



26 | hours authorized for testing; revising the timeframe  
27 | results for district-required local assessments must  
28 | be provided to a student's parent; requiring such  
29 | results to be provided in specified formats; requiring  
30 | specified information to be included on individual  
31 | student reports; requiring the Commissioner of  
32 | Education to provide specified recommendations from an  
33 | independent review of the coordinated screening and  
34 | progress monitoring system to the Governor and  
35 | Legislature by a specified date; providing  
36 | requirements for the review and recommendations;  
37 | providing for the future repeal of such requirements;  
38 | amending s. 1008.25, F.S.; conforming provisions to  
39 | changes made by the act; requiring the coordinated  
40 | screening and progress monitoring system to identify  
41 | the educational strengths and needs of students;  
42 | revising requirements for such system; providing  
43 | requirements for the administration of the coordinated  
44 | screenings and progress monitoring and the reporting  
45 | of results; requiring a specified annual report to be  
46 | accessible through certain web-based options; deleting  
47 | a requirement that district school boards print  
48 | specified information in a local newspaper; amending  
49 | s. 1008.33, F.S.; making editorial changes; requiring  
50 | a school district to take specified actions for a

51 school that earns an initial school grade of "D";  
52 revising the options available to a school district  
53 that must implement a turnaround plan for a school;  
54 authorizing a school district to submit a turnaround  
55 plan for a school that has earned an initial school  
56 grade of "D"; revising the options available to a  
57 school district with a school that implemented a  
58 turnaround plan and did not improve its school grade;  
59 requiring certain schools that exit turnaround status  
60 and earn a specified school grade within a certain  
61 time period to select and implement a turnaround  
62 option; providing requirements for the selection of  
63 such turnaround option; amending s. 1008.34, F.S.;  
64 requiring the State Board of Education to annually  
65 review the percentage of schools earning certain  
66 school grades and determine if the school grading  
67 scale must be adjusted; providing requirements for  
68 such adjustments; requiring the state board to provide  
69 specified information to the public; providing a  
70 transition for the calculation of school and district  
71 grades for the 2022-2023 school year; providing  
72 requirements for the calculation of such grades and  
73 exemption schools from specified provisions; providing  
74 requirements for determining grade 3 retention and  
75 high school graduation requirements for such school

76 year; providing for the future repeal of specified  
 77 provisions; amending s. 1008.341, F.S.; providing that  
 78 school improvements rating will not be calculated for  
 79 the 2022-2023 school year; providing for the future  
 80 repeal of specified provisions; providing an effective  
 81 date.

82

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

84

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

88 411.227 Components of the Learning Gateway.—The Learning  
 89 Gateway system consists of the following components:

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

92 (d) In collaboration with other local resources, the  
 93 demonstration projects shall develop public awareness strategies  
 94 to disseminate information about developmental milestones,  
 95 precursors of learning problems and other developmental delays,  
 96 and the service system that is available. The information should  
 97 target parents of children from birth through age 9 and should  
 98 be distributed to parents, health care providers, and caregivers  
 99 of children from birth through age 9. A variety of media should  
 100 be used as appropriate, such as print, television, radio, and a

101 community-based Internet website, as well as opportunities such  
102 as those presented by parent visits to physicians for well-child  
103 checkups. The Learning Gateway Steering Committee shall provide  
104 technical assistance to the local demonstration projects in  
105 developing and distributing educational materials and  
106 information.

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

114 2. Public awareness strategies targeting parents of  
115 children from ages 6 through 9 must be designed to disseminate  
116 training materials and brochures to parents and public and  
117 private school personnel, and must be coordinated with the local  
118 school board and the appropriate school advisory committees in  
119 the demonstration projects. The materials should contain  
120 information on state and district achievement ~~proficiency~~ levels  
121 for grades K-3.

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

123 (b) Demonstration projects shall develop strategies to  
124 increase the use of appropriate intervention practices with  
125 children who have learning problems and learning disabilities

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

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

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

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

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

151 1002.37 The Florida Virtual School.—

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

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

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

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

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

189 Section 4. Paragraph (b) of subsection (6) of section  
190 1002.45, Florida Statutes, is amended to read:

191 1002.45 Virtual instruction programs.—

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

195 (b) Take statewide assessments pursuant to s. 1008.22 and  
196 participate in the coordinated screening and progress monitoring  
197 system under s. 1008.25(8). Statewide assessments and progress  
198 monitoring may be administered within the school district in  
199 which such student resides, or as specified in the contract in  
200 accordance with s. 1008.24(3). If requested by the approved



201 provider or virtual charter school, the district of residence  
 202 must provide the student with access to the district's testing  
 203 facilities.

204 Section 5. Paragraph (d) of subsection (6) of section  
 205 1002.53, Florida Statutes, is amended to read:

206 1002.53 Voluntary Prekindergarten Education Program;  
 207 eligibility and enrollment.—

208 (6)

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

213 Section 6. Paragraph (b) of subsection (2) of section  
 214 1002.67, Florida Statutes, is amended to read:

215 1002.67 Performance standards and curricula.—

216 (2)

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

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

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

225 3. Support student learning gains through differentiated

226 instruction that shall be measured by the coordinated screening  
 227 and progress monitoring program under s. 1008.25(8) ~~s.~~  
 228 ~~1008.2125~~.

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

233 1002.68 Voluntary Prekindergarten Education Program  
 234 accountability.—

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

247 (b) At a minimum, the initial and final progress  
 248 monitoring or screening must be administered by individuals  
 249 meeting requirements adopted by the department under s.  
 250 1008.2125.

251 (4)

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

256 (e) Subject to an appropriation, the department shall  
257 provide for a differential payment to a private prekindergarten  
258 provider and public school based on the provider's designation.  
259 The maximum differential payment may not exceed a total of 15  
260 percent of the base student allocation per full-time equivalent  
261 student under s. 1002.71 attending in the consecutive program  
262 year for that program. A private prekindergarten provider or  
263 public school may not receive a differential payment if it  
264 receives a designation of "proficient" or lower. Before the  
265 adoption of the methodology, the department shall confer with  
266 the Council for Early Grade Success under s. 1008.2125 before  
267 receiving approval from the State Board of Education for the  
268 final recommendations on the designation system and differential  
269 payments.

270 (6)

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

274 1. Child demographic data that evidences a private  
275 prekindergarten provider or public school serves a statistically

276 significant population of children with special needs who have  
277 individual education plans and can demonstrate progress toward  
278 meeting the goals outlined in the students' individual education  
279 plans.

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

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

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

291 Section 8. Subsections (1) and (2) of section 1003.41,  
292 Florida Statutes, are amended to read:

293 1003.41 ~~Next Generation Sunshine~~ State academic  
294 standards.—

295 (1) The ~~Next Generation Sunshine~~ state academic standards  
296 establish the core content of the curricula to be taught in the  
297 state and specify the core content knowledge and skills that K-  
298 12 public school students are expected to acquire. Standards  
299 must be rigorous and relevant and provide for the logical,  
300 sequential progression of core curricular content that

301 incrementally increases a student's core content knowledge and  
302 skills over time. Curricular content for all subjects must  
303 integrate critical-thinking, problem-solving, and workforce-  
304 literacy skills; communication, reading, and writing skills;  
305 mathematics skills; collaboration skills; contextual and  
306 applied-learning skills; technology-literacy skills; information  
307 and media-literacy skills; and civic-engagement skills. The  
308 standards must include distinct grade-level expectations for the  
309 core content knowledge and skills that a student is expected to  
310 have acquired by each individual grade level from kindergarten  
311 through grade 8. The standards for grades 9 through 12 may be  
312 organized by grade clusters of more than one grade level except  
313 as otherwise provided for visual and performing arts, physical  
314 education, health, and foreign language standards.

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

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

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

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

326 modeling.

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

331 (e) Visual and performing arts, physical education,  
332 health, and foreign language standards must establish specific  
333 curricular content and include distinct grade level expectations  
334 for the core content knowledge and skills that a student is  
335 expected to have acquired by each individual grade level from  
336 kindergarten through grade 5. The standards for grades 6 through  
337 12 may be organized by grade clusters of more than one grade  
338 level.

339 Section 9. Paragraph (c) of subsection (1) of section  
340 1003.53, Florida Statutes, is amended to read:

341 1003.53 Dropout prevention and academic intervention.—

342 (1)

343 (c) A student shall be identified as being eligible to  
344 receive services funded through the dropout prevention and  
345 academic intervention program based upon one of the following  
346 criteria:

347 1. The student is academically unsuccessful as evidenced  
348 by low test scores, retention, failing grades, low grade point  
349 average, falling behind in earning credits, or not meeting the  
350 state or district achievement ~~proficiency~~ levels in reading,

351 mathematics, or writing.

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

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

359             a. Interferes with the student's own learning or the  
360 educational process of others and requires attention and  
361 assistance beyond that which the traditional program can provide  
362 or results in frequent conflicts of a disruptive nature while  
363 the student is under the jurisdiction of the school either in or  
364 out of the classroom; or

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

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

369         Section 10. The Division of Law Revision is directed to  
370 prepare a reviser's bill for the 2023 Regular Session of the  
371 Legislature to change the term "Next Generation Sunshine State  
372 Standards" to "state academic standards" wherever the term  
373 appears in the Florida Statutes.

374         Section 11. Subsection (4) of section 1008.2125, Florida  
375 Statutes, is renumbered as subsection (1), subsection (3) is

376 renumbered as subsection (2), and subsections (5) through (7)  
377 are renumbered as subsections (3) through (5), respectively, and  
378 subsections (1) and (2) and present subsections (3), (4), and  
379 (5) of that section are amended, to read:

380       1008.2125 The Council for Early Grade Success ~~Coordinated~~  
381 ~~screening and progress monitoring program for students in the~~  
382 ~~Voluntary Prekindergarten Education Program through grade 3.-~~

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

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



401 ~~1002.67(1)(a) and 1003.41.~~

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

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

412 ~~(d) Identify the educational strengths and needs of~~  
413 ~~students in the Voluntary Prekindergarten Education Program~~  
414 ~~through grade 3.~~

415 ~~(e) Provide teachers with progress monitoring data to~~  
416 ~~provide timely interventions and supports pursuant to s.~~  
417 ~~1008.25(4).~~

418 ~~(f) Assess how well educational goals and curricular~~  
419 ~~standards are met at the provider, school, district, and state~~  
420 ~~levels.~~

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

423 ~~(2) The Commissioner of Education shall design a~~  
424 ~~statewide, standardized coordinated screening and progress~~  
425 ~~monitoring program to assess early literacy and mathematics~~

426 ~~skills and the English Language Arts and mathematics standards~~  
427 ~~established in ss. 1002.67(1)(a) and 1003.41, respectively. The~~  
428 ~~coordinated screening and progress monitoring program must~~  
429 ~~provide interval level and norm-referenced data that measures~~  
430 ~~equivalent levels of growth; be a developmentally appropriate,~~  
431 ~~valid, and reliable direct assessment; be able to capture data~~  
432 ~~on students who may be performing below grade or developmental~~  
433 ~~level and which may enable the identification of early~~  
434 ~~indicators of dyslexia or other developmental delays; accurately~~  
435 ~~measure the core content in the applicable grade level~~  
436 ~~standards; document learning gains for the achievement of these~~  
437 ~~standards; and provide teachers with progress monitoring~~  
438 ~~supports and materials that enhance differentiated instruction~~  
439 ~~and parent communication. Participation in the coordinated~~  
440 ~~screening and progress monitoring program is mandatory for all~~  
441 ~~students in the Voluntary Prekindergarten Education Program and~~  
442 ~~enrolled in a public school in kindergarten through grade 3. The~~  
443 ~~coordinated screening and progress monitoring program shall be~~  
444 ~~implemented beginning in the 2022-2023 school year for students~~  
445 ~~in the Voluntary Prekindergarten Education Program and~~  
446 ~~kindergarten students, as follows:~~  
447 ~~(a) The coordinated screening and progress monitoring~~  
448 ~~program shall be administered within the first 30 days after~~  
449 ~~enrollment, midyear, and within the last 30 days of the program~~  
450 ~~or school year, in accordance with the rules adopted by the~~

451 ~~State Board of Education. The state board may adopt alternate~~  
452 ~~timeframes to address nontraditional school year calendars or~~  
453 ~~summer programs to ensure the coordinated screening and progress~~  
454 ~~monitoring program is administered a minimum of three times~~  
455 ~~within a year or program.~~

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

460 (1)(4) The Council for Early Grade Success, a council as  
461 defined in s. 20.03(7), is created within the Department of  
462 Education to oversee the coordinated screening and progress  
463 monitoring program under s. 1008.25(8) for students in the  
464 Voluntary Prekindergarten Education Program through grade 3 and,  
465 except as otherwise provided in this section, shall operate  
466 consistent with s. 20.052.

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

473 1. Provide recommendations on the implementation of the  
474 coordinated screening and progress monitoring program, including  
475 reviewing any procurement solicitation documents and criteria

476 before being published.

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

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

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

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

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

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

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

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

498 a. One representative from the Department of Education.

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

500 c. One representative that is an elementary school

501 administrator.

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

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

506             b. One representative of an urban school district.

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

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

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

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

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

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

519             b. One representative of a rural school district.

520             c. One representative of an urban early learning  
521 coalition.

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

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

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

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

531 (2)~~(3)~~ The Commissioner of Education shall:

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

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

540 (3)~~(5)~~ The council shall elect a chair and vice chair, one  
541 of whom must be a member who has subject matter expertise in  
542 early learning, early grade success, or child assessments. The  
543 vice chair must be a member appointed by the President of the  
544 Senate or the Speaker of the House of Representatives who is not  
545 one of the four members with subject matter expertise in early  
546 learning, early grade success, or child assessments appointed  
547 pursuant to sub-subparagraphs (2)(b)2.f. and 3.f. ~~(4)(b)2.f. and~~  
548 ~~3.f.~~ Members of the council shall serve without compensation but  
549 are entitled to reimbursement for per diem and travel expenses  
550 pursuant to s. 112.061.

551 Section 12. Subsection (13) of section 1008.22, Florida  
 552 Statutes, is renumbered as subsection (14), subsections (3) and  
 553 (6) and paragraphs (a), (b), (c), (e), (g), (h), and (i) of  
 554 subsection (7) are amended, and a new subsection (13) is added  
 555 to that section, to read:

556 1008.22 Student assessment program for public schools.—

557 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
 558 Commissioner of Education shall design and implement a  
 559 statewide, standardized assessment program aligned to the core  
 560 curricular content established in the ~~Next-Generation Sunshine~~  
 561 state academic standards. The commissioner also must develop or  
 562 select and implement a common battery of assessment tools that  
 563 will be used in all juvenile justice education programs in the  
 564 state. These tools must accurately measure the core curricular  
 565 content established in the ~~Next-Generation Sunshine~~ state  
 566 academic standards. Participation in the assessment program is  
 567 mandatory for all school districts and all students attending  
 568 public schools, including adult students seeking a standard high  
 569 school diploma under s. 1003.4282 and students in Department of  
 570 Juvenile Justice education programs, except as otherwise  
 571 provided by law. If a student does not participate in the  
 572 assessment program, the school district must notify the  
 573 student's parent and provide the parent with information  
 574 regarding the implications of such nonparticipation. The  
 575 statewide, standardized assessment program shall be designed and

576 implemented as follows:

577 (a) Statewide, standardized comprehensive assessments.—

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

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

593 2. Beginning with the 2022-2023 school year, the end-of-  
594 year comprehensive progress monitoring assessment administered  
595 pursuant to s. 1008.25(8)(b)2. is the statewide, standardized  
596 ELA assessment for students in grades 3 through 10 and the  
597 statewide, standardized Mathematics assessment for students in  
598 grades 3 through 8.

599 (b) End-of-course (EOC) assessments.—EOC assessments must  
600 be statewide, standardized, and developed or approved by the



601 Department of Education as follows:

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

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

613       3. The commissioner may select one or more nationally  
614 developed comprehensive examinations, which may include  
615 examinations for a College Board Advanced Placement course,  
616 International Baccalaureate course, or Advanced International  
617 Certificate of Education course, or industry-approved  
618 examinations to earn national industry certifications identified  
619 in the CAPE Industry Certification Funding List, for use as EOC  
620 assessments under this paragraph if the commissioner determines  
621 that the content knowledge and skills assessed by the  
622 examinations meet or exceed the grade-level expectations for the  
623 core curricular content established for the course in the ~~Next~~  
624 ~~Generation Sunshine~~ state academic standards. Use of any such  
625 examination as an EOC assessment must be approved by the state

626 board in rule.

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

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

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

646 (c) Nationally recognized high school assessments.—Each  
647 school district shall, by the 2021-2022 school year and subject  
648 to appropriation, select either the SAT or ACT for districtwide  
649 administration to each public school student in grade 11,  
650 including students attending public high schools, alternative

651 schools, and Department of Juvenile Justice education programs.

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

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

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

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

673 a. Accommodations that negate the validity of a statewide,  
674 standardized assessment are not allowed during the  
675 administration of the assessment. However, instructional

676 accommodations are allowed in the classroom if identified in a  
677 student's IEP. Students using instructional accommodations in  
678 the classroom that are not allowed on a statewide, standardized  
679 assessment may have assessment results waived if the IEP team  
680 determines that the assessment cannot accurately measure the  
681 student's abilities.

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

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

697       4. For students with significant cognitive disabilities,  
698 the Department of Education shall provide for implementation of  
699 the Florida Alternate Assessment to accurately measure the core  
700 curricular content established in the ~~Next Generation Sunshine~~

701 state academic standards.

702 (e) Assessment scores and achievement levels.—

703 1. All statewide, standardized EOC assessments and ELA,  
704 mathematics, and Science assessments shall use scaled scores and  
705 achievement levels. Achievement levels shall range from 1  
706 through 5, with level 1 being the lowest achievement level,  
707 level 5 being the highest achievement level, and level 3  
708 indicating grade-level ~~satisfactory~~ performance on an  
709 assessment.

710 2. The state board shall designate by rule a passing  
711 score, indicating grade-level performance, for each statewide,  
712 standardized assessment.

713 3. If the commissioner seeks to revise a statewide,  
714 standardized assessment and the revisions require the state  
715 board to modify performance level scores, including the passing  
716 score, the commissioner shall provide a copy of the proposed  
717 scores and implementation plan to the President of the Senate  
718 and the Speaker of the House of Representatives at least 45 ~~90~~  
719 days before submission to the state board for review. Until the  
720 state board adopts the modifications by rule, the commissioner  
721 shall use calculations for scoring the assessment that adjust  
722 student scores on the revised assessment for statistical  
723 equivalence to student scores on the former assessment. The  
724 state board shall adopt by rule the passing score for the  
725 revised assessment that is statistically equivalent to the

726 | passing score on the discontinued assessment for a student who  
727 | is required to attain a passing score on the discontinued  
728 | assessment. The commissioner may, with approval of the state  
729 | board, discontinue administration of the former assessment upon  
730 | the graduation, based on normal student progression, of students  
731 | participating in the final regular administration of the former  
732 | assessment. If the commissioner revises a statewide,  
733 | standardized assessment and the revisions require the state  
734 | board to modify the passing score, only students taking the  
735 | assessment for the first time after the rule is adopted are  
736 | affected.

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

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

746 |       2. Providing individualized instruction in assessment-  
747 | taking strategies, without suspending the school's regular  
748 | program of curricula, for a student who scores Level 1 or Level  
749 | 2 on a prior administration of an assessment.

750 |       3. Providing individualized instruction in the content

751 knowledge and skills assessed, without suspending the school's  
752 regular program of curricula, for a student who scores Level 1  
753 or Level 2 on a prior administration of an assessment or a  
754 student who, through a diagnostic assessment administered by the  
755 school district, is identified as having a deficiency in the  
756 content knowledge and skills assessed.

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

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

776 related materials developed pursuant to law.

777 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
 778 STANDARDS.—Measurement of student performance is the  
 779 responsibility of school districts except in those subjects and  
 780 grade levels measured under the statewide, standardized  
 781 assessment program described in this section and the coordinated  
 782 screening and progress monitoring system under s. 1008.25(8).  
 783 When available, instructional personnel must be provided with  
 784 information on student achievement of standards and benchmarks  
 785 in order to improve instruction.

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

787 (a) The Commissioner of Education shall establish  
 788 schedules for the administration of statewide, standardized  
 789 assessments and the reporting of student assessment results. The  
 790 commissioner shall consider the observance of religious and  
 791 school holidays when developing the schedules. The assessment  
 792 and reporting schedules must provide the earliest possible  
 793 reporting of student assessment results to the school districts.  
 794 Assessment results for the statewide, standardized ELA and  
 795 Mathematics assessments and all statewide, standardized EOC  
 796 assessments must be made available no later than June 30, except  
 797 for results for the grade 3 statewide, standardized ELA  
 798 assessment, which must be made available no later than May 31.  
 799 Beginning with the 2023-2024 school year, assessment results for  
 800 the statewide, standardized ELA and Mathematics assessments must



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

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

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

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

817 3. The time allotted to administer each assessment.

818 4. Whether the assessment is a computer-based assessment  
819 or a paper-based assessment.

820 5. The grade level or subject area associated with the  
821 assessment.

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

824 7. The type of assessment, the purpose of the assessment,  
825 and the use of the assessment results.

826 8. A glossary of assessment terminology.

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

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

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

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

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

846 (e) A school district may not schedule more than 5 percent  
847 of a student's total school hours in a school year to administer  
848 statewide, standardized assessments, the coordinated screening  
849 and progress monitoring system under s. 1008.25(8)(b)2., and  
850 district-required local assessments. The district must secure

851 written consent from a student's parent before administering  
852 district-required local assessments that, after applicable  
853 statewide, standardized assessments and coordinated screening  
854 and progress monitoring are scheduled, exceed the 5 percent test  
855 administration limit for that student under this paragraph. The  
856 5 percent test administration limit for a student under this  
857 paragraph may be exceeded as needed to provide test  
858 accommodations that are required by an IEP or are appropriate  
859 for an English language learner who is currently receiving  
860 services in a program operated in accordance with an approved  
861 English language learner district plan pursuant to s. 1003.56.  
862 Notwithstanding this paragraph, a student may choose within a  
863 school year to take an examination or assessment adopted by  
864 State Board of Education rule pursuant to this section and ss.  
865 1007.27, 1008.30, and 1008.44.

866 (g) A school district must provide a student's performance  
867 results on district-required local assessments to the student's  
868 teachers and parent within 1 week ~~and to the student's parents~~  
869 ~~no later than 30 days~~ after administering such assessments,  
870 unless the superintendent determines in writing that extenuating  
871 circumstances exist and reports the extenuating circumstances to  
872 the district school board. Results must be made available  
873 through a web-based portal as part of the school district's  
874 learning management system and in a printed format upon request  
875 by a student's parent.

876 (h) The results of statewide, standardized assessment in  
877 ELA and mathematics, science, and social studies, including  
878 assessment retakes, shall be reported in an easy-to-read and  
879 understandable format and delivered in time to provide useful,  
880 actionable information to students, parents, and each student's  
881 current teacher of record and teacher of record for the  
882 subsequent school year; however, in any case, the district shall  
883 provide the results pursuant to this paragraph within 1 week  
884 after receiving the results from the department. A report of  
885 student assessment results must, at a minimum, contain:

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

888 2. Information identifying the student's areas of strength  
889 and areas in need of improvement.

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

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

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

900 6. Predictive information, if available, showing the

901 linkage between the scores attained by the student on the  
902 statewide, standardized assessments and the scores he or she may  
903 potentially attain on nationally recognized college entrance  
904 examinations.

905  
906 The information included under this paragraph relating to  
907 results from the statewide, standardized ELA assessments for  
908 grades 3 through 10 and Mathematics assessments for grades 3  
909 through 8 must be included in individual student reports under  
910 s. 1008.25(8)(c).

911 (i) The State Board of Education shall adopt rules for the  
912 development of the uniform calendar that, at minimum, define  
913 terms that must be used in the calendar to describe various  
914 assessments, including the terms "progress monitoring,"  
915 "summative assessment," "formative assessment," and "interim  
916 assessment."

917 (13) INDEPENDENT REVIEW.-By January 31, 2025, the  
918 Commissioner of Education shall provide recommendations to the  
919 Governor, the President of the Senate, and the Speaker of the  
920 House of Representatives based on an independent review of the  
921 coordinated screening and progress monitoring system under s.  
922 1008.25(8). At a minimum, the review and recommendations must  
923 address:

924 (a) The feasibility and validity of using results from  
925 either the first or second administrations of progress

926 monitoring, or both, in lieu of using the comprehensive, end-of-  
927 year progress monitoring assessment for purposes of  
928 demonstrating a passing score, promotion to grade 4, meeting  
929 graduation requirements, and calculating school grades in  
930 accordance with s. 1008.34.

931 (b) Options for further reducing the statewide,  
932 standardized assessment footprint while maintaining valid and  
933 reliable data for purposes of school accountability and  
934 providing school and student supports, including the use of  
935 computer-adaptive assessments, consistent with the requirements  
936 of the federal Elementary and Secondary Education Act, 20 U.S.C.  
937 ss. 6301 et seq. and its implementing regulations.

938 (c) The feasibility and validity of remotely administering  
939 statewide, standardized assessments and the coordinated  
940 screening and progress monitoring system.

941 (d) Accelerating student progression based on results from  
942 the coordinated screening and progress monitoring system, as  
943 academically and developmentally appropriate.

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

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

951  
952 This subsection is repealed July 1, 2025.

953 Section 13. Paragraph (a) of subsection (4), paragraphs  
954 (b), (d), and (e) of subsection (5), paragraph (b) of subsection  
955 (7), paragraphs (a), (b), and (c) of subsection (8), and  
956 subsection (9) of section 1008.25, Florida Statutes, are amended  
957 to read:

958 1008.25 Public school student progression; student  
959 support; coordinated screening and progress monitoring;  
960 reporting requirements.—

961 (4) ASSESSMENT AND SUPPORT.—

962 (a) Each student must participate in the statewide,  
963 standardized assessment program required under s. 1008.22 and  
964 the ~~Voluntary Prekindergarten Education Program through grade 8~~  
965 coordinated screening and progress monitoring system required  
966 under subsection (8). Each student who does not achieve a Level  
967 3 or above on the statewide, standardized English Language Arts  
968 assessment, the statewide, standardized Mathematics assessment,  
969 or the Algebra I EOC assessment must be evaluated to determine  
970 the nature of the student's difficulty, the areas of academic  
971 need, and strategies for providing academic supports to improve  
972 the student's performance.

973 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

974 (b) A Voluntary Prekindergarten Education Program student  
975 who exhibits a substantial deficiency in early literacy skills

976 in accordance with the standards under s. 1002.67(1)(a) and  
977 based upon the results of the administration of the final  
978 coordinated screening and progress monitoring under subsection  
979 (8) ~~s. 1008.2125~~ shall be referred to the local school district  
980 and may be eligible to receive intensive reading interventions  
981 before participating in kindergarten. Such intensive reading  
982 interventions shall be paid for using funds from the district's  
983 evidence-based ~~research-based~~ reading instruction allocation in  
984 accordance with s. 1011.62(8) ~~s. 1011.62(9)~~.

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

988 1. That his or her child has been identified as having a  
989 substantial deficiency in reading, including a description and  
990 explanation, in terms understandable to the parent, of the exact  
991 nature of the student's difficulty in learning and lack of  
992 achievement in reading.

993 2. A description of the current services that are provided  
994 to the child.

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

998 4. That if the child's reading deficiency is not  
999 remediated by the end of grade 3, the child must be retained  
1000 unless he or she is exempt from mandatory retention for good



1001 cause.

1002 5. Strategies, including multisensory strategies, through  
 1003 a read-at-home plan the parent can use in helping his or her  
 1004 child succeed in reading. The read-at-home plan must provide  
 1005 access to the resources identified in paragraph (e) ~~paragraph~~  
 1006 ~~(d)~~.

1007 6. That the statewide, standardized English Language Arts  
 1008 assessment is not the sole determiner of promotion and that  
 1009 additional evaluations, portfolio reviews, and assessments are  
 1010 available to the child to assist parents and the school district  
 1011 in knowing when a child is reading at or above grade level and  
 1012 ready for grade promotion.

1013 7. The district's specific criteria and policies for a  
 1014 portfolio as provided in subparagraph (6)(b)4. and the evidence  
 1015 required for a student to demonstrate mastery of Florida's  
 1016 academic standards for English Language Arts. A school must  
 1017 immediately begin collecting evidence for a portfolio when a  
 1018 student in grade 3 is identified as being at risk of retention  
 1019 or upon the request of the parent, whichever occurs first.

1020 8. The district's specific criteria and policies for  
 1021 midyear promotion. Midyear promotion means promotion of a  
 1022 retained student at any time during the year of retention once  
 1023 the student has demonstrated ability to read at grade level.

1024 9. Information about the student's eligibility for the New  
 1025 Worlds Reading Initiative under s. 1003.485 and information on

1026 parent training modules and other reading engagement resources  
1027 available through the initiative.

1028  
1029 After initial notification, the school shall apprise the parent  
1030 at least monthly of the student's progress in response to the  
1031 intensive interventions and supports. Such communications must  
1032 be in writing and must explain any additional interventions or  
1033 supports that will be implemented to accelerate the student's  
1034 progress if the interventions and supports already being  
1035 implemented have not resulted in improvement.

1036 (e) The Department of Education shall compile resources  
1037 that each school district must incorporate into a read-at-home  
1038 plan provided to the parent of a student who is identified as  
1039 having a substantial reading deficiency pursuant to paragraph  
1040 (d) ~~paragraph (c)~~. The resources must be made available in an  
1041 electronic format that is accessible online and must include the  
1042 following:

1043 1. Developmentally appropriate, evidence-based strategies  
1044 and programming, including links to video training modules and  
1045 opportunities to sign up for at-home reading tips delivered  
1046 periodically via text and e-mail, which a parent can use to help  
1047 improve his or her child's literacy skills.

1048 2. An overview of the types of assessments used to  
1049 identify reading deficiencies and what those assessments measure  
1050 or do not measure, the frequency with which the assessments are

1051 administered, and the requirements for interventions and  
 1052 supports that districts must provide to students who do not make  
 1053 adequate academic progress.

1054 3. An overview of the process for initiating and  
 1055 conducting evaluations for exceptional education eligibility.  
 1056 The overview must include an explanation that a diagnosis of a  
 1057 medical condition alone is not sufficient to establish  
 1058 exceptional education eligibility but may be used to document  
 1059 how that condition relates to the student's eligibility  
 1060 determination and may be disclosed in an eligible student's  
 1061 individual education plan when necessary to inform school  
 1062 personnel responsible for implementing the plan.

1063 4. Characteristics of conditions associated with learning  
 1064 disorders, including dyslexia, dysgraphia, dyscalculia, and  
 1065 developmental aphasia.

1066 5. A list of resources that support informed parent  
 1067 involvement in decisionmaking processes for students who have  
 1068 difficulty in learning.

1069  
 1070 Upon the request of a parent, resources meeting the requirements  
 1071 of this paragraph must be provided to the parent in a hardcopy  
 1072 format.

1073 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
 1074 STUDENTS.—

1075 (b) Each school district shall:

1076           1. Provide written notification to the parent of a student  
1077 who is retained under paragraph (5) (c) that his or her child has  
1078 not met the achievement ~~proficiency~~ level required for promotion  
1079 and the reasons the child is not eligible for a good cause  
1080 exemption as provided in paragraph (6) (b). The notification must  
1081 comply with paragraph (5) (d) and must include a description of  
1082 proposed interventions and supports that will be provided to the  
1083 child to remediate the identified areas of reading deficiency.

1084           2. Implement a policy for the midyear promotion of a  
1085 student retained under paragraph (5) (c) who can demonstrate that  
1086 he or she is a successful and independent reader and performing  
1087 at or above grade level in reading or, upon implementation of  
1088 English Language Arts assessments, performing at or above grade  
1089 level in English Language Arts. Tools that school districts may  
1090 use in reevaluating a student retained may include subsequent  
1091 assessments, alternative assessments, and portfolio reviews, in  
1092 accordance with rules of the State Board of Education. Students  
1093 promoted during the school year after November 1 must  
1094 demonstrate achievement ~~proficiency~~ levels in reading equivalent  
1095 to the level necessary for the beginning of grade 4. The rules  
1096 adopted by the State Board of Education must include standards  
1097 that provide a reasonable expectation that the student's  
1098 progress is sufficient to master appropriate grade 4 level  
1099 reading skills.

1100           3. Provide students who are retained under paragraph

1101 (5)(c), including students participating in the school  
1102 district's summer reading camp under subparagraph (a)2., with a  
1103 ~~highly effective~~ teacher who is certified or endorsed in reading  
1104 and is rated highly effective as determined by the teacher's  
1105 performance evaluation under s. 1012.34, ~~and, beginning July 1,~~  
1106 ~~2020, the teacher must also be certified or endorsed in reading.~~

1107 4. Establish at each school, when applicable, an intensive  
1108 reading acceleration course for any student retained in grade 3  
1109 who was previously retained in kindergarten, grade 1, or grade  
1110 2. The intensive reading acceleration course must provide the  
1111 following:

1112 a. Uninterrupted reading instruction for the majority of  
1113 student contact time each day and opportunities to master the  
1114 grade 4 ~~Next Generation Sunshine~~ state academic standards in  
1115 other core subject areas through content-rich texts.

1116 b. Small group instruction.

1117 c. Reduced teacher-student ratios.

1118 d. The use of explicit, systematic, and multisensory  
1119 reading interventions, including intensive language, phonics,  
1120 and vocabulary instruction, and use of a speech-language  
1121 therapist if necessary, that have proven results in accelerating  
1122 student reading achievement within the same school year.

1123 e. A read-at-home plan.

1124 (8) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1125 (a) The Department of Education, in collaboration with the

1126 Office of Early Learning, shall procure and require the use of a  
 1127 statewide, standardized coordinated screening and progress  
 1128 monitoring system for the Voluntary Prekindergarten Education  
 1129 Program and public schools ~~servicing kindergarten through grade 8~~  
 1130 ~~students~~. The system must:

1131 1. Measure student progress ~~in the Voluntary~~  
 1132 ~~Prekindergarten Education Program through grade 8~~ in meeting the  
 1133 appropriate expectations in early literacy and mathematics  
 1134 skills and in English Language Arts and mathematics standards as  
 1135 required by ss. 1002.67(1)(a) and 1003.41 and identify the  
 1136 educational strengths and needs of students.

1137 2. For students in the Voluntary Prekindergarten Education  
 1138 Program through grade 3, measure student performance in oral  
 1139 language development, phonological and phonemic awareness,  
 1140 knowledge of print and letters, decoding, fluency, vocabulary,  
 1141 and comprehension, as applicable by grade level, and, at a  
 1142 minimum, provide interval level and norm-referenced data that  
 1143 measures equivalent levels of growth.

1144 3. Be a valid, reliable, and developmentally appropriate  
 1145 computer-adaptive direct instrument that provides screening and  
 1146 diagnostic capabilities for monitoring student progress;  
 1147 identifies students who have a substantial deficiency in  
 1148 reading, including identifying students with characteristics of  
 1149 dyslexia and other learning disorders; and informs instruction.

1150 4. Provide data for Voluntary Prekindergarten Education

1151 Program accountability as required under s. 1002.68 ~~s. 1002.67~~.

1152 5. Provide Voluntary Prekindergarten Education Program  
1153 providers, school districts, schools, ~~and teachers,~~ and parents  
1154 with data and resources that enhance differentiated instruction  
1155 and parent communication.

1156 6. Provide baseline data to the department of each  
1157 student's readiness for kindergarten. The determination of  
1158 kindergarten readiness must be based on the results of each  
1159 student's initial progress monitoring assessment in  
1160 kindergarten. The methodology for determining a student's  
1161 readiness for kindergarten shall be developed by the department  
1162 and aligned to the methodology adopted pursuant to s.  
1163 1002.68 (4).

1164 ~~7.6.~~ Assess how well educational goals and curricular  
1165 standards are met at the provider, school, district, and state  
1166 levels and provide information to the department to aid in the  
1167 development of educational programs, policies, and supports for  
1168 providers, districts, and schools.

1169 (b) Beginning with the 2022-2023 school year, private  
1170 Voluntary Prekindergarten Education Program providers and public  
1171 schools must participate in the coordinated screening and  
1172 progress monitoring system pursuant to this paragraph.

1173 1. For students in the Voluntary Prekindergarten Education  
1174 Program through grade 2, the coordinated screening and progress  
1175 monitoring system must be administered at least three times

1176 within a program year or school year, as applicable, with the  
1177 first administration occurring no later than the first 30  
1178 instructional days after a student's enrollment or the start of  
1179 the program year or school year, the second occurring midyear,  
1180 and the third administration occurring within the last 30 days  
1181 of the program or school year pursuant to state board rule. The  
1182 state board may adopt alternate timeframes to address  
1183 nontraditional school year calendars or summer programs to  
1184 ensure the coordinated screening and progress monitoring program  
1185 is administered a minimum of three times within a year or  
1186 program.

1187 2. For grades 3 through 10 English Language Arts and  
1188 grades 3 through 8 Mathematics, the coordinated screening and  
1189 progress monitoring system must be administered at the  
1190 beginning, middle, and end of the school year pursuant to state  
1191 board rule. The end-of-year administration of the coordinated  
1192 screening and progress monitoring system must be a comprehensive  
1193 progress monitoring assessment administered in accordance with  
1194 the scheduling requirements under s. 1008.22(7) (c).

1195 (c) To facilitate timely interventions and supports  
1196 pursuant to subsection (4), the system must provide results from  
1197 the first two administrations of the progress monitoring to a  
1198 student's teacher within 1 week and to the student's parent  
1199 within 2 weeks of the administration of the progress monitoring.  
1200 Delivery of results from the comprehensive, end-of-year progress



1201 monitoring ELA assessment for grades 3 through 10 and  
1202 Mathematics assessment for grades 3 through 8 must be in  
1203 accordance with s. 1008.22(7)(h).

1204 1. A student's results from the coordinated screening and  
1205 progress monitoring system must be recorded in a written, easy-  
1206 to-comprehend individual student report. Each school district  
1207 shall provide a parent secure access to his or her child's  
1208 individual student reports through a web-based portal as part of  
1209 its learning management system. Each early learning coalition  
1210 shall provide parents the individual student report in a format  
1211 determined by state board rule.

1212 2. In addition to the information under subparagraph  
1213 (a)5., the report must also include parent resources that  
1214 explain the purpose of progress monitoring, assist the parent in  
1215 interpreting progress monitoring results, and support informed  
1216 parent involvement. Parent resources may include personalized  
1217 video formats.

1218 3. The department shall annually update school districts  
1219 and early learning coalitions on new system features and  
1220 functionality and collaboratively identify with school districts  
1221 and early learning coalitions strategies for meaningfully  
1222 reporting to parents results from the coordinated screening and  
1223 progress monitoring system.

1224 4. An individual student report must be provided in a  
1225 printed format upon a parent's request.

1226 ~~(c) A Voluntary Prekindergarten Education Program student~~  
1227 ~~who is at risk of being identified as having a substantial~~  
1228 ~~deficiency in early literacy skills, based upon results under~~  
1229 ~~this subsection, must be referred to the school district in~~  
1230 ~~which he or she resides and may be eligible to receive early~~  
1231 ~~literacy instruction and interventions after program completion~~  
1232 ~~and before participating in kindergarten. Such instruction and~~  
1233 ~~interventions may be paid for using funds from the school~~  
1234 ~~district's evidence-based reading instruction allocation in~~  
1235 ~~accordance with s. 1011.62(9).~~

1236 (9) ANNUAL REPORT.—

1237 (a) In addition to the requirements in paragraph (5) (c),  
1238 each district school board must annually report to the parent of  
1239 each student the progress of the student toward achieving state  
1240 and district expectations for proficiency in English Language  
1241 Arts, science, social studies, and mathematics. The district  
1242 school board must report to the parent the student's results on  
1243 each statewide, standardized assessment and the coordinated  
1244 screening and progress monitoring system under subsection (8).  
1245 The evaluation of each student's progress must be based upon the  
1246 student's classroom work, observations, tests, district and  
1247 state assessments, response to intensive interventions provided  
1248 under paragraph (5) (a), and other relevant information. Progress  
1249 reporting must be provided to the parent in writing in a format  
1250 adopted by the district school board and must be accessible

1251 through secure, web-based options.

1252 (b) Each district school board must annually publish on  
 1253 the district website ~~and in the local newspaper~~ the following  
 1254 information on the prior school year:

1255 1. The provisions of this section relating to public  
 1256 school student progression and the district school board's  
 1257 policies and procedures on student retention and promotion.

1258 2. By grade, the number and percentage of all students in  
 1259 grades 3 through 10 performing at Levels 1 and 2 on the  
 1260 statewide, standardized English Language Arts assessment.

1261 3. By grade, the number and percentage of all students  
 1262 retained in kindergarten through grade 10.

1263 4. Information on the total number of students who were  
 1264 promoted for good cause, by each category of good cause as  
 1265 specified in paragraph (6)(b).

1266 5. Any revisions to the district school board's policies  
 1267 and procedures on student retention and promotion from the prior  
 1268 year.

1269 Section 14. Subsection (1), paragraph (a) of subsection  
 1270 (3), and paragraphs (a), (b), and (c) of subsection (4) of  
 1271 section 1008.33, Florida Statutes, are amended to read:

1272 1008.33 Authority to enforce public school improvement.—

1273 (1) The State Board of Education shall comply with the  
 1274 federal Elementary and Secondary Education Act (ESEA), 20 U.S.C.  
 1275 ss. 6301 et seq., its implementing regulations, and the ESEA

1276 plan flexibility waiver approved for Florida by the United  
1277 States Secretary of Education. The state board may adopt rules  
1278 to maintain compliance with the ESEA and the ESEA plan  
1279 ~~flexibility waiver~~.

1280 (3) (a) The academic performance of all students has a  
1281 significant effect on the state school system. Pursuant to Art.  
1282 IX of the State Constitution, which prescribes the duty of the  
1283 State Board of Education to supervise Florida's public school  
1284 system, the state board shall equitably enforce the  
1285 accountability requirements of the state school system and may  
1286 impose state requirements on school districts in order to  
1287 improve the academic performance of all districts, schools, and  
1288 students based upon the provisions of the Florida Early  
1289 Learning-20 Education Code, chapters 1000-1013; the federal ESEA  
1290 and its implementing regulations; and the ESEA plan flexibility  
1291 ~~waiver~~ approved for Florida by the United States Secretary of  
1292 Education.

1293 (4) (a) The state board shall apply intensive intervention  
1294 and support strategies tailored to the needs of schools earning  
1295 two consecutive grades of "D" or a grade of "F." In the first  
1296 full school year after a school initially earns a grade of "D,"  
1297 ~~two consecutive grades of "D" or a grade of "F,"~~ the school  
1298 district must immediately implement intervention and support  
1299 strategies prescribed in rule under paragraph (3) (c). For a  
1300 school that initially earns a grade of "F" or a second

1301 consecutive grade of "D," the school district must either  
1302 continue implementing or immediately begin implementing  
1303 intervention and support strategies prescribed in rule under  
1304 paragraph (3)(c) and, ~~by September 1,~~ provide the department, by  
1305 September 1, with the memorandum of understanding negotiated  
1306 pursuant to s. 1001.42(21) and, by October 1, a district-managed  
1307 turnaround plan for approval by the state board. The district-  
1308 managed turnaround plan may include a proposal for the district  
1309 to implement an extended school day, a summer program, ~~or~~ a  
1310 combination of an extended school day and a summer program, or  
1311 any other option authorized under paragraph (b) for state board  
1312 approval. A school district is not required to wait until a  
1313 school earns a second consecutive grade of "D" to submit a  
1314 turnaround plan for approval by the state board under this  
1315 paragraph. Upon approval by the state board, the school district  
1316 must implement the plan for the remainder of the school year and  
1317 continue the plan for 1 full school year. The state board may  
1318 allow a school an additional year of implementation before the  
1319 school must implement a turnaround option required under  
1320 paragraph (b) if it determines that the school is likely to  
1321 improve to a grade of "C" or higher after the first full school  
1322 year of implementation.

1323 (b) Unless an additional year of implementation is  
1324 provided pursuant to paragraph (a), a school that completes a  
1325 plan cycle under paragraph (a) and does not improve to a grade

1326 of ~~earns three consecutive grades below a "C" or higher~~ must  
1327 implement one of the following:

1328 1. Reassign students to another school and monitor the  
1329 progress of each reassigned student;

1330 2. Close the school and reopen the school as one or more  
1331 charter schools, each with a governing board that has a  
1332 demonstrated record of effectiveness; or

1333 3. Contract with an outside entity that has a demonstrated  
1334 record of effectiveness to provide turnaround services  
1335 identified in state board rule, which may include school  
1336 leadership, educational modalities, teacher and leadership  
1337 professional development, curriculum, operation and management  
1338 services, school-based administrative staffing, budgeting,  
1339 scheduling, other educational service provider functions, or any  
1340 combination thereof ~~operate the school~~. Selection of an outside  
1341 entity may include one or a combination of the following:

1342 a. An external operator, which may be a district-managed  
1343 charter school or a high-performing charter school network in  
1344 which all instructional personnel are not employees of the  
1345 school district, but are employees of an independent governing  
1346 board composed of members who did not participate in the review  
1347 or approval of the charter.

1348 b. A contractual agreement that allows for a charter  
1349 school network or any of its affiliated subsidiaries to provide  
1350 individualized consultancy services tailored to address the

1351 identified needs of one or more schools under this section.

1352

1353 A school district and outside entity under this subparagraph  
 1354 must enter, at minimum, a 2-year, performance-based contract.

1355 The contract must include school performance and growth metrics  
 1356 the outside entity must meet on an annual basis. The state board  
 1357 may require the school district to modify or cancel the  
 1358 contract.

1359 (c) Implementation of the turnaround option is no longer  
 1360 required if the school improves to a grade of "C" or higher.  
 1361 However, a school that exits turnaround status based on its  
 1362 school grade for the 2023-2024 school year or thereafter and  
 1363 earns a grade of "D" or "F" within 2 consecutive school years  
 1364 must select and implement a turnaround option the school has not  
 1365 yet completed.

1366 Section 15. Subsection (6) of section 1008.34, Florida  
 1367 Statutes, is renumbered as subsection (7), paragraph (c) of  
 1368 subsection (3) is amended, and a new subsection (6) is added to  
 1369 that section, to read:

1370 1008.34 School grading system; school report cards;  
 1371 district grade.—

1372 (3) DESIGNATION OF SCHOOL GRADES.—

1373 (c)1. The calculation of a school grade shall be based on  
 1374 the percentage of points earned from the components listed in  
 1375 subparagraph (b)1. and, if applicable, subparagraph (b)2. The

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1376 State Board of Education shall adopt in rule a school grading  
1377 scale that sets the percentage of points needed to earn each of  
1378 the school grades listed in subsection (2). There shall be at  
1379 least five percentage points separating the percentage  
1380 thresholds needed to earn each of the school grades. The state  
1381 board shall annually ~~periodically~~ review the percentage of  
1382 school grades of "A" and "B" for the school year to determine  
1383 whether to adjust the school grading scale upward for the  
1384 following school year's school grades. The first adjustment  
1385 would occur no earlier than the 2023-2024 school year. An  
1386 adjustment must be made if the percentage of schools earning a  
1387 grade of "A" or "B" in the current year represents 75 percent or  
1388 more of all graded schools within a particular school type,  
1389 which consists of elementary, middle, high, and combination. The  
1390 adjustment must reset the minimum required percentage of points  
1391 for each grade of "A", "B", "C", or "D" at the next highest  
1392 percentage ending in the numeral 5 or 0, whichever is closest to  
1393 the current percentage. Annual reviews of the percentage of  
1394 schools earning a grade of "A" or "B" and adjustments to the  
1395 required points must be suspended when the following grading  
1396 scale for a specific school type is achieved:

1397       a. Ninety percent or more of the points for a grade of  
1398 "A".

1399       b. Eighty to eighty-nine percent of the points for a grade  
1400 of "B".



1401 c. Seventy to seventy-nine percent of the points for a  
 1402 grade of "C".

1403 d. Sixty to sixty-nine percent of the points for a grade  
 1404 of "D."

1405  
 1406 ~~When the school grading scale to determine if the scale should~~  
 1407 ~~be adjusted upward to meet raised expectations and encourage~~  
 1408 ~~increased student performance. If the state board adjusts the~~  
 1409 ~~grading scale upward, the state board must inform the public and~~  
 1410 ~~the school districts of the reasons for and degree of the~~  
 1411 ~~adjustment and its anticipated impact on school grades.~~

1412 2. The calculation of school grades may not include any  
 1413 provision that would raise or lower the school's grade beyond  
 1414 the percentage of points earned. Extra weight may not be added  
 1415 in the calculation of any components.

1416 (6) TRANSITION.-To assist in the transition to 2022-2023  
 1417 school grades and district grades calculated based on the  
 1418 comprehensive, end-of-year progress monitoring assessment under  
 1419 s. 1008.25(8), the 2022-2023 school grades and district grades  
 1420 shall serve as an informational baseline for schools and  
 1421 districts to work toward improved performance in future years.  
 1422 Accordingly, notwithstanding any other provision of law:

1423 (a) Due to the absence of Learning Gains data in the 2022-  
 1424 2023 school year, the initial school grading scale for the 2022-  
 1425 2023 informational baseline grades shall be set so that the

1426 percentage of schools that earn an "A," "B," "C," "D," and "F"  
1427 is statistically equivalent to the 2021-2022 school grades  
1428 results. When Learning Gains data become available in the 2023-  
1429 2024 school year, the State Board of Education shall review the  
1430 school grading scale and determine if the scale should be  
1431 adjusted.

1432 (b) A school may not be required to select and implement a  
1433 turnaround option pursuant to s. 1008.33 in the 2023-2024 school  
1434 year based on the school's 2022-2023 grade. The benefits of s.  
1435 1008.33(4)(c), relating to a school being released from  
1436 implementation of the turnaround option, and s. 1008.33(4)(d),  
1437 relating to a school implementing strategies identified in its  
1438 school improvement plan, apply to a school using turnaround  
1439 options pursuant to s. 1008.33 which improves to a grade of "C"  
1440 or higher during the 2022-2023 school year.

1441 (c) A school or approved provider under s. 1002.45 which  
1442 receives the same or lower school grade for the 2022-2023 school  
1443 year compared to the 2021-2022 school year is not subject to  
1444 sanctions or penalties that would otherwise occur as a result of  
1445 the 2022-2023 school grade or rating. A charter school system or  
1446 school district designated as high performing may not lose the  
1447 designation based on the 2022-2023 school grades of any of the  
1448 schools within the charter school system or school district or  
1449 based on the 2022-2023 district grade, as applicable.

1450 (d) For purposes of determining grade 3 retention pursuant

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1451 to s. 1008.25(5) and high school graduation pursuant to s.  
1452 1003.4282, student performance on the 2022-2023 comprehensive,  
1453 end-of-year progress monitoring assessment under s. 1008.25(8)  
1454 shall be linked to 2021-2022 student performance expectations.  
1455 In addition to the good cause exemptions under s. 1008.25(6), a  
1456 student may be promoted to grade 4 for the 2023-2024 school year  
1457 if the student demonstrates an acceptable level of performance  
1458 through means reasonably calculated by the school district to  
1459 provide reliable evidence of the student's performance.

1460

1461 This subsection is repealed July 1, 2025.

1462 Section 16. Subsection (6) of section 1008.341, Florida  
1463 Statutes, is renumbered as subsection (7), and a new subsection  
1464 (6) is added to that section, to read:

1465 1008.341 School improvement rating for alternative  
1466 schools.—

1467 (6) TRANSITION.—Due to the absence of Learning Gains data  
1468 in the 2022-2023 school year, school improvement ratings will  
1469 not be calculated for the 2022-2023 school year. When Learning  
1470 Gains data become available in the 2023-2024 school year, the  
1471 State Board of Education shall set the scale for the  
1472 "Commendable," "Maintaining," and "Unsatisfactory" ratings  
1473 pursuant to rule. This subsection is repealed July 1, 2025.

1474 Section 17. This act shall take effect July 1, 2022.