

Early Literacy and Florida's Third Grade Policy

Southern Legislative Conference

July 28, 2013

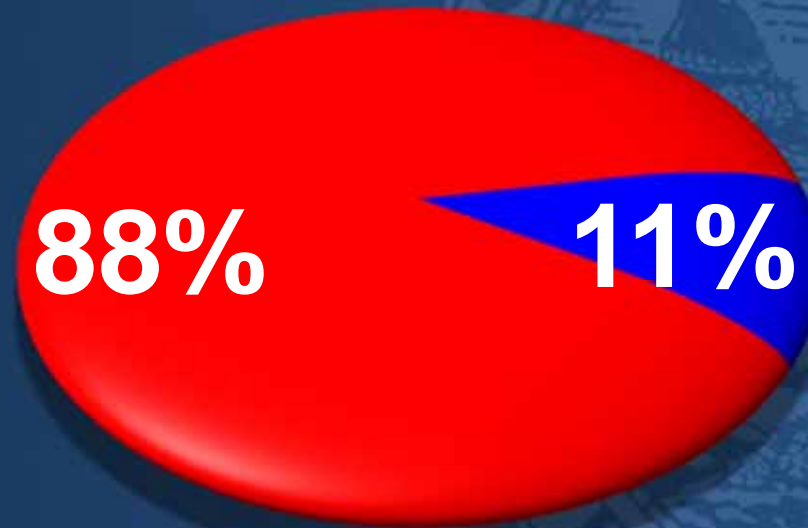


Foundation for
Excellence
in Education

Why a Statewide Third Grade Reading Policy?

19 Year Old Dropouts by 3rd Grade Reading Scores

- Annie E. Casey Foundation



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

Why a Statewide Third Grade Reading Policy?

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

Why a Statewide Third Grade Reading Policy?

- Students build and master foundational reading skills in grades K-3.
- Students transition from *learning to read* to *reading to learn* from third to fourth grade.
- In 2001-02, 27% of students in third grade were functionally illiterate – scoring at Level 1 on FCAT.

Florida's Statewide Third Grade Reading Policy

- An end to social promotion in 3rd grade.
 - 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.

Florida's Statewide Third Grade Reading Policy

- Six Good Cause Exemptions:
 - Student with a disability who does not take FCAT
 - 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 FCAT and has previously been retained
 - Any student with a reading deficiency who has previously been retained twice
 - Student demonstrates proficiency on an **alternate standardized assessment** (e.g. Stanford 10)
 - Student demonstrates proficiency through a **student portfolio**

Florida's Statewide Third Grade Reading Policy

Early Literacy screening in K-3 grades

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

Student 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)

Florida's Statewide Third Grade Reading Policy

It's not just additional time that's important – it's what you do with it!

- Retained students must be provided a highly effective teacher in retained year
- Retained students must have an opportunity to attend Summer Reading Camp
- Reduced student/teacher ratio (small group and/or class size)
- 90 minutes of dedicated scientifically-based reading instruction, and daily intervention in addition to or an extension of the 90 minute block
- Diagnostic assessments and routine progress monitoring to guide instruction

The Results.....



A Command Focus on Reading

Year	Percent of 3rd graders Level 1 on FCAT Reading	Percent of 3 rd graders retained
2000-01	29%	3.0%
2001-02	27%	3.3%
2002-03	23%	14.4%
2003-04	22%	11.1%
2004-05	20%	9.8%
2006-07	19%	8.1%
2007-08	16%	6.6%
2008-09	17%	6.4%
2009-10	16%	5.9%
FCAT 2.0 administered (more rigorous test)		
2010-11	16%	7.1%
Increased cut score for proficiency on FCAT 2.0		
2011-12	18%	7.9%
2012-13	18%	Not available yet

After Two Years...

Getting Farther Ahead by Staying Behind...

Jay P. Greene and
Marcus A. Winters
University of Arkansas

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

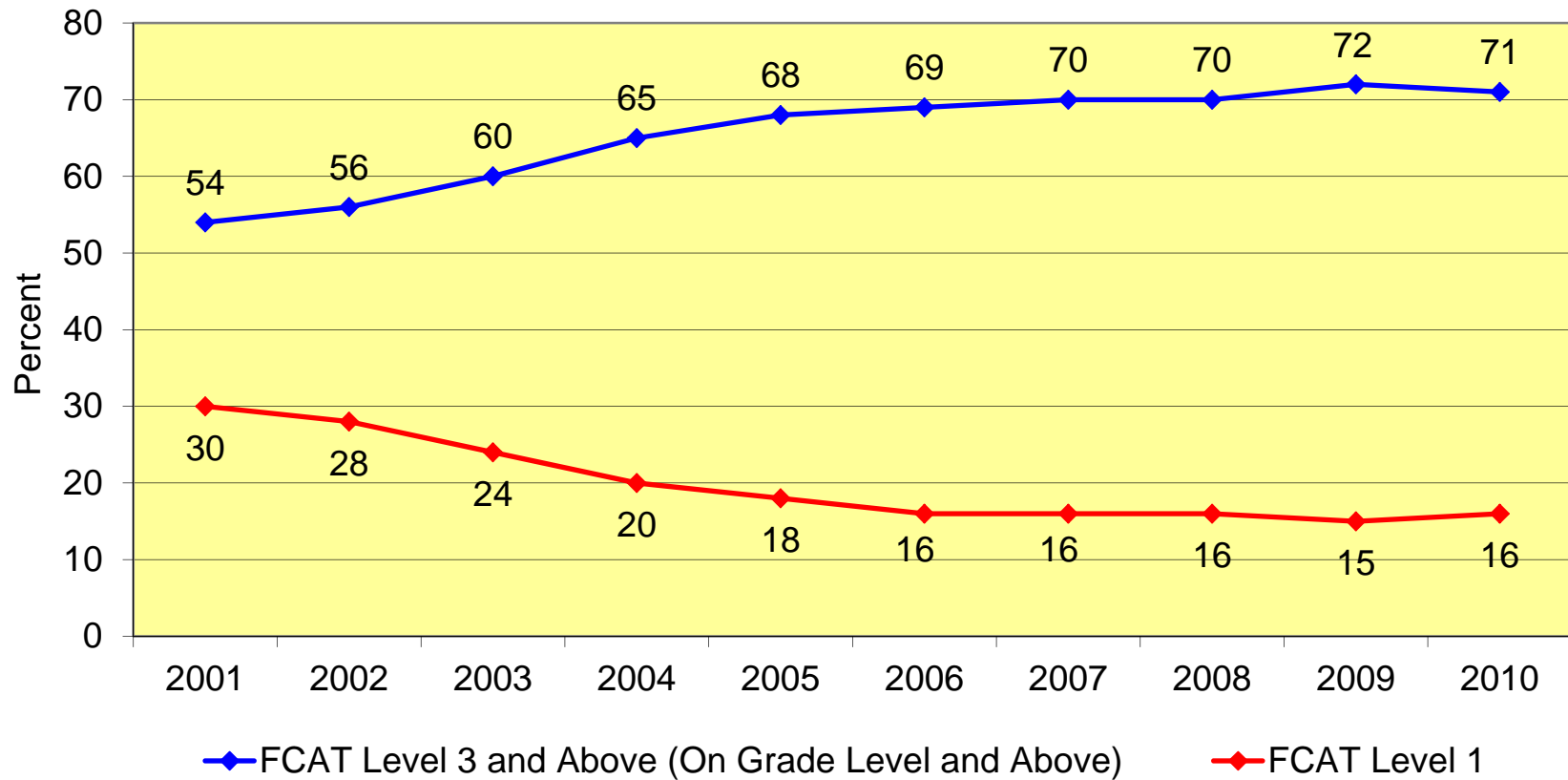
After Five Years...

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

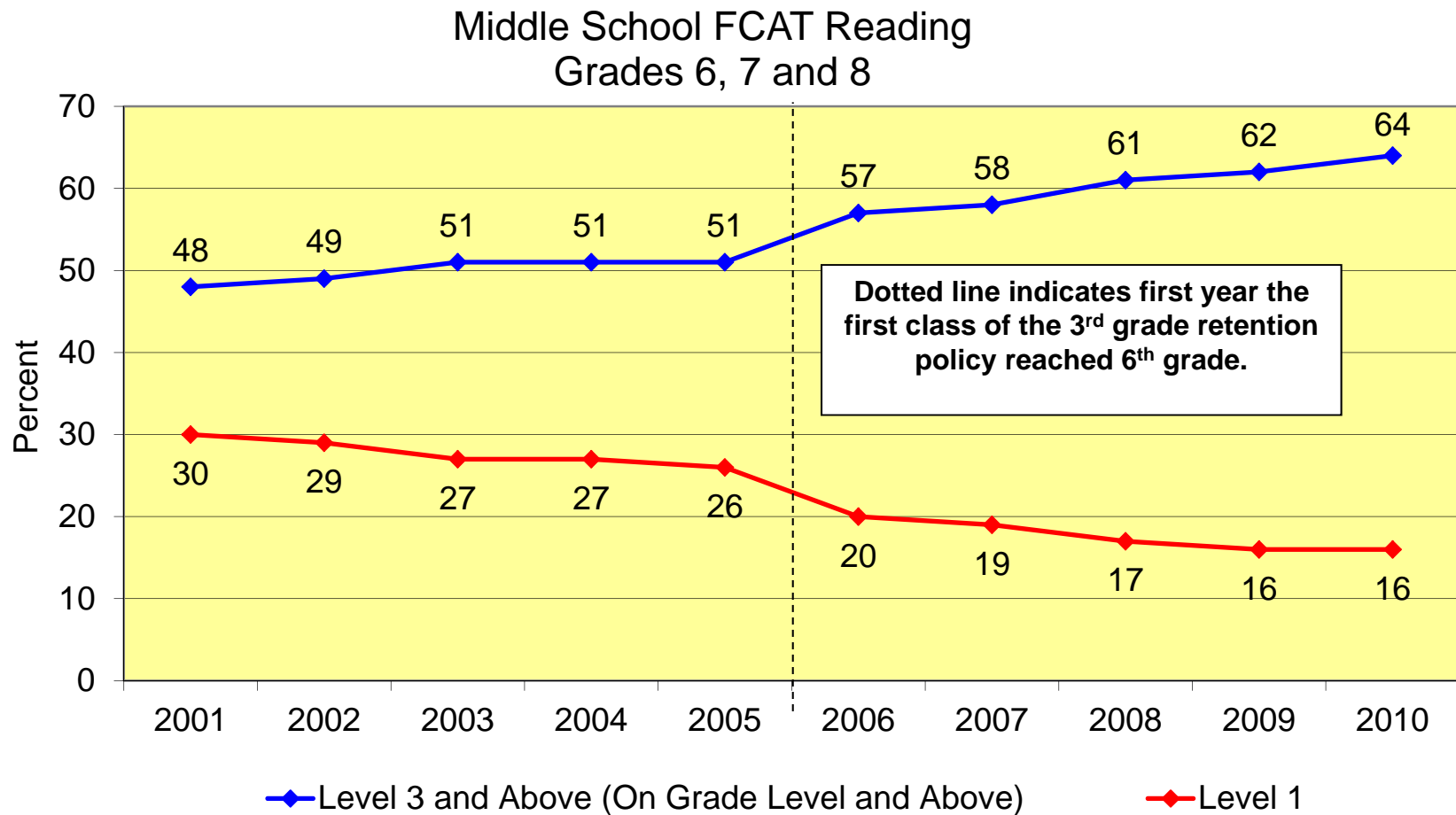
Jay Green and Marcus
Winters, *Getting
Farther Ahead, by
Staying Behind;*
Manhattan Institute,
2006

Florida Comprehensive Assessment Test (FCAT)

Elementary School FCAT Reading
Grades 3, 4 and 5



Florida Comprehensive Assessment Test (FCAT)



Next Steps for Florida....

Analyze Data...

- Florida Assessment for Instruction in Reading (FAIR)
- Summer Reading Camp
- Study in conjunction with the Florida Center for Reading Research

Transition to Common Core State Standards

- Blended curriculum in 2013-14
- Full implementation in 2014-15
- Common Core promotes integration of reading, writing, listening and speaking and language and requires that students:
 - Master foundational reading skills
 - Negotiate complex text
 - Think deeply about text
 - Collaborate and express ideas clearly

In Summary...

- Florida's Third Grade Reading Policy was implemented to address the fact that a growing number of third grade students were promoted without sufficient skills to be successful in fourth grade and beyond.
- Reading deficiencies at the end of third grade result in students who are not college and career ready by the end of 12th grade.
- Students are retained as a last resort.

In Summary...

- Retained students receive a different course of instruction that is intensive, targeted, and delivered by a highly effective teacher.
- Children who might otherwise have experienced ongoing failure in school gain the reading skills they need to be successful.
- Florida will continue to raise expectations to support student achievement and success.

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