

# Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

## Capacity Interview:

Applicants may have the opportunity to present their plan and demonstrate the team's capacity to open and maintain a high-quality charter school as well as to answer questions about their proposal. Any information or evidence from the capacity interview that is used by the sponsor as a basis for denial of the application must be properly documented by means of a recording or transcript.

The following definitions should guide the ratings:

<b>Meets the Standard:</b>	The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
<b>Partially Meets the Standard:</b>	The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
<b>Does Not Meet the Standard:</b>	The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept or ability to meet the requirement in practice.

Authorizers are encouraged to align their application review process with the Florida Principles and Standards for Quality Authorizing.

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## OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

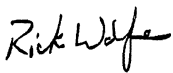
Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

<b>DENY</b>	<b>APPROVE</b>
<input type="checkbox"/>	<input type="checkbox"/>

Name of Person Completing Assessment: Rick Wolfe

Date: 10/10/17

Title: Director, Charter Schools and Home Education, Pinellas County Schools

Signature: 

## Application for: St. Petersburg Academy of Math and Science

Rule 6A-6.0786

Form IEPC-M2

Effective February 2016

### I. Educational Plan

ould define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

#### **1. Mission, Guiding Principles and Purpose**

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

#### **Statutory References:**

s. 1002.33(2)

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear and compelling mission and vision statement that defines the guiding principles and values of the school.
- Adequate references to evidence that the application fulfills the statutory guiding principles and purposes for charter schools. (Note: the substance of each addressed principle and purpose will be evaluated within appropriate application sections.)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The Applicant provides a clear and compelling mission and vision statement defining the guiding principles and values of the school.	
Concerns and Additional Questions	Reference

## **2. Target Population and Student Body**

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.

### **Statutory Reference(s):**

s. 1002.33(10)

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The Applicant states open enrollment processes will be followed and anti-discriminatory practices upheld.	P. 3

Concerns and Additional Questions	Reference
There are inconsistencies with target population numbers of minority students and economically disadvantaged students. The numbers represented are also not reflective of district numbers in target area. <i>A phone interview with the applicant group was conducted on 10/6/17; the applicant group's responses are in italics. During the phone interview it was stated that the enrollment projections on page 4 were accurate.</i>	P. 4 & 116

### **3. Educational Program Design**

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)2.

#### **Evaluation Criteria:**

A response that meets the standard will present an educational program design that:

- An educational program design that:
  - Is clear and coherent;
  - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
  - Aligns with the school's mission and responds to the needs of the school's target population, and
  - Is likely lead to improved student performance for the school's target population.
- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The School's Teaching and Learning Framework approach is geared towards inquiry, collaboration, and the application of higher order thinking skills and is based on the usage of Bloom's and Webb's research based and supported methods.</p> <p>Program design includes the exploration of careers linked to studies.</p> <p>Project based learning is clearly outlined, coherent and research based. Also incorporates the use of technology to enhance the learning experience for both teachers and students.</p>	P. 5-16

Concerns and Additional Questions	Reference

#### 4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

##### Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school's mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year's worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Curriculum program is aligned to the Florida Standards and the Florida Course Code Directory.  Curriculum program provides opportunities for rigor in general academic instruction and opportunities for remediation.  Curriculum Programs are research based: Writing program will utilize Exploration in Nonfiction Writing (Heinemann). Math usage of Florida Math published by MacMillan-McGraw Hill. Students will have access to Ten Makers, Eureka Math, Khan Academy, Moby Max, etc. Science Fusion will be the science curriculum.  The application outlines the following instructional strategies: student centered, inquiry based, interdisciplinary, differentiation, supports for students performing below grade level, MTSS, options for Acceleration in Middle Grades (Algebra 1 & Biology).	P. 17-38

Concerns and Additional Questions	Reference
The application includes several references to support for students performing below grade level, but little to no references to supporting and enhancing the learning opportunities for high achievers or gifted students.  Acceleration information is listed in the application but does not include information about the State ACCEL process for students. One reference to High School level credit courses is mentioned, but no ACCEL offerings for elementary students.	P. 27 & 56  P. 32

<p>The application states Middle Grades Spanish course will be Spanish for Spanish Speakers I, II and III. These are incorrect courses for general education students who are not native speakers. These courses would need to be amended to correctly represent the appropriate courses for Spanish Language instruction.</p> <p><i>This information was shared with the applicant during the phone interview on 10/6/17.</i></p>	<p>P. 36</p>
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## **5. Student Performance, Assessment and Evaluation**

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

### **Statutory Reference(s):**

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

### **Evaluation Criteria:**

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The Applicant provides a clear understanding of academic accountability provisions and goals mandated by the State and Federal ESSA requirements.	P. 39-41, 44
Clear annual performance expectations are outlined showing the school will hold high expectations for student academic performance.	P. 40-41
The application provides promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next.	P. 42-43
The application includes a description of the plan for sharing student performance information with students and parents and provides acknowledgement of and a general plan to meet FERPA provisions and requirements.	P. 48





## 6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

### Statutory Reference(s):

s. 1002.33(16)(a)3.

### Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The Applicant states that the ESP has a Director of Exceptional Education that will work closely with PCS as LEA, and ensure all students receive appropriate and documented services within the school.	P. 49
The school will have a Problem Solving Team (PST) in place to ensure fidelity of the process and make a referral for ESE if necessary within the proper timeframes for consent and review.	P. 50
The application states an IEP team will be in place to make informed decisions regarding student's individual needs.	P. 53
The application clearly outlines an accountability system for service	P. 54

<p>providers to log services in accordance with student's IEP's. The principal or designee will oversee the fidelity of scheduling services and implementation and documentation of services.</p> <p>A full continuum of services is outlined.</p>	
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Concerns and Additional Questions	Reference
<p>The application indicates 'MTSS may be implemented concurrent with an evaluation process'; however, it should indicate the MTSS/Problem Solving is part of the evaluation process.</p>	P. 50 (last line on page)
<p>There is no reference to Child Find obligations, to locate, identify and evaluate in all suspected areas of disability.</p>	P. 50 (should be under Section D)
<p>The application has no link or reference to FLDOE resources for MTSS, IEP processes, service delivery models, or accommodations, all of which are available on FLDOE.org.</p>	P. 52
<p>The applicant does not present a clear understanding of gifted services, resources, standards, or referral process and the school's role in this process as published in the Florida Plan for Gifted Education.</p>	P. 55 & 56
<p>The application suggests a cluster grouping for gifted students in K – 5; however, this would require 5 gifted endorsed teachers, not the 1 gifted endorsed teacher referenced in the application. There is no mention of State gifted standards or pullout courses with gifted only students. Cluster grouping will not adequately meet state requirements for gifted services. During application conference call, applicant was asked about the staffing model that would correspond to the gifted model described in the application. <i>Applicant stated they would hire gifted endorsed teachers to fit the needs of gifted students; however, applicant appeared unclear of laws pertaining to gifted students and the services required. Applicant stated they would review the SP&amp;P. Application is still weak in the area of gifted services and budget does not reflect appropriate number of gifted teachers to support the school's gifted model.</i></p>	
<p>Middle School gifted services are vague. There is no mention of the Florida Gifted Framework standards, nor is there reference to advanced courses, or gifted coursework with gifted peers.</p>	

## **7. English Language Learners**

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

### **Statutory Reference(s):**

s. 1002.33(10)(f)

### **Evaluation Criteria:**

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application clearly outlines legal obligations for ELL students.</p> <p>The Applicant states school will follow PCSB ELL plan and procedures and utilize PCS forms.</p> <p>Staffing projection includes ESOL endorsed teachers, and ELL coordinator and ELL committee (to include parent). Priority hiring decisions will be given to teachers who have already obtained the ESOL endorsement.</p> <p>A clear plan is presented for monitoring the progress of ELL students, as well as, monitoring teacher implementation of ESOL strategies and standards.</p>	<p>P. 57-62</p>

Concerns and Additional Questions	Reference

### 8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A planned school culture that is consistent with the school's mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children's rights related to enforcing student discipline, suspension, and recommended expulsion, including the school's code of conduct, if available.
- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application includes a comprehensive classroom-wide behavior plan, which includes parent participation detailed in the application, a commitment to high expectations and positive behavior for all students is detailed within all classrooms with consistency infused throughout all classrooms.</p> <p>The application provides a strong commitment to the Pinellas County School Boards Student Code of Conduct and clearly states the school will follow the PCSB code of conduct for students with disabilities.</p>	P. 63-66

Concerns and Additional Questions	Reference
<p>The application does not clearly identify how staff will be trained on the implementation of school-wide behavior plan and expectations.</p> <p>There is a reference to the Student Code of Conduct and Attachment G. Attachment G mentions a Parent and Student Contract that "must" be signed; the applicant does not provide a copy of these contracts. <i>Applicant has provided these documents.</i></p>	<p>P. 63-66</p> <p>P. 64 &amp; Attachment G (p. 375)</p>

### **9. Supplemental Programming**

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

#### **Statutory Reference(s):**

NA

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

## II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

### 10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

#### Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

#### Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
The application states that the principal will be hired by and report directly to the ESP. This is a concern since the ESP is not under contract with the school district, but is under contract with the school's governing board. It is the governing board that is responsible for the overall management of the school. <i>Applicant stated during application phone interview that the application is in error. The principal will be hired by the board, not the ESP.</i>	P. 69

<p>The SPAMS governing board (Patricia Rogers, Jeff Undestad and Craig Dolan) are board members for PAMS; however, nothing in the application identifies that the board will be operating two large charter schools, nor how their duties and responsibilities would be separated between the two schools.</p>	P. 392
<p>Section 2.2 of the Bylaws contains incorrect language regarding dissolution. Any property purchased with public funds must be returned to the School Board of Pinellas County upon dissolution of the corporation.</p>	P. 394
<p>Section 4.6 of the Bylaws indicates that the Board must meet at least four times per year. At least two of those meetings per year must take place in Pinellas County.</p>	P. 401
<p>The conflict of interest policy provided on page 401 implies that certain transactions in which a board member is an interested party may be approved by the rest of the board. This is incorrect. Section 1002.33(26)(a), Florida Statutes, indicates that governing board members are subject to Sections 112.313(2)(3)(7) and (12) and 112.3143(3), Florida Statutes. Section 112.313(3) indicates that a board member is prohibited from doing business with its own agency (the charter school), and also prevents the agency from doing business with a company owned by a spouse or child. See that section for additional specifics.</p>	
<p><i>Applicant was asked to provide new By-laws with the appropriate language.</i>  <i>Applicant stated this information would be provided.</i></p>	

### **11. Management and Staffing**

The Management and Staffing section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meet the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Gifted Endorsed teachers are listed as 1 throughout the five year implementation. Based on the school's cluster model and projected gifted enrollment, additional teachers would be necessary.	P. 55
Enrollment projection for years 1 and 2 reach 624-832 students, yet no school counselor is listed under the staffing structure until year 3.	P. 76
<i>Referenced in ESE section, discussed with applicant.</i>	



## **12. Human Resources and Employment**

The Human Resources and Employment section should define the policies and procedures that frame the school's relationship with its staff.

### **Statutory Reference(s):**

s. 1002.33(7)(a)14.; s. 1002.33(12)

### **Evaluation Criteria:**

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida's Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application states the school will utilize the Marzano/Danielson evaluation model, with 50% of evaluation determined by student assessment data.	P. 79

Concerns and Additional Questions	Reference
The application does not state an effective plan to address leadership or staff turnover. References to progressive disciplinary action are stated, but a clear and concise plan is not outlined.	P. 81

### **13. Professional Development**

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

#### **Statutory Reference(s):**

NA

#### **Evaluation Criteria:**

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Professional Development plan addresses depth of knowledge/cognitive demand, implementation of Florida Standards, and MTSS.  Professional Development plan specifically describes ongoing PD based on needs assessment/data and surveys. It also includes opportunities for staff to attend conferences and seminars with matching budget entries.	P. 82-84

Concerns and Additional Questions	Reference

#### **14. Student Recruitment and Enrollment**

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

##### **Statutory Reference(s):**

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

##### **Evaluation Criteria:**

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
The application does not specifically state the school will follow open enrollment laws in this section, but does state that the school will comply with anti-discrimination laws.	P. 85-87

**15. Parent and Community Involvement**

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

**Statutory Reference(s):**

NA

**Evaluation Criteria:**

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application addresses parent and community involvement.	

Concerns and Additional Questions	Reference

### III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

#### 16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

#### Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

#### Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.
- A facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The application states "SPAMS plans to have a final site decision made by the end of September 2017."</p> <p><i>As of the date of this document, 10/10/17, the applicant does not have a site plan. The site that was in negotiations appears to have been acquired by another entity. Final determination will occur mid-October. However, currently, applicant does not have a site for the school and stated they are willing to work with the District to determine a site location.</i></p>	P. 91

**17. Transportation**

The Transportation section should describe how the school will address these services for its student body.

**Statutory Reference(s):**

s. 1002.33(20)

**Evaluation Criteria:**

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
<p>The application references "HCPS"- this may reference Hillsborough County Public Schools inspections. This is not applicable to Pinellas County Schools.</p> <p>Paragraph 4 of the application indicates transportation costs for the 1<sup>st</sup> year would be \$290/per day/per bus and the approximate student count utilizing transportation would be 187. If standard sized buses are used, the average capacity is approximately 60 students/per bus. The necessary bus requirement would be 3 buses to fulfill estimated transportation needs. If each bus costs \$290/per day, the school cost per day would be \$870 times 180 school days. This would equal \$156,600 total approximate cost for the first year. The budge indicates \$93,600.</p> <p><i>This discrepancy was discussed during the application phone interview. Applicant stated that budget would be amended once FTE is determined and transportation needs are verified.</i></p>	<p>P. 92</p> <p>P. 92 &amp; Budget Attachments</p>

### 18. Food Service

The Food Service section should describe how the school will address these services for its student body.

#### Statutory Reference(s):

s. 1002.33(20)(a)1.

#### Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application identifies Preferred Meal Systems, an approved meal vendor, to provide appropriate food storage and service equipment. The school will utilize an existing School Food Authority Agreement for National School Lunch Program sponsorship in order to be in operation in the first year.</p> <p>Planned staffing model is adequate for projected enrollment and estimated 75% participation in meal services.</p>	<p>P. 93</p>

Concerns and Additional Questions	Reference
<p>The Applicant states, "We will work with PCSB to verify student eligibility for free/reduced lunch program." This is not possible since the school will be under a different, non PCSB, sponsorship for meal service. PCS food services department will not have access to the free/reduced (FR) lunch data for the school. Additional plans will need to be in place for the District to receive FR data under this plan. This would be outside the scope of PCS food services capabilities.</p> <p>Food service is showing revenue generating figures. It is in the opinion of the district that food service is generally a self-sustaining program and does not typically produce revenue significantly exceeding the expenses.</p> <p><i>During the application phone interview, the revenue generating option was discussed and the district opinion was given. Also discussed was the rather disproportionate FR data showing 4.4% economically disadvantaged at the</i></p>	<p>P. 93</p> <p>Budget Attachments</p>

<i>current PAMS site. Applicant was asked to investigate how this data was reported to determine the accuracy.</i>	
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### 19. School Safety and Security

The School Safety and Security section should provide a description of the school's plan to ensure the safety and security of its students and faculty.

#### **Statutory Reference(s):**

s. 1002.33(7)(a)11.

#### **Evaluation Criteria:**

A response that meets the standard will present:

- A plan that will reasonably ensure the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed upon approval of the application.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
School will implement a 'safe team' who is responsible for emergency preparedness and activities. Application outlines tornado, fire and lock down drill frequency.	P. 94

Concerns and Additional Questions	Reference
The application does not mention emergency procedures for student crisis situations, i.e. suicide prevention, baker act assessments, etc., neither does the application reference other threat assessments nor crisis plans to handle potential crisis situations.  <i>During application phone interview, applicant was asked to provide a current crisis plan. Plan has been provided.</i>	P. 94

## 20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

### Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

### Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Staffing projection does not include line items for psychological services or social services.	P. 76
Before and Aftercare revenue appears inflated. This program may prove to be less generating than the budget plan is assuming. Revenue for both the original and contingency budget more than triples the expenses. Revenue may be overstated. <i>During the application phone interview, district staff reiterated this concern. Applicant had no response.</i>	P. 96 & Attachment X
Capital outlay revenue appears to be inflated as compared to sister school with comparable enrollment. Per student allocation would be closer to \$185 per student as compared to the \$281 budgets were built on. This would decrease the contingency by \$60K. <i>During application phone interview applicant responded stating the projection of \$281 was an estimate before state allocations were issued. The current state allocation is less than the \$185 stated by the reviewer which would continue to cause a decrease to the contingency.</i>	P. 99 & Attachment X  P. 458 (Attachment X)
The application states year 1 enrollment will be 624 students. This could be an aggressive projection.	P. 459 (Attachment X)

<p>Teacher salaries were lumped together making it difficult to determine the number of gifted endorsed teachers budgeted. <i>Reiterated this concern during application phone interview along with reviewer for Gifted Services. There was discussion between both applicant and reviewers regarding the inability to capture true unit projections for estimated ESOL &amp; Gifted student population.</i></p>	P. 475 (Attachment Y)
<p>Start-up budget submitted shows a total of \$40K being expensed for 3 months. It does not include expenses to operate a facility such as rent or utilities and also only appears to support 1 staff member. Expenses appear to be understated.</p>	Budget Attachments
<p>First year cash flow vs. first year budget show many inconsistencies. Example: salaries are projected at \$41,883 per student. Cash flow shows partial salary amounts vs budget. Many of the other expenses show the same discrepancies throughout the cash flow sheet.</p>	Budget Attachments
<p>Budget narrative states lease will be built off of \$1,418 per student. Using enrollment number on budget of 624 rent should reflect \$884,832. However, on both original and contingency budget both are building rent using \$1000 per student. This could potentially decrease the contingency by \$260K. Therefore expenses appear to be understated. <i>During application phone interview, reviewer reiterated this concern and applicant stated this was a typo on page 90 stating the budget was built off of \$1,418 per student cost. Reviewer was able to find on page 99 where applicant states \$1K per student for the lease expense. This still shows inconsistency within the budget section of the application.</i></p>	Budget Attachments
<p>Transportation revenue is said to be built of 30% of projected enrollment. Reviewer was unable to verify number of riders based on inconsistent enrollment projections within the narrative, budget and charter school revenue worksheets.</p>	Budget Attachments
<p>Food service is showing revenue generating figures. It is in the opinion of the district that food service is generally a self-sustaining program and does not typically produce revenue significantly exceeding the expenses. <i>During application phone interview, reviewer reiterated this concern stating food services is generally a self-sustaining program. Applicant had no response.</i></p>	Budget Attachments
<p>The contingency budget expenses appear to be understated in certain areas. Examples would include the amount of computer hardware under Instructional section. If projected expenses are 75% of original budget amount should be \$127K which is \$93K less than what is budgeted. Also, professional services &amp; insurance dropped by \$8,400 compared to original budget. Building size and location is not going to change with lower enrollment therefore reviewer</p>	

believes expenses are understated. Professional services management appears to be understated per budget narrative. Narrative states a 5% fee of revenue after sponsor fee plus \$150 per kid for development. This would decrease the contingency by \$58K. Expenses appear to be understated.	
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## 21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

### Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

### Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
The application does not contain an assurance that in the event the charter school ceases operation or the charter is not renewed or was terminated, that any public unencumbered funds, as well as all property purchased with public funds, will revert to the sponsor.	P. 106
The ESP in charging the school a 13% Management Fee.	P. 498
<i>During application phone interview, the management agreement was discussed. It is currently written with language that relinquishes Board control to the ESP (Addendum B- p. 31). Applicant stated a new management agreement would be drafted and signed with more appropriate language and clear Board control over operations.</i>	

## **22. Start-Up Plan**

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

### **Statutory Reference(s):**

s. 1002.33(7)(a)16.

### **Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

## Addendum

### Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

#### **Statutory Reference(s):**

s. 1002.33(6)

#### **Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference

### **Addendum A1: High-Performing Replications**

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

#### **Statutory Reference(s):**

s. 1002.331

#### **Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- Evidence that the applicant's school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant's proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference



## **Addendum B: Education Service Providers**

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

### **Statutory Reference(s):**

s. 1002.33(6)(a)

### **Evaluation Criteria:**

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.
- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference

Concerns and Additional Questions	Reference
Throughout the application a clear delineation of the roles and responsibilities and decision-making authority to ensure a clearly defined "arms-length" relationship between the ESP and the governing board is unclear.	P. 493

<p>It appears from the draft management agreement that the ESP is making most of the operational decisions of the school and very little is actually under the control of the board.</p> <p>There is language in the management agreement regarding materials copyrighted by the ESP. According to Florida Statute, any property purchased with public funds must revert to the School Board of Pinellas County if the school were to cease operations.</p> <p>Language on page 495 regarding student records indicates that they will be produced if required by FOIA, but does not reference the right of parents to inspect the records and also the requirement that those records remain confidential.</p> <p>The agreement only allows the school to terminate if a court determines they have made fraudulent use of funds or if they commit a material breach (which is limited in definition for the management company, but not for the school). The school should be allowed to terminate for any reason with sufficient notice. The agreement provides all control to the management company with very limited means for the governing board to decide not to proceed under the contract. This essentially relinquishes control of the governing board to the management company.</p> <p><i>During application phone interview, the management agreement was discussed. It is currently written with language that relinquishes Board control to the ESP (Addendum B- p. 31). Applicant stated a new management agreement would be drafted and signed with more appropriate language and clear Board control over operations.</i></p>	<p>P. 495</p>
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**Applicant History Worksheets (Form IEPC-M1A)**

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant's governing board, and if applicable, the applicant's ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

**Statutory Reference(s):**

s. 1002.33(6)(a)

**Evaluation Criteria:**

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference

Concerns and Additional Questions	Reference
PAMS, a school operated by the applicant group (the ESP and the governing board) since its inception in 2012, has received school grades ranging from A-D. However, the school has received a B for the past three consecutive years.	