

By Senator Simmons

10-01462-16

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1 A bill to be entitled
2 An act relating to supplemental academic instruction;
3 amending s. 1011.62, F.S.; requiring supplemental
4 academic instruction categorical funds and research-
5 based reading instruction allocation funds to be used
6 by a school district that has one or more of the
7 lowest-performing elementary schools for additional
8 intensive reading instruction at the school during the
9 summer program in addition to instruction during the
10 school year; requiring certain school districts to
11 provide additional instruction under certain
12 circumstances; requiring such districts to provide the
13 Department of Education with certain plans; providing
14 effective dates.

15
16 Be It Enacted by the Legislature of the State of Florida:

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18 Section 1. Effective July 1, 2016, and upon the expiration
19 of the amendment to section 1011.62, Florida Statutes, made by
20 chapter 2015-222, Laws of Florida, paragraph (f) of subsection
21 (1) and paragraph (a) of subsection (9) of that section are
22 amended to read:

23 1011.62 Funds for operation of schools.—If the annual
24 allocation from the Florida Education Finance Program to each
25 district for operation of schools is not determined in the
26 annual appropriations act or the substantive bill implementing
27 the annual appropriations act, it shall be determined as
28 follows:

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

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(f) *Supplemental academic instruction; categorical fund.*—

1. There is created a categorical fund to provide supplemental academic instruction to students in kindergarten through grade 12. This paragraph may be cited as the "Supplemental Academic Instruction Categorical Fund."

2. Categorical funds for supplemental academic instruction shall be allocated annually to each school district in the amount provided in the General Appropriations Act. These funds shall be in addition to the funds appropriated on the basis of FTE student membership in the Florida Education Finance Program and shall be included in the total potential funds of each district. These funds shall be used to provide supplemental academic instruction to students enrolled in the K-12 program. For the 2016-2017 ~~2014-2015~~ fiscal year, each school district that has one or more of the 100 ~~300~~ lowest-performing elementary schools based on the state reading assessment shall use these funds, together with the funds provided in the district's research-based reading instruction allocation and other available funds, to provide an additional hour of instruction beyond the normal school day for each day of the entire school year for intensive reading instruction for the students in each such school. Students enrolled in these schools who have Level 5 assessment scores may participate in the additional hour of instruction on an optional basis of these schools. In addition, the 100 lowest-performing elementary schools shall provide at least 40 hours of instruction in a 2017 summer program to students who have Level 1 and Level 2 reading assessment scores. The ~~This~~ additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching

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62 reading or by a K-5 mentoring reading program that is supervised
63 by a teacher who is effective in ~~at~~ teaching reading. ~~Students~~
64 ~~enrolled in these schools who have level 5 assessment scores may~~
65 ~~participate in the additional hour of instruction on an optional~~
66 ~~basis. Exceptional student education centers shall not be~~
67 ~~included in the 300 schools.~~ After this requirement has been
68 met, supplemental instruction strategies may include, but are
69 not limited to: use of a modified curriculum, reading
70 instruction, after-school instruction, tutoring, mentoring, a
71 reduction in class size ~~reduction~~, an extended school year,
72 intensive skills development in summer school, and other methods
73 of ~~for~~ improving student achievement. Supplemental instruction
74 may be provided to a student in any manner and at any time
75 during or beyond the regular 180-day term identified by the
76 school as being the most effective and efficient way to best
77 help that student progress from grade to grade and to graduate.
78 For an elementary school that is one of the 300 lowest-
79 performing in reading, but not one of the 100 lowest-performing
80 in reading, a school district shall provide additional
81 instruction through a plan adopted by the local school district.
82 At a minimum, the plan must include 180 hours of additional
83 instruction for students who have Level 1 and Level 2 reading
84 assessment scores. A school district shall provide the
85 department with a copy of the district-approved plan. For the
86 2016-2017 fiscal year, the 300 lowest-performing elementary
87 schools must be the same schools as those identified for the
88 2015-2016 fiscal year. Exceptional student education centers may
89 not be included in the 300 schools.

90 3. Effective with the 1999-2000 fiscal year, funding on the

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91 basis of FTE membership beyond the 180-day regular term shall be
92 provided in the FEFP only for students enrolled in juvenile
93 justice education programs or in education programs for
94 juveniles placed in secure facilities or programs under s.
95 985.19. Funding for instruction beyond the regular 180-day
96 school year for all other K-12 students shall be provided
97 through the supplemental academic instruction categorical fund
98 and other state, federal, and local fund sources with ample
99 flexibility for schools to provide supplemental instruction to
100 assist students in progressing from grade to grade and
101 graduating.

102 4. The Florida State University School, as a lab school, is
103 authorized to expend from its FEFP or Lottery Enhancement Trust
104 Fund allocation the cost to the student of remediation in
105 reading, writing, or mathematics for any graduate who requires
106 remediation at a postsecondary educational institution.

107 5. Beginning in the 1999-2000 school year, dropout
108 prevention programs as defined in ss. 1003.52, 1003.53(1)(a),
109 (b), and (c), and 1003.54 shall be included in group 1 programs
110 under subparagraph (d)3.

111 (9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

112 (a) The research-based reading instruction allocation is
113 created to provide comprehensive reading instruction to students
114 in kindergarten through grade 12. For the 2016-2017 ~~2014-2015~~
115 fiscal year, in each school district that has one or more of the
116 100 ~~300~~ lowest-performing elementary schools based on the state
117 reading assessment, priority shall be given to providing an
118 additional hour per day of intensive reading instruction beyond
119 the normal school day for each day of the entire school year for

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120 the students in each such school. Students enrolled in these
121 schools who have Level 5 assessment scores may participate in
122 the additional hour of instruction on an optional basis. In
123 addition, the 100 lowest-performing elementary schools shall
124 provide at least 40 hours of instruction in a 2017 summer
125 program for students who have Level 1 or Level 2 reading
126 assessment scores. A school district shall provide the
127 additional instruction through a plan adopted by the local
128 school district for an elementary school that is one of the 300
129 lowest-performing in reading, but not one of the 100 lowest-
130 performing in reading. At a minimum, the plan must include 180
131 hours of additional instruction for students who have Level 1
132 and Level 2 reading assessment scores. A copy of the district-
133 approved plan must be provided to the department. For the 2016-
134 2017 fiscal year, the 300 lowest-performing schools must be the
135 same schools as those identified for the 2015-2016 fiscal year.
136 Exceptional student education centers may ~~shall~~ not be included
137 in the 300 schools. The intensive reading instruction delivered
138 in this additional hour and for other students must ~~shall~~
139 include: research-based reading instruction that has been proven
140 to accelerate the progress of students exhibiting a reading
141 deficiency; differentiated instruction based on student
142 assessment data to meet students' specific reading needs;
143 explicit and systematic reading development in phonemic
144 awareness, phonics, fluency, vocabulary, and comprehension, with
145 more extensive opportunities for guided practice, error
146 correction, and feedback; and the integration of social studies,
147 science, and mathematics-text reading, text discussion, and
148 writing in response to reading. ~~For the 2012-2013 and 2013-2014~~

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149 ~~fiscal years, a school district may not hire more reading~~
150 ~~coaches than were hired during the 2011-2012 fiscal year unless~~
151 ~~all students in kindergarten through grade 5 who demonstrate a~~
152 ~~reading deficiency, as determined by district and state~~
153 ~~assessments, including students scoring Level 1 or Level 2 on~~
154 ~~the statewide, standardized reading assessment or, upon~~
155 ~~implementation, the English Language Arts assessment, are~~
156 ~~provided an additional hour per day of intensive reading~~
157 ~~instruction beyond the normal school day for each day of the~~
158 ~~entire school year.~~

159 Section 2. This act shall take effect July 1, 2016.