

From: Greenberg, Stuart
Sent time: Monday, March 05, 2012 11:56:48 AM
To: Mary Laura Bragg (MaryLaura@excelined.org) <MaryLaura@excelined.org>; Greenberg, Stuart
Cc: Cari Miller (Cari@excelined.org) <Cari@excelined.org>; Stewart, Pam; Tappen, Mary; Costin, Loretta
Subject: Professional Development
Writing PD delivered 2010-2011 FCATDemographicsReport2010-11.xls 2010-11Team Read Districts FCAT info from 2010 and 2011 022412 .xlsx CIS PD delivered 2010-11 FCATDemographicsReport for 2010-11 022412.xlsx FFR 2-24-12.xlsx FFR 2010-2011 Student Counts by Grade Report 022412.xlsx NGCAR PD Master Roster May 27 2011.xlsx State FCAT DATA FCATDemographicsReport 022312 LL.XLS Summer 09 PD Delivered to these Districts FCATDemographicsReport 2009-2011.xlsx Summer 2011 NGCAR PD Training NGCAR PD Master Roster May 27 2011.xlsx Summer PD 2010 FCATDemographicsReport for 2010-11.xlsx ReadingFirstQuery.xlsx

Professional Development

For each district, or school (if Department didn't serve entire district, rather select schools) that has received professional development from the Department/partners from first year of PD delivery to 2010-2011, student outcomes as measured by FCAT:

- ✗ Elementary Reading
- ✗ CAR-PD
- ✓ Comprehension Instructional Sequence (CIS) - (only 1 year of data would be available for this one)
- ✓ Team Read NEFEC Districts - (only 1 year of data would be available for this one)

This email responds to the following request

Gather for each district, or school that has received professional development from the Department and any funded partner from the first year of professional development delivery to 2010-11 and student outcomes as measured by FCAT for each grade:

Elementary Reading'

CAR –PD

CIS

NG CARPD

We do not have all of the data queries back from the data warehouse however, I did not want to delay sharing the information that we have compiled. As soon as we have the results from the remaining data queries I will send them to you.

JUST READ, FLORIDA! PROJECTS 2001-PRESENT

PROJECTS WITH STATEWIDE IMPACT

Partnership with NEFEC which includes LEARN, creation of professional development, and online Reading Endorsement courses (early 2000s to present) Online Reading Endorsement courses no longer funded through JRF

Reading First – although specific schools were identified in the grant, professional development was provided statewide (2002-2008)

Research-Based Reading Grants (from multiple annual state allocations in the early 2000s)

FLaRE – Although FLaRE coordinators served specific schools, professional development such as Reading Leadership Team institutes, conducting Reading Endorsement and CAR-PD courses were conducted in every district throughout the state (2001-2009)

JRF Summer conferences:

- o 2002-Tampa Hyatt Hotel

- o 2003 and 2004 – Orlando Rosen Centre
- o 2005 –Coronado Spring Hotel, Buena Vista
- o 2006- Swan and Dolphin Hotel, Buena Vista
- o 2007-Orlando Shingle Creek Hotel
- o 2008 – Orlando World Marriott Hotel

Reading Coach professional development (2010)

Implementation of the K-12 Research Based Comprehensive Reading Plan (2004-present)

- o Development of district planning tools
- o Development of guidance documents
- o Guidance Meetings conducted

Partnership with FCRR which includes FAIR and development of other resources available throughout the state. (2002 to present)

Partnership with University of Central Florida – Development and facilitation of Reading Endorsement Competency 2 – FOR-PD (2003 to present)

Literacy Institutes – 2008-09

Partnership with the Bureau of Curriculum and Instruction – Implementing the Common Core State Standards implementation – spring 2010 through summer 2011.

Data:

Reading First - **PROVIDED**

State Level FCAT – Years 2001-2011 per grade, total number of students, percent at each Level 1-5, percent at Level 3 and above – **PROVIDED**

PROJECTS WITH SELECT DISTRICT IMPACT

CAR-PD – Professional development for CAR-PD was first delivered in the summer of 2008. Some districts have embraced CAR-PD and others have not utilized it.

Summer Academies 2009-2011 – While most districts participated, some did not. Topics included:

- o PSPD (2009-10)
- o Reading Intervention Academies for K-2, 3-5, 6-8 and 9-12 (2009-10)
- o Reading Coach Academy, Novice & Master (2009-10)
- o FAIR training, K-2 and 3-12 – trainers and administrators (2009-10)
- o Families Building Better Readers/Mysteries in the Middle (2010)
- o Discipline Specific Literacy (2010)
- o Career and Technical Education in Reading - CATER (2010)

NGCAR-PD – Training provided in the summer of 2011 – No FCAT data will be available until 2012.

Professional Development in the Comprehension Instructional Sequence – The sequence was developed in 2010 with professional development beginning at that time. Many districts are still in the planning and early stages of implementation.

Team Read – Professional development provided to NEFEC districts in which included work in comprehension, vocabulary, and the Comprehension Instructional Sequence. (2010-11)

Professional development to districts upon request for effective writing instruction - Linking Reading and Writing (2010-11)

Professional Development for all K-2 teachers in Duval County pertaining to the foundational skills of reading, comprehension, FAIR (2011)

Data:

District FCAT data per grade including total number of students, percent at each Level 1-5, percent at Level 3 and above, for year of training plus the next for districts impacted. – **PROVIDED**

CAR-PD data – **REQUESTED BUT NOT YET RECEIVED**

District Writing Scores – **PROVIDED**

NGCAR-PD master list of participants - **PROVIDED**

Summer PD 2009 Districts Impacted – Alachua, Baker, Bay, Bradford, Brevard, Broward, Calhoun, Charlotte, Citrus, Clay, Collier, Columbia, Dade, DeSoto, Dixie, Duval, Escambia, Flagler, FAU Lab, Florida School for Deaf and Blind, Franklin, FSU-Lab, Gadsden, Gilchrist, Glades, Gulf, Hamilton, Hendry, Hernando, Highlands, Hillsborough, Holmes, Indian River, Jackson, Jefferson, Lake, Lee, Leon, Levy, Liberty, Madison, Manatee, Marion, Martin, Monroe, Nassau, Okaloosa, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, Santa Rosa, Sarasota, Seminole, St. Johns, St. Lucie, Sumter, Taylor, Volusia, Wakulla, Walton, Washington

Summer PD 2010 Districts Impacted – Baker, Bay, Bradford, Brevard, Broward, Calhoun, Citrus, Collier, Clay, Columbia, Dade, Duval, FAMU Lab, FL School for Deaf and Blind, Duval, Escambia, FAU Lab, Flagler, FLVA, Franklin, FSU Lab, Gadsden, Gilchrist, Glades, Gulf, Hamilton, Hardee, Hernando, Highlands, Hillsborough, Holmes, Jackson, Jefferson, Lafayette, Lake, Lee, Leon, Levy, Liberty, Manatee, Marion, Martin, Okeechobee, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, St. Johns, St. Lucie, Santa Rosa, Sarasota, Seminole, Sumter, Taylor, UF Lab, Volusia, Wakulla, Washington

Summer PD 2011 (NGCAR-PD) Districts Impacted - Alachua, Baker, Bay, Bradford, Brevard, Broward, Calhoun, Charlotte, Citrus, Clay, Collier, Columbia, Dade, Duval, Escambia, Flagler, FAMU Lab, FL School Deaf & Blind, FSU-Lab, FLVS, Franklin, Gadsden, Gilchrist, Glades, Gulf, Hamilton, Hardee, Hendry, Hernando, Highlands, Hillsborough, Holmes, Indian River, Jackson, Jefferson, Lafayette, Lake, Lee, Leon, Levy, Liberty, Madison, Manatee, Marion, Martin, Monroe, Nassau, Okaloosa, Okeechobee, Osceola, UF Lab, Palm Beach, Pasco, Pinellas, Polk, Putnam, Santa Rosa, Sarasota, Seminole, St. Johns., St. Lucie, Sumter, Suwannee, Taylor, Union, Volusia, Wakulla, Walton, Washington

Comprehension Instructional Sequence PD Districts Impacted – Bay, Broward, Collier, Escambia, Hardee, Jackson, Leon, Liberty, Marion, Orange, Osceola, Polk, St. Lucie, Seminole, Taylor, Volusia

Team Read Districts Impacted - Baker, Bradford, Columbia, Dixie, Flagler, FSDB, Gilchrist, Lafayette, Levy, Nassau, UF Lab -P.K. Yonge, Putnam, Union

Writing Professional Development Districts Impacted – Gulf, Leon, Madison, Okaloosa

PROJECTS WITH INDIVIDUAL SCHOOL IMPACT

NEFEC Florida Reading Initiative (FRI) – Schools implemented the initiative in cohorts with new schools implementing in 2001 through 2008.

Failure Free Reading – Work with NEFEC and PAEC to provide this program to schools in their districts

Data:

School level FCAT data reflecting the grades in the school including the number of students in the school, percentage of students at Levels 1-5, percentage of students scoring at Level 3 and above, from the year the school began implementing FRI. – **REQUESTED BUT NOT YET RECEIVED**

From: Greenberg, Stuart
Sent: Monday, March 05, 2012 11:55 AM
To: Greenberg, Stuart; Mary Laura Bragg (MaryLaura@excelined.org)
Cc: Cari Miller (Cari@excelined.org); Stewart, Pam; Tappen, Mary; Costin, Loretta
Subject: Reading Coaches

Reading Coaches

Received 2011-2012, but have not yet received 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11: State level reports on coach data; the report that reflects percent of coach time dedicated to each role on the PMRN Coach Log as a whole

Received 2009-10, 2010-11, 2011-12, but have not received 2005-06, 2006-07, 2007-08, and 2008-09: District level reports on coach data; the report that reflects percent of coach time dedicated to each role on the PMRN Coach Log as a whole

Number/percent of coaches Reading Endorsed or “certified in Reading” in each district as a whole

Attached is the data set that addresses the request for the number of reading coaches in each district and the number and percent that are reading endorsed and certified at the elementary, middle, and high levels, as well as those who serve combination schools.

Through my leadership The Just Reading, Florida! Office in 2011-12 for the first time required districts to submit a “way of work” for each reading coach. Having reading coaches submit self reports of how they spend time is a step in the accounting for what coaches do however, in order to maximize the impact of coaching we should review the current State Board language and ensure that coaches have a defined “way work”. Please see the attached “way of work” that is now part of the required K-12 reading plan.

Many schools, realize that if every child is to be a successful reader, then every teacher must be a well-trained reading teacher. In secondary schools, teachers often feel unprepared to support and instruct struggling readers—they generally have received considerably less preparation to teach reading than elementary teachers. The responsibility for high-quality reading instruction cannot be left to a few reading specialists; that responsibility must be shared by all teachers. Schools are looking for effective but cost-effective ways to build the capacity of all classroom teachers, and many recognize that their reading specialists are in a good position to share their wealth of knowledge with the rest of the teachers. The key to ensuring instruction change through coaching is have a way of work for coaches that ensures that the school administrator sets the tone for the need to be coached prior to coaching taking place and to have a feedback loop during and after coaching to maintain change.

From: Greenberg, Stuart
Sent: Monday, March 05, 2012 11:42 AM
To: 'Mary Laura Bragg (MaryLaura@excelined.org)'
Cc: Cari Miller (Cari@excelined.org); Stewart, Pam; Tappen, Mary; Costin, Loretta
Subject: RE: Fwd: PRS Data Request

Good morning,

This is first in a series of emails that are responsive the requests that have been sent to me. After you review the data sets if you require further clarification let us know.

We have not yet received all data marked with an X:

Referral Rates

Referral rates for Special Education between 2000-2011, broken down by each category, for example, SWD, deaf/hard of hearing, visual impairments, etc., providing the number of students and percent of students, K-12.

The data request was sent on February 20th to the Data Warehouse and The Bureau of Exceptional Education and Student Services.

Follow-up was requested on March 5.

From: Mary Laura Bragg (MaryLaura@excelined.org) [mailto:MaryLaura@excelined.org]
Sent: Monday, March 05, 2012 10:31 AM
To: Greenberg, Stuart
Cc: Cari Miller (Cari@excelined.org); Stewart, Pam
Subject: RE: Fwd: PRS Data Request

Stu,

Here is the list of data we still need.

Thanks.

ML

From: Stewart, Pam [mailto:Pam.Stewart@fldoe.org]
Sent: Monday, March 05, 2012 10:21 AM
To: Mary Laura Bragg (MaryLaura@excelined.org)
Cc: Greenberg, Stuart
Subject: RE: Fwd: PRS Data Request

It would be fine to work through Stu and cc me. Whatever works best for you. I don't want to be the impediment that holds things up.

Pam Stewart

Chancellor

Division of Public Schools

325 W. Gaines St.

Tallahassee, FL 32399

850-245-0509

From: Mary Laura Bragg (MaryLaura@excelined.org) [<mailto:MaryLaura@excelined.org>]
Sent: Monday, March 05, 2012 9:20 AM
To: Stewart, Pam
Subject: FW: Fwd: PRS Data Request

If you want, we can go straight to Stu, and just cc you.

Let me know.

From: Cari Miller (Cari@excelined.org)
Sent: Monday, March 05, 2012 8:59 AM
To: Mary Laura Bragg (MaryLaura@excelined.org)
Subject: RE: Fwd: PRS Data Request

We received this already; what we asked for as a follow-up is the number of students that the state level data represented for each year, each grade, and each AP. 2nd X on attached document.

From: Mary Laura Bragg (MaryLaura@excelined.org)
Sent: Saturday, March 03, 2012 9:14 AM

To: Cari Miller (Cari@excelined.org)
Subject: Fw: Fwd: PRS Data Request

Sent from my iPhone

Begin forwarded message:

From: "Greenberg, Stuart" <Stuart.Greenberg@fldoe.org>
To: "Stewart, Pam" <pam.stewart@fldoe.org>
Subject: Fw: PRS Data Request

K-2 FAIR data

Sent via BlackBerry by AT&T -----Original Message----- From: "Stewart, Pam" Date: Sat, 3 Mar 2012 06:39:52 To: Mary Laura Laura Bragg Subject: Fwd: PRS Data Request Sent from my iPhone Begin forwarded message: > From: "Greenberg, Stuart" > To: "Stewart, Pam" > Subject: Fw: PRS Data Request > > K-2 FAIR data >