



# Supporting District Authorizers to Promote Quality and Access

Florida Charter School Renewal Package

**December 2021**

*CSI RFP # CACA2021000301*

*This document has been prepared by WestEd in partnership with FACSA*

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# Introduction

WestEd collaborated with the Florida Association of Charter School Authorizers (FACSA) to develop the Charter School Renewal Package. FACSA supports and strengthens quality charter school authorizing by promoting the principles and standards of high-quality charter school authorizing. This package is intended to support authorizer staff to successfully execute charter school renewals by providing guidance, best practices, and other resources from Florida authorizers.

The themes highlighted in the package include

- compliance with the renewal requirements established in Florida’s Charter School Law;
- equitable renewal practices that prioritize schools’ performance, progress meeting the goals in their charters, and ability to meet student needs;
- empowering authorizers to collaborate with schools on changes that address schools’ shortcomings—during renewals generally and in the wake of the COVID-19 pandemic; and
- supporting high-stakes decision-making that is evidence-based and in the best interests of students and communities.

The package begins with Florida’s *Principles and Standards for Quality Charter School Authorizing* (Florida Principles & Standards). These principles and standards, coupled with Florida’s education statute, are the guiding foundation for this resource and are referenced throughout. Next, the package provides a brief overview of each step of the renewal process and timeline. The package then discusses how to “set the stage” for a successful renewal process by providing clear communications, training, and setting up the needed oversight process. The body of the package articulates each stage of the renewal process, providing templates and guidance for each step. The descriptions of these steps incorporate statutory requirements and draw from Florida authorizers’ guidance documents. Best and promising practices examples are also noted throughout the package, including examples from authorizers within the state.

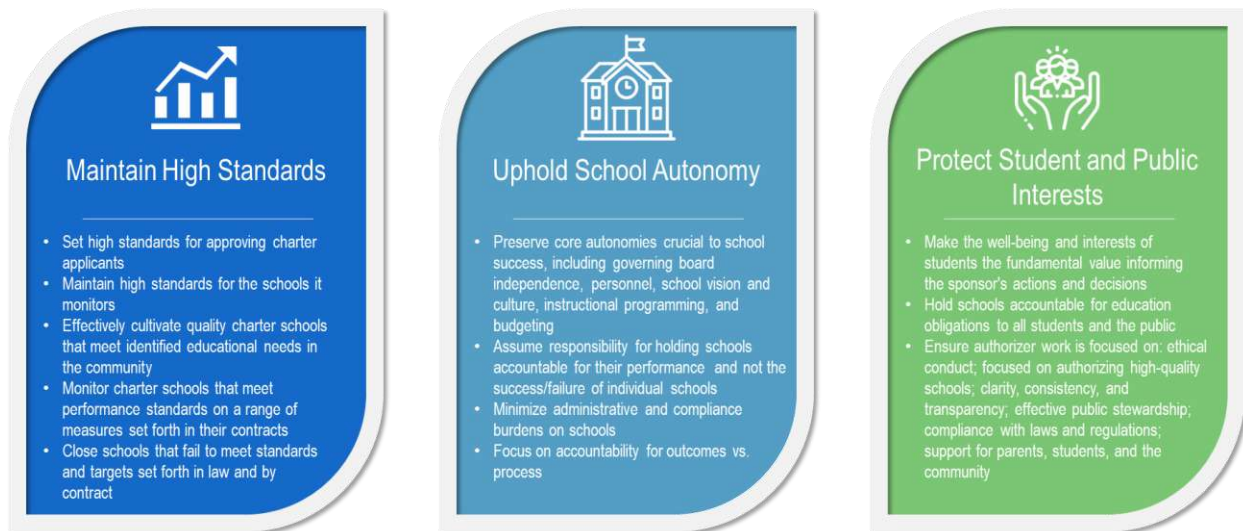
The purposes of the renewal process are to ensure the school is complying with its charter, performing in the key areas of academics, operational compliance and governance, and financial performance, and is effectively serving all students. Another key purpose is to support schools in a process of continuous improvement. While the state’s law establishes minimum thresholds for the renewal process, authorizers are encouraged to use Florida’s Principles & Standards to promote equitable decision-making and support continuous improvement.

Authorizers are also encouraged to consult their district’s charter policy which may provide specific requirements that are relevant to the renewal process.

## Florida Standards for Charter School Authorizers

The Florida Department of Education’s *Principles & Standards* align with the National Association of Charter School Authorizers’ (NACSA) *Principles & Standards for Quality Charter School Authorizing*.<sup>i</sup> Figure 1 illustrates and summarizes the three core principles of the *Florida Principles & Standards*: (1) *maintain high standards for schools*, (2) *uphold school autonomy*, and (3) *protect student and public interests*.

**Figure 1. Florida Principles & Standards for Quality Charter School Authorizing<sup>ii</sup>**

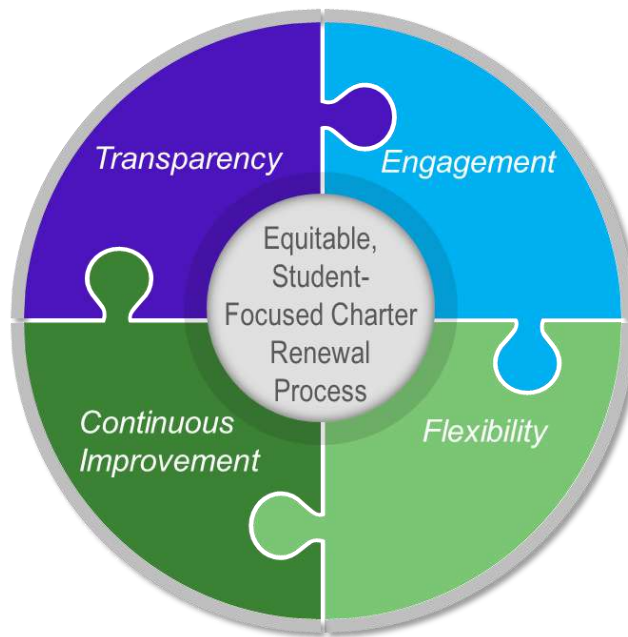


## Principles for Equitable Charter School Renewals

Four key principles emerge from Florida’s standards that promote equitable, student-focused renewal processes — transparency, engagement, flexibility, and continuous improvement (Figure 2). Transparency ensures that at the outset, the renewal process and evaluation standards are clear to all participants (i.e., school, authorizing staff, and district board). Engagement between all relevant participants supports open and ongoing communication and a shared understanding of expectations. Flexibility is important at all times given the challenging yet critical work that schools do every day. This principle is acutely relevant in the current environment as everyone continues to grapple with the impact of the pandemic on education, including addressing students’ physical and emotional health needs, and evaluating student performance with limited, valid assessment data.

Ideally, while all schools engage in their own reflection and continuous improvement processes, including those required by the state, authorizers should support and require specific improvements for those schools that are not meeting performance expectations as part of the renewal process. For schools not meeting performance expectations to the extent that warrants non-renewal, authorizers and schools should work to identify areas of concern and strategize about how to increase school quality and student performance on an ongoing basis. Authorizer direction for improvement can also address specific issues in non-compliance or problematic operations that are not severe enough to warrant the non-renewal of the school, yet remain as high-priority problems that the authorizer needs to see effectively addressed by the school, for example, special education operations, governance, an Office of Civil Rights complaint, or an outstanding safety issue, etc.

**Figure 2. Principles for Equitable Charter School Renewals**



# Overview of the Renewal Process

The renewal process engages the school and authorizer in reviewing the school’s performance and its compliance with the charter over the term of the contract. Authorizers are encouraged to review Florida’s Charter School law and familiarize themselves with the legal requirements governing the renewal process to ensure legal compliance. FACSA suggests that authorizers begin the renewal process in May prior to the year of the renewal decision. State statute requires the sponsor to notify the governing board in writing at least 90 days before renewing or not renewing a charter.<sup>iii</sup> Figure 3 below outlines key steps of the renewal process and a suggested timeline based on FACSA’s authorizing calendar.<sup>iv</sup> These steps will be described within the sections of this package.

**Figure 3. Renewal Process Overview and Timeline**



# Setting the Stage for a Successful Renewal Process

## Key Players: Roles and Responsibilities

Understanding the roles and responsibilities of each party engaged in renewals is critical to ensuring decision-making is equitable, transparent, and student-focused. The table below articulates the roles and responsibilities of the key players in the renewal process.

| Key Players: Roles and Responsibilities in the Renewal Process |  |
|--|--|
| Authorizer Staff   | <ul style="list-style-type: none"> <li>• Define and communicate the renewal process to schools and other stakeholders</li> <li>• Create evaluation components, standards, and templates for the renewal process</li> <li>• Communicate with the school about the renewal process, including a kickoff call and ongoing check-ins with school leadership</li> <li>• Review and evaluate the body of evidence, including the renewal application</li> <li>• Provide the district board, or district superintendent, with the recommendation and renewal report</li> <li>• Negotiate the renewal contract with the governing board of the school</li> </ul> |
| District Staff   | <ul style="list-style-type: none"> <li>• Provide expertise in key areas such as special education and finance and review specific aspects of the body of evidence</li> </ul>   |
| District Superintendent  | <ul style="list-style-type: none"> <li>• Ensure adherence to district policy</li> <li>• Review authorizing staff findings and recommendation</li> <li>• Present findings and recommendation to district board (as applicable)</li> </ul>   |
| Charter School Leader(s)                                       | <ul style="list-style-type: none"> <li>• Participate in the kickoff call and renewal check-ins</li> <li>• Schedule the site visit with authorizer staff and oversee the visit itself</li> <li>• Complete the renewal application and collect the body of evidence document submissions</li> <li>• Keep the governing board apprised at each stage of the renewal</li> <li>• Negotiate the renewal contract with the governing board and authorizer staff</li> </ul>  |
| Charter School Governing Board                                 | <ul style="list-style-type: none"> <li>• Review the renewal application and body of evidence with leadership before submitting it to authorizer staff</li> <li>• Provide guidance throughout the renewal process</li> <li>• Conduct board meeting during the site visit for authorizer staff to observe</li> </ul>   |



District Board

- Review authorizer staff recommendation and renewal package materials
- Make a renewal decision at a scheduled hearing
- Vote to adopt the renewal contract

## Training and Development

It is helpful for authorizing staff to provide training to critical stakeholders on the renewal process so they are clear about what to expect and when to expect it and understand their role in the renewal process. Authorizing staff should provide training to charter schools (school leaders and governing board members) that will undergo renewal in the next year, district boards, and any district offices that will be involved in the renewal process. Training for all stakeholders should provide an overview of the renewal process and then should focus specifically on the responsibilities of that stakeholder.

| Stakeholder Groups | Training Topics   |
|--------------------|---|
| School             | Renewal process, renewal application, required data and documents for the body of evidence, renewal decision-making, renewal contract and conditions. |
| District Board     | Renewal process, overview of the body of evidence, renewal decision-making, renewal contract and conditions.  |
| District Offices   | Renewal process, relevant areas of the renewal application and the body of evidence.  |

## Annual Review and Ongoing Oversight Processes

Authorizers are required by law to review the charter school’s progress toward its goals,<sup>v</sup> and State Board of Education (SBE) policy requires authorizers to “annually evaluate the Charter School on its performance and progress toward meeting the standards and targets included in this Charter, including academic achievement goals.”<sup>vi</sup> Furthermore, authorizers must also review charter schools with terms longer than five years annually.<sup>vii</sup> In addition, authorizers must ground their renewal decisions on program reviews that demonstrate the school (1) has met the criteria specified in their charter and (2) has not met any of the nonrenewal causes defined in state law.<sup>viii</sup> In light of this statutory framework, it is critical for authorizers to have a formal process for annually monitoring/evaluating schools. Authorizers may use FACSA’s annual report template as one example of how to approach the annual review process, a copy of which is included in the Appendix, Exhibit 3.

Additionally, authorizing staff should have a system for ongoing monitoring, oversight, and documenting their findings from these activities on a regular basis. Charter schools’ governing

boards should also track schools' annual reports throughout the charter term and provide guidance during the renewal process. The body of evidence and renewal application sections that follow provide examples of the types of data authorizing staff should collect/monitor during their annual reviews and ongoing monitoring practices for the schools they sponsor.

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### *Florida Principles & Standards*

*“A quality sponsor will clearly communicate to schools the criteria for charter termination, renewal, and non-renewal decisions that are consistent with the charter contract.”<sup>ix</sup>*

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Kickoff and  
Communication

# Renewal Communications

Ongoing, two-way communication between the authorizer and the school throughout the school year is essential to the continuity of the initial charter contract and the effective continuous improvement cycles during a charter's term. Authorizing staff should try to build an open relationship with the school leader, creating a comfortable environment for the leader to discuss challenges and share feedback with the authorizer.

The renewal process should begin with a kickoff meeting between the authorizing staff, the governing board chair, and the school leader. We recommend the kickoff meeting take place in September of the academic year in which the school is up for renewal. As mentioned previously, authorizers should begin communicating the renewal process and timeline for completing the programmatic review in May. At the kickoff meeting, the authorizing staff should explain the renewal process and the expectations for the school, articulate the timeline, and explain what documents and data the school will need to provide. At this meeting, the team should also schedule the renewal site visit and provide a brief overview of what will occur on the day of the site visit. This meeting should also provide an opportunity for the school leadership to ask questions about the renewal process and to ensure that all three parties are clear about expectations and timelines.

At the kickoff meeting, the authorizing staff should also schedule regular check-ins with the school leadership throughout the renewal process. The check-ins provide an opportunity for both parties to discuss due dates, document submissions, and questions that may arise throughout the renewal process. These conversations should also focus on (1) communicating the authorizer's expectations and the school's performance to date; (2) identifying areas of concern that may become renewal contract conditions; (3) problem solving; and (4) prioritizing

students' needs. See Appendix 2 for FACSA's Contract Renewal Review Letter Template for authorizer staff to send to schools with contracts up for renewal.

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*Florida Principles & Standards*

*"A quality sponsor will require any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the finding; to correct the record, if needed, and to present additional evidence regarding its performance."x*

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# Body of Evidence

The body of evidence is the information that an authorizer uses to assess school performance during the course of a contract to inform the renewal decision. Florida's Principles & Standards state that a quality sponsor should "base the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined in the charter contract."

Authorizers typically define how they will assess schools' performance for renewal purposes in a policy document posted on their website. The document may be divided into evaluation components or categories, thus creating a framework for organizing the body of evidence. The body of evidence typically includes student data and document submissions, financial audit data, site visit data, notices of concern and/or of a breach of contract, and if relevant, school improvement plans. Florida's Principles & Standards specify that in advance of a renewal decision, "a quality sponsor will provide each school with a summary of [their] performance record over the term of the charter, and a statement of the sponsor's summative findings concerning the school's performance and prospect for renewal."<sup>xi</sup> The body of evidence provides the basis for developing this summary of schools' performance record.

## Students with Disabilities and English Learners

Authorizers are responsible for ensuring charter schools effectively serve all students, including students with disabilities and English learners. As such, authorizing staff should assess how schools are serving students with disabilities and English learners by reviewing the academic performance data for these subgroups. Authorizers are also responsible for ensuring that the schools they sponsor are complying with state and federal laws and regulations for all students. Schools' failure to comply with state and federal laws for students with disabilities and English learners should inform both the renewal decision and contract conditions. See Exhibit 9 in the Appendix for additional resources on serving students with disabilities and English learners.

The renewal process is also a time to engage in a deeper discussion about how and whether schools are effectively serving all students, regardless of the renewal decision. One way to manage these conversations is to first use a tool/protocol for collecting and analyzing data, and then engage with schools on how they are serving all student groups. When assessing charter schools for renewal, Florida authorizers should consider assessing how their charter schools are serving special populations and evaluate the data for these student groups.

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### NACSA Principles & Standards

*Quality authorizers “hold schools accountable for fulfilling fundamental public-education obligations to all students, which includes providing: nonselective, non-discriminatory access to all eligible students; Fair treatment in admissions and disciplinary actions for all students; and appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law.”<sup>xii</sup>*

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## Annual Reviews, School Grades, and Improvement Plans

As mentioned previously, the renewal process traditionally incorporates authorizers’ annual monitoring activities/findings (i.e., program reviews and annual reports). Authorizer best practice promotes aligning annual monitoring with renewal activities to ensure the authorizer has a clear record of a school’s performance over time.

In Florida, schools annually receive a letter grade on the state’s accountability system. Schools’ grades on the accountability system are essential when evaluating their academic progress, and state law mandates that these grades inform improvement activities. Furthermore, authorizers can use schools’ progress meeting improvement plan goals to inform their renewal decisions. For example, charter schools that receive a grade of a “D” or “F” must develop school improvement plans with details on how the school (1) will address deficiencies in student performance, and (2) is implementing its educational program.<sup>xiii</sup> Schools are also required to report their progress implementing improvement plans each year; these progress reports can also inform authorizers’ renewal decisions.

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### NACSA Principles & Standards

*Quality authorizers “define the sources of academic, financial, and operations data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, qualitative reviews, and comparisons with other comparable public schools in the district and state.”*

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Applications

# Renewal Application

The renewal application is part of the body of evidence that affords schools the opportunity to reflect on their progress and submit relevant data/documents that authorizer staff will use to inform their renewal recommendation. This package includes FACSA's renewal application template which is divided into two parts. Part 1 includes four sections with the following questions or evaluation components:

1. Is the academic program a success?
2. Is the school a viable organization?
3. Is the school faithful to the terms of its charter?
4. If the school's charter is renewed, what are its plans for the requested number of years of the next charter?

Part 1 is designed as an opportunity for school leadership and governing boards to reflect on the school's progress and key accomplishments in the academic, operational compliance and governance, and financial areas by answering targeted questions for each of these evaluation components. Part 2 is the Chart of Attachments that includes a checklist of the required documents to be submitted that correspond with the evaluation components in Part 1.

Authorizer staff should modify both parts of the renewal application to support their particular context while ensuring compliance with required elements in law. While the application documents should be released prior to the kickoff meeting in May a suggested due date for the application is in the month of November. See Exhibit 4 in the Appendix for FACSA's Renewal Application Template.

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### *In Practice: Polk County Renewal Application*

*The Polk County renewal application (available [here](#)) includes a section describing what reviewers will look for in evaluating schools' responses to each of the questions in the renewal application as well as suggested evidence (as included below). This guidance provides clarity for charter schools in completing their renewal applications.*

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## Application Part 1. Renewal Reflection: Excerpt from FACSA Renewal Application Template

### Section 4: If the charter is renewed, what are the school's plans for the requested number of years under the next charter agreement?

- 4A. Please describe how your charter has served the school during its initial contract term. What has the school learned during its most recent term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?
- 4B. Please attach a one (1)-year School Improvement Plan/Accountability Plan (Chart of Attachments D) that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.
- 4C. How will the school evaluate effective elements of the school's structure or program?
- 4D. What facility or facilities do you plan to use during the term of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety, and insurance requirements as described in Florida statutes, and that all related inspections and approvals are current.

See Exhibit 4 for FACSA's full renewal application template.

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#### *In Practice: Pasco Charter Renewal Template 2020-21*

*The Pasco County Schools renewal application template (available [here](#)) includes guidelines for the renewal process and a template for responding to questions and providing documentation. After each question, the template provides instructions to the school about how to respond and the types of data and evidence the authorizer is seeking.*

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## Application Part 2. Body of Evidence Submissions: FACSA Renewal Application Template, Chart of Attachments

Part 2 of the application provides a template for requesting documents and other data relevant to the renewal process. The evaluation components provide one way to organize the body of evidence. Below is the Chart of Attachments from FACSA's renewal application template that lists key documents an authorizer will collect to review as part of its renewal evaluation.

## CHART OF ATTACHMENTS

Please tab or separate attachments as noted below.

1. FSA and/or other state accountability tests as applicable within the last six (6) years.\*
2. Annual student gains to include lowest 25% within the last six (6) years.\*
3. Percentage of students tested within the last six (6) years.\*
4. Student performance by ESSA subgroup categories.<sup>xiv</sup>
5. One (1)-year accountability plan and/or SIP that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum framework.
6. Accountability plan progress report.
7. Educational Program Design Self-Evaluation.
8. Requested charter contract term.
9. Projected budget for the requested length of term requested by the renewal. If requesting a long-term contract, please attach a comprehensive business plan that demonstrates support for the request.
10. Projected enrollment for the next contract term.
11. Governing board membership and turnover.
12. Administration and staff turnover within the last five (5) years.

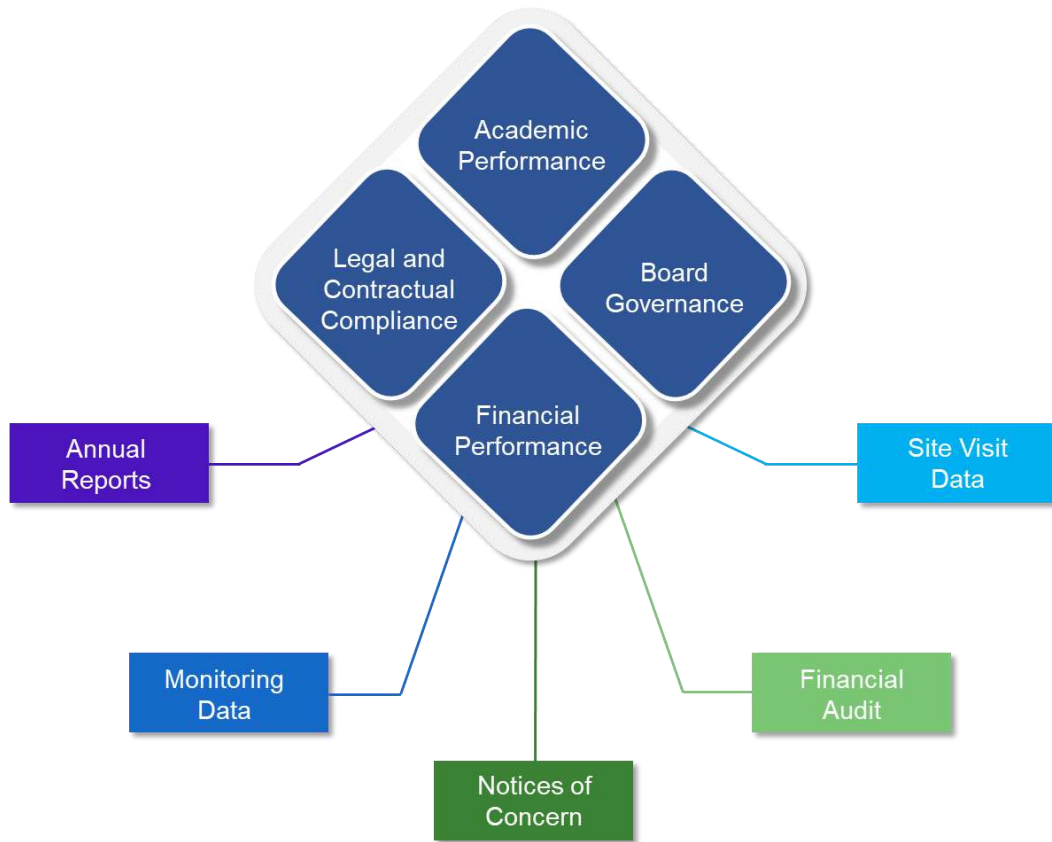
**\*Note:** The school district will generate and provide FSA and EOC reporting. The charter school must supply data taken from other resources to measure student outcomes, if applicable.

See the Appendix, Exhibit 4 for FACSA's renewal application template.

Figure 4 provides additional guidance on how to use evaluation components to organize sources of data for the required body of evidence submissions.



Figure 4. Sources of Data for Body of Evidence





# Site Visits

Site Visits

Site visits are designed as a tool for authorizers to observe charter school performance and may include classroom and governing board meeting observations, staff interviews, document review, and requests for additional data. Though not required by statute, the information collected during site visits supports authorizers in engaging in their requirement to “monitor and review the charter school in its progress toward the goals established in the charter.”<sup>xv</sup> Site visits also inform schools’ ongoing cycles of continuous improvement and assist authorizer staff in assessing performance and progress in meeting the goals stated in a school’s charter. Authorizer staff are encouraged to communicate with other district offices as they conduct site visits and/or conduct other monitoring activities to support the comprehensive assessment of schools’ performance and adherence to the goals established in their charter agreements (i.e., finance, special education, etc.). Ideally, authorizers conduct site visits on an annual basis, though some review topics and criteria may not apply in a given year.

Authorizer staff should discuss the site visit process with school leadership as part of the renewal kickoff process. The table below articulates suggested steps for authorizers before, during, and after a site visit.

**Table 1. Suggested Site Visit Steps**

| Time                | Steps  |
|---------------------|--|
| Prior to Site Visit | Prior to the Site Visit, the authorizer notifies the school of: <ul style="list-style-type: none"> <li>• the date on which the site visit will occur;</li> <li>• the time of the meeting with the school leader;</li> <li>• the composition and timing of the focus groups;</li> <li>• the documents that the school is required to consolidate into one binder for document review (or folder or other location submitted online); and</li> <li>• the criteria according to which the authorizer will evaluate the school during the site visit.</li> </ul> |
| During Site Visit   | The site visit itself is made up of the following components: <ul style="list-style-type: none"> <li>• Team meeting: The team leader welcomes the team, establishes the purpose and context of the visit, provides relevant materials, reviews the site visit schedule, reviews the code of conduct, and answers questions from team members.</li> <li>• Meeting with school leader: The team meets with the school leader for the purpose of making introductions and for confirming logistical details of the</li> </ul>                                   |

| Time                 | Steps  |
|----------------------|--|
|                      | <p>visit. The team may request additional meetings with the school leader during the visit as needed.</p> <ul style="list-style-type: none"> <li>• Classroom observations: The site visit schedule should include enough classroom observations to ensure coverage of a sampling of all grades and core subjects. The site visit team should observe all types of classrooms: general education, special education, English as a second language (ESL) instruction, and classrooms providing sheltered English immersion (SEI) instruction. While on site, the team should be free to visit all classrooms without advance notice to the school or the teachers. The length of classroom observations depends on the scope of the visit, with observations ranging from 10 to 20 minutes.</li> <li>• Focus groups/Interviews: The school should invite a representative group from each relevant category through an open invitation, and inform each participant of the time and place of the meeting. Each participant must have complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed.</li> <li>• Team time: The site visit schedule should include blocks of time during which the team reviews documents, makes additional classroom and school observations, records and discusses observations, data and other evidence, identifies issues for further review, and develops preliminary findings for a subset of the evaluation criteria.</li> </ul> |
| Following Site Visit | Following the site visit, the authorizer will have an exit meeting with the school leader to provide preliminary findings and an opportunity for the team to obtain clarification on outstanding questions or issues. At this meeting the school leader may also ask questions about the site visit process and next steps.  |

It is helpful to have a site visit protocol to guide the process and ensure all site visits are conducted consistently. A site visit protocol provides guidance to the staff conducting the visit about the review topics, questions to ask, “look fors,” documents to review, and data collection methods. See Exhibit 7 for FACSA’s renewal site visit protocol and Exhibit 8 for FACSA’s site visit checklist.

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*In Practice:*

*Hillsborough County Public Schools’ Annual Site Visit Template*

*Hillsborough County Public Schools has an annual site visit template (available [here](#)) that includes all of the elements that are reviewed in the annual site visit, the types of evidence or documentation that are reviewed, and the staff member responsible for the review. The template includes a rating system (i.e., full compliance, partial compliance, noncompliance) for each performance criterion.*

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 Evaluation and  
 Recommendations

# Renewal Evaluation

This section provides guidance for authorizer staff on the evaluation process that informs the district board’s renewal decision. Florida statute states that “a charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) [the charter contract elements] have been successfully accomplished and that none of the grounds for nonrenewal”<sup>xvi</sup> have been met. In addition, academic achievement for all students must be the most important factor when determining renewal.<sup>xvii</sup>

In addition to the regulations and statutory requirements, each authorizer should determine the evaluation components and the specific measures within each component that will inform their renewal recommendation to the board. When evaluating schools’ renewal materials, authorizers may want to consider the following key questions that align with the evaluation components in FACSA’s renewal application template:

1. Is the academic program a success?
2. Is the school a viable organization?
3. Is the school faithful to the terms of its charter?
4. If the school’s charter is renewed, what are its plans for the requested number of years of the next charter?

Renewal evaluations are informed by annual reviews and the body of evidence collected throughout the charter contract. After reviewing the body of evidence, authorizing staff may want to consider other factors such as those that influence the quality of school choice options within the larger community. Additional factors for consideration may include the following:<sup>xviii</sup>

- level of community support
- performance of other school options in the geographic area
- progress towards closing the achievement gap
- availability of other schools of choice or similar models
- unique programmatic offerings
- proximity to next performance rating
- network capacity
- enrollment relative to program capacity

When reviewing these evaluation components and other factors, authorizing staff should also consider the statutory reasons for nonrenewal or charter termination. These are as follows:

- “Failure to participate in the state’s education accountability system created in section 1008.31, as required in this section, or failure to meet the requirements for student performance stated in the charter.
- Failure to meet generally accepted standards of fiscal management.
- Material violation of law.
- Other good cause shown.”<sup>xix</sup>

A list of examples of other good causes are provided in the Florida standard charter renewal contract, available [here](#). Some of these include the following: “Failure to cure a material breach of any term or condition of this Charter after written notice of noncompliance; Failure to implement a reading curriculum that is consistent with effective reading strategies grounded in scientifically based reading research if not timely cured after written notice; Failure by the School to implement any financial corrective action plan or financial recovery plan approved by the Florida Commissioner of Education pursuant to section 218.503.”<sup>xx</sup>

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#### *In Practice: School Board of Lee County Charter Schools Policy*

*The School Board of Lee County has a [Charter Schools Policy](#) that includes causes for nonrenewal or termination of the charter and renewal guidance. It requires schools seeking renewal to submit a written request to the sponsor seeking renewal for a specified period of time, a written statement of eligibility for renewal documenting each of the criteria set forth in law, detailed plans for renewal that describe any planned variation from the current approved application, and a justification statement for renewal based on the service of the school and performance of its students during the previous charter period.*

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## Summative Report

As indicated in the Florida Principles & Standards, a best practice is for authorizers to provide a report that summarizes the school’s performance over the charter term and the likelihood the school will be renewed in advance of the board’s renewal decision. This practice also includes providing an opportunity for the school to both respond to the report, “correct the record,” and submit new information on its performance, if necessary. Some authorizers in the state currently provide this opportunity, while others provide the schools with an opportunity to address questions or issues raised in the report. A template for authorizer staff to summarize their evaluation of schools’ renewal applications and the body of evidence is provided in Exhibit 5 of the Appendix.

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### Florida Principles & Standards

*“Base the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined in the charter contract.”<sup>xxi</sup>*

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## Developing a Renewal Board Report/Recommendation

Authorizing staff must submit a written report to the district board summarizing their renewal evaluation, and some authorizing staff include a recommendation to renew or nonrenew the school as well. Authorizers vary in terms of what type of report and accompanying data they provide to the district board. Authorizers should consider providing a summary document as well as a more detailed summary analysis of each of the evaluation components, particularly any issues with serving specific student populations. The evaluation may include consideration of a school’s school improvement plan if relevant. FACSA’s board renewal report template is provided in Exhibit 6 of the Appendix.

## COVID-19 Impact

As a result of COVID-19, schools have modified their instructional models in real-time to provide students with technology for remote learning and to support students and families with emotional and physical health challenges during this time. Students have also had inconsistent learning experiences and access to technology during remote instruction, even within the same school buildings. Given these ongoing challenges, FACSA recommends that authorizers consider these unique circumstances as they evaluate charter schools undergoing the renewal process during the 2020–21 school year and possibly beyond—particularly when evaluating schools’ progress meeting the goals and performance expectations included in their charter agreements.

We know that authorizers lacked statewide assessment data for the 2019–20 school year, and that there are likely changes on the horizon to future assessment and accountability systems. As such, authorizers may want to review and consider which students participated in state tests during the 2020–21 school year to understand how representative they are of the total population of students. An additional consideration is the likelihood that assessment conditions were not standardized for all students as consistent access to instruction for all students has varied.

To address these gaps and challenges with state standardized assessments, authorizers may want to use additional academic data to assess schools’ performance during the renewal process. One approach is to provide a list with the types of data schools can use to demonstrate academic performance for the 2019–20 and 2020–21 school years and include specific

examples. These data could both support schools' performance trajectory and complement the state assessment data. Authorizers' lists of supplementary data may include formative and summative assessments; grades; attendance; behavior data; and course completion for high school students.

Another approach is to provide guidance about the assessments charter schools should use for monitoring/evaluation. For example, assessments should assess grade-level standards and represent the learning for a significant portion of students. Authorizers may also want to consider requiring schools to only use the assessments administered in previous years to demonstrate performance trends. Lastly, authorizers are encouraged to work with each school to establish consensus on the academic measures that will be used to assess performance for the 2019–20 and 2020–21 school years based on authorizers' guidance.

In addition, site visits provide an important source of qualitative data for renewal decision-making. Authorizers that conducted virtual site visits during the 2019–20 and 2020–21 school years should use these findings to confirm previous trends and inform the renewal process. Authorizers that did not conduct annual site visits may want to conduct annual visits during the years after the COVID closures to provide additional data to inform renewal decisions. Because this document is being produced during a transitional time, it is likely that guidance about how to handle these gaps in data will evolve.

There may also be impacts from COVID on financial performance as well as operational compliance and governance. A couple of factors may affect financial performance such as schools falling short of enrollment targets during the pandemic, thus affecting revenue targets. Authorizing staff should provide some flexibility and consider trends before and after those years. Furthermore, federal stimulus funds may provide additional financial support that enable schools to improve their financial situations. As for operational compliance and governance, schools may have experienced emergency situations during the COVID years that restricted their ability to comply with requisite reporting requirements. Flexibility in these situations is warranted as well.

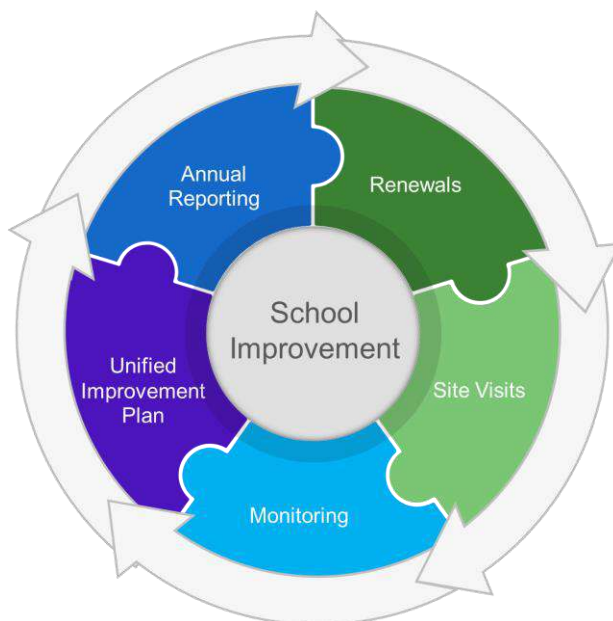
# Options Short of Non-Renewal

This section discusses options short of nonrenewal decisions that, when appropriate, support continuous improvement. These options give authorizers tools to build the capacity of schools that need improvement but are unlikely to be closed or do not warrant closure. They are particularly important during and after the COVID pandemic since it is likely that fewer schools will be nonrenewed during this time. The section discusses how authorizers may (1) engage with schools about performance concerns, inform continuous improvement efforts, and identify areas where authorizers can support schools; (2) implement mutually agreed-upon conditions that support school improvement; and (3) differentiate charter renewal contract lengths based on the school’s performance.

## Continuous Improvement and Conditions

One of the primary purposes of the annual review and renewal process is to support schools in continuous reflection and improvement. All of the data collected as part of the body of evidence can be used to support schools and authorizers in engaging in a process of continuous improvement and reflection. In addition, all schools that receive a grade of a “D” or “F” or three consecutive grades below a “C” must develop a school improvement plan and must report on the progress of the plan annually. For schools that have them, the school improvement plan can play a role in the conversation about the school’s strengths and areas for improvement.

**Figure 5. Body of Evidence Informs Continuous Reflection and Improvement**





One way to codify improvement strategies that are critical to improving school performance is to incorporate them into the renewal contract as conditions. Florida law supports renewing charter contracts with mutually agreed-upon renewal contract conditions.<sup>xxii</sup> These conditions allow an authorizer to renew a school that demonstrates potential to improve but isn't meeting standards at the time of renewal. For example, a renewal contract may specify that a school must improve its state letter grade. Conditions may also address specific weaknesses the authorizer identifies, such as increasing reading proficiency or replacing the board chair of a governing board that has been ineffective.

## Differential Charter Renewal Contract Lengths

The Florida standard charter contract allows for terms from 5 to 15 years. The benefit of differential contract lengths is that the length of a contract can vary based on the performance of a school. Authorizers can develop guidance to inform their recommendations to the board about differential renewal contracts. Statute permits 15-year renewals for charter schools operating for a minimum of three (3) years and “demonstrating exemplary academic programming and fiscal management.”<sup>xxiii</sup> Statute further defines exemplary academic programming as receiving a school grade of “A” or “B” in three of the past four (4) years and fiscal management as not being “in a state of financial emergency or deficit position.”<sup>xxiv</sup> In certain instances, the board may decide to extend a charter’s term for one (1) year to provide additional time for the school to demonstrate progress and prepare for the renewal process. In this instance, both the board and the governing board of the school must agree to the extension.

The rubric in the following section offers one option for guiding decision-making about contract lengths and conditions. Exhibit 3 in the Appendix also includes FACSA’s annual report template.

## Bringing it All Together: Conditions and Contract Length

While this rubric provides one example of how authorizing staff might think about contract terms and conditions, professional judgement is a critical ingredient for making these decisions, which is why the rubric offers different contract options for schools with the same ratings. Authorizing staff should have an in-depth understanding of the challenges facing each school by reviewing the body of evidence and using these data to inform the contract terms and conditions. For example, in the rubric below, there may be a school that was not in good standing based on annual program reviews for three years in a row, but the non-compliance was related to poor board performance and there’s been a new board in place for two years. In this case, an authorizer may decide that conditions are no longer necessary and a three-year contract with no conditions is warranted.

Another circumstance to consider is when schools have long contract terms. First, schools with 15-year terms “are subject to annual review[s].”<sup>xxv</sup> Second, granting long contract terms to

schools that previously had a long-term contract and are up for renewal may not be warranted. Five-year terms provide for better accountability and reflect national best practices.<sup>xxvi</sup>

**Table 2. Renewal Contract Guidance**

| Authorizer Name    |               |            |          |       |      |  |  |  |  |
|--------------------|---------------|------------|----------|-------|------|--|--|--|--|
| School Name        |               |            |          |       |      |  |  |  |  |
| Management Company |               |            |          |       |      |  |  |  |  |
| Board President    | Grades Served | Enrollment | % FRL/ED | % IEP | % EL |  |  |  |  |
|                    |               |            |          |       |      |  |  |  |  |

| Overall Performance  |         |         |         |         |         |                    |            |
|--|---------|---------|---------|---------|---------|--------------------|------------|
| Overall Assessment of Performance and Compliance                 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Length of Contract | Conditions |
| Summary of Enrollment  |         |         |         |         |         |                    |            |
| Rating for Academic Performance                                  |         |         |         |         |         |                    |            |
| Rating for Operational Compliance and Governance                 |         |         |         |         |         |                    |            |
| Rating for Financial Performance                                 |         |         |         |         |         |                    |            |
| Is the school in good standing based on a review of all domains? | Yes     | Yes     | Yes     | Yes     | Yes     | 5- year contract   | None       |
|  | No      | No      | Yes     | Yes     | Yes     | 5-year contract    | Yes        |
|  | No      | No      | Yes     | Yes     | Yes     | 3-year contract    | None       |
|  | No      | No      | No      | Yes     | Yes     | 3-year contract    | No         |
|  | No      | No      | No      | Yes     | Yes     | 3-year contract    | Yes        |
|  | Yes     | No      | No      | No      | No      | Non-renew          | N/A        |



# Board Consideration of Report/Recommendation

Authorizer staff or the district superintendent will provide their renewal report and/or recommendation to the board. Florida’s Principles & Standards indicate that quality sponsors (1) make renewal determinations based on “thorough analyses of a comprehensive body of objective evidence defined in the charter contract;” (2) only renew schools “that have achieved the standards and targets stated in the charter contract, [and] are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law; and (3) do “not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvements.”<sup>xxvii</sup>

Upon receiving authorizer staffs’ report/recommendation, the board will consider schools’ renewal findings and deliberate on the renewal decision in a public meeting. This forum may include a presentation by the authorizing staff or superintendent, a presentation by the school, or other information to inform the board. At the end of the deliberation, the board will make a determination and notably may have particular concerns that they wish to be the subject of negotiation for the renewal contract, for instance by including conditions.

Florida statute requires sponsors to notify schools’ governing boards in writing at least 90 days before renewing or not renewing a charter.<sup>xxviii</sup> Thus, once the district board makes its determination, the authorizing staff must notify the school in writing of the board’s decision and explain the grounds for the action in this notice.<sup>xxix</sup>



Contract Negotiations  
and Execution

# Renewal Contracts

Once a district board approves a school’s renewal application, the authorizer staff and the school’s governing board are charged with negotiating the conditions of the renewal contract. However, they must use the state’s model contract as a foundation, and therefore, there are limited areas for negotiation. This step does allow the parties to discuss the renewal contract terms, conditions, and any necessary improvement supports.

Florida statute also provides a timeline for the renewal contract. The authorizer must send the draft contract to the school within 30 days of the renewal decision.<sup>xxx</sup> The authorizer and school have “40 days thereafter to negotiate and notice the charter contract for final approval by the sponsor unless both parties agree to an extension.”<sup>xxxii</sup> The contract must be provided at least seven calendar days before the meeting at which the charter will be voted on.<sup>xxxii</sup>

## Appeals

State statute establishes an appeals process following renewal decisions. The first step authorizes charter schools to request a hearing within 14 days of a renewal decision.<sup>xxxiii</sup> The renewal decision must first be authorized by a vote of the school’s governing board.<sup>xxxiv</sup> Hearings must be conducted within 90 days after the request by an administrative law judge.<sup>xxxv</sup> Upon reaching a determination, the administrative law judge then submits its findings to the authorizer. Lastly, charter schools’ governing boards may appeal the decision within 30 calendar days after receiving the final order for judicial review.<sup>xxxvi</sup>

## Non-Standard Renewal Situations

There are a variety of non-standard renewal situations that warrant special considerations, including requests to merge schools, transition authorizers or charter management organizations (CMOs), and/or divide schools. Authorizers should incorporate these scenarios into their renewal process by developing specific questions and review criteria related to these circumstances. For example, if a school is joining a new CMO, the authorizer should incorporate questions about the new CMO’s capacity. Ultimately, these scenarios are an additional variable for authorizers to consider as they evaluate schools’ body of evidence.

# Appendix

## Exhibit 1. Glossary of Terms

- Charter school authorizer (authorizer) — local school districts, colleges, and universities are permitted to authorize charter schools in Florida. Charter school authorizer staff (authorizer staff) — individuals employed by the authorizer and are charged with:
  - monitoring charter schools’ performance,
  - working with school staff and governing boards in executing the renewal process,
  - preparing renewal findings and recommendations for local school boards of education as they review renewal applications, and
  - negotiating with a school’s governing boards on charter renewal contracts.
- Charter school governing board (governing board) — the board members that oversee charter schools’ day-to-day activities, including the education program, operations, and financial activities.
- Charter school leadership (school leadership) — a charter school principal and/or other leadership staff who work with the school’s governing board and authorizer staff to facilitate the renewal process (i.e., initial renewal discussions and scheduling, providing the requisite body of evidence submissions, preparing for site visits, and scheduling staff interviews).
- Charter school management organization (CMO) — a nonprofit management organization that operates charter schools.
- Florida Charter Statute — F.S. § 1002.33.
- Florida Department of Education (FDOE) — the state education agency.
- English for Speakers of Other Languages (ESOL students) — in addition to this definition, Florida statute includes additional requirements for ESOL students.<sup>xxxvii</sup>
- English language learners (ELL or ELL students) — a student who “has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is in English.”<sup>xxxviii</sup>
- Every Student Succeeds Act (ESSA) — federal law passed in December 2015 that governs the country’s K–12 public education policy and replaced its predecessor, the No Child Left Behind Act.
- Free and Appropriate Public Education (FAPE) — the special education and related services needed to meet a students’ needs as identified by the individualized education program team.<sup>xxxix</sup>

- Individualized Education Program (IEP) — the "written statement for each child with a disability that is developed, reviewed, and revised." A student's IEP must include their annual goals—including academic and functional goals; special education and related services, and supplementary aids students need to access the general education curriculum; and accommodations and modifications as needed.<sup>xi</sup>
- Local boards of education (district board) — district boards review charter schools' renewal materials and the recommendations provided by authorizer staff when determining whether to renew, revoke, or nonrenew a school's charter contract.
- Individuals with Disabilities Education Act (IDEA) — a federal law that makes available a "free appropriate public education" to all eligible children with disabilities and ensures the provision of special education and related services to those students.<sup>xii</sup>
- Least Restrictive Environment (LRE) — a federal mandate requiring that — to the maximum extent possible — students with disabilities are educated with their non-disabled peers.<sup>xiii</sup>
- State Board of Education (State Board or SBE) — the governing body of FDOE that provides educational leadership for the state. The SBE issues administrative rules and forms related to charter school authorization and operations.

## Exhibit 2. FACSA Contract Renewal Letter Template

[DATE]  
 [NAME], Principal  
 [SCHOOL]  
 [ADDRESS]  
 [ADDRESS]

Dear [PRINCIPAL NAME]:

As you are aware, the contract between the School Board of [DISTRICT NAME] County and [SCHOOL] will expire on June 30, 20[XX]. As a result, [SCHOOL] is scheduled for a contract renewal review. A review team composed of district personnel chosen for expertise in their field and knowledge of charter school requirements will be visiting your school. The team will meet at [SCHOOL] on [DATE], at 8:00 a.m. In addition to the compliance documents that have been received by the charter office, please ensure the items on the charter review criteria checklist as well as the following materials are accessible during the review:

1. Current and previous lists of all personnel and their assignments
2. Student cumulative records including assessments
3. ESE Students targeted roster
4. A list of English Language Learner (ELL) students
5. A list of PTA officers, parent advisory groups and other support groups
6. A list of governing board members with current addresses and phone numbers
7. Board meeting minutes
8. All financial records, policies, and procedures—i.e., documentation supporting federal and state grant expenditures, bank statements, capital outlay fund expenditures, etc.
9. Any other documentation for consideration that will inform the review team

An application update template was given to you on [DATE], to guide you in making changes and updates to your current application. The application update must be received by the Charter Office no later than [DATE].

Please have at least two board members available to speak to a team member during the review. It is also important that you and a small number of teachers are available to answer questions that will help inform the team about your school.

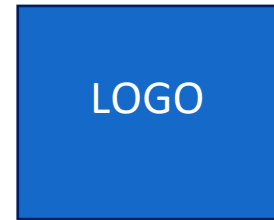
The results of this review will be shared with you in a report for the purpose of program improvement. If you have any questions concerning the review process or the information requested from your school, please call the charter office at [(xxx)123-5698].

Sincerely,

Anne Newsome  
 General Director, Charter Schools  
 cc: Board Members, [SCHOOL]  
 [OTHER DISTRICT STAFF], Supervisor, Charter Schools



## Exhibit 3. FACSA Annual Report Template



### Main Street Academy

123 Main Street, Local City, FL 12345 | (813) 555-1212 |  
 Grades K - 8 | Enrollment 300 | School Specialty Program - STEAM | Principal – Dr. Ferguson

| School Information        |  |                               |  |
|---------------------------|--|-------------------------------|--|
| <b>Management Company</b> |  | <b>High Performing Status</b> |  |
| <b>Title I</b>            |  | <b>Accredited</b>             |  |
| <b>Board President</b>    |  | <b>Contract Term</b>          |  |
| <b>Year Open</b>          |  | <b>Grades Served</b>          |  |

| Enrollment                              |         |         |         |
|---|---------|---------|---------|
| Demographics                            | 2018-19 | 2019-20 | 2020-21 |
| Total Enrollment                        |         |         |         |
| % Free and Reduced Lunch Program (FRLP) |         |         |         |
| % Students with Disabilities (SWD)      |         |         |         |
| % English Language Learners (ELL)       |         |         |         |
| % Black                                 |         |         |         |
| % White                                 |         |         |         |
| % Hispanic                              |         |         |         |
| % Other                                 |         |         |         |

| Academic Performance                                    |         |         |         |
|---|---------|---------|---------|
| Indicators  | 2018-19 | 2019-20 | 2020-21 |
| FLDOE School Accountability Grade                       |         |         |         |
| <b>English Language Arts:</b> % Proficiency             |         |         |         |
| <b>English Language Arts:</b> % Learning Gains          |         |         |         |
| <b>Mathematics:</b> % Proficiency                       |         |         |         |
| <b>Mathematics:</b> % Learning Gains                    |         |         |         |
| Middle School Acceleration and College/Career Readiness |         |         |         |
| Graduation Rate   |         |         |         |
| Corrective Action (Yes/No)                              |         |         |         |
| Has Met Contract Performance Goals (Yes/No)             |         |         |         |

| Operational Compliance and Governance  |         |         |         |
|--|---------|---------|---------|
| Compliance Monitoring  | 2018-19 | 2019-20 | 2020-21 |
|  |         |         |         |
| The compliance rating is based on the timeliness and completeness of the school’s compliance with the charter contract, certain local, state, and federal legal requirements, and directives/regulations issued by the FLDOE or similar jurisdictional agencies as calculated by the district’s online charter school compliance system. |         |         |         |

| Financial Performance                      |         |         |         |
|--|---------|---------|---------|
| Financial Performance Indicators           | 2018-19 | 2019-20 | 2020-21 |
| FEFP for School Year                       |         |         |         |
| Fund Balance                               |         |         |         |
| Annual Revenue                             |         |         |         |
| Expenditures                               |         |         |         |
| Financial Deteriorating Condition (Yes/No) |         |         |         |
| Financial Corrective Action (Yes/No)       |         |         |         |

This document is a tool intended to inform stakeholders of a charter school's overall profile and not as a scored performance framework. A performance framework is a group of scored metrics that result in overall ratings. A school profile is a collection of critical but unscored information and/or metrics about a school that can be widely shared alongside the rating of a school's performance and quality.

## Exhibit 4. FACSA Charter Renewal Application

### CHARTER RENEWAL COVER SHEET

**NAME OF CHARTER SCHOOL SEEKING RENEWAL:**

**CHARTER SCHOOL LOCATION NUMBER:**

**MAILING ADDRESS:**

**TELEPHONE:**

**GRADES SERVED:**

This School has been designated a High Performing Charter School pursuant to Florida Statute § 1002.331.

Provide the name of the person who will serve as the primary contact for this charter renewal application. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

**CONTACT PERSON:**

**TITLE/RELATIONSHIP TO GOVERNING BOARD:**

**PRIMARY TELEPHONE:**

**E-MAIL ADDRESS:**

**NAME OF EDUCATION SERVICE PROVIDER (if any):**

## RENEWAL APPLICATION CERTIFICATION STATEMENT FORM

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief: that this application has been approved by the school's governing board; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, or academic achievement. This is a true statement, made under the penalty of perjury.

**School Name:**

**Site #:**

**Name of Governing Board Chair:**

**Signature:**

**Date:**

**Date Approved by Governing Board:**

## INTRODUCTION

The contractual agreement between your charter school and the School Board of [ XXX ] County **will expire on June 30, 20[XX]**. In accordance with Florida Charter Law, a charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented pursuant to F.S. § 1002.33(7)(19)(c)(1).

The School Board of [XXXX] County is committed to continued sponsorship of charter schools that demonstrate academic success, fiscal accountability, and appropriate governance. To demonstrate a successful charter school program, the completion of the charter renewal application must present evidence of success in this format. A successful completion of the renewal of a charter will be an articulate, affirmative response, based on clear credible evidence, to the questions that guide charter school accountability. It must also offer compelling answers to questions about the school's future plans. This charter renewal application should be a sound, well-supported explanation of why the School Board of [XXXX] County should renew a school's charter. Key questions include:

1. Is the academic program a success?
2. Is the school a viable organization?
3. Is the school's program and operation faithful to the terms of its charter?

In conducting a contract renewal review, the sponsor will focus its analysis on the school's performance in three categories:

1. Educational performance
2. Financial performance
3. Organizational performance

Florida Statute § 1002.33 states the Sponsor shall make student academic achievement for all students the most important factor when determining whether to renew or terminate the charter. While an initial charter application addresses future plans, the renewal process focuses on demonstrated, documented performance. A successful charter renewal application will be able *to stand on its own* as a clear and credible explanation, addressing both the school's strengths and weaknesses, of why the school's charter should be renewed. The explanation should be complete and should not require further explanation or clarification by the school. The charter review team of reviewers should not have to guess at the meaning of sections or statements or make any assumptions about why the evidence presented is an appropriate or compelling answer to a question. Like a well-written business plan or legal brief, the charter renewal application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful renewal documents will identify strengths, as well as weaknesses, and will explain why the weaknesses do not outweigh a school's strengths. In addition, plans to address major weaknesses will be clearly outlined.

## RENEWAL APPLICATION SUBMITTAL PROCESS AND TIMELINE

The charter renewal application deadline is **4:00PM Friday, September 3, 20[XX]**.

Here is an overview of the charter renewal application submission process, timeline, and other relevant details.

- **Formatting:** The text and attachments must use standard one-inch margins, be clearly paginated, and use a traditional typeface (e.g., Times New Roman, Calibri, or Arial), no smaller than 11-type size. If a template is included in this document for a particular requirement, please fill in the template using the formatting provided.
- **Data:** Tables, graphs, and other data, including student achievement data, must be clearly presented, clearly explained, and directly relevant to the text.
- **Renewal Application Checklist and E-Binder Organization:** A copy of the application checklist indicating that all items are included in the submission must be included.
- **Appendices:** Any additional attachments must be clearly labeled and referenced in the Table of Contents. Additional information included in the appendices, excluding required compliance documents as specified in the application checklist, should not exceed 25 pages in total.

The charter school must submit **three (3) bound copies** of the charter renewal application and **one (1) USB electronic copy** to:

The School Board of [NAME]County  
 Attention: Office of Charter Schools  
 Professional Development Center  
 [123 School Road]  
 [Palm City], FL [33811]

**The charter renewal application must contain:**

- Charter Renewal Cover Sheet
- Table of Contents
- Tabbed Sections
- Charter Renewal Application Certification Statement
- Executive Summary
- Consecutive page numbers throughout including attachments and aligned with the table of contents
- **Proper sources referenced on all tables, graphs, and other data**

A renewal site visit will be conducted at the charter school and scheduled in **October** with the governing board, school administration, school staff (as applicable), and district staff.

A charter contract may be negotiated concurrently with the charter renewal application process; however, a charter contract will not be finalized and recommended for public hearing until school board approval of charter renewal application.

## ANTICIPATED KEY DATES

| Renewal Event                                  | Date   | Description  |
|--|--|--|
| Contract Renewal Informational Meeting         | May-August   | Overview of the contract renewal process; principals and board chair or designee must attend.  |
| Contract Distributed to Schools                | August 21  | Following the informational meeting the XXXX County model contract will be provided to board chairs for review.  |
| District Review Team Meeting                   | August 26  | Overview of the contract renewal process and district review team member requirements and responsibilities.  |
| Contract Renewal Application Packet Due to CSO | October 1  | The school submits its application packet for charter renewal to the CSO by 4:00 p.m. on October 1, 20XX.  |
| Application Packet Review                      | October 2-December 6   | CSO staff will review and evaluate the application packet and will work with the school principal to request any additional information or revisions to application packet.  |
| School Site Visits                             | December-January   | On-campus site visit to review and evaluate evidence of criteria prepared and organized by the school.   |
| Site Visit Review Report Collected             | Within a 2-week period after site visit date, additional dates as applicable | Initial site visit review feedback report collected from contract renewal team members.<br><br>Reports are reviewed and schools are given an opportunity to cure applicable criteria items not met or partially met. Additional deadlines are assigned as appropriate. |
| Contract Negotiations                          | May begin upon review, completion until finalized                            | Designated school representatives will meet with the General Director of Charter Schools and the district's attorney, as necessary, to negotiate the terms of the contract.  |
| Contract Renewal Feedback Report Provided      | Prior to board meeting to approve contract                                   | The review feedback report designed to assist the school will be provided to the principal prior to the final renewal approval. An in-person meeting to review the report with CSO staff is optional.  |
| Superintendent Recommendations to the Board    | January-February 2020  | The XXXX County School Board will render a final decision regarding the negotiated contract. The contract renewal report will be available for review 7 days prior to the board meeting.   |

\*Dates and site visit methods are subject to change.

## EXECUTIVE SUMMARY

|  |   |                                     |   |                 |              |
|--|---|-------------------------------------|---|-----------------|--------------|
| <b>School Name</b>                                       |   | <b>Name of Legal Entity</b>         |   |                 |              |
| <b>School Number (MSID)</b>                              |   | <b>Location</b> (School Address)    |   |                 |              |
| <b>Principal</b>   |   | <b>Board Chair</b>                  |   |                 |              |
| <b>Management Company (ESP)</b>                          |   |                                     |   |                 |              |
| <b>Opening Year</b>                                      |   | <b>Current Contract Term</b>        |   |                 |              |
| <b>Requested Charter Contract Term</b> (5yr, 10yr, 15yr) |   | <b>Current Grades Served</b>        |   |                 |              |
| <b>Current Enrollment</b>                                |   | <b>Maximum Enrollment</b>           | (Contract capacity)                               |                 |              |
| <b>Student Waitlist</b>                                  | (Yes or No)<br>(If Yes, include #)  | <b>Meets Class Size Requirement</b> | (Yes or No)                                       |                 |              |
| <b>Meets Class Size Requirement</b>                      | (Yes or No)   | <b>Fiscally Sound</b>               | (Yes or No)<br>(If No, list the financial status) |                 |              |
| <b>High Performing</b>                                   | (Yes or No) (If Yes, include year of receipt/may also list year span in which previously designated if it has been removed) |                                     |   |                 |              |
| <u>Mission Statement:</u>                                |   |                                     |   |                 |              |
| <br>   |   |                                     |   |                 |              |
| <u>Vision Statement:</u>                                 |   |                                     |   |                 |              |
| <br>   |   |                                     |   |                 |              |
| <u>Target Population:</u>                                |   |                                     |   |                 |              |
| <br>   |   |                                     |   |                 |              |
| <u>Curriculum Focus:</u>                                 |   |                                     |   |                 |              |
| <br>   |   |                                     |   |                 |              |
| <b>Student Demographics</b>                              |   |                                     |   |                 |              |
| <u>% FRL/CEP</u>   | <u>% Minority</u>   | <u>% Students' w/Disabilities</u>   | <u>% 504</u>                                      | <u>% Gifted</u> | <u>% ELL</u> |
|  |   |                                     |   |                 |              |



## Section 1: Is the Academic Program a Success?

### 1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

#### What reviewers will look for:

Clear quantitative evidence that the school has made satisfactory progress in meeting the student academic performance objectives in its accountability plan.

As much as possible, the school's claim about student performance should be supported by evidence from impartial, independent assessments such as standardized tests, juried assessments, or audited portfolios – that is, assessments that credibly employ the impartial judgment of qualified individuals (or testing companies) outside the school's community. If some of the student performance evidence is based on internal staff evaluations of student performance, the charter renewal application should address the degree to which staff judgment is confirmed by objective assessment data. The charter renewal application should also describe the extent to which staff judgments are informed by documented criteria and methods that are consistently applied. Information should include disaggregated data that addresses, at a minimum, gender, socio economic and minority populations. A plan to address overall academic performance weaknesses, if identified, as well as increased performance for specific sub-groups should be detailed.

In supporting its response to this question, the school should strike a balance between presenting evidence that provides too simplistic an overview (e.g., "all of our students scored 'competent' or above in all subject areas on standardized test X".) and all data that is too detailed (e.g., "17% of 7<sup>th</sup> graders who took Standardized Test X without accommodation scored between the 30<sup>th</sup> and 40<sup>th</sup> percentile of the word recognition sub-section of the reading test.") The data presented should provide the reader with a comprehensive picture of how all the school's students have performed relative to the school's specific academic performance objectives and should illustrate the range of performance and the variations in performance among those students.

A school may not have fully reached the standard called for by a particular academic performance objective. In that case, it should explain clearly why it considers the progress that it is has made to be reasonable, and, if appropriate, explain any circumstances that may have prevented the school's full attainment of the objective.

#### Suggested sources of evidence:

Promotion and graduation requirements and results of assessments that determine whether a student has met externally developed test results, internally developed test results, externally reviewed portfolios, or juried assessments. Include curriculum mapping, description of how curriculum in the core content areas is aligned with current standards, documentation on grading practices/expectations, and how academic intervention is provided to tier 2 and tier 3 students.

### 1B. Has student performance significantly improved and/or been persistently strong on internal and external academic assessments?

**What reviewers will look for:**

Evidence of progress that the school’s students have made over time while enrolled in the school. The academic performance of students at one point in time (such as at the time of charter renewal application for renewal) says nothing about their progress over time. The school must present evidence of students’ longitudinal progress while at the school and make an argument for why that performance is evidence of significant improvement or persistent strength. Ideally, evidence should aggregate individual student progress over time. If such data are not available or are inconsistent, evidence regarding annual grade level performance should be provided.

**Suggested sources of evidence:**

Externally developed test results, internally developed test results, externally reviewed portfolios, and juried assessments.

## Section 2: Is the School a Viable Organization?

### 2A. Is the school financially solvent and stable?

#### What reviewers will look for:

A clear, concise narrative providing sufficient evidence that the school has competently and effectively managed its finances. The narrative should address any prior deficiencies or findings from independent audits and/or budget deficits in a fiscal year, and each was corrected/addressed. Any future planned major expenditures (e.g., capital projects, significant enrollment expansion, etc.) should be included, with details of how said expenditures will be funded (e.g., acquiring debt, or reserve funds), as well as the academic benefit(s) of said expenditures.

#### Suggested sources of evidence:

Results from independent financial audits, financial audits, and financial statement.

### 2B. Is enrollment stable and near capacity?

#### What reviewers will look for:

A clear concise statement about the history of its enrollment during the term of its charter. It should comprehensively document demand and turnover, with a clear explanation of the reasons for turnover. It should call attention to any significant trends in enrollment (such as increases or decreases in demand and increases or decreases in turnover) and provide evidence that supports the explanation of such trends. Specific attention and detail should be included regarding minority population numbers, both overall and by grade level. A plan should demonstrate overall enrollment is reflective of the community in which the school is located. Factors to be considered when determining if the school's population is reflective of the community in which the school resides should include, but not limited to, Free and Reduced Lunch status, racial make-up of the community, and ESE and ESOL populations.

#### Suggested sources of evidence:

Enrollment data, turnover data, waiting list data, exit interviews or surveys.

### 2C. Is the school governance sound and professional in performing the governance duties of the charter school?

#### What reviewers will look for:

Evidence that governance has been responsible and effective, that it has handled organizational challenges competently, that it has implemented a clear and fair procedure for evaluating teacher performance, and that it has responded effectively to complaints. It should provide evidence that the school's board has performed capably and independently.

**Suggested sources of evidence:**

Evaluations, surveys, formal complaints, board turnover, leadership changes, examples of governance issues such as all pending and threatened legal actions involving the school and how they were addressed and resolved.

**2D. Are the professional staff of the charter school competent and resourceful?**

**What reviewers will look for:**

Evidence that the professional staff are fully qualified and have performed capably. Evidence that the staff has met or made significant progress relative to the school performance goals of the school's accountability plan. Demonstrate evidence of ongoing staff training and a plan to address teacher retention and training in the upcoming renewal charter period.

**Suggested sources of evidence:**

Sources may include, but are not limited to evaluations, surveys, formal complaints, teacher turnover rates, qualifications of teachers and staff, administrative leadership changes, examples of staff issues and how they were addressed.

## Section 3: Is the School Faithful to the Terms of its Charter?

### 3A. Have the school's program and operation been consistent with the terms of its charter?

#### What reviewers will look for:

A restatement of each of the school's measurable performance objectives, and concise evidence that the school has made reasonable progress in meeting each of the objectives. If the charter renewal application has already explicitly addressed any of these objectives earlier in the document (e.g., student performance), those sections may be cited. The charter renewal application should also restate the school's major programmatic elements as described in the charter and should indicate the extent to which each has been successfully implemented.

Please attach an Accountability Plan Progress Report Summary for Renewal that clearly addresses each objective in the school's approved Accountability Plan and/or SIP as attached to their charter. This report must demonstrate the progress made toward each objective annually and if the objective was met annually. If an objective is not met at any time, the report should summarize the plan of action that was put in place or will be put in place.

#### Suggested sources of evidence:

Accountability Plan and/or SIP and relevant performance data (e.g., attendance, parental participation, safety, mobilization of non-state resources, staff development, plant improvement, parent surveys) and the school's Educational Program Design Self-Evaluation.

### 3B. Is the school within the bounds of applicable statutory and regulatory requirements?

Provide a clear explanation of how the school has complied with each of the following areas of state and federal regulations. Include in your reporting any complaint filed regarding any of these program areas. Listed below are the program areas and documentation which should be included to support your narrative response.

#### What reviewers will look for:

A clear explanation and supporting documentation of how the school has complied with each of the following areas of state and federal regulation, and should address any complaints made regarding its compliance:

- English Language Learners  
Describe what steps your school has undertaken to provide support to English Language Learner students. Documentation should include summaries of home language survey data and English language assessments conducted by the school. (i.e., number of students assessed, number found to be limited English proficient)
- ESE/Learning Support  
Describe how your program has met the needs of students with disabilities enrolled in your school. Include information regarding special education staffing, numbers of students receiving special education services, the number of special education students that have left the school and their stated reason for leaving. Documentation should include an overview of your ESE

services and compliance documentation, as well as a summary of any state program review audits that have been performed at your school, and/or any complaints which have been filed against the school regarding ESE and their findings. Random sample of student IEP's supporting service documents (service logs, IEP progress reports, etc.). Proposed expansion or modification of ESE programs and services as well as other future plans for ESE students should be detailed.

- **Mental Health**  
Provide evidence regarding mental health referral, interventions and monitoring is provided. Supply restraint/seclusion documentation, data explaining the number of students seen for mental health issues, documentation of the three-step process of determining risk, writing a plan, and monitoring. Also include the number of students referred to community service providers.
- **State Testing Requirements**  
Provide summary data on the number of students who were tested using FSA testing, SAT/10, and other required Florida state testing. Include the number of students who received testing accommodations, the types of accommodations provided, the number of students who received an alternative assessment, if any, and the type of alternative assessment administered.
- **Student Learning Time**  
Summarize your school calendar as provided in previous annual reports that demonstrates that your school meets time and learning requirements. If your school serves high school students, describe how high school graduation requirements are met and opportunities for remediation are afforded to students. Describe any after school tutoring programs, intercessions, summer learning opportunities or other learning extension activities as well as any planned expansion or changes during the upcoming charter renewal period.
- **Student Discipline**  
Has the school developed a code of conduct that is different than the sponsor's?  
  
Include summary data on the number of suspensions issued including both in house and out of school suspensions and suspensions from transportation and general categories under which the suspensions were issued (i.e., "cutting class", "foul language", etc.)
- **School Safety**  
Provide your school drill policy and logs documenting completion and a disaster preparedness plan if an emergency should arise. The disaster preparedness plan should identify staff assignments with specific roles.
- **Student Services**  
Demonstrate school-wide character education program/initiatives/bullying program, evidence of social/emotional/behavioral instruction. Include evidence of activities of complying with the Jeffrey Johnston Act such as information to parents regarding how to report bullying, documentation of investigations and determination, and preventative actions (i.e., curriculum, activities, etc.).

- **Miscellaneous**

Is the school utilizing and upgrading in the management of the school and in the classroom? Is the school compliant with copyrighted material and software licenses?

Is the school following any procedures regarding maintaining the confidentiality of student records and/or responding to subpoenas?

Has the school maintained an atmosphere free from discrimination for both students and staff? What protocols are in place?

**Suggested sources of evidence:**

Implementation plan for special education; relevant data regarding enrollment and services provided to special needs and bilingual student; school schedule and calendar; dates of and participation in SAT/10, FSA testing; suspension and expulsion numbers; a description of internal procedures for student discipline; description of health services; record of safety issues during the term of the charter; pre-suit notices, written demands, or lawsuits; adopted policies and procedures; codes of conduct; protocols.

## Section 4: If the School's Charter is Renewed, What are its Plans for the Requested Number of Years of the Next Charter?

- 4A. Please describe how your founding charter has served the school during its initial contract term. What has the school learned during its first term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?
- 4B. Please attach a one-year School Improvement Plan/Accountability Plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.
- 4C. How will the school evaluate and disseminate effective elements of the school's structure or program?
- 4D. What facility or facilities do you plan to use during the term of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety, and insurance requirements as described in Florida Statutes, and that all related inspections and approvals are current.

### What reviewers will look for:

An honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

## CHART OF ATTACHMENTS

Please tab or separate attachments as noted below

1. FSA and/or other state accountability tests as applicable within the last six (6) years.\*
2. Annual student gains to include lowest 25% within the last six (6) years.\*
3. Percentage of students tested within the last six (6) years.\*
4. Student performance by ESSA subgroup categories.<sup>xliiii</sup>
5. One (1)-year Accountability Plan and/or SIP that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum framework.
6. Accountability Plan progress report.
7. Educational Program Design Self-Evaluation.
8. Requested charter contract term.



9. Projected budget for the requested length of term requested by the renewal. If requesting a long-term contract, please attach a comprehensive Business Plan that demonstrates support for the request.
10. Projected enrollment for the next contract term.
11. Governing board membership and turnover.
12. Administration and staff turnover within the last five (5) years.

\*Note: The school district will generate and provide FSA and EOC reporting. The charter school must supply data taken from other resources to measure student outcomes, if applicable.

## Exhibit 5. Summative Report Template

**Table 3. Charter Renewal Summative Report: Authorizer Staff Recommendations and Areas of Concern Template**

| <b>CHARTER RENEWAL SUMMATIVE REPORT:<br/>Authorizer Staff Recommendations and Areas of Concern</b> |                                |
|--|--------------------------------|
| <b>School Name:</b>  | <b>Year Open:</b>              |
| <b>Principal Name:</b>   | <b>High Performing Status:</b> |
| <b>Chair, Board of Directors:</b>  | <b>Contract Term:</b>          |
| <b>Accredited:</b>   | <b>Grades Served:</b>          |
| <b>Authorizer Staff Renewal Recommendations:</b>   |                                |
|  |                                |
| <b>Areas of Strength:</b>  |                                |
|  |                                |
| <b>Areas of Concern:</b>   |                                |
|  |                                |

**Table 4. Charter Renewal Summative Report Details Template**

| Charter Renewal Summative Report Details |                         |
|--|-------------------------|
| School Name:                             | Year Open:              |
| Principal Name:                          | High Performing Status: |
| Chair, Board of Directors:               | Contract Term:          |
| Accredited:                              | Grades Served:          |
| <b>Enrollment Summary</b>                |                         |
| <b>Academics</b>                         |                         |
| <u>Performance Criteria</u>              | <u>Overall Rating</u>   |
| Curriculum                               |                         |
| Instruction                              |                         |
| Assessment                               |                         |
| Exceptional Student Education (ESE)      |                         |
| ELLs                                     |                         |
| School-Parent Communication              |                         |
| Student Support Services                 |                         |
| <b>Governance</b>                        |                         |
| <b>Human Resources</b>                   |                         |
| <b>Compliance</b>                        |                         |
| <b>Facilities</b>                        |                         |

|                       |
|-----------------------|
|                       |
| <b>Transportation</b> |
|                       |
| <b>Food Service</b>   |
|                       |
| <b>Finance</b>        |
|                       |

## Exhibit 6. FACSA Board Renewal Report Template

### Charter School Contract Review

| [Charter School]                |  |                                     |  |
|---------------------------------|--|-------------------------------------|--|
| <b>Principal</b>                |  | <b>Location</b>                     |  |
| <b>Board Chair</b>              |  | <b>Year Opened</b>                  |  |
| <b>Management Company (ESP)</b> |  | <b>Year(s) Renewed</b>              |  |
| <b>Grades Served</b>            |  | <b>Current Enrollment</b>           |  |
| <b>Student Waitlist</b>         |  | <b>Meets Class Size Requirement</b> |  |
| <b>Title I School</b>           |  | <b>20[XX] State Grade</b>           |  |
| <b>Fiscally Sound</b>           |  | <b>High Performing</b>              |  |
| <b><u>Mission Statement</u></b> |  |                                     |  |
| <b><u>Target Population</u></b> |  |                                     |  |
| <b><u>Curriculum Focus</u></b>  |  |                                     |  |

On [DATE], a contract renewal site visit was conducted at [XXX Charter School] to review the school thoroughly and systematically. The site visit review of the educational program, organizational practices, and business practices evident at the school and relevant to charter school law and the contract between the [District Name] County School Board and the Charter School Board. The review team comprised of district charter schools staff, as well as district experts from Human Resources, Curriculum/Instruction, Assessment, and Business/Finance participated in the site visit review process.

The school and district reviewers were provided a contract renewal site visit checklist with clear performance criteria to be evaluated using appropriate review methods. Upon review, staff rated each criterion based on a three-part scale:

| Rating          | Description   |
|-----------------|---|
| Meets           | The school meets criteria as evidence by review, observation, or interview.   |
| Partially Meets | The school meets some aspects of the criteria as evidenced by review, observation, or interview, but moderate concerns are noted. |
| Does Not Meet   | The school does not meet the criteria as evidenced by review, observation or interview and severe concerns are noted.             |

[XXX] Charter School successfully met the vast majority of performance criteria as evidenced in the following pages. A detailed site visit review feedback report with staff findings, commendations and recommendations has been compiled and provided to the school to assist with continual growth. This report is also on file in the Charter Schools office.

Per Florida Statute § 1002.33(7)19(b)1. which states, “A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented.”  
**Based on the successful review of the school a [X]year contract renewal is recommended with the following recommendations:**

Recommendations within each of the performance criteria are also noted in the applicable box in the chart below

| Performance Criteria |   | Meets | Partially Meets | Does Not Meet |
|----------------------|---|-------|-----------------|---------------|
| Curriculum           | a. Evidence of a <u>detailed</u> curriculum plan that illustrates how students will be provided instruction to attain the Next Generation Sunshine State Standards & Florida Standards.                           |       |                 |               |
|                      | b. Evidence of learning goals and objectives including how goals will be evaluated to indicate academic improvement.  |       |                 |               |
|                      | c. Evidence of a research-based reading curriculum including differentiated strategies for students reading at and above grade level.   |       |                 |               |
|                      | d. Evidence that there is a plan to evaluate the effectiveness of the curriculum program. (i.e., formative assessments, surveys, etc.)  |       |                 |               |
|                      | e. Evidence of appropriate materials used to support the curriculum program.  |       |                 |               |
| Instruction          | a. Evidence that the instructional staff receives training that will support the curriculum used at the charter school.   |       |                 |               |
|                      | b. Evidence that reading is the focus of the curriculum and that resources are provided to support the curriculum, including staff development.   |       |                 |               |
|                      | c. Evidence of additional instructional time for struggling readers as required by DOE.   |       |                 |               |
|                      | d. Documentation that all instructional activities are aligned to the Next Generation Sunshine State Standards/Florida Standards and are supportive of the curriculum.  |       |                 |               |
|                      | e. Students performing below grade level in reading, writing, mathematics, or science are identified and provided remedial instruction using Multi-tiered Systems of Support/Response to Intervention (MTSS/RTI). |       |                 |               |
|                      | f. The educational focus set forth in the application is evident in the school environment.   |       |                 |               |
|                      | g. Evidence that students and teachers have access to and utilize technology.   |       |                 |               |
|                      | h. Teachers demonstrate appropriate classroom management techniques.  |       |                 |               |
|                      | i. Evidence of discipline/behavior management schoolwide.   |       |                 |               |
| Assessment           | a. Description of method used to identify the educational strengths and needs of students.  |       |                 |               |
|                      | b. Evidence of an assessment plan that includes baseline, progress monitoring, formatives, and summative for all grade levels and assesses all students periodically throughout the school year.                  |       |                 |               |
|                      | c. Students participate in all age-appropriate state assessments.   |       |                 |               |
|                      | d. There is a designated state certified test coordinator who attends required District meetings.   |       |                 |               |
|                      | e. Evidence that staff receives training in test administration.  |       |                 |               |
|                      | f. Evidence that parents are notified of testing dates.   |       |                 |               |
|                      | g. Procedures are in place to report quarterly grades and mid-term progress to parents/guardians and students.  |       |                 |               |
|                      | h. Evidence of a Student Progression Plan: Procedures are in place for graduation, promotion, and retention including 3 <sup>rd</sup> grade portfolios ( <i>as applicable</i> ).                                  |       |                 |               |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Exceptional Student Education (ESE)</b>   | a. Procedures are in place and followed for determining eligibility and placement in the least restrictive environment and the provision of special education and related services to ESE students as set forth in the IDEA guidelines. |  |  |  |
|  | b. ESE students - IEPs are current.   |  |  |  |
|  | c. Personnel involved in IEP development are appropriately trained.   |  |  |  |
|  | d. ESE students are served appropriately by teachers certified in ESE.  |  |  |  |
|  | e. Matrices are completed by trained personnel and reviewed by the district.  |  |  |  |
|  | f. ESE education and related services are being delivered as indicated on the student's IEP.  |  |  |  |
|  | g. Classroom teachers are aware of the ESE and 504 students their classroom and are implementing accommodations according to the IEP or 504 Plan.   |  |  |  |
|  | h. Required three-year reevaluations are completed on or before the due date.   |  |  |  |
|  | i. Evidence of how the school serves gifted and talented students.  |  |  |  |
|  | j. Service delivery models implemented at the school align with the level of service indicated in the application.  |  |  |  |
|  | k. Evidence that the process for Initial and Annual IEP's is followed.  |  |  |  |
|  | a. Evidence that the process for students transferring from out of state is followed.   |  |  |  |
|  | b. Evidence that 504 plans are current, implemented, and followed.  |  |  |  |
|  | c. Evidence that all J-screens are up to date.  |  |  |  |
|  | <b>English Language Learners (ELL)</b>  | d. Evidence that the school follows the district's Special Programs and Procedures document. |  |  |
| e. School ESE Personnel attend ESE Trainings.  |   |  |  |  |
| a. The school registration form includes the Home Language Survey and United States entry questions. The registration form is placed in the student's ELL folder; the survey date is entered in the mainframe. |   |  |  |  |
| b. Copies of ELL documentation is available, as well as testing information for eligible students in the backup ESOL resource folder.  |   |  |  |  |
| c. Comprehensible instruction using ESOL strategies is being delivered in the classroom and documented on the ESOL Strategies Checklist. Checklists for previous years are on file.                            |   |  |  |  |
| d. ELL folders/paperwork/student plans are updated and in compliance.  |   |  |  |  |
| e. All required testing is completed within appropriate testing timelines and accurately documented.   |   |  |  |  |
| f. LF Monitoring Forms are up to date/in compliance.   |   |  |  |  |
| g. Parent Involvement opportunities for ELL parents/guardians are provided.  |   |  |  |  |
| h. Appropriate accommodations are provided daily in the instructional and testing environment.   |   |  |  |  |
| i. Classroom environment supports language development.  |   |  |  |  |
| j. School ESOL personnel attend ESOL trainings.  |   |  |  |  |
| k. The ESOL program meets all requirements to ensure compliance with the Consent Decree, District, state, and federal guidelines.  |   |  |  |  |
| l. Appropriately certified or endorsed teachers instruct ESOL students.  |   |  |  |  |
| m. Evidence that an ELL Committee has been established and functions according to District guidelines.   |   |  |  |  |



|   |  |  |  |  |
|---|--|--|--|--|
| <b>School-Parent Communication</b>  | a. Evidence that the charter school provides parents with sufficient information related to student achievement and promotion requirements including mandatory retention in 3 <sup>rd</sup> grade, graduation requirements and diploma options. <i>(As applicable)</i> |  |  |  |
|   | b. Evidence that the school accountability report is posted or linked on the website.  |  |  |  |
|   | c. Evidence that qualifications of teachers have been communicated to parents by October and February FTE. <i>(Out-of-field letters)</i>   |  |  |  |
|   | d. Evidence that parents are aware of how to contact the Governing Board.  |  |  |  |
|   | e. Evidence that school has a policy to keep parents informed of student progress, student programs, student attendance and the availability of academic assistance.   |  |  |  |
|   | f. Evidence that parents/guardians receive the Parent/Student Handbook which includes grievance policies and the schools adopted code of conduct.  |  |  |  |
|   | g. Signed copies of parent/student contracts are on file at the school and parents have received a copy. Parents are aware of the stipulations they have agreed to and associated consequences.  |  |  |  |
| <b>Student Support Services</b>   | a. Health services are managed appropriately, including the administering of medication. <i>(Copy of Policy and Procedures)</i>  |  |  |  |
|   | b. Evidence that staff is trained in safety and emergency procedures.  |  |  |  |
|   | c. The student Code of Conduct includes levels of behavior and appropriate consequences and follows the district's procedures for change of placement.   |  |  |  |
|   | d. The school records student discipline in a timely manner in the district's student information systems.   |  |  |  |
|   | e. The school has and adheres to clear student withdrawal procedures.  |  |  |  |
|   | f. Student records are appropriately stored and managed, including a checkout process.   |  |  |  |
|   | g. Student cumulative records are reviewed upon receipt and released upon student withdrawal.  |  |  |  |
|   | h. Attendance records are on file to verify students in attendance during the October and February DOE FTE survey weeks.   |  |  |  |
|   | i. All original documentation signed for FTE is complete.  |  |  |  |
|   | j. Evidence that an active FTE team is functioning to monitor the FTE process.   |  |  |  |
|   | k. Staff responsible for data management attends the district training to ensure accuracy of data.   |  |  |  |
|   | l. Plans and procedures to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior. <i>(CMP/Emergency plans)</i>   |  |  |  |
|   | m. Evidence that staffing information is appropriately reported in the Lawson system.  |  |  |  |
|   | n. Evidence of community partnerships.   |  |  |  |
|   | o. The Parent/Student Handbook is annually submitted to the charter office.  |  |  |  |
| p. The Parent/Student Contract is submitted to the charter office. <i>(As applicable)</i> |  |  |  |  |
| <b>Governance</b>   | 1. The following essential documents are available, up to date, signed, dated, appropriately organized, readily accessible, and professionally presented.  |  |  |  |
|   | a. The school's mission/vision is reflected in the school's climate and among stakeholders.  |  |  |  |
|   | b. Charter School application, contract, and any amendments are on file at the school.   |  |  |  |

|                        |  |  |  |  |
|------------------------|--|--|--|--|
|                        | c. Incorporation papers with bylaws (Including renewals) are on file at the school.  |  |  |  |
|                        | d. Governing Board has completed the required Governance Training. Certificates are on file with the district and at the school.   |  |  |  |
|                        | e. Governing Board has undergone background screening. Fingerprints forms on file in the charter office and at the school.   |  |  |  |
|                        | f. Evidence of documentation informing parents how to register a complaint and/or place an item on the Governing Board Agenda.   |  |  |  |
|                        | g. A set of documents organized chronologically containing Governing Board meeting announcements, meeting agendas (including citizen input) and meeting minutes (dated and signed).  |  |  |  |
|                        | h. Evidence of policies that have been adopted by the Governing Board. Each policy is dated, signed and adoption dates are included in minutes.  |  |  |  |
|                        | i. Provide an organization chart for the school that includes reporting lines.   |  |  |  |
|                        | j. Provide a list of current board members, including a brief description of the person's background.  |  |  |  |
|                        | k. Parents are informed about the procedures by which the charter school resolves disputes.  |  |  |  |
|                        | l. Governing board meeting announcements and meeting schedule are posted.  |  |  |  |
|                        | m. Evidence of timely submission of the state required annual report.  |  |  |  |
| <b>Human Resources</b> | a. Policies and procedures for the appointment, compensation, promotion, suspension, and dismissal of employees are documented and approved by the Governing Board (i.e., evidenced in minutes).   |  |  |  |
|                        | b. All employees and Governing Board members have been fingerprinted and have Florida Department of Law Enforcement background screenings on file at the school. (§§1012.32, 1002.33(12)(g))   |  |  |  |
|                        | c. Evidence that job descriptions are on file for all employees, including the principal.  |  |  |  |
|                        | d. Evidence of an employee agreement/contract is on file for each employee including the principal. The agreement should include salary, duties, and dates of employment.  |  |  |  |
|                        | e. Evidence of teacher certification, including highly qualified requirements are kept on file.  |  |  |  |
|                        | f. Evidence for licenses of professional staff: speech/language pathologist, physical therapist, occupational therapist on file.   |  |  |  |
|                        | g. Personnel files are maintained appropriately including copies of the following documents: employment application, employment contract, references, official transcript, teaching certificate, driver's license or ID, medical records, I-9 forms, W-4 payroll form, evaluations, and current year evaluation. |  |  |  |
|                        | h. A complete list of charter school employees is on file at the school, including name, address, and phone number.  |  |  |  |
|                        | i. Evidence that a policies and procedures manual is made available to personnel. An employee handbook has been submitted to the district.   |  |  |  |
|                        | j. Evidence of evaluations of certified staff in accordance with the schools adopted evaluation plan.  |  |  |  |
|                        | k. Appropriately certified or endorsed teachers instruct all ELLs.   |  |  |  |
|                        | l. Out-of-field teachers have been approved by the district and the charter school board.  |  |  |  |

|                |  |  |  |  |
|----------------|--|--|--|--|
|                | m. Personnel files are kept locked, and access is limited.   |  |  |  |
|                | n. Training and staff development activities are made available to employees.  |  |  |  |
| Compliance     | a. Insurance policies documenting active coverage with minimum limits as set forth in the charter contract are on file. Certificates of insurance have been provided to the district listing the district as an additional insured, certificate holder or additional interest. |  |  |  |
|                | b. School Leaders-Errors & Omissions/Professional Liability.   |  |  |  |
|                | c. Commercial General Liability.   |  |  |  |
|                | d. Workers' Compensation/Employers Liability.  |  |  |  |
|                | e. Property Insurance (including boiler and machinery coverage).   |  |  |  |
|                | f. Automobile Liability Insurance.   |  |  |  |
|                | g. Facility inspections are completed within time requirements, that all required corrections are made, and documentation is one file at the school and submitted to the district.   |  |  |  |
|                | h. Compliance documents submitted annually according to due date or expiration date are received by the district in a timely manner.   |  |  |  |
| Facilities     | a. A copy of the initial Certificate of Occupancy (CO) is on file at the school and has been submitted to the district, including any COs for renovations.   |  |  |  |
|                | b. A copy of each annual fire safety inspection on file at the school and submitted to the district.   |  |  |  |
|                | c. A copy of the annual county health department sanitation and food inspection is on file, posted at the school and submitted to the district, including standards for serving food and drinking water.   |  |  |  |
|                | d. A copy of the schedule for evacuation and fire drills for each school year as required including the dates and comments of actual drills performed. This documentation is on file at the school.  |  |  |  |
|                | e. Asbestos and radon surveys are conducted according to requirements and documentation is on file at the school and submitted to the district.  |  |  |  |
|                | f. A copy of the site plan/floor plan is on file at the school and was submitted to the district.  |  |  |  |
|                | g. A copy of the lease/mortgage documents are on file at the school and was submitted to the district.   |  |  |  |
|                | h. Evidence that procedures are in place to manage and regulate hazardous materials.   |  |  |  |
|                | i. Evidence that fire sprinklers, fire alarms, fire extinguishers, and other safety equipment have been inspected and tested annually.   |  |  |  |
|                | j. Emergency procedures and exits are posted in every room throughout the school.  |  |  |  |
| Transportation | a. Evidence that transportation is provided consistent with requirements. A transportation agreement is on file.   |  |  |  |
|                | b. Evidence that any vehicle owned or leased by the school and used to transport students is certified and properly insured. If it is a bus, evidence driver certification is required. <i>(As applicable)</i>   |  |  |  |
|                | c. Evidence that any vehicle used to transport students has been inspected and is maintained every thirty days. <i>(As applicable)</i>   |  |  |  |
|                | d. School has information on file regarding all students transported by bus. <i>(As applicable)</i>  |  |  |  |

|              |   |  |  |  |
|--------------|---|--|--|--|
|              | e. Evidence that bus evacuation drills occur biannually. <i>(As applicable)</i>   |  |  |  |
|              | f. School has information on file related to contracted transportation services and/or information related to parent/guardian/other driver student transportation situations. (i.e., field trips) |  |  |  |
|              | g. Evidence that transportation is not a barrier to equal access to the charter program.  |  |  |  |
| Food Service | a. Evidence that paperwork has been completed to ensure the appropriate operation of the free and reduced lunch opportunities for families eligible for free and reduced lunch meals.             |  |  |  |
|              | b. Free and reduced lunch applications are current and on file. The students have been appropriately coded in the district data management system.  |  |  |  |
|              | c. Procedures are in place to ensure that storage and handling of foods are appropriate to sanitation standards.  |  |  |  |
|              | d. Evidence of a food service program that ensures nutritious meals for students. (Non-NSLP schools)  |  |  |  |
| Finance      | 1. Budget Preparation – <i>If any of the following 4 areas has a criterion that is rated <b>partially</b> or <b>does not meet</b>, insert row with criteria description from review checklist</i> |  |  |  |
|              | 2. Financial Accounting   |  |  |  |
|              | 3. Grants Accounting  |  |  |  |
|              | 4. Financial Viability  |  |  |  |

## Exhibit 7. FACSA Renewal Site Visit Protocol

### Site Visit Purpose

- To gather and document evidence about a charter school's performance in relation to the Key Components for accountability purposes.
- Evidence gathered during the site visit process will ultimately be used to make a renewal determination for the school.

#### Key Components

- Faithfulness to the Charter
- Academic Program Success
- Organizational Viability

### Types of Site Visits: Renewal vs. Review

- Similarity: A renewal site visit and review site visit look for the same evidence of success.
- Difference: A renewal site visit is done approximately six months prior to the end of the current contract and could lead to a new contract negotiation if the renewal is approved by the Board. A review visit results in a report shared with the Board on the school's progress and is done annually during the term of the contract.

#### Schools for Renewal

- XYZ High School (Current Contract Ends June 30, 2022)
- ABC Academy (Current Contract Ends June 30, 2022)

#### Schools for Review

- 123 Charter School (Current Contract Ends June 30, 2023)

### Report Out: Creation of Findings

- The site visit team is charged with gathering evidence and data that show the school's progress toward meeting its accountability plan goals and the performance indicators set out in the criteria outlined in the Review and/or Renewal Notebook.
- During the afternoon of the visit, the team reflects on the evidence and data collected and creates preliminary findings. These findings are used to rate the school on its performance relative to the Key Components.

Below are (1) a detailed overview of the Site Visit Structure and (2) a sample Site Visit Agenda Template.

## Site Visit Structure

| Component                         | Description  |
|-----------------------------------|--|
| <b>Team meeting</b>               | The team leader welcomes the team, establishes the purpose and context of the visit, provides relevant materials, reviews the site visit schedule, reviews the code of conduct, and answers questions from team members.   |
| <b>Meeting with school leader</b> | The team meets with the school leader for the purpose of making introductions and for confirming logistical details of the visit. The team may request additional meetings with the school leader during the visit as needed.  |
| <b>Classroom observations</b>     | The site visit schedule should include enough classroom observations to ensure coverage of a sampling of all grades and core subjects. The site visit team should observe all types of classrooms: general education, special education, English as a second language (ESL) instruction, and classrooms providing sheltered English immersion (SEI) instruction. While on site, the team should be free to visit all classrooms without advance notice to the school or the teachers. The length of classroom observations depends on the scope of the visit, with observations ranging from 10 to 20 minutes.   |
| <b>Focus groups/interviews</b>    | <p>A few focus groups can be scheduled for the site visit. It is the school’s responsibility to gather a representative group from each relevant category through an open invitation, and to inform each participant of the time and place of the meeting. The authorizer expects that each participant is given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed.</p> <p>Prior to the visit, the site visit team leader discusses the composition of focus groups with the school leader to ensure that focus group membership does not overlap and that the appropriate staff members will be present.</p> |

| Component                              | Description  |
|--|--|
| <b>Team time</b>                       | The site visit schedule should include blocks of time during which the team reviews documents, makes additional classroom and school observations, records and discusses observations, data, and other evidence, identifies issues for further review, and develops preliminary findings for a subset of the criteria.   |
| <b>Exit meeting with school leader</b> | The site visit concludes with an exit meeting with the school leader. This meeting provides the team with an opportunity to obtain clarification about any outstanding questions or issues and to thank the school leader for the assistance provided during the site visit. The team typically reports preliminary findings. After the preliminary findings have been shared, the school leader may ask questions about the site visit process and next steps; however, the team will not answer questions about the preliminary findings or evidence gathered on the day of the site visit. Finally, the team leader describes next steps in the site visit process. |

## Site Visit Agenda Template

| Time       | Agenda Item   | Person Responsible               |
|------------|---|----------------------------------|
| 10 Minutes | Opening the Meeting <ul style="list-style-type: none"> <li>Introductions</li> <li>Visit Purpose</li> <li>Review Agenda</li> </ul>   | Director of Charter Schools      |
| 30 Minutes | Introduction to the School <ul style="list-style-type: none"> <li>Who We Are-School Background/History, Target Population, Presentation of the Data?</li> <li>Where We Are Going</li> <li>Our Successes</li> <li>Areas We Would Like to Grow</li> </ul> | Principal, AP, and Board Members |
| 15 Minutes | Explanation of the Site Visit Process and Renewal Recommendations   | Director of Charter Schools      |
| 60 Minutes | Walk-Through/Admin Meeting/Finance/HR /Classrooms/Focus Groups  | All                              |
| 45 Minutes | Working Lunch <ul style="list-style-type: none"> <li>Questions of School Staff (Based on Review of Submitted Notebook)</li> <li>Classroom Visit if Needed</li> </ul>  |                                  |
| 60 Minutes | Walk-Through/Admin Meeting/Finance/HR/Focus Groups/Classrooms   | All                              |
| 60 Minutes | Site Visit Feedback   | All                              |



## Exhibit 8. FACSA Renewal Site Visit Checklist

The Charter School Contract Renewal Site Visit is part of a formal process followed by the [District] County Charter School Office to review the charter school seeking renewal thoroughly and systematically. The site visit covers review of the educational program practices, organizational practices, and business practices evident at the school site and relevant to Charter School Law and the contract between the [District] County School Board and the Charter School Board. The review team is comprised of CSO staff; district employees from the following departments: Human Resources, Curriculum/Instruction, Assessment, Business/Finance; and an external reviewer with district and charter experience.

Florida Statute § 1002.33(7)19(b)1 states, “A charter may be renewed provided that a program review demonstrates that the criteria in paragraph (a) have been successfully accomplished and that none of the grounds for nonrenewal established by paragraph (8)(a) has been documented.” The checklist detailed below is to provide the school guidance in preparing for the contract renewal site visit. Please review the **Description of Columns** at the beginning of the checklist, including the **Criteria** and **Review Method** to ensure proper preparation for the day of the visit. Staff should also refer to the **Description of Columns** as needed when conducting each site visit and completing the checklist.

As you will notice, some criteria require document preparation that should be organized and provided for easy review by the review team, while other criteria require either observing evidence in the school environment or gathering details from interviews. There are also criteria that have been received and reviewed at the Charter School Office and thus will not require additional preparation for the site visit. Here is a **Criteria** and **Review Method** example:

| Criteria   | Review Method   | Example of Review Methods  |
|--|---|--|
| The school’s mission/vision is reflected in the school’s climate and among stakeholders. | <ul style="list-style-type: none"> <li>• Provide for review</li> <li>• Observation</li> <li>• Interviews</li> </ul> | <ul style="list-style-type: none"> <li>• <b>School provides</b> documents or other evidence showing mission/vision is incorporated into school published documents <b>for review</b></li> <li>• Mission/vision is visibly <b>observed</b> in the school building and throughout the climate of the school</li> <li>• Mission/vision is known and held by stakeholders interviewed</li> </ul> |

When preparing for the site visit, utilize the **Directions/Notes** column to provide (1) directions on where the reviewer may observe appropriate criteria or (2) the reviewer with any applicable notes that may assist in the review of specific documentation. This is also the appropriate place for the reviewer to indicate that a criterion is *Not Applicable (NA)* and include a brief rationale as to why.

The review team will use the rating system below. Rating information will be used by the Charter School Office to assist in preparing contract renewal recommendations to the [District] School Board. Information will also be shared with the Charter School in the contract renewal site visit report. **Every reasonable attempt shall be made by reviewers to review all criteria assigned at the site visit.**

| Rating          | Description  |
|-----------------|--|
| Meets           | The school meets the criteria as evidenced by review, observation, or interview.   |
| Partially Meets | The school meets some aspects of the criteria as evidenced by review, observation, or interview, but moderate concerns are noted. <b><i>(Reviewer must describe the reasons why criteria are rated as only partially meet)</i></b> |
| Does Not Meet   | The school does not meet the criteria as evidenced by review, observation or interview and severe concerns are noted. <b><i>(Reviewer must describe the reasons why criteria are rated as does not meet)</i></b>                   |

**Description of columns:**

**CRITERIA** – Criteria set forth in statute or contract to review the school’s educational, organizational, and business environment at the school.

**REVIEW METHOD** – The method by which the review will occur for each criterion.

- **Provide for review:** *the school will provide documentation for the reviewers to review*
- **Observation:** *the reviewers will observe the criteria within the school building or climate*
- **Interview:** *the reviewers will glean information for criteria through interviews with board members, administrators, teachers, students, parents*
- **Reviewed at District:** *evidence reviewed at the district **(no additional items need to be provided at the review)***

**DIRECTIONS/NOTES** – Directions the school shall provide for observation review methods as well as any additional notes the school deems important to share regarding the specific criteria.

| ORGANIZATIONAL PRACTICES ~ GOVERNANCE  |   |                  |
|--|---|------------------|
| Criteria   | Review Method                                   | Directions/Notes |
| 1. The following essential documents are available, up to date, signed, dated, appropriately organized, readily accessible, and professionally presented.  |   |                  |
| a. The school’s mission/vision is reflected in the school’s climate and among stakeholders.  | Provide for review<br>Observation<br>Interviews |                  |
| b. Charter School application, contract, and any amendments are on file at the school.   | Observation                                     |                  |
| c. Incorporation papers with bylaws (Including renewals) are on file at the school.  | Observation                                     |                  |
| d. Governing Board has completed the required Governance Training. Certificates are on file with the Charter Office and at the school.   | Observation                                     |                  |
| e. Governing Board has undergone background screening. Fingerprint forms are on file in the Charter Office and at the school.  | Observation                                     |                  |
| f. Evidence of documentation informing parents how to register a complaint and/or place an item on the Governing Board Agenda.   | Provide for review                              |                  |
| g. A set of documents organized chronologically containing Governing Board meeting announcements, meeting agendas (including citizen input) and meeting minutes (dated and signed). These items should always be available upon request. | Provide for review                              |                  |
| h. Evidence of policies that have been adopted by the Governing Board. Each policy is dated, signed and adoption dates are included in minutes.  | Provide for review                              |                  |
| i. Provide an organization chart for the school that includes reporting lines.   | Provide for review                              |                  |

| ORGANIZATIONAL PRACTICES ~ GOVERNANCE – cont’d   |                                 |                  |
|--|---------------------------------|------------------|
| j. Provide a list of current Board members including a brief description of the person’s background.   | Provide for review              |                  |
| k. Parents are informed about the procedures by which the charter school resolves disputes.  | Provide for review<br>Interview |                  |
| l. Governing board meeting announcements and meeting schedule are posted.  | Observation                     |                  |
| m. Evidence of timely submission of the state required Annual Report.  | Reviewed at District            |                  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>   |                                 |                  |
|  |                                 |                  |
| BUSINESS PRACTICES ~ FINANCE & OPERATIONS  |                                 |                  |
| Criteria   | Review Method                   | Directions/Notes |
| <b>1. Budget Preparation</b>   |                                 |                  |
| a. Evidence of an established budget planning process. Provide a copy of procedures or provide a narrative of the budget process.                            | Provide for review              |                  |
| b. Evidence that estimates are reasonably accurate.  | Provide for review              |                  |
| c. Evidence that budget has been approved by Governing Board and is monitored regularly to safeguard finances. Copy of minutes for the last three (3) years. | Provide for review              |                  |

| BUSINESS PRACTICES ~ FINANCE & OPERATIONS – cont’d   |                      |  |
|--|----------------------|--|
| d. Evidence that RedBook is being used (i.e., copy of chart of accounts).  | Provide for review   |  |
| e. Evidence of original budgets for the last three (3) years.  | Provide for review   |  |
| <b>2. Financial Accounting</b>   |                      |  |
| a. Evidence of fiscal accounting system for various funds – General, Special Revenue, Capital Outlay.  | Reviewed at District |  |
| b. Evidence that expenditures do not exceed available resources in each fund.  | Reviewed at District |  |
| c. Evidence of financial accounting policies and procedures (i.e., copy of and access to procedures manual).   | Provide for review   |  |
| d. Evidence that monthly financial statements and budget amendments are filed timely with the district (i.e., copies for the last three (3) years).  | Reviewed at District |  |
| e. Evidence that annual audit is consistent with GASB 34 requirements and submitted by the required date.  | Reviewed at District |  |
| f. Evidence that the internal auditor conducts an interview with the principal to report any findings. A report is then submitted to the Governing Board, the District, and DOE within 14 working days after the interview with the auditor. | Reviewed at District |  |
| g. Evidence that the Annual Report includes documentation of charter school’s financial status.  | Reviewed at District |  |
| h. Evidence that capital projects allocations are expended in accordance with approved plan. (If applicable)   | Provide for review   |  |
| i. Established system of accounting for fixed assets in accordance with Rules of the State Chief Financial Officer. (Provide a copy of procedures or provide a narrative of the fixed asset accounting process)                              | Provide for review   |  |

| BUSINESS PRACTICES ~ FINANCE & OPERATIONS – cont’d  |                    |  |
|---|--------------------|--|
| j. Evidence of a property inventory, records, and asset tags for the last three (3) years. (Copy of inventory procedures) | Provide for review |  |
| k. Evidence of internal controls and proof of Governing Board approval.   | Provide for review |  |
| l. Evidence of accounts payable register to include cancelled checks and bank statements for the last three (3) years.    | Provide for review |  |
| m. Evidence of payroll warrants or register for the last three (3) years.   | Provide for review |  |
| n. Evidence of Quarterly Federal Payroll Tax Returns (form 941) or proof of payroll taxes paid the last three (3) years.  | Provide for review |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>                                    |                    |  |
|   |                    |  |
| <b>3. Grants Accounting</b> <i>(If school was awarded the CSP grant)</i>  |                    |  |
| a. Established grant accounting procedures (i.e., copy of or access to procedures manual).                                | Provide for review |  |
| b. Grant application presented to District in a timely manner for appropriate signatures.                                 | Provide for review |  |

| <b>BUSINESS PRACTICES ~ FINANCE &amp; OPERATIONS – cont’d</b>   |                      |  |
|---|----------------------|--|
| c. Evidence that grants files are adequately maintained (i.e., access to grant files), including—<br>i. Grant proposal<br>ii. Correspondence to and from Finance<br>iii. Expenditure records<br>iv. Budget amendments<br>v. Inventory list of equipment<br>vi. Personnel logs | Reviewed at District |  |
| d. Evidence that grants files are maintained three (3) years after the grant period ends.   | Provide for review   |  |
| e. DOE399 reports are submitted timely with appropriate documentation (i.e., when expenditures are made).   | Reviewed at District |  |
| f. Submit a final DOE399 within 30 days after the grant period ends with appropriate documentation.   | Reviewed at District |  |
| <b>4. Financial Viability</b>   |                      |  |
| a. Maintained adequate cash flow to meet salary and benefit requirements.   | Provide for review   |  |
| b. Met financial obligations to all vendors.  | Provide for review   |  |
| c. Maintain an adequate fund balance.   | Provide for review   |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>  |                      |  |
|   |                      |  |

| EDUCATIONAL PRACTICES ~ CURRICULUM & INSTRUCTION  |  |                  |
|---|--|------------------|
| Criteria  | Review Method                                  | Directions/Notes |
| <b>1. Curriculum</b>  |  |                  |
| a. Evidence of a <u>detailed</u> curriculum plan that illustrates how students will be provided instruction to attain the Next Generation Sunshine State Standards & Florida Standards. | Provide for review<br>Observation              |                  |
| b. Evidence of learning goals and objectives including how goals will be evaluated to indicate academic improvement.  | Provide for review<br>Observation<br>Interview |                  |
| c. Evidence of a research-based reading curriculum including differentiated strategies for students reading at and above grade level.   | Provide for review<br>Observation              |                  |
| d. Evidence that there is a plan to evaluate the effectiveness of the curriculum program. (i.e., formative assessments, surveys, etc.)  | Provide for review<br>Interview                |                  |
| e. Evidence of appropriate materials used to support the curriculum program.  | Observation                                    |                  |
| <b>2. Instruction</b>   |  |                  |
| a. Evidence that the instructional staff receives training that will support the curriculum used at the charter school.   | Provide for review<br>Interview                |                  |
| b. Evidence that reading is the focus of the curriculum and that resources are provided to support the curriculum, including staff development.   | Observation                                    |                  |
| c. Evidence of additional instructional time for struggling readers as required by DOE.   | Provide for review                             |                  |



**EDUCATIONAL PRACTICES ~ CURRICULUM & INSTRUCTION – cont’d**

|   |   |  |
|---|---|--|
| d. Documentation that all instructional activities are aligned to the Next Generation Sunshine State Standards/Florida Standards and are supportive of the curriculum.  | Provide for review<br>Observation               |  |
| e. Students performing below grade level in reading, writing, mathematics, or science are identified and provided remedial instruction using Multi-tiered Systems of Support/Response to Intervention (MTSS/Rtl). | Provide for review<br>Observation<br>Interview  |  |
| f. The educational focus set forth in the application is evident in the school environment.   | Observation                                     |  |
| g. Evidence that students and teachers have access to and utilize technology.   | Observation                                     |  |
| h. Teachers demonstrate appropriate classroom management techniques.  | Observation                                     |  |
| i. Evidence of discipline/behavior management schoolwide. (Provide a copy of the school’s behavior plan)  | Observation<br>Provide for review<br>Interviews |  |

**ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:**

**EDUCATIONAL PRACTICES ~ ASSESSMENT**

| Criteria   | Review Method                   | Directions/Notes |
|--|---------------------------------|------------------|
| a. Description of method used to identify the educational strengths and needs of students. | Provide for review<br>Interview |                  |

| EDUCATIONAL PRACTICES ~ ASSESSMENT – cont’d  |                                   |  |
|--|-----------------------------------|--|
| b. Evidence of an assessment plan that includes baseline, progress monitoring, formatives, and summative for all grade levels and assesses all students periodically throughout the school year. | Provide for review<br>Interview   |  |
| c. Students participate in all age-appropriate state assessments.  | Provide for review                |  |
| d. There is a designated state certified test coordinator who attends required District meetings.  | Provide for review<br>Interview   |  |
| e. Evidence that staff receives training in test administration.   | Provide for review                |  |
| f. Evidence that parents are notified of testing dates.  | Provide for review                |  |
| g. Procedures are in place to report quarterly grades and mid-term progress to parents/guardians and students.   | Provide for review<br>Observation |  |
| h. Evidence of a Student Progression Plan:<br>i. Procedures are in place for graduation, promotion, and retention including 3 <sup>rd</sup> grade portfolios ( <i>as applicable</i> ).           | Provide for review<br>Interview   |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>   |                                   |  |
|  |                                   |  |

| EDUCATIONAL PRACTICES ~ EXCEPTIONAL STUDENT EDUCATION (ESE)   |  |                  |
|---|--|------------------|
| Criteria  | Review Method                                  | Directions/Notes |
| a. Procedures are in place and followed for determining eligibility and placement in the least restrictive environment and the provision of special education and related services to ESE students as set forth in the IDEA guidelines. | Provide for review<br>Observation<br>Interview |                  |
| b. ESE students - IEPs are current.   | Provide for review                             |                  |
| c. Personnel involved in IEP development are appropriately trained.   | Observation<br>Interview                       |                  |
| d. ESE students are served appropriately by teachers certified in ESE.  | Provide for review                             |                  |
| e. Matrices are completed by trained personnel and reviewed by the district.  | Provide for review<br>Observation              |                  |
| f. ESE education and related services are being delivered as indicated on the student's IEP.  | Provide for review<br>Observation              |                  |
| g. Classroom teachers are aware of the ESE and 504 students in their classroom and are implementing accommodations according to the IEP or 504 Plan.  | Provide for review<br>Observation              |                  |
| h. Required three-year reevaluations are completed on or before the due date.   | Provide for review                             |                  |
| i. Evidence of how the school serves gifted and talented students.  | Provide for review<br>Observation              |                  |
| j. Service delivery models implemented at the school align with the level of service indicated in the application.  | Provide for review<br>Observation<br>Interview |                  |

| <b>EDUCATIONAL PRACTICES ~ EXCEPTIONAL STUDENT EDUCATION (ESE) – cont’d</b>                  |                                   |  |
|--|-----------------------------------|--|
| k. Evidence that the process for Initial and Annual IEP’s is followed.                       | Provide for review<br>Interview   |  |
| l. Evidence that the process for students transferring from out of state is followed.        | Provide for review<br>Interview   |  |
| m. Evidence that 504 plans are current, implemented, and followed.                           | Provide for review<br>Observation |  |
| n. Evidence that all J-screens are up to date.   | Provide for review                |  |
| o. Evidence that the school follows the District’s Special Programs and Procedures document. | Observation<br>Interview          |  |
| p. School ESE Personnel attend ESE Trainings.  | Provide for review<br>Interview   |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>       |                                   |  |
|  |                                   |  |

| EDUCATIONAL PRACTICES ~ ENGLISH LANGUAGE LEARNERS (ELL)  |                                   |                  |
|--|-----------------------------------|------------------|
| Criteria   | Review Method                     | Directions/Notes |
| a. The school registration form includes the Home Language Survey and United States entry questions. The registration form is placed in the student’s ELL folder; the survey date is entered in the mainframe. | Provide for Review<br>Observation |                  |
| b. Copies of ELL documentation is available, as well as testing information for eligible students in the backup ESOL resource folder.  | Observation                       |                  |
| c. Comprehensible instruction using ESOL strategies is being delivered in the classroom and documented on the ESOL Strategies Checklist. Checklists for previous years are on file.                            | Provide for review<br>Observation |                  |
| d. ELL folders/paperwork/student plans are updated and in compliance.  | Observation                       |                  |
| e. All required testing is completed within appropriate testing timelines and accurately documented.   | Observation                       |                  |
| f. LF Monitoring Forms are up to date/in compliance.   | Observation                       |                  |
| g. Parent Involvement opportunities for ELL parents/guardians are provided.  | Provide for review                |                  |
| h. Appropriate accommodations are provided daily in the instructional and testing environment.   | Observation<br>Interview          |                  |
| i. Classroom environment supports language development.  | Observation                       |                  |
| j. School ESOL personnel attend ESOL trainings.  | Provide for review                |                  |
| k. The ESOL program meets all requirements to ensure compliance with the Consent Decree, District, state, and federal guidelines.  | Observation<br>Interview          |                  |
| l. Appropriately certified or endorsed teachers instruct ESOL students.  | Provide for review                |                  |
| m. Evidence that an ELL Committee has been established and functions according to District guidelines.   | Provide for review<br>Interview   |                  |

**ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:**

**EDUCATIONAL PRACTICES ~ TITLE I COMPLIANCE (if applicable)**

| Criteria  | Review Method                    | Directions/Notes |
|---|----------------------------------|------------------|
| a. There is a school wide plan or school improvement plan with corresponding peer review on file. | Reviewed at District Observation |                  |
| b. Title I audit records are up-to-date and accurate and are easily accessible.                   | Reviewed at District Observation |                  |
| c. Title I budget records are submitted appropriately.  | Reviewed at District             |                  |
| d. There is evidence that the Title I budget is reviewed regularly.                               | Provide for review               |                  |
| e. There is evidence of ongoing scientifically research-based professional development.           | Provide for review               |                  |
| f. There is evidence of family involvement training activities.                                   | Provide for review               |                  |

| EDUCATIONAL PRACTICES ~ TITLE I COMPLIANCE cont'd (if applicable)  |                                |  |
|--|--------------------------------|--|
| g. There is evidence that the Title parent involvement plan (PIP) and parent-school compact was developed with parental input and distributed in their language.       | Provide for review             |  |
| h. There is evidence of compliance regarding Parents' Right to Know and Parents' Right to Review notifications (i.e., professional qualifications, timely information) | Provide for review Interview   |  |
| i. Teachers and paraprofessionals are highly qualified (i.e., signed attestations).  | Provide for review             |  |
| j. The Title I e-Box/T.A.S.K. box are available and kept in compliance.  | Provide for review             |  |
| k. Parents have access to the Parent Involvement Plan and parent resources.  | Provide for review Observation |  |
| l. Federal property inventory is kept up to date.  | Provide for review             |  |

| EDUCATIONAL & ORGANIZATIONAL PRACTICES ~ SCHOOL-PARENT COMMUNICATION   |                                 |                  |
|--|---------------------------------|------------------|
| Criteria   | Review Method                   | Directions/Notes |
| a. Evidence that the charter school provides parents with sufficient information related to student achievement and promotion requirements including mandatory retention in 3 <sup>rd</sup> grade, graduation requirements and diploma options. <i>(As applicable)</i> | Provide for review<br>Interview |                  |
| b. Evidence that the school accountability report is posted or linked on the website.  | Provide for review              |                  |
| c. Evidence that qualifications of teachers have been communicated to parents by October and February FTE. (Out-of-field letters)  | Provide for review              |                  |
| d. Evidence that parents are aware of how to contact the Governing Board.  | Interview                       |                  |



| <b>EDUCATIONAL &amp; ORGANIZATIONAL PRACTICES ~ SCHOOL-PARENT COMMUNICATION – cont'd</b>  |                                 |  |
|---|---------------------------------|--|
| e. Evidence that school has a policy to keep parents informed of student progress, student programs, student attendance and the availability of academic assistance.  | Provide for review<br>Interview |  |
| f. Evidence that parents/guardians receive the Parent/Student Handbook which includes grievance policies and the schools adopted code of conduct.   | Provide for review<br>Interview |  |
| g. If parent/student contracts are utilized, signed copies are on file at the school and parents have received a copy. Parents are aware of the stipulations they have agreed to and associated consequences. | Provide for review<br>Interview |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>  |                                 |  |
|   |                                 |  |

| EDUCATIONAL & ORGANIZATIONAL PRACTICES ~ STUDENT SUPPORT SERVICES  |                                 |                  |
|--|---------------------------------|------------------|
| Criteria   | Review Method                   | Directions/Notes |
| a. Health services are managed appropriately, including the administering of medication. (Copy of Policy and Procedures)                               | Provide for review<br>Interview |                  |
| b. Evidence that staff is trained in safety and emergency procedures.  | Provide for review              |                  |
| c. The student Code of Conduct includes levels of behavior and appropriate consequences and follows the district's procedures for change of placement. | Provide for review              |                  |
| d. The school records student discipline in a timely manner in the district's student information systems.   | Interview                       |                  |
| e. The school has and adheres to clear student withdrawal procedures.  | Provide for review<br>Interview |                  |
| f. Student records are appropriately stored and managed, including a checkout process.   | Observation<br>Interview        |                  |
| g. Student cumulative records are reviewed upon receipt and released upon student withdrawal.  | Provide for review<br>Interview |                  |

| EDUCATIONAL & ORGANIZATIONAL PRACTICES ~ STUDENT SUPPORT SERVICES – cont'd  |  |  |
|---|--|--|
| h. Attendance records are on file to verify students in attendance during the October and February DOE FTE survey weeks.  | Provide for review                             |  |
| i. All original documentation signed for FTE is complete.   | Provide for review                             |  |
| j. Evidence that an active FTE team is functioning to monitor the FTE process.  | Provide for review<br>Interview                |  |
| k. The district student mainframe is maintained such that new data, missing data, and data requiring updates are handled in a prompt and timely manner.   | Reviewed at District Interview                 |  |
| l. Staff responsible for data management attends the district training to ensure accuracy of data.  | Provide for review<br>Interview                |  |
| m. Plans and procedures to ensure the safety and security of students and staff; plans to identify, minimize, and protect others from violent or disruptive student behavior (i.e., Crisis Management Plan/Emergency plans) | Provide for review<br>Observation<br>Interview |  |

| EDUCATIONAL & ORGANIZATIONAL PRACTICES ~ STUDENT SUPPORT SERVICES – cont’d   |  |                  |
|--|--|------------------|
| n. Evidence that staffing information is appropriately reported in the Lawson system.  | Provide for review<br>Interview        |                  |
| o. Evidence of community partnerships.   | Provide for review<br>Interview        |                  |
| p. The Parent/Student Handbook is annually submitted to the Charter Office.  | Reviewed at<br>District                |                  |
| q. The Parent/Student Contract is submitted to the Charter Office. <i>(As applicable)</i>  | Reviewed at<br>District                |                  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>   |  |                  |
|  |  |                  |
| ORGANIZATIONAL & BUSINESS PRACTICES ~ FACILITIES   |  |                  |
| Criteria   | Review Method                          | Directions/Notes |
| a. A copy of the initial Certificate of Occupancy (CO) is on file at the school and has been submitted to the district, including any COs for renovations. | Observation<br>Reviewed at<br>District |                  |

| <b>ORGANIZATIONAL &amp; BUSINESS PRACTICES ~ FACILITIES – cont'd</b>   |  |  |
|--|--|--|
| b. A copy of each annual Fire Safety Inspection on file at the school and submitted to the district.   | Observation<br>Reviewed at<br>District |  |
| c. A copy of the annual County Health Department sanitation and food inspection is on file, posted at the school and submitted to the district, including standards for serving food and drinking water. | Observation<br>Reviewed at<br>District |  |
| d. A copy of the schedule for Evacuation and Fire Drills for each school year as required including the dates and comments of actual drills performed. This documentation is on file at the school.      | Provide for<br>review                  |  |
| e. Asbestos and radon surveys are conducted according to requirements and documentation is on file at the school and submitted to the district.  | Reviewed at<br>District                |  |
| f. A copy of the site plan/floor plan is on file at the school and has been submitted to the district.   | Reviewed at<br>District                |  |

| <b>ORGANIZATIONAL &amp; BUSINESS PRACTICES ~ FACILITIES - cont'</b>  |                      |  |
|--|----------------------|--|
| g. A copy of the lease/mortgage documents are on file at the school and have been submitted to the district.                           | Reviewed at District |  |
| h. Evidence that procedures are in place to manage and regulate hazardous materials.   | Provide for review   |  |
| i. Evidence that fire sprinklers, fire alarms, fire extinguishers, and other safety equipment have been inspected and tested annually. | Provide for review   |  |
| j. Emergency procedures and exits are posted in every room throughout the school.  | Observation          |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>   |                      |  |
|  |                      |  |

| ORGANIZATIONAL & BUSINESS PRACTICES ~ TRANSPORTATION SERVICES  |                                 |                  |
|--|---------------------------------|------------------|
| Criteria   | Review Method                   | Directions/Notes |
| a. Evidence that transportation is provided consistent with requirements. A transportation agreement is on file.   | Provide for review              |                  |
| b. Evidence that any vehicle owned or leased by the school and used to transport students is certified and properly insured. If it is a bus, evidence driver certification is required. <i>(As applicable)</i> | Provide for review              |                  |
| c. Evidence that any vehicle used to transport students has been inspected and is maintained every thirty days. <i>(As applicable)</i>   | Provide for review              |                  |
| d. School has information on file regarding all students transported by bus. <i>(As applicable)</i>  | Provide for review              |                  |
| e. Evidence that bus evacuation drills occur biannually. <i>(As applicable)</i>  | Provide for review              |                  |
| f. School has information on file related to contracted transportation services and/or information related to parent/guardian/other driver student transportation situations. (i.e., field trips)              | Provide for review<br>Interview |                  |
| g. Evidence that transportation is not a barrier to equal access to the charter program.   | Provide for review<br>Interview |                  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>   |                                 |                  |
|  |                                 |                  |

| ORGANIZATIONAL & BUSINESS PRACTICES ~ FOOD SERVICE  |                                   |                  |
|---|-----------------------------------|------------------|
| Criteria  | Review Method                     | Directions/Notes |
| a. Evidence that paperwork has been completed to ensure the appropriate operation of the free and reduced lunch opportunities for families eligible for free and reduced lunch meals.   | Provide for review                |                  |
| b. Free and reduced lunch applications are current and on file. The students have been appropriately coded in the district data management system.  | Provide for review                |                  |
| c. Procedures are in place to ensure that storage and handling of foods are appropriate to sanitation standards.  | Provide for review<br>Observation |                  |
| d. Evidence of a food service program that ensures nutritious meals for students.<br>(Non NSLP schools)   | Provide for review<br>Observation |                  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>  |                                   |                  |
|   |                                   |                  |
| ORGANIZATIONAL PRACTICES ~ COMPLIANCE   |                                   |                  |
| Criteria  | Review Method                     | Directions/Notes |
| <b>1.</b> Insurance policies documenting active coverage with minimum limits as set forth in the charter contract are on file. Certificates of insurance have been provided to the district listing the District as an additional insured, certificate holder or additional interest. |                                   |                  |
| a. School Leaders-Errors & Omissions/Professional Liability   | Reviewed at District              |                  |



| ORGANIZATIONAL PRACTICES ~ COMPLIANCE – cont'd  |                      |  |
|---|----------------------|--|
| b. Commercial General Liability.  | Reviewed at District |  |
| c. Workers' Compensation/Employers Liability.   | Reviewed at District |  |
| d. Property Insurance (including boiler and machinery coverage).  | Reviewed at District |  |
| e. Automobile Liability Insurance.  | Reviewed at District |  |
| <b>2. Facility inspections are completed within time requirements, that all required corrections are made, and documentation is one file at the school and submitted to the district.</b> |                      |  |
| a. Asbestos/Radon surveys (addressed in FACILITIES)   | Reviewed at District |  |
| b. Department of Health inspections (addressed in FACILITIES)   | Reviewed at District |  |
| c. Annual Fire Safety Inspection (addressed in FACILITIES)  | Reviewed at District |  |
| d. Compliance documents submitted annually according to due date or expiration date are received by the district in a timely manner.  | Reviewed at District |  |
| <b>ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:</b>  |                      |  |
|   |                      |  |

| ORGANIZATIONAL PRACTICES ~ HUMAN RESOURCES   |                    |                  |
|--|--------------------|------------------|
| Criteria   | Review Method      | Directions/Notes |
| a. Policies and procedures for the appointment, compensation, promotion, suspension, and dismissal of employees are documented and approved by the Governing Board. (Evidenced in minutes)     | Provide for review |                  |
| b. All employees and Governing Board members have been fingerprinted and have Florida Department of Law Enforcement background screenings on file at the school. (§§ 1012.32, 1002.33 (12)(g)) | Provide for review |                  |
| c. Evidence that job descriptions are on file for all employees, including the principal.  | Provide for review |                  |
| d. Evidence of an employee agreement/contract is on file for each employee including the principal. The agreement should include salary, duties, and dates of employment.                      | Provide for review |                  |
| e. Evidence of teacher certification, including highly qualified requirements are kept on file.  | Provide for review |                  |
| f. Evidence for licenses of professional staff: Speech/Language Pathologist, Physical Therapist, Occupational Therapist on file.   | Provide for review |                  |

| ORAGANIZATIONAL PRACTICES ~ HUMAN RESOURCES – cont’d   |  |  |
|--|--|--|
| g. Personnel files are maintained appropriately including copies of the following documents: employment application, employment contract, references, official transcript, teaching certificate, driver’s license or ID, medical records, I-9 forms, W-4 payroll form, evaluations, current year evaluation. | Provide for review                         |  |
| h. A complete list of charter school employees is on file at the school, including name, address, and phone number.  | Provide for review                         |  |
| i. Evidence that a policies and procedures manual is made available to personnel. An employee handbook has been submitted to the district.   | Provide for review<br>Reviewed at District |  |
| j. Evidence of evaluations of certified staff in accordance with the schools adopted evaluation plan.  | Provide for review<br>Interview            |  |
| k. Appropriately certified or endorsed teachers instruct all ELLs.   | Provide for review                         |  |
| l. Out of field teachers have been approved by the district and the charter school board.  | Provide for review                         |  |
| m. Personnel files are kept locked, and access is limited.   | Observation<br>Interview                   |  |
| n. Training and staff development activities are made available to employees.  | Provide for review<br>Interview            |  |

**ADDITIONAL NOTES/COMMENTS/INFORMATION IN THIS CATEGORY TO SHARE WITH REVIEWERS:**

## Exhibit 9. Renewal Resource Bank

The final section of the package includes additional charter renewal resources to assist authorizer staff in preparing for and executing the renewal process. There are also resources that may assist school leadership and governing boards in the renewal preparation. (This is not an exhaustive list).

### General

- [NACSA, Principles & Standards for Quality Charter School Authorizing](#)
- [FACSA Authorizing Calendar](#)
- [FDOE Standard Renewal Contract](#)

### Body of Evidence and Renewal Application

- [Hillsborough County Public Schools, Charter School Contract Renewal, Review Criteria Checklist](#)
- [Pasco Charter Renewal Template, 2021](#)
- [Polk County, Charter School Renewal Application 2021](#)

### Site Visits

- [FACSA Remote Site Visit Presentation](#)
- [Hillsborough County Annual Site Visit Template](#)
- [Hillsborough County Public School Site Visit Rating Rubric](#)

### Renewal Evaluation

- [School Board of Lee County, Charter Schools Policy 2.28](#)
- [Hillsborough County Contract Renewal Review Rubric 21-22](#)

### Serving Students with Disabilities

- [NACSA, Special Education Toolkit](#)

### Serving English Learners

- [NACSA, EL Toolkit](#)

## COVID

- [CSI-2020-Charter-Renewal-Modifications-due-to-COVID-19.pdf](#)

## Options Short of Non-renewal

- [Tiered-Supports-One-Pager-FINAL.pdf](#)
- [FDOE School Improvement Plans](#)

# Endnotes

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<sup>i</sup>The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>. NACSA, *Principles & Standards for Quality Charter School Authorizing*, Available at <https://www.qualitycharters.org/for-authorizers/principles-and-standards/>

<sup>ii</sup> The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>

<sup>iii</sup> F.S. § 1002.33(8)(b).

<sup>iv</sup> Florida Association of Charter School Authorizers, Authorizing Calendar, <https://flauthorizers.org/resource/facsa-authorizing-calendar/>.

<sup>v</sup> F.S. § 1002.33(5).

<sup>vi</sup> This is stated in the Florida Standard Charter Renewal Contract, Available at <https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference/>

<sup>vii</sup> F.S. §§ 1002.33(7)(a)(12)

<sup>viii</sup> F.S. §§ 1002.33(5) and 1002.33(7).

<sup>ix</sup> The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>, p. 17

<sup>x</sup> The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>, p. 17

<sup>xi</sup> The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>

<sup>xii</sup> NACSA, *Principles & Standards for Quality Charter School Authorizing*, Available at <https://www.qualitycharters.org/for-authorizers/principles-and-standards/>, p. 9

<sup>xiii</sup> F.S. § 1002.33 (9); SBE Rule 6A-1.099827, F.A.C.

<sup>xiv</sup> The Every Student Succeeds Act (ESSA) defines these subgroups as “students from major racial and ethnic groups; economically disadvantaged students; children with disabilities; and English learners.” ESSA § 1111(c)(2). The law also requires schools to report student achievement and assessment data for students who are homeless, in foster care, and whose parent(s) serve(s) in the Armed Forces. ESSA § 1111(h)(1)(C)(ii).

<sup>xv</sup> F.S. § 1002.33 (5).

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<sup>xvi</sup> F.S. § 1002.33(7)(c).

<sup>xvii</sup> F.S. § 1002.33(8)(a).

<sup>xviii</sup> Colorado Charter School Institute, Guide to Renewal Actions by School Performance, Available at <https://documentcloud.adobe.com/boxintegration/index.html?state=%7B%22fileIds%22%3A%5B%22805435857274%22%5D%7D>; Chait, R., Evan, A., & Canavero, S. (2019). Considering turnaround for low-performing charter schools [Policy Brief]. San Francisco, CA: WestEd.

Available at <https://www.wested.org/wp-content/uploads/2019/08/resource-considering-turnaround-for-low-performing-charter-schools.pdf>

<sup>xix</sup> F.S. § 1002.33(8)(a).

<sup>xx</sup> Florida Standard Charter Renewal Contract, Available at <https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference/>, p. 4, 5

<sup>xxi</sup> The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>, p. 17

<sup>xxii</sup> F.S. § 1002.33(5)(b)(1d).

<sup>xxiii</sup> F.S. § 1002.33(7)(c)(1) and (2).

<sup>xxiv</sup> F.S. § 1002.33(7)(c)(2).

<sup>xxv</sup> F.S. § 1002.33(7)(a)(12) and (c)(2).

<sup>xxvi</sup> NACSA, *Principles & Standards for Quality Charter School Authorizing*, Available at <https://www.qualitycharters.org/for-authorizers/principles-and-standards/>

<sup>xxvii</sup> The Florida Department of Education, Florida Principles & Standards for Quality Charter School Authorizing, Available at <https://www.fldoe.org/core/fileparse.php/9905/urlt/PrinciplesStandards.pdf>.

<sup>xxviii</sup> F.S. § 1002.33(8)(b).

<sup>xxix</sup> F.S. § 1002.33(8)(b).

<sup>xxx</sup> F.S. § 1002.33(7)(b).

<sup>xxxi</sup> F.S. § 1002.33(7)(b).

<sup>xxxii</sup> F.S. § 1002.33(7)(b).

<sup>xxxiii</sup> F.S. § 1002.33(8)(b).

<sup>xxxiv</sup> Florida Standard Charter Renewal Contract, Available at <https://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference/>, p. 6

<sup>xxxv</sup> F.S. § 1002.33(8)(b).



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<sup>xxxvi</sup> F.S. § 1002.33(8)(b).

<sup>xxxvii</sup> F.S. § 1003.56.

<sup>xxxviii</sup> 2013-14 English Language Learners (ELLs) Database and Program Handbook, English for Speakers of Other Languages (ESOL), Available at <https://www.fldoe.org/core/fileparse.php/7750/urlt/0081068-1314-ell-databaseprogramhandbook.pdf>

<sup>xxxix</sup> 34 CFR § 300.17.

<sup>xl</sup> 20 U.S.C. § 1401(14); 34 CFR §§ 300.22, 300.320 to 300.324.

<sup>xli</sup> Congress reauthorized the IDEA in 2004 and most recently amended the IDEA in December 2015 through Public Law 114-95, the Every Student Succeeds Act.

<sup>xlii</sup> 34 CFR § 300.114.

<sup>xliii</sup> The Every Student Succeeds Act (ESSA) defines these subgroups as “students from major racial and ethnic groups; economically disadvantaged students; children with disabilities; and English learners.” ESSA § 1111(c)(2). The law also requires schools to report student achievement and assessment data for students who are homeless, in foster care, and whose parent(s) serve(s) in the Armed Forces. ESSA § 1111(h)(1)(C)(ii).