



876152

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
03/03/2022	.	
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The Committee on Appropriations (Diaz) recommended the following:

**Senate Amendment (with title amendment)**

Delete everything after the enacting clause  
and insert:

Section 1. Paragraph (d) of subsection (1) and paragraph  
(b) of subsection (3) of section 411.227, Florida Statutes, are  
amended to read:

411.227 Components of the Learning Gateway.—The Learning  
Gateway system consists of the following components:

(1) COMMUNITY EDUCATION STRATEGIES AND FAMILY-ORIENTED



11 ACCESS.—

12 (d) In collaboration with other local resources, the  
13 demonstration projects shall develop public awareness strategies  
14 to disseminate information about developmental milestones,  
15 precursors of learning problems and other developmental delays,  
16 and the service system that is available. The information should  
17 target parents of children from birth through age 9 and should  
18 be distributed to parents, health care providers, and caregivers  
19 of children from birth through age 9. A variety of media should  
20 be used as appropriate, such as print, television, radio, and a  
21 community-based Internet website, as well as opportunities such  
22 as those presented by parent visits to physicians for well-child  
23 checkups. The Learning Gateway Steering Committee shall provide  
24 technical assistance to the local demonstration projects in  
25 developing and distributing educational materials and  
26 information.

27 1. Public awareness strategies targeting parents of  
28 children from birth through age 5 shall be designed to provide  
29 information to public and private preschool programs, child care  
30 providers, pediatricians, parents, and local businesses and  
31 organizations. These strategies should include information on  
32 the school readiness performance standards adopted by the  
33 Department of Education.

34 2. Public awareness strategies targeting parents of  
35 children from ages 6 through 9 must be designed to disseminate  
36 training materials and brochures to parents and public and  
37 private school personnel, and must be coordinated with the local  
38 school board and the appropriate school advisory committees in  
39 the demonstration projects. The materials should contain



876152

40 information on state and district achievement ~~proficiency~~ levels  
41 for grades K-3.

42 (3) EARLY EDUCATION, SERVICES AND SUPPORTS.—

43 (b) Demonstration projects shall develop strategies to  
44 increase the use of appropriate intervention practices with  
45 children who have learning problems and learning disabilities  
46 within public and private early care and education programs and  
47 K-3 public and private school settings. Strategies may include  
48 training and technical assistance teams. Intervention must be  
49 coordinated and must focus on providing effective supports to  
50 children and their families within their regular education and  
51 community environment. These strategies must incorporate, as  
52 appropriate, school and district activities related to the  
53 student's progress monitoring plan and must provide parents with  
54 greater access to community-based services that should be  
55 available beyond the traditional school day. Academic  
56 expectations for public school students in grades K-3 must be  
57 based upon the local school board's adopted achievement  
58 ~~proficiency~~ levels. When appropriate, school personnel shall  
59 consult with the local Learning Gateway to identify other  
60 community resources for supporting the child and the family.

61 Section 2. Subsection (7) of section 1000.21, Florida  
62 Statutes, is amended to read:

63 1000.21 Systemwide definitions.—As used in the Florida  
64 Early Learning-20 Education Code:

65 (7) "~~Next Generation Sunshine~~ State academic standards"  
66 means the state's public K-12 curricular standards adopted under  
67 s. 1003.41.

68 Section 3. Paragraph (f) of subsection (3) and paragraphs



876152

69 (a) and (d) of subsection (10) of section 1002.37, Florida  
70 Statutes, are amended to read:

71 1002.37 The Florida Virtual School.—

72 (3) Funding for the Florida Virtual School shall be  
73 provided as follows:

74 (f) The Florida Virtual School shall receive state funds  
75 for operating purposes as provided in the General Appropriations  
76 Act. The calculation to determine the amount of state funds  
77 includes: the sum of the base Florida Education Finance Program  
78 funding, the state-funded discretionary contribution and a per-  
79 full-time equivalent share of the discretionary millage  
80 compression supplement, the exceptional student education  
81 guaranteed allocation, the instructional materials allocation,  
82 the evidence-based ~~research-based~~ reading instruction  
83 allocation, the mental health assistance allocation, and the  
84 teacher salary increase allocation. For the purpose of  
85 calculating the state-funded discretionary contribution,  
86 multiply the maximum allowable nonvoted discretionary millage  
87 for operations pursuant to s. 1011.71(1) and (3) by the value of  
88 96 percent of the current year's taxable value for school  
89 purposes for the state; divide the result by the total full-time  
90 equivalent membership of the state; and multiply the result by  
91 the full-time equivalent membership of the school. Funds may not  
92 be provided for the purpose of fulfilling the class size  
93 requirements in ss. 1003.03 and 1011.685.

94 (10) (a) Public school students receiving full-time  
95 instruction in kindergarten through grade 12 by the Florida  
96 Virtual School must take all statewide assessments required  
97 pursuant to s. 1008.22 and participate in the coordinated



876152

98 screening and progress monitoring system under s. 1008.25(8).

99 (d) Unless an alternative testing site is mutually agreed  
100 to by the Florida Virtual School and the school district or as  
101 contracted under s. 1008.24, all industry certification  
102 examinations, national assessments, progress monitoring under s.  
103 1008.25(8), and statewide assessments must be taken at the  
104 school to which the student would be assigned according to  
105 district school board attendance areas. A school district must  
106 provide the student with access to the school's testing  
107 facilities and the date and time of the administration of  
108 progress monitoring and each examination or assessment.

109 Section 4. Paragraph (b) of subsection (6) of section  
110 1002.45, Florida Statutes, is amended to read:

111 1002.45 Virtual instruction programs.—

112 (6) STUDENT PARTICIPATION REQUIREMENTS.—Each student  
113 enrolled in a virtual instruction program or virtual charter  
114 school must:

115 (b) Take statewide assessments pursuant to s. 1008.22 and  
116 participate in the coordinated screening and progress monitoring  
117 system under s. 1008.25(8). Statewide assessments and progress  
118 monitoring may be administered within the school district in  
119 which such student resides, or as specified in the contract in  
120 accordance with s. 1008.24(3). If requested by the approved  
121 provider or virtual charter school, the district of residence  
122 must provide the student with access to the district's testing  
123 facilities.

124 Section 5. Paragraph (d) of subsection (6) of section  
125 1002.53, Florida Statutes, is amended to read:

126 1002.53 Voluntary Prekindergarten Education Program;



876152

127 eligibility and enrollment.—

128 (6)

129 (d) Each parent who enrolls his or her child in the  
130 Voluntary Prekindergarten Education Program must allow his or  
131 her child to participate in the coordinated screening and  
132 progress monitoring program under s. 1008.25(8) ~~s. 1008.2125~~.

133 Section 6. Paragraph (b) of subsection (2) of section  
134 1002.67, Florida Statutes, is amended to read:

135 1002.67 Performance standards and curricula.—

136 (2)

137 (b) Each private prekindergarten provider's and public  
138 school's curriculum must be developmentally appropriate and  
139 must:

140 1. Be designed to prepare a student for early literacy and  
141 provide for instruction in early math skills;

142 2. Enhance the age-appropriate progress of students in  
143 attaining the performance standards adopted by the department  
144 under subsection (1); and

145 3. Support student learning gains through differentiated  
146 instruction that shall be measured by the coordinated screening  
147 and progress monitoring program under s. 1008.25(8) ~~s.~~  
148 ~~1008.2125~~.

149 Section 7. Paragraphs (a) and (b) of subsection (1),  
150 paragraphs (b) and (e) of subsection (4), and paragraph (c) of  
151 subsection (6) of section 1002.68, Florida Statutes, are amended  
152 to read:

153 1002.68 Voluntary Prekindergarten Education Program  
154 accountability.—

155 (1) (a) Beginning with the 2022-2023 program year, each



876152

156 private prekindergarten provider and public school participating  
157 in the Voluntary Prekindergarten Education Program must  
158 participate in the coordinated screening and progress monitoring  
159 program in accordance with s. 1008.25(8) ~~s. 1008.2125~~. The  
160 coordinated screening and progress monitoring program results  
161 shall be used by the department to identify student learning  
162 gains, index development learning outcomes upon program  
163 completion relative to the performance standards established  
164 under s. 1002.67 and representative norms, and inform a private  
165 prekindergarten provider's and public school's performance  
166 metric.

167 (b) At a minimum, the initial and final progress monitoring  
168 or screening must be administered by individuals meeting  
169 requirements adopted by the department under s. 1008.25(8) ~~s.~~  
170 ~~1008.2125~~.

171 (4)

172 (b) The methodology for calculating a provider's  
173 performance metric may not include students who are not  
174 administered the coordinated screening and progress monitoring  
175 program under s. 1008.25(8) ~~s. 1008.2125~~.

176 (e) Subject to an appropriation, the department shall  
177 provide for a differential payment to a private prekindergarten  
178 provider and public school based on the provider's designation.  
179 The maximum differential payment may not exceed a total of 15  
180 percent of the base student allocation per full-time equivalent  
181 student under s. 1002.71 attending in the consecutive program  
182 year for that program. A private prekindergarten provider or  
183 public school may not receive a differential payment if it  
184 receives a designation of "proficient" or lower. Before the



876152

185 adoption of the methodology, the department shall confer with  
186 the Council for Early Grade Success under s. 1008.2125 before  
187 receiving approval from the State Board of Education for the  
188 final recommendations on the designation system and differential  
189 payments.

190 (6)

191 (c) The department shall adopt criteria for granting good  
192 cause exemptions. Such criteria must include, but are not  
193 limited to, all of the following:

194 1. Child demographic data that evidences a private  
195 prekindergarten provider or public school serves a statistically  
196 significant population of children with special needs who have  
197 individual education plans and can demonstrate progress toward  
198 meeting the goals outlined in the students' individual education  
199 plans.

200 2. Learning gains of children served in the Voluntary  
201 Prekindergarten Education Program by the private prekindergarten  
202 provider or public school on an alternative measure that has  
203 comparable validity and reliability of the coordinated screening  
204 and progress monitoring program in accordance with s. 1008.25(8)  
205 ~~s. 1008.2125~~.

206 3. Program assessment data under subsection (2) which  
207 demonstrates effective teaching practices as recognized by the  
208 tool developer.

209 4. Verification that local and state health and safety  
210 requirements are met.

211 Section 8. Section 1003.41, Florida Statutes, is amended to  
212 read:

213 1003.41 ~~Next Generation Sunshine State~~ academic standards.-





214           (1) ~~The Next Generation Sunshine~~ state academic standards  
215 establish the core content of the curricula to be taught in the  
216 state and specify the core content knowledge and skills that K-  
217 12 public school students are expected to acquire. Standards  
218 must be rigorous and relevant and provide for the logical,  
219 sequential progression of core curricular content that  
220 incrementally increases a student's core content knowledge and  
221 skills over time. Curricular content for all subjects must  
222 integrate critical-thinking, problem-solving, and workforce-  
223 literacy skills; communication, reading, and writing skills;  
224 mathematics skills; collaboration skills; contextual and  
225 applied-learning skills; technology-literacy skills; information  
226 and media-literacy skills; and civic-engagement skills. The  
227 standards must include distinct grade-level expectations for the  
228 core content knowledge and skills that a student is expected to  
229 have acquired by each individual grade level from kindergarten  
230 through grade 8. The standards for grades 9 through 12 may be  
231 organized by grade clusters of more than one grade level except  
232 as otherwise provided for visual and performing arts, physical  
233 education, health, and foreign language standards.

234           (2) ~~The Next Generation Sunshine~~ state academic standards  
235 must meet the following requirements:

236           (a) English Language Arts standards must establish specific  
237 curricular content for, at a minimum, reading, writing, speaking  
238 and listening, and language.

239           (b) Science standards must establish specific curricular  
240 content for, at a minimum, the nature of science, earth and  
241 space science, physical science, and life science.

242           (c) Mathematics standards must establish specific



243 curricular content for, at a minimum, algebra, geometry,  
244 statistics and probability, number and quantity, functions, and  
245 modeling.

246 (d) Social Studies standards must establish specific  
247 curricular content for, at a minimum, geography, United States  
248 and world history, government, civics, humanities, economics,  
249 and financial literacy.

250 (e) Visual and performing arts, physical education, health,  
251 and foreign language standards must establish specific  
252 curricular content and include distinct grade level expectations  
253 for the core content knowledge and skills that a student is  
254 expected to have acquired by each individual grade level from  
255 kindergarten through grade 5. The standards for grades 6 through  
256 12 may be organized by grade clusters of more than one grade  
257 level.

258 (3) The Commissioner of Education, as needed, shall develop  
259 and submit proposed revisions to the standards for review and  
260 comment by Florida educators, school administrators,  
261 representatives of the Florida College System institutions and  
262 state universities who have expertise in the content knowledge  
263 and skills necessary to prepare a student for postsecondary  
264 education and careers, business and industry leaders, and the  
265 public. The commissioner, after considering reviews and  
266 comments, shall submit the proposed revisions to the State Board  
267 of Education for adoption.

268 (4) The State Board of Education shall adopt rules to  
269 administer this section.

270 Section 9. Paragraph (c) of subsection (1) of section  
271 1003.53, Florida Statutes, is amended to read:



876152

272 1003.53 Dropout prevention and academic intervention.—

273 (1)

274 (c) A student shall be identified as being eligible to  
275 receive services funded through the dropout prevention and  
276 academic intervention program based upon one of the following  
277 criteria:

278 1. The student is academically unsuccessful as evidenced by  
279 low test scores, retention, failing grades, low grade point  
280 average, falling behind in earning credits, or not meeting the  
281 state or district achievement ~~proficiency~~ levels in reading,  
282 mathematics, or writing.

283 2. The student has a pattern of excessive absenteeism or  
284 has been identified as a habitual truant.

285 3. The student has a history of disruptive behavior in  
286 school or has committed an offense that warrants out-of-school  
287 suspension or expulsion from school according to the district  
288 school board's code of student conduct. For the purposes of this  
289 program, "disruptive behavior" is behavior that:

290 a. Interferes with the student's own learning or the  
291 educational process of others and requires attention and  
292 assistance beyond that which the traditional program can provide  
293 or results in frequent conflicts of a disruptive nature while  
294 the student is under the jurisdiction of the school either in or  
295 out of the classroom; or

296 b. Severely threatens the general welfare of students or  
297 others with whom the student comes into contact.

298 4. The student is identified by a school's early warning  
299 system pursuant to s. 1001.42(18)(b).

300 Section 10. The Division of Law Revision is directed to



876152

301 prepare a reviser's bill for the 2023 Regular Session of the  
302 Legislature to change the term "Next Generation Sunshine State  
303 Standards" to "state academic standards" wherever the term  
304 appears in the Florida Statutes.

305 Section 11. Section 1008.2125, Florida Statutes, is amended  
306 to read:

307 1008.2125 The Council for Early Grade Success Coordinated  
308 ~~screening and progress monitoring program for students in the~~  
309 ~~Voluntary Prekindergarten Education Program through grade 3.—~~

310 ~~(1) The primary purpose of the coordinated screening and~~  
311 ~~progress monitoring program for students in the Voluntary~~  
312 ~~Prekindergarten Education Program through grade 3 is to provide~~  
313 ~~information on students' progress in mastering the appropriate~~  
314 ~~grade-level standards and to provide information on their~~  
315 ~~progress to parents, teachers, and school and program~~  
316 ~~administrators. Data shall be used by Voluntary Prekindergarten~~  
317 ~~Education Program providers and school districts to improve~~  
318 ~~instruction, by parents and teachers to guide learning~~  
319 ~~objectives and provide timely and appropriate supports and~~  
320 ~~interventions to students not meeting grade-level expectations,~~  
321 ~~and by the public to assess the cost benefit of the expenditure~~  
322 ~~of taxpayer dollars. The coordinated screening and progress~~  
323 ~~monitoring program must:~~

324 ~~(a) Measure student progress in the Voluntary~~  
325 ~~Prekindergarten Education Program through grade 3 in meeting the~~  
326 ~~appropriate expectations in early literacy and math skills and~~  
327 ~~in English Language Arts and mathematics, as required by ss.~~  
328 ~~1002.67(1) (a) and 1003.41.~~

329 ~~(b) Provide data for accountability of the Voluntary~~



876152

330 ~~Prekindergarten Education Program, as required by s. 1002.68.~~  
331 ~~(c) Provide baseline data to the department of each~~  
332 ~~student's readiness for kindergarten, which must be based on~~  
333 ~~each kindergarten student's progress monitoring results that was~~  
334 ~~administered no later than the first 30 instructional days in~~  
335 ~~accordance with paragraph (2) (a). The methodology for~~  
336 ~~determining a student's readiness for kindergarten shall be~~  
337 ~~developed by the department and aligned to the methodology~~  
338 ~~adopted pursuant to s. 1002.68(4).~~  
339 ~~(d) Identify the educational strengths and needs of~~  
340 ~~students in the Voluntary Prekindergarten Education Program~~  
341 ~~through grade 3.~~  
342 ~~(e) Provide teachers with progress monitoring data to~~  
343 ~~provide timely interventions and supports pursuant to s.~~  
344 ~~1008.25(4).~~  
345 ~~(f) Assess how well educational goals and curricular~~  
346 ~~standards are met at the provider, school, district, and state~~  
347 ~~levels.~~  
348 ~~(g) Provide information to aid in the evaluation and~~  
349 ~~development of educational programs and policies.~~  
350 ~~(2) The Commissioner of Education shall design a statewide,~~  
351 ~~standardized coordinated screening and progress monitoring~~  
352 ~~program to assess early literacy and mathematics skills and the~~  
353 ~~English Language Arts and mathematics standards established in~~  
354 ~~ss. 1002.67(1) (a) and 1003.41, respectively. The coordinated~~  
355 ~~screening and progress monitoring program must provide interval~~  
356 ~~level and norm-referenced data that measures equivalent levels~~  
357 ~~of growth; be a developmentally appropriate, valid, and reliable~~  
358 ~~direct assessment; be able to capture data on students who may~~



876152

359 ~~be performing below grade or developmental level and which may~~  
360 ~~enable the identification of early indicators of dyslexia or~~  
361 ~~other developmental delays; accurately measure the core content~~  
362 ~~in the applicable grade level standards; document learning gains~~  
363 ~~for the achievement of these standards; and provide teachers~~  
364 ~~with progress monitoring supports and materials that enhance~~  
365 ~~differentiated instruction and parent communication.~~

366 ~~Participation in the coordinated screening and progress~~  
367 ~~monitoring program is mandatory for all students in the~~  
368 ~~Voluntary Prekindergarten Education Program and enrolled in a~~  
369 ~~public school in kindergarten through grade 3. The coordinated~~  
370 ~~screening and progress monitoring program shall be implemented~~  
371 ~~beginning in the 2022-2023 school year for students in the~~  
372 ~~Voluntary Prekindergarten Education Program and kindergarten~~  
373 ~~students, as follows:~~

374 ~~(a) The coordinated screening and progress monitoring~~  
375 ~~program shall be administered within the first 30 days after~~  
376 ~~enrollment, midyear, and within the last 30 days of the program~~  
377 ~~or school year, in accordance with the rules adopted by the~~  
378 ~~State Board of Education. The state board may adopt alternate~~  
379 ~~timeframes to address nontraditional school year calendars or~~  
380 ~~summer programs to ensure the coordinated screening and progress~~  
381 ~~monitoring program is administered a minimum of three times~~  
382 ~~within a year or program.~~

383 ~~(b) The results of the coordinated screening and progress~~  
384 ~~monitoring program shall be reported to the department, in~~  
385 ~~accordance with the rules adopted by the state board, and~~  
386 ~~maintained in the department's educational data warehouse.~~

387 ~~(3) The Commissioner of Education shall:~~



876152

388           ~~(a) Develop a plan, in coordination with the Council for~~  
389 ~~Early Grade Success, for implementing the coordinated screening~~  
390 ~~and progress monitoring program in consideration of timelines~~  
391 ~~for implementing new early literacy and mathematics skills and~~  
392 ~~the English Language Arts and mathematics standards established~~  
393 ~~in ss. 1002.67(1)(a) and 1003.41, as appropriate.~~

394           ~~(b) Provide data, reports, and information as requested to~~  
395 ~~the Council for Early Grade Success.~~

396           (1)~~(4)~~ The Council for Early Grade Success, a council as  
397 defined in s. 20.03(7), is created within the Department of  
398 Education to oversee the coordinated screening and progress  
399 monitoring program under s. 1008.25(8) for students in the  
400 Voluntary Prekindergarten Education Program through grade 3 and,  
401 except as otherwise provided in this section, shall operate  
402 consistent with s. 20.052.

403           (a) The council shall be responsible for reviewing the  
404 implementation of, training for, and outcomes from the  
405 coordinated screening and progress monitoring program to provide  
406 recommendations to the department that support grade 3 students  
407 reading at or above grade level. The council, at a minimum,  
408 shall:

409           1. Provide recommendations on the implementation of the  
410 coordinated screening and progress monitoring program, including  
411 reviewing any procurement solicitation documents and criteria  
412 before being published.

413           2. Develop training plans and timelines for such training.

414           3. Identify appropriate personnel, processes, and  
415 procedures required for the administration of the coordinated  
416 screening and progress monitoring program.



876152

417 4. Provide input on the methodology for calculating a  
418 provider's or school's performance metric and designations under  
419 s. 1002.68(4).

420 5. Work with the department to review the methodology for  
421 determining a child's kindergarten readiness.

422 6. Review data on age-appropriate learning gains by grade  
423 level that a student would need to attain in order to  
424 demonstrate proficiency in reading by grade 3.

425 7. Continually review anonymized data from the results of  
426 the coordinated screening and progress monitoring program for  
427 students in the Voluntary Prekindergarten Education Program  
428 through grade 3 to help inform recommendations to the department  
429 that support practices that will enable grade 3 students to read  
430 at or above grade level.

431 (b) The council shall be composed of 17 members who are  
432 residents of this ~~the~~ state and appointed as follows:

433 1. Three members appointed by the Governor, as follows:

434 a. One representative from the Department of Education.

435 b. One parent of a child who is 4 to 9 years of age.

436 c. One representative that is an elementary school  
437 administrator.

438 2. Seven members appointed by the President of the Senate,  
439 as follows:

440 a. One senator who serves at the pleasure of the President  
441 of the Senate.

442 b. One representative of an urban school district.

443 c. One representative of a rural early learning coalition.

444 d. One representative of a faith-based early learning  
445 provider who offers the Voluntary Prekindergarten Education





876152

446 Program.

447 e. One representative who is a second grade teacher who has  
448 at least 5 years of teaching experience.

449 f. Two representatives with subject matter expertise in  
450 early learning, early grade success, or child assessments.

451 3. Seven members appointed by the Speaker of the House of  
452 Representatives, as follows:

453 a. One member of the House of Representatives who serves at  
454 the pleasure of the Speaker of the House.

455 b. One representative of a rural school district.

456 c. One representative of an urban early learning coalition.

457 d. One representative of an early learning provider who  
458 offers the Voluntary Prekindergarten Education Program.

459 e. One member who is a kindergarten teacher who has at  
460 least 5 years of teaching experience.

461 f. Two representatives with subject matter expertise in  
462 early learning, early grade success, or child assessment.

463 4. The four representatives with subject matter expertise  
464 in sub-subparagraphs 2.f. and 3.f. may not be direct  
465 stakeholders within the early learning or public school systems.

466 (2) The Commissioner of Education shall:

467 (a) Develop a plan, in coordination with the Council for  
468 Early Grade Success, for implementing the coordinated screening  
469 and progress monitoring program in consideration of timelines  
470 for implementing new early literacy and mathematics skills and  
471 the English Language Arts and mathematics standards established  
472 in ss. 1002.67(1)(a) and 1003.41, as appropriate.

473 (b) Provide data, reports, and information as requested to  
474 the Council for Early Grade Success.



876152

475        ~~(3)-(5)~~ The council shall elect a chair and vice chair, one  
476 of whom must be a member who has subject matter expertise in  
477 early learning, early grade success, or child assessments. The  
478 vice chair must be a member appointed by the President of the  
479 Senate or the Speaker of the House of Representatives who is not  
480 one of the four members with subject matter expertise in early  
481 learning, early grade success, or child assessments appointed  
482 pursuant to sub-subparagraphs (1) (b) 2.f. and 3.f. ~~(4) (b) 2.f. and~~  
483 ~~3.f.~~ Members of the council shall serve without compensation but  
484 are entitled to reimbursement for per diem and travel expenses  
485 pursuant to s. 112.061.

486        Section 12. Present subsection (13) of section 1008.22,  
487 Florida Statutes, is redesignated as subsection (14), a new  
488 subsection (13) is added to that section, and subsections (3)  
489 and (6) and paragraphs (a), (b), (c), (e), (g), (h), and (i) of  
490 subsection (7) of that section are amended, to read:

491        1008.22 Student assessment program for public schools.—

492        (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
493 Commissioner of Education shall design and implement a  
494 statewide, standardized assessment program aligned to the core  
495 curricular content established in the ~~Next Generation Sunshine~~  
496 state academic standards. The commissioner also must develop or  
497 select and implement a common battery of assessment tools that  
498 will be used in all juvenile justice education programs in the  
499 state. These tools must accurately measure the core curricular  
500 content established in the ~~Next Generation Sunshine~~ state  
501 academic standards. Participation in the assessment program is  
502 mandatory for all school districts and all students attending  
503 public schools, including adult students seeking a standard high



504 school diploma under s. 1003.4282 and students in Department of  
505 Juvenile Justice education programs, except as otherwise  
506 provided by law. If a student does not participate in the  
507 assessment program, the school district must notify the  
508 student's parent and provide the parent with information  
509 regarding the implications of such nonparticipation. The  
510 statewide, standardized assessment program shall be designed and  
511 implemented as follows:

512 (a) *Statewide, standardized comprehensive assessments.*—

513 1. The statewide, standardized English Language Arts (ELA)  
514 assessments shall be administered to students in grades 3  
515 through 10. Retake opportunities for the grade 10 ELA assessment  
516 must be provided. Reading passages and writing prompts for ELA  
517 assessments shall incorporate grade-level core curricula content  
518 from social studies. The statewide, standardized Mathematics  
519 assessments shall be administered annually in grades 3 through  
520 8. The statewide, standardized Science assessment shall be  
521 administered annually at least once at the elementary and middle  
522 grades levels. In order to earn a standard high school diploma,  
523 a student who has not earned a passing score on the grade 10 ELA  
524 assessment must earn a passing score on the assessment retake or  
525 earn a concordant score as authorized under subsection (9).

526 ~~Statewide, standardized ELA and Mathematics assessments in~~  
527 ~~grades 3 through 6 must be delivered in a paper-based format.~~

528 2. Beginning with the 2022-2023 school year, the end-of-  
529 year comprehensive progress monitoring assessment administered  
530 pursuant to s. 1008.25(8)(b)2. is the statewide, standardized  
531 ELA assessment for students in grades 3 through 10 and the  
532 statewide, standardized Mathematics assessment for students in



876152

533 grades 3 through 8.

534 (b) *End-of-course (EOC) assessments.*—EOC assessments must  
535 be statewide, standardized, and developed or approved by the  
536 Department of Education as follows:

537 1. EOC assessments for Algebra I, Geometry, Biology I,  
538 United States History, and Civics shall be administered to  
539 students enrolled in such courses as specified in the course  
540 code directory.

541 2. Students enrolled in a course, as specified in the  
542 course code directory, with an associated statewide,  
543 standardized EOC assessment must take the EOC assessment for  
544 such course and may not take the corresponding subject or grade-  
545 level statewide, standardized assessment pursuant to paragraph  
546 (a). Sections 1003.4156 and 1003.4282 govern the use of  
547 statewide, standardized EOC assessment results for students.

548 3. The commissioner may select one or more nationally  
549 developed comprehensive examinations, which may include  
550 examinations for a College Board Advanced Placement course,  
551 International Baccalaureate course, or Advanced International  
552 Certificate of Education course, or industry-approved  
553 examinations to earn national industry certifications identified  
554 in the CAPE Industry Certification Funding List, for use as EOC  
555 assessments under this paragraph if the commissioner determines  
556 that the content knowledge and skills assessed by the  
557 examinations meet or exceed the grade-level expectations for the  
558 core curricular content established for the course in the ~~Next~~  
559 ~~Generation Sunshine~~ state academic standards. Use of any such  
560 examination as an EOC assessment must be approved by the state  
561 board in rule.



876152

562           4. Contingent upon funding provided in the General  
563 Appropriations Act, including the appropriation of funds  
564 received through federal grants, the commissioner may establish  
565 an implementation schedule for the development and  
566 administration of additional statewide, standardized EOC  
567 assessments that must be approved by the state board in rule. If  
568 approved by the state board, student performance on such  
569 assessments constitutes 30 percent of a student's final course  
570 grade.

571           5. All statewide, standardized EOC assessments must be  
572 administered online except as otherwise provided in paragraph  
573 (d).

574           6. A student enrolled in an Advanced Placement (AP),  
575 International Baccalaureate (IB), or Advanced International  
576 Certificate of Education (AICE) course who takes the respective  
577 AP, IB, or AICE assessment and earns the minimum score necessary  
578 to earn college credit, as identified in s. 1007.27(2), meets  
579 the requirements of this paragraph and does not have to take the  
580 EOC assessment for the corresponding course.

581           (c) *Nationally recognized high school assessments.*—Each  
582 school district shall, by the 2021-2022 school year and subject  
583 to appropriation, select either the SAT or ACT for districtwide  
584 administration to each public school student in grade 11,  
585 including students attending public high schools, alternative  
586 schools, and Department of Juvenile Justice education programs.

587           (d) *Students with disabilities; Florida Alternate*  
588 *Assessment.*—

589           1. Each district school board must provide instruction to  
590 prepare students with disabilities in the core content knowledge



876152

591 and skills necessary for successful grade-to-grade progression  
592 and high school graduation.

593         2. A student with a disability, as defined in s. 1007.02,  
594 for whom the individual education plan (IEP) team determines  
595 that the statewide, standardized assessments under this section  
596 cannot accurately measure the student's abilities, taking into  
597 consideration all allowable accommodations, shall have  
598 assessment results waived for the purpose of receiving a course  
599 grade and a standard high school diploma. Such waiver shall be  
600 designated on the student's transcript. The statement of waiver  
601 shall be limited to a statement that performance on an  
602 assessment was waived for the purpose of receiving a course  
603 grade or a standard high school diploma, as applicable.

604         3. The State Board of Education shall adopt rules, based  
605 upon recommendations of the commissioner, for the provision of  
606 assessment accommodations for students with disabilities and for  
607 students who have limited English proficiency.

608             a. Accommodations that negate the validity of a statewide,  
609 standardized assessment are not allowed during the  
610 administration of the assessment. However, instructional  
611 accommodations are allowed in the classroom if identified in a  
612 student's IEP. Students using instructional accommodations in  
613 the classroom that are not allowed on a statewide, standardized  
614 assessment may have assessment results waived if the IEP team  
615 determines that the assessment cannot accurately measure the  
616 student's abilities.

617             b. If a student is provided with instructional  
618 accommodations in the classroom that are not allowed as  
619 accommodations for statewide, standardized assessments, the



876152

620 district must inform the parent in writing and provide the  
621 parent with information regarding the impact on the student's  
622 ability to meet expected performance levels. A parent must  
623 provide signed consent for a student to receive classroom  
624 instructional accommodations that would not be available or  
625 permitted on a statewide, standardized assessment and  
626 acknowledge in writing that he or she understands the  
627 implications of such instructional accommodations.

628 c. If a student's IEP states that online administration of  
629 a statewide, standardized assessment will significantly impair  
630 the student's ability to perform, the assessment shall be  
631 administered in hard copy.

632 4. For students with significant cognitive disabilities,  
633 the Department of Education shall provide for implementation of  
634 the Florida Alternate Assessment to accurately measure the core  
635 curricular content established in the ~~Next-Generation Sunshine~~  
636 state academic standards.

637 (e) *Assessment scores and achievement levels.*—

638 1. All statewide, standardized EOC assessments and ELA,  
639 Mathematics, and Science assessments shall use scaled scores and  
640 achievement levels. Achievement levels shall range from 1  
641 through 5, with level 1 being the lowest achievement level,  
642 level 5 being the highest achievement level, and level 3  
643 indicating grade-level ~~satisfactory~~ performance on an  
644 assessment.

645 2. The state board shall designate by rule a passing score,  
646 indicating grade-level performance, for each statewide,  
647 standardized assessment.

648 3. If the commissioner seeks to revise a statewide,



649 standardized assessment and the revisions require the state  
650 board to modify performance level scores, including the passing  
651 score, the commissioner shall provide a copy of the proposed  
652 scores and implementation plan to the President of the Senate  
653 and the Speaker of the House of Representatives at least 45 ~~90~~  
654 days before submission to the state board for review. Until the  
655 state board adopts the modifications by rule, the commissioner  
656 shall use calculations for scoring the assessment that adjust  
657 student scores on the revised assessment for statistical  
658 equivalence to student scores on the former assessment. The  
659 state board shall adopt by rule the passing score for the  
660 revised assessment that is statistically equivalent to the  
661 passing score on the discontinued assessment for a student who  
662 is required to attain a passing score on the discontinued  
663 assessment. The commissioner may, with approval of the state  
664 board, discontinue administration of the former assessment upon  
665 the graduation, based on normal student progression, of students  
666 participating in the final regular administration of the former  
667 assessment. If the commissioner revises a statewide,  
668 standardized assessment and the revisions require the state  
669 board to modify the passing score, only students taking the  
670 assessment for the first time after the rule is adopted are  
671 affected.

672 (f) *Prohibited activities.*—A district school board shall  
673 prohibit each public school from suspending a regular program of  
674 curricula for purposes of administering practice assessments or  
675 engaging in other assessment-preparation activities for a  
676 statewide, standardized assessment. However, a district school  
677 board may authorize a public school to engage in the following





876152

678 assessment-preparation activities:

679 1. Distributing to students sample assessment books and  
680 answer keys published by the Department of Education.

681 2. Providing individualized instruction in assessment-  
682 taking strategies, without suspending the school's regular  
683 program of curricula, for a student who scores Level 1 or Level  
684 2 on a prior administration of an assessment.

685 3. Providing individualized instruction in the content  
686 knowledge and skills assessed, without suspending the school's  
687 regular program of curricula, for a student who scores Level 1  
688 or Level 2 on a prior administration of an assessment or a  
689 student who, through a diagnostic assessment administered by the  
690 school district, is identified as having a deficiency in the  
691 content knowledge and skills assessed.

692 4. Administering a practice assessment or engaging in other  
693 assessment-preparation activities that are determined necessary  
694 to familiarize students with the organization of the assessment,  
695 the format of assessment items, and the assessment directions or  
696 that are otherwise necessary for the valid and reliable  
697 administration of the assessment, as set forth in rules adopted  
698 by the State Board of Education with specific reference to this  
699 paragraph.

700 (g) *Contracts for assessments.*—The commissioner shall  
701 provide for the assessments to be developed or obtained, as  
702 appropriate, through contracts and project agreements with  
703 private vendors, public vendors, public agencies, postsecondary  
704 educational institutions, or school districts. The commissioner  
705 may enter into contracts for the continued administration of the  
706 assessments authorized and funded by the Legislature. Contracts



707 may be initiated in 1 fiscal year and continue into the next  
708 fiscal year and may be paid from the appropriations of either or  
709 both fiscal years. The commissioner may negotiate for the sale  
710 or lease of tests, scoring protocols, test scoring services, and  
711 related materials developed pursuant to law.

712 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
713 STANDARDS.—Measurement of student performance is the  
714 responsibility of school districts except in those subjects and  
715 grade levels measured under the statewide, standardized  
716 assessment program described in this section and the coordinated  
717 screening and progress monitoring system under s. 1008.25(8).

718 When available, instructional personnel must be provided with  
719 information on student achievement of standards and benchmarks  
720 in order to improve instruction.

721 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

722 (a) The Commissioner of Education shall establish schedules  
723 for the administration of statewide, standardized assessments  
724 and the reporting of student assessment results. The  
725 commissioner shall consider the observance of religious and  
726 school holidays when developing the schedules. The assessment  
727 and reporting schedules must provide the earliest possible  
728 reporting of student assessment results to the school districts.  
729 Assessment results for the statewide, standardized ELA and  
730 Mathematics assessments and all statewide, standardized EOC  
731 assessments must be made available no later than June 30, except  
732 for results for the grade 3 statewide, standardized ELA  
733 assessment, which must be made available no later than May 31.  
734 Beginning with the 2023-2024 school year, assessment results for  
735 the statewide, standardized ELA and Mathematics assessments must



876152

736 be available no later than May 31. School districts shall  
737 administer statewide, standardized assessments in accordance  
738 with the schedule established by the commissioner.

739 (b) By January of each year, the commissioner shall publish  
740 on the department's website a uniform calendar that includes the  
741 assessment and reporting schedules for, at a minimum, the next 2  
742 school years. The uniform calendar must be provided to school  
743 districts in an electronic format that allows each school  
744 district and public school to populate the calendar with, at  
745 minimum, the following information for reporting the district  
746 assessment schedules under paragraph (d):

747 1. Whether the assessment is a district-required assessment  
748 or a state-required assessment.

749 2. The specific date or dates that each assessment will be  
750 administered, including administrations of the coordinated  
751 screening and progress monitoring system under s. 1008.25(8)(b).

752 3. The time allotted to administer each assessment.

753 4. Whether the assessment is a computer-based assessment or  
754 a paper-based assessment.

755 5. The grade level or subject area associated with the  
756 assessment.

757 6. The date that the assessment results are expected to be  
758 available to teachers and parents.

759 7. The type of assessment, the purpose of the assessment,  
760 and the use of the assessment results.

761 8. A glossary of assessment terminology.

762 9. Estimates of average time for administering state-  
763 required and district-required assessments, by grade level.

764 (c) The spring administration of the statewide,



876152

765 standardized assessments in paragraphs (3)(a) and (b), excluding  
766 assessment retakes, must be in accordance with the following  
767 schedule:

768 1. The grade 3 statewide, standardized ELA assessment and  
769 the writing portion of the statewide, standardized ELA  
770 assessment must be administered no earlier than April 1 each  
771 year within an assessment window not to exceed 2 weeks.

772 2. With the exception of assessments identified in  
773 subparagraph 1., any statewide, standardized assessment that is  
774 delivered in a paper-based format must be administered no  
775 earlier than May 1 each year within an assessment window not to  
776 exceed 2 weeks.

777 3. With the exception of assessments identified in  
778 subparagraphs 1. and 2., any statewide, standardized assessment  
779 must be administered within a 4-week assessment window that  
780 opens no earlier than May 1 each year.

781 (e) A school district may not schedule more than 5 percent  
782 of a student's total school hours in a school year to administer  
783 statewide, standardized assessments, the coordinated screening  
784 and progress monitoring system under s. 1008.25(8)(b)2., and  
785 district-required local assessments. The district must secure  
786 written consent from a student's parent before administering  
787 district-required local assessments that, after applicable  
788 statewide, standardized assessments and coordinated screening  
789 and progress monitoring are scheduled, exceed the 5 percent test  
790 administration limit for that student under this paragraph. The  
791 5 percent test administration limit for a student under this  
792 paragraph may be exceeded as needed to provide test  
793 accommodations that are required by an IEP or are appropriate



876152

794 for an English language learner who is currently receiving  
795 services in a program operated in accordance with an approved  
796 English language learner district plan pursuant to s. 1003.56.  
797 Notwithstanding this paragraph, a student may choose within a  
798 school year to take an examination or assessment adopted by  
799 State Board of Education rule pursuant to this section and ss.  
800 1007.27, 1008.30, and 1008.44.

801 (g) A school district must provide a student's performance  
802 results on district-required local assessments to the student's  
803 teachers and parent within 1 week ~~and to the student's parents~~  
804 ~~no later than 30 days~~ after administering such assessments,  
805 unless the superintendent determines in writing that extenuating  
806 circumstances exist and reports the extenuating circumstances to  
807 the district school board. Results must be made available  
808 through a web-based portal as part of the school district's  
809 learning management system and in a printed format upon request  
810 by a student's parent.

811 (h) The results of statewide, standardized assessment in  
812 ELA and mathematics, science, and social studies, including  
813 assessment retakes, shall be reported in an easy-to-read and  
814 understandable format and delivered in time to provide useful,  
815 actionable information to students, parents, and each student's  
816 current teacher of record and teacher of record for the  
817 subsequent school year; however, in any case, the district shall  
818 provide the results pursuant to this paragraph within 1 week  
819 after receiving the results from the department. A report of  
820 student assessment results must, at a minimum, contain:

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



823           2. Information identifying the student's areas of strength  
824 and areas in need of improvement.

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

829           4. Longitudinal information, if available, on the student's  
830 progress in each subject area based on previous statewide,  
831 standardized assessment data.

832           5. Comparative information showing the student's score  
833 compared to other students in the school district, in the state,  
834 or, if available, in other states.

835           6. Predictive information, if available, showing the  
836 linkage between the scores attained by the student on the  
837 statewide, standardized assessments and the scores he or she may  
838 potentially attain on nationally recognized college entrance  
839 examinations.

840  
841 The information included under this paragraph relating to  
842 results from the statewide, standardized ELA assessments for  
843 grades 3 through 10 and Mathematics assessments for grades 3  
844 through 8 must be included in individual student reports under  
845 s. 1008.25(8)(c).

846           (i) The State Board of Education shall adopt rules for the  
847 development of the uniform calendar that, at minimum, define  
848 terms that must be used in the calendar to describe various  
849 assessments, including the terms "progress monitoring,"  
850 "summative assessment," "formative assessment," and "interim  
851 assessment."



876152

852 (13) INDEPENDENT REVIEW.—By January 31, 2025, the  
853 Commissioner of Education shall provide recommendations to the  
854 Governor, the President of the Senate, and the Speaker of the  
855 House of Representatives based on an independent review of the  
856 coordinated screening and progress monitoring system under s.  
857 1008.25(8). At a minimum, the review and recommendations must  
858 address:

859 (a) The feasibility and validity of using results from  
860 either the first or second administration of progress  
861 monitoring, or both, in lieu of using the comprehensive, end-of-  
862 year progress monitoring assessment for purposes of  
863 demonstrating a passing score, promotion to grade 4, meeting  
864 graduation requirements, and calculating school grades in  
865 accordance with s. 1008.34.

866 (b) Options for further reducing the statewide,  
867 standardized assessment footprint while maintaining valid and  
868 reliable data for purposes of school accountability and  
869 providing school and student supports, including the use of  
870 computer-adaptive assessments, consistent with the requirements  
871 of the federal Elementary and Secondary Education Act, 20 U.S.C.  
872 ss. 6301 et seq. and its implementing regulations.

873 (c) The feasibility and validity of remotely administering  
874 statewide, standardized assessments and the coordinated  
875 screening and progress monitoring system.

876 (d) Accelerating student progression based on results from  
877 the coordinated screening and progress monitoring system, as  
878 academically and developmentally appropriate.

879 (e) The incorporation of content from ELA instructional  
880 materials adopted by the Commissioner of Education pursuant to



876152

881 s. 1006.34 in test items within the coordinated screening and  
882 progress monitoring system under s. 1008.25(8).

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

886  
887 This subsection is repealed July 1, 2025.

888 Section 13. Section 1008.25, Florida Statutes, is amended  
889 to read:

890 1008.25 Public school student progression; student support;  
891 coordinated screening and progress monitoring; reporting  
892 requirements.-

893 (1) INTENT.—It is the intent of the Legislature that each  
894 student's progression from one grade to another be determined,  
895 in part, upon satisfactory performance in English Language Arts,  
896 social studies, science, and mathematics; that district school  
897 board policies facilitate student achievement; that each student  
898 and his or her parent be informed of that student's academic  
899 progress; and that students have access to educational options  
900 that provide academically challenging coursework or accelerated  
901 instruction pursuant to s. 1002.3105.

902 (2) STUDENT PROGRESSION PLAN.—Each district school board  
903 shall establish a comprehensive plan for student progression  
904 which must provide for a student's progression from one grade to  
905 another based on the student's mastery of the standards in s.  
906 1003.41, specifically English Language Arts, mathematics,  
907 science, and social studies standards. The plan must:

908 (a) Include criteria that emphasize student reading  
909 proficiency in kindergarten through grade 3 and provide targeted





910 instructional support for students with identified deficiencies  
911 in English Language Arts, mathematics, science, and social  
912 studies. High schools shall use all available assessment  
913 results, including the results of statewide, standardized  
914 English Language Arts assessments and end-of-course assessments  
915 for Algebra I and Geometry, to advise students of any identified  
916 deficiencies and to provide appropriate postsecondary  
917 preparatory instruction before high school graduation. The  
918 results of evaluations used to monitor a student's progress in  
919 grades K-12 must be provided to the student's teacher in a  
920 timely manner and as otherwise required by law. Thereafter,  
921 evaluation results must be provided to the student's parent in a  
922 timely manner. When available, instructional personnel must be  
923 provided with information on student achievement of standards  
924 and benchmarks in order to improve instruction.

925 (b)1. List the student eligibility and procedural  
926 requirements established by the school district for whole-grade  
927 promotion, midyear promotion, and subject-matter acceleration  
928 that would result in a student attending a different school,  
929 pursuant to s. 1002.3105(2) (b).

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

935 (c)1. Advise parents and students that additional ACCEL  
936 options may be available at the student's school, pursuant to s.  
937 1002.3105.

938 2. Advise parents and students to contact the principal at



876152

939 the student's school for information related to student  
940 eligibility requirements for whole-grade promotion, midyear  
941 promotion, and subject-matter acceleration when the promotion or  
942 acceleration occurs within the principal's school; virtual  
943 instruction in higher grade level subjects; and any other ACCEL  
944 options offered by the principal, pursuant to s.  
945 1002.3105(2) (a).

946 3. Advise parents and students to contact the principal at  
947 the student's school for information related to the school's  
948 process by which a parent may request student participation in  
949 whole-grade promotion, midyear promotion, and subject-matter  
950 acceleration when the promotion or acceleration occurs within  
951 the principal's school; virtual instruction in higher grade  
952 level subjects; and any other ACCEL options offered by the  
953 principal, pursuant to s. 1002.3105(4) (b)1.

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

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

959 (f) Provide instructional sequences by which students in  
960 kindergarten through high school may attain progressively higher  
961 levels of skill in the use of digital tools and applications.  
962 The instructional sequences must include participation in  
963 curricular and instructional options and the demonstration of  
964 competence of standards required pursuant to ss. 1003.41 and  
965 1003.4203 through attainment of industry certifications and  
966 other means of demonstrating credit requirements identified  
967 under ss. 1002.3105, 1003.4203, and 1003.4282.



876152

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

971 (a) Students in kindergarten through grade 3 who have a  
972 substantial deficiency in reading as determined in paragraph  
973 (5) (a).

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

977 (4) ASSESSMENT AND SUPPORT.—

978 (a) Each student must participate in the statewide,  
979 standardized assessment program required under s. 1008.22 and  
980 the ~~Voluntary Prekindergarten Education Program through grade 8~~  
981 coordinated screening and progress monitoring system required  
982 under subsection (8). Each student who does not achieve a Level  
983 3 or above on the statewide, standardized English Language Arts  
984 assessment, the statewide, standardized Mathematics assessment,  
985 or the Algebra I EOC assessment must be evaluated to determine  
986 the nature of the student's difficulty, the areas of academic  
987 need, and strategies for providing academic supports to improve  
988 the student's performance.

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

993 1. A federally required student plan such as an individual  
994 education plan;

995 2. A schoolwide system of progress monitoring for all  
996 students, except a student who scores Level 4 or above on the



876152

997 English Language Arts and mathematics assessments may be  
998 exempted from participation by the principal; or  
999 3. An individualized progress monitoring plan.  
1000 (c) A student who has a substantial reading deficiency as  
1001 determined in paragraph (5) (a) must be covered by a federally  
1002 required student plan, such as an individual education plan or  
1003 an individualized progress monitoring plan, or both, as  
1004 necessary.  
1005 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—  
1006 (a) Any student in kindergarten through grade 3 who  
1007 exhibits a substantial deficiency in reading based upon  
1008 screening, diagnostic, progress monitoring, or assessment data;  
1009 statewide assessments; or teacher observations must be provided  
1010 intensive, explicit, systematic, and multisensory reading  
1011 interventions immediately following the identification of the  
1012 reading deficiency. A school may not wait for a student to  
1013 receive a failing grade at the end of a grading period to  
1014 identify the student as having a substantial reading deficiency  
1015 and initiate intensive reading interventions. In addition, a  
1016 school may not wait until an evaluation conducted pursuant to s.  
1017 1003.57 is completed to provide appropriate, evidence-based  
1018 interventions for a student whose parent submits documentation  
1019 from a professional licensed under chapter 490 which  
1020 demonstrates that the student has been diagnosed with dyslexia.  
1021 Such interventions must be initiated upon receipt of the  
1022 documentation and based on the student's specific areas of  
1023 difficulty as identified by the licensed professional. A  
1024 student's reading proficiency must be monitored and the  
1025 intensive interventions must continue until the student



876152

1026 demonstrates grade level proficiency in a manner determined by  
1027 the district, which may include achieving a Level 3 on the  
1028 statewide, standardized English Language Arts assessment. The  
1029 State Board of Education shall identify by rule guidelines for  
1030 determining whether a student in kindergarten through grade 3  
1031 has a substantial deficiency in reading.

1032 (b) A Voluntary Prekindergarten Education Program student  
1033 who exhibits a substantial deficiency in early literacy skills  
1034 in accordance with the standards under s. 1002.67(1)(a) and  
1035 based upon the results of the administration of the final  
1036 coordinated screening and progress monitoring under subsection  
1037 (8) ~~s. 1008.2125~~ shall be referred to the local school district  
1038 and may be eligible to receive intensive reading interventions  
1039 before participating in kindergarten. Such intensive reading  
1040 interventions shall be paid for using funds from the district's  
1041 evidence-based ~~research-based~~ reading instruction allocation in  
1042 accordance with s. 1011.62(8) ~~s. 1011.62(9)~~.

1043 (c) To be promoted to grade 4, a student must score a Level  
1044 2 or higher on the statewide, standardized English Language Arts  
1045 assessment required under s. 1008.22 for grade 3. If a student's  
1046 reading deficiency is not remedied by the end of grade 3, as  
1047 demonstrated by scoring Level 2 or higher on the statewide,  
1048 standardized assessment required under s. 1008.22 for grade 3,  
1049 the student must be retained.

1050 (d) The parent of any student who exhibits a substantial  
1051 deficiency in reading, as described in paragraph (a), must be  
1052 notified in writing of the following:

1053 1. That his or her child has been identified as having a  
1054 substantial deficiency in reading, including a description and



876152

1055 explanation, in terms understandable to the parent, of the exact  
1056 nature of the student's difficulty in learning and lack of  
1057 achievement in reading.

1058 2. A description of the current services that are provided  
1059 to the child.

1060 3. A description of the proposed intensive interventions  
1061 and supports that will be provided to the child that are  
1062 designed to remediate the identified area of reading deficiency.

1063 4. That if the child's reading deficiency is not remediated  
1064 by the end of grade 3, the child must be retained unless he or  
1065 she is exempt from mandatory retention for good cause.

1066 5. Strategies, including multisensory strategies, through a  
1067 read-at-home plan the parent can use in helping his or her child  
1068 succeed in reading. The read-at-home plan must provide access to  
1069 the resources identified in paragraph (e) ~~paragraph (d)~~.

1070 6. That the statewide, standardized English Language Arts  
1071 assessment is not the sole determiner of promotion and that  
1072 additional evaluations, portfolio reviews, and assessments are  
1073 available to the child to assist parents and the school district  
1074 in knowing when a child is reading at or above grade level and  
1075 ready for grade promotion.

1076 7. The district's specific criteria and policies for a  
1077 portfolio as provided in subparagraph (6)(b)4. and the evidence  
1078 required for a student to demonstrate mastery of Florida's  
1079 academic standards for English Language Arts. A school must  
1080 immediately begin collecting evidence for a portfolio when a  
1081 student in grade 3 is identified as being at risk of retention  
1082 or upon the request of the parent, whichever occurs first.

1083 8. The district's specific criteria and policies for



876152

1084 midyear promotion. Midyear promotion means promotion of a  
1085 retained student at any time during the year of retention once  
1086 the student has demonstrated ability to read at grade level.

1087 9. Information about the student's eligibility for the New  
1088 Worlds Reading Initiative under s. 1003.485 and information on  
1089 parent training modules and other reading engagement resources  
1090 available through the initiative.

1091  
1092 After initial notification, the school shall apprise the parent  
1093 at least monthly of the student's progress in response to the  
1094 intensive interventions and supports. Such communications must  
1095 be in writing and must explain any additional interventions or  
1096 supports that will be implemented to accelerate the student's  
1097 progress if the interventions and supports already being  
1098 implemented have not resulted in improvement.

1099 (e) The Department of Education shall compile resources  
1100 that each school district must incorporate into a read-at-home  
1101 plan provided to the parent of a student who is identified as  
1102 having a substantial reading deficiency pursuant to paragraph  
1103 (d) ~~paragraph (e)~~. The resources must be made available in an  
1104 electronic format that is accessible online and must include the  
1105 following:

1106 1. Developmentally appropriate, evidence-based strategies  
1107 and programming, including links to video training modules and  
1108 opportunities to sign up for at-home reading tips delivered  
1109 periodically via text and e-mail, which a parent can use to help  
1110 improve his or her child's literacy skills.

1111 2. An overview of the types of assessments used to identify  
1112 reading deficiencies and what those assessments measure or do



876152

1113 not measure, the frequency with which the assessments are  
1114 administered, and the requirements for interventions and  
1115 supports that districts must provide to students who do not make  
1116 adequate academic progress.

1117 3. An overview of the process for initiating and conducting  
1118 evaluations for exceptional education eligibility. The overview  
1119 must include an explanation that a diagnosis of a medical  
1120 condition alone is not sufficient to establish exceptional  
1121 education eligibility but may be used to document how that  
1122 condition relates to the student's eligibility determination and  
1123 may be disclosed in an eligible student's individual education  
1124 plan when necessary to inform school personnel responsible for  
1125 implementing the plan.

1126 4. Characteristics of conditions associated with learning  
1127 disorders, including dyslexia, dysgraphia, dyscalculia, and  
1128 developmental aphasia.

1129 5. A list of resources that support informed parent  
1130 involvement in decisionmaking processes for students who have  
1131 difficulty in learning.

1132  
1133 Upon the request of a parent, resources meeting the requirements  
1134 of this paragraph must be provided to the parent in a hardcopy  
1135 format.

1136 (6) ELIMINATION OF SOCIAL PROMOTION.—

1137 (a) No student may be assigned to a grade level based  
1138 solely on age or other factors that constitute social promotion.

1139 (b) The district school board may only exempt students from  
1140 mandatory retention, as provided in paragraph (5)(c), for good  
1141 cause. A student who is promoted to grade 4 with a good cause





876152

1142 exemption shall be provided intensive reading instruction and  
1143 intervention that include specialized diagnostic information and  
1144 specific reading strategies to meet the needs of each student so  
1145 promoted. The school district shall assist schools and teachers  
1146 with the implementation of explicit, systematic, and  
1147 multisensory reading instruction and intervention strategies for  
1148 students promoted with a good cause exemption which research has  
1149 shown to be successful in improving reading among students who  
1150 have reading difficulties. Good cause exemptions are limited to  
1151 the following:

1152 1. Limited English proficient students who have had less  
1153 than 2 years of instruction in an English for Speakers of Other  
1154 Languages program based on the initial date of entry into a  
1155 school in the United States.

1156 2. Students with disabilities whose individual education  
1157 plan indicates that participation in the statewide assessment  
1158 program is not appropriate, consistent with the requirements of  
1159 s. 1008.212.

1160 3. Students who demonstrate an acceptable level of  
1161 performance on an alternative standardized reading or English  
1162 Language Arts assessment approved by the State Board of  
1163 Education.

1164 4. A student who demonstrates through a student portfolio  
1165 that he or she is performing at least at Level 2 on the  
1166 statewide, standardized English Language Arts assessment.

1167 5. Students with disabilities who take the statewide,  
1168 standardized English Language Arts assessment and who have an  
1169 individual education plan or a Section 504 plan that reflects  
1170 that the student has received intensive instruction in reading



876152

1171 or English Language Arts for more than 2 years but still  
1172 demonstrates a deficiency and was previously retained in  
1173 kindergarten, grade 1, grade 2, or grade 3.

1174 6. Students who have received intensive reading  
1175 intervention for 2 or more years but still demonstrate a  
1176 deficiency in reading and who were previously retained in  
1177 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
1178 years. A student may not be retained more than once in grade 3.

1179 (c) Requests for good cause exemptions for students from  
1180 the mandatory retention requirement as described in  
1181 subparagraphs (b)3. and 4. shall be made consistent with the  
1182 following:

1183 1. Documentation shall be submitted from the student's  
1184 teacher to the school principal that indicates that the  
1185 promotion of the student is appropriate and is based upon the  
1186 student's academic record. In order to minimize paperwork  
1187 requirements, such documentation shall consist only of the  
1188 existing progress monitoring plan, individual educational plan,  
1189 if applicable, report card, or student portfolio.

1190 2. The school principal shall review and discuss such  
1191 recommendation with the teacher and make the determination as to  
1192 whether the student should be promoted or retained. If the  
1193 school principal determines that the student should be promoted,  
1194 the school principal shall make such recommendation in writing  
1195 to the district school superintendent. The district school  
1196 superintendent shall accept or reject the school principal's  
1197 recommendation in writing.

1198 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
1199 STUDENTS.—



876152

1200 (a) Students retained under paragraph (5)(c) must be  
1201 provided intensive interventions in reading to ameliorate the  
1202 student's specific reading deficiency and prepare the student  
1203 for promotion to the next grade. These interventions must  
1204 include:

1205 1. Evidence-based, explicit, systematic, and multisensory  
1206 reading instruction in phonemic awareness, phonics, fluency,  
1207 vocabulary, and comprehension and other strategies prescribed by  
1208 the school district.

1209 2. Participation in the school district's summer reading  
1210 camp, which must incorporate the instructional and intervention  
1211 strategies under subparagraph 1.

1212 3. A minimum of 90 minutes of daily, uninterrupted reading  
1213 instruction incorporating the instructional and intervention  
1214 strategies under subparagraph 1. This instruction may include:

1215 a. Coordinated integration of content-rich texts in science  
1216 and civic literacy within the 90-minute block.

1217 b. Small group instruction.

1218 c. Reduced teacher-student ratios.

1219 d. More frequent progress monitoring.

1220 e. Tutoring or mentoring.

1221 f. Transition classes containing 3rd and 4th grade  
1222 students.

1223 g. Extended school day, week, or year.

1224 (b) Each school district shall:

1225 1. Provide written notification to the parent of a student  
1226 who is retained under paragraph (5)(c) that his or her child has  
1227 not met the achievement ~~proficiency~~ level required for promotion  
1228 and the reasons the child is not eligible for a good cause



876152

1229 exemption as provided in paragraph (6)(b). The notification must  
1230 comply with paragraph (5)(d) and must include a description of  
1231 proposed interventions and supports that will be provided to the  
1232 child to remediate the identified areas of reading deficiency.

1233 2. Implement a policy for the midyear promotion of a  
1234 student retained under paragraph (5)(c) who can demonstrate that  
1235 he or she is a successful and independent reader and performing  
1236 at or above grade level in reading or, upon implementation of  
1237 English Language Arts assessments, performing at or above grade  
1238 level in English Language Arts. Tools that school districts may  
1239 use in reevaluating a student retained may include subsequent  
1240 assessments, alternative assessments, and portfolio reviews, in  
1241 accordance with rules of the State Board of Education. Students  
1242 promoted during the school year after November 1 must  
1243 demonstrate achievement ~~proficiency~~ levels in reading equivalent  
1244 to the level necessary for the beginning of grade 4. The rules  
1245 adopted by the State Board of Education must include standards  
1246 that provide a reasonable expectation that the student's  
1247 progress is sufficient to master appropriate grade 4 level  
1248 reading skills.

1249 3. Provide students who are retained under paragraph  
1250 (5)(c), including students participating in the school  
1251 district's summer reading camp under subparagraph (a)2., with a  
1252 ~~highly effective~~ teacher who is certified or endorsed in reading  
1253 and is rated highly effective as determined by the teacher's  
1254 performance evaluation under s. 1012.34, ~~and, beginning July 1,~~  
1255 ~~2020, the teacher must also be certified or endorsed in reading.~~

1256 4. Establish at each school, when applicable, an intensive  
1257 reading acceleration course for any student retained in grade 3



876152

1258 who was previously retained in kindergarten, grade 1, or grade  
1259 2. The intensive reading acceleration course must provide the  
1260 following:

1261 a. Uninterrupted reading instruction for the majority of  
1262 student contact time each day and opportunities to master the  
1263 grade 4 ~~Next Generation Sunshine~~ state academic standards in  
1264 other core subject areas through content-rich texts.

1265 b. Small group instruction.

1266 c. Reduced teacher-student ratios.

1267 d. The use of explicit, systematic, and multisensory  
1268 reading interventions, including intensive language, phonics,  
1269 and vocabulary instruction, and use of a speech-language  
1270 therapist if necessary, that have proven results in accelerating  
1271 student reading achievement within the same school year.

1272 e. A read-at-home plan.

1273 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1274 (a) The Department of Education, in collaboration with the  
1275 Office of Early Learning, shall procure and require the use of a  
1276 statewide, standardized coordinated screening and progress  
1277 monitoring system for the Voluntary Prekindergarten Education  
1278 Program and public schools ~~servicing kindergarten through grade 8~~  
1279 ~~students~~. The system must:

1280 1. Measure student progress ~~in the Voluntary~~  
1281 ~~Prekindergarten Education Program through grade 8~~ in meeting the  
1282 appropriate expectations in early literacy and mathematics  
1283 skills and in English Language Arts and mathematics standards as  
1284 required by ss. 1002.67(1)(a) and 1003.41 and identify the  
1285 educational strengths and needs of students.

1286 2. For students in the Voluntary Prekindergarten Education



876152

1287 Program through grade 3, measure student performance in oral  
1288 language development, phonological and phonemic awareness,  
1289 knowledge of print and letters, decoding, fluency, vocabulary,  
1290 and comprehension, as applicable by grade level, and, at a  
1291 minimum, provide interval level and norm-referenced data that  
1292 measures equivalent levels of growth.

1293       3. Be a valid, reliable, and developmentally appropriate  
1294 computer-based ~~computer-adaptive~~ direct instrument that provides  
1295 screening and diagnostic capabilities for monitoring student  
1296 progress; identifies students who have a substantial deficiency  
1297 in reading, including identifying students with characteristics  
1298 of dyslexia and other learning disorders; and informs  
1299 instruction. Beginning with the 2023-2024 school year, the  
1300 coordinated screening and progress monitoring system must be  
1301 computer-adaptive.

1302       4. Provide data for Voluntary Prekindergarten Education  
1303 Program accountability as required under s. 1002.68 ~~s. 1002.67~~.

1304       5. Provide Voluntary Prekindergarten Education Program  
1305 providers, school districts, schools, ~~and~~ teachers, and parents  
1306 with data and resources that enhance differentiated instruction  
1307 and parent communication.

1308       6. Provide baseline data to the department of each  
1309 student's readiness for kindergarten. The determination of  
1310 kindergarten readiness must be based on the results of each  
1311 student's initial progress monitoring assessment in  
1312 kindergarten. The methodology for determining a student's  
1313 readiness for kindergarten must be developed by the department  
1314 and aligned to the methodology adopted pursuant to s.  
1315 1002.68(4).



876152

1316           7. Assess how well educational goals and curricular  
1317 standards are met at the provider, school, district, and state  
1318 levels and provide information to the department to aid in the  
1319 development of educational programs, policies, and supports for  
1320 providers, districts, and schools.

1321           (b) Beginning with the 2022-2023 school year, private  
1322 Voluntary Prekindergarten Education Program providers and public  
1323 schools must participate in the coordinated screening and  
1324 progress monitoring system pursuant to this paragraph.

1325           1. For students in the Voluntary Prekindergarten Education  
1326 Program through grade 2, the coordinated screening and progress  
1327 monitoring system must be administered at least three times  
1328 within a program year or school year, as applicable, with the  
1329 first administration occurring no later than the first 30  
1330 instructional days after a student's enrollment or the start of  
1331 the program year or school year, the second administration  
1332 occurring midyear, and the third administration occurring within  
1333 the last 30 days of the program or school year pursuant to state  
1334 board rule. The state board may adopt alternate timeframes to  
1335 address nontraditional school year calendars or summer programs  
1336 to ensure the coordinated screening and progress monitoring  
1337 program is administered a minimum of three times within a year  
1338 or program.

1339           2. For grades 3 through 10 English Language Arts and grades  
1340 3 through 8 Mathematics, the coordinated screening and progress  
1341 monitoring system must be administered at the beginning, middle,  
1342 and end of the school year pursuant to state board rule. The  
1343 end-of-year administration of the coordinated screening and  
1344 progress monitoring system must be a comprehensive progress



876152

1345 monitoring assessment administered in accordance with the  
1346 scheduling requirements under s. 1008.22(7)(c).

1347 (c) To facilitate timely interventions and supports  
1348 pursuant to subsection (4), the system must provide results from  
1349 the first two administrations of the progress monitoring to a  
1350 student's teacher within 1 week and to the student's parent  
1351 within 2 weeks of the administration of the progress monitoring.  
1352 Delivery of results from the comprehensive, end-of-year progress  
1353 monitoring ELA assessment for grades 3 through 10 and  
1354 Mathematics assessment for grades 3 through 8 must be in  
1355 accordance with s. 1008.22(7)(h).

1356 1. A student's results from the coordinated screening and  
1357 progress monitoring system must be recorded in a written, easy-  
1358 to-comprehend individual student report. Each school district  
1359 shall provide a parent secure access to his or her child's  
1360 individual student reports through a web-based portal as part of  
1361 its learning management system. Each early learning coalition  
1362 shall provide parents the individual student report in a format  
1363 determined by state board rule.

1364 2. In addition to the information under subparagraph (a)5.,  
1365 the report must also include parent resources that explain the  
1366 purpose of progress monitoring, assist the parent in  
1367 interpreting progress monitoring results, and support informed  
1368 parent involvement. Parent resources may include personalized  
1369 video formats.

1370 3. The department shall annually update school districts  
1371 and early learning coalitions on new system features and  
1372 functionality and collaboratively identify with school districts  
1373 and early learning coalitions strategies for meaningfully





876152

1374 reporting to parents results from the coordinated screening and  
1375 progress monitoring system.

1376 4. An individual student report must be provided in a  
1377 printed format upon a parent's request.

1378 ~~(c) A Voluntary Prekindergarten Education Program student~~  
1379 ~~who is at risk of being identified as having a substantial~~  
1380 ~~deficiency in early literacy skills, based upon results under~~  
1381 ~~this subsection, must be referred to the school district in~~  
1382 ~~which he or she resides and may be eligible to receive early~~  
1383 ~~literacy instruction and interventions after program completion~~  
1384 ~~and before participating in kindergarten. Such instruction and~~  
1385 ~~interventions may be paid for using funds from the school~~  
1386 ~~district's evidence-based reading instruction allocation in~~  
1387 ~~accordance with s. 1011.62(9).~~

1388 (d) Screening and progress monitoring system results,  
1389 including the number of students who demonstrate characteristics  
1390 of dyslexia, shall be reported to the department pursuant to  
1391 state board rule and maintained in the department's Education  
1392 Data Warehouse. Results must be provided to a student's teacher  
1393 and parent in a timely manner as required in s. 1008.22(7)(g).

1394 (e) The department, in collaboration with the Office of  
1395 Early Learning, shall provide training and support for effective  
1396 implementation of the screening and progress monitoring system.

1397 (9) ANNUAL REPORT.—

1398 (a) In addition to the requirements in paragraph (5)(c),  
1399 each district school board must annually report to the parent of  
1400 each student the progress of the student toward achieving state  
1401 and district expectations for proficiency in English Language  
1402 Arts, science, social studies, and mathematics. The district



876152

1403 school board must report to the parent the student's results on  
1404 each statewide, standardized assessment and the coordinated  
1405 screening and progress monitoring system under subsection (8).  
1406 The evaluation of each student's progress must be based upon the  
1407 student's classroom work, observations, tests, district and  
1408 state assessments, response to intensive interventions provided  
1409 under paragraph (5) (a), and other relevant information. Progress  
1410 reporting must be provided to the parent in writing in a format  
1411 adopted by the district school board and must be accessible  
1412 through secure, web-based options.

1413 (b) Each district school board must annually publish on the  
1414 district website ~~and in the local newspaper~~ the following  
1415 information on the prior school year:

1416 1. The provisions of this section relating to public school  
1417 student progression and the district school board's policies and  
1418 procedures on student retention and promotion.

1419 2. By grade, the number and percentage of all students in  
1420 grades 3 through 10 performing at Levels 1 and 2 on the  
1421 statewide, standardized English Language Arts assessment.

1422 3. By grade, the number and percentage of all students  
1423 retained in kindergarten through grade 10.

1424 4. Information on the total number of students who were  
1425 promoted for good cause, by each category of good cause as  
1426 specified in paragraph (6) (b).

1427 5. Any revisions to the district school board's policies  
1428 and procedures on student retention and promotion from the prior  
1429 year.

1430 (10) RULEMAKING.—The State Board of Education shall adopt  
1431 rules pursuant to ss. 120.536(1) and 120.54 for the



876152

1432 administration of this section.

1433 Section 14. Subsection (7) is added to section 1008.34,  
1434 Florida Statutes, to read:

1435 1008.34 School grading system; school report cards;  
1436 district grade.—

1437 (7) TRANSITION.—To assist in the transition to 2022-2023  
1438 school grades and district grades calculated based on new  
1439 statewide, standardized assessments administered pursuant to s.  
1440 1008.22, the 2022-2023 school grades and district grades shall  
1441 serve as an informational baseline for schools and districts to  
1442 work toward improved performance in future years. Accordingly,  
1443 notwithstanding any other provision of law:

1444 (a) Due to the absence of learning gains data in 2022-2023,  
1445 the initial school grading scale for the 2022-2023 informational  
1446 baseline grades must be set so that the percentage of schools  
1447 that earn a grade of "A," "B," "C," "D," and "F" is  
1448 statistically equivalent to the 2021-2022 school grade results.  
1449 When learning gains data becomes available in the 2023-2024  
1450 school year, the State Board of Education shall review the  
1451 school grading scale and determine if the scale should be  
1452 adjusted.

1453 (b) A school may not be required to select and implement a  
1454 turnaround option pursuant to s. 1008.33 in the 2023-2024 school  
1455 year based on the school's 2022-2023 grade. The benefits of s.  
1456 1008.33(4)(c), relating to a school being released from  
1457 implementation of the turnaround option, and s. 1008.33(4)(d),  
1458 relating to a school implementing strategies identified in its  
1459 school improvement plan, apply to a school using turnaround  
1460 options pursuant to s. 1008.33 through which the school improves



876152

1461 to a grade of "C" or higher during the 2022-2023 school year.

1462 (c) A school or approved provider under s. 1002.45 which  
1463 receives the same or lower school grade for the 2022-2023 school  
1464 year compared to the 2021-2022 school year is not subject to  
1465 sanctions or penalties that would otherwise occur as a result of  
1466 the 2022-2023 school grade or rating. A charter school system or  
1467 school district designated as high performing may not lose the  
1468 designation based on the 2022-2023 school grades of any of the  
1469 schools within the charter school system or school district or  
1470 based on the 2022-2023 district grade, as applicable.

1471 (d) Notwithstanding the requirements in s. 1008.25(5), a  
1472 student may be promoted to grade 4 in the 2023-2024 school year  
1473 following the 2022-2023 school year's assessment reporting if  
1474 the district is able to determine a student's performance based  
1475 on either the good cause exemption process provided in s.  
1476 1008.25 or other means reasonably calculated to provide reliable  
1477 evidence of a student's performance.

1478 (e) This subsection is repealed July 1, 2025.

1479 Section 15. Subsection (7) is added to section 1008.341,  
1480 Florida Statutes, to read:

1481 1008.341 School improvement rating for alternative  
1482 schools.—

1483 (7) TRANSITION.—

1484 (a) Due to the absence of learning gains data for the 2022-  
1485 2023 school year, school improvement ratings will not be  
1486 calculated for that school year. Upon the availability of  
1487 learning gains data for the 2023-2024 school year, the State  
1488 Board of Education shall set the scale for the "commendable,"  
1489 "maintaining," and "unsatisfactory" ratings pursuant to rule.



876152

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(b) This subsection is repealed July 1, 2025.

Section 16. This act shall take effect July 1, 2022.

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

And the title is amended as follows:

Delete everything before the enacting clause  
and insert:

A bill to be entitled  
An act relating to student assessments; amending s.  
411.227, F.S.; conforming provisions to changes made  
by the act; amending s. 1000.21, F.S.; renaming "Next  
Generation Sunshine State Standards" as "state  
academic standards"; amending ss. 1002.37, 1002.45,  
1002.53, 1002.67, 1002.68, 1003.41, and 1003.53, F.S.;  
conforming provisions to changes made by the act;  
providing a directive to the Division of Law Revision;  
amending s. 1008.2125, F.S.; deleting provisions  
relating to the coordinated screening and progress  
monitoring program; conforming a cross-reference and  
provisions to changes made by the act; amending s.  
1008.22, F.S.; conforming provisions to changes made  
by the act; providing that certain end-of-year  
comprehensive progress monitoring assessments are the  
statewide, standardized ELA and Mathematics  
assessments for certain students; providing that  
achievement levels on specified assessments shall  
measure grade-level performance rather than  
satisfactory performance; requiring certain assessment  
results to be provided by a specified date beginning



1519 with a certain school year; including the coordinated  
1520 screening and progress monitoring system in the  
1521 limitation on the school hours authorized for testing;  
1522 revising the timeframe for providing district-required  
1523 local assessments results to a student's parent;  
1524 requiring such results to be provided in specified  
1525 formats; requiring specified information to be  
1526 included on individual student reports; requiring the  
1527 Commissioner of Education to provide specified  
1528 recommendations from an independent review of the  
1529 coordinated screening and progress monitoring system  
1530 to the Governor and Legislature by a specified date;  
1531 providing requirements for the review and  
1532 recommendations; providing for the future repeal of  
1533 such requirements; amending s. 1008.25, F.S.;  
1534 conforming provisions to changes made by the act;  
1535 requiring the coordinated screening and progress  
1536 monitoring system to identify the educational  
1537 strengths and needs of students; revising requirements  
1538 for such system; providing requirements for the  
1539 administration of the coordinated screenings and  
1540 progress monitoring and the reporting of results;  
1541 requiring a specified annual report to be accessible  
1542 through certain web-based options; deleting a  
1543 requirement that district school boards print  
1544 specified information in a local newspaper; amending  
1545 s. 1008.34, F.S.; requiring 2022-2023 school and  
1546 school district grades to serve as an informal  
1547 baseline for schools and school districts; requiring



876152

1548 baseline grades to be set so that the percentage of  
1549 schools that earn specified letter grades is  
1550 statistically equivalent to the 2021-2022 school grade  
1551 results; requiring the State Board of Education to  
1552 review the school grading scale and determine if the  
1553 scale should be adjusted after certain data becomes  
1554 available; prohibiting a school from being required to  
1555 select and implement a turnaround option based on the  
1556 school's grades in a specified school year; providing  
1557 applicability; providing that certain public schools  
1558 and approved providers that receive the same or lower  
1559 school grade in a specified school year are not  
1560 subject to sanctions; providing that a charter school  
1561 system or school district designated as high  
1562 performing may not lose the designation based on the  
1563 school grades received during a certain school year by  
1564 any of the schools within the charter school system or  
1565 school district or based on a certain school year's  
1566 district grade, as applicable; authorizing students to  
1567 be promoted to grade 4 if the district is able to  
1568 determine the student's performance based on specified  
1569 means; providing for future repeal; amending s.  
1570 1008.341, F.S.; providing that school improvement  
1571 ratings will not be calculated for a certain school  
1572 year; requiring the state board to set the scale for  
1573 certain ratings based on state board rule; providing  
1574 for future repeal; providing an effective date.