

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.

The following definitions should guide the ratings:

Meets the Standard: 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.

Partially Meets the Standard: The response addresses most of the criteria, but the responses lack meaningful detail and require Important additional information.

Does Not Meet the Standard: The response lacks meaningful detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice

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| OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST |
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Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

| DENY | APPROVE |
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| <input checked="" type="checkbox"/> | |

I. Educational Plan

The education plan should 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)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
| Imagine School Clay County has a mission statement based upon creating a community of learners. | |
| Concerns and Additional Questions | Reference |
| N/A | |

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)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- A manageable plan tied to enrollment projections that will allow the school to meet its constitutional class size obligations.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| On page 65 of the Imagine Schools Clay County application it is stated that “we want to create a world in which all children are welcome “. | |
| Concerns and Additional Questions | Reference |
| On the same page, the application states that it is the intent of the charter school to work with the district to determine the very best placement of students with special needs. The charter school understands that it may not be the appropriate place for all students and will work with the district to find the right school. | F.S. 1002.33 (10)(6)(f),1000.05 (2) (a) (b), and 1002.33 (10) (e) |

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:

- Is clear and coherent;
- Is based on effective, research-based educational practices, 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
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

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| Strengths | Reference |
| The curriculum sites many research-based educational practices, | |
| Concerns and Additional Questions | Reference |
| The application does not articulate well on the specific practices of the teachers and teaching methods. | F.S. 1002.33(7)(a)(2) |

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 consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| Concerns and Additional Questions | Reference |
| The reading curriculum is not identified. 1. The core reading curriculum is not identified in the application or the oral interview. 2. Differentiated strategies or | F.S. 1002.33 (6)(a)(4) |

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| <p>curriculum are not identified for students reading at grade level or higher.</p> <p>3. Differentiated strategies or curriculum are not identified for students reading below grade level.</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:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion and graduation standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation.
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| The representatives were well informed of changes in NRT tests they were going | |

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| to use for baseline assessment of students, and had a plan to address the needs of the assessment tool. | |
| Concerns and Additional Questions | Reference |
| The plan for sharing information with the constituents was not clearly stated in the application. | F.S. 1002.33 (7)(a)(2) |

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:

- Demonstrated understanding of state and federal requirements regarding the education of exceptional students.
- Demonstrated a commitment to serving the full range of needs of exceptional students.
- Sound plans for educating exceptional students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of exceptional students.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| <p>Jennifer Fornes demonstrated a clear understanding of the law with ESE students.</p> <p>On page 65 of the Imagine Schools Clay County application it is stated that “we want to create a world in which all children are welcome “.</p> | |

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| Concerns and Additional Questions | Reference |
| <p>On the same page, the application states that if Imagine Schools can not serve the needs of the student, they will work with the district for placement.</p> <p>The inclusion model and resource ESE teacher that Imagine proposes does not serve the full range of services required to provide all students with a high quality education.</p> | <p>F.S. 1002.33(16)(a)(3); 1002.33 (10)(6)(f),1000.05 (2) (a) (b), and 1002.33 (10)(e)</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(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Demonstrated a commitment to serving the full range of needs of English language learner students.
- Sound plans 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.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
| Testing will be conducted within a timely manner according to the META Consent Decree | |
| Concerns and Additional Questions | Reference |
| <ul style="list-style-type: none"> ▪ The application failed to address the LEP committee, yearly assessments and monitoring procedures for LEP students. ▪ The application failed to address the professional development requirements set forth by the META Consent Decree | F.S. 1003.56; Rule 6A-1-0503. ; Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act). |

8. School Climate 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); s. 1002.33(9)(n)

Evaluation Criteria:

A response that meets the standard will present:

- A school calendar and schedule that meets the minimum statutory requirements.
- An approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion.

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| Strengths | Reference |
| Imagine Schools has adopted the Clay County School Board Student Discipline plan. | |
| Concerns and Additional Questions | Reference |
| N/A | |

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.

9. 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(16)(5)(b)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board.
- Adequate policies and procedures for board operation.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A plan for the meaningful involvement of parents and the community in the governance of the school.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| Documentation for legal structure of the governing board is evidenced in the application. | |
| Concerns and Additional Questions | Reference |
| There is not a clear sensible delineation of roles and responsibilities in the relationship to governance and school management. <ol style="list-style-type: none"> 1. Conflict of interest with two board members. 2. Board members are not clear in their role as a governing board member. | F.S.1002.33(7)(a)(15), 1002.33 (6)(b)(2), 112.313(3) and 112 (generally) |

10. Management

The Management section should describe how the day-to-day administration of the school's

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:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment, selection and evaluation of the school leader.
- A sound plan for recruiting and retaining qualified and capable staff.

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| Strengths | Reference |
| A viable recruitment plan. | |
| Concerns and Additional Questions | Reference |
| <ul style="list-style-type: none"> ▪ Evidence of community survey not included in application. | |

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| <ul style="list-style-type: none"> ▪ Direct community input not evidenced in the application. | |
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11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation that the proposed relationship with the ESP will further the school’s mission and program.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.
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| Strengths | Reference |
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| Concerns and Additional Questions | Reference |
| Imagine Schools states on page 90 of their application they are not using an ESP; however, they are paying a 12% management fee to Imagine, non-profit, | F.S. 1002.33(7)(a)(9), 1002.33 (7), 1002.00 (12)(i) |

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| <p>LLC for services traditionally provided by a management corporation. This was disclosed at the oral interview and contradicted the application assurances.</p> <ul style="list-style-type: none"> ▪ Global insurance ▪ Human resources ▪ Technology in the home office ▪ Professional development ▪ Curriculum ▪ Managing personnel <p>There are not clear roles distinguished between the school’s governing board and the ESP.</p> | |
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12. Employment

The 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 compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
| <p>The policies for employees has been established and submitted in the application.</p> | |
| Concerns and Additional Questions | Reference |
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13. Parent and Community Support and Partnerships

The Parent and Community Support and Partnerships section should describe how parents and the community will be engaged in the operations of the school.

Evaluation Criteria:

A response that meets the standard will present:

- Meaningful partnerships with parents and the community that further the school’s mission and programs.

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| Strengths | Reference |
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| The volunteer hours for parents of students is clearly explained in the application. | |
| Concerns and Additional Questions | Reference |
| <ul style="list-style-type: none"> ▪ Direct community input is not evident in the application. ▪ Evidence of community survey is not included in the application. | |

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.

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| Strengths | Reference |
| Structure for targeting a general elementary population. | |
| Concerns and Additional Questions | Reference |
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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.

15. 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:

A response that meets the standard will present:

- A realistic plan for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| Concerns and Additional Questions | Reference |
| <ul style="list-style-type: none"> ▪ Fiscal responsibility of entering into a lease with School House | F.S. 1002.33 (7) (a) (9) |

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| <p>Finance, which is significantly higher in cost than the most expensive commercial building of comparable size is fiscally irresponsible.</p> <ul style="list-style-type: none"> ▪ Appearance of a conflict of interest. ▪ Budget projections of supplemental revenues from before and after school care, and fee-based pre-kindergarten school students combined with projected student enrollment for year one can not be housed in the facility proposed. | |
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16. Transportation and Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.
- A food service plan that will serve all eligible students.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| <input checked="" type="checkbox"/> | | |
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| Strengths | Reference |
| The applicant is going to contract with an outside bus vendor and contract with Clay County Food Services. | F.S. 1002.33(20)(a) |
| Concerns and Additional Questions | Reference |
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17. 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 which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| Concerns and Additional Questions | Reference |
| <ul style="list-style-type: none"> ▪ The financial plan submitted by the charter applicant Imagine Schools at Clay County does not meet the criteria, clarity or detail required by statute. ▪ A realistic assessment of revenue and expenses is not noted in this application. <ol style="list-style-type: none"> 1. Over estimation of Fee-based pre-Kindergarten and before and after school care programs. 2. A lease agreement in excess of commercial lease for the area. ▪ The budget does not support a sound staffing plan. <ol style="list-style-type: none"> 1. Under estimation of ESE | <p>F.S.1002.33 (7) (a) (9).</p> <p>F.S. 1002.33 (6)(b)(2); 1002.33 (6)(9)(2)</p> <p>F.S. 1002.33(6)(a)(5);</p> <p>F.S. 1002.33 (7)(a)(9)</p> |

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| <p>teaching units.</p> <p>2. Under budgeting of teachers salaries</p> <p>3. Failure to budget the 5% district administration fee.</p> <ul style="list-style-type: none"> ▪ A sound fiscal plan to re-pay the \$250,000 start up grant from School house finance is not disclosed in the application. <ul style="list-style-type: none"> 1. The repayment schedule only pays back \$150,000 of the loan. Leaving a balance of \$100,000 at the end of five years. 2. The terms of the loan are not disclosed in the application. | |
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18. 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 fiscal management system that is appropriate follows generally accepted accounting principles and properly safeguards assets.
- Evidence of proper insurance coverage.

| Meets the Standard | Partially Meets the Standard | Does Not Meet the Standard |
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| Strengths | Reference |
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| Concerns and Additional Questions | Reference |
| The application states that the management company will oversee the internal financial audits, but no feasible credentials are provided for the person who will be overseeing the fiscal management from the ESP. | F.S. 1002.33(7)(a)(9) |

19. Action Plan

The Action 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 |
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| Strengths | Reference |
| The timetable for school start-up was included. This table included hiring the principal in advance of the school opening. | F.S. 1002.33(7)(a)(16) |
| Concerns and Additional Questions | Reference |
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