

1 A bill to be entitled
2 An act relating to education; providing a short title;
3 amending s. 1001.42, F.S.; revising the requirements
4 for the early warning system for certain students;
5 amending s. 1002.20, F.S.; revising the requirements
6 for parental notification of student reading and
7 mathematics deficiencies; amending s. 1003.33, F.S.;
8 requiring student report cards to include specified
9 information relating to school grades and student
10 English Language Arts and mathematics performance;
11 amending s. 1003.485, F.S.; requiring the
12 administrator of the New Worlds Reading Initiative to
13 develop a specified book collection, competitive grant
14 program, and process for specified purposes relating
15 to classroom libraries; amending s. 1008.25, F.S.;
16 revising the grade-level criteria for specified
17 provisions relating to students with specified
18 substantial academic deficiencies; providing that
19 certain Voluntary Prekindergarten Education Program
20 students are eligible for specified support; providing
21 that specified interventions must be provided to all
22 students with substantial reading deficiencies;
23 amending s. 1008.34, F.S.; revising the percentage of
24 points used to designate school grades for specified
25 school years; revising the requirements for school

26 report cards; requiring a certain school grade
 27 designation to be included on school report cards for
 28 information purposes; deleting provisions relating to
 29 the transition of school grades and obsolete language;
 30 providing an effective date.

31
 32 Be It Enacted by the Legislature of the State of Florida:

33
 34 **Section 1.** This act may be cited as the "Schools Committed
 35 to Outstanding Results and Excellence (SCORE) Act."

36 **Section 2. Paragraph (b) of subsection (18) of section**
 37 **1001.42, Florida Statutes, is amended to read:**

38 1001.42 Powers and duties of district school board.—The
 39 district school board, acting as a board, shall exercise all
 40 powers and perform all duties listed below:

41 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 42 Maintain a system of school improvement and education
 43 accountability as provided by statute and State Board of
 44 Education rule. This system of school improvement and education
 45 accountability shall be consistent with, and implemented
 46 through, the district's continuing system of planning and
 47 budgeting required by this section and ss. 1008.385, 1010.01,
 48 and 1011.01. This system of school improvement and education
 49 accountability shall comply with the provisions of ss. 1008.33,
 50 1008.34, 1008.345, and 1008.385 and include the following:

51 (b) Early warning system.—
 52 1. A school that serves any students in kindergarten
 53 through grade 8 shall implement an early warning system to
 54 identify students in such grades who need additional support to
 55 improve academic performance and stay engaged in school. The
 56 early warning system must include the following early warning
 57 indicators:
 58 a. Attendance below 90 percent, regardless of whether
 59 absence is excused or a result of out-of-school suspension.
 60 b. One or more suspensions, whether in school or out of
 61 school.
 62 c. Course failure in English Language Arts or mathematics
 63 during any grading period.
 64 d. A Level 1 score on the statewide, standardized
 65 assessments in English Language Arts or mathematics.
 66 e. For students in kindergarten through grade 8 ~~3~~, a
 67 substantial reading deficiency under s. 1008.25(5) (a) or, ~~for~~
 68 ~~students in kindergarten through grade 4~~, a substantial
 69 mathematics deficiency under s. 1008.25(6) (a).
 70
 71 A school district may identify additional early warning
 72 indicators for use in a school's early warning system. The
 73 system must include data on the number of students identified by
 74 the system as exhibiting two or more early warning indicators,
 75 the number of students by grade level who exhibit each early

76 warning indicator, and a description of all intervention
 77 strategies employed by the school to improve the academic
 78 performance of students identified by the early warning system.

79 2. A school-based team responsible for implementing the
 80 requirements of this paragraph shall monitor the data from the
 81 early warning system. The team may include a school
 82 psychologist. When a student exhibits two or more early warning
 83 indicators, the team, in consultation with the student's parent,
 84 shall determine appropriate intervention strategies for the
 85 student unless the student is already being served by an
 86 intervention program at the direction of a school-based,
 87 multidisciplinary team. Data and information relating to a
 88 student's early warning indicators must be used to inform any
 89 intervention strategies provided to the student.

90 **Section 3. Subsection (11) of section 1002.20, Florida**
 91 **Statutes, is amended to read:**

92 1002.20 K-12 student and parent rights.—Parents of public
 93 school students must receive accurate and timely information
 94 regarding their child's academic progress and must be informed
 95 of ways they can help their child to succeed in school. K-12
 96 students and their parents are afforded numerous statutory
 97 rights including, but not limited to, the following:

98 (11) STUDENTS WITH READING AND MATHEMATICS DEFICIENCIES.—
 99 The parent of any K-8 ~~K-3~~ student who exhibits a substantial
 100 reading deficiency, ~~or~~ the characteristics of dyslexia pursuant

101 to s. 1008.25(5), ~~or any K-4 student who exhibits~~ a substantial
102 deficiency in mathematics, or the characteristics of dyscalculia
103 pursuant to s. 1008.25(6) shall be immediately notified of the
104 student's deficiency and consulted in the development of a plan,
105 as described in s. 1008.25(4)(b).

106 **Section 4. Subsection (1) of section 1003.33, Florida**
107 **Statutes, is amended to read:**

108 1003.33 Report cards; end-of-the-year status.—

109 (1) Each district school board shall establish and publish
110 policies requiring the content and regular issuance of student
111 report cards for all elementary school, middle school, and high
112 school students. To increase the transparency of student
113 performance and assist in the transition to school grades and
114 district grades calculated based on the grading scale in s.
115 1008.34(3)(c), each student's report card shall include the
116 school's grade and the percentage of students at the school
117 performing at or above grade level in English Language Arts and
118 the percentage of students at the school performing at or above
119 grade level in mathematics. These report cards must clearly
120 depict and grade:

121 (a) The student's academic performance in each class or
122 course, which in grades 1 through 12 must be based upon
123 examinations as well as written papers, class participation, and
124 other academic performance criteria, and must include the
125 student's performance or nonperformance at his or her grade

126 level.

127 (b) The student's conduct and behavior.

128 (c) The student's attendance, including absences and
129 tardiness.

130

131 District school boards shall not allow schools to exempt
132 students from academic performance requirements based on
133 practices or policies designed to encourage student attendance.

134 A student's attendance record may not be used in whole or in
135 part to provide an exemption from any academic performance
136 requirement.

137 **Section 5. Paragraph (n) is added to subsection (4) of**
138 **section 1003.485, Florida Statutes, to read:**

139 1003.485 The New Worlds Reading Initiative.—

140 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator
141 shall:

142 (n) Develop a collection of low-cost, high-quality books
143 encompassing diverse subjects and genres for each grade level to
144 establish libraries in kindergarten through grade 5 classrooms,
145 including:

146 1. Developing a competitive grant program to provide
147 classroom libraries in Title I schools that increase the
148 percentage of eligible students participating in the initiative
149 under subsection (6).

150 2. Providing a process for teachers to purchase low-cost

151 classroom library collections.

152 **Section 6. Paragraph (a) of subsection (2), paragraphs (a)**
153 **and (b) of subsection (3), paragraphs (a) and (b) of subsection**
154 **(5), paragraph (a) of subsection (6), and subsection (8) of**
155 **section 1008.25, Florida Statutes, are amended to read:**

156 1008.25 Public school student progression; student
157 support; coordinated screening and progress monitoring;
158 reporting requirements.—

159 (2) STUDENT PROGRESSION PLAN.—Each district school board
160 shall establish a comprehensive plan for student progression
161 which must provide for a student's progression from one grade to
162 another based on the student's mastery of the standards in s.
163 1003.41, specifically English Language Arts, mathematics,
164 science, and social studies standards. The plan must:

165 (a) Include criteria that emphasize student reading
166 proficiency in kindergarten through grade 12 ~~3~~ and provide
167 targeted instructional support for students with identified
168 deficiencies in English Language Arts, mathematics, science, and
169 social studies, including students who have been referred to the
170 school district from the Voluntary Prekindergarten Education
171 Program pursuant to paragraph (5) (b). High schools shall use all
172 available assessment results, including the results of
173 statewide, standardized English Language Arts assessments and
174 end-of-course assessments for Algebra I and Geometry, to advise
175 students of any identified deficiencies and to provide

176 appropriate postsecondary preparatory instruction before high
177 school graduation. The results of evaluations used to monitor a
178 student's progress in grades K-12 must be provided to the
179 student's teacher in a timely manner and as otherwise required
180 by law. Thereafter, evaluation results must be provided to the
181 student's parent in a timely manner. When available,
182 instructional personnel must be provided with information on
183 student achievement of standards and benchmarks in order to
184 improve instruction.

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

188 (a) Students in the Voluntary Prekindergarten Education
189 Program who have a substantial deficiency in early literacy
190 skills and students in kindergarten through grade 8 ~~3~~ who have a
191 substantial deficiency in reading or the characteristics of
192 dyslexia as determined in paragraph (5) (a).

193 (b) Students in the Voluntary Prekindergarten Education
194 Program who have a substantial deficiency in early mathematics
195 skills and students in kindergarten through grade 8 ~~4~~ who have a
196 substantial deficiency in mathematics or the characteristics of
197 dyscalculia as determined in paragraph (6) (a).

198 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

199 (a) Any student in a Voluntary Prekindergarten Education
200 Program provided by a public school who exhibits a substantial

201 deficiency in early literacy skills and any student in
202 kindergarten through grade 8 ~~3~~ who exhibits a substantial
203 deficiency in reading or the characteristics of dyslexia based
204 upon screening, diagnostic, progress monitoring, or assessment
205 data; statewide assessments; or teacher observations must be
206 provided intensive, explicit, systematic, and multisensory
207 reading interventions immediately following the identification
208 of the reading deficiency or the characteristics of dyslexia to
209 address his or her specific deficiency or dyslexia. For the
210 purposes of this subsection, a Voluntary Prekindergarten
211 Education Program student is deemed to exhibit a substantial
212 deficiency in early literacy skills based upon the results of
213 the midyear or final administration of the coordinated screening
214 and progress monitoring under subsection (9).

215 1. The department shall provide a list of state examined
216 and approved comprehensive reading and intervention programs.
217 The intervention programs shall be provided in addition to the
218 comprehensive core reading instruction that is provided to all
219 students in the general education classroom. Dyslexia-specific
220 interventions, as defined by rule of the State Board of
221 Education, shall be provided to students who have the
222 characteristics of dyslexia. The reading intervention programs
223 must do all of the following:

224 a. Provide explicit, direct instruction that is
225 systematic, sequential, and cumulative in language development,

226 | phonological awareness, phonics, fluency, vocabulary, and
227 | comprehension, as applicable.

228 | b. Provide daily targeted small group reading
229 | interventions based on student need in phonological awareness,
230 | phonics, including decoding and encoding, sight words,
231 | vocabulary, or comprehension.

232 | c. Be implemented during regular school hours.

233 | 2. A school may not wait for a student to receive a
234 | failing grade at the end of a grading period or wait until a
235 | plan under paragraph (4)(b) is developed to identify the student
236 | as having a substantial reading deficiency and initiate
237 | intensive reading interventions. In addition, a school may not
238 | wait until an evaluation conducted pursuant to s. 1003.57 is
239 | completed to provide appropriate, evidence-based interventions
240 | for a student whose parent submits documentation from a
241 | professional licensed under chapter 490 which demonstrates that
242 | the student has been diagnosed with dyslexia. Such interventions
243 | must be initiated upon receipt of the documentation and based on
244 | the student's specific areas of difficulty as identified by the
245 | licensed professional.

246 | 3. A student's reading proficiency must be monitored and
247 | the intensive interventions must continue until the student
248 | demonstrates grade level proficiency in a manner determined by
249 | the district, which may include achieving a Level 3 on the
250 | statewide, standardized English Language Arts assessment. The

251 State Board of Education shall identify by rule guidelines for
252 determining whether a student in a Voluntary Prekindergarten
253 Education Program has a deficiency in early literacy skills or a
254 student in kindergarten through grade 8 ~~3~~ has a substantial
255 deficiency in reading, which shall include students who have
256 been retained and students who scored a Level 1 on the end-of-
257 year administration of the coordinated screening and progress
258 monitoring system.

259 (b) A Voluntary Prekindergarten Education Program student
260 who exhibits a substantial deficiency in early literacy skills
261 based upon the results of the administration of the midyear or
262 final coordinated screening and progress monitoring under
263 subsection (9) shall be referred to the local school district
264 and ~~may be eligible to receive instruction in early literacy~~
265 ~~skills before participating in kindergarten. A Voluntary~~
266 ~~Prekindergarten Education Program student who scores below the~~
267 ~~10th percentile on the final administration of the coordinated~~
268 ~~screening and progress monitoring under subsection (9) shall be~~
269 ~~referred to the local school district and is eligible to receive~~
270 early literacy skill instructional support through a summer
271 bridge program the summer before participating in kindergarten.
272 The summer bridge program must meet requirements adopted by the
273 department and shall consist of 4 hours of instruction per day
274 for a minimum of 100 total hours. A student with an individual
275 education plan who has been retained pursuant to paragraph

276 (2) (g) and has demonstrated a substantial deficiency in early
277 literacy skills must receive instruction in early literacy
278 skills.

279 (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

280 (a) Any student in a Voluntary Prekindergarten Education
281 Program provided by a public school who exhibits a substantial
282 deficiency in early mathematics skills and any student in
283 kindergarten through grade 8 4 who exhibits a substantial
284 deficiency in mathematics or the characteristics of dyscalculia
285 based upon screening, diagnostic, progress monitoring, or
286 assessment data; statewide assessments; or teacher observations
287 must:

288 1. Immediately following the identification of the
289 mathematics deficiency, be provided systematic and explicit
290 mathematics instruction to address his or her specific
291 deficiencies through either:

292 a. Daily targeted small group mathematics intervention
293 based on student need; or

294 b. Supplemental, evidence-based mathematics interventions
295 before or after school, or both, delivered by a highly qualified
296 teacher of mathematics or a trained tutor.

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

300 3. The department shall provide a list of state examined

301 and approved mathematics intervention programs, curricula, and
302 high-quality supplemental materials that may be used to improve
303 a student's mathematics deficiencies. In addition, the
304 department shall work, at a minimum, with the Florida Center for
305 Mathematics and Science Education Research established in s.
306 1004.86 to disseminate information to school districts and
307 teachers on effective evidence-based explicit mathematics
308 instructional practices, strategies, and interventions.

309 4. A school may not wait for a student to receive a
310 failing grade at the end of a grading period or wait until a
311 plan under paragraph (4) (b) is developed to identify the student
312 as having a substantial mathematics deficiency and initiate
313 intensive mathematics interventions. In addition, a school may
314 not wait until an evaluation conducted pursuant to s. 1003.57 is
315 completed to provide appropriate, evidence-based interventions
316 for a student whose parent submits documentation from a
317 professional licensed under chapter 490 which demonstrates that
318 the student has been diagnosed with dyscalculia. Such
319 interventions must be initiated upon receipt of the
320 documentation and based on the student's specific areas of
321 difficulty as identified by the licensed professional.

322 5. The mathematics proficiency of a student receiving
323 additional mathematics supports must be monitored and the
324 intensive interventions must continue until the student
325 demonstrates grade level proficiency in a manner determined by

326 the district, which may include achieving a Level 3 on the
327 statewide, standardized Mathematics assessment. The State Board
328 of Education shall identify by rule guidelines for determining
329 whether a student in a Voluntary Prekindergarten Education
330 Program has a deficiency in early mathematics skills or a
331 student in kindergarten through grade 8 4 has a substantial
332 deficiency in mathematics, which shall include students who have
333 been retained and students who scored a Level 1 on the end-of-
334 year administration of the coordinated screening and progress
335 monitoring system.

336

337 For the purposes of this subsection, a Voluntary Prekindergarten
338 Education Program student is deemed to exhibit a substantial
339 deficiency in mathematics skills based upon the results of the
340 midyear or final administration of the coordinated screening and
341 progress monitoring under subsection (9).

342 (8) SUCCESSFUL PROGRESSION FOR RETAINED ~~THIRD-GRADE~~
343 STUDENTS.—

344 (a) Students who are retained due to a substantial reading
345 deficiency under paragraph (5) (c) must be provided intensive
346 interventions in reading to ameliorate the student's specific
347 reading deficiency and prepare the student for promotion to the
348 next grade. These interventions must include:

349 1. Evidence-based, explicit, systematic, and multisensory
350 reading instruction grounded in the science of reading, in

351 phonemic awareness, phonics, fluency, vocabulary, and
352 comprehension and other strategies prescribed by the school
353 district.

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

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

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

363 b. Targeted small group instruction.

364 c. Explicit and systematic instruction with more detailed
365 explanations, more extensive opportunities for guided practice,
366 and more opportunities for error correction and feedback.

367 d. Reduced teacher-student ratios.

368 e. More frequent progress monitoring of the reading skills
369 of each student throughout the school year and the adjustment of
370 instruction according to student need.

371 f. Tutoring or mentoring.

372 g. Transition classes containing 3rd and 4th grade
373 students.

374 h. Extended school day, week, or year.

375 i. Before school or after school, or both, supplemental

376 evidence-based reading interventions grounded in the science of
377 reading delivered by a teacher who is certified or endorsed in
378 reading and is rated highly effective as determined by the
379 teacher's performance evaluation under s. 1012.34.

380

381 The primary instructional strategy for teaching word reading is
382 phonics instruction for decoding and encoding. Instructional
383 strategies may not employ the three-cueing system model of
384 reading or visual memory as a basis for teaching word reading.
385 Such instruction may include visual information and strategies
386 which improve background and experiential knowledge, add
387 context, and increase oral language and vocabulary to support
388 comprehension, but may not be used to teach word reading.

389 (b) Each school district shall:

390 1. Provide written notification to the parent of a student
391 who is retained under paragraph (5) (c) that his or her child has
392 not met the achievement level required for promotion and the
393 reasons the child is not eligible for a good cause exemption as
394 provided in paragraph (7) (b). The notification must comply with
395 paragraph (5) (d) and must include a description of proposed
396 interventions and supports that will be provided to the child to
397 remediate the identified areas of reading deficiency.

398 2. Implement a policy for the midyear promotion of a
399 student retained under paragraph (5) (c) who can demonstrate that
400 he or she is a successful and independent reader and performing

401 at or above grade level in reading or, upon implementation of
402 English Language Arts assessments, performing at or above grade
403 level in English Language Arts. Tools that school districts may
404 use in reevaluating a student retained may include subsequent
405 assessments, alternative assessments, and portfolio reviews, in
406 accordance with rules of the State Board of Education. Students
407 promoted during the school year after November 1 must
408 demonstrate achievement levels in reading equivalent to the
409 level necessary for the beginning of grade 4. The rules adopted
410 by the State Board of Education must include standards that
411 provide a reasonable expectation that the student's progress is
412 sufficient to master appropriate grade 4 level reading skills.

413 3. Provide students who are retained under paragraph
414 (5)(c), including students participating in the school
415 district's summer reading camp under subparagraph (a)2., with a
416 teacher who is certified or endorsed in reading and is rated
417 highly effective as determined by the teacher's performance
418 evaluation under s. 1012.34.

419 4. Establish at each school, when applicable, an intensive
420 reading acceleration course for any student retained in grade 3
421 who was previously retained in kindergarten, grade 1, or grade
422 2. The intensive reading acceleration course must provide the
423 following:

424 a. Uninterrupted reading instruction grounded in the
425 science of reading for the majority of student contact time each

426 day and opportunities to master the grade 4 state academic
427 standards in other core subject areas through content-rich
428 texts.

429 b. Explicit and systematic instruction with more detailed
430 explanations, more extensive opportunities for guided practice,
431 and more opportunities for error correction and feedback.

432 c. Targeted small group instruction.

433 d. Reduced teacher-student ratios.

434 e. The use of explicit, systematic, and multisensory
435 reading interventions grounded in the science of reading,
436 including intensive language, phonics, and vocabulary
437 instruction, and use of a speech-language therapist if
438 necessary, that have proven results in accelerating student
439 reading achievement within the same school year.

440 f. A read-at-home plan.

441 **Section 7. Paragraph (c) of subsection (3) and subsections**
442 **(4) and (7) of section 1008.34, Florida Statutes, are amended to**
443 **read:**

444 1008.34 School grading system; school report cards;
445 district grade.—

446 (3) DESIGNATION OF SCHOOL GRADES.—

447 (c)~~1~~. The calculation of a school grade shall be based on
448 the percentage of points earned from the components listed in
449 subparagraph (b)1. and, if applicable, subparagraph (b)2. The
450 State Board of Education shall adopt in rule a school grading

451 scale that sets the percentage of points needed to earn each of
452 the school grades listed in subsection (2). There shall be at
453 least five percentage points separating the percentage
454 thresholds needed to earn each of the school grades. The state
455 board shall annually review the percentage of school grades of
456 "A" and "B" for the school year to determine whether to adjust
457 the school grading scale upward for the following school year's
458 school grades. The first adjustment would occur no earlier than
459 the 2023-2024 school year. An adjustment must be made if the
460 percentage of schools earning a grade of "A" or "B" in the
461 current year represents 75 percent or more of all graded schools
462 within a particular school type, which consists of elementary,
463 middle, high, and combination. The adjustment must reset the
464 minimum required percentage of points for each grade of "A,"
465 "B," "C," or "D" at the next highest percentage ending in the
466 numeral 5 or 0, whichever is closest to the current percentage.

467 1. School grades for the 2026-2027 school year shall use
468 ~~Annual reviews of the percentage of schools earning a grade of~~
469 ~~"A" or "B" and adjustments to the required points must be~~
470 ~~suspended when~~ the following grading scale for all school types
471 ~~for a specific school type is achieved:~~

472 a. Sixty-five ~~Ninety~~ percent or more of the points for a
473 grade of "A."

474 b. Fifty-five ~~Eighty~~ to sixty-four ~~eighty-nine~~ percent of
475 the points for a grade of "B."

476 c. Forty-five ~~Seventy~~ to fifty-four ~~seventy-nine~~ percent
477 of the points for a grade of "C."

478 d. Thirty-five ~~Sixty~~ to forty-four ~~sixty-nine~~ percent of
479 the points for a grade of "D."

480 2. School grades for the 2027-2028 school year shall use
481 the following grading scale for all school types:

482 a. Sixty-eight percent or more of the points for a grade
483 of "A."

484 b. Fifty-eight to sixty-seven percent of the points for a
485 grade of "B."

486 c. Forty-eight to fifty-seven percent of the points for a
487 grade of "C."

488 d. Thirty-eight to forty-seven percent of the points for a
489 grade of "D."

490 3. School grades for the 2028-2029 school year shall use
491 the following grading scale for all school types:

492 a. Seventy-one percent or more of the points for a grade
493 of "A."

494 b. Sixty-one to seventy percent of the points for a grade
495 of "B."

496 c. Fifty-one to sixty percent of the points for a grade of
497 "C."

498 d. Forty-one to fifty percent of the points for a grade of
499 "D."

500 4. School grades for the 2029-2030 school year shall use

501 the following grading scale for all school types:

502 a. Seventy-four percent or more of the points for a grade
 503 of "A."

504 b. Sixty-four to seventy-three percent of the points for a
 505 grade of "B."

506 c. Fifty-four to sixty-three percent of the points for a
 507 grade of "C."

508 d. Forty-four to fifty-three percent of the points for a
 509 grade of "D."

510 5. School grades for the 2030-2031 school year shall use
 511 the following grading scale for all school types:

512 a. Seventy-eight percent or more of the points for a grade
 513 of "A."

514 b. Sixty-eight to seventy-seven percent of the points for
 515 a grade of "B."

516 c. Fifty-eight to sixty-seven percent of the points for a
 517 grade of "C."

518 d. Forty-eight to fifty-seven percent of the points for a
 519 grade of "D."

520 6. School grades for the 2031-2032 school year shall use
 521 the following grading scale for all school types:

522 a. Eighty-two percent or more of the points for a grade of
 523 "A."

524 b. Seventy-two to eighty-one percent of the points for a
 525 grade of "B."

526 c. Sixty-two to seventy-one percent of the points for a
527 grade of "C."

528 d. Fifty-two to sixty-one percent of the points for a
529 grade of "D."

530 7. School grades for the 2032-2033 school year shall use
531 the following grading scale for all school types:

532 a. Eighty-six percent or more of the points for a grade of
533 "A."

534 b. Seventy-six to eighty-five percent of the points for a
535 grade of "B."

536 c. Sixty-six to seventy-five percent of the points for a
537 grade of "C."

538 d. Fifty-six to sixty-five percent of the points for a
539 grade of "D."

540 8. School grades for the 2033-2034 school year and
541 thereafter shall use the following grading scale for all school
542 types:

543 a. Ninety percent or more of the points for a grade of
544 "A."

545 b. Eighty to eighty-nine percent of the points for a grade
546 of "B."

547 c. Seventy to seventy-nine percent of the points for a
548 grade of "C."

549 d. Sixty to sixty-nine percent of the points for a grade
550 of "D."

551
552 When the state board adjusts the grading scale upward, the state
553 board must inform the public of the degree of the adjustment and
554 its anticipated impact on school grades. ~~Beginning in the 2024-~~
555 ~~2025 school year,~~ Any changes made by the state board to
556 components in the school grades model or to the school grading
557 scale shall go into effect, at the earliest, in the following
558 school year.

559 9.2. The calculation of school grades may not include any
560 provision that would raise or lower the school's grade beyond
561 the percentage of points earned. Extra weight may not be added
562 in the calculation of any components.

563 (4) SCHOOL REPORT CARD.—The Department of Education shall
564 annually develop, in collaboration with the school districts, a
565 school report card to be provided by the school district to
566 parents within the district. The report card shall include the
567 school's grade; the percentage of students at the school
568 performing at or above grade level in English Language Arts;
569 percentage of students at the school performing at or above
570 grade level in mathematics; student performance in English
571 Language Arts, mathematics, science, and social studies;
572 information regarding school improvement; an explanation of
573 school performance as evaluated by the federal Elementary and
574 Secondary Education Act (ESEA), 20 U.S.C. ss. 6301 et seq.; and
575 indicators of return on investment. The report card shall also

576 disclose whether the school is in need of intervention and
577 support pursuant to s. 1008.33 or supports pursuant to s.
578 1008.365, and the criteria for such a determination. Each
579 school's report card shall be published annually by the
580 department on its website based upon the most recent data
581 available.

582 ~~(7) TRANSITION. To assist in the transition to 2022-2023~~
583 ~~school grades and district grades calculated based on the~~
584 ~~comprehensive, end-of-year progress monitoring assessment under~~
585 ~~s. 1008.25(9), the 2022-2023 school grades and district grades~~
586 ~~shall serve as an informational baseline for schools and~~
587 ~~districts to work toward improved performance in future years.~~
588 ~~Accordingly, notwithstanding any other provision of law:~~

589 ~~(a) Due to the absence of learning gains data in the 2022-~~
590 ~~2023 school year, the initial school grading scale for the 2022-~~
591 ~~2023 informational baseline grades shall be set so that the~~
592 ~~percentage of schools that earn an "A," "B," "C," "D," and "F"~~
593 ~~is statistically equivalent to the 2021-2022 school grades~~
594 ~~results. When learning gains data becomes available in the 2023-~~
595 ~~2024 school year, the State Board of Education shall review the~~
596 ~~school grading scale and determine if the scale should be~~
597 ~~adjusted.~~

598 ~~(b) A school may not be required to select and implement a~~
599 ~~turnaround option pursuant to s. 1008.33 in the 2023-2024 school~~
600 ~~year based on the school's 2022-2023 grade. The benefits of s.~~

601 ~~1008.33(4)(c), relating to a school being released from~~
602 ~~implementation of the turnaround option, and s. 1008.33(4)(d),~~
603 ~~relating to a school implementing strategies identified in its~~
604 ~~school improvement plan, apply to a school using turnaround~~
605 ~~options pursuant to s. 1008.33 which improves to a grade of "C"~~
606 ~~or higher during the 2022-2023 school year.~~

607 ~~(c) A school or approved provider under s. 1002.45 which~~
608 ~~receives the same or lower school grade for the 2022-2023 school~~
609 ~~year compared to the 2021-2022 school year is not subject to~~
610 ~~sanctions or penalties that would otherwise occur as a result of~~
611 ~~the 2022-2023 school grade or rating. A charter school system or~~
612 ~~school district designated as high performing may not lose the~~
613 ~~designation based on the 2022-2023 school grades of any of the~~
614 ~~schools within the charter school system or school district or~~
615 ~~based on the 2022-2023 district grade, as applicable.~~

616 ~~(d) For purposes of determining grade 3 retention pursuant~~
617 ~~to s. 1008.25(5) and high school graduation pursuant to s.~~
618 ~~1003.4282, student performance on the 2022-2023 comprehensive,~~
619 ~~end-of-year progress monitoring assessment under s. 1008.25(9)~~
620 ~~shall be linked to 2021-2022 student performance expectations.~~
621 ~~In addition to the good cause exemptions under s. 1008.25(7), a~~
622 ~~student may be promoted to grade 4 for the 2023-2024 school year~~
623 ~~if the student demonstrates an acceptable level of performance~~
624 ~~through means reasonably calculated by the school district to~~
625 ~~provide reliable evidence of the student's performance.~~

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626

627 ~~This subsection is repealed July 1, 2025.~~

628 **Section 8.** This act shall take effect July 1, 2025.