

**From:** Greenberg, Stuart  
**Sent time:** Thursday, October 06, 2011 5:23:10 PM  
**To:** Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>  
**Subject:** FW: 5 Year History of District Expenditures  
Florida State FEFP Reading Allocation Budget Breakdown 2011-12.xlsx Florida State FEFP Reading Allocation Budget Breakdown 2007-08.xlsx Florida State FEFP  
**Attachments:** Reading Allocation Budget Breakdown 2008-09.xlsx Florida State FEFP Reading Allocation Budget Breakdown 2009-10.xlsx Florida State FEFP Reading Allocation  
Budget Breakdown 2010-11.xlsx Florida State & 7 Largest School District Reading Coach Log Breakdown 2010-11.xlsx

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**From:** Greenberg, Stuart  
**Sent:** Thursday, October 06, 2011 5:20 PM  
**To:** Robinson, Gerard; Champion, Linda; Grego, Michael; Ellington, Kris  
**Cc:** Cooper, Tanya; Potts, Adam; Smith, Kevin  
**Subject:** 5 Year History of District Expenditure

Good afternoon,

If we are asked to present to members of the Senate K-12 Education Appropriations Committee as a follow up to this morning's discussion on reading instruction and coaches the following information may be helpful.

District Expenditures from District Reading Allocation Through The FEFP\* 2007- 2012

Attached please find the a breakout by year for how districts expenditures based upon funds available through the implementation of their approved District Reading Plan.

Overall from 2007-08 through 2011-12 the funds were spent in the following manner:

Salaries and benefits for teacher positions and reading coaches- 84%

Professional development – 5%

Assessments – 1%

Program materials- 6%

Related supports - 3%

\*Total FEFP Reading Allocation for 2009-10: \$101,923,720. Charlotte County (Allocation - \$679,146) did not submit a District Reading Plan for the 2009-10 school year because they had high performing district status.

Reading Coaches

In 2006–2007, the RAND Corporation researched Florida's statewide reading coach program that is situated within a broader state-led literacy policy. Listed below are the findings:

Teachers and Principals Reported That Coaches Had Positive Effects

The majority of reading and social studies teachers reported that the coach had influenced their instructional practice. More than 40 percent characterized this influence as "moderate to great" in magnitude; approximately two-thirds believed that these interactions helped them feel more confident in their ability to teach reading to students. The vast majority of principals also reported that their coaches had a positive effect on their own knowledge, the school climate, and students' motivation to read.

Coach Effectiveness Was Associated with Perceptions of Coach Quality and Administrator Support

On average, those coaches who received higher teacher ratings for their knowledge and skills also tended to be perceived as having greater influence over teachers' practice. Coaches' ability to support adult learners (i.e., teachers) (as reported by principals) was also associated with positive perceptions of coach influence in the classroom. Principal and district support for coaching appears to be another enabler of coach effectiveness. However, ensuring the quality of coaches was a concern for many administrators. Some administrators raised questions about schools' ability to recruit and retain high-quality coaches, and some questioned the particular skills and knowledge of their coaches. Moreover, many coaches expressed a desire for additional professional development to help them understand specific needs of adult learners and how to support them effectively.

#### Evidence Is Mixed Regarding the Impact of Coaching on Student Achievement

Researchers found that having a state-funded coach was associated with small but significant improvements in average annual gains for middle school students (as measured by the Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards reading test) for two of the four cohorts analyzed (those schools first receiving a coach in 2003 and 2005). However, significant effects were not seen for the 2004 and 2006 cohorts.

#### Frequent Review of Assessment Data Was Associated with Positive Outcomes

There was a significant, though small, relationship between the frequency with which coaches reviewed assessment data with reading teachers and better student scores in reading and mathematics. Moreover, social studies teachers' perceptions of coaches' effectiveness in influencing their instruction were strongly related to the frequency with which the coach reviewed assessment data with them.

Attached please find a breakout as to how coaches are focusing their efforts at the school level for the 2010-11 school year. We compared state averages on time spent in coaching activities with the averages for the 7 largest schools districts in the state.

#### New Requirements for Reading Coaches 2011-12 and A Focus on Text Complexity

Starting in 2011-12, districts were required to submit a detailed "way of work" for reading coaches that are funded from the FEFP. Each district submitted a flow chart to indicate how coaches would work with teachers and how administrators would be part of the process. This year, District Reading Plans included a required goal for setting student reading achievement in K-2. In addition, districts were required to indicate the percent of students that will move from FCAT Reading Level 1 to 2 and from FCAT Reading Level 2 to 3.

This past summer, staff development was provided to 64 district teams on the newly created professional development (Next Generation Content Area Reading - Professional Development) focused at improving reading achievement in middle and high school. We are currently providing a one day follow-up workshop to all districts. In an effort to focus coaches on accelerating reading achievement, we provided each district with a data report as to the percent of students that are currently FCAT Reading Level 1 or 2 who have previously scored FCAT Reading Level 3+. We continue to provide follow-up on supporting districts to implement a rigorous curriculum in all classrooms by understanding how to choose and teach from complex text.

A special thank you to Kevin Smith for his assistance today working on this.

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