

26 requiring district school boards to establish
27 specified course standards for certain dropout
28 prevention and academic intervention programs;
29 amending s. 1004.04, F.S.; revising the rules for
30 establishing uniform core curricula for teacher
31 preparation programs; amending s. 1004.85, F.S.;
32 revising requirements for the certification program of
33 certain postsecondary educator preparation institutes;
34 amending s. 1004.86, F.S.; revising the
35 responsibilities of the Florida Center for Mathematics
36 and Science Education Research; amending ss. 1006.283
37 and 1006.31, F.S.; providing additional requirements
38 for certain instructional materials; amending s.
39 1008.25, F.S.; revising the priority for the
40 allocation of specified school district resources;
41 providing requirements for an individualized progress
42 monitoring plan; requiring a student who has dyslexia
43 to be provided with certain interventions to address
44 the dyslexia; requiring the Department of Education to
45 provide a specified list of intervention programs;
46 providing requirements for such programs; requiring
47 the department to provide specified daily reading
48 interventions to certain students; requiring students
49 in kindergarten through grade 4 who exhibit a
50 substantial deficiency in mathematics or dyscalculia

51 to be provided with certain instruction; providing
52 methods for such instruction; providing school
53 district requirements; requiring the student's
54 performance to be monitored; requiring the Department
55 of Education to provide a list of approved mathematics
56 intervention programs, curricula, and supplemental
57 materials to specified individuals; providing that
58 certain Voluntary Prekindergarten Education students
59 may be eligible to receive mathematics interventions
60 from local school districts; requiring the parent of a
61 student who has a deficiency in mathematics to be
62 notified; providing requirements for the notification;
63 requiring the school to keep the parent informed of
64 the student's progress; requiring a school to provide
65 additional support to a student with a mathematics
66 deficiency; requiring the department to collaborate
67 with the Florida Center for Mathematics and Science
68 Education Research to compile resources that each
69 school district must incorporate into a home-based
70 plan for students with a mathematics deficiency;
71 providing requirements for the resources; providing
72 that the resources must be provided to a parent in a
73 hardcopy format, if requested; conforming provisions
74 to changes made by the act; revising requirements for
75 intensive interventions to address student reading

76 deficiencies; revising requirements for a coordinated
77 screening and progress monitoring system; conforming
78 cross-references; amending s. 1008.365, F.S.;
79 conforming provisions and a cross-reference to changes
80 made by the act; amending s. 1011.62, F.S.; revising
81 the authorized uses of funds through the supplemental
82 academic instruction allocation and the evidence-based
83 reading instruction allocation; conforming a cross-
84 reference; revising requirements for certain
85 supplemental instructional materials; revising
86 requirements for a specified school district
87 comprehensive reading plan; amending s. 1012.56, F.S.;
88 revising requirements for a competency-based
89 professional development certification and education
90 competency program; amending s. 1012.585, F.S.;
91 conforming provisions to changes made by the act;
92 amending s. 1012.98, F.S.; revising training
93 requirements for reading coaches, classroom teachers,
94 and school administrators to include certain
95 instructional strategies; providing construction with
96 regard to district school boards contracting for
97 certain training; amending ss. 1002.37, 1002.45,
98 1002.53, 1002.68, 1003.01, 1008.2125, 1008.22,
99 1008.34, and 1008.345, F.S.; conforming cross-
100 references; providing appropriations; providing an

101 effective date.

102

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

104

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

107 1001.215 Just Read, Florida! Office.—There is created in
 108 the Department of Education the Just Read, Florida! Office. The
 109 office is fully accountable to the Commissioner of Education and
 110 shall:

111 (4) Develop and provide access to an online repository of
 112 digital science of reading and science of reading instructional
 113 resources, sequenced, content-rich curriculum programming,
 114 instructional practices, and other resources that help
 115 elementary schools use state-adopted instructional materials to
 116 increase students' background knowledge and literacy skills,
 117 including student attainment of the state standards ~~Next~~
 118 ~~Generation Sunshine State Standards~~ for social studies, science,
 119 and the arts. The office shall, as part of the adoption cycle
 120 for English Language Arts instructional materials, assist in
 121 evaluating elementary grades instructional materials submitted
 122 for adoption consideration in order to identify those materials
 123 that are closely aligned to the content and evidence-based
 124 strategies identified pursuant to subsection (8) and incorporate
 125 professional development to implement such strategies.

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

147 Section 2. Paragraph (b) of subsection (18) of section
148 1001.42, Florida Statutes, is amended to read:

149 1001.42 Powers and duties of district school board.—The
150 district school board, acting as a board, shall exercise all

151 powers and perform all duties listed below:

152 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 153 Maintain a system of school improvement and education
 154 accountability as provided by statute and State Board of
 155 Education rule. This system of school improvement and education
 156 accountability shall be consistent with, and implemented
 157 through, the district's continuing system of planning and
 158 budgeting required by this section and ss. 1008.385, 1010.01,
 159 and 1011.01. This system of school improvement and education
 160 accountability shall comply with the provisions of ss. 1008.33,
 161 1008.34, 1008.345, and 1008.385 and include the following:

162 (b) Early warning system.—

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

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

171 b. One or more suspensions, whether in school or out of
 172 school.

173 c. Course failure in English Language Arts or mathematics
 174 during any grading period.

175 d. A Level 1 score on the statewide, standardized

176 assessments in English Language Arts or mathematics. ~~or~~
177 e. For students in kindergarten through grade 3, a
178 substantial reading deficiency under s. 1008.25(5)(a) or, for
179 students in kindergarten through grade 4, a substantial
180 mathematics deficiency under s. 1008.25(6)(a).

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

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

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2023

201 Section 3. Subsection (11) of section 1002.20, Florida
 202 Statutes, is amended to read:

203 1002.20 K-12 student and parent rights.—Parents of public
 204 school students must receive accurate and timely information
 205 regarding their child's academic progress and must be informed
 206 of ways they can help their child to succeed in school. K-12
 207 students and their parents are afforded numerous statutory
 208 rights including, but not limited to, the following:

209 (11) STUDENTS WITH READING AND MATHEMATICS DEFICIENCIES. —
 210 The parent of any K-3 student who exhibits a substantial reading
 211 deficiency or the characteristics of dyslexia ~~shall be~~
 212 ~~immediately notified of the student's deficiency~~ pursuant to s.
 213 1008.25 (5) or any K-4 student who exhibits a substantial
 214 deficiency in mathematics or the characteristics of dyscalculia
 215 pursuant to s. 1008.25 (6) shall be immediately notified of the
 216 student's deficiency and ~~shall be~~ consulted in the development
 217 of a plan, as described in s. 1008.25 (4) (b).

218 Section 4. Paragraph (a) of subsection (6) and paragraph
 219 (a) of subsection (7) of section 1002.33, Florida Statutes, are
 220 amended to read:

221 1002.33 Charter schools.—

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

224 (a) A person or entity seeking to open a charter school
 225 shall prepare and submit an application on the standard

226 application form prepared by the Department of Education which:
227 1. Demonstrates how the school will use the guiding
228 principles and meet the statutorily defined purpose of a charter
229 school.
230 2. Provides a detailed curriculum plan that illustrates
231 how students will be provided services to attain the Sunshine
232 State Standards.
233 3. Contains goals and objectives for improving student
234 learning and measuring that improvement. These goals and
235 objectives must indicate how much academic improvement students
236 are expected to show each year, how success will be evaluated,
237 and the specific results to be attained through instruction.
238 4. Describes the reading curriculum and differentiated
239 strategies that will be used for students reading at grade level
240 or higher and a separate curriculum and strategies for students
241 who are reading below grade level. Reading instructional
242 strategies for foundational skills shall include phonics
243 instruction for decoding and encoding as the primary
244 instructional strategy for word reading. Instructional
245 strategies may not employ the three-cueing system model of
246 reading or visual memory as a basis for teaching word reading.
247 Such strategies may include visual information and strategies
248 that improve background and experiential knowledge, add context,
249 and increase oral language and vocabulary to support
250 comprehension, but may not be used to teach word reading. A

251 sponsor shall deny an application if the school does not propose
252 a reading curriculum that is consistent with effective teaching
253 strategies that are grounded in scientifically based reading
254 research.

255 5. Contains an annual financial plan for each year
256 requested by the charter for operation of the school for up to 5
257 years. This plan must contain anticipated fund balances based on
258 revenue projections, a spending plan based on projected revenues
259 and expenses, and a description of controls that will safeguard
260 finances and projected enrollment trends.

261 6. Discloses the name of each applicant, governing board
262 member, and all proposed education services providers; the name
263 and sponsor of any charter school operated by each applicant,
264 each governing board member, and each proposed education
265 services provider that has closed and the reasons for the
266 closure; and the academic and financial history of such charter
267 schools, which the sponsor shall consider in deciding whether to
268 approve or deny the application.

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

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

275 9. Describes the mathematics curriculum and differentiated

276 strategies that will be used for students performing at grade
277 level or higher and a separate mathematics curriculum and
278 strategies for students who are performing below grade level.

279 (7) CHARTER.—The terms and conditions for the operation of
280 a charter school, including a virtual charter school, shall be
281 set forth by the sponsor and the applicant in a written
282 contractual agreement, called a charter. The sponsor and the
283 governing board of the charter school or virtual charter school
284 shall use the standard charter contract or standard virtual
285 charter contract, respectively, pursuant to subsection (21),
286 which shall incorporate the approved application and any addenda
287 approved with the application. Any term or condition of a
288 proposed charter contract or proposed virtual charter contract
289 that differs from the standard charter or virtual charter
290 contract adopted by rule of the State Board of Education shall
291 be presumed a limitation on charter school flexibility. The
292 sponsor may not impose unreasonable rules or regulations that
293 violate the intent of giving charter schools greater flexibility
294 to meet educational goals. The charter shall be signed by the
295 governing board of the charter school and the sponsor, following
296 a public hearing to ensure community input.

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

299 1. The school's mission, the types of students to be
300 served, and, for a virtual charter school, the types of students

301 the school intends to serve who reside outside of the sponsoring
302 school district, and the ages and grades to be included.

303 2. The focus of the curriculum, the instructional methods
304 to be used, any distinctive instructional techniques to be
305 employed, and identification and acquisition of appropriate
306 technologies needed to improve educational and administrative
307 performance which include a means for promoting safe, ethical,
308 and appropriate uses of technology which comply with legal and
309 professional standards.

310 a. The charter shall ensure that reading is a primary
311 focus of the curriculum and that resources are provided to
312 identify and provide specialized instruction for students who
313 are reading below grade level. The curriculum and instructional
314 strategies for reading must be consistent with the state's
315 academic standards ~~Next Generation Sunshine State Standards~~ and
316 grounded in scientifically based reading research. Reading
317 instructional strategies for foundational skills shall include
318 phonics instruction for decoding and encoding as the primary
319 instructional strategy for word reading. Instructional
320 strategies may not employ the three-cueing system model of
321 reading or visual memory as a basis for teaching word reading.
322 Such strategies may include visual information and strategies
323 that improve background and experiential knowledge, add context,
324 and increase oral language and vocabulary to support
325 comprehension, but may not be used to teach word reading.

326 b. The charter shall ensure that mathematics is a focus of
327 the curriculum and that resources are provided to identify and
328 provide specialized instruction for students who are performing
329 below grade level.

330 ~~c.b.~~ In order to provide students with access to diverse
331 instructional delivery models, to facilitate the integration of
332 technology within traditional classroom instruction, and to
333 provide students with the skills they need to compete in the
334 21st century economy, the Legislature encourages instructional
335 methods for blended learning courses consisting of both
336 traditional classroom and online instructional techniques.
337 Charter schools may implement blended learning courses which
338 combine traditional classroom instruction and virtual
339 instruction. Students in a blended learning course must be full-
340 time students of the charter school pursuant to s.
341 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
342 1012.55 who provide virtual instruction for blended learning
343 courses may be employees of the charter school or may be under
344 contract to provide instructional services to charter school
345 students. At a minimum, such instructional personnel must hold
346 an active state or school district adjunct certification under
347 s. 1012.57 for the subject area of the blended learning course.
348 The funding and performance accountability requirements for
349 blended learning courses are the same as those for traditional
350 courses.

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

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

357 b. How these baseline rates will be compared to rates of
358 academic progress achieved by these same students while
359 attending the charter school.

360 c. To the extent possible, how these rates of progress
361 will be evaluated and compared with rates of progress of other
362 closely comparable student populations.

363
364 A district school board is required to provide academic student
365 performance data to charter schools for each of their students
366 coming from the district school system, as well as rates of
367 academic progress of comparable student populations in the
368 district school system.

369 4. The methods used to identify the educational strengths
370 and needs of students and how well educational goals and
371 performance standards are met by students attending the charter
372 school. The methods shall provide a means for the charter school
373 to ensure accountability to its constituents by analyzing
374 student performance data and by evaluating the effectiveness and
375 efficiency of its major educational programs. Students in

376 charter schools shall, at a minimum, participate in the
 377 statewide assessment program created under s. 1008.22.

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

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

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

386 8. The ways by which the school will achieve a
 387 racial/ethnic balance reflective of the community it serves or
 388 within the racial/ethnic range of other nearby public schools or
 389 school districts.

390 9. The financial and administrative management of the
 391 school, including a reasonable demonstration of the professional
 392 experience or competence of those individuals or organizations
 393 applying to operate the charter school or those hired or
 394 retained to perform such professional services and the
 395 description of clearly delineated responsibilities and the
 396 policies and practices needed to effectively manage the charter
 397 school. A description of internal audit procedures and
 398 establishment of controls to ensure that financial resources are
 399 properly managed must be included. Both public sector and
 400 private sector professional experience shall be equally valid in

401 such a consideration.

402 10. The asset and liability projections required in the
403 application which are incorporated into the charter and shall be
404 compared with information provided in the annual report of the
405 charter school.

406 11. A description of procedures that identify various
407 risks and provide for a comprehensive approach to reduce the
408 impact of losses; plans to ensure the safety and security of
409 students and staff; plans to identify, minimize, and protect
410 others from violent or disruptive student behavior; and the
411 manner in which the school will be insured, including whether or
412 not the school will be required to have liability insurance,
413 and, if so, the terms and conditions thereof and the amounts of
414 coverage.

415 12. The term of the charter which shall provide for
416 cancellation of the charter if insufficient progress has been
417 made in attaining the student achievement objectives of the
418 charter and if it is not likely that such objectives can be
419 achieved before expiration of the charter. The initial term of a
420 charter shall be for 5 years, excluding 2 planning years. In
421 order to facilitate access to long-term financial resources for
422 charter school construction, charter schools that are operated
423 by a municipality or other public entity as provided by law are
424 eligible for up to a 15-year charter, subject to approval by the
425 sponsor. A charter lab school is eligible for a charter for a

426 term of up to 15 years. In addition, to facilitate access to
427 long-term financial resources for charter school construction,
428 charter schools that are operated by a private, not-for-profit,
429 s. 501(c) (3) status corporation are eligible for up to a 15-year
430 charter, subject to approval by the sponsor. Such long-term
431 charters remain subject to annual review and may be terminated
432 during the term of the charter, but only according to the
433 provisions set forth in subsection (8).

434 13. The facilities to be used and their location. The
435 sponsor may not require a charter school to have a certificate
436 of occupancy or a temporary certificate of occupancy for such a
437 facility earlier than 15 calendar days before the first day of
438 school.

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

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

445 16. A timetable for implementing the charter which
446 addresses the implementation of each element thereof and the
447 date by which the charter shall be awarded in order to meet this
448 timetable.

449 17. In the case of an existing public school that is being
450 converted to charter status, alternative arrangements for

451 current students who choose not to attend the charter school and
452 for current teachers who choose not to teach in the charter
453 school after conversion in accordance with the existing
454 collective bargaining agreement or district school board rule in
455 the absence of a collective bargaining agreement. However,
456 alternative arrangements shall not be required for current
457 teachers who choose not to teach in a charter lab school, except
458 as authorized by the employment policies of the state university
459 which grants the charter to the lab school.

460 18. Full disclosure of the identity of all relatives
461 employed by the charter school who are related to the charter
462 school owner, president, chairperson of the governing board of
463 directors, superintendent, governing board member, principal,
464 assistant principal, or any other person employed by the charter
465 school who has equivalent decisionmaking authority. For the
466 purpose of this subparagraph, the term "relative" means father,
467 mother, son, daughter, brother, sister, uncle, aunt, first
468 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
469 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
470 stepfather, stepmother, stepson, stepdaughter, stepbrother,
471 stepsister, half brother, or half sister.

472 19. Implementation of the activities authorized under s.
473 1002.331 by the charter school when it satisfies the eligibility
474 requirements for a high-performing charter school. A high-
475 performing charter school shall notify its sponsor in writing by

476 March 1 if it intends to increase enrollment or expand grade
477 levels the following school year. The written notice shall
478 specify the amount of the enrollment increase and the grade
479 levels that will be added, as applicable.

480 Section 5. Subsection (1) of section 1002.59, Florida
481 Statutes, is amended to read:

482 1002.59 Emergent literacy and performance standards
483 training courses.—

484 (1) The department, in collaboration with the Just Read,
485 Florida! Office, shall adopt minimum standards for courses in
486 emergent literacy for prekindergarten instructors. Each course
487 must consist of ~~comprise~~ 5 clock hours and provide instruction
488 in strategies and techniques to address the age-appropriate
489 progress of prekindergarten students in developing emergent
490 literacy skills, including oral communication, knowledge of
491 print and letters, phonological and phonemic awareness, ~~and~~
492 vocabulary and comprehension development, and foundational
493 background knowledge designed to correlate with the content that
494 students will encounter in grades K-12, consistent with the
495 evidence-based content and strategies grounded in the science of
496 reading identified pursuant to s. 1001.215(8). The course
497 standards must be reviewed as part of any review of subject
498 coverage or endorsement requirements in the elementary, reading,
499 and exceptional student educational areas conducted pursuant to
500 s. 1012.586. Each course must also provide resources containing

501 strategies that allow students with disabilities and other
 502 special needs to derive maximum benefit from the Voluntary
 503 Prekindergarten Education Program. Successful completion of an
 504 emergent literacy training course approved under this section
 505 satisfies requirements for approved training in early literacy
 506 and language development under ss. 402.305(2)(e)5., 402.313(6),
 507 and 402.3131(5).

508 Section 6. Section 1002.67, Florida Statutes, is amended
 509 to read:

510 1002.67 Performance standards and curricula.—

511 (1)(a) The department shall develop and adopt performance
 512 standards for students in the Voluntary Prekindergarten
 513 Education Program. The performance standards must address the
 514 age-appropriate progress of students in the development of:

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

517 2. Emergent literacy skills grounded in the science of
 518 reading, including oral communication, knowledge of print and
 519 letters, phonemic and phonological awareness, ~~and~~ vocabulary and
 520 comprehension development, and foundational background knowledge
 521 designed to correlate with the content that students will
 522 encounter in grades K-12; and

523 3. Mathematical thinking and early math skills.

524 (b) At least every 3 years, the department shall review
 525 and, if necessary, revise the performance standards established

526 | under this section and align the standards to the standards
527 | established by the state board for student performance on the
528 | statewide assessments administered pursuant to s. 1008.22.

529 | (2)(a) Each private prekindergarten provider and public
530 | school may select or design the curriculum that the provider or
531 | school uses to implement the Voluntary Prekindergarten Education
532 | Program, except as otherwise required for a provider or school
533 | that fails to meet the minimum change-in-ability established
534 | pursuant to s. 1002.68 ~~is placed on probation under s. 1002.68.~~

535 | (b) Each private prekindergarten provider's and public
536 | school's curriculum must be developmentally appropriate and
537 | must:

538 | 1. Be designed to prepare a student for early literacy and
539 | provide for instruction in early math skills;

540 | 2. Develop students' background knowledge through a
541 | content-rich and sequential knowledge building early literacy
542 | curriculum;

543 | ~~3.2.~~ Enhance the age-appropriate progress of students in
544 | attaining the performance standards adopted by the department
545 | under subsection (1); and

546 | ~~4.3.~~ Support student learning gains through differentiated
547 | instruction that shall be measured by the coordinated screening
548 | and progress monitoring program under s. 1008.25(9) ~~s. 1008.25~~
549 | ~~(8).~~

550 | (c) The department shall adopt procedures for the review

551 and approval of curricula for use by private prekindergarten
 552 providers and public schools that fail to meet the minimum
 553 change-in-ability scores established pursuant to s. 1002.68 ~~are~~
 554 ~~placed on probation under s. 1002.68~~. The department shall
 555 administer the review and approval process and maintain a list
 556 of the curricula approved under this paragraph. Each approved
 557 curriculum must meet the requirements of paragraph (b).

558 Section 7. Paragraphs (g) through (l) of subsection (4) of
 559 section 1003.485, Florida Statutes, are redesignated as
 560 paragraphs (h) through (m), respectively, paragraph (g) of
 561 subsection (1), subsection (2), paragraph (c) of subsection (3),
 562 present paragraph (g) of subsection (4), and paragraphs (a) and
 563 (h) of subsection (6) are amended, and a new paragraph (g) is
 564 added to subsection (4) and paragraph (i) is added to subsection
 565 (6) of that section, to read:

566 1003.485 The New Worlds Reading Initiative.—

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

568 (g) "Micro-credential" means evidence-based professional
 569 development activities grounded in the science of reading which
 570 ~~that~~ are competency-based, personalized, and on-demand.
 571 Educators must demonstrate their competence via evidence
 572 submitted and reviewed by trained evaluators.

573 (2) NEW WORLDS READING INITIATIVE; PURPOSE.—The purpose of
 574 the New Worlds Reading Initiative established under the
 575 department is to instill a love of reading by providing high-

576 quality, free books to students in prekindergarten ~~kindergarten~~
577 through grade 5 who are reading below grade level and to improve
578 the literacy skills of students in prekindergarten ~~kindergarten~~
579 through grade 12. The New Worlds Reading Initiative shall
580 consist of:

581 (a) The program established under this section to provide
582 high-quality, free books to students.

583 (b) The New Worlds Reading Scholarship Program under s.
584 1002.411.

585 (c) The New Worlds Scholar program under s. 1008.365,
586 which rewards high school students who instill a love of reading
587 and improve the literacy skills of students in kindergarten
588 through grade 3.

589 (d) The micro-credential program established under this
590 section which emphasizes strong core instruction and a tiered
591 model of reading interventions for struggling readers.

592 (3) DEPARTMENT RESPONSIBILITIES.—The department shall:

593 (c) Beginning September 30, 2022, and annually thereafter,
594 report on its website the number of students participating in
595 the initiative in each school district, information from the
596 annual financial report under paragraph (4)(j) ~~(4)(i)~~, and the
597 academic achievement and learning gains, as applicable, of
598 participating students based on data provided by school
599 districts as permitted under s. 1002.22. The department shall
600 establish a date by which the administrator and each school

601 district must annually provide the data necessary to complete
 602 the report.

603 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator
 604 shall:

605 (g) Develop, in consultation with the Just Read, Florida!
 606 Office under s. 1001.215, an online repository of digital
 607 science of reading materials and science of reading
 608 instructional resources that is accessible to public school
 609 teachers, school leaders, parents, and educator preparation
 610 programs and associated faculty.

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

613 1. Diagnose literacy difficulties and determine the
 614 appropriate range of literacy interventions based upon the age
 615 and literacy deficiency of the student;

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

620 3. Effectively use progress monitoring and intervention
 621 materials.

622 (6) ELIGIBILITY; NOTIFICATION; SCHOOL DISTRICT
 623 OBLIGATIONS.—

624 (a) A student in prekindergarten ~~kindergarten~~ through
 625 grade 5 must be provided books through the initiative if the

626 student is not yet reading on grade level, has a substantial
627 reading deficiency identified under s. 1008.25(5)(a), has a
628 substantial deficiency in early literacy skills based upon the
629 results of the coordinated screening and progress monitoring
630 under s. 1008.25(9), or scored below a Level 3 on the preceding
631 year's statewide, standardized English Language Arts assessment
632 under s. 1008.22.

633 (h) School districts and partnering nonprofit
634 organizations shall raise awareness of the initiative, including
635 information on eligibility and video training modules under
636 paragraph (4)(e), through, at least, the following:

637 1. The student handbook and the read-at-home plan under s.
638 1008.25(5)(d) ~~s. 1008.25(5)(e)~~.

639 2. A parent or curriculum night or separate initiative
640 awareness event at each elementary school.

641 3. Partnering with the county library to host awareness
642 events, which should coincide with other initiatives such as
643 library card drives, family library nights, summer access
644 events, and other family engagement programming.

645 (i) Each school district shall establish a data sharing
646 agreement with the initiative's administrator which allows for a
647 streamlined student verification and enrollment process.

648 Section 8. Subsection (4) of section 1003.53, Florida
649 Statutes, is amended to read:

650 1003.53 Dropout prevention and academic intervention.—

651 (4) Each district school board shall establish course
 652 standards, as defined by rule of the State Board of Education,
 653 for dropout prevention and academic intervention programs and
 654 procedures for ensuring that teachers assigned to the dropout
 655 ~~prevention and academic intervention~~ programs possess the
 656 affective, pedagogical, and content-related skills necessary to
 657 meet the needs of these students.

658 Section 9. Paragraph (b) of subsection (2) of section
 659 1004.04, Florida Statutes, is amended to read:

660 1004.04 Public accountability and state approval for
 661 teacher preparation programs.—

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

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

666 1. Candidate instruction and assessment in the Florida
 667 Educator Accomplished Practices across content areas.

668 2. The use of state-adopted content standards to guide
 669 curricula and instruction.

670 3. Scientifically researched and evidence-based reading
 671 instructional strategies grounded in the science of reading
 672 which ~~that~~ improve reading performance for all students,
 673 including explicit, systematic, and sequential approaches to
 674 teaching phonemic awareness, phonics, vocabulary, fluency, and
 675 text comprehension and multisensory intervention strategies. The

676 primary instructional strategy for teaching word reading is
677 phonics instruction for decoding and encoding. Instructional
678 strategies for foundational skills may not employ the three-
679 cueing system model of reading or visual memory as a basis for
680 teaching word reading. Instructional strategies may include
681 visual information and strategies that improve background and
682 experiential knowledge, add context, and increase oral language
683 and vocabulary to support comprehension, but may not be used to
684 teach word reading.

685 4. Content literacy and mathematics practices.

686 5. Strategies appropriate for the instruction of English
687 language learners.

688 6. Strategies appropriate for the instruction of students
689 with disabilities.

690 7. Strategies to differentiate instruction based on
691 student needs.

692 8. Strategies and practices to support evidence-based
693 content aligned to state standards and grading practices.

694 9. Strategies appropriate for the early identification of
695 a student in crisis or experiencing a mental health challenge
696 and the referral of such student to a mental health professional
697 for support.

698 10. Strategies to support the use of technology in
699 education and distance learning.

700 Section 10. Paragraph (a) of subsection (3) of section

701 1004.85, Florida Statutes, is amended to read:

702 1004.85 Postsecondary educator preparation institutes.—

703 (3) Educator preparation institutes approved pursuant to
704 this section may offer competency-based certification programs
705 specifically designed for noneducation major baccalaureate
706 degree holders to enable program participants to meet the
707 educator certification requirements of s. 1012.56. An educator
708 preparation institute choosing to offer a competency-based
709 certification program pursuant to the provisions of this section
710 must implement a program previously approved by the Department
711 of Education for this purpose or a program developed by the
712 institute and approved by the department for this purpose.
713 Approved programs shall be available for use by other approved
714 educator preparation institutes.

715 (a) Within 90 days after receipt of a request for
716 approval, the Department of Education shall approve a
717 preparation program pursuant to the requirements of this
718 subsection or issue a statement of the deficiencies in the
719 request for approval. The department shall approve a
720 certification program if the institute provides evidence of the
721 institute's capacity to implement a competency-based program
722 that includes each of the following:

723 1.a. Participant instruction and assessment in the Florida
724 Educator Accomplished Practices across content areas.

725 b. The use of state-adopted student content standards to

726 | guide curriculum and instruction.

727 | c. Scientifically researched and evidence-based reading
728 | instructional strategies grounded in the science of reading
729 | which ~~that~~ improve reading performance for all students,
730 | including explicit, systematic, and sequential approaches to
731 | teaching phonemic awareness, phonics, vocabulary, fluency, and
732 | text comprehension and multisensory intervention strategies. The
733 | primary instructional strategy for teaching word reading is
734 | phonics instruction for decoding and encoding. Instructional
735 | strategies for foundational skills may not employ the three-
736 | cueing system model of reading or visual memory as a basis for
737 | teaching word reading. Instructional strategies may include
738 | visual information and strategies which improve background and
739 | experiential knowledge, add context, and increase oral language
740 | and vocabulary to support comprehension, but may not be used to
741 | teach word reading.

742 | d. Content literacy and mathematical practices.

743 | e. Strategies appropriate for instruction of English
744 | language learners.

745 | f. Strategies appropriate for instruction of students with
746 | disabilities.

747 | g. Strategies to differentiate instruction based on
748 | student needs.

749 | h. Strategies and practices to support evidence-based
750 | content aligned to state standards and grading practices.

751 i. Strategies appropriate for the early identification of
752 a student in crisis or experiencing a mental health challenge
753 and the referral of such student to a mental health professional
754 for support.

755 j. Strategies to support the use of technology in
756 education and distance learning.

757 2. An educational plan for each participant to meet
758 certification requirements and demonstrate his or her ability to
759 teach the subject area for which the participant is seeking
760 certification, which is based on an assessment of his or her
761 competency in the areas listed in subparagraph 1.

762 3. Field experiences appropriate to the certification
763 subject area specified in the educational plan with a diverse
764 population of students in a variety of challenging environments,
765 including, but not limited to, high-poverty schools, urban
766 schools, and rural schools, under the supervision of qualified
767 educators. The state board shall determine in rule the amount of
768 field experience necessary to serve as the teacher of record,
769 beginning with candidates entering a program in the 2023-2024
770 school year.

771 4. A certification ombudsman to facilitate the process and
772 procedures required for participants who complete the program to
773 meet any requirements related to the background screening
774 pursuant to s. 1012.32 and educator professional or temporary
775 certification pursuant to s. 1012.56.

776 Section 11. Paragraph (i) is added to subsection (1) of
 777 section 1004.86, Florida Statutes, to read:

778 1004.86 Florida Center for Mathematics and Science
 779 Education Research.—

780 (1) The Department of Education shall contract with a
 781 competitively selected public or private university to create
 782 and operate the Florida Center for Mathematics and Science
 783 Education Research. The purpose of the center is increasing
 784 student achievement in mathematics and science, with an emphasis
 785 on K-12 education. The center shall:

786 (i) By December 1, 2023, in collaboration with the
 787 department, provide recommendations to the Legislature for
 788 preparing teacher candidates and identifying mathematics
 789 training and professional learning opportunities for teachers in
 790 kindergarten through grade 4 and administrators who support
 791 teachers in the classroom.

792 Section 12. Subsection (4) of section 1006.283, Florida
 793 Statutes, is amended to read:

794 1006.283 District school board instructional materials
 795 review process.—

796 (4) Instructional materials that have been reviewed by the
 797 district instructional materials reviewers and approved must
 798 have been determined to align with all applicable state
 799 standards pursuant to s. 1003.41 and the requirements in s.
 800 1006.31. If such instructional materials are for foundational

801 reading skills, the materials shall be based on the science of
802 reading and include phonics instruction for decoding and
803 encoding as the primary instructional strategy for word reading.
804 Instructional strategies within such instructional materials may
805 not employ the three-cueing system model of reading or visual
806 memory as a basis for teaching word reading. The instructional
807 strategies within such instructional materials may include
808 visual information and strategies which improve background and
809 experiential knowledge, add context, and increase oral language
810 and vocabulary to support comprehension, but may not be used to
811 teach word reading. The district school superintendent shall
812 annually certify to the department that all instructional
813 materials for core courses used by the district are aligned with
814 all applicable state standards and have been reviewed, selected,
815 and adopted by the district school board in accordance with the
816 school board hearing and public meeting requirements of this
817 section.

818 Section 13. Subsection (2) of section 1006.31, Florida
819 Statutes, is amended to read:

820 1006.31 Duties of the Department of Education and school
821 district instructional materials reviewer.—The duties of the
822 instructional materials reviewer are:

823 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the
824 selection criteria listed in s. 1006.34(2)(b) and recommend for
825 adoption only those instructional materials aligned with the

826 ~~Next Generation Sunshine~~ state standards provided for in s.
827 1003.41. Instructional materials recommended by each reviewer
828 shall be, to the satisfaction of each reviewer, accurate,
829 objective, balanced, noninflammatory, current, free of
830 pornography and material prohibited under s. 847.012, and suited
831 to student needs and their ability to comprehend the material
832 presented. Reviewers shall consider for recommendation materials
833 developed for academically talented students, such as students
834 enrolled in advanced placement courses. When recommending
835 instructional materials, each reviewer shall:

836 (a) Include only instructional materials that accurately
837 portray the ethnic, socioeconomic, cultural, religious,
838 physical, and racial diversity of our society, including men and
839 women in professional, career, and executive roles, and the role
840 and contributions of the entrepreneur and labor in the total
841 development of this state and the United States.

842 (b) Include only materials that accurately portray,
843 whenever appropriate, humankind's place in ecological systems,
844 including the necessity for the protection of our environment
845 and conservation of our natural resources and the effects on the
846 human system of the use of tobacco, alcohol, controlled
847 substances, and other dangerous substances.

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

850 (d) Require, when appropriate to the comprehension of

851 students, that materials for social science, history, or civics
852 classes contain the Declaration of Independence and the
853 Constitution of the United States. A reviewer may not recommend
854 any instructional materials that contain any matter reflecting
855 unfairly upon persons because of their race, color, creed,
856 national origin, ancestry, gender, religion, disability,
857 socioeconomic status, or occupation or otherwise contradict the
858 principles enumerated under s. 1003.42(3).

859 (e) When such instructional materials are for foundational
860 reading skills, include only materials that are based on the
861 science of reading and include phonics instruction for decoding
862 and encoding as the primary instructional strategy for word
863 reading. Instructional strategies within such materials may not
864 employ the three-cueing system model of reading or visual memory
865 as a basis for teaching word reading. Instructional strategies
866 within such materials may include visual information and
867 strategies which improve background and experiential knowledge,
868 add context, and increase oral language and vocabulary to
869 support comprehension, but may not be used to teach word
870 reading.

871 Section 14. Subsections (6) through (10) of section
872 1008.25, Florida Statutes, are renumbered as subsections (7)
873 through (11), respectively, subsections (3), (4), and (5) and
874 present subsections (7), (8), and (9) are amended, and a new
875 subsection (6) is added to that section to read:

876 1008.25 Public school student progression; student
 877 support; coordinated screening and progress monitoring;
 878 reporting requirements.—

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

882 (a) Students in kindergarten through grade 3 who have a
 883 substantial deficiency in reading or the characteristics of
 884 dyslexia as determined in paragraph (5) (a).

885 (b) Students in kindergarten through grade 4 who have a
 886 substantial deficiency in mathematics or the characteristics of
 887 dyscalculia as determined in paragraph (6) (a).

888 (c) ~~(b)~~ Students who fail to meet performance levels
 889 required for promotion consistent with the district school
 890 board's plan for student progression required in subsection (2).

891 (4) ASSESSMENT AND SUPPORT.—

892 (a) Each student must participate in the statewide,
 893 standardized assessment program required under s. 1008.22 and
 894 the coordinated screening and progress monitoring system
 895 required under subsection (9) ~~(8)~~. Each student who does not
 896 achieve a Level 3 or above on the statewide, standardized
 897 English Language Arts assessment; the statewide, standardized
 898 Mathematics assessment; or the Algebra I EOC assessment must be
 899 evaluated to determine the nature of the student's difficulty,
 900 the areas of academic need, and strategies for providing

901 academic supports to improve the student's performance.

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

906 1. A federally required student plan such as an individual
907 education plan;

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

912 3. An individualized progress monitoring plan.

913 (c) A student who has a substantial reading deficiency as
914 determined in paragraph (5) (a) or a substantial mathematics
915 deficiency as determined in paragraph (6) (a) must be covered by
916 a federally required student plan, such as an individual
917 education plan or an individualized progress monitoring plan, or
918 both, as necessary. The individualized progress monitoring plan
919 shall include, at a minimum:

920 1. The student's specific, identified reading or
921 mathematics skill deficiency.

922 2. Goals and benchmarks for student growth in reading or
923 mathematics.

924 3. A description of the specific measures that will be
925 used to evaluate and monitor the student's reading or

926 mathematics progress.

927 4. For a substantial reading deficiency, the specific
928 evidence-based literacy instruction grounded in the science of
929 reading which the student will receive.

930 5. Strategies, resources, and materials that will be
931 provided to the student's parent to support the student to make
932 reading or mathematics progress.

933 6. Any additional services the student's teacher deems
934 available and appropriate to accelerate the student's reading or
935 mathematics skill development.

936 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

937 (a) Any student in kindergarten through grade 3 who
938 exhibits a substantial deficiency in reading or the
939 characteristics of dyslexia based upon screening, diagnostic,
940 progress monitoring, or assessment data; statewide assessments;
941 or teacher observations must be provided intensive, explicit,
942 systematic, and multisensory reading interventions immediately
943 following the identification of the reading deficiency or the
944 characteristics of dyslexia to address his or her specific
945 deficiency or dyslexia.

946 1. The department shall provide a list of state examined
947 and approved comprehensive reading and intervention programs.
948 The intervention programs shall be provided in addition to the
949 comprehensive core reading instruction that is provided to all
950 students in the general education classroom. Dyslexia-specific

951 interventions, as defined by rule of the State Board of
952 Education, shall be provided to students who have the
953 characteristics of dyslexia. The reading intervention programs
954 must do all of the following:

955 a. Provide explicit, direct instruction that is
956 systematic, sequential, and cumulative in language development,
957 phonological awareness, phonics, fluency, vocabulary, and
958 comprehension, as applicable.

959 b. Provide daily targeted small group reading
960 interventions based on student need in phonological awareness,
961 phonics including decoding and encoding, sight words,
962 vocabulary, or comprehension.

963 c. Be implemented during regular school hours.

964 2. A school may not wait for a student to receive a
965 failing grade at the end of a grading period or wait until a
966 plan under paragraph (4)(b) is developed to identify the student
967 as having a substantial reading deficiency and initiate
968 intensive reading interventions. In addition, a school may not
969 wait until an evaluation conducted pursuant to s. 1003.57 is
970 completed to provide appropriate, evidence-based interventions
971 for a student whose parent submits documentation from a
972 professional licensed under chapter 490 which demonstrates that
973 the student has been diagnosed with dyslexia. Such interventions
974 must be initiated upon receipt of the documentation and based on
975 the student's specific areas of difficulty as identified by the

976 licensed professional.

977 3. A student's reading proficiency must be monitored and
978 the intensive interventions must continue until the student
979 demonstrates grade level proficiency in a manner determined by
980 the district, which may include achieving a Level 3 on the
981 statewide, standardized English Language Arts assessment. The
982 State Board of Education shall identify by rule guidelines for
983 determining whether a student in kindergarten through grade 3
984 has a substantial deficiency in reading.

985 (b) A Voluntary Prekindergarten Education Program student
986 who exhibits a substantial deficiency in early literacy skills
987 ~~in accordance with the standards under s. 1002.67(1)(a) and~~
988 based upon the results of the administration of the final
989 coordinated screening and progress monitoring under subsection
990 (9) ~~(8)~~ shall be referred to the local school district and may
991 be eligible to receive intensive reading interventions before
992 participating in kindergarten. Such intensive reading
993 interventions shall be paid for using funds from the district's
994 evidence-based reading instruction allocation in accordance with
995 s. 1011.62(8).

996 (c) To be promoted to grade 4, a student must score a
997 Level 2 or higher on the statewide, standardized English
998 Language Arts assessment required under s. 1008.22 for grade 3.
999 If a student's reading deficiency is not remedied by the end of
1000 grade 3, as demonstrated by scoring Level 2 or higher on the

1001 statewide, standardized assessment required under s. 1008.22 for
1002 grade 3, the student must be retained.

1003 (d) The parent of any student who exhibits a substantial
1004 deficiency in reading, as described in paragraph (a), must be
1005 notified in writing of the following:

1006 1. That his or her child has been identified as having a
1007 substantial deficiency in reading, including a description and
1008 explanation, in terms understandable to the parent, of the exact
1009 nature of the student's difficulty in learning and lack of
1010 achievement in reading.

1011 2. A description of the current services that are provided
1012 to the child.

1013 3. A description of the proposed intensive interventions
1014 and supports that will be provided to the child that are
1015 designed to remediate the identified area of reading deficiency.

1016 4. That if the child's reading deficiency is not
1017 remediated by the end of grade 3, the child must be retained
1018 unless he or she is exempt from mandatory retention for good
1019 cause.

1020 5. Strategies, including multisensory strategies and
1021 programming, through a read-at-home plan the parent can use in
1022 helping his or her child succeed in reading. The read-at-home
1023 plan must provide access to the resources identified in
1024 paragraph (f) ~~(e)~~.

1025 6. That the statewide, standardized English Language Arts

1026 assessment is not the sole determiner of promotion and that
1027 additional evaluations, portfolio reviews, and assessments are
1028 available to the child to assist parents and the school district
1029 in knowing when a child is reading at or above grade level and
1030 ready for grade promotion.

1031 7. The district's specific criteria and policies for a
1032 portfolio as provided in subparagraph (7)(b)4. ~~(6)(b)4.~~ and the
1033 evidence required for a student to demonstrate mastery of
1034 Florida's academic standards for English Language Arts. A school
1035 must immediately begin collecting evidence for a portfolio when
1036 a student in grade 3 is identified as being at risk of retention
1037 or upon the request of the parent, whichever occurs first.

1038 8. The district's specific criteria and policies for
1039 midyear promotion. Midyear promotion means promotion of a
1040 retained student at any time during the year of retention once
1041 the student has demonstrated ability to read at grade level.

1042 9. Information about the student's eligibility for the New
1043 Worlds Reading Initiative under s. 1003.485 and the New Worlds
1044 Reading Scholarship Accounts under s. 1002.411 and information
1045 on parent training modules and other reading engagement
1046 resources available through the initiative.

1047
1048 After initial notification, the school shall apprise the parent
1049 at least monthly of the student's progress in response to the
1050 intensive interventions and supports. Such communications must

1051 be in writing and must explain any additional interventions or
1052 supports that will be implemented to accelerate the student's
1053 progress if the interventions and supports already being
1054 implemented have not resulted in improvement.

1055 (e) The Department of Education shall compile resources
1056 that each school district must incorporate into a read-at-home
1057 plan provided to the parent of a student who is identified as
1058 having a substantial reading deficiency pursuant to paragraph
1059 (d). The resources must be made available in an electronic
1060 format that is accessible online and must include the following:

1061 1. Developmentally appropriate, evidence-based strategies
1062 and programming, including links to video training modules and
1063 opportunities to sign up for at-home reading tips delivered
1064 periodically via text and e-mail, which a parent can use to help
1065 improve his or her child's literacy skills.

1066 2. An overview of the types of assessments used to
1067 identify reading deficiencies and what those assessments measure
1068 or do not measure, the frequency with which the assessments are
1069 administered, and the requirements for interventions and
1070 supports that districts must provide to students who do not make
1071 adequate academic progress.

1072 3. An overview of the process for initiating and
1073 conducting evaluations for exceptional education eligibility.
1074 The overview must include an explanation that a diagnosis of a
1075 medical condition alone is not sufficient to establish

1076 | exceptional education eligibility but may be used to document
 1077 | how that condition relates to the student's eligibility
 1078 | determination and may be disclosed in an eligible student's
 1079 | individual education plan when necessary to inform school
 1080 | personnel responsible for implementing the plan.

1081 | 4. Characteristics of conditions associated with learning
 1082 | disorders, including dyslexia, dysgraphia, dyscalculia, and
 1083 | developmental aphasia.

1084 | 5. A list of resources that support informed parent
 1085 | involvement in decisionmaking processes for students who have
 1086 | difficulty in learning.

1087 |
 1088 | Upon the request of a parent, resources meeting the requirements
 1089 | of this paragraph must be provided to the parent in a hardcopy
 1090 | format.

1091 | (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1092 | (a) Any student in kindergarten through grade 4 who
 1093 | exhibits a substantial deficiency in mathematics or the
 1094 | characteristics of dyscalculia based upon screening, diagnostic,
 1095 | progress monitoring, or assessment data; statewide assessments;
 1096 | or teacher observations must:

1097 | 1. Immediately following the identification of the
 1098 | mathematics deficiency, be provided systematic and explicit
 1099 | mathematics instruction to address his or her specific
 1100 | deficiencies through either:

1101 a. Daily targeted small group mathematics intervention
1102 based on student need; or

1103 b. Supplemental, evidence-based mathematics interventions
1104 before or after school, or both, delivered by a highly qualified
1105 teacher of mathematics or a trained tutor.

1106 2. The performance of a student receiving mathematics
1107 instruction under subparagraph 1. must be monitored and
1108 instruction must be adjusted based on the student's need.

1109 3. The department shall provide a list of state examined
1110 and approved mathematics intervention programs, curricula, and
1111 high-quality supplemental materials that may be used to improve
1112 a student's mathematics deficiencies. In addition, the
1113 department shall work, at a minimum, with the Florida Center for
1114 Mathematics and Science Education Research established in s.
1115 1004.86 to disseminate information to school districts and
1116 teachers on effective evidence-based explicit mathematics
1117 instructional practices, strategies, and interventions.

1118 4. A school may not wait for a student to receive a
1119 failing grade at the end of a grading period or wait until a
1120 plan under paragraph (4)(b) is developed to identify the student
1121 as having a substantial mathematics deficiency and initiate
1122 intensive mathematics interventions. In addition, a school may
1123 not wait until an evaluation conducted pursuant to s. 1003.57 is
1124 completed to provide appropriate, evidence-based interventions
1125 for a student whose parent submits documentation from a

1126 professional licensed under chapter 490 which demonstrates that
1127 the student has been diagnosed with dyscalculia. Such
1128 interventions must be initiated upon receipt of the
1129 documentation and based on the student's specific areas of
1130 difficulty as identified by the licensed professional.

1131 5. The mathematics proficiency of a student receiving
1132 additional mathematics supports must be monitored and the
1133 intensive interventions must continue until the student
1134 demonstrates grade level proficiency in a manner determined by
1135 the district, which may include achieving a Level 3 on the
1136 statewide, standardized Mathematics assessment. The State Board
1137 of Education shall identify by rule guidelines for determining
1138 whether a student in kindergarten through grade 4 has a
1139 substantial deficiency in mathematics.

1140 (b) A Voluntary Prekindergarten Education Program student
1141 who exhibits a substantial deficiency in early math skills based
1142 upon the results of the administration of the final coordinated
1143 screening and progress monitoring under subsection (8) shall be
1144 referred to the local school district and may be eligible to
1145 receive intensive mathematics interventions before participating
1146 in kindergarten.

1147 (c) The parent of a student who exhibits a substantial
1148 deficiency in mathematics, as described in paragraph (a), must
1149 be notified in writing of the following:

1150 1. That his or her child has been identified as having a

1151 substantial deficiency in mathematics, including a description
1152 and explanation, in terms understandable to the parent, of the
1153 exact nature of the student's difficulty in learning and lack of
1154 achievement in mathematics.

1155 2. A description of the current services that are provided
1156 to the child.

1157 3. A description of the proposed intensive interventions
1158 and supports that will be provided to the child that are
1159 designed to remediate the identified area of mathematics
1160 deficiency.

1161 4. Strategies, including multisensory strategies and
1162 programming, through a home-based plan the parent can use in
1163 helping his or her child succeed in mathematics. The home-based
1164 plan must provide access to the resources identified in
1165 paragraph (e).

1166
1167 After the initial notification, the school shall apprise the
1168 parent at least monthly of the student's progress in response to
1169 the intensive interventions and supports. Such communications
1170 must be in writing and must explain any additional interventions
1171 or supports that will be implemented to accelerate the student's
1172 progress if the interventions and supports already being
1173 implemented have not resulted in improvement.

1174 (d) The Department of Education, in collaboration with the
1175 Florida Center for Mathematics and Science Education Research

1176 established in s. 1004.86, shall compile resources that each
1177 school district must incorporate into a home-based plan provided
1178 to the parent of a student who is identified as having a
1179 substantial mathematics deficiency pursuant to paragraph (a).
1180 The resources must be made available in an electronic format
1181 that is accessible online and must include the following:

1182 1. Developmentally appropriate, evidence-based strategies
1183 and programming, including links to video training modules and
1184 opportunities to sign up for family-guided home mathematics
1185 activities delivered periodically via text and e-mail, which a
1186 parent can use to help improve his or her child's mathematics
1187 skills.

1188 2. An overview of the types of assessments used to
1189 identify mathematics deficiencies and what those assessments
1190 measure or do not measure, the frequency with which the
1191 assessments are administered, and the requirements for
1192 interventions and supports that districts must provide to a
1193 student who does not make adequate academic progress.

1194 3. An overview of the process for initiating and
1195 conducting evaluations for exceptional education eligibility.
1196 The overview must include an explanation that a diagnosis of a
1197 medical condition alone is not sufficient to establish
1198 exceptional education eligibility but may be used to document
1199 how that condition relates to the student's eligibility
1200 determination and may be disclosed in an eligible student's

1201 individual education plan when necessary to inform school
 1202 personnel responsible for implementing the plan.

1203 4. Characteristics of conditions associated with learning
 1204 disorders, including dyslexia, dysgraphia, dyscalculia, and
 1205 developmental aphasia.

1206 5. A list of resources that support informed parent
 1207 involvement in decisionmaking processes for a student who has
 1208 difficulty in learning.

1209
 1210 Upon the request of a parent, resources meeting the requirements
 1211 of this paragraph must be provided to the parent in a hardcopy
 1212 format.

1213 (8)-(7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 1214 STUDENTS.—

1215 (a) Students retained under paragraph (5) (c) must be
 1216 provided intensive interventions in reading to ameliorate the
 1217 student's specific reading deficiency and prepare the student
 1218 for promotion to the next grade. These interventions must
 1219 include:

1220 1. Evidence-based, explicit, systematic, and multisensory
 1221 reading instruction grounded in the science of reading, in
 1222 phonemic awareness, phonics, fluency, vocabulary, and
 1223 comprehension and other strategies prescribed by the school
 1224 district.

1225 2. Participation in the school district's summer reading

1226 camp, which must incorporate the instructional and intervention
1227 strategies under subparagraph 1. that place rigor and grade-
1228 level learning at the forefront.

1229 3. A minimum of 90 minutes of daily, uninterrupted reading
1230 instruction incorporating the instructional and intervention
1231 strategies under subparagraph 1. This instruction may include:

1232 a. Coordinated integration of content-rich texts in
1233 science and civic literacy within the 90-minute block.

1234 b. Targeted small group instruction.

1235 c. Explicit and systematic instruction with more detailed
1236 explanations, more extensive opportunities for guided practice,
1237 and more opportunities for error correction and feedback.

1238 ~~d.e.~~ Reduced teacher-student ratios.

1239 ~~e.d.~~ More frequent progress monitoring of the reading
1240 skills of each student throughout the school year and the
1241 adjustment of instruction according to student need.

1242 ~~f.e.~~ Tutoring or mentoring.

1243 ~~g.f.~~ Transition classes containing 3rd and 4th grade
1244 students.

1245 ~~h.g.~~ Extended school day, week, or year.

1246 i. Before school or after school, or both, supplemental
1247 evidence-based reading interventions grounded in the science of
1248 reading delivered by a teacher who is certified or endorsed in
1249 reading and is rated highly effective as determined by the
1250 teacher's performance evaluation under s. 1012.34.

1251
1252 The primary instructional strategy for teaching word reading is
1253 phonics instruction for decoding and encoding. Instructional
1254 strategies may not employ the three-cueing system model of
1255 reading or visual memory as a basis for teaching word reading.
1256 Such instruction may include visual information and strategies
1257 which improve background and experiential knowledge, add
1258 context, and increase oral language and vocabulary to support
1259 comprehension, but may not be used to teach word reading.

1260 (b) Each school district shall:

1261 1. Provide written notification to the parent of a student
1262 who is retained under paragraph (5) (c) that his or her child has
1263 not met the achievement level required for promotion and the
1264 reasons the child is not eligible for a good cause exemption as
1265 provided in paragraph (7) (b) ~~(6) (b)~~. The notification must
1266 comply with paragraph (5) (d) and must include a description of
1267 proposed interventions and supports that will be provided to the
1268 child to remediate the identified areas of reading deficiency.

1269 2. Implement a policy for the midyear promotion of a
1270 student retained under paragraph (5) (c) who can demonstrate that
1271 he or she is a successful and independent reader and performing
1272 at or above grade level in reading or, upon implementation of
1273 English Language Arts assessments, performing at or above grade
1274 level in English Language Arts. Tools that school districts may
1275 use in reevaluating a student retained may include subsequent

1276 assessments, alternative assessments, and portfolio reviews, in
1277 accordance with rules of the State Board of Education. Students
1278 promoted during the school year after November 1 must
1279 demonstrate achievement levels in reading equivalent to the
1280 level necessary for the beginning of grade 4. The rules adopted
1281 by the State Board of Education must include standards that
1282 provide a reasonable expectation that the student's progress is
1283 sufficient to master appropriate grade 4 level reading skills.

1284 3. Provide students who are retained under paragraph
1285 (5)(c), including students participating in the school
1286 district's summer reading camp under subparagraph (a)2., with a
1287 teacher who is certified or endorsed in reading and is rated
1288 highly effective as determined by the teacher's performance
1289 evaluation under s. 1012.34.

1290 4. Establish at each school, when applicable, an intensive
1291 reading acceleration course for any student retained in grade 3
1292 who was previously retained in kindergarten, grade 1, or grade
1293 2. The intensive reading acceleration course must provide the
1294 following:

1295 a. Uninterrupted reading instruction grounded in the
1296 science of reading for the majority of student contact time each
1297 day and opportunities to master the grade 4 state academic
1298 standards in other core subject areas through content-rich
1299 texts.

1300 b. Explicit and systematic instruction with more detailed

1301 explanations, more extensive opportunities for guided practice,
 1302 and more opportunities for error correction and feedback.

1303 ~~c.b.~~ Targeted small group instruction.

1304 ~~d.e.~~ Reduced teacher-student ratios.

1305 ~~e.d.~~ The use of explicit, systematic, and multisensory
 1306 reading interventions grounded in the science of reading,
 1307 including intensive language, phonics, and vocabulary
 1308 instruction, and use of a speech-language therapist if
 1309 necessary, that have proven results in accelerating student
 1310 reading achievement within the same school year.

1311 ~~f.e.~~ A read-at-home plan.

1312 ~~(9)(8)~~ COORDINATED SCREENING AND PROGRESS MONITORING
 1313 SYSTEM.—

1314 (a) The Department of Education, in collaboration with the
 1315 Office of Early Learning, shall procure and require the use of a
 1316 statewide, standardized coordinated screening and progress
 1317 monitoring system for the Voluntary Prekindergarten Education
 1318 Program and public schools. The system must:

1319 1. Measure student progress in meeting the appropriate
 1320 expectations in early literacy and mathematics skills and in
 1321 English Language Arts and mathematics standards as required by
 1322 ss. 1002.67(1)(a) and 1003.41 and identify the educational
 1323 strengths and needs of students.

1324 2. For students in the Voluntary Prekindergarten Education
 1325 Program through grade 3, measure student performance in oral

1326 language development, phonological and phonemic awareness,
1327 knowledge of print and letters, decoding, fluency, vocabulary,
1328 and comprehension, as applicable by grade level, and, at a
1329 minimum, provide interval level and norm-referenced data that
1330 measures equivalent levels of growth.

1331 3. Be a valid, reliable, and developmentally appropriate
1332 computer-based direct instrument that provides screening and
1333 diagnostic capabilities for monitoring student progress;
1334 identifies students who have a substantial deficiency in reading
1335 or mathematics, including identifying students with
1336 characteristics of dyslexia, dyscalculia, and other learning
1337 disorders; and informs instruction. Any student identified by
1338 the system as having characteristics of dyslexia or dyscalculia
1339 shall undergo further screening. Beginning with the 2023-2024
1340 school year, the coordinated screening and progress monitoring
1341 system must be computer-adaptive.

1342 4. Provide data for Voluntary Prekindergarten Education
1343 Program accountability as required under s. 1002.68.

1344 5. Provide Voluntary Prekindergarten Education Program
1345 providers, school districts, schools, teachers, and parents with
1346 data and resources that enhance differentiated instruction and
1347 parent communication.

1348 6. Provide baseline data to the department of each
1349 student's readiness for kindergarten. The determination of
1350 kindergarten readiness must be based on the results of each

1351 student's initial progress monitoring assessment in
1352 kindergarten. The methodology for determining a student's
1353 readiness for kindergarten must be developed by the department
1354 and aligned to the methodology adopted pursuant to s.
1355 1002.68(4).

1356 7. Assess how well educational goals and curricular
1357 standards are met at the provider, school, district, and state
1358 levels and provide information to the department to aid in the
1359 development of educational programs, policies, and supports for
1360 providers, districts, and schools.

1361 (b) Beginning with the 2022-2023 school year, private
1362 Voluntary Prekindergarten Education Program providers and public
1363 schools must participate in the coordinated screening and
1364 progress monitoring system pursuant to this paragraph.

1365 1. For students in the Voluntary Prekindergarten Education
1366 Program through grade 2, the coordinated screening and progress
1367 monitoring system must be administered at least three times
1368 within a program year or school year, as applicable, with the
1369 first administration occurring no later than the first 30
1370 instructional days after a student's enrollment or the start of
1371 the program year or school year, the second administration
1372 occurring midyear, and the third administration occurring within
1373 the last 30 days of the program or school year pursuant to state
1374 board rule. The state board may adopt alternate timeframes to
1375 address nontraditional school year calendars or summer programs

1376 to ensure the coordinated screening and progress monitoring
1377 program is administered a minimum of three times within a year
1378 or program.

1379 2. For grades 3 through 10 English Language Arts and
1380 grades 3 through 8 Mathematics, the coordinated screening and
1381 progress monitoring system must be administered at the
1382 beginning, middle, and end of the school year pursuant to state
1383 board rule. The end-of-year administration of the coordinated
1384 screening and progress monitoring system must be a comprehensive
1385 progress monitoring assessment administered in accordance with
1386 the scheduling requirements under s. 1008.22(7) (c).

1387 (c) To facilitate timely interventions and supports
1388 pursuant to subsection (4), the system must provide results from
1389 the first two administrations of the progress monitoring to a
1390 student's teacher within 1 week and to the student's parent
1391 within 2 weeks of the administration of the progress monitoring.
1392 Delivery of results from the comprehensive, end-of-year progress
1393 monitoring ELA assessment for grades 3 through 10 and
1394 Mathematics assessment for grades 3 through 8 must be in
1395 accordance with s. 1008.22(7) (h).

1396 1. A student's results from the coordinated screening and
1397 progress monitoring system must be recorded in a written, easy-
1398 to-comprehend individual student report. Each school district
1399 shall provide a parent secure access to his or her child's
1400 individual student reports through a web-based portal as part of

1401 its student information system. Each early learning coalition
1402 shall provide parents the individual student report in a format
1403 determined by state board rule.

1404 2. In addition to the information under subparagraph
1405 (a)5., the report must also include parent resources that
1406 explain the purpose of progress monitoring, assist the parent in
1407 interpreting progress monitoring results, and support informed
1408 parent involvement. Parent resources may include personalized
1409 video formats.

1410 3. The department shall annually update school districts
1411 and early learning coalitions on new system features and
1412 functionality and collaboratively identify with school districts
1413 and early learning coalitions strategies for meaningfully
1414 reporting to parents results from the coordinated screening and
1415 progress monitoring system. The department shall develop ways to
1416 increase the utilization, by instructional staff and parents, of
1417 student assessment data and resources.

1418 4. An individual student report must be provided in a
1419 printed format upon a parent's request.

1420 (d) Screening and progress monitoring system results,
1421 including the number of students who demonstrate characteristics
1422 of dyslexia and dyscalculia, shall be reported to the department
1423 pursuant to state board rule and maintained in the department's
1424 Education Data Warehouse. Results must be provided to a
1425 student's teacher and parent in a timely manner as required in

1426 s. 1008.22(7)(g).

1427 (e) The department, in collaboration with the Office of
 1428 Early Learning, shall provide training and support for effective
 1429 implementation of the screening and progress monitoring system.

1430 (10)~~(9)~~ ANNUAL REPORT.—

1431 (a) In addition to the requirements in paragraph (5)(c),
 1432 each district school board must annually report to the parent of
 1433 each student the progress of the student toward achieving state
 1434 and district expectations for proficiency in English Language
 1435 Arts, science, social studies, and mathematics. The district
 1436 school board must report to the parent the student's results on
 1437 each statewide, standardized assessment and the coordinated
 1438 screening and progress monitoring system under subsection (9)
 1439 ~~(8)~~. The evaluation of each student's progress must be based
 1440 upon the student's classroom work, observations, tests, district
 1441 and state assessments, response to intensive interventions
 1442 provided under paragraph (5)(a), and other relevant information.
 1443 Progress reporting must be provided to the parent in writing in
 1444 a format adopted by the district school board and must be
 1445 accessible through secure, web-based options.

1446 (b) Each district school board must annually publish on
 1447 the district website the following information on the prior
 1448 school year:

1449 1. The provisions of this section relating to public
 1450 school student progression and the district school board's

1451 policies and procedures on student retention and promotion.

1452 2. By grade, the number and percentage of all students in
1453 grades 3 through 10 performing at Levels 1 and 2 on the
1454 statewide, standardized English Language Arts assessment.

1455 3. By grade, the number and percentage of all students
1456 retained in kindergarten through grade 10.

1457 4. Information on the total number of students who were
1458 promoted for good cause, by each category of good cause as
1459 specified in paragraph (7)(b) ~~(6)(b)~~.

1460 5. Any revisions to the district school board's policies
1461 and procedures on student retention and promotion from the prior
1462 year.

1463 Section 15. Subsections (3), (4), and (8) of section
1464 1008.365, Florida Statutes, are amended to read:

1465 1008.365 Reading Achievement Initiative for Scholastic
1466 Excellence Act.—

1467 (3) The department shall establish at least 20 literacy
1468 support regions and regional support teams, at the direction of
1469 a regional literacy support director appointed by the
1470 Commissioner of Education, to assist schools with improving low
1471 reading scores as provided in this section.

1472 (a) A regional literacy support director must successfully
1473 demonstrate competence on the evidence-based strategies
1474 identified pursuant to s. 1001.215(8) and have the experience
1475 and credentials necessary, as determined by the department, to:

- 1476 1. Effectively monitor student reading growth and
 1477 achievement data;
- 1478 2. Oversee districtwide and schoolwide professional
 1479 development and planning to establish evidence-based practices
 1480 grounded in the science of reading among school administrators
 1481 and instructional personnel;
- 1482 3. Evaluate implementation of evidence-based practices
 1483 grounded in the science of reading; and
- 1484 4. Manage a regional support team.
- 1485 (b) A regional support team shall report to its regional
 1486 literacy support director and must consist of individuals who:
- 1487 1. Successfully demonstrate competence on the evidence-
 1488 based strategies identified pursuant to s. 1001.215(8);
- 1489 2. Have substantial experience in literacy coaching and
 1490 monitoring student progress data in reading; and
- 1491 3. Have received training necessary to assist with the
 1492 delivery of professional development and site-based supports,
 1493 including modeling evidence-based practices grounded in the
 1494 science of reading and providing feedback to instructional
 1495 personnel.
- 1496 (4) The department may establish criteria to identify
 1497 schools that must receive supports from a regional support team.
 1498 However, regardless of its school grade designated pursuant to
 1499 s. 1008.34, a school serving students in kindergarten through
 1500 grade 5 must be identified for supports if 50 percent of its

1501 students who take the statewide, standardized English Language
1502 Arts assessment score below a Level 3 for any grade level, or,
1503 for students in kindergarten through grade 3, progress
1504 monitoring data collected pursuant to s. 1008.25(9) ~~s.~~
1505 ~~1008.25(8)~~ shows that 50 percent or more of the students are not
1506 on track to pass the statewide, standardized grade 3 English
1507 Language Arts assessment. A school identified for supports under
1508 this section must implement a school improvement plan pursuant
1509 to s. 1001.42(18), or, if the school is already implementing a
1510 school improvement plan, the plan must be amended to explicitly
1511 address strategies for improving reading performance consistent
1512 with this section.

1513 (8) As part of the RAISE Program, the department shall
1514 establish a tutoring program and develop training in effective
1515 reading tutoring practices and content, based on evidence-based
1516 practices grounded in the science of reading and aligned to the
1517 English Language Arts standards under s. 1003.41, which prepares
1518 eligible high school students to tutor students in kindergarten
1519 through grade 3 in schools identified under this section,
1520 instilling in those students a love of reading and improving
1521 their literacy skills.

1522 (a) To be eligible to participate in the tutoring program,
1523 a high school student must be a rising junior or senior who has
1524 a cumulative grade point average of 3.0 or higher, has no
1525 history of out-of-school suspensions or expulsions, is on track

1526 to complete all core course requirements to graduate, and has
1527 written recommendations from at least two of his or her present
1528 or former high school teachers of record or extracurricular
1529 activity sponsors.

1530 (b) School districts that wish to participate in the
1531 tutoring program must recruit, train, and deploy eligible high
1532 school students using the materials developed under this
1533 section. Tutoring must occur during the school day on school
1534 district property in the presence and under the supervision of
1535 instructional personnel who are school district employees. A
1536 parent must give written permission for his or her child to
1537 receive tutoring through the program.

1538 (c) Tutoring may be part of a service-learning course
1539 adopted pursuant to s. 1003.497. Students may earn up to three
1540 elective credits for high school graduation based on the
1541 verified number of hours the student spends tutoring under the
1542 program. The hours of volunteer service must be documented in
1543 writing, and the document must be signed by the student, the
1544 student's parent or guardian, and an administrator or designee
1545 of the school in which the tutoring occurred. The hours that a
1546 high school student devotes to tutoring may be counted toward
1547 meeting community service requirements for high school
1548 graduation and community service requirements for participation
1549 in the Florida Bright Futures Scholarship Program as provided in
1550 s. 1003.497(3) (b). The department shall designate a high school

1551 student who provides at least 75 verified hours of tutoring
 1552 under the program as a New Worlds Scholar and award the student
 1553 with a pin indicating such designation.

1554 Section 16. Paragraph (f) of subsection (1) and paragraphs
 1555 (d) and (e) of subsection (8) of section 1011.62, Florida
 1556 Statutes, are amended to read:

1557 1011.62 Funds for operation of schools.—If the annual
 1558 allocation from the Florida Education Finance Program to each
 1559 district for operation of schools is not determined in the
 1560 annual appropriations act or the substantive bill implementing
 1561 the annual appropriations act, it shall be determined as
 1562 follows:

1563 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1564 OPERATION.—The following procedure shall be followed in
 1565 determining the annual allocation to each district for
 1566 operation:

1567 (f) Supplemental academic instruction allocation.—

1568 1. There is created the supplemental academic instruction
 1569 allocation to provide supplemental academic instruction to
 1570 students in kindergarten through grade 12.

1571 2. The supplemental academic instruction allocation shall
 1572 be provided annually in the Florida Education Finance Program as
 1573 specified in the General Appropriations Act. These funds are in
 1574 addition to the funds appropriated on the basis of FTE student
 1575 membership in the Florida Education Finance Program and shall be

1576 included in the total potential funds of each district.
1577 Beginning with the 2018-2019 fiscal year, each school district
1578 that has a school earning a grade of "D" or "F" pursuant to s.
1579 1008.34 must use that school's portion of the supplemental
1580 academic instruction allocation to implement intervention and
1581 support strategies for school improvement pursuant to s. 1008.33
1582 and for salary incentives pursuant to s. 1012.2315(3) or salary
1583 supplements pursuant to s. 1012.22(1)(c)5.c. that are provided
1584 through a memorandum of understanding between the collective
1585 bargaining agent and the school board that addresses the
1586 selection, placement, and expectations of instructional
1587 personnel and school administrators. For all other schools, the
1588 school district's use of the supplemental academic instruction
1589 allocation may include, but is not limited to, the use of a
1590 modified curriculum; reading instruction; before-school and
1591 after-school instruction; tutoring; mentoring; evidence-based
1592 mathematics interventions extending beyond the school day; a
1593 reduction in class size; extended school year; intensive skills
1594 development in summer school that places rigor and grade-level
1595 learning at the forefront; dropout prevention programs as
1596 defined in ss. 1003.52 and 1003.53(1)(a), (b), and (c); and
1597 other methods of improving student achievement. Supplemental
1598 academic instruction may be provided to a student in any manner
1599 and at any time during or beyond the regular 180-day term
1600 identified by the school as being the most effective and

1601 efficient way to best help that student progress from grade to
 1602 grade and to graduate.

1603 3. The supplemental academic instruction allocation shall
 1604 consist of a base amount that has a workload adjustment based on
 1605 changes in unweighted FTE. The supplemental academic instruction
 1606 allocation shall be recalculated during the fiscal year. Upon
 1607 recalculation of funding for the supplemental academic
 1608 instruction allocation, if the total allocation is greater than
 1609 the amount provided in the General Appropriations Act, the
 1610 allocation shall be prorated to the level provided to support
 1611 the appropriation, based on each district's share of the total.

1612 4. Funding on the basis of FTE membership beyond the 180-
 1613 day regular term shall be provided in the FEFP only for students
 1614 enrolled in juvenile justice education programs or in education
 1615 programs for juveniles placed in secure facilities or programs
 1616 under s. 985.19. Funding for instruction beyond the regular 180-
 1617 day school year for all other K-12 students shall be provided
 1618 through the supplemental academic instruction allocation and
 1619 other state, federal, and local fund sources with ample
 1620 flexibility for schools to provide supplemental instruction to
 1621 assist students in progressing from grade to grade and
 1622 graduating.

1623 (8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

1624 (d) Funds allocated under this subsection must be used to
 1625 provide a system of comprehensive reading instruction to

1626 students enrolled in the prekindergarten-12 programs and certain
1627 students who exhibit a substantial deficiency in early literacy,
1628 which may include the following:

1629 1. Additional time per day of evidence-based intensive
1630 reading instruction to students, which may be delivered during
1631 or outside of the regular school day.

1632 2. Kindergarten through grade 12 evidence-based intensive
1633 reading interventions, which may be delivered during the school
1634 day, before school, or after school.

1635 3. Highly qualified reading coaches, who must be endorsed
1636 in reading, to specifically support teachers in making
1637 instructional decisions based on student data, and improve
1638 teacher delivery of effective reading instruction, intervention,
1639 and reading in the content areas based on student need.

1640 4. Professional development to help instructional
1641 personnel and certified prekindergarten teachers funded in the
1642 Florida Education Finance Program earn a certification, a
1643 credential, an endorsement, or an advanced degree in
1644 scientifically researched and evidence-based reading
1645 instruction.

1646 5. Summer reading camps, using only teachers or other
1647 district personnel who possess a micro-credential as specified
1648 in s. 1003.485 or are certified or endorsed in reading
1649 consistent with s. 1008.25(8)(b)3. ~~s. 1008.25(7)(b)3.~~, for all
1650 students in kindergarten through grade 5 who demonstrate a

1651 reading deficiency as determined by district and state
1652 assessments.

1653 6. Scientifically researched and evidence-based
1654 supplemental instructional materials as identified by the Just
1655 Read, Florida! Office pursuant to s. 1001.215(8). Instructional
1656 materials for foundational reading skills shall be based on the
1657 science of reading and include phonics instruction for decoding
1658 and encoding as the primary instructional strategy for word
1659 reading. Instructional materials may not employ the three-cueing
1660 system model of reading or visual memory as a basis for teaching
1661 word reading. Instructional materials may include visual
1662 information and strategies which improve background and
1663 experiential knowledge, add context, and increase oral language
1664 and vocabulary to support comprehension, but may not be used to
1665 teach word reading.

1666 7. Incentives for instructional personnel and certified
1667 prekindergarten teachers funded in the Florida Education Finance
1668 Program who possess a reading certification or endorsement or
1669 micro-credential as specified in s. 1003.485 and provide
1670 educational support to improve student literacy.

1671 8. Tutoring in reading.

1672 (e)1. Annually, by a date determined by the Department of
1673 Education, each school district shall submit a comprehensive
1674 reading plan approved by the applicable district school board,
1675 charter school governing board, or lab school board of trustees,

1676 for the specific use of the evidence-based reading instruction
1677 allocation, based upon a root-cause analysis. The plan shall
1678 also describe how the district prioritizes the assignment of
1679 highly effective teachers, as identified in s. 1012.34(2)(e), to
1680 kindergarten through grade 2 and how reading coaches are
1681 assigned to individual schools. These two provisions shall be
1682 approved by the Just Read, Florida Office. The State Regional
1683 Literacy Director may assist in the development of the plan. The
1684 department shall provide a plan format. A district school board
1685 may use the format developed by the department or a format
1686 developed by the district school board.

1687 2. Intensive reading interventions must be delivered by
1688 instructional personnel who possess the micro-credential as
1689 provided in s. 1003.485 or are certified or endorsed in reading
1690 and must incorporate evidence-based strategies identified by the
1691 Just Read, Florida! Office pursuant to s. 1001.215(8).
1692 Instructional personnel who possess a micro-credential as
1693 specified in s. 1003.485 and are delivering intensive reading
1694 interventions must be supervised by an individual certified or
1695 endorsed in reading. For the purposes of this subsection, the
1696 term "supervision" means the ability to communicate by way of
1697 telecommunication with or physical presence of the certified or
1698 endorsed personnel for consultation and direction of the actions
1699 of the personnel with the micro-credential.

1700 3. By July 1 of each year, the department shall release to

1701 each school district its allocation of appropriated funds. The
 1702 department shall evaluate the implementation of each district
 1703 plan, including conducting site visits and collecting specific
 1704 data on expenditures and reading improvement results. By
 1705 February 1 of each year, the department shall report its
 1706 findings to the Legislature and the State Board of Education,
 1707 including any recommendations for improving implementation of
 1708 evidence-based reading and intervention strategies in
 1709 classrooms.

1710
 1711 For purposes of this subsection, the term "evidence-based" means
 1712 demonstrating a statistically significant effect on improving
 1713 student outcomes or other relevant outcomes as provided in 20
 1714 U.S.C. s. 8101(21)(A)(i).

1715 Section 17. Paragraphs (a) and (b) of subsection (8) of
 1716 section 1012.56, Florida Statutes, are amended to read:

1717 1012.56 Educator certification requirements.—

1718 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
 1719 COMPETENCY PROGRAM.—

1720 (a) The Department of Education shall develop and each
 1721 school district, charter school, and charter management
 1722 organization may provide a cohesive competency-based
 1723 professional development certification and education competency
 1724 program by which instructional staff may satisfy the mastery of
 1725 professional preparation and education competence requirements

1726 specified in subsection (6) and rules of the State Board of
1727 Education. Participants must hold a state-issued temporary
1728 certificate. A school district, charter school, or charter
1729 management organization that implements the program shall
1730 provide a competency-based certification program developed by
1731 the Department of Education or developed by the district,
1732 charter school, or charter management organization and approved
1733 by the Department of Education. The program shall include the
1734 following:

1735 1. A minimum period of initial preparation before assuming
1736 duties as the teacher of record.

1737 2. An option for collaboration with other supporting
1738 agencies or educational entities for implementation.

1739 3. A teacher mentorship and induction component.

1740 a. Each individual selected by the district as a mentor:

1741 (I) Must hold a valid professional certificate issued
1742 pursuant to this section;

1743 (II) Must have earned at least 3 years of teaching
1744 experience in prekindergarten through grade 12;

1745 (III) Must have completed specialized training in clinical
1746 supervision and participate in ongoing mentor training provided
1747 through the coordinated system of professional development under
1748 s. 1012.98(3)(e);

1749 (IV) Must have earned an effective or highly effective
1750 rating on the prior year's performance evaluation under s.

1751 1012.34; and

1752 (V) May be a peer evaluator under the district's
1753 evaluation system approved under s. 1012.34.

1754 b. The teacher mentorship and induction component must, at
1755 a minimum, provide weekly opportunities for mentoring and
1756 induction activities, including common planning time, ongoing
1757 professional development targeted to a teacher's needs,
1758 opportunities for a teacher to observe other teachers, co-
1759 teaching experiences, and reflection and followup discussions.
1760 Mentorship and induction activities must be provided for an
1761 applicant's first year in the program and may be provided until
1762 the applicant attains his or her professional certificate in
1763 accordance with this section. A principal who is rated highly
1764 effective as determined by his or her performance evaluation
1765 under s. 1012.34 must be provided flexibility in selecting
1766 professional development activities under this paragraph;
1767 however, the activities must be approved by the department as
1768 part of the district's, charter school's, or charter management
1769 organization's program.

1770 4. An assessment of teaching performance aligned to the
1771 district's system for personnel evaluation under s. 1012.34
1772 which provides for:

1773 a. An initial evaluation of each educator's competencies
1774 to determine an appropriate individualized professional
1775 development plan.

1776 b. A summative evaluation to assure successful completion
1777 of the program.

1778 5. Professional education preparation content knowledge,
1779 which must be included in the mentoring and induction activities
1780 under subparagraph 3., that includes, but is not limited to, the
1781 following:

1782 a. The state standards provided under s. 1003.41,
1783 including scientifically researched and evidence-based ~~based~~
1784 reading instructional strategies grounded in the science of
1785 reading instruction, content literacy, and mathematical
1786 practices, for each subject identified on the temporary
1787 certificate. Reading instructional strategies for foundational
1788 skills shall include phonics instruction for decoding and
1789 encoding as the primary instructional strategy for word reading.
1790 Instructional strategies may not employ the three-cueing system
1791 model of reading or visual memory as a basis for teaching word
1792 reading. Instructional strategies may include visual information
1793 and strategies which improve background and experiential
1794 knowledge, add context, and increase oral language and
1795 vocabulary to support comprehension, but may not be used to
1796 teach word reading.

1797 b. The educator-accomplished practices approved by the
1798 state board.

1799 c. A variety of data indicators for monitoring student
1800 progress.

1801 d. Methodologies for teaching students with disabilities.

1802 e. Methodologies for teaching students of limited English
1803 proficiency appropriate for each subject area identified on the
1804 temporary certificate.

1805 f. Techniques and strategies for operationalizing the role
1806 of the teacher in assuring a safe learning environment for
1807 students.

1808 6. Required achievement of passing scores on the subject
1809 area and professional education competency examination required
1810 by State Board of Education rule. Mastery of general knowledge
1811 must be demonstrated as described in subsection (3).

1812 7. Beginning with candidates entering a program in the
1813 2022-2023 school year, a candidate for certification in a
1814 coverage area identified pursuant to s. 1012.585(3)(f) must
1815 successfully complete all competencies for a reading
1816 endorsement, including completion of the endorsement practicum
1817 through the candidate's demonstration of mastery of professional
1818 preparation and education competence under paragraph (b).

1819 (b)1. Each school district must and a private school or
1820 state-supported public school, including a charter school, may
1821 develop and maintain a system by which members of the
1822 instructional staff may demonstrate mastery of professional
1823 preparation and education competence as required by law. Each
1824 program must be based on classroom application of the Florida
1825 Educator Accomplished Practices and instructional performance

1826 and, for public schools, must be aligned with the district's or
1827 state-supported public school's evaluation system established
1828 under s. 1012.34, as applicable. The program shall include
1829 scientifically researched and evidence-based reading
1830 instructional strategies grounded in the science of reading
1831 which improve reading performance for all students, including
1832 explicit, systematic, and sequential approaches to teaching
1833 phonemic awareness, phonics, vocabulary, fluency, text
1834 comprehension, and multisensory intervention strategies.

1835 2. The Commissioner of Education shall determine the
1836 continued approval of programs implemented under this paragraph,
1837 based upon the department's review of performance data. The
1838 department shall review the performance data as a part of the
1839 periodic review of each school district's professional
1840 development system required under s. 1012.98.

1841 Section 18. Paragraphs (a) and (f) of subsection (3) of
1842 section 1012.585, Florida Statutes, are amended to read:

1843 1012.585 Process for renewal of professional
1844 certificates.—

1845 (3) For the renewal of a professional certificate, the
1846 following requirements must be met:

1847 (a) The applicant must earn a minimum of 6 college credits
1848 or 120 inservice points or a combination thereof. For each area
1849 of specialization to be retained on a certificate, the applicant
1850 must earn at least 3 of the required credit hours or equivalent

1851 inservice points in the specialization area. Education in
1852 "clinical educator" training pursuant to s. 1004.04(5)(b);
1853 participation in mentorship and induction activities, including
1854 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
1855 that provide training in the area of scientifically researched,
1856 knowledge-based reading literacy grounded in the science of
1857 reading, including explicit, systematic, and sequential
1858 approaches to reading instruction, developing phonemic
1859 awareness, and implementing multisensory intervention
1860 strategies, and computational skills acquisition, exceptional
1861 student education, normal child development, and the disorders
1862 of development may be applied toward any specialization area.
1863 Credits or points that provide training in the areas of drug
1864 abuse, child abuse and neglect, strategies in teaching students
1865 having limited proficiency in English, or dropout prevention, or
1866 training in areas identified in the educational goals and
1867 performance standards adopted pursuant to ss. 1000.03(5) and
1868 1008.345 may be applied toward any specialization area, except
1869 specialization areas identified by State Board of Education rule
1870 that include reading instruction or intervention for any
1871 students in kindergarten through grade 6. Credits or points
1872 earned through approved summer institutes may be applied toward
1873 the fulfillment of these requirements. Inservice points may also
1874 be earned by participation in professional growth components
1875 approved by the State Board of Education and specified pursuant

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1876 to s. 1012.98 in the district's approved master plan for
1877 inservice educational training; however, such points may not be
1878 used to satisfy the specialization requirements of this
1879 paragraph.

1880 (f) An applicant for renewal of a professional certificate
1881 in any area of certification identified by State Board of
1882 Education rule that includes reading instruction or intervention
1883 for any students in kindergarten through grade 6, with a
1884 beginning validity date of July 1, 2020, or thereafter, must
1885 earn a minimum of 2 college credits or the equivalent inservice
1886 points in evidence-based instruction and interventions grounded
1887 in the science of reading specifically designed for students
1888 with characteristics of dyslexia, including the use of explicit,
1889 systematic, and sequential approaches to reading instruction,
1890 developing phonological and phonemic awareness, decoding, and
1891 implementing multisensory intervention strategies. Such training
1892 must be provided by teacher preparation programs under s.
1893 1004.04 or s. 1004.85 or approved school district professional
1894 development systems under s. 1012.98. The requirements in this
1895 paragraph may not add to the total hours required by the
1896 department for continuing education or inservice training.

1897 Section 19. Paragraph (b) of subsection (4) and subsection
1898 (9) of section 1012.98, Florida Statutes, are amended to read:

1899 1012.98 School Community Professional Development Act.—

1900 (4) The Department of Education, school districts,

1901 schools, Florida College System institutions, and state
 1902 universities share the responsibilities described in this
 1903 section. These responsibilities include the following:

1904 (b) Each school district shall develop a professional
 1905 development system as specified in subsection (3). The system
 1906 shall be developed in consultation with teachers, teacher-
 1907 educators of Florida College System institutions and state
 1908 universities, business and community representatives, and local
 1909 education foundations, consortia, and professional
 1910 organizations. The professional development system must:

1911 1. Be reviewed and approved by the department for
 1912 compliance with s. 1003.42(3) and this section. All substantial
 1913 revisions to the system shall be submitted to the department for
 1914 review for continued approval.

1915 2. Be based on analyses of student achievement data and
 1916 instructional strategies and methods that support rigorous,
 1917 relevant, and challenging curricula for all students. Schools
 1918 and districts, in developing and refining the professional
 1919 development system, shall also review and monitor school
 1920 discipline data; school environment surveys; assessments of
 1921 parental satisfaction; performance appraisal data of teachers,
 1922 managers, and administrative personnel; and other performance
 1923 indicators to identify school and student needs that can be met
 1924 by improved professional performance.

1925 3. Provide inservice activities coupled with followup

1926 support appropriate to accomplish district-level and school-
1927 level improvement goals and standards. The inservice activities
1928 for instructional personnel shall focus on analysis of student
1929 achievement data, ongoing formal and informal assessments of
1930 student achievement, identification and use of enhanced and
1931 differentiated instructional strategies that emphasize rigor,
1932 relevance, and reading in the content areas, enhancement of
1933 subject content expertise, integrated use of classroom
1934 technology that enhances teaching and learning, classroom
1935 management, parent involvement, and school safety.

1936 4. Provide inservice activities and support targeted to
1937 the individual needs of new teachers participating in the
1938 professional development certification and education competency
1939 program under s. 1012.56(8) (a).

1940 5. Include a master plan for inservice activities,
1941 pursuant to rules of the State Board of Education, for all
1942 district employees from all fund sources. The master plan shall
1943 be updated annually by September 1, must be based on input from
1944 teachers and district and school instructional leaders, and must
1945 use the latest available student achievement data and research
1946 to enhance rigor and relevance in the classroom. Each district
1947 inservice plan must be aligned to and support the school-based
1948 inservice plans and school improvement plans pursuant to s.
1949 1001.42(18). Each district inservice plan must provide a
1950 description of the training that middle grades instructional

1951 personnel and school administrators receive on the district's
 1952 code of student conduct adopted pursuant to s. 1006.07;
 1953 integrated digital instruction and competency-based instruction
 1954 and CAPE Digital Tool certificates and CAPE industry
 1955 certifications; classroom management; student behavior and
 1956 interaction; extended learning opportunities for students; and
 1957 instructional leadership. District plans must be approved by the
 1958 district school board annually in order to ensure compliance
 1959 with subsection (1) and to allow for dissemination of research-
 1960 based best practices to other districts. District school boards
 1961 must submit verification of their approval to the Commissioner
 1962 of Education no later than October 1, annually. Each school
 1963 principal may establish and maintain an individual professional
 1964 development plan for each instructional employee assigned to the
 1965 school as a seamless component to the school improvement plans
 1966 developed pursuant to s. 1001.42(18). An individual professional
 1967 development plan must be related to specific performance data
 1968 for the students to whom the teacher is assigned, define the
 1969 inservice objectives and specific measurable improvements
 1970 expected in student performance as a result of the inservice
 1971 activity, and include an evaluation component that determines
 1972 the effectiveness of the professional development plan.

1973 6. Include inservice activities for school administrative
 1974 personnel that address updated skills necessary for
 1975 instructional leadership and effective school management

1976 | pursuant to s. 1012.986.

1977 | 7. Provide for systematic consultation with regional and

1978 | state personnel designated to provide technical assistance and

1979 | evaluation of local professional development programs.

1980 | 8. Provide for delivery of professional development by

1981 | distance learning and other technology-based delivery systems to

1982 | reach more educators at lower costs.

1983 | 9. Provide for the continuous evaluation of the quality

1984 | and effectiveness of professional development programs in order

1985 | to eliminate ineffective programs and strategies and to expand

1986 | effective ones. Evaluations must consider the impact of such

1987 | activities on the performance of participating educators and

1988 | their students' achievement and behavior.

1989 | 10. For middle grades, emphasize:

1990 | a. Interdisciplinary planning, collaboration, and

1991 | instruction.

1992 | b. Alignment of curriculum and instructional materials to

1993 | the state academic standards adopted pursuant to s. 1003.41.

1994 | c. Use of small learning communities; problem-solving,

1995 | inquiry-driven research and analytical approaches for students;

1996 | strategies and tools based on student needs; competency-based

1997 | instruction; integrated digital instruction; and project-based

1998 | instruction.

1999 |

2000 | Each school that includes any of grades 6, 7, or 8 must include

2001 in its school improvement plan, required under s. 1001.42(18), a
2002 description of the specific strategies used by the school to
2003 implement each item listed in this subparagraph.

2004 11. Provide training to reading coaches, classroom
2005 teachers, and school administrators in effective methods of
2006 identifying characteristics of conditions such as dyslexia and
2007 other causes of diminished phonological processing skills;
2008 incorporating instructional techniques into the general
2009 education setting which are proven to improve reading
2010 performance for all students; and using predictive and other
2011 data to make instructional decisions based on individual student
2012 needs. The training must help teachers integrate phonemic
2013 awareness; phonics, word study, and spelling; reading fluency;
2014 vocabulary, including academic vocabulary; and text
2015 comprehension strategies into an explicit, systematic, and
2016 sequential approach to reading instruction, including
2017 multisensory intervention strategies. Such training for teaching
2018 foundational skills shall be based on the science of reading and
2019 include phonics instruction for decoding and encoding as the
2020 primary instructional strategy for word reading. Instructional
2021 strategies included in the training may not employ the three-
2022 cueing system model of reading or visual memory as a basis for
2023 teaching word reading. Such instructional strategies may include
2024 visual information and strategies which improve background and
2025 experiential knowledge, add context, and increase oral language

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2026 and vocabulary to support comprehension, but may not be used to
2027 teach word reading. Each district must provide all elementary
2028 grades instructional personnel access to training sufficient to
2029 meet the requirements of s. 1012.585(3)(f).

2030 (9) This section does not limit or discourage a district
2031 school board from contracting with independent entities for
2032 professional development services and inservice education if the
2033 district school board can demonstrate to the Commissioner of
2034 Education that, through such a contract, a better product can be
2035 acquired or its goals for education improvement can be better
2036 met. Contracted training for teaching foundational skills shall
2037 be based on the science of reading and include phonics
2038 instruction for decoding and encoding as the primary
2039 instructional strategy for word reading. Instructional
2040 strategies included in the training may not employ the three-
2041 cueing system model of reading or visual memory as a basis for
2042 teaching word reading. Such instructional strategies may include
2043 visual information and strategies which improve background and
2044 experiential knowledge, add context, and increase oral language
2045 and vocabulary to support comprehension, but may not be used to
2046 teach word reading.

2047 Section 20. Paragraphs (a) and (d) of subsection (10) of
2048 section 1002.37, Florida Statutes, are amended to read:

2049 1002.37 The Florida Virtual School.—

2050 (10) (a) Public school students receiving full-time

2051 instruction in kindergarten through grade 12 by the Florida
 2052 Virtual School must take all statewide assessments required
 2053 pursuant to s. 1008.22 and participate in the coordinated
 2054 screening and progress monitoring system under s. 1008.25(9) ~~s.~~
 2055 ~~1008.25(8)~~.

2056 (d) Unless an alternative testing site is mutually agreed
 2057 to by the Florida Virtual School and the school district or as
 2058 contracted under s. 1008.24, all industry certification
 2059 examinations, national assessments, progress monitoring under s.
 2060 1008.25(9) ~~s. 1008.25(8)~~, and statewide assessments must be
 2061 taken at the school to which the student would be assigned
 2062 according to district school board attendance areas. A school
 2063 district must provide the student with access to the school's
 2064 testing facilities and the date and time of the administration
 2065 of progress monitoring and each examination or assessment.

2066 Section 21. Paragraph (b) of subsection (5) of section
 2067 1002.45, Florida Statutes, is amended to read:

2068 1002.45 Virtual instruction programs.—

2069 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student
 2070 enrolled in the school district's virtual instruction program
 2071 authorized pursuant to paragraph (1)(c) must:

2072 (b) Take statewide assessments pursuant to s. 1008.22 and
 2073 participate in the coordinated screening and progress monitoring
 2074 system under s. 1008.25(9) ~~s. 1008.25(8)~~. Statewide assessments
 2075 and progress monitoring may be administered within the school

2076 district in which such student resides, or as specified in the
2077 contract in accordance with s. 1008.24(3). If requested by the
2078 approved virtual instruction program provider or virtual charter
2079 school, the district of residence must provide the student with
2080 access to the district's testing facilities.

2081 Section 22. Paragraph (d) of subsection (6) of section
2082 1002.53, Florida Statutes, is amended to read:

2083 1002.53 Voluntary Prekindergarten Education Program;
2084 eligibility and enrollment.—

2085 (6)

2086 (d) Each parent who enrolls his or her child in the
2087 Voluntary Prekindergarten Education Program must allow his or
2088 her child to participate in the coordinated screening and
2089 progress monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~.

2090 Section 23. Paragraphs (a) and (b) of subsection (1),
2091 paragraph (b) of subsection (4), and paragraph (c) of subsection
2092 (6) of section 1002.68, Florida Statutes, are amended to read:

2093 1002.68 Voluntary Prekindergarten Education Program
2094 accountability.—

2095 (1)(a) Beginning with the 2022-2023 program year, each
2096 private prekindergarten provider and public school participating
2097 in the Voluntary Prekindergarten Education Program must
2098 participate in the coordinated screening and progress monitoring
2099 program in accordance with s. 1008.25(9) ~~s. 1008.25(8)~~. The
2100 coordinated screening and progress monitoring program results

2101 shall be used by the department to identify student learning
2102 gains, index development learning outcomes upon program
2103 completion relative to the performance standards established
2104 under s. 1002.67 and representative norms, and inform a private
2105 prekindergarten provider's and public school's performance
2106 metric.

2107 (b) At a minimum, the initial and final progress
2108 monitoring or screening must be administered by individuals
2109 meeting requirements adopted by the department under s.
2110 1008.25(9) ~~s. 1008.25(8)~~.

2111 (4)

2112 (b) The methodology for calculating a provider's
2113 performance metric may not include students who are not
2114 administered the coordinated screening and progress monitoring
2115 program under s. 1008.25(9) ~~s. 1008.25(8)~~.

2116 (6)

2117 (c) The department shall adopt criteria for granting good
2118 cause exemptions. Such criteria must include, but are not
2119 limited to, all of the following:

2120 1. Child demographic data that evidences a private
2121 prekindergarten provider or public school serves a statistically
2122 significant population of children with special needs who have
2123 individual education plans and can demonstrate progress toward
2124 meeting the goals outlined in the students' individual education
2125 plans.

2126 2. Learning gains of children served in the Voluntary
 2127 Prekindergarten Education Program by the private prekindergarten
 2128 provider or public school on an alternative measure that has
 2129 comparable validity and reliability of the coordinated screening
 2130 and progress monitoring program in accordance with s. 1008.25(9)
 2131 ~~s. 1008.25(8)~~.

2132 3. Program assessment data under subsection (2) which
 2133 demonstrates effective teaching practices as recognized by the
 2134 tool developer.

2135 4. Verification that local and state health and safety
 2136 requirements are met.

2137 Section 24. Subsection (14) of section 1003.01, Florida
 2138 Statutes, is amended to read:

2139 1003.01 Definitions.—As used in this chapter, the term:

2140 (14) "Core-curricula courses" means:

2141 (a) Courses in language arts/reading, mathematics, social
 2142 studies, and science in prekindergarten through grade 3,
 2143 excluding extracurricular courses pursuant to subsection (15);

2144 (b) Courses in grades 4 through 8 in subjects that are
 2145 measured by state assessment at any grade level and courses
 2146 required for middle school promotion, excluding extracurricular
 2147 courses pursuant to subsection (15);

2148 (c) Courses in grades 9 through 12 in subjects that are
 2149 measured by state assessment at any grade level and courses that
 2150 are specifically identified by name in statute as required for

2151 high school graduation and that are not measured by state
 2152 assessment, excluding extracurricular courses pursuant to
 2153 subsection (15);

2154 (d) Exceptional student education courses; and

2155 (e) English for Speakers of Other Languages courses.

2156

2157 The term is limited in meaning and used for the sole purpose of
 2158 designating classes that are subject to the maximum class size
 2159 requirements established in s. 1, Art. IX of the State
 2160 Constitution. This term does not include courses offered under
 2161 ss. 1002.321(4)(e), 1002.33(7)(a)2.c., 1002.37, 1002.45, and
 2162 1003.499 ~~ss. 1002.321(4)(e), 1002.33(7)(a)2.b., 1002.37,~~
 2163 ~~1002.45, and 1003.499.~~

2164 Section 25. Subsection (1) of section 1008.2125, Florida
 2165 Statutes, is amended to read:

2166 1008.2125 The Council for Early Grade Success.—

2167 (1) The Council for Early Grade Success, a council as
 2168 defined in s. 20.03(7), is created within the Department of
 2169 Education to oversee the coordinated screening and progress
 2170 monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~ for
 2171 students in the Voluntary Prekindergarten Education Program
 2172 through grade 3 and, except as otherwise provided in this
 2173 section, shall operate consistent with s. 20.052.

2174 (a) The council shall be responsible for reviewing the
 2175 implementation of, training for, and outcomes from the

2176 coordinated screening and progress monitoring program to provide
2177 recommendations to the department that support grade 3 students
2178 reading at or above grade level. The council, at a minimum,
2179 shall:

2180 1. Provide recommendations on the implementation of the
2181 coordinated screening and progress monitoring program, including
2182 reviewing any procurement solicitation documents and criteria
2183 before being published.

2184 2. Develop training plans and timelines for such training.

2185 3. Identify appropriate personnel, processes, and
2186 procedures required for the administration of the coordinated
2187 screening and progress monitoring program.

2188 4. Provide input on the methodology for calculating a
2189 provider's or school's performance metric and designations under
2190 s. 1002.68(4).

2191 5. Work with the department to review the methodology for
2192 determining a child's kindergarten readiness.

2193 6. Review data on age-appropriate learning gains by grade
2194 level that a student would need to attain in order to
2195 demonstrate proficiency in reading by grade 3.

2196 7. Continually review anonymized data from the results of
2197 the coordinated screening and progress monitoring program for
2198 students in the Voluntary Prekindergarten Education Program
2199 through grade 3 to help inform recommendations to the department
2200 that support practices that will enable grade 3 students to read

2201 at or above grade level.

2202 (b) The council shall be composed of 17 members who are
 2203 residents of this state and appointed as follows:

2204 1. Three members appointed by the Governor, as follows:

2205 a. One representative from the Department of Education.

2206 b. One parent of a child who is 4 to 9 years of age.

2207 c. One representative that is an elementary school
 2208 administrator.

2209 2. Seven members appointed by the President of the Senate,
 2210 as follows:

2211 a. One senator who serves at the pleasure of the President
 2212 of the Senate.

2213 b. One representative of an urban school district.

2214 c. One representative of a rural early learning coalition.

2215 d. One representative of a faith-based early learning
 2216 provider who offers the Voluntary Prekindergarten Education
 2217 Program.

2218 e. One representative who is a second grade teacher who
 2219 has at least 5 years of teaching experience.

2220 f. Two representatives with subject matter expertise in
 2221 early learning, early grade success, or child assessments.

2222 3. Seven members appointed by the Speaker of the House of
 2223 Representatives, as follows:

2224 a. One member of the House of Representatives who serves
 2225 at the pleasure of the Speaker of the House.

2226 b. One representative of a rural school district.
 2227 c. One representative of an urban early learning
 2228 coalition.
 2229 d. One representative of an early learning provider who
 2230 offers the Voluntary Prekindergarten Education Program.
 2231 e. One member who is a kindergarten teacher who has at
 2232 least 5 years of teaching experience.
 2233 f. Two representatives with subject matter expertise in
 2234 early learning, early grade success, or child assessment.
 2235 4. The four representatives with subject matter expertise
 2236 in sub-subparagraphs 2.f. and 3.f. may not be direct
 2237 stakeholders within the early learning or public school systems.
 2238 Section 26. Paragraph (a) of subsection (3), subsection
 2239 (6), paragraphs (b), (e), and (h) of subsection (7), and
 2240 subsection (13) of section 1008.22, Florida Statutes, are
 2241 amended to read:
 2242 1008.22 Student assessment program for public schools.—
 2243 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
 2244 Commissioner of Education shall design and implement a
 2245 statewide, standardized assessment program aligned to the core
 2246 curricular content established in the state academic standards.
 2247 The commissioner also must develop or select and implement a
 2248 common battery of assessment tools that will be used in all
 2249 juvenile justice education programs in the state. These tools
 2250 must accurately measure the core curricular content established

2251 in the state academic standards. Participation in the assessment
2252 program is mandatory for all school districts and all students
2253 attending public schools, including adult students seeking a
2254 standard high school diploma under s. 1003.4282 and students in
2255 Department of Juvenile Justice education programs, except as
2256 otherwise provided by law. If a student does not participate in
2257 the assessment program, the school district must notify the
2258 student's parent and provide the parent with information
2259 regarding the implications of such nonparticipation. The
2260 statewide, standardized assessment program shall be designed and
2261 implemented as follows:

2262 (a) Statewide, standardized comprehensive assessments.—

2263 1. The statewide, standardized English Language Arts (ELA)
2264 assessments shall be administered to students in grades 3
2265 through 10. Retake opportunities for the grade 10 ELA assessment
2266 must be provided. Reading passages and writing prompts for ELA
2267 assessments shall incorporate grade-level core curricula content
2268 from social studies. The statewide, standardized Mathematics
2269 assessments shall be administered annually in grades 3 through
2270 8. The statewide, standardized Science assessment shall be
2271 administered annually at least once at the elementary and middle
2272 grades levels. In order to earn a standard high school diploma,
2273 a student who has not earned a passing score on the grade 10 ELA
2274 assessment must earn a passing score on the assessment retake or
2275 earn a concordant score as authorized under subsection (9).

2276 2. Beginning with the 2022-2023 school year, the end-of-
 2277 year comprehensive progress monitoring assessment administered
 2278 pursuant to s. 1008.25(9)(b)2. ~~s. 1008.25(8)(b)2.~~ is the
 2279 statewide, standardized ELA assessment for students in grades 3
 2280 through 10 and the statewide, standardized Mathematics
 2281 assessment for students in grades 3 through 8.

2282 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE
 2283 STANDARDS.—Measurement of student performance is the
 2284 responsibility of school districts except in those subjects and
 2285 grade levels measured under the statewide, standardized
 2286 assessment program described in this section and the coordinated
 2287 screening and progress monitoring system under s. 1008.25(9) ~~s.~~
 2288 ~~1008.25(8)~~. When available, instructional personnel must be
 2289 provided with information on student achievement of standards
 2290 and benchmarks in order to improve instruction.

2291 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

2292 (b) By January of each year, the commissioner shall
 2293 publish on the department's website a uniform calendar that
 2294 includes the assessment and reporting schedules for, at a
 2295 minimum, the next 2 school years. The uniform calendar must be
 2296 provided to school districts in an electronic format that allows
 2297 each school district and public school to populate the calendar
 2298 with, at minimum, the following information for reporting the
 2299 district assessment schedules under paragraph (d):

2300 1. Whether the assessment is a district-required

2301 assessment or a state-required assessment.

2302 2. The specific date or dates that each assessment will be

2303 administered, including administrations of the coordinated

2304 screening and progress monitoring system under s. 1008.25(9)(b)

2305 ~~s. 1008.25(8)(b)~~.

2306 3. The time allotted to administer each assessment.

2307 4. Whether the assessment is a computer-based assessment

2308 or a paper-based assessment.

2309 5. The grade level or subject area associated with the

2310 assessment.

2311 6. The date that the assessment results are expected to be

2312 available to teachers and parents.

2313 7. The type of assessment, the purpose of the assessment,

2314 and the use of the assessment results.

2315 8. A glossary of assessment terminology.

2316 9. Estimates of average time for administering state-

2317 required and district-required assessments, by grade level.

2318 (e) A school district may not schedule more than 5 percent

2319 of a student's total school hours in a school year to administer

2320 statewide, standardized assessments; the coordinated screening

2321 and progress monitoring system under s. 1008.25(9)(b)2. ~~s.~~

2322 ~~1008.25(8)(b)2.~~; and district-required local assessments. The

2323 district must secure written consent from a student's parent

2324 before administering district-required local assessments that,

2325 after applicable statewide, standardized assessments and

2326 coordinated screening and progress monitoring are scheduled,
2327 exceed the 5 percent test administration limit for that student
2328 under this paragraph. The 5 percent test administration limit
2329 for a student under this paragraph may be exceeded as needed to
2330 provide test accommodations that are required by an IEP or are
2331 appropriate for an English language learner who is currently
2332 receiving services in a program operated in accordance with an
2333 approved English language learner district plan pursuant to s.
2334 1003.56. Notwithstanding this paragraph, a student may choose
2335 within a school year to take an examination or assessment
2336 adopted by State Board of Education rule pursuant to this
2337 section and ss. 1007.27, 1008.30, and 1008.44.

2338 (h) The results of statewide, standardized assessment in
2339 ELA and mathematics, science, and social studies, including
2340 assessment retakes, shall be reported in an easy-to-read and
2341 understandable format and delivered in time to provide useful,
2342 actionable information to students, parents, and each student's
2343 current teacher of record and teacher of record for the
2344 subsequent school year; however, in any case, the district shall
2345 provide the results pursuant to this paragraph within 1 week
2346 after receiving the results from the department. A report of
2347 student assessment results must, at a minimum, contain:

- 2348 1. A clear explanation of the student's performance on the
2349 applicable statewide, standardized assessments.
- 2350 2. Information identifying the student's areas of strength

2351 and areas in need of improvement.

2352 3. Specific actions that may be taken, and the available
2353 resources that may be used, by the student's parent to assist
2354 his or her child based on the student's areas of strength and
2355 areas in need of improvement.

2356 4. Longitudinal information, if available, on the
2357 student's progress in each subject area based on previous
2358 statewide, standardized assessment data.

2359 5. Comparative information showing the student's score
2360 compared to other students in the school district, in the state,
2361 or, if available, in other states.

2362 6. Predictive information, if available, showing the
2363 linkage between the scores attained by the student on the
2364 statewide, standardized assessments and the scores he or she may
2365 potentially attain on nationally recognized college entrance
2366 examinations.

2367
2368 The information included under this paragraph relating to
2369 results from the statewide, standardized ELA assessments for
2370 grades 3 through 10 and Mathematics assessments for grades 3
2371 through 8 must be included in individual student reports under
2372 s. 1008.25(9)(c) ~~s. 1008.25(8)(c)~~.

2373 (13) INDEPENDENT REVIEW.—By January 31, 2025, the
2374 Commissioner of Education shall provide recommendations to the
2375 Governor, the President of the Senate, and the Speaker of the

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2376 House of Representatives based on an independent review of the
2377 coordinated screening and progress monitoring system under s.
2378 1008.25(9) ~~s. 1008.25(8)~~. At a minimum, the review and
2379 recommendations must address:

2380 (a) The feasibility and validity of using results from
2381 either the first or second administration of progress
2382 monitoring, or both, in lieu of using the comprehensive, end-of-
2383 year progress monitoring assessment for purposes of
2384 demonstrating a passing score, promotion to grade 4, meeting
2385 graduation requirements, and calculating school grades in
2386 accordance with s. 1008.34.

2387 (b) Options for further reducing the statewide,
2388 standardized assessment footprint while maintaining valid and
2389 reliable data for purposes of school accountability and
2390 providing school and student supports, including the use of
2391 computer-adaptive assessments, consistent with the requirements
2392 of the federal Elementary and Secondary Education Act, 20 U.S.C.
2393 ss. 6301 et seq. and its implementing regulations.

2394 (c) The feasibility and validity of remotely administering
2395 statewide, standardized assessments and the coordinated
2396 screening and progress monitoring system.

2397 (d) Accelerating student progression based on results from
2398 the coordinated screening and progress monitoring system, as
2399 academically and developmentally appropriate.

2400 (e) The incorporation of content from ELA instructional

2401 materials adopted by the Commissioner of Education pursuant to
 2402 s. 1006.34 in test items within the coordinated screening and
 2403 progress monitoring system under s. 1008.25(9) ~~s. 1008.25(8)~~.

2404 (f) The impact of the coordinated screening and progress
 2405 monitoring system on student learning growth data as measured by
 2406 the formula approved under s. 1012.34(7).

2407

2408 This subsection is repealed July 1, 2025.

2409 Section 27. Subsection (7) of section 1008.34, Florida
 2410 Statutes, is amended to read:

2411 1008.34 School grading system; school report cards;
 2412 district grade.—

2413 (7) TRANSITION.—To assist in the transition to 2022-2023
 2414 school grades and district grades calculated based on the
 2415 comprehensive, end-of-year progress monitoring assessment under
 2416 s. 1008.25(9) ~~s. 1008.25(8)~~, the 2022-2023 school grades and
 2417 district grades shall serve as an informational baseline for
 2418 schools and districts to work toward improved performance in
 2419 future years. Accordingly, notwithstanding any other provision
 2420 of law:

2421 (a) Due to the absence of learning gains data in the 2022-
 2422 2023 school year, the initial school grading scale for the 2022-
 2423 2023 informational baseline grades shall be set so that the
 2424 percentage of schools that earn an "A," "B," "C," "D," and "F"
 2425 is statistically equivalent to the 2021-2022 school grades

2426 results. When learning gains data becomes available in the 2023-
2427 2024 school year, the State Board of Education shall review the
2428 school grading scale and determine if the scale should be
2429 adjusted.

2430 (b) A school may not be required to select and implement a
2431 turnaround option pursuant to s. 1008.33 in the 2023-2024 school
2432 year based on the school's 2022-2023 grade. The benefits of s.
2433 1008.33(4)(c), relating to a school being released from
2434 implementation of the turnaround option, and s. 1008.33(4)(d),
2435 relating to a school implementing strategies identified in its
2436 school improvement plan, apply to a school using turnaround
2437 options pursuant to s. 1008.33 which improves to a grade of "C"
2438 or higher during the 2022-2023 school year.

2439 (c) A school or approved provider under s. 1002.45 which
2440 receives the same or lower school grade for the 2022-2023 school
2441 year compared to the 2021-2022 school year is not subject to
2442 sanctions or penalties that would otherwise occur as a result of
2443 the 2022-2023 school grade or rating. A charter school system or
2444 school district designated as high performing may not lose the
2445 designation based on the 2022-2023 school grades of any of the
2446 schools within the charter school system or school district or
2447 based on the 2022-2023 district grade, as applicable.

2448 (d) For purposes of determining grade 3 retention pursuant
2449 to s. 1008.25(5) and high school graduation pursuant to s.
2450 1003.4282, student performance on the 2022-2023 comprehensive,

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2451 end-of-year progress monitoring assessment under s. 1008.25(9)
2452 ~~s. 1008.25(8)~~ shall be linked to 2021-2022 student performance
2453 expectations. In addition to the good cause exemptions under s.
2454 1008.25(7) ~~s. 1008.25(6)~~, a student may be promoted to grade 4
2455 for the 2023-2024 school year if the student demonstrates an
2456 acceptable level of performance through means reasonably
2457 calculated by the school district to provide reliable evidence
2458 of the student's performance.

2459

2460 This subsection is repealed July 1, 2025.

2461 Section 28. Paragraph (a) of subsection (5) of section
2462 1008.345, Florida Statutes, is amended to read:

2463 1008.345 Implementation of state system of school
2464 improvement and education accountability.—

2465 (5) The commissioner shall annually report to the State
2466 Board of Education and the Legislature and recommend changes in
2467 state policy necessary to foster school improvement and
2468 education accountability. The report shall include:

2469 (a) For each school district:

2470 1. The percentage of students, by school and grade level,
2471 demonstrating learning growth in English Language Arts and
2472 mathematics.

2473 2. The percentage of students, by school and grade level,
2474 in both the highest and lowest quartiles demonstrating learning
2475 growth in English Language Arts and mathematics.

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2476 3. The information contained in the school district's
2477 annual report required pursuant to s. 1008.25(10) ~~s. 1008.25(9)~~.

2478
2479 School reports shall be distributed pursuant to this subsection
2480 and s. 1001.42(18)(c) and according to rules adopted by the
2481 State Board of Education.

2482 Section 29. For the 2023-2024 fiscal year, the sum of \$150
2483 million in nonrecurring funds is appropriated from the General
2484 Revenue Fund to the Department of Education to assist school
2485 districts in implementing this act. The funds shall be placed in
2486 reserve. The Department of Education shall complete a needs
2487 assessment that identifies the required changes that must be
2488 made by each school district to convert from a three-cueing
2489 model to a model grounded in the science of reading. The
2490 Department of Education is authorized to submit a budget
2491 amendment requesting release of the funds pursuant to the
2492 provisions of chapter 216, Florida Statutes. Release of the
2493 funds shall be contingent upon submission of a detailed spend
2494 plan that is aligned with the results of the needs assessment
2495 and describes how the funds requested for release will be
2496 expended.

2497 Section 30. For the 2023-2024 fiscal year, the sum of \$8
2498 million in nonrecurring funds is appropriated from the General
2499 Revenue Fund to the Department of Education to implement this
2500 act. The funds shall be placed in reserve. The Department of

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2501 Education is authorized to submit a budget amendment requesting
2502 release of the funds pursuant to the provisions of chapter 216,
2503 Florida Statutes. Release of the funds shall be contingent upon
2504 submission of a detailed spend plan that describes how the funds
2505 requested for release will be expended.

2506 Section 31. This act shall take effect July 1, 2023.