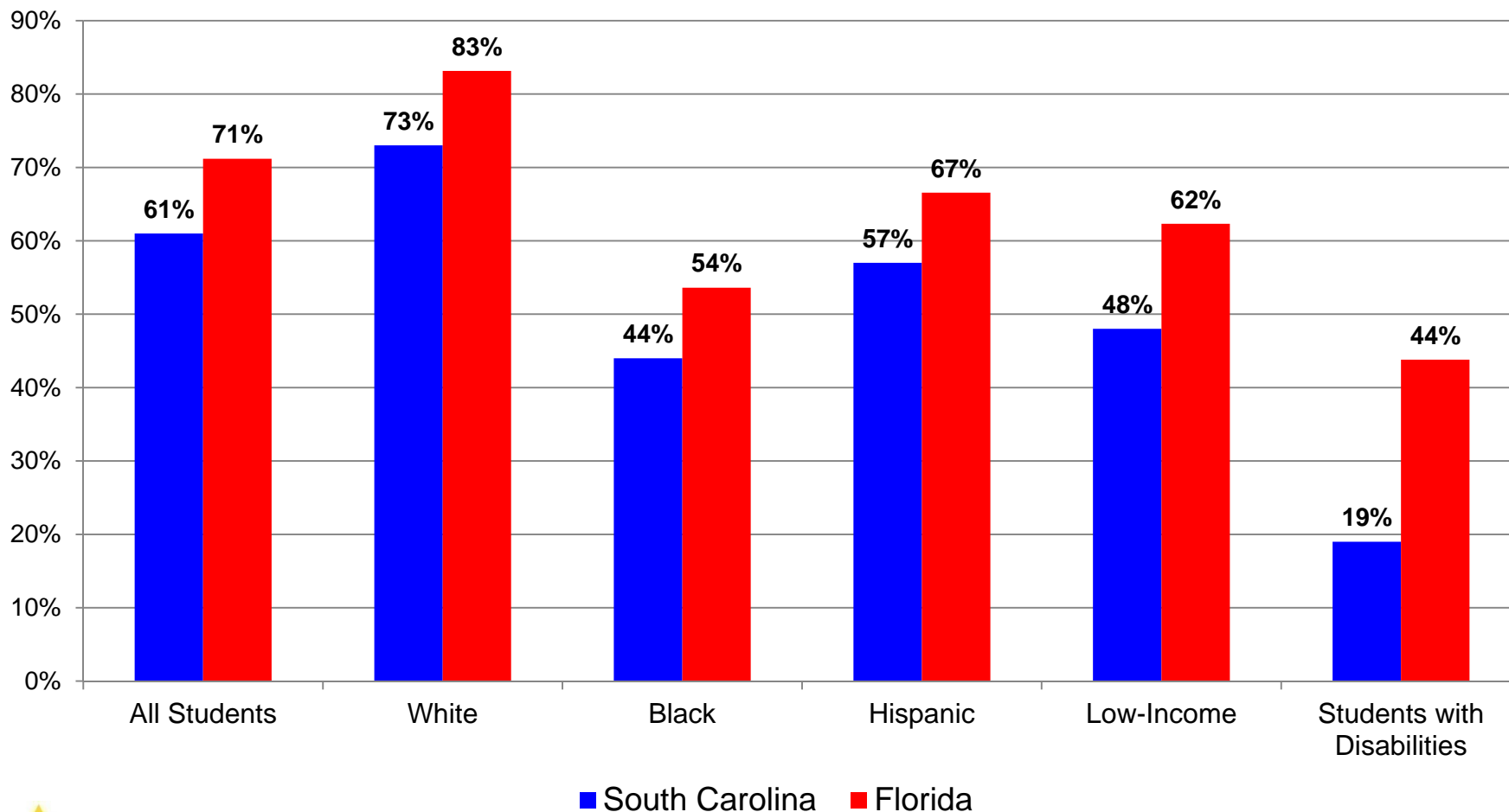
NAEP

Average NAEP 4th Grade Reading Scores for Students with Disabilities (SWD)

South Carolina and Florida 1998-2011



South Carolina and Florida Students Scoring “Basic or Better” on 2011 NAEP Grade 4 Reading, by subgroup



Florida Reforms 1999-2011

- A – F School Grades
- Rewards for Results and Opting Out of Failure
- Promotion and Graduation Requirements
- Funding for Student Success
- Quality Educators
- Choices, Choices, Choices (charter, private, digital)



Florida's K-3 Comprehensive Reading Initiative

In Florida

**Intensive reading
intervention happens K-3**

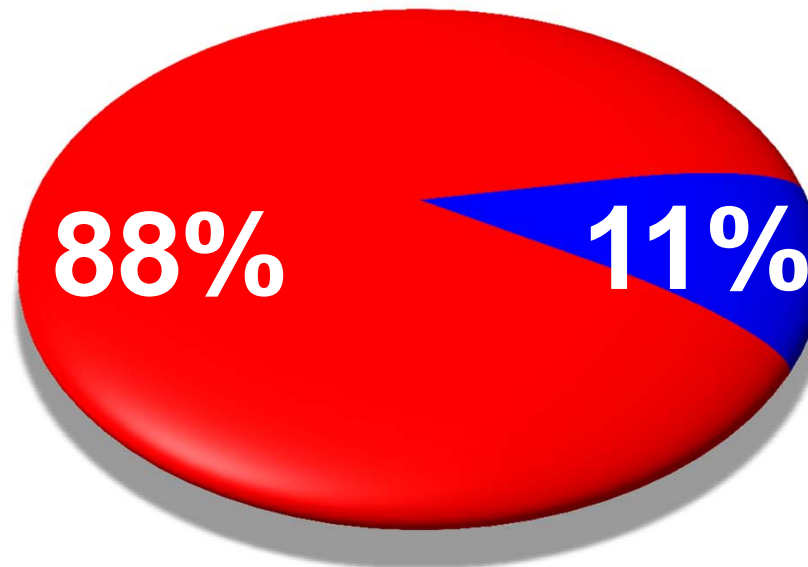
Retention is a last resort

**Retention means more
intensive intervention**

Predicting Dropout Rates by 3rd Grade Reading Performance

19 Year Old Dropouts by 3rd Grade Reading Scores

-- Annie E Casey Foundation



- Non Proficient Readers in 3rd grade
- Proficient Readers in 3rd grade

The Double Jeopardy of Struggling Readers

4

Children who are not reading proficiently in 3rd grade are 4 times more likely to not graduate high school

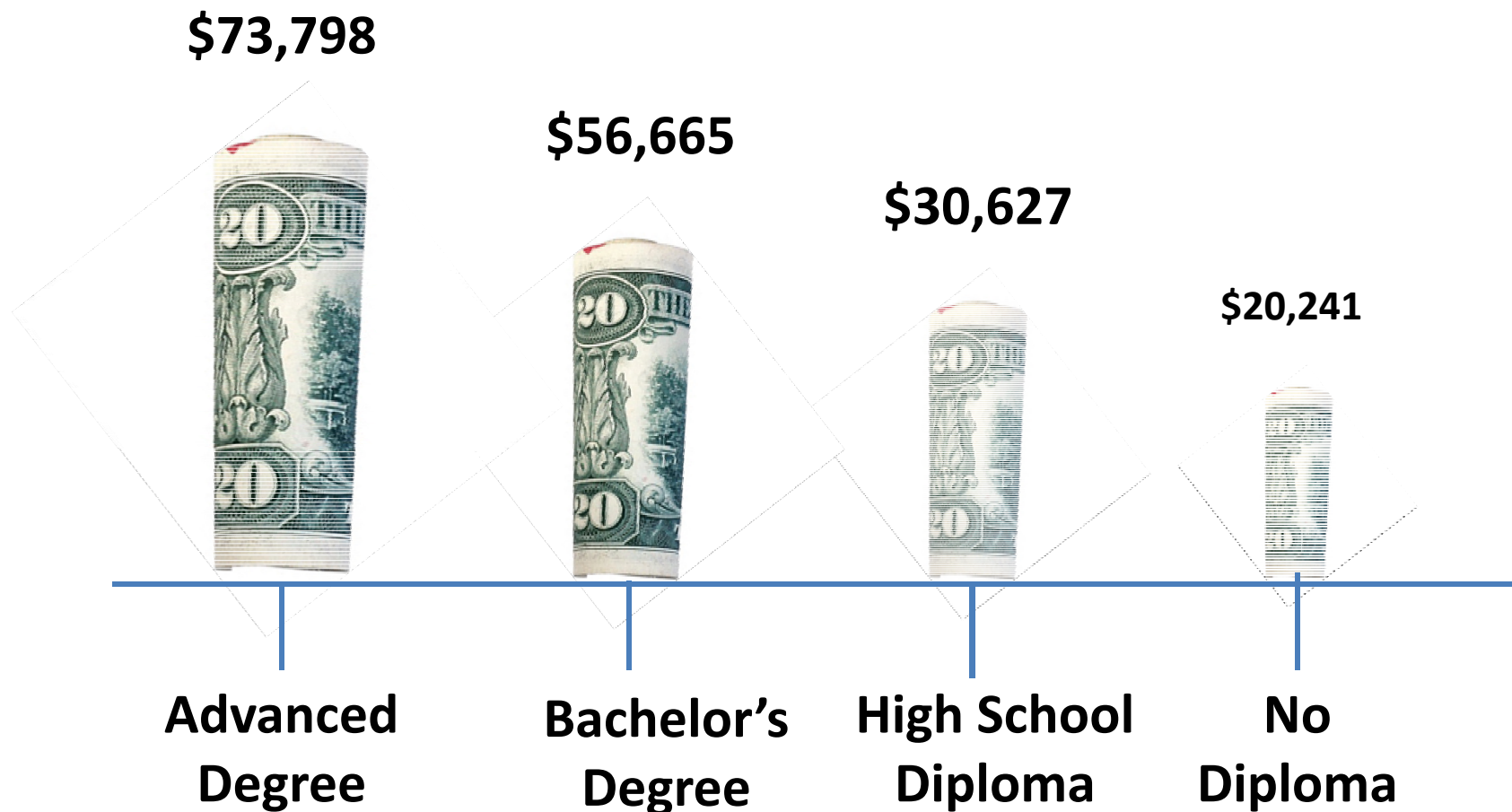
6

Below basic readers are almost 6 times more likely than proficient readers to not finish high school on time

8

Poor Black and Hispanic students who are struggling readers are about 8 times more likely than proficient readers to drop out of high school

Average Earnings by Education: 2009



Source: US Census Bureau, Statistical Abstract of the United States: 2012

An End to Social Promotion

- Emphasis on reading as a gateway to learning.
 - 3rd grade: students are learning to read.
 - 4th grade: students are reading to learn.
- Students who score the **lowest level** (level 1 out of 5) in reading on the 3rd grade FCAT **must be retained** unless the student meets good cause exemptions.

An End to Social Promotion

- Six Good Cause Exemptions:

- Student demonstrates proficiency on an **alternate standardized assessment** (e.g. Stanford 10)
- Student demonstrates proficiency through a **student portfolio**
- Student with a disability who does not take the state test
- English Language Learners (ELL) who have had less than 2 years of English for Speaker's of Other Languages (ESOL) instruction
- Student with a disability who takes the state test and has previously been retained
- Any student with a reading deficiency who has previously been retained twice

Florida's K-3 Policy

Early Literacy screening in K-3 grades

Parent notification for any student identified with a reading deficiency K-3.

Individual reading plans, in collaboration with the parent, prescribing interventions aimed at removing that deficiency.

3rd graders who score at the **lowest level** on the state test are **retained** unless they meet a good cause exemption.

Retention with **more intensive interventions** (a different course of action)

Intervention for Retained Students

- Parent Notification
 - That his/her child has not met promotion requirements, and
 - Why the child is not eligible for a good cause exemption.
 - Describing the interventions to be implemented to accelerate progress to ensure student catches up with peers.
- Provide parents the option of a mentor, supplemental tutoring, or a “Read at Home” plan including participation in parent workshops and regular parent-guided home reading

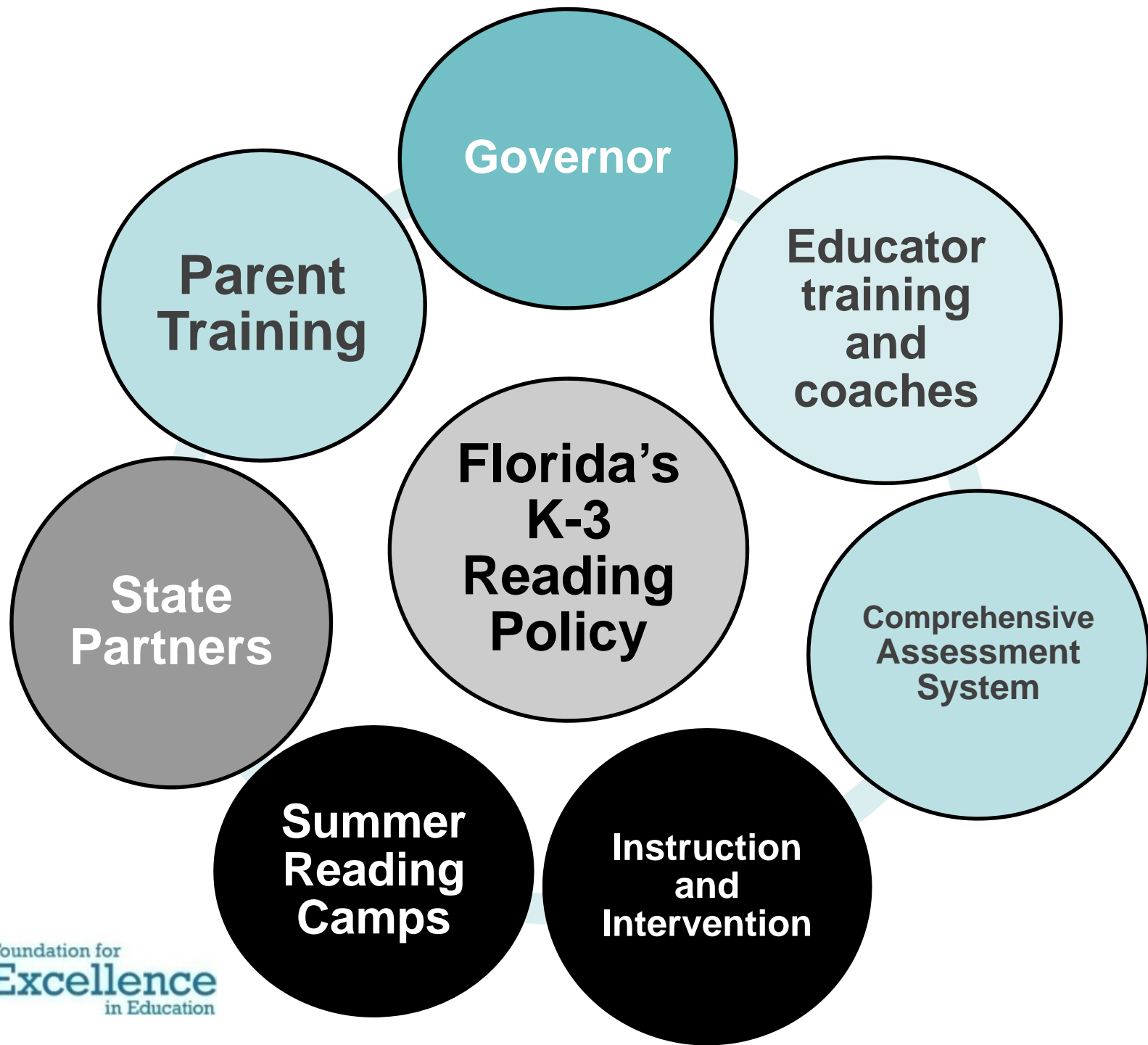
Intervention for Retained Students

Districts are required to provide retained 3rd graders more intensive interventions:

- Summer reading camps
- A minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction
- Daily intervention in addition to the 90 minute block
- A highly-effective teacher as determined by student performance data and performance evaluations



Keys to Successful Policy Implementation



State-Directed Activities

Just Read, Florida!

- State Partnerships to raise awareness of the importance of Reading
- Training of teachers, reading coaches, and principals, face-to-face and online reading courses
- Individual reading plans, portfolio and alternative assessment guidance
- Families Building Better Readers
- Monitoring of implementation

Professional Development : Key to Reading Success

- For teachers in the classroom
 - Just Read, Florida! Leadership Conference
 - K-3 Reading Academies
 - Florida Center for Reading Research
www.fcrr.org
 - Reading coaches

Professional Development: Key to Reading Success

- For teachers in the pipeline
 - Revision of K-12 reading certification test, to include latest reading research
 - Increased required reading courses in Colleges of Education to focus on the science of reading and data-based decision making

Funding: Key to Reading Success

- Funding Actions
 - Leveraged existing funds to make reading a priority:
 - State funds
 - State set-asides from federal funds
 - State and district-level federal funds
 - Use of new state and federal money
 - Tied funding to state-approved reading plans in 2005-06



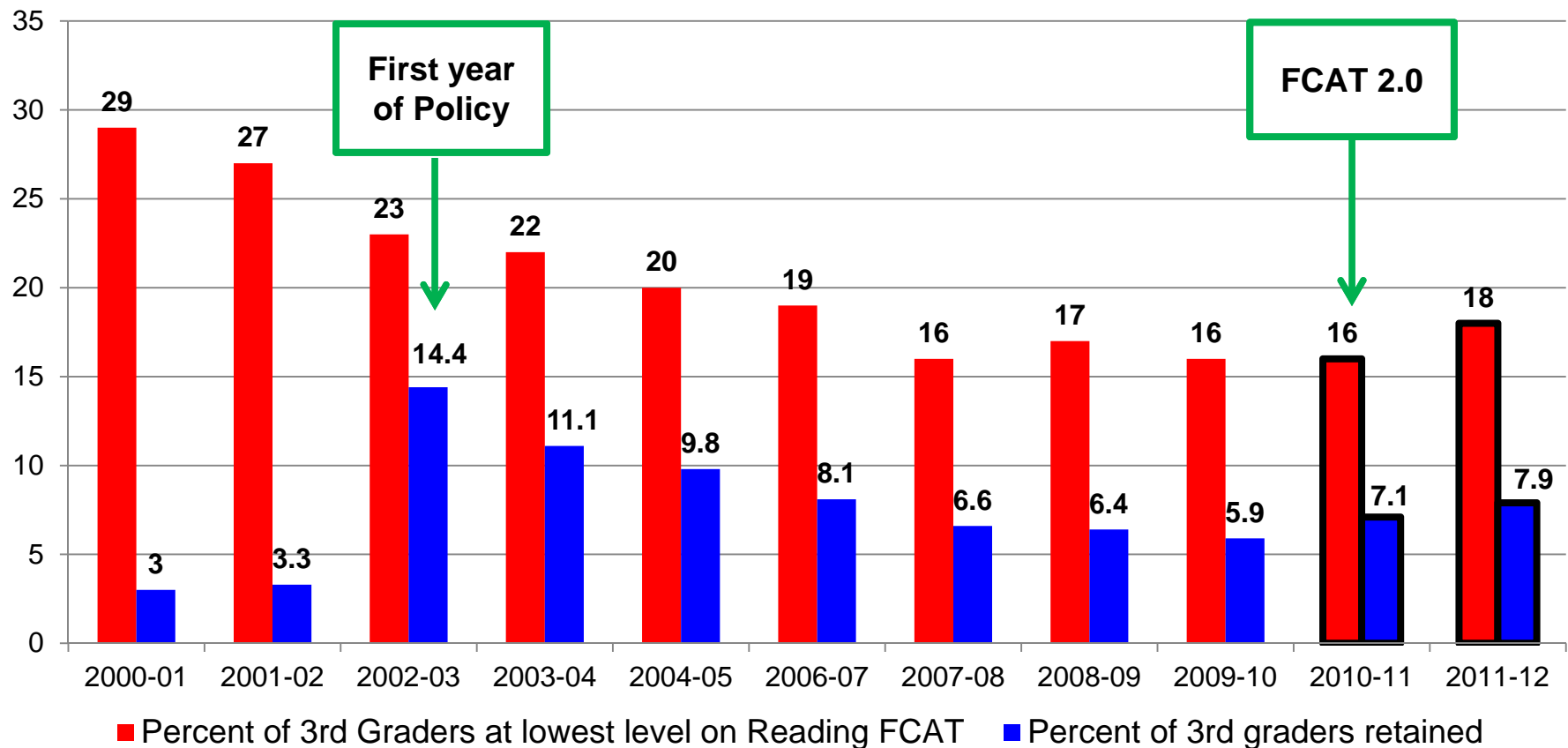
Florida Formula for Student Achievement: *Results*

***As the bar keeps rising on the FCAT, students and educators have met
the challenge.***

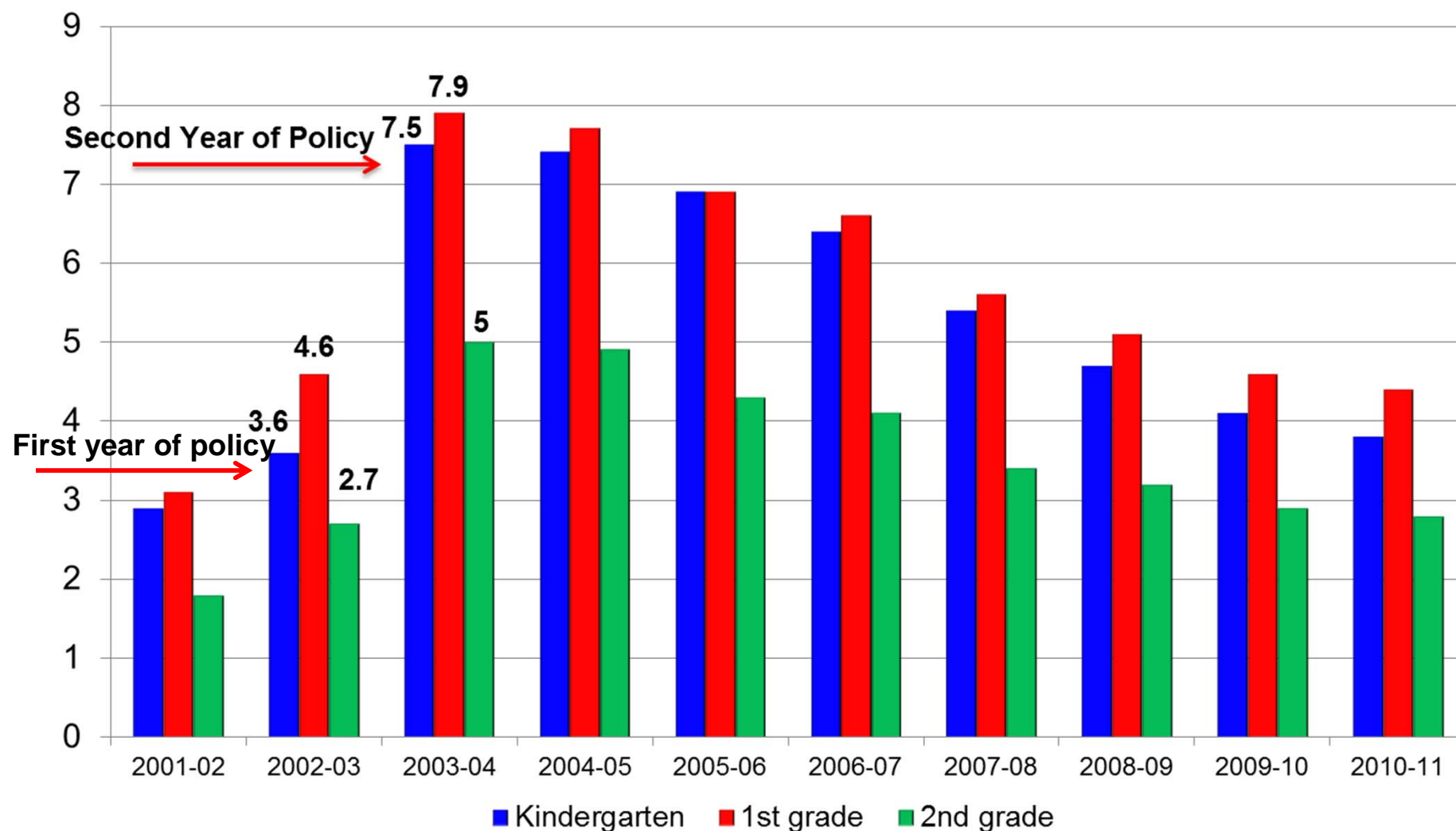
Miami Herald, July 29, 2009

A Command Focus on Reading

Percent of Third Graders Scoring at the Lowest Level Who
were Retained
2001-2012



Percent Retained in K-2, 2002-2011



After Two Years:

Jay Greene and Marcus Winters, *Getting Farther Ahead by Staying Behind*; Manhattan Institute, 2006.

Retained kids made significant gains compared to promoted kids

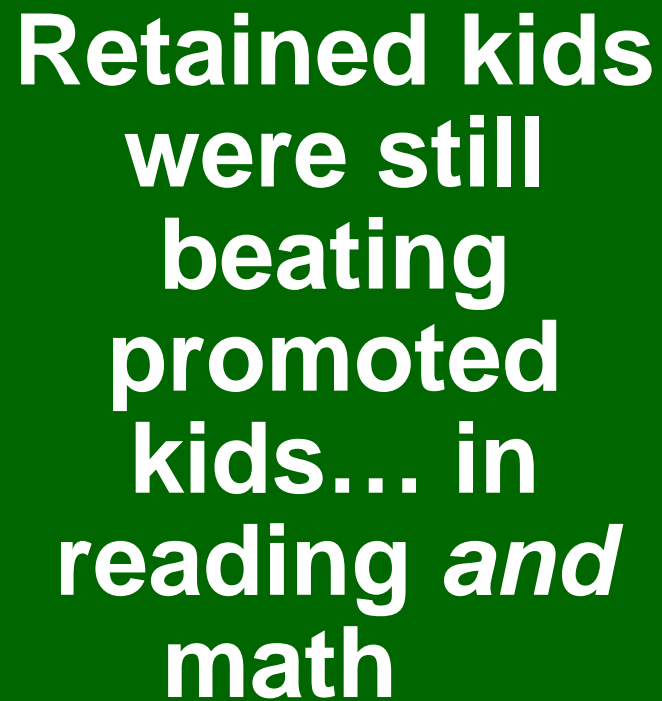
Those gains grew substantially from year one to year two

Retained kids were able to catch up; promoted kids fell behind

The greatest impact in learning was for minority kids

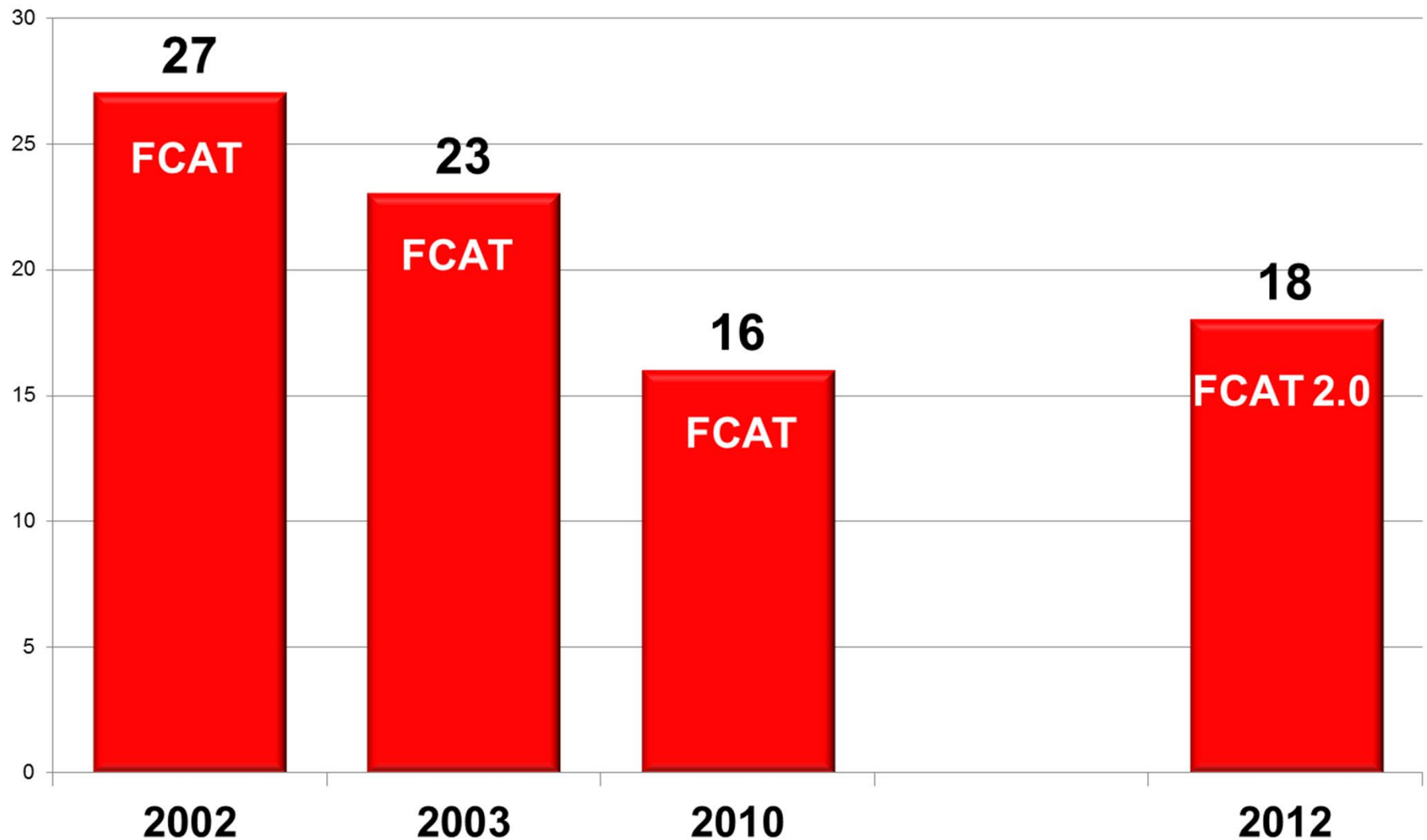
By 7th grade:

Marcus Winters, The Benefits of
Florida's Test-Based Promotion
System, 2012



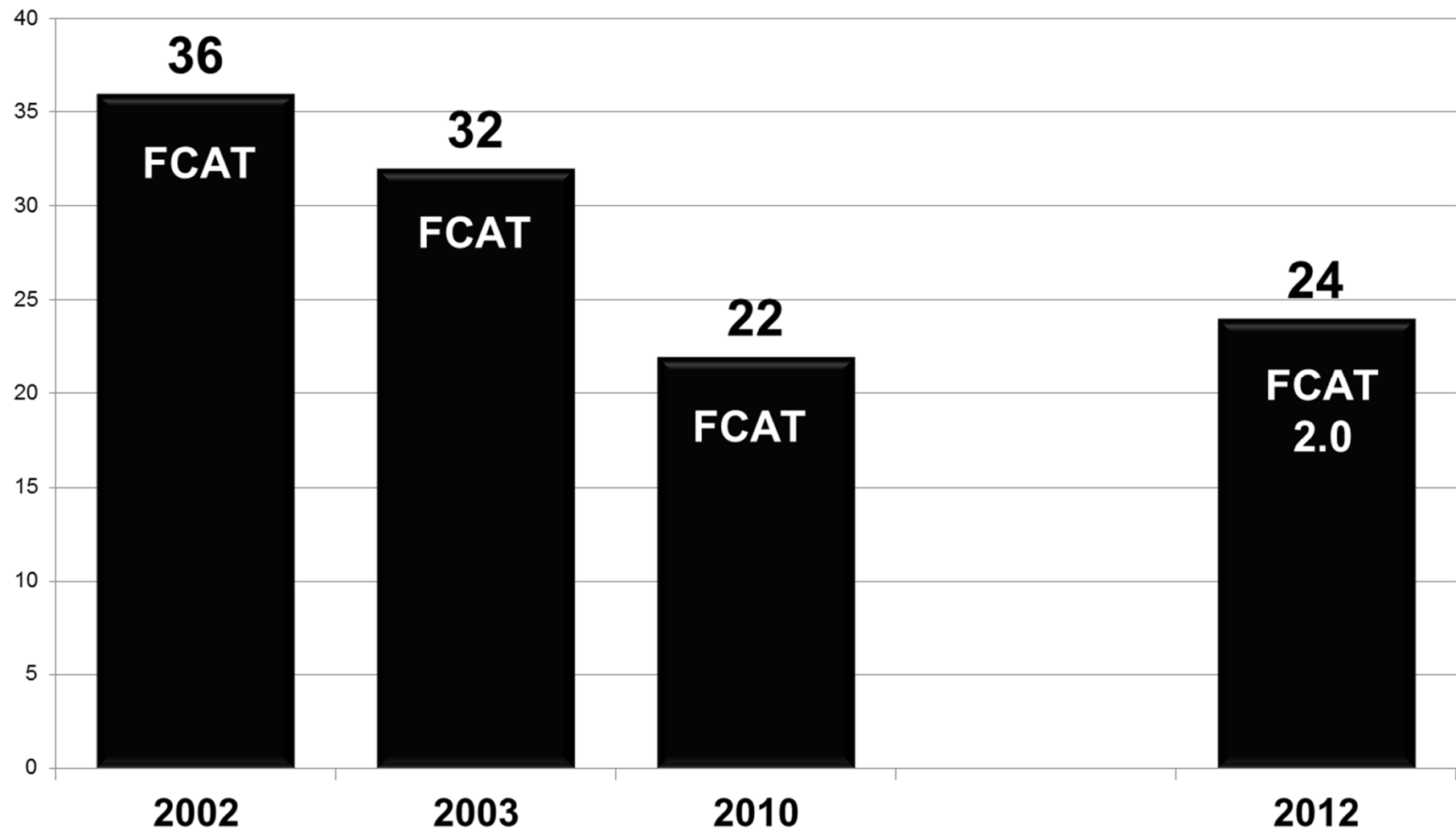
**Retained kids
were still
beating
promoted
kids... in
reading *and*
math**

Third Grade Reading: All Students



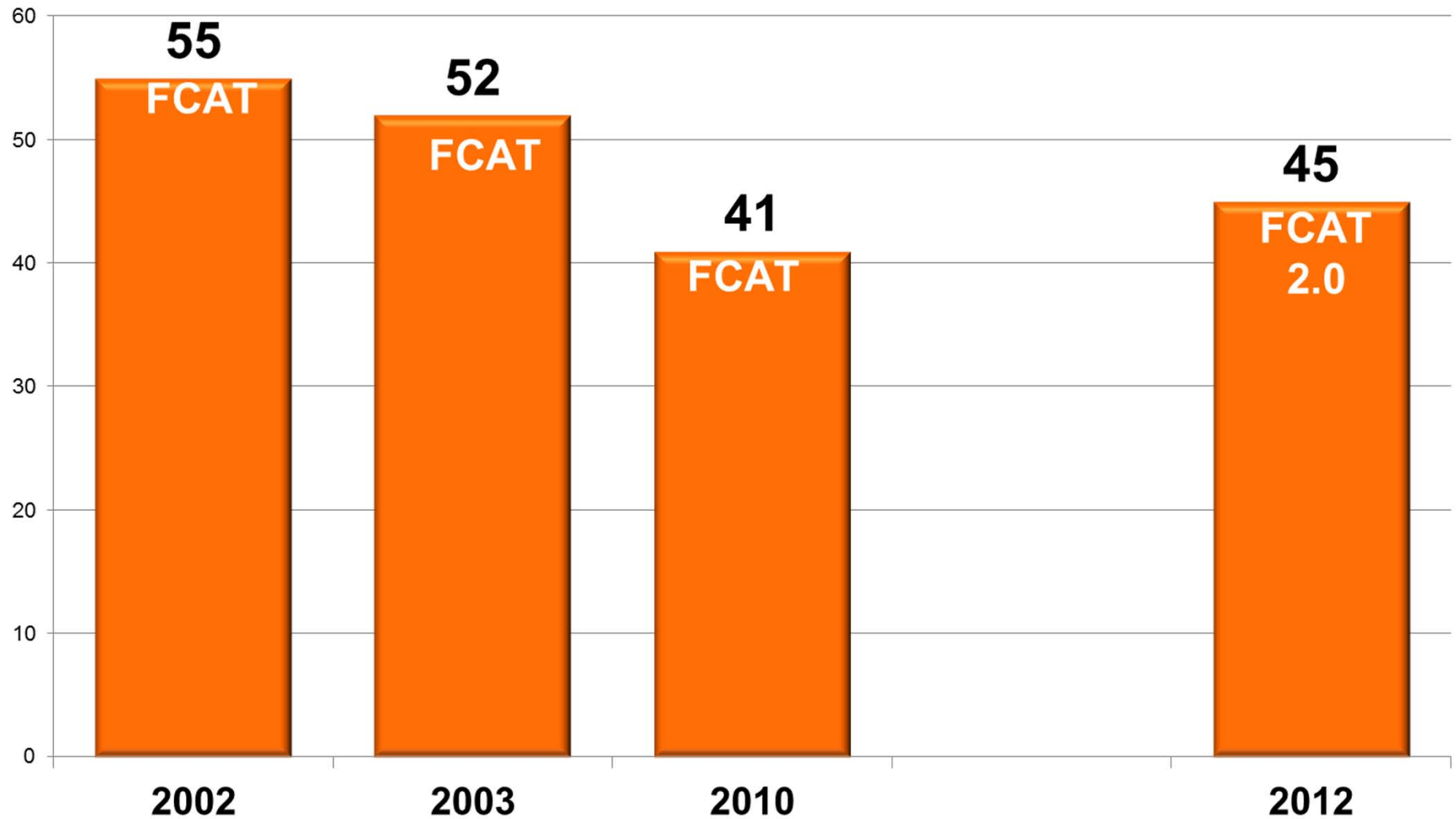
■ Percent Scoring in Lowest Level on Florida State Test

Third Grade Reading: Free and Reduced Price Lunch

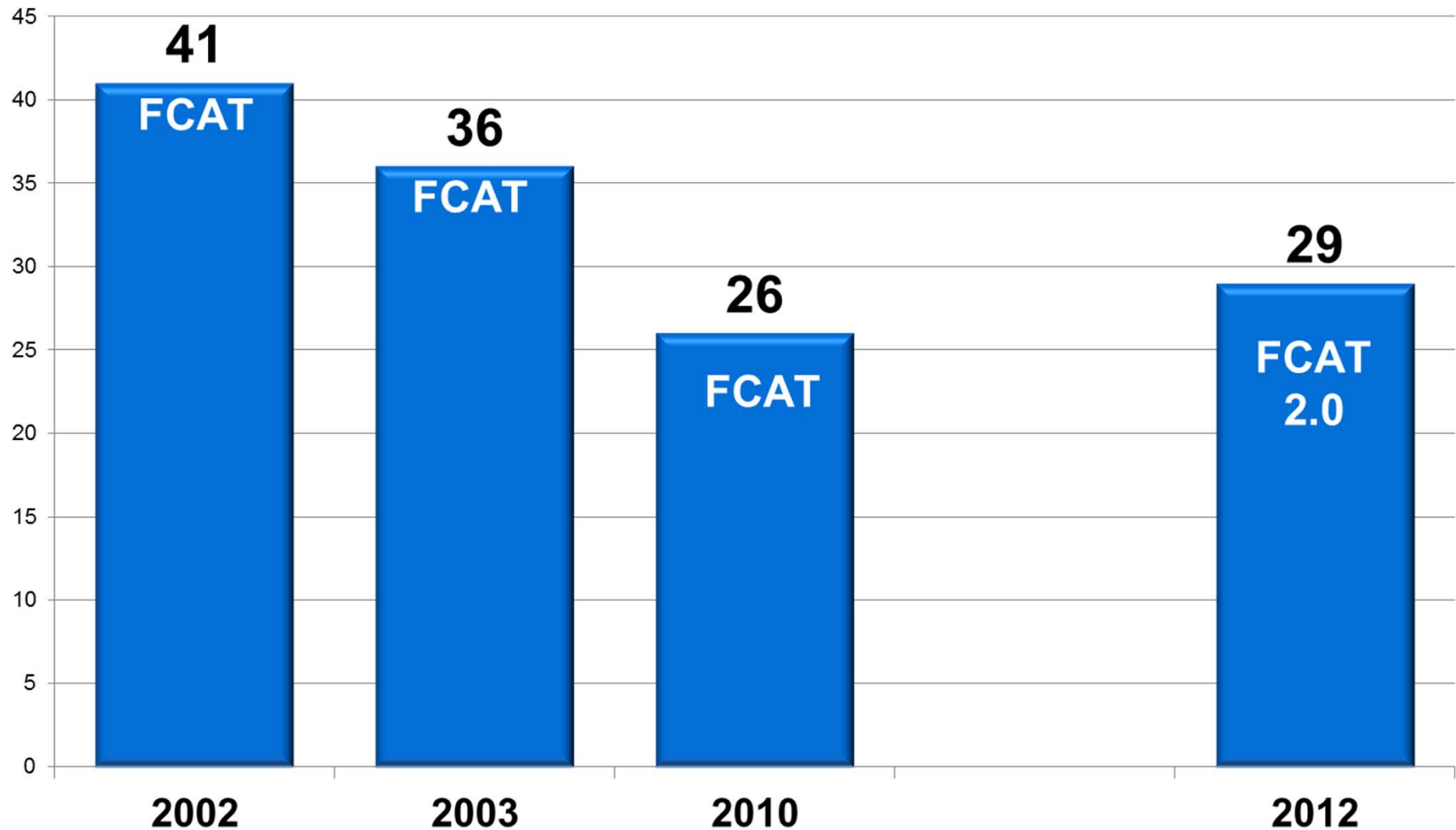


■ Percent scoring in Lowest Level on Florida State Test

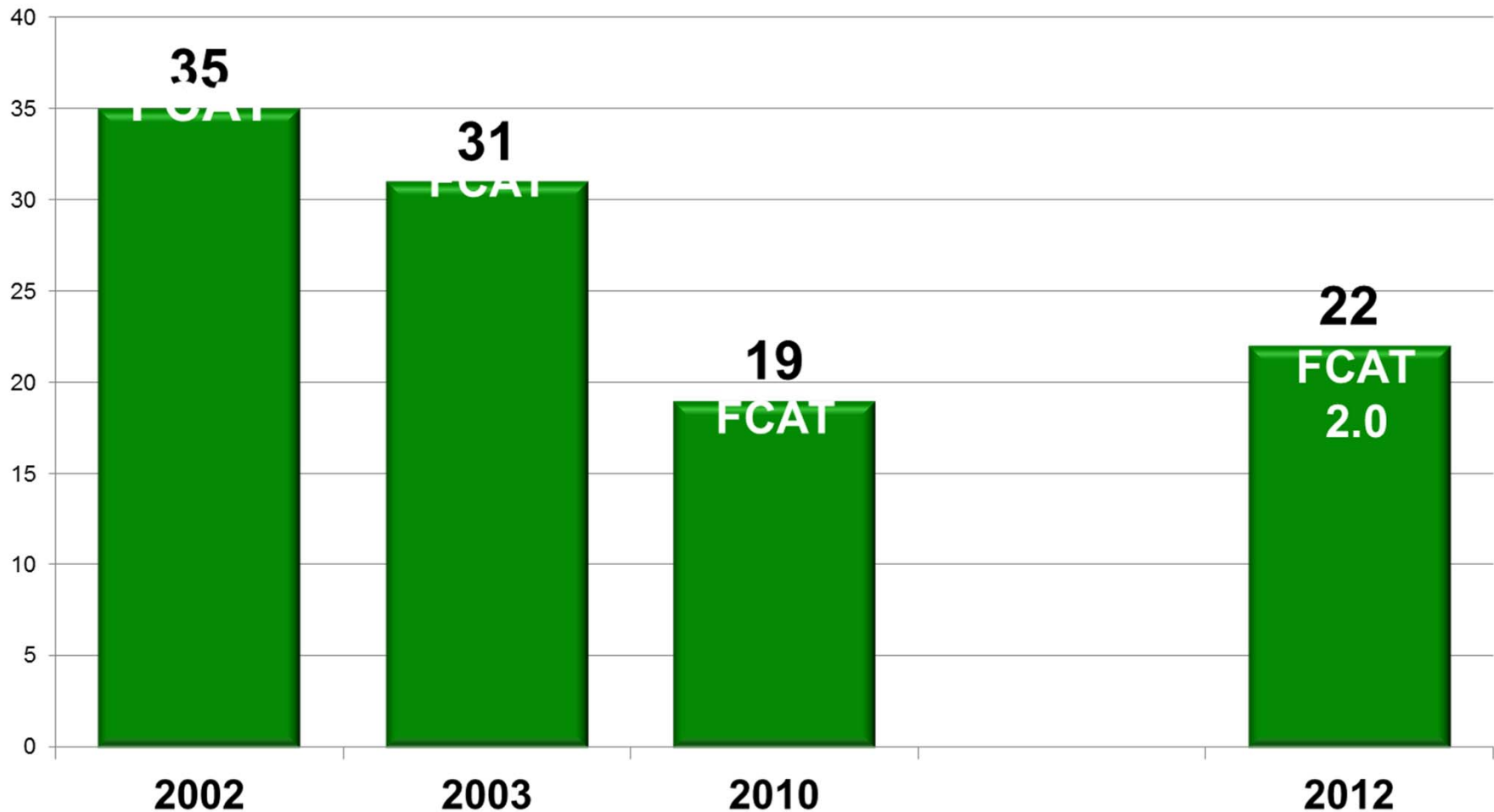
Third Grade Reading: Students with Disabilities



Third Grade Reading: African American Students



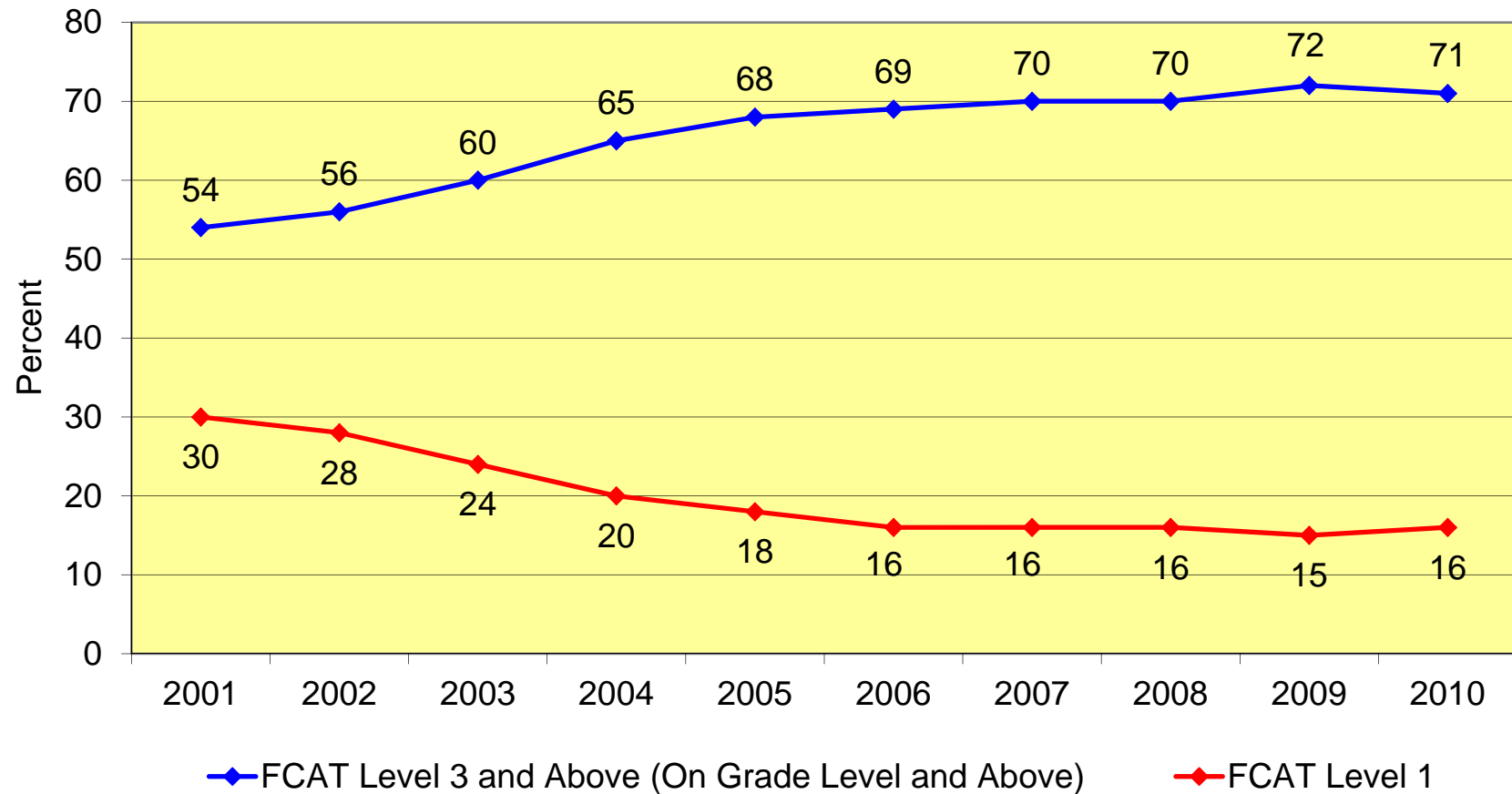
Third Grade Reading: Hispanic Students



■ Percent scoring in Lowest Level on Florida State Test

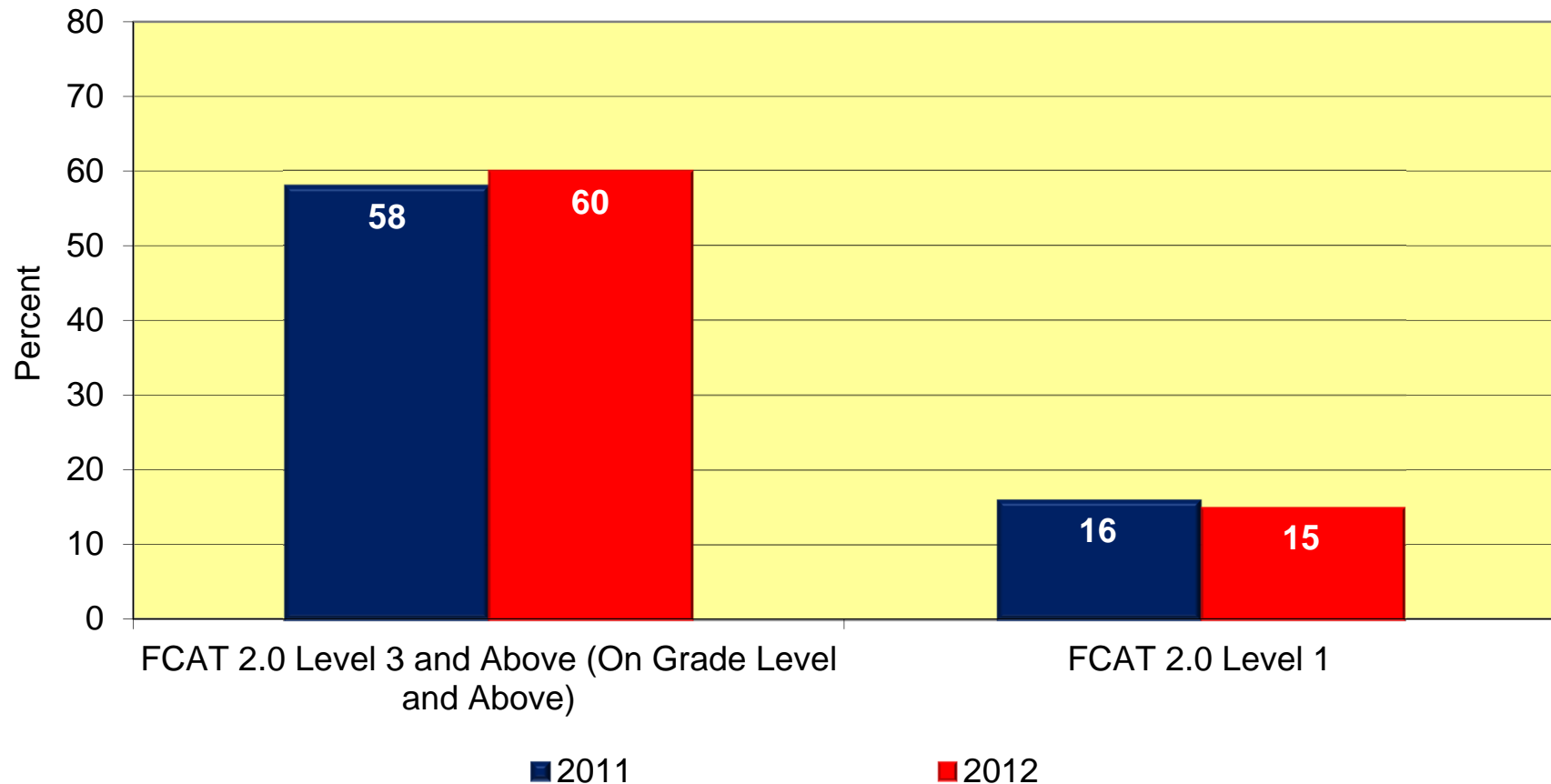
Florida Comprehensive Assessment Test (FCAT)

Elementary School FCAT Reading
Grades 3, 4 and 5

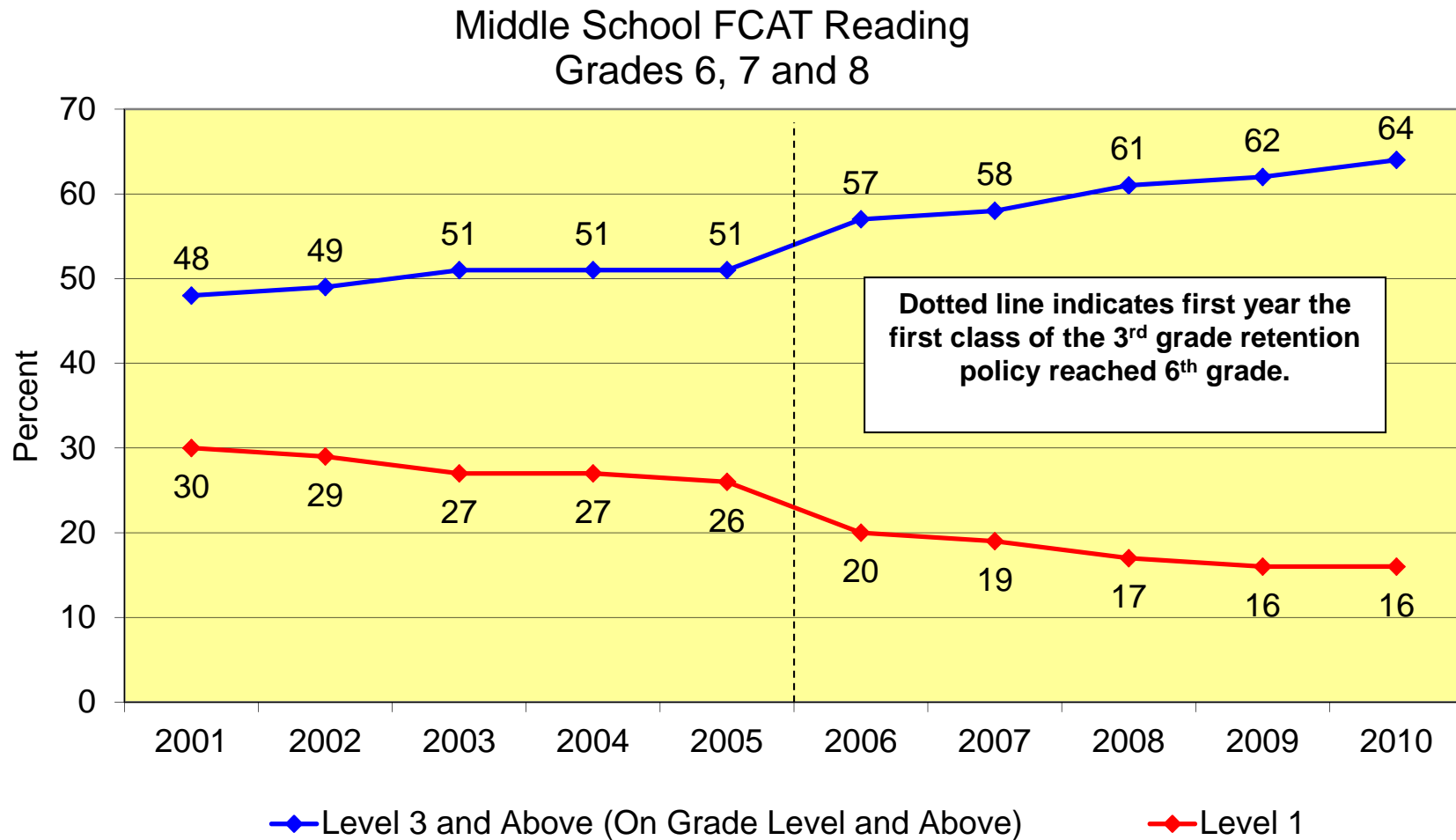


Florida Comprehensive Assessment Test (FCAT) 2.0

Elementary School FCAT 2.0 Reading
Grades 3, 4 and 5

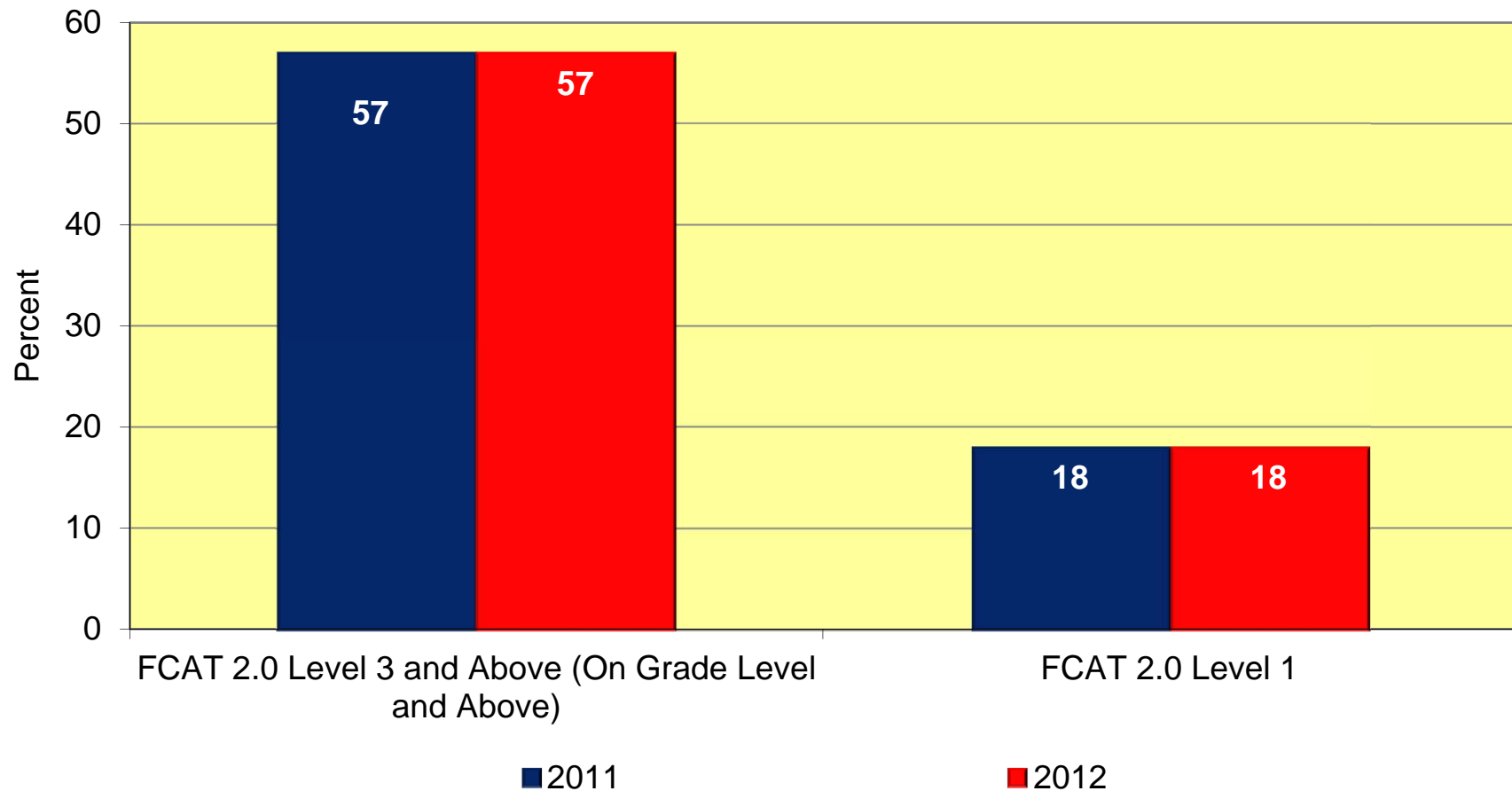


Florida Comprehensive Assessment Test (FCAT)



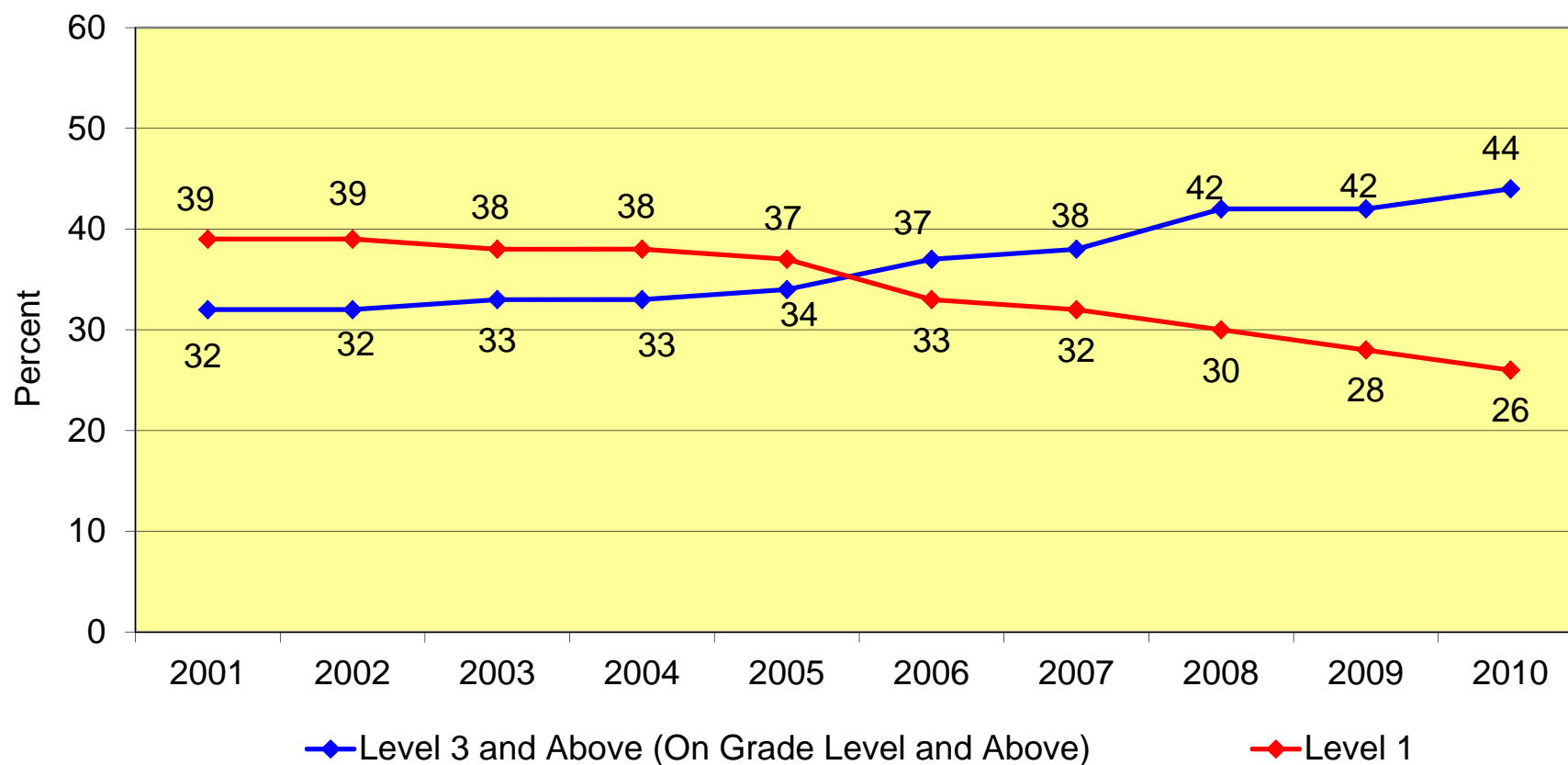
Florida Comprehensive Assessment Test (FCAT) 2.0

Middle School FCAT 2.0 Reading
Grades 6, 7 and 8



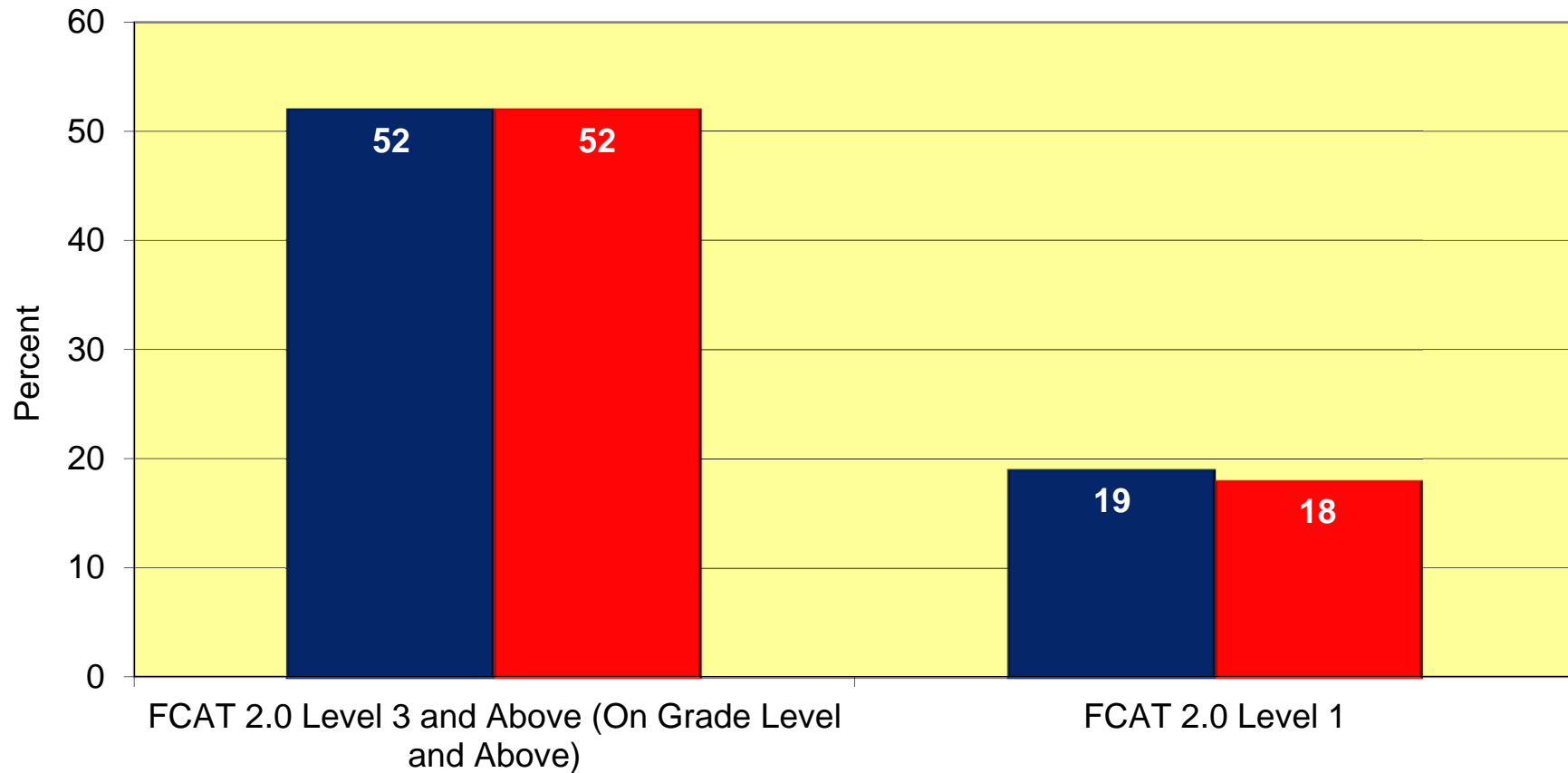
Florida Comprehensive Assessment Test (FCAT)

High School FCAT Reading
Grades 9 and 10

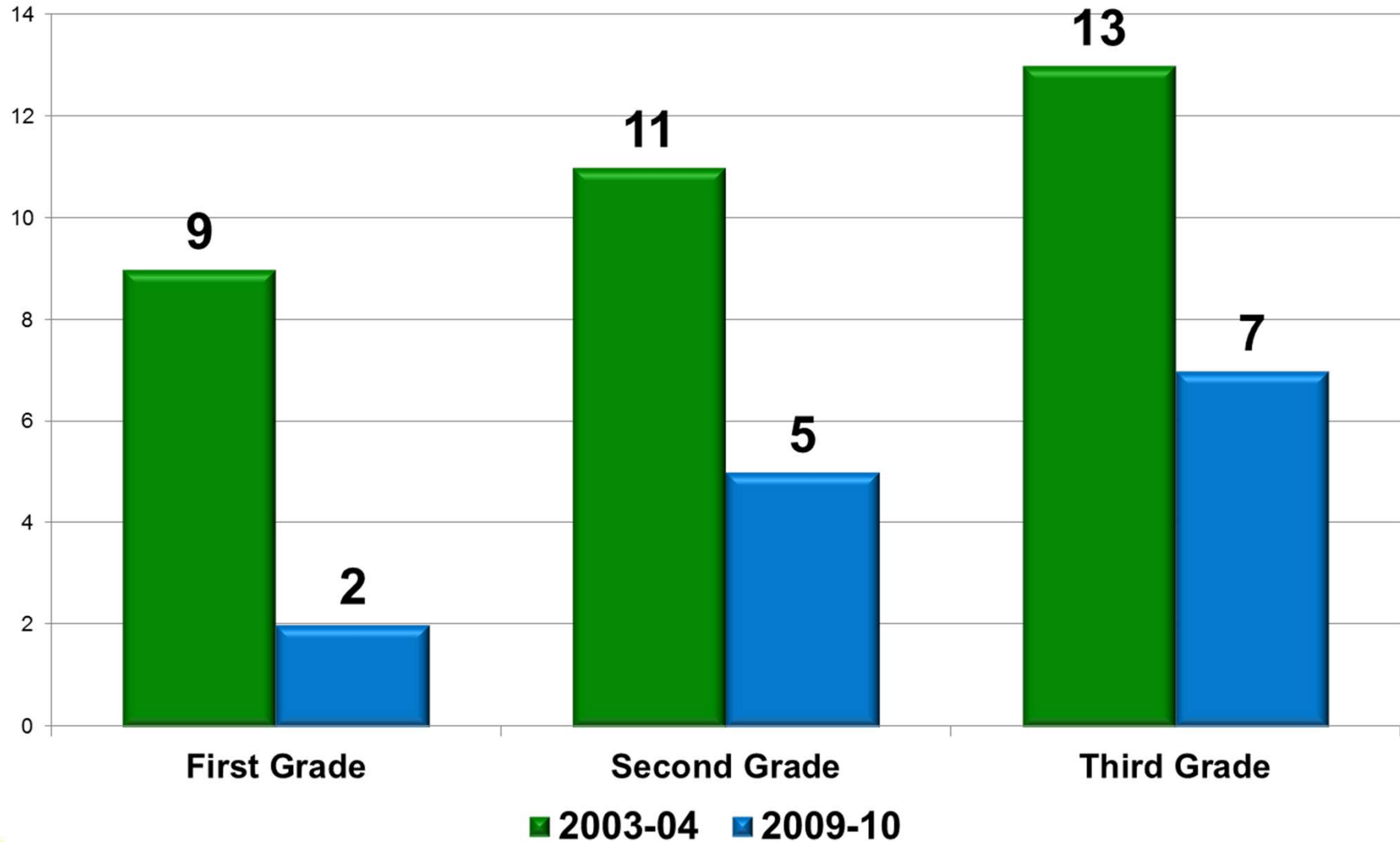


Florida Comprehensive Assessment Test (FCAT) 2.0

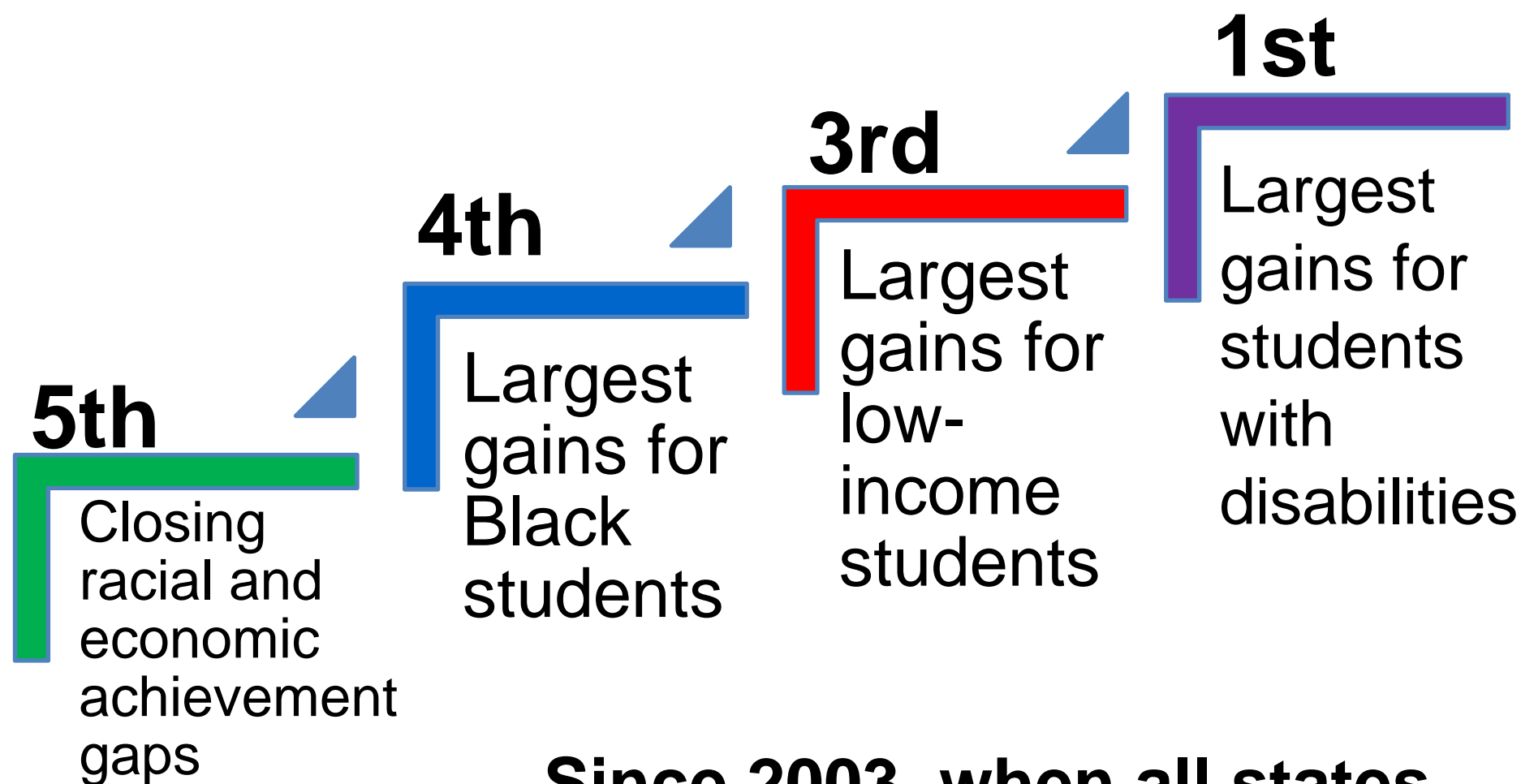
High School FCAT 2.0 Reading
Grades 9 and 10



Good Instruction Matters: Percent of Students Identified as Learning Disabled



Florida Rising in the Ranks



Since 2003, when all states began participating in NAEP

Contact Information

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