THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Landings Administrative Complex
1980 Landings Blvd.
9:00 AM

May 10, 2022 Monthly Work Session

Call to Order

1. ESE UPDATE

   Description

   Recommendation

   Financial Impact:

   Contact:

   FIGAREDO-ALBERTS
2. READING PILOT

   Description

   Recommendation

   Financial Impact:

   Contact:

   JOHNSON
3. READING RECOVERY & LITERACY LESSONS

   Description

   Recommendation

   Financial Impact:

   Contact:

   CHAPPELL
4. STRATEGIC PLAN - GOAL 4

   Description

Recommendation

Financial Impact:

Contact:

MANIGLIA

5. OPERATING BUDGET

Description

Recommendation

Financial Impact:

Contact:

CORCORAN/PENNER & CURTNER

6. FSA GRADE CALCULATION

Description

Recommendation

Financial Impact:

Contact:

CANTALUPO

7. CHOICE/CHARTER DISCUSSION

Description

Recommendation

Financial Impact:

Contact:

CANTALUPO & WHEELER

8. SUPERINTENDENT CONTRACT

Description

Recommendation

Financial Impact:

Contact:

GOODWIN

9. MEMBERS COMMENTS

Description

Recommendation

Financial Impact:

Contact:

GOODWIN

Adjournment

May 10, 2022 Board Meeting
Agenda Item 1.

Title
ESE UPDATE

Description

Recommendation

Contact
FIGAREDO-ALBERTS

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Presentation	5/4/2022	Cover Memo

SARASOTA County Schools

ESE Updates

May 10, 2022

Corrective Action Conditions

Condition	Outcomes of Corrective Action
1a	FDOE Professional Development MTSS PD Protocol
1b	20-Hours of Professional Learning to Increase Inclusive Practices for Students with the Most Significant Cognitive Disabilities
2	District Procedures Manual
3	Submission of Quarterly Data Reports Including Analysis and Resources
4	Parent Training Support Plan for Families of Students with Significant Cognitive Disabilities
5	Submission of Annual Data Reports

SARASOTA County Schools

Condition 1a- MTSS Accomplishments

- Sarasota County Schools' MTSS Resource Handbook published in October 2021 available on the SCS Student Services MySCS Tile
- All 40 School teams completed the Self-Assessment of MTSS (SAM)
- All SCS Instructional staff at all 40 schools completed Module 1 - Intro to MTSS (Professional Learning completed by September 2021)
- All SCS Instructional staff at all 40 schools will complete Module 2 - Tier 1 in MTSS (Professional Learning to be completed by June 1st)
- Monthly Professional Learning continues to be provided by USF PS/RtI (Problem-Solving/Response to Intervention) Partners to ESE and Student Services Managers and Program Specialists

SARASOTA County Schools

Condition 1b- Professional Development Plan

Required Courses:

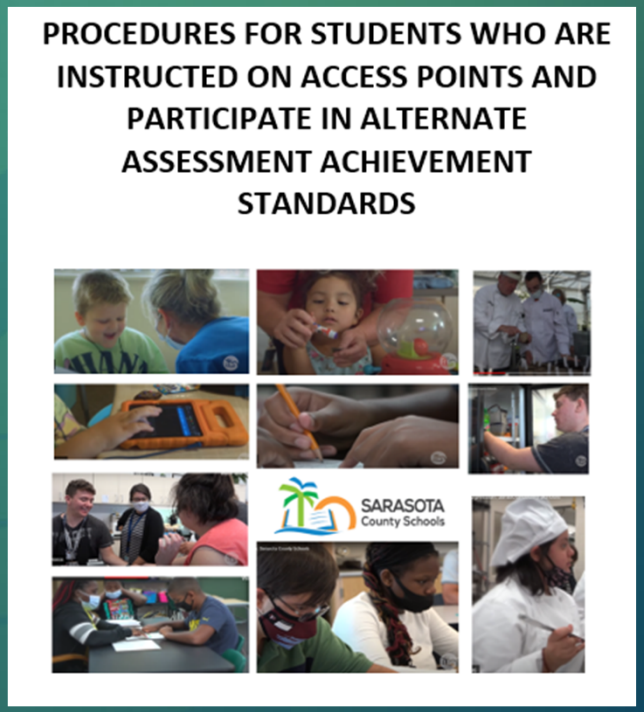
- Collaborative Teaching
- Specially Designed Instruction
- Label to Able
- Access to General Education
- Planning for Instruction to Include Students with the Most Significant Cognitive Disabilities
- Myths and Facts About Inclusion

SARASOTA County Schools

Condition 2- Procedures

A manual of district procedures has been developed based on Rule 6A-1.0943.
The manual consists of the following sections:

- Defining Criteria
- Using Data to Make Informed Decisions on AP-AAAS (Access Points-Alternate Assessment Achievement Standards)
- Annual Review and Next Steps
- The District's Plan for Ongoing Monitoring and Self-Assessment
- Appendix



Condition 3- Quarterly Report

- Self-assessment of records to ensure compliance requirements
- Quarterly review of staff allocations, resources, and training opportunities of staff members supporting students on AP-AAAS
- Monitoring of Post-Secondary outcomes
- 1% Cap Data

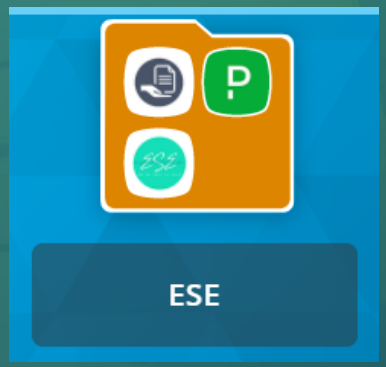
Condition 3- Quarterly Reports

Impact of Professional Learning:

- Facilitated IEP (FIEP)
- LEAd & LEArn

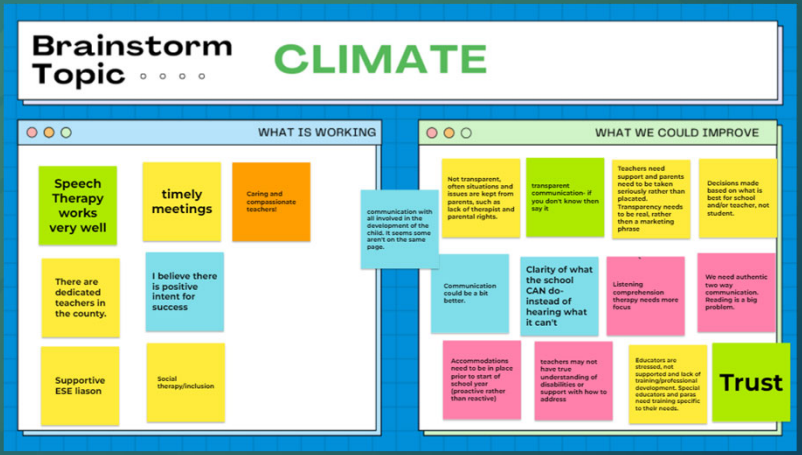
Staff Resources:

- MySCS ESE Tile



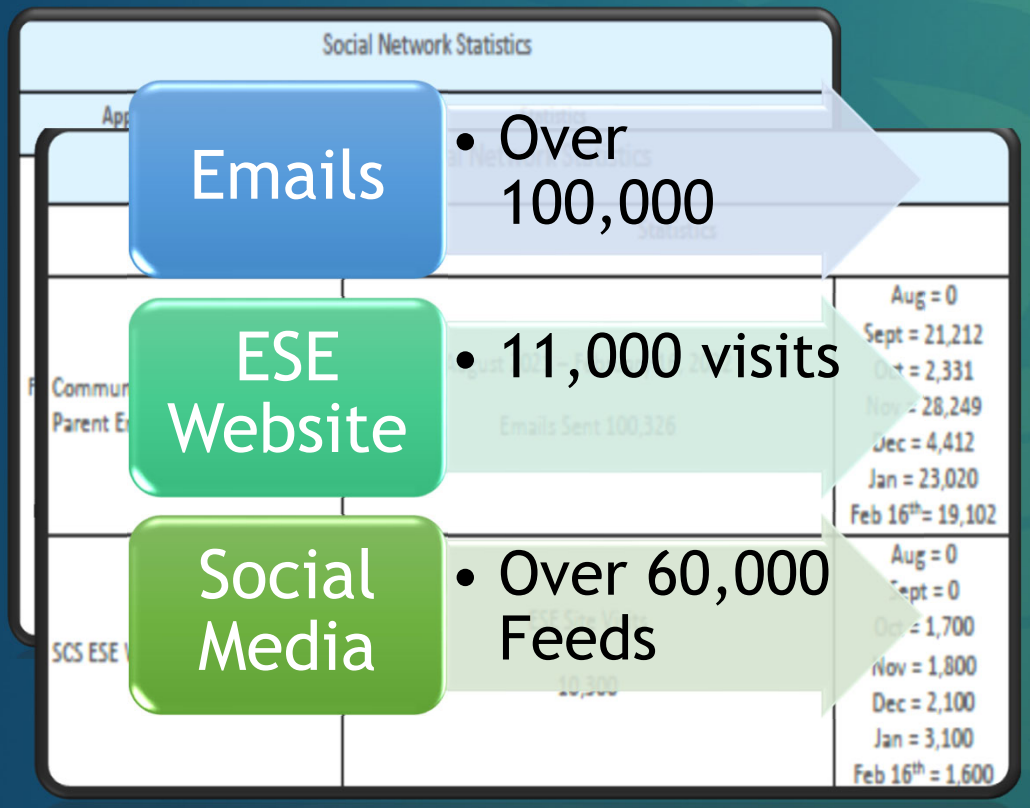
Condition 4- Parent/Family Learning Opportunities

- Focus on the Families of Students with Significant Cognitive Disabilities evolved to include all ESE Families
  - Number of Learning Opportunities Offered = 51
  - Number of Participants Attended = 530
- Building Relationships
  - Parent Advisory Committee
- ESE Website
  - Parent Information



Condition 4- Parent/Family Learning Opportunities

Communication Social Media & Statistical Data



Partnering with parents that offer training opportunities to our families

SARASOTA County Schools

Condition 5- Annual Report

- 5(a/b) FLDOE Professional Development Protocol
  20-hour Professional Development Plan
  ESE Specific Procedures (March/June)
  Parent Training Support Plan

- 5(c) Three additional narrative summaries
  Annual review related to the performance of current students and post-secondary outcomes for former students

SARASOTA County Schools

Working Together as One for the Success of ALL!

SARASOTA County Schools

May 10, 2022 Board Meeting
Agenda Item 2.

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READING PILOT

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JOHNSON

Financial Impact

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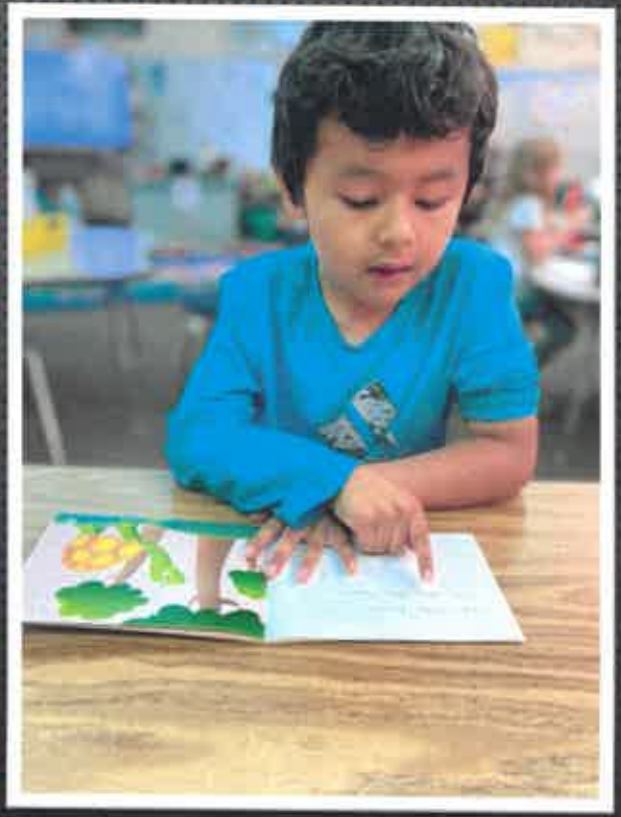
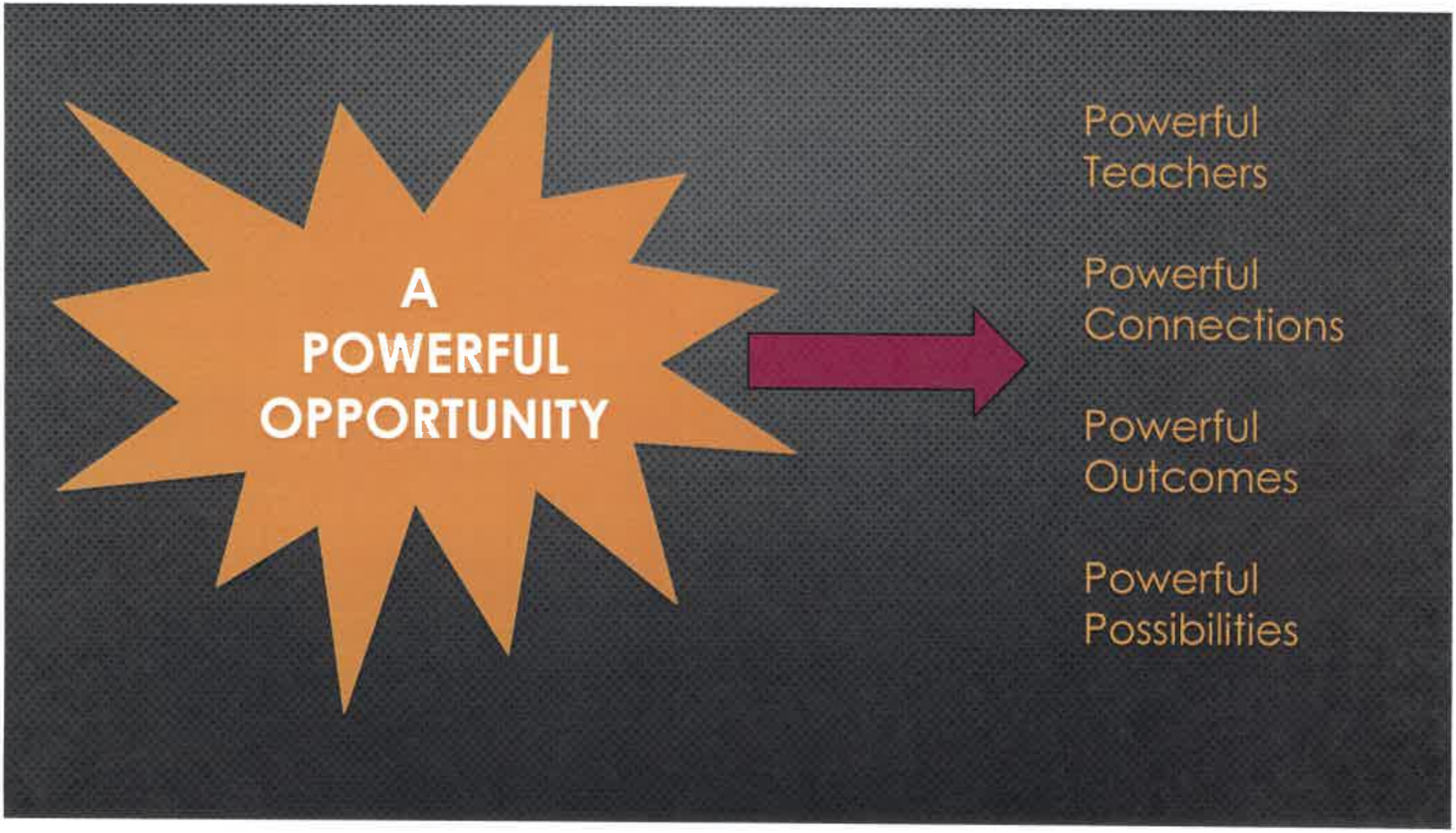


The ESE Reading Initiative Pilot
2021-2022

A Powerful Opportunity


A
POWERFUL
OPPORTUNITY
Powerful
Teachers
Powerful
Connections
Powerful
Outcomes
Powerful
Possibilities

One of 10 Florida Districts chosen

ESE focused professional literacy learning and supplemental materials

Foundational literacy learning with a comprehensive, in-text approach

Strategic Plan Goal 1: Strategy 2 & 3, Goal 3: Strategy 2, Goal 4: Strategy 2

28 Elementary District and Charter Schools

70+ ESE teachers

Primary and Intermediate

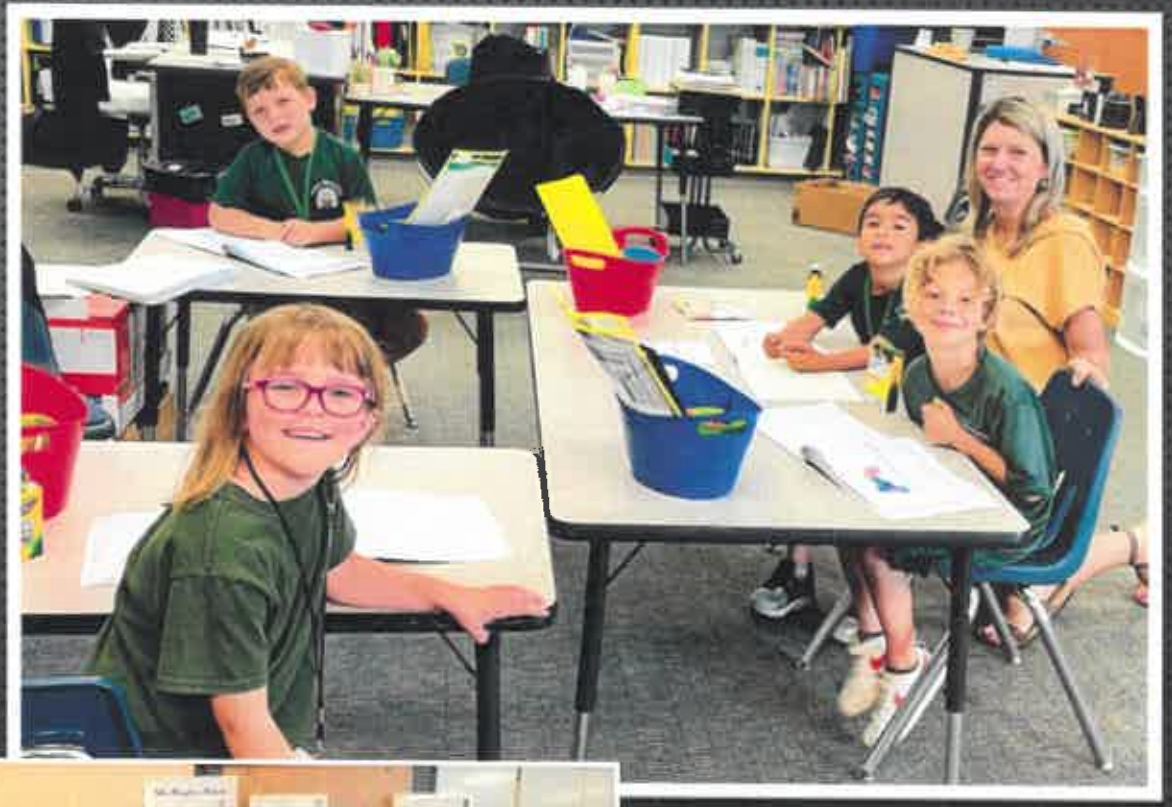
Resource and Self-contained

200+ Students

Diverse Needs

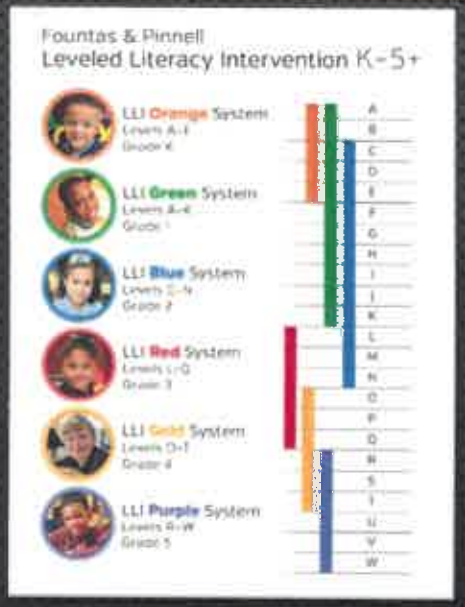
Supplemental Intervention Materials

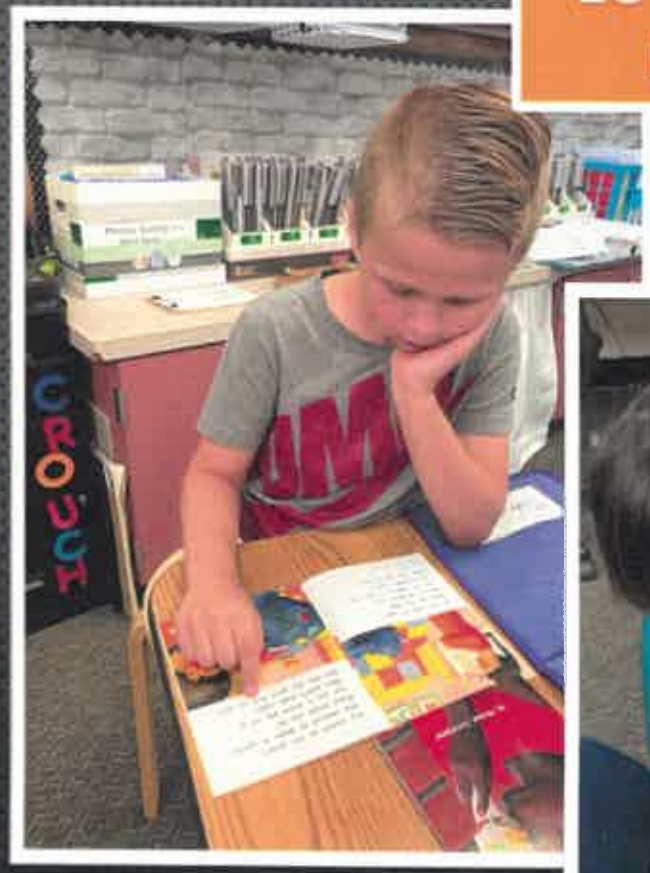
Benchmark Assessment System
Leveled Literacy Intervention
Phonics, Spelling and Word Study



Leveled Literacy Intervention

Systematic, explicit, Multi-sensory instruction phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language and writing





Effective with SWD Backed by Research Evidence Based

Fountas and Pinnell Instructional Level Expectations for Reading and Time Equivalent Scores (months) for each Level

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Kindergarten	Pre-A TE=2	Pre-A TE=2	Pre-A TE=2	A TE=4	A/B TE=5	B TE=6.5	B TE=6.5	C TE=9	C TE=9	C TE=9
1st Grade	C/D TE=11	D TE=12	E TE=13	E/F TE=14	F TE=15	G TE=16	G/H TE=17	H TE=18	I TE=19.5	I TE=19.5
2nd Grade	I/J TE=21	J TE=22.5	J TE=22.5	J/K TE=24	K TE=25	K/L TE=26	L TE=27.5	L TE=27.5	M TE=29.5	M TE=29.5
3rd Grade	M/N TE=31	N TE=33	N TE=33	N TE=33	O TE=36	O TE=36	O TE=36	P TE=39	P TE=39	P TE=39
4th Grade	P/Q TE=41	Q TE=43	Q TE=43	Q TE=43	R TE=46	R TE=46	R TE=46	S TE=49	S TE=49	S TE=49
5th Grade	S/T TE=51	T TE=53	T TE=53	T TE=53	U TE=56	U TE=56	U TE=56	V TE=59	V TE=59	

Overall, the SPED *LLI* students progressed an average of 7.5 months (n = 635, SD = 4.6) from entry until exit fro This growth was achieved during participation in *LLI* for an average of 18.5 weeks. It should be noted that while t teachers strived to provide all scheduled *LLI* lessons each week, vacation and absentee days often made this impo **In spite of this, the SPED *LLI* students progressed an average of seven and a half months in a little more than four a half months. At most grade levels, the SPED *LLI* students moved forward at an accelerated pace when compare** typical reading progress over time according to Fountas and Pinnell guidelines (see Table 4 and Chart 1 below).

Levels of Growth (n=630)

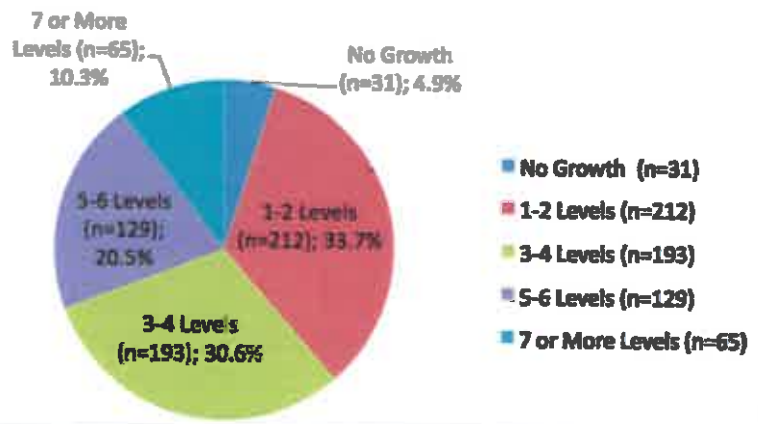


Chart 2

Outcome Domain	Effectiveness Rating	Grades	Evidence Tier
Alphabetics	-- - 0 + ++	K-2	NO TIER ASSIGNED
Reading achievement	-- - 0 + ++	K-2	TIER 1 STRONG
Reading fluency	-- - 0 + ++	K-2	TIER 3 PROMISING

Effective and Backed by Research

PROVEN EFFECTIVE: EVIDENCE FOR ESSA

*Evidence for ESSA's review of the independent research studies on *LLI* found **STRONG** evidence of effectiveness for students.

EVIDENCE FOR ESSA: *LLI* RECEIVES STRONG RATING FOR EFFECTIVENESS

	Rate Rating	Studies	Students	Avg. Effect Size
LLI EFFECTIVENESS	STRONG	2	566	+0.13

Read more at evidenceforessa.org

*Robert Slavin, Director of the Center for Research & Reform in Education at Johns Hopkins University, a co-founder and Chairman of the Board of the Success for All foundation and co-creator (with colleagues) of Evidence for ESSA, named LLI in a recent NPR article as a well-documented program to help children gain learning ground.

Have a Look!

Phonics, Spelling, and Word Study System, for Grade 1

By Irene Fountas, Lesley University, Gay Su Pinnell, The Ohio State University

Build a strong reading and writing foundation with lessons about language and how it works with the *Fountas & Pinnell Phonics, Spelling, and Word Study System*, Grade 1.

Phonics, Spelling and Word Study Shared Reading

Fountas & Pinnell Classroom Shared Reading Collection, Grade 1

Irene Fountas, Gay Su Pinnell

Grade: 1st - 1st

Pub Date: 8/17/2017

Build a strong early reading foundation with books that engage and excite.

As a teacher of literacy, you transform the lives of the children in your classroom. The *Fountas & Pinnell Classroom™ Shared Reading Collection* ensures an enjoyable experience for your classroom community. Shared reading provides an important... more

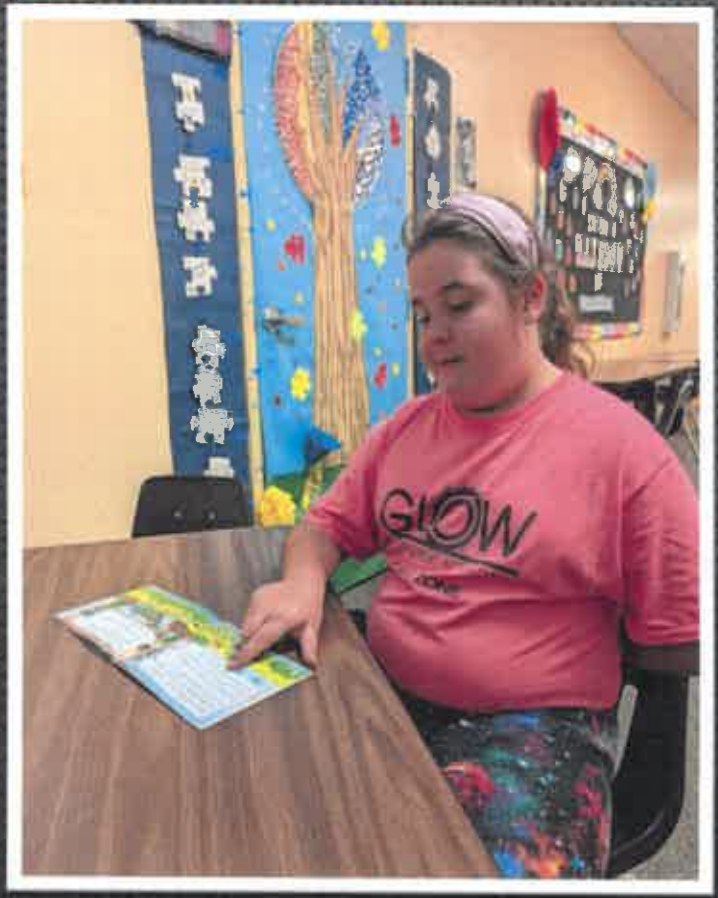
THE NINE AREAS OF LEARNING

- ***Early Literacy Concepts*** *(knowledge of how print works)*
- ***Phonological Awareness*** *(ability to hear sounds in words)*
- ***Letter Knowledge*** *(recognition of graphic symbols and their names)*
- ***Letter-Sound Relationships*** *(ability to connect sounds to letters and letters to words)*

Spelling Patterns *(recognition of phonograms, letter clusters, vowel patterns)*

- ***High-Frequency Words*** *(ability to read words quickly and accurately that appear often in the language and/or are high utility)*
- ***Word Meaning/Vocabulary*** *(understanding the meanings of words and of meaning-bearing parts (morphology, etymology))*

- ***Word Structure*** *(ability to break down words into parts—base words, word roots, affixes—to solve them)*
- ***Word-Solving Actions*** *(the ability to use a flexible range of strategies for solving words)*



I have finally been given a resource that has allowed my students to become readers. Not only have they become readers, they have **become confident readers** and their parents are excited that their children are reading.

Many of my students were nonreaders until I got LLI! Within 2 weeks of starting this program, I had a student turn and look at me and say, "Mrs. Franz, I really know how to read!!"

Erika Franz, Tatum Ridge Elementary

LISETTE CROUCH, LAUREL NOKOMIS SCHOOL

*"The greatest influence on student progression in learning is having **highly expert, inspired** and **passionate** teachers and school leaders working together to maximize the effects of their teaching on **all students** in their care."*

John Hattie, 2015

In-depth, on-going, applicable

Theory and application

Rethinking and refining

Striving to always improve

Knowledge is the Power!

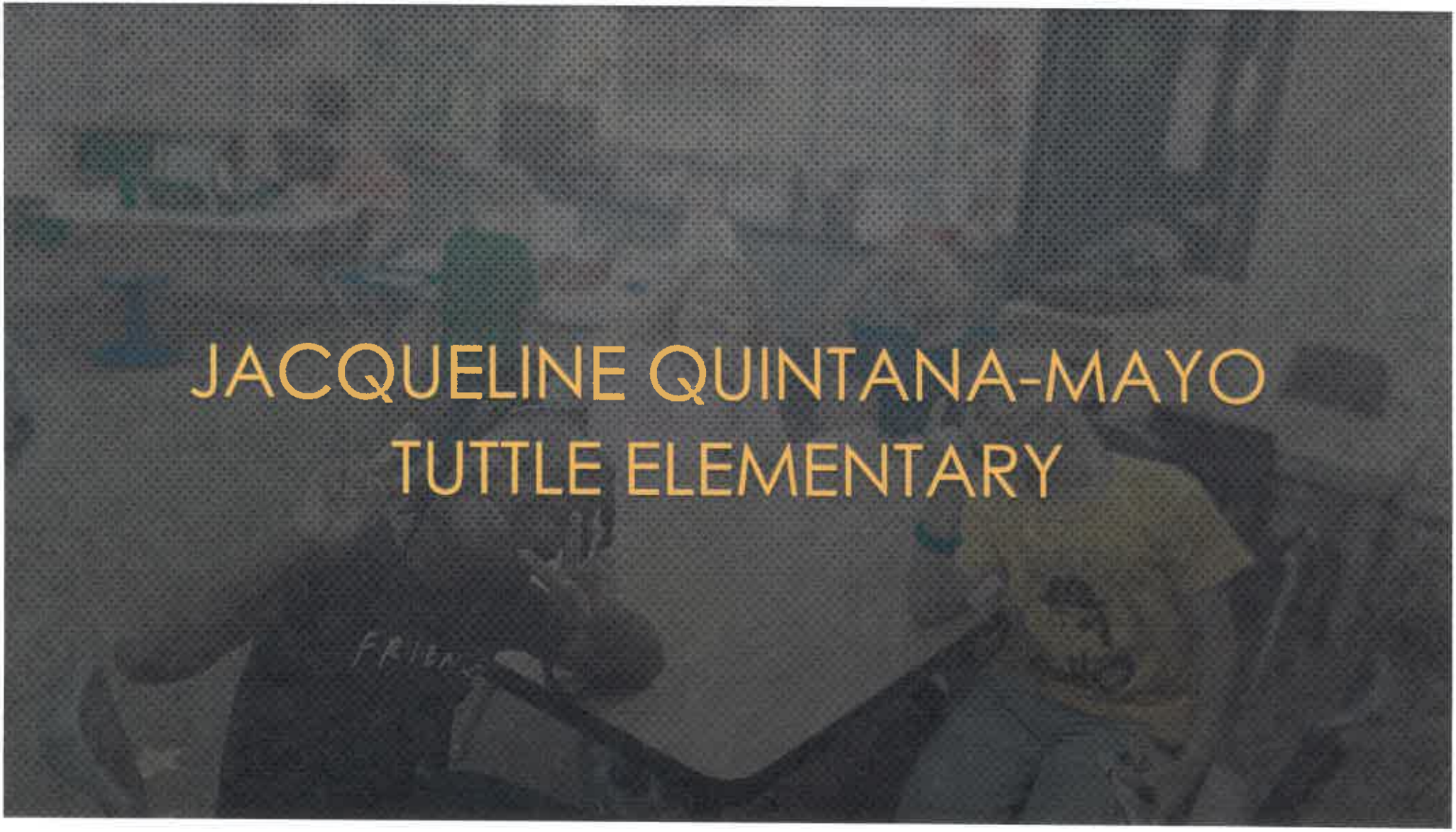
Powerful Teachers

Closely Observe students
Notice patterns
Identify priorities
Adjust teaching
Analyzing and responding

This grant has changed me as a teacher by making me more aware of my students' needs and being able to address those needs. I have learned how to analyze my students' reading in a way that pinpoints areas I need to target, specific to that student.

I feel like I am a much more effective teacher after participating in this professional learning.

Shannon Marlett, Ashton Elementary


JACQUELINE QUINTANA-MAYO
TUTTLE ELEMENTARY

POWERFUL CONNECTIONS

Professional Learning Communities
across schools &
across the district

Learning together and from one another

Common language

Common goal

Collective efficacy

Collaborating with peers/professionals that have the same goal in mind for our students has been priceless and necessary as professionals to continue to grow and move our students.

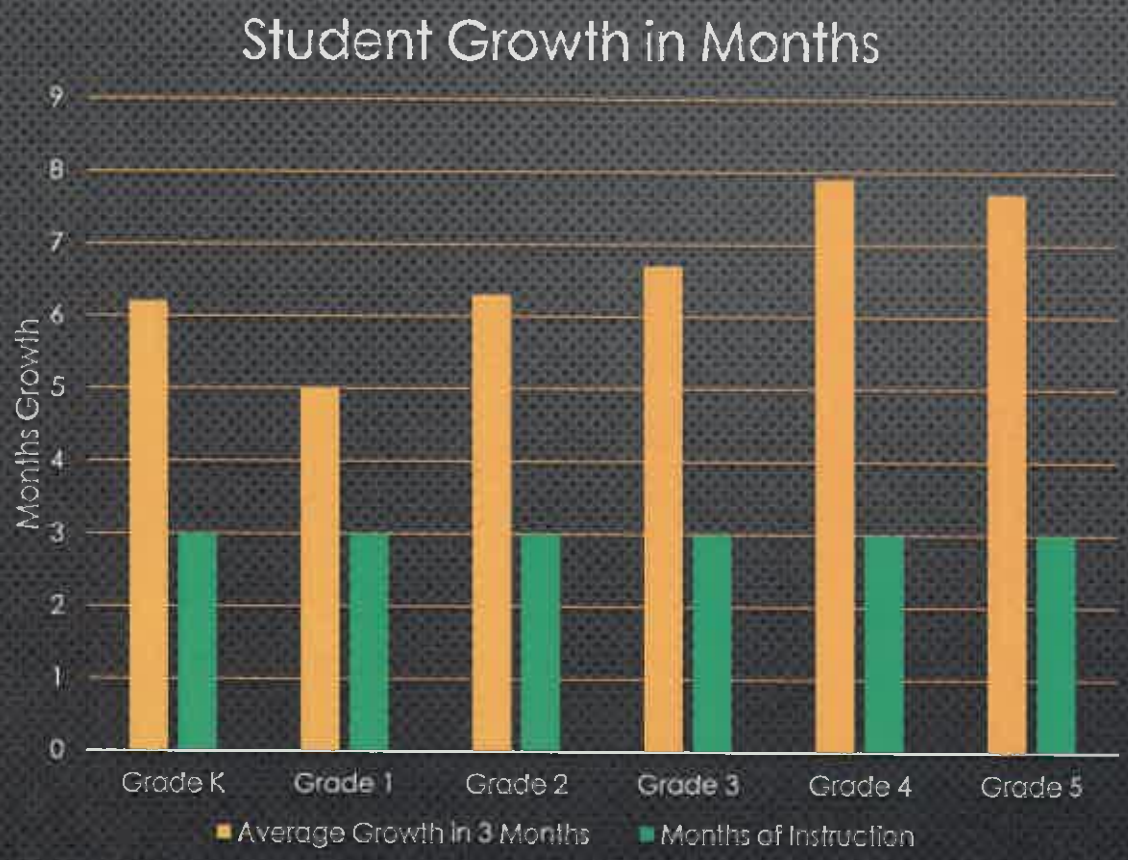
Christine Johnson, Wilkinson Elementary

Family Literacy Night

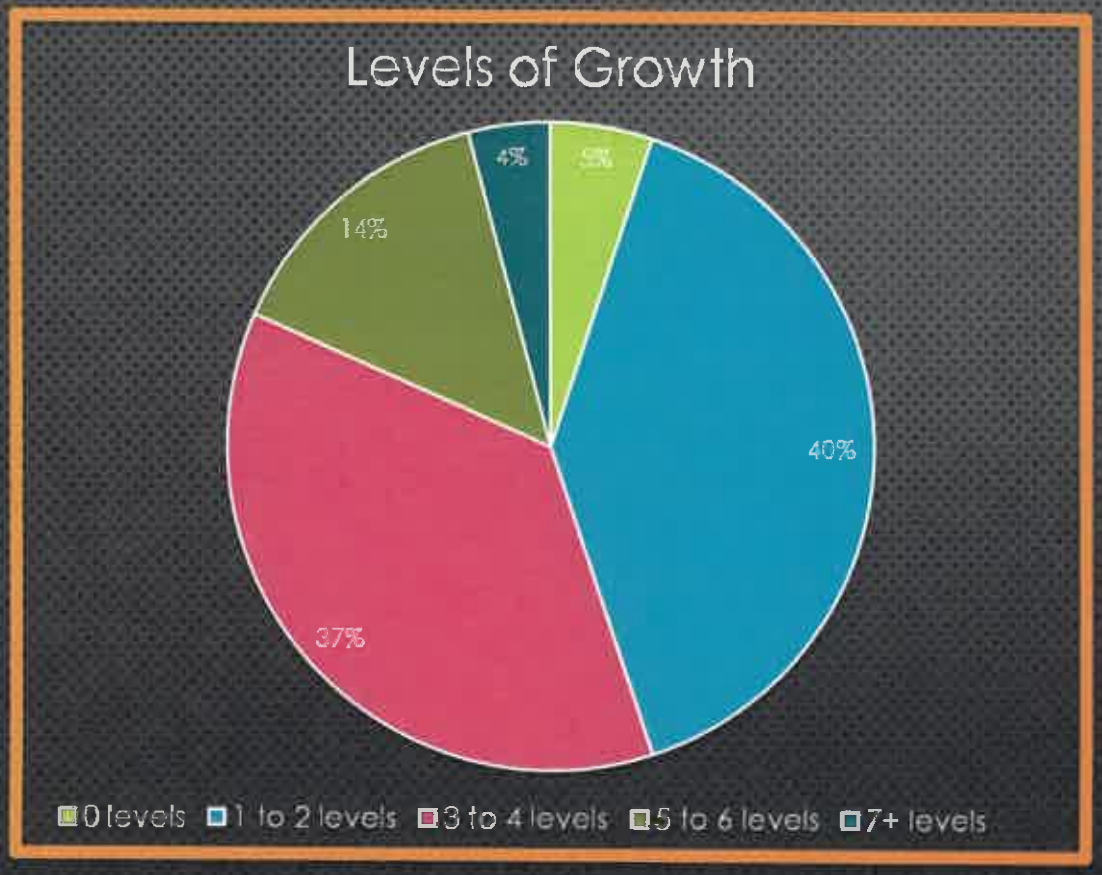
4 Host Schools

Over 100 students and families

Over 1000 books taken home



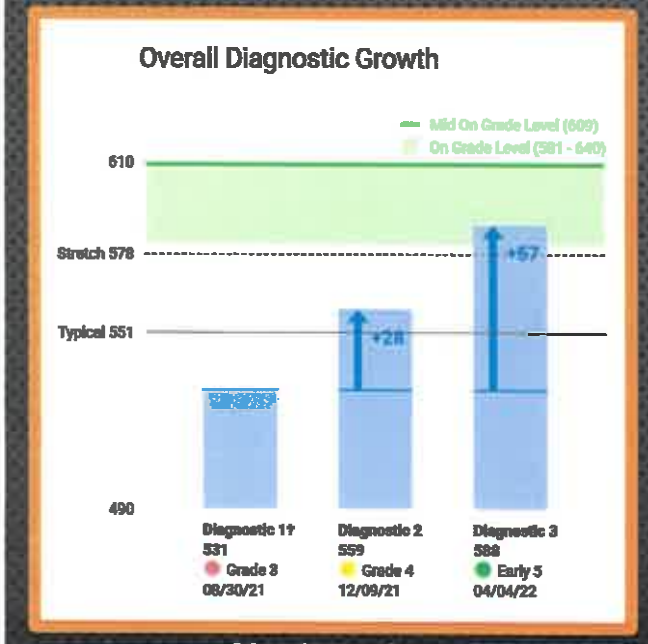
POWERFUL IMPACT



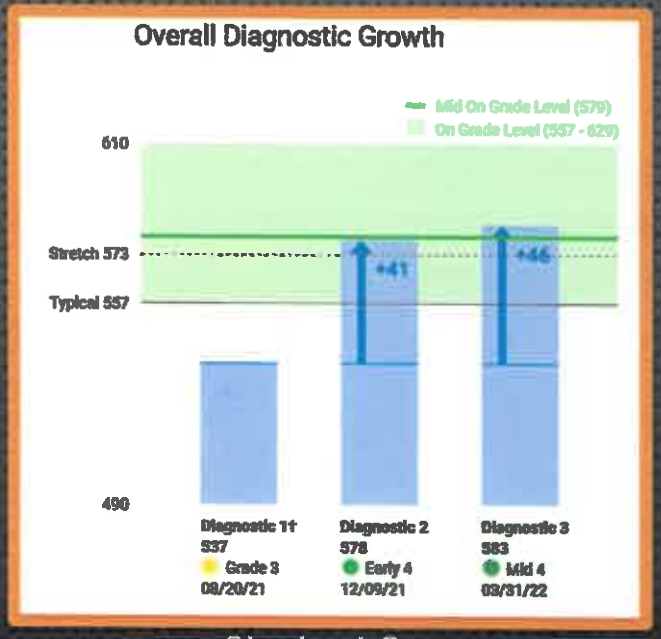
95% of students made progress

Over 50% of students made significant progress

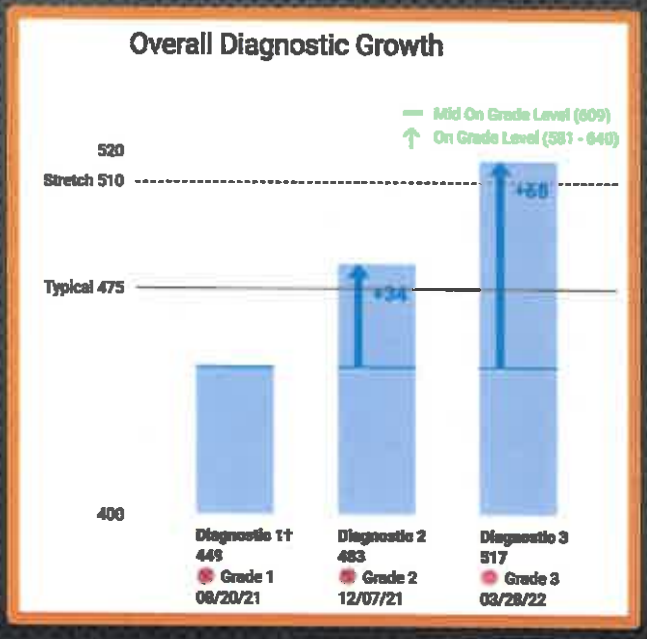
Acceleration and Stretch Growth on iReady Diagnostic



Student 1

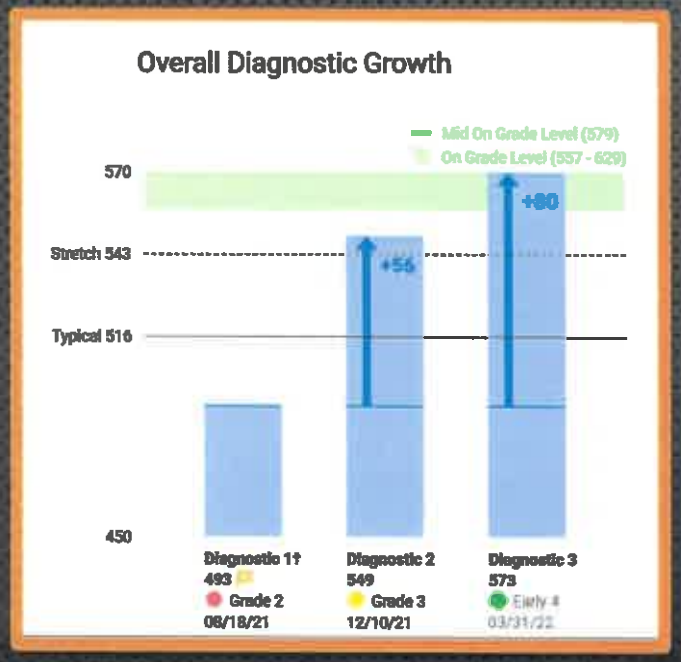


Student 2

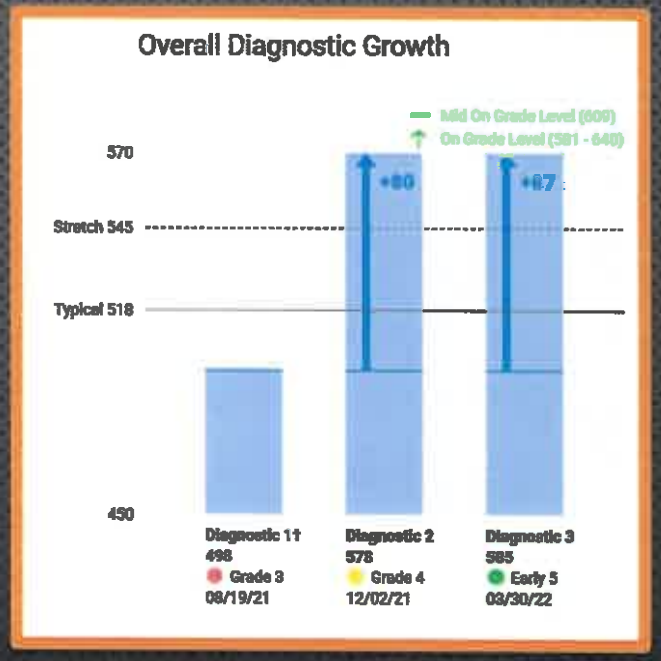


Student 3

Highly responsive teaching
Explicit, structured, multi-sensory
Connected to text



Student 4



Student 5

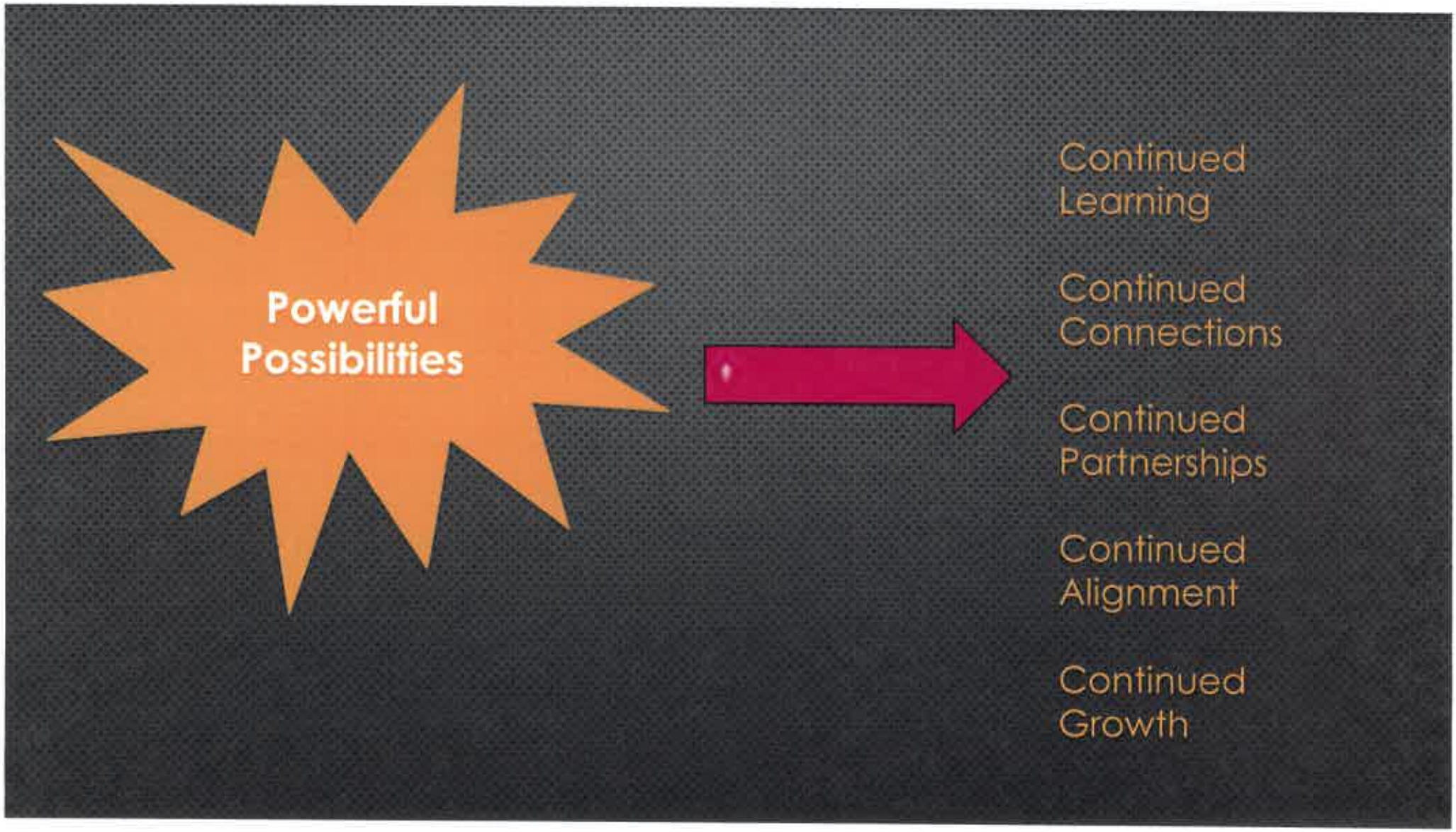
iReady diagnostic growth complements our data

My students are striving and thriving. Their success is my success. To see them grow in ability and confidence is what it's all about. I am able to clearly see their growth and celebrate that.

Katie Sting, Wilkinson Elementary

I feel like I have the in-depth knowledge of being able to teach students who have not been successful. I'm able to observe and know where I should begin instruction to fill in gaps.

Jodi Caragiulo, Southside Elementary

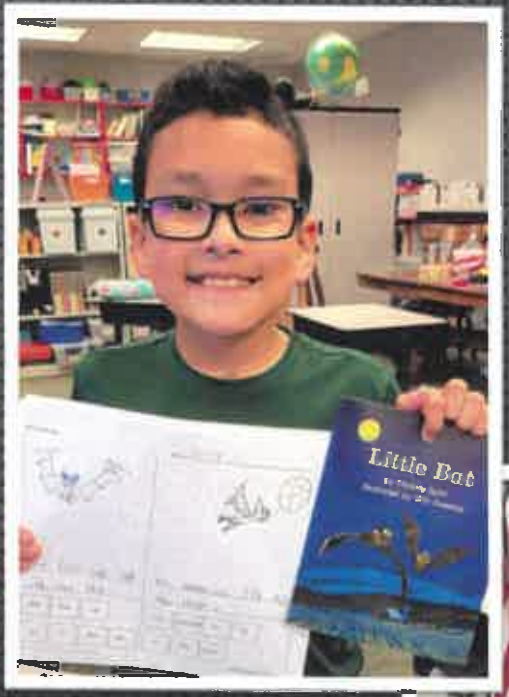

Powerful Possibilities
Continued Learning
Continued Connections
Continued Partnerships
Continued Alignment
Continued Growth

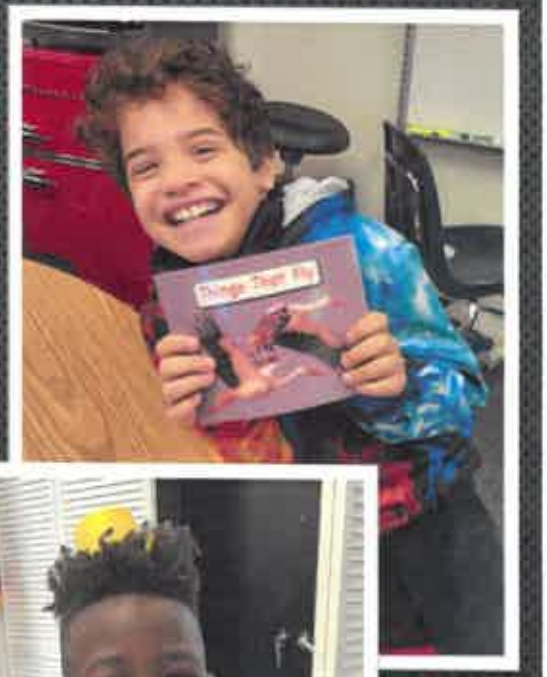
WHAT GUIDED US... TEACHERS

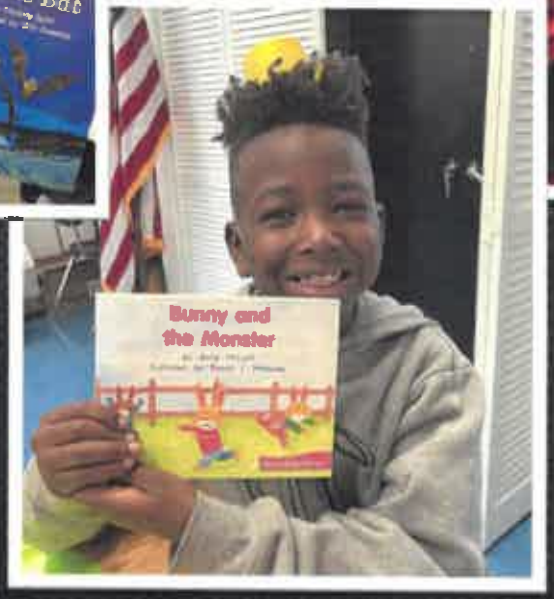
- CREATING NEW **PROFESSIONAL RELATIONSHIPS**
- **SHARING** EXPERIENCES AND **PERSPECTIVE** SHARING
- BUILDING **COMMON VISION, LANGUAGE, AND GOAL-SETTING** AROUND LITERACY LEARNING
- **GROWING** LITERACY **EXPERTISE**
- BUILDING **CAPACITY**
- **RESPONSIVE, OBSERVANT, IN THE MOMENT TEACHING**

WHAT GUIDED US…
STUDENTS

- STUDENT **PROGRESS** – CLOSING THE GAP
- **ACCELERATION** TOWARDS PROFICIENCY
- **CONFIDENCE** AND PRIDE
- **LIFELONG** READERS AND WRITERS- ENJOYMENT!
- **REFRAME THE WAY THEY THINK** ABOUT THEMSELVES AS LEARNERS







May 10, 2022 Board Meeting
Agenda Item 3.

Title
READING RECOVERY & LITERACY LESSONS

Description

Recommendation

Contact
CHAPPELL

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Presentation	5/4/2022	Cover Memo

Reading Recovery
&
Literacy Lessons

Investment
Building Capacity
Prevention
Celebration
2021-22

"A mosaic consists of thousands of little stones. Some are blue, some are green, some are yellow, some are gold. When we bring our faces close to the mosaic, we can admire the beauty of each stone. But as we step back from it, we can see that all these little stones reveal to us a beautiful picture, telling a story none of these stones can tell by itself." – Henri Nouwen

WORKING AS ONE FOR THE SUCCESS OF ALL

SARASOTA County Schools

Reading Recovery

Implemented like none other nation-wide to systemically improve primary literacy practices and promote both teacher and student confidence and competence.

Alignment with Strategic Plan Goals 1 and 4

Goal 1 - Personalize learning and accelerate growth for ALL students.

GOAL DESCRIPTION This goal is focused on ensuring that every student reaches their full potential by engaging them in rigorous, relevant and personalized instruction. In
meeting each student's individual needs through
resources and support as needed to help them th
students, parents and families will propel achieve

OUTCOME METRICS

METRIC 1 - Increase grade 3 English Lang
METRIC 2 - Increase the percent of stude
40% (SY 20-21) to 52% (SY 25
METRIC 3 - Increase HS acceleration rate
the year it appeared in the sc
*The data instrument to ass

PRIORITY STRATEGIES

STRATEGY 1 - Expand and enhance Early
students and families.
STRATEGY 2 - Maximize learning for ALL
STRATEGY 3 - Implement a collaborative
the Professional Learning C
STRATEGY 4 - Provide arts and experient
engage ALL student group
STRATEGY 5 - Equip all students for life
focused instructional oppo

Goal 4 - Collaborate with and engage school communities to support the achievement of our students.

GOAL DESCRIPTION - This goal is focused on providing excellent leadership in communications and outreach in order to support the attainment of student achievement goals set by Sarasota County Schools (SCS). In addition, provide creative communication support of division-wide initiatives to educate key audiences, increase awareness, and promote a positive perception of SCS.

OUTCOME METRICS

METRIC 1 - Increase the percentage of families who strongly agree & agree with "district communications are effective" in the District Parents Climate survey.
METRIC 2 - Increase percentage of staff positively responding to a question about efficacy of internal communications in the annual Staff climate survey.

PRIORITY STRATEGIES

STRATEGY 1 - Strengthen our "brand" through effective marketing and two-way district and school-based communications.
STRATEGY 2 - Support families as partners in their children's education.
STRATEGY 3 - Collaborate with volunteers, community foundations, and organizations to support our staff and students.
STRATEGY 4 - Build stronger platforms for effective, timely, internal employee communications.
STRATEGY 5 - Modify climate survey to include parent communication indicators.

Tier 3 Intervention – provided in addition to a comprehensive core curriculum

Reading Recovery

One on one
Individually designed lessons
Non-scripted
Highly trained provider
Positive effects systemically

Literacy Lessons

Reading Recovery®

Reading Recovery

1st Grade Tier 3 Intervention for striving readers –

One on one
Individually designed lessons
Non-scripted
Highly trained provider
Positive systemic effects

Literacy Lessons®

Literacy Lessons

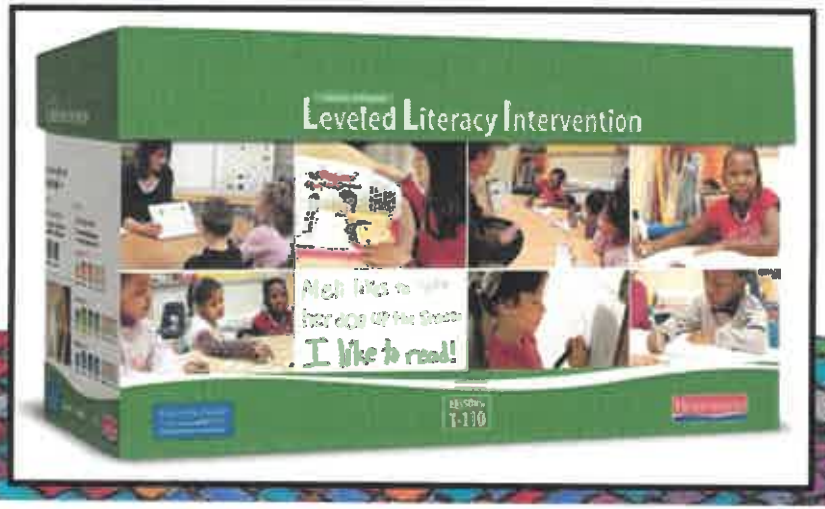
Expansion to special populations ESE/ELL –

Serves students with extreme literacy challenges

Literacy Lessons Teachers

DO NOT EQUAL

LLI (Leveled Literacy Intervention)



Tier 3 Intervention – provided in addition to a comprehensive core curriculum

Striving Reader Decision Tree: K-1

All students must receive comprehensive grade level core reading instruction aligned to Florida Standards. The responsive decisions made about support and interventions for Striving Readers must be in addition to and do NOT take the place of high-quality core literacy instruction.

Students may be identified as a Striving Reader or as having a Substantial Reading Deficiency if i-Ready Diagnostic data indicates that the student is performing two levers below in Reading, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention. Explicit and systematic intensive interventions including multi

If student(s) are identified as Striving Readers, then a phonologic identification diagnostic assessment should be administered to de

Heggerty Phonological Awaren

Letter Identification Asse

*If oral language is deemed a deficit area, follow Elementary Progre simultaneously with other skills such as phonol

*All interventions

1st

Phonological Awareness and Letter Id with Text Application (K-1

If phonological awareness and/or le deficits are demonstrated on the p awareness or letter identification a then provide focused interventi phonological awareness and letter i diagnostic results to determine spe goals for interventions.

Be sure to refer to this document for additiona

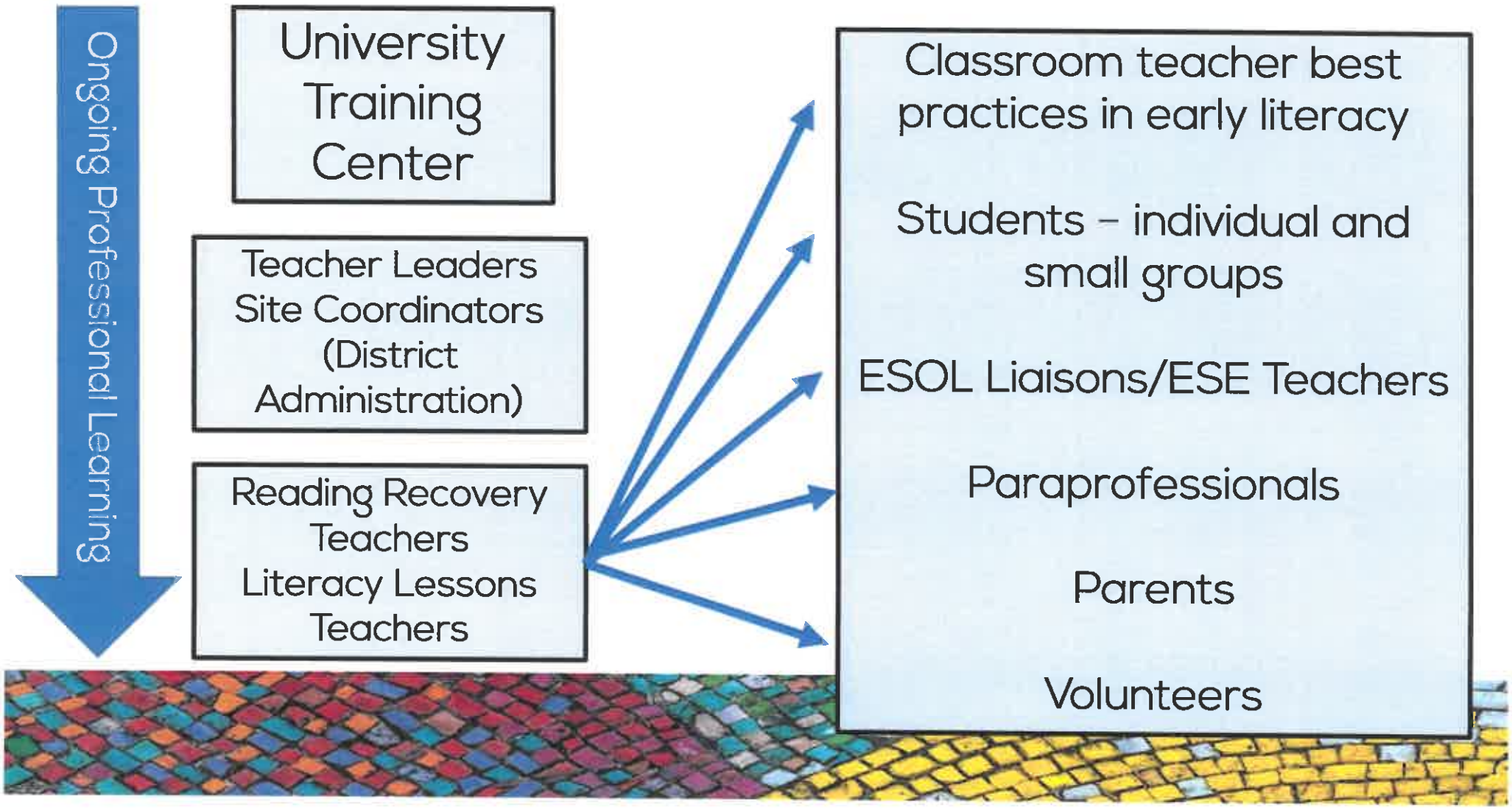
All students receiving interventions must be progress monitored receiving Tier 3 interventions need to be progress monitored week

Elementary Progress Monitoring Guidance Document

Sarasota County Schools

2021-2022

Reading Component or Strand	Name of Assessment to Pinpoint Deficit	Assessment Type	To Whom is the assessment administered?	Criteria to Move to Tier 2 or Tier 3 Interventions	Suggested Interventions		Progress Monitoring Tools
					Tier 2	Tier 3	
Phonics		Screener		If the student scores	Benchmark Advance	Benchmark Advance Targeted Intervention for Phonics layered with Multi-Sensory Strategies from Reading Excellence Website	Benchmark Advance Phonics Skill Unit Quick Checks (found in Overview Assessment Handbook)
					racy (LLI) at s and d in LLI.		Trained Teachers of LLI Intervention: *Running Record* (making sure that text matches up to skill)
					argeted udy Words arts, Jen Word Study Routines, multi-sensory strategies from Reading Excellence Website		Word Lists focused mostly on targeted focus skill, but spiraling some skills previously taught
							Benchmark Advance Phonics and Word Recognition Quick Checks


Ongoing Professional Learning
University Training Center
Teacher Leaders
Site Coordinators
(District Administration)
Reading Recovery Teachers
Literacy Lessons Teachers
Classroom teacher best practices in early literacy
Students – individual and small groups
ESOL Liaisons/ESE Teachers
Paraprofessionals
Parents
Volunteers

Investment in Teacher Expertise

University Trainer
Teacher Leaders
District Administration
Site Coordinators

Investment in Teacher Expertise

In Training &
Ongoing Professional Learning
Reading Recovery Teachers
Literacy Lessons Teachers

Investment in Teacher Expertise

- Extensive and intensive professional learning model
- Ongoing
- Highly effective

Building Capacity in Others

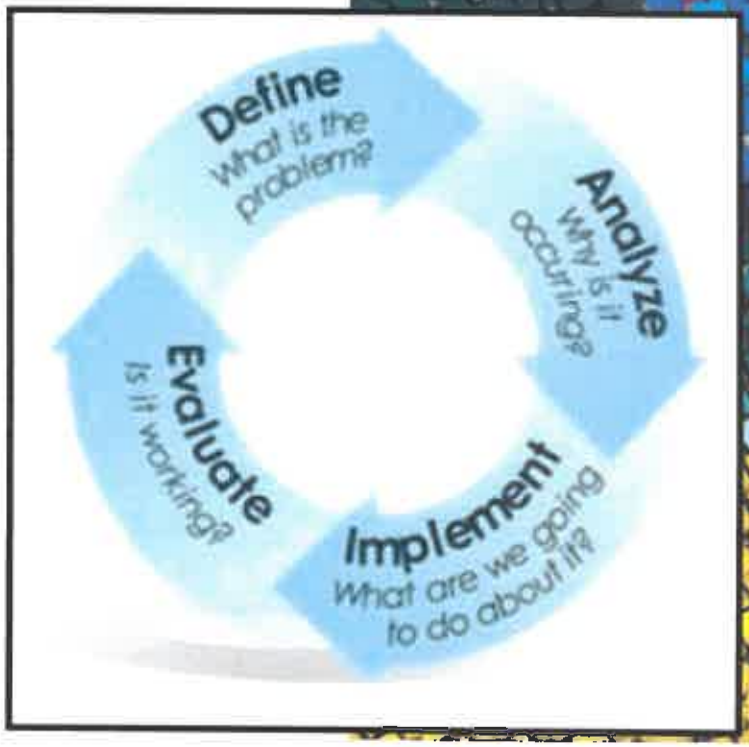
Early Literacy Support – Problem Solving Model

Instruction – engaging teachers in conversation around best practices in literacy instruction

Curriculum

Environment

Learner – puzzling around specific student strengths and needs with colleagues and coaches



Building Capacity in Others

Classroom teachers working alongside literacy leaders leave with new strategies and scaffolds that will support ALL students!

WORKING AS ONE FOR THE SUCCESS OF ALL

SARASOTA County Schools

Building Capacity in Others

Bates and team at Tuttle Elementary provide the Specials Area teachers with professional learning around the new ELA standards.

"Some great reminders of best practices that I need to incorporate into my lessons again. This was great information for the Specials Team. You were a wonderful presenter, with very relevant, precise information tailored specifically to enhance our lessons. We look forward to you joining another PLC meeting in the future!"

Tara Green – Science Lab

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SARASOTA County Schools

Building Capacity in Others

Kindergarten, First Grade, and ESOL paraprofessionals at Tuttle receive Professional Learning centered around Oral Language.

Collaborative conversations led to engaged, inspired, and eager participants ready to try out new ideas!

Building Capacity in Others

Castle Air stocks special student library

By ELAINE ALLEN-EMRICH
STAFF WRITER

ENGLEWOOD — When Blaise Castellano heard students weren't reading at their grade level he asked how he could help teachers.

The answer was to open a reading recovery library at Englewood Elementary School.

However, it was costly.

Castellano, the owner of Castle Air Cooling & Heating, didn't care about costs. He wanted students to have the tools needed to improve reading skills.

He and his wife, Kathy, met Cathy Monda, reading recovery teacher at Englewood Elementary, along with principal Curt Schwartz to give them a check from Castle Air for $10,500 to replenish the library.

"The books are designed for students who are at different reading levels," Monda said.

She said the program helps teachers learn how to observe children's behavior, build on their strengths, and offer one-to-one instruction to allow students to accelerate their learning and meet grade-level standard.

"The program helps track a student's reading level from one grade to the next," Monda said. "For example, the fifth-grade teacher doesn't have to guess each student's reading level in the beginning of the school year because the fourth-grade teacher has worked with each student and the reading level and progress is documented."

Monda showed the Castellanos how the program works and showed the books students are given for their reading level.

She said it's helpful when students don't have to share books, and that there's not one book the entire class has to read regardless if they understand it or not. The program helps students learn at their own levels.

"My office is across the street from Englewood Elementary School," Blaise Castellano said. "I see these children every day. I wanted them to learn to read at their grade level. I didn't want them to have to do car washes to raise money for a reading program."

Castellano, who has been in business in Englewood for 32 years. He was instrumental in bringing yellow Buddy Benches made of recycled plastic to Englewood Elementary School after he helped with them at Vineland Elementary School and LA Ainger Middle School through the Rotary Club in Englewood.

"The Buddy Benches are important because a student can sit on it and a teacher will come over and find out what's going on in the child's life," he said. "The child may be a victim of bullying and want to hurt themselves or have lost a loved one or might just be new to the school and need a friend. It's a good communication tool for children. It helped with students who were experiencing suicidal thoughts."

Castellano had specialty lunch tables made for the school so children or adults in wheelchairs could still sit together instead of along a wall during meals at the elementary school.

"Englewood is a very giving community and give for the love of the people who live here," Castellano said.

Email: elaine.allen@yoursun.com

SUN PHOTO BY ELAINE ALLEN-EMRICH

Englewood Elementary reading recovery teacher Cathy Monda shows off the special library at the school to help children read at their own level.

Building Capacity in Others

Family Literacy Night
ESOL families
Wilkinson Elementary

Hosted by Literacy Lessons Teacher, Jessica Spiller, and Ruth Rubinstein, Parent Outreach Facilitator

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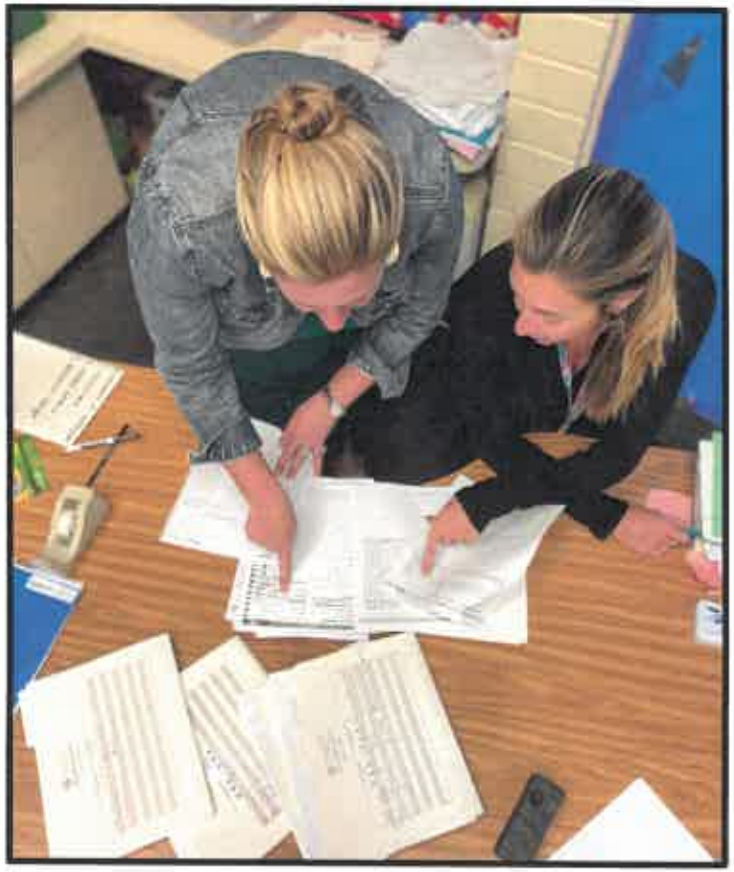
SARASOTA County Schools

Building Capacity in Others

Ongoing Support, Coaching, and Mentoring for Classroom Teachers tailored to meet EACH and EVERY need.



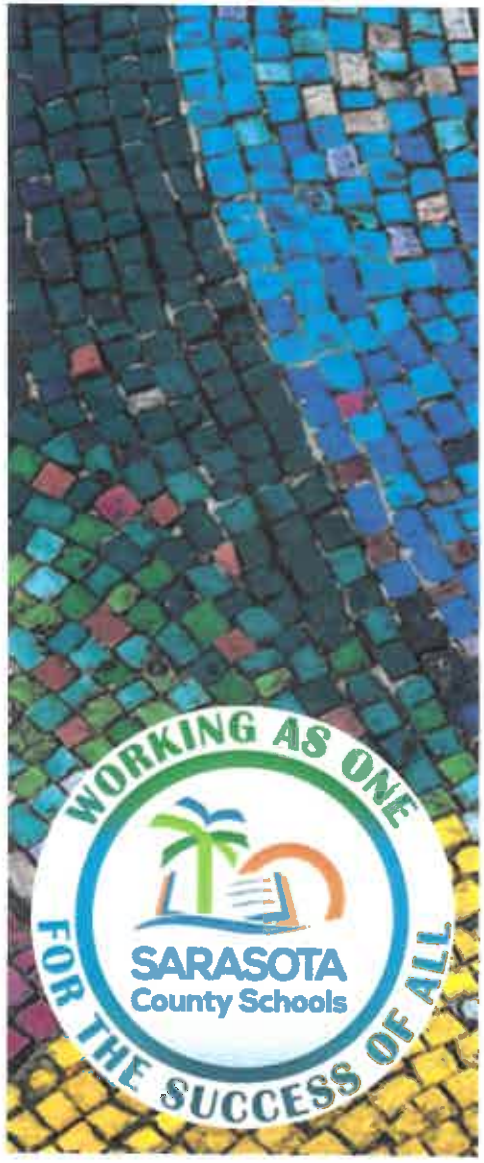
WORKING AS ONE FOR THE SUCCESS OF ALL

SARASOTA County Schools

Building Capacity in Others

Working with the first graders is a very enjoyable experience for our class. We always love seeing and working with them, they always put a smile on our faces. We always look forward to working with them and we love seeing them grow. Their reading skills have gotten so much better since the first time we saw them, and we appreciate the fact that we can work with them.

Thank you.,
Journey Prince
5th grader Glenallen Elem.

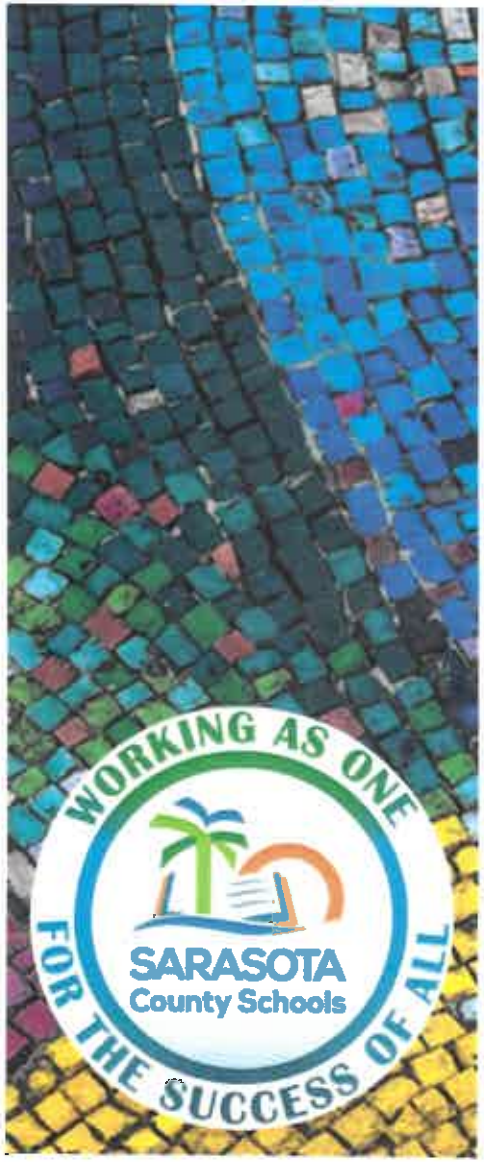


Building Capacity in Others

"I am at another school today. I want to let you know how grateful I am that you and Traci did all the Guided Reading Professional Learning. I got to brag about you both and our teachers today."

Text from Instructional Facilitator at Glenallen Elementary to Andrea Lefever

Consistent School-wide Literacy Support & Leadership



Ripple Effect of Reading Recovery

Garden Elementary

Rigorous, Relevant & Personalized Instruction & PD

High Impact Instructional Strategies

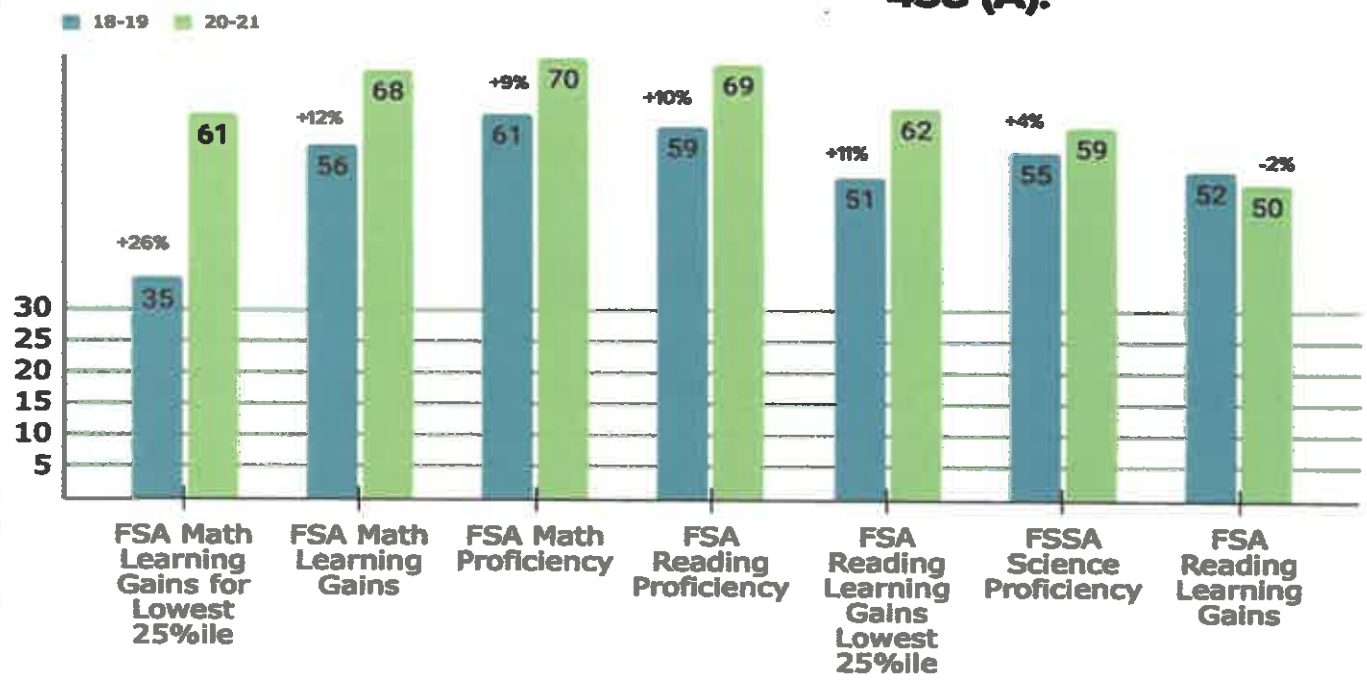
Maintaining the Momentum through PLCs

Ripple Effect of Reading Recovery

Garden Elementary

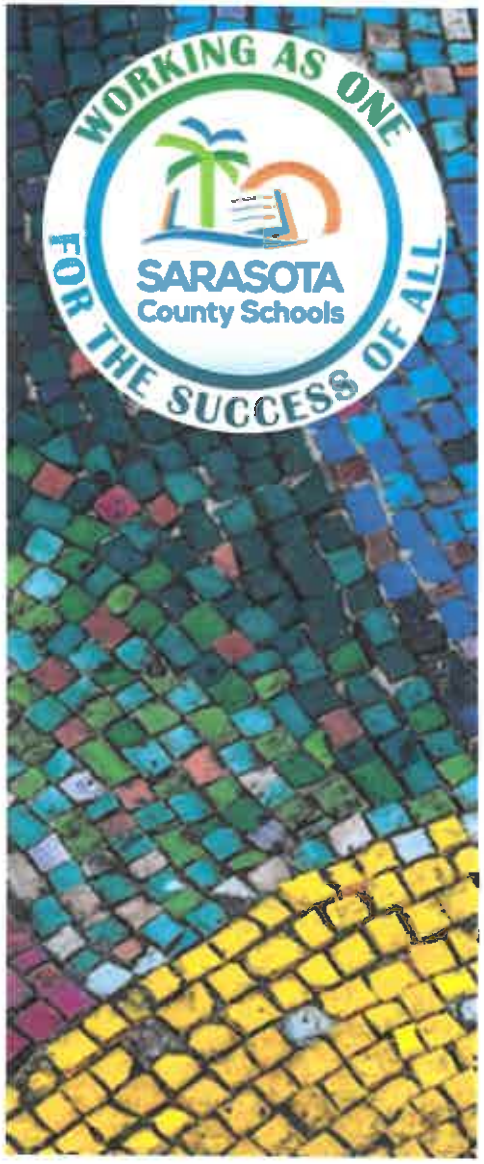
Garden Elementary's school grade calculation increased 70 points from 369 (C) to 438 (A)!

Garden Data 18-19 vs 20-21

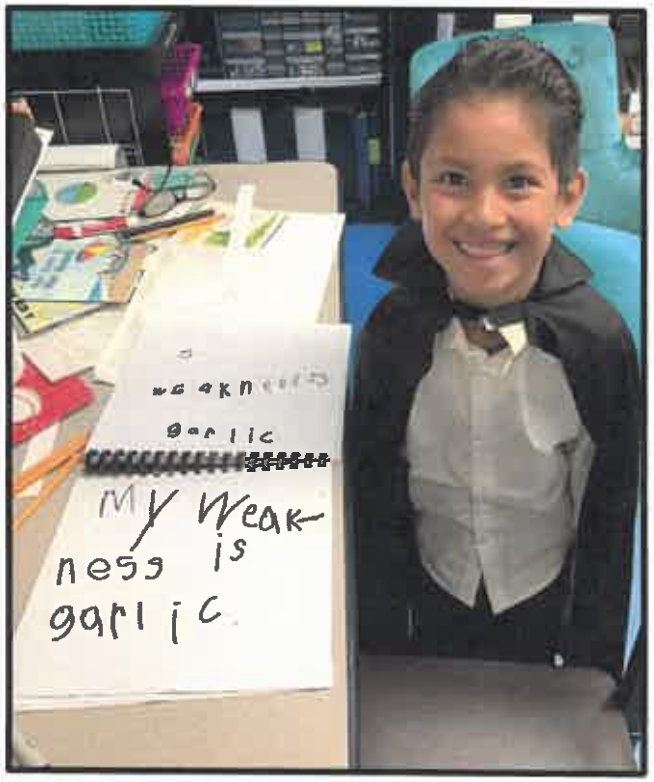


Maximize learning & accelerate growth for ALL

Building Capacity in Others



Prevention with Proactive Intervention



Strengths-based
Comprehensive
In-text approach

Phonemic Awareness
Phonics
Comprehension
Vocabulary
Fluency
Oral Language
Daily Writing

Direct, Systematic, Explicit
Multimodal
Prescriptive
Individually Designed

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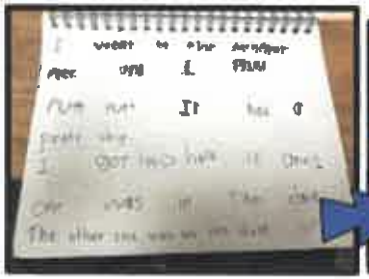
SARASOTA County Schools

Prevention with Proactive Intervention



Strengths-based
Comprehensive
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Phonemic Awareness
Phonics
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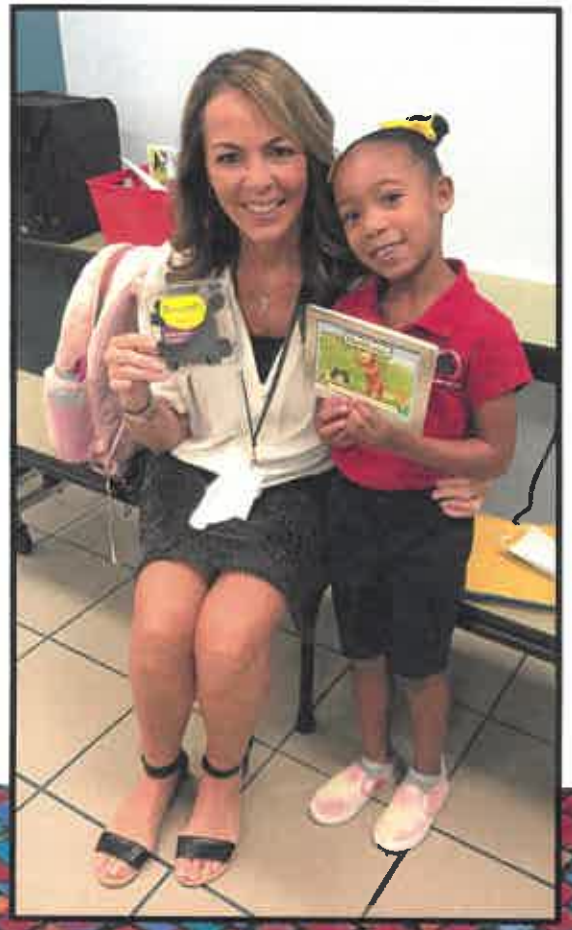
Prevention with Proactive Intervention



Intended outcomes:

Reading Recovery

Reduce number of students at risk

Close literacy gap early in 24-40 hours of instruction

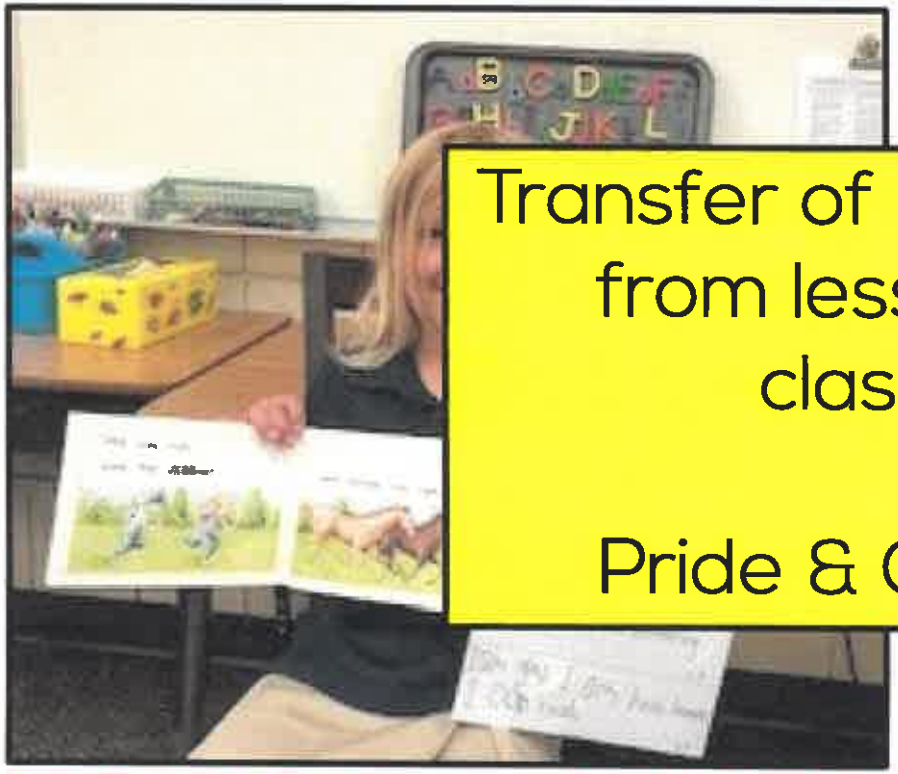
Cost avoidance

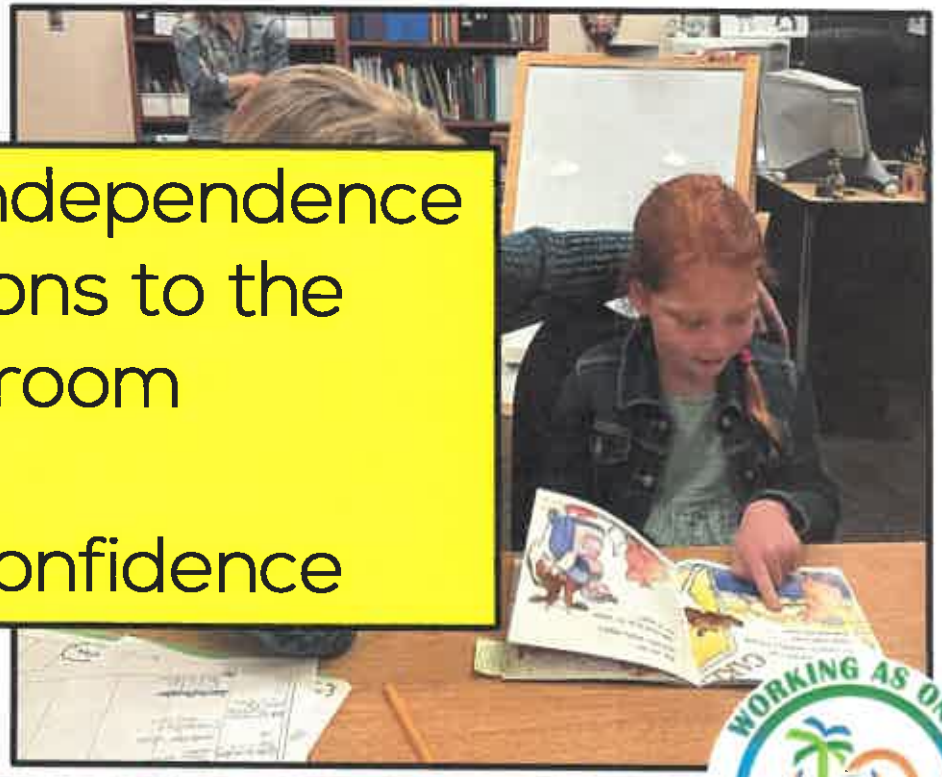
Literacy Lessons

Serve ELL and ESE students experiencing literacy learning difficulties up to age 9

Develop literacy processing system to access instruction close to grade level

Prevention with Proactive Intervention





Transfer of Independence from lessons to the classroom

Pride & Confidence

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SARASOTA County Schools

Prevention with Proactive Intervention

Reading Recovery Teachers teach an average of 42 students a year individually and in small groups.

Literacy Lessons Teachers manage ESE caseloads, teach ESE/ELL small groups, and often participate in ESE inclusion settings. Many do the work of ESOL Liaisons.

Prior to 2021-22 –

5,628 K-3rd graders | 1,359 RR students | 400+ classroom teachers

Celebrating the Story

- Data
- Testimonials
  - Principals
  - Parents
  - Teachers
  - Students

WORKING AS ONE FOR THE SUCCESS OF ALL

SARASOTA County Schools

Celebrating the Story

Nickia reads to her classmates with confidence and pride.

Gabriel stops Mrs. Drum at Glenallen to read to her on the sidewalk!

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SARASOTA County Schools

Celebrating the Story

Former Reading Recovery student is now in the Advanced Work Class and anchors the morning news show.

Mindy Bayse,
Alta Vista Elementary

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SARASOTA County Schools

Celebrating the Story

Ms Shulman—
I cannot believe how far he has come—we are so BEYOND thankful for you. We deeply appreciate every single moment you worked w/ Isaiah.
You're amazing
♡ Summer

let you know Vicky is available in case you can do it. Reading recovery has been such a blessing for us. Vickys reading has improved so much. I can even do the sentences and cut them and have her do the sentence work every night. I am 100% committed to my daughters academic performance. Please let me know what I can do meanwhile.

Lien Carrazana

LC

Just so you know Victoria read two books to me this week. That was the best feeling ever.

Lien Carrazana

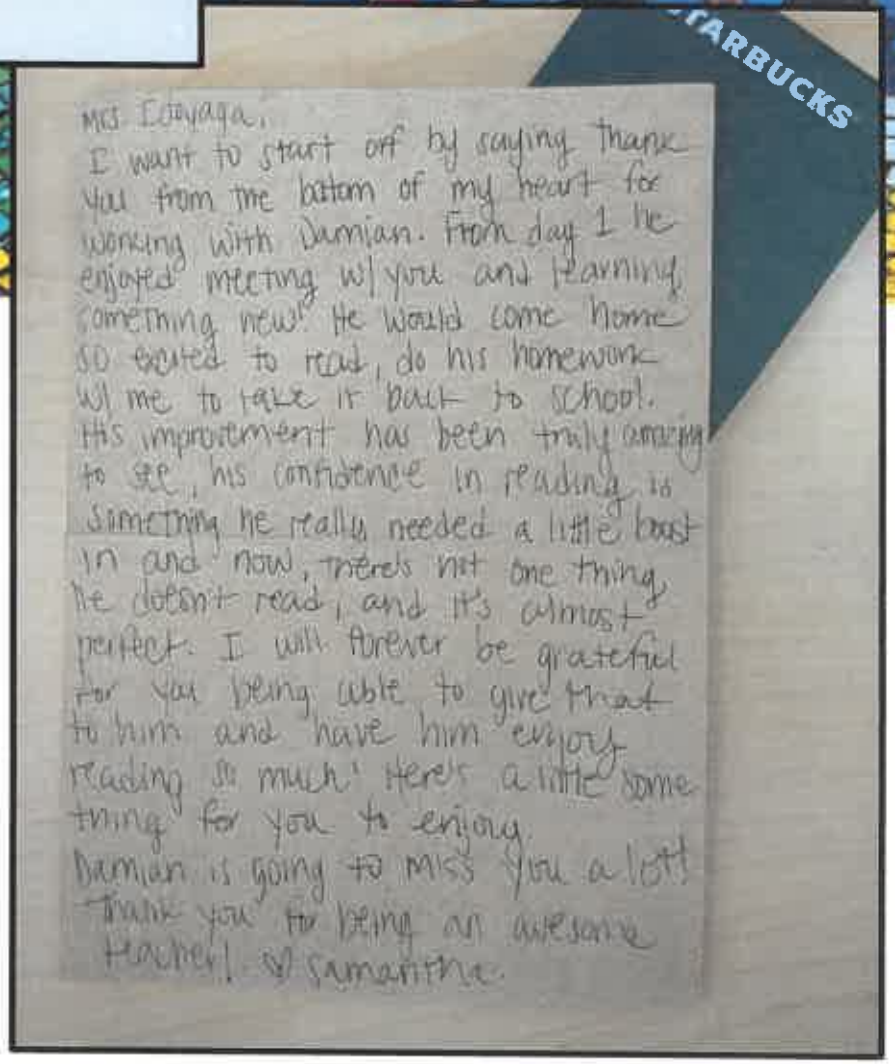
LC

When se is in the car with me and I am driving she tries to read the street names and signs, she writes full sentences, she is very motivated. I thank you for that.

"Instead of playing with his cards, we find him reading books in his room."

Yes they are actually in his backpack! All thanks to you!!! What an amazing difference! He did his first book report on Chernobyl! I mean, WOW!! He LOVES nonfiction stuff! Thank you so much for all your hard work🙌🏾❤️

Celebrating the Story



Mrs Estyaga,
I want to start off by saying thank you from the bottom of my heart for working with Damian. From day 1 he enjoyed meeting w/ you and learning something new! He would come home so excited to read, do his homework w/ me to take it back to school. His improvement has been truly amazing to see, his confidence in reading is something he really needed a little boost in and now, there's not one thing he doesn't read, and it's almost perfect. I will forever be grateful for you being able to give that to him and have him enjoy reading so much! Here's a little something for you to enjoy.
Damian is going to miss you a lot! Thank you for being an awesome teacher! ♥ Samantha

"Once you learn to read, you will be forever free."
Frederick Douglass

Celebrating the Story

Then
2016

Now
2022

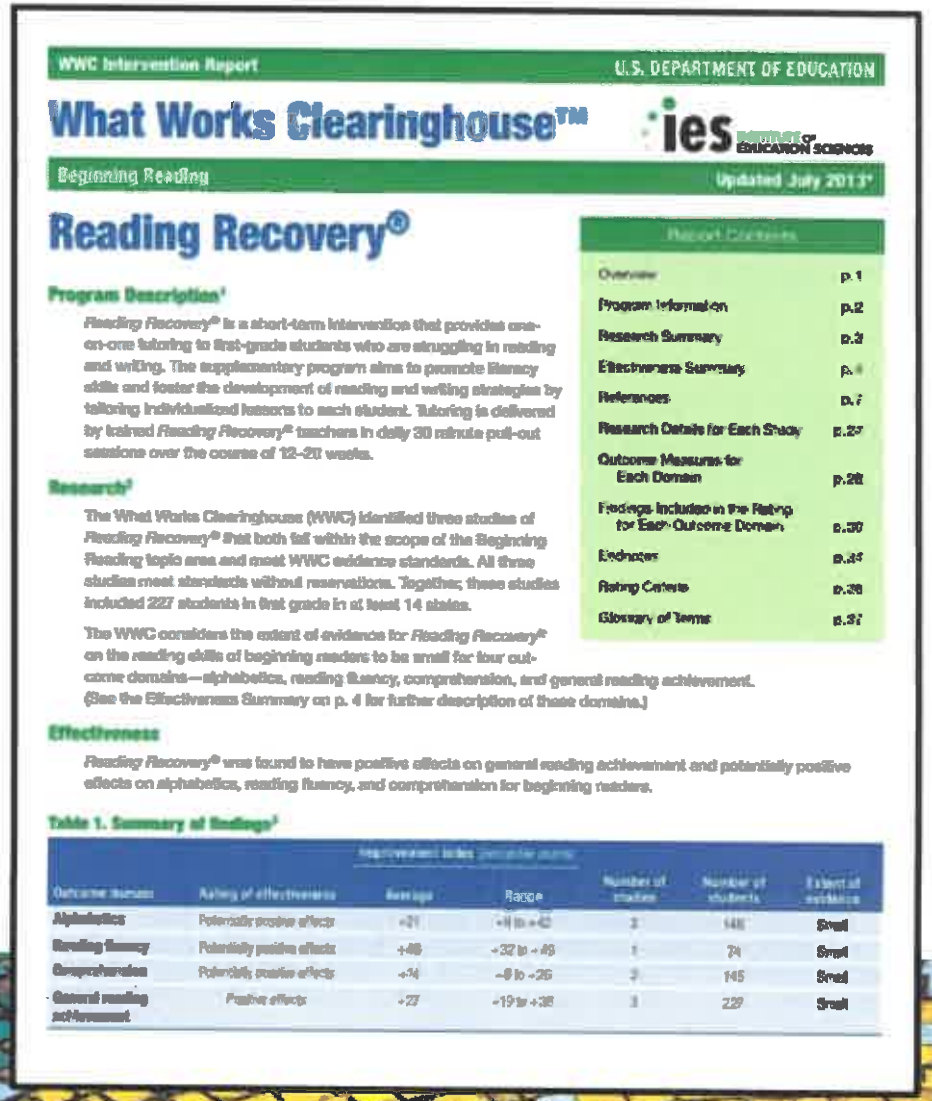
Mairym Hernandez-Barron
7th Grade Booker Middle School

Reading Recovery 2015 – 2016
10 weeks on intervention = 15 hours of instruction
Increased 15 text levels & prepared for 2nd grade

1st –7th grade - final grade - B in Language Arts
FSA 3rd Grade – Level 3
FSA 4th Grade – Level 2
FSA 5th Grade – N/A
FSA 6th Grade - Level 3

#1 Rated Reading Intervention for Early Reading

Proven Effectiveness Evidence Based



WWC Intervention Report — U.S. DEPARTMENT OF EDUCATION

What Works Clearinghouse™ — ies INSTITUTE OF EDUCATION SCIENCES

Beginning Reading — Updated July 2013*

Reading Recovery®

Report Contents

Overview	p.1
Program Information	p.2
Research Summary	p.3
Effectiveness Summary	p.4
References	p.7
Research Details for Each Study	p.27
Outcome Measures for Each Domain	p.28
Findings Included in the Rating for Each Outcome Domain	p.30
Endnotes	p.34
Rating Criteria	p.36
Glossary of Terms	p.37

Program Description[1]

Reading Recovery® is a short-term intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The supplementary program aims to promote literacy skills and foster the development of reading and writing strategies by tailoring individualized lessons to each student. Tutoring is delivered by trained *Reading Recovery®* teachers in daily 30 minute pull-out sessions over the course of 12–20 weeks.

Research[2]

The What Works Clearinghouse (WWC) identified three studies of *Reading Recovery®* that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. All three studies meet standards without reservations. Together, these studies included 227 students in first grade in at least 14 states.

The WWC considers the extent of evidence for *Reading Recovery®* on the reading skills of beginning readers to be small for four outcome domains—alphabetics, reading fluency, comprehension, and general reading achievement. (See the Effectiveness Summary on p. 4 for further description of these domains.)

Effectiveness

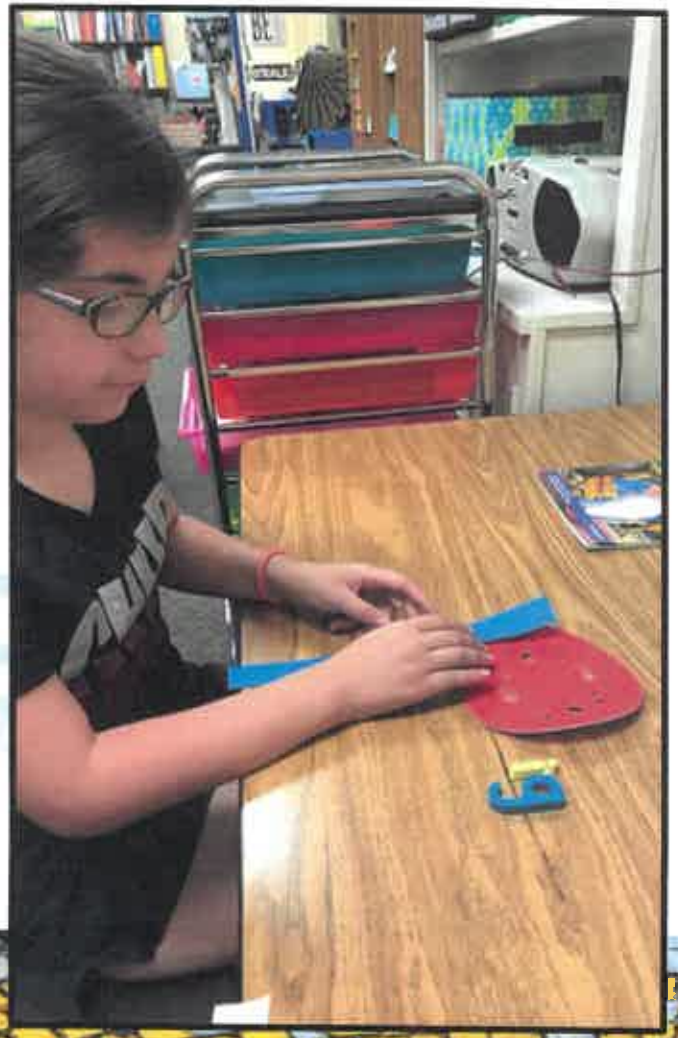
Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabetics, reading fluency, and comprehension for beginning readers.

Table 1. Summary of findings[3]

Outcome domain	Rating of effectiveness	Improvement index (percentile points) Average	Range	Number of studies	Number of students	Extent of evidence
Alphabetics	Potentially positive effects	+21	+9 to +42	3	148	Small
Reading fluency	Potentially positive effects	+49	+32 to +49	1	74	Small
Comprehension	Potentially positive effects	+14	−9 to +26	2	145	Small
General reading achievement	Positive effects	+27	+19 to +38	3	227	Small

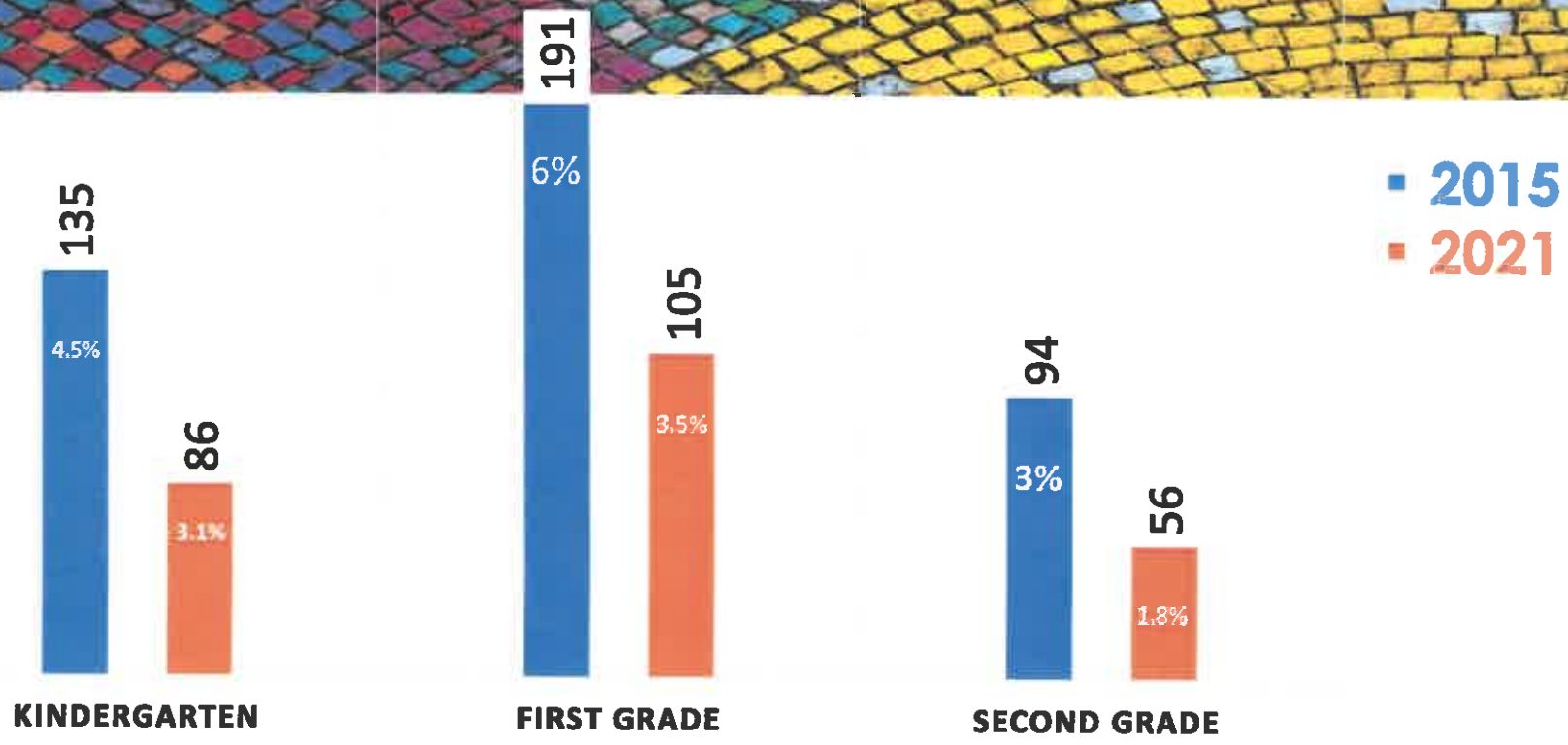
Reading Success Matters

Retention & Drop Out Prevention



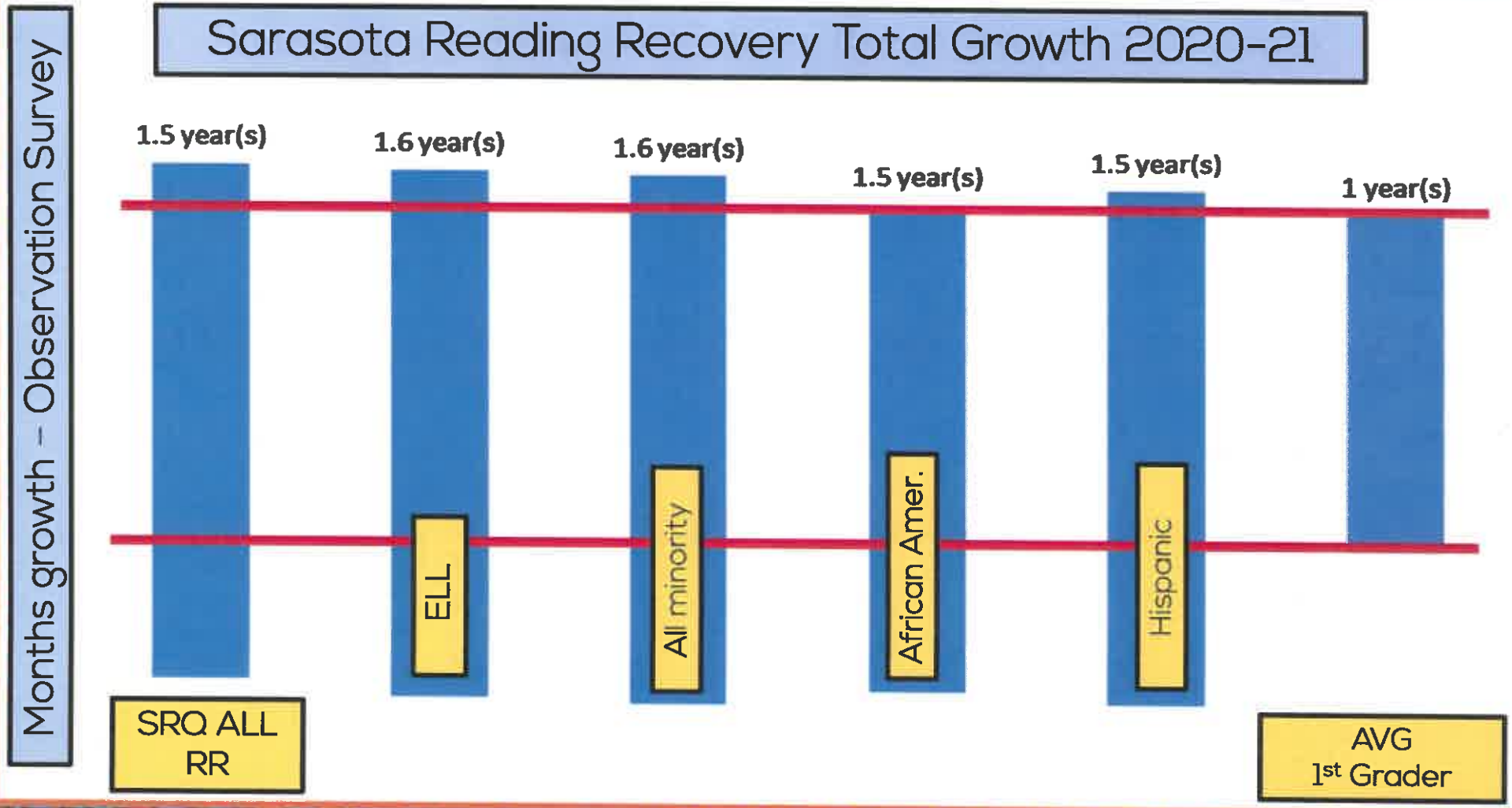
SARASOTA COUNTY RETENTION TOTALS FOR KINDERGARTEN, 1ST & 2ND GRADES

CONSISTENT REDUCTION OF K-2 RETENTION RATES PROVIDES SCS WITH SUBSTANTIAL YEARLY COST SAVINGS



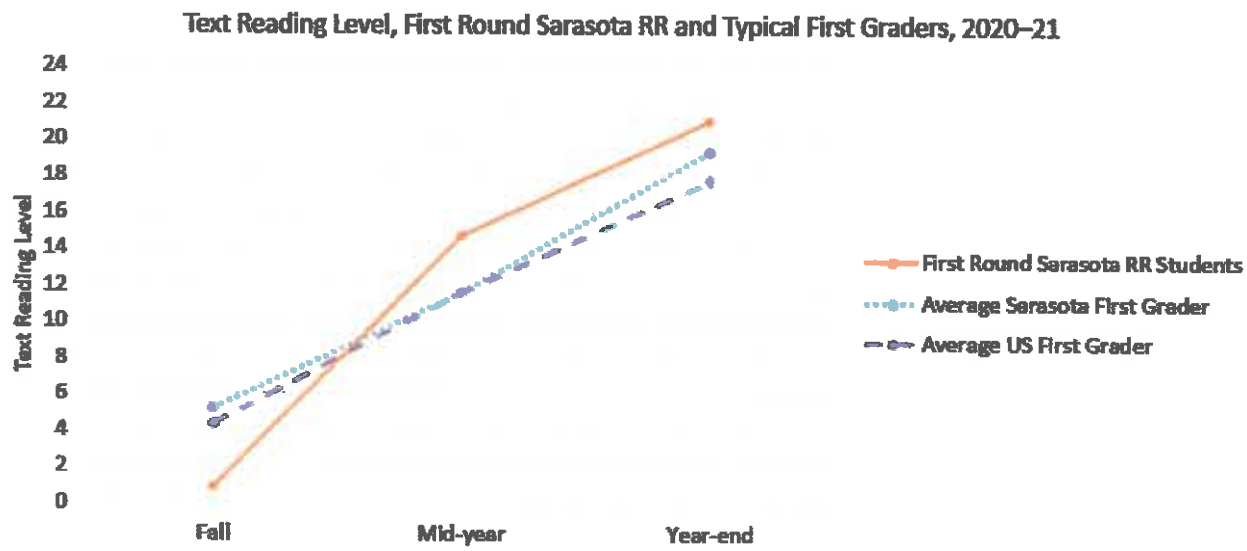
2015 = Pre-RR program implementation year

Sarasota Reading Recovery Total Growth 2020-21



Sarasota Reading Recovery students enter well below Sarasota and national average first graders and far surpass round one Mid AND End of Year scores.

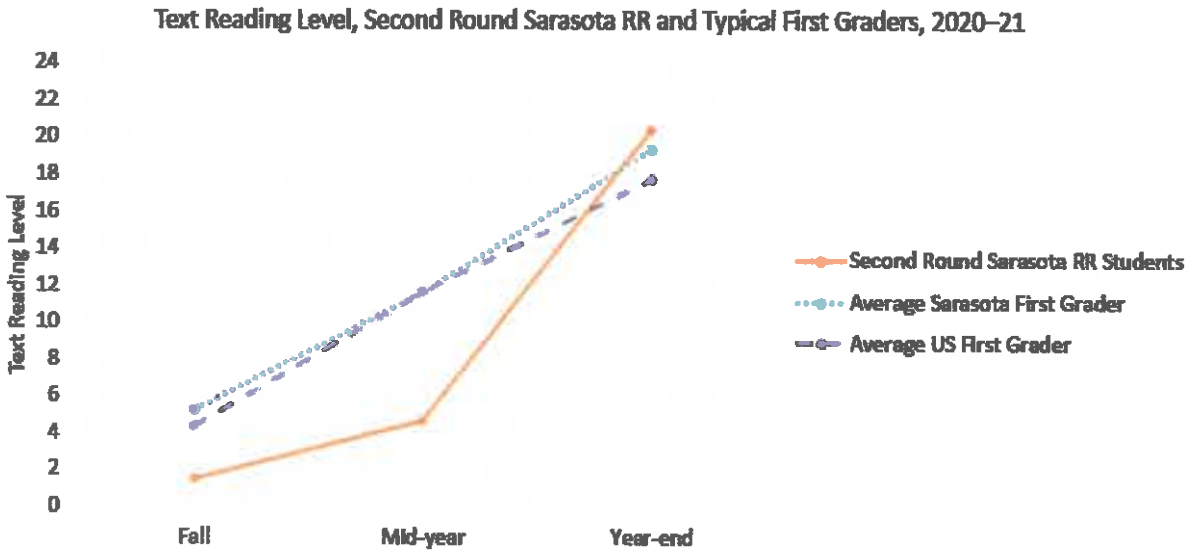
Growth in Text Reading Level, 2020–21



Mean Growth in Text Reading Level by Group, 2020–21

	Fall	Mid-year	Year-end
First Round Sarasota RR Students	.8	14.7	21
Average Sarasota First Grader	5.2	11.6	19.3
Average US First Grader	4.3	11.6	17.7

Growth in Text Reading Level, 2020–21



Mean Growth in Text Reading Level by Group, 2020–21

	Fall	Mid-year	Year-end
Second Round Sarasota RR Students	1.4	4.6	20.4
Average Sarasota First Grader	5.2	11.6	19.3
Average US First Grader	4.3	11.6	17.7

Sarasota Reading Recovery students enter round two well below the Sarasota and national average first grader, and once again accelerate to exceed End of Year scores.

"But as we step back from it, we can see that all these little stones reveal to us a beautiful picture, telling a story none of these stones can tell by itself."
– Henri Nouwen

May 10, 2022 Board Meeting
Agenda Item 4.

Title
STRATEGIC PLAN - GOAL 4

Description

Recommendation

Contact
MANIGLIA

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Presentation	5/4/2022	Cover Memo

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

Goal 4

Lead - Craig Maniglia
Members - Dr. Ron Dipillo, Kelsey Whealy, Torie Ewald, Brian Hersh
S1 - Mina Ajrab
S2 - Tara Konrardy
S3 - Jennifer Anderson
S4 - Joe Binswanger

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

Goal Description

Goal 4 is focused on providing excellent leadership in communications and outreach to **support** the attainment of **student achievement goals** set by Sarasota County Schools. In addition, **provide creative communication support of division-wide initiatives** to educate key audiences, increase awareness, and **promote a positive perception of SCS.**

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

OUTCOME METRICS

METRIC 1 - Maintain the percentage of families who strongly agree & agree with “district communications are effective” in the District Parents Climate survey.

METRIC 2 - Set a baseline for the percentage of staff positively responding to a question about efficacy of internal communications in the annual Staff climate survey.

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

PRIORITY STRATEGIES

STRATEGY 1 - Strengthen our "brand"
way district and school-based commu

STRATEGY 2 - Empowering parents as

STRATEGY 3 - Collaborate with volunt
and organizations to support our staff

STRATEGY 4 - Build stronger platform
timely, internal employee communica

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

Strategy Level Progress Reflection

Heat Map Key

1. Stalled – requires initiation and/or needs urgent and decisive action	**2. Needs Attention** – aspects need urgent and/or substantial attention	**3. Mixed** – Some aspects on track, some require attention	**4. Good** – requires refinement with systematic and systemic implementation
Complete – Activity Milestone has been completed as outlined			

Strategy	Heat Map Reflection
Strengthen our "brand" through effective marketing and two-way district and school-based communications.	**4: Work is underway to ensure future success is achieved. Some objectives have been fully completed.**
Empowering parents as partners in their children's education.	**2: There is a significant amount of new work involved including hiring a Coordinator of Family Engagement**
Collaborate with volunteers, community foundations, and organizations to support our staff and students.	**3: The foundation has been created and we will continue to raise awareness and supply volunteers and business partners to our schools**
Build stronger platforms for effective, timely, internal employee communications.	**2: Planning stage has begun, and we are working to identify vendors to ensure that all internal and external communication strategies are successful while eliminating those that are no longer in use**

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

Overall Goal Process Reflection

Major Accomplishments	• Dr. Asplen On The Move: produced series showcasing schools, programs and student excellence with more than 270,000 views across social media • The 2022 Referendum was renewed at 85% with highest voter turnout and percentage. The SCS marketing plan included: 10K distributed cards, 340 social & web posts garnering 640K views • 28 media spotlights and 14 speaking engagements with Dr. Asplen at various community locations • Facilitation of a combined 658 media inquiries & opportunities (outbound + inbound) so far this school year. External: 4,909 total hits (print & news), equaling ~$198,712,841 in AVE and 21,482,469,252 views • Created new Leadership & School Board Monthly Briefings • SCS Branding Guide created and distributed to all staff (logos, email, letterhead, PPT) • Created and distributed 16 School Choice/Showcase brochures for all middle and high schools • Hosted five SCS Superintendent Townhalls in 2021 used to develop the strategic plan • Coordinated principal search meetings and reports at ten schools during 2021 & 2022 to assist HR in the principal hiring process • Parent and Family Engagement Champion identified at school sites • Stakeholder Collaboration with community organizations and district departments serving Sarasota County Schools parents and families • Reinstated Volunteer program after a two year pause due to COVID-19 • Hosted an in-person celebration for volunteers and business partners on April 27 @ STC

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

Overall Goal Process Reflection

Perceived Challenges	• Turnover and human capital/capacity across all strategies • Funding for software/hardware and staffing for strategies 3 & 4 • Hire a Parent and Family Administrator, strategy 2 • Create a robust easy to use database for volunteer and business partner activities, strategy 3 • Design, implement and train an intranet system for all staff, strategy 4 • Change Management - Stakeholder “buy in” on new technology and change, all strategies • Training employees on new processes or systems, strategy 3 & 4 • Marketing dollars to support Human Resources and inform community about positive outcomes at SCS
Goal Metric Updates	• Parent and Staff survey now have questions about communications concerning mode, frequency and information • 2022 percentage of staff positively responding to a question about efficacy of internal communications in the annual Staff Climate Survey came in at **86%**

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 1 - Strengthen our "brand" through effective marketing and two-way district and school-based communications.

KEY ACCOMPLISHMENTS

- **Dr. Asplen On The Move:** Two seasons featuring all schools with more than 270k views
- **SCS Social Media:** Over 2.6 million impressions with an overall audience (Fans + Follows) growth of 24%, 1K private direct messages (+ improved response time) & updated guidelines addressing off-topic comments.
- **SCS Website(s):** Over 10 million visits with an overall growth of 1.7% from last year, approximately 800 contact form messages and 1K completed maintenance requests. STC's website refreshed.
- **Media Relations:** Facilitation of a combined 658 media inquiries & opportunities (outbound + inbound) so far this school year. External: 4,909 total hits (print & news), equaling ~$198,712,841 in AVE and 21,482,469,252 views
- **Television Advertisements:** For hard-to-fill job vacancies
- **Folder Handout:** Leadership Briefings, Branding Guide, District Map, 16 School Choice Brochures, 10 Principal Search Meetings/Reports similar to Townhalls and our Referendum card
- **Referendum Info Campaign Passed at 85% with highest ever voter turnout:** 10K info cards were distributed, 340 social and web posts created which received 640K views

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 1 - Strengthen our “brand” through effective marketing and two-way district and school-based communications.

PERCEIVED CHALLENGES

- Buy in from stakeholders
- Size of organization
- Turnover and human capital/capacity
- Conflicting sentiments about public education

IMMEDIATE NEXT STEPS

- Increase the number of schools/departments using current SCS logos
- Galvanize internal stakeholders' alacrity to "share the shine"
- Use survey data to refine our objectives and/or adjust focus areas

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 2 - Empowering parents as partners in their children's education.

ACTIVITIES

- Develop and implement a comprehensive District Family Engagement Plan and Policy.
- Build and enhance the capacity of District and School Staff through professional learning to educate personnel, with the assistance of families, in the value and utility of the contributions of families, and how to reach out to, communicate with, and work with families as equal partners.
- Deliver educational programs, workshops, and learning opportunities for parents and families in response to their self-identified, data-driven needs.
- Create and implement a consistent feedback loop with various stakeholders to assess progress for continuous improvement on District family engagement initiatives.

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 2 - Empowering parents as partners in their children's education.

ESSENTIAL QUESTIONS

- What do parents need to know and be able to do to support student learning?
- How will we know parents understand how to help student learning?
- What will we do to support parents who aren't equipped to help student learning?
- What will we do to support parents in extending students' learning?

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 2 - Empowering parents as partners in their children's education.

KEY ACCOMPLISHMENTS

- Parent and Family Engagement Champion identified at school sites
- Stakeholder Collaboration with community organizations and district departments serving Sarasota County Schools parents and families
- Identification of resources to build the capacity of parents and families to help their child/children at home meet challenging state standards
- Identification of content and resources to develop professional learning opportunities to build the capacity of teachers to work with parents as partners

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 2 - Empowering parents as partners in their children's education.

PERCEIVED CHALLENGES

- Operationalize parent and family engagement as an effective instructional strategy to improve academic achievement rather than a separate, stand-alone program or initiative
- Parent and Family Engagement Administration Vacancy

IMMEDIATE NEXT STEPS

- Identify Parent and Family Engagement Administrator to lead and facilitate activities to empower families as partners in their children's education
- Parent and Family Engagement Annual Survey - May 2022
- Facilitate Parent and Family Engagement Champion Quarterly Professional Learning (Stipend) - 2022-2023 school year
- District-facilitated *Impactful School Advisory Council (SAC) Meeting* training to increase meaningful opportunities for parents and families to partner in their child's education through regular, two-way communication

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 3 - Collaborate with volunteers, community foundations, and organizations to support our staff and students.

KEY ACCOMPLISHMENTS

- More than 6,450 active volunteers of 13,492 registered volunteers and over 1400 business partners
- Volunteer and Business Partner recognition event April 27th at STC
- Approximately $1millon donated each school year to support student learning
- In the stages of adding additional pedagogy programs
- Surveys - request for volunteer services sent to teachers, inquiry of needs and modifications of database needed to support district coordinators and staff
- Used collected data to recommend volunteer database modifications
- Introduced and an outside truancy prevention program which was adopted by pupil support services
- Support TeamUp's Rockin' Reader program and philanthropy

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 3 - Collaborate with volunteers, community foundations, and organizations to support our staff and students.

PERCEIVED CHALLENGES

- New system to track volunteers still being evaluated for district volunteer and community relations office
- Volunteers being marked as visitors
- Time to adequately train new staff throughout the school year

IMMEDIATE NEXT STEPS

- Continue to train volunteer coordinators/front desk staff to process level 1 and level 2 volunteers
- Provide schools ongoing support to identify programs to enhance learning outcomes
- Streamlining process eliminating any confusion with processing volunteers
- Develop an approach to coordinate requests for funding among local philanthropic community- grant writing
- Continue to survey school needs and volunteer interests/skills/abilities

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 4 - Build stronger platforms for effective, timely, internal employee communications.

KEY ACCOMPLISHMENTS

- Critical collaboration conversations across departments for a cohesive and comprehensive solution to meet the needs of all staff.
- Strategy has already gone through a significant amount of research and planning in preparation for design and implementation phase.
- Full inventory of current SharePoint platform was conducted to determine potential migration plan for sites and file structures that should be part of a migration plan; i.e. Forms Repository through Records Retention Office as an example.

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

STRATEGY 4 - Build stronger platforms for effective, timely, internal employee communications.

PERCEIVED CHALLENGES

- With competing priorities, we need to determine the best avenues to provide staff and support to maintain systems because it is critical that information remains relevant and timely.
- Training all employees on new ways of finding information as it relates to their employment with Sarasota County Schools.
- Designing solutions that account for the varied ways employees access information because not all employees interact with information and resources in a similar manner.

IMMEDIATE NEXT STEPS

- Continue to plan and explore solutions and partner vendors that have technology best suited for SCS needs assessment.
- Identify current staff and new staff that will be needed to implement new technology along with any recurring costs for potential solutions.

SARASOTA County Schools

STRATEGIC PLAN

Goal 4 – Collaborate with and engage school communities to support the achievement of our students.

Strategy 1

Strengthen our "brand" through effective marketing and two-way district and school-based communications

Strategy 2

Empowering parents as partners in their children's education

THANK YOU

Strategy 3

Collaborate with volunteers, community foundations, and organizations to support our staff and students

Strategy 4

Build stronger platforms for effective, timely, internal employee communications

May 10, 2022 Board Meeting
Agenda Item 5.

Title
OPERATING BUDGET

Description

Recommendation

Contact
CORCORAN/PENNER & CURTNER

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
General Fund Information	5/4/2022	Cover Memo

2022-23 General Fund Budget

Overall, General Fund revenues, including transfers, are increasing by 4% or approximately $19M to a total of $490,504,359. Federal revenue sources are increasing by $1.9M due to an anticipated reimbursement from FEMA for COVID related expenses incurred March-September 2020. The Conference Report on the Florida Educational Finance Program (FEFP) received in March 2022, includes an increase in unweighted FTE over the third calculation of 930.77 for a total of 45,637.78; total funds per unweighted FTE increased by $458.51. Despite the increase in FTE, state sources are decreasing by 14%, primarily due to the increasing number of students who are participating in McKay, Gardiner, and Family Empowerment Scholarship programs. In 2021-22, $13.2M was projected to be deducted from the FEFP for scholarships. That number is projected to increase 50%, or more than $6.5M, to an estimated $19.8M.

Key changes to programs in the FEFP are as follows:

- The Teacher Salary Increase Allocation increased by approximately $4M and will provide for the maintaining the starting salary for teachers at $50,000.
- Class size reduction funding increased by $947K.
- Overall, local revenues assessed as a part of the FEFP, are increasing by 9% or approximately $35M, driven by a 9.06% increase in property values and a slight (.074%) increase in the required local effort millage.

The local voted referendum, once again, passed in March 2022. With increased property values, an additional $5.4M is anticipated to be collected in 2022-23 continuing to fund 30 minutes of additional instruction per student per day and other programs such art, music and science programs in elementary schools. This 2022-23 estimated budget does not contemplate a transfer from ESSER/ARP grants. Capital transfers are increasing slightly due to an increase in eligible capital expenditures and repairs and maintenance; the Capital Safety and Security grant will not be received in 2022-23. A Reading Initiative Pilot grant in the amount of $704K that was received in 2021-22 will not be received in 2022-23, representing a 97% decrease in "other miscellaneous state revenue."

The 2022-23 General Fund budgeted appropriations are estimated at $545,970,884 and represent an increase of $25,204,734 or 5% more than the 2021-22 amended budget, and an increase of $28,921,172 or 6% more than projected 2021-22 actuals. Appropriations include an estimate of school carryforward (unspent funds from 2021-22) discretionary budget that exceeds $11M.

Key components of General Fund appropriations are as follows:

- Salaries and Benefits, making up 78% of the total General Fund budget, are increasing approximately 4.5%. Salaries have been adjusted for a .5% increase and account for the projected impact of a $15/hour minimum wage. As approved in the most recent collective bargaining agreement, the budget anticipates supplements for teachers eligible to receive $2,500 upon conferral of an advanced degree or advance course credit, specifically as it relates to Bachelors plus 30 credits and Masters plus 45 credits. All current vacancies are contemplated in this budget, including the additional 12 custodian positions previously approved by the Board.
- Purchased Services for the District are increasing 5%, or approximately $1.8M. Major drivers of the increase are Virtual School payments +$236K, insurance premiums +$334K, repairs and maintenance +191K, and rentals and software licensing +$497K. The Board's budget decreased

by $450K due to the one-time referendum fees budgeted in 2021-22.

- Charter school payments, based on projected FTE enrollment by Charter school principals, are expected to increase by 9% or $5.2M over 2021-22 projected actuals.
- Energy Services, while increasing based on Florida Power and Light's estimates, are actually showing a decrease from 2021-22 of 7%, due to the expectation that savings initiatives and efforts under the contract with Cenergistics, will offset the future increase.
- Materials and Supplies represent that largest percentage increase in the preliminary budget of 35%, or $3.75M over 2021-22 actuals. This line item was projected by cost center heads during the zero-based budgeting process. Increased costs of consumable supplies represent that majority of that increase.
- Capital Outlay is expected to increase slightly for furniture and equipment costs, and technology, all of which will be funded with a transfer from Capital millage.
- Increases in Other Expenses are primarily attributed to International Bachelorette, Advanced Placement, and Advanced International Cambridge Examination testing supplies.

The budget as presented, is conservative while resulting in a financial condition ratio of 7.99%, meeting the requirements of the strategic plan.

General Fund Revenues/Appropriations

	A	B	C	P	Q	R	S	T	U	V	W	X	Y	AF	AG	AH
1						**Adopted**		**Amended**		**Projected**		**Variance**				**Variance**
2				**Actuals**		**Budget**		**Budget**		**Actuals**		**Actuals v. Amended**		**Conference**		**vs. Actuals**
3				**2020-2021**		**2021-2022**		**2021-2022**		**2021-2022**		**2021-2022**		**2022-2023**		**2021-2022**
4	**Estimated Revenues**															
5	**Federal Sources**															
6		ROTC/PELL/SEOG		$ 450,020		$ 392,101		$ 392,101		$ 392,101		$ -		$ 392,101		$ -
7		Medicaid Reimbursement		2,058,870		1,457,780		1,457,780		1,457,780		-		1,457,780		-
8		FEMA												1,917,819		1,917,819
10	**Total Federal Sources**			2,544,890		1,849,881		1,849,881		1,849,881		-		3,767,700		1,917,819
11																
49	**State Sources**															
50		Florida Education Finance Program (FEFP)		(7,992,924)		(8,232,037)		(1,097,561)		(1,097,561)		-		(12,965,969)		(11,868,408)
51		Scholarships (McKay, Gardiner, Empowerment)		(5,856,547)		(7,687,962)		(13,216,835)		(13,216,835)		-		(19,775,187)		(6,558,352)
52		FEFP Instructional Materials		3,624,587		3,600,697		3,772,107		3,772,107		-		3,797,113		25,006
53		FEFP Transportation		6,945,853		7,090,818		7,836,171		7,836,171		-		8,817,211		981,040
54		FEFP Safe Schools		2,754,631		2,789,417		2,817,708		2,817,708		-		3,313,393		495,685
55		FEFP Supplemental Academic Instruction		8,770,234		8,835,618		9,061,801		9,061,801		-		9,242,612		180,811
56		FEFP Reading Instruction		2,018,530		2,009,189		2,040,033		2,040,033		-		2,675,070		635,037
57		FEFP Teacher Lead Program		838,149		831,458		831,458		831,458		-		853,789		22,331
58		FEFP Digital Classrooms		110,910		110,750		110,932		110,932		-		-		(110,932)
59		FEFP Teacher Salary Increase Allocation		7,852,311		8,575,226		8,575,226		8,575,226		-		12,682,244		4,107,018
60		FEFP Mental Health Assistance Allocation		1,544,780		1,797,011		1,828,185		1,828,185		-		2,128,370		300,185
61		Class Size Reduction		49,186,425		44,869,228		45,607,623		45,607,623		-		46,555,281		947,658
63		Workforce Development (GAA)		8,393,009		8,414,899		8,417,099		8,417,099		-		8,821,591		404,492
64		CO & DS Withheld for Bonds/Admin		26,986		26,986		26,986		26,986		-		26,986		-
65		Race Track Funds		446,500		446,500		446,500		446,500		-		446,500		-
66		State License Tax		248,842		243,160		243,160		243,160		-		243,160		-
67		Other Miscellaneous State Revenue		95,628		58,568		853,158		853,158		-		28,553		(824,605)
70	**Total State Sources**			79,007,904		73,779,526		78,153,751		78,153,751		-		66,890,717		(11,263,034)
71																
72	**Local Sources**															
73		Local Ad Valorem Taxes (RLE & District Discretionary)		$ 298,588,971		$ 301,391,672		$ 301,391,672		$ 303,391,672		$ 2,000,000		333,384,909		$ 29,993,237
74		Local Voted Referendum		66,561,624		71,606,480		71,606,480		71,606,480		-		76,976,966		5,370,486
75		Course Fees		2,236,390		1,690,000		1,711,140		2,711,140		1,000,000		2,983,491		272,351
76		Rental		192,587		388,676		388,676		388,676		-		300,000		(88,676)
77		Interest		594,065		259,620		259,620		259,620		-		259,620		-
78		Food Service Indirect Cost		396,845		400,000		400,000		400,000		-				(400,000)
79		Childcare Fees - School Age		1,934,242		1,729,036		1,895,886		1,895,886		-		1,895,886		-
80		Federal Indirect Cost		662,819		468,983		1,308,983		1,308,983		-		1,500,000		191,017
81		Miscellaneous Local Revenue		4,666,123		2,172,768		2,837,263		2,837,263		-		2,545,070		(292,193)
82	**Total Local Sources**			375,833,666		380,107,235		381,799,720		384,799,720		3,000,000		419,845,942		35,046,222
83																
84	**Total Revenues**			**457,386,460**		**455,736,642**		**461,803,352**		**464,803,352**		**3,000,000**		**490,504,359**		**25,701,007**
85																
86	**Other Financing Sources**															
87		Loss Recoveries		173,962		-		-		-		-				-
88		Transfer from Grants		529,122		7,806,432		7,394,905		7,394,905		-				(7,394,905)
89		Transfer from Capital		26,492,222		31,838,915		33,125,131		33,125,131		-		33,785,268		660,137
90	**Total Other Financing Sources**			27,195,306		39,645,347		40,520,036		40,520,036		-		33,785,268		(6,734,768)
91																
92	**Total Revenues and Other Financing Sources (Net)**			**484,581,766**		**495,381,989**		**502,323,388**		**505,323,388**		**3,000,000**		524,289,627		**18,966,239**
93																
94	**Beginning Fund Balance**			86,844,175		95,648,801		95,648,801		95,648,801		-		83,922,477		(11,726,324)
95																
96	**Total Funds Available**			**$ 571,425,941**		**$ 591,030,790**		**$ 597,972,189**		**$ 600,972,189**		**$ 3,000,000**		**$ 608,212,104**		**$ 7,239,915**

General Fund Revenues/Appropriations

	A	B	C	P	Q	R	S	T	U	V	W	X	Y	AF	AG	AH
1						**Adopted**		**Amended**		**Projected**		**Variance**				**Variance**
2				**Actuals**		**Budget**		**Budget**		**Actuals**		**Actuals v. Amended**		**Conference**		**vs. Actuals**
3				**2020-2021**		**2021-2022**		**2021-2022**		**2021-2022**		**2021-2022**		**2022-2023**		**2021-2022**
97																
98	**Appropriations**															
99		Appropriations by Object														
100		Salaries		$ 268,795,405	56%	$ 288,900,276	55%	$ 295,095,993	57%	$ 294,811,618	57%	$ (284,375)		$ 307,593,192	58%	$ 12,781,574
101		Benefits		91,332,985	19%	103,013,552	20%	102,165,013	20%	101,848,620	20%	(316,393)		106,885,583	20%	5,036,963
102		Purchased Services District		28,570,289	6%	35,226,738	7%	34,177,089	7%	33,287,826	6%	(889,263)		35,099,240	7%	1,811,414
103		Purchased Services Charter		55,167,334	12%	60,117,902	12%	57,076,059	11%	57,062,255	11%	(13,804)		62,325,211	12%	5,262,956
104		Energy Services		9,543,960	2%	10,780,114	2%	11,052,513	2%	11,041,124	2%	(11,389)		10,245,691	2%	(795,433)
105		Materials and Supplies		15,907,430	3%	13,806,516	3%	11,813,133	2%	10,915,508	2%	(897,625)		14,665,770	3%	3,750,262
106		Capital Outlay		1,117,519	0%	2,218,924	0%	2,118,962	0%	1,522,889	0%	(596,073)		1,804,058	0%	281,169
107		Other Expenses		5,342,218	1%	6,702,128	1%	7,267,388	1%	6,559,872	1%	(707,516)		7,352,139	1%	792,267
108		Total Appropriations		475,777,140		520,766,150		520,766,150		517,049,712		(3,716,438)		545,970,884		28,921,172
109																
116	**Total Appropriations and Transfers Out**			**$ 475,777,140**		**$ 520,766,150**		**$ 520,766,150**		**$ 517,049,712**		**$ (3,716,438)**		**$ 545,970,884**		**$ 28,921,172**
117																
118	**Ending Fund Balance**			**$ 95,648,801**		**$ 70,264,640**		**$ 77,206,039**		**$ 83,922,477**		**$ 6,716,438**		**$ 62,241,220**		**$ (21,681,257)**
119																
120	**Composition of Ending Fund Balance**															
121		Nonspendable Fund Balance		$ 11,045,142	12%	$ 11,045,142	16%	$ 11,045,142	14%	$ 11,045,142	13%	$ -		$ 11,045,142	18%	$ -
122		Restricted Fund Balance		9,003,244	9%	9,003,244	13%	9,003,244	12%	12,003,244	14%	3,000,000		12,003,244	19%	-
123		Assigned Fund Balance		6,546,514	7%	6,546,514	9%	6,546,514	8%	6,546,514	8%	-		6,546,514	11%	-
124		Unassigned Fund Balance		69,053,901	72%	43,669,740	62%	50,611,139	66%	54,327,577	65%	3,716,438		32,646,320	52%	(21,681,257)
125		**TOTAL RESERVES AND FUND BALANCE**		**$ 95,648,801**		**$ 70,264,640**		**$ 77,206,039**		**$ 83,922,477**		**$ 6,716,438**		**$ 62,241,220**		**$ (21,681,257)**
126								-		-				-		
127	**TOTAL EXPENDITURES, TRANSFERS AND FUND BALANCE**			**$ 571,425,941**		**$ 591,030,790**		**$ 597,972,189**		**$ 600,972,189**		**$ 3,000,000**		**$ 608,212,104**		**$ 7,239,915**
128																
129		Surplus (Deficit) of Revenues and Transfers over Appropriations/Expenditures		$ 8,804,626		$ (25,384,161)		$ (18,442,762)		$ (11,726,324)		$ 6,716,438		$ (21,681,257)		$ (9,954,933)
130																
131		Financial Condition		16.53%		11.02%		12.38%		13.10%		0.72%		7.99%		-5.11%

General Fund Revenues/Appropriations

	A	B	C	P	Q	R	S	T	U	V	W	X	Y	AF	AG	AH
1						**Adopted**		**Amended**		**Projected**		**Variance**				**Variance**
2				**Actuals**		**Budget**		**Budget**		**Actuals**		**Actuals v. Amended**		**Conference**		**vs. Actuals**
3				**2020-2021**		**2021-2022**		**2021-2022**		**2021-2022**		**2021-2022**		**2022-2023**		**2021-2022**
132	**Appropriations**															
133		Appropriations by Function														
134		Instruction		$ 303,713,635	64%	$ 336,254,876	65%	$ 328,858,459	63%	$ 328,739,374	64%	$ (119,085)		$ 354,000,249	65%	$ 25,260,875
135		Pupil Personnel Services		27,465,486	6%	29,073,639	6%	30,560,234	6%	30,545,081	6%	(15,153)		30,261,542	6%	(283,539)
136		Instructional Media Services		9,342,189	2%	6,435,255	1%	6,514,969	1%	5,917,845	1%	(597,124)		7,647,308	1%	1,729,463
137		Instruction and Curriculum Development Services		3,462,388	1%	3,763,948	1%	3,776,913	1%	3,768,164	1%	(8,749)		3,711,918	1%	(56,246)
138		Instructional Staff Training Services		1,376,838	0%	1,636,796	0%	1,835,618	0%	1,548,995	0%	(286,623)		1,384,787	0%	(164,208)
139		Instruction-Related Technology		5,554,509	1%	4,836,874	1%	5,538,738	1%	5,490,179	1%	(48,559)		5,228,033	1%	(262,146)
140		Board of Education		944,028	0%	1,634,555	0%	1,607,908	0%	1,388,077	0%	(219,831)		691,513	0%	(696,564)
141		Legal Services		1,060,011	0%	1,037,828	0%	1,287,400	0%	1,274,421	0%	(12,979)		1,334,046	0%	59,625
142		General Administration		2,062,792	0%	2,315,871	0%	2,393,052	0%	2,334,916	0%	(58,136)		2,228,726	0%	(106,190)
143		School Administration		21,798,739	5%	22,687,808	4%	24,719,075	5%	24,704,715	5%	(14,360)		24,097,616	4%	(607,099)
144		Facilities Acquisition and Construction		3,421,417	1%	3,827,150	1%	3,932,544	1%	3,736,044	1%	(196,500)		3,384,219	1%	(351,825)
145		Fiscal Services		2,352,537	0%	2,829,811	1%	2,828,810	1%	2,589,990	1%	(238,820)		2,289,606	0%	(300,384)
146		Food Services		57,038	0%	38,386	0%	6,914	0%	3,313	0%	(3,601)		4,735	0%	1,422
147		Central Services		7,339,590	2%	8,115,252	2%	8,629,201	2%	7,964,579	2%	(664,622)		8,209,952	2%	245,373
148		Pupil Transportation		15,931,660	3%	19,612,716	4%	19,619,243	4%	18,738,226	4%	(881,017)		20,933,869	4%	2,195,643
149		Operation of Plant		44,869,085	9%	48,545,605	9%	49,440,492	9%	49,409,403	10%	(31,089)		50,982,636	9%	1,573,233
150		Maintenance of Plant		19,139,359	4%	21,449,971	4%	22,283,589	4%	22,003,243	4%	(280,346)		22,905,323	4%	902,080
151		Administrative Technology Services		3,185,385	1%	3,326,851	1%	3,395,374	1%	3,360,222	1%	(35,152)		3,981,309	1%	621,087
152		Community Services		2,700,454	1%	3,342,958	1%	3,537,617	1%	3,532,925	1%	(4,692)		2,693,497	0%	(839,428)
153		Total Appropriations		475,777,140		520,766,150		520,766,150		517,049,712		(3,716,438)		545,970,884		28,921,172
154																
162	**Total Appropriations and Transfers Out**			**$ 475,777,140**		**$ 520,766,150**		**$ 520,766,150**		**$ 517,049,712**		**$ (3,716,438)**		**$ 545,970,884**		**$ 28,921,172**
163																
164	**Ending Fund Balance**			**$ 95,648,801**		**$ 70,264,640**		**$ 77,206,039**		**$ 83,922,477**		**$ 6,716,438**		**$ 62,241,220**		**$ (21,681,257)**
165																
166	**Composition of Ending Fund Balance**															
167		Nonspendable Fund Balance		$ 11,045,142	12%	$ 11,045,142	16%	$ 11,045,142	14%	$ 11,045,142	13%	$ -		$ 11,045,142	18%	$ -
168		Restricted Fund Balance		9,003,244	9%	9,003,244	13%	9,003,244	12%	12,003,244	14%	3,000,000		12,003,244	19%	-
170		Assigned Fund Balance		6,546,514	7%	6,546,514	9%	6,546,514	8%	6,546,514	8%	-		6,546,514	11%	-
175		Unassigned Fund Balance		69,053,901	72%	43,669,740	62%	50,611,139	66%	54,327,577	65%	3,716,438		32,646,320	52%	(21,681,257)
176		**TOTAL RESERVES AND FUND BALANCE**		**$ 95,648,801**		**$ 70,264,640**		**$ 77,206,039**		**$ 83,922,477**		**$ 6,716,438**		**$ 62,241,220**		**$ (21,681,257)**
177																
178	**TOTAL EXPENDITURES, TRANSFERS AND FUND BALANCE**			**$ 571,425,941**		**$ 591,030,790**		**$ 597,972,189**		**$ 600,972,189**		**$ 3,000,000**		**$ 608,212,104**		**$ 7,239,915**
179																
180		Surplus (Deficit) of Revenues and Transfers over Appropriations/Expenditures		8,804,626		(25,384,161)		(18,442,762)		(11,726,324)		6,716,438		(21,681,257)		(10,866,486)
181																
182		Ending Financial Condition Ratio (per F.S. 1011.051)		16.53%		11.02%		12.38%		13.10%		0.72%		7.99%		-0.27%

May 10, 2022 Board Meeting
Agenda Item 6.

Title
FSA GRADE CALCULATION

Description

Recommendation

Contact
CANTALUPO

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Presentation	5/4/2022	Cover Memo

District and School Grades

Sarasota School Board Workshop
May 10, 2022

DISTRICT SCHOOL GRADES MODEL
(A MAXIMUM OF 11 COMPONENTS OR 1100 POINTS)

"A" District Since 2004

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration	Graduation Rate	College and Career Acceleration
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)	Middle School (EOC or industry certification) (0% to 100%)	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)					
Learning Gains of the Lowest 25% (0% to 100%)	Learning Gains of the Lowest 25% (0% to 100%)					

- District and School Grade Models/Calculations have been modified 9 of the 17 years it has been available. There were over 20 major changes in the calculation between 2004 and 2022:
  - Added/removed components over time
  - Changed assessments
  - Changed definitions of Learning Gain
  - Changed component points
  - Added/removed bonus points
  - Changed the overall scale of what points/percents are needed for an A, B, etc. – each time becoming more challenging

ELEMENTARY SCHOOL GRADES MODEL

(A MAXIMUM OF 7 COMPONENTS OR 700 POINTS)

English Language Arts	Mathematics	Science
Achievement (0% to 100%) Grades 3-5	Achievement (0% to 100%) Grades 3-5	Achievement (0% to 100%) Grade 5 Only
Learning Gains (0% to 100%) Grades 4-5	Learning Gains (0% to 100%) Grades 4-5	
Learning Gains of the Lowest 25% (0% to 100%) Grades 4-5	Learning Gains of the Lowest 25% (0% to 100%) Grades 4-5	

Elementary School Grades are based on Seven Components

- Reading and Mathematics achievement based on three grade levels is included
- Reading and Mathematics Learning Gain based on two grade levels is included
- Students in the Lowest Quartile affect all three ELA cells
- Students in the Lowest Quartile affects all three Mathematics cells
- Writing is assessed but scored with ELA
- Science is based on the 5th-grade scores
- No Acceleration Components

MIDDLE SCHOOL GRADES MODEL
(A MAXIMUM OF 9 COMPONENTS OR 900 POINTS)

English Language Arts	Mathematics	Science	Social Studies	Middle School Acceleration
Achievement (0% to 100%) Grades 6-8	Achievement (0% to 100%) Grades 6-8	Achievement (0% to 100%) Grade 8	Achievement (0% to 100%) Civics Course EOC	Middle School (EOC or industry certification) (0% to 100%)
Learning Gains (0% to 100%) Grades 6-8	Learning Gains (0% to 100%) Grades 6-8			
Learning Gains of the Lowest 25% (0% to 100%) Grades 6-8	Learning Gains of the Lowest 25% (0% to 100%) Grades 6-8			

Middle School Grades are based on Nine Components

- Students in the Lowest Quartile affects all three ELA cells
- Students in the Lowest Quartile affects all three Mathematics cells
- Writing is assessed and scored with ELA
- Science and Social Studies based on one grade level
- Acceleration based mostly on highest performing students

HIGH SCHOOL GRADES MODEL
(A MAXIMUM OF 10 COMPONENTS OR 1000 POINTS)

English Language Arts	Mathematics	Science	Social Studies	Graduation Rate	College and Career Acceleration
Achievement (0% to 100%) Grades 9-10	Achievement (0% to 100%) Grades 9-10	Achievement (0% to 100%) Biology EOC	Achievement (0% to 100%) US History EOC	Overall, 4-year Graduation Rate (0% to 100%)	High School (AP, IB, AICE, dual enrollment or industry certification) (0% to 100%)
Learning Gains (0% to 100%) Grades 9-10	Learning Gains (0% to 100%) Grades 9-10				
Learning Gains of the Lowest 25% (0% to 100%) Grades 9-10	Learning Gains of the Lowest 25% (0% to 100%) Grades 9-10				

High School Grades are currently based on Ten Components

- Students in the Lowest Quartile affects all three Reading cells
- Students in the Lowest Quartile affect all three Mathematics cells
- Writing is assessed and scored with ELA
- Science and Social Studies based on one grade level, 2 EOC exams
- Acceleration based mostly on highest performing students
- ELA Grade 10 and Algebra I are Graduation Requirements

CURRENT SCHOOL GRADE MODEL INTERPRETATION

The models are based on percentages, which are affected by the size of the group. The smaller the group, the more one student counts – positively or negatively.

The size of the population determines how many students are needed to move one percentage point.

This affects comparisons across years, across grade span levels, and between different size districts and schools.

School A – 100 students taking the ELA Assessment	School B – 400 students taking the ELA Assessment
100 students in the denominator for Achievement	400 students in the denominator for Achievement
25 students score Level 3 or Above	25 students score Level 3 or Above
25/100 = 25% or 25 points	25/400 = 6% or 6 points
Each student is weighted 1 point	Each student is weighted .25 of a point

CURRENT SCHOOL GRADE MODEL INTERPRETATION

Different numbers of components in the grade span models:

- ES, MS, and HS include different numbers of components and different numbers of points needed for an A
- MS and HS include an Acceleration Component – All students are not included in this component
- The cells are not independent and therefore a particular group of students affect multiple cells
  - High performers are positively benefiting all cells in all levels directly or indirectly
  - Lowest Quartile affects all cells in ES but not in MS and HS where there are other components

SUMMARY OF SCS PERFORMANCE OVER TIME

- From SY 2004 to 2014, using the FCAT, Sarasota performed well with moderate improvement in achievement in all areas; the weakest area was in the performance of the lowest quartile.

- In SY 2009-2010, HS School Grade model changed: FCAT was only half of the points, and HS Acceleration, Graduation Rates and Post – Secondary Readiness were added.

- The FSA was introduced in 2015; that year learning gains of the lowest quartile were not included; writing was removed as a separate score.

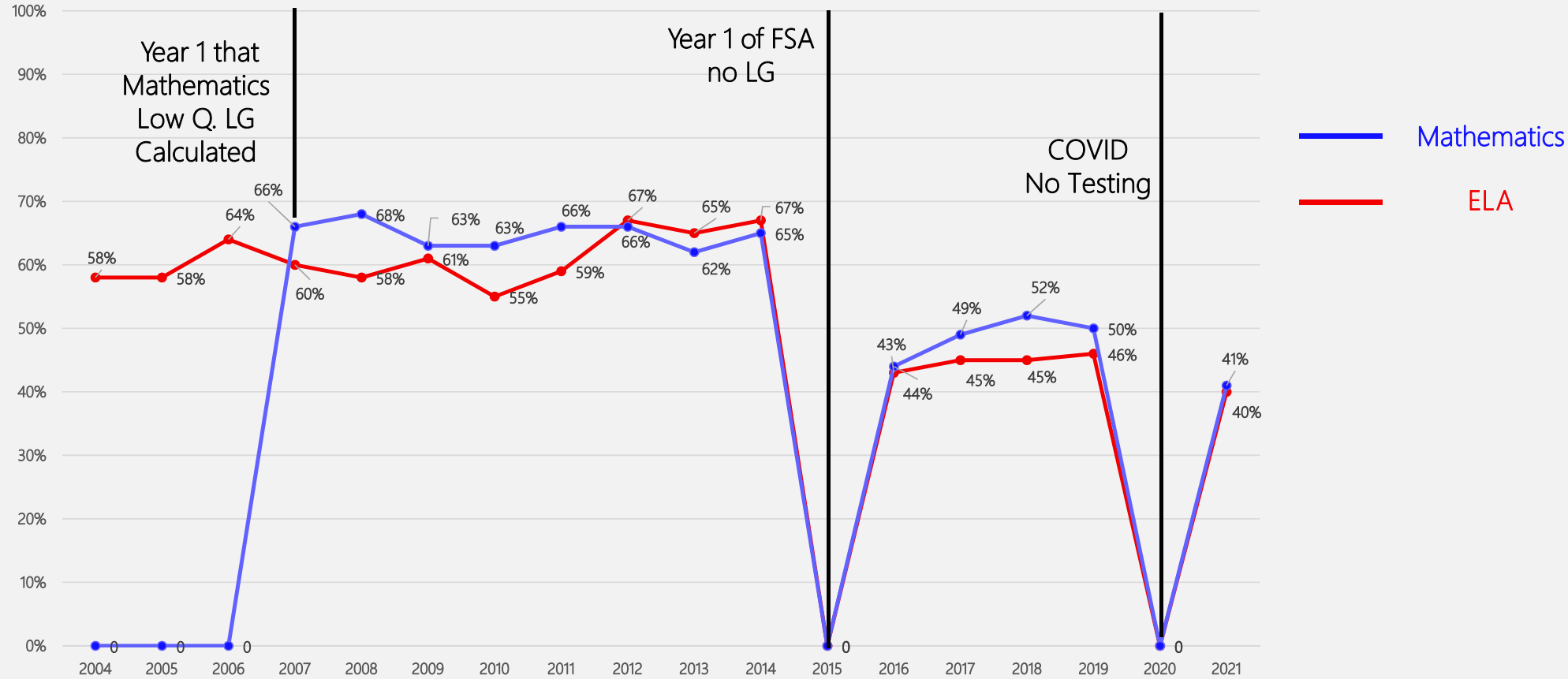
- The lowest quartile scores were calculated for ELA and Mathematics using the FSA for the first time in SY 2015-2016:

  - ELA dropped from 67% using the FCAT in SY 2013-2014 to 43% in SY 2015-2016 using the FSA
  - The ELA percentage increased to 46% by SY 2019.

  - Mathematics dropped from 65% using the FCAT in SY 2013-2014 to 44% in SY 2015-2016 using the FSA
  - The Mathematics percent increased to 50% by SY 2019.

- From SY 2015 to SY 2021:
  - Graduation Rate increased from 81% to 92% in SY 2021
  - Middle School Acceleration increased from 55% to 75% in SY 2021
  - High School Acceleration increased from 56% to 72% in SY 2021

CHANGE IN ELA & MATHEMATICS LEARNING GAIN OF THE LOWEST QUARTILE OVER TIME FCAT VS FSA



WHY DID THE LOWEST QUARTILE DROP STATEWIDE?

Change in Philosophy/Standards	Change in Assessment	Change in Performance
Sunshine State Standards/Next Generation SSS: • Identify what students should know and be able to do to for 21st century • Both content standards and performance standards • The standards delineate the academic achievement for which the state will hold schools accountable.	**FCAT** If there are 35 bugs all together and Robbie puts 5 bugs into each jar, how many jars does he need to hold all of the bugs? a. 3 b. 10 c. 7 d. none of the above	Steady Improvement Over Time in all Areas -
Florida Standards: • Adapted from the Common Core State Standards • Emphasize what students will need in order to graduate ready for college or careers in the 21st Century • Benchmarked against other high-performing countries • Critical Thinking	**Florida Standards Assessment** Create a multiplication equation that you could use to solve 21 ÷ 3 = ☐. (Students would have to type an answer, such as 7 x 3 = 21, into a blank box)	Decreased Performance in the Lowest Quartile – Both ELA and Mathematics
BEST • The way for Florida students to receive a world-class education to prepare them for jobs of the future. • Eliminate Common Core • Back to Basics • Understandable • Concise • Glossaries	**FAST**	??????

TOP PERFORMING DISTRICT RANKING
TOTAL POINTS EARNED
SY 2018-2019

District Name	District Size	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2017-18	College and Career Acceleration 2017-18	Total Points Earned	Percent of Total Possible Points
ST. JOHNS	41,908	75	63	49	80	68	56	78	89	62	93	63	776	71
GILCHRIST	2,753	67	62	55	71	62	54	76	83	70	87	67	754	69
SARASOTA	43,119	67	59	46	72	65	50	69	83	74	90	67	742	67
LAFAYETTE	1,228	59	58	42	72	58	49	67	70	78	97	85	735	67
NASSAU	12,122	68	57	45	76	65	58	71	76	57	93	72	738	67
OKALOOSA	31,856	65	57	48	73	65	53	69	79	65	88	71	733	67

TOP-PERFORMING DISTRICT RANKING
TOTAL POINTS EARNED
SY 2020-2021

District Name	District Size	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2019-20	College and Career Acceleration 2019-20	Total Points Earned	Percent of Total Possible Points
LAFAYETTE	1,170	58	60	42	74	58	49	64	75	88	98	88	754	69
ST. JOHNS	44,550	74	63	46	75	56	46	75	86	73	95	64	753	68
NASSAU	11,898	66	57	41	75	58	50	71	81	63	92	72	726	66
GILCHRIST	2,736	62	55	48	67	53	46	72	80	62	90	75	710	65
WALTON	10,355	62	56	44	64	54	49	68	79	66	91	68	701	64
SARASOTA	42,618	64	56	40	64	50	41	64	78	75	92	72	696	63

Despite changes in the school grade models, formulas, assessments, standards and a PANDEMIC, Sarasota remains one of the top two performing districts of those with a similar population size.

FSA RESULTS DISTRICT RANKING by GRADE LEVEL

ENGLISH LANGUAGE ARTS AND MATHEMATICS

MEAN SCALE SCORE AND PERCENT ABOVE LEVEL THREE

SY 2018-2021

		2018		2019		2021	
Grade	Content	Ranking	Mean	Ranking	Mean	Ranking	Mean
3	ELA	3	307	4	309	3	306
4	ELA	2	318	3	318	4	316
5	ELA	3	328	4	328	3	328
6	ELA	2	332	3	332	4	331
7	ELA	2	339	2	339	4	336
8	ELA	2	347	3	345	2	344
9	ELA	2	349	3	349	3	347
10	ELA	3	356	3	355	2	354

		2018		2019		2021	
Grade	Content	Ranking	Mean	Ranking	Mean	Ranking	Mean
3	Mathematics	4	308	6	308	7	304
4	Mathematics	5	321	7	321	8	317
5	Mathematics	4	332	4	332	7	327
6	Mathematics	4	332	3	333	10	326
7	Mathematics	3	342	2	342	5	335
8	Mathematics	6	344	4	345	2	340

		2018		2019		2021	
Grade	Content	Ranking	Level 3 & Above	Ranking	Level 3 & Above	Ranking	Level 3 & Above
3	ELA	5	68%	5	78%	5	66%
4	ELA	4	67%	4	67%	6	63%
5	ELA	3	66%	5	68%	3	65%
6	ELA	3	63%	4	63%	8	61%
7	ELA	4	62%	2	64%	5	59%
8	ELA	6	70%	6	66%	2	65%
9	ELA	3	66%	3	65%	4	61%
10	ELA	2	65%	6	63%	5	60%

		2018		2019		2021	
Grade	Content	Ranking	Level 3 & Above	Ranking	Level 3 & Above	Ranking	Level 3 & Above
3	Mathematics	9	72%	6	73%	8	66%
4	Mathematics	9	71%	10	72%	9	65%
5	Mathematics	4	72%	8	70%	8	64%
6	Mathematics	4	66%	7	67%	14	55%
7	Mathematics	3	73%	4	73%	6	63%
8	Mathematics	8	63%	6	65%	4	57%

WHO IS REPRESENTED IN THE DISTRICT LOWEST QUARTILE IN ELA? SY 2019

Number of Students in the Lowest Quartile in Reading = 5,604 (26%)

Number who are ESE = 2,192 (39%)

Number who are ELL = 605 (11%)

Number on F/R = 3,811 (68%)

Number & Percentage at Each Level =

- Level 1 = 2,390 (43%)
- Level 2 = 2,269 (41%)
- Level 3 = 835 (15%)
- Level 4 = 105 (2%)
- Level 5 = 5 (1%)

WHO IS REPRESENTED IN THE DISTRICT LOWEST QUARTILE IN ELA? SY 2021

Number of Students in the Lowest Quartile in Reading = 4,473 (22%)

Number who are ESE = 1,800 (40%)

Number who are ELL = 360 (8%)

Number on F/R = 2,778 (62%)

Number & Percentage at Each Level =

- Level 1 = 2,178 (49%)
- Level 2 = 1,571 (35%)
- Level 3 = 594 (13%)
- Level 4 = 81 (2%)
- Level 5 = 4 (1%)

ESE STUDENTS REPRESENTED IN THE DISTRICT LOWEST QUARTILE IN ELA? SY 2021

Number of Students in the Lowest Quartile in Reading = 4,473 (22%)

Number who are ESE = 1,800 (40%)

- C = Orthopedically Impaired = 2
- F – Speech Impaired = 11
- G – Language Impaired = 127
- H – Deaf or Hard of Hearing = 9
- I – Visually Impaired = 1
- J – Emotional/Behavioral Disability = 27
- K – Specific Learning Disability = 1,289
- P – Autism Spectrum Disorder = 112
- S – Traumatic Brain Injured = 3
- V – Other Health Impaired = 205
- W – Intellectual Disability = 14

A specific learning disability is *defined* as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors. This definition is found in State Board of Education Rule 6A-6.03018, F.A.C.

ELEMENTARY LOWEST QUARTILE IN ELA – 2 DIFFERENT SCHOOLS SY 2019

Title 1 School: B School

Number of Students = 52 (25%)

Number & Percentage at Each Level =
- Level 1 = 25 (48%)
- Level 2 = 19 (37%)
- Level 3 = 7 (13%)
- Level 4 = 1 (2%)
- Level 5 = 0 (0%)

Number who are ESE = 37 (71%)

Number who are ELL = 8 (15%)

Number on F/R = 47 (90%)

NON - Title 1 School: A School

Number of Students = 51 (25%)

Number & Percentage at Each Level =
- Level 1 = 19 (37%)
- Level 2 = 21 (41%)
- Level 3 = 11 (22%)
- Level 4 = 0 (0%)
- Level 5 = 0 (0%)

Number who are ESE = 28 (48%)

Number who are ELL = 5 (5%)

Number on F/R = 39 (43%)

ELEMENTARY LOWEST QUARTILE IN ELA – 2 DIFFERENT SCHOOLS SY2021

Title 1 School: D School

Number of Students = 26 (23%)

Number & Percentage at Each Level =
- Level 1 = 14 (54%)
- Level 2 = 9 (35%)
- Level 3 = 2 (8%)
- Level 4 = 1 (4%)
- Level 5 = 0 (0%)

Number who are ESE = 15 (58%)

Number who are ELL = 6 (23%)

Number on F/R = 22 (85%)

NON - Title 1 School: A School

Number of Students = 20 (26%)

Number & Percentage at Each Level =
- Level 1 = 8 (40%)
- Level 2 = 7 (35%)
- Level 3 = 3 (15%)
- Level 4 = 2 (10%)
- Level 5 = 0 (0%)

Number who are ESE = 10 (50%)

Number who are ELL = 7 (35%)

Number on F/R = 11 (55%)

ELEMENTARY SECOND TO LOWEST QUARTILE IN ELA – 2 DIFFERENT SCHOOLS SY2019

Title 1 School: B School

Number of Students = 60 (29%)

Number & Percentage at Each Level =
- Level 1 = 13 (23%)
- Level 2 = 23 (40%)
- Level 3 = 20 (35%)
- Level 4 = 1 (2%)
- Level 5 = 0 (0%)

Number who are ESE = 17 (30%)

Number who are ELL = 14 (25%)

Number on F/R = 51 (89%)

NON - Title 1 School: A School

Number of Students = 52 (25%)

Number & Percentage at Each Level =
- Level 1 = 3 (6%)
- Level 2 = 10 (19%)
- Level 3 = 32 (65%)
- Level 4 = 5 (10%)
- Level 5 = 0 (0%)

Number who are ESE = 15 (29%)

Number who are ELL = 2 (4%)

Number on F/R = 36 (69%)

ELEMENTARY SECOND TO LOWEST QUARTILE IN ELA – 2 DIFFERENT SCHOOLS SY2021

Title 1 School: D School

Number of Students = 24 (24%)

Number & Percentage at Each Level =

- Level 1 = 11 (46%)
- Level 2 = 10 (42%)
- Level 3 = 3 (13%)
- Level 4 = 0 (0%)
- Level 5 = 0 (0%)

Number who are ESE = 13 (54%)

Number who are ELL = 3 (13%)

Number on F/R = 19 (79%)

NON - Title 1 School: A School

Number of Students = 18 (23%)

Number & Percentage at Each Level =

- Level 1 = 0 (0%)
- Level 2 = 9 (45%)
- Level 3 = 7 (35%)
- Level 4 = 3 (15%)
- Level 5 = 1 (5%)

Number who are ESE = 5 (28%)

Number who are ELL = 2 (11%)

Number on F/R = 10 (56%)

CHALLENGES AHEAD

- Improving the performance of the Lowest Quartile in Reading and Mathematics
- Differentiated and targeted instruction for the large numbers of ESE students represented in the lowest quartile in all schools – especially Title 1 Schools
- Preparing students to meet new standards, yet to be fully released
- Preparing students to perform on a new assessment, yet to be defined
- Disaggregating the FAST Test Specifications, yet to be released
- Training for all instructional personnel on both standards and the new assessment
- Designing a testing environment and schedule that does not disrupt teaching and learning throughout the year

The Str[illegible]CS [illegible]G[illegible]al 1

Personalize learning and accelerate growth for ALL students

- Operationalizing the MTSS Process, providing targeted instruction for all students using individualized strategies
  - Responsive Tier 2
  - Intensive Tier 3
- Expanding PK Programs to support our incoming general education and ESE populations
- Using ESSER dollars to support Jumpstart for adjusted day and after school scheduling to provide additional hours of strategic instruction. To date:
  - Tutoring is operative at 36 Schools
  - Strategic tutoring has been logged for 4490 students
  - 57,658 hours of additional instruction has been logged for students
- Implementing benchmark assessments to progress monitor Reading and Mathematics performance
- Providing ongoing high level training in Reading using research based tools – i.e. Reading Recovery
- Introducing research based collaborative strategies used in high performing districts - PLCs
- Scheduling professional learning for all Reading and Mathematics teachers on BEST standards and the STAR and FAST assessments

The Str[illegible]oal 2

Foster a healthy, supportive learning environment for ALL

- Supporting social-emotional instruction at all grade levels – Character Strong
- Providing professional learning opportunities on Mental Health and Social Emotional Learning to families and staff
- Implementing Positive Behavioral Intervention Support (PBIS) at all schools
- Providing ongoing training to implement a MTSS through PBIS at Tier 1, Tier 2 and Tier 3
- Ensuring every SCS' PBIS plans include social-emotional and behavioral tiered interventions and supports
- Providing professional learning on building relationships based on inclusion, dignity and support
- Increasing the capacity of behavioral specialists, school psychologists by creating localized teams within the county
- Increasing the number of staff trained in Youth Mental Health First Aid

The Strat[illegible] goal 3

Recruit, recognize, and retain a premier workforce

- Enhancing recruitment efforts to attract qualified and diverse applicants to decrease vacancies in all departments
- Establishing collaborative relationships with local foundations, universities, and other partners to promote the district and recruit staff
- Hosting and attend multiple job fairs throughout the year to attract and retain qualified and diverse candidates
- Promoting an exceptional employee experience to promote retention of high-quality employees
- Promoting, supporting, and leveraging technology, resources, and tools to respond to customer needs, improve and enhance workflow efficiency, and improve customer service
- Refining and communicating a competitive compensation and benefits plan
- Continuing to develop and deliver data driven wellness programs that enhance overall employee engagement, reduce turnover, and provide a fulfilling employee experience

S

The St al 4

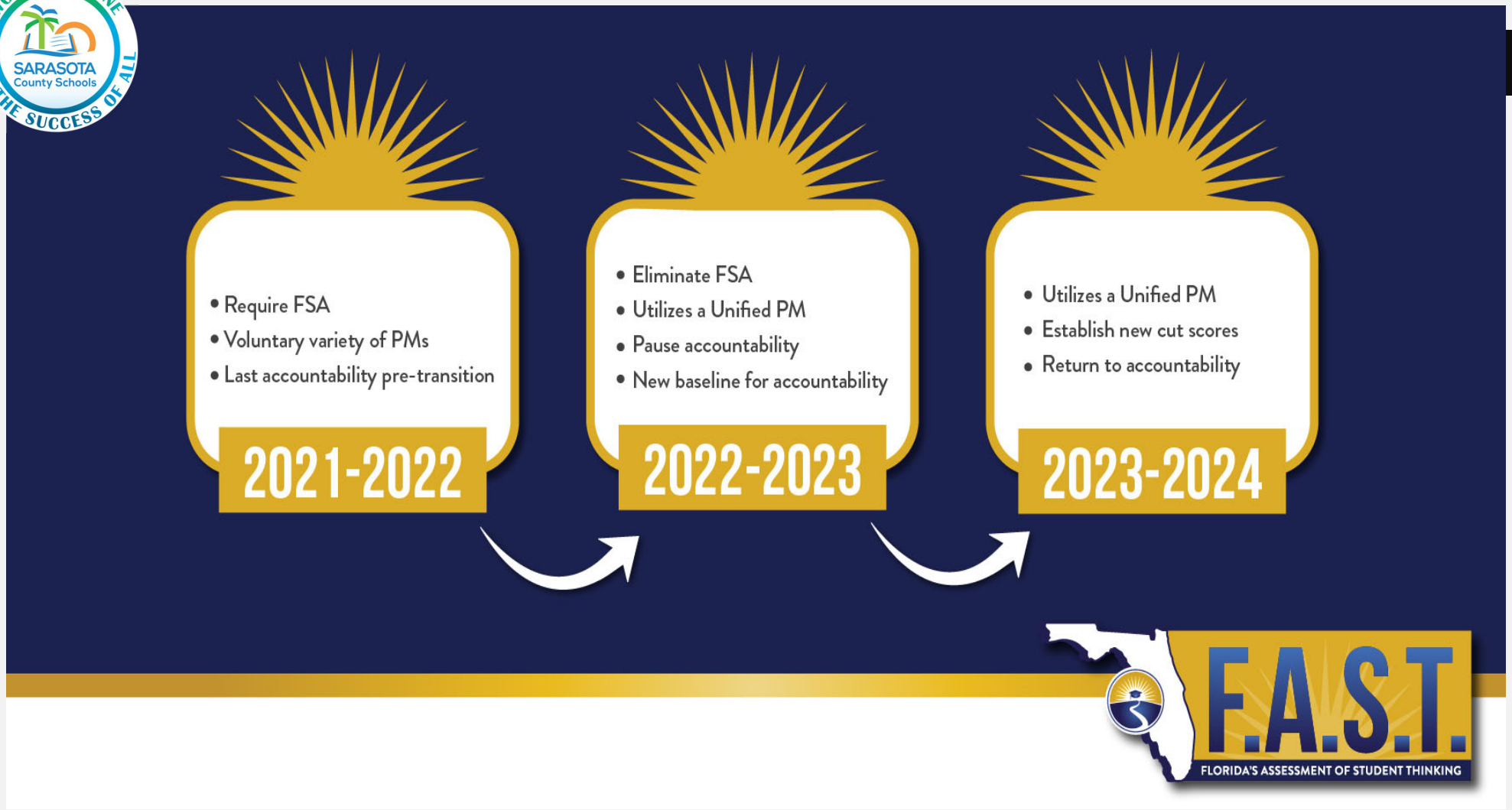
Collabor engage school communities to support the achievement of our students

- Optimizing digital (web/social) communications
- Facilitating focus groups with community/stakeholders
- Ensuring communication efficacy of school and department staff, including the exploration of a potential communications channel
- Collaborating with volunteers, community foundations, and organizations to support our staff and students
- Developing and implementing a comprehensive District Family Engagement plan and policy
- Empowering parents as partners in their children's education
- Ensuring facilitation to identify district needs and opportunities for community support (Stakeholder/ Philanthropic convening)
- Articulating volunteer and business partnership opportunities matched to district and school-based needs
- Creating an intranet that allows for departments to manage pertinent information to be shared with employees

The Strat[illegible] goal 5

Efficient and effective operations through fiscal stewardship

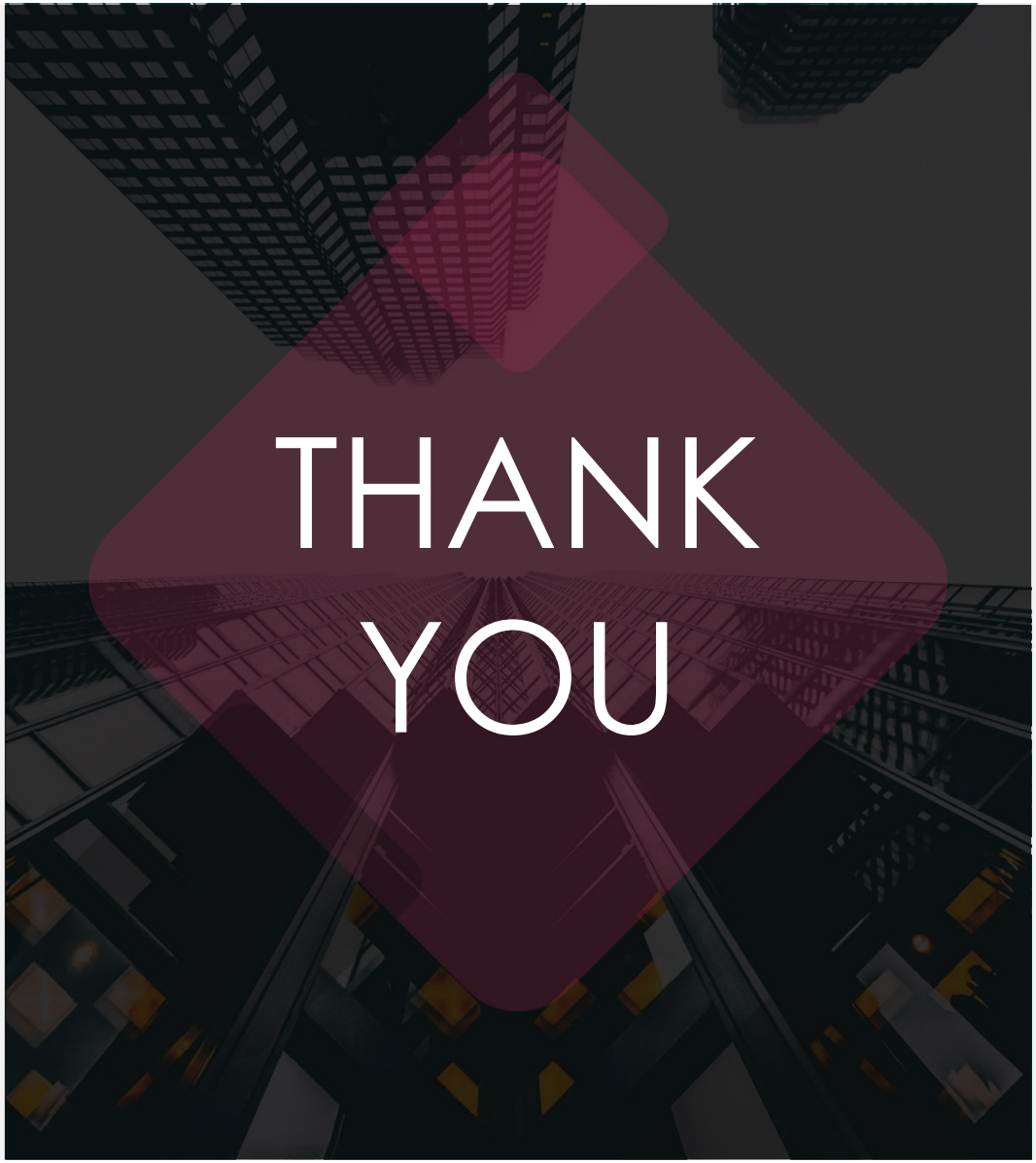
- Maximizing the efficiency of operations
- Developing Standard Operational Procedures
- Enhancing Zero Based Budgeting
- Providing intentional professional development for operational employees
- Developing leadership courses for all new administrators and district staff desiring to become administrators
- Meeting with energy consultants and design teams to incorporate LED lights and other energy saving equipment into new and existing buildings to promote environmentally friendly structures
- Designing, planting, and maintaining food gardens for consumption while using those gardens as an education tool
- Creating a district wide customer service culture


• Require FSA
• Voluntary variety of PMs
• Last accountability pre-transition
2021-2022
• Eliminate FSA
• Utilizes a Unified PM
• Pause accountability
• New baseline for accountability
2022-2023
• Utilizes a Unified PM
• Establish new cut scores
• Return to accountability
2023-2024
F.A.S.T.
FLORIDA'S ASSESSMENT OF STUDENT THINKING

FCAT Florida Comprehensive Achievement Test KG-FLKRS Grades 3-10 ELA Grades 3-8 Math	FSA Florida Standards Assessment KG – FLKRS Grades 3-10 ELA Grades 3-8 Math	FAST Florida Assessment of Student Thinking KG-2 – STAR Grades 3-10 ELA – Cambium Grades 3-8 Math – Cambium
Sunshine State Standards	New Florida Standards (Common Core Standards)	BEST Standards Benchmarks for Excellent Student Thinking
Once per year – Spring Retakes for HS	Once per year – Spring Retakes for HS	3 times per year
Grades 3-5 (paper) and 6-10 (computer) participate	Grades 3-6 (paper) and 7-10 (computer) participate	All Computer Based
140 minutes of testing/year	Testing length is slightly longer: Grades 3-5: 160 minutes Grades 6-8: 170 minutes Grades 9-11: 180 minutes	1 Session Each (timing unknown)
All Multiple Choice	Different types of responses, including open ended	?
No Listening Section	Grades 7-10 include a listening section, taken with headphones Grammar is explicitly tested with an editing task	?
Separate writing test, Separate Scores until SY 2014-2015	Writing scores included in ELA	?

ACCOUNTABILITY IN SY 2022-2023 AND SY 2023-2024

- Per SB 1048, to assist in the transition to 2022–2023, school grades and district grades will be calculated based on the comprehensive, end-of-year progress monitoring assessment under s. 1008.25(8).
- The 2022–2023 school grades and district grades shall serve as an informational baseline for schools and districts to work toward improved performance in future years.
- Due to the absence of learning gains data in the 2022–2023 school year, the initial school grading scale for the 2022–2023 informational baseline grades shall be set so that the percentage of schools that earn an “A,” “B,” “C,” “D,” and “F” is statistically equivalent to the 2021–2022 school grades results.
- When learning gain data becomes available in the 2023–2024 school year, the State Board of Education shall review the school grading scale and determine if the scale should be adjusted.
- **More information regarding assessment and accountability will be provided when it is known.**


THANK
YOU

May 10, 2022 Board Meeting
Agenda Item 7.

Title
CHOICE/CHARTER DISCUSSION

Description

Recommendation

Contact
CANTALUPO & WHEELER

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Presentation	5/4/2022	Cover Memo

Student Mobility

Between Sarasota Charter/Private/Other Schools and Sarasota Traditional Schools in SY 21-22

School Board Workshop

May 3, 2022

Key Questions:

How many students transferred from charter/private schools to traditional SCS K-12 schools? How did they perform?

How many students transferred from traditional SCS K-12 schools to charter/private schools? How did they perform?

Students Were Included if They Met the Following Conditions:

Started at traditional SCS school and transferred to charter/private school:

- Began the SY21-22 year at a SCS traditional school
- Most recent transfer is to a charter/private school

Starting at charter/private school and transferred to a traditional SCS school:

- Began the SY21-22 year at a charter/private school
- Most recent transfer is to a SCS traditional school

Parameters:

- SCS Traditional School Group – includes all Sarasota County public schools that are not charters
- Charter/Private School Group - Includes all Sarasota County charter schools, private schools, home school and Scholarship Students (Family Empowerment, and John McKay)
- Out of District/State Group - includes all students who enrolled into Sarasota but came from either out of state or county
- Most Recent Transfer - includes only the latest enrollment transfer. If the student has multiple enrollments during the school year, only the most recent was used.

How Many Students have Transferred Between Types of Schools During SY 21-22?

MONTH	From Charter/Private to SCS Traditional		From SCS Traditional to Charter/Private	
August	36	13%	113	15%
September	32	11%	139	19%
October	33	12%	115	16%
November	24	8%	50	7%
December	10	3%	27	4%
January*	86	30%	148	20%
February	23	8%	84	11%
March	31	11%	51	7%
April	11	4%	14	2%
Total	286	100%	741	100%

* January is the month with the most transfers for all categories

288 (3%) of all Charter Students Transferred to a SCS Traditional School

- Of the 288 charter students:
  - *2% (6) transferred during Survey 2 week (Oct 11 – Oct 15)*
  - *3% (8) transferred during Survey 3 week (Feb 7 – Feb 11)*
  - *30% (86) transferred during January*
  - *47% (134) students are in grades PK-5*
  - *30% (86) students are in grades 6-8*
  - *23% (66) students are in grades 9-12*
  - *10% (28) students with at least 1 day of OSS*
  - *4% (11) students with at least 1 day of ISS*

- Of the113 students who took the FSA ELA in 2021
  - *46% (52) students scored level 3+*
  - *54% (61) students scored level 1,2*

741 (2%) of all Traditional School Students Transferred to a Charter/Private School

- Of the 741 traditional students:
  - *5% (35) transferred during Survey 2 week (Oct 11 – Oct 15)*
  - *4% (26) transferred during Survey 3 week (Feb 7 – Feb 11)*
  - *20% (148) transferred during January*
  - *35% (262) students are in grades PK-5*
  - *27% (197) students are in grades 6-8*
  - *38% (282) students are in grades 9-12*
  - *7% (50) students with at least 1 day of OSS*
  - *3% (25) students with at least 1 day of ISS*
  - *25% of 741 from Out of District/State*
- Of the 392 students who took the FSA ELA in 2021
  - *54% (212) students scored level 3 or above*
  - *46% (180) students scored level 1 or 2*

May 10, 2022 Board Meeting
Agenda Item 8.

Title
SUPERINTENDENT CONTRACT

Description

Recommendation

Contact
GOODWIN

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Contract	5/5/2022	Cover Memo

SUPERINTENDENT'S
EMPLOYMENT CONTRACT

THIS CONTRACT is made this 23rd day of July, 2020, between THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA ("Board") and Brennan Asplen, III ("Superintendent" or "Dr. Asplen").

WITNESSETH:

WHEREAS, the Board is authorized under Section 1001.50, Florida Statutes, to appoint the Superintendent of Schools for the School District; and

WHEREAS, the Board wishes to retain Dr. Asplen to perform the duties and responsibilities of school superintendent as set forth in Section 1001.48, 1001.49, 1001.51, and 1001.53, Florida Statutes; and

WHEREAS, Dr. Asplen is willing to provide said services and faithfully and fully comply with the duties and responsibilities of the office as outlined herein as well as provide those services to the Board as required and requested by the Board throughout the term of the Contract that are in keeping with the official authority of the Board.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth hereafter, it is agreed as follows:

1. **EMPLOYMENT**

The Board hereby employs Dr. Asplen as Superintendent of Schools for Sarasota County, Florida, for the period and under the terms and conditions of this Contract.

2. **DUTIES**

Dr. Asplen agrees during the period of this contract to faithfully perform his duties and obligations in such capacity for the School District including, but not limited to, those duties required by state and federal law. The Superintendent shall devote his full time, attention and energy to the business of the School District. He will not accept any form of employment other than that as Superintendent of the Sarasota County School District during the term of this and any subsequent contracts as long as he is employed as Superintendent of the Sarasota County School District unless specifically approved by the School Board.

3. **TERM OF CONTRACT**

This Contract shall be effective August 10, 2020, and shall remain in full force and effect through and including June 30, 2023, unless terminated earlier as provided in Section 13 below. The anniversary date of this Contract shall be July 1 of any year. Each July 1 to June 30 time period shall be deemed a "Contract Year."

4. **RENEWAL OPTION**

On or before June 30, 2022, the Superintendent and the Board shall have the right to exercise one of the following options:

A. The Board may, by majority vote, extend the Contract for an additional year, or through June 30, 2024.

B. The Board may omit taking any action on the Contract renewal and the Contract will expire by its own terms on June 30, 2023.

C. The Superintendent may request that the Board not consider extending the Contract. In such case, the Contract will expire by its own terms on June 30, 2023.

In the event the Contract is extended pursuant to subsection A above in 2022 or any succeeding year, the renewal options shall be repeated on or before June 30th of the next year.

5. **COMPENSATION**

A. **Base Salary.** The Superintendent's initial annual base salary shall be $215,000, prorated for the period August 10, 2020 through June 30, 2021. The Base Salary for each succeeding Contract Year (beginning with the Contract Year commencing July 1, 2021) shall be the previous year's Base Salary, and, if the Superintendent receives an overall evaluation rating of effective or higher on the evaluation completed by the Board on or about the previous June, the Superintendent may receive a salary increase as determined in the sole discretion of the Board.

B. **Performance Pay/Annual Performance Goals.** In addition to the Base Salary provided in Section 5(A) above, beginning in the Contract Year starting on July 1, 2021 and in each subsequent Contract Year this Contract is in effect, the School Board shall commit an additional $15,000 which the Superintendent shall be eligible to receive as Performance Pay. On or before June 30, 2021, the School Board shall set goal(s) for the Superintendent and/or School District to complete or perform during the 2021-22 Contract Year. The School Board shall consult with the Superintendent about the establishment of these goals but will retain the absolute discretion to establish both the goals and the amount or percentage of the Performance Pay that the Superintendent may earn by the achieving of a particular goal. The goal(s) and the amount of Performance Pay for the achieving of any particular goal shall be established by a majority vote of the members of the Board. This procedure for goal setting shall be completed by the School Board on or before June 30 of each Contract Year to establish Performance Pay goals for the next Contract Year. Any Performance Pay received by the Superintendent will not become part of the Superintendent's Base Salary.

C. **Special Qualification Salary.** In addition to the Base Salary provided in Section 5(A) above, the Superintendent shall receive an annual performance salary incentive from the Board in the amounts provided below, so long as the Superintendent has successfully completed the phases of the program as described in Sections 1001.47(4) and (5), Florida Statutes, and demonstrated successful performance as determined by the Florida Department of Education, as set forth in those statutory sections. Upon completion of Phase 1, the Superintendent shall be entitled to an additional $2,000.00 per year. If the certification is earned during a Contract Year, the increase shall be pro-rated from the date the certification is received until June 30 of that year. Upon the successful completion of both Phases, the $2,000 payment described above will no longer apply and, in its place, the Superintendent shall be compensated in accordance with Section 1001.47(5)(b), Florida Statutes, where he shall be paid a salary incentive of not less than $3,000.00 nor more than $7,500.00, based upon his performance evaluation. The amount of the incentive will be set within those parameters in the sole discretion of the School Board and will not become a part of the Superintendent's Base Salary. After the Superintendent is initially certified, he must complete a similar performance assessment process annually to maintain certification and the continuance of the salary incentive.

D. **Retirement Investment Account Contribution.** In addition to the Base Salary provided in Section 5(A) above, the Board shall contribute $19,500 annually to a 401(k) or similar retirement account designated by the Superintendent. Payments will be made in equal monthly installments. This contribution is not part of the Superintendent's Base Salary.

E. **Florida Retirement System.** The Superintendent shall be entitled to participate in the Senior Management Category of the Florida Retirement System subject to then applicable laws and rules of the category and system.

F. **Insurance.** The Superintendent shall be entitled to receive such health, dental, vision, life, disability, and any other insurance as provided to other twelve month administrative employees of the District. The costs of such benefits shall be paid by the School Board to the same extent they are paid to other twelve month administrative employees. In addition, the School Board shall offer the same health, dental and vision insurance benefits available to the Superintendent's eligible family members on the same basis as such benefits are offered to other twelve month administrative employees' family members.

G. **Temporary Housing/Relocation Payment.** The Board shall make a one-time payment of $15,000 to Dr. Asplen on or before September 30, 2020.

6. **LEAVES**

The Superintendent shall be granted fifteen (15) days of annual leave upon his beginning employment and shall thereafter earn eighteen (18) days of annual paid leave each Contract Year, beginning July 1, 2021. This is in excess of normal holidays of the School District. This leave shall accumulate up to 60 days. The Superintendent may request to be reimbursed for a maximum of 10 days per year in any Contract Year as long as the request is made prior to the end of the Contract Year. The Superintendent shall also be entitled to receive sick leave to the same extent as the Board provides for other twelve month administrative employees.

7. **OTHER BENEFITS**

A. **Professional Growth.** The Board encourages the continuing professional growth of the Superintendent and will permit reasonable time away from his regular duties to attend or participate in meetings, seminars and other educational programs

sponsored by local, state or national associations of school superintendents, administrators or school boards, or by private or public educational institutions, and to meet with other organizations or individuals if such meetings will enhance his ability to perform his duties. If travel outside Sarasota County is involved, the Board will pay in full all legally valid expenses incurred under this provision. The Superintendent shall file itemized expense statements to be processed for payment and approved by law and may be allowed the use of a school district credit card for allowable purchases. The Board reserves the right to determine how much time is reasonable, and may restrict the Superintendent's activities under this Section if it determines that he is spending an unreasonable amount of time away from his regular duties.

B. **Membership Dues.** The Board shall pay on behalf of the Superintendent the annual membership dues for the American Association of School Administrators, the Florida Association of District School Superintendents, and, with prior approval of the Board, other professional organizations' membership which will contribute to the performance of his duties. The Board will also pay membership dues for the Superintendent to maintain membership in one local civic organization to be designated by him.

8. **EXPENSES**

A. **Automobile Expense.** The Board will pay to the Superintendent a supplement of $500 per month which the Superintendent will use to provide himself with the use of an automobile and all expenses relating thereto. The Superintendent will not receive any reimbursement/mileage for in county travel. Out of county travel will be reimbursed in the same manner as any other employee.

B. **Miscellaneous Business Expense.** In recognition that the Superintendent is required, in the performance of his duties, to travel extensively, attend meetings and conferences, fulfill speaking engagements and otherwise perform functions that involve unreimbursed expenses, the Board shall pay to the Superintendent a supplement of $400 per month in recognition of unreimbursed expenses incurred by him in the performance of his duties.

9. **REVIEW OF PERFORMANCE**

A. **Annual Evaluation.** The Superintendent's evaluation,

salary adjustment, performance pay and reemployment will be based on the performance of the Superintendent and the achievement of District goals. Beginning with the 2020-21 school year, the Board will render a formal evaluation of the performance of the Superintendent on or before June 30 of each Contract Year. The results of this annual evaluation shall be reduced to writing and will be a public record. Each member of the Board will meet with the Superintendent individually to discuss the evaluation and the Board and Superintendent will then meet and discuss the evaluation in a public meeting. In addition to discussion in this public forum, the Superintendent may supply a written response to the Board's evaluation.

B. **Criteria for Evaluation.** The evaluation of the Superintendent's performance will be based upon the performance of the duties imposed upon him by Florida law and this Contract. The School Board shall consult with the Superintendent about the criteria and the evaluation instrument but will retain the absolute discretion to establish both. Additionally, the evaluation will seek to measure the Superintendent's progress in meeting the annual performance goals of the Superintendent as established pursuant to Section 5(B) above.

10. **PROFESSIONAL LIABILITY**

A. The Board will defend, hold harmless and indemnify the Superintendent against all civil demands, criminal proceedings, claims, suits, actions and legal proceedings brought against the Superintendent individually or in his capacity as agent or employee of the Board, arising out of and in the course of the performance of assigned duties and responsibilities.

B. If in any matter covered by Section 10(A) above, the Board determines that the Superintendent should engage separate legal counsel, it shall be at the expense of the Board.

C. The Board shall have no obligation to pay legal fees or other expenses on behalf of the Superintendent in any litigation in which the interests of the Board and the Superintendent are adverse.

D. No Board member shall be personally liable to the Superintendent for any costs, expenses, fees or judgments arising from matters described above.

11. **MEDICAL EXAMINATION**

At least annually, and more frequently if directed by the Board, the Superintendent shall submit to a complete medical examination performed by a medical physician or physicians approved by the Board. Such physician(s) shall report their full findings to the Superintendent personally, and shall report to the Board whether the Superintendent is able to perform his duties as Superintendent. The Board will pay all costs associated with such examinations and reports. Lack of physical or mental fitness or capacity shall be considered grounds for termination, as set forth in Section 13(E) below.

12. **RESIDENCE**

The Superintendent shall reside in Sarasota County, Florida at all times while employed as Superintendent.

13. **TERMINATION OF CONTRACT**

A. **Termination Without Cause.** Notwithstanding any other provision of this Contract, the Board may remove Dr. Asplen from the position of Superintendent at any time during the term of this Contract, without cause, upon an affirmative vote of a majority of the Board's members. Dr. Asplen expressly waives any right he might otherwise have to object to the reasons for his termination, prior notice and/or a hearing in connection with the termination of his employment.

B. **Severance Compensation.** In the event the Board exercises its discretion to terminate Dr. Asplen's employment without cause pursuant to Section 13(A) above, the Board agrees to pay Dr. Asplen a lump sum equivalent to the Superintendent's Base Salary and benefits for 20 weeks at the rate then in effect or the maximum allowed by Section 215.425, Florida Statutes, whichever is less. Dr. Asplen will also be entitled to receive payment for any accrued leave to which he is due as of the date of his termination. Dr. Asplen agrees that the payments described in Section 13(B) shall be the only compensation to which he is entitled as a result of his employment being terminated without cause.

C. **Termination for Cause.** Dr. Asplen may be dismissed for cause from his employment for conduct which is prejudicial to the Board or the School District including, without limitation, willful neglect of duty, material breach of this Contract, violation of the Code of Ethics applicable to members

of the teaching profession in Florida, violation of the Code of Ethics prescribed by Chapter 112, Florida Statutes (as amended), conduct precluded by Rules 6B-1.001, 6B-1.006 and 6B-4.009, Florida Administrative Code (as amended), or for "just cause" as determined by Section 1012.33, Florida Statutes (as amended). Notice of termination for cause shall be given in writing and Dr. Asplen shall be entitled to request a hearing to contest his termination. The Superintendent must request a hearing within ten calendar days of the notice of termination or the right to a hearing is waived. Any such hearing will proceed in accordance with Chapter 120, Florida Statutes. If terminated for cause, Dr. Asplen shall only be entitled to payment for any earned, accrued and unused annual leave to the extent permitted by Board policy and shall be ineligible for any other compensation or benefits including but not limited to any severance compensation. If it is determined pursuant to the Chapter 120 hearing described above that the termination was without cause, then the provisions of Sections 13(A) and 13(B) shall apply.

D. **Incapacity.** In the event Dr. Asplen becomes unable to perform any or all of his duties with reasonable accommodations under this Contract due to illness, accident or other cause beyond his control and if said inability continues for a period of more than thirty (30) consecutive days, the Board may, in its sole discretion, appoint an Acting Superintendent to fulfill the duties and responsibilities of Dr. Asplen under this Contract. If such incapacity continues for more than ninety (90) consecutive days, the Board may, in its sole discretion and upon an affirmative vote of a majority of the Board's members, terminate this Contract whereupon the respective duties, rights and obligations of the parties hereto shall terminate including any obligations for severance pay contained in Section 13(B) above. In the event of termination due to incapacity, Dr. Asplen shall continue to receive the Base Salary and benefits provided in this Contract for a period of ninety (90) days from the date his employment is terminated. The Board's decision and determination as to the incapacity of Dr. Asplen shall be final and shall be based upon the opinion of a licensed medical physician. Dr. Asplen hereby consents to an examination by a medical doctor as requested by the Board pursuant to this provision. The parties agree that the Board may select the licensed physician who will perform any such medical examination.

E. **Resignation.** If Dr. Asplen should at any time elect to resign his position as Superintendent, he agrees to provide the Board not less than ninety (90) days prior written notice of

such resignation. After ninety (90) days following the delivery of such notice to the Board, in accordance with the notice provisions of this Contract, this contract and all rights and obligations created hereunder, shall terminate unless the Board elects to terminate the Contract earlier or unless the parties mutually agree to a different date of resignation. Absent such mutual agreement or a vote by the Board to terminate this Contract earlier, such written resignation shall become effective on the 90th day after its deliver to the Board and shall become final. Without regard to whether it was accepted or not by the Board, such written resignation may not be withdrawn or revoked by Dr. Asplen without the consent and agreement of the Board through a properly adopted motion by the Board at a regularly scheduled meeting. All salary and other benefits which are or would be payable or accrue to Dr. Asplen under this Contract shall be prorated as of the effective date of the resignation. Dr. Asplen shall be entitled to receive payment for any earned, accrued and unused annual leave.

F. Benefits Upon Retirement or Death. This Contract shall be terminated upon the retirement or death of the Superintendent. If termination is a result of death, Dr. Asplen's estate or designated beneficiaries shall be entitled to receive such benefits under any death benefit plan that may be in effect for the employees of the District in which he participated and any salary, reimbursement, earned, accrued and unused annual leave or benefits, and any other payments due and owing under this Contract as of the date of death. If termination is as a result of retirement, Dr. Asplen shall be entitled to any salary, reimbursements, earned, accrued and unused leave or benefits, and any other payments due and owing under this Contract as of the date of retirement.

G. Mutual Agreement. This Contract may be terminated by mutual agreement of Dr. Asplen and the Board in writing upon mutually agreed upon terms and conditions. Termination under this provision does not require the Board to pay any or all of the Severance Pay pursuant to Section 13(B) above unless expressly agreed to by the parties at the time of the mutual separation.

14. WAIVER

The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Contract and, therefore, is a material term hereof. Any party's failure to enforce any provision of this

Contract shall not be deemed a waiver of such provision or a modification of this Contract. A waiver of any breach of a provision of this Contract shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Contract.

15. **SAVINGS CLAUSE**

This Contract is severable. If any part or provision of this Contract is declared illegal or unenforceable by a court of competent jurisdiction, such part or parts shall be deleted and the remaining provisions shall not be affected but shall continue in full force and effect.

16. **LAWS OF FLORIDA**

This Contract shall be applied and in all respects interpreted according to the laws of the State of Florida. Sole and exclusive jurisdiction for any action shall be in the County or Circuit Court for the Twelfth Judicial Circuit in and for Sarasota County.

17. **NOTICES**

When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified. The place for giving notice shall remain until it is changed by written notice in compliance with the provisions of this Section. For the present, the parties designate the following as the respective places for giving notice:

To the Board: School Board of Sarasota County, Florida
Attn: School Board Chair
1960 Landings Blvd.
Sarasota, FL 34231

With a copy to: Arthur S. Hardy, General Counsel
1626 Ringling Blvd., Suite 300
Sarasota, FL 34236

To Dr. Asplen: Superintendent of Schools
1960 Landings Blvd.
Sarasota, FL 34231

18. **CONTRACT PREPARATION**

The parties acknowledge that they have been advised and have had the opportunity to obtain whatever advice and counsel as was necessary for each of them to form a full and complete understanding of all rights and obligations herein. Arthur Hardy is legal counsel representing the School Board and has initially drafted this Contract. As each party has had the opportunity to review and negotiate this Contract, the parties agree that the preparation of this Contract has been their joint effort. This Contract contains the parties' mutual expressions and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

19. **ENTIRE AGREEMENT**

This Contract constitutes the entire agreement between the parties and may be amended only by written document signed by both parties.

SUPERINTENDENT

Dr. Brennan Asplen, III

DATE: 7/20/20

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

BY: Caroline Zucker

Caroline Zucker, Chair

DATE: 7/23/20

May 10, 2022 Board Meeting
Agenda Item 9.

Title
MEMBERS COMMENTS

Description

Recommendation

Contact
GOODWIN

Financial Impact