

**Sarasota County Public Schools
2012-2013 Charter School Application Process**

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

The evaluation findings are 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 are based on the CRC’s review and analysis of each charter school’s original application submitted on August 1, 2012. Second ratings were determined based on the applicants’ responses to the CRC’s questions and requests for clarification. Applicants were not permitted to amend the application or correct major or significant deficiencies identified in the original application. Considering all information presented, including the oral responses provided by each applicant during the September 27, 2012 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous consensus.

Charter Review Committee Final Ratings Summary

Charter School Applicant	I. Educational Plan Standards 1 – 8	II. Organizational Plan Standards 9 – 13	III. Business Plan Standards 14 – 19	Overall Total
	Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline	Governance, Management, ESP, Employment, Student Recruitment & Enrollment	Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan	
The Classical Academy of Sarasota	0% Meets 50% Partially Meets 50% Does Not Meet	50% Meets 50% Partially Meets 0% Does Not Meet	83% Meets 17% Partially Meets 0% Does Not Meet	39% Meets 39% Partially Meets 22% 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby resulting in a lower rating.

Strengths
The mission of The Classical Academy is clear and is focused on instruction, learning and good character. (Pg 8-13)
“Classical education” is explained clearly. (Pg 8-11)

Concerns/Weaknesses:
Riggs Institute research is dated 1997 on their website.
The research of Core Knowledge Sequence is quite dated as the books used were published in the 1990’s. The most current research is a pilot program in language arts in 2011. (Pg 9)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>Please clarify the alignment of the educational programs to NGSSS and CCSS? (Pg 12)</p>	<p>As demonstrated in the charter application our educational programs and accompanying curriculum meet NGSSS standards and CCSS (p. 26-27). For 24 years Core Knowledge curriculum has been aligning its standards to specific state standards. As standards have changed they constantly ensure their alignment to meet state standards. Core Knowledge covers standards found in NGSSS and will prepare our students for taking one final year of FCAT (alignment to these standards can be found at coreknowledge.org under the Florida link). The 2013-14 school year is to be used as a final transition year for CCSS with full implementation of these standards across all grades in the fall of 2014. Our curriculum and educational programs align closely to these standards allowing TCA to stay ahead of the curve and better prepare its students for an education guided by these new standards.</p>	<p>The applicant has not identified the alignment from their chosen programs to each other, not to mention the alignment to the current Florida standards. The applicant's claims are not supported by staff's analysis of Core Knowledge curriculum. The CRC will request clarification during questioning related to the curriculum at the 9/27 interview. ****</p> <p><u>Interview Findings:</u> After clarification interview, it became clear the Classical Academy did not have an understanding of the NGSSS and the CCSS alignment to the chosen educational program.</p>
<p>Please clarify how TCA will meet and/or exceed the district or state graduation requirements.</p>	<p>Our graduation requirements, in section 5C (p36), meet the Florida Statute requirement of a minimum of 24 credits (F.S. Section 1003.428 (2)) with an additional half credit requirement in: US Government (1 total), economics (1 total), moral philosophy (1/2 total), and rhetoric and logic (1/2 total). The addition of these 4 half-credit courses will raise our graduation requirement to a total of 26 credits. We will also require a senior thesis which will be a part of our senior English course. In addition, as outlined in Section 5C (p. 36) our students will be required to pass state required EOC exams as well as meeting the on-line class requirement and maintain a minimum 2.0 cumulative GPA.</p>	<p>The applicant has not identified nor acknowledged the different graduation options available to students nor the required components. The CRC will request clarification during questioning related to the curriculum at the 9/27 interview. ****</p> <p><u>Interview Findings:</u> Classical Academy could not speak to their graduation plan to assure understanding of needed coursework.</p>

<p>Please explain the reference to SAT, PSAT and ACT as state required assessments. (Pg 13)</p>	<p>These tests will not be required but will be encouraged and equivalent scores on these tests may be used in place of the FCAT or EOC as specified in the District's Student Progression Plan.</p>	<p>Not of great concern, but the applicant has incorrectly stated that PSAT, SAT, and ACT are required by Florida state statute. The CRC will request clarification during questioning at the 9/27 interview. ****</p> <p><u>Interview Findings:</u> Applicant has stated they will follow our Student Progression Plan, but was not able to understand the implications of alternate ways to meet graduation requirements, such as the use of concordant scores.</p>
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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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<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” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to 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

Concerns/Weaknesses:
 The middle school numbers for years 3, 4, 5 will be difficult to maintain fiscally. For example, a middle school group of 185 kids would require 8 ½ teachers. (Section 2 subsection B). The same inconsistency in the 9th grade class will cause concerns with a group of 40 kids. Cannot maintain class size and have certified teachers for all content areas with such a small group.

 The description of how the student projections were made is not clear. Use of “word of mouth” is a questionable method of obtaining realistic projections of student enrollment. (Pg 16)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>A facility has not been determined although several potential sites are mentioned (later in Section 14). So, how was “interest within the community” determined and how were “letters of intent” distributed and collected?</p>	<p>After the initial group of founding families was formed, those families began networking with others who were interested in classical education. The letters of intent have been forwarded through e-mail and distributed by these families and others expressing interest in classical education. They were then returned through e-mail, collected by the founding members and many were returned through the mail. As a charter school, open to Sarasota and surrounding counties, the location of our building is not as important as our educational focus on classical education. The purpose of our networking and e-mails was designed to gauge interest and need within the community for a classical school.</p>	<p>Explanation is acceptable. Please note that the CRC’s question pertained to the definition of “community,” especially in light of not having identified a location. If the “surrounding community” is yet unknown, what/who is the community? CRC will pursue related questions at the 9/27 interview session****.</p> <p><u>Interview Findings:</u> The applicant restated descriptions of the student body as they were presented in the application, which, in the opinion of the CRC remain unclear and in some cases inconsistent.</p>
<p>The applicant states that the rationale for the student projections was based on “on meetings and letters of intent.” (Pg 16) How did applicant anticipate the enrollment counts for the target population of “students residing in Sarasota County or surrounding counties?” Are the 70 families who have expressed intent to attend representative of the target population?</p>	<p>The numbers were created in part in order to maintain fiscal responsibility and viability, as well as following the model of other successful classical charter schools around the country, which opened with similar grade levels. Our enrollment figures were also created from the letters of intent we received. The interest within the community for a classical school has been high. We did not target a specific population other than those interested in a classical education. The families currently interested in TCA come from all over Sarasota County and represent a diverse population.</p>	<p>The question is not about the enrollment numbers. The applicant provides several descriptions of the target population – those with interest within the community (perhaps the 70 families?); those who have expressed interest that come from “all over Sarasota,” and also all students in Sarasota and neighboring counties. In subsequent sections the applicant states that the marketing will target the “surrounding community.” CRC will request further clarification at the 9/27 interview. ***</p> <p><u>Interview Findings:</u> Same as above.</p>

<p>Please provide the list of the successful classical schools around the country that were the basis for your research.</p>	<p>A list of 6 successful classical charter schools can be found in Section 3C (p. 20 – 21). Along with this list contained in the application, the following schools were also used as a basis for our research:</p> <ul style="list-style-type: none"> • Thomas Jefferson Classical Academy – a K-12 charter in Mooresboro, NC. tjca.teamcfa.org • Classical School – a K-8 charter in Appleton, WI. classicalcharter.com • Heritage Community Charter School – a K-12 charter in Caldwell, ID. heritagedcommunitycharter.com 	<p>Response is acceptable.</p>
<p>What measures will be taken to have a diverse student population which represents all members of the community of Sarasota? (Pg 16)</p>	<p>Once we have selected the location for TCA we will begin advertising to the community surrounding our school. We intend to hold open houses and informational meetings prior to our enrollment period in order to inform the community about TCA. We will advertise these meetings through radio ads, the newspaper and delivering flyers to nearby neighborhoods and libraries.</p>	<p>It remains unclear as to whether or not the 70 families are within the community surrounding the school? If so, can the applicant anticipate the diversity of the community in relation to what is proposed for the student body? CRC will request further clarification at the 9/27 interview. ***</p> <p><u>Interview Findings:</u> The responses did not fully address the CRC's concerns.</p>
<p>Other than word of mouth, what marketing campaigns/tools will be used to advertise the school throughout the community to draw students from different ethnicities and in different languages?</p>	<p>Once we have determined a final location for TCA we will begin delivering flyers and information to homes and neighborhoods within a reasonable distance (2 to 4 miles). We will ensure that this information is available in different languages to meet the needs of our community. As stated above, our open houses will allow TCA to advertise to the surrounding community.</p>	<p>Acceptable response. However, restricting to 2-4 miles will not advertise to a broader Sarasota, which was stated as one of the targets.</p>

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<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” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to 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
 Students will read primary source material which is consistent with complex text required by Common Core State Standards. (Pg 18)

Concerns/Weaknesses :
 It unclear based on the information provided how the charter applicant will meet the varied and diverse expectations for course development, including acceleration, and specifically blending the unique courses intended as a requirement for graduation with the local and state graduation requirements.

 Regarding the 168 day school year: the committee understands how the hours are met, however, an extended day may very burdensome on younger children. There are reasons most districts operate on a 180 day calendar. (Pg 17)

The depth by which the educational program is explained and defined is very minimal. The committee cannot ascertain the overall details of the plan from what is presented. (Pg 19)

The school’s commitment to the Common Core State Standards aside from reading is not explained. (Pg 22)

Clear evidence that the educational practices are research-based has not been provided.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The research base was similar schools and the awards they received. Where is the scientifically based research?</p>	<p>Our educational program includes our extended day and our modified schedules with the attached research in Appendix C. The research behind the success of the classical schools mentioned in the application is based on data and assessments based on research done by the schools and other sources as documented in the application.</p>	<p>The response does not address the question posed. Applicant was not able to provide the research on the adjusted day and adjusted year for the students. Applicant states they will use some of the services provided by the district, but will not match to our calendar year.</p> <p>The CRC will seek further clarification at the 9/27 interview. ****</p> <p><u>Interview Findings:</u> The applicant was not able to convey how the research shows an alignment to NGSSS and CCS.</p>
<p>Since the 6.25 hours appear to be in line with district schools, how is 168 days for a school year justified? How does it equate to an extended year? (Pg 17)</p>	<p>Our school day will last 7.25 hours allowing for a minimum of 6.25 hours of instruction time. The 6.25 instruction hours was a conservative estimate factoring in lunch, recess (2 or 3 for grades K-3, 1 or 2 for 4-5), and passing periods for upper grades. This extended amount on instruction time each day will create opportunities for deeper discussions and greater evaluation and analysis of subjects, in alignment with the values of classical education and the CCSS. The school year will be shortened from 180 days to 168 days. This shorter year will give our students and staff breaks from the rigor of our curriculum.</p>	<p>This question was not adequately answered. There should be a complete schedule showing a daily breakdown for elementary, middle, and high school.</p> <p>Estimates – Class change – 6X5 minutes= 30 minutes Lunch – 25 minutes minimum Recess – 25 minutes minimum Homeroom – 10 minutes Leaving 6 hours of instruction – that is not an extended day – that’s a shortened day for middle and high.</p>

<p>K-5 grades will focus on the “grammar” component of classical education, which is knowledge acquisition through memorization. State assessments will measure the students’ ability to understand, apply, analyze, synthesize, and evaluate information. How will K-5 students acquire the higher order thinking skills that are necessary to compete with their peers throughout the district and state? (Pg 18)</p>	<p>While the grammar stage does include “acquisition through memorization” it is more than just memorizing alone. Our use of Core Knowledge curriculum helps to create a foundation of facts and information while helping students to process and analyze this new information. Even in the early grade levels students will take the information they learn and begin drawing conclusions and evaluating facts. State assessment scores at similar classical/Core Knowledge schools attest to the fact that students consistently outperform their peers in core subject areas, even at the lower grades (p. 20-21).</p>	<p>The applicant is not addressing the need for emphasis on reasoning skills, comprehension skills, and the rigor of instruction by the emphasis of memorization of grammar skill sets. This is not aligned with current Florida standards.</p> <p>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> Core Knowledge and Riggs Curriculum do NOT align to CCSS text complexity standards, shift in emphasis on informational text, and content literacy standards.</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"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to 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 use of text exemplars in high school is mentioned. (Pg 25)

Concerns/Weaknesses:
 There is no stated alignment to the NGSSS. The application addresses alignment to the Common Core, but those standards are not in place yet with the exception of grades K-1, K-2 next school year.

 The curriculum plan proposed does not convey an awareness of the correct standards this school should be teaching.

 The charter applicant has not developed a clear and comprehensive plan for addressing students who enter the school below grade level, and specifically how the school will engage

current educational best practices to effectively remediate low performing students.

Proposed middle school courses do not include a plan for course recovery.

Proposed high school courses do not include opportunity for DE.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Having reviewed the Singapore Math website there may be additional modifications and additions needed to address all of the CCSS.</p>	<p>We understand that there may need to be additions to our curriculum and, as standards change in the coming years we will ensure that all necessary modifications and additions are made. However, Singapore Math was used in part to help create the new CCSS and we feel confident that our teachers can easily make modifications to meet all standards.</p>	<p>The applicant admits to not having a full understanding of the scope of required NGSSS and CCSS. The timeline given for rollout was incorrectly stated.</p> <p>Singapore Math is correlated to California Standards and has not been updated since its American version in 2007 according to the Singapore Math website..</p> <p>The following is a quote from the 2012 Singapore Math website: “The Primary Mathematics U.S. Edition textbooks, workbooks, guides, and tests cannot be used interchangeably with the Primary Mathematics Standards Edition textbooks, workbooks, and guides. The Standards Edition meets the math requirements per grade level for California.” P. 4 of 9 Singapore Math website.</p>

<p>Would like to see detailed schedules imbedded within the plan.</p>	<p>The schedules for elementary, middle and high school can be found in Appendix D.</p>	<p>This does not answer the question. The schedules in the appendix are not detailed enough. It shows 45 minutes for each core class. The response does not demonstrate understanding of required course codes.</p> <p>CRC will question further at the 9/27 interview to confirm a deep understanding.</p> <p>****</p> <p><u>Interview Findings:</u> After interviews, applicant still is unaware of the required course codes, course descriptions and the rollout of the required standards</p>
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<p>How will the Riggs reading curriculum address the comprehension rigor of instruction expected by the Common Core State Standards? (Pg 24)</p>	<p>Riggs, coupled with Core Knowledge, has a strong focus on the use of exemplary literature. Teachers will use this literature to create discussions and opportunities for students to not only understand what is written but make reasoned judgments about what is written. Our use of the Socratic Method allows teachers to present concepts within literature through questioning rather than telling. This method will provide immediate feedback for teachers so they can assess student comprehension. The Riggs curriculum will help students decipher the written word and our Core Knowledge curriculum will help facilitate comprehension. Also Riggs provides for the testing of comprehension through regular McCall-Crabbs comprehension assessments.</p>	<p>Not answered completely - Literature will only represent 30-40% of a student's testing in middle and high school. Applicant does not acknowledge nor address the requirements of shifting to 50-70% (dependent on grade level) emphasis on informational text. Students need to read more nonfiction and multimedia text to be well prepared for common core. The basis of the school rests in students reading classical literature. This will not match to the rigor of CCSS. In addition, written responses to nonfiction are a huge component of common core. CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> The respondents described the Riggs reading curriculum and the fact that they rely on Socratic questioning to raise the level of comprehension. This is oral comprehension, an important foundation. It was unclear, though, how the rigors of the CCSS for comprehension would be addressed.</p> <p>Riggs Reading Curriculum is in direct conflict of Core Knowledge Curriculum and the McCall-Crabbs comprehension assessments the Classical Academy plans to use are not aligned with NGSSS benchmarks nor CCSS. There is no scientifically-based research associated with Riggs nor McCall-Crabbs.</p>
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<p>Describe how will the Riggs reading curriculum address the needs of advanced and below level readers? (Pg 31)</p>	<p>Riggs, coupled with Core Knowledge will allow our teachers to address the needs of all our students. The tools provided by Riggs for intervention, from phonetic awareness to vocabulary development will allow our teachers to structure interventions to the needs of individual students. On p. 24 the ability of Riggs to differentiate is addressed, and partnered with Core Knowledge teachers can provide appropriate literature to all students. Teachers will be able to assign text which matches each student’s lexile while also challenging them with rich content and vocabulary.</p>	<p>Riggs Reading requires 2.5 hours per day for full implementation. This curriculum does not provide a match to Core Knowledge. How will the reading program address the areas of reading to meet state requirements? CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> The respondents stated that the reading block would take an integrated approach throughout the day. While this is admirable, the specifics of the CCSS were not adequately addressed. If Riggs suggests 2.5 hours/day for phonics and they will be having a 90 min. reading block, the schedule does not reflect adequate time in the day for reading/language arts. The needs of above level and below readers are NOT met through different lexiles of text only.</p>
<p>The quote below is from the Core Knowledge Sequence. The concern is the comment that they can complement state standards. Are they correlated to NGSSS? <i>“Standards typically describe what students should be able to do, but not what students should know. “The content-rich, thoughtfully designed Core Knowledge Sequence complements state standards by offering a concrete curriculum to guide teaching and learning. Instead of spending hours researching and planning what to teach, teachers are freed to think more creatively about how to teach. They know what children have learned in previous grades and what they will need in succeeding grades. They can avoid useless repetition. They are less likely to be confronted by big gaps in what students have learned.”</i></p>	<p>Core Knowledge has done extensive research and alignment to the NGSSS. For 24 years Core Knowledge curriculum has been aligning its standards to specific state standards. As standards have changed they constantly ensure their alignment to meet state standards. Core Knowledge covers standards found in NGSSS and will prepare our students for taking one final year of FCAT (alignment to these standards can be found at coreknowledge.org under the Florida link). However, in 2013 the CCSS are to be fully implemented in K-2 and blended across all other grade levels with full implementation in fall 2014. In order to better prepare our students for the changes in standards which will be implemented fully in our second year we have focused our research and alignment to these standards. Students need to be prepared for these new standards and our curriculum’s alignment to the CCSS is well documented and will prepare our students for success in meeting these standards.</p>	<p>The applicant quotes that Core Knowledge Sequence will complement state standards but does not have standard to standard alignment. In a side by side comparison of Core Knowledge math standards and Common Core Standards, there are significant gaps identified at each grade level. Core Knowledge also does not address the 8 standards of mathematical practices.</p>

<p>Please provide a list of the proposed course code offerings this school will be using.</p>	<p>We will use the FLDOE Course Code Directory (CCD) for all courses offered. We understand that any courses not located in the directory must be submitted for approval through the Curriculum Review Committee (CRC). The course code directory is currently unavailable on the FLDOE website due to “major revisions” which are being made. When the FLDOE has made these changes TCA will ensure our courses align to the new changes and submit the course codes to the District.</p>	<p>Applicant has not addressed an understanding required courses and course descriptions.</p> <p>The course code directory is accessible at: http://www.fldoe.org/articulation/CCD/1112.asp</p> <p>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> TCA was not able to address use of the Course Code Directory in course selection. While the 2013 -2014 CCD is not yet available online this is not a factor for required course selections. This demonstrates a lack of understanding how to select courses and what courses are required.</p>
<p>What are the plans for level 1 and 2 students in math and ELA in grades 6-12? Do the Riggs and Singapore courses match the course descriptions for Intensive Reading and Intensive Math?</p>	<p>Both Riggs and Singapore provide for strategies to assess the needs of each student, allowing teachers to ensure proper placement. Students who score a 1 or 2 on the FCAT or EOC will be placed in the required intensive courses. As demonstrated in the application (p. 33), Riggs and Singapore both allow for the creation of these intensive courses allowing teachers to meet students at their point of need. The reading curriculum helps develop strategies for reading, vocabulary development, writing skills, and comprehension strategies. The math curriculum provides for remediation strategies in problem-solving, communication, and reason skills. Assessments built within the curriculum will also allow teachers to continually gauge the growth of students.</p>	<p>Applicant has not demonstrated an understanding of Florida statutes requiring remediation for level 1 and 2 reading and math students</p> <p>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> Again the lack of alignment was apparent as well as the misunderstanding that Riggs Curriculum requires a 2hour 30 minute block of time daily. This is not reflected in the class schedule.</p> <p>The Riggs and Singapore Curriculums do not address the specific benchmarks required in both the Intensive Reading and Intensive Math courses.</p>

<p>The application states that the school will measure the growth of each student, but no methodologies are in place. What are the methods? (Pg 34)</p>	<p>Student growth will be measured through the use of curriculum based and state-required assessments. FCAT or EOC's administered at the end of each course will provide specific data on each student and gauge their knowledge of content in each course. Coupled with the use of curriculum based assessments teachers and administration can compare the growth of each student from year to year. This data will help to create a clear picture of the effectiveness of our curriculum. A full list of the assessments we may use can be found in Section 5E (p. 37).</p>	<p>Applicant does not demonstrate an understanding of progress monitoring requirements. CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> Classical Academy was not able to address that the need to progress monitor and adjust instruction must be completed on more than a year's growth.</p>
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5. Student Performance, Assessment and Evaluation

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

Statutory Reference(s):

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

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion 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 type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to 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 school proposes to follow the district’s Student Progression Plan (Pg 35)
The progress monitoring assessments (Questar tools and Riggs) are appropriate and will provide valuable data. (Pg 37)
The plan on how assessment information will be shared with parents is sound and reasonable (Pg 41)

Concerns/Weaknesses:
 Section 5 A is not fully addressed (Pg 35). The application lacks specific performance objectives/goals by year, subject and grade level; how much improvement is expected each year.
 School goals based on relevant high school performance indicators are lacking.
 It is not evident from the response to section 5 B that the applicant fully understands the state pupil progression requirements. Please note that although the applicant proposes to follow the district’s Student Progression Plan, it is the responsibility of the applicant to fully understand the requirements and expectations set forth by the state and described in the district student progression plan and be prepared to respond to any questions from the CRC. (Pg 35)
 The high school graduation requirements stated do not meet state and district requirements (Pg 36)
 The MTSS/RTI program as described by the charter applicant does not meet current educational best practice and may also not meet acceptable procedures regarding exceptional student education staffing.
 Tier II is listed as individualized support/assistance. Tier II is small group interventions – not individualized. (Section 5, Subsection F Pg 39) Tier III is defined as “special ed referral” which is not appropriate. It is individualized interventions before referring to ESE testing. (Pg 40)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
There is a vague reference to “ a 4% increase each academic year in all core subjects.” (Pg 35) Please clarify what this means.	For all students attending TCA we expect a minimum level of growth from year to year. This growth will be measured using state assessments (FCAT and EOC) and our curriculum based assessments. In reading, math, writing, science, and social studies TCA will strive for a minimum of 4 to 5 percentage point increase each year for all student subgroups when less than 70% are currently demonstrating proficiency. In reading, math, writing, science, and social studies TCA will strive for a 2 to 3 percentage point increase each year for all student subgroups where 70% or more are currently demonstrating proficiency.	Response acceptable.
The two performance targets (85% and 90%) and general reference to “all state assessments” is not sufficient. (Pg 35) Please clarify.	By the end of TCA’s first year we have the expectation that 85% of our students, in all subgroups, will score proficient (3 or higher) on FCAT or EOC’s in all subject areas. In our second year we have the expectation that 90% of our students, in all subgroups, will score proficient (3 or higher) on EOC’s in all subject areas. In our 3 rd , 4 th and 5 th years we have the expectation that 90% of our students, in all subgroups, will score proficient (3 or higher) on EOC’s in all subject areas. We will strive to have a 100% high school graduation rate.	Unrealistically high goals, but OK.

<p>It is unclear as to which diploma options will be offered. (Pg 36). Please explain.</p>	<p>TCA will offer a standard diploma option and the 18 credit, 3 year college or career preparatory programs as an option. For students on an IEP we will also offer the options listed on p. 15 of this document. We do not intend to offer a dual enrollment option for our students but will offer honors and advanced courses. Students will be given the opportunity to take AP tests to earn college credit.</p>	<p>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> Again, no graduation plans were available to demonstrate understanding of graduation requirements.</p>
<p>It is not clear how baseline data will be established and used to inform decisions about students' needs of the educational program. (Section D, Pg 37). Granted the district will provide some guidance, however, it is the applicant's responsibility (not the district's) to determining the data source and establishing the school's baseline data. Please clarify.</p>	<p>For all incoming students we will use previous year's data, provided by their previous schools, along with beginning of the year assessments administered by our teachers. These tests may include McCall-Crabbs or FAIR for reading and comprehension and built in assessments within Singapore Math. We will rely upon the previous year's FCAT or EOC scores in part to help establish this baseline as well. In subsequent years TCA will use the above mentioned assessments for our returning students to establish a baseline.</p>	<p>Response is somewhat general and vague, but CRC will accept response.</p>
<p>The use of the state-required FAIR assessment is not mentioned (Pg 37). Also, there is no recognition that the CELLA and Alternate Assessment are part of the state assessment program. Please explain how these state-required assessments will be used.</p>	<p>My understanding according to the FLDOE (http://www.fldoe.org/schools/foil/FAIR.pdf) is that the FAIR test is not a required state test. TCA may choose to administer the FAIR test to its students, but we want to leave this decision up to our future administration to decide its implementation. We also have the option of the McCall-Crabbs test, provided for by our Riggs reading curriculum (mentioned in Section 5E p. 37), which is another option for gauging the reading growth of our students. The initial placement test, Accountability Works On-line CELLA Form 3 Test, will be given to students whose home language survey reveals a language other than English. The annual state approved CELLA test will be administered annually to all of our ESOL students in accordance with state requirements to assess growth and determine eligibility for testing out of the program.</p>	<p>Correct, the FAIR is not required. However, schools must assess and monitor progress in reading using formative or benchmark assessments. Please note that the McCall-Crabbs test is <u>not</u> aligned to Florida's standards (NGSSS/CCS) and will not serve well as a progress monitoring tool. The Alternate Assessment is not addressed.</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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/> borderline	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to 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
Clearly states that SWD’s will have access to services provided within a regular class placement. (Section 6)

Concerns/Weaknesses:
 The response to Section E (Pg 44) is somewhat vague. Answers discuss ‘what’ but not ‘how’ ESE students will benefit from instruction/curriculum. (Pg 44-45)
 Annual reevaluation of SWD eligibility inconsistent with SBR.
 There is confusion in the descriptors of the relationship between intervention, RtI and eligibility for ESE services. The intent of RtI is not placement in ESE!
 The applicant has not provided a description of HOW the ESE projections were made (Pg 45).

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>How were the 61 K-8 students projected? What proportion of the overall student projections does the 61 represent? How are the projections “reflective of the community we serve as defined by our target population”? What are those ESE projections? What are the projected ESE populations for grades 9 – 12?</p>	<p>The ESE student population was projected using an average of ESE populations within similar Sarasota County schools. We understand that these numbers are fluid and may be higher or lower than projected, but by taking the average of other schools we believe we are create the best possible estimate. Our estimate of 61 ESE students represents 21% of our overall population. TCA is open to any eligible student who submits a application. The projected ESE populations for grades 9 – 12 can be found in Appendix J under the 5 year revenue estimate. In 2018 we are projecting 31 ESE students in grades 9 – 12.</p>	<p>The district’s average for ESE is 14%. Twenty one percent (21%) is not reflective. No clarification was provided as to how the percentages were projected. .</p>
<p>Please clarify how SWD’s will have equal opportunity for enrollment. (Pg 43)</p>	<p>As specified in Section 13, TCA is open to any eligible student residing in Sarasota or surrounding counties. SWD’s have the same opportunity to apply as every other student. TCA will ensure that our enrollment practices are nondiscriminatory.</p>	<p>Response is acceptable.</p>
<p>Please clarify who will be delivering ESE services to students. Explain how ESY services will be provided to students eligible students.</p>	<p>Our ESE students will be placed in the least restrictive environment helping to create the greatest potential growth. Our 2 ESE specialists will ensure the proper placement of students in classrooms ensuring that teachers understand each student’s specific needs. Our highly qualified teachers will deliver the required classroom instruction and differentiation to meet each student’s needs. Students who require services outside the regular classroom will be pulled out by the required personnel; speech pathologist, occupational therapist, reading specialist, etc. Due to the level of service we are able to provide, (Section 6A p. 42) TCA is unable to meet the needs of students eligible for ESY.</p>	<p>Response is acceptable. However, ask for examples at the interview to confirm understanding. ****</p> <p><u>Interview Findings:</u> The transition requirements for students with disabilities over the age of 16 were not addressed and is part of IDEA requirements.</p>

<p>What diploma options is the school prepared to offer to ESE students?</p>	<p>For students on an IEP, during their 8th grade year, the administration and the ESE specialists will consider different diploma options according to each student’s abilities and needs. The following options will be considered:</p> <ul style="list-style-type: none"> • Standard diploma • Standard diploma with FCAT/EOC wavier • Special diploma, Option 1 <p>This diploma will require a minimum number of credits, as determined by the District, and they must show mastery of State Standards.</p>	<p>The applicant lists the state requirements, however, it is not evident the applicant truly understands these requirements or how they apply. Special Diploma Option 1 is offered to students receiving less than 40% of instruction in a class with non-disabled peers, which the applicant proposes <u>not</u> to serve (p 42 application).</p> <p>CRC will ask for clarification at the 9/27 interview. ****</p> <p><u>Interview Findings:</u> Applicants were unaware of the necessary course offerings and the specially designed instruction that would have to be available to ESE students eligible to earn a Special Diploma Option 1. This is evidenced in the budget and grade 9-12 courses identified to be offered.</p>
		<p><u>Interview Findings:</u> The applicant was asked to clarify the process that would be used for students who are at risk. Although the given response mentioned the RtI process, the applicant clearly did not have a clear understanding of the tiered interventions and the process IDEA mandates that would need to be followed when determining initial eligibility for programmatic placement in the ESE Program.</p>

7. English Language Learners

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

Statutory Reference(s):

s. 1002.33(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 type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to 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 Classical Academy proposes to follow the district’s ELL plan. (Pg 46)

Concerns/Weaknesses:
 The applicant has not demonstrated a clear understanding of state and federal requirements regarding the education of English language learner students.
 The information provided for student identification, ELL support services, placement of students does not reflect District procedures. (Pg 46)
 The applicant does not recognize the CELLA as a viable tool (Pg 46)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>The application states, "We intend to hire a part-time ESOL specialist", "to guarantee that students will receive proper instruction in their individual classroom." A part-time specialist will probably not be sufficient to meet student needs as TCA includes grades K-8. (Pg 46) Please address.</p>	<p>Our ESOL specialist will work in conjunction with our ESOL certified administration and ESOL certified teachers to ensure proper placement of all ESOL students. The ESOL specialist will help in placement and annual testing of ELL students using an initial placement test (Accountability Works On-line CELLA Form 3 Test) and the annual state approved CELLA test. Qualifying students will be placed in classrooms with ESOL certified teachers, who will make sure the student's needs are being met within the classroom. Lesson plans for ESOL students will need to include ELL strategies to support and enhance English language acquisition.</p>	<p>The response is general. CRC will consider the response but will question further at the interview to confirm a deep understanding.</p>
<p>Please be advised that the Principal, Guidance, other staff will need to have their ESOL course, 60 hours, as well. (Section 7, Subsection B Pg 46)</p>	<p>TCA will ensure that the Principal, Guidance Counselor, Assistant Principal and other staff meet or exceed the requirement for 60 hours of ESOL courses.</p>	<p>OK.</p>
		<p>CRC will question further at the 9/27 interview to confirm a deep understanding. ****</p> <p><u>Interview Findings:</u> It is apparent that the applicant has not reviewed the district's ELL plan nor has an understanding of assessment instruments and criteria for program entry. At this time, the applicant does not demonstrate an understanding of state and federal requirements regarding the education of English language learner students nor demonstrates capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.</p>

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the second rating remained “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to 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 was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby resulting in a lower rating.

Strengths
The CHAMPS model and strategies are well-suited for elementary grade levels.

Concerns/Weaknesses:
The application does not provide a comprehensive description of the discipline, suspension, and dismissal procedures (Pg 48)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>How will the MTSS component be implemented within the Discipline Plan?</p>	<p>Students throughout the school will first be provided with support to encourage proper behavior and maintain discipline by the teacher within the classroom. Teachers will be given PD in classroom management and discipline strategies helping to ensure behaviors are first corrected within the classroom. When a teacher believes that discipline in the classroom is no longer possible (Behavior is: distracting others from learning, causing safety concerns, etc) then the student will be sent to the office to meet with the Principal, AP or GC. The administration will then make a determination based on the information provided through the due process procedure on how to proceed. The student and the administrator will discuss the accusations/charges and the student will be given opportunity to respond. If applicable a behavior contract may be created which the student, parents, teacher and administration will all help to enforce, helping the student achieve their full potential. The administration will follow the behaviors and consequences chart found in the Sarasota County Student and Parent Handbook in determining the proper discipline. The student and parents will be informed of the discipline and any suspensions or expulsions will be documented and provided to the District. Our goal for each student is to correct the behavior before reaching this point. Our goal for any discipline is to correct the behavior and help the student develop a stronger character and reach their full potential, enabling them to return to the classroom as quickly as possible.</p>	<p>Based on the response, the applicant does not appear to understand the implications of MTSS (multi-tiered student support) and its relationship to RTI (response to intervention) and FBA (functional behavior assessments). CRC will question further at the 9/27 interview to confirm a deep understanding. ***</p> <p><u>Interview findings:</u> No explanation was provided for how the school plans to deal with class or school wide discipline issues. No consideration was given for dealing with grades 6 – 12 students. The applicant has not demonstrated that the school will ensure a safe environment conducive to learning.</p>

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 It is unclear based on the organizational chart and the description of the school advisory council as to which entity has appropriate authority to provide for the daily instructional leadership and decision making needed to operate the school.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The chart on page 50 shows the SAC reporting to the Governing Board. Please clarify.	This was an oversight on our part. The SAC will report to the Principal not to the Governing Board. The SAC will advise the Principal on areas of concern as they arise and the Principal will then report to the Governing Board. The Principal will be in charge of all instructional leadership as stated in the responsibilities listed below the chart. The SAC box in the chart should only be connected to the Principal with the Governing Board overseeing the Principal. As the chart shows, the Principal will then oversee all other staff.	Acceptable response.
Will any of the current founding board members become members of the school's Governing Board?	Yes, the intention is for the current board to transition into the school's Governing Board.	Thank you for the information.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The staffing plan is not viable: The middle school enrollment numbers for years 3, 4, 5 will be difficult to maintain fiscally. For example, a middle school group of 185 kids would require 8 ½ teachers. (See Section 2 subsection B). The same inconsistency in the 9th grade class will cause concerns with a group of 40 kids. Cannot maintain class size and have certified teachers for all content areas with such a small group.

 The proposal to have a Guidance/ AP split position would require a dual certification and may be hard to fill. (Section 10, Subsection B Pg 51)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>Please explain how the school proposes to meet the staffing need for certified teachers in all grades/content areas given the school's small enrollment.</p>	<p>The use of our modified block schedule in middle school allows for the hiring of fewer teachers. This unique schedule coupled with the hiring of specials teachers (art, music, PE, computer) who are certified K-12 will allow TCA to meet its staffing needs. Our specials teachers will be able to teach across all grade levels allowing for fewer required staff. Our proposed middle school schedule and teacher schedule can be seen in Appendix D on p. 102-103. As the high school grows our staffing numbers and budget grow as well. We will be able to hire teachers certified in 6-12 who can teach a high school courses along with middle school courses if necessary. This will allow us to hire full time teachers and offer more courses at the middle school level as that population grows. We understand that this will place greater responsibility upon these teachers but our smaller numbers will allow for smaller class size.</p>	<p>This may not be a viable staffing plan. Teachers may be certified for 6-12 in most subjects. However, the required preps will make it very difficult to find staff that are both qualified and willing to work so many preps. Furthermore, a block schedule may result in the need for more, not fewer, teachers. Question further at the interview. ****</p> <p><u>Interview Findings:</u> The applicant's proposed plan still remains unrealistic and may compromise the school's ability to appropriately staff the school.</p>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
The plan for the development of policies and procedures is extremely vague.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

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"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The proposed recruitment plan is limited and will not target the population as specified on page 14.

 The admissions and enrollment information is insufficient for the committee to evaluate the degree to which it meets state requirements.

 The Classical Academy application does not fully address Section B (Pg 80). No explanation is provided as to HOW the school will achieve a racial/ethnic balance.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Personal references and “spreading the word” are not strategies that will reach out to a larger audience. A website does not suffice. Parents beyond the immediate surrounding area will not have timely access to the information and thus will not have an equal opportunity to enroll in the school. (Pg 80) Please address.</p>	<p>Once we have selected the location for TCA we will begin advertising to the community surrounding our school. We intend to hold open houses and informational meetings prior to our enrollment period in order to inform the community about TCA. We will advertise these meetings through radio ads, the newspaper and delivering flyers to nearby neighborhoods, libraries and educational businesses. These methods will help us to ensure that parents have timely access to information and an equal opportunity to enroll.</p>	<p>The marketing methods and strategies are appropriate. However, it appears that the school will limit the scope to the surrounding community. As mentioned on page 5 of this document, the applicant provides several descriptions of the target population – those with interest within the community (perhaps the 70 families?); those who have expressed interest that come from “all over Sarasota,” and also all students in Sarasota and neighboring counties. In subsequent sections the applicant states that the marketing will target the “surrounding community.” CRC will raise these concerns together with the “target population” questions and request further clarification at the 9/27 interview. ***</p> <p><u>Interview Findings:</u> See comments under Section II, Target population.</p>
<p>Please provide more specific timeline for the marketing, enrollment period and lottery process.</p>	<p>Once we have received approval and finalized the location for the school we will begin marketing the school to neighborhoods surrounding the school. Our enrollment period will begin during the month of March 2013 and last up to 4 weeks. Our lottery process will begin within a week of the end of our enrollment process.</p>	<p>Thank you for the clarification regarding the time line, which also aligns to the proposed action plan. The CRC has concerns that 4 weeks is too narrow of an enrollment period.</p>
<p><u>HOW</u> will the school achieve a racial/ethnic balance (Pg 80)?</p>	<p>Once we have determined a final location for TCA we will begin distributing flyers and information to homes, libraries, and other educational businesses (such as preschools and daycares) within a reasonable distance (2 to 4 miles). We will ensure that this information is available in different languages to meet the needs of our community. As stated above, our open houses will allow TCA to advertise and inform the surrounding community helping TCA to achieve a racial/ethnic balance reflective of our community.</p>	<p>Acceptable response.</p>

<p>A one-month enrollment period may not be sufficient to ensure equal access, especially if the school does not implement a comprehensive and wide-reaching marketing campaign. What modifications will be considered to address this concern?</p>	<p>The length of our enrollment process is reflective of other charter schools within Sarasota County. We believe our advertising campaign to neighborhoods around our school, coupled with the networking of our founding families will help us to achieve our enrollment capacity.</p>	<p>The CRC respectfully disagrees.</p>
<p>Please describe the lottery process (Section C, Pg 80)</p>	<p>Students in each grade will be randomly selected with preference given to those students specified in the application (Section 13C p. 81). At the end of our open enrollment period, if there are more students for a specific grade than seats available then all students for that grade will be entered into a random lottery. Students will be randomly selected and parents will be notified of their placement in class or placement on the waiting list.</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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Five possible locations are being explored.

Concerns/Weaknesses:
Square footages possibly not adequate for 600+ students in year 5. The three commercial sites might require quite a bit of remodel work and do not have much in the way of PE space.
No funding for renovations. ~~The cost of utilities not in budget~~

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
The facility plan does not match the 5-year enrollment projection. What other plans are considered?	As our school grows and our population increases we understand that larger facilities will be required. Many of the sites we are pursuing have enough land for us to add modulars if necessary and we may also consider other options in five years.	Acceptable response. The use of modular building is a sound plan since it will not require rent payment for square footage not needed in the first year.
Appendix J addresses rent but nothing regarding utilities (electric, water, sewer, gas). What are the estimated costs for utilities?	Utilities have been budgeted for and can be seen in the 5 year budget (Appendix J) under Plant Operations. We have \$48,000 budgeted the first year, tiered to \$71,136 in year 5. It can also be found in the Budget Narrative (Appendix L) under Plant Operations.	Pardon the CRC's oversight. The applicant did make allowances for utilities, although the estimates appear to be on the low side.

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 type="checkbox"/>	<input checked="" type="checkbox"/>
Second	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The Classical Academy plans to use a car pooling program. No defined method is proposed to accommodate students should parents not want to assume liability of or ride with other parents.

 No ESE or Special Needs student transportation plan provided.

 No budget for transportation. The school needs to pay parents who car pool the government rate (mileage) for transporting students.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>Who will oversee the Car Pooling program?</p>	<p>The administrative assistant will maintain records for all parents in our carpool program. Our custodial staff member will inspect the vehicles to ensure compliance to safety regulations. Our model of oversight is developed from other schools throughout Florida who are currently implementing similar programs. The administrative assistant maintains records of families willing to offer carpooling services and passes along those names to families in need of transportation.</p>	<p>The response does not fully address the CRC's concerns. Perhaps other schools have used the carpool model but this applicant has not provided a comprehensive detailed model such as explaining their plan to provide for the transportation needs of ESE students (see weaknesses listed on previous page). Will custodial staff have the capacity and skill set to determine if cars meet safety regulations? The CRC will probe further at the 9/27 interview session. ****</p> <p><u>Interview Findings:</u> The CRC understands that parents may be willing to carpool and that other charters have implemented this model. However, plans need to be in place to accommodate those parents who cannot or do not wish to be in the carpooling program. Additionally, other arrangements need to be in place to transport students with special needs.</p>
<p>Please note that the vehicles used for car pooling must meet the car pool fleet requirements for side impact and roll-over.</p>	<p>We will ensure that all cars within our carpool program also meet side impact and roll over standards as specified in FS Section 1006.22.</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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
The school plans to contract with the district for food services. (Pg 85)

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments

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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Budget is very well prepared with sufficient documentation in the appendix to verify the figures.

Concerns/Weaknesses:
No funding for facilities renovations. The cost of utilities are not in the budget.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The district capital outlay is not included which could negate the needs for a loan for startup equipment.	When constructing the budget we wanted to plan conservatively in case some of those funds might not be available. If capital outlay is available after we receive approval then we will forego the loan.	OK

<p>Possible costs associated with car pooling are not considered. Please address.</p>	<p>In searching through the law and in talking with other schools that provide transportation through carpooling we can find no requirement to reimburse drivers for mileage. If this is a misunderstanding on our part, there is adequate money in the reserve of our budget to reimburse parents who will be transporting students within a reasonable distance (2 to 4 miles), according to standard mileage of \$0.55 per mile.</p>	<p>In the Board section of the application there is a 2% contingency for unanticipated costs that could be used to fund the transportation issue.</p>
<p>What are the anticipated costs associated with utilities.</p>	<p>Utilities have been budgeted for and can be seen in the 5 year budget (Appendix J) under Plant Operations. We have \$48,000 budgeted the first year, tiered to \$71,136 in year 5. It can also be found in the Budget Narrative (Appendix L) under Plant Operations.</p>	<p>Pardon the CRC's oversight. The applicant did make allowances for utilities, although the estimates appear to be on the low side.</p>

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"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Financial management and oversight is well documented (Pg 89).

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Second	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please re-submit action plan in chronological order. (Pg 95)	<ul style="list-style-type: none"> • Fundraising campaign continues Current – Aug. ‘13 • Apply for non-profit status Oct. ‘12 • Submit grant proposals Oct. ‘12 • Governing Board fingerprinting Oct. ‘12 • Governing Board training Oct. – Dec. • Begin developing charter contract with the District Oct.–Feb.‘13 • Identify and secure building Oct. – May ‘13 • Board approval of Bylaws Nov. ‘12 • Create website Nov. ‘12 • Create marketing plan and materials Nov. – Jan. ‘13 • Facility improvements if needed Jan. – Aug. ‘13 • Develop personnel handbook Jan. ‘13 • Develop student and parent handbook Jan. ‘13 • Recruit and hire principal Jan. ‘13 • Hire registrar to help with enrollment Feb. ‘13 • Open enrollment Mar. ‘13 • Recruit and hire teachers Mar. – May ‘13 • Lottery if needed Apr. ‘13 • Order curriculum June ‘13 • Staff training Aug. 5, 2013 • School begins Aug. 20, 2013 	Thank you.
Please clarify the “order curriculum” action step that was completed June 2012. What materials were ordered/purchased?	The date for ordering the curriculum was a typing error. The date should have read June 2013.	OK, thank you.