

From: Greenberg, Stuart
Sent time: Thursday, October 06, 2011 8:24:26 PM
To: Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>
Subject: FW: Expenses and Intervention Question
Attachments: 2011ReadToLearnFinal.pdf Prevention_of_Reading_Disabilities_-_Torgeson.pdf

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)

From: Greenberg, Stuart
Sent: Wednesday, October 05, 2011 8:53 PM
To: Scott Laband
Cc: Kate Pennington
Subject: RE: Expenses and Intervention Question

Hi Scott

I will send you the expenses tonight from my gmail account. In Florida we have a district required reading plan that really sets the stage for high quality scientifically based reading instruction. You can view these at https://app1.fldoe.org/Reading_Plans/

I think the attachments and the following may assist you:

Background

Florida law says that third graders who score at Level 1 in reading on the FCAT must be retained (not promoted to fourth grade). However, children who demonstrate the required reading level through a state approved alternative standardized reading test or through a student portfolio can be granted a "good cause exemption" and be promoted to fourth grade. If a student scores at Level 1, parents will be notified by the school that your child will not be promoted to fourth grade until he or she achieves the required reading level. Students who are retained must be given intensive instruction in reading to help them catch up

Good Cause Promotion

Students who score at Level 1 on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Reading may be promoted to grade four if the student:

- (a) Scores at or above the 45th percentile on the Reading SAT-10;
- (b) Demonstrates an acceptable level of performance on an alternative standardized reading assessment approved
- (c) Demonstrates reading on grade level as evidenced through mastery of the Sunshine State Standards in reading equal to at least Level 2 performance on the Grade 3 FCAT Reading.

Schools must provide reading enhancement and acceleration strategies to students who are retained, including the following:

- proven, effective teaching strategies and methods
- a high-performing teacher
- participation in summer reading camp
- at least 90 minutes of reading instruction each day, which often involves

one-on-one or small group instruction
special books, computer software, and other instructional materials
more frequent progress monitoring
tutoring or mentoring
transition classes that include third- and fourth-grade students
after-school instruction

Mid Year Promotion

Effective with the 2004-2005 school year, district school boards are required to adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by Section 1008.25(5)(b), F.S.. Such midyear promotions of retained third grade students should occur during the first semester of the academic year.

(1) To be eligible for mid-year promotion, a student must demonstrate that he or she:

- (a) Is a successful and independent reader as demonstrated by reading at or above grade level;
 - (b) Has progressed sufficiently to master appropriate fourth grade reading skills; and
 - (c) Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.
- (2) Standards that provide a reasonable expectation that the student has met the requirements of paragraphs (1)(a)-(b) of this rule include the mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery is as follows:

- (a) Successful completion of portfolio elements that meet state criteria in subsection (3) of this rule; or
 - (b) Satisfactory performance on a locally selected standardized assessment as specified in subsection (4) of this rule.
- (3) To promote a student mid-year using a student portfolio, as provided for in paragraph (2)(a) of this rule, there must be evidence of the student's mastery of third grade Sunshine State Standard Benchmarks for Language Arts and beginning mastery of the Benchmarks for fourth grade as specified in subsection (2) of this rule. The student portfolio must meet the following requirements:
- (a) Be selected by the student's teacher;
 - (b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - (c) Include evidence of mastery of the benchmarks assessed by the grade 3 Reading FCAT, as required by Rule 6A-1.094221, F.A.C.; and
 - (d) Include evidence of beginning mastery of fourth grade benchmarks that are assessed by the grade 4 Reading FCAT. This includes multiple choice items and passages that are approximately fifty (50) percent literary text and fifty (50) percent information text, and that are between 100-900 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the Sunshine State Standards. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of seventy (70) percent or better; and
 - (e) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

(4) To promote a student mid-year using a locally selected standardized assessment, as provided for in paragraph (2)(b) of this rule, there must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, consistent with the month of promotion to fourth grade.

(5) The Academic Improvement Plan (AIP) for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.

Our work in Florida has been by influenced by the work of Joe Torgesen and Barbara Forman at FCRR. Please let me know if this is helpful. I will send you some additional documents in the morning.

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)

From: Scott Laband [mailto:slaband@coloradosucceeds.org]

Sent: Wednesday, October 05, 2011 6:00 PM

To: Greenberg, Stuart

Cc: Kate Pennington

Subject: Expenses and Intervention Question

Stuart,

I hope this note finds you well. As a follow-up to the early literacy conference, I wanted to touch base about two items.

First, I just wanted to let you know that we will be closing our books on the early literacy conference soon, but want to first make sure that we are able to account for your expenses. Will you please send them to us by October 15 to ensure that you are appropriately reimbursed. Please feel free to scan and email them if it is easier.

Second, now that we have elevated the conversation about the importance of early detection and intervention to ensure all kids read proficiently by the end of third grade, we have sparked a conversation about what are the right interventions? Knowing that you have extensive experience in this field, I was hoping you might be able to provide some recommendations based on your research and work at the FCRR. Are any specific interventions required in Florida, either during a retention year or when a student is first identified as being below grade level in K, 1, or 2? If not, would you recommend that certain interventions be mandated by statute? We've heard from folks at our state DOE that teachers' approaches to reading interventions vary widely across Colorado; however, I've also heard that the science of reading is pretty clear on the best practices. That being said, I'm curious if you think it is worthwhile to mandate them. Additionally, I wanted to see if you wouldn't mind helping us navigate those best practices to identify what is most important, as it is easy to get lost in the clutter of the numerous, diverse approaches. Any additional information that you would be willing to share would be very much appreciated.

Thanks again,

Scott

From: Scott Laband

Sent: Monday, September 12, 2011 5:13 PM

To: Greenberg, Stuart

Subject: Expenses

Stuart,

Just a friendly reminder to send your receipts to us when you have a chance so that we can take care of your reimbursement. Please feel free to scan and email them to me when you have an opportunity.

Thanks again and I hope all is well.

Scott Laband
Vice President | Colorado Succeeds
great schools are good business
p. 303.893.0707
1201 E. Colfax Avenue, Suite 201
Denver, Colorado 80218
www.ColoradoSucceeds.org