The Florida Senate

COMMITTEE MEETING EXPANDED AGENDA

EDUCATION PRE-K - 12
Senator Wise, Chair
Senator Bullard, Vice Chair

MEETING DATE: Wednesday, September 21, 2011
TIME: 10:45 a.m.—12:45 p.m.
PLACE: 301 Senate Office Building

MEMBERS: Senator Wise, Chair; Senator Bullard, Vice Chair; Senators Alexander, Altman, Benacquisto, Bogdanoff, and Montford

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION

Presentation on Reading
Malbert Smith III, Ph.D., President of MetaMetrics
Robert Pondiscio, Director of Communications, Core Knowledge

Promoting College and Career Readiness for All Students

Malbert Smith III, Ph.D.
President, MetaMetrics
Research Professor, UNC School of Education

Agenda

- The Goal
- The Problem
- Bridging the Readiness Gap
- Bending the Curve

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"If we can dramatically increase high school graduation rates, if we can dramatically increase the number of graduates who are college and career ready, that's what this is about. Everything's a means to that end. That's the Holy Grail here. Are our students being prepared to be successful?" – Arne Duncan

Education Week, December 9, 2009.

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Quick Facts

- Each year, approximately 1.2 million students fail to graduate from high school, more than half of whom are from minority groups.
- Percent of freshmen that enroll in at least one remedial course

Community College	Four-Year Institution
42%	20%

Alliance for Excellent Education, February 2009 edition.

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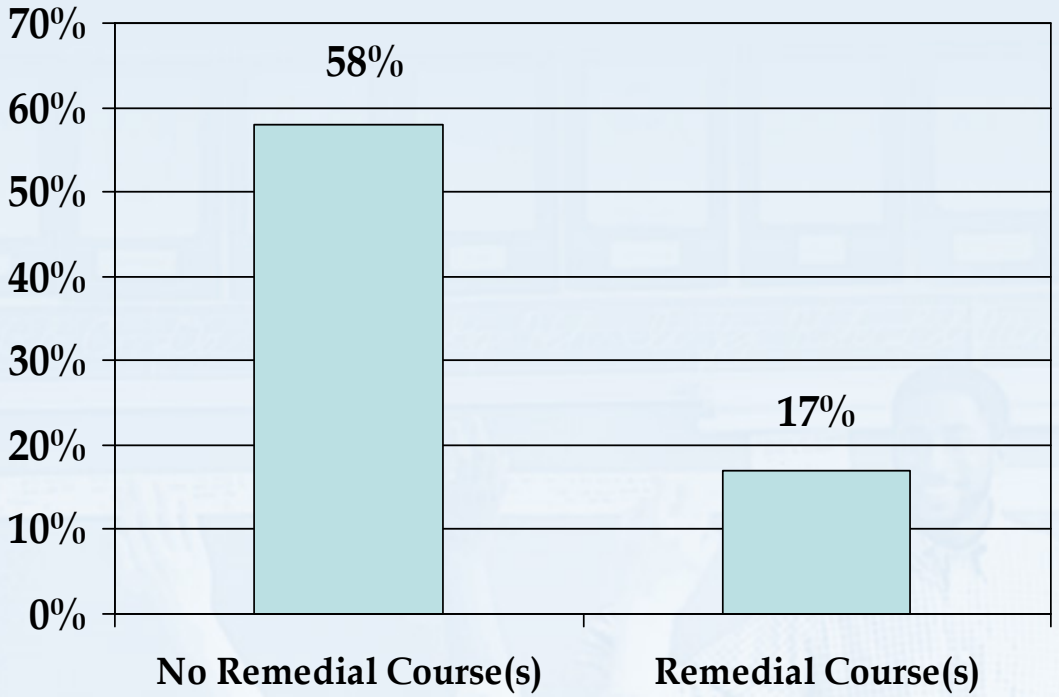
Students Obtaining Bachelor's Degree in Eight Years



Students who enroll in a remedial reading course are 41 percent more likely to drop out of college. (NCES, 2004a)

Alliance for Excellent Education, February 2009 edition.

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“High school completion does not equal college readiness.”
– Education Week

Gewertz, Catherine. “College-Readiness Program Hard to Gauge." *Education Week* 30.18 (2011): 1+. Print

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Common Core Standards and Lexile Measures

"The college instructor blames the high school teacher, the high school teacher complains of the grade teacher, each grade teacher above first grade finds fault with the poor work of the teacher in the grade below, and the first grade teacher in turn is chagrined at the shortcomings of the home training. Must this go on indefinitely? Whose opinion shall prevail? Is it not possible to get away from personal opinion to an agreed-upon consensus of opinion? May we not replace the constantly conflicting subjective standards with definitely defined objective standards?"
—Wilson & Hoke, 1921 [1]

MetaMetrics is proud to be an "Endorsing Partner" of the Common Core State Standards Initiative. This historic endeavor was sought to establish a clear set of K-12 standards that would ensure all students graduate from high school "college and career ready." Initially, 48 states, 2 territories and the District of Columbia signed on.

The teams charged with drafting the Common Core Standards asked that we share our collective research on text complexity and the reading demands of college, careers and life in general. This research was conducted over the past 20 years using our widely adopted Lexile® Framework for Reading and is embodied in much of Common Core's Appendix A. Today, Lexile measures are used at the school level in all 50 states, and 21 states report Lexile measures statewide on their year-end assessments. Each year, more than 30 million Lexile measures are reported from reading assessments and programs, representing over half of U.S. students.

To follow are some key points of our research which are fueling the need for common standards across the states.

- **The text complexity of K-12 textbooks has become increasingly "easier" over the last 50 years.** The Common Core Standards quote research showing steep declines in average sentence length and vocabulary level in reading textbooks.
- **The text demands of college and careers have remained consistent or increased over the same time period.** College students are expected to read complex text with greater independence than are high school students.
- **As a result, there is a significant gap between students' reading abilities and the text demands of their postsecondary pursuits.** Research shows that this gap is equal to a Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP). (Read more or watch a video about Lexile measures.)

Based on our research, the Common Core Standards provide text complexity grade bands and associated Lexile bands that are intended to put students on a college- and career-ready trajectory. These grade and Lexile bands are the basis for determining at what text complexity level students should be reading—and at which grades—to make sure they are ultimately prepared for the reading demands of college and careers.

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies, Science, and Technical Subjects

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Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science

Appendix A: Findings

- Students who fall short of ACT's college readiness benchmarks have the greatest difficulty with the test items involving the most complex text.
- K-12 reading assignments have become much less demanding in the last half-century, with an especially large drop-off in high school expectations.

Weston, S. P. (2010). "The giant text complexity challenge inside the new literacy standards." The Prichard Committee for Academic Excellence

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Common Core Standards for English Language Arts and Literacy in History/Social Studies & Science

Appendix A: Findings

- College reading assignments have moved in the opposite direction, becoming a bit harder over the same fifty years.
- High school teachers commonly give students many kinds of support and coaching to help them figure out the material, but college teachers expect students to pull the knowledge from the text on their own, making the gap in practical ability even wider than the gap in the texts themselves.

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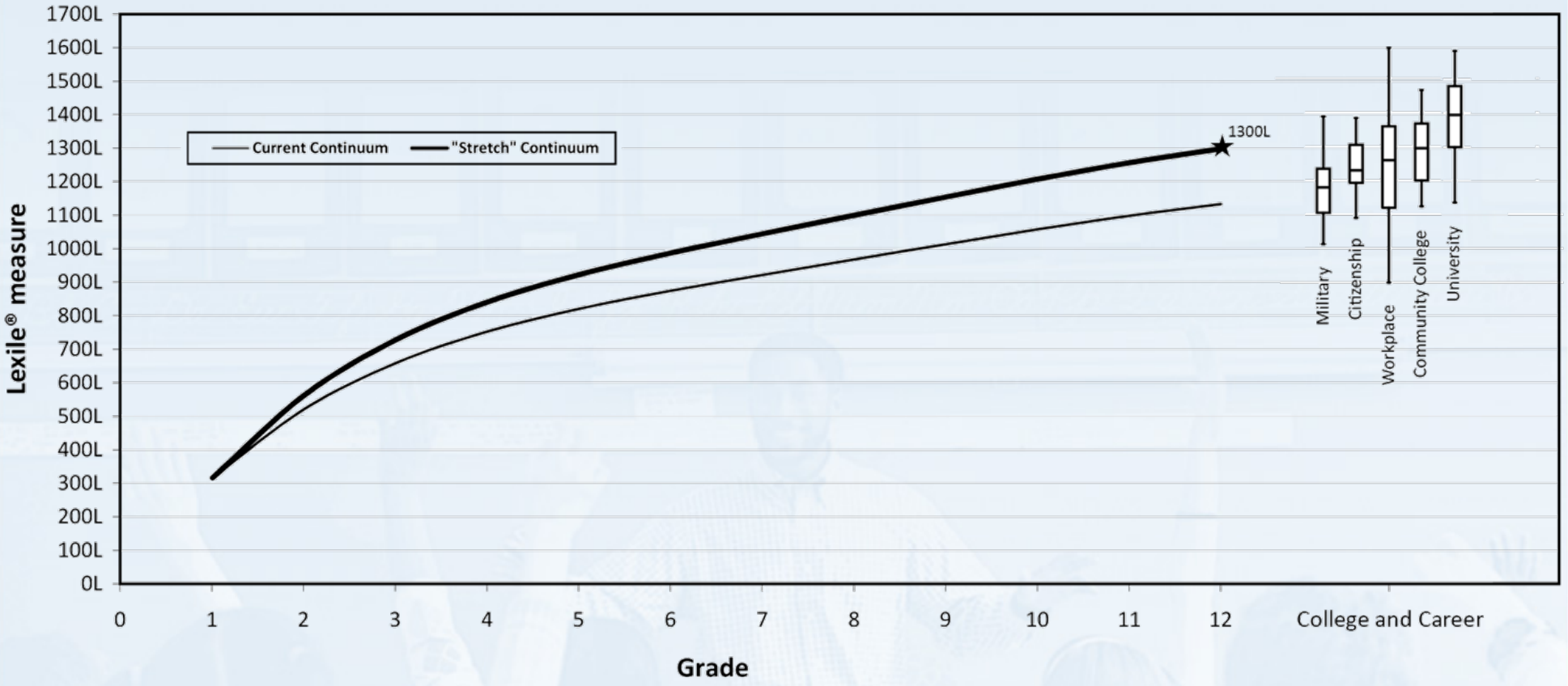
Text Gap



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Common Core Appendix A

Text Complexity Grade Bands and Associated Lexile Ranges

Grade Band	Lexile (L) Range
K–1	N/A*
2–3	450–790
4–5	770–980
6–8	955–1155
9–10	1080–1305
11–CCR	1215–1355

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Texas Higher Education Coordinating Board (THECEB) Study

Texas Higher Education Coordinating Board

Text Measurement and Analysis

MetaMetrics Technical Report Update

August 29, 2008

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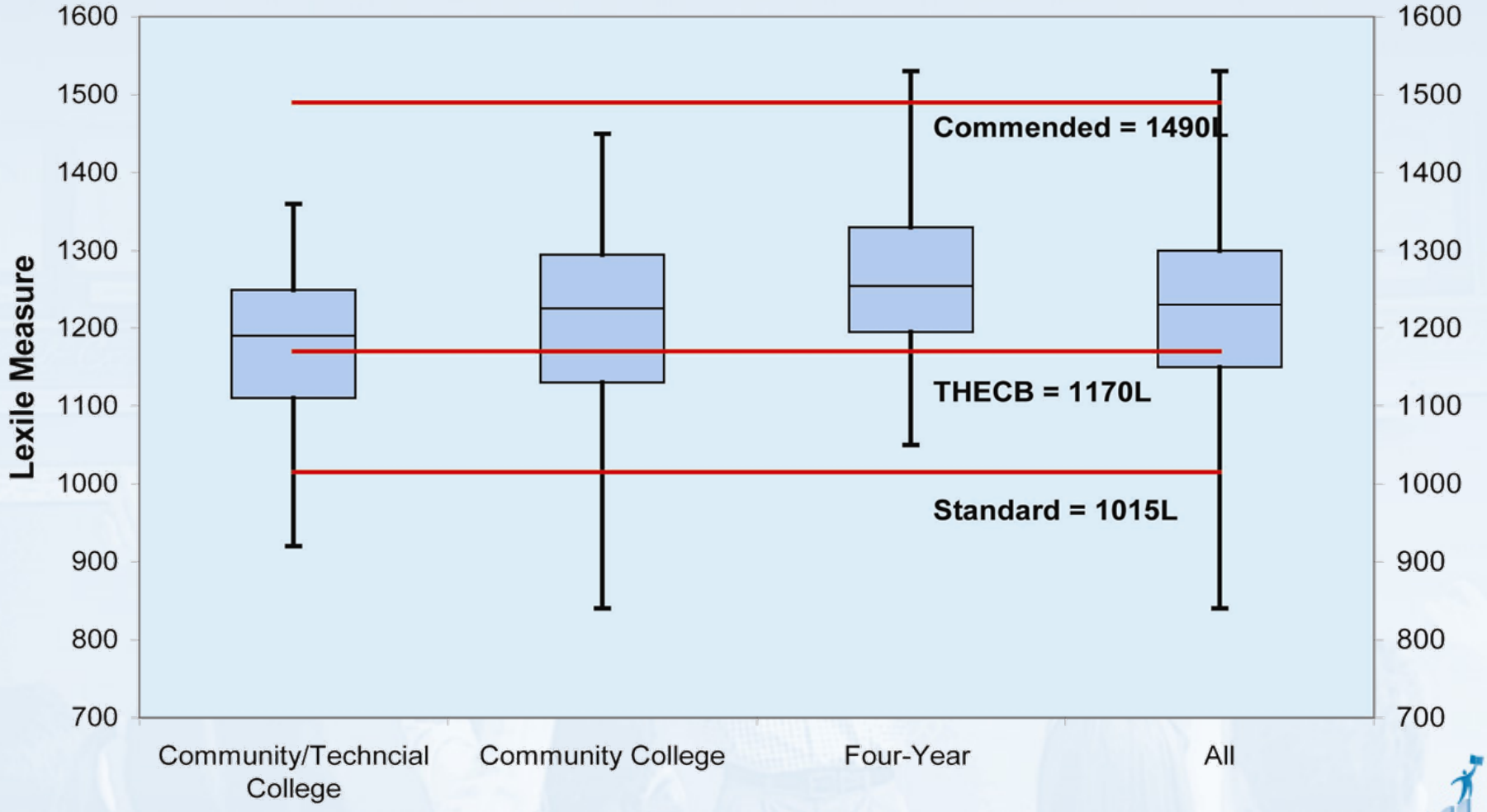
Distribution of Text Readability Measures for the Texas Higher Education Coordinating Board
(Box Plots: min, 25th, 50th, 75th, max)



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Forecasted Comprehension Rate (%) for Readers at Three Reading Ability Levels Reading Texts at Selected Percentiles of the Distributions

Percentile of the Text Distribution	Corresponding Lexile	Standard (1015L)	THECB Readiness (1170L)	Commended (1490L)
Texts for Four-Year Institutions				
Maximum	1530L	23	38	72
75th	1330L	43	60	86
50th	1255L	51	67	90
25th	1195L	57	73	92
Minimum	1050L	72	84	96

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Ensuring Students Are College and Career Ready & Bending the Curve

- Mitigate summer loss (Just Read! Florida)
- Build individual growth trajectories
- Increase the text complexity challenge for K-12 students
- Increase the diet of non-fiction text
- Utilize instructional tools, assessments (FAIR/FCAT) and and resources that promote differentiated instruction and deliberate practice (LearningOasis)

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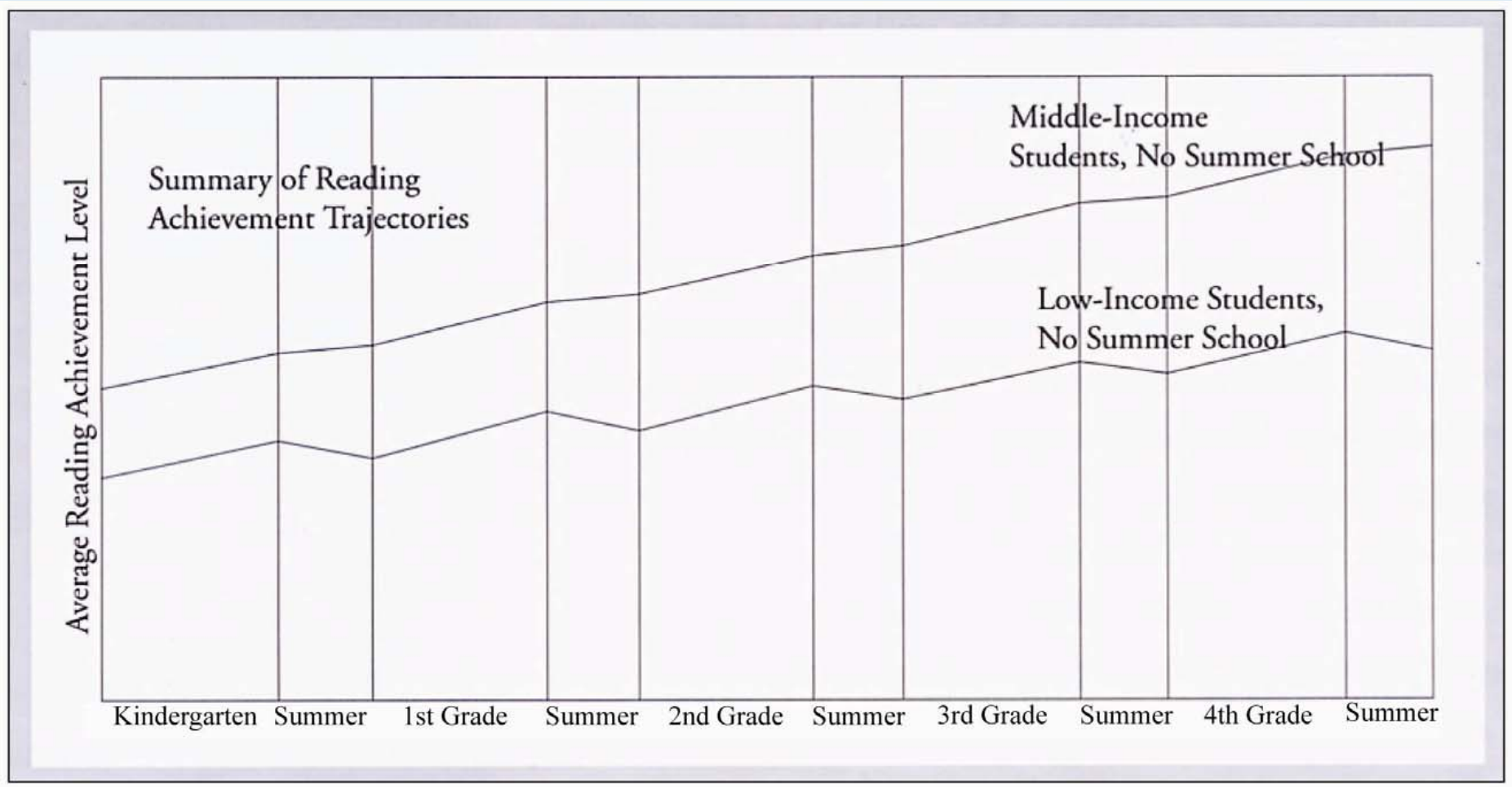
Mitigate Summer Learning Loss



Fairchild, R. McLaughlin, B. & Brady, J. (2006). Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning. Baltimore, MD: Center for Summer Learning.

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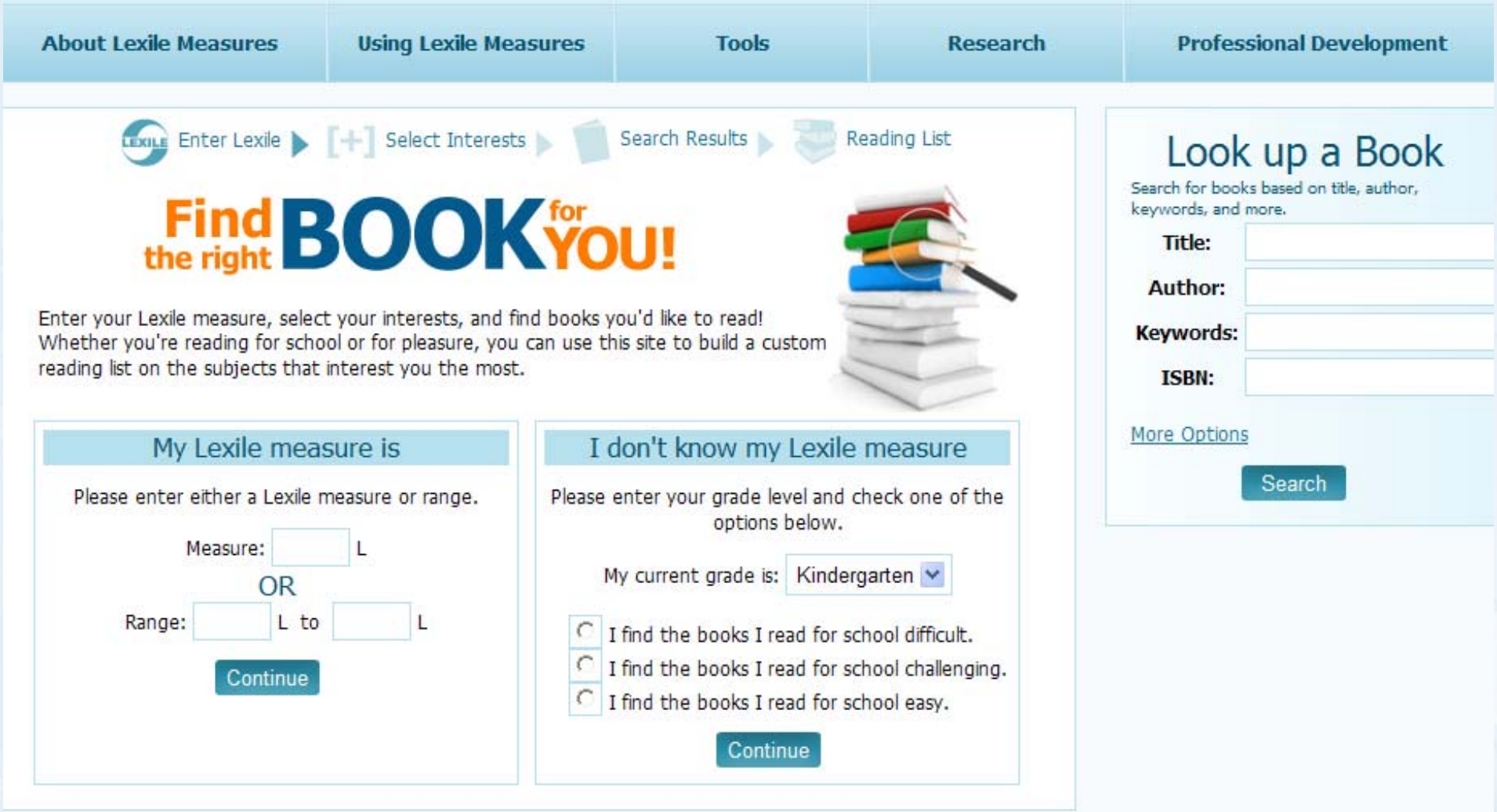
"Find a Book"

Search for books by Lexile measure, title, author, ISBN, or keyword.



Increase the Diet of Non-Fiction Text

- **Duke, Nell K. "The Real-World Reading and Writing U.S. Children Need."** *Phi Delta Kappan* 91, no. 5 (February 2010): 68-71.
- **PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools**, Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., & Kennedy, A.M. (2003), Chestnut Hill, MA: Boston College.

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Percentage distribution of literary and informational passages

Grade	Literary	Informational
4	50	50
8	45	55
12	30	70

National Assessment Governing Board. *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, D.C.: American Institutes for Research, 2007.

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Utilize Instructional Tools & Resources that Promote Differentiated Instruction & Deliberate Practice

- Research suggests that a novice develops into an expert through an intricate process that includes:
  - *Targeted practice* in which one is engaged in developmentally appropriate activities
  - *Real-time corrective feedback* that is based on one's performance
  - *Intensive practice* on a daily basis that provides results that monitor current ability
  - *Distributed practice* that provides appropriate activities over a long period of time (i.e., 5-10 years), which allows for monitoring growth towards expert performance
  - *Self-directed practice* for those times when a coach, mentor or teacher is not available.

Glaser, 1996; Kellogg, 2006; Shea & Paull, 1996; Wagner & Stanovich, 1996

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Ideal Characteristics of Next Generation Instructional Tools & Resources

- Assessment and instruction are blurred – to "mine the exhaust" of the instructional experience
- Computer-adaptive engines are applied to "targeted" instructional content
- Assessment engines connect day-to-day progress with year-to-year summative tests

Excerpted from MetaMetrics' white paper, "Next Generation Assessments" (www.Lexile.com)

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Ideal Characteristics of Next Generation Instructional Tools & Resources

- Scoring, feedback and reporting are immediate
- Perspectives and monitoring are longitudinal across the development lifespan of the student for each skill
- The focus is student-centric, not teacher-centric

Glaser, 1996; Kellogg, 2006; Shea & Paull, 1996; Wagner & Stanovich, 1996

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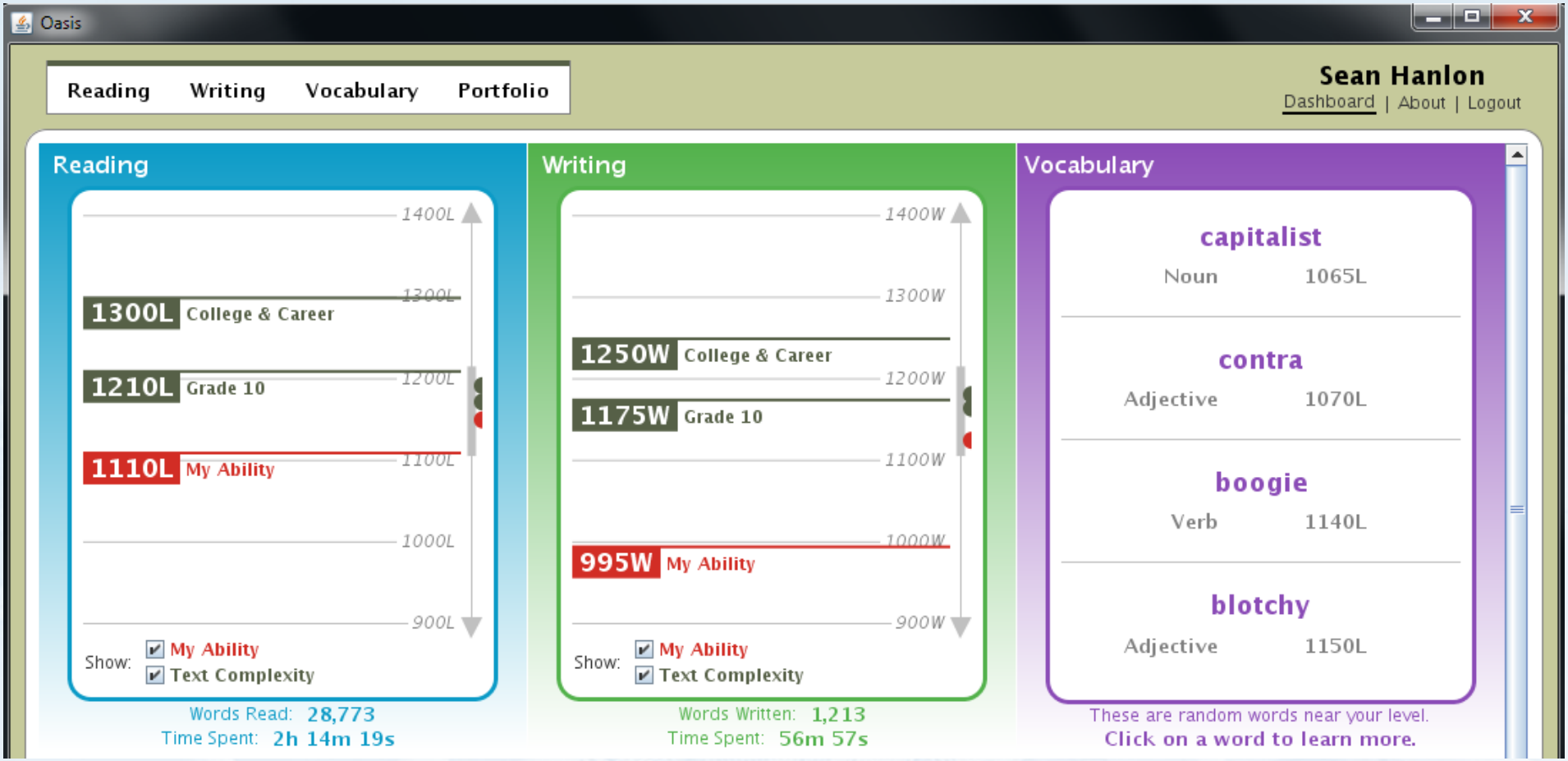
Oasis



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LINKING ASSESSMENT WITH INSTRUCTION

Oasis – Reading Data by Cohort – Corinth School District (MS)

	Student Count	Mean Reader Measure	sd	Encounters	Words	Time Spent	WPM	WPM sd	Items	Observed Correct	Expected Correct	Observed Performance	Expected Performance
Overall	1,960	1046L	353	305,997	199,546,316	2y 180d 1h 32m	147	81	3,238,592	2,377,900	2,426,819	73.77%	74.93%
Grade 1	4	420L	262	3	718	27m	42	30	29	20	19	67.59%	64.30%
Grade 2	144	365L	254	2,366	516,895	6d 1h 43m	60	38	19,955	12,571	13,043	63.25%	65.36%
Grade 3	226	755L	236	21,249	4,739,293	42d 2h 3m	77	45	173,572	121,284	126,363	70.53%	72.80%
Grade 4	186	874L	257	27,965	7,200,752	56d 8h 26m	95	53	240,880	161,100	167,794	67.95%	69.66%
Grade 5	177	962L	290	29,920	10,221,649	69d 12h 42m	108	58	278,279	189,208	196,444	69.21%	70.59%
Grade 6	192	1063L	206	38,101	16,515,448	99d 23h 2m	123	60	374,921	267,675	276,596	72.33%	73.77%
Grade 7	189	1155L	227	34,841	16,720,527	80d 8h 52m	147	68	336,329	245,540	253,535	74.18%	75.38%
Grade 8	175	1177L	205	23,156	10,859,967	47d 12h 45m	157	73	201,122	147,615	152,111	74.31%	75.63%
Grade 9	187	1254L	214	29,436	22,003,246	89d 19h 5m	169	78	320,877	240,351	245,982	76.24%	76.66%
Grade 10	153	1321L	243	24,093	22,742,888	93d 16h 51m	172	80	293,909	226,645	229,785	77.74%	78.18%
Grade 11	122	1251L	205	23,118	24,810,671	94d 7h 35m	192	84	299,073	225,750	228,888	75.66%	76.53%
Grade 12	98	1307L	157	24,110	28,986,120	108d 4h	195	84	333,202	256,685	260,883	77.44%	78.30%
Graduated				27,639	34,228,142	122d 4h 1m	206	85	366,444	283,456	289,289	78.15%	78.94%

Data from 2007-06-01 to 2011-06-01

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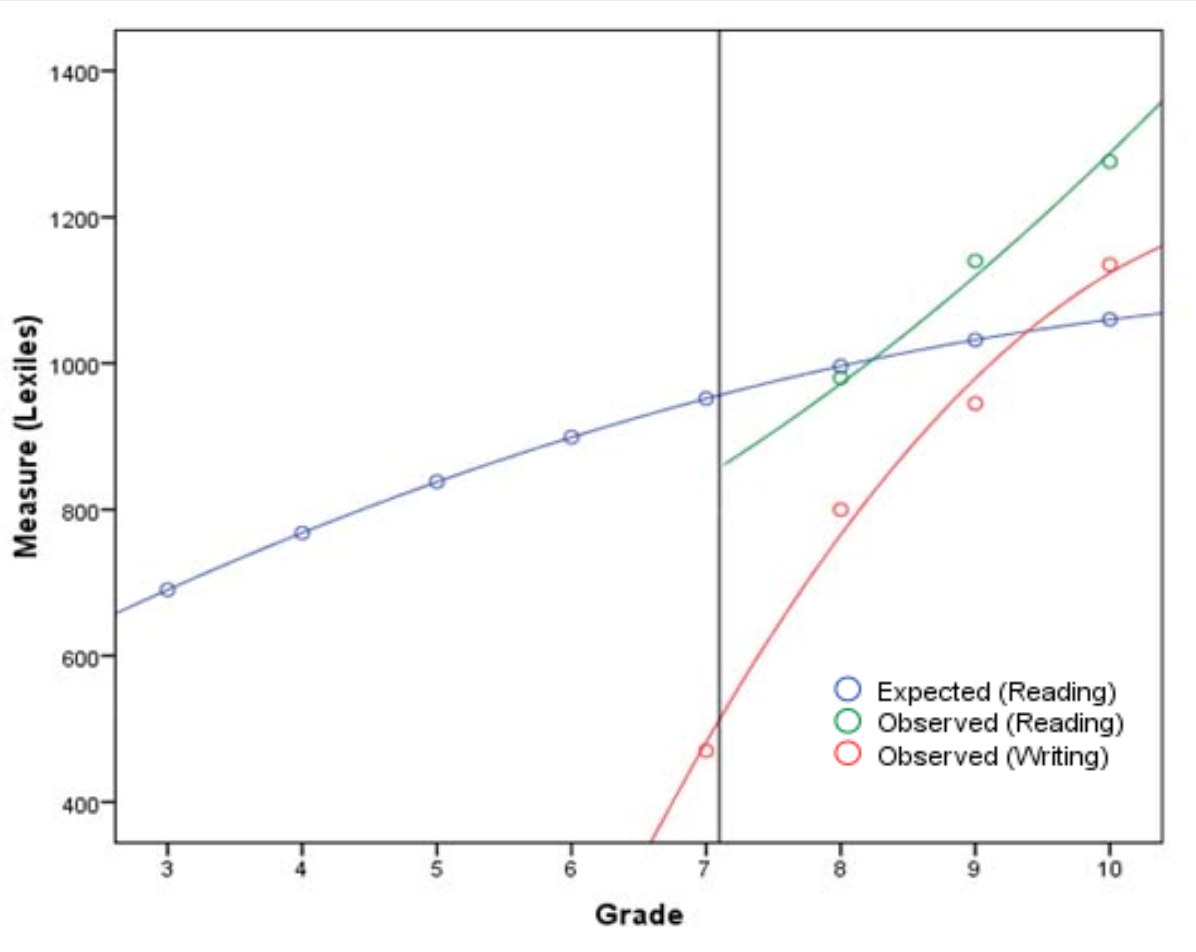
Implications of the Lexile Framework for Monitoring and Promoting Growth Through Deliberate Practice



"Nicholas Davis"
(Male; African-American; Free/Reduced Lunch)

Words Read: 117,340

Items Taken: 1,415

Words Written: 7,149

Convention Items: 1,563

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