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April 3, 2006

MEMORANDUM

TO

Principal, Elementary

FROM

Cari Miller
Director of Elementary Reading, Just Read, Florida!

RE:

Student Performance in Reading at Elementary

As we indicated to you last fall, we have asked the Florida Center for Reading Research (FCRR) to provide you with some additional analyses of your Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data that we hope will give you another tool in working with your *Reading First* school to improve student outcomes in reading. This is the second of three data reports you will receive that are based on this year's data. The report contains two indices that provide you with information about the growth of individual students in acquiring critical early reading skills.

Effectiveness of Core Instruction (ECI) – this index shows the percentage of students who began the year reading “at grade level” who are continuing to meet grade level expectations at the third assessment. This index can tell you whether the **core instruction** is sufficiently powerful to produce a year's growth in reading skill for a year's worth of instruction. If too many students begin the year at grade level, but “lose ground” against grade level standards during the year, then the instruction being provided is not sufficient to meet the needs of these students.

MARY LAURA OPENSHAW
DIRECTOR, JUST READ, FLORIDA!

Effectiveness of Interventions (EI) – this index shows the percentage of your students who began the year at some level of risk for reading difficulties (reading below grade level) but who have grown rapidly enough to meet grade level expectations at the third assessment period. This index provides information about how effectively **intervention programs** are working to accelerate the development of students who are lagging behind in reading growth.

These indices are calculated separately for each grade level (K-3) so that you can evaluate the strength of reading instruction at each grade level within your school. We have also provided percentile ranks for each index that show where your school falls within the distribution of all *Reading First* schools in Florida. This will enable you to see how your school is performing in comparison with all other *Reading First* schools at each grade level.

For each grade, the index of effectiveness is presented in the left column (scale = 0 to 100), and the percentile rank for that index compared to all *Reading First* schools in Florida is presented in the right column (scale = 1 to 99). The number in parentheses immediately below the index at each grade level is the number of students used to calculate the index. For example, if your school had an ECI value of 60 for first grade, with a value of 30 in parentheses below, this means that 60% of the 30 first grade students that were on grade level at Assessment 1 and remained in your school through Assessment 3 were still reading on grade level at Assessment 3.

Effectiveness of Core Instruction for School Year 05-06 (Third Assessment)

| Kindergarten | | 1st Grade | | 2nd Grade | | 3rd Grade | | All Grades | |
|--------------|-----------|--------------|-----------|--------------|-----------|------------|-----------|---------------|-----------|
| ECI | %ile Rank | ECI | %ile Rank | ECI | %ile Rank | ECI | %ile Rank | ECI | %ile Rank |
| 92.3 (26) | 79 | 58.3 (72) | 6 | 81.8 (44) | 38 | 83 (53) | 35 | 74.9 (195) | 19 |

Effectiveness of Interventions for School Year 05-06 (Third Assessment)

| Kindergarten | | 1st Grade | | 2nd Grade | | 3rd Grade | | All Grades | |
|--------------|-----------|-------------|-----------|--------------|-----------|--------------|-----------|-------------|-----------|
| EI | %ile Rank | EI | %ile Rank | EI | %ile Rank | EI | %ile Rank | EI | %ile Rank |
| 35 (60) | 35 | 8.3 (36) | 20 | 11.9 (42) | 48 | 14.5 (62) | 40 | 19 (200) | 29 |

Once again, the EI was calculated using only students who were attending the school at both Assessment 1 and Assessment 3. For example, if your school had an EI value of 10 for first grade with a value of 20 in parentheses below, it means that 10% of the 20 first grade students who began the year at some level of risk (were below grade level) and were still in your school at Assessment 3, had progressed rapidly enough to be at grade level at Assessment 3.

We hope that you will use this report to assist you in making decisions about resource distribution, professional development, coaching services, and long and short-term goal setting for your school. If you see areas of possible concern in this report, we would encourage you to contact your District *Reading First* Coordinator for assistance. We also recommend that you work with your *Reading First* Professional Development Coordinator in developing a plan for possible improvement.

If you compare the numbers used to calculate the indices with the actual number of students in your school at Assessment 3, you may find that the numbers differ slightly. This is because the indices are calculated using only students who were attending your school at both Assessment periods. Additionally, a small number of schools do not have these indices calculated for the kindergarten grade level. This was the result of some errors in the administration of the Initial Sound Fluency test at Assessment 1, which makes it difficult to calculate reliable indices. For this reason, these schools will not have kindergarten indices calculated for any of the reports during the 2005-06 school year.

Should you have any questions about this report or wish to discuss these results in further detail, please use the following email address: ReadingFirstDataRep@fldoe.org. You will receive a response from the Just Read, Florida! Office or the Florida Center for Reading Research (FCRR), depending on the content and concern of your request.

Thank you for all that you do in reading!

MLO/cm

CC: Reading Coach