

By the Committee on Appropriations; and Senators Diaz and Rodrigues

576-02910-22

20221048c1

1                   A bill to be entitled  
2           An act relating to student assessments; amending s.  
3           411.227, F.S.; conforming provisions to changes made  
4           by the act; amending s. 1000.21, F.S.; renaming "Next  
5           Generation Sunshine State Standards" as "state  
6           academic standards"; amending ss. 1002.37, 1002.45,  
7           1002.53, 1002.67, 1002.68, 1003.41, and 1003.53, F.S.;  
8           conforming provisions to changes made by the act;  
9           providing a directive to the Division of Law Revision;  
10          amending s. 1008.2125, F.S.; deleting provisions  
11          relating to the coordinated screening and progress  
12          monitoring program; conforming provisions to changes  
13          made by the act; amending s. 1008.22, F.S.; conforming  
14          provisions to changes made by the act; providing that  
15          certain end-of-year comprehensive progress monitoring  
16          assessments are the statewide, standardized ELA and  
17          Mathematics assessments for certain students;  
18          providing that achievement levels on specified  
19          assessments shall measure grade-level performance  
20          rather than satisfactory performance; requiring  
21          certain assessment results to be provided by a  
22          specified date beginning with a certain school year;  
23          including the coordinated screening and progress  
24          monitoring system in the limitation on the school  
25          hours authorized for testing; revising the timeframe  
26          for providing district-required local assessments  
27          results to a student's parent; requiring such results  
28          to be provided in specified formats; requiring  
29          specified information to be included on individual

576-02910-22

20221048c1

30 student reports; requiring the Commissioner of  
31 Education to provide specified recommendations from an  
32 independent review of the coordinated screening and  
33 progress monitoring system to the Governor and  
34 Legislature by a specified date; providing  
35 requirements for the review and recommendations;  
36 providing for the future repeal of such requirements;  
37 amending s. 1008.25, F.S.; conforming provisions to  
38 changes made by the act; requiring the coordinated  
39 screening and progress monitoring system to identify  
40 the educational strengths and needs of students;  
41 revising requirements for such system; providing  
42 requirements for the administration of the coordinated  
43 screenings and progress monitoring and the reporting  
44 of results; requiring a specified annual report to be  
45 accessible through certain web-based options; deleting  
46 a requirement that district school boards print  
47 specified information in a local newspaper; amending  
48 s. 1008.34, F.S.; requiring 2022-2023 school and  
49 school district grades to serve as an informal  
50 baseline for schools and school districts; requiring  
51 baseline grades to be set so that the percentage of  
52 schools that earn specified letter grades is  
53 statistically equivalent to the 2021-2022 school grade  
54 results; requiring the State Board of Education to  
55 review the school grading scale and determine if the  
56 scale should be adjusted after certain data becomes  
57 available; prohibiting a school from being required to  
58 select and implement a turnaround option based on the

576-02910-22

20221048c1

59 school's grades in a specified school year; providing  
60 applicability; providing that certain public schools  
61 and approved providers that receive the same or lower  
62 school grade in a specified school year are not  
63 subject to sanctions; providing that a charter school  
64 system or school district designated as high  
65 performing may not lose the designation based on the  
66 school grades received during a certain school year by  
67 any of the schools within the charter school system or  
68 school district or based on a certain school year's  
69 district grade, as applicable; providing a transition  
70 for the calculation of school and district grades for  
71 the 2022-2023 school year; providing requirements for  
72 the calculation of such grades and exemption schools  
73 from specified provisions; providing requirements for  
74 determining grade 3 retention and high school  
75 graduation for such school year; providing for the  
76 future repeal of specified provisions; amending s.  
77 1008.341, F.S.; providing that school improvement  
78 ratings will not be calculated for the 2022-2023  
79 school year; providing for the future repeal of  
80 specified provisions; providing an effective date.

81

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

83

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

87 411.227 Components of the Learning Gateway.—The Learning

576-02910-22

20221048c1

88 Gateway system consists of the following components:

89 (1) COMMUNITY EDUCATION STRATEGIES AND FAMILY-ORIENTED  
90 ACCESS.—

91 (d) In collaboration with other local resources, the  
92 demonstration projects shall develop public awareness strategies  
93 to disseminate information about developmental milestones,  
94 precursors of learning problems and other developmental delays,  
95 and the service system that is available. The information should  
96 target parents of children from birth through age 9 and should  
97 be distributed to parents, health care providers, and caregivers  
98 of children from birth through age 9. A variety of media should  
99 be used as appropriate, such as print, television, radio, and a  
100 community-based Internet website, as well as opportunities such  
101 as those presented by parent visits to physicians for well-child  
102 checkups. The Learning Gateway Steering Committee shall provide  
103 technical assistance to the local demonstration projects in  
104 developing and distributing educational materials and  
105 information.

106 1. Public awareness strategies targeting parents of  
107 children from birth through age 5 shall be designed to provide  
108 information to public and private preschool programs, child care  
109 providers, pediatricians, parents, and local businesses and  
110 organizations. These strategies should include information on  
111 the school readiness performance standards adopted by the  
112 Department of Education.

113 2. Public awareness strategies targeting parents of  
114 children from ages 6 through 9 must be designed to disseminate  
115 training materials and brochures to parents and public and  
116 private school personnel, and must be coordinated with the local

576-02910-22

20221048c1

117 school board and the appropriate school advisory committees in  
118 the demonstration projects. The materials should contain  
119 information on state and district achievement ~~proficiency~~ levels  
120 for grades K-3.

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

122 (b) Demonstration projects shall develop strategies to  
123 increase the use of appropriate intervention practices with  
124 children who have learning problems and learning disabilities  
125 within public and private early care and education programs and  
126 K-3 public and private school settings. Strategies may include  
127 training and technical assistance teams. Intervention must be  
128 coordinated and must focus on providing effective supports to  
129 children and their families within their regular education and  
130 community environment. These strategies must incorporate, as  
131 appropriate, school and district activities related to the  
132 student's progress monitoring plan and must provide parents with  
133 greater access to community-based services that should be  
134 available beyond the traditional school day. Academic  
135 expectations for public school students in grades K-3 must be  
136 based upon the local school board's adopted achievement  
137 ~~proficiency~~ levels. When appropriate, school personnel shall  
138 consult with the local Learning Gateway to identify other  
139 community resources for supporting the child and the family.

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

142 1000.21 Systemwide definitions.—As used in the Florida  
143 Early Learning-20 Education Code:

144 (7) "~~Next Generation Sunshine~~ State academic standards"  
145 means the state's public K-12 curricular standards adopted under

576-02910-22

20221048c1

146 s. 1003.41.

147 Section 3. Paragraph (f) of subsection (3) and paragraphs  
148 (a) and (d) of subsection (10) of section 1002.37, Florida  
149 Statutes, are amended to read:

150 1002.37 The Florida Virtual School.—

151 (3) Funding for the Florida Virtual School shall be  
152 provided as follows:

153 (f) The Florida Virtual School shall receive state funds  
154 for operating purposes as provided in the General Appropriations  
155 Act. The calculation to determine the amount of state funds  
156 includes: the sum of the base Florida Education Finance Program  
157 funding, the state-funded discretionary contribution and a per-  
158 full-time equivalent share of the discretionary millage  
159 compression supplement, the exceptional student education  
160 guaranteed allocation, the instructional materials allocation,  
161 the evidence-based ~~research-based~~ reading instruction  
162 allocation, the mental health assistance allocation, and the  
163 teacher salary increase allocation. For the purpose of  
164 calculating the state-funded discretionary contribution,  
165 multiply the maximum allowable nonvoted discretionary millage  
166 for operations pursuant to s. 1011.71(1) and (3) by the value of  
167 96 percent of the current year's taxable value for school  
168 purposes for the state; divide the result by the total full-time  
169 equivalent membership of the state; and multiply the result by  
170 the full-time equivalent membership of the school. Funds may not  
171 be provided for the purpose of fulfilling the class size  
172 requirements in ss. 1003.03 and 1011.685.

173 (10) (a) Public school students receiving full-time  
174 instruction in kindergarten through grade 12 by the Florida

576-02910-22

20221048c1

175 Virtual School must take all statewide assessments required  
176 pursuant to s. 1008.22 and participate in the coordinated  
177 screening and progress monitoring system under s. 1008.25(8).

178 (d) Unless an alternative testing site is mutually agreed  
179 to by the Florida Virtual School and the school district or as  
180 contracted under s. 1008.24, all industry certification  
181 examinations, national assessments, progress monitoring under s.  
182 1008.25(8), and statewide assessments must be taken at the  
183 school to which the student would be assigned according to  
184 district school board attendance areas. A school district must  
185 provide the student with access to the school's testing  
186 facilities and the date and time of the administration of  
187 progress monitoring and each examination or assessment.

188 Section 4. Paragraph (b) of subsection (6) of section  
189 1002.45, Florida Statutes, is amended to read:

190 1002.45 Virtual instruction programs.—

191 (6) STUDENT PARTICIPATION REQUIREMENTS.—Each student  
192 enrolled in a virtual instruction program or virtual charter  
193 school must:

194 (b) Take statewide assessments pursuant to s. 1008.22 and  
195 participate in the coordinated screening and progress monitoring  
196 system under s. 1008.25(8). Statewide assessments and progress  
197 monitoring may be administered within the school district in  
198 which such student resides, or as specified in the contract in  
199 accordance with s. 1008.24(3). If requested by the approved  
200 provider or virtual charter school, the district of residence  
201 must provide the student with access to the district's testing  
202 facilities.

203 Section 5. Paragraph (d) of subsection (6) of section

576-02910-22

20221048c1

204 1002.53, Florida Statutes, is amended to read:

205 1002.53 Voluntary Prekindergarten Education Program;  
206 eligibility and enrollment.-

207 (6)

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

212 Section 6. Paragraph (b) of subsection (2) of section  
213 1002.67, Florida Statutes, is amended to read:

214 1002.67 Performance standards and curricula.-

215 (2)

216 (b) Each private prekindergarten provider's and public  
217 school's curriculum must be developmentally appropriate and  
218 must:

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

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

224 3. Support student learning gains through differentiated  
225 instruction that shall be measured by the coordinated screening  
226 and progress monitoring program under s. 1008.25(8) ~~s.~~  
227 ~~1008.2125~~.

228 Section 7. Paragraphs (a) and (b) of subsection (1),  
229 paragraphs (b) and (e) of subsection (4), and paragraph (c) of  
230 subsection (6) of section 1002.68, Florida Statutes, are amended  
231 to read:

232 1002.68 Voluntary Prekindergarten Education Program



576-02910-22

20221048c1

233 accountability.—

234 (1) (a) Beginning with the 2022-2023 program year, each  
235 private prekindergarten provider and public school participating  
236 in the Voluntary Prekindergarten Education Program must  
237 participate in the coordinated screening and progress monitoring  
238 program in accordance with s. 1008.25(8) ~~s. 1008.2125~~. The  
239 coordinated screening and progress monitoring program results  
240 shall be used by the department to identify student learning  
241 gains, index development learning outcomes upon program  
242 completion relative to the performance standards established  
243 under s. 1002.67 and representative norms, and inform a private  
244 prekindergarten provider's and public school's performance  
245 metric.

246 (b) At a minimum, the initial and final progress monitoring  
247 or screening must be administered by individuals meeting  
248 requirements adopted by the department under s. 1008.25(8) ~~s.~~  
249 ~~1008.2125~~.

250 (4)

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

255 (e) Subject to an appropriation, the department shall  
256 provide for a differential payment to a private prekindergarten  
257 provider and public school based on the provider's designation.  
258 The maximum differential payment may not exceed a total of 15  
259 percent of the base student allocation per full-time equivalent  
260 student under s. 1002.71 attending in the consecutive program  
261 year for that program. A private prekindergarten provider or

576-02910-22

20221048c1

262 public school may not receive a differential payment if it  
263 receives a designation of "proficient" or lower. Before the  
264 adoption of the methodology, the department shall confer with  
265 the Council for Early Grade Success under s. 1008.2125 before  
266 receiving approval from the State Board of Education for the  
267 final recommendations on the designation system and differential  
268 payments.

269 (6)

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

273 1. Child demographic data that evidences a private  
274 prekindergarten provider or public school serves a statistically  
275 significant population of children with special needs who have  
276 individual education plans and can demonstrate progress toward  
277 meeting the goals outlined in the students' individual education  
278 plans.

279 2. Learning gains of children served in the Voluntary  
280 Prekindergarten Education Program by the private prekindergarten  
281 provider or public school on an alternative measure that has  
282 comparable validity and reliability of the coordinated screening  
283 and progress monitoring program in accordance with s. 1008.25(8)  
284 ~~s. 1008.2125~~.

285 3. Program assessment data under subsection (2) which  
286 demonstrates effective teaching practices as recognized by the  
287 tool developer.

288 4. Verification that local and state health and safety  
289 requirements are met.

290 Section 8. Section 1003.41, Florida Statutes, is amended to

576-02910-22

20221048c1

291 read:

292 1003.41 ~~Next Generation Sunshine~~ State academic standards.-

293 (1) ~~The Next Generation Sunshine~~ state academic standards  
294 establish the core content of the curricula to be taught in the  
295 state and specify the core content knowledge and skills that K-  
296 12 public school students are expected to acquire. Standards  
297 must be rigorous and relevant and provide for the logical,  
298 sequential progression of core curricular content that  
299 incrementally increases a student's core content knowledge and  
300 skills over time. Curricular content for all subjects must  
301 integrate critical-thinking, problem-solving, and workforce-  
302 literacy skills; communication, reading, and writing skills;  
303 mathematics skills; collaboration skills; contextual and  
304 applied-learning skills; technology-literacy skills; information  
305 and media-literacy skills; and civic-engagement skills. The  
306 standards must include distinct grade-level expectations for the  
307 core content knowledge and skills that a student is expected to  
308 have acquired by each individual grade level from kindergarten  
309 through grade 8. The standards for grades 9 through 12 may be  
310 organized by grade clusters of more than one grade level except  
311 as otherwise provided for visual and performing arts, physical  
312 education, health, and foreign language standards.

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

315 (a) English Language Arts standards must establish specific  
316 curricular content for, at a minimum, reading, writing, speaking  
317 and listening, and language.

318 (b) Science standards must establish specific curricular  
319 content for, at a minimum, the nature of science, earth and

576-02910-22

20221048c1

320 space science, physical science, and life science.

321 (c) Mathematics standards must establish specific  
322 curricular content for, at a minimum, algebra, geometry,  
323 statistics and probability, number and quantity, functions, and  
324 modeling.

325 (d) Social Studies standards must establish specific  
326 curricular content for, at a minimum, geography, United States  
327 and world history, government, civics, humanities, economics,  
328 and financial literacy.

329 (e) Visual and performing arts, physical education, health,  
330 and foreign language standards must establish specific  
331 curricular content and include distinct grade level expectations  
332 for the core content knowledge and skills that a student is  
333 expected to have acquired by each individual grade level from  
334 kindergarten through grade 5. The standards for grades 6 through  
335 12 may be organized by grade clusters of more than one grade  
336 level.

337 (3) The Commissioner of Education, as needed, shall develop  
338 and submit proposed revisions to the standards for review and  
339 comment by Florida educators, school administrators,  
340 representatives of the Florida College System institutions and  
341 state universities who have expertise in the content knowledge  
342 and skills necessary to prepare a student for postsecondary  
343 education and careers, business and industry leaders, and the  
344 public. The commissioner, after considering reviews and  
345 comments, shall submit the proposed revisions to the State Board  
346 of Education for adoption.

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

576-02910-22

20221048c1

349 Section 9. Paragraph (c) of subsection (1) of section  
350 1003.53, Florida Statutes, is amended to read:

351 1003.53 Dropout prevention and academic intervention.—

352 (1)

353 (c) A student shall be identified as being eligible to  
354 receive services funded through the dropout prevention and  
355 academic intervention program based upon one of the following  
356 criteria:

357 1. The student is academically unsuccessful as evidenced by  
358 low test scores, retention, failing grades, low grade point  
359 average, falling behind in earning credits, or not meeting the  
360 state or district achievement ~~proficiency~~ levels in reading,  
361 mathematics, or writing.

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

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

369 a. Interferes with the student's own learning or the  
370 educational process of others and requires attention and  
371 assistance beyond that which the traditional program can provide  
372 or results in frequent conflicts of a disruptive nature while  
373 the student is under the jurisdiction of the school either in or  
374 out of the classroom; or

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

377 4. The student is identified by a school's early warning

576-02910-22

20221048c1

378 system pursuant to s. 1001.42(18)(b).

379 Section 10. The Division of Law Revision is directed to  
380 prepare a reviser's bill for the 2023 Regular Session of the  
381 Legislature to change the term "Next Generation Sunshine State  
382 Standards" to "state academic standards" wherever the term  
383 appears in the Florida Statutes.

384 Section 11. Section 1008.2125, Florida Statutes, is amended  
385 to read:

386 1008.2125 The Council for Early Grade Success Coordinated  
387 ~~screening and progress monitoring program for students in the~~  
388 ~~Voluntary Prekindergarten Education Program through grade 3.-~~

389 ~~(1) The primary purpose of the coordinated screening and~~  
390 ~~progress monitoring program for students in the Voluntary~~  
391 ~~Prekindergarten Education Program through grade 3 is to provide~~  
392 ~~information on students' progress in mastering the appropriate~~  
393 ~~grade-level standards and to provide information on their~~  
394 ~~progress to parents, teachers, and school and program~~  
395 ~~administrators. Data shall be used by Voluntary Prekindergarten~~  
396 ~~Education Program providers and school districts to improve~~  
397 ~~instruction, by parents and teachers to guide learning~~  
398 ~~objectives and provide timely and appropriate supports and~~  
399 ~~interventions to students not meeting grade-level expectations,~~  
400 ~~and by the public to assess the cost benefit of the expenditure~~  
401 ~~of taxpayer dollars. The coordinated screening and progress~~  
402 ~~monitoring program must:~~

403 ~~(a) Measure student progress in the Voluntary~~  
404 ~~Prekindergarten Education Program through grade 3 in meeting the~~  
405 ~~appropriate expectations in early literacy and math skills and~~  
406 ~~in English Language Arts and mathematics, as required by ss.~~

576-02910-22

20221048c1

407 ~~1002.67(1) (a) and 1003.41.~~

408 ~~(b) Provide data for accountability of the Voluntary~~  
409 ~~Prekindergarten Education Program, as required by s. 1002.68.~~

410 ~~(c) Provide baseline data to the department of each~~  
411 ~~student's readiness for kindergarten, which must be based on~~  
412 ~~each kindergarten student's progress monitoring results that was~~  
413 ~~administered no later than the first 30 instructional days in~~  
414 ~~accordance with paragraph (2) (a). The methodology for~~  
415 ~~determining a student's readiness for kindergarten shall be~~  
416 ~~developed by the department and aligned to the methodology~~  
417 ~~adopted pursuant to s. 1002.68(4).~~

418 ~~(d) Identify the educational strengths and needs of~~  
419 ~~students in the Voluntary Prekindergarten Education Program~~  
420 ~~through grade 3.~~

421 ~~(e) Provide teachers with progress monitoring data to~~  
422 ~~provide timely interventions and supports pursuant to s.~~  
423 ~~1008.25(4).~~

424 ~~(f) Assess how well educational goals and curricular~~  
425 ~~standards are met at the provider, school, district, and state~~  
426 ~~levels.~~

427 ~~(g) Provide information to aid in the evaluation and~~  
428 ~~development of educational programs and policies.~~

429 ~~(2) The Commissioner of Education shall design a statewide,~~  
430 ~~standardized coordinated screening and progress monitoring~~  
431 ~~program to assess early literacy and mathematics skills and the~~  
432 ~~English Language Arts and mathematics standards established in~~  
433 ~~ss. 1002.67(1) (a) and 1003.41, respectively. The coordinated~~  
434 ~~screening and progress monitoring program must provide interval~~  
435 ~~level and norm-referenced data that measures equivalent levels~~

576-02910-22

20221048c1

436 of growth; be a developmentally appropriate, valid, and reliable  
437 direct assessment; be able to capture data on students who may  
438 be performing below grade or developmental level and which may  
439 enable the identification of early indicators of dyslexia or  
440 other developmental delays; accurately measure the core content  
441 in the applicable grade level standards; document learning gains  
442 for the achievement of these standards; and provide teachers  
443 with progress monitoring supports and materials that enhance  
444 differentiated instruction and parent communication.

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

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

462 (b) The results of the coordinated screening and progress  
463 monitoring program shall be reported to the department, in  
464 accordance with the rules adopted by the state board, and



576-02910-22

20221048c1

465 ~~maintained in the department's educational data warehouse.~~

466 ~~(3) 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.~~

475 ~~(1)~~(4) The Council for Early Grade Success, a council as  
476 defined in s. 20.03(7), is created within the Department of  
477 Education to oversee the coordinated screening and progress  
478 monitoring program under s. 1008.25(8) for students in the  
479 Voluntary Prekindergarten Education Program through grade 3 and,  
480 except as otherwise provided in this section, shall operate  
481 consistent with s. 20.052.

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

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

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

493 3. Identify appropriate personnel, processes, and

576-02910-22

20221048c1

494 procedures required for the administration of the coordinated  
495 screening and progress monitoring program.

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

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

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

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

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

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

513 a. One representative from the Department of Education.

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

515 c. One representative that is an elementary school  
516 administrator.

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

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

521 b. One representative of an urban school district.

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

576-02910-22

20221048c1

- 523 d. One representative of a faith-based early learning  
524 provider who offers the Voluntary Prekindergarten Education  
525 Program.
- 526 e. One representative who is a second grade teacher who has  
527 at least 5 years of teaching experience.
- 528 f. Two representatives with subject matter expertise in  
529 early learning, early grade success, or child assessments.
- 530 3. Seven members appointed by the Speaker of the House of  
531 Representatives, as follows:
- 532 a. One member of the House of Representatives who serves at  
533 the pleasure of the Speaker of the House.
- 534 b. One representative of a rural school district.
- 535 c. One representative of an urban early learning coalition.
- 536 d. One representative of an early learning provider who  
537 offers the Voluntary Prekindergarten Education Program.
- 538 e. One member who is a kindergarten teacher who has at  
539 least 5 years of teaching experience.
- 540 f. Two representatives with subject matter expertise in  
541 early learning, early grade success, or child assessment.
- 542 4. The four representatives with subject matter expertise  
543 in sub-subparagraphs 2.f. and 3.f. may not be direct  
544 stakeholders within the early learning or public school systems.
- 545 (2) The Commissioner of Education shall:
- 546 (a) Develop a plan, in coordination with the Council for  
547 Early Grade Success, for implementing the coordinated screening  
548 and progress monitoring program in consideration of timelines  
549 for implementing new early literacy and mathematics skills and  
550 the English Language Arts and mathematics standards established  
551 in ss. 1002.67(1) (a) and 1003.41, as appropriate.

576-02910-22

20221048c1

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

554 (3)~~(5)~~ The council shall elect a chair and vice chair, one  
555 of whom must be a member who has subject matter expertise in  
556 early learning, early grade success, or child assessments. The  
557 vice chair must be a member appointed by the President of the  
558 Senate or the Speaker of the House of Representatives who is not  
559 one of the four members with subject matter expertise in early  
560 learning, early grade success, or child assessments appointed  
561 pursuant to sub-subparagraphs (1) (b) 2.f. and 3.f. ~~(4) (b) 2.f. and~~  
562 ~~3.f.~~ Members of the council shall serve without compensation but  
563 are entitled to reimbursement for per diem and travel expenses  
564 pursuant to s. 112.061.

565 Section 12. Present subsection (13) of section 1008.22,  
566 Florida Statutes, is redesignated as subsection (14), a new  
567 subsection (13) is added to that section, and subsections (3)  
568 and (6) and paragraphs (a), (b), (c), (e), (g), (h), and (i) of  
569 subsection (7) of that section are amended, to read:

570 1008.22 Student assessment program for public schools.—

571 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
572 Commissioner of Education shall design and implement a  
573 statewide, standardized assessment program aligned to the core  
574 curricular content established in the ~~Next Generation Sunshine~~  
575 state academic standards. The commissioner also must develop or  
576 select and implement a common battery of assessment tools that  
577 will be used in all juvenile justice education programs in the  
578 state. These tools must accurately measure the core curricular  
579 content established in the ~~Next Generation Sunshine~~ state  
580 academic standards. Participation in the assessment program is

576-02910-22

20221048c1

581 mandatory for all school districts and all students attending  
582 public schools, including adult students seeking a standard high  
583 school diploma under s. 1003.4282 and students in Department of  
584 Juvenile Justice education programs, except as otherwise  
585 provided by law. If a student does not participate in the  
586 assessment program, the school district must notify the  
587 student's parent and provide the parent with information  
588 regarding the implications of such nonparticipation. The  
589 statewide, standardized assessment program shall be designed and  
590 implemented as follows:

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

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

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

607 2. Beginning with the 2022-2023 school year, the end-of-  
608 year comprehensive progress monitoring assessment administered  
609 pursuant to s. 1008.25(8)(b)2. is the statewide, standardized

576-02910-22

20221048c1

610 ELA assessment for students in grades 3 through 10 and the  
611 statewide, standardized Mathematics assessment for students in  
612 grades 3 through 8.

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

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

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

627 3. The commissioner may select one or more nationally  
628 developed comprehensive examinations, which may include  
629 examinations for a College Board Advanced Placement course,  
630 International Baccalaureate course, or Advanced International  
631 Certificate of Education course, or industry-approved  
632 examinations to earn national industry certifications identified  
633 in the CAPE Industry Certification Funding List, for use as EOC  
634 assessments under this paragraph if the commissioner determines  
635 that the content knowledge and skills assessed by the  
636 examinations meet or exceed the grade-level expectations for the  
637 core curricular content established for the course in the ~~Next~~  
638 ~~Generation Sunshine~~ state academic standards. Use of any such

576-02910-22

20221048c1

639 examination as an EOC assessment must be approved by the state  
640 board in rule.

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

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

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

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

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

576-02910-22

20221048c1

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

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

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

687           a. Accommodations that negate the validity of a statewide,  
688 standardized assessment are not allowed during the  
689 administration of the assessment. However, instructional  
690 accommodations are allowed in the classroom if identified in a  
691 student's IEP. Students using instructional accommodations in  
692 the classroom that are not allowed on a statewide, standardized  
693 assessment may have assessment results waived if the IEP team  
694 determines that the assessment cannot accurately measure the  
695 student's abilities.

696           b. If a student is provided with instructional



576-02910-22

20221048c1

697 accommodations in the classroom that are not allowed as  
698 accommodations for statewide, standardized assessments, the  
699 district must inform the parent in writing and provide the  
700 parent with information regarding the impact on the student's  
701 ability to meet expected performance levels. A parent must  
702 provide signed consent for a student to receive classroom  
703 instructional accommodations that would not be available or  
704 permitted on a statewide, standardized assessment and  
705 acknowledge in writing that he or she understands the  
706 implications of such instructional accommodations.

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

711 4. For students with significant cognitive disabilities,  
712 the Department of Education shall provide for implementation of  
713 the Florida Alternate Assessment to accurately measure the core  
714 curricular content established in the ~~Next Generation Sunshine~~  
715 state academic standards.

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

717 1. All statewide, standardized EOC assessments and ELA,  
718 Mathematics, and Science assessments shall use scaled scores and  
719 achievement levels. Achievement levels shall range from 1  
720 through 5, with level 1 being the lowest achievement level,  
721 level 5 being the highest achievement level, and level 3  
722 indicating grade-level ~~satisfactory~~ performance on an  
723 assessment.

724 2. The state board shall designate by rule a passing score,  
725 indicating grade-level performance, for each statewide,

576-02910-22

20221048c1

726 standardized assessment.

727         3. If the commissioner seeks to revise a statewide,  
728 standardized assessment and the revisions require the state  
729 board to modify performance level scores, including the passing  
730 score, the commissioner shall provide a copy of the proposed  
731 scores and implementation plan to the President of the Senate  
732 and the Speaker of the House of Representatives at least 45 ~~90~~  
733 days before submission to the state board for review. Until the  
734 state board adopts the modifications by rule, the commissioner  
735 shall use calculations for scoring the assessment that adjust  
736 student scores on the revised assessment for statistical  
737 equivalence to student scores on the former assessment. The  
738 state board shall adopt by rule the passing score for the  
739 revised assessment that is statistically equivalent to the  
740 passing score on the discontinued assessment for a student who  
741 is required to attain a passing score on the discontinued  
742 assessment. The commissioner may, with approval of the state  
743 board, discontinue administration of the former assessment upon  
744 the graduation, based on normal student progression, of students  
745 participating in the final regular administration of the former  
746 assessment. If the commissioner revises a statewide,  
747 standardized assessment and the revisions require the state  
748 board to modify the passing score, only students taking the  
749 assessment for the first time after the rule is adopted are  
750 affected.

751         (f) *Prohibited activities.*—A district school board shall  
752 prohibit each public school from suspending a regular program of  
753 curricula for purposes of administering practice assessments or  
754 engaging in other assessment-preparation activities for a

576-02910-22

20221048c1

755 statewide, standardized assessment. However, a district school  
756 board may authorize a public school to engage in the following  
757 assessment-preparation activities:

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

760 2. Providing individualized instruction in assessment-  
761 taking strategies, without suspending the school's regular  
762 program of curricula, for a student who scores Level 1 or Level  
763 2 on a prior administration of an assessment.

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

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

779 (g) *Contracts for assessments.*—The commissioner shall  
780 provide for the assessments to be developed or obtained, as  
781 appropriate, through contracts and project agreements with  
782 private vendors, public vendors, public agencies, postsecondary  
783 educational institutions, or school districts. The commissioner

576-02910-22

20221048c1

784 may enter into contracts for the continued administration of the  
785 assessments authorized and funded by the Legislature. Contracts  
786 may be initiated in 1 fiscal year and continue into the next  
787 fiscal year and may be paid from the appropriations of either or  
788 both fiscal years. The commissioner may negotiate for the sale  
789 or lease of tests, scoring protocols, test scoring services, and  
790 related materials developed pursuant to law.

791 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
792 STANDARDS.—Measurement of student performance is the  
793 responsibility of school districts except in those subjects and  
794 grade levels measured under the statewide, standardized  
795 assessment program described in this section and the coordinated  
796 screening and progress monitoring system under s. 1008.25(8).  
797 When available, instructional personnel must be provided with  
798 information on student achievement of standards and benchmarks  
799 in order to improve instruction.

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

801 (a) The Commissioner of Education shall establish schedules  
802 for the administration of statewide, standardized assessments  
803 and the reporting of student assessment results. The  
804 commissioner shall consider the observance of religious and  
805 school holidays when developing the schedules. The assessment  
806 and reporting schedules must provide the earliest possible  
807 reporting of student assessment results to the school districts.  
808 Assessment results for the statewide, standardized ELA and  
809 Mathematics assessments and all statewide, standardized EOC  
810 assessments must be made available no later than June 30, except  
811 for results for the grade 3 statewide, standardized ELA  
812 assessment, which must be made available no later than May 31.

576-02910-22

20221048c1

813 Beginning with the 2023-2024 school year, assessment results for  
814 the statewide, standardized ELA and Mathematics assessments must  
815 be available no later than May 31. School districts shall  
816 administer statewide, standardized assessments in accordance  
817 with the schedule established by the commissioner.

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

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

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

831 3. The time allotted to administer each assessment.

832 4. Whether the assessment is a computer-based assessment or  
833 a paper-based assessment.

834 5. The grade level or subject area associated with the  
835 assessment.

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

838 7. The type of assessment, the purpose of the assessment,  
839 and the use of the assessment results.

840 8. A glossary of assessment terminology.

841 9. Estimates of average time for administering state-

576-02910-22

20221048c1

842 required and district-required assessments, by grade level.

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

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

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

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

860 (e) A school district may not schedule more than 5 percent  
861 of a student's total school hours in a school year to administer  
862 statewide, standardized assessments, the coordinated screening  
863 and progress monitoring system under s. 1008.25(8)(b)2., and  
864 district-required local assessments. The district must secure  
865 written consent from a student's parent before administering  
866 district-required local assessments that, after applicable  
867 statewide, standardized assessments and coordinated screening  
868 and progress monitoring are scheduled, exceed the 5 percent test  
869 administration limit for that student under this paragraph. The  
870 5 percent test administration limit for a student under this

576-02910-22

20221048c1

871 paragraph may be exceeded as needed to provide test  
872 accommodations that are required by an IEP or are appropriate  
873 for an English language learner who is currently receiving  
874 services in a program operated in accordance with an approved  
875 English language learner district plan pursuant to s. 1003.56.  
876 Notwithstanding this paragraph, a student may choose within a  
877 school year to take an examination or assessment adopted by  
878 State Board of Education rule pursuant to this section and ss.  
879 1007.27, 1008.30, and 1008.44.

880 (g) A school district must provide a student's performance  
881 results on district-required local assessments to the student's  
882 teachers and parent within 1 week ~~and to the student's parents~~  
883 ~~no later than 30 days~~ after administering such assessments,  
884 unless the superintendent determines in writing that extenuating  
885 circumstances exist and reports the extenuating circumstances to  
886 the district school board. Results must be made available  
887 through a web-based portal as part of the school district's  
888 learning management system and in a printed format upon request  
889 by a student's parent.

890 (h) The results of statewide, standardized assessment in  
891 ELA and mathematics, science, and social studies, including  
892 assessment retakes, shall be reported in an easy-to-read and  
893 understandable format and delivered in time to provide useful,  
894 actionable information to students, parents, and each student's  
895 current teacher of record and teacher of record for the  
896 subsequent school year; however, in any case, the district shall  
897 provide the results pursuant to this paragraph within 1 week  
898 after receiving the results from the department. A report of  
899 student assessment results must, at a minimum, contain:

576-02910-22

20221048c1

- 900           1. A clear explanation of the student's performance on the  
901 applicable statewide, standardized assessments.
- 902           2. Information identifying the student's areas of strength  
903 and areas in need of improvement.
- 904           3. Specific actions that may be taken, and the available  
905 resources that may be used, by the student's parent to assist  
906 his or her child based on the student's areas of strength and  
907 areas in need of improvement.
- 908           4. Longitudinal information, if available, on the student's  
909 progress in each subject area based on previous statewide,  
910 standardized assessment data.
- 911           5. Comparative information showing the student's score  
912 compared to other students in the school district, in the state,  
913 or, if available, in other states.
- 914           6. Predictive information, if available, showing the  
915 linkage between the scores attained by the student on the  
916 statewide, standardized assessments and the scores he or she may  
917 potentially attain on nationally recognized college entrance  
918 examinations.

919

920 The information included under this paragraph relating to  
921 results from the statewide, standardized ELA assessments for  
922 grades 3 through 10 and Mathematics assessments for grades 3  
923 through 8 must be included in individual student reports under  
924 s. 1008.25(8)(c).

- 925           (i) The State Board of Education shall adopt rules for the  
926 development of the uniform calendar that, at minimum, define  
927 terms that must be used in the calendar to describe various  
928 assessments, including the terms "progress monitoring,"



576-02910-22

20221048c1

929 "summative assessment," "formative assessment," and "interim  
930 assessment."

931 (13) INDEPENDENT REVIEW.—By January 31, 2025, the  
932 Commissioner of Education shall provide recommendations to the  
933 Governor, the President of the Senate, and the Speaker of the  
934 House of Representatives based on an independent review of the  
935 coordinated screening and progress monitoring system under s.  
936 1008.25(8). At a minimum, the review and recommendations must  
937 address:

938 (a) The feasibility and validity of using results from  
939 either the first or second administration of progress  
940 monitoring, or both, in lieu of using the comprehensive, end-of-  
941 year progress monitoring assessment for purposes of  
942 demonstrating a passing score, promotion to grade 4, meeting  
943 graduation requirements, and calculating school grades in  
944 accordance with s. 1008.34.

945 (b) Options for further reducing the statewide,  
946 standardized assessment footprint while maintaining valid and  
947 reliable data for purposes of school accountability and  
948 providing school and student supports, including the use of  
949 computer-adaptive assessments, consistent with the requirements  
950 of the federal Elementary and Secondary Education Act, 20 U.S.C.  
951 ss. 6301 et seq. and its implementing regulations.

952 (c) The feasibility and validity of remotely administering  
953 statewide, standardized assessments and the coordinated  
954 screening and progress monitoring system.

955 (d) Accelerating student progression based on results from  
956 the coordinated screening and progress monitoring system, as  
957 academically and developmentally appropriate.

576-02910-22

20221048c1

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

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

965

966 This subsection is repealed July 1, 2025.

967       Section 13. Section 1008.25, Florida Statutes, is amended  
968 to read:

969       1008.25 Public school student progression; student support;  
970 coordinated screening and progress monitoring; reporting  
971 requirements.—

972       (1) INTENT.—It is the intent of the Legislature that each  
973 student's progression from one grade to another be determined,  
974 in part, upon satisfactory performance in English Language Arts,  
975 social studies, science, and mathematics; that district school  
976 board policies facilitate student achievement; that each student  
977 and his or her parent be informed of that student's academic  
978 progress; and that students have access to educational options  
979 that provide academically challenging coursework or accelerated  
980 instruction pursuant to s. 1002.3105.

981       (2) STUDENT PROGRESSION PLAN.—Each district school board  
982 shall establish a comprehensive plan for student progression  
983 which must provide for a student's progression from one grade to  
984 another based on the student's mastery of the standards in s.  
985 1003.41, specifically English Language Arts, mathematics,  
986 science, and social studies standards. The plan must:

576-02910-22

20221048c1

987 (a) Include criteria that emphasize student reading  
988 proficiency in kindergarten through grade 3 and provide targeted  
989 instructional support for students with identified deficiencies  
990 in English Language Arts, mathematics, science, and social  
991 studies. High schools shall use all available assessment  
992 results, including the results of statewide, standardized  
993 English Language Arts assessments and end-of-course assessments  
994 for Algebra I and Geometry, to advise students of any identified  
995 deficiencies and to provide appropriate postsecondary  
996 preparatory instruction before high school graduation. The  
997 results of evaluations used to monitor a student's progress in  
998 grades K-12 must be provided to the student's teacher in a  
999 timely manner and as otherwise required by law. Thereafter,  
1000 evaluation results must be provided to the student's parent in a  
1001 timely manner. When available, instructional personnel must be  
1002 provided with information on student achievement of standards  
1003 and benchmarks in order to improve instruction.

1004 (b)1. List the student eligibility and procedural  
1005 requirements established by the school district for whole-grade  
1006 promotion, midyear promotion, and subject-matter acceleration  
1007 that would result in a student attending a different school,  
1008 pursuant to s. 1002.3105(2) (b).

1009 2. Notify parents and students of the school district's  
1010 process by which a parent may request student participation in  
1011 whole-grade promotion, midyear promotion, or subject-matter  
1012 acceleration that would result in a student attending a  
1013 different school, pursuant to s. 1002.3105(4) (b)2.

1014 (c)1. Advise parents and students that additional ACCEL  
1015 options may be available at the student's school, pursuant to s.

576-02910-22

20221048c1

1016 1002.3105.

1017 2. Advise parents and students to contact the principal at  
1018 the student's school for information related to student  
1019 eligibility requirements for whole-grade promotion, midyear  
1020 promotion, and subject-matter acceleration when the promotion or  
1021 acceleration occurs within the principal's school; virtual  
1022 instruction in higher grade level subjects; and any other ACCEL  
1023 options offered by the principal, pursuant to s.

1024 1002.3105(2) (a).

1025 3. Advise parents and students to contact the principal at  
1026 the student's school for information related to the school's  
1027 process by which a parent may request student participation in  
1028 whole-grade promotion, midyear promotion, and subject-matter  
1029 acceleration when the promotion or acceleration occurs within  
1030 the principal's school; virtual instruction in higher grade  
1031 level subjects; and any other ACCEL options offered by the  
1032 principal, pursuant to s. 1002.3105(4) (b)1.

1033 (d) Advise parents and students of the early graduation  
1034 options under s. 1003.4281.

1035 (e) List, or incorporate by reference, all dual enrollment  
1036 courses contained within the dual enrollment articulation  
1037 agreement established pursuant to s. 1007.271(21).

1038 (f) Provide instructional sequences by which students in  
1039 kindergarten through high school may attain progressively higher  
1040 levels of skill in the use of digital tools and applications.  
1041 The instructional sequences must include participation in  
1042 curricular and instructional options and the demonstration of  
1043 competence of standards required pursuant to ss. 1003.41 and  
1044 1003.4203 through attainment of industry certifications and

576-02910-22

20221048c1

1045 other means of demonstrating credit requirements identified  
1046 under ss. 1002.3105, 1003.4203, and 1003.4282.

1047 (3) ALLOCATION OF RESOURCES.—District school boards shall  
1048 allocate remedial and supplemental instruction resources to  
1049 students in the following priority:

1050 (a) Students in kindergarten through grade 3 who have a  
1051 substantial deficiency in reading as determined in paragraph  
1052 (5) (a).

1053 (b) Students who fail to meet performance levels required  
1054 for promotion consistent with the district school board's plan  
1055 for student progression required in subsection (2).

1056 (4) ASSESSMENT AND SUPPORT.—

1057 (a) Each student must participate in the statewide,  
1058 standardized assessment program required under s. 1008.22 and  
1059 the ~~Voluntary Prekindergarten Education Program through grade 8~~  
1060 coordinated screening and progress monitoring system required  
1061 under subsection (8). Each student who does not achieve a Level  
1062 3 or above on the statewide, standardized English Language Arts  
1063 assessment, the statewide, standardized Mathematics assessment,  
1064 or the Algebra I EOC assessment must be evaluated to determine  
1065 the nature of the student's difficulty, the areas of academic  
1066 need, and strategies for providing academic supports to improve  
1067 the student's performance.

1068 (b) A student who is not meeting the school district or  
1069 state requirements for satisfactory performance in English  
1070 Language Arts and mathematics must be covered by one of the  
1071 following plans:

1072 1. A federally required student plan such as an individual  
1073 education plan;

576-02910-22

20221048c1

1074           2. A schoolwide system of progress monitoring for all  
1075 students, except a student who scores Level 4 or above on the  
1076 English Language Arts and Mathematics assessments may be  
1077 exempted from participation by the principal; or

1078           3. An individualized progress monitoring plan.

1079           (c) A student who has a substantial reading deficiency as  
1080 determined in paragraph (5) (a) must be covered by a federally  
1081 required student plan, such as an individual education plan or  
1082 an individualized progress monitoring plan, or both, as  
1083 necessary.

1084           (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1085           (a) Any student in kindergarten through grade 3 who  
1086 exhibits a substantial deficiency in reading based upon  
1087 screening, diagnostic, progress monitoring, or assessment data;  
1088 statewide assessments; or teacher observations must be provided  
1089 intensive, explicit, systematic, and multisensory reading  
1090 interventions immediately following the identification of the  
1091 reading deficiency. A school may not wait for a student to  
1092 receive a failing grade at the end of a grading period to  
1093 identify the student as having a substantial reading deficiency  
1094 and initiate intensive reading interventions. In addition, a  
1095 school may not wait until an evaluation conducted pursuant to s.  
1096 1003.57 is completed to provide appropriate, evidence-based  
1097 interventions for a student whose parent submits documentation  
1098 from a professional licensed under chapter 490 which  
1099 demonstrates that the student has been diagnosed with dyslexia.  
1100 Such interventions must be initiated upon receipt of the  
1101 documentation and based on the student's specific areas of  
1102 difficulty as identified by the licensed professional. A

576-02910-22

20221048c1

1103 student's reading proficiency must be monitored and the  
1104 intensive interventions must continue until the student  
1105 demonstrates grade level proficiency in a manner determined by  
1106 the district, which may include achieving a Level 3 on the  
1107 statewide, standardized English Language Arts assessment. The  
1108 State Board of Education shall identify by rule guidelines for  
1109 determining whether a student in kindergarten through grade 3  
1110 has a substantial deficiency in reading.

1111 (b) A Voluntary Prekindergarten Education Program student  
1112 who exhibits a substantial deficiency in early literacy skills  
1113 in accordance with the standards under s. 1002.67(1)(a) and  
1114 based upon the results of the administration of the final  
1115 coordinated screening and progress monitoring under subsection  
1116 (8) ~~s. 1008.2125~~ shall be referred to the local school district  
1117 and may be eligible to receive intensive reading interventions  
1118 before participating in kindergarten. Such intensive reading  
1119 interventions shall be paid for using funds from the district's  
1120 evidence-based ~~research-based~~ reading instruction allocation in  
1121 accordance with s. 1011.62(8) ~~s. 1011.62(9)~~.

1122 (c) To be promoted to grade 4, a student must score a Level  
1123 2 or higher on the statewide, standardized English Language Arts  
1124 assessment required under s. 1008.22 for grade 3. If a student's  
1125 reading deficiency is not remedied by the end of grade 3, as  
1126 demonstrated by scoring Level 2 or higher on the statewide,  
1127 standardized assessment required under s. 1008.22 for grade 3,  
1128 the student must be retained.

1129 (d) The parent of any student who exhibits a substantial  
1130 deficiency in reading, as described in paragraph (a), must be  
1131 notified in writing of the following:

576-02910-22

20221048c1

1132 1. That his or her child has been identified as having a  
1133 substantial deficiency in reading, including a description and  
1134 explanation, in terms understandable to the parent, of the exact  
1135 nature of the student's difficulty in learning and lack of  
1136 achievement in reading.

1137 2. A description of the current services that are provided  
1138 to the child.

1139 3. A description of the proposed intensive interventions  
1140 and supports that will be provided to the child that are  
1141 designed to remediate the identified area of reading deficiency.

1142 4. That if the child's reading deficiency is not remediated  
1143 by the end of grade 3, the child must be retained unless he or  
1144 she is exempt from mandatory retention for good cause.

1145 5. Strategies, including multisensory strategies, through a  
1146 read-at-home plan the parent can use in helping his or her child  
1147 succeed in reading. The read-at-home plan must provide access to  
1148 the resources identified in paragraph (e) ~~paragraph (d)~~.

1149 6. That the statewide, standardized English Language Arts  
1150 assessment is not the sole determiner of promotion and that  
1151 additional evaluations, portfolio reviews, and assessments are  
1152 available to the child to assist parents and the school district  
1153 in knowing when a child is reading at or above grade level and  
1154 ready for grade promotion.

1155 7. The district's specific criteria and policies for a  
1156 portfolio as provided in subparagraph (6)(b)4. and the evidence  
1157 required for a student to demonstrate mastery of Florida's  
1158 academic standards for English Language Arts. A school must  
1159 immediately begin collecting evidence for a portfolio when a  
1160 student in grade 3 is identified as being at risk of retention



576-02910-22

20221048c1

1161 or upon the request of the parent, whichever occurs first.

1162 8. The district's specific criteria and policies for  
1163 midyear promotion. Midyear promotion means promotion of a  
1164 retained student at any time during the year of retention once  
1165 the student has demonstrated ability to read at grade level.

1166 9. Information about the student's eligibility for the New  
1167 Worlds Reading Initiative under s. 1003.485 and information on  
1168 parent training modules and other reading engagement resources  
1169 available through the initiative.

1170  
1171 After initial notification, the school shall apprise the parent  
1172 at least monthly of the student's progress in response to the  
1173 intensive interventions and supports. Such communications must  
1174 be in writing and must explain any additional interventions or  
1175 supports that will be implemented to accelerate the student's  
1176 progress if the interventions and supports already being  
1177 implemented have not resulted in improvement.

1178 (e) The Department of Education shall compile resources  
1179 that each school district must incorporate into a read-at-home  
1180 plan provided to the parent of a student who is identified as  
1181 having a substantial reading deficiency pursuant to paragraph  
1182 (d) ~~paragraph (e)~~. The resources must be made available in an  
1183 electronic format that is accessible online and must include the  
1184 following:

1185 1. Developmentally appropriate, evidence-based strategies  
1186 and programming, including links to video training modules and  
1187 opportunities to sign up for at-home reading tips delivered  
1188 periodically via text and e-mail, which a parent can use to help  
1189 improve his or her child's literacy skills.

576-02910-22

20221048c1

1190           2. An overview of the types of assessments used to identify  
1191 reading deficiencies and what those assessments measure or do  
1192 not measure, the frequency with which the assessments are  
1193 administered, and the requirements for interventions and  
1194 supports that districts must provide to students who do not make  
1195 adequate academic progress.

1196           3. An overview of the process for initiating and conducting  
1197 evaluations for exceptional education eligibility. The overview  
1198 must include an explanation that a diagnosis of a medical  
1199 condition alone is not sufficient to establish exceptional  
1200 education eligibility but may be used to document how that  
1201 condition relates to the student's eligibility determination and  
1202 may be disclosed in an eligible student's individual education  
1203 plan when necessary to inform school personnel responsible for  
1204 implementing the plan.

1205           4. Characteristics of conditions associated with learning  
1206 disorders, including dyslexia, dysgraphia, dyscalculia, and  
1207 developmental aphasia.

1208           5. A list of resources that support informed parent  
1209 involvement in decisionmaking processes for students who have  
1210 difficulty in learning.

1211  
1212 Upon the request of a parent, resources meeting the requirements  
1213 of this paragraph must be provided to the parent in a hardcopy  
1214 format.

1215           (6) ELIMINATION OF SOCIAL PROMOTION.—

1216           (a) No student may be assigned to a grade level based  
1217 solely on age or other factors that constitute social promotion.

1218           (b) The district school board may only exempt students from

576-02910-22

20221048c1

1219 mandatory retention, as provided in paragraph (5)(c), for good  
1220 cause. A student who is promoted to grade 4 with a good cause  
1221 exemption shall be provided intensive reading instruction and  
1222 intervention that include specialized diagnostic information and  
1223 specific reading strategies to meet the needs of each student so  
1224 promoted. The school district shall assist schools and teachers  
1225 with the implementation of explicit, systematic, and  
1226 multisensory reading instruction and intervention strategies for  
1227 students promoted with a good cause exemption which research has  
1228 shown to be successful in improving reading among students who  
1229 have reading difficulties. Good cause exemptions are limited to  
1230 the following:

1231 1. Limited English proficient students who have had less  
1232 than 2 years of instruction in an English for Speakers of Other  
1233 Languages program based on the initial date of entry into a  
1234 school in the United States.

1235 2. Students with disabilities whose individual education  
1236 plan indicates that participation in the statewide assessment  
1237 program is not appropriate, consistent with the requirements of  
1238 s. 1008.212.

1239 3. Students who demonstrate an acceptable level of  
1240 performance on an alternative standardized reading or English  
1241 Language Arts assessment approved by the State Board of  
1242 Education.

1243 4. A student who demonstrates through a student portfolio  
1244 that he or she is performing at least at Level 2 on the  
1245 statewide, standardized English Language Arts assessment.

1246 5. Students with disabilities who take the statewide,  
1247 standardized English Language Arts assessment and who have an

576-02910-22

20221048c1

1248 individual education plan or a Section 504 plan that reflects  
1249 that the student has received intensive instruction in reading  
1250 or English Language Arts for more than 2 years but still  
1251 demonstrates a deficiency and was previously retained in  
1252 kindergarten, grade 1, grade 2, or grade 3.

1253 6. Students who have received intensive reading  
1254 intervention for 2 or more years but still demonstrate a  
1255 deficiency in reading and who were previously retained in  
1256 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
1257 years. A student may not be retained more than once in grade 3.

1258 (c) Requests for good cause exemptions for students from  
1259 the mandatory retention requirement as described in  
1260 subparagraphs (b)3. and 4. shall be made consistent with the  
1261 following:

1262 1. Documentation shall be submitted from the student's  
1263 teacher to the school principal that indicates that the  
1264 promotion of the student is appropriate and is based upon the  
1265 student's academic record. In order to minimize paperwork  
1266 requirements, such documentation shall consist only of the  
1267 existing progress monitoring plan, individual educational plan,  
1268 if applicable, report card, or student portfolio.

1269 2. The school principal shall review and discuss such  
1270 recommendation with the teacher and make the determination as to  
1271 whether the student should be promoted or retained. If the  
1272 school principal determines that the student should be promoted,  
1273 the school principal shall make such recommendation in writing  
1274 to the district school superintendent. The district school  
1275 superintendent shall accept or reject the school principal's  
1276 recommendation in writing.

576-02910-22

20221048c1

1277 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
1278 STUDENTS.—

1279 (a) Students retained under paragraph (5)(c) must be  
1280 provided intensive interventions in reading to ameliorate the  
1281 student's specific reading deficiency and prepare the student  
1282 for promotion to the next grade. These interventions must  
1283 include:

1284 1. Evidence-based, explicit, systematic, and multisensory  
1285 reading instruction in phonemic awareness, phonics, fluency,  
1286 vocabulary, and comprehension and other strategies prescribed by  
1287 the school district.

1288 2. Participation in the school district's summer reading  
1289 camp, which must incorporate the instructional and intervention  
1290 strategies under subparagraph 1.

1291 3. A minimum of 90 minutes of daily, uninterrupted reading  
1292 instruction incorporating the instructional and intervention  
1293 strategies under subparagraph 1. This instruction may include:

1294 a. Coordinated integration of content-rich texts in science  
1295 and civic literacy within the 90-minute block.

1296 b. Small group instruction.

1297 c. Reduced teacher-student ratios.

1298 d. More frequent progress monitoring.

1299 e. Tutoring or mentoring.

1300 f. Transition classes containing 3rd and 4th grade  
1301 students.

1302 g. Extended school day, week, or year.

1303 (b) Each school district shall:

1304 1. Provide written notification to the parent of a student  
1305 who is retained under paragraph (5)(c) that his or her child has

576-02910-22

20221048c1

1306 not met the achievement ~~proficiency~~ level required for promotion  
1307 and the reasons the child is not eligible for a good cause  
1308 exemption as provided in paragraph (6)(b). The notification must  
1309 comply with paragraph (5)(d) and must include a description of  
1310 proposed interventions and supports that will be provided to the  
1311 child to remediate the identified areas of reading deficiency.

1312 2. Implement a policy for the midyear promotion of a  
1313 student retained under paragraph (5)(c) who can demonstrate that  
1314 he or she is a successful and independent reader and performing  
1315 at or above grade level in reading or, upon implementation of  
1316 English Language Arts assessments, performing at or above grade  
1317 level in English Language Arts. Tools that school districts may  
1318 use in reevaluating a student retained may include subsequent  
1319 assessments, alternative assessments, and portfolio reviews, in  
1320 accordance with rules of the State Board of Education. Students  
1321 promoted during the school year after November 1 must  
1322 demonstrate achievement ~~proficiency~~ levels in reading equivalent  
1323 to the level necessary for the beginning of grade 4. The rules  
1324 adopted by the State Board of Education must include standards  
1325 that provide a reasonable expectation that the student's  
1326 progress is sufficient to master appropriate grade 4 level  
1327 reading skills.

1328 3. Provide students who are retained under paragraph  
1329 (5)(c), including students participating in the school  
1330 district's summer reading camp under subparagraph (a)2., with a  
1331 highly effective teacher who is certified or endorsed in reading  
1332 and is rated highly effective as determined by the teacher's  
1333 performance evaluation under s. 1012.34, ~~and, beginning July 1,~~  
1334 ~~2020, the teacher must also be certified or endorsed in reading.~~

576-02910-22

20221048c1

1335 4. Establish at each school, when applicable, an intensive  
1336 reading acceleration course for any student retained in grade 3  
1337 who was previously retained in kindergarten, grade 1, or grade  
1338 2. The intensive reading acceleration course must provide the  
1339 following:

1340 a. Uninterrupted reading instruction for the majority of  
1341 student contact time each day and opportunities to master the  
1342 grade 4 ~~Next Generation Sunshine~~ state academic standards in  
1343 other core subject areas through content-rich texts.

1344 b. Small group instruction.

1345 c. Reduced teacher-student ratios.

1346 d. The use of explicit, systematic, and multisensory  
1347 reading interventions, including intensive language, phonics,  
1348 and vocabulary instruction, and use of a speech-language  
1349 therapist if necessary, that have proven results in accelerating  
1350 student reading achievement within the same school year.

1351 e. A read-at-home plan.

1352 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1353 (a) The Department of Education, in collaboration with the  
1354 Office of Early Learning, shall procure and require the use of a  
1355 statewide, standardized coordinated screening and progress  
1356 monitoring system for the Voluntary Prekindergarten Education  
1357 Program and public schools ~~servicing kindergarten through grade 8~~  
1358 ~~students~~. The system must:

1359 1. Measure student progress ~~in the Voluntary~~  
1360 ~~Prekindergarten Education Program through grade 8~~ in meeting the  
1361 appropriate expectations in early literacy and mathematics  
1362 skills and in English Language Arts and mathematics standards as  
1363 required by ss. 1002.67(1) (a) and 1003.41 and identify the

576-02910-22

20221048c1

1364 educational strengths and needs of students.

1365 2. For students in the Voluntary Prekindergarten Education  
1366 Program through grade 3, measure student performance in oral  
1367 language development, phonological and phonemic awareness,  
1368 knowledge of print and letters, decoding, fluency, vocabulary,  
1369 and comprehension, as applicable by grade level, and, at a  
1370 minimum, provide interval level and norm-referenced data that  
1371 measures equivalent levels of growth.

1372 3. Be a valid, reliable, and developmentally appropriate  
1373 computer-based ~~computer-adaptive~~ direct instrument that provides  
1374 screening and diagnostic capabilities for monitoring student  
1375 progress; identifies students who have a substantial deficiency  
1376 in reading, including identifying students with characteristics  
1377 of dyslexia and other learning disorders; and informs  
1378 instruction. Beginning with the 2023-2024 school year, the  
1379 coordinated screening and progress monitoring system must be  
1380 computer-adaptive.

1381 4. Provide data for Voluntary Prekindergarten Education  
1382 Program accountability as required under s. 1002.68 ~~s. 1002.67~~.

1383 5. Provide Voluntary Prekindergarten Education Program  
1384 providers, school districts, schools, ~~and~~ teachers, and parents  
1385 with data and resources that enhance differentiated instruction  
1386 and parent communication.

1387 6. Provide baseline data to the department of each  
1388 student's readiness for kindergarten. The determination of  
1389 kindergarten readiness must be based on the results of each  
1390 student's initial progress monitoring assessment in  
1391 kindergarten. The methodology for determining a student's  
1392 readiness for kindergarten must be developed by the department



576-02910-22

20221048c1

1393 and aligned to the methodology adopted pursuant to s.  
1394 1002.68(4).

1395 7. Assess how well educational goals and curricular  
1396 standards are met at the provider, school, district, and state  
1397 levels and provide information to the department to aid in the  
1398 development of educational programs, policies, and supports for  
1399 providers, districts, and schools.

1400 (b) Beginning with the 2022-2023 school year, private  
1401 Voluntary Prekindergarten Education Program providers and public  
1402 schools must participate in the coordinated screening and  
1403 progress monitoring system pursuant to this paragraph.

1404 1. For students in the Voluntary Prekindergarten Education  
1405 Program through grade 2, the coordinated screening and progress  
1406 monitoring system must be administered at least three times  
1407 within a program year or school year, as applicable, with the  
1408 first administration occurring no later than the first 30  
1409 instructional days after a student's enrollment or the start of  
1410 the program year or school year, the second administration  
1411 occurring midyear, and the third administration occurring within  
1412 the last 30 days of the program or school year pursuant to state  
1413 board rule. The state board may adopt alternate timeframes to  
1414 address nontraditional school year calendars or summer programs  
1415 to ensure the coordinated screening and progress monitoring  
1416 program is administered a minimum of three times within a year  
1417 or program.

1418 2. For grades 3 through 10 English Language Arts and grades  
1419 3 through 8 Mathematics, the coordinated screening and progress  
1420 monitoring system must be administered at the beginning, middle,  
1421 and end of the school year pursuant to state board rule. The

576-02910-22

20221048c1

1422 end-of-year administration of the coordinated screening and  
1423 progress monitoring system must be a comprehensive progress  
1424 monitoring assessment administered in accordance with the  
1425 scheduling requirements under s. 1008.22(7)(c).

1426 (c) To facilitate timely interventions and supports  
1427 pursuant to subsection (4), the system must provide results from  
1428 the first two administrations of the progress monitoring to a  
1429 student's teacher within 1 week and to the student's parent  
1430 within 2 weeks of the administration of the progress monitoring.  
1431 Delivery of results from the comprehensive, end-of-year progress  
1432 monitoring ELA assessment for grades 3 through 10 and  
1433 Mathematics assessment for grades 3 through 8 must be in  
1434 accordance with s. 1008.22(7)(h).

1435 1. A student's results from the coordinated screening and  
1436 progress monitoring system must be recorded in a written, easy-  
1437 to-comprehend individual student report. Each school district  
1438 shall provide a parent secure access to his or her child's  
1439 individual student reports through a web-based portal as part of  
1440 its learning management system. Each early learning coalition  
1441 shall provide parents the individual student report in a format  
1442 determined by state board rule.

1443 2. In addition to the information under subparagraph (a)5.,  
1444 the report must also include parent resources that explain the  
1445 purpose of progress monitoring, assist the parent in  
1446 interpreting progress monitoring results, and support informed  
1447 parent involvement. Parent resources may include personalized  
1448 video formats.

1449 3. The department shall annually update school districts  
1450 and early learning coalitions on new system features and

576-02910-22

20221048c1

1451 functionality and collaboratively identify with school districts  
1452 and early learning coalitions strategies for meaningfully  
1453 reporting to parents results from the coordinated screening and  
1454 progress monitoring system.

1455 4. An individual student report must be provided in a  
1456 printed format upon a parent's request

1457 ~~(c) A Voluntary Prekindergarten Education Program student~~  
1458 ~~who is at risk of being identified as having a substantial~~  
1459 ~~deficiency in early literacy skills, based upon results under~~  
1460 ~~this subsection, must be referred to the school district in~~  
1461 ~~which he or she resides and may be eligible to receive early~~  
1462 ~~literacy instruction and interventions after program completion~~  
1463 ~~and before participating in kindergarten. Such instruction and~~  
1464 ~~interventions may be paid for using funds from the school~~  
1465 ~~district's evidence-based reading instruction allocation in~~  
1466 ~~accordance with s. 1011.62(9).~~

1467 (d) Screening and progress monitoring system results,  
1468 including the number of students who demonstrate characteristics  
1469 of dyslexia, shall be reported to the department pursuant to  
1470 state board rule and maintained in the department's Education  
1471 Data Warehouse. Results must be provided to a student's teacher  
1472 and parent in a timely manner as required in s. 1008.22(7)(g).

1473 (e) The department, in collaboration with the Office of  
1474 Early Learning, shall provide training and support for effective  
1475 implementation of the screening and progress monitoring system.

1476 (9) ANNUAL REPORT.—

1477 (a) In addition to the requirements in paragraph (5)(c),  
1478 each district school board must annually report to the parent of  
1479 each student the progress of the student toward achieving state

576-02910-22

20221048c1

1480 and district expectations for proficiency in English Language  
1481 Arts, science, social studies, and mathematics. The district  
1482 school board must report to the parent the student's results on  
1483 each statewide, standardized assessment and the coordinated  
1484 screening and progress monitoring system under subsection (8).  
1485 The evaluation of each student's progress must be based upon the  
1486 student's classroom work, observations, tests, district and  
1487 state assessments, response to intensive interventions provided  
1488 under paragraph (5)(a), and other relevant information. Progress  
1489 reporting must be provided to the parent in writing in a format  
1490 adopted by the district school board and must be accessible  
1491 through secure, web-based options.

1492 (b) Each district school board must annually publish on the  
1493 district website ~~and in the local newspaper~~ the following  
1494 information on the prior school year:

1495 1. The provisions of this section relating to public school  
1496 student progression and the district school board's policies and  
1497 procedures on student retention and promotion.

1498 2. By grade, the number and percentage of all students in  
1499 grades 3 through 10 performing at Levels 1 and 2 on the  
1500 statewide, standardized English Language Arts assessment.

1501 3. By grade, the number and percentage of all students  
1502 retained in kindergarten through grade 10.

1503 4. Information on the total number of students who were  
1504 promoted for good cause, by each category of good cause as  
1505 specified in paragraph (6)(b).

1506 5. Any revisions to the district school board's policies  
1507 and procedures on student retention and promotion from the prior  
1508 year.

576-02910-22

20221048c1

1509 (10) RULEMAKING.—The State Board of Education shall adopt  
1510 rules pursuant to ss. 120.536(1) and 120.54 for the  
1511 administration of this section.

1512 Section 14. Subsection (7) is added to section 1008.34,  
1513 Florida Statutes, to read:

1514 1008.34 School grading system; school report cards;  
1515 district grade.—

1516 (7) TRANSITION.—To assist in the transition to 2022-2023  
1517 school grades and district grades calculated based on the  
1518 comprehensive, end-of-year progress monitoring assessment under  
1519 s. 1008.25(8), the 2022-2023 school grades and district grades  
1520 shall serve as an informational baseline for schools and  
1521 districts to work toward improved performance in future years.  
1522 Accordingly, notwithstanding any other provision of law:

1523 (a) Due to the absence of learning gains data in the 2022-  
1524 2023 school year, the initial school grading scale for the 2022-  
1525 2023 informational baseline grades shall be set so that the  
1526 percentage of schools that earn an "A," "B," "C," "D," and "F"  
1527 is statistically equivalent to the 2021-2022 school grades  
1528 results. When learning gains data becomes available in the 2023-  
1529 2024 school year, the State Board of Education shall review the  
1530 school grading scale and determine if the scale should be  
1531 adjusted.

1532 (b) A school may not be required to select and implement a  
1533 turnaround option pursuant to s. 1008.33 in the 2023-2024 school  
1534 year based on the school's 2022-2023 grade. The benefits of s.  
1535 1008.33(4)(c), relating to a school being released from  
1536 implementation of the turnaround option, and s. 1008.33(4)(d),  
1537 relating to a school implementing strategies identified in its

576-02910-22

20221048c1

1538 school improvement plan, apply to a school using turnaround  
1539 options pursuant to s. 1008.33 which improves to a grade of "C"  
1540 or higher during the 2022-2023 school year.

1541 (c) A school or approved provider under s. 1002.45 which  
1542 receives the same or lower school grade for the 2022-2023 school  
1543 year compared to the 2021-2022 school year is not subject to  
1544 sanctions or penalties that would otherwise occur as a result of  
1545 the 2022-2023 school grade or rating. A charter school system or  
1546 school district designated as high performing may not lose the  
1547 designation based on the 2022-2023 school grades of any of the  
1548 schools within the charter school system or school district or  
1549 based on the 2022-2023 district grade, as applicable.

1550 (d) For purposes of determining grade 3 retention pursuant  
1551 to s. 1008.25(5) and high school graduation pursuant to s.  
1552 1003.4282, student performance on the 2022-2023 comprehensive,  
1553 end-of-year progress monitoring assessment under s. 1008.25(8)  
1554 shall be linked to 2021-2022 student performance expectations.  
1555 In addition to the good cause exemptions under s. 1008.25(6), a  
1556 student may be promoted to grade 4 for the 2023-2024 school year  
1557 if the student demonstrates an acceptable level of performance  
1558 through means reasonably calculated by the school district to  
1559 provide reliable evidence of the student's performance.

1560  
1561 This subsection is repealed July 1, 2025.

1562 Section 15. Subsection (7) is added to section 1008.341,  
1563 Florida Statutes, to read:

1564 1008.341 School improvement rating for alternative  
1565 schools.—

1566 (7) TRANSITION.—Due to the absence of learning gains data

576-02910-22

20221048c1

1567 in the 2022-2023 school year, school improvement ratings will  
1568 not be calculated for the 2022-2023 school year. When learning  
1569 gains data becomes available in the 2023-2024 school year, the  
1570 State Board of Education shall set the scale for the  
1571 "Commendable," "Maintaining," and "Unsatisfactory" ratings  
1572 pursuant to rule. This subsection is repealed July 1, 2025.

1573 Section 16. This act shall take effect July 1, 2022.