

By the Committee on Appropriations; and Senators Simmons and Garcia

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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:

17  
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

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32 operation:

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

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

38 2. Categorical funds for supplemental academic instruction  
39 shall be allocated annually to each school district in the  
40 amount provided in the General Appropriations Act. These funds  
41 shall be in addition to the funds appropriated on the basis of  
42 FTE student membership in the Florida Education Finance Program  
43 and shall be included in the total potential funds of each  
44 district. These funds shall be used to provide supplemental  
45 academic instruction to students enrolled in the K-12 program.  
46 For the 2016-2017 ~~2014-2015~~ fiscal year, each school district  
47 that has one or more of the 300 lowest-performing elementary  
48 schools based on the state reading assessment shall use these  
49 funds, together with the funds provided in the district’s  
50 research-based reading instruction allocation and other  
51 available funds, to provide an additional hour of instruction  
52 beyond the normal school day for each day of the entire school  
53 year for intensive reading instruction for the students in each  
54 such school. Students enrolled in these schools who have Level 5  
55 assessment scores may participate in the additional hour of  
56 instruction on an optional basis of these schools. In addition,  
57 the 100 lowest-performing elementary schools shall provide at  
58 least 40 hours of instruction in a 2017 summer program to  
59 students who have Level 1 and Level 2 reading assessment scores.  
60 The ~~This~~ additional hour of instruction must be provided by

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61 teachers or reading specialists who are effective in teaching  
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.

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90           3. Effective with the 1999-2000 fiscal year, funding on the  
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  
116 300 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

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119 the normal school day for each day of the entire school year for  
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

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148 writing in response to reading. ~~For the 2012-2013 and 2013-2014~~  
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.