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LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/03/2017	.	
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The Committee on Education (Stewart) recommended the following:

Senate Amendment (with title amendment)

Between lines 167 and 168
insert:

Section 3. Paragraph (b) of subsection (7) of section
1008.25, Florida Statutes, is amended to read:

1008.25 Public school student progression; student support;
reporting requirements.—

(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
STUDENTS.—

(b) Each school district shall:



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12 1. Provide third grade students who are retained under the
13 provisions of paragraph (5) (b) with intensive instructional
14 services and supports to remediate the identified areas of
15 reading deficiency, including participation in the school
16 district's summer reading camp as required under paragraph (a)
17 and a minimum of 90 minutes of daily, ~~uninterrupted,~~
18 scientifically research-based reading instruction which includes
19 phonemic awareness, phonics, fluency, vocabulary, and
20 comprehension and other strategies prescribed by the school
21 district, which may include, but are not limited to:

- 22 a. Integration of science and social studies content within
23 the 90-minute block.
24 b. Small group instruction.
25 c. Reduced teacher-student ratios.
26 d. More frequent progress monitoring.
27 e. Tutoring or mentoring.
28 f. Transition classes containing 3rd and 4th grade
29 students.
30 g. Extended school day, week, or year.

31 2. Provide written notification to the parent of a student
32 who is retained under the provisions of paragraph (5) (b) that
33 his or her child has not met the proficiency level required for
34 promotion and the reasons the child is not eligible for a good
35 cause exemption as provided in paragraph (6) (b). The
36 notification must comply with the provisions of s. 1002.20(15)
37 and must include a description of proposed interventions and
38 supports that will be provided to the child to remediate the
39 identified areas of reading deficiency.

40 3. Implement a policy for the midyear promotion of a



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41 student retained under the provisions of paragraph (5) (b) who
42 can demonstrate that he or she is a successful and independent
43 reader and performing at or above grade level in reading or,
44 upon implementation of English Language Arts assessments,
45 performing at or above grade level in English Language Arts.
46 Tools that school districts may use in reevaluating a student
47 retained may include subsequent assessments, alternative
48 assessments, and portfolio reviews, in accordance with rules of
49 the State Board of Education. Students promoted during the
50 school year after November 1 must demonstrate proficiency levels
51 in reading equivalent to the level necessary for the beginning
52 of grade 4. The rules adopted by the State Board of Education
53 must include standards that provide a reasonable expectation
54 that the student's progress is sufficient to master appropriate
55 grade 4 level reading skills.

56 4. Provide students who are retained under the provisions
57 of paragraph (5) (b) with a highly effective teacher as
58 determined by the teacher's performance evaluation under s.
59 1012.34.

60 5. Establish at each school, when applicable, an Intensive
61 Acceleration Class for retained grade 3 students who
62 subsequently score Level 1 on the required statewide,
63 standardized assessment identified in s. 1008.22. The focus of
64 the Intensive Acceleration Class shall be to increase a child's
65 reading and English Language Arts skill level at least two grade
66 levels in 1 school year. The Intensive Acceleration Class shall:

67 a. Be provided to a student in grade 3 who scores Level 1
68 on the statewide, standardized English Language Arts assessment
69 and who was retained in grade 3 the prior year because of



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70 scoring Level 1.

71 b. Have a reduced teacher-student ratio.

72 c. Provide uninterrupted reading instruction for the
73 majority of student contact time each day and incorporate
74 opportunities to master the grade 4 Next Generation Sunshine
75 State Standards in other core subject areas.

76 d. Use a reading program that is scientifically research-
77 based and has proven results in accelerating student reading
78 achievement within the same school year.

79 e. Provide intensive language and vocabulary instruction
80 using a scientifically research-based program, including use of
81 a speech-language therapist.

82

83 ===== T I T L E A M E N D M E N T =====

84 And the title is amended as follows:

85 Delete line 19

86 and insert:

87 assessment results; amending s. 1008.25, F.S.;

88 revising the type of reading instruction school

89 districts must provide for certain students; providing

90 an effective date.