

STATE BOARD OF EDUCATION
Action Item
January 18, 2023

SUBJECT: Approval of Amendment to Rule 6A-6.053, District K-12 Comprehensive Evidence-Based Reading Plan

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), (2)(n), 1011.62, and 1008.25, Florida Statutes

EXECUTIVE SUMMARY

This rule amendment revises the District K-12 Comprehensive Evidence-Based Reading Plan (CERP) Rule to include new language delineated in Senate Bill (SB) 2524. This language: removes the specific requirement for the 300 lowest-performing schools to use the allocation to provide an additional hour of intensive reading instruction; clarifies that reading coaches must be certified or endorsed in reading; provides flexibility for professional development options by authorizing school boards to use funds from the allocation to help instructional personnel and certified prekindergarten teachers funded in the Florida Education Finance Program (FEFP) earn a certification, a credential, an endorsement, or advanced degree in scientifically researched and evidence-based reading instruction; authorizes teachers or other district personnel who possess an early literacy micro-credential to teach summer camps for students in kindergarten through grade 5 (does not modify the requirement that a retained grade 3 student in summer reading camp be provided instruction by a teacher who is certified or endorsed in reading); authorizes allocation funds to be used for incentives for instructional personnel and certified prekindergarten teachers funded in the FEFP who possess a reading certification or endorsement or a literacy micro-credential and provide educational support to improve student literacy; authorizes allocation funds to provide tutoring in reading; and authorizes intensive reading interventions to be provided by instructional personnel who possess a literacy micro-credential and with supervision from an individual who is certified or endorsed in reading. SB 2524 also requires school districts to submit a comprehensive reading plan (CERP), approved by the applicable district school board, charter school governing board, or lab school board of trustees, in consultation with the State Regional Literacy Director, for the specific use of the evidence-based reading instruction allocation. It removes the requirement for the Department of Education to prescribe the format for and approval of district comprehensive reading plans. This rule amendment also revises the K-3 substantial reading deficiency criteria to include more than one data point for identification: coordinated screening and progress monitoring system or an assessment in the district CERP, and formative assessment/teacher observation data that demonstrates minimum skill levels in one or more reading components. Students in K-3 identified as having a substantial reading deficiency are required to be provided Tier 3 interventions.

Supporting Documentation Included: Proposed Rule 6A-6.053, F.A.C. and Form No. CERP-RT, District K-12 CERP Reflection Tool

Facilitator/Presenter: Cari Miller, Vice Chancellor for Literacy Achievement