

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 711 Kindergarten Readiness Rates

SPONSOR(S): Early Learning & Elementary Education Subcommittee, Plasencia, Toledo and others

TIED BILLS: None **IDEN./SIM. BILLS:** None

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Early Learning & Elementary Education Subcommittee	16 Y, 0 N, As CS	Guy	Brink
2) Secondary Education & Career Development Subcommittee			
3) PreK-12 Appropriations Subcommittee			
4) Education & Employment Committee			

SUMMARY ANALYSIS

All kindergarten students, including students at a nonpublic school who were enrolled in the Voluntary Prekindergarten Education (VPK) program, must be screened for kindergarten readiness. Public and private VPK providers are evaluated in part on the percentage of their students who are deemed "kindergarten ready" based on the screening scores. Some children are also assessed for their English language proficiency in order to determine if they must be provided English for Speakers of Other Languages (ESOL) instruction. The bill removes kindergarten students identified to receive ESOL instruction from their VPK provider's kindergarten readiness rate calculation.

The bill does not appear to have a fiscal impact.

The bill takes effect July 1, 2021.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

The Voluntary Prekindergarten Education Program

Overview

In 2004, the Legislature established the Voluntary Prekindergarten Education (VPK) program, a voluntary, free prekindergarten program offered to eligible four-year-old children in the year before admission to kindergarten.¹ A child must be a Florida resident and attain 4 years of age on or before September 1 of the program year to be eligible for the VPK program.² The child is eligible for the VPK program during that program year or the subsequent program year and remains eligible until enrollment in kindergarten or attaining 6 years of age by February 1 of any school year.³ Parents may choose either a school-year or summer program offered by either a public school or private prekindergarten provider.⁴

Student enrollment in the VPK program for the 2019-2020 school year, the most recent year measured, was 171,199.⁵

Each Early Learning Coalition (ELC) is the single point of entry for VPK program registration and enrollment in the ELC's county or multi-county service area.⁶ Each ELC must coordinate with each school district in its service area to develop procedures for enrolling children in public school VPK programs.⁷

The Department of Education (DOE) is responsible for adopting and requiring each school district to administer a statewide kindergarten readiness screening within the first 30 days of each school year.⁸ In addition, the parent of a student who was enrolled in the VPK program must submit the student for kindergarten screening, even if enrolled in kindergarten at a nonpublic school.⁹

To offer the VPK program, a private prekindergarten provider must apply with the ELC using forms prescribed by the Office of Early Learning (OEL), housed within the DOE, and must be one of a specified provider type¹⁰ and either: be accredited;¹¹ hold a current Gold Seal Quality Care

³⁵ Section 1, ch. 2004-484, L.O.F.; part V, ch. 1002, F.S.; *see also* Art. IX, s. 1(b)-(c), Fla. Const. The VPK program originated from a ballot initiative proposing an amendment to the Florida Constitution in the November 2002 general election. The amendment required the Legislature to establish a free prekindergarten education program for every four-year old child residing in Florida by the 2005 academic year.

² Section 1002.53(2), F.S. Funds appropriated for the VPK program may not be used to enroll eligible students participating in the Gardiner Scholarship Program. *See* s. 1002.385(4)(a), F.S.

³ Section 1002.53(2), F.S. Children who attain five years of age on or before September 1 of the academic year are eligible for admission to public kindergarten. Section 1003.21(1)(a)2., F.S.

⁴ Section 1002.53(3), F.S.

⁵ Florida Office of Early Learning, *2019-20 OEL Annual Report* (Dec. 2020) at 18, *available at* [http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2019-20%20OEL%20Annual%20Report%20FINAL%2012-29-30-GA\(1\).pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2019-20%20OEL%20Annual%20Report%20FINAL%2012-29-30-GA(1).pdf).

⁶ Section 1002.53(4)(a)-(b), F.S. There are currently 30 ELCs. Florida's Office of Early Learning, *Early Learning Coalitions*, <http://www.floridaearlylearning.com/family-resources/find-quality-child-care/locate-your-early-learning-coalition> (last visited Feb. 26, 2021).

⁷ Section 1002.53(4)(c), F.S.

⁸ Sections 1002.69(1)-(3) and 1002.73, F.S.

⁹ Section 1002.69(4), F.S.

¹⁰ Section 1002.55(3)(a) and (h), F.S.; *see also* rule 6M-8.300(3), F.A.C.; s. 402.305, F.S. (child care facilities licensing); s. 402.313, F.S. (family day care homes licensing); s. 402.3131, F.S. (large family child care homes licensing); s. 402.316, F.S. (faith-based provider exempt from licensure).

¹¹ Section 1002.55(3)(b)1., F.S.; *see also* National Council for Private School Accreditation, <http://www.ncpsa.org> (last visited Feb. 26, 2021); Florida Association of Academic Nonpublic Schools, <http://www.faans.org> (last visited Feb. 26, 2021); Southern Association of Colleges and Schools, <http://www.sacs.org/> (last visited Feb. 26, 2021); Western Association of Colleges and Schools,

designation;¹² or be licensed and demonstrate to the ELC that the provider meets the VPK program's statutory requirements.¹³

VPK Providers by Classification 2019-2020¹⁴	
Provider Classification	Participating Providers
Licensed Child Care Facility	4,537
Licensed FCCH	10
Licensed LFCCH	31
License-Exempt	118
Public School	1,305
Private School	450
Specialized Service Providers	50
Total Providers	6,501

VPK Provider Accountability

Kindergarten Readiness Rate

The performance of each VPK provider is annually reflected in its kindergarten readiness rate calculated by the OEL.¹⁵ The readiness rate must be determined using the results of a kindergarten readiness screening that measures a child's attainment of Florida's VPK standards. The screening adopted for this purpose is the Florida Kindergarten Readiness Screener (FLKRS).¹⁶

The VPK standards describe what children should know and be able to do at the end of VPK in eight domains: physical development; approaches to learning; social and emotional development; language and literacy; mathematical thinking; scientific inquiry; social studies; and creative expression through the arts.¹⁷ Florida's Constitution expressly requires VPK standards to help students make age-appropriate progress in the development of language and cognitive capabilities and emotional, social, regulatory, and moral capacities.¹⁸

Students must be tested within the first 30 school days of kindergarten and the statewide screening must provide objective data concerning each student's readiness for kindergarten.¹⁹

The readiness rates are expressed as the percentage of children who are ready for kindergarten as demonstrated by achieving the score identified in rule.²⁰ A provider must have at least 60 percent of

<http://www.acswasc.org/> (last visited Feb. 26, 2021); Middle States Association of Colleges and Schools, <https://www.msa-cess.org/> (last visited Feb. 26, 2021); New England Association of Colleges and Schools, <http://www.neasc.org/> (last visited Feb. 26, 2021).

¹² Section 402.281, F.S.; rule 65C-22.009, F.A.C.; see also Florida Department of Children and Family Services, *Gold Seal Quality Care*, <https://www.myflfamilies.com/service-programs/child-care/goldseal.shtml> (last visited Feb. 26, 2021). The DCF issues the Gold Seal Quality Care designation to child care facilities, LFCCHs, and FCCHs that are accredited by a nationally recognized accrediting association with standards that meet or exceed DCF-adopted standards. DCF's standards are based upon those of the National Association for the Education of Young Children, National Association of Family Child Care, and National Early Childhood Program Accreditation Commission. Section 402.281(1)-(3), F.S.

¹³ Section 1002.55(3)(b), F.S.

¹⁴ Florida Office of Early Learning, *2019-20 OEL Annual Report* (Nov. 2020) at 25, available at [http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2019-20%20OEL%20Annual%20Report%20FINAL%2012-29-30-GA\(1\).pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2019-20%20OEL%20Annual%20Report%20FINAL%2012-29-30-GA(1).pdf).

¹⁵ See s. 1002.69(5), F.S.

¹⁶ The DOE selected the Star Early Literacy Assessment, developed by Renaissance Learning, Inc., as the FLKRS in 2017. Florida Department of Education Contract No. 17-651 (2017). See rule 6M-8.602(3)(b)1., F.A.C.

¹⁷ See s. 1002.67(1), F.S. See also Florida's Office of Early Learning, *Early Learning and Developmental Standards: 4 Years Old to Kindergarten* (2017) at 1, incorporated by reference in rule 6M-8.602, F.A.C., available at <http://flbt5.floridaearlylearning.com/docs/OEL-SR15BtoK.pdf>.

¹⁸ Fla. Const. Art. IX, s. (1)(b).

¹⁹ See s. 1002.69(1), F.S.

²⁰ Rule 6M-8.601(3)(b)1., F.A.C.

children meet the “ready for kindergarten” score on the FLKRS in order to avoid probationary status.²¹ Children who attended less than 70 percent of a VPK program are not included in a provider’s readiness rates, and readiness rates are not calculated for providers with fewer than four children assessed. Providers that do not meet the minimum readiness rate are placed on probation and required to take certain corrective actions.²²

The methodology for calculating the readiness rate must include student learning gains, when available, based on a VPK preassessment and postassessment known as the “Florida VPK Assessment.”²³ The OEL adopted the VPK Assessment in 2015.²⁴ The OEL must determine learning gains using a value-added measure based on growth demonstrated by the results of the preassessment and postassessment from at least 2 successive years of administration. Learning gains are demonstrated if a student attains a higher scoring category (below expectations, meeting expectations, or exceeding expectations) from the preassessment to the postassessment on the following domains: Print Knowledge, Phonological Awareness, Mathematics, and Oral Language/Vocabulary.²⁵

The Florida VPK Assessment must be administered by individuals who are employed by a VPK provider and who:

- complete training on proper administration of the assessment that is offered by the OEL or OEL-trained individuals, through online training, or via DVD, if available; and
- meet the VPK instructor qualifications in law.²⁶

In 2019, the OEL adopted a rule establishing a readiness rate based on 90 percent student achievement on the FLKRS and 10 percent learning gains on the VPK assessment.²⁷ Beginning with the 2018-2019 VPK program year, providers can again be placed on probation for failing to meet the minimum readiness rate.²⁸

About 53 percent of kindergarten students were designated as “ready for kindergarten” based on the Fall 2019 administration of the FLKRS.²⁹ Of the total number screened, 66 percent completed at least 70 percent of a VPK program and their readiness rate was 63 percent.³⁰ For the 2018-2019 VPK program year, 2,175 providers did not meet the minimum rate and were placed on probation.³¹ An additional 26 providers continued on probation.³² Together, currently, one-third of VPK providers are on probation.³³ Thirty providers have lost eligibility due to not meeting the minimum rate.³⁴

Eligibility to Provide the VPK Program

A VPK provider’s continued participation is conditioned, in part, upon their students achieving the minimum score indicating kindergarten readiness. Each provider must comply with VPK Program laws of which each ELC and district school board is responsible for verifying compliance of private and public providers, respectively.³⁵ If a provider refuses to comply with law or engages in misconduct, the OEL must require the ELC or district school board to remove the provider or public school from

²¹ Rule 6M-8.601(3)(b)5., F.A.C.

²² Section 1002.67(4)(c)1., F.S.

²³ Section 1002.69(5), F.S.; rule 6A-1.09433(1)(b), F.A.C.

²⁴ See rule 6A-1.09433, F.A.C.

²⁵ Rule 6M-8.601(3)(b)3., F.A.C.

²⁶ See rule 6A-1.09433(2), F.A.C.

²⁷ Rule 6M-8.601(3), F.A.C.

²⁸ Rule 6M-.601(5)(b), F.A.C.

²⁹ Florida Office of Early Learning, *OEL Annual Report 2019-20* (Nov. 2020) at 46, available at [http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2019-20%20OEL%20Annual%20Report%20FINAL%2012-29-30-GA\(1\).pdf](http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/2019-20%20OEL%20Annual%20Report%20FINAL%2012-29-30-GA(1).pdf).

³⁰ *Id.*

³¹ *Id.*

³² *Id.*

³³ *Id.*

³⁴ *Id.*

³⁵ Section 1002.67(4)(a), F.S.

eligibility to deliver the VPK Program and receive VPK funds for a period of 5 years.³⁶ An ELC or school district must require a provider or public school that falls below the minimum kindergarten readiness rate to:

- submit for approval and implement an improvement plan;
- place the provider or school on probation; and
- take certain corrective actions, including the use of an OEL-approved curriculum or an OEL-approved staff development plan to strengthen instruction in language development and phonological awareness.³⁷

If the provider or public school remains on probation for 2 consecutive years and does not meet the readiness rate and is not granted a good cause exemption, it must be removed from eligibility to provide the VPK program for 5 years.³⁸ The OEL may grant such provider or school a good cause exemption that is valid for one year and which may be renewed upon request by the public school or private prekindergarten provider.³⁹ A public school or private prekindergarten provider that receives a good cause exemption must continue to implement its improvement plan and take corrective actions until such school or provider meets the minimum kindergarten readiness rate.⁴⁰ A request for or the renewal of a good cause exemption must include, among other things, data which documents student achievement and learning gains, as measured by the state-approved pre- and post-assessment and the calculation of the public school's or private prekindergarten provider's kindergarten readiness rate.⁴¹

English Language Learners

Federal and State Requirements

Federal Law

Passed in 2015, the Every Student Succeeds Act (ESSA)⁴² reauthorizes and substantially revises the Elementary and Secondary Education Act of 1965 (ESEA). Like its predecessors ESEA and the No Child Left Behind Act of 2001,⁴³ ESSA aims to improve elementary and secondary education in public schools by conditioning the receipt of federal funds on the implementation of federal requirements. For purposes of state accountability systems, ESSA identifies student subgroups for specific focus—economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English language learners (ELLs).⁴⁴ ESSA also requires states to establish long-term goals for all students and each subgroup in student achievement, graduation rates, and ELL progress toward language proficiency, including interim measures of progress.⁴⁵ In addition, Title III of ESSA provides grants for educational programming and training to support ELLs in achieving higher levels of academic attainment in English and state academic standards.⁴⁶

ESSA requires states to adopt English language proficiency standards that align with the state's academic standards and to administer annual English language proficiency assessments for all ELLs in grades K-12.⁴⁷

³⁶ Section 1002.67(4)(b), F.S.

³⁷ Section 1002.67(4)(c)1., F.S.

³⁸ Section 1002.67(4)(c)3., F.S.

³⁹ Section 1002.69(7)(a), F.S.

⁴⁰ Sections 1002.69(7)(e) and 1002.67(3)(c)2., F.S.

⁴¹ Section 1002.69(7)(b)-(c), F.S.

⁴² Pub. L. No. 114-95, 129 Stat. 1802 (Dec. 10, 2015); 20 U.S.C. s. 6301 *et seq.*

⁴³ Pub. L. No. 107-110, 115 Stat. 1425 (Jan. 8, 2002).

⁴⁴ 20 U.S.C. s. 6311(c)(2).

⁴⁵ 20 U.S.C. s. 6311(c)(4)(A).

⁴⁶ See U.S.C. s. 6821(b)(2). For the 2020-2021 fiscal year, \$41.1 million were allocated to Florida school districts to implement programming under Title III. Email, Florida House of Representatives Appropriations Staff, Federal Spreadsheet, Mar. 26, 2021.

⁴⁷ See 20 U.S.C. 6311(b)(1)(F); 20 U.S.C. s. 6311(b)(2)(G). Each state must establish standardized entrance and exit procedures for ELLs. 20 U.S.C. s. 6821(b)(2)(A). Any student who may be an ELL must be assessed for ELL status within 30 days of enrolling in a school in the state. *Id.*

To facilitate valid and reliable state assessment of ELLs' knowledge and understanding of reading and English Language Arts (ELA), math, and science, ESSA requires states to provide certain appropriate accommodations.⁴⁸ Such accommodations should be provided until ELLs have attained English proficiency (as measured by the state's annual English proficiency assessments).⁴⁹

Florida Law

Florida has over 265,000 ELLs in its public school system, ranking third in the country in ELL population.⁵⁰ Spanish is the native language of a majority of these students; however, ELLs in Florida speak over 300 different languages.⁵¹

In Florida, a 1990 consent decree established parameters for English for Speakers of Other Languages (ESOL) instruction, in compliance with state and federal laws, to provide ELLs equal access to all educational programs.⁵² The consent decree provides a structure to ensure the delivery of comprehensible instruction to ELLs.⁵³

To facilitate appropriate instruction for ELLs, district school boards must:⁵⁴

- develop and submit plans for providing English language instruction to the DOE for review and approval;
- identify ELLs through assessment;
- provide for students to exit from ESOL programs and reclassify into the program if necessary;
- provide ELLs ESOL instruction in English and ESOL instruction or home language instruction in reading, math, science, social studies, and computer literacy;
- provide equal access to other programs for eligible ELLs based on need; and
- maintain student plans, provide for parental involvement, and provide qualified teachers.

Screening for ELLs

Through Florida's accountability system, school districts are expected to provide programs and services that help ELLs achieve English proficiency as soon as possible. Funding is provided as a cost factor in the Florida Education Finance Plan (FEFP)⁵⁵ to assist school districts with implementing instruction for students with limited English proficiency.⁵⁶ The instruction is designed to efficiently develop the student's mastery of the four language skills— listening, speaking, reading, and writing.⁵⁷ Accordingly, the State Board of Education (SBE) has adopted English language development and proficiency standards for ELLs.⁵⁸ ELLs are assessed for English proficiency each year until they are reclassified as English language proficient and exit from the ESOL program.⁵⁹ ELLs may be determined English

⁴⁸ 20. U.S.C. s. 6311(b)(2)(B)(vii)(III).

⁴⁹ *Id.*

⁵⁰ Florida Department of Education, *English Language Learners*, <http://www.fldoe.org/academics/eng-language-learners/> (last visited March 25, 2021). See Florida Department of Education, *PK-20 Education Information Portal*, <https://edstats.fldoe.org/SASPortal/main.do> (last visited March 25, 2021) (Select "PK-12 Public Schools." Under the "Students" header select "Enrollment." Click "State Level" in the menu bar at the top of the page. Drag "ELL Status" from the Section Data options into the table on the page.).

⁵¹ Florida Department of Education, *English Language Learners*, <http://www.fldoe.org/academics/eng-language-learners/> (last visited March 25, 2021).

⁵² Florida Department of Education, *Consent Decree*, <http://www.fldoe.org/academics/eng-language-learners/consent-decree.shtml> (last visited on March 26, 2021).

⁵³ *Id.*

⁵⁴ Section 1003.56(3), F.S.

⁵⁵ See Florida Department of Education, *Funding for Florida School Districts 2020-21*, at 13, available at <http://www.fldoe.org/core/fileparse.php/7507/urlt/fefpdist.pdf> (last visited March 26, 2021).

⁵⁶ See Section 1003.56, F.S.

⁵⁷ Section 1003.56, F.S.

⁵⁸ Section 1003.56, F.S. See Rule 6A-1.09401(1)(k), F.A.C.

⁵⁹ See Rules 6A-6.09021(1) and 6A-6.0903(1), F.A.C.

language proficient by achieving a passing score on ACCESS for ELLs⁶⁰ and the ELA assessment,⁶¹ or as determined by an ELL Committee.⁶²

All students, when entering a Florida public school for the first time, are required to complete a home language survey. Beginning the identification process as an ELL is predicated upon answers to the following questions:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?⁶³

If only the first question is answered in the affirmative, then the school is not required to place the student in an ESOL program. However, if either the second or third question or both are answered in the affirmative, then the school must further assess the student to determine if he or she is “limited English proficient.”⁶⁴ For K-12 students, they may be assessed using a DOE- approved instrument or be evaluated by an ELL Committee.⁶⁵ For students in grade 3 or higher, they may also be identified based on scores on certain instruments including the ACCESS for ELLs.⁶⁶

There is a separate ACCESS for ELLs for kindergarten students apart from the ACCESS for ELLs for grades 1-12 and the Alternative Access for ELLs, an assessment for students with “significant cognitive disabilities.”⁶⁷ Kindergarten students scoring a composite score of 3.9 or less and less than a 4.0 in the domain of reading⁶⁸ must be classified as an ELL and must be assigned, based on grade level, to Language Arts instruction through ESOL and other core subject areas.⁶⁹

A total of 32,219 kindergartners took the Spring 2020 ACCESS for ELLs assessment and 9 percent, or 2,754, scored as English language proficient.⁷⁰ For all K -12 students, the proficient rate was 21 percent.

Effect of Proposed Changes

The bill removes kindergarten students who are identified to receive ESOL instruction from their VPK provider’s kindergarten readiness rate.

⁶⁰ ACCESS for ELLs is a suite of assessments that serve as a tool to measure ELLs’ proficiency in the English language. ACCESS for ELLs includes paper-based assessments and one-on-one teacher assessments. *See* Rule 6A-6.09021(1); *see also* Florida Department of Education, *ACCESS for ELLs*, <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml> (last visited March 25, 2021).

⁶¹ *See* Rule 6A-6.0903(2)(a)2., F.A.C.

⁶² A student, parent, teacher, counselor, or administrator may request a re-evaluation of a student’s English proficiency by an ELL Committee. An ELL committee is a group composed of English for Speakers of Other Languages (ESOL) teachers; home language teachers; an administrator or designee; and guidance counselors, social workers, school psychologists, or other educators as appropriate for the situation. The parent must be invited to serve on the committee for his or her child. *See* rule 6A-6.0901(5), F.A.C. The student must be assessed by at least one DOE-approved assessment instrument that covers listening, speaking, reading, and writing prior to the committee’s evaluation. The ELL Committee reviews the student’s academic record holistically and considers the assessment results as well as the following criteria: prior educational or academic experience, social experience, and a student interview; written recommendations and observations by instructional staff; the student’s level of mastery of basic competencies or skills in English and heritage language; the student’s grades; and the student’s other test results. If the majority of the ELL Committee determines that the student’s English is proficient, the student will be exited from the ESOL program. *See* rule 6A-6.0903(2)(c), F.A.C.

⁶³ Rule 6A-6.0902(1), F.A.C.

⁶⁴ Rule 6A-6.0902(2)(a), F.A.C.

⁶⁵ *Id.*

⁶⁶ *Id.*

⁶⁷ Rule 6A-6.09021(1), F.A.C.

⁶⁸ Rule 6A-60921(3), F.A.C.

⁶⁹ Rule 6A-6.0902(3)(b), F.A.C.

⁷⁰ Spring 2020 ACCESS for ELLs and Alternate ACCESS for ELLs Results, available at http://www.fldoe.org/core/fileparse.php/5663/urlt/Spring-2020-ACCESS-for-ELLs-State-Results_Final_12-2020_508.pdf (last visited March 29, 2021).

According to the OEL, for the 2019-2020 school year, based on the number of students who completed VPK and were subsequently identified to receive ESOL services, 14,309 students would have been removed from the denominator for the kindergarten readiness rate calculation under the bill.⁷¹

B. SECTION DIRECTORY:

Section 1: Amends s. 1002.69, F.S.; excluding certain students from kindergarten readiness rate calculations.

Section 2: Provides an effective date of July 1, 2021.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

⁷¹ Email from Alexis Calatayud, Florida Department of Education, HB 711 – *ACCESS for ELLs results* (April 1, 2021).

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On April 1, 2021, the Early Learning & Elementary Education Subcommittee adopted a proposed committee substitute (PCS) and reported the bill favorably as a committee substitute. The PCS removes kindergarten students who are identified to receive ESOL instruction from their VPK provider's kindergarten readiness rate. The PCS differs from HB 711 by removing:

- The requirement that DOE adopt native language versions of school readiness screening and assessment tools.
- The requirement that high school equivalency examinations be administered in languages other than English and that such examinations receive the same weight as the English language version.
- The requirement that statewide assessments and end-of-course exams be administered in native languages and that the DOE develop a phase-in implementation schedule for this requirement beginning with the "two most prevalent languages."
- The "dual language programs," "heritage language speakers," and "bilingual education programs" created in the bill.
- The requirement that the State Board of Education (for Florida College System institutions) and the Board of Governors (for public colleges and universities) develop and implement a native language placement assessment.

According to the OEL, for the 2019-2020 school year, based on the number of students who completed VPK, were subsequently identified as Limited English Proficiency and received ESOL services, 14,309 students would have been removed from the denominator for the kindergarten readiness rate calculation under the bill.

The bill analysis is drafted to the committee substitute adopted by the Early Learning & Elementary Education Subcommittee.