



**2013-14 Legislative Priorities
for Osceola Schools**

***Osceola Legislative Delegation Meeting
November 01, 2013***



Legislative Priorities for Osceola Schools
Osceola Legislative Delegation Meeting
November 01, 2013

At-A-Glance Overview

Priority Issues

- 1. Osceola’s English Language Learners and the Elementary and Florida’s Secondary Education Act Flexibility Waiver**
- 2. Osceola’s Capital Funds**
- 3. Osceola’s Workforce Education Funds**

Other Issues

- 1. Teacher Salaries and Benefits Allocation*
- 2. Common Core State Standards Implementation*
- 3. Dual Enrollment*
- 4. Teacher Evaluation*
- 5. Computer-Based Testing*
- 6. Local Instructional Improvement System*

Priority Issues Executive Summary

1. Osceola’s English Language Learners (ELL) and Florida’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver

Issue: *Osceola schools and teachers are held accountable for ELL students who have received only one year of instruction in an English setting and who may not have received any ESOL services.*

Recommendation(s):

- Ensure that ELL students are served for at least two (2) years in ESOL programs before their performance is included in the calculation of school and district grades or teacher evaluations.
- Amend state and federal laws and regulations to require that the formula for determining the total number of years in ESOL services uses the date the student enters the ESOL program in the Florida, as the appropriate start date, not the date the student entered a school in the United States.
- Amend Florida State Board Rules 6A-1.09981 to return to its 2010-11 language, which states: “ELLs in their second year were included in Reading and Mathematics learning gains but not included in Reading, Mathematics, Writing, and Science performance components.”

2. Osceola’s Capital Funds

Issue: *Osceola capital revenues funds have not kept pace with student enrollment. In fact, since 2008-09, Osceola’s Public Education Capital Outlay (PECO) funds meant to renovate existing schools have sharply declined. As of October, 2013, actual student enrollment is 57,453 students, and for 2015-16, projected student enrollment will be 61,288 students, which reflects a 7% increase in only three years. Without additional capital funding for new student stations, Osceola schools are projected to be 108.55% over capacity in the next 2014-15 school year.*

Recommendation(s):

- Enact legislation to enforce the collection of sales tax on Internet sales transactions and earmark the revenues for public education construction.
- Amend Section 1013.64(1), Florida Statutes, to add subsection (i) “Public Education Capital Outlay funding will be distributed to all public schools, including charter schools and non-charter schools, based on the proportional facilities need as set forth in Section 1002.33(18), Florida Statutes.”

3. Osceola’s Workforce Education Funds

Issue: *Osceola’s Workforce Education funds were historically underfunded. The new state formula ensures equity in funding that benefits Osceola’s students and should be used for future years.*

Recommendation(s):

- Ensure the Florida Department of Education uses the appropriate funding formula to calculate Osceola’s Workforce Education funds.
- Maintain or increase the current funding level for Osceola’s Workforce Education funds.

Priority #1

Osceola's English Language Learners (ELL) and Florida's Elementary and Secondary Education Act (ESEA) Flexibility Waiver

Issue

Osceola schools and teachers are held accountable for ELL students who have received only one year of instruction in an English setting and who may not have received any ESOL services.

Per Florida's Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education, State Board Rule 6A-6.09022 states that the number of years in English Speakers of Other Languages (ESOL) starts on the date the student enters a school anywhere in the United States (DEUSS), regardless of whether or not the student leaves the United States and does not return for several years.

Recommendation(s)

- **Ensure that ELL students are served for at least two (2) years in ESOL programs before their performance is included in the calculation of school and district grades or teacher evaluations.**
- **Amend state and federal laws and regulations to require that the formula for determining the total number of years in ESOL services uses the date the student enters the ESOL program in the Florida, as the appropriate start date, not the date the student entered a school in the United States.**
- **Amend Florida State Board Rules 6A-1.09981 to return to its 2010-11 language, which states: "ELLs in their second year were included in Reading and Mathematics learning gains but not included in Reading, Mathematics, Writing, and Science performance components."**

Current Law(s) or Regulation(s)

- Florida Administrative Code, State Board Rules 6A-6.09022 and 6A-1.09981
- Florida's ESEA Flexibility Waiver from the United States Department of Education

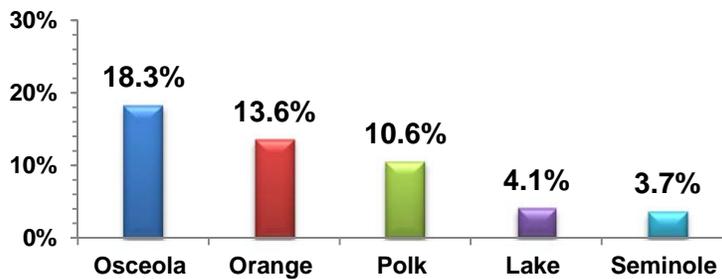
Background

- Osceola's English Language Learners represent **28%** of its total student population.
- Osceola students represent over **109** countries and speak more than **101** languages.
- Osceola ranks **2nd** out of 67 school districts in the percentage of ELLs (LY).
- Florida's ESEA Flexibility Waiver application submitted to the US Department of Education on January 31, 2012, requires ELLs to be part of a school district's accountability system, after only **one year** of instruction in an English setting.
- Osceola has an increasing number of students with interrupted or no formal education in their native language. These variances affect the student's ability to develop conversational and academic language proficiency in English successfully. Research indicates that it takes ELLs from three (3) to five (5) years to develop conversational fluency in English and from four (4) to seven (7) years to develop academic proficiency in reading and writing.

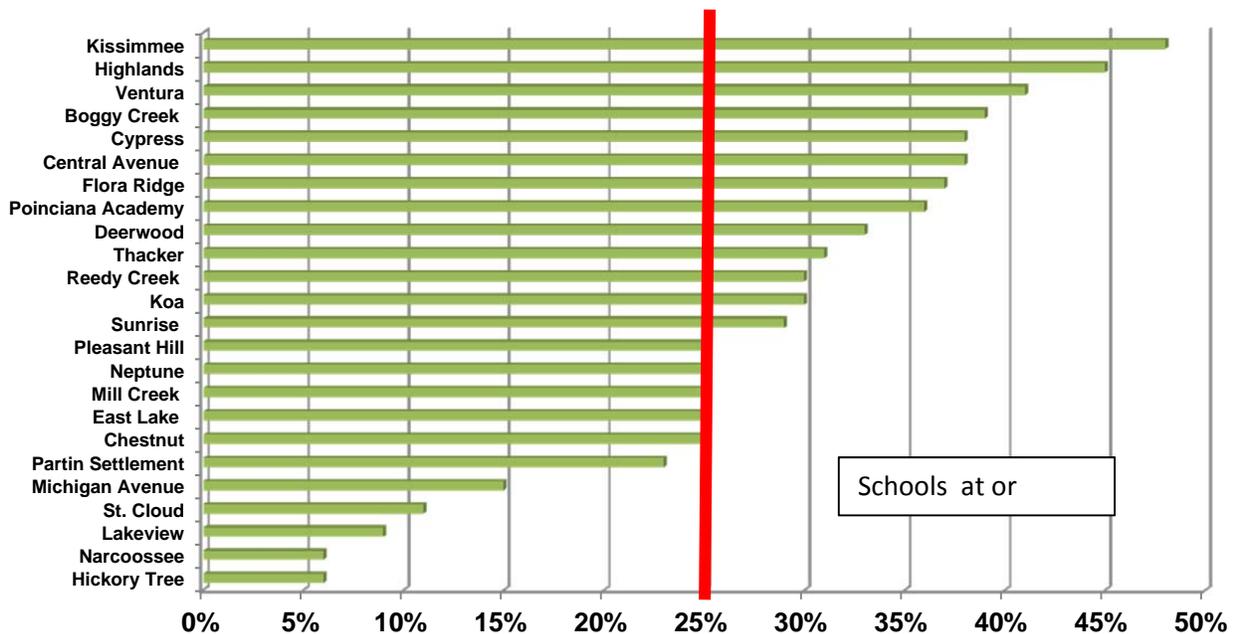
- In 2010-11, ELLs in their second year of ESOL services counted in School Accountability Grades Reading and Mathematics Learning Gains measures only.
 - *The date used to determine the student's years of ESOL services was the first date the student entered a Florida ESOL program.*
- In 2011-12, ELLs in their second year of ESOL services counted in all School Accountability Grades components (e.g., both Performance and Learning Gains components).
 - *The date used to determine the student's years of ESOL services was the first date the student entered a Florida ESOL program or the first date the student entered any school in the United States.*
- In 2012-13, ELLs in their second year of ESOL services counted in all School Accountability Grades components (e.g., both Performance and Learning Gains components).
 - *The date used to determine the student's years of ESOL services was the first date the student entered any school in the United States only.*

Supporting Data

Percentage of English Language Learners (LY)



Osceola County's Elementary Schools Percentage of ESOL Students (LY)



Brief Anecdote

Yan was born in Puerto Rico. He entered Kindergarten and qualified for the ESOL Program in 2009. Yan withdrew and left for Puerto Rico in 2010. He transferred back as a Grade 3 student in 2012.

Criteria to Consider	Current Legislation	If Revert to Prior Legislation
<ul style="list-style-type: none"> Date Entered United States School (DEUSS) 	8/24/2009	NA
<ul style="list-style-type: none"> Date of Entry to ESOL Program 	8/24/2009	8/24/2009 – 2/01/2010 (re-entered 8/21/2012)
<ul style="list-style-type: none"> Actual Time in ESOL Program 	6 months (8/24/2009-2/01/2010) 1 year (8/21/12-6/6/13)	6 months (8/24/2009-2/01/2010) 1 year (8/21/12-6/6/13)
<ul style="list-style-type: none"> Years of Instruction in ESOL According to Legislative Language 	4 years	Less than 2 years
<ul style="list-style-type: none"> Do FCAT Scores Count in the School's Accountability Grade? 	Yes	No
<ul style="list-style-type: none"> Does the child meet Good Cause Exemption for 3rd grade retention? 	No, although the child has only been actually in the ESOL program for one (1) year and six (6) months, new Legislation has us begin counting the years in ESOL as the U.S. date of entry which is four (4) years. He does not qualify for Good Cause Exemption #1 for "Limited English Proficient Students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program."	Yes, he qualifies for Good Cause Exemption #1: "Limited English Proficient Students who have had less than two (2) years of instruction in an English for Speakers of Other Languages program."

Reference(s)/ Resource(s)

- Florida Department of Education (FLDOE) School Grades Technical Assistance Paper, 2012-13
- FLDOE Annual Measurable Objectives (AMOs) Technical Assistance Paper, 2012-2013
- FLDOE Survey 2 Data, as of 12/14/2012
- Hakuta, K., Butler, G.Y., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* University of California, Linguistic Minority Research Institute. Policy Report 2000-1.

Contact Information

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Priority #2

Osceola's Capital Funds

Issue

- **Osceola capital revenues funds have not kept pace with student enrollment. In fact, since 2008-09, Osceola's Public Education Capital Outlay (PECO) funds meant to renovate existing schools have sharply declined.** As of October, 2013, actual student enrollment is 57,453 students, and for 2015-16, projected student enrollment will be 61,288 students, which reflects a 7% increase in only three years. Without additional capital funding for new student stations, Osceola schools are projected to be 108.55% over capacity in the next 2014-15 school year.
 - **2013-14 through 2016-17 New "Capacity" Capital Needed = \$220-230 Million**
 - **2014-15 through 2018-19 New Student Stations Needed = 10,941**

Recommendation(s)

- **Enact legislation to enforce the collection of sales tax on Internet sales transactions and earmark the revenues for public education construction.**
- **Amend Section 1013.64(1), Florida Statutes, to add subsection (i) "Public Education Capital Outlay funding will be distributed to all public schools, including charter schools and non-charter schools, based on the proportional facilities need as set forth in Section 1002.33(18), Florida Statutes."**

Current Law(s) or Regulation(s)

- Section 1002.33, Florida Statutes
- Section 1013.64, Florida Statutes
- General Appropriations Act

Background

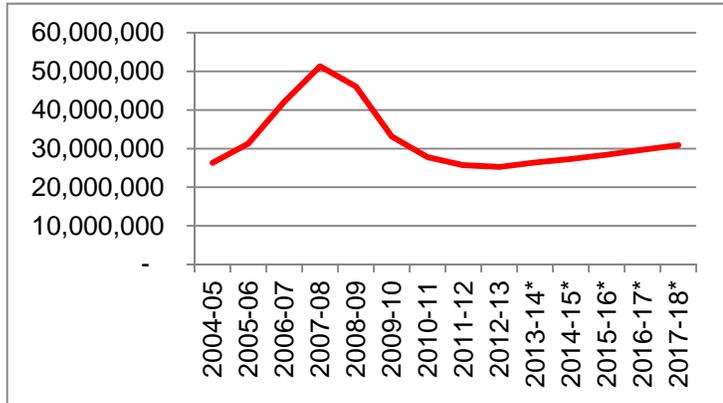
- Osceola's capital projects fund reports the revenue and expenditures for construction and renovations of school buildings and grounds. Funds are accounted for by source and year of appropriation.
- Public Education Capital Outlay funds (PECO) are one source of state revenue for Capital Projects. PECO funds are derived from utility taxes throughout the state and are allocated by the Legislature each year. PECO funds provide for maintenance and renovation of existing facilities and health and safety needs. In 2013-14, the Florida Legislature allocated all PECO funds for charter schools.
- Capital Outlay and Debt Service revenues are derived from motor vehicle license tag fees. Osceola's School Board also generates capital revenue by levying capital outlay taxes. By law, this tax millage is limited to 1.5 mills and is currently set at the maximum.
- Osceola also receives impact fees charged against new residential construction.
- Osceola receives a portion of the one-cent infrastructure sales tax levied by the county. The excess of these revenues are transferred in from the debt service fund after payment of the sales tax bonds. Based on an inter-local agreement the District receives 25% of the revenue generated through 2025.
- The majority of funds must be expended on Capital Outlay Projects in accordance with State Board of Education Regulations, which require recommendation of a school plant survey that must be conducted at least every five years.

Supporting Data

Osceola's Capital Revenue History and Projections, 2013-14

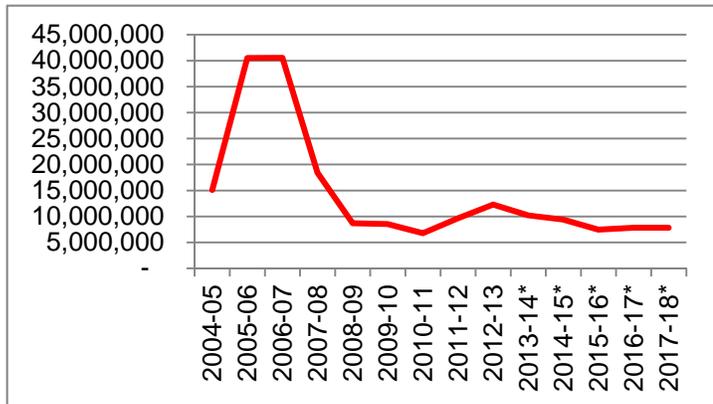
Capital Outlay Tax

2004-05	26,321,324	-
2005-06	31,289,374	18.9%
2006-07	42,088,335	34.5%
2007-08	51,335,368	22.0%
2008-09	46,092,399	-10.2%
2009-10	33,142,748	-28.1%
2010-11	27,783,883	-16.2%
2011-12	25,707,956	-7.5%
2012-13	25,257,230	-1.8%
2013-14*	26,391,225	4.5%
2014-15*	27,314,918	3.5%
2015-16*	28,407,514	4.0%
2016-17*	29,685,852	4.5%
2017-18*	30,873,287	4.0%



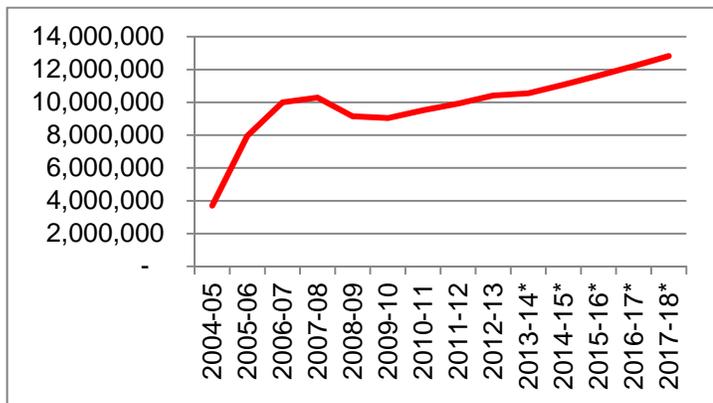
Impact Fees

2004-05	15,102,364	-
2005-06	40,493,821	168.1%
2006-07	40,535,828	0.1%
2007-08	18,428,721	-54.5%
2008-09	8,680,988	-52.9%
2009-10	8,523,234	-1.8%
2010-11	6,768,300	-20.6%
2011-12	9,651,482	42.6%
2012-13	12,286,659	27.3%
2013-14*	10,200,000	-17.0%
2014-15*	9,384,000	-8.0%
2015-16*	7,458,273	-20.5%
2016-17*	7,831,187	5.0%
2017-18*	7,831,187	0.0%



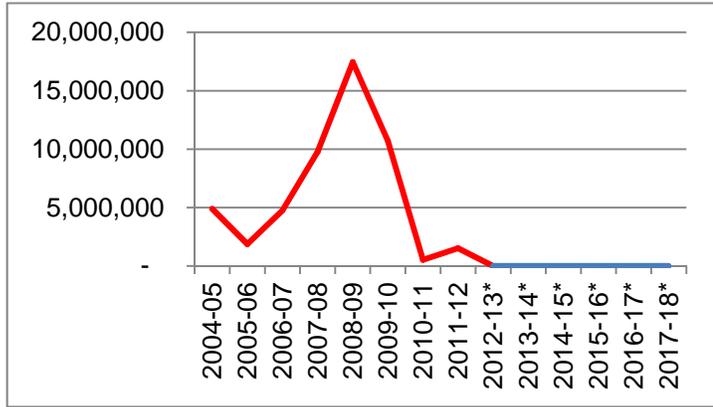
Sales Tax

2004-05	3,704,309	-
2005-06	7,948,681	114.6%
2006-07	9,998,541	25.8%
2007-08	10,292,844	2.9%
2008-09	9,143,244	-11.2%
2009-10	9,035,938	-1.2%
2010-11	9,511,482	5.3%
2011-12	9,925,207	4.3%
2012-13	10,416,923	5.0%
2013-14*	10,548,720	1.3%
2014-15*	11,076,156	5.0%
2015-16*	11,629,964	5.0%
2016-17*	12,211,462	5.0%
2017-18*	12,822,035	5.0%



PECO

2004-05	4,891,830	-
2005-06	1,875,100	-61.7%
2006-07	4,749,977	153.3%
2007-08	9,776,617	105.8%
2008-09	17,453,825	78.5%
2009-10	10,719,386	-38.6%
2010-11	527,713	-95.1%
2011-12	1,515,743	187.2%
2012-13*	-	-100.0%
2013-14*	-	0.0%
2014-15*	-	0.0%
2015-16*	-	0.0%
2016-17*	-	0.0%
2017-18*	-	0.0%



Reference(s)/ Resource(s)

- *The School District of Osceola County Budget, 2013-14*
- *Capacity Capital Needs for the School District of Osceola County*

Contact Information

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Priority #3
Osceola's Workforce Education Funds

Issue

- Osceola's Workforce Education funds were historically underfunded, but the new state formula ensures equity in funding that benefits Osceola's students and should be used for future years.

Recommendation(s)

- Ensure the Florida Department of Education uses the appropriate funding formula to calculate Osceola's Workforce Education funds.
- Maintain or increase the current funding level for Osceola's Workforce Education funds.

Current Law(s) or Regulation(s)

- General Appropriations Act

Background

- Operating funds for Osceola's career and adult education programs are provided in two basic categories: Workforce Development Fund (98.7% of total operating funds) and Performance-Based Incentive Fund.
- Allocations to school districts are made annually in the General Appropriations Act.
- Florida's total operating funds appropriations for 2012-13 are \$374,475,1991, comprising \$369,488,374 in Workforce Development Funds and \$4,986,825 in Performance-Based Incentive Funds. This represented the same overall level of funding used in both the previous year Workforce Development Fund and the Performance-Based Incentive Fund.
- Osceola's overall level of funding used in both the previous year Workforce Development Fund and the Performance-Based Incentive Fund increased.
- Osceola's 2013-14 allocation included Targeted Career & Technical Education Funds, but no Performance-Based Incentive Funds.

Supporting Data

Year	Workforce Development Fund	Targeted Career & Technical Education Fund	Performance Incentive Fund	Total Allocation	Difference from Prior Year
2008-09	\$ 4,566,436.00	N/A	\$ 82,049.00	\$ 4,648,485.00	N/A
2009-10	\$ 4,486,783.00	N/A	\$ 88,876.00	\$ 4,575,659.00	\$ (72,826.00)
2010-11	\$ 4,429,367.00	N/A	\$ 92,169.00	\$ 4,521,536.00	\$ (54,123.00)
2011-12	\$ 5,793,707.00	N/A	\$ 98,086.00	\$ 5,891,793.00	\$ 1,370,257.00
2012-13	\$ 5,914,419.00	N/A	\$ 98,923.00	\$ 6,013,342.00	\$ 121,549.00
2013-14	\$ 5,672,466.00	\$ 532,969.00	\$ -	\$ 6,205,435.00	\$ 192,093.00

Reference(s)/ Resource(s)

- Florida Department of Education District Workforce Education Appropriations

Contact Information

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Other Issues

1. TEACHER SALARIES AND BENEFITS ALLOCATION

Issue

- **If the Florida Legislature reduces Osceola's Teacher Salaries and Benefits Allocation below the amount for the 2013-14 school year, then Osceola may need to reduce salaries to match available funding in order to avoid financial hardship.**

Recommendation(s)

- Maintain or increase the current funding levels for Osceola's Teacher Salaries and Benefits Allocation.

Current Law(s) or Regulation(s)

- General Appropriations Act

Background

The purpose of the 2013-14 Teacher Salary allocation per the Florida Department of Education:

The fundamental goal of our K-12 system is to prepare our students for future success in college and careers. Governor Rick Scott worked hard with the Legislature to provide an increase of more than \$1 billion in the state education budget, including \$480 million to provide a much deserved teacher pay raise for our public school teachers.

The District's approach used to allocate the funds, as authorized by the Florida Legislature:

- Per the conforming bill language, the District has chosen to distribute the funds equitably among all classifications of employee groups.
- The method was determined through the normal bargaining process, with final authorization by local school boards before submitting the plan to the FLDOE.

The District's distribution method:

- The funds **shall be** added to the employee's base salary.
- The amount may be tied to performance.
- The District's portion of the FRS and FICA benefits shall be deducted from the approved allocation before distribution to the employee.

If the Florida Legislature does NOT appropriate the same level of Florida Education Finance Program (FEFP) funding in future years . . .

The effect on local school districts will be that:

- Most local school districts would have to use their available fund balances to offset the funding shortfall.
- Local school districts must maintain the 3% minimum fund balance threshold that Florida law requires.
- Local school districts that fall below the 3% minimum fund balance threshold would be in a state of financial emergency, as defined in Florida law.

The effect on the School District of Osceola County will be that:

- In future years, in order to continue the same level of salary base funding (as the current 2013-14 school year), the District must receive a *minimum per weighted full-time-equivalent student (WFTE) funding* of:
 - \$161.48 from the FEFP Teacher Salary Allocation appropriation,
 - Plus \$3,699.02 from the Base Funding Allocation,
 - For a combined total of **\$3,860.50** per WFTE funding.
- ***If the Florida Legislature reduces its appropriations to a lesser amount than those listed above:***
 - The District will need to prorate the original salary increase to match available funding in order to avoid further financial hardship;
 - The District's fund balance will have to be offset until the 6% Board limit is met; and
 - Any further offsets would have to be in the form of salary and discretionary spending reductions.

Supporting Data

- 2013-14 Teacher Salaries and Benefits Allocation = \$10,061,583.00

Reference(s)/ Resource(s)

- *The School District of Osceola County Budget, 2013-14*

Contact Information

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2. COMMON CORE STATE STANDARDS

- The Florida Board of Education adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics in 2010.
- The District began professional development, training, and support on the CCSS for administrators and teachers the following year.
- The District continues to provide ongoing professional development, training, and support on the CCSS for administrators and teachers.
- The District began implementation of the CCSS for Kindergarten students in the 2011-2012 school year, Grade 1 students in the 2012-13 school year, and Grade 2 in the 2013-14 school year.
- The District plans to implement the CCSS for all remaining grade levels in the 2014-15 school year.

3. DUAL ENROLLMENT

Prior Year Program Cost

- The District and Valencia State College agreed to equally share in the cost of the instructor for each approved dual enrollment (DE) credit course.
 - Valencia paid one-half of the instructor cost for courses taught by a District instructor.
 - District paid one-half of the instructor cost for courses taught by a Valencia instructor.
 - *The net cost to District to provide instructors for DE courses for Osceola students was \$0.00.*
- Valencia selected the textbooks used in the DE courses, and the District paid for and retained ownership of the materials.
 - The total cost of instructional materials was \$268,932.
- *Actual prior year cost of DE program to District for the 2012-13 school year was \$268,932.*

Current 2013-14 School Year Program Costs

- Valencia DE courses offered on District property and taught by District instructors now cost **tuition** of \$25 per student, excluding summer terms in which no tuition is charged.
- Total cost per three credit hour course is \$215.94 (e.g., \$71.98 per credit hour).
- Total projected number of DE courses is 3,100 (based on 2012-13 actual enrollment).
- Total projected cost for courses offered on:
 - Valencia campus = **\$669,500**
 - District property using District instructors = **\$ 2,500**
- Total projected cost of instructional materials = **\$270,000**
\$942,000
- *Total projected cost of DE program to District for the 2013-14 school year is now \$942,000.*

4. TEACHER EVALUATION

- Amend Sections 1012.34 (3)(a)(1) and 1012.34 (8), Florida Statutes, to remove the so-called "trigger" language which elevates the weight of student growth to 100% of the teacher's evaluation and conflicts with the weight of 50% established in Section 1012.34 (3)(a)(1), Florida Statutes, of the same law.

NOTE: Original statutory language is in italics. Strikethroughs are recommended deletions. Underlines are recommended additions.

1. Performance of students.— ~~At least 50~~ Fifty percent of a performance evaluation must be based upon data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district assessments as provided in s. 1008.22(8).

...

~~Specifically, the rules shall establish a student learning growth standard that if not met will result in the employee receiving an unsatisfactory performance evaluation rating. In like manner, the rules shall establish a student learning growth standard that must be met in order for an employee to receive a highly effective rating and a student learning growth standard that must be met in order for an employee to receive an effective rating.~~

Amend Section 1012.34 (3)(e), Florida Statutes, to remove the sunset dates and to permit school districts to continue to use measurable learning targets for teachers who do not receive an individual Value Added Model (VAM) score and whose students do not take statewide assessments (e.g., Grades Kindergarten through 03, Grades 11 and 12, courses for which no End of Course Exam exists, such as all social studies courses except Grade 7 Civics and high school US History; all science courses except high school biology; all mathematics courses except high school Algebra I and high school geometry; all Grade 11 and 12 English/ Language Arts courses; all elective courses; and all other courses).

(e) *For classroom teachers of courses for which the district has not implemented appropriate assessments under s. 1008.22(8) or for which the school district has not adopted an equally appropriate measure of student learning growth under paragraphs (b)-(d), student learning growth must be measured by the growth in learning of the classroom teacher's students on statewide assessments, or, for courses in which enrolled students do not take the statewide assessments, measurable learning targets must be established based upon the goals of the school improvement plan and approved by the school principal. A district school superintendent may assign to instructional personnel in an instructional team the student learning growth of the instructional team's students on statewide assessments. ~~This paragraph expires July 1, 2015.~~*

- Amend Section 1008.22 (8)(b), Florida Statutes, to extend the deadline for development of tests used for teacher evaluation purposes for one additional year, the 2015-2016 school year, and empower FDOE no cost extension waiver from US ED

Beginning with the ~~2014-2015~~ 2015-2016 school year, each school district shall administer for each course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course.

5. LOCAL INSTRUCTIONAL IMPROVEMENT SYSTEM (LIIS)

- Amend Section 1006.281 to extend the deadline for local instructional improvement systems one additional year.

NOTE: Original statutory language is in italics. Strikethroughs are recommended deletions. Underlines are recommended additions.

By June 30, ~~2014~~ 2015, a school district's local instructional improvement system shall comply with minimum standards published by the Department of Education. The system must allow for a single, authenticated sign-on and include the following functionality

6. COMPUTER-BASED TESTING

- Section 1008.22, FS, requires all statewide end-of-course assessments to be administered online beginning 2014-15. FDOE plans to expand online testing for statewide assessments as a cost-savings at the state level.
 - No funds exist to provide an adequate number of new school computers or to retrofit existing school computers to meet these new requirements and testing specifications.
 - Schools that moved computers from labs to the classrooms for students and teachers to use must now move the same computers back into labs for testing centers.
 - For test security, teachers and students cannot use computers configured for statewide computer-based testing. Essentially, computers are removed from classroom instruction.

APPENDIX



Legislative Priorities for Osceola Schools
Osceola Legislative Delegation Meeting
November 01, 2013

The School District of Osceola County, Florida

Staff is in the process of compiling an all inclusive capital (capacity and non-capacity) projects needs report for the District. This extensive and detailed report will compare capital needs versus available and projected funding. Staff is currently analyzing the final draft of the DDP Projections and Build-Out Report, evaluating Maintenance and Facilities assessments, replacement facilities, technology, transportation, adjusting preliminary redistricting plans, and other factors that could impact our future needs. As we finalize the capital projects needs report, we anticipate adjustments to the information requested based on priorities such as curriculum needs, new legislation, building codes, facility and site limitations, and the opening of new charter schools.

1. "How much funding do we need for new capacity, capital projects over the next 3 years? "

School Year	*New "Capacity" Capital Needs
2013/2014 - 2016/2017	\$220M-\$230M

* Capital funding reflected in the 2013/2014-2016/2017 school years allows for the planning, design, and construction of student stations to become available during the 2014/2015-2018/2019 school years. Funding was calculated utilizing the 2011 DOE Cost of Construction Report with a 3% inflation factor per year as well as comparison with past construction projects within the District.

2. "How many new student stations by grades will that money represent?"

School Year	New Elementary Student Stations	New Middle Student Stations	New High Student Stations
2014/2015 - 2018/2019	2,441	2,200	6,300

* 2 elementary schools, 2 elementary classroom wing additions, 1.5 middle schools, 2 high schools, and 2 high school classroom wing additions

3. "What is the current enrollment for this year and the next 5 years?"

School Year	*Enrollment
2013/2014	57,453 - actual
2014/2015	58,951 - projected
2015/2016	61,288 - projected
2016/2017	63,816 - projected
2017/2018	66,304 - projected
2018/2019	68,429 - projected

* Enrollment excludes Pre-K and incoming Out-of-District for 2014/2015-2018/2019

The School District of Osceola County, Florida

4. "Without the funding what is the projected % our schools will be over capacity by?"

School Year	*Capacity without New Student Stations and Capital Funding
2014/2015	108.55%
2015/2016	112.85%
2016/2017	117.50%
2017/2018	122.09%
2018/2019	126.00%

* Capacity excludes relocatables and Pre-K students

Please keep in mind, many factors are taken into consideration when projecting the construction costs, student stations, enrollment, and capacity figures referenced in the above charts. A few of the factors are as follows:

- **Capital funding referenced is for "new capacity". No consideration for non-capacity, Capital projects included in the above data.** (Applies to 1 and 2 above)
- **Impact of new charter schools** (Applies to 1, 2, 3, and 4 above)
- **Implementation of new programs** (Applies to 1 and 2 above)
- **Space reconfiguration of our current facilities** (Applies to 1, 2, 3, and 4 above)
- **Pre-K students currently housed in K-12 student stations** (Applies to 1, 2, 3, and 4 above)
- **Incoming out-of-district students** (Applies to 1, 2, 3, and 4 above)
- **Relocatables** (Applies to 1, 2, and 4 above)
- **Site limitations** (Applies to 1 and 2 above)
- **Impact of redistricting** (Applies to 1 and 2 above)
- **Impact of out-of-zones** (Applies to 1 and 2 above)

Additional Information Requested by the Osceola Legislative Delegation

SREF VERSUS FLORIDA BUILDING CODE

- **Amend the appropriate state regulations to provide school districts with options and flexibility similar to what charter schools have, such as:**
 - ✓ Changes to the State Requirements for Educational Facilities (SREF) Space and Size Chart requirements that would permit smaller classrooms and more flexibility regarding required support spaces

Comparison of Traditional versus Charter School Construction

The estimation of the square footage cost of traditional public schools versus charter schools is complex. Charter schools can choose to meet State Requirements for Educational Facilities (SREF) but per Section 1002.33(18), Florida Statutes, charter schools can also opt out of using SREF. This summary focuses on SREF constructed schools in comparison to non-SREF constructed schools.

Our District's research has determined that meeting SREF standards can equate to approximately a 30-40% cost difference between the two code paths regarding cost to construct.

Some significant differences in cost are:

- ✓ the differences in required construction type;
- ✓ the need to provide energy management measures and lightning protection; and
- ✓ the flexibility for charter schools to forego or postpone the construction of media centers, gymnasiums, cafeterias and kitchens, physical education facilities, and Exceptional Student Education (ESE) facilities.

Further, charter schools are not required to:

- ✓ follow the SREF Space and Size Chart for any of their spaces;
- ✓ use safe school design strategies; or
- ✓ consider Life Cycle Cost Guidelines in development of their educational specifications.

SREF standards are in place to insure traditional public schools are constructed to meet a 50-year building life expectancy. Long-term energy costs, maintainability, serviceability, and the needs of ESE students are considered in the required design. These standards are a safeguard for the appropriate expenditure of tax dollars to insure longevity and versatility of traditional public school construction.

Our District's position is that the perceived savings of non-SREF construction may likely be negated over the life of the building yielding no long-term savings to local school districts. However, in order to save money, our District recommends that the current SREF Space and Size Chart requirements be amended to permit local school districts to construct smaller classrooms and have more flexibility regarding required support spaces.

Charter schools constructed without meeting SREF standards have not been in existence long enough to substantiate any claims regarding the effect of the less expensive, non-SREF construction practices. In addition, the costs of the long-term consequences of the non-SREF design are unknown.



COLLABORATION BETWEEN CHARTER SCHOOLS AND SCHOOL DISTRICT ON LOCATIONS OF NEW CHARTER SCHOOLS IN GEOGRAPHIC AREAS OF NEED

- Amend Section 1002.33(18)(a), Florida Statutes, to provide the opportunity for charter schools to collaborate with school districts in opening charter schools in geographic areas that have been identified as areas of need and to provide relief to overcrowded schools by adding student stations and assisting with capital needs.

NOTE: Original statutory language is in italics. Strikethroughs are recommended deletions. Underlines are recommended additions.

(18) *FACILITIES.—*

(a) *A startup charter school shall utilize facilities which comply with the Florida Building Code pursuant to chapter 553 except for the State Requirements for Educational Facilities. Charter Schools shall collaborate with School Districts in opening charter schools in areas the School District has identified as areas of need. This collaboration will provide relief to overcrowded schools, provide student stations, and assist with capital needs. Conversion charter schools shall utilize facilities that comply with the State Requirements for Educational Facilities provided that the school district and the charter school have entered into a mutual management plan for the reasonable maintenance of such facilities. The mutual management plan shall contain a provision by which the district school board agrees to maintain charter school facilities in the same manner as its other public schools within the district. Charter schools, with the exception of conversion charter schools, are not required to comply, but may choose to comply, with the State Requirements for Educational Facilities of the Florida Building Code adopted pursuant to s. 1013.37. The local governing authority shall not adopt or impose any local building requirements or site-development restrictions, such as parking and site-size criteria, that are addressed by and more stringent than those found in the State Requirements for Educational Facilities of the Florida Building Code. Beginning July 1, 2011, a local governing authority must treat charter schools equitably in comparison to similar requirements, restrictions, and processes imposed upon public schools that are not charter schools. The agency having jurisdiction for inspection of a facility and issuance of a certificate of occupancy or use shall be the local municipality or, if in an unincorporated area, the county governing authority.*