

Intensive Reading Placement 2023-24

Students entering 7th-10th grade

If a student scores Level 1 or 2 on Spring 2023 ELA FSA/FAST OR Fall/Winter 2022 FAST score reflects below grade level performance OR has NO 2022-2023 FAST score then review past standardized test scores, past Reading Inventory/Phonics Inventory scores, SAT/PSAT, ACT/PLAN, or standardized assessments from other states.

IF the scores are at Level 3 or above both years

(For students without two years of previous standardized test data, there is evidence of proficiency on other state or national standardized tests.)

THEN IR placement is possible if deemed beneficial for student's success

*School-based IPST teams (which may include parent/guardian) are encouraged to review individual student profiles and can recommend IR placement based on 2022-23 classroom performance, MTSS records & screening/progress monitoring data. **Teacher & literacy coach input should be highly regarded in placement decisions.***

ESE and ESOL students should be placed in courses appropriate to meet the needs of their IEP/LEP.

Yes, data shows evidence of on grade level performance

If the scores are:

- **Level 1 or 2 one or both of the previous two school years or**
- **Below proficiency on other standardized tests or**
- **Student has no previous standardized test scores**

THEN review screening/progress monitoring data from 2022-23 school year (all that apply). *Does the student show on grade level performance as demonstrated on these district supported assessment tools:*

- **Fall/ Winter FAST score of:**
 - 7th Grade- 333 or above
 - 8th Grade- 337 or above
 - 9th Grade- 343 or above
 - 10th Grade- 350 or above
- **Fall/Winter 2022 HMH Read 180 Reading Inventory Lexile score of:**
 - 7th Grade- 925L or above
 - 8th Grade- 970L or above
 - 9th Grade- 1010L or above
 - 10th Grade- 1050L or above
- **iReady Overall Language Arts score shows on grade level performance (*scale score of 641 or higher for incoming 7th graders*)**

Students with no previous scores may be given Reading Inventory, Review past standardized test scores (i.e.) FSA, SAT/PSAT, ACT/PLAN, or other standardized assessments from previous district or state. **Temporary IR placements may be made while reviewing data.*

NO, data does not show evidence of on grade level performance

Placement in Intensive Reading recommended for 2023-24 school year as the strategy for providing academic support to improve the student's performance.

****Parents will be informed of placement in an Intensive Reading course in writing using the BPS Intensive Reading placement letter.***

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Students in an 11th or 12th grade cohort

If the 10th grade ELA FSA or FAST score is below the passing cut score for their cohort, then the student will be placed in an Intensive Reading FSA/FAST Retake Course until a passing score is achieved, with the following exceptions:

- A student has met Florida graduation requirements with a concordant score on ACT or SAT
- A student's IEP or LEP plan prescribes an alternate course placement

**** Parents will be informed of placement in an Intensive Reading course in writing using the BPS Intensive Reading placement letter.***

Schools have several options for 11th or 12th grade students from out of state, home school or private school without passing 10th grade FSA/FAST ELA or concordant scores.

Schools should:

- Review previous standardized scores as would occur with a 7th-10th grader without FSA/FAST scores
- Review previous school transcript
- Give a screener (FAST and/or Reading Inventory) to gather additional information if needed
- *A temporary placement in IR can be made until the school is able to review data*

If the school finds the student has areas of concern in ELA, recommend placement in an Intensive Reading Retake course.

If the student has shown strong levels of proficiency:

- IR course placement can be offered to parents as an option to prepare for the rigor of Florida standards
- Support can be offered during established academic support opportunities (zero hour, power hour, before/after school tutoring sessions) to provide background in the format and rigor requirements of FSA/FAST ELA
- Support can be provided by communicating with parents about graduation requirements and FSA/FAST/ACT/SAT preparation opportunities. This can include encouraging the use of free Khan Academy SAT prep (or like programs), school/community provided SAT/ACT prep classes as well as providing information regarding key FSA/FAST retake, ACT and SAT testing dates & registration deadlines (as would be shared during the IR retake course)

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Additional Guidance

It is important to keep in mind that Intensive Reading is an intervention, not a “check the box” class. Scheduling and placement decisions should reflect this understanding.

KEEP IN MIND:

- *Your literacy coach is an excellent resource as you determine placements and class configurations for the upcoming school year. Placement recommendations have been provided by feeder schools. This information should be considered as well.*
- ***Notification letters have been updated and will once again be sent home to all potential IR students after FSA scores are released. The procedure continues to be that parents who wish to refuse an Intensive Reading placement must meet with an administrator prior to signing an opt out letter.***

IR may not be appropriate for EVERY ESOL and ESE students. Teacher input and specific student needs should be considered with placement. Here are some considerations for placing ESE and ESOL students:

- ESOL IR classes can be formed to block with ESOL English classes.
- A Level 1 (Tier 3) IR class with smaller class size can be blocked with the ESE student’s English or Learning Strategies classes (the same teacher for both, if you have dual certified teachers, would provide consistency for the students).
- **Students consistently scoring at Level 1 NOT classified ESE or ESOL should be in the MTSS/IPST process during the school year.** IPST teams should work with IR teachers and literacy coaches to determine which academic and/or behavioral interventions are most appropriate for these students.

*****Schools should have second semester course plans for students who pass FSA/ meet concordant score during the first semester.***

Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available <i>only</i> for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest*	24
ACT Reading	19

Jameka Mallory, Secondary Literacy Facilitator, 633-1000 x11364 is available to support your school at any point in this process.