

6A-6.0531 Reading Achievement Initiative for Scholastic Excellence (RAISE).

(1) In accordance with Section (s.) 1008.365, Florida Statutes (F.S.), ~~F.S.~~, RAISE is established within the Department of Education (Department) to provide instructional supports to school districts, school administrators and instructional personnel in implementing:

- (a) Evidence-based reading instruction proven to accelerate progress of students exhibiting a reading deficiency;
- (b) Differentiated instruction based on screening, diagnostic, progress monitoring, or summative student assessment data; and
- (c) Explicit, ~~and systematic, and scaffolded~~ reading instruction strategies to develop oral language, phonological ~~phonemic~~ awareness, phonics, fluency, vocabulary, and comprehension with more extensive opportunities for guided practice, ~~error correction~~, and corrective feedback.

(2) Identification of RAISE schools. A district school serving students in kindergarten through grade 5 must be identified for supports, regardless of its school grade pursuant to s. Section 1008.34, F.S., if:

- (a) Fifty (50) percent of its students who take the statewide, standardized English Language Arts assessment score below a Level 3 for any grade level; or
- (b) Progress monitoring data collected from the coordinated screening and progress monitoring system pursuant to s. Section 1008.25(9)(8), F.S., shows that fifty (50) percent or more of the students are not on track to pass the statewide, standardized grade 3 English Language Arts assessment for any grade level kindergarten through grade 3; and
- (c) At least ten (10) students are present for both the second and third full-time equivalent (FTE) survey periods as specified in Rule 6A-1.0451, Florida Administrative Code (F.A.C.), ~~F.A.C.~~, and who are still enrolled at the time of statewide, standardized testing.

(3) Supports for RAISE schools. A school identified for RAISE based on the established criteria must:

- (a) Receive support from a State Regional Literacy Director. State Regional Literacy Directors serve in a regional capacity focused on improving implementation of evidence-based practices and curriculum, instruction and intervention, ~~and~~ reading assessments as delineated in District K-12 Comprehensive Evidence-Based Reading Plans approved under s. Section 1003.4201, F.S.; and the reading portion of school improvement plans for schools identified for RAISE supports. State Regional Literacy Directors utilize ~~monitor~~ district-level, school-level and classroom-level data to help provide differentiated support to school districts, school-level literacy leadership teams,

coaches and teachers. State Regional Literacy Directors provide supports for schools identified for RAISE, including:

1. Professional learning, aligned to the science of reading and evidence-based strategies identified pursuant to s. Section 1001.215(7), F.S.;

2. Initial and ongoing professional learning and support for effective implementation of Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts;

3. Professional learning and support for building capacity of school-level literacy leadership teams specified in Rule 6A-6.053, F.A.C.;

4. Professional learning and support for literacy coaches, including delivery of the literacy coach endorsement program; and

5. Assistance with:

a. Data-informed instructional decision-making using progress monitoring and other appropriate data;

b. ~~Selection and~~ Consistent, coordinated use of scientifically researched and evidence-based supplemental materials grounded in the science of reading as identified by the Just Read, Florida! Office pursuant to s. Section 1001.215(7), F.S. Identified reading instructional and intervention programs for foundational skills must not include strategies that employ the three-cueing system model of reading or visual memory as a basis for teaching word reading;

c. Reading instruction in other core subject area curricula, with an emphasis on civic literacy; and

d. A multi-tiered system of supports in order to provide students effective interventions and identify students who may require an evaluation for special educational services, including identifying characteristics of conditions that affect phonological processing, such as dyslexia.

(b) Implement a school improvement plan pursuant to s. Section 1001.42(18), F.S., or, if the school is already implementing a school improvement plan, the plan must be amended to explicitly address strategies for improving reading performance. The school improvement plan must be submitted through the Florida Continuous Improvement Management System (CIMS) website: <https://www.floridacims.org/>.

(4) RAISE Tutoring Program. As part of RAISE, the Department has established a tutoring program that prepares eligible high school students to tutor students in kindergarten through grade 3 who attend RAISE schools.

(a) To be eligible to participate as a tutor in the program, a high school student must:

1. Be a rising junior or senior;
2. Have a cumulative grade point average of 3.0 or higher;
3. Have no history of out-of-school suspensions or expulsions;
4. Be on track to complete all core course requirements to graduate; and
5. Have received two (2) written recommendations to serve as a RAISE tutor from present or former high school teachers of record or extracurricular activity sponsors.

(b) Tutoring must occur:

1. During or after the school day;
2. On school district property in the presence and under the supervision of instructional personnel who are school district employees; and
3. Only where a parent has provided written permission to the school district for his or her child to receive tutoring through the program.

(c) School districts participating in the tutoring program may provide a stipend to instructional personnel and high school students serving as tutors for after-school tutoring.

(d) Unpaid hours that a high school student devotes to tutoring may be counted toward meeting community service requirements for high school graduation and community service requirements for participation in the Florida Bright Futures Scholarship Program as provided in s. 1003.493(3)(b), F.S.

~~(e)~~ School districts that wish to participate in the tutoring program must notify the Department ~~by July 1~~ at JustRead@fldoe.org and meet the following criteria:

1. School districts must recruit tutors by notifying high school administrators of the opportunity provided by this tutoring program;
2. School districts must train tutors using the materials provided by the Department;
3. School districts must ensure that tutors utilize materials developed by the Department and are provided continuous support;
4. School districts must utilize tutors who meet the criteria set forth in paragraph (4)(a) of this rule;
5. Schools districts must ensure tutoring occurs in compliance with the criteria set forth in paragraph (4)(b) of this rule; and
6. School districts must provide eligible tutors with a recognition certificate and pin, as provided in paragraph

(4)(f)(d).

~~(f)(d)~~ RAISE tutors who provide at least seventy-five (75) hours of tutoring under the program shall be known as New Worlds Scholars.

1. Participating school districts must verify completion of seventy-five (75) tutoring hours and provide these tutors with a New Worlds Scholar Certificate and Pin.

2. Annually, the Department will provide to school districts pins and a certificate template and post at <https://www.fl DOE.org/academics/standards/just-read-fl/tutoring.shtml> the deadlines for participating districts to verify tutoring hours and award New Worlds Scholars Certificates and Pins to qualified tutors.

Rulemaking Authority 1001.02(1) FS. 1008.365(9) FS. Law Implemented 1008.365 FS. History—New 6-14-22, Amended 9-26-23.