



### **What is Florida's policy for reading proficiency in the public schools?**

Florida's policy for reading proficiency is designed to provide each public school student the opportunity to achieve reading proficiency and graduate with a standard high school diploma.<sup>1</sup> The policy incorporates research-based instruction; statewide assessments; and diagnosis, intervention, and remediation for struggling readers.<sup>2</sup> Each school district must implement a K-12 comprehensive research-based reading plan, which may include:

- ❖ The provision of highly qualified reading coaches;
- ❖ Professional development for teachers in scientifically based reading instruction;
- ❖ The provision of summer reading camps;
- ❖ The provision of research-based supplemental instructional materials; and
- ❖ The provision of intensive interventions for middle and high school students reading below grade level.<sup>3</sup>

Each public elementary school must regularly assess the reading ability of each student in kindergarten through grade 3.<sup>4</sup> The Florida Comprehensive Assessment Test (FCAT) is used to annually assess the reading proficiency of public school students in grades 3 through 10.<sup>5</sup> Interventions for students who are determined to have reading deficiencies, include:

- ❖ Additional diagnostic assessments for struggling readers to determine the cause and scope of the student's difficulty and appropriate interventions and instruction;<sup>6</sup>
- ❖ Implementation of a progress monitoring plan;<sup>7</sup>

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<sup>1</sup> Section 1008.22(3)(c)6., F.S. To receive a high school diploma, Florida law requires that a student is proficient in reading. To demonstrate reading proficiency, a student must earn a passing score on the reading portion of the grade 10 Florida Comprehensive Assessment Test (FCAT) or a concordant score on another examination approved by the State Board of Education. *Id.*; s. 1008.22 (10), F.S.; see Statewide Assessment Program Fact Sheet.

<sup>2</sup> See ss. 1001.215, 1004.645, 1008.22, and 1008.25, F.S.

<sup>3</sup> Section 1011.62(9), F.S. The K-12 comprehensive research-based reading plan must ensure that leadership at the district and school level is guiding and supporting the initiative; analysis of data drives all decision-making; professional development targets individual teacher needs as determined by analysis of student performance data; measurable student achievement goals are established; and appropriate research-based instructional materials and strategies are used to address specific student needs. Rule 6A-6.053(1)(a)-(e), F.A.C.

<sup>4</sup> Section 1002.20(11), F.S.

<sup>5</sup> Section 1008.22(3)(c)6., F.S.; rule 6A-1.09422(2)(a) and (3)(a), F.A.C.; see Statewide Assessment Program Fact Sheet. Since August 2009, the DOE has made the Florida Assessments for Instruction in Reading (FAIR) available to school districts free of charge. FAIR is developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! FAIR provides teachers with screening, progress monitoring, and diagnostic information for guiding instruction. Florida Department of Education, *Florida Assessments for Instruction in Reading Brochure* (2009), available at <http://www.justreadflorida.com/pdf/FLAiRBrochureVer3.pdf>. The 2010 General Appropriations Act directs the DOE to provide FAIR to all public school districts on a voluntary basis for use in assessing K-12 students. Specific Appropriation 120, s. 2, ch. 2010-152, L.O.F.

<sup>6</sup> Section 1008.25(4)(a), F.S.

<sup>7</sup> Section 1008.25(4)(b), F.S.

- ❖ Intensive remedial instruction to correct deficiencies;<sup>8</sup> and
- ❖ Grade-level retention to provide students with intensive instructional services and supports to remediate deficiencies and achieve reading proficiency.<sup>9</sup>

Florida law integrates reading instruction into the missions of K-12 public schools;<sup>10</sup> teacher preparation programs offered by school districts, Florida College System institutions, and state universities;<sup>11</sup> school district teacher professional development systems;<sup>12</sup> and reading initiatives such as Just Read! Florida and the Florida Center for Reading Research.<sup>13</sup>

### ***Is a student's parent consulted when the student is identified as having a reading deficiency?***

Yes. Florida law requires that, if a student is diagnosed with a reading deficiency in kindergarten through grade 3, the parent must be notified immediately, consulted in the development of a progress monitoring plan, and informed that the student will be provided intensive reading instruction until the deficiency is corrected.<sup>14</sup> If a student exhibits a substantial reading deficiency in kindergarten through grade 3, the parent must be notified in writing of the following:

- ❖ That the student is identified as having a substantial reading deficiency;
- ❖ A description of the current services provided for the student and the proposed supplemental instructional services and supports that will be provided to remediate the student's reading deficiency;
- ❖ That if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempted for good cause from mandatory retention;
- ❖ Strategies for parents to use in helping the student succeed in reading proficiency;
- ❖ That the FCAT is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to determine whether the student is reading at or above grade level and ready for grade promotion; and
- ❖ The district's policy for midyear promotion after the student demonstrates the ability to read at grade level.<sup>15</sup>

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<sup>8</sup> Section 1008.25(5)(a) and (7), F.S.

<sup>9</sup> Section 1008.25(4)(c), F.S.

<sup>10</sup> Sections 1000.03(4) and (5) and 1002.33(2)(b)2., F.S.

<sup>11</sup> Sections 1004.04(3)(c)2., 1004.85(3)(a)1., and 1012.56(8), F.S. Preparing teachers to provide effective reading instruction is a key component of initial teacher preparation programs. Each state-approved teacher preparation program must implement a curriculum that includes training in research-based reading instructional practices. Sections 1004.04(2)(b) and 1004.85(3)(a)1., F.S.; rule 6A-5.066(1)(b), F.A.C.

<sup>12</sup> Section 1012.98, F.S. Inservice activities provided under school district professional development plans must emphasize research-based best practices and reading in the content area. Section 1012.98(4)(b)3.-4., F.S. Likewise, each district's K-12 comprehensive research-based reading plan must include professional development that targets individual teacher needs as determined by analysis of student performance data. Rule 6A-6.053(1)(a)-(e), F.A.C. Teachers may pursue a reading endorsement, which is a specialized course of study in reading instructional strategies and practices. Rules 6A-4.0163 and 6A-4.002(1)(e), F.A.C.

<sup>13</sup> Sections 1001.215 and 1004.645, F.S.

<sup>14</sup> Section 1002.20(11), F.S.

<sup>15</sup> Section 1008.25(5)(c), F.S.

In grades 3 through 10, if a student scores below Level 3 (“proficient”) in FCAT Reading, or falls below a performance level specified by the school district, the student’s school must develop, in consultation with the parent, and implement a progress monitoring plan for the student.<sup>16</sup> The plan must be designed to assist the student or the school in meeting state and district expectations for reading proficiency.<sup>17</sup>

### ***What interventions are school districts authorized or required to take to assist students with reading deficiencies?***

Florida law requires that a student be given intensive reading instruction if the student exhibits a substantial reading deficiency based on the results of local or statewide assessments in kindergarten through grade 3 or teacher observations. At the beginning of the next academic year, the student’s reading proficiency must be reassessed through locally determined assessments or teacher observations. A student diagnosed with a substantial reading deficiency must continue to receive intensive reading instruction until the deficiency is remedied.<sup>18</sup> District school boards may require low-performing students to attend remedial programs held before or after school hours or during the summer if transportation is provided.<sup>19</sup>

If a student scores at the lowest achievement level (Level 1) on FCAT Reading, the student must be enrolled in an intensive reading course the next school year. If the student scores at Level 2 in reading, the school district must enroll the student, based on a diagnosis of the student’s reading needs, in either an intensive reading course or a content area course in which reading strategies are incorporated into the course.<sup>20</sup> A student who does not meet the Commissioner of Education’s minimum performance expectations on FCAT Reading must continue to receive remedial or supplemental instruction until the expectations are met or the student completes high school.<sup>21</sup>

### ***How does reading proficiency affect a student’s progression from grade to grade?***

After a student is provided with remedial instruction and the student’s reading proficiency is reassessed, if the student’s documented deficiency is not corrected, the student may be retained.<sup>22</sup> However, if a student’s reading deficiency identified in kindergarten through grade 3 is not corrected by the end of grade 3 (as demonstrated by scoring at Level 2 or higher on FCAT Reading), the student must be retained in grade 3.<sup>23</sup>

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<sup>16</sup> Section 1008.25(4)(b), F.S.

<sup>17</sup> Section 1008.25(4)(b), F.S. To accomplish this requirement, a school may use a student’s individualized education plan or other federally required plan; a school-wide system for monitoring the progress of all students; or an individualized progress monitoring plan. Section 1008.25(4)(b)1.-3., F.S.

<sup>18</sup> Section 1008.25(5)(a), F.S.; see s. 1002.20 (11), F.S.

<sup>19</sup> Section 1008.25(4)(b), F.S. (flush left provision at end of paragraph).

<sup>20</sup> Section 1003.428(2)(b)1., F.S.

<sup>21</sup> Section 1008.25(4)(c), F.S.

<sup>22</sup> *Id.*

<sup>23</sup> Section 1008.25(5)(b), F.S.

A district school board may waive the requirements for mandatory retention in grade 3 for “good cause,” which is limited to:

- ❖ English language learners (ELLs) having less than 2 years of English for Speakers of Other Languages (ESOL) instruction;<sup>24</sup>
- ❖ Students with disabilities with individualized education plan (IEP)<sup>25</sup> indicating that participation in the statewide assessment program is not appropriate;<sup>26</sup>
- ❖ Students demonstrating an acceptable level of performance on a state-approved alternate standardized reading assessment;<sup>27</sup>
- ❖ Students demonstrating, through a student portfolio, that the student is reading on grade level equal to at least a Level 2 on the FCAT;<sup>28</sup>
- ❖ Students with disabilities taking the FCAT and having an IEP or Section 504 accommodation plan<sup>29</sup> that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a reading deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3;<sup>30</sup> and
- ❖ Students receiving intensive reading remediation for two or more years but still demonstrating a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of two years. Intensive reading instruction for these students must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student.<sup>31</sup>

Good cause waiver from mandatory retention must be recommended and documented by the student’s teacher based on the student’s academic record (e.g., progress monitoring plan, IEP, report card, and student portfolio).<sup>32</sup> The school principal, after discussing the recommendation with the teacher, determines whether the student should be promoted or retained. If the principal determines that the student should be promoted, the principal must submit a written recommendation to the superintendent, and the superintendent must accept or reject the principal’s recommendation in writing.<sup>33</sup>

If a student is retained in grade 3, the school district must provide written notification to the parent that the student has not met the proficiency level required for promotion and the reasons that the student is not eligible for a good cause waiver. The notice must also describe the

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<sup>24</sup> Section 1008.25(6)(b)1., F.S. The term “limited English proficient student” has been replaced by “English language learner.” See English for Speakers of Other Languages (ESOL) Fact Sheet.

<sup>25</sup> An IEP is a federally required plan for providing services and instruction to students with disabilities. 34 C.F.R. s. 300.321.

<sup>26</sup> Section 1008.25(6)(b)2., F.S.

<sup>27</sup> Section 1008.25(6)(b)3., F.S.

<sup>28</sup> Section 1008.25(6)(b)4., F.S.

<sup>29</sup> Students with disabilities who do not qualify for services under the Individuals with Disabilities Education Act are sometimes provided accommodations under a plan authorized under Section 504 of the Rehabilitation Act of 1973. 29 U.S.C. s. 794.

<sup>30</sup> Section 1008.25(6)(b)5., F.S.; see Statewide Assessment Program – Accommodations and Alternate Assessments Fact Sheet and Exceptional Student Education (ESE) Fact Sheet.

<sup>31</sup> Section 1008.25(6)(b)6., F.S.

<sup>32</sup> Section 1008.25(6)(c)1., F.S.

<sup>33</sup> Section 1008.25(6)(c)2., F.S.

proposed interventions and supports that will be provided to the student for remediation of the reading deficiency.<sup>34</sup>

A school district must authorize the midyear promotion of a student who, under mandatory retention, is retained in grade 3 but subsequently demonstrates that he or she is a successful and independent reader, reading at or above grade level, and ready to be promoted to grade 4 (based on assessments, alternate assessments, and portfolio reviews). For a midyear promotion after November 1, the student must show proficiency above that required to score at Level 2 on the grade 3 FCAT Reading.<sup>35</sup>

### ***What assistance is provided for a student who is retained due to a reading deficiency?***

A school district must provide intensive interventions for a student who is retained in grade 3. The interventions must include effective instructional strategies, participation in the district's summer reading camp, and use of appropriate teaching methodologies.<sup>36</sup>

For a student retained in grade 3, each school district must:

- ❖ Conduct a review of the student's progress monitoring plan to address additional needed supports and services and complete a student portfolio;<sup>37</sup>
- ❖ Provide at least 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies selected by the school district, which may include, but are not limited to:
  - ◆ Small group instruction;
  - ◆ Reduced teacher-student ratios;
  - ◆ More frequent progress monitoring;
  - ◆ Tutoring or mentoring;
  - ◆ Transition classes containing grade 3 and grade 4 students;
  - ◆ Extended school day, week, or year; and
  - ◆ Summer reading camps.<sup>38</sup>
- ❖ Provide a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals;<sup>39</sup>
- ❖ Provide either supplemental tutoring in scientifically research-based reading services, including tutoring before and/or after school; a "Read at Home" plan outlined in a parental contract, including participation in "Families Building Better Readers Workshops" and regular parent-guided home instruction; or a mentor or tutor with specialized reading training;<sup>40</sup>

<sup>34</sup> Section 1008.25(7)(b)3., F.S.

<sup>35</sup> See s. 1008.25(7)(b)4., F.S.

<sup>36</sup> Section 1008.25(7)(a), F.S.; see s. 1005.25(5)(b), F.S.

<sup>37</sup> Section 1008.25(7)(b)1., F.S.

<sup>38</sup> Section 1008.25(7)(b)2., F.S.

<sup>39</sup> Section 1008.25(7)(b)5., F.S.

<sup>40</sup> Section 1008.25(7)(b)6., F.S.

- ❖ Establish a “Reading Enhancement and Acceleration Development” (READ) Initiative;<sup>41</sup>
- ❖ Establish an Intensive Acceleration Class at each school, where applicable;<sup>42</sup> and
  
- ❖ Provide the student with the option of placement in a transitional instructional setting.<sup>43</sup>

### ***What is the purpose of the READ Initiative?***

The purpose of the Reading Enhancement and Acceleration Development (READ) Initiative is to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction for retained grade 3 students and each K-3 student identified as having a reading deficiency.<sup>44</sup> A school district must establish a READ Initiative for all K-3 students at risk of retention, as identified by progress monitoring and diagnostic assessments.<sup>45</sup>

The READ Initiative must:

- ❖ Occur during regular school hours in addition to the regular reading instruction;<sup>46</sup> and
- ❖ Use a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research and assists the student in maintaining proficiency levels in all academic subjects.<sup>47</sup>

### ***What is an Intensive Acceleration Class?***

An Intensive Acceleration Class (IAC) is established for students who score Level 1 on FCAT Reading and are retained in grade 3. The class is designed to increase a student’s reading proficiency at least two grade levels in one school year.<sup>48</sup> An IAC must:

- ❖ Have a reduced teacher-student ratio;
- ❖ Provide uninterrupted reading instruction for the majority of student contact time and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas;
- ❖ Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year;
- ❖ Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist; and

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<sup>41</sup> Section 1008.25(7)(b)7., F.S.

<sup>42</sup> Section 1008.25(7)(b)8., F.S.

<sup>43</sup> Section 1008.25(7)(b)10., F.S. A transitional instructional setting is designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency. A school district must provide the option of being placed in a transitional instructional setting for a student who is retained in grade 3 and has received intensive instructional services but is still not ready for promotion to grade 4. Section 1008.25(7)(b)(10), F.S. A transitional instructional setting may be, for example, a classroom with both third and fourth grade students. Section 1008.25(7)(b)2.e., F.S.

<sup>44</sup> Section 1008.25(7)(b)7., F.S.

<sup>45</sup> Section 1008.25(7)(b)7.a., F.S.

<sup>46</sup> Section 1008.25(7)(b)7.b., F.S.

<sup>47</sup> Section 1008.25(7)(b)7.c., F.S.

<sup>48</sup> Section 1008.25(7)(b)8., F.S.

- ❖ Include weekly progress monitoring measures to ensure progress is being made.<sup>49</sup>

The school district must provide the Department of Education with a report regarding the progress of students in the class at the end of the first semester.<sup>50</sup>

### **What is the federal Reading First initiative?**

The federal No Child Left Behind Act of 2001 established the Reading First program,<sup>51</sup> a major federal initiative designed to help ensure that all children can read at or above grade level by the end of grade 3. Reading First is predicated on scientific research finding that high-quality reading instruction in the primary grades significantly reduces the number of students who experience reading difficulties in later years.<sup>52</sup>

Reading First grants provide districts funding to support:

- ❖ Increasing professional development to ensure that all teachers have the skills they need to teach these programs effectively; and
- ❖ Screening and diagnostic tools and classroom-based instructional reading assessments to measure how well students are reading and to monitor their progress.<sup>53</sup>

The Reading First program has been implemented in Florida since the 2002-03 academic year.<sup>54</sup> In the 2008-09 academic year, 570 schools in 45 school districts participated in Reading First.<sup>55</sup> Florida has received annual Reading First grant funding in the following amounts:

<b>Reading First Grant Funding<sup>56</sup></b>	
<b>Year</b>	<b>Funding Amount</b>
2002-03	\$47,156,800
2003-04	\$50,073,069
2004-05	\$55,307,766
2005-06	\$57,102,830
2006-07	\$59,658,043
2007-08	\$52,510,792
2008-09	\$20,135,397
2009-10	0

<sup>49</sup> Section 1008.25(7)(b)8.b.-f., F.S.

<sup>50</sup> Section 1008.25(7)(b) and (8)(g), F.S.

<sup>51</sup> Pub. L. 107-110, 115 Stat. 1428 (No Child Left Behind Act of 2001 Title I, Part B, Subpart 1 creates the reading first initiative); 20 U.S.C. ss. 6361-6368; see No Child Left Behind Act Fact Sheet.

<sup>52</sup> U.S. Department of Education, *Reading First Implementation Evaluation* (2006), available at <http://www.ed.gov/rschstat/eval/other/readingfirst-interim/execsum.pdf>.

<sup>53</sup> U.S. Department of Education, *Reading First, Purpose*, <http://www.ed.gov/programs/readingfirst/index.html>, (last visited Aug. 26, 2010).

<sup>54</sup> *Press Release*, Florida Department of Education, *Just Read, Florida! Recognizes Top 25 Percent of Reading First Districts*, (Nov. 14, 2007), available at [http://www.fldoe.org/news/2007/2007\\_11\\_14-2.asp](http://www.fldoe.org/news/2007/2007_11_14-2.asp).

<sup>55</sup> Email, Florida Department of Education, Legislative Affairs Director (Sept. 3, 2010).

<sup>56</sup> *Id.*

### **What are the duties of the Just Read, Florida! Office?**

The Just Read, Florida! Office, within the Department of Education, must:

- ❖ Train highly effective reading coaches;
- ❖ Create multiple designations of effective reading instruction with accompanying credentials, which encourage all teachers to integrate reading instruction into their content areas;
- ❖ Train K-12 teachers and school principals on effective content-area-specific reading strategies. For secondary teachers, emphasis is on technical text. These strategies must be developed for all content areas in the K-12 curriculum;
- ❖ Provide parents with information and strategies for assisting their children in reading in the content area;
- ❖ Provide technical assistance to school districts in the development and implementation of district plans for use of the research-based reading instruction allocation and annually review and approve the plans;
- ❖ Provide technical assistance to school districts for the development and implementation of their K-12 comprehensive reading plans;
- ❖ Work with the Florida Center for Reading Research to provide information on research-based reading programs and effective reading in the content area strategies;
- ❖ Periodically review the Sunshine State Standards for reading at all grade levels;
- ❖ Periodically review teacher certification examinations, including alternative certification exams, to ascertain whether the examinations measure the skills needed for research-based reading instruction and instructional strategies for teaching reading in the content areas;
- ❖ Work with state approved teacher preparation programs to integrate research-based reading and reading in the content area instructional strategies into the programs; and
- ❖ Administer grants and perform other functions as necessary to meet the goal that all students read at grade level.<sup>57</sup>

### **What is the Florida Center for Reading Research?**

The Florida Center for Reading Research (FCRR) is a research center within Florida State University.<sup>58</sup> The purpose of FCRR is to:

- ❖ Provide technical assistance and support for school districts and schools in the implementation of evidence-based literacy instruction, assessments, programs, and professional development;<sup>59</sup>
- ❖ Conduct applied research that will have an immediate impact on policy and practices related to literacy instruction and assessment;<sup>60</sup>
- ❖ Conduct basic research on reading, reading growth, reading assessment, and reading instruction;<sup>61</sup>

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<sup>57</sup> Section 1001.215, F.S.

<sup>58</sup> Section 1004.645, F.S. (flush left provision at beginning of section); see Florida Center for Reading Research, *The Center's Four Part Mission*, <http://www.fcrr.org/> (last visited Aug. 26, 2010).

<sup>59</sup> Section 1004.645(1), F.S.

<sup>60</sup> Section 1004.645(2), F.S.

<sup>61</sup> Section 1004.645(3), F.S.

- ❖ Collaborate with the Just Read, Florida! Office and school districts in the development of frameworks for comprehensive reading intervention courses and professional development activities;<sup>62</sup>
- ❖ Disseminate information about research-based practices related to literacy instruction, assessment, and programs;<sup>63</sup> and
- ❖ Collect, manage, and report on assessment information from screening, progress monitoring, and outcome assessments.<sup>64</sup>

### ***What are the results of Florida's efforts to emphasize learning to read?***

The following statistics are based upon the 2010 FCAT results:

#### ***Elementary School (Grades 3–5):***

- ❖ Seventy-one percent of elementary school students are reading at or above grade level (Level 3 and above), up from 54 percent in 2001.
- ❖ Sixteen percent of elementary students scored at the lowest level (Level 1) in reading, down from 30 percent in 2001.

#### ***Middle School (Grades 6–8):***

- ❖ Sixty-four percent of middle school students are reading at or above grade level (Level 3 and above), up from 48 percent in 2001.
- ❖ Sixteen percent of middle school students scored at the lowest level (Level 1) in reading, down from 30 percent in 2001.

#### ***High School (Grades 9 and 10):***

- ❖ Forty-four percent of high school students are reading at or above grade level (Level 3 and above), up from 32 percent in 2001.
- ❖ Twenty-six percent of high school students scored at the lowest level (Level 1) in reading, down from 39 percent in 2001.<sup>65</sup>

### ***What funding does the Legislature provide for reading?***

The Legislature provides funding for reading instruction through the Research–Based Reading Instruction Allocation of the Florida Education Finance Program (FEFP) and line-item appropriations of state and federal funds. To receive FEFP funding, each school district must submit a K-12 comprehensive research–based reading plan which describes the research - based

<sup>62</sup> Section 1004.645(4-5), F.S.

<sup>63</sup> Section 1004.645(6), F.S.

<sup>64</sup> Section 1004.645(7), F.S.

<sup>65</sup> Florida Department of Education, *2010 FCAT* (June 29, 2010), available at <http://fcats.fldoe.org/mediapacket/2010/pdf/FCATMediaP2010.pdf>.

reading practices the district will implement using the allocation.<sup>66</sup> Districts also receive categorical funding for supplemental academic instruction (SAI), which may be used to fund, among other things, reading instruction and interventions.<sup>67</sup> Since 2008, legislative funding for reading programs and instruction includes the following:

<b>Funding for Reading Instruction</b>			
<b>Program</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Research-Based Reading/FEFP	\$109.1 million <sup>68</sup>	\$101.9 million <sup>69</sup>	\$101.7 million <sup>70</sup>
Just Read! Florida	\$70.5 million <sup>71</sup>	No award <sup>72</sup>	\$2.3 million <sup>73</sup>
SAI	\$687.0 million <sup>74</sup>	\$637.8 million <sup>75</sup>	\$639.3 million <sup>76</sup>

The Legislature requires district school boards to allocate intervention and supplemental instruction resources first to students who are deficient in reading by the end of third grade, and then to other students who fail to meet the established specific levels of performance and require remediation or retention.<sup>77</sup>

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<sup>66</sup> Section 1011.62(9), F.S.; see *supra* text accompanying note 3; Florida Department of Education, *K-12 Comprehensive Research-Based Reading Plans*, [https://app1.fldoe.org/Reading\\_Plans/](https://app1.fldoe.org/Reading_Plans/) (last visited Aug. 26, 2010).

<sup>67</sup> Section 1011.62(1)(f), F.S. Supplemental instruction strategies may include, but are not limited to modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school, and other methods for improving student achievement. *Id.*

<sup>68</sup> Specific Appropriation 81, s. 2, ch. 2008-152, L.O.F., as amended by specific appropriation 42, s. 2, ch. 2009-1, L.O.F.

<sup>69</sup> Specific Appropriation 76, s. 2, ch. 2009-81, L.O.F.

<sup>70</sup> Specific Appropriation 78, s. 2, ch. 2010-152, L.O.F.

<sup>71</sup> Specific Appropriation 88, s. 2, ch. 2008-152, L.O.F. (\$12,500,000 from general revenue and \$58,043,873 from a federal grants trust fund).

<sup>72</sup> Email, Florida Department of Education, Legislative Affairs Director (Sept. 3, 2010).

<sup>73</sup> *Id.*

<sup>74</sup> Specific Appropriation 81, s. 2, ch. 2008-152, L.O.F., as amended by specific appropriation 42, s. 2, ch. 2009-1, L.O.F. (First priority use of these funds is summer school and intensive English immersion instruction for students in grades 3 and 10 who scored at Level 1 on the reading or math portion of the FCAT).

<sup>75</sup> Specific Appropriation 76, s. 2, ch. 2009-81, L.O.F. (First priority use of these funds is summer school and intensive English immersion instruction for students in grades 3 and 10 who scored at Level 1 on the reading or math portion of the FCAT).

<sup>76</sup> Specific Appropriation 78, s. 2, ch. 2010-152, L.O.F. (First priority use of these funds is summer school and intensive English immersion instruction for students in grades 3 and 10 who scored at Level 1 on the reading or math portion of the FCAT).

<sup>77</sup> Section 1008.25(3)(a), F.S.

***Where can I get additional information?***

***Florida Department of Education***

Just Read, Florida! Office

(850) 245-0503

<http://www.justreadflorida.com>

***Florida Center for Reading Research***

(850) 644-9352

<http://www.fcrr.org>

***Florida House of Representatives***

Education Committee

(850) 488-7451

<http://www.myfloridahouse.gov>

***Florida House of Representatives***

Appropriations Committee

(850) 488-6204

<http://www.myfloridahouse.gov>