

# FLORIDA HOUSE OF REPRESENTATIVES BILL ANALYSIS

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**BILL #:** [CS/HB 1483](#)  
**TITLE:** Education  
**SPONSOR(S):** Valdés

**COMPANION BILL:** None  
**LINKED BILLS:** None  
**RELATED BILLS:** None

**Committee References**

[Student Academic Success](#)  
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## SUMMARY

**Effect of the Bill:**

The bill, to be known as the Schools Committed to Outstanding Results and Excellence (SCORE) Act, increases transparency surrounding the school grades earned by Florida schools. Between the 2026-27 school year and the 2033-34 school year, the bill provides for the transition from the current State Board of Education defined school grading scale to a traditional A-F grading system for school grades. Additionally, the bill requires that both the school's current grade as well as the percentage of students at the school performing at or above grade level in ELA and the percentage of students at the school performing at or above grade level in mathematics be printed on all student report cards and be published by the Department of Education.

The bill expands supports for students with substantial deficiencies in reading and/or mathematics by capturing more students in need of supports in the definition of substantial deficiency and expanding the provision of interventions to voluntary prekindergarten (VPK) through grade 8. The bill expands eligibility for the summer bridge program to assist students transitioning from VPK to kindergarten. The bill requires the administrator of the New Worlds Reading Initiative to develop a competitive grant program to provide classroom libraries in Title I schools that increase the percentage of eligible students participating in the initiative.

**Fiscal or Economic Impact:**

There is an indeterminate fiscal impact to school districts as a result of adding additional grade levels for which districts will be required to provide intensive interventions for students who exhibit substantial deficiencies in reading and math. The bill may have a fiscal impact to the New Worlds Reading Initiative if current tax credit revenues are insufficient to cover the additional cost associated with the competitive grant program.

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## ANALYSIS

**EFFECT OF THE BILL:**

The bill, to be known as the Schools Committed to Outstanding Results and Excellence (SCORE) Act, provides for the transition from the current [State Board of Education \(SBE\) defined grading scale](#) to a traditional A-F grading system for school grades. The transition will be incremental and take place over the next 10 years. For the 2024-25 and 2025-26 school years, all school grades will be calculated using the SBE adopted grading scale. For the subsequent school years, the bill requires the Department of Education (DOE) to use the following grading scales when calculating school grades:

<u>Grade</u>	<u>2026-27</u>	<u>2027-28</u>	<u>2028-29</u>	<u>2029-30</u>	<u>2030-31</u>	<u>2031-32</u>	<u>2032-33</u>	<u>2033-34</u>
<b>A</b>	65% or greater	68% or greater	71% or greater	74% or greater	78% or greater	82% or greater	86% or greater	90% or greater
<b>B</b>	55-64%	58-67%	61-70%	64-73%	68-77%	72-81%	76-85%	80-89%
<b>C</b>	45-54%	48-57%	51-60%	54-63%	58-67%	62-71%	66-75%	70-79%
<b>D</b>	35-44%	38-47%	41-50%	44-53%	48-57%	52-61%	56-65%	60-69%

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<b>F</b>	34% or less	37% or less	40% or less	43% or less	47% or less	51% or less	55% or less	59% or less
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The bill requires that the school report card include the percentage of students at the school performing at or above grade level in English Language Arts (ELA) and the percentage of students at the school performing at or above grade level in mathematics and whether a school needs intervention and support under Florida’s [school improvement system](#) and the criteria used to make that determination. (Section [1](#) and [7](#))

The bill requires that all student report cards include the most recent school grade earned by the school along with the percentage of students at the school performing at or above grade level in ELA and the percentage of students at the school performing at or above grade level in mathematics. (Section [4](#))

The bill expands the provision of [interventions for students with substantial deficiencies in reading and/or mathematics](#) in several ways. The bill requires the DOE definition for substantial deficiency in reading and substantial deficiency in mathematics to include, at a minimum, students who have been retained and students who scored a Level 1 on the end of year test administration of the coordinated screening and progress monitoring system.

The bill extends the grade range in which school district monitor students for a substantial deficiency in reading and/or mathematics as well as the grade in which interventions are required to kindergarten through grade 8. The bill requires that the mandatory school district early warning system be designed to identify students in grades kindergarten through grade 8 with a substantial deficiency in reading and/or mathematics. Current law requires that the early warning system monitor, and interventions be provided to, students with a substantial deficiency in reading in kindergarten through grade 3 while such monitoring and interventions for students with a substantial deficiency in math are provided in kindergarten through grade 4. (Sections [2](#), [3](#), and [6](#))

The bill requires the administrator of the [New Worlds Reading Initiative](#) to develop a competitive grant program to provide classroom libraries in Title I schools that increase the percentage of eligible students participating in the initiative. Additionally, the administrator must develop a process for teacher to purchase low-cost classroom library collections. (Section [5](#)).

The bill provides that any [Voluntary Prekindergarten student identified as having a substantial reading deficiency reading](#) on either the administration of the midyear or final coordinated screening and progress monitoring is eligible for the summer bridge program.

The bill updates requirements for the school district student progression plan to require criteria that emphasize student reading proficiency in kindergarten through grade 12, instead of the current requirements of kindergarten through grade 3. (Section [6](#)).

The effective date of the bill is July 1, 2025. (Section [8](#))

**FISCAL OR ECONOMIC IMPACT:**

**LOCAL GOVERNMENT:**

Due to the broadening of the definition of substantial deficiency and the expansion of grades in which school districts must provide interventions to students identified as having a substantial deficiency in reading and/or mathematics, the bill will have an indeterminate fiscal impact to school district expenditures.

**RELEVANT INFORMATION**

**SUBJECT OVERVIEW:**

[School Grades](#)

School grades are used to explain a school’s performance in a familiar, easy-to-understand manner for parents and the public.<sup>1</sup> School grades are also used to determine whether a school must select or implement a turnaround option.<sup>2</sup> The annual reports<sup>3</sup> must identify schools as having one of the following grades:<sup>4</sup>

- “A” for schools making excellent progress.
- “B” for schools making above average progress.
- “C” for schools making satisfactory progress.
- “D” for schools making less than satisfactory progress.
- “F” for schools failing to make adequate progress.

Each school that earns a grade of “A” or improves at least two letter grades may have greater authority over the allocation of the school’s total budget generated from the Florida Education Finance Program (FEFP), state categoricals, lottery funds, grants, and local funds.<sup>5</sup>

Each school must assess at least 95 percent of its eligible students.<sup>6</sup> Each school must receive a school grade based on the school’s performance on the following components, each worth 100 points.<sup>7</sup>

**2023-2024 School Grades Model**

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	Acceleration Success
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	4-year Graduation Rate (0% to 100%)	High School (0% to 100%)
Grade 3 Achievement (0% to 100%)	Learning Gains (0% to 100%)				Middle School (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)				
Learning Gains of the Lowest 25% (0% to 100%)					

<sup>1</sup> Section [1008.34\(1\) and \(2\), F.S.](#)

<sup>2</sup> Section [1008.33\(4\), F.S.](#)

<sup>3</sup> Pursuant to DOE Emergency Order No. 2020-EO-1, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. Pursuant to DOE Emergency Order No. 2021-EO-02, only schools for which an opt in request was submitted by the school district superintendent or charter school governing board have a letter grade assigned for the 2020-21 school year. Additionally, in April 2020, the U.S. Department of Education provided a waiver for requirements related to certain assessments and accountability that are based on data from the 2019-20 school year. See DOE, *Emergency Order No. 2020-EO-1* (March 2020), available at <https://www.fldoe.org/core/fileparse.php/19861/urlt/DOEORDERNO2020-EO-01.pdf>; DOE, *Emergency Order No. 2021-EO-2* (April 2021), available at <https://www.fldoe.org/core/fileparse.php/19861/urlt/2021-EO-02.pdf>; and DOE, *Waiver Request* (March 2020), available at <https://www.fldoe.org/core/fileparse.php/14196/urlt/FloridaWaiverRequestUSED.pdf>.

<sup>4</sup> Section [1008.34\(2\), F.S.](#); r. 6A-1.09981(4), F.A.C. See DOE, *2023 Informational Baseline School Grades Overview*, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview23.pdf>.

<sup>5</sup> Section [1008.34\(2\), F.S.](#) (flush-left provision).

<sup>6</sup> Section [1008.34\(3\)\(a\), F.S.](#)

<sup>7</sup> Section [1008.34\(3\)\(b\)1., F.S.](#)

The “Achievement” components of the school grade include student performance on statewide, standardized assessments, including the comprehensive assessments and end-of-course (EOC) assessments. The components measure the percentage of full-year enrolled students who achieved a passing score.<sup>8</sup>

The “Learning Gains” components of the school grade include student performance on statewide, standardized assessments including the comprehensive assessments and EOC assessments for the current year and the prior year. The components measure the percentage of full-year enrolled students who achieved a learning gain from the prior year to the current year.<sup>9</sup> Students with 2 consecutive years of valid scores on the end-of-year progress monitoring assessments or the mathematics EOC assessments may demonstrate learning gains in four ways:<sup>10</sup>

- Increasing at least one achievement level on the statewide, standardized assessment in the same subject area.
- For students who score below Level 3, improving by at least one subcategory within Level 1 or Level 2, based on the student’s scale score, on the next year’s assessment for that subject area.
- For students who score a Level 3 or a Level 4, improving the scale score on the next year’s assessment for that subject area.
- For students who score a Level 5, scoring a Level 5 on the next year’s assessment for that subject area.

To be included in the “Achievement” and “Learning Gains” components of a school grade, a student must be present for both the second and third period full-time equivalent (FTE) student membership surveys and who is still enrolled at the time of statewide, standardized testing.<sup>11</sup>

The “Middle School Acceleration” component is based on the percentage of eligible students attending a middle school who passed a high school level EOC assessment or industry certification.<sup>12</sup>

For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school’s grade is also based on the following, each worth 100 points:<sup>13</sup>

- The “4-year Graduation Rate” component which is the 4-year high school graduation rate as defined by SBE rule.
- The “High School Acceleration” component which is the percentage of students who:
  - were eligible to earn college and career credit through an assessment identified by the DOE,<sup>14</sup> College Board Advanced Placement examinations, International Baccalaureate examinations, dual enrollment courses, including career dual enrollment courses resulting in the completion of 300 or more clock hours during high school, or Advanced International Certificate of Education examinations;
  - at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List; or
  - earned an Armed Services Qualification Test score that falls within Category II or higher on the Armed Services Vocational Aptitude Battery and earned a minimum of two credits in Junior Reserve Officers’ Training Corps courses from the same branch of the United States Armed Forces.

The SBE must annually review the school grading scale to determine if the scale should be adjusted upward to meet raised expectations and encourage increased student performance. Current law requires that an adjustment must be made if the percentage of schools earning a grade of A or B in the current year represents 75 percent or more of all graded schools within a particular school type, which consists of elementary, middle, high, and

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<sup>8</sup> Florida Department of Education, *2024 School Grades Overview*, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesOverview24.pdf>.

<sup>9</sup> *Id.*

<sup>10</sup> Rule 6A-1.09981(2)(b)1., F.A.C.

<sup>11</sup> Rule 6A-1.09981(2)(a) and (4)(a), F.A.C.

<sup>12</sup> Rule 6A-1.09981(2)(b)1., F.A.C.

<sup>13</sup> Section [1008.34\(3\)\(b\)2., F.S.](#)

<sup>14</sup> The DOE has identified the College Level Examination Program (CLEP) subject examination, College Board Advanced Placement Program examination, Advanced International Certificate of Education examination, International Baccalaureate examination, Excelsior College subject examination, Defense Activity for Non-Traditional Education Support (DANTES) subject standardized test, and Defense Language Proficiency Test (DLPT) as eligible assessments. See [s. 1007.27\(2\), F.S.](#)

combination.<sup>15</sup> This required adjustment must continue until the grading scale reaches the following scale for each school type:

- A = 90 percent of points or greater;
- B = 80 percent to 89 percent of points;
- C = 70 percent to 79 percent of points;
- D = 60 percent to 69 percent of points;
- F = 59 percent of points or less.<sup>16</sup>

On July 24, 2024, the State Board of Education amended its rule, so that elementary schools are graded using the scale that was in place from 2014-2015 to 2021-2022, and all other school types are graded using a new scale.<sup>17</sup> This approach takes into consideration the different components included in the school grade formula for different school types. The resulting grading scales are as follows:<sup>18</sup>

- Elementary Schools;
  - A = 62 percent of points or greater;
  - B = 54 percent to 61 percent of points;
  - C = 41 percent to 53 percent of points;
  - D = 32 percent to 40 percent of points;
  - F = 31 percent of points or less;
- Middle, High and Combination Schools;
  - A = 64 percent of points or greater;
  - B = 57 percent to 63 percent of points;
  - C = 44 percent to 56 percent of points;
  - D = 34 percent to 43 percent of points;
  - F = 33 percent of points or less.

**Most Recent School Grades<sup>19</sup>**

Grades	2023 Number	2023 Percent	2024 Number	2024 Percent	Number Change	Percent Change
A	1,102	32%	1,299	38%	197	6%
B	859	25%	916	27%	57	2%
C	1,247	36%	1,119	32%	-128	-4%
D	184	5%	109	3%	-75	-2%
F	27	0.8%	8	0.2%	-19	-0.6%
<b>Total</b>	3,419		3,451		32	

**School Grades and School Improvement**

If a school earns two consecutive grades of “D” or a grade of “F”, it must immediately implement a differentiated matrix of intervention and support strategies.<sup>20</sup> Districts with a school improvement designated school must coordinate with the DOE, the Regional Executive Director or designee, and the school to identify and implement tailored support and improvement strategies designed to address low performance at the school.<sup>21</sup>

Florida law specifies several intervention and support strategies for traditional public schools. These strategies include school improvement planning; leadership and educator quality improvement; professional development; curriculum review, pacing, and alignment across grade levels to improve background knowledge in social studies,

<sup>15</sup> Section 1008.34(3)(c), F.S. The adjustment must reset the minimum required percentage of points for each grade of A, B, C, or D at the next highest percentage ending in the numeral 5 or 0, whichever is closest to the current percentage.

<sup>16</sup> *Id.*

<sup>17</sup> Rule 6A-1.09981(4)(e)3., F.A.C.

<sup>18</sup> Florida Department of Education, *Florida School Grades: 2023-24 School Grades and School Improvement Rating*, p. 2, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesResultsPacket24.pdf>.

<sup>19</sup> Florida Department of Education, *Florida School Grades: 2023-24 School Grades and School Improvement Rating*, p. 4, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesResultsPacket24.pdf>.

<sup>20</sup> Section 1008.33(4)(a), F.S.; r. 6A-1.099811(1), F.A.C.

<sup>21</sup> Rule 6A-1.099811(5)(a), F.A.C.

science, and the arts; and the use of continuous improvement and monitoring plans and processes. In addition, the SBE may prescribe reporting requirements to review and monitor the progress of the schools.<sup>22</sup>

### **School Report Cards**

The DOE must annually develop, in collaboration with the school districts, a school report card that each school district must provide to parents within the district. The report card must include:<sup>23</sup>

- the school's grade;
- student performance in ELA, mathematics, science, and social studies;
- information regarding school improvement;
- an explanation of school performance as evaluated by Every Student Succeeds Act;<sup>24</sup> and
- indicators of return on investment.

Each school's report card must be published annually by the DOE on its website based upon the most recent data available.<sup>25</sup>

### **District Grades and Report Cards**

Each school district must annually receive a district grade (A-F) as part of a district report card.<sup>26</sup> The grade is calculated based on the same components used to grade the district's schools using data from each eligible student in the district, including students enrolled in charter schools.<sup>27</sup> In addition to the district's grade, the district report card must also include:<sup>28</sup>

- the percentage of students in the district, by school and grade level, demonstrating learning growth in ELA and mathematics;<sup>29</sup>
- the percentage of students in the district, by school and grade level, in both the highest and lowest quartiles demonstrating learning growth in ELA and mathematics;<sup>30</sup>
- measures of the district's progress in closing the achievement gap between higher- and lower-performing subgroups;
- measures of the district's progress in demonstrating learning gains of its highest-performing students;
- measures of the district's success in improving student attendance;
- the district's grade-level promotion of students scoring achievement levels 1 and 2 on statewide, standardized ELA and mathematics assessments; and
- measures of the district's performance in preparing students for the transition from elementary to middle school, middle to high school, and high school to postsecondary institutions and careers.

On July 24, 2024, the State Board of Education amended its rule, so that the grading scale used to determine district grades is the same scale used to determine grades for combination schools.<sup>31</sup> The resulting grading scale is as follows:<sup>32</sup>

- A = 64 percent of points or greater;
- B = 57 percent to 63 percent of points;
- C = 44 percent to 56 percent of points;
- D = 34 percent to 43 percent of points;

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<sup>22</sup> Section [1008.33\(3\)\(c\), F.S.](#); r. 6A-1.099811(5), F.A.C.

<sup>23</sup> Section [1008.34\(4\), F.S.](#)

<sup>24</sup> 20 U.S.C. s. 6301 et seq.

<sup>25</sup> Section [1008.34\(4\), F.S.](#)

<sup>26</sup> Section [1008.34\(5\), F.S.](#)

<sup>27</sup> Rule 6A-1.09981(5), F.A.C. The calculation includes students who transfer between schools in the district or who are enrolled in a school that does not receive a grade. Section [1008.34\(5\), F.S.](#) However, students who are enrolled in a School of Hope pursuant to [s. 1002.333, F.S.](#) are not included in a district's grade. See [s. 1002.333\(6\)\(a\), F.S.](#)

<sup>28</sup> Section [1008.34\(5\), F.S.](#)

<sup>29</sup> Section [1008.345\(5\), F.S.](#)

<sup>30</sup> *Id.*

<sup>31</sup> Rule 6A-1.09981(4)(e)3., F.A.C.

<sup>32</sup> Florida Department of Education, *Florida School Grades: 2023-24 School Grades and School Improvement Rating*, p. 12, available at <https://www.fldoe.org/core/fileparse.php/18534/urlt/SchoolGradesResultsPacket24.pdf>.

- F = 33 percent of points or less.

### **Interventions for Students with a Substantial Deficiency in Reading or Mathematics**

Public schools that serve any students in kindergarten through grade 8 must implement an early warning system to identify students who need additional support to improve academic performance and stay engaged in school. Among other early warning indicators, the early warning system must identify a student with a substantial reading deficiency, from kindergarten through grade 3, or a student with a substantial mathematics deficiency, from kindergarten through grade 4.<sup>33</sup>

Florida law requires that any student in kindergarten through grade 3 with a substantial reading deficiency or who exhibits characteristics of dyslexia; or any student in kindergarten through grade 4 with a substantial mathematics deficiency or who exhibits characteristics of dyscalculia; based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must receive intervention.<sup>34</sup> The parent of the student who exhibits a substantial deficiency in reading or mathematics must be notified in writing of their child's status, the interventions provided, and the strategies for parents to use at home.<sup>35</sup>

Following the identification of a reading deficiency, a student in kindergarten through grade 3 must be provided daily targeted small group explicit, direct instruction. The instruction must be systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency vocabulary, and comprehension; and must be implemented during regular school hours. The DOE is required to provide a list of approved reading and intervention programs, in addition to the core reading instruction.<sup>36</sup>

Similarly, immediately following the identification of a mathematics deficiency, a student in kindergarten through grade 4 must be provided systematic and explicit mathematics instruction to address his or her specific deficiencies. Instruction must be through either daily targeted small group mathematics interventions based on student need or supplemental, evidence-based mathematics interventions before or after school, or both, and delivered by a highly qualified teacher of mathematics or a trained tutor.<sup>37</sup>

Additionally, any student, in kindergarten through grade 3 who exhibits a substantial reading deficiency or characteristics of dyslexia or any student in kindergarten through grade 4 who exhibits a substantial deficiency in mathematics or characteristics of dyscalculia must be provided with a federally required student plan, such as an IEP or an individualized progress monitoring plan, or both, as necessary.<sup>38</sup> The plan must include, at a minimum:<sup>39</sup>

- the student's specific, identified reading or mathematics skill deficiency;
- goals and benchmarks for student growth in reading or mathematics;
- a description of the specific measures that will be used to evaluate and monitor the student's progress;
- for a substantial reading deficiency, the specific evidence-based literacy instruction grounded in the science of reading which the student will receive;
- strategies, resources, and materials that will be provided to the student's parent to support the student's progress; and
- any additional services the student's teacher deems available and appropriate to accelerate the student's reading or mathematics skill development.

### **Interventions for Voluntary Prekindergarten Students with a Substantial Deficiency in Early Reading or Mathematics Skills**

VPK students exhibiting a substantial deficiency in early literacy or mathematics skills based upon the results of the midyear or final administration of the Coordinated Screening and Progress Monitoring (CSPM) system must be referred to the local school district and may be eligible to receive intensive interventions before participating in

<sup>33</sup> Section [1001.42\(18\)\(b\)1.e., F.S.](#) See r. 6A-6.053(6) and 6A-6.0533(5), F.A.C.

<sup>34</sup> Sections [1008.25\(5\)-\(6\), F.S.](#)

<sup>35</sup> Section [1008.25\(5\)\(d\)](#) and [s. 1008.25\(6\)\(c\), F.S.](#)

<sup>36</sup> Section [1008.25\(5\)\(a\)1., F.S.](#)

<sup>37</sup> Section [1008.25\(6\)\(a\), F.S.](#)

<sup>38</sup> Sections [1002.20\(11\)](#) and [1008.25\(4\)\(c\), F.S.](#)

<sup>39</sup> Section [1008.25\(4\)\(c\), F.S.](#) See r. 6A-6.053(5) and 6A-6.0533(4), F.A.C.

kindergarten.<sup>40</sup> These students' parents must be immediately notified regarding the nature of the student's difficulty, the services they are currently receiving or could be provided, student progression requirements, and strategies the parent can use to help his or her child succeed.<sup>41</sup>

Students in a VPK program provided by a public school who demonstrate a substantial deficiency must be provided intensive, explicit, and systematic interventions immediately following the identification of the deficiency.<sup>42</sup> An individualized progress monitoring plan must be developed within 45 days after the results of the CSPM system become available.<sup>43</sup> District school boards must include such students when allocating remedial and supplemental instruction resources.<sup>44</sup>

Students enrolled in a VPK program who exhibit substantial deficiencies in early literacy or mathematics skills may receive a New Worlds Scholarship. School districts and VPK program providers are required to notify parents of eligible students of the process to request and receive a scholarship when providing results from the administration of each progress monitoring assessment.<sup>45</sup> The scholarship amount is \$1,200 per child.<sup>46</sup> Funds may be used to purchase instructional materials, curriculum, tutoring services, summer education programs, and after school education programs that are designed to improve reading, literacy, or mathematics skills.<sup>47</sup>

VPK students scoring below the 10th percentile on the final administration of the CSPM system may be provided early literacy skill instructional support through the summer bridge program. The summer bridge program takes place the summer before participating in kindergarten, must meet requirements adopted by the DOE, and must consist of 4 hours of instruction per day for a minimum of 100 total hours.<sup>48</sup>

### [New Worlds Reading Initiative](#)

The New Worlds Reading Initiative (NWRI or initiative), Florida's first statewide book distribution program, provides at-home literacy supports for students identified with a substantial reading deficiency<sup>49</sup> or students who scored below a Level 3 on the preceding year's statewide, standardized ELA assessment.<sup>50</sup> To improve the literacy skills of students in prekindergarten through grade 12, the NWRI provides home delivery of high-quality, hardcopy free books on a monthly basis to eligible public and charter school students in prekindergarten through grade 5. The program is available to students who are reading below grade level.<sup>51</sup> School districts must notify parents of eligible students that their student can receive free, high-quality books mailed to their home on a monthly basis during the school year and provide parents with an application. Students remain in the initiative until they are promoted to grade 6 or their parent opts out.<sup>52</sup> Parents are provided resources to help improve their student's reading skills and instill a love of reading.<sup>53</sup>

The Lastinger Center for Learning at the University of Florida administers the NWRI and, in addition to reporting requirements, is responsible for:<sup>54</sup>

- Developing, in consultation with the Just Read, Florida! Office, a selection of high-quality books encompassing diverse subjects and genres for each grade level.
- Distributing books at no cost to students either directly or through an agreement with a book distribution company.

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<sup>40</sup> Section [1008.25 \(2\)\(a\), \(5\), and \(6\), F.S.](#)

<sup>41</sup> Section [1008.25\(5\)\(d\) and \(6\)\(c\), F.S.](#)

<sup>42</sup> Section [1008.25\(5\)\(a\) and \(6\)\(a\), F.S.](#)

<sup>43</sup> Section [1008.25\(4\)\(c\), F.S.](#)

<sup>44</sup> Section [1008.25\(3\), F.S.](#)

<sup>45</sup> Section [1002.411\(2\) and \(6\), F.S.](#)

<sup>46</sup> Specific Appropriation 101B, s. 2, ch. 2024-231, L.O.F.

<sup>47</sup> Section [1002.411\(3\)\(a\), F.S.](#)

<sup>48</sup> Section [1008.25\(5\)\(b\), F.S.](#)

<sup>49</sup> See [s. 1008.25\(5\)\(a\), F.S.](#)

<sup>50</sup> Sections [1003.485\(2\)](#) and [1008.22, F.S.](#)

<sup>51</sup> Section [1003.485\(2\), F.S.](#)

<sup>52</sup> Section [1003.485\(6\)\(e\), F.S.](#)

<sup>53</sup> Section [1003.485\(4\)\(e\), F.S.](#)

<sup>54</sup> Section [1003.485\(4\)\(a\)-\(h\), F.S.](#)



- Assisting local implementation of the initiative by providing marketing materials to school districts and any partnering nonprofit organizations to assist with public awareness campaigns and other activities designed to increase family engagement and instill a love of reading in students.
- Maintaining a clearinghouse for information on national, state, and local nonprofit organizations that support efforts to improve literacy and provide books to children.
- Developing, for parents of students in the initiative, resources and training materials that engage families in reading and support the reading achievement of their students.
- Providing professional development and resources to teachers that correlate with the books provided through the initiative.
- Developing a micro-credential that requires teachers to demonstrate competency to diagnose literacy difficulties and determine the appropriate range of literacy interventions based upon the age and literacy deficiency of the student; use evidence-based instructional and intervention practices; and effectively use progress monitoring and intervention materials.
- Administering the early literacy micro-credential program, designed specifically for instructional personnel in prekindergarten through grade 3, which includes components on content, student learning, pedagogy, and professional development, built on a strong foundation of scientifically researched and evidence-based reading instructional and intervention programs that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies.

**RECENT LEGISLATION:**

YEAR	BILL #	HOUSE SPONSOR(S)	SENATE SPONSOR	OTHER INFORMATION
2024	<a href="#">CS/CS/HB 1285</a>	Canady	Burgess	Became law on July 1, 2024.
2023	<a href="#">CS/CS/CS/HB 1537</a>	Rizo, Daniels	Avila	Became law on July 1, 2023.
2023	<a href="#">CS/CS/HB 7039</a>	Trabulsy	Calatayud	Became law on July 1, 2023.
2022	<a href="#">CS/SB 1048</a>	Plasencia	Diaz	Became law on July 1, 2022, except as otherwise provided.
2022	<a href="#">SB 2524</a>	Fine	Perry	Became law on July 1, 2022, except as otherwise provided.

**OTHER RESOURCES:**

[2023-24 School Grades Overview](#)

[2023-24 School Grades Results Packet](#)

[2023-24 Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index](#)

[Florida School Accountability Reports](#)

[Know Your Schools Portal](#)

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## BILL HISTORY

COMMITTEE REFERENCE	ACTION	DATE	STAFF DIRECTOR/ POLICY CHIEF	ANALYSIS PREPARED BY
<a href="#">Student Academic Success Subcommittee</a>	12 Y, 5 N, As CS	4/1/2025	Sanchez	Wolff

THE CHANGES ADOPTED BY THE COMMITTEE:

- Amended the glide path for implementation of the traditional A-F grading scale for school grades from 5 years to 10 years.
- Expanded the provision of interventions provided to students with a substantial deficiency in reading or math to cover students in VPK through grade 8.
- Expanded eligibility for the summer bridge program to assist students transitioning from VPK to kindergarten.
- Created a competitive grant within the New Worlds Reading Initiative to provide classroom libraries to teachers in Title I schools.
- Required the administrator of the New Worlds Reading Initiative to create a program to provide low-cost books to teachers.

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**THIS BILL ANALYSIS HAS BEEN UPDATED TO INCORPORATE ALL OF THE CHANGES DESCRIBED ABOVE.**  
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