

FSU-Broward 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Lisa Libidinsky
Contact Email: llibidinsky@pinescharter.net
Contact Telephone: 954-499-4244

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	80	82	83	85	72	87	89

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	66	68	72	74	62	76	78

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						7	5
White/African American	12	10	11	9	15		
White/Hispanic	8	6	10	8	3	6	4
Economically Disadvantaged/Non-Economically Disadvantaged	3	1	5	3	16	1	0
Students with Disabilities/Students without Disabilities	40	38	45	43	28	41	39
English Language Learners/ Non-English Language Learners	1	*	9*	*	34	0	0

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from the allocation are used to pay for staff members who instruct students, make curricular decisions, and provide interventions for the students. The curriculum specialist, reading specialist, and media teacher all work together to plan for reading instruction. They also assist students and teachers. The reading specialist meets with striving students to provide research-based interventions. The curriculum specialist and reading specialist meet with teachers and parents using the Response to Intervention process. The media teacher is in charge of the

Accelerated Reader program which motivates students to read. All three individuals provide professional development for the teachers.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The principal, assistant principal, reading specialist, guidance counselor, and curriculum specialist analyze the student progress monitoring data.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The STAR data will be collected and the results from the benchmark assessments will be used to monitor the students' academic goals for student achievement. In addition, the school uses other assessments to monitor students' progress including Running Records and Foundations assessments.

C. How often will student progress monitoring data be collected and reviewed by the district?

The progress monitoring data is collected and reviewed quarterly

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The school uses the Response to Intervention process. If a student has been identified as a struggling reader per the district's decision tree, then the student would receive the identified interventions to close the gap. The students would be monitored by the RtI team.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The principal, assistant principal, reading specialist, and curriculum specialist monitor classroom instruction to ensure that it is aligned to grade-level Florida Standards.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

The teachers' lesson plan books are reviewed. Also, classroom walk-throughs are conducted.

C. How often will this evidence be collected at the district level?

The lesson plan books are collected bi-annually. Walk-throughs are conducted a few times a year.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

The FSU-Broward District follows the Panhandle Area Educational Consortium's Master Inservice Plan.

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

N/A

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

Two staff members attended the Just Read Florida summer institute for literacy. (There is no course number for this training.) The training focused on multisensory intervention strategies and dyslexia. They trained the rest of the staff. They will train the staff again next year.

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

Several individuals work together to support teachers and students in the area of reading. The reading specialist, curriculum specialist, and media specialist work together to assist teachers with reading instruction and interventions. We do not have a job description for the reading specialist. Attached are copies of the job descriptions for the media specialist and the curriculum specialist.

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

The FSU-Broward District is only one school.

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

The FSU-Broward District is only one school.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. **Elementary:** 2 positions and part of a third position.
- b. **Middle:** N/A
- c. **High:** N/A

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

We analyze data and look at the learning gains. The staff members are also evaluated.

- 6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

100% of the reading allocation will be spent on salaries.

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

None

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

N/A

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

a. Elementary:0

b. Middle: N/A

c. High: N/A

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$ 0.00

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

N/A

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

N/A

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

The school will use other funds in the budget for more interventions.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Lisa Libidinsky
2. **Email Address:** llibidinsky@pinescharter.net
3. **Phone Number:** 954-499-4244
4. **Please list the schools which will host a SRC:**

The FSU-Broward district only has one school.

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** Monday, June 24, 2019
 - b. **Which days of the week is SRC offered:** Monday – Thursday (Students will not attend on July 4th).
 - c. **Number of instructional hours per day in reading:** 4 hours per day
 - d. **End Date:** Thursday, July 25, 2019.
 - e. **Total number of instructional hours of reading:** 80 hours.
6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes.

7. **What is the anticipated teacher/student ratio?**

7 students with one teacher and one assistant
8. **Will students in grades other than grade 3 be served as well? If so, which grade level(s)?**

Only grade 3.
9. **What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?**

Assessments used for progress monitoring will be used to show growth.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	N/A
District expenditures on reading coaches	145,511
District expenditures on intervention teachers	\$ 0.00
District expenditures on supplemental materials or interventions	N/A
District expenditures on professional development	N/A
District expenditures on summer reading camps	N/A
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	N/A
Flexible Categorical Spending	N/A
Sum of Expenditures	145,511
Amount of district research-based reading instruction allocation for 2019-2020	145,511

APPENDIX A

FLORIDA STATE UNIVERSITY SCHOOLS, INC.

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2019-2020 K-12 Comprehensive Research-Based Reading Plan

FSUS-Broward and Tallahassee Administrators: Lisa Libidinsky, Megan Brink, and Suzanne Wilkinson

FSUS District ESE Contact: Monica Broome

FSUS District ELL Contact: Monica Broome

FSUS District MIS Contact: Ali Raker

FSUS-Broward and Tallahassee Teacher(s): Norma Jones, Beth Slaski, Sophia Tenn, Maryann Tuttle, and Judith Founds

Date of Meetings: 2/19/2019, 2/27/2019, 3/28/2019, 4/26/2019, and 4/30/2019
(Phone conference calls and email communication.)

Agenda

- I. Alignment between the reading plan and the SP&P
- II. Alignment between the reading plan and the ELL plan

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
 - Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
 - DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
 - DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

DT1- FSU Broward Identification/Intervention Decision Tree

School-wide Progress Monitoring System

PPCES-FSU will utilize various performance metrics to determine if a child has a reading deficiency. These performance measures for reading will be administered at the beginning of the year, mid-year, and as needed to identify student's reading difficulties. Parents of students with a substantial deficiency in reading will be notified in writing. A read-at-home plan that includes multisensory strategies will also be provided. The multisensory strategies will include Tier 2 and Tier 3 interventions such as using the core reading program with scaffolding, targeted small group intervention, one-on-one conferring, and supplemental intervention reading programs. Students with a substantial deficiency in reading will be provided a Tier 3 intervention in addition to a Tier 2 intervention. The decision determining a student's reading deficiency is based on district benchmark assessment, statewide assessments, or teacher observation.

For this purpose, students in grades K- 3 scoring below the 25th percentile in the STAR Early Literacy, STAR Enterprise Reading test, and other diagnostics on the initial screening will receive intensive intervention and will be monitored frequently. Retained third graders with FSA ELA scores below Level 3 will receive intensive intervention to remediate reading deficiencies. In grades 4 and 5, students scoring below a level 3 on the FSA ELA Reading assessment or scoring below the 25th percentile in the district benchmark assessment will receive intensive intervention to remedy reading deficiencies. The school-wide progress monitoring plan (PMP) ensures that data is collected, analyzed, and reviewed periodically to improve instruction and increase student's achievement in all academic areas.

Progress Monitoring Chart

Florida's Kindergarten Readiness Screener	
AT/ABOVE	Represents students performing above the 41 st percentile
On Watch	Represents students performing between 21 st and 3 th percentile
Below Substantial Deficiency	Represents students performing below the 20 th percentile
STAR Reading and STAR Early Literacy Assessments	
AT/ABOVE	Represents students performing above the 50 th percentile
On Watch	Represents students performing between 41 st and 49 th percentile
Below Substantial Deficiency	Represents students performing below the 40 th percentile
Progress Monitoring Plan	<i>Intervention</i> will be provided to students below the 40 th percentile

DT1- FSU Broward Identification/Intervention Decision Tree

The Progress Monitoring Chart shows the screening tools and assessments that students will be administered periodically to track growth and progress toward mastery. Teachers and support staff will use the Progress Monitoring Chart to make instructional decisions. The percentile rank of the Florida's Kindergarten Readiness Screener and the STAR Enterprise Assessments will be used to determine the student's level of reading proficiency. Students scoring below the 40th percentile will receive immediate instructional support. The range of instructional and intervention support will vary from less intensive to more intensive based on the child's need. The Progress Monitoring Chart provides established guidelines to ensure that students are making significant progress towards learning goals. Students who have not made any measurable progress in a specific reading intervention after 6-8 weeks of immediate intensive instruction and/or are still performing below mastery will be referred to the collaborative problem-solving team (CPST). The team will use comprehensive data to implement a plan, which will be done frequently. The charts on page 3 detail the planned interventions for these students.

DT1- FSU Broward Identification/Intervention Decision Tree

FSU Broward Student Proficiency Goals

FSU Broward Proficiency Goals chart lists all the assessments the school will use to measure students' performance in reading. All students K-5 will be given a screening test in the beginning of the school year. Students scoring below the 25th percentile will be given a diagnostic test to determine the area of reading deficiency. Throughout the school year, all students will be assessed periodically to determine their instructional needs. Further screening and diagnostic assessment tools may be used if needed.

Screening, Diagnostic, & Formative Assessments

Screening/Diagnostic Tools/Progress Monitoring	Formative Assessments
STAR Early Literacy	STAR Early Literacy
STAR Enterprise	STAR Enterprise
ReadyGEN Fluency Test and Running Records	Cold Passages
Fundations	

The If-Then Intervention Implementation chart outlines the action steps teachers and support staff will take to ensure students are provided with the right intervention to remediate skill deficits. Frequent progress monitoring using multiple measures will be used to improve students' reading performance. Students will receive the core reading program instruction during the 90-minute reading block. Intensive intervention will require additional minutes to remediate reading deficiencies. This will include, a daily small group with scaffolding, and differentiated instruction to address student's individual needs.

If –Then Intervention Implementation

IF	Then
Proficiency level on these assessments is <u>AT/ABOVE</u>	Core Reading Program Differentiated instruction One-on-one conferring
Proficiency level on these assessments is <u>ON WATCH/ Tier 2</u>	Tier 2 Core Reading Program with scaffolding Targeted small group intervention One-on-one conferring Supplemental Intervention Reading Program (s)
Proficiency level on these assessments is <u>Below Substantial Deficiency/ Tier 2 and Tier 3</u>	Tier 2 and Tier 3 Core Reading Program with scaffolding Targeted small group intervention Intensive Intervention One-on-one conferring Supplemental Intervention Reading Program/Direct Specialized Instruction

DT1- FSU Broward Identification/Intervention Decision Tree

TIERED Intervention Grades K - 5

Tier 2 Level		Tier 3 Level	
Group size	4 – 6	Group size	≤ 4
Time	at least 3 days a week	Time	minimum of 4 days a week
Duration	15-20 minutes	Duration	20 minutes

Instructional Implication for Below Standards Proficiency

Grade	Skills/Standards:	High Quality Instruction	Intervention	Progress monitoring tool
K-2	Foundational Skills	Using research-based instructional strategies, teacher/support staff will continue to provide daily explicit instruction in the areas of phonological awareness, phonics and word recognition, and fluency with fidelity.	<input type="checkbox"/> Fundations <input type="checkbox"/> ReadyUp! Intervention <input type="checkbox"/> FCCR Student Center Activities	Supplemental program monitoring tools
	Literature/Informational Texts	Using research-based instructional strategies, teacher/support staff will continue to provide daily explicit instruction in the areas of vocabulary acquisition and comprehension with fidelity.	<input type="checkbox"/> ReadyGEN Leveled Readers <input type="checkbox"/> FCCR Student Center Activities <input type="checkbox"/> Other evidence-based program	STAR Reading
	Writing/Language	Using research-based instructional strategies, teacher/support staff will continue to provide explicit instruction in language, written expression, and vocabulary instruction with fidelity.	<input type="checkbox"/> Rewards <input type="checkbox"/> Lucy Calkins <input type="checkbox"/> Other evidence-based program	Writing rubric, <u>CBM Writing</u>

Grade	Skills/Standards:	High Quality Instruction	Intervention	Progress monitoring tool
3-5	Foundational Skills	Using research-based instructional strategies, teacher/support staff will continue to provide daily explicit instruction in these areas: phonological awareness, phonics and word recognition, and fluency with fidelity.	<input type="checkbox"/> Rewards <input type="checkbox"/> ReadyUp! Intervention <input type="checkbox"/> FCCR Student Center Activities	Supplemental program monitoring tools
	Literature/Informational Texts	Using research-based instructional strategies, teacher/support staff will continue to provide daily explicit instruction in the areas of vocabulary acquisition and comprehension with fidelity.	<input type="checkbox"/> ReadyUp! Intervention <input type="checkbox"/> ReadyGEN Leveled Readers <input type="checkbox"/> Other evidence-based program	STAR Reading
	Writing/Language	Using research-based instructional strategies, teacher/support staff will continue to provide explicit instruction in the areas of language, written expression, and vocabulary instruction with fidelity.	<input type="checkbox"/> ReadyUp! Intervention <input type="checkbox"/> Lucy Calkins <input type="checkbox"/> Writing with Frames <input type="checkbox"/> Other evidence-based program	Writing rubric, <u>CBM Writing</u>

FSU Broward Reading Profiles

The performance measures from the FSU Broward Reading Profiles for the Fall, Winter, and Spring chart will be used to track student reading achievement levels in all grades. Utilization of this chart will help teachers and support staff to set individual goals with students, create flexible grouping, and adjust instruction to individualize the student’s learning experience. The chart identifies a child’s level of reading proficiency based on raw scores and scaled scores of each instrument.

DT1- FSU Broward Identification/Intervention Decision Tree

FSU Broward Reading Profiles for the Fall			
Kindergarten			
LEVEL	Word Identification	Running Record Words Correct	Early STAR Literacy
AT/ABOVE	4+		521+
ON Watch	1-3		499-520
Below Substantial Deficiency	0		498 and below
First Grade			
LEVEL	Word Identification	Running Record Words Correct	STAR Reading
AT/ABOVE	54+	98-100%	75+
ON Watch	9-53	91-97%	71-74
Below Substantial Deficiency	8 and below	90% and below	70 and below
Second Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	84+	98-100%	219+
ON Watch	50-83	91-97%	182-218
Below Substantial Deficiency	49 and below	90% and below	181 and below
Third Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	104+	98-100%	362
ON Watch	83-103	91-97%	323-361
Below Substantial Deficiency	82 and below	90% and below	322 and below
Fourth Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	125+	98-100%	465+
ON Watch	94-124	91-97%	424-464
Below Substantial Deficiency	93 and below	90% and below	423 and below
Fifth Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	153+	98-100%	570+
ON Watch	121-152	91-97%	525-569
Below Substantial Deficiency	120 and below	90% and below	524 and below

DT1- FSU Broward Identification/Intervention Decision Tree

FSU Broward Reading Profiles for the Winter			
Kindergarten			
LEVEL	Word Identification	Running Record Words Correct	Early STAR Literacy
AT/ABOVE	13+		594+
ON Watch	3-12		570-593
Below Substantial Deficiency	2 and below		569 and below
First Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	59+	98-100%	95+
ON Watch	29-58	91-97%	80-94
Below Substantial Deficiency	28 and below	90% and below	79 and below
Second Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	109+	98-100%	274+
ON Watch	84-108	91-97%	184-273
Below Substantial Deficiency	83 and below	90% and below	183 and below
Third Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	137+	98-100%	392+
ON Watch	97-136	91-97%	295-391
Below Substantial Deficiency	96 and below	90% and below	294 and below
Fourth Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	143 +	98-100%	487+
ON Watch	120-142	91-97%	376+486
Below Substantial Deficiency	119 and below	90% and below	375 and below
Fifth Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	160+	98-100%	592+
ON Watch	133-159	91-97%	467-591
Below Substantial Deficiency	132 and below	90% and below	465 and below

DT1- FSU Broward Identification/Intervention Decision Tree

FSU Broward Reading Profiles for the Winter			
Kindergarten			
LEVEL	Word Identification	Running Record Words Correct	Early STAR Literacy
AT/ABOVE	41		670+
ON Watch	13		643-669
Below Substantial Deficiency	7		642 and below
First Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	91 +	98-100%	164+
ON Watch	60 -90	91-97%	96-163
Below Substantial Deficiency	Below 59	90% and below	95 and below
Second Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	124+	98-100%	327+
ON Watch	100-123	91-97%	240-326
Below Substantial Deficiency	Below 99	90% and below	239 and below
Third Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	139+	98-100%	436+
ON Watch	112-138	91-97%	335-435
Below Substantial Deficiency	Below 111	90% and below	334 and below
Fourth Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	160+	98-100%	520+
ON Watch	133-159	91-97%	407-519
Below Substantial Deficiency	Below 132	90% and below	406 and below
Fifth Grade			
LEVEL	ORF	Running Record Words Correct	STAR Reading
AT/ABOVE	169+	98-100%	630+
ON Watch	146-168	91-97%	493-629
Below Substantial Deficiency	Below 145	90% and below	492 and below