

Amendment No.

CHAMBER ACTION

Senate

House

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1 Representative Aloupis offered the following:

2
3 **Amendment (with title amendment)**

4 Remove lines 986-1087 and insert:

5 Section 15. Paragraphs (c) and (d) of subsection (9)
6 subsection (21) of section 1011.62, Florida Statutes, are
7 amended to read:

8 1011.62 Funds for operation of schools.—If the annual
9 allocation from the Florida Education Finance Program to each
10 district for operation of schools is not determined in the
11 annual appropriations act or the substantive bill implementing
12 the annual appropriations act, it shall be determined as
13 follows:

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

15 (c) Funds allocated under this subsection must be used to
16 provide a system of comprehensive reading instruction to
17 students enrolled in the K-12 programs, which may include the
18 following:

19 1. An additional hour per day of evidence-based intensive
20 reading instruction to students in the 300 lowest-performing
21 elementary schools by teachers and reading specialists who have
22 demonstrated effectiveness in teaching reading as required in
23 paragraph (a).

24 2. Kindergarten through grade 5 evidence-based ~~reading~~
25 ~~intervention teachers to provide~~ intensive reading interventions
26 provided by reading intervention teachers ~~intervention~~ during
27 the school day and in the required extra hour for students
28 identified as having a reading deficiency.

29 3. Highly qualified reading coaches to specifically
30 support teachers in making instructional decisions based on
31 student data, and improve teacher delivery of effective reading
32 instruction, intervention, and reading in the content areas
33 based on student need.

34 4. Professional development for school district teachers
35 in scientifically based reading instruction, including
36 strategies to teach reading in content areas and with an
37 emphasis on technical and informational text, to help school

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38 district teachers earn a certification or an endorsement in
39 reading.

40 5. Summer reading camps, using only teachers or other
41 district personnel who are certified or endorsed in reading
42 consistent with s. 1008.25(7)(b)3., for all students in
43 kindergarten through grade 2 who demonstrate a reading
44 deficiency as determined by district and state assessments, and
45 students in grades 3 through 5 who score at Level 1 on the
46 statewide, standardized English Language Arts assessment.

47 6. Scientifically researched and evidence-based
48 supplemental instructional materials ~~that are grounded in~~
49 ~~scientifically based reading research~~ as identified by the Just
50 Read, Florida! Office pursuant to s. 1001.215(8).

51 7. Evidence-based intensive interventions for students in
52 kindergarten through grade 12 who have been identified as having
53 a reading deficiency or who are reading below grade level as
54 determined by the statewide, standardized English Language Arts
55 assessment.

56 (d)1. Annually, by a date determined by the Department of
57 Education but before May 1, school districts shall submit a K-12
58 comprehensive reading plan for the specific use of the research-
59 based reading instruction allocation in the format prescribed by
60 the department for review and approval by the Just Read,
61 Florida! Office created pursuant to s. 1001.215. ~~The plan~~
62 ~~annually submitted by school districts shall be deemed approved~~

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63 ~~unless the department rejects the plan on or before June 1.~~ If a
64 school district and the Just Read, Florida! Office cannot reach
65 agreement on the contents of the plan, the school district may
66 appeal to the State Board of Education for resolution. School
67 districts shall be allowed reasonable flexibility in designing
68 their plans and shall be encouraged to offer reading
69 intervention through innovative methods, including career
70 academies. The plan format shall be developed with input from
71 school district personnel, including teachers and principals,
72 and shall provide for intensive reading interventions through
73 integrated curricula, provided that, beginning with the 2020-
74 2021 school year, the interventions are delivered by a teacher
75 who is certified or endorsed in reading. Such interventions must
76 incorporate evidence-based strategies identified by the Just
77 Read, Florida! Office pursuant to s. 1001.215(8). No later than
78 July 1 annually, the department shall release the school
79 district's allocation of appropriated funds to those districts
80 having approved plans. ~~A school district that spends 100 percent~~
81 ~~of this allocation on its approved plan shall be deemed to have~~
82 ~~been in compliance with the plan.~~ The department may withhold
83 funds upon a determination that reading instruction allocation
84 funds are not being used to implement the approved plan. The
85 department shall monitor and track the implementation of each
86 district plan, including conducting site visits and collecting
87 specific data on expenditures and reading improvement results.

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88 By February 1 of each year, the department shall report its
89 findings to the Legislature.

90 2. Each school district that has a school designated as
91 one of the 300 lowest-performing elementary schools as specified
92 in paragraph (a) shall specifically delineate in the
93 comprehensive reading plan, or in an addendum to the
94 comprehensive reading plan, the implementation design and
95 reading intervention strategies that will be used for the
96 required additional hour of reading instruction. The term
97 "reading intervention" includes evidence-based strategies
98 frequently used to remediate reading deficiencies and also
99 includes individual instruction, tutoring, mentoring, or the use
100 of technology that targets specific reading skills and
101 abilities.

102
103 For purposes of this subsection, the term "evidence-based" means
104 demonstrating a statistically significant effect on improving
105 student outcomes or other relevant outcomes, as provided in 20
106 U.S.C. s. 8101(21) (A) (i).

107 (21) TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION.—
108 The turnaround school supplemental services allocation is
109 created to provide district-managed turnaround schools, as
110 identified in s. 1008.33(4) (a), schools implementing a charter
111 school under s. 1008.33(4) (b)2., schools implementing an
112 external operator turnaround option under s. 1008.33(4) (b)3.

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113 ~~that earn three consecutive grades below a "C," as identified in~~
114 ~~s. 1008.33(4)(b)3.,~~ and schools that have improved to a "C" or
115 higher and are no longer in turnaround status, as identified in
116 s. 1008.33(4)(c), with funds to supplement ~~offer~~ services
117 designed to improve the overall academic and community welfare
118 of the schools' students and their families.

119 (a)1. Services funded by the allocation may include, but
120 are not limited to, tutorial and after-school programs, student
121 counseling, nutrition education, parental counseling, and an
122 extended school day and school year. In addition, services may
123 include models that develop a culture that encourages students
124 to complete high school and to attend college or career
125 training, set high academic expectations, and inspire character
126 development.

127 2. A school district may enter into a formal agreement
128 with a nonprofit organization that has tax-exempt status under
129 s. 501(c)(3) of the Internal Revenue Code to implement an
130 integrated student support service model that provides students
131 and families with access to wrap-around services, including, but
132 not limited to, health services, after-school programs, drug
133 prevention programs, college and career readiness programs, and
134 food and clothing banks.

135 (b) Before distribution of the allocation, the school
136 district shall develop and submit a plan for implementation to
137 its school board for approval no later than August 1 of each

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138 | fiscal year and submit the approved plan to the commissioner by
139 | September 1 of each fiscal year for final approval by the
140 | department.

141 | (c) At a minimum, the plan required under paragraph (b)
142 | must:

143 | 1. Include a memorandum of agreement with a charter school
144 | or an external operator when a school has completed the first
145 | year of district-managed turnaround.

146 | 2.1. Establish comprehensive support services that develop
147 | family and community partnerships.

148 | 3.2. Establish clearly defined and measurable high
149 | academic and character standards.

150 | 4.3. Increase parental involvement and engagement in the
151 | child's education.

152 | 5.4. Describe how instructional personnel will be
153 | identified, recruited, retained, and rewarded using results from
154 | the commissioner-approved formulas to measure student learning
155 | growth under s. 1012.34(7)(a) and, for instructional personnel
156 | with teaching assignments that do not include courses associated
157 | with the commissioner-approved formulas to measure student
158 | learning growth under s. 1012.34(7)(a), using fair and reliable
159 | alternative measures of student learning growth or achievement,
160 | as appropriate.

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161 ~~6.5.~~ Provide professional development that focuses on
162 academic rigor, direct instruction, and creating high academic
163 and character standards.~~†~~

164 ~~7.6.~~ Provide focused instruction to improve student
165 academic proficiency, which may include additional instruction
166 time beyond the normal school day or school year.~~† and~~

167 ~~8.7.~~ Include a strategy for continuing to provide services
168 after the school is no longer in turnaround status by virtue of
169 achieving a grade of "C" or higher.

170 ~~(d) Each school district shall submit its approved plans~~
171 ~~to the commissioner by September 1 of each fiscal year.~~

172 ~~(d)(e)~~ Subject to legislative appropriation, each school
173 district's allocation must be based on the unweighted FTE
174 student enrollment at the eligible schools and a per-FTE funding
175 amount of \$500 or as provided in the General Appropriations Act.
176 The supplement provided in the General Appropriations Act shall
177 be based on the most recent school grades and shall serve as a
178 proxy for the official calculation. Once school grades are
179 available for the school year immediately preceding the fiscal
180 year coinciding with the appropriation, the supplement shall be
181 recalculated for the official participating schools as part of
182 the subsequent FEFP calculation. The commissioner may prepare a
183 preliminary calculation so that districts may proceed with
184 timely planning and use of the funds. If the calculated funds
185 for the statewide allocation exceed the funds appropriated, the

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186 allocation of funds to each school district must be prorated
187 based on each school district's share of the total unweighted
188 FTE student enrollment for the eligible schools.

189 (e)~~(f)~~ Subject to legislative appropriation, each school
190 shall remain eligible for the allocation for a maximum of 4
191 continuous fiscal years while implementing a turnaround option
192 pursuant to s. 1008.33(4). In addition, a school that improves
193 to a grade of "C" or higher shall remain eligible to receive the
194 allocation for a maximum of 2 continuous fiscal years after
195 exiting turnaround status if the plan approved by the department
196 demonstrates that the improvement will be sustained for each
197 year that funds are provided.

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

202

Remove lines 74-78 and insert:

203

revising provisions relating to the research-based

204

reading instruction allocation; revising provisions

205

relating to a specified reading plan; revising the

206

eligibility criteria for the turnaround school

207

supplemental services allocation; revising the

208

required contents for a specified plan; requiring the

209

department to provide final approval of specified

210

plans; providing effective

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