

Planning for next year

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Sanford Middle School Literacy Coach



[Purpose]

- Begin planning next year's reading classes using year end assessment data to help make decisions.

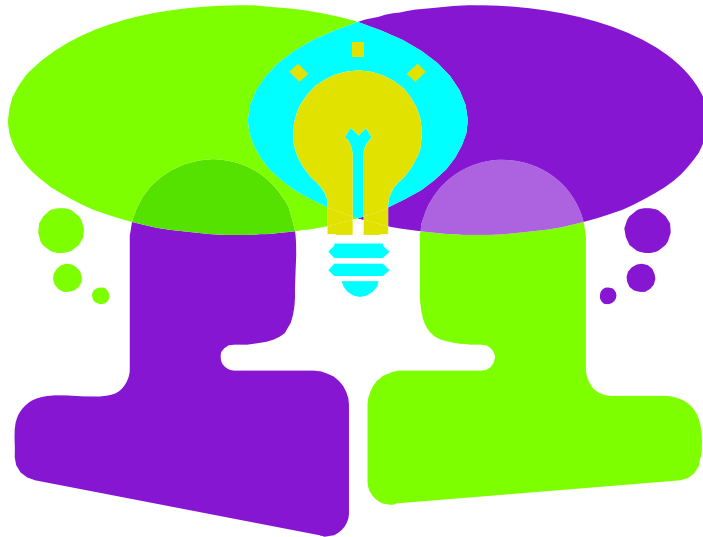
[Goal]

- Goal should be to minimize disruptions in students' schedules at the beginning of school

[Data sources]

- FCAT
- FORF
- Maze
- Lexile
- District assessment

[Think & Share]



What data can you use at your school?

At your district?

[FCAT]

- As you know, district K-12 reading plans, FLDOE and NCLB require all Level 1 and Level 2 students in intensive reading, by law.

[HB 7087]

- "Requires middle and high school students who score at Level 1 on FCAT Reading to be enrolled in and complete an intensive reading course the following year, and provides that placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs."

[District plan]

- District plans provide detailed information regarding placement.

[FORF & Maze]

- Norm tests that were developed by FCRR.
 - FORF: Measures fluency with criteria for students being identified as being at risk.
 - This information is provided to the state in the PMRN
 - Maze: Measures fluency, vocabulary and comprehension with criteria for students identified as being at risk.

[Lexile]

- Measure of students' reading ability so that student and text can be matched together to ensure at least 75% comprehension rate.
- Multiple number of assessments can show student progress.
- Students' Lexile score can be used to predict FCAT success.

[District assessments]

- Districts submit a K-12 Reading Plan to Just Read, Florida! and are available by the end of the year.

[Prior to the end of school]

- Gather the following:
 - Current students' reading level by teacher.
 - In program data (ie: Mastery tests, teacher generated test scores, observations by the teachers).
- Question to think about:
 - Assume no change on FCAT scores and no change in current students enrollment, who will be in your reading classes?

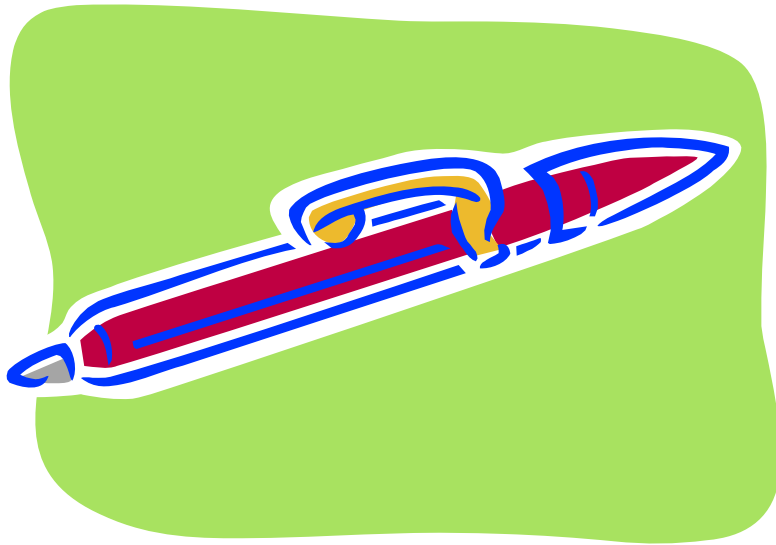
[Prior to the end of school]

- Review FCAT data for current students
 - Look for new students at Level 1 and 2.
 - Create base roster of classes for those students.
 - Look for significant drops in current reading students.
 - If possible, schedule these students in a different program or reading class.

[Prior to the end of school]

- Look at low Level 3 students to consider putting in a reading class.
 - These students are most at risk of slipping on the next FCAT.

[Reflection]



What else can you do at the end of school to prepare for next year?

Keep this note in your calendar for the last month of school!

[Summer]

- Conduct placement testing for new students who are in summer school.
 - Transition program for upcoming students from feeder schools.
 - Create class rosters using FCAT data on current students along with new students in summer programs.
 - Have as much data gathered on students as possible.

Concerns to work through



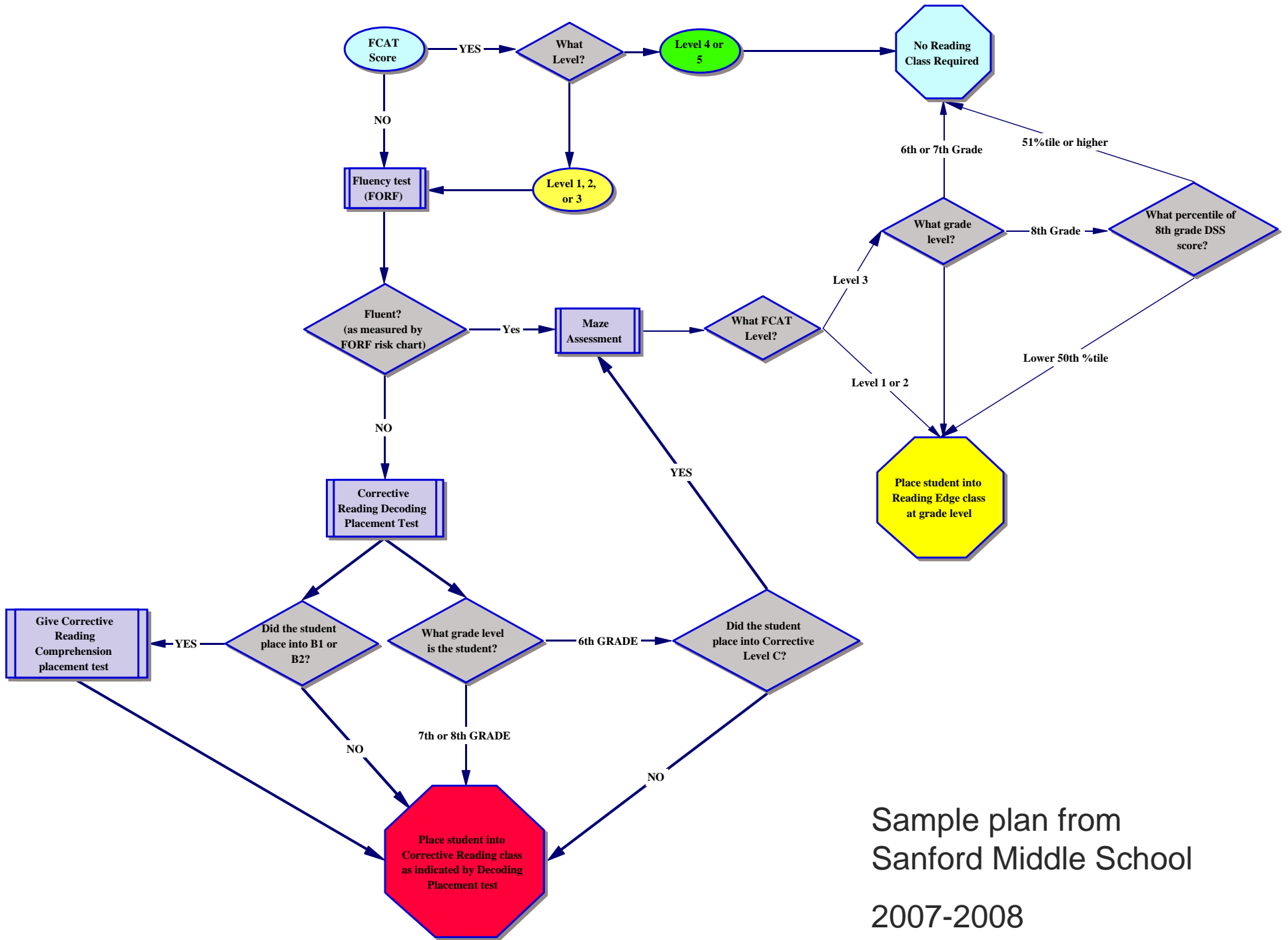
- Do you work over summer?
- If not, does your school have extended contract days for you?
- If not, how will these assessments get completed?
- Do you need to persuade someone that you should work over summer school?

[Pre-plan]

- Finalize class rosters using data available from end of last year and summer.
- Schedule appointments for placement testing as needed.
- If necessary, utilize reading teachers and/or assessment team for placement testing as students come to orientation or schedule pick up day.

[Pre-plan]

- Develop a system for assessing students without test scores.
 - Work with guidance office, guidance counselors and administration.
 - Make sure that everyone knows the procedure for assessing new students.
 - Determine what initial assessments will be given, by whom, when and where.



Sample plan from
Sanford Middle School
2007-2008

Courses Used for Reading Intervention for L1 Students

All courses require reading endorsement or certification

Grades 6-8

- 1000000 M/J INTENSIVE LANGUAGE ARTS
- 1000010 M/J INTENSIVE READING
- 1002180 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (MC)
- 7810020 READING: 6-8

Courses Used for Reading Intervention for L1 Students

All courses require reading endorsement or certification

Grades 9-12

- 1000400 INTENSIVE LANGUAGE ARTS
- 1000410 INTENSIVE READING
- 7910100 READING: 9-12
- 1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL
- 7910400 LIFE SKILLS READING: 9-12

[Questions]



Contact Information



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