

**Sarasota County Public Schools
2013-2014 Charter School Application Process**

**Sarasota Academy of Math and Science Charter Application
Charter Review Committee (CRC) Evaluation Findings and Final Ratings**

The evaluation findings were based on the extent to which the charter school application addressed the criteria required to meet each of the nineteen standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings were based on CRC’s review and analysis of each charter school’s original application submitted on August 1, 2013. Applicants were provided an opportunity to review the CRC September 11, 2013 Initial Findings and respond to the CRC’s questions and requests for clarification. Applicants were asked not to amend or correct significant concerns and/or deficiencies identified in the original application. However, Sarasota Academy of Math and Science (SAMS) submitted additional information in response to the Concerns/Weaknesses because they felt that in many instances the CRC either did not adequately refer to their application, or comments were taken out of context (Appendix A). To ensure fairness, the CRC reexamined the initial Concerns/Weaknesses, and while the CRC felt the majority of its Concerns/Weaknesses remained, it withdrew the few for which it had overlooked or misinterpreted information in the original application.

Considering all information presented in the original application, written responses to the CRC’s questions, and the oral responses provided by each applicant during the September 26, 2013 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous decision.

Page numbers noted throughout this document refer to SAMS’ original application, which is available upon request.

Charter Review Committee Final Ratings Summary

Charter School Applicant	I. Educational Plan Standards 1 – 8 Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline	II. Organizational Plan Standards 9 – 13 Governance, Management, ESP, Employment, Student Recruitment & Enrollment	III. Business Plan Standards 14 – 19 Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan	Overall Total
Sarasota Academy of Math and Science	63% Meets 38% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	100% Meets 0% Partially Meets 0% Does Not Meet	84% Meets 16% Partially Meets 0% Does Not Meet

Florida Charter School Application Evaluation Instrument

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

The following definitions should guide the ratings:

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

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The mission and priorities of the Sarasota Academy of Math and Science K – 8 school are clear and compelling. (Page 6)

School plans to use STEM-related resources. (Page 8)

Strong focus on math and science and STEM-related programs. The school’s philosophy and guiding principles support the stated mission. (Pages 7-10)

Concerns/Weaknesses:

The application references the transition from the NGSSS to the CCSS but does not provide sufficient information as to how the school plans to implement the transition.

The school’s focus on improving student outcomes does not include all pertinent areas. Learning outcomes in Civics are not addressed. (Page 9)

The “Educational Plan” mentions offering courses for high school credit but no evidence of actual courses are mentioned in the “Curriculum Plan.” (Clerical errors in pagination)

~~references corrected 10/1/13 as follows: Page 14 and 15, Page paragraph 6; Page 66, Page paragraph 4; Page 73, Page paragraph 2; Page 75, Page paragraph 3)~~ Comment withdrawn 10/1/13

The use of the term “Honors” as related to middle school course titles (advanced) is incorrect. (Page 14, ~~Page~~ paragraph 6)

While the school proposes a sound program with a strong emphasis on student learning and achievement, it is the opinion of this committee that the proposed teaching methods are not truly unique or “innovative.” (Page 15)

~~Although Section 1-D (Page 23) is optional, the applicant did chose to address two of the purposes for charter schools: how the school will “Provide rigorous competition within the public school district to stimulate continual improvement in all public schools” and “Create new professional opportunities for teachers, including ownership of the learning program at the school site.” However, because the area for the proposed school is presently saturated with schools, both traditional and charters, the school may inadvertently have the opposite effect on two other purposes of charter schools: it may likely not “Expand the capacity of the public school system” or “Mitigate the educational impact created by the development of new residential dwelling units.”~~ Comment withdrawn 10/1/13

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Clarify the acronym CCSSA. (Page 6; Page 36)	Typo – should be CCSS	Response is acceptable.
What role do End-of-Course Exams play in Social Studies? Pagination clerical errors corrected: (Page <u>paragraph 6</u> , Page 11; Page 22; Page 66)	N/A - Page 6 –Addresses the Mission, Guiding Principles and Purpose N/A - Page 11 – Addresses items such as scope and sequence calendars, general assessments, introduces intervention programs, Personal Academic Plan, Edline, etc. N/A - Page 22 – Addresses FAIR, Progress Monitoring and RtI N/A - Page 66 – Addresses Middle school course work Found on Page 78 - M/J Civics - The purpose of this course is to enable students to develop the knowledge and skills necessary for	Clerical error – reference is to paragraph 6 on page 11 (not page 6). Page 11 is applicable because the CRC was seeking evidence that the applicant will address social studies. Page 22 is applicable to the question because the CRC was noting the absence of EOCs in the applicant’s discussion of progress monitoring assessments. Page 66 is applicable to the CRC question because no reference is made to EOCs although reference is made to FCAT/PARC. Response is acceptable.

	<p>active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. Students will be required to successfully complete the requirements of this course in 7th grade as demonstrated by earning a level 3 or higher on the Civics EOC.</p> <p>Additionally the applicant understands - Middle Grades Promotion Requirements</p> <ul style="list-style-type: none"> o Pass Civics class; Civics EOC converted score is 30% of final grade 	<p>At the school level SAMS may require that students score a Level 3 or higher however, district students may pass a course with a score lower than level 3.</p> <p>Response is acceptable.</p>
<p>Explain how a “literature class for advanced students” is identified as a reading class. (Page 13)</p>	<p>The following Course titles appear on page 9 & 10 of the Florida Course Code Directory dated 8/7/13:</p> <p>1008010 M/J READ 1 1008020 M/J READ 1 ADV 1008040 M/J READ 2 1008050 M/J READ 2 ADV 1008070 M/J READ 3 1008080 M/J READ 3 ADV</p> <p>According to the District Reading Plan <i>“Sarasota County District Schools will not have the capacity to serve our FCAT Reading Level 3 and above students in a Developmental Reading Program.”</i></p> <p>Since all students attending Sarasota Academy of Math and Science will be enrolled in a reading class as part of the curriculum, the advanced reading class will be conducted as a literature class where students will read novels, work with exemplar texts and participate in other activities appropriate for an advanced reading class.</p>	<p>Response is acceptable. The school may need to modify this plan, pending receipt from FLDOE of course descriptions aligned to CCSS.</p> <p>Response lacks details but is acceptable, assuming that the literature class will be comprehensive and include all aspects of literacy (i.e., reading, writing, listening, speaking and language).</p>
<p>Provide a brief description of the specific products for portfolio development and project based learning as it relates to Sarasota Academy of Math and Science. (Page 48)</p>	<p>Sarasota Academy of Math and Science believes that students must be active participants in the learning process. The Portfolio may include but not be limited to:</p> <ul style="list-style-type: none"> • Student Data Chats with data collected from the baseline and interim assessments that is discussed with the teacher so the student knows the scores needed to show progress • A “grade sheet” so that students can track their scores on classroom tests and quizzes 	<p>The response addresses the portfolio but does not describe Project Based Learning.</p>

	<ul style="list-style-type: none"> • Authentic work samples that are passed back to the student to take home for review by parents 	
<p>How will “Coursework for ELL’s in their home language” and “Curriculum Content in the Home Language” be administered to all grade levels in all content areas? Will there be teachers who can support this requirement regardless of language, grade level and content? (Page 65)</p>	<p>The applicant will respectfully remove this statement.</p>	<p>Noted.</p>

Additional CRC Observations Based on Outcome of the 9/26 Interview

The applicant clarified that the school would be math- and science-focused, with STEM infused within all content areas.

2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

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

Strengths
The SAMS applicant is familiar with state statutes and regulations related to charter student populations and class size requirements. (Pages 26-27)
The target population of K – 8 students is well-defined. The application provides a detailed explanation of how the student projections were derived. (Page 28)

Concerns/Weaknesses:
Comment only – the application states that there are few school choice options in the area surrounding the proposed school (809 Beneva Road). The CRC respectfully disagrees. Several of the schools listed would not fall within the parameters of SAMS and several current charter schools are not listed on page 28, such as the Sarasota School of Arts and Sciences (grades 6-8). In addition, the applicant will need to consider the impact of other potential charter schools who have submitted applications to start in 2014-15, such as the Sarasota Military Academy Prep (6-8).

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

3. Educational Program Design

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

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

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

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

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

Strengths
The educational plan includes various teaching structures to achieve student independence. (Page 31)
The instructional models and strategies proposed have proven to be effective in improving student learning. (Pages 30-54)
The program design is clear and research-based.

Concerns/Weaknesses :
Comment only – the proposed educational program includes quite an extensive list of every well-known learning models and techniques. If approved, the school will need to consider how it will ensure that the many and varied approaches are integrated into a solid and cohesive framework.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The elementary schedule should include PE as listed in other places in the application. (Page 29)	This is a sample schedule to reflect a typical day for an elementary student. The chart should include Recess/PE 30 minutes. The applicant is aware of the physical education requirements as	Response is acceptable.

	<p>determined by the State - Governor Charlie Crist signed the Don Davis Physical Education Act requiring Florida elementary schools to provide 30 minutes of continuous exercise daily (150 minutes per week) for their students. The law also requires to the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8.</p>	
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4. Curriculum Plan

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

Statutory Reference(s):

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

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

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

Please note that the final rating is “Partially Meets” because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant did not demonstrate an understanding of the requirements or was not able to describe specifics within the plan to meet the standard, leading to the CRC’s rating.

Strengths
The curriculum plan is research based and consistent with the school’s mission.

Comment only – the application has over 55 pages describing the curriculum and framework for instruction and student learning.

Concerns/Weaknesses:
Note: Some references to “high school” are identified as concerns but may be the result of the applicant failing to modify a previously used high school application for submittal as K-8 school submitting information taken from resources that apply to grades K – 12, which includes high school related references. <i>(Comment modified 10/1/13)</i>
Based on the information presented in the application, it is not sufficiently evident that the applicant fully understands the CCSS and the NGSSS in 2014-2015. (Page 64; Page 73, paragraph 3; Page 74, paragraph 1)

~~The offering of courses for high school credit is mentioned in the “Educational Plan” but no evidence of actual courses is mentioned in the “Curriculum Plan.” (Page 66; Page paragraph 4; Page 73, Page paragraph 2; Page 75, Page paragraph 3) Comment withdrawn 10/1/13~~

Enrichment activities including Holocaust education, African-American History, etc. are part of the required instruction legislation (1003.42) not “enrichment”. (Page 66)

The intensive **reading requirements** are not current or updated based of the 2013 statute. It is not apparent whether all or select students will receive a reading course. (Page 67) ~~Reference to Florida statute 1003.428 (reading) needs to be updated to reflect current legislation. (Page 82) Reading courses listed do not reflect current legislation. (Page 106) Comment withdrawn 10/1/13~~

The use of informational text beyond literary prose and poetry is unclear. (Page 68; Page 70) The application lacks specificity about how below level students in reading will be supported through differentiated instruction. (Page 96)

Several concerns are noted regarding **middle school mathematics** course offerings. (Page 73)

- M/J Mathematics, and M/J Mathematics, Advanced course titles do not appear in the FLDOE Course Code Directory
- Course descriptions are underdeveloped and show no distinction between regular and advanced courses.
- M/J Great Explorations in Math (GEM) courses are not part of the FLDOE Course Code Directory.

Updates to the **Civics** End of Course exam legislation needs to be addressed. (Page 78)

~~FLDOE did not release a crosswalk. Course descriptions have been updated to reflect a blended curriculum. (Page 85) Comment withdrawn 10/1/13~~

Evidence is not strong that the applicant has a sound understanding of the blending of NGSSS and CCSS in **science**; specifically, the reference to the application of grade level standards. (Page 90)

Social studies discussions do not address the CCSS in writing and reading. (Page 91 and 92)

Spanish I (high school credit) and Spanish I for Spanish Speakers (High School credit) are not listed as courses to be offered. Both courses are mentioned as course offerings on page 66. The courses listed on page 115 do not count toward high school credit. (Page 115)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please clarify the use of informational text beyond literary prose and poetry. (Page 68, Page 70)	The applicant did a word search and could not find the statement “informational text beyond literary prose and poetry”.	The applicant misunderstood the question. Since the phrase was not written with quotation marks, it was not a

	<p>developing a sense of literary history.</p> <p>Pg. 70 – Students will have regular and frequent lessons and practice in the writing of Standard English. Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose.</p> <p>Pg. 87 – <i>Read, Write, Think:</i> Lessons, interactive calendar activities, Writing and Publishing Prose, Writing Poetry, connections with diverse and talented literacy professionals, lesson plans and teacher resources by grade level, etc.</p> <p>The references to poetry as found in the application are as follows:</p> <p>Pg. 16 – The writing and communications work can involve creative writing and sharing experiences through stories, poetry, music, video and art of various kinds (STEAM!).</p> <p>Pg. 66 – Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres.</p> <p>Pg. 68 – Students will read, re-read and analyze and respond to increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.</p> <p>Pg. 68 – Middle School students will read a broad selection of poetry and prose, gaining acquaintance with major genres and authors and</p>	
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	<p>developing a sense of literary history. Pg. 69 – Using the natural flow of poetry can add clarity to this trait. Pg. 70 – Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose. Pg. 71 – Students will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets). Pg. 84 – Coach supports the curriculum with age-appropriate lessons and engaging fiction, nonfiction, drama, and poetry selections.</p>	
<p>Clarify whether all or select students will receive a reading course. (Page 67, paragraph 2)</p>	<p>Pg. 13 All middle school students will participate in a year-long reading class whether it is a remedial reading class for struggling students or a literature class for more advanced students.</p> <p>According to the District Reading Plan <i>“Sarasota County District Schools will not have the capacity to serve our FCAT Reading Level 3 and above students in a Developmental Reading Program.”</i></p> <p>Since all students attending Sarasota Academy of Math and Science will be enrolled in a reading class as part of the curriculum, the advanced reading class will be conducted as a literature class where students will read novels, work with exemplar texts and participate in other activities appropriate for an advanced reading class.</p>	<p>Response is acceptable.</p>
<p>M/J Biology Honors – What is the course code in the Florida Course Code Directory? (Page 75)</p>	<p>Please remove the M/J. This course would be Biology I Honors</p>	<p>To be more clear, CRC requires the course code</p>

<p>Is the use of the “high school” rather than “grade specific” accurate? (Page 36; Page 81)</p>	<p>The applicant could not find the words “high school” on page 36.</p> <p>Pg. 81 – The Common Core Standards anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p> <p>This sentence was taken from the website below: http://www.corestandards.org/ELA-Literacy/RL/introduction-for-6-12</p>	<p>The reference to page 36 is related to grade specific standards, which is correct but in opposition to the information on page 81.</p> <p>The text copied from the website resource is valid, but does not apply to grades K-8 and is therefore not relevant to the application.</p> <p>Note: the applicant should appropriately and consistently cite sources when information from outside sources is included in the application.</p>
<p>Moved from stated concern to area in need of clarification.</p> <p>“Intensive Language Arts” is mentioned as a Language Arts course offering. That course is considered an elective and cannot be used as one of the LA courses for middle grade promotion to HS. (Page 100, <u>paragraph 1</u>)</p>	<p>1000000 M/J Intensive Language Arts is listed as a course for middle school students in addition to M/J Language Arts. The school feels that by paring the intensive reading with intensive language arts in addition to the regular language arts class, the student will have ample time during the school day to receive remedial instruction in reading/writing and strengthen those skills so they are able to successfully read and write middle grade level text independently.</p>	<p>Response is acceptable.</p>
<p>Moved from stated concern to area in need of clarification.</p> <p>The application contains specifically undefined terms and underdeveloped descriptions (e.g. “appropriate technology”, “Concrete”, “Semi-Concrete”, “Abstract”). (Page 71-72)</p>	<p>Page 72 – Appropriate Technology - Cooperative learning provides students, in small groups, the opportunity to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning.</p> <p>Page 216 - Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.</p> <p>Appropriate technology would include: Page 18 - online library of resources resources from the National Science Digital Library (NSDL)</p> <p>Page 52 – The school will utilize technology is a variety of ways:</p> <ul style="list-style-type: none"> • Core and supplementary technology-based interventions in 	<p>The CRC’s statement was in reference to pages 71-72 which lacks a description of how technology will be integrated into the mathematical instructional design for concept development.</p> <p>The narrative on pages 18, 52 and 53 does not fully address the matter.</p>

	<p>core subject areas</p> <ul style="list-style-type: none"> • 24/7 applications for remediation, acceleration, and enrichment that truly extend Learning Beyond the Bell • Online access to textbooks, instructional materials, and library research databases • Organization of learning resources: lessons plans, Pacing Guides, and Instructional Focus Calendars • School-wide communication <p>Page 53 - Teachers and students will have technology integrated in the classroom through a variety of modalities such as:</p> <ul style="list-style-type: none"> • Laptop Computers and mobile labs • Mimio Boards • Audio Stations • Interactive Tablets • Computers • Learner Response Devices • Headphones • Document Camera • Apple I-Pods <p>Page 72 – As stated in the application: Mathematics instruction will follow this three-point model in order to ensure concept knowledge is developed.</p> <ol style="list-style-type: none"> 1. Concrete: mathematical concepts are introduced in a concrete hands-on manner encouraging students to explore and develop conclusions. 2. Semi-Concrete: students will further develop mathematical concepts learned by transitioning from hands-on manipulative to paper-pencil and drawings in order to conceptually solve mathematical problems. 3. Abstract: By this stage, students are able to demonstrate a conceptual understanding of the mathematical standard and 	
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	<p>are able to fluently complete the procedure require to solve the mathematical concept.</p> <p>This is a representational sequence of mathematics instruction. Step 1. Concrete - Each math concept/skill is first modeled with concrete materials (e.g. chips, unifix cubes, base ten blocks, beans and bean sticks, pattern blocks). Students are provided many opportunities to practice and demonstrate mastery using concrete materials. Step 2 - Semi-concrete - The math concept/skill is next modeled at the representational (semi-concrete) level which involves drawing pictures that represent the concrete objects previously used (e.g. tallies, dots, circles, stamps that imprint pictures for counting). Students are provided many opportunities to practice and demonstrate mastery by drawing solutions. Step 3 - Abstract - The math concept/skill is finally modeled at the abstract level (using only numbers and mathematical symbols). Students are provided many opportunities to practice and demonstrate mastery at the abstract level before moving to a new math concept/skill.</p> <p>Several concerns are noted regarding middle school mathematics course offerings. (Page 73) M/J Mathematics, and M/J Mathematics, Advanced course titles do not appear in the FLDOE Course Code Directory. The following Course titles appear on page 11 & 12 of the Florida Course Code Directory dated 8/7/13: 1205010 M/J MATH 1 1205020 M/J MATH 1 ADV 1205040 M/J Mathematics 2 1205050 M/J MATH 2, ADV 1205070 M/J Pre-Algebra 1205080 M/J PRE-ALG ADV</p>	
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	<p>Additional Questions for Interview Session:</p> <p>As a critical consumer of CCSS tools and materials, how will you select your resources and why? Applicant’s responses were vague and some materials mentioned are not up to date (e.g., Math Connects).</p> <p>How will your students be able to earn six high school credits? Applicant was not able to clearly respond but later stated that that they will not offer 6 credits.</p>
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Additional CRC Observations Based on Outcome of the 9/26 Interview

Concerns remain regarding how and why the applicants will select the school’s resources to implement the common core sunshine standards across the content areas, particularly because of its focus on science and math. The applicant was unable to articulate what criteria would be used to evaluate/measure selected the effectiveness of selected resources to ensure that CCSS are embedded in core content subjects. The CRC has concern that the applicant has a clear understanding that NGSS will continue to be in place for science and social studies; the applicant believes with the full implementation of the CCSS in 2014-2015 SY, the school will not have to meet the NGSS in specified core subjects.

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Please note that the final rating remains “Partially Meets” the standard because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant did not demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard, thereby confirming the CRC’s rating.

Strengths
The application references the relevant state statutes and state requirements for student progression and mandatory retention. (Pages 129-132)
The school proposes to follow the district Student Progression Plan (Page 127)
The application presents an appropriate plan for communicating student progress and test reports to parents.
Grade 6-8 students will be able to access Course Recovery.

Concerns/Weaknesses:

The proposed school does not indicate achievement goals in mathematics for students in grades K – 2. There are no goals or objectives for student achievement on the End-of-Course (EOC) exams that middle school students are required to take. (Page 124-125)

The application provides an abundance of assessment information and describes a wide variety of assessments and assessment types. However, a substantial amount of the information is tutorial in nature and a considerable amount of the narrative/charts are repetitive and redundant across the numerous pages of the application. Aside from the well-known state-required tests, the other assessments purported for use are described in broad terms and in a textbook style with insufficient detail for the evaluator to determine if the assessments are appropriate.

Promotion standards do not provide clear criteria for promotion from one level to the next. There is a lack of alignment between the information in the application and the intent of the school to follow the district’s Student Progression Plan (SPP). For example:

- The school’s promotion policy does not differentiate requirements for elementary and middle school levels. (Page 129)
- ~~Advanced Grade placement procedures may not align with district SPP (Page 130) Statement withdrawn 10/1/13~~
- Good Cause Exemptions for students in grades K-2; and 4-6 conflict with state statute 1008.25 and district SPP (Pages 131-132)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The application provides achievement goals but it is not clear if the intent is to have the same goals for each of the 5 years of the charter. In addition, the percent proficient goals stated for grades 3 – 8 do not specify the year nor do they indicate how much academic improvement students are expected to show each year. Please clarify the goals stated on page 124.</p>	<p>The Sarasota Academy of Math and Science recognizes that, as a new school, we will not have the same achievement data of an existing school. Since we expect our population to come from Sarasota County public school students, we have developed our goals using Annual Measurable Objectives (AMO chart provided in page 125) referencing Sarasota County’s 2010-2011 data as a baseline to develop our achievement goals for the 2014-2015 school year using the AMO chart provided. As soon as registration is complete, student individual data from their previous year’s FCAT scores will be disaggregated and analyzed. Current levels of achievement using baseline data will also be considered and the achievement goals in this application may be revised to reflect our student population and provide for more relevant achievement goals.</p> <p>This process of setting goals will only be used in opening the school.</p>	<p>The response does not address the question. The model charter school application requires that schools set educational goals and indicate the amount of improvement for each year of the charter. The applicant’s response did not address the gaps in the information on pages 123 and 124 of the application.</p>

	<p>In subsequent years, we will use our students' achievement levels and develop target achievement levels and goals following the states expectations of AMO.</p>	
<p>How will the achievement performance targets be adjusted using 2012-13 data as the baseline as opposed to 2010-11, which is based on the FLDOE AMO's chart and is 2 years old? (Page 125)</p>	<p>We have used the technical assistance paper from the state of Florida <i>Reporting Florida's Annual Measurable Objectives (AMOs) in Compliance with ESEA Waiver Requirements</i> as a reference tool to set our goals for The Sarasota Academy of Math and Science.</p> <p>All schools and subgroups will be evaluated to determine whether they meet their annual measurable objectives (AMOs) for proficiency in reading and math.</p> <p>AMO targets will be established for each subgroup and all students, and will be calculated at the school, LEA, and state levels. The AMO target will show whether the subgroup (as well as the "All Students" group) is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-17 (using 2010-11 as the baseline year).</p> <p>Characteristics of the AMOs for Reading and Math Proficiency as Reported for 2011-12</p> <ul style="list-style-type: none"> • AMOs are determined separately for each school and subgroup (calculated individually), by subject area. • The AMO shows whether the school/subgroup is on track to reduce its percent of non- proficient students by half by 2016-17. • The baseline year for the "on track" calculation is 2010-11. • For each school and subgroup, a separate target is set for 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17. • The calculation is as follows: <p>The AMO for each year equals the percent of students scoring proficient in 2010-11 plus: [0.5 times the percent of non-proficient students in 2010-11 ÷ 6] multiplied by the number of years past 2010-11.</p>	<p>The district is very familiar with the state's Technical Assistance Paper and the AMOs, but was trying to learn more about how the applicant would adjust school targets based on more recent student performance data.</p> <p>CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings</u> The applicant is aware of the state's use of AMOs but appears to lack a deeper understanding of the reasoning behind setting goals in this manner and how it differs from other performance goals (like the lowest 25% goal on page 123). In addition, the applicant was unable to explain how the school's targets may be adjusted for the school's first year of operation.</p>

	<p>So, for 2011-12, the AMO (by subject) equals the percent of students scoring proficient in 2010-11 plus: [0.5 times the percent of non-proficient students in 2010-11 ÷ 6] times 1.</p> <p><u>Example, AMO for Proficiency in Math</u> Sample Elementary School: 2010-11 % Proficient in Math = 64% (All Students)</p> <p>1/2 percent non-proficient = 36% x 1/2 = 18%</p> <p>Proficiency target for 2016-17 = 64% + 18% = 82%</p> <p>o Targetfor2011-12=64%+[(18%÷6)x1]=67% o Targetfor2012-13=64%+[(18%÷6)x2]=70% o Targetfor2013-14=64%+[(18%÷6)x3]=73% o Targetfor2014-15=64%+[(18%÷6)x4]=76% o Targetfor2015-16=64%+[(18%÷6)x5]=79%</p>	
<p>Are the “School-wide Goals” listed on pp 125 in addition to those listed on page 123-124?</p>	<p>Yes</p>	<p>Response is acceptable.</p>
<p>What specifically are the “diagnostic tests” and the “benchmark tests” referenced on page 134. Are these tests school-developed, published tests? Who takes them and when? (Page 134)</p>	<p>The application addresses the question posed by the committee. Students in grades K-8 will participate in the assessment that is appropriate for the grade level. Pg. 134 – Diagnostic Tests (e.g., Mathematics and Reading): (These assessments are found as part of the Reading and math series and are used to determine appropriate placement based on the ability level of the student) to be administered to new students in the early fall of the academic year to provide information that will be used to:</p> <ol style="list-style-type: none"> 1. Determine student’s reading and mathematics strengths and weaknesses. 2. Assist teachers and administrators in making instructional and curriculum decisions. 3. Generate student performance baselines in reading and mathematics. 	<p>The applicant identifies the diagnostic tests as those included in the math and reading series. Since information about the series was not provided, the CRC could not evaluate the use of the diagnostic assessments, the type of placement that would be made based on the results, or the kinds of information the reading diagnostic assessment would afford above and beyond that provided by the FAIR.</p> <p>The applicant did not provide details about the assessments provided by Charter School Associates, so the CRC could not determine if these assessments</p>

	<p>The Florida Kindergarten Readiness Screener (FLKRS) (administered according to the district testing calendar) will be administered to all kindergarten students to determine a baseline achievement level.</p> <p>The Florida Assessment for Instruction in Reading (FAIR) (Administered according to the district testing calendar.) will be administered to grades kindergarten through three and students in grades four through eight scoring at Level 1 or 2 to determine a baseline achievement level or Level 3 students to make sure they are still on track for the fall of each year</p> <p>Baseline Benchmark Assessments (These assessments are provided to the school by Charter School Associates. The assessments take into account all benchmarks that should be mastered during the school year. Performance on these benchmark assessment determine appropriate placement for students in Reading and Math.)– provide a snapshot of student performance on NGSSS benchmarks/Common Core Standards to determine strengths and weaknesses at the beginning of the year. Interim assessments will be administered to determine student progress. (The interim assessments are administered in the fall and winter to track student progress.)</p> <p>Additional information regarding the types of assessments can be found in Section E.</p>	<p>would be valid or appropriate. Other details on the types of placement decisions which would be made based on each benchmark test were not included.</p>
<p>The application lists a variety of assessment types, but does not provide sufficient detail for the evaluator to determine if the assessment is appropriate. Specifically, what assessment are the “Criterion Referenced Performance Tests” and the “Weekly Standards Assessments?” (Page 136)</p>	<p>On page 136 of the application, "<i>Criterion Referenced Performance Tests are created based on FCAT and ultimately PARCC test specifications. Administration includes both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and benchmark Tests</i>" refers to assessments that allow for data to be comparable. Criterion Referenced Performance Tests relate to our Baseline Assessments, Fall and Winter Interim Assessments which provide for cut scores that measure if the student is making satisfactory progress towards</p>	<p>It was unclear if the criterion-referenced tests were also to be purchased/developed by Charter School Associates. It was unclear how the criterion-referenced performance tests relate to the “Baseline Benchmark Assessments” and “Interim Assessments” provided by Charter School Associates. The applicant should have provided more detail about the pre- and</p>

	<p>meeting state achievement expectations on FCAT/PARCC.</p> <p>Weekly Standards Assessments on Page 136 refer to our assessments during the last weeks of FCAT used to track student progress on specific benchmarks. These tests are generated through a purchased test-bank that is correlated to the Standards and aligned with the Common Core.</p>	<p>post-tests in order for the CRC to evaluate their role in the overall assessment program. Questions remain about when the tests are administered.</p> <p>It was unclear which vendor would provide the purchased test-bank and whether they would provide evidence that the items were aligned to NGSSS/CCSS.</p>
<p>The application states that the school will follow the district’s student progression plan, however, the “Good Cause exemptions” for promotion for grades K – 2 and 4 – 6 are not in the district plan and not in state statute. (Pages 131-132). Please clarify.</p>	<p>Statute 1008.25 address the end of social promotion. The application is consistent with the good cause criteria as stated in Statute 1008.25 as it relates to all grade levels.</p> <p>ELIMINATION OF SOCIAL PROMOTION.—</p> <p>(a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.</p> <p>(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:</p> <ol style="list-style-type: none"> 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program. 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule. 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at 	<p>CRC’s question pertained to the mandatory retention and good cause exemptions. On page 132 of the application under the heading of “good cause exemption from mandatory retention” for grades 4-6. The list includes the SAT-10 and reading portfolio as good cause reasons for grades 4 – 6. There are no mandatory retention requirements for grades 4 – 6. There is no state approved test or portfolio other than for grade 3.</p> <p>The district obtained confirmation from the FLDOE that mandatory retention and the good cause reasons (for exemption from mandatory retention) only apply to grade 3 reading.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings</u></p> <p>The applicant was able to describe the appropriate procedures that would be followed to determine if students in grades K-2 and 4-6 were to be retained or</p>

	<p>least a Level 2 performance on the FCAT.</p> <p>5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.</p> <p>6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.</p> <p>(c) Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (b)3. and 4. shall be made consistent with the following:</p> <ol style="list-style-type: none"> 1. Documentation shall be submitted from the student’s teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student’s academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio. 2. The school principal shall review and discuss such 	<p>promoted. The applicant also clarified that the good cause reasons for exemption applied to third grade.</p>
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	<p>recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.</p>	
<p>Why would it be necessary to double block or provide an alternative schedule for students who pass their 4 core courses? (Page 133)</p>	<p>Students have a total of 8 classes, of which 5 are core classes (Reading, Language Arts, Math, Science and Social Studies) and the rest are elective classes. If a child does not pass core classes and thus is in danger of not having required credits to go to high school, the child may be promoted to the next grade and required to lose an elective class to repeat the core class(es) that were failed.</p>	<p>Students in grades 6-8 do not require credits for promotion. They must pass all 4 core courses each year. Reading is not a core subject course.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings</u> Applicant clarified that “double block” means the student is retaking a failed core course and the schedule will reflect the core course twice. This is appropriate.</p>
<p>Need additional information pertaining to the modified/flexible student schedules (Early Bird, Extended School Day, Saturday Academy) Please provide a sample schedule. (Page 132)</p>	<p>Students benefiting from additional hours in the instructional day, may participate in programs such as:</p> <ol style="list-style-type: none"> 1. Early Bird – Morning tutorials offered daily for 30 minutes before the school day starts. May include teacher-led tutorials in small groups or participation in computer-based tutorials and achievement programs such as Reading Plus, Accelerated Reader, Ticket to Read, FCAT Explorer, Mathletics, River Deep. These usually run from October through April. 2. Extended School Day- Afternoon classes that extend an hour beyond the school day focused on intense standards-based instruction using research-based supplemental curriculum. This is offered for Reading, Math, Science and Writing. These usually begin in October and run through April. 	<p>Response is acceptable.</p> <p>For consideration only: the Saturday Academy may not be an option for some parents who may face challenges with transportation or conflicts with work schedules.</p>

	<p>3. Saturday Academy is a intensive and hands-on approach to instruction that allows for remediation in academic areas having documented weaknesses. Instruction is data driven and lessons are geared to provide maximum impact in a short amount of time. Saturday school begins in September and lasts through May. It takes place every Saturday (except during vacation weekends) and lasts for 2-3 hours with Rotations in Reading and Math.</p>	
<p>What procedures will be used to place students in courses based on academic levels of proficiency?</p>	<p>In Kindergarten, students participate in Seuss Ville, an orientation and informal assessment session that helps properly group kindergarten classes by levels and social/emotional needs of the student. With this information we are able to create at least 1 advanced Kindergarten Class and heterogeneously group the other kindergarten classes.</p> <p>In first – third grade, students are placed based on State or District assessments that are available (SAT – 10) along with other criteria such as student sample work, teacher input, FAIR scores and Math Diagnostic data.</p> <p>In grade 4 – 8, students are placed in their classes (advanced, regular, remedial honors) using FCAT data or other Standardized Tests, FAIR, teacher input, student sample work and Math Diagnostic assessments. Students scoring a level 1 or 2 in Reading are placed in Intensive Reading and students scoring a Level 1 or 2 in Math are placed in Intensive Math courses. This is done to provide remediation in targeted areas.</p>	<p>Response is acceptable.</p> <p>Please note that statutes have changed to allow students to receive interventions within content courses rather than in an Intensive Reading course.</p>
<p>Will the school request contracted services for a school board appointed or outside agency's social worker? (Page 182)</p>	<p>The school will request services from a school board appointed social worker.</p>	<p>Response is acceptable.</p>

6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

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

Please note that the final rating is “Partially Meets” because the applicant did not fully address the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant did not demonstrate an understanding of the requirements or was not able to describe specifics within the plan to meet the standard, leading to the CRC’s rating.

Strengths

Concerns/Weaknesses:
 Much of the information presented is not relevant to the level of service for the ESE students the school intends to serve. It appears as though the applicant inserted narrative about all state requirements but did not tailor the information to what the school intends to do. Therefore, it is not clear if the applicant understands the requirements.

 The application discusses self-contained scenarios; does not correlate with an 80% or more time spent with non-disabled peers. In addition, courses listed include several that are no

longer county-approved. (Page 153)

~~The application does not fully address how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services. (Pages 152-153) Statement withdrawn on 10/1/13~~

The application does not fully describe how the school’s effectiveness in serving exceptional education students will be evaluated. (Pages 154-155)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Please clarify the charter’s intent regarding services for cognitively impaired students participating in access curriculum and Florida Alternate Assessment. (Pages 147-154)</p>	<p>Pg. 146 - The School will provide a Free and Appropriate Public Education (FAPE) to students with disabilities in accordance with all state and federal special education guidelines and regulations, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. As affirmed by sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code this includes, but is not limited to:</p> <ol style="list-style-type: none"> 1. A Non-Discriminatory Policy regarding identification, location, evaluation and selection. 2. Free and appropriate public education (FAPE). 3. Individual education plans (IEP) developed in IEP meetings with the parents and the IEP Committee; 4. Section 504 <p>The School will implement the same identification, evaluation, placement, and due process procedures as other schools in the District. The School will utilize a service delivery models identified in this application for students with disabilities and will work with the District to determine the proper placement for students with disabilities within the full continuum of services offered by the District. The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP Team will determine the least restrictive environment, which also will include the services and supports needed for the student with a disability. The IEP Team will determine the educational placement for the student with a disability and this placement decision will be based on the student’s IEP.</p>	<p>The response partially addresses the CRC request for clarification.</p> <p>The original application correctly references the appropriate FAPE and IDEA requirements. Because the materials presented are excerpts from other publications, the information covers requirements for all service delivery models (not just the model proposed by the school), the CRC asked for clarification to determine if the applicant was able to separate and distinguish those services/programs that pertain to the population they intend to serve. Given that the written response again describes services for all levels of students, the CRC asked additional questions at the Capacity Interview to determine if the applicant understands the implementation of procedures and provision of services that meet these federal and state requirements.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings</u></p>

	<p>Pg. 146 - The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies, as available, by the school.</p> <p>Pg. 147-148 - Sarasota Academy of Math and Science will work closely with the District's Department of Exceptional Student Education and follow the district's guidelines for ESE students to insure appropriate placement for students in the Least Restrictive Environment.</p> <p>The instructional program for Students with Disabilities will be aligned to the Next Generation Sunshine State Standards/Common Core Standards and the Individual Educational Plan (IEP) or Education Plan (EP) thus providing ample opportunities for the student to learn and achieve individual outcomes. Instruction with accommodations will support the pathways delineated in the IEP/EP with annual yearly assessment by the Florida Comprehensive Assessment Test (FCAT) Assessment/PARCC.</p> <p><i>ACCESS Curriculum:</i> Sarasota Academy of Math and Science supports access to the general curriculum for all of the students with disabilities. Because the school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. ACCESS curriculum is reserved for more significantly cognitively disabled students. The State of Florida Department of Education has developed new Reading, Language Arts, and Mathematics Sunshine State Standards (http://etc.usf.edu/flstandards/index.html) providing Access Points for students with significant cognitive disabilities.</p>	<p>The applicant confirmed that the school will serve students with disabilities who receive 80% of their instruction in a classroom with non-disabled peers and the expectation is that they will participate in the FCAT/PARCC.</p> <p>Relevant</p> <p>Access curriculum – not relevant to population served</p>
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	<p>Alternative Assessment: Addressed on Page 151 - The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations.</p> <p>Additionally - Because the school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP and because participation in the state testing program is mandatory for all students attending public school. It is expected that the students with disabilities attending Sarasota Academy of Math and Science will participate in the FCAT, the general statewide assessment.</p> <p>According to the Florida Alternative Assessment FAQ: Students with the most significant cognitive disabilities are considered to include a small number of students whose cognitive impairments may prevent them from attaining achievement standards, even with the very best instruction.</p> <p>In order to facilitate informed and equitable decision making, IEP teams should answer each of the following participation guideline questions when determining the appropriate assessment:</p> <ul style="list-style-type: none"> • Is the student unable to master the Sunshine State Standards, even with appropriate and allowable course accommodations? • Is the student’s demonstrated cognitive ability the primary reason for the inability to master these standards? • Is the student participating in a modified curriculum based on competencies in the Sunshine State Standards Access Points for all academic areas? • Does the student require extensive direct instruction in academic and vocational competencies as well as domestic, community living, and leisure activities? • Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills 	<p>FAA – not relevant to population served</p> <p>Response is acceptable.</p> <p>FLDOE FAA FAQ – not relevant to population served</p> <p>Identification of eligibility for FAA – not relevant to population served</p>
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	<p>(interpersonal relations and social interactions) across a variety of settings?</p> <p>If the IEP team determines that all five of the questions accurately characterize a student’s current educational situation, then the Florida Alternate Assessment should be used to provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not indicated in all five areas, then the student is not eligible to be assessed on the Florida Alternate Assessment and must participate in the FCAT with accommodations, as appropriate.</p>	
<p>Applicant needs to clarify the population of ESE students that they will be servicing. Description on pages 150-151 is not aligned to the intent of the service that the school indicated that they will provide to students with disabilities.</p>	<p><i>The School will utilize a service delivery model of consultation and academic pullout, with at least 80% of instruction occurring in a class with non-disabled peers, for students with disabilities in order to support them in the Least Restrictive Environment.</i></p> <p>References made in the application on page 150-151 include students with disabilities that have an IEP requiring reasonable services provided by the school. In some instances, the student’s needs may change and they may require more support and assistance than once documented on the original IEP and, in some cases, may require a <i>re-evaluation</i> as referenced in the application. All of these are evidences of how the application believes in the true meaning of FAPE.</p> <p>Also, in many instances, students enter our school without an eligibility determination and the process may be originated and completed at the school. In that instance and through the entire RtI process, the school will work with the parent, student, teacher and District LEA to provide the child with a Free and Appropriate Public Education and will make all reasonable attempts to provide the child with what they need to be successful in accordance with the student’s documented needs.</p>	<p>Response is acceptable.</p>
<p>The applicant must review and clarify the systems of service that they will provide based on student need and how they will go about making determinations when a student is presenting additional</p>	<p>The application states on page 146:</p> <ul style="list-style-type: none"> <i>The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in</i> 	<p>The information presented is appropriate. The CRC asked questions at the interview session to confirm that the applicant has a</p>

<p>educational risk. The applicant will also need to clarify their understanding of District support as the LEA.</p>	<p><i>this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies, as available, by the school.</i></p> <ul style="list-style-type: none"> <i>If an ESE student requires additional academic pull out services for Mathematics, Reading, and/or Language Arts, the services will be provided with reasonable supplementary support and services and/or accommodations including consultation services provided in the traditional classroom setting according to each individual IEP, EP, or Section 504 Plan. Students who are Speech and Language Impaired and have an IEP will be serviced according to their plan.</i> <p>The School will work collaboratively with the District to determine the Least Restrictive Environment and proper placement within the full continuum of services offered by the District through the LEA representative assigned by the district to the school. If there is no representative assigned by the district then the Principal will act as the LEA.</p> <p>If a student is presenting additional educational risk, the IEP committee will convene to determine if additional evaluation or accommodations are required. If the school cannot provide the least restrictive environment for the child, the school will provide the parents information regarding other schools that may be able to accommodate their child.</p>	<p>reasonable understanding of services for ESE.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings</u> The applicant was not able to provide a good example of pull outs or consultations, or describe how it would be reflected in a teacher or student's schedule.</p> <p><u>Interview Findings</u> The applicant did clarify and demonstrate an understanding of the role of the LEA and confirmed that the school principal would serve as the LEA representative.</p> <p>Response regarding students presenting additional educational risk is acceptable.</p>
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Additional CRC Observations Based on Outcome of the 9/26 Interview

The CRC has concerns that the applicant intends to have ESE students in the mainstream without direct services being rendered; ESE students with an identifiable disability who do not receive specially designed instruction (based on the disability) in a mainstreamed environment have a higher risk of not experiencing academic success because they cannot access the curriculum. There was a clear lack of ability to verbally articulate how services would be delivered to the ESE student population.

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
 The application includes a sound plan for the education of English Language Learners.

 Demonstrated understanding of initial identification procedures for ELLs. (Page 164)

Concerns/Weaknesses:
 There is a discrepancy between the stated goal and assurances. (Page 163)
 Goal 2: States that students are expected to learn academic content through the English language and compete academically with native-English speaking peers.
 Assurances: Makes mention that for students who do not receive native language instruction in content areas, they will receive the delivery of instruction through ESOL strategies. (Page 175) Reading materials in native languages, native language assessments and additional curriculum materials will be identified to support each student in his/her native language.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Does the school plan to provide instruction in the student’s native language? How will you serve an ESOL student population that is representative of the district’s ELL population currently composed of 54 languages?</p>	<p>As referenced in page 100, <i>English as a Second Language: ESOL Students are supported through a mainstream model of instruction for English Language Learners (ELLs). In this model, ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably.</i></p> <p>Sarasota Academy of Math and Science’s goal is to hire a diverse staff of educators that mirrors the school’s population and the community it serves. According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. The school may use translators, English translation dictionaries, and recording devices to assist ELL students in learning and developing English as their second language through a mainstream model.</p> <p>Pages 15 and 66 are only 2 of the numerous references the plan makes to offer instruction in a foreign language. Page 114 references how students will be introduced to Spanish and <i>encouraged to continue in their foreign language studies at the secondary level.</i></p>	<p>Response is acceptable.</p> <p>The expectation is that the information pertaining to Section 7 – ELL be presented in this section of the application for the reviewer. Information may also be presented in other parts of the application.</p>
<p>Exit procedures do not meet State Criteria for Exit. Please review District ELL Plan for State Exit Criteria. (Page 171)</p>	<p>That application used material referenced from the 2012-2013 Student Progression Plan for Sarasota County. Found at http://www.fldoe.org/aala/ELLPlans/2009/Sarasota09.pdf</p> <p>We recently found that the exit procedures for ELL students have changed slightly and are referenced below. It is the intention of the applicant to follow the ELL procedures and processes adopted by the sponsor.</p>	<p>While the applicant has confirmed it plans to follow the district’s ELL Plan, it has not demonstrated that it fully understands the procedures and activities necessary to implement these requirements.</p>

	<p>Describe the procedures to determine if ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific procedures, and required cut scores. (Max length 2000)</p> <p>An ELL will be determined English language proficient and exited from the ESOL program upon obtaining:</p> <ul style="list-style-type: none"> • Scores of "Proficient" at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.; and • Scores on applicable Florida Comprehensive Achievement Tests (FCAT) in Reading, as follows: <ul style="list-style-type: none"> ○ For students in grades K-2, CELLA is the only assessment required and FCAT is not required; ○ For students in grades 3-9, an achievement level of 3 or higher on applicable FCAT in Reading; ○ For students in grades 10-12, a score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S. <p>Upon receipt of the CELLA and FCAT scores, schools will exit students no later than the last school day of the school year. If CELLA or FCAT Reading scores are received after the end of the school year, schools will exit students within two weeks after the beginning of the next school year and will use the last day of the school year in which the FCAT Reading examination was administered as the exit date.</p> <p>Notwithstanding a student's CELLA scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:</p> <ul style="list-style-type: none"> • Any student being considered for exit by an ELL Committee will be assessed with the Ballard & Tighe Language Proficiency Test, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. • The ELL Committee will review the student's academic record holistically and will consider the results from the Spring CELLA and FCAT assessments; as well as, the following criteria to determine whether the student is English language proficient: <ul style="list-style-type: none"> ○ Extent and nature of prior educational or academic experience, social experience, and a student interview; ○ Written recommendation and observation by current and previous instructional and supportive services staff; ○ Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any; ○ Grades from the current or previous years; and ○ Test results from tests other than the Spring CELLA and FCAT assessments. • The ELL Committee may determine a student to be eligible to exit or to remain in the ESOL program according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student will remain enrolled in the program. The parents' preference as to whether a student is determined English language proficient or not English language proficient will be considered in the final decision. • Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder. 	
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<p>Please address the discrepancy listed under “concerns/weaknesses” in the section above.</p>	<p>This is taken out of context. Students are expected to learn English as Goal 2 states. Please note there are multiple assurances regarding the ESOL program. The applicant is very experienced in working with ELL students and in providing the appropriate strategies for successful transition from their native language to English.</p> <p>School Media Resources (highlighted in italics) includes bilingual dictionaries, <i>Reading Materials in Native Languages</i>, <i>Cultural Resource Materials</i>, and <i>Language Instruction Software</i>; all providing access to the information, services, and materials in a language that the student can understand at the point of need.</p> <p>The application provides many assurances to help students with language acquisition: Assurance that the ESOL Programs and Services will help ELL Students reach the Next Generation Sunshine State /Common Core Standards – All School ESOL curricula and instruction are aligned with the Sunshine State Standards.</p> <ul style="list-style-type: none"> ✓ All School ESOL curricula and instruction are aligned with the Sunshine State Standards. ✓ Students who do not receive native language instruction in content areas will receive social sciences, science, mathematics and computer literacy instruction from teachers using ESOL strategies to assist students in acquiring the skills and concepts being presented. ✓ Appropriate Instructional Delivery Models per student plan. ✓ <i>School Media Resources: Bilingual Dictionaries, Reading Materials in Native Languages, Cultural Resource Materials, and Language Instruction Software.</i> ✓ Progress monitoring tools will be used to ensure that all ELL students are mastering the Sunshine State Standards and benchmarks: ✓ Student Portfolios ✓ FCAT Practice Tests ✓ Native Language Assessment ✓ Instruction is driven by the Next Generation Florida Sunshine State Standards and the Florida Continuous Improvement Model. ✓ Teachers must document the use of ESOL instructional strategies in the lesson plans and on report card comments. ✓ ESOL strategies listed on the Multicultural/Foreign Language/ESOL Education Strategies Matrix are documented in the teacher’s plan book. ✓ ELL student levels will be maintained in the grade book. 	<p>The goal and assurances listed in the application’s ELL section are not consistent and do not demonstrate a full understanding of state and federal requirements. Goal 2 states that students are expected to use English to learn academic content, and keep pace academically with native-English speaking peers. However, the applicant implies that some students will receive instruction in their native language when, in second bullet under the assurances, it notes that students who do not receive native language instruction in content areas will receive instruction delivered with ESOL strategies.. This is supported by other references in the application, including that students can respond to reading materials in native languages, and that the applicant will provide native language assessments and additional curriculum materials to support each student in his/her native language.</p>
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	<ul style="list-style-type: none"> ✓ Students will be offered many opportunities to listen, speak, read and write. ✓ Any ELL student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with plan to assist the student in meeting state and district expectations for proficiency. ✓ ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments to comply with LULAC and NCLB- Title III. ✓ An ELL/LEP Committee will be formed and will meet to resolve any issue that affects the instructional program of a ELL student. Parents will be invited to attend the ELL/LEP Committee meeting. ✓ Teachers and appropriate support personnel will complete District/State approved ESOL training for certification/endorsement requirements according to the timelines established by the State. ✓ The English/Language Arts teacher will be ESOL endorsed or working towards the endorsement through college and university credits or district state-approved staff development and will adhere to the training timeline for completion of this requirement. ✓ Teachers will be certified in their specific field of instruction. ✓ The School will not deny ELL students access to any curriculum being offered to non-ELL students. Additional curriculum materials will be identified to support each student in his/her native language. The quality of supplemental curriculum will be equal to the curriculum of non-ELL students. ✓ The School assures equal access to instructional, categorical and student services for ELL students to all programs for which they would otherwise qualify without reference to English language proficiency ✓ Assurances of no disciplinary action for use of a language other than English. ✓ Assigned, certificated, personnel will reevaluate all active (LY) ELL students annually at the end of the academic year. All active ELL students will be reevaluated using the CELLA and other District/State mandated assessment tools ✓ Participation in other School Committees: ELL student parents/guardians may become members of school committees as interested and/or required; e.g., School Improvement Team(s), School Advisory Councils and Parent Teacher Student Organization (PTSO). 	
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8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

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

Strengths
SAMS' described PBS Model should promote an effective educational and social environment in and out of the classrooms for its entire school community. (Pages 179-182)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The application states that it will use the Student Code of Conduct of "both" the school <u>and</u> sponsor. If so, please submit a copy of SAMS' Student Code of Conduct for review. (Page 180)	Attached	The Student Handbook was reviewed and deemed to be appropriate.
The application states that SAMS will send referrals to the school social worker when students are experiencing habitual trancies; this position is not included in the Staffing Budget, so what agency will be providing these contracted services? (Page 182)	These services will be contracted with the district, if available. If these services are not available the Principal will intervene.	Response is acceptable.

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

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

Strengths
 The governance section is structured well and meets all requirements.

Concerns/Weaknesses: None

Comment: SAMS governing board members will NOT be Sarasota County residents (Page 184), which is permissible under state statute but of great concern to the CRC. The CRC strongly believes that it is in the best interest of the parents/students served that governance and oversight of the proposed “Community School” be under the direction of local board members who understand the needs of its stakeholders and meet in the community.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
Please clarify the organizational structure shown in diagram on Page 183 – what is the perceived role of the district/sponsor?	The role of the district/Sponsor is to act as the charter school Local Educational Agent and to perform the duties stated in 1002.33(5)(b), F.S., as such, in the hierarchy of the organizational chart, the charter school's board members have an obligation to report to the Sponsor the progress towards the goals established by law and in the charter agreement.	Response is acceptable.
Briefly explain how the governing board and the ESP work together as one entity, as denoted by the hierarchy? (Page 183)	As stated in page 184, the ESP and the governing board are not the same entity. The hierarchy denotes the ESP as subordinate to the governing board. The ESP performs its duties under a performance-based agreement that may be terminated by the governing board for non-performance. A draft of the proposed ESP contract is included in attachment 4.	Response is acceptable. The CRC reviewed the ESP contract and provided comments in Section 11.

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

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

Strengths
The application provides an adequate staffing plan. (Page 202)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Although major duties and job functions are described, the model application requests job descriptions. Please provide job descriptions for teachers and administrative positions. (Please note clerical error in page # ref: Page 193 439 & Appendix F)	Job descriptions are included in the application on pages 193-200. The job descriptions, as stated in page 193, are primarily drawn from the National School Board Association Handbook entitled “The School Personnel Management System”. The following job descriptions are included: Principal, Assistant Principal, Dean, Administrative Assistant, Registrar, Instructional Personnel/Teacher, Reading Specialist, Math specialist, ESE Specialist and Guidance counselor.	The CRC noted the information presented on pages 193-200 in its initial review. The applicant’s job descriptions provided major job functions/duties, and the CRC wanted something more comprehensive to include criteria for qualifications, etc.

<p>Comment only - The staffing plan for educational leadership and teacher leaders may be difficult to finance based upon the enrollment.</p>	<p>The Board has experience operating existing schools and understands the marketplace for talented leaders and teachers. The Board has been able to fill these positions at its other schools.</p>	<p>The response is acceptable.</p>
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11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

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

Strengths
The application provides a clear description of the services to be provided by Charter School Associates (CSA). (Pages 206-207)
Charter School Associates has contracts with 24 Florida charter schools and is well-experienced in providing services.

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

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

Strengths
Proposed salaries are realistic.

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board. (Page 215)	A summary of proposed personnel policies and procedures are described on pages 215-226 of the application.	The CRC reviewed pages 215 – 226 in the initial review and did not find a timeline. However, the CRC will accept the information presented.

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
The applicant understands the statutory requirements for student enrollment in charter schools. (Pages 227-229)
The school will use a variety of marketing tools and venues to recruit students. (Pages 227-231)
SAMS and parents will collaboratively write a “compact” that outlines each stakeholder’s responsibility for improved student achievement. (Page 230)

Concerns/Weaknesses:
Comment only – the school plans to target students within a 5 mile radius of the school campus.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The parent contract states that parents are expected to transport their children to/from the school (Page 356). It also states that provisions will be made for those parents who cannot do so. How will the budget plan for transportation adjust for this contingency?	The budget (attachment 7) includes a reasonable expectation that 30% of the student population will require transportation services. Transportation expenses for each year are listed on page 306 of the application. A description of the calculation is described on page 242. SAMS will contract with a vendor that is appropriately licensed to provide bus transportation to public charter school students.	Response is acceptable.

<p>How does the applicant plan to determine if the school's racial/ethnic enrollment mirrors that of the community? What data will be considered? (Page 227)</p>	<p>SAMS is a community school and therefore the proper comparison data is a comparison to those traditional public schools that surround SAMS. Because the school is a charter school, it cannot control the racial/ethnic outcome of its student body since it must take all eligible students that make application unless a program or grade level is oversubscribed and in which case the school will hold a lottery and randomly accept students based on the outcome of that lottery.</p>	<p>The CRC sought information on how the applicant would determine its actual student demographics and compare this with community demographics. The application provided the demographics of surrounding schools and well-defined population projections for the 5-mile radius, but not how it would compare its own enrollment to the community, or what data would be included in this analysis.</p>
<p>The application stipulates that SAMS will only be open to students living in Sarasota County; it appears the school is not open to students living in surrounding counties such as Manatee and Charlotte. Will any exceptions be made? (Page 228)</p>	<p>The application states that SAMS will be open to ALL residents of Sarasota County as the application is for such County. It does not state "only". The expectation is to be a community school for the surrounding areas but not limited to the parents of the surrounding counties that are interested to enroll their students in SAMS. The school will be open to any student covered in an inter-district agreement.</p>	<p>The CRC requested clarification because the application did not mention surrounding counties.</p>
<p>The Student and Parent contracts reference a "Student Handbook." Will this handbook be the district's or one particular to the school? If it is unique to the school please provide a copy of the SAMS "Student Handbook." (Attachment 10, pages 356-357)</p>	<p>Copy Attached</p>	<p>The information provided in the student handbook is appropriate. The handbook will be attached to the original application.</p>
<p>The applicant's Student Contract (item 2) states that SAMS is a public school of choice, not entitlement; public education offered in public schools is an entitlement, so this is an inaccurate statement that requires correction. (Attachment 10, page 357)</p>	<p>Charter schools are public schools of choice. The statement "not entitlement" can be removed at contract negotiation.</p>	<p>Response is acceptable.</p>

III. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths
The application presents a plan for facilities that is very well thought out and comprehensive.
The back-up plan is to defer opening for one year to allow time to secure a new site/building. (Page 232)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The proposed site is small for a K-8 school but it is presumed doable as schools have been constructed within small sites inside cities in the past. It’s questionable that a 49,000 structure can be designed, permitted and constructed in less than a year but the applicant addressed this by stating that an alternate facility would be sought out to accommodate the school until a CO is issued.	The Board has developed other schools with the proposed developer (MG3 Developers). MG3 Developers has constructed as many as 30-35 charter schools over a five year period and has the resources and experience needed to deliver under the proposed timelines. Design and permitting work have already begun.	Response is acceptable.

15. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths

The application acknowledges the rules and regulations for transportation.

Concerns/Weaknesses:

None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Is it reasonable to expect that parents will have the means to provide transportation for their children (living beyond the 2 miles from school). (Page 235)	SAMS has committed in the application to provide transportation to those students living between two and four miles from the school, a distance that is commonly defined as the eligible transportation boundary for charter schools. SAMS expectation is that parents will play an integral role in their child’s education. SAMS will comply with the requirements of Chapter 1006, F.S., Part 1. E. and 1012.45, F.S. Therefore, the budget includes a reasonable expectation that 30% of the student population will require transportation services. SAMS will contract with an appropriately licensed and inspected transportation contractor to serve the needs of the community.	Response is acceptable.

<p>Please provide a copy of agreements or contract the school intends to enter into with parents that will be transporting children.</p>	<p>The Parent Contract Agreement is included in Attachment 10, page 356 of the application. Transportation is addressed in bullet 3.</p>	<p>In its initial review, the CRC noted the attached contract but did not assume that bullet 3 alone was intended to represent the parent agreement for transportation and carpooling.</p>
<p>How is the school planning to monitor to ensure safe transportation per DOT?</p>	<p>Although this is item is not a specific question in the State Model Application, SAMS intends to contract with State/District approved providers to ensure safe transportation. SAMS will comply with all requirements of Chapter 1006, F.S., Part 1.E and Section 1012.45, F.S. In addition, page 235 states that “The School shall require its bus contractor to comply with all applicable State Board of Education rule and law governing public school bus transportation including, but not limited to, Section 1006.25, Florida Statute. The School shall carry non-owned automobile insurance per the Sponsor’s requirements, if any, and the School shall require the bus contractor to carry insurance coverage with an upper limit that is no less than the Sponsor’s requirement of the charter school for its non-owned policy.”</p>	<p>Response is acceptable.</p>

16. Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths
The charter proposal indicates that they will be doing their own FNS program, complete with F&R processing, etc. It appears that they have a comprehensive plan.

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

17. Budget

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

Statutory Reference(s): s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

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

Strengths
 The application has sufficient detail to verify budget allocations. However please note the concern below.

Concerns/Weaknesses:
 The capital outlay revenue used is based upon the state allocation of the 2013-14 fiscal year. There is no guarantee that this revenue will be available in 2014-15.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
How will the applicant pay for the lease of the building without the increased amount that was received for this year? (Page 307)	All revenue projections, including FEFP and Capital Outlay funds, were calculated using the 2013-14 school year as a basis and making conservative assumptions about revenue increases from the base line forward. Charter School Capital Outlay funding has been available to charter schools since 1998. It is uncertain when legislation will decide to include charter schools in the capital millage distribution now available only to school districts but it is reasonably certain that some means of capital funding for charter school facilities will be available in future years. The budget includes annual reserve funds in addition to the yearly budget surplus to cover any unexpected event. In the event these funds were to be eliminated then the school would have to renegotiate its facility expenses.	Response is acceptable.

18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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

Strengths
The SAMS financial management plans is adequate and meets requirements.

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

19. Action Plan

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

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

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

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

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

Strengths
The action plan is very detailed and appears to capture all of the essential key steps necessary to start a school. (Page 251)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
None.		

APPENDIX A

Appendix A contains Sarasota Academy of Math and Science's comments and responses to the Charter Review Committee's stated Concerns/Weaknesses, found in the Charter Review Committee (CRC) Analysis of application and initial findings – September 11, 2013.

After the initial review by the CRC, applicants were asked not to amend or correct significant concerns and/or deficiencies identified in the original application. However, Sarasota Academy of Math and Science (SAMS) submitted additional information in response to the Concerns/Weaknesses because they felt that in many instances the CRC either did not adequately refer to their application, or comments were taken out of context. To ensure fairness, the CRC reexamined the initial Concerns/Weaknesses, and while the CRC felt the majority of its Concerns/Weaknesses remained, it withdrew the few for which it had overlooked or misinterpreted information in the original application. For reference, SAMS' complete response to the initial CRC application review is included here. For clarity, font size and formatting have been changed from the original submission.

Sarasota County Public Schools
2013-2014 Charter School Application Process
Charter Review Committee (CRC) Analysis of Application and Initial Findings – September 11, 2013

Sarasota Academy of Math and Science Charter Application

Dear Charter Applicant:

This document provides the Charter Review Committee’s (CRC) initial findings based on their review and analysis of the application submitted to the district on August 1, 2013 (and corrected on August 14, if applicable). The CRC feedback is divided into three categories: 1) Strengths, 2) Concerns/Weaknesses and 3) Areas in Need of Additional Information and/or Clarification. The CRC is offering each applicant an opportunity to respond to the “Areas in Need of Additional Information/Clarification.” The addenda process may not be used to submit new information (not requested) or substantive changes to the submitted application.

Please use this document to submit your responses to the items under “Areas in Need of Additional Information and/or Clarification” and adhere to the following guidelines:

- Use the column labeled “Charter Applicant’s Response” to address the questions and requests for clarification listed.
- Please respond briefly and succinctly to the specific information requested in each section of the application.
- Do not submit information that is not requested.
- Do not respond to the remarks under “Concerns/Weaknesses.” Applicants are not permitted to correct major deficiencies or amend the original application, therefore, please do not enter information in this box.

The completed document must be submitted electronically to the Office of School Choice and Charter Schools no later than 4:30 pm on Wednesday, September 18, 2013. Also provide 6 hard copies of the document. Please follow the directions provided on the cover letter regarding format, number of copies, etc. when you submit your revisions. If you have questions, call (941) 927-9000, ext. 32262.

Florida Charter School Application Evaluation Instrument

The following definitions guided the CRC’s ratings:

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

I. Educational Plan

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

1. Mission, Guiding Principles and Purpose

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

Statutory References:

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The mission and priorities of the Sarasota Academy of Math and Science K – 8 school are clear and compelling. (Page 6)

School plans to use STEM-related resources. (Page 8)

Strong focus on math and science and STEM-related programs. The school’s philosophy and guiding principles support the stated mission. (Pages 7-10)

Concerns/Weaknesses:

The application references the transition from the NGSSS to the CCSS but does not provide sufficient information as to how the school plans to implement the transition.

SAMS: This school, if approved is not scheduled to open until the 2014-2015 school year. All transition (NGSSS to CCSS) will be completed by this time. The school will be required to fully implement the Common Core standards as evidenced by the chart below.

**Florida's Common Core State Standards
Implementation Timeline**

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	F L	F L	L	L	L
2013-2014 <small>CCSS fully implemented</small>	F L	F L	F L	B L	B L
2014-2015 <small>CCSS fully implemented and assessed</small>	F L	F L	F L	F L	F L

F - full implementation of CCSS for all content areas
L - begin full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (6-12)
B - blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

As seen on this timeline, Common Core will be fully implemented and assessed during the 2014/2015 school year. The application for Sarasota Academy of Math and Science was submitted prior to the full implementation and therefore addressed both NGSSS and CCSS. The school will follow all state and district guideline for full implementation of Common Core during the 2014-2015 school year.

The school's focus on improving student outcomes does not include all pertinent areas. Learning outcomes in Civics are not addressed. (Page 9)

SAMS: According to the State of Florida's Civics EOC fact sheet, *The Florida Department of Education (FDOE) is transitioning to EOC assessments for certain courses. In spring 2013, select students throughout the state will participate in the Civics EOC Assessment field test. The purpose of conducting a field test is to collect information on test items prior to their use in future test administrations. The Department will gather this information on the field-test items using the sample of students who participate this spring. Participating students will not receive scores for the Civics EOC Assessment field test because it is being administered for the purpose of gathering information.*

It is because of the above that we have not set specific goals or learning outcomes for Civics. Once scores are received, we expect that data will be provided as the percentage of students that are in the top, middle and bottom third (as filed tested EOC data has been released in the past). The school's plan is to provide students in 7th grade with the practice Civics assessment as a baseline. We will use the data provided from this baseline to identify areas of weakness, modify instruction and then set goals for our Civics EOC.

The "Educational Plan" mentions offering courses for high school credit but no evidence of actual courses are mentioned in the "Curriculum Plan." (Page 14 and 15, paragraph 6; Page 66, paragraph 4; Page 73, paragraph 2; Page 75, paragraph 3)

SAMS: Page 66 - The middle school will offer Spanish, Spanish for Speakers, Biology Honors, Algebra I, and/or Geometry Honors for which students may earn high school credit.

The use of the term "Honors" as related to middle school course titles (advanced) is incorrect. (Page 14, paragraph 6)

SAMS: Middle School students who meet criteria may be enrolled in Algebra I Honors or Geometry Honors for high school credit. This aligns with page 10 of the Sarasota County Schools Middle School Student Progression Plan.

While the school proposes a sound program with a strong emphasis on student learning and achievement, it is the opinion of

this committee that the proposed teaching methods are not truly unique or “innovative.” (Page 15)

SAMS: The applicant realizes that there are specific requirements for the school to implement programs that may “mirror” some of the activities/programs found in traditional public schools and may not appear to be “innovative” as stated in the opinion of the committee. These requirements include NGSSS/Common Core Standards, reading program requirements, schedule requirements, assessment requirements, etc. However, after fully reviewing the entire application, many innovative programs and procedures have been addressed by Sarasota Academy of Math and Science that may not be implemented similarly throughout the public school system. These include but are not limited to:

- Exposing students to a wide variety of challenging text that will be incorporated into social studies, science, math, reading, language arts and elective classes. (page 15)
- Presenting students with challenging comprehension activities that require students to not only read, but to also deliberately re-read text multiple times with the intention of pondering and answering higher order questions resulting in engaging and productive discourse. (page 15)
- STEM activities that require students to build something and to improve upon it utilizing mathematics, engineering and collaboration with experts. (Page 16)
- Bricks4Kids (pages 10 & 40)
- Jason Project (pages 8, 10, 41, 91)
- The integration of Science and math throughout the curriculum through thematic units, class projects; etc. (page 16, 35, 77, 136)
- Students participate in grade-specific field studies to places such as Sea Camp at Big Pine Key, Behind the Scenes at Sea World; NASA, Kennedy Space Center, Crystal Springs Preserve, EPCOT, Everglades National Park, etc. (page 17, 74)
- Utilize resources found at the National Science Foundation and the National Science Digital Library (NSDL). (page 18, 39)
- Math will be taught in three phases – Concrete – Each math concept/skill is first modeled with concrete materials (e.g. chips, unifix cubes, base ten blocks, beans and bean sticks, pattern blocks); Semi-Concrete - The math concept/skill is next modeled at the representational (semi-concrete) level which involves drawing pictures that represent the concrete objects previously used (e.g. tallies, dots, circles, stamps that imprint pictures for counting); Abstract - The math concept/skill is finally modeled at the abstract level (using only numbers and mathematical symbols) (page 34)
- Mathletics – is a self-motivating tool for math practice where the level of mastery is adjusted with student success. (page 8, 10, 18, 23, 38, 39, 89)
- Project M²- Mentoring Young Mathematicians and M³ – Mentoring Mathematical Minds (page 19, 39)
- Baseline data is utilized to determine the lowest 40% of students rather than the lowest 25%. Progress is tracked via a data board (page 135,
- Data chats are initiated by the administrative team with the faculty and with students by their teacher so students are aware of their progress and what it will take to move to the next level. (page 9, 11, 12, 23, 50, 61, 62, 102, 121, 124, 135, 138, 142, 144)
- Utilize Edmentum – an assessment generating program that can be aligned to the NGSSS and ultimately to the Common Core Standards (page 20, 21, 23, 120, 144)
- Utilize Lesson Plan Templates utilizing Marzano and Danielson’s research based Florida Accomplished Practices (FEAP) that are required of all teachers in all core subjects requiring the inclusion of Student Learner Outcomes, instructional strategies, materials, assessment, ESE accommodations and ESOL strategies, homework, etc. (page 21, 53)
- Utilize Edline, Grade Quick and Interactive classroom (page 11, 21, 143)
- Implement Personal Academic Plans for each student utilizing their personal data to show strengths and weakness in core subjects (page 22, 138)
- Character Education program that is implemented as part of the curriculum and from which “Student of the “Month is chosen according to the character trait being taught. (page 22)
- Utilize the most recent research-based strategies as defined by Marzano (Nine Instructional Strategies), Evidenced-based instruction with

- a multi-tiered Model for Instruction, Webb Depth of Knowledge (page 48, 50, 54, 221)
- The use of technology that may include but not be limited to iPods, Mimio Boards, Book Projectors, etc. (page 53, 137)
- Lab activities for all students grades K-8
- Free after school tutorials in core subjects
- Saturday Boot Camps

Although Section 1-D (Page 23) is optional, the applicant did chose to address two of the purposes for charter schools: how the school will “*Provide rigorous competition within the public school district to stimulate continual improvement in all public schools*” and “*Create new professional opportunities for teachers, including ownership of the learning program at the school site.*” However, because the area for the proposed school is presently saturated with schools, both traditional and charters, the school may inadvertently have the opposite effect on two other purposes of charter schools: it may likely not “*Expand the capacity of the public school system*” or “*Mitigate the educational impact created by the development of new residential dwelling units.*”

SAMS: This comment is “Not Applicable”. The applicant did not choose to comment regarding “*Expand the capacity of the public school system*” or “*Mitigate the educational impact created by the development of new residential dwelling units.*”

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Clarify the acronym CCSSA. (Page 6; Page 36)	Typo – should be CCSS
What role do End-of-Course Exams play in Social Studies? (Page 6, Page 11; Page 22; Page 66)	<p>N/A - Page 6 –Addresses the Mission, Guiding Principles and Purpose</p> <p>N/A - Page 11 – Addresses items such as scope and sequence calendars, general assessments, introduces intervention programs, Personal Academic Plan, Edline, etc.</p> <p>N/A - Page 22 – Addresses FAIR, Progress Monitoring and RtI</p> <p>N/A - Page 66 – Addresses Middle school course work</p> <p>Found on Page 78 - M/J Civics - The purpose of this course is to enable students to develop the knowledge and skills necessary for active participation in a democratic society. Students will become informed citizens in regard to their local, state, and federal government. Students will be required to successfully complete the requirements of this course in 7th grade as demonstrated by earning a level 3 or higher on the Civics EOC.</p> <p>Additionally the applicant understands - Middle Grades Promotion Requirements</p> <ul style="list-style-type: none"> o Pass Civics class; Civics EOC converted score is 30% of final grade

<p>Explain how a “literature class for advanced students” is identified as a reading class. (Page 13)</p>	<p>The following Course titles appear on page 9 & 10 of the Florida Course Code Directory dated 8/7/13: 1008010 M/J READ 1 1008020 M/J READ 1 ADV 1008040 M/J READ 2 1008050 M/J READ 2 ADV 1008070 M/J READ 3 1008080 M/J READ 3 ADV</p> <p>According to the District Reading Plan <i>“Sarasota County District Schools will not have the capacity to serve our FCAT Reading Level 3 and above students in a Developmental Reading Program.”</i></p> <p>Since all students attending Sarasota Academy of Math and Science will be enrolled in a reading class as part of the curriculum, the advanced reading class will be conducted as a literature class where students will read novels, work with exemplar texts and participate in other activities appropriate for an advanced reading class.</p>
<p>Provide a brief description of the specific products for portfolio development and project based learning as it relates to Sarasota Academy of Math and Science. (Page 48)</p>	<p>Sarasota Academy of Math and Science believes that students must be active participants in the learning process. The Portfolio may include but not be limited to:</p> <ul style="list-style-type: none"> • Student Data Chats with data collected from the baseline and interim assessments that is discussed with the teacher so the student knows the scores needed to show progress • A “grade sheet” so that students can track their scores on classroom tests and quizzes • Authentic work samples that are passed back to the student to take home for review by parents
<p>How will “Coursework for ELL’s in their home language” and “Curriculum Content in the Home Language” be administered to all grade levels in all content areas? Will there be teachers who can support this requirement regardless of language, grade level and content? (Page 65)</p>	<p>The applicant will respectfully remove this statement.</p>

2. Target Population and Student Body

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

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

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

<p>Strengths</p> <p>The SAMS applicant is familiar with state statutes and regulations related to charter student populations and class size requirements. (Pages 26-27)</p> <p>The target population of K – 8 students is well-defined. The application provides a detailed explanation of how the student projections were derived. (Page 28)</p>
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<p>Concerns/Weaknesses:</p> <p>Comment only – the application states that there are few school choice options in the area surrounding the proposed school (809 Beneva Road). The CRC respectfully disagrees. Several of the schools listed would not fall within the parameters of SAMS and several current charter schools are not listed on page 28, such as the Sarasota School of Arts and Sciences (grades 6-8). In addition, the applicant will need to consider the impact of other potential charter schools who have submitted applications to start in 2014-15, such as the Sarasota Military Academy Prep (6-8).</p> <p>SAMS: The applicant respectfully disagrees with this statement. The applicant is submitting a charter application as is Sarasota Military Prep.</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
None.	

3. Educational Program Design

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

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

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

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

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

<p>Strengths</p> <p>The educational plan includes various teaching structures to achieve student independence. (Page 31)</p> <p>The instructional models and strategies proposed have proven to be effective in improving student learning. (Pages 30-54)</p> <p>The program design is clear and research-based.</p>

<p>Concerns/Weaknesses :</p> <p>Comment only – the proposed educational program includes quite an extensive list of every well-known learning models and techniques. If approved, the school will need to consider how it will ensure that the many and varied approaches are integrated into a solid and cohesive framework.</p>
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Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The elementary schedule should include PE as listed in other places in the application. (Page 29)	This is a sample schedule to reflect a typical day for an elementary student. The chart should include Recess/PE 30 minutes.

	<p>The applicant is aware of the physical education requirements as determined by the State - Governor Charlie Crist signed the Don Davis Physical Education Act requiring Florida elementary schools to provide 30 minutes of continuous exercise daily (150 minutes per week) for their students. The law also requires to the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8.</p>
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4. Curriculum Plan

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

Statutory Reference(s):

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

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

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

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

Strengths

Comment only – the application has over 55 pages describing the curriculum and framework for instruction and student learning.

The curriculum plan is research based and consistent with the school’s mission.

Concerns/Weaknesses :

Note: Some references to “high school” are identified as concerns but may be the result of the applicant failing to modify a previously used high school application for submittal as K-8 school.

SAMS: The application that has been submitted is not the “*result of the applicant failing to modify a previously used high school application*”. The references to high school are as follows:

Page 7 –

- **The Vision of Sarasota Academy of Math and Science:** *To provide opportunities for interdisciplinary learning with a challenging and rigorous curriculum that promotes effective communication and critical thinking enabling students to be well prepared for high school and in preparation for leadership in the global community.*

- Page 15 - Middle school students may enroll in selected senior high school courses for the purposes of pursuing a more challenging

program of study. Up to six **high school** credits may be earned in middle school.

Page 17 –

- In a report released on July 19, 2011, the National Research Council has presented a new framework for K-12 Science education that identifies the key scientific ideas and practices all students should learn by the end of **high school**.
- “Currently, science education in the U.S. lacks a common vision of what students should know and be able to do by the end of **high school**, curricula too often emphasize breadth over depth, and students are rarely given the opportunity to experience how science is actually done,” said Helen Quinn, committee chair and professor emerita of physics at SLAC National Accelerator Laboratory in Stanford, Calif.
- The framework specifies core ideas in four disciplinary areas –
 1. life sciences
 2. physical sciences
 3. earth and space sciences
 4. engineering, technology

All students should understand the applications of science in these four areas by the time they finish **high school**. For example, among the core ideas in the physical sciences are “matter and its interactions” and “energy.” Students’ knowledge of these ideas should deepen over time.

Page 33 -

- Volunteer tutors will be recruited from parents, business partners and local **high school** and college programs.

Page 42 – 43 -

- Information specifically required by the U.S. Department of Education for this annual reporting includes the following indicators for the “all students” group and each subgroup described in ESEA section 1111(b)(2)(C)(v)(II) or 20 USC Section 6311(b)(2)(C)(v)(II)--
 1. information on student achievement at each proficiency level;
 2. data comparing actual achievement levels to the State’s annual measurable objectives (AMOs);
 3. the percentage of students not tested;
 4. performance on the other academic indicator for elementary and middle schools (writing); and
 5. graduation rates for **high schools**.

Page 63 -

- **High school** credit will be awarded to middle-school students who complete the appropriate coursework.

Page 66 -

- The middle school will offer Spanish, Spanish for Speakers, Biology Honors, Algebra I, and/or Geometry Honors for which students may earn **high school** credit.

Page 71 -

- Middle grades students interested in pursuing a more challenging program of study may enroll in middle school advanced or **high school**-level Honors mathematics courses.

Page 72 -

- Sarasota Academy of Math and Science believes that every student graduating from **high school** should have completed at a minimum, Algebra I, Geometry and 2 courses at the level of Algebra II or higher and will be able to utilize mathematics principles to solve problems in real-life contexts.

Page 75 –

- Upon successful completion of the required coursework and at least a level 3 on the EOC, students will be awarded credit toward **high school** graduation.

Page 81 –

- The Common Core Standards anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Page 114 –

- Each student will be introduced to Spanish, and encouraged to continue their foreign language studies throughout high school, ultimately becoming a bi-lingual adult.

Page 115 –

- High school credit will be offered to Middle School Students who complete the appropriate course work.

Page 133 –

- ***If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements. N/A***

Page 143 –

- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 and/or attends a school beyond the high school level.

Page 152 –

- Transition services will be implemented once the student enters high school.

Page 161 –

- EPs may be reviewed more frequently, as needed, such as when a student transitions from middle to high school.

Page 209 –

- Charter School Associates, Inc. has an existing relationship with the Board in its capacity as the ESP for Valrico Lake Advantage Academy, Channelside Academy of Math and Science, Channelside Middle School, Advantage Academy of Hillsborough, Advantage Academy Middle School, Bell Creek Academy and Bell Creek Academy High School (opening August 2013) and Hillsborough Academy of Math and Science (opening August 2013).

Page 214 –

- As head of operations, Strader orchestrated and led the opening of the nation's first municipal high school, Florida's largest charter school, the nation's first charter school-in-the workplace and openings at eight other Florida and Texas-based schools. Strader also negotiated charter agreements on behalf of the Company's clients, ensured regulatory compliance, developed vendor agreements, conducted governance training for Boards and worked with the Sponsor as the client's representative on many issues including charter amendments.

Based on the information presented in the application, it is not sufficiently evident that the applicant fully understands the CCSS and the NGSSS in 2014-2015. (Page 64; Page 73, paragraph 3; Page 74; paragraph 1)

SAMS: The applicant fully understands the CCSS and NGSSS in 2014 -2015 as described on pages 35-38. Because this application is being submitted during the 2013-2014 school year, the applicant has addressed the NGSSS/ Common Core and FCAT/PARCC. The school, if approved, will open in August 2014 when full implementation of the Common Core Standards will take place. The applicant is working with Charter School Associates since they have begun planning the time-line set forth by the State of Florida to include:

- The hiring of coaches to insure that the CCSS are being implemented with fidelity
- The ESP representative along with current Principals have attended The Common Core Summer Institute offered during the summer of 2012 and will train the trainer during professional development opportunities.
- Current schools that work with the ESP are currently implementing a blended curriculum model to incorporate NGSSS with CCSS.
- Teachers at current schools are utilizing exemplar texts in the classroom
- As stated in the application, students will complete Before Reading, During Reading and After Reading activities designed to require

students to support their written answer with evidence from the passage.

- The school will utilize Edmentum for the creation of interim assessments aligned to the Common Core Standards.
- Curriculum guides and pacing calendars are being created to align with the Common Core Standards
- All textbooks are Florida adopted and will be aligned to the Common Core Standards/NGSSS – Glencoe Math Connects, Science Fusion
- The lesson plan template described in the application is aligned with the CCSS.
- Glencoe Math Connects has provided existing schools with a crosswalk between NGSSS and CCSS. (Sample Attached)

Although the FCAT 2.0 will no longer be implemented for Reading and Math, the applicant is aware that the FCAT 2.0 will still be utilized for Science.

The information regarding NGSSS to CCSS was found on multiple sites including:

Page 64 –

<http://www.wdes.seps.k12.fl.us/Common%20Core%20State%20Standards.pdf>

<http://www.parcconline.org/parcc-statement-technical-program-review>

Page 73 – This page addresses the need to “develop a scientifically literate citizenry” and makes reference to Achieve, Inc, World class science standards, the American Diploma Project and the Trends in International Math and Science Study (TIMSS) framework.

This website is regarding the Common Core Standards and the Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects including the English Language Arts Standards»Science & Technical Subjects»Grade 6-8.

<http://www.corestandards.org/ELA-Literacy/RST/introduction>

Page 3 – The reference on page 3 is regarding school’s desire for all students to achieve mastery of the NGSSS/Common Core and assessment generators that will assist in determining progress toward mastery.

Page 74 – Although Science is integrated into the English Language Arts Common Core Standards, the applicant understands that the students will still be taught the NGSSS Benchmarks for Science adopted in 2008 –

<http://www.cpalms.org/Standards/FLStandardSearch.aspx>

Page 1 – As stated on page 6 of the application - The State of Florida is currently transitioning its educational standards from the Next Generation Sunshine State Standards (NGSSS) to the Common Core State Standards (CCSS). This transition began in the fall of 2011 with Kindergarten students and continued this past fall with First graders. Starting in the fall of 2013, Second grade students will be fully immersed in these new standards with a blended curriculum of NGSSS and CCSS for Third grade through seniors. This statement is a narrative of the chart below provided by the State of Florida.

**Florida’s Common Core State Standards
Implementation Timeline**

Year/Grade Level	K	1	2	3-8	9-12
2011-2012	FL	L	L	L	L
2012-2013	FL	FL	L	L	L
2013-2014 <small>CCSS fully implemented</small>	FL	FL	FL	B L	B L
2014-2015 <small>CCSS fully implemented and assessed</small>	FL	FL	FL	FL	FL

F – full implementation of CCSS for all content areas
L – begin full implementation of content area literacy standards including: (1) text complexity, quality and range in all grades (K-12), and (2) CCSS Literacy Standards in History/Social Studies, Science, and Technical Subjects (9-12)
B – blended instruction of CCSS with Next Generation Sunshine State Standards (NGSSS); last year of NGSSS assessed on FCAT 2.0

The offering of courses for high school credit is mentioned in the “Educational Plan” but no evidence of actual courses is mentioned in the “Curriculum Plan.” (Page 66, paragraph 4; Page 73, paragraph 2; Page 75, paragraph 3)

SAMS: Page 66 – The middle school will offer Spanish, Spanish for Speakers, Biology Honors, Algebra I, and/or Geometry Honors for which students may earn high school credit.

Enrichment activities including Holocaust education, African-American History, etc. are part of the required instruction legislation (1003.42) not “enrichment”. (Page 66)

SAMS: The applicant is aware that these topics are required by 1003.42 Required instruction.

The intensive reading requirements are not current or updated based of the 2013 statute. It is not apparent whether all or select students will receive a reading course. (Page 67) Reference to Florida statute 1003.428 (reading) needs to be updated to reflect current legislation. (Page 82) Reading courses listed do not reflect current legislation. (Page 106)

SAMS: Pg. 67 – All middle school students, grades 6-8, will enroll in a yearly Reading course.

Reference to Florida statute 1003.428 (reading) needs to be updated to reflect current legislation. (Page 82)

SAMS: The information for this section was taken from the district reading plan 2012-2013 as found on the Just Read website. The applicant is aware that the new district reading plan is available at this time. The school will follow all requirements set forth by the State of Florida to include 6A-6.054 K-12 Student Reading Intervention Requirements:

6A-6.054 K-12 Student Reading Intervention Requirements.

(1) Elementary Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1008.25, F.S., any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. For elementary students not participating in the statewide reading assessment, substantial deficiency in reading must be defined by the district school board. For students required to participate in the statewide assessment, a substantial deficiency in reading is defined by scoring Level 1 or Level 2 on the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading. Students who exhibit a substantial deficiency in reading must be provided with additional diagnostic assessments to determine the nature of the student’s difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. Schools must progress monitor students with a reading deficiency a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(b) Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied.

(2) Middle School Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1003.4156, F.S., middle school students who score at Level 1 on FCAT 2.0 Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

(b) Middle school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students

reading on a regular basis before and afterschool with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). Teachers of sixth grade students may be certified in Elementary Education. In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of Next Generation Sunshine State Standard (NGSSS) benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and must identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading.

(d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the one hundred fifty (150) hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and
6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(f) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

(g) One of the following courses as listed in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., must be used to provide reading intervention to all middle school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12):

1. 1000000 M/J INTENSIVE LANGUAGE ARTS
2. 1000010 M/J INTENSIVE READING

3. 1000020 M/J INTENSIVE READING & CAREER PLANNING

4. 1002181 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)

5. 7810020 READING: 6-8

(3) High School Assessment, Curriculum, and Instruction.

(a) Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT 2.0 Reading are required to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course.

(b) High school students who score at Level 1 or Level 2 on FCAT 2.0 Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis before and after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) must be adequate to implement the intervention course. This reading intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of NGSSS benchmarks specific to the subject area if blocked with the intensive reading course (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and
6. Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

(c) Districts must establish criteria beyond FCAT 2.0 Reading for placing students into different levels of intensity for reading intervention classes to meet individual instructional needs of students. Districts must determine if students have an instructional need in decoding and text reading efficiency through the use of assessments and identify benchmark criteria for placement of students requiring additional instructional time in reading intervention. Examples include data from screenings, progress monitoring and diagnostic assessments already in use in the district, as well as teacher recommendation. Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT 2.0 Reading.

(d) Districts may serve Level 2 students who do not need instruction in decoding and text reading efficiency in content area classes through a content area reading intervention. Teachers of these classes must complete the 150 hour Content Area Reading Professional Development (CAR-PD) package, have the Reading Endorsement or Certification in Reading (Grades K-12), or complete the Next Generation Content Area Reading Professional Development (NGCAR-PD). In addition, these students must be served by teachers with evidence of success, as determined by the district. Classroom infrastructure (class size, materials, etc.) should be adequate to implement the content area reading intervention course. This intervention course should include on a daily basis:

1. Whole group explicit instruction;
2. Small group differentiated instruction;
3. Independent reading practice, utilizing classroom library materials, monitored by the teacher;
4. Integration of NGSSS benchmarks specific to the subject area (biology, world history, etc.);
5. A focus on informational text at a ratio matching FCAT 2.0 Reading; and
6. Opportunities for accelerated achievement in order to facilitate deep understanding of reading of grade level texts.

(e) Passing scores on FCAT 2.0 Reading and concordant scores on other assessments may not be used to exempt students from required

intervention. In lieu of the provisions listed above, students in grades 11 and 12 who have met the graduation requirement with a Level 2 score on FCAT 2.0 Reading may be served through reading courses, content area courses without a specific professional development requirement, or before or after school.

(f) Schools must progress monitor students scoring at Level 1 and 2 on FCAT 2.0 Reading a minimum of three (3) times per year. This includes a baseline, midyear, and an end of the year assessment.

(g) End-of-year assessments should be used to determine specific areas of student reading difficulty and reading intervention placement.

(h) One of the following courses as listed in the Course Code Directory incorporated in Rule 6A-1.09441, F.A.C., must be used to provide reading intervention to all high school Level 1 students and those Level 2 students not being served through a content area reading intervention course (all courses require Reading Endorsement or Certification in Reading (Grades K-12) with the exception of 1001405 ENGLISH 4: FLORIDA COLLEGE PREP:

1. 1000400 INTENSIVE LANGUAGE ARTS
2. 1000410 INTENSIVE READING
3. 7910100 READING: 9-12
4. 1002381 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
5. 7910400 LIFE SKILLS READING: 9-12
6. 1008350 READING FOR COLLEGE SUCCESS (For 11th and 12th grade students only)
7. 1001405 ENGLISH 4: FLORIDA COLLEGE PREP (For 12th grade students scoring at Level 2 on FCAT 2.0 Reading only)

Rulemaking Authority 1001.02(2), 1003.4156, 1003.428, 1008.25 FS. Law Implemented 1001.215, 1008.25, 1003.4156, 1003.428 FS. History—New 5-19-08, Amended 4-21-11, 5-21-13.

Reading courses listed do not reflect current legislation. (Page 106)

SAMS: The applicant could not find references to courses on page 106.

Reading courses listed in 6A.6.055 K-12 include:

1. 1000000 M/J INTENSIVE LANGUAGE ARTS
2. 1000010 M/J INTENSIVE READING
3. 1000020 M/J INTENSIVE READING & CAREER PLANNING
4. 1002181 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (Reading)
5. 7810020 READING: 6-8

The application includes:

Pg. 71 - M/J Intensive Language Arts - The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance and will be taught back-to-back with the Intensive Reading course by the same teacher.

Pg. 71 - M/J Developmental Language Arts through ESOL- The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

Pg. 67, 101 - M/J Intensive Reading- The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The use of informational text beyond literary prose and poetry is unclear. (Page 68; Page 70) The application lacks specificity about how below level students in reading will be supported through differentiated instruction. (Page 96)

SAMS: Response below

SAMS: Pg. 79 –

Core interventions provide a learning support system that may include the following intervention strategies:

- ✓ Cooperative Groups of Mixed Ability - Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity.
- ✓ Weekly Progress Reports - Weekly progress reports for the student and the student's parents are provided.
- ✓ Centers - Centers within the classroom provide opportunities for small group/individual assistance and activities for struggling students as needed.
- ✓ Before and After School Study Time - After school study time is required for struggling students to develop effective study habits.
- ✓ Small Group Guided Instruction - Identify groups of students (5 or less) who need additional assistance with a concept and work with them in a small group while the rest of the class is working on independent practice.
- ✓ Saturday Boot Camps – Interactive Saturday Boot Camps are fun and innovative ways of teaching and remediating standards to students in a less formal yet efficient manner. Saturday Boot Camps are taught by the best teachers and curriculum coaches so that the students are receiving instruction that is both efficient and yields the maximum results towards student achievement.

Pg. 84 -

Ladders to Success – is a program that caters specifically to the needs of Level 1, 2, and even Level 3 students who struggle with on-grade work. The workbooks are designed to help kids master 10 fundamental, grade-appropriate reading skills which are essential to success both in the curriculum and on the FCAT including

- Comparing and Contrasting
- Understanding Sequence
- Recognizing Cause and Effect
- Using Context Clues
- Identifying Main Ideas and Details
- Drawing Conclusions
- Interpreting Figurative Language
- Distinguishing Between Fact and Opinion
- Determining Author's Purpose

Pg. 105 –

This intervention course should include on a daily basis:

- whole group explicit instruction using grade-level materials and concepts
- small group differentiated instruction level
- independent reading practice monitored by the teacher
- infusion of SSS benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational text at a ratio matching FCAT

“Intensive Language Arts” is mentioned as a Language Arts course offering. That course is considered an elective and cannot be used as one of the LA courses for middle grade promotion to HS. (Page 100, p. 1)

SAMS: 1000000 M/J Intensive Language Arts is listed as a course for middle school students in addition to M/J Language Arts. The school feels that by paring the intensive reading with intensive language arts in addition to the regular language arts class, the student will have ample time during the school day to receive remedial instruction in reading/writing and strengthen those skills so they are able to successfully read and write middle grade level text independently.

The application contains specifically undefined terms and underdeveloped descriptions (e.g. “appropriate technology”, “Concrete”, “Semi-Concrete”, “Abstract”). (Page 71-72)

SAMS: Page 72 – Appropriate Technology - Cooperative learning provides students, in small groups, the opportunity to discuss, explore, discover, conjecture, and use appropriate technology to develop conceptual meaning.

Page 216 - Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

Appropriate technology would include:

Page 18 - online library of resources

resources from the National Science Digital Library (NSDL)

Page 52 – The school will utilize technology is a variety of ways:

- Core and supplementary technology-based interventions in core subject areas
- 24/7 applications for remediation, acceleration, and enrichment that truly extend *Learning Beyond the Bell*
- Online access to textbooks, instructional materials, and library research databases
- Organization of learning resources: lessons plans, Pacing Guides, and Instructional Focus Calendars

• School-wide communication

Page 53 - Teachers and students will have technology integrated in the classroom through a variety of modalities such as:

- Laptop Computers and mobile labs
- Mimio Boards
- Audio Stations
- Interactive Tablets
- Computers
- Learner Response Devices
- Headphones
- Document Camera
- Apple I-Pods

Page 72 –

As stated in the application:

Mathematics instruction will follow this three-point model in order to ensure concept knowledge is developed.

1. Concrete: mathematical concepts are introduced in a concrete hands-on manner encouraging students to explore and develop conclusions.
2. Semi-Concrete: students will further develop mathematical concepts learned by transitioning from hands-on manipulative to paper-pencil and drawings in order to conceptually solve mathematical problems.
3. Abstract: By this stage, students are able to demonstrate a conceptual understanding of the mathematical standard and are able to fluently complete the procedure require to solve the mathematical concept.

This is a representational sequence of mathematics instruction.

Step 1. Concrete - Each math concept/skill is first modeled with concrete materials (e.g. chips, unifix cubes, base ten blocks, beans and bean sticks, pattern blocks). Students are provided many opportunities to practice and demonstrate mastery using concrete materials.

Step 2 - Semi-concrete - The math concept/skill is next modeled at the representational (semi-concrete) level which involves drawing pictures that represent the concrete objects previously used (e.g. tallies, dots, circles, stamps that imprint pictures for counting). Students are provided many opportunities to practice and demonstrate mastery by drawing solutions.

Step 3 - Abstract - The math concept/skill is finally modeled at the abstract level (using only numbers and mathematical symbols). Students are provided many opportunities to practice and demonstrate mastery at the abstract level before moving to a new math concept/skill.

Several concerns are noted regarding middle school mathematics course offerings. (Page 73)

- **M/J Mathematics, and M/J Mathematics, Advanced course titles do not appear in the FLDOE Course Code Directory.**
- **Course descriptions are underdeveloped and show no distinction between regular and advanced courses.**
- **M/J Great Explorations in Math (GEM) courses are not part of the FLDOE Course Code Directory.**

M/J Mathematics, and M/J Mathematics, Advanced course titles do not appear in the FLDOE Course Code Directory.

SAMS: The following Course titles appear on page 11 & 12 of the Florida Course Code Directory dated 8/7/13:

1205010 M/J MATH 1
1205020 M/J MATH 1 ADV
1205040 M/J Mathematics 2
1205050 M/J MATH 2, ADV
1205070 M/J Pre-Algebra
1205080 M/J PRE-ALG ADV

Course descriptions are underdeveloped and show no distinction between regular and advanced courses.

SAMS: The full course descriptions are too lengthy to include in the application. All course descriptions may be found

<http://www.cpalms.org/Courses/CourseDescriptionSearch.aspx>

M/J Great Explorations in Math (GEM) courses are not part of the FLDOE Course Code Directory.

SAMS: The applicant respectfully asks that these courses be removed and be replaced with Algebra I Honors, Geometry Honors

Updates to the Civics End of Course exam legislation needs to be addressed. (Page 78)

SAMS: In the 2013-14 school year, a student's performance on the statewide-administered Civics EOC Assessment must constitute 30 percent of the student's final grade. Baseline data will be collected to establish a minimum passing score on the Civics EOC Assessment. In the 2014-15 school year, a student must earn a passing score on the statewide-administered Civics EOC Assessment in order to pass the course and be eligible for promotion from middle school. The Civics EOC Assessment will become part of school grading.

FLDOE did not release a crosswalk. Course descriptions have been updated to reflect a blended curriculum. (Page 85)

SAMS: The crosswalk was not developed by FLDOE. The crosswalk is provided by Glencoe Math Connects and the Charter School Associates Math Specialist. This was given as a sample to let the committee know that schools operated by Charter School Associates are already working with Common Core through a blended curriculum.

On page 55-58 the applicant demonstrates the bridge from NGSSS to Common Core through several charts for writing, math, Science and Reading.

Evidence is not strong that the applicant has a sound understanding of the blending of NGSSS and CCSS in science; specifically, the reference to the application of grade level standards. (Page 90)

SAMS: The applicant understands that the Science NGSSS will be implemented/assessed and the English Language Arts Standards for Grades 6-12 Literacy in History/Social Studies, Science and Technical subjects will incorporate the use of Science and Technical texts to teach specific standards in this strand. The ELA will work hand-in-hand with the Science curriculum as students will be required to:

1. Cite specific textual evidence to support analysis of science and technical texts.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Social studies discussions do not address the CCSS in writing and reading. (Page 91 and 92)

SAMS: The English Language Arts strands for History /Social studies will be incorporated into the Social Studies curriculum. The applicant directed the reader to The Common Core Standards for History and Social Studies may be found at www.corestandards.org/ELA-Literacy/RH The standards begin at grade six.

The ELA Standards for History/Social Studies requires the students to be able to do the following:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)
3. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
4. Describe how a text presents information (e.g., sequentially, comparatively, causally).
5. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
7. Distinguish among fact, opinion, and reasoned judgment in a text.
8. Analyze the relationship between a primary and secondary source on the same topic.

9. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Spanish I (high school credit) and Spanish I for Spanish Speakers (High School credit) are not listed as courses to be offered. Both courses are mentioned as course offerings on page 66. The courses listed on page 115 do not count toward high school credit. (Page 115)

SAMS: This was an oversight. The school will offer Spanish I, Spanish II and Spanish for Spanish Speakers as courses eligible for high school credit.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response						
<p>Please clarify the use of informational text beyond literary prose and poetry. (Page 68, Page 70)</p>	<p>The applicant did a word search and could not find the statement “informational text beyond literary prose and poetry”.</p> <p>The references to informational texts as found in the application are as follows: Pg. 36 - To build a foundation for college and career readiness, students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts. Pg. 77 - In social studies we must provide appropriate amounts of exposure and interaction with informational text. Pg. 91 – There are 6 main ways that informational text is structured and they include:</p> <table border="0" data-bbox="1052 1036 1856 1138"> <tr> <td>Cause and effect</td> <td>Compare and contrast</td> </tr> <tr> <td>Problem and solution</td> <td>Description</td> </tr> <tr> <td>Question and answer</td> <td>Sequence</td> </tr> </table> <p>Pg. 100 – a focus on informational text at a ratio matching FCAT</p> <p>The references to prose as found in the application are as follows: Pg. 66 Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres.</p>	Cause and effect	Compare and contrast	Problem and solution	Description	Question and answer	Sequence
Cause and effect	Compare and contrast						
Problem and solution	Description						
Question and answer	Sequence						

	<p>Pg. 68 – Students will read, re-read and analyze and respond to increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre.</p> <p>Pg. 68 – Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.</p> <p>Pg. 68 – Middle School students will read a broad selection of poetry and prose, gaining acquaintance with major genres and authors and developing a sense of literary history.</p> <p>Pg. 70 – Students will have regular and frequent lessons and practice in the writing of Standard English. Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose.</p> <p>Pg. 87 – <i>Read, Write, Think:</i> Lessons, interactive calendar activities, Writing and Publishing Prose, Writing Poetry, connections with diverse and talented literacy professionals, lesson plans and teacher resources by grade level, etc.</p> <p>The references to poetry as found in the application are as follows:</p> <p>Pg. 16 – The writing and communications work can involve creative writing and sharing experiences through stories, poetry, music, video and art of various kinds (STEAM!).</p> <p>Pg. 66 – Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early</p>
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	<p>stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres.</p> <p>Pg. 68 – Students will read, re-read and analyze and respond to increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genre. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.</p> <p>Pg. 68 – Middle School students will read a broad selection of poetry and prose, gaining acquaintance with major genres and authors and developing a sense of literary history.</p> <p>Pg. 69 – Using the natural flow of poetry can add clarity to this trait.</p> <p>Pg. 70 – Lessons will develop mastery of the principles and applications of correct grammar - including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure, with ample opportunity to practice and reinforce writing skills in compositions and essays and to develop both writing style and creativity through the writing of poetry and prose.</p> <p>Pg. 71 – Students will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).</p> <p>Pg. 84 – Coach supports the curriculum with age-appropriate lessons and engaging fiction, nonfiction, drama, and poetry selections.</p>
<p>Clarify whether all or select students will receive a reading course. (Page 67, p. 2)</p>	<p>Pg. 13 All middle school students will participate in a year-long reading class whether it is a remedial reading class for struggling students or a literature class for more advanced students.</p> <p>According to the District Reading Plan “<i>Sarasota County District</i>”</p>

	<p><i>Schools will not have the capacity to serve our FCAT Reading Level 3 and above students in a Developmental Reading Program.”</i></p> <p>Since all students attending Sarasota Academy of Math and Science will be enrolled in a reading class as part of the curriculum, the advanced reading class will be conducted as a literature class where students will read novels, work with exemplar texts and participate in other activities appropriate for an advanced reading class.</p>
<p>M/J Biology Honors – What is the course code in the Florida Course Code Directory? (Page 75)</p>	<p>Please remove the M/J. This course would be Biology I Honors</p>
<p>Is the use of the “high school” rather than “grade specific” accurate? (Page 36; Page 81)</p>	<p>The applicant could not find the words “high school” on page 36.</p> <p>Pg. 81 – The Common Core Standards anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p> <p>This sentence was taken from the website below: http://www.corestandards.org/ELA-Literacy/RL/introduction-for-6-12</p>

5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

<p>Strengths</p> <p>The application references the relevant state statutes and state requirements for student progression and mandatory retention. (Pages 129-132)</p> <p>The school proposes to follow the district Student Progression Plan (Page 127)</p> <p>The application presents an appropriate plan for communicating student progress and test reports to parents.</p> <p>Grade 6-8 students will be able to access Course Recovery.</p>

<p>Concerns/Weaknesses:</p> <p>The proposed school does not indicate achievement goals in mathematics for students in grades K – 2. There are no goals or</p>

objectives for student achievement on the End-of-Course (EOC) exams that middle school students are required to take.
(Page 124-125)

SAMS: Traditionally the reading goals have been emphasized in grade K-2. Unlike the Reading, Math does not have a formal assessment like the FAIR that is given throughout the year.

One way that we track improvements in student achievement for Math is through the Math Diagnostic Assessment that is part of the Math Connects Series. We use this to develop tiered Math interventions and ongoing progress monitoring in Math to track improvements in student achievement.

There are no goals or objectives for student achievement on the End-of-Course (EOC) exams that middle school students are required to take.
(Page 124-125)

SAMS: In the 2013-14 school year, a student's performance on the statewide-administered Civics EOC Assessment must constitute 30 percent of the student's final grade. Baseline data will be collected to establish a minimum passing score on the Civics EOC Assessment. In the 2014-15 school year, a student must earn a passing score on the statewide-administered Civics EOC Assessment in order to pass the course and be eligible for promotion from middle school. The Civics EOC Assessment will become part of school grading.

Achievement Levels for the Algebra 1 EOC Assessment Scale Scores (325 to 475)

Level 1- 325-374

Level 2 -375-398

Level 3 -399-424

Level 4 -425-436

Level 5 -437-475

Achievement Levels for the Geometry EOC Assessment Scale Scores (325 to 475)

Level 1- 325-369

Level 2 -370-395

Level 3 -396-417

Level 4 -418-433

Level 5 -434-475

Achievement Levels for the Biology 1 EOC Assessment Scale Scores (325 to 475)

The application provides an abundance of assessment information and describes a wide variety of assessments and assessment types. However, a substantial amount of the information is tutorial in nature and a considerable amount of the narrative/charts are repetitive and redundant across the numerous pages of the application. Aside from the well-known state-required tests, the other assessments purported for use are described in broad terms and in a textbook style with insufficient detail for the evaluator to determine if the assessments are appropriate.

SAMS: Pg. 136-137 - The assessment tools listed below do not limit the school from incorporating other measures that may be determined necessary to support the mission of the School.

Criterion Referenced Assessments

- State/District Mandated Assessments – Students participate in the administration of the FCAT 2.0/PARCC annually as well as the three assessment periods of the Florida Assessments for Instruction in Reading (FAIR). Kindergarteners participate in the FLKRs administration and ELL students participate in any state or district mandated assessments such as CELLA. Students participate in the

Stanford-10. End of Course exams are provided to students enrolled in Algebra I, Biology I or Geometry.

- Criterion Referenced Performance tests are created based on FCAT and ultimately PARCC test specifications. Administration includes both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and benchmark Tests.
- Weekly Standards Assessments may include some objective questions for quick check of content material, as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.
- Writing Prompts will be administered regularly to measure progress in the four components of effective writing. Mastery of competencies outlined by the Florida Writes.
- Teacher made tests (including pre- and post-tests)

Project-based Performance Tasks

- Inquiry Based Projects – Students participate in problem solving tasks, hands-on experiments, and other inquiry based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)
- Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.
- Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills

Ongoing Formative Practice Assessments

- Achievement of goals and objectives in the student's Personal Learning Plan.
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories

Classroom Walk-through – Principals and other instructional leaders spend minutes observing the classroom to for an impression of the quality of teaching and learning that is occurring. Principals should look for:

1. Are teachers using research-based teaching strategies – Teachers should employ a variety of instructional strategies to meet the needs of the students. The principal should observe the strategies teachers are using and during the follow-up conversation, teachers should be able to articulate why they used a particular strategy.
2. Do student grouping patterns support learning – One of the instructional strategies identified by the school is cooperative learning. This includes supporting student learning through large groups, small groups, pairs, cooperative groups with assigned roles for each member or working individually.
3. Are teachers and students using technology to support student learning – principals should note the technology the teacher is using and how they are using it. Use of overhead projectors, Elmos, Apple-IPods, computers, Mimio Boards should all have a specific pedagogical learning purpose.
4. Do students understand their goals for learning – The objective posted on the board should reflect what is being taught in the classroom. Likewise teacher lesson plans must reflect the lessons for the day.
5. Are students learning both basic and higher order levels of knowledge – the classroom observation should reveal whether students are learning at the lower end of Bloom's taxonomy (remembering, understanding and applying) or at the higher levels of analyzing, evaluating and creating.

Walk-through data should be used to coach the teacher, measure the impact of staff development and support professional learning communities

to perfect instruction.

Progress Monitoring - Between assessment periods of the FAIR, teacher will administer a variety of assessments. Official ongoing progress monitoring of FAIR tasks will occur after at least 20 days of instruction based on research from *Florida's Center for Reading Research*.

- Fluency assessments – Teachers will administer fluency assessment such as oral reading fluency checks using FAIR OPM templates and high frequency word checks to determine fluency progress.
- Running Records – Teachers will track instructional reading level progress through periodic administration of running records using materials such as those from Core Reading Program and FAIR's Scaffolded Discussion Templates.
- Phonics & Phonemic Awareness assessments – Teachers will administer spelling assessments such as those provided by the Core Reading Program to determine mastery of phonics skills.
- Standards Assessments - Teachers will administer standards assessments to measure mastery of FCAT content clusters. Standards assessments are formative assessments that are designed to evaluate whether a student has or has not mastered a specific standard at the lowest level that was taught. Charter School Associates provides each grade level with standards assessments that are aligned to the NGSSS/Common Core Standards. Each standards assessment measures the academic performance of each student on a particular standard based on FCAT test specifications that has been introduced and practiced multiple times.

Promotion standards do not provide clear criteria for promotion from one level to the next. There is a lack of alignment between the information in the application and the intent of the school to follow the district's Student Progression Plan (SPP). For example:

- **The school's promotion policy does not differentiate requirements for elementary and middle school levels. (Page 129)**
- **Advanced Grade placement procedures may not align with district SPP (Page 130)**
- **Good Cause Exemptions for students in grades K-2; and 4-6 conflict with state statute 1008.25 and district SPP (Pages 131-132)**

The school's promotion policy does not differentiate requirements for elementary and middle school levels. (Page 129)

SAMS: The application states that the school will follow the requirements for promotion as stated in the Student Progression Plan. The applicant is aware there are specifically different requirements for elementary and middle school students.

As stated on page 8 of the Elementary SPP:

PROMOTION

Promotion to the next higher-grade level should be based upon the following factors:

A. Adequate progress in reading, writing, and mathematics as demonstrated by student performance on the Next Generation Sunshine State Standards, as measured by the

Florida Comprehensive Assessment Test (FCAT 2.0 Reading, FCAT 2.0 Mathematics,

FCAT Writing Assessment, FAIR, FOCUS, SAT 10) and district/classroom assessments. Such assessments may include, but not be limited to: standardized assessments, state benchmark assessments, classroom performance assessments, fluency probes, reading comprehension level, etc.

B. In accordance with [FS 1008.25], specific levels of adequate progress in reading, writing, mathematics and science are defined for grades kindergarten through five:

Grade Level	Reading Comprehension	Writing Assessment	Mathematics	Science
K	FAIR	N/A	enVision	
1	FAIR	N/A	enVision	
2	FAIR	N/A	enVision	
3	> Level 3 FCAT or > 45th percentile on SAT 10	N/A	> Level 3 FCAT	
4	> Level 3 FCAT	TBD	> Level 3 FCAT	
5	> Level 3 FCAT	N/A	> Level 3 FCAT	> Level 3 FCAT

C. Retention decisions will be made on a case by case basis with the principal having the final decision.

D. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

E. The grading system for the development of work habits will be either a pass/fail or a checklist indicating mastery appropriate for the grade level. Students who receive a failing grade, or do not master the work habits, or have excessive absences may be considered for retention.

F. No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district’s formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.

As stated on page 6 of the Middle School SPP:

MIDDLE GRADES PROMOTION REQUIREMENTS [FS 1003.4156]

A. Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses:

Grade	Required Courses			
6	Language Arts – must emphasize literature, composition, and technical text	Math	Earth/Space Science	Social Studies
7	Language Arts – must emphasize literature, composition, and technical text	Math	Life Science	Social Studies/ Civics**
8	Language Arts – must emphasize literature, composition, and technical text	MAth	Physical Science	Social Studies/ Career Education and Planning

* Each middle school will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra 1, the middle school student must pass the EOC assessment. Beginning with the 2012-2013 school year, to earn high school credit for Geometry, the middle school student must pass the Geometry EOC assessment.

**Beginning in 2012-2013, an end of course assessment in civics education shall be

administered as a field test at the middle school level. In 2013-2014, this EOC will constitute 30% of the student’s final course grade. Beginning in 2014-2015, a student must pass the EOC assessment in civics in order to pass the course and be promoted from the middle grades. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC.

[FS 1008.22(3)(C)(2)(b)]

B. The Career and Education Planning course is a required component of the Middle School Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

C. Each middle school must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [FS1003.4156(1)(a)(1-5)]

Advanced Grade placement procedures may not align with district SPP (Page 130)

SAMS: The applicant stated the school would follow the Sarasota SPP. This includes advanced grade placement and acceleration.

Good Cause Exemptions for students in grades K-2; and 4-6 conflict with state statute 1008.25 and district SPP (Pages 131-132)

SAMS: Addressed below

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
<p>The application provides achievement goals but it is not clear if the intent is to have the same goals for each of the 5 years of the charter. In addition, the percent proficient goals stated for grades 3 – 8 do not specify the year nor do they indicate how much academic improvement students are expected to show each year. Please clarify the goals stated on page 124.</p>	<p>The Sarasota Academy of Math and Science recognizes that, as a new school, we will not have the same achievement data of an existing school. Since we expect our population to come from Sarasota County public school students, we have developed our goals using Annual Measurable Objectives (AMO chart provided in page 125) referencing Sarasota County’s 2010-2011 data as a baseline to develop our achievement goals for the 2014-2015 school year using the AMO chart provided. As soon as registration is complete, student individual data from their previous year’s FCAT scores will be disaggregated and analyzed. Current levels of achievement using baseline data will also be considered and the achievement goals in this application may be revised to reflect our student population and provide for more relevant achievement goals.</p> <p>This process of setting goals will only be used in opening the school. In subsequent years, we will use our students’ achievement levels and develop target achievement levels and goals following the states expectations of AMO.</p>

<p>How will the achievement performance targets be adjusted using 2012-13 data as the baseline as opposed to 2010-11, which is based on the FLDOE Amo's chart and is 2 years old? (Page 125)</p>	<p>We have used the technical assistance paper from the state of Florida <i>Reporting Florida's Annual Measurable Objectives (AMOs) in Compliance with ESEA Waiver Requirements</i> as a reference tool to set our goals for The Sarasota Academy of Math and Science.</p> <p>All schools and subgroups will be evaluated to determine whether they meet their annual measurable objectives (AMOs) for proficiency in reading and math.</p> <p>AMO targets will be established for each subgroup and all students, and will be calculated at the school, LEA, and state levels. The AMO target will show whether the subgroup (as well as the "All Students" group) is making enough progress in the current year to be on track to reduce its percentage of non-proficient students by half by 2016-17 (using 2010-11 as the baseline year).</p> <p>Characteristics of the AMOs for Reading and Math Proficiency as Reported for 2011-12</p> <ul style="list-style-type: none"> • AMOs are determined separately for each school and subgroup (calculated individually), by subject area. • The AMO shows whether the school/subgroup is on track to reduce its percent of non- proficient students by half by 2016-17. • The baseline year for the "on track" calculation is 2010-11. • For each school and subgroup, a separate target is set for 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17. • The calculation is as follows: <p>The AMO for each year equals the percent of students scoring proficient in 2010-11 plus: [0.5 times the percent of non-proficient students in 2010-11 ÷ 6] multiplied by the number of years past 2010-11.</p> <p>So, for 2011-12, the AMO (by subject) equals the percent of students scoring proficient in 2010-11 plus: [0.5 times the percent</p>
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	<p>of non-proficient students in 2010-11 ÷ 6] times 1.</p> <p><u>Example, AMO for Proficiency in Math</u> Sample Elementary School: 2010-11 % Proficient in Math = 64% (All Students)</p> <p>1/2 percent non-proficient = 36% x 1/2 = 18%</p> <p>Proficiency target for 2016-17 = 64% + 18% = 82%</p> <ul style="list-style-type: none"> o Targetfor2011-12=64%+[(18%÷6)x1]=67% o Targetfor2012-13=64%+[(18%÷6)x2]=70% o Targetfor2013-14=64%+[(18%÷6)x3]=73% o Targetfor2014-15=64%+[(18%÷6)x4]=76% o Targetfor2015-16=64%+[(18%÷6)x5]=79%
<p>Are the “School-wide Goals” listed on pp 125 in addition to those listed on page 123-124?</p>	<p>Yes</p>
<p>What specifically are the “diagnostic tests” and the “benchmark tests” referenced on page 134. Are these tests school-developed, published tests? Who takes them and when? (Page 134)</p>	<p>The application addresses the question posed by the committee. Students in grades K-8 will participate in the assessment that is appropriate for the grade level.</p> <p>Pg. 134 –</p> <p>Diagnostic Tests (e.g., Mathematics and Reading): (These assessments are found as part of the Reading and math series and are used to determine appropriate placement based on the ability level of the student)</p> <p>to be administered to new students in the early fall of the academic year to provide information that will be used to:</p> <ol style="list-style-type: none"> 1. Determine student’s reading and mathematics strengths and weaknesses. 2. Assist teachers and administrators in making instructional and curriculum decisions. 3. Generate student performance baselines in reading and mathematics. <p>The Florida Kindergarten Readiness Screener (FLKRS) (administered according to the district testing calendar) will</p>

	<p>be administered to all kindergarten students to determine a baseline achievement level.</p> <p>The Florida Assessment for Instruction in Reading (FAIR) (Administered according to the district testing calendar.) will be administered to grades kindergarten through three and students in grades four through eight scoring at Level 1 or 2 to determine a baseline achievement level or Level 3 students to make sure they are still on track for the fall of each year</p> <p>Baseline Benchmark Assessments (These assessments are provided to the school by Charter School Associates. The assessments take into account all benchmarks that should be mastered during the school year. Performance on these benchmark assessment determine appropriate placement for students in Reading and Math.)– provide a snapshot of student performance on NGSSS benchmarks/Common Core Standards to determine strengths and weaknesses at the beginning of the year. Interim assessments will be administered to determine student progress. (The interim assessments are administered in the fall and winter to track student progress.)</p> <p>Additional information regarding the types of assessments can be found in Section E.</p>
<p>The application lists a variety of assessment types, but does not provide sufficient detail for the evaluator to determine if the assessment is appropriate. Specifically, what assessment are the “Criterion Referenced Performance Tests” and the “Weekly Standards Assessments?” (Page 136)</p>	<p>On page 136 of the application, "<i>Criterion Referenced Performance Tests are created based on FCAT and ultimately PARCC test specifications. Administration includes both pre and post testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and benchmark Tests</i>" refers to assessments that allow for data to be comparable. Criterion Referenced Performance Tests relate to our Baseline Assessments, Fall and Winter Interim Assessments which provide for cut scores that measure if the student is making satisfactory progress towards meeting state achievement expectations on FCAT/PARCC.</p> <p>Weekly Standards Assessments on Page 136 refer to our</p>

	<p>assessments during the last weeks of FCAT used to track student progress on specific benchmarks. These tests are generated through a purchased test-bank that is correlated to the Standards and aligned with the Common Core.</p>
<p>The application states that the school will follow the district’s student progression plan, however, the “Good Cause exemptions” for promotion for grades K – 2 and 4 – 6 are not in the district plan and not in state statute. (Pages 131-132). Please clarify.</p>	<p>Statute 1008.25 address the end of social promotion. The application is consistent with the good cause criteria as stated in Statute 1008.25 as it relates to all grade levels.</p> <p>ELIMINATION OF SOCIAL PROMOTION.—</p> <p>(a) No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.</p> <p>(b) The district school board may only exempt students from mandatory retention, as provided in paragraph (5)(b), for good cause. Good cause exemptions shall be limited to the following:</p> <ol style="list-style-type: none"> 1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program. 2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule. 3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education. 4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT. 5. Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that

reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3.

6. Students who have received intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

(c) Requests for good cause exemptions for students from the mandatory retention requirement as described in subparagraphs (b)3. and 4. shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the school principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation shall consist only of the existing progress monitoring plan, individual educational plan, if applicable, report card, or student portfolio.

2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the

	<p>district school superintendent. The district school superintendent shall accept or reject the school principal’s recommendation in writing.</p>
<p>Why would it be necessary to double block or provide an alternative schedule for students who pass their 4 core courses? (Page 133)</p>	<p>Students have a total of 8 classes, of which 5 are core classes (Reading, Language Arts, Math, Science and Social Studies) and the rest are elective classes. If a child does not pass core classes and thus is in danger of not having required credits to go to high school, the child may be promoted to the next grade and required to lose an elective class to repeat the core class(es) that were failed.</p>
<p>Need additional information pertaining to the modified/flexible student schedules (Early Bird, Extended School Day, Saturday Academy) Please provide a sample schedule. (Page 132)</p>	<p>Students benefiting from additional hours in the instructional day, may participate in programs such as:</p> <ol style="list-style-type: none"> 1. Early Bird – Morning tutorials offered daily for 30 minutes before the school day starts. May include teacher-led tutorials in small groups or participation in computer-based tutorials and achievement programs such as Reading Plus, Accelerated Reader, Ticket to Read, FCAT Explorer, Mathletics, River Deep. These usually run from October through April. 2. Extended School Day- Afternoon classes that extend an hour beyond the school day focused on intense standards-based instruction using research-based supplemental curriculum. This is offered for Reading, Math, Science and Writing. These usually begin in October and run through April. 3. Saturday Academy is a intensive and hands-on approach to instruction that allows for remediation in academic areas having documented weaknesses. Instruction is data driven and lessons are geared to provide maximum impact in a short amount of time. Saturday school begins in September and lasts through May. It takes place every Saturday (except during vacation weekends) and lasts for 2-3 hours with Rotations in Reading and Math.

<p>What procedures will be used to place students in courses based on academic levels of proficiency?</p>	<p>In Kindergarten, students participate in Seuss Ville, an orientation and informal assessment session that helps properly group kindergarten classes by levels and social/emotional needs of the student. With this information we are able to create at least 1 advanced Kindergarten Class and heterogeneously group the other kindergarten classes.</p> <p>In first – third grade, students are placed based on State or District assessments that are available (SAT – 10) along with other criteria such as student sample work, teacher input, FAIR scores and Math Diagnostic data.</p> <p>In grade 4 – 8, students are placed in their classes (advanced, regular, remedial honors) using FCAT data or other Standardized Tests, FAIR, teacher input, student sample work and Math Diagnostic assessments. Students scoring a level 1 or 2 in Reading are placed in Intensive Reading and students scoring a Level 1 or 2 in Math are placed in Intensive Math courses. This is done to provide remediation in targeted areas.</p>
<p>Will the school request contracted services for a school board appointed or outside agency's social worker? (Page 182)</p>	<p>The school will request services from a school board appointed social worker.</p>

6. Exceptional Students

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

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

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

Strengths

Concerns/Weaknesses:
Much of the information presented is not relevant to the level of service for the ESE students the school intends to serve. It appears as though the applicant inserted narrative about all state requirements but did not tailor the information to what the school intends to do. Therefore, it is not clear if the applicant understands the requirements.
 SAMS: The applicant felt it was necessary to insert the narrative for all state requirements so the committee was aware that the applicant understands the Exceptional Student Education requirements for identification, placement and services. On page 146 the application states - The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies, as available, by the school.

If an ESE student requires additional academic pull out services for Mathematics, Reading, and/or Language Arts, the services will be provided with reasonable supplementary support and services and/or accommodations including consultation services provided in the traditional classroom setting according to each individual IEP, EP, or Section 504 Plan. Students who are Speech and Language Impaired and have an IEP will be serviced according to their plan.

The school day for Sarasota Academy of Math and Science will be 420 minutes minus 30 minutes for lunch for an academic time of 390 minutes. This allows for up to 78 of minutes of instructional time out of the regular education classroom daily.

The application discusses self-contained scenarios; does not correlate with an 80% or more time spent with non-disabled peers. In addition, courses listed include several that are no longer county-approved. (Page 153)

SAMS: Page 153 addresses the utilization of the regular school facilities and adapting them to the needs of exceptional students.

The application makes reference to the use of a *self-contained setting* on page 162 when discussing gifted students and servicing them in as self-contained setting as one of our options.

The application makes ample references that demonstrates the clear intent to provide all students with a Free and Appropriate Public Education and that *the school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.* The application goes on to specify that this may include but is not limited to Speech/Language Therapy and Occupational/Physical Therapy. Some students may also be best serviced through receiving Reading, Math and Language Arts services by a certified ESE teacher in a pullout method and, in some cases; a less restrictive environment is beneficial if consultation and collaboration services are appropriate.

The school will utilize only county approved courses for ESE students.

The application does not fully address how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services. (Pages 152-153)

SAMS: **1003.57 Exceptional students instruction.**— states - In providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, students with disabilities, including those students in public or private institutions or other facilities, shall be educated with students who are not disabled. Segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Pg. 153 - The application states:

- a) Placement of exceptional education classrooms will be close to or integrated with the regular education classrooms in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and the Americans with Disabilities Act (42 U.S.C. 12101).
- b) The facility used by Sarasota Academy of Math and Science will be a newly constructed facility meeting all current building codes including Section 553 of the Florida Building Code. The facility will meet all applicable A.D.A. requirements including handicap access to restrooms, lunchroom and classrooms. If necessary to meet the needs of exceptional students, the school will further modify the facility, to the maximum extent appropriate to ensure equal access of students. The School will comply with all applicable laws, ordinances, and codes of federal, state, and local governance, including IDEA, ADA, and section 504 of the Rehabilitation Act.

The application does not fully describe how the school’s effectiveness in serving exceptional education students will be evaluated. (Pages 154-155)

SAMS: The State of Florida’s expectation is that all students, including students with disabilities, demonstrate learning gains through state approved assessment measures as deemed appropriate in the student’s Individual Education Plan (IEP). Therefore, it is the expectation of the Sarasota Academy of Math and Science that the progress and achievement of all students, including students with disabilities, are tracked and that instruction is adjusted to ensure the highest level of student achievement. Pages 152 of the application, it states that a *variety of assessments will be used to determine the effectiveness of the program*. These assessments include and are not limited to benchmark specific interim assessments, District interim assessments and teacher-made assessments all which track and measures all student’s progress towards meeting expected levels of performance as defined by the state and documented on a student’s IEP. The student’s IEP requires the Present Level of Performance (PENs) are documented using valid and reliable data. This serves as another means to measure a student’s progress towards meeting state expectations and documented goals on the IEP. Last but not least, Page 154 references that quarterly updates which allows for a student’s progress towards meeting his/her IEP goals to be documented on the IEP.

The effectiveness of the ESE program is determined by a student’s progress towards meeting the goals stated on the IEP. However, other contributing factors can be utilized in the same ways the effectiveness of the academic program is determined. The factors to evaluate include but are not limited to:

Pg. 8 - Implement the Positive Behavior Support Plan (PBS) via P.A.R.R., the School’s progressive discipline plan. Research indicates that a major contributing factor to student academic success is ‘time on task.’ Positive Behavior Support (PBS), developed by Florida’s Department of Education is an approach to behavioral intervention that integrates features of applied behavioral analysis with student-centered values. This initiative is school-wide and systemic. PBS is a collaborative program which reduces disruptive behavior and the need for disciplinary exclusion, maintains communication between home and school, develops effective and consistent interventions for problem behavior and draws on proactive positive reinforcement strategies to achieve meaningful and durable behavior and lifestyle outcomes. Positive Behavior Support (PBS) is a process that is consistent with the core principles of Response to Intervention (RtI). Similar to RtI, PBS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. The discipline program will include a strong focus on ethical behaviors provided by the *Character Counts Program*.

Pg. 21 – Lesson Planning - All lesson plans must be submitted weekly in the approved school-wide format that is provided during pre-planning. Teachers must follow the checklist below:

- Procedures are clearly outlined
- Instructional strategies are clear and varied
- Materials and resources are listed
- Evaluation and assessment
- Homework assignments are identified
- Instructional time is adequate
- ESOL accommodations and strategies are listed
- ESE accommodations and strategies listed
- All plans must note ESOL strategies if the teacher has been assigned an ESOL student.

Pg. 22 – The requirement for learning outcomes - Student Learning Outcomes or SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in an activity or course. Outcomes are usually expressed as knowledge, skills, attitudes or values. SLOs specify an action by the student that must be observable, measurable and able to be demonstrated. The SLO’s at Sarasota Academy of Math and Science are determined by the NGSSS/Common Core Standards and will be measured by interim

assessments and the FCAT/PARCC. The purpose of assessment is to obtain information that can be used by faculty to answer the following questions:

- Are our students learning what is important?
- Are they learning what they need to succeed?
- Are we improving in our ability to help students learn?
- Should our curriculum or teaching strategies be modified?
- Are there other techniques or additional resources that would help our students learn more effectively?

Pg. 33 - Differentiated Instruction: Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, group and individual instruction. Differentiated Instruction methods include:

- Having a vision of success for students
- Providing a variety of assignments within units of instruction, realizing that students do not all learn in the same way.
- Recognizing the variance in learning styles of students.
- Allowing students to choose, with teacher direction, the route to their learning.
- Providing opportunities for students to demonstrate proficiency in an area they already know and allowing them to move forward.
- Offering tiered lessons, of varying degrees of difficulty, dealing with similar content.

Pg. 124 - Faculty will be trained in strategies for differentiated instruction, classroom management, creating educational centers and reading groups, cooperative learning and intervention strategies.

Pg. 220 - The following Professional Development will be provided in addition to the needs assessment conducted by the school Principal but is not be limited to:

- Handbook Policies and Procedures
- Next Generation Sunshine State Standards
- The K–8 Florida Common Core Standards
- Florida Continuous Improvement Model (FCIM)
- Response to Intervention (RtI) Training
- FAIR assessment practices
- Webb's DOK
- Requirements of FCAT 2.0/PARCC
- ESE Accommodations
- ESOL Strategies in the Classroom
- Marzano' Nine Instructional Strategies
- Piaget's Process of Cognitive Development
- Bloom's Hierarchy of Thinking

The principal and all teachers will be evaluated annually utilizing the Marzano Evaluation Model.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
<p>Please clarify the charter's intent regarding services for cognitively impaired students participating in access curriculum and Florida Alternate Assessment. (Pages 147-154)</p>	<p>Pg. 146 - The School will provide a Free and Appropriate Public Education (FAPE) to students with disabilities in accordance with all state and federal special education guidelines and regulations, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. As affirmed by sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code this includes, but is not limited to:</p> <ol style="list-style-type: none"> 1. A Non-Discriminatory Policy regarding identification, location, evaluation and selection. 2. Free and appropriate public education (FAPE). 3. Individual education plans (IEP) developed in IEP meetings with the parents and the IEP Committee; 4. Section 504 <p>The School will implement the same identification, evaluation, placement, and due process procedures as other schools in the District. The School will utilize a service delivery models identified in this application for students with disabilities and will work with the District to determine the proper placement for students with disabilities within the full continuum of services offered by the District. The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP Team will determine the least restrictive environment, which also will include the services and supports needed for the student with a disability. The IEP Team will determine the educational placement for the student with a disability and this placement decision will be based on the student's IEP.</p> <p>Pg. 146 - The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be</p>

	<p>contracted with outside agencies, as available, by the school.</p> <p>Pg. 147-148 - Sarasota Academy of Math and Science will work closely with the District's Department of Exceptional Student Education and follow the district's guidelines for ESE students to insure appropriate placement for students in the Least Restrictive Environment.</p> <p>The instructional program for Students with Disabilities will be aligned to the Next Generation Sunshine State Standards/Common Core Standards and the Individual Educational Plan (IEP) or Education Plan (EP) thus providing ample opportunities for the student to learn and achieve individual outcomes. Instruction with accommodations will support the pathways delineated in the IEP/EP with annual yearly assessment by the Florida Comprehensive Assessment Test (FCAT) Assessment/PARCC.</p> <p><i>ACCESS Curriculum:</i> Sarasota Academy of Math and Science supports access to the general curriculum for all of the students with disabilities. Because the school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. ACCESS curriculum is reserved for more significantly cognitively disabled students. The State of Florida Department of Education has developed new Reading, Language Arts, and Mathematics Sunshine State Standards (http://etc.usf.edu/flstandards/index.html) providing Access Points for students with significant cognitive disabilities.</p> <p><i>Alternative Assessment:</i> Addressed on Page 151 - The Florida Alternate Assessment is designed for students whose participation in the general statewide assessment (FCAT) is not appropriate even with accommodations.</p> <p>Additionally - Because the school will provide services to students</p>
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	<p>whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP and because participation in the state testing program is mandatory for all students attending public school. It is expected that the students with disabilities attending Sarasota Academy of Math and Science will participate in the FCAT, the general statewide assessment.</p> <p>According to the Florida Alternative Assessment FAQ: Students with the most significant cognitive disabilities are considered to include a small number of students whose cognitive impairments may prevent them from attaining achievement standards, even with the very best instruction.</p> <p>In order to facilitate informed and equitable decision making, IEP teams should answer each of the following participation guideline questions when determining the appropriate assessment:</p> <ul style="list-style-type: none">• Is the student unable to master the Sunshine State Standards, even with appropriate and allowable course accommodations?• Is the student's demonstrated cognitive ability the primary reason for the inability to master these standards?• Is the student participating in a modified curriculum based on competencies in the Sunshine State Standards Access Points for all academic areas?• Does the student require extensive direct instruction in academic and vocational competencies as well as domestic, community living, and leisure activities?• Does the student have deficits in adaptive behavior, as demonstrated by the inability to function effectively and independently in everyday living skills (interpersonal relations and social interactions) across a variety of settings? <p>If the IEP team determines that all five of the questions accurately characterize a student's current educational situation, then the Florida Alternate Assessment should be used to</p>
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	<p>provide a meaningful evaluation of the student’s current academic achievement. If “yes” is not indicated in all five areas, then the student is not eligible to be assessed on the Florida Alternate Assessment and must participate in the FCAT with accommodations, as appropriate.</p>
<p>Applicant needs to clarify the population of ESE students that they will be servicing. Description on pages 150-151 is not aligned to the intent of the service that the school indicated that they will provide to students with disabilities.</p>	<p><i>The School will utilize a service delivery model of consultation and academic pullout, with at least 80% of instruction occurring in a class with non-disabled peers, for students with disabilities in order to support them in the Least Restrictive Environment.</i></p> <p>References made in the application on page 150-151 include students with disabilities that have an IEP requiring reasonable services provided by the school. In some instances, the student’s needs may change and they may require more support and assistance than once documented on the original IEP and, in some cases, may require a <i>re-evaluation</i> as referenced in the application. All of these are evidences of how the application believes in the true meaning of FAPE.</p> <p>Also, in many instances, students enter our school without an eligibility determination and the process may be originated and completed at the school. In that instance and through the entire RtI process, the school will work with the parent, student, teacher and District LEA to provide the child with a Free and Appropriate Public Education and will make all reasonable attempts to provide the child with what they need to be successful in accordance with the student’s documented needs.</p>
<p>The applicant must review and clarify the systems of service that they will provide based on student need and how they will go about making determinations when a student is presenting additional educational risk. The applicant will also need to clarify their understanding of District support as the LEA.</p>	<p>The application states on page 146:</p> <ul style="list-style-type: none"> • <i>The school will provide services to students whose needs can be met in the traditional classroom setting for at least 80% of the school day as most in this category require minimal services for success according to their IEP. This group of students may require consult services while receiving instruction in the regular classroom setting. Speech and Language and OT/PT services would also be included for students in this category. These services will be contracted with outside agencies, as available, by the school.</i>

- *If an ESE student requires additional academic pull out services for Mathematics, Reading, and/or Language Arts, the services will be provided with reasonable supplementary support and services and/or accommodations including consultation services provided in the traditional classroom setting according to each individual IEP, EP, or Section 504 Plan. Students who are Speech and Language Impaired and have an IEP will be serviced according to their plan.*

The School will work collaboratively with the District to determine the Least Restrictive Environment and proper placement within the full continuum of services offered by the District through the LEA representative assigned by the district to the school. If there is no representative assigned by the district then the Principal will act as the LEA.

If a student is presenting additional educational risk, the IEP committee will convene to determine if additional evaluation or accommodations are required. If the school cannot provide the least restrictive environment for the child, the school will provide the parents information regarding other schools that may be able to accommodate their child.

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The application includes a sound plan for the education of English Language Learners.

Demonstrated understanding of initial identification procedures for ELLs. (Page 164)

Concerns/Weaknesses:

There is a discrepancy between the stated goal and assurances. (Page 163)

Goal 2: States that students are expected to learn academic content through the English language and compete academically with native-English speaking peers.

Assurances: Makes mention that for students who do not receive native language instruction in content areas, they will receive the delivery of instruction through ESOL strategies. (Page 175) Reading materials in native languages, native

language assessments and additional curriculum materials will be identified to support each student in his/her native language.

SAMS: This is taken out of context. Students are expected to learn English. A full response is listed below.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
<p>Does the school plan to provide instruction in the student’s native language? How will you serve an ESOL student population that is representative of the district’s ELL population currently composed of 54 languages?</p>	<p>As referenced in page 100, <i>English as a Second Language: ESOL Students are supported through a mainstream model of instruction for English Language Learners (ELLs). In this model, ELLs receive instruction with ESOL strategies in classrooms with non-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably.</i></p> <p>Sarasota Academy of Math and Science’s goal is to hire a diverse staff of educators that mirrors the school’s population and the community it serves. According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. The school may use translators, English translation dictionaries, and recording devices to assist ELL students in learning and developing English as their second language through a mainstream model.</p> <p>Pages 15 and 66 are only 2 of the numerous references the plan makes to offer instruction in a foreign language. Page 114 references how students will be introduced to Spanish and encouraged to continue in their foreign language studies at the secondary level.</p>
<p>Exit procedures do not meet State Criteria for Exit. Please review District ELL Plan for State Exit Criteria. (Page 171)</p>	<p>That application used material referenced from the 2012-2013 Student Progression Plan for Sarasota County. Found at http://www.fldoe.org/aala/ELLPlans/2009/Sarasota09.pdf</p> <p>We recently found that the exit procedures for ELL students have changed slightly and are referenced below. It is the intention of the applicant to follow the ELL procedures and processes adopted by the sponsor.</p>

Describe the procedures to determine if ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific procedures, and required cut scores. (Max length 2000)

An ELL will be determined English language proficient and exited from the ESOL program upon obtaining:

- Scores of "Proficient" at the applicable grade level on each CELLA subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.; **and**
- Scores on applicable Florida Comprehensive Achievement Tests (FCAT) in Reading, as follows:
 - For students in grades K-2, CELLA is the only assessment required and FCAT is not required;
 - For students in grades 3- 9, an achievement level of 3 or higher on applicable FCAT in Reading;
 - For students in grades 10-12, a score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the CELLA and FCAT scores, schools will exit students no later than the last school day of the school year. If CELLA or FCAT Reading scores are received after the end of the school year, schools will exit students within two weeks after the beginning of the next school year and will use the last day of the school year in which the FCAT Reading examination was administered as the exit date.

Notwithstanding a student's CELLA scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

- Any student being considered for exit by an ELL Committee will be assessed with the Ballard & Tighe Language Proficiency Test, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing.
- The ELL Committee will review the student's academic record holistically and will consider the results from the Spring CELLA and FCAT assessments; as well as, the following criteria to determine whether the student is English language proficient:
 - Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - Written recommendation and observation by current and previous instructional and supportive services staff;
 - Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - Grades from the current or previous years; and
 - Test results from tests other than the Spring CELLA and FCAT assessments.
- The ELL Committee may determine a student to be eligible to exit or to remain in the ESOL program according to consideration of at least two of the five criteria listed in the Consent Decree as specified in Rule 6A-6.0902, FAC. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student will remain enrolled in the program. The parents' preference as to whether a student is determined English language proficient or not English language proficient will be considered in the final decision.
- Documentation supporting the Consent Criteria used by the ELL Committee for the decision made will be attached to the ELL Committee Meeting (form #006-94-ESOL-INS). The ELL Committee Meeting form will include meeting minutes, topics discussed, recommendations, and a narrative description of the basis for the decision. This documentation will be maintained in the student's ESOL file within the Cumulative Folder.

<p>Please address the discrepancy listed under “concerns/weaknesses” in the section above.</p>	<p>This is taken out of context. Students are expected to learn English as Goal 2 states. Please note there are multiple assurances regarding the ESOL program. The applicant is very experienced in working with ELL students and in providing the appropriate strategies for successful transition from their native language to English.</p> <p>School Media Resources (highlighted in italics) includes bilingual dictionaries, <i>Reading Materials in Native Languages, Cultural Resource Materials, and Language Instruction Software</i>; all providing access to the information, services, and materials in a language that the student can understand at the point of need.</p> <p>The application provides many assurances to help students with language acquisition: Assurance that the ESOL Programs and Services will help ELL Students reach the Next Generation Sunshine State /Common Core Standards – All School ESOL curricula and instruction are aligned with the Sunshine State Standards.</p> <ul style="list-style-type: none"> ✓ All School ESOL curricula and instruction are aligned with the Sunshine State Standards. ✓ Students who do not receive native language instruction in content areas will receive social sciences, science, mathematics and computer literacy instruction from teachers using ESOL strategies to assist students in acquiring the skills and concepts being presented. ✓ Appropriate Instructional Delivery Models per student plan. ✓ <i>School Media Resources: Bilingual Dictionaries, Reading Materials in Native Languages, Cultural Resource Materials, and Language Instruction Software.</i> ✓ Progress monitoring tools will be used to ensure that all ELL students are mastering the Sunshine State Standards and benchmarks: ✓ Student Portfolios ✓ FCAT Practice Tests ✓ Native Language Assessment ✓ Instruction is driven by the Next Generation Florida Sunshine State Standards and the Florida Continuous Improvement Model. ✓ Teachers must document the use of ESOL instructional strategies in the lesson plans and on report card comments. ✓ ESOL strategies listed on the Multicultural/Foreign Language/ESOL Education Strategies Matrix are documented in the teacher’s plan book. ✓ ELL student levels will be maintained in the grade book. ✓ Students will be offered many opportunities to listen, speak, read and write.
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	<ul style="list-style-type: none">✓ Any ELL student who does not meet specific levels of performance in reading, writing, science and mathematics will be provided with plan to assist the student in meeting state and district expectations for proficiency.✓ ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments to comply with LULAC and NCLB- Title III.✓ An ELL/LEP Committee will be formed and will meet to resolve any issue that affects the instructional program of a ELL student. Parents will be invited to attend the ELL/LEP Committee meeting.✓ Teachers and appropriate support personnel will complete District/State approved ESOL training for certification/endorsement requirements according to the timelines established by the State.✓ The English/Language Arts teacher will be ESOL endorsed or working towards the endorsement through college and university credits or district state-approved staff development and will adhere to the training timeline for completion of this requirement.✓ Teachers will be certified in their specific field of instruction.✓ The School will not deny ELL students access to any curriculum being offered to non-ELL students. Additional curriculum materials will be identified to support each student in his/her native language. The quality of supplemental curriculum will be equal to the curriculum of non-ELL students.✓ The School assures equal access to instructional, categorical and student services for ELL students to all programs for which they would otherwise qualify without reference to English language proficiency✓ Assurances of no disciplinary action for use of a language other than English.✓ Assigned, certificated, personnel will reevaluate all active (LY) ELL students annually at the end of the academic year. All active ELL students will be reevaluated using the CELLA and other District/State mandated assessment tools✓ Participation in other School Committees: ELL student parents/guardians may become members of school committees as interested and/or required; e.g., School Improvement Team(s), School Advisory Councils and Parent Teacher Student Organization (PTSO).
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8. School Climate and Discipline

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

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

Strengths
SAMS’ described PBS Model should promote an effective educational and social environment in and out of the classrooms for its entire school community. (Pages 179-182)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
The application states that it will use the Student Code of Conduct of “both” the school <u>and</u> sponsor. If so, please submit a copy of SAMS’ Student Code of Conduct for review. (Page 180)	Attached
The application states that SAMS will send referrals to the school social worker when students are experiencing habitual truanancies; this position is not included in the Staffing Budget, so what agency will be providing these contracted services? (Page 182)	These services will be contracted with the district, if available. If these services are not available the Principal will intervene.

II. Organizational Plan

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

9. Governance

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

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

Strengths
 The governance section is structured well and meets all requirements.

Concerns/Weaknesses:
Comment: SAMS governing board members will NOT be Sarasota County residents (Page 184), which is permissible under state statute but of great concern to the CRC. The CRC strongly believes that it is in the best interest of the parents/students served that governance and oversight of the proposed “Community School” be under the direction of local board members who understand the needs of its stakeholders and meet in the community.

SAMS: The applicant understands the CRC’s preference for local board members and will meet a minimum of two time per school year at the school. Additional input to the Board will be available through the “Board Liaison” which will be a Sarasota County resident.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please clarify the organizational structure shown in diagram on Page 183 – what is the perceived role of the district/sponsor?	The role of the district/Sponsor is to act as the charter school Local Educational Agent and to perform the duties stated in 1002.33(5)(b), F.S., as such, in the hierarchy of the organizational chart, the charter school’s board members have an obligation to report to the Sponsor the progress towards the goals established by law and in the charter agreement.
Briefly explain how the governing board and the ESP work together as one entity, as denoted by the hierarchy? (Page 183)	As stated in page 184, the ESP and the governing board are not the same entity. The hierarchy denotes the ESP as subordinate to the governing board. The ESP performs its duties under a performance-based agreement that may be terminated by the governing board for non-performance. A draft of the proposed ESP contract is included in attachment 4.

10. Management

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

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

Strengths
The application provides an adequate staffing plan. (Page 202)

Concerns/Weaknesses:
Comment only - The staffing plan for educational leadership and teacher leaders may be difficult to finance based upon the enrollment.
SAMS: The Board has experience operating existing schools and understands the marketplace for talented leaders and teachers. The Board has been able to fill these positions at its other schools.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Although major duties and job functions are described, the model application requests job descriptions. Please provide job descriptions for teachers and administrative positions. (Page 139 &	Job descriptions are included in the application on pages 193-200. The job descriptions, as stated in page 193, are primarily drawn from the National School Board Association Handbook entitled

Appendix F)	<p>“The School Personnel Management System”. The following job descriptions are included:</p> <ul style="list-style-type: none">• Principal• Assistant Principal• Dean• Administrative Assistant• Registrar• Instructional Personnel/Teacher• Reading Specialist• Math specialist• ESE Specialist• Guidance counselor
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11. Education Service Providers

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The application provides a clear description of the services to be provided by Charter School Associates (CSA). (Pages 206-207)

Charter School Associates has contracts with 24 Florida charter schools and is well-experienced in providing services.

Concerns/Weaknesses:

None.

Areas in Need of Additional Information and/or Clarification

None.

Charter Applicant’s Response

12. Employment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

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

Strengths
Proposed salaries are realistic.

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
Please describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board. (Page 215)	A summary of proposed personnel policies and procedures are described on pages 215-226 of the application.

13. Student Recruitment and Enrollment

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

<p>Strengths</p> <p>The applicant understands the statutory requirements for student enrollment in charter schools. (Pages 227-229)</p> <p>The school will use a variety of marketing tools and venues to recruit students. (Pages 227-231)</p> <p>SAMS and parents will collaboratively write a “compact” that outlines each stakeholder’s responsibility for improved student achievement. (Page 230)</p>
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<p>Concerns/Weaknesses:</p> <p>Comment only – the school plans to target students within a 5 mile radius of the school campus.</p>

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
<p>The parent contract states that parents are expected to transport their children to/from the school (Page 356). It also states that provisions will be made for those parents who cannot do so. How will the budget plan for transportation adjust for this contingency?</p>	<p>The budget (attachment 7) includes a reasonable expectation that 30% of the student population will require transportation services. Transportation expenses for each year are listed on page 306 of the application. A description of the calculation is described on page 242. SAMS will contract with a vendor that is appropriately</p>

	licensed to provide bus transportation to public charter school students.
How does the applicant plan to determine if the school's racial/ethnic enrollment mirrors that of the community? What data will be considered? (Page 227)	SAMS is a community school and therefore the proper comparison data is a comparison to those traditional public schools that surround SAMS. Because the school is a charter school, it cannot control the racial/ethnic outcome of its student body since it must take all eligible students that make application unless a program or grade level is oversubscribed and in which case the school will hold a lottery and randomly accept students based on the outcome of that lottery.
The application stipulates that SAMS will only be open to students living in Sarasota County; it appears the school is not open to students living in surrounding counties such as Manatee and Charlotte. Will any exceptions be made? (Page 228)	The application states that SAMS will be open to ALL residents of Sarasota County as the application is for such County. It does not state "only". The expectation is to be a community school for the surrounding areas but not limited to the parents of the surrounding counties that are interested to enroll their students in SAMS. The school will be open to any student covered in an inter-district agreement.
The Student and Parent contracts reference a "Student Handbook." Will this handbook be the district's or one particular to the school? If it is unique to the school please provide a copy of the SAMS "Student Handbook." (Attachment 10, pages 356-357)	Copy Attached
The applicant's Student Contract (item 2) states that SAMS is a public school of choice, not entitlement; public education offered in public schools is an entitlement, so this is an inaccurate statement that requires correction. (Attachment 10, page 357)	Charter schools are public schools of choice. The statement "not entitlement" can be removed at contract negotiation.

III. Business Plan

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

14. Facilities

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

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

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

Strengths

The application presents a plan for facilities that is very well thought out and comprehensive.

The back-up plan is to defer opening for one year to allow time to secure a new site/building. (Page 232)

Concerns/Weaknesses:

The proposed site is small for a K-8 school but it is presumed doable as schools have been constructed within small sites inside cities in the past. It’s questionable that a 49,000 structure can be designed, permitted and constructed in less than a year but the applicant addressed this by stating that an alternate facility would be sought out to accommodate the school until a CO is issued.

SAMS: The Board has developed other schools with the proposed developer (MG3 Developers). MG3 Developers has constructed as many as 30-35 charter schools over a five year period and has the resources and experience needed to deliver under the proposed timelines. Design and permitting work have already begun.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
None.	

15. Transportation

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

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

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

Strengths

The application acknowledges the rules and regulations for transportation.

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification

Is it reasonable to expect that parents will have the means to provide transportation for their children (living beyond the 2 miles from school). (Page 235)

Charter Applicant's Response

SAMS has committed in the application to provide transportation to those students living between two and four miles from the school, a distance that is commonly defined as the eligible transportation boundary for charter schools. SAMS expectation is that parents will play an integral role in their child's education. SAMS will comply with the requirements of Chapter 1006, F.S., Part 1. E. and 1012.45, F.S. Therefore, the budget includes a reasonable expectation that 30% of the student population will require transportation services. SAMS will contract with an appropriately licensed and inspected transportation contractor to serve the needs of the community.

<p>Please provide a copy of agreements or contract the school intends to enter into with parents that will be transporting children.</p>	<p>The Parent Contract Agreement is included in Attachment 10, page 356 of the application. Transportation is addressed in bullet 3.</p>
<p>How is the school planning to monitor to ensure safe transportation per DOT?</p>	<p>Although this is item is not a specific question in the State Model Application, SAMS intends to contract with State/District approved providers to ensure safe transportation. SAMS will comply with all requirements of Chapter 1006, F.S., Part 1.E and Section 1012.45, F.S. In addition, page 235 states that “The School shall require its bus contractor to comply with all applicable State Board of Education rule and law governing public school bus transportation including, but not limited to, Section 1006.25, Florida Statute. The School shall carry non-owned automobile insurance per the Sponsor’s requirements, if any, and the School shall require the bus contractor to carry insurance coverage with an upper limit that is no less than the Sponsor’s requirement of the charter school for its non-owned policy.”</p>

16. Food Service

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

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

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

Strengths

The charter proposal indicates that they will be doing their own FNS program, complete with F&R processing, etc. It appears that they have a comprehensive plan.

Concerns/Weaknesses:

None.

Areas in Need of Additional Information and/or Clarification

None.

Charter Applicant's Response

17. Budget

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

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

Strengths
 The application has sufficient detail to verify budget allocations. However please note the concern below.

Concerns/Weaknesses:
The capital outlay revenue used is based upon the state allocation of the 2013-14 fiscal year. There is no guarantee that this revenue will be available in 2014-15.
 SAMS: There may be no guarantee but the historical data supports the assumptions used in the budget.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
How will the applicant pay for the lease of the building without the increased amount that was received for this year? (Page 307)	All revenue projections, including FEFP and Capital Outlay funds, were calculated using the 2013-14 school year as a basis and making conservative assumptions about revenue increases from the base line forward. Charter School Capital Outlay funding has been available to charter schools since 1998. It is uncertain when legislation will decide to include charter schools in the capital

	<p>millage distribution now available only to school districts but it is reasonably certain that some means of capital funding for charter school facilities will be available in future years. The budget includes annual reserve funds in addition to the yearly budget surplus to cover any unexpected event. In the event these funds were to be eliminated then the school would have to renegotiate its facility expenses.</p>
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18. Financial Management and Oversight

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school’s finances will be managed. The description must include assurances that the governing board retains ultimate control over the school’s finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

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

Strengths
The SAMS financial management plans is adequate and meets requirements.

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response
None.	

19. Action Plan

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

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

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

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

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

Strengths
The action plan is very detailed and appears to capture all of the essential key steps necessary to start a school. (Page 251)

Concerns/Weaknesses:
None.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response
None.	