

26 covered by certain plans; revising the parental
27 notification requirements for students with a
28 substantial deficiency in reading; requiring the
29 Department of Education to develop or contract with
30 another entity to develop a handbook containing
31 specific information for parents of students with a
32 substantial reading deficiency; defining the terms
33 "dyslexia" and "dyscalculia"; requiring schools to
34 provide certain instruction to students who received a
35 good cause exemption from retention; revising grounds
36 for such good cause exemption; revising intervention
37 requirements for certain retained students; revising
38 provisions relating to the Intensive Acceleration
39 Class for retained students in certain grades;
40 revising student progress evaluation requirements;
41 amending s. 1008.345, F.S.; revising reporting
42 requirements of the Commissioner of Education relating
43 to the state system of school improvement and
44 education accountability; amending s. 1011.67, F.S.;
45 revising the contents of a comprehensive staff
46 development plan required for each school district to
47 receive instructional materials funds; amending s.
48 1012.585, F.S.; revising requirements for renewal of
49 professional teaching certificates; amending s.
50 1012.586, F.S.; authorizing the department to

51 recommend consolidation of endorsement areas and
 52 requirements for endorsements for teacher
 53 certificates; requiring the department to review and
 54 make recommendations regarding certain subject
 55 coverage or endorsement requirements; providing
 56 construction; amending s. 1012.98, F.S.; revising
 57 duties and requirements for implementation of the
 58 School Community Professional Development Act;
 59 providing an effective date.

60

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

62

63 Section 1. Section 1001.215, Florida Statutes, is amended
 64 to read:

65 1001.215 Just Read, Florida! Office.—There is created in
 66 the Department of Education the Just Read, Florida! Office. The
 67 office is ~~shall be~~ fully accountable to the Commissioner of
 68 Education and shall:

69 (1) Train ~~highly effective~~ reading coaches.

70 (2) Create multiple designations of effective reading
 71 instruction, with accompanying credentials, to enable ~~which~~
 72 ~~encourage~~ all teachers to integrate reading instruction into
 73 their content areas.

74 (3) Provide training to ~~Train~~ K-12 teachers, reading
 75 coaches, and school principals on effective content-area-

76 | specific reading strategies; the integration of content-rich
 77 | texts from other core subject areas into reading instruction;
 78 | evidence-based reading strategies identified in subsection (7);
 79 | and technology tools to improve student reading performance. For
 80 | secondary teachers, emphasis shall be on technical text. These
 81 | strategies must be developed for all content areas in the K-12
 82 | curriculum.

83 | (4) Provide parents with information and strategies for
 84 | assisting their children in reading, including reading in the
 85 | content areas ~~area~~.

86 | (5) Provide technical assistance to school districts in
 87 | the development and implementation of district plans for use of
 88 | the research-based reading instruction allocation provided in s.
 89 | 1011.62(9) and annually review and approve such plans.

90 | (6) Review, evaluate, and provide technical assistance to
 91 | school districts' implementation of the K-12 comprehensive
 92 | reading plan required in s. 1011.62(9).

93 | (7) Work with the Florida Center for Reading Research to
 94 | identify evidence-based reading instructional and intervention
 95 | programs that incorporate explicit, systematic, sequential, and
 96 | multisensory approaches to teaching phonemic awareness, phonics,
 97 | vocabulary, fluency, and text comprehension and incorporate
 98 | decodable or phonetic text instructional ~~provide information on~~
 99 | ~~research-based reading programs and effective reading in the~~
 100 | ~~content area~~ strategies. Reading intervention includes evidence-

101 based strategies frequently used to remediate reading
102 deficiencies and includes individual instruction, tutoring,
103 mentoring, or the use of technology that targets specific
104 reading skills and abilities.

105 (8) Periodically review the Next Generation Sunshine State
106 Standards for English Language Arts to determine their
107 appropriateness at each grade level ~~reading at all grade levels.~~

108 (9) Periodically review teacher certification requirements
109 and examinations, including alternative certification
110 requirements and examinations ~~exams~~, to ascertain whether the
111 examinations measure the skills needed for evidence-based
112 ~~research-based~~ reading instruction and instructional strategies
113 for teaching reading, including reading in ~~the~~ content areas.

114 (10) Work with teacher preparation programs approved
115 pursuant to ss. ~~s.~~ 1004.04 and 1004.85 to integrate effective,
116 research-based, and evidence-based reading instructional and
117 intervention strategies; ~~and~~ reading in ~~the~~ content area
118 instructional strategies; and explicit, systematic, and
119 multisensory reading instructional strategies into teacher
120 preparation programs.

121 (11) Administer grants and perform other functions as
122 necessary to help ~~meet the goal that all students read at their~~
123 highest potential ~~grade level.~~

124 Section 2. Subsection (11) of section 1002.20, Florida
125 Statutes, is amended to read:

126 1002.20 K-12 student and parent rights.—Parents of public
 127 school students must receive accurate and timely information
 128 regarding their child's academic progress and must be informed
 129 of ways they can help their child to succeed in school. K-12
 130 students and their parents are afforded numerous statutory
 131 rights including, but not limited to, the following:

132 (11) STUDENTS WITH READING DEFICIENCIES.—The parent of any
 133 K-3 student who exhibits a substantial reading deficiency shall
 134 be immediately notified of the student's deficiency pursuant to
 135 s. 1008.25(5) and ~~with a description and explanation, in terms~~
 136 ~~understandable to the parent, of the exact nature of the~~
 137 ~~student's difficulty in learning and lack of achievement in~~
 138 ~~reading,~~ shall be consulted in the development of a plan, as
 139 described in s. 1008.25(4) (b); ~~and shall be informed that the~~
 140 ~~student will be given intensive reading instruction until the~~
 141 ~~deficiency is corrected. This subsection operates in addition to~~
 142 ~~the remediation and notification provisions contained in s.~~
 143 ~~1008.25 and in no way reduces the rights of a parent or the~~
 144 ~~responsibilities of a school district under that section.~~

145 Section 3. Subsection (2) of section 1002.69, Florida
 146 Statutes, is amended to read:

147 1002.69 Statewide kindergarten screening; kindergarten
 148 readiness rates; state-approved prekindergarten enrollment
 149 screening; good cause exemption.—

150 (2) The statewide kindergarten screening shall provide

151 objective data concerning each student's readiness for
152 kindergarten and progress in attaining the performance standards
153 adopted by the office under s. 1002.67(1). Data from the
154 screening, along with other available data, must be used to
155 identify students in need of intervention and support pursuant
156 to s. 1008.25(5).

157 Section 4. Paragraph (b) of subsection (2), paragraph (a)
158 of subsection (4), and subsection (5) of section 1004.04,
159 Florida Statutes, are amended to read:

160 1004.04 Public accountability and state approval for
161 teacher preparation programs.—

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

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

166 1. The Florida Educator Accomplished Practices.
167 2. The state-adopted content standards.
168 3. Scientifically researched and evidence-based reading
169 instruction strategies, including explicit, systematic, and
170 multisensory approaches to reading instruction and intervention
171 which are proven to improve reading performance for all
172 students.

173 4. Content literacy and mathematics practices.

174 5. Strategies appropriate for the instruction of English
175 language learners.

176 6. Strategies appropriate for the instruction of students
177 with disabilities.

178 7. School safety.

179 (4) CONTINUED PROGRAM APPROVAL.—Continued approval of a
180 teacher preparation program shall be based upon evidence that
181 the program continues to implement the requirements for initial
182 approval and upon significant, objective, and quantifiable
183 measures of the program and the performance of the program
184 completers.

185 (a) The criteria for continued approval must include each
186 of the following:

187 1. Documentation ~~from the program~~ that each program
188 candidate met the admission requirements provided in subsection
189 (3).

190 2. Documentation ~~from the program~~ that the program and
191 each program completer have met the requirements provided in
192 subsection (2).

193 3. Documentation that each program completer received
194 instruction in technology literacy through the program's
195 content-area and pedagogy coursework.

196 ~~4.3.~~ Evidence of performance in each of the following
197 areas:

198 a. Placement rate of program completers into instructional
199 positions in Florida public schools and private schools, if
200 available.

201 b. Rate of retention for employed program completers in
 202 instructional positions in Florida public schools.

203 c. Performance of students in prekindergarten through
 204 grade 12 who are assigned to in-field program completers on
 205 statewide assessments using the results of the student learning
 206 growth formula adopted under s. 1012.34.

207 d. Performance of students in prekindergarten through
 208 grade 12 who are assigned to in-field program completers
 209 aggregated by student subgroup, as defined in the federal
 210 Elementary and Secondary Education Act (ESEA), 20 U.S.C. s.
 211 6311(b) (2) (C) (v) (II), as a measure of how well the program
 212 prepares teachers to work with a diverse population of students
 213 in a variety of settings in Florida public schools.

214 e. Results of program completers' annual evaluations in
 215 accordance with the timeline as set forth in s. 1012.34.

216 f. Production of program completers in statewide critical
 217 teacher shortage areas as identified in s. 1012.07.

218 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
 219 instructors, school district personnel and instructional
 220 personnel, and school sites preparing instructional personnel
 221 through preservice field experience courses and internships
 222 shall meet special requirements. District school boards may pay
 223 student teachers during their internships.

224 (a) All individuals in postsecondary teacher preparation
 225 programs who instruct or supervise preservice field experience

226 | courses or internships in which a candidate demonstrates his or
227 | her impact on student learning growth shall have the following:
228 | specialized training in clinical supervision; at least 3 years
229 | of successful, relevant prekindergarten through grade 12
230 | teaching, student services, or school administration experience;
231 | and an annual demonstration of experience in a relevant
232 | prekindergarten through grade 12 school setting as defined by
233 | State Board of Education rule.

234 | (b)1. All school district personnel and instructional
235 | personnel who supervise or direct teacher preparation students
236 | during field experience courses or internships taking place in
237 | this state in which candidates demonstrate an impact on student
238 | learning growth must have evidence of "clinical educator"
239 | training, a valid professional certificate issued pursuant to s.
240 | 1012.56, and at least 3 years of teaching experience in
241 | prekindergarten through grade 12 and must have earned an
242 | effective or highly effective rating on the prior year's
243 | performance evaluation under s. 1012.34 or be a peer evaluator
244 | under the district's evaluation system approved under s.
245 | 1012.34. The State Board of Education shall approve the training
246 | requirements.

247 | 2. All instructional personnel who supervise or direct
248 | teacher preparation students during field experience courses or
249 | internships in another state, in which a candidate demonstrates
250 | his or her impact on student learning growth, through a Florida

251 online or distance program must have received "clinical
252 educator" training or its equivalent in that state, hold a valid
253 professional certificate issued by the state in which the field
254 experience takes place, and have at least 3 years of teaching
255 experience in prekindergarten through grade 12.

256 3. All instructional personnel who supervise or direct
257 teacher preparation students during field experience courses or
258 internships, in which a candidate demonstrates his or her impact
259 on student learning growth, on a United States military base in
260 another country through a Florida online or distance program
261 must have received "clinical educator" training or its
262 equivalent, hold a valid professional certificate issued by the
263 United States Department of Defense or a state or territory of
264 the United States, and have at least 3 years teaching experience
265 in prekindergarten through grade 12.

266 (c) Preservice field experience must include candidate
267 practice and demonstration of the uniform core curricula
268 specific to the candidates' area or areas of program
269 concentration with a diverse population of students in a variety
270 of settings. The length of structured field experiences may be
271 extended to ensure that candidates achieve the competencies
272 needed to meet certification requirements.

273 (d) Postsecondary teacher preparation programs in
274 cooperation with district school boards and approved private
275 school associations shall select the school sites for preservice

276 field experience activities based upon the qualifications of the
277 supervising personnel as described in this subsection and the
278 needs of the candidates. These sites must represent the full
279 spectrum of school communities, including, but not limited to,
280 schools located in urban settings. In order to be selected,
281 school sites must demonstrate commitment to the education of
282 public school students and to the preparation of future
283 teachers.

284 Section 5. Paragraph (a) of subsection (3) of section
285 1004.85, Florida Statutes, is amended, and paragraph (c) is
286 added to subsection (4) of that section, to read:

287 1004.85 Postsecondary educator preparation institutes.—

288 (3) Educator preparation institutes approved pursuant to
289 this section may offer competency-based certification programs
290 specifically designed for noneducation major baccalaureate
291 degree holders to enable program participants to meet the
292 educator certification requirements of s. 1012.56. An educator
293 preparation institute choosing to offer a competency-based
294 certification program pursuant to the provisions of this section
295 must implement a program previously approved by the Department
296 of Education for this purpose or a program developed by the
297 institute and approved by the department for this purpose.
298 Approved programs shall be available for use by other approved
299 educator preparation institutes.

300 (a) Within 90 days after receipt of a request for

301 approval, the Department of Education shall approve a
302 preparation program pursuant to the requirements of this
303 subsection or issue a statement of the deficiencies in the
304 request for approval. The department shall approve a
305 certification program if the institute provides evidence of the
306 institute's capacity to implement a competency-based program
307 that includes each of the following:

308 1.a. Participant instruction and assessment in the Florida
309 Educator Accomplished Practices.

310 b. The state-adopted student content standards.

311 c. Scientifically researched and evidence-based reading
312 instruction strategies, including explicit, systematic, and
313 multisensory approaches to reading instruction and intervention
314 which are proven to improve reading performance for all
315 students.

316 d. Content literacy and mathematical practices.

317 e. Strategies appropriate for instruction of English
318 language learners.

319 f. Strategies appropriate for instruction of students with
320 disabilities.

321 g. School safety.

322 2. An educational plan for each participant to meet
323 certification requirements and demonstrate his or her ability to
324 teach the subject area for which the participant is seeking
325 certification, which is based on an assessment of his or her

326 competency in the areas listed in subparagraph 1.

327 3. Field experiences appropriate to the certification
 328 subject area specified in the educational plan with a diverse
 329 population of students in a variety of settings under the
 330 supervision of qualified educators.

331 4. A certification ombudsman to facilitate the process and
 332 procedures required for participants who complete the program to
 333 meet any requirements related to the background screening
 334 pursuant to s. 1012.32 and educator professional or temporary
 335 certification pursuant to s. 1012.56.

336 (4) Continued approval of each program approved pursuant
 337 to this section shall be determined by the Commissioner of
 338 Education based upon a periodic review of the following areas:

339 (c) Documentation that each program completer received
 340 instruction in technology literacy through the program's
 341 content-area and pedagogy coursework.

342 Section 6. Subsection (3), paragraphs (a) and (c) of
 343 subsection (5), paragraph (b) of subsection (6), subsection (7),
 344 and paragraph (a) of subsection (8) of section 1008.25, Florida
 345 Statutes, are amended, paragraph (c) is added to subsection (4),
 346 and paragraph (d) is added to subsection (5) of that section, to
 347 read:

348 1008.25 Public school student progression; student
 349 support; reporting requirements.—

350 (3) ALLOCATION OF RESOURCES.—District school boards shall

351 allocate remedial and supplemental instruction resources to
 352 students in the following priority:

353 (a) Students in kindergarten through grade 3 who have a
 354 substantial deficiency ~~are deficient~~ in reading as determined in
 355 paragraph (5) (a) ~~by the end of grade 3~~.

356 (b) Students who fail to meet performance levels required
 357 for promotion consistent with the district school board's plan
 358 for student progression required in subsection (2) ~~paragraph~~
 359 ~~(2) (b)~~.

360 (4) ASSESSMENT AND SUPPORT.—

361 (c) A student who has a substantial reading deficiency as
 362 determined in paragraph (5) (a) must be covered by a federally
 363 required student plan, such as an individual education plan or
 364 an individualized progress monitoring plan, or both, as
 365 necessary.

366 (5) READING DEFICIENCY AND PARENTAL NOTIFICATION.—

367 (a) Any student in kindergarten through grade 3 who
 368 exhibits a substantial deficiency in reading, ~~based upon~~
 369 screening, diagnostic, progress monitoring, or assessment data;
 370 ~~locally determined or statewide assessments; conducted in~~
 371 ~~kindergarten or grade 1, grade 2, or grade 3, or through teacher~~
 372 ~~observations,~~ must be provided ~~given~~ intensive, explicit,
 373 systematic, and multisensory reading interventions ~~instruction~~
 374 immediately following the identification of the reading
 375 deficiency. A school may not wait for a student to receive a

376 failing grade at the end of a grading period to identify the
377 student as having a substantial reading deficiency and initiate
378 intensive reading interventions. The student's reading
379 proficiency must be monitored and the intensive interventions
380 ~~instruction~~ must continue until the student demonstrates grade
381 level proficiency in a manner determined by the district, which
382 may include achieving a Level 3 on the statewide, standardized
383 English Language Arts assessment. The State Board of Education
384 shall identify by rule guidelines for determining whether a
385 student in kindergarten through grade 3 has a substantial
386 deficiency in reading.

387 (c) The parent of any student who exhibits a substantial
388 deficiency in reading, as described in paragraph (a), must be
389 notified in writing of the following:

390 1. That his or her child has been identified as having a
391 substantial deficiency in reading, including a description and
392 explanation, in terms understandable to the parent, of the exact
393 nature of the student's difficulty in learning and lack of
394 achievement in reading.

395 2. A description of the current services that are provided
396 to the child.

397 3. A description of the proposed intensive interventions
398 ~~supplemental instructional services~~ and supports that will be
399 provided to the child that are designed to remediate the
400 identified area of reading deficiency.

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

405 5. strategies , including multisensory strategies, through
406 a read-at-home plan the parent can ~~for parents to~~ use in helping
407 his or her ~~their~~ child succeed in reading ~~proficiency~~.

408 6. That the statewide, standardized English Language Arts
409 assessment is not the sole determiner of promotion and that
410 additional evaluations, portfolio reviews, and assessments are
411 available to the child to assist parents and the school district
412 in knowing when a child is reading at or above grade level and
413 ready for grade promotion.

414 7. The district's specific criteria and policies for a
415 portfolio as provided in subparagraph (6)(b)4. and the evidence
416 required for a student to demonstrate mastery of Florida's
417 academic standards for English Language Arts. A parent of a
418 student in grade 3 who is identified anytime during the year as
419 being at risk of retention may request that the school
420 immediately begin collecting evidence for a portfolio.

421 8. The district's specific criteria and policies for
422 midyear promotion. Midyear promotion means promotion of a
423 retained student at any time during the year of retention once
424 the student has demonstrated ability to read at grade level.
425

426
427 (d) The Department of Education shall develop or contract
428 with another entity to develop a handbook that schools must
429 provide to the parent of a student who is identified as having a
430 substantial reading deficiency. The handbook must be made
431 available in an electronic format that is accessible online and
432 must include the following information:

433 1. An overview of the requirements for interventions and
434 supports that districts must provide to students who do not make
435 adequate academic progress.

436 2. An overview of the procedural requirements for
437 initiating and conducting evaluations for exceptional education
438 eligibility. The overview must include an explanation that a
439 diagnosis of a medical condition alone is not sufficient to
440 establish exceptional education eligibility but may be used to
441 document how that condition relates to the student's eligibility
442 determination and may be disclosed in an eligible student's
443 individual education plan when necessary to inform school
444 personnel responsible for implementing such plan.

445 3. Characteristics of conditions associated with specific
446 learning disorders, including dyslexia, dysgraphia, dyscalculia,
447 and developmental aphasia and other information to support
448 informed parent involvement in decisionmaking processes for
449 students who have difficulty with learning. For purposes of this
450 subparagraph, the terms "dyslexia" and "dyscalculia" have the

451 same meanings as used in the Diagnostic and Statistical Manual
452 of Mental Disorders, Fifth Edition, published by the American
453 Psychiatric Association.

454 (6) ELIMINATION OF SOCIAL PROMOTION.—

455 (b) The district school board may only exempt students
456 from mandatory retention, as provided in paragraph (5)(b), for
457 good cause. A student who is promoted to grade 4 with a good
458 cause exemption shall be provided intensive reading instruction
459 and intervention that include specialized diagnostic information
460 and specific reading strategies to meet the needs of each
461 student so promoted. The school district shall assist schools
462 and teachers with the implementation of explicit, systematic,
463 and multisensory reading instruction and intervention strategies
464 for students promoted with a good cause exemption which research
465 has shown to be successful in improving reading among students
466 who have reading difficulties. Good cause exemptions are limited
467 to the following:

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

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

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

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

483 5. Students with disabilities who take the statewide,
484 standardized English Language Arts assessment and who have an
485 individual education plan or a Section 504 plan that reflects
486 that the student has received intensive instruction in reading
487 or English Language Arts for more than 2 years but still
488 demonstrates a deficiency and was previously retained in
489 kindergarten, grade 1, grade 2, or grade 3.

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

495 ~~7. Students who have received intensive remediation in
496 reading or English Language Arts for 2 or more years but still
497 demonstrate a deficiency and who were previously retained in
498 kindergarten, grade 1, grade 2, or grade 3 for a total of 2
499 years. Intensive instruction for students so promoted must
500 include an altered instructional day that includes specialized~~

501 ~~diagnostic information and specific reading strategies for each~~
502 ~~student. The district school board shall assist schools and~~
503 ~~teachers to implement reading strategies that research has shown~~
504 ~~to be successful in improving reading among low-performing~~
505 ~~readers.~~

506 (7) SUCCESSFUL PROGRESSION FOR RETAINED THIRD GRADE
507 STUDENTS.—

508 (a) Students retained under ~~the provisions of~~ paragraph
509 (5) (b) must be provided intensive interventions in reading to
510 ameliorate the student's specific reading deficiency and prepare
511 the student for promotion to the next grade. These
512 interventions, ~~as identified by a valid and reliable diagnostic~~
513 ~~assessment. This intensive intervention must include:~~

514 1. Evidence-based, explicit, systematic, and multisensory
515 reading instruction in phonemic awareness, phonics, fluency,
516 vocabulary, and comprehension and other strategies prescribed by
517 the school district. effective instructional strategies,

518 2. Participation in the school district's summer reading
519 camp, which must incorporate the instructional and intervention
520 strategies under subparagraph 1, and appropriate teaching
521 methodologies necessary to assist those students in becoming
522 successful readers, able to read at or above grade level, and
523 ready for promotion to the next grade.

524 3. A minimum of 90 minutes of daily, uninterrupted reading
525 instruction incorporating the instructional and intervention

526 strategies under subparagraph 1. This instruction may include:

527 ~~(b) Each school district shall:~~

528 ~~1. Provide third grade students who are retained under the~~
 529 ~~provisions of paragraph (5) (b) with intensive instructional~~
 530 ~~services and supports to remediate the identified areas of~~
 531 ~~reading deficiency, including participation in the school~~
 532 ~~district's summer reading camp as required under paragraph (a),~~
 533 ~~and a minimum of 90 minutes of daily, uninterrupted,~~
 534 ~~scientifically research-based reading instruction which includes~~
 535 ~~phonemic awareness, phonics, fluency, vocabulary, and~~
 536 ~~comprehension and other strategies prescribed by the school~~
 537 ~~district, which may include, but are not limited to:~~

538 a. Integration of content-rich texts in science and social
 539 ~~studies content~~ within the 90-minute block.

540 b. Small group instruction.

541 c. Reduced teacher-student ratios.

542 d. More frequent progress monitoring.

543 e. Tutoring or mentoring.

544 f. Transition classes containing 3rd and 4th grade
 545 students.

546 g. Extended school day, week, or year.

547 (b) Each school district shall:

548 ~~1.2.~~ Provide written notification to the parent of a
 549 student who is retained under ~~the provisions of~~ paragraph (5) (b)
 550 that his or her child has not met the proficiency level required

551 for promotion and the reasons the child is not eligible for a
552 good cause exemption as provided in paragraph (6) (b). The
553 notification must comply with paragraph (5) (c) ~~the provisions of~~
554 ~~s. 1002.20(15)~~ and must include a description of proposed
555 interventions and supports that will be provided to the child to
556 remediate the identified areas of reading deficiency.

557 ~~2.3.~~ Implement a policy for the midyear promotion of a
558 student retained under ~~the provisions of~~ paragraph (5) (b) who
559 can demonstrate that he or she is a successful and independent
560 reader and performing at or above grade level in reading or,
561 upon implementation of English Language Arts assessments,
562 performing at or above grade level in English Language Arts.
563 Tools that school districts may use in reevaluating a student
564 retained may include subsequent assessments, alternative
565 assessments, and portfolio reviews, in accordance with rules of
566 the State Board of Education. Students promoted during the
567 school year after November 1 must demonstrate proficiency levels
568 in reading equivalent to the level necessary for the beginning
569 of grade 4. The rules adopted by the State Board of Education
570 must include standards that provide a reasonable expectation
571 that the student's progress is sufficient to master appropriate
572 grade 4 level reading skills.

573 ~~3.4.~~ Provide students who are retained under the
574 provisions of paragraph (5) (b), including students participating
575 in the school district's summer reading camp under subparagraph

576 (a)2., with a highly effective teacher as determined by the
577 teacher's performance evaluation under s. 1012.34, and,
578 beginning July 1, 2020, the teacher must also be certified or
579 endorsed in reading.

580 ~~4.5.~~ Establish at each school, when applicable, an
581 intensive reading acceleration course ~~Class~~ for any student
582 retained in grade 3 who was previously retained in kindergarten,
583 grade 1, or grade 2 students who subsequently score Level 1 on
584 ~~the required statewide, standardized assessment identified in s.~~
585 ~~1008.22. The focus of the Intensive Acceleration Class shall be~~
586 ~~to increase a child's reading and English Language Arts skill~~
587 ~~level at least two grade levels in 1 school year. The intensive~~
588 reading acceleration course must provide the following ~~Class~~
589 ~~shall:~~

590 a. Uninterrupted reading instruction for the majority of
591 student contact time each day and opportunities to master the
592 grade 4 Next Generation Sunshine State Standards in other core
593 subject areas through content-rich texts.

594 b. Small group instruction.

595 c. Reduced teacher-student ratios.

596 d. The use of explicit, systematic, and multisensory
597 reading interventions, including intensive language, phonics,
598 and vocabulary instruction, and use of a speech-language
599 therapist if necessary, that have proven results in accelerating
600 student reading achievement within the same school year.

601 e. A read-at-home plan.

602 ~~a. Be provided to a student in grade 3 who scores Level 1~~
603 ~~on the statewide, standardized English Language Arts assessment~~
604 ~~and who was retained in grade 3 the prior year because of~~
605 ~~scoring Level 1.~~

606 ~~b. Have a reduced teacher-student ratio.~~

607 ~~e. Provide uninterrupted reading instruction for the~~
608 ~~majority of student contact time each day and incorporate~~
609 ~~opportunities to master the grade 4 Next Generation Sunshine~~
610 ~~State Standards in other core subject areas.~~

611 ~~d. Use a reading program that is scientifically research-~~
612 ~~based and has proven results in accelerating student reading~~
613 ~~achievement within the same school year.~~

614 ~~e. Provide intensive language and vocabulary instruction~~
615 ~~using a scientifically research-based program, including use of~~
616 ~~a speech-language therapist.~~

617 (8) ANNUAL REPORT.—

618 (a) In addition to the requirements in paragraph (5)(b),
619 each district school board must annually report to the parent of
620 each student the progress of the student toward achieving state
621 and district expectations for proficiency in English Language
622 Arts, science, social studies, and mathematics. The district
623 school board must report to the parent the student's results on
624 each statewide, standardized assessment. The evaluation of each
625 student's progress must be based upon the student's classroom

626 work, observations, tests, district and state assessments,
 627 response to intensive interventions provided under paragraph
 628 (5) (a), and other relevant information. Progress reporting must
 629 be provided to the parent in writing in a format adopted by the
 630 district school board.

631 Section 7. Subsection (5) of section 1008.345, Florida
 632 Statutes, is amended to read:

633 1008.345 Implementation of state system of school
 634 improvement and education accountability.—

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

639 (a) For each school district:

640 1. The percentage of students, by school and grade level,
 641 demonstrating learning growth in English Language Arts and
 642 mathematics.

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

646 3. The information contained in the school district's
 647 annual report required pursuant to s. 1008.25(8).

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

651 students in those quartiles.

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

658 (d) Based upon a review of each school district's reading
659 plan submitted pursuant to s. 1011.62(9), intervention and
660 support strategies used by school districts that were effective
661 in improving the reading performance of students, as indicated
662 by student performance data, who are identified as having a
663 substantial reading deficiency pursuant to s. 1008.25(5)(a).

664

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

668 Section 8. Subsection (2) of section 1011.67, Florida
669 Statutes, is amended to read:

670 1011.67 Funds for instructional materials.—

671 (2) Annually by July 1 and before ~~prior to~~ the release of
672 instructional materials funds, each district school
673 superintendent shall certify to the Commissioner of Education
674 that the district school board has approved a comprehensive
675 staff development plan that supports fidelity of implementation

676 of instructional materials programs, including. ~~The report shall~~
677 ~~include~~ verification that training was provided; ~~and~~ that the
678 materials are being implemented as designed; and, beginning July
679 1, 2021, for core reading materials and reading intervention
680 materials used in kindergarten through grade 5, that the
681 materials meet the requirements of s. 1001.215(7). This
682 paragraph does not preclude school districts from purchasing or
683 using other materials to supplement reading instruction and
684 provide additional skills practice.

685 Section 9. Paragraph (a) of subsection (3) of section
686 1012.585, Florida Statutes, is amended, and paragraph (f) is
687 added to that subsection, to read:

688 1012.585 Process for renewal of professional
689 certificates.—

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

692 (a) The applicant must earn a minimum of 6 college credits
693 or 120 inservice points or a combination thereof. For each area
694 of specialization to be retained on a certificate, the applicant
695 must earn at least 3 of the required credit hours or equivalent
696 inservice points in the specialization area. Education in
697 "clinical educator" training pursuant to s. 1004.04(5)(b) and
698 credits or points that provide training in the area of
699 scientifically researched, knowledge-based reading literacy,
700 including explicit, systematic, and multisensory approaches to

701 reading instruction, intervention, and developing phonemic
702 awareness; and computational skills acquisition;~~7~~ exceptional
703 student education;~~7~~ normal child development;~~7~~ and the disorders
704 of development may be applied toward any specialization area.
705 Credits or points that provide training in the areas of drug
706 abuse, child abuse and neglect, strategies in teaching students
707 having limited proficiency in English, or dropout prevention, or
708 training in areas identified in the educational goals and
709 performance standards adopted pursuant to ss. 1000.03(5) and
710 1008.345 may be applied toward any specialization area, except
711 specialization areas identified by State Board of Education rule
712 that include reading instruction or intervention for any
713 students in kindergarten through grade 6. Credits or points
714 earned through approved summer institutes may be applied toward
715 the fulfillment of these requirements. Inservice points may also
716 be earned by participation in professional growth components
717 approved by the State Board of Education and specified pursuant
718 to s. 1012.98 in the district's approved master plan for
719 inservice educational training; however, such points may not be
720 used to satisfy the specialization requirements of this
721 paragraph, including, but not limited to, serving as a trainer
722 in an approved teacher training activity, serving on an
723 instructional materials committee or a state board or commission
724 that deals with educational issues, or serving on an advisory
725 council created pursuant to s. 1001.452.

726 (f) An applicant for renewal of a professional certificate
727 in any area of certification identified by State Board of
728 Education rule that includes reading instruction or intervention
729 for any students in kindergarten through grade 6, with a
730 beginning validity date of July 1, 2020, or thereafter, must
731 earn a minimum of 2 college credits or the equivalent inservice
732 points in the use of explicit, systematic, and multisensory
733 approaches to reading instruction, intervention, and developing
734 phonemic awareness. Such training must be provided by teacher
735 preparation programs under s. 1004.04 or s. 1004.85 or approved
736 school district professional development systems under s.
737 1012.98. The requirements in this paragraph may not add to the
738 total hours required by the department for continuing education
739 or inservice training.

740 Section 10. Subsection (1) of section 1012.586, Florida
741 Statutes, is amended to read:

742 1012.586 Additions or changes to certificates; duplicate
743 certificates.—A school district may process via a Department of
744 Education website certificates for the following applications of
745 public school employees:

746 (1) Addition of a subject coverage or endorsement to a
747 valid Florida certificate on the basis of the completion of the
748 appropriate subject area testing requirements of s.
749 1012.56(5) (a) or the completion of the requirements of an
750 approved school district program or the inservice components for

751 an endorsement.

752 (a) To reduce duplication, the department may recommend
753 the consolidation of endorsement areas and requirements to the
754 State Board of Education.

755 (b) By July 1, 2018, and at least once every 5 years
756 thereafter, the department shall conduct a review of existing
757 subject coverage or endorsement requirements in the elementary,
758 reading, and exceptional student educational areas. The review
759 must include reciprocity requirements for out-of-state
760 certificates and requirements for demonstrating competency in
761 the reading instruction professional development topics listed
762 in s. 1012.98(4)(b)10. At the conclusion of each review, the
763 department shall recommend to the state board changes to the
764 subject coverage or endorsement requirements based upon any
765 identified instruction or intervention strategies proven to
766 improve student reading performance, including phonemic
767 awareness; phonics, word study, and spelling; reading fluency;
768 vocabulary, including academic vocabulary; and text
769 comprehension strategies and explicit, systematic, and
770 multisensory approaches to reading instruction and intervention.
771 This paragraph does not authorize the state board to establish
772 any new certification subject coverage.

773
774 The employing school district shall charge the employee a fee
775 not to exceed the amount charged by the Department of Education

776 | for such services. Each district school board shall retain a
 777 | portion of the fee as defined in the rules of the State Board of
 778 | Education. The portion sent to the department shall be used for
 779 | maintenance of the technology system, the web application, and
 780 | posting and mailing of the certificate.

781 | Section 11. Paragraph (b) of subsection (4) of section
 782 | 1012.98, Florida Statutes, is amended to read:

783 | 1012.98 School Community Professional Development Act.—

784 | (4) The Department of Education, school districts,
 785 | schools, Florida College System institutions, and state
 786 | universities share the responsibilities described in this
 787 | section. These responsibilities include the following:

788 | (b) Each school district shall develop a professional
 789 | development system as specified in subsection (3). The system
 790 | shall be developed in consultation with teachers, teacher-
 791 | educators of Florida College System institutions and state
 792 | universities, business and community representatives, and local
 793 | education foundations, consortia, and professional
 794 | organizations. The professional development system must:

795 | 1. Be approved by the department. All substantial
 796 | revisions to the system shall be submitted to the department for
 797 | review for continued approval.

798 | 2. Be based on analyses of student achievement data and
 799 | instructional strategies and methods that support rigorous,
 800 | relevant, and challenging curricula for all students. Schools

801 and districts, in developing and refining the professional
802 development system, shall also review and monitor school
803 discipline data; school environment surveys; assessments of
804 parental satisfaction; performance appraisal data of teachers,
805 managers, and administrative personnel; and other performance
806 indicators to identify school and student needs that can be met
807 by improved professional performance.

808 3. Provide inservice activities coupled with followup
809 support appropriate to accomplish district-level and school-
810 level improvement goals and standards. The inservice activities
811 for instructional personnel shall focus on analysis of student
812 achievement data, ongoing formal and informal assessments of
813 student achievement, identification and use of enhanced and
814 differentiated instructional strategies that emphasize rigor,
815 relevance, and reading in the content areas, enhancement of
816 subject content expertise, integrated use of classroom
817 technology that enhances teaching and learning, classroom
818 management, parent involvement, and school safety.

819 4. Include a master plan for inservice activities,
820 pursuant to rules of the State Board of Education, for all
821 district employees from all fund sources. The master plan shall
822 be updated annually by September 1, must be based on input from
823 teachers and district and school instructional leaders, and must
824 use the latest available student achievement data and research
825 to enhance rigor and relevance in the classroom. Each district

826 inservice plan must be aligned to and support the school-based
827 inservice plans and school improvement plans pursuant to s.
828 1001.42(18). Each district inservice plan must provide a
829 description of the training that middle grades instructional
830 personnel and school administrators receive on the district's
831 code of student conduct adopted pursuant to s. 1006.07;
832 integrated digital instruction and competency-based instruction
833 and CAPE Digital Tool certificates and CAPE industry
834 certifications; classroom management; student behavior and
835 interaction; extended learning opportunities for students; and
836 instructional leadership. District plans must be approved by the
837 district school board annually in order to ensure compliance
838 with subsection (1) and to allow for dissemination of research-
839 based best practices to other districts. District school boards
840 must submit verification of their approval to the Commissioner
841 of Education no later than October 1, annually. Each school
842 principal may establish and maintain an individual professional
843 development plan for each instructional employee assigned to the
844 school as a seamless component to the school improvement plans
845 developed pursuant to s. 1001.42(18). An individual professional
846 development plan must be related to specific performance data
847 for the students to whom the teacher is assigned, define the
848 inservice objectives and specific measurable improvements
849 expected in student performance as a result of the inservice
850 activity, and include an evaluation component that determines

851 the effectiveness of the professional development plan.

852 5. Include inservice activities for school administrative
853 personnel that address updated skills necessary for
854 instructional leadership and effective school management
855 pursuant to s. 1012.986.

856 6. Provide for systematic consultation with regional and
857 state personnel designated to provide technical assistance and
858 evaluation of local professional development programs.

859 7. Provide for delivery of professional development by
860 distance learning and other technology-based delivery systems to
861 reach more educators at lower costs.

862 8. Provide for the continuous evaluation of the quality
863 and effectiveness of professional development programs in order
864 to eliminate ineffective programs and strategies and to expand
865 effective ones. Evaluations must consider the impact of such
866 activities on the performance of participating educators and
867 their students' achievement and behavior.

868 9. For middle grades, emphasize:

869 a. Interdisciplinary planning, collaboration, and
870 instruction.

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

873 c. Use of small learning communities; problem-solving,
874 inquiry-driven research and analytical approaches for students;
875 strategies and tools based on student needs; competency-based

876 instruction; integrated digital instruction; and project-based
877 instruction.

878
879 Each school that includes any of grades 6, 7, or 8 must include
880 in its school improvement plan, required under s. 1001.42(18), a
881 description of the specific strategies used by the school to
882 implement each item listed in this subparagraph.

883 10. Provide training to reading coaches, classroom
884 teachers, and school administrators in effective methods of
885 identifying characteristics of conditions such as dyslexia and
886 other causes of diminished phonological processing skills;
887 incorporating instructional techniques into the general
888 education setting which are proven to improve reading
889 performance for all students; and using predictive and other
890 data to make instructional decisions based on individual student
891 needs. The training must help teachers integrate phonemic
892 awareness; phonics, word study, and spelling; reading fluency;
893 vocabulary, including academic vocabulary; and text
894 comprehension strategies into an explicit, systematic, and
895 multisensory approach to reading instruction and intervention.
896 Each district must provide all elementary grades instructional
897 personnel access to training sufficient to meet the requirements
898 of s. 1012.585(3)(f).

899 Section 12. This act shall take effect upon becoming a
900 law.

901