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LEGISLATIVE ACTION

Senate	.	House
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Floor: 1/AD/2R	.	Floor: CA
02/07/2024 10:29 AM	.	03/07/2024 12:25 PM
	.	

Senator Yarborough moved the following:

Senate Amendment (with title amendment)

Delete lines 551 - 728

and insert:

(5) Administer the New Worlds Tutoring Program that supports school districts and schools in improving student achievement in reading and mathematics pursuant to s. 1008.366.

Section 7. Paragraph (d) of subsection (5), paragraph (c) of subsection (6), and paragraph (c) of subsection (9) of section 1008.25, Florida Statutes, are amended to read:

1008.25 Public school student progression; student support;



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12 coordinated screening and progress monitoring; reporting
13 requirements.—

14 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

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

18 1. That his or her child has been identified as having a
19 substantial deficiency in reading, including a description and
20 explanation, in terms understandable to the parent, of the exact
21 nature of the student's difficulty in learning and lack of
22 achievement in reading.

23 2. A description of the current services that are provided
24 to the child.

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

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

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

36 6. That the statewide, standardized English Language Arts
37 assessment is not the sole determiner of promotion and that
38 additional evaluations, portfolio reviews, and assessments are
39 available to the child to assist parents and the school district
40 in knowing when a child is reading at or above grade level and



41 ready for grade promotion.

42 7. The district's specific criteria and policies for a
43 portfolio as provided in subparagraph (7)(b)4. and the evidence
44 required for a student to demonstrate mastery of Florida's
45 academic standards for English Language Arts. A school must
46 immediately begin collecting evidence for a portfolio when a
47 student in grade 3 is identified as being at risk of retention
48 or upon the request of the parent, whichever occurs first.

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

53 9. Information about the student's eligibility for the New
54 Worlds Reading Initiative under s. 1003.485 and the New Worlds
55 Scholarship Accounts under s. 1002.411 and information on parent
56 training modules and other reading engagement resources
57 available through the initiative.

58
59 After initial notification, the school shall apprise the parent
60 at least monthly of the student's progress in response to the
61 intensive interventions and supports. Such communications must
62 be in writing and must explain any additional interventions or
63 supports that will be implemented to accelerate the student's
64 progress if the interventions and supports already being
65 implemented have not resulted in improvement.

66 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

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



70 1. That his or her child has been identified as having a
71 substantial deficiency in mathematics, including a description
72 and explanation, in terms understandable to the parent, of the
73 exact nature of the student's difficulty in learning and lack of
74 achievement in mathematics.

75 2. A description of the current services that are provided
76 to the child.

77 3. A description of the proposed intensive interventions
78 and supports that will be provided to the child that are
79 designed to remediate the identified area of mathematics
80 deficiency.

81 4. Strategies, including multisensory strategies and
82 programming, through a home-based plan the parent can use in
83 helping his or her child succeed in mathematics. The home-based
84 plan must provide access to the resources identified in
85 paragraph (d) ~~(e)~~.

86
87 After the initial notification, the school shall apprise the
88 parent at least monthly of the student's progress in response to
89 the intensive interventions and supports. Such communications
90 must be in writing and must explain any additional interventions
91 or supports that will be implemented to accelerate the student's
92 progress if the interventions and supports already being
93 implemented have not resulted in improvement.

94 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

95 (c) To facilitate timely interventions and supports
96 pursuant to subsection (4), the system must provide results from
97 the first two administrations of the progress monitoring to a
98 student's teacher or prekindergarten instructor within 1 week



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99 and to the student's parent within 2 weeks after ~~of~~ the
100 administration of the progress monitoring. Delivery of results
101 from the comprehensive, end-of-year progress monitoring ELA
102 assessment for grades 3 through 10 and Mathematics assessment
103 for grades 3 through 8 must be in accordance with s.
104 1008.22(7)(h).

105 1. A student's results from the coordinated screening and
106 progress monitoring system must be recorded in a written, easy-
107 to-comprehend individual student report. Each school district
108 shall provide a parent secure access to his or her child's
109 individual student reports through a web-based portal as part of
110 its student information system. Each early learning coalition
111 shall provide parents the individual student report in a format
112 determined by state board rule.

113 2. In addition to the information under subparagraph (a)5.,
114 the report must also include parent resources that explain the
115 purpose of progress monitoring, assist the parent in
116 interpreting progress monitoring results, and support informed
117 parent involvement. Parent resources may include personalized
118 video formats.

119 3. The department shall annually update school districts
120 and early learning coalitions on new system features and
121 functionality and collaboratively identify with school districts
122 and early learning coalitions strategies for meaningfully
123 reporting to parents results from the coordinated screening and
124 progress monitoring system. The department shall develop ways to
125 increase the utilization, by instructional staff and parents, of
126 student assessment data and resources.

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



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128 printed format upon a parent's request.

129 Section 8. Section 1008.366, Florida Statutes, is created
130 to read:

131 1008.366 The New Worlds Tutoring Program.-

132 (1) The New Worlds Tutoring Program is created to support
133 school districts and schools in improving student achievement in
134 reading and mathematics by:

135 (a) Providing best practice science of reading guidelines
136 for districts in consultation with the Just Read, Florida!
137 Office.

138 (b) Providing best practice guidelines for mathematics
139 tutoring in alignment with Florida's Benchmarks for Excellent
140 Student Thinking (B.E.S.T.) Standards for mathematics.

141 (c) Establishing minimum standards that each school
142 district must meet to participate in the program. The minimum
143 standards must address:

- 144 1. Appropriate group sizes for tutoring sessions.
145 2. The frequency and duration of tutoring sessions.
146 3. Minimum staffing qualifications for tutors.
147 4. The use of ongoing, informal and formal assessments to
148 target instructional interventions.

149 5. Prioritization strategies for tutoring students.

150 (d) Providing access during the school day to additional
151 literacy or mathematics support through evidence-based automated
152 literacy tutoring software that provides each student with real-
153 time interventions that are based in science of reading
154 principles or mathematics instructional best practices and
155 individually tailored to the needs and ability of each student.

156 Access shall be provided to students in kindergarten through



157 grade 5 enrolled in a public school who have a substantial
158 deficiency in reading or mathematics in accordance with s.
159 1008.25. The term "evidence-based" has the same meaning as in s.
160 1003.4201(6).

161 (e) Awarding grants to school districts that may be used
162 for stipends for in-person tutoring during the school day,
163 before and after school, or during a summer program. In-person
164 tutoring may be provided to, at a minimum, kindergarten through
165 grade 5 students enrolled in a public school who have a
166 substantial deficiency in reading or mathematics in accordance
167 with s. 1008.25. To identify eligible students, the department
168 shall provide the administrator with mathematics and reading
169 progress monitoring data for eligible kindergarten through grade
170 12 students within 30 days after the close of each progress
171 monitoring period.

172 (f) Providing technical assistance and professional
173 learning to school districts, including:

174 1. Advising district staff on tutoring program design and
175 intervention selection upon request.

176 2. Assisting districts in reviewing tutoring programs,
177 professional learning programs, curriculum, and resources to
178 ensure that they adhere to the science of reading or best
179 practices in mathematics.

180 3. Providing professional learning to district staff to
181 build their knowledge and skills around the science of reading
182 or best practices in mathematics.

183 (2) Annually, by July 1, the administrator of the New
184 Worlds Tutoring Program shall provide to
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186 ===== T I T L E A M E N D M E N T =====

187 And the title is amended as follows:

188 Delete lines 45 - 49

189 and insert:

190 creating the New Worlds Tutoring Program to provide
191 specified academic support for students; providing the
192 purpose of the program; requiring the administrator of
193 the program to annually