

**Sarasota County Schools  
Charter School Application Process  
Special Fall 2018 Review Cycle**

**Summary of Final Evaluation and Ratings – October 30, 2018  
Dreamers Academy Amended Charter School Application**

This document presents a summary of key findings from the *Charter Review Committee (CRC) Final Evaluation Report, Dreamers Academy Amended Application, October 30, 2018*. Background and charter school application information from the prior CRC summary is presented here again for reference.

Background

On August 14, 2018 the founding board for Dreamers Academy submitted an amended charter school application. Because of strong community support and the potential to offer parents another school choice option, the Dreamers Academy founding board was offered the opportunity to withdraw the initial February 1, 2018 application and resubmit an amended application in the fall, with the understanding that the revised application would address the deficiencies, weaknesses and concerns identified by the CRC in the May 8, 2018 report. The CRC reviewed and evaluated the amended Dreamers Academy application using the Florida Charter School Application Evaluation Instrument to determine the extent to which the amended application addressed the evaluation criteria required to meet each of the 22 standards.

Dreamers Academy Charter School

- The school will open in 2019-2020 with 288 students in K-5, with enrollment projected to 576 students by year five of operation. The school will be located in North Sarasota County.
- 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 become proficient in their native language and learn to master a second language, and thus become bilingual and biliterate, develop cross-cultural skills and successfully meet high levels of academic achievement.
- To maximize the benefits of the DL-TWI model, the school aims to have a 50/50 balance of students who are English-language dominant speakers and Spanish-language dominant speakers. Students entering Kindergarten in 2019-20 will be the first cohort in the DL-TWI program through fifth grade. The school begins with a “hybrid” DL-TWI model, so that non-cohort Grades 1-5 students will receive a traditional program with an emphasis on dual language acquisition as they continue through grade 5.

## Summary of Final Evaluation Findings

Other than the rating charts, the summary information presented here does not cover all 22 standards in the amended application; rather, the focus of this summary is on those standards that were not met in the February 1<sup>st</sup> Dreamers Academy application and which, after the CRC final evaluation of the amended application, continue to remain rated as Partially Meets.

The following information is provided: Table 1 below presents overall ratings by application program area; on pages 2-4 key findings are summarized and on page 5 the chart shows preliminary and final ratings for each standard for the amended application.

**Table 1. Final Ratings Summary for  
Dreamers Academy Charter Application, as Amended 8/14/18**

I. Educational Plan Standards 1 – 9	II. Organizational Plan Standards 10 – 15	III. Business Plan Standards 16 – 22	Final Ratings Total
67% Meets 33% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	86% Meets 14% Partially Meets 0% Does Not Meet

### Educational Plan

The application met the criteria for 6 standards, including those standards pertaining to services for Exceptional Student Education (ESE) and English Language Learners (ELL) students, assessment, and student conduct and discipline. The application partially met the criteria for the other 3 standards, as follows:

#### Educational Program Design (Standard 3) and Curriculum (Standard 4)

As previously acknowledged, the Dual Language Two-Way Immersion program (DL-TWI model) is research-based and well established. The DL-TWI model is optimal and most impactful when there is a balance of students in each language. The applicant proposes a 50-50 balance of students who are Spanish dominant speakers and native English speakers. Students become proficient in their native language and learn to master a second language and thus become bilingual and biliterate.

#### Pending CRC concerns:

- The CRC remains concerned about how the school will meet the needs of English-language dominant students who are struggling readers, specifically, Kindergarten students in the DL-TWI program who receive 80 - 90% of their instruction in Spanish. Secondly, given that all math instruction will be in Spanish for the DL-TWI cohorts, students may not master the math vocabulary (in English), which is very important to deepening conceptual understanding in math and which will be assessed in English on the FSA math tests.

- The Dual Language Immersion model is offered in several other Florida districts both traditional and charter schools. However, unlike the Dreamers Academy, these schools implement DL as a program within a school, or as a school within a school. That is, students apply and enroll in the school and, once enrolled, parents can apply or opt into the Dual Language Program. In some programs, students may “exit” the DL program, stay at the school, and go back to the traditional program at that same school. Dreamers Academy should consider a similar model.

### Target Population and Student Body (Standard 2)

This section describes the anticipated student population, how the student body aligns with the school’s mission and provides a rationale for enrollment projections. It also requires the applicant to indicate if the school will give enrollment preference and/or limit enrollment to certain populations as defined in s. 1002.33(10)(d) and (e), F.S. This section is interrelated with Section 14 of the application, Recruitment and Enrollment.

#### Pending CRC concerns:

- Fidelity of Dual Language, Two-Way Immersion model. The rating remains at partially meeting this standard because of the concern that despite the school’s location and solid marketing efforts, the school may not realize a student body balance of 50% Spanish and 50% English-dominant language speakers, which, according to the applicant, is optimal for the DL-TWI model and is shown to impact student achievement.
- Legality of proposed enrollment process. Despite numerous attempts, neither the CRC or the applicant have been able to confirm that the school’s proposed enrollment criteria meets the provisions of s.1002.33(10)(b) and (e), F.S., as it relates to statutorily allowable criteria for equal access, enrollment, admissions and the lottery process. In order to have a 50/50 balance of Spanish and English speakers, the school proposes to designate available capacity by language category and, if necessary, to conduct a two-lottery system for seats within each category (English-dominant or Spanish-dominant). At this point it is uncertain if there are any legal barriers to the school’s proposed enrollment process. It is our understanding the School Board counsel is reviewing this issue.
  - Note: If unresolved, the applicant has agreed to enroll students based on seats available by grade level and conduct the lottery (if needed) overall by grade level. As previously stated, the CRC’s position is that the applicant obtain confirmation from an appropriate legal entity that the proposed admissions and lottery process will be in compliance with s. 1002.33(10), F.S.

### Student Performance, Assessment and Evaluation (Standard 5)

This section of the amended application is rated as “Meets the Standard” because the information presented addresses the majority of the criteria for assessments, monitoring student progress, data use, informing parents, etc. However, the CRC concluded that the

performance goals set for year 1 are relatively low compared to the performance of the surrounding schools.

Pending CRC concern:

- The CRC recommends that if the application is approved by the School Board, the school shall submit, for district approval, modified school performance goals for year 1 which reflect high expectations for students based on the achievement levels of comparable surrounding schools. Such goals would be agreed upon and stated in the charter contract.

### **Organizational Plan**

The application meets all 6 standards within the organizational plan including governance, management and human resources. The standard for Student Recruitment and Enrollment was rated as “Meets the Standard” based on the additional information provided in the amended application, however, the CRC’s rating is not to be interpreted as an approval of the school’s proposed admissions and dual-lottery procedures nor as affirmation that what the applicant proposes is allowable by law.

### **Business Plan**

The application met all 7 standards related to school operations, including transportation, food services, safety and security, facilities and the start-up plan. The criteria for the standards for the budget and financial management were also met.

**Sarasota County Public Schools  
2018-2019 Charter School Application Process  
Special Fall 2018 Review Cycle**

**Charter Review Committee (CRC) Final Ratings – October 30, 2018  
Dreamers Academy Charter Application – Amended**

<b>Charter School Application Section</b>	<b>Initial Application Ratings May 8, 2018</b>	<b>Prelim. Ratings Amended Application</b>	<b>Final Ratings Amended Application</b>
<b>I. Educational Plan</b>	33% Meets 33% Partially Meets 33% Does Not Meet	56% Meets 44% Partially Meets 0% Does Not Meet	67% Meets 33% Partially Meets 0% Does Not Meet
1. Mission, Guiding Principles and Purpose	Meets	Meets	Meets
2. Target Population and Student Body	Partially Meets	Partially Meets	Partially Meets
3. Educational Program Design	Partially Meets	Partially Meets	Partially Meets
4. Curriculum Plan	Does Not Meet	Partially Meets	Partially Meets
5. Student Performance, Assessment & Evaluation	Does Not Meet	Partially Meets	Meets
6. Exceptional Students	Partially Meets	Meets	Meets
7. English Language Learners	Does Not Meet	Meets	Meets
8. School Culture and Discipline	Meets	Meets	Meets
9. Supplemental Programming	Meets	Meets	Meets
<b>II. Organizational Plan</b>	67% Meets 33% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet
10. Governance	Meets	Meets	Meets
11. Management and Staffing	Meets	Meets	Meets
12. Human Resources and Employment	Meets	Meets	Meets
13. Professional Development	Partially Meets	Meets	Meets
14. Student Recruitment and Enrollment	Partially Meets	Meets	Meets
15. Parent and Community Involvement	Meets	Meets	Meets
<b>III. Business Plan</b>	71% Meets 29% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet
16. Facilities	Partially Meets	Meets	Meets
17. Transportation	Meets	Meets	Meets
18. Food Service	Meets	Meets	Meets
19. School Safety and Security	Meets	Meets	Meets
20. Budget	Meets	Meets	Meets
21. Financial Management and Oversight	Partially Meets	Meets	Meets
22. Start-Up Plan	Meets	Meets	Meets
Addenda A, A1 and B (not applicable)	-	-	-
<b>Ratings Summary – All Standards (1-22)</b>	55% Meets 32% Partially Meets 14% Does Not Meet	82% Meets 18% Partially Meets 0% Does Not Meet	86% Meets 14% Partially Meets 0% Does Not Meet

Note: Ratings from the May 8, 2018 Evaluation Report of the February 2018 charter application are provided as a point of reference. Preliminary ratings for the amended charter application are based solely on CRC's review of the written charter application submitted on August 14, 2018. Final ratings are based on the CRC's evaluation of both the application together with the information provided by the applicant in response to questions and concerns stated in the *CRC Analysis and Initial Findings* report dated October 9, 2018.