

**From:** Colle, Hope  
**Sent time:** Monday, December 19, 2011 1:53:51 PM  
**To:** Cari Miller (Cari@excelined.org) <Cari@excelined.org>  
**Subject:** RE: New FCAT achievement level scores

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☺ it would help if he let his deputy be a deputy. Go figure!!

Kindly,  
Hope Colle

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**From:** Cari Miller (Cari@excelined.org) [mailto:Cari@excelined.org]  
**Sent:** Monday, December 19, 2011 11:34 AM  
**To:** Webster, Melinda; Colle, Hope  
**Subject:** FW: New FCAT achievement level scores

Highlighted in yellow are grammatical mistakes. Some things never change.

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**From:** Greenberg, Stuart [mailto:Stuart.Greenberg@fldoe.org]

**Sent:** Monday, December 19, 2011 9:35 AM

**To:** Barbara Foorman; Leon - Ray King; Webb Signe; Alachua - Karen Clarke; Baker - David Davis; Bay - Kathleen Fontaine; Bradford - Carol Clyatt; Brevard - Cyndi Van Meter; Broward - Marie Wright; Calhoun - Kay Tipton; Charlotte - Kym Sheehan; Citrus - Carol Mainor; Clark Dorman; Clay - Suzanne Herndon; Collier - Dianne Faramo; Columbia - Kitty McElhaney; Dade - Milagros Fornell; DeSoto - Betsy Sorrells; Dixie - Denee Hurst; Duval - Jeanne Ballentine; Escambia - Kelly Aeppli-Campbell; FAMU Lab School - Angela Rivers; FAU St. Lucie - Kathleen Perez; Flagler - Denise Haymes; Flagler - Tammy Yorke; FLVS - Christine Harris; Franklin - Brenda Wilson ; FSU Lab School Broward - Lisa Libidinsky; FSU Lab School Tallahassee - Angela Wills; Gadsden - Sylvia R. Jackson; Gilchrist - Janet Bradley; Glades - Deborah Pressley ; Gulf - Sara Joe Wooten; Hamilton - April Johnson; Hardee - Marie Dasher; Henderson FAU - Mary Linville; Hendry - Gordon Swaggerty; Hernando - Debbie Pfenning; Highlands - Kimberly Ervin; Hillsborough - Wynne Tye; Holmes - Sheri Brooks; Indian River - Patricia Shaw; Jackson - Frank Waller; Jefferson - Gloria Heath; Lafayette - Betina Hurst; Lake- Nancy Velez; Lee - Maria Callis; Leon - Kathy Corder; Levy - Kathy Lawrence; Liberty - Gay Lewis; Madison - Julia Waldrep; Manatee - Lynn Gillman; Marion - Christine Sandy; Martin - Lynnette Hallonquist; Monroe - Michael D Robinson; Nassau - Edward Turvey; Okaloosa - Guyla Hendricks; Okeechobee - Mary Hurley; Orange - Diane Knight; Osceola - Melba Luciano; Palm Beach - Kim Stansell-Towe; Pasco - Vanessa Hilton; Pinellas - Danielle Campbell; Polk - Paula Leftwich; Putnam - Mary Beth Hedstrom; Santa Rosa - Kenny McCay; Sarasota - Nancy Roberts; Seminole - Anna-Marie Cote; St. Johns - Linda Thomson; St. Lucie - Owen Roberts; Sumter - Gina Merritt; Suwannee - Dawn Lamb; Taylor - Sharon Hathcock; UF Lab School - Marisa Ramirez Stukeby; Union - Linda Johns; Volusia - Mary Diez; Wakulla - Mary (Beth) Mims; Walton - Cathy Hall; Washington - Gail Riley; Washington Special - Sandra Cook; Alexander, Latasha; Greenberg, Stuart; Gumm, Ruth; Lee, Laurie; Moeller, Katie; Smith, Kevin; Vathis, Suzette  
**Cc:** Tappen, Mary; Watt, Susan; Stewart, Pam; Koon, Sharon; Sweet, Teresa; Edwards, Latrell; Hebda, Kathy; Moore, John; Bishop, Cathy; Diamond, Heather  
**Subject:** New FCAT achievement level scores

Good morning,

This morning the Florida Board of Education unanimously adopted new FCAT achievement level scores at every grade level (see attachment). We will schedule a conference call in early January to discuss the instructional implications.

#### Instructional Focus K-2

Instruction for Kindergarten & 1<sup>st</sup> grade should focus on the implementation of the Common Core State Standards in English Language Arts. It is critical that all students meet the reading standards for Foundational Skills. These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

#### Instructional Focus 3-5

If students are not in a reading intervention the goal should be for them to achieve FCAT Reading Level 3. If a student is being taught through a reading intervention, the goal is to transition the student back to grade level instruction within two years and for them to score FCAT Level 3. High quality teacher directed reading instruction is the most essential ingredient in increasing student achievement. It is critical to ensure that every student is engaged in wide-reading, reading at least one book every two weeks at a challenging level to reinforce vocabulary development and to build background knowledge. Text based instruction should require students to read and comprehend **complex** literary and informational texts independently and proficiently.

#### Instructional Focus 6-10

Text based instruction by **all teachers** should require students to students read and comprehend **complex** literary and informational texts independently and proficiently. The findings from research on reading interventions show that over the course of the intervention improvement is demonstrated in students' word level reading skills and that reading comprehension skills increase and generalize when all teachers focus on and implement the 5 text based instructional processes listed below:

1. Making close reading and rereading of texts and complex questions central to lessons.
2. Providing scaffolding that does not preempt or replace text.
3. Asking text dependent questions from a range of question types.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

With the new achievement levels, if you have teachers that have completed or are enrolled in NGCAR-PD, students that do not have decoding or text **efficiency** needs can receive reading intervention through these content area classrooms. It is imperative that all students that are in a reading intervention or being taught through content area instruction **must** be engaged in wide-reading of increasingly complex texts. Each day teachers should have 2-3 students read to them from the books that they are reading while listening for text reading **efficiency** and checking for comprehension. The feedback that teachers provide each student

should include appropriateness of book **selction** for complexity and interest.

Research indicates that teachers having the greatest impact on reading achievement teach students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. If we implement these strategies on a consistent school by school, teacher by teacher basis we can dramatically alter the projected outcomes.

Best,  
Stu, Kevin, Katie, Laurie & Ruth

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