

**Sarasota County Schools
2017- 2018 Charter School Application Process
Summary of Final Evaluation – May 8, 2018**

Dreamers Academy Charter School Application

On February 1, 2018 the district received the application for the Dreamers Academy to open a K-5 charter school in Sarasota County in 2019-2020. The school will open with approximately 288 students and grow to 576 students by year five.

- The Dreamers Academy proposes to offer a Dual Language Two-Way Immersion (DL-TWI) educational program. The DL-TWI program is research-based and well-established. The Dreamers Academy program will use Spanish and English for literacy and content development aligned to the Florida standards. Students classified as English Language Learners (ELL) and native English speakers become proficient in their native language and learn to master a second language, and thus become bilingual and biliterate.
- The DL-TWI program will serve a K-5 student population of 70% English Language Learners (ELL) with Spanish as the home language and 30% non-ELL with English as the home language. To start, the school will implement a “hybrid” DL-TWI model. Students entering Kindergarten in 2019-20 will be the first cohort in the DL-TWI program as they progress through the grade levels. In year one, Grades 1-5 students will receive a traditional program and continue in the traditional program through grade 5.

This document presents a brief summary of key findings and excerpts from the comprehensive final evaluation report entitled, *Charter Review Committee Final Evaluation and Ratings – May 8, 2018*, which is a separate report and not included with this document.

The following information is provided:

- Table 1 (*below*): Final ratings summarized by program area
- Page 2, 3: Summary of key and significant findings from final Charter Review Committee (CRC) evaluation
- Page 4: Chart of final ratings for each of the 22 standards

Table 1. Final Ratings Summary for Dreamers Academy Application

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Final Ratings Total
33% Meets 33% Partially Meets 33% Does Not Meet	67% Meets 33% Partially Meets 0% Does Not Meet	71% Meets 29% Partially Meets 0% Does Not Meet	55% Meets 32% Partially Meets 14% Does Not Meet

Note: Due to rounding, percentages may not add to 100%.

Dreamers Academy Charter Application

Please note that the information presented here does not cover all of the 22 standards in the application; rather, the focus of this summary is on those standards that most directly pertain to teaching and learning, services for special populations, student admissions and equal access, and the school's financial viability. Please note that although the applicant group was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant group was not permitted to submit new sections or plans or make other significant changes that would constitute a material or substantive amendment to the original application. Therefore, in those cases where information was not provided or fully addressed in the application, the deficiencies could not be remedied or resolved via the clarification/interview process.

Educational Plan

The application partially met or failed to meet the majority of the standards in the educational plan, including:

- **Educational Program Design:** The application addresses the approach to the Dual Language Two-Way Immersion program but lacks specificity as it pertains to the implementation in the environment. Some degree of clarification was provided to improve the rating to “partially” meeting this standard.
- **Curriculum:** The description of the school's curriculum (or plan for the curriculum) lacks essential detail. Therefore, insufficient evidence is provided to ensure that students will be prepared to achieve the Florida standards. How students who perform below grade level will be engaged in the curriculum is not adequately addressed. The application fails to describe any curricular choices made to date or any proposed curricular choices for the DL-TWI curriculum. Other than stating that the school will follow the district's reading plan, curriculum maps and pacing guides, there is no comprehensive description of the school's curriculum or reading plan. Although there is no requirement that the curriculum be fully developed at the time of the application, the application must provide a thorough plan that describes the proposed curricular choices for the TWI curriculum, how the curriculum will be implemented, what core subject areas will be offered and provide evidence that the developed/adopted curriculum aligns to the Florida standards. In addition, the application must present a *plan* of how the curriculum will be completed between approval of the application and the opening of the school, including timeline, milestones, individuals responsible for the tasks. None of these items are presented or fully addressed in the application.
- **Performance Goals:** The application does not provide clearly stated measurable goals in all of the essential academic areas. Some goals are stated for the students in the traditional program, but goals for the DL-TWI program are not established until the fourth year, when the first cohort of DL-TWI students are in grade 3. Although the school's mission is to strive for high academic student outcomes, without clearly written goals or missing goals, the committee is not able to evaluate this section to determine if the school will hold high expectations for student academic performance.

- **Services for Students with Disabilities (SwD):** The application minimally addresses the strategies and supports the school will provide, including supplemental supports and services, modifications and accommodations to ensure the academic success of students with disabilities. Clarification was provided for some components of this standard, however, the initial limitations were too significant to alter the final rating for this standard.
- **Services for English-Language Learners (ELL):** A concrete plan for meeting the needs of ELLs in the ESOL program is not developed in the application. No specific instructional programs, practices, and strategies the school will employ to ensure academic success for ELL students are described. The application states that specific strategies *will be* designed for ELL students who are above, at or below grade level but no detail is provided as to what is planned. Therefore, insufficient information is provided to meet the standard.

Organizational Plan

The application meets the majority of the standards within the organizational plan including governance, management and human resources. As stated in the initial evaluation, the parent and community support for the Dreamers Academy charter school is impressive and the founding governing board is comprised of local community members representing a wide range of knowledge and experience in business, finance, and education.

Several questions remain related to the methods for attaining a student body consisting of 50 - 70% ELL Spanish speakers and 30% - 50% non-ELL English speakers. Other areas of concern that need resolution pertain to the student application process, the determination of home language as a criteria for the weighted lottery, preferences, admission and enrollment.

Business Plan

The application meets the majority of the standards related to school operations. The prior concerns regarding the budget and projected revenue were clarified and addressed, therefore the financial viability of the proposed Dreamers Academy school is realistic and sound.

**Sarasota County Public Schools
2017-2018 Charter School Application Process
Charter Review Committee (CRC) Ratings**

Applicant: Dreamers Academy

Charter School Application Section	Preliminary CRC Rating	Final CRC Rating
I. Educational Plan	22% Meets 22% Partially Meets 56% Does Not Meet	33% Meets 33% Partially Meets 33% Does Not Meet
1. Mission, Guiding Principles and Purpose	Partially Meets	Meets
2. Target Population and Student Body	Does Not Meet	Partially Meets
3. Educational Program Design	Does Not Meet	Partially Meets
4. Curriculum Plan	Does Not Meet	Does Not Meet
5. Student Performance, Assessment and Evaluation	Does Not Meet	Does Not Meet
6. Exceptional Students	Partially Meets	Partially Meets
7. English Language Learners	Does Not Meet	Does Not Meet
8. School Culture and Discipline	Meets	Meets
9. Supplemental Programming	Meets	Meets
II. Organizational Plan	50% Meets 33% Partially Meets 17% Does Not Meet	67% Meets 33% Partially Meets 0% Does Not Meet
10. Governance	Meets	Meets
11. Management and Staffing	Meets	Meets
12. Human Resources and Employment	Partially Meets	Meets
13. Professional Development	Does Not Meet	Partially Meets
14. Student Recruitment and Enrollment	Partially Meets	Partially Meets
15. Parent and Community Involvement	Meets	Meets
III. Business Plan	57% Meets 43% Partially Meets 0% Does Not Meet	71% Meets 29% Partially Meets 0% Does Not Meet
16. Facilities	Partially Meets	Partially Meets
17. Transportation	Meets	Meets
18. Food Service	Meets	Meets
19. School Safety and Security	Meets	Meets
20. Budget	Partially Meets	Meets
21. Financial Management and Oversight	Partially Meets	Partially Meets
22. Start-Up Plan	Meets	Meets
Addenda A, A1 and B (not applicable)	-	-
Ratings Summary – All Standards (1-22)	26% Meets 48% Partially Meets 26% Does Not Meet	55% Meets 32% Partially Meets 14% Does Not Meet

Due to rounding percentages may not add to 100%

Note: Preliminary ratings are based on CRC's review of the February 1, 2018 charter application. Final ratings are based on the evaluation of the initial application together with the applicant's written response (submitted April 19, 2018) to the *CRC Analysis and Initial Findings* report and the April 24, 2018 Clarification/Capacity Interview.