Frequently Asked Questions

Extended Day Requirements for 300 Lowest-Performing Elementary Schools

Background

Effective July 1, 2014, Florida House Bill 5101 requires those schools found to be among the 300 lowest-performing elementary schools in reading to use supplemental academic instruction (SAI) and research-based reading instruction allocation dollars to provide an additional hour of intensive reading instruction to students every day, school-wide.

HB 5101 may be viewed in its entirety by following the link below: http://www.myfloridahouse.gov/Sections/Documents/loaddoc.aspx?FileName=_h5101er.docx&DocumentType=Bill&BillNumber=5101&Session=2014.

The extended day requirement is specified in lines 1261 - 1277:

academic instruction to students enrolled in the K-12 program.
For the ~~2012-2013, 2013-2014, and~~ 2014-2015 fiscal year ~~years~~,
each school district that has one or more of the 300 ~~100~~ 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 of these schools. This additional hour of
instruction must be provided ~~only~~ by teachers or reading
specialists who are effective in teaching reading or by a K-5
mentoring reading program that is supervised by a teacher who is
effective at teaching reading. Students enrolled in these
schools who have level 5 assessment scores may participate in

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the additional hour of instruction on an optional basis.
Exceptional student education centers shall not be included in
the 300 ~~100~~ schools. After this requirement has been met,
supplemental instruction strategies may include, but are not

Requirements for the intensive reading instruction to be delivered in the additional hour are stipulated in lines 1364 - 1397:

(9) RESEARCH-BASED READING INSTRUCTION ALLOCATION.—

(a) The research-based reading instruction allocation is created to provide comprehensive reading instruction to students in kindergarten through grade 12. For the ~~2012-2013, 2013-2014, and~~ 2014-2015 fiscal year ~~years~~, in each school district that has one or more of the 300 ~~100~~ lowest-performing elementary schools based on the state reading assessment, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school. Students enrolled in these schools who have level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be included in the 300 ~~100~~ schools. The intensive reading instruction delivered in this additional hour and for other students shall include: research-based reading instruction that

has been proven to accelerate progress of students exhibiting a reading deficiency; differentiated instruction based on student assessment data to meet students' specific reading needs; explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. For the 2012-2013 and 2013-2014 fiscal years, a school district may not hire more reading coaches than were hired during the 2011-2012 fiscal year unless all students in kindergarten through grade 5 who demonstrate a reading deficiency, as determined by district and state assessments, including students scoring Level 1 or Level 2 on the statewide, standardized ~~FCAT~~ reading assessment or, upon implementation, the English Language Arts assessment, are provided an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year.

(c) Funds allocated under this subsection must be used to

The following questions and answers have been assembled to support the planning efforts of those school and district administrators impacted by the new extended day requirements set forth in HB 5001 and HB 5101.

1. How are the 300 lowest-performing elementary schools determined?

The 300 lowest-performing elementary schools are those schools found to have the lowest sums of points earned for reading achievement (levels 3 and above) and reading learning gains as determined for the purpose of calculating school grades.

2. Who is eligible to teach the extended day?

The additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading.

3. What criteria should be used in determining "effective in teaching reading?"

At this time, no single criterion has been identified in determining "effective in teaching reading." Districts must establish their own threshold for acceptable teacher performance. The threshold must be specific to a teacher being successful with increasing student achievement in reading. Teacher effectiveness will be the strongest determination of student outcomes.

4. What are the reporting requirements associated with providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school?

A survey will be conducted at the end of the fiscal year to collect 2014-15 expenditures for the additional hour of intensive reading instruction required pursuant to specific appropriation 96 of Chapter 2014-51, Laws of Florida. The law requires the Florida Department of Education to guide school districts in documenting expenditures for the additional hour of instruction to ensure that all local, state and federal funds are maximized for the total instructional program and that any federal funds used for the additional hour of instruction in these 300 schools do not supplant non-federal (state or local) funds. School districts must submit to the department summary information regarding these expenditures, including funding sources, expenditures for fiscal year 2014-15 and details on the intensive reading instruction being provided for the additional hour of instruction.

5. Can schools require all students to participate in the extended day?

Only students having a prior year FCAT achievement level of 5 in reading may opt out. All other students fall under compulsory attendance requirements unless special circumstances exist that preclude their participation (e.g. a student whose Individualized Education Program committee has determined the extended time would not be in the best interest of the student may be exempted).

6. If a school is receiving School Improvement Grant (SIG) funds, what steps should it take in planning the extended hour of reading instruction?

SIG schools included in the 300 lowest-performing elementary schools must use SAI and research-based reading instruction allocation funds to pay for the extended day, freeing SIG funds for other activities.

7. Can SAI and research-based reading instruction allocation funds be used for additional materials?

Yes. Schools may use SAI and research-based reading instruction allocation funds for purchase of additional materials for extended reading instruction; however, the materials must be research-based and **proven** to accelerate progress of students exhibiting a reading deficiency.

8. Can SAI and research-based reading instruction allocation funds be used for transportation?

Yes. Districts may use SAI and research-based reading instruction allocation funds to provide transportation. Districts will have to submit a report to the department that will be shared with the legislature for all expenditures.

9. Are charter schools subject to extended day requirements?

Yes. Districts must ensure that all schools, including charter schools, found to be among the 300 lowest-performing elementary schools comply with the statute regarding the additional hour. While districts have flexibility in the manner that funds for the additional hour are distributed, districts should collaborate with these charter schools on issues of funding and transportation to ensure that the additional hour of instruction is provided at these schools.

10. Are elementary schools with a current extended day required to add an additional sixty minutes?

No. If one of the 300 lowest performing elementary schools in reading already provides 900 hours or more of instruction to students in grades K-3 and 1080 hours or more of instruction to students in grades 4 and higher, the district will not be required to extend the school day for this school. However, explicit reading instruction aligned with the requirements noted in statute must be implemented during the additional hour that is provided.

11. Must the reading instruction be provided during the extended hour at the end of the school day, or can it be infused earlier in the day?

Schools are encouraged to deliver the additional hour of instruction in a manner which maximizes its impact on student learning. For example, schools may leverage their highly skilled, high growth reading specialists by scheduling multiple sections of “extra hour” reading instruction through the course of the instructional day.

Such an approach must result in student schedules which provide for 1) sixty additional minutes of reading instruction for every non-exempt student, as evidenced in school survey data, and 2)

the ability of level 5 students to opt out of the extended day without impacting their normal schedule requirements.

12. Which course code number should be used for the extra hour of reading?

We recommend using the grade level English Language Arts course codes (e.g., Language Arts-Grade 1).

13. Are VPK programs exempt from the extended day requirement?

Yes.

14. If a district uses SAI and research-based reading instruction allocation funds to pay for teachers, resources, and materials, can it use Federal dollars to pay for transportation?

No. Using federal funds to pay for state-required transportation would be considered supplanting.

15. Is the district required to provide separate transportation for those eligible students who opt out of extended day learning activities?

No.

16. Are reading courses associated with the additional hour requirement subject to provisions of the class size amendment?

Yes.

17. Can the requirement for additional instructional hours be met in whole, or in part, by extending the school year beyond 180 days?

No.