Making Connections

March 2017

Implementing the extended school day policy in Florida's 300 lowest performing elementary schools

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Key findings

Since 2014, Florida law has required the 300 elementary schools with the lowest reading performance to provide supplemental reading instruction through an extended school day. This study found that in 2014/15, on average, the lowest performing schools were smaller than other elementary schools and served higher proportions of racial/ethnic minority students and students eligible for the federal school lunch program. Schools reported using a variety of strategies to comply with the extended school day policy such as increasing reading instruction time each day, increasing staff, providing professional development for teachers, and providing instruction in the extra hour that differed from instruction during the rest of the day. Increased professional development and curricular and pedagogic changes were identified as indirect benefits of implementation.

ies NATIONAL CENTER FOR EDUCATION EVALUATION AND REGIONAL ASSISTANCE
Institute of Education Sciences
U.S. Department of Education

REL SOUTHEAST
Regional Educational Laboratory
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REL 2017–253

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March 2017

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0011 by Regional Educational Laboratory Southeast administered by Florida State University The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Folsom, J. S., Osborne-Lampkin, L., Cooley, S., & Smith, K. (2017). *Implementing the extended school day policy in Florida's 300 lowest performing elementary schools* (REL 2017–253). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from http://ies.ed.gov/ncee/edlabs.

This report is available on the Regional Educational Laboratory website at http://ies.ed.gov/ncee/edlabs.

Summary

Since the 2012/13 school year Florida law has required the 100 lowest performing elementary schools in reading to extend the school day by one hour to provide supplemental reading instruction. In 2014 the law was broadened to include the 300 elementary schools with the lowest reading performance.

A previous study of the state's first two cohorts of 100 lowest performing schools found that observed growth in school reading performance after one to two years of implementing the extended school day policy did not exceed what would have been expected because of natural variation (Folsom et al., 2016). The current study follows up on that study by describing the location, demographic characteristics, and school reading performance of the 300 lowest performing schools and analyzing how the lowest performing schools implemented the extended school day policy (for example, the methods used to add the extra hour, staffing, and delivery of instruction). As with Folsom et al. (2016), the current study was based on a request from the Regional Educational Laboratory Southeast Improving Literacy Alliance and Improving Low-Performing Schools Alliance—both of which have Florida Department of Education administrators as members.

Based on publicly available data and survey and interview data collected by the Florida Department of Education, the study found:

- The lowest performing elementary schools were located in 31 of Florida's 65 school districts and in all five regions of the state. The lowest performing elementary schools were smaller on average than other elementary schools and enrolled a larger proportion of racial/ethnic minority students and students eligible for the federal school lunch program. Ninety-nine percent of the lowest performing elementary schools were Title I schools.
- On average, the school reading performance of the lowest performing elementary schools was 1.8 standard deviations below that of other elementary schools at the end of 2013/14 (the year they were identified as lowest performing) and 1.5 standard deviations below that of other elementary schools at the end of 2014/15 (after implementing the extended school day policy for one or more years).
- The elementary schools that implemented the extended school day policy reported using a variety of strategies such as increasing reading instruction time each day, increasing staff, providing professional development for teachers, and providing instruction in the extra hour that differed from instruction during the rest of the day.
- Participants identified indirect benefits of implementation, including perceived student gains. Interviewees attributed these gains not to the extra hour of instruction but to improvements that occurred in conjunction with it, such as professional development and curricular and pedagogic changes. However, the empirical analyses could not demonstrate whether student gains actually occurred. Barriers to implementation identified by interviewees included lack of resources and issues around logistical planning, such as short timelines.

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Why this study?

Since the 2012/13 school year Florida law has required the 100 lowest performing elementary schools in reading to extend the school day by one hour (see box 1 for definitions of key terms used in the report). The extra hour must be spent on intensive, research-based reading instruction.

A previous study of the state's first two cohorts of 100 lowest performing schools found that observed growth in school reading performance after one to two years of implementing the extended school day policy did not exceed what would have been expected because of natural variation (Folsom et al., 2016). That study also investigated survey responses on how the 100 lowest performing schools implemented the extended school day policy and found that the schools reported increasing the amount of reading instruction time, increasing staff, and providing instruction in the extra hour that differed from instruction during the rest of the day.

This study updates a 2016 study of the state's first two cohorts of 100 lowest performing schools after Florida law was broadened to require the 300 lowest performing elementary schools in reading to extend the school day by one hour

In 2014 the law was broadened to include the 300 lowest performing elementary schools. The increase in the number of schools required to implement the policy was accompanied by other modifications to the law. The law originally stated that the "additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading." The modification added that the instruction could be provided "by a K–5 mentoring reading program that is supervised by a teacher who is effective at teaching reading."[1]

The Regional Educational Laboratory (REL) Southeast Improving Literacy Alliance and Improving Low-Performing Schools Alliance—both of which have Florida Department of Education administrators as members—requested an updated analysis of the 300 schools identified as the state's lowest performing schools in 2014/15. Although the Florida Department of Education—through the Just Read, Florida! office and the Bureau of School Improvement—was responsible for overseeing implementation of the extended school day policy statewide, district- or school-level implementation was managed locally. Specifically, the alliances were interested in the location, demographic characteristics, and school reading performance of the 300 lowest performing schools and in how the lowest performing schools implemented the extended school day policy (for example, methods used to add the extra hour, staffing, and delivery of instruction), particularly given the changes in the language of the law.[2] While Folsom et al. (2016) used survey data to examine implementation, the present study uses additional qualitative analysis of survey and interview data.

The study was designed to describe how schools implemented the extended school day policy, not to determine whether the policy was effective. Therefore, this report does not offer recommendations on the best ways to incorporate the extra hour or on which aspects of policy implementation were effective.

This study addressed four research questions:

- Where were the lowest performing schools located, and how did their demographic characteristics compare with those of other elementary schools?
- How did the 2013/14 and 2014/15 school reading performance of the lowest performing schools compare with that of other elementary schools?

Box 1. Key terms

Extended school day policy. The implementation of the law requiring the 300 lowest performing elementary schools in reading to extend the school day by an hour. The extra hour must be spent on reading instruction provided by or supervised by teachers or reading specialists who are effective at teaching reading.

Lowest performing schools. The 304 lowest performing schools in reading identified in 2014/15 that were required to implement the extended school day policy.[1] These schools fell into three cohorts:

- The lowest performing schools in 2014/15 (the 189 schools identified as a lowest performing school for the first time in 2014/15).
- The lowest performing schools in 2014/15 and one prior year (the 93 schools identified as one of the 100 lowest performing schools in either 2012/13 or 2013/14 and as one of the 304 lowest performing schools in 2014/15).
- The lowest performing schools in 2012/13–2014/15 (the 22 schools identified as one of the 100 lowest performing schools in 2012/13 and 2013/14 and as one of the 304 lowest performing schools in 2014/15).

Other elementary schools. The 1,494 elementary schools that were not identified as a lowest performing school in reading in 2014/15. These schools were not required to implement the extended school day policy in 2014/15.

School reading performance. Between the 2013/14 and 2014/15 school years, Florida replaced the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) with the Florida Standards Assessment (FSA). This report thus defines school reading performance in two ways, depending on the year under discussion:

- Through 2013/14 the state measured school performance by aggregating student reading scores on the Florida Comprehensive Assessment Test 2.0, as reported previously by Folsom et al. (2016). School reading performance is the sum of the percentage of students who scored at or above achievement level 3 (satisfactory) on the reading component of the prior year's FCAT 2.0 and the percentage of students whose scores on the reading component of the FCAT 2.0 showed learning gains from the prior year. School reading performance through 2013/14 had a theoretical range of 0–200; however, the observed range in this study was 54–185. The Florida Department of Education used 2013/14 school reading performance to identify the 300 lowest performing schools in 2014/15.
- School reading performance in 2014/15 was equal to the percentage of students who achieved a passing score on either the Florida Standards Assessment English language arts achievement test or the reading component of the Florida Alternate Assessment. School reading performance had a theoretical range of 0–100; however, the observed range in this study was 5–96.

Title I. Title I provides additional resources to schools with economically disadvantaged students (Florida Department of Education, n.d.). Schools implementing schoolwide reform models provide all students with access to services. In this report these schools are referred to as Title I schools.

Note

1. When the Florida Department of Education identified the 300 lowest performing schools in 2014/15 on the basis of their 2013/14 school reading performance, the 300th school had a school grade of 103. This value, which became the cutscore, was shared by 21 schools, and 286 schools had grades below the score, for a total of 307 schools with a grade of 103 or lower. Of those 307 schools, 3 closed prior to the 2014/15 school year and were excluded from the study.

- How did districts and schools incorporate the extra hour of instruction in 2014/15? Was there evidence of extra reading instruction? How was the extra time added, and how was instruction provided?
- What were the perceived benefits of and barriers to incorporating the extra hour?

The data and methodology behind the study are summarized in box 2 and detailed in appendix A.

Box 2. Data and methods

Data

The study examined 1,798 elementary schools, 304 of which were identified by the Florida Department of Education as the lowest performing schools and required to implement the extended school day policy in 2014/15, and 1,494 other elementary schools that were not required to implement the extended school day policy in 2014/15.

The Florida Department of Education published the list of the 300 lowest performing schools on its website (2014c). These schools were matched to publicly available School Accountability Reports (Florida Department of Education, 2014a), School Grades (Florida Department of Education, 2016b), Membership by School by Grade (Florida Department of Education, 2015), and Master School Identification files (Florida Department of Education, 2016c).

The Florida Department of Education, through the Just Read, Florida! office, developed a compliance survey that was distributed electronically and completed by 245 respondents in early 2015 (see appendix B for a copy of the survey). In some cases the district completed the surveys on behalf of the schools; in other cases the district forwarded the surveys directly to schools for completion by the principal or the principal's designee. The exact proportion of responses completed by district personnel is not known. Although 245 surveys (representing 81 percent of the lowest performing schools) were returned, not every question was answered on each survey (see tables C2 and C3 in appendix C for response rates for each question). The Florida Department of Education, through the Just Read, Florida! office, also conducted nine structured interviews with principals, assistant principals, reading coaches, and other individuals (that is, a counselor and a curriculum resource teacher) responsible for overseeing implementation of the extended school day policy at a random selection of nine lowest performing schools (see appendix B for the structured interview protocol). In some cases the interview was conducted with only the principal or assistant principal; in other cases the reading coach, counselor, or curriculum resource teacher joined the interview.

Data analysis

The study team calculated descriptive statistics (means, standard deviations, and cross-tabulations) to describe the location, demographic characteristics, and school reading performance of the lowest performing schools and other elementary schools. Similar descriptive statistics were calculated to summarize survey findings on how the lowest performing schools implemented the extended school day policy. Tests of statistical significance can be found in appendix D.

In addition, the study team used a qualitative, three-phase approach to code and analyze the interview and survey response data. The study team used pattern coding and an iterative approach to capture constructs and emergent themes in the data that would supplement the findings on how the lowest performing schools implemented the policy. The interview and survey responses were coded and analyzed within and across districts.

What the study found

This section details the results of the analyses. It describes the location, demographic characteristics, school reading performance, and implementation of the extended school day policy in the lowest performing schools. It also discusses how the findings from the current study compare with those of the previous study of the 100 lowest performing schools (Folsom et al., 2016).

The lowest performing elementary schools in reading differed demographically from other elementary schools

This section describes the demographic differences between the lowest performing schools and other elementary schools. See tables C2 and C3 in appendix C for descriptive statistics for both the aggregated and disaggregated samples. See appendix D for results of supplemental tests of statistical significance.

In each region of Florida 15–18 percent of elementary schools were identified as lowest performing schools

The lowest performing schools were located in 31 of Florida's 65 school districts and in all five regions of the state (map 1). In each region 15–18 percent of elementary schools were identified as lowest performing schools. All regions had schools that were identified as lowest performing schools in 2014/15 (9–14 percent of schools in each region) and as lowest performing schools in 2014/15 and one prior year (4–7 percent of schools in each region). Four of five regions had schools that were identified as lowest performing schools in 2012/13–2014/15. Across these four regions, 1–2 percent of schools were identified as lowest performing schools in 2012/13–2014/15. Only Region 3 (which includes Orlando) did not have any schools that were identified as lowest performing schools in 2012/13–2014/15.

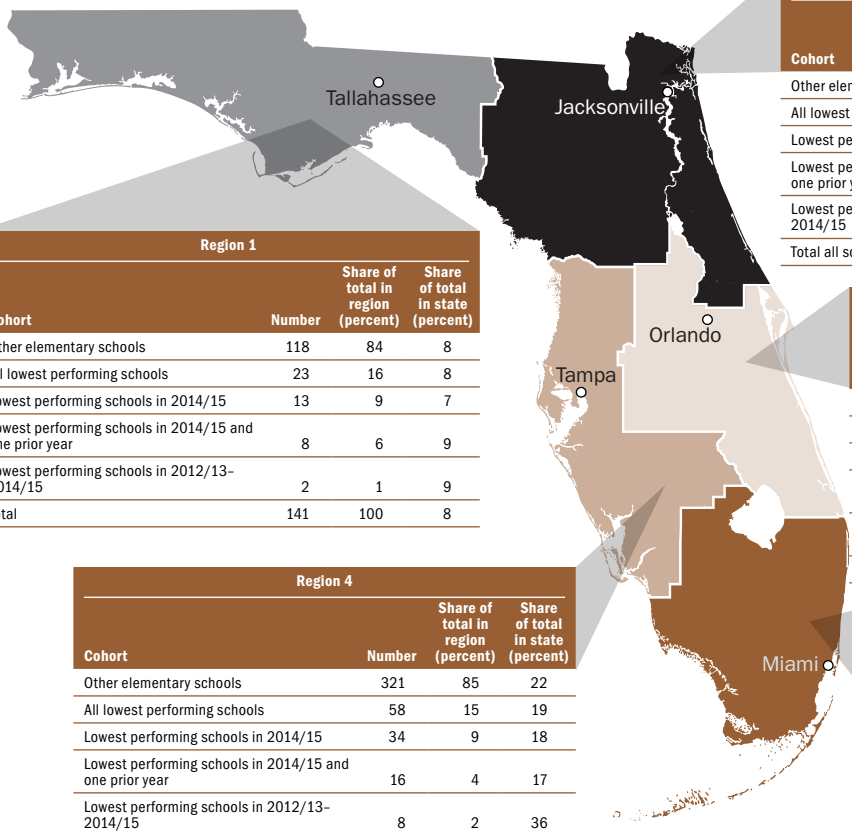
The lowest performing schools were not evenly distributed across regions. Region 1 (the northwest region, which includes Tallahassee) had 8 percent of all lowest performing schools, whereas region 5 (the southern region, which includes Miami) had 33 percent. The differences in the proportion of cohorts between regions were statistically significant. These regional differences may be related to the differences in population (and hence in number of schools) across regions. For example, Region 1 has 8 percent of other elementary schools in Florida, whereas Region 5 has 32 percent of other elementary schools (see map 1).

The lowest performing schools enrolled fewer students than did other schools. Enrollment averaged 542 students in the lowest performing schools and 660 students in other elementary schools (figure 1). The lowest performing schools in 2014/15 averaged 566 students, the lowest performing schools in 2014/15 and one prior year averaged 510 students, and the lowest performing schools in 2012/13–2014/15 averaged 474 students. The differences in student enrollment were statistically significant across cohorts. Enrollment and school reading performance were moderately correlated (r = .22).

Ninety-nine percent of the 300 lowest performing schools were Title I schools. In contrast, 59 percent of other elementary schools were Title I schools (figure 2). The differences in the proportion of Title I schools were statistically significant across cohorts.

Across the 300 lowest performing schools, on average, 79 percent of students were racial/ethnic minority students. In contrast, among other elementary schools, on average,

Map 1. In 2014/15 the lowest performing elementary schools in reading were located in all five of Florida's regions



Region 1

Cohort	Number	Share of total in region (percent)	Share of total in state (percent)
Other elementary schools	118	84	8
All lowest performing schools	23	16	8
Lowest performing schools in 2014/15	13	9	7
Lowest performing schools in 2014/15 and one prior year	8	6	9
Lowest performing schools in 2012/13–2014/15	2	1	9
Total	141	100	8

Region 2

Cohort	Number	Share of total in region (percent)	Share of total in state (percent)
Other elementary schools	286	82	19
All lowest performing schools	62	18	20
Lowest performing schools in 2014/15	37	11	20
Lowest performing schools in 2014/15 and one prior year	17	5	18
Lowest performing schools in 2012/13–2014/15	8	2	36
Total all schools	348	100	19

Region 3

Cohort	Number	Share of total in region (percent)	Share of total in state (percent)
Other elementary schools	298	83	20
All lowest performing schools	61	17	20
Lowest performing schools in 2014/15	51	14	27
Lowest performing schools in 2014/15 and one prior year	10	3	11
Lowest performing schools in 2012/13–2014/15	0	0	0
Total	359	100	20

Region 4

Cohort	Number	Share of total in region (percent)	Share of total in state (percent)
Other elementary schools	321	85	22
All lowest performing schools	58	15	19
Lowest performing schools in 2014/15	34	9	18
Lowest performing schools in 2014/15 and one prior year	16	4	17
Lowest performing schools in 2012/13–2014/15	8	2	36
Total	379	100	21

Region 5

Cohort	Number	Share of total in region (percent)	Share of total in state (percent)
Other elementary schools	471	83	32
All lowest performing schools	100	18	33
Lowest performing schools in 2014/15	54	10	29
Lowest performing schools in 2014/15 and one prior year	42	7	45
Lowest performing schools in 2012/13–2014/15	4	1	18
Total	571	100	32

Source: Authors' analysis of data from Florida Department of Education (2014c, 2016c).

56 percent of students were a racial/ethnic minority (see figure 2). The average percentage of racial/ethnic minority students was 77 percent in the lowest performing schools in 2014/15 and 89 percent in both the lowest performing schools in 2014/15 and one prior year and the lowest performing schools in 2012/13–2014/15. The differences in the percentage of racial/ethnic minority students were statistically significant across cohorts.

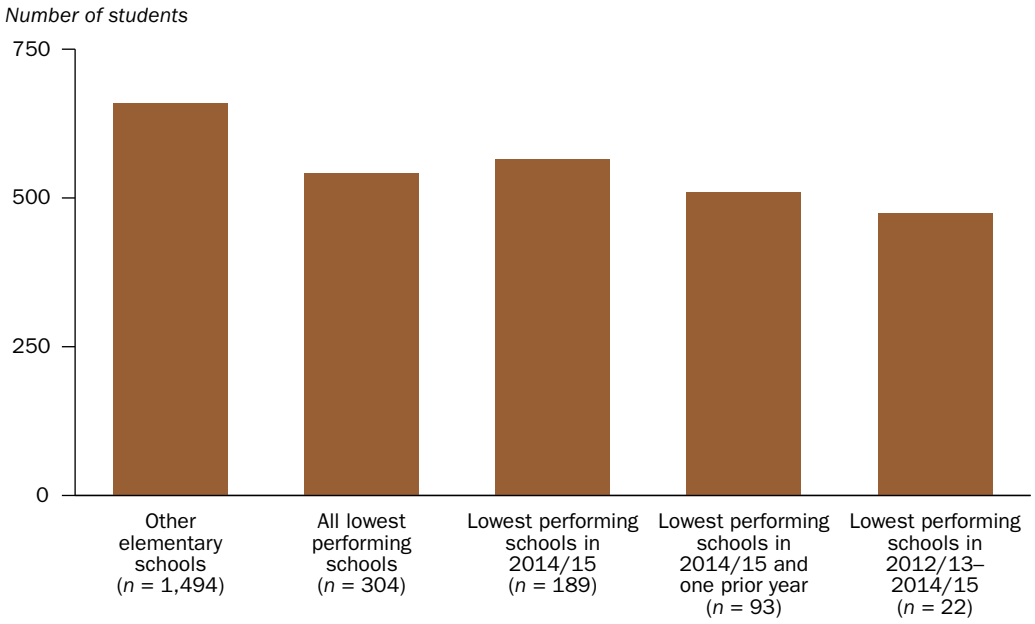
Across the 300 lowest performing schools, on average, 76 percent of students were eligible for the federal school lunch program. In contrast, the percentage was 59 percent in other elementary schools (see figure 2). The average percentage of students eligible for the federal student lunch program was 73 percent in the lowest performing schools in 2014/15, 80 percent in the lowest performing schools in 2014/15 and one prior year, and 79 percent in the lowest performing schools in 2012/13–2014/15. The differences in the percentage of students eligible for the federal school lunch program were statistically significant across cohorts.

The average percentage of students eligible for the federal student lunch program was 73 percent in the lowest performing schools in 2014/15, 80 percent in the lowest performing schools in 2014/15 and one prior year, and 79 percent in the lowest performing schools in 2012/13–2014/15

The lowest performing elementary schools had significantly lower school reading performance, on average, than did other elementary schools

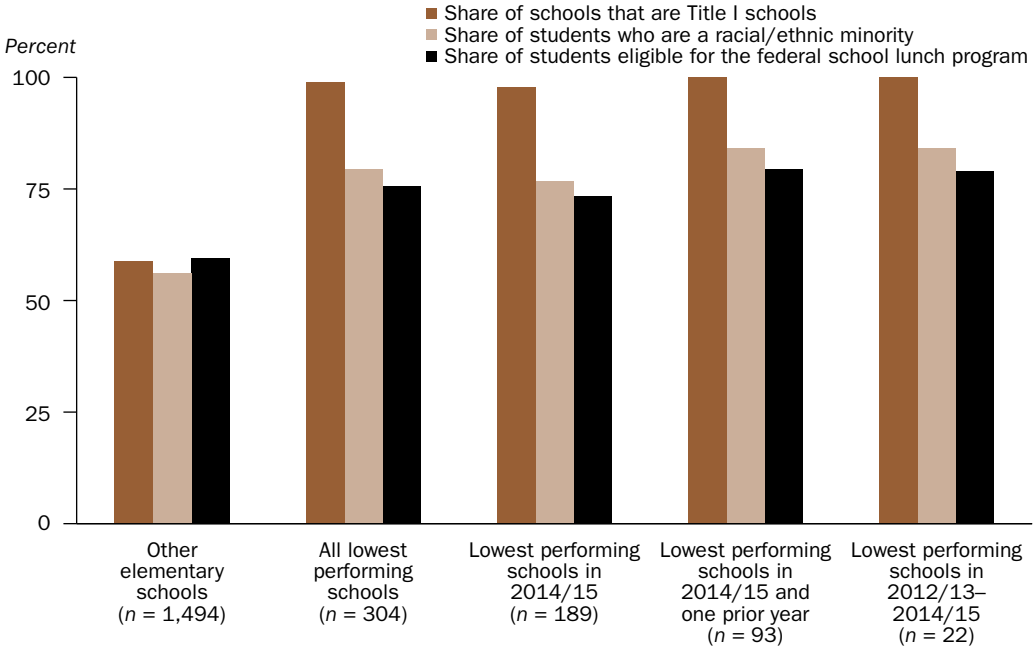
As would be expected, the average school reading performance of the lowest performing schools was significantly lower than that of the state's other elementary schools (figure 3).

Figure 1. On average, enrollment was lower in Florida's lowest performing elementary schools in 2014/15 than in other elementary schools



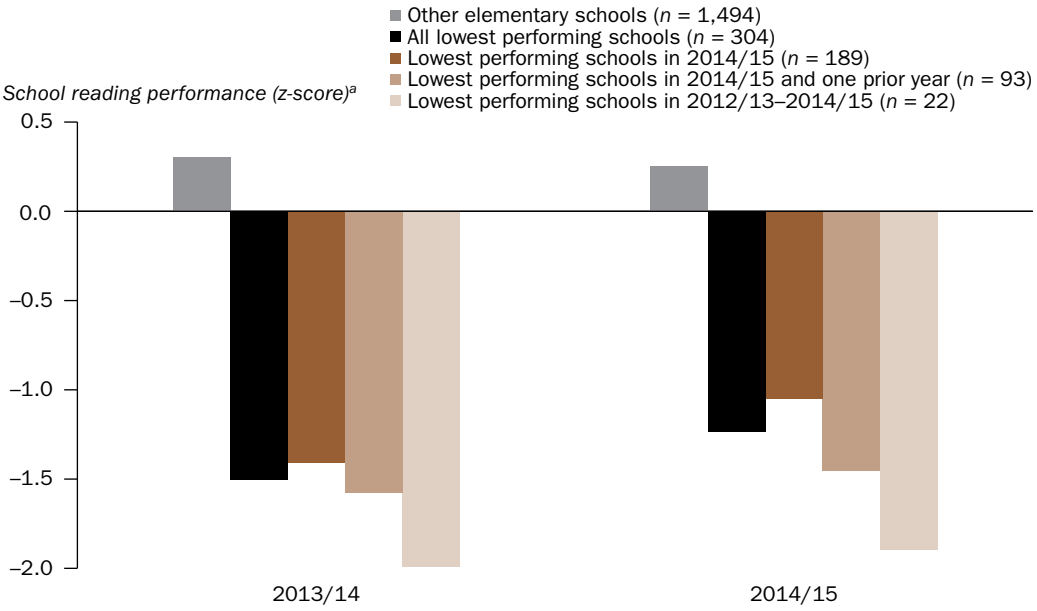
Source: Authors' analysis of data from Florida Department of Education (2015).

Figure 2. Florida's lowest performing elementary schools in 2014/15, on average, enrolled higher proportions of racial/ethnic minority students and students eligible for the federal school lunch program than did other elementary schools across the state



Source: Authors' analysis of data from Florida Department of Education (2016b).

Figure 3. On average, school reading performance in 2013/14 and 2014/15 was lower in Florida's lowest performing schools than in other elementary schools



a. 2013/14 school reading performance is based on reading scores on the Florida Comprehensive Assessment Test (FCAT) 2.0, and 2014/15 school reading performance is based on Florida Standards Assessment English language arts achievement scores. Because the two tests uses different scales, scores were transformed into *z*-scores with a mean of 0 and standard deviation of 1.

Source: Authors' analysis of data from Florida Department of Education (2014a, 2016b).

Average 2013/14 school reading performance for all lowest performing schools was 92.4, which was 1.8 standard deviations below the average for other elementary schools (133.9). The lowest performing schools in 2014/15 had the highest average school reading performance (94.6), followed by the lowest performing schools in 2014/15 and one prior year (90.7) and the lowest performing schools in 2012/13–2014/15 (81.2). Overall, the differences in school reading performance among the four cohorts (lowest performing schools in 2014/15, lowest performing schools in 2014/15 and one prior year, lowest performing schools in 2012/13–2014/15, and other elementary schools) was statistically significant. The school reading performance of all cohorts of lowest performing schools was statistically significantly lower than that of other elementary schools. The school reading performance of the lowest performing schools in 2014/15 was higher than that of the lowest performing schools in 2012/13–2014/15.

Average 2013/14 school reading performance for all lowest performing schools was 92.4, which was 1.8 standard deviations below the average for other elementary schools (133.9)

Average 2014/15 school reading performance for all lowest performing schools was 32.1, which was 1.5 standard deviations below that of other elementary schools (mean of 56.5), after implementing the extended school day policy in 2014/15 or, in some cases, for multiple years between 2012/13 and 2014/15. The lowest performing schools in 2014/15 had the highest school reading performance (mean of 35.1), followed by the lowest performing schools in 2014/15 and one prior year (mean of 28.5) and the lowest performing schools in 2012/13–2014/15 (mean of 21.2). Overall, the differences in school reading performance among the four cohorts (lowest performing schools in 2014/15, lowest performing schools in 2014/15 and one prior year, lowest performing schools in 2012/13–2014/15, and other elementary schools) was statistically significant. The school reading performance of all cohorts of lowest performing schools was statistically significantly lower than that of other

elementary schools. The school reading performance of the lowest performing schools in 2014/15 was higher than that of the lowest performing schools in 2014/15 and one prior year and that of the lowest performing schools in 2012/13–2014/15.

While a direct comparison of 2013/14 school reading performance and 2014/15 school reading performance is not possible because different assessments were used in each year, the standardized mean difference between the lowest performing schools and other elementary schools was smaller in 2014/15 than in 2013/14. This suggests that the gap between the lowest performing schools and other elementary schools may be closing.

The lowest performing schools reported using a variety of strategies to comply with the extended school day policy

In general, the survey responses of the lowest performing schools in 2014/15, the lowest performing schools in 2014/15 and one prior year, and the lowest performing schools in 2012/13–2014/15 were not significantly different. Unless otherwise noted, this section reports on survey responses of all lowest performing schools. See tables C2 and C3 in appendix C for descriptive statistics for both the aggregated and disaggregated samples. See appendix D for results of supplemental tests of statistical significance.

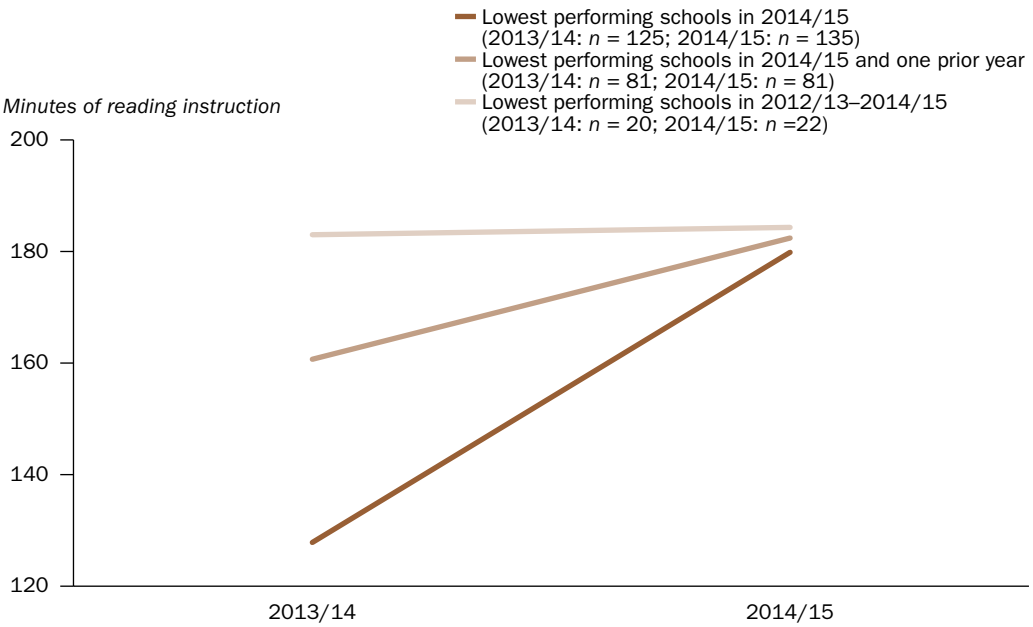
Schools reported increasing reading instruction time each day. The average amount of reading instruction each day that all lowest performing schools reported providing was 144 minutes in 2013/14 and 181 minutes in 2014/15. The increase was statistically significant. The differences in the average amount of instruction and in the average increase in the amount of instruction were statistically significant across cohorts (figure 4).

The average amount of reading instruction each day that all lowest performing schools reported providing was 144 minutes in 2013/14 and 181 minutes in 2014/15

The lowest performing schools in 2014/15 reported providing an average of 128 minutes of reading instruction a day in 2013/14 and 180 minutes in 2014/15. The lowest performing schools in 2014/15 and one prior year reported providing an average of 161 minutes of reading instruction a day in 2013/14 and 182 minutes in 2014/15, a statistically significant increase of 22 minutes. Because these schools had previously been required to extend the school day in 2012/13 or 2013/14, the overall mean increase was less than a full hour. Sixty-seven schools were already implementing the extended school day policy in 2013/14, and some of the 72 that were required to implement it in 2012/13 may have continued to incorporate the extra hour in 2013/14 even if they were no longer required to do so. However, others may have discontinued the extra hour in 2013/14. For the lowest performing schools in 2014/15 and one prior year that were also identified as lowest performing schools in 2012/13 but not 2013/14, the average reported increase was 34 minutes (from 153 minutes to 186; the difference does not match the total because of rounding). The lowest performing schools in 2014/15 and one prior year that were also identified as lowest performing schools in 2013/14 but not in 2012/13 (meaning that they were identified as lowest performing schools in consecutive years), reported an average increase of 7 minutes (from 170 minutes to 178; the difference does not match the total because of rounding).

The lowest performing schools in 2012/13–2014/15 reported that schools provided an average of 183 minutes of reading instruction a day in 2013/14 and 184 minutes in 2014/15. This minimal increase is expected, as these schools had been required to implement the extra hour in 2012/13, 2013/14, and 2014/15.

Figure 4. Florida's lowest performing schools in 2014/15 reported the largest increase in the amount of reading instruction provided in 2014/15



Note: Information about the amount of instruction provided in 2013/14 was retroactively reported in the 2014/15 survey. Information about the amount of instruction provided in 2013/14 was not reported on every survey.

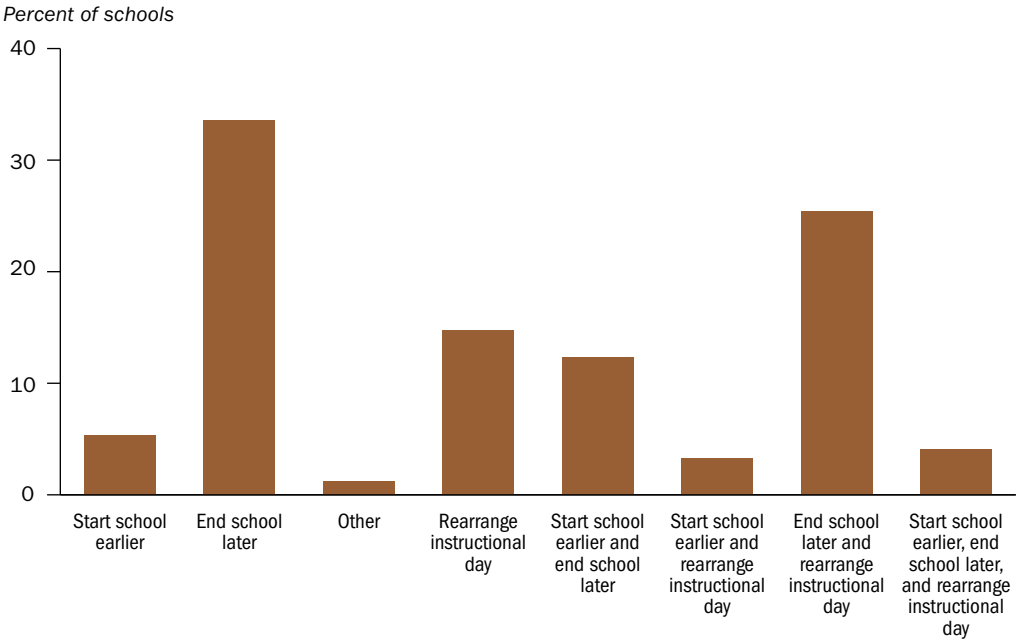
Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day compliance survey (see appendix B).

The lowest performing schools in 2014/15 reported providing an average of 128 minutes of reading instruction a day in 2013/14 and 180 minutes in 2014/15. The lowest performing schools in 2014/15 and one prior year reported providing an average of 161 minutes of reading instruction a day in 2013/14 and 182 minutes in 2014/15

Schools reported using a variety of strategies to incorporate the extra hour of instruction. Survey respondents representing 244 schools elaborated on how the extra hour was incorporated into the instructional day. The differences in the percentage of schools that used each strategy to incorporate the extra hour were not statistically significant across cohorts (figure 5). The most common strategy was to end the school day later (34 percent), followed by ending the school day later and rearranging the instructional day (25 percent). For example, one survey respondent reported that the school added 15 minutes to the beginning of the day, added 15 minutes to the end of the day, shortened enrichment time, and eliminated lab time to accommodate the extra hour of instruction. Another reported that the entire district extended the school day to incorporate a districtwide, one-hour intervention block. One survey respondent described a midyear change for incorporating the hour: "After one semester of scheduling the additional hour at the end of the day, the leadership team … readjusted the schedule to incorporate the additional 60 minutes into the regular day."

Schools reported using a combination of students' regular classroom teachers and other staff to provide the extra hour of instruction. The differences in the percentage of schools that used each type of staff to provide the extra hour of instruction were not statistically significant across cohorts. That is, all cohorts of lowest performing schools had similar proportions of regular teachers, other staff, and combinations of regular teachers and other staff providing the extra hour of instruction. Eighty-three percent of schools reported using a combination of regular classroom teachers and other staff to provide the extra hour of instruction, 16 percent reported using only the students' regular teachers, and 1 percent reported using only other staff (figure 6).

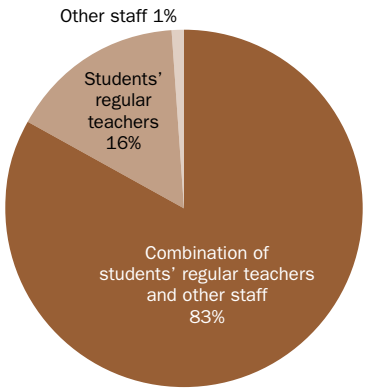
Figure 5. The most common strategy that Florida's lowest performing schools that implemented the extended school day policy in 2014/15 reported using to incorporate the extra hour of instruction was to end the school day later



Note: Data are for 244 schools.

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day compliance survey (see appendix B).

Figure 6. Florida's lowest performing schools that implemented the extended school day policy in 2014/15 reported using a combination of students' regular classroom teachers and other staff to provide the extra hour of reading instruction



Note: Data are for 221 schools.

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day compliance survey (see appendix B).

The interview and survey responses revealed that other staff were used mainly to provide instructional support for teachers during the extra hour. Other staff included administrators, resource staff, media specialists, guidance counselors, academic support staff, English learner teachers, special education teachers, volunteers, enrichment teachers, reading resource teachers, tutors, teaching assistants, and special area teachers. One respondent indicated that teachers from other schools were used to provide instruction during the additional hour.

Support from other staff also included pushing in or pulling out small groups and tiered instruction, substituting for teachers when needed, and providing intensive reading instruction as required by the policy. For example, a respondent explained,

> Every seventh day of school, classroom teachers have a scheduled planning period during the extra hour. This time is intended especially for collaboration on best instructional practices for reading. On those days, the reading extra hour is taught by special area teachers.

Other staff substitutions involved teachers who did not meet the school's standard for reading instructor quality and teachers who elected to have someone else provide the instruction.

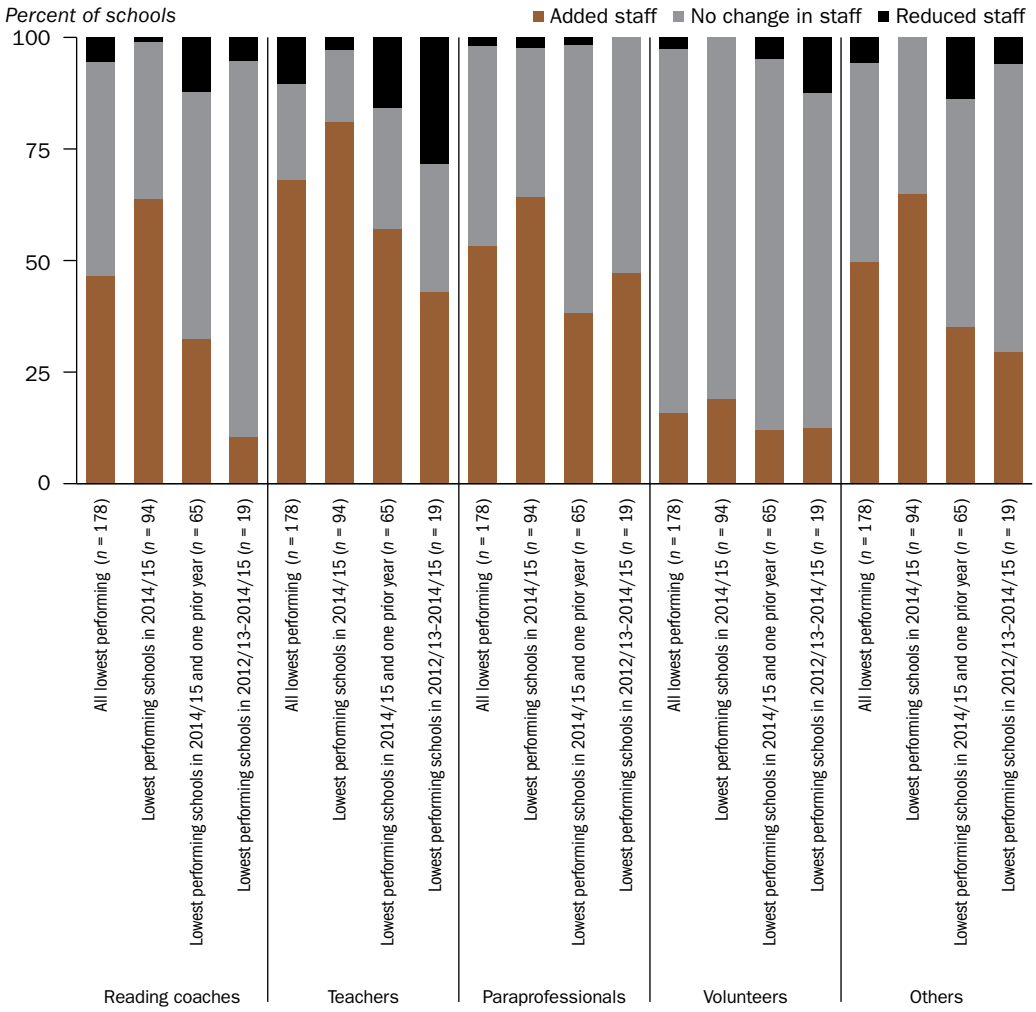
Schools reported adding staff to meet the increased instructional needs. Survey responses showed that a larger percentage of schools increased rather than reduced the number of reading coaches, teachers, paraprofessionals, volunteers, or other staff (counselors, media specialists, interventionists, and teacher-leaders; figure 7).

The percentage of schools that reported adding reading coaches was higher among the lowest performing schools in 2014/15 (64 percent) than among the lowest performing schools in 2014/15 and one prior year (32 percent) and among the lowest performing schools in 2012/13–2014/15 (11 percent)

Differences in staffing changes that involved coaches, teachers, paraprofessionals, and other staff were statistically significant across cohorts. For example, the percentage of schools that reported adding reading coaches was higher among the lowest performing schools in 2014/15 (64 percent) than among the lowest performing schools in 2014/15 and one prior year (32 percent) and among the lowest performing schools in 2012/13–2014/15 (11 percent). The percentage of schools that reported reducing the number of teachers was higher among the lowest performing schools in 2012/13–2014/15 (29 percent) than among the lowest performing schools in 2014/15 (3 percent) and among the lowest performing schools in 2014/15 and one prior year (16 percent). The percentage of schools that reported adding paraprofessional staff was higher among the lowest performing schools in 2014/15 (64 percent) than among the lowest performing schools in 2014/15 and one prior year (38 percent) and the lowest performing schools in 2012/13–2014/15 (47 percent). The proportion of schools that reported reducing the number of other staff was 0 percent among the lowest performing schools in 2014/15, 14 percent among the lowest performing schools in 2014/15 and one prior year, and 6 percent among the lowest performing schools in 2012/13–2014/15.

Interview participants highlighted changes in leadership when asked about staffing changes. Five of the nine interviewees reported having the same principal for fewer than two years between 2012/13 and 2014/15. Four of the nine schools were reportedly under new leadership during the implementation period. One interviewee whose school had had seven principals in 18 years cited a need for more consistency in leadership. Another

Figure 7. The percentage of schools that reported adding staff in 2014/15 was higher among Florida's lowest performing schools in 2014/15 than among the lowest performing schools in 2014/15 and one prior year and the lowest performing schools in 2012/13–2014/15



Note: The *n* values refer to the number of schools that responded to the survey question on changes in each type of staffing. For example, the first bar indicates that 178 of all lowest performing schools provided information on changes in reading coach staffing.

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day compliance survey (see appendix B).

school had reportedly had a complete changeover in leadership—the principal, assistant principal, dean, guidance counselor, and special education staff specialist were all new.

Schools reported providing professional development or training to support staff involved in reading instruction. In the analysis of the open responses to the surveys, 66 schools provided information related to the professional development and training teachers received. The types and combinations of professional development varied. Examples cited by survey respondents included professional development administered through bi-weekly professional learning communities and professional development opportunities designed to develop highly effective reading teachers.

Interviewees from eight of the nine schools indicated that schools offered one or more types of professional development to support the teachers who were providing the extra hour of instruction. Six of these schools offered one-time training on a specific curriculum or software. Interviewees also reported that schools offered ongoing professional development either on the specific curriculum (four schools) or broadly through coaching (five schools), cooperative learning (one school), or professional learning communities (two schools). Interviewees gave specific examples, such as having "professional development Mondays" for team planning and using a gradual-release model of professional development. One interviewee reported that ongoing professional development included training on aligning activities with standards, common planning facilitated by the literacy coach, and training in a reading intervention. Another school reportedly surveyed teachers to identify their professional development needs, which district administrators then addressed by facilitating access to appropriate training.

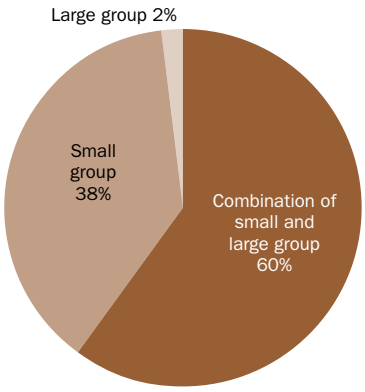
Interviewees from eight of the nine schools indicated that schools offered one or more types of professional development to support the teachers who were providing the extra hour of instruction

Schools reported using a variety of grouping strategies to incorporate the extra hour of reading instruction. While it was not possible for the study team to determine whether schools provided differentiated instruction as required by the extended school day policy, the fact that schools reported using small groups of students sorted by ability level for the extra hour of instruction suggests that schools may have attempted to provide differentiated instruction. There were no statistically significant differences in grouping of students for instruction across cohorts.

Nearly all schools reported using small-group instruction either exclusively or in combination with large-group instruction (figure 8). Two percent of schools reported using large-group instruction exclusively. Nearly all schools reported grouping students for instruction by ability either exclusively or in combination with grouping students with mixed abilities (figure 9). Seven percent of schools reported only grouping students with mixed abilities.

Of the 131 survey respondents who provided information on whether grouping differed between the regular reading block and the extra hour of instruction, 106 reported

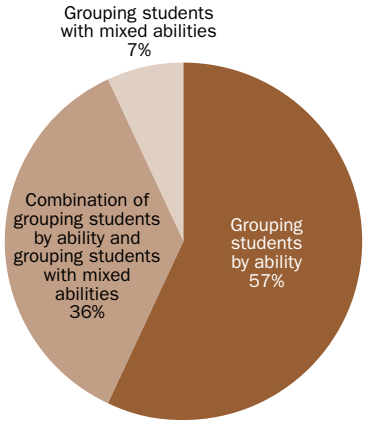
Figure 8. Nearly all of Florida's lowest performing schools reported using small-group reading instruction either exclusively or in combination with large-group instruction in 2014/15



Note: Data are for 231 schools.

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day compliance survey (see appendix B).

Figure 9. Nearly all of Florida's lowest performing schools schools reported grouping students for instruction by ability either exclusively or in combination with grouping students with mixed abilities in 2014/15



Note: Data are for 231 schools.

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day compliance survey (see appendix B).

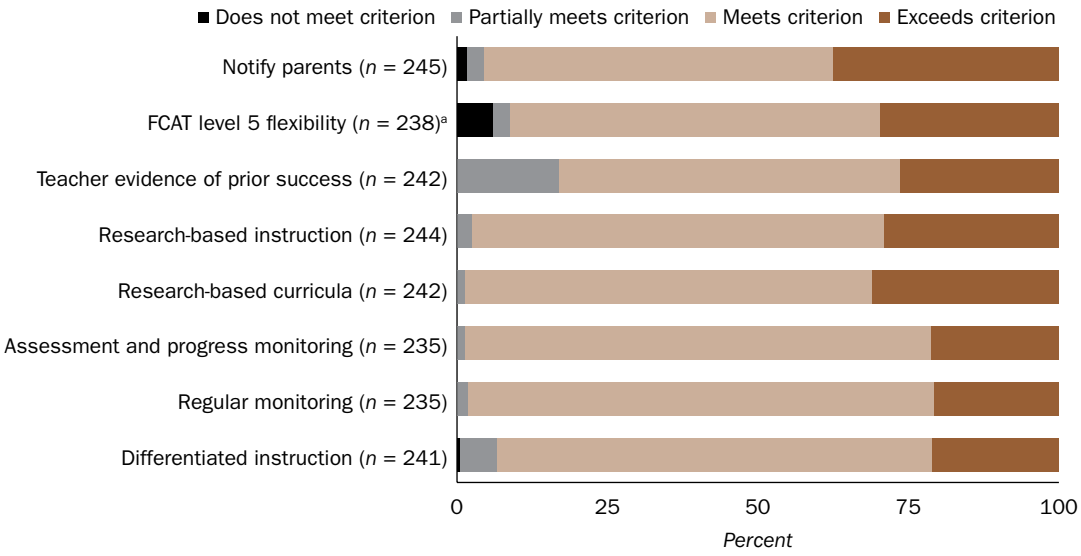
different grouping. While respondents' descriptions of groupings were largely consistent with the survey's overall findings (for example, whole group, small groups, grouping based on ability), it was not possible to ascertain specific grouping differences between regular reading instruction and the extra hour. That is, respondents affirmed that grouping differed, but when describing the differences, they did not indicate specifically which grouping was used in the extra hour.

The interview responses were also consistent with the survey findings. Only two of the nine interviewees reported that they did not group students differently for regular instruction and the extra hour. Interviews revealed that the other seven schools generally used data to group students according to their needs. The criterion used most often to group students was progress-monitoring data (five of seven schools), followed by teacher recommendations (three of seven schools). Other criteria included various individual assessments (three of seven schools reported using at least one type of assessment) and random assignment (one of seven schools).

Schools reported complying with the extended school day policy. Compliance with the policy was based on eight criteria. A majority of survey respondents (83–99 percent across criteria) reported meeting or exceeding each criterion for compliance (figure 10). The weakest reported area of compliance was using teachers with evidence of prior success in teaching reading. The strongest reported areas of compliance were providing research-based instruction and using assessment and progress monitoring to determine instructional priorities. Except in the areas of parent notification and research-based curriculum, there were no statistically significant differences in compliance across cohorts. The lowest performing schools in 2012/13–2014/15 were less likely than the lowest performing schools in 2014/15 and the lowest performing schools in 2014/15 and one prior year to report exceeding the criterion for parent notification or for using a research-based curriculum.

A majority of survey respondents (83–99 percent across criteria) reported meeting or exceeding each of the eight criteria for compliance

Figure 10. A majority of schools reported meeting or exceeding each of the eight criteria for compliance with Florida's extended school day policy in 2014/15



FCAT = Florida Comprehensive Assessment Test 2.0.

Note: The *n* values refer to the number of schools that responded to the survey question on each criterion. For example, the first bar indicates that 245 schools provided information on whether they notified parents that their student had been enrolled in an extra hour of reading instruction each day.

a. Schools were given the flexibility to allow students scoring at Level 5 to opt out of the extended reading instruction. Level 5 is the highest achievement level and indicates that a "student has success with the most challenging content of the Sunshine State Standards. A student scoring in Level 5 answers most of the test questions correctly, including the most challenging questions" (Florida Department of Education, 2008).

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day policy compliance survey (see appendix B).

Interviewees also described a variety of instructional approaches that were part of compliance criteria. For example, interviewees from seven schools mentioned differentiated instruction, and three mentioned research-based instruction. One interviewee discussed integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Two interviewees described integrating other subjects with reading instruction.

Participants viewed the extended school day policy as beneficial and easier to implement over time and noted increased professional development and curricular and pedagogic changes as indirect benefits of implementation

Six of seven interviewees who reported on overall perceptions had a positive attitude toward the extra-hour requirement. However, five of the six interviewees who reported on staff enthusiasm said that staff were not enthusiastic about implementing the additional hour of instruction

Six of seven interviewees who reported on overall perceptions had a positive attitude toward the extra-hour requirement. However, five of the six interviewees who reported on staff enthusiasm said that staff were not enthusiastic about implementing the additional hour of instruction. Two interviewees reported that it was not until after the first year of implementation that the staff of their schools saw the benefits of the policy. These two interviewees also highlighted that incorporating the extra hour had become easier over time. One of these interviewees who had previously incorporated the extra hour discussed that the school was more prepared and "more organized than [the] year before." Interviewees from two of the six lowest performing schools in 2014/15 indicated that they "got better [at implementing the policy] over the course of the year"; an interviewee from one of those schools reported not initially having the necessary instructional materials because of the

late notice. Interviewees from two of six schools mentioned that they felt "more prepared for 2015/16," possibly because their interviews were conducted after schools were notified that they would continue implementing the policy in 2015/16.

Overall, the interviewees found the extra hour beneficial because it allowed more time for instruction (five of the nine schools) and increased opportunities to meet students' needs (five of the nine schools)

Overall, the interviewees found the extra hour beneficial because it allowed more time for instruction (five of the nine schools) and increased opportunities to meet students' needs (five of the nine schools).

Professional development emerged as the main school-level support for implementing the extra hour of instruction. Interviewees from six of the nine schools reported that their school provided professional development or planning time for teachers; interviewees from five of the nine schools saw this as a benefit of the extended school day policy. But interviewees from two of the nine schools cited lack of professional development and loss of planning time as barriers to implementing the extra hour of instruction. One of those interviewees stated that "special area teachers (for example, physical education, music) did not feel as prepared for this instruction." This may not have been a challenge for schools that used only certified teachers to implement the extra hour.

Interviewees at eight schools responded to a question about district support for implementation. Two interviewees reported district support from the beginning, and one of them noted that the district "provided support while allowing principal autonomy for school implementation." However, the majority of interviewees (five of the eight that reported on perceived district support) had negative perceptions of district support. One interviewee described feeling "very negative about resources available to this school and the lack of support for implementation. [We] also felt the district was not listening to educators and school-based staff in making decisions."

Interviewees had a positive attitude toward the extra hour requirement. All interviewees expressed observing individual student gains (despite lack of empirical evidence to support these claims) over the year in which the extra hour was incorporated. But interviewees from only one school specifically attributed the perceived gains to the extra hour. Other interviewees attributed the perceived gains to curricular or pedagogical changes (six of nine schools), common or collaborative planning time (two of nine schools), extra time on task for students (one of nine schools), and afterschool tutoring (one of nine schools). Examples of curricular or pedagogical changes included using data to inform instruction (three of six schools), differentiating instruction (five of six schools), using direct instruction (one of six schools), using instructional coaching (three of six schools), enhancing core instruction (one of six schools), and changing how students were grouped on the basis of data (six of six schools). Other factors that interviewees believed helped students improve were surveying and observing staff to ensure that teachers' needs were being met, including their needs for materials (three of nine schools); changing the culture and relationships within the classroom (one of nine schools); and providing stipends to teachers (one of nine schools). Two interviewees also indicated that professional development and coaching—for example, leadership training; coaches and administrators modeling, observing, and providing feedback; professional learning communities; and reflecting on challenges in the classroom—contributed to student achievement. Even though interviewees attributed their perceived rise in student test scores to pedagogy and professional development, it is not possible to rigorously distinguish the effects of professional development and pedagogy from the effects of the extended school day.

Despite the noted benefits of implementation, all interviewees identified barriers to implementation, including a lack of resources, funding, or technology (two of the nine schools); difficulty acquiring support staff and personnel (two of the nine schools); lack of staff buy-in (one of the nine schools); and taking time away from other subject areas (one of the nine schools). Interviewees from three of the nine schools identified the short notice, schedule changes, and lack of district guidance as barriers. One of the interviewees also noted that the state was implementing new learning standards in 2014/15 that entailed additional challenges, but this interviewee did not specify what those challenges were. Interviewees were not asked, nor did they provide clarification on, why they perceived these issues as barriers.

The findings mirror those in previous research on Florida's 100 lowest performing schools

This study follows up on a previous study of the extended school day policy in Florida's 100 lowest performing schools that was in effect from 2012/13 through 2013/14 (Folsom et al., 2016). Generally, the findings were consistent with the previous study. This section highlights notable differences between the findings of the previous study and those of the current study. Both studies found that a combination of small-group and large-group instruction was used to provide the extra instruction. However, the percentage of survey respondents that reported using small-group instruction exclusively was greater in the current study (38 percent) than in the previous study (28 percent). Both studies found that the majority of schools used a combination of students' regular teachers and other staff. But the current study found that 16 percent of survey respondents reported using students' regular teachers exclusively, compared with 29 percent of respondents to the survey in the previous study. While both studies found that schools hired additional staff, fewer respondents reported hiring additional staff in the survey in the current study than in the survey in the previous study. This discrepancy may reflect the changes in the language of the law that provided more flexibility in who was qualified to provide the extra instruction, although that speculation cannot be verified.

Implications of the study findings

All school staff reported positive outcomes after implementing the policy. Staff observed individual student gains during the year the extended school day policy was implemented, although this could not be documented in the empirical analyses. Interviewees attributed these perceived individual student gains to curricular or pedagogical changes that accompanied implementation of the policy. Across the survey and interviews, two themes emerged that have implications for future implementation of the extended school day policy:

- Districts and schools may benefit from working together to implement the policy while providing schools a degree of autonomy in the process. For example, districts could survey teachers and administrators to determine what professional development, materials, technology, and other support they need to provide the extra instruction. Support and communication about why the requirement is in place may boost staff morale and buy-in.
- Because respondents reported using other staff to provide instruction, schools appear to be relying on teacher supervision of those other staff. Because no official guidance exists on what makes a teacher "effective in teaching reading," the Florida Department of Education may want to consider providing such guidelines, particularly to those who are choosing supervisors of other staff.

Districts and schools may benefit from working together to implement the extended school day policy while providing schools a degree of autonomy in the process

Limitations of the study

This study was designed to describe how schools implemented the extended school day policy in Florida's 300 lowest performing elementary schools in 2014/15. This study was not designed to determine whether the policy was effective. Similarly, this study was not designed to identify the best way to incorporate the extra hour of instruction or which aspects of policy implementation were effective. Such objectives could be accomplished only through an appropriate study design that allows for the study of causal relations, such as a randomized controlled trial or a regression discontinuity design. This may be a consideration for future research.

The survey data may suffer from inaccuracies. The Florida Department of Education requested the district surveys as a compliance check, and thus respondents may have felt a high social desirability to provide the "right" answers that would make their schools appear compliant with the policy.

This study was not designed to determine whether the extended school day policy was effective or to identify the best way to incorporate the extra hour of instruction or which aspects of policy implementation were effective

The surveys were not formally validated, and the survey tool may be more aptly referred to as a questionnaire. Incorporating validated items on specific aspects of the extended school day policy or on context for implementation could provide more accurate data. Validation would also enable the Florida Department of Education to assess whether the survey items for each construct validly measure what they are being used to measure and to what extent they are internally consistent.

Although the survey and interview protocol (see appendix B) used terminology that should be familiar to Florida educators (for example, "comprehensive intervention program" in question 5), some questions may have been confusing. Each compliance survey item included an expectation statement from the Florida Department of Education along with the relevant statutory requirement as written in House Bill 5101, and these prompts were not always clearly aligned. In questions 1–8 it may have been unclear to respondents whether they were responding to the statement as written by the Florida Department of Education or to the alignment of statutory requirements. For example, question 8 gives the statement from the Florida Department of Education, "Instruction must be differentiated and include: small group instruction based on student assessment data to meet students' specific reading needs and include formative assessment with writing, and extensive reading from a wide variety of texts, all verified with data logs," while the statutory requirement says, "The intensive reading instruction delivered in this extra hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs." Some questions may also seem contradictory. For example, question 1 asks about notification to all parents that all students will have an extended school day, but question 2 asks about providing an exemption for students who are performing above grade level.

The Just Read, Florida! office of the Florida Department of Education anecdotally informed the study team that generally staff at districts, not schools, completed the surveys. Thus the respondents may not have known the nuances of how the extended school day policy was implemented at each school. Without triangulating the survey data with direct observations, the survey results on implementation are limited.

Interviews were used to gain additional insight into how schools implemented the extra hour of instruction, but the interview sampling and methods present limitations. Interviews were conducted in only 3 percent of the lowest performing schools: of the nine interviews, six were with staff from the lowest performing schools in 2014/15 and three were with staff from the lowest performing schools in 2014/15 and one prior year; no interviews were conducted with staff from the lowest performing schools in 2012/13–2014/15. A larger sample that included interviews with staff from the lowest performing schools in 2012/13–2014/15 would have provided a more complete picture of all the lowest performing schools. Future research may consider using stratified random sampling to ensure a more representative sample of districts in which to conduct interviews. While interviews provide more detail and deeper insights into participants' experiences—and into how they make sense of those experiences (McMillan & Schumacher, 2010)—the data are self-reported and rely on accurate and honest reflections or accounts from the interviewees. The quality of the information obtained during an interview also depends on the interviewer. For this study, only the interviewers' written notes on the structured interview protocol were available for analysis. In future studies, audio recordings of the interviews, with full transcriptions, could be considered. Lastly, as with the surveys, the interviews were conducted by the Florida Department of Education, which could have produced a high social desirability bias to provide the "right" answers.

It is not possible to determine whether the lowest performing schools are doing anything different from other schools. Data are unavailable for other schools that have, for example, implemented similar extended school day policies or found alternative ways to increase reading instruction

It is not possible to determine whether the lowest performing schools are doing anything different from other schools. Data are unavailable for other schools that have, for example, implemented similar extended school day policies or found alternative ways to increase reading instruction. This is particularly possible because under Florida House Bill 5101 reading coaches could be added to the staff only if all students were provided an extra hour of reading instruction. Moreover, at least one respondent stated that all schools in the district were extending the school day, not just the lowest performing schools.

The study did not measure quality of instruction. Surveys provide limited information on day-to-day operations at a school and limited insight into actual instructional practices. The surveys captured information about the extended school day policy only. The lowest performing schools could have substantially changed their entire reading instruction program beyond simply adding an extra hour of instruction. Future research could conduct in-depth classroom observations during both the regular school day and the extra hour.

Appendix A. Data and methodology

This appendix describes the data and methodology used in the study.

Data

Included schools. The study sample includes only schools eligible to be designated a lowest performing school in all three years of the study (that is, they were open, general education elementary schools receiving school grades from the Florida Department of Education in 2012/13–2014/15). Schools with a special school function or setting (such as virtual, hospital/homebound, and Department of Juvenile Justice schools) were excluded. School grades are assigned by the Florida Department of Education and communicate how well a school is performing relative to state standards. In 2013/14, school grades were assigned primarily on the basis of aggregated student achievement data from the Florida Comprehensive Assessment Test (FCAT) 2.0 (Florida Department of Education, 2014b). In 2014/15, school grades were assigned primarily on the basis of aggregated student achievement data from the Florida Standards Assessment (Florida Department of Education, 2016a). The first year a school is open, it is exempt from grading; thus all schools in their first year of operation were excluded from the study. Alternative schools and special education center schools, which receive school improvement ratings rather than school grades, were also excluded. More information about Florida's school grades can be found at http://schoolgrades.fldoe.org.

Lowest performing schools. In 2014/15 the Florida Department of Education (2014c) published the list of the lowest performing schools along with an indication of whether they had been designated as a lowest performing school in a previous year. The Florida Department of Education identified the lowest performing schools on the basis of school reading performance. School reading performance is the sum of the percentage of students at each school scoring at or above achievement level 3 (satisfactory) on the reading component of the prior year's FCAT 2.0 and the percentage of students making learning gains from the prior year on the reading component of the FCAT 2.0.

While the goal of the law is to identify the 300 lowest performing schools, more than 300 schools can be identified if multiple schools are at the cutscore for the 300th school. When the Florida Department of Education identified the 300 lowest performing schools in 2014/15 on the basis of their 2013/14 school reading performance, the 300th school had a school grade of 103. This value, which became the cutscore, was shared by 21 schools, and 286 schools had grades below the cutscore, for a total of 307 schools with a grade of 103 or lower. Of those 307 schools, 3 closed prior to the 2014/15 school year and were excluded from the study. Thus, 304 schools were included in the study and are collectively referred to as the 300 lowest performing schools.

Publicly available data. The list of the 300 lowest performing schools was matched with publicly available data files: School Accountability Reports (Florida Department of Education, 2014a), School Grades (Florida Department of Education, 2016b), Membership by School by Grade (Florida Department of Education, 2015), and Master School Identification (Florida Department of Education, 2016c).

The School Accountability Reports (Florida Department of Education, 2014a) and School Grades (Florida Department of Education, 2016b) files provide detailed information about

student achievement and other components of school grades. These files supplied the following information pertinent to this study:

- District and school identifiers, used to link files.
- School type, used to select schools for analysis.
- Percentage of students eligible for the federal school lunch program, used to describe school composition.
- Percentage of racial/ethnic minority students, used to describe school composition.
- School grades, used to identify schools eligible for analysis.
- Region, used to describe the distribution of the lowest performing schools.
- Title I status, used to describe the schools.
- Percentage of students reading at a satisfactory level or higher, used to compute school reading performance (2013/14 only).
- Percentage of students making learning gains in reading, used to compute school reading performance (2013/14 only).[3]
- English language arts achievement test scores (2014/15 only).

The Membership by School by Grade file (Florida Department of Education, 2015) is updated yearly by the Florida Department of Education to provide total student enrollment by grade and across grades for all Florida schools. This file was matched with the School Accountability Reports (Florida Department of Education, 2014a) and School Grades (Florida Department of Education, 2016b) files. The file supplied the following information pertinent to this study:

- District and school identifiers, used to link files.
- Total membership (number of students enrolled in the school).

The Master School ID file (Florida Department of Education, 2016c) contains up-to-date identification and directory information on all Florida public schools. This file was matched with the School Accountability Reports (Florida Department of Education, 2014a), School Grades (Florida Department of Education, 2016b), and Membership by School by Grade (Florida Department of Education, 2015) files to verify schools' type, region, and Title I status from the School Accountability Reports. The files supplied the following information pertinent to this study:

- District and school identifiers, used to link files.
- School type, accountability type, and grade configuration variables, used to verify that only elementary schools were included in the analysis.
- Primary service type and school function and setting variables, used to verify that only K–12 general education schools were included in the analysis.
- Activity code, used to determine whether a school was active (open) or closed.

Extended school day compliance survey. The Just Read, Florida! office of the Florida Department of Education, which oversees implementation of the extended school day policy, distributed a compliance survey to district personnel in 2014/15 to gather information on how the lowest performing schools were implementing the extra hour. In some cases the district personnel completed the surveys on behalf of the schools; in other cases the surveys were forwarded to school administrators. It is unknown which personnel completed which surveys.

Neither the study team nor the state piloted or validated the survey—that is, neither group verified or otherwise triangulated the accuracy of the information provided in the surveys. It is unknown whether school personnel had input or otherwise verified the responses

when district personnel completed the surveys or whether district personnel had input or otherwise verified the responses when school personnel completed the surveys.

The Florida Department of Education provided the original surveys as electronic spreadsheets for each school. The study team double-blind entered the information from the surveys into a database for analysis.

Structured interview protocol. At the request of the Regional Educational Laboratory (REL) Southeast Improving Literacy Alliance and Improving Low-Performing Schools Alliance, the study team provided technical analytic support to develop a scripted structured interview protocol, along with a training workshop, for Just Read, Florida! staff to interview key personnel at schools implementing the extended school day policy (see appendix B). The interview protocol was used to guide the interview, take notes, and code interview responses. Regional Educational Laboratory Southeast led a workshop to train the Just Read, Florida! staff on collecting qualitative data for research purposes and conducting interviews. The workshop also included specific instructions for using the structured interview protocol.

REL Southeast collaborated with the Just Read, Florida! staff on identifying which schools to interview. REL Southeast anonymized the list of 300 lowest performing schools and then randomly ordered the schools by district-school identifier in Excel. That is, in the cell next to each district-school identifier, a random number was created using the "=rand()" command. The list was then sorted by the random number; this process was repeated 10 times. The district and school names were then re-linked to the district-school identifier, and the randomly-sorted list of schools was given to Just Read, Florida! staff. REL Southeast suggested conducting as many interviews as possible by going down the randomly sorted list of schools.

The Just Read, Florida! office of the Florida Department of Education conducted nine interviews—one per school—using the structured interview protocol developed by REL Southeast.[4] Of those nine interviews, six were with staff from one of the lowest performing schools in 2014/15 (67 percent of interviews) and three were with staff from one of the lowest performing schools in 2014/15 and one prior year (33 percent of interviews); no interviews were conducted with staff from one of the lowest performing schools in 2012/13–2014/15. Interviews were conducted with principals, assistant principals, reading coaches and other staff responsible for implementing the extra hour of instruction. In some cases the interview was conducted with only the principal (six of nine schools) or assistant principal (two of nine schools) at each school; in other cases the reading coach (five of nine schools), counselor (one of nine schools), or curriculum resource teacher (one of nine schools) joined the interview.

The Just Read, Florida! staff conducted the interviews in pairs, but each interviewer completed his or her own interview protocol. The Florida Department of Education provided the study team with scanned copies of the completed interview protocols. The study team double-blind entered the information from the protocols into a database for analysis and created a single file for each pair of interviews.

Methodology

Calculating school reading performance. The Florida Department of Education's (2014c) list of the 300 lowest performing schools in 2014/15 included the school reading

performance variable used to identify the lowest performing schools. Because this variable was not available for other elementary schools, the study team had to compute school reading performance in 2013/14 for those schools. School reading performance is the sum of the percentage of students at each school scoring at or above achievement level 3 (satisfactory) on the reading component of the prior year's Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and the percentage of students making learning gains from the prior year on the reading component of the FCAT 2.0. School reading performance has a theoretical range of 0 to 200; however the observed range in this study is 54–185.

Descriptive analysis. The study team calculated descriptive statistics (means, standard deviations, and cross-tabulations) to describe the location, demographic characteristics, and school reading performance of the lowest performing schools and other elementary schools. There were no missing data for any of these variables.

Similar descriptive statistics were calculated to summarize survey findings on how the lowest performing schools implemented the extended school day policy. Respondents completed 245 surveys (representing 81 percent of the lowest performing schools) though not every question was answered on each survey (see tables C2 and C3 in appendix C for response rates to each question). Of the 245 responding schools, 142 (58 percent) were lowest performing schools in 2014/15, 81 (33 percent) were lowest performing schools in 2014/15 and one prior year, and 22 (9 percent) were lowest performing schools in 2012/13–2014/15. The survey response rate was 100 percent among the lowest performing schools in 2012/13–2014/15, 88 percent among the lowest performing schools in 2014/15 and one prior year, and 75 percent among the lowest performing schools in 2014/15 (table A1). Because there was a clear discrepancy in the response rates between cohorts of lowest performing schools, missing data were not imputed.

Qualitative analysis. The study team used qualitative methods and employed a three-phase approach to code and analyze interview data collected from district- and school-level leaders in each selected district (Coburn, 2004; Osborne-Lampkin & Cohen-Vogel, 2014; Osborne-Lampkin, Folsom, & Herrington, 2014). The same methods were used to code and analyze the supplemental survey data and participants' elaborated responses to survey questions. This approach, which focuses on counting concepts that emerge in the data,

Table A1. Survey response rates, 2015

Variable	All lowest performing schools	Lowest performing schools in 2014/15	Lowest performing schools in 2014/15 and one prior year	Lowest performing schools in 2012/13–2014/15
Lowest performing schools				
Number	304	189	93	22
Percent	100	62	31	7
Returned surveys				
Number	245	142	82	22
Percent of surveys from cohort	81	75	88	100
Percent of all surveys	100	58	33	9

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day policy compliance survey (see appendix B).

enables researchers to explore and build an in-depth understanding of relevant concepts of a particular population or phenomenon (Cohen-Vogel, 2011).

The coding and analysis were also iterative, requiring the study team to think about the data, the connections that were made, and the meanings and conclusions being applied throughout the process. First, the study team developed and used two separate a priori coding frameworks (that is, coding frameworks that included pre-identified themes, codes, and categories rather than frameworks that developed codes through inductive analysis based on consideration of the components of the interview and survey protocols). For example, the supplemental survey data were analyzed against the corresponding survey components to gain additional insight into how participants reportedly incorporated the extra hour of instruction.

Second, the study team used a subset of the data to establish inter-rater reliability and to refine the coding framework.[5] Specifically, two study team members pattern-coded a purposively selected subset of approximately 20 percent of the data files (two of nine interviews; 48 of 238 survey responses with notes).[6] During this second phase, additional emergent codes were included in the framework for further analysis.

Third, the study team coded and analyzed the data using the refined coding framework and qualitative analysis software. The study team employed strategies to test and confirm findings and checked for representativeness in the data. Additional strategies were also employed to increase the validity and trustworthiness of the data and findings, including outlining steps and decisions made throughout the process. Multiple members of the study team performed data analysis and interpretation in order to minimize researcher bias and ensure the quality of the conclusions (for example, weighting the evidence, maintaining a running log of data for quality and decisions made; Miles & Huberman, 1994). The study team also made efforts to examine counterevidence (Miles, Huberman, & Saldaña, 2014).

Appendix B. Florida Department of Education compliance survey and structured interview protocol

This appendix provides the two instruments used to collect implementation information from the 300 lowest performing schools.

Compliance survey

This section provides the compliance survey distributed to districts that had one of the 300 lowest performing elementary schools in 2014/15. The Florida Department of Education, through the Just Read, Florida! office, distributed this compliance survey electronically along with directions for completion and return. This survey was distributed, completed, and returned in early 2015.

District's Extended Day Reading Instruction Plans						
School Information						
School Name:						
School Number:						
District Information						
District Name:						
District Number:						
District Contact Name:						
Contact Phone Number:						
Contact Email:						
Please use the checklist to rate the plan's compliance with the numbered criteria according to this scale: 0—does not meet criterion, 1—partially meets criterion, 2—meets criterion, 3—exceeds criterion. Enter comments only if needed to clarify rating.						
I. Student Enrollment						
Extended Day Reading Instruction Plans A plan has been implemented that:	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
1. Provided parents notification that all students will have an added hour of reading instruction each day. (evidence attached)	For the 2012–2013 and 2013–2014 fiscal years, in each school district that has one or more of the 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.					
Extended Day Reading Instruction Plans A plan has been implemented that:	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
2. Provided flexibility so that eligible students that scored Florida Comprehensive Assessment Test Reading Level 5 may choose to participate in one hour of extended reading instruction each day, but are not required to do so. (evidence attached)	Students enrolled in these schools who have level 5 assessment scores may participate in the additional hour of instruction on an optional basis.					

District's Extended Day Reading Instruction Plans						
II. Teachers						
The district plan includes selection of highly qualified teachers who have:	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
3. Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Teachers should be highly effective K-5 teachers who are Reading Certified or Endorsed.	This additional hour of instruction must be provided only by teachers or reading specialists who are effective in teaching reading.					
III. Reading Program/Materials						
The design of the local reading program and the plan for reading instruction/intervention includes:	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
4. A research-based sequence of intensive reading instruction, including instructional routines that have been proven to accelerate progress of students exhibiting a reading deficiency and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading.	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; the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading.					
The design of the local reading program and the plan for reading instruction/intervention includes:	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
5. One or more of the following types of research-based curricula designed to support and accelerate student development in the components of learning to reading: oral language, including vocabulary; phonological awareness and phonics; and text reading that support accuracy, fluency, and comprehension with more extensive opportunities for guided practice, error correction, and feedback: *Comprehensive intervention program; *Targeted intervention program; *Supplemental reading program, including technology.	The intensive reading instruction delivered in this additional hour and for other students shall include explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback.					

District's Extended Day Reading Instruction Plans						
IV. Assessment						
The plan for assessing students includes:	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
6. Use of assessment and progress monitoring results that identify the overall learning needs of each student in order to distinguish whether their instructional priority is decoding (phonemic awareness, phonics, fluency) or text meaning (comprehension, vocabulary). This data should be used to initially place the student and plan for instruction.	The intensive reading instruction delivered in this additional hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs.					
7. Regular monitoring (may be informal) of students' progress and subsequent adjustment of instruction, as needed.	The intensive reading instruction delivered in this additional hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs.					
V. Instruction						
The district must create a reading schedule that facilitates interactive, challenging instruction.	Alignment of Statutory Requirements	0	1	2	3	District Review Comments
8. Instruction must be differentiated and include: small group instruction based on student assessment data to meet students' specific reading needs and include formative assessment with writing, and extensive reading from a wide variety of texts, all verified with data logs.	The intensive reading instruction delivered in this additional hour and for other students shall include: differentiated instruction based on student assessment data to meet students' specific reading needs.					

VI. Staff Details							
9. How are you staffing the extra hour of reading instruction?							District Review Comments
A. Select all that apply	The student's regular classroom teachers are providing the instruction						
	Other staff are used for the extra hour of reading instruction						
B. Please check who the other staff are for the extra hour of reading instruction and indicate how many serve your school. Indicate below the number of staff for each category, year and total	Staff Type	Staff used to provide extra hour instruction	Last year	Additional this year	Total		District Review Comments
	Reading Coaches						
	Teachers						
	Paraprofessionals						
	Volunteers						
	Other						
10. If students' regular teachers do not provide the extra hour of instruction, what are the teachers doing during the extra hour?							

District's Extended Day Reading Instruction Plans						
VII. Instructional Time						
11. How did your school add the required extra hour of reading instruction to the school day? (Select all that apply)	Extended the bell schedule at the beginning of the day	Extended the bell schedule at the end of day	Rearranged the instructional day (provided additional instruction at a different time of day)	Other (please explain)		District Review Comments
Please select all that apply by placing an X or comment in the place below the strategies applied at your school						
12. How many minutes of reading instruction are provided during the following blocks per day for an average student in your school?	Standard reading block—this does not include the extra hour (e.g., Tier 1 instruction)	Intervention block (e.g., Tier 2 instruction)	Other reading related block including additional hour	Total Reading instruction per day for 2013–14	Total Reading instruction per day for 2012–13	District Review Comments
Please report for all categories that apply						
VIII. Student Grouping						
13. Are students grouped differently during the extra hour than during the regular instructional block?						

14. How are students grouped during the extra hour of reading instruction?	Grouping	Check all that apply	Approximate group size	District Review Comments
	whole class/large group			
	small group/individual			
	students are grouped homogeneously according to ability/needs			
	students are grouped heterogeneously			

Structured interview protocol

This section provides the structured interview protocol used by the Florida Department of Education, through the Just Read, Florida! office, to interview a stratified random sample of schools that implemented the extended school day policy. Regional Educational Laboratory Southeast developed this interview protocol and provided substantial training to the interviewers at the request of the Florida Department of Education.

STRUCTURED INTERVIEW PROTOCOL FOR EXTENDED HOUR IMPLEMENTATION		
SCHOOL:	DISTRICT:	
INTERVIEWER:	INTERVIEWER ID:	
DATE:	Start time:	End time:

List the name(s) of the interviewee(s) and his/her role(s) at the school * This interviewee is considered the primary interviewee. If there are multiple individuals responding in this interview, the primary interviewee should be the individual with the most authority in the school.	
INTERVIEWEE*:	ROLE:
INTERVIEWEE:	ROLE:
INTERVIEWEE:	ROLE:

Say: "As you saw in the email, the Just Read, Florida! Office at the Florida Department of Education is collecting information from schools that have been impacted by the recent requirement for an extra hour of reading instruction. You are being asked to participate in this interview because you can offer a valuable perspective on how the requirement was implemented at your school.

Broadly, I am going to ask you questions about how your school is implementing the additional hour of reading instruction. I will ask about how you structured the day, how you scheduled the instruction and grouped students, any leadership, staffing, curricular, or student changes that have occurred, professional development, parental or other outside involvement, and of course any additional information you want to provide will be appreciated and helpful. We anticipate this will take 30–45 minutes to complete, depending on how much information you share.

All of your responses will remain confidential and will help us understand implementation of the extra hour of instruction requirement. Please be as open and honest as you feel comfortable. If there are any questions you do not want to respond to, that is ok. You can also stop the interview at any time. Finally, no individual school will be identified.

I have a set of questions to ask that are open ended, so provide as much information as you feel comfortable. Some questions will ask for factual information and others will ask for your opinion. Again, all information you provide will remain confidential."

Ask: "Do you have any questions that I might be able to answer?"

FACTORS FOR GAINS IN STUDENT ACHIEVEMENT THIS YEAR	
Say: First, I am going to ask you about factors you believe have, generally, impacted gains in student achievement in your school this year.	
Questions and possible responses	Other/Notes
Ask: Describe what you think are the main factors for gains in student achievement in your school this year.	
[Interviewer: listen for and mark]	
☐ Negative response ☐ We're still struggling/No gains or drop ☐ Too early to tell ☐ Additional hour effect ☐ Structure ☐ Schedule ☐ Providing additional planning time for teachers ☐ Curricular changes or approach to teaching ☐ Using data to inform instruction ☐ Differentiating instruction ☐ Coaching ☐ Grouping ☐ Staffing and leadership changes ☐ New leadership ☐ Reconstitute faculty ☐ Added coaches or reading leaders ☐ Professional Development/Training ☐ Specific training ☐ Cooperative learning ☐ Ongoing PD or Coaching ☐ Other outside involvement ☐ Parental ☐ Other outside involvement ☐ Other (explain)	

STRUCTURE & TIME	
Say: Now, I am going to ask you about how your school provided the required extra hour of reading instruction in the school day.	
Questions and possible responses	Other/Notes
Ask: Describe how your school provided the required extra hour of reading instruction in the school day.	
[Interviewer: listen for and mark, and if necessary, Probe: "To what degree did this process include extending the school day?" Probe: "To what degree did you rearrange the instructional day?" Probe: "Can you describe other ways that you provided the extra hour?"]	
☐ Added the hour by extending the school day ☐ School started earlier ☐ School ended later ☐ Rearranged the instructional day ☐ Varied (explain) ☐ Other (explain)	
Ask: How many minutes of reading instruction are provided during the following blocks per day for an average student in your school?	
[Interviewer: Probe for each specific block]	

Block	Minutes
Standard reading block (e.g., Tier 1)	
Intervention block (e.g., Tier 2 or 3)	
Mandated extra hour compared to last year's schedule	
Other reading related block (explain)	

STAFFING	
Say: Now, I am going to ask you about staffing, including any staffing changes. I will also ask about shifts in the student body.	
Question and possible responses	Other/Notes
Ask: How long have you been the principal of this school?	
[Interviewer: If you are not talking to the principal, ask "How long has the current principal been at your school?]	
Principal has been here for _____ years	
Ask: Describe any major staffing changes that occurred between the 2013/14 and 2014/15 school years.	
[Interviewer: listen for and mark, and if necessary, Probe: "When was the most recent leadership change?" Probe: "Tell me about any major restructuring of faculty/staff. For example, has your school recently been reconstituted?"]	
☐ New leadership in _____ school year ☐ Reconstitute faculty/staff in _____ school year ☐ Added staff ☐ No major changes ☐ Other (explain)	
Ask: Describe who is responsible for providing the reading instruction in the extra hour.	
[Interviewer probe for (each): "To what degree did your school use (reading coaches) to provide the extra hour of reading instruction?"]	
☐ The students' regular teachers are providing the instruction ☐ Reading coaches ☐ Reading interventionists ☐ Teachers from another school ☐ Paraprofessionals ☐ Volunteers ☐ Tutors ☐ Other (explain)	

Question and possible responses	Other/Notes
Ask: Describe how you identified who teaches the extra hour of instruction.	
[Interviewer: listen for and mark, and if necessary, probe: “What was your metric of determining eligibility to teach the extra hour?”]	
☐ Teachers who had the state reading endorsement ☐ Teachers with higher records of performance according to assessment data ☐ Teachers with more experience ☐ Teachers with higher levels of education ☐ Teachers with more professional development ☐ Younger/new/more recent teachers ☐ Recommendations by administrative staff ☐ Teachers volunteered to teach the extra hour ☐ District or teacher unions decides ☐ Other (explain)	

Ask: Describe the makeup of your instructional staff/coaches (including paraprofessionals, volunteers, and tutors) responsible for teaching the extra hour of reading this year compared to last year.

[Interviewer: Probe for each staff type for last year and this year using this probe: “How many (reading coaches) did you have last year and how many do you have this year?”]

Staff Type	# last year	# this year
Reading coaches		
Reading interventionists		
Teachers from another school		
Paraprofessionals		
Volunteers		
Tutors		
Other (explain)		

Question and possible responses	Other/Notes
Ask: If students' regular teachers do not provide the extra hour of instruction, describe what the regular teachers are responsible for doing during the extra hour.	
[Interviewer: listen for and mark]	
☐ N/A – same teachers	
☐ Coaching in another classroom	
☐ Acting as an aide or co-teacher to the reading instructor for the extra hour	
☐ Non-reading instruction	
☐ Receiving professional development or coaching	
☐ Working with student data	
☐ Planning time	
☐ Non-instructional duties (lunch duty, hall monitoring)	
☐ Other (explain)	
Ask: Describe any major student body changes over the last 5 years.	
[Interviewer: listen for and mark]	
☐ N/A – none	
☐ This is a new school	
☐ General rezoning in the district	
☐ New school opened – students left here	
☐ Old school closed – students shifted here	
☐ General economic decline	
☐ Natural disasters (hurricane/sink holes)	
☐ Other (explain)	

Question and possible responses	Other/Notes
Ask: Describe any professional development or other preparation offered to the teachers who provide the extra hour of reading instruction.	
[Interviewer: listen for and mark, and if necessary, Probe: "Could you describe the specific professional development curriculum or model? Probe: "What was/is the frequency of the PD?"]	
☐ N/A – none provided ☐ Specific training provided as a one-time PD Name: _____ ☐ Ongoing PD Name: _____ ☐ Professional learning community (ongoing) ☐ Coaching support (ongoing) ☐ Cooperative learning ☐ Other (explain)	

CURRICULUM & INSTRUCTION

Say: Now, I am going to ask you about the curriculum you use for reading instruction and how instruction is structured.

Ask: Name or describe the curriculum selected/used by your school for each of the following blocks of instruction.

[Interviewer: Probe for each specific (instructional block) using this probe: "What was the name of the curriculum used in the (standard reading)?"]

Instructional Block	Curriculum Name
Standard reading block using the core curriculum (Tier 1)	
Intervention block (Tier 2 or 3 instruction)	
The required additional hour of instruction	
Other reading related block (explain)	

Question and possible responses	Other/Notes
Ask: On scale of 1 (not at all appropriate) to 6 (very appropriate), how appropriate do you feel the curriculum(s) were for your students/school? What changes would you make?	
[Interviewer: listen for and mark]	
1 2 3 4 5 6 ☐ New/updated curriculum ☐ Different curriculum ☐ Different publisher ☐ Other (explain)	

Ask: Describe how students are grouped for instruction in the regular reading instructional block.		
[Interviewer: Probe: “To what extent are students homogeneously grouped?” Probe: “To what extent are students heterogeneously grouped?” Probe: “Can you describe other ways that students were grouped?” Probe for each specific (grouping method) using this probe: “What is the approximate group size in (small groups)?”]		
☐ Homogeneously according to ability/needs ☐ Heterogeneously ☐ Varies ☐ Other (explain)		
Grouping Method	Approximate Group Size	
Whole class/large group		
Small group		
Pair or One-on-one		
Question and possible responses		Other/Notes
Ask: Describe the criteria used when deciding how to group students for regular reading instructional.		
[Interviewer: Probe for each specific (decision): “To what extent were (teacher recommendations) considered?”]		
☐ None ☐ Teacher recommendation ☐ Grades ☐ Progress monitoring data ☐ FCAT data ☐ Random assignment ☐ Other (explain)		

Ask: Describe how students are grouped for the extra hour of instruction.		
[Interviewer: Probe: “To what extent are students homogeneously grouped?” Probe: “To what extent are students heterogeneously grouped?” Probe: “Can you describe other ways that students were grouped?” Probe for each specific (grouping method) using this probe: “What is the approximate group size in (small groups)?”]		
☐ No different/Same grouping ☐ Homogeneously according to ability/needs ☐ Heterogeneously ☐ Varies ☐ Other (explain)		
Grouping Method	Approximate Group Size	
Whole class/large group		
Small group		
Pair or One-on-one		
Question and possible responses		Other/Notes
Ask: Describe the criteria used when deciding how to group students for the extra hour of instruction.		
[Interviewer: Probe for each specific (decision): “To what extent were (teacher recommendations) considered?”]		
☐ None ☐ Teacher recommendation ☐ Grades ☐ Progress monitoring data ☐ FCAT data ☐ Random assignment ☐ Other (explain)		

OVERALL OPINION ABOUT THE EXTRA HOUR REQUIREMENT	
Say: Lastly, I would like to ask your overall opinion of the extra hour requirement.	
Ask: On scale of 1 (not at all prepared) to 6 (very prepared) how prepared do you feel your school was to implement the additional hour? What changes would you make?	
[Interviewer: listen for and mark, and if necessary, Probe: "What would you do differently in your school if you had the chance to do this over?"]	
1 2 3 4 5 6 ☐ Earlier notice ☐ More funding ☐ More guidance from the district ☐ More guidance from the state ☐ Other (explain)	
Question and possible responses	Other/Notes
Ask: On scale of 1 (not at all prepared) to 6 (very prepared) how prepared do you feel your district was to support your school in the implementation of the additional hour? Ask: What changes would you make?	
[Interviewer: listen for and mark, and if necessary, Probe: "What support would you request from your district if you had the chance to do this over?"]	
1 2 3 4 5 6 ☐ Earlier notice ☐ More funding ☐ More district provided PD ☐ Other (explain)	
Ask: On scale of 1 (not at all enthusiastic) to 6 (complete enthusiastic) how enthusiastic were your staff about implementing the additional hour of instruction?	
[Interviewer: listen for and mark]	
1 2 3 4 5 6	

Ask: On scale of 1 (not at all) to 6 (very much) how much did teacher union involvement influence implementation? Ask: How?	
[Interviewer: listen for and mark, and if necessary, Probe: How would you describe the union's involvement and influence?"]	
1 2 3 4 5 6 ☐ Influenced who could/could not provide the extra hour ☐ Determined who could/could not provide the extra hour ☐ Other (explain)	
Question and possible responses	Other/Notes
Ask: Describe what you see as benefits of the extra hour policy. Describe any barriers you see in implementing the extra hour.	
[Interviewer: listen for and mark, and if necessary, Probe for (benefits/barriers) What would you describe as (benefits/barriers) from/to the extra hour of instruction?]	
Benefits ☐ We have our students longer, more time for instruction ☐ Opportunity to provide PD to teachers ☐ Opportunity to provide more planning for teachers ☐ Other (explain) Barriers ☐ Funding ☐ Not enough time to plan ☐ Other (explain)	
Ask: What are your plans next year regarding this additional hour of reading instruction?	
[Interviewer: listen for and mark]	
☐ Will only do if required ☐ Will continue regardless if required ☐ Will not continue if not required ☐ Undecided ☐ Other (explain)	
Say: "This concludes our interview." Ask: "Before we close, do you have anything you would like to add or clarify?" Say: "On behalf of the Florida Department of Education, Just Read, Florida! I thank you for your time and thorough responses. This information will be very valuable and used by the Florida DOE to better understand how the extra hour policy is being received and implemented. Best wishes for a successful remainder of the year. If you have any questions later or anything you would like to add later, feel free to contact me.	

POST-INTERACTION FORM	
Complete this last section immediately AFTER the interview is complete. These questions are NOT to be asked of the interviewee, and are to be completed only by the interviewer.	
Question	Notes
Did the interviewee ever mention the following without prompting by you?	
☐ Research-based instruction ☐ Differentiating instruction ☐ Integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension ☐ Incorporated guided practice, error correction, and feedback ☐ Integrated social studies, science, and mathematics-text reading; text discussion; and writing in response to reading	
What was your overall impression of the interviewee's attitude towards the requirement for an extra hour of instruction in their school?	
☐ Positive ☐ Neutral ☐ Negative	
Additional notes or comments	

Appendix C. Supplemental tables of school characteristics, school reading performance, and survey responses

This appendix provides descriptive statistics for all variables included in this report. Table C1 provides descriptive statistics of school characteristics and school reading performance. Table C2 provides aggregated and disaggregated descriptive statistics of minutes of instruction provided as reported in the compliance survey. Table C3 provides aggregated and disaggregated descriptive statistics from the compliance survey.

Table C1. Descriptive statistics of school characteristics in 2014/15 and school reading performance in 2013/14 and 2014/15

Variable	Full sample	Other elementary schools	Lowest performing schools in 2014/15	Lowest performing schools in 2014/15 and one prior year	Lowest performing schools in 2012/13–2014/15
Number of schools					
Number	1,798	1,494	189	93	22
Percent	100	83	11	5	1
Enrollment in 2014/15					
Mean	640.1	660.0	566.0	510.1	474.2
Standard deviation	227.6	228.3	210.4	176.2	119.7
Range	31–1,929	50–1,929	31–1,191	135–1,023	252–660
Title I schools					
Number	1,180	880	185	93	22
Percent	66	59	98	100	100
Percentage of racial/ethnic minority students in the school					
Mean	60.1	56.1	76.7	84.0	84.2
Standard deviation	27.5	26.5	22.5	24.7	24.8
Range	3–99	3–99	10–99	10–99	10–99
Percentage of students eligible for the federal school lunch program					
Mean	62.2	59.4	73.5	79.5	79.0
Standard deviation	24.9	23.9	24.4	26.5	25.2
Range	0–99	0–99	8–99	10–99	10–99
Percentage of students at the school reading at or above achievement level 3 (satisfactory) on the FCAT 2.0 in 2013/14					
Mean	58.7	63.4	38.0	32.8	25.8
Standard deviation	16.1	13.2	5.7	5.4	7.6
Range	13–99	28–99	18–54	18–44	13–40
Percentage of students at the school making learning gains from the prior year on the reading component of the FCAT 2.0 in 2013/14					
Mean	68.2	70.5	56.2	57.9	55.4
Standard deviation	8.8	7.1	6.1	7.4	8.6
Range	28–96	48–96	28–73	38–72	41–75
School reading performance in 2013/14					
Mean	126.9	133.9	94.6	90.7	81.2
Standard deviation	22.9	18.0	7.5	9.3	14.0
Range	54–185	104–185	63–103	65–103	54–102
English language arts achievement test scores in 2014/15					
Mean	52.4	56.5	35.1	28.5	21.2
Standard deviation	16.4	14.4	8.4	6.7	5.8
Range	5–96	5–96	13–83	15–47	10–31

FCAT 2.0 is Florida Comprehensive Assessment Test 2.0.

Source: Authors' analysis of data from Florida Department of Education (2014a, 2015, 2016b, 2016c) of data obtained by special request from the Florida Department of Education extended school day policy compliance survey (see appendix B).

Table C2. Descriptive statistics of amount of instruction provided, in 2013/14 and 2014/15

Variable	Lowest performing schools in 2014/15	Lowest performing schools in 2014/15 and one prior year	Lowest performing schools in 2012/13–2014/15
Minutes of reading instruction provided in 2013/14			
Number of schools reporting	125	81	20
Mean	127.8	160.7	183.0
Standard deviation	29.2	36.1	34.3
Range	90–210	90–240	90–225
Minutes of reading instruction provided in 2014/15			
Number of schools reporting	135	81	22
Mean	179.9	182.4	184.3
Standard deviation	27.4	22.2	12.9
Range	60–255	150–240	150–210
Change in minutes of reading instruction provided between 2013/14 and 2014/15			
Number of schools reporting	123	81	20
Mean	53.9	21.7	1.5
Standard deviation	23.9	30.0	28.3
Range	60–130	30–100	30–90

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day policy compliance survey (see appendix B).

Table C3. Frequencies of responses from the compliance survey, 2015

Question	Response	Lowest performing schools in 2014/15		Lowest performing schools in 2014/15 and one prior year		Lowest performing schools in 2012/13 – 2014/15	
		Number	Percent	Number	Percent	Number	Percent
1. Provided parents notification that all students will have an added hour of reading instruction each day. (*n* = 245)	Does not meet criterion	3	2	0	0	1	5
	Partially meets criterion	3	2	2	2	2	9
	Meets criterion	87	61	39	48	16	73
	Exceeds criterion	49	35	40	49	3	14
2. Provided flexibility so that eligible students that scored Florida Comprehensive Assessment Test Reading Level 5 may choose to participate in one hour of extended reading instruction each day, but are not required to do so. (*n* = 238)	Does not meet criterion	7	5	5	6	2	9
	Partially meets criterion	4	3	2	3	1	5
	Meets criterion	87	63	42	54	17	77
	Exceeds criterion	40	29	29	37	2	9
3. Evidence of prior success teaching reading to struggling readers as indicated by various assessment data and student work samples over time. Teachers should be highly effective K–5 teachers who are Reading Certified or Endorsed. (*n* = 242)	Partially meets criterion	27	19	8	10	6	29
	Meets criterion	82	59	45	56	10	48
	Exceeds criterion	31	22	28	35	5	24
4. A research-based sequence of intensive reading instruction, including instructional routines that have been proven to accelerate progress of students exhibiting a reading deficiency and the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. (*n* = 244)	Partially meets criterion	5	4	1	1	0	0
	Meets criterion	100	71	50	62	17	77
	Exceeds criterion	36	26	30	37	5	23

(continued)

Table C3. Frequencies of responses from the compliance survey, 2015 *(continued)*

Question	Response	Lowest performing schools in 2014/15		Lowest performing schools in 2014/15 and one prior year		Lowest performing schools in 2012/13–2014/15	
		Number	Percent	Number	Percent	Number	Percent
5. One or more of the following types of research-based curricula design to support and accelerate student development in the components of learning to read: oral language, including vocabulary; phonological awareness and phonics; and text reading that supports accuracy, fluency, and comprehension with more extensive opportunities for guided practice, error correction, and feedback: *Comprehensive intervention program *Targeted intervention program *Supplemental reading program, including technology. (*n* = 242)	Partially meets criterion	3	2	0	0	0	0
	Meets criterion	100	72	46	57	18	82
	Exceeds criterion	36	26	35	43	4	18
6. Use of assessment and progress monitoring results that identify the overall learning needs of each student in order to distinguish whether their instructional priority is decoding (phonemic awareness, phonics, fluency) or text meaning (comprehension, vocabulary). This data should be used to initially place the student and plan for instruction. (*n* = 235)	Partially meets criterion	3	2	0	0	0	0
	Meets criterion	100	75	63	79	19	86
	Exceeds criterion	30	23	17	21	3	14
7. Regular monitoring (may be informal) of students' progress and subsequent adjustment of instruction, as needed. (*n* = 235)	Partially meets criterion	4	3	0	0	0	0
	Meets criterion	103	77	60	76	19	86
	Exceeds criterion	27	20	19	24	3	14
8. Instruction must be differentiated and include: small group instruction based on student assessment data to meet students' specific reading needs and include formative assessment with writing, and extensive reading from a wide variety of texts, all verified with data logs. (*n* = 241)	Does not meet criterion	1	1	0	0	0	0
	Partially meets criterion	9	6	4	5	2	9
	Meets criterion	100	71	57	72	17	77
	Exceeds criterion	30	21	18	23	3	14
VI. Staff details							
9a. How are you staffing the extra hour of reading instruction? (*n* = 221)	Other staff used for the extra hour of reading instruction	20	16	12	17	3	14
	The students' regular classroom teachers are providing the extra hour of reading instruction	2	2	0	0	0	0
	Both	106	83	60	83	18	86
9b. Staffing changes: Reading coaches (*n* = 178)	Less	1	1	8	12	1	5
	More	60	64	21	32	2	11
	No change	33	35	36	55	16	12
9b. Staffing changes: Teachers (*n* = 191)	Less	3	3	11	16	6	29
	More	81	81	40	57	9	43
	No change	16	16	19	27	6	29
9b. Staffing changes: Paraprofessionals (*n* = 156)	Less	2	2	1	2	0	0
	More	54	64	21	38	8	47
	No change	28	33	33	60	9	53
9b. Staffing changes: Volunteers (*n* = 116)	Less	0	0	2	5	1	13
	More	12	19	8	12	1	13
	No change	51	81	35	83	6	75

(continued)

Table C3. Frequencies of responses from the compliance survey, 2015 *(continued)*

Question	Response	Lowest performing schools in 2014/15		Lowest performing schools in 2014/15 and one prior year		Lowest performing schools in 2012/13–2014/15	
		Number	Percent	Number	Percent	Number	Percent
9b. Staffing changes: Other staff (*n* = 151)	Less	0	0	8	14	1	6
	More	50	64	20	35	5	29
	No change	27	35	29	51	11	65
VII. Instructional time							
11. How did your school add the required extra hour of reading instruction to the school day? (*n* = 244)	Extended the bell schedule at the beginning of the day	5	4	7	9	1	5
	Extended the bell schedule at the end of the day	52	37	23	29	7	32
	Rearranged the instructional day (provided additional instruction at a different time of day)	24	17	11	14	1	5
	Combination: Extended the bell schedule at the beginning and end of the day.	18	13	9	11	3	14
	Combination: Extended the bell schedule at the end of the day and rearranged the instructional day	28	20	26	33	8	36
	Combination: Extended the bell schedule at the beginning of the day and rearranged the instructional day	7	5	1	1	0	0
	Combination: Extended the bell schedule at the beginning and end of the day, and rearranged the instructional day	5	4	3	4	2	9
	Other	3	2	0	0	0	0
VIII. Student grouping							
14. How are students grouped during the extra hour of reading instruction? (*n* = 231)	Whole class/large group only	2	2	2	3	0	0
	Small group/individual only	48	36	30	40	10	46
	Both small group/ individual and whole class/large group	83	62	44	58	12	55
	Homogeneous only	74	56	46	60	12	57
	Heterogeneous only	5	4	10	13	1	5
	Both homogeneous and heterogeneous	54	41	21	27	8	38

Note: Data are for 235 schools. Headers, questions, and question numbers match the survey provided in appendix B. Categories not listed for questions 1–8 had zero frequencies. Questions 10, 12, and 13 are omitted because their response options are not conducive to table format. Percentages may not sum to 100 because of rounding.

Source: Authors' analysis of data obtained by special request from the Florida Department of Education extended school day policy compliance survey (see appendix B).

Appendix D. Supplemental statistical tests of significance for school characteristics and implementation of extended school day policy in 2014/15

This appendix provides results of supplemental statistical tests of significance. Tests are listed in the order in which they are discussed in the main text.

Region

A chi-square test revealed that the lowest performing elementary schools were not evenly distributed across regions (χ^2 = 27.98, df = 12, p = .006). Some regions had significantly more lowest performing schools than did other regions.

Enrollment

An analysis of variance of enrollment revealed a significant test for cohort (F = 25.49, df = 3, p < .001). This suggests that the lowest performing schools were smaller than other schools.

Title I status, racial/ethnic minority, and federal school lunch program eligibility

A chi-square test revealed that a statistically significant larger proportion of lowest performing schools than of other elementary schools were Title I schools (χ^2 = 177.36, df = 3, p < .001). Additionally, analysis of variance revealed that the percentage of racial/ethnic minority students (F = 69.54, df = 3, p < .001) and the percentage of students eligible for the federal school lunch program (F = 39.99, df = 3, p < .001) were higher in the lowest performing schools than in other elementary schools.

School reading performance

An analysis of variance of school reading performance revealed a test for cohort for both 2013/14 (F = 517.56, df = 3, p < .001) and 2014/15 (F = 283.80, df = 3, p < .001). This suggests that school reading performance was significantly different between the cohorts of lowest performing schools. Pairwise comparisons with Tukey's post hoc test revealed the following statistically significant differences for school reading performance in 2013/14:

- All cohorts of lowest performing schools were lower than other elementary schools (p < .001 for all comparisons)
- The lowest performing schools in 2014/15 were higher than the lowest performing schools in 2012/13–2014/15 (p = .002)

Pairwise comparisons with Tukey's post hoc test revealed the following statistically significant differences for school reading performance in 2014/15:

- All cohorts of lowest performing schools were lower than other elementary schools (p < .001 for all comparisons).
- The lowest performing schools in 2014/15 were higher than the lowest performing schools in 2014/15 and one prior year (p = .001).
- The lowest performing schools in 2014/15 were higher than the lowest performing schools in 2012/13–2014/15 (p < .001).

Minutes of reading instruction

A repeated measures analysis of variance of minutes of reading instruction revealed a statistically significant between-subjects effect for cohort ($F = 19.61$, $df = 2$, $p < .001$), a statistically significant within-subjects effect for year ($F = 118.63$, $df = 1$, $p < .001$), and a statistically significant time by cohort interaction ($F = 55.68$, $df = 2$, $p < .001$). This suggests that the amount of reading instruction in 2014/15 was significantly different from that in 2013/14, that the cohorts of lowest performing schools provided significantly different amounts of instruction, and that the change in the amount of instruction provided was different between the cohorts of lowest performing schools.

Chi-square tests revealed no statistically significant differences in how the cohorts of lowest performing schools incorporated the extra hour of instruction into the school day (question 11 on the survey; $\chi^2 = 16.762$, $df = 14$, $p = .269$).

Staffing

Chi-square tests revealed no statistically significant differences in how the cohorts of lowest performing schools were staffing the extra hour (question 9a on the survey; $\chi^2 = 1.538$, $df = 4$, $p = .820$).

Chi-square tests revealed statistically significant differences in how the cohorts of lowest performing schools made staffing changes (question 9b on the survey) from 2013/14 to 2014/15 related to reading coaches ($\chi^2 = 54.86$, $df = 6$, $p < .001$), teachers ($\chi^2 = 50.52$, $df = 6$, $p < .001$), paraprofessionals ($\chi^2 = 22.67$, $df = 6$, $p = .001$), and other staff ($\chi^2 = 41.74$, $df = 6$, $p < .001$). However, differences related to volunteers were not statistically significant ($\chi^2 = 11.32$, $df = 6$, $p = .079$).

Grouping

Chi-square tests revealed no significant differences in the group sizes of instruction provided in the extra hour (question 14 on the survey) among the cohorts of lowest performing schools ($\chi^2 = 1.56$, $df = 4$, $p = .816$).

Chi-square tests revealed no statistically significant differences in how students were grouped for the extra hour (question 14 on the survey) among the cohorts of lowest performing schools ($\chi^2 = 8.74$, $df = 4$, $p = .068$).

Compliance

Chi-square tests revealed statistically significant differences between the cohorts of lowest performing schools regarding compliance with two of the extended school day policy's eight requirements (questions 1–8 on the survey): parent notification ($\chi^2 = 15.14$, $df = 6$, $p = .019$) and use of a research based curricula ($\chi^2 = 10.89$, $df = 4$, $p = .028$). Differences in compliance with the other six requirements were not statistically significant. Chi-square tests ranged from 1.97 to 7.98, with four degrees of freedom; p-values were all greater than .092.

Notes

1. The change was introduced when House Bill 5101 amended sections 1011.62(4)(f)(2) and 1011.62(9)(a) of the Florida Statutes (http://laws.flrules.org/2014/56).
2. While alliance members were also interested in whether the changes in the law were reflected in implementation, the changes came about after the study was designed and after the survey and interview protocols were developed. Therefore, no survey or interview questions related specifically to the changes in the law.
3. For an explanation of how learning gains are calculated, see Florida Department of Education (2014b).
4. The Just Read, Florida! office did not have staff dedicated specifically to conduct interviews. Thus the number of interviews was limited by the personnel and time available amidst all other departmental staff responsibilities.
5. Inter-rater reliability in qualitative analysis refers to the issue of whether different coders will code the data in the same way.
6. Whether the size of a sample used to assess reliability is appropriate depends on many factors, but a common standard is that it should not be less than 10 percent of the full sample (Neuendorf, 2002). It is recommended that a pilot test be conducted to assess reliability, followed by an assessment of reliability of another representative sample of the full sample to be coded. For example, the study team purposively sampled two of the nine interview files as a pilot to assess reliability, checking reliability after the coding and analyzing the first file. The study team continued the assessment with one additional file to reach inter-rater reliability. Had the study team failed to reach reliability with these initial samples, it would have been required to continue coding additional files until reaching reliability. In other words, if researchers were hypothetically analyzing the content of 80 documents, they would be required to pilot a minimum of eight files. They would follow with coding an additional eight files (10 percent of the full sample), adding files as necessary until coders reached reliability. For the survey notes, the study team used 49 files to establish reliability.

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