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LEGISLATIVE ACTION

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| Senate     | . | House |
| Comm: RCS  | . |       |
| 12/12/2023 | . |       |
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The Committee on Fiscal Policy (Simon) recommended the following:

**Senate Amendment (with title amendment)**

Delete lines 386 - 1486

and insert:

Section 10. Effective upon becoming a law, paragraphs (a) and (b) of subsection (3), paragraph (c) of subsection (5), and subsection (6) of section 1003.4282, Florida Statutes, are amended to read:

1003.4282 Requirements for a standard high school diploma.—

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT



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11 REQUIREMENTS.—

12 (a) *Four credits in English Language Arts (ELA).*—The four  
13 credits must be in ELA I, II, III, and IV. ~~A student must pass~~  
14 ~~the statewide, standardized grade 10 ELA assessment, or earn a~~  
15 ~~concordant score, in order to earn a standard high school~~  
16 ~~diploma.~~ A student's performance on the statewide, standardized  
17 grade 10 ELA assessment constitutes 30 percent of the student's  
18 final course grade.

19 (b) *Four credits in mathematics.*—

20 1. A student must earn one credit in Algebra I and one  
21 credit in Geometry. A student's performance on the statewide,  
22 standardized Algebra I end-of-course (EOC) assessment  
23 constitutes 30 percent of the student's final course grade. ~~A~~  
24 ~~student must pass the statewide, standardized Algebra I EOC~~  
25 ~~assessment, or earn a comparative score, in order to earn a~~  
26 ~~standard high school diploma.~~ A student's performance on the  
27 statewide, standardized Geometry EOC assessment constitutes 30  
28 percent of the student's final course grade.

29 2. A student who earns an industry certification for which  
30 there is a statewide college credit articulation agreement  
31 approved by the State Board of Education may substitute the  
32 certification for one mathematics credit. Substitution may occur  
33 for up to two mathematics credits, except for Algebra I and  
34 Geometry. A student may earn two mathematics credits by  
35 successfully completing Algebra I through two full-year courses.  
36 A certified school counselor or the principal's designee shall  
37 ~~must~~ advise the student that admission to a state university may  
38 require the student to earn 3 additional mathematics credits  
39 that are at least as rigorous as Algebra I.



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40           3. A student who earns a computer science credit may  
41 substitute the credit for up to one credit of the mathematics  
42 requirement, with the exception of Algebra I and Geometry, if  
43 the commissioner identifies the computer science credit as being  
44 equivalent in rigor to the mathematics credit. An identified  
45 computer science credit may not be used to substitute for both a  
46 mathematics and a science credit. A student who earns an  
47 industry certification in 3D rapid prototype printing may  
48 satisfy up to two credits of the mathematics requirement, with  
49 the exception of Algebra I, if the commissioner identifies the  
50 certification as being equivalent in rigor to the mathematics  
51 credit or credits.

52           (5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—

53           (c) A student who earns the required 24 credits, or the  
54 required 18 credits under s. 1002.3105(5), but fails to ~~pass the~~  
55 ~~assessments required under s. 1008.22(3) or~~ achieve a 2.0 GPA  
56 shall be awarded a certificate of completion in a form  
57 prescribed by the State Board of Education. However, a student  
58 who is otherwise entitled to a certificate of completion may  
59 elect to remain in high school either as a full-time student or  
60 a part-time student for up to 1 additional year and receive  
61 special instruction designed to remedy his or her identified  
62 deficiencies.

63           (6) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—~~Beginning with~~  
64 ~~the 2012-2013 school year, if a student transfers to a Florida~~  
65 ~~public high school from out of country, out of state, a private~~  
66 ~~school, or a home education program and the student's transcript~~  
67 ~~shows a credit in Algebra I, the student must pass the~~  
68 ~~statewide, standardized Algebra I EOC assessment in order to~~



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69 ~~earn a standard high school diploma unless the student earned a~~  
70 ~~comparative score, passed a statewide assessment in Algebra I~~  
71 ~~administered by the transferring entity, or passed the statewide~~  
72 ~~mathematics assessment the transferring entity uses to satisfy~~  
73 ~~the requirements of the Elementary and Secondary Education Act,~~  
74 ~~as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C.~~  
75 ~~ss. 6301 et seq. If a student's transcript shows a credit in~~  
76 ~~high school reading or English Language Arts II or III, in order~~  
77 ~~to earn a standard high school diploma, the student must take~~  
78 ~~and pass the statewide, standardized grade 10 ELA assessment, or~~  
79 ~~earn a concordant score. If a transfer student's transcript~~  
80 ~~shows a final course grade and course credit in Algebra I,~~  
81 ~~Geometry, Biology I, or United States History, or the equivalent~~  
82 ~~of a grade 10 ELA course, the transferring course final grade~~  
83 ~~and credit must ~~shall~~ be honored without the student taking the~~  
84 ~~requisite statewide, standardized EOC assessment and without the~~  
85 ~~assessment results constituting 30 percent of the student's~~  
86 ~~final course grade.~~

87 Section 11. Effective upon becoming a law, section  
88 1003.433, Florida Statutes, is amended to read:

89 1003.433 Learning opportunities for out-of-state and out-  
90 of-country transfer students and students needing additional  
91 instruction to meet high school graduation requirements.-

92 ~~(1)~~ Students who enter a Florida public school at the 11th  
93 or 12th grade from out of state or out of country may ~~shall~~ not  
94 be required to spend additional time in a Florida public school  
95 in order to meet the high school course requirements if the  
96 student has met all requirements of the school district, state,  
97 or country from which he or she is transferring. Such students



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98 who are not proficient in English should receive immediate and  
99 intensive instruction in English language acquisition. However,  
100 to receive a standard high school diploma, a transfer student  
101 must earn a 2.0 grade point average and meet the requirements  
102 under s. 1008.22.

103 ~~(2) Students who earn the required 24 credits for the~~  
104 ~~standard high school diploma except for passage of any must pass~~  
105 ~~assessment under s. 1003.4282 or s. 1008.22 or an alternate~~  
106 ~~assessment by the end of grade 12 must be provided the following~~  
107 ~~learning opportunities:~~

108 ~~(a) Participation in an accelerated high school equivalency~~  
109 ~~diploma preparation program during the summer.~~

110 ~~(b) Upon receipt of a certificate of completion, be allowed~~  
111 ~~to take the College Placement Test and be admitted to~~  
112 ~~developmental education or credit courses at a Florida College~~  
113 ~~System institution, as appropriate.~~

114 ~~(c) Participation in an adult general education program as~~  
115 ~~provided in s. 1004.93 for such time as the student requires to~~  
116 ~~master English, reading, mathematics, or any other subject~~  
117 ~~required for high school graduation. A student attending an~~  
118 ~~adult general education program shall have the opportunity to~~  
119 ~~take any must-pass assessment under s. 1003.4282 or s. 1008.22~~  
120 ~~an unlimited number of times in order to receive a standard high~~  
121 ~~school diploma.~~

122 ~~(3) Students who have been enrolled in an ESOL program for~~  
123 ~~less than 2 school years and have met all requirements for the~~  
124 ~~standard high school diploma except for passage of any must-pass~~  
125 ~~assessment under s. 1003.4282 or s. 1008.22 or alternate~~  
126 ~~assessment may:~~



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127           ~~(a) Receive immersion English language instruction during~~  
128 ~~the summer following their senior year. Students receiving such~~  
129 ~~instruction are eligible to take the required assessment or~~  
130 ~~alternate assessment and receive a standard high school diploma~~  
131 ~~upon passage of the required assessment or alternate assessment.~~  
132 ~~This paragraph shall be implemented to the extent funding is~~  
133 ~~provided in the General Appropriations Act.~~

134           ~~(b) Beginning with the 2022-2023 school year, meet the~~  
135 ~~requirement to pass the statewide, standardized grade 10 English~~  
136 ~~Language Arts assessment by satisfactorily demonstrating grade-~~  
137 ~~level expectations on formative assessments, in accordance with~~  
138 ~~state board rule.~~

139           Section 12. Paragraph (a) of subsection (4) of section  
140 1003.435, Florida Statutes, is amended to read:

141           1003.435 High school equivalency diploma program.—

142           (4) (a) A candidate for a high school equivalency diploma  
143 must shall be at least 18 years of age on the date of the  
144 examination, except that ~~in extraordinary circumstances, as~~  
145 ~~provided for in rules of the district school board of the~~  
146 ~~district in which the candidate resides or attends school, a~~  
147 candidate may take the examination after reaching the age of 16  
148 with the written permission of his or her parent or guardian.  
149 School districts shall adopt a policy to allow for such written  
150 permission by a parent or guardian.

151           Section 13. Subsection (3) of section 1003.4935, Florida  
152 Statutes, is amended to read:

153           1003.4935 Middle grades career and professional academy  
154 courses and career-themed courses.—

155           ~~(3) Beginning with the 2012-2013 school year, if a school~~



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156 ~~district implements a middle school career and professional~~  
157 ~~academy or a career-themed course, the Department of Education~~  
158 ~~shall collect and report student achievement data pursuant to~~  
159 ~~performance factors identified under s. 1003.492(3) for students~~  
160 ~~enrolled in an academy or a career-themed course.~~

161 Section 14. Section 1003.4995, Florida Statutes, is  
162 repealed.

163 Section 15. Section 1003.4996, Florida Statutes, is  
164 repealed.

165 Section 16. Subsection (2) of section 1003.49965, Florida  
166 Statutes, is amended to read:

167 1003.49965 Art in the Capitol Competition.—

168 (2) A ~~Each~~ school district may ~~shall~~ annually hold an Art  
169 in the Capitol Competition for all public, private, and home  
170 education students in grades 6 through 8. Submissions must ~~shall~~  
171 be judged by a selection committee consisting of art teachers  
172 whose students have not submitted artwork for consideration.

173 Section 17. Paragraphs (g) and (r) of subsection (2) of  
174 section 1003.51, Florida Statutes, are amended to read:

175 1003.51 Other public educational services.—

176 (2) The State Board of Education shall adopt rules  
177 articulating expectations for effective education programs for  
178 students in Department of Juvenile Justice programs, including,  
179 but not limited to, education programs in juvenile justice  
180 prevention, day treatment, residential, and detention programs.  
181 The rule shall establish policies and standards for education  
182 programs for students in Department of Juvenile Justice programs  
183 and shall include the following:

184 (g) Assessment procedures, which—



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185           1. ~~For prevention, day treatment, and residential programs,~~  
186 ~~include appropriate academic and career assessments administered~~  
187 ~~at program entry and exit that are selected by the Department of~~  
188 ~~Education in partnership with representatives from the~~  
189 ~~Department of Juvenile Justice, district school boards, and~~  
190 ~~education providers. Assessments must be completed within the~~  
191 ~~first 10 school days after a student's entry into the program.~~

192           2. provide for determination of the areas of academic need  
193 and strategies for appropriate intervention and instruction for  
194 each student in a detention facility within 5 school days after  
195 the student's entry into the program and administer a research-  
196 based assessment that will assist the student in determining his  
197 or her educational and career options and goals within 22 school  
198 days after the student's entry into the program.

199  
200 The results of the these assessments required under this  
201 paragraph and under s. 1003.52(3)(d), together with a portfolio  
202 depicting the student's academic and career accomplishments,  
203 must shall be included in the discharge packet assembled for  
204 each student.

205           (r) A series of graduated sanctions for district school  
206 boards whose educational programs in Department of Juvenile  
207 Justice programs are considered to be unsatisfactory and for  
208 instances in which district school boards fail to meet standards  
209 prescribed by law, rule, or State Board of Education policy.  
210 These sanctions must shall include the option of requiring a  
211 district school board to contract with a provider or another  
212 district school board if the educational program at the  
213 Department of Juvenile Justice program is performing below





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214 minimum standards and, after 6 months, is still performing below  
215 ~~minimum standards.~~

216 Section 18. Subsection (4) of section 1003.621, Florida  
217 Statutes, is amended to read:

218 1003.621 Academically high-performing school districts.—It  
219 is the intent of the Legislature to recognize and reward school  
220 districts that demonstrate the ability to consistently maintain  
221 or improve their high-performing status. The purpose of this  
222 section is to provide high-performing school districts with  
223 flexibility in meeting the specific requirements in statute and  
224 rules of the State Board of Education.

225 ~~(4) REPORTS.—The academically high-performing school~~  
226 ~~district shall submit to the State Board of Education and the~~  
227 ~~Legislature an annual report on December 1 which delineates the~~  
228 ~~performance of the school district relative to the academic~~  
229 ~~performance of students at each grade level in reading, writing,~~  
230 ~~mathematics, science, and any other subject that is included as~~  
231 ~~a part of the statewide assessment program in s. 1008.22. The~~  
232 ~~annual report shall be submitted in a format prescribed by the~~  
233 ~~Department of Education and shall include:~~

234 ~~(a) Longitudinal performance of students on statewide,~~  
235 ~~standardized assessments taken under s. 1008.22;~~

236 ~~(b) Longitudinal performance of students by grade level and~~  
237 ~~subgroup on statewide, standardized assessments taken under s.~~  
238 ~~1008.22;~~

239 ~~(c) Longitudinal performance regarding efforts to close the~~  
240 ~~achievement gap;~~

241 ~~(d)1. Number and percentage of students who take an~~  
242 ~~Advanced Placement Examination; and~~



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243           ~~2. Longitudinal performance regarding students who take an~~  
244 ~~Advanced Placement Examination by demographic group,~~  
245 ~~specifically by age, gender, race, and Hispanic origin, and by~~  
246 ~~participation in the National School Lunch Program;~~

247           ~~(e) Evidence of compliance with subsection (1); and~~

248           ~~(f) A description of each waiver and the status of each~~  
249 ~~waiver.~~

250           Section 19. Paragraph (a) of subsection (1), paragraph (b)  
251 of subsection (3), and paragraph (b) of subsection (4) of  
252 section 1006.28, Florida Statutes, are amended to read:

253           1006.28 Duties of district school board, district school  
254 superintendent; and school principal regarding K-12  
255 instructional materials.—

256           (1) DEFINITIONS.—

257           (a) As used in this section, the term:

258           1. "Adequate instructional materials" means a sufficient  
259 number of student or site licenses or sets of materials that are  
260 available in bound, unbound, kit, or package form and may  
261 consist of hardbacked or softbacked textbooks, electronic  
262 content, consumables, learning laboratories, manipulatives,  
263 electronic media, and computer courseware or software that serve  
264 as the basis for instruction ~~for each student~~ in the core  
265 subject areas of mathematics, language arts, social studies,  
266 science, reading, and literature.

267           2. "Instructional materials" has the same meaning as in s.  
268 1006.29(2).

269           3. "Library media center" means any collection of books,  
270 ebooks, periodicals, or videos maintained and accessible on the  
271 site of a school, including in classrooms.



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272 (3) DISTRICT SCHOOL SUPERINTENDENT.—

273 (b) Each district school superintendent shall annually  
274 notify the department ~~by April 1 of each year~~ the state-adopted  
275 instructional materials that will be requisitioned for use in  
276 his or her school district. ~~The notification shall include a~~  
277 ~~district school board plan for instructional materials use to~~  
278 ~~assist in determining if adequate instructional materials have~~  
279 ~~been requisitioned.~~

280 (4) SCHOOL PRINCIPAL.—The school principal has the  
281 following duties for the management and care of materials at the  
282 school:

283 (b) *Money collected for lost or damaged instructional*  
284 *materials; enforcement.*—The school principal may ~~shall~~ collect  
285 from each student or the student's parent the purchase price of  
286 any instructional material the student has lost, destroyed, or  
287 unnecessarily damaged and to report and transmit the money  
288 collected to the district school superintendent. The failure to  
289 collect such sum upon reasonable effort by the school principal  
290 may result in the suspension of the student from participation  
291 in extracurricular activities or satisfaction of the debt by the  
292 student through community service activities at the school site  
293 as determined by the school principal, pursuant to policies  
294 adopted by district school board rule.

295 Section 20. Subsection (1) of section 1006.283, Florida  
296 Statutes, is amended to read:

297 1006.283 District school board instructional materials  
298 review process.—

299 (1) A district school board or consortium of school  
300 districts may implement an instructional materials program that



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301 includes the review, recommendation, adoption, and purchase of  
302 instructional materials. The district school superintendent  
303 shall annually certify to the department ~~by March 31 of each~~  
304 ~~year~~ that all instructional materials for core courses used by  
305 the district are aligned with applicable state standards. A list  
306 of the core instructional materials that will be used or  
307 purchased for use by the school district shall be included in  
308 the certification.

309 Section 21. Paragraph (a) of subsection (1) of section  
310 1006.33, Florida Statutes, is amended to read:

311 1006.33 Bids or proposals; advertisement and its contents.-

312 (1) (a) 1. Beginning on or before May 15 of any year in which  
313 an instructional materials adoption is to be initiated, the  
314 department shall advertise in the Florida Administrative  
315 Register 4 weeks preceding the date on which the bids shall be  
316 received, that at a certain designated time, not later than June  
317 15, sealed bids or proposals to be deposited with the department  
318 will be received from publishers or manufacturers for the  
319 furnishing of instructional materials proposed to be adopted as  
320 listed in the advertisement beginning April 1 following the  
321 adoption.

322 2. Beginning with the 2026 instructional materials adoption  
323 cycle, on or before October 15 of any year and 2 years before  
324 any instructional materials adoption period, the department  
325 shall advertise in the Florida Administrative Register 4 weeks  
326 preceding the date on which the bids must be received that at a  
327 certain designated time not later than November 15, sealed bids  
328 or proposals to be deposited with the department will be  
329 received from publishers or manufacturers for the furnishing of



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330 instructional materials proposed to be adopted as listed in the  
331 advertisement beginning April 1 following the adoption. The  
332 department shall publish its specifications for each subject for  
333 which instructional materials are to be adopted a minimum of 180  
334 days before the date on which it will place such advertisement.

335 Section 22. Paragraph (a) of subsection (2) of section  
336 1006.34, Florida Statutes, is amended to read:

337 1006.34 Powers and duties of the commissioner and the  
338 department in selecting and adopting instructional materials.—

339 (2) SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS.—

340 (a) The department shall notify all publishers and  
341 manufacturers of instructional materials who have submitted bids  
342 that within 3 weeks after the deadline for receiving bids, at a  
343 designated time and place, it will open the bids submitted and  
344 deposited with it. At the time and place designated, the bids  
345 must ~~shall~~ be opened, read, and tabulated in the presence of the  
346 bidders or their representatives. No one may revise his or her  
347 bid after the bids have been filed. When all bids have been  
348 carefully considered, the commissioner shall, from the list of  
349 suitable, usable, and desirable instructional materials reported  
350 by the state instructional materials reviewers, select and adopt  
351 instructional materials for each grade and subject field in the  
352 curriculum of public elementary, middle, and high schools in  
353 which adoptions are made and in the subject areas designated in  
354 the advertisement. Beginning with the 2026 instructional  
355 materials adoption cycle, the commissioner shall publish the  
356 list of adopted instructional materials not later than July 31  
357 of the year preceding the beginning of the adoption period. The  
358 adoption must ~~shall~~ continue for the period specified in the



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359 advertisement, beginning on the ensuing April 1. The adoption  
360 may shall not prevent the extension of a contract as provided in  
361 subsection (3). The commissioner shall always reserve the right  
362 to reject any and all bids. The commissioner may ask for new  
363 sealed bids from publishers or manufacturers whose instructional  
364 materials were recommended by the state instructional materials  
365 reviewers as suitable, usable, and desirable; specify the dates  
366 for filing such bids and the date on which they must shall be  
367 opened; and proceed in all matters regarding the opening of bids  
368 and the awarding of contracts as required by this part. In all  
369 cases, bids must shall be accompanied by a cash deposit or  
370 certified check of from \$500 to \$2,500, as the department may  
371 direct. The department shall, in adopting instructional  
372 materials, shall give due consideration both to the prices bid  
373 for furnishing instructional materials and to the report and  
374 recommendations of the state instructional materials reviewers.  
375 When the commissioner has finished with the report of the state  
376 instructional materials reviewers, the report must shall be  
377 filed and preserved with the department and must shall be  
378 available at all times for public inspection.

379 Section 23. Subsection (2) of section 1006.40, Florida  
380 Statutes, is amended to read:

381 1006.40 Purchase of instructional materials.—

382 (2) Each district school board must purchase current  
383 instructional materials to provide students each student in  
384 kindergarten through grade 12 with a major tool of instruction  
385 in core courses of the subject areas of mathematics, language  
386 arts, science, social studies, reading, and literature. If  
387 deemed appropriate by the district school board, it may approve



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388 an exemption to such purchase for certain courses. Such purchase  
389 must be made within the first 5 ~~3~~ years after the effective date  
390 of the adoption cycle unless a district school board or a  
391 consortium of school districts has implemented an instructional  
392 materials program pursuant to s. 1006.283.

393 Section 24. Subsection (2) of section 1008.212, Florida  
394 Statutes, is amended to read:

395 1008.212 Students with disabilities; extraordinary  
396 exemption.—

397 (2) A student with a disability for whom the individual  
398 education plan (IEP) team determines is prevented by a  
399 circumstance or condition from physically demonstrating the  
400 mastery of skills that have been acquired and are measured by  
401 the statewide standardized assessment, a statewide standardized  
402 end-of-course assessment, or an alternate assessment pursuant to  
403 s. 1008.22(3)(d) shall be granted an extraordinary exemption  
404 from the administration of the assessment. A learning,  
405 emotional, behavioral, or significant cognitive disability, or  
406 the receipt of services through the homebound or hospitalized  
407 program in accordance with rule 6A-6.03020, Florida  
408 Administrative Code, is not, in and of itself, an adequate  
409 criterion for the granting of an extraordinary exemption. The  
410 first two administrations of the coordinated screening and  
411 progress monitoring system under s. 1008.25(9) or any alternate  
412 assessments used in lieu of such administrations are not subject  
413 to the requirements of this section.

414 Section 25. Paragraphs (a) and (d) of subsection (3),  
415 paragraphs (b), (d), (e), (h) of subsection (7), and subsections  
416 (9) and (10) of section 1008.22, Florida Statutes, are amended



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417 to read:

418 1008.22 Student assessment program for public schools.—

419 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
420 Commissioner of Education shall design and implement a  
421 statewide, standardized assessment program aligned to the core  
422 curricular content established in the state academic standards.  
423 The commissioner also must develop or select and implement a  
424 common battery of assessment tools that will be used in all  
425 juvenile justice education programs in the state. These tools  
426 must accurately measure the core curricular content established  
427 in the state academic standards. Participation in the assessment  
428 program is mandatory for all school districts and all students  
429 attending public schools, including adult students seeking a  
430 standard high school diploma under s. 1003.4282 and students in  
431 Department of Juvenile Justice education programs, except as  
432 otherwise provided by law. If a student does not participate in  
433 the assessment program, the school district must notify the  
434 student's parent and provide the parent with information  
435 regarding the implications of such nonparticipation. The  
436 statewide, standardized assessment program shall be designed and  
437 implemented as follows:

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

439 1. The statewide, standardized English Language Arts (ELA)  
440 assessments shall be administered to students in grades 3  
441 through 10. Retake opportunities for the grade 10 ELA assessment  
442 must be provided. Reading passages and writing prompts for ELA  
443 assessments shall incorporate grade-level core curricula content  
444 from social studies. The statewide, standardized Mathematics  
445 assessments shall be administered annually in grades 3 through





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446 8. The statewide, standardized Science assessment shall be  
447 administered annually at least once at the elementary and middle  
448 grades levels. ~~In order to earn a standard high school diploma,~~  
449 ~~a student who has not earned a passing score on the grade 10 ELA~~  
450 ~~assessment must earn a passing score on the assessment retake or~~  
451 ~~earn a concordant score as authorized under subsection (9).~~

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

458 (d) *Students with disabilities; Florida Alternate*  
459 *Assessment.*—

460 1. Each district school board must provide instruction to  
461 prepare students with disabilities in the core content knowledge  
462 and skills necessary for successful grade-to-grade progression  
463 and high school graduation.

464 2. A student with a disability, as defined in s. 1007.02,  
465 for whom the individual education plan (IEP) team determines  
466 that the statewide, standardized assessments under this section  
467 cannot accurately measure the student's abilities, taking into  
468 consideration all allowable accommodations, shall have  
469 assessment results waived for the purpose of receiving a course  
470 grade ~~and a standard high school diploma~~. Such waiver shall be  
471 designated on the student's transcript. The statement of waiver  
472 shall be limited to a statement that performance on an  
473 assessment was waived for the purpose of receiving a course  
474 grade ~~or a standard high school diploma~~, as applicable.



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475           3. The State Board of Education shall adopt rules, based  
476 upon recommendations of the commissioner, for the provision of  
477 assessment accommodations for students with disabilities and for  
478 students who have limited English proficiency.

479           a. Accommodations that negate the validity of a statewide,  
480 standardized assessment are not allowed during the  
481 administration of the assessment. However, instructional  
482 accommodations are allowed in the classroom if identified in a  
483 student's IEP. Students using instructional accommodations in  
484 the classroom that are not allowed on a statewide, standardized  
485 assessment may have assessment results waived if the IEP team  
486 determines that the assessment cannot accurately measure the  
487 student's abilities.

488           b. If a student is provided with instructional  
489 accommodations in the classroom that are not allowed as  
490 accommodations for statewide, standardized assessments, the  
491 district must inform the parent in writing and provide the  
492 parent with information regarding the impact on the student's  
493 ability to meet expected performance levels. A parent must  
494 provide signed consent for a student to receive classroom  
495 instructional accommodations that would not be available or  
496 permitted on a statewide, standardized assessment and  
497 acknowledge in writing that he or she understands the  
498 implications of such instructional accommodations.

499           c. If a student's IEP states that online administration of  
500 a statewide, standardized assessment will significantly impair  
501 the student's ability to perform, the assessment must ~~shall~~ be  
502 administered in hard copy.

503           4. For students with significant cognitive disabilities,



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504 the Department of Education shall provide for implementation of  
505 the Florida Alternate Assessment to accurately measure the core  
506 curricular content established in the state academic standards.

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

508 (b) By January of each year, the commissioner shall publish  
509 on the department's website a uniform calendar that includes the  
510 assessment and reporting schedules for, at a minimum, the next 2  
511 school years. ~~The uniform calendar must be provided to school~~  
512 ~~districts in an electronic format that allows each school~~  
513 ~~district and public school to populate the calendar with, at~~  
514 ~~minimum, the following information for reporting the district~~  
515 ~~assessment schedules under paragraph (d):~~

516 1. ~~Whether the assessment is a district required assessment~~  
517 ~~or a state required assessment.~~

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

521 3. ~~The time allotted to administer each assessment.~~

522 4. ~~Whether the assessment is a computer based assessment or~~  
523 ~~a paper based assessment.~~

524 5. ~~The grade level or subject area associated with the~~  
525 ~~assessment.~~

526 6. ~~The date that the assessment results are expected to be~~  
527 ~~available to teachers and parents.~~

528 7. ~~The type of assessment, the purpose of the assessment,~~  
529 ~~and the use of the assessment results.~~

530 8. ~~A glossary of assessment terminology.~~

531 9. ~~Estimates of average time for administering state-~~  
532 ~~required and district-required assessments, by grade level.~~



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533           (d) Each school district shall, by November 1 of each year,  
534 establish schedules for the administration of any statewide,  
535 standardized assessments and district-required assessments and  
536 approve the schedules as an agenda item at a district school  
537 board meeting. Each school district shall publish ~~the~~ testing  
538 schedules on its website which specify whether an assessment is  
539 a state-required or district-required assessment and the grade  
540 bands or subject area associated with the assessments ~~using the~~  
541 ~~uniform calendar, including all information required under~~  
542 ~~paragraph (b), and submit the schedules to the Department of~~  
543 ~~Education by October 1 of each year.~~ Each public school shall  
544 publish schedules for statewide, standardized assessments and  
545 district-required assessments on its website ~~using the uniform~~  
546 ~~calendar, including all information required under paragraph~~  
547 ~~(b).~~ The school board-approved assessment ~~uniform~~ calendar must  
548 be included in the parent guide required by s. 1002.23(5).

549           (e) A school district may not schedule more than 5 percent  
550 of a student's total school hours in a school year to administer  
551 statewide, standardized assessments; the coordinated screening  
552 and progress monitoring system under s. 1008.25(9)(b)2.; and  
553 district-required local assessments. The district shall ~~must~~  
554 secure written consent from a student's parent before  
555 administering district-required local assessments that, after  
556 applicable statewide, standardized assessments and coordinated  
557 screening and progress monitoring are scheduled, exceed the 5  
558 percent test administration limit for that student under this  
559 paragraph. The 5 percent test administration limit for a student  
560 under this paragraph may be exceeded as needed to provide test  
561 accommodations that are required by an IEP or are appropriate



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562 for an English language learner who is currently receiving  
563 services in a program operated in accordance with an approved  
564 English language learner district plan pursuant to s. 1003.56.  
565 Notwithstanding this paragraph, a student may choose within a  
566 school year to take an examination or assessment adopted by  
567 State Board of Education rule pursuant to this section and ss.  
568 1007.27, 1008.30, and 1008.44.

569 (h) The results of statewide, standardized assessment in  
570 ELA and mathematics, science, and social studies, including  
571 assessment retakes, must ~~shall~~ be reported in an easy-to-read  
572 and understandable format and delivered in time to provide  
573 useful, actionable information to students, parents, and each  
574 student's current teacher of record and teacher of record for  
575 the subsequent school year; however, in any case, the district  
576 shall provide the results pursuant to this paragraph within 1  
577 week after receiving the results from the department. A report  
578 of student assessment results must, at a minimum, contain:

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

581 2. Information identifying the student's areas of strength  
582 and areas in need of improvement.

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

587 4. Longitudinal information, if available, on the student's  
588 progress in each subject area based on previous statewide,  
589 standardized assessment data.

590 5. Comparative information showing the student's score



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591 compared to other students in the school district, in the state,  
592 or, if available, in other states.

593 6. Predictive information, if available, showing the  
594 linkage between the scores attained by the student on the  
595 statewide, standardized assessments and the scores he or she may  
596 potentially attain on nationally recognized college entrance  
597 examinations.

598  
599 The information included under this paragraph relating to  
600 results from the statewide, standardized ELA assessments for  
601 grades 3 through 10 and Mathematics assessments for grades 3  
602 through 8 must be included in individual student reports under  
603 s. 1008.25(9)(c).

604 ~~(9) CONCORDANT SCORES. The Commissioner of Education must~~  
605 ~~identify scores on the SAT and ACT that if achieved satisfy the~~  
606 ~~graduation requirement that a student pass the grade 10 ELA~~  
607 ~~assessment. The commissioner may identify concordant scores on~~  
608 ~~assessments other than the SAT and ACT. If the content or~~  
609 ~~scoring procedures change for the grade 10 ELA assessment, new~~  
610 ~~concordant scores must be determined. If new concordant scores~~  
611 ~~are not timely adopted, the last-adopted concordant scores~~  
612 ~~remain in effect until such time as new scores are adopted. The~~  
613 ~~state board shall adopt concordant scores in rule.~~

614 ~~(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)~~  
615 ~~ASSESSMENT. The Commissioner of Education must identify one or~~  
616 ~~more comparative scores for the Algebra I EOC assessment. If the~~  
617 ~~content or scoring procedures change for the EOC assessment, new~~  
618 ~~comparative scores must be determined. If new comparative scores~~  
619 ~~are not timely adopted, the last-adopted comparative scores~~



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620 ~~remain in effect until such time as new scores are adopted. The~~  
621 ~~state board shall adopt comparative scores in rule.~~

622 Section 26. Effective upon becoming a law, paragraph (c) of  
623 subsection (5), paragraphs (b) and (c) of subsections (7), and  
624 subsection (9) of section 1008.25, Florida Statutes, are  
625 amended, to read:

626 1008.25 Public school student progression; student support;  
627 coordinated screening and progress monitoring; reporting  
628 requirements.—

629 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

630 (c) To be promoted to grade 4, a student must score a Level  
631 2 or higher on the statewide, standardized English Language Arts  
632 assessment required under s. 1008.22 for grade 3. If a student's  
633 reading deficiency is not remedied by the end of grade 3, as  
634 demonstrated by scoring Level 2 or higher on the statewide,  
635 standardized assessment required under s. 1008.22 for grade 3,  
636 the student must be retained unless the parent determines  
637 retention is not in the best interest of the student and  
638 approves a good cause exemption pursuant to paragraph (7) (b).

639 (7) ELIMINATION OF SOCIAL PROMOTION.—

640 (b) The district school board may only exempt students from  
641 mandatory retention, as provided in paragraph (5) (c), for good  
642 cause. A student who is promoted to grade 4 with a good cause  
643 exemption shall be provided intensive reading instruction and  
644 intervention that include specialized diagnostic information and  
645 specific reading strategies to meet the needs of each student so  
646 promoted. The school district shall assist schools and teachers  
647 with the implementation of explicit, systematic, and  
648 multisensory reading instruction and intervention strategies for



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649 students promoted with a good cause exemption which research has  
650 shown to be successful in improving reading among students who  
651 have reading difficulties. Good cause exemptions are limited to  
652 the following:

653 1. Limited English proficient students who have had less  
654 than 2 years of instruction in an English for Speakers of Other  
655 Languages program based on the initial date of entry into a  
656 school in the United States.

657 2. Students with disabilities whose individual education  
658 plan indicates that participation in the statewide assessment  
659 program is not appropriate, consistent with the requirements of  
660 s. 1008.212.

661 3. Students who demonstrate an acceptable level of  
662 performance on an alternative standardized reading or English  
663 Language Arts assessment approved by the State Board of  
664 Education.

665 4. A student who demonstrates through a student portfolio  
666 that he or she is performing at least at Level 2 on the  
667 statewide, standardized English Language Arts assessment.

668 5. Students with disabilities who take the statewide,  
669 standardized English Language Arts assessment and who have an  
670 individual education plan or a Section 504 plan that reflects  
671 that the student has received intensive instruction in reading  
672 or English Language Arts for more than 2 years but still  
673 demonstrates a deficiency and was previously retained in  
674 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

675 6. Students who have received intensive reading  
676 intervention for 2 or more years but still demonstrate a  
677 deficiency in reading and who were previously retained in





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678 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
679 years. A student may not be retained more than once in grade 3.

680 7. A student must be promoted to grade 4 if the parent  
681 determines promotion is in the best interest of the student. The  
682 parent and the school must develop a student intervention plan.  
683 The intervention plan must be approved by the parent and may  
684 include, but is not limited to, interventions and supports under  
685 paragraph (5) (e) and subsection (8).

686 (c) Requests for good cause exemptions for students from  
687 the mandatory retention requirement as described in  
688 subparagraphs (b)3. and 4. shall be made consistent with the  
689 following:

690 1. Documentation shall be submitted from the student's  
691 teacher to the school principal that indicates that the  
692 promotion of the student is appropriate and is based upon the  
693 student's academic record. In order to minimize paperwork  
694 requirements, such documentation shall consist only of the  
695 existing progress monitoring plan, individual educational plan,  
696 if applicable, report card, or student portfolio.

697 2. The school principal shall review and discuss such  
698 recommendation with the teacher and make the determination as to  
699 whether the student should be promoted or retained, subject to a  
700 parent's permission pursuant to subparagraph (b)7. If the school  
701 principal determines that the student should be promoted, the  
702 school principal shall make such recommendation in writing to  
703 the district school superintendent. The district school  
704 superintendent shall accept or reject the school principal's  
705 recommendation in writing.

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



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707 (a) The Department of Education, in collaboration with the  
708 Office of Early Learning, shall procure and require the use of a  
709 statewide, standardized coordinated screening and progress  
710 monitoring system for the Voluntary Prekindergarten Education  
711 Program and public schools. The system must:

712 1. Measure student progress in meeting the appropriate  
713 expectations in early literacy and mathematics skills and in  
714 English Language Arts and mathematics standards as required by  
715 ss. 1002.67(1)(a) and 1003.41 and identify the educational  
716 strengths and needs of students.

717 2. For students in the Voluntary Prekindergarten Education  
718 Program through grade 3, measure student performance in oral  
719 language development, phonological and phonemic awareness,  
720 knowledge of print and letters, decoding, fluency, vocabulary,  
721 and comprehension, as applicable by grade level, and, at a  
722 minimum, provide interval level and norm-referenced data that  
723 measures equivalent levels of growth.

724 3. Be a valid, reliable, and developmentally appropriate  
725 computer-based direct instrument that provides screening and  
726 diagnostic capabilities for monitoring student progress;  
727 identifies students who have a substantial deficiency in reading  
728 or mathematics, including identifying students with  
729 characteristics of dyslexia, dyscalculia, and other learning  
730 disorders; and informs instruction. Any student identified by  
731 the system as having characteristics of dyslexia or dyscalculia  
732 shall undergo further screening. Beginning with the 2023-2024  
733 school year, the coordinated screening and progress monitoring  
734 system must be computer-adaptive.

735 4. Provide data for Voluntary Prekindergarten Education



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736 Program accountability as required under s. 1002.68.

737         5. Provide Voluntary Prekindergarten Education Program  
738 providers, school districts, schools, teachers, and parents with  
739 data and resources that enhance differentiated instruction and  
740 parent communication.

741         6. Provide baseline data to the department of each  
742 student's readiness for kindergarten. The determination of  
743 kindergarten readiness must be based on the results of each  
744 student's initial progress monitoring assessment in  
745 kindergarten. The methodology for determining a student's  
746 readiness for kindergarten must be developed by the department  
747 and aligned to the methodology adopted pursuant to s.  
748 1002.68(4).

749         7. Assess how well educational goals and curricular  
750 standards are met at the provider, school, district, and state  
751 levels and provide information to the department to aid in the  
752 development of educational programs, policies, and supports for  
753 providers, districts, and schools.

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

758             1. For students in the Voluntary Prekindergarten Education  
759 Program through grade 2, the coordinated screening and progress  
760 monitoring system must be administered at least three times  
761 within a ~~program year or~~ school year, ~~as applicable~~, with the  
762 first administration occurring no later than the first 30  
763 instructional days after a student's enrollment or the start of  
764 the ~~program year or~~ school year, the second administration



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765 occurring midyear, and the third administration occurring within  
766 the last 30 days of the ~~program or~~ school year pursuant to state  
767 board rule. The state board may adopt alternate timeframes to  
768 address nontraditional school year calendars or summer programs  
769 to ensure the coordinated screening and progress monitoring  
770 program is administered a minimum of three times within a year  
771 or program.

772 2. For students in the summer prekindergarten program, the  
773 coordinated screening and progress monitoring system must be  
774 administered two times, with the first administration occurring  
775 no later than the first 10 instructional days after a student's  
776 enrollment or the start of the summer prekindergarten program,  
777 and the second administration occurring within the last 10 days  
778 of the summer prekindergarten program pursuant to state board  
779 rule.

780 3. For grades 3 through 10 English Language Arts and grades  
781 3 through 8 Mathematics, the coordinated screening and progress  
782 monitoring system must be administered at the beginning, middle,  
783 and end of the school year pursuant to state board rule. The  
784 end-of-year administration of the coordinated screening and  
785 progress monitoring system must be a comprehensive progress  
786 monitoring assessment administered in accordance with the  
787 scheduling requirements under s. 1008.22(7) ~~s. 1008.22(7)(c)~~.

788 (c) To facilitate timely interventions and supports  
789 pursuant to subsection (4), the system must provide results from  
790 the first two administrations of the progress monitoring to a  
791 student's teacher within 1 week and to the student's parent  
792 within 2 weeks of the administration of the progress monitoring.  
793 Delivery of results from the comprehensive, end-of-year progress



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794 monitoring ELA assessment for grades 3 through 10 and  
795 Mathematics assessment for grades 3 through 8 must be in  
796 accordance with s. 1008.22(7) ~~s. 1008.22(7)(h)~~.

797         1. A student's results from the coordinated screening and  
798 progress monitoring system must be recorded in a written, easy-  
799 to-comprehend individual student report. Each school district  
800 shall provide a parent secure access to his or her child's  
801 individual student reports through a web-based portal as part of  
802 its student information system. Each early learning coalition  
803 shall provide parents the individual student report in a format  
804 determined by state board rule.

805         2. In addition to the information under subparagraph (a)5.,  
806 the report must also include parent resources that explain the  
807 purpose of progress monitoring, assist the parent in  
808 interpreting progress monitoring results, and support informed  
809 parent involvement. Parent resources may include personalized  
810 video formats.

811         3. The department shall annually update school districts  
812 and early learning coalitions on new system features and  
813 functionality and collaboratively identify with school districts  
814 and early learning coalitions strategies for meaningfully  
815 reporting to parents results from the coordinated screening and  
816 progress monitoring system. The department shall develop ways to  
817 increase the utilization, by instructional staff and parents, of  
818 student assessment data and resources.

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

821         (d) Screening and progress monitoring system results,  
822 including the number of students who demonstrate characteristics



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823 of dyslexia and dyscalculia, shall be reported to the department  
824 pursuant to state board rule and maintained in the department's  
825 Education Data Warehouse. Results must be provided to a  
826 student's teacher and parent in a timely manner as required in  
827 s. 1008.22(7)(g).

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

831 Section 27. Paragraph (c) of subsection (3) and subsection  
832 (4) of section 1008.33, Florida Statutes, are amended to read:

833 1008.33 Authority to enforce public school improvement.—

834 (3)

835 (c) The state board shall adopt by rule a differentiated  
836 matrix of intervention and support strategies for assisting  
837 traditional public schools identified under this section and  
838 rules for implementing s. 1002.33(9)(n), relating to charter  
839 schools. The intervention and support strategies must address  
840 student performance and may include improvement planning;  
841 leadership quality improvement; educator quality improvement;  
842 professional development; curriculum review, pacing, and  
843 alignment across grade levels to improve background knowledge in  
844 social studies, science, and the arts; and the use of continuous  
845 improvement and monitoring plans and processes. In addition, the  
846 state board may prescribe reporting requirements to review and  
847 monitor the progress of the schools. The rule must define the  
848 intervention and support strategies for school improvement for  
849 schools earning a grade of "D" or "F" and the roles for the  
850 district and department. A school may not be required to use the  
851 measure of student learning growth in s. 1012.34(7) as the sole



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852 determinant to recruit instructional personnel. The rule must  
853 create a timeline for a school district's school improvement  
854 plan or district-managed turnaround plan to be approved and for  
855 the school improvement funds under Title I to be released to the  
856 school district. The timeline established in rule for the  
857 release of school improvement funding under Title I may not  
858 exceed 20 calendar days after the approval of the school  
859 improvement plan or district-managed turnaround plan.

860 (4) (a) The state board shall apply intensive intervention  
861 and support strategies tailored to the needs of schools earning  
862 two consecutive grades of "D" or a grade of "F." In the first  
863 full school year after a school initially earns a grade of "D,"  
864 the school district must immediately implement intervention and  
865 support strategies prescribed in rule under paragraph (3) (c).  
866 For a school that initially earns a grade of "F" or a second  
867 consecutive grade of "D," the school district must either  
868 continue implementing or immediately begin implementing  
869 intervention and support strategies prescribed in rule under  
870 paragraph (3) (c) and provide the department, by September 15 ±,  
871 with the memorandum of understanding negotiated pursuant to s.  
872 1001.42(21) and, by October 1, a district-managed turnaround  
873 plan for approval by the state board. The district-managed  
874 turnaround plan may include a proposal for the district to  
875 implement an extended school day, a summer program, a  
876 combination of an extended school day and a summer program, or  
877 any other option authorized under paragraph (b) for state board  
878 approval. A school district is not required to wait until a  
879 school earns a second consecutive grade of "D" to submit a  
880 turnaround plan for approval by the state board under this



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881 paragraph. Upon approval by the state board, the school district  
882 must implement the plan for the remainder of the school year and  
883 continue the plan for 4 ± full school years ~~year~~. The state  
884 board may allow a school an additional year of implementation  
885 before the school must implement a turnaround option required  
886 under paragraph (b) if the school earns a first grade of "C" or  
887 higher after the fourth ~~it determines that the school is likely~~  
888 ~~to improve to a grade of "C" or higher after the first full~~  
889 ~~school~~ year of implementation.

890 (b) ~~Unless an additional year of implementation is provided~~  
891 ~~pursuant to paragraph (a),~~ A school that, during the ~~completes a~~  
892 plan cycle under paragraph (a), ~~and~~ does not improve to a grade  
893 of "B" or higher or does not improve and maintain ~~to~~ a grade of  
894 "C" for 2 consecutive years ~~or higher~~ must implement one of the  
895 following:

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

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

901 3. Contract with an outside entity that has a demonstrated  
902 record of effectiveness to provide turnaround services  
903 identified in state board rule, which may include school  
904 leadership, educational modalities, teacher and leadership  
905 professional development, curriculum, operation and management  
906 services, school-based administrative staffing, budgeting,  
907 scheduling, other educational service provider functions, or any  
908 combination thereof. Selection of an outside entity may include  
909 one or a combination of the following:





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910           a. An external operator, which may be a district-managed  
911 charter school or a high-performing charter school network in  
912 which all instructional personnel are not employees of the  
913 school district, but are employees of an independent governing  
914 board composed of members who did not participate in the review  
915 or approval of the charter.

916           b. A contractual agreement that allows for a charter school  
917 network or any of its affiliated subsidiaries to provide  
918 individualized consultancy services tailored to address the  
919 identified needs of one or more schools under this section.

920           4. Implementation of a community school model as defined in  
921 s. 1003.64(2)(c).

922           a. A school district that intends to implement a community  
923 school model must apply for a planning grant under s. 1003.64(3)  
924 by the application deadline established by the center during the  
925 second year of implementing the district-managed turnaround  
926 plan. A school district that is not awarded a grant may reapply  
927 by the application deadline during the third year of  
928 implementing the district-managed turnaround plan but may not  
929 receive an extension to implement the community school model.

930           b. Notwithstanding paragraph (c), a school district that  
931 receives a grant under s. 1003.64(3) must continue planning to  
932 implement the community school model regardless of whether the  
933 school successfully exits the district-managed turnaround plan  
934 under paragraph (a).

935           c. A school district must implement the community school  
936 model no later than the school year following the fourth year of  
937 the district managed turnaround plan.

938           d. For a school that does not meet the requirements to exit



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939 turnaround under paragraph (a) and fails to implement a  
940 community school model, the school district must select another  
941 turnaround option under paragraph (b).

942  
943 A school district and outside entity under ~~this~~ subparagraph 3.  
944 must ~~enter~~, at minimum, enter a 2-year, performance-based  
945 contract. The contract must include school performance and  
946 growth metrics the outside entity must meet on an annual basis.  
947 The state board may require the school district to modify or  
948 cancel the contract.

949 (c) Implementation of a turnaround option is not required  
950 if the school improved and maintained a grade of "C" or higher  
951 for 2 consecutive years, under paragraph (a). Implementation of  
952 the turnaround option is not ~~no longer~~ required if the school  
953 improves to a grade of "C" or higher, under paragraph (b).

954 (d) If a school earning two consecutive grades of "D" or a  
955 grade of "F" does not improve to a grade of "C" or higher after  
956 2 school years of implementing the turnaround option selected by  
957 the school district under paragraph (b), the school district  
958 must implement another turnaround option. Implementation of the  
959 turnaround option must begin the school year following the  
960 implementation period of the existing turnaround option, unless  
961 the state board determines that the school is likely to improve  
962 to a grade of "C" or higher if additional time is provided to  
963 implement the existing turnaround option.

964 Section 28. Section 1008.332, Florida Statutes, is amended  
965 to read:

966 1008.332 Committee of practitioners pursuant to federal  
967 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department



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968 of Education shall establish a committee of practitioners  
969 pursuant to federal requirements of the Every Student Succeeds  
970 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members  
971 shall be appointed by the Commissioner of Education ~~and shall~~  
972 ~~annually report to the Governor, the President of the Senate,~~  
973 ~~and the Speaker of the House of Representatives by January 1.~~  
974 The committee shall meet regularly and is authorized to review  
975 potential rules and policies that will be considered by the  
976 State Board of Education.

977 Section 29. Paragraph (c) of subsection (3) and subsection  
978 (5) of section 1008.34, Florida Statutes, are amended to read:

979 1008.34 School grading system; school report cards;  
980 district grade.—

981 (3) DESIGNATION OF SCHOOL GRADES.—

982 (c)1. The calculation of a school grade shall be based on  
983 the percentage of points earned from the components listed in  
984 subparagraph (b)1. and, if applicable, subparagraph (b)2. The  
985 State Board of Education shall adopt in rule a school grading  
986 scale that sets the percentage of points needed to earn each of  
987 the school grades listed in subsection (2). There shall be at  
988 least five percentage points separating the percentage  
989 thresholds needed to earn each of the school grades. The state  
990 board shall annually review the percentage of school grades of  
991 "A" and "B" for the school year to determine whether to adjust  
992 the school grading scale upward for the following school year's  
993 school grades. The first adjustment would occur no earlier than  
994 the 2023-2024 school year. An adjustment must be made if the  
995 percentage of schools earning a grade of "A" or "B" in the  
996 current year represents 75 percent or more of all graded schools



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997 within a particular school type, which consists of elementary,  
998 middle, high, and combination. The adjustment must reset the  
999 minimum required percentage of points for each grade of "A,"  
1000 "B," "C," or "D" at the next highest percentage ending in the  
1001 numeral 5 or 0, whichever is closest to the current percentage.  
1002 Annual reviews of the percentage of schools earning a grade of  
1003 "A" or "B" and adjustments to the required points must be  
1004 suspended when the following grading scale for a specific school  
1005 type is achieved:

- 1006 a. Ninety percent or more of the points for a grade of "A."
- 1007 b. Eighty to eighty-nine percent of the points for a grade  
1008 of "B."
- 1009 c. Seventy to seventy-nine percent of the points for a  
1010 grade of "C."
- 1011 d. Sixty to sixty-nine percent of the points for a grade of  
1012 "D."

1013  
1014 When the state board adjusts the grading scale upward, the state  
1015 board must inform the public of the degree of the adjustment and  
1016 its anticipated impact on school grades. Any changes made by the  
1017 state board to components in the school grades model or to the  
1018 school grading scale shall go into effect, at the earliest, in  
1019 the following school year.

1020 2. The calculation of school grades may not include any  
1021 provision that would raise or lower the school's grade beyond  
1022 the percentage of points earned. Extra weight may not be added  
1023 in the calculation of any components.

1024 (5) DISTRICT GRADE.—Beginning with the 2014-2015 school  
1025 year, a school district's grade shall include a district-level



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1026 calculation of the components under paragraph (3)(b). This  
1027 calculation methodology captures each eligible student in the  
1028 district who may have transferred among schools within the  
1029 district or is enrolled in a school that does not receive a  
1030 grade. The department shall develop a district report card that  
1031 includes the district grade; the information required under s.  
1032 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress  
1033 in closing the achievement gap between higher-performing student  
1034 subgroups and lower-performing student subgroups; measures of  
1035 the district's progress in demonstrating Learning Gains of its  
1036 highest-performing students; measures of the district's success  
1037 in improving student attendance; the district's grade-level  
1038 promotion of students scoring achievement levels 1 and 2 on  
1039 statewide, standardized English Language Arts and Mathematics  
1040 assessments; and measures of the district's performance in  
1041 preparing students for the transition from elementary to middle  
1042 school, middle to high school, and high school to postsecondary  
1043 institutions and careers.

1044 Section 30. Subsections (3), (4), and (5) of section  
1045 1008.345, Florida Statutes, are amended to read:

1046 1008.345 Implementation of state system of school  
1047 improvement and education accountability.—

1048 ~~(3) The annual feedback report shall be developed by the~~  
1049 ~~Department of Education.~~

1050 ~~(4) The commissioner shall review each district school~~  
1051 ~~board's feedback report and submit findings to the State Board~~  
1052 ~~of Education. If adequate progress is not being made toward~~  
1053 ~~implementing and maintaining a system of school improvement and~~  
1054 ~~education accountability, the State Board of Education shall~~



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1055 ~~direct the commissioner to prepare and implement a corrective~~  
1056 ~~action plan. The commissioner and State Board of Education shall~~  
1057 ~~monitor the development and implementation of the corrective~~  
1058 ~~action plan.~~

1059 ~~(3)~~<sup>(5)</sup> The commissioner shall annually report to the State  
1060 Board of Education and the Legislature and recommend changes in  
1061 state policy necessary to foster school improvement and  
1062 education accountability. The report must ~~shall~~ include:

1063 ~~(a)~~ for each school district:

1064 ~~(a)~~<sup>1</sup>. The percentage of students, by school and grade  
1065 level, demonstrating learning growth in English Language Arts  
1066 and mathematics.

1067 ~~(b)~~<sup>2</sup>. The percentage of students, by school and grade  
1068 level, in both the highest and lowest quartiles demonstrating  
1069 learning growth in English Language Arts and mathematics.

1070 ~~(c)~~<sup>3</sup>. The information contained in the school district's  
1071 annual report required pursuant to s. 1008.25(10).

1072 ~~(b)~~ Intervention and support strategies used by school  
1073 districts whose students in both the highest and lowest  
1074 quartiles exceed the statewide average learning growth for  
1075 students in those quartiles.

1076 ~~(c)~~ Intervention and support strategies used by school  
1077 districts whose schools provide educational services to youth in  
1078 Department of Juvenile Justice programs that demonstrate  
1079 learning growth in English Language Arts and mathematics that  
1080 exceeds the statewide average learning growth for students in  
1081 those subjects.

1082 ~~(d)~~ Based upon a review of each school district's reading  
1083 instruction plan submitted pursuant to s. 1003.4201,



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1084 ~~intervention and support strategies used by school districts~~  
1085 ~~that were effective in improving the reading performance of~~  
1086 ~~students, as indicated by student performance data, who are~~  
1087 ~~identified as having a substantial reading deficiency pursuant~~  
1088 ~~to s. 1008.25(5)(a).~~

1089  
1090 School reports must ~~shall~~ be distributed pursuant to this  
1091 subsection and s. 1001.42(18)(c) and according to rules adopted  
1092 by the State Board of Education.

1093 Section 31. Paragraph (d) of subsection (2) of section  
1094 1000.05, Florida Statutes, is amended to read:

1095 1000.05 Discrimination against students and employees in  
1096 the Florida K-20 public education system prohibited; equality of  
1097 access required.—

1098 (2)

1099 (d) Students may be separated by sex for a single-gender  
1100 program ~~as provided under s. 1002.311~~, for any portion of a  
1101 class that deals with human reproduction, or during  
1102 participation in bodily contact sports. For the purpose of this  
1103 section, bodily contact sports include wrestling, boxing, rugby,  
1104 ice hockey, football, basketball, and other sports in which the  
1105 purpose or major activity involves bodily contact.

1106 Section 32. Except as otherwise expressly provided in this  
1107 act and except for this section, which shall take effect upon  
1108 this act becoming a law, this act shall take effect July 1,  
1109 2024.

1110  
1111 ===== T I T L E A M E N D M E N T =====

1112 And the title is amended as follows:



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1113 Delete lines 43 - 156  
1114 and insert:  
1115 high school to take specified assessments; revising  
1116 the courses for which the transferring course final  
1117 grade must be honored for a transfer student under  
1118 certain conditions; amending s. 1003.433, F.S.;  
1119 deleting requirements that must be met by students who  
1120 transfer to a public school for 11th or 12th grade;  
1121 amending s. 1003.435, F.S.; deleting an exception for  
1122 the high school equivalency diploma program; requiring  
1123 school districts to adopt a policy that allows  
1124 specified students to take the high school equivalency  
1125 examination; amending s. 1003.4935, F.S.; deleting a  
1126 requirement that the Department of Education collect  
1127 and report certain data relating to a middle school  
1128 career and professional academy or career-themed  
1129 course; repealing s. 1003.4995, F.S., relating to the  
1130 fine arts report prepared by the Commissioner of  
1131 Education; repealing s. 1003.4996, F.S., relating to  
1132 the Competency-Based Education Pilot Program; amending  
1133 s. 1003.49965, F.S.; authorizing, rather than  
1134 requiring, a school district to hold an Art in the  
1135 Capitol Competition; amending s. 1003.51, F.S.;  
1136 deleting a requirement regarding assessment procedures  
1137 for Department of Juvenile Justice education programs;  
1138 revising requirements for which assessment results  
1139 must be included in a student's discharge packet;  
1140 revising requirements for when a district school board  
1141 must face sanctions for unsatisfactory performance in





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1142 its Department of Juvenile Justice programs; amending  
1143 s. 1003.621, F.S.; deleting a requirement for  
1144 academically high-performing school districts to  
1145 submit an annual report to the State Board of  
1146 Education; amending s. 1006.28, F.S.; revising the  
1147 definition of the term "adequate instructional  
1148 materials"; deleting a timeframe requirement for each  
1149 district school superintendent to notify the  
1150 department about instructional materials; deleting a  
1151 requirement for such notification; authorizing, rather  
1152 than requiring, a school principal to collect the  
1153 purchase price of instructional materials lost,  
1154 destroyed, or damaged by a student; amending s.  
1155 1006.283, F.S.; deleting a timeframe requirement for a  
1156 district school superintendent to certify to the  
1157 Department of Education that instructional materials  
1158 meet state standards; amending s. 1006.33, F.S.;  
1159 requiring the Department of Education to advertise  
1160 bids or proposals for instructional materials within a  
1161 specified timeframe beginning in a specified  
1162 instructional materials adoption cycle; requiring the  
1163 department to publish specifications for subject areas  
1164 within a specified timeframe; amending s. 1006.34,  
1165 F.S.; requiring the commissioner to publish a list of  
1166 adopted instructional materials within a specified  
1167 timeframe beginning in a specified instructional  
1168 materials adoption cycle; amending s. 1006.40, F.S.;  
1169 authorizing district school boards to approve an  
1170 exemption to the purchase of certain instructional



1171 materials; revising the timeframe between purchases of  
1172 instructional materials; amending s. 1008.212, F.S.;  
1173 providing that certain assessments are not subject to  
1174 specified requirements; amending s. 1008.22, F.S.;  
1175 deleting a requirement that a student pass a certain  
1176 assessment to earn a high school diploma; deleting  
1177 requirements relating to a uniform calendar that must  
1178 be published by the commissioner each year; revising a  
1179 time requirement for each school district to establish  
1180 schedules for the administration of statewide,  
1181 standardized assessments; revising the information  
1182 that must be included with the schedules; conforming  
1183 provisions to changes made by the act; deleting a  
1184 requirement for the commissioner to identify which SAT  
1185 and ACT scores would satisfy graduation requirements;  
1186 deleting a requirement for the commissioner to  
1187 identify comparative scores for the Algebra I end-of-  
1188 course assessment; amending s. 1008.25, F.S.;  
1189 providing conditions under which a student must be  
1190 promoted to grade 4; requiring two administrations of  
1191 the coordinated screening and progress monitoring  
1192 system for students in a summer prekindergarten  
1193 program; conforming a cross-reference; amending s.  
1194 1008.33, F.S.; prohibiting a school from being  
1195 required to use a certain parameter as the sole  
1196 determining factor to recruit instructional personnel;  
1197 providing requirements for a rule adopted by the State  
1198 Board of Education; revising the date by which a  
1199 school district must submit a memorandum of



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1200 understanding to the Department of Education;  
1201 increasing the length of time for which certain school  
1202 districts must continue a turnaround plan; revising an  
1203 authorization for the state board to allow a school  
1204 additional time before implementing a turnaround  
1205 option; revising requirements for schools that  
1206 complete a plan cycle; providing additional options  
1207 for a school that completes a plan cycle but does meet  
1208 certain requirements; providing that implementation of  
1209 a turnaround option is not required under certain  
1210 conditions; amending s. 1008.332, F.S.; revising a  
1211 provision relating to the No Child Left Behind Act to  
1212 relate to the Every Student Succeeds Act; deleting a  
1213 requirement for committee members to annually report  
1214 to specified entities; amending s. 1008.34, F.S.;  
1215 requiring that certain changes made by the state board  
1216 to the school grades model or school grading scale go  
1217 into effect in the following school year or later;  
1218 conforming cross-references; amending s. 1008.345,  
1219 F.S.; deleting a requirement for the Department of  
1220 Education to develop an annual feedback report;  
1221 deleting a requirement for the Commissioner of  
1222 Education to review specified feedback reports and  
1223 submit findings to the State Board of Education;  
1224 deleting certain requirements for a report the  
1225 commissioner produces annually for the state board;  
1226 conforming a cross reference; amending s. 1000.05,  
1227 F.S.; conforming cross-references; providing effective  
1228 dates.