



FLORIDA DEPARTMENT OF
EDUCATION
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Approval of Rule 6A-6.053, F.A.C., District K-12 Comprehensive Evidence-Based Reading Plan

State Board of Education

January 18, 2023

K-12 Comprehensive Evidence-Based Reading Plan (K-12 CERP) Overview

- Goal of K-12 CERP: Improve student outcomes in reading.
 - Third grade is a predictor for student success.
- The K-12 CERP:
 - Ties to the district's evidence-based reading instruction allocation;
 - Outlines the district's approach to literacy leadership, professional development, coaching, assessment, curriculum, instruction and intervention; and
 - Focuses on evidence-based reading practices proven to work.

Proposed Rule Revisions

- **Due to the legislative changes in Senate Bill 2524, a new process for K-12 CERP submission and release of funds must be established:**
 - Removed the requirement that the Florida Department of Education (FDOE) review/approve each plan; rather the applicable district school board, charter school governing board, or lab school board of trustees approves plan for the specific use of the evidence-based reading instruction allocation.
 - Removed the requirement that districts must use the FDOE provided plan template; rather districts may use the FDOE provided template or a plan format they develop on their own.
 - Changed required date for plan submission from May 1 to June 15.
 - By July 1, FDOE shall release reading allocations to each school district pending plan submission.

Proposed Rule Revisions

- Removed the Lowest 300 and additional hour requirement.
- Clarified the reading allocation can now be utilized in PreK-Grade 12.
- Tutoring and providing incentives for educators successfully completing a reading credential (e.g., Reading Endorsement, literacy micro-credential, reading certification) were added as an allowable expense.
- Added flexibility that intensive reading interventions can be provided by instructional personnel who possess a literacy micro-credential.
- Revised definition of a substantial reading deficiency in K-3 to align with the Florida Assessment of Student Thinking (FAST) data and to include more than one data point when identifying a K-3 student with a substantial reading deficiency.
- Requires students in K-3 identified as having a substantial reading deficiency to be provided Tier 3 interventions.

Leader in Literacy

- 2022 NAEP – Grade 4 Reading – ranked 3rd in average scale score
 - Black students are 3rd nationally, up from 4th in 2019.
 - Hispanic students maintained their number 1 rank.
 - White students placed 4th nationally, up from 9th in 2019.
 - Free/reduced lunch students maintained 1st place ranking from 2019.
 - Students with disabilities ranked 1st, up from 2nd in 2019.
- Just Read, Florida! and State Regional Literacy Directors support districts to effectively implement scientifically researched, evidence-based instruction.
- FDOE builds capacity of current educators and teachers in the pipeline to support literacy learning.



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