

FOR CONSIDERATION By the Committee on Education Pre-K -12

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A bill to be entitled
An act relating to deregulation of public
schools/assessment and accountability, instruction,
and education choice; amending s. 1002.31, F.S.;
revising how often a school district or charter school
must update its school capacity determination;
deleting a requirement relating to school capacity
determination by district school boards; amending s.
1002.3105, F.S.; deleting a requirement that a
performance contract be completed if a student
participates in an Academically Challenging Curriculum
to Enhance Learning option; providing that a
performance contract may be used at the discretion of
the principal; repealing s. 1002.311, F.S., relating
to single-gender programs; amending s. 1002.34, F.S.;
deleting a requirement for the Commissioner of
Education to provide for an annual comparative
evaluation of charter technical career centers and
public technical centers; amending s. 1002.45, F.S.;
deleting the requirement that a notification to
parents regarding virtual instruction be written;
providing construction; amending s. 1002.53, F.S.;
deleting a requirement for a school district to
provide for admission of certain students to a summer
prekindergarten program; amending s. 1002.61, F.S.;
authorizing, rather than requiring, a school district
to administer the Voluntary Prekindergarten Education
Program; providing that a student is eligible for
summer reading camp under certain conditions; amending

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s. 1002.63, F.S.; deleting a requirement for an early learning coalition to verify that certain public schools comply with specified provisions; amending s. 1002.71, F.S.; deleting a requirement for school district funding for certain programs; deleting a requirement for district school board attendance policies for Voluntary Prekindergarten Education Programs; requiring a school district to certify its attendance records for a Voluntary Prekindergarten Education Program; amending s. 1003.4282, F.S.; revising requirements for assessments needed for a student to earn a high school diploma; deleting a requirement for a student who transfers into a public high school to take specified assessments; amending s. 1003.433, F.S.; deleting requirements that must be met by students who transfer to a public school for 11th or 12th grade; amending s. 1003.435, F.S.; deleting an exception for the high school equivalency diploma program; requiring school districts to adopt a policy that allows specified students to take the high school equivalency examination; amending s. 1003.455, F.S.; making technical changes to physical education requirements; amending s. 1003.4935, F.S.; deleting a requirement that the Department of Education collect and report certain data relating to a middle school career and professional academy or career-themed course; repealing s. 1003.4995, F.S., relating to the fine arts report prepared by the Commissioner of Education; repealing s. 1003.4996, F.S., relating to

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the Competency-Based Education Pilot Program; amending s. 1003.49965, F.S.; authorizing, rather than requiring, a school district to hold an Art in the Capitol Competition; amending s. 1003.51, F.S.; deleting a requirement regarding assessment procedures for Department of Juvenile Justice education programs; revising requirements for which assessment results must be included in a student's discharge packet; revising requirements for when a district school board must face sanctions for unsatisfactory performance in its Department of Juvenile Justice programs; amending s. 1003.621, F.S.; deleting a requirement for academically high-performing school districts to submit an annual report to the State Board of Education; amending s. 1006.28, F.S.; revising the definition of the term "adequate instructional materials"; deleting a timeframe requirement for each district school superintendent to notify the department about instructional materials; deleting a requirement for such notification; authorizing, rather than requiring, a school principal to collect the purchase price of instructional materials lost, destroyed, or damaged by a student; amending s. 1006.283, F.S.; deleting a timeframe requirement for a district school superintendent to certify to the Department of Education that instructional materials meet state standards; amending s. 1006.33, F.S.; requiring the Department of Education to advertise bids or proposals for instructional materials within a

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specified timeframe beginning in a specified instructional materials adoption cycle; requiring the department to publish specifications for subject areas within a specified timeframe; amending s. 1006.34, F.S.; requiring the commissioner to publish a list of adopted instructional materials within a specified timeframe beginning in a specified instructional materials adoption cycle; amending s. 1006.40, F.S.; authorizing district school boards to approve an exemption to the purchase of certain instructional materials; revising the timeframe between purchases of instructional materials; amending s. 1008.212, F.S.; revising deadline requirements for a certain written request by an individualized education program team; amending s. 1008.22, F.S.; deleting a requirement that a student pass a certain assessment to earn a high school diploma; deleting a requirement for the commissioner to publish a calendar of assessment and reporting schedules; revising a time requirement for each school district to establish schedules for the administration of statewide, standardized assessments; revising the information that must be included with the schedules; conforming provisions to changes made by the act; deleting a requirement for the commissioner to identify which SAT and ACT scores would satisfy graduation requirements; deleting a requirement for the commissioner to identify comparative scores for the Algebra I end-of-course assessment; amending s. 1008.25, F.S.; providing

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conditions under which a student must be promoted to grade 4; revising timeframe requirements for administering the coordinated screening and progress monitoring system; requiring two administrations of the coordinated screening and progress monitoring system for students in a summer prekindergarten program; conforming a cross-reference; amending s. 1008.33, F.S.; prohibiting a school from being required to use a certain parameter as the sole determining factor to recruit instructional personnel; providing requirements for a rule adopted by the State Board of Education; revising the date by which a school district must submit a memorandum of understanding to the Department of Education; increasing the length of time for which certain school districts must continue a turnaround plan; revising an authorization for the state board to allow a school additional time before implementing a turnaround option; revising requirements for schools that complete a plan cycle; deleting a requirement for a school to implement another turnaround option under certain circumstances; amending s. 1008.332, F.S.; revising a provision relating to the No Child Left Behind Act to relate to the Every Student Succeeds Act; deleting a requirement for committee members to annually report to specified entities; amending s. 1008.34, F.S.; requiring that certain changes made by the state board to the school grades model or school grading scale go into effect in the following school

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year or later; conforming cross-references; amending s. 1008.345, F.S.; deleting a requirement for the Department of Education to develop an annual feedback report; deleting a requirement for the Commissioner of Education to review specified feedback reports and submit findings to the State Board of Education; deleting certain requirements for a report the commissioner produces annually for the state board; conforming a cross reference; amending s. 1000.05, F.S.; conforming cross-references; providing an effective date.

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

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

1002.31 Controlled open enrollment; public school parental choice.—

(2)

(b) Each school district and charter school capacity determinations for its schools, by grade level, must be updated at least twice annually ~~every 12 weeks~~ and be identified on the school district and charter school's websites. ~~In determining the capacity of each district school, the district school board shall incorporate the specifications, plans, elements, and commitments contained in the school district educational facilities plan and the long-term work programs required under s. 1013.35.~~ Each charter school governing board shall determine capacity based upon its charter school contract. Each virtual

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175 charter school and each school district with a contract with an
176 approved virtual instruction program provider shall determine
177 capacity based upon the enrollment requirements established
178 under s. 1002.45(1)(e)4.

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

181 1002.3105 Academically Challenging Curriculum to Enhance
182 Learning (ACCEL) options.—

183 (4) ACCEL REQUIREMENTS.—

184 (c) If a student participates in an ACCEL option pursuant
185 to the parental request under subparagraph (b)1., a performance
186 contract is not required but may be used at the discretion of
187 the principal ~~must be executed by the student, the parent, and~~
188 ~~the principal. At a minimum, the performance contract must~~
189 ~~require compliance with:~~

190 ~~1. Minimum student attendance requirements.~~

191 ~~2. Minimum student conduct requirements.~~

192 ~~3. ACCEL option requirements established by the principal,~~
193 ~~which may include participation in extracurricular activities,~~
194 ~~educational outings, field trips, interscholastic competitions,~~
195 ~~and other activities related to the ACCEL option selected.~~

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

201 Section 3. Section 1002.311, Florida Statutes, is repealed.

202 Section 4. Subsection (19) of section 1002.34, Florida
203 Statutes, is amended to read:

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1002.34 Charter technical career centers.—

~~(19) EVALUATION; REPORT. The Commissioner of Education shall provide for an annual comparative evaluation of charter technical career centers and public technical centers. The evaluation may be conducted in cooperation with the sponsor, through private contracts, or by department staff. At a minimum, the comparative evaluation must address the demographic and socioeconomic characteristics of the students served, the types and costs of services provided, and the outcomes achieved. By December 30 of each year, the Commissioner of Education shall submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Senate and House committees that have responsibility for secondary and postsecondary career and technical education a report of the comparative evaluation completed for the previous school year.~~

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

1002.45 Virtual instruction programs.—

(1) PROGRAM.—

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

a. Full-time and part-time virtual instruction for students

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enrolled in kindergarten through grade 12.

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

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

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

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

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

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

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

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

1002.53 Voluntary Prekindergarten Education Program; eligibility and enrollment.—

(6)

(b) A parent may enroll his or her child with any public school within the school district which is eligible to deliver the Voluntary Prekindergarten Education Program under this part, subject to available space. Each school district may limit the number of students admitted by any public school for enrollment in the ~~school-year~~ program; ~~however, the school district must provide for the admission of every eligible child within the district whose parent enrolls the child in a summer prekindergarten program delivered by a public school under s. 1002.61.~~

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

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

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

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

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

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

298 1002.63 School-year prekindergarten program delivered by
299 public schools.—

300 ~~(9)(a) Each early learning coalition shall verify that each~~
301 ~~public school delivering the Voluntary Prekindergarten Education~~
302 ~~Program within the coalition's service area complies with this~~
303 ~~part.~~

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

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

313 1002.71 Funding; financial and attendance reporting.—

314 (3)

315 ~~(d) For programs offered by school districts pursuant to s.~~
316 ~~1002.61, each district's funding shall be based on a student~~
317 ~~enrollment that is evenly divisible by 12. If the result of~~
318 ~~dividing a district's student enrollment by 12 is not a whole~~
319 ~~number, the district's enrollment calculation shall be adjusted~~

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~~by adding the minimum number of students to produce a student enrollment calculation that is evenly divisible by 12.~~

(6)

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

2. The parent must submit the verification of the student's attendance to the private prekindergarten provider ~~or public school~~ on forms prescribed by the department. The forms must include, in addition to the verification of the student's attendance, a certification, in substantially the following form, that the parent continues to choose the private prekindergarten provider or public school in accordance with s. 1002.53 and directs that payments for the program be made to the provider or school:

VERIFICATION OF STUDENT'S ATTENDANCE
AND CERTIFICATION OF PARENTAL CHOICE

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

...(Signature of Parent)...

...(Date)...

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350 3. The private prekindergarten provider ~~or public school~~
351 must keep each original signed form for at least 2 years. Each
352 private prekindergarten provider must permit the early learning
353 coalition, ~~and each public school must permit the school~~
354 ~~district,~~ to inspect the original signed forms during normal
355 business hours. The department shall adopt procedures for early
356 learning coalitions ~~and school districts~~ to review the original
357 signed forms against the certified student attendance. The
358 review procedures must ~~shall~~ provide for the use of selective
359 inspection techniques, including, but not limited to, random
360 sampling. Each early learning coalition ~~and the school districts~~
361 must comply with the review procedures.

362 (7) The department shall require that administrative
363 expenditures be kept to the minimum necessary for efficient and
364 effective administration of the Voluntary Prekindergarten
365 Education Program. Administrative policies and procedures must
366 ~~shall be revised,~~ to the maximum extent practicable, be revised
367 to incorporate the use of automation and electronic submission
368 of forms, including those required for child eligibility and
369 enrollment, provider and class registration, and monthly
370 certification of attendance for payment. A school district may
371 use its automated daily attendance reporting system for the
372 purpose of maintaining and transmitting attendance records to
373 the early learning coalition in a mutually agreed-upon format.
374 Each school district shall certify the correctness of attendance
375 data submitted to the single point of entry system described in
376 paragraph (5)(a) as required by the department. In addition,
377 actions must ~~shall~~ be taken to reduce paperwork, eliminate the

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duplication of reports, and eliminate other duplicative activities. Each early learning coalition may retain and expend no more than 4.0 percent of the funds paid by the coalition to private prekindergarten providers and public schools under paragraph (5)(b). Funds retained by an early learning coalition under this subsection may be used only for administering the Voluntary Prekindergarten Education Program and may not be used for the school readiness program or other programs.

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

1003.4282 Requirements for a standard high school diploma.—

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(a) *Four credits in English Language Arts (ELA).*—The four credits must be in ELA I, II, III, and IV. ~~A student must pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score, in order to earn a standard high school diploma.~~

(b) *Four credits in mathematics.*—

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

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

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

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

(c) A student who earns the required 24 credits, or the required 18 credits under s. 1002.3105(5), but fails to ~~pass the assessments required under s. 1008.22(3) or~~ achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student

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who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

(6) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS. ~~Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. ss. 6301 et seq. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the student must take and pass the statewide, standardized grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit must ~~shall~~ be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.~~

Section 11. Section 1003.433, Florida Statutes, is amended

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to read:

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

~~(1)~~ Students who enter a Florida public school at the 11th or 12th grade from out of state or out of country may ~~shall~~ not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average ~~and meet the requirements under s. 1008.22.~~

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

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

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

~~(c) Participation in an adult general education program as provided in s. 1004.93 for such time as the student requires to master English, reading, mathematics, or any other subject~~

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~~required for high school graduation. A student attending an adult general education program shall have the opportunity to take any must-pass assessment under s. 1003.4282 or s. 1008.22 an unlimited number of times in order to receive a standard high school diploma.~~

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

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

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

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

1003.435 High school equivalency diploma program.—

(4) (a) A candidate for a high school equivalency diploma must ~~shall~~ be at least 18 years of age on the date of the examination, except that ~~in extraordinary circumstances, as provided for in rules of the district school board of the~~

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~~district in which the candidate resides or attends school, a~~
candidate may take the examination after reaching the age of 16
with the written permission of her or her parent or guardian.
School districts shall adopt a policy to allow for such written
permission by a parent or guardian.

Section 13. Subsection (6) of section 1003.455, Florida
Statutes, is amended to read:

1003.455 Physical education; assessment.—

(6) In addition to the requirements in subsection (3), each
district school board shall provide at least 100 minutes of
supervised and, safe, ~~and unstructured~~ free-play recess each
week for students in kindergarten through grade 5 so that there
are at least 20 ~~consecutive~~ minutes of free-play recess per day.
This requirement does not apply to charter schools.

Section 14. Subsection (3) of section 1003.4935, Florida
Statutes, is amended to read:

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

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

Section 15. Section 1003.4995, Florida Statutes, is
repealed.

Section 16. Section 1003.4996, Florida Statutes, is
repealed.

Section 17. Subsection (2) of section 1003.49965, Florida

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Statutes, is amended to read:

1003.49965 Art in the Capitol Competition.—

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

Section 18. Paragraphs (g) and (r) of subsection (2) of section 1003.51, Florida Statutes, are amended to read:

1003.51 Other public educational services.—

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

(g) Assessment procedures, which—

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

~~2.~~ provide for determination of the areas of academic need and strategies for appropriate intervention and instruction for each student in a detention facility within 5 school days after

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581 the student's entry into the program and administer a research-
582 based assessment that will assist the student in determining his
583 or her educational and career options and goals within 22 school
584 days after the student's entry into the program.

585
586 The results of the ~~these~~ assessments required under this
587 paragraph and under s. 1003.52(3)(d), together with a portfolio
588 depicting the student's academic and career accomplishments,
589 must ~~shall~~ be included in the discharge packet assembled for
590 each student.

591 (r) A series of graduated sanctions for district school
592 boards whose educational programs in Department of Juvenile
593 Justice programs are considered to be unsatisfactory and for
594 instances in which district school boards fail to meet standards
595 prescribed by law, rule, or State Board of Education policy.
596 These sanctions must ~~shall~~ include the option of requiring a
597 district school board to contract with a provider or another
598 district school board if the educational program at the
599 Department of Juvenile Justice program is performing below
600 minimum standards ~~and, after 6 months, is still performing below~~
601 ~~minimum standards.~~

602 Section 19. Subsection (4) of section 1003.621, Florida
603 Statutes, is amended to read:

604 1003.621 Academically high-performing school districts.—It
605 is the intent of the Legislature to recognize and reward school
606 districts that demonstrate the ability to consistently maintain
607 or improve their high-performing status. The purpose of this
608 section is to provide high-performing school districts with
609 flexibility in meeting the specific requirements in statute and

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rules of the State Board of Education.

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

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

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

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

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

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

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

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

Section 20. Paragraph (a) of subsection (1), paragraph (b) of subsection (3), and paragraph (b) of subsection (4) of section 1006.28, Florida Statutes, are amended to read:

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

(1) DEFINITIONS.—

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

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

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

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

(3) DISTRICT SCHOOL SUPERINTENDENT.—

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

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

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668 school:

669 (b) *Money collected for lost or damaged instructional*
670 *materials; enforcement.*—The school principal may ~~shall~~ collect
671 from each student or the student's parent the purchase price of
672 any instructional material the student has lost, destroyed, or
673 unnecessarily damaged and to report and transmit the money
674 collected to the district school superintendent. The failure to
675 collect such sum upon reasonable effort by the school principal
676 may result in the suspension of the student from participation
677 in extracurricular activities or satisfaction of the debt by the
678 student through community service activities at the school site
679 as determined by the school principal, pursuant to policies
680 adopted by district school board rule.

681 Section 21. Subsection (1) of section 1006.283, Florida
682 Statutes, is amended to read:

683 1006.283 District school board instructional materials
684 review process.—

685 (1) A district school board or consortium of school
686 districts may implement an instructional materials program that
687 includes the review, recommendation, adoption, and purchase of
688 instructional materials. The district school superintendent
689 shall annually certify to the department ~~by March 31 of each~~
690 ~~year~~ that all instructional materials for core courses used by
691 the district are aligned with applicable state standards. A list
692 of the core instructional materials that will be used or
693 purchased for use by the school district shall be included in
694 the certification.

695 Section 22. Paragraph (a) of subsection (1) of section
696 1006.33, Florida Statutes, is amended to read:

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1006.33 Bids or proposals; advertisement and its contents.—

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

2. Beginning with the 2026 instructional materials adoption cycle, on or before October 15 of any year and 2 years before any instructional materials adoption period, the department shall advertise in the Florida Administrative Register 4 weeks preceding the date on which the bids must be received that at a certain designated time not later than November 15, sealed bids or proposals to be deposited with the department will be received from publishers or manufacturers for the furnishing of instructional materials proposed to be adopted as listed in the advertisement beginning April 1 following the adoption. The department shall publish its specifications for each subject for which instructional materials are to be adopted a minimum of 180 days before the date on which it will place such advertisement.

Section 23. Paragraph (a) of subsection (2) of section 1006.34, Florida Statutes, is amended to read:

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

(2) SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS.—

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(a) The department shall notify all publishers and manufacturers of instructional materials who have submitted bids that within 3 weeks after the deadline for receiving bids, at a designated time and place, it will open the bids submitted and deposited with it. At the time and place designated, the bids must ~~shall~~ be opened, read, and tabulated in the presence of the bidders or their representatives. No one may revise his or her bid after the bids have been filed. When all bids have been carefully considered, the commissioner shall, from the list of suitable, usable, and desirable instructional materials reported by the state instructional materials reviewers, select and adopt instructional materials for each grade and subject field in the curriculum of public elementary, middle, and high schools in which adoptions are made and in the subject areas designated in the advertisement. Beginning with the 2026 instructional materials adoption cycle, the commissioner shall publish the list of adopted instructional materials not later than July 31 of the year preceding the beginning of the adoption period. The adoption must ~~shall~~ continue for the period specified in the advertisement, beginning on the ensuing April 1. The adoption may ~~shall~~ not prevent the extension of a contract as provided in subsection (3). The commissioner shall always reserve the right to reject any and all bids. The commissioner may ask for new sealed bids from publishers or manufacturers whose instructional materials were recommended by the state instructional materials reviewers as suitable, usable, and desirable; specify the dates for filing such bids and the date on which they must ~~shall~~ be opened; and proceed in all matters regarding the opening of bids and the awarding of contracts as required by this part. In all

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cases, bids must ~~shall~~ be accompanied by a cash deposit or certified check of from \$500 to \$2,500, as the department may direct. The department shall, in adopting instructional materials, ~~shall~~ give due consideration both to the prices bid for furnishing instructional materials and to the report and recommendations of the state instructional materials reviewers. When the commissioner has finished with the report of the state instructional materials reviewers, the report must ~~shall~~ be filed and preserved with the department and must ~~shall~~ be available at all times for public inspection.

Section 24. Subsection (2) of section 1006.40, Florida Statutes, is amended to read:

1006.40 Purchase of instructional materials.—

(2) Each district school board must purchase current instructional materials to provide students ~~each student~~ in kindergarten through grade 12 with a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. If deemed appropriate by the district school board, it may approve an exemption to such purchase for certain courses. Such purchase must be made within the first 5 ~~3~~ years after the effective date of the adoption cycle unless a district school board or a consortium of school districts has implemented an instructional materials program pursuant to s. 1006.283.

Section 25. Subsection (3) of section 1008.212, Florida Statutes, is amended to read:

1008.212 Students with disabilities; extraordinary exemption.—

(3) The IEP team, which must include the parent, may submit

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to the district school superintendent a written request for an extraordinary exemption at any time during the school year, subject to deadlines established by the district school superintendent ~~but not later than 60 days before the current year's assessment administration for which the request is made.~~

A request must include all of the following:

(a) A written description of the student's disabilities, including a specific description of the student's impaired sensory, manual, or speaking skills.

(b) Written documentation of the most recent evaluation data.

(c) Written documentation, if available, of the most recent administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment.

(d) A written description of the condition's effect on the student's participation in the statewide standardized assessment, an end-of-course assessment, or an alternate assessment.

(e) Written evidence that the student has had the opportunity to learn the skills being tested.

(f) Written evidence that the student has been provided appropriate instructional accommodations.

(g) Written evidence as to whether the student has had the opportunity to be assessed using the instructional accommodations on the student's IEP which are allowable in the administration of the statewide standardized assessment, an end-of-course assessment, or an alternate assessment in prior assessments.

(h) Written evidence of the circumstance or condition as

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defined in subsection (1).

Section 26. Paragraphs (a) and (d) of subsection (3), paragraphs (b), (d), (e), and (h) of subsection (7), and subsections (9) and (10) of section 1008.22, Florida Statutes, are amended to read:

1008.22 Student assessment program for public schools.—

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

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

1. The statewide, standardized English Language Arts (ELA) assessments shall be administered to students in grades 3 through 10. Retake opportunities for the grade 10 ELA assessment

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

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

858 (d) *Students with disabilities; Florida Alternate*
859 *Assessment.*—

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

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

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designated on the student's transcript. The statement of waiver shall be limited to a statement that performance on an assessment was waived for the purpose of receiving a course grade ~~or a standard high school diploma~~, as applicable.

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

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

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

c. If a student's IEP states that online administration of

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a statewide, standardized assessment will significantly impair the student's ability to perform, the assessment must ~~shall~~ be administered in hard copy.

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

(7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.—

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

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

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

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

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

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

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

~~7. The type of assessment, the purpose of the assessment,~~

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and the use of the assessment results.

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

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

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

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

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

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

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

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

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

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987 areas in need of improvement.

988 4. Longitudinal information, if available, on the student's
989 progress in each subject area based on previous statewide,
990 standardized assessment data.

991 5. Comparative information showing the student's score
992 compared to other students in the school district, in the state,
993 or, if available, in other states.

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

999
1000 The information included under this paragraph relating to
1001 results from the statewide, standardized ELA assessments for
1002 grades 3 through 10 and Mathematics assessments for grades 3
1003 through 8 must be included in individual student reports under
1004 s. 1008.25(9)(c).

1005 ~~(9) CONCORDANT SCORES. The Commissioner of Education must~~
1006 ~~identify scores on the SAT and ACT that if achieved satisfy the~~
1007 ~~graduation requirement that a student pass the grade 10 ELA~~
1008 ~~assessment. The commissioner may identify concordant scores on~~
1009 ~~assessments other than the SAT and ACT. If the content or~~
1010 ~~scoring procedures change for the grade 10 ELA assessment, new~~
1011 ~~concordant scores must be determined. If new concordant scores~~
1012 ~~are not timely adopted, the last adopted concordant scores~~
1013 ~~remain in effect until such time as new scores are adopted. The~~
1014 ~~state board shall adopt concordant scores in rule.~~

1015 ~~(10) COMPARATIVE SCORES FOR END-OF-COURSE (EOC)~~

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1016 ~~ASSESSMENT. The Commissioner of Education must identify one or~~
1017 ~~more comparative scores for the Algebra I EOC assessment. If the~~
1018 ~~content or scoring procedures change for the EOC assessment, new~~
1019 ~~comparative scores must be determined. If new comparative scores~~
1020 ~~are not timely adopted, the last adopted comparative scores~~
1021 ~~remain in effect until such time as new scores are adopted. The~~
1022 ~~state board shall adopt comparative scores in rule.~~

1023 Section 27. Paragraph (c) of subsection (5), paragraphs (b)
1024 and (c) of subsections (7), and subsection (9) of section
1025 1008.25, Florida Statutes, are amended, to read:

1026 1008.25 Public school student progression; student support;
1027 coordinated screening and progress monitoring; reporting
1028 requirements.—

1029 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

1030 (c) To be promoted to grade 4, a student must score a Level
1031 2 or higher on the statewide, standardized English Language Arts
1032 assessment required under s. 1008.22 for grade 3. If a student's
1033 reading deficiency is not remedied by the end of grade 3, as
1034 demonstrated by scoring Level 2 or higher on the statewide,
1035 standardized assessment required under s. 1008.22 for grade 3,
1036 the student must be retained unless the parent determines
1037 retention is not in the best interest of the student and
1038 approves a good cause exemption pursuant to paragraph (7)(b).

1039 (7) ELIMINATION OF SOCIAL PROMOTION.—

1040 (b) The district school board may only exempt students from
1041 mandatory retention, as provided in paragraph (5)(c), for good
1042 cause. A student who is promoted to grade 4 with a good cause
1043 exemption shall be provided intensive reading instruction and
1044 intervention that include specialized diagnostic information and

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specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. Good cause exemptions are limited to the following:

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

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

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

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

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

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

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

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

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

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

2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained, subject to a parent's permission pursuant to subparagraph (b)7. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to

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the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.

(9) COORDINATED SCREENING AND PROGRESS MONITORING SYSTEM.—

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

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

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

3. Be a valid, reliable, and developmentally appropriate computer-based direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading or mathematics, including identifying students with characteristics of dyslexia, dyscalculia, and other learning disorders; and informs instruction. Any student identified by the system as having characteristics of dyslexia or dyscalculia

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shall undergo further screening. Beginning with the 2023-2024 school year, the coordinated screening and progress monitoring system must be computer-adaptive.

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

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

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

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

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

1. For students in the Voluntary Prekindergarten Education Program through grade 2, the coordinated screening and progress monitoring system must be administered at least three times

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1161 within a ~~program year or~~ school year, ~~as applicable~~, with the
1162 first administration occurring no later than the first 10 ~~30~~
1163 instructional days after a student's enrollment or the start of
1164 the ~~program year or~~ school year, the second administration
1165 occurring midyear, and the third administration occurring within
1166 the last 10 ~~30~~ days of the ~~program or~~ school year pursuant to
1167 state board rule. The state board may adopt alternate timeframes
1168 to address nontraditional school year calendars or summer
1169 programs to ensure the coordinated screening and progress
1170 monitoring program is administered a minimum of three times
1171 within a year or program.

1172 2. For students in the summer prekindergarten program, the
1173 coordinated screening and progress monitoring system must be
1174 administered two times, with the first administration occurring
1175 no later than the first 10 instructional days after a student's
1176 enrollment or the start of the summer prekindergarten program,
1177 and the second administration occurring within the last 10 days
1178 of the summer prekindergarten program pursuant to state board
1179 rule.

1180 3. For grades 3 through 10 English Language Arts and grades
1181 3 through 8 Mathematics, the coordinated screening and progress
1182 monitoring system must be administered at the beginning, middle,
1183 and end of the school year pursuant to state board rule. The
1184 end-of-year administration of the coordinated screening and
1185 progress monitoring system must be a comprehensive progress
1186 monitoring assessment administered in accordance with the
1187 scheduling requirements under s. 1008.22(7) ~~s. 1008.22(7)(e)~~.

1188 (c) To facilitate timely interventions and supports
1189 pursuant to subsection (4), the system must provide results from

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the first two administrations of the progress monitoring to a student's teacher within 1 week and to the student's parent within 2 weeks of the administration of the progress monitoring. Delivery of results from the comprehensive, end-of-year progress monitoring ELA assessment for grades 3 through 10 and Mathematics assessment for grades 3 through 8 must be in accordance with s. 1008.22(7) ~~s. 1008.22(7)(h)~~.

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

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

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

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1219 4. An individual student report must be provided in a
1220 printed format upon a parent's request.

1221 (d) Screening and progress monitoring system results,
1222 including the number of students who demonstrate characteristics
1223 of dyslexia and dyscalculia, shall be reported to the department
1224 pursuant to state board rule and maintained in the department's
1225 Education Data Warehouse. Results must be provided to a
1226 student's teacher and parent in a timely manner as required in
1227 s. 1008.22(7)(f) ~~s. 1008.22(7)(g)~~.

1228 (e) The department, in collaboration with the Office of
1229 Early Learning, shall provide training and support for effective
1230 implementation of the screening and progress monitoring system.

1231 Section 28. Paragraph (c) of subsection (3) and subsection
1232 (4) of section 1008.33, Florida Statutes, are amended to read:
1233 1008.33 Authority to enforce public school improvement.—

1234 (3)

1235 (c) The state board shall adopt by rule a differentiated
1236 matrix of intervention and support strategies for assisting
1237 traditional public schools identified under this section and
1238 rules for implementing s. 1002.33(9)(n), relating to charter
1239 schools. The intervention and support strategies must address
1240 student performance and may include improvement planning;
1241 leadership quality improvement; educator quality improvement;
1242 professional development; curriculum review, pacing, and
1243 alignment across grade levels to improve background knowledge in
1244 social studies, science, and the arts; and the use of continuous
1245 improvement and monitoring plans and processes. In addition, the
1246 state board may prescribe reporting requirements to review and
1247 monitor the progress of the schools. The rule must define the

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1248 intervention and support strategies for school improvement for
1249 schools earning a grade of "D" or "F" and the roles for the
1250 district and department. A school may not be required to use the
1251 measure of student learning growth in s. 1012.34(7) as the sole
1252 determinant to recruit instructional personnel. The rule must
1253 create a timeline for a school district's school improvement
1254 plan or district-managed turnaround plan to be approved and for
1255 the school improvement funds under Title I to be released to the
1256 school district. The timeline established in rule for the
1257 release of school improvement funding under Title I may not
1258 exceed 20 calendar days after the approval of the school
1259 improvement plan or district-managed turnaround plan.

1260 (4) (a) The state board shall apply intensive intervention
1261 and support strategies tailored to the needs of schools earning
1262 two consecutive grades of "D" or a grade of "F." In the first
1263 full school year after a school initially earns a grade of "D,"
1264 the school district must immediately implement intervention and
1265 support strategies prescribed in rule under paragraph (3) (c).
1266 For a school that initially earns a grade of "F" or a second
1267 consecutive grade of "D," the school district must either
1268 continue implementing or immediately begin implementing
1269 intervention and support strategies prescribed in rule under
1270 paragraph (3) (c) and provide the department, by September 15 ~~1~~,
1271 with the memorandum of understanding negotiated pursuant to s.
1272 1001.42(21) and, by October 1, a district-managed turnaround
1273 plan for approval by the state board. The district-managed
1274 turnaround plan may include a proposal for the district to
1275 implement an extended school day, a summer program, a
1276 combination of an extended school day and a summer program, or

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any other option authorized under paragraph (b) for state board approval. A school district is not required to wait until a school earns a second consecutive grade of "D" to submit a turnaround plan for approval by the state board under this paragraph. Upon approval by the state board, the school district must implement the plan for the remainder of the school year and continue the plan for 4 ± full school years ~~year~~. The state board may allow a school an additional year of implementation before the school must implement a turnaround option required under paragraph (b) if the school earns a first grade of "C" or higher after the fourth ~~it determines that the school is likely to improve to a grade of "C" or higher after the first full school~~ year of implementation.

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

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

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

3. Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services identified in state board rule, which may include school leadership, educational modalities, teacher and leadership professional development, curriculum, operation and management

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services, school-based administrative staffing, budgeting, scheduling, other educational service provider functions, or any combination thereof. Selection of an outside entity may include one or a combination of the following:

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

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

c. A contractual agreement that allows for the school to become a community school model as defined in s. 1003.64(2)(c).

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

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

~~(d) If a school earning two consecutive grades of "D" or a~~

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grade of "F" does not improve to a grade of "C" or higher after
2 school years of implementing the turnaround option selected by
the school district under paragraph (b), the school district
must implement another turnaround option. Implementation of the
turnaround option must begin the school year following the
implementation period of the existing turnaround option, unless
the state board determines that the school is likely to improve
to a grade of "C" or higher if additional time is provided to
implement the existing turnaround option.

Section 29. Section 1008.332, Florida Statutes, is amended
to read:

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

Section 30. Paragraph (c) of subsection (3) and subsection
(5) of section 1008.34, Florida Statutes, are amended to read:

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

(3) DESIGNATION OF SCHOOL GRADES.—

(c)1. The calculation of a school grade shall be based on
the percentage of points earned from the components listed in

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subparagraph (b)1. and, if applicable, subparagraph (b)2. The State Board of Education shall adopt in rule a school grading scale that sets the percentage of points needed to earn each of the school grades listed in subsection (2). There shall be at least five percentage points separating the percentage thresholds needed to earn each of the school grades. The state board shall annually review the percentage of school grades of "A" and "B" for the school year to determine whether to adjust the school grading scale upward for the following school year's school grades. The first adjustment would occur no earlier than the 2023-2024 school year. An adjustment must be made if the percentage of schools earning a grade of "A" or "B" in the current year represents 75 percent or more of all graded schools within a particular school type, which consists of elementary, middle, high, and combination. The adjustment must reset the minimum required percentage of points for each grade of "A," "B," "C," or "D" at the next highest percentage ending in the numeral 5 or 0, whichever is closest to the current percentage. Annual reviews of the percentage of schools earning a grade of "A" or "B" and adjustments to the required points must be suspended when the following grading scale for a specific school type is achieved:

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

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

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

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

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school, middle to high school, and high school to postsecondary institutions and careers.

Section 31. Subsections (3), (4), and (5) of section 1008.345, Florida Statutes, are amended to read:

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

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

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

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

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

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

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

(c)3. The information contained in the school district's

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annual report required pursuant to s. 1008.25(10).

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

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

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

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

Section 32. Paragraph (d) of subsection (2) of section 1000.05, Florida Statutes, is amended to read:

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

(2)

(d) Students may be separated by sex for a single-gender

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1480 program ~~as provided under s. 1002.311,~~ for any portion of a
1481 class that deals with human reproduction, or during
1482 participation in bodily contact sports. For the purpose of this
1483 section, bodily contact sports include wrestling, boxing, rugby,
1484 ice hockey, football, basketball, and other sports in which the
1485 purpose or major activity involves bodily contact.

1486 Section 33. This act shall take effect July 1, 2024.