AGENDA
CAPE CORAL CHARTER SCHOOL GOVERNING BOARD - SPECIAL WORKSHOP
Thursday, October 18, 2018
City of Cape Coral Charter School-
Cape Coral Yacht Club - Main Room, 5819 Driftwood Parkway, Cape Coral, FL 33904
8:00 AM

1. CALL TO ORDER:

A. Superintendent's Welcome - Superintendent Jacquelin Collins, City of Cape Coral Charter School Authority

2. ROLL CALL:

A. Charter School Authority Governing Board Members present: Chairman Michael Campbell, Vice-Chair Tami Traiger, Vanessa Metzger, Angela Ticich, Russell Winstead.

3. SECTION 1: Vision, Mission and Core Statements, System Goals 2017-2020; Strategic Plan Retreat Summary 2017-2020

4. SECTION 2: CSA Organization; Teacher Retention and Salary Schedules; CSA General Fund EOY Balance Sheet; Unexpected Financial Impacts; Capital Outlay-Capital Asset Improvement Program FY 2017-2018

5. SECTION 3: All Schools State Public Accountability Reports (SPAR); System FSA Achievements

6. SECTION 4: SWOT Analysis; Gap Analysis

7. SECTION 5: Planning Cycle; SMART Goals; Action Plans

8. TIME AND DATE OF NEXT MEETING:

A. The Next CSA Strategic Plan Workshop will be in the Fall 2019.

9. ADJOURNMENT:

A. Superintendent Collins released non-essential attendees at 1:41p.m. Remaining CSA personnel adjourned at 2:12p.m.

Item Number:	**1.A.**
Meeting Date:	**10/18/2018**
Item Type:	**Call to Order**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
Superintendent's Welcome - Superintendent Jacquelin Collins, City of Cape Coral Charter School Authority

SUMMARY:
City of Cape Coral Charter School Authority Superintendent Collins will call the workshop to order and ask attendees to say the Pledge of Allegiance.

1. Superintendent's Welcome
2. Why Plan?
3. Agenda:

7:30a.m. Light Breakfast
8:00-11:45 Strategic Plan Workshop - Sections 1-3
11:45-12:15 LUNCH
12:15-2:00 Strategic Plan Workshop - Sections 3-5
Conclusion

ADDITIONAL INFORMATION:

ATTACHMENTS:

	Description	**Type**
🗋	SWP2018-WELCOME	Backup Material

Fall 2018

Strategic Planning Workshop

Our Vision

"Four Schools, One Vision"

We believe that everyone can succeed in a safe and nurturing environment through positive partnerships between parents, schools and the community.

Our Mission

Our mission is to create a K-12 system that strives to empower students to be independent, responsible life-long learners who value personal integrity, academic achievement, and have a global impact.

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Strategic Planning Workshop

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Superintendent's Welcome

On behalf of the City of Cape Coral Charter School Authority it is my pleasure to welcome you to our Strategic Planning Workshop 2018.

As our charter school system nears its 14th year of operations, our goal today is to reflect upon our accomplishments, revise areas that have been underestimated or overvalued, and continue our promise to ensure that all children who enter our system are empowered to be life-long learners who value personal integrity, academic achievement, and a have a global impact.

It is with great pleasure and honor that I serve with you today in hopes of clarifying and refining who we are, why we need to look more closely at our coordinated resources, and how we will sustain and prosper our brand.

Thank you for taking the time from your work and private schedules to participate in the City of Cape Coral Charter School Authority's Strategic Planning Workshop, 2018.

Fall 2018

Strategic Planning Workshop

Why Plan?

Strategic Planning will help our charter school system survive and thrive by focusing on internal as well as externals; raising key issues; identifying and nurturing leadership; launching revitalizations; and building open communities.

Your Facilitator

Jacquelin Collins is the Superintendent of the City of Cape Coral Charter School Authority. She oversees a robust charter school system with more than 3,492 students, educators and supporting staff, spanning two campuses. Last year her entire K-12 system was ranked "A" by the Florida Department of Education, and this year the charter school's high school celebrates its tenth year of consistently graduating 99% of its students. Starting out as a classroom teacher and now the system's superintendent, Jacquelin has been a dedicated and vital partner with the Cape Coral Charter School community and stakeholders for more than 12 years.

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Agenda

8:00-8:15	Superintendent's Welcome
8:15-9:00	Historic Strategic Overview
9:00-9:15	Brain Break #1 - Cann, Brown
9:15-10:40	SWOT Analysis
10:40-10:55	Brain Break #2 - Hopper
10:55-11:45	SWOT Dashboards
11:45-12:10	LUNCH
12:10-12:15	Welcome Back and Reset
12:15-12:40	Gap Analysis
12:40-12:55	Brain Break #3 - Britton
12:55-1:50	Strategic Planning Life Cycle
1:50-2:10	Conclusion

Thank you for taking the time from your work and private schedules to be with us today. Your participation is valued and appreciated.

Fall 2018

Strategic Planning Workshop

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Cape Coral Yacht Club

Contents

Section 1:

Vision, Mission and Core Statements

System Goals 2017-2020

Strategic Plan Retreat Summary 2017-2020

Section 2:

Charter School Authority Organization

Teacher Retention and Salary Schedules

Charter School Authority General Fund End of Year Balance Sheet

Unexpected Financial Impacts

Capital Outlay-Capital Asset Improvement Program FY 2017-2018

Section 3:

State Public Accountability Report (SPAR)

CSA System FSA Achievements

Section 4:

SWOT Analysis

GAP Analysis

Section 5:

Planning Cycle

SMART Goals

Action Plan

Conclusion

Item Number:	**2.A.**
Meeting Date:	**10/18/2018**
Item Type:	**Roll Call**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
Charter School Authority Governing Board Members present: Chairman Michael Campbell, Vice-Chair Tami Traiger, Vanessa Metzger, Angela Ticich, Russell Winstead.

SUMMARY:
No "Roll Call" will be taken. However, the following Governing Board Members will be present: Campbell, Traiger

ADDITIONAL INFORMATION:

Item Number:	**3.**
Meeting Date:	**10/18/2018**
Item Type:	**Agenda Items**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
SECTION 1: Vision, Mission and Core Statements, System Goals 2017-2020; Strategic Plan Retreat Summary 2017-2020

SUMMARY:

1. Vision, Mission and Core Statement
2. System Goals 2017-2020
3. Strategic Plan Retreat Summary 2017-2020

ADDITIONAL INFORMATION:

ATTACHMENTS:

	Description	Type
🗋	SPW - Vision, Mission, Core Values, Summary 2017	Backup Material

Fall 2018

Strategic Planning Workshop

Section 1:

- Vision, Mission and Core Statements
- System Goals 2017-2020
- Strategic Plan Retreat Summary 2017-2020

October 18, 2018

Cape Coral Yacht Club

Our Vision

"Four Schools, One Vision"

We believe that everyone can succeed in a safe and nurturing environment through positive partnerships between parents, schools and the community.

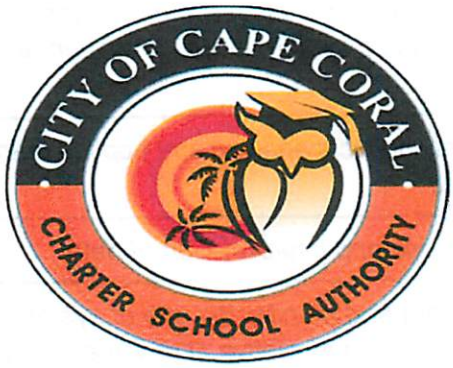
Our Mission

Our mission is to create a K - 12 system that strives to empower students to be independent, responsible life-long learners who value personal integrity, academic achievement, and have a global impact.

Core Values

The schools in the City of Cape Coral School System believe:

- That school should teach knowledge and cultural literacy within a rigorous curriculum that is relevant to students' needs and stimulates their natural curiosity, imagination, and thinking skills.
- That student achievement is a result of high staff expectations, quality lessons, challenging curricula and differentiation in teaching and learning.
- That our schools have created a unique environment and family atmosphere where a sense of community and citizenship are valued, and a collective responsibility is created to promote student success.
- That by focusing on our true customers, the student, we are able to infuse the character traits of love, kindness, respect, teamwork, compassion, and cooperation into their daily lives, making our schools the happy and positive environments for which they are recognized.



SYSTEM GOALS 2017-2020

GOAL I: INCREASE STUDENT ACHIEVEMENT

Target 1 Student achievement milestones will continue to increase within the next 3 years (achievement scores, learning gains in ELA , Math , Science).

Strategy 1: Build an institutional capacity for data driven decision making by analyzing and acting on data to improve student performance.	
Objective 1: Curriculum, instruction and assessment throughout the system are monitored and adjusted systematically in response to data	ongoing
Objective 2: Staff continuously collects analyze and applies learning from a variety of data sources	ongoing
Objective 3: Train staff in the use and interpretation of data.	ongoing
Objective 4: Staff will implement and monitor the use of system wide tools and procedures to include formative assessments and collaborative analysis of data to provide targeted instructional support and to enhance instruction	ongoing

Strategy 2: Increase teacher effectiveness by the development, refinement and acquisition of teacher's pedagogical skills	
Objective 1: Ensure all staff members participate in a continuous program of professional learning aligned with the system's needs.	ongoing
Objective 2: Mentoring, coaching and induction programs support instructional improvement consistent with the systems values and beliefs about teaching and learning	Implemented 8/2018: Substitute Teacher Orientation New Teacher Orientation LEAD program for potential administrators A.P.P.L.E.S.
Objective 3: System and school leaders monitor and support improvement of instructional practices of teachers to ensure success	ongoing

Strategy 3: Enhance curricular development to improve academic achievement.

Objective 1: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses	ongoing
Objective 2: The system provides and coordinates learning support services to differentiate curriculum to meet the unique learning needs of students.	ongoing
Objective 3: Develop a system wide collaborative process to horizontally and vertically align the curriculum.	Implemented 2017 - 2018 Math Core
Objective 4: Align student learning and expectations with the system's vision that is supported by internal and external stakeholders	ongoing
Objective 5: Increase use of digital learning to gather, evaluate, and use information as well as to solve problems, communicate and work collaboratively for learning	ongoing

GOAL 2: BECOME AN ORGANIZATION OF CONTINUOUS IMPROVEMENT

Target 1: The Authority will create operational efficiencies and will reduce operational costs over the next 3 years by 10%.

Strategy 1: System departments will develop and maintain accurate reporting systems for operational efficiency.

Objective 1: Departments and schools will consistently use of city vendors and Lee County vendors/contract agreements whenever possible for cost savings.	ongoing
Objective 2: Transportation/Maintenance/Custodial/IT Departments will efficiently update and maintain inventories (parts, materials, equipment) and will make 3 to 5 year projections of anticipated needs from specific inventories.	IT - in process Custodial - outsourced Maintenance - in process Transportation - Outsourced
Objective 3: Maintain a transparent resource-allocation system. The system will maintain transparency in the budget process so that the system is accountable and allows everyone to understand how and why resources are being allocated.	ongoing

Strategy 2: Engage in a system wide a cost savings initiative plan

Objective 1: Each school will establish a cost savings plan (2017 baseline year) and will establish reportable findings to board.	

Target 2: Increase teacher/employee retention by 10% per year over next three years.

Strategy 1: Engage in a systematic process to recruit employ and retain a sufficient number of qualified professional and support staff to fulfill roles and responsibilities and support the purpose and direction of the system, and educational programs

Objective 1: The system will research and constantly use nationwide search websites for recruitment.	Indeed Handshake FSW Job Fairs EdWeek Virtual Job Fair UCF Job Fair Internal Job Fair 2019

Objective 2: The system will offer hiring incentives to teacher in areas of critical shortage (secondary teachers in math and science).	
Objective 3: The system will develop a succession management program for potential administrators, existing administrators and for administrators seeking executive positions.	L.E.A.D. program for internal potential administrators 2018
Objective 4: The system will develop a new teacher/substitute teacher orientation program.	Developed and Implemented August 2018

Target 3: By July 1, 2018, the system will develop a comprehensive technology budget platform with a five year projection of needs.

Strategy 1: Establish a system wide standard for technology and develop a plan to ensure these standards are continuously met.

Objective 1: Implement system wide communicative software programs	Rediker - In process
Objective 2: Implement system wide SIS	Rediker - In process
Objective 3: Establish a 3 to 5 year projection for hardware and software needs	City IT - In process
Objective 4: 1-1 device implementation	Ongoing Complete - OHS
Objective 5: Professional Development for staff	ongoing

Target 4: Increase system resource opportunities of support to affect educational outcomes by $25,000.00 each year for next three years.

Strategy 1: Investigate and pursue grant opportunities, partnerships and endowments to supplement and enhance existing fiscal resources to support instructional programs.

Objective 1: Increase the number of local business partnerships	ongoing
Objective 2: Publish system wide family directory of local businesses owned by parents	Ongoing - CCCMF

Target 5: Ensure that all schools are safe and secure and conducive to learning.

Objective 1: Reduce the number of violations on periodic health and fire inspection reports	Safey & Health Committee developed August 2018
Objective 2: Implement a system wide security system (camera surveillance)	Implemented August 2018
Objective 3: Implement a system wide KRONOS time-keeping system	

GOAL 3: INCREASE COMMUNITY ENGAGEMENT

Target 1: The percentage of parent/guardians who agree or strongly agree with the statement, *The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress* will increase 5% per school, per year (baseline year is 2015 AdvancED).

Strategy 1: Develop a clear system-wide purpose that communicates a common direction for the organization to be communicated to all stakeholders.

Objective 1: Open stakeholder involvement in the process of vision and mission statement goal setting.(stakeholder involvement groups)	P&G Group 2018 Teacher Advisor Group 2019 Semi-Annual Town Hall Meetings
Objective 2: Branding of all four schools with new tag line/logo	
Objective 3: PBL - focus groups of local stakeholders to guide projects and outcomes	on-going

Strategy 2: All stakeholders will be informed of yearly student achievement goals, performance and expectations.

Objective 1: School Report Cards - on line summary of school's performance in relationship to district.	School Accountability Reports - Website
Objective 2: Streamlining information social media	ongoing
Objective 3: Streamline open houses to Lee County schedule	ongoing
Objective 4: Bi-yearly system wide publications to stakeholders	

STRATEGIC PLAN RETREAT SUMMARY 2017-2020

BOARD APPROVED
NOV 14 2017
CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY

Strategic Planning Retreat 2017-2020 Summary

PARTICIPANTS

Jacquelin Collins, Interim Superintendent, Jessica Cosden, Odette Boyer, Michael Campbell, Kristin McMillian, Robert Ross, Tamisen Traiger, Russell Winstead, Robert Zivkovic, Danielle Jensen, Director of Procurement and Food Services, MaryAnne Moniz, Business Manager, Vicki McAtee, City of Cape Coral HR, Liaison to the Charter Schools, Paul Pescatrice, Facilities Manager, Gary Cerny, Foundation President. Absent: Sam Fisher.

Dolores Menendez, City Attorney, City of Cape Coral, Mark Moriarty, Assistant City Attorney, City of Cape Coral, Victoria Bateman, Financial Services Director, City of Cape Coral, Britt Martin, Senior Accountant, City of Cape Coral.

Amanda Sanford, Principal, Oasis High School (OHS), Tod Baldwin, Assistant Principal, OHS, Keith Graham, Assistant Principal, OHS, Donnie Hopper, Principal, Oasis Middle School (OMS), Elisa Collins, Assistant Principal, OMS, Christopher Fennell, Interim Principal, Oasis Elementary School, Kevin Brown, Principal, Christa McAuliffe Elementary, (CME), Kelly Weeks, Assistant Principal, CME, Dr. John Omundsen, Ed.D, Mathematics Curriculum Specialist (K-12), Adam Nowicki Network Support Analyst, Marjorie Galyon, Transportation, Kathleen Paul-Evans, Executive Assistant to the Interim Superintendent.

Lisa Cannon, Teacher, OHS, Nancy Oukasse, Teacher, OHS, Jennifer Hattemer, Teacher, OMS, Kristen Totten, Teacher, OMS, Brenda Emer, Teacher, OES, Crystal Martin, Teacher, OES, Dana Scrippo, Teacher CME, Amy Harrington, Teacher, CME, Jennifer Hoagland, PTO Co-President, OES, Jenn-Hope Bellis, PTO Vice President, OES, Marie Scott, Parent, OHS.

INTRODUCTION

Jacquelin Collins, Interim Superintendent

Welcome to the Strategic Planning Retreat 2017-2020. Our goal today is to map out a three year plan to guide us so that we can operate efficiently and progressively as a school system. We have three main goals in this year's Strategic Plan that either (a) carry over from the Strategic Plan document that we addressed last year; (b) they are AdvancEd Final Report recommendations we need to achieve before reaccreditation in the next two years; and (c) goals the Administrative Team developed to meet our needs.

The overall format of this year's planning document has changed from a checklist into more of a document with measurable targets, strategies, and objectives to meet those targets. These

objectives are not quite as specific as the objectives we had last year, therefore, we can encompass a wide variety of needs that must be addressed. Designated teams will present each goal; they have already brainstormed objectives they can accomplish to meet these targets. Some objectives will be implemented immediately, and some will take several years before they are achieved. Right now we want to decide which objectives to focus on immediately.

Today our working document is divided into three main areas: System Statements, System-wide Achievements, and System Goals. Regarding System-wide Achievements, graphs are used to illustrate how well our students do compared to Lee County Schools, and among our schools as a whole. As you can see, our students have done better than District schools since 2014.

There are multiple ways to provide feedback to us which will help us determine which are the priority goals we need to try to accomplish immediately. The three ways to provide feedback are (1) Simply raise your hand and share with everyone your ideas. We are hoping the majority of today's communication is done in this way. (2) There is a Chromebook on everyone's table so you can view the electronic version of the planning sheets. Again, simply log-on your comments at the bottom of the pages and once compiled, they will be addressed. And finally, (3) Dashboards with sticky notes for any afterthoughts or post-presentation ideas you may have ,and still want to share. No matter the source origination, all input will be noted and used to generate ideas into strategies that will help us achieve each goal.

During this session each team will present a strategy and objective, and ideas as to how they want to meet these objectives. We are asking for input from attendees as to whether or not these ideas are likeable, doable immediately, or within the next three years. Your input for this Planning Retreat is vital, valued, and welcomed. Thank you for participating in this session.

OUR SYSTEM VISION AND MISSION STATEMENTS

Jacquelin Collins, Interim Superintendent

On the advisement of AdvancEd, vision and mission statements need to be updated periodically in relation to our Plan and further success with our students. Administrators and others are still attempting to collaborate on a final tag line for the Mission Statement. However, today we are asking planners to refer and reflect on these two statements as they relate to what we are trying to accomplish with the Plan, and how we intend to help students achieve success.

Our Vision: "FOUR SCHOOLS, ONE VISION"

We believe that everyone can succeed in a safe and nurturing learning environment through positive partnerships between parents, schools, and the community.

Our Mission:

Our Mission is to create a K-12 system that strives to empower students to be independent, responsible life-long learners who value personal integrity, academic achievement, and have a global impact.

GOAL #1: INCREASE STUDENT ACHIEVEMENT

Strategy 1: Student milestones will continue to increase within the next three years.

Objectives 1-4 : Amanda Sanford and Kevin Brown

Strategy 2: Increase Teacher effectiveness.

Objectives 1-3 : Kelly Weeks

Strategy 3: Enrich curriculum development to improve achievement.

Objectives 1-5: Christopher Fennell and Dr. John Omundsen, Ed.D,

- Kevin Brown and Amanda Sanford discussed increasing student achievement. They focused primarily on Strategy 1, Objective 1. Their conclusion is that although our teachers are very competent at collecting and monitoring good data, we most often struggle with the interpretation and application of the data, and how it can relate to re-teaching the material so that students can meet learning standards and improve performance. Our system needs to do a better job of training teachers so that they can interpret data with greater understanding of how they can apply the information and use it to improve student performance. By the end of November all schools will have data available to evaluate and interpret. We are trying to push teachers into using this information for more formative assessments, and use tools that are already on their Chromebooks as outside applications that can help. Teachers need to be trained on data analysis and interpretation, and there are a lot of outside applications that can help them . Our goal is to train our teachers to become comfortable looking at and interpreting data so that our learning environments are more effective.

- The Khan Academy (which is endorsed by our Curriculum Specialist), and Performance Matters, a District application that specifically targets a student's progress and areas of deficiency are just a few tools that can help. The other forms of data tracking of student performance include Teo3000, which is used in the high school. Also, M-A-T-H is something we'd like to implement in the high school this coming year. We use STAR, Dibbles, and other assorted assessment tools to assess student needs and gains. Schoology is another management tool teachers have been using in the middle school where students can engage with their teachers and fellow students in discussion boards, etc. and build assessments from there. SUMMIT is the newest application we are trying at the high school level. It is a self-sustained curriculum that includes all learning materials and tools a student needs directly from their Chromebooks. This platform also has a tracking and assessment formula so that teachers can stay on top of student needs and performance over the course of the year.

- One of the greatest advantages we have at our disposal is the ability to make interventions or program progressions at each of our schools as necessary, to sort of customize our course selections, progression plans, interventions etc., . We obviously want to be a K-12 system but

there are times we want to individually, as a school, do what is best for our students. This is an unusually nice position to be in because most schools have to follow the Lee County progression plan no matter what. This year we are lucky because we now have Dr. John Omundsen, who is going to be our Math Curriculum Specialist K-12. He will help us look at all the School Improvement Plans especially in the area of math progression plans.

- Board Member Traiger commented on individual school learning gains. If schools are to be aligned how can we accomplish this with such vast differences between the schools? Christopher Fennell said these numbers are based on attempting to raise the overall school grades. For example, OES was rated "B." two years in a row, and in order to try and change that it has to be a larger movement as a whole system. It's just not a goal – we have a strategy and plan to raise the school grade and student learning gains with it. Kevin Brown shared that attainable goals are usually set around 3%, which is why his numbers reflect a three-year increase at that rate. Although our schools learning gains Plan goals may be lower than we want, still in the long run over three years hopefully the will be sustainable, too. This is why we have brought Dr. Omundsen on board with his K-12 approach so he can align schools, and make sure that we don't have any comprehension gaps from K through 12.

- Looking at learning gains and the adjustments we've made this year we should see greater growth because we have expanded the tools we are already using. For example, . Performance Matters is an excellent program the District already uses and we plan to implement this year. Helping raise our lowest 25% is our goal, and if we can get teachers to identify those students early on, we can start to immediately help them. Board Vice Chair Zivkovic expressed concern we are focusing on the lowest 25% and not focusing on all students. Amanda Sanford clarified that technically, a student in the 25% range is really a Level 3 student, and already performing at a high level, which is why it's sometimes more difficult to see movement at this level as opposed to moving a lower level higher. Obviously, it depends on each level of students capabilities; we have co-teaching and accelerated classes so everyone is assessed.

- We are giving as much flexibility to our students and staff as we can to make sure we are reaching everyone – and yes, more resources would be wonderful whether it's curriculum or more teachers this is always welcome. Board Member Ross commented some areas are declining year after year. Have we defined theses areas of need? Interim Superintendent emphasized we are adjusting the system and how we educate each year's students accordingly. We have identified math needs and are working with Dr. Omundsen to make needed changes. Donnie Hopper explained Oasis Middle School math data and clarified "accelerated" referred to students who are taking Algebra-I; last year Oasis Middle students passed at 77% with a Level 3 average.

STAFF PROFESSIONAL DEVELOPMENT AND LEADERSHIP MENTORING

- Kelly Weeks emphasized the goal of increasing student achievement is connected to increasing teacher achievement, effectiveness, and refinement . Our first goal is a new teacher induction with an emphasis on encouraging team leaders to be more observational

and available. We also plan more emphasis on teacher leaders to not only observe, but also provide input and strategies to fellow teachers in real-time. Finally, we want to identify lead teachers who are ready for a Lead Program that will encourage teachers with Masters who are interested in leadership opportunities to better understand administrative procedures and operations. We also want to make sure all of our teachers have continuous opportunities for professional development that will align teachers across all schools with similar methods of grading, etc. A new process includes teacher observations and walk-throughs using iPads as immediate communication tools to reach teachers and let them know how they are doing. Here again, we are going to ask Lead teachers to visit classrooms more frequently to make sure teachers are developing and to give input of any kind.

- Areas where we believe teachers need expanded and specific professional development include school-wide procedures, consistent grading, class room management, Project Based Learning (PBL), differentiated learning, cooperative learning, small group instruction, and data analysis, among other leadership courses. Although principals will still do observations three times a year, having team leads go into classrooms with a specified schedule and help teammates develop is very effective, and helps guide teachers by leaders who know what they are doing, and have an interest in their teammate and student's success.

ENRICHING THE CURRICULUM TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT

- Christopher Fennell addressed enriching the curriculum development to improve academic achievement. The goal is for horizontal coherence especially concerning grading and reporting policies, and providing learning support services. Besides utilizing curriculum management tools like Khan Academy to help students perform better, we have also created a strategy to help overcome our greatest deficiency, math. Moving Dr. Omundsen into the slot of Math Curriculum Specialist K-12 is going to tremendously assist teachers identifying and working with students who are struggling in this area. Currently he is running a pilot with Eureka Math that has a standard-based approach to math that is receiving a positive response from teachers and students. Dr Omundsen admitted the program allows teachers to assess where students are learning most, or struggling most, differentiate the instructions, then apply standards necessary to reach student gains. This is a program that will be developed over time and should be very successful because many teachers and students who have already been exposed to the program are responding favorably.

- If we continue to see success in the pilots we will roll it out next year to the other elementary and middle school. However, sometimes it's difficult to apply this type of programming to high schoolers because there are more standards to teach at that level, but this would be our goal. Ultimately, we will move away from textbooks but still keep mastery and standards-based coursework as our foundation. This kind of flexibility allows teachers to give students more chances to actually apply mathematical skills, and teacher s more opportunities to apply differentiated teaching methods per student needs. For student s who get the curriculum right away, they can do enrichment projects to curve them from other classmates who may be getting remedial services.

- Besides student engagement in new mathematics instruction, we also need all teacher s to buy into the new methodology of working without textbooks. For those teachers who are used to being tied to their textbooks, this is going to be a big change but we need the teachers to be just as excited as the students are about this new learning environment.

- Board Member Traiger commented that although we have realized we need to focus on math skills, and we are doing this in the elementary and high school levels, do we have a revised Progression Plan for middle school students who will be involved in Algebra-Honors or Algebra-I? What are we doing to make sure that we align our curriculum so that we match the District in some way? At the middle school level what are we doing to make sure that our students are prepared and competitive? Donnie Hopper responded in the past some students were moved forward before they were fully ready, and this practice is going to stop. From now on students entering Algebra-Honors and Algebra-I have scored a level 3, 4 or 5 on their 7th grade FSA math and are fully prepared to take – and pass – the course and move ahead because they have showed they are more than ready. If you are a GAT and Accelerated student you have a different section of Algebra-I. There is an area that is different between the Honors and the regular course that the District is still looking at and deciding whether or not to include it. Our goal is we want our students to be successful in learning Algebra, be able to pass the EOC, and move onto Geometry at the high school level.

GOAL # 2: BECOME AN ORGANIZATION OF CONTINUOUS IMPROVEMENT

Target 1, Strategy 1: Develop and monitor accurate reporting systems.
Objectives 1-3: Paul Pescatrice
Strategy 2: Engage in system-wide cost savings initiative plan.
Objective 1: Marjorie Galyon
Target 2, Strategy 1: Increase teacher/employee retention by 10% per year.
Objectives 1-5: Elisa Collins and Tod Baldwin
Target 3, Strategy 1: Develop a comprehensive technology budget.
Objectives 1-2: Donnie Hopper
Objectives 3-5: Adam Nowicki
Target 4, Strategy 1: Increase outreach opportunities to support educational outcomes.
Objectives 1-2: Jacquelin Collins
Target 5: Ensure all schools are safe and secure.
Objectives 1-3: Keith Graham

OPERATIONAL EFFICIENCIES AND REDUCTION OF OPERATIONAL COSTS

- Paul Pescatrice and Marjorie Galyon addressed ways in which we can maintain our aging school, and at the same time keep costs at a minimum. Regarding transparency issues there will be training of the entire staff, anyone who wants or needs to better understand where

the money is, where it goes, and how to spend it. The goal is to work with finance to help make some of the line items better understood and forms more user-friendly. Asset Management is undergoing the development of a new system, with Cleve Grable, that will manage inventory for custodial, maintenance, and buses. This will make it easier for Maintenance to forecast future needs. We also want to start providing more storage on site for supplies so that we don't have to spend more money storing items at city facilities and incur pickup charges, etc. If our teams are not driving every couple of days to pick-up supplies, etc., this is going to save us time, money, and worker efficiency . So if we can do it, we really need on the premises storage. We are also looking at new ways to streamline ways of getting new vendors into the system. Often we are told the City has the best vendor price but we have found this is not always the case, and if we develop a system where we approach vendors on our own we may get a better or similar cost. In the case of where we can only use specific vendors this is understandable, but in most cases we can beat the City bids, so we will start the process of seriously looking at other ways of attracting and contracting vendors.

- As far as reducing operational costs in transportation, without knowing what the cost of fuel will be in the next three years are focus is going to be on keeping routes and the system as tight as we can. Oasis Middle School has implemented a new process this year to help reduce some of the field trip fuel expenses by having teacher s ask parents to pay a small extra cost that will be turned over to the transportation department's budget.

- One of the largest areas of our focus to reduce operational costs is in energy. We are going to save quite a bit of money and bring our facilities up to new power generation of energy. We will start with our air conditioning systems replacements, but the biggest part is that we are going to train our entire staff on ways to be more efficient and still comfortable in all our buildings. For example, little things like consistently turning lights off/on when existing and entering rooms (the timer costs and additional $3.00) , eliminating the mini personal refrigerators in individual classrooms (each one costs $30-$80 a year to operate which would give the system an extra $12,000 to use elsewhere). And there is more.

- We need to convert the entire system with LED. Although it's a costly project to implement, about $260,000, but the estimated costs savings is roughly $6,000 a month or $$73,000 a year. Overall, the estimated electric and maintenance LED savings would be somewhere around $129,000 per year across the system. We have a test classroom that has proves with LED usage we are saving money, becoming more efficient, and staff responds well.

- Board Member Winstead and Danielle Jensen agreed some project we have to look at with the City and our budgets because it may be a lease issue. Danielle reminded the group that there are certain issues with leasing, and with large projects with this kind of scope, we will have to go to open bidding.

INCREASING TEACHER AND EMPLOYEE RETENTION

- Tod Baldwin and Elisa Collins discussed teacher recruitment opportunities such as the Teach-In, which is next Spring in Tampa. The massive job fair attracts teachers from all over the country. They also want to canvas the FGCU Teacher Fair, and expand our relationship with FSW teaching students and have them do both internships and observations so they can see how the Charter Schools are different from the District schools. There is a plan to develop state-wide lists of "High Qualified" and "Highly Effective" teachers and approach them about perhaps switching schools and giving our Charter Schools a try. Finally, let's start offering a hiring bonus for critical subject areas such as math and science in small denominations of $500-$1,000 and see if this is an incentive to join our teams.

- Another way we can create and maintain worker stability and build a culture of family atmosphere is consider paying a longevity bonus for personnel who elect to stay over a period of years, for example 5-10, 10-20, etc. Implement a new teacher certification bonus in small amounts of $500 or less for teachers in critical areas. Targeting potential candidates currently on staff who are already taking classes in education leadership or demonstrate leadership and have them sub for administrators. Our goal is to start training teachers to become mentors. Ultimately, there will be the creation and continuous development of a prospective administrator class that is part of the LEAD Program that Kelly Weeks spoke about.

- The development of a Substitute Orientation Program is something all the schools need. We can do this once at the beginning of the year or at each semester. Many teacher-teacher relationships are cultivated in this atmosphere and some substitutes move on into full-time teaching. We also want to fully develop a New Teacher Orientation Program and assign specific mentors and "teacher buddies" or those colleagues who are outside of your subject area team but can offer encouragement and guidance, as well. Starting salaries are very competitive but we need to market a "salary package" and post it on our websites so that potential employees can look it over and become excited about what we have to offer in terms of salary and benefits.

- Board Member Traiger suggested we need to have a Recruitment Committee that targets and develops recruitment, vetting of candidates, and follow up with our orientation programs. The FSW/FGCU Job Fairs are in the near future and a recruitment team from CCCCSA plans to be there. The goal is to find and investigate candidates that will fit into the system, and not necessarily just one of our schools.

DEVELOPMENT OF A COMPREHENSIVE TECHNOLOGY BUDGET

- OneCall replaced the K-12 ALERT system and it is a powerful tool for communication between the schools and parents. We also use Schoology in the 6-12 levels and again, it's a powerful, widely used tool for grading, assessing, student engagement ,etc., In the elementary schools we have Friday Flyers, planners, etc there are many ways we try to get information out to parents.

- We currently have CSADS in place. Although we want to see K.I.D.S. to be successful and work for us, as a back-up plan we are also looking at other programs so that we can make the best decision for our entire system's needs.

- Adam Nowicki emphasized the biggest task right now is cleaning up data and looking at inventory and replacement schedules based on a three-five year technology plan. Currently we are moving system-wide into Office365 and working on the one-to-one implementation of Chromebooks.

- Donnie Hopper reiterated CME and OES have 175 Chromebooks on lease – they still need about 250-275 computers each in order to get their 3rd and 4th Graders up to speed which is the goal. Recently, a $52,000 budget has been approved for OMS to purchase 250 more Chromebooks with warranties and carts, which would bring us to about 525 machines , but still 200 short. Most Oasis High 9th students have Chromebooks which is nice because some of them need it for the SUMMIT courses, but the high school is still short by about 200 machines. Our bandwidth or data that comes into our network needs to be strengthened along with our wifi and access points. Although we need a proper and stable system for testing we also need the capability to keep strong during normal phasing when students have so much work and data to pull from the platforms. This is an issue we have to work on with CenturyLink to develop a more substantial network.

- In house experts have been training staff and are considering webinairs so that teachers can access the information when they have a chance to do so. This is the Professional Development side of our technology plan: To have everyone onboard, and able to comfortably use all the programs and applications that are supposed to make our jobs easier.

INCREASING OPPORTUNITIES TO SUPPORT EDUCATIONAL OUTCOMES

- Increasing educational support outcomes by $25,000 each year may sound like a lot but consider last year CME got a $15,000 grant from Sam's Club, and OES brought in $12,000 from Kohl's, which is $27,000 right there, so we can do this. However, the biggest strategy that we have to investigate and pursue is grant opportunities. As far as scholarships, we have a great Foundation that is more than willing to provide us with support, but where we are looking is in our instructional areas, and this is the kind of need found in big grant opportunities. The City has a grant writing company they use and they have contacted me about using them, too, but when you talk about big grants in the $125,000 range and over – which we need for instructional support programs – it is an entire team that completes the

application. We need to come up with a Grants Committee filled with people who are good writers, know about our system, have financial skills including budgeting and planning, and anyone else who has the skills to help put a grant package together. Therefore, one of our goals this year is to come up with a Grants Writing Team within our system who can pinpoint some of the grants we need. For example, a security and surveillance camera system that services that entire school system. Also, our football/soccer field needs to be revamped. The bottom line is, we need to find local people who are already in our system to help build a team that actively pursues grants and wins them.

- Development of a system-wide Business Directory of parent-owned or stakeholder businesses that support CCCCSA is vital. Jen Hope-Bellis and the Foundation has already put something together that is posted on all the school websites and the Foundation website, as well as on Google Docs. We need to promote this so that we can get parents and associates involved so that we can see what they are doing and use this information for special programs mentorships and in many other ways.

ENSURING THAT ALL SCHOOLS ARE SAFE AND SECURE

- Keith Graham spoke about keeping our school system a safe place. Our appointed safety inspectors have been crucial in keeping us on task for compliance. For the most part, our safety inspections have been without significant issues. However, when it comes to consistency across the system, and how teacher-room compliance, there needs to be some adjustments. Paul Pescatrice is working on creating room "safety centers" where teachers can always find emergency information no matter if they have transferred rooms, or if they are with students in an entirely different area of a building. Vicon is the current camera surveillance company we have had since the beginning. However, the equipment and data branches it supports are outdated. If we want to replace equipment capabilities and do upgrades this would be very expensive, so we are looking for a grant we can win, and then work with the City of Cape Coral Parks & Recreation department to replace the entire system with either Vicon updated materials or go with another company.

- Implementing the KRONOS time management program system-wide has been a Best Practices recommendation from the City. KRONOS would cost us about $90,000 plus, so we have looked into other options including BioMetric Clocks and TimePilot School which can give us more consistent recordings of internal/external traffic from our staff and employees.

- Other safety strategies include a certain amount of fire drills, lock down drills, etc. ensuring that we are providing a safe and secure environment for our students and faculty. There are some little things we can do to improve our readiness but overall, we are a secure campus. Regarding fencing off the entire school areas we are trying diligently to reflect on who and why someone is on campus, and track this information. The addition of fencing around the schools is something to consider for next year.

Goal # 3: INCREASE COMMUNITY ENGAGEMENT

Jacquelin Collins

Target 1: Engage families in meaningful ways and keep them informed.
Strategy 1: Develop a system-wide purpose that communicates a common direction.
Strategy 2: Periodically inform all stakeholders about student goals and achievements.

- In order to increase community engagement in our system we need to make sure we have a clear, system-wide purpose, and make sure this purpose is developed and communicated to stakeholders and the like. We need good public relations to help us increase the community's awareness, increase student enrollment, and attract interest groups. This requires a tag line, something that is always said or seen which identifies our system to the public. For example, *"Four Schools, One Vision"* is a template that should be put on everything.

- We have been discussing this with Jenn Hope-Bellis and Christina DeMoya and their PR firms to help us create a revised logo that will go on everything from hats and shirts to stationary and marketing flyers. It would be ideal if we could develop a campus-wide brochure that also reflects on our system as a whole, as well as individual efforts. It's important that both users of the system and the general public has knowledge of some of the projects and things we have going on so they can support the system as a whole unit, rather than a particular school. We are also proposing a bi-annual magazine with contributions from all four schools and including administration to communicate movement and talent in our system. However, this must be a unified effort from all schools, and all sectors, to work for our system to be highlighted and visible in order to garner true support from the greater community. Board Member Winstead advocated for investing in a professional marketing firm to handle this strategy for us so that we have a team dedicated to improving our advertising and public relations image and foster relations with the greater community.

CONCLUSION

Today was about coming together and collaborating on ways to optimize our system, as well as take a hard look at the future. It's clear we want to build a sustainable educational system that has as its foundation a rigorous and progressive academic plan, and a faculty and staff that is highly qualified, well –educated, and supported. We are planning and prepared to develop and maintain a state-of-the-art facility and a community outreach campaign that effectively communicates our purpose and value. Based on your participation today and the coming days after, it's fair to say, "We Can Do This." Thank you for your taking the time from your busy schedules to share your valuable input.

Item Number:	**4.**
Meeting Date:	**10/18/2018**
Item Type:	**Agenda Items**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
SECTION 2: CSA Organization; Teacher Retention and Salary Schedules; CSA General Fund EOY Balance Sheet; Unexpected Financial Impacts; Capital Outlay-Capital Asset Improvement Program FY 2017-2018

SUMMARY:
SECTION 2:
1. Charter School Authority Organization
2. Teacher Retention and Salary Schedules
3. Charter School Authority General Fund End of Year Balance Sheet
4. Unexpected Financial Impacts
5. Capital Outlay-Capital Asset Improvement Program FY 2017-2018

ADDITIONAL INFORMATION:

ATTACHMENTS:

	Description	Type
🗋	SPW2018-SECTION 2	Backup Material

Fall 2018

Strategic Planning Workshop

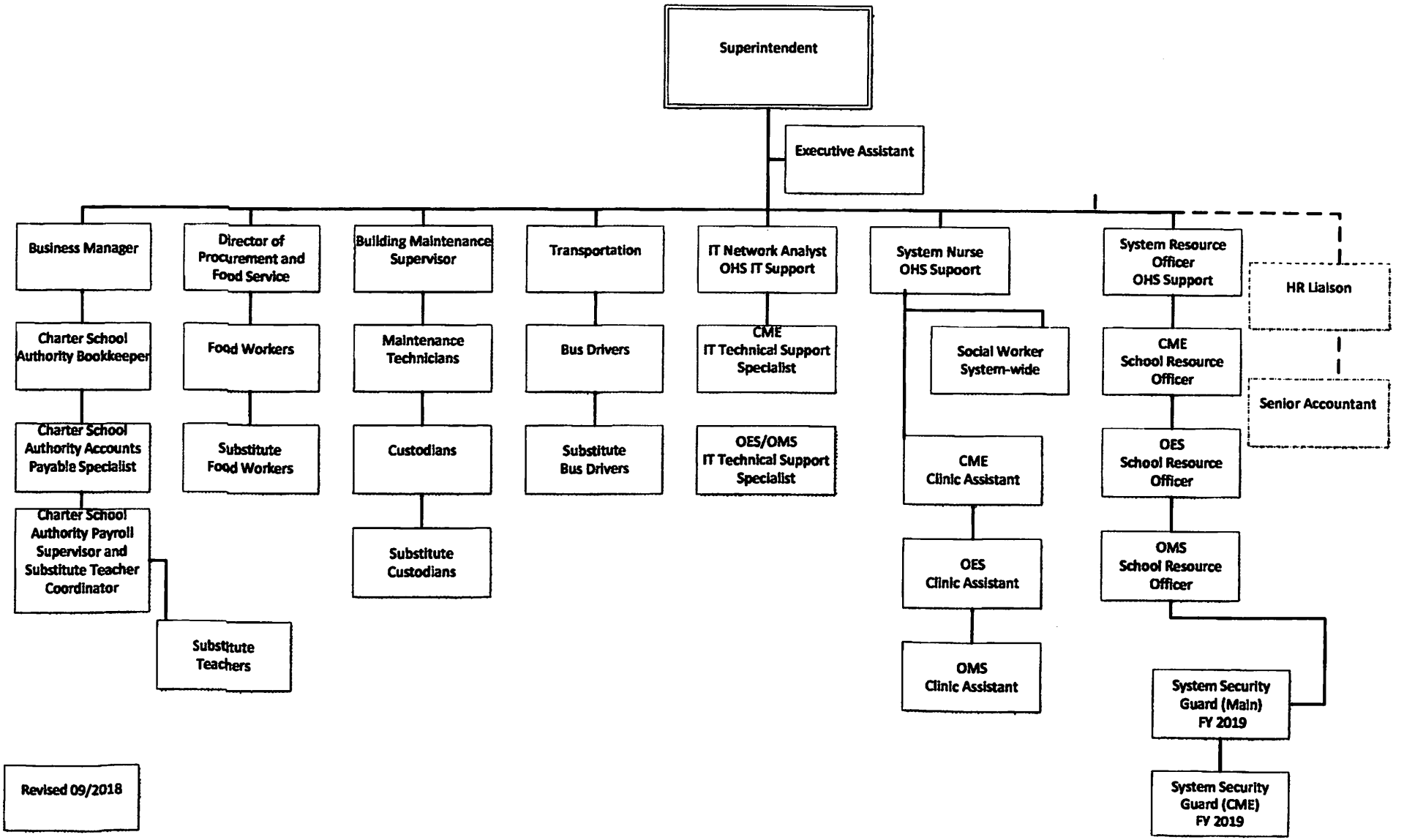
October 18, 2018

Cape Coral Yacht Club

Section 2:

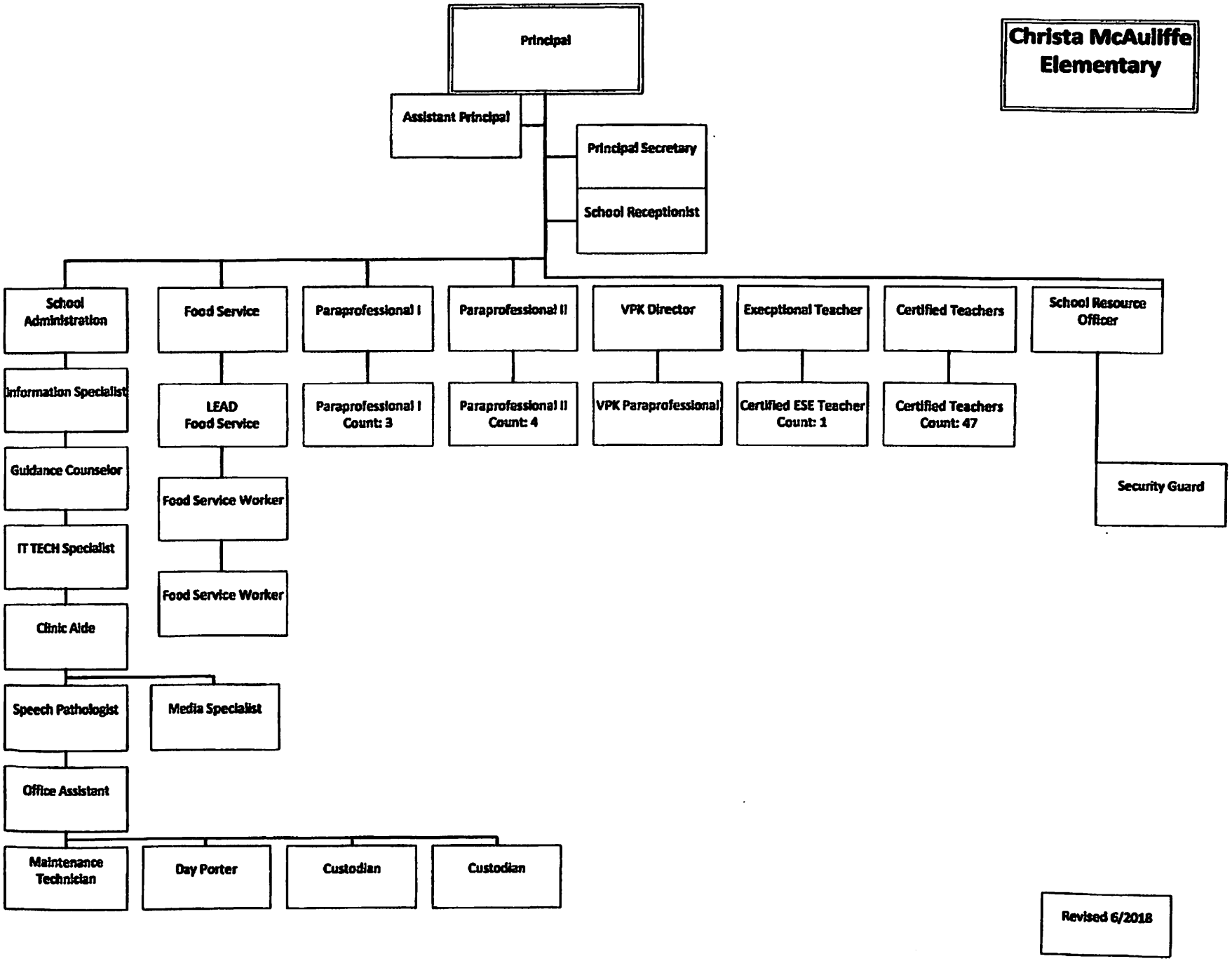
- Charter School Authority Organization
- Teacher Retention and Salary Schedules
- Charter School Authority General Fund End of Year Balance Sheet
- Unexpected Financial Impacts
- Capital Outlay-Capital Asset Improvement Program FY 2017-2018

Administration



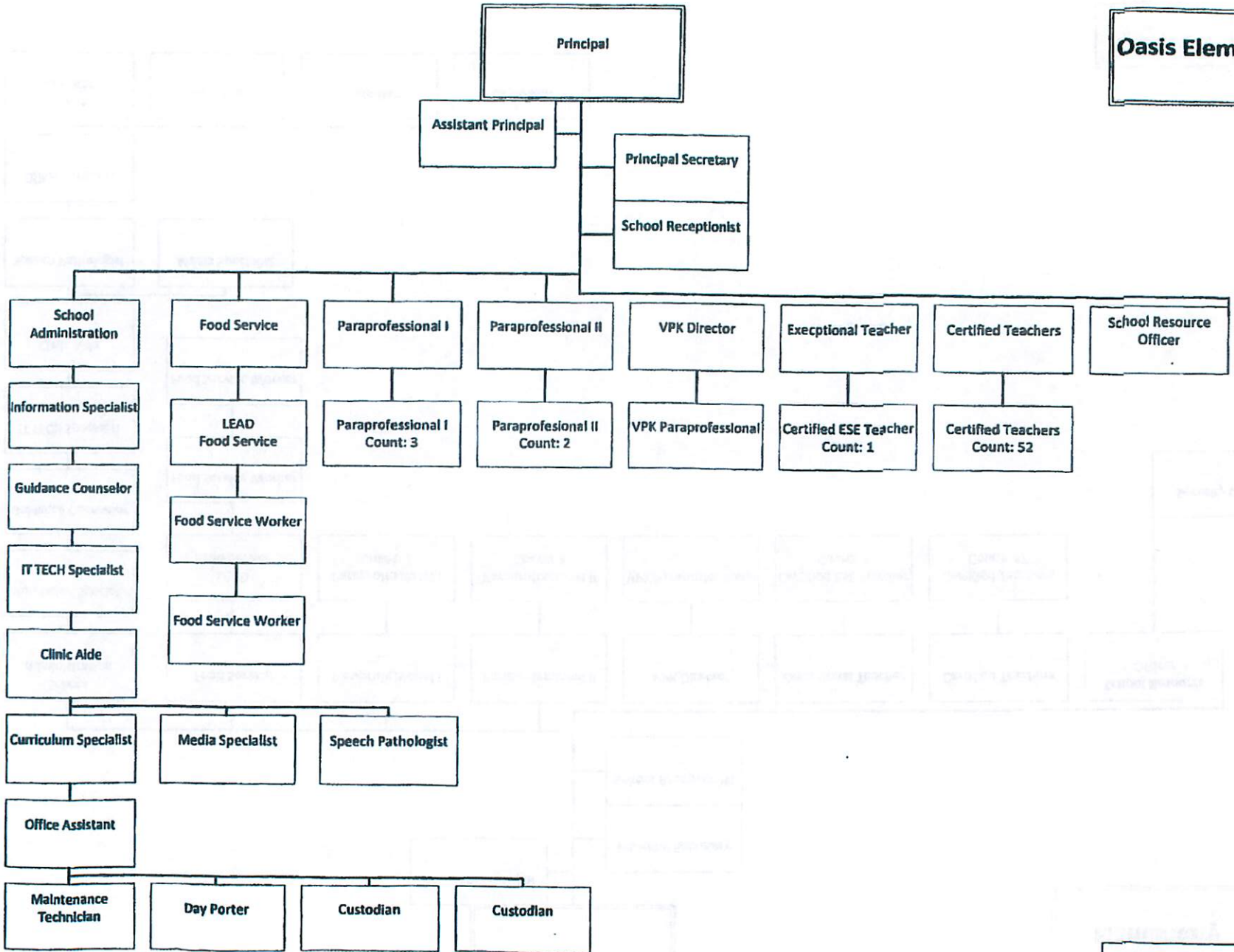
Revised 09/2018

Christa McAuliffe Elementary



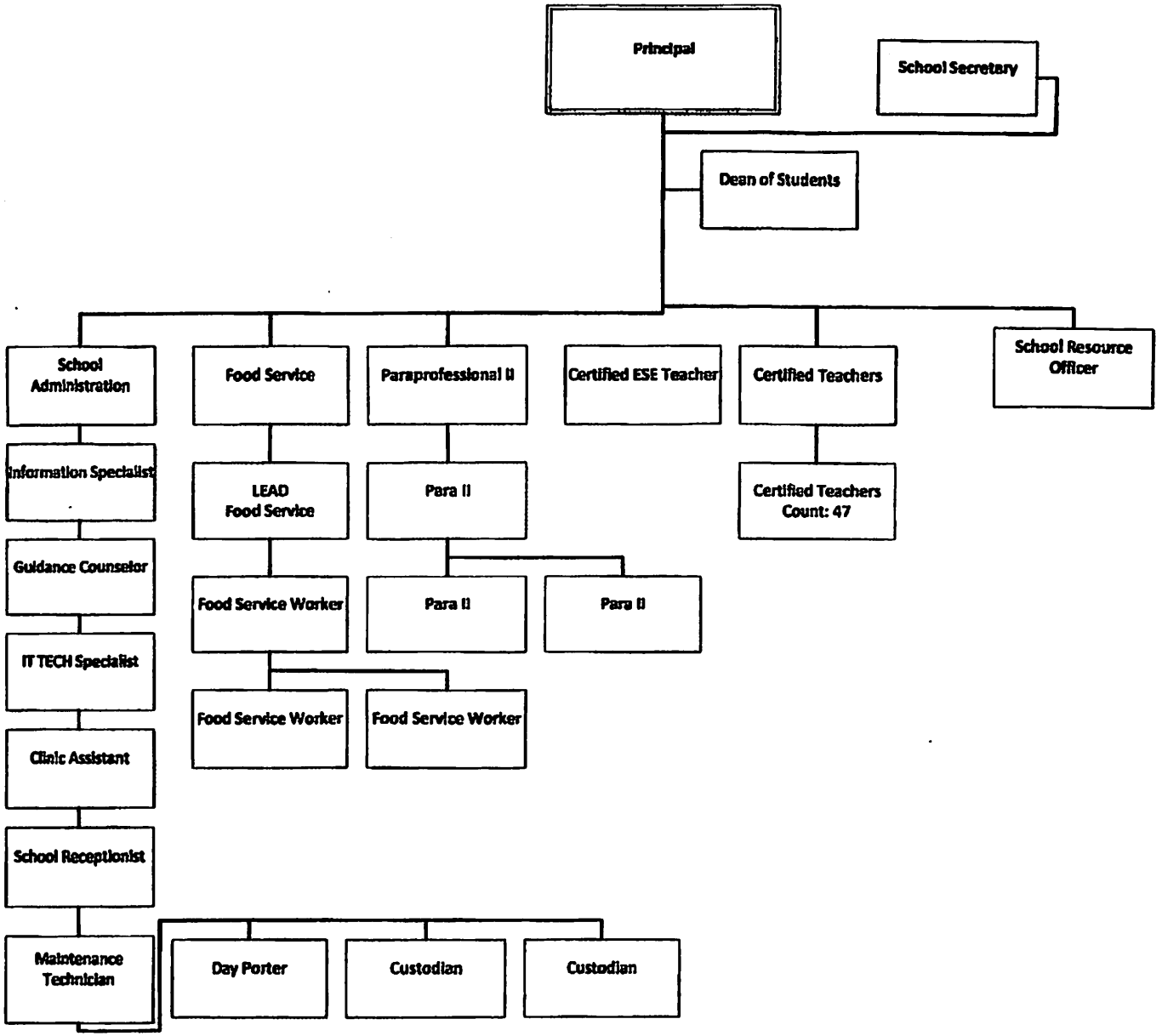
Revised 6/2018

Oasis Elementary



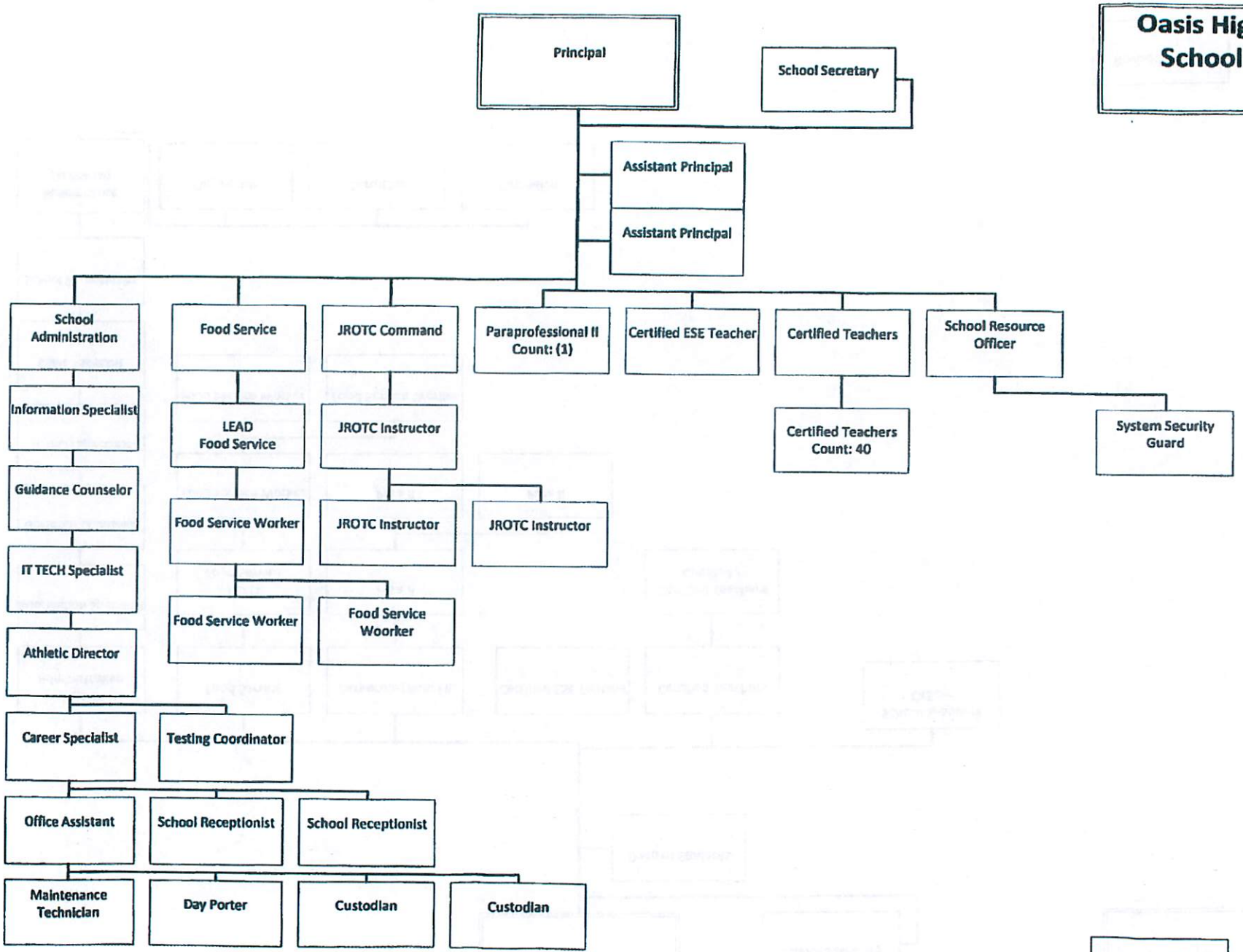
Revised 6/2018

Oasis Middle School



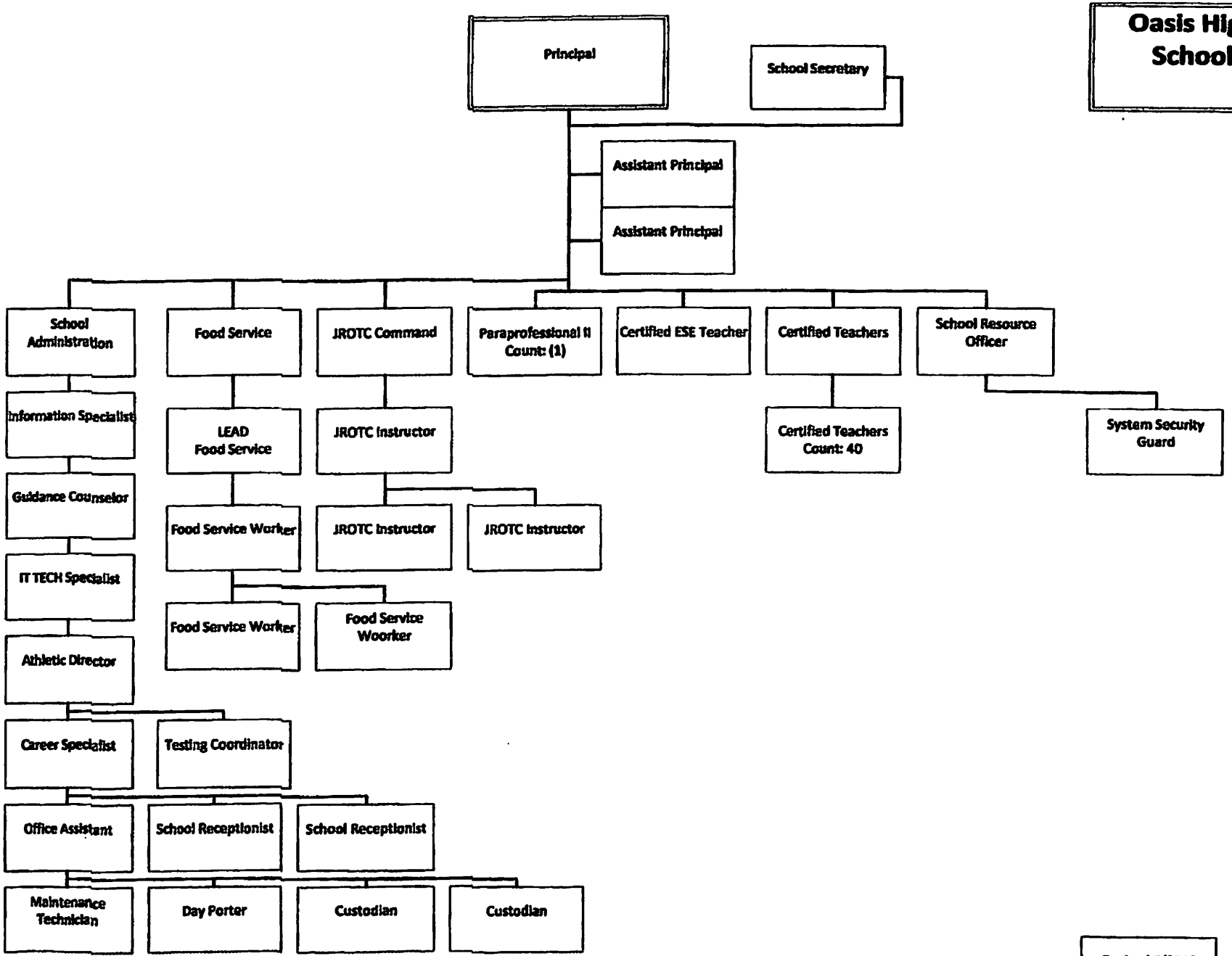
Revised 6/2018

Oasis High School



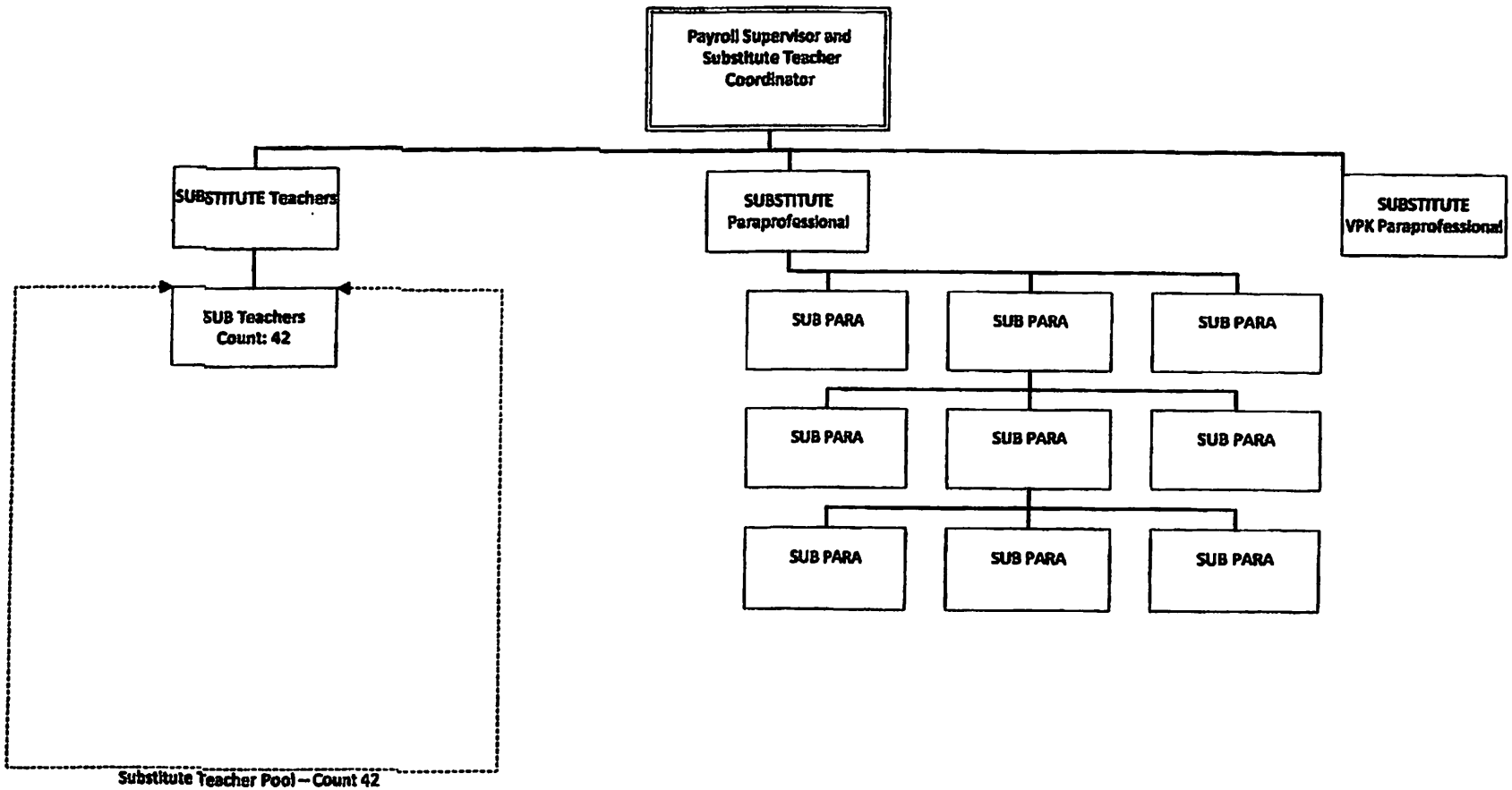
Revised 6/2018

Oasis High School



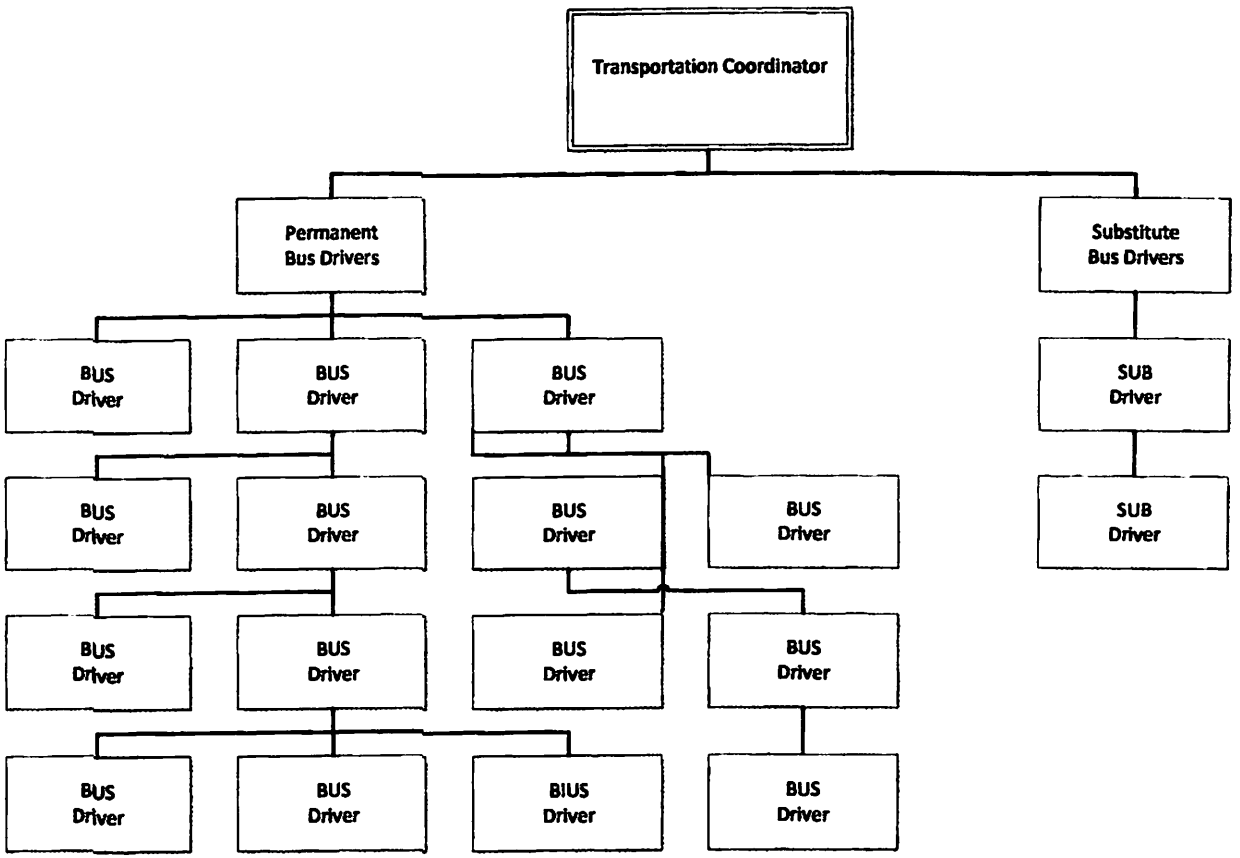
Revised 6/2018

SUBSTITUTE Teacher and Paraprofessional



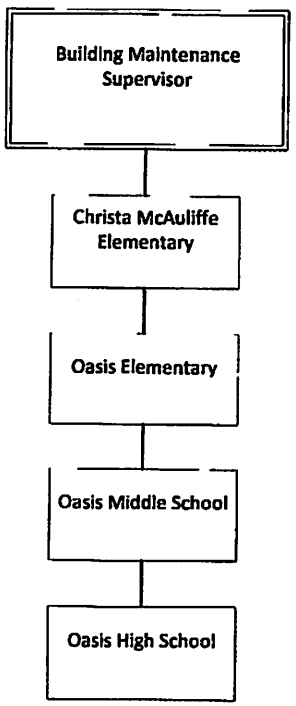
Revised 6/2018

Transportation



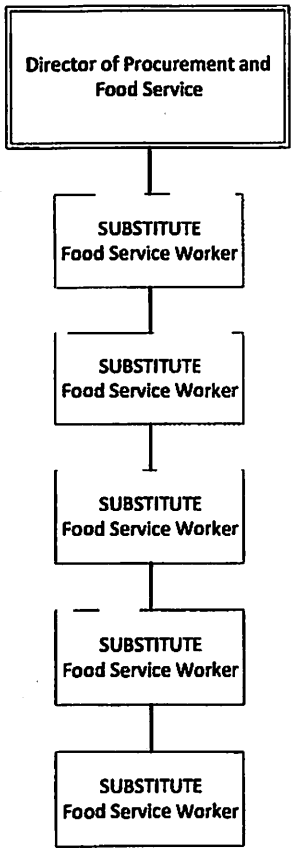
Revised 6/2018

Building Maintenance

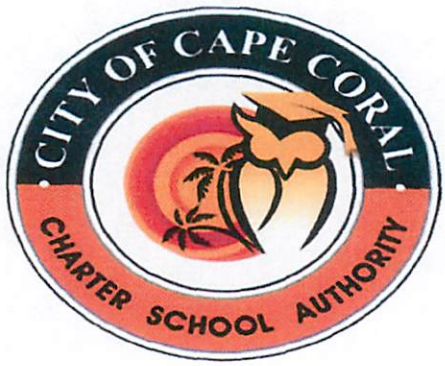


Revised 6/2018

SUB FOOD SERVICE



Revised 09/2018



TEACHER RETENTION AND SALARY SCHEDULES

CCCCSA Teacher retention rates since 2015

These statistics come from a variety of sources: Turnover rates from 2015 - 2016 are from the School Public Accountability Reports (SPARS) website. The turnover rates from 2016 - 2017 were generated by our city accountant, Brit Martin and the 2017 - 2018 results are an estimation based on teacher turnover as of 6/6/18. The following numbers ONLY reflect movement of instructional staff (Teachers only).

2015 - 2016 system wide turnover rates for teachers 17.5%
2016 - 2017 system wide turnover rates for teachers 19.7%
2017 -2018 system wide turnover rates for teachers 19.2%

Breakdown by school:

2015 - 2016

OHS teacher turnover rate 26%

OMS teacher turnover rate 20.6%

CME teacher turnover rate 12.7%

OES teacher turnover rate 10.9%

Lee County Turnover Rates 2015 - 2016

Gateway Charter High School 37.9%
Mariner High School 22.1%
Island Coast High School 20.7%
Ida Baker High School 16.3%
Cape Coral High School 11.5%

Six Mile Charter Academy 36.5%
Cape Coral Charter School 42.5%
Caloosa Middle 29.8
Diplomat Middle 21.6%
Gulf Middle 20%
Challenger Middle 15.5%

Cape Elementary 17.1%
Trafalgar Elementary 15.1%
Gulf Elementary 14.3%
Diplomat Elementary 11.3%
Caloosa Elementary 10.8

2016 - 2017

OHS teacher turnover rate 27%

OMS teacher turnover rate 20.8%

Lee County Turnover Rates 2017-2017

Gateway Charter High School 31.6%
Mariner High School 17.4%
Island Coast High School 24.2%
Ida Baker High School 18.8 %
Cape Coral High School 18.2%

Six Mile Charter School 27.7%
Cape Coral Charter School *41.9%*
Caloosa Middle School 29.4%
Gulf Middle 24.4%
Diplomat Middle 12.2%

OES teacher turnover rate 15%
CME teacher turnover rate 16%

Cape Coral Charter School 41.9%
Patriot Elementary 30.6%
Skyline Elementary 19.2%
Pelican Elementary 15.9%
Cape Elementary 12.8%
Gulf Elementary 12.7%

2017 - 2018
OHS teacher turnover rate 32%
OMS teacher turnover rate 15%
OES teacher turnover rate 11.8 %
CME teacher turnover rate 18%

2018 - 2019
OHS teacher turnover rate 41.2%
OMS teacher turnover rate 17
OES teacher turnover rate 18%
CME teacher turnover rate 15%

CHRISTA MCAULIFFE CHARTER ELEMENTARY SCHOOL

GRADES: K-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	270	252	66.3	64.3	41.1	42.6	38.7	39.5
BLACK OR AFRICAN AMERICAN	16	14	3.8	3.9	14.6	14.6	22.3	22.5
HISPANIC/LATINO	98	94	24.4	25.2	39.7	38.2	32.4	31.5
ASIAN	*	*	1.4	1.8	1.7	1.7	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*		*	*	0.1	0.1	0.2	0.2
AMERICAN INDIAN OR ALASKA NATIVE		*	*	*	0.2	0.2	0.3	0.3
TWO OR MORE RACES	16	13	3.7	4.3	2.7	2.7	3.4	3.4
DISABLED	17	34	6.5	6.2	12.6	12.6	13.4	13.1
ECONOMICALLY DISADVANTAGED***	158	143	38.2	42.8	51.9	54.5	58.1	58.8
ELL	12	16	3.6	4.2	11.4	10.8	13.4	13.0
MIGRANT					0.2	0.1	0.5	0.5
FEMALE	405		51.5	50.3	48.4	48.4	48.7	48.7
MALE		382	48.5	49.7	51.6	51.6	51.4	51.4
TOTAL	787		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision.
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

A list of CEP eligible schools is located at
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

GRADUATION RATE AND DROPOUT RATE

CHARTER SCHOOL AUTHORITY Salary Plan					
STEP	SALARY	DAILY RATE	HOURLY RATE CT	HOURLY RATE ANNUALIZED	BI-WEEKLY PAY ADJUSTMENT
1	$38,598.63	$203.15	$27.09	$19.79	$1,484.56
2	$39,400.46	$207.37	$27.65	$20.21	$1,515.40
3	$40,000.00	$210.53	$28.07	$20.51	$1,538.46
4	$40,000.00	$210.53	$28.07	$20.51	$1,538.46
5	$40,000.00	$210.53	$28.07	$20.51	$1,538.46
6	$40,000.00	$210.53	$28.070	$20.51	$1,538.46
7	$40,000.00	$210.53	$28.07	$20.51	$1,538.46
8	$40,000.00	$210.53	$28.07	$20.51	$1,538.46
9	$41,066.35	$216.14	$28.82	$21.06	$1,579.48
10	$42,725.17	$224.87	$29.98	$21.91	$1,643.28
11	$43,793.23	$230.49	$30.73	$22.46	$1,684.36
12	$43,793.23	$230.49	$30.73	$22.46	$1,684.36
13	$45,107.52	$237.41	$31.65	$23.13	$1,734.90
14	$45,107.52	$237.41	$31.65	$23.13	$1,734.90
15	$45,107.52	$237.41	$31.65	$23.13	$1,734.90
16	$46,505.92	$244.77	$32.64	$23.85	$1,788.69
17	$46,505.92	$244.77	$32.64	$23.85	$1,788.69
18	$47,946.88	$252.35	$33.65	$24.59	$1,844.11
19	$47,946.88	$252.35	$33.65	$24.59	$1,844.11
20	$47,946.88	$252.35	$33.65	$24.59	$1,844.11

Tentative Step Plan with Salary Allocations CHARTER SCHOOL AUTHORITY 2015-2016					
STEP	SALARY	DAILY RATE	HOURLY RATE CT	HOURLY RATE ANNUALIZED	BI-WEEKLY PAY ADJUSTMENT
1	$37,657.21	$198.20	$26.43	$19.31	$1,448.35
2	$38,439.47	$202.31	$26.98	$19.71	$1,478.44
3	$39,399.71	$207.37	$27.65	$20.20	$1,515.37
4	$40,385.53	$212.56	$28.34	$20.71	$1,553.29
5	$41,192.30	$216.80	$28.91	$21.12	$1,584.32
6	$41,708.13	$219.52	$29.27	$21.39	$1,604.16
7	$42,729.11	$224.89	$29.99	$21.91	$1,643.43
8	$44,011.21	$231.64	$30.89	$22.57	$1,692.74
9	$45,331.68	$238.59	$31.81	$23.25	$1,743.53
10	$46,691.57	$245.75	$32.77	$23.94	$1,795.83
11	$48,092.73	$253.12	$33.75	$24.66	$1,849.72
12	$49,487.34	$260.46	$34.73	$25.38	$1,903.36
13	$50,872.82	$267.75	$35.70	$26.09	$1,956.65
14	$52,449.82	$276.05	$36.81	$26.90	$2,017.30
15	$54,076.16	$284.61	$37.95	$27.73	$2,079.85
16	$55,752.94	$293.44	$39.12	$28.59	$2,144.34
17	$57,424.74	$302.24	$40.30	$29.45	$2,208.64
18	$59,147.10	$311.30	$41.51	$30.33	$2,274.89
19	*$59,147.10*	*$311.30*	*$41.51*	*$30.33*	*$2,274.89*
20	$59,147.10	$311.30	$41.51	$30.33	$2,274.89

*Step 19 is base pay plus a 1% salary stipend

** Step 20 is base pay plus a 2% salary stipend

Teacher Step

CHARTER SCHOOL AUTHORITY
GENERAL FUND
END OF YEAR BALANCE SHEET

CITY OF CAPE CORAL CHARTER SCHOOL AUTHORITY

BALANCE SHEET

Charter General Fund

July 31, 2018

			AA Actuals YTD July 2018
Assets			
Cash and cash equivalents			$ 10,871,473.00
Accounts receivables, net			-
Intergovernmental receivables			150,009.58
Prepaid items			64,132.00
Total assets			11,085,614.58
Liabilities and Fund Balances			
Liabilities:			
Accounts payable and other accrued liabilities			42,368.99
Accrued payroll			32,116.29
Due to City of Cape Coral			224,662.37
Unearned revenue			-
Total liabilities			299,147.65
Fund balances:			
Nonspendable			64,132.00
Restricted			1,697,980.00
Committed			1,766,161.00
Assigned			317,086.00
Unassigned			6,941,107.93
Total fund balances			10,786,466.93
Total liabilities and fund balances			11,085,614.58

UNEXPECTED FINANCIAL IMPACTS

Fall 2018

Strategic Planning Workshop

October 18, 2018

Cape Coral Yacht Club

Section 2:

Unexpected Financial Impacts

- Hurricane Irma
- Teacher Pay Equity
- Extension of Benefits to all CSA Employees
- Campus Security Initiatives
- SB 7026 "Mental Health Assistance Allocation" – hired social worker and outsourced mental health services

CAPITAL OUTLAY-CAPITAL ASSET IMPROVEMENT PROGRAM FY 2017-2018

Capital Outlay/

Capital Asset Improvement Program

The FY 2017-2018 Adopted Operating Budget has required a thoughtful examination of every dollar we spend and activity we undertake. While we remain committed to quality education and strong student achievement, it is evident; we must continue to focus on Capital needs.

In FY 2014, the Cape Coral Charter School Authority adopted a five-year Asset Improvement Program. Prior to this, there was not a formal plan in place. From a budgetary standpoint, it is very important to identify school assets, condition, and future plans for those assets. The Asset Improvement Program budgetary process encompasses the integration of revenues and expenditures along with Authority's long range planning process.

The Asset Improvement Program is intended to serve as a long range planning tool to:

- Increase efficiency in operations by maintaining assets in acceptable condition.
- Identify major maintenance and equipment replacement.
- Identify assets no longer needed by the school .

The funding requests of the Capital Asset Improvement Program for FY 2018-2022 are summarized in the following tables.

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Capital Asset

Improvement Program

FY 2018-2022 CAPITAL ASSET IMPROVEMENT PROGRAM

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Oasis Elementary						
Parking Lot Resurface	-	-	-	-	-	-
LED Lighting Project	-	-	-	-	-	
Oasis Elementary VPK						
	-	-	-	-	-	-
Christa McAuliffe Elementary						
CME Portable Study	50,000	-	-	-	-	50,000
Parking Lot Resurface	-	-	-	-	-	-
Christa McAuliffe Elementary VPK						
	-	-	-	-	-	-
Oasis Middle School						
AC Replacement (Chillers)	-	-	-	-	-	-
Parking Lot Resurface	-	-	-	-	-	-
Roof Top Unit AC	-	-	-	-	-	-
Oasis High School						
Parking Lot Resurface	-	-	-	-	-	-
AC Replacement (Chillers) (Gym Building)	-	-	-	-	-	-
Roof Top Unit AC	-	-	-	500,000	-	500,000
Administration						
	-	-	-	-	-	-

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	Total
Oasis Elementary	$ -	$ -	$ -	$ -	$ -	$ -
Oasis Elementary VPK	-	-	-	-	-	-
Christa McAuliffe	50,000	-	-	-	-	50,000
Christa McAuliffe VPK	-	-	-	-	-	-
Oasis Middle School	-	-	-	-	-	-
Oasis High School	-	-	-	500,000	-	500,000
Administration	-	-	-	-	-	-
Grand Total:	$ 50,000	$ -	$ -	$ 500,000	$ -	$ 550,000

Capital Asset

Equipment Program

FY 2018-2022 CAPITAL EQUIPMENT PROGRAM

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Oasis Elementary						
Instruction/Media						
Library Books	$ 4,000	$ 6,000	$ 6,000	$ -	$ -	$ 16,000
Scholastic Books	4,000	12,000	12,000	-	-	28,000
Maintenance						
Chiller Replacement	-	-	-	-	-	-
Striping Machine (total $7,500)	2,500	-	-	-	-	2,500
Roof Top AC Units - Compressors	-	7,500	7,500	7,500	7,500	30,000
Perimeter Gate	-	10,000	-	-	-	10,000
Food Services						
Outdoor Freezer (New in FY 17 Split with OMS $15k ea.)	-	-	-	-	-	-
Steam Table	-	10,000	-	-	-	10,000
Hood/Suppression System	-	-	-	-	-	-
Freezers	-	-	-	-	-	-
Information Technology						
Student Chromebooks - Lenovo N22 - (3rd, 4th, 5th Grades) - 300 @ Lease Price Phase II	-	27,600	27,600	-	-	55,200
Student Chromebooks - Original Lease FY 2017 Phase I 170	15,350	15,350	9,235	-	-	39,935
Office 360 Migration - $7,000 each school total $28,000	7,000	-	-	-	-	7,000
Meraki Access Points 48	-	-	-	-	-	-
Servers and Appliances - Dell PowerEdge R510	-	-	-	-	-	-
Servers and Appliances - Dell PowerEdge R610	-	-	-	-	-	-
Servers and Appliances - Dell PowerEdge R710	-	-	-	-	-	-
IT Equipment Upgrade Approved in FY16 carried into FY17 - Total $416,085	-	-	-	-	-	-
Upgrade Security Camera from City Approved $100k - Total $25,053 (OES portion $7.2k)	-	-	-	-	-	-
Barracuda Web/Email & Spam Filter	-	-	20,000	-	-	20,000
Transportation						
GPS System - $1,250 at each school for total of $5,000	1,250	-	-	-	-	1,250
Van for Maintnence - $750 each school for total of $3,000 (increased to $5,000)	750	-	-	-	-	750
Oasis Elementary VPK						
	-	-	-	-	-	-

FY 2018-2022 CAPITAL EQUIPMENT PROGRAM

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Christa McAuliffe Elementary						
Instruction						
Scholastic Books	6,000	7,500	8,000	-	-	21,500
Maintenance						
Fencing - New	-	-	-	-	-	-
AC RTU#3 Admin Replacement	69,370	-	-	-	-	69,370
Roof Top AC Units - Compressors	-	7,500	7,500	7,500	7,500	30,000
Striping Machine (total $7,500)	2,500	-	-	-	-	2,500
Mini Split Systems	-	-	-	-	-	-
Water Heaters			-	-	-	-
Electrical/Wiring	-	-	-	-	-	-
Playground Equipment	-	-	-	-	-	-
Perimeter Gate	-	10,000	-	-	-	10,000
Food Services						
Outdoor Freezer	-	-	-	-	-	-
Steam Table (was to purchase in FY17)	10,000	-	-	-	-	10,000
Hood/Suppression system	-	-	-	-	-	-
Freezers	-	-	-	-	-	-
Computers/Cash Registers	-	-	-	-	-	-
Information Technology						
Chromebook Lease - Phase I FY 2017	15,350	15,350	9,235	-	-	39,935
Student Chromebooks - Lenovo N22 - (3rd, 4th, 5th Grades) - 300 @ Lease Price Phase II	-	27,600	27,600	-	-	55,200
Meraki Access Points 38	-	-	-	-	-	-
Office 360 Migration - $7,000 each school total $28,000	7,000	-	-	-	-	7,000
Servers and Appliances - Dell PowerEdge 1850 (Windows 2003) (CSADS and Print Servers) $6.3k	-	-	-	-	-	-
Servers and Appliances - Dell PowerEdge 2930 (Windows 2003) (Windows 2003) (File Server)	-	-	-	-	-	-
Servers and Appliances - Dell PowerEdge R510 (Windows 2008)	-	-	-	-	-	-
IT Equipment Upgrade Approved in FY16 carried into FY17 - Total $416,085 (CME $92k)	-	-	-	-	-	-
List the items above individually so we know when to replace	-	-	-	-	-	-
Upgrade Security Camera from City Approved $100k - Total $25,053 (CME $8.6k in FY17)	-	-	-	-	-	-
Transportation						
GPS System - $1,250 at each school for total of $5,000	1,250	-	-	-	-	1,250
Van for Maintnence - $750 each school for total of $3,000 (increased to $5,000)	750	-	-	-	-	750
Christa McAuliffe Elementary VPK						
	-	-	-	-	-	-

FY 2018-2022 CAPITAL EQUIPMENT PROGRAM

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Oasis Middle School						
Instruction						
Library Books	923	946	970	-	-	2,839
Scholastic Books	3,100	3,100	3,100	-	-	9,300
Administration						
TV Production Equipment	-	-	-	-	-	-
Maintenance						
Security System (new cameras? 7k in FY17)	-	-	-	-	-	-
Fencing	-	-	-	-	-	-
Chiller Replacement - Removed $25k each year put in $350k to put in new unit	-	-	-	-	-	-
Roof Top AC Units - Removed $60k in FY 20 replacing unit at $90k under improvements	-	-	-	-	-	-
Roof Top AC Units - Compressors	-	7,500	7,500	7,500	7,500	30,000
Perimeter Gate	-	10,000	-	-	-	10,000
Food Services						
Outdoor Freezer (New in FY17 Split OES & OMS at $15k)	-	-	-	-	-	-
Steam Table	-	-	10,000	-	-	10,000
Hood/Suppression system	-	-	-	-	-	-
Freezers	-	-	-	-	-	-
Computers/Cash Registers	-	-	-	-	-	-
Information Technology						
Chromebook Lease - Phase I FY 2017	23,672	23,672	14,243	-	-	61,587
Chromebook Lease - Phase II (Needs 575 Additional)	52,900	52,900	52,900	-	-	158,700
Office 360 Migration - $7,000 each school total $28,000	7,000	-	-	-	-	7,000
Meraki Access Points 69	-	-	-	-	-	-
Dell to replace - Dellnas2	-	-	7,000	-	-	7,000
IT Equipment Upgrade Approved in FY16 carried into FY17 - Total $416,085 (OMS $114k)	-	-	-	-	-	-
List items above individually and when will they need to be replaced	-	-	-	-	-	-
Transportation						
GPS System - $1,250 at each school for total of $5,000	1,250	-	-	-	-	1,250
Van for Maintnence - $750 each school for total of $3,000 (increased to $5,000)	750	-	-	-	-	750

FY 2018-2022 CAPITAL EQUIPMENT PROGRAM

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Oasis High School						
Administration						
Fitness Center Equipment	-	-	-	-	-	-
Maintenance						
Fencing	-	-	-	-	-	-
Chiller Replacement - removed chiller replacement $25k in FY 2020	-	-	-	-	-	-
Roof Top AC Units	-	-	-	-	-	-
Mini Split Systems	-	-	-	-	-	-
Water Heaters	-	-	-	-	-	-
Striping Machine (total $7,500)	2,500	-	-	-	-	2,500
Electrical/Wiring	-	-	-	-	-	-
AC RTU Compressors	-	7,500	7,500	-	-	15,000
Tennis Court	-	-	-	-	-	-
Perimeter Gate	-	10,000	-	-	-	10,000
Food Services						
Outdoor Freezer	-	-	-	-	-	-
Steam Table	-	-	-	-	-	-
Hood/Suppression system	-	-	-	-	-	-
Freezers	-	-	-	-	-	-
Computers/Cash Registers	-	-	-	-	-	-
Information Technology						
IT Equipment Upgrade Approved in FY16 carried into FY17 - Total $416,085 ($96k in FY17 to OES)	-	-	-	-	-	-
Chromebook Lease	20,000	20,000	20,000	-	-	60,000
Office 360 Migration - $7,000 each school total $28,000	7,000	-	-	-	-	7,000
Meraki Access Points 88	-	-	-	-	-	-
Servers	-	5,400	-	-	-	5,400
Transportation						
GPS System - $1,250 at each school for total of $5,000	1,250	-	-	-	-	1,250
Van for Maintnence - $750 each school for total of $3,000 (increased to $5,000)	750	-	-	-	-	750

FY 2018-2022 CAPITAL EQUIPMENT PROGRAM

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Administration						
Information Technology						
Server - Email (All Schools)	-	-	-	-	-	-
Swipe Card Access Control ($30k Est. with City IT providing Server)	-	-	-	-	-	-
Transportation						
Bus Radios	-	-	-	-	-	-
Maintenance Van	-	-	-	-	-	-
2011 Econoline E350 Van	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2022	-	-	-	-	100,000	100,000
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2022	-	-	-	-	100,000	100,000
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2023	-	-	-	100,000	-	100,000
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2023	-	-	-	100,000	-	100,000
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2024	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2024	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2025	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2025	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2026	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2026	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2027	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2027	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2028	-	-	-	-	-	-
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2028	-	-	-	-	-	-

FY 2018-2022 CAPITAL EQUIPMENT PROGRAM

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
2012 School Bus-International - 4DRBUSKN7BB376098 FY 2029	-	-	-	-	-	-
2015 School Bus-International - 4DRBUSKN7BB376098 FY 2029	-	-	-	-	-	-
2015 School Bus-International - 4DRBUSKN7BB376098 FY 2030	-	-	-	-	-	-
2015 School Bus-International - 4DRBUSKN7BB376098 FY 2030	-	-	-	-	-	-
2015 School Bus-International - 4DRBUSKN7BB376098 FY 2031	-	-	-	-	-	-

	FY2018	FY 2019	FY 2020	FY 2021	FY 2022	TOTAL
Oasis Elementary	$ 34,850	$ 88,450	$ 82,335	$ 7,500	$ 7,500	$ 220,635
Oasis Elementary VPK	-	-	-	-	-	-
Christa McAuliffe Elementary	112,220	67,950	52,335	7,500	7,500	247,505
Christa McAuliffe VPK	-	-	-	-	-	-
Oasis Middle School	89,595	98,118	95,713	7,500	7,500	298,426
Oasis High School	31,500	42,900	27,500	-	-	101,900
Administration	-	-	-	200,000	200,000	400,000
Grand Total:	$ 268,165	$ 297,418	$ 257,883	$ 222,500	$ 222,500	$ 1,268,466

Item Number:	**5.**
Meeting Date:	**10/18/2018**
Item Type:	**Agenda Items**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
SECTION 3: All Schools State Public Accountability Reports (SPAR); System FSA Achievements

SUMMARY:
SECTION 3:
1. State Public Accountability Reports (SPAR)
2. System FSA Achievements

ADDITIONAL INFORMATION:

ATTACHMENTS:

	Description	Type
🗋	SWP SECTION 3	Backup Material
🗋	SWP2018 SECTION 3 - OMS, OHS	Backup Material

Fall 2018

Strategic Planning Workshop

Section 3:

- State Public Accountability Report (SPAR)
- System FSA Achievements

October 18, 2018

Cape Coral Yacht Club

SPAR

CHRISTA MCAULIFFE

CHRISTA MCAULIFFE CHARTER ELEMENTARY SCHOOL

GRADES: K-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	270	252	66.3	64.3	41.1	42.6	38.7	39.5
BLACK OR AFRICAN AMERICAN	16	14	3.8	3.9	14.6	14.6	22.3	22.5
HISPANIC/LATINO	98	94	24.4	25.2	39.7	38.2	32.4	31.5
ASIAN	*	*	1.4	1.8	1.7	1.7	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*		*	*	0.1	0.1	0.2	0.2
AMERICAN INDIAN OR ALASKA NATIVE		*	*	*	0.2	0.2	0.3	0.3
TWO OR MORE RACES	16	13	3.7	4.3	2.7	2.7	3.4	3.4
DISABLED	17	34	6.5	6.2	12.6	12.6	13.4	13.1
ECONOMICALLY DISADVANTAGED***	158	143	38.2	42.8	51.9	54.5	58.1	58.8
ELL	12	16	3.6	4.2	11.4	10.8	13.4	13.0
MIGRANT					0.2	0.1	0.5	0.5
FEMALE	405		51.5	50.3	48.4	48.4	48.7	48.7
MALE		382	48.5	49.7	51.6	51.6	51.4	51.4
TOTAL	787		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision.
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

A list of CEP eligible schools is located at
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

GRADUATION RATE AND DROPOUT RATE

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE				68	75
BLACK OR AFRICAN AMERICAN				68	74
HISPANIC/LATINO				63	76
ASIAN				77	88
AMERICAN INDIAN OR ALASKA NATIVE				75	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#		#	#	#	#
OTHER				73	75
DISABLED				49	57
ECONOMICALLY DISADVANTAGED				60	68
ELL				59	70
MIGRANT				30	60
FEMALE				72	79
MALE				63	71
UNKNOWN	#		#	#	#	#
TOTAL				67	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

TUDENT PERFORMANCE

lorida Statewide, Standardized Assessments

he Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in nglish language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. The end-of-course assessment in lgebra 2 was administered for the last time in spring 2017. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 nd the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS). Florida also administers ocial studies EOC assessments in Civics and U.S. History.

lorida Standards Alternate Assessment (FSAA) for Students with Disabilities

he FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not ppropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in anguage arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA program includes two assessment components to address tudents' needs, the FSAA—Performance Task and the FSAA—Datafolio. The FSAA—Performance Task was administered for the first time in 2015-16, and the FSAA—Datafolio was administered for the first time in 2016-17. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science. Florida also administers the FSAA in Civics and U.S. History.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. On the FSAA—Performance Task assessments, students can attain one of four possible achievement levels, ranging from Level 1 (lowest) to Level 4 (highest). Standard setting for the FSAA—Datafolio will occur in fall/winter 2017-18.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

	ELA	Math

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
ALL STUDENTS			77.8	74.8	80.7	77.9
WHITE			83.1	79.5	85.1	82.8
BLACK OR AFRICAN AMERICAN			67.9	64.9	72.3	68.0
HISPANIC/LATINO			73.3	70.7	79.5	76.7
ASIAN			94.4	89.7	91.9	90.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			*	*	84.7	82.6
AM.INDIAN OR ALASKA NATIVE			76.9	72.7	76.5	75.7
TWO OR MORE RACES			80.7	75.8	82.7	81.5
DISABLED			50.6	46.2	61.6	56.8
ECONOMICALLY DISADVANTAGED			72.2	68.7	74.4	70.4
ELL			50.3	47.5	62.0	59.5
MIGRANT			57.1	75.0	73.4	67.0
AT-RISK (Low 25)*			57.8	43.0	62.7	52.3
FEMALE			81.8	78.8	84.5	81.7
MALE			74.1	70.6	77.0	74.1

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Cohort Dropout Rate

Cohort Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship , unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district's policy.

	School %		District %		State %	
Racial/Ethnic Group	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	N/A	0.0	3.9	0.0	3.3	0.0
BLACK OR AFRICAN AMERICAN	N/A	0.0	4.2	0.0	5.2	0.0
HISPANIC/LATINO	N/A	0.0	5.1	0.0	4.3	0.0
ASIAN .	N/A	0.0	0.8	0.0	0.9	0.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0.0	N/A	0.0	2.2	0.0
AM.INDIAN OR ALASKA NATIVE	N/A	0.0	18.2	0.0	5.4	0.0
TWO OR MORE RACES	N/A	0.0	4.9	0.0	4.0	0.0
FEMALE	N/A	0.0	3.6	0.0	2.6	0.0
MALE	N/A	0.0	5.1	0.0	4.1	0.0
TOTAL	N/A	0.0	4.3	0.0	4.0	0.0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

School	2016-17	2016-17
Grade 3	81	74
Grade 4	67	63
Grade 5	80	78
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

District	ELA 2016-17	Math 2016-17
Grade 3	58	58
Grade 4	54	63
Grade 5	52	57
Grade 6	54	55
Grade 7	53	58
Grade 8	56	63
Grade 9	52	NA
Grade 10	48	NA
HS	NA	40

State Totals	ELA 2016-17	Math 2016-17
Grade 3	59	63
Grade 4	57	65
Grade 5	54	59
Grade 6	54	53
Grade 7	54	58
Grade 8	56	63
Grade 9	54	NA
Grade 10	51	NA
HS	NA	48

FSA is only administered to Grades 3-8 for Math. HS results for Math include end-of-course assessment results in Algebra 1, Geometry and Algebra 2.

*The 2016-17 FSAA-Datafolio does not have results yet as the standards have not been set. FSAA-Datafolio may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assesment Achievement Level, 2016-17

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	7	21	37	17	18	21	28	28	12	11	20	26	28	13	14
WHITE	6	22	38	18	16	12	24	32	15	16	11	22	31	16	20
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	34	35	23	6	2	32	32	24	7	5
HISPANIC/LATINO	4	26	30	19	22	27	31	26	9	7	23	28	27	11	10
ASIAN	#	#	#	#	#	9	19	28	17	27	8	15	26	18	33
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	15	30	20	15	20	18	25	28	15	14
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	11	26	47	11	5	20	28	28	12	13
TWO OR MORE RACES	#	#	#	#	#	20	26	27	14	12	15	25	29	14	16
DISABLED	#	#	#	#	#	49	31	15	3	2	46	30	17	5	3
ECO. DISADVANTAGED	12	24	43	10	12	28	32	25	8	6	26	30	26	10	8
ELL**	#	#	#	#	#	58	28	12	2	1	46	31	16	4	3
MIGRANT*	N/A	N/A	N/A	N/A	N/A	38	34	19	7	2	35	33	23	6	4
FEMALE	10	19	38	19	14	20	30	29	11	10	19	27	29	13	12
MALE	4	24	36	14	22	23	27	27	12	11	21	25	27	13	15

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	4	20	32	31	12	25	25	23	18	8	24	24	23	19	9
WHITE	3	19	32	32	13	15	22	26	24	13	15	21	26	25	13
BLACK OR AFRICAN AMERICAN	7	27	47	13	7	38	30	20	10	3	37	29	20	11	3
HISPANIC/LATINO	8	22	27	32	12	31	27	22	15	5	28	25	23	17	7
ASIAN	#	#	#	#	#	11	18	21	27	23	11	15	22	28	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	10	25	32	25	7	21	24	25	21	10
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	13	27	28	25	7	29	26	22	16	7
TWO OR MORE RACES*	8	23	38	15	15	20	24	26	20	10	18	24	25	22	11
DISABLED	11	44	11	33	#	60	24	11	4	1	56	25	12	5	2
ECO. DISADVANTAGED	6	25	33	26	10	31	28	22	14	5	31	28	22	14	5
ELL**	17	25	33	17	8	62	24	11	3	1	50	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	46	25	19	9	2	43	31	18	7	2
FEMALE*	5	16	31	32	15	21	25	24	20	10	21	24	24	21	11
MALE*	4	23	32	31	9	28	25	23	17	7	28	24	23	17	8

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA MATH and EOCs

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	7	23	34	27	10	28	20	26	16	9	26	19	26	17	11
WHITE	6	20	34	28	11	19	18	29	21	14	17	17	29	22	15
BLACK OR AFRICAN AMERICAN	13	53	27	7	#	42	24	22	9	3	41	22	23	10	4
HISPANIC/LATINO	5	26	35	26	8	32	22	25	14	6	29	20	26	16	9
ASIAN	#	#	#	#	#	10	11	24	27	28	9	10	22	24	35
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	20	22	31	14	14	23	18	27	20	13
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	22	21	27	18	11	30	20	26	15	10
TWO OR MORE RACES*	15	#	46	31	8	25	21	28	16	10	22	19	28	19	13
DISABLED	22	33	22	15	7	58	20	15	5	2	54	20	17	7	3
ECO. DISADVANTAGED	9	30	35	22	5	33	23	25	13	6	33	22	26	14	6
ELL**	8	25	33	25	8	51	22	18	7	2	42	21	21	11	5
MIGRANT	N/A	N/A	N/A	N/A	N/A	41	24	19	13	3	38	24	24	11	3
FEMALE	8	25	34	24	10	27	21	27	16	9	25	20	27	17	11
MALE	6	21	34	31	9	29	20	26	16	10	27	18	26	17	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State
Reading	*	846	27,826
Math	*	792	26,688
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2017 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart provides an approximate comparison of NAEP & FSA achievement levels:

FSA Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 4 and grade 8 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/accountability/assessments/national-international-assessments/.

NAEP 2017 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	87	89	86	89	85	88	89	88
ELL	85	93	85	90	81	92	87	89

NAEP Math 2017 - State Level Results

% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above

GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	246	239	12	21	41	39	38	32	9	8	88	79
*														
WHITE	39	47	255	248	5	12	33	37	48	40	14	11	95	88
BLACK	22	15	233	223	23	37	50	44	24	17	3	2	77	63
HISPANIC	33	27	242	229	14	30	45	44	35	23	5	3	86	70
ASIAN	3	6	267	258	4	10	24	26	43	40	30	24	96	90
DISABLED	16	13	230	214	29	52	45	32	22	13	4	2	71	48
ECO. DISADVANTAGED	60	54	239	228	16	31	47	44	32	22	4	3	84	69
ELL	8	12	223	217	34	47	50	39	15	13	1	2	66	53

*American Indian/Alaska Native subgroup was too small to report.

NAEP Math 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	279	282	34	31	37	36	22	24	7	10	66	69
*														
WHITE	40	50	291	292	21	20	39	37	29	30	11	13	79	80
BLACK	21	15	262	260	52	54	36	34	11	11	1	2	48	46
HISPANIC	32	25	273	268	39	43	37	37	19	16	5	3	61	57
ASIAN	3	6	303	310	13	14	31	25	37	31	19	30	87	86
DISABLED	13	13	257	246	61	70	28	22	9	6	3	2	39	30
ECO. DISADVANTAGED	57	49	269	267	44	45	38	37	16	15	3	3	56	55
ELL	6	6	247	245	70	72	26	23	3	5	2	1	30	28

*American Indian/Alaska Native subgroup was too small to report.

NAEP Reading 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	228	221	25	33	34	31	30	27	11	9	75	67
*														
WHITE	40	47	239	231	15	22	32	32	37	34	17	12	85	78
BLACK	22	15	212	205	43	50	34	31	20	16	3	3	57	50
HISPANIC	33	27	225	208	28	46	36	32	29	18	8	4	72	54
ASIAN	2	6	249	238	9	18	23	25	40	35	27	21	91	82
DISABLED	16	13	206	186	52	68	29	20	15	10	4	2	48	32
ECO. DISADVANTAGED	61	54	219	208	34	46	37	32	25	18	5	3	66	54
ELL	8	12	192	189	69	68	25	23	6	8		1	31	32

*American Indian/Alaska Native subgroup was too small to report.

NAEP Reading 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

www.doe.state.fl.us/eds/nclbspar/year1617/nclb1617.cfm?dist_schl=36_4151

ALL STUDENTS *	N/A	N/A	267	265	23	25	42	41	32	31	3	4	77	75
WHITE	40	50	274	274	15	17	41	40	39	39	5	5	85	83
BLACK	21	15	254	248	35	41	44	42	19	16	1	1	65	59
HISPANIC	33	25	262	255	26	34	43	44	29	21	2	1	74	66
ASIAN	3	6	289	281	10	15	23	31	52	43	15	11	90	85
DISABLED	14	13	244	231	47	62	38	29	14	8	1	1	53	38
ECO. DISADVANTAGED	56	49	257	253	31	36	45	43	23	20	1	1	69	64
ELL	7	6	228	226	64	68	32	27	5	5			36	32

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2015. The next TIMSS administration in 2019 will provide national-level results for the United States.

Trends in International Mathematics and Science Study (TIMSS) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2011. Florida is included in the PIRLS 2016 national-level results for the United States.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Progress in International Reading Literacy Study (PIRLS) 2016

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	53%	57%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2012. Florida is included in the PISA 2015 national-level results for the United States.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida Target - 10th Ranked Country	
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

	Level 4+	Florida Target - 10th Ranked Country
Mathematics	20.65%	38.42%
Science Literacy	27.63%	34.61%
Reading Literacy	30.10%	35.67%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2016-17.

Staff Type	Total Number for 2016-17	Number Newly Hired for 2016-17	School %	District %	State %
Instructional Staff	47	9	19.1	22.5	19.5
School-Based Administrators	3	0	0.0	28.1	21.4
Total	50	9	18.0	22.7	19.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
Bachelor's Degree	33	73.3	68.2	71.5	71.1	67.0	66.3
Master's Degree	11	24.4	31.8	26.9	27.4	30.9	31.6
Specialist Degree				0.5	0.5	1.0	1.0
Doctorate	1	2.2		1.1	1.0	1.1	1.0
Total All Degrees	45	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	96.7	94.6	91.7
Percentage of Classes with Teachers Teaching Out-of-Field	3.3	5.4	8.3

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %		District %		State %		
Classes Not Taught by Highly Qualified Teachers		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
TOTAL	25.0	5.9	5.6	11.7	8.9	10.1	8.6

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

ORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

hool Performance Grade

lic schools in Florida are graded annually based on student performance on state assessments and the percentage of student
ns. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing t
formance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A rating of "I" ind
ncomplete. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from
partment of Juvenile Justice (DJJ) facilities.

16-17 School Performance Grade: A

ogress of the Lowest Performing 25% of Students, 2016-17

mponents of the school grade calculation include learning gains of the lowest performing students in English language arts an
luding the comprehensive and EOC assessments. The following table provides information on the points earned based on lea
rrent year made by students in the lowest quartile.

School Results

Mathematics Low 25%, Points Earned 2016-17	English Language Arts Low 25%, Points Earned 2016-17
54	46

r more information on school grades and grading procedures, contact your principal's office or your local school board or visit the Sch Grades
eb page at http://schoolgrades.fldoe.org.

lentified Schools for ESEA Flexibility

he table below indicates schools in this district that were identified for support under ESSA, Comprehensive Support and Improvem (CS&I) or
rgeted Support and Improvement (TS&I). Schools identified for CS&I are schools graded "F" in 2016-17 and schools graded "D" in 16-17 that
ere also graded "D" or "F" in the prior year or schools that had a graduation rate of 67% or lower. Schools identified for TS&I are sc ols that were
aded "D" in 2016-17 and not graded "D" or "F" in the prior year.

Targeted Support and Improvement, 2016-17

District Number	School Number	School Name
36	162	RAY V. POTTORF ELEMENTARY SCHOOL
36	381	TICE ELEMENTARY SCHOOL
36	631	SAN CARLOS PARK ELEMENTARY SCHOOL

Comprehensive Support and Improvement, 2016-17

District Number	School Number	School Name
36	745	EAST LEE COUNTY HIGH SCHOOL
36	763	MANATEE ELEMENTARY SCHOOL

or a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

lotice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's admini ative office. An
nline listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/school p_text.asp.

Select a New Report | Select a New School | Select a New District

CHRISTA MCAULIFFE

FSA ACHIEVEMENTS

Tab 1 ELA Achievement - CME	
2014-15	77%
2015-16	77%
2016-17	76%
2017-18	72%
2018-19	75%

Tab 4 Math Achievement - CME	
2014-15	78%
2015-16	77%
2016-17	71%
2017-18	78%
2018-19	79%

Tab 2 ELA Learning Gains - CME	
2015-16	64%
2016-17	59%
2017-18	59%
2018-19	62%

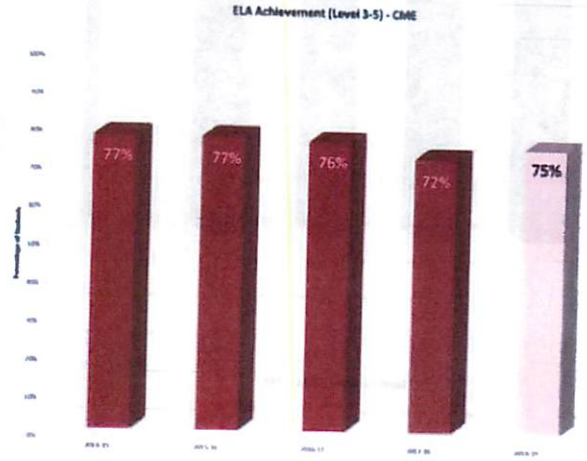
Tab 5 Math Learning Gains - CME	
2015-16	59%
2016-17	53%
2017-18	72%
2018-19	73%

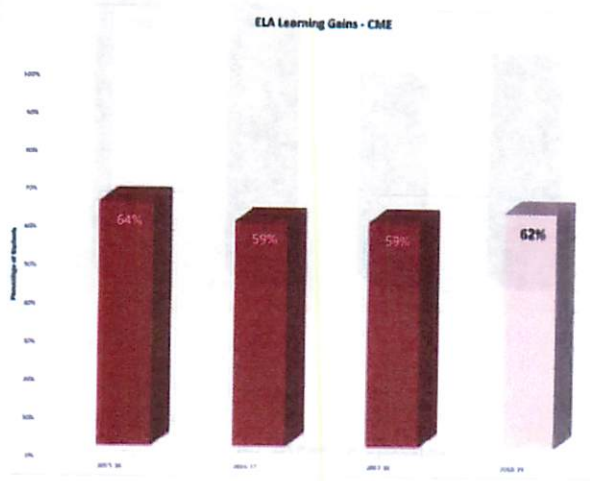
Tab 3 ELA Learning Gains - L25% - CME	
2015-16	48%
2016-17	46%
2017-18	29%
2018-19	50%

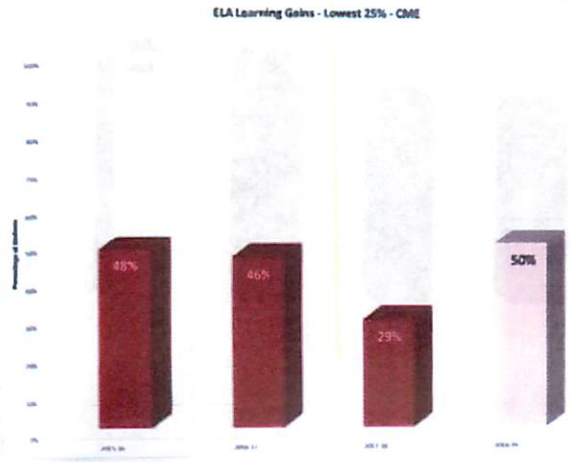
Tab 6 Math Learning Gains - L25% - CME	
2015-16	52%
2016-17	54%
2017-18	64%
2018-19	66%

Tab 7 Science Achievement - CME	
2014-15	72%
2015-16	78%
2016-17	73%
2017-18	64%
2018-19	70%

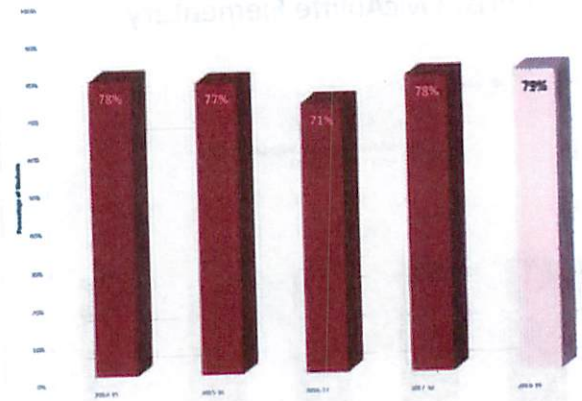
Christa McAuliffe Elementary



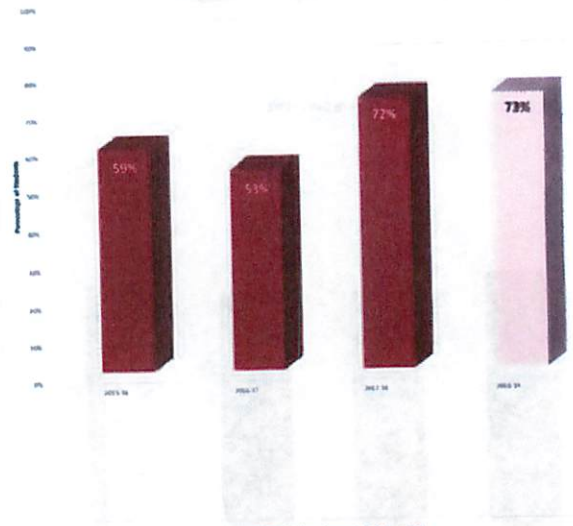




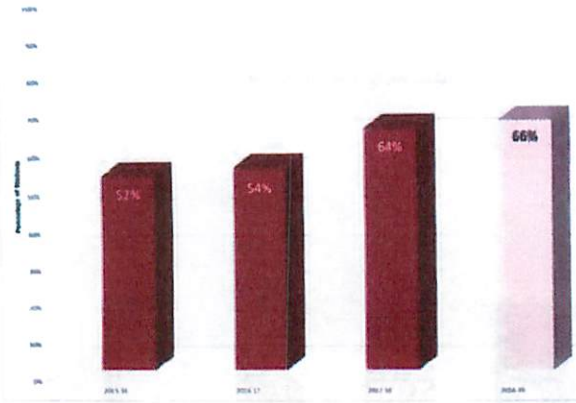
Math Achievement (Level 3-5) - CME

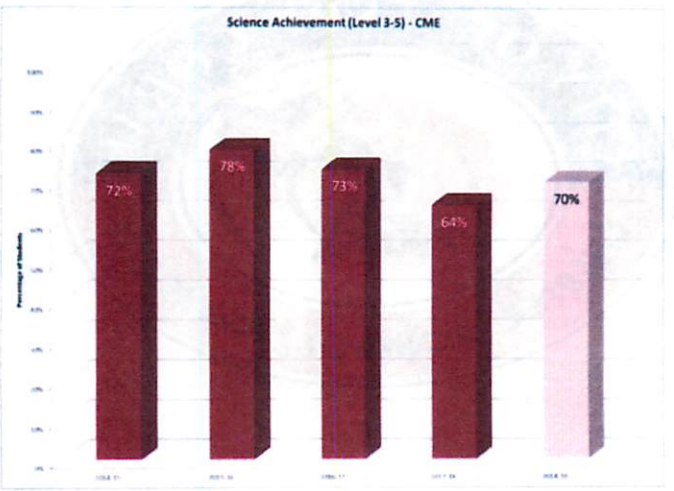


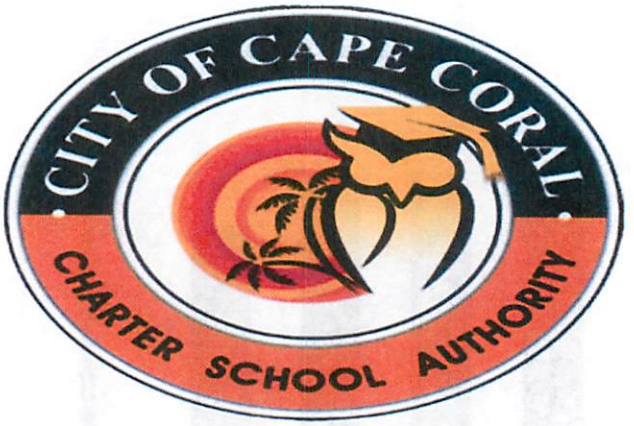
Math Learning Gains - CME



Math Learning Gains - Lowest 25% - CME




Science Achievement (Level 3-5) - CME
72%
78%
73%
64%
70%



SPAR

OASIS ELEMENTARY

OASIS CHARTER ELEMENTARY SCHOOL

GRADES: K-5

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	347	311	73.5	75.3	41.1	42.6	38.7	39.5
BLACK OR AFRICAN AMERICAN	*	*	1.6	*	14.6	14.6	22.3	22.5
HISPANIC/LATINO	98	93	21.3	20.8	39.7	38.2	32.4	31.5
ASIAN	*	*	*	*	1.7	1.7	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*	*	0.1	0.1	0.2	0.2
AMERICAN INDIAN OR ALASKA NATIVE					0.2	0.2	0.3	0.3
TWO OR MORE RACES	14	*	2.5	1.9	2.7	2.7	3.4	3.4
DISABLED	14	32	5.1	6.3	12.6	12.6	13.4	13.1
ECONOMICALLY DISADVANTAGED***	145	118	29.4	32.7	51.9	54.5	58.1	58.8
ELL	*	10	2.1	2.4	11.4	10.8	13.4	13.0
MIGRANT					0.2	0.1	0.5	0.5
FEMALE	473		52.8	52.2	48.4	48.4	48.7	48.7
MALE		422	47.2	47.8	51.6	51.6	51.4	51.4
TOTAL	895		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision.
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

A list of CEP eligible schools is located at
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
ALL STUDENTS			77.8	74.8	80.7	77.9
WHITE			83.1	79.5	85.1	82.8
BLACK OR AFRICAN AMERICAN			67.9	64.9	72.3	68.0
HISPANIC/LATINO			73.3	70.7	79.5	76.7
ASIAN			94.4	89.7	91.9	90.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			*	*	84.7	82.6
AM.INDIAN OR ALASKA NATIVE			76.9	72.7	76.5	75.7
TWO OR MORE RACES			80.7	75.8	82.7	81.5
DISABLED			50.6	46.2	61.6	56.8
ECONOMICALLY DISADVANTAGED			72.2	68.7	74.4	70.4
ELL			50.3	47.5	62.0	59.5
MIGRANT			57.1	75.0	73.4	67.0
AT-RISK (Low 25)*			57.8	43.0	62.7	52.3
FEMALE			81.8	78.8	84.5	81.7
MALE			74.1	70.6	77.0	74.1

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Cohort Dropout Rate

Cohort Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship , unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district's policy.

	School %		District %		State %	
Racial/Ethnic Group	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	N/A	0.0	3.9	0.0	3.3	0.0
BLACK OR AFRICAN AMERICAN	N/A	0.0	4.2	0.0	5.2	0.0
HISPANIC/LATINO	N/A	0.0	5.1	0.0	4.3	0.0
ASIAN	N/A	0.0	0.8	0.0	0.9	0.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0.0	N/A	0.0	2.2	0.0
AM.INDIAN OR ALASKA NATIVE	N/A	0.0	18.2	0.0	5.4	0.0
TWO OR MORE RACES	N/A	0.0	4.9	0.0	4.0	0.0
FEMALE	N/A	0.0	3.6	0.0	2.6	0.0
MALE	N/A	0.0	5.1	0.0	4.1	0.0
TOTAL	N/A	0.0	4.3	0.0	4.0	0.0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE				68	75
BLACK OR AFRICAN AMERICAN				68	74
HISPANIC/LATINO				63	76
ASIAN				77	88
AMERICAN INDIAN OR ALASKA NATIVE				75	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				73	75
DISABLED				49	57
ECONOMICALLY DISADVANTAGED				60	68
ELL				59	70
MIGRANT				30	60
FEMALE				72	79
MALE				63	71
UNKNOWN	#	#	#	#	#
TOTAL				67	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. The end-of-course assessment in Algebra 2 was administered for the last time in spring 2017. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS). Florida also administers social studies EOC assessments in Civics and U.S. History.

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA program includes two assessment components to address students' needs, the FSAA—Performance Task and the FSAA—Datafolio. The FSAA—Performance Task was administered for the first time in 2015-16, and the FSAA—Datafolio was administered for the first time in 2016-17. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science. Florida also administers the FSAA in Civics and U.S. History.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. On the FSAA—Performance Task assessments, students can attain one of four possible achievement levels, ranging from Level 1 (lowest) to Level 4 (highest). Standard setting for the FSAA—Datafolio will occur in fall/winter 2017-18.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

	ELA	Math

School	2016-17	2016-17
Grade 3	84	80
Grade 4	64	63
Grade 5	71	54
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
HS		

District	ELA 2016-17	Math 2016-17
Grade 3	58	58
Grade 4	54	63
Grade 5	52	57
Grade 6	54	55
Grade 7	53	58
Grade 8	56	63
Grade 9	52	NA
Grade 10	48	NA
HS	NA	40

State Totals	ELA 2016-17	Math 2016-17
Grade 3	59	63
Grade 4	57	65
Grade 5	54	59
Grade 6	54	53
Grade 7	54	58
Grade 8	56	63
Grade 9	54	NA
Grade 10	51	NA
HS	NA	48

FSA is only administered to Grades 3-8 for Math. HS results for Math include end-of-course assessment results in Algebra 1, Geometry and Algebra 2.

*The 2016-17 FSAA-Datafolio does not have results yet as the standards have not been set. FSAA-Datafolio may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assesment Achievement Level, 2016-17

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	6	28	40	16	10	21	28	28	12	11	20	26	28	13	14
WHITE	7	23	46	12	12	12	24	32	15	16	11	22	31	16	20
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	34	35	23	6	2	32	32	24	7	5
HISPANIC/LATINO	#	45	29	19	6	27	31	26	9	7	23	28	27	11	10
ASIAN	#	#	#	#	#	9	19	28	17	27	8	15	26	18	33
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	15	30	20	15	20	18	25	28	15	14
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	11	26	47	11	5	20	28	28	12	13
TWO OR MORE RACES	#	#	#	#	#	20	26	27	14	12	15	25	29	14	16
DISABLED	#	#	#	#	#	49	31	15	3	2	46	30	17	5	3
ECO. DISADVANTAGED	6	37	39	15	4	28	32	25	8	6	26	30	26	10	8
ELL**	#	#	#	#	#	58	28	12	2	1	46	31	16	4	3
MIGRANT*	N/A	N/A	N/A	N/A	N/A	38	34	19	7	2	35	33	23	6	4
FEMALE	7	33	35	18	7	20	30	29	11	10	19	27	29	13	12
MALE	5	20	48	13	14	23	27	27	12	11	21	25	27	13	15

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	7	20	28	34	11	25	25	23	18	8	24	24	23	19	9
WHITE	7	18	27	34	13	15	22	26	24	13	15	21	26	25	13
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	38	30	20	10	3	37	29	20	11	3
HISPANIC/LATINO	8	26	30	33	3	31	27	22	15	5	28	25	23	17	7
ASIAN	#	#	#	#	#	11	18	21	27	23	11	15	22	28	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	10	25	32	25	7	21	24	25	21	10
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	13	27	28	25	7	29	26	22	16	7
TWO OR MORE RACES*	#	#	#	#	#	20	24	26	20	10	18	24	25	22	11
DISABLED	36	40	8	12	4	60	24	11	4	1	56	25	12	5	2
ECO. DISADVANTAGED	9	30	31	26	4	31	28	22	14	5	31	28	22	14	5
ELL**	#	#	#	#	#	62	24	11	3	1	50	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	46	25	19	9	2	43	31	18	7	2
FEMALE*	4	18	26	39	13	21	25	24	20	10	21	24	24	21	11
MALE*	11	23	29	28	9	28	25	23	17	7	28	24	23	17	8

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA MATH and EOCs

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	11	23	28	28	10	28	20	26	16	9	26	19	26	17	11
WHITE	9	21	28	31	10	19	18	29	21	14	17	17	29	22	15
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	42	24	22	9	3	41	22	23	10	4
HISPANIC/LATINO	19	29	27	19	7	32	22	25	14	6	29	20	26	16	9
ASIAN	#	#	#	#	#	10	11	24	27	28	9	10	22	24	35
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	20	22	31	14	14	23	18	27	20	13
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	22	21	27	18	11	30	20	26	15	10
TWO OR MORE RACES*	#	#	#	#	#	25	21	28	16	10	22	19	28	19	13
DISABLED	44	16	20	12	8	58	20	15	5	2	54	20	17	7	3
ECO. DISADVANTAGED	17	26	30	23	3	33	23	25	13	6	33	22	26	14	6
ELL**	#	#	#	#	#	51	22	18	7	2	42	21	21	11	5
MIGRANT	N/A	N/A	N/A	N/A	N/A	41	24	19	13	3	38	24	24	11	3
FEMALE	9	22	30	31	8	27	21	27	16	9	25	20	27	17	11
MALE	14	24	26	25	11	29	20	26	16	10	27	18	26	17	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State
Reading	*	846	27,826
Math	*	792	26,688
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2017 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced**. Below Basic is also reported but not considered to be an achievement level.

The following chart provides an approximate comparison of NAEP & FSA achievement levels:

FSA Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 4 and grade 8 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/accountability/assessments/national-international-assessments/.

NAEP 2017 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	87	89	86	89	85	88	89	88
ELL	85	93	85	90	81	92	87	89

NAEP Math 2017 - State Level Results

% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above

GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	246	239	12	21	41	39	38	32	9	8	88	79
*														
WHITE	39	47	255	248	5	12	33	37	48	40	14	11	95	88
BLACK	22	15	233	223	23	37	50	44	24	17	3	2	77	63
HISPANIC	33	27	242	229	14	30	45	44	35	23	5	3	86	70
ASIAN	3	6	267	258	4	10	24	26	43	40	30	24	96	90
DISABLED	16	13	230	214	29	52	45	32	22	13	4	2	71	48
ECO. DISADVANTAGED	60	54	239	228	16	31	47	44	32	22	4	3	84	69
ELL	8	12	223	217	34	47	50	39	15	13	1	2	66	53

*American Indian/Alaska Native subgroup was too small to report.

NAEP Math 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	279	282	34	31	37	36	22	24	7	10	66	69
*														
WHITE	40	50	291	292	21	20	39	37	29	30	11	13	79	80
BLACK	21	15	262	260	52	54	36	34	11	11	1	2	48	46
HISPANIC	32	25	273	268	39	43	37	37	19	16	5	3	61	57
ASIAN	3	6	303	310	13	14	31	25	37	31	19	30	87	86
DISABLED	13	13	257	246	61	70	28	22	9	6	3	2	39	30
ECO. DISADVANTAGED	57	49	269	267	44	45	38	37	16	15	3	3	56	55
ELL	6	6	247	245	70	72	26	23	3	5	2	1	30	28

*American Indian/Alaska Native subgroup was too small to report.

NAEP Reading 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS	N/A	N/A	228	221	25	33	34	31	30	27	11	9	75	67
*														
WHITE	40	47	239	231	15	22	32	32	37	34	17	12	85	78
BLACK	22	15	212	205	43	50	34	31	20	16	3	3	57	50
HISPANIC	33	27	225	208	28	46	36	32	29	18	8	4	72	54
ASIAN	2	6	249	238	9	18	23	25	40	35	27	21	91	82
DISABLED	16	13	206	186	52	68	29	20	15	10	4	2	48	32
ECO. DISADVANTAGED	61	54	219	208	34	46	37	32	25	18	5	3	66	54
ELL	8	12	192	189	69	68	25	23	6	8		1	31	32

*American Indian/Alaska Native subgroup was too small to report.

NAEP Reading 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

ALL STUDENTS *	N/A	N/A	267	265	23	25	42	41	32	31	3	4	77	75
WHITE	40	50	274	274	15	17	41	40	39	39	5	5	85	83
BLACK	21	15	254	248	35	41	44	42	19	16	1	1	65	59
HISPANIC	33	25	262	255	26	34	43	44	29	21	2	1	74	66
ASIAN	3	6	289	281	10	15	23	31	52	43	15	11	90	85
DISABLED	14	13	244	231	47	62	38	29	14	8	1	1	53	38
ECO. DISADVANTAGED	56	49	257	253	31	36	45	43	23	20	1	1	69	64
ELL	7	6	228	226	64	68	32	27	5	5			36	32

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2015. The next TIMSS administration in 2019 will provide national-level results for the United States.

Trends in International Mathematics and Science Study (TIMSS) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2011. Florida is included in the PIRLS 2016 national-level results for the United States.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Progress in International Reading Literacy Study (PIRLS) 2016

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	53%	57%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2012. Florida is included in the PISA 2015 national-level results for the United States.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida	Target - 10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

Program for International Student Assessment (PISA) 2015 Results - 15 year olds

	Level 4+	Florida Target - 10th Ranked Country
Mathematics	20.65%	38.42%
Science Literacy	27.63%	34.61%
Reading Literacy	30.10%	35.67%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2016-17.

Staff Type	Total Number for 2016-17	Number Newly Hired for 2016-17	School %	District %	State %
Instructional Staff	55	8	14.5	22.5	19.5
School-Based Administrators	2	1	50.0	28.1	21.4
Total	57	9	15.8	22.7	19.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
Bachelor's Degree	43	82.7	82.7	71.5	71.1	67.0	66.3
Master's Degree	9	17.3	17.3	26.9	27.4	30.9	31.6
Specialist Degree				0.5	0.5	1.0	1.0
Doctorate				1.1	1.0	1.1	1.0
Total All Degrees	52	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	100.0	94.6	91.7
Percentage of Classes with Teachers Teaching Out-of-Field	0.0	5.4	8.3

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %		District %		State %		
Classes Not Taught by Highly Qualified Teachers		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
TOTAL	0.0	5.9	5.6	11.7	8.9	10.1	8.6

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A rating of "I" indicates that grading is incomplete. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2016-17 School Performance Grade: B

Progress of the Lowest Performing 25% of Students, 2016-17

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

School Results	
Mathematics Low 25%, Points Earned 2016-17	**English Language Arts Low 25%, Points Earned 2016-17**
32	39

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates schools in this district that were identified for support under ESSA, Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I). Schools identified for CS&I are schools graded "F" in 2016-17 and schools graded "D" in 2016-17 that were also graded "D" or "F" in the prior year or schools that had a graduation rate of 67% or lower. Schools identified for TS&I are schools that were graded "D" in 2016-17 and not graded "D" or "F" in the prior year.

Targeted Support and Improvement, 2016-17

District Number	School Number	School Name
36	162	RAY V. POTTORF ELEMENTARY SCHOOL
36	381	TICE ELEMENTARY SCHOOL
36	631	SAN CARLOS PARK ELEMENTARY SCHOOL

Comprehensive Support and Improvement, 2016-17

District Number	School Number	School Name
36	745	EAST LEE COUNTY HIGH SCHOOL
36	763	MANATEE ELEMENTARY SCHOOL

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District

OASIS ELEMENTARY

FSA ACHIEVEMENTS

ELA Proficiency	
2014-2015	72%
2015-2016	72%
2016-2017	72%
2017-2018	75%
2018-2019	77%

ELA Learning Gains	
2014-2015	
2015-2016	51%
2016-2017	60%
2017-2018	63%
2018-2019	65%

ELA Learning Gains L25	
2014-2015	
2015-2016	36%
2016-2017	39%
2017-2018	62%
2018-2019	65%

Math Proficiency	
2014-2015	69%
2015-2016	65%
2016-2017	65%
2017-2018	79%
2018-2019	81%

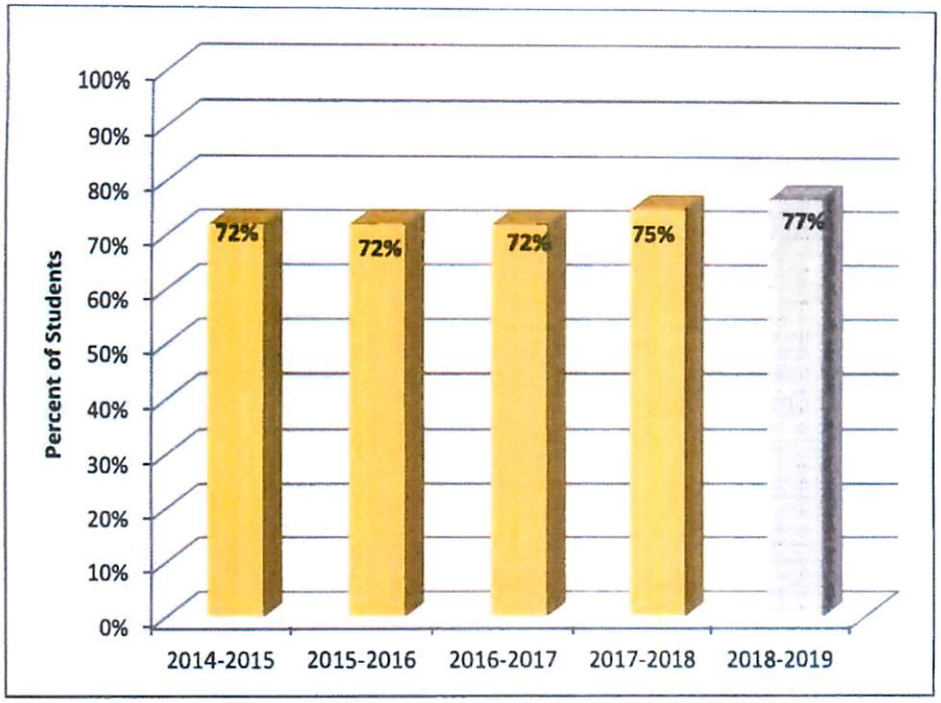
Math Learning Gains	
2014-2015	
2015-2016	47%
2016-2017	49%
2017-2018	67%
2018-2019	69%

Math Learning Gains L25	
2014-2015	
2015-2016	46%
2016-2017	32%
2017-2018	58%
2018-2019	61%

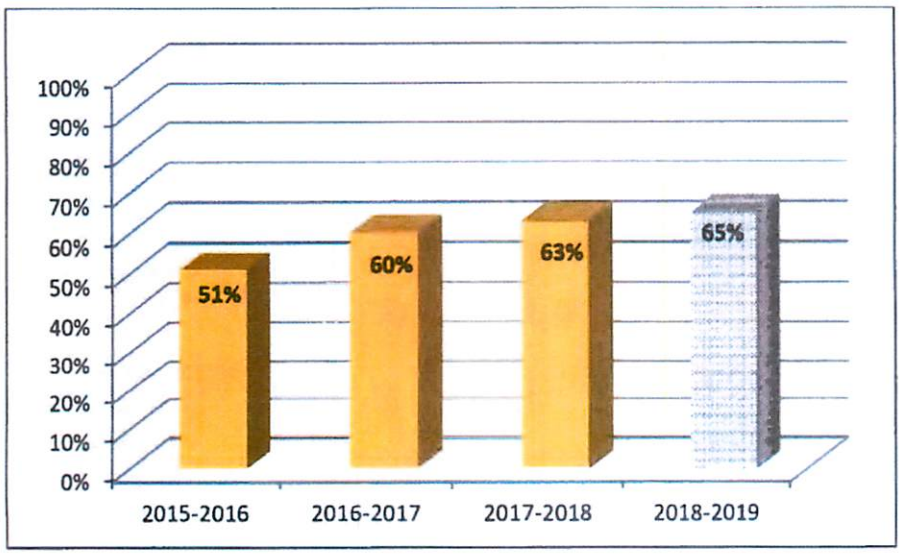
Science Proficiency	
2014-2015	71%
2015-2016	67%
2016-2017	66%
2017-2018	68%
2018-2019	70%

Oasis Elementary SIP Strategic Plan

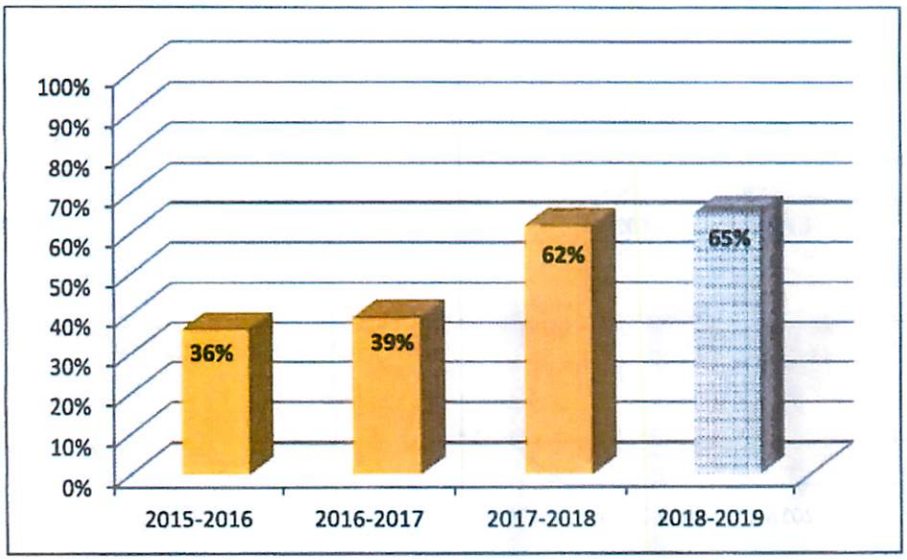
OES ELA Achievement (Levels 3-5)



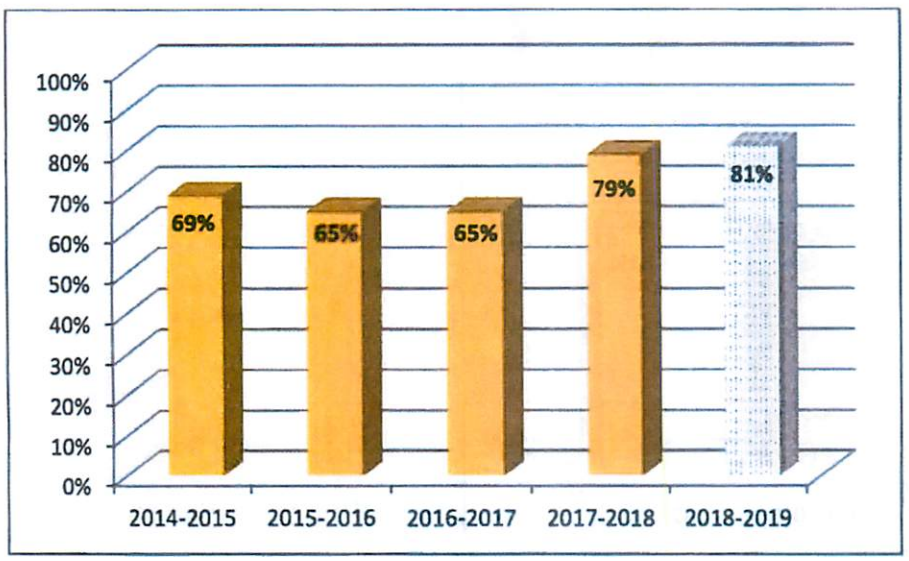
OES ELA Learning Gains



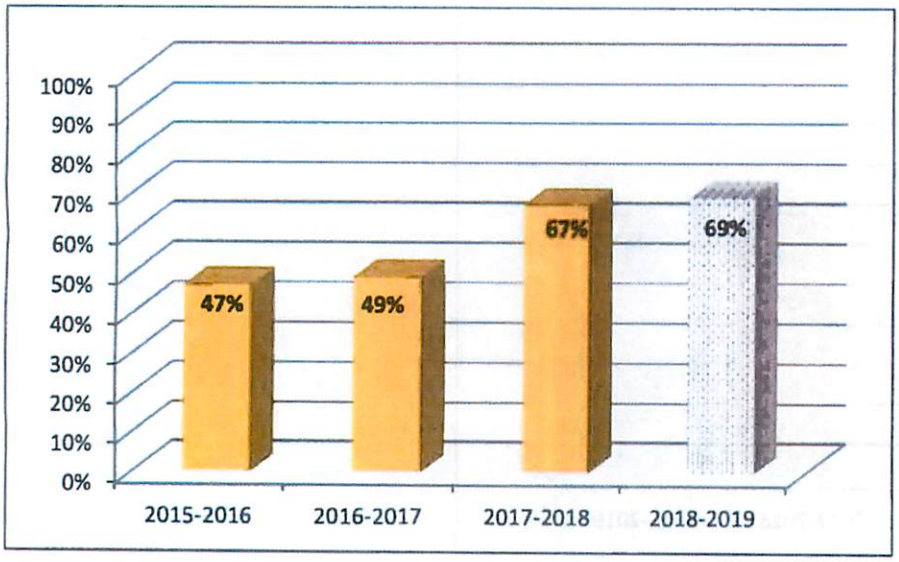
OES ELA Learning Gains for the Lowest 25%



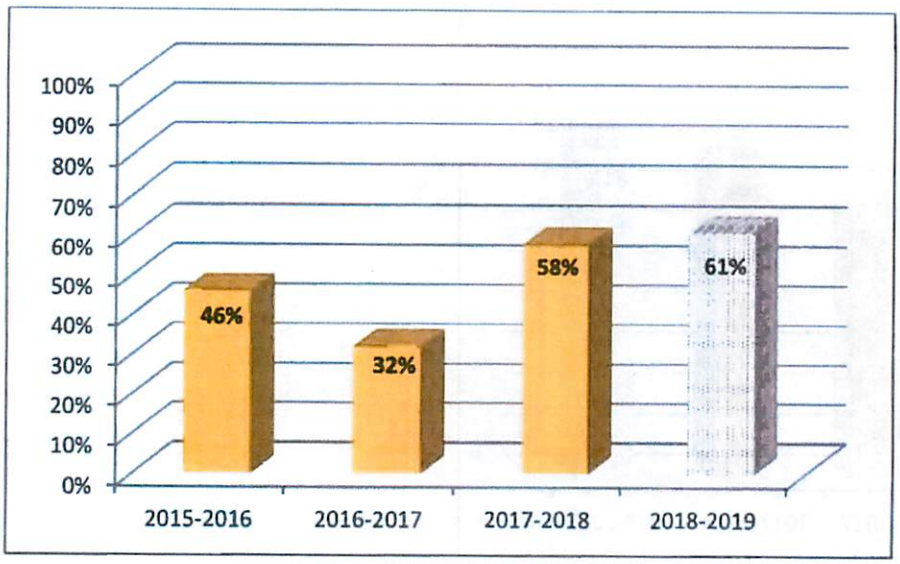
OES Math Achievement (Levels 3-5)



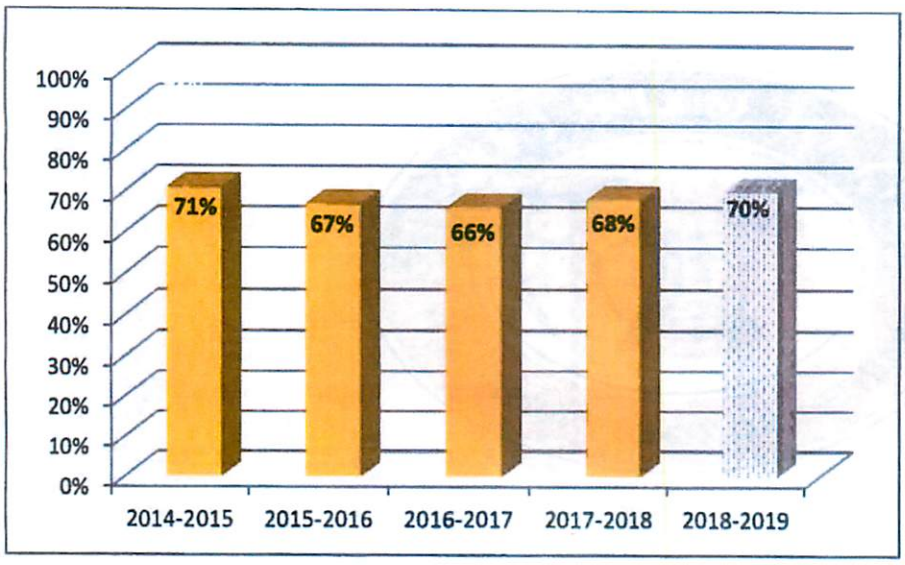
OES Math Learning Gains



OES Math Learning Gains L25



OES Science Achievement (Levels 3-5)



ELA Proficiency	
2014-2015	72%
2015-2016	72%
2016-2017	72%
2017-2018	75%
2018-2019	77%

ELA Learning Gains	
2014-2015	
2015-2016	51%
2016-2017	60%
2017-2018	63%
2018-2019	65%

ELA Learning Gains L25	
2014-2015	
2015-2016	36%
2016-2017	39%
2017-2018	62%
2018-2019	65%

Math Proficiency	
2014-2015	69%
2015-2016	65%
2016-2017	65%
2017-2018	79%
2018-2019	81%

Math Learning Gains	
2014-2015	
2015-2016	47%
2016-2017	49%
2017-2018	67%
2018-2019	69%

Math Learning Gains L25	
2014-2015	
2015-2016	46%
2016-2017	32%
2017-2018	58%
2018-2019	61%

Science Proficiency	
2014-2015	71%
2015-2016	67%
2016-2017	66%
2017-2018	68%
2018-2019	70%

SPAR

OASIS MIDDLE

OASIS CHARTER MIDDLE SCHOOL

GRADES: 6-8

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	263	301	67.8	70.7	41.1	42.6	38.7	39.5
BLACK OR AFRICAN AMERICAN	12	13	3.0	3.1	14.6	14.6	22.3	22.5
HISPANIC/LATINO	105	91	23.6	21.5	39.7	38.2	32.4	31.5
ASIAN	*	*	1.4	1.2	1.7	1.7	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*	*	*	*	0.1	0.1	0.2	0.2
AMERICAN INDIAN OR ALASKA NATIVE	*	*	*	*	0.2	0.2	0.3	0.3
TWO OR MORE RACES	17	13	3.6	3.0	2.7	2.7	3.4	3.4
DISABLED	20	30	6.0	6.3	12.6	12.6	13.4	13.1
ECONOMICALLY DISADVANTAGED***	*		*	35.1	51.9	54.5	58.1	58.8
ELL	*	*	1.4	1.7	11.4	10.8	13.4	13.0
MIGRANT					0.2	0.1	0.5	0.5
FEMALE	405		48.7	50.8	48.4	48.4	48.7	48.7
MALE		427	51.3	49.2	51.6	51.6	51.4	51.4
TOTAL	832		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision.
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

A list of CEP eligible schools is located at
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
ALL STUDENTS			77.8	74.8	80.7	77.9
WHITE			83.1	79.5	85.1	82.8
BLACK OR AFRICAN AMERICAN			67.9	64.9	72.3	68.0
HISPANIC/LATINO			73.3	70.7	79.5	76.7
ASIAN			94.4	89.7	91.9	90.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			*	*	84.7	82.6
AM.INDIAN OR ALASKA NATIVE			76.9	72.7	76.5	75.7
TWO OR MORE RACES			80.7	75.8	82.7	81.5
DISABLED			50.6	46.2	61.6	56.8
ECONOMICALLY DISADVANTAGED			72.2	68.7	74.4	70.4
ELL			50.3	47.5	62.0	59.5
MIGRANT			57.1	75.0	73.4	67.0
AT-RISK (Low 25)*			57.8	43.0	62.7	52.3
FEMALE			81.8	78.8	84.5	81.7
MALE			74.1	70.6	77.0	74.1

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Cohort Dropout Rate

Cohort Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship , unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district's policy.

	School %		District %		State %	
Racial/Ethnic Group	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	N/A	0.0	3.9	0.0	3.3	0.0
BLACK OR AFRICAN AMERICAN	N/A	0.0	4.2	0.0	5.2	0.0
HISPANIC/LATINO	N/A	0.0	5.1	0.0	4.3	0.0
ASIAN	N/A	0.0	0.8	0.0	0.9	0.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0.0	N/A	0.0	2.2	0.0
AM.INDIAN OR ALASKA NATIVE	N/A	0.0	18.2	0.0	5.4	0.0
TWO OR MORE RACES	N/A	0.0	4.9	0.0	4.0	0.0
FEMALE	N/A	0.0	3.6	0.0	2.6	0.0
MALE	N/A	0.0	5.1	0.0	4.1	0.0
TOTAL	N/A	0.0	4.3	0.0	4.0	0.0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE				68	75
BLACK OR AFRICAN AMERICAN				68	74
HISPANIC/LATINO				63	76
ASIAN				77	88
AMERICAN INDIAN OR ALASKA NATIVE				75	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER				73	75
DISABLED				49	57
ECONOMICALLY DISADVANTAGED				60	68
ELL				59	70
MIGRANT				30	60
FEMALE				72	79
MALE				63	71
UNKNOWN	#	#	#	#	#
TOTAL				67	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. The end-of-course assessment in Algebra 2 was administered for the last time in spring 2017. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS). Florida also administers social studies EOC assessments in Civics and U.S. History.

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA program includes two assessment components to address students' needs, the FSAA—Performance Task and the FSAA—Datafolio. The FSAA—Performance Task was administered for the first time in 2015-16, and the FSAA—Datafolio was administered for the first time in 2016-17. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science. Florida also administers the FSAA in Civics and U.S. History.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. On the FSAA—Performance Task assessments, students can attain one of four possible achievement levels, ranging from Level 1 (lowest) to Level 4 (highest). Standard setting for the FSAA—Datafolio will occur in fall/winter 2017-18.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

	ELA	Math

School	2016-17	2016-17
Grade 3		
Grade 4		
Grade 5		
Grade 6	73	56
Grade 7	65	73
Grade 8	75	76
Grade 9		
Grade 10		
HS		

District	ELA 2016-17	Math 2016-17
Grade 3	58	58
Grade 4	54	63
Grade 5	52	57
Grade 6	54	55
Grade 7	53	58
Grade 8	56	63
Grade 9	52	NA
Grade 10	48	NA
HS	NA	40

State Totals	ELA 2016-17	Math 2016-17
Grade 3	59	63
Grade 4	57	65
Grade 5	54	59
Grade 6	54	53
Grade 7	54	58
Grade 8	56	63
Grade 9	54	NA
Grade 10	51	NA
HS	NA	48

FSA is only administered to Grades 3-8 for Math. HS results for Math include end-of-course assessment results in Algebra 1, Geometry and Algebra 2.

*The 2016-17 FSAA-Datafolio does not have results yet as the standards have not been set. FSAA-Datafolio may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assesment Achievement Level, 2016-17

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	6	33	30	18	12	21	28	28	12	11	20	26	28	13	14
WHITE	5	31	34	20	10	12	24	32	15	16	11	22	31	16	20
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	34	35	23	6	2	32	32	24	7	5
HISPANIC/LATINO	9	34	22	12	22	27	31	26	9	7	23	28	27	11	10
ASIAN	#	#	#	#	#	9	19	28	17	27	8	15	26	18	33
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	15	30	20	15	20	18	25	28	15	14
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	11	26	47	11	5	20	28	28	12	13
TWO OR MORE RACES	8	38	23	23	8	20	26	27	14	12	15	25	29	14	16
DISABLED	30	50	10	#	10	49	31	15	3	2	46	30	17	5	3
ECO. DISADVANTAGED	N/A	N/A	N/A	N/A	N/A	28	32	25	8	6	26	30	26	10	8
ELL**	#	#	#	#	#	58	28	12	2	1	46	31	16	4	3
MIGRANT*	N/A	N/A	N/A	N/A	N/A	38	34	19	7	2	35	33	23	6	4
FEMALE	7	34	30	21	8	20	30	29	11	10	19	27	29	13	12
MALE	6	32	31	15	16	23	27	27	12	11	21	25	27	13	15

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	6	22	29	29	13	25	25	23	18	8	24	24	23	19	9
WHITE	7	21	30	30	12	15	22	26	24	13	15	21	26	25	13
BLACK OR AFRICAN AMERICAN	8	19	38	23	12	38	30	20	10	3	37	29	20	11	3
HISPANIC/LATINO	6	27	24	27	17	31	27	22	15	5	28	25	23	17	7
ASIAN	#	17	42	25	17	11	18	21	27	23	11	15	22	28	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	10	25	32	25	7	21	24	25	21	10
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	13	27	28	25	7	29	26	22	16	7
TWO OR MORE RACES*	7	23	27	33	10	20	24	26	20	10	18	24	25	22	11
DISABLED	42	35	19	5	#	60	24	11	4	1	56	25	12	5	2
ECO. DISADVANTAGED	#	#	#	#	#	31	28	22	14	5	31	28	22	14	5
ELL**	20	50	30	#	#	62	24	11	3	1	50	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	46	25	19	9	2	43	31	18	7	2
FEMALE*	3	23	29	31	15	21	25	24	20	10	21	24	24	21	11
MALE*	10	22	29	27	12	28	25	23	17	7	28	24	23	17	8

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA MATH and EOCs

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	13	19	33	24	11	28	20	26	16	9	26	19	26	17	11
WHITE	12	17	34	26	11	19	18	29	21	14	17	17	29	22	15
BLACK OR AFRICAN AMERICAN	23	23	31	15	8	42	24	22	9	3	41	22	23	10	4
HISPANIC/LATINO	17	21	32	19	11	32	22	25	14	6	29	20	26	16	9
ASIAN	#	17	17	50	17	10	11	24	27	28	9	10	22	24	35
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	20	22	31	14	14	23	18	27	20	13
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	22	21	27	18	11	30	20	26	15	10
TWO OR MORE RACES*	10	33	20	20	17	25	21	28	16	10	22	19	28	19	13
DISABLED	64	20	14	2	#	58	20	15	5	2	54	20	17	7	3
ECO. DISADVANTAGED	#	#	#	#	#	33	23	25	13	6	33	22	26	14	6
ELL**	50	10	40	#	#	51	22	18	7	2	42	21	21	11	5
MIGRANT	N/A	N/A	N/A	N/A	N/A	41	24	19	13	3	38	24	24	11	3
FEMALE	13	18	35	24	10	27	21	27	16	9	25	20	27	17	11
MALE	13	20	32	24	12	29	20	26	16	10	27	18	26	17	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

ELL	School	District	State
Reading		846	27,826
Math		792	26,688
*Cell sizes smaller than 10 are suppressed.			

National Assessment of Educational Progress (NAEP)

Below are the 2017 NAEP state results for grades 4 and 8 in reading and mathematics. Main NAEP, conducted at the state and national level, occurs every two years in reading and mathematics, every four years in science, and periodically in writing. A representative sample of the student population participates, and each student takes only a portion of the assessment. Results are then assembled to form projected state and national scores, based on aggregated student results. NAEP does not provide school- or student-level results.

1. Scale Scores

A scale score is derived from an averaging of scores of student responses to NAEP assessment items on a 0—500 point scale. Scale scores summarize the overall level of performance attained by a group of students. (NAEP does not produce scale scores for individual students.) When used in conjunction with interpretive aids, such as item maps, scale scores provide information about what a particular aggregate of students in the population knows and can do.

2. Achievement Level

Achievement levels are based on scale scores and define the degree to which student performance meets expectations of what students should know and be able to do. The achievement levels are **Basic, Proficient, and Advanced.** Below Basic is also reported but not considered to be an achievement level.

The following chart provides an approximate comparison of NAEP & FSA achievement levels:

FSA Achievement Levels	NAEP Achievement Standards
5	*Advanced*
4	*Proficient*
2-3	*Basic*
1	*Below Basic*

NAEP Participation Rates for Required Subgroups

The chart below shows, for the sample of Florida schools selected to take the grade 4 and grade 8 math and reading assessments, the percentage of Students with Disabilities (SWDs) and English language learners (ELLs) in the tested grades who were tested on each assessment. The goal established by the National Assessment Governing Board (NAGB) is 85% inclusion.

Additional information is provided on the NAEP website at http://www.nces.ed.gov/nationsreportcard/ or on the FLDOE website at http://www.fldoe.org/accountability/assessments/national-international-assessments/.

NAEP 2017 - Inclusion Rates

	MATH Grade 04		MATH Grade 08		READING Grade 04		READING Grade 08	
	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
SWD	87	89	86	89	85	88	89	88
ELL	85	93	85	90	81	92	87	89

NAEP Math 2017 - State Level Results

% of Students	Average Scale Scores	% Below Basic	% Basic	% Proficient	% Advanced	% Basic and Above

GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS *	N/A	N/A	246	239	12	21	41	39	38	32	9	8	88	79
WHITE	39	47	255	248	5	12	33	37	48	40	14	11	95	88
BLACK	22	15	233	223	23	37	50	44	24	17	3	2	77	63
HISPANIC	33	27	242	229	14	30	45	44	35	23	5	3	86	70
ASIAN	3	6	267	258	4	10	24	26	43	40	30	24	96	90
DISABLED	16	13	230	214	29	52	45	32	22	13	4	2	71	48
ECO. DISADVANTAGED	60	54	239	228	16	31	47	44	32	22	4	3	84	69
ELL	8	12	223	217	34	47	50	39	15	13	1	2	66	53

*American Indian/Alaska Native subgroup was too small to report.

NAEP Math 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS *	N/A	N/A	279	282	34	31	37	36	22	24	7	10	66	69
WHITE	40	50	291	292	21	20	39	37	29	30	11	13	79	80
BLACK	21	15	262	260	52	54	36	34	11	11	1	2	48	46
HISPANIC	32	25	273	268	39	43	37	37	19	16	5	3	61	57
ASIAN	3	6	303	310	13	14	31	25	37	31	19	30	87	86
DISABLED	13	13	257	246	61	70	28	22	9	6	3	2	39	30
ECO. DISADVANTAGED	57	49	269	267	44	45	38	37	16	15	3	3	56	55
ELL	6	6	247	245	70	72	26	23	3	5	2	1	30	28

*American Indian/Alaska Native subgroup was too small to report.

NAEP Reading 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 04	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation
ALL STUDENTS *	N/A	N/A	228	221	25	33	34	31	30	27	11	9	75	67
WHITE	40	47	239	231	15	22	32	32	37	34	17	12	85	78
BLACK	22	15	212	205	43	50	34	31	20	16	3	3	57	50
HISPANIC	33	27	225	208	28	46	36	32	29	18	8	4	72	54
ASIAN	2	6	249	238	9	18	23	25	40	35	27	21	91	82
DISABLED	16	13	206	186	52	68	29	20	15	10	4	2	48	32
ECO. DISADVANTAGED	61	54	219	208	34	46	37	32	25	18	5	3	66	54
ELL	8	12	192	189	69	68	25	23	6	8		1	31	32

*American Indian/Alaska Native subgroup was too small to report.

NAEP Reading 2017 - State Level Results

	% of Students		Average Scale Scores		% Below Basic		% Basic		% Proficient		% Advanced		% Basic and Above	
GRADE 08	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation	Florida	Nation

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A rating of "I" indicates that gradin is incomplete. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2016-17 School Performance Grade: A

Progress of the Lowest Performing 25% of Students, 2016-17

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

School Results	
Mathematics Low 25%, Points Earned 2016-17	**English Language Arts Low 25%, Points Earned 2016-17**
44	51

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates schools in this district that were identified for support under ESSA, Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I). Schools identified for CS&I are schools graded "F" in 2016-17 and schools graded "D" in 2016-17 that were also graded "D" or "F" in the prior year or schools that had a graduation rate of 67% or lower. Schools identified for TS&I are schools that were graded "D" in 2016-17 and not graded "D" or "F" in the prior year.

Targeted Support and Improvement, 2016-17

District Number	School Number	School Name
36	162	RAY V. POTTORF ELEMENTARY SCHOOL
36	381	TICE ELEMENTARY SCHOOL
36	631	SAN CARLOS PARK ELEMENTARY SCHOOL

Comprehensive Support and Improvement, 2016-17

District Number	School Number	School Name
36	745	EAST LEE COUNTY HIGH SCHOOL
36	763	MANATEE ELEMENTARY SCHOOL

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District

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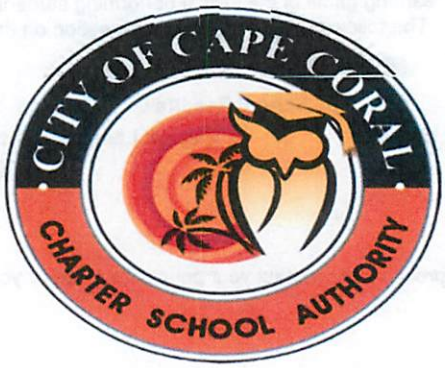


OASIS MIDDLE

FSA ACHIEVEMENTS

ELA Achievement - OMS	
2014-15	74%
2015-16	70%
2016-17	71%
2017-18	71%
2018-19	74%

Math Achievement - OMS	
2014-15	72%
2015-16	67%
2016-17	68%
2017-18	68%
2018-19	71%

ELA Learning Gains - OMS	
2015-16	57%
2016-17	62%
2017-18	57%
2018-19	60%

Math Learning Gains - OMS	
2015-16	56%
2016-17	60%
2017-18	63%
2018-19	66%

ELA Learning Gains - L25% - OMS	
2015-16	45%
2016-17	51%
2017-18	48%
2018-19	51%

Math Learning Gains - L25% - OMS	
2015-16	41%
2016-17	44%
2017-18	60%
2018-19	63%

Science Achievement - OMS	
2014-15	64%
2015-16	63%
2016-17	60%
2017-18	60%
2018-19	63%

Civics EOC - OMS	
2014-15	87%
2015-16	87%
2016-17	82%
2017-18	81%
2018-19	84%

Middle School Acceleration - OMS	
2014-15	85%
2015-16	81%
2016-17	77%
2017-18	69%
2018-19	90%

ALL STUDENTS	N/A	N/A	267	265	23	25	42	41	32	31	3	4	77	75
*														
WHITE	40	50	274	274	15	17	41	40	39	39	5	5	85	83
BLACK	21	15	254	248	35	41	44	42	19	16	1	1	65	59
HISPANIC	33	25	262	255	26	34	43	44	29	21	2	1	74	66
ASIAN	3	6	289	281	10	15	23	31	52	43	15	11	90	85
DISABLED	14	13	244	231	47	62	38	29	14	8	1	1	53	38
ECO. DISADVANTAGED	56	49	257	253	31	36	45	43	23	20	1	1	69	64
ELL	7	6	228	226	64	68	32	27	5	5			36	32

*Asian and Indian subgroups were too small to report.

International Surveys

Trends in International Mathematics and Science Study (TIMSS) is an international comparative study of student performance in mathematics and science at the fourth- and eighth grade levels which is conducted every four years. It collects data on achievement, experiences, and attitudes of fourth and eighth-grade students in the United States and students in the equivalent grades in other participating countries, as well as information on classroom and school contexts. This study is administered every four years. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2015. The next TIMSS administration in 2019 will provide national-level results for the United States.

Trends in International Mathematics and Science Study (TIMSS) 2015

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Mathematics	49%	47%
Grade 8 Mathematics	28%	38%
Grade 4 Science	51%	50%
Grade 8 Science	35%	43%

Progress in International Reading Literacy Study (PIRLS) is an international comparative study conducted every five years of the reading literacy of young students. It collects data on the reading achievement, experiences, and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries, as well as information on students' classroom and school contexts. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2011. Florida is included in the PIRLS 2016 national-level results for the United States.

Progress in International Reading Literacy Study (PIRLS) 2011

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	61%	54%

Progress in International Reading Literacy Study (PIRLS) 2016

	High International Benchmark and Higher	
	Florida	Annual Objective
Grade 4 Reading	53%	57%

Program for International Student Assessment (PISA) conducted every three years is an international assessment that measures 15-year-old students' reading, mathematics, and science literacy. It assesses students' applied knowledge and skills to problems within a real-life context as they near the end of compulsory schooling. PISA makes the assumption that as students transition to adult life, they need not only to comprehend what they read or to retain particular mathematical formulas or scientific concepts, but also to know how to apply their knowledge and skills in the many different situations they will encounter in their everyday lives. Florida's objective is to meet the performance of the 10th ranked country. Florida participated as a benchmarking education system in 2012. Florida is included in the PISA 2015 national-level results for the United States.

Program for International Student Assessment (PISA) 2012 Results - 15 year olds

	Level 4+	
	Florida	Target - 10th Ranked Country
Mathematics	18.7%	43.1%
Science Literacy	22.1%	36.8%
Reading Literacy	25.9%	36.7%

Program for International Student Assessment (PISA) 2015 Results - 15 year olds

	Level 4+	Florida Target - 10th Ranked Country
Mathematics	20.65%	38.42%
Science Literacy	27.63%	34.61%
Reading Literacy	30.10%	35.67%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2016-17.

Staff Type	Total Number for 2016-17	Number Newly Hired for 2016-17	School %	District %	State %
Instructional Staff	45	7	15.6	22.5	19.5
School-Based Administrators	3	2	66.7	28.1	21.4
Total	48	9	18.8	22.7	19.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
Bachelor's Degree	35	79.5	81.3	71.5	71.1	67.0	66.3
Master's Degree	8	18.2	15.6	26.9	27.4	30.9	31.6
Specialist Degree				0.5	0.5	1.0	1.0
Doctorate	1	2.3	3.1	1.1	1.0	1.1	1.0
Total All Degrees	44	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	80.6	94.6	91.7
Percentage of Classes with Teachers Teaching Out-of-Field	19.4	5.4	8.3

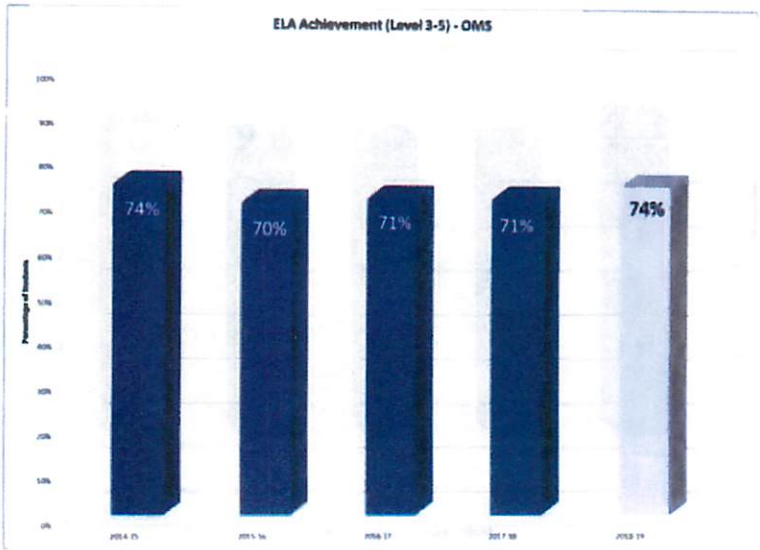
Classes Not Taught by Highly Qualified Teachers

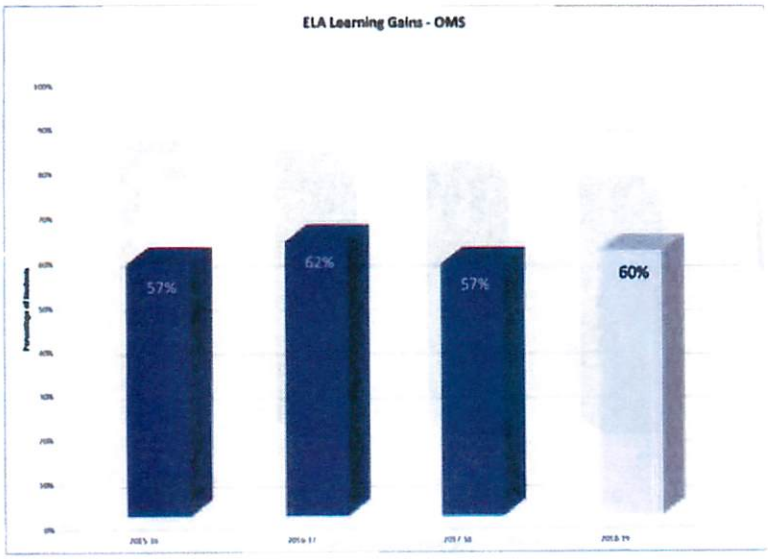
The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

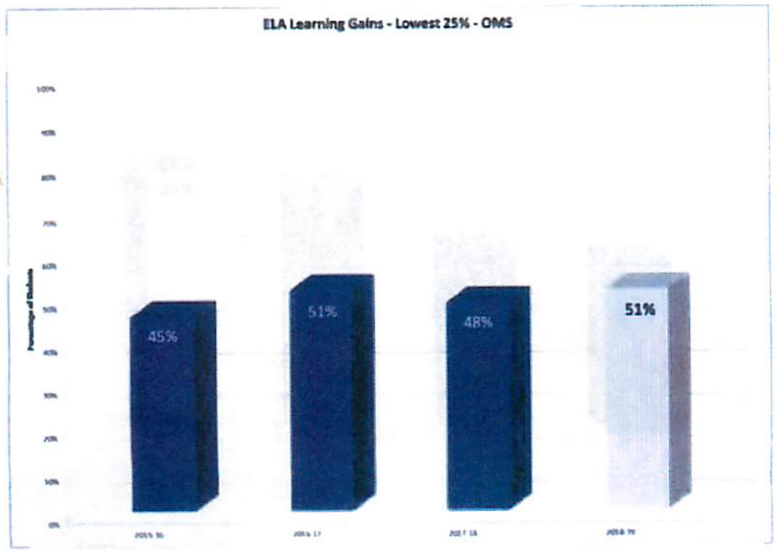
	School %			District %		State %	
Classes Not Taught by Highly Qualified Teachers	All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
TOTAL	20.0	5.9	5.6	11.7	8.9	10.1	8.6

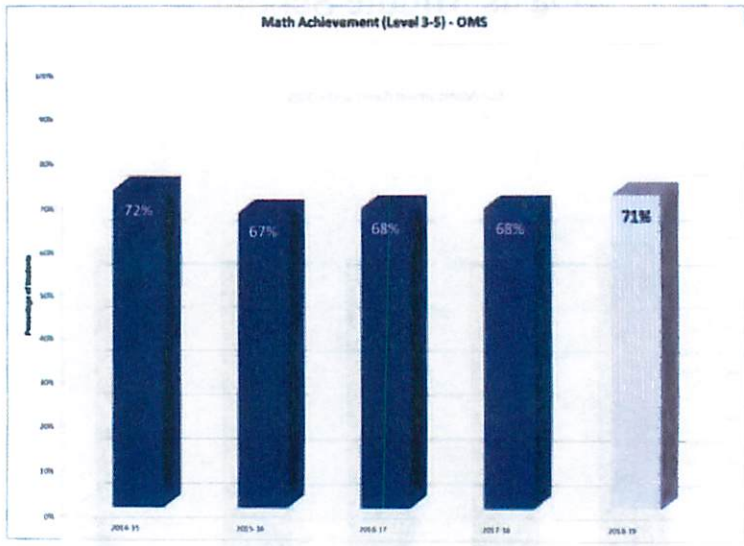
*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch enrollment. That is, low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment in free/reduced-price lunch as a percentage of total membership.

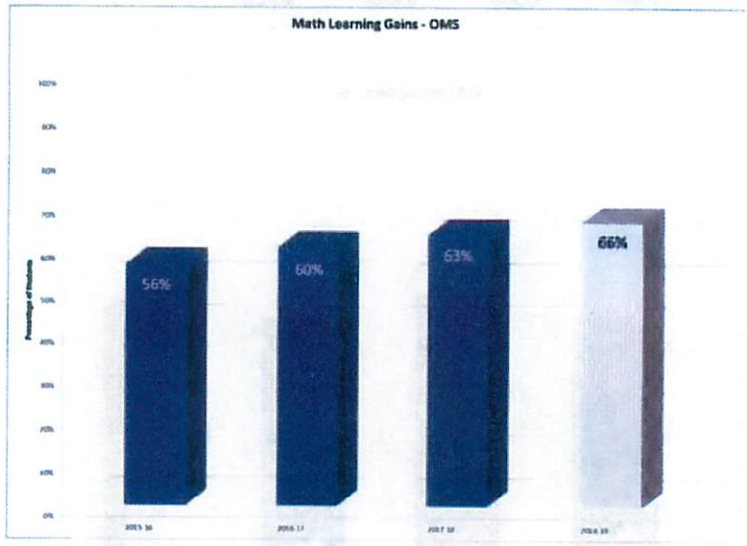
Oasis Middle School

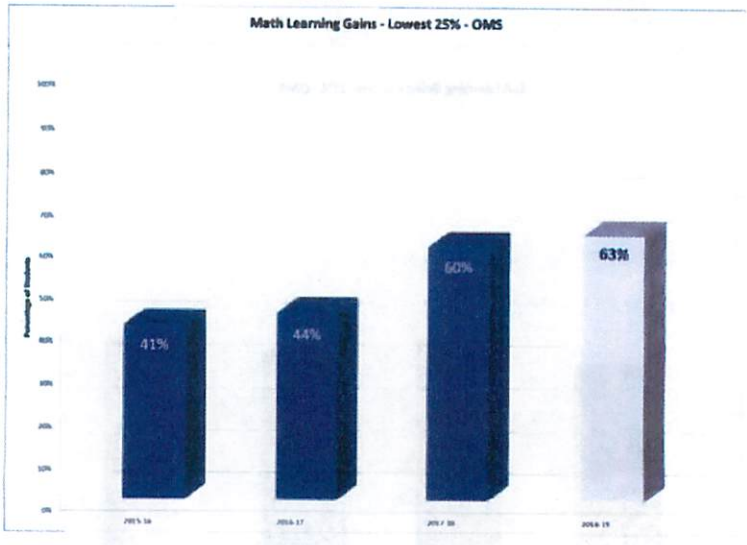


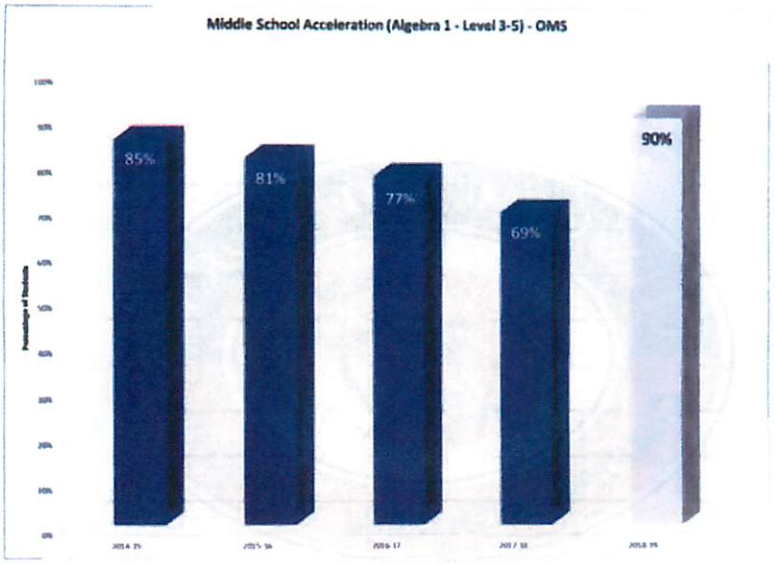


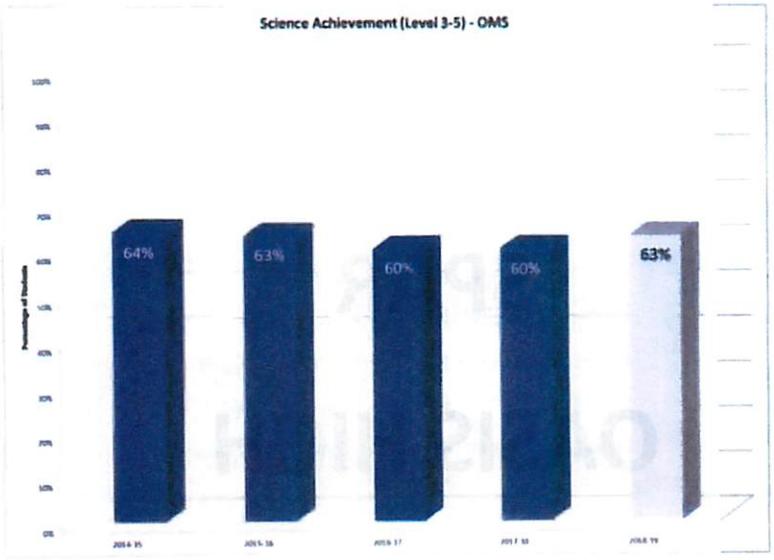


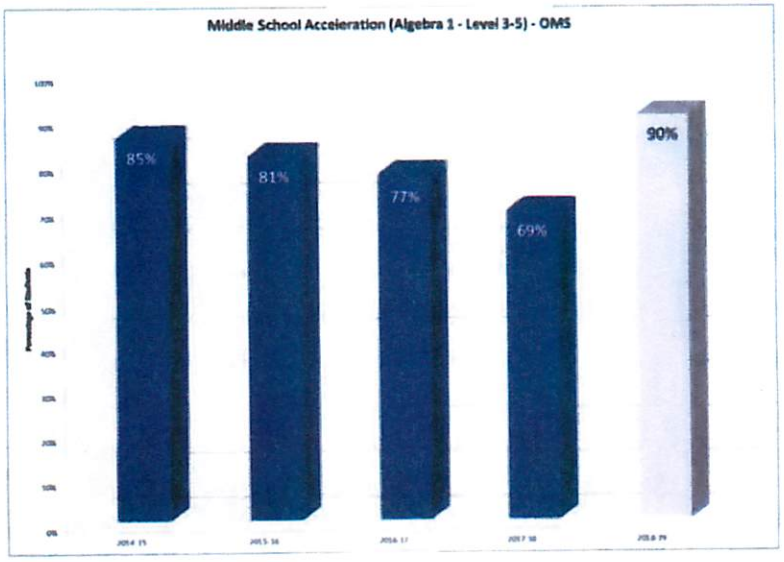

Math Achievement (Level 3-5) - OMS
72%
67%
68%
68%
71%


Math Learning Gains - OMS
56%
60%
63%
66%


Math Learning Gains - Lowest 25% - OMS
41%
44%
60%
63%


Middle School Acceleration (Algebra 1 - Level 3-5) - OMS
85%
81%
77%
69%
90%


Science Achievement (Level 3-5) - OMS
64%
63%
60%
60%
63%


Middle School Acceleration (Algebra 1 - Level 3-5) - OMS
85%
81%
77%
69%
90%

SPAR

OASIS HIGH

OASIS CHARTER HIGH SCHOOL

GRADES: 9-12

SCHOOL, DISTRICT, AND STATE PUBLIC ACCOUNTABILITY REPORT

OCTOBER MEMBERSHIP

GRADUATION RATE AND DROPOUT RATE

POSTSECONDARY FOLLOW-UP DATA

STUDENT PERFORMANCE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

INTERNATIONAL SURVEYS

TEACHERS AND STAFF

FLORIDA SCHOOL PERFORMANCE GRADE

OCTOBER MEMBERSHIP

The following table provides information on the composition of the student population at the school, district, and state levels.

Racial/Ethnic Group	Number of Students Enrolled in October		School %		District %		State %	
	Female	Male	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	254	282	73.9	74.9	41.1	42.6	38.7	39.5
BLACK OR AFRICAN AMERICAN	*	10	2.3	1.7	14.6	14.6	22.3	22.5
HISPANIC/LATINO	68	72	19.3	19.2	39.7	38.2	32.4	31.5
ASIAN	*	*	*	*	1.7	1.7	2.7	2.6
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	*		*		0.1	0.1	0.2	0.2
AMERICAN INDIAN OR ALASKA NATIVE		*	*	*	0.2	0.2	0.3	0.3
TWO OR MORE RACES	12	10	3.0	3.3	2.7	2.7	3.4	3.4
DISABLED	*	21	3.7	4.3	12.6	12.6	13.4	13.1
ECONOMICALLY DISADVANTAGED***	108	130	32.8	34.8	51.9	54.5	58.1	58.8
ELL	*	*	*	*	11.4	10.8	13.4	13.0
MIGRANT					0.2	0.1	0.5	0.5
FEMALE	345		47.6	48.3	48.4	48.4	48.7	48.7
MALE		380	52.4	51.7	51.6	51.6	51.4	51.4
TOTAL	725		100.0	100.0	100.0	100.0	100.0	100.0

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.

*** NOTE: Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: http://www.fns.usda.gov/school-meals/community-eligibility-provision.
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

A list of CEP eligible schools is located at
http://www.fns.usda.gov/school-meals/community-eligibility-provision-status-school-districts-and-schools-state.

School and district lunch reports with the CEP multiplier applied, if applicable, are located at
http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml

GRADUATION RATE AND DROPOUT RATE

Federal Uniform Graduation Rate

The graduation rate shows the percentage of students who graduated with a standard high school diploma within four years of initial entry into ninth grade.

	School %		District %		State %	
	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15
ALL STUDENTS	99.4	98.2	77.8	74.8	80.7	77.9
WHITE	99.2	97.6	83.1	79.5	85.1	82.8
BLACK OR AFRICAN AMERICAN	*		67.9	64.9	72.3	68.0
HISPANIC/LATINO	100.0	100.0	73.3	70.7	79.5	76.7
ASIAN		*	94.4	89.7	91.9	90.9
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			*	*	84.7	82.6
AM.INDIAN OR ALASKA NATIVE			76.9	72.7	76.5	75.7
TWO OR MORE RACES	*	*	80.7	75.8	82.7	81.5
DISABLED	100.0	*	50.6	46.2	61.6	56.8
ECONOMICALLY DISADVANTAGED	94.1	100.0	72.2	68.7	74.4	70.4
ELL	*	*	50.3	47.5	62.0	59.5
MIGRANT			57.1	75.0	73.4	67.0
AT-RISK (Low 25)*	95.7	80.0	57.8	43.0	62.7	52.3
FEMALE	100.0	97.6	81.8	78.8	84.5	81.7
MALE	98.8	98.8	74.1	70.6	77.0	74.1

Note: An asterisk (*) indicates a subgroup population fewer than ten. A blank cell indicates zero students in the subgroup.
* At-risk students are students whose test scores entering high school qualify for inclusion in the lowest performing 25%.

High School Cohort Dropout Rate

Cohort Dropouts are students who have voluntarily removed themselves from the school system before graduation; students who have not met the relevant attendance requirements of the school district or who were expected to attend a school but did not enter as expected for unknown reasons; students who have withdrawn from school and have not transferred to another public or private school or enrolled in any career, adult, or alternative educational program; students who have withdrawn from school due to hardship , unless such withdrawal has been granted under the provisions of s. 329.091, F.S., court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the district's policy.

	School %		District %		State %	
Racial/Ethnic Group	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
WHITE	0.0	0.0	3.9	0.0	3.3	0.0
BLACK OR AFRICAN AMERICAN	#	0.0	4.2	0.0	5.2	0.0
HISPANIC/LATINO	0.0	0.0	5.1	0.0	4.3	0.0
ASIAN	#	0.0	0.8	0.0	0.9	0.0
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	N/A	0.0	N/A	0.0	2.2	0.0
AM.INDIAN OR ALASKA NATIVE	N/A	0.0	18.2	0.0	5.4	0.0
TWO OR MORE RACES	#	0.0	4.9	0.0	4.0	0.0
FEMALE	0.0	0.0	3.6	0.0	2.6	0.0
MALE	0.0	0.0	5.1	0.0	4.1	0.0
TOTAL	0.0	0.0	4.3	0.0	4.0	0.0

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

POSTSECONDARY FOLLOW-UP DATA

Shown in the tables are the reported numbers of 2011-12 (calendar year) graduates who enrolled in institutions of higher education (IHE) which include public community colleges or universities within 16 months of high school graduation.

College Going

Racial/Ethnic Group	Number of Standard Diplomas Earned in 2011-2012	Number of Graduates Enrolled in IHE* within 16 Months of Earning a Regular High School Diploma	School %	District %	State %
WHITE	40	29	73	68	75
BLACK OR AFRICAN AMERICAN	#	#	#	68	74
HISPANIC/LATINO	#	#	#	63	76
ASIAN	0	0	0	77	88
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	75	77
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	#	#	#	#	#
OTHER	#	#	#	73	75
DISABLED	#	#	#	49	57
ECONOMICALLY DISADVANTAGED	#	#	#	60	68
ELL	#	#	#	59	70
MIGRANT	#	#	#	30	60
FEMALE	27	21	78	72	79
MALE	23	16	70	63	71
UNKNOWN	#	#	#	#	#
TOTAL	50	37	74	67	75

Note: N/A indicates no student membership for that subgroup, and # represents a population fewer than 10.

STUDENT PERFORMANCE

Florida Statewide, Standardized Assessments

The Florida Standards Assessments (FSA) measure students' mastery of the Florida Standards and are administered to students in grades 3-10 in English language arts (ELA) and grades 3-8 in mathematics as well as in Algebra 1, Geometry, and Algebra 2. The end-of-course assessment in Algebra 2 was administered for the last time in spring 2017. In science, Florida administers the Statewide Science Assessment in grades 5 and 8 and the Biology 1 End-of-Course (EOC) assessment, aligned to the Next Generation Sunshine State Standards (NGSSS). Florida also administers social studies EOC assessments in Civics and U.S. History.

Florida Standards Alternate Assessment (FSAA) for Students with Disabilities

The FSAA is designed for students whose participation in the general statewide assessment (FSA, Statewide Science Assessment and EOCs) is not appropriate, even with accommodations. The FSAA measures student academic performance on the Florida Standards Access Points (FS-AP) in language arts (reading, writing), mathematics and science. In these subject areas, it is administered in grades 3-10 in ELA, grades 3-8 in Mathematics, Algebra 1, Geometry, grades 5 and 8 in Science and Biology 1. The FSAA program includes two assessment components to address students' needs, the FSAA—Performance Task and the FSAA—Datafolio. The FSAA—Performance Task was administered for the first time in 2015-16, and the FSAA—Datafolio was administered for the first time in 2016-17. It replaces the Florida Alternate Assessment (FAA), which measured the Next Generation Sunshine State Standards Access Points (NGSSS-AP) in language arts (reading, writing), mathematics and science. Florida also administers the FSAA in Civics and U.S. History.

Accountability Assessment Results by Subject

Assessment results in the following tables reflect scores on FSA or NGSSS assessments. For mathematics and science, results include EOC assessment results, as applicable. Results show satisfactory attainment for students who were in attendance during both semesters of the school year.

English Language Arts, Mathematics and Science Assessments

On the FSA, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest), with scores at Level 3 or higher designated as satisfactory. On the FSAA—Performance Task assessments, students can attain one of four possible achievement levels, ranging from Level 1 (lowest) to Level 4 (highest). Standard setting for the FSAA—Datafolio will occur in fall/winter 2017-18.

Assessment Results by Grade: Percent Scoring Satisfactory or Above (FSA and EOCs) *

	ELA	Math

School	2016-17	2016-17
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9	79	NA
Grade 10	68	NA
HS	NA	34

District	ELA 2016-17	Math 2016-17
Grade 3	58	58
Grade 4	54	63
Grade 5	52	57
Grade 6	54	55
Grade 7	53	58
Grade 8	56	63
Grade 9	52	NA
Grade 10	48	NA
HS	NA	40

State Totals	ELA 2016-17	Math 2016-17
Grade 3	59	63
Grade 4	57	65
Grade 5	54	59
Grade 6	54	53
Grade 7	54	58
Grade 8	56	63
Grade 9	54	NA
Grade 10	51	NA
HS	NA	48

FSA is only administered to Grades 3-8 for Math. HS results for Math include end-of-course assessment results in Algebra 1, Geometry and Algebra 2.

*The 2016-17 FSAA-Datafolio does not have results yet as the standards have not been set. FSAA-Datafolio may be included on percent tested.

Percentage of Students Scoring at Each Statewide Assesment Achievement Level, 2016-17

	SCIENCE & BIOLOGY 1 EOC														
	School %					District %					State %				
ALL GRADES	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	#	13	59	15	14	21	28	28	12	11	20	26	28	13	14
WHITE	#	12	56	18	14	12	24	32	15	16	11	22	31	16	20
BLACK OR AFRICAN AMERICAN	#	#	#	#	#	34	35	23	6	2	32	32	24	7	5
HISPANIC/LATINO	#	22	61	#	17	27	31	26	9	7	23	28	27	11	10
ASIAN	#	#	#	#	#	9	19	28	17	27	8	15	26	18	33
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	N/A	N/A	N/A	N/A	N/A	15	30	20	15	20	18	25	28	15	14
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	11	26	47	11	5	20	28	28	12	13
TWO OR MORE RACES	#	#	#	#	#	20	26	27	14	12	15	25	29	14	16
DISABLED	#	#	#	#	#	49	31	15	3	2	46	30	17	5	3
ECO. DISADVANTAGED	#	13	71	8	8	28	32	25	8	6	26	30	26	10	8
ELL**	N/A	N/A	N/A	N/A	N/A	58	28	12	2	1	46	31	16	4	3
MIGRANT*	N/A	N/A	N/A	N/A	N/A	38	34	19	7	2	35	33	23	6	4
FEMALE	#	13	65	11	11	20	30	29	11	10	19	27	29	13	12
MALE	#	13	50	20	18	23	27	27	12	11	21	25	27	13	15

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA English Language Arts

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	7	23	28	30	13	25	25	23	18	8	24	24	23	19	9
WHITE	7	23	27	28	15	15	22	26	24	13	15	21	26	25	13
BLACK OR AFRICAN AMERICAN	8	33	58	#	#	38	30	20	10	3	37	29	20	11	3
HISPANIC/LATINO	6	25	21	40	8	31	27	22	15	5	28	25	23	17	7
ASIAN	#	#	#	#	#	11	18	21	27	23	11	15	22	28	25
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	10	25	32	25	7	21	24	25	21	10
AMERICAN INDIAN OR ALASKA NATIVE	N/A	N/A	N/A	N/A	N/A	13	27	28	25	7	29	26	22	16	7
TWO OR MORE RACES*	10	10	60	10	10	20	24	26	20	10	18	24	25	22	11
DISABLED	29	29	18	6	18	60	24	11	4	1	56	25	12	5	2
ECO. DISADVANTAGED	11	31	22	28	9	31	28	22	14	5	31	28	22	14	5
ELL**	#	#	#	#	#	62	24	11	3	1	50	26	16	7	2
MIGRANT*	N/A	N/A	N/A	N/A	N/A	46	25	19	9	2	43	31	18	7	2
FEMALE*	7	21	28	30	14	21	25	24	20	10	21	24	24	21	11
MALE*	7	25	27	29	12	28	25	23	17	7	28	24	23	17	8

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

FSA MATH and EOCs

	School %					District %					State %				
ALL GRADES	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**	**L1**	**L2**	**L3**	**L4**	**L5**
ALL STUDENTS	40	25	29	4	2	28	20	26	16	9	26	19	26	17	11
WHITE	37	26	30	5	2	19	18	29	21	14	17	17	29	22	15
BLACK OR AFRICAN AMERICAN	42	25	33	#	#	42	24	22	9	3	41	22	23	10	4
HISPANIC/LATINO	52	21	23	2	2	32	22	25	14	6	29	20	26	16	9
ASIAN	#	#	#	#	#	10	11	24	27	28	9	10	22	24	35
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER*	#	#	#	#	#	20	22	31	14	14	23	18	27	20	13
AMERICAN INDIAN OR ALASKA NATIVE	#	#	#	#	#	22	21	27	18	11	30	20	26	15	10
TWO OR MORE RACES*	36	27	27	9	#	25	21	28	16	10	22	19	28	19	13
DISABLED	60	15	25	#	#	58	20	15	5	2	54	20	17	7	3
ECO. DISADVANTAGED	50	22	23	4	1	33	23	25	13	6	33	22	26	14	6
ELL**	#	#	#	#	#	51	22	18	7	2	42	21	21	11	5
MIGRANT	N/A	N/A	N/A	N/A	N/A	41	24	19	13	3	38	24	24	11	3
FEMALE	42	24	29	3	2	27	21	27	16	9	25	20	27	17	11
MALE	37	27	28	5	2	29	20	26	16	10	27	18	26	17	11

Note: A (#) indicates a subgroup population fewer than ten. N/A indicates zero students in the subgroup.

*Indicates subgroups not included as separate sub-populations in reporting Annual Measurable Objectives (AMOs) for ESEA compliance.

**Students enrolled in ESOL in the current year.

Recently Arrived English Language Learners (ELLs)

Florida students in ESOL programs who have been in the U.S. less than one year are required to be tested on the Assessing Comprehension and Communication in English state-to-state for English Language Learners 2.0 (ACCESS for ELL 2.0) as well as on a state mathematics assessment, but may be exempt for up to one administration of the FSA ELA (writing and reading). These students' test scores are not included in the current year's proficiency calculations for math and reading as a flexibility provision approved for Florida by the U.S. Department of Education. The ESEA SPAR chart shows the number of recently arrived ELL students who are not included in the mathematics and reading proficiency calculations for accountability purposes.

	Level 4+	Florida Target - 10th Ranked Country
Mathematics	20.65%	38.42%
Science Literacy	27.63%	34.61%
Reading Literacy	30.10%	35.67%

TEACHERS AND STAFF

New Staff

The table shows the number and percentage of instructional staff and school-based administrators who were newly hired at this school in 2016-17.

Staff Type	Total Number for 2016-17	Number Newly Hired for 2016-17	School %	District %	State %
Instructional Staff	38	13	34.2	22.5	19.5
School-Based Administrators	2	0	0.0	28.1	21.4
Total	40	13	32.5	22.7	19.6

The Professional Qualifications of Teachers

Degree Level

This table shows the number and percentage of teachers at each degree level.

		School %		District %		State %	
Degree Level	Number	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
Bachelor's Degree	23	65.7	57.1	71.5	71.1	67.0	66.3
Master's Degree	12	34.3	40.0	26.9	27.4	30.9	31.6
Specialist Degree				0.5	0.5	1.0	1.0
Doctorate			2.9	1.1	1.0	1.1	1.0
Total All Degrees	35	100.0	100.0	100.0	100.0	100.0	100.0

Percentage of Teachers Teaching with Emergency or Provisional Credentials

Florida has no uncertified teachers, although some teachers may be temporarily assigned to areas outside of their field of specialization. Data on classes taught by teachers out-of-field is provided in the following table.

In-Field and Out-of-Field Teachers

The following chart shows the percentage of core academic classes taught by teachers teaching in-field compared to the percentage of classes taught by teachers teaching out-of-field. When a teacher in a district school system is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, outside the field that was the applicant's minor field of study, or outside the field in which the applicant has demonstrated sufficient subject area expertise, as determined by district school board policy in the subject area to be taught, that teacher is teaching "out-of-field." Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %	District %	State %
Percentage of Classes with Teachers Teaching In-Field	79.9	94.6	91.7
Percentage of Classes with Teachers Teaching Out-of-Field	20.1	5.4	8.3

Classes Not Taught by Highly Qualified Teachers

The chart below shows the percentage of classes not taught by "Highly Qualified Teachers" in core academic subjects as defined in federal statute. A highly qualified teacher has earned at least a bachelor's degree and holds a Florida teaching certificate with appropriate certification for each core academic area of assignment. Core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography.

	School %		District %		State %		
Classes Not Taught by Highly Qualified Teachers		All Schools	High-Poverty Schools*	Low-Poverty Schools*	All Schools	High-Poverty Schools*	Low-Poverty Schools*
TOTAL	18.8	5.9	5.6	11.7	8.9	10.1	8.6

*High-poverty schools are schools ranking in the top 25% of schools based on the percentage of students eligible for free/reduced-price lunch. Low-poverty schools rank in the bottom quartile of schools based on free/reduced-price lunch enrollment. That is, low-poverty schools have the lowest enrollment in free/reduced-price lunch as a percentage of total membership.

FLORIDA SCHOOL PERFORMANCE GRADE AND AMOs FOR ESEA REPORTING

School Performance Grade

Public schools in Florida are graded annually based on student performance on state assessments and the percentage of students making learning gains. Schools are assigned a letter grade (A through F) corresponding with their rated performance, with grade "A" representing the highest performance rating and grade "F" representing a failed rating. A rating of "I" indicates that grading is incomplete. A rating of "I" indicates that grading is incomplete. While the vast majority of Florida's schools receive a performance grade, certain types of schools are exempt from grading, including Department of Juvenile Justice (DJJ) facilities.

2016-17 School Performance Grade: B

Progress of the Lowest Performing 25% of Students, 2016-17

Components of the school grade calculation include learning gains of the lowest performing students in English language arts and mathematics, including the comprehensive and EOC assessments. The following table provides information on the points earned based on learning gains in the current year made by students in the lowest quartile.

School Results	
Mathematics Low 25%, Points Earned 2016-17	**English Language Arts Low 25%, Points Earned 2016-17**
21	51

For more information on school grades and grading procedures, contact your principal's office or your local school board or visit the School Grades web page at http://schoolgrades.fldoe.org.

Identified Schools for ESEA Flexibility

The table below indicates schools in this district that were identified for support under ESSA, Comprehensive Support and Improvement (CS&I) or Targeted Support and Improvement (TS&I). Schools identified for CS&I are schools graded "F" in 2016-17 and schools graded "D" in 2016-17 that were also graded "D" or "F" in the prior year or schools that had a graduation rate of 67% or lower. Schools identified for TS&I are schools that were graded "D" in 2016-17 and not graded "D" or "F" in the prior year.

Targeted Support and Improvement, 2016-17

District Number	School Number	School Name
36	162	RAY V. POTTORF ELEMENTARY SCHOOL
36	381	TICE ELEMENTARY SCHOOL
36	631	SAN CARLOS PARK ELEMENTARY SCHOOL

Comprehensive Support and Improvement, 2016-17

District Number	School Number	School Name
36	745	EAST LEE COUNTY HIGH SCHOOL
36	763	MANATEE ELEMENTARY SCHOOL

For a statewide list of schools identified for ESEA flexibility, visit http://www.fldoe.org/esea.

Notice of Availability of School Financial Report

For information on revenues and expenditures for your school and district, contact your local school board or your school's administrative office. An online listing of district offices and a directory of schools are also available at http://www.fldoe.org/schools/schoolmap/flash/schoolmap_text.asp.

Select a New Report | Select a New School | Select a New District

OASIS HIGH

FSA ACHIEVEMENTS

Tab 1 ELA Achievement - OHS	
2014-15	80%
2015-16	76%
2016-17	73%
2017-18	76%
2018-19	78%

Tab 2 ELA Learning Gains - OHS	
2015-16	54%
2016-17	58%
2017-18	55%
2018-19	58%

Tab 3 ELA Learning Gains - L25% - OHS	
2015-16	42%
2016-17	51%
2017-18	51%
2018-19	55%

Tab 4 Math Achievement - OHS	
2014-15	43%
2015-16	41%
2016-17	34%
2017-18	58%
2018-19	61%

Tab 5 Math Learning Gains - OHS	
2015-16	24%
2016-17	23%
2017-18	46%
2018-19	48%

Tab 6 Math Learning Gains - L25% - OHS	
2015-16	24%
2016-17	21%
2017-18	38%
2018-19	41%

Tab 10 Graduation Rate - OHS	
2015-16	99%
2016-17	98%
2017-18	99%
2018-19	100%

Tab 11 Advanced Placement Exam Achievemen	
2015-16	52%
2016-17	43%
2017-18	72%
2018-19	73%

Tab 7 Science Achievement - OHS

2014-15	79%
2015-16	70%
2016-17	88%
2017-18	65%
2018-19	72%

Tab 8 Social Studies Achievement - OHS

2014-15	84%
2015-16	77%
2016-17	65%
2017-18	72%
2018-19	76%

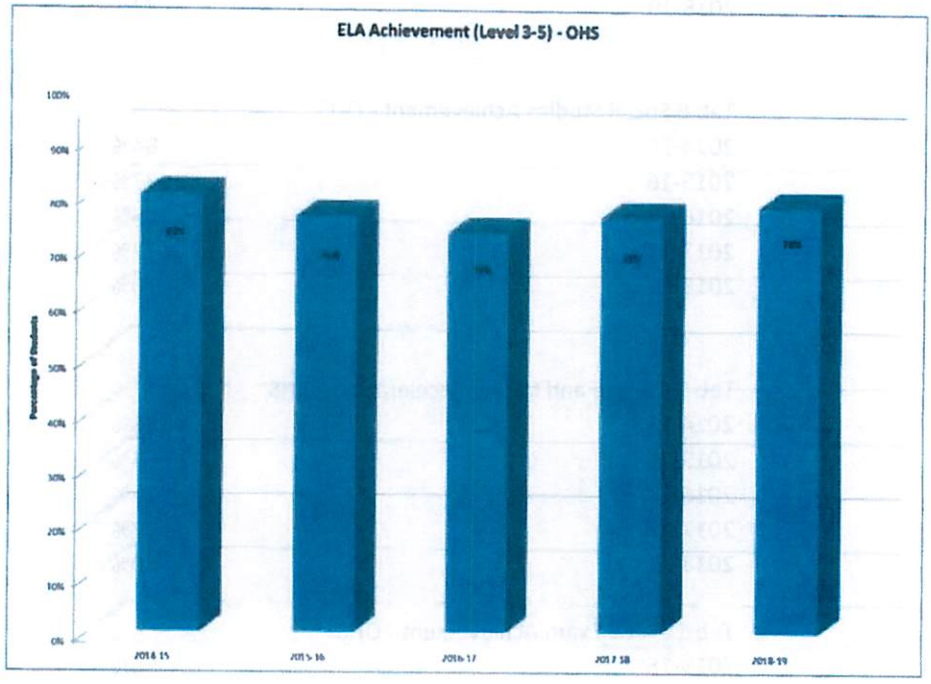
Tab 9 College and Career Acceleration - OHS

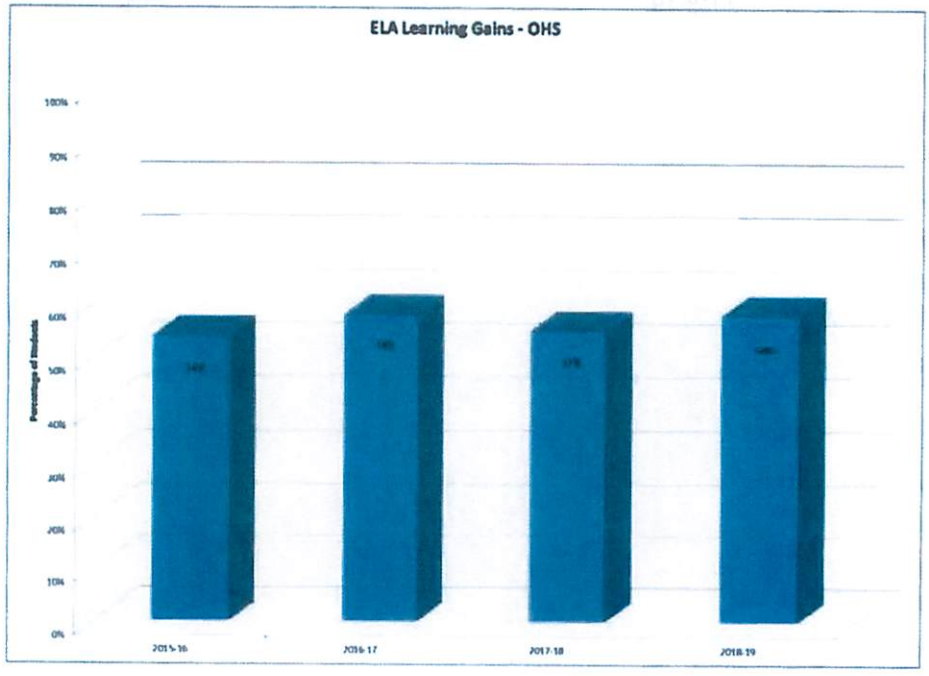
2014-15	68%
2015-16	65%
2016-17	71%
2017-18	77%
2018-19	80%

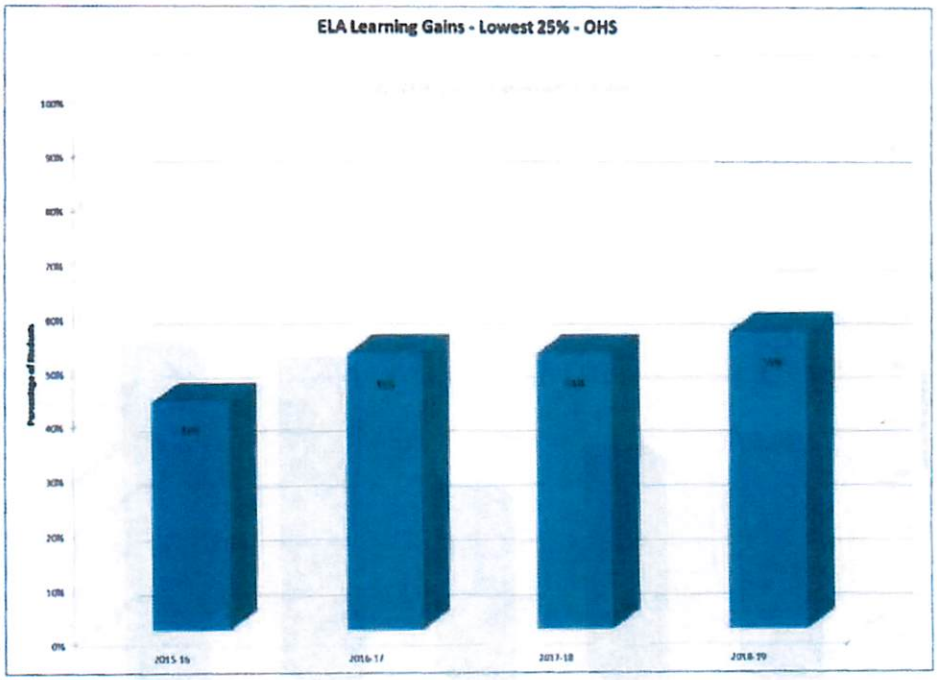
Tab 12 AICE Exam Achievement - OHS

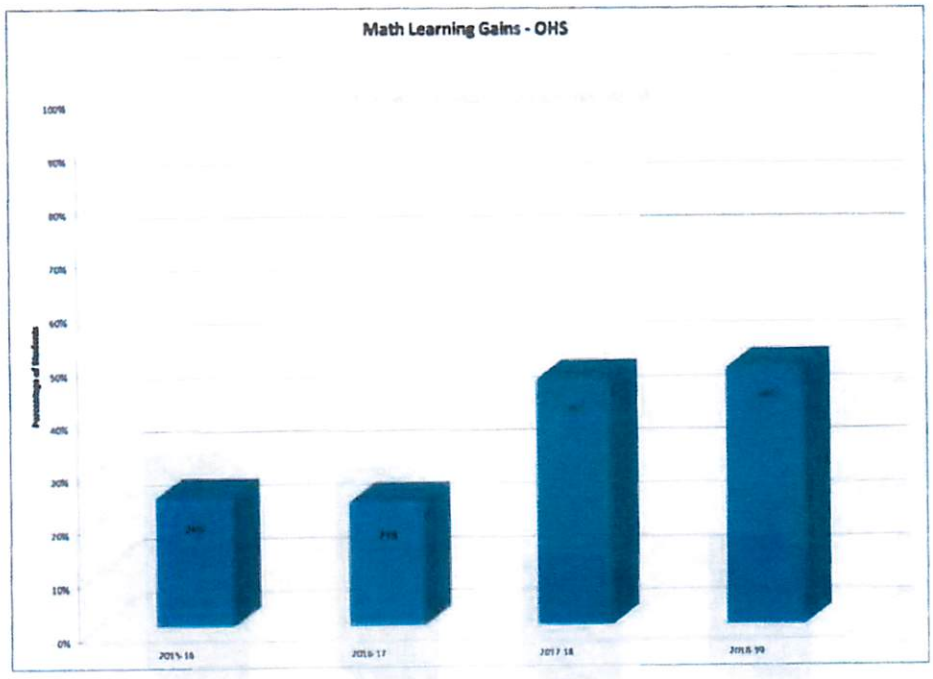
2015-16	86%
2016-17	78%
2017-18	78%
2018-19	79%

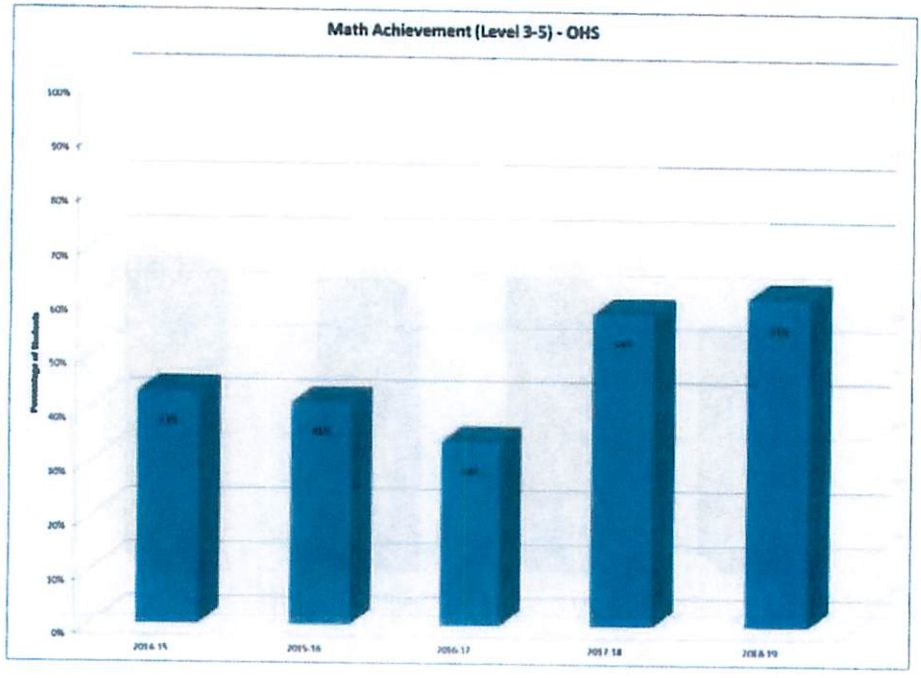
Oasis High School

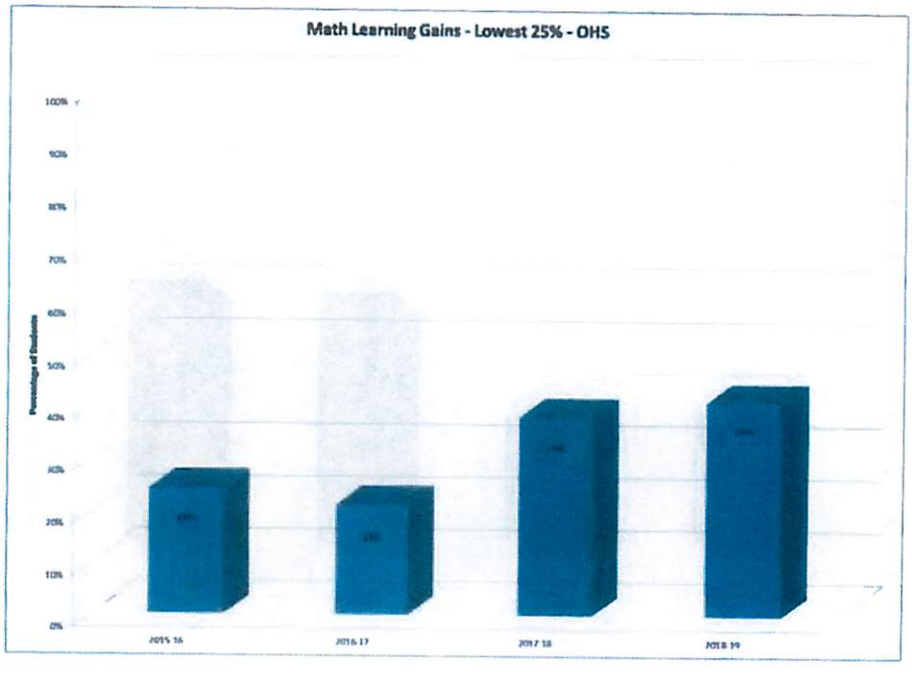


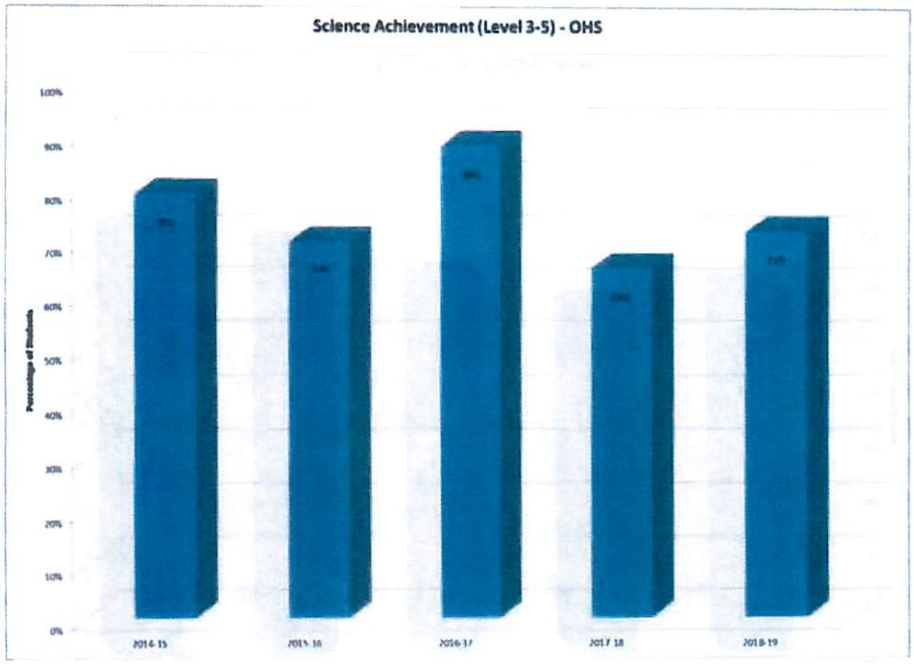


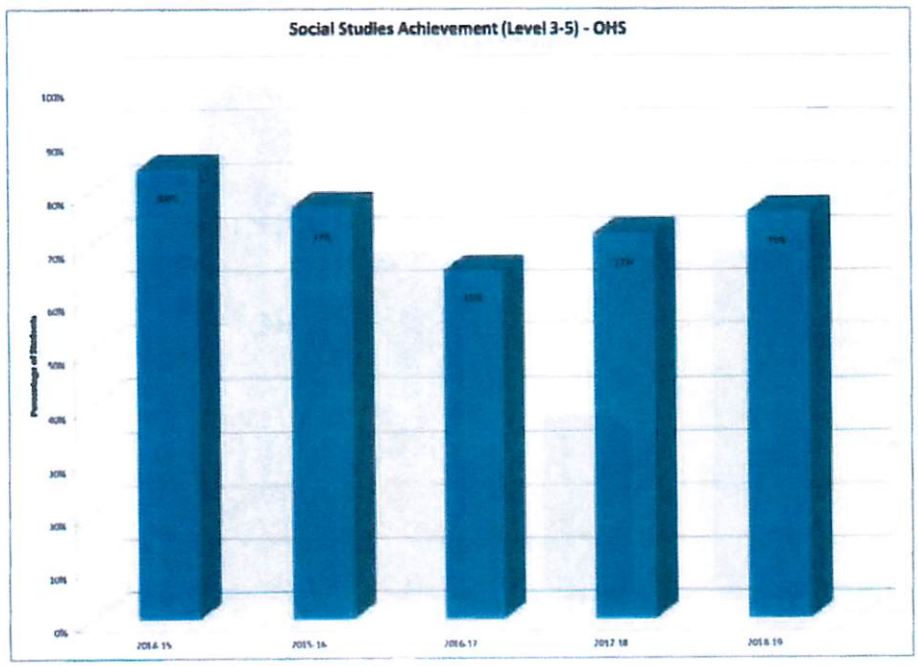

ELA Learning Gains - Lowest 25% - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2015-16
2016-17
2017-18
2018-19

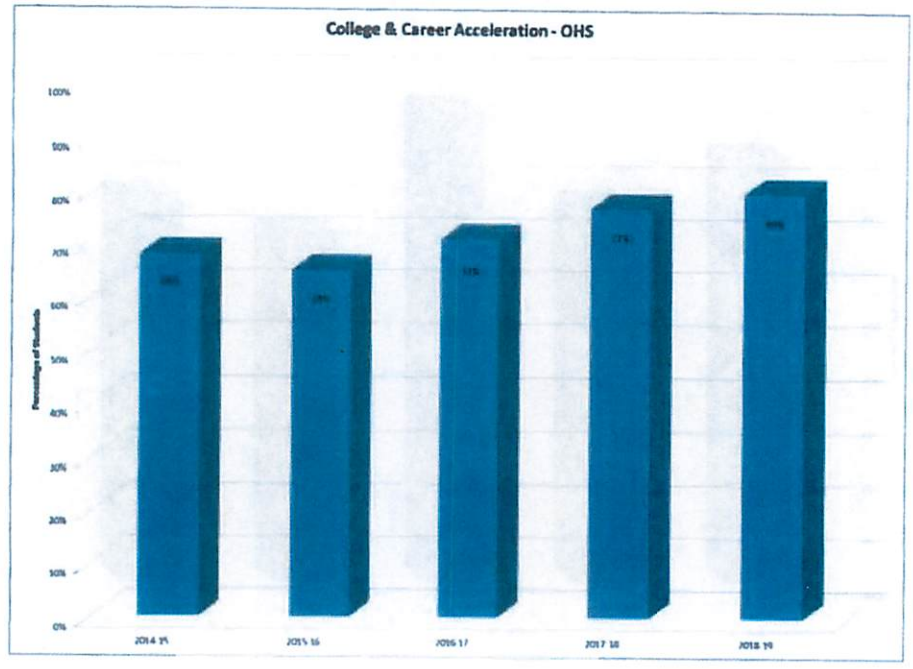

Math Learning Gains - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2015-16
2016-17
2017-18
2018-19

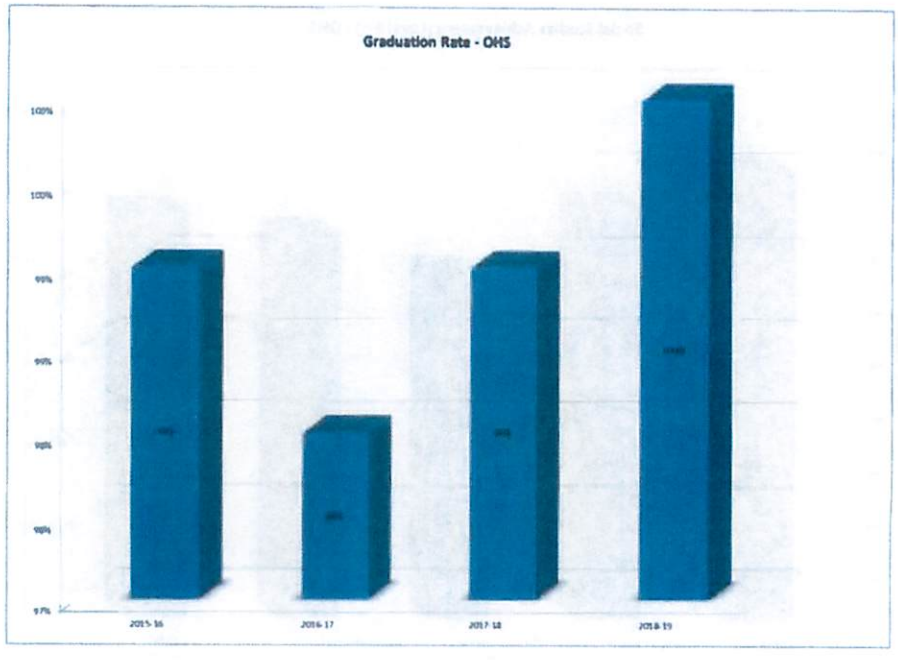

Math Achievement (Level 3-5) - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2014-15
2015-16
2016-17
2017-18
2018-19

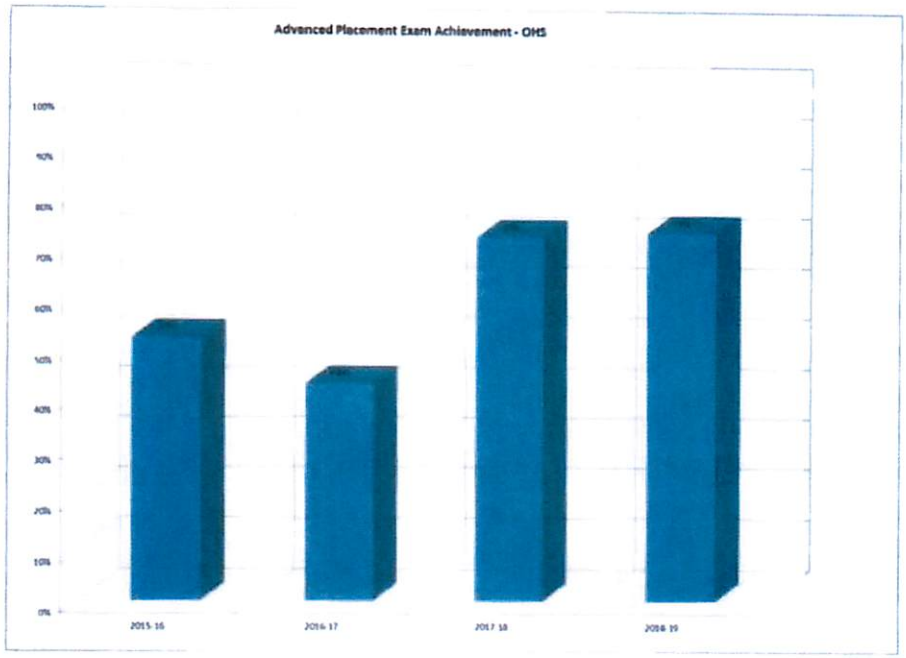

Math Learning Gains - Lowest 25% - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2015-16
2016-17
2017-18
2018-19

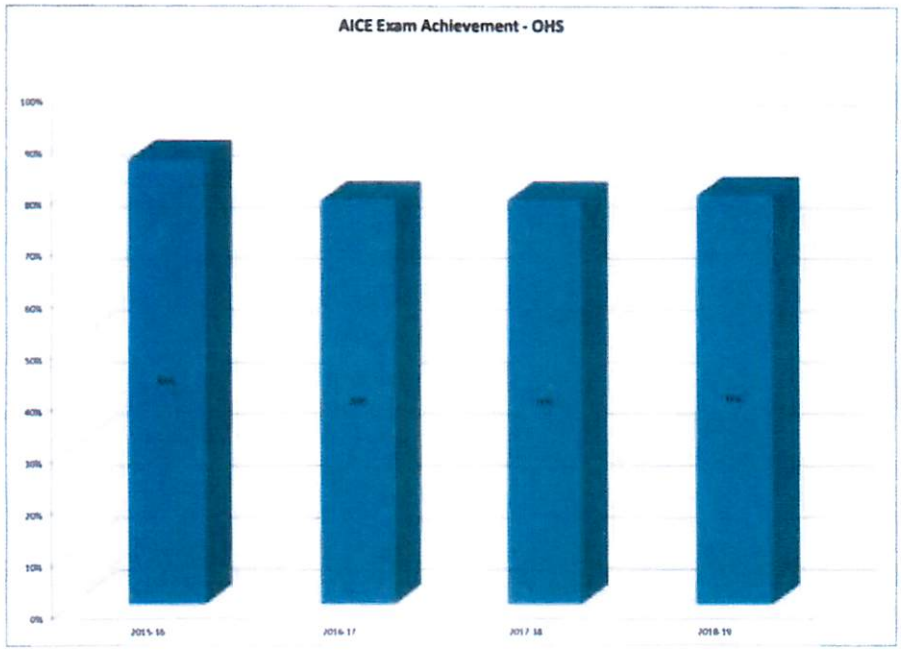

Science Achievement (Level 3-5) - OHS
Percentage of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2014-15
2015-16
2016-17
2017-18
2018-19


Social Studies Achievement (Level 3-5) - OHS
Percentage of Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2014-15
2015-16
2016-17
2017-18
2018-19


College & Career Acceleration - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Percentage of Students
2014 15
2015 16
2016 17
2017 18
2018 19


Graduation Rate - OHS
100%
100%
99%
99%
98%
98%
97%
2015-16
2016-17
2017-18
2018-19


Advanced Placement Exam Achievement - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2015-16
2016-17
2017-18
2018-19


AICE Exam Achievement - OHS
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2015-16
2016-17
2017-18
2018-19

Item Number:	**6.**
Meeting Date:	**10/18/2018**
Item Type:	**Agenda Items**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
SECTION 4: SWOT Analysis; Gap Analysis

SUMMARY:
SECTION 4:
1. SWOT Analysis
2. GAP Analysis

ADDITIONAL INFORMATION:

ATTACHMENTS:

	Description	Type
🗋	SECTION 4	Backup Material

Fall 2018

Strategic Planning Workshop

Section 4:

- SWOT Analysis
- GAP Analysis

October 18, 2018

Cape Coral Yacht Club

Fall 2018

Strategic Planning Workshop

October 18, 2018

Cape Coral Yacht Club

SWOT Analysis

A SWOT Analysis will be used to identify the Strengths, Weaknesses, Opportunities, and Threats relative to our chart school system's sustainability.

SWOT Analysis will help us to focus on specific areas that need our attention, and discover actions that can build strengths, minimize or eliminate weaknesses, maximize opportunities, and manage or overcome threats to our survival.

Conducting a SWOT

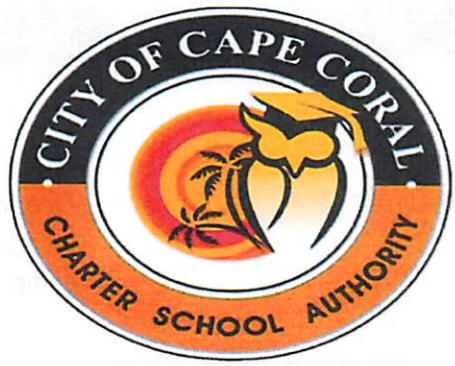
Select an individual from your team to facilitate the conversations and make sure everyone is writing their ideas down.

Brainstorm the Charter School Authority's strengths, weaknesses, opportunities and possible threats to its survival.

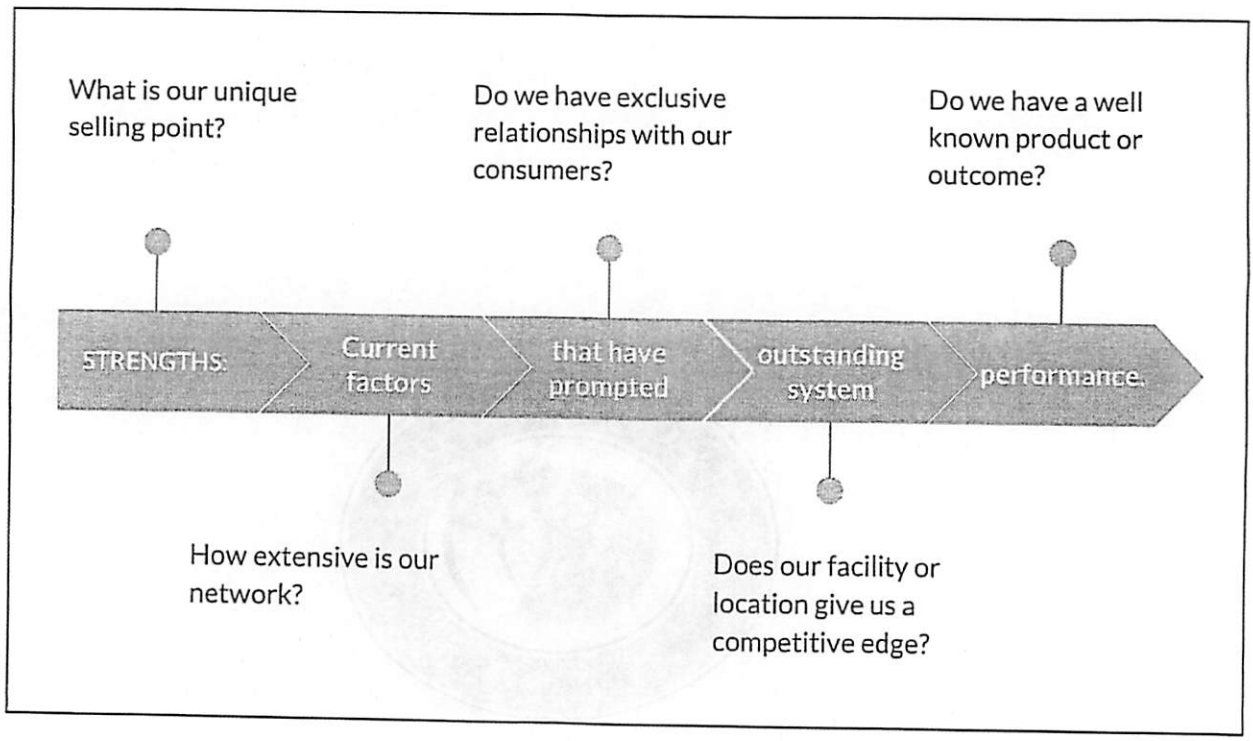
Rank and Consolidate your lists, define and clarify items. Avoid talking about solutions to the problems.

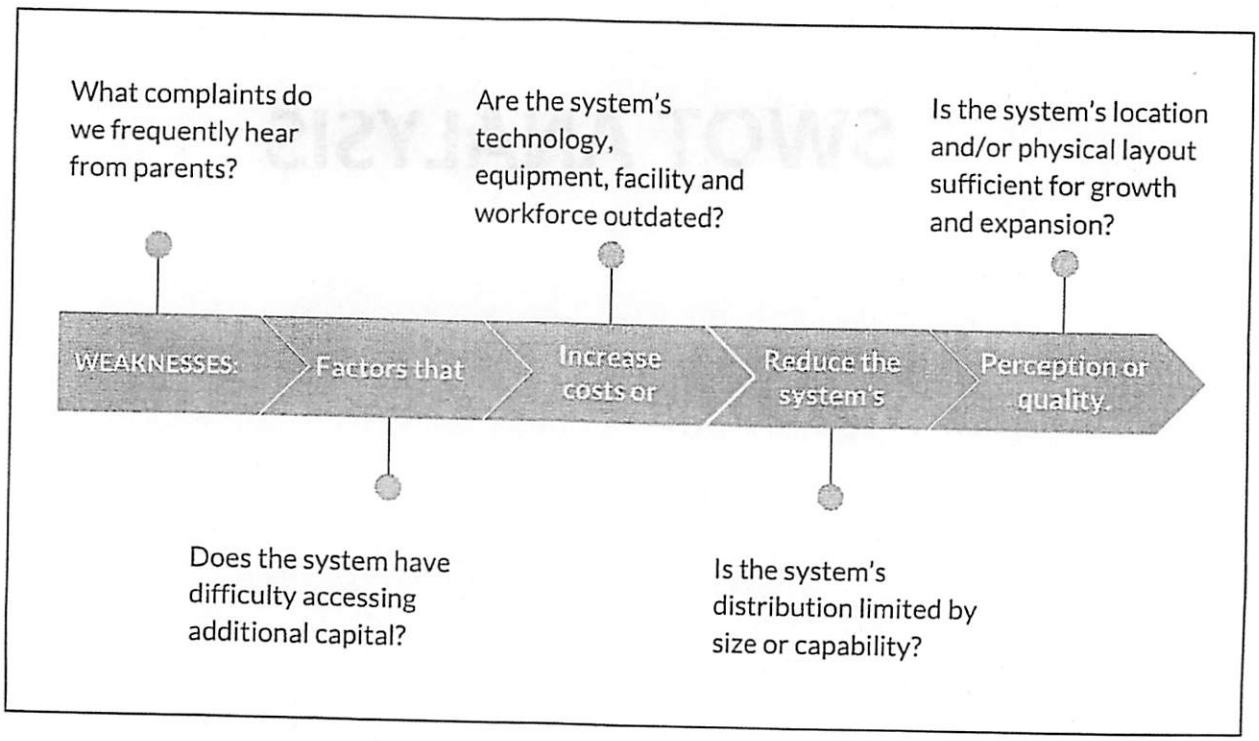
Identify the Top 3 and Rank them. In case of a tie - break it.

Summarize your lists and send your contributions to the dashboard.



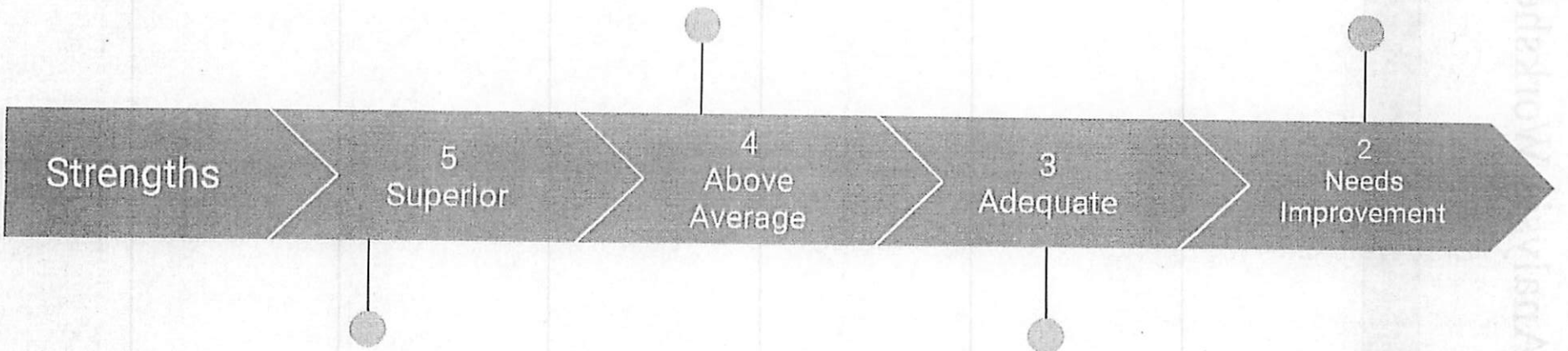
SWOT ANALYSIS


What is our unique selling point?
Do we have exclusive relationships with our consumers?
Do we have a well known product or outcome?
STRENGTHS:
Current factors
that have prompted
outstanding system
performance.
How extensive is our network?
Does our facility or location give us a competitive edge?


What complaints do we frequently hear from parents?
Are the system's technology, equipment, facility and workforce outdated?
Is the system's location and/or physical layout sufficient for growth and expansion?
WEAKNESSES:
Factors that
Increase costs or
Reduce the system's
Perception or quality.
Does the system have difficulty accessing additional capital?
Is the system's distribution limited by size or capability?

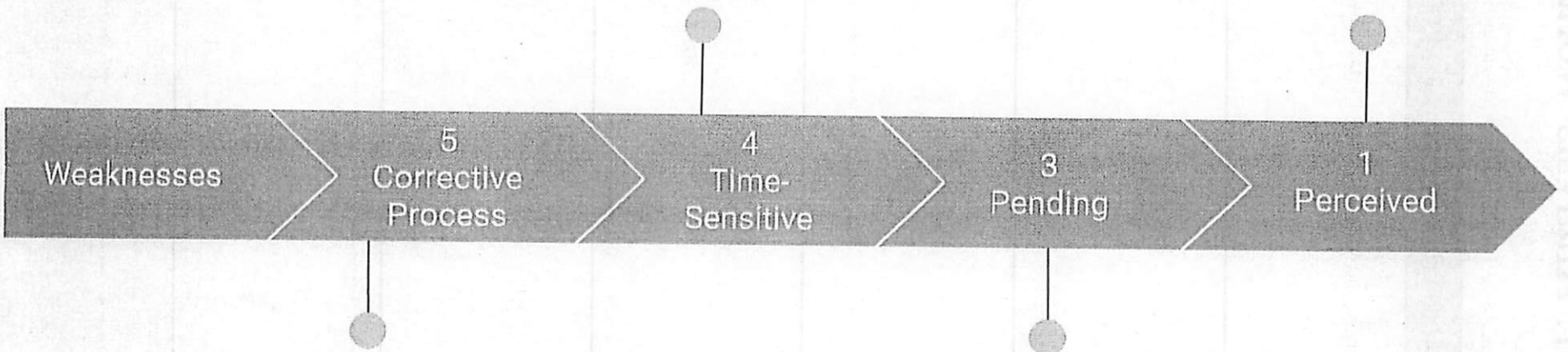
S.W.O.T. Analysis Worksheet

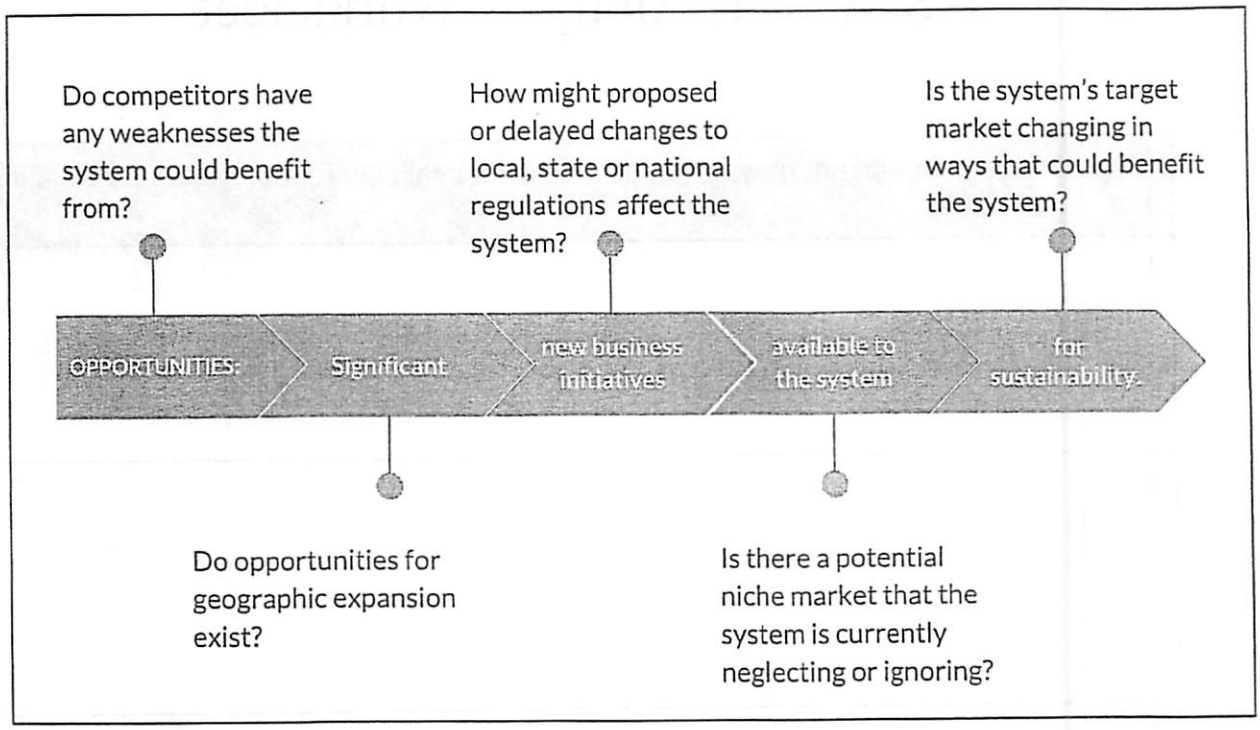
Strengths: Current factors that have prompted outstanding system performance	
1.	
2.	
3.	
4.	
5.	
6.	

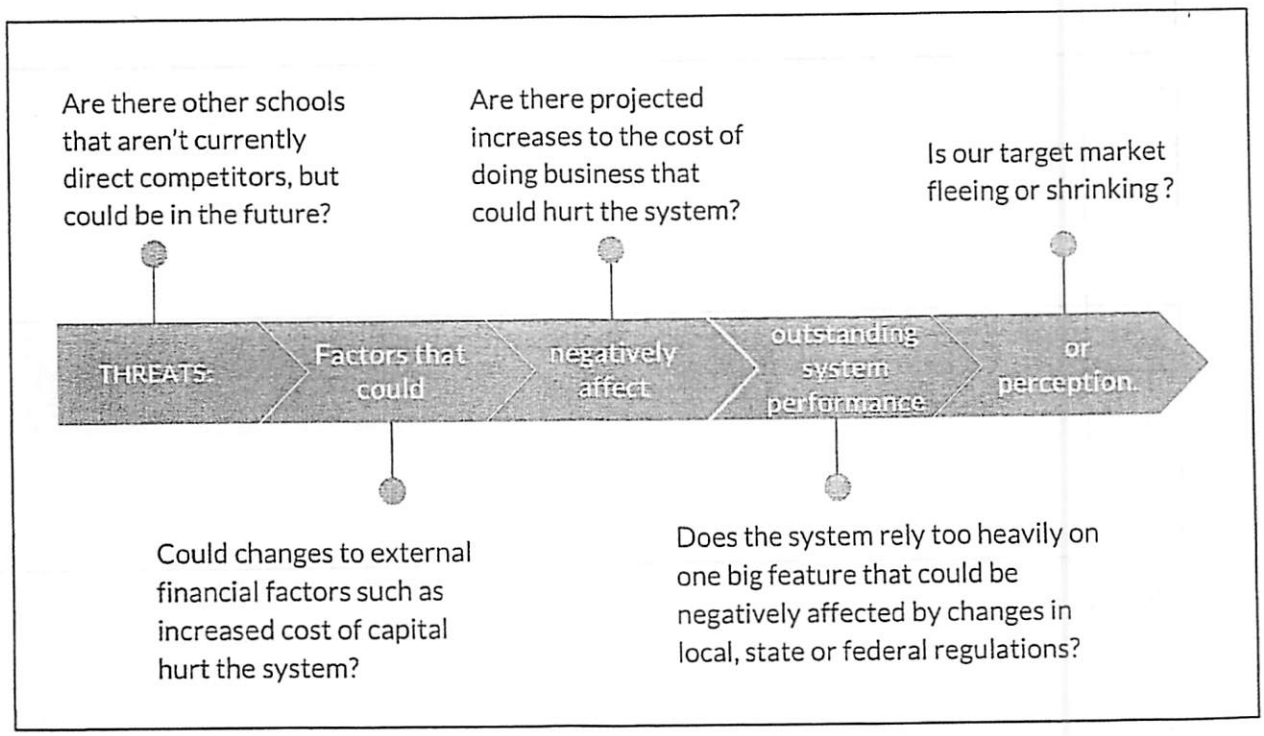

Strengths
5
Superior
4
Above
Average
3
Adequate
2
Needs
Improvement

S.W.O.T. Analysis Worksheet

Weaknesses: Factors that increase costs or reduce the system's quality or perception	
1.	
2.	
3.	
4.	
5.	
6.	

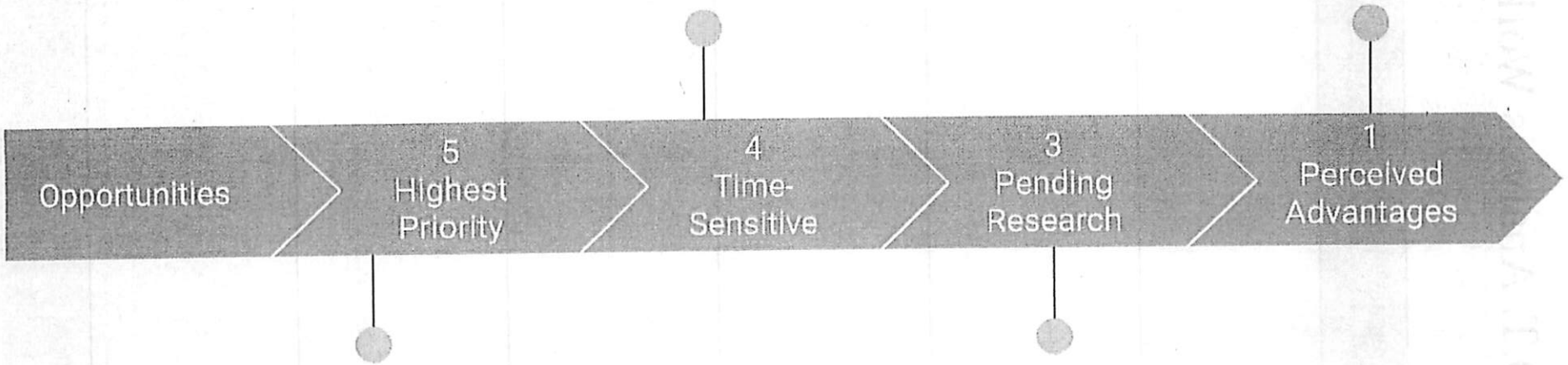

Weaknesses
5
Corrective
Process
4
Time-
Sensitive
3
Pending
1
Perceived


Do competitors have any weaknesses the system could benefit from?
How might proposed or delayed changes to local, state or national regulations affect the system?
Is the system's target market changing in ways that could benefit the system?
OPPORTUNITIES:
Significant
new business initiatives
available to the system
for sustainability.
Do opportunities for geographic expansion exist?
Is there a potential niche market that the system is currently neglecting or ignoring?


Are there other schools that aren't currently direct competitors, but could be in the future?
Are there projected increases to the cost of doing business that could hurt the system?
Is our target market fleeing or shrinking ?
THREATS:
Factors that could
negatively affect
outstanding system performance
or perception.
Could changes to external financial factors such as increased cost of capital hurt the system?
Does the system rely too heavily on one big feature that could be negatively affected by changes in local, state or federal regulations?

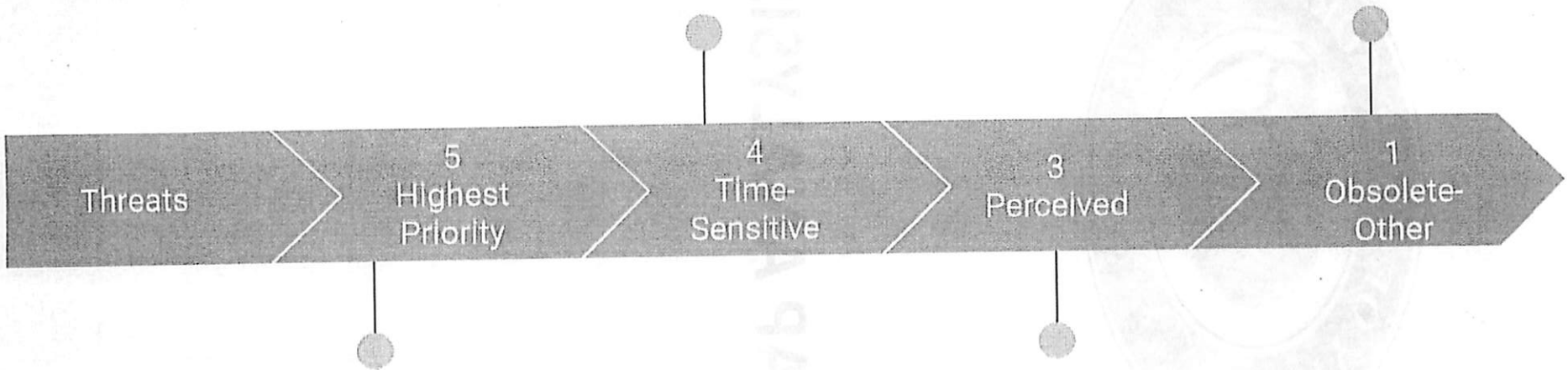
S.W.O.T. Analysis Worksheet

Opportunities: Significant new business initiatives available to the system for health and sustainability.	
1.	
2.	
3.	
4.	
5.	
6.	


Opportunities
5
Highest
Priority
4
Time-
Sensitive
3
Pending
Research
1
Perceived
Advantages

S.W.O.T. Analysis Worksheet

Threats: Factors that could negatively affect outstanding system performance or perception.	
1.	
2.	
3.	
4.	
5.	
6.	


Threats
5
Highest
Priority
4
Time-
Sensitive
3
Perceived
1
Obsolete-
Other

GAP ANALYSIS

Fall 2018

Strategic Planning Workshop

October 18, 2018

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Gap Analysis

Gap Analysis is the process of identifying the gaps you need to overcome to get from where you are now, or your current state, to where you want to be, or your desired state. Identify what will need to be adopted or eliminated or changed or overcome to achieve your vision.

Strategic Planning Life Cycle

Primary Objectives

A primary objective is a broad statement of purpose or intent describing the end state, towards which goals and action plans are directed. Objectives provide direction, but are not specific or measurable. They are hiugh level priorities.

Gap Analysis Worksheet

Current Practice	Desired Practice	Gap	Learning Objective
Briefly describe how something is done now:	Briefly describe how things SHOULD be done:	Briefly describe the gap between current and best practice:	Briefly state the specific step that will be taken to address the gap:

Item Number:	**7.**
Meeting Date:	**10/18/2018**
Item Type:	**Agenda Items**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
SECTION 5: Planning Cycle; SMART Goals; Action Plans

SUMMARY:
SECTION 5;
1. Planning Cycle
2. SMART Goals
3. Action Plans
4. Conclusion

ADDITIONAL INFORMATION:

ATTACHMENTS:

	Description	Type
🗋	SWP SECTION 5	Backup Material

Fall 2018

Strategic Planning Workshop

Section 5:

- Planning Cycle
- SMART Goals
- Action Plan
- Conclusion

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SMART GOALS

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Strategic Planning Life Cycle

SMART Goals

Smart Goals differ from primary objectives in the sense that they are specific and measurable.

S: Specific - who, what, how

M: Measurable - how much, how many, how will when know when it is accomplished?

A: Attainable - Do we have necessary resources? Can we obtain them?

R: Relevant - Why is this important? How does it align to strategy?

T: Time Bound - Clearly defined time frames including deadlines

City of Cape Coral Charter School Authority
S.M.A.R.T. Goals

Specific: • What is the desired result? (who, what, when, why, how)	
Measurable: • How can you quantify (numerically or descriptively) completion? • How can you measure progress?	
Relevant: Is the goal in alignment with the overall mission or strategy?	
Time-Bound: What is the deadline? Is the deadline realistic?	

Final Goal:

_____

_____

ACTION PLANNING

Fall 2018

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Strategic Planning Life Cycle

Action Planning

Action Plans should reflect the tasks associated with SMART Goals.

Action Plans include:

Specific activities.

Responsibility levels.

Time Frames

Outcomes

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Action Plan Template

Goal:

Results/Accomplishments:

Action Steps *What Will Be Done?*	**Responsibilities** *Who Will Do It?*	**Timeline** *By When? (Day/Month)*	**Resources** *A. Resources Available* *B. Resources Needed (financial, human, political & other)*	**Potential Barriers** *A. What individuals or organizations might resist?* *B. How?*	**Communications Plan** *Who is involved? What methods? How often?*
Step 1:			**A.** **B.**	**A.** **B.**	
Step 2:			**A.** **B.**	**A.** **B.**	
Step 3:			**A.** **B.**	**A.** **B.**	
Step 4:			**A.** **B.**	**A.** **B.**	

Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*

Fall 2018

Strategic Planning Workshop

Strategic Planning Life Cycle

Execute

It is not enough to write the plan. The plan must be implemented. Everyone in the organization needs to know the plan, where to find it, how it affects him or her, and what objectives they personally impact.

Revisit the Vision and Mission statements.

Do they still reflect our needs and future desires as a system?

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Fall 2018

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Strategic Planning Life Cycle

Evaluate

Periodic evaluating helps an organization to review what has been written, to find out what works, and what is not working, and to subsequently make corrections.

Action Plan can be reviewed at all Board Meetings.

Decide how often relevant individuals should meet to review status.

Rethink goals and use valuable resources if something is not working, and consider alternate plans.

Fall 2018

Strategic Planning Workshop

Thank You!

Your dedication and comittment to the City of Cape Coral Charter School authority is greatly appreciated.

October 18, 2018

Cape Coral Yacht Club

Item Number:	**8.A.**
Meeting Date:	**10/18/2018**
Item Type:	**Date and Time of Next Meeting:**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
The Next CSA Strategic Plan Workshop will be in the Fall 2019.

SUMMARY:

ADDITIONAL INFORMATION:

Item Number:	**9.A.**
Meeting Date:	**10/18/2018**
Item Type:	**Adjournment**

AGENDA REQUEST FORM
CITY OF CAPE CORAL

TITLE:
Superintendent Collins released non-essential attendees at 1:41p.m. Remaining CSA personnel adjourned at 2:12p.m.

SUMMARY:

ADDITIONAL INFORMATION: