



Board of Directors' Special Meeting

Tuesday, August 21, 2018
2:00 PM



Four Corners Charter School, Inc.
Board of Director Meeting

Tuesday, August 21, 2018
2:00 p.m.
School District of Osceola County
817 Bill Beck Blvd | Finance Conf. Rm
Kissimmee, FL 34744



Agenda

Call to Order

Roll Call

| | Page: |
|--|-------|
| I. Administrative | 3 |
| ☐ Approval of June 27, 2018 Minutes | 4-5 |
| II. New Business | 6 |
| ☐ CSUSA Transformation Message | 7-16 |
| ☐ CSUSA Teacher/Admin Evaluation System | 17-75 |
| III. Old Business | 76 |
| ☐ Facility Update | 76 |
| IV. CSUSA Reports | 77 |
| ☐ Year in Review | 78-83 |
| V. Financials | 84 |
| ☐ CSUSA – FY2017-18 End of Year Financials | 85-86 |
| ☐ CSUSA – FY2018-19 Final Budget | 87-89 |
| ☐ Osceola – Q4 Financials | 91-93 |
| ☐ Osceola – FY2017-18 Feb FTE & End of Year Budget Amendment | 94-95 |
| ☐ Osceola – FY2018-19 Final Budget | 96-97 |
| VI. Public Comments | |
| VII. Adjournment | |

◀ Next Meeting: Tuesday, October 2, 2018 at 10:00 AM, Four Corners Charter School ▶

Section Cover Page



I. ADMINISTRATIVE

Approval of Board Minutes

- Informational
- For Discussion
- For Action

Notes:

SPECIAL MEETING MINUTES

Name of Foundation: Four Corners Charter School, Inc.
 Board Meeting: Wednesday, June 27, 2018
 School(s): Four Corners Charter School

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

| Date: | Start | End | Next Meeting: | Next time: | Prepared by: |
|---|----------|----------|----------------|------------|--------------|
| June 27, 2018 | 10:08 AM | 10:15 AM | August 7, 2018 | 2:00 PM | K Robertson |
| Meeting Location: | | | | | |
| Four Corners Charter School: 9100 Teacher Lane, Davenport, FL 33879 | | | | | |

| Attended by: | |
|---|---|
| Board Members: Jim Miller, Director Telephonic: Ricky Booth, Chairman Marc Dodd, Director Absent: Jay Wheeler, Director Tim Weisheyer, Director | Other Attendees: Denise Thompson, Principal, Four Corners Charter School Kimberly Linden, Parent Facilitator, Four Corners Charter School Jermaine Dawson, North Florida State Director, CSUSA Kerrian Robertson, Governing Board Manager, CSUSA |

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 10:08 a.m. with a Call to Order by Chairman Ricky Booth. Roll call was taken and quorum established.

I. ADMINISTRATIVE

Approval of May 1, 2018 Minutes

- The Board reviewed the minutes of the May 1, 2018 meeting.
- The May 1, 2018 minutes was part of the agenda and was made a part of these minutes.

MOTION: Motion was made by Ricky Booth and seconded by Jim Miller to approve the minutes of the May 1, 2018 for Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (3-0)(2-absent).

II. OLD BUSINESS

- There was no old business.

III. NEW BUSINESS

Approval of Mental Health Policy

- Kerrian Robertson presented the CSUSA Mental Health Plan and explained that the plan was emailed to Board Attorney, Frank Kruppenbacher before the commencement of the board meeting.

The mental health policy was part of the agenda and was made a part of these minutes.

MOTION: Motion was made by Jim Miller and seconded by Marc Dodd to approve the CSUSA Mental Health Plan for FCCS as presented at the Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (3-0)(2-absent).

Approval of Parent/ Student Handbook

Kerrian Robertson presented the Parent/ Student Handbook for FCCS. She explained the changes to the uniform policy, and dismissal process.

The parent/ student handbook was part of the agenda and was made a part of these minutes.

MOTION: Motion was made by Jim Miller and seconded by Marc Dodd to approve the parent/ student handbook, inclusive of the attire policy for FCCS as presented at the Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (3-0)(2-absent).

Approval of 2018-19 Parent Facilitator

Kerrian Robertson explained that Kimberly Linden has been the parent facilitator for the past two years and is the current nominee for FCCS. Ms. Linden is a parent and employee of school, and she is also a resident of the county; as such she satisfies all requirements.

The 2018-19 parent facilitator nominee was part of the agenda and was made a part of these minutes.

MOTION: Motion was made by Ricky Booth and seconded by Marc Dodd to approve Kimberly Linden as the 2018-19 Parent Facilitator for FCCS as presented at the Four Corners Charter School, Inc. Board Meeting. Motion was approved unanimously. (3-0)(2-absent).

IV. PUBLIC COMMENTS

There were no public comments.

V. ADJOURNMENT

Chairman, Ricky Booth adjourned the Four Corners Charter School, Inc. Board Special Meeting at 10:15 a.m. June 27, 2018.

Ricky Booth, Chairman

Date: _____

Section Cover Page



II. NEW BUSINESS

CSUSA Transformation Message
CSUSA Teacher/ Admin Evaluation System

- Informational
- For Discussion
- For Action

Notes:

TAKING EDUCATION TO THE NEXT LEVEL

CSUSA Transformation | 2020 Vision



Our **MISSION**

CSUSA provides world-class educational solutions with:

- **An unwavering dedication to
STUDENT
SUCCESS**
- **An unyielding commitment to
sound and ethical
business practices**

**Providing a choice for
our stakeholders that
fosters and promotes
educational excellence.**

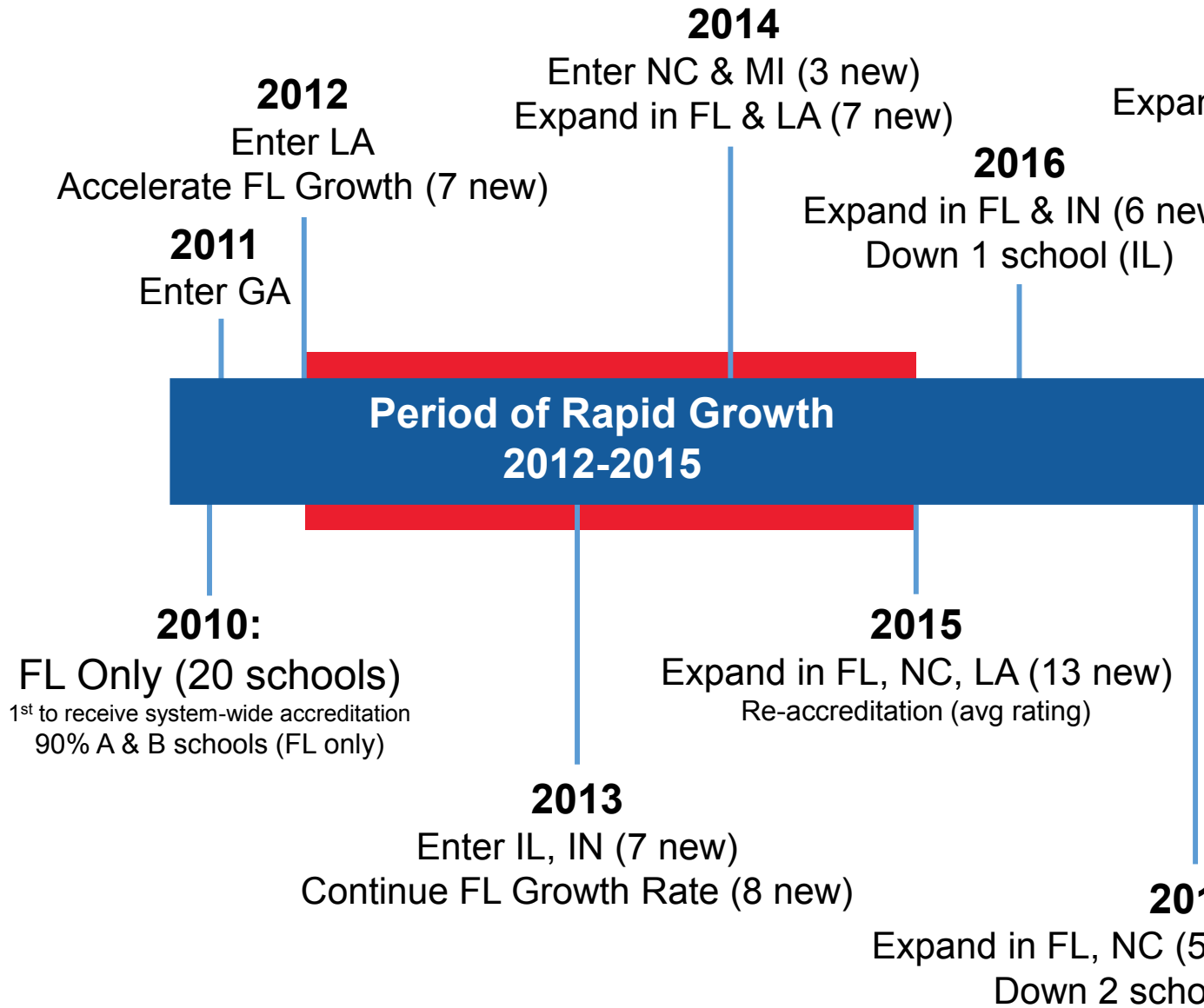
Our **VISION**

**CSUSA will have a dramatic
impact on the world's next
generation:**

**CHANGING LIVES,
LEAVING A LEGACY**

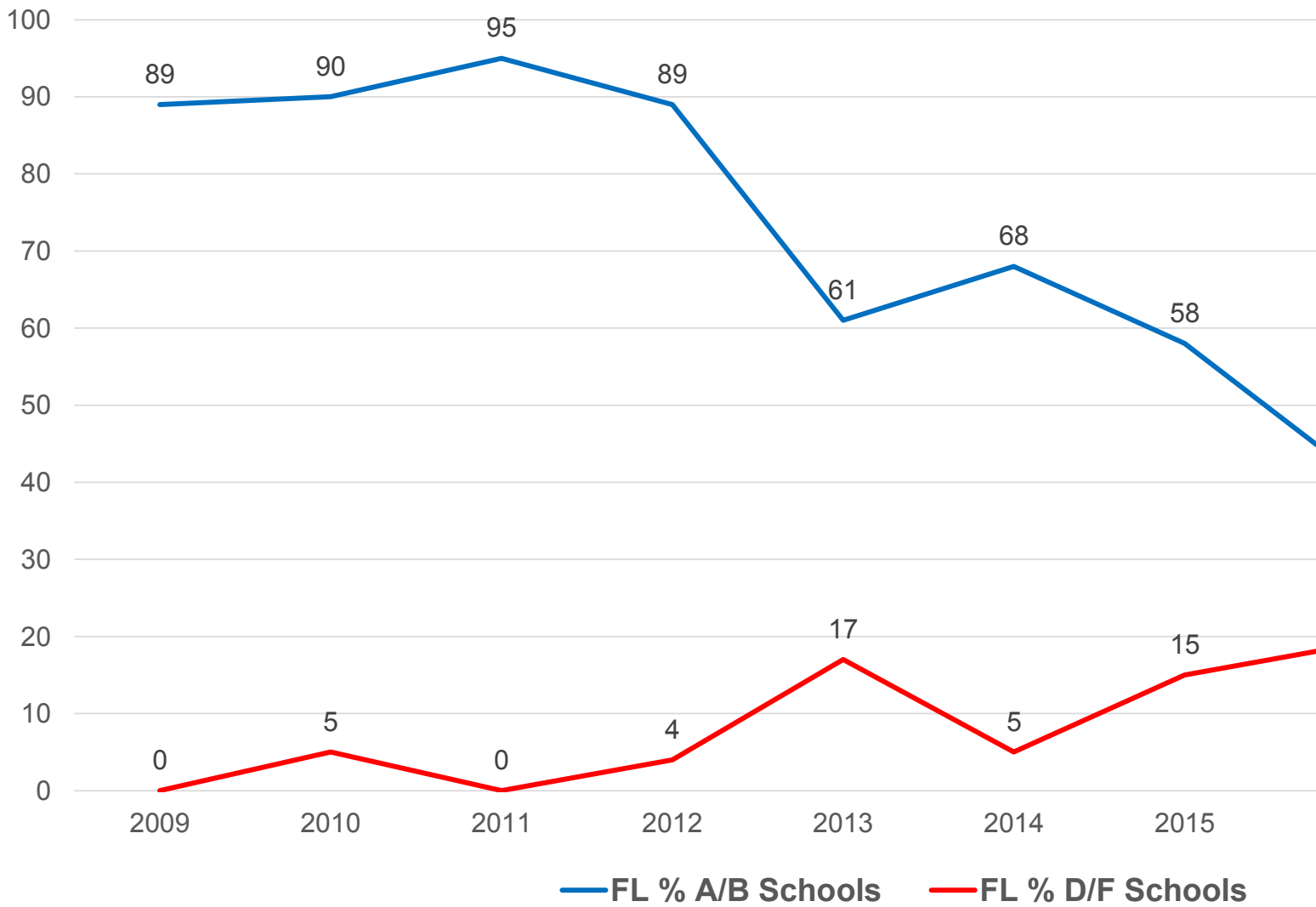
**Our brand will be the
standard by which quality is
measured in education.**

CSUSA'S GROWTH

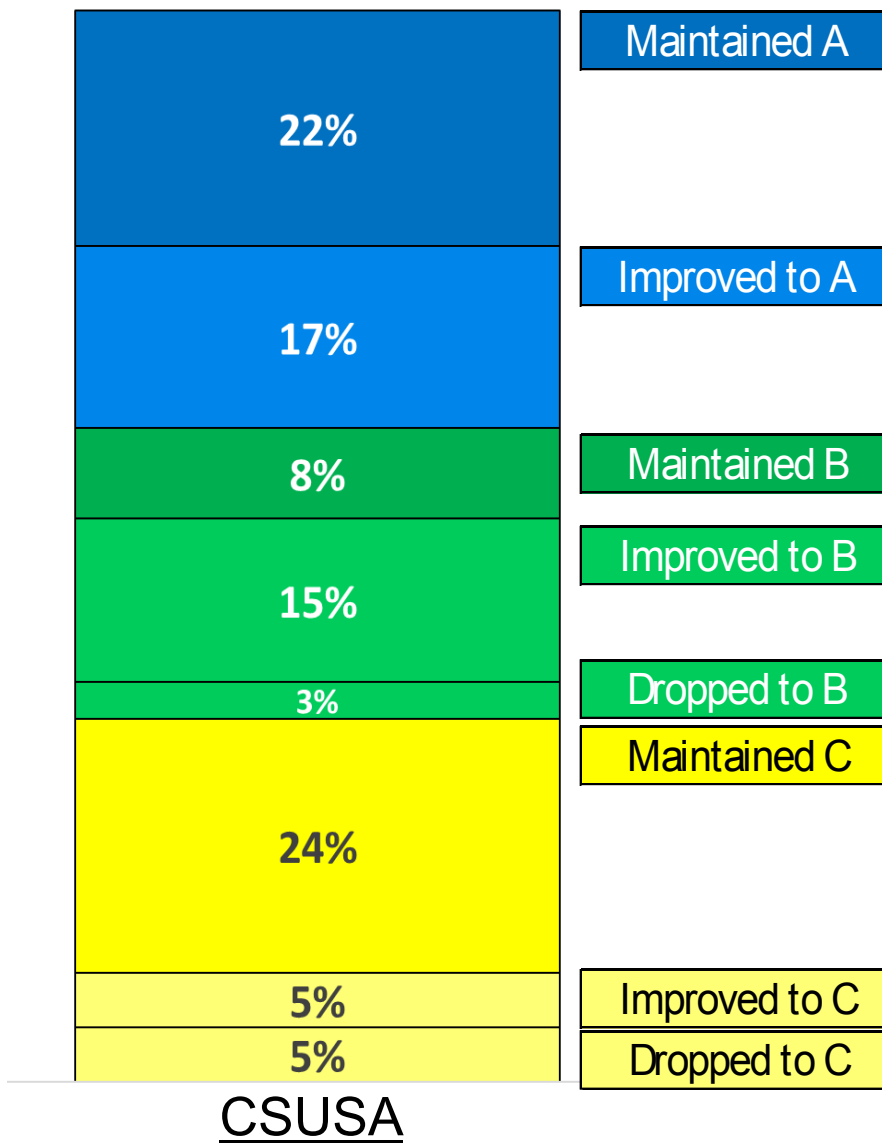


CSUSA'S ACADEMIC PERFORMANCE

Florida Historical School Grades



CSUSA'S SCHOOL GRADE IMPROV



Historical Performance

- No failing schools
- 39% of schools maintained or improved
- 26% maintained or improved by at least one letter grade
- 59% of schools maintained or improved by at least one letter grade

NEED FOR TRANSFORMATION

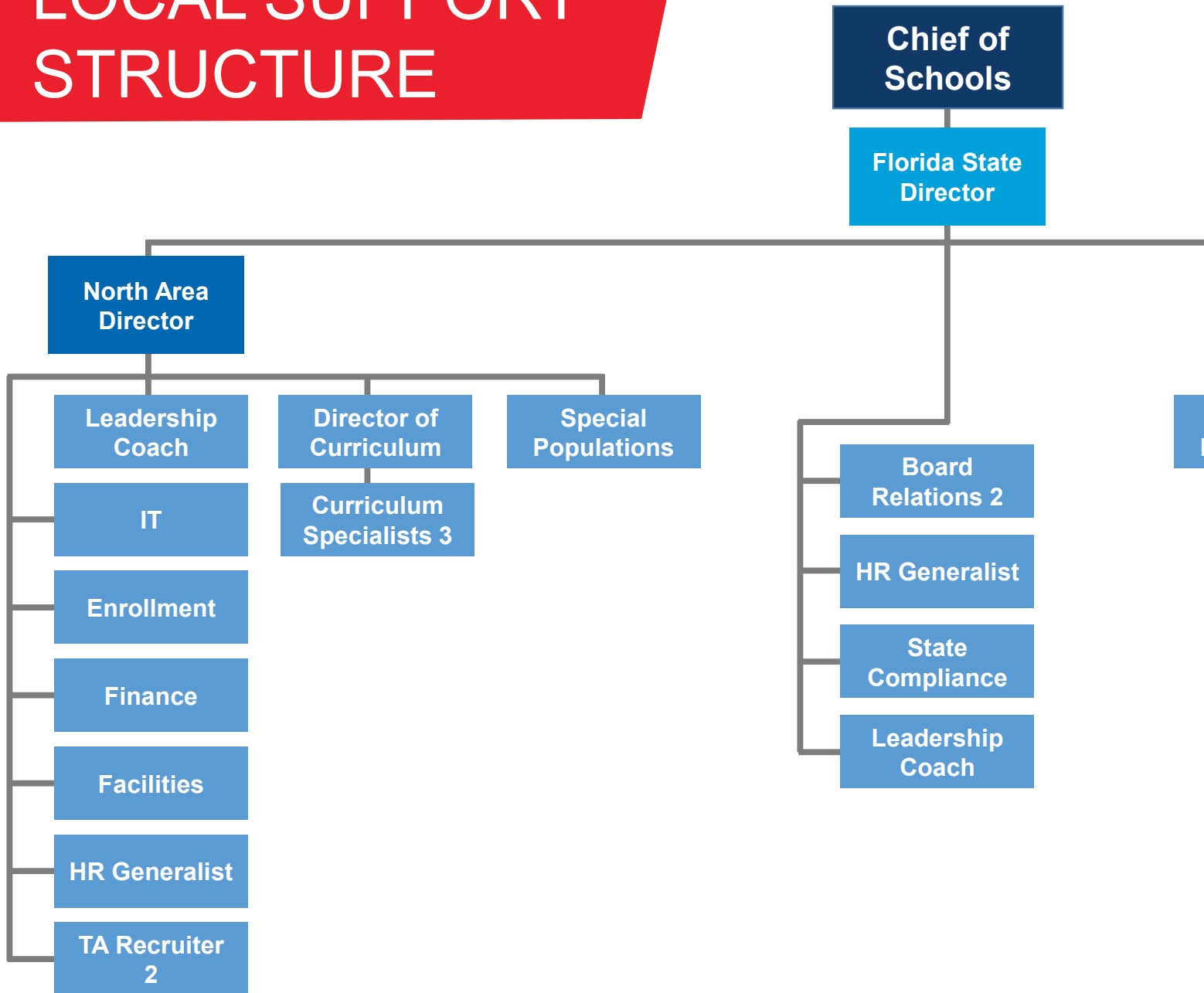


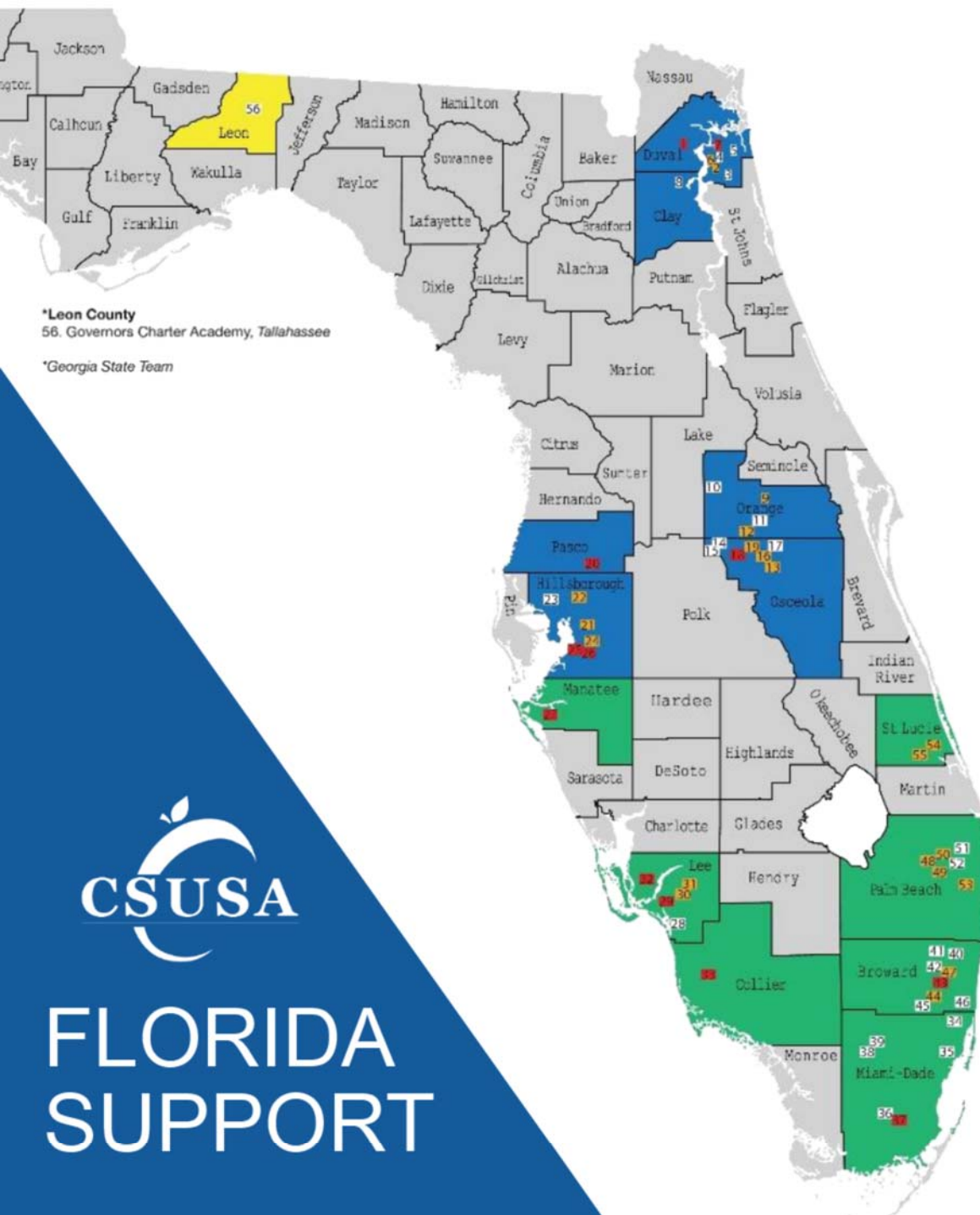
We believe

- Promote the best in
- Focus on the whole child
- Close the opportunity

We will achieve this through our schools, and our students for

LOCAL SUPPORT STRUCTURE





***Leon County**
56. Governors Charter Academy, Tallahassee

*Georgia State Team



**FLORIDA
SUPPORT**

Duval County

1. Duval Charter School at Westside, Jacksonville
2. Duval Charter School at Mandarin, Jacksonville
3. Duval Charter School at Flagler Center, Jacksonville
4. Duval Charter School at Southside, Jacksonville
5. Duval Charter School at Coastal, Jacksonville
6. Duval Charter School at Baymeadows Duval Charter High School, Jacksonville
7. Duval Charter Scholars Academy, Jacksonville

Clay County

8. Clay Charter Academy, Middleburg

Orange County

9. Renaissance Charter School at Chickasaw, Orlando
10. Renaissance Charter School at Crown Point, Orlando
11. Renaissance Charter School at Golden Gate, Orlando
12. Renaissance Charter School at Hunter Creek, Orlando

Osceola County

13. Canoe Creek Charter Academy, St. Cloud
14. Four Corners Charter School, Davenport
15. Four Corners Upper School, Davenport
16. PM Wells Charter Academy, Kissimmee
17. Renaissance Charter School at Boggy Branch, Kissimmee
18. Renaissance Charter School at Poinciana, Kissimmee
19. Renaissance Charter School at Tapestry, Kissimmee

Pasco County

20. Union Park Charter Academy, Wesley Chapel

Hillsborough County

21. Winthrop Charter School, Riverview
22. Woodmont Charter School, Temple Terrace
23. Henderson Hammock Charter School, Riverview
24. Southshore Charter Academy, Riverview
25. Waterset Charter Academy, Apollo Beach
26. Creekside Charter Academy, Riverview

■ = Additional Support Schools (Tier 3)

■ = Additional Support Schools (Tier 2)

2020 V

Raise the

Prepare F

Increase A

Personaliz

Innovative

Expand Ca

Focus on t

GOAL: 100%
A & B schools







2018-2021

Instructional Evaluation System

DRAFT

Table of Contents

1. Performance of Students
2. Instructional Practice (TFET)
3. Other Indicators of Performance (DPP)
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring
8. Appendix A – Checklist for Approval
9. Appendix B –TFET scoring rubrics
10. Appendix C – TFET Instrument

Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Directions:

The district shall provide:

- For all instructional personnel, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
 - For classroom teachers newly hired by the district, the student performance measure and scoring method for each evaluation, including how it is calculated and combined [Rule 6A-5.030(2)(a)2., F.A.C.].
 - For all instructional personnel, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
 - For classroom teachers of students for courses assessed by statewide, standardized assessments under s. 1008.22, F.S., documentation that VAM results comprise at least one-third of the evaluation [Rule 6A-5.030(2)(a)4., F.A.C.].
 - For classroom teachers of students for courses not assessed by statewide, standardized assessments, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)5., F.A.C.].
 - For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) [Rule 6A-5.030(2)(a)6., F.A.C.].
-

Student Performance Measures

For the term of this plan (2018-2021), historical student growth on nationally normed assessments will be utilized (Northwest Evaluation Association’s Measures of Academic Progress—NWEA MAP) as a measure of Student Performance.

Student Assessments

The School will base 40 percent of the performance rating on data and indicators of student academic performance and learning growth assessed annually by internal, nationally normed MAP assessments. Growth for students with disabilities and English language learners will be incorporated per the specifications of Florida statute.

For all full-time instructional staff members in roles, grades or subjects-- including “newly hired” teachers, the School, pursuant to Florida Statute 1012.34, section 7 (b), will utilize three years of nationally normed growth data from NWEA MAP assessments in math and ELA. Growth ratings will be assigned according to normative growth trends and across both math and ELA for a teacher’s students. All students are monitored and assessed at least two times per year with MAP. These nationally normed, interim assessments, measure student achievement and growth in ELA and mathematics. MAP assessments are aligned to the Florida Standards Assessment as well as college and career readiness standards (ACT). At all grade levels MAP assessments are adaptive and computer-based. They also provide audio support for beginning readers.

After each MAP administration, each student receives a RIT (scale score) growth target. These targets are provided by NWEA and represent the status (percentile) and growth norms drawn from over 5 million students’ assessment results nationwide. A student’s grade and instructional level impact their projected growth target. Students in the same grade, but at different achievement percentiles, receive growth targets tailored to their ability level and the average growth achieved nationwide by students in the same grade and scoring at the same percentile at the beginning of the year. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets for each class, grade level and subject using the following equation:

When this value exceeds 50%, average student growth, exceeds that of typical students nationwide.¹ Three years of ratings will be used when available, with the most recent year carrying the most weight. Preliminary value ratings associated with performance on this metric are presented in the table below. These values are subject to change pending the schools’ distribution of growth scores and updates to the normative distribution from NWEA.

¹ If NWEA growth data is not available for a teacher, the school leader will determine the most appropriate measure of student achievement or growth relative to the teacher’s curriculum and instruction. Kindergarten teachers will be evaluated using winter to spring growth norms, per the recommendation of the Northwest Evaluation Association.

| | % of Students Meeting RT Growth Targets ¹ |
|-----------------------|--|
| 1 - Unsatisfactory | <20% |
| 2 - Needs Improvement | 20% - 40% |
| 3 - Effective | 41% - 54% |
| 4 - Highly Effective | ≥ 55% |

For any staff member that has a school-wide impact, the School, pursuant to Florida Statute 1012.34, section 7 (b), will utilize the school-wide student learning growth (student growth measure) in math and ELA. The school-wide student learning growth measure for full-time instructional staff members without personal NWEA MAP data, will be measured by aggregate school-wide NWEA growth.

Roster Validation Procedures –Each school will use the processes and procedures required by CSUSA to verify and align class rosters with district systems.

2. Instructional Practice






Directions:

The district shall provide:












- For all instructional personnel, the percentage of the evaluation that is based on the instructional practice criterion as outlined in s. 1012.34(3)(a)2., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(b)1., F.A.C.].
 - Description of the district evaluation framework for instructional personnel and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(b)2., F.A.C.].
 - For all instructional personnel, a crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)3., F.A.C.].
 - For classroom teachers, observation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)4., F.A.C.].
 - For non-classroom instructional personnel, evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices [Rule 6A-5.030(2)(b)5., F.A.C.].
 - For all instructional personnel, procedures for conducting observations and collecting data and other evidence of instructional practice [Rule 6A-5.030(2)(b)6., F.A.C.].
-

The TFET – Evaluating core effective practices and instructional strategies

Evaluative and non-evaluative versions of the Teacher Feedback and Evaluation Tool (TFET) are based on the research of Robert J. Marzano, with connections to the Florida Educator Accomplished Practices (FEAPs), and the State of Florida-adopted Marzano Evaluation Model. Specifically, the research base for the TFET includes:

-  Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003, 2013.
-  Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007.
-  Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, New Jersey: Prentice Hall, 2004.
-  Marzano, Robert J. et.al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008.
-  Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006.

The TFET is first organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to Charter Schools USA's (CSUSA) 5 strategic priority areas – 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Excellence, and 5. World Class Team and Culture – which reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning. The 5 strategic priorities align to the Marzano Evaluation Model as follows:

-  **Student Success:** An unwavering focus on implementing CSUSA's research-based Educational Model based on Marzano's research.
 - Domain 1: Inside the Classroom
 -  Well-Managed Learning Environment
 -  Equitable Learning Environment
 -  High Expectations Environment
 -  Supportive Learning Environment
 -  Active Learning Environment
 -  Progress Monitoring and Feedback
 -  Digital Learning Environment
 - Domain 2: Outside of the Classroom
 -  Planning and Preparing
 -  Data-driven Instruction Results
-  **World Class Team and Culture:** The intangible quality that inspires team members to volunteer their best every day, commit to their professional growth, and maximize their effectiveness to increase student learning. It is also the component that supports team members

in finding satisfaction and meaning in their work.

- Domain 3: Outside of the Classroom
 - Reflecting on Teaching
- Domain 4: Outside of the Classroom
 - Collegiality and Professionalism

FOET Maximized Resources: A commitment to sound business practices to ensure financial viability and the ability of the school to invest in programs and resources to increase student growth.

- Domain 4: Outside of the Classroom
 - Promoting District and School Development

FOET Development and Innovation: The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school's financial health.

- Domain 4: Outside of the Classroom
 - Promoting District and School Development

FOET Customer Focused Operational Excellence: The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.

- Domain 4: Outside of the Classroom
 - Promoting District and School Development

Student Success (All segments of Inside the Classroom, and Planning and Preparing) constitutes 65% or, a majority, of the TFET. In its entirety, the TFET will be used as an annual evaluative assessment of classroom and non-classroom² full time instructional staff member performance and will constitute 35% of the final summative evaluation. The TFET will also be chunked into smaller non-evaluative segments (see below) to be used throughout the year to provide ongoing instructor feedback and inform the planning of professional development and the development of school and CSUSA-wide improvement plans (rule 6A-5.030.(3).(d).1.d). The TFET informs teachers and school leaders on appropriate deliberate practice goals, please see the Other Indicators of Performance section below.

Segments and weighting of the TFET (evaluative weighting):

FOET Inside of the Classroom (50%)

- Well-Managed Learning Environment
- Equitable Learning Environment
- High Expectations Environment
- Supportive Learning Environment
- Active Learning Environment
- Progress Monitoring and Feedback
- Digital Learning Environment

FOET Outside of the Classroom (15%)

- Planning and Preparing

FOET Outside of the Classroom (35%)

- Data-driven Instruction Results
- Customer Focused Operational Excellence
- World Class Team and Culture
- Maximized Resources/ Development and Innovation

To ensure the integrity of the system and inter-rater reliability, all evaluators will utilize a common rubric, participate in extensive professional development, and use a common core of effective practices.

² For non-classroom teachers, school leaders will use their discretion as to which elements apply and how, to a teacher's unique role in the building. Elements will be eliminated entirely in the most extreme circumstances.

Rating TFET Elements – Evaluation Protocols and Rubrics

Each indicator on the TFET utilizes a comprehensive, five-category scale, relative to observations and feedback inside and outside the classroom. The complete observation instrument is included in Appendix C.

| Inside The Classroom | | | | |
|--|---|--|--|-------------------------------------|
| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | N |
| Teacher uses feedback gained from monitoring use of the strategy and has tweaked the strategy for those who were not responding to initial use of the strategy so that all students get to the intended learning outcome. (100% of students get to intended outcome of strategy) | Teacher use of this strategy has become fluent and the teacher is focused on the impact the use of the strategy has on students. (Students are monitored for the impact the use of the strategy has on their learning outcomes) | Teacher use of the strategy was appropriate and correct. Teacher becomes fluent with use of this strategy. | Teacher was aware that the instructional strategy was appropriate but teacher use of the strategy was ineffective. (Missing pieces, wrong time, wrong group of students, etc.) | In st app the not th |
| Outside The Classroom | | | | |
| Innovating (4) | Applying (3) | Developing (2) | Beginning (1) | N |
| Teacher is a network leader in this instructional area and has had positive impact on the CSUSA community at large | Teacher is seen as a leader in this instructional area and shares instructional practice within school community | Teacher focus on this instructional area is growing and teacher is able to achieve the intent for this instructional area. | Teacher was beginning to focus on this instructional area but efforts were not effective (pieces were missing, full extent of area not understood or realized) | in area not dur |

The scale outlined above will be used for both evaluative and non-evaluative observations ensuring consistent, clear, and specific feedback to teachers throughout the year and on their end-year evaluative TFET. The TFET tool’s final rating scale is designed to maintain a high level of rigor in a teacher’s instructional practice. The scale used for the final combined evaluation is more aligned with state evaluation trends. Additional details of the evaluation process and evaluation protocols can be found below in sections 5 and 6.

Scoring the TFET (Final)

The process to assign a final TFET score and rating is as follows:

- ☐ Step 1: Rate observed elements at each of the following levels: **Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0) or Not Observed (no value given).**
- ☐ Step 2: Count the number of ratings at each level for each of the 12 TFET segments.
- ☐ Step 3: Within each segment, determine the percentage of the total number of ratings, excluding Not Observed, each level represents.
- ☐ Step 4: Apply the results from Step 3 to the Proficiency Scale detailed in Appendix B: *These segment ratings will range from 1 to 4.*
- ☐ Step 5: Calculate the weighted average of the 12 TFET segment scores and place the resulting score on the TFET scale below. Please see Segments and weighting of the TFET above.

The final TFET rating scale is as follows:

| Highly Effective | Effective | Needs Improvement/ Developing | Unsatisfactory |
|------------------|-----------|----------------------------------|----------------|
| 3.5–4.0 | 2.5–3.49 | 1.5–2.49 | 1.0–1.49 |

All observation results will be calculated electronically via the School’s instructional improvement system, a process that will be overseen by the School’s management company’s Human Resources Department, and with final approval by the School’s principal.

| Alignment to the Florida Educator Accomplished Practices (FEAP) | |
|--|--------------------------------|
| Practice | Evaluation Indicators |
| 1. Instructional Design and Lesson Planning | |
| Applying concepts from human development and learning theories, the effective educator consistently: | |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor; | 13-14; 30 |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge; | 7, 30-32; |
| c. Designs instruction for students to achieve mastery; | 16, 31 |
| d. Selects appropriate formative assessments to monitor learning; | 34, 41 |
| e. Uses diagnostic student data to plan lessons; and, | 40, 41 |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | 4, 10, 31, 33 |
| 2. The Learning Environment | |
| To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently: | |
| a. Organizes, allocates, and manages the resources of time, space, and attention; | 3, 7 |
| b. Manages individual and class behaviors through a well-planned management system; | 2, 5, 8, 46 |
| c. Conveys high expectations to all students; | 10-14; 16-17, 36-38; 53, 54 |
| d. Respects students' cultural linguistic and family background; | 9, 15 |
| e. Models clear, acceptable oral and written communication skills; | 18, 19 |
| f. Maintains a climate of openness, inquiry, fairness and support; | 1, 6-9; 15-18, 36-38 |
| g. Integrates current information and communication technologies; | 27-29, 39 |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students; and | 4, 6, 9, 36-38; |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | 27-29, 39 |
| 3. Instructional Delivery and Facilitation | |
| The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to: | |
| a. Deliver engaging and challenging lessons; | 16, 21 |
| b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter; | 19, 20, 33, 44 |
| c. Identify gaps in students' subject matter knowledge; | 34-35; |
| d. Modify instruction to respond to preconceptions or misconceptions; | 17, 22, 26, 33, 35 |
| e. Relate and integrate the subject matter with other disciplines and life experiences; | 20, 33, 44 |
| f. Employ higher-order questioning techniques; | 14 |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding; | 4, 11, 22, 33, 34 |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | 6, 11, 40, 41 |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; | 16, 18, 22-26; |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | 34-35; |
| 4. Assessment | |
| The effective educator consistently: | |
| a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process; | 23, 24, 40, 41 |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery; | 34, 40-41; |
| c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains; | 23, 24, 34, 35, 41 |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge; | 36-38; |
| e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and, | 25, 42 |
| f. Applies technology to organize and integrate assessment information. | 41, 42, 45 |

| 5. Continuous Professional Improvement | |
|---|--|
| The effective educator consistently: | |
| a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs; | 55, 58, 59, 61 |
| b. Examines and uses data-informed research to improve instruction and student achievement; | 33, 40, 58 |
| c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; | 22-26, 56, 58, 62, 63, 64 |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement; | 38, 42, 50, 56, 57, 63, 64, 65, 67, 68 |
| e. Engages in targeted professional growth opportunities and reflective practices; and, | 55, 59, 60, 61, 63 |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | 43, 59, 63 |
| 6. Professional Responsibility and Ethical Conduct | |
| Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession. | 47, 48, 49, 51, 52, 53, 57, 62, 66 |

DRAFT

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, **improvement on which is measured** during an evaluation period
- Peer Reviews
- Objectively reliable survey information from **students and parents based on teaching practices** that are consistently associated with higher student **achievement**
- Individual Professional Development Plan
- Other indicators, as selected by the district

DPP – Deliberate Practice Plan: Instructional staff professional goals setting

The deliberate practice score is the second element in the instructional practice component of the Teacher Evaluation System and will account for 25% of a teacher’s final rating.

All teachers will identify three TFET indicators to focus on and develop throughout the year. Each selected element will become a goal in the teacher’s Deliberate Practice Plan (DPP). The DPP will be created, reviewed and monitored collaboratively with the school leadership team.

The school leadership team evaluates growth on each of the three goals. The annual baseline values are determined by the prior year TFET score³, or mid-year TFET in the case of a new teacher. Growth from the baseline to end-year TFET is determined by the table below. The final DPP score is the average of all three goals’ growth scores. For example, a teacher whose growth scores were 3, 3, and 2 would receive a DPP score of 2.6. This final score is placed on the same rating scale as the final TFET score. Thus a DPP of 2.6 is “Effective.”

| Highly Effective (4) | Effective (3) | Developing (2) | Beginning (1) | Unsatisfactory (0) |
|-------------------------------|-----------------------------|-------------------------------|------------------------------|----------------------------|
| Grows 4 levels | Grows 3 levels | Grows 2 level | Grows 1 level | Achieves no growth |
| <u>or</u> grows to Innovating | <u>or</u> grows to Applying | <u>or</u> grows to Developing | <u>or</u> grows to Beginning | <u>or</u> scores Not Using |

³ All new teachers will receive a Mid-Year TFET evaluation to drive DPP goals and baseline scores after their 90 days.

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
- The scoring method, including how it is calculated and combined; and
- The performance standards used to determine the summative evaluation rating.
Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S. [Rule 6A-5.030(2)(e), F.A.C.].

TES Evaluation Criteria

The TES evaluation criteria will be based on three years (when available⁴) of student academic growth, and current year instructional practice. The Teacher Feedback and Evaluation Tool (TFET) and Deliberate Practice Plan (DPP) comprise the Instructional Practice component.

Final Evaluation weighting⁵

The metrics used to determine the final TES rating, along with each metric’s weight in the final rating, are as follows:

- Student Academic Performance:
 - Student Performance Measure: 40%
- Instructional Practice:
 - Teacher Feedback Evaluation Tool (TFET) Score: 35%
 - Deliberate Practice Plan (DPP) Score: 25%

Details of the scoring and evaluation of teacher performance on Student Performance Measures, the TFET and the DPP are presented above in sections 1, 2 and 3 respectively.

Once Student Performance, TFET and DPP scores (1-4) are determined, they are combined according to the weighting above and assigned a rating based on the scale below:


| Highly Effective | Effective | Needs Improvement/ Developing | Unsatisfactory |
|------------------|-------------|----------------------------------|----------------|
| 4.0 - 2.95 | 2.95 – 1.75 | 1.75 – 1.15 | 1.15 - .75 |

The distinction between Needs Improvement and Developing is relative to the staff member’s verifiable years of experience. Per rule 6A-5.030.(3).(d).1.c.(VII) the school may amend an evaluation based upon assessment data from the current school year if the data becomes available within ninety(90) days after the close of the school year.

⁴ For full time instructional staff members with less than 3 years of data, years available will be used. Please see section 1. Student Performance Measures, for details on instructional staff members without student growth results.

⁵ Pursuant to Florida statute 1012.01(3)(a).

TFET Score Summary



Meredith Whitman Ross
Bonita Springs Charter School

Dashboard / SURVEYS

Employee Type: Teacher
Group: Bonita Springs Charter School

Survey Type: TFET
Total Questions: 68
Academic School Year: 2016-2017
Date Created: Sunday, May 28, 2017

Score **2.18** Status - **Developing**

| Section Name | Survey Weight | Section Score | Weighted Score |
|------------------|---------------|---------------|----------------|
| Inside Classroom | 50% | 1.97 | 0.98 |

| Domain | Questions | Level 4 | Level 3 | Level 2 | Level 1 | Level 0 | Omitted | Weight | Score | Weighted Score | |
|--|-----------|---------|---------|---------|---------|---------|---------|--------|-------|----------------|------|
| Well-Managed Learning Environment | 5 | 0% | 0 | 40% | 2 | 0% | 1 | 0% | 0.172 | 2.00 | 0.34 |
| Equitable Learning Environment | 4 | 0% | 0 | 0% | 0 | 100% | 4 | 0% | 0.138 | 2.00 | 0.28 |
| High Expectations Environment | 5 | 0% | 0 | 20% | 1 | 80% | 4 | 0% | 0.172 | 2.00 | 0.34 |
| Supportive Learning Environment | 4 | 0% | 1 | 75% | 3 | 0% | 0 | 0% | 0.138 | 3.00 | 0.41 |
| Active Learning Environment | 3 | 0% | 0 | 67% | 2 | 0% | 0 | 0% | 0.103 | 3.00 | 0.31 |
| Progress Monitoring and Feedback Environment | 5 | 0% | 0 | 20% | 1 | 80% | 3 | 0% | 0.172 | 3.00 | 0.17 |
| Digital Learning Environment | 3 | 0% | 0 | 0% | 0 | 100% | 1 | 0% | 0.103 | 1.00 | 0.10 |
| | | | | | | | | | 1.00 | Total | 1.97 |


| Section Name | Survey Weight | Section Score | Weighted Score |
|------------------------|---------------|---------------|----------------|
| Planning and Preparing | 15% | 2.00 | 0.30 |

| Domain | Questions | Level 4 | Level 3 | Level 2 | Level 1 | Level 0 | Omitted | Weight | Score | Weighted Score | |
|------------------------|-----------|---------|---------|---------|---------|---------|---------|--------|-------|----------------|------|
| Planning and Preparing | 10 | 0% | 0 | 60% | 4 | 40% | 2 | 0% | 1.000 | 2.00 | 2.00 |
| | | | | | | | | | 1.00 | Total | 2.00 |


| Section Name | Survey Weight | Section Score | Weighted Score |
|-------------------|---------------|---------------|----------------|
| Outside Classroom | 35% | 2.55 | 0.89 |

| Domain | Questions | Level 4 | Level 3 | Level 2 | Level 1 | Level 0 | Omitted | Weight | Score | Weighted Score | |
|--------------------------------------|-----------|---------|---------|---------|---------|---------|---------|--------|-------|----------------|------|
| Data Driven Instructions and Results | 3 | 0% | 0 | 0% | 0 | 100% | 3 | 0% | 0.172 | 2.00 | 0.34 |
| Operational Performance | 2 | 0% | 0 | 0% | 0 | 100% | 2 | 0% | 0.069 | 3.00 | 0.07 |
| Culture of Excellence | 18 | 0% | 0 | 100% | 10 | 0% | 2 | 0% | 0.621 | 3.00 | 1.86 |
| Financial Health | 4 | 0% | 0 | 25% | 1 | 75% | 2 | 0% | 0.138 | 2.00 | 0.28 |
| | | | | | | | | | 1.00 | Total | 2.55 |


Scoring Legend




Highly Effective
Scoring Range: 3.500 to 4.000




Effective
Scoring Range: 2.500 to 3.499



Developing
Scoring Range: 1.500 to 2.499



Beginning
Scoring Range: 1.000 to 1.499



Unsatisfactory
Scoring Range: 0.000 to 0.999

Administrative Signature:

Signed off by Carissa Carroll on 5/28/17 11:52 AM

Employee Signature:

Signed off by Bryan Santos on 5/30/17 3:22 PM

DPP Score Summary

Performix

Meredith Whiteman Ross
Bonita Springs Charter School

GOALS / Dashboard / GOALS

TFET Indicators for 2016-2017

The table below contains a list of TFET indicators to be chosen as a goal. Only inside the classroom indicators are displayed. To choose an Indicator as a goal, drag and drop the row into one of the containers.

Goals

- Active Learning Environment #19 (2 → 3)
- Equitable Learning Environment #8 (1 → 2)
- Progress Monitoring and Feedback Environment #24 (2 → 3)

Final Score: 2.67

| Section | Score |
|--|------------|
| (1) Well-Managed Learning Environment - Strategies are used which result in respectful student-student and student-teacher interactions. | Applying |
| (2) Well-Managed Learning Environment - Strategies are used which result in students following classroom expectations and | Developing |

Final Scoring Examples

| Grade 2 or 9 th Grade ELA | | | |
|--------------------------------------|---------------------|------------------|-----------------------|
| Unsatisfactory | | Highly Effective | |
| TFET | 1.26 Unsatisfactory | TFET | 2.85 Effective |
| DPP | 1.00 Unsatisfactory | DPP | 3.00 Effective |
| Growth | 1.00 Unsatisfactory | Growth | 4.00 Highly Effective |
| FINAL SCORE | 1.09 Unsatisfactory | FINAL SCORE | 3.34 Highly Effective |

Example instructor summary page:

CSUSA
Charter Schools USA Teacher Evaluation System
2016-2017 School Year

Teacher Name: _____
 School: _____
 Position: _____
 Submitted to County: _____

Final Score: _____
 Final Rating: _____

60% Instructional Practice:

35% TFET _____

25% DPP _____

40% Student Performance _____

School Leader: _____
 Signature: _____

5. Additional Requirements

Directions:

The district shall provide:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes [Rule 6A-5.030(2)(f)1., F.A.C.]
- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
- Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
- Description of processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
- Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
- Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
- Documentation that all instructional personnel must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
- Documentation that classroom teachers are observed and evaluated at least once a year [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that classroom teachers newly hired by the district are observed and evaluated at least twice in the first year of teaching in the district pursuant to s. 1012.34(3)(a), F.S. [Rule 6A-5.030(2)(f)8., F.A.C.].
- Documentation that the evaluation system for instructional personnel includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
- Identification of teaching fields, if any, for which special evaluation procedures and criteria are necessary [Rule 6A-5.030(2)(f)10., F.A.C.].
- Description of the district's peer assistance process, if any. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance, or newly hired classroom teachers [Rule 6A-5.030(2)(f)11., F.A.C.].

1. Roster Validation Procedures –Each school will use the processes and procedures required by the district for roster validation.
2. Evaluation by Supervisor
 - a. Teachers will be evaluated by their School Principal, Assistant Principal, or other supervisor. Non-evaluative observations can be conducted by staff other than the Principal or supervisor and the supervisor may consider this input.
 - b. Trained personnel including, but not limited to, Assistant Principals, CSUSA Regional Directors and Curriculum Specialists, Deans, Curriculum Resource Teachers (CRT), Department Heads, Team Leaders, Mentors through Leading Edge (Leadership development program) and Teacher Learning Communities (TLC - for new teachers) programs etc., may provide feedback through non-evaluative TFETs including those indicators identified on the teacher’s DPP, ultimately informing their evaluative TFET.
3. Evaluator Training
 - a. Evaluators will attend a mandatory training on CSUSA’s Teacher Evaluation System and tools. Training will include but not be limited to the research base, role modeling and practice for conducting evaluations and professional feedback discussions, and analysis of scoring consistency among Evaluators to ensure inter-rater reliability. Ongoing training and support will be provided by Charter Schools USA throughout the year. Additionally, annual refresher training will be required for all Evaluators and those who miss the initial training will be trained via Webinar. Charter Schools USA will monitor evaluation scores across all schools to ensure the reliability and consistency of observation ratings.
4. Process of Informing Teachers about the Evaluation Process
 - a. Charter Schools USA recognizes that each school’s learning environment is unique and must be supported in its quest for improved student learning growth. In *The Art & Science of Teaching* Robert J. Marzano (2007) details the benefits of unique learning environments focused on systemic goal setting to increase student achievement. Every school administrator and faculty member will be trained with Marzano’s research and the CSUSA Education Model.
 - b. Student and school performance data are collected throughout the year and are used by school leaders and teachers to monitor progress in achieving the School’s goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made. Teacher evaluation indicators and evidences are incorporated into teacher trainings. In addition to pre-service training, teachers receive ongoing and continuous professional development (a minimum of monthly) as well as during their common planning meetings.
 - c. New teachers and those newly hired to the School are informed of the Teacher Evaluation System at New Teacher Induction training, which is held prior to the beginning of each new school year. Teachers who miss the initial training will receive follow-up training. They also receive ongoing instruction on the evaluation system through Teacher Learning Communities, which are held at least four times a year with a mentor.
5. Timely Feedback and Professional Development
 - a. After each evaluation, Evaluator/Teacher conferences are conducted to review the teacher’s performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. (Feedback will be given within three days of both evaluative and non-evaluative observations.) At a minimum, quarterly data summits are conducted by School Leadership to review student growth data. The evaluator will then work with the teacher to identify select goals to be articulated in the teacher’s Deliberate Practice Plan), as well as recommend specific professional development opportunities to ensure the teacher’s continuous professional improvement. Ongoing classroom walk-throughs and observations will provide additional feedback and support to the teachers. Annually, in quarter 4, Charter Schools USA (CSUSA) will solicit feedback from teachers and principals to ensure continuous

- improvement of the process.
- b. Teachers identified as less than effective will be required to participate in specific professional development to help support their areas for growth.
6. Evaluation Platform
 - a. As a member of the Charter Schools USA (CSUSA) family of schools, the School will utilize an internal evaluation platform.
 - b. Data collection and analysis from evaluation results seamlessly provides actionable data to inform the School's, and CSUSA's Improvement/Strategic Plans. Approved observers conduct teacher evaluations electronically, with direct input into the evaluation platform. This system not only generates a score per the procedures outlined in a previous section, but also provides formative data aligned to the 5 strategic priority areas—1.) Academic Excellence, 2.) Financial Health, 3.) Growth, 4.) Operational Performance, and 5.) Culture of Excellence – outlined in School Improvement Plans/Strategic Plans, school-based professional development and individual Deliberate Practice Plans.
 7. Minimum Requirements of observations and Evaluations
 - a. All classroom teachers will receive ongoing observations and feedback through classroom walkthroughs, non-evaluative TFET observations, and evaluative TFET. The evaluative TFET will be provided at least once per year.
 - b. All instructional personnel will receive a formal evaluation once per year, at a minimum.
 8. Multiple Evaluations for First Year Teachers
 - a. First year teachers will be evaluated by their supervisor no fewer than two times annually on each TFET indicator. The process will include feedback specific to the improvements and the level of progress to be achieved to attain greater instructional effectiveness. Feedback will follow within three days of formal evaluations – which are reviews at 90 days and the end of the year – as well as ongoing informal observations. The evaluation will include consideration from multiple forms of observation and evaluation types, including classroom walkthroughs, classroom observations, student data reviews, Deliberate Practice Plan reviews, and participation in the Charter Schools USA Teacher Learning Community (TLC) for first year teachers.
 - b. Teachers new to Charter Schools USA will receive the same process of multiple evaluations and multiple types of observation methods. Newly hired teachers will also participate in the Teacher Learning Community (TLC).
 - c. In their first year, teachers new to the school will receive a minimum of four classroom observations by the School Leadership Team and four reviews of student performance. The observation tools will be the same as those used for existing teachers. Student performance data will be essential to the evaluation process and will include quarterly review of interim and benchmark assessments, ongoing formative classroom assessments, review of student generated learning goals in the Personalized Learning Plan, and available summative assessment data.
 - d. Members of the School Leadership Team, including the principal, assistant principal(s) and trained principal designees and mentors, will conduct observations and reviews of student performance data. The observations conducted by school leadership team-members are used to support the teacher on observed instructional practices, by providing timely feedback or improvement. These observations can be used as descriptions in the evaluation, but will not directly impact the final evaluation score.
 - e. Evaluations, which include formal observations, will be conducted by the school principal, assistant principals, or other trained supervisors. All evaluators are trained by Charter Schools USA.
 9. Examining Performance Data from Multiple Sources
 - a. Parent input will not directly impact a teacher's evaluation, however different sources of data will be analyzed throughout the year to inform a teacher's final evaluation. This will include the following:

- Student performance data
- Stakeholder feedback
- Parent and staff surveys (twice annually)
- Student survey (once annually)
- Focus groups
- Strategic Planning

10. Teaching Fields Requiring Special Procedures

- a. There are no identified teaching fields that require special procedures.

11. Peer Assistance

- a. At this time, peer review will not contribute to teacher evaluations. However, additional opportunities are provided at the school level for peer review in order to provide feedback to ensure continuous improvement.

DRAFT

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- ☐ In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - ☐ submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
 - ☐ submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - ☐ discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - ☐ The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
 - ☐ The district shall provide evidence that its evaluation procedures for notification of unsatisfactory performance comply with the requirements outlined in s. 1012.34(4), F.S. [Rule 6A-5.030(2)(h), F.A.C.].
 - ☐ Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any instructional personnel who receive two consecutive unsatisfactory evaluations and shall notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].
-

1. Annual Evaluation

Based on teacher and principal feedback, the following outlines the process for conducting the annual evaluations:

- ☐ **Setting expectations** – teachers will be provided a copy of the revised teacher evaluation form at the beginning of the year. Moreover, training sessions will be held so they are aware of the process and the criteria.
- ☐ **Non-evaluative feedback** – teachers will receive ongoing, non-evaluative feedback in the form of classroom walk-throughs and non-evaluative TFETs as well as peer coaching at least 2 times per year. Non-evaluative feedback does not directly impact a teacher's final evaluation score.
- ☐ **Evaluative feedback** – teachers will receive a formal evaluation at the end of each year, with first year teachers and teachers new to CSUSA receiving at least two formal evaluations. Teachers will be asked to sign the evaluation form at the end of each evaluation process. The evaluation and score will be recorded in the internal electronic evaluation system operated and managed by the designee, Charter Schools USA. Teachers will receive their score report no more than 10 days after the evaluation is published in the system.
- ☐ The employee shall have the right to provide a written response to the evaluation and the response

shall become a part of his or her personnel file.

**All evaluators will participate in training on conducting a formal evaluation.*

2. Improvement Plans

- a. School-based staff members are “at-will” employees of the school, which is managed by Charter Schools USA, Inc. and thus do not hold Probationary, Annual or Professional Service contracts. However, Charter Schools USA does promote the following best practices for those staff members receiving unsatisfactory evaluations. If a teacher receives an overall unsatisfactory rating or receives an unsatisfactory rating on the Instructional Practice portion of their evaluation, they will be identified for intensive support. All teachers identified through this metric take part in a coach and council process for the following year upon their return. Depending on the level of support needed, some teachers will receive an Improvement Action Form (IAF) from the school leader with specific goals and a timeline for improvement. Goals and milestones are aligned to the TFET. In the event that a staff member receives two unsatisfactory evaluations, or is given written notice of termination, the school will work with the district to comply with the notification requirements outlined in s.1012.34(5), F. S.

DRAFT

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district self-monitoring shall determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
 - Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
 - Use of evaluation data to identify individual professional development; [Rule 6A-5.030(2)(j)4., F.A.C.]
 - Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.]
-

1. Annual Review

- a. Annually, as a part of the strategic planning process, Charter Schools USA (CSUSA) will review the instructional personnel evaluation assessment system to monitor and evaluate its effectiveness in improving instruction and student learning. The annual review begins with teacher feedback via a staff survey in May, on the effectiveness of the evaluation system in improving their instruction. Principals review the teachers' feedback each June at the CSUSA hosted Principals' Institute, then provide input for overall revisions to the evaluation system.
- b. When all Statewide, Standardized Assessments/student performance data becomes available, CSUSA will work with the School's leadership team to review assessment results (i.e. proficiency, learning gains, student growth model, etc.) correlated to teacher evaluation results (i.e. scores, deliberate practice scores, etc.). CSUSA's Human Resources and Education Departments will then take all input to revise the evaluation system as needed, set improvement goals for areas identified as opportunities for growth, and/or identify initiatives as needed to ensure continuous improvement. Goals at both the system and school level will be included in and tracked via the system and schools' Strategic Plans. When updates are made to the Teacher Evaluation System, they will be provided to the District.
- c. The process for self-monitoring will also include:
 - ongoing training and support with evaluators to ensure evaluator accuracy and inter-rater reliability;
 - ensuring that evaluators are providing necessary and timely feedback to employees after being evaluated;
 - monitoring evaluators to ensure they are following policies and procedures in the implementation of the evaluation system;
 - use of evaluation data to identify professional development; and
 - use of evaluation data to inform school and network-wide improvement plans.

Appendix A – Checklist for Approval

Performance of Students

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation that is based on the performance of students criterion.
- An explanation of the scoring method, including how it is calculated and combined.
- At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:

- The student performance measure(s).
- Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:

- Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
- If less than the three most recent years of data are available, those years for which data are available must be used.
- If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:

- Documented that VAM results comprise at least one-third of the evaluation.
- For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:

- For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
- For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:

- The percentage of the evaluation system that is based on the instructional practice criterion.
- At least one-third of the evaluation is based on instructional practice.
- An explanation of the scoring method, including how it is calculated and combined.
- The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:

- A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.

For classroom teachers:

- The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:

- The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:

- Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

- Described the additional performance indicators, if any.
- The percentage of the final evaluation that is based upon the additional indicators.
- The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:

- Summative evaluation form(s).
- Scoring method, including how it is calculated and combined.
- The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

- Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.
- Documented that the evaluator is the individual who is responsible for supervising the employee.
- Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

- Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.
- Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

- Processes for providing timely feedback to the individual being evaluated.
- Description of how results from the evaluation system will be used for professional development.
- Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.
- All instructional personnel must be evaluated at least once a year.
- All classroom teachers must be observed and evaluated at least once a year.
- Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

- Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.
- Description of the district's criteria for inclusion of parental input.
- Description of manner of inclusion of parental input.
- Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.
- Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

- That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:
 - That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's

- contract.
- That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.
 - That the evaluator must discuss the written evaluation report with the employee.
 - That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.
 - That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.
 - That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.
- Evaluators provide necessary and timely feedback to employees being evaluated.
- Evaluators follow district policies and procedures in the implementation of evaluation system(s).
- The use of evaluation data to identify individual professional development.
- The use of evaluation data to inform school and district improvement plans.

Appendix B –TFET scoring rubric

| Highly Effective (4) | Effective (3) | Developing (2) | Unsatisfactory (1) |
|--|-----------------------------------|--|-----------------------|
| At least 55% at Level 4 and 0% at Level 1 or 0 | At least 55% at Level 3 or higher | <55% at Level 3 or higher and <50% at Level 1 or 0 | ≥ 50% at Level 1 or 0 |

DRAFT



2018-2021

Administrative Evaluation System



Rule 6A-5.030
Form AEST-2015
Effective Date: 2015-2018

2018-2021

Table of Contents

1. Performance of Students
2. Instructional Leadership
3. Other Indicators of Performance
4. Summative Evaluation Score
5. Additional Requirements
6. District Evaluation Procedures
7. District Self-Monitoring

Appendix A – Sample Performance Evaluation

Appendix B: Sample CSUSA Development/ Growth Plan

Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. Upon completion, the district shall email the template and required supporting documentation for submission to the address DistrictEvalSysEQ@fldoe.org.

****Modifications to an approved evaluation system may be made by the district at any time. A revised evaluation system shall be submitted for approval, in accordance with Rule 6A-5.030(3), F.A.C. The entire template shall be sent for the approval process.**

1. Performance of Students

Directions:

The district shall provide:

- For all school administrators, the percentage of the evaluation that is based on the performance of students criterion as outlined in s. 1012.34(3)(a)1., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(a)1., F.A.C.].
 - For all school administrators, confirmation of including student performance data for at least three years, including the current year and the two years immediately preceding the current year, when available. If less than the three most recent years of data are available, those years for which data are available must be used. If more than three years of student performance data are used, specify the years that will be used [Rule 6A-5.030(2)(a)3., F.A.C.].
 - For school administrators, the district-determined student performance measure(s) used for personnel evaluations [Rule 6A-5.030(2)(a)7., F.A.C.].
-

Student Performance Measures

For the term of this plan (2018-2021), historical student growth on nationally normed assessments will be utilized (Northwest Evaluation Association’s Measures of Academic Progress—NWEA MAP) as a measure of Student Performance. The school will base 40 per cent of the performance rating on data and indicators of student academic performance and learning growth assessed annually by internal, nationally normed MAP assessments. Growth for students with disabilities and English language learners are incorporated when scores are available.

Growth ratings will be assigned according to normative growth trends and across both math and ELA for all tested students in the school building. All students K-10 are monitored and assessed at least two times per year with MAP; students in grades 11 and 12 at least once per year. These nationally normed, interim assessments, measure student achievement and growth in ELA and mathematics. MAP assessments are aligned to the Florida Standards Assessment as well as college and career readiness standards (ACT/SAT). At all grade levels MAP assessments are adaptive and computer-based. They also provide audio support for beginning readers.

After each MAP administration, each student receives a RIT (scale score) growth target. These targets are provided by NWEA and represent the status (percentile) and growth norms drawn from over 10 million students’ assessment results nationwide annually. A student’s grade and instructional level impact their projected growth target. Students in the same grade, but at different achievement percentiles, receive growth targets tailored to their ability level and the average growth achieved nationwide by students in the same grade and scoring at the same percentile at the beginning of the year. Each spring, on the Achievement Status and Growth Report, NWEA calculates the total percentage of students meeting their RIT growth targets school-wide and for each class, grade level and subject using the following equation:

$$\frac{\text{Number of students meeting RIT growth target}}{\text{Total number of students}} \times 100 = \text{Percentage of students meeting RIT growth target}$$

When this value exceeds 50%, average student growth, exceeds that of typical students nationwide.¹ Three years of ratings will be used when available, with the most recent year carrying the most weight. Preliminary value ratings associated with performance on this metric are presented in the table below. These values are subject to change pending the schools’ distribution of growth scores and updates to the normative distribution from NWEA.

| | % of Students Meeting RIT Growth Targets ¹ |
|------------------------------|---|
| 1 - Unsatisfactory | <20% |
| 2 - Needs Improvement | 20% - 40% |
| 3 - Effective | 41% - 54% |
| 4 - Highly Effective | ≥ 55% |

Roster Validation Procedures –Each school will use the processes and procedures required by CSUSA to verify and align class rosters with district systems.

¹ If NWEA growth data is not available for a teacher, the school leader will determine the most appropriate measure of student achievement or growth relative to the teacher’s curriculum and instruction. Kindergarten teachers will be evaluated using winter to spring growth norms, per the recommendation of the Northwest Evaluation Association.

2. Instructional Leadership

Directions

The district shall provide:

- For all school administrators, the percentage of the evaluation system that is based on the instructional leadership criterion as outlined in s. 1012.34(3)(a)3., F.S., along with an explanation of the scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(c)1., F.A.C.].
 - Description of the district evaluation framework for school administrators and the contemporary research basis in effective educational practices [Rule 6A-5.030(2)(c)2., F.A.C.].
 - For all school administrators, a crosswalk from the district's evaluation framework to the Principal Leadership Standards [Rule 6A-5.030(2)(c)3., F.A.C.].
 - Observation or other data collection instrument(s) that include indicators, organized by domains, based on each of the Principal Leadership Standards, and additional elements provided in s. 1012.34(3)(a)3., F.S. [Rule 6A-5.030(2)(c)4., F.A.C.].
 - Procedures for observing and collecting data and other evidence of instructional leadership [Rule 6A-5.030(2)(c)5., F.A.C.].
-

The Charter Schools USA family of schools has developed the Principal Evaluation System for 2015-16 and beyond with the ultimate goal of increasing student learning growth by improving the quality of instructional, administrative and supervisory services. Thirty-five percent (35%) of the LES will be comprised of the Leader Performance Evaluation (LPE) instrument which is based on the research of Robert J. Marzano and clearly connects to the Florida Principal Leadership Standards and the standards of the National Association of Elementary School Principals. Specifically, the research base for the LPE includes:

Leadership Assessment

- ☐ Marzano, Robert J. et.al. *School Leadership that Works*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2005
- ☐ Marzano, Robert J. and Timothy Waters. *District Leadership that Works*. Bloomington, Indiana: Solution Tree Press, 2009
- ☐ Maxwell, John *The 21 Irrefutable Laws of Leadership*. Nashville, Tennessee: Thomas Nelson, Inc. 2007

Leading Faculty Development for Instructional Improvement

- ☐ Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2003
- ☐ Marzano, Robert J. *The Art and Science of Teaching*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2007
- ☐ Marzano, Robert J. et.al. *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Upper Saddle River, New Jersey: Prentice Hall, 2004
- ☐ Marzano, Robert J. et.al. *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Upper Saddle River, New Jersey: Prentice Hall, 2008
- ☐ Marzano, Robert J. *Classroom Assessment & Grading that Work*. Arlington, Virginia: Association for Supervision and Curriculum Development, 2006

The Leader Evaluation System (LES) for all school administrators is based on sound educational principles and contemporary research in effective educational practices. (See the reference list previously cited.) Primarily consisting of the research of Robert J. Marzano and aligned to the Florida Leadership Principal Standards, the LPE is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the LPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty and students, to success in improving student performance.

Instructional Leadership Evaluation Framework

Leader Performance Evaluation

With domains organized according to the 5 strategic priorities—1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance and 5. World Class Team and Culture – the LPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of each CSUSA principal and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996). The 5 strategic priorities represent CSUSA's approach to addressing the unique challenges of charter schools, and to ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services needed to increase student learning growth.

These priorities are also aligned to the domains of the Marzano Teacher Evaluation Model, recognizing that school leaders are the drivers of effective instruction in a building:

- EQ 1 Academic Excellence/ Student Success (29 Elements 24% of LPE): An unwavering focus on implementing CSUSA’s research-based Educational Model based on Marzano’s research.
 - Domain 1: Student Achievement
 - Domain 2: Instructional Leadership
 - Domain 4: Professional and Ethical Behavior

- EQ 1 Culture of Excellence/ World Class Team and Culture (41 Elements 35% of LPE): The intangible quality that inspires team members to volunteer their best every day, commits to their professional growth, and maximizes their effectiveness to increase student learning. It is also the component that supports team members in finding satisfaction and meaning in their work.
 - Domain 2: Instructional Leadership
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior

- EQ 1 Financial Health/ Maximized Resources (11 Elements 9% of LPE): A commitment to sound business practices to ensure financial viability and the ability of the school to invest in educational programs and resources to increase student learning growth.
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior

- EQ 1 Growth/ Development and Innovation (5 Elements 4% of LPE): The unique challenges of a charter school to create and meet enrollment demands, which form the basis for the school’s financial health.
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior

- EQ 1 Customer Focused Operational Performance (33 Elements 28% of LPE): The school-wide efforts to ensure a safe and orderly environment and the secure maintenance of student records.
 - Domain 3: Organizational Leadership
 - Domain 4: Professional and Ethical Behavior

Included in the alignment with CSUSA 5 strategic priority areas, the LPE addresses the statutory requirement that performance measures emphasize principal proficiency in recruiting and retaining effective teachers, improving the effectiveness of teachers, removing ineffective teachers, measures related to the effectiveness of classroom teachers in the school, the administrator’s appropriate use of evaluation criteria and procedures, and other leadership practices that result in student learning growth. The indicators are based on evidence of leadership practice and include the following:

- EQ 1 ***Recruiting and Retention of Effective and Highly Effective Teachers***: The indicators that address these areas follow, along with a description of what each leader will be rated on:
 - 67-70 – These indicators address following hiring guidelines that include:
 - EQ 1 Using salary worksheets, requisitions and approval process for staffing positions, as well as ensuring proper certifications and education before extending offers
 - EQ 1 Working with Charter Schools USA’s Education Team to ensure the best

- staffing configuration to support school success
- Working within budget constraints
- Helping recruit for other schools in the network

- 76-81 – These indicators focus on following guidelines for Compensation Management and Staff Recognition, including:

- Supporting and advocating pay for performance
- Facilitating staff understanding of benefits
- Finding ways to make staff feel appreciated
- Fairly allocates incentive bonuses based on performance

- 87 - Looking to encourage and develop people.

- The latter is evidenced by the leader’s use of recognition programs within the school, as well as programs to build up staff – such as staff meals, celebrations and the encouragement to participate in the Leading Edge leadership development program

- 97-98 – These indicators rate the leader on Followership and positive relations with staff.

- Staff’s public support of school leaders
- The leader’s understanding that good leaders require good followers
- Staff does not criticize school leadership to peers, parents or students
- Staff raises concerns to appropriate leaders at appropriate times

Removing Ineffective Teachers: Leader practices in removing ineffective teachers are addressed in the following indicators:

- 63-66 – These indicators rate the leader on following guidelines for Human Resources as follows:

- Adherence to Human Resources policies
- Following progressive discipline guidelines, including maintaining appropriate documentation
- Reaching out to HR appropriately to address sensitive HR matters
- Ability to be called on to help support peers in sensitive or difficult HR matters
- These elements include evidence that when requesting to dismiss an employee, the leader has appropriate documentation in place; and that the leader does not terminate without HR involvement and contacts HR on sensitive matters prior to taking action

Improvement in the Percentage of Instructional Personnel Rated as Highly Effective and Effective Indicators rate on the leaders’ as follows:

- 72-74 These indicators rate the leader on the following criteria:

- Conducting regular classroom and building walk through
- Maintenance of appropriate performance documentation
- Ensuring bi –annual TFET for all new teaching hires, annual for returning teachers and evaluations are completed for all staff in a timely manner

FOET **High Effect Size Indicators:** High Effect Size indicators focus on feedback practices, facilitating professional learning, clear goals and expectations, instructional resources, high effect size strategies and instructional initiatives. They are incorporated in the Leader Performance Evaluation (LPE) in the following indicators:

- o Feedback Practices: 3, 4, 6, 9-11, 15, 20, 95, 96
- o Facilitating Professional Learning: 23-29, 71, 96, 104-118
- o Clear Goals and Expectations: 7, 8, 71, 76, 77, 83, 96, 115
- o Instructional Resources: 85, 88, 96, 104-109
- o High Effect Size Strategies: 10, 79-81, 87, 91-96
- o Instructional Initiatives
 - FOET** Monitoring Text Complexity: 1, 4, 5, 29, 96
 - FOET** Interventions: 1, 4, 6, 29, 96
 - FOET** Instructional Adaptations: 3, 8, 9, 55, 59, 93, 96
 - FOET** ESOL Strategies: 3, 9, 11, 20, 31

The LPE is also 100% in alignment with the Florida Principal Leadership Standards and includes indicators that reflect the following:

FOET **The Effectiveness of Classroom Teachers in the School:** All the elements within the Academic Excellence section address effectiveness of teachers. The indicator numbers and what each leader is rated on follows:

- o 1-29 - A range of performance, including:
 - FOET** Involvement in the design and implementation of curriculum and instruction
 - FOET** Ensuring colleagues, faculty and staff are aware of the most current theories and practices and making the discussion of these a regular aspect of the school's culture
 - FOET** Establishing clear academic goals for the entire school and keeping those goals in the forefront of the school's attention
 - FOET** Monitoring and evaluating the effectiveness of teacher instructional practices and their impact on student learning
 - FOET** Designing improvement plans based on benchmark data
 - FOET** Providing timely and specific feedback to teachers, including on high effect size strategies
 - FOET** Managing the organization, operations and facilities to provide faculty with quality resources and time for professional learning

FOET **The administrator's appropriate use of evaluation criteria procedures.** Elements in the Performance Planning and Review section. rate a leader's evaluation of staff members, including:

- o 71-75 - These indicators address the following criteria:
 - FOET** Ensuring that staff Deliberate Practice Plans are completed and align to school wide goals
 - FOET** Performance of regular classroom and building walkthroughs
 - FOET** Maintenance of appropriate performance documentation
 - FOET** Conducting bi-annual evaluative Teacher Feedback Evaluation Tool (TFET) reviews for all new teaching hires and annual for returning teachers

Evaluation Rating Criteria

Rating Labels

The School will utilize four comprehensive rating labels that will ultimately translate to the four labels required by Florida statutes. The scale is as follows:

- Level 4: *Innovating*** (example: The leader has a deep understanding of instruction and assessment and innovates school wide strategies. The leader recognizes accomplishments and acknowledges failures while motivating continuous improvement)
- Level 3: *Applying*** (example: The leader has a solid understanding of instruction and assessment and regularly monitors and evaluates effective instructional school practices and ensures it impacts student achievement.)
- Level 2: *Developing*** (example: The leader has been in a leadership role for more than three years and has a basic understanding of instruction and assessment but struggles with implementation and monitoring the effectiveness of academic goals.)
- Level 1: *Beginning*** (example: The leader has been in a leadership role for three years or less and has a basic understanding of instruction and assessment but struggles with implementation and monitoring the effectiveness of academic goals.)
- Level 0: *Not Using*** (ex. Leader demonstrates little or no evidence of involvement in instruction and assessment)

Rubrics and weighting scales

The 119 elements in the LPE have been grouped by CSUSA's 5 strategic priority areas: 1. Student Success, 2. Maximized Resources, 3. Development and Innovation, 4. Customer Focused Operational Performance and 5. World Class Team and Culture to ensure a balanced approach to continuous improvement throughout the School. To summarize, the Domains of the 5 strategic priorities align to the 4 Domains of the Florida Principal Leadership Standards (FPLS) as follows:

- Student Success (29 elements, 24% of LPE) FPLS Domains 1, 2 & 4
- World Class team and Culture (41 elements, 35% of LPE) FPLS Domains 2, 3 & 4
- Maximized Resources (11 elements, 9% of LPE) FPLS Domain 3 & 4
- Development and Innovation (5 elements, 4% of LPE) FPLS Domain 3 & 4
- Customer Focused Operational Performance (33 elements, 28% of LPE) FPLS Domain 3 & 4

The LPE elements are weighted by the percentage shown above and incorporate the wide range of responsibilities that fall within the principal's realm that are ultimately calculated to measure the instructional leadership portion of the evaluation. *Final weights will be determined by the number of elements receiving a score of 0-4, Not Observed ratings will be excluded from the weighting determination.*

Computation of Final LPE Score:

- ☐ Step 1: Rate observed elements at each of the following levels: Innovating (4), Applying (3), Developing (2), Beginning (1), Not Using (0) or Not Observed (no value given).
 - ☐ Step 2: Count the number of ratings at each level for each of the 5 LPE Priority Area segments.
 - ☐ Step 3: Within each segment, determine the percentage of the total number of ratings, excluding Not Observed, each level represents.
 - ☐ Step 4: Apply the results from Step 3 to the leader category proficiency rules
 - Highly Effective (4) – At least 55% at level 4 and 0% at level 1 or 0
 - Effective (3) – At least 55% at level 3 or higher
 - Minimally Effective (2) – Less than 55% at Level 3 or higher and less than 50% at Level 1 or 0
 - Ineffective (1) – 50% or more at level 1 or 0
- *These segment ratings will range from 1 to 4.*
- ☐ Step 5: Calculate the weighted average of the 5 LPE segment scores and place the resulting score, ranging from one to four, on the LPE scale below. Please see Rubrics and weighting scales of the LPE above for segment weights.






The final LPE rating scale is as follows:

| Highly Effective | Effective | Needs Improvement/ Developing | Unsatisfactory |
|------------------|------------|----------------------------------|----------------|
| 3.5 – 4.0 | 2.5 – 3.49 | 1.5 – 2.49 | 1.0 – 1.49 |

All observation results will be calculated and overseen by Charter Schools USA’s Human Resources Department, and with final approval by the leader’s Regional Director of Education. CSUSA Regional Directors of Education are responsible for completing all Principal Evaluations, the principal will complete assistant principal evaluations and the principal and assistant principal will complete all other leadership evaluations in the building. The PPE tool’s final rating scale is designed to maintain a high level of rigor in a leader’s instructional leadership evaluation. The scale used for the final combined evaluation is more aligned with state evaluation trends. Additional details of the evaluation process and evaluation protocols can be found below in sections 5 and 6.

The following optional chart is provided for your convenience to display the crosswalk of the district’s evaluation framework to the Principal Leadership Standards. Other methods to display information are acceptable, as long as each standard and descriptor is addressed.

The abbreviations used are as follows:

-  SS – Student Success
-  OP – Customer Focused Operational Performance
-  WC – World Class Team and Culture
-  MR – Maximized Resources
-  DI – Development and Innovation

| Alignment to the Florida Principal Leadership Standards (FPLS) | |
|---|---|
| Domain/Standard | Evaluation Indicators |
| Domain 1: Student Achievement: | |
| 1. Student Learning Results: Effective school leaders achieve results on the school’s student learning goals. | |
| a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and, | SS- 1, 4, 6-8, 29 |
| b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state. | SS- 7, 8, 29 |
| 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | |
| a. Enables faculty and staff to work as a system focused on student learning; | SS- 2, 16, 23, 24, 28 WC- 83; MR- 110 |
| b. Maintains a school climate that supports student engagement in learning; | SS- 2, 10, 16, 22, 23, 28 WC- 82, 86, 89 |
| c. Generates high expectations for learning growth by all students; and, | WC- 83 |
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | SS- 6-9, 20 |
| Domain 2: Instructional Leadership | |
| 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments. | |
| a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction; | SS- 5 |
| b. Engages in data analysis for instructional planning and improvement; | SS- 3, 8, 9, 11, 20 OP- 55, 56, 59, 60 |
| c. Communicates the relationships among academic standards, effective instruction, and student performance; | SS- 1, 4-8, 10, 11, 26, 27, 29; WC- 83 |
| d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and, | SS- 1, 5, 8, 27 OP- 47, 48 |
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | SS- 1, 6, 8, |

| | |
|---|--|
| 4. Faculty Development: | |
| Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. | |
| a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan; | SS- 3, 7, 8, 10, 16, 22, 23, 28, 29; WC- 87 |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | SS- 3, 8, 9, 11, 20 WC- 87 |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | WC- 87 |
| d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology; | SS- 3, 9, 11 WC- 87 |
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | WC- 87 |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | SS- 5, 9, 27 WC- 87 |
| 5. Learning Environment: | |
| Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. | |
| a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy; | SS- 17-19, 22, 29 |
| b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning; | SS- 1 |
| c. Promotes school and classroom practices that validate and value similarities and differences among students; | SS- 3 |
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | SS- 3 OP- 47, 48, 49 |
| e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and, | SS- 5 |
| f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. | SS- 27 |
| Domain 3: Organizational Leadership | |
| 6. Decision Making: | |
| Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. | |
| a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; | WC- 94 MR- 114 |
| b. Uses critical thinking and problem solving techniques to define problems and identify solutions; | SS- 17; OP- 37 WC- 93 |
| c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; | SS- 3, WC- 92, |
| d. Empowers others and distributes leadership when appropriate; and, | SS- 15, 16, 23, 26, 28 |
| e. Uses effective technology integration to enhance decision making and efficiency throughout the school. | WC- 63 |
| 7. Leadership Development: | |
| Effective school leaders actively cultivate, support, and develop other leaders within the organization. | |
| a. Identifies and cultivates potential and emerging leaders; | WC- 67, 71 |
| b. Provides evidence of delegation and trust in subordinate leaders; | SS- 26, 29 |
| c. Plans for succession management in key positions; | WC- 69, 70 |
| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, | SS- 5, 26, 29 |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | SS- 12, 25, WC- 69, 70 MR- 113 |

| | |
|---|---|
| 8. School Management: | |
| Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. | |
| a. Organizes time, tasks and projects effectively with clear objectives and coherent plans; | SS– 15; OP– 30, 32, 35, 39, 44, 51, 52, 53, 55, 56, 57, 59, 60 WC–91, 100, 101 |
| b. Establishes appropriate deadlines for him/herself and the entire organization; | OP– 30, 40, 62 WC–64, 90, 91, 101 |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and, | OP– 33, 34 WC–68, 91, 98, 99 MR– 104, 107, 109 |
| d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. | OP– 31, 54 WC–76-78, 85, 91, 94 MR– 104– 106, 108, 111, 112, 114, 115, 117, 118 |
| 9. Communication: | |
| Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. | |
| a. Actively listens to and learns from students, staff, parents, and community stakeholders; | SS– 12, 13 OP– 43, 55, 56, 58, 61, 62; WC–66, 81; MR- 111 |
| b. Recognizes individuals for effective performance; | SS– 10; WC–79-81, 97 |
| c. Communicates student expectations and performance information to students, parents, and community; | SS– 12, 21 OP– 36, 41, 55; WC– 82, 95 |
| d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; | SS– 12, 13, 14, OP– 35-38, 59 WC–72, 88, 96; MR- 113 |
| e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. | SS– 12, 13, 14, 15, 26 OP– 42, 55, 56, 61 WC–74, 95, 96, 99, 95 |
| f. Utilizes appropriate technologies for communication and collaboration; and, | SS– 12, 13 OP– 43, 45, 46; WC- 75 |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | OP– 41, 46 WC–65, 73, 84 |
| Domain 4: Professional and Ethical Behavior | |
| 10. Professional and Ethical Behaviors: | |
| Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. | |
| a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.; | OP– 50; DI -102, 103 |
| b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; | SS– 16, 23, 28 |
| c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; | SS– 12, 13; DI - 116 |
| d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; | OP– 47; G - 119 |
| e. Demonstrates willingness to admit error and learn from it; and, | SS– 10; DI – 103 |
| f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. | DI - 119 |

3. Other Indicators of Performance

Directions:

The district shall provide:

- The additional performance indicators, if the district chooses to include such additional indicators pursuant to s. 1012.34(3)(a)4., F.S.;
- The percentage of the final evaluation that is based upon the additional indicators; and
- The scoring method, including how it is calculated and combined [Rule 6A-5.030(2)(d), F.A.C.].

Examples include the following:

- Deliberate Practice - the selection of indicators or practices, improvement on which is measured during an evaluation period
 - Peer Reviews
 - Objectively reliable survey information from students and parents based on teaching practices that are consistently associated with higher student achievement
 - Individual Professional Leadership Plan
 - Other indicators, as selected by the district
-

LGP – CSUSA Development/ Growth Plan: Leader Deliberate Practice

The deliberate practice score is the final element in the instructional practice component of the Leader Evaluation System and will account for twenty-five percent (25%) of a leader’s final rating. School leaders must set at least one goal aligned to enrollment and one to student success. Additional goals should be aligned to the leader’s previous performance evaluation.

All leaders will identify priority area-aligned LPE indicators to focus on and develop throughout the year. Each selected indicator will become a goal in the Leader’s Growth Plan (LGP). The LGP will be created, reviewed and monitored in collaboration with the leader’s Regional Director of Education.

The school leader and regional director evaluate the year-long growth on each of the leader’s goals. The annual baseline values are determined by the prior year LPE scores, or mid-year LPE in the case of a new leader, when available. If a prior score is not available, the regional director will determine the current/baseline rating. Growth from the baseline to end-year LPE is assigned according to the table below.

| Highly Effective (4) | Effective (3) | Developing (2) | Beginning (1) | Unsatisfactory (0) |
|-------------------------------|-----------------------------|-------------------------------|------------------------------|----------------------------|
| Grows 4 levels | Grows 3 levels | Grows 2 level | Grows 1 level | Achieves no growth |
| <u>or</u> grows to Innovating | <u>or</u> grows to Applying | <u>or</u> grows to Developing | <u>or</u> grows to Beginning | <u>or</u> scores Not Using |

The final LGP score is the average of all goals’ growth scores. For example, a leader whose growth scores were 3, 3, 3, 2 and 2 would receive a LGP score of 2.6. This final score is placed on the same rating scale as the final LPE score. Thus a LGP of 2.6 is “Effective.”

Peer Review Option

At this time, peer review will not contribute to leader evaluations.

4. Summative Evaluation Score

Directions:

The district shall provide:

- The summative evaluation form(s); and
 - The scoring method, including how it is calculated and combined; and
 - The performance standards used to determine the summative evaluation rating.
Districts shall use the four performance levels provided in s. 1012.34(2)(e), F.S., [Rule 6A-5.030(2)(e), F.A.C.].
-

DRAFT

LES Evaluation Criteria

The LES evaluation criteria will be based on three years (when available²) of student academic growth, and current year instructional practice. The Leader Performance Evaluation (LPE) and Leader Growth Plan (LGP) comprise the Instructional Practice component.

Final Evaluation weighting ³

The metrics used to determine the final LES rating, along with each metric's weight in the final rating, are as follows:

- ☐ Student Academic Performance:
 - Student Performance Measure: 40%
- ☐ Instructional Practice:
 - Leader Performance Evaluation (LPE) Score: 35%
 - Leader Growth Plan (LGP) Score: 25%

Details of the scoring and evaluation of leader performance on Student Performance Measures, the LPE and the LGP are presented above in sections 1, 2 and 3 respectively.

Once Student Performance, LPE and LGP scores (1-4) are determined, they are combined according to the weighting above and assigned a final rating based on the scale below:

| Highly Effective | Effective | Needs Improvement/ Developing | Unsatisfactory |
|------------------|-------------|----------------------------------|----------------|
| 4.0 - 2.95 | 2.95 – 1.75 | 1.75 – 1.15 | 1.15 - .75 |

All evaluation results will be calculated and overseen by Charter Schools USA's Human Resources Department, and with final determination by the leader's State Director, Area Director, Charter Schools USA's Senior Vice President of Education and Chief of schools, all of whom supervise school leaders. CSUSA State and Area Directors of Education are responsible for completing all Principal Evaluations, the principal will complete assistant principal evaluations and the principal and assistant principal will complete all other leadership evaluations in the building. Per rule 6A-5.030.(3).(d).1.c.(VII) the school may amend an evaluation based upon assessment data from the current school year if the data becomes available within ninety(90) days after the close of the school year.

Please see an example final scoring examples and summary page in Appendix A.

² For leaders with less than 3 years of data, years available will be used. Please see section 1. Student Performance Measures, for details.

³ Pursuant to Florida statute 1012.01(3)(a).

5. Additional Requirements

Directions:

The district shall provide:

- Documentation that the evaluator is the individual who is responsible for supervising the employee. An evaluator may consider input from other personnel trained in evaluation practices. If input is provided by other personnel, identify the additional positions or persons. Examples include assistant principals, peers, district staff, department heads, grade level chairpersons, or team leaders [Rule 6A-5.030(2)(f)2., F.A.C.].
 - Description of training programs and processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place, and that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures [Rule 6A-5.030(2)(f)3., F.A.C.].
 - Description of the processes for providing timely feedback to the individual being evaluated [Rule 6A-5.030(2)(f)4., F.A.C.].
 - Description of how results from the evaluation system will be used for professional development [Rule 6A-5.030(2)(f)5., F.A.C.].
 - Confirmation that the district will require participation in specific professional development programs by those who have been evaluated as less than effective as required by s. 1012.98(10), F.S. [Rule 6A-5.030(2)(f)6., F.A.C.].
 - Documentation that all school administrators must be evaluated at least once a year [Rule 6A-5.030(2)(f)7., F.A.C.].
 - Documentation that the evaluation system for school administrators includes opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate, and a description of the criteria for inclusion, and the manner of inclusion of parental input [Rule 6A-5.030(2)(f)9., F.A.C.].
 - Description of the district's peer assistance process, if any, for school administrators. Peer assistance may be part of the regular evaluation system, or used to assist personnel who are placed on performance probation, or who request assistance [Rule 6A-5.030(2)(f)11., F.A.C.].
 - If included by a district, a description of the opportunity for instructional personnel to provide input into a school administrator's performance evaluation [Rule 6A-5.030(2)(f)12., F.A.C.].
-

Evaluation by Supervisor

- Leaders will be evaluated by their Regional Director of Education, principal, assistant principal, or other supervisor as specified above. Non-evaluative observations can be conducted by staff other than the Regional Director or supervisor and the supervisor may consider this input.
- Trained personnel including, but not limited to, Charter Schools USA's Vice President of Education, Senior Director of Education and Chief Academic Officer etc., may provide feedback through non-evaluative LPE's including those indicators identified on the leader's DPP, ultimately informing their evaluative LPE.

Evaluator Training

- Evaluators will attend a mandatory training on CSUSA's Administrator and Teacher Evaluation Systems and tools. Training will include but is not limited to the research base, role modeling and practice for conducting evaluations and professional feedback discussions, and analysis of scoring consistency among Evaluators to ensure inter-rater reliability. Ongoing training and support will be provided by Charter Schools USA throughout the year. Additionally, annual refresher training will be required for all Evaluators and those who miss the initial training will be trained via Webinar. Charter Schools USA will monitor evaluation scores across all schools to ensure the reliability and consistency of observation ratings.

Process of Informing Leaders about the Evaluation Process

- Charter Schools USA recognizes that each school's learning environment is unique and must be supported in its quest for improved student learning growth. In *The Art & Science of Teaching* Robert J. Marzano (2007) details the benefits of unique learning environments focused on systemic goal setting to increase student achievement. Every school administrator and faculty member will be trained with Marzano's research and the CSUSA Education Model.
- Student and school performance data are collected throughout the year and are used by school leaders and teachers to monitor progress in achieving the School's goals. Administrators and faculty evaluate, create, and revise instructional goals based on the instructional calendar and progress made. Teacher evaluation indicators and evidences are incorporated into teacher trainings. In addition to pre-service training, leaders receive ongoing and continuous professional development (a minimum of monthly) as well as during their common planning meetings.
- New leaders and those newly hired to the School are informed of the Leader Evaluation System at the New Principals Institute, which is held prior to the beginning of each new school year. Leaders who miss the initial training will receive follow-up training. They also receive ongoing instruction on the evaluation system through monthly principal and assistant principal meetings.

Timely Feedback and Professional Development

- After each evaluation (evaluative and non-evaluative), Evaluator/Administrator conferences are conducted to review the leader's performance, provide written and verbal feedback, and engage in professional discussions around identified strengths and opportunities for growth. At a minimum, quarterly data summits are conducted by Regional Directors to review student growth data. The evaluator will then work with the school leader to identify goals to be articulated in the leader's Leader Growth Plan, as well as recommend specific professional development opportunities to ensure the leader's continuous professional improvement. Ongoing classroom and building walk-throughs and observations will provide additional feedback and support to the leaders. Annually, in quarter 4, Charter Schools USA (CSUSA) will solicit feedback from

teachers, leaders and regional directors to ensure continuous improvement of the process.

- Leader's identified as less than effective will be required to participate in specific professional development to help support their areas for growth including but not limited to Leading Edge, New Principal Institute and additional professional development as determined by the Regional Director of Education.

**FO
E1** Evaluation Platform

- As a member of the Charter Schools USA (CSUSA) family of schools, the School will utilize an internal evaluation platform.
- The platform already houses the instructor evaluation forms and administrator forms are in development. During this phase, administrator evaluations are still conducted and collected in a digital format to facilitate the calculation of a final score. Data collection and analysis from evaluation results seamlessly provides actionable data to inform the School's, and CSUSA's Improvement/Strategic Plans. This system will not only generate a score per the procedures outlined in a previous section, but will also provide data aligned to the 5 strategic priority areas—1.) Student Success, 2.) Maximized Resources, 3.) Development and Innovation, 4.) Customer Focused Operational Performance, and 5.) World Class Team and Culture – outlined in School Improvement Plans/Strategic Plans, school-based professional development and individual Leader Growth Plans.

**FO
E1** Minimum Requirements of observations and Evaluations

- All building leaders will receive ongoing observations and feedback through classroom and building walkthroughs, non-evaluative LPE observations, and an evaluative LPE. The evaluative LPE will be completed at least once per year for existing leaders. New leaders will receive at least two evaluative LPE's in their first year.

**FO
E1** Examining Performance Data from Multiple Sources

- Parent input will not directly impact a leader's evaluation; however different sources of data will be analyzed throughout the year to inform a leader's final evaluation. This will include the following:

- FO
E1** Student performance data
- FO
E1** Stakeholder feedback
- FO
E1** Parent and staff surveys (twice annually)
- FO
E1** Student survey (once annually)
- FO
E1** Focus groups
- FO
E1** Strategic Planning

**FO
E1** Peer Assistance

- At this time, peer review will not contribute to teacher evaluations. However, additional opportunities are provided at the school level for peer review in order to provide feedback to ensure continuous improvement.

6. District Evaluation Procedures

Directions:

The district shall provide evidence that its evaluation policies and procedures comply with the following statutory requirements:

- In accordance with s. 1012.34(3)(c), F.S., the evaluator must:
 - submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract [Rule 6A-5.030(2)(g)1., F.A.C.].
 - submit the written report to the employee no later than 10 days after the evaluation takes place [Rule 6A-5.030(2)(g)2., F.A.C.].
 - discuss the written evaluation report with the employee [Rule 6A-5.030(2)(g)3., F.A.C.].
 - The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file [Rule 6A-5.030(2)(g)4., F.A.C.].
 - Documentation the district has complied with the requirement that the district school superintendent shall annually notify the Department of any school administrators who receive two consecutive unsatisfactory evaluations and shall notify the Department of any school administrators who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34(5), F.S. [Rule 6A-5.030(2)(i), F.A.C.].
-

Annual Evaluation

Based on teacher and principal feedback, the following outlines the process for conducting the annual evaluations:

- Setting expectations – leaders will be provided a copy of the leader evaluation system at the beginning of the year. Moreover, training sessions will be held so they are aware of the process and the criteria.
- Non-evaluative feedback – leaders will receive ongoing, non-evaluative feedback in the form of classroom and building walk-throughs and non-evaluative LPE's as well as one on one coaching with the regional director at least 2 times per year. Non-evaluative feedback does not directly impact a leader's final evaluation score.
- Evaluative feedback – leaders will receive a formal evaluation at the end of each year, with first year leaders and leaders new to CSUSA receiving at least two formal evaluations. Leaders will be asked to sign the evaluation form at the end of each evaluation process. The evaluation and score will be recorded in the internal electronic evaluation system. Leaders will receive their written report no more than 10 days after the evaluation takes place.
- The employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

**All evaluators will participate in training on conducting a formal evaluation.*

Improvement Plans

- If a leader receives an overall unsatisfactory rating or receives an unsatisfactory rating on the Instructional Leadership portion of their evaluation, they will be identified for intensive support. All leaders identified through this metric take part in a coach and council process for the following year upon their return. Depending on the level of support needed, some leaders will receive an Improvement action form (IAF) from the Regional Director of Education with specific goals and a timeline for improvement. Goals and milestones are aligned to the LPE tool. In the event that a leader receives two unsatisfactory evaluations, the school will follow notification requirements as outlined in s.1012.34(5), F. S.

7. District Self-Monitoring

Directions:

The district shall provide a description of its process for annually monitoring its evaluation system. The district monitoring shall determine, at a minimum, the following:


- Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability; [Rule 6A-5.030(2)(j)1., F.A.C.]
 - Evaluators provide necessary and timely feedback to employees being evaluated; [Rule 6A-5.030(2)(j)2., F.A.C.]
 - Evaluators follow district policies and procedures in the implementation of evaluation system(s); [Rule 6A-5.030(2)(j)3., F.A.C.]
 - Use of evaluation data to identify individual professional development; and [Rule 6A-5.030(2)(j)4., F.A.C.]
 - Use of evaluation data to inform school and district improvement plans [Rule 6A-5.030(2)(j)5., F.A.C.].
-

☐ Annual Review

- Annually, as a part of the strategic planning process, Charter Schools USA (CSUSA) will review the administrator and personnel evaluation assessment systems to monitor and evaluate their effectiveness in improving instruction and student learning. The annual review begins with teacher and leader feedback via a staff survey in May, on the effectiveness of the evaluation system in improving their leadership and instruction. Principals review the teachers' feedback each June at the CSUSA hosted Principals' Institute, then provide input for overall revisions to the evaluation systems.
- When all Statewide, Standardized Assessments/student performance data becomes available, CSUSA will work with the School's leadership team to review assessment results (i.e. proficiency, learning gains, student growth model, etc.) correlated to teacher evaluation results (i.e. scores, deliberate practice scores, etc.). CSUSA's Human Resources and Education Departments will then take all input to revise the evaluation systems as needed, set improvement goals for areas identified as opportunities for growth, and/or identify initiatives as needed to ensure continuous improvement. Goals at both the system and school level will be included in and tracked via the system and schools' Strategic Plans. When updates are made to the Administrator and Teacher Evaluation Systems, they will be provided to the District.
- The process for self-monitoring will also include:
 - ☐ ongoing training and support with evaluators to ensure evaluator accuracy and inter-rater reliability;
 - ☐ ensuring that evaluators are providing necessary and timely feedback to employees after being evaluated;
 - ☐ monitoring evaluators to ensure they are following policies and procedures in the implementation of the evaluation system;
 - ☐ use of evaluation data to identify professional development; and
 - ☐ use of evaluation data to inform school and network-wide improvement plans.

Appendix A

Final Scoring Examples

| School Leader | | | |
|--|---------------------|------------------|-----------------------|
| Unsatisfactory | | Highly Effective | |
| TFET | 1.26 Unsatisfactory | TFET | 2.85 Effective |
| DPP | 1.00 Unsatisfactory | DPP | 3.00 Effective |
| Growth | 1.00 Unsatisfactory | Growth | 4.00 Highly Effective |
| FINAL SCORE | 1.09 Unsatisfactory | FINAL SCORE | 3.34 Highly Effective |
| Example Leader summary page: | | | |
|  <p style="text-align: center;">Charter Schools USA Leadership Evaluation System 2016-2017 School Year</p> <p>Teacher Name: _____ School: _____ Position: _____ Submitted to County: _____</p> <p style="text-align: center;">Final Score: _____ Final Rating: _____</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>60% Instructional Leadership: _____</p> <p style="text-align: center;">35% PPE _____</p> <p style="text-align: center;">25% LGP _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>40% Student Performance _____</p> </div> <p style="text-align: center;">Regional Leader: _____ Signature: _____</p> | | | |

Appendix B

| | | | | |
|---|------------------------------|------------------------------|--|--|
| Employee Name: | | | | |
| Position: | | | | |
| Supervisor: | | | | |
| From: _____ to _____ | | | | |
| PERFORMANCE AREAS | | | OBJECTIVE ELEMENTS | |
| A. Academic Excellence B. Operational Performance C. Superior Culture D. Financial Health E. Growth | | | S pecific M easurable A chievable R elevant T imebound | |
| Check As applicable | I Objective: | | | |
| | Activities to meet Objective | Measurement Success Criteria | Schedule for Completion | |
| A. B. C. D. E. | | | | |
| Check As applicable | II Objective: | | | |
| | Activities to meet Objective | Measurement Success Criteria | Schedule for Completion | |
| A. B. C. D. E. | | | | |



CSUSA DEVELOPMENT / GROWTH PLAN

| | | | | |
|----------------------------|------------------------------|------------------------------|-------------------------|--|
| Check As applicable | III Objective: | | | |
| | Activities to meet Objective | Measurement Success Criteria | Schedule for Completion | |
| A. B. C. D. E. | | | | |
| Check As applicable | IV Objective: | | | |
| | Activities to meet Objective | Measurement Success Criteria | Schedule for Completion | |
| A. B. C. D. E. | | | | |



CSUSA DEVELOPMENT / GROWTH PLAN

Supervisor Comments:

Employee Comments:

Employee Signature / Date:

Supervisor Signature / Date:

V.P Signature / Date:

DRAFT

Place District Name Here
Administrator Evaluation System Template

Section Cover Page



III. OLD BUSINESS

Facility Update

- Informational
- For Discussion
- For Action

Notes:

Section Cover Page



IV. CSUSA REPORTS

Year in Review

- Informational
- For Discussion
- For Action

Notes:

The Four Corners Charter School

Year End Report



2017-2018 Grade

Maintained same grade letter

| 2016-2017 | | 2017 |
|-----------------|-------|-----------------|
| % Points Earned | Grade | % Points Earned |
| 53 | C | 52 |

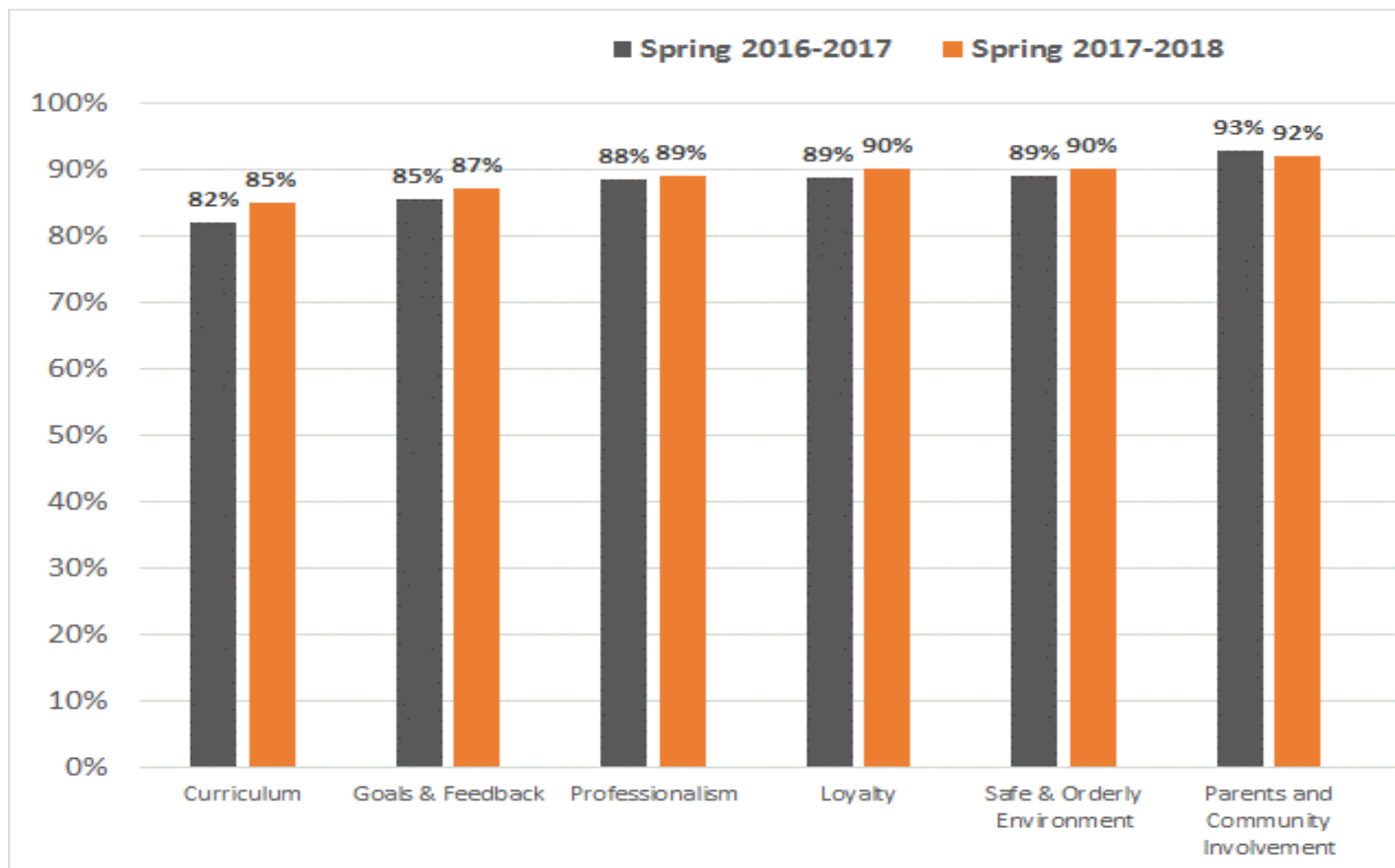
Academic Performance Improvement school grade component

FCCS



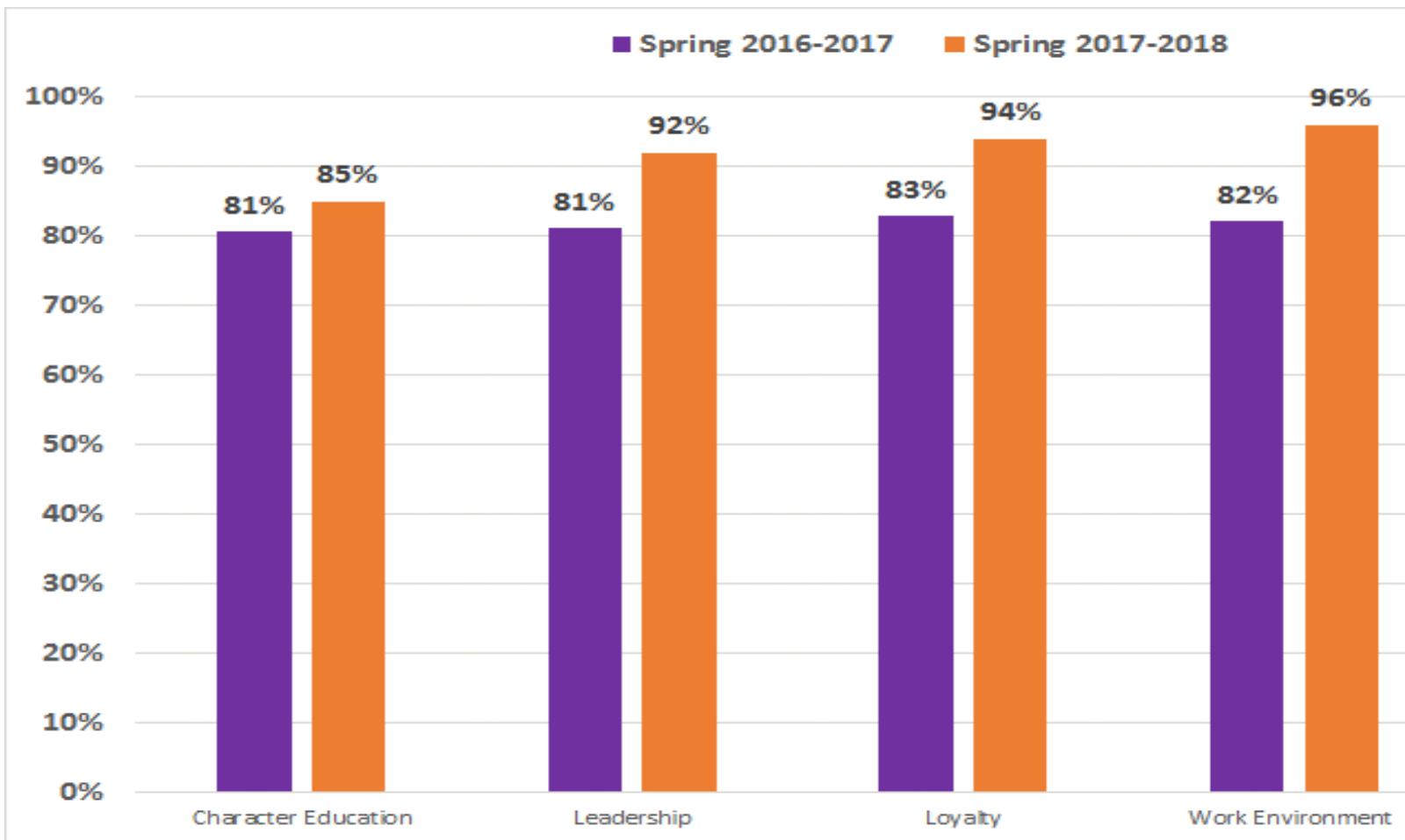
Above 80% Satisfaction on Parent Sur

FCCS



Above 80% Satisfaction on Staff Survey

FCCS



Above 85% Student Re-enrollment

FCCS: 89% of students re-enrolled

8/13/2018

2018-2019 Enrollment Summary Report

FCCS

| | | | Target Enrollment | Recommit Count (Rate) | New Enr |
|------|------|-------|-------------------|--------------------------|---------|
| FCCS | | Total | 1,058 | 710 (89%) | 35 |
| | 1100 | K | 155 | 3 () | 16 |
| | | 1 | 203 | 125 (89%) | 34 |
| | | 2 | 175 | 170 (92%) | 35 |
| | | 3 | 175 | 156 (95%) | 41 |
| | | 4 | 175 | 123 (79%) | 44 |
| | | 5 | 175 | 133 (85%) | 37 |

Section Cover Page



V. FINANCIALS

CSUSA – FY2017-18 End of Year Financials
CSUSA – FY2018-19 Final Budget

- Informational
- For Discussion
- For Action

Notes:

Four Corners Charter Schools
Actual vs. Budget vs. Forecast Variance Analysis
For the Period Ended 6/30/2018

| | YTD Actual | YTD Budget | Variance | % Variance | Annual Forecast | Annual Budget | Variance | % Variance |
|---|------------------|------------------|------------------|---------------|--------------------|------------------|------------------|---------------|
| 1 ENROLLMENT (per school's record) | 994 | 1,057 | (63) | -6% | 994 | 1,057 | (63) | -6% |
| 2 ENROLLMENT (per funding source) | 994 | 1,057 | (63) | -6% | 994 | 1,057 | (63) | -6% |
| 3 RATE PER STUDENT | \$ 6,763 | \$ 6,601 | \$ 162 | 2% | \$ 6,763 | \$ 6,601 | \$ 162 | 2% |
| REVENUES | | | | | | | | |
| Earned Capitation | | | | | | | | |
| 4 State/Local Per Student Funding | \$ 6,725,033 | \$ 6,977,135 | \$ (252,102) | -4% | \$ 6,725,033 | \$ 6,977,135 | \$ (252,102) | -4% |
| 5 State/Local Grants | 6,000 | - | 6,000 | 100% | 6,000 | - | 6,000 | 100% |
| 6 Florida Teacher Lead Program | 9,486 | - | 9,486 | 100% | 9,486 | - | 9,486 | 100% |
| 7 Capital Outlay Funding | 184,010 | 297,088 | (113,078) | -38% | 184,010 | 297,088 | (113,078) | -38% |
| 8 Local Capital Outlay Funding | 76,318 | - | 76,318 | 100% | 76,318 | - | 76,318 | 100% |
| 9 District Fee Refund [>250 students] | 251,472 | 266,350 | (14,878) | -6% | 251,472 | 266,350 | (14,878) | -6% |
| 10 Total Earned Capitation | 7,252,319 | 7,540,573 | (288,254) | -4% | 7,252,319 | 7,540,573 | (288,254) | -4% |
| 11 Food Service Revenue | 807 | - | 807 | 100% | 807 | - | 807 | 100% |
| 12 Before and Aftercare Revenue | 112,619 | 162,531 | (49,912) | -31% | 112,619 | 162,531 | (49,912) | -31% |
| 13 Miscellaneous Income | 75,925 | 81,411 | (5,486) | -7% | 75,925 | 81,411 | (5,486) | -7% |
| 14 TOTAL REVENUES | 7,441,670 | 7,784,515 | (342,845) | -4% | 7,441,670 | 7,784,515 | (342,845) | -4% |
| EXPENSES | | | | | | | | |
| Cost of Compensation | | | | | | | | |
| 15 School Leadership | 185,964 | 188,779 | 2,815 | 1% | 185,964 | 188,779 | 2,815 | 1% |
| 16 Administrative | 124,393 | 110,185 | (14,208) | -13% | 124,393 | 110,185 | (14,208) | -13% |
| 17 Teachers | 1,561,557 | 2,189,863 | 628,306 | 29% | 1,561,557 | 2,189,863 | 628,306 | 29% |
| 18 ESE/Special Education | 14,566 | 63,171 | 48,605 | 77% | 14,566 | 63,171 | 48,605 | 77% |
| 19 Resource Teachers | 75,491 | 90,467 | 14,976 | 17% | 75,491 | 90,467 | 14,976 | 17% |
| 20 Guidance | - | 45,540 | 45,540 | 100% | - | 45,540 | 45,540 | 100% |
| 21 Other Support | - | 50,900 | 50,900 | 100% | - | 50,900 | 50,900 | 100% |
| 22 IT Support | 21,653 | 17,764 | (3,889) | -22% | 21,653 | 17,764 | (3,889) | -22% |
| 23 Substitute Teachers | 746,963 | 74,200 | (672,763) | -907% | 746,963 | 74,200 | (672,763) | -907% |
| 24 Aides - Instructional | 54,127 | 88,393 | 34,266 | 39% | 54,127 | 88,393 | 34,266 | 39% |
| 25 Other Support/Aides | 25,498 | 45,844 | 20,346 | 44% | 25,498 | 45,844 | 20,346 | 44% |
| 26 Aftercare | 76,982 | 59,660 | (17,322) | -29% | 76,982 | 59,660 | (17,322) | -29% |
| 27 Nurse | 19,776 | 16,617 | (3,159) | -19% | 19,776 | 16,617 | (3,159) | -19% |
| 28 Plant Operations | 26,222 | 18,147 | (8,075) | -44% | 26,222 | 18,147 | (8,075) | -44% |
| 29 Tutoring | 488 | 26,182 | 25,694 | 98% | 488 | 26,182 | 25,694 | 98% |
| 30 Bonuses | 40,910 | 77,500 | 36,590 | 47% | 40,910 | 77,500 | 36,590 | 47% |
| 31 Stipends | 57,602 | 25,000 | (32,602) | -130% | 57,602 | 25,000 | (32,602) | -130% |
| 32 Contracted SPED - Instruction | 43,900 | - | (43,900) | -100% | 43,900 | - | (43,900) | -100% |
| 33 Total Taxes & Benefits | 531,768 | 572,555 | 40,787 | 7% | 531,768 | 572,555 | 40,787 | 7% |
| 34 Total Cost of Compensation | 3,607,860 | 3,760,767 | 152,907 | 4% | 3,607,860 | 3,760,767 | 152,907 | 4% |
| Professional Services | | | | | | | | |
| 35 Legal Fees | 13,848 | 2,791 | (11,057) | -396% | 13,848 | 2,791 | (11,057) | -396% |
| 36 Accounting Services - Audit | 9,826 | 10,500 | 674 | 6% | 9,826 | 10,500 | 674 | 6% |
| 37 Outside Staff Development | 395 | 4,115 | 3,720 | 90% | 395 | 4,115 | 3,720 | 90% |
| 38 Support Center General Overhead | 516,608 | 504,500 | (12,108) | -2% | 516,608 | 504,500 | (12,108) | -2% |
| 39 Computer Service Fees | 96,479 | 99,519 | 3,040 | 3% | 96,479 | 99,519 | 3,040 | 3% |
| 40 Fee to Charterholder | 480,392 | - | (480,392) | -100% | 480,392 | - | (480,392) | -100% |
| 41 Fee:County School Board | 336,004 | 348,863 | 12,859 | 4% | 336,004 | 348,863 | 12,859 | 4% |
| 42 Professional Fees - Other | 6,556 | 2,000 | (4,556) | -228% | 6,556 | 2,000 | (4,556) | -228% |
| 43 Advertising/Marketing Exp | 20,283 | 22,592 | 2,309 | 10% | 20,283 | 22,592 | 2,309 | 10% |
| 44 Staff Recruitment | 1,027 | 925 | (102) | -11% | 1,027 | 925 | (102) | -11% |
| 45 Total Professional Services | 1,481,418 | 995,805 | (485,613) | -49% | 1,481,418 | 995,805 | (485,613) | -49% |
| Vendor Services | | | | | | | | |
| 46 Contracted Pupil Transportation | 161,367 | 38,212 | (123,155) | -322% | 161,367 | 38,212 | (123,155) | -322% |
| 47 Extra-Curricular Activity Events | - | 2,000 | 2,000 | 100% | - | 2,000 | 2,000 | 100% |
| 48 Background / Finger Printing | - | 4,829 | 4,829 | 100% | - | 4,829 | 4,829 | 100% |
| 49 Drug Testing Fees | - | 60 | 60 | 100% | - | 60 | 60 | 100% |
| 50 Licenses & Permits | 568 | 655 | 87 | 13% | 568 | 655 | 87 | 13% |
| 51 Bank Charges & Loan Fees | 3,416 | 4,248 | 832 | 20% | 3,416 | 4,248 | 832 | 20% |
| 52 Contracted SPED - Non Instruction | - | 1,000 | 1,000 | 100% | - | 1,000 | 1,000 | 100% |
| 53 Contracted Custodial Services | 227,808 | 227,810 | 2 | 0% | 227,808 | 227,810 | 2 | 0% |
| 54 Contracted Security | 868 | - | (868) | -100% | 868 | - | (868) | -100% |
| 55 Total Vendor Services | 394,027 | 278,814 | (115,213) | -41% | 394,027 | 278,814 | (115,213) | -41% |

Four Corners Charter Schools
Actual vs. Budget vs. Forecast Variance Analysis
For the Period Ended 6/30/2018

| | YTD Actual | YTD Budget | Variance | % Variance | Annual Forecast | Annual Budget | Variance | % Variance | |
|---------------------------------|---|------------------|------------------|------------------|--------------------|------------------|------------------|------------------|--------------|
| Administrative Expenses | | | | | | | | | |
| 56 | Travel / Auto / Meals / Lodging/Airfare | 12,213 | 13,769 | 1,556 | 11% | 12,213 | 13,769 | 1,556 | 11% |
| 57 | Business Expense - Other | 2,113 | 1,000 | (1,113) | -111% | 2,113 | 1,000 | (1,113) | -111% |
| 58 | Dues & Subscriptions | 1,369 | 1,750 | 381 | 22% | 1,369 | 1,750 | 381 | 22% |
| 59 | Printing & Copying | 2,671 | 3,120 | 449 | 14% | 2,671 | 3,120 | 449 | 14% |
| 60 | Office Supplies | 12,304 | 15,840 | 3,536 | 22% | 12,304 | 15,840 | 3,536 | 22% |
| 61 | Supplies - Aftercare | 516 | 350 | (166) | -47% | 516 | 350 | (166) | -47% |
| 62 | Medical Supplies | 1,980 | 1,054 | (926) | -88% | 1,980 | 1,054 | (926) | -88% |
| 63 | In-house Food Service | - | 500 | 500 | 100% | - | 500 | 500 | 100% |
| 64 | In-house Food Service - Aftercare | - | 500 | 500 | 100% | - | 500 | 500 | 100% |
| 65 | Food Service - Paper & Smallwares | - | 100 | 100 | 100% | - | 100 | 100 | 100% |
| 66 | Bad Debt Expense | 437 | 342 | (95) | -28% | 437 | 342 | (95) | -28% |
| 67 | Total Administrative Services | 33,603 | 38,325 | 4,722 | 12% | 33,603 | 38,325 | 4,722 | 12% |
| Instruction Expense | | | | | | | | | |
| 68 | Textbooks | 17,901 | 106,764 | 88,863 | 83% | 17,901 | 106,764 | 88,863 | 83% |
| 69 | Instructional Licenses | 36,490 | 70,496 | 34,006 | 48% | 36,490 | 70,496 | 34,006 | 48% |
| 70 | Consumable Instr. Supplies & Equip.-Students | 61,531 | 40,177 | (21,354) | -53% | 61,531 | 40,177 | (21,354) | -53% |
| 71 | Consumable Instr. Supplies & Equip.-Teachers | 218 | 14,060 | 13,842 | 98% | 218 | 14,060 | 13,842 | 98% |
| 72 | Testing Materials | 12,937 | 18,171 | 5,234 | 29% | 12,937 | 18,171 | 5,234 | 29% |
| 73 | Instructional Supplies - Florida Lead Teacher Program | 9,486 | - | (9,486) | -100% | 9,486 | - | (9,486) | -100% |
| 74 | Total Instruction Expense | 138,563 | 249,668 | 111,105 | 45% | 138,563 | 249,668 | 111,105 | 45% |
| Other Operating Expenses | | | | | | | | | |
| 75 | Telephone/Internet/Cable/Satellite | 96,554 | 133,611 | 37,057 | 28% | 96,554 | 133,611 | 37,057 | 28% |
| 76 | Postage & Express Mail | 1,630 | 1,015 | (615) | -61% | 1,630 | 1,015 | (615) | -61% |
| 77 | Electricity & Natural Gas | 163,114 | 178,687 | 15,573 | 9% | 163,114 | 178,687 | 15,573 | 9% |
| 78 | Water & Sewer | 22,359 | 21,073 | (1,286) | -6% | 22,359 | 21,073 | (1,286) | -6% |
| 79 | Waste Disposal | 58,004 | 55,915 | (2,089) | -4% | 58,004 | 55,915 | (2,089) | -4% |
| 80 | Pest Control | 2,877 | 5,202 | 2,325 | 45% | 2,877 | 5,202 | 2,325 | 45% |
| 81 | Maintenance & Cleaning Supplies | 32,067 | 26,500 | (5,567) | -21% | 32,067 | 26,500 | (5,567) | -21% |
| 82 | Building Repairs & Maintenance | 416,489 | 372,522 | (43,967) | -12% | 416,489 | 372,522 | (43,967) | -12% |
| 83 | Equipment Repairs & Maintenance | 24,119 | 11,810 | (12,309) | -104% | 24,119 | 11,810 | (12,309) | -104% |
| 84 | Miscellaneous Expenses | 1,190 | 1,138 | (52) | -5% | 1,190 | 1,138 | (52) | -5% |
| 85 | Total Other Operating Expenses | 818,403 | 807,473 | (10,930) | -1% | 818,403 | 807,473 | (10,930) | -1% |
| Fixed Expenses | | | | | | | | | |
| 86 | Office Equipment - Leasing Expense | 32,124 | 36,300 | 4,176 | 12% | 32,124 | 36,300 | 4,176 | 12% |
| 87 | Property & Liability Insurance | 57,213 | 77,430 | 20,217 | 26% | 57,213 | 77,430 | 20,217 | 26% |
| 88 | Rent Expense | 1,061,168 | 1,061,168 | - | 0% | 1,061,168 | 1,061,168 | - | 0% |
| 89 | Total Fixed Expenses | 1,150,505 | 1,174,898 | 24,393 | 2% | 1,150,505 | 1,174,898 | 24,393 | 2% |
| 90 | TOTAL EXPENSES | 7,624,379 | 7,305,750 | (318,629) | -4% | 7,624,379 | 7,305,750 | (318,629) | -4% |
| 91 | Operating Surplus/(Deficit) | (182,709) | 478,765 | (661,474) | -138% | (182,709) | 478,765 | (661,474) | -138% |
| Non-Operating Expenses | | | | | | | | | |
| 92 | Capital Expenditures (NonCap) | 24,850 | - | (24,850) | -100% | 24,850 | - | (24,850) | -100% |
| 93 | Capital Expenditures (Capitalized) | 156,665 | 128,150 | (28,515) | -22% | 156,665 | 128,150 | (28,515) | -22% |
| 94 | CHANGE IN FUND BALANCE | (364,224) | 350,615 | (714,839) | -204% | (364,224) | 350,615 | (714,839) | -204% |

2018-19 FINAL BUDGET
 Four Corners Charter School at Osceola , FL



| | Budget 2018-19 |
|-----------------------------------|---------------------|
| Enrollment | 999 |
| Rate per student | 6,918 |
| Square footage | 91,235 |
| Revenues | |
| State Capitation / Student | \$ 6,914,126 |
| Florida Teacher Lead Program | - |
| Capital Outlay Revenue | 567,132 |
| Board Fee Refund | 259,231 |
| Total State Funded Revenue | 7,740,489 |
| Food Service Revenue | 391 |
| Before and Aftercare Revenue | 113,186 |
| Enrichment Revenue | 1,268 |
| Miscellaneous Income | 81,411 |
| Total Other Revenue | 196,255 |
| Revenue Total | \$ 7,936,745 |
| Expenses | |
| School Leadership | \$ 188,836 |
| Administrative-Salaried | 104,069 |
| Teachers | 1,905,707 |
| ESE/ Special Education | 44,858 |
| Resource Teachers | 138,929 |
| Permanent Subs | 305,180 |
| IT Support | 22,840 |
| Total Salaries | \$ 2,710,419 |
| Administrative-Hourly | \$ 25,739 |
| Aides - Instructional | 51,127 |
| Aftercare | 45,087 |
| Plant Operations-Hourly | 25,583 |
| Nurse-Hourly | 22,461 |
| Other Support/Aides | 25,367 |
| Daily Substitute Teachers | 166,655 |
| Tutoring | 36,000 |
| Total Hourly Wages | \$ 398,019 |
| Bonuses | 60,091 |
| Stipends | 55,898 |
| Taxes & Benefits | |
| Group Insurance & Other | \$ 256,443 |
| Workers' Compensation | 32,156 |
| Payroll Taxes | 228,826 |
| Total Taxes & Benefits | \$ 517,425 |
| Total Cost Of Compensation | \$ 3,741,852 |

2018-19 FINAL BUDGET
 Four Corners Charter School at Osceola , FL



Budget
 2018-19

| | |
|---|---------------------|
| Professional Services | |
| Legal Fees - Independent Counsel | \$ 9,286 |
| Accounting Services - Audit | 10,500 |
| Outside Staff Development | 4,115 |
| Support Center General Overhead | 527,973 |
| Computer Service Fees | 99,674 |
| Fee to County School Board | 345,706 |
| Professional Fees - Other | 474,529 |
| Advertising/Marketing Exp | 25,000 |
| Staff Recruitment | 925 |
| Total Professional Services | \$ 1,497,708 |
| Vendor Services | |
| Contracted Pupil Transportation | \$ 38,212 |
| Extra-Curricular Activity Events | 2,000 |
| Background / Finger Printing | 4,829 |
| Drug Testing Fees | 60 |
| Licenses & Permits | 655 |
| Bank Charges & Loan Fees | 4,248 |
| Contracted SPED - Non Instruction | 1,000 |
| Contracted Custodial Services | 213,777 |
| Contracted Security | 90,291 |
| Total Vendor Services | \$ 355,071 |
| Administrative Expenses | |
| Travel / Auto | \$ 9,392 |
| Airfare | 890 |
| Meals | 267 |
| Lodging | 3,220 |
| Business Expense - Other | 550 |
| Dues & Subscriptions | 1,750 |
| Printing & Copying | 3,120 |
| Office Supplies | 15,840 |
| Aftercare Supplies | 516 |
| Medical Supplies | 1,730 |
| In-house Food Service | 500 |
| In-house Food Service - Aftercare | 500 |
| Food Service - Paper & Smallwares | 100 |
| Bad Debt Expense | - |
| Total Administrative Expenses | \$ 38,374 |
| Instruction Expense | |
| Textbooks | \$ 22,478 |
| Consumable Instr Supplies \$ Equip - Students | 47,906 |
| Consumable Instr Supplies \$ Equip - Teachers | 12,500 |
| Library & Reference Books | 1,000 |
| Testing Materials | 8,525 |
| Instructional Supplies - Florida Lead Teacher Program | - |
| Instructional Licenses | 53,363 |
| Contracted SPED - Instruction | 33,745 |
| Total Instruction Expenses | \$ 179,516 |

2018-19 FINAL BUDGET
 Four Corners Charter School at Osceola , FL



Budget
 2018-19

| | |
|---|---------------------|
| Other Operating Expense | |
| Telephone & Internet | \$ 98,653 |
| Postage | 1,630 |
| Electricity | 169,318 |
| Water & Sewer | 21,180 |
| Waste Disposal | 57,034 |
| Pest Control | 5,306 |
| Maintenance & Cleaning Supplies | 46,089 |
| Building Repairs & Maintenance | 364,587 |
| Equipment Repairs & Maintenance | 23,294 |
| Miscellaneous Expenses | 1,138 |
| Total Other Operating Expense | \$ 788,230 |
| Fixed Expenses | |
| Office Equipment - Leasing Expense | \$ 24,300 |
| Property & Liability Insurance | 72,803 |
| Depreciation | 232,792 |
| Total Fixed Expenses | \$ 329,895 |
| Total Expenses | \$ 6,930,647 |
| Operating Cash Surplus/ (Deficit) | 1,006,097 |
| Rent Expense | 1,061,168 |
| Surplus/ (Deficit) Before Capex | (55,071) |
| Capital Expenditures (NonCap) | |
| FF&E (NonCap) | \$ - |
| Computer Hardware (NonCap) | - |
| Computer Software (NonCap) | - |
| Total Capital Expenditures (NonCap) | \$ - |
| Capital Expenditures (Capitalized) | |
| Computers - Hardware | \$ 59,200 |
| Computer - Software | 12,500 |
| IT Infrastructure | 14,500 |
| FF&E | 55,000 |
| Other | 15,000 |
| Total Capital Expenditures (Capitalized) | \$ 156,200 |
| Surplus/ (Deficit) After Capital Expenses | (211,271) |
| Add back Depreciation and Amortization | 232,792 |
| Net Change in Fund Balance | \$ 21,521 |

Section Cover Page



V. FINANCIALS

Osceola – Q4 Financials

Osceola – FY2017-18 Feb FTE/ End of Year Budget Amendment

Osceola – FY2018-19 Final Budget

- Informational
- For Discussion
- For Action

Notes:

Four Corners Charter Schools, Inc.
Governmental Balance Sheet
June 30, 2018

| | Account Number | Fund Types | | | | Total |
|--|----------------|---------------------|---------------------|-------------------------|------------------------|---------------------|
| | | OF1 GENERAL | OF2 DEBT SERVICE | OF3 CAPITAL PROJECTS | OF4 SPECIAL REVENUE | |
| ASSETS | | | | | | |
| Cash and Cash Equivalents | 1110 | 3,843,090.34 | 0.00 | (14,634.00) | 0.00 | 3,828,456.34 |
| Investments | 1160 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Taxes Receivable | 1120 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accounts Receivable | 1130 | 66,225.38 | 0.00 | 0.00 | 0.00 | 66,225.38 |
| Interest Receivable | 1170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due from Reinsurer | 1180 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deposits Receivable | 1210 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due from Other Funds | 1140 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due from Other Agencies | 1220 | 0.00 | 0.00 | 14,634.00 | 0.00 | 14,634.00 |
| Inventory | 1150 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Prepaid Items | 1230 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Assets | | 3,909,315.72 | 0.00 | 0.00 | 0.00 | 3,909,315.72 |
| LIABILITIES AND FUND BALANCES | | | | | | |
| LIABILITIES | | | | | | |
| Salaries, Benefits and Payroll Taxes Payable | 2110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Payroll Deductions and Withholdings | 2170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accounts Payable | 2120 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Judgments Payable | 2130 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Construction Contracts Payable | 2140 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Construction Contracts Payable-Retained | 2150 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Matured Interest Payable | 2190 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due to Fiscal Agent | 2240 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Sales Tax Payable | 2260 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Estimated Liability Self Insurance | 2270 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Accrued Interest Payable | 2210 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deposits Payable | 2220 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due to Other Agencies | 2230 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Due to Other Funds | 2160 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Deferred Revenue | 2410 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Liabilities | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| FUND BALANCES | | | | | | |
| Total Fund Balances | 2700 | 3,909,315.72 | 0.00 | 0.00 | 0.00 | 3,909,315.72 |
| Total Liabilities and Fund Balances | | 3,909,315.72 | 0.00 | 0.00 | 0.00 | 3,909,315.72 |

Four Corners Charter Schools, Inc.
Revenue & Expenditures - Budget And Actual
June 30, 2018

| | OF1 Account Number | GENERAL FUND | | | Percentage of Current Budget |
|---|--------------------------|---------------------|---------------------|---------------------|------------------------------------|
| | | Budget Amounts | | Actual | |
| | | Original 1027.99 | Current 1027.99 | | |
| REVENUES | | | | | |
| Federal Direct | 3100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Federal Through State | 3200 | 0.00 | 0.00 | 0.00 | 0.00% |
| State Sources | 3300 | 6,895,687.00 | 6,738,231.81 | 6,738,235.14 | 100.00% |
| Local Sources | 3400 | 1,000.00 | 3,073.26 | 3,073.26 | 100.00% |
| Total Revenues | | 6,896,687.00 | 6,741,305.07 | 6,741,308.40 | 100.00% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 4,875,981.92 | 4,705,859.49 | 4,705,859.49 | 100.00% |
| Pupil Personnel Services | 6100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Media Services | 6200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instruction and Curriculum Development Services | 6300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Staff Training Services | 6400 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Related Technology | 6500 | 0.00 | 0.00 | (34,425.00) | 0.00% |
| Board | 7100 | 5,000.00 | 5,419.88 | 5,419.88 | 100.00% |
| General Administration | 7200 | 1,105,624.83 | 1,081,532.07 | 601,139.88 | 55.58% |
| School Administration | 7300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Facilities Acquisition and Construction | 7400 | 1,061,168.25 | 1,061,168.25 | 1,047,038.43 | 98.67% |
| Fiscal Services | 7500 | 0.00 | 20,000.00 | 20,000.00 | 100.00% |
| Food Services | 7600 | 0.00 | 0.00 | 0.00 | 0.00% |
| Central Services | 7700 | 0.00 | 0.00 | 0.00 | 0.00% |
| Pupil Transportation Services | 7800 | 0.00 | 281.95 | 281.95 | 100.00% |
| Operation of Plant | 7900 | 0.00 | 0.00 | 0.00 | 0.00% |
| Maintenance of Plant | 8100 | 0.00 | 0.00 | (7,425.00) | 0.00% |
| Administrative Tech Services | 8200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Community Services | 9100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Debt Service | 9200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Expenditures | | 7,047,775.00 | 6,874,261.64 | 6,337,889.63 | 92.20% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (151,088.00) | (132,956.57) | 403,418.77 | -303.42% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Long-term Debt Proceeds & Sales of Capital Assets | 3700 | 0.00 | 0.00 | 0.00 | |
| Transfers In | 3600 | 297,088.00 | 260,328.00 | 260,328.00 | |
| Transfers Out | 9700 | 0.00 | 0.00 | 0.00 | |
| Total Other Financing Sources (Uses) | | 297,088.00 | 260,328.00 | 260,328.00 | |
| FUND BALANCE | | | | | |
| Net Change in Fund Balance | | 146,000.00 | 127,371.43 | 663,746.77 | |
| Fund Balance, July 01, 2017 | 2800 | 3,245,568.95 | 3,245,568.95 | 3,245,568.95 | |
| Adjustment to Fund Balance | 2891 | 0.00 | 0.00 | 0.00 | |
| Fund Balance, June 30, 2018 | 2700 | 3,391,568.95 | 3,372,940.38 | 3,909,315.72 | |

Four Corners Charter Schools, Inc.
Revenue & Expenditures - Budget And Actual
June 30, 2018

| | OF3 Account Number | CAPITAL PROJECTS FUND | | | Percentage of Current Budget |
|---|--------------------------|-----------------------|--------------------|--------------|------------------------------------|
| | | Budget Amounts | | Actual | |
| | | Original 1027.99 | Current 1027.99 | | |
| REVENUES | | | | | |
| Federal Direct | 3100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Federal Through State | 3200 | 0.00 | 0.00 | 0.00 | 0.00% |
| State Sources | 3300 | 297,088.00 | 260,328.00 | 260,328.00 | 100.00% |
| Local Sources | 3400 | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Revenues | | 297,088.00 | 260,328.00 | 260,328.00 | 100.00% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 0.00 | 0.00 | 0.00 | 0.00% |
| Pupil Personnel Services | 6100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Media Services | 6200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instruction and Curriculum Development Services | 6300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Staff Training Services | 6400 | 0.00 | 0.00 | 0.00 | 0.00% |
| Instructional Related Technology | 6500 | 0.00 | 0.00 | 0.00 | 0.00% |
| Board | 7100 | 0.00 | 0.00 | 0.00 | 0.00% |
| General Administration | 7200 | 0.00 | 0.00 | 0.00 | 0.00% |
| School Administration | 7300 | 0.00 | 0.00 | 0.00 | 0.00% |
| Facilities Acquisition and Construction | 7410 | 0.00 | 0.00 | 0.00 | 0.00% |
| Fiscal Services | 7500 | 0.00 | 0.00 | 0.00 | 0.00% |
| Food Services | 7600 | 0.00 | 0.00 | 0.00 | 0.00% |
| Central Services | 7700 | 0.00 | 0.00 | 0.00 | 0.00% |
| Pupil Transportation Services | 7800 | 0.00 | 0.00 | 0.00 | 0.00% |
| Operation of Plant | 7900 | 0.00 | 0.00 | 0.00 | 0.00% |
| Maintenance of Plant | 8100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Administrative Tech Services | 8200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Community Services | 9100 | 0.00 | 0.00 | 0.00 | 0.00% |
| Debt Service | 9200 | 0.00 | 0.00 | 0.00 | 0.00% |
| Total Expenditures | | 0.00 | 0.00 | 0.00 | 0.00% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 297,088.00 | 260,328.00 | 260,328.00 | 100.00% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Long-term Debt Proceeds & Sales of Capital Assets | 3700 | 0.00 | 0.00 | 0.00 | |
| Transfers In | 3600 | 0.00 | 0.00 | 0.00 | |
| Transfers Out | 9700 | (297,088.00) | (260,328.00) | (260,328.00) | |
| Total Other Financing Sources (Uses) | | (297,088.00) | (260,328.00) | (260,328.00) | |
| FUND BALANCE | | | | | |
| Net Change in Fund Balance | | 0.00 | 0.00 | 0.00 | |
| Fund Balance, July 01, 2017 | 2800 | 0.00 | 0.00 | 0.00 | |
| Adjustment to Fund Balance | 2891 | 0.00 | 0.00 | 0.00 | |
| Fund Balance, June 30, 2018 | 2700 | 0.00 | 0.00 | 0.00 | |

**OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.**

Fiscal Year 2017-2018 Budget Amendment #2 - February FTEs

| | OF1 | General Fund | | | |
|---|------|-------------------------|-------------------------|-------------|----------|
| | | Budget Amounts | | | |
| | | 2017-18 Amendment #1 | 2017-18 Amendment #2 | Difference | % |
| Function | UFTE | 998.00 | 993.72 | -4.28 | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0.00 | |
| Federal Through State & Local | 3200 | | | 0.00 | |
| State Sources | 3300 | 6,778,005.92 | 6,738,231.81 | (39,774.11) | -0.59% |
| Local Sources | 3400 | 1,000.00 | 3,073.26 | 2,073.26 | 207.33% |
| Total Revenues | | 6,779,005.92 | 6,741,305.07 | (37,700.85) | -0.56% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | 4,740,033.49 | 4,705,859.49 | (34,174.00) | -0.72% |
| Student & Instructional Support Services | 6000 | | 0.00 | 0.00 | |
| Board | 7100 | 5,000.00 | 5,419.88 | 419.88 | 8.40% |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | 84,630.01 | 84,531.88 | (98.13) | -0.12% |
| Charter Holder | 7202 | | | 0.00 | |
| Management Company | 7203 | 1,002,502.17 | 997,000.19 | (5,501.98) | -0.55% |
| Other | 7204 | | | 0.00 | |
| School Administration | 7300 | | | 0.00 | |
| Facilities Acquisition and Construction | 7400 | 1,061,168.25 | 1,061,168.25 | 0.00 | 0.00% |
| Fiscal Services | 7500 | 20,000.00 | 20,000.00 | 0.00 | 0.00% |
| Food Services | 7600 | | | 0.00 | |
| Central Services | 7700 | | | 0.00 | |
| Pupil Transportation Services | 7800 | | 281.95 | 281.95 | |
| Operation of Plant | 7900 | | | 0.00 | |
| Maintenance of Plant | 8100 | | | 0.00 | |
| Administrative Technology Services | 8200 | | | 0.00 | |
| Community Services | 9100 | | | 0.00 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0.00 | |
| Interest | 720 | | | 0.00 | |
| Dues, Fees and Issuance Costs | 730 | | | 0.00 | |
| Miscellaneous Expenditures | 790 | | | 0.00 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0.00 | |
| Other Capital Outlay | 9300 | | | 0.00 | |
| Total Expenditures | | 6,913,333.92 | 6,874,261.64 | (39,072.28) | 7.01% |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | (134,328.00) | (132,956.57) | 1,371.43 | 6.46% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0.00 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0.00 | |
| Loss Recoveries | 3740 | | | 0.00 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0.00 | |
| Special Facilities Construction Advances | 3770 | | | 0.00 | |
| Transfers In | 3600 | 260,328.00 | 260,328.00 | 0.00 | 0.00% |
| Transfers Out | 9700 | (190,000.00) | 0.00 | 190,000.00 | -100.00% |
| Total Other Financing Sources (Uses) | | 70,328.00 | 260,328.00 | 190,000.00 | -100.00% |
| SPECIAL ITEMS | | | | | |
| | | | | 0.00 | |
| EXTRAORDINARY ITEMS | | | | | |
| | | | | | |
| Net Change in Fund Balances | | (64,000.00) | 127,371.43 | 191,371.43 | -299.02% |
| Fund Balance - Beginning of Year | 2800 | 3,245,568.95 | 3,245,568.95 | 0.00 | 0.00% |
| Adjustment to Fund Balance | 2891 | | | 0.00 | |
| Fund Balance - End of Year | 2700 | 3,181,568.95 | 3,372,940.38 | 191,371.43 | 6.02% |

Fund Balance:

| | |
|---------------------------|---------------------|
| Debt Service | 1,063,729.75 |
| Maintenance Reserve | 156,810.84 |
| Unreserve | 2,152,399.79 |
| Total Fund Balance | 3,372,940.38 |

Notes:

Unreserved fund balance as a percentage of revenues:

30.74%

**OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.**

Fiscal Year 2017-2018 Budget Amendment #2 - February FTEs

| | OF3 Function UFTE | Capital Projects | | | |
|---|-------------------------|-------------------------|-------------------------|------------|-------|
| | | Budget Amounts | | | |
| | | 2017-18 Amendment #1 | 2017-18 Amendment #2 | Difference | % |
| REVENUES | | | | | |
| Federal Direct | 3100 | | | 0 | |
| Federal Through State & Local | 3200 | | | 0 | |
| State Sources | 3300 | 260,328 | 260,328 | 0 | 0.00% |
| Local Sources | 3400 | | | 0 | |
| Total Revenues | | 260,328 | 260,328 | 0 | 0.00% |
| EXPENDITURES | | | | | |
| Current: | | | | | |
| Instruction | 5000 | | | 0 | |
| Student & Instructional Support Services | 6000 | | | 0 | |
| Board | 7100 | | | 0 | |
| Administration Fees: | | | | | |
| District Holdback Fee | 7201 | | | 0 | |
| Charter Holder | 7202 | | | 0 | |
| Management Company | 7203 | | | 0 | |
| Other | 7204 | | | 0 | |
| School Administration | 7300 | | | 0 | |
| Facilities Acquisition and Construction | 7400 | | | 0 | |
| Fiscal Services | 7500 | | | 0 | |
| Food Services | 7600 | | | 0 | |
| Central Services | 7700 | | | 0 | |
| Pupil Transportation Services | 7800 | | | 0 | |
| Operation of Plant | 7900 | | | 0 | |
| Maintenance of Plant | 8100 | | | 0 | |
| Administrative Technology Services | 8200 | | | 0 | |
| Community Services | 9100 | | | 0 | |
| Debt Service: (Function 9200) | | | | | |
| Retirement of Principal | 710 | | | 0 | |
| Interest | 720 | | | 0 | |
| Dues, Fees and Issuance Costs | 730 | | | 0 | |
| Miscellaneous Expenditures | 790 | | | 0 | |
| Capital Outlay: | | | | | |
| Facilities Acquisition and Construction | 7420 | | | 0 | |
| Other Capital Outlay | 9300 | | | 0 | |
| Total Expenditures | | 0 | 0 | 0 | |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | 260,328 | 260,328 | 0 | 0.00% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| Loans Incurred | 3720 | | | 0 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | 0 | |
| Loss Recoveries | 3740 | | | 0 | |
| Proceeds of Forward Supply Contract | 3760 | | | 0 | |
| Special Facilities Construction Advances | 3770 | | | 0 | |
| Transfers In | 3600 | | | 0 | |
| Transfers Out | 9700 | (260,328) | (260,328) | 0 | 0.00% |
| Total Other Financing Sources (Uses) | | (260,328) | (260,328) | 0 | 0.00% |
| SPECIAL ITEMS | | | | | |
| EXTRAORDINARY ITEMS | | | | | |
| Net Change in Fund Balances | | 0 | 0 | 0 | |
| Fund Balance - Beginning of Year | 2800 | 0 | 0 | 0 | |
| Adjustment to Fund Balance | 2891 | | | | |
| Fund Balance - End of Year | 2700 | 0 | 0 | 0 | |

OSCEOLA COUNTY COMPONENT UNIT
Four Corners Charter School, Inc.

Fiscal Year 2018-2019 Final Budget

| | | General Fund | | | |
|---------------------------------------|---|----------------------------------|-------------------------|--------------|----------------------|
| | | Budget Amounts | | | |
| OF1 | Function | 2018-19 Preliminary Budget | 2018-19 Final Budget | Difference | |
| UFTE | | 998.00 | 999.44 | 1.44 | 0% |
| REVENUES | | | | | |
| | Federal Direct | 3100 | | 0.00 | |
| | Federal Through State & Local | 3200 | | 0.00 | |
| | State Sources | 3300 | 7,319,391.00 | 6,828,041.00 | (491,350.00) -6.71% |
| | Local Sources | 3400 | 3,000.00 | 3,000.00 | 0.00 0.00% |
| | Total Revenues | | 7,322,391.00 | 6,831,041.00 | (491,350.00) -6.71% |
| EXPENDITURES | | | | | |
| | Current: | | | | |
| | Instruction | 5000 | 5,200,870.35 | 4,788,435.05 | (412,435.30) -7.93% |
| | Student & Instructional Support Services | 6000 | | 0.00 | |
| | Board | 7100 | 5,000.00 | 5,500.00 | 500.00 10.00% |
| | Administration Fees: | | | | |
| | District Holdback Fee | 7201 | 91,530.00 | 85,398.00 | (6,132.00) -6.70% |
| | Charter Holder | 7202 | | 0.00 | |
| | Management Company | 7203 | 1,084,179.15 | 1,011,396.45 | (72,782.70) -6.71% |
| | Other | 7204 | | 0.00 | |
| | School Administration | 7300 | | 0.00 | |
| | Facilities Acquisition and Construction | 7400 | 1,053,139.50 | 1,053,139.50 | 0.00 0.00% |
| | Fiscal Services | 7500 | 20,000.00 | 20,000.00 | 0.00 0.00% |
| | Food Services | 7600 | | 0.00 | |
| | Central Services | 7700 | | 0.00 | |
| | Pupil Transportation Services | 7800 | | 0.00 | |
| | Operation of Plant | 7900 | | 0.00 | |
| | Maintenance of Plant | 8100 | | 0.00 | |
| | Administrative Technology Services | 8200 | | 0.00 | |
| | Community Services | 9100 | | 0.00 | |
| | Debt Service: (Function 9200) | | | | |
| | Retirement of Principal | 710 | | 0.00 | |
| | Interest | 720 | | 0.00 | |
| | Dues, Fees and Issuance Costs | 730 | | 0.00 | |
| | Miscellaneous Expenditures | 790 | | 0.00 | |
| | Capital Outlay: | | | | |
| | Facilities Acquisition and Construction | 7420 | | 0.00 | |
| | Other Capital Outlay | 9300 | | 0.00 | |
| | Total Expenditures | | 7,454,719.00 | 6,963,869.00 | (490,850.00) -11.34% |
| | Excess (Deficiency) of Revenues Over (Under) Expenditures | | (132,328.00) | (132,828.00) | (500.00) -18.05% |
| OTHER FINANCING SOURCES (USES) | | | | | |
| | Loans Incurred | 3720 | | 0.00 | |
| | Proceeds from the Sale of Capital Assets | 3730 | | 0.00 | |
| | Loss Recoveries | 3740 | | 0.00 | |
| | Proceeds of Forward Supply Contract | 3760 | | 0.00 | |
| | Special Facilities Construction Advances | 3770 | | 0.00 | |
| | Transfers In | 3600 | 260,328.00 | 260,328.00 | 0.00 0.00% |
| | Transfers Out | 9700 | | 0.00 | |
| | Total Other Financing Sources (Uses) | | 260,328.00 | 260,328.00 | 0.00 0.00% |
| SPECIAL ITEMS | | | | | |
| | | | | 0.00 | |
| EXTRAORDINARY ITEMS | | | | | |
| | | | | | |
| | Net Change in Fund Balances | | 128,000.00 | 127,500.00 | (500.00) -0.39% |
| | Fund Balance - Beginning of Year | 2800 | 3,909,315.72 | 3,909,315.72 | 0.00 0.00% |
| | Adjustment to Fund Balance | 2891 | | 0.00 | |
| | Fund Balance - End of Year | 2700 | 4,037,315.72 | 4,036,815.72 | (500.00) -0.01% |

Fund Balance:

| | |
|---------------------|---------------------|
| Debt Service | 1,053,139.50 |
| Maintenance Reserve | 306,810.84 |
| Unreserve | 2,676,865.38 |
| Total Fund Balance | <u>4,036,815.72</u> |

Notes:

Unreserved fund balance as a percentage of revenues:

38.44%

OSCEOLA COUNTY COMPONENT UNIT
 Four Corners Charter School, Inc.

Fiscal Year 2018-2019 Final Budget

| | | Capital Projects | | | | |
|---|------|------------------|----------------------------------|-------------------------|------------|-------|
| | | OF3 | Budget Amounts | | | |
| | | Function | 2018-19 Preliminary Budget | 2018-19 Final Budget | Difference | |
| | | UFTE | 998.00 | 999.44 | 1.44 | 0% |
| REVENUES | | | | | | |
| Federal Direct | 3100 | | | | 0 | |
| Federal Through State & Local | 3200 | | | | 0 | |
| State Sources | 3300 | | 260,328 | 260,328 | 0 | 0.00% |
| Local Sources | 3400 | | | | 0 | |
| Total Revenues | | | 260,328 | 260,328 | 0 | 0.00% |
| EXPENDITURES | | | | | | |
| Current: | | | | | | |
| Instruction | 5000 | | | | 0 | |
| Student & Instructional Support Services | 6000 | | | | 0 | |
| Board | 7100 | | | | 0 | |
| Administration Fees: | | | | | | |
| District Holdback Fee | 7201 | | | | 0 | |
| Charter Holder | 7202 | | | | 0 | |
| Management Company | 7203 | | | | 0 | |
| Other | 7204 | | | | 0 | |
| School Administration | 7300 | | | | 0 | |
| Facilities Acquisition and Construction | 7400 | | | | 0 | |
| Fiscal Services | 7500 | | | | 0 | |
| Food Services | 7600 | | | | 0 | |
| Central Services | 7700 | | | | 0 | |
| Pupil Transportation Services | 7800 | | | | 0 | |
| Operation of Plant | 7900 | | | | 0 | |
| Maintenance of Plant | 8100 | | | | 0 | |
| Administrative Technology Services | 8200 | | | | 0 | |
| Community Services | 9100 | | | | 0 | |
| Debt Service: (Function 9200) | | | | | | |
| Retirement of Principal | 710 | | | | 0 | |
| Interest | 720 | | | | 0 | |
| Dues, Fees and Issuance Costs | 730 | | | | 0 | |
| Miscellaneous Expenditures | 790 | | | | 0 | |
| Capital Outlay: | | | | | | |
| Facilities Acquisition and Construction | 7420 | | | | 0 | |
| Other Capital Outlay | 9300 | | | | 0 | |
| Total Expenditures | | | 0 | 0 | 0 | |
| Excess (Deficiency) of Revenues Over (Under) Expenditures | | | 260,328 | 260,328 | 0 | 0.00% |
| OTHER FINANCING SOURCES (USES) | | | | | | |
| Loans Incurred | 3720 | | | | 0 | |
| Proceeds from the Sale of Capital Assets | 3730 | | | | 0 | |
| Loss Recoveries | 3740 | | | | 0 | |
| Proceeds of Forward Supply Contract | 3760 | | | | 0 | |
| Special Facilities Construction Advances | 3770 | | | | 0 | |
| Transfers In | 3600 | | | | 0 | |
| Transfers Out | 9700 | | (260,328) | (260,328) | 0 | 0.00% |
| Total Other Financing Sources (Uses) | | | (260,328) | (260,328) | 0 | 0.00% |
| SPECIAL ITEMS | | | | | | |
| EXTRAORDINARY ITEMS | | | | | | |
| Net Change in Fund Balances | | | | | | |
| | | | 0 | 0 | 0 | |
| Fund Balance - Beginning of Year | 2800 | | 0 | 0 | 0 | |
| Adjustment to Fund Balance | 2891 | | | | | |
| Fund Balance - End of Year | 2700 | | 0 | 0 | 0 | |