

1 A bill to be entitled
 2 An act relating to student outcomes; amending s.
 3 1001.215, F.S.; revising the responsibilities of the
 4 Just Read, Florida! Office; revising the requirements
 5 for certain reading instructional and intervention
 6 programs; revising the primary instructional strategy
 7 for word reading; amending s. 1001.42, F.S.; revising
 8 the requirements for the early warning system for
 9 certain students; amending s. 1002.20, F.S.;
 10 conforming provisions to changes made by the act;
 11 amending s. 1002.33, F.S.; revising the requirements
 12 for charter school applications and charters;
 13 providing requirements for such strategies; amending
 14 s. 1002.59, F.S.; revising the standards for emergent
 15 literacy and performance standards training courses;
 16 amending s. 1002.67, F.S.; revising the performance
 17 standards for students in a specified program;
 18 revising the requirements for certain prekindergarten
 19 curricula; amending s. 1003.485, F.S.; revising the
 20 definition of the term "micro-credential" within the
 21 New Worlds Reading Initiative; revising the student
 22 eligibility criteria and administrator
 23 responsibilities for the initiative; requiring school
 24 districts to establish a specified agreement with the
 25 initiative administrator; amending s. 1003.53, F.S.;

26 requiring district school boards to establish
27 specified course standards for certain dropout
28 prevention and academic intervention programs;
29 amending s. 1004.04, F.S.; revising the rules for
30 establishing uniform core curricula for teacher
31 preparation programs; amending s. 1004.85, F.S.;
32 revising requirements for the certification program of
33 certain postsecondary educator preparation institutes;
34 amending s. 1004.86, F.S.; revising the
35 responsibilities of the Florida Center for Mathematics
36 and Science Education Research; amending ss. 1006.283
37 and 1006.31, F.S.; providing additional requirements
38 for certain instructional materials; amending s.
39 1008.25, F.S.; revising the priority for the
40 allocation of specified school district resources;
41 providing requirements for an individualized progress
42 monitoring plan; requiring a student who has dyslexia
43 to be provided with certain interventions to address
44 the dyslexia; requiring the Department of Education to
45 provide a specified list of intervention programs;
46 providing requirements for such programs; requiring
47 the department to provide specified daily reading
48 interventions to certain students; requiring students
49 in kindergarten through grade 4 who exhibit a
50 substantial deficiency in mathematics or dyscalculia

51 to be provided with certain instruction; providing
52 methods for such instruction; providing school
53 district requirements; requiring the student's
54 performance to be monitored; requiring the Department
55 of Education to provide a list of approved mathematics
56 intervention programs, curricula, and supplemental
57 materials to specified individuals; providing that
58 certain Voluntary Prekindergarten Education students
59 may be eligible to receive mathematics interventions
60 from local school districts; requiring the parent of a
61 student who has a deficiency in mathematics to be
62 notified; providing requirements for the notification;
63 requiring the school to keep the parent informed of
64 the student's progress; requiring a school to provide
65 additional support to a student with a mathematics
66 deficiency; requiring the department to collaborate
67 with the Florida Center for Mathematics and Science
68 Education Research to compile resources that each
69 school district must incorporate into a home-based
70 plan for students with a mathematics deficiency;
71 providing requirements for the resources; providing
72 that the resources must be provided to a parent in a
73 hardcopy format, if requested; conforming provisions
74 to changes made by the act; revising requirements for
75 intensive interventions to address student reading

76 deficiencies; revising requirements for a coordinated
 77 screening and progress monitoring system; conforming
 78 cross-references; amending s. 1008.365, F.S.;

79 conforming provisions and a cross-reference to changes
 80 made by the act; amending s. 1011.62, F.S.; revising
 81 the authorized uses of funds through the supplemental
 82 academic instruction allocation and the evidence-based
 83 reading instruction allocation; conforming a cross-
 84 reference; revising requirements for certain
 85 supplemental instructional materials; revising
 86 requirements for a specified school district
 87 comprehensive reading plan; amending s. 1012.56, F.S.;

88 revising requirements for a competency-based
 89 professional development certification and education
 90 competency program; amending s. 1012.585, F.S.;

91 conforming provisions to changes made by the act;
 92 amending s. 1012.98, F.S.; revising training
 93 requirements for reading coaches, classroom teachers,
 94 and school administrators to include certain
 95 instructional strategies; providing construction with
 96 regard to district school boards contracting for
 97 certain training; amending ss. 1002.37, 1002.45,
 98 1002.53, 1002.68, 1003.01, 1008.2125, 1008.22,
 99 1008.34, and 1008.345, F.S.; conforming cross-
 100 references; providing an effective date.

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

Section 1. Subsections (4) and (8) of section 1001.215, Florida Statutes, are amended to read:

1001.215 Just Read, Florida! Office.—There is created in the Department of Education the Just Read, Florida! Office. The office is fully accountable to the Commissioner of Education and shall:

(4) Develop and provide access to an online repository of digital science of reading and science of reading instructional resources, sequenced, content-rich curriculum programming, instructional practices, and other resources that help elementary schools use state-adopted instructional materials to increase students' background knowledge and literacy skills, including student attainment of the state standards ~~Next Generation Sunshine State Standards~~ for social studies, science, and the arts. The office shall, as part of the adoption cycle for English Language Arts instructional materials, assist in evaluating elementary grades instructional materials submitted for adoption consideration in order to identify those materials that are closely aligned to the content and evidence-based strategies identified pursuant to subsection (8) and incorporate professional development to implement such strategies.

(8) Work with the Florida Center for Reading Research to

126 identify scientifically researched and evidence-based reading
 127 instructional and intervention programs grounded in the science
 128 of reading which ~~that~~ incorporate explicit, systematic, and
 129 sequential approaches to teaching phonemic awareness, phonics,
 130 vocabulary, fluency, and text comprehension and incorporate
 131 decodable or phonetic text instructional strategies. Reading
 132 intervention includes evidence-based strategies frequently used
 133 to remediate reading deficiencies and includes, but is not
 134 limited to, individual instruction, multisensory approaches,
 135 tutoring, mentoring, or the use of technology that targets
 136 specific reading skills and abilities. The primary instructional
 137 strategy for teaching word reading is phonics instruction for
 138 decoding and encoding. The identified reading instructional and
 139 intervention programs for foundational skills may not include
 140 strategies that employ the three-cueing system model of reading
 141 or visual memory as a basis for teaching word reading. Such
 142 programs may include visual information and strategies that
 143 improve background and experiential knowledge, add context, and
 144 increase oral language and vocabulary to support comprehension,
 145 but may not be used to teach word reading.

146 Section 2. Paragraph (b) of subsection (18) of section
 147 1001.42, Florida Statutes, is amended to read:

148 1001.42 Powers and duties of district school board.—The
 149 district school board, acting as a board, shall exercise all
 150 powers and perform all duties listed below:

151 (18) IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY.—
 152 Maintain a system of school improvement and education
 153 accountability as provided by statute and State Board of
 154 Education rule. This system of school improvement and education
 155 accountability shall be consistent with, and implemented
 156 through, the district's continuing system of planning and
 157 budgeting required by this section and ss. 1008.385, 1010.01,
 158 and 1011.01. This system of school improvement and education
 159 accountability shall comply with the provisions of ss. 1008.33,
 160 1008.34, 1008.345, and 1008.385 and include the following:

161 (b) Early warning system.—

162 1. A school that serves any students in kindergarten
 163 through grade 8 shall implement an early warning system to
 164 identify students in such grades who need additional support to
 165 improve academic performance and stay engaged in school. The
 166 early warning system must include the following early warning
 167 indicators:

168 a. Attendance below 90 percent, regardless of whether
 169 absence is excused or a result of out-of-school suspension.

170 b. One or more suspensions, whether in school or out of
 171 school.

172 c. Course failure in English Language Arts or mathematics
 173 during any grading period.

174 d. A Level 1 score on the statewide, standardized
 175 assessments in English Language Arts or mathematics. ~~or~~

176 e. For students in kindergarten through grade 3, a
 177 substantial reading deficiency under s. 1008.25(5)(a) or, for
 178 students in kindergarten through grade 4, a substantial
 179 mathematics deficiency under s. 1008.25(6)(a).

180
 181 A school district may identify additional early warning
 182 indicators for use in a school's early warning system. The
 183 system must include data on the number of students identified by
 184 the system as exhibiting two or more early warning indicators,
 185 the number of students by grade level who exhibit each early
 186 warning indicator, and a description of all intervention
 187 strategies employed by the school to improve the academic
 188 performance of students identified by the early warning system.

189 2. A school-based team responsible for implementing the
 190 requirements of this paragraph shall monitor the data from the
 191 early warning system. The team may include a school
 192 psychologist. When a student exhibits two or more early warning
 193 indicators, the team, in consultation with the student's parent,
 194 shall determine appropriate intervention strategies for the
 195 student unless the student is already being served by an
 196 intervention program at the direction of a school-based,
 197 multidisciplinary team. Data and information relating to a
 198 student's early warning indicators must be used to inform any
 199 intervention strategies provided to the student.

200 Section 3. Subsection (11) of section 1002.20, Florida

201 Statutes, is amended to read:

202 1002.20 K-12 student and parent rights.—Parents of public
 203 school students must receive accurate and timely information
 204 regarding their child's academic progress and must be informed
 205 of ways they can help their child to succeed in school. K-12
 206 students and their parents are afforded numerous statutory
 207 rights including, but not limited to, the following:

208 (11) STUDENTS WITH READING AND MATHEMATICS DEFICIENCIES. —
 209 The parent of any K-3 student who exhibits a substantial reading
 210 deficiency or the characteristics of dyslexia ~~shall be~~
 211 ~~immediately notified of the student's deficiency~~ pursuant to s.
 212 1008.25 (5) or any K-4 student who exhibits a substantial
 213 deficiency in mathematics or the characteristics of dyscalculia
 214 pursuant to s. 1008.25(6) shall be immediately notified of the
 215 student's deficiency and ~~shall be~~ consulted in the development
 216 of a plan, as described in s. 1008.25(4) (b).

217 Section 4. Paragraph (a) of subsection (6) and paragraph
 218 (a) of subsection (7) of section 1002.33, Florida Statutes, are
 219 amended to read:

220 1002.33 Charter schools.—

221 (6) APPLICATION PROCESS AND REVIEW.—Charter school
 222 applications are subject to the following requirements:

223 (a) A person or entity seeking to open a charter school
 224 shall prepare and submit an application on the standard
 225 application form prepared by the Department of Education which:

226 1. Demonstrates how the school will use the guiding
227 principles and meet the statutorily defined purpose of a charter
228 school.

229 2. Provides a detailed curriculum plan that illustrates
230 how students will be provided services to attain the Sunshine
231 State Standards.

232 3. Contains goals and objectives for improving student
233 learning and measuring that improvement. These goals and
234 objectives must indicate how much academic improvement students
235 are expected to show each year, how success will be evaluated,
236 and the specific results to be attained through instruction.

237 4. Describes the reading curriculum and differentiated
238 strategies that will be used for students reading at grade level
239 or higher and a separate curriculum and strategies for students
240 who are reading below grade level. Reading instructional
241 strategies for foundational skills shall include phonics
242 instruction for decoding and encoding as the primary
243 instructional strategy for word reading. Instructional
244 strategies may not employ the three-cueing system model of
245 reading or visual memory as a basis for teaching word reading.
246 Such strategies may include visual information and strategies
247 that improve background and experiential knowledge, add context,
248 and increase oral language and vocabulary to support
249 comprehension, but may not be used to teach word reading. A
250 sponsor shall deny an application if the school does not propose

251 a reading curriculum that is consistent with effective teaching
 252 strategies that are grounded in scientifically based reading
 253 research.

254 5. Contains an annual financial plan for each year
 255 requested by the charter for operation of the school for up to 5
 256 years. This plan must contain anticipated fund balances based on
 257 revenue projections, a spending plan based on projected revenues
 258 and expenses, and a description of controls that will safeguard
 259 finances and projected enrollment trends.

260 6. Discloses the name of each applicant, governing board
 261 member, and all proposed education services providers; the name
 262 and sponsor of any charter school operated by each applicant,
 263 each governing board member, and each proposed education
 264 services provider that has closed and the reasons for the
 265 closure; and the academic and financial history of such charter
 266 schools, which the sponsor shall consider in deciding whether to
 267 approve or deny the application.

268 7. Contains additional information a sponsor may require,
 269 which shall be attached as an addendum to the charter school
 270 application described in this paragraph.

271 8. For the establishment of a virtual charter school,
 272 documents that the applicant has contracted with a provider of
 273 virtual instruction services pursuant to s. 1002.45(1)(d).

274 9. Describes the mathematics curriculum and differentiated
 275 strategies that will be used for students performing at grade

276 level or higher and a separate mathematics curriculum and
277 strategies for students who are performing below grade level.

278 (7) CHARTER.—The terms and conditions for the operation of
279 a charter school, including a virtual charter school, shall be
280 set forth by the sponsor and the applicant in a written
281 contractual agreement, called a charter. The sponsor and the
282 governing board of the charter school or virtual charter school
283 shall use the standard charter contract or standard virtual
284 charter contract, respectively, pursuant to subsection (21),
285 which shall incorporate the approved application and any addenda
286 approved with the application. Any term or condition of a
287 proposed charter contract or proposed virtual charter contract
288 that differs from the standard charter or virtual charter
289 contract adopted by rule of the State Board of Education shall
290 be presumed a limitation on charter school flexibility. The
291 sponsor may not impose unreasonable rules or regulations that
292 violate the intent of giving charter schools greater flexibility
293 to meet educational goals. The charter shall be signed by the
294 governing board of the charter school and the sponsor, following
295 a public hearing to ensure community input.

296 (a) The charter shall address and criteria for approval of
297 the charter shall be based on:

298 1. The school's mission, the types of students to be
299 served, and, for a virtual charter school, the types of students
300 the school intends to serve who reside outside of the sponsoring

301 school district, and the ages and grades to be included.

302 2. The focus of the curriculum, the instructional methods
 303 to be used, any distinctive instructional techniques to be
 304 employed, and identification and acquisition of appropriate
 305 technologies needed to improve educational and administrative
 306 performance which include a means for promoting safe, ethical,
 307 and appropriate uses of technology which comply with legal and
 308 professional standards.

309 a. The charter shall ensure that reading is a primary
 310 focus of the curriculum and that resources are provided to
 311 identify and provide specialized instruction for students who
 312 are reading below grade level. The curriculum and instructional
 313 strategies for reading must be consistent with the state's
 314 academic standards ~~Next Generation Sunshine State Standards~~ and
 315 grounded in scientifically based reading research. Reading
 316 instructional strategies for foundational skills shall include
 317 phonics instruction for decoding and encoding as the primary
 318 instructional strategy for word reading. Instructional
 319 strategies may not employ the three-cueing system model of
 320 reading or visual memory as a basis for teaching word reading.
 321 Such strategies may include visual information and strategies
 322 that improve background and experiential knowledge, add context,
 323 and increase oral language and vocabulary to support
 324 comprehension, but may not be used to teach word reading.

325 b. The charter shall ensure that mathematics is a focus of

326 the curriculum and that resources are provided to identify and
327 provide specialized instruction for students who are performing
328 below grade level.

329 ~~c.b.~~ In order to provide students with access to diverse
330 instructional delivery models, to facilitate the integration of
331 technology within traditional classroom instruction, and to
332 provide students with the skills they need to compete in the
333 21st century economy, the Legislature encourages instructional
334 methods for blended learning courses consisting of both
335 traditional classroom and online instructional techniques.
336 Charter schools may implement blended learning courses which
337 combine traditional classroom instruction and virtual
338 instruction. Students in a blended learning course must be full-
339 time students of the charter school pursuant to s.
340 1011.61(1)(a)1. Instructional personnel certified pursuant to s.
341 1012.55 who provide virtual instruction for blended learning
342 courses may be employees of the charter school or may be under
343 contract to provide instructional services to charter school
344 students. At a minimum, such instructional personnel must hold
345 an active state or school district adjunct certification under
346 s. 1012.57 for the subject area of the blended learning course.
347 The funding and performance accountability requirements for
348 blended learning courses are the same as those for traditional
349 courses.

350 3. The current incoming baseline standard of student

351 academic achievement, the outcomes to be achieved, and the
 352 method of measurement that will be used. The criteria listed in
 353 this subparagraph shall include a detailed description of:

354 a. How the baseline student academic achievement levels
 355 and prior rates of academic progress will be established.

356 b. How these baseline rates will be compared to rates of
 357 academic progress achieved by these same students while
 358 attending the charter school.

359 c. To the extent possible, how these rates of progress
 360 will be evaluated and compared with rates of progress of other
 361 closely comparable student populations.

362
 363 A district school board is required to provide academic student
 364 performance data to charter schools for each of their students
 365 coming from the district school system, as well as rates of
 366 academic progress of comparable student populations in the
 367 district school system.

368 4. The methods used to identify the educational strengths
 369 and needs of students and how well educational goals and
 370 performance standards are met by students attending the charter
 371 school. The methods shall provide a means for the charter school
 372 to ensure accountability to its constituents by analyzing
 373 student performance data and by evaluating the effectiveness and
 374 efficiency of its major educational programs. Students in
 375 charter schools shall, at a minimum, participate in the

376 statewide assessment program created under s. 1008.22.

377 5. In secondary charter schools, a method for determining
 378 that a student has satisfied the requirements for graduation in
 379 s. 1002.3105(5), s. 1003.4281, or s. 1003.4282.

380 6. A method for resolving conflicts between the governing
 381 board of the charter school and the sponsor.

382 7. The admissions procedures and dismissal procedures,
 383 including the school's code of student conduct. Admission or
 384 dismissal must not be based on a student's academic performance.

385 8. The ways by which the school will achieve a
 386 racial/ethnic balance reflective of the community it serves or
 387 within the racial/ethnic range of other nearby public schools or
 388 school districts.

389 9. The financial and administrative management of the
 390 school, including a reasonable demonstration of the professional
 391 experience or competence of those individuals or organizations
 392 applying to operate the charter school or those hired or
 393 retained to perform such professional services and the
 394 description of clearly delineated responsibilities and the
 395 policies and practices needed to effectively manage the charter
 396 school. A description of internal audit procedures and
 397 establishment of controls to ensure that financial resources are
 398 properly managed must be included. Both public sector and
 399 private sector professional experience shall be equally valid in
 400 such a consideration.

401 10. The asset and liability projections required in the
 402 application which are incorporated into the charter and shall be
 403 compared with information provided in the annual report of the
 404 charter school.

405 11. A description of procedures that identify various
 406 risks and provide for a comprehensive approach to reduce the
 407 impact of losses; plans to ensure the safety and security of
 408 students and staff; plans to identify, minimize, and protect
 409 others from violent or disruptive student behavior; and the
 410 manner in which the school will be insured, including whether or
 411 not the school will be required to have liability insurance,
 412 and, if so, the terms and conditions thereof and the amounts of
 413 coverage.

414 12. The term of the charter which shall provide for
 415 cancellation of the charter if insufficient progress has been
 416 made in attaining the student achievement objectives of the
 417 charter and if it is not likely that such objectives can be
 418 achieved before expiration of the charter. The initial term of a
 419 charter shall be for 5 years, excluding 2 planning years. In
 420 order to facilitate access to long-term financial resources for
 421 charter school construction, charter schools that are operated
 422 by a municipality or other public entity as provided by law are
 423 eligible for up to a 15-year charter, subject to approval by the
 424 sponsor. A charter lab school is eligible for a charter for a
 425 term of up to 15 years. In addition, to facilitate access to

426 long-term financial resources for charter school construction,
427 charter schools that are operated by a private, not-for-profit,
428 s. 501(c) (3) status corporation are eligible for up to a 15-year
429 charter, subject to approval by the sponsor. Such long-term
430 charters remain subject to annual review and may be terminated
431 during the term of the charter, but only according to the
432 provisions set forth in subsection (8).

433 13. The facilities to be used and their location. The
434 sponsor may not require a charter school to have a certificate
435 of occupancy or a temporary certificate of occupancy for such a
436 facility earlier than 15 calendar days before the first day of
437 school.

438 14. The qualifications to be required of the teachers and
439 the potential strategies used to recruit, hire, train, and
440 retain qualified staff to achieve best value.

441 15. The governance structure of the school, including the
442 status of the charter school as a public or private employer as
443 required in paragraph (12)(i).

444 16. A timetable for implementing the charter which
445 addresses the implementation of each element thereof and the
446 date by which the charter shall be awarded in order to meet this
447 timetable.

448 17. In the case of an existing public school that is being
449 converted to charter status, alternative arrangements for
450 current students who choose not to attend the charter school and

451 for current teachers who choose not to teach in the charter
 452 school after conversion in accordance with the existing
 453 collective bargaining agreement or district school board rule in
 454 the absence of a collective bargaining agreement. However,
 455 alternative arrangements shall not be required for current
 456 teachers who choose not to teach in a charter lab school, except
 457 as authorized by the employment policies of the state university
 458 which grants the charter to the lab school.

459 18. Full disclosure of the identity of all relatives
 460 employed by the charter school who are related to the charter
 461 school owner, president, chairperson of the governing board of
 462 directors, superintendent, governing board member, principal,
 463 assistant principal, or any other person employed by the charter
 464 school who has equivalent decisionmaking authority. For the
 465 purpose of this subparagraph, the term "relative" means father,
 466 mother, son, daughter, brother, sister, uncle, aunt, first
 467 cousin, nephew, niece, husband, wife, father-in-law, mother-in-
 468 law, son-in-law, daughter-in-law, brother-in-law, sister-in-law,
 469 stepfather, stepmother, stepson, stepdaughter, stepbrother,
 470 stepsister, half brother, or half sister.

471 19. Implementation of the activities authorized under s.
 472 1002.331 by the charter school when it satisfies the eligibility
 473 requirements for a high-performing charter school. A high-
 474 performing charter school shall notify its sponsor in writing by
 475 March 1 if it intends to increase enrollment or expand grade

476 levels the following school year. The written notice shall
 477 specify the amount of the enrollment increase and the grade
 478 levels that will be added, as applicable.

479 Section 5. Subsection (1) of section 1002.59, Florida
 480 Statutes, is amended to read:

481 1002.59 Emergent literacy and performance standards
 482 training courses.—

483 (1) The department, in collaboration with the Just Read,
 484 Florida! Office, shall adopt minimum standards for courses in
 485 emergent literacy for prekindergarten instructors. Each course
 486 must consist of ~~comprise~~ 5 clock hours and provide instruction
 487 in strategies and techniques to address the age-appropriate
 488 progress of prekindergarten students in developing emergent
 489 literacy skills, including oral communication, knowledge of
 490 print and letters, phonological and phonemic awareness, ~~and~~
 491 vocabulary and comprehension development, and foundational
 492 background knowledge designed to correlate with the content that
 493 students will encounter in grades K-12, consistent with the
 494 evidence-based content and strategies grounded in the science of
 495 reading identified pursuant to s. 1001.215(8). The course
 496 standards must be reviewed as part of any review of subject
 497 coverage or endorsement requirements in the elementary, reading,
 498 and exceptional student educational areas conducted pursuant to
 499 s. 1012.586. Each course must also provide resources containing
 500 strategies that allow students with disabilities and other

501 special needs to derive maximum benefit from the Voluntary
 502 Prekindergarten Education Program. Successful completion of an
 503 emergent literacy training course approved under this section
 504 satisfies requirements for approved training in early literacy
 505 and language development under ss. 402.305(2)(e)5., 402.313(6),
 506 and 402.3131(5).

507 Section 6. Section 1002.67, Florida Statutes, is amended
 508 to read:

509 1002.67 Performance standards and curricula.—

510 (1)(a) The department shall develop and adopt performance
 511 standards for students in the Voluntary Prekindergarten
 512 Education Program. The performance standards must address the
 513 age-appropriate progress of students in the development of:

514 1. The capabilities, capacities, and skills required under
 515 s. 1(b), Art. IX of the State Constitution;

516 2. Emergent literacy skills grounded in the science of
 517 reading, including oral communication, knowledge of print and
 518 letters, phonemic and phonological awareness, ~~and~~ vocabulary and
 519 comprehension development, and foundational background knowledge
 520 designed to correlate with the content that students will
 521 encounter in grades K-12; and

522 3. Mathematical thinking and early math skills.

523 (b) At least every 3 years, the department shall review
 524 and, if necessary, revise the performance standards established
 525 under this section and align the standards to the standards

526 established by the state board for student performance on the
 527 statewide assessments administered pursuant to s. 1008.22.

528 (2) (a) Each private prekindergarten provider and public
 529 school may select or design the curriculum that the provider or
 530 school uses to implement the Voluntary Prekindergarten Education
 531 Program, except as otherwise required for a provider or school
 532 that fails to meet the minimum change-in-ability established
 533 pursuant to s. 1002.68 ~~is placed on probation under s. 1002.68.~~

534 (b) Each private prekindergarten provider's and public
 535 school's curriculum must be developmentally appropriate and
 536 must:

537 1. Be designed to prepare a student for early literacy and
 538 provide for instruction in early math skills;

539 2. Develop students' background knowledge through a
 540 content-rich and sequential knowledge building early literacy
 541 curriculum;

542 ~~3.2.~~ Enhance the age-appropriate progress of students in
 543 attaining the performance standards adopted by the department
 544 under subsection (1); and

545 ~~4.3.~~ Support student learning gains through differentiated
 546 instruction that shall be measured by the coordinated screening
 547 and progress monitoring program under s. 1008.25(9) ~~s. 1008.25~~
 548 ~~(8).~~

549 (c) The department shall adopt procedures for the review
 550 and approval of curricula for use by private prekindergarten

551 providers and public schools that fail to meet the minimum
 552 change-in-ability scores established pursuant to s. 1002.68 ~~are~~
 553 ~~placed on probation under s. 1002.68~~. The department shall
 554 administer the review and approval process and maintain a list
 555 of the curricula approved under this paragraph. Each approved
 556 curriculum must meet the requirements of paragraph (b).

557 Section 7. Paragraphs (g) through (l) of subsection (4) of
 558 section 1003.485, Florida Statutes, are redesignated as
 559 paragraphs (h) through (m), respectively, paragraph (g) of
 560 subsection (1), subsection (2), paragraph (c) of subsection (3),
 561 present paragraph (g) of subsection (4), and paragraphs (a) and
 562 (h) of subsection (6) are amended, and a new paragraph (g) is
 563 added to subsection (4) and paragraph (i) is added to subsection
 564 (6) of that section, to read:

565 1003.485 The New Worlds Reading Initiative.—

566 (1) DEFINITIONS.—As used in this section, the term:

567 (g) "Micro-credential" means evidence-based professional
 568 development activities grounded in the science of reading which
 569 ~~that~~ are competency-based, personalized, and on-demand.

570 Educators must demonstrate their competence via evidence
 571 submitted and reviewed by trained evaluators.

572 (2) NEW WORLDS READING INITIATIVE; PURPOSE.—The purpose of
 573 the New Worlds Reading Initiative established under the
 574 department is to instill a love of reading by providing high-
 575 quality, free books to students in prekindergarten ~~kindergarten~~

576 through grade 5 who are reading below grade level and to improve
 577 the literacy skills of students in prekindergarten ~~kindergarten~~
 578 through grade 12. The New Worlds Reading Initiative shall
 579 consist of:

580 (a) The program established under this section to provide
 581 high-quality, free books to students.

582 (b) The New Worlds Reading Scholarship Program under s.
 583 1002.411.

584 (c) The New Worlds Scholar program under s. 1008.365,
 585 which rewards high school students who instill a love of reading
 586 and improve the literacy skills of students in kindergarten
 587 through grade 3.

588 (d) The micro-credential program established under this
 589 section which emphasizes strong core instruction and a tiered
 590 model of reading interventions for struggling readers.

591 (3) DEPARTMENT RESPONSIBILITIES.—The department shall:

592 (c) Beginning September 30, 2022, and annually thereafter,
 593 report on its website the number of students participating in
 594 the initiative in each school district, information from the
 595 annual financial report under paragraph (4) (j) ~~(4) (i)~~, and the
 596 academic achievement and learning gains, as applicable, of
 597 participating students based on data provided by school
 598 districts as permitted under s. 1002.22. The department shall
 599 establish a date by which the administrator and each school
 600 district must annually provide the data necessary to complete

601 the report.

602 (4) ADMINISTRATOR RESPONSIBILITIES.—The administrator
603 shall:

604 (g) Develop, in consultation with the Just Read, Florida!
605 Office under s. 1001.215, an online repository of digital
606 science of reading materials and science of reading
607 instructional resources that is accessible to public school
608 teachers, school leaders, parents, and educator preparation
609 programs and associated faculty.

610 (h)-(g) Develop a micro-credential that requires teachers
611 to demonstrate competency to:

612 1. Diagnose literacy difficulties and determine the
613 appropriate range of literacy interventions based upon the age
614 and literacy deficiency of the student;

615 2. Use evidence-based instructional and intervention
616 practices grounded in the science of reading, including
617 strategies identified by the Just Read, Florida! Office pursuant
618 to s. 1001.215(8); and

619 3. Effectively use progress monitoring and intervention
620 materials.

621 (6) ELIGIBILITY; NOTIFICATION; SCHOOL DISTRICT
622 OBLIGATIONS.—

623 (a) A student in prekindergarten ~~kindergarten~~ through
624 grade 5 must be provided books through the initiative if the
625 student is not yet reading on grade level, has a substantial

626 reading deficiency identified under s. 1008.25(5)(a), has a
 627 substantial deficiency in early literacy skills based upon the
 628 results of the coordinated screening and progress monitoring
 629 under s. 1008.25(9), or scored below a Level 3 on the preceding
 630 year's statewide, standardized English Language Arts assessment
 631 under s. 1008.22.

632 (h) School districts and partnering nonprofit
 633 organizations shall raise awareness of the initiative, including
 634 information on eligibility and video training modules under
 635 paragraph (4)(e), through, at least, the following:

636 1. The student handbook and the read-at-home plan under s.
 637 1008.25(5)(d) ~~s. 1008.25(5)(e)~~.

638 2. A parent or curriculum night or separate initiative
 639 awareness event at each elementary school.

640 3. Partnering with the county library to host awareness
 641 events, which should coincide with other initiatives such as
 642 library card drives, family library nights, summer access
 643 events, and other family engagement programming.

644 (i) Each school district shall establish a data sharing
 645 agreement with the initiative's administrator which allows for a
 646 streamlined student verification and enrollment process.

647 Section 8. Subsection (4) of section 1003.53, Florida
 648 Statutes, is amended to read:

649 1003.53 Dropout prevention and academic intervention.—

650 (4) Each district school board shall establish course

651 standards, as defined by rule of the State Board of Education,
 652 for dropout prevention and academic intervention programs and
 653 procedures for ensuring that teachers assigned to ~~the dropout~~
 654 ~~prevention and academic intervention~~ programs possess the
 655 affective, pedagogical, and content-related skills necessary to
 656 meet the needs of these students.

657 Section 9. Paragraph (b) of subsection (2) of section
 658 1004.04, Florida Statutes, is amended to read:

659 1004.04 Public accountability and state approval for
 660 teacher preparation programs.—

661 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

662 (b) The rules to establish uniform core curricula for each
 663 state-approved teacher preparation program must include, but are
 664 not limited to, the following:

665 1. Candidate instruction and assessment in the Florida
 666 Educator Accomplished Practices across content areas.

667 2. The use of state-adopted content standards to guide
 668 curricula and instruction.

669 3. Scientifically researched and evidence-based reading
 670 instructional strategies grounded in the science of reading
 671 which ~~that~~ improve reading performance for all students,
 672 including explicit, systematic, and sequential approaches to
 673 teaching phonemic awareness, phonics, vocabulary, fluency, and
 674 text comprehension and multisensory intervention strategies. The
 675 primary instructional strategy for teaching word reading is

676 phonics instruction for decoding and encoding. Instructional
677 strategies for foundational skills may not employ the three-
678 cueing system model of reading or visual memory as a basis for
679 teaching word reading. Instructional strategies may include
680 visual information and strategies that improve background and
681 experiential knowledge, add context, and increase oral language
682 and vocabulary to support comprehension, but may not be used to
683 teach word reading.

684 4. Content literacy and mathematics practices.

685 5. Strategies appropriate for the instruction of English
686 language learners.

687 6. Strategies appropriate for the instruction of students
688 with disabilities.

689 7. Strategies to differentiate instruction based on
690 student needs.

691 8. Strategies and practices to support evidence-based
692 content aligned to state standards and grading practices.

693 9. Strategies appropriate for the early identification of
694 a student in crisis or experiencing a mental health challenge
695 and the referral of such student to a mental health professional
696 for support.

697 10. Strategies to support the use of technology in
698 education and distance learning.

699 Section 10. Paragraph (a) of subsection (3) of section
700 1004.85, Florida Statutes, is amended to read:

701 1004.85 Postsecondary educator preparation institutes.—

702 (3) Educator preparation institutes approved pursuant to
 703 this section may offer competency-based certification programs
 704 specifically designed for noneducation major baccalaureate
 705 degree holders to enable program participants to meet the
 706 educator certification requirements of s. 1012.56. An educator
 707 preparation institute choosing to offer a competency-based
 708 certification program pursuant to the provisions of this section
 709 must implement a program previously approved by the Department
 710 of Education for this purpose or a program developed by the
 711 institute and approved by the department for this purpose.
 712 Approved programs shall be available for use by other approved
 713 educator preparation institutes.

714 (a) Within 90 days after receipt of a request for
 715 approval, the Department of Education shall approve a
 716 preparation program pursuant to the requirements of this
 717 subsection or issue a statement of the deficiencies in the
 718 request for approval. The department shall approve a
 719 certification program if the institute provides evidence of the
 720 institute's capacity to implement a competency-based program
 721 that includes each of the following:

722 1.a. Participant instruction and assessment in the Florida
 723 Educator Accomplished Practices across content areas.

724 b. The use of state-adopted student content standards to
 725 guide curriculum and instruction.

- 726 c. Scientifically researched and evidence-based reading
727 instructional strategies grounded in the science of reading
728 which ~~that~~ improve reading performance for all students,
729 including explicit, systematic, and sequential approaches to
730 teaching phonemic awareness, phonics, vocabulary, fluency, and
731 text comprehension and multisensory intervention strategies. The
732 primary instructional strategy for teaching word reading is
733 phonics instruction for decoding and encoding. Instructional
734 strategies for foundational skills may not employ the three-
735 cueing system model of reading or visual memory as a basis for
736 teaching word reading. Instructional strategies may include
737 visual information and strategies which improve background and
738 experiential knowledge, add context, and increase oral language
739 and vocabulary to support comprehension, but may not be used to
740 teach word reading.
- 741 d. Content literacy and mathematical practices.
- 742 e. Strategies appropriate for instruction of English
743 language learners.
- 744 f. Strategies appropriate for instruction of students with
745 disabilities.
- 746 g. Strategies to differentiate instruction based on
747 student needs.
- 748 h. Strategies and practices to support evidence-based
749 content aligned to state standards and grading practices.
- 750 i. Strategies appropriate for the early identification of

751 a student in crisis or experiencing a mental health challenge
752 and the referral of such student to a mental health professional
753 for support.

754 j. Strategies to support the use of technology in
755 education and distance learning.

756 2. An educational plan for each participant to meet
757 certification requirements and demonstrate his or her ability to
758 teach the subject area for which the participant is seeking
759 certification, which is based on an assessment of his or her
760 competency in the areas listed in subparagraph 1.

761 3. Field experiences appropriate to the certification
762 subject area specified in the educational plan with a diverse
763 population of students in a variety of challenging environments,
764 including, but not limited to, high-poverty schools, urban
765 schools, and rural schools, under the supervision of qualified
766 educators. The state board shall determine in rule the amount of
767 field experience necessary to serve as the teacher of record,
768 beginning with candidates entering a program in the 2023-2024
769 school year.

770 4. A certification ombudsman to facilitate the process and
771 procedures required for participants who complete the program to
772 meet any requirements related to the background screening
773 pursuant to s. 1012.32 and educator professional or temporary
774 certification pursuant to s. 1012.56.

775 Section 11. Paragraph (i) is added to subsection (1) of

776 section 1004.86, Florida Statutes, to read:

777 1004.86 Florida Center for Mathematics and Science
778 Education Research.—

779 (1) The Department of Education shall contract with a
780 competitively selected public or private university to create
781 and operate the Florida Center for Mathematics and Science
782 Education Research. The purpose of the center is increasing
783 student achievement in mathematics and science, with an emphasis
784 on K-12 education. The center shall:

785 (i) By December 1, 2023, in collaboration with the
786 department, provide recommendations to the Legislature for
787 preparing teacher candidates and identifying mathematics
788 training and professional learning opportunities for teachers in
789 kindergarten through grade 4 and administrators who support
790 teachers in the classroom.

791 Section 12. Subsection (4) of section 1006.283, Florida
792 Statutes, is amended to read:

793 1006.283 District school board instructional materials
794 review process.—

795 (4) Instructional materials that have been reviewed by the
796 district instructional materials reviewers and approved must
797 have been determined to align with all applicable state
798 standards pursuant to s. 1003.41 and the requirements in s.
799 1006.31. If such instructional materials are for foundational
800 reading skills, the materials shall be based on the science of

801 reading and include phonics instruction for decoding and
 802 encoding as the primary instructional strategy for word reading.
 803 Instructional strategies within such instructional materials may
 804 not employ the three-cueing system model of reading or visual
 805 memory as a basis for teaching word reading. The instructional
 806 strategies within such instructional materials may include
 807 visual information and strategies which improve background and
 808 experiential knowledge, add context, and increase oral language
 809 and vocabulary to support comprehension, but may not be used to
 810 teach word reading. The district school superintendent shall
 811 annually certify to the department that all instructional
 812 materials for core courses used by the district are aligned with
 813 all applicable state standards and have been reviewed, selected,
 814 and adopted by the district school board in accordance with the
 815 school board hearing and public meeting requirements of this
 816 section.

817 Section 13. Subsection (2) of section 1006.31, Florida
 818 Statutes, is amended to read:

819 1006.31 Duties of the Department of Education and school
 820 district instructional materials reviewer.—The duties of the
 821 instructional materials reviewer are:

822 (2) EVALUATION OF INSTRUCTIONAL MATERIALS.—To use the
 823 selection criteria listed in s. 1006.34(2)(b) and recommend for
 824 adoption only those instructional materials aligned with the
 825 ~~Next Generation Sunshine~~ state standards provided for in s.

826 | 1003.41. Instructional materials recommended by each reviewer
 827 | shall be, to the satisfaction of each reviewer, accurate,
 828 | objective, balanced, noninflammatory, current, free of
 829 | pornography and material prohibited under s. 847.012, and suited
 830 | to student needs and their ability to comprehend the material
 831 | presented. Reviewers shall consider for recommendation materials
 832 | developed for academically talented students, such as students
 833 | enrolled in advanced placement courses. When recommending
 834 | instructional materials, each reviewer shall:

835 | (a) Include only instructional materials that accurately
 836 | portray the ethnic, socioeconomic, cultural, religious,
 837 | physical, and racial diversity of our society, including men and
 838 | women in professional, career, and executive roles, and the role
 839 | and contributions of the entrepreneur and labor in the total
 840 | development of this state and the United States.

841 | (b) Include only materials that accurately portray,
 842 | whenever appropriate, humankind's place in ecological systems,
 843 | including the necessity for the protection of our environment
 844 | and conservation of our natural resources and the effects on the
 845 | human system of the use of tobacco, alcohol, controlled
 846 | substances, and other dangerous substances.

847 | (c) Include materials that encourage thrift, fire
 848 | prevention, and humane treatment of people and animals.

849 | (d) Require, when appropriate to the comprehension of
 850 | students, that materials for social science, history, or civics

851 classes contain the Declaration of Independence and the
852 Constitution of the United States. A reviewer may not recommend
853 any instructional materials that contain any matter reflecting
854 unfairly upon persons because of their race, color, creed,
855 national origin, ancestry, gender, religion, disability,
856 socioeconomic status, or occupation or otherwise contradict the
857 principles enumerated under s. 1003.42(3).

858 (e) When such instructional materials are for foundational
859 reading skills, include only materials that are based on the
860 science of reading and include phonics instruction for decoding
861 and encoding as the primary instructional strategy for word
862 reading. Instructional strategies within such materials may not
863 employ the three-cueing system model of reading or visual memory
864 as a basis for teaching word reading. Instructional strategies
865 within such materials may include visual information and
866 strategies which improve background and experiential knowledge,
867 add context, and increase oral language and vocabulary to
868 support comprehension, but may not be used to teach word
869 reading.

870 Section 14. Subsections (6) through (10) of section
871 1008.25, Florida Statutes, are renumbered as subsections (7)
872 through (11), respectively, subsections (3), (4), and (5) and
873 present subsections (7), (8), and (9) are amended, and a new
874 subsection (6) is added to that section to read:

875 1008.25 Public school student progression; student

876 support; coordinated screening and progress monitoring;
 877 reporting requirements.—

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

881 (a) Students in kindergarten through grade 3 who have a
 882 substantial deficiency in reading or the characteristics of
 883 dyslexia as determined in paragraph (5)(a).

884 (b) Students in kindergarten through grade 4 who have a
 885 substantial deficiency in mathematics or the characteristics of
 886 dyscalculia as determined in paragraph (6)(a).

887 (c)~~(b)~~ Students who fail to meet performance levels
 888 required for promotion consistent with the district school
 889 board's plan for student progression required in subsection (2).

890 (4) ASSESSMENT AND SUPPORT.—

891 (a) Each student must participate in the statewide,
 892 standardized assessment program required under s. 1008.22 and
 893 the coordinated screening and progress monitoring system
 894 required under subsection (9) ~~(8)~~. Each student who does not
 895 achieve a Level 3 or above on the statewide, standardized
 896 English Language Arts assessment; the statewide, standardized
 897 Mathematics assessment; or the Algebra I EOC assessment must be
 898 evaluated to determine the nature of the student's difficulty,
 899 the areas of academic need, and strategies for providing
 900 academic supports to improve the student's performance.

901 (b) A student who is not meeting the school district or
 902 state requirements for satisfactory performance in English
 903 Language Arts and mathematics must be covered by one of the
 904 following plans:

905 1. A federally required student plan such as an individual
 906 education plan;

907 2. A schoolwide system of progress monitoring for all
 908 students, except a student who scores Level 4 or above on the
 909 English Language Arts and Mathematics assessments may be
 910 exempted from participation by the principal; or

911 3. An individualized progress monitoring plan.

912 (c) A student who has a substantial reading deficiency as
 913 determined in paragraph (5) (a) or a substantial mathematics
 914 deficiency as determined in paragraph (6) (a) must be covered by
 915 a federally required student plan, such as an individual
 916 education plan or an individualized progress monitoring plan, or
 917 both, as necessary. The individualized progress monitoring plan
 918 shall include, at a minimum:

919 1. The student's specific, identified reading or
 920 mathematics skill deficiency.

921 2. Goals and benchmarks for student growth in reading or
 922 mathematics.

923 3. A description of the specific measures that will be
 924 used to evaluate and monitor the student's reading or
 925 mathematics progress.

926 4. For a substantial reading deficiency, the specific
 927 evidence-based literacy instruction grounded in the science of
 928 reading which the student will receive.

929 5. Strategies, resources, and materials that will be
 930 provided to the student's parent to support the student to make
 931 reading or mathematics progress.

932 6. Any additional services the student's teacher deems
 933 available and appropriate to accelerate the student's reading or
 934 mathematics skill development.

935 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

936 (a) Any student in kindergarten through grade 3 who
 937 exhibits a substantial deficiency in reading or the
 938 characteristics of dyslexia based upon screening, diagnostic,
 939 progress monitoring, or assessment data; statewide assessments;
 940 or teacher observations must be provided intensive, explicit,
 941 systematic, and multisensory reading interventions immediately
 942 following the identification of the reading deficiency or the
 943 characteristics of dyslexia to address his or her specific
 944 deficiency or dyslexia.

945 1. The department shall provide a list of state examined
 946 and approved comprehensive reading and intervention programs.
 947 The intervention programs shall be provided in addition to the
 948 comprehensive core reading instruction that is provided to all
 949 students in the general education classroom. Dyslexia-specific
 950 interventions, as defined by rule of the State Board of

951 Education, shall be provided to students who have the
952 characteristics of dyslexia. The reading intervention programs
953 must do all of the following:

954 a. Provide explicit, direct instruction that is
955 systematic, sequential, and cumulative in language development,
956 phonological awareness, phonics, fluency, vocabulary, and
957 comprehension, as applicable.

958 b. Provide daily targeted small group reading
959 interventions based on student need in phonological awareness,
960 phonics including decoding and encoding, sight words,
961 vocabulary, or comprehension.

962 c. Be implemented during regular school hours.

963 2. A school may not wait for a student to receive a
964 failing grade at the end of a grading period or wait until a
965 plan under paragraph (4)(b) is developed to identify the student
966 as having a substantial reading deficiency and initiate
967 intensive reading interventions. In addition, a school may not
968 wait until an evaluation conducted pursuant to s. 1003.57 is
969 completed to provide appropriate, evidence-based interventions
970 for a student whose parent submits documentation from a
971 professional licensed under chapter 490 which demonstrates that
972 the student has been diagnosed with dyslexia. Such interventions
973 must be initiated upon receipt of the documentation and based on
974 the student's specific areas of difficulty as identified by the
975 licensed professional.

976 3. A student's reading proficiency must be monitored and
977 the intensive interventions must continue until the student
978 demonstrates grade level proficiency in a manner determined by
979 the district, which may include achieving a Level 3 on the
980 statewide, standardized English Language Arts assessment. The
981 State Board of Education shall identify by rule guidelines for
982 determining whether a student in kindergarten through grade 3
983 has a substantial deficiency in reading.

984 (b) A Voluntary Prekindergarten Education Program student
985 who exhibits a substantial deficiency in early literacy skills
986 ~~in accordance with the standards under s. 1002.67(1)(a) and~~
987 based upon the results of the administration of the final
988 coordinated screening and progress monitoring under subsection
989 (9) ~~(8)~~ shall be referred to the local school district and may
990 be eligible to receive intensive reading interventions before
991 participating in kindergarten. Such intensive reading
992 interventions shall be paid for using funds from the district's
993 evidence-based reading instruction allocation in accordance with
994 s. 1011.62(8).

995 (c) To be promoted to grade 4, a student must score a
996 Level 2 or higher on the statewide, standardized English
997 Language Arts assessment required under s. 1008.22 for grade 3.
998 If a student's reading deficiency is not remedied by the end of
999 grade 3, as demonstrated by scoring Level 2 or higher on the
1000 statewide, standardized assessment required under s. 1008.22 for

1001 grade 3, the student must be retained.

1002 (d) The parent of any student who exhibits a substantial
 1003 deficiency in reading, as described in paragraph (a), must be
 1004 notified in writing of the following:

1005 1. That his or her child has been identified as having a
 1006 substantial deficiency in reading, including a description and
 1007 explanation, in terms understandable to the parent, of the exact
 1008 nature of the student's difficulty in learning and lack of
 1009 achievement in reading.

1010 2. A description of the current services that are provided
 1011 to the child.

1012 3. A description of the proposed intensive interventions
 1013 and supports that will be provided to the child that are
 1014 designed to remediate the identified area of reading deficiency.

1015 4. That if the child's reading deficiency is not
 1016 remediated by the end of grade 3, the child must be retained
 1017 unless he or she is exempt from mandatory retention for good
 1018 cause.

1019 5. Strategies, including multisensory strategies and
 1020 programming, through a read-at-home plan the parent can use in
 1021 helping his or her child succeed in reading. The read-at-home
 1022 plan must provide access to the resources identified in
 1023 paragraph (f) ~~(e)~~.

1024 6. That the statewide, standardized English Language Arts
 1025 assessment is not the sole determiner of promotion and that

1026 additional evaluations, portfolio reviews, and assessments are
1027 available to the child to assist parents and the school district
1028 in knowing when a child is reading at or above grade level and
1029 ready for grade promotion.

1030 7. The district's specific criteria and policies for a
1031 portfolio as provided in subparagraph (7)(b)4. ~~(6)(b)4.~~ and the
1032 evidence required for a student to demonstrate mastery of
1033 Florida's academic standards for English Language Arts. A school
1034 must immediately begin collecting evidence for a portfolio when
1035 a student in grade 3 is identified as being at risk of retention
1036 or upon the request of the parent, whichever occurs first.

1037 8. The district's specific criteria and policies for
1038 midyear promotion. Midyear promotion means promotion of a
1039 retained student at any time during the year of retention once
1040 the student has demonstrated ability to read at grade level.

1041 9. Information about the student's eligibility for the New
1042 Worlds Reading Initiative under s. 1003.485 and the New Worlds
1043 Reading Scholarship Accounts under s. 1002.411 and information
1044 on parent training modules and other reading engagement
1045 resources available through the initiative.

1046
1047 After initial notification, the school shall apprise the parent
1048 at least monthly of the student's progress in response to the
1049 intensive interventions and supports. Such communications must
1050 be in writing and must explain any additional interventions or

1051 supports that will be implemented to accelerate the student's
1052 progress if the interventions and supports already being
1053 implemented have not resulted in improvement.

1054 (e) The Department of Education shall compile resources
1055 that each school district must incorporate into a read-at-home
1056 plan provided to the parent of a student who is identified as
1057 having a substantial reading deficiency pursuant to paragraph
1058 (d). The resources must be made available in an electronic
1059 format that is accessible online and must include the following:

1060 1. Developmentally appropriate, evidence-based strategies
1061 and programming, including links to video training modules and
1062 opportunities to sign up for at-home reading tips delivered
1063 periodically via text and e-mail, which a parent can use to help
1064 improve his or her child's literacy skills.

1065 2. An overview of the types of assessments used to
1066 identify reading deficiencies and what those assessments measure
1067 or do not measure, the frequency with which the assessments are
1068 administered, and the requirements for interventions and
1069 supports that districts must provide to students who do not make
1070 adequate academic progress.

1071 3. An overview of the process for initiating and
1072 conducting evaluations for exceptional education eligibility.
1073 The overview must include an explanation that a diagnosis of a
1074 medical condition alone is not sufficient to establish
1075 exceptional education eligibility but may be used to document

1076 | how that condition relates to the student's eligibility
 1077 | determination and may be disclosed in an eligible student's
 1078 | individual education plan when necessary to inform school
 1079 | personnel responsible for implementing the plan.

1080 | 4. Characteristics of conditions associated with learning
 1081 | disorders, including dyslexia, dysgraphia, dyscalculia, and
 1082 | developmental aphasia.

1083 | 5. A list of resources that support informed parent
 1084 | involvement in decisionmaking processes for students who have
 1085 | difficulty in learning.

1086 |
 1087 | Upon the request of a parent, resources meeting the requirements
 1088 | of this paragraph must be provided to the parent in a hardcopy
 1089 | format.

1090 | (6) MATHEMATICS DEFICIENCY AND PARENTAL NOTIFICATION.—

1091 | (a) Any student in kindergarten through grade 4 who
 1092 | exhibits a substantial deficiency in mathematics or the
 1093 | characteristics of dyscalculia based upon screening, diagnostic,
 1094 | progress monitoring, or assessment data; statewide assessments;
 1095 | or teacher observations must:

1096 | 1. Immediately following the identification of the
 1097 | mathematics deficiency, be provided systematic and explicit
 1098 | mathematics instruction to address his or her specific
 1099 | deficiencies through either:

1100 | a. Daily targeted small group mathematics intervention

1101 based on student need; or

1102 b. Supplemental, evidence-based mathematics interventions

1103 before or after school, or both, delivered by a highly qualified

1104 teacher of mathematics or a trained tutor.

1105 2. The performance of a student receiving mathematics

1106 instruction under subparagraph 1. must be monitored and

1107 instruction must be adjusted based on the student's need.

1108 3. The department shall provide a list of state examined

1109 and approved mathematics intervention programs, curricula, and

1110 high-quality supplemental materials that may be used to improve

1111 a student's mathematics deficiencies. In addition, the

1112 department shall work, at a minimum, with the Florida Center for

1113 Mathematics and Science Education Research established in s.

1114 1004.86 to disseminate information to school districts and

1115 teachers on effective evidence-based explicit mathematics

1116 instructional practices, strategies, and interventions.

1117 4. A school may not wait for a student to receive a

1118 failing grade at the end of a grading period or wait until a

1119 plan under paragraph (4)(b) is developed to identify the student

1120 as having a substantial mathematics deficiency and initiate

1121 intensive mathematics interventions. In addition, a school may

1122 not wait until an evaluation conducted pursuant to s. 1003.57 is

1123 completed to provide appropriate, evidence-based interventions

1124 for a student whose parent submits documentation from a

1125 professional licensed under chapter 490 which demonstrates that

1126 the student has been diagnosed with dyscalculia. Such
1127 interventions must be initiated upon receipt of the
1128 documentation and based on the student's specific areas of
1129 difficulty as identified by the licensed professional.

1130 5. The mathematics proficiency of a student receiving
1131 additional mathematics supports must be monitored and the
1132 intensive interventions must continue until the student
1133 demonstrates grade level proficiency in a manner determined by
1134 the district, which may include achieving a Level 3 on the
1135 statewide, standardized Mathematics assessment. The State Board
1136 of Education shall identify by rule guidelines for determining
1137 whether a student in kindergarten through grade 4 has a
1138 substantial deficiency in mathematics.

1139 (b) A Voluntary Prekindergarten Education Program student
1140 who exhibits a substantial deficiency in early math skills based
1141 upon the results of the administration of the final coordinated
1142 screening and progress monitoring under subsection (8) shall be
1143 referred to the local school district and may be eligible to
1144 receive intensive mathematics interventions before participating
1145 in kindergarten.

1146 (c) The parent of a student who exhibits a substantial
1147 deficiency in mathematics, as described in paragraph (a), must
1148 be notified in writing of the following:

1149 1. That his or her child has been identified as having a
1150 substantial deficiency in mathematics, including a description

1151 and explanation, in terms understandable to the parent, of the
 1152 exact nature of the student's difficulty in learning and lack of
 1153 achievement in mathematics.

1154 2. A description of the current services that are provided
 1155 to the child.

1156 3. A description of the proposed intensive interventions
 1157 and supports that will be provided to the child that are
 1158 designed to remediate the identified area of mathematics
 1159 deficiency.

1160 4. Strategies, including multisensory strategies and
 1161 programming, through a home-based plan the parent can use in
 1162 helping his or her child succeed in mathematics. The home-based
 1163 plan must provide access to the resources identified in
 1164 paragraph (e).

1165
 1166 After the initial notification, the school shall apprise the
 1167 parent at least monthly of the student's progress in response to
 1168 the intensive interventions and supports. Such communications
 1169 must be in writing and must explain any additional interventions
 1170 or supports that will be implemented to accelerate the student's
 1171 progress if the interventions and supports already being
 1172 implemented have not resulted in improvement.

1173 (d) The Department of Education, in collaboration with the
 1174 Florida Center for Mathematics and Science Education Research
 1175 established in s. 1004.86, shall compile resources that each

1176 school district must incorporate into a home-based plan provided
1177 to the parent of a student who is identified as having a
1178 substantial mathematics deficiency pursuant to paragraph (a).
1179 The resources must be made available in an electronic format
1180 that is accessible online and must include the following:

- 1181 1. Developmentally appropriate, evidence-based strategies
1182 and programming, including links to video training modules and
1183 opportunities to sign up for family-guided home mathematics
1184 activities delivered periodically via text and e-mail, which a
1185 parent can use to help improve his or her child's mathematics
1186 skills.
- 1187 2. An overview of the types of assessments used to
1188 identify mathematics deficiencies and what those assessments
1189 measure or do not measure, the frequency with which the
1190 assessments are administered, and the requirements for
1191 interventions and supports that districts must provide to a
1192 student who does not make adequate academic progress.
- 1193 3. An overview of the process for initiating and
1194 conducting evaluations for exceptional education eligibility.
1195 The overview must include an explanation that a diagnosis of a
1196 medical condition alone is not sufficient to establish
1197 exceptional education eligibility but may be used to document
1198 how that condition relates to the student's eligibility
1199 determination and may be disclosed in an eligible student's
1200 individual education plan when necessary to inform school

1201 personnel responsible for implementing the plan.

1202 4. Characteristics of conditions associated with learning
 1203 disorders, including dyslexia, dysgraphia, dyscalculia, and
 1204 developmental aphasia.

1205 5. A list of resources that support informed parent
 1206 involvement in decisionmaking processes for a student who has
 1207 difficulty in learning.

1208
 1209 Upon the request of a parent, resources meeting the requirements
 1210 of this paragraph must be provided to the parent in a hardcopy
 1211 format.

1212 ~~(8)(7)~~ SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
 1213 STUDENTS.—

1214 (a) Students retained under paragraph (5)(c) must be
 1215 provided intensive interventions in reading to ameliorate the
 1216 student's specific reading deficiency and prepare the student
 1217 for promotion to the next grade. These interventions must
 1218 include:

1219 1. Evidence-based, explicit, systematic, and multisensory
 1220 reading instruction grounded in the science of reading, in
 1221 phonemic awareness, phonics, fluency, vocabulary, and
 1222 comprehension and other strategies prescribed by the school
 1223 district.

1224 2. Participation in the school district's summer reading
 1225 camp, which must incorporate the instructional and intervention

1226 strategies under subparagraph 1. that place rigor and grade-
1227 level learning at the forefront.

1228 3. A minimum of 90 minutes of daily, uninterrupted reading
1229 instruction incorporating the instructional and intervention
1230 strategies under subparagraph 1. This instruction may include:

1231 a. Coordinated integration of content-rich texts in
1232 science and civic literacy within the 90-minute block.

1233 b. Targeted small group instruction.

1234 c. Explicit and systematic instruction with more detailed
1235 explanations, more extensive opportunities for guided practice,
1236 and more opportunities for error correction and feedback.

1237 ~~d.e.~~ Reduced teacher-student ratios.

1238 ~~e.d.~~ More frequent progress monitoring of the reading
1239 skills of each student throughout the school year and the
1240 adjustment of instruction according to student need.

1241 ~~f.e.~~ Tutoring or mentoring.

1242 ~~g.f.~~ Transition classes containing 3rd and 4th grade
1243 students.

1244 ~~h.g.~~ Extended school day, week, or year.

1245 i. Before school or after school, or both, supplemental
1246 evidence-based reading interventions grounded in the science of
1247 reading delivered by a teacher who is certified or endorsed in
1248 reading and is rated highly effective as determined by the
1249 teacher's performance evaluation under s. 1012.34.

1250

1251 The primary instructional strategy for teaching word reading is
1252 phonics instruction for decoding and encoding. Instructional
1253 strategies may not employ the three-cueing system model of
1254 reading or visual memory as a basis for teaching word reading.
1255 Such instruction may include visual information and strategies
1256 which improve background and experiential knowledge, add
1257 context, and increase oral language and vocabulary to support
1258 comprehension, but may not be used to teach word reading.

1259 (b) Each school district shall:

1260 1. Provide written notification to the parent of a student
1261 who is retained under paragraph (5) (c) that his or her child has
1262 not met the achievement level required for promotion and the
1263 reasons the child is not eligible for a good cause exemption as
1264 provided in paragraph (7) (b) ~~(6) (b)~~. The notification must
1265 comply with paragraph (5) (d) and must include a description of
1266 proposed interventions and supports that will be provided to the
1267 child to remediate the identified areas of reading deficiency.

1268 2. Implement a policy for the midyear promotion of a
1269 student retained under paragraph (5) (c) who can demonstrate that
1270 he or she is a successful and independent reader and performing
1271 at or above grade level in reading or, upon implementation of
1272 English Language Arts assessments, performing at or above grade
1273 level in English Language Arts. Tools that school districts may
1274 use in reevaluating a student retained may include subsequent
1275 assessments, alternative assessments, and portfolio reviews, in

1276 accordance with rules of the State Board of Education. Students
1277 promoted during the school year after November 1 must
1278 demonstrate achievement levels in reading equivalent to the
1279 level necessary for the beginning of grade 4. The rules adopted
1280 by the State Board of Education must include standards that
1281 provide a reasonable expectation that the student's progress is
1282 sufficient to master appropriate grade 4 level reading skills.

1283 3. Provide students who are retained under paragraph
1284 (5)(c), including students participating in the school
1285 district's summer reading camp under subparagraph (a)2., with a
1286 teacher who is certified or endorsed in reading and is rated
1287 highly effective as determined by the teacher's performance
1288 evaluation under s. 1012.34.

1289 4. Establish at each school, when applicable, an intensive
1290 reading acceleration course for any student retained in grade 3
1291 who was previously retained in kindergarten, grade 1, or grade
1292 2. The intensive reading acceleration course must provide the
1293 following:

1294 a. Uninterrupted reading instruction grounded in the
1295 science of reading for the majority of student contact time each
1296 day and opportunities to master the grade 4 state academic
1297 standards in other core subject areas through content-rich
1298 texts.

1299 b. Explicit and systematic instruction with more detailed
1300 explanations, more extensive opportunities for guided practice,

1301 and more opportunities for error correction and feedback.

1302 ~~c.b.~~ Targeted small group instruction.

1303 ~~d.e.~~ Reduced teacher-student ratios.

1304 ~~e.d.~~ The use of explicit, systematic, and multisensory

1305 reading interventions grounded in the science of reading,

1306 including intensive language, phonics, and vocabulary

1307 instruction, and use of a speech-language therapist if

1308 necessary, that have proven results in accelerating student

1309 reading achievement within the same school year.

1310 ~~f.e.~~ A read-at-home plan.

1311 (9)~~(8)~~ COORDINATED SCREENING AND PROGRESS MONITORING

1312 SYSTEM.—

1313 (a) The Department of Education, in collaboration with the

1314 Office of Early Learning, shall procure and require the use of a

1315 statewide, standardized coordinated screening and progress

1316 monitoring system for the Voluntary Prekindergarten Education

1317 Program and public schools. The system must:

1318 1. Measure student progress in meeting the appropriate

1319 expectations in early literacy and mathematics skills and in

1320 English Language Arts and mathematics standards as required by

1321 ss. 1002.67(1)(a) and 1003.41 and identify the educational

1322 strengths and needs of students.

1323 2. For students in the Voluntary Prekindergarten Education

1324 Program through grade 3, measure student performance in oral

1325 language development, phonological and phonemic awareness,

1326 | knowledge of print and letters, decoding, fluency, vocabulary,
 1327 | and comprehension, as applicable by grade level, and, at a
 1328 | minimum, provide interval level and norm-referenced data that
 1329 | measures equivalent levels of growth.

1330 | 3. Be a valid, reliable, and developmentally appropriate
 1331 | computer-based direct instrument that provides screening and
 1332 | diagnostic capabilities for monitoring student progress;
 1333 | identifies students who have a substantial deficiency in reading
 1334 | or mathematics, including identifying students with
 1335 | characteristics of dyslexia, dyscalculia, and other learning
 1336 | disorders; and informs instruction. Any student identified by
 1337 | the system as having characteristics of dyslexia or dyscalculia
 1338 | shall undergo further screening. Beginning with the 2023-2024
 1339 | school year, the coordinated screening and progress monitoring
 1340 | system must be computer-adaptive.

1341 | 4. Provide data for Voluntary Prekindergarten Education
 1342 | Program accountability as required under s. 1002.68.

1343 | 5. Provide Voluntary Prekindergarten Education Program
 1344 | providers, school districts, schools, teachers, and parents with
 1345 | data and resources that enhance differentiated instruction and
 1346 | parent communication.

1347 | 6. Provide baseline data to the department of each
 1348 | student's readiness for kindergarten. The determination of
 1349 | kindergarten readiness must be based on the results of each
 1350 | student's initial progress monitoring assessment in

1351 kindergarten. The methodology for determining a student's
 1352 readiness for kindergarten must be developed by the department
 1353 and aligned to the methodology adopted pursuant to s.
 1354 1002.68(4).

1355 7. Assess how well educational goals and curricular
 1356 standards are met at the provider, school, district, and state
 1357 levels and provide information to the department to aid in the
 1358 development of educational programs, policies, and supports for
 1359 providers, districts, and schools.

1360 (b) Beginning with the 2022-2023 school year, private
 1361 Voluntary Prekindergarten Education Program providers and public
 1362 schools must participate in the coordinated screening and
 1363 progress monitoring system pursuant to this paragraph.

1364 1. For students in the Voluntary Prekindergarten Education
 1365 Program through grade 2, the coordinated screening and progress
 1366 monitoring system must be administered at least three times
 1367 within a program year or school year, as applicable, with the
 1368 first administration occurring no later than the first 30
 1369 instructional days after a student's enrollment or the start of
 1370 the program year or school year, the second administration
 1371 occurring midyear, and the third administration occurring within
 1372 the last 30 days of the program or school year pursuant to state
 1373 board rule. The state board may adopt alternate timeframes to
 1374 address nontraditional school year calendars or summer programs
 1375 to ensure the coordinated screening and progress monitoring

1376 program is administered a minimum of three times within a year
1377 or program.

1378 2. For grades 3 through 10 English Language Arts and
1379 grades 3 through 8 Mathematics, the coordinated screening and
1380 progress monitoring system must be administered at the
1381 beginning, middle, and end of the school year pursuant to state
1382 board rule. The end-of-year administration of the coordinated
1383 screening and progress monitoring system must be a comprehensive
1384 progress monitoring assessment administered in accordance with
1385 the scheduling requirements under s. 1008.22(7)(c).

1386 (c) To facilitate timely interventions and supports
1387 pursuant to subsection (4), the system must provide results from
1388 the first two administrations of the progress monitoring to a
1389 student's teacher within 1 week and to the student's parent
1390 within 2 weeks of the administration of the progress monitoring.
1391 Delivery of results from the comprehensive, end-of-year progress
1392 monitoring ELA assessment for grades 3 through 10 and
1393 Mathematics assessment for grades 3 through 8 must be in
1394 accordance with s. 1008.22(7)(h).

1395 1. A student's results from the coordinated screening and
1396 progress monitoring system must be recorded in a written, easy-
1397 to-comprehend individual student report. Each school district
1398 shall provide a parent secure access to his or her child's
1399 individual student reports through a web-based portal as part of
1400 its student information system. Each early learning coalition

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1401 shall provide parents the individual student report in a format
1402 determined by state board rule.

1403 2. In addition to the information under subparagraph
1404 (a)5., the report must also include parent resources that
1405 explain the purpose of progress monitoring, assist the parent in
1406 interpreting progress monitoring results, and support informed
1407 parent involvement. Parent resources may include personalized
1408 video formats.

1409 3. The department shall annually update school districts
1410 and early learning coalitions on new system features and
1411 functionality and collaboratively identify with school districts
1412 and early learning coalitions strategies for meaningfully
1413 reporting to parents results from the coordinated screening and
1414 progress monitoring system. The department shall develop ways to
1415 increase the utilization, by instructional staff and parents, of
1416 student assessment data and resources.

1417 4. An individual student report must be provided in a
1418 printed format upon a parent's request.

1419 (d) Screening and progress monitoring system results,
1420 including the number of students who demonstrate characteristics
1421 of dyslexia and dyscalculia, shall be reported to the department
1422 pursuant to state board rule and maintained in the department's
1423 Education Data Warehouse. Results must be provided to a
1424 student's teacher and parent in a timely manner as required in
1425 s. 1008.22 (7) (g).

1426 (e) The department, in collaboration with the Office of
 1427 Early Learning, shall provide training and support for effective
 1428 implementation of the screening and progress monitoring system.

1429 (10)~~(9)~~ ANNUAL REPORT.—

1430 (a) In addition to the requirements in paragraph (5) (c),
 1431 each district school board must annually report to the parent of
 1432 each student the progress of the student toward achieving state
 1433 and district expectations for proficiency in English Language
 1434 Arts, science, social studies, and mathematics. The district
 1435 school board must report to the parent the student's results on
 1436 each statewide, standardized assessment and the coordinated
 1437 screening and progress monitoring system under subsection (9)
 1438 ~~(8)~~. The evaluation of each student's progress must be based
 1439 upon the student's classroom work, observations, tests, district
 1440 and state assessments, response to intensive interventions
 1441 provided under paragraph (5) (a), and other relevant information.
 1442 Progress reporting must be provided to the parent in writing in
 1443 a format adopted by the district school board and must be
 1444 accessible through secure, web-based options.

1445 (b) Each district school board must annually publish on
 1446 the district website the following information on the prior
 1447 school year:

1448 1. The provisions of this section relating to public
 1449 school student progression and the district school board's
 1450 policies and procedures on student retention and promotion.

1451 2. By grade, the number and percentage of all students in
 1452 grades 3 through 10 performing at Levels 1 and 2 on the
 1453 statewide, standardized English Language Arts assessment.

1454 3. By grade, the number and percentage of all students
 1455 retained in kindergarten through grade 10.

1456 4. Information on the total number of students who were
 1457 promoted for good cause, by each category of good cause as
 1458 specified in paragraph (7) (b) ~~(6) (b)~~.

1459 5. Any revisions to the district school board's policies
 1460 and procedures on student retention and promotion from the prior
 1461 year.

1462 Section 15. Subsections (3), (4), and (8) of section
 1463 1008.365, Florida Statutes, are amended to read:

1464 1008.365 Reading Achievement Initiative for Scholastic
 1465 Excellence Act.—

1466 (3) The department shall establish at least 20 literacy
 1467 support regions and regional support teams, at the direction of
 1468 a regional literacy support director appointed by the
 1469 Commissioner of Education, to assist schools with improving low
 1470 reading scores as provided in this section.

1471 (a) A regional literacy support director must successfully
 1472 demonstrate competence on the evidence-based strategies
 1473 identified pursuant to s. 1001.215(8) and have the experience
 1474 and credentials necessary, as determined by the department, to:

1475 1. Effectively monitor student reading growth and

1476 achievement data;
 1477 2. Oversee districtwide and schoolwide professional
 1478 development and planning to establish evidence-based practices
 1479 grounded in the science of reading among school administrators
 1480 and instructional personnel;

1481 3. Evaluate implementation of evidence-based practices
 1482 grounded in the science of reading; and

1483 4. Manage a regional support team.

1484 (b) A regional support team shall report to its regional
 1485 literacy support director and must consist of individuals who:

1486 1. Successfully demonstrate competence on the evidence-
 1487 based strategies identified pursuant to s. 1001.215(8);

1488 2. Have substantial experience in literacy coaching and
 1489 monitoring student progress data in reading; and

1490 3. Have received training necessary to assist with the
 1491 delivery of professional development and site-based supports,
 1492 including modeling evidence-based practices grounded in the
 1493 science of reading and providing feedback to instructional
 1494 personnel.

1495 (4) The department may establish criteria to identify
 1496 schools that must receive supports from a regional support team.
 1497 However, regardless of its school grade designated pursuant to
 1498 s. 1008.34, a school serving students in kindergarten through
 1499 grade 5 must be identified for supports if 50 percent of its
 1500 students who take the statewide, standardized English Language

1501 Arts assessment score below a Level 3 for any grade level, or,
 1502 for students in kindergarten through grade 3, progress
 1503 monitoring data collected pursuant to s. 1008.25(9) ~~s.~~
 1504 ~~1008.25(8)~~ shows that 50 percent or more of the students are not
 1505 on track to pass the statewide, standardized grade 3 English
 1506 Language Arts assessment. A school identified for supports under
 1507 this section must implement a school improvement plan pursuant
 1508 to s. 1001.42(18), or, if the school is already implementing a
 1509 school improvement plan, the plan must be amended to explicitly
 1510 address strategies for improving reading performance consistent
 1511 with this section.

1512 (8) As part of the RAISE Program, the department shall
 1513 establish a tutoring program and develop training in effective
 1514 reading tutoring practices and content, based on evidence-based
 1515 practices grounded in the science of reading and aligned to the
 1516 English Language Arts standards under s. 1003.41, which prepares
 1517 eligible high school students to tutor students in kindergarten
 1518 through grade 3 in schools identified under this section,
 1519 instilling in those students a love of reading and improving
 1520 their literacy skills.

1521 (a) To be eligible to participate in the tutoring program,
 1522 a high school student must be a rising junior or senior who has
 1523 a cumulative grade point average of 3.0 or higher, has no
 1524 history of out-of-school suspensions or expulsions, is on track
 1525 to complete all core course requirements to graduate, and has

1526 written recommendations from at least two of his or her present
 1527 or former high school teachers of record or extracurricular
 1528 activity sponsors.

1529 (b) School districts that wish to participate in the
 1530 tutoring program must recruit, train, and deploy eligible high
 1531 school students using the materials developed under this
 1532 section. Tutoring must occur during the school day on school
 1533 district property in the presence and under the supervision of
 1534 instructional personnel who are school district employees. A
 1535 parent must give written permission for his or her child to
 1536 receive tutoring through the program.

1537 (c) Tutoring may be part of a service-learning course
 1538 adopted pursuant to s. 1003.497. Students may earn up to three
 1539 elective credits for high school graduation based on the
 1540 verified number of hours the student spends tutoring under the
 1541 program. The hours of volunteer service must be documented in
 1542 writing, and the document must be signed by the student, the
 1543 student's parent or guardian, and an administrator or designee
 1544 of the school in which the tutoring occurred. The hours that a
 1545 high school student devotes to tutoring may be counted toward
 1546 meeting community service requirements for high school
 1547 graduation and community service requirements for participation
 1548 in the Florida Bright Futures Scholarship Program as provided in
 1549 s. 1003.497(3)(b). The department shall designate a high school
 1550 student who provides at least 75 verified hours of tutoring

1551 under the program as a New Worlds Scholar and award the student
 1552 with a pin indicating such designation.

1553 Section 16. Paragraph (f) of subsection (1) and paragraphs
 1554 (d) and (e) of subsection (8) of section 1011.62, Florida
 1555 Statutes, are amended to read:

1556 1011.62 Funds for operation of schools.—If the annual
 1557 allocation from the Florida Education Finance Program to each
 1558 district for operation of schools is not determined in the
 1559 annual appropriations act or the substantive bill implementing
 1560 the annual appropriations act, it shall be determined as
 1561 follows:

1562 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
 1563 OPERATION.—The following procedure shall be followed in
 1564 determining the annual allocation to each district for
 1565 operation:

1566 (f) Supplemental academic instruction allocation.—

1567 1. There is created the supplemental academic instruction
 1568 allocation to provide supplemental academic instruction to
 1569 students in kindergarten through grade 12.

1570 2. The supplemental academic instruction allocation shall
 1571 be provided annually in the Florida Education Finance Program as
 1572 specified in the General Appropriations Act. These funds are in
 1573 addition to the funds appropriated on the basis of FTE student
 1574 membership in the Florida Education Finance Program and shall be
 1575 included in the total potential funds of each district.

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1576 Beginning with the 2018-2019 fiscal year, each school district
1577 that has a school earning a grade of "D" or "F" pursuant to s.
1578 1008.34 must use that school's portion of the supplemental
1579 academic instruction allocation to implement intervention and
1580 support strategies for school improvement pursuant to s. 1008.33
1581 and for salary incentives pursuant to s. 1012.2315(3) or salary
1582 supplements pursuant to s. 1012.22(1)(c)5.c. that are provided
1583 through a memorandum of understanding between the collective
1584 bargaining agent and the school board that addresses the
1585 selection, placement, and expectations of instructional
1586 personnel and school administrators. For all other schools, the
1587 school district's use of the supplemental academic instruction
1588 allocation may include, but is not limited to, the use of a
1589 modified curriculum; reading instruction; before-school and
1590 after-school instruction; tutoring; mentoring; evidence-based
1591 mathematics interventions extending beyond the school day; a
1592 reduction in class size; extended school year; intensive skills
1593 development in summer school that places rigor and grade-level
1594 learning at the forefront; dropout prevention programs as
1595 defined in ss. 1003.52 and 1003.53(1)(a), (b), and (c); and
1596 other methods of improving student achievement. Supplemental
1597 academic instruction may be provided to a student in any manner
1598 and at any time during or beyond the regular 180-day term
1599 identified by the school as being the most effective and
1600 efficient way to best help that student progress from grade to

1601 grade and to graduate.

1602 3. The supplemental academic instruction allocation shall
 1603 consist of a base amount that has a workload adjustment based on
 1604 changes in unweighted FTE. The supplemental academic instruction
 1605 allocation shall be recalculated during the fiscal year. Upon
 1606 recalculation of funding for the supplemental academic
 1607 instruction allocation, if the total allocation is greater than
 1608 the amount provided in the General Appropriations Act, the
 1609 allocation shall be prorated to the level provided to support
 1610 the appropriation, based on each district's share of the total.

1611 4. Funding on the basis of FTE membership beyond the 180-
 1612 day regular term shall be provided in the FEFP only for students
 1613 enrolled in juvenile justice education programs or in education
 1614 programs for juveniles placed in secure facilities or programs
 1615 under s. 985.19. Funding for instruction beyond the regular 180-
 1616 day school year for all other K-12 students shall be provided
 1617 through the supplemental academic instruction allocation and
 1618 other state, federal, and local fund sources with ample
 1619 flexibility for schools to provide supplemental instruction to
 1620 assist students in progressing from grade to grade and
 1621 graduating.

1622 (8) EVIDENCE-BASED READING INSTRUCTION ALLOCATION.—

1623 (d) Funds allocated under this subsection must be used to
 1624 provide a system of comprehensive reading instruction to
 1625 students enrolled in the prekindergarten-12 programs and certain

1626 students who exhibit a substantial deficiency in early literacy,
 1627 which may include the following:

1628 1. Additional time per day of evidence-based intensive
 1629 reading instruction to students, which may be delivered during
 1630 or outside of the regular school day.

1631 2. Kindergarten through grade 12 evidence-based intensive
 1632 reading interventions, which may be delivered during the school
 1633 day, before school, or after school.

1634 3. Highly qualified reading coaches, who must be endorsed
 1635 in reading, to specifically support teachers in making
 1636 instructional decisions based on student data, and improve
 1637 teacher delivery of effective reading instruction, intervention,
 1638 and reading in the content areas based on student need.

1639 4. Professional development to help instructional
 1640 personnel and certified prekindergarten teachers funded in the
 1641 Florida Education Finance Program earn a certification, a
 1642 credential, an endorsement, or an advanced degree in
 1643 scientifically researched and evidence-based reading
 1644 instruction.

1645 5. Summer reading camps, using only teachers or other
 1646 district personnel who possess a micro-credential as specified
 1647 in s. 1003.485 or are certified or endorsed in reading
 1648 consistent with s. 1008.25(8)(b)3. ~~s. 1008.25(7)(b)3.~~, for all
 1649 students in kindergarten through grade 5 who demonstrate a
 1650 reading deficiency as determined by district and state

1651 assessments.

1652 6. Scientifically researched and evidence-based
 1653 supplemental instructional materials as identified by the Just
 1654 Read, Florida! Office pursuant to s. 1001.215(8). Instructional
 1655 materials for foundational reading skills shall be based on the
 1656 science of reading and include phonics instruction for decoding
 1657 and encoding as the primary instructional strategy for word
 1658 reading. Instructional materials may not employ the three-cueing
 1659 system model of reading or visual memory as a basis for teaching
 1660 word reading. Instructional materials may include visual
 1661 information and strategies which improve background and
 1662 experiential knowledge, add context, and increase oral language
 1663 and vocabulary to support comprehension, but may not be used to
 1664 teach word reading.

1665 7. Incentives for instructional personnel and certified
 1666 prekindergarten teachers funded in the Florida Education Finance
 1667 Program who possess a reading certification or endorsement or
 1668 micro-credential as specified in s. 1003.485 and provide
 1669 educational support to improve student literacy.

1670 8. Tutoring in reading.

1671 (e)1. Annually, by a date determined by the Department of
 1672 Education, each school district shall submit a comprehensive
 1673 reading plan approved by the applicable district school board,
 1674 charter school governing board, or lab school board of trustees,
 1675 for the specific use of the evidence-based reading instruction

1676 allocation, based upon a root-cause analysis. The plan shall
 1677 also describe how the district prioritizes the assignment of
 1678 highly effective teachers, as identified in s. 1012.34(2)(e), to
 1679 kindergarten through grade 2 and how reading coaches are
 1680 assigned to individual schools. These two provisions shall be
 1681 approved by the Just Read, Florida Office. The State Regional
 1682 Literacy Director may assist in the development of the plan. The
 1683 department shall provide a plan format. A district school board
 1684 may use the format developed by the department or a format
 1685 developed by the district school board.

1686 2. Intensive reading interventions must be delivered by
 1687 instructional personnel who possess the micro-credential as
 1688 provided in s. 1003.485 or are certified or endorsed in reading
 1689 and must incorporate evidence-based strategies identified by the
 1690 Just Read, Florida! Office pursuant to s. 1001.215(8).

1691 Instructional personnel who possess a micro-credential as
 1692 specified in s. 1003.485 and are delivering intensive reading
 1693 interventions must be supervised by an individual certified or
 1694 endorsed in reading. For the purposes of this subsection, the
 1695 term "supervision" means the ability to communicate by way of
 1696 telecommunication with or physical presence of the certified or
 1697 endorsed personnel for consultation and direction of the actions
 1698 of the personnel with the micro-credential.

1699 3. By July 1 of each year, the department shall release to
 1700 each school district its allocation of appropriated funds. The

1701 department shall evaluate the implementation of each district
 1702 plan, including conducting site visits and collecting specific
 1703 data on expenditures and reading improvement results. By
 1704 February 1 of each year, the department shall report its
 1705 findings to the Legislature and the State Board of Education,
 1706 including any recommendations for improving implementation of
 1707 evidence-based reading and intervention strategies in
 1708 classrooms.

1709
 1710 For purposes of this subsection, the term "evidence-based" means
 1711 demonstrating a statistically significant effect on improving
 1712 student outcomes or other relevant outcomes as provided in 20
 1713 U.S.C. s. 8101(21)(A)(i).

1714 Section 17. Paragraphs (a) and (b) of subsection (8) of
 1715 section 1012.56, Florida Statutes, are amended to read:

1716 1012.56 Educator certification requirements.—

1717 (8) PROFESSIONAL DEVELOPMENT CERTIFICATION AND EDUCATION
 1718 COMPETENCY PROGRAM.—

1719 (a) The Department of Education shall develop and each
 1720 school district, charter school, and charter management
 1721 organization may provide a cohesive competency-based
 1722 professional development certification and education competency
 1723 program by which instructional staff may satisfy the mastery of
 1724 professional preparation and education competence requirements
 1725 specified in subsection (6) and rules of the State Board of

1726 Education. Participants must hold a state-issued temporary
 1727 certificate. A school district, charter school, or charter
 1728 management organization that implements the program shall
 1729 provide a competency-based certification program developed by
 1730 the Department of Education or developed by the district,
 1731 charter school, or charter management organization and approved
 1732 by the Department of Education. The program shall include the
 1733 following:

1734 1. A minimum period of initial preparation before assuming
 1735 duties as the teacher of record.

1736 2. An option for collaboration with other supporting
 1737 agencies or educational entities for implementation.

1738 3. A teacher mentorship and induction component.

1739 a. Each individual selected by the district as a mentor:

1740 (I) Must hold a valid professional certificate issued
 1741 pursuant to this section;

1742 (II) Must have earned at least 3 years of teaching
 1743 experience in prekindergarten through grade 12;

1744 (III) Must have completed specialized training in clinical
 1745 supervision and participate in ongoing mentor training provided
 1746 through the coordinated system of professional development under
 1747 s. 1012.98(3)(e);

1748 (IV) Must have earned an effective or highly effective
 1749 rating on the prior year's performance evaluation under s.

1750 1012.34; and

1751 (V) May be a peer evaluator under the district's
 1752 evaluation system approved under s. 1012.34.

1753 b. The teacher mentorship and induction component must, at
 1754 a minimum, provide weekly opportunities for mentoring and
 1755 induction activities, including common planning time, ongoing
 1756 professional development targeted to a teacher's needs,
 1757 opportunities for a teacher to observe other teachers, co-
 1758 teaching experiences, and reflection and followup discussions.
 1759 Mentorship and induction activities must be provided for an
 1760 applicant's first year in the program and may be provided until
 1761 the applicant attains his or her professional certificate in
 1762 accordance with this section. A principal who is rated highly
 1763 effective as determined by his or her performance evaluation
 1764 under s. 1012.34 must be provided flexibility in selecting
 1765 professional development activities under this paragraph;
 1766 however, the activities must be approved by the department as
 1767 part of the district's, charter school's, or charter management
 1768 organization's program.

1769 4. An assessment of teaching performance aligned to the
 1770 district's system for personnel evaluation under s. 1012.34
 1771 which provides for:

1772 a. An initial evaluation of each educator's competencies
 1773 to determine an appropriate individualized professional
 1774 development plan.

1775 b. A summative evaluation to assure successful completion

1776 of the program.

1777 5. Professional education preparation content knowledge,
1778 which must be included in the mentoring and induction activities
1779 under subparagraph 3., that includes, but is not limited to, the
1780 following:

1781 a. The state standards provided under s. 1003.41,
1782 including scientifically researched and evidence-based ~~based~~
1783 reading instructional strategies grounded in the science of
1784 reading instruction, content literacy, and mathematical
1785 practices, for each subject identified on the temporary
1786 certificate. Reading instructional strategies for foundational
1787 skills shall include phonics instruction for decoding and
1788 encoding as the primary instructional strategy for word reading.
1789 Instructional strategies may not employ the three-cueing system
1790 model of reading or visual memory as a basis for teaching word
1791 reading. Instructional strategies may include visual information
1792 and strategies which improve background and experiential
1793 knowledge, add context, and increase oral language and
1794 vocabulary to support comprehension, but may not be used to
1795 teach word reading.

1796 b. The educator-accomplished practices approved by the
1797 state board.

1798 c. A variety of data indicators for monitoring student
1799 progress.

1800 d. Methodologies for teaching students with disabilities.

1801 e. Methodologies for teaching students of limited English
 1802 proficiency appropriate for each subject area identified on the
 1803 temporary certificate.

1804 f. Techniques and strategies for operationalizing the role
 1805 of the teacher in assuring a safe learning environment for
 1806 students.

1807 6. Required achievement of passing scores on the subject
 1808 area and professional education competency examination required
 1809 by State Board of Education rule. Mastery of general knowledge
 1810 must be demonstrated as described in subsection (3).

1811 7. Beginning with candidates entering a program in the
 1812 2022-2023 school year, a candidate for certification in a
 1813 coverage area identified pursuant to s. 1012.585(3)(f) must
 1814 successfully complete all competencies for a reading
 1815 endorsement, including completion of the endorsement practicum
 1816 through the candidate's demonstration of mastery of professional
 1817 preparation and education competence under paragraph (b).

1818 (b)1. Each school district must and a private school or
 1819 state-supported public school, including a charter school, may
 1820 develop and maintain a system by which members of the
 1821 instructional staff may demonstrate mastery of professional
 1822 preparation and education competence as required by law. Each
 1823 program must be based on classroom application of the Florida
 1824 Educator Accomplished Practices and instructional performance
 1825 and, for public schools, must be aligned with the district's or

1826 state-supported public school's evaluation system established
 1827 under s. 1012.34, as applicable. The program shall include
 1828 scientifically researched and evidence-based reading
 1829 instructional strategies grounded in the science of reading
 1830 which improve reading performance for all students, including
 1831 explicit, systematic, and sequential approaches to teaching
 1832 phonemic awareness, phonics, vocabulary, fluency, text
 1833 comprehension, and multisensory intervention strategies.

1834 2. The Commissioner of Education shall determine the
 1835 continued approval of programs implemented under this paragraph,
 1836 based upon the department's review of performance data. The
 1837 department shall review the performance data as a part of the
 1838 periodic review of each school district's professional
 1839 development system required under s. 1012.98.

1840 Section 18. Paragraphs (a) and (f) of subsection (3) of
 1841 section 1012.585, Florida Statutes, are amended to read:

1842 1012.585 Process for renewal of professional
 1843 certificates.—

1844 (3) For the renewal of a professional certificate, the
 1845 following requirements must be met:

1846 (a) The applicant must earn a minimum of 6 college credits
 1847 or 120 inservice points or a combination thereof. For each area
 1848 of specialization to be retained on a certificate, the applicant
 1849 must earn at least 3 of the required credit hours or equivalent
 1850 inservice points in the specialization area. Education in

1851 "clinical educator" training pursuant to s. 1004.04(5)(b);
 1852 participation in mentorship and induction activities, including
 1853 as a mentor, pursuant to s. 1012.56(8)(a); and credits or points
 1854 that provide training in the area of scientifically researched,
 1855 knowledge-based reading literacy grounded in the science of
 1856 reading, including explicit, systematic, and sequential
 1857 approaches to reading instruction, developing phonemic
 1858 awareness, and implementing multisensory intervention
 1859 strategies, and computational skills acquisition, exceptional
 1860 student education, normal child development, and the disorders
 1861 of development may be applied toward any specialization area.
 1862 Credits or points that provide training in the areas of drug
 1863 abuse, child abuse and neglect, strategies in teaching students
 1864 having limited proficiency in English, or dropout prevention, or
 1865 training in areas identified in the educational goals and
 1866 performance standards adopted pursuant to ss. 1000.03(5) and
 1867 1008.345 may be applied toward any specialization area, except
 1868 specialization areas identified by State Board of Education rule
 1869 that include reading instruction or intervention for any
 1870 students in kindergarten through grade 6. Credits or points
 1871 earned through approved summer institutes may be applied toward
 1872 the fulfillment of these requirements. Inservice points may also
 1873 be earned by participation in professional growth components
 1874 approved by the State Board of Education and specified pursuant
 1875 to s. 1012.98 in the district's approved master plan for

1876 inservice educational training; however, such points may not be
 1877 used to satisfy the specialization requirements of this
 1878 paragraph.

1879 (f) An applicant for renewal of a professional certificate
 1880 in any area of certification identified by State Board of
 1881 Education rule that includes reading instruction or intervention
 1882 for any students in kindergarten through grade 6, with a
 1883 beginning validity date of July 1, 2020, or thereafter, must
 1884 earn a minimum of 2 college credits or the equivalent inservice
 1885 points in evidence-based instruction and interventions grounded
 1886 in the science of reading specifically designed for students
 1887 with characteristics of dyslexia, including the use of explicit,
 1888 systematic, and sequential approaches to reading instruction,
 1889 developing phonological and phonemic awareness, decoding, and
 1890 implementing multisensory intervention strategies. Such training
 1891 must be provided by teacher preparation programs under s.
 1892 1004.04 or s. 1004.85 or approved school district professional
 1893 development systems under s. 1012.98. The requirements in this
 1894 paragraph may not add to the total hours required by the
 1895 department for continuing education or inservice training.

1896 Section 19. Paragraph (b) of subsection (4) and subsection
 1897 (9) of section 1012.98, Florida Statutes, are amended to read:

1898 1012.98 School Community Professional Development Act.—

1899 (4) The Department of Education, school districts,
 1900 schools, Florida College System institutions, and state

1901 universities share the responsibilities described in this
 1902 section. These responsibilities include the following:

1903 (b) Each school district shall develop a professional
 1904 development system as specified in subsection (3). The system
 1905 shall be developed in consultation with teachers, teacher-
 1906 educators of Florida College System institutions and state
 1907 universities, business and community representatives, and local
 1908 education foundations, consortia, and professional
 1909 organizations. The professional development system must:

1910 1. Be reviewed and approved by the department for
 1911 compliance with s. 1003.42(3) and this section. All substantial
 1912 revisions to the system shall be submitted to the department for
 1913 review for continued approval.

1914 2. Be based on analyses of student achievement data and
 1915 instructional strategies and methods that support rigorous,
 1916 relevant, and challenging curricula for all students. Schools
 1917 and districts, in developing and refining the professional
 1918 development system, shall also review and monitor school
 1919 discipline data; school environment surveys; assessments of
 1920 parental satisfaction; performance appraisal data of teachers,
 1921 managers, and administrative personnel; and other performance
 1922 indicators to identify school and student needs that can be met
 1923 by improved professional performance.

1924 3. Provide inservice activities coupled with followup
 1925 support appropriate to accomplish district-level and school-

1926 level improvement goals and standards. The inservice activities
 1927 for instructional personnel shall focus on analysis of student
 1928 achievement data, ongoing formal and informal assessments of
 1929 student achievement, identification and use of enhanced and
 1930 differentiated instructional strategies that emphasize rigor,
 1931 relevance, and reading in the content areas, enhancement of
 1932 subject content expertise, integrated use of classroom
 1933 technology that enhances teaching and learning, classroom
 1934 management, parent involvement, and school safety.

1935 4. Provide inservice activities and support targeted to
 1936 the individual needs of new teachers participating in the
 1937 professional development certification and education competency
 1938 program under s. 1012.56(8) (a).

1939 5. Include a master plan for inservice activities,
 1940 pursuant to rules of the State Board of Education, for all
 1941 district employees from all fund sources. The master plan shall
 1942 be updated annually by September 1, must be based on input from
 1943 teachers and district and school instructional leaders, and must
 1944 use the latest available student achievement data and research
 1945 to enhance rigor and relevance in the classroom. Each district
 1946 inservice plan must be aligned to and support the school-based
 1947 inservice plans and school improvement plans pursuant to s.
 1948 1001.42(18). Each district inservice plan must provide a
 1949 description of the training that middle grades instructional
 1950 personnel and school administrators receive on the district's

1951 code of student conduct adopted pursuant to s. 1006.07;
 1952 integrated digital instruction and competency-based instruction
 1953 and CAPE Digital Tool certificates and CAPE industry
 1954 certifications; classroom management; student behavior and
 1955 interaction; extended learning opportunities for students; and
 1956 instructional leadership. District plans must be approved by the
 1957 district school board annually in order to ensure compliance
 1958 with subsection (1) and to allow for dissemination of research-
 1959 based best practices to other districts. District school boards
 1960 must submit verification of their approval to the Commissioner
 1961 of Education no later than October 1, annually. Each school
 1962 principal may establish and maintain an individual professional
 1963 development plan for each instructional employee assigned to the
 1964 school as a seamless component to the school improvement plans
 1965 developed pursuant to s. 1001.42(18). An individual professional
 1966 development plan must be related to specific performance data
 1967 for the students to whom the teacher is assigned, define the
 1968 inservice objectives and specific measurable improvements
 1969 expected in student performance as a result of the inservice
 1970 activity, and include an evaluation component that determines
 1971 the effectiveness of the professional development plan.

1972 6. Include inservice activities for school administrative
 1973 personnel that address updated skills necessary for
 1974 instructional leadership and effective school management
 1975 pursuant to s. 1012.986.

1976 7. Provide for systematic consultation with regional and
 1977 state personnel designated to provide technical assistance and
 1978 evaluation of local professional development programs.

1979 8. Provide for delivery of professional development by
 1980 distance learning and other technology-based delivery systems to
 1981 reach more educators at lower costs.

1982 9. Provide for the continuous evaluation of the quality
 1983 and effectiveness of professional development programs in order
 1984 to eliminate ineffective programs and strategies and to expand
 1985 effective ones. Evaluations must consider the impact of such
 1986 activities on the performance of participating educators and
 1987 their students' achievement and behavior.

1988 10. For middle grades, emphasize:

1989 a. Interdisciplinary planning, collaboration, and
 1990 instruction.

1991 b. Alignment of curriculum and instructional materials to
 1992 the state academic standards adopted pursuant to s. 1003.41.

1993 c. Use of small learning communities; problem-solving,
 1994 inquiry-driven research and analytical approaches for students;
 1995 strategies and tools based on student needs; competency-based
 1996 instruction; integrated digital instruction; and project-based
 1997 instruction.

1998
 1999 Each school that includes any of grades 6, 7, or 8 must include
 2000 in its school improvement plan, required under s. 1001.42(18), a

2001 description of the specific strategies used by the school to
 2002 implement each item listed in this subparagraph.

2003 11. Provide training to reading coaches, classroom
 2004 teachers, and school administrators in effective methods of
 2005 identifying characteristics of conditions such as dyslexia and
 2006 other causes of diminished phonological processing skills;
 2007 incorporating instructional techniques into the general
 2008 education setting which are proven to improve reading
 2009 performance for all students; and using predictive and other
 2010 data to make instructional decisions based on individual student
 2011 needs. The training must help teachers integrate phonemic
 2012 awareness; phonics, word study, and spelling; reading fluency;
 2013 vocabulary, including academic vocabulary; and text
 2014 comprehension strategies into an explicit, systematic, and
 2015 sequential approach to reading instruction, including
 2016 multisensory intervention strategies. Such training for teaching
 2017 foundational skills shall be based on the science of reading and
 2018 include phonics instruction for decoding and encoding as the
 2019 primary instructional strategy for word reading. Instructional
 2020 strategies included in the training may not employ the three-
 2021 cueing system model of reading or visual memory as a basis for
 2022 teaching word reading. Such instructional strategies may include
 2023 visual information and strategies which improve background and
 2024 experiential knowledge, add context, and increase oral language
 2025 and vocabulary to support comprehension, but may not be used to

2026 teach word reading. Each district must provide all elementary
 2027 grades instructional personnel access to training sufficient to
 2028 meet the requirements of s. 1012.585(3)(f).

2029 (9) This section does not limit or discourage a district
 2030 school board from contracting with independent entities for
 2031 professional development services and inservice education if the
 2032 district school board can demonstrate to the Commissioner of
 2033 Education that, through such a contract, a better product can be
 2034 acquired or its goals for education improvement can be better
 2035 met. Contracted training for teaching foundational skills shall
 2036 be based on the science of reading and include phonics
 2037 instruction for decoding and encoding as the primary
 2038 instructional strategy for word reading. Instructional
 2039 strategies included in the training may not employ the three-
 2040 cueing system model of reading or visual memory as a basis for
 2041 teaching word reading. Such instructional strategies may include
 2042 visual information and strategies which improve background and
 2043 experiential knowledge, add context, and increase oral language
 2044 and vocabulary to support comprehension, but may not be used to
 2045 teach word reading.

2046 Section 20. Paragraphs (a) and (d) of subsection (10) of
 2047 section 1002.37, Florida Statutes, are amended to read:

2048 1002.37 The Florida Virtual School.—

2049 (10) (a) Public school students receiving full-time
 2050 instruction in kindergarten through grade 12 by the Florida

2051 Virtual School must take all statewide assessments required
 2052 pursuant to s. 1008.22 and participate in the coordinated
 2053 screening and progress monitoring system under s. 1008.25(9) ~~s.~~
 2054 ~~1008.25(8)~~.

2055 (d) Unless an alternative testing site is mutually agreed
 2056 to by the Florida Virtual School and the school district or as
 2057 contracted under s. 1008.24, all industry certification
 2058 examinations, national assessments, progress monitoring under s.
 2059 1008.25(9) ~~s. 1008.25(8)~~, and statewide assessments must be
 2060 taken at the school to which the student would be assigned
 2061 according to district school board attendance areas. A school
 2062 district must provide the student with access to the school's
 2063 testing facilities and the date and time of the administration
 2064 of progress monitoring and each examination or assessment.

2065 Section 21. Paragraph (b) of subsection (5) of section
 2066 1002.45, Florida Statutes, is amended to read:

2067 1002.45 Virtual instruction programs.—

2068 (5) STUDENT PARTICIPATION REQUIREMENTS.—Each student
 2069 enrolled in the school district's virtual instruction program
 2070 authorized pursuant to paragraph (1)(c) must:

2071 (b) Take statewide assessments pursuant to s. 1008.22 and
 2072 participate in the coordinated screening and progress monitoring
 2073 system under s. 1008.25(9) ~~s. 1008.25(8)~~. Statewide assessments
 2074 and progress monitoring may be administered within the school
 2075 district in which such student resides, or as specified in the

2076 contract in accordance with s. 1008.24(3). If requested by the
 2077 approved virtual instruction program provider or virtual charter
 2078 school, the district of residence must provide the student with
 2079 access to the district's testing facilities.

2080 Section 22. Paragraph (d) of subsection (6) of section
 2081 1002.53, Florida Statutes, is amended to read:

2082 1002.53 Voluntary Prekindergarten Education Program;
 2083 eligibility and enrollment.—

2084 (6)

2085 (d) Each parent who enrolls his or her child in the
 2086 Voluntary Prekindergarten Education Program must allow his or
 2087 her child to participate in the coordinated screening and
 2088 progress monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~.

2089 Section 23. Paragraphs (a) and (b) of subsection (1),
 2090 paragraph (b) of subsection (4), and paragraph (c) of subsection
 2091 (6) of section 1002.68, Florida Statutes, are amended to read:

2092 1002.68 Voluntary Prekindergarten Education Program
 2093 accountability.—

2094 (1)(a) Beginning with the 2022-2023 program year, each
 2095 private prekindergarten provider and public school participating
 2096 in the Voluntary Prekindergarten Education Program must
 2097 participate in the coordinated screening and progress monitoring
 2098 program in accordance with s. 1008.25(9) ~~s. 1008.25(8)~~. The
 2099 coordinated screening and progress monitoring program results
 2100 shall be used by the department to identify student learning

2101 gains, index development learning outcomes upon program
 2102 completion relative to the performance standards established
 2103 under s. 1002.67 and representative norms, and inform a private
 2104 prekindergarten provider's and public school's performance
 2105 metric.

2106 (b) At a minimum, the initial and final progress
 2107 monitoring or screening must be administered by individuals
 2108 meeting requirements adopted by the department under s.
 2109 1008.25(9) ~~s. 1008.25(8)~~.

2110 (4)

2111 (b) The methodology for calculating a provider's
 2112 performance metric may not include students who are not
 2113 administered the coordinated screening and progress monitoring
 2114 program under s. 1008.25(9) ~~s. 1008.25(8)~~.

2115 (6)

2116 (c) The department shall adopt criteria for granting good
 2117 cause exemptions. Such criteria must include, but are not
 2118 limited to, all of the following:

2119 1. Child demographic data that evidences a private
 2120 prekindergarten provider or public school serves a statistically
 2121 significant population of children with special needs who have
 2122 individual education plans and can demonstrate progress toward
 2123 meeting the goals outlined in the students' individual education
 2124 plans.

2125 2. Learning gains of children served in the Voluntary

2126 Prekindergarten Education Program by the private prekindergarten
 2127 provider or public school on an alternative measure that has
 2128 comparable validity and reliability of the coordinated screening
 2129 and progress monitoring program in accordance with s. 1008.25(9)
 2130 ~~s. 1008.25(8)~~.

2131 3. Program assessment data under subsection (2) which
 2132 demonstrates effective teaching practices as recognized by the
 2133 tool developer.

2134 4. Verification that local and state health and safety
 2135 requirements are met.

2136 Section 24. Subsection (14) of section 1003.01, Florida
 2137 Statutes, is amended to read:

2138 1003.01 Definitions.—As used in this chapter, the term:

2139 (14) "Core-curricula courses" means:

2140 (a) Courses in language arts/reading, mathematics, social
 2141 studies, and science in prekindergarten through grade 3,
 2142 excluding extracurricular courses pursuant to subsection (15);

2143 (b) Courses in grades 4 through 8 in subjects that are
 2144 measured by state assessment at any grade level and courses
 2145 required for middle school promotion, excluding extracurricular
 2146 courses pursuant to subsection (15);

2147 (c) Courses in grades 9 through 12 in subjects that are
 2148 measured by state assessment at any grade level and courses that
 2149 are specifically identified by name in statute as required for
 2150 high school graduation and that are not measured by state

2151 assessment, excluding extracurricular courses pursuant to
 2152 subsection (15);

2153 (d) Exceptional student education courses; and

2154 (e) English for Speakers of Other Languages courses.
 2155

2156 The term is limited in meaning and used for the sole purpose of
 2157 designating classes that are subject to the maximum class size
 2158 requirements established in s. 1, Art. IX of the State
 2159 Constitution. This term does not include courses offered under
 2160 ss. 1002.321(4)(e), 1002.33(7)(a)2.c., 1002.37, 1002.45, and
 2161 1003.499 ~~ss. 1002.321(4)(e), 1002.33(7)(a)2.b., 1002.37,~~
 2162 ~~1002.45, and 1003.499.~~

2163 Section 25. Subsection (1) of section 1008.2125, Florida
 2164 Statutes, is amended to read:

2165 1008.2125 The Council for Early Grade Success.—

2166 (1) The Council for Early Grade Success, a council as
 2167 defined in s. 20.03(7), is created within the Department of
 2168 Education to oversee the coordinated screening and progress
 2169 monitoring program under s. 1008.25(9) ~~s. 1008.25(8)~~ for
 2170 students in the Voluntary Prekindergarten Education Program
 2171 through grade 3 and, except as otherwise provided in this
 2172 section, shall operate consistent with s. 20.052.

2173 (a) The council shall be responsible for reviewing the
 2174 implementation of, training for, and outcomes from the
 2175 coordinated screening and progress monitoring program to provide

2176 recommendations to the department that support grade 3 students
 2177 reading at or above grade level. The council, at a minimum,
 2178 shall:

2179 1. Provide recommendations on the implementation of the
 2180 coordinated screening and progress monitoring program, including
 2181 reviewing any procurement solicitation documents and criteria
 2182 before being published.

2183 2. Develop training plans and timelines for such training.

2184 3. Identify appropriate personnel, processes, and
 2185 procedures required for the administration of the coordinated
 2186 screening and progress monitoring program.

2187 4. Provide input on the methodology for calculating a
 2188 provider's or school's performance metric and designations under
 2189 s. 1002.68(4).

2190 5. Work with the department to review the methodology for
 2191 determining a child's kindergarten readiness.

2192 6. Review data on age-appropriate learning gains by grade
 2193 level that a student would need to attain in order to
 2194 demonstrate proficiency in reading by grade 3.

2195 7. Continually review anonymized data from the results of
 2196 the coordinated screening and progress monitoring program for
 2197 students in the Voluntary Prekindergarten Education Program
 2198 through grade 3 to help inform recommendations to the department
 2199 that support practices that will enable grade 3 students to read
 2200 at or above grade level.

- 2201 (b) The council shall be composed of 17 members who are
 2202 residents of this state and appointed as follows:
- 2203 1. Three members appointed by the Governor, as follows:
 - 2204 a. One representative from the Department of Education.
 - 2205 b. One parent of a child who is 4 to 9 years of age.
 - 2206 c. One representative that is an elementary school
 2207 administrator.
 - 2208 2. Seven members appointed by the President of the Senate,
 2209 as follows:
 - 2210 a. One senator who serves at the pleasure of the President
 2211 of the Senate.
 - 2212 b. One representative of an urban school district.
 - 2213 c. One representative of a rural early learning coalition.
 - 2214 d. One representative of a faith-based early learning
 2215 provider who offers the Voluntary Prekindergarten Education
 2216 Program.
 - 2217 e. One representative who is a second grade teacher who
 2218 has at least 5 years of teaching experience.
 - 2219 f. Two representatives with subject matter expertise in
 2220 early learning, early grade success, or child assessments.
 - 2221 3. Seven members appointed by the Speaker of the House of
 2222 Representatives, as follows:
 - 2223 a. One member of the House of Representatives who serves
 2224 at the pleasure of the Speaker of the House.
 - 2225 b. One representative of a rural school district.

2226 c. One representative of an urban early learning
 2227 coalition.

2228 d. One representative of an early learning provider who
 2229 offers the Voluntary Prekindergarten Education Program.

2230 e. One member who is a kindergarten teacher who has at
 2231 least 5 years of teaching experience.

2232 f. Two representatives with subject matter expertise in
 2233 early learning, early grade success, or child assessment.

2234 4. The four representatives with subject matter expertise
 2235 in sub-subparagraphs 2.f. and 3.f. may not be direct
 2236 stakeholders within the early learning or public school systems.

2237 Section 26. Paragraph (a) of subsection (3), subsection
 2238 (6), paragraphs (b), (e), and (h) of subsection (7), and
 2239 subsection (13) of section 1008.22, Florida Statutes, are
 2240 amended to read:

2241 1008.22 Student assessment program for public schools.—
 2242 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The
 2243 Commissioner of Education shall design and implement a
 2244 statewide, standardized assessment program aligned to the core
 2245 curricular content established in the state academic standards.
 2246 The commissioner also must develop or select and implement a
 2247 common battery of assessment tools that will be used in all
 2248 juvenile justice education programs in the state. These tools
 2249 must accurately measure the core curricular content established
 2250 in the state academic standards. Participation in the assessment

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2251 program is mandatory for all school districts and all students
2252 attending public schools, including adult students seeking a
2253 standard high school diploma under s. 1003.4282 and students in
2254 Department of Juvenile Justice education programs, except as
2255 otherwise provided by law. If a student does not participate in
2256 the assessment program, the school district must notify the
2257 student's parent and provide the parent with information
2258 regarding the implications of such nonparticipation. The
2259 statewide, standardized assessment program shall be designed and
2260 implemented as follows:

2261 (a) Statewide, standardized comprehensive assessments.—

2262 1. The statewide, standardized English Language Arts (ELA)
2263 assessments shall be administered to students in grades 3
2264 through 10. Retake opportunities for the grade 10 ELA assessment
2265 must be provided. Reading passages and writing prompts for ELA
2266 assessments shall incorporate grade-level core curricula content
2267 from social studies. The statewide, standardized Mathematics
2268 assessments shall be administered annually in grades 3 through
2269 8. The statewide, standardized Science assessment shall be
2270 administered annually at least once at the elementary and middle
2271 grades levels. In order to earn a standard high school diploma,
2272 a student who has not earned a passing score on the grade 10 ELA
2273 assessment must earn a passing score on the assessment retake or
2274 earn a concordant score as authorized under subsection (9).

2275 2. Beginning with the 2022-2023 school year, the end-of-

2276 year comprehensive progress monitoring assessment administered
 2277 pursuant to s. 1008.25(9)(b)2. ~~s. 1008.25(8)(b)2.~~ is the
 2278 statewide, standardized ELA assessment for students in grades 3
 2279 through 10 and the statewide, standardized Mathematics
 2280 assessment for students in grades 3 through 8.

2281 (6) LOCAL ASSESSMENT OF STUDENT PERFORMANCE ON STATE
 2282 STANDARDS.—Measurement of student performance is the
 2283 responsibility of school districts except in those subjects and
 2284 grade levels measured under the statewide, standardized
 2285 assessment program described in this section and the coordinated
 2286 screening and progress monitoring system under s. 1008.25(9) ~~s.~~
 2287 ~~1008.25(8)~~. When available, instructional personnel must be
 2288 provided with information on student achievement of standards
 2289 and benchmarks in order to improve instruction.

2290 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

2291 (b) By January of each year, the commissioner shall
 2292 publish on the department's website a uniform calendar that
 2293 includes the assessment and reporting schedules for, at a
 2294 minimum, the next 2 school years. The uniform calendar must be
 2295 provided to school districts in an electronic format that allows
 2296 each school district and public school to populate the calendar
 2297 with, at minimum, the following information for reporting the
 2298 district assessment schedules under paragraph (d):

2299 1. Whether the assessment is a district-required
 2300 assessment or a state-required assessment.

2301 2. The specific date or dates that each assessment will be
 2302 administered, including administrations of the coordinated
 2303 screening and progress monitoring system under s. 1008.25(9)(b)
 2304 ~~s. 1008.25(8)(b)~~.

2305 3. The time allotted to administer each assessment.

2306 4. Whether the assessment is a computer-based assessment
 2307 or a paper-based assessment.

2308 5. The grade level or subject area associated with the
 2309 assessment.

2310 6. The date that the assessment results are expected to be
 2311 available to teachers and parents.

2312 7. The type of assessment, the purpose of the assessment,
 2313 and the use of the assessment results.

2314 8. A glossary of assessment terminology.

2315 9. Estimates of average time for administering state-
 2316 required and district-required assessments, by grade level.

2317 (e) A school district may not schedule more than 5 percent
 2318 of a student's total school hours in a school year to administer
 2319 statewide, standardized assessments; the coordinated screening
 2320 and progress monitoring system under s. 1008.25(9)(b)2. ~~s.~~
 2321 ~~1008.25(8)(b)2.~~; and district-required local assessments. The
 2322 district must secure written consent from a student's parent
 2323 before administering district-required local assessments that,
 2324 after applicable statewide, standardized assessments and
 2325 coordinated screening and progress monitoring are scheduled,

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2326 exceed the 5 percent test administration limit for that student
2327 under this paragraph. The 5 percent test administration limit
2328 for a student under this paragraph may be exceeded as needed to
2329 provide test accommodations that are required by an IEP or are
2330 appropriate for an English language learner who is currently
2331 receiving services in a program operated in accordance with an
2332 approved English language learner district plan pursuant to s.
2333 1003.56. Notwithstanding this paragraph, a student may choose
2334 within a school year to take an examination or assessment
2335 adopted by State Board of Education rule pursuant to this
2336 section and ss. 1007.27, 1008.30, and 1008.44.

2337 (h) The results of statewide, standardized assessment in
2338 ELA and mathematics, science, and social studies, including
2339 assessment retakes, shall be reported in an easy-to-read and
2340 understandable format and delivered in time to provide useful,
2341 actionable information to students, parents, and each student's
2342 current teacher of record and teacher of record for the
2343 subsequent school year; however, in any case, the district shall
2344 provide the results pursuant to this paragraph within 1 week
2345 after receiving the results from the department. A report of
2346 student assessment results must, at a minimum, contain:

2347 1. A clear explanation of the student's performance on the
2348 applicable statewide, standardized assessments.

2349 2. Information identifying the student's areas of strength
2350 and areas in need of improvement.

2351 3. Specific actions that may be taken, and the available
 2352 resources that may be used, by the student's parent to assist
 2353 his or her child based on the student's areas of strength and
 2354 areas in need of improvement.

2355 4. Longitudinal information, if available, on the
 2356 student's progress in each subject area based on previous
 2357 statewide, standardized assessment data.

2358 5. Comparative information showing the student's score
 2359 compared to other students in the school district, in the state,
 2360 or, if available, in other states.

2361 6. Predictive information, if available, showing the
 2362 linkage between the scores attained by the student on the
 2363 statewide, standardized assessments and the scores he or she may
 2364 potentially attain on nationally recognized college entrance
 2365 examinations.

2366
 2367 The information included under this paragraph relating to
 2368 results from the statewide, standardized ELA assessments for
 2369 grades 3 through 10 and Mathematics assessments for grades 3
 2370 through 8 must be included in individual student reports under
 2371 s. 1008.25(9)(c) ~~s. 1008.25(8)(c)~~.

2372 (13) INDEPENDENT REVIEW.—By January 31, 2025, the
 2373 Commissioner of Education shall provide recommendations to the
 2374 Governor, the President of the Senate, and the Speaker of the
 2375 House of Representatives based on an independent review of the

2376 coordinated screening and progress monitoring system under s.
 2377 1008.25(9) ~~s. 1008.25(8)~~. At a minimum, the review and
 2378 recommendations must address:

2379 (a) The feasibility and validity of using results from
 2380 either the first or second administration of progress
 2381 monitoring, or both, in lieu of using the comprehensive, end-of-
 2382 year progress monitoring assessment for purposes of
 2383 demonstrating a passing score, promotion to grade 4, meeting
 2384 graduation requirements, and calculating school grades in
 2385 accordance with s. 1008.34.

2386 (b) Options for further reducing the statewide,
 2387 standardized assessment footprint while maintaining valid and
 2388 reliable data for purposes of school accountability and
 2389 providing school and student supports, including the use of
 2390 computer-adaptive assessments, consistent with the requirements
 2391 of the federal Elementary and Secondary Education Act, 20 U.S.C.
 2392 ss. 6301 et seq. and its implementing regulations.

2393 (c) The feasibility and validity of remotely administering
 2394 statewide, standardized assessments and the coordinated
 2395 screening and progress monitoring system.

2396 (d) Accelerating student progression based on results from
 2397 the coordinated screening and progress monitoring system, as
 2398 academically and developmentally appropriate.

2399 (e) The incorporation of content from ELA instructional
 2400 materials adopted by the Commissioner of Education pursuant to

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2401 s. 1006.34 in test items within the coordinated screening and
 2402 progress monitoring system under s. 1008.25(9) ~~s. 1008.25(8)~~.

2403 (f) The impact of the coordinated screening and progress
 2404 monitoring system on student learning growth data as measured by
 2405 the formula approved under s. 1012.34(7).
 2406

2407 This subsection is repealed July 1, 2025.

2408 Section 27. Subsection (7) of section 1008.34, Florida
 2409 Statutes, is amended to read:

2410 1008.34 School grading system; school report cards;
 2411 district grade.—

2412 (7) TRANSITION.—To assist in the transition to 2022-2023
 2413 school grades and district grades calculated based on the
 2414 comprehensive, end-of-year progress monitoring assessment under
 2415 s. 1008.25(9) ~~s. 1008.25(8)~~, the 2022-2023 school grades and
 2416 district grades shall serve as an informational baseline for
 2417 schools and districts to work toward improved performance in
 2418 future years. Accordingly, notwithstanding any other provision
 2419 of law:

2420 (a) Due to the absence of learning gains data in the 2022-
 2421 2023 school year, the initial school grading scale for the 2022-
 2422 2023 informational baseline grades shall be set so that the
 2423 percentage of schools that earn an "A," "B," "C," "D," and "F"
 2424 is statistically equivalent to the 2021-2022 school grades
 2425 results. When learning gains data becomes available in the 2023-

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2426 | 2024 school year, the State Board of Education shall review the
2427 | school grading scale and determine if the scale should be
2428 | adjusted.

2429 | (b) A school may not be required to select and implement a
2430 | turnaround option pursuant to s. 1008.33 in the 2023-2024 school
2431 | year based on the school's 2022-2023 grade. The benefits of s.
2432 | 1008.33(4)(c), relating to a school being released from
2433 | implementation of the turnaround option, and s. 1008.33(4)(d),
2434 | relating to a school implementing strategies identified in its
2435 | school improvement plan, apply to a school using turnaround
2436 | options pursuant to s. 1008.33 which improves to a grade of "C"
2437 | or higher during the 2022-2023 school year.

2438 | (c) A school or approved provider under s. 1002.45 which
2439 | receives the same or lower school grade for the 2022-2023 school
2440 | year compared to the 2021-2022 school year is not subject to
2441 | sanctions or penalties that would otherwise occur as a result of
2442 | the 2022-2023 school grade or rating. A charter school system or
2443 | school district designated as high performing may not lose the
2444 | designation based on the 2022-2023 school grades of any of the
2445 | schools within the charter school system or school district or
2446 | based on the 2022-2023 district grade, as applicable.

2447 | (d) For purposes of determining grade 3 retention pursuant
2448 | to s. 1008.25(5) and high school graduation pursuant to s.
2449 | 1003.4282, student performance on the 2022-2023 comprehensive,
2450 | end-of-year progress monitoring assessment under s. 1008.25(9)

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2451 ~~s. 1008.25(8)~~ shall be linked to 2021-2022 student performance
 2452 expectations. In addition to the good cause exemptions under s.
 2453 1008.25(7) ~~s. 1008.25(6)~~, a student may be promoted to grade 4
 2454 for the 2023-2024 school year if the student demonstrates an
 2455 acceptable level of performance through means reasonably
 2456 calculated by the school district to provide reliable evidence
 2457 of the student's performance.

2458

2459 This subsection is repealed July 1, 2025.

2460 Section 28. Paragraph (a) of subsection (5) of section
 2461 1008.345, Florida Statutes, is amended to read:

2462 1008.345 Implementation of state system of school
 2463 improvement and education accountability.-

2464 (5) The commissioner shall annually report to the State
 2465 Board of Education and the Legislature and recommend changes in
 2466 state policy necessary to foster school improvement and
 2467 education accountability. The report shall include:

2468 (a) For each school district:

2469 1. The percentage of students, by school and grade level,
 2470 demonstrating learning growth in English Language Arts and
 2471 mathematics.

2472 2. The percentage of students, by school and grade level,
 2473 in both the highest and lowest quartiles demonstrating learning
 2474 growth in English Language Arts and mathematics.

2475 3. The information contained in the school district's

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2476 | annual report required pursuant to s. 1008.25(10) ~~s. 1008.25(9)~~.
 2477 |
 2478 | School reports shall be distributed pursuant to this subsection
 2479 | and s. 1001.42(18)(c) and according to rules adopted by the
 2480 | State Board of Education.
 2481 | Section 29. This act shall take effect July 1, 2023.