

**FLORIDA STATE  
UNIVERSITY SCHOOLS, INC.**

Florida Education Finance Program  
Full-Time Equivalent Student Enrollment

For the Fiscal Year Ended  
June 30, 2019



Sherrill F. Norman, CPA  
Auditor General

## Board Members and Director

During the 2018-19 fiscal year, Dr. Damon Andrew served as Dean of the College of Education for Florida State University from 8-7-18, Dr. Marcy Driscoll served as Dean before that date, and Dr. Stacy Chambers served as Director of Florida State University Schools, Inc., and the following individuals served as Board members:

### University Representatives

Anne Blankenship  
Dr. Allison Crume  
Dr. Sara Scott Shields  
Dr. Ruth Feiock

### Faculty Representatives

Megan Crombie from 6-1-19  
Danielle Kerr through 5-31-19

### Community Representatives

Cheval Breggins, Acting Chair from 6-1-19,  
Vice Chair 10-23-18 through 5-31-19  
Jann Tucker-Pettway, Chair through 10-22-18  
Kathy Mizereck  
Dr. Linda K. Smith from 6-1-19

### Parent Representatives

Kimblin NeSmith, Chair 10-23-18 through 5-31-19,  
Vice Chair through 10-22-18  
Dr. Heather Bishop  
Dr. Jason Pappas  
Carlos Villa from 6-1-19

### St. Joe Company Representatives

John Curtis from 9-11-18  
Abraham Prado through 8-2-18

### Student Representatives

Mary Krause from 6-1-19  
Abby Hostetter through 5-31-19

The team leader was John Ray Speaks, Jr., CPA, and the examination was supervised by Aileen B. Peterson, CPA, CPM.

Please address inquiries regarding this report to J. David Hughes, CPA, Audit Manager, by e-mail at [davidhughes@aud.state.fl.us](mailto:davidhughes@aud.state.fl.us) or by telephone at (850) 412-2971.

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**FLORIDA STATE UNIVERSITY SCHOOLS, INC.**  
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# FLORIDA STATE UNIVERSITY SCHOOLS, INC.

## LIST OF ABBREVIATIONS

CMW	Class Minutes, Weekly
DEUSS	Date Entered United States School
DOE	Department of Education
DJJ	Department of Juvenile Justice
ELL	English Language Learner
EP	Educational Plan
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages
FAC	Florida Administrative Code
FEFP	Florida Education Finance Program
FTE	Full-Time Equivalent
IEP	Individual Educational Plan
OJT	On-the-Job Training
PK	Prekindergarten
SBE	State Board of Education

## SUMMARY

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### SUMMARY OF ATTESTATION EXAMINATION

Except for the material noncompliance described below involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in ESOL and Career Education 9-12, Florida State University Schools, Inc., (Schools) complied, in all material respects, with State requirements relating to the classification, assignment, and verification of the full-time equivalent (FTE) student enrollment, including teacher certification, as reported under the Florida Education Finance Program (FEFP) for the fiscal year ended June 30, 2019. Specifically, we noted exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for 8 of the 22 students in our ESOL test and 21 of the 24 students in our Career Education 9-12 test. The Schools operate as charter schools, therefore, all students in our ESOL and Career Education 9-12 tests attended charter schools.

Noncompliance related to the reported FTE student enrollment resulted in 12 findings. The resulting proposed net adjustment to the Schools' reported, unweighted FTE totaled negative 5.9345 but has a potential impact on the Schools' weighted FTE of negative 6.8368.

The weighted adjustments to the FTE student enrollment are presented in our report for illustrative purposes only. The weighted adjustments to the FTE student enrollment do not take special program caps and allocation factors into account and are not intended to indicate the weighted FTE used to compute the dollar value of adjustments. That computation is the responsibility of the Department of Education (DOE). However, the gross dollar effect of our proposed adjustments to the FTE may be estimated by multiplying the proposed net weighted adjustments to the FTE student enrollment by the base student allocation amount. The base student allocation for the fiscal year ended June 30, 2019, was \$4,204.42 per FTE. The estimated gross dollar effect of our proposed adjustments to the reported FTE student enrollment is negative \$28,745 (negative 6.8368 times \$4,204.42).

The ultimate resolution of our proposed adjustments to the FTE student enrollment and the computation of their financial impact is the responsibility of the DOE.

### THE SCHOOLS

The Schools' location in Tallahassee, Florida, was established on August 22, 2000, pursuant to Section 1002.32(2), Florida Statutes, as a developmental research charter (laboratory) school (DRCLS), and as a special school district, pursuant to Section 1011.24, Florida Statutes, by Florida State University (FSU). Section 1002.32(3), Florida Statutes, specifies that developmental research schools are to provide a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Additionally, Section 1002.32(3)(a), Florida Statutes, provides that the primary goal of a developmental research school is to enhance instruction and research in specialized subjects that include mathematics, science, computer science, and foreign languages, while also providing an education in nonspecialized subjects. On February 3, 2003, FSU entered into an agreement with the City of Pembroke Pines (Florida) and sponsored the Pembroke Pines - Florida State University Charter Elementary School

(a DRCLS) in Broward County, Florida, as part of FSU's existing special school district. The Schools offer instruction in Basic Education, ESOL, ESE, and Career Education 9-12 (OJT) and serve students in PK through twelfth grade at the two locations.

In accordance with Section 1002.32(8), Florida Statutes, an Advisory Board has been established to provide general oversight and guidance to the Schools. The chief executive officer of the Schools, pursuant to Section 1002.32(7), Florida Statutes, is a Director or Principal. The University governance is managed by a Director with overall governance by the Dean of the College of Education.

The Schools consist of two charter schools and one virtual education cost center serving PK through 12th-grade students.

For the fiscal year ended June 30, 2019, State funding totaling \$16 million was provided through the FEFP to the Schools for the Schools-reported 2,430.93 unweighted FTE as recalibrated, which included 2,414.61 unweighted FTE as recalibrated for the two charter schools and one virtual education cost center. The primary sources of funding for the Schools are funds from the FEFP, local ad valorem taxes, and Federal grants and donations.

FEFP
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### **FTE Student Enrollment**

Florida school districts and developmental research schools receive State funding through the FEFP to serve PK through 12th-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying program cost factors, (3) district cost differentials, and (4) differences in per-student costs for equivalent educational programs due to sparsity and dispersion of student population.

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE student enrollment. For brick and mortar school students, one student would be reported as 1.0 FTE if the student was enrolled in six courses per day at 50 minutes per course for the full 180-day school year (i.e., six courses at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equates to 1.0 FTE). For virtual education students, one student would be reported as 1.0 FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be reported as a fraction of an FTE. Half-credit completions will be included in determining an FTE student enrollment. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

School districts and developmental research schools report all FTE student enrollment regardless of the 1.0 FTE cap. The DOE combines all FTE student enrollment reported for the student by all school

districts, including the Florida Virtual School. The DOE then recalibrates all reported FTE student enrollment for each student to 1.0 FTE if the total reported FTE for the student exceeds 1.0 FTE. The FTE student enrollment reported by the Department of Juvenile Justice (DJJ) for FTE student enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE.

All FTE student enrollment is capped at 1.0 FTE except for the FTE student enrollment reported by the DJJ for students beyond the 180-day school year. However, if a student only has FTE student enrollment reported in one FTE membership survey<sup>1</sup> of the 180-day school year (Survey 2 or Survey 3), the FTE student enrollment reported will be capped at .5000 FTE, even if FTE student enrollment is reported in Survey 1 or Survey 4, with the exception of FTE student enrollment reported by the DJJ for students beyond the 180-day school year.

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<sup>1</sup> FTE is determined and reported during the school year by means of four FTE membership surveys that are conducted under the direction of district and school management. See Note A6. for more information on surveys.

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Sherrill F. Norman, CPA  
Auditor General

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The President of the Senate, the Speaker of the  
House of Representatives, and the  
Legislative Auditing Committee

## INDEPENDENT AUDITOR'S REPORT

### Report on Full-Time Equivalent Student Enrollment

We have examined the Florida State University Schools, Inc., (Schools) compliance with State requirements relating to the classification, assignment, and verification of the full-time equivalent (FTE) student enrollment including teacher certification reported under the Florida Education Finance Program for the fiscal year ended June 30, 2019. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; State Board of Education Rules, Chapter 6A-1, Florida Administrative Code; and the *FTE General Instructions 2018-19* issued by the Department of Education.

### Management's Responsibility for Compliance

Schools management is responsible for the Schools' compliance with the aforementioned State requirements, including the design, implementation, and maintenance of internal control to prevent, or detect and correct, noncompliance due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on the Schools' compliance with State requirements based on our examination. Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the classification, assignment, and verification of the full-time equivalent student enrollment including teacher certification reported by the Schools under the Florida Education Finance Program complied with State requirements in all material respects.

An examination involves performing procedures to obtain evidence about whether the Schools complied with State requirements. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material noncompliance, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for

our opinion. Our examination does not provide a legal determination on the Schools' compliance with State requirements. The legal determination of the Schools' compliance with these requirements is the responsibility of the Department of Education.

An examination by its nature does not include a review of all records and actions of Schools management and staff and, as a consequence cannot be relied upon to identify all instances of noncompliance, fraud, abuse, or inefficiency. Because of these limitations and the inherent limitations of internal control, an unavoidable risk exists that some material noncompliance may not be detected, even though the examination is properly planned and performed in accordance with attestation standards.

## **Opinion**

Our examination disclosed material noncompliance with State requirements relating to the classification, assignment, and verification of full-time equivalent student enrollment as reported under the Florida Education Finance Program for students in our English for Speakers of Other Languages and Career Education 9-12 tests involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located.

In our opinion, except for the material noncompliance with State requirements described in the preceding paragraph involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in English for Speakers of Other Languages and Career Education 9-12, the Florida State University Schools, Inc., complied, in all material respects, with State requirements relating to the classification, assignment, and verification of the full-time equivalent student enrollment including teacher certification reported under the Florida Education Finance Program for the fiscal year ended June 30, 2019.

## **Other Reporting Required by *Government Auditing Standards***

In accordance with attestation standards established by *Government Auditing Standards*, we are required to report all deficiencies that are considered to be significant deficiencies or material weaknesses<sup>2</sup> in internal control; fraud and noncompliance with provisions of laws or regulations that have a material effect on the Schools' compliance with State requirements; and any other instances that warrant the attention of those charged with governance; noncompliance with provisions of contracts or grant agreements, and abuse that has a material effect on the Schools' compliance with State requirements. We are also required to obtain and report the views of responsible officials concerning the findings, conclusions, and recommendations, as well as any planned corrective actions.

We performed our examination to express an opinion on the Schools' compliance with State requirements and not for the purpose of expressing an opinion on the Schools' related internal control over compliance with State requirements; accordingly, we express no such opinion. Because of its limited purpose, our examination would not necessarily identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses. However, the material noncompliance mentioned above is indicative of significant deficiencies considered to be material weaknesses in the Schools'

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<sup>2</sup> A significant deficiency is a deficiency or a combination of deficiencies in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that material noncompliance will not be prevented, or detected and corrected, on a timely basis.

internal controls related to reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for students in English for Speakers of Other Languages and Career Education 9-12. Our examination disclosed certain findings that are required to be reported under *Government Auditing Standards* and all findings, along with the views of responsible officials, are described in *SCHEDULE D* and *MANAGEMENT'S RESPONSE*, respectively. The impact of this noncompliance with State requirements on the Schools' reported full-time equivalent student enrollment including teacher certification is presented in *SCHEDULES A, B, C, and D*.

The Schools' written response to this examination has not been subjected to our examination procedures and, accordingly, we express no opinion on it.

### **Purpose of this Report**

Pursuant to Section 11.45(4)(c), Florida Statutes, this report is a public record and its distribution is not limited. Attestation standards established by the American Institute of Certified Public Accountants require us to indicate that the purpose of this report is to provide an opinion on the Schools' compliance with State requirements. Accordingly, this communication is not suitable for any other purpose.

Respectfully submitted,



Sherrill F. Norman, CPA  
Tallahassee, Florida  
December 18, 2020

# SCHEDULE A

## POPULATIONS, TEST SELECTION, AND TEST RESULTS FULL-TIME EQUIVALENT STUDENT ENROLLMENT

### Reported FTE Student Enrollment

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. The FEFP funds ten specific programs that are grouped under the following four general program titles: Basic, ESOL, ESE, and Career Education 9-12. The unweighted FTE represents the FTE prior to the application of the specific cost factor for each program. (See *SCHEDULE B* and NOTE A3., A4., and A5.) For the fiscal year ended June 30, 2019, the Florida State University Schools Inc., (Schools) reported to the DOE 2,430.93 unweighted FTE as recalibrated, which included 2,414.61 unweighted FTE as recalibrated for the two charter schools and one virtual education cost center.

### Schools and Students

As part of our examination procedures, we tested the FTE student enrollment reported to the DOE for schools and students for the fiscal year ended June 30, 2019. (See NOTE B.) The population of schools (three) consisted of the total number of brick and mortar charter schools that offered courses, as well as the virtual education cost center that offered virtual instruction in the FEFP-funded programs. The population of students (2,606) consisted of the total number of students in each program at the schools and cost center in our tests. Our Career Education 9-12 student test data includes only those students who participated in OJT.

We noted the following material noncompliance: exceptions involving reporting errors or records that were not properly or accurately prepared or were not available at the time of our examination and could not be subsequently located for 8 of the 22 students in our ESOL test<sup>3</sup> and 21 of the 24 students in our Career Education 9-12 test.<sup>4</sup> All students in our ESOL and Career Education 9-12 tests attended charter schools.

Our populations and tests of schools and students are summarized as follows:

<u>Programs</u>	<u>Number of Schools</u>		<u>Number of Students at Schools Tested</u>		<u>Students With Exceptions</u>	<u>Recalibrated Unweighted FTE</u>		<u>Proposed Adjustments</u>
	<u>Population</u>	<u>Test</u>	<u>Population</u>	<u>Test</u>		<u>Population</u>	<u>Test</u>	
Basic	3	3	2,164	28	0	1,990.60	23.9270	5.3813
Basic with ESE Services	3	3	357	22	2	340.51	17.7717	(1.0741)
ESOL	2	2	51	22	8	36.44	15.4143	(5.0977)
ESE Support Levels 4 and 5	1	1	1	1	0	.50	.5000	.0000
Career Education 9-12	1	1	33	24	21	62.88	5.0169	(5.1440)
All Programs	3	3	<u>2,606</u>	<u>97</u>	<u>31</u>	<u>2,430.93</u>	<u>62.6299</u>	<u>(5.9345)</u>

<sup>3</sup> For ESOL, the material noncompliance is composed of Findings 4 and 5 on *SCHEDULE D*.

<sup>4</sup> For Career Education 9-12, the material noncompliance is composed of Findings 6, 7, and 8 on *SCHEDULE D*.

## **Teachers**

We also tested teacher qualifications as part of our examination procedures. (See NOTE B.) Specifically, the population of teachers (97, of which 20 are applicable to a virtual education center and 77 are applicable to charter schools) consisted of the total number of teachers at schools in our test who taught courses in ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students, and of the total number of teachers reported under the virtual education cost center in our test who taught courses in Basic, Basic with ESE Services, ESE Support Levels 4 and 5, Career Education 9-12, or taught courses to ELL students. From the population of teachers, we selected 35 and found exceptions for 2 teachers. Of the 35 teachers, 25 (71 percent) of the teachers in our test taught at charter schools and all of the teachers with exceptions taught at charter schools.

## **Proposed Adjustments**

Our proposed adjustments present the net effects of noncompliance disclosed by our examination procedures, including those related to our test of teacher qualifications. Our proposed adjustments generally reclassify the reported FTE to Basic education, except for noncompliance involving a student's enrollment or attendance in which case the reported FTE is taken to zero. (See *SCHEDULES B, C, and D.*)

The ultimate resolution of our proposed adjustments to the FTE student enrollment and the computation of their financial impact is the responsibility of the DOE.

## SCHEDULE B

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### EFFECT OF PROPOSED ADJUSTMENTS ON WEIGHTED FULL-TIME EQUIVALENT STUDENT ENROLLMENT

<u>No. Program (1)</u>	<u>Proposed Net Adjustment (2)</u>	<u>Cost Factor</u>	<u>Weighted FTE (3)</u>
101 Basic K-3	(.1226)	1.108	(.1358)
102 Basic 4-8	5.7202	1.000	5.7202
103 Basic 9-12	(.2163)	1.000	(.2163)
111 Grades K-3 with ESE Services	.5001	1.108	.5541
112 Grades 4-8 with ESE Services	(1.0000)	1.000	(1.0000)
113 Grades 9-12 with ESE Services	(.5742)	1.000	(.5742)
130 ESOL	(5.0977)	1.185	(6.0408)
300 Career Education 9-12	<u>(5.1440)</u>	1.000	<u>(5.1440)</u>
Total	<u>(5.9345)</u>		<u>(6.8368)</u>

Notes: (1) See NOTE A7.

(2) These proposed net adjustments are for unweighted FTE. (See *SCHEDULE C*.)

(3) Weighted adjustments to the FTE are presented for illustrative purposes only. The weighted adjustments to the FTE do not take special program caps or allocation factors into consideration and are not intended to indicate the FTE used to compute the dollar value of adjustments. That computation is the responsibility of the DOE. (See NOTE A5.)

# SCHEDULE C

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## PROPOSED ADJUSTMENTS BY SCHOOL FULL-TIME EQUIVALENT STUDENT ENROLLMENT

<u>No.</u> <u>Program</u>	<u>Proposed Adjustments (1)</u>	
	<u>#0341*</u>	<u>Total</u>
101 Basic K-3	(.1226)	(.1226)
102 Basic 4-8	5.7202	5.7202
103 Basic 9-12	(.2163)	(.2163)
111 Grades K-3 with ESE Services	.5001	.5001
112 Grades 4-8 with ESE Services	(1.0000)	(1.0000)
113 Grades 9-12 with ESE Services	(.5742)	(.5742)
130 ESOL	(5.0977)	(5.0977)
300 Career Education 9-12	<u>(5.1440)</u>	<u>(5.1440)</u>
Total	<u>(5.9345)</u>	<u>(5.9345)</u>

Note: (1) These proposed net adjustments are for unweighted FTE. (See NOTE A5.)

\*Charter School

# SCHEDULE D

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## FINDINGS AND PROPOSED ADJUSTMENTS FULL-TIME EQUIVALENT STUDENT ENROLLMENT

### Overview

Florida State University Schools Inc., (Schools) management is responsible for determining that the FTE student enrollment including teacher certification as reported under the FEFP is in compliance with State requirements. These requirements are found primarily in Sections 1011.60, 1011.61, and 1011.62, Florida Statutes; SBE Rules, Chapter 6A-1, FAC; and the *FTE General Instructions 2018-19* issued by the DOE. All noncompliance disclosed by our examination procedures is discussed below and requires management's attention and action as presented in *SCHEDULE E*.

### Findings

*Our examination included the July and October 2018 reporting survey periods and the February and June 2019 reporting survey periods (See NOTE A6.). Unless otherwise specifically stated, the Findings and Proposed Adjustments presented herein are for the October 2018 reporting survey period, the February 2019 reporting survey period, or both. Accordingly, our Findings do not mention specific reporting survey periods unless necessary for a complete understanding of the instances of noncompliance being disclosed.*

### **Proposed Net Adjustments (Unweighted FTE)**

#### **Florida State University School (#0341) Charter School**

1. [Ref. 34101] Student course schedules were incorrectly reported. The School's bell schedule supported 1,775 instructional minutes per week for students in Kindergarten and 1,825 instructional minutes per week for Grades 1-5 and met the minimum reporting of CMW; however, the students' course schedules were not reported in agreement with the School's bell schedule. We noted differences ranging from 150 to 170 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately, should reflect the correct number of CMW according to the School's instructional bell schedule. Since most of the students were reported within the District for the entire school year and their reported FTE was recalibrated to 1.0, this variance in CMW did not affect their ultimate funding level. As such, we present this disclosure finding with no proposed adjustment.

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2. [Ref. 34102] The EP for one ESE student enrolled in the Gifted ESE Program was not available at the time of our examination and could not be subsequently located. We propose the following adjustment:

**Proposed Net  
Adjustments  
(Unweighted FTE)**

**Findings**

**Florida State University School (#0341) Charter School (Continued)**

102 Basic 4-8	1.0000	
112 Grades 4-8 with ESE Services	<u>(1.0000)</u>	.0000

3. [Ref. 34103] The course schedule for one ESE student incorrectly included a portion of the student’s instructional time in Program No. 101 (Basic K-3) and Program No. 130 (ESOL). The course schedules of ESE students should be reported entirely in ESE.

We propose the following adjustment:

101 Basic K-3	(.1226)	
111 Grades K-3 with ESE Services	.5001	
130 ESOL	<u>(.3775)</u>	.0000

4. [Ref. 34104] ELL Committees for two students were not convened by October 1 to consider the students’ continued ESOL placements beyond 3 years from each student’s DEUSS. In addition, School records did not evidence that the parents of one student were notified of their child’s ESOL placement. We propose the following adjustment:

102 Basic 4-8	1.1502	
130 ESOL	<u>(1.1502)</u>	.0000

5. [Ref. 34105] School records did not demonstrate that six ELL students were within the maximum 6-year period allowed for State funding of ESOL. In addition, the ELL Committees for four students were not convened by October 1 to consider the students’ continued ESOL placements beyond 3 years from each student’s DEUSS. We propose the following adjustment:

102 Basic 4-8	3.2130	
130 ESOL	<u>(3.2130)</u>	.0000

6. [Ref. 34106] Our examination of student course schedules for 30 students (13 students were in our Career Education 9-12 test) disclosed that the students were reported for an on-campus course (course No. 8303010 - Diversified Career Technology Principles); however, on-campus instruction was not provided for this course.

The School’s administration and instructional staff indicated that instruction for this course was provided through a blended model incorporating “face-to-face check-ins, virtual check-ins, student research, and Google classroom assignments.” The DOE’s *FTE General Instructions 2018-19* provides that “FTE student reporting of blended learning courses for funding under the FEP continues to be reported based on seat time,” and *(Finding Continues on Next Page)*

**Findings**

**Florida State University School (#0341) Charter School** (Continued)

“class minutes for an online portion of a blended course shall be calculated based on seat time during documented hours dedicated to the course for which funding is sought.” Further, the School’s administration provided that students enrolled in this course were not required to stay on campus to attend the course as evidenced by the *OJT Sign-Out Sheets*, which indicated that the students left campus prior to or within a few minutes of the start of the class period in which this course was scheduled per the bell schedule provided.

In addition, the procedures used to record student attendance in Focus, the School’s automated student attendance and recordkeeping system, for course No. 8303010 - Diversified Career Technology Principles, were contrary to the DOE’s *Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*. The School’s administration and instructional staff indicated that student attendance for the course was monitored based on the *OJT Sign-Out Sheets* and completion of course content.

We also noted that the timecards for four students indicated that the students were working at their designated OJT sites during the times that these students were scheduled, and recorded in Focus as present, for the on-campus course.

We concluded that, based on how the course was structured and that the records provided did not evidence the reported seat time for the course, that the course was not eligible to be reported for FEFP funding.

We propose the following adjustment:

113 Grades 9-12 with ESE Services	(.5742)	
300 Career Education 9-12	<u>(2.8914)</u>	(3.4656)

7. [Ref. 34107] Our review of the timecards for seven Career Education 9-12 students who participated in OJT disclosed one or more of the following exceptions:

- Timecards were not available at the time of our examination and could not be subsequently located.
- Timecards were signed but not dated by the students’ employers.
- Timecards did not specify the dates and hours worked.

In addition, the students were incorrectly reported for course No. 8303010 as described in Finding No. 6 (Ref. 34106). We propose the following adjustment:

300 Career Education 9-12	<u>(2.1985)</u>	(2.1985)
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**Findings**

**Florida State University School (#0341) Charter School** (Continued)

8. [Ref. 34108] The timecard for one Career Education 9-12 student who participated in OJT indicated that the student was working at their designated OJT site during the same time period that the student was scheduled for an on-campus course (Course No. 1503410). In addition, two dual-enrollment courses for this student were incorrectly reported. Specifically, one course was duplicated as a dual-enrollment course at two different sites and one course was incorrectly reported twice due to a data entry error. Further, a third course was incorrectly reported as described in Finding No. 6 (Ref. 34106). We propose the following adjustment:

103 Basic 9-12	(.2163)	
300 Career Education 9-12	<u>(.0541)</u>	(.2704)

9. [Ref. 34171] One teacher taught Primary Language Arts to a class that included ELL students but was not properly certified to teach ELL students and was not approved by the Charter School Board to teach such students out of field. We also noted that the students’ parents were not notified of the teacher’s out-of-field status in ESOL and Reading. We propose the following adjustment:

102 Basic 4-8	.2856	
130 ESOL	<u>(.2856)</u>	.0000

10. [Ref. 34172] The parents of a student taught by one out-of-field teacher were not notified of the teacher’s out-of-field status in Math. We propose the following adjustment:

102 Basic 4-8	.0714	
130 ESOL	<u>(.0714)</u>	.0000
		<u>(5.9345)</u>

**The Pembroke Pines Florida (#0351) Charter School**

11. [Ref. 35101] The course schedules for the students in our test were incorrectly reported. The School’s bell schedules supported 1,575 CMW and met the minimum reporting of CMW; however, the students’ course schedules were not reported in agreement with the School’s bell schedule. We noted differences of 185 CMW. Student course schedules, which are necessary for the recalibration process to work appropriately should reflect the correct number of CMW established in the school’s bell schedule. Since most of the students were reported within the District for the entire school year and their *(Finding Continues on Next Page)*

**Proposed Net  
Adjustments  
(Unweighted FTE)**

**Findings**

**The Pembroke Pines Florida (#0351) Charter School** (Continued)

reported FTE was recalibrated to 1.0, these variances in CMW did not affect their ultimate funding level. As such, we are presenting this disclosure finding with no proposed adjustment:

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12. [Ref. 35102] Our examination of student attendance records disclosed that the school did not have a process in place to retain written evidence that substitute teachers had taken attendance. School management represented to us that, during the 2018-19 school year, substitutes were instructed to call attendance into the front office and verbally report attendance to the Registrar. Consequently, we were unable to determine that substitutes had taken attendance in accordance with the requirements outlined in the DOE's *Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*. Since we could not determine the eligibility of our test students, we present this disclosure finding with no proposed adjustment.

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**Proposed Net Adjustment**

**(5.9345)**

# SCHEDULE E

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## RECOMMENDATIONS AND REGULATORY CITATIONS FULL-TIME EQUIVALENT STUDENT ENROLLMENT

### RECOMMENDATIONS

We recommend that Florida State University Schools Inc., (Schools) management exercise more care and take corrective action, as appropriate, to ensure that: (1) attendance procedures are properly followed and records are maintained in compliance with Florida Statutes, SBE rules, and the DOE's *Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*; (2) student course schedules are reported in accordance with the School's bell schedules; (3) EPs and IEPs are timely prepared and retained in readily accessible files; (4) course schedules for ESE students are reported entirely in ESE; (5) accurate DEUSS dates are obtained for all enrolling students and assessments and ESOL Program continuation decisions by ELL committees are timely and properly documented; (6) the English language proficiency of students being considered for continuation of their ESOL placements beyond the initial 3-year base period is assessed by October 1 if the students' DEUSS anniversary dates fall within the first 2 weeks of the school year, or within 30 school days prior to the students' DEUSS anniversary dates, and ELL Committees are timely convened subsequent to these assessments; (7) parents are timely notified of their child's ESOL placement; (8) ELL students are not reported in Program No. 130 for more than the maximum 6-year period allowed for State funding of ESOL; (9) FTE is not reported for courses when appropriate instruction is not provided; (10) students in Career Education 9-12 who participate in OJT are reported in accordance with timecards that are accurately completed, properly dated, signed, and retained in readily-accessible files; (11) teachers are appropriately certified or, if teaching out of field, are timely approved by the Charter School Board to teach out of field; and (12) parents are timely notified in writing when their children are assigned to out-of-field teachers.

The absence of statements in this report regarding practices and procedures followed by the Schools should not be construed as acceptance, approval, or endorsement of those practices and procedures. Additionally, the specific nature of this report does not limit or lessen the Schools' obligation to comply with all State requirements relating to the classification, assignment, and verification of the FTE student enrollment including teacher certification as reported under the FEFP.

### REGULATORY CITATIONS

#### **Reporting**

Section 1007.271(21), Florida Statutes, *Dual Enrollment Programs*

Section 1011.60, Florida Statutes, *Minimum Requirements of the Florida Education Finance Program*

Section 1011.61, Florida Statutes, *Definitions*

Section 1011.62, Florida Statutes, *Funds for Operation of Schools*

SBE Rule 6A-1.0451, FAC, *Florida Education Finance Program Student Membership Surveys*

SBE Rule 6A-1.045111, FAC, *Hourly Equivalent to 180-Day School Year*

*FTE General Instructions 2018-19*

## **Attendance**

Section 1003.23, Florida Statutes, *Attendance Records and Reports*

SBE Rule 6A-1.044(3) and (6)(c), FAC, *Pupil Attendance Records*

*FTE General Instructions 2018-19*

*Comprehensive Management Information System: Automated Student Attendance Recordkeeping System Handbook*

## **ESOL**

Section 1003.56, Florida Statutes, *English Language Instruction for Limited English Proficient Students*

Section 1011.62(1)(g), Florida Statutes, *Education for Speakers of Other Languages*

SBE Rule 6A-6.0901, FAC, *Definitions Which Apply to Programs for English Language Learners*

SBE Rule 6A-6.0902, FAC, *Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners*

SBE Rule 6A-6.09021, FAC, *Annual English Language Proficiency Assessment for English Language Learners (ELLs)*

SBE Rule 6A-6.09022, FAC, *Extension of Services in English for Speakers of Other Languages (ESOL) Program*

SBE Rule 6A-6.0903, FAC, *Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program*

SBE Rule 6A-6.09031, FAC, *Post Reclassification of English Language Learners (ELLs)*

SBE Rule 6A-6.0904, FAC, *Equal Access to Appropriate Instruction for English Language Learners*

## **Career Education On-The-Job Attendance**

SBE Rule 6A-1.044(6)(c), FAC, *Pupil Attendance Records*

## **Career Education On-The-Job Funding Hours**

*FTE General Instructions 2018-19*

## **Exceptional Education**

Section 1003.57, Florida Statutes, *Exceptional Students Instruction*

Section 1011.62, Florida Statutes, *Funds for Operation of Schools*

Section 1011.62(1)(e), Florida Statutes, *Funding Model for Exceptional Student Education Programs*

SBE Rule 6A-6.03028, FAC, *Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities*

SBE Rule 6A-6.03029, FAC, *Development of Individualized Family Support Plans for Children with Disabilities Ages Birth Through Five Years*

SBE Rule 6A-6.0331, FAC, *General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services*

SBE Rule 6A-6.0334, FAC, *Individual Educational Plans (IEPs) and Educational Plans (EPs) for Transferring Exceptional Students*

SBE Rule 6A-6.03411, FAC, *Definitions, ESE Policies and Procedures, and ESE Administrators*

SBE Rule 6A-6.0361, FAC, *Contractual Agreements with Nonpublic Schools and Residential Facilities Matrix of Services Handbook (2017 Edition)*

## **Teacher Certification**

Section 1010.215(1)(c), Florida Statutes, *Educational Funding Accountability*  
Section 1012.01(2)(a), Florida Statutes, *Definitions, Classroom Teachers*  
Section 1012.42(2), Florida Statutes, *Teacher Teaching Out-of-Field; Notification Requirements*  
Section 1012.55, Florida Statutes, *Positions for Which Certificates Required*  
Section 1012.56, Florida Statutes, *Educator Certification Requirements*  
SBE Rule 6A-1.0502, FAC, *Non-certificated Instructional Personnel*  
SBE Rule 6A-1.0503, FAC, *Definition of Qualified Instructional Personnel*  
SBE Rule 6A-4.001, FAC, *Instructional Personnel Certification*  
SBE Rule 6A-4.0021, FAC, *Florida Teacher Certification Examinations*  
SBE Rule 6A-6.0907, FAC, *Inservice Requirements for Personnel of Limited English Proficient Students*

## **Virtual Education**

Section 1002.321, Florida Statutes, *Digital Learning*  
Section 1002.37, Florida Statutes, *The Florida Virtual School*  
Section 1002.45, Florida Statutes, *Virtual Instruction Programs*  
Section 1002.455, Florida Statutes, *Student Eligibility for K-12 Virtual Instruction*  
Section 1003.498, Florida Statutes, *School District Virtual Course Offerings*

## **Charter Schools**

Section 1002.33, Florida Statutes, *Charter Schools*

# NOTES TO SCHEDULES

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<p style="text-align: center;">NOTE A – SUMMARY FULL-TIME EQUIVALENT STUDENT ENROLLMENT</p>
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A summary discussion of the significant features of the Florida State University Schools, Inc., (Schools), the FEFP, the FTE, and related areas is provided below.

## 1. The Schools

The Schools' location in Tallahassee, Florida, was established on August 22, 2000, pursuant to Section 1002.32(2), Florida Statutes, as a developmental research charter (laboratory) school (DRCLS), and as a special school district, pursuant to Section 1011.24, Florida Statutes, by Florida State University (FSU). Section 1002.32(3), Florida Statutes, specifies that developmental research schools are to provide a vehicle for the conduct of research, demonstration, and evaluation regarding management, teaching, and learning. Additionally, Section 1002.32(3)(a), Florida Statutes, provides that the primary goal of a developmental research school is to enhance instruction and research in specialized subjects that include mathematics, science, computer science, and foreign languages, while also providing an education in nonspecialized subjects. On February 3, 2003, FSU entered into an agreement with the City of Pembroke Pines (Florida) and sponsored the Pembroke Pines - Florida State University Charter Elementary School (a DRCLS) in Broward County, Florida, as part of FSU's existing special school district. The Schools offer instruction in Basic Education, ESOL, ESE, and Career Education 9-12 (OJT). The Schools were made up of two charter schools and one virtual education cost center serving PK through 12th-grade students.

In accordance with Section 1002.32(8), Florida Statutes, an Advisory Board has been established to provide general oversight and guidance to the Schools. The chief executive officer of the Schools, pursuant to Section 1002.32(7), Florida Statutes, is a Director or a Principal. The University governance is managed by a Director with overall governance by the Dean of the College of Education.

For the fiscal year ended June 30, 2019, State funding totaling \$16 million was provided through the FEFP to the Schools for the Schools-reported 2,430.93 unweighted FTE as recalibrated, which included 2,414.61 unweighted FTE as recalibrated for the two charter schools and one virtual education cost center. The primary sources of funding for the Schools are funds from the FEFP, local ad valorem taxes, and Federal grants and donations.

## 2. FEFP

Florida school districts and developmental research schools receive State funding through the FEFP to serve PK through 12th-grade students (adult education is not funded by the FEFP). The FEFP was established by the Florida Legislature in 1973 to guarantee to each student in the Florida public school system, including charter schools, the availability of programs and services appropriate to the student's educational needs that are substantially equal to those available to any similar student notwithstanding geographic differences and varying local economic factors. To provide equalization of educational opportunity in Florida, the FEFP formula recognizes: (1) varying local property tax bases, (2) varying

program cost factors, (3) district cost differentials, and (4) differences in per-student cost for equivalent educational programs due to sparsity and dispersion of student population.

### **3. FTE Student Enrollment**

The funding provided by the FEFP is based on the numbers of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE student enrollment. For example, for PK through 3rd grade, 1.0 FTE is defined as one student in membership in a program or a group of programs for 20 hours per week for 180 days; for grade levels 4 through 12, 1.0 FTE is defined as one student in membership in a program or a group of programs for 25 hours per week for 180 days. For brick and mortar school students, one student would be reported as 1.0 FTE if the student was enrolled in six courses per day at 50 minutes per course for the full 180-day school year (i.e., six courses at 50 minutes each per day is 5 hours of class a day or 25 hours per week, which equates to 1.0 FTE). For virtual education students, one student would be reported as 1.0 FTE if the student has successfully completed six courses or credits or the prescribed level of content that counts toward promotion to the next grade. A student who completes less than six credits will be reported as a fraction of an FTE. Half-credit completions will be included in determining an FTE student enrollment. Credits completed by a student in excess of the minimum required for that student for graduation are not eligible for funding.

### **4. Recalibration of FTE to 1.0**

School districts report all FTE student enrollment regardless of the 1.0 FTE cap. The DOE combines all FTE student enrollment reported for the student by all school districts, including the Florida Virtual School. If the combined reported FTE for the student exceeds 1.0 FTE, the DOE recalibrates the reported FTE student enrollment for each student to 1.0 FTE. The FTE student enrollment reported by the DJJ for FTE student enrollment earned beyond the 180-day school year is not included in the recalibration to 1.0 FTE.

All FTE student enrollment is capped at 1.0 FTE except for the FTE student enrollment reported by the DJJ for students beyond the 180-day school year. However, if a student only has FTE student enrollment reported in one survey of the 180-day school year (Survey 2 or Survey 3), the FTE student enrollment reported will be capped at .5000 FTE, even if FTE student enrollment is reported in Survey 1 or Survey 4, with the exception of FTE student enrollment reported by the DJJ for students beyond the 180-day school year.

### **5. Calculation of FEFP Funds**

The amount of State and local FEFP funds is calculated by the DOE by multiplying the number of unweighted FTE in each educational program by the specific cost factor of each program to obtain weighted FTEs. Weighted FTEs are multiplied by the base student allocation amount and that product is multiplied by the appropriate cost differential factor. Various adjustments are then added to obtain the total State and local FEFP dollars. All cost factors, the base student allocation amount, cost differential factors, and various adjustment figures are established by the Florida Legislature.

## 6. FTE Reporting Surveys

The FTE is determined and reported during the school year by means of four FTE membership surveys that are conducted under the direction of district and school management. Each survey is a determination of the FTE membership for a period of 1 week. The surveys for the 2018-19 school year were conducted during and for the following weeks: Survey 1 was performed July 9 through 13, 2018; Survey 2 was performed October 8 through 12, 2018; Survey 3 was performed February 4 through 8, 2019; and Survey 4 was performed June 10 through 14, 2019.

## 7. Educational Programs

The FEFP funds ten specific programs under which instruction may be provided as authorized by the Florida Legislature. The general program titles under which these specific programs fall are: (1) Basic, (2) ESOL, (3) ESE, and (4) Career Education 9-12.

## 8. Statutes and Rules

The following statutes and rules are of significance to the administration of Florida public education:

Chapter 1000, Florida Statutes, *K-20 General Provisions*

Chapter 1001, Florida Statutes, *K-20 Governance*

Chapter 1002, Florida Statutes, *Student and Parental Rights and Educational Choices*

Chapter 1003, Florida Statutes, *Public K-12 Education*

Chapter 1006, Florida Statutes, *Support for Learning*

Chapter 1007, Florida Statutes, *Articulation and Access*

Chapter 1010, Florida Statutes, *Financial Matters*

Chapter 1011, Florida Statutes, *Planning and Budgeting*

Chapter 1012, Florida Statutes, *Personnel*

SBE Rules, Chapter 6A-1, FAC, *Finance and Administration*

SBE Rules, Chapter 6A-4, FAC, *Certification*

SBE Rules, Chapter 6A-6, FAC, *Special Programs I*

<b>NOTE B – TESTING FTE STUDENT ENROLLMENT</b>
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Our examination procedures for testing provided for the selection of schools, students, and teachers using judgmental methods for testing the FTE student enrollment including teacher certification as reported under the FEFP to the DOE for the fiscal year ended June 30, 2019. Our testing process was designed to facilitate the performance of appropriate examination procedures to test the Schools' compliance with State requirements relating to the classification, assignment, and verification of the FTE student enrollment including teacher certification as reported under the FEFP. The following schools were selected for testing:

<u>School</u>	<u>Findings</u>
1. Florida State University School (in Tallahassee)*	1 through 10
2. The Pembroke Pines Florida*	11 and 12
3. Florida State University School Virtual School Franchise	NA

\* Charter School

# MANAGEMENT'S RESPONSE



## FLORIDA STATE UNIVERSITY SCHOOLS, INC.

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Tallahassee, FL 32311

(850) 245-3700 FAX (850) 245-3737

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**Dr. Stacy Chambers**  
Chief Operating Officer

**Mr. Jeff Taylor**  
Chief Financial Officer

### Board of Directors

**Mr. Cheval Breggins, Chair**  
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**Ms. Kristin Wilson**

### FSU College of Education

**Dr. Damon Andrew, Dean**

### FSUS Mission

**Educational Research**

**Innovative Instruction**

**Professional Service**

To: Auditor General, Ms. Sherrill F. Norman, CPA

Re: FEFP Audit, Florida State University Schools

The following is my response to the report on the examination of full-time equivalent (FTE) students, as reported by the Florida State University School under the Florida Education Finance Program (FEFP) for the fiscal year ending June 30, 2019. I have also included proposed corrective actions as appropriate for the circumstances involved.

This memo confirms receipt of initial FEFP audit report for Florida State University Schools and for Pembroke Pines. Pursuant to Section 11.45(4)(d), Florida Statutes, we are required to submit to the Auditor General within 30 days after receipt of this list a written statement of explanation concerning all the findings, including therein our actual or proposed corrective actions.

**34101 Response:** Course/Bell schedule corrected. MIS Director to monitor/audit each month and at beginning of school year.

**34102 Response:** EP located and filed. ESE Director to monitor/audit monthly.

**34103 Response:** Course schedule amended to reporting in ESE only. ESE Director to monitor/audit monthly.

**34104 Response:** ESE/ESOL Director will audit each student file upon enrollment to ensure that transition plans and appropriate meetings are held each school year. This will also be monitored by the teacher to ensure compliance.

**34105 Response:** MIS Director and ESE Director to monitor/audit incoming FSUS students to assure timely receipt of all academic records.

**34106 Response:** FSUS will modify/enhance blended course to accurately document seat time and our innovative approach to curriculum.

**34107 Response:** Time cards will be audited to assure all are signed and dated in all areas. Timecards will be audited on a monthly basis by the OJT program coordinator to ensure accuracy and compliance. MIS Director will ensure that accurate FTE reporting will be done after verification of timecards during each survey period.

**34108 Response:** FSUS dual enrollment program coordinator will communicate and work more closely with the FSUS MIS director to ensure more accurate reporting of student enrollment.

**34171 Response:** Out of field placement teacher was certified in math not reading.

Families will receive amended letter to notify them of out of field teacher assignment.

**34172 Response:** Out of field placement letter that was sent to families will be updated to include teacher name in addition to the content area.

**35101 Response:** Pembroke Pines adjusted data to assure that schedules/bell schedules match in MIS system.

**35102 Response:** Pembroke Pines implemented new procedures to ensure written documentation of attendance taken by substitute teachers.

Should you have any additional questions or need information, please do not hesitate to contact me directly at [slchambers@fsu.edu](mailto:slchambers@fsu.edu) or via phone at 850.404.4700.

Thank you,

*Dr. Stacy L. Chambers/e-sign*

Dr. Stacy Chambers  
Superintendent/Executive Director