

**Audience: Elementary and Secondary School Administrators
and Reading Coaches**

**Technical Assistance for Identification, Placement, and Scheduling
of Students in Grades 5-12 in Reading Classes**

Rationale

The K-12 Comprehensive Research-based Reading Plan (CRRP) must be updated and submitted to the Florida Department of Education (FLDOE) annually. The *Just Read, Florida!* Office and the FLDOE provided districts with a technical assistance paper with updates that can be applied to this year's plan. The district has reviewed the technical assistance paper with a group of stakeholders consisting of school site personnel, Regional Office staff, District Administrators, Education Transformation Office, Rtl Office, and representatives from the United Teachers of Dade.

Identification and Placement

In an effort to assist schools to appropriately identify and place students in appropriate reading classes for the 2013-2014 school year, the District is providing guidelines for making decisions about placement in Intensive Reading (IR), Intensive Reading Plus (IR+), and Intensive Reading Enrichment (IR-EN) classes. Schools must use the attached criteria (Attachments A - K) to facilitate appropriate placement of students.

English Language Learners (ELL) students, ESOL levels 1-4, must be enrolled in two language courses at the secondary level that will satisfy the state requirements for language arts and reading. **Therefore, ELL students should not be assessed for placement or placed in the IR, IR+ or IR-EN classes.** ELL students in middle school are to be scheduled in the M/J Language Arts through ESOL course by grade level and in the M/J-Developmental Language Arts through ESOL course by English proficiency level. In senior high school, ELL students are to be scheduled in the English through ESOL course by grade level and in the Developmental Language Arts through ESOL course by English proficiency level.

For students without 2013 FCAT scores, all other available data must be considered, such as national or state tests (e.g. SAT 10, IOWA), student class grades, and the level of coursework successfully completed at the previous school. If upon review of this data there is some uncertainty regarding placement in a reading class remains, follow the guidelines in Weekly Briefing # 13669 to make placement decisions for these students.

To ensure compliance with the K-12 CRRP and to provide support to schools, the following guidelines are provided:

Students in Grades 5-10 and 11th and 12th Grade FCAT Retakers

- All FCAT Level 1 and 2 students, with the exception of all ELL students, but including students with disabilities following standard curriculum, **must be enrolled in one of five reading classes:**
 - **Intensive Reading Plus (IR+)** – intended for students with deficiencies in **decoding and fluency** in addition to vocabulary and comprehension.
 - **Intensive Reading (IR)** - intended for students with deficiencies in **vocabulary and comprehension**.
 - **Intensive Reading Enrichment (IR-EN)** – intended for students whose FCAT scores have **regressed from FCAT Level 3 or higher to FCAT Level 2** and **students with high FCAT Level 2 scores**. (Attachment C)
 - **11th/12th Grade Reading Retakers Plus (RR+)** - intended for students with deficiencies in **decoding and fluency** in addition to vocabulary and comprehension who **have not met the graduation requirement** in reading. (Attachment D)
 - **11th/12th Grade Reading Retakers (RR)** - intended for students who **have not met the graduation requirement** in reading. (Attachment E)

To determine student placement in IR+, IR, or IR-EN classes, all schools must adhere to the following guidelines:

- All students, with the exception of all ELL students, in grades 5-9 with deficiencies in **decoding and fluency**, who scored Level 1 or 2 in reading on the 2013 administration of the FCAT must be placed in an Intensive Reading Plus (IR+) class, based on the criteria found in Attachment A.
- All students, with the exception of all ELL students, in grades 5-9 with deficiencies in **vocabulary and comprehension**, who scored Level 1 or 2 in reading on the 2013 administration of the FCAT must be placed in an Intensive Reading (IR) class, based on the criteria found in Attachment B.
- All students, with the exception of all ELL students, in grades 5-9, with high FCAT Level 2 scores (Attachment C), or who have regressed from FCAT Level 3 or higher to Level 2 on the 2013 administration of the FCAT must be placed in an Intensive Reading Enrichment (IR-EN) class, based on the criteria found in Attachment C.

FCAT Reading Retakers

All students, with the exception of all ELL students, in grades 10 and 11 who have not met the graduation requirement for reading on the 2013 administration of the FCAT must be placed in an 11th/12th Grade Retakers Reading class or Reading Retakers Plus class in addition to an English class for the 2013-2014 school-year. Students who receive a concordant score of 430 on the SAT or 19 on the ACT should not be placed in a reading class.

2013 Passing Score Requirements for FCAT 2.0

Students who entered grade 9 in the 2010-11 school year and beyond must score 245 or above on the Grade 10 FCAT 2.0 Reading for graduation purposes. (Source 2012-2013 FCAT 2.0 Fact Sheet, January 2013)

Achievement Levels for FCAT 2.0 Reading Assessment were established by the State Board of Education on December 19, 2011. The passing scores to meet the Achievement Level 3 requirement for FCAT 2.0 Reading assessment is 245 or above, (Source: Graduation Requirements FCAT 2.0, November 2012).

Concordant scores- established concordant scores for the Grade 10 FCAT 2.0 Reading passing scale score of 245. The new scores that may be used to satisfy this portion of a student's graduation requirement are a score of **19** for the reading portion of the ACT and **430** for the verbal portion of the SAT. (Source: FLDOE memo, January 31, 2013)

Scheduling and Articulation

Please refer to Attachments F and G for scheduling options for IR+, IR, and IR-EN classes. To facilitate the appropriate scheduling of students who are moving to a different level, that is elementary to middle or middle to senior, the sending school must transmit the placement information (Student Placement Articulation Form- Attachment I) to the receiving school upon completion of the third progress monitoring FAIR assessment administered from April 5-May 23, 2013. Receiving middle and high schools are responsible for using the information from the Student Placement Articulation Form for placement decisions as described in Attachments A – K. **Schools must ensure that placement decisions are transmitted no later than May 24, 2013.**

Included in this Technical Assistance paper are the following:

- Secondary School Intensive Reading Plus (IR+) Placement Criteria (Attachment A);
- Secondary School Intensive Reading (IR) Placement Criteria (Attachment B);
- Secondary School Intensive Reading Enrichment (IR-EN) Placement Criteria (Attachment C);
- Secondary School 11th/12th Grade Reading Retakers Plus (RR+) Placement Criteria (Attachment D);
- Secondary School 11th/12th Grade Reading Retakers (RR) Placement Criteria (Attachment E);
- Middle School and K-8 Center Reading Courses 2013-2014 (Attachment F);
- High School Reading Courses 2013-2014 (Attachment G);
- Procedures for Analyzing Data and Placement Decisions 2013-2014 (Attachment H);
- Student Placement Articulation Form (Attachment I);
- Grades 6-8 ORF Risk Level Chart (Attachment J); and

- Grades 9-12 ORF Risk Level Chart (Attachment K).

If you have any questions or need assistance, please contact Dr. Sharon Scruggs-Williams, Dr. Erin Cuartas, or Ms. Laurie Kaplan, Secondary Instructional Supervisors, Curriculum and Instruction-Division of Language Arts/Reading, at 305-995-3122. For questions regarding students with disabilities, please call the Division of Special Education, at 305-995-1295. For questions regarding English Language Learners (ELL) students, please call the Division of Bilingual Education and World Languages, at 305-756-2902.

**Secondary School Intensive Reading Plus (IR+) Placement Criteria
(Attachment A)**

All students in grades 5-9, scoring at Reading level 1 or 2 on the 2013 FCAT who require intensive intervention in **decoding and fluency**, as well as vocabulary and comprehension (including students with disabilities) must be scheduled in an Intensive Reading Plus (IR+) class. All ELL students are to be scheduled in a Developmental Language Arts Through ESOL class instead of the IR+ class.

Middle School, K-8 Center, and Senior High School Students Scoring FCAT Reading Level 1 or 2

Grades 5-9 Spring 2013 FAIR Assessment Percentile Ranks (PR)
Reading Comprehension (RC) 1 st – 25 th PR AND MAZE 1 st – 25 th PR

REQUIRED: Students scoring in the 1st – 25th percentile rank (PR) on Reading Comprehension (RC) and MAZE are targeted for IR+. Further test these students using the Text Reading Efficiency (TRE) procedures to determine appropriate placement as outlined in Weekly Briefing # 13669. After administering an Oral Reading Fluency passage, Silent Reading Comprehension questions, and determining Oral Reading Fluency for prosody (reading with expression and correct phrasing), refer to the chart below when making placement decisions.

NOTE: Please do not administer the TRE to students in grade 5. Placement information regarding grade 5 is forthcoming.

Text Reading Efficiency (TRE) Procedures

Assessment	IR+	IR	IR-EN
Oral Reading Fluency Passage for Accuracy and Rate	High Risk HR	Moderate Risk MR	Low Risk LR
Silent Reading Comprehension Number of Questions Correct (0-5)	0-3	3-4	4-5
Oral Reading Fluency for Prosody Levels 1 - 4	1-2	3	4

The teacher for the secondary IR+ class should be **the most highly qualified person** to teach reading to students with serious deficiencies in reading. The following qualifications must be considered when assigning teachers to teach IR+ classes:

- Master’s degree in reading
- Certified or endorsed in reading
- Working on certification or endorsement in reading

**Secondary School Intensive Reading (IR) Placement Criteria
(Attachment B)**

All students in grades 5-9, scoring at Reading level 1 or 2 on the 2013 FCAT who require intensive intervention in **vocabulary and comprehension** (including students with disabilities) must be scheduled in an Intensive Reading (IR) class. All ELL students are to be scheduled in a Developmental Language Arts Through ESOL class instead of the IR class.

Middle School, K-8 Center, and Senior High School Students Scoring FCAT Reading Level 1 or 2

Grades 5-9 Spring 2013 FAIR Assessment Percentile Ranks (PR)		
Reading Comprehension (RC) 26 th – 50 th PR	O R	MAZE 26 th – 50 th PR

The teacher for the secondary IR class should be highly qualified to teach reading. The following qualifications must be considered when assigning teachers to teach IR classes:

- Master’s degree in reading
- Certified or endorsed in reading
- Working on certification or endorsement in reading

Secondary School Intensive Reading Enrichment (IR-EN) Placement Criteria (Attachment C)

The following students should be placed in the IR-EN class:

- **Regressors**- students in grades 5-9 scoring at Reading levels 3, 4, or 5 on the 2012 FCAT who regressed to Reading level 2 on the 2013 FCAT. When making placement decisions, it is important to consider a consistent pattern of past performance at level 3 or higher for these students.

All ELL students are to be scheduled in a Developmental Language Arts Through ESOL class instead of the IR-EN class.

Middle School, K-8 Center, and Senior High School Students Scoring High FCAT Reading Level 2

Grades 5-9
Spring 2013 FAIR Assessment Percentile Ranks (PR)
Reading Comprehension (RC) 51 st – 99 th PR

The teacher for the secondary IR-EN class should be highly qualified to teach reading. The following qualifications must be considered when assigning teachers to teach IR-EN classes:

- Master's degree in reading
- Certified or endorsed in reading or working towards certification or endorsement

**Secondary School 11th/12th Grade Reading Retakers Plus (RR+) Placement Criteria
(Attachment D)**

Due to the wide range of reading abilities and in response to requests from schools to further differentiate instruction in retakers classes, it is recommended that schools consider placing students in either a Retaker Plus or a Retaker class. All students in grades 10-11, scoring at Reading level 1 or 2 on the 2013 FCAT (except 10th graders who achieve a level 3) who require intensive intervention in **decoding and fluency**, as well as vocabulary and comprehension (including students with disabilities) should be scheduled in a Reading Retakers Plus (RR+) class. All ELL students are to be scheduled in a Developmental Language Arts through ESOL class instead of the Reading Retakers Plus (RR+) class.

Senior High School Students Scoring FCAT Reading Level 1 or 2

Grades 10-11 Spring 2013 FAIR Assessment Percentile Ranks (PR)
Reading Comprehension (RC) 1 st – 25 th PR AND MAZE 1 st – 25 th PR

Students scoring in the 1st – 25th percentile rank (PR) on Reading Comprehension (RC) and MAZE are targeted for RR+. Further test these students using the Text Reading Efficiency (TRE) procedures to determine appropriate placement as outlined in Weekly Briefing # 13669. After administering an Oral Reading Fluency passage, Silent Reading Comprehension questions, and determining Oral Reading Fluency for prosody (reading with expression and correct phrasing), refer to the chart below when making placement decisions.

Text Reading Efficiency (TRE) Procedures

Assessment	IR+	IR	IR-EN
Oral Reading Fluency Passage for Accuracy and Rate	High Risk HR	Moderate Risk MR	Low Risk LR
Silent Reading Comprehension Number of Questions Correct (0-5)	0-3	3-4	4-5
Oral Reading Fluency for Prosody Levels 1 - 4	1-2	3	4

The teacher for the secondary RR+ class should be **the most highly qualified person** to teach reading to students with serious deficiencies in reading. The following qualifications must be considered when assigning teachers to teach IR+ classes:

- Master's degree in reading
- Certified or endorsed in reading
- Working on certification or endorsement in reading

**Secondary School 11th/12th Grade Reading Retakers (RR) Placement Criteria
(Attachment E)**

All students in grades 10-11, scoring at Reading level 1 or 2 on the 2013 FCAT (except 10th graders who achieve level 3) who require intensive intervention in vocabulary and comprehension (including students with disabilities) must be scheduled in a Reading Retakers (RR) class. All ELL students are to be scheduled in a Developmental Language Arts Through ESOL class instead of the Reading Retakers (RR) class.

Senior High School Students Scoring FCAT Reading Level 1 or 2

Grades 10-11 Spring 2013 FAIR Assessment Percentile Ranks (PR)		
Reading Comprehension (RC) 26 th – 99 th PR	O R	MAZE 26 th – 99 th PR

The teacher for the secondary RR+ class should be **a highly qualified person** to teach reading to students with serious deficiencies in reading. The following qualifications must be considered when assigning teachers to teach IR+ classes:

- Master’s degree in reading
- Certified or endorsed in reading
- Working on certification or endorsement in reading

**Middle School and K-8 Center Reading Courses 2013 – 2014
(Attachment F)**

Placement	Course Codes	Schedule	CIRP	SIRP
Intensive Reading Plus (IR+) Nonfluent Students FCAT Level 1 or 2	1000010PL – Grades 6-8 Please use the appropriate M/J Language Arts course code for the back-to-back Literacy Block: •100101001- M/J Language Arts 1 •100104001- M/J Language Arts 2 •100107001- M/J Language Arts 3	Literacy Block with Intensive Reading Plus Class back-to-back with Language Arts Class (taught by the same teacher) Minimum of 90 minutes daily (could be 100, 110, or 120 minutes daily based on school's scheduling model)	Language! <ul style="list-style-type: none"> • A and B Level Class • C and D Level Class • E and F Level Class Phonics, Fluency, Vocabulary & Comprehension Instruction	•Jamestown Timed Readers •Rewards
Intensive Reading (IR) Fluent Students FCAT Level 1 or 2	<ul style="list-style-type: none"> • 100001006 – Grade 6 • 100001007 – Grade 7 • 100001008 – Grade 8 	Reading Class in addition to Language Arts Class Could be 55 minutes daily, 100 minutes every other day, or 110 minutes every other day (based on school's scheduling model)	Voyager Passport Reading Journeys <ul style="list-style-type: none"> • Grade 6-Journeys Beginnings (Green Book) • Grade 7-Journeys I (Red Book) • Grade 8-Journeys II (Blue Book) Vocabulary & Comprehension Instruction	•Jamestown Timed Readers •Rewards
Intensive Reading Enrichment (IR-EN) Fluent Students High FCAT Level 2 (refer to Attachment C) Regressors (from Level 3 or higher to Level 2)	<ul style="list-style-type: none"> • 1000010E6 –Grade 6 • 1000010E7 –Grade 7 • 1000010E8 –Grade 8 	Reading Class in addition to Language Arts Class could be 55 minutes daily, 100 minutes every other day, or 110 minutes every other day (based on school's scheduling model)	Voyager Passport Reading Journeys <ul style="list-style-type: none"> • Grade 6-Journeys Beginnings (Green Book) • Grade 7-Journeys I (Red Book) • Grade 8-Journeys II (Blue Book) Vocabulary & Comprehension Instruction	•Selected Grade Level Texts •Novels

CIRP= Comprehensive Intervention Reading Program
 SIRP= Supplemental Intervention Reading Program

**High School Reading Courses 2013 – 2014
(Attachment G)**

Placement	Course Codes	Schedule	CIRP	SIRP
Intensive Reading Plus (IR+) Nonfluent Students FCAT Level 1 or 2	100041002 – Grades 9-10 Please use the appropriate English course code for the back-to-back Literacy Block: •English 1- 100131001- Grade 9 •English 2- 100134001- Grade 10	Literacy Block with Intensive Reading Plus Class back-to-back with English Class (taught by the same teacher) minimum of 90 minutes daily (could be 100, 110, or 120 minutes daily based on school's scheduling model)	Hampton Brown Edge <ul style="list-style-type: none"> Grade 9-Level A (Orange Book) Grade 10-Level B (Blue Book) Phonics, Fluency, Vocabulary & Comprehension Instruction	•SIPPs
Intensive Reading (IR) Fluent Students FCAT Level 1 or 2	100041001 – Grades 9-10	Reading Class in addition to English Class could be 60 minutes daily or 90 or 120 minutes every other day (based on school's scheduling model)	Jamestown Reading Navigator <ul style="list-style-type: none"> Trek Level 1, 2, 3 or 4 Note: The JRN On-line Placement Test will assign individual students to one of the 4 Trek Levels. Vocabulary and Comprehension Instruction	•Jamestown Timed Readers •Rewards
Intensive Reading Enrichment (IR-EN) Fluent Students FCAT Level 2 (Attachment C) Regressors (from Level 3 or higher to Level 2)	1000410EN – Grades 9-10	Reading Class in addition to English Class could be 60 minutes daily or 90 or 120 minutes every other day (based on school's scheduling model)	Jamestown Reading Navigator <ul style="list-style-type: none"> Trek Level 4 Note: Students should not take the JRN On-line Placement Test. The teacher must override the system and assign all students to Trek Level 4. Vocabulary & Comprehension Instruction	•Selected Grade Level Texts •Novels
11th and 12th Grade Reading Retakers (RR) ALL 11 th and 12 th graders who have not met the graduation requirement	1000410RT – Grades 11-12	Reading Class in addition to English Class could be 60 minutes daily or 90 or 120 minutes every other day (based on school's scheduling model)	USA Today Reading Program (this program is the core curriculum for the retaker class)	•Reading Plus
11th and 12th Grade Retakers Reading Plus (RR+) Nonfluent Students ALL 11 th and 12 th graders who have not met the graduation requirement	1000410RP – Grades 11-12	Reading Class in addition to English Class could be 60 minutes daily or 90 or 120 minutes every other day (based on school's scheduling model)	USA Today Reading Program (this program is the core curriculum for the retaker class)	•Reading Plus •SIPPs

CIRP= Comprehensive Intervention Reading Program
 SIRP= Supplemental Intervention Reading Program

**Secondary School Reading Classes
Analyzing FAIR Data for Placement Decisions 2013 – 2014
(Attachment H)**

Procedures

All students scoring at FCAT Reading Level 1 or 2 (including students with disabilities) will be placed in one of three reading classes for middle school and five classes for high school. All ELL students are to be scheduled in a Developmental Language Arts Through ESOL class instead of reading classes. The following steps are provided in order to facilitate the process of analyzing the FAIR data and making appropriate reading placement decisions.

Steps to Follow

1.	Use the FAIR School Student Status Report from PMRN to sort the FAIR Reading Comprehension (RC) Percentile Rank (PR) scores from the third assessment period (AP3) for all FCAT Level 1 and 2 students in descending order. Do this for each grade level.
2.	Identify students who meet the criteria for Intensive Reading Plus (IR+) [See Attachment A]. IR+ students must be placed first in order to provide correct placement of all students, and to avoid difficulties with analyzing FAIR data.
3.	Students targeted for IR+ need to be further assessed. Please follow the guidelines in Weekly Briefing # 13669 to make appropriate placement decisions.
4.	Once IR+ students have been identified, all remaining students should be placed in Intensive Reading (IR) [See Attachment B].
5.	From the IR group, identify the students who meet the criteria for Intensive Reading Enrichment (IR-EN) [See Attachment C]. This scheduling option is recommended, but is not required.
6.	11 th /12 th grad students who have not met the graduation requirement have two placement options: Reading Retakers (RR) (See Attachment E) or Reading Retakers Plus (RR+) (See Attachment D).
7.	Note any disparate or questionable score ranges. For example, a score report indicating RC=2 nd PR and Maze=45 th PR will require further analysis. If disparate or questionable scores have been identified, the information available in the Individual Student Detailed Score Report should be taken into consideration. For example, extremely short testing sessions for any section of the FAIR test may indicate possible inconsistencies.
8.	Upon completion of the above steps, all FCAT Level 1 and 2 students should be placed in appropriate reading classes.

(Attachment J)

ORF Risk Level Chart - Grades 6 - 8

Oral Reading Fluency	Grade 6	Grade 7	Grade 8	Risk Level
	Spring Assessment 3	Spring Assessment 3	Spring Assessment 3	
	0-113	0-119	0-121	High Risk HR
	114-146	120-146	122-146	Moderate Risk MR
	147+	147+	147+	Low Risk LR

HR - High Risk: Seriously below grade level and in need of substantial intervention; **MR - Moderate Risk:** Moderately below grade level and in need of substantial intervention; **LR - Low Risk:** At grade level but in need of intervention

(Attachment K)

ORF Risk Level Chart - Grades 9 - 12

Oral Reading Fluency	Grade 9	Grade 10	Grade 11	Grade 12	Risk Level
	Spring Assessment 3	Spring Assessment 3	Spring Assessment 3	Spring Assessment 3	
	0-121	0-121	0-121	0-121	High Risk HR
	122-146	122-146	122-146	122-146	Moderate Risk MR
	147+	147+	147+	147+	Low Risk LR

HR - High Risk: Seriously below grade level and in need of substantial intervention; **MR - Moderate Risk:** Moderately below grade level and in need of substantial intervention; **LR - Low Risk:** At grade level but in need of intervention