

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

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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~~

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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

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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

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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

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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

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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



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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

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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:

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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

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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



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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

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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.

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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.

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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

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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



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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

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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

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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

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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

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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



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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

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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

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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).

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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

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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



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)

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.