

1                   A bill to be entitled  
2           An act relating to student outcomes; amending s.  
3           1001.215, F.S.; revising the responsibilities of the  
4           Just Read, Florida! Office; revising the requirements  
5           for certain reading instructional and intervention  
6           programs; revising the primary instructional strategy  
7           for word reading; amending s. 1001.42, F.S.; revising  
8           the requirements for the early warning system for  
9           certain students; amending s. 1002.20, F.S.;  
10          conforming provisions to changes made by the act;  
11          amending s. 1002.33, F.S.; revising the requirements  
12          for charter school applications and charters;  
13          providing requirements for such strategies; amending  
14          s. 1002.411, F.S.; renaming the New Worlds Reading  
15          Scholarship Accounts as the "New Worlds Scholarship  
16          Accounts"; revising the eligibility criteria for a  
17          scholarship account; revising eligible expenditures  
18          for such accounts; amending s. 1002.59, F.S.; revising  
19          the standards for emergent literacy and performance  
20          standards training courses; amending s. 1002.67, F.S.;  
21          revising the performance standards for students in a  
22          specified program; revising the requirements for  
23          certain prekindergarten curricula; amending s.  
24          1003.485, F.S.; revising the definition of the term  
25          "micro-credential" within the New Worlds Reading

26 Initiative; revising the student eligibility criteria  
27 and administrator responsibilities for the initiative;  
28 requiring school districts to establish a specified  
29 agreement with the initiative administrator; amending  
30 s. 1003.53, F.S.; requiring district school boards to  
31 establish specified course standards for certain  
32 dropout prevention and academic intervention programs;  
33 amending s. 1004.04, F.S.; revising the rules for  
34 establishing uniform core curricula for teacher  
35 preparation programs; amending s. 1004.85, F.S.;  
36 revising requirements for the certification program of  
37 certain postsecondary educator preparation institutes;  
38 amending s. 1004.86, F.S.; revising the  
39 responsibilities of the Florida Center for Mathematics  
40 and Science Education Research; amending ss. 1006.283  
41 and 1006.31, F.S.; providing additional requirements  
42 for certain instructional materials; amending s.  
43 1008.25, F.S.; revising the priority for the  
44 allocation of specified school district resources;  
45 providing requirements for an individualized progress  
46 monitoring plan; requiring a student who has dyslexia  
47 to be provided with certain interventions to address  
48 the dyslexia; requiring the Department of Education to  
49 provide a specified list of intervention programs;  
50 providing requirements for such programs; requiring

51 | the department to provide specified daily reading  
52 | interventions to certain students; requiring students  
53 | in kindergarten through grade 4 who exhibit a  
54 | substantial deficiency in mathematics or dyscalculia  
55 | to be provided with certain instruction; providing  
56 | methods for such instruction; providing school  
57 | district requirements; requiring the student's  
58 | performance to be monitored; requiring the Department  
59 | of Education to provide a list of approved mathematics  
60 | intervention programs, curricula, and supplemental  
61 | materials to specified individuals; providing that  
62 | certain Voluntary Prekindergarten Education students  
63 | may be eligible to receive mathematics interventions  
64 | from local school districts; requiring the parent of a  
65 | student who has a deficiency in mathematics to be  
66 | notified; providing requirements for the notification;  
67 | requiring the school to keep the parent informed of  
68 | the student's progress; requiring a school to provide  
69 | additional support to a student with a mathematics  
70 | deficiency; requiring the department to collaborate  
71 | with the Florida Center for Mathematics and Science  
72 | Education Research to compile resources that each  
73 | school district must incorporate into a home-based  
74 | plan for students with a mathematics deficiency;  
75 | providing requirements for the resources; providing

76 | that the resources must be provided to a parent in a  
77 | hardcopy format, if requested; conforming provisions  
78 | to changes made by the act; revising requirements for  
79 | intensive interventions to address student reading  
80 | deficiencies; revising requirements for a coordinated  
81 | screening and progress monitoring system; conforming  
82 | cross-references; amending s. 1008.365, F.S.;  
83 | conforming provisions and a cross-reference to changes  
84 | made by the act; amending s. 1011.62, F.S.; revising  
85 | the authorized uses of funds through the supplemental  
86 | academic instruction allocation and the evidence-based  
87 | reading instruction allocation; conforming a cross-  
88 | reference; revising requirements for certain  
89 | supplemental instructional materials; revising  
90 | requirements for a specified school district  
91 | comprehensive reading plan; amending s. 1012.56, F.S.;  
92 | revising requirements for a competency-based  
93 | professional development certification and education  
94 | competency program; amending s. 1012.585, F.S.;  
95 | conforming provisions to changes made by the act;  
96 | amending s. 1012.98, F.S.; revising training  
97 | requirements for reading coaches, classroom teachers,  
98 | and school administrators to include certain  
99 | instructional strategies; providing construction with  
100 | regard to district school boards contracting for

101 certain training; amending ss. 1002.37, 1002.45,  
 102 1002.53, 1002.68, 1003.01, 1008.2125, 1008.22,  
 103 1008.34, and 1008.345, F.S.; conforming cross-  
 104 references; providing appropriations; providing an  
 105 effective date.

106  
 107 Be It Enacted by the Legislature of the State of Florida:

108  
 109 Section 1. Subsections (4) and (8) of section 1001.215,  
 110 Florida Statutes, are amended to read:

111 1001.215 Just Read, Florida! Office.—There is created in  
 112 the Department of Education the Just Read, Florida! Office. The  
 113 office is fully accountable to the Commissioner of Education and  
 114 shall:

115 (4) Develop and provide access to an online repository of  
 116 digital science of reading and science of reading instructional  
 117 resources, sequenced, content-rich curriculum programming,  
 118 instructional practices, and other resources that help  
 119 elementary schools use state-adopted instructional materials to  
 120 increase students' background knowledge and literacy skills,  
 121 including student attainment of the state standards ~~Next~~  
 122 ~~Generation Sunshine State Standards~~ for social studies, science,  
 123 and the arts. The office shall, as part of the adoption cycle  
 124 for English Language Arts instructional materials, assist in  
 125 evaluating elementary grades instructional materials submitted

126 for adoption consideration in order to identify those materials  
127 that are closely aligned to the content and evidence-based  
128 strategies identified pursuant to subsection (8) and incorporate  
129 professional development to implement such strategies.

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

151 Section 2. Paragraph (b) of subsection (18) of section  
 152 1001.42, Florida Statutes, is amended to read:

153 1001.42 Powers and duties of district school board.—The  
 154 district school board, acting as a board, shall exercise all  
 155 powers and perform all duties listed below:

156 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—  
 157 Maintain a system of school improvement and education  
 158 accountability as provided by statute and State Board of  
 159 Education rule. This system of school improvement and education  
 160 accountability shall be consistent with, and implemented  
 161 through, the district's continuing system of planning and  
 162 budgeting required by this section and ss. 1008.385, 1010.01,  
 163 and 1011.01. This system of school improvement and education  
 164 accountability shall comply with the provisions of ss. 1008.33,  
 165 1008.34, 1008.345, and 1008.385 and include the following:

166 (b) Early warning system.—

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

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

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

176 school.  
177 c. Course failure in English Language Arts or mathematics  
178 during any grading period.

179 d. A Level 1 score on the statewide, standardized  
180 assessments in English Language Arts or mathematics. ~~or,~~

181 e. For students in kindergarten through grade 3, a  
182 substantial reading deficiency under s. 1008.25(5)(a) or, for  
183 students in kindergarten through grade 4, a substantial  
184 mathematics deficiency under s. 1008.25(6)(a).

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

194 2. A school-based team responsible for implementing the  
195 requirements of this paragraph shall monitor the data from the  
196 early warning system. The team may include a school  
197 psychologist. When a student exhibits two or more early warning  
198 indicators, the team, in consultation with the student's parent,  
199 shall determine appropriate intervention strategies for the  
200 student unless the student is already being served by an



201 intervention program at the direction of a school-based,  
 202 multidisciplinary team. Data and information relating to a  
 203 student's early warning indicators must be used to inform any  
 204 intervention strategies provided to the student.

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

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

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

222 Section 4. Paragraph (a) of subsection (6) and paragraph  
 223 (a) of subsection (7) of section 1002.33, Florida Statutes, are  
 224 amended to read:

225 1002.33 Charter schools.—

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

228 (a) A person or entity seeking to open a charter school  
229 shall prepare and submit an application on the standard  
230 application form prepared by the Department of Education which:

231 1. Demonstrates how the school will use the guiding  
232 principles and meet the statutorily defined purpose of a charter  
233 school.

234 2. Provides a detailed curriculum plan that illustrates  
235 how students will be provided services to attain the Sunshine  
236 State Standards.

237 3. Contains goals and objectives for improving student  
238 learning and measuring that improvement. These goals and  
239 objectives must indicate how much academic improvement students  
240 are expected to show each year, how success will be evaluated,  
241 and the specific results to be attained through instruction.

242 4. Describes the reading curriculum and differentiated  
243 strategies that will be used for students reading at grade level  
244 or higher and a separate curriculum and strategies for students  
245 who are reading below grade level. Reading instructional  
246 strategies for foundational skills shall include phonics  
247 instruction for decoding and encoding as the primary  
248 instructional strategy for word reading. Instructional  
249 strategies may not employ the three-cueing system model of  
250 reading or visual memory as a basis for teaching word reading.

251 Such strategies may include visual information and strategies  
252 that improve background and experiential knowledge, add context,  
253 and increase oral language and vocabulary to support  
254 comprehension, but may not be used to teach word reading. A  
255 sponsor shall deny an application if the school does not propose  
256 a reading curriculum that is consistent with effective teaching  
257 strategies that are grounded in scientifically based reading  
258 research.

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

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

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

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

279 9. Describes the mathematics curriculum and differentiated  
280 strategies that will be used for students performing at grade  
281 level or higher and a separate mathematics curriculum and  
282 strategies for students who are performing below grade level.

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

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

303 1. The school's mission, the types of students to be  
 304 served, and, for a virtual charter school, the types of students  
 305 the school intends to serve who reside outside of the sponsoring  
 306 school district, and the ages and grades to be included.

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

314 a. The charter shall ensure that reading is a primary  
 315 focus of the curriculum and that resources are provided to  
 316 identify and provide specialized instruction for students who  
 317 are reading below grade level. The curriculum and instructional  
 318 strategies for reading must be consistent with the state's  
 319 academic standards ~~Next Generation Sunshine State Standards~~ and  
 320 grounded in scientifically based reading research. Reading  
 321 instructional strategies for foundational skills shall include  
 322 phonics instruction for decoding and encoding as the primary  
 323 instructional strategy for word reading. Instructional  
 324 strategies may not employ the three-cueing system model of  
 325 reading or visual memory as a basis for teaching word reading.

326 Such strategies may include visual information and strategies  
327 that improve background and experiential knowledge, add context,  
328 and increase oral language and vocabulary to support  
329 comprehension, but may not be used to teach word reading.

330 b. The charter shall ensure that mathematics is a focus of  
331 the curriculum and that resources are provided to identify and  
332 provide specialized instruction for students who are performing  
333 below grade level.

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

351 s. 1012.57 for the subject area of the blended learning course.  
352 The funding and performance accountability requirements for  
353 blended learning courses are the same as those for traditional  
354 courses.

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

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

361 b. How these baseline rates will be compared to rates of  
362 academic progress achieved by these same students while  
363 attending the charter school.

364 c. To the extent possible, how these rates of progress  
365 will be evaluated and compared with rates of progress of other  
366 closely comparable student populations.

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

373 4. The methods used to identify the educational strengths  
374 and needs of students and how well educational goals and  
375 performance standards are met by students attending the charter

376 school. The methods shall provide a means for the charter school  
377 to ensure accountability to its constituents by analyzing  
378 student performance data and by evaluating the effectiveness and  
379 efficiency of its major educational programs. Students in  
380 charter schools shall, at a minimum, participate in the  
381 statewide assessment program created under s. 1008.22.

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

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

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

390 8. The ways by which the school will achieve a  
391 racial/ethnic balance reflective of the community it serves or  
392 within the racial/ethnic range of other nearby public schools or  
393 school districts.

394 9. The financial and administrative management of the  
395 school, including a reasonable demonstration of the professional  
396 experience or competence of those individuals or organizations  
397 applying to operate the charter school or those hired or  
398 retained to perform such professional services and the  
399 description of clearly delineated responsibilities and the  
400 policies and practices needed to effectively manage the charter



401 school. A description of internal audit procedures and  
402 establishment of controls to ensure that financial resources are  
403 properly managed must be included. Both public sector and  
404 private sector professional experience shall be equally valid in  
405 such a consideration.

406 10. The asset and liability projections required in the  
407 application which are incorporated into the charter and shall be  
408 compared with information provided in the annual report of the  
409 charter school.

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

419 12. The term of the charter which shall provide for  
420 cancellation of the charter if insufficient progress has been  
421 made in attaining the student achievement objectives of the  
422 charter and if it is not likely that such objectives can be  
423 achieved before expiration of the charter. The initial term of a  
424 charter shall be for 5 years, excluding 2 planning years. In  
425 order to facilitate access to long-term financial resources for

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

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

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

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

449 16. A timetable for implementing the charter which  
450 addresses the implementation of each element thereof and the

451 date by which the charter shall be awarded in order to meet this  
 452 timetable.

453 17. In the case of an existing public school that is being  
 454 converted to charter status, alternative arrangements for  
 455 current students who choose not to attend the charter school and  
 456 for current teachers who choose not to teach in the charter  
 457 school after conversion in accordance with the existing  
 458 collective bargaining agreement or district school board rule in  
 459 the absence of a collective bargaining agreement. However,  
 460 alternative arrangements shall not be required for current  
 461 teachers who choose not to teach in a charter lab school, except  
 462 as authorized by the employment policies of the state university  
 463 which grants the charter to the lab school.

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

476           19. Implementation of the activities authorized under s.  
 477 1002.331 by the charter school when it satisfies the eligibility  
 478 requirements for a high-performing charter school. A high-  
 479 performing charter school shall notify its sponsor in writing by  
 480 March 1 if it intends to increase enrollment or expand grade  
 481 levels the following school year. The written notice shall  
 482 specify the amount of the enrollment increase and the grade  
 483 levels that will be added, as applicable.

484           Section 5. Section 1002.411, Florida Statutes, is amended  
 485 to read:

486           1002.411 New Worlds ~~Reading~~ Scholarship Accounts.—

487           (1) NEW WORLDS ~~READING~~ SCHOLARSHIP ACCOUNTS.—New Worlds  
 488 ~~Reading~~ Scholarship Accounts are established to provide  
 489 educational options for students.

490           (2) ELIGIBILITY.—Contingent upon available funds, and on a  
 491 first-come, first-served basis, each student who is enrolled in  
 492 a Florida public school in kindergarten through grade 5 is  
 493 eligible for a ~~reading~~ scholarship account if the student:

494           (a) Has a substantial reading deficiency or exhibits  
 495 characteristics of dyslexia as identified under s. 1008.25(5)(a)  
 496 or scored below a Level 3 on the statewide, standardized English  
 497 Language Arts (ELA) assessment in the prior school year. An  
 498 eligible student who is classified as an English Language  
 499 Learner and is enrolled in a program or receiving services that  
 500 are specifically designed to meet the instructional needs of

501 English Language Learner students shall receive priority.

502 (b) Has a substantial deficiency in mathematics or the  
 503 characteristics of dyscalculia as identified under s.  
 504 1008.25(6)(a) or scored below a Level 3 on the statewide,  
 505 standardized Mathematics assessment in the prior school year.

506 (3) PARENT AND STUDENT RESPONSIBILITIES FOR  
 507 PARTICIPATION.—

508 (a) For an eligible student to receive a ~~reading~~  
 509 scholarship account, the student's parent must:

510 1. Submit an application to an eligible nonprofit  
 511 scholarship-funding organization by the deadline established by  
 512 such organization; and

513 2. Submit eligible expenses to the eligible nonprofit  
 514 scholarship-funding organization for reimbursement of qualifying  
 515 expenditures, which may include:

516 a. Instructional materials.

517 b. Curriculum. As used in this sub-subparagraph, the term  
 518 "curriculum" means a complete course of study for a particular  
 519 content area or grade level, including any required supplemental  
 520 materials and associated online instruction.

521 c. Tuition and fees for part-time tutoring services  
 522 provided by a person who holds a valid Florida educator's  
 523 certificate pursuant to s. 1012.56, a person who holds a  
 524 baccalaureate or graduate degree in the subject area, a person  
 525 who holds an adjunct teaching certificate pursuant to s.

526 1012.57, or a person who has demonstrated a mastery of subject  
527 area knowledge pursuant to s. 1012.56(5).

528 d. Fees for summer education programs designed to improve  
529 reading, ~~or~~ literacy, or mathematics skills.

530 e. Fees for after-school education programs designed to  
531 improve reading, ~~or~~ literacy, or mathematics skills.

532

533 A provider of any services receiving payments pursuant to this  
534 subparagraph may not share any moneys from the ~~reading~~  
535 scholarship with, or provide a refund or rebate of any moneys  
536 from such scholarship to, the parent or participating student in  
537 any manner. A parent, student, or provider of any services may  
538 not bill an insurance company, Medicaid, or any other agency for  
539 the same services that are paid for using ~~reading~~ scholarship  
540 funds.

541 (b) The parent is responsible for the payment of all  
542 eligible expenses in excess of the amount in the account in  
543 accordance with the terms agreed to between the parent and any  
544 providers and may not receive any refund or rebate of any  
545 expenditures made in accordance with paragraph (a).

546 (4) ADMINISTRATION.—An eligible nonprofit scholarship-  
547 funding organization participating in the Florida Tax Credit  
548 Scholarship Program established by s. 1002.395 may establish  
549 ~~reading~~ scholarship accounts for eligible students in accordance  
550 with the requirements of eligible nonprofit scholarship-funding

551 organizations under this chapter.

552 (5) DEPARTMENT OBLIGATIONS.—The department shall have the  
553 same duties imposed by this chapter upon the department  
554 regarding oversight of scholarship programs administered by an  
555 eligible nonprofit scholarship-funding organization.

556 (6) SCHOOL DISTRICT OBLIGATIONS; PARENTAL OPTIONS.—

557 (a) By September 30, the school district shall notify the  
558 parent of each eligible student ~~in kindergarten through grade 5~~  
559 ~~who has a substantial reading deficiency identified under s.~~  
560 ~~1008.25(5)(a) or scored below a level 3 on the statewide,~~  
561 ~~standardized ELA assessment in the prior school year~~ of the  
562 process to request and receive a ~~reading~~ scholarship, subject to  
563 available funds.

564 (b) A school district may not prohibit instructional  
565 personnel from providing services pursuant to this section on  
566 the instructional personnel's school campus outside regular work  
567 hours, subject to school district policies for safety and  
568 security operations to protect students, instructional  
569 personnel, and educational facilities.

570 (7) ACCOUNT FUNDING AND PAYMENT.—

571 (a) The amount of the scholarship for an eligible student  
572 shall be as provided in the General Appropriations Act.

573 (b) One hundred percent of the funds appropriated for the  
574 ~~reading~~ scholarship accounts shall be released to the department  
575 at the beginning of the first quarter of each fiscal year.

576 (c) Upon notification from the eligible nonprofit  
577 scholarship-funding organization that a student has been  
578 determined eligible for a ~~reading~~ scholarship, the department  
579 shall release the student's scholarship funds to such  
580 organization to be deposited into the student's account.

581 (d) Accrued interest in the student's account is in  
582 addition to, and not part of, the awarded funds. Account funds  
583 include both the awarded funds and accrued interest.

584 (e) The eligible nonprofit scholarship-funding  
585 organization may develop a system for payment of scholarship  
586 funds by funds transfer, including, but not limited to, debit  
587 cards, electronic payment cards, or any other means of payment  
588 that the department deems to be commercially viable or cost-  
589 effective. A student's scholarship award may not be reduced for  
590 debit card or electronic payment fees. Commodities or services  
591 related to the development of such a system shall be procured by  
592 competitive solicitation unless they are purchased from a state  
593 term contract pursuant to s. 287.056.

594 (f) Payment of the scholarship shall be made by the  
595 eligible nonprofit scholarship-funding organization no less  
596 frequently than on a quarterly basis.

597 (g) Moneys received pursuant to this section do not  
598 constitute taxable income to the qualified student or his or her  
599 parent.

600 (h) A student's scholarship account must be closed and any



601 remaining funds shall revert to the state after:

602 1. Denial or revocation of scholarship eligibility by the  
603 commissioner for fraud or abuse, including, but not limited to,  
604 the student or student's parent accepting any payment, refund,  
605 or rebate, in any manner, from a provider of any services  
606 received pursuant to subsection (3); or

607 2. Three consecutive fiscal years in which an account has  
608 been inactive.

609 (8) LIABILITY.—No liability shall arise on the part of the  
610 state based on the award or use of a ~~reading~~ scholarship  
611 account.

612 Section 6. Subsection (1) of section 1002.59, Florida  
613 Statutes, is amended to read:

614 1002.59 Emergent literacy and performance standards  
615 training courses.—

616 (1) The department, in collaboration with the Just Read,  
617 Florida! Office, shall adopt minimum standards for courses in  
618 emergent literacy for prekindergarten instructors. Each course  
619 must consist of ~~comprise~~ 5 clock hours and provide instruction  
620 in strategies and techniques to address the age-appropriate  
621 progress of prekindergarten students in developing emergent  
622 literacy skills, including oral communication, knowledge of  
623 print and letters, phonological and phonemic awareness, ~~and~~  
624 vocabulary and comprehension development, and foundational  
625 background knowledge designed to correlate with the content that

626 students will encounter in grades K-12, consistent with the  
627 evidence-based content and strategies grounded in the science of  
628 reading identified pursuant to s. 1001.215(8). The course  
629 standards must be reviewed as part of any review of subject  
630 coverage or endorsement requirements in the elementary, reading,  
631 and exceptional student educational areas conducted pursuant to  
632 s. 1012.586. Each course must also provide resources containing  
633 strategies that allow students with disabilities and other  
634 special needs to derive maximum benefit from the Voluntary  
635 Prekindergarten Education Program. Successful completion of an  
636 emergent literacy training course approved under this section  
637 satisfies requirements for approved training in early literacy  
638 and language development under ss. 402.305(2)(e)5., 402.313(6),  
639 and 402.3131(5).

640 Section 7. Section 1002.67, Florida Statutes, is amended  
641 to read:

642 1002.67 Performance standards and curricula.—

643 (1)(a) The department shall develop and adopt performance  
644 standards for students in the Voluntary Prekindergarten  
645 Education Program. The performance standards must address the  
646 age-appropriate progress of students in the development of:

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

649 2. Emergent literacy skills grounded in the science of  
650 reading, including oral communication, knowledge of print and

651 letters, phonemic and phonological awareness, ~~and~~ vocabulary and  
652 comprehension development, and foundational background knowledge  
653 designed to correlate with the content that students will  
654 encounter in grades K-12; and

655 3. Mathematical thinking and early math skills.

656 (b) At least every 3 years, the department shall review  
657 and, if necessary, revise the performance standards established  
658 under this section and align the standards to the standards  
659 established by the state board for student performance on the  
660 statewide assessments administered pursuant to s. 1008.22.

661 (2) (a) Each private prekindergarten provider and public  
662 school may select or design the curriculum that the provider or  
663 school uses to implement the Voluntary Prekindergarten Education  
664 Program, except as otherwise required for a provider or school  
665 that fails to meet the minimum change-in-ability established  
666 pursuant to s. 1002.68 ~~is placed on probation under s. 1002.68.~~

667 (b) Each private prekindergarten provider's and public  
668 school's curriculum must be developmentally appropriate and  
669 must:

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

672 2. Develop students' background knowledge through a  
673 content-rich and sequential knowledge building early literacy  
674 curriculum;

675 ~~3.2.~~ Enhance the age-appropriate progress of students in

676 attaining the performance standards adopted by the department  
677 under subsection (1); and

678 ~~4.3.~~ Support student learning gains through differentiated  
679 instruction that shall be measured by the coordinated screening  
680 and progress monitoring program under s. 1008.25(9) ~~s. 1008.25~~  
681 ~~(8)~~.

682 (c) The department shall adopt procedures for the review  
683 and approval of curricula for use by private prekindergarten  
684 providers and public schools that fail to meet the minimum  
685 change-in-ability scores established pursuant to s. 1002.68 ~~are~~  
686 ~~placed on probation under s. 1002.68~~. The department shall  
687 administer the review and approval process and maintain a list  
688 of the curricula approved under this paragraph. Each approved  
689 curriculum must meet the requirements of paragraph (b).

690 Section 8. Paragraphs (g) through (l) of subsection (4) of  
691 section 1003.485, Florida Statutes, are redesignated as  
692 paragraphs (h) through (m), respectively, paragraph (g) of  
693 subsection (1), subsection (2), paragraph (c) of subsection (3),  
694 present paragraph (g) of subsection (4), and paragraphs (a) and  
695 (h) of subsection (6) are amended, and a new paragraph (g) is  
696 added to subsection (4) and paragraph (i) is added to subsection  
697 (6) of that section, to read:

698 1003.485 The New Worlds Reading Initiative.—

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

700 (g) "Micro-credential" means evidence-based professional

701 development activities grounded in the science of reading which  
702 ~~that~~ are competency-based, personalized, and on-demand.  
703 Educators must demonstrate their competence via evidence  
704 submitted and reviewed by trained evaluators.

705 (2) NEW WORLDS READING INITIATIVE; PURPOSE.—The purpose of  
706 the New Worlds Reading Initiative established under the  
707 department is to instill a love of reading by providing high-  
708 quality, free books to students in prekindergarten ~~kindergarten~~  
709 through grade 5 who are reading below grade level and to improve  
710 the literacy skills of students in prekindergarten ~~kindergarten~~  
711 through grade 12. The New Worlds Reading Initiative shall  
712 consist of:

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

715 (b) The New Worlds ~~Reading~~ Scholarship Program under s.  
716 1002.411.

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

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

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

725 (c) Beginning September 30, 2022, and annually thereafter,

726 report on its website the number of students participating in  
727 the initiative in each school district, information from the  
728 annual financial report under paragraph (4) (j) ~~(4) (i)~~, and the  
729 academic achievement and learning gains, as applicable, of  
730 participating students based on data provided by school  
731 districts as permitted under s. 1002.22. The department shall  
732 establish a date by which the administrator and each school  
733 district must annually provide the data necessary to complete  
734 the report.

735 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator  
736 shall:

737 (g) Develop, in consultation with the Just Read, Florida!  
738 Office under s. 1001.215, an online repository of digital  
739 science of reading materials and science of reading  
740 instructional resources that is accessible to public school  
741 teachers, school leaders, parents, and educator preparation  
742 programs and associated faculty.

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

745 1. Diagnose literacy difficulties and determine the  
746 appropriate range of literacy interventions based upon the age  
747 and literacy deficiency of the student;

748 2. Use evidence-based instructional and intervention  
749 practices grounded in the science of reading, including  
750 strategies identified by the Just Read, Florida! Office pursuant

751 to s. 1001.215(8); and

752 3. Effectively use progress monitoring and intervention  
753 materials.

754 (6) ELIGIBILITY; NOTIFICATION; SCHOOL DISTRICT  
755 OBLIGATIONS.—

756 (a) A student in prekindergarten ~~kindergarten~~ through  
757 grade 5 must be provided books through the initiative if the  
758 student is not yet reading on grade level, has a substantial  
759 reading deficiency identified under s. 1008.25(5)(a) or (b), has  
760 a substantial deficiency in early literacy skills based upon the  
761 results of the coordinated screening and progress monitoring  
762 under s. 1008.25(9), or scored below a Level 3 on the preceding  
763 year's statewide, standardized English Language Arts assessment  
764 under s. 1008.22.

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

769 1. The student handbook and the read-at-home plan under s.  
770 1008.25(5)(d) ~~s. 1008.25(5)(e)~~.

771 2. A parent or curriculum night or separate initiative  
772 awareness event at each elementary school.

773 3. Partnering with the county library to host awareness  
774 events, which should coincide with other initiatives such as  
775 library card drives, family library nights, summer access

776 events, and other family engagement programming.

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

780 Section 9. Subsection (4) of section 1003.53, Florida  
781 Statutes, is amended to read:

782 1003.53 Dropout prevention and academic intervention.—

783 (4) Each district school board shall establish course  
784 standards, as defined by rule of the State Board of Education,  
785 for dropout prevention and academic intervention programs and  
786 procedures for ensuring that teachers assigned to ~~the dropout~~  
787 prevention and academic intervention programs possess the  
788 affective, pedagogical, and content-related skills necessary to  
789 meet the needs of these students.

790 Section 10. Paragraph (b) of subsection (2) of section  
791 1004.04, Florida Statutes, is amended to read:

792 1004.04 Public accountability and state approval for  
793 teacher preparation programs.—

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

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

798 1. Candidate instruction and assessment in the Florida  
799 Educator Accomplished Practices across content areas.

800 2. The use of state-adopted content standards to guide



801 | curricula and instruction.

802 |       3. Scientifically researched and evidence-based reading  
803 | instructional strategies grounded in the science of reading  
804 | which ~~that~~ improve reading performance for all students,  
805 | including explicit, systematic, and sequential approaches to  
806 | teaching phonemic awareness, phonics, vocabulary, fluency, and  
807 | text comprehension and multisensory intervention strategies. The  
808 | primary instructional strategy for teaching word reading is  
809 | phonics instruction for decoding and encoding. Instructional  
810 | strategies for foundational skills may not employ the three-  
811 | cueing system model of reading or visual memory as a basis for  
812 | teaching word reading. Instructional strategies may include  
813 | visual information and strategies that improve background and  
814 | experiential knowledge, add context, and increase oral language  
815 | and vocabulary to support comprehension, but may not be used to  
816 | teach word reading.

817 |       4. Content literacy and mathematics practices.

818 |       5. Strategies appropriate for the instruction of English  
819 | language learners.

820 |       6. Strategies appropriate for the instruction of students  
821 | with disabilities.

822 |       7. Strategies to differentiate instruction based on  
823 | student needs.

824 |       8. Strategies and practices to support evidence-based  
825 | content aligned to state standards and grading practices.

826           9. Strategies appropriate for the early identification of  
 827 a student in crisis or experiencing a mental health challenge  
 828 and the referral of such student to a mental health professional  
 829 for support.

830           10. Strategies to support the use of technology in  
 831 education and distance learning.

832           Section 11. Paragraph (a) of subsection (3) of section  
 833 1004.85, Florida Statutes, is amended to read:

834           1004.85 Postsecondary educator preparation institutes.—

835           (3) Educator preparation institutes approved pursuant to  
 836 this section may offer competency-based certification programs  
 837 specifically designed for noneducation major baccalaureate  
 838 degree holders to enable program participants to meet the  
 839 educator certification requirements of s. 1012.56. An educator  
 840 preparation institute choosing to offer a competency-based  
 841 certification program pursuant to the provisions of this section  
 842 must implement a program previously approved by the Department  
 843 of Education for this purpose or a program developed by the  
 844 institute and approved by the department for this purpose.  
 845 Approved programs shall be available for use by other approved  
 846 educator preparation institutes.

847           (a) Within 90 days after receipt of a request for  
 848 approval, the Department of Education shall approve a  
 849 preparation program pursuant to the requirements of this  
 850 subsection or issue a statement of the deficiencies in the

851 request for approval. The department shall approve a  
852 certification program if the institute provides evidence of the  
853 institute's capacity to implement a competency-based program  
854 that includes each of the following:

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

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

859 c. Scientifically researched and evidence-based reading  
860 instructional strategies grounded in the science of reading  
861 which ~~that~~ improve reading performance for all students,  
862 including explicit, systematic, and sequential approaches to  
863 teaching phonemic awareness, phonics, vocabulary, fluency, and  
864 text comprehension and multisensory intervention strategies. ~~The~~  
865 primary instructional strategy for teaching word reading is  
866 phonics instruction for decoding and encoding. Instructional  
867 strategies for foundational skills may not employ the three-  
868 cueing system model of reading or visual memory as a basis for  
869 teaching word reading. Instructional strategies may include  
870 visual information and strategies which improve background and  
871 experiential knowledge, add context, and increase oral language  
872 and vocabulary to support comprehension, but may not be used to  
873 teach word reading.

874 d. Content literacy and mathematical practices.

875 e. Strategies appropriate for instruction of English

876 language learners.

877 f. Strategies appropriate for instruction of students with  
878 disabilities.

879 g. Strategies to differentiate instruction based on  
880 student needs.

881 h. Strategies and practices to support evidence-based  
882 content aligned to state standards and grading practices.

883 i. Strategies appropriate for the early identification of  
884 a student in crisis or experiencing a mental health challenge  
885 and the referral of such student to a mental health professional  
886 for support.

887 j. Strategies to support the use of technology in  
888 education and distance learning.

889 2. An educational plan for each participant to meet  
890 certification requirements and demonstrate his or her ability to  
891 teach the subject area for which the participant is seeking  
892 certification, which is based on an assessment of his or her  
893 competency in the areas listed in subparagraph 1.

894 3. Field experiences appropriate to the certification  
895 subject area specified in the educational plan with a diverse  
896 population of students in a variety of challenging environments,  
897 including, but not limited to, high-poverty schools, urban  
898 schools, and rural schools, under the supervision of qualified  
899 educators. The state board shall determine in rule the amount of  
900 field experience necessary to serve as the teacher of record,

901 beginning with candidates entering a program in the 2023-2024  
902 school year.

903 4. A certification ombudsman to facilitate the process and  
904 procedures required for participants who complete the program to  
905 meet any requirements related to the background screening  
906 pursuant to s. 1012.32 and educator professional or temporary  
907 certification pursuant to s. 1012.56.

908 Section 12. Paragraph (i) is added to subsection (1) of  
909 section 1004.86, Florida Statutes, to read:

910 1004.86 Florida Center for Mathematics and Science  
911 Education Research.—

912 (1) The Department of Education shall contract with a  
913 competitively selected public or private university to create  
914 and operate the Florida Center for Mathematics and Science  
915 Education Research. The purpose of the center is increasing  
916 student achievement in mathematics and science, with an emphasis  
917 on K-12 education. The center shall:

918 (i) By December 1, 2023, in collaboration with the  
919 department, provide recommendations to the Legislature for  
920 preparing teacher candidates and identifying mathematics  
921 training and professional learning opportunities for teachers in  
922 kindergarten through grade 4 and administrators who support  
923 teachers in the classroom.

924 Section 13. Subsection (4) of section 1006.283, Florida  
925 Statutes, is amended to read:

926 1006.283 District school board instructional materials  
 927 review process.—

928 (4) Instructional materials that have been reviewed by the  
 929 district instructional materials reviewers and approved must  
 930 have been determined to align with all applicable state  
 931 standards pursuant to s. 1003.41 and the requirements in s.  
 932 1006.31. If such instructional materials are for foundational  
 933 reading skills, the materials shall be based on the science of  
 934 reading and include phonics instruction for decoding and  
 935 encoding as the primary instructional strategy for word reading.  
 936 Instructional strategies within such instructional materials may  
 937 not employ the three-cueing system model of reading or visual  
 938 memory as a basis for teaching word reading. The instructional  
 939 strategies within such instructional materials may include  
 940 visual information and strategies which improve background and  
 941 experiential knowledge, add context, and increase oral language  
 942 and vocabulary to support comprehension, but may not be used to  
 943 teach word reading. The district school superintendent shall  
 944 annually certify to the department that all instructional  
 945 materials for core courses used by the district are aligned with  
 946 all applicable state standards and have been reviewed, selected,  
 947 and adopted by the district school board in accordance with the  
 948 school board hearing and public meeting requirements of this  
 949 section.

950 Section 14. Subsection (2) of section 1006.31, Florida

951 Statutes, is amended to read:

952 1006.31 Duties of the Department of Education and school  
 953 district instructional materials reviewer.—The duties of the  
 954 instructional materials reviewer are:

955 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the  
 956 selection criteria listed in s. 1006.34(2)(b) and recommend for  
 957 adoption only those instructional materials aligned with the  
 958 ~~Next Generation Sunshine~~ state standards provided for in s.  
 959 1003.41. Instructional materials recommended by each reviewer  
 960 shall be, to the satisfaction of each reviewer, accurate,  
 961 objective, balanced, noninflammatory, current, free of  
 962 pornography and material prohibited under s. 847.012, and suited  
 963 to student needs and their ability to comprehend the material  
 964 presented. Reviewers shall consider for recommendation materials  
 965 developed for academically talented students, such as students  
 966 enrolled in advanced placement courses. When recommending  
 967 instructional materials, each reviewer shall:

968 (a) Include only instructional materials that accurately  
 969 portray the ethnic, socioeconomic, cultural, religious,  
 970 physical, and racial diversity of our society, including men and  
 971 women in professional, career, and executive roles, and the role  
 972 and contributions of the entrepreneur and labor in the total  
 973 development of this state and the United States.

974 (b) Include only materials that accurately portray,  
 975 whenever appropriate, humankind's place in ecological systems,

976 including the necessity for the protection of our environment  
977 and conservation of our natural resources and the effects on the  
978 human system of the use of tobacco, alcohol, controlled  
979 substances, and other dangerous substances.

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

982 (d) Require, when appropriate to the comprehension of  
983 students, that materials for social science, history, or civics  
984 classes contain the Declaration of Independence and the  
985 Constitution of the United States. A reviewer may not recommend  
986 any instructional materials that contain any matter reflecting  
987 unfairly upon persons because of their race, color, creed,  
988 national origin, ancestry, gender, religion, disability,  
989 socioeconomic status, or occupation or otherwise contradict the  
990 principles enumerated under s. 1003.42(3).

991 (e) When such instructional materials are for foundational  
992 reading skills, include only materials that are based on the  
993 science of reading and include phonics instruction for decoding  
994 and encoding as the primary instructional strategy for word  
995 reading. Instructional strategies within such materials may not  
996 employ the three-cueing system model of reading or visual memory  
997 as a basis for teaching word reading. Instructional strategies  
998 within such materials may include visual information and  
999 strategies which improve background and experiential knowledge,  
1000 add context, and increase oral language and vocabulary to



1001 support comprehension, but may not be used to teach word  
 1002 reading.

1003 Section 15. Subsections (6) through (10) of section  
 1004 1008.25, Florida Statutes, are renumbered as subsections (7)  
 1005 through (11), respectively, subsections (3), (4), and (5) and  
 1006 present subsections (7), (8), and (9) are amended, and a new  
 1007 subsection (6) is added to that section to read:

1008 1008.25 Public school student progression; student  
 1009 support; coordinated screening and progress monitoring;  
 1010 reporting requirements.—

1011 (3) ALLOCATION OF RESOURCES.—District school boards shall  
 1012 allocate remedial and supplemental instruction resources to  
 1013 students in the following priority:

1014 (a) Students in kindergarten through grade 3 who have a  
 1015 substantial deficiency in reading or the characteristics of  
 1016 dyslexia as determined in paragraph (5) (a).

1017 (b) Students in kindergarten through grade 4 who have a  
 1018 substantial deficiency in mathematics or the characteristics of  
 1019 dyscalculia as determined in paragraph (6) (a).

1020 (c)-(b) Students who fail to meet performance levels  
 1021 required for promotion consistent with the district school  
 1022 board's plan for student progression required in subsection (2).

1023 (4) ASSESSMENT AND SUPPORT.—

1024 (a) Each student must participate in the statewide,  
 1025 standardized assessment program required under s. 1008.22 and

1026 the coordinated screening and progress monitoring system  
1027 required under subsection (9) ~~(8)~~. Each student who does not  
1028 achieve a Level 3 or above on the statewide, standardized  
1029 English Language Arts assessment; the statewide, standardized  
1030 Mathematics assessment; or the Algebra I EOC assessment must be  
1031 evaluated to determine the nature of the student's difficulty,  
1032 the areas of academic need, and strategies for providing  
1033 academic supports to improve the student's performance.

1034 (b) A student who is not meeting the school district or  
1035 state requirements for satisfactory performance in English  
1036 Language Arts and mathematics must be covered by one of the  
1037 following plans:

1038 1. A federally required student plan such as an individual  
1039 education plan;

1040 2. A schoolwide system of progress monitoring for all  
1041 students, except a student who scores Level 4 or above on the  
1042 English Language Arts and Mathematics assessments may be  
1043 exempted from participation by the principal; or

1044 3. An individualized progress monitoring plan.

1045 (c) A student who has a substantial reading deficiency as  
1046 determined in paragraph (5) (a) or a substantial mathematics  
1047 deficiency as determined in paragraph (6) (a) must be covered by  
1048 a federally required student plan, such as an individual  
1049 education plan or an individualized progress monitoring plan, or  
1050 both, as necessary. The individualized progress monitoring plan

1051 shall include, at a minimum:

1052 1. The student's specific, identified reading or

1053 mathematics skill deficiency.

1054 2. Goals and benchmarks for student growth in reading or

1055 mathematics.

1056 3. A description of the specific measures that will be

1057 used to evaluate and monitor the student's reading or

1058 mathematics progress.

1059 4. For a substantial reading deficiency, the specific

1060 evidence-based literacy instruction grounded in the science of

1061 reading which the student will receive.

1062 5. Strategies, resources, and materials that will be

1063 provided to the student's parent to support the student to make

1064 reading or mathematics progress.

1065 6. Any additional services the student's teacher deems

1066 available and appropriate to accelerate the student's reading or

1067 mathematics skill development.

1068 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1069 (a) Any student in kindergarten through grade 3 who

1070 exhibits a substantial deficiency in reading or the

1071 characteristics of dyslexia based upon screening, diagnostic,

1072 progress monitoring, or assessment data; statewide assessments;

1073 or teacher observations must be provided intensive, explicit,

1074 systematic, and multisensory reading interventions immediately

1075 following the identification of the reading deficiency or the

1076 characteristics of dyslexia to address his or her specific  
 1077 deficiency or dyslexia.

1078 1. The department shall provide a list of state examined  
 1079 and approved comprehensive reading and intervention programs.  
 1080 The intervention programs shall be provided in addition to the  
 1081 comprehensive core reading instruction that is provided to all  
 1082 students in the general education classroom. Dyslexia-specific  
 1083 interventions, as defined by rule of the State Board of  
 1084 Education, shall be provided to students who have the  
 1085 characteristics of dyslexia. The reading intervention programs  
 1086 must do all of the following:

1087 a. Provide explicit, direct instruction that is  
 1088 systematic, sequential, and cumulative in language development,  
 1089 phonological awareness, phonics, fluency, vocabulary, and  
 1090 comprehension, as applicable.

1091 b. Provide daily targeted small group reading  
 1092 interventions based on student need in phonological awareness,  
 1093 phonics including decoding and encoding, sight words,  
 1094 vocabulary, or comprehension.

1095 c. Be implemented during regular school hours.

1096 2. A school may not wait for a student to receive a  
 1097 failing grade at the end of a grading period or wait until a  
 1098 plan under paragraph (4)(b) is developed to identify the student  
 1099 as having a substantial reading deficiency and initiate  
 1100 intensive reading interventions. In addition, a school may not

1101 wait until an evaluation conducted pursuant to s. 1003.57 is  
1102 completed to provide appropriate, evidence-based interventions  
1103 for a student whose parent submits documentation from a  
1104 professional licensed under chapter 490 which demonstrates that  
1105 the student has been diagnosed with dyslexia. Such interventions  
1106 must be initiated upon receipt of the documentation and based on  
1107 the student's specific areas of difficulty as identified by the  
1108 licensed professional.

1109 3. A student's reading proficiency must be monitored and  
1110 the intensive interventions must continue until the student  
1111 demonstrates grade level proficiency in a manner determined by  
1112 the district, which may include achieving a Level 3 on the  
1113 statewide, standardized English Language Arts assessment. The  
1114 State Board of Education shall identify by rule guidelines for  
1115 determining whether a student in kindergarten through grade 3  
1116 has a substantial deficiency in reading.

1117 (b) A Voluntary Prekindergarten Education Program student  
1118 who exhibits a substantial deficiency in early literacy skills  
1119 ~~in accordance with the standards under s. 1002.67(1)(a) and~~  
1120 based upon the results of the administration of the final  
1121 coordinated screening and progress monitoring under subsection  
1122 (9) ~~(8)~~ shall be referred to the local school district and may  
1123 be eligible to receive intensive reading interventions before  
1124 participating in kindergarten. Such intensive reading  
1125 interventions shall be paid for using funds from the district's

1126 evidence-based reading instruction allocation in accordance with  
1127 s. 1011.62(8).

1128 (c) To be promoted to grade 4, a student must score a  
1129 Level 2 or higher on the statewide, standardized English  
1130 Language Arts assessment required under s. 1008.22 for grade 3.  
1131 If a student's reading deficiency is not remedied by the end of  
1132 grade 3, as demonstrated by scoring Level 2 or higher on the  
1133 statewide, standardized assessment required under s. 1008.22 for  
1134 grade 3, the student must be retained.

1135 (d) The parent of any student who exhibits a substantial  
1136 deficiency in reading, as described in paragraph (a), must be  
1137 notified in writing of the following:

1138 1. That his or her child has been identified as having a  
1139 substantial deficiency in reading, including a description and  
1140 explanation, in terms understandable to the parent, of the exact  
1141 nature of the student's difficulty in learning and lack of  
1142 achievement in reading.

1143 2. A description of the current services that are provided  
1144 to the child.

1145 3. A description of the proposed intensive interventions  
1146 and supports that will be provided to the child that are  
1147 designed to remediate the identified area of reading deficiency.

1148 4. That if the child's reading deficiency is not  
1149 remediated by the end of grade 3, the child must be retained  
1150 unless he or she is exempt from mandatory retention for good

1151 cause.

1152 5. Strategies, including multisensory strategies and  
1153 programming, through a read-at-home plan the parent can use in  
1154 helping his or her child succeed in reading. The read-at-home  
1155 plan must provide access to the resources identified in  
1156 paragraph (f) ~~(e)~~.

1157 6. That the statewide, standardized English Language Arts  
1158 assessment is not the sole determiner of promotion and that  
1159 additional evaluations, portfolio reviews, and assessments are  
1160 available to the child to assist parents and the school district  
1161 in knowing when a child is reading at or above grade level and  
1162 ready for grade promotion.

1163 7. The district's specific criteria and policies for a  
1164 portfolio as provided in subparagraph (7)(b)4. ~~(6)(b)4.~~ and the  
1165 evidence required for a student to demonstrate mastery of  
1166 Florida's academic standards for English Language Arts. A school  
1167 must immediately begin collecting evidence for a portfolio when  
1168 a student in grade 3 is identified as being at risk of retention  
1169 or upon the request of the parent, whichever occurs first.

1170 8. The district's specific criteria and policies for  
1171 midyear promotion. Midyear promotion means promotion of a  
1172 retained student at any time during the year of retention once  
1173 the student has demonstrated ability to read at grade level.

1174 9. Information about the student's eligibility for the New  
1175 Worlds Reading Initiative under s. 1003.485 and the New Worlds

1176 Scholarship Accounts under s. 1002.411 and information on parent  
1177 training modules and other reading engagement resources  
1178 available through the initiative.

1179  
1180 After initial notification, the school shall apprise the parent  
1181 at least monthly of the student's progress in response to the  
1182 intensive interventions and supports. Such communications must  
1183 be in writing and must explain any additional interventions or  
1184 supports that will be implemented to accelerate the student's  
1185 progress if the interventions and supports already being  
1186 implemented have not resulted in improvement.

1187 (e) The Department of Education shall compile resources  
1188 that each school district must incorporate into a read-at-home  
1189 plan provided to the parent of a student who is identified as  
1190 having a substantial reading deficiency pursuant to paragraph  
1191 (d). The resources must be made available in an electronic  
1192 format that is accessible online and must include the following:

1193 1. Developmentally appropriate, evidence-based strategies  
1194 and programming, including links to video training modules and  
1195 opportunities to sign up for at-home reading tips delivered  
1196 periodically via text and e-mail, which a parent can use to help  
1197 improve his or her child's literacy skills.

1198 2. An overview of the types of assessments used to  
1199 identify reading deficiencies and what those assessments measure  
1200 or do not measure, the frequency with which the assessments are



1201 administered, and the requirements for interventions and  
 1202 supports that districts must provide to students who do not make  
 1203 adequate academic progress.

1204 3. An overview of the process for initiating and  
 1205 conducting evaluations for exceptional education eligibility.  
 1206 The overview must include an explanation that a diagnosis of a  
 1207 medical condition alone is not sufficient to establish  
 1208 exceptional education eligibility but may be used to document  
 1209 how that condition relates to the student's eligibility  
 1210 determination and may be disclosed in an eligible student's  
 1211 individual education plan when necessary to inform school  
 1212 personnel responsible for implementing the plan.

1213 4. Characteristics of conditions associated with learning  
 1214 disorders, including dyslexia, dysgraphia, dyscalculia, and  
 1215 developmental aphasia.

1216 5. A list of resources that support informed parent  
 1217 involvement in decisionmaking processes for students who have  
 1218 difficulty in learning.

1219  
 1220 Upon the request of a parent, resources meeting the requirements  
 1221 of this paragraph must be provided to the parent in a hardcopy  
 1222 format.

1223 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1224 (a) Any student in kindergarten through grade 4 who  
 1225 exhibits a substantial deficiency in mathematics or the

1226 characteristics of dyscalculia based upon screening, diagnostic,  
1227 progress monitoring, or assessment data; statewide assessments;  
1228 or teacher observations must:

1229 1. Immediately following the identification of the  
1230 mathematics deficiency, be provided systematic and explicit  
1231 mathematics instruction to address his or her specific  
1232 deficiencies through either:

1233 a. Daily targeted small group mathematics intervention  
1234 based on student need; or

1235 b. Supplemental, evidence-based mathematics interventions  
1236 before or after school, or both, delivered by a highly qualified  
1237 teacher of mathematics or a trained tutor.

1238 2. The performance of a student receiving mathematics  
1239 instruction under subparagraph 1. must be monitored and  
1240 instruction must be adjusted based on the student's need.

1241 3. The department shall provide a list of state examined  
1242 and approved mathematics intervention programs, curricula, and  
1243 high-quality supplemental materials that may be used to improve  
1244 a student's mathematics deficiencies. In addition, the  
1245 department shall work, at a minimum, with the Florida Center for  
1246 Mathematics and Science Education Research established in s.  
1247 1004.86 to disseminate information to school districts and  
1248 teachers on effective evidence-based explicit mathematics  
1249 instructional practices, strategies, and interventions.

1250 4. A school may not wait for a student to receive a

1251 failing grade at the end of a grading period or wait until a  
1252 plan under paragraph (4)(b) is developed to identify the student  
1253 as having a substantial mathematics deficiency and initiate  
1254 intensive mathematics interventions. In addition, a school may  
1255 not wait until an evaluation conducted pursuant to s. 1003.57 is  
1256 completed to provide appropriate, evidence-based interventions  
1257 for a student whose parent submits documentation from a  
1258 professional licensed under chapter 490 which demonstrates that  
1259 the student has been diagnosed with dyscalculia. Such  
1260 interventions must be initiated upon receipt of the  
1261 documentation and based on the student's specific areas of  
1262 difficulty as identified by the licensed professional.

1263 5. The mathematics proficiency of a student receiving  
1264 additional mathematics supports must be monitored and the  
1265 intensive interventions must continue until the student  
1266 demonstrates grade level proficiency in a manner determined by  
1267 the district, which may include achieving a Level 3 on the  
1268 statewide, standardized Mathematics assessment. The State Board  
1269 of Education shall identify by rule guidelines for determining  
1270 whether a student in kindergarten through grade 4 has a  
1271 substantial deficiency in mathematics.

1272 (b) A Voluntary Prekindergarten Education Program student  
1273 who exhibits a substantial deficiency in early math skills based  
1274 upon the results of the administration of the final coordinated  
1275 screening and progress monitoring under subsection (8) shall be

1276 referred to the local school district and may be eligible to  
1277 receive intensive mathematics interventions before participating  
1278 in kindergarten.

1279 (c) The parent of a student who exhibits a substantial  
1280 deficiency in mathematics, as described in paragraph (a), must  
1281 be notified in writing of the following:

1282 1. That his or her child has been identified as having a  
1283 substantial deficiency in mathematics, including a description  
1284 and explanation, in terms understandable to the parent, of the  
1285 exact nature of the student's difficulty in learning and lack of  
1286 achievement in mathematics.

1287 2. A description of the current services that are provided  
1288 to the child.

1289 3. A description of the proposed intensive interventions  
1290 and supports that will be provided to the child that are  
1291 designed to remediate the identified area of mathematics  
1292 deficiency.

1293 4. Strategies, including multisensory strategies and  
1294 programming, through a home-based plan the parent can use in  
1295 helping his or her child succeed in mathematics. The home-based  
1296 plan must provide access to the resources identified in  
1297 paragraph (e).

1298  
1299 After the initial notification, the school shall apprise the  
1300 parent at least monthly of the student's progress in response to

1301 the intensive interventions and supports. Such communications  
1302 must be in writing and must explain any additional interventions  
1303 or supports that will be implemented to accelerate the student's  
1304 progress if the interventions and supports already being  
1305 implemented have not resulted in improvement.

1306 (d) The Department of Education, in collaboration with the  
1307 Florida Center for Mathematics and Science Education Research  
1308 established in s. 1004.86, shall compile resources that each  
1309 school district must incorporate into a home-based plan provided  
1310 to the parent of a student who is identified as having a  
1311 substantial mathematics deficiency pursuant to paragraph (a).  
1312 The resources must be made available in an electronic format  
1313 that is accessible online and must include the following:

1314 1. Developmentally appropriate, evidence-based strategies  
1315 and programming, including links to video training modules and  
1316 opportunities to sign up for family-guided home mathematics  
1317 activities delivered periodically via text and e-mail, which a  
1318 parent can use to help improve his or her child's mathematics  
1319 skills.

1320 2. An overview of the types of assessments used to  
1321 identify mathematics deficiencies and what those assessments  
1322 measure or do not measure, the frequency with which the  
1323 assessments are administered, and the requirements for  
1324 interventions and supports that districts must provide to a  
1325 student who does not make adequate academic progress.

1326        3. An overview of the process for initiating and  
1327 conducting evaluations for exceptional education eligibility.  
1328 The overview must include an explanation that a diagnosis of a  
1329 medical condition alone is not sufficient to establish  
1330 exceptional education eligibility but may be used to document  
1331 how that condition relates to the student's eligibility  
1332 determination and may be disclosed in an eligible student's  
1333 individual education plan when necessary to inform school  
1334 personnel responsible for implementing the plan.

1335        4. Characteristics of conditions associated with learning  
1336 disorders, including dyslexia, dysgraphia, dyscalculia, and  
1337 developmental aphasia.

1338        5. A list of resources that support informed parent  
1339 involvement in decisionmaking processes for a student who has  
1340 difficulty in learning.

1341  
1342 Upon the request of a parent, resources meeting the requirements  
1343 of this paragraph must be provided to the parent in a hardcopy  
1344 format.

1345        ~~(8)-(7)~~ SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE  
1346 STUDENTS.—

1347        (a) Students retained under paragraph (5) (c) must be  
1348 provided intensive interventions in reading to ameliorate the  
1349 student's specific reading deficiency and prepare the student  
1350 for promotion to the next grade. These interventions must

1351 include:

1352 1. Evidence-based, explicit, systematic, and multisensory  
1353 reading instruction grounded in the science of reading, in  
1354 phonemic awareness, phonics, fluency, vocabulary, and  
1355 comprehension and other strategies prescribed by the school  
1356 district.

1357 2. Participation in the school district's summer reading  
1358 camp, which must incorporate the instructional and intervention  
1359 strategies under subparagraph 1. that place rigor and grade-  
1360 level learning at the forefront.

1361 3. A minimum of 90 minutes of daily, uninterrupted reading  
1362 instruction incorporating the instructional and intervention  
1363 strategies under subparagraph 1. This instruction may include:

1364 a. Coordinated integration of content-rich texts in  
1365 science and civic literacy within the 90-minute block.

1366 b. Targeted small group instruction.

1367 c. Explicit and systematic instruction with more detailed  
1368 explanations, more extensive opportunities for guided practice,  
1369 and more opportunities for error correction and feedback.

1370 ~~d.e.~~ Reduced teacher-student ratios.

1371 ~~e.d.~~ More frequent progress monitoring of the reading  
1372 skills of each student throughout the school year and the  
1373 adjustment of instruction according to student need.

1374 ~~f.e.~~ Tutoring or mentoring.

1375 ~~g.f.~~ Transition classes containing 3rd and 4th grade

1376 students.  
 1377 ~~h.g.~~ Extended school day, week, or year.  
 1378 i. Before school or after school, or both, supplemental  
 1379 evidence-based reading interventions grounded in the science of  
 1380 reading delivered by a teacher who is certified or endorsed in  
 1381 reading and is rated highly effective as determined by the  
 1382 teacher's performance evaluation under s. 1012.34.

1383  
 1384 The primary instructional strategy for teaching word reading is  
 1385 phonics instruction for decoding and encoding. Instructional  
 1386 strategies may not employ the three-cueing system model of  
 1387 reading or visual memory as a basis for teaching word reading.  
 1388 Such instruction may include visual information and strategies  
 1389 which improve background and experiential knowledge, add  
 1390 context, and increase oral language and vocabulary to support  
 1391 comprehension, but may not be used to teach word reading.

1392 (b) Each school district shall:  
 1393 1. Provide written notification to the parent of a student  
 1394 who is retained under paragraph (5) (c) that his or her child has  
 1395 not met the achievement level required for promotion and the  
 1396 reasons the child is not eligible for a good cause exemption as  
 1397 provided in paragraph (7) (b) ~~(6) (b)~~. The notification must  
 1398 comply with paragraph (5) (d) and must include a description of  
 1399 proposed interventions and supports that will be provided to the  
 1400 child to remediate the identified areas of reading deficiency.



1401           2. Implement a policy for the midyear promotion of a  
1402 student retained under paragraph (5)(c) who can demonstrate that  
1403 he or she is a successful and independent reader and performing  
1404 at or above grade level in reading or, upon implementation of  
1405 English Language Arts assessments, performing at or above grade  
1406 level in English Language Arts. Tools that school districts may  
1407 use in reevaluating a student retained may include subsequent  
1408 assessments, alternative assessments, and portfolio reviews, in  
1409 accordance with rules of the State Board of Education. Students  
1410 promoted during the school year after November 1 must  
1411 demonstrate achievement levels in reading equivalent to the  
1412 level necessary for the beginning of grade 4. The rules adopted  
1413 by the State Board of Education must include standards that  
1414 provide a reasonable expectation that the student's progress is  
1415 sufficient to master appropriate grade 4 level reading skills.

1416           3. Provide students who are retained under paragraph  
1417 (5)(c), including students participating in the school  
1418 district's summer reading camp under subparagraph (a)2., with a  
1419 teacher who is certified or endorsed in reading and is rated  
1420 highly effective as determined by the teacher's performance  
1421 evaluation under s. 1012.34.

1422           4. Establish at each school, when applicable, an intensive  
1423 reading acceleration course for any student retained in grade 3  
1424 who was previously retained in kindergarten, grade 1, or grade  
1425 2. The intensive reading acceleration course must provide the

1426 following:

1427       a. Uninterrupted reading instruction grounded in the

1428 science of reading for the majority of student contact time each

1429 day and opportunities to master the grade 4 state academic

1430 standards in other core subject areas through content-rich

1431 texts.

1432       b. Explicit and systematic instruction with more detailed

1433 explanations, more extensive opportunities for guided practice,

1434 and more opportunities for error correction and feedback.

1435       ~~c.b.~~ Targeted small group instruction.

1436       ~~d.e.~~ Reduced teacher-student ratios.

1437       ~~e.d.~~ The use of explicit, systematic, and multisensory

1438 reading interventions grounded in the science of reading,

1439 including intensive language, phonics, and vocabulary

1440 instruction, and use of a speech-language therapist if

1441 necessary, that have proven results in accelerating student

1442 reading achievement within the same school year.

1443       ~~f.e.~~ A read-at-home plan.

1444       ~~(9)(8)~~ COORDINATED SCREENING AND PROGRESS MONITORING

1445 SYSTEM.—

1446       (a) The Department of Education, in collaboration with the

1447 Office of Early Learning, shall procure and require the use of a

1448 statewide, standardized coordinated screening and progress

1449 monitoring system for the Voluntary Prekindergarten Education

1450 Program and public schools. The system must:

1451           1. Measure student progress in meeting the appropriate  
1452 expectations in early literacy and mathematics skills and in  
1453 English Language Arts and mathematics standards as required by  
1454 ss. 1002.67(1)(a) and 1003.41 and identify the educational  
1455 strengths and needs of students.

1456           2. For students in the Voluntary Prekindergarten Education  
1457 Program through grade 3, measure student performance in oral  
1458 language development, phonological and phonemic awareness,  
1459 knowledge of print and letters, decoding, fluency, vocabulary,  
1460 and comprehension, as applicable by grade level, and, at a  
1461 minimum, provide interval level and norm-referenced data that  
1462 measures equivalent levels of growth.

1463           3. Be a valid, reliable, and developmentally appropriate  
1464 computer-based direct instrument that provides screening and  
1465 diagnostic capabilities for monitoring student progress;  
1466 identifies students who have a substantial deficiency in reading  
1467 or mathematics, including identifying students with  
1468 characteristics of dyslexia, dyscalculia, and other learning  
1469 disorders; and informs instruction. Any student identified by  
1470 the system as having characteristics of dyslexia or dyscalculia  
1471 shall undergo further screening. Beginning with the 2023-2024  
1472 school year, the coordinated screening and progress monitoring  
1473 system must be computer-adaptive.

1474           4. Provide data for Voluntary Prekindergarten Education  
1475 Program accountability as required under s. 1002.68.

1476           5. Provide Voluntary Prekindergarten Education Program  
 1477 providers, school districts, schools, teachers, and parents with  
 1478 data and resources that enhance differentiated instruction and  
 1479 parent communication.

1480           6. Provide baseline data to the department of each  
 1481 student's readiness for kindergarten. The determination of  
 1482 kindergarten readiness must be based on the results of each  
 1483 student's initial progress monitoring assessment in  
 1484 kindergarten. The methodology for determining a student's  
 1485 readiness for kindergarten must be developed by the department  
 1486 and aligned to the methodology adopted pursuant to s.  
 1487 1002.68(4).

1488           7. Assess how well educational goals and curricular  
 1489 standards are met at the provider, school, district, and state  
 1490 levels and provide information to the department to aid in the  
 1491 development of educational programs, policies, and supports for  
 1492 providers, districts, and schools.

1493           (b) Beginning with the 2022-2023 school year, private  
 1494 Voluntary Prekindergarten Education Program providers and public  
 1495 schools must participate in the coordinated screening and  
 1496 progress monitoring system pursuant to this paragraph.

1497           1. For students in the Voluntary Prekindergarten Education  
 1498 Program through grade 2, the coordinated screening and progress  
 1499 monitoring system must be administered at least three times  
 1500 within a program year or school year, as applicable, with the

1501 first administration occurring no later than the first 30  
1502 instructional days after a student's enrollment or the start of  
1503 the program year or school year, the second administration  
1504 occurring midyear, and the third administration occurring within  
1505 the last 30 days of the program or school year pursuant to state  
1506 board rule. The state board may adopt alternate timeframes to  
1507 address nontraditional school year calendars or summer programs  
1508 to ensure the coordinated screening and progress monitoring  
1509 program is administered a minimum of three times within a year  
1510 or program.

1511 2. For grades 3 through 10 English Language Arts and  
1512 grades 3 through 8 Mathematics, the coordinated screening and  
1513 progress monitoring system must be administered at the  
1514 beginning, middle, and end of the school year pursuant to state  
1515 board rule. The end-of-year administration of the coordinated  
1516 screening and progress monitoring system must be a comprehensive  
1517 progress monitoring assessment administered in accordance with  
1518 the scheduling requirements under s. 1008.22(7)(c).

1519 (c) To facilitate timely interventions and supports  
1520 pursuant to subsection (4), the system must provide results from  
1521 the first two administrations of the progress monitoring to a  
1522 student's teacher within 1 week and to the student's parent  
1523 within 2 weeks of the administration of the progress monitoring.  
1524 Delivery of results from the comprehensive, end-of-year progress  
1525 monitoring ELA assessment for grades 3 through 10 and

1526 Mathematics assessment for grades 3 through 8 must be in  
1527 accordance with s. 1008.22(7)(h).

1528 1. A student's results from the coordinated screening and  
1529 progress monitoring system must be recorded in a written, easy-  
1530 to-comprehend individual student report. Each school district  
1531 shall provide a parent secure access to his or her child's  
1532 individual student reports through a web-based portal as part of  
1533 its student information system. Each early learning coalition  
1534 shall provide parents the individual student report in a format  
1535 determined by state board rule.

1536 2. In addition to the information under subparagraph  
1537 (a)5., the report must also include parent resources that  
1538 explain the purpose of progress monitoring, assist the parent in  
1539 interpreting progress monitoring results, and support informed  
1540 parent involvement. Parent resources may include personalized  
1541 video formats.

1542 3. The department shall annually update school districts  
1543 and early learning coalitions on new system features and  
1544 functionality and collaboratively identify with school districts  
1545 and early learning coalitions strategies for meaningfully  
1546 reporting to parents results from the coordinated screening and  
1547 progress monitoring system. The department shall develop ways to  
1548 increase the utilization, by instructional staff and parents, of  
1549 student assessment data and resources.

1550 4. An individual student report must be provided in a

1551 printed format upon a parent's request.

1552 (d) Screening and progress monitoring system results,  
1553 including the number of students who demonstrate characteristics  
1554 of dyslexia and dyscalculia, shall be reported to the department  
1555 pursuant to state board rule and maintained in the department's  
1556 Education Data Warehouse. Results must be provided to a  
1557 student's teacher and parent in a timely manner as required in  
1558 s. 1008.22(7)(g).

1559 (e) The department, in collaboration with the Office of  
1560 Early Learning, shall provide training and support for effective  
1561 implementation of the screening and progress monitoring system.

1562 (10)~~(9)~~ ANNUAL REPORT.—

1563 (a) In addition to the requirements in paragraph (5)(c),  
1564 each district school board must annually report to the parent of  
1565 each student the progress of the student toward achieving state  
1566 and district expectations for proficiency in English Language  
1567 Arts, science, social studies, and mathematics. The district  
1568 school board must report to the parent the student's results on  
1569 each statewide, standardized assessment and the coordinated  
1570 screening and progress monitoring system under subsection (9)  
1571 ~~(8)~~. The evaluation of each student's progress must be based  
1572 upon the student's classroom work, observations, tests, district  
1573 and state assessments, response to intensive interventions  
1574 provided under paragraph (5)(a), and other relevant information.  
1575 Progress reporting must be provided to the parent in writing in

1576 a format adopted by the district school board and must be  
 1577 accessible through secure, web-based options.

1578 (b) Each district school board must annually publish on  
 1579 the district website the following information on the prior  
 1580 school year:

1581 1. The provisions of this section relating to public  
 1582 school student progression and the district school board's  
 1583 policies and procedures on student retention and promotion.

1584 2. By grade, the number and percentage of all students in  
 1585 grades 3 through 10 performing at Levels 1 and 2 on the  
 1586 statewide, standardized English Language Arts assessment.

1587 3. By grade, the number and percentage of all students  
 1588 retained in kindergarten through grade 10.

1589 4. Information on the total number of students who were  
 1590 promoted for good cause, by each category of good cause as  
 1591 specified in paragraph (7) (b) ~~(6) (b)~~.

1592 5. Any revisions to the district school board's policies  
 1593 and procedures on student retention and promotion from the prior  
 1594 year.

1595 Section 16. Subsections (3), (4), and (8) of section  
 1596 1008.365, Florida Statutes, are amended to read:

1597 1008.365 Reading Achievement Initiative for Scholastic  
 1598 Excellence Act.—

1599 (3) The department shall establish at least 20 literacy  
 1600 support regions and regional support teams, at the direction of



1601 a regional literacy support director appointed by the  
1602 Commissioner of Education, to assist schools with improving low  
1603 reading scores as provided in this section.

1604 (a) A regional literacy support director must successfully  
1605 demonstrate competence on the evidence-based strategies  
1606 identified pursuant to s. 1001.215(8) and have the experience  
1607 and credentials necessary, as determined by the department, to:

1608 1. Effectively monitor student reading growth and  
1609 achievement data;

1610 2. Oversee districtwide and schoolwide professional  
1611 development and planning to establish evidence-based practices  
1612 grounded in the science of reading among school administrators  
1613 and instructional personnel;

1614 3. Evaluate implementation of evidence-based practices  
1615 grounded in the science of reading; and

1616 4. Manage a regional support team.

1617 (b) A regional support team shall report to its regional  
1618 literacy support director and must consist of individuals who:

1619 1. Successfully demonstrate competence on the evidence-  
1620 based strategies identified pursuant to s. 1001.215(8);

1621 2. Have substantial experience in literacy coaching and  
1622 monitoring student progress data in reading; and

1623 3. Have received training necessary to assist with the  
1624 delivery of professional development and site-based supports,  
1625 including modeling evidence-based practices grounded in the

1626 science of reading and providing feedback to instructional  
1627 personnel.

1628 (4) The department may establish criteria to identify  
1629 schools that must receive supports from a regional support team.  
1630 However, regardless of its school grade designated pursuant to  
1631 s. 1008.34, a school serving students in kindergarten through  
1632 grade 5 must be identified for supports if 50 percent of its  
1633 students who take the statewide, standardized English Language  
1634 Arts assessment score below a Level 3 for any grade level, or,  
1635 for students in kindergarten through grade 3, progress  
1636 monitoring data collected pursuant to s. 1008.25(9) ~~s.~~  
1637 ~~1008.25(8)~~ shows that 50 percent or more of the students are not  
1638 on track to pass the statewide, standardized grade 3 English  
1639 Language Arts assessment. A school identified for supports under  
1640 this section must implement a school improvement plan pursuant  
1641 to s. 1001.42(18), or, if the school is already implementing a  
1642 school improvement plan, the plan must be amended to explicitly  
1643 address strategies for improving reading performance consistent  
1644 with this section.

1645 (8) As part of the RAISE Program, the department shall  
1646 establish a tutoring program and develop training in effective  
1647 reading tutoring practices and content, based on evidence-based  
1648 practices grounded in the science of reading and aligned to the  
1649 English Language Arts standards under s. 1003.41, which prepares  
1650 eligible high school students to tutor students in kindergarten

1651 through grade 3 in schools identified under this section,  
1652 instilling in those students a love of reading and improving  
1653 their literacy skills.

1654 (a) To be eligible to participate in the tutoring program,  
1655 a high school student must be a rising junior or senior who has  
1656 a cumulative grade point average of 3.0 or higher, has no  
1657 history of out-of-school suspensions or expulsions, is on track  
1658 to complete all core course requirements to graduate, and has  
1659 written recommendations from at least two of his or her present  
1660 or former high school teachers of record or extracurricular  
1661 activity sponsors.

1662 (b) School districts that wish to participate in the  
1663 tutoring program must recruit, train, and deploy eligible high  
1664 school students using the materials developed under this  
1665 section. Tutoring must occur during the school day on school  
1666 district property in the presence and under the supervision of  
1667 instructional personnel who are school district employees. A  
1668 parent must give written permission for his or her child to  
1669 receive tutoring through the program.

1670 (c) Tutoring may be part of a service-learning course  
1671 adopted pursuant to s. 1003.497. Students may earn up to three  
1672 elective credits for high school graduation based on the  
1673 verified number of hours the student spends tutoring under the  
1674 program. The hours of volunteer service must be documented in  
1675 writing, and the document must be signed by the student, the

1676 student's parent or guardian, and an administrator or designee  
1677 of the school in which the tutoring occurred. The hours that a  
1678 high school student devotes to tutoring may be counted toward  
1679 meeting community service requirements for high school  
1680 graduation and community service requirements for participation  
1681 in the Florida Bright Futures Scholarship Program as provided in  
1682 s. 1003.497(3)(b). The department shall designate a high school  
1683 student who provides at least 75 verified hours of tutoring  
1684 under the program as a New Worlds Scholar and award the student  
1685 with a pin indicating such designation.

1686 Section 17. Paragraph (f) of subsection (1) and paragraphs  
1687 (d) and (e) of subsection (8) of section 1011.62, Florida  
1688 Statutes, are amended to read:

1689 1011.62 Funds for operation of schools.—If the annual  
1690 allocation from the Florida Education Finance Program to each  
1691 district for operation of schools is not determined in the  
1692 annual appropriations act or the substantive bill implementing  
1693 the annual appropriations act, it shall be determined as  
1694 follows:

1695 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR  
1696 OPERATION.—The following procedure shall be followed in  
1697 determining the annual allocation to each district for  
1698 operation:

1699 (f) Supplemental academic instruction allocation.—

1700 1. There is created the supplemental academic instruction

1701 allocation to provide supplemental academic instruction to  
1702 students in kindergarten through grade 12.

1703         2. The supplemental academic instruction allocation shall  
1704 be provided annually in the Florida Education Finance Program as  
1705 specified in the General Appropriations Act. These funds are in  
1706 addition to the funds appropriated on the basis of FTE student  
1707 membership in the Florida Education Finance Program and shall be  
1708 included in the total potential funds of each district.

1709 Beginning with the 2018-2019 fiscal year, each school district  
1710 that has a school earning a grade of "D" or "F" pursuant to s.  
1711 1008.34 must use that school's portion of the supplemental  
1712 academic instruction allocation to implement intervention and  
1713 support strategies for school improvement pursuant to s. 1008.33  
1714 and for salary incentives pursuant to s. 1012.2315(3) or salary  
1715 supplements pursuant to s. 1012.22(1)(c)5.c. that are provided  
1716 through a memorandum of understanding between the collective  
1717 bargaining agent and the school board that addresses the  
1718 selection, placement, and expectations of instructional  
1719 personnel and school administrators. For all other schools, the  
1720 school district's use of the supplemental academic instruction  
1721 allocation may include, but is not limited to, the use of a  
1722 modified curriculum; reading instruction; before-school and  
1723 after-school instruction; tutoring; mentoring; evidence-based  
1724 mathematics interventions extending beyond the school day; a  
1725 reduction in class size; extended school year; intensive skills

1726 development in summer school that places rigor and grade-level  
1727 learning at the forefront; dropout prevention programs as  
1728 defined in ss. 1003.52 and 1003.53(1)(a), (b), and (c); and  
1729 other methods of improving student achievement. Supplemental  
1730 academic instruction may be provided to a student in any manner  
1731 and at any time during or beyond the regular 180-day term  
1732 identified by the school as being the most effective and  
1733 efficient way to best help that student progress from grade to  
1734 grade and to graduate.

1735 3. The supplemental academic instruction allocation shall  
1736 consist of a base amount that has a workload adjustment based on  
1737 changes in unweighted FTE. The supplemental academic instruction  
1738 allocation shall be recalculated during the fiscal year. Upon  
1739 recalculation of funding for the supplemental academic  
1740 instruction allocation, if the total allocation is greater than  
1741 the amount provided in the General Appropriations Act, the  
1742 allocation shall be prorated to the level provided to support  
1743 the appropriation, based on each district's share of the total.

1744 4. Funding on the basis of FTE membership beyond the 180-  
1745 day regular term shall be provided in the FEFP only for students  
1746 enrolled in juvenile justice education programs or in education  
1747 programs for juveniles placed in secure facilities or programs  
1748 under s. 985.19. Funding for instruction beyond the regular 180-  
1749 day school year for all other K-12 students shall be provided  
1750 through the supplemental academic instruction allocation and

1751 other state, federal, and local fund sources with ample  
1752 flexibility for schools to provide supplemental instruction to  
1753 assist students in progressing from grade to grade and  
1754 graduating.

1755 (8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

1756 (d) Funds allocated under this subsection must be used to  
1757 provide a system of comprehensive reading instruction to  
1758 students enrolled in the prekindergarten-12 programs and certain  
1759 students who exhibit a substantial deficiency in early literacy,  
1760 which may include the following:

1761 1. Additional time per day of evidence-based intensive  
1762 reading instruction to students, which may be delivered during  
1763 or outside of the regular school day.

1764 2. Kindergarten through grade 12 evidence-based intensive  
1765 reading interventions, which may be delivered during the school  
1766 day, before school, or after school.

1767 3. Highly qualified reading coaches, who must be endorsed  
1768 in reading, to specifically support teachers in making  
1769 instructional decisions based on student data, and improve  
1770 teacher delivery of effective reading instruction, intervention,  
1771 and reading in the content areas based on student need.

1772 4. Professional development to help instructional  
1773 personnel and certified prekindergarten teachers funded in the  
1774 Florida Education Finance Program earn a certification, a  
1775 credential, an endorsement, or an advanced degree in

1776 scientifically researched and evidence-based reading  
1777 instruction.

1778 5. Summer reading camps, using only teachers or other  
1779 district personnel who possess a micro-credential as specified  
1780 in s. 1003.485 or are certified or endorsed in reading  
1781 consistent with s. 1008.25(8)(b)3. ~~s. 1008.25(7)(b)3.~~, for all  
1782 students in kindergarten through grade 5 who demonstrate a  
1783 reading deficiency as determined by district and state  
1784 assessments.

1785 6. Scientifically researched and evidence-based  
1786 supplemental instructional materials as identified by the Just  
1787 Read, Florida! Office pursuant to s. 1001.215(8). Instructional  
1788 materials for foundational reading skills shall be based on the  
1789 science of reading and include phonics instruction for decoding  
1790 and encoding as the primary instructional strategy for word  
1791 reading. Instructional materials may not employ the three-cueing  
1792 system model of reading or visual memory as a basis for teaching  
1793 word reading. Instructional materials may include visual  
1794 information and strategies which improve background and  
1795 experiential knowledge, add context, and increase oral language  
1796 and vocabulary to support comprehension, but may not be used to  
1797 teach word reading.

1798 7. Incentives for instructional personnel and certified  
1799 prekindergarten teachers funded in the Florida Education Finance  
1800 Program who possess a reading certification or endorsement or



1801 micro-credential as specified in s. 1003.485 and provide  
1802 educational support to improve student literacy.

1803 8. Tutoring in reading.

1804 (e)1. Annually, by a date determined by the Department of  
1805 Education, each school district shall submit a comprehensive  
1806 reading plan approved by the applicable district school board,  
1807 charter school governing board, or lab school board of trustees,  
1808 for the specific use of the evidence-based reading instruction  
1809 allocation, based upon a root-cause analysis. The plan shall  
1810 also describe how the district prioritizes the assignment of  
1811 highly effective teachers, as identified in s. 1012.34(2)(e), to  
1812 kindergarten through grade 2 and how reading coaches are  
1813 assigned to individual schools. These two provisions shall be  
1814 approved by the Just Read, Florida Office. The State Regional  
1815 Literacy Director may assist in the development of the plan. The  
1816 department shall provide a plan format. A district school board  
1817 may use the format developed by the department or a format  
1818 developed by the district school board.

1819 2. Intensive reading interventions must be delivered by  
1820 instructional personnel who possess the micro-credential as  
1821 provided in s. 1003.485 or are certified or endorsed in reading  
1822 and must incorporate evidence-based strategies identified by the  
1823 Just Read, Florida! Office pursuant to s. 1001.215(8).  
1824 Instructional personnel who possess a micro-credential as  
1825 specified in s. 1003.485 and are delivering intensive reading

1826 interventions must be supervised by an individual certified or  
 1827 endorsed in reading. For the purposes of this subsection, the  
 1828 term "supervision" means the ability to communicate by way of  
 1829 telecommunication with or physical presence of the certified or  
 1830 endorsed personnel for consultation and direction of the actions  
 1831 of the personnel with the micro-credential.

1832 3. By July 1 of each year, the department shall release to  
 1833 each school district its allocation of appropriated funds. The  
 1834 department shall evaluate the implementation of each district  
 1835 plan, including conducting site visits and collecting specific  
 1836 data on expenditures and reading improvement results. By  
 1837 February 1 of each year, the department shall report its  
 1838 findings to the Legislature and the State Board of Education,  
 1839 including any recommendations for improving implementation of  
 1840 evidence-based reading and intervention strategies in  
 1841 classrooms.

1842  
 1843 For purposes of this subsection, the term "evidence-based" means  
 1844 demonstrating a statistically significant effect on improving  
 1845 student outcomes or other relevant outcomes as provided in 20  
 1846 U.S.C. s. 8101(21) (A) (i).

1847 Section 18. Paragraphs (a) and (b) of subsection (8) of  
 1848 section 1012.56, Florida Statutes, are amended to read:

1849 1012.56 Educator certification requirements.—

1850 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION

1851 | COMPETENCY PROGRAM.—

1852 |         (a) The Department of Education shall develop and each  
 1853 | school district, charter school, and charter management  
 1854 | organization may provide a cohesive competency-based  
 1855 | professional development certification and education competency  
 1856 | program by which instructional staff may satisfy the mastery of  
 1857 | professional preparation and education competence requirements  
 1858 | specified in subsection (6) and rules of the State Board of  
 1859 | Education. Participants must hold a state-issued temporary  
 1860 | certificate. A school district, charter school, or charter  
 1861 | management organization that implements the program shall  
 1862 | provide a competency-based certification program developed by  
 1863 | the Department of Education or developed by the district,  
 1864 | charter school, or charter management organization and approved  
 1865 | by the Department of Education. The program shall include the  
 1866 | following:

1867 |             1. A minimum period of initial preparation before assuming  
 1868 | duties as the teacher of record.

1869 |             2. An option for collaboration with other supporting  
 1870 | agencies or educational entities for implementation.

1871 |             3. A teacher mentorship and induction component.

1872 |             a. Each individual selected by the district as a mentor:

1873 |                 (I) Must hold a valid professional certificate issued  
 1874 | pursuant to this section;

1875 |                 (II) Must have earned at least 3 years of teaching

1876 | experience in prekindergarten through grade 12;  
 1877 |         (III) Must have completed specialized training in clinical  
 1878 | supervision and participate in ongoing mentor training provided  
 1879 | through the coordinated system of professional development under  
 1880 | s. 1012.98(3)(e);  
 1881 |         (IV) Must have earned an effective or highly effective  
 1882 | rating on the prior year's performance evaluation under s.  
 1883 | 1012.34; and  
 1884 |         (V) May be a peer evaluator under the district's  
 1885 | evaluation system approved under s. 1012.34.  
 1886 |         b. The teacher mentorship and induction component must, at  
 1887 | a minimum, provide weekly opportunities for mentoring and  
 1888 | induction activities, including common planning time, ongoing  
 1889 | professional development targeted to a teacher's needs,  
 1890 | opportunities for a teacher to observe other teachers, co-  
 1891 | teaching experiences, and reflection and followup discussions.  
 1892 | Mentorship and induction activities must be provided for an  
 1893 | applicant's first year in the program and may be provided until  
 1894 | the applicant attains his or her professional certificate in  
 1895 | accordance with this section. A principal who is rated highly  
 1896 | effective as determined by his or her performance evaluation  
 1897 | under s. 1012.34 must be provided flexibility in selecting  
 1898 | professional development activities under this paragraph;  
 1899 | however, the activities must be approved by the department as  
 1900 | part of the district's, charter school's, or charter management

1901 organization's program.

1902 4. An assessment of teaching performance aligned to the  
 1903 district's system for personnel evaluation under s. 1012.34  
 1904 which provides for:

1905 a. An initial evaluation of each educator's competencies  
 1906 to determine an appropriate individualized professional  
 1907 development plan.

1908 b. A summative evaluation to assure successful completion  
 1909 of the program.

1910 5. Professional education preparation content knowledge,  
 1911 which must be included in the mentoring and induction activities  
 1912 under subparagraph 3., that includes, but is not limited to, the  
 1913 following:

1914 a. The state standards provided under s. 1003.41,  
 1915 including scientifically researched and evidence-based ~~based~~  
 1916 reading instructional strategies grounded in the science of  
 1917 reading instruction, content literacy, and mathematical  
 1918 practices, for each subject identified on the temporary  
 1919 certificate. Reading instructional strategies for foundational  
 1920 skills shall include phonics instruction for decoding and  
 1921 encoding as the primary instructional strategy for word reading.  
 1922 Instructional strategies may not employ the three-cueing system  
 1923 model of reading or visual memory as a basis for teaching word  
 1924 reading. Instructional strategies may include visual information  
 1925 and strategies which improve background and experiential

1926 | knowledge, add context, and increase oral language and  
 1927 | vocabulary to support comprehension, but may not be used to  
 1928 | teach word reading.

1929 |         b. The educator-accomplished practices approved by the  
 1930 | state board.

1931 |         c. A variety of data indicators for monitoring student  
 1932 | progress.

1933 |         d. Methodologies for teaching students with disabilities.

1934 |         e. Methodologies for teaching students of limited English  
 1935 | proficiency appropriate for each subject area identified on the  
 1936 | temporary certificate.

1937 |         f. Techniques and strategies for operationalizing the role  
 1938 | of the teacher in assuring a safe learning environment for  
 1939 | students.

1940 |         6. Required achievement of passing scores on the subject  
 1941 | area and professional education competency examination required  
 1942 | by State Board of Education rule. Mastery of general knowledge  
 1943 | must be demonstrated as described in subsection (3).

1944 |         7. Beginning with candidates entering a program in the  
 1945 | 2022-2023 school year, a candidate for certification in a  
 1946 | coverage area identified pursuant to s. 1012.585(3)(f) must  
 1947 | successfully complete all competencies for a reading  
 1948 | endorsement, including completion of the endorsement practicum  
 1949 | through the candidate's demonstration of mastery of professional  
 1950 | preparation and education competence under paragraph (b).

1951 (b)1. Each school district must and a private school or  
 1952 state-supported public school, including a charter school, may  
 1953 develop and maintain a system by which members of the  
 1954 instructional staff may demonstrate mastery of professional  
 1955 preparation and education competence as required by law. Each  
 1956 program must be based on classroom application of the Florida  
 1957 Educator Accomplished Practices and instructional performance  
 1958 and, for public schools, must be aligned with the district's or  
 1959 state-supported public school's evaluation system established  
 1960 under s. 1012.34, as applicable. The program shall include  
 1961 scientifically researched and evidence-based reading  
 1962 instructional strategies grounded in the science of reading  
 1963 which improve reading performance for all students, including  
 1964 explicit, systematic, and sequential approaches to teaching  
 1965 phonemic awareness, phonics, vocabulary, fluency, text  
 1966 comprehension, and multisensory intervention strategies.

1967 2. The Commissioner of Education shall determine the  
 1968 continued approval of programs implemented under this paragraph,  
 1969 based upon the department's review of performance data. The  
 1970 department shall review the performance data as a part of the  
 1971 periodic review of each school district's professional  
 1972 development system required under s. 1012.98.

1973 Section 19. Paragraphs (a) and (f) of subsection (3) of  
 1974 section 1012.585, Florida Statutes, are amended to read:

1975 1012.585 Process for renewal of professional

1976 certificates.—

1977 (3) For the renewal of a professional certificate, the

1978 following requirements must be met:

1979 (a) The applicant must earn a minimum of 6 college credits

1980 or 120 inservice points or a combination thereof. For each area

1981 of specialization to be retained on a certificate, the applicant

1982 must earn at least 3 of the required credit hours or equivalent

1983 inservice points in the specialization area. Education in

1984 "clinical educator" training pursuant to s. 1004.04(5)(b);

1985 participation in mentorship and induction activities, including

1986 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points

1987 that provide training in the area of scientifically researched,

1988 knowledge-based reading literacy grounded in the science of

1989 reading, including explicit, systematic, and sequential

1990 approaches to reading instruction, developing phonemic

1991 awareness, and implementing multisensory intervention

1992 strategies, and computational skills acquisition, exceptional

1993 student education, normal child development, and the disorders

1994 of development may be applied toward any specialization area.

1995 Credits or points that provide training in the areas of drug

1996 abuse, child abuse and neglect, strategies in teaching students

1997 having limited proficiency in English, or dropout prevention, or

1998 training in areas identified in the educational goals and

1999 performance standards adopted pursuant to ss. 1000.03(5) and

2000 1008.345 may be applied toward any specialization area, except



2001 specialization areas identified by State Board of Education rule  
2002 that include reading instruction or intervention for any  
2003 students in kindergarten through grade 6. Credits or points  
2004 earned through approved summer institutes may be applied toward  
2005 the fulfillment of these requirements. Inservice points may also  
2006 be earned by participation in professional growth components  
2007 approved by the State Board of Education and specified pursuant  
2008 to s. 1012.98 in the district's approved master plan for  
2009 inservice educational training; however, such points may not be  
2010 used to satisfy the specialization requirements of this  
2011 paragraph.

2012 (f) An applicant for renewal of a professional certificate  
2013 in any area of certification identified by State Board of  
2014 Education rule that includes reading instruction or intervention  
2015 for any students in kindergarten through grade 6, with a  
2016 beginning validity date of July 1, 2020, or thereafter, must  
2017 earn a minimum of 2 college credits or the equivalent inservice  
2018 points in evidence-based instruction and interventions grounded  
2019 in the science of reading specifically designed for students  
2020 with characteristics of dyslexia, including the use of explicit,  
2021 systematic, and sequential approaches to reading instruction,  
2022 developing phonological and phonemic awareness, decoding, and  
2023 implementing multisensory intervention strategies. Such training  
2024 must be provided by teacher preparation programs under s.  
2025 1004.04 or s. 1004.85 or approved school district professional

2026 development systems under s. 1012.98. The requirements in this  
 2027 paragraph may not add to the total hours required by the  
 2028 department for continuing education or inservice training.

2029 Section 20. Paragraph (b) of subsection (4) and subsection  
 2030 (9) of section 1012.98, Florida Statutes, are amended to read:

2031 1012.98 School Community Professional Development Act.—

2032 (4) The Department of Education, school districts,  
 2033 schools, Florida College System institutions, and state  
 2034 universities share the responsibilities described in this  
 2035 section. These responsibilities include the following:

2036 (b) Each school district shall develop a professional  
 2037 development system as specified in subsection (3). The system  
 2038 shall be developed in consultation with teachers, teacher-  
 2039 educators of Florida College System institutions and state  
 2040 universities, business and community representatives, and local  
 2041 education foundations, consortia, and professional  
 2042 organizations. The professional development system must:

2043 1. Be reviewed and approved by the department for  
 2044 compliance with s. 1003.42(3) and this section. All substantial  
 2045 revisions to the system shall be submitted to the department for  
 2046 review for continued approval.

2047 2. Be based on analyses of student achievement data and  
 2048 instructional strategies and methods that support rigorous,  
 2049 relevant, and challenging curricula for all students. Schools  
 2050 and districts, in developing and refining the professional

2051 development system, shall also review and monitor school  
2052 discipline data; school environment surveys; assessments of  
2053 parental satisfaction; performance appraisal data of teachers,  
2054 managers, and administrative personnel; and other performance  
2055 indicators to identify school and student needs that can be met  
2056 by improved professional performance.

2057         3. Provide inservice activities coupled with followup  
2058 support appropriate to accomplish district-level and school-  
2059 level improvement goals and standards. The inservice activities  
2060 for instructional personnel shall focus on analysis of student  
2061 achievement data, ongoing formal and informal assessments of  
2062 student achievement, identification and use of enhanced and  
2063 differentiated instructional strategies that emphasize rigor,  
2064 relevance, and reading in the content areas, enhancement of  
2065 subject content expertise, integrated use of classroom  
2066 technology that enhances teaching and learning, classroom  
2067 management, parent involvement, and school safety.

2068         4. Provide inservice activities and support targeted to  
2069 the individual needs of new teachers participating in the  
2070 professional development certification and education competency  
2071 program under s. 1012.56(8) (a).

2072         5. Include a master plan for inservice activities,  
2073 pursuant to rules of the State Board of Education, for all  
2074 district employees from all fund sources. The master plan shall  
2075 be updated annually by September 1, must be based on input from

2076 teachers and district and school instructional leaders, and must  
2077 use the latest available student achievement data and research  
2078 to enhance rigor and relevance in the classroom. Each district  
2079 inservice plan must be aligned to and support the school-based  
2080 inservice plans and school improvement plans pursuant to s.  
2081 1001.42(18). Each district inservice plan must provide a  
2082 description of the training that middle grades instructional  
2083 personnel and school administrators receive on the district's  
2084 code of student conduct adopted pursuant to s. 1006.07;  
2085 integrated digital instruction and competency-based instruction  
2086 and CAPE Digital Tool certificates and CAPE industry  
2087 certifications; classroom management; student behavior and  
2088 interaction; extended learning opportunities for students; and  
2089 instructional leadership. District plans must be approved by the  
2090 district school board annually in order to ensure compliance  
2091 with subsection (1) and to allow for dissemination of research-  
2092 based best practices to other districts. District school boards  
2093 must submit verification of their approval to the Commissioner  
2094 of Education no later than October 1, annually. Each school  
2095 principal may establish and maintain an individual professional  
2096 development plan for each instructional employee assigned to the  
2097 school as a seamless component to the school improvement plans  
2098 developed pursuant to s. 1001.42(18). An individual professional  
2099 development plan must be related to specific performance data  
2100 for the students to whom the teacher is assigned, define the

2101 inservice objectives and specific measurable improvements  
2102 expected in student performance as a result of the inservice  
2103 activity, and include an evaluation component that determines  
2104 the effectiveness of the professional development plan.

2105         6. Include inservice activities for school administrative  
2106 personnel that address updated skills necessary for  
2107 instructional leadership and effective school management  
2108 pursuant to s. 1012.986.

2109         7. Provide for systematic consultation with regional and  
2110 state personnel designated to provide technical assistance and  
2111 evaluation of local professional development programs.

2112         8. Provide for delivery of professional development by  
2113 distance learning and other technology-based delivery systems to  
2114 reach more educators at lower costs.

2115         9. Provide for the continuous evaluation of the quality  
2116 and effectiveness of professional development programs in order  
2117 to eliminate ineffective programs and strategies and to expand  
2118 effective ones. Evaluations must consider the impact of such  
2119 activities on the performance of participating educators and  
2120 their students' achievement and behavior.

2121         10. For middle grades, emphasize:

2122             a. Interdisciplinary planning, collaboration, and  
2123 instruction.

2124             b. Alignment of curriculum and instructional materials to  
2125 the state academic standards adopted pursuant to s. 1003.41.

2126 c. Use of small learning communities; problem-solving,  
2127 inquiry-driven research and analytical approaches for students;  
2128 strategies and tools based on student needs; competency-based  
2129 instruction; integrated digital instruction; and project-based  
2130 instruction.

2131  
2132 Each school that includes any of grades 6, 7, or 8 must include  
2133 in its school improvement plan, required under s. 1001.42(18), a  
2134 description of the specific strategies used by the school to  
2135 implement each item listed in this subparagraph.

2136 11. Provide training to reading coaches, classroom  
2137 teachers, and school administrators in effective methods of  
2138 identifying characteristics of conditions such as dyslexia and  
2139 other causes of diminished phonological processing skills;  
2140 incorporating instructional techniques into the general  
2141 education setting which are proven to improve reading  
2142 performance for all students; and using predictive and other  
2143 data to make instructional decisions based on individual student  
2144 needs. The training must help teachers integrate phonemic  
2145 awareness; phonics, word study, and spelling; reading fluency;  
2146 vocabulary, including academic vocabulary; and text  
2147 comprehension strategies into an explicit, systematic, and  
2148 sequential approach to reading instruction, including  
2149 multisensory intervention strategies. Such training for teaching  
2150 foundational skills shall be based on the science of reading and

2151 include phonics instruction for decoding and encoding as the  
2152 primary instructional strategy for word reading. Instructional  
2153 strategies included in the training may not employ the three-  
2154 cueing system model of reading or visual memory as a basis for  
2155 teaching word reading. Such instructional strategies may include  
2156 visual information and strategies which improve background and  
2157 experiential knowledge, add context, and increase oral language  
2158 and vocabulary to support comprehension, but may not be used to  
2159 teach word reading. Each district must provide all elementary  
2160 grades instructional personnel access to training sufficient to  
2161 meet the requirements of s. 1012.585(3)(f).

2162 (9) This section does not limit or discourage a district  
2163 school board from contracting with independent entities for  
2164 professional development services and inservice education if the  
2165 district school board can demonstrate to the Commissioner of  
2166 Education that, through such a contract, a better product can be  
2167 acquired or its goals for education improvement can be better  
2168 met. Contracted training for teaching foundational skills shall  
2169 be based on the science of reading and include phonics  
2170 instruction for decoding and encoding as the primary  
2171 instructional strategy for word reading. Instructional  
2172 strategies included in the training may not employ the three-  
2173 cueing system model of reading or visual memory as a basis for  
2174 teaching word reading. Such instructional strategies may include  
2175 visual information and strategies which improve background and

2176 experiential knowledge, add context, and increase oral language  
2177 and vocabulary to support comprehension, but may not be used to  
2178 teach word reading.

2179 Section 21. Paragraphs (a) and (d) of subsection (10) of  
2180 section 1002.37, Florida Statutes, are amended to read:

2181 1002.37 The Florida Virtual School.—

2182 (10) (a) Public school students receiving full-time  
2183 instruction in kindergarten through grade 12 by the Florida  
2184 Virtual School must take all statewide assessments required  
2185 pursuant to s. 1008.22 and participate in the coordinated  
2186 screening and progress monitoring system under s. 1008.25(9) ~~s.~~  
2187 ~~1008.25(8)~~.

2188 (d) Unless an alternative testing site is mutually agreed  
2189 to by the Florida Virtual School and the school district or as  
2190 contracted under s. 1008.24, all industry certification  
2191 examinations, national assessments, progress monitoring under s.  
2192 1008.25(9) ~~s. 1008.25(8)~~, and statewide assessments must be  
2193 taken at the school to which the student would be assigned  
2194 according to district school board attendance areas. A school  
2195 district must provide the student with access to the school's  
2196 testing facilities and the date and time of the administration  
2197 of progress monitoring and each examination or assessment.

2198 Section 22. Paragraph (b) of subsection (5) of section  
2199 1002.45, Florida Statutes, is amended to read:

2200 1002.45 Virtual instruction programs.—



2201 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student  
2202 enrolled in the school district's virtual instruction program  
2203 authorized pursuant to paragraph (1)(c) must:

2204 (b) Take statewide assessments pursuant to s. 1008.22 and  
2205 participate in the coordinated screening and progress monitoring  
2206 system under s. 1008.25(9) ~~s. 1008.25(8)~~. Statewide assessments  
2207 and progress monitoring may be administered within the school  
2208 district in which such student resides, or as specified in the  
2209 contract in accordance with s. 1008.24(3). If requested by the  
2210 approved virtual instruction program provider or virtual charter  
2211 school, the district of residence must provide the student with  
2212 access to the district's testing facilities.

2213 Section 23. Paragraph (d) of subsection (6) of section  
2214 1002.53, Florida Statutes, is amended to read:

2215 1002.53 Voluntary Prekindergarten Education Program;  
2216 eligibility and enrollment.—

2217 (6)

2218 (d) Each parent who enrolls his or her child in the  
2219 Voluntary Prekindergarten Education Program must allow his or  
2220 her child to participate in the coordinated screening and  
2221 progress monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~.

2222 Section 24. Paragraphs (a) and (b) of subsection (1),  
2223 paragraph (b) of subsection (4), and paragraph (c) of subsection  
2224 (6) of section 1002.68, Florida Statutes, are amended to read:

2225 1002.68 Voluntary Prekindergarten Education Program

2226 accountability.—

2227 (1)(a) Beginning with the 2022-2023 program year, each  
2228 private prekindergarten provider and public school participating  
2229 in the Voluntary Prekindergarten Education Program must  
2230 participate in the coordinated screening and progress monitoring  
2231 program in accordance with s. 1008.25(9) ~~s. 1008.25(8)~~. The  
2232 coordinated screening and progress monitoring program results  
2233 shall be used by the department to identify student learning  
2234 gains, index development learning outcomes upon program  
2235 completion relative to the performance standards established  
2236 under s. 1002.67 and representative norms, and inform a private  
2237 prekindergarten provider's and public school's performance  
2238 metric.

2239 (b) At a minimum, the initial and final progress  
2240 monitoring or screening must be administered by individuals  
2241 meeting requirements adopted by the department under s.  
2242 1008.25(9) ~~s. 1008.25(8)~~.

2243 (4)

2244 (b) The methodology for calculating a provider's  
2245 performance metric may not include students who are not  
2246 administered the coordinated screening and progress monitoring  
2247 program under s. 1008.25(9) ~~s. 1008.25(8)~~.

2248 (6)

2249 (c) The department shall adopt criteria for granting good  
2250 cause exemptions. Such criteria must include, but are not

2251 | limited to, all of the following:

2252 |       1. Child demographic data that evidences a private  
 2253 | prekindergarten provider or public school serves a statistically  
 2254 | significant population of children with special needs who have  
 2255 | individual education plans and can demonstrate progress toward  
 2256 | meeting the goals outlined in the students' individual education  
 2257 | plans.

2258 |       2. Learning gains of children served in the Voluntary  
 2259 | Prekindergarten Education Program by the private prekindergarten  
 2260 | provider or public school on an alternative measure that has  
 2261 | comparable validity and reliability of the coordinated screening  
 2262 | and progress monitoring program in accordance with s. 1008.25(9)  
 2263 | ~~s. 1008.25(8)~~.

2264 |       3. Program assessment data under subsection (2) which  
 2265 | demonstrates effective teaching practices as recognized by the  
 2266 | tool developer.

2267 |       4. Verification that local and state health and safety  
 2268 | requirements are met.

2269 |       Section 25. Subsection (14) of section 1003.01, Florida  
 2270 | Statutes, is amended to read:

2271 |       1003.01 Definitions.—As used in this chapter, the term:

2272 |       (14) "Core-curricula courses" means:

2273 |       (a) Courses in language arts/reading, mathematics, social  
 2274 | studies, and science in prekindergarten through grade 3,  
 2275 | excluding extracurricular courses pursuant to subsection (15);

2276 (b) Courses in grades 4 through 8 in subjects that are  
 2277 measured by state assessment at any grade level and courses  
 2278 required for middle school promotion, excluding extracurricular  
 2279 courses pursuant to subsection (15);

2280 (c) Courses in grades 9 through 12 in subjects that are  
 2281 measured by state assessment at any grade level and courses that  
 2282 are specifically identified by name in statute as required for  
 2283 high school graduation and that are not measured by state  
 2284 assessment, excluding extracurricular courses pursuant to  
 2285 subsection (15);

2286 (d) Exceptional student education courses; and

2287 (e) English for Speakers of Other Languages courses.

2288  
 2289 The term is limited in meaning and used for the sole purpose of  
 2290 designating classes that are subject to the maximum class size  
 2291 requirements established in s. 1, Art. IX of the State  
 2292 Constitution. This term does not include courses offered under  
 2293 ss. 1002.321(4)(e), 1002.33(7)(a)2.c., 1002.37, 1002.45, and  
 2294 1003.499 ~~ss. 1002.321(4)(e), 1002.33(7)(a)2.b., 1002.37,~~  
 2295 ~~1002.45, and 1003.499.~~

2296 Section 26. Subsection (1) of section 1008.2125, Florida  
 2297 Statutes, is amended to read:

2298 1008.2125 The Council for Early Grade Success.—

2299 (1) The Council for Early Grade Success, a council as  
 2300 defined in s. 20.03(7), is created within the Department of

2301 Education to oversee the coordinated screening and progress  
 2302 monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~ for  
 2303 students in the Voluntary Prekindergarten Education Program  
 2304 through grade 3 and, except as otherwise provided in this  
 2305 section, shall operate consistent with s. 20.052.

2306 (a) The council shall be responsible for reviewing the  
 2307 implementation of, training for, and outcomes from the  
 2308 coordinated screening and progress monitoring program to provide  
 2309 recommendations to the department that support grade 3 students  
 2310 reading at or above grade level. The council, at a minimum,  
 2311 shall:

2312 1. Provide recommendations on the implementation of the  
 2313 coordinated screening and progress monitoring program, including  
 2314 reviewing any procurement solicitation documents and criteria  
 2315 before being published.

2316 2. Develop training plans and timelines for such training.

2317 3. Identify appropriate personnel, processes, and  
 2318 procedures required for the administration of the coordinated  
 2319 screening and progress monitoring program.

2320 4. Provide input on the methodology for calculating a  
 2321 provider's or school's performance metric and designations under  
 2322 s. 1002.68(4).

2323 5. Work with the department to review the methodology for  
 2324 determining a child's kindergarten readiness.

2325 6. Review data on age-appropriate learning gains by grade

2326 | level that a student would need to attain in order to  
 2327 | demonstrate proficiency in reading by grade 3.

2328 |         7. Continually review anonymized data from the results of  
 2329 | the coordinated screening and progress monitoring program for  
 2330 | students in the Voluntary Prekindergarten Education Program  
 2331 | through grade 3 to help inform recommendations to the department  
 2332 | that support practices that will enable grade 3 students to read  
 2333 | at or above grade level.

2334 |         (b) The council shall be composed of 17 members who are  
 2335 | residents of this state and appointed as follows:

2336 |             1. Three members appointed by the Governor, as follows:

2337 |                 a. One representative from the Department of Education.

2338 |                 b. One parent of a child who is 4 to 9 years of age.

2339 |                 c. One representative that is an elementary school  
 2340 | administrator.

2341 |             2. Seven members appointed by the President of the Senate,  
 2342 | as follows:

2343 |                 a. One senator who serves at the pleasure of the President  
 2344 | of the Senate.

2345 |                 b. One representative of an urban school district.

2346 |                 c. One representative of a rural early learning coalition.

2347 |                 d. One representative of a faith-based early learning  
 2348 | provider who offers the Voluntary Prekindergarten Education  
 2349 | Program.

2350 |                 e. One representative who is a second grade teacher who

2351 has at least 5 years of teaching experience.

2352 f. Two representatives with subject matter expertise in  
2353 early learning, early grade success, or child assessments.

2354 3. Seven members appointed by the Speaker of the House of  
2355 Representatives, as follows:

2356 a. One member of the House of Representatives who serves  
2357 at the pleasure of the Speaker of the House.

2358 b. One representative of a rural school district.

2359 c. One representative of an urban early learning  
2360 coalition.

2361 d. One representative of an early learning provider who  
2362 offers the Voluntary Prekindergarten Education Program.

2363 e. One member who is a kindergarten teacher who has at  
2364 least 5 years of teaching experience.

2365 f. Two representatives with subject matter expertise in  
2366 early learning, early grade success, or child assessment.

2367 4. The four representatives with subject matter expertise  
2368 in sub-subparagraphs 2.f. and 3.f. may not be direct  
2369 stakeholders within the early learning or public school systems.

2370 Section 27. Paragraph (a) of subsection (3), subsection  
2371 (6), paragraphs (b), (e), and (h) of subsection (7), and  
2372 subsection (13) of section 1008.22, Florida Statutes, are  
2373 amended to read:

2374 1008.22 Student assessment program for public schools.—

2375 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The

2376 Commissioner of Education shall design and implement a  
2377 statewide, standardized assessment program aligned to the core  
2378 curricular content established in the state academic standards.  
2379 The commissioner also must develop or select and implement a  
2380 common battery of assessment tools that will be used in all  
2381 juvenile justice education programs in the state. These tools  
2382 must accurately measure the core curricular content established  
2383 in the state academic standards. Participation in the assessment  
2384 program is mandatory for all school districts and all students  
2385 attending public schools, including adult students seeking a  
2386 standard high school diploma under s. 1003.4282 and students in  
2387 Department of Juvenile Justice education programs, except as  
2388 otherwise provided by law. If a student does not participate in  
2389 the assessment program, the school district must notify the  
2390 student's parent and provide the parent with information  
2391 regarding the implications of such nonparticipation. The  
2392 statewide, standardized assessment program shall be designed and  
2393 implemented as follows:

2394 (a) Statewide, standardized comprehensive assessments.—

2395 1. The statewide, standardized English Language Arts (ELA)  
2396 assessments shall be administered to students in grades 3  
2397 through 10. Retake opportunities for the grade 10 ELA assessment  
2398 must be provided. Reading passages and writing prompts for ELA  
2399 assessments shall incorporate grade-level core curricula content  
2400 from social studies. The statewide, standardized Mathematics



2401 assessments shall be administered annually in grades 3 through  
 2402 8. The statewide, standardized Science assessment shall be  
 2403 administered annually at least once at the elementary and middle  
 2404 grades levels. In order to earn a standard high school diploma,  
 2405 a student who has not earned a passing score on the grade 10 ELA  
 2406 assessment must earn a passing score on the assessment retake or  
 2407 earn a concordant score as authorized under subsection (9).

2408 2. Beginning with the 2022-2023 school year, the end-of-  
 2409 year comprehensive progress monitoring assessment administered  
 2410 pursuant to s. 1008.25(9)(b)2. ~~s. 1008.25(8)(b)2.~~ is the  
 2411 statewide, standardized ELA assessment for students in grades 3  
 2412 through 10 and the statewide, standardized Mathematics  
 2413 assessment for students in grades 3 through 8.

2414 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE  
 2415 STANDARDS.—Measurement of student performance is the  
 2416 responsibility of school districts except in those subjects and  
 2417 grade levels measured under the statewide, standardized  
 2418 assessment program described in this section and the coordinated  
 2419 screening and progress monitoring system under s. 1008.25(9) ~~s.~~  
 2420 ~~1008.25(8)~~. When available, instructional personnel must be  
 2421 provided with information on student achievement of standards  
 2422 and benchmarks in order to improve instruction.

2423 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

2424 (b) By January of each year, the commissioner shall  
 2425 publish on the department's website a uniform calendar that

2426 includes the assessment and reporting schedules for, at a  
2427 minimum, the next 2 school years. The uniform calendar must be  
2428 provided to school districts in an electronic format that allows  
2429 each school district and public school to populate the calendar  
2430 with, at minimum, the following information for reporting the  
2431 district assessment schedules under paragraph (d):

2432 1. Whether the assessment is a district-required  
2433 assessment or a state-required assessment.

2434 2. The specific date or dates that each assessment will be  
2435 administered, including administrations of the coordinated  
2436 screening and progress monitoring system under s. 1008.25(9)(b)  
2437 ~~s. 1008.25(8)(b)~~.

2438 3. The time allotted to administer each assessment.

2439 4. Whether the assessment is a computer-based assessment  
2440 or a paper-based assessment.

2441 5. The grade level or subject area associated with the  
2442 assessment.

2443 6. The date that the assessment results are expected to be  
2444 available to teachers and parents.

2445 7. The type of assessment, the purpose of the assessment,  
2446 and the use of the assessment results.

2447 8. A glossary of assessment terminology.

2448 9. Estimates of average time for administering state-  
2449 required and district-required assessments, by grade level.

2450 (e) A school district may not schedule more than 5 percent

2451 of a student's total school hours in a school year to administer  
2452 statewide, standardized assessments; the coordinated screening  
2453 and progress monitoring system under s. 1008.25(9)(b)2. ~~s.~~  
2454 ~~1008.25(8)(b)2.~~; and district-required local assessments. The  
2455 district must secure written consent from a student's parent  
2456 before administering district-required local assessments that,  
2457 after applicable statewide, standardized assessments and  
2458 coordinated screening and progress monitoring are scheduled,  
2459 exceed the 5 percent test administration limit for that student  
2460 under this paragraph. The 5 percent test administration limit  
2461 for a student under this paragraph may be exceeded as needed to  
2462 provide test accommodations that are required by an IEP or are  
2463 appropriate for an English language learner who is currently  
2464 receiving services in a program operated in accordance with an  
2465 approved English language learner district plan pursuant to s.  
2466 1003.56. Notwithstanding this paragraph, a student may choose  
2467 within a school year to take an examination or assessment  
2468 adopted by State Board of Education rule pursuant to this  
2469 section and ss. 1007.27, 1008.30, and 1008.44.

2470 (h) The results of statewide, standardized assessment in  
2471 ELA and mathematics, science, and social studies, including  
2472 assessment retakes, shall be reported in an easy-to-read and  
2473 understandable format and delivered in time to provide useful,  
2474 actionable information to students, parents, and each student's  
2475 current teacher of record and teacher of record for the

2476 subsequent school year; however, in any case, the district shall  
2477 provide the results pursuant to this paragraph within 1 week  
2478 after receiving the results from the department. A report of  
2479 student assessment results must, at a minimum, contain:

2480 1. A clear explanation of the student's performance on the  
2481 applicable statewide, standardized assessments.

2482 2. Information identifying the student's areas of strength  
2483 and areas in need of improvement.

2484 3. Specific actions that may be taken, and the available  
2485 resources that may be used, by the student's parent to assist  
2486 his or her child based on the student's areas of strength and  
2487 areas in need of improvement.

2488 4. Longitudinal information, if available, on the  
2489 student's progress in each subject area based on previous  
2490 statewide, standardized assessment data.

2491 5. Comparative information showing the student's score  
2492 compared to other students in the school district, in the state,  
2493 or, if available, in other states.

2494 6. Predictive information, if available, showing the  
2495 linkage between the scores attained by the student on the  
2496 statewide, standardized assessments and the scores he or she may  
2497 potentially attain on nationally recognized college entrance  
2498 examinations.

2499  
2500 The information included under this paragraph relating to

2501 results from the statewide, standardized ELA assessments for  
 2502 grades 3 through 10 and Mathematics assessments for grades 3  
 2503 through 8 must be included in individual student reports under  
 2504 s. 1008.25(9)(c) ~~s. 1008.25(8)(c)~~.

2505 (13) INDEPENDENT REVIEW.—By January 31, 2025, the  
 2506 Commissioner of Education shall provide recommendations to the  
 2507 Governor, the President of the Senate, and the Speaker of the  
 2508 House of Representatives based on an independent review of the  
 2509 coordinated screening and progress monitoring system under s.  
 2510 1008.25(9) ~~s. 1008.25(8)~~. At a minimum, the review and  
 2511 recommendations must address:

2512 (a) The feasibility and validity of using results from  
 2513 either the first or second administration of progress  
 2514 monitoring, or both, in lieu of using the comprehensive, end-of-  
 2515 year progress monitoring assessment for purposes of  
 2516 demonstrating a passing score, promotion to grade 4, meeting  
 2517 graduation requirements, and calculating school grades in  
 2518 accordance with s. 1008.34.

2519 (b) Options for further reducing the statewide,  
 2520 standardized assessment footprint while maintaining valid and  
 2521 reliable data for purposes of school accountability and  
 2522 providing school and student supports, including the use of  
 2523 computer-adaptive assessments, consistent with the requirements  
 2524 of the federal Elementary and Secondary Education Act, 20 U.S.C.  
 2525 ss. 6301 et seq. and its implementing regulations.

2526 (c) The feasibility and validity of remotely administering  
 2527 statewide, standardized assessments and the coordinated  
 2528 screening and progress monitoring system.

2529 (d) Accelerating student progression based on results from  
 2530 the coordinated screening and progress monitoring system, as  
 2531 academically and developmentally appropriate.

2532 (e) The incorporation of content from ELA instructional  
 2533 materials adopted by the Commissioner of Education pursuant to  
 2534 s. 1006.34 in test items within the coordinated screening and  
 2535 progress monitoring system under s. 1008.25(9) ~~s. 1008.25(8)~~.

2536 (f) The impact of the coordinated screening and progress  
 2537 monitoring system on student learning growth data as measured by  
 2538 the formula approved under s. 1012.34(7).

2539

2540 This subsection is repealed July 1, 2025.

2541 Section 28. Subsection (7) of section 1008.34, Florida  
 2542 Statutes, is amended to read:

2543 1008.34 School grading system; school report cards;  
 2544 district grade.—

2545 (7) TRANSITION.—To assist in the transition to 2022-2023  
 2546 school grades and district grades calculated based on the  
 2547 comprehensive, end-of-year progress monitoring assessment under  
 2548 s. 1008.25(9) ~~s. 1008.25(8)~~, the 2022-2023 school grades and  
 2549 district grades shall serve as an informational baseline for  
 2550 schools and districts to work toward improved performance in

2551 future years. Accordingly, notwithstanding any other provision  
2552 of law:

2553 (a) Due to the absence of learning gains data in the 2022-  
2554 2023 school year, the initial school grading scale for the 2022-  
2555 2023 informational baseline grades shall be set so that the  
2556 percentage of schools that earn an "A," "B," "C," "D," and "F"  
2557 is statistically equivalent to the 2021-2022 school grades  
2558 results. When learning gains data becomes available in the 2023-  
2559 2024 school year, the State Board of Education shall review the  
2560 school grading scale and determine if the scale should be  
2561 adjusted.

2562 (b) A school may not be required to select and implement a  
2563 turnaround option pursuant to s. 1008.33 in the 2023-2024 school  
2564 year based on the school's 2022-2023 grade. The benefits of s.  
2565 1008.33(4)(c), relating to a school being released from  
2566 implementation of the turnaround option, and s. 1008.33(4)(d),  
2567 relating to a school implementing strategies identified in its  
2568 school improvement plan, apply to a school using turnaround  
2569 options pursuant to s. 1008.33 which improves to a grade of "C"  
2570 or higher during the 2022-2023 school year.

2571 (c) A school or approved provider under s. 1002.45 which  
2572 receives the same or lower school grade for the 2022-2023 school  
2573 year compared to the 2021-2022 school year is not subject to  
2574 sanctions or penalties that would otherwise occur as a result of  
2575 the 2022-2023 school grade or rating. A charter school system or

2576 school district designated as high performing may not lose the  
2577 designation based on the 2022-2023 school grades of any of the  
2578 schools within the charter school system or school district or  
2579 based on the 2022-2023 district grade, as applicable.

2580 (d) For purposes of determining grade 3 retention pursuant  
2581 to s. 1008.25(5) and high school graduation pursuant to s.  
2582 1003.4282, student performance on the 2022-2023 comprehensive,  
2583 end-of-year progress monitoring assessment under s. 1008.25(9)  
2584 ~~s. 1008.25(8)~~ shall be linked to 2021-2022 student performance  
2585 expectations. In addition to the good cause exemptions under s.  
2586 1008.25(7) ~~s. 1008.25(6)~~, a student may be promoted to grade 4  
2587 for the 2023-2024 school year if the student demonstrates an  
2588 acceptable level of performance through means reasonably  
2589 calculated by the school district to provide reliable evidence  
2590 of the student's performance.

2591

2592 This subsection is repealed July 1, 2025.

2593 Section 29. Paragraph (a) of subsection (5) of section  
2594 1008.345, Florida Statutes, is amended to read:

2595 1008.345 Implementation of state system of school  
2596 improvement and education accountability.-

2597 (5) The commissioner shall annually report to the State  
2598 Board of Education and the Legislature and recommend changes in  
2599 state policy necessary to foster school improvement and  
2600 education accountability. The report shall include:



- 2601 (a) For each school district:
- 2602 1. The percentage of students, by school and grade level,
- 2603 demonstrating learning growth in English Language Arts and
- 2604 mathematics.
- 2605 2. The percentage of students, by school and grade level,
- 2606 in both the highest and lowest quartiles demonstrating learning
- 2607 growth in English Language Arts and mathematics.
- 2608 3. The information contained in the school district's
- 2609 annual report required pursuant to s. 1008.25(10) ~~s. 1008.25(9)~~.

2610

2611 School reports shall be distributed pursuant to this subsection

2612 and s. 1001.42(18)(c) and according to rules adopted by the

2613 State Board of Education.

2614 Section 30. For the 2023-2024 fiscal year, the sum of \$150

2615 million in nonrecurring funds is appropriated from the General

2616 Revenue Fund to the Department of Education to assist school

2617 districts in implementing this act. The funds shall be placed in

2618 reserve. The Department of Education shall complete a needs

2619 assessment that identifies the required changes that must be

2620 made by each school district to convert from a three-cueing

2621 model to a model grounded in the science of reading. The

2622 Department of Education is authorized to submit a budget

2623 amendment requesting release of the funds pursuant to the

2624 provisions of chapter 216, Florida Statutes. Release of the

2625 funds shall be contingent upon submission of a detailed spend

2626 plan that is aligned with the results of the needs assessment  
2627 and describes how the funds requested for release will be  
2628 expended.

2629       Section 31. For the 2023-2024 fiscal year, the sum of \$8  
2630 million in nonrecurring funds is appropriated from the General  
2631 Revenue Fund to the Department of Education to implement this  
2632 act. The funds shall be placed in reserve. The Department of  
2633 Education is authorized to submit a budget amendment requesting  
2634 release of the funds pursuant to the provisions of chapter 216,  
2635 Florida Statutes. Release of the funds shall be contingent upon  
2636 submission of a detailed spend plan that describes how the funds  
2637 requested for release will be expended.

2638       Section 32. This act shall take effect July 1, 2023.