



688124

LEGISLATIVE ACTION

Senate	.	House
Comm: RCS	.	
04/22/2015	.	
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The Committee on Appropriations (Simmons) recommended the following:

**Senate Amendment to Amendment (149946) (with title amendment)**

Delete lines 2291 - 2590  
and insert:

For the 2015-2016, 2016-2017, and 2017-2018 ~~2014-2015~~ fiscal years ~~year~~, each school district that has one or more of the 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



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11 allocation and other available funds, to provide an additional  
12 hour of instruction beyond the normal school day for each day of  
13 the entire school year for intensive reading instruction for the  
14 students in each of the 300 lowest-performing ~~these~~ schools.  
15 Students enrolled in these schools who have Level 5 assessment  
16 scores may participate in the additional hour of instruction on  
17 an optional basis. In addition, the 300 lowest-performing  
18 schools must provide at least 80 hours of instruction in a  
19 summer program with a focus on reading for students who have  
20 Level 1 or Level 2 reading assessment scores in these schools.  
21 For the 2015-2016 fiscal year, the 300 lowest-performing schools  
22 shall be the same schools as identified for the 2014-2015 fiscal  
23 year. Even if a participating school is no longer classified as  
24 one of the 300 lowest-performing elementary schools in the  
25 subsequent year, the school must continue to provide the  
26 additional hour of intensive reading instruction and must  
27 provide at least 80 hours of instruction in a summer program  
28 with a focus on reading to all students who have Level 1 or  
29 Level 2 reading assessment scores. The ~~This~~ additional hour of  
30 instruction must be provided by teachers or reading specialists  
31 who are effective in teaching reading or by a K-5 mentoring  
32 reading program that is supervised by a teacher who is effective  
33 at teaching reading. ~~Students enrolled in these schools who have~~  
34 ~~level 5 assessment scores may participate in the additional hour~~  
35 ~~of instruction on an optional basis.~~ Exceptional student  
36 education centers ~~may shall~~ not be included in the 300 schools.  
37 Beginning in the 2016-2017 fiscal year, the Department of  
38 Education shall provide a list of the 300 lowest-performing  
39 elementary schools to such schools no later than July 1. School



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40 districts are encouraged to provide a summer program in 2015  
41 with a focus on reading for students who have Level 1 or Level 2  
42 reading assessment scores in these schools. After this  
43 requirement has been met, supplemental instruction strategies  
44 may include, but are not limited to: modified curriculum,  
45 reading instruction, after-school instruction, tutoring,  
46 mentoring, class size reduction, extended school year, intensive  
47 skills development in summer school, and other methods for  
48 improving student achievement. Supplemental instruction may be  
49 provided to a student in any manner and at any time during or  
50 beyond the regular 180-day term identified by the school as  
51 being the most effective and efficient way to best help that  
52 student progress from grade to grade and to graduate.

53 3. Effective with the 1999-2000 fiscal year, funding on the  
54 basis of FTE membership beyond the 180-day regular term shall be  
55 provided in the FEFP only for students enrolled in juvenile  
56 justice education programs or in education programs for  
57 juveniles placed in secure facilities or programs under s.  
58 985.19. Funding for instruction beyond the regular 180-day  
59 school year for all other K-12 students shall be provided  
60 through the supplemental academic instruction categorical fund  
61 and other state, federal, and local fund sources with ample  
62 flexibility for schools to provide supplemental instruction to  
63 assist students in progressing from grade to grade and  
64 graduating.

65 4. The Florida State University School, as a lab school, is  
66 authorized to expend from its FEFP or Lottery Enhancement Trust  
67 Fund allocation the cost to the student of remediation in  
68 reading, writing, or mathematics for any graduate who requires



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69 remediation at a postsecondary educational institution.

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

74 (i) Calculation of full-time equivalent membership with  
75 respect to dual enrollment instruction.—Students enrolled in  
76 dual enrollment instruction pursuant to s. 1007.271 may be  
77 included in calculations of full-time equivalent student  
78 memberships for basic programs for grades 9 through 12 by a  
79 district school board. Instructional time for dual enrollment  
80 may vary from 900 hours; however, the full-time equivalent  
81 student membership value shall be subject to the provisions in  
82 s. 1011.61(4). Dual enrollment full-time equivalent student  
83 membership shall be calculated in an amount equal to the hours  
84 of instruction that would be necessary to earn the full-time  
85 equivalent student membership for an equivalent course if it  
86 were taught in the school district. Students in dual enrollment  
87 courses may also be calculated as the proportional shares of  
88 full-time equivalent enrollments they generate for a Florida  
89 College System institution or university conducting the dual  
90 enrollment instruction. Early admission students shall be  
91 considered dual enrollments for funding purposes. Students may  
92 be enrolled in dual enrollment instruction provided by an  
93 eligible independent college or university and may be included  
94 in calculations of full-time equivalent student memberships for  
95 basic programs for grades 9 through 12 by a district school  
96 board. However, those provisions of law which exempt dual  
97 enrollment students ~~dual-enrolled~~ and early admission students



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98 from payment of instructional materials and tuition and fees,  
99 including technology, registration, and laboratory fees, do  
100 ~~shall~~ not apply to students who select the option of enrolling  
101 in an eligible independent institution. An independent college  
102 or university that ~~which~~ is located and chartered in Florida, is  
103 not for profit, is accredited by the Commission on Colleges of  
104 the Southern Association of Colleges and Schools or the  
105 Accrediting Council for Independent Colleges and Schools, and  
106 confers degrees as defined in s. 1005.02 is ~~shall be~~ eligible  
107 for inclusion in the dual enrollment or early admission program.  
108 Students enrolled in dual enrollment instruction are ~~shall be~~  
109 exempt from the payment of tuition and fees, including  
110 technology, registration, and laboratory fees. A ~~No~~ student  
111 enrolled in college credit mathematics or English dual  
112 enrollment instruction may not ~~shall~~ be funded as a dual  
113 enrollment unless the student has successfully completed the  
114 relevant section of the entry-level examination required  
115 pursuant to s. 1008.30.

116 (o) Calculation of additional full-time equivalent  
117 membership based on successful completion of a career-themed  
118 course pursuant to ss. 1003.491, 1003.492, and 1003.493, or  
119 courses with embedded CAPE industry certifications or CAPE  
120 Digital Tool certificates, and issuance of industry  
121 certification identified on the CAPE Industry Certification  
122 Funding List pursuant to rules adopted by the State Board of  
123 Education or CAPE Digital Tool certificates pursuant to s.  
124 1003.4203.—

125 1.a. A value of 0.025 full-time equivalent student  
126 membership shall be calculated for CAPE Digital Tool



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127 certificates earned by students in elementary and middle school  
128 grades.

129       b. A value of 0.1 or 0.2 full-time equivalent student  
130 membership shall be calculated for each student who completes a  
131 course as defined in s. 1003.493(1)(b) or courses with embedded  
132 CAPE industry certifications and who is issued an industry  
133 certification identified annually on the CAPE Industry  
134 Certification Funding List approved under rules adopted by the  
135 State Board of Education. A value of 0.2 full-time equivalent  
136 membership shall be calculated for each student who is issued a  
137 CAPE industry certification that has a statewide articulation  
138 agreement for college credit approved by the State Board of  
139 Education. For CAPE industry certifications that do not  
140 articulate for college credit, the Department of Education shall  
141 assign a full-time equivalent value of 0.1 for each  
142 certification. Middle grades students who earn additional FTE  
143 membership for a CAPE Digital Tool certificate pursuant to sub-  
144 subparagraph a. may not use the previously funded examination to  
145 satisfy the requirements for earning an industry certification  
146 under this sub-subparagraph. Additional FTE membership for an  
147 elementary or middle grades student may ~~shall~~ not exceed 0.1 for  
148 certificates or certifications earned within the same fiscal  
149 year. The State Board of Education shall include the assigned  
150 values on the CAPE Industry Certification Funding List under  
151 rules adopted by the state board. Such value shall be added to  
152 the total full-time equivalent student membership for grades 6  
153 through 12 in the subsequent year ~~for courses that were not~~  
154 ~~provided through dual enrollment~~. CAPE industry certifications  
155 earned through dual enrollment must be reported and funded



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156 pursuant to s. 1011.80. However, if a student earns a  
157 certification through a dual enrollment course and the  
158 certification is not a fundable certification on the  
159 postsecondary certification funding list, or the dual enrollment  
160 certification is earned as a result of an agreement between a  
161 school district and a nonpublic postsecondary institution, the  
162 bonus value shall be funded in the same manner as for other  
163 nondual enrollment course industry certifications. In such  
164 cases, the school district may provide for an agreement between  
165 the high school and the technical center, or the school district  
166 and the postsecondary institution may enter into an agreement  
167 for equitable distribution of the bonus funds.

168 c. A value of 0.3 full-time equivalent student membership  
169 shall be calculated for student completion of the courses and  
170 the embedded certifications identified on the CAPE Industry  
171 Certification Funding List and approved by the commissioner  
172 pursuant to ss. 1003.4203(5) (a) and 1008.44.

173 d. A value of 0.5 full-time equivalent student membership  
174 shall be calculated for CAPE Acceleration Industry  
175 Certifications that articulate for 15 to 29 college credit  
176 hours, and 1.0 full-time equivalent student membership shall be  
177 calculated for CAPE Acceleration Industry Certifications that  
178 articulate for 30 or more college credit hours pursuant to CAPE  
179 Acceleration Industry Certifications approved by the  
180 commissioner pursuant to ss. 1003.4203(5) (b) and 1008.44.

181 2. Each district must allocate at least 80 percent of the  
182 funds provided for CAPE industry certification, in accordance  
183 with this paragraph, to the program that generated the funds.  
184 This allocation may not be used to supplant funds provided for



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185 basic operation of the program.

186       3. For CAPE industry certifications earned in the 2013-2014  
187 school year and in subsequent years, the school district shall  
188 distribute to each classroom teacher who provided direct  
189 instruction toward the attainment of a CAPE industry  
190 certification that qualified for additional full-time equivalent  
191 membership under subparagraph 1.:

192       a. A bonus ~~in the amount~~ of \$25 for each student taught by  
193 a teacher who provided instruction in a course that led to the  
194 attainment of a CAPE industry certification on the CAPE Industry  
195 Certification Funding List with a weight of 0.1.

196       b. A bonus ~~in the amount~~ of \$50 for each student taught by  
197 a teacher who provided instruction in a course that led to the  
198 attainment of a CAPE industry certification on the CAPE Industry  
199 Certification Funding List with a weight of 0.2, ~~0.3, 0.5, and~~  
200 ~~1.0~~.

201       c. A bonus of \$75 for each student taught by a teacher who  
202 provided instruction in a course that led to the attainment of a  
203 CAPE industry certification on the CAPE Industry Certification  
204 Funding List with a weight of 0.3.

205       d. A bonus of \$100 for each student taught by a teacher who  
206 provided instruction in a course that led to the attainment of a  
207 CAPE industry certification on the CAPE Industry Certification  
208 Funding List with a weight of 0.5 or 1.0.

209  
210 Bonuses awarded pursuant to this paragraph shall be provided to  
211 teachers who are employed by the district in the year in which  
212 the additional FTE membership calculation is included in the  
213 calculation. Bonuses shall be calculated based upon the





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214 associated weight of a CAPE industry certification on the CAPE  
215 Industry Certification Funding List for the year in which the  
216 certification is earned by the student. In a single school year,  
217 a ~~Any~~ bonus awarded to a teacher under sub-subparagraph 3.a. or  
218 sub-subparagraph 3.b. ~~this paragraph~~ may not exceed \$2,000 or  
219 under sub-subparagraph 3.c. or sub-subparagraph 3.d. may not  
220 exceed \$4,000. The maximum bonus that may be awarded to a  
221 teacher under this paragraph is \$4,000 in a single school year.  
222 This bonus in any given school year and is in addition to any  
223 regular wage or other bonus the teacher received or is scheduled  
224 to receive.

225 (4) COMPUTATION OF DISTRICT REQUIRED LOCAL EFFORT.—The  
226 Legislature shall prescribe the aggregate required local effort  
227 for all school districts collectively as an item in the General  
228 Appropriations Act for each fiscal year. The amount that each  
229 district shall provide annually toward the cost of the Florida  
230 Education Finance Program for kindergarten through grade 12  
231 programs shall be calculated as follows:

232 (a) Estimated taxable value calculations.—

233 1.a. Not later than 2 working days prior to July 19, the  
234 Department of Revenue shall certify to the Commissioner of  
235 Education its most recent estimate of the taxable value for  
236 school purposes in each school district and the total for all  
237 school districts in the state for the current calendar year  
238 based on the latest available data obtained from the local  
239 property appraisers. The value certified shall be the taxable  
240 value for school purposes for that year, and no further  
241 adjustments shall be made, except those made pursuant to  
242 paragraphs (c) and (d), or an assessment roll change required by



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243 final judicial decisions as specified in paragraph (15) (b)  
244 ~~(14) (b)~~. Not later than July 19, the Commissioner of Education  
245 shall compute a millage rate, rounded to the next highest one  
246 one-thousandth of a mill, which, when applied to 96 percent of  
247 the estimated state total taxable value for school purposes,  
248 would generate the prescribed aggregate required local effort  
249 for that year for all districts. The Commissioner of Education  
250 shall certify to each district school board the millage rate,  
251 computed as prescribed in this subparagraph, as the minimum  
252 millage rate necessary to provide the district required local  
253 effort for that year.

254       b. The General Appropriations Act shall direct the  
255 computation of the statewide adjusted aggregate amount for  
256 required local effort for all school districts collectively from  
257 ad valorem taxes to ensure that no school district's revenue  
258 from required local effort millage will produce more than 90  
259 percent of the district's total Florida Education Finance  
260 Program calculation as calculated and adopted by the  
261 Legislature, and the adjustment of the required local effort  
262 millage rate of each district that produces more than 90 percent  
263 of its total Florida Education Finance Program entitlement to a  
264 level that will produce only 90 percent of its total Florida  
265 Education Finance Program entitlement in the July calculation.

266       2. On the same date as the certification in sub-  
267 subparagraph 1.a., the Department of Revenue shall certify to  
268 the Commissioner of Education for each district:

269       a. Each year for which the property appraiser has certified  
270 the taxable value pursuant to s. 193.122(2) or (3), if  
271 applicable, since the prior certification under sub-subparagraph



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272 1.a.

273           b. For each year identified in sub-subparagraph a., the  
274 taxable value certified by the appraiser pursuant to s.  
275 193.122(2) or (3), if applicable, since the prior certification  
276 under sub-subparagraph 1.a. This is the certification that  
277 reflects all final administrative actions of the value  
278 adjustment board.

279           (5) DISCRETIONARY MILLAGE COMPRESSION SUPPLEMENT.—The  
280 Legislature shall prescribe in the General Appropriations Act,  
281 pursuant to s. 1011.71(1), the rate of nonvoted current  
282 operating discretionary millage that shall be used to calculate  
283 a discretionary millage compression supplement. If the  
284 prescribed millage generates an amount of funds per unweighted  
285 FTE for the district that is less than 105 percent of the state  
286 average, the district shall receive an amount per FTE that, when  
287 added to the funds per FTE generated by the designated levy,  
288 shall equal 105 percent of the state average.

289           (7) DETERMINATION OF SPARSITY SUPPLEMENT.—

290           (b) The district sparsity index shall be computed by  
291 dividing the total number of full-time equivalent students in  
292 all programs in the district by the number of senior high school  
293 centers in the district, not in excess of three, which centers  
294 are approved as permanent centers by a survey made by the  
295 Department of Education. For districts with a full-time  
296 equivalent student membership of at least 20,000, but no more  
297 than 24,000, the index shall be computed by dividing the total  
298 number of full-time equivalent students in all programs by the  
299 number of permanent senior high school centers in the district,  
300 not to exceed four.



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

302 (a) The research-based reading instruction allocation is  
303 created to provide comprehensive reading instruction to students  
304 in kindergarten through grade 12. For the 2015-2016, 2016-2017,  
305 and 2017-2018 ~~2014-2015~~ fiscal years ~~year~~, in each school  
306 district that has one or more of the 300 lowest-performing  
307 elementary schools based on the state reading assessment,  
308 priority shall be given to providing an additional hour per day  
309 of intensive reading instruction beyond the normal school day  
310 for each day of the entire school year for the students in each  
311 of the 300 lowest-performing schools. Students enrolled in these  
312 schools who have Level 5 assessment scores may participate in  
313 the additional hour of instruction on an optional basis. In  
314 addition, the 300 lowest-performing schools must provide at  
315 least 80 hours of instruction in a summer program with a focus  
316 on reading for students who have Level 1 or Level 2 reading  
317 assessment scores in these schools. For the 2015-2016 fiscal  
318 year, the 300 lowest-performing schools shall be the same  
319 schools as identified for the 2014-2015 fiscal year. Even if a  
320 participating school is no longer classified as one of the 300  
321 lowest-performing elementary schools in the subsequent year, the  
322 school must continue to provide the additional hour of intensive  
323 reading instruction and must provide at least 80 hours of  
324 instruction in a summer program with a focus on reading to all  
325 students who have Level 1 or Level 2 reading assessment scores  
326 ~~school. Students enrolled in these schools who have level 5~~  
327 ~~assessment scores may participate in the additional hour of~~  
328 ~~instruction on an optional basis. Exceptional student education~~  
329 ~~centers~~ may ~~shall~~ not be included in the 300 schools. The



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===== T I T L E A M E N D M E N T =====

And the title is amended as follows:

Delete line 3574

and insert:

the subsequent year for certain students; requiring  
the Department of Education to provide a list of  
specified elementary schools by a specified date;  
encouraging schools districts to provide a summer  
program with a focus on reading for specified  
students; revising the