



Early Literacy Scan

April 2021

Prepared by the **Pinellas Education Foundation**
Supported by the Foundation for a Healthy St. Petersburg



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Introduction

In late 2019 the Pinellas Education Foundation convened an Early Literacy Steering Committee to better prepare children entering kindergarten for success in early grades and beyond. The steering committee included the Juvenile Welfare Board, Pinellas Early Learning Coalition, Pinellas County School District, and the Foundation for a Healthy St. Petersburg. The first step was to conduct a scan of early literacy in Pinellas County which included data on voluntary prekindergarten (VPK), school readiness, and the early grades. The partners then invited stakeholders to a data walk¹ to hear their thoughts and reactions to the data in the scan. Key takeaways identified during the data walk by the 45 attendees were as follows:

1. We have work to do to get all students reading on grade level by 3rd grade.
2. VPK participation helps prepare students, but not enough students participate, particularly children of color.
3. Greater student success comes from experienced, degreed, and credentialed teachers using approved curricula.
4. Florida's early learning standards do not meet national research-based best practices.
5. Pinellas County has a preponderance of programs which provide awareness of early literacy and needs more programs that focus on developing literacy skills.

During the data walk, attendees also noted limitations in the data, such as details on the experience and education of VPK teachers and what drives the gap in school readiness scores among races.

This document is the scan prepared in the first phase of the effort. Data sources for this report included the Early Learning Coalition and Pinellas County Schools; national research on effective early literacy practices is also included where appropriate. This report first analyzes kindergarten readiness by race, ethnicity, gender, and zip code and then analyzes how readiness impacts reading in the early grades. The report then provides data on the impact of voluntary prekindergarten (VPK) on readiness, and finally, presents data on literacy in the early grades.

¹ Please see the Data Walk Summary for a description of the event and the data presented.

About the Report Partners

Pinellas Education Foundation

The Pinellas Education Foundation is dedicated to accelerating achievement for all students through the mobilization of innovation, relationships and resources. By focusing on improving academic achievement and preparing students for multiple pathways after high school, the foundation ensures that students are prepared for life after high school whether that path is college, career technical education, work, or the military.



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Foundation for a Healthy St. Petersburg

The Foundation for a Healthy St. Petersburg is a private foundation formed in 2013 following the sale of the nonprofit Bayfront Health St. Petersburg. It is the steward of more than \$180 million in assets to serve the residents of Pinellas County, particularly those in greatest need. The foundation's mission is to end differences in health due to social or structural disadvantages, and to improve population health by inspiring and empowering people, ideas, organizations, and relationships.



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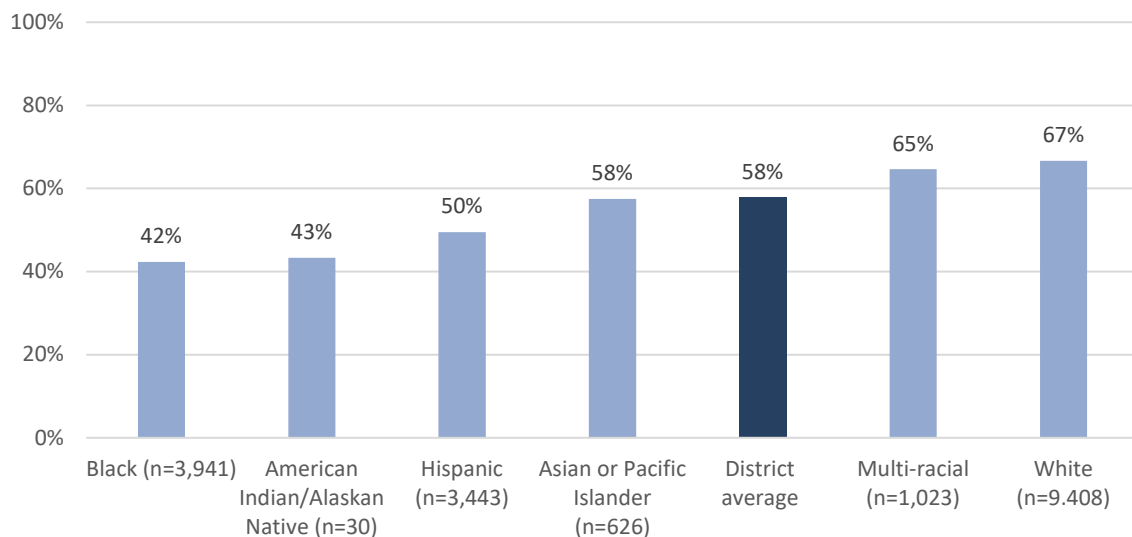
The report partners would like to thank Pinellas County Schools, Early Learning Coalition and the Juvenile Welfare Board for providing the data for the study, answering the questions about the data, and sharing information on their early literacy efforts.

Kindergarten reading readiness skill disparities persist by race and ethnicity

The Florida Kindergarten Readiness Screener (FLKRS) is a statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten; it is administered within the first 30 days of each school year. Kindergarten students must demonstrate a score of at least 500 on the assessment to be considered ready for kindergarten. The FLKRS includes domains such as alphabetic principle, concept of word, visual discrimination, phonemic awareness, phonics, vocabulary, and early numeracy. The tool to determine readiness changed for the 2017-2018 school year so that is the first year of data included in this report. That means, however, that students could only be followed through second grade.

Figure 1 provides the percentage of all 2017, 2018, and 2019 kindergarten students combined who were determined to be ready for kindergarten by race and ethnicity². The darkest column is the district average; as shown, Black and Hispanic students are less likely to be ready than White students. Please note that the numbers of American Indian/Alaskan Native, Asian or other Pacific Islander, and multi-racial students are low; combined, they are less than 10% of the total incoming classes.

Figure 1: The percentage of students scoring 500 or above on the FLKRS, by race and ethnicity, 2017, 2018, and 2019 kindergarteners combined

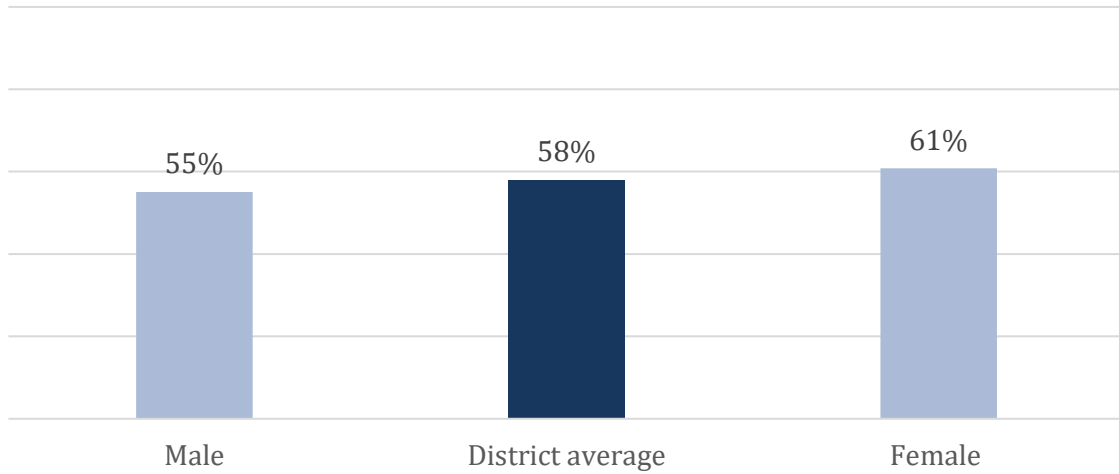


n=18,471

² Students who are Hispanic may be of any race.

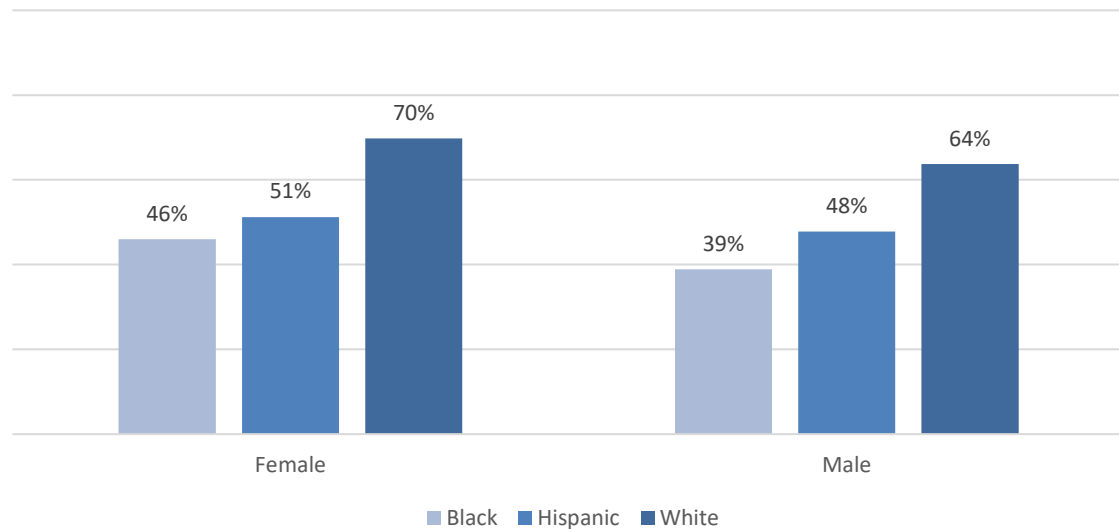
Figure 2 provides the data by gender, while Figure 4 provides the date by gender and race/ethnicity.

Figure 2: The percentage of students scoring 500 or above on the FLKRS, by gender, 2017, 2018, and 2019 kindergarteners combined



n=18,371

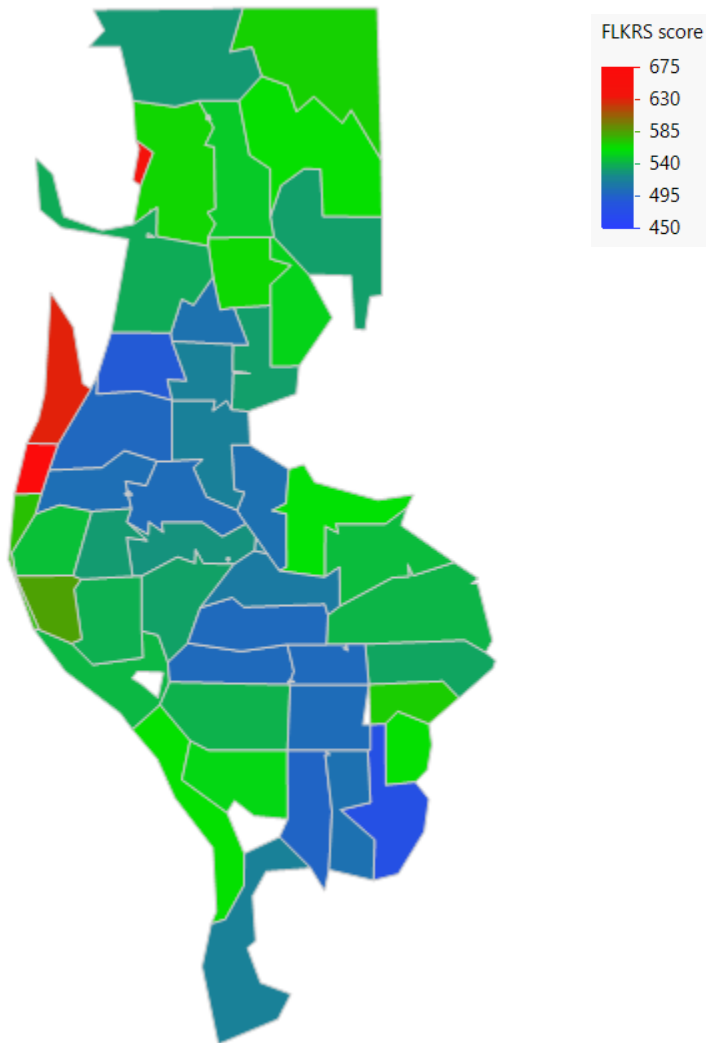
Figure 3: The percentage of students scoring 500 or above on the FLKRS, by gender and race/ethnicity, 2017, 2018, and 2019 kindergarteners combined



n=16,692 (not all races included)

Next, Figure 4 provides the percentage of students who scored 500 or above on the FLKRS (i.e., ready for kindergarten) by zip code. Zip codes with a lower percentage of students who scored 500 or above are shown in a lighter color.

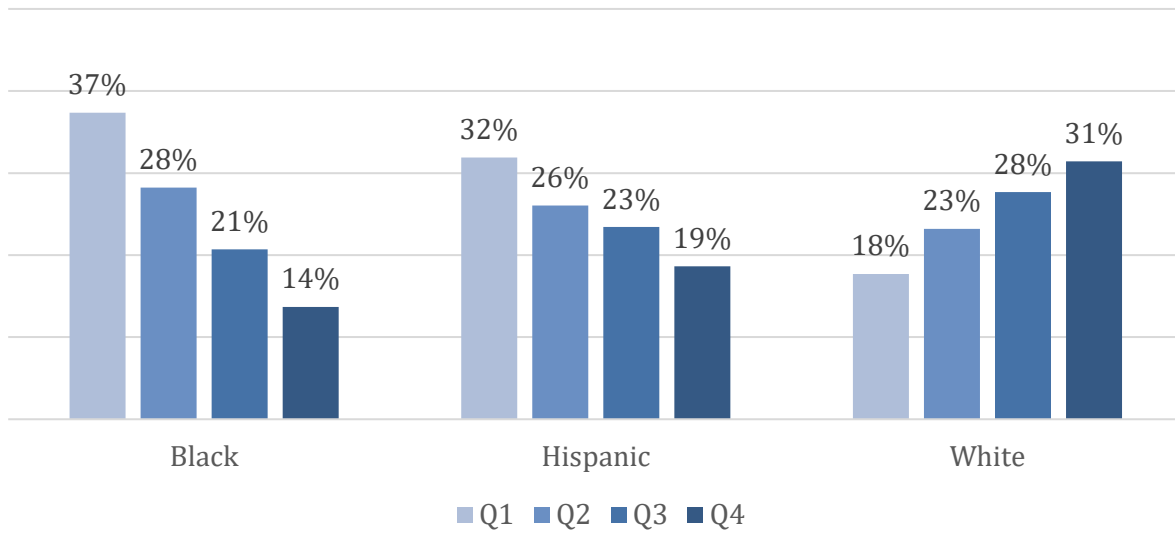
Figure 4: The average FLKRS score, by zip code, 2017, 2018, and 2019 kindergarteners combined



n=18,355

Readiness only provides the number above the cutoff score and students are not clustered around the cutoff but are distributed below and above that cutoff. Figure 6 presents the percentage of students in each quartile of FLKRS scaled scores, by race. This allows comparison to peers. For example, 37% of all Black students were in the lowest quartile (Q1), compared to 32% of all Hispanic students and 18% of all White students. Please note that quartiles are based on the lowest and highest FLKRS scale scores (316 to 878) in Pinellas during the years included and the median is not the cutoff score of 500, meaning part of Q2 falls above the 500 mark.

Figure 5: Percentage of students in each FLKRS quartile, by race, 2017, 2018, and 2019 kindergarteners combined



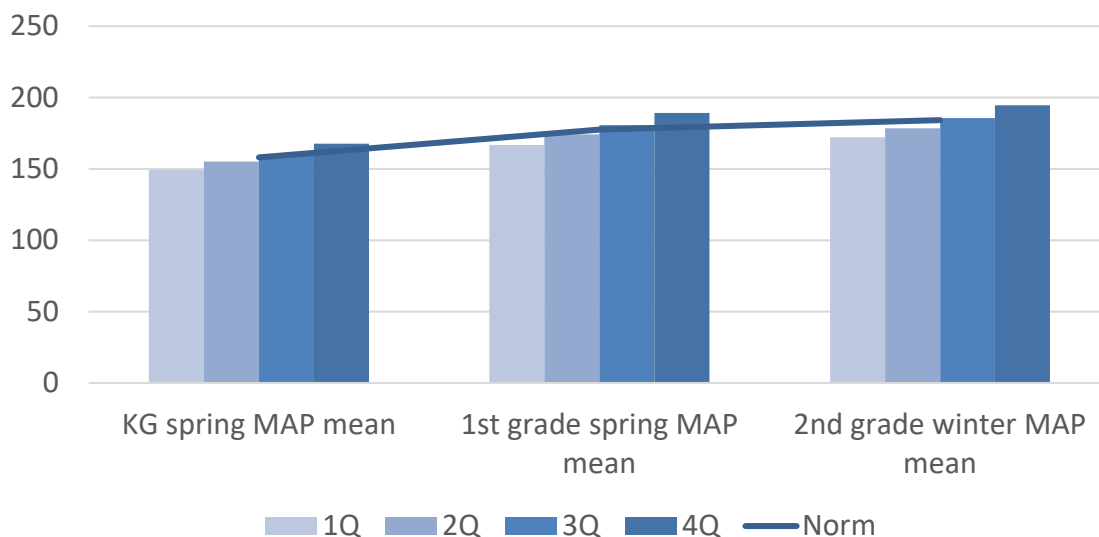
n=18,371

Fewer reading readiness skills leads to lower reading ability in the early grades: few students “catch up”

National research documents that being ready at kindergarten entry predicts future reading success. Locally, the same held true: 2017 kindergarten students with higher incoming FLKRS score had higher second grade winter benchmark scores ($p < .0001$)³. The same held true for 2018 kindergarteners and the first-grade winter benchmark ($p < .0001$). Another way to look at school success is to consider students who met the testing norm. For 2017 kindergarteners, students who were not ready for kindergarten were less likely to meet the second-grade benchmark norm ($p < .0001$) and 2018 kindergarteners who were not ready for kindergarten were less likely to meet the first-grade benchmark norm ($p < .0001$).

The following graphs show the progression of students through the benchmarks, sorted by FLKRS quartile. That is, students scoring lowest on the FLKRS coming into kindergarten are identified by Q1 (quartile 1) and students scoring highest on the FLKRS coming into kindergarten are identified by Q4 (quartile 4). The first graph shows the average benchmark score by quartile and the national norm as a line (average performance based on national grade level samples). As shown, students in the lowest quartiles increase scores but do not catch up to their peers.

Figure 6: Average benchmark scores, by quartile, for 2017 kindergarteners

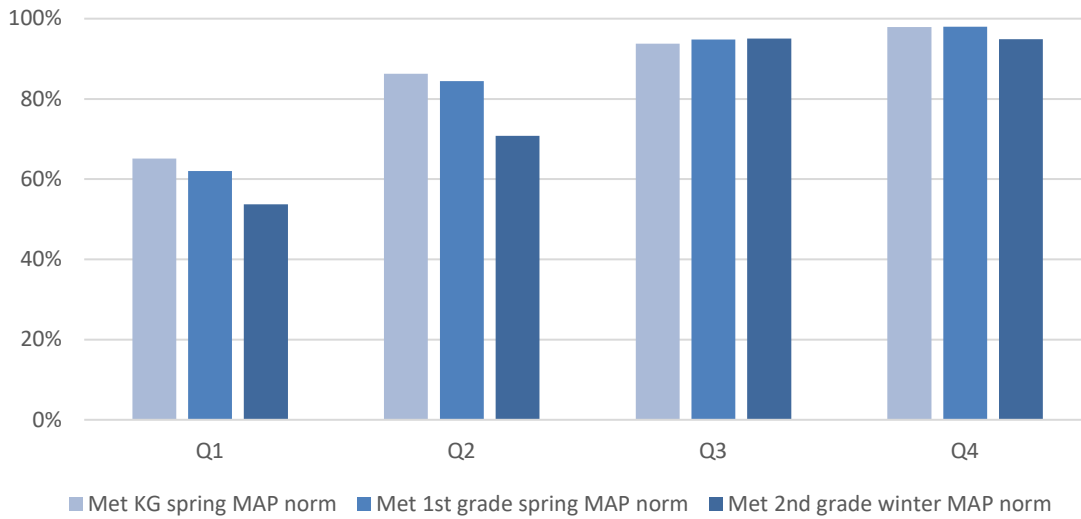


n=5,181

³ The test is the MAP Growth assessment. See Appendix B for details on MAP data.

Comparing performance against the norm, by FLKRS quartile, however, shows a more complete picture. **Although scores improve for each quartile, lower quartile students fall farther behind in subsequent years.** As shown, a lower percentage of students in the lower quartiles met the norm as they progressed through the early grades. The same pattern held true for the 2018 kindergarten class.

Figure 7: Performance against the norm, by quartile, 2017 kindergarteners



n=5,181

Florida does not meet national quality recommendations for VPK

Given the impact of reading readiness on later school success, the report now turns to what impacts school readiness. Florida offers free prekindergarten to all four-year-olds to help children get ready for kindergarten. A substantial body of research shows that emergent literacy activities predict children's skills at kindergarten entry; research has also shown that the following elements are necessary in early learning environments to prepare students for school^{i, ii, iii}.

- Small class size with appropriate teacher-to-student ratios
- Qualified, effective teachers and ongoing professional development
- Research-based, developmentally appropriate standards and curriculum
- Screenings and referrals for physical and mental health
- A continuous quality improvement system

The National Institute for Early Education Research (NIEER) conducts research to inform policy supporting high-quality, early education. Each year, NIEER rates each state on its VPK standards; these standards are inclusive of literacy. Florida meets class size recommendations and has adopted early learning standards, or two of the 10 quality benchmarks. Figure 8 compares Florida's requirements to each of the 10 quality benchmarks shown to impact school readiness outcomes of children.

Figure 8: Florida's performance against research-based benchmarks

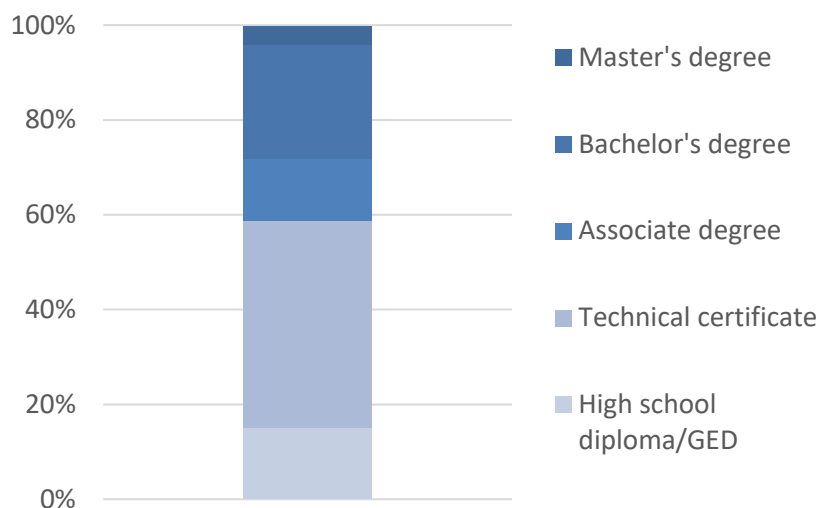
NIEER research-based benchmark	Met benchmark?	Florida's requirement
Early learning and development standards	Yes	Standards are comprehensive, aligned, supported, and culturally sensitive.
A well-implemented, strong curriculum	No	There is an approval process, but no support for implementation.
Lead teachers in every classroom should have a bachelor's degree	No	A bachelor's degree is required for the summer program; a CDA or equivalent and training is required for the school-year program.
Specialized training for teachers	No	Training requirements are not pre-K specific.
Assistant teachers have a CDA or equivalent	No	Not required
15 hours of training per year, individual professional development plans; coaching	No	12 hours over five years for public school teachers, 10 hours per year for teachers in licensed childcare, and professional development plans for teachers on probation

NIEER research-based benchmark	Met benchmark?	Florida's requirement
20 students or fewer in a classroom	Yes	12 (summer) and 20 (school year)
Ratio of 1:10 or better	No	1:12 (summer) and 1:11 or 2:12-20 (school year)
Vision, hearing, and health screenings and referrals	No	Vision, hearing, and health screenings in public schools and licensed childcare only
Structured classroom observations with data used for program improvement	No	None

While Florida standards may not meet all recommended NIEER benchmarks, actual practice often exceeds minimal standards. Local performance against NIEER's quality criteria is analyzed next, including Pinellas County VPK providers' teacher credentials, teacher educational levels, and curriculum⁴.

Figure 9 provides the percentage of VPK teachers at the highest level of education achieved. As shown, 28% of teachers had a bachelor's degree or higher. Staff also earn credentials from completing training provided by the State of Florida or from national programs. Figure 10 provides the percentage of teachers earning credentials, by the highest credential earned. Ten percent had a national CDA (Child Development Associate) credential.

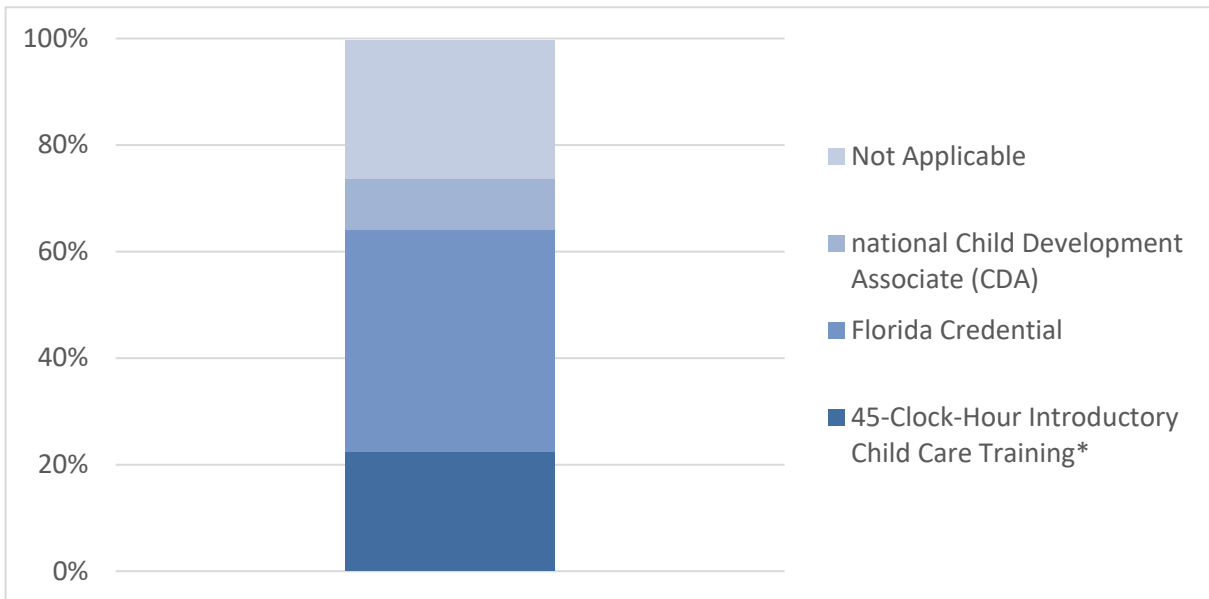
Figure 9: Highest level of education achieved, VPK teachers, 2020



n=1,459

⁴ See Appendix B for data notes.

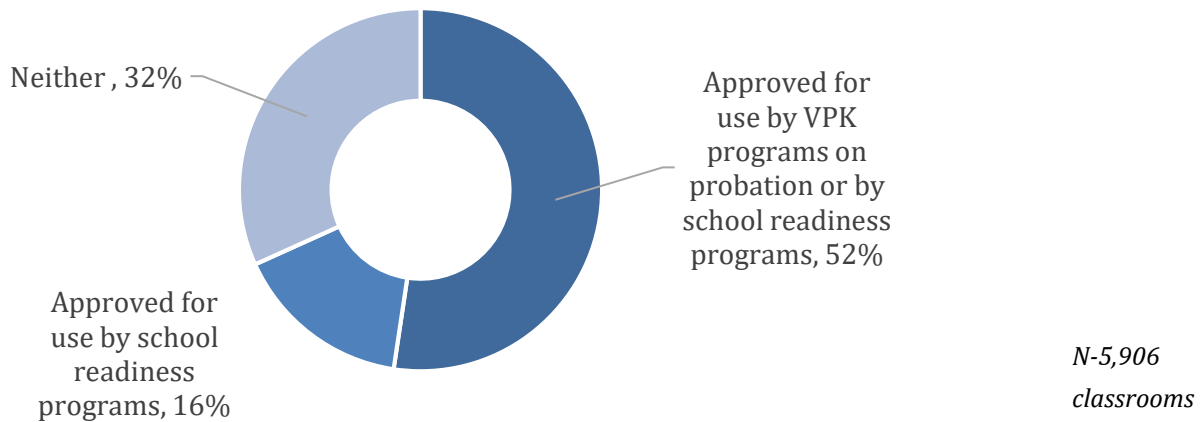
Figure 10: Highest level of credential achieved, VPK teachers, 2020



n=1,540

Figure 11 provides data on curricula used in VPK classrooms. Some curricula are approved by the Florida Office of Early Learning for school readiness programs and others are required to be used by programs on probation⁵. Currently, just more than one third of classrooms use a curriculum that is not on either list; these curricula may be of lower quality. The use of a curriculum on one of the approved lists is associated with higher FLKRS scores.

Figure 11: Percentage of classrooms using types of curriculum, 2020



⁵ VPK providers may select or design the curriculum for their classrooms unless they are on probation as a result of their kindergarten readiness rates falling below the minimum rate.

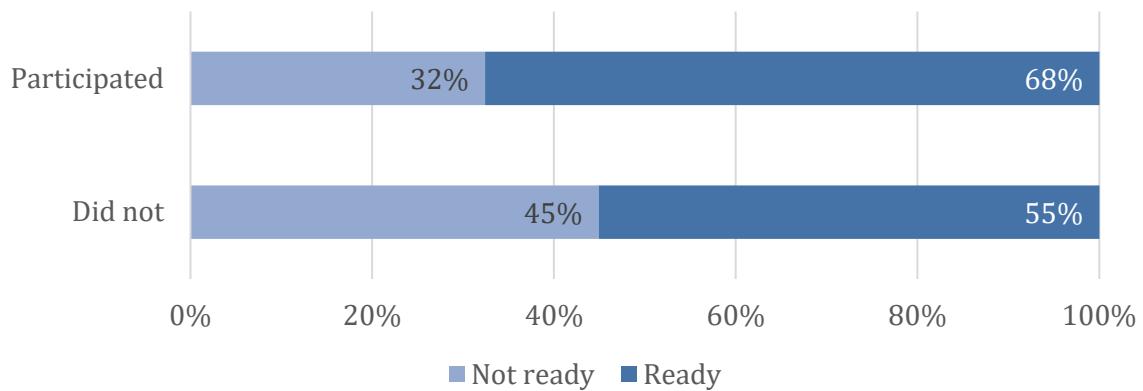
Earlier in this report, a map of FLKRS scores by zip code was provided. A higher percentage of classrooms in the zip codes with lower FLKRS scores use a curriculum that is either approved for use in school readiness or approved for use in programs on probation. Figure 12 provides VPK data for zip codes with lower and with higher FLKRS scores.

Figure 12: Quality and zip codes

	Zip codes with lower FLKRS	Zip codes with higher FLKRS
Number of children	3,739	3,464
Number of programs	51	64
Number of children served in programs	1,068	1,481
Average FLKRS scale score	495	564
% of Pre-K teachers with a bachelor’s or higher	32%	32%

Even with the gaps in quality, however, consistent with the findings of research Pinellas County Schools conducted in 2018, students who participated in VPK were more likely to be ready, as shown in Figure 13.

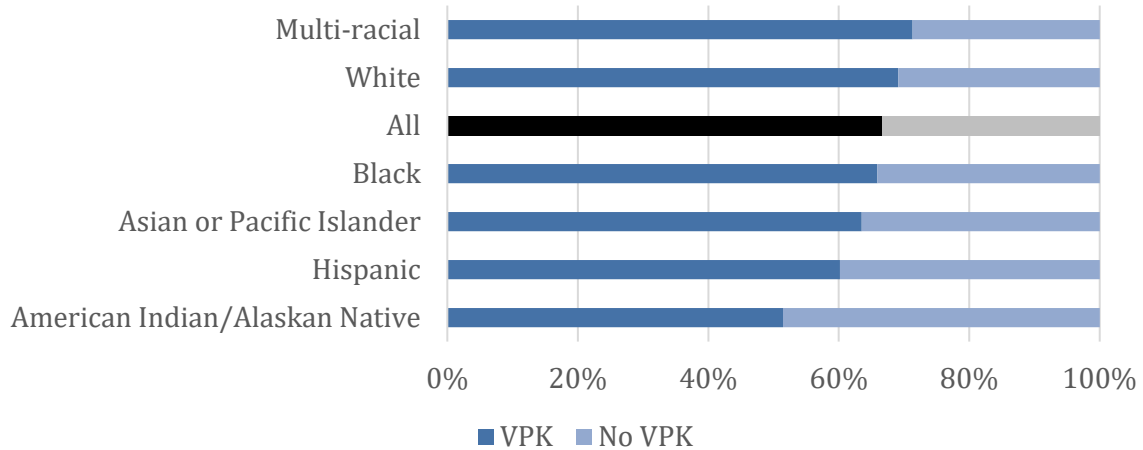
Figure 13: Readiness by VPK participation, 2017, 2018, and 2019 kindergarteners combined



n=8,847

Students who identified as multi-racial were more likely to attend VPK, followed by students who are White, and then the dataset average. In addition, females were more likely than males to attend VPK (69% of females in the dataset versus 65% of males in the dataset). Some children may have attended VPK but were not matched; it is unknown whether that would impact the relative participation percentages.

Figure 14: VPK participation by race and ethnicity, 2017, 2018, and 2019 kindergarteners combined



But VPK is not the whole picture: language abilities are also affected by the out-of-school environment^{iv, v, vi, vii}. For example, the diversity and amount of talk a child hears, the amount of shared parent-child activities, stimulating experiences, access to learning materials, and stress continue to influence performance as children enter kindergarten and progress through the early grades.

Standards in the early grades

Research has documented that teacher quality (such as educational levels, training, and experience) influences language and literacy development in the early grades^{viii, ix, x}. Although a summary of all research on what is effective in the early grades is beyond the scope of this report, the list below provides generally accepted criteria.

Criteria

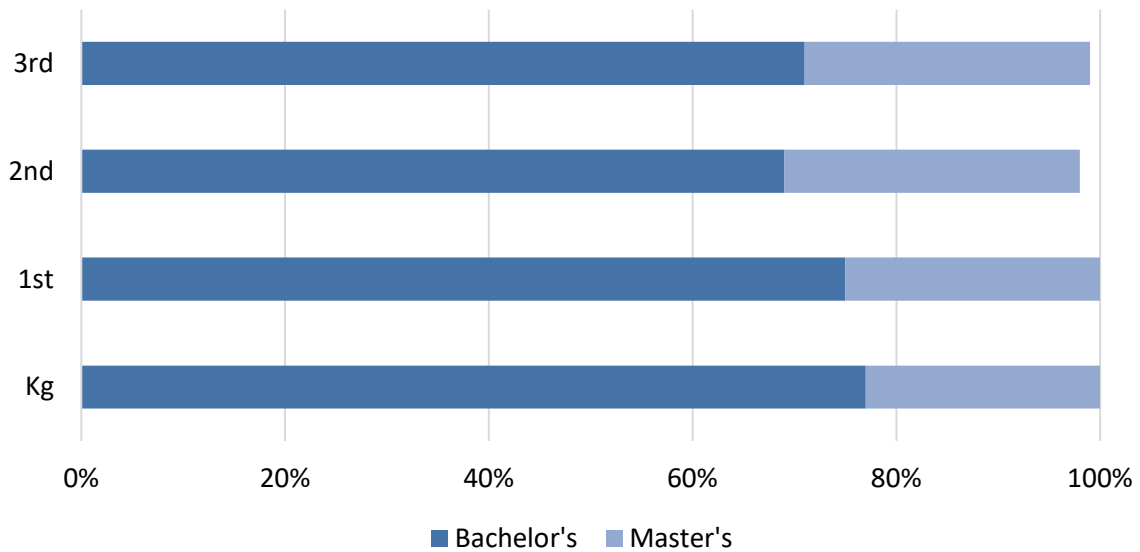
- Teacher quality: educational levels, training, and experience
- Effective instruction
- Well-implemented curriculum aligned with ELA standards
- Supports for all learners
- Curriculum-embedded assessments

In early 2019, Pinellas County Schools contracted for a K-5 literacy program review and a K-5 literacy curriculum audit that assessed the district on four criteria consistent with the list above: instructional strategies, curriculum alignment, supports for all learners, and curriculum-embedded assessments. The next section of this report describes the educational levels and experience of early grade teachers. After that, the report provides information on district initiatives implemented to address recommendations of the program review and curriculum audit.

Early grade teachers have bachelor’s or master’s degrees

Figures 15 through 17 provides a summary of teacher qualifications: degree, presence of a reading endorsement, and experience. As shown, 26% of K-3 teachers have a master’s degree, compared to the district average of 23%.

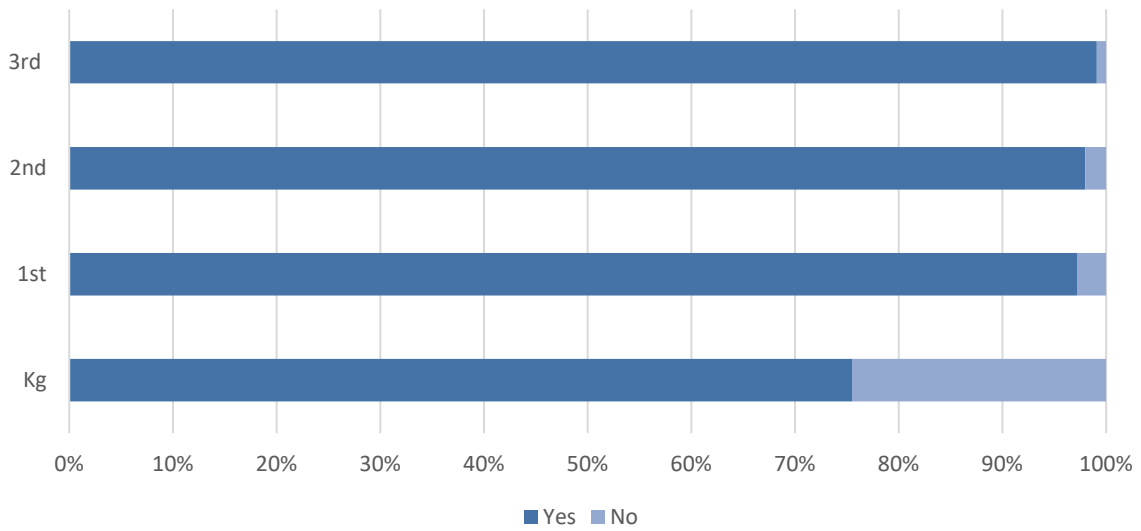
Figure 15: Percent of 2019-2020 K-3 teachers with master’s and bachelor’s degrees, by grade



N=1409 teachers

The Florida Reading Endorsement is a 300-hour professional development program that is designed to increase instructional capacity. Overall, 8% of K-3 teachers have a Reading Endorsement, but the number varies by grade.

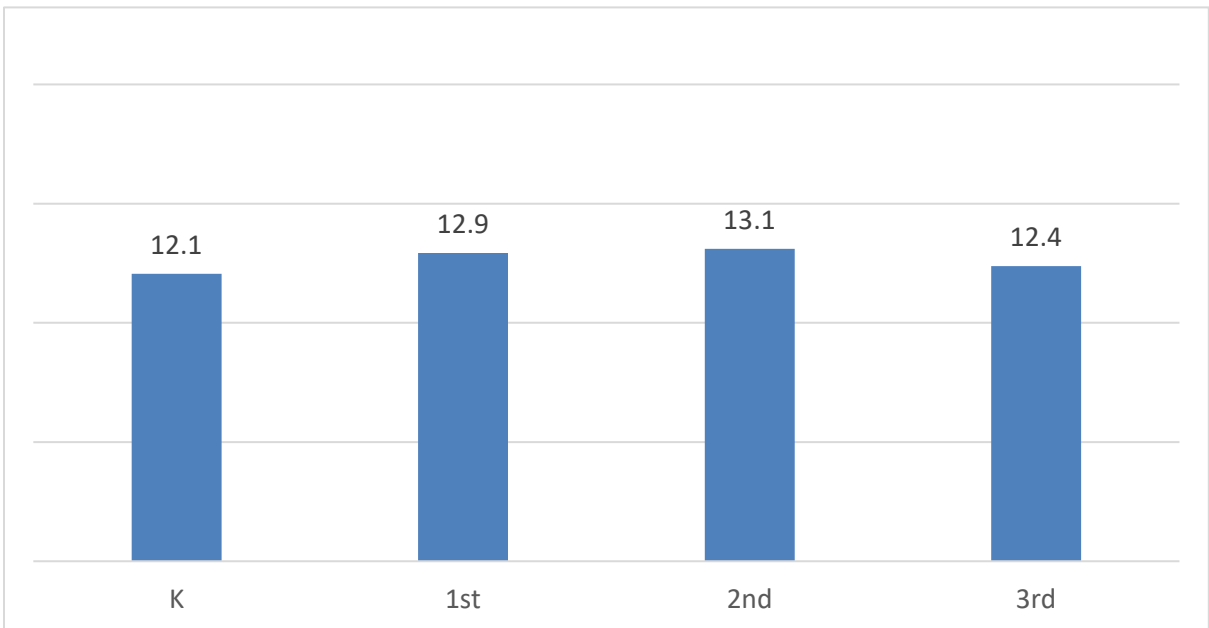
Figure 16: Percent of teachers with a Reading Endorsement, by grade



N=1,411 teachers

Finally, Figure 17 provides the average years of experience, by grade level.

Figure 17: Average years of experience, by grade level



Changing children’s trajectories as they move from kindergarten through fourth grade often requires additional support for children who are struggling when they enter elementary school^{xi}. Figure 18 compares the average number of teachers with each degree, reading endorsement, and the average years of experience among the schools with the most students scoring in the lower quartiles to the district average. As shown, teachers serving the schools with the most incoming Q1 and Q2 students are similar to the district average with the exception of years of experience.

Figure 18: Kindergarten teacher qualifications, at selected schools and district average

	Schools with the most Q1 and Q2 students	District average
Average number of K teachers with a bachelor’s degree	3.6	3.6
Average number of K teachers with a master’s degree	1.0	1.1
Average number of K teachers with a reading endorsement	1.3	1.2
Average years of K teachers experience	7.0	12.0

The district is implementing initiatives to improve reading in the early grades

The district has begun three major initiatives to influence early literacy that focus on curriculum, early intervention, and teacher quality.

District-wide changes to curriculum (2019-2020)

The district has implemented embedded instructional supports for all learners across the grade levels, provided K-2 teachers with a Fun with Phonics program, expanded English Language Arts Champions professional development, and revised and designed curriculum aimed to ameliorate the achievement gaps for targeted groups including boys, Black students, and students with disabilities.

Reading Recovery© at targeted schools (2019-2020)

In 2019-2020, the district began Reading Recovery©, a highly effective short-term intervention of one-on-one tutoring for the lowest-achieving first graders, at 12 elementary schools: Bay Point, Bear Creek, Campbell Park, Fairmount Park, Frontier, Gulfport, Highpoint, Lakewood, Maximo, Ponce, Sandy Lane, and Woodlawn. Melrose Elementary and 74th Street Elementary will be added in the 2020-2021 school year.

University of Florida Lastinger Center (2020-2021)

The Literacy Matrix is an online professional development system that builds K-3 educators' knowledge on how to implement evidence-based reading instruction, with support for struggling readers, including those with dyslexia. Beginning in the summer of 2020, the district will enroll K-2 teachers in schools targeted by data and need in the online Literacy Matrix, enroll all elementary literacy coaches in the Literacy Matrix, offer specially designed instruction targeted to K-2 students to accelerate achievement and eliminate gaps in *Ladders to Literacy Summer Bridge* at 14 sites, and offer professional development to teachers enrolled in *Ladders to Literacy Summer Bridge*.

What Happens Next?

As described in the beginning of this report, the early literacy partners engaged the community in a data walk to obtain their thoughts and reactions to the data in the scan. At the conclusion of the data walk, each group reflected on what they learned and reported back to the whole group. Overall themes included:

- A recognition of geographic/income/racial disparities and the need to invest accordingly.
 - The need to address teacher quality in new ways as industry realities will make recruiting and retaining degreed teachers difficult.
 - The value of partnerships and collaboration.
 - Expanding access to existing resources and to technology.
 - The need for more robust data systems with feedback to providers to support data-driven improvements.
 - Increase early literacy supports that are proven to improve outcomes for students, particularly those populations where greater disparities exist.
-

Glossary

45-Clock-Hour Introductory Child Care training and 35-Clock-Hour Family Child Care Home training: Training offered by the Department of Children and Families.

Developmentally appropriate: an approach to teaching grounded in the research on how young children develop and learn and in what is known about effective early education.

Florida Credential: VPK instructors with a CDA or equivalent are required to complete training on emergent literacy and performance standards. VPK instructors with an associate degree or higher are not required to take the trainings. Instructors in a summer VPK program must be certified teachers or must hold a minimum of a bachelor's degree with a specified major or certification, while instructors in a school-year program may hold a CDA, CDAE, or an associate degree or higher in a specified area or other equivalency with specific course credits.

Florida Kindergarten Readiness Screener (FLKRS): A statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten administered within the first 30 days of each school year. Kindergarten students must demonstrate a score of at least 500 on the assessment to be considered ready for kindergarten.

Licensure or accreditation: The Florida Department of Children and Families ensures that licensing requirements are met through ongoing inspections of childcare facilities and homes, thus preventing the continued operation of substandard childcare programs. Providers who are accredited are accredited by nationally recognized agencies and whose standards reflect quality in the level of care and supervision provided to children.

MAP Growth: Interim assessments aligned to Florida's content standards and are predictive of the Florida Standards Assessments (or FSA).

National Child Development Associate (CDA): The CDA credentialing program assesses candidates using multiple sources evidence, including an exam, observation, and professional portfolio. The eligibility requirements to apply for a CDA credential are as follows: possess a high school diploma or be a high school junior or senior in an early education/child development career and technical program; 120 clock hours of professional education covering the eight CDA subject areas; obtain 480 hours of

experience working with young children; and prepare a CDA professional portfolio according to the requirements outlined in the CDA Competency Standards book

Norm: Norms are a way to compare individuals to a hypothetical average student. The norm is the average score of a statistically selected group of test takers, typically of the same age or grade level.

Quartile: Each quartile is one of four equal groups of a total population. The population is divided according to the distribution of variable values. For example, the fourth quartile is the highest 25% of numbers.

Reading Endorsement: Teachers must have a bachelor's degree or higher with coursework in reading, the completion of an approved certificate, and a passing score on the Reading Certification Exam. Teachers who are currently employed in a Florida school district may add the Reading Endorsement to their certificate through an approved district add-on program.

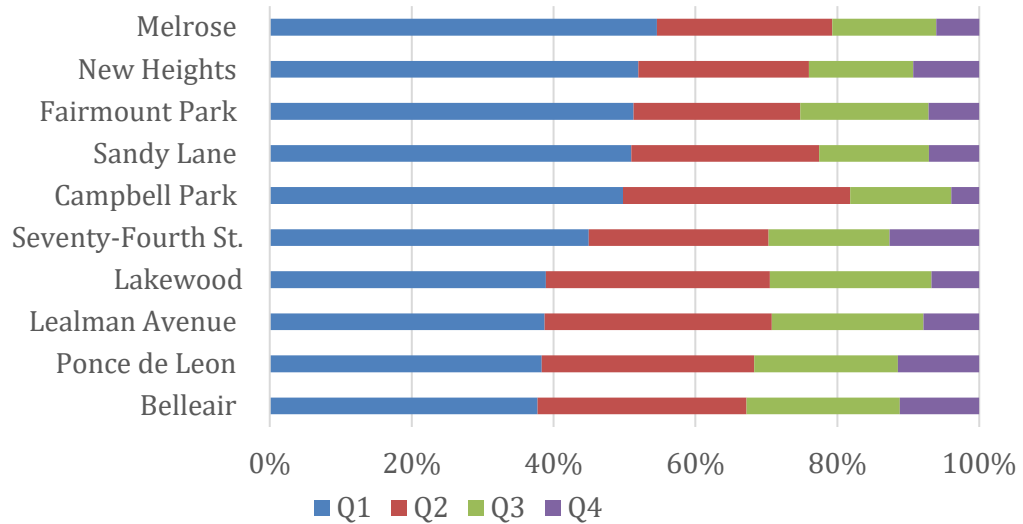
VPK, or Voluntary Prekindergarten: Florida offers free prekindergarten to all four-year-olds to help children get ready for kindergarten. Schoolyear VPK provides 540 hours of instruction, three hours per day for 180 days. The summer VPK program provides 300 hours of instruction, 10 hours per day for 30 days.

VPK director credential: Requires a director's credential plus 23 hours of additional training. A director's credential requires a staff credential, a high school diploma or GED, training, and eight hours of in-service. A staff credential can be met by having an associate degree, a bachelor's degree, or a certification.

Appendix A: Quartile Distribution, by Elementary School

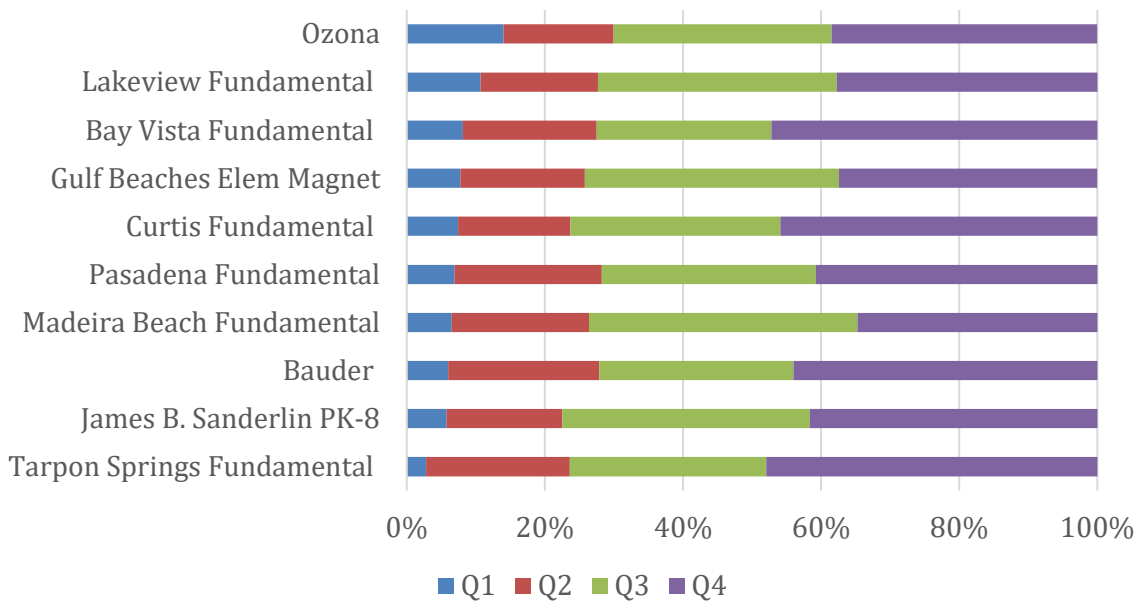
The ten elementary schools with the highest percentage of students who had FLKRS scale scores in quartile 1 (Q1) and quartile 2 (Q2) are shown in the graph below. Figure A2 shows the schools with the fewest Q1 and Q2 students.

Figure A1: Elementary schools with the highest percentage of students scoring in the lower quartiles on the FLKRS, 2017, 2018, and 2019 kindergarteners combined



n=2,072

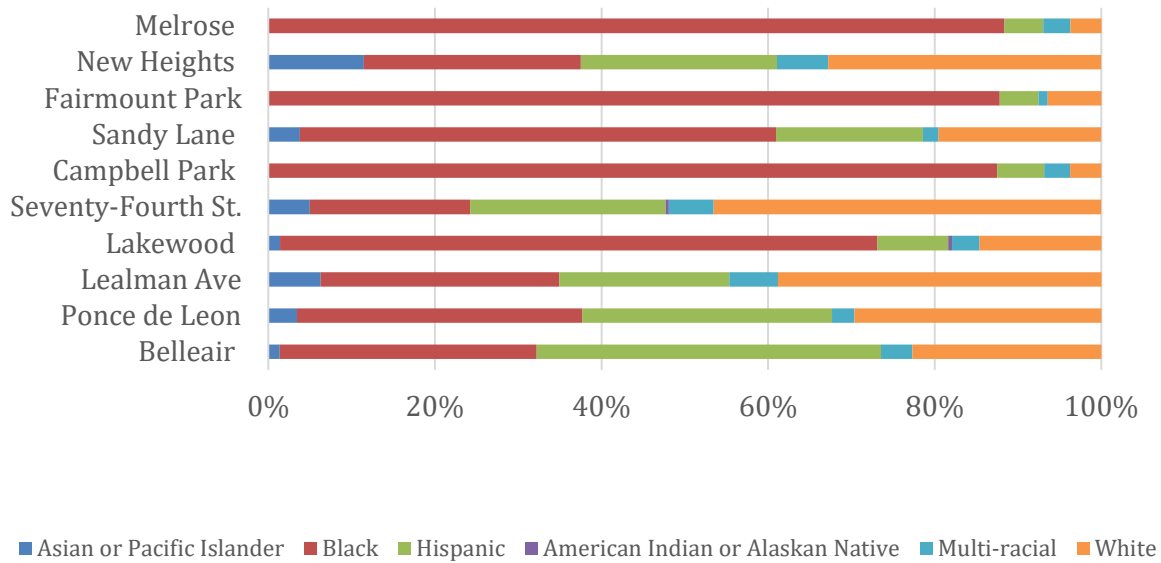
Figure A2: Elementary schools with the lowest percentage of students scoring in the lower quartiles on the FLKRS, 2017, 2018, and 2019 kindergarteners combined



n=2,351

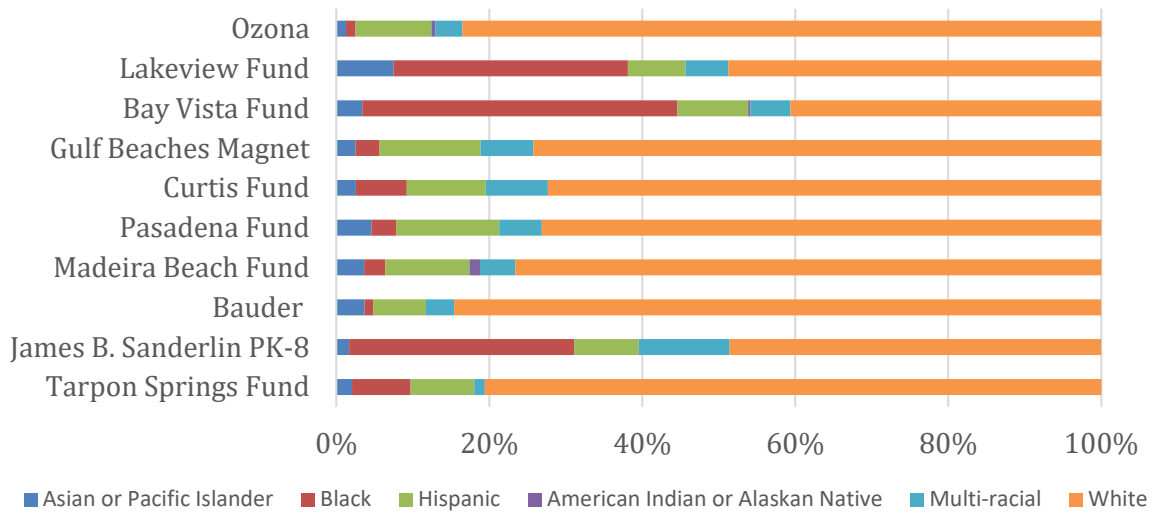
Figures A3 and A4 provide the percentage of kindergarten students, by race, at the same two groups of schools.

Figure A3: Percentage of students by race and ethnicity, low-quartile schools



n=2,614

Figure A4: Percentage of students by race and ethnicity, high-quartile schools



n=2,414

Appendix B: Data Notes

MAP Growth

The MAP Growth tests are interim assessments aligned to Florida’s content standards used to gauge progress towards the Florida Standards Assessments. The district administers the MAP Growth assessment in the winter and spring for kindergarten students and in the fall, winter, and spring for 1st and 2nd grade students. MAP data included in this study are shown below; 2019-20 spring assessments were not administered due to COVID-19.

Figure B1: Available assessments, by kindergarten year in the study

Kindergarten year	Kindergarten year	1st grade	2nd grade
2017	Winter and spring MAP	Fall, winter, and spring MAP	Fall and winter MAP
2018	Winter and spring MAP	Fall and winter MAP	n/a
2019	Winter MAP	n/a	n/a

Linking Pre-K to early grades

Datasets from Pinellas County Schools and the Early Learning Coalition of Pinellas County were merged; 67% of students in the Pinellas County Schools database were matched to a VPK record from the Early Learning Coalition. Prior research has documented that 76% of children participate in VPK, so there are children who participated in VPK but were unable to be matched based on student IDs and names and dates of birth. The final merged dataset, however, included almost 14,000 records that included FLKRS scores and VPK participation.

Appendix C: Teacher qualifications and average years of experience, by elementary school

School Name	# of K-3 teachers with a bachelor's degree	# of K-3 teachers with a master's degree	# of K-3 teachers with a Reading Endorsement	Average years of experience
ANONA	9	7	3	14.4
AZALEA	14	5	1	14.3
BARDMOOR	12	2	1	15.1
BAUDER	18	8	4	13.9
BAY POINT	15	5	1	10
BAY VISTA FUND.	15	9	0	14.9
BEAR CREEK	9	2	0	11.5
BELCHER	15	5	0	15.4
BELLEAIR	16	3	0	12.3
BLANTON	15	4	1	10.7
BROOKER CREEK	17	3	3	15.2
CAMPBELL PARK	15	7	1	3.8
CROSS BAYOU	10	4	3	15.9
CURLEW CREEK	14	7	1	16.8
CURTIS FUND.	15	3	0	18.4
CYPRESS WOODS	21	4	2	14.4
DOUG JAMERSON	10	10	2	11.3
DUNEDIN	10	7	3	12.6
EISENHOWER	14	6	2	15.7
FAIRMOUNT PARK	16	4	2	5.9
FOREST LAKES	12	5	2	17.6
FRONTIER	17	5	0	13.6
FUGUITT	12	4	1	11.9
GARRISON-JONES	14	6	2	11
GULF BEACHES MAGNET	10	2	0	8.5
GULFPORT	10	11	1	7.3
HIGH POINT	14	7	2	7.4
HIGHLAND LAKES	15	3	1	14.4
JAMES B. SANDERLIN	6	6	0	11
KINGS HWY MAGNET	7	5	1	10.8
LAKE ST. GEORGE	16	7	4	18.1
LAKEVIEW FUND.	11	1	0	11.3
LAKEWOOD	11	4	1	4.5
LEALMAN AVE	10	6	0	12.3
LEILA G. DAVIS	15	11	3	17.4
LYNCH	14	6	2	12.4
MADEIRA BEACH FUND.	15	1	2	15.3

School Name	# of K-3 teachers with a bachelor's degree	# of K-3 teachers with a master's degree	# of K-3 teachers with a Reading Endorsement	Average years of experience
MARJORIE KINNAN RAWLINGS	14	4	2	8.9
MAXIMO	15	4	0	5.3
MCMULLEN-BOOTH	15	3	2	17
MELROSE	9	7	0	3.3
MIDTOWN ACADEMY	8	0	0	3.3
MILDRED HELMS	19	4	3	9
MOUNT VERNON	5	6	0	10.9
NEW HEIGHTS	19	4	3	6.7
NORTH SHORE	12	3	0	10.1
NORTHWEST	15	2	0	12.3
OAKHURST	19	5	1	18.8
OLDSMAR	18	4	1	15.4
ORANGE GROVE	10	3	0	16.5
OZONA	22	5	1	14.4
PASADENA FUND.	8	8	1	16.3
PERKINS	13	7	1	15.5
PINELLAS CENTRAL	16	2	0	10.8
PINELLAS PARK	11	3	3	6.3
PLUMB	17	6	0	16.2
PONCE DE LEON	14	6	2	12.4
RIDGECREST	9	2	0	11.1
SAFETY HARBOR	19	5	3	15.1
SAN JOSE	7	4	3	16.1
SANDY LANE	13	3	3	5.8
SAWGRASS LAKE	12	8	2	11.5
SEMINOLE	11	6	1	17
SEVENTY-FOURTH ST	7	8	2	7.7
SEXTON	12	4	2	15.8
SHORE ACRES	15	8	0	17.4
SKYCREST	16	6	0	14.3
SKYVIEW	17	4	2	15.7
SOUTHERN OAK	14	6	1	11
STARKEY	20	2	3	9
SUNSET HILLS	14	4	1	16.1
SUTHERLAND	19	4	3	9.6
TARPON SPRINGS	16	2	2	11.9
TARPON SPRINGS FUND.	7	2	1	16.6
WALSINGHAM	13	2	3	18.8
WESTGATE	14	5	4	12.6
WOODLAWN	7	3	1	6.7

Endnotes

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