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1                   A bill to be entitled  
2     An act relating to deregulation of public  
3     schools/assessment and accountability, instruction,  
4     and education choice; amending s. 1002.31, F.S.;  
5     revising how often a school district or charter school  
6     must update its school capacity determination;  
7     deleting a requirement relating to school capacity  
8     determination by district school boards; amending s.  
9     1002.3105, F.S.; deleting a requirement that a  
10    performance contract be completed if a student  
11    participates in an Academically Challenging Curriculum  
12    to Enhance Learning option; providing that a  
13    performance contract may be used at the discretion of  
14    the principal; repealing s. 1002.311, F.S., relating  
15    to single-gender programs; amending s. 1002.34, F.S.;  
16    deleting a requirement for the Commissioner of  
17    Education to provide for an annual comparative  
18    evaluation of charter technical career centers and  
19    public technical centers; amending s. 1002.45, F.S.;  
20    deleting the requirement that a notification to  
21    parents regarding virtual instruction be written;  
22    providing construction; amending s. 1002.53, F.S.;  
23    deleting a requirement for a school district to  
24    provide for admission of certain students to a summer  
25    prekindergarten program; amending s. 1002.61, F.S.;  
26    authorizing, rather than requiring, a school district  
27    to administer the Voluntary Prekindergarten Education  
28    Program; providing that a student is eligible for  
29    summer reading camp under certain conditions; amending

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30 s. 1002.63, F.S.; deleting a requirement for an early  
31 learning coalition to verify that certain public  
32 schools comply with specified provisions; amending s.  
33 1002.71, F.S.; deleting a requirement for school  
34 district funding for certain programs; deleting a  
35 requirement for district school board attendance  
36 policies for Voluntary Prekindergarten Education  
37 Programs; requiring a school district to certify its  
38 attendance records for a Voluntary Prekindergarten  
39 Education Program; amending s. 1003.4282, F.S.;  
40 revising requirements for assessments needed for a  
41 student to earn a high school diploma; deleting a  
42 requirement for a student who transfers into a public  
43 high school to take specified assessments; revising  
44 the courses for which the transferring course final  
45 grade must be honored for a transfer student under  
46 certain conditions; amending s. 1003.433, F.S.;  
47 deleting requirements that must be met by students who  
48 transfer to a public school for 11th or 12th grade;  
49 amending s. 1003.435, F.S.; deleting an exception for  
50 the high school equivalency diploma program; requiring  
51 school districts to adopt a policy that allows  
52 specified students to take the high school equivalency  
53 examination; amending s. 1003.4935, F.S.; deleting a  
54 requirement that the Department of Education collect  
55 and report certain data relating to a middle school  
56 career and professional academy or career-themed  
57 course; repealing s. 1003.4995, F.S., relating to the  
58 fine arts report prepared by the Commissioner of

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59 Education; repealing s. 1003.4996, F.S., relating to  
60 the Competency-Based Education Pilot Program; amending  
61 s. 1003.49965, F.S.; authorizing, rather than  
62 requiring, a school district to hold an Art in the  
63 Capitol Competition; amending s. 1003.51, F.S.;

64 deleting a requirement regarding assessment procedures  
65 for Department of Juvenile Justice education programs;  
66 revising requirements for which assessment results  
67 must be included in a student's discharge packet;  
68 revising requirements for when a district school board  
69 must face sanctions for unsatisfactory performance in  
70 its Department of Juvenile Justice programs; amending  
71 s. 1003.621, F.S.; deleting a requirement for  
72 academically high-performing school districts to  
73 submit an annual report to the State Board of  
74 Education and the Legislature; amending s. 1006.28,  
75 F.S.; revising the definition of the term "adequate  
76 instructional materials"; revising a timeframe  
77 requirement for each district school superintendent to  
78 notify the department about instructional materials;  
79 deleting a requirement for such notification;  
80 authorizing, rather than requiring, a school principal  
81 to collect the purchase price of instructional  
82 materials lost, destroyed, or damaged by a student;  
83 amending s. 1006.283, F.S.; revising a timeframe  
84 requirement for a district school superintendent to  
85 certify to the Department of Education that  
86 instructional materials are aligned with state  
87 standards; amending s. 1006.33, F.S.; requiring the

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88 Department of Education to advertise bids or proposals  
89 for instructional materials within a specified  
90 timeframe beginning in a specified instructional  
91 materials adoption cycle; requiring the department to  
92 publish specifications for subject areas within a  
93 specified timeframe; amending s. 1006.34, F.S.;

94 requiring the commissioner to publish a list of  
95 adopted instructional materials within a specified  
96 timeframe beginning in a specified instructional  
97 materials adoption cycle; amending s. 1006.40, F.S.;

98 authorizing district school boards to approve an  
99 exemption to the purchase of certain instructional  
100 materials; revising the timeframe between purchases of  
101 instructional materials; amending s. 1008.212, F.S.;

102 providing that certain assessments are not subject to  
103 specified requirements; amending s. 1008.22, F.S.;

104 deleting a requirement that a student pass a certain  
105 assessment to earn a high school diploma; deleting  
106 requirements relating to a uniform calendar that must  
107 be published by the commissioner each year; revising a  
108 time requirement for each school district to establish  
109 schedules for the administration of statewide,  
110 standardized assessments; revising the information  
111 that must be included with the schedules; conforming  
112 provisions to changes made by the act; deleting a  
113 requirement for the commissioner to identify which SAT  
114 and ACT scores would satisfy graduation requirements;

115 deleting a requirement for the commissioner to  
116 identify comparative scores for the Algebra I end-of-

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117 course assessment; amending s. 1008.25, F.S.; revising  
118 the criteria for the student progression plan to  
119 include instructional support for students referred  
120 from a specified program; requiring school districts  
121 to specify retention requirements for students in  
122 kindergarten through grade 2; requiring that the plan  
123 incorporate specified parental notification  
124 requirements, include an opportunity for parental  
125 input on the retention decision, and include certain  
126 information; requiring district school boards to  
127 include the Voluntary Prekindergarten Education  
128 Program in a certain allocation of resources;  
129 requiring that the individualized progress monitoring  
130 plan for specified students be developed within a  
131 specified timeframe; providing conditions for parents  
132 to request supports for students identified as having  
133 a substantial deficiency in reading or mathematics;  
134 requiring the department to adopt additional  
135 alternative assessments for good cause promotion;  
136 requiring two administrations of the coordinated  
137 screening and progress monitoring system for students  
138 in a summer prekindergarten program; conforming cross-  
139 references; amending s. 1008.33, F.S.; prohibiting a  
140 school from being required to use a certain parameter  
141 as the sole determining factor to recruit  
142 instructional personnel; providing requirements for a  
143 rule adopted by the State Board of Education; revising  
144 the date by which a school district must submit a  
145 memorandum of understanding to the Department of

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146 Education; increasing the length of time for which  
147 certain school districts must continue a turnaround  
148 plan; revising an authorization for the state board to  
149 allow a school additional time before implementing a  
150 turnaround option; revising requirements for schools  
151 that complete a plan cycle; providing additional  
152 options for a school that completes a plan cycle but  
153 does not meet certain requirements; providing that  
154 implementation of a turnaround option is not required  
155 under certain conditions; amending s. 1008.332, F.S.;  
156 revising a provision of the No Child Left Behind Act  
157 to conform to the Every Student Succeeds Act; deleting  
158 a requirement for certain committee members to  
159 annually report to specified entities; amending s.  
160 1008.34, F.S.; requiring that certain changes made by  
161 the state board to the school grades model or school  
162 grading scale go into effect in the following school  
163 year or later; conforming cross-references; amending  
164 s. 1008.345, F.S.; deleting a requirement for the  
165 Department of Education to develop an annual feedback  
166 report; deleting a requirement for the Commissioner of  
167 Education to review specified feedback reports and  
168 submit findings to the State Board of Education;  
169 deleting certain requirements for a report the  
170 commissioner produces annually for the state board;  
171 conforming a cross-reference; amending s. 1000.05,  
172 F.S.; conforming cross-references; providing effective  
173 dates.  
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175 Be It Enacted by the Legislature of the State of Florida:

176

177 Section 1. Paragraph (b) of subsection (2) of section  
178 1002.31, Florida Statutes, is amended to read:

179 1002.31 Controlled open enrollment; public school parental  
180 choice.—

181 (2)

182 (b) Each school district and charter school capacity  
183 determinations for its schools, by grade level, must be updated  
184 at least twice annually ~~every 12 weeks~~ and be identified on the  
185 school district and charter school's websites. ~~In determining~~  
186 ~~the capacity of each district school, the district school board~~  
187 ~~shall incorporate the specifications, plans, elements, and~~  
188 ~~commitments contained in the school district educational~~  
189 ~~facilities plan and the long-term work programs required under~~  
190 ~~s. 1013.35.~~ Each charter school governing board shall determine  
191 capacity based upon its charter school contract. Each virtual  
192 charter school and each school district with a contract with an  
193 approved virtual instruction program provider shall determine  
194 capacity based upon the enrollment requirements established  
195 under s. 1002.45(1)(e)4.

196 Section 2. Paragraphs (c) and (d) of subsection (4) of  
197 section 1002.3105, Florida Statutes, are amended to read:

198 1002.3105 Academically Challenging Curriculum to Enhance  
199 Learning (ACCEL) options.—

200 (4) ACCEL REQUIREMENTS.—

201 (c) If a student participates in an ACCEL option pursuant  
202 to the parental request under subparagraph (b)1., a performance  
203 contract is not required but may be used at the discretion of

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204 ~~the principal must be executed by the student, the parent, and~~  
205 ~~the principal. At a minimum, the performance contract must~~  
206 ~~require compliance with:~~

207 ~~1. Minimum student attendance requirements.~~

208 ~~2. Minimum student conduct requirements.~~

209 ~~3. ACCEL option requirements established by the principal,~~  
210 ~~which may include participation in extracurricular activities,~~  
211 ~~educational outings, field trips, interscholastic competitions,~~  
212 ~~and other activities related to the ACCEL option selected.~~

213 ~~(d) If a principal initiates a student's participation in~~  
214 ~~an ACCEL option, the student's parent must be notified. A~~  
215 ~~performance contract, pursuant to paragraph (c), is not required~~  
216 ~~when a principal initiates participation but may be used at the~~  
217 ~~discretion of the principal.~~

218 ~~Section 3. Section 1002.311, Florida Statutes, is repealed.~~

219 ~~Section 4. Subsection (19) of section 1002.34, Florida~~  
220 ~~Statutes, is amended to read:~~

221 ~~1002.34 Charter technical career centers.-~~

222 ~~(19) EVALUATION; REPORT.-The Commissioner of Education~~  
223 ~~shall provide for an annual comparative evaluation of charter~~  
224 ~~technical career centers and public technical centers. The~~  
225 ~~evaluation may be conducted in cooperation with the sponsor,~~  
226 ~~through private contracts, or by department staff. At a minimum,~~  
227 ~~the comparative evaluation must address the demographic and~~  
228 ~~socioeconomic characteristics of the students served, the types~~  
229 ~~and costs of services provided, and the outcomes achieved. By~~  
230 ~~December 30 of each year, the Commissioner of Education shall~~  
231 ~~submit to the Governor, the President of the Senate, the Speaker~~  
232 ~~of the House of Representatives, and the Senate and House~~



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233 ~~committees that have responsibility for secondary and~~  
234 ~~postsecondary career and technical education a report of the~~  
235 ~~comparative evaluation completed for the previous school year.~~

236 Section 5. Paragraph (b) of subsection (1) and paragraph  
237 (d) of subsection (3) of section 1002.45, Florida Statutes, are  
238 amended to read:

239 1002.45 Virtual instruction programs.—

240 (1) PROGRAM.—

241 (b)1. Each school district shall provide at least one  
242 option for part-time and full-time virtual instruction for  
243 students residing within the school district. All school  
244 districts must provide parents with timely ~~written~~ notification  
245 of at least one open enrollment period for full-time students of  
246 90 days or more which ends 30 days before the first day of the  
247 school year. A school district virtual instruction program shall  
248 consist of the following:

249 a. Full-time and part-time virtual instruction for students  
250 enrolled in kindergarten through grade 12.

251 b. Full-time or part-time virtual instruction for students  
252 enrolled in dropout prevention and academic intervention  
253 programs under s. 1003.53, Department of Juvenile Justice  
254 education programs under s. 1003.52, core-curricula courses to  
255 meet class size requirements under s. 1003.03, or Florida  
256 College System institutions under this section.

257 2. Each virtual instruction program established under  
258 paragraph (c) by a school district either directly or through a  
259 contract with an approved virtual instruction program provider  
260 shall operate under its own Master School Identification Number  
261 as prescribed by the department.

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262 (3) VIRTUAL INSTRUCTION PROGRAM REQUIREMENTS.—Each virtual  
263 instruction program under this section must:

264 (d) Provide each full-time student enrolled in the virtual  
265 instruction program who qualifies for free or reduced-price  
266 school lunches under the National School Lunch Act, or who is on  
267 the direct certification list, and who does not have a computer  
268 or Internet access in his or her home with:

269 1. All equipment necessary for participants in the virtual  
270 instruction program, including, but not limited to, a computer,  
271 computer monitor, and printer, if a printer is necessary to  
272 participate in the virtual instruction program; and

273 2. Access to or reimbursement for all Internet services  
274 necessary for online delivery of instruction.

275  
276 This paragraph does not prohibit a school district virtual  
277 instruction program from providing such equipment to any student  
278 enrolled in a virtual instruction program.

279 Section 6. Paragraph (b) of subsection (6) of section  
280 1002.53, Florida Statutes, is amended to read:

281 1002.53 Voluntary Prekindergarten Education Program;  
282 eligibility and enrollment.—

283 (6)

284 (b) A parent may enroll his or her child with any public  
285 school within the school district which is eligible to deliver  
286 the Voluntary Prekindergarten Education Program under this part,  
287 subject to available space. Each school district may limit the  
288 number of students admitted by any public school for enrollment  
289 in the ~~school-year program; however, the school district must~~  
290 ~~provide for the admission of every eligible child within the~~

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291 ~~district whose parent enrolls the child in a summer~~  
292 ~~prekindergarten program delivered by a public school under s.~~  
293 ~~1002.61.~~

294 Section 7. Paragraph (a) of subsection (1) and paragraph  
295 (a) of subsection (10) of section 1002.61, Florida Statutes, are  
296 amended, and subsection (11) is added to that section, to read:

297 1002.61 Summer prekindergarten program delivered by public  
298 schools and private prekindergarten providers.—

299 (1) (a) Each school district may ~~shall~~ administer the  
300 Voluntary Prekindergarten Education Program at the district  
301 level for students enrolled under s. 1002.53(3)(b) in a summer  
302 prekindergarten program delivered by a public school.

303 (10) (a) Each early learning coalition shall verify that  
304 each private prekindergarten provider ~~and public school~~  
305 delivering the Voluntary Prekindergarten Education Program  
306 within the coalition's county or multicounty region complies  
307 with this part.

308 (11) A student who did not attend the school year Voluntary  
309 Prekindergarten Education Program and lacks access to summer  
310 prekindergarten in the county in which he or she resides is  
311 eligible to enroll in the summer reading camp provided by the  
312 district school board under s. 1008.25.

313 Section 8. Subsection (9) of section 1002.63, Florida  
314 Statutes, is amended to read:

315 1002.63 School-year prekindergarten program delivered by  
316 public schools.—

317 ~~(9) (a) Each early learning coalition shall verify that each~~  
318 ~~public school delivering the Voluntary Prekindergarten Education~~  
319 ~~Program within the coalition's service area complies with this~~

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320 ~~part.~~

321 ~~(b)~~ If a public school fails or refuses to comply with this  
322 part or engages in misconduct, the department must ~~shall~~ require  
323 that the school district ~~to~~ remove the school from eligibility  
324 to deliver the Voluntary Prekindergarten Education Program and  
325 receive state funds under this part for a period of at least 2  
326 years but no more than 5 years.

327 Section 9. Paragraph (d) of subsection (3), paragraph (b)  
328 of subsection (6), and subsection (7) of section 1002.71,  
329 Florida Statutes, are amended to read:

330 1002.71 Funding; financial and attendance reporting.-

331 (3)

332 ~~(d) For programs offered by school districts pursuant to s.~~  
333 ~~1002.61, each district's funding shall be based on a student~~  
334 ~~enrollment that is evenly divisible by 12. If the result of~~  
335 ~~dividing a district's student enrollment by 12 is not a whole~~  
336 ~~number, the district's enrollment calculation shall be adjusted~~  
337 ~~by adding the minimum number of students to produce a student~~  
338 ~~enrollment calculation that is evenly divisible by 12.~~

339 (6)

340 (b)1. Each private prekindergarten provider's ~~and district~~  
341 ~~school board's~~ attendance policy must require the parent of each  
342 student in the Voluntary Prekindergarten Education Program to  
343 verify, each month, the student's attendance on the prior  
344 month's certified student attendance.

345 2. The parent must submit the verification of the student's  
346 attendance to the private prekindergarten provider ~~or public~~  
347 ~~school~~ on forms prescribed by the department. The forms must  
348 include, in addition to the verification of the student's

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349 attendance, a certification, in substantially the following  
 350 form, that the parent continues to choose the private  
 351 prekindergarten provider or public school in accordance with s.  
 352 1002.53 and directs that payments for the program be made to the  
 353 provider or school:

354  
 355 VERIFICATION OF STUDENT'S ATTENDANCE  
 356 AND CERTIFICATION OF PARENTAL CHOICE  
 357

358 I, ...(Name of Parent)..., swear (or affirm) that my child,  
 359 ...(Name of Student)..., attended the Voluntary Prekindergarten  
 360 Education Program on the days listed above and certify that I  
 361 continue to choose ...(Name of Provider or School)... to deliver  
 362 the program for my child and direct that program funds be paid  
 363 to the provider or school for my child.

364 ... (Signature of Parent)...

365 ... (Date)...

366  
 367 3. The private prekindergarten provider ~~or public school~~  
 368 must keep each original signed form for at least 2 years. Each  
 369 private prekindergarten provider must permit the early learning  
 370 coalition, ~~and each public school must permit the school~~  
 371 ~~district,~~ to inspect the original signed forms during normal  
 372 business hours. The department shall adopt procedures for early  
 373 learning coalitions ~~and school districts~~ to review the original  
 374 signed forms against the certified student attendance. The  
 375 review procedures must ~~shall~~ provide for the use of selective  
 376 inspection techniques, including, but not limited to, random  
 377 sampling. Each early learning coalition ~~and the school districts~~

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378 must comply with the review procedures.

379 (7) The department shall require that administrative  
380 expenditures be kept to the minimum necessary for efficient and  
381 effective administration of the Voluntary Prekindergarten  
382 Education Program. Administrative policies and procedures must  
383 ~~shall be revised~~, to the maximum extent practicable, be revised  
384 to incorporate the use of automation and electronic submission  
385 of forms, including those required for child eligibility and  
386 enrollment, provider and class registration, and monthly  
387 certification of attendance for payment. A school district may  
388 use its automated daily attendance reporting system for the  
389 purpose of maintaining and transmitting attendance records to  
390 the early learning coalition in a mutually agreed-upon format.  
391 Each school district shall certify the correctness of attendance  
392 data submitted to the single point of entry system described in  
393 paragraph (5) (a) as required by the department. In addition,  
394 actions must ~~shall~~ be taken to reduce paperwork, eliminate the  
395 duplication of reports, and eliminate other duplicative  
396 activities. Each early learning coalition may retain and expend  
397 no more than 4.0 percent of the funds paid by the coalition to  
398 private prekindergarten providers and public schools under  
399 paragraph (5) (b). Funds retained by an early learning coalition  
400 under this subsection may be used only for administering the  
401 Voluntary Prekindergarten Education Program and may not be used  
402 for the school readiness program or other programs.

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

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407 1003.4282 Requirements for a standard high school diploma.-

408 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
409 REQUIREMENTS.-

410 (a) *Four credits in English Language Arts (ELA).*-The four  
411 credits must be in ELA I, II, III, and IV. ~~A student must pass~~  
412 ~~the statewide, standardized grade 10 ELA assessment, or earn a~~  
413 ~~concordant score, in order to earn a standard high school~~  
414 ~~diploma.~~ A student's performance on the statewide, standardized  
415 grade 10 ELA assessment constitutes 30 percent of the student's  
416 final course grade.

417 (b) *Four credits in mathematics.*-

418 1. A student must earn one credit in Algebra I and one  
419 credit in Geometry. A student's performance on the statewide,  
420 standardized Algebra I end-of-course (EOC) assessment  
421 constitutes 30 percent of the student's final course grade. A  
422 ~~student must pass the statewide, standardized Algebra I EOC~~  
423 ~~assessment, or earn a comparative score, in order to earn a~~  
424 ~~standard high school diploma.~~ A student's performance on the  
425 statewide, standardized Geometry EOC assessment constitutes 30  
426 percent of the student's final course grade.

427 2. A student who earns an industry certification for which  
428 there is a statewide college credit articulation agreement  
429 approved by the State Board of Education may substitute the  
430 certification for one mathematics credit. Substitution may occur  
431 for up to two mathematics credits, except for Algebra I and  
432 Geometry. A student may earn two mathematics credits by  
433 successfully completing Algebra I through two full-year courses.  
434 A certified school counselor or the principal's designee shall  
435 ~~must~~ advise the student that admission to a state university may

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436 require the student to earn 3 additional mathematics credits  
437 that are at least as rigorous as Algebra I.

438 3. A student who earns a computer science credit may  
439 substitute the credit for up to one credit of the mathematics  
440 requirement, with the exception of Algebra I and Geometry, if  
441 the commissioner identifies the computer science credit as being  
442 equivalent in rigor to the mathematics credit. An identified  
443 computer science credit may not be used to substitute for both a  
444 mathematics and a science credit. A student who earns an  
445 industry certification in 3D rapid prototype printing may  
446 satisfy up to two credits of the mathematics requirement, with  
447 the exception of Algebra I, if the commissioner identifies the  
448 certification as being equivalent in rigor to the mathematics  
449 credit or credits.

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

451 (c) A student who earns the required 24 credits, or the  
452 required 18 credits under s. 1002.3105(5), but fails to ~~pass the~~  
453 ~~assessments required under s. 1008.22(3) or~~ achieve a 2.0 GPA  
454 shall be awarded a certificate of completion in a form  
455 prescribed by the State Board of Education. However, a student  
456 who is otherwise entitled to a certificate of completion may  
457 elect to remain in high school either as a full-time student or  
458 a part-time student for up to 1 additional year and receive  
459 special instruction designed to remedy his or her identified  
460 deficiencies.

461 (6) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning with~~  
462 ~~the 2012-2013 school year, if a student transfers to a Florida~~  
463 ~~public high school from out of country, out of state, a private~~  
464 ~~school, or a home education program and the student's transcript~~



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465 ~~shows a credit in Algebra I, the student must pass the~~  
466 ~~statewide, standardized Algebra I EOC assessment in order to~~  
467 ~~earn a standard high school diploma unless the student earned a~~  
468 ~~comparative score, passed a statewide assessment in Algebra I~~  
469 ~~administered by the transferring entity, or passed the statewide~~  
470 ~~mathematics assessment the transferring entity uses to satisfy~~  
471 ~~the requirements of the Elementary and Secondary Education Act,~~  
472 ~~as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C.~~  
473 ~~ss. 6301 et seq. If a student's transcript shows a credit in~~  
474 ~~high school reading or English Language Arts II or III, in order~~  
475 ~~to earn a standard high school diploma, the student must take~~  
476 ~~and pass the statewide, standardized grade 10 ELA assessment, or~~  
477 ~~earn a concordant score. If a transfer student's transcript~~  
478 ~~shows a final course grade and course credit in Algebra I,~~  
479 ~~Geometry, Biology I, ~~or~~ United States History, or the equivalent~~  
480 ~~of a grade 10 ELA course, the transferring course final grade~~  
481 ~~and credit must ~~shall~~ be honored without the student taking the~~  
482 ~~requisite statewide, standardized EOC assessment and without the~~  
483 ~~assessment results constituting 30 percent of the student's~~  
484 ~~final course grade.~~

485 Section 11. Effective upon becoming a law, section  
486 1003.433, Florida Statutes, is amended to read:

487 1003.433 Learning opportunities for out-of-state and out-  
488 of-country transfer students and students needing additional  
489 instruction to meet high school graduation requirements.—

490 ~~(1)~~ Students who enter a Florida public school at the 11th  
491 or 12th grade from out of state or out of country may ~~shall~~ not  
492 be required to spend additional time in a Florida public school  
493 in order to meet the high school course requirements if the

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494 student has met all requirements of the school district, state,  
495 or country from which he or she is transferring. Such students  
496 who are not proficient in English should receive immediate and  
497 intensive instruction in English language acquisition. However,  
498 to receive a standard high school diploma, a transfer student  
499 must earn a 2.0 grade point average ~~and meet the requirements~~  
500 ~~under s. 1008.22.~~

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

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

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

512 ~~(c) Participation in an adult general education program as~~  
513 ~~provided in s. 1004.93 for such time as the student requires to~~  
514 ~~master English, reading, mathematics, or any other subject~~  
515 ~~required for high school graduation. A student attending an~~  
516 ~~adult general education program shall have the opportunity to~~  
517 ~~take any must pass assessment under s. 1003.4282 or s. 1008.22~~  
518 ~~an unlimited number of times in order to receive a standard high~~  
519 ~~school diploma.~~

520 ~~(3) Students who have been enrolled in an ESOL program for~~  
521 ~~less than 2 school years and have met all requirements for the~~  
522 ~~standard high school diploma except for passage of any must pass~~

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523 ~~assessment under s. 1003.4282 or s. 1008.22 or alternate~~  
524 ~~assessment may:~~

525 ~~(a) Receive immersion English language instruction during~~  
526 ~~the summer following their senior year. Students receiving such~~  
527 ~~instruction are eligible to take the required assessment or~~  
528 ~~alternate assessment and receive a standard high school diploma~~  
529 ~~upon passage of the required assessment or alternate assessment.~~  
530 ~~This paragraph shall be implemented to the extent funding is~~  
531 ~~provided in the General Appropriations Act.~~

532 ~~(b) Beginning with the 2022-2023 school year, meet the~~  
533 ~~requirement to pass the statewide, standardized grade 10 English~~  
534 ~~Language Arts assessment by satisfactorily demonstrating grade-~~  
535 ~~level expectations on formative assessments, in accordance with~~  
536 ~~state board rule.~~

537 Section 12. Paragraph (a) of subsection (4) of section  
538 1003.435, Florida Statutes, is amended to read:

539 1003.435 High school equivalency diploma program.—

540 (4) (a) A candidate for a high school equivalency diploma  
541 must ~~shall~~ be at least 18 years of age on the date of the  
542 examination, except that ~~in extraordinary circumstances, as~~  
543 ~~provided for in rules of the district school board of the~~  
544 ~~district in which the candidate resides or attends school, a~~  
545 candidate may take the examination after reaching the age of 16  
546 with the written permission of his or her parent or guardian.  
547 School districts shall adopt a policy to allow for such written  
548 permission by a parent or guardian.

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

551 1003.4935 Middle grades career and professional academy

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552 courses and career-themed courses.—

553 ~~(3) Beginning with the 2012-2013 school year, if a school~~  
554 ~~district implements a middle school career and professional~~  
555 ~~academy or a career-themed course, the Department of Education~~  
556 ~~shall collect and report student achievement data pursuant to~~  
557 ~~performance factors identified under s. 1003.492(3) for students~~  
558 ~~enrolled in an academy or a career-themed course.~~

559 Section 14. Section 1003.4995, Florida Statutes, is  
560 repealed.

561 Section 15. Section 1003.4996, Florida Statutes, is  
562 repealed.

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

565 1003.49965 Art in the Capitol Competition.—

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

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

573 1003.51 Other public educational services.—

574 (2) The State Board of Education shall adopt rules  
575 articulating expectations for effective education programs for  
576 students in Department of Juvenile Justice programs, including,  
577 but not limited to, education programs in juvenile justice  
578 prevention, day treatment, residential, and detention programs.  
579 The rule shall establish policies and standards for education  
580 programs for students in Department of Juvenile Justice programs

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581 and shall include the following:

582 (g) Assessment procedures, which:

583 1. ~~For prevention, day treatment, and residential programs,~~  
584 ~~include appropriate academic and career assessments administered~~  
585 ~~at program entry and exit that are selected by the Department of~~  
586 ~~Education in partnership with representatives from the~~  
587 ~~Department of Juvenile Justice, district school boards, and~~  
588 ~~education providers. Assessments must be completed within the~~  
589 ~~first 10 school days after a student's entry into the program.~~

590 2. provide for determination of the areas of academic need  
591 and strategies for appropriate intervention and instruction for  
592 each student in a detention facility within 5 school days after  
593 the student's entry into the program and administer a research-  
594 based assessment that will assist the student in determining his  
595 or her educational and career options and goals within 22 school  
596 days after the student's entry into the program.

597  
598 The results of the these assessments required under this  
599 paragraph and under s. 1003.52(3)(d), together with a portfolio  
600 depicting the student's academic and career accomplishments,  
601 must shall be included in the discharge packet assembled for  
602 each student.

603 (r) A series of graduated sanctions for district school  
604 boards whose educational programs in Department of Juvenile  
605 Justice programs are considered to be unsatisfactory and for  
606 instances in which district school boards fail to meet standards  
607 prescribed by law, rule, or State Board of Education policy.  
608 These sanctions must shall include the option of requiring a  
609 district school board to contract with a provider or another

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610 district school board if the educational program at the  
611 Department of Juvenile Justice program is performing below  
612 minimum standards and, ~~after 6 months, is still performing below~~  
613 ~~minimum standards.~~

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

616 1003.621 Academically high-performing school districts.—It  
617 is the intent of the Legislature to recognize and reward school  
618 districts that demonstrate the ability to consistently maintain  
619 or improve their high-performing status. The purpose of this  
620 section is to provide high-performing school districts with  
621 flexibility in meeting the specific requirements in statute and  
622 rules of the State Board of Education.

623 ~~(4) REPORTS. The academically high-performing school~~  
624 ~~district shall submit to the State Board of Education and the~~  
625 ~~Legislature an annual report on December 1 which delineates the~~  
626 ~~performance of the school district relative to the academic~~  
627 ~~performance of students at each grade level in reading, writing,~~  
628 ~~mathematics, science, and any other subject that is included as~~  
629 ~~a part of the statewide assessment program in s. 1008.22. The~~  
630 ~~annual report shall be submitted in a format prescribed by the~~  
631 ~~Department of Education and shall include:~~

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

634 ~~(b) Longitudinal performance of students by grade level and~~  
635 ~~subgroup on statewide, standardized assessments taken under s.~~  
636 ~~1008.22;~~

637 ~~(c) Longitudinal performance regarding efforts to close the~~  
638 ~~achievement gap;~~

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639       ~~(d)1. Number and percentage of students who take an~~  
640 ~~Advanced Placement Examination; and~~  
641       ~~2. Longitudinal performance regarding students who take an~~  
642 ~~Advanced Placement Examination by demographic group,~~  
643 ~~specifically by age, gender, race, and Hispanic origin, and by~~  
644 ~~participation in the National School Lunch Program;~~  
645       ~~(e) Evidence of compliance with subsection (1); and~~  
646       ~~(f) A description of each waiver and the status of each~~  
647 ~~waiver.~~

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

651       1006.28 Duties of district school board, district school  
652 superintendent; and school principal regarding K-12  
653 instructional materials.—

654       (1) DEFINITIONS.—

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

656       1. "Adequate instructional materials" means a sufficient  
657 number of student or site licenses or sets of materials that are  
658 available in bound, unbound, kit, or package form and may  
659 consist of hardbacked or softbacked textbooks, electronic  
660 content, consumables, learning laboratories, manipulatives,  
661 electronic media, and computer courseware or software that serve  
662 as the basis for instruction ~~for each student~~ in the core  
663 subject areas of mathematics, language arts, social studies,  
664 science, reading, and literature.

665       2. "Instructional materials" has the same meaning as in s.  
666 1006.29(2).

667       3. "Library media center" means any collection of books,

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668 ebooks, periodicals, or videos maintained and accessible on the  
669 site of a school, including in classrooms.

670 (3) DISTRICT SCHOOL SUPERINTENDENT.—

671 (b) Each district school superintendent shall annually  
672 notify the department ~~by April 1 of each year~~ the state-adopted  
673 instructional materials that will be requisitioned for use in  
674 his or her school district. ~~The notification shall include a~~  
675 ~~district school board plan for instructional materials use to~~  
676 ~~assist in determining if adequate instructional materials have~~  
677 ~~been requisitioned.~~

678 (4) SCHOOL PRINCIPAL.—The school principal has the  
679 following duties for the management and care of materials at the  
680 school:

681 (b) *Money collected for lost or damaged instructional*  
682 *materials; enforcement.*—The school principal may ~~shall~~ collect  
683 from each student or the student's parent the purchase price of  
684 any instructional material the student has lost, destroyed, or  
685 unnecessarily damaged and to report and transmit the money  
686 collected to the district school superintendent. The failure to  
687 collect such sum upon reasonable effort by the school principal  
688 may result in the suspension of the student from participation  
689 in extracurricular activities or satisfaction of the debt by the  
690 student through community service activities at the school site  
691 as determined by the school principal, pursuant to policies  
692 adopted by district school board rule.

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

695 1006.283 District school board instructional materials  
696 review process.—



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697 (1) A district school board or consortium of school  
698 districts may implement an instructional materials program that  
699 includes the review, recommendation, adoption, and purchase of  
700 instructional materials. The district school superintendent  
701 shall annually certify to the department ~~by March 31 of each~~  
702 ~~year~~ that all instructional materials for core courses used by  
703 the district are aligned with applicable state standards. A list  
704 of the core instructional materials that will be used or  
705 purchased for use by the school district shall be included in  
706 the certification.

707 Section 21. Paragraph (a) of subsection (1) of section  
708 1006.33, Florida Statutes, is amended to read:

709 1006.33 Bids or proposals; advertisement and its contents.—

710 (1) (a) 1. Beginning on or before May 15 of any year in which  
711 an instructional materials adoption is to be initiated, the  
712 department shall advertise in the Florida Administrative  
713 Register 4 weeks preceding the date on which the bids shall be  
714 received, that at a certain designated time, not later than June  
715 15, sealed bids or proposals to be deposited with the department  
716 will be received from publishers or manufacturers for the  
717 furnishing of instructional materials proposed to be adopted as  
718 listed in the advertisement beginning April 1 following the  
719 adoption.

720 2. Beginning with the 2026 instructional materials adoption  
721 cycle, on or before October 15 of any year and 2 years before  
722 any instructional materials adoption period, the department  
723 shall advertise in the Florida Administrative Register 4 weeks  
724 preceding the date on which the bids must be received that at a  
725 certain designated time not later than November 15, sealed bids

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726 or proposals to be deposited with the department will be  
727 received from publishers or manufacturers for the furnishing of  
728 instructional materials proposed to be adopted as listed in the  
729 advertisement beginning April 1 following the adoption. The  
730 department shall publish its specifications for each subject for  
731 which instructional materials are to be adopted a minimum of 180  
732 days before the date on which it will place such advertisement.

733 Section 22. Paragraph (a) of subsection (2) of section  
734 1006.34, Florida Statutes, is amended to read:

735 1006.34 Powers and duties of the commissioner and the  
736 department in selecting and adopting instructional materials.—

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

738 (a) The department shall notify all publishers and  
739 manufacturers of instructional materials who have submitted bids  
740 that within 3 weeks after the deadline for receiving bids, at a  
741 designated time and place, it will open the bids submitted and  
742 deposited with it. At the time and place designated, the bids  
743 must ~~shall~~ be opened, read, and tabulated in the presence of the  
744 bidders or their representatives. No one may revise his or her  
745 bid after the bids have been filed. When all bids have been  
746 carefully considered, the commissioner shall, from the list of  
747 suitable, usable, and desirable instructional materials reported  
748 by the state instructional materials reviewers, select and adopt  
749 instructional materials for each grade and subject field in the  
750 curriculum of public elementary, middle, and high schools in  
751 which adoptions are made and in the subject areas designated in  
752 the advertisement. Beginning with the 2026 instructional  
753 materials adoption cycle, the commissioner shall publish the  
754 list of adopted instructional materials not later than July 31

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755 of the year preceding the beginning of the adoption period. The  
756 adoption must ~~shall~~ continue for the period specified in the  
757 advertisement, beginning on the ensuing April 1. The adoption  
758 may ~~shall~~ not prevent the extension of a contract as provided in  
759 subsection (3). The commissioner shall always reserve the right  
760 to reject any and all bids. The commissioner may ask for new  
761 sealed bids from publishers or manufacturers whose instructional  
762 materials were recommended by the state instructional materials  
763 reviewers as suitable, usable, and desirable; specify the dates  
764 for filing such bids and the date on which they must ~~shall~~ be  
765 opened; and proceed in all matters regarding the opening of bids  
766 and the awarding of contracts as required by this part. In all  
767 cases, bids must ~~shall~~ be accompanied by a cash deposit or  
768 certified check of from \$500 to \$2,500, as the department may  
769 direct. The department shall, in adopting instructional  
770 materials, ~~shall~~ give due consideration both to the prices bid  
771 for furnishing instructional materials and to the report and  
772 recommendations of the state instructional materials reviewers.  
773 When the commissioner has finished with the report of the state  
774 instructional materials reviewers, the report must ~~shall~~ be  
775 filed and preserved with the department and must ~~shall~~ be  
776 available at all times for public inspection.

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

779 1006.40 Purchase of instructional materials.—

780 (2) Each district school board must purchase current  
781 instructional materials to provide students ~~each student~~ in  
782 kindergarten through grade 12 with a major tool of instruction  
783 in core courses of the subject areas of mathematics, language

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784 arts, science, social studies, reading, and literature. If  
785 deemed appropriate by the district school board, it may approve  
786 an exemption to such purchase for certain courses. Such purchase  
787 must be made within the first 5 ~~3~~ years after the effective date  
788 of the adoption cycle unless a district school board or a  
789 consortium of school districts has implemented an instructional  
790 materials program pursuant to s. 1006.283.

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

793 1008.212 Students with disabilities; extraordinary  
794 exemption.—

795 (2) A student with a disability for whom the individual  
796 education plan (IEP) team determines is prevented by a  
797 circumstance or condition from physically demonstrating the  
798 mastery of skills that have been acquired and are measured by  
799 the statewide standardized assessment, a statewide standardized  
800 end-of-course assessment, or an alternate assessment pursuant to  
801 s. 1008.22(3)(d) shall be granted an extraordinary exemption  
802 from the administration of the assessment. A learning,  
803 emotional, behavioral, or significant cognitive disability, or  
804 the receipt of services through the homebound or hospitalized  
805 program in accordance with rule 6A-6.03020, Florida  
806 Administrative Code, is not, in and of itself, an adequate  
807 criterion for the granting of an extraordinary exemption. The  
808 first two administrations of the coordinated screening and  
809 progress monitoring system under s. 1008.25(9) or any alternate  
810 assessments used in lieu of such administrations are not subject  
811 to the requirements of this section.

812 Section 25. Paragraphs (a) and (d) of subsection (3),

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813 paragraphs (b), (d), (e), and (h) of subsection (7), and  
814 subsections (9) and (10) of section 1008.22, Florida Statutes,  
815 are amended to read:

816 1008.22 Student assessment program for public schools.—

817 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
818 Commissioner of Education shall design and implement a  
819 statewide, standardized assessment program aligned to the core  
820 curricular content established in the state academic standards.  
821 The commissioner also must develop or select and implement a  
822 common battery of assessment tools that will be used in all  
823 juvenile justice education programs in the state. These tools  
824 must accurately measure the core curricular content established  
825 in the state academic standards. Participation in the assessment  
826 program is mandatory for all school districts and all students  
827 attending public schools, including adult students seeking a  
828 standard high school diploma under s. 1003.4282 and students in  
829 Department of Juvenile Justice education programs, except as  
830 otherwise provided by law. If a student does not participate in  
831 the assessment program, the school district must notify the  
832 student's parent and provide the parent with information  
833 regarding the implications of such nonparticipation. The  
834 statewide, standardized assessment program shall be designed and  
835 implemented as follows:

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

837 1. The statewide, standardized English Language Arts (ELA)  
838 assessments shall be administered to students in grades 3  
839 through 10. Retake opportunities for the grade 10 ELA assessment  
840 must be provided. Reading passages and writing prompts for ELA  
841 assessments shall incorporate grade-level core curricula content

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842 from social studies. The statewide, standardized Mathematics  
843 assessments shall be administered annually in grades 3 through  
844 8. The statewide, standardized Science assessment shall be  
845 administered annually at least once at the elementary and middle  
846 grades levels. ~~In order to earn a standard high school diploma,~~  
847 ~~a student who has not earned a passing score on the grade 10 ELA~~  
848 ~~assessment must earn a passing score on the assessment retake or~~  
849 ~~earn a concordant score as authorized under subsection (9).~~

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

856 (d) *Students with disabilities; Florida Alternate*  
857 *Assessment.*—

858 1. Each district school board must provide instruction to  
859 prepare students with disabilities in the core content knowledge  
860 and skills necessary for successful grade-to-grade progression  
861 and high school graduation.

862 2. A student with a disability, as defined in s. 1007.02,  
863 for whom the individual education plan (IEP) team determines  
864 that the statewide, standardized assessments under this section  
865 cannot accurately measure the student's abilities, taking into  
866 consideration all allowable accommodations, shall have  
867 assessment results waived for the purpose of receiving a course  
868 grade ~~and a standard high school diploma~~. Such waiver shall be  
869 designated on the student's transcript. The statement of waiver  
870 shall be limited to a statement that performance on an

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871 assessment was waived for the purpose of receiving a course  
872 grade ~~or a standard high school diploma~~, as applicable.

873 3. The State Board of Education shall adopt rules, based  
874 upon recommendations of the commissioner, for the provision of  
875 assessment accommodations for students with disabilities and for  
876 students who have limited English proficiency.

877 a. Accommodations that negate the validity of a statewide,  
878 standardized assessment are not allowed during the  
879 administration of the assessment. However, instructional  
880 accommodations are allowed in the classroom if identified in a  
881 student's IEP. Students using instructional accommodations in  
882 the classroom that are not allowed on a statewide, standardized  
883 assessment may have assessment results waived if the IEP team  
884 determines that the assessment cannot accurately measure the  
885 student's abilities.

886 b. If a student is provided with instructional  
887 accommodations in the classroom that are not allowed as  
888 accommodations for statewide, standardized assessments, the  
889 district must inform the parent in writing and provide the  
890 parent with information regarding the impact on the student's  
891 ability to meet expected performance levels. A parent must  
892 provide signed consent for a student to receive classroom  
893 instructional accommodations that would not be available or  
894 permitted on a statewide, standardized assessment and  
895 acknowledge in writing that he or she understands the  
896 implications of such instructional accommodations.

897 c. If a student's IEP states that online administration of  
898 a statewide, standardized assessment will significantly impair  
899 the student's ability to perform, the assessment must ~~shall~~ be

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900 administered in hard copy.

901 4. For students with significant cognitive disabilities,  
902 the Department of Education shall provide for implementation of  
903 the Florida Alternate Assessment to accurately measure the core  
904 curricular content established in the state academic standards.

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

906 (b) By January of each year, the commissioner shall publish  
907 on the department's website a uniform calendar that includes the  
908 assessment and reporting schedules for, at a minimum, the next 2  
909 school years. ~~The uniform calendar must be provided to school  
910 districts in an electronic format that allows each school  
911 district and public school to populate the calendar with, at  
912 minimum, the following information for reporting the district  
913 assessment schedules under paragraph (d):~~

914 ~~1. Whether the assessment is a district required assessment  
915 or a state required assessment.~~

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

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

920 ~~4. Whether the assessment is a computer based assessment or  
921 a paper based assessment.~~

922 ~~5. The grade level or subject area associated with the  
923 assessment.~~

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

926 ~~7. The type of assessment, the purpose of the assessment,  
927 and the use of the assessment results.~~

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



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

931 (d) Each school district shall, by November 1 of each year,  
932 establish schedules for the administration of any statewide,  
933 standardized assessments and district-required assessments and  
934 approve the schedules as an agenda item at a district school  
935 board meeting. Each school district shall publish ~~the~~ testing  
936 schedules on its website which specify whether an assessment is  
937 a state-required or district-required assessment and the grade  
938 bands or subject area associated with the assessments using the  
939 ~~uniform calendar, including all information required under~~  
940 ~~paragraph (b), and submit the schedules to the Department of~~  
941 ~~Education by October 1 of each year.~~ Each public school shall  
942 publish schedules for statewide, standardized assessments and  
943 district-required assessments on its website ~~using the uniform~~  
944 ~~calendar, including all information required under paragraph~~  
945 ~~(b).~~ The school board-approved assessment uniform calendar must  
946 be included in the parent guide required by s. 1002.23(5).

947 (e) A school district may not schedule more than 5 percent  
948 of a student's total school hours in a school year to administer  
949 statewide, standardized assessments; the coordinated screening  
950 and progress monitoring system under s. 1008.25(9)(b)2.; and  
951 district-required local assessments. The district shall ~~must~~  
952 secure written consent from a student's parent before  
953 administering district-required local assessments that, after  
954 applicable statewide, standardized assessments and coordinated  
955 screening and progress monitoring are scheduled, exceed the 5  
956 percent test administration limit for that student under this  
957 paragraph. The 5 percent test administration limit for a student

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958 under this paragraph may be exceeded as needed to provide test  
959 accommodations that are required by an IEP or are appropriate  
960 for an English language learner who is currently receiving  
961 services in a program operated in accordance with an approved  
962 English language learner district plan pursuant to s. 1003.56.  
963 Notwithstanding this paragraph, a student may choose within a  
964 school year to take an examination or assessment adopted by  
965 State Board of Education rule pursuant to this section and ss.  
966 1007.27, 1008.30, and 1008.44.

967 (h) The results of statewide, standardized assessment in  
968 ELA and mathematics, science, and social studies, including  
969 assessment retakes, must ~~shall~~ be reported in an easy-to-read  
970 and understandable format and delivered in time to provide  
971 useful, actionable information to students, parents, and each  
972 student's current teacher of record and teacher of record for  
973 the subsequent school year; however, in any case, the district  
974 shall provide the results pursuant to this paragraph within 1  
975 week after receiving the results from the department. A report  
976 of student assessment results must, at a minimum, contain:

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

979 2. Information identifying the student's areas of strength  
980 and areas in need of improvement.

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

985 4. Longitudinal information, if available, on the student's  
986 progress in each subject area based on previous statewide,

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987 standardized assessment data.

988 5. Comparative information showing the student's score  
989 compared to other students in the school district, in the state,  
990 or, if available, in other states.

991 6. Predictive information, if available, showing the  
992 linkage between the scores attained by the student on the  
993 statewide, standardized assessments and the scores he or she may  
994 potentially attain on nationally recognized college entrance  
995 examinations.

996  
997 The information included under this paragraph relating to  
998 results from the statewide, standardized ELA assessments for  
999 grades 3 through 10 and Mathematics assessments for grades 3  
1000 through 8 must be included in individual student reports under  
1001 s. 1008.25(9)(c).

1002 ~~(9) CONCORDANT SCORES. The Commissioner of Education must~~  
1003 ~~identify scores on the SAT and ACT that if achieved satisfy the~~  
1004 ~~graduation requirement that a student pass the grade 10 ELA~~  
1005 ~~assessment. The commissioner may identify concordant scores on~~  
1006 ~~assessments other than the SAT and ACT. If the content or~~  
1007 ~~scoring procedures change for the grade 10 ELA assessment, new~~  
1008 ~~concordant scores must be determined. If new concordant scores~~  
1009 ~~are not timely adopted, the last adopted concordant scores~~  
1010 ~~remain in effect until such time as new scores are adopted. The~~  
1011 ~~state board shall adopt concordant scores in rule.~~

1012 ~~(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)~~  
1013 ~~ASSESSMENT. The Commissioner of Education must identify one or~~  
1014 ~~more comparative scores for the Algebra I EOC assessment. If the~~  
1015 ~~content or scoring procedures change for the EOC assessment, new~~

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1016 ~~comparative scores must be determined. If new comparative scores~~  
1017 ~~are not timely adopted, the last adopted comparative scores~~  
1018 ~~remain in effect until such time as new scores are adopted. The~~  
1019 ~~state board shall adopt comparative scores in rule.~~

1020 Section 26. Paragraph (a) of subsection (2), paragraphs (a)  
1021 and (b) of subsection (3), paragraph (c) of subsection (4),  
1022 paragraphs (a), (b), and (d) of subsection (5), paragraphs (a),  
1023 (b), and (c) of subsection (6), paragraph (b) of subsection (7),  
1024 and subsection (9) of section 1008.25, Florida Statutes, are  
1025 amended, and paragraph (h) is added to subsection (2) of that  
1026 section, to read:

1027 1008.25 Public school student progression; student support;  
1028 coordinated screening and progress monitoring; reporting  
1029 requirements.—

1030 (2) STUDENT PROGRESSION PLAN.—Each district school board  
1031 shall establish a comprehensive plan for student progression  
1032 which must provide for a student's progression from one grade to  
1033 another based on the student's mastery of the standards in s.  
1034 1003.41, specifically English Language Arts, mathematics,  
1035 science, and social studies standards. The plan must:

1036 (a) Include criteria that emphasize student reading  
1037 proficiency in kindergarten through grade 3 and provide targeted  
1038 instructional support for students with identified deficiencies  
1039 in English Language Arts, mathematics, science, and social  
1040 studies, including students who have been referred to the  
1041 district from the Voluntary Prekindergarten Education Program  
1042 consistent with paragraph (5) (b). High schools shall use all  
1043 available assessment results, including the results of  
1044 statewide, standardized English Language Arts assessments and

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1045 end-of-course assessments for Algebra I and Geometry, to advise  
1046 students of any identified deficiencies and to provide  
1047 appropriate postsecondary preparatory instruction before high  
1048 school graduation. The results of evaluations used to monitor a  
1049 student's progress in grades K-12 must be provided to the  
1050 student's teacher in a timely manner and as otherwise required  
1051 by law. Thereafter, evaluation results must be provided to the  
1052 student's parent in a timely manner. When available,  
1053 instructional personnel must be provided with information on  
1054 student achievement of standards and benchmarks in order to  
1055 improve instruction.

1056 (h) Specify retention requirements for students in  
1057 kindergarten through grade 2 based upon each student's  
1058 performance in English Language Arts and mathematics. For  
1059 students who are retained in kindergarten through grade 2, the  
1060 plan must incorporate the parental notification requirements  
1061 provided in subsections (5) and (6), include an opportunity for  
1062 parental input on the retention decision, and include  
1063 information on the importance of students mastering early  
1064 literacy and communication skills in order to be reading at or  
1065 above grade level by the end of grade 3.

1066 (3) ALLOCATION OF RESOURCES.—District school boards shall  
1067 allocate remedial and supplemental instruction resources to  
1068 students in the following priority:

1069 (a) Students in the Voluntary Prekindergarten Education  
1070 Program ~~kindergarten~~ through grade 3 who have a substantial  
1071 deficiency in reading or the characteristics of dyslexia as  
1072 determined in paragraph (5) (a).

1073 (b) Students in the Voluntary Prekindergarten Education

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1074 ~~Program kindergarten~~ through grade 4 who have a substantial  
1075 deficiency in mathematics or the characteristics of dyscalculia  
1076 as determined in paragraph (6) (a).

1077 (4) ASSESSMENT AND SUPPORT.—

1078 (c) A student who has a substantial reading deficiency as  
1079 determined in paragraph (5) (a) or a substantial mathematics  
1080 deficiency as determined in paragraph (6) (a) must be covered by  
1081 a federally required student plan, such as an individual  
1082 education plan or an individualized progress monitoring plan, or  
1083 both, as necessary. The individualized progress monitoring plan  
1084 must be developed within 30 days after the results of the  
1085 coordinated screening and progress monitoring system become  
1086 available. The plan must ~~shall include~~, at a minimum, include:

1087 1. The student's specific, identified reading or  
1088 mathematics skill deficiency.

1089 2. Goals and benchmarks for student growth in reading or  
1090 mathematics.

1091 3. A description of the specific measures that will be used  
1092 to evaluate and monitor the student's reading or mathematics  
1093 progress.

1094 4. For a substantial reading deficiency, the specific  
1095 evidence-based literacy instruction grounded in the science of  
1096 reading which the student will receive.

1097 5. Strategies, resources, and materials that will be  
1098 provided to the student's parent to support the student to make  
1099 reading or mathematics progress.

1100 6. Any additional services the student's teacher deems  
1101 available and appropriate to accelerate the student's reading or  
1102 mathematics skill development.

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1103 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1104 (a) Any student in a Voluntary Prekindergarten Education  
1105 Program provided by a public school ~~kindergarten~~ through grade 3  
1106 who exhibits a substantial deficiency in reading or the  
1107 characteristics of dyslexia based upon screening, diagnostic,  
1108 progress monitoring, or assessment data; statewide assessments;  
1109 or teacher observations must be provided intensive, explicit,  
1110 systematic, and multisensory reading interventions immediately  
1111 following the identification of the reading deficiency or the  
1112 characteristics of dyslexia to address his or her specific  
1113 deficiency or dyslexia. For the purposes of this subsection, a  
1114 Voluntary Prekindergarten Education Program student is deemed to  
1115 exhibit a substantial deficiency in early literacy skills based  
1116 upon the results of the midyear or final administration of the  
1117 coordinated screening and progress monitoring under subsection  
1118 (9).

1119 1. The department shall provide a list of state examined  
1120 and approved comprehensive reading and intervention programs.  
1121 The intervention programs shall be provided in addition to the  
1122 comprehensive core reading instruction that is provided to all  
1123 students in the general education classroom. Dyslexia-specific  
1124 interventions, as defined by rule of the State Board of  
1125 Education, shall be provided to students who have the  
1126 characteristics of dyslexia. The reading intervention programs  
1127 must do all of the following:

1128 a. Provide explicit, direct instruction that is systematic,  
1129 sequential, and cumulative in language development, phonological  
1130 awareness, phonics, fluency, vocabulary, and comprehension, as  
1131 applicable.

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1132           b. Provide daily targeted small group reading interventions  
1133 based on student need in phonological awareness, phonics,  
1134 including decoding and encoding, sight words, vocabulary, or  
1135 comprehension.

1136           c. Be implemented during regular school hours.

1137           2. A school may not wait for a student to receive a failing  
1138 grade at the end of a grading period or wait until a plan under  
1139 paragraph (4)(b) is developed to identify the student as having  
1140 a substantial reading deficiency and initiate intensive reading  
1141 interventions. In addition, a school may not wait until an  
1142 evaluation conducted pursuant to s. 1003.57 is completed to  
1143 provide appropriate, evidence-based interventions for a student  
1144 whose parent submits documentation from a professional licensed  
1145 under chapter 490 which demonstrates that the student has been  
1146 diagnosed with dyslexia. Such interventions must be initiated  
1147 upon receipt of the documentation and based on the student's  
1148 specific areas of difficulty as identified by the licensed  
1149 professional.

1150           3. A student's reading proficiency must be monitored and  
1151 the intensive interventions must continue until the student  
1152 demonstrates grade level proficiency in a manner determined by  
1153 the district, which may include achieving a Level 3 on the  
1154 statewide, standardized English Language Arts assessment. The  
1155 State Board of Education shall identify by rule guidelines for  
1156 determining whether a student in a Voluntary Prekindergarten  
1157 Education Program provided by a public school ~~kindergarten~~  
1158 through grade 3 has a substantial deficiency in reading.

1159           (b) A Voluntary Prekindergarten Education Program student  
1160 who exhibits a substantial deficiency in early literacy skills



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1161 based upon the results of the administration of the midyear or  
1162 final coordinated screening and progress monitoring under  
1163 subsection (9) shall be referred to the local school district  
1164 and may be eligible to receive instruction in early literacy  
1165 skills before participating in kindergarten. A student with an  
1166 individual education plan who has been retained pursuant to  
1167 paragraph (2)(g) and has demonstrated a substantial deficiency  
1168 in early literacy skills must receive instruction in early  
1169 literacy skills.

1170 (d) The parent of any student who exhibits a substantial  
1171 deficiency in reading, as described in paragraph (a), must be  
1172 notified in writing, in a timely manner, of the following:

1173 1. That his or her child has been identified as having a  
1174 substantial deficiency in reading, including a description and  
1175 explanation, in terms understandable to the parent, of the exact  
1176 nature of the student's difficulty in learning and lack of  
1177 achievement in reading.

1178 2. A description of the current services that are provided  
1179 to the child.

1180 3. A description of the proposed intensive interventions  
1181 and supports that will be provided to the child that are  
1182 designed to remediate the identified area of reading deficiency.

1183 4. The student progression requirements under paragraph  
1184 (2)(h) and that if the child's reading deficiency is not  
1185 remediated by the end of grade 3, the child must be retained  
1186 unless he or she is exempt from mandatory retention for good  
1187 cause.

1188 5. Strategies, including multisensory strategies and  
1189 programming, through a read-at-home plan the parent can use in

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1190 helping his or her child succeed in reading. The read-at-home  
1191 plan must provide access to the resources identified in  
1192 paragraph (f).

1193 6. That the statewide, standardized English Language Arts  
1194 assessment is not the sole determiner of promotion and that  
1195 additional evaluations, portfolio reviews, and assessments are  
1196 available to the child to assist parents and the school district  
1197 in knowing when a child is reading at or above grade level and  
1198 ready for grade promotion.

1199 7. The district's specific criteria and policies for a  
1200 portfolio as provided in subparagraph (7)(b)4. and the evidence  
1201 required for a student to demonstrate mastery of Florida's  
1202 academic standards for English Language Arts. A school must  
1203 immediately begin collecting evidence for a portfolio when a  
1204 student in grade 3 is identified as being at risk of retention  
1205 or upon the request of the parent, whichever occurs first.

1206 8. The district's specific criteria and policies for  
1207 midyear promotion. Midyear promotion means promotion of a  
1208 retained student at any time during the year of retention once  
1209 the student has demonstrated ability to read at grade level.

1210 9. Information about the student's eligibility for the New  
1211 Worlds Reading Initiative under s. 1003.485 and the New Worlds  
1212 Scholarship Accounts under s. 1002.411 and information on parent  
1213 training modules and other reading engagement resources  
1214 available through the initiative.

1215  
1216 After initial notification, the school shall apprise the parent  
1217 at least monthly of the student's progress in response to the  
1218 intensive interventions and supports. Such communications must

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1219 be in writing and must explain any additional interventions or  
1220 supports that will be implemented to accelerate the student's  
1221 progress if the interventions and supports already being  
1222 implemented have not resulted in improvement. After receiving  
1223 the initial notification, a parent may request additional  
1224 meetings with the teacher or the school's reading coach to  
1225 discuss the student's progress and may request additional  
1226 services currently provided by the school district. The  
1227 additional services must include, but are not limited to, the  
1228 interventions in paragraph (8) (a).

1229 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1230 (a) Any student in a Voluntary Prekindergarten Education  
1231 Program provided by a public school ~~kindergarten~~ through grade 4  
1232 who exhibits a substantial deficiency in mathematics or the  
1233 characteristics of dyscalculia based upon screening, diagnostic,  
1234 progress monitoring, or assessment data; statewide assessments;  
1235 or teacher observations must:

1236 1. Immediately following the identification of the  
1237 mathematics deficiency, be provided systematic and explicit  
1238 mathematics instruction to address his or her specific  
1239 deficiencies through either:

1240 a. Daily targeted small group mathematics intervention  
1241 based on student need; or

1242 b. Supplemental, evidence-based mathematics interventions  
1243 before or after school, or both, delivered by a highly qualified  
1244 teacher of mathematics or a trained tutor.

1245 2. The performance of a student receiving mathematics  
1246 instruction under subparagraph 1. must be monitored, and  
1247 instruction must be adjusted based on the student's need.

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1248           3. The department shall provide a list of state examined  
1249 and approved mathematics intervention programs, curricula, and  
1250 high-quality supplemental materials that may be used to improve  
1251 a student's mathematics deficiencies. In addition, the  
1252 department shall work, at a minimum, with the Florida Center for  
1253 Mathematics and Science Education Research established in s.  
1254 1004.86 to disseminate information to school districts and  
1255 teachers on effective evidence-based explicit mathematics  
1256 instructional practices, strategies, and interventions.

1257           4. A school may not wait for a student to receive a failing  
1258 grade at the end of a grading period or wait until a plan under  
1259 paragraph (4)(b) is developed to identify the student as having  
1260 a substantial mathematics deficiency and initiate intensive  
1261 mathematics interventions. In addition, a school may not wait  
1262 until an evaluation conducted pursuant to s. 1003.57 is  
1263 completed to provide appropriate, evidence-based interventions  
1264 for a student whose parent submits documentation from a  
1265 professional licensed under chapter 490 which demonstrates that  
1266 the student has been diagnosed with dyscalculia. Such  
1267 interventions must be initiated upon receipt of the  
1268 documentation and based on the student's specific areas of  
1269 difficulty as identified by the licensed professional.

1270           5. The mathematics proficiency of a student receiving  
1271 additional mathematics supports must be monitored and the  
1272 intensive interventions must continue until the student  
1273 demonstrates grade level proficiency in a manner determined by  
1274 the district, which may include achieving a Level 3 on the  
1275 statewide, standardized Mathematics assessment. The State Board  
1276 of Education shall identify by rule guidelines for determining

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1277 whether a student in a Voluntary Prekindergarten Education  
1278 Program provided by a public school ~~kindergarten~~ through grade 4  
1279 has a substantial deficiency in mathematics.

1280  
1281 For the purposes of this paragraph, a Voluntary Prekindergarten  
1282 Education Program student is deemed to exhibit a substantial  
1283 deficiency in mathematics skills based upon the results of the  
1284 midyear or final administration of the coordinated screening and  
1285 progress monitoring under subsection (9).

1286 (b) A Voluntary Prekindergarten Education Program student  
1287 who exhibits a substantial deficiency in early math skills based  
1288 upon the results of the administration of the midyear or final  
1289 coordinated screening and progress monitoring under subsection  
1290 (8) shall be referred to the local school district and may be  
1291 eligible to receive intensive mathematics interventions before  
1292 participating in kindergarten.

1293 (c) The parent of a student who exhibits a substantial  
1294 deficiency in mathematics, as described in paragraph (a), must  
1295 be notified in writing of the following:

1296 1. That his or her child has been identified as having a  
1297 substantial deficiency in mathematics, including a description  
1298 and explanation, in terms understandable to the parent, of the  
1299 exact nature of the student's difficulty in learning and lack of  
1300 achievement in mathematics.

1301 2. A description of the current services that are provided  
1302 to the child.

1303 3. A description of the proposed intensive interventions  
1304 and supports that will be provided to the child that are  
1305 designed to remediate the identified area of mathematics

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1306 deficiency.

1307 4. Strategies, including multisensory strategies and  
1308 programming, through a home-based plan the parent can use in  
1309 helping his or her child succeed in mathematics. The home-based  
1310 plan must provide access to the resources identified in  
1311 paragraph (e).

1312

1313 After the initial notification, the school shall apprise the  
1314 parent at least monthly of the student's progress in response to  
1315 the intensive interventions and supports. Such communications  
1316 must be in writing and must explain any additional interventions  
1317 or supports that will be implemented to accelerate the student's  
1318 progress if the interventions and supports already being  
1319 implemented have not resulted in improvement. After receiving  
1320 the initial notification, a parent may request additional  
1321 meetings with the teacher or school's math coach to discuss the  
1322 student's progress and may request additional services that are  
1323 currently provided by the school district.

1324 (7) ELIMINATION OF SOCIAL PROMOTION.—

1325 (b) The district school board may only exempt students from  
1326 mandatory retention, as provided in paragraph (5)(c), for good  
1327 cause. A student ~~who is~~ promoted to grade 4 with a good cause  
1328 exemption shall be provided intensive reading instruction and  
1329 intervention that include specialized diagnostic information and  
1330 specific reading strategies to meet the needs of each student so  
1331 promoted. The school district shall assist schools and teachers  
1332 with the implementation of explicit, systematic, and  
1333 multisensory reading instruction and intervention strategies for  
1334 students promoted with a good cause exemption which research has

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1335 shown to be successful in improving reading among students who  
1336 have reading difficulties. A parent may request additional  
1337 interventions that are currently provided by the school district  
1338 and can include, but are not limited, to the interventions  
1339 identified in paragraph (8) (a). Good cause exemptions are  
1340 limited to the following:

1341 1. Limited English proficient students who have had less  
1342 than 2 years of instruction in an English for Speakers of Other  
1343 Languages program based on the initial date of entry into a  
1344 school in the United States.

1345 2. Students with disabilities whose individual education  
1346 plan indicates that participation in the statewide assessment  
1347 program is not appropriate, consistent with the requirements of  
1348 s. 1008.212.

1349 3. Students who demonstrate an acceptable level of  
1350 performance on the beginning or midyear administration of the  
1351 English Language Arts coordinated screening and progress  
1352 monitoring system under subsection (9), or an alternative  
1353 standardized reading or English Language Arts assessment,  
1354 approved by the State Board of Education.

1355 4. A student who demonstrates through a student portfolio  
1356 that he or she is performing at least at Level 2 on the  
1357 statewide, standardized English Language Arts assessment.

1358 5. Students with disabilities who take the statewide,  
1359 standardized English Language Arts assessment and who have an  
1360 individual education plan or a Section 504 plan that reflects  
1361 that the student has received intensive instruction in reading  
1362 or English Language Arts for more than 2 years but still  
1363 demonstrates a deficiency and was previously retained in

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1364 prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

1365 6. Students who have received intensive reading  
1366 intervention for 2 or more years but still demonstrate a  
1367 deficiency in reading and who were previously retained in  
1368 kindergarten, grade 1, grade 2, or grade 3 for a total of 2  
1369 years. A student may not be retained more than once in grade 3.

1370 (9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

1371 (a) The Department of Education, in collaboration with the  
1372 Office of Early Learning, shall procure and require the use of a  
1373 statewide, standardized coordinated screening and progress  
1374 monitoring system for the Voluntary Prekindergarten Education  
1375 Program and public schools. The system must:

1376 1. Measure student progress in meeting the appropriate  
1377 expectations in early literacy and mathematics skills and in  
1378 English Language Arts and mathematics standards as required by  
1379 ss. 1002.67(1) (a) and 1003.41 and identify the educational  
1380 strengths and needs of students.

1381 2. For students in the Voluntary Prekindergarten Education  
1382 Program through grade 3, measure student performance in oral  
1383 language development, phonological and phonemic awareness,  
1384 knowledge of print and letters, decoding, fluency, vocabulary,  
1385 and comprehension, as applicable by grade level, and, at a  
1386 minimum, provide interval level and norm-referenced data that  
1387 measures equivalent levels of growth.

1388 3. Be a valid, reliable, and developmentally appropriate  
1389 computer-based direct instrument that provides screening and  
1390 diagnostic capabilities for monitoring student progress;  
1391 identifies students who have a substantial deficiency in reading  
1392 or mathematics, including identifying students with



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1393 characteristics of dyslexia, dyscalculia, and other learning  
1394 disorders; and informs instruction. Any student identified by  
1395 the system as having characteristics of dyslexia or dyscalculia  
1396 shall undergo further screening. Beginning with the 2023-2024  
1397 school year, the coordinated screening and progress monitoring  
1398 system must be computer-adaptive.

1399 4. Provide data for Voluntary Prekindergarten Education  
1400 Program accountability as required under s. 1002.68.

1401 5. Provide Voluntary Prekindergarten Education Program  
1402 providers, school districts, schools, teachers, and parents with  
1403 data and resources that enhance differentiated instruction and  
1404 parent communication.

1405 6. Provide baseline data to the department of each  
1406 student's readiness for kindergarten. The determination of  
1407 kindergarten readiness must be based on the results of each  
1408 student's initial progress monitoring assessment in  
1409 kindergarten. The methodology for determining a student's  
1410 readiness for kindergarten must be developed by the department  
1411 and aligned to the methodology adopted pursuant to s.  
1412 1002.68(4).

1413 7. Assess how well educational goals and curricular  
1414 standards are met at the provider, school, district, and state  
1415 levels and provide information to the department to aid in the  
1416 development of educational programs, policies, and supports for  
1417 providers, districts, and schools.

1418 (b) Beginning with the 2022-2023 school year, private  
1419 Voluntary Prekindergarten Education Program providers and public  
1420 schools must participate in the coordinated screening and  
1421 progress monitoring system pursuant to this paragraph.

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1422 1. For students in the Voluntary Prekindergarten Education  
1423 Program through grade 2, the coordinated screening and progress  
1424 monitoring system must be administered at least three times  
1425 within a ~~program year or school year, as applicable~~, with the  
1426 first administration occurring no later than the first 30  
1427 instructional days after a student's enrollment or the start of  
1428 the ~~program year or school year~~, the second administration  
1429 occurring midyear, and the third administration occurring within  
1430 the last 30 days of the ~~program or school year~~ pursuant to state  
1431 board rule. The state board may adopt alternate timeframes to  
1432 address nontraditional school year calendars or summer programs  
1433 to ensure the coordinated screening and progress monitoring  
1434 program is administered a minimum of three times within a year  
1435 or program.

1436 2. For students in the summer prekindergarten program, the  
1437 coordinated screening and progress monitoring system must be  
1438 administered two times, with the first administration occurring  
1439 no later than the first 10 instructional days after a student's  
1440 enrollment or the start of the summer prekindergarten program,  
1441 and the second administration occurring within the last 10 days  
1442 of the summer prekindergarten program pursuant to state board  
1443 rule.

1444 3. For grades 3 through 10 English Language Arts and grades  
1445 3 through 8 Mathematics, the coordinated screening and progress  
1446 monitoring system must be administered at the beginning, middle,  
1447 and end of the school year pursuant to state board rule. The  
1448 end-of-year administration of the coordinated screening and  
1449 progress monitoring system must be a comprehensive progress  
1450 monitoring assessment administered in accordance with the

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1451 scheduling requirements under s. 1008.22(7) ~~s. 1008.22(7)(e)~~.

1452 (c) To facilitate timely interventions and supports  
1453 pursuant to subsection (4), the system must provide results from  
1454 the first two administrations of the progress monitoring to a  
1455 student's teacher within 1 week and to the student's parent  
1456 within 2 weeks of the administration of the progress monitoring.  
1457 Delivery of results from the comprehensive, end-of-year progress  
1458 monitoring ELA assessment for grades 3 through 10 and  
1459 Mathematics assessment for grades 3 through 8 must be in  
1460 accordance with s. 1008.22(7) ~~s. 1008.22(7)(h)~~.

1461 1. A student's results from the coordinated screening and  
1462 progress monitoring system must be recorded in a written, easy-  
1463 to-comprehend individual student report. Each school district  
1464 shall provide a parent secure access to his or her child's  
1465 individual student reports through a web-based portal as part of  
1466 its student information system. Each early learning coalition  
1467 shall provide parents the individual student report in a format  
1468 determined by state board rule.

1469 2. In addition to the information under subparagraph (a)5.,  
1470 the report must also include parent resources that explain the  
1471 purpose of progress monitoring, assist the parent in  
1472 interpreting progress monitoring results, and support informed  
1473 parent involvement. Parent resources may include personalized  
1474 video formats.

1475 3. The department shall annually update school districts  
1476 and early learning coalitions on new system features and  
1477 functionality and collaboratively identify with school districts  
1478 and early learning coalitions strategies for meaningfully  
1479 reporting to parents results from the coordinated screening and

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1480 progress monitoring system. The department shall develop ways to  
1481 increase the utilization, by instructional staff and parents, of  
1482 student assessment data and resources.

1483 4. An individual student report must be provided in a  
1484 printed format upon a parent's request.

1485 (d) Screening and progress monitoring system results,  
1486 including the number of students who demonstrate characteristics  
1487 of dyslexia and dyscalculia, shall be reported to the department  
1488 pursuant to state board rule and maintained in the department's  
1489 Education Data Warehouse. Results must be provided to a  
1490 student's teacher and parent in a timely manner as required in  
1491 s. 1008.22(7)(g).

1492 (e) The department, in collaboration with the Office of  
1493 Early Learning, shall provide training and support for effective  
1494 implementation of the screening and progress monitoring system.

1495 Section 27. Paragraph (c) of subsection (3) and subsection  
1496 (4) of section 1008.33, Florida Statutes, are amended to read:

1497 1008.33 Authority to enforce public school improvement.—

1498 (3)

1499 (c) The state board shall adopt by rule a differentiated  
1500 matrix of intervention and support strategies for assisting  
1501 traditional public schools identified under this section and  
1502 rules for implementing s. 1002.33(9)(n), relating to charter  
1503 schools. The intervention and support strategies must address  
1504 student performance and may include improvement planning;  
1505 leadership quality improvement; educator quality improvement;  
1506 professional development; curriculum review, pacing, and  
1507 alignment across grade levels to improve background knowledge in  
1508 social studies, science, and the arts; and the use of continuous

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1509 improvement and monitoring plans and processes. In addition, the  
1510 state board may prescribe reporting requirements to review and  
1511 monitor the progress of the schools. The rule must define the  
1512 intervention and support strategies for school improvement for  
1513 schools earning a grade of "D" or "F" and the roles for the  
1514 district and department. A school may not be required to use the  
1515 measure of student learning growth in s. 1012.34(7) as the sole  
1516 determinant to recruit instructional personnel. The rule must  
1517 create a timeline for a school district's school improvement  
1518 plan or district-managed turnaround plan to be approved and for  
1519 the school improvement funds under Title I to be released to the  
1520 school district. The timeline established in rule for the  
1521 release of school improvement funding under Title I may not  
1522 exceed 20 calendar days after the approval of the school  
1523 improvement plan or district-managed turnaround plan.

1524 (4) (a) The state board shall apply intensive intervention  
1525 and support strategies tailored to the needs of schools earning  
1526 two consecutive grades of "D" or a grade of "F." In the first  
1527 full school year after a school initially earns a grade of "D,"  
1528 the school district must immediately implement intervention and  
1529 support strategies prescribed in rule under paragraph (3) (c).  
1530 For a school that initially earns a grade of "F" or a second  
1531 consecutive grade of "D," the school district must either  
1532 continue implementing or immediately begin implementing  
1533 intervention and support strategies prescribed in rule under  
1534 paragraph (3) (c) and provide the department, by September 15 ~~1~~,  
1535 with the memorandum of understanding negotiated pursuant to s.  
1536 1001.42(21) and, by October 1, a district-managed turnaround  
1537 plan for approval by the state board. The district-managed

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1538 turnaround plan may include a proposal for the district to  
1539 implement an extended school day, a summer program, a  
1540 combination of an extended school day and a summer program, or  
1541 any other option authorized under paragraph (b) for state board  
1542 approval. A school district is not required to wait until a  
1543 school earns a second consecutive grade of "D" to submit a  
1544 turnaround plan for approval by the state board under this  
1545 paragraph. Upon approval by the state board, the school district  
1546 must implement the plan for the remainder of the school year and  
1547 continue the plan for 4 ± full school years ~~year~~. The state  
1548 board may allow a school an additional year of implementation  
1549 before the school must implement a turnaround option required  
1550 under paragraph (b) if the school earns a first grade of "C" or  
1551 higher after the fourth ~~it determines that the school is likely~~  
1552 ~~to improve to a grade of "C" or higher after the first full~~  
1553 ~~school~~ year of implementation.

1554 (b) ~~Unless an additional year of implementation is provided~~  
1555 ~~pursuant to paragraph (a),~~ A school that, during the ~~completes a~~  
1556 plan cycle under paragraph (a), and does not improve to a grade  
1557 of "B" or higher or does not improve and maintain ~~to~~ a grade of  
1558 "C" for 2 consecutive years ~~or higher~~ must implement one of the  
1559 following:

1560 1. Reassign students to another school and monitor the  
1561 progress of each reassigned student;

1562 2. Close the school and reopen the school as one or more  
1563 charter schools, each with a governing board that has a  
1564 demonstrated record of effectiveness; or

1565 3. Contract with an outside entity that has a demonstrated  
1566 record of effectiveness to provide turnaround services

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1567 identified in state board rule, which may include school  
1568 leadership, educational modalities, teacher and leadership  
1569 professional development, curriculum, operation and management  
1570 services, school-based administrative staffing, budgeting,  
1571 scheduling, other educational service provider functions, or any  
1572 combination thereof. Selection of an outside entity may include  
1573 one or a combination of the following:

1574       a. An external operator, which may be a district-managed  
1575 charter school or a high-performing charter school network in  
1576 which all instructional personnel are not employees of the  
1577 school district, but are employees of an independent governing  
1578 board composed of members who did not participate in the review  
1579 or approval of the charter.

1580       b. A contractual agreement that allows for a charter school  
1581 network or any of its affiliated subsidiaries to provide  
1582 individualized consultancy services tailored to address the  
1583 identified needs of one or more schools under this section.

1584       4. Implementation of a community school model as defined in  
1585 s. 1003.64(2)(c).

1586       a. A school district that intends to implement a community  
1587 school model must apply for a planning grant under s. 1003.64(3)  
1588 by the application deadline established by the center during the  
1589 second year of implementing the district-managed turnaround  
1590 plan. A school district that is not awarded a grant may reapply  
1591 by the application deadline during the third year of  
1592 implementing the district-managed turnaround plan but may not  
1593 receive an extension to implement the community school model.

1594       b. Notwithstanding paragraph (c), a school district that  
1595 receives a grant under s. 1003.64(3) must continue planning to

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1596 implement the community school model regardless of whether the  
1597 school successfully exits the district-managed turnaround plan  
1598 under paragraph (a).

1599 c. A school district must implement the community school  
1600 model no later than the school year following the fourth year of  
1601 the district managed turnaround plan.

1602 d. For a school that does not meet the requirements to exit  
1603 turnaround under paragraph (a) and fails to implement a  
1604 community school model, the school district must select another  
1605 turnaround option under paragraph (b).

1606  
1607 A school district and outside entity under ~~this~~ subparagraph 3.  
1608 must ~~enter~~, at minimum, enter a 2-year, performance-based  
1609 contract. The contract must include school performance and  
1610 growth metrics the outside entity must meet on an annual basis.  
1611 The state board may require the school district to modify or  
1612 cancel the contract.

1613 (c) Implementation of a turnaround option is not required  
1614 if the school improved and maintained a grade of "C" or higher  
1615 for 2 consecutive years, under paragraph (a). Implementation of  
1616 the turnaround option is not ~~no longer~~ required if the school  
1617 improves to a grade of "C" or higher, under paragraph (b).

1618 (d) If a school earning two consecutive grades of "D" or a  
1619 grade of "F" does not improve to a grade of "C" or higher after  
1620 2 school years of implementing the turnaround option selected by  
1621 the school district under paragraph (b), the school district  
1622 must implement another turnaround option. Implementation of the  
1623 turnaround option must begin the school year following the  
1624 implementation period of the existing turnaround option, unless



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1625 the state board determines that the school is likely to improve  
1626 to a grade of "C" or higher if additional time is provided to  
1627 implement the existing turnaround option.

1628 Section 28. Section 1008.332, Florida Statutes, is amended  
1629 to read:

1630 1008.332 Committee of practitioners pursuant to federal  
1631 Every Student Succeeds ~~No Child Left Behind~~ Act.—The Department  
1632 of Education shall establish a committee of practitioners  
1633 pursuant to federal requirements of the Every Student Succeeds  
1634 ~~No Child Left Behind~~ Act of 2015 ~~2001~~. The committee members  
1635 shall be appointed by the Commissioner of Education ~~and shall~~  
1636 ~~annually report to the Governor, the President of the Senate,~~  
1637 ~~and the Speaker of the House of Representatives by January 1.~~  
1638 The committee shall meet regularly and is authorized to review  
1639 potential rules and policies that will be considered by the  
1640 State Board of Education.

1641 Section 29. Paragraph (c) of subsection (3) and subsection  
1642 (5) of section 1008.34, Florida Statutes, are amended to read:

1643 1008.34 School grading system; school report cards;  
1644 district grade.—

1645 (3) DESIGNATION OF SCHOOL GRADES.—

1646 (c)1. The calculation of a school grade shall be based on  
1647 the percentage of points earned from the components listed in  
1648 subparagraph (b)1. and, if applicable, subparagraph (b)2. The  
1649 State Board of Education shall adopt in rule a school grading  
1650 scale that sets the percentage of points needed to earn each of  
1651 the school grades listed in subsection (2). There shall be at  
1652 least five percentage points separating the percentage  
1653 thresholds needed to earn each of the school grades. The state

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1654 board shall annually review the percentage of school grades of  
1655 "A" and "B" for the school year to determine whether to adjust  
1656 the school grading scale upward for the following school year's  
1657 school grades. The first adjustment would occur no earlier than  
1658 the 2023-2024 school year. An adjustment must be made if the  
1659 percentage of schools earning a grade of "A" or "B" in the  
1660 current year represents 75 percent or more of all graded schools  
1661 within a particular school type, which consists of elementary,  
1662 middle, high, and combination. The adjustment must reset the  
1663 minimum required percentage of points for each grade of "A,"  
1664 "B," "C," or "D" at the next highest percentage ending in the  
1665 numeral 5 or 0, whichever is closest to the current percentage.  
1666 Annual reviews of the percentage of schools earning a grade of  
1667 "A" or "B" and adjustments to the required points must be  
1668 suspended when the following grading scale for a specific school  
1669 type is achieved:

- 1670 a. Ninety percent or more of the points for a grade of "A."  
1671 b. Eighty to eighty-nine percent of the points for a grade  
1672 of "B."  
1673 c. Seventy to seventy-nine percent of the points for a  
1674 grade of "C."  
1675 d. Sixty to sixty-nine percent of the points for a grade of  
1676 "D."  
1677

1678 When the state board adjusts the grading scale upward, the state  
1679 board must inform the public of the degree of the adjustment and  
1680 its anticipated impact on school grades. Any changes made by the  
1681 state board to components in the school grades model or to the  
1682 school grading scale shall go into effect, at the earliest, in

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1683 the following school year.

1684         2. The calculation of school grades may not include any  
1685 provision that would raise or lower the school's grade beyond  
1686 the percentage of points earned. Extra weight may not be added  
1687 in the calculation of any components.

1688         (5) DISTRICT GRADE.—Beginning with the 2014-2015 school  
1689 year, a school district's grade shall include a district-level  
1690 calculation of the components under paragraph (3) (b). This  
1691 calculation methodology captures each eligible student in the  
1692 district who may have transferred among schools within the  
1693 district or is enrolled in a school that does not receive a  
1694 grade. The department shall develop a district report card that  
1695 includes the district grade; the information required under s.  
1696 1008.345(3) ~~s. 1008.345(5)~~; measures of the district's progress  
1697 in closing the achievement gap between higher-performing student  
1698 subgroups and lower-performing student subgroups; measures of  
1699 the district's progress in demonstrating Learning Gains of its  
1700 highest-performing students; measures of the district's success  
1701 in improving student attendance; the district's grade-level  
1702 promotion of students scoring achievement levels 1 and 2 on  
1703 statewide, standardized English Language Arts and Mathematics  
1704 assessments; and measures of the district's performance in  
1705 preparing students for the transition from elementary to middle  
1706 school, middle to high school, and high school to postsecondary  
1707 institutions and careers.

1708         Section 30. Subsections (3), (4), and (5) of section  
1709 1008.345, Florida Statutes, are amended to read:

1710         1008.345 Implementation of state system of school  
1711 improvement and education accountability.—

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1712 ~~(3) The annual feedback report shall be developed by the~~  
1713 ~~Department of Education.~~

1714 ~~(4) The commissioner shall review each district school~~  
1715 ~~board's feedback report and submit findings to the State Board~~  
1716 ~~of Education. If adequate progress is not being made toward~~  
1717 ~~implementing and maintaining a system of school improvement and~~  
1718 ~~education accountability, the State Board of Education shall~~  
1719 ~~direct the commissioner to prepare and implement a corrective~~  
1720 ~~action plan. The commissioner and State Board of Education shall~~  
1721 ~~monitor the development and implementation of the corrective~~  
1722 ~~action plan.~~

1723 (3)~~(5)~~ The commissioner shall annually report to the State  
1724 Board of Education and the Legislature and recommend changes in  
1725 state policy necessary to foster school improvement and  
1726 education accountability. The report must ~~shall~~ include:

1727 ~~(a)~~ for each school district:

1728 (a)1. The percentage of students, by school and grade  
1729 level, demonstrating learning growth in English Language Arts  
1730 and mathematics.

1731 (b)2. The percentage of students, by school and grade  
1732 level, in both the highest and lowest quartiles demonstrating  
1733 learning growth in English Language Arts and mathematics.

1734 (c)3. The information contained in the school district's  
1735 annual report required pursuant to s. 1008.25(10).

1736 ~~(b) Intervention and support strategies used by school~~  
1737 ~~districts whose students in both the highest and lowest~~  
1738 ~~quartiles exceed the statewide average learning growth for~~  
1739 ~~students in those quartiles.~~

1740 ~~(c) Intervention and support strategies used by school~~

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1741 ~~districts whose schools provide educational services to youth in~~  
1742 ~~Department of Juvenile Justice programs that demonstrate~~  
1743 ~~learning growth in English Language Arts and mathematics that~~  
1744 ~~exceeds the statewide average learning growth for students in~~  
1745 ~~those subjects.~~

1746 ~~(d) Based upon a review of each school district's reading~~  
1747 ~~instruction plan submitted pursuant to s. 1003.4201,~~  
1748 ~~intervention and support strategies used by school districts~~  
1749 ~~that were effective in improving the reading performance of~~  
1750 ~~students, as indicated by student performance data, who are~~  
1751 ~~identified as having a substantial reading deficiency pursuant~~  
1752 ~~to s. 1008.25(5)(a).~~

1753  
1754 School reports must shall be distributed pursuant to this  
1755 subsection and s. 1001.42(18)(c) and according to rules adopted  
1756 by the State Board of Education.

1757 Section 31. Paragraph (d) of subsection (2) of section  
1758 1000.05, Florida Statutes, is amended to read:

1759 1000.05 Discrimination against students and employees in  
1760 the Florida K-20 public education system prohibited; equality of  
1761 access required.—

1762 (2)

1763 (d) Students may be separated by sex for a single-gender  
1764 program ~~as provided under s. 1002.311~~, for any portion of a  
1765 class that deals with human reproduction, or during  
1766 participation in bodily contact sports. For the purpose of this  
1767 section, bodily contact sports include wrestling, boxing, rugby,  
1768 ice hockey, football, basketball, and other sports in which the  
1769 purpose or major activity involves bodily contact.

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1770           Section 32. Except as otherwise expressly provided in this  
1771 act and except for this section, which shall take effect upon  
1772 this act becoming a law, this act shall take effect July 1,  
1773 2024.