

Amendment No.

CHAMBER ACTION

Senate

House

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1 Representative Bartleman offered the following:

2

3 **Amendment (with directory and title amendments)**

4 Remove lines 882-1474 and insert:

5 (f)1. The Department of Education shall produce a testing
6 report containing the uniform assessment calendar for each
7 school district and charter school, if such school has an
8 assessment calendar that is different from the school
9 district's, and comparing:

10 a. The amount of time students are in state-required and
11 district-required coordinated screening and progress monitoring.

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12 b. The amount of time students spent in testing, sorted by
13 grade level and subject area, for the 2018-2019 school year
14 through each successive school year.

15 2. The department's testing report shall begin with data
16 from the 2018-2019 school year and shall be published on the
17 department's website. Each school district and, if applicable,
18 charter school must publish its portion of the report on its
19 website.

20 (h)~~(g)~~ A school district must provide a student's
21 performance results on district-required local assessments to
22 the student's teachers and parent within 1 week and to the
23 student's parents no later than 30 days after administering such
24 assessments, unless the superintendent determines in writing
25 that extenuating circumstances exist and reports the extenuating
26 circumstances to the district school board. Results must be made
27 available through a web-based portal as part of the school
28 district's student information system and in a printed format
29 upon request by a student's parent.

30 (i)~~(h)~~ The results of statewide, standardized assessment
31 in ELA and mathematics, science, and social studies, including
32 assessment retakes, shall be reported in an easy-to-read and
33 understandable format and delivered in time to provide useful,
34 actionable information to students, parents, and each student's
35 current teacher of record and teacher of record for the
36 subsequent school year; however, in any case, the district shall

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37 provide the results pursuant to this paragraph within 1 week
38 after receiving the results from the department. A report of
39 student assessment results must, at a minimum, contain:

40 1. A clear explanation of the student's performance on the
41 applicable statewide, standardized assessments.

42 2. Information identifying the student's areas of strength
43 and areas in need of improvement.

44 3. Specific actions that may be taken, and the available
45 resources that may be used, by the student's parent to assist
46 his or her child based on the student's areas of strength and
47 areas in need of improvement.

48 4. Longitudinal information, if available, on the
49 student's progress in each subject area based on previous
50 statewide, standardized assessment data.

51 5. Comparative information showing the student's score
52 compared to other students in the school district, in the state,
53 or, if available, in other states.

54 6. Predictive information, if available, showing the
55 linkage between the scores attained by the student on the
56 statewide, standardized assessments and the scores he or she may
57 potentially attain on nationally recognized college entrance
58 examinations.

59
60 The information included under this paragraph relating to
61 results from the statewide, standardized ELA assessments for

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62 grades 3 through 10 and Mathematics assessments for grades 3
63 through 8 must be included in individual student reports under
64 s. 1008.25(8)(c).

65 (j)(i) The State Board of Education shall adopt rules for
66 the development of the uniform calendar that, at minimum, define
67 terms that must be used in the calendar to describe various
68 assessments, including the terms "progress monitoring,"
69 "summative assessment," "formative assessment," and "interim
70 assessment."

71 (13) INDEPENDENT REVIEW.-By January 31, 2025, the
72 Commissioner of Education shall provide recommendations to the
73 Governor, the President of the Senate, and the Speaker of the
74 House of Representatives based on an independent review of the
75 coordinated screening and progress monitoring system under s.
76 1008.25(8). At a minimum, the review and recommendations must
77 address:

78 (a) The feasibility and validity of using results from
79 either the first or second administration of progress
80 monitoring, or both, in lieu of using the comprehensive, end-of-
81 year progress monitoring assessment for purposes of
82 demonstrating a passing score, promotion to grade 4, meeting
83 graduation requirements, and calculating school grades in
84 accordance with s. 1008.34.

85 (b) Options for further reducing the statewide,
86 standardized assessment footprint while maintaining valid and

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87 reliable data for purposes of school accountability and
88 providing school and student supports, including the use of
89 computer-adaptive assessments, consistent with the requirements
90 of the federal Elementary and Secondary Education Act, 20 U.S.C.
91 ss. 6301 et seq. and its implementing regulations.

92 (c) The feasibility and validity of remotely administering
93 statewide, standardized assessments and the coordinated
94 screening and progress monitoring system.

95 (d) Accelerating student progression based on results from
96 the coordinated screening and progress monitoring system, as
97 academically and developmentally appropriate.

98 (e) The incorporation of content from ELA instructional
99 materials adopted by the Commissioner of Education pursuant to
100 s. 1006.34 in test items within the coordinated screening and
101 progress monitoring system under s. 1008.25(8).

102 (f) The impact of the coordinated screening and progress
103 monitoring system on student learning growth data as measured by
104 the formula approved under s. 1012.34(7).

105

106 This subsection is repealed July 1, 2025.

107 Section 13. Section 1008.25, Florida Statutes, is amended
108 to read:

109 1008.25 Public school student progression; student
110 support; coordinated screening and progress monitoring;
111 reporting requirements.—

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112 (1) INTENT.—It is the intent of the Legislature that each
113 student's progression from one grade to another be determined,
114 in part, upon satisfactory performance in English Language Arts,
115 social studies, science, and mathematics; that district school
116 board policies facilitate student achievement; that each student
117 and his or her parent be informed of that student's academic
118 progress; and that students have access to educational options
119 that provide academically challenging coursework or accelerated
120 instruction pursuant to s. 1002.3105.

121 (2) STUDENT PROGRESSION PLAN.—Each district school board
122 shall establish a comprehensive plan for student progression
123 which must provide for a student's progression from one grade to
124 another based on the student's mastery of the standards in s.
125 1003.41, specifically English Language Arts, mathematics,
126 science, and social studies standards. The plan must:

127 (a) Include criteria that emphasize student reading
128 proficiency in kindergarten through grade 3 and provide targeted
129 instructional support for students with identified deficiencies
130 in English Language Arts, mathematics, science, and social
131 studies. High schools shall use all available assessment
132 results, including the results of statewide, standardized
133 English Language Arts assessments and end-of-course assessments
134 for Algebra I and Geometry, to advise students of any identified
135 deficiencies and to provide appropriate postsecondary
136 preparatory instruction before high school graduation. The

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137 results of evaluations used to monitor a student's progress in
138 grades K-12 must be provided to the student's teacher in a
139 timely manner and as otherwise required by law. Thereafter,
140 evaluation results must be provided to the student's parent in a
141 timely manner. When available, instructional personnel must be
142 provided with information on student achievement of standards
143 and benchmarks in order to improve instruction.

144 (b)1. List the student eligibility and procedural
145 requirements established by the school district for whole-grade
146 promotion, midyear promotion, and subject-matter acceleration
147 that would result in a student attending a different school,
148 pursuant to s. 1002.3105(2) (b) .

149 2. Notify parents and students of the school district's
150 process by which a parent may request student participation in
151 whole-grade promotion, midyear promotion, or subject-matter
152 acceleration that would result in a student attending a
153 different school, pursuant to s. 1002.3105(4) (b)2.

154 (c)1. Advise parents and students that additional ACCEL
155 options may be available at the student's school, pursuant to s.
156 1002.3105.

157 2. Advise parents and students to contact the principal at
158 the student's school for information related to student
159 eligibility requirements for whole-grade promotion, midyear
160 promotion, and subject-matter acceleration when the promotion or
161 acceleration occurs within the principal's school; virtual

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162 instruction in higher grade level subjects; and any other ACCEL
163 options offered by the principal, pursuant to s.
164 1002.3105(2) (a) .

165 3. Advise parents and students to contact the principal at
166 the student's school for information related to the school's
167 process by which a parent may request student participation in
168 whole-grade promotion, midyear promotion, and subject-matter
169 acceleration when the promotion or acceleration occurs within
170 the principal's school; virtual instruction in higher grade
171 level subjects; and any other ACCEL options offered by the
172 principal, pursuant to s. 1002.3105(4) (b)1.

173 (d) Advise parents and students of the early graduation
174 options under s. 1003.4281.

175 (e) List, or incorporate by reference, all dual enrollment
176 courses contained within the dual enrollment articulation
177 agreement established pursuant to s. 1007.271(21).

178 (f) Provide instructional sequences by which students in
179 kindergarten through high school may attain progressively higher
180 levels of skill in the use of digital tools and applications.
181 The instructional sequences must include participation in
182 curricular and instructional options and the demonstration of
183 competence of standards required pursuant to ss. 1003.41 and
184 1003.4203 through attainment of industry certifications and
185 other means of demonstrating credit requirements identified
186 under ss. 1002.3105, 1003.4203, and 1003.4282.

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187 (3) ALLOCATION OF RESOURCES.—District school boards shall
188 allocate remedial and supplemental instruction resources to
189 students in the following priority:

190 (a) Students in kindergarten through grade 3 who have a
191 substantial deficiency in reading as determined in paragraph
192 (5) (a).

193 (b) Students who fail to meet performance levels required
194 for promotion consistent with the district school board's plan
195 for student progression required in subsection (2).

196 (4) ASSESSMENT AND SUPPORT.—

197 (a) Each student must participate in the statewide,
198 standardized assessment program required under s. 1008.22 and
199 the ~~Voluntary Prekindergarten Education Program through grade 8~~
200 coordinated screening and progress monitoring system required
201 under subsection (8). Each student who does not achieve a Level
202 3 or above on the statewide, standardized English Language Arts
203 assessment, the statewide, standardized Mathematics assessment,
204 or the Algebra I EOC assessment must be evaluated to determine
205 the nature of the student's difficulty, the areas of academic
206 need, and strategies for providing academic supports to improve
207 the student's performance.

208 (b) A student who is not meeting the school district or
209 state requirements for satisfactory performance in English
210 Language Arts and mathematics must be covered by one of the
211 following plans:

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212 1. A federally required student plan such as an individual
213 education plan;

214 2. A schoolwide system of progress monitoring for all
215 students, except a student who scores Level 4 or above on the
216 English Language Arts and Mathematics assessments may be
217 exempted from participation by the principal; or

218 3. An individualized progress monitoring plan.

219 (c) A student who has a substantial reading deficiency as
220 determined in paragraph (5) (a) must be covered by a federally
221 required student plan, such as an individual education plan or
222 an individualized progress monitoring plan, or both, as
223 necessary.

224 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

225 (a) Any student in kindergarten through grade 3 who
226 exhibits a substantial deficiency in reading based upon
227 screening, diagnostic, progress monitoring, or assessment data;
228 statewide assessments; or teacher observations must be provided
229 intensive, explicit, systematic, and multisensory reading
230 interventions immediately following the identification of the
231 reading deficiency. A school may not wait for a student to
232 receive a failing grade at the end of a grading period to
233 identify the student as having a substantial reading deficiency
234 and initiate intensive reading interventions. In addition, a
235 school may not wait until an evaluation conducted pursuant to s.
236 1003.57 is completed to provide appropriate, evidence-based

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237 interventions for a student whose parent submits documentation
238 from a professional licensed under chapter 490 which
239 demonstrates that the student has been diagnosed with dyslexia.
240 Such interventions must be initiated upon receipt of the
241 documentation and based on the student's specific areas of
242 difficulty as identified by the licensed professional. A
243 student's reading proficiency must be monitored and the
244 intensive interventions must continue until the student
245 demonstrates grade level proficiency in a manner determined by
246 the district, which may include achieving a Level 3 on the
247 statewide, standardized English Language Arts assessment. The
248 State Board of Education shall identify by rule guidelines for
249 determining whether a student in kindergarten through grade 3
250 has a substantial deficiency in reading.

251 (b) A Voluntary Prekindergarten Education Program student
252 who exhibits a substantial deficiency in early literacy skills
253 in accordance with the standards under s. 1002.67(1)(a) and
254 based upon the results of the administration of the final
255 coordinated screening and progress monitoring under subsection
256 (8) ~~s. 1008.2125~~ shall be referred to the local school district
257 and may be eligible to receive intensive reading interventions
258 before participating in kindergarten. Such intensive reading
259 interventions shall be paid for using funds from the district's
260 evidence-based ~~research-based~~ reading instruction allocation in
261 accordance with s. 1011.62(8) ~~s. 1011.62(9)~~.

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262 (c) To be promoted to grade 4, a student must score a
263 Level 2 or higher on the statewide, standardized English
264 Language Arts assessment required under s. 1008.22 for grade 3.
265 If a student's reading deficiency is not remedied by the end of
266 grade 3, as demonstrated by scoring Level 2 or higher on the
267 statewide, standardized assessment required under s. 1008.22 for
268 grade 3, the student must be retained.

269 (d) The parent of any student who exhibits a substantial
270 deficiency in reading, as described in paragraph (a), must be
271 notified in writing of the following:

272 1. That his or her child has been identified as having a
273 substantial deficiency in reading, including a description and
274 explanation, in terms understandable to the parent, of the exact
275 nature of the student's difficulty in learning and lack of
276 achievement in reading.

277 2. A description of the current services that are provided
278 to the child.

279 3. A description of the proposed intensive interventions
280 and supports that will be provided to the child that are
281 designed to remediate the identified area of reading deficiency.

282 4. That if the child's reading deficiency is not
283 remediated by the end of grade 3, the child must be retained
284 unless he or she is exempt from mandatory retention for good
285 cause.

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286 5. Strategies, including multisensory strategies, through
287 a read-at-home plan the parent can use in helping his or her
288 child succeed in reading. The read-at-home plan must provide
289 access to the resources identified in paragraph (e) ~~paragraph~~
290 ~~(d)~~.

291 6. That the statewide, standardized English Language Arts
292 assessment is not the sole determiner of promotion and that
293 additional evaluations, portfolio reviews, and assessments are
294 available to the child to assist parents and the school district
295 in knowing when a child is reading at or above grade level and
296 ready for grade promotion.

297 7. The district's specific criteria and policies for a
298 portfolio as provided in subparagraph (6)(b)4. and the evidence
299 required for a student to demonstrate mastery of Florida's
300 academic standards for English Language Arts. A school must
301 immediately begin collecting evidence for a portfolio when a
302 student in grade 3 is identified as being at risk of retention
303 or upon the request of the parent, whichever occurs first.

304 8. The district's specific criteria and policies for
305 midyear promotion. Midyear promotion means promotion of a
306 retained student at any time during the year of retention once
307 the student has demonstrated ability to read at grade level.

308 9. Information about the student's eligibility for the New
309 Worlds Reading Initiative under s. 1003.485 and information on

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310 parent training modules and other reading engagement resources
311 available through the initiative.

312
313 After initial notification, the school shall apprise the parent
314 at least monthly of the student's progress in response to the
315 intensive interventions and supports. Such communications must
316 be in writing and must explain any additional interventions or
317 supports that will be implemented to accelerate the student's
318 progress if the interventions and supports already being
319 implemented have not resulted in improvement.

320 (e) The Department of Education shall compile resources
321 that each school district must incorporate into a read-at-home
322 plan provided to the parent of a student who is identified as
323 having a substantial reading deficiency pursuant to paragraph
324 (d) ~~paragraph (c)~~. The resources must be made available in an
325 electronic format that is accessible online and must include the
326 following:

327 1. Developmentally appropriate, evidence-based strategies
328 and programming, including links to video training modules and
329 opportunities to sign up for at-home reading tips delivered
330 periodically via text and e-mail, which a parent can use to help
331 improve his or her child's literacy skills.

332 2. An overview of the types of assessments used to
333 identify reading deficiencies and what those assessments measure
334 or do not measure, the frequency with which the assessments are

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335 administered, and the requirements for interventions and
336 supports that districts must provide to students who do not make
337 adequate academic progress.

338 3. An overview of the process for initiating and
339 conducting evaluations for exceptional education eligibility.
340 The overview must include an explanation that a diagnosis of a
341 medical condition alone is not sufficient to establish
342 exceptional education eligibility but may be used to document
343 how that condition relates to the student's eligibility
344 determination and may be disclosed in an eligible student's
345 individual education plan when necessary to inform school
346 personnel responsible for implementing the plan.

347 4. Characteristics of conditions associated with learning
348 disorders, including dyslexia, dysgraphia, dyscalculia, and
349 developmental aphasia.

350 5. A list of resources that support informed parent
351 involvement in decisionmaking processes for students who have
352 difficulty in learning.

353
354 Upon the request of a parent, resources meeting the requirements
355 of this paragraph must be provided to the parent in a hardcopy
356 format.

357 (6) ELIMINATION OF SOCIAL PROMOTION.—

358 (a) No student may be assigned to a grade level based
359 solely on age or other factors that constitute social promotion.

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360 (b) The district school board may only exempt students
361 from mandatory retention, as provided in paragraph (5)(c), for
362 good cause. A student who is promoted to grade 4 with a good
363 cause exemption shall be provided intensive reading instruction
364 and intervention that include specialized diagnostic information
365 and specific reading strategies to meet the needs of each
366 student so promoted. The school district shall assist schools
367 and teachers with the implementation of explicit, systematic,
368 and multisensory reading instruction and intervention strategies
369 for students promoted with a good cause exemption which research
370 has shown to be successful in improving reading among students
371 who have reading difficulties. Good cause exemptions are limited
372 to the following:

373 1. Limited English proficient students who have had less
374 than 2 years of instruction in an English for Speakers of Other
375 Languages program based on the initial date of entry into a
376 school in the United States.

377 2. Students with disabilities whose individual education
378 plan indicates that participation in the statewide assessment
379 program is not appropriate, consistent with the requirements of
380 s. 1008.212.

381 3. Students who demonstrate an acceptable level of
382 performance on an alternative standardized reading or English
383 Language Arts assessment approved by the State Board of
384 Education.

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385 4. A student who demonstrates through a student portfolio
386 that he or she is performing at least at Level 2 on the
387 statewide, standardized English Language Arts assessment.

388 5. Students with disabilities who take the statewide,
389 standardized English Language Arts assessment and who have an
390 individual education plan or a Section 504 plan that reflects
391 that the student has received intensive instruction in reading
392 or English Language Arts for more than 2 years but still
393 demonstrates a deficiency and was previously retained in
394 kindergarten, grade 1, grade 2, or grade 3.

395 6. Students who have received intensive reading
396 intervention for 2 or more years but still demonstrate a
397 deficiency in reading and who were previously retained in
398 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
399 years. A student may not be retained more than once in grade 3.

400 (c) Requests for good cause exemptions for students from
401 the mandatory retention requirement as described in
402 subparagraphs (b)3. and 4. shall be made consistent with the
403 following:

404 1. Documentation shall be submitted from the student's
405 teacher to the school principal that indicates that the
406 promotion of the student is appropriate and is based upon the
407 student's academic record. In order to minimize paperwork
408 requirements, such documentation shall consist only of the

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409 existing progress monitoring plan, individual educational plan,
410 if applicable, report card, or student portfolio.

411 2. The school principal shall review and discuss such
412 recommendation with the teacher and make the determination as to
413 whether the student should be promoted or retained. If the
414 school principal determines that the student should be promoted,
415 the school principal shall make such recommendation in writing
416 to the district school superintendent. The district school
417 superintendent shall accept or reject the school principal's
418 recommendation in writing.

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

421 (a) Students retained under paragraph (5) (c) must be
422 provided intensive interventions in reading to ameliorate the
423 student's specific reading deficiency and prepare the student
424 for promotion to the next grade. These interventions must
425 include:

426 1. Evidence-based, explicit, systematic, and multisensory
427 reading instruction in phonemic awareness, phonics, fluency,
428 vocabulary, and comprehension and other strategies prescribed by
429 the school district.

430 2. Participation in the school district's summer reading
431 camp, which must incorporate the instructional and intervention
432 strategies under subparagraph 1.

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433 3. A minimum of 90 minutes of daily, uninterrupted reading
434 instruction incorporating the instructional and intervention
435 strategies under subparagraph 1. This instruction may include:

436 a. Coordinated integration of content-rich texts in
437 science and civic literacy within the 90-minute block.

438 b. Small group instruction.

439 c. Reduced teacher-student ratios.

440 d. More frequent progress monitoring.

441 e. Tutoring or mentoring.

442 f. Transition classes containing 3rd and 4th grade
443 students.

444 g. Extended school day, week, or year.

445 (b) Each school district shall:

446 1. Provide written notification to the parent of a student
447 who is retained under paragraph (5) (c) that his or her child has
448 not met the achievement ~~proficiency~~ level required for promotion
449 and the reasons the child is not eligible for a good cause
450 exemption as provided in paragraph (6) (b). The notification must
451 comply with paragraph (5) (d) and must include a description of
452 proposed interventions and supports that will be provided to the
453 child to remediate the identified areas of reading deficiency.

454 2. Implement a policy for the midyear promotion of a
455 student retained under paragraph (5) (c) who can demonstrate that
456 he or she is a successful and independent reader and performing
457 at or above grade level in reading or, upon implementation of

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458 English Language Arts assessments, performing at or above grade
459 level in English Language Arts. Tools that school districts may
460 use in reevaluating a student retained may include subsequent
461 assessments, alternative assessments, and portfolio reviews, in
462 accordance with rules of the State Board of Education. Students
463 promoted during the school year after November 1 must
464 demonstrate achievement ~~proficiency~~ levels in reading equivalent
465 to the level necessary for the beginning of grade 4. The rules
466 adopted by the State Board of Education must include standards
467 that provide a reasonable expectation that the student's
468 progress is sufficient to master appropriate grade 4 level
469 reading skills.

470 3. Provide students who are retained under paragraph
471 (5)(c), including students participating in the school
472 district's summer reading camp under subparagraph (a)2., with a
473 ~~highly effective~~ teacher who is certified or endorsed in reading
474 and is rated highly effective as determined by the teacher's
475 performance evaluation under s. 1012.34, ~~and, beginning July 1,~~
476 ~~2020, the teacher must also be certified or endorsed in reading.~~

477 4. Establish at each school, when applicable, an intensive
478 reading acceleration course for any student retained in grade 3
479 who was previously retained in kindergarten, grade 1, or grade
480 2. The intensive reading acceleration course must provide the
481 following:

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482 a. Uninterrupted reading instruction for the majority of
483 student contact time each day and opportunities to master the
484 grade 4 ~~Next-Generation Sunshine~~ state academic standards in
485 other core subject areas through content-rich texts.

486 b. Small group instruction.

487 c. Reduced teacher-student ratios.

488 d. The use of explicit, systematic, and multisensory
489 reading interventions, including intensive language, phonics,
490 and vocabulary instruction, and use of a speech-language
491 therapist if necessary, that have proven results in accelerating
492 student reading achievement within the same school year.

493 e. A read-at-home plan.

494 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

495 (a) The Department of Education, in collaboration with the
496 Office of Early Learning, shall procure and require the use of a
497 statewide, standardized coordinated screening and progress
498 monitoring system for the Voluntary Prekindergarten Education
499 Program and public schools ~~serving kindergarten through grade 8~~
500 ~~students~~. The system must:

501 1. Measure student progress ~~in the Voluntary~~
502 ~~Prekindergarten Education Program through grade 8~~ in meeting the
503 appropriate expectations in early literacy and mathematics
504 skills and in English Language Arts and mathematics standards as
505 required by ss. 1002.67(1)(a) and 1003.41 and identify the
506 educational strengths and needs of students.

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507 2. For students in the Voluntary Prekindergarten Education
508 Program through grade 3, measure student performance in oral
509 language development, phonological and phonemic awareness,
510 knowledge of print and letters, decoding, fluency, vocabulary,
511 and comprehension, as applicable by grade level, and, at a
512 minimum, provide interval level and norm-referenced data that
513 measures equivalent levels of growth.

514 3. Be a valid, reliable, and developmentally appropriate
515 computer-based ~~computer-adaptive~~ direct instrument that provides
516 screening and diagnostic capabilities for monitoring student
517 progress; identifies students who have a substantial deficiency
518 in reading, including identifying students with characteristics
519 of dyslexia and other learning disorders; and informs
520 instruction. Beginning with the 2023-2024 school year, the
521 coordinated screening and progress monitoring system must be
522 computer-adaptive.

523 4. Provide data for Voluntary Prekindergarten Education
524 Program accountability as required under s. 1002.68 ~~s. 1002.67~~.

525 5. Provide Voluntary Prekindergarten Education Program
526 providers, school districts, schools, ~~and~~ teachers, and parents
527 with data and resources that enhance differentiated instruction
528 and parent communication.

529 6. Provide baseline data to the department of each
530 student's readiness for kindergarten. The determination of
531 kindergarten readiness must be based on the results of each

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532 student's initial progress monitoring assessment in
533 kindergarten. The methodology for determining a student's
534 readiness for kindergarten must be developed by the department
535 and aligned to the methodology adopted pursuant to s.
536 1002.68(4).

537 7. Assess how well educational goals and curricular
538 standards are met at the provider, school, district, and state
539 levels and provide information to the department to aid in the
540 development of educational programs, policies, and supports for
541 providers, districts, and schools.

542 (b) Beginning with the 2022-2023 school year, private
543 Voluntary Prekindergarten Education Program providers and public
544 schools must participate in the coordinated screening and
545 progress monitoring system pursuant to this paragraph.

546 1. For students in the Voluntary Prekindergarten Education
547 Program through grade 2, the coordinated screening and progress
548 monitoring system must be administered at least three times
549 within a program year or school year, as applicable, with the
550 first administration occurring no later than the first 30
551 instructional days after a student's enrollment or the start of
552 the program year or school year, the second administration
553 occurring midyear, and the third administration occurring within
554 the last 30 days of the program or school year pursuant to state
555 board rule. The state board may adopt alternate timeframes to
556 address nontraditional school year calendars or summer programs

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557 to ensure the coordinated screening and progress monitoring
558 program is administered a minimum of three times within a year
559 or program.

560 2. For grades 3 through 10 English Language Arts and
561 grades 3 through 8 Mathematics, the coordinated screening and
562 progress monitoring system must be administered at the
563 beginning, middle, and end of the school year pursuant to state
564 board rule. The end-of-year administration of the coordinated
565 screening and progress monitoring system must be a comprehensive
566 progress monitoring assessment administered in accordance with
567 the scheduling requirements under s. 1008.22(7) (c).

568 (c) To facilitate timely interventions and supports
569 pursuant to subsection (4), the system must provide results from
570 the first two administrations of the progress monitoring to a
571 student's teacher within 1 week and to the student's parent
572 within 2 weeks of the administration of the progress monitoring.
573 Delivery of results from the comprehensive, end-of-year progress
574 monitoring ELA assessment for grades 3 through 10 and
575 Mathematics assessment for grades 3 through 8 must be in
576 accordance with s. 1008.22(7) (i).

577 1. A student's results from the coordinated screening and
578 progress monitoring system must be recorded in a written, easy-
579 to-comprehend individual student report. Each school district
580 shall provide a parent secure access to his or her child's
581 individual student reports through a web-based portal as part of

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582 its student information system. Each early learning coalition
583 shall provide parents the individual student report in a format
584 determined by state board rule.

585 2. In addition to the information under subparagraph
586 (a)5., the report must also include parent resources that
587 explain the purpose of progress monitoring, assist the parent in
588 interpreting progress monitoring results, and support informed
589 parent involvement. Parent resources may include personalized
590 video formats.

591 3. The department shall annually update school districts
592 and early learning coalitions on new system features and
593 functionality and collaboratively identify with school districts
594 and early learning coalitions strategies for meaningfully
595 reporting to parents results from the coordinated screening and
596 progress monitoring system.

597 4. An individual student report must be provided in a
598 printed format upon a parent's request

599 ~~(c) A Voluntary Prekindergarten Education Program student~~
600 ~~who is at risk of being identified as having a substantial~~
601 ~~deficiency in early literacy skills, based upon results under~~
602 ~~this subsection, must be referred to the school district in~~
603 ~~which he or she resides and may be eligible to receive early~~
604 ~~literacy instruction and interventions after program completion~~
605 ~~and before participating in kindergarten. Such instruction and~~
606 ~~interventions may be paid for using funds from the school~~

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607 ~~district's evidence-based reading instruction allocation in~~
608 ~~accordance with s. 1011.62(9).~~

609 (d) Screening and progress monitoring system results,
610 including the number of students who demonstrate characteristics
611 of dyslexia, shall be reported to the department pursuant to
612 state board rule and maintained in the department's Education
613 Data Warehouse. Results must be provided to a student's teacher
614 and parent in a timely manner as required in s. 1008.22(7)(h) ~~s.~~
615 ~~1008.22(7)(g).~~

618 -----
619 **D I R E C T O R Y A M E N D M E N T**

620 Remove lines 567-570 and insert:

621 Section 12. Present paragraphs (f) through (i) of
622 subsection (7) of section 1008.22, Florida Statutes, are
623 redesignated as paragraphs (g) through (j), respectively,
624 present subsection (13) is redesignated as subsection (14), a
625 new paragraph (i) is added to subsection (7), a new subsection
626 (13) is added to that section, and subsections (3) and (6) and
627 paragraphs (a), (b), (c), and (e) and present paragraphs (g),
628 (h), and (i) of

629 -----
630 **T I T L E A M E N D M E N T**
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632 Remove line 28 and insert:
633 to be provided in specified formats; requiring the
634 Department of Education to produce a specified report;
635 providing requirements for such report; requiring such
636 report to be published on specified websites;
637 requiring

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