A bill to be entitled
An act relating to student assessments; amending s. 1008.2125, F.S.; revising the grade levels for which the coordinated screening and monitoring program measures student progress in the Voluntary Prekindergarten Education Program; revising requirements for the coordinated screening and progress monitoring program; deleting obsolete language; amending s. 1008.22, F.S.; revising requirements for the statewide, standardized comprehensive assessments program, beginning with a specified school year; specifying the achievement level for grade-level performance on an assessment; providing that passing scores for mathematics and English Language Assessment statewide, standardized assessments represent grade-level performance; revising the date by which standardized end-of-course assessment results must be made available; deleting a requirement that certain statewide, standardized assessments be delivered in a paper-based format be administered within a specified timeframe; specifying parental rights to know student academic progress; requiring school districts to provide a student’s performance results on district-required local assessments to the student’s parents within 1 week after administering the assessments; authorizing school districts to report the results of statewide, standardized assessments in a personalized video format; requiring school districts to provide a
written report from the coordinated screening and
progress monitoring system in a printed or electronic
format and to include a web-based portal for specified
purposes; requiring school districts to annually
provide an update to the Department of Education on
strategies deployed to comply with certain parental
reporting requirements; requiring the Commissioner of
Education to provide recommendations on additional
ways to streamline testing in a report to the Governor
and the Legislature by a specified date; providing
requirements for the report; amending s. 1008.25,
F.S.; deleting obsolete language; requiring that
progress monitoring include both a web-based and
mobile device-compatible option; deleting a
requirement that district school boards annually
publish certain information in a local newspaper;
amending s. 1008.34, F.S.; requiring 2022-2023 school
and school district grades to serve as an informal
baseline for schools and school districts; requiring
baseline grades to be set so that the percentage of
schools that earn specified letter grades is
statistically equivalent to the 2021-2022 school grade
results; requiring the state board to review the
school grading scale and determine if the scale should
be adjusted after certain data becomes available;
prohibiting a school from being required to select and
implement a turnaround option based on the school’s
grades in a specified school year; providing
applicability; providing that certain public schools
and approved providers that receive the same or lower school grade in a specified school year are not subject to sanctions; providing that a charter school system or school district designated as high performing may not lose the designation based on the school grades received during a certain school year of any of the schools within the charter school system or school district or based on a certain school year’s district grade, as applicable; authorizing students to be promoted to grade 4 if the district is able to determine the student’s performance based on specified means; providing for future repeal; amending s. 1008.341, F.S.; providing that school improvement ratings will not be calculated for a certain school year; requiring the state board to set the scale for certain ratings based on state board rule; providing for future repeal; amending ss. 1008.345, 1008.365, and 1011.62, F.S.; conforming provisions and cross-references to changes made by the act; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 1008.2125, Florida Statutes, is amended to read:

1008.2125 Coordinated screening and progress monitoring program for students in the Voluntary Prekindergarten Education Program through grade 2.—

(1) The primary purpose of the coordinated screening and
progress monitoring program for students in the Voluntary Prekindergarten Education Program through grade 2 is to provide information on students’ progress in mastering the appropriate grade-level standards and to provide information on their progress to parents, teachers, and school and program administrators. Data shall be used by Voluntary Prekindergarten Education Program providers and school districts to improve instruction, by parents and teachers to guide learning objectives and provide timely and appropriate supports and interventions to students not meeting grade-level expectations, and by the public to assess the cost benefit of the expenditure of taxpayer dollars. The coordinated screening and progress monitoring program must:

(a) Measure student progress in the Voluntary Prekindergarten Education Program through grade 2 in meeting the appropriate expectations in early literacy and math skills and in English Language Arts and mathematics, as required by ss. 1002.67(1)(a) and 1003.41.

(b) Measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, encoding, fluency, vocabulary, and comprehension, as applicable, by grade level.

(c) Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress, identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia, and informs instruction.

(d) Provide data for accountability of the Voluntary
Prekindergarten Education Program, as required by s. 1002.68.

(e) Provide baseline data to the department of each student’s readiness for kindergarten, which must be based on each kindergarten student’s progress monitoring results that was administered no later than the first 30 instructional days in accordance with paragraph (2)(a). The methodology for determining a student’s readiness for kindergarten shall be developed by the department and aligned to the methodology adopted pursuant to s. 1002.68(4). For the purposes of adopting a methodology for voluntary prekindergarten performance metrics pursuant to s. 1002.68(4), the department may consider progress monitoring results of the grade 3 progress monitoring assessment as conducted in s. 1008.22(3)(a).

(f) Identify the educational strengths and needs of students in the Voluntary Prekindergarten Education Program through grade 2.

(g) Provide teachers with progress monitoring data to provide timely interventions and supports pursuant to s. 1008.25(4).

(h) Provide Voluntary Prekindergarten Education Program providers, school districts, schools, and teachers with data and resources that enhance differentiated instruction and parent communication.

(i) Assess how well educational goals and curricular standards are met at the provider, school, district, and state levels.

(j) Provide information to the department to aid in the evaluation and development of educational programs, and policies, and supports for providers, districts, and schools.
(2) The Commissioner of Education shall design a statewide, standardized coordinated screening and progress monitoring program to assess early literacy and mathematics skills and the English Language Arts and mathematics standards established in ss. 1002.67(1)(a) and 1003.41, respectively. The coordinated screening and progress monitoring program must provide interval level and norm-referenced data that measures equivalent levels of growth; be a developmentally appropriate, valid, and reliable direct assessment; be able to capture data on students who may be performing below grade or developmental level and which may enable the identification of early indicators of dyslexia or other developmental delays; accurately measure the core content in the applicable grade level standards; document learning gains for the achievement of these standards; and provide teachers with progress monitoring supports and materials that enhance differentiated instruction and parent communication.

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

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

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

(3) The Commissioner of Education shall:

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

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

(4) The Council for Early Grade Success, a council as
defined in s. 20.03(7), is created within the Department of
Education to oversee the coordinated screening and progress
monitoring program and, except as otherwise provided in this
section, shall operate consistent with s. 20.052.

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

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

2. Develop training plans and timelines for such training.

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

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

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

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

7. Continually review anonymized data from the results of the coordinated screening and progress monitoring program for students in the Voluntary Prekindergarten Education Program through grade 2 to help inform recommendations to the department that support practices that will enable grade 3 students to read at or above grade level.

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

1. Three members appointed by the Governor, as follows:
   a. One representative from the Department of Education.
   b. One parent of a child who is 4 to 9 years of age.
   c. One representative that is an elementary school administrator.

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

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

b. One representative of an urban school district.

c. One representative of a rural early learning coalition.

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

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

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

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

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

b. One representative of a rural school district.

c. One representative of an urban early learning coalition.

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

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

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

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

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

(6) The council must meet at least biannually and may meet by teleconference or other electronic means, if possible, to reduce costs.

(7) A majority of the members constitutes a quorum.

Section 2. Present subsections (8) through (12) of section 1008.22, Florida Statutes, are redesignated as subsections (9) through (13), respectively, present subsection (13) is redesignated as subsection (15), a new subsection (8) and subsection (14) are added to that section, and subsections (3) and (7) of that section are amended, to read:

1008.22 Student assessment program for public schools.—

(3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The Commissioner of Education shall design and implement a statewide, standardized assessment program aligned to the core curricular content established in the educational standards under s. 1003.41 Next Generation Sunshine State Standards. The commissioner also must develop or select and implement a common battery of assessment tools that will be used in all juvenile justice education programs in the state. These tools must accurately measure the core curricular content established in
the educational standards under s. 1003.41 Next Generation Sunshine State Standards. Participation in the assessment program is mandatory for all school districts and all students attending public schools, including adult students seeking a standard high school diploma under s. 1003.4282 and students in Department of Juvenile Justice education programs, except as otherwise provided by law. If a student does not participate in the assessment program, the school district must notify the student’s parent and provide the parent with information regarding the implications of such nonparticipation. The statewide, standardized assessment program shall be designed and implemented as follows:

(a) Statewide, standardized comprehensive assessments and coordinated screening and progress monitoring system.—Beginning with the 2022-2023 school year, the statewide, standardized comprehensive assessments and coordinated screening and progress monitoring system must include the following:

1. Statewide, standardized English Language Arts (ELA) assessments with screening and progress monitoring administered to students in grades 3 through 10 three times a year. The assessments with screening and progress monitoring must be organized as follows:

   a. Screening and progress monitoring administered at the beginning of the school year and the middle of the school year pursuant to schedules established by the State Board of Education. To support student performance and academic growth throughout the school year, the screening and progress monitoring must:

      (I) Measure student progress in grades 3 through 10 in
meeting the appropriate expectations in the English Language Arts standards required by s. 1003.41.

(II) Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress, identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia, and informs instruction.

(III) Provide results to a student’s teacher and parents in a timely manner, with results provided to the student’s teacher within 1 week and to the student’s parents within 2 weeks.

(IV) Provide students, teachers, and parents with actionable feedback during the school year to tailor instruction aimed at improved student outcomes in ELA.

(V) Provide information to the department to aid in the development of educational programs, policies, and supports for districts and schools.

b. An end-of-year comprehensive assessment of student progress administered in the spring of the school year pursuant to the schedule required in paragraph (7)(c). The results of the end-of-year comprehensive assessment of student progress must be used for accountability purposes as required by ss. 1008.34, 1008.341, and 1008.3415 and for assessment graduation requirements pursuant to s. 1003.4282(3)(a). Opportunities must be provided to retake the grade 10 ELA end-of-year comprehensive assessment of student progress. Reading passages and writing prompts must incorporate grade-level core curricula content from social studies. In order to earn a standard high school diploma, a student who has not earned a passing score on the grade 10 ELA
end-of-year comprehensive assessment of student progress must earn a passing score on the assessment, retake or earn a concordant score as authorized under subsection (10).

2. Statewide, standardized mathematics assessments with screening and progress monitoring administered to students in grades 3 through 8 three times a year. The assessments with screening and progress monitoring must be administered as follows:

   a. Screening and progress monitoring administered at the beginning of the school year and the middle of the school year pursuant to a schedule established by the State Board of Education. To support student performance and academic growth throughout the school year, the screening and progress monitoring must:

      (I) Measure student progress in grades 3 through 8 in meeting the appropriate expectations in the mathematics standards required by s. 1003.41.

      (II) Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress, identifies students who have a substantial deficiency in mathematics, and informs instruction.

      (III) Provide results to a student’s teacher and parents in a timely manner, with results provided to the student’s teacher within 1 week and to the student’s parents within 2 weeks.

      (IV) Provide students, teachers, and parents with actionable feedback during the school year to tailor instruction aimed at improved student outcomes in mathematics.

      (V) Provide information to the department to aid in the
development of educational programs, policies, and supports for
districts and schools.

b. An end-of-year comprehensive assessment of student progress administered in the spring of the school year pursuant to the schedule required in paragraph (7)(c). The results of the end-of-year comprehensive assessment must be used for accountability purposes as required by ss. 1008.34, 1008.341, and 1008.3415.

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

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

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

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

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

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

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

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

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

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

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

1. Each district school board must provide instruction to prepare students with disabilities in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation.

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

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

a. Accommodations that negate the validity of a statewide, standardized assessment are not allowed during the administration of the assessment. However, instructional accommodations are allowed in the classroom if identified in a student’s IEP. Students using instructional accommodations in the classroom that are not allowed on a statewide, standardized assessment may have assessment results waived if the IEP team determines that the assessment cannot accurately measure the student’s abilities.

b. If a student is provided with instructional accommodations in the classroom which are not allowed as accommodations for statewide, standardized assessments, the district must inform the parent in writing and provide the parent with information regarding the impact on the student’s ability to meet expected performance levels. A parent must provide signed consent for a student to receive classroom instructional accommodations that would not be available or
permitted on a statewide, standardized assessment and
acknowledge in writing that he or she understands the
implications of such instructional accommodations.

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

4. For students with significant cognitive disabilities,
the Department of Education shall provide for implementation of
the Florida Alternate Assessment to accurately measure the core
curricular content established in the educational standards
pursuant to s. 1003.41 Next Generation Sunshine State Standards.

   (e) Assessment scores and achievement levels.—

   1. All statewide, standardized EOC assessments and ELA,
mathematics, and science assessments shall use scaled scores and
achievement levels. Achievement levels shall range from 1
through 5, with level 1 being the lowest achievement level,
level 5 being the highest achievement level, and level 3
indicating grade-level satisfactory performance on an
assessment.

   2. The state board shall designate by rule a passing score
for each statewide, standardized assessment. Passing scores for
math and ELA statewide, standardized assessments represent
grade-level performance.

   3. If the commissioner seeks to revise a statewide,
standardized assessment and the revisions require the state
board to modify performance level scores, including the passing
score, the commissioner must provide a copy of the
proposed scores and implementation plan to the President of the
Senate and the Speaker of the House of Representatives at least 30 days before submission to the state board for review. Until the state board adopts the modifications by rule, the commissioner shall use calculations for scoring the assessment that adjust student scores on the revised assessment for statistical equivalence to student scores on the former assessment. The state board shall adopt by rule the passing score for the revised assessment that is statistically equivalent to the passing score on the discontinued assessment for a student who is required to attain a passing score on the discontinued assessment. The commissioner may, with approval of the state board, discontinue administration of the former assessment upon the graduation, based on normal student progression, of students participating in the final regular administration of the former assessment. If the commissioner revises a statewide, standardized assessment and the revisions require the state board to modify the passing score, only students taking the assessment for the first time after the rule is adopted are affected.

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

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

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

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

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

(g) Contracts for assessments.—The commissioner shall provide for the assessments to be developed or obtained, as appropriate, through contracts and project agreements with private vendors, public vendors, public agencies, postsecondary educational institutions, or school districts. The commissioner may enter into contracts for the continued administration of the assessments authorized and funded by the Legislature. Contracts may be initiated in 1 fiscal year and continue into the next fiscal year and may be paid from the appropriations of either or both fiscal years. The commissioner may negotiate for the sale or lease of tests, scoring protocols, test scoring services, and
related materials developed pursuant to law.

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

(a) The Commissioner of Education shall establish schedules for the administration of statewide, standardized assessments and the reporting of student assessment results. The commissioner shall consider the observance of religious and school holidays when developing the schedules. The assessment and reporting schedules must provide the earliest possible reporting of student assessment results to the school districts. Assessment results for the statewide, standardized ELA and mathematics assessments and all statewide, standardized EOC assessments must be made available no later than June 30, except for results for the grade 3 statewide, standardized ELA assessment, which must be made available no later than May 31. School districts shall administer statewide, standardized assessments in accordance with the schedule established by the commissioner.

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

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

2. The specific date or dates that each assessment will be administered.
3. The time allotted to administer each assessment.
4. Whether the assessment is a computer-based assessment or a paper-based assessment.
5. The grade level or subject area associated with the assessment.
6. The date that the assessment results are expected to be available to teachers and parents.
7. The type of assessment, the purpose of the assessment, and the use of the assessment results.
9. Estimates of average time for administering state-required and district-required assessments, by grade level.

(c) The spring administration of the statewide, standardized assessments in paragraphs (3)(a) and (b), excluding assessment retakes, must be in accordance with the following schedule:

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

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

3. With the exception of assessments identified in subparagraph 1. subparagraphs 1. and 2., any statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year.
(d) Each school district shall establish schedules for the administration of any statewide, standardized assessments and district-required assessments and approve the schedules as an agenda item at a district school board meeting. Each school district shall publish the testing schedules on its website using the uniform calendar, including all information required under paragraph (b), and submit the schedules to the Department of Education by October 1 of each year. Each public school shall publish schedules for statewide, standardized assessments and district-required assessments on its website using the uniform calendar, including all information required under paragraph (b). The uniform calendar must be included in the parent guide required by s. 1002.23(5).

(e) A school district may not schedule more than 5 percent of a student’s total school hours in a school year to administer statewide, standardized assessments and district-required local assessments. The district must secure written consent from a student’s parent before administering district-required local assessments that, after applicable statewide, standardized assessments are scheduled, exceed the 5 percent test administration limit for that student under this paragraph. The 5 percent test administration limit for a student under this paragraph may be exceeded as needed to provide test accommodations that are required by an IEP or are appropriate for an English language learner who is currently receiving services in a program operated in accordance with an approved English language learner district plan pursuant to s. 1003.56. Notwithstanding this paragraph, a student may choose within a school year to take an examination or assessment adopted by
State Board of Education rule pursuant to this section and ss. 1007.27, 1008.30, and 1008.44.

(f) A statewide, standardized EOC assessment must be used as the final cumulative examination for its associated course. No additional final assessment may be administered in a course with a statewide, standardized EOC assessment. A district-required local assessment may be used as the final cumulative examination for its associated course in accordance with the school district’s policy.

(g) The State Board of Education shall adopt rules for the development of the uniform calendar that, at a minimum, define terms that must be used in the calendar to describe various assessments, including the terms “summative assessment,” “formative assessment,” “interim assessment,” and “progress monitoring.”

(8) PARENTAL RIGHT TO KNOW STUDENT PERFORMANCE.—

(a) It is the intent of the Legislature that each student’s parent have certain rights regarding information about that student’s academic progress, including, but not limited to, all of the following:

1. The right, pursuant to s. 1008.25(2)(a), to be provided the results of evaluations used to monitor a student’s progress in grades K-12 in a timely manner.

2. The right, pursuant to s. 1008.25(2)(b)2., to be notified of the process to request student whole-grade promotion, midyear promotion, or subject-matter acceleration which would result in a student attending a different school, including the right to be advised on the Academically Challenging Curriculum to Enhance Learning options described in
s. 1002.3105 and the option of early graduation described in s. 1003.4281.

3. The right, pursuant to s. 1008.25(5), to be notified of the information specified in s. 1008.25(5)(d). Upon the request of a parent, such notice must be provided in writing.

4. The right, pursuant to s. 1008.25(7)(b)1., to be provided written notification that his or her grade 3 student who is retained has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption.

5. The right, pursuant to s. 1008.25(8), to receive an annual report of his or her student’s progress toward achieving state and district expectations for proficiency in English Language Arts, science, social studies, and mathematics and results on each statewide, standardized assessment and the screening and progress monitoring system. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.

6. The right, pursuant to s. 1008.25(8), to receive screening and progress monitoring system results in a timely manner as required in paragraph (b).

7. The right, pursuant to subsection (1), to be provided his or her student’s academic achievement and learning gains data.

8. The right, pursuant to subsection (3), to be notified of his or her student’s nonparticipation in the statewide, standardized assessment program and the implications of nonparticipation.

9. The right, pursuant to paragraph (3)(d), to be informed
in writing and provided with information if his or her student
with a disability or student with limited English proficiency is
provided with instructional accommodations in the classroom
which are not allowed as accommodations for statewide,
standardized assessments. A parent must provide signed consent
for a student to receive classroom instructional accommodations
and acknowledge in writing that the parent understands the
implications of such instructional accommodations.

10. The right, pursuant to subsection (4), to receive
analyzed statewide, standardized assessment program performance
data.

11. The right, pursuant to subsection (7), to be required
to consent before a school district administers district-
required local assessments that exceed the 5 percent test
administration limit.

(b) A school district must provide a student’s performance
results on district-required local assessments to the student’s
parents and teachers within 1 week and to the student’s parents
no later than 30 days after administering such assessments,
unless the superintendent determines in writing that extenuating
circumstances exist and reports the extenuating circumstances to
the district school board.

(c)(h) A school district must report the results of
statewide, standardized assessment in ELA and mathematics,
science, and social studies, including assessment retakes, shall
be reported in an easy-to-comprehend easy-to-read and
understandable format, which may include a personalized video
format, and delivered in time to provide useful, actionable
information to students, parents, and each student’s current
teacher of record and teacher of record for the subsequent school year; however, in any case, the district shall provide the results pursuant to this paragraph within 1 week after receiving the results from the department. A school district must provide a written report from the coordinated screening and progress monitoring system which can be accessed in a printed or electronic format, and must include a web-based portal for parents to securely access student assessment data and review their student’s individual student reports as the results are posted following the student’s assessment.

(d) A school district’s report of student assessment results must, at a minimum, contain:

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

2. Information identifying the student’s areas of strength and areas in need of improvement.

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

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

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

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

(e) A school district shall annually provide an update to the Department of Education identifying strategies deployed to comply with all statutory parental reporting requirements listed in s. 1008.22(8).

(i) The State Board of Education shall adopt rules for the development of the uniform calendar that, at minimum, define terms that must be used in the calendar to describe various assessments, including the terms “summative assessment,” “formative assessment,” and “interim assessment.”

(14) STUDY.—By January 31, 2025, the commissioner shall provide recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives on additional innovative ways to streamline testing. At a minimum, the report must include an analysis of the correlation between the first two administrations of progress monitoring and the third end-of-year assessment to determine if results from those administrations may be used in lieu of the end-of-year assessment.

Section 3. Subsections (8) and (9) of section 1008.25, Florida Statutes, are amended to read:

1008.25 Public school student progression; student support; screening and progress monitoring; reporting requirements.—

(8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

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

1. Measure student progress in the Voluntary Prekindergarten Education Program through grade 8 in meeting the appropriate expectations in early literacy and mathematics skills and in English Language Arts and mathematics standards as required by ss. 1002.67(1)(a) and 1003.41.

2. Measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable by grade level.

3. Be a valid, reliable, and developmentally appropriate computer-adaptive direct instrument that provides screening and diagnostic capabilities for monitoring student progress, identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia, and informs instruction.

4. Provide data for Voluntary Prekindergarten Education Program accountability as required under s. 1002.67.

5. Provide Voluntary Prekindergarten Education Program providers, school districts, schools, and teachers with data and resources that enhance differentiated instruction and parent communication.

6. Provide information to the department to aid in the development of educational programs, policies, and supports for providers, districts, and schools.

(b) Beginning with the 2022-2023 school year, private Voluntary Prekindergarten Education Program providers and public schools must participate in the screening and progress
monitoring system. The screening and progress monitoring system must be administered at least three times within a program year or school year, as applicable, with the first administration occurring no later than the first 30 instructional days after the start of the program year or school year pursuant to state board rule.

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

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

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

(9) ANNUAL REPORT.—

(a) In addition to the requirements in paragraph (5)(c), each district school board must annually report to the parent of each student the progress of the student toward achieving state
and district expectations for proficiency in English Language Arts, science, social studies, and mathematics. The district school board must report to the parent the student’s results on each statewide, standardized assessment and the screening and progress monitoring system under subsection (8). The evaluation of each student’s progress must be based upon the student’s classroom work, observations, tests, district and state assessments, response to intensive interventions provided under paragraph (5)(a), and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board, and must include both a web-based option and a mobile device-compatible option for parents and students to securely access student progress monitoring reports as the results are posted following each assessment.

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

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

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

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

4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
5. Any revisions to the district school board’s policies and procedures on student retention and promotion from the prior year.

Section 4. Subsection (7) is added to section 1008.34, Florida Statutes, to read:

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

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

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

(b) A school may not be required to select and implement a turnaround option pursuant to s. 1008.33 in the 2023-2024 school year based on the school’s 2022-2023 grade. The benefits of s. 1008.33(4)(c), relating to a school being released from implementation of the turnaround option, and s. 1008.33(4)(d), relating to a school implementing strategies identified in its
school improvement plan, apply to a school using turnaround options pursuant to s. 1008.33 through which the school improves to a grade of “C” or higher during the 2022-2023 school year.

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

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

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

Section 5. Subsection (7) is added to section 1008.341, Florida Statutes, to read:

1008.341 School improvement rating for alternative schools.—

(7) TRANSITION.—

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

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

Section 6. Paragraph (a) of subsection (5) of section 1008.345, Florida Statutes, is amended to read:

1008.345 Implementation of state system of school improvement and education accountability.—

(5) The commissioner shall annually report to the State Board of Education and the Legislature and recommend changes in state policy necessary to foster school improvement and education accountability. The report shall include:

(a) For each school district:

1. The percentage of students, by school and grade level, demonstrating learning growth in English Language Arts and mathematics.

2. The percentage of students, by school and grade level, in both the highest and lowest quartiles demonstrating learning growth in English Language Arts and mathematics.

3. The information contained in the school district’s annual report required pursuant to s. 1008.25(8) or 1008.25(9).

School reports must shall be distributed pursuant to this subsection and s. 1001.42(18)(c) and according to rules adopted by the State Board of Education.

Section 7. Subsection (4) of section 1008.365, Florida Statutes, is amended to read:

1008.365 Reading Achievement Initiative for Scholastic Excellence Act.—

(4) The department may establish criteria to identify
schools that must receive supports from a regional support team. However, regardless of its school grade designated pursuant to s. 1008.34, a school serving students in kindergarten through grade 5 must be identified for supports if 50 percent of its students who take the statewide, standardized English Language Arts assessment score below a Level 3 for any grade level, or, for students in kindergarten through grade 3, if progress monitoring data collected pursuant to s. 1008.25(8) shows that 50 percent or more of the students are not on track to pass the statewide, standardized grade 3 English Language Arts assessment. A school identified for supports under this section must implement a school improvement plan pursuant to s. 1001.42(18), or, if the school is already implementing a school improvement plan, the plan must be amended to explicitly address strategies for improving reading performance consistent with this section.

Section 8. Paragraph (a) of subsection (8) of section 1011.62, Florida Statutes, is amended to read:

1011.62 Funds for operation of schools.—If the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act, it shall be determined as follows:

(8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

(a) The evidence-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12, including certain students who have completed the Voluntary Prekindergarten Education Program.
and who are at risk of being identified as having a substantial
deficiency in early literacy skills under \( s. 1008.25(5)(b) \). Each school district that has one or more of the
300 lowest-performing elementary schools based on a 3-year
average of the state reading assessment data must use the
school’s portion of the allocation to provide an additional hour
per day of intensive reading instruction for the students in
each school. The additional hour may be provided within the
school day. Students enrolled in these schools who earned a
level 4 or level 5 score on the statewide, standardized English
Language Arts assessment for the previous school year may
participate in the additional hour of instruction. Exceptional
student education centers may not be included in the 300
schools. The intensive reading instruction delivered in this
additional hour shall include: evidence-based reading
instruction that has been proven to accelerate progress of
students exhibiting a reading deficiency; differentiated
instruction based on screening, diagnostic, progress monitoring,
or student assessment data to meet students’ specific reading
needs; explicit and systematic reading strategies to develop
phonemic awareness, phonics, fluency, vocabulary, and
comprehension, with more extensive opportunities for guided
practice, error correction, and feedback; and the coordinated
integration of civic literacy, science, and mathematics-text
reading, text discussion, and writing in response to reading.

For purposes of this subsection, the term “evidence-based” means
demonstrating a statistically significant effect on improving
student outcomes or other relevant outcomes as provided in 20
Section 9. This act shall take effect July 1, 2022.