From: Greenberg, Stuart

Sent time: Wednesday, September 14, 2011 2:14:52 AM

kingr@leonschools.net; Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>; abdu.taguri@polk-fl.net; Adams.Pat@Brevardschools.org; adupont@bruce.green@indianriverschools.org; burch\_o@firn.edu; cannojc@bay.k12.fl.us; carusod@martin.k12.fl.us; cathy\_hoff@ccps.k12.fl.us; cconidis@flvs.net; Clyatt\_c@firn.e

Gina.Merritt@Sumter.k12.fl.us; gordon.baldwin@ocps.net; hallc@walton.k12.fl.us; imlerda@gm.sbac.edu; jason.fowler@lcsbonline.org; jfounds@pinescharter.com; jrobii

linda.gaughan@sdhc.k12.fl.us; Linville@fau.edu; margrett.davis@famu.edu; marinoa@osceola.k12.fl.us; mccayk@mail.santarosa.k12.fl.us; mcelhane\_k@firn.edu; Mitchepfenning\_d@hcsb.k12.fl.us; Richardji@leeschools.net; riley\_g@firn.edu; rlamoreaux@putnamschools.org; rmobley@baker.k12.fl.us; robisonl@fc.manatee.k12.fl.us; гром

<wisemanm@lake.k12.fl.us>; Madison -- Dale Rickards

<dale.rickards@madisonmail.us>;

Subject: Monthly JRF Conference Call This Thursday

Attachments: CIS Brochure - 9-12-11 FINAL.PDF 11\_NGCAR-PD PRACTICUM TA 2011\_Schedule\_9\_12\_11.docx 11\_NGCAR-PD\_DISTRICT\_Registration Form\_8\_10\_11.xlsx Comi

LLsg.doc Common\_Core\_Standards\_JRF\_v\_2.ppt Conference Call Agenda Sept (2).doc

#### Good morning.

To:

Listed below are items that we will be discussing on our JRF monthly conference call September 15 at 9:30.

Call in Number 888/808-6959; Code 2459529

http://www.surveymonkey.com/s/September-15

### Agenda

### Summary of the FAIR - FCAT Predictive Relationship for 2010-11

The FAIR was administered throughout the state of Florida to approximately 1.5 million students in grades 3-10 in the fall, winter, and spring portions of the 2010-2011 school year. The purpose of this report is two-fold: 1) to describe the general relationship between the FAIR and the FCAT and 2) to address the screening accuracy of the FAIR (e.g., how well does FAIR predict FCAT risk status?). In order to appropriately describe the relationships, it was imperative to describe the extent to which the sample of students with FAIR and FCAT scores were reflective of the state demographics and ability in the population. Our review of the data indicated that the demographic characteristics of the sample appropriately characterized the population. Similarly, when comparing the prior FCAT achievement levels of the sample to the population using data from the Bureau of K-12 Assessment website (<a href="http://fcat.fldoe.org/">http://fcat.fldoe.org/</a>), the results indicated that the sample of students with FAIR and FCAT closely matched the ability distributions across the state. This suggests that students tested with FAIR and FCAT were representative of the overall population in the public schools in Florida.

The first research question studied was the relationship between FAIR and FCAT scores across grades at the fall, winter, and spring assessments. Two separate correlations were estimated to address this question: 1) the correlation between the FAIR FSP and FCAT and 2) the correlation between the FAIR Reading Comprehension screen (hereafter referred to as RC screen) with the FCAT. This second correlation was done to demonstrate how well the RC screen individually predicts FCAT performance. Results are reported in Table 1.

Table 1: Correlations	between the F	CAT and both	RC Screen and FSP

-	Fall		Winter		Spring	
Grade	RC Screen	FSP	RC Screen	FSP	RC Screen	FSP
3	.64	.62	.75	.73	.78	.76
4	.66	.75	73	.76	.76	.77
5	.69	.78	.75	.78	.76	.79
6	.70	.75	.72	.75	.74	.75
7	.71	.75	.72	.75	.73	.75
8	.70	.75	.71	.75	.72	.75
9	.69	.73	.69	.73	.70	.73
10	.67	.74	.67	.74	.67	.74

The correlations across each grade demonstrated strong relationships between the RC Screen and FCAT, as well as between FSP and FCAT. As expected, the FSP correlation with FCAT was stronger than the relationship between RC screen with FCAT in grades 4-10 because the prior FCAT score was included in the calculation of FSP. The correlations indicated that both score types strongly predict to end of the year FCAT performance.

The second question addressed the extent to which FSP scores greater or equal to 0.85 (green zone) at each assessment period corresponded to passing the FCAT. Results are presented in Table 2.

Table 2: Screening Accuracy of the FAIR predicting FCAT success

	1	U						
	Fall		Winter		Spring			
Grade	FSP = 0.85	FSP = 0.70	FSP = 0.85	FSP = 0.70	FSP = 0.85	FSP = 0.70	% < Level 3 FCAT	
3	.99	.99	.99	.99	.99	.99	28	
4	.95	.97	.98	.97	.98	.96	31	
5	.98	.95	.98	.94	.98	.94	33	
6	.98	.95	.98	.96	.98	.95	40	
7	.97	.92	.97	.92	.97	.92	38	

8	.92	.82	.92	.82	.91	.81	51
9	.95	.88	.95	.87	.95	.87	59
10	.90	.80	.91	.81	.91	.80	69

Across all assessment periods and grades, more than 90% of students who obtained an FSP of at least 0.85 at any time point passed the FCAT at level 3 or above. A secondary analysis of the predictive power of the FSP used a cut-point of 0.70. At this level of proficiency (a strong prediction of FCAT success still existed. The results from these analyses lend support for the continued use of the FAIR RC screen as a tool to identify students throughout the year who are likely to pass the FCAT.

The results from these analyses lend support for the continued use of the FAIR RC screen as a tool to identify students throughout the year who are likely to score at or above Level 3 on FCAT Reading. Please call us if you have experience difficulty while using the FAIR assessment process. For assistance with FAIR the PMRN Help Desk can be reached through email at helpdesk@fcrr.org or phone 850-644-0931 or 866-471-5019. For assistance with using data from reading screeners to inform instruction please contact Stuart Greenberg at <a href="mailto:stuart.greenberg@fldoe.org">stuart.greenberg@fldoe.org</a> or by phone at 850-245-0503.

#### **FAIR Update**

We have received FAIR Braille/Large Print Materials from 38 districts and are currently in the process of filling these orders. If your district needs these materials and has not completed the ordering process, please visit: <a href="http://www.surveymonkey.com/s/R39WXQG">http://www.surveymonkey.com/s/R39WXQG</a>.

The total number of unduplicated students tested in FAIR as of September 13, 2012 is 733,358.

## NGCAR-PD Practicum Meetings/registration reminders/Dropbox information

Please register your team for the NGCAR-PD Practicum technical assistance in your area if you haven't already done so. To register, please complete the attached document and submit electronically to Latasha Alexander at <u>Latasha.Alexander@fldoe.org</u>. The schedule is also attached for your convenience.

### **Dropbox information**

Just Read, Florida! is sending an email request to all NGCAR-PD Trainers to join a Dropbox folder at <a href="www.dropbox.com">www.dropbox.com</a> so that trainers will always have access to the latest NGCAR-PD files.

Dropbox is a free website and application. It offers a form of 'cloud computing' or web-based computing, and all of the files in this shared folder are saved online. Trainers will just need to setup a free account to access the files. Once the request is received via email, just click on the "View folder" link. This will take the trainer to the Dropbox site. If the trainer does not have a Dropbox account, just click on 'Login' then 'Create Account.' The trainer will then enter their first name, last name, email address, and create a password. Once the account is created, trainers can take the Dropbox tour or just dive right in to the NGCAR-PD folder. All of the files are ordered in the same way that they were on the thumb drives, which makes them easy to follow sequentially.

Users can log into Dropbox from anywhere and access the NGCAR-PD files and any other files that users add to their own Dropbox folders. They can also download the Dropbox application, which will create a new folder and quick way to access the files. Users may need to touch base with their IT department to install any new application.

We ask that no attempt be made to modify or add files within the NGCAR-PD Dropbox folder. All of the files may be copied into a folder on the user's local computer or onto their thumb drive. We will keep a log of any changes made to files in a Word document named, "NGCAR-PD file updates after August 2011." If you have any questions regarding the use of the Dropbox folder, please contact the Just Read, Florida! Office at <a href="justread@fldoe.org">justread@fldoe.org</a> or 850-245-0503.

# CCSS Kindergarten follow-up – See attachments

CIS Planning documents, brochure: New NGCAR-PD Website - http://www.justreadflorida.com/NGCAR-PD.asp

#### **Close Reading**

Reading and writing go hand in hand. The better you understand a text, the more likely you are to successfully communicate your thoughts about it in writing. So it's important to develop strong skills in both areas. With that in mind, here's how to improve your reading comprehension. Be an active reader. Instead of passively reading a text, take notes about important story elements, key factual information and significant ideas in the text

Teachers should model how to monitor what is being said from paragraph to paragraph, draws a clear distinction between the thinking of an author and their own thinking. Using close reading, understanding text is purposeful, a reader adjusts reading to specific goals. Being integrated, it interrelates ideas in the text with ideas it already commands. Being critical, it assesses what it reads for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

Adapted from College Board and Richard Paul and Linda Elder.

## **Data Query**

The Just Read, Florida! Office asked the Education Data Warehouse at FLDOE to run a data query for each district to provide you the number and percent of students by grades that have ever scored level 3 in reading that are currently level 1 or 2. We find that many students are not keeping pace from grade to grade with expected yearly student achievement growth. There is also the factor of expectations not being well aligned across grade levels.

#### Teaching and Learning Processes to Accelerate Reading Achievement

- 1. Increasing Text Complexity and Text Based Questions
- 2. A significant percentage of questions/tasks are text dependent. High quality sequences of text dependent questions elicit a sustained attention to the specifics of the text and their impact.
- 3. Questions and tasks require the use of textual evidence, including supporting logical inferences from the text.
- 4. Questions and tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation.
- 5. Rather than emphasizing more general strategies and questions, text specific questions and tasks reinforce focus on the text and cultivate independence.

Ensuring that all teachers in middle and high school use these strategies will result in accelerated reading achievement.

Staff from Just Read, Florida! can provide onsite staff development to your district staff or selected schools on a 6 hour comprehension staff development: Comprehension Instructional Sequence (CIS). During September and October staff from JRF will be in districts providing follow-up staff development on Next Generation Content Area Reading Professional Development (NGCAR - PD) and the implementation of the Common Core State Standards. The Comprehension Instructional Sequence supports the close reading and attention to text details called for in the implementation of the CCSS.

-			
	ĸ	$\Delta C1$	ŀ

Stu, Cari, Katie, Kevin, Laurie & Ruth

\_\_\_\_\_

Stuart Greenberg

Executive Director, Just Read, Florida! and the Office of Early Learning Florida Department of Education 325 W. Gaines Street, Suite 514
Tallahassee, Florida 32399
(850) 245-0503

(850) 245-9530 (Fax)