

By Senator Calatayud

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1 A bill to be entitled
2 An act relating to student outcomes; amending s.
3 1001.215, F.S.; revising the responsibilities of the
4 Just Read, Florida! Office; revising the primary
5 instructional strategy for word reading; amending s.
6 1001.42, F.S.; revising the early warning system that
7 schools must implement for students with low academic
8 performance; amending s. 1002.33, F.S.; providing that
9 a charter school application must include certain
10 reading instructional strategies; providing that a
11 charter school charter must include certain reading
12 instructional strategies; amending s. 1002.59, F.S.;
13 revising the standards for emergent literacy and
14 performance standards training courses; amending s.
15 1002.67, F.S.; revising the performance standards of
16 emergent literacy skills; adding a requirement for
17 each prekindergarten provider's curriculum; amending
18 s. 1003.485, F.S.; revising the definition of the term
19 "micro-credential"; revising administrator
20 responsibilities relating to the New Worlds Reading
21 Initiative; amending s. 1004.04, F.S.; revising the
22 rules for establishing uniform core curricula for
23 teacher preparation programs; amending s. 1004.85,
24 F.S.; providing that the certification program of a
25 postsecondary educator preparation institute must
26 include certain reading instructional strategies;
27 amending s. 1006.283, F.S.; providing that district
28 school board instructional materials must include
29 certain reading instructional strategies; amending s.

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30 1006.31, F.S.; providing that instructional materials
31 relating to foundational reading skills which are
32 under review must include certain reading
33 instructional strategies; amending s. 1008.25, F.S.;
34 revising requirements for an individualized progress
35 monitoring plan; requiring a student who has dyslexia
36 to be provided with certain interventions to address
37 the deficiency; requiring the Department of Education
38 to provide a specified list of intervention programs;
39 requiring the department to provide specified daily
40 reading interventions to certain students; requiring a
41 school district to evaluate students for a reading
42 deficiency at the end of every grading period;
43 requiring students in kindergarten through grade 4 who
44 exhibit a substantial deficiency in mathematics or
45 dyscalculia to be provided with certain instruction;
46 providing methods for such instruction; requiring the
47 student's performance to be monitored; requiring the
48 Department of Education to provide a list of approved
49 mathematics intervention programs, curricula, and
50 supplemental materials; providing that a Voluntary
51 Prekindergarten Education student may be eligible to
52 receive mathematics interventions from the local
53 school district; requiring the parent of a student who
54 has a deficiency in mathematics to be notified;
55 providing requirements for the notification; requiring
56 the school to keep the parent informed of the
57 student's progress; requiring a school district to
58 evaluate the students at the end of each grading

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59 period for a mathematics deficiency; requiring a
60 school to provide additional support to a student with
61 a mathematics deficiency; requiring the department to
62 collaborate with the Florida Center for Mathematics
63 and Science Education Research to compile resources
64 that each school district must incorporate into a
65 home-based plan for students with a mathematics
66 deficiency; providing requirements for the resources;
67 providing that the resources must be provided to a
68 parent in a hardcopy format, if requested; conforming
69 provisions to changes made by the act; revising
70 requirements for intensive interventions to address
71 student reading deficiencies; revising requirements
72 for a coordinated screening and progress monitoring
73 system; conforming cross-references; amending s.
74 1008.365, F.S.; conforming provisions to changes made
75 by the act; amending s. 1011.62, F.S.; including
76 specified mathematics interventions in a school
77 district's use of funding for supplemental academic
78 instruction; conforming a cross-reference; providing
79 that supplemental materials must include certain
80 instructional strategies to be eligible for an
81 evidence-based reading instruction allocation;
82 revising requirements for a comprehensive reading plan
83 that each school district must submit to the
84 department; amending s. 1012.56, F.S.; revising
85 requirements for a competency-based professional
86 development certification and education competency
87 program; amending s. 1012.585, F.S.; revising the

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88 requirements for the renewal of a professional
89 certificate; amending s. 1012.98, F.S.; revising
90 training requirements for reading coaches, classroom
91 teachers, and school administrators to include certain
92 instructional strategies; providing construction with
93 regard to district school boards contracting for
94 certain training; amending ss. 1002.37, 1002.45,
95 1002.53, 1002.68, 1008.2125, 1008.22, 1008.34, and
96 1008.345, F.S; conforming cross-references; providing
97 an effective date.

98

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

100

101 Section 1. Subsections (4) and (8) of section 1001.215,
102 Florida Statutes, are amended to read:

103 1001.215 Just Read, Florida! Office.—There is created in
104 the Department of Education the Just Read, Florida! Office. The
105 office is fully accountable to the Commissioner of Education and
106 shall:

107 (4) Develop and provide access to an online repository of
108 digital science of reading and science of reading instructional
109 resources, sequenced, content-rich curriculum programming,
110 instructional practices, and other resources that help
111 elementary schools use state-adopted instructional materials to
112 increase students' background knowledge and literacy skills,
113 including student attainment of the state standards ~~Next~~
114 ~~Generation Sunshine State Standards~~ for social studies, science,
115 and the arts. The office shall, as part of the adoption cycle
116 for English Language Arts instructional materials, assist in

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117 evaluating elementary grades instructional materials submitted
118 for adoption consideration in order to identify those materials
119 that are closely aligned to the content and evidence-based
120 strategies identified pursuant to subsection (8) and incorporate
121 professional development to implement such strategies.

122 (8) Work with the Florida Center for Reading Research to
123 identify scientifically researched and evidence-based reading
124 instructional and intervention programs grounded in the science
125 of reading that incorporate explicit, systematic, and sequential
126 approaches to teaching phonemic awareness, phonics, vocabulary,
127 fluency, and text comprehension and incorporate decodable or
128 phonetic text instructional strategies. Reading intervention
129 includes evidence-based strategies frequently used to remediate
130 reading deficiencies and includes, but is not limited to,
131 individual instruction, multisensory approaches, tutoring,
132 mentoring, or the use of technology that targets specific
133 reading skills and abilities. The primary instructional strategy
134 for teaching word reading is phonics instruction for decoding
135 and encoding. The identified reading instructional and
136 intervention programs for foundational skills may not include
137 those that employ the three-cueing system model of reading or
138 visual memory as a basis for teaching word reading. Programs may
139 include visual information and strategies which improve
140 background and experiential knowledge, add context, and increase
141 oral language and vocabulary to support comprehension, but
142 should not be used to teach word reading.

143 Section 2. Paragraph (b) of subsection (18) of section
144 1001.42, Florida Statutes, is amended to read:

145 1001.42 Powers and duties of district school board.—The

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146 district school board, acting as a board, shall exercise all
147 powers and perform all duties listed below:

148 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
149 Maintain a system of school improvement and education
150 accountability as provided by statute and State Board of
151 Education rule. This system of school improvement and education
152 accountability shall be consistent with, and implemented
153 through, the district's continuing system of planning and
154 budgeting required by this section and ss. 1008.385, 1010.01,
155 and 1011.01. This system of school improvement and education
156 accountability shall comply with the provisions of ss. 1008.33,
157 1008.34, 1008.345, and 1008.385 and include the following:

158 (b) *Early warning system.*—

159 1. A school that serves any students in kindergarten
160 through grade 8 shall implement an early warning system to
161 identify students in such grades who need additional support to
162 improve academic performance and stay engaged in school. The
163 early warning system must include the following early warning
164 indicators:

165 a. Attendance below 90 percent, regardless of whether
166 absence is excused or a result of out-of-school suspension.

167 b. One or more suspensions, whether in school or out of
168 school.

169 c. Course failure in English Language Arts or mathematics
170 during any grading period.

171 d. A Level 1 score on the statewide, standardized
172 assessments in English Language Arts or mathematics or, for
173 students in kindergarten through grade 3, a substantial reading
174 deficiency under s. 1008.25(5)(a), and for students in

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175 kindergarten through grade 4, a substantial mathematics
176 deficiency under s. 1008.25(6) (a).
177

178 A school district may identify additional early warning
179 indicators for use in a school's early warning system. The
180 system must include data on the number of students identified by
181 the system as exhibiting two or more early warning indicators,
182 the number of students by grade level who exhibit each early
183 warning indicator, and a description of all intervention
184 strategies employed by the school to improve the academic
185 performance of students identified by the early warning system.

186 2. A school-based team responsible for implementing the
187 requirements of this paragraph shall monitor the data from the
188 early warning system. The team may include a school
189 psychologist. When a student exhibits two or more early warning
190 indicators, the team, in consultation with the student's parent,
191 shall determine appropriate intervention strategies for the
192 student unless the student is already being served by an
193 intervention program at the direction of a school-based,
194 multidisciplinary team. Data and information relating to a
195 student's early warning indicators must be used to inform any
196 intervention strategies provided to the student.

197 Section 3. Paragraph (a) of subsection (6) and paragraph
198 (a) of subsection (7) of section 1002.33, Florida Statutes, are
199 amended to read:

200 1002.33 Charter schools.—

201 (6) APPLICATION PROCESS AND REVIEW.—Charter school
202 applications are subject to the following requirements:

203 (a) A person or entity seeking to open a charter school

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204 shall prepare and submit an application on the standard
205 application form prepared by the Department of Education which:
206 1. Demonstrates how the school will use the guiding
207 principles and meet the statutorily defined purpose of a charter
208 school.
209 2. Provides a detailed curriculum plan that illustrates how
210 students will be provided services to attain the Sunshine State
211 Standards.
212 3. Contains goals and objectives for improving student
213 learning and measuring that improvement. These goals and
214 objectives must indicate how much academic improvement students
215 are expected to show each year, how success will be evaluated,
216 and the specific results to be attained through instruction.
217 4. Describes the reading curriculum and differentiated
218 strategies that will be used for students reading at grade level
219 or higher and a separate curriculum and strategies for students
220 who are reading below grade level. Reading instructional
221 strategies for foundational skills shall include phonics
222 instruction for decoding and encoding as the primary
223 instructional strategy for word reading. Instructional
224 strategies may not include those that employ the three-cueing
225 system model of reading or visual memory as a basis for teaching
226 word reading. Programs may include visual information and
227 strategies which improve background and experiential knowledge,
228 add context, and increase oral language and vocabulary to
229 support comprehension, but should not be used to teach word
230 reading. A sponsor shall deny an application if the school does
231 not propose a reading curriculum that is consistent with
232 effective teaching strategies that are grounded in

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233 scientifically based reading research.

234 5. Contains an annual financial plan for each year
235 requested by the charter for operation of the school for up to 5
236 years. This plan must contain anticipated fund balances based on
237 revenue projections, a spending plan based on projected revenues
238 and expenses, and a description of controls that will safeguard
239 finances and projected enrollment trends.

240 6. Discloses the name of each applicant, governing board
241 member, and all proposed education services providers; the name
242 and sponsor of any charter school operated by each applicant,
243 each governing board member, and each proposed education
244 services provider that has closed and the reasons for the
245 closure; and the academic and financial history of such charter
246 schools, which the sponsor shall consider in deciding whether to
247 approve or deny the application.

248 7. Contains additional information a sponsor may require,
249 which shall be attached as an addendum to the charter school
250 application described in this paragraph.

251 8. For the establishment of a virtual charter school,
252 documents that the applicant has contracted with a provider of
253 virtual instruction services pursuant to s. 1002.45(1)(d).

254 (7) CHARTER.—The terms and conditions for the operation of
255 a charter school, including a virtual charter school, shall be
256 set forth by the sponsor and the applicant in a written
257 contractual agreement, called a charter. The sponsor and the
258 governing board of the charter school or virtual charter school
259 shall use the standard charter contract or standard virtual
260 charter contract, respectively, pursuant to subsection (21),
261 which shall incorporate the approved application and any addenda

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262 approved with the application. Any term or condition of a
263 proposed charter contract or proposed virtual charter contract
264 that differs from the standard charter or virtual charter
265 contract adopted by rule of the State Board of Education shall
266 be presumed a limitation on charter school flexibility. The
267 sponsor may not impose unreasonable rules or regulations that
268 violate the intent of giving charter schools greater flexibility
269 to meet educational goals. The charter shall be signed by the
270 governing board of the charter school and the sponsor, following
271 a public hearing to ensure community input.

272 (a) The charter shall address and criteria for approval of
273 the charter shall be based on:

274 1. The school's mission, the types of students to be
275 served, and, for a virtual charter school, the types of students
276 the school intends to serve who reside outside of the sponsoring
277 school district, and the ages and grades to be included.

278 2. The focus of the curriculum, the instructional methods
279 to be used, any distinctive instructional techniques to be
280 employed, and identification and acquisition of appropriate
281 technologies needed to improve educational and administrative
282 performance which include a means for promoting safe, ethical,
283 and appropriate uses of technology which comply with legal and
284 professional standards.

285 a. The charter shall ensure that reading is a primary focus
286 of the curriculum and that resources are provided to identify
287 and provide specialized instruction for students who are reading
288 below grade level. The curriculum and instructional strategies
289 for reading must be consistent with the state's academic
290 standards ~~Next Generation Sunshine State Standards~~ and grounded

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291 in scientifically based reading research. Reading instructional
292 strategies for foundational skills shall include phonics
293 instruction for decoding and encoding as the primary
294 instructional strategy for word reading. Instructional
295 strategies may not include those that employ the three-cueing
296 system model of reading or visual memory as a basis for teaching
297 word reading. Programs may include visual information and
298 strategies which improve background and experiential knowledge,
299 add context, and increase oral language and vocabulary to
300 support comprehension, but should not be used to teach word
301 reading.

302 b. In order to provide students with access to diverse
303 instructional delivery models, to facilitate the integration of
304 technology within traditional classroom instruction, and to
305 provide students with the skills they need to compete in the
306 21st century economy, the Legislature encourages instructional
307 methods for blended learning courses consisting of both
308 traditional classroom and online instructional techniques.
309 Charter schools may implement blended learning courses which
310 combine traditional classroom instruction and virtual
311 instruction. Students in a blended learning course must be full-
312 time students of the charter school pursuant to s.
313 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
314 1012.55 who provide virtual instruction for blended learning
315 courses may be employees of the charter school or may be under
316 contract to provide instructional services to charter school
317 students. At a minimum, such instructional personnel must hold
318 an active state or school district adjunct certification under
319 s. 1012.57 for the subject area of the blended learning course.

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320 The funding and performance accountability requirements for
321 blended learning courses are the same as those for traditional
322 courses.

323 3. The current incoming baseline standard of student
324 academic achievement, the outcomes to be achieved, and the
325 method of measurement that will be used. The criteria listed in
326 this subparagraph shall include a detailed description of:

327 a. How the baseline student academic achievement levels and
328 prior rates of academic progress will be established.

329 b. How these baseline rates will be compared to rates of
330 academic progress achieved by these same students while
331 attending the charter school.

332 c. To the extent possible, how these rates of progress will
333 be evaluated and compared with rates of progress of other
334 closely comparable student populations.

335
336 A district school board is required to provide academic student
337 performance data to charter schools for each of their students
338 coming from the district school system, as well as rates of
339 academic progress of comparable student populations in the
340 district school system.

341 4. The methods used to identify the educational strengths
342 and needs of students and how well educational goals and
343 performance standards are met by students attending the charter
344 school. The methods shall provide a means for the charter school
345 to ensure accountability to its constituents by analyzing
346 student performance data and by evaluating the effectiveness and
347 efficiency of its major educational programs. Students in
348 charter schools shall, at a minimum, participate in the

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349 statewide assessment program created under s. 1008.22.

350 5. In secondary charter schools, a method for determining
351 that a student has satisfied the requirements for graduation in
352 s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

353 6. A method for resolving conflicts between the governing
354 board of the charter school and the sponsor.

355 7. The admissions procedures and dismissal procedures,
356 including the school's code of student conduct. Admission or
357 dismissal must not be based on a student's academic performance.

358 8. The ways by which the school will achieve a
359 racial/ethnic balance reflective of the community it serves or
360 within the racial/ethnic range of other nearby public schools or
361 school districts.

362 9. The financial and administrative management of the
363 school, including a reasonable demonstration of the professional
364 experience or competence of those individuals or organizations
365 applying to operate the charter school or those hired or
366 retained to perform such professional services and the
367 description of clearly delineated responsibilities and the
368 policies and practices needed to effectively manage the charter
369 school. A description of internal audit procedures and
370 establishment of controls to ensure that financial resources are
371 properly managed must be included. Both public sector and
372 private sector professional experience shall be equally valid in
373 such a consideration.

374 10. The asset and liability projections required in the
375 application which are incorporated into the charter and shall be
376 compared with information provided in the annual report of the
377 charter school.

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378 11. A description of procedures that identify various risks
379 and provide for a comprehensive approach to reduce the impact of
380 losses; plans to ensure the safety and security of students and
381 staff; plans to identify, minimize, and protect others from
382 violent or disruptive student behavior; and the manner in which
383 the school will be insured, including whether or not the school
384 will be required to have liability insurance, and, if so, the
385 terms and conditions thereof and the amounts of coverage.

386 12. The term of the charter which shall provide for
387 cancellation of the charter if insufficient progress has been
388 made in attaining the student achievement objectives of the
389 charter and if it is not likely that such objectives can be
390 achieved before expiration of the charter. The initial term of a
391 charter shall be for 5 years, excluding 2 planning years. In
392 order to facilitate access to long-term financial resources for
393 charter school construction, charter schools that are operated
394 by a municipality or other public entity as provided by law are
395 eligible for up to a 15-year charter, subject to approval by the
396 sponsor. A charter lab school is eligible for a charter for a
397 term of up to 15 years. In addition, to facilitate access to
398 long-term financial resources for charter school construction,
399 charter schools that are operated by a private, not-for-profit,
400 s. 501(c)(3) status corporation are eligible for up to a 15-year
401 charter, subject to approval by the sponsor. Such long-term
402 charters remain subject to annual review and may be terminated
403 during the term of the charter, but only according to the
404 provisions set forth in subsection (8).

405 13. The facilities to be used and their location. The
406 sponsor may not require a charter school to have a certificate

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407 of occupancy or a temporary certificate of occupancy for such a
408 facility earlier than 15 calendar days before the first day of
409 school.

410 14. The qualifications to be required of the teachers and
411 the potential strategies used to recruit, hire, train, and
412 retain qualified staff to achieve best value.

413 15. The governance structure of the school, including the
414 status of the charter school as a public or private employer as
415 required in paragraph (12) (i).

416 16. A timetable for implementing the charter which
417 addresses the implementation of each element thereof and the
418 date by which the charter shall be awarded in order to meet this
419 timetable.

420 17. In the case of an existing public school that is being
421 converted to charter status, alternative arrangements for
422 current students who choose not to attend the charter school and
423 for current teachers who choose not to teach in the charter
424 school after conversion in accordance with the existing
425 collective bargaining agreement or district school board rule in
426 the absence of a collective bargaining agreement. However,
427 alternative arrangements shall not be required for current
428 teachers who choose not to teach in a charter lab school, except
429 as authorized by the employment policies of the state university
430 which grants the charter to the lab school.

431 18. Full disclosure of the identity of all relatives
432 employed by the charter school who are related to the charter
433 school owner, president, chairperson of the governing board of
434 directors, superintendent, governing board member, principal,
435 assistant principal, or any other person employed by the charter

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436 school who has equivalent decisionmaking authority. For the
437 purpose of this subparagraph, the term "relative" means father,
438 mother, son, daughter, brother, sister, uncle, aunt, first
439 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
440 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
441 stepfather, stepmother, stepson, stepdaughter, stepbrother,
442 stepsister, half brother, or half sister.

443 19. Implementation of the activities authorized under s.
444 1002.331 by the charter school when it satisfies the eligibility
445 requirements for a high-performing charter school. A high-
446 performing charter school shall notify its sponsor in writing by
447 March 1 if it intends to increase enrollment or expand grade
448 levels the following school year. The written notice shall
449 specify the amount of the enrollment increase and the grade
450 levels that will be added, as applicable.

451 Section 4. Subsection (1) of section 1002.59, Florida
452 Statutes, is amended to read:

453 1002.59 Emergent literacy and performance standards
454 training courses.—

455 (1) The department, in collaboration with the Just Read,
456 Florida! Office, shall adopt minimum standards for courses in
457 emergent literacy for prekindergarten instructors. Each course
458 must consist of ~~comprise~~ 5 clock hours and provide instruction
459 in strategies and techniques to address the age-appropriate
460 progress of prekindergarten students in developing emergent
461 literacy skills, including oral communication, knowledge of
462 print and letters, phonological and phonemic awareness, ~~and~~
463 vocabulary and comprehension development, and foundational
464 background knowledge designed to correlate with the content that

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465 students will encounter in grades K-12, consistent with the
466 evidence-based content and strategies grounded in the science of
467 reading identified pursuant to s. 1001.215(8). The course
468 standards must be reviewed as part of any review of subject
469 coverage or endorsement requirements in the elementary, reading,
470 and exceptional student educational areas conducted pursuant to
471 s. 1012.586. Each course must also provide resources containing
472 strategies that allow students with disabilities and other
473 special needs to derive maximum benefit from the Voluntary
474 Prekindergarten Education Program. Successful completion of an
475 emergent literacy training course approved under this section
476 satisfies requirements for approved training in early literacy
477 and language development under ss. 402.305(2)(e)5., 402.313(6),
478 and 402.3131(5).

479 Section 5. Paragraph (a) of subsection (1) and paragraph
480 (b) of subsection (2) of section 1002.67, Florida Statutes, are
481 amended to read:

482 1002.67 Performance standards and curricula.—

483 (1)(a) The department shall develop and adopt performance
484 standards for students in the Voluntary Prekindergarten
485 Education Program. The performance standards must address the
486 age-appropriate progress of students in the development of:

487 1. The capabilities, capacities, and skills required under
488 s. 1(b), Art. IX of the State Constitution;

489 2. Emergent literacy skills grounded in the science of
490 reading, including oral communication, knowledge of print and
491 letters, phonemic and phonological awareness, and vocabulary and
492 comprehension development, and foundational background knowledge
493 designed to correlate with the content that students will

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494 encounter in grades K-12; and

495 3. Mathematical thinking and early math skills.

496 (2)

497 (b) Each private prekindergarten provider's and public
498 school's curriculum must be developmentally appropriate and
499 must:

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

502 2. Develop student's background knowledge through a
503 content-rich and sequential knowledge-building early literacy
504 curriculum;

505 3. Enhance the age-appropriate progress of students in
506 attaining the performance standards adopted by the department
507 under subsection (1); and

508 ~~4.3-~~ Support student learning gains through differentiated
509 instruction that shall be measured by the coordinated screening
510 and progress monitoring program under s. 1008.25(9) ~~s.~~
511 ~~1008.25(8)~~.

512 Section 6. Present paragraphs (g) through (l) of subsection
513 (4) of section 1003.485, Florida Statutes, are redesignated as
514 paragraphs (h) through (m), respectively, a new paragraph (g) is
515 added to that subsection, and paragraph (g) of subsection (1)
516 and present paragraph (g) of subsection (4) of that section are
517 amended, to read:

518 1003.485 The New Worlds Reading Initiative.—

519 (1) DEFINITIONS.—As used in this section, the term:

520 (g) "Micro-credential" means evidence-based professional
521 development activities grounded in the science of reading that
522 are competency-based, personalized, and on-demand. Educators

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523 must demonstrate their competence via evidence submitted and
524 reviewed by trained evaluators.

525 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator
526 shall:

527 (g) Develop, in consultation with the Just Read, Florida!
528 Office under s. 1001.215, an online repository of digital
529 science of reading materials and science of reading
530 instructional resources that is accessible to public school
531 teachers, school leaders, parents, and educator preparation
532 programs and associated faculty.

533 (h) ~~(g)~~ Develop a micro-credential that requires teachers to
534 demonstrate competency to:

535 1. Diagnose literacy difficulties and determine the
536 appropriate range of literacy interventions based upon the age
537 and literacy deficiency of the student;

538 2. Use evidence-based instructional and intervention
539 practices grounded in the science of reading, including
540 strategies identified by the Just Read, Florida! Office pursuant
541 to s. 1001.215(8); and

542 3. Effectively use progress monitoring and intervention
543 materials.

544 Section 7. Paragraph (b) of subsection (2) of section
545 1004.04, Florida Statutes, is amended to read:

546 1004.04 Public accountability and state approval for
547 teacher preparation programs.—

548 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

549 (b) The rules to establish uniform core curricula for each
550 state-approved teacher preparation program must include, but are
551 not limited to, the following:

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- 552 1. Candidate instruction and assessment in the Florida
553 Educator Accomplished Practices across content areas.
- 554 2. The use of state-adopted content standards to guide
555 curricula and instruction.
- 556 3. Scientifically researched and evidence-based reading
557 instructional strategies grounded in the science of reading that
558 improve reading performance for all students, including
559 explicit, systematic, and sequential approaches to teaching
560 phonemic awareness, phonics, vocabulary, fluency, and text
561 comprehension and multisensory intervention strategies. The
562 primary instructional strategy for teaching word reading is
563 phonics instruction for decoding and encoding. Instructional
564 strategies for foundational skills may not include those that
565 employ the three-cueing system model of reading or visual memory
566 as a basis for teaching word reading. Programs may include
567 visual information and strategies which improve background and
568 experiential knowledge, add context, and increase oral language
569 and vocabulary to support comprehension, but should not be used
570 to teach word reading.
- 571 4. Content literacy and mathematics practices.
- 572 5. Strategies appropriate for the instruction of English
573 language learners.
- 574 6. Strategies appropriate for the instruction of students
575 with disabilities.
- 576 7. Strategies to differentiate instruction based on student
577 needs.
- 578 8. Strategies and practices to support evidence-based
579 content aligned to state standards and grading practices.
- 580 9. Strategies appropriate for the early identification of a

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581 student in crisis or experiencing a mental health challenge and
582 the referral of such student to a mental health professional for
583 support.

584 10. Strategies to support the use of technology in
585 education and distance learning.

586 Section 8. Paragraph (a) of subsection (3) of section
587 1004.85, Florida Statutes, is amended to read:

588 1004.85 Postsecondary educator preparation institutes.—

589 (3) Educator preparation institutes approved pursuant to
590 this section may offer competency-based certification programs
591 specifically designed for noneducation major baccalaureate
592 degree holders to enable program participants to meet the
593 educator certification requirements of s. 1012.56. An educator
594 preparation institute choosing to offer a competency-based
595 certification program pursuant to the provisions of this section
596 must implement a program previously approved by the Department
597 of Education for this purpose or a program developed by the
598 institute and approved by the department for this purpose.
599 Approved programs shall be available for use by other approved
600 educator preparation institutes.

601 (a) Within 90 days after receipt of a request for approval,
602 the Department of Education shall approve a preparation program
603 pursuant to the requirements of this subsection or issue a
604 statement of the deficiencies in the request for approval. The
605 department shall approve a certification program if the
606 institute provides evidence of the institute's capacity to
607 implement a competency-based program that includes each of the
608 following:

609 1.a. Participant instruction and assessment in the Florida

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610 Educator Accomplished Practices across content areas.

611 b. The use of state-adopted student content standards to
612 guide curriculum and instruction.

613 c. Scientifically researched and evidence-based reading
614 instructional strategies grounded in the science of reading that
615 improve reading performance for all students, including
616 explicit, systematic, and sequential approaches to teaching
617 phonemic awareness, phonics, vocabulary, fluency, and text
618 comprehension and multisensory intervention strategies. The
619 primary instructional strategy for teaching word reading is
620 phonics instruction for decoding and encoding. Instructional
621 strategies for foundational skills may not include those that
622 employ the three-cueing system model of reading or visual memory
623 as a basis for teaching word reading. Programs may include
624 visual information and strategies which improve background and
625 experiential knowledge, add context, and increase oral language
626 and vocabulary to support comprehension, but should not be used
627 to teach word reading.

628 d. Content literacy and mathematical practices.

629 e. Strategies appropriate for instruction of English
630 language learners.

631 f. Strategies appropriate for instruction of students with
632 disabilities.

633 g. Strategies to differentiate instruction based on student
634 needs.

635 h. Strategies and practices to support evidence-based
636 content aligned to state standards and grading practices.

637 i. Strategies appropriate for the early identification of a
638 student in crisis or experiencing a mental health challenge and

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639 the referral of such student to a mental health professional for
640 support.

641 j. Strategies to support the use of technology in education
642 and distance learning.

643 2. An educational plan for each participant to meet
644 certification requirements and demonstrate his or her ability to
645 teach the subject area for which the participant is seeking
646 certification, which is based on an assessment of his or her
647 competency in the areas listed in subparagraph 1.

648 3. Field experiences appropriate to the certification
649 subject area specified in the educational plan with a diverse
650 population of students in a variety of challenging environments,
651 including, but not limited to, high-poverty schools, urban
652 schools, and rural schools, under the supervision of qualified
653 educators. The state board shall determine in rule the amount of
654 field experience necessary to serve as the teacher of record,
655 beginning with candidates entering a program in the 2023-2024
656 school year.

657 4. A certification ombudsman to facilitate the process and
658 procedures required for participants who complete the program to
659 meet any requirements related to the background screening
660 pursuant to s. 1012.32 and educator professional or temporary
661 certification pursuant to s. 1012.56.

662 Section 9. Subsection (4) of section 1006.283, Florida
663 Statutes, is amended to read:

664 1006.283 District school board instructional materials
665 review process.—

666 (4) Instructional materials that have been reviewed by the
667 district instructional materials reviewers and approved must

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668 have been determined to align with all applicable state
669 standards pursuant to s. 1003.41, ~~and~~ the requirements in s.
670 1006.31, and instructional materials for foundational reading
671 skills shall be based on the science of reading and include
672 phonics instruction for decoding and encoding as the primary
673 instructional strategy for word reading. Instructional
674 strategies may not include those that employ the three-cueing
675 system model of reading or visual memory as a basis for teaching
676 word reading. Programs may include visual information and
677 strategies which improve background and experiential knowledge,
678 add context, and increase oral language and vocabulary to
679 support comprehension, but should not be used to teach word
680 reading. The district school superintendent shall annually
681 certify to the department that all instructional materials for
682 core courses used by the district are aligned with all
683 applicable state standards and have been reviewed, selected, and
684 adopted by the district school board in accordance with the
685 school board hearing and public meeting requirements of this
686 section.

687 Section 10. Subsection (2) of section 1006.31, Florida
688 Statutes, is amended to read:

689 1006.31 Duties of the Department of Education and school
690 district instructional materials reviewer.—The duties of the
691 instructional materials reviewer are:

692 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the
693 selection criteria listed in s. 1006.34(2)(b) and recommend for
694 adoption only those instructional materials aligned with the
695 Next Generation Sunshine State Standards provided for in s.
696 1003.41. Instructional materials for foundational reading skills

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697 shall be based on the science of reading and include phonics
698 instruction for decoding and encoding as the primary
699 instructional strategy for word reading. Instructional
700 strategies may not include those that employ the three-cueing
701 system model of reading or visual memory as a basis for teaching
702 word reading. Programs may include visual information and
703 strategies which improve background and experiential knowledge,
704 add context, and increase oral language and vocabulary to
705 support comprehension, but should not be used to teach word
706 reading. Instructional materials recommended by each reviewer
707 shall be, to the satisfaction of each reviewer, accurate,
708 objective, balanced, noninflammatory, current, free of
709 pornography and material prohibited under s. 847.012, and suited
710 to student needs and their ability to comprehend the material
711 presented. Reviewers shall consider for recommendation materials
712 developed for academically talented students, such as students
713 enrolled in advanced placement courses. When recommending
714 instructional materials, each reviewer shall:

715 (a) Include only instructional materials that accurately
716 portray the ethnic, socioeconomic, cultural, religious,
717 physical, and racial diversity of our society, including men and
718 women in professional, career, and executive roles, and the role
719 and contributions of the entrepreneur and labor in the total
720 development of this state and the United States.

721 (b) Include only materials that accurately portray,
722 whenever appropriate, humankind's place in ecological systems,
723 including the necessity for the protection of our environment
724 and conservation of our natural resources and the effects on the
725 human system of the use of tobacco, alcohol, controlled

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726 substances, and other dangerous substances.

727 (c) Include materials that encourage thrift, fire
728 prevention, and humane treatment of people and animals.

729 (d) Require, when appropriate to the comprehension of
730 students, that materials for social science, history, or civics
731 classes contain the Declaration of Independence and the
732 Constitution of the United States. A reviewer may not recommend
733 any instructional materials that contain any matter reflecting
734 unfairly upon persons because of their race, color, creed,
735 national origin, ancestry, gender, religion, disability,
736 socioeconomic status, or occupation or otherwise contradict the
737 principles enumerated under s. 1003.42(3).

738 Section 11. Present subsections (6) through (10) of section
739 1008.25, Florida Statutes, are redesignated as subsections (7)
740 through (11), respectively, a new subsection (6) is added to
741 that section, and subsections (4) and (5), present subsection
742 (7), paragraphs (a) and (d) of present subsection (8), and
743 present subsection (9) of that section, are amended, to read:

744 1008.25 Public school student progression; student support;
745 coordinated screening and progress monitoring; reporting
746 requirements.—

747 (4) ASSESSMENT AND SUPPORT.—

748 (a) Each student must participate in the statewide,
749 standardized assessment program required under s. 1008.22 and
750 the coordinated screening and progress monitoring system
751 required under subsection (9) ~~(8)~~. Each student who does not
752 achieve a Level 3 or above on the statewide, standardized
753 English Language Arts assessment; the statewide, standardized
754 Mathematics assessment; or the Algebra I EOC assessment must be

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755 evaluated to determine the nature of the student's difficulty,
756 the areas of academic need, and strategies for providing
757 academic supports to improve the student's performance.

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

762 1. A federally required student plan such as an individual
763 education plan;

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

768 3. An individualized progress monitoring plan.

769 (c) A student who has a substantial reading deficiency as
770 determined in paragraph (5) (a) or a substantial mathematics
771 deficiency as determined in paragraph (6) (a) must be covered by
772 a federally required student plan, such as an individual
773 education plan or an individualized progress monitoring plan, or
774 both, as necessary. The individualized progress monitoring plan
775 shall include, at a minimum:

776 1. The student's specific, diagnosed reading or mathematics
777 skill deficiencies.

778 2. Goals and benchmarks for student growth in reading or
779 mathematics.

780 3. A description of the specific measures that will be used
781 to evaluate and monitor the student's reading or mathematics
782 progress.

783 4. For a substantial reading deficiency, the specific

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784 evidence-based literacy instruction grounded in the science of
785 reading which the student will receive.

786 5. Strategies, resources, and materials that will be
787 provided to the student's parent to support the student to make
788 reading or mathematics progress.

789 6. Any additional services the teacher deems available and
790 appropriate to accelerate the student's reading or mathematics
791 skill development.

792 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

793 (a) Any student in kindergarten through grade 3 who
794 exhibits a substantial deficiency in reading or the
795 characteristics of dyslexia based upon screening, diagnostic,
796 progress monitoring, or assessment data; statewide assessments;
797 or teacher observations must be provided intensive, explicit,
798 systematic, and multisensory reading interventions immediately
799 following the identification of the reading deficiency to
800 address his or her specific deficiencies.

801 1. The department shall provide a list of state vetted and
802 approved comprehensive reading and intervention programs. The
803 intervention programs shall be provided in addition to the
804 comprehensive core reading instruction that is provided to all
805 students in the general education classroom. Dyslexia-specific
806 intervention, as defined by rule of the State Board of
807 Education, shall be provided to students who have the
808 characteristics of dyslexia and all struggling readers. The
809 reading intervention program must do all of the following:

810 a. Provide explicit, direct instruction that is systematic,
811 sequential, and cumulative in language development, phonological
812 awareness, phonics, fluency, vocabulary, and comprehension, as

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813 applicable.

814 b. Provide daily targeted small group reading interventions
815 based on student need in phonological awareness, phonics
816 including decoding and encoding, sight words, vocabulary, or
817 comprehension.

818 c. Be implemented during regular school hours.

819 2. A school may not wait for a student to receive a failing
820 grade at the end of a grading period to identify the student as
821 having a substantial reading deficiency and initiate intensive
822 reading interventions. In addition, a school may not wait until
823 an evaluation conducted pursuant to s. 1003.57 is completed to
824 provide appropriate, evidence-based interventions for a student
825 whose parent submits documentation from a professional licensed
826 under chapter 490 which demonstrates that the student has been
827 diagnosed with dyslexia. Such interventions must be initiated
828 upon receipt of the documentation and based on the student's
829 specific areas of difficulty as identified by the licensed
830 professional.

831 3. A student's reading proficiency must be monitored and
832 the intensive interventions must continue until the student
833 demonstrates grade level proficiency in a manner determined by
834 the district, which may include achieving a Level 3 on the
835 statewide, standardized English Language Arts assessment. The
836 State Board of Education shall identify by rule guidelines for
837 determining whether a student in kindergarten through grade 3
838 has a substantial deficiency in reading.

839 (b) A Voluntary Prekindergarten Education Program student
840 who exhibits a substantial deficiency in early literacy skills
841 in accordance with the standards under s. 1002.67(1)(a) and

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842 based upon the results of the administration of the final
843 coordinated screening and progress monitoring under subsection
844 (9) ~~(8)~~ shall be referred to the local school district and may
845 be eligible to receive intensive reading interventions before
846 participating in kindergarten. Such intensive reading
847 interventions shall be paid for using funds from the district's
848 evidence-based reading instruction allocation in accordance with
849 s. 1011.62(8).

850 (c) To be promoted to grade 4, a student must score a Level
851 2 or higher on the statewide, standardized English Language Arts
852 assessment required under s. 1008.22 for grade 3. If a student's
853 reading deficiency is not remedied by the end of grade 3, as
854 demonstrated by scoring Level 2 or higher on the statewide,
855 standardized assessment required under s. 1008.22 for grade 3,
856 the student must be retained.

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

860 1. That his or her child has been identified as having a
861 substantial deficiency in reading, including a description and
862 explanation, in terms understandable to the parent, of the exact
863 nature of the student's difficulty in learning and lack of
864 achievement in reading.

865 2. A description of the current services that are provided
866 to the child.

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

870 4. That if the child's reading deficiency is not remediated

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871 by the end of grade 3, the child must be retained unless he or
872 she is exempt from mandatory retention for good cause.

873 5. Strategies, including multisensory strategies and
874 programming, through a read-at-home plan the parent can use in
875 helping his or her child succeed in reading. The read-at-home
876 plan must provide access to the resources identified in
877 paragraph (e).

878 6. That the statewide, standardized English Language Arts
879 assessment is not the sole determiner of promotion and that
880 additional evaluations, portfolio reviews, and assessments are
881 available to the child to assist parents and the school district
882 in knowing when a child is reading at or above grade level and
883 ready for grade promotion.

884 7. The district's specific criteria and policies for a
885 portfolio as provided in subparagraph (7) (b) (4) ~~(6) (b) 4~~. and the
886 evidence required for a student to demonstrate mastery of
887 Florida's academic standards for English Language Arts. A school
888 must immediately begin collecting evidence for a portfolio when
889 a student in grade 3 is identified as being at risk of retention
890 or upon the request of the parent, whichever occurs first.

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

895 9. Information about the student's eligibility for the New
896 Worlds Reading Initiative under s. 1003.485 and information on
897 parent training modules and other reading engagement resources
898 available through the initiative.

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900 After initial notification, the school shall apprise the parent
901 at least monthly of the student's progress in response to the
902 intensive interventions and supports. Such communications must
903 be in writing and must explain any additional interventions or
904 supports that will be implemented to accelerate the student's
905 progress if the interventions and supports already being
906 implemented have not resulted in improvement.

907 (e) A school district must evaluate a student, at a
908 minimum, at the end of every grading period to determine if the
909 student exhibits a reading deficiency. A school must provide
910 additional reading support to a student with a reading
911 deficiency, and may not wait to provide support until a student
912 is identified with a substantial reading deficiency as
913 determined in paragraph (5) (a).

914 (f) The Department of Education shall compile resources
915 that each school district must incorporate into a read-at-home
916 plan provided to the parent of a student who is identified as
917 having a substantial reading deficiency pursuant to paragraph
918 (d). The resources must be made available in an electronic
919 format that is accessible online and must include the following:

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

925 2. An overview of the types of assessments used to identify
926 reading deficiencies and what those assessments measure or do
927 not measure, the frequency with which the assessments are
928 administered, and the requirements for interventions and

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929 supports that districts must provide to students who do not make
930 adequate academic progress.

931 3. An overview of the process for initiating and conducting
932 evaluations for exceptional education eligibility. The overview
933 must include an explanation that a diagnosis of a medical
934 condition alone is not sufficient to establish exceptional
935 education eligibility but may be used to document how that
936 condition relates to the student's eligibility determination and
937 may be disclosed in an eligible student's individual education
938 plan when necessary to inform school personnel responsible for
939 implementing the plan.

940 4. Characteristics of conditions associated with learning
941 disorders, including dyslexia, dysgraphia, dyscalculia, and
942 developmental aphasia.

943 5. A list of resources that support informed parent
944 involvement in decisionmaking processes for students who have
945 difficulty in learning.

946

947 Upon the request of a parent, resources meeting the requirements
948 of this paragraph must be provided to the parent in a hardcopy
949 format.

950 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

951 (a) Any student in kindergarten through grade 4 who
952 exhibits a substantial deficiency in mathematics or the
953 characteristics of dyscalculia based upon screening, diagnostic,
954 progress monitoring, or assessment data; statewide assessments;
955 or teacher observations must:

956 1. Immediately, following the identification of the
957 mathematics deficiency, be provided systematic and explicit

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958 mathematics instruction to address his or her specific
959 deficiencies through either:

960 a. Daily targeted small group mathematics intervention
961 based on student need; or

962 b. Supplemental, evidence-based mathematics interventions
963 before or after school, or both, delivered by a highly qualified
964 teacher of mathematics or a trained tutor.

965 2. The performance of a student receiving mathematics
966 instruction under subparagraph 1. must be monitored and
967 instruction must be adjusted based on the student's need.

968 3. The department shall provide a list of state vetted and
969 approved mathematics intervention programs, curricula, and high-
970 quality supplemental materials which may be used to improve a
971 student's mathematics deficiencies. In addition, the department
972 shall work, at a minimum, with the Florida Center for
973 Mathematics and Science Education Research established in s.
974 1004.86 to disseminate information to school districts and
975 teachers on effective evidence-based explicit mathematics
976 instructional practices, strategies, and interventions.

977 4. A school may not wait for a student to receive a failing
978 grade at the end of a grading period to identify the student as
979 having a substantial mathematics deficiency and initiate
980 intensive mathematics interventions. In addition, a school may
981 not wait until an evaluation conducted pursuant to s. 1003.57 is
982 completed to provide appropriate, evidence-based interventions
983 for a student whose parent submits documentation from a
984 professional licensed under chapter 490 which demonstrates that
985 the student has been diagnosed with dyscalculia. Such
986 interventions must be initiated upon receipt of the

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987 documentation and based on the student's specific areas of
988 difficulty as identified by the licensed professional.

989 5. A student's mathematics proficiency must be monitored
990 and the intensive interventions must continue until the student
991 demonstrates grade level proficiency in a manner determined by
992 the district, which may include achieving a Level 3 on the
993 statewide, standardized Mathematics assessment. The State Board
994 of Education shall identify by rule guidelines for determining
995 whether a student in kindergarten through grade 4 has a
996 substantial deficiency in mathematics.

997 (b) A Voluntary Prekindergarten Education Program student
998 who exhibits a substantial deficiency in early mathematics
999 skills in accordance with the standards under s. 1002.67(1)(a)
1000 and based upon the results of the administration of the final
1001 coordinated screening and progress monitoring under subsection
1002 (8) shall be referred to the local school district and may be
1003 eligible to receive intensive mathematics interventions before
1004 participating in kindergarten.

1005 (c) The parent of any student who exhibits a substantial
1006 deficiency in mathematics, as described in paragraph (a), must
1007 be notified in writing of the following:

1008 1. That his or her child has been identified as having a
1009 substantial deficiency in mathematics, including a description
1010 and explanation, in terms understandable to the parent, of the
1011 exact nature of the student's difficulty in learning and lack of
1012 achievement in mathematics.

1013 2. A description of the current services that are provided
1014 to the child.

1015 3. A description of the proposed intensive interventions

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1016 and supports that will be provided to the child which are
1017 designed to remediate the identified area of mathematics
1018 deficiency.

1019 4. Strategies, including multisensory strategies and
1020 programming, through a home-based plan the parent can use in
1021 helping his or her child succeed in mathematics. The home-based
1022 plan must provide access to the resources identified in
1023 paragraph (e).

1024
1025 After initial notification, the school shall apprise the parent
1026 at least monthly of the student's progress in response to the
1027 intensive interventions and supports. Such communications must
1028 be in writing and must explain any additional interventions or
1029 supports that will be implemented to accelerate the student's
1030 progress if the interventions and supports already being
1031 implemented have not resulted in improvement.

1032 (d) A school district must evaluate a student, at a
1033 minimum, at the end of every grading period to determine if the
1034 student exhibits a mathematics deficiency. A school must provide
1035 additional mathematics support to a student with a mathematics
1036 deficiency, and may not wait to provide support until a student
1037 is identified with a substantial mathematics deficiency as
1038 determined in paragraph (a).

1039 (e) The Department of Education, in collaboration with the
1040 Florida Center for Mathematics and Science Education Research
1041 established in s. 1004.86, shall compile resources that each
1042 school district must incorporate into a home-based plan provided
1043 to the parent of a student who is identified as having a
1044 substantial mathematics deficiency pursuant to paragraph (c).

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1045 The resources must be made available in an electronic format
1046 that is accessible online and must include the following:

1047 1. Developmentally appropriate, evidence-based strategies
1048 and programming, including links to video training modules and
1049 opportunities to sign up for family-guided home mathematics
1050 activities delivered periodically via text and e-mail, which a
1051 parent can use to help improve his or her child's mathematics
1052 skills.

1053 2. An overview of the types of assessments used to identify
1054 mathematics deficiencies and what those assessments measure or
1055 do not measure, the frequency with which the assessments are
1056 administered, and the requirements for interventions and
1057 supports that districts must provide to students who do not make
1058 adequate academic progress.

1059 3. An overview of the process for initiating and conducting
1060 evaluations for exceptional education eligibility. The overview
1061 must include an explanation that a diagnosis of a medical
1062 condition alone is not sufficient to establish exceptional
1063 education eligibility but may be used to document how that
1064 condition relates to the student's eligibility determination and
1065 may be disclosed in an eligible student's individual education
1066 plan when necessary to inform school personnel responsible for
1067 implementing the plan.

1068 4. Characteristics of conditions associated with learning
1069 disorders, including dyslexia, dysgraphia, dyscalculia, and
1070 developmental aphasia.

1071 5. A list of resources that support informed parent
1072 involvement in decisionmaking processes for students who have
1073 difficulty in learning.

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1074

1075 Upon the request of a parent, resources meeting the requirements
1076 of this paragraph must be provided to the parent in a hardcopy
1077 format.

1078 (8)~~(7)~~ SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
1079 STUDENTS.—

1080 (a) Students retained under paragraph (5) (c) must be
1081 provided intensive interventions in reading to ameliorate the
1082 student's specific reading deficiency and prepare the student
1083 for promotion to the next grade. These interventions must
1084 include:

1085 1. Evidence-based, explicit, systematic, and multisensory
1086 reading instruction grounded in the science of reading, in
1087 phonemic awareness, phonics, fluency, vocabulary, and
1088 comprehension and other strategies prescribed by the school
1089 district.

1090 2. Participation in the school district's summer reading
1091 camp, which must incorporate the instructional and intervention
1092 strategies under subparagraph 1. which place rigor and grade-
1093 level learning at the forefront.

1094 3. A minimum of 90 minutes of daily, uninterrupted reading
1095 instruction incorporating the instructional and intervention
1096 strategies under subparagraph 1. This instruction may include:

1097 a. Coordinated integration of content-rich texts in science
1098 and civic literacy within the 90-minute block.

1099 b. Targeted small group instruction.

1100 c. Explicit and systematic instruction with more detailed
1101 explanations, more extensive opportunities for guided practice,
1102 and more opportunities for error correction and feedback.

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1103 d. Reduced teacher-student ratios.

1104 ~~e.d.~~ More frequent progress monitoring.

1105 ~~f.e.~~ Tutoring or mentoring.

1106 ~~g.f.~~ Transition classes containing 3rd and 4th grade

1107 students.

1108 ~~h.g.~~ Extended school day, week, or year.

1109 i. Before school or after school, or both, supplemental

1110 evidence-based reading interventions grounded in the science of

1111 reading, delivered by a teacher who is certified or endorsed in

1112 reading and is rated highly effective as determined by the

1113 teacher's performance evaluation under s. 1012.34.

1114

1115 The primary instructional strategy for teaching word reading is

1116 phonics instruction for decoding and encoding. Instructional

1117 strategies may not include those that employ the three-cueing

1118 system model of reading or visual memory as a basis for teaching

1119 word reading. Programs may include visual information and

1120 strategies which improve background and experiential knowledge,

1121 add context, and increase oral language and vocabulary to

1122 support comprehension, but should not be used to teach word

1123 reading.

1124 (b) Each school district shall:

1125 1. Provide written notification to the parent of a student

1126 who is retained under paragraph (5) (c) that his or her child has

1127 not met the achievement level required for promotion and the

1128 reasons the child is not eligible for a good cause exemption as

1129 provided in paragraph (7) (b) ~~(6) (b)~~. The notification must

1130 comply with paragraph (5) (d) and must include a description of

1131 proposed interventions and supports that will be provided to the

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1132 child to remediate the identified areas of reading deficiency.

1133 2. Implement a policy for the midyear promotion of a
1134 student retained under paragraph (5)(c) who can demonstrate that
1135 he or she is a successful and independent reader and performing
1136 at or above grade level in reading or, upon implementation of
1137 English Language Arts assessments, performing at or above grade
1138 level in English Language Arts. Tools that school districts may
1139 use in reevaluating a student retained may include subsequent
1140 assessments, alternative assessments, and portfolio reviews, in
1141 accordance with rules of the State Board of Education. Students
1142 promoted during the school year after November 1 must
1143 demonstrate achievement levels in reading equivalent to the
1144 level necessary for the beginning of grade 4. The rules adopted
1145 by the State Board of Education must include standards that
1146 provide a reasonable expectation that the student's progress is
1147 sufficient to master appropriate grade 4 level reading skills.

1148 3. Provide students who are retained under paragraph
1149 (5)(c), including students participating in the school
1150 district's summer reading camp under subparagraph (a)2., with a
1151 teacher who is certified or endorsed in reading and is rated
1152 highly effective as determined by the teacher's performance
1153 evaluation under s. 1012.34.

1154 4. Establish at each school, when applicable, an intensive
1155 reading acceleration course for any student retained in grade 3
1156 who was previously retained in kindergarten, grade 1, or grade
1157 2. The intensive reading acceleration course must provide the
1158 following:

1159 a. Uninterrupted reading instruction grounded in the
1160 science of reading for the majority of student contact time each

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1161 day and opportunities to master the grade 4 state academic
 1162 standards in other core subject areas through content-rich
 1163 texts.

1164 b. Explicit and systematic instruction with more detailed
 1165 explanations, more extensive opportunities for guided practice,
 1166 and more opportunities for error correction and feedback.

1167 c. Targeted small group instruction.

1168 ~~d.e.~~ Reduced teacher-student ratios.

1169 ~~e.d.~~ The use of explicit, systematic, and multisensory
 1170 reading interventions grounded in the science of reading,
 1171 including intensive language, phonics, and vocabulary
 1172 instruction, and use of a speech-language therapist if
 1173 necessary, that have proven results in accelerating student
 1174 reading achievement within the same school year.

1175 ~~f.e.~~ A read-at-home plan.

1176 (9)~~(8)~~ COORDINATED SCREENING AND PROGRESS MONITORING
 1177 SYSTEM.—

1178 (a) The Department of Education, in collaboration with the
 1179 Office of Early Learning, shall procure and require the use of a
 1180 statewide, standardized coordinated screening and progress
 1181 monitoring system for the Voluntary Prekindergarten Education
 1182 Program and public schools. The system must:

1183 1. Measure student progress in meeting the appropriate
 1184 expectations in early literacy and mathematics skills and in
 1185 English Language Arts and mathematics standards as required by
 1186 ss. 1002.67(1)(a) and 1003.41 and identify the educational
 1187 strengths and needs of students.

1188 2. For students in the Voluntary Prekindergarten Education
 1189 Program through grade 3, measure student performance in oral

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1190 language development, phonological and phonemic awareness,
1191 knowledge of print and letters, decoding, fluency, vocabulary,
1192 and comprehension, as applicable by grade level, and, at a
1193 minimum, provide interval level and norm-referenced data that
1194 measures equivalent levels of growth.

1195 3. Be a valid, reliable, and developmentally appropriate
1196 computer-based direct instrument that provides screening and
1197 diagnostic capabilities for monitoring student progress;
1198 identifies students who have a substantial deficiency in reading
1199 and mathematics, including identifying students with
1200 characteristics of dyslexia, dyscalculia, and other learning
1201 disorders; and informs instruction. Any student identified by
1202 the system as having characteristics of dyslexia or dyscalculia
1203 shall undergo further screening. Beginning with the 2023-2024
1204 school year, the coordinated screening and progress monitoring
1205 system must be computer-adaptive.

1206 4. Provide data for Voluntary Prekindergarten Education
1207 Program accountability as required under s. 1002.68.

1208 5. Provide Voluntary Prekindergarten Education Program
1209 providers, school districts, schools, teachers, and parents with
1210 data and resources that enhance differentiated instruction and
1211 parent communication.

1212 6. Provide baseline data to the department of each
1213 student's readiness for kindergarten. The determination of
1214 kindergarten readiness must be based on the results of each
1215 student's initial progress monitoring assessment in
1216 kindergarten. The methodology for determining a student's
1217 readiness for kindergarten must be developed by the department
1218 and aligned to the methodology adopted pursuant to s.

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1219 1002.68(4).

1220 7. Assess how well educational goals and curricular
1221 standards are met at the provider, school, district, and state
1222 levels and provide information to the department to aid in the
1223 development of educational programs, policies, and supports for
1224 providers, districts, and schools.

1225 (d) Screening and progress monitoring system results,
1226 including the number of students who demonstrate characteristics
1227 of dyslexia and dyscalculia, shall be reported to the department
1228 pursuant to state board rule and maintained in the department's
1229 Education Data Warehouse. Results must be provided to a
1230 student's teacher and parent in a timely manner as required in
1231 s. 1008.22(7)(g).

1232 (10)~~(9)~~ ANNUAL REPORT.—

1233 (a) In addition to the requirements in paragraph (5)(c),
1234 each district school board must annually report to the parent of
1235 each student the progress of the student toward achieving state
1236 and district expectations for proficiency in English Language
1237 Arts, science, social studies, and mathematics. The district
1238 school board must report to the parent the student's results on
1239 each statewide, standardized assessment and the coordinated
1240 screening and progress monitoring system under subsection (9)
1241 ~~(8)~~. The evaluation of each student's progress must be based
1242 upon the student's classroom work, observations, tests, district
1243 and state assessments, response to intensive interventions
1244 provided under paragraph (5)(a), and other relevant information.
1245 Progress reporting must be provided to the parent in writing in
1246 a format adopted by the district school board and must be
1247 accessible through secure, web-based options.

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1248 (b) Each district school board must annually publish on the
1249 district website the following information on the prior school
1250 year:

1251 1. The provisions of this section relating to public school
1252 student progression and the district school board's policies and
1253 procedures on student retention and promotion.

1254 2. By grade, the number and percentage of all students in
1255 grades 3 through 10 performing at Levels 1 and 2 on the
1256 statewide, standardized English Language Arts assessment.

1257 3. By grade, the number and percentage of all students
1258 retained in kindergarten through grade 10.

1259 4. Information on the total number of students who were
1260 promoted for good cause, by each category of good cause as
1261 specified in paragraph (7) (b) ~~(6) (b)~~.

1262 5. Any revisions to the district school board's policies
1263 and procedures on student retention and promotion from the prior
1264 year.

1265 Section 12. Subsections (3), (4), and (8) of section
1266 1008.365, Florida Statutes, are amended to read:

1267 1008.365 Reading Achievement Initiative for Scholastic
1268 Excellence Act.—

1269 (3) The department shall establish at least 20 literacy
1270 support regions and regional support teams, at the direction of
1271 a regional literacy support director appointed by the
1272 Commissioner of Education, to assist schools with improving low
1273 reading scores as provided in this section.

1274 (a) A regional literacy support director must successfully
1275 demonstrate competence on the evidence-based strategies
1276 identified pursuant to s. 1001.215(8) and have the experience

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1277 and credentials necessary, as determined by the department, to:

1278 1. Effectively monitor student reading growth and
1279 achievement data;

1280 2. Oversee districtwide and schoolwide professional
1281 development and planning to establish evidence-based practices
1282 grounded in the science of reading among school administrators
1283 and instructional personnel;

1284 3. Evaluate implementation of evidence-based practices
1285 grounded in the science of reading; and

1286 4. Manage a regional support team.

1287 (b) A regional support team shall report to its regional
1288 literacy support director and must consist of individuals who:

1289 1. Successfully demonstrate competence on the evidence-
1290 based strategies identified pursuant to s. 1001.215(8);

1291 2. Have substantial experience in literacy coaching and
1292 monitoring student progress data in reading; and

1293 3. Have received training necessary to assist with the
1294 delivery of professional development and site-based supports,
1295 including modeling evidence-based practices grounded in the
1296 science of reading and providing feedback to instructional
1297 personnel.

1298 (4) The department may establish criteria to identify
1299 schools that must receive supports from a regional support team.
1300 However, regardless of its school grade designated pursuant to
1301 s. 1008.34, a school serving students in kindergarten through
1302 grade 5 must be identified for supports if 50 percent of its
1303 students who take the statewide, standardized English Language
1304 Arts assessment score below a Level 3 for any grade level, or,
1305 for students in kindergarten through grade 3, progress

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1306 monitoring data collected pursuant to s. 1008.25(9) ~~s.~~
1307 ~~1008.25(8)~~ shows that 50 percent or more of the students are not
1308 on track to pass the statewide, standardized grade 3 English
1309 Language Arts assessment. A school identified for supports under
1310 this section must implement a school improvement plan pursuant
1311 to s. 1001.42(18), or, if the school is already implementing a
1312 school improvement plan, the plan must be amended to explicitly
1313 address strategies for improving reading performance consistent
1314 with this section.

1315 (8) As part of the RAISE Program, the department shall
1316 establish a tutoring program and develop training in effective
1317 reading tutoring practices and content, based on evidence-based
1318 practices grounded in the science of reading and aligned to the
1319 English Language Arts standards under s. 1003.41, which prepares
1320 eligible high school students to tutor students in kindergarten
1321 through grade 3 in schools identified under this section,
1322 instilling in those students a love of reading and improving
1323 their literacy skills.

1324 (a) To be eligible to participate in the tutoring program,
1325 a high school student must be a rising junior or senior who has
1326 a cumulative grade point average of 3.0 or higher, has no
1327 history of out-of-school suspensions or expulsions, is on track
1328 to complete all core course requirements to graduate, and has
1329 written recommendations from at least two of his or her present
1330 or former high school teachers of record or extracurricular
1331 activity sponsors.

1332 (b) School districts that wish to participate in the
1333 tutoring program must recruit, train, and deploy eligible high
1334 school students using the materials developed under this

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1335 section. Tutoring must occur during the school day on school
1336 district property in the presence and under the supervision of
1337 instructional personnel who are school district employees. A
1338 parent must give written permission for his or her child to
1339 receive tutoring through the program.

1340 (c) Tutoring may be part of a service-learning course
1341 adopted pursuant to s. 1003.497. Students may earn up to three
1342 elective credits for high school graduation based on the
1343 verified number of hours the student spends tutoring under the
1344 program. The hours of volunteer service must be documented in
1345 writing, and the document must be signed by the student, the
1346 student's parent or guardian, and an administrator or designee
1347 of the school in which the tutoring occurred. The hours that a
1348 high school student devotes to tutoring may be counted toward
1349 meeting community service requirements for high school
1350 graduation and community service requirements for participation
1351 in the Florida Bright Futures Scholarship Program as provided in
1352 s. 1003.497(3)(b). The department shall designate a high school
1353 student who provides at least 75 verified hours of tutoring
1354 under the program as a New Worlds Scholar and award the student
1355 with a pin indicating such designation.

1356 Section 13. Paragraph (f) of subsection (1) and paragraphs
1357 (d) and (e) of subsection (8) of section 1011.62, Florida
1358 Statutes, are amended to read:

1359 1011.62 Funds for operation of schools.—If the annual
1360 allocation from the Florida Education Finance Program to each
1361 district for operation of schools is not determined in the
1362 annual appropriations act or the substantive bill implementing
1363 the annual appropriations act, it shall be determined as

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1364 follows:

1365 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
1366 OPERATION.—The following procedure shall be followed in
1367 determining the annual allocation to each district for
1368 operation:

1369 (f) *Supplemental academic instruction allocation.*—

1370 1. There is created the supplemental academic instruction
1371 allocation to provide supplemental academic instruction to
1372 students in kindergarten through grade 12.

1373 2. The supplemental academic instruction allocation shall
1374 be provided annually in the Florida Education Finance Program as
1375 specified in the General Appropriations Act. These funds are in
1376 addition to the funds appropriated on the basis of FTE student
1377 membership in the Florida Education Finance Program and shall be
1378 included in the total potential funds of each district.

1379 Beginning with the 2018-2019 fiscal year, each school district
1380 that has a school earning a grade of "D" or "F" pursuant to s.
1381 1008.34 must use that school's portion of the supplemental
1382 academic instruction allocation to implement intervention and
1383 support strategies for school improvement pursuant to s. 1008.33
1384 and for salary incentives pursuant to s. 1012.2315(3) or salary
1385 supplements pursuant to s. 1012.22(1)(c)5.c. that are provided
1386 through a memorandum of understanding between the collective
1387 bargaining agent and the school board that addresses the
1388 selection, placement, and expectations of instructional
1389 personnel and school administrators. For all other schools, the
1390 school district's use of the supplemental academic instruction
1391 allocation may include, but is not limited to, the use of a
1392 modified curriculum; reading instruction; after-school

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1393 instruction; tutoring; mentoring; evidence-based mathematics
1394 interventions extending beyond the school day; a reduction in
1395 class size; extended school year; intensive skills development
1396 in summer school which places rigor and grade-level learning at
1397 the forefront; dropout prevention programs as defined in ss.
1398 1003.52 and 1003.53(1) (a), (b), and (c); and other methods of
1399 improving student achievement. Supplemental academic instruction
1400 may be provided to a student in any manner and at any time
1401 during or beyond the regular 180-day term identified by the
1402 school as being the most effective and efficient way to best
1403 help that student progress from grade to grade and to graduate.

1404 3. The supplemental academic instruction allocation shall
1405 consist of a base amount that has a workload adjustment based on
1406 changes in unweighted FTE. The supplemental academic instruction
1407 allocation shall be recalculated during the fiscal year. Upon
1408 recalculation of funding for the supplemental academic
1409 instruction allocation, if the total allocation is greater than
1410 the amount provided in the General Appropriations Act, the
1411 allocation shall be prorated to the level provided to support
1412 the appropriation, based on each district's share of the total.

1413 4. Funding on the basis of FTE membership beyond the 180-
1414 day regular term shall be provided in the FEFP only for students
1415 enrolled in juvenile justice education programs or in education
1416 programs for juveniles placed in secure facilities or programs
1417 under s. 985.19. Funding for instruction beyond the regular 180-
1418 day school year for all other K-12 students shall be provided
1419 through the supplemental academic instruction allocation and
1420 other state, federal, and local fund sources with ample
1421 flexibility for schools to provide supplemental instruction to

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1422 assist students in progressing from grade to grade and
1423 graduating.

1424 (8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

1425 (d) Funds allocated under this subsection must be used to
1426 provide a system of comprehensive reading instruction to
1427 students enrolled in the prekindergarten-12 programs and certain
1428 students who exhibit a substantial deficiency in early literacy,
1429 which may include the following:

1430 1. Additional time per day of evidence-based intensive
1431 reading instruction to students, which may be delivered during
1432 or outside of the regular school day.

1433 2. Kindergarten through grade 12 evidence-based intensive
1434 reading interventions.

1435 3. Highly qualified reading coaches, who must be endorsed
1436 in reading, to specifically support teachers in making
1437 instructional decisions based on student data, and improve
1438 teacher delivery of effective reading instruction, intervention,
1439 and reading in the content areas based on student need.

1440 4. Professional development to help instructional personnel
1441 and certified prekindergarten teachers funded in the Florida
1442 Education Finance Program earn a certification, a credential, an
1443 endorsement, or an advanced degree in scientifically researched
1444 and evidence-based reading instruction.

1445 5. Summer reading camps, using only teachers or other
1446 district personnel who possess a micro-credential as specified
1447 in s. 1003.485 or are certified or endorsed in reading
1448 consistent with s. 1008.25(8)(b)3. ~~s. 1008.25(7)(b)3.~~, for all
1449 students in kindergarten through grade 5 who demonstrate a
1450 reading deficiency as determined by district and state

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1451 assessments.

1452 6. Scientifically researched and evidence-based
1453 supplemental instructional materials as identified by the Just
1454 Read, Florida! Office pursuant to s. 1001.215(8). Such
1455 instructional materials for foundational reading skills shall be
1456 based on the science of reading and include phonics instruction
1457 for decoding and encoding as the primary instructional strategy
1458 for word reading. Instructional strategies may not include those
1459 that employ the three-cueing system model of reading or visual
1460 memory as a basis for teaching word reading. Programs may
1461 include visual information and strategies which improve
1462 background and experiential knowledge, add context, and increase
1463 oral language and vocabulary to support comprehension, but
1464 should not be used to teach word reading.

1465 7. Incentives for instructional personnel and certified
1466 prekindergarten teachers funded in the Florida Education Finance
1467 Program who possess a reading certification or endorsement or
1468 micro-credential as specified in s. 1003.485 and provide
1469 educational support to improve student literacy.

1470 8. Tutoring in reading.

1471 (e)1. Annually, by a date determined by the Department of
1472 Education, each school district shall submit a comprehensive
1473 reading plan approved by the applicable district school board,
1474 charter school governing board, or lab school board of trustees,
1475 for the specific use of the evidence-based reading instruction
1476 allocation, based upon a root-cause analysis. The plan shall
1477 also describe how the district prioritizes the assignment of
1478 highly effective teachers, as defined in s. 1012.34(2)(e), to
1479 kindergarten through grade 2 and how reading coaches are

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1480 assigned to individual schools. These two provisions shall be
1481 approved by the Just Read, Florida! Office. The State Regional
1482 Literacy Director may assist in the development of the plan. The
1483 department shall provide a plan format. A district school board
1484 may use the format developed by the department or a format
1485 developed by the district school board.

1486 2. Intensive reading interventions must be delivered by
1487 instructional personnel who possess the micro-credential as
1488 provided in s. 1003.485 or are certified or endorsed in reading
1489 and must incorporate evidence-based strategies identified by the
1490 Just Read, Florida! Office pursuant to s. 1001.215(8).

1491 Instructional personnel who possess a micro-credential as
1492 specified in s. 1003.485 and are delivering intensive reading
1493 interventions must be supervised by an individual certified or
1494 endorsed in reading. For the purposes of this subsection, the
1495 term "supervision" means the ability to communicate by way of
1496 telecommunication with or physical presence of the certified or
1497 endorsed personnel for consultation and direction of the actions
1498 of the personnel with the micro-credential.

1499 3. By July 1 of each year, the department shall release to
1500 each school district its allocation of appropriated funds. The
1501 department shall evaluate the implementation of each district
1502 plan, including conducting site visits and collecting specific
1503 data on expenditures and reading improvement results. By
1504 February 1 of each year, the department shall report its
1505 findings to the Legislature and the State Board of Education,
1506 including any recommendations for improving implementation of
1507 evidence-based reading and intervention strategies in
1508 classrooms.

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1510 For purposes of this subsection, the term "evidence-based" means
1511 demonstrating a statistically significant effect on improving
1512 student outcomes or other relevant outcomes as provided in 20
1513 U.S.C. s. 8101(21)(A)(i).

1514 Section 14. Paragraphs (a) and (b) of subsection (8) of
1515 section 1012.56, Florida Statutes, are amended to read:

1516 1012.56 Educator certification requirements.—

1517 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
1518 COMPETENCY PROGRAM.—

1519 (a) The Department of Education shall develop and each
1520 school district, charter school, and charter management
1521 organization may provide a cohesive competency-based
1522 professional development certification and education competency
1523 program by which instructional staff may satisfy the mastery of
1524 professional preparation and education competence requirements
1525 specified in subsection (6) and rules of the State Board of
1526 Education. Participants must hold a state-issued temporary
1527 certificate. A school district, charter school, or charter
1528 management organization that implements the program shall
1529 provide a competency-based certification program developed by
1530 the Department of Education or developed by the district,
1531 charter school, or charter management organization and approved
1532 by the Department of Education. The program shall include the
1533 following:

1534 1. A minimum period of initial preparation before assuming
1535 duties as the teacher of record.

1536 2. An option for collaboration with other supporting
1537 agencies or educational entities for implementation.

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1538 3. A teacher mentorship and induction component.

1539 a. Each individual selected by the district as a mentor:

1540 (I) Must hold a valid professional certificate issued
1541 pursuant to this section;

1542 (II) Must have earned at least 3 years of teaching
1543 experience in prekindergarten through grade 12;

1544 (III) Must have completed specialized training in clinical
1545 supervision and participate in ongoing mentor training provided
1546 through the coordinated system of professional development under
1547 s. 1012.98(3)(e);

1548 (IV) Must have earned an effective or highly effective
1549 rating on the prior year's performance evaluation under s.
1550 1012.34; and

1551 (V) May be a peer evaluator under the district's evaluation
1552 system approved under s. 1012.34.

1553 b. The teacher mentorship and induction component must, at
1554 a minimum, provide weekly opportunities for mentoring and
1555 induction activities, including common planning time, ongoing
1556 professional development targeted to a teacher's needs,
1557 opportunities for a teacher to observe other teachers, co-
1558 teaching experiences, and reflection and follow-up ~~followup~~
1559 discussions. Mentorship and induction activities must be
1560 provided for an applicant's first year in the program and may be
1561 provided until the applicant attains his or her professional
1562 certificate in accordance with this section. A principal who is
1563 rated highly effective as determined by his or her performance
1564 evaluation under s. 1012.34 must be provided flexibility in
1565 selecting professional development activities under this
1566 paragraph; however, the activities must be approved by the

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1567 department as part of the district's, charter school's, or
1568 charter management organization's program.

1569 4. An assessment of teaching performance aligned to the
1570 district's system for personnel evaluation under s. 1012.34
1571 which provides for:

1572 a. An initial evaluation of each educator's competencies to
1573 determine an appropriate individualized professional development
1574 plan.

1575 b. A summative evaluation to assure successful completion
1576 of the program.

1577 5. Professional education preparation content knowledge,
1578 which must be included in the mentoring and induction activities
1579 under subparagraph 3., that includes, but is not limited to, the
1580 following:

1581 a. The state standards provided under s. 1003.41, including
1582 scientifically researched and evidence-based ~~based~~ reading
1583 ~~instruction~~ instructional strategies grounded in the science of
1584 reading, content literacy, and mathematical practices, for each
1585 subject identified on the temporary certificate. Reading
1586 instructional strategies for foundational skills shall include
1587 phonics instruction for decoding and encoding as the primary
1588 instructional strategy for word reading. Instructional
1589 strategies may not include those that employ the three-cueing
1590 system model of reading or visual memory as a basis for teaching
1591 word reading. Programs may include visual information and
1592 strategies which improve background and experiential knowledge,
1593 add context, and increase oral language and vocabulary to
1594 support comprehension, but should not be used to teach word
1595 reading.

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1596 b. The educator-accomplished practices approved by the
1597 state board.

1598 c. A variety of data indicators for monitoring student
1599 progress.

1600 d. Methodologies for teaching students with disabilities.

1601 e. Methodologies for teaching students of limited English
1602 proficiency appropriate for each subject area identified on the
1603 temporary certificate.

1604 f. Techniques and strategies for operationalizing the role
1605 of the teacher in assuring a safe learning environment for
1606 students.

1607 6. Required achievement of passing scores on the subject
1608 area and professional education competency examination required
1609 by State Board of Education rule. Mastery of general knowledge
1610 must be demonstrated as described in subsection (3).

1611 7. Beginning with candidates entering a program in the
1612 2022-2023 school year, a candidate for certification in a
1613 coverage area identified pursuant to s. 1012.585(3)(f) must
1614 successfully complete all competencies for a reading
1615 endorsement, including completion of the endorsement practicum
1616 through the candidate's demonstration of mastery of professional
1617 preparation and education competence under paragraph (b).

1618 (b)1. Each school district must and a private school or
1619 state-supported public school, including a charter school, may
1620 develop and maintain a system by which members of the
1621 instructional staff may demonstrate mastery of professional
1622 preparation and education competence as required by law. Each
1623 program must be based on classroom application of the Florida
1624 Educator Accomplished Practices and instructional performance

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1625 and, for public schools, must be aligned with the district's or
1626 state-supported public school's evaluation system established
1627 under s. 1012.34, as applicable. The program shall include
1628 scientifically researched and evidence-based reading
1629 instructional strategies grounded in the science of reading
1630 which improve reading performance for all students, including
1631 explicit, systematic, and sequential approaches to teaching
1632 phonemic awareness, phonics, vocabulary, fluency, text
1633 comprehension, and multisensory intervention strategies.

1634 2. The Commissioner of Education shall determine the
1635 continued approval of programs implemented under this paragraph,
1636 based upon the department's review of performance data. The
1637 department shall review the performance data as a part of the
1638 periodic review of each school district's professional
1639 development system required under s. 1012.98.

1640 Section 15. Paragraphs (a) and (f) of subsection (3) of
1641 section 1012.585, Florida Statutes, are amended to read:

1642 1012.585 Process for renewal of professional certificates.—

1643 (3) For the renewal of a professional certificate, the
1644 following requirements must be met:

1645 (a) The applicant must earn a minimum of 6 college credits
1646 or 120 inservice points or a combination thereof. For each area
1647 of specialization to be retained on a certificate, the applicant
1648 must earn at least 3 of the required credit hours or equivalent
1649 inservice points in the specialization area. Education in
1650 "clinical educator" training pursuant to s. 1004.04(5)(b);
1651 participation in mentorship and induction activities, including
1652 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
1653 that provide training in the area of scientifically researched,

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1654 knowledge-based reading literacy grounded in the science of
1655 reading, including explicit, systematic, and sequential
1656 approaches to reading instruction, developing phonemic
1657 awareness, and implementing multisensory intervention
1658 strategies, and computational skills acquisition, exceptional
1659 student education, normal child development, and the disorders
1660 of development may be applied toward any specialization area.
1661 Credits or points that provide training in the areas of drug
1662 abuse, child abuse and neglect, strategies in teaching students
1663 having limited proficiency in English, or dropout prevention, or
1664 training in areas identified in the educational goals and
1665 performance standards adopted pursuant to ss. 1000.03(5) and
1666 1008.345 may be applied toward any specialization area, except
1667 specialization areas identified by State Board of Education rule
1668 that include reading instruction or intervention for any
1669 students in kindergarten through grade 6. Credits or points
1670 earned through approved summer institutes may be applied toward
1671 the fulfillment of these requirements. Inservice points may also
1672 be earned by participation in professional growth components
1673 approved by the State Board of Education and specified pursuant
1674 to s. 1012.98 in the district's approved master plan for
1675 inservice educational training; however, such points may not be
1676 used to satisfy the specialization requirements of this
1677 paragraph.

1678 (f) An applicant for renewal of a professional certificate
1679 in any area of certification identified by State Board of
1680 Education rule that includes reading instruction or intervention
1681 for any students in kindergarten through grade 6, with a
1682 beginning validity date of July 1, 2020, or thereafter, must

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1683 earn a minimum of 2 college credits or the equivalent inservice
1684 points in evidence-based instruction and interventions grounded
1685 in the science of reading specifically designed for students
1686 with characteristics of dyslexia, including the use of explicit,
1687 systematic, and sequential approaches to reading instruction,
1688 developing phonological and phonemic awareness, decoding, and
1689 implementing multisensory intervention strategies. Such training
1690 must be provided by teacher preparation programs under s.
1691 1004.04 or s. 1004.85 or approved school district professional
1692 development systems under s. 1012.98. The requirements in this
1693 paragraph may not add to the total hours required by the
1694 department for continuing education or inservice training.

1695 Section 16. Paragraph (b) of subsection (4) and subsection
1696 (9) of section 1012.98, Florida Statutes, are amended to read:

1697 1012.98 School Community Professional Development Act.—

1698 (4) The Department of Education, school districts, schools,
1699 Florida College System institutions, and state universities
1700 share the responsibilities described in this section. These
1701 responsibilities include the following:

1702 (b) Each school district shall develop a professional
1703 development system as specified in subsection (3). The system
1704 shall be developed in consultation with teachers, teacher-
1705 educators of Florida College System institutions and state
1706 universities, business and community representatives, and local
1707 education foundations, consortia, and professional
1708 organizations. The professional development system must:

1709 1. Be reviewed and approved by the department for
1710 compliance with s. 1003.42(3) and this section. All substantial
1711 revisions to the system shall be submitted to the department for

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1712 review for continued approval.

1713 2. Be based on analyses of student achievement data and
1714 instructional strategies and methods that support rigorous,
1715 relevant, and challenging curricula for all students. Schools
1716 and districts, in developing and refining the professional
1717 development system, shall also review and monitor school
1718 discipline data; school environment surveys; assessments of
1719 parental satisfaction; performance appraisal data of teachers,
1720 managers, and administrative personnel; and other performance
1721 indicators to identify school and student needs that can be met
1722 by improved professional performance.

1723 3. Provide inservice activities coupled with follow-up
1724 ~~followup~~ support appropriate to accomplish district-level and
1725 school-level improvement goals and standards. The inservice
1726 activities for instructional personnel shall focus on analysis
1727 of student achievement data, ongoing formal and informal
1728 assessments of student achievement, identification and use of
1729 enhanced and differentiated instructional strategies that
1730 emphasize rigor, relevance, and reading in the content areas,
1731 enhancement of subject content expertise, integrated use of
1732 classroom technology that enhances teaching and learning,
1733 classroom management, parent involvement, and school safety.

1734 4. Provide inservice activities and support targeted to the
1735 individual needs of new teachers participating in the
1736 professional development certification and education competency
1737 program under s. 1012.56(8)(a).

1738 5. Include a master plan for inservice activities, pursuant
1739 to rules of the State Board of Education, for all district
1740 employees from all fund sources. The master plan shall be

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1741 updated annually by September 1, must be based on input from
1742 teachers and district and school instructional leaders, and must
1743 use the latest available student achievement data and research
1744 to enhance rigor and relevance in the classroom. Each district
1745 inservice plan must be aligned to and support the school-based
1746 inservice plans and school improvement plans pursuant to s.
1747 1001.42(18). Each district inservice plan must provide a
1748 description of the training that middle grades instructional
1749 personnel and school administrators receive on the district's
1750 code of student conduct adopted pursuant to s. 1006.07;
1751 integrated digital instruction and competency-based instruction
1752 and CAPE Digital Tool certificates and CAPE industry
1753 certifications; classroom management; student behavior and
1754 interaction; extended learning opportunities for students; and
1755 instructional leadership. District plans must be approved by the
1756 district school board annually in order to ensure compliance
1757 with subsection (1) and to allow for dissemination of research-
1758 based best practices to other districts. District school boards
1759 must submit verification of their approval to the Commissioner
1760 of Education no later than October 1, annually. Each school
1761 principal may establish and maintain an individual professional
1762 development plan for each instructional employee assigned to the
1763 school as a seamless component to the school improvement plans
1764 developed pursuant to s. 1001.42(18). An individual professional
1765 development plan must be related to specific performance data
1766 for the students to whom the teacher is assigned, define the
1767 inservice objectives and specific measurable improvements
1768 expected in student performance as a result of the inservice
1769 activity, and include an evaluation component that determines

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1770 the effectiveness of the professional development plan.

1771 6. Include inservice activities for school administrative
1772 personnel that address updated skills necessary for
1773 instructional leadership and effective school management
1774 pursuant to s. 1012.986.

1775 7. Provide for systematic consultation with regional and
1776 state personnel designated to provide technical assistance and
1777 evaluation of local professional development programs.

1778 8. Provide for delivery of professional development by
1779 distance learning and other technology-based delivery systems to
1780 reach more educators at lower costs.

1781 9. Provide for the continuous evaluation of the quality and
1782 effectiveness of professional development programs in order to
1783 eliminate ineffective programs and strategies and to expand
1784 effective ones. Evaluations must consider the impact of such
1785 activities on the performance of participating educators and
1786 their students' achievement and behavior.

1787 10. For middle grades, emphasize:

1788 a. Interdisciplinary planning, collaboration, and
1789 instruction.

1790 b. Alignment of curriculum and instructional materials to
1791 the state academic standards adopted pursuant to s. 1003.41.

1792 c. Use of small learning communities; problem-solving,
1793 inquiry-driven research and analytical approaches for students;
1794 strategies and tools based on student needs; competency-based
1795 instruction; integrated digital instruction; and project-based
1796 instruction.

1797
1798 Each school that includes any of grades 6, 7, or 8 must include

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1799 in its school improvement plan, required under s. 1001.42(18), a
1800 description of the specific strategies used by the school to
1801 implement each item listed in this subparagraph.

1802 11. Provide training to reading coaches, classroom
1803 teachers, and school administrators in effective methods of
1804 identifying characteristics of conditions such as dyslexia and
1805 other causes of diminished phonological processing skills;
1806 incorporating instructional techniques into the general
1807 education setting which are proven to improve reading
1808 performance for all students; and using predictive and other
1809 data to make instructional decisions based on individual student
1810 needs. The training must help teachers integrate phonemic
1811 awareness; phonics, word study, and spelling; reading fluency;
1812 vocabulary, including academic vocabulary; and text
1813 comprehension strategies into an explicit, systematic, and
1814 sequential approach to reading instruction, including
1815 multisensory intervention strategies. Such training for teaching
1816 foundational skills shall be based on the science of reading and
1817 include phonics instruction for decoding and encoding as the
1818 primary instructional strategy for word reading. Instructional
1819 strategies may not include those that employ the three-cueing
1820 system model of reading or visual memory as a basis for teaching
1821 word reading. Programs may include visual information and
1822 strategies which improve background and experiential knowledge,
1823 add context, and increase oral language and vocabulary to
1824 support comprehension, but should not be used to teach word
1825 reading. Each district must provide all elementary grades
1826 instructional personnel access to training sufficient to meet
1827 the requirements of s. 1012.585(3)(f).

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1828 (9) This section does not limit or discourage a district
1829 school board from contracting with independent entities for
1830 professional development services and inservice education if the
1831 district school board can demonstrate to the Commissioner of
1832 Education that, through such a contract, a better product can be
1833 acquired or its goals for education improvement can be better
1834 met. Contracted training for teaching foundational skills shall
1835 be based on the science of reading and include phonics
1836 instruction for decoding and encoding as the primary
1837 instructional strategy for word reading. Instructional
1838 strategies may not include those that employ the three-cueing
1839 system model of reading or visual memory as a basis for teaching
1840 word reading. Programs may include visual information and
1841 strategies which improve background and experiential knowledge,
1842 add context, and increase oral language and vocabulary to
1843 support comprehension, but should not be used to teach word
1844 reading.

1845 Section 17. Paragraphs (a) and (d) of subsection (10) of
1846 section 1002.37, Florida Statutes, are amended to read:

1847 1002.37 The Florida Virtual School.—

1848 (10) (a) Public school students receiving full-time
1849 instruction in kindergarten through grade 12 by the Florida
1850 Virtual School must take all statewide assessments required
1851 pursuant to s. 1008.22 and participate in the coordinated
1852 screening and progress monitoring system under s. 1008.25(9) ~~s.~~
1853 ~~1008.25(8)~~.

1854 (d) Unless an alternative testing site is mutually agreed
1855 to by the Florida Virtual School and the school district or as
1856 contracted under s. 1008.24, all industry certification

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1857 examinations, national assessments, progress monitoring under s.
1858 1008.25(9) ~~s. 1008.25(8)~~, and statewide assessments must be
1859 taken at the school to which the student would be assigned
1860 according to district school board attendance areas. A school
1861 district must provide the student with access to the school's
1862 testing facilities and the date and time of the administration
1863 of progress monitoring and each examination or assessment.

1864 Section 18. Paragraph (b) of subsection (5) of section
1865 1002.45, Florida Statutes, is amended to read:

1866 1002.45 Virtual instruction programs.—

1867 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student
1868 enrolled in the school district's virtual instruction program
1869 authorized pursuant to paragraph (1)(c) must:

1870 (b) Take statewide assessments pursuant to s. 1008.22 and
1871 participate in the coordinated screening and progress monitoring
1872 system under s. 1008.25(9) ~~s. 1008.25(8)~~. Statewide assessments
1873 and progress monitoring may be administered within the school
1874 district in which such student resides, or as specified in the
1875 contract in accordance with s. 1008.24(3). If requested by the
1876 approved virtual instruction program provider or virtual charter
1877 school, the district of residence must provide the student with
1878 access to the district's testing facilities.

1879 Section 19. Paragraph (d) of subsection (6) of section
1880 1002.53, Florida Statutes, is amended to read:

1881 1002.53 Voluntary Prekindergarten Education Program;
1882 eligibility and enrollment.—

1883 (6)

1884 (d) Each parent who enrolls his or her child in the
1885 Voluntary Prekindergarten Education Program must allow his or

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1886 her child to participate in the coordinated screening and
1887 progress monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~.

1888 Section 20. Paragraphs (a) and (b) of subsection (1),
1889 paragraph (b) of subsection (4), and paragraph (c) of subsection
1890 (6) of section 1002.68, Florida Statutes, are amended to read:

1891 1002.68 Voluntary Prekindergarten Education Program
1892 accountability.—

1893 (1) (a) Beginning with the 2022-2023 program year, each
1894 private prekindergarten provider and public school participating
1895 in the Voluntary Prekindergarten Education Program must
1896 participate in the coordinated screening and progress monitoring
1897 program in accordance with s. 1008.25(9) ~~s. 1008.25(8)~~. The
1898 coordinated screening and progress monitoring program results
1899 shall be used by the department to identify student learning
1900 gains, index development learning outcomes upon program
1901 completion relative to the performance standards established
1902 under s. 1002.67 and representative norms, and inform a private
1903 prekindergarten provider's and public school's performance
1904 metric.

1905 (b) At a minimum, the initial and final progress monitoring
1906 or screening must be administered by individuals meeting
1907 requirements adopted by the department under s. 1008.25(9) ~~s.~~
1908 ~~1008.25(8)~~.

1909 (4)

1910 (b) The methodology for calculating a provider's
1911 performance metric may not include students who are not
1912 administered the coordinated screening and progress monitoring
1913 program under s. 1008.25(9) ~~s. 1008.25(8)~~.

1914 (6)

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1915 (c) The department shall adopt criteria for granting good
1916 cause exemptions. Such criteria must include, but are not
1917 limited to, all of the following:

1918 1. Child demographic data that evidences a private
1919 prekindergarten provider or public school serves a statistically
1920 significant population of children with special needs who have
1921 individual education plans and can demonstrate progress toward
1922 meeting the goals outlined in the students' individual education
1923 plans.

1924 2. Learning gains of children served in the Voluntary
1925 Prekindergarten Education Program by the private prekindergarten
1926 provider or public school on an alternative measure that has
1927 comparable validity and reliability of the coordinated screening
1928 and progress monitoring program in accordance with s. 1008.25(9)
1929 ~~s. 1008.25(8)~~.

1930 3. Program assessment data under subsection (2) which
1931 demonstrates effective teaching practices as recognized by the
1932 tool developer.

1933 4. Verification that local and state health and safety
1934 requirements are met.

1935 Section 21. Subsection (1) of section 1008.2125, Florida
1936 Statutes, is amended to read:

1937 1008.2125 The Council for Early Grade Success.—

1938 (1) The Council for Early Grade Success, a council as
1939 defined in s. 20.03(7), is created within the Department of
1940 Education to oversee the coordinated screening and progress
1941 monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~ for
1942 students in the Voluntary Prekindergarten Education Program
1943 through grade 3 and, except as otherwise provided in this

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1944 section, shall operate consistent with s. 20.052.

1945 (a) The council shall be responsible for reviewing the
1946 implementation of, training for, and outcomes from the
1947 coordinated screening and progress monitoring program to provide
1948 recommendations to the department that support grade 3 students
1949 reading at or above grade level. The council, at a minimum,
1950 shall:

1951 1. Provide recommendations on the implementation of the
1952 coordinated screening and progress monitoring program, including
1953 reviewing any procurement solicitation documents and criteria
1954 before being published.

1955 2. Develop training plans and timelines for such training.

1956 3. Identify appropriate personnel, processes, and
1957 procedures required for the administration of the coordinated
1958 screening and progress monitoring program.

1959 4. Provide input on the methodology for calculating a
1960 provider's or school's performance metric and designations under
1961 s. 1002.68(4).

1962 5. Work with the department to review the methodology for
1963 determining a child's kindergarten readiness.

1964 6. Review data on age-appropriate learning gains by grade
1965 level that a student would need to attain in order to
1966 demonstrate proficiency in reading by grade 3.

1967 7. Continually review anonymized data from the results of
1968 the coordinated screening and progress monitoring program for
1969 students in the Voluntary Prekindergarten Education Program
1970 through grade 3 to help inform recommendations to the department
1971 that support practices that will enable grade 3 students to read
1972 at or above grade level.

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- 1973 (b) The council shall be composed of 17 members who are
 1974 residents of this state and appointed as follows:
- 1975 1. Three members appointed by the Governor, as follows:
 - 1976 a. One representative from the Department of Education.
 - 1977 b. One parent of a child who is 4 to 9 years of age.
 - 1978 c. One representative that is an elementary school
 1979 administrator.
 - 1980 2. Seven members appointed by the President of the Senate,
 1981 as follows:
 - 1982 a. One senator who serves at the pleasure of the President
 1983 of the Senate.
 - 1984 b. One representative of an urban school district.
 - 1985 c. One representative of a rural early learning coalition.
 - 1986 d. One representative of a faith-based early learning
 1987 provider who offers the Voluntary Prekindergarten Education
 1988 Program.
 - 1989 e. One representative who is a second grade teacher who has
 1990 at least 5 years of teaching experience.
 - 1991 f. Two representatives with subject matter expertise in
 1992 early learning, early grade success, or child assessments.
 - 1993 3. Seven members appointed by the Speaker of the House of
 1994 Representatives, as follows:
 - 1995 a. One member of the House of Representatives who serves at
 1996 the pleasure of the Speaker of the House.
 - 1997 b. One representative of a rural school district.
 - 1998 c. One representative of an urban early learning coalition.
 - 1999 d. One representative of an early learning provider who
 2000 offers the Voluntary Prekindergarten Education Program.
 - 2001 e. One member who is a kindergarten teacher who has at

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2002 least 5 years of teaching experience.

2003 f. Two representatives with subject matter expertise in
2004 early learning, early grade success, or child assessment.

2005 4. The four representatives with subject matter expertise
2006 in sub-subparagraphs 2.f. and 3.f. may not be direct
2007 stakeholders within the early learning or public school systems.

2008 Section 22. Paragraph (a) of subsection (3), subsections
2009 (6) and (13), and paragraphs (b), (e), and (h) of subsection (7)
2010 of section 1008.22, Florida Statutes, are amended to read:

2011 1008.22 Student assessment program for public schools.—

2012 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
2013 Commissioner of Education shall design and implement a
2014 statewide, standardized assessment program aligned to the core
2015 curricular content established in the state academic standards.
2016 The commissioner also must develop or select and implement a
2017 common battery of assessment tools that will be used in all
2018 juvenile justice education programs in the state. These tools
2019 must accurately measure the core curricular content established
2020 in the state academic standards. Participation in the assessment
2021 program is mandatory for all school districts and all students
2022 attending public schools, including adult students seeking a
2023 standard high school diploma under s. 1003.4282 and students in
2024 Department of Juvenile Justice education programs, except as
2025 otherwise provided by law. If a student does not participate in
2026 the assessment program, the school district must notify the
2027 student's parent and provide the parent with information
2028 regarding the implications of such nonparticipation. The
2029 statewide, standardized assessment program shall be designed and
2030 implemented as follows:

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

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

2. Beginning with the 2022-2023 school year, the end-of-year comprehensive progress monitoring assessment administered pursuant to s. 1008.25(9)(b)2. ~~s. 1008.25(8)(b)2.~~ is the statewide, standardized ELA assessment for students in grades 3 through 10 and the statewide, standardized Mathematics assessment for students in grades 3 through 8.

(6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE STANDARDS.—Measurement of student performance is the responsibility of school districts except in those subjects and grade levels measured under the statewide, standardized assessment program described in this section and the coordinated screening and progress monitoring system under s. 1008.25(9) ~~s. 1008.25(8)~~. When available, instructional personnel must be provided with information on student achievement of standards and benchmarks in order to improve instruction.

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2060 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

2061 (b) By January of each year, the commissioner shall publish
2062 on the department's website a uniform calendar that includes the
2063 assessment and reporting schedules for, at a minimum, the next 2
2064 school years. The uniform calendar must be provided to school
2065 districts in an electronic format that allows each school
2066 district and public school to populate the calendar with, at
2067 minimum, the following information for reporting the district
2068 assessment schedules under paragraph (d):

2069 1. Whether the assessment is a district-required assessment
2070 or a state-required assessment.

2071 2. The specific date or dates that each assessment will be
2072 administered, including administrations of the coordinated
2073 screening and progress monitoring system under s. 1008.25(9)(b)
2074 ~~s. 1008.25(8)(b)~~.

2075 3. The time allotted to administer each assessment.

2076 4. Whether the assessment is a computer-based assessment or
2077 a paper-based assessment.

2078 5. The grade level or subject area associated with the
2079 assessment.

2080 6. The date that the assessment results are expected to be
2081 available to teachers and parents.

2082 7. The type of assessment, the purpose of the assessment,
2083 and the use of the assessment results.

2084 8. A glossary of assessment terminology.

2085 9. Estimates of average time for administering state-
2086 required and district-required assessments, by grade level.

2087 (e) A school district may not schedule more than 5 percent
2088 of a student's total school hours in a school year to administer

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2089 statewide, standardized assessments; the coordinated screening
2090 and progress monitoring system under s. 1008.25(9)(b)2. ~~s.~~
2091 ~~1008.25(8)(b)2.~~; and district-required local assessments. The
2092 district must secure written consent from a student's parent
2093 before administering district-required local assessments that,
2094 after applicable statewide, standardized assessments and
2095 coordinated screening and progress monitoring are scheduled,
2096 exceed the 5 percent test administration limit for that student
2097 under this paragraph. The 5 percent test administration limit
2098 for a student under this paragraph may be exceeded as needed to
2099 provide test accommodations that are required by an IEP or are
2100 appropriate for an English language learner who is currently
2101 receiving services in a program operated in accordance with an
2102 approved English language learner district plan pursuant to s.
2103 1003.56. Notwithstanding this paragraph, a student may choose
2104 within a school year to take an examination or assessment
2105 adopted by State Board of Education rule pursuant to this
2106 section and ss. 1007.27, 1008.30, and 1008.44.

2107 (h) The results of statewide, standardized assessment in
2108 ELA and mathematics, science, and social studies, including
2109 assessment retakes, shall be reported in an easy-to-read and
2110 understandable format and delivered in time to provide useful,
2111 actionable information to students, parents, and each student's
2112 current teacher of record and teacher of record for the
2113 subsequent school year; however, in any case, the district shall
2114 provide the results pursuant to this paragraph within 1 week
2115 after receiving the results from the department. A report of
2116 student assessment results must, at a minimum, contain:

2117 1. A clear explanation of the student's performance on the

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2118 applicable statewide, standardized assessments.

2119 2. Information identifying the student's areas of strength
2120 and areas in need of improvement.

2121 3. Specific actions that may be taken, and the available
2122 resources that may be used, by the student's parent to assist
2123 his or her child based on the student's areas of strength and
2124 areas in need of improvement.

2125 4. Longitudinal information, if available, on the student's
2126 progress in each subject area based on previous statewide,
2127 standardized assessment data.

2128 5. Comparative information showing the student's score
2129 compared to other students in the school district, in the state,
2130 or, if available, in other states.

2131 6. Predictive information, if available, showing the
2132 linkage between the scores attained by the student on the
2133 statewide, standardized assessments and the scores he or she may
2134 potentially attain on nationally recognized college entrance
2135 examinations.

2136
2137 The information included under this paragraph relating to
2138 results from the statewide, standardized ELA assessments for
2139 grades 3 through 10 and Mathematics assessments for grades 3
2140 through 8 must be included in individual student reports under
2141 s. 1008.25(9)(c) ~~s. 1008.25(8)(c)~~.

2142 (13) INDEPENDENT REVIEW.—By January 31, 2025, the
2143 Commissioner of Education shall provide recommendations to the
2144 Governor, the President of the Senate, and the Speaker of the
2145 House of Representatives based on an independent review of the
2146 coordinated screening and progress monitoring system under s.

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2147 1008.25(9) ~~s. 1008.25(8)~~. At a minimum, the review and
2148 recommendations must address:

2149 (a) The feasibility and validity of using results from
2150 either the first or second administration of progress
2151 monitoring, or both, in lieu of using the comprehensive, end-of-
2152 year progress monitoring assessment for purposes of
2153 demonstrating a passing score, promotion to grade 4, meeting
2154 graduation requirements, and calculating school grades in
2155 accordance with s. 1008.34.

2156 (b) Options for further reducing the statewide,
2157 standardized assessment footprint while maintaining valid and
2158 reliable data for purposes of school accountability and
2159 providing school and student supports, including the use of
2160 computer-adaptive assessments, consistent with the requirements
2161 of the federal Elementary and Secondary Education Act, 20 U.S.C.
2162 ss. 6301 et seq. and its implementing regulations.

2163 (c) The feasibility and validity of remotely administering
2164 statewide, standardized assessments and the coordinated
2165 screening and progress monitoring system.

2166 (d) Accelerating student progression based on results from
2167 the coordinated screening and progress monitoring system, as
2168 academically and developmentally appropriate.

2169 (e) The incorporation of content from ELA instructional
2170 materials adopted by the Commissioner of Education pursuant to
2171 s. 1006.34 in test items within the coordinated screening and
2172 progress monitoring system under s. 1008.25(9) ~~s. 1008.25(8)~~.

2173 (f) The impact of the coordinated screening and progress
2174 monitoring system on student learning growth data as measured by
2175 the formula approved under s. 1012.34(7).

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This subsection is repealed July 1, 2025.

Section 23. Subsection (7) of section 1008.34, Florida Statutes, is amended to read:

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

(7) TRANSITION.—To assist in the transition to 2022-2023 school grades and district grades calculated based on the comprehensive, end-of-year progress monitoring assessment under s. 1008.25(9) ~~s. 1008.25(8)~~, the 2022-2023 school grades and district grades shall serve as an informational baseline for schools and districts to work toward improved performance in future years. Accordingly, notwithstanding any other provision of law:

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

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

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2205 school improvement plan, apply to a school using turnaround
2206 options pursuant to s. 1008.33 which improves to a grade of "C"
2207 or higher during the 2022-2023 school year.

2208 (c) A school or approved provider under s. 1002.45 which
2209 receives the same or lower school grade for the 2022-2023 school
2210 year compared to the 2021-2022 school year is not subject to
2211 sanctions or penalties that would otherwise occur as a result of
2212 the 2022-2023 school grade or rating. A charter school system or
2213 school district designated as high performing may not lose the
2214 designation based on the 2022-2023 school grades of any of the
2215 schools within the charter school system or school district or
2216 based on the 2022-2023 district grade, as applicable.

2217 (d) For purposes of determining grade 3 retention pursuant
2218 to s. 1008.25(5) and high school graduation pursuant to s.
2219 1003.4282, student performance on the 2022-2023 comprehensive,
2220 end-of-year progress monitoring assessment under s. 1008.25(9)
2221 ~~s. 1008.25(8)~~ shall be linked to 2021-2022 student performance
2222 expectations. In addition to the good cause exemptions under s.
2223 1008.25(7) ~~s. 1008.25(6)~~, a student may be promoted to grade 4
2224 for the 2023-2024 school year if the student demonstrates an
2225 acceptable level of performance through means reasonably
2226 calculated by the school district to provide reliable evidence
2227 of the student's performance.

2228

2229 This subsection is repealed July 1, 2025.

2230 Section 24. Paragraph (a) of subsection (5) of section
2231 1008.345, Florida Statutes, is amended to read:

2232 1008.345 Implementation of state system of school
2233 improvement and education accountability.-

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2234 (5) The commissioner shall annually report to the State
2235 Board of Education and the Legislature and recommend changes in
2236 state policy necessary to foster school improvement and
2237 education accountability. The report shall include:

2238 (a) For each school district:

2239 1. The percentage of students, by school and grade level,
2240 demonstrating learning growth in English Language Arts and
2241 mathematics.

2242 2. The percentage of students, by school and grade level,
2243 in both the highest and lowest quartiles demonstrating learning
2244 growth in English Language Arts and mathematics.

2245 3. The information contained in the school district's
2246 annual report required pursuant to s. 1008.25(10) ~~s. 1008.25(9)~~.

2247
2248 School reports shall be distributed pursuant to this subsection
2249 and s. 1001.42(18)(c) and according to rules adopted by the
2250 State Board of Education.

2251 Section 25. This act shall take effect July 1, 2023.